



# 2018 Student Experience Survey

## National Report

MARCH 2019

# Acknowledgements

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The Social Research Centre would especially like to thank the higher education institutions that contributed to the SES in 2018. Without the enthusiastic assistance of the survey managers and institutional planners, the 2018 SES would not have been such a success.

We are also very grateful to the students who took the time to provide valuable feedback about their student experience. The SES data will be used by institutions for continuous improvement and will assist prospective students to make informed decisions about future study.

Our thanks also go to the teams at ACER and GCA who made very important contributions to prior administrations of the UES.

The 2018 SES was led by Graham Challice and the project team consisted of Shane Compton, Lisa Bolton, Natasha Vickers, Florence Le Guyader, James Morrison, David Haysom, Gimwah Sng, Cynthia Kim, Daniel Smith, Alistair Wilcox, Kathrin Wolfinger, Dean Pennay, Wendy Guo and Joe Feng.

For more information on the conduct and results of the 2018 SES see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).



# Executive summary

The Student Experience Survey (SES) provides a national architecture for collecting data on key facets of the higher education student experience. The SES measures five aspects of the student experience: Skills Development, Learner Engagement, Teaching Quality, Student Support, and Learning Resources. The scope of the SES is on-shore coursework students, including commencing and later-year undergraduate students, and postgraduate coursework students.

In 2018, the overwhelming majority of undergraduate students, 79 per cent, rated the quality of their entire educational experience positively. The proportion of students rating different aspects of their student experience positively ranged from 84 per cent for Learning Resources, down to 60 per cent for Learner Engagement. A relatively large proportion, 81 per cent, of undergraduate students evaluated their experience with Teaching Quality and Skills Development positively. 73 per cent of students rated their experience of Student Support favourably.

Table 1 The undergraduate student experience, by stage of studies, 2018 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Commencing	80	59	83	76	87	82
Later year*	84	61	78	69	80	76
<b>Total</b>	<b>81</b>	<b>60</b>	<b>81</b>	<b>73</b>	<b>84</b>	<b>79</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

## Student rating of the quality of entire educational experience

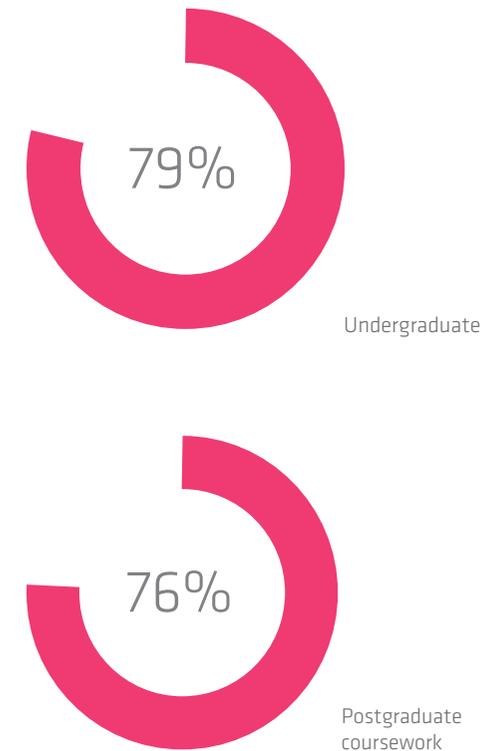
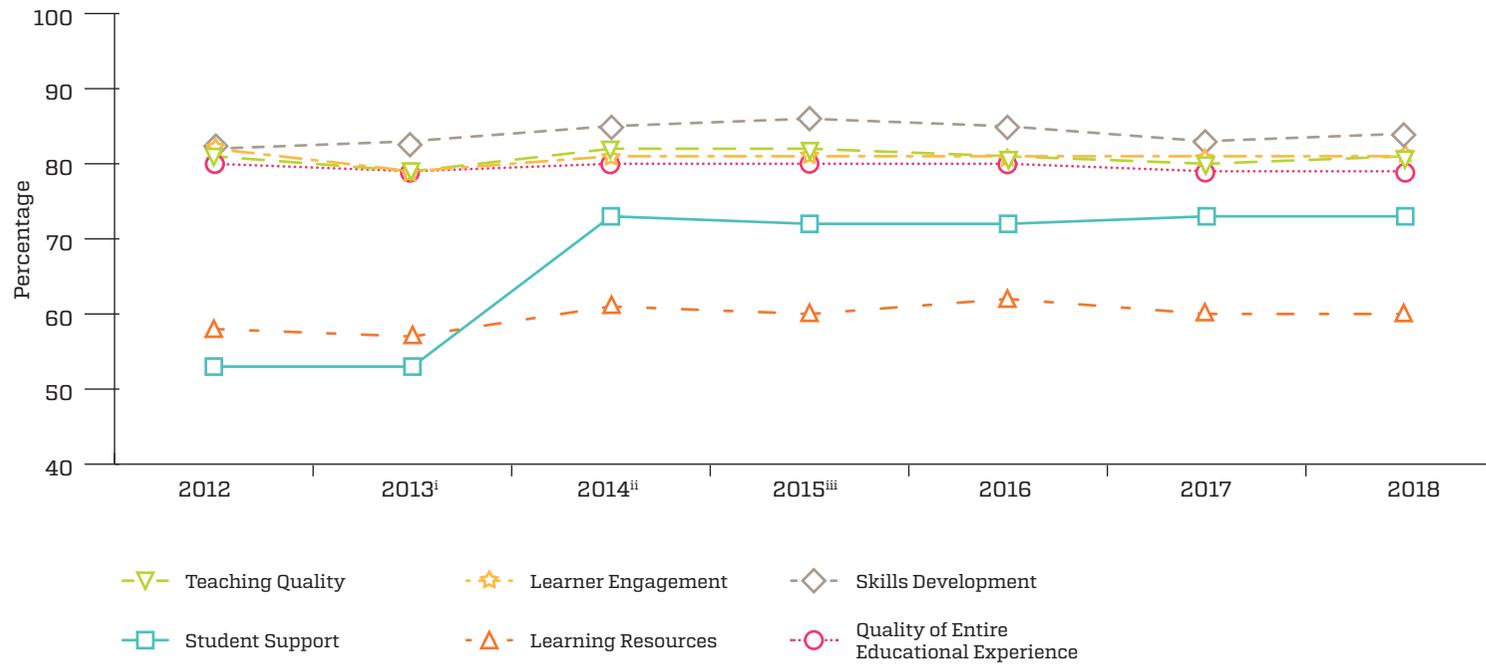


Figure 1 The undergraduate student experience 2012–2018 (% positive rating)



In 2018, there was a small 1 percentage point increase in the positive rating of Teaching Quality and Learning Resources

i) In 2013 results from the University Experience Survey were reported as percentage positive scores rather than average focus area scores. Results in these tables have been compiled on this basis, but may differ from results presented in the earlier 2011 and 2012 reports. See Appendix 5 for further detail on score construction.

ii) In 2014, one item was removed from the student support focus area so results are not comparable with those from earlier surveys.

iii) Note that results from the 2015 Student Experience Surveys include students attending both university and non-university higher education institutions and therefore are not directly comparable with results from earlier surveys which refer to university students only.

## Survey results over time

The positive rating of the quality of overall educational experience remained stable at 79 per cent in 2018, as shown by Figure 1. There was a small 1 percentage point increase in the positive rating of Teaching Quality and Learning Resources. Other SES focus areas remained unchanged between 2017 and 2018. Note that because one survey item was removed from the Student Support focus area in 2014, results for this focus area are not directly comparable with those from earlier surveys.

## Comparison of different groups of higher education students

In 2018, both university and non-university higher education institution (NUHEI) undergraduate students rated the 'quality of the entire educational experience' highly. 80 per cent of undergraduate NUHEI students rated their experience positively, slightly higher than 79 per cent of undergraduate university students, as shown by Table 2. The largest difference between NUHEI and university students across the five focus areas remains in Learning Resources, with 9 percentage points fewer NUHEI students rating this aspect positively than did university students. However, a higher proportion of NUHEI students gave positive ratings than university students in other focus areas such as Student Support (4 percentage points higher), and Skills Development, Learner Engagement and Teaching Quality (both 2 percentage points higher).

When comparing results for university and NUHEI students there are several important caveats to consider, including the narrower range of study areas for non-university providers, different population characteristics, and the fact that not all eligible non-university providers chose to participate in the survey in 2018, although there has been a marked increase in NUHEI participation since 2015.

When comparing the undergraduate higher education experience of different demographic groups of students, females, older persons aged 40 and over, English speakers, those with no reported disability, external, domestic and first in family students rated most aspects of their educational experience more positively than their counterparts. The largest variation was that a smaller proportion of external students responded positively about their Learner Engagement, 25 per cent, in comparison to internal/mixed mode students, 63 per cent. Older students also rated Learner Engagement less positively than younger students, but this difference is most likely associated with the prevalence of external or internal study modes in these age groups.

Large differences in results by study mode for Learner Engagement indicate that this scale may be performing differently for internal/mixed mode students and external mode students. The QILT website, which reports SES results at the institution by study area level, excludes external mode responses for the Learner Engagement focus area to eliminate any perceived disadvantage for institutions with high proportions of external students. This report, however, which reports SES results at national and aggregate levels, includes external mode responses in all Learner Engagement results.

Table 2 **The undergraduate student experience, by type of institution, 2018 (% positive rating)**

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
NUHEIs	83	62	83	77	76	80
Universities	81	60	81	73	85	79
All institutions	81	60	81	73	84	79

In 2018, both university and NUHEI students rated the 'quality of their entire educational experience' highly

## Study area comparisons

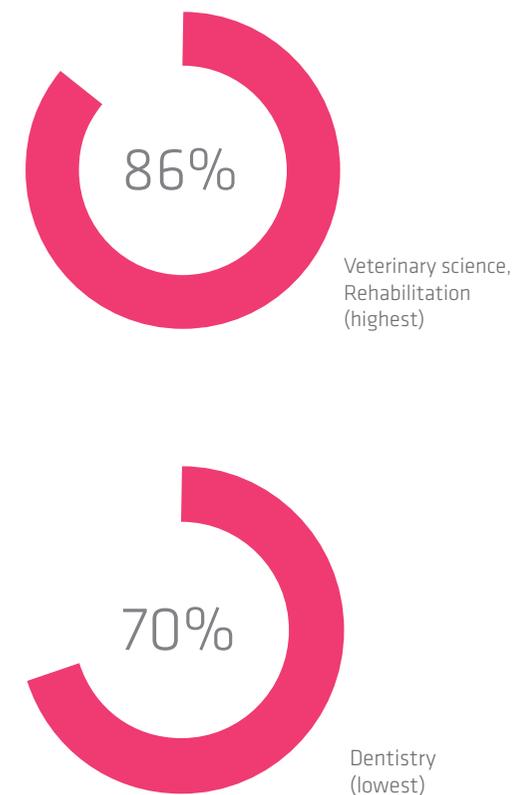
The student experience varied considerably by study area. Ratings of the entire educational experience for undergraduates ranged from a high of 86 per cent for Rehabilitation and Veterinary science to a low of 70 per cent for Dentistry. The widest range in focus area results was for Learner Engagement, with 31 percentage points separating the study areas with the highest and lowest results (Medicine at 81 per cent and Psychology at 50 per cent). The narrowest range of results across study areas was recorded in relation to Student Support and Learning Resources, with 13 percentage points separating the study area with the highest and lowest scores. In the case of Student Support this was Medicine at 80 per cent and Architecture and built environment at 67 per cent. In terms of Learning Resources this was Veterinary science and Rehabilitation at 89 per cent and Architecture and built environment at 76 per cent.

## Institutional comparisons

Student ratings do vary by institution, indicating sites of best practice in the student experience. In 2018, 92 per cent of students at the University of Divinity rated their overall education experience positively, while the University of Notre Dame Australia and Bond University both recorded 89 per cent. These universities are characterised by small numbers of students, consistent with previous research showing a negative association between institution size and student ratings. It is important to acknowledge that factors beyond the quality of the educational experience such as course offerings and the composition of the student population might also impact on student ratings.

Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, data for individual NUHEIs have been pooled across the 2017 and 2018 surveys to improve the robustness and validity of data, as occurs on the QILT website. On this basis, there do appear to be some NUHEIs where students rate the quality of their overall education experience much higher than in other institutions. For example, a number of NUHEIs have positive student ratings for entire educational experience clearly over 90 per cent, including Adelaide Central School of Art, Moore Theological College and Jazz Music Institute (all 96 per cent), Champion College Australia (95 per cent), and Australian College of Theology and Tabor College of Higher Education (both 94 per cent). While the same caveats apply to student ratings at institution level, these are clearly sites of best practice in the student experience from which other institutions may learn.

## Student rating of the quality of the entire educational experience by study area



## International comparisons

Comparison of results from the 2018 SES with those from similar surveys in the United States of America (the National Survey of Student Experience, NSSE), and the United Kingdom (the National Student Survey, NSS), show that Australian students continue to rate their higher education experience lower than their counterparts in these countries. For example, for undergraduates in 2018:

- 85 per cent of United States senior year students responded positively about their educational experience in comparison with 76 per cent of Australian later year students
- 84 per cent of United States first year students responded positively about their educational experience in comparison with 82 per cent of Australian commencing students
- 83 per cent of United Kingdom final year students expressed overall satisfaction with their course in comparison with 78 per cent of Australian later year students.

It is important to note, however, that these results do not account for potential differences in the composition of the respective student populations, nor methodological differences between the surveys.

## Likelihood to consider departing higher education

In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving higher education in 2018. Overall, 19 per cent of undergraduate students indicated that they had considered leaving, which is broadly comparable to the figures of 20 per cent reported in 2017 and 18 per cent in 2016. Notably, undergraduate students who reported low grades were most likely to have considered early departure. This is most apparent for students achieving a grade of less than 50 per cent, of whom 48 per cent considered early departure. Students from low socio-economic backgrounds were also more likely to have considered leaving at 22 per cent, compared with 18 per cent for those from high SES and 20 per cent for those from medium SES backgrounds. 22 per cent of students from regional/remote locations considered leaving their studies, compared with 19 per cent from metropolitan locations. The most common reasons given for undergraduate students considering early departure were situational in nature, including health or stress, difficulties relating to finances and workload, and study/life balance.

## The postgraduate coursework experience

The student ratings for postgraduate coursework students were slightly lower overall, with 76 per cent rating their entire educational experience positively compared with 79 per cent of undergraduates. Postgraduate coursework students' ratings were broadly similar to those of undergraduates in the other focus areas of Skills Development, Teaching Quality, Student Support and Learning Resources, as shown by

19 per cent of undergraduate students indicated that they had considered leaving in 2017

Table 3. However, there was a substantive difference in the area of Learner Engagement with postgraduate coursework students rating this focus area 7 percentage points lower, which may reflect, in part, the different demographic profile of postgraduate coursework students who are more likely to be older and studying off campus and part-time.

A notable difference in the postgraduate coursework experience was that students attending NUHEIs were more likely to rate their overall education experience positively than university students by 4 percentage points, whereas this gap was only 1 percentage point at undergraduate level.

Postgraduate coursework students' ratings of their entire educational experience ranged from a high of 85 per cent for Humanities, culture and social sciences to a low of 53 per cent for Dentistry.

**Table 3 The postgraduate coursework student experience, 2018, by stage of studies, (% positive rating)**

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Commencing	80	51	82	74	84	77
Later year*	82	54	79	72	82	75
<b>Total</b>	<b>81</b>	<b>53</b>	<b>81</b>	<b>73</b>	<b>83</b>	<b>76</b>

\* Later Year includes Middle Year students where for NUHEIs where census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students)

**Table 4 The postgraduate coursework student experience, NUHEI and university students, 2018 (% positive rating)**

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
NUHEIs	80	48	82	76	72	80
Universities	81	53	81	73	84	76
All institutions	81	53	81	73	83	76

Postgraduate coursework students were less likely to have considered leaving higher education with 17 per cent stating that they had seriously considered leaving, in comparison with 19 per cent of undergraduates. Postgraduate coursework students with lower reported average grades were more likely to have considered early departure including 42 per cent of those with reported average grades below 50 per cent. However, in contrast to undergraduates, postgraduate coursework students were less likely to cite health or stress, personal reasons, the need for a break, boredom/lack of interest or a change of direction as their main reason for considering early departure reflecting their different stage of life and personal circumstances. Postgraduate coursework students were more likely than undergraduates to cite quality concerns or that their expectations had not been met as their reasons for considering leaving.

## Methodology

Originally developed as the University Experience Survey (UES) in 2011, the SES was renamed in 2015 to facilitate the inclusion of students from non-university higher education institutions (NUHEIs). Other than minor changes in wording to ensure the survey instrument was relevant to all higher education students the survey questionnaire remains relatively unchanged from the 2014.

All 41 Australian universities participated in the 2018 SES as well as 66 NUHEIs, for a total of 107 institutions compared with 99 institutions in 2017, 95 institutions in 2016 and 79 in 2015. The 2018 SES in-scope survey population was unchanged from 2017, consisting of commencing and later-year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions.

The main online fieldwork period ran from 1 August to 31 August 2018. From a final in-scope sample of 578,876, responses were received from a total of 283,260 students, which equated to 298,482 valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 48.9 per cent, up from 36.2 per cent in 2017 and 45.6 per cent in 2016.

The response rate for universities in the 2018 SES was 48.8 per cent, compared with 50.6 per cent for NUHEIs. Individual university response rates ranged from 65.4 per cent to 33.7 per cent, and NUHEI response rates ranged from 88.8 per cent to 28.1 per cent. The response rate for postgraduate coursework students was slightly higher than for undergraduate students at 49.6 per cent and 48.6 per cent respectively.

As in 2017 and 2016, a stratified sampling approach was employed in the design of the 2018 SES, with strata defined on the basis of institution and study area. In 2018, the sample of secured responses closely matched the in-scope population on most characteristics with the exception that, as has been the case in previous years, males are notably under-represented. As in previous years, post-stratification weighting to correct the gender imbalance in the sample of secured responses did not have a substantial impact on the results at the national level. Therefore, the previous practice of analysing data without applying weights has been retained for 2018.

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# 1 Introduction and overview

## 1.1 Background to the 2018 Student Experience Survey

The Student Experience Survey (SES), originally known as the University Experience Survey (UES), was created to provide a national framework for collecting feedback on the higher education student experience. The SES focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and potentially able to be influenced by institutions.

A consortium commissioned by the Department of Education, Employment and Workplace Relations (DEEWR) designed the UES in 2011. The UES consists of a survey instrument, the University Experience Questionnaire (UEQ), and a survey methodology (Radloff, Coates, James, & Krause, 2011). The instrument and survey approach was refined in 2012 by the same consortium. From 2013 and 2014 Graduate Careers Australia and the Social Research Centre assumed responsibility for continuous improvement in the administration of the UES.

In mid-2014, the Quality Indicators for Learning and Teaching (QILT) federal budget measure was introduced. Since 2015, the Social Research Centre has administered the SES on behalf of the Australian Government Department of Education and Training as part of the QILT initiative. QILT includes the deployment of a survey research program aimed at collecting student feedback from current students (the SES), graduates (the Graduate Outcomes Survey) and employers of graduates (the Employer Satisfaction Survey). Further information can be found on the QILT website, [www.qilt.edu.au](http://www.qilt.edu.au), where survey results are published in an interactive format.

In 2015, the UES was renamed the 'Student Experience Survey' (SES) to be inclusive of students enrolled at non-university higher education institutions (NUHEIs) who offered undergraduate level degree courses. In 2017, the collection was expanded to include postgraduate coursework students for the first time.

## 1.2 Scope of this report

This report presents an overview of the 2018 SES. A summary of the conduct and administration of the survey is available in Appendix 1. All higher education institutions who are covered under the Higher Education Support Act (HESA) are eligible to participate in the QILT program. All 41 universities participated in the 2018 SES. 66 NUHEIs elected to take part in the 2018 SES, compared with 58 in 2017, 55 in 2016 and 39 in 2015. Non-HESA institutions are able to participate in the SES for benchmarking and continuous improvement purposes but are not included in this report.

The 2018 SES consisted of commencing and later-year, onshore, undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. More detailed results for university students and NUHEI students are shown in a separate publication available at [www.qilt.edu.au](http://www.qilt.edu.au) to assist with time-series comparisons and interpretation of the data.

Focus areas in the SES comprise related items representing feedback from students about their higher education experience, regarding outcomes, behaviours and satisfaction. In order to report meaningfully on these varied aspects of the student experience, each student is adjudged to have rated their experience either positively or negatively for each item and, based on the item responses, each focus area. Scores presented in this report for both items and focus areas represent the proportion of students responding positively. Detailed information on how the scores are calculated are in Appendix 4. The survey items and response frames are reproduced in Appendix 2.

## 2 Undergraduate results from the 2018 SES

The overwhelming majority of undergraduate higher education students, 79 per cent, rated the quality of their entire educational experience in 2018 favourably. This result is unchanged from 2017. The percentage of positive results for the five SES focus areas and a key questionnaire item are presented by stage of studies in Table 5. Considering first the overall results, positive ratings ranged from 84 per cent for the Learning Resources focus area, down to 60 per cent for the Learner Engagement<sup>1</sup> focus area. A relatively large proportion of higher education students gave favourable ratings of their Skills Development and the Teaching Quality provided by their institution at 81 per cent each. In terms of the Student Support provided by their institution, 73 per cent of survey respondents reported positive experiences.

### 2.1 The undergraduate student experience by stage of studies

Commencing undergraduate students were more often positive than later year students, with respect to Teaching Quality, Student Support, Learning Resources and the quality of their entire educational experience, by up to 7 percentage points. A higher proportion of those students in the later years of their studies rated Skills Development and Learner Engagement positively by up to 4 percentage points. Student Support as experienced by later year students may not necessarily reflect the same types of services or activities as those available to commencing students, so this result should be interpreted with caution.

### 2.2 The undergraduate student experience over time

The positive rating of the quality of overall educational experience remained consistent with 2017 at 79 per cent, as shown by Table 6. There was a small 1 percentage point increase in the positive rating of Teacher Quality and Learning Resources. All other focus areas remained unchanged from 2017.

When the results from the 2011 UES through to the 2018 SES collections are compared (see Table 6), the largest difference in terms of focus area results was seen in relation to Student Support between 2013 and 2014, with a difference of 20 percentage points. This difference, however, was due to modifications to the questionnaire and sampling method in 2014 and has remained stable since 2014. In general, results in other focus areas have been very stable with the largest change being a 5 percentage point increase between 2013 and 2016 in the Learner Engagement focus area.

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<sup>1</sup> This report includes external mode responses in all Learner Engagement results. However, the QILT website, excludes external mode responses for the Learner Engagement focus area to eliminate any perceived disadvantage for institutions with high proportions of external students.

Table 5 The undergraduate student experience, by stage of studies, 2018 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Commencing	80	59	83	76	87	82
Later year*	84	61	78	69	80	76
<b>Total</b>	<b>81</b>	<b>60</b>	<b>81</b>	<b>73</b>	<b>84</b>	<b>79</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

Table 6 The undergraduate student experience, 2011–2018 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
2011 <sup>*</sup>	–	–	–	–	–	79
2012	82	58	81	53	82	80
2013 <sup>**</sup>	79	57	79	53	83	79
2014	81	61	82	73 <sup>†</sup>	85	80
2015 <sup>††</sup>	81	60	82	72	86	80
2016	81	62	81	72	85	80
2017	81	60	80	73	83	79
2018	81	60	81	73	84	79

\*The 2011 University Experience Survey was a pilot survey administered among 24 universities.

\*\*In 2013 results from the University Experience Survey were reported as percentage positive scores rather than average scale scores. Results in these tables have been compiled on this basis, but may differ from results presented in the earlier 2011 and 2012 reports. See Appendix 5 for further detail on score construction.

†In 2014, one item was removed from the student support focus area so results are not comparable with those from earlier surveys.

††From 2015 the Student Experience Surveys includes students attending both university and non-university higher education institutions and therefore results are not directly comparable with results from earlier surveys which refer to university students only.

## 2.3 The undergraduate student experience of specific student groups

2018 SES results by student demographic and contextual groups are presented in Table 7. It should be noted that the results presented in this section are based on a series of separate analyses and thus do not reflect interactions between any of the characteristics.

International students and male students were less likely to rate their overall educational experience positively, at 4 percentage points below domestic students and female students respectively. Also of note is that students aged between 25 and 29 years generally had lower ratings than other groups, with the exception of the Learner Engagement focus area, where this group rated this focus area more highly than older students.

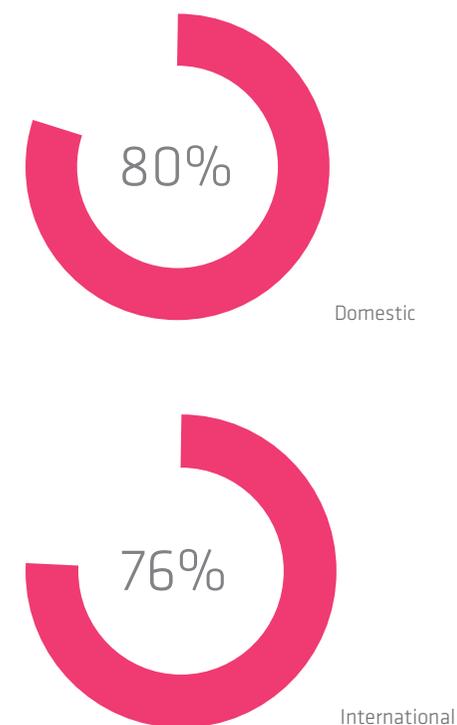
Female students generally recorded more positive results about their educational experience than male students. For example, female students rated the Skills Development focus area 4 percentage points higher than males. However, this result may be influenced by differences in the courses undertaken by male and female students.

With respect to study mode, internal or mixed mode students remain far more likely to provide positive ratings of their level of learner engagement than those studying externally, with 38 percentage points between the groups.<sup>2</sup> The differences by study mode in relation to the other four focus areas were smaller by comparison, External students were less likely to rate the Skills Development focus area positively by 4 percentage points. This may indicate a relationship between the activities referenced in the learner engagement focus area and certain aspects of skills development.<sup>3</sup>

There is also a clear negative association between age and Learner Engagement, with young students (aged under 25) much more likely to respond positively in relation to their level of engagement than students in the three older age groups, and students aged 40 and over in particular. This difference persists, even when external students are considered, with students over 40 who are studying internally still rating their experiences in this focus area around 12 percentage points lower than those under 25 and all older students studying externally rating their experience 6 to 8 percentage points lower. Older students are presumably more likely to be balancing their studies with their work and family lives through part-time study, which may serve to limit Learner Engagement activities (as measured by the SEQ). Interestingly, though, students 40 years and over were more likely to respond positively in relation to Teaching Quality, the Student Support provided by their institution and Learning Resources.

Indigenous students were less likely than non-Indigenous students to rate Learner Engagement positively by 5 percentage points, though this may be related to the fact that a larger proportion of Indigenous students are engaged in external study than for the non-Indigenous respondents. However, when comparing Indigenous and non-Indigenous students who studied internally, Indigenous students still rated this focus area 2 percentage points lower. Indigenous students were, however, more likely to rate positively the Student Support and Learning Resources provided by their institution than non-Indigenous students, by 4 percentage points and 1 percentage point respectively. There were no differences between Indigenous and non-Indigenous students in relation to the other two focus areas and overall education experience.

### Undergraduate student rating of the quality of the entire educational experience by residency



<sup>2</sup> Note that analysis of SES results by study mode has indicated that responses from multi-modal study students are more like those of internal mode than external mode students. For this reason, multi-modal responses have been grouped with internal mode response for analysis since the 2017 SES National Report.

<sup>3</sup> Large differences in results by study mode for Learner Engagement continues to suggest that this scale may be performing differently for internal/mixed mode students and external mode students. The QILT website, which reports SES results at the institution by study area level, excludes external mode responses for the Learner Engagement focus area to eliminate any perceived disadvantage for institutions with high proportions of external students. This report, however, which reports SES results at national and aggregate levels, includes external mode responses in all Learner Engagement results unless otherwise indicated.

Table 7 The undergraduate student experience, by demographic and contextual group, 2018 (% positive rating)

	Group/subgroup	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Gender	Male	79	61	80	72	83	77
	Female	83	60	82	74	85	81
Age	Under 25	82	63	81	73	85	79
	25 to 29	80	54	79	72	81	77
	30 to 39	81	45	82	75	81	79
	40 and over	80	41	85	80	84	82
Indigenous	Indigenous	81	55	81	77	85	79
	Non-Indigenous	81	60	81	73	84	79
Home language	English	82	60	82	74	84	80
	Other	80	57	79	72	85	76
Disability	Disability reported	78	56	80	75	82	78
	No disability reported	82	60	82	73	85	79
Study mode	Internal/Mixed	82	63	81	73	84	79
	External	78	25	83	78	82	81
Residence status	Domestic student	82	60	82	74	85	80
	International student	80	58	79	71	83	76
First in family status*	First in family	81	59	84	77	88	83
	Not first in family	80	62	84	76	87	82
Previous higher education experience**	Previous experience – current institution	79	58	82	73	86	81
	Previous experience – another institution	79	53	84	77	85	81
	New to higher education	80	62	84	76	88	82

	Group/subgroup	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Socio-economic Status	High	81	62	82	72	84	80
	Medium	82	61	82	75	85	80
	Low	82	57	81	75	85	79
Location	Metro	81	61	82	73	84	80
	Regional/remote	82	58	83	76	85	81
<b>Total</b>		<b>81</b>	<b>60</b>	<b>81</b>	<b>73</b>	<b>84</b>	<b>79</b>

\* Previous higher education experience and First in family status include commencing students only.

\*\* Previous higher education experience and First in family status include commencing students only.

Students who spoke English as their main language at home were more likely than those from a non-English speaking background to rate their educational experience more positively. These differences were largest in relation to Learner Engagement and Teaching Quality by 3 percentage points, and the quality of their entire educational experience by 4 percentage points. A similar pattern is observed in relation to international and domestic students, where domestic students were more likely than international students to provide positive responses to every aspect of their educational experience, including in relation to the quality of their entire educational experience, which domestic students rated more positively by 4 percentage points.

Students who reported having a disability were less likely to provide positive ratings than students who did not report any disability, with ratings 4 percentage points lower for Skills Development and Learner Engagement, 3 percentage points lower for Learning Resources, 2 percentage points lower for Teaching Quality, but 2

percentage points higher for Student Support. The quality of their entire educational experience was 1 percentage point lower for students who reported having a disability.

Few noteworthy differences were observed based on whether the student was the first in their family to attend university, other than that students who were the first in their family to attend university were less likely to rate Learner Engagement positively by 3 percentage points (down from a gap of 5 percentage points in 2017). Students who had previously been enrolled at their current or another higher education institution were less likely to report positively in terms of Learner Engagement experiences than students new to higher education, by 4 and 9 percentage points respectively. This may be related to the fact that students who had been enrolled at another institution were more likely to be studying externally in 2018 (19 per cent compared with 4 per cent for those who were new to higher education and 9 per cent for those who were previously enrolled at the current institution). There were no other notable differences on the basis of previous higher education experience.

The 2018 SES maintained two additional demographic groups introduced in 2017 – socio-economic status (SES)<sup>4</sup> and location. Both of these groups are derived from geocoded measures based on the location of where students are ‘from’, that is, their permanent home address at the commencement of study. These measures therefore only relate to domestic students with a recorded address.

In terms of the socio-economic status of respondents, the largest differences were recorded in the Learner Engagement focus area where low SES students were less likely to rate their learner engagement positively than those from medium and high SES by 4 and 5 percentage points respectively. However, this group rated their experience of student support higher than those from high SES backgrounds by 3 percentage points but consistent with those from medium SES. This consistency between students from low and medium SES in terms of student support may indicate that these groups are more likely to access and benefit from these services than those from higher SES backgrounds.

For the most part, results did not vary greatly by location<sup>5</sup> with respect to the whether students were from metropolitan or regional/remote locations. However, students from regional/remote areas were less likely to rate Learner Engagement positively than their metropolitan counterparts, by 3 percentage points. For Student Support the pattern was reversed, with students from regional/remote areas 3 percentage points more likely to rate the support they received positively. This may reflect a ‘tyranny of distance’ that makes traditional face-to-face student-centred

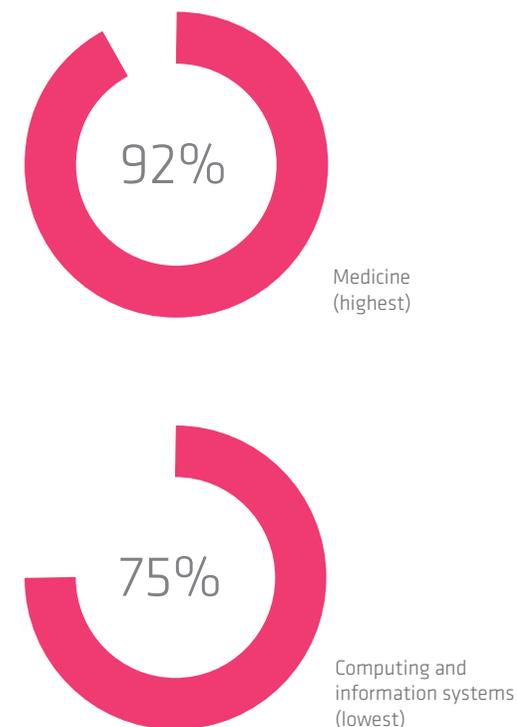
learning and interacting with their peers outside study more difficult but also reflect a higher focus on student support services in regional institutions.

## 2.4 The undergraduate student experience by study area

Looking at SES results across different study areas (see Table 8), there is considerable variation in student ratings of the entire educational experience ranging from a high of 86 per cent for Rehabilitation and Veterinary science, to a low of 70 per cent for Dentistry representing a difference of 16 percentage points. In general, results relating to the quality of the entire educational experience remained relatively static with 2017 across the larger study areas. The biggest differences recorded were a 3 percentage point decrease for Pharmacy and an 8 percentage point increase for Veterinary science.

The widest range in focus area results was for Learner Engagement, with 31 percentage points separating the study areas with the highest and lowest results (Medicine at 81 per cent and Psychology at 50 per cent). The narrowest range of results across study areas is seen in relation to Student Support and Learning Resources, with 13 percentage points separating the study area with the highest and lowest scores. In the case of Student Support this was Medicine at 80 per cent and Architecture and built environment at 67 per cent. In terms of Learning Resources this was Veterinary science and Rehabilitation

### Skills Development focus area – undergraduate



4 Large differences in results by study mode for Learner Engagement continues to suggest that this scale may be performing differently for internal/mixed mode students and external mode students. The QILT website, which reports SES results at the institution by study area level, excludes external mode responses for the Learner Engagement focus area to eliminate any perceived disadvantage for institutions with high proportions of external students. This report, however, which reports SES results at national and aggregate levels, includes external mode responses in all Learner Engagement results unless otherwise indicated.

5 Location is a measure based on the ABS 2011 Australian Statistical Geography Standard (ASGS) classification of remoteness. The SES classifies higher education graduates as being either from regional/remote or metropolitan areas. The combined regional/remote category includes graduates from Inner regional, Outer regional, Remote and Very remote areas as defined by the ASGS. Geocoding is calculated at the postcode level. However, postcodes can be mapped to multiple remoteness categories. For example, a postcode may be classified as 75 per cent regional/remote and 25 per cent metropolitan. These proportions are then used to estimate the number of graduates from metropolitan or regional/remote areas that meet the survey characteristics in question.

at 89 per cent and Architecture and built environment at 76 per cent. This possibly indicates that Student Support services and Learning Resources are often provided on a whole of institution basis rather than a particular faculty.

While the student ratings for each of the focus areas have remained relatively consistent across 2016, 2017 and 2018, it is notable that Veterinary science ratings of Learning Resources increased by 10 percentage points and ratings of their overall educational experience by 8 percentage points, which is most likely related to the smaller number of survey responses for this study area.

While confidence intervals are not shown in Table 8, it is important to interpret the results with respect to the remarks made in Appendix 1.4.4 Stratum-level precision concerning the precision of estimates in the SES. It is possible that some of the differences in this table, especially those seen in relation to study areas containing small numbers of observations, may not be statistically significant.

It also should be noted that broad disciplinary aggregations hide much of the detail that is relevant to schools, faculties and academic departments. More detailed SES results disaggregated by 45 study areas are available in Appendix 7.2 Undergraduate Student Experience: 45 Study Areas.

**Table 8 The undergraduate student experience, by study area, 2017 and 2018 (% positive rating)**

Study area	2017						2018					
	SD	LE	TQ	SS	LR	OEE	SD	LE	TQ	SS	LR	OEE
Science and mathematics	80	61	83	73	87	81	80	61	84	75	88	81
Computing and information systems	73	57	74	71	82	71	75	58	76	73	83	73
Engineering	79	66	75	69	82	73	80	66	77	71	84	75
Architecture and built environment	80	65	78	68	74	75	79	65	79	67	76	76
Agriculture and environmental studies	81	63	82	72	86	80	83	63	84	75	86	81
Health services and support	81	58	82	73	83	80	82	58	83	74	84	81
Medicine	90	80	82	76	82	83	92	81	83	80	83	83
Nursing	85	60	77	75	85	76	85	60	79	75	86	77
Pharmacy	86	67	82	77	86	81	86	67	81	74	86	78
Dentistry	86	64	73	71	72	71	86	65	73	69	76	70
Veterinary science	82	71	80	70	79	78	86	73	86	74	89	86
Rehabilitation	90	76	89	79	88	87	90	75	88	78	89	86
Teacher education	82	59	78	72	82	78	83	58	81	73	84	79

Study area	2017						2018					
	SD	LE	TQ	SS	LR	OEE	SD	LE	TQ	SS	LR	OEE
Business and management	77	57	76	72	82	76	78	58	77	71	83	77
Humanities, culture and social sciences	80	56	85	73	84	82	82	56	86	74	86	82
Social work	85	52	85	76	84	82	86	53	84	76	84	81
Psychology	81	50	86	77	86	83	82	50	85	77	87	83
Law and paralegal studies	85	57	82	70	83	79	84	57	83	71	84	81
Creative arts	80	68	83	73	78	79	81	68	84	73	79	80
Communications	81	67	82	74	85	81	83	67	84	76	86	81
Tourism, Hospitality, Personal services, Sport and recreation	81	62	82	70	84	78	80	61	83	73	82	81
<b>Total</b>	<b>81</b>	<b>60</b>	<b>80</b>	<b>73</b>	<b>83</b>	<b>79</b>	<b>81</b>	<b>60</b>	<b>81</b>	<b>73</b>	<b>84</b>	<b>79</b>

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OEE = Overall Educational Experience

## 2.5 The undergraduate student experience – universities and NUHEIs

When comparing results for university and NUHEI students there are several important caveats to consider. First, while the number of non-university institutions participating in the SES has increased markedly, only 66 of the total Tertiary Education Qualifications Standards Authority (TEQSA) registered non-university providers opted to participate in the 2018 SES collection. These NUHEIs may differ in key respects from the providers that elected not to take part. Second, NUHEIs tend to teach a narrower range of study areas than universities. Finally, the demographic characteristics of the two groups differ in several important respects. NUHEI students are more likely than their peers from universities to be international students and be the first in their family to enrol in higher education. Any differences in results between NUHEI and university students may be attributable, at least in part, to these factors.

In the 2018 SES, university and NUHEI scores relating to the quality of their entire educational experience recorded a small difference of 1 percentage point in favour of the NUHEIs. As shown in Table 9, the largest difference between NUHEI and university students across the five focus areas remained in relation to Learning Resources with NUHEI students being 9 percentage points less likely to express positive responses in this focus area, compared with a 10 percentage point difference in 2017 and 13 percentage point difference in 2016. NUHEI students rated Student Support more positively, with 4 percentage points separating them from university students. Minor differences were also evident for Skills Development, Learner Engagement, and Teaching Quality (with 2 percentage points each favouring NUHEIs).

Table 9 The undergraduate student experience, NUHEI and university students, 2018 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
NUHEIs	83	62	83	77	76	80
Universities	81	60	81	73	85	79
All institutions	81	60	81	73	84	79

NUHEI students rated Student Support more positively, with 4 percentage points separating them from university students

## 2.6 The undergraduate student experience by institution

### University student ratings

Undergraduate student ratings do vary across institutions as shown by Figure 2. For example, 92 per cent of students at the University of Divinity rated their overall educational experience positively in 2018, while the University of Notre Dame Australia and Bond University both recorded 89 per cent. These universities are characterised by small numbers of students and this is consistent with previous research showing a negative association between institution size and student ratings. It is important to acknowledge that factors beyond the quality of the educational experience such as course offerings and the composition of the student population might also impact on student ratings. Where confidence intervals overlap between two universities there is no significant difference in student ratings in a statistical sense. Nevertheless, it appears there is differentiation among universities with some attracting higher student ratings than others.

Table 10 presents results for different focus areas in 2018 by university while Table 11 presents data aggregated for 2017 and 2018.

Figure 3 and Table 11 present results at university level combining responses from the 2017 and 2018 Student Experience Surveys. This mirrors the approach shown on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area.

Figure 2 Quality of entire educational experience for undergraduate university students, 2018 (% positive rating)

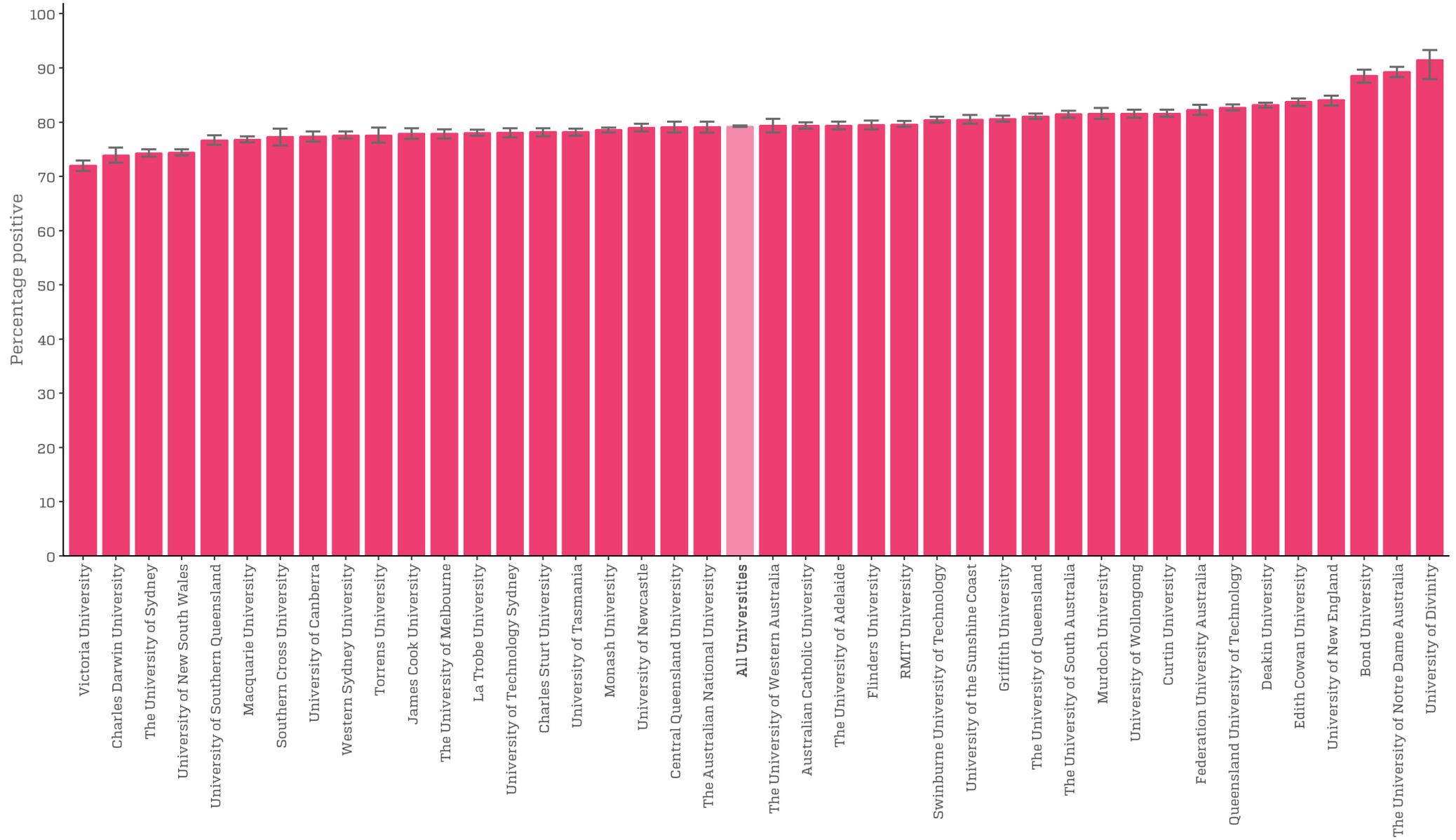


Table 10 The undergraduate student experience, 2018 – by university (% positive rating, with 90% confidence intervals)\*

University	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Australian Catholic University	83.8 (83.3, 84.3)	66.3 (65.6, 67.0)	80.7 (80.1, 81.3)	72.5 (71.7, 73.2)	85.5 (84.9, 86.0)	79.4 (78.8, 80.0)
Bond University	90.3 (88.9, 91.3)	83.1 (81.5, 84.4)	89.2 (87.9, 90.3)	88.5 (87.0, 89.7)	91.5 (90.3, 92.5)	88.6 (87.3, 89.7)
Central Queensland University	79.5 (78.5, 80.5)	48.5 (47.2, 49.9)	81.8 (80.9, 82.7)	75.8 (74.6, 77.0)	84.1 (83.0, 85.2)	79.1 (78.1, 80.1)
Charles Darwin University	77.0 (75.6, 78.2)	49.5 (47.3, 51.6)	76.7 (75.3, 78.0)	72.6 (70.9, 74.2)	80.6 (78.7, 82.3)	73.9 (72.5, 75.3)
Charles Sturt University	80.4 (79.6, 81.1)	67.3 (66.1, 68.4)	81.5 (80.8, 82.2)	77.3 (76.4, 78.2)	84.7 (83.8, 85.6)	78.2 (77.4, 78.9)
Curtin University	83.2 (82.6, 83.8)	65.6 (64.8, 66.4)	83.7 (83.1, 84.3)	73.8 (73.0, 74.7)	87.5 (86.9, 88.1)	81.6 (81.0, 82.3)
Deakin University	82.8 (82.3, 83.2)	61.3 (60.6, 61.9)	83.4 (82.9, 83.9)	77.1 (76.5, 77.7)	90.9 (90.5, 91.3)	83.2 (82.7, 83.6)
Edith Cowan University	86.1 (85.4, 86.7)	65.1 (64.1, 66.0)	85.8 (85.1, 86.4)	81.0 (80.1, 81.8)	88.6 (87.9, 89.2)	83.8 (83.0, 84.4)
Federation University Australia	84.3 (83.4, 85.2)	66.8 (65.6, 68.0)	84.3 (83.4, 85.2)	79.4 (78.2, 80.5)	87.5 (86.6, 88.4)	82.3 (81.3, 83.2)
Flinders University	82.2 (81.4, 83.0)	64.2 (63.2, 65.1)	81.5 (80.7, 82.3)	74.1 (73.1, 75.1)	86.4 (85.6, 87.1)	79.5 (78.7, 80.3)
Griffith University	82.8 (82.3, 83.4)	60.9 (60.2, 61.6)	82.3 (81.7, 82.8)	74.6 (73.9, 75.4)	87.1 (86.5, 87.6)	80.6 (80.1, 81.2)
James Cook University	85.3 (84.4, 86.2)	67.4 (66.3, 68.6)	81.3 (80.3, 82.2)	78.2 (77.0, 79.3)	82.1 (81.1, 83.0)	77.9 (76.9, 78.9)
La Trobe University	81.2 (80.6, 81.7)	65.7 (65.1, 66.4)	79.6 (79.0, 80.2)	71.9 (71.2, 72.7)	82.8 (82.2, 83.4)	78.0 (77.5, 78.6)
Macquarie University	77.3 (76.7, 77.8)	55.9 (55.3, 56.5)	78.3 (77.8, 78.8)	66.3 (65.5, 67.0)	84.3 (83.8, 84.8)	76.8 (76.3, 77.4)
Monash University	81.6 (81.2, 82.1)	65.8 (65.3, 66.3)	81.4 (81.0, 81.8)	74.6 (74.0, 75.1)	86.5 (86.0, 86.8)	78.6 (78.1, 79.0)
Murdoch University	82.6 (81.6, 83.6)	63.0 (61.7, 64.4)	83.5 (82.5, 84.5)	79.8 (78.6, 81.0)	87.2 (86.2, 88.1)	81.6 (80.6, 82.6)
Queensland University of Technology	83.3 (82.7, 83.9)	64.6 (63.8, 65.3)	83.3 (82.7, 83.9)	75.6 (74.8, 76.4)	88.6 (88.1, 89.1)	82.7 (82.2, 83.3)
RMIT University	81.3 (80.8, 81.9)	68.2 (67.6, 68.8)	79.9 (79.4, 80.5)	70.5 (69.7, 71.2)	84.2 (83.7, 84.7)	79.6 (79.1, 80.2)
Southern Cross University	80.8 (79.3, 82.2)	60.7 (58.5, 62.8)	80.4 (78.9, 81.8)	78.8 (77.1, 80.4)	87.3 (85.8, 88.6)	77.3 (75.7, 78.8)
Swinburne University of Technology	80.7 (80.1, 81.2)	65.4 (64.5, 66.2)	81.9 (81.3, 82.4)	77.2 (76.5, 77.9)	81.4 (80.7, 82.2)	80.4 (79.9, 81.0)
The Australian National University	78.8 (77.7, 79.8)	57.6 (56.4, 58.8)	83.3 (82.3, 84.1)	66.0 (64.6, 67.4)	80.7 (79.6, 81.7)	79.1 (78.1, 80.1)
The University of Adelaide	80.9 (80.2, 81.6)	63.4 (62.6, 64.2)	81.4 (80.7, 82.1)	75.2 (74.3, 76.1)	84.0 (83.3, 84.6)	79.4 (78.7, 80.1)
The University of Melbourne	78.6 (77.7, 79.5)	58.8 (57.8, 59.8)	82.4 (81.6, 83.2)	63.8 (62.7, 65.0)	82.6 (81.7, 83.4)	77.9 (77.0, 78.7)

University	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
The University of Notre Dame Australia	90.3 (89.3, 91.2)	75.9 (74.6, 77.2)	90.4 (89.4, 91.3)	82.5 (81.0, 83.7)	82.8 (81.5, 84.0)	89.3 (88.3, 90.2)
The University of Queensland	81.6 (81.0, 82.1)	65.0 (64.4, 65.7)	83.5 (83.0, 83.9)	72.6 (71.9, 73.3)	87.5 (87.0, 88.0)	81.1 (80.6, 81.6)
The University of South Australia	83.8 (83.1, 84.4)	66.6 (65.7, 67.4)	81.6 (80.9, 82.3)	74.6 (73.7, 75.4)	88.3 (87.7, 88.9)	81.5 (80.8, 82.1)
The University of Sydney	78.2 (77.6, 78.9)	57.7 (57.0, 58.5)	77.7 (77.1, 78.4)	53.5 (52.6, 54.4)	79.2 (78.5, 79.9)	74.3 (73.6, 75.0)
The University of Western Australia	76.6 (75.2, 77.9)	58.8 (57.3, 60.3)	81.5 (80.3, 82.7)	73.6 (72.0, 75.1)	85.3 (84.1, 86.4)	79.4 (78.1, 80.6)
Torrens University	78.4 (76.9, 79.7)	55.9 (53.8, 57.9)	82.0 (80.6, 83.3)	72.1 (70.4, 73.7)	70.7 (68.8, 72.5)	77.6 (76.2, 79.0)
University of Canberra	80.1 (79.2, 81.0)	58.8 (57.6, 59.9)	79.8 (78.8, 80.7)	73.0 (71.8, 74.1)	84.4 (83.5, 85.3)	77.4 (76.4, 78.3)
University of Divinity	89.0 (85.1, 91.2)	80.9 (76.2, 84.1)	94.5 (91.3, 95.9)	91.8 (88.0, 93.8)	95.4 (91.7, 96.9)	91.5 (87.9, 93.3)
University of New England	79.2 (78.1, 80.2)	65.3 (62.8, 67.6)	85.7 (84.7, 86.6)	82.5 (81.3, 83.7)	84.5 (82.8, 86.1)	84.1 (83.1, 84.9)
University of New South Wales	77.4 (76.8, 78.0)	62.3 (61.7, 62.9)	77.5 (77.0, 78.1)	67.5 (66.7, 68.2)	82.2 (81.7, 82.7)	74.4 (73.9, 75.0)
University of Newcastle	81.2 (80.5, 81.9)	56.6 (55.7, 57.5)	81.4 (80.7, 82.1)	76.8 (76.0, 77.7)	86.3 (85.6, 86.9)	79.0 (78.3, 79.7)
University of Southern Queensland	78.5 (77.6, 79.4)	54.3 (52.8, 55.8)	77.5 (76.5, 78.4)	76.4 (75.2, 77.5)	85.0 (83.8, 86.0)	76.7 (75.8, 77.6)
University of Tasmania	78.5 (77.9, 79.2)	60.7 (59.7, 61.6)	81.8 (81.2, 82.4)	71.5 (70.6, 72.4)	76.7 (75.7, 77.6)	78.2 (77.5, 78.8)
University of Technology Sydney	78.8 (77.9, 79.7)	65.8 (64.8, 66.7)	79.6 (78.7, 80.4)	71.9 (70.8, 73.0)	86.5 (85.7, 87.2)	78.1 (77.2, 78.9)
University of the Sunshine Coast	82.3 (81.4, 83.1)	61.6 (60.6, 62.6)	81.8 (81.0, 82.6)	75.6 (74.5, 76.7)	87.5 (86.8, 88.2)	80.5 (79.7, 81.3)
University of Wollongong	85.1 (84.4, 85.8)	68.9 (68.0, 69.8)	83.5 (82.7, 84.2)	77.6 (76.6, 78.5)	88.3 (87.6, 88.9)	81.6 (80.8, 82.3)
Victoria University	80.9 (80.0, 81.8)	67.6 (66.6, 68.6)	74.9 (73.9, 75.8)	66.1 (64.9, 67.3)	80.7 (79.7, 81.6)	72.0 (71.0, 72.9)
Western Sydney University	82.3 (81.7, 82.9)	62.4 (61.6, 63.2)	79.5 (78.9, 80.2)	74.5 (73.7, 75.3)	86.4 (85.8, 86.9)	77.6 (77.0, 78.3)
<b>All Universities</b>	<b>81.2 (81.1, 81.3)</b>	<b>63.1 (63.0, 63.3)</b>	<b>81.3 (81.1, 81.4)</b>	<b>73.0 (72.8, 73.1)</b>	<b>85.1 (85.0, 85.2)</b>	<b>79.2 (79.1, 79.4)</b>

\*Learner Engagement scores for institutions do not include responses from external mode students, consistent with practices on the QILT website. As a result, the Learner Engagement score for all universities in this table does not match the equivalent result in Table 9. See [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.

Figure 3 Quality of entire educational experience for undergraduate university students, 2017 and 2018 (% positive rating)

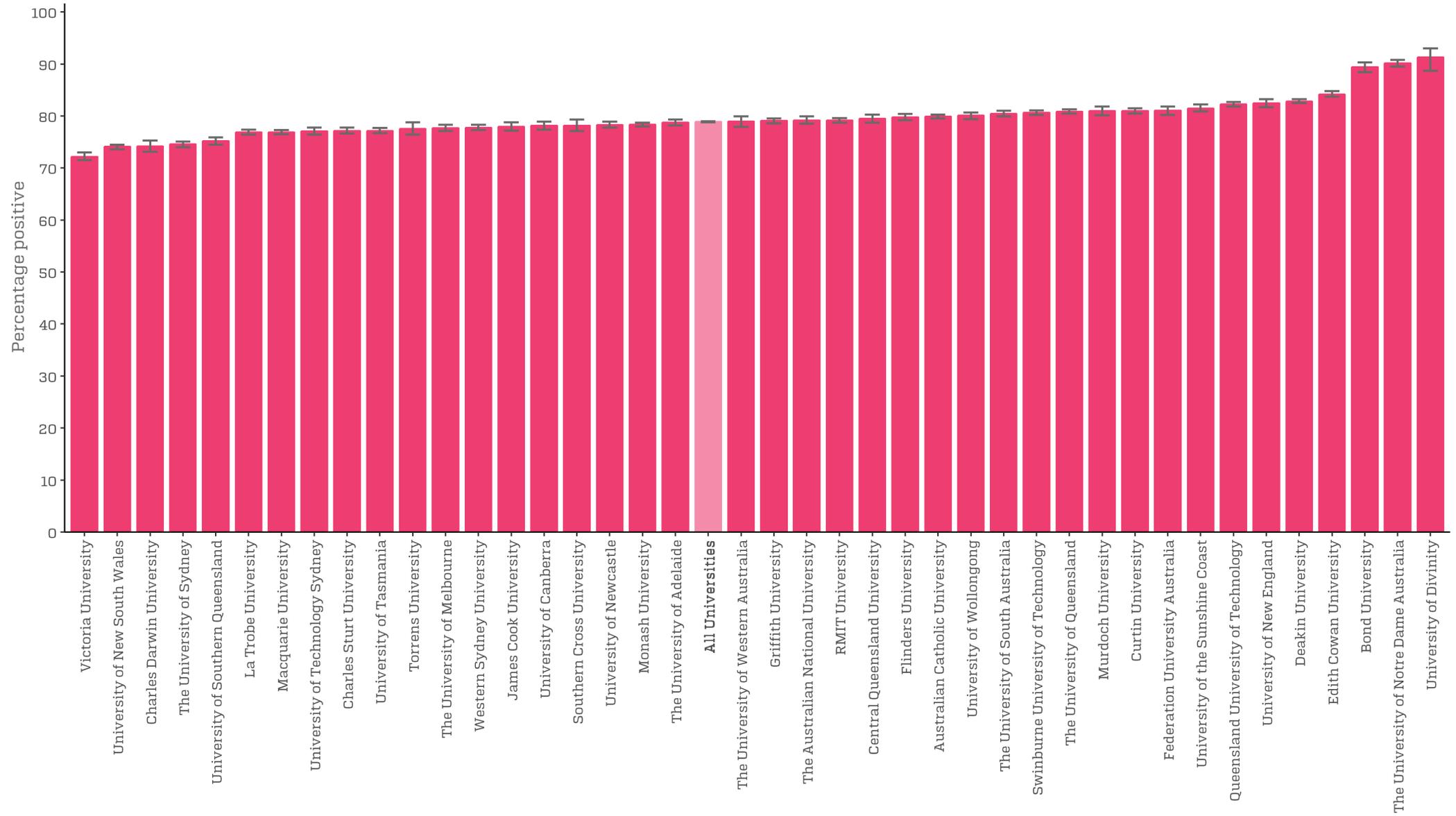


Table 11 The undergraduate student experience, 2017 and 2018 – by university (% positive rating, with 90% confidence intervals)\*

University	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Australian Catholic University	84.0 (83.6, 84.4)	67.0 (66.4, 67.5)	80.7 (80.3, 81.1)	73.5 (72.9, 74.1)	85.0 (84.6, 85.4)	79.9 (79.5, 80.3)
Bond University	91.3 (90.2, 92.1)	83.9 (82.6, 85.0)	90.7 (89.6, 91.5)	89.4 (88.3, 90.4)	92.5 (91.5, 93.3)	89.4 (88.4, 90.3)
Central Queensland University	79.5 (78.7, 80.3)	49.1 (48.0, 50.3)	82.0 (81.2, 82.7)	77.0 (76.0, 78.0)	84.7 (83.8, 85.6)	79.5 (78.7, 80.3)
Charles Darwin University	76.8 (75.7, 77.9)	49.7 (47.9, 51.5)	76.5 (75.4, 77.6)	73.0 (71.6, 74.3)	81.2 (79.6, 82.6)	74.2 (73.1, 75.3)
Charles Sturt University	79.6 (79.0, 80.2)	66.8 (65.9, 67.7)	80.2 (79.6, 80.7)	77.1 (76.3, 77.8)	83.6 (82.9, 84.3)	77.2 (76.6, 77.8)
Curtin University	83.0 (82.5, 83.5)	66.3 (65.7, 66.9)	82.9 (82.4, 83.4)	74.2 (73.5, 74.8)	86.8 (86.4, 87.3)	81.0 (80.5, 81.5)
Deakin University	82.2 (81.8, 82.6)	60.7 (60.2, 61.2)	82.8 (82.4, 83.2)	76.6 (76.1, 77.1)	90.8 (90.4, 91.1)	82.8 (82.5, 83.2)
Edith Cowan University	85.9 (85.4, 86.4)	64.8 (64.0, 65.6)	85.9 (85.4, 86.4)	80.5 (79.8, 81.2)	87.7 (87.1, 88.2)	84.2 (83.7, 84.8)
Federation University Australia	83.5 (82.7, 84.2)	65.4 (64.4, 66.4)	83.7 (83.0, 84.5)	79.8 (78.9, 80.7)	86.5 (85.7, 87.2)	81.1 (80.2, 81.8)
Flinders University	82.3 (81.7, 82.9)	64.3 (63.6, 65.0)	81.6 (81.0, 82.1)	74.9 (74.1, 75.7)	86.6 (86.1, 87.1)	79.8 (79.2, 80.4)
Griffith University	82.4 (82.0, 82.8)	60.9 (60.4, 61.4)	81.4 (81.0, 81.9)	74.6 (74.0, 75.1)	85.7 (85.3, 86.1)	79.1 (78.6, 79.5)
James Cook University	83.7 (83.0, 84.4)	66.9 (66.0, 67.8)	80.4 (79.6, 81.1)	77.1 (76.1, 78.0)	81.7 (80.9, 82.5)	78.0 (77.2, 78.8)
La Trobe University	80.3 (79.8, 80.7)	65.4 (64.8, 65.9)	78.4 (77.9, 78.8)	70.4 (69.8, 71.0)	83.0 (82.5, 83.4)	76.9 (76.4, 77.4)
Macquarie University	77.8 (77.4, 78.3)	56.1 (55.6, 56.6)	78.4 (78.0, 78.8)	66.8 (66.3, 67.4)	85.2 (84.8, 85.5)	76.9 (76.5, 77.3)
Monash University	80.9 (80.6, 81.3)	64.6 (64.2, 65.0)	80.8 (80.5, 81.2)	74.0 (73.6, 74.5)	85.0 (84.7, 85.4)	78.4 (78.0, 78.7)
Murdoch University	82.1 (81.3, 82.9)	62.2 (61.1, 63.2)	83.0 (82.2, 83.8)	79.2 (78.2, 80.2)	85.7 (84.9, 86.4)	81.0 (80.1, 81.8)
Queensland University of Technology	83.0 (82.6, 83.5)	64.8 (64.2, 65.4)	83.1 (82.6, 83.5)	75.6 (74.9, 76.2)	88.1 (87.7, 88.5)	82.3 (81.8, 82.7)
RMIT University	80.7 (80.2, 81.1)	68.4 (67.9, 68.9)	79.4 (79.0, 79.9)	70.2 (69.6, 70.8)	83.8 (83.4, 84.2)	79.2 (78.7, 79.6)
Southern Cross University	81.6 (80.5, 82.6)	61.7 (60.1, 63.2)	81.7 (80.6, 82.7)	79.6 (78.4, 80.8)	86.4 (85.3, 87.5)	78.2 (77.1, 79.3)
Swinburne University of Technology	79.8 (79.3, 80.3)	65.4 (64.7, 66.1)	81.6 (81.1, 82.1)	75.8 (75.2, 76.4)	82.1 (81.5, 82.7)	80.7 (80.2, 81.1)
The Australian National University	78.8 (78.0, 79.5)	58.7 (57.9, 59.6)	83.0 (82.4, 83.7)	67.0 (66.0, 68.0)	81.1 (80.3, 81.8)	79.2 (78.5, 79.9)
The University of Adelaide	80.5 (79.9, 81.0)	63.6 (63.0, 64.2)	81.0 (80.5, 81.5)	74.1 (73.5, 74.8)	83.1 (82.6, 83.6)	78.8 (78.2, 79.3)
The University of Melbourne	78.9 (78.3, 79.5)	59.3 (58.5, 60.0)	81.7 (81.1, 82.3)	63.0 (62.1, 63.8)	82.9 (82.3, 83.5)	77.7 (77.1, 78.3)

University	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
The University of Notre Dame Australia	90.7 (90.0, 91.3)	76.4 (75.4, 77.3)	90.6 (89.9, 91.2)	83.7 (82.8, 84.6)	82.2 (81.3, 83.1)	90.2 (89.5, 90.8)
The University of Queensland	81.5 (81.1, 81.9)	64.1 (63.7, 64.6)	83.4 (83.0, 83.7)	72.2 (71.6, 72.7)	87.3 (86.9, 87.6)	80.9 (80.5, 81.3)
The University of South Australia	83.7 (83.1, 84.2)	65.7 (64.9, 66.4)	81.0 (80.4, 81.6)	74.1 (73.3, 74.8)	87.5 (87.0, 88.0)	80.5 (79.9, 81.0)
The University of Sydney	78.8 (78.3, 79.3)	59.2 (58.6, 59.8)	78.0 (77.5, 78.5)	55.1 (54.4, 55.8)	79.1 (78.6, 79.6)	74.6 (74.0, 75.1)
The University of Western Australia	75.7 (74.6, 76.8)	58.9 (57.7, 60.1)	80.2 (79.2, 81.2)	73.0 (71.7, 74.2)	84.0 (83.1, 84.9)	79.0 (77.9, 79.9)
Torrens University	79.6 (78.3, 80.7)	60.9 (59.3, 62.6)	81.2 (80.0, 82.3)	72.7 (71.3, 74.0)	71.4 (69.8, 72.9)	77.6 (76.4, 78.8)
University of Canberra	79.7 (78.9, 80.4)	57.0 (56.1, 57.9)	80.3 (79.5, 80.9)	72.7 (71.8, 73.6)	84.2 (83.5, 84.8)	78.2 (77.4, 78.9)
University of Divinity	85.4 (82.3, 87.7)	73.3 (69.5, 76.5)	92.1 (89.5, 93.7)	89.8 (86.9, 91.8)	93.4 (90.5, 95.0)	91.3 (88.7, 93.0)
University of New England	78.5 (77.6, 79.3)	61.8 (59.9, 63.5)	84.1 (83.4, 84.8)	80.6 (79.6, 81.5)	83.8 (82.6, 85.0)	82.5 (81.7, 83.2)
University of New South Wales	77.0 (76.6, 77.4)	62.4 (62.0, 62.9)	76.5 (76.1, 76.9)	66.5 (66.0, 67.1)	81.1 (80.7, 81.5)	74.1 (73.6, 74.5)
University of Newcastle	80.2 (79.6, 80.8)	56.0 (55.3, 56.7)	80.5 (80.0, 81.1)	75.6 (74.9, 76.4)	85.8 (85.3, 86.3)	78.3 (77.8, 78.9)
University of Southern Queensland	76.9 (76.2, 77.6)	52.1 (51.0, 53.2)	74.9 (74.2, 75.6)	75.5 (74.6, 76.3)	82.9 (82.0, 83.7)	75.2 (74.5, 75.9)
University of Tasmania	78.2 (77.7, 78.7)	59.8 (59.0, 60.5)	81.4 (80.9, 81.9)	71.2 (70.5, 71.8)	75.8 (75.1, 76.5)	77.2 (76.7, 77.7)
University of Technology Sydney	78.3 (77.6, 79.1)	65.9 (65.1, 66.7)	78.1 (77.3, 78.8)	71.4 (70.4, 72.3)	85.8 (85.2, 86.4)	77.1 (76.4, 77.8)
University of the Sunshine Coast	82.7 (82.1, 83.4)	61.0 (60.2, 61.8)	82.7 (82.1, 83.3)	75.8 (74.9, 76.6)	87.5 (86.9, 88.1)	81.5 (80.9, 82.2)
University of Wollongong	83.8 (83.2, 84.4)	67.3 (66.6, 68.1)	81.9 (81.2, 82.5)	76.9 (76.1, 77.7)	87.2 (86.6, 87.8)	80.1 (79.4, 80.7)
Victoria University	81.1 (80.4, 81.8)	64.9 (64.1, 65.7)	73.9 (73.2, 74.7)	66.8 (65.8, 67.7)	79.8 (79.1, 80.5)	72.2 (71.5, 73.0)
Western Sydney University	82.3 (81.8, 82.8)	62.9 (62.2, 63.5)	79.4 (78.9, 79.9)	74.4 (73.8, 75.0)	86.8 (86.3, 87.2)	77.8 (77.3, 78.3)
<b>All universities</b>	<b>80.9 (80.8, 81.0)</b>	<b>63.0 (62.9, 63.1)</b>	<b>80.8 (80.7, 80.8)</b>	<b>72.7 (72.6, 72.8)</b>	<b>84.7 (84.6, 84.7)</b>	<b>78.9 (78.8, 79.0)</b>

\*Learner Engagement scores for institutions do not include responses from external mode students, consistent with practices on the QILT website. As a result, the Learner Engagement score for all universities in this table does not match the equivalent result in Table 9. See [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.

## NUHEI student ratings

Figure 4 and Table 12 show student ratings of the quality of the entire educational experience item and different focus areas for students from non-university higher education institutions. Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2017 and 2018 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published. Notwithstanding the pooling of data across two survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities. That said, there do appear to be some NUHEIs where students rate the quality of their overall education experience much higher than in other institutions. For example, ten NUHEIs have positive student ratings for entire educational experience over 90 per cent, including Adelaide Central School of Art, Moore Theological College and Jazz Music Institute (96 per cent each), Campion College Australia (95 per cent), and Australian College of Theology and Tabor College of Higher Education (both 94 per cent). While the same caveats apply to student ratings at institution level, these are clearly sites of best practice in the student experience from which other institutions may learn.

Figure 4 **Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, 2017 and 2018 (% positive rating)**

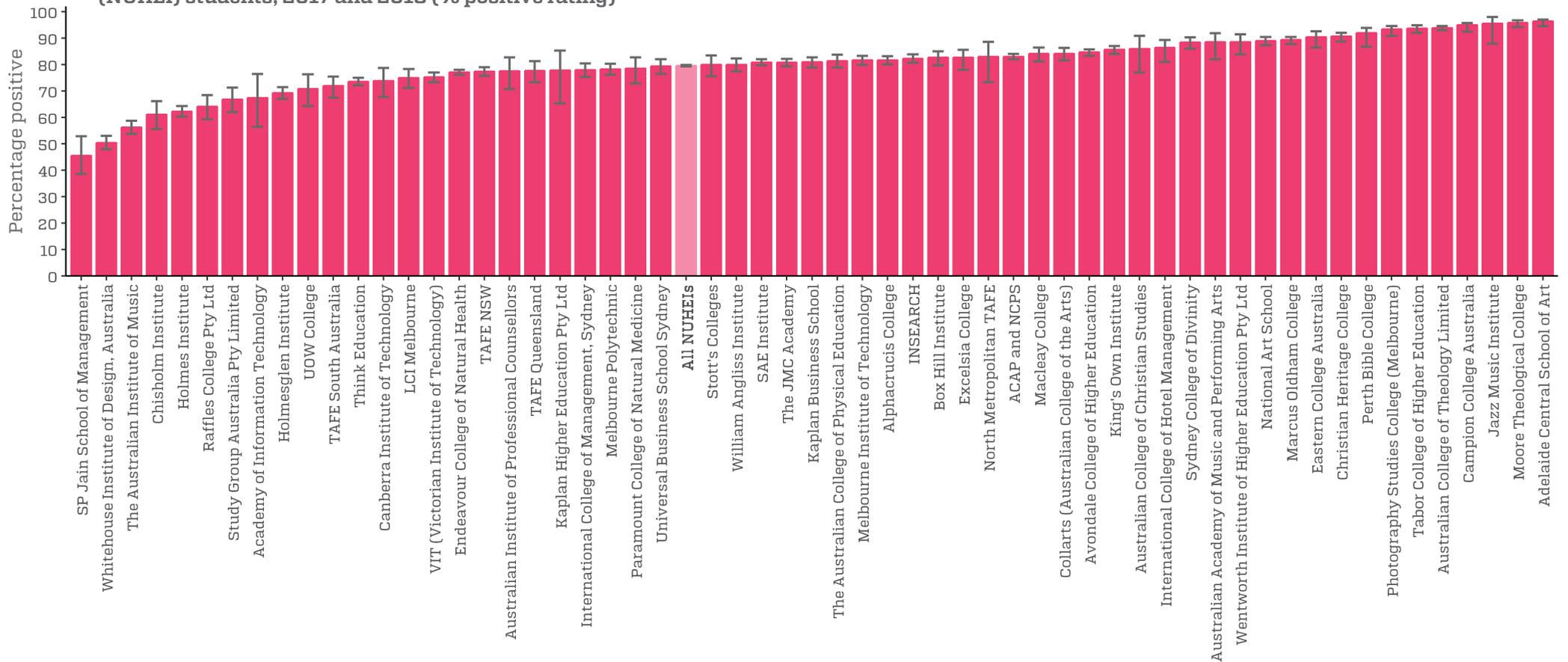


Table 12 The undergraduate student experience, 2017 and 2018, by non-university higher education institution (NUHEI) (% positive rating, with 90% confidence intervals)\*

NUHEI	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Academy of Information Technology	72.1 (61.2, 80.4)	68.3 (57.0, 77.3)	74.4 (63.6, 82.3)	72.5 (61.1, 81.1)	77.8 (65.8, 85.9)	67.4 (56.4, 76.4)
ACAP and NCPS	85.3 (84.3, 86.3)	54.2 (52.6, 55.8)	85.2 (84.1, 86.1)	79.4 (78.1, 80.6)	85.7 (84.4, 86.8)	83.0 (81.9, 84.0)
Adelaide Central School of Art	89.5 (87.1, 91.0)	73.3 (70.3, 75.9)	96.7 (94.9, 97.4)	93.2 (90.8, 94.5)	85.5 (82.5, 87.7)	96.3 (94.5, 97.0)
Alphacrucis College	82.7 (81.0, 84.2)	52.5 (49.9, 55.1)	85.0 (83.4, 86.4)	75.6 (73.5, 77.4)	79.4 (77.0, 81.5)	81.6 (79.9, 83.1)
Australian Academy of Music and Performing Arts	91.7 (85.4, 94.3)	88.5 (82.0, 91.8)	93.3 (87.4, 95.6)	81.4 (74.0, 86.0)	79.7 (72.2, 84.5)	88.5 (82.0, 91.8)
Australian College of Christian Studies	83.7 (74.4, 89.0)	63.0 (50.4, 73.2)	86.0 (77.0, 90.8)	75.6 (65.4, 82.6)	62.5 (50.1, 72.9)	86.0 (77.0, 90.8)
Australian College of Theology Limited	89.0 (87.9, 89.9)	67.6 (65.9, 69.2)	95.4 (94.6, 96.0)	92.4 (91.4, 93.2)	92.2 (91.0, 93.1)	93.8 (93.0, 94.5)
Australian Institute of Professional Counsellors	74.7 (67.5, 80.2)		78.8 (71.9, 83.7)	69.9 (62.1, 76.2)	n/a	77.5 (70.6, 82.6)
Avondale College of Higher Education	86.4 (85.1, 87.4)	73.8 (72.3, 75.2)	86.7 (85.4, 87.7)	83.2 (81.8, 84.4)	83.1 (81.7, 84.4)	84.6 (83.3, 85.7)
Box Hill Institute	84.4 (81.6, 86.7)	72.9 (69.7, 75.8)	88.4 (85.9, 90.3)	73.8 (70.2, 77.0)	73.2 (69.9, 76.2)	82.6 (79.7, 85.0)
Campion College Australia	94.1 (91.4, 94.9)	92.4 (89.6, 93.4)	98.3 (96.1, 98.4)	92.4 (89.4, 93.4)	89.0 (85.8, 90.4)	95.0 (92.3, 95.6)
Canberra Institute of Technology	77.5 (71.4, 82.0)	59.2 (52.9, 65.1)	72.8 (66.7, 77.8)	72.8 (65.4, 78.8)	76.7 (68.9, 82.6)	73.8 (67.7, 78.7)
Chisholm Institute	77.7 (72.0, 82.0)	59.8 (54.2, 65.0)	67.6 (61.8, 72.5)	71.3 (64.8, 76.5)	58.1 (52.1, 63.7)	61.1 (55.5, 66.1)
Christian Heritage College	90.6 (88.6, 92.1)	72.5 (69.5, 75.2)	94.1 (92.4, 95.2)	93.5 (91.6, 94.8)	81.3 (78.6, 83.6)	90.6 (88.6, 92.0)
Collarts (Australian College of the Arts)	87.7 (85.2, 89.5)	83.0 (80.4, 85.2)	88.4 (86.1, 90.2)	88.5 (86.0, 90.4)	84.7 (82.1, 86.8)	84.1 (81.5, 86.2)
Eastern College Australia	87.5 (83.1, 90.0)	68.2 (62.5, 72.9)	95.2 (91.7, 96.4)	95.0 (91.4, 96.4)	89.7 (84.5, 92.4)	90.4 (86.3, 92.5)
Endeavour College of Natural Health	80.7 (79.8, 81.6)	55.6 (54.4, 56.8)	83.2 (82.4, 84.0)	69.0 (67.9, 70.2)	67.4 (66.2, 68.5)	77.1 (76.1, 78.0)
Excelsia College	85.6 (81.0, 88.2)	83.7 (79.1, 86.4)	89.8 (85.7, 91.8)	83.0 (78.1, 86.0)	68.8 (63.6, 72.9)	82.7 (78.0, 85.5)
Holmes Institute	69.5 (67.5, 71.4)	52.5 (50.5, 54.6)	62.9 (60.9, 64.9)	50.1 (47.9, 52.3)	45.4 (43.3, 47.5)	62.3 (60.3, 64.2)
Holmesglen Institute	84.1 (82.1, 85.7)	68.3 (65.9, 70.5)	76.4 (74.2, 78.4)	65.8 (63.3, 68.2)	75.0 (72.7, 77.1)	69.3 (67.0, 71.4)
INSEARCH	78.0 (76.2, 79.7)	61.0 (59.0, 63.0)	81.3 (79.6, 82.9)	73.3 (71.2, 75.3)	88.8 (87.4, 90.1)	82.3 (80.7, 83.8)

<b>NUHEI</b>	<b>Skills Development</b>	<b>Learner Engagement</b>	<b>Teaching Quality</b>	<b>Student Support</b>	<b>Learning Resources</b>	<b>Overall Educational Experience</b>
International College of Hotel Management	88.5 (83.2, 91.2)	85.0 (79.6, 88.1)	86.1 (80.6, 89.1)	85.5 (79.8, 88.8)	72.2 (66.1, 76.8)	86.3 (80.9, 89.2)
International College of Management, Sydney	84.8 (82.2, 86.9)	71.7 (68.7, 74.4)	82.1 (79.4, 84.4)	73.7 (70.7, 76.5)	69.1 (66.0, 72.0)	77.9 (75.2, 80.4)
Jazz Music Institute	95.3 (87.5, 97.8)	86.4 (77.2, 91.4)	97.7 (90.5, 99.2)	95.3 (87.5, 97.8)	68.3 (57.5, 76.8)	95.5 (87.8, 97.9)
Kaplan Business School	80.7 (78.5, 82.6)	59.8 (57.3, 62.2)	81.4 (79.3, 83.3)	84.3 (82.2, 86.0)	75.5 (73.2, 77.6)	80.9 (78.8, 82.7)
Kaplan Higher Education Pty Ltd	76.0 (62.5, 84.4)	48.1 (36.7, 60.0)	76.0 (62.5, 84.4)	n/a	72.0 (58.5, 81.2)	77.8 (65.2, 85.3)
King's Own Institute	85.6 (83.8, 86.9)	70.3 (68.3, 72.1)	86.6 (84.9, 87.8)	76.0 (73.9, 77.8)	81.2 (79.4, 82.8)	85.6 (84.0, 86.9)
LCI Melbourne	78.9 (75.1, 82.0)	65.8 (61.7, 69.5)	82.4 (78.8, 85.1)	79.8 (75.8, 82.9)	68.6 (64.4, 72.3)	75.0 (71.1, 78.2)
Macleay College	89.9 (87.2, 91.8)	80.1 (76.8, 82.7)	89.8 (87.1, 91.6)	86.7 (83.6, 88.9)	82.2 (78.9, 84.8)	84.1 (81.1, 86.4)
Marcus Oldham College	90.3 (88.6, 91.3)	87.7 (85.9, 88.8)	92.1 (90.4, 92.9)	92.7 (91.1, 93.5)	90.6 (88.7, 91.7)	89.4 (87.6, 90.4)
Melbourne Institute of Technology	77.5 (75.5, 79.4)	68.5 (66.4, 70.5)	77.8 (75.8, 79.6)	78.6 (76.6, 80.5)	80.2 (78.3, 81.9)	81.6 (79.8, 83.2)
Melbourne Polytechnic	83.3 (81.2, 85.1)	61.8 (59.3, 64.2)	82.3 (80.3, 84.1)	74.8 (72.2, 77.1)	71.3 (68.8, 73.5)	78.3 (76.1, 80.2)
Moore Theological College	93.9 (92.1, 95.0)	90.6 (88.5, 92.0)	96.7 (95.2, 97.4)	95.4 (93.6, 96.4)	96.3 (94.7, 97.1)	95.8 (94.1, 96.6)
National Art School	86.5 (84.5, 88.0)	76.0 (73.8, 78.0)	91.1 (89.4, 92.3)	82.4 (80.0, 84.3)	87.6 (85.7, 89.1)	89.0 (87.2, 90.3)
North Metropolitan TAFE	90.2 (81.4, 94.1)	73.2 (63.0, 80.5)	92.7 (84.2, 95.9)	64.9 (53.7, 74.0)	70.0 (59.5, 77.9)	82.9 (73.2, 88.5)
Paramount College of Natural Medicine	80.4 (74.8, 84.4)	59.3 (51.8, 66.1)	84.9 (79.6, 88.3)	79.1 (72.9, 83.4)	45.7 (38.3, 53.4)	78.5 (72.8, 82.6)
Perth Bible College	96.8 (92.1, 97.5)	85.5 (79.2, 88.4)	96.8 (92.1, 97.5)	96.6 (91.4, 97.5)	94.8 (89.4, 96.3)	91.9 (86.6, 93.8)
Photography Studies College (Melbourne)	90.2 (87.4, 91.8)	83.1 (79.9, 85.3)	92.1 (89.4, 93.4)	90.2 (87.1, 91.9)	94.4 (91.9, 95.5)	93.4 (90.8, 94.5)
Raffles College Pty Ltd	78.1 (73.4, 81.7)	55.2 (50.4, 59.8)	78.3 (73.8, 81.8)	61.9 (56.4, 66.9)	62.6 (57.3, 67.4)	64.1 (59.3, 68.4)
SAE Institute	85.6 (84.5, 86.6)	76.7 (75.4, 77.9)	85.7 (84.6, 86.7)	85.6 (84.4, 86.7)	83.9 (82.7, 84.9)	80.8 (79.6, 81.9)
SP Jain School of Management	82.5 (75.3, 87.1)	71.2 (63.8, 76.9)	70.3 (62.7, 76.3)	64.5 (56.6, 71.2)	38.1 (31.3, 45.9)	45.5 (38.5, 52.8)
Stott's Colleges	83.1 (78.7, 86.5)	63.4 (58.5, 67.9)	80.0 (75.6, 83.5)	72.9 (68.0, 77.2)	66.1 (61.1, 70.6)	79.9 (75.5, 83.4)
Study Group Australia Pty Limited	73.7 (68.9, 77.8)	52.5 (46.7, 58.2)	71.6 (66.8, 75.8)	62.8 (57.6, 67.6)	70.9 (65.4, 75.7)	66.8 (62.0, 71.2)
Sydney College of Divinity	85.2 (82.7, 87.3)	60.8 (56.2, 65.2)	91.2 (89.0, 92.8)	85.1 (82.4, 87.2)	82.4 (78.6, 85.5)	88.3 (86.0, 90.2)

NUHEI	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Tabor College of Higher Education	94.1 (92.4, 95.2)	80.5 (77.8, 82.6)	95.9 (94.4, 96.7)	95.5 (93.9, 96.5)	87.8 (85.4, 89.6)	93.7 (92.0, 94.8)
TAFE NSW	84.5 (83.0, 85.8)	64.0 (62.1, 65.8)	80.8 (79.2, 82.3)	71.7 (69.7, 73.5)	70.9 (69.0, 72.6)	77.4 (75.7, 78.9)
TAFE Queensland	81.2 (77.0, 84.5)	71.1 (66.4, 75.1)	80.7 (76.5, 84.0)	77.0 (72.1, 81.0)	75.6 (71.0, 79.4)	77.7 (73.3, 81.2)
TAFE South Australia	75.8 (71.4, 79.1)	55.0 (50.5, 59.3)	75.8 (71.4, 79.1)	65.0 (59.5, 69.8)	67.5 (62.6, 71.6)	71.9 (67.4, 75.4)
The Australian College of Physical Education	85.9 (83.5, 87.9)	62.8 (59.5, 65.9)	86.2 (83.9, 88.1)	86.7 (84.3, 88.7)	88.2 (85.7, 90.1)	81.4 (78.8, 83.6)
The Australian Institute of Music	71.7 (69.3, 74.0)	64.7 (62.2, 67.1)	67.7 (65.2, 70.0)	64.8 (62.1, 67.4)	53.8 (51.2, 56.4)	56.3 (53.7, 58.7)
The JMC Academy	83.2 (81.8, 84.5)	74.0 (72.4, 75.5)	84.6 (83.3, 85.9)	82.7 (81.1, 84.2)	72.9 (71.2, 74.5)	80.8 (79.3, 82.1)
Think Education	75.1 (73.7, 76.5)	46.0 (44.3, 47.8)	79.9 (78.6, 81.1)	72.3 (70.6, 73.8)	69.3 (67.5, 71.0)	73.5 (72.1, 74.9)
Universal Business School Sydney	83.8 (80.8, 86.2)	67.7 (64.3, 70.8)	85.3 (82.5, 87.6)	79.2 (75.9, 82.0)	69.6 (66.1, 72.9)	79.4 (76.4, 82.0)
UOW College	73.3 (66.6, 78.7)	55.7 (49.0, 62.0)	71.8 (65.3, 77.3)	71.7 (64.6, 77.7)	81.8 (75.6, 86.4)	70.8 (64.3, 76.2)
VIT (Victorian Institute of Technology)	76.3 (74.2, 78.1)	65.4 (63.3, 67.3)	76.4 (74.4, 78.1)	75.8 (73.7, 77.6)	70.5 (68.3, 72.4)	75.3 (73.3, 77.0)
Wentworth Institute of Higher Education Pty Ltd	84.1 (78.8, 87.7)	73.5 (67.8, 78.0)	86.2 (81.2, 89.5)	81.0 (75.3, 85.0)	75.7 (69.9, 80.2)	88.5 (83.8, 91.3)
Whitehouse Institute of Design, Australia	62.2 (59.7, 64.6)	58.7 (56.2, 61.1)	52.7 (50.2, 55.2)	53.5 (50.7, 56.1)	46.2 (43.6, 48.8)	50.4 (47.9, 52.9)
William Angliss Institute	81.5 (79.0, 83.7)	60.9 (58.0, 63.8)	82.2 (79.7, 84.3)	75.4 (72.4, 78.1)	73.5 (70.7, 76.1)	80.0 (77.4, 82.2)
<b>All NUHEIs</b>	<b>82.4 (82.1, 82.6)</b>	<b>65.3 (65.0, 65.7)</b>	<b>83.1 (82.8, 83.3)</b>	<b>77.1 (76.8, 77.4)</b>	<b>75.3 (74.9, 75.6)</b>	<b>79.5 (79.2, 79.8)</b>

n/a = result not available, fewer than 25 survey responses received.

\*Learner Engagement scores for institutions do not include responses from external mode students, consistent with practices on the QILT website. As a result, the Learner Engagement score for all NUHEIs in this table does not match the equivalent result in Table 9. See [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.

## 2.7 International comparisons of undergraduate student experience

The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts. The 'overall experience' question on the National Survey of Student

Engagement (NSSE), for example, is highly similar to the quality of the entire educational experience item on the SES.<sup>6</sup> The NSSE collects information on student participation in programs and activities that institutions provide for their personal development. It is administered widely in the USA, with 275,000 students from 476 institutions completing the 2018 NSSE.<sup>7</sup>

<sup>6</sup> 'How would you evaluate your entire educational experience at this institution?'

<sup>7</sup> Indiana University. (2017). NSSE 2017 Overview. Retrieved 7 Jan., 2018, from [http://nsse.indiana.edu/html/Nsse\\_overview\\_2018.cfm](http://nsse.indiana.edu/html/Nsse_overview_2018.cfm)

Figure 5 presents the percentage of surveyed students who rated their entire educational experience positively. Data from the 2011 UES should be treated with caution, as this was a pilot administration in which only 24 universities participated. It is also important to note that the 2012, 2013 and 2014 UES collections included data for every Australian university while data for the 2015 SES collection refers to all 40 universities and 39 NUHEIs, data from the 2016 SES refers to 40 universities and 55 NUHEIs, data from the 2017 SES refers to 41 universities and 58 NUHEIs and data from the 2018 SES refers to 41 universities and 66 NUHEIs. Note that by way of comparison, NSSE is only administered to a subset of institutions in the USA, which number more than 2,500 in total. If the institutions that participate in NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level. If, for example, the NSSE is administered to students of 'better' institutions, the results may be biased upward. Bearing these caveats in mind, Figure 5 shows that respondents to the NSSE are consistently more likely to rate their educational experience positively than respondents to the SES. In particular, it is notable that 85 per cent of United States senior year students rated the overall education experience positively, compared with 76 per cent of Australian later year undergraduate students.

It is also interesting to note that the student ratings of NSSE first and senior-year students are much closer together than those of commencing and later-year students from the SES. The reason for this is not clear, but could relate to non-random participation in NSSE, in terms of both students and institutions, fundamental

differences between the Australian and North American higher education sectors, or other methodological differences between the two surveys.

In 2014 to 2018, four CEQ scales were administered to a small sample of SES respondents to facilitate benchmarking with the UK National Student Survey (NSS), which contains several questions with similar wording.<sup>8</sup> Most notably, both the CEQ and NSS have an overall satisfaction item with near-identical wording, measured on a five-point Likert-type response scale. The NSS, administered mostly to final year undergraduates, is run across all publicly funded higher education institutions in England, Wales, Northern Ireland and Scotland,<sup>9</sup> reducing the potential for non-random selection inherent in the NSSE.

Figure 6 presents the percentage of NSS and SES CEQ respondents who were satisfied with the quality of their course. Comparing final/late-year students, it can be seen that UK students are consistently more likely to express satisfaction with the quality of their course, with around 5 percentage points separating the two groups in 2018 (83 per cent and 78 per cent respectively). Given the large number of responses to both surveys,<sup>10</sup> this difference is likely to be statistically significant; however it does not account for potential differences in the composition of the respective undergraduate student populations, nor methodological differences between the two surveys. It is interesting, however, that both the SES and CEQ surveys show Australian-enrolled students are likely to rate their higher educational experience lower than their overseas counterparts.

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8 'Overall, I am satisfied with the quality of the [this] course.'

9 HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\\_nss.html](http://www.thestudentsurvey.com/the_nss.html)

10 1,123 later-year undergraduate students were included in the analysis of the CEQ item in 2017. The Australian Student Experience Survey CEQ results are calculated from 1,796 randomly selected responses.

Figure 5 Student ratings of the quality of overall educational experience, SES (Australia) and NSSE (USA), 2008–2018 (% positive rating)

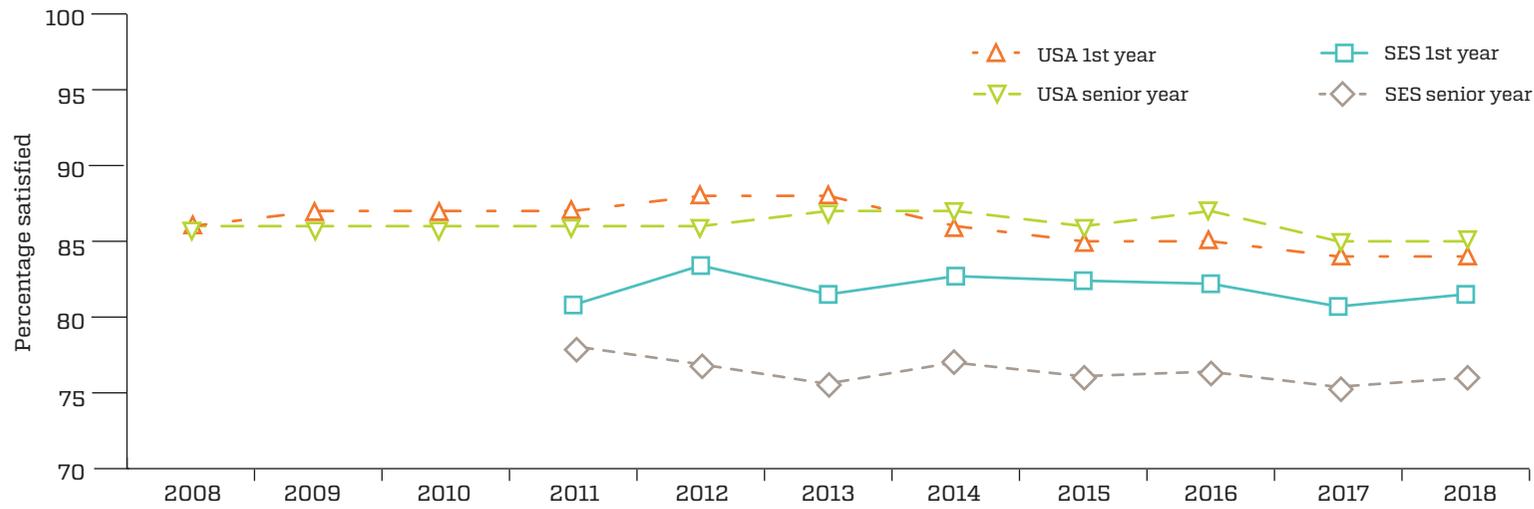
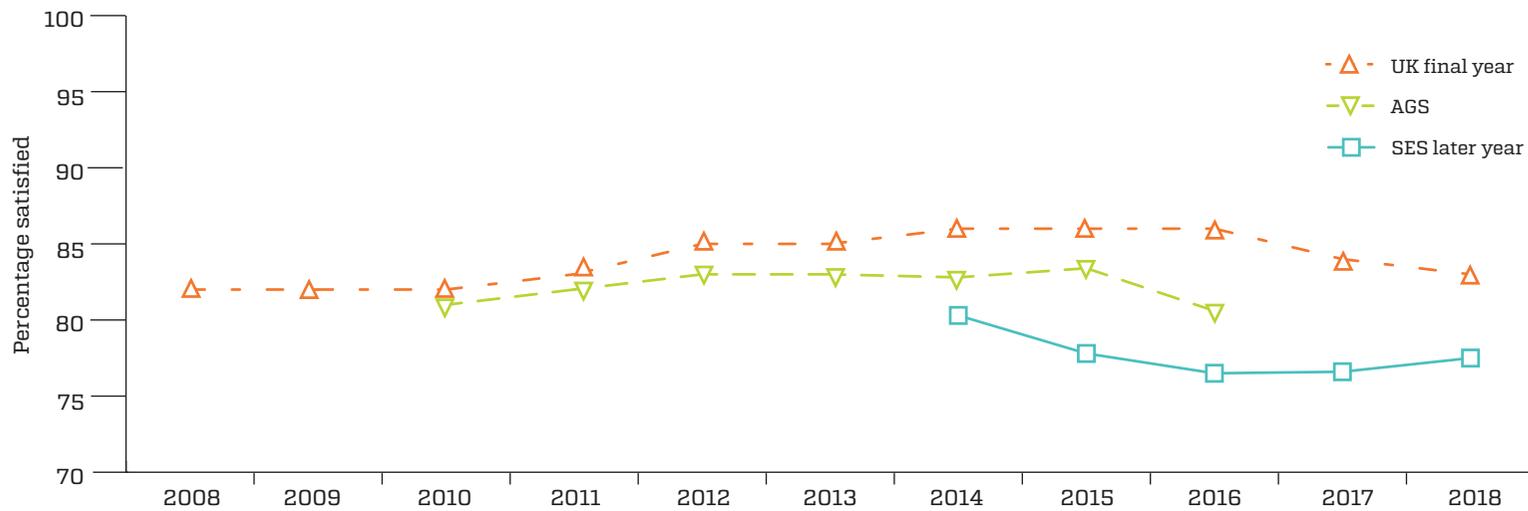


Figure 6 Satisfaction with the quality of overall educational experience, later year students, SES-CEQ (Australia) and NSS (UK), 2008–2018 (%)



## 2.8 Early departure of undergraduate students

In addition to the items asking students to rate different aspects of their educational experience, students were also asked to indicate whether they had seriously considered leaving their institution during 2018. The results of this question are presented by student subgroup in Table 13. Overall, the total percentage of undergraduates who indicated that they had considered leaving remained relatively stable in 2018 at 19 per cent, compared with 18 per cent of respondents in 2016 and 20 per cent in 2017.

As might be expected, commencing students were more likely than later-year students to have considered leaving their institution, but this difference was only 1 percentage point, consistent with 2016 and 2017. This remains an unusually small difference and may be due to many commencing students who considered leaving having already done so by the time the SES was conducted in August, well into Semester 2. Differences between male and female students also remained very slight, with female students being 1 percentage point more likely to state that they had considered leaving.

Indigenous students were more likely than non-Indigenous students to indicate that they had considered leaving in 2018 by 11 percentage points (up from 9 percentage points in 2017). While this is of concern, it should be noted that the relatively low number of responses from Indigenous students could mean that these results are not statistically significant. Students who reported having a disability were also more likely to have considered leaving their institution than students who did not report having a disability, by 7 percentage points (down from 9 percentage points in 2017). Students who spoke a language other than English as their main language at home were 4 percentage points less likely to consider leaving their institution than those who spoke English at home. International students were less likely to consider departure than domestic students, by 4 percentage points.

As was also the case in 2016 and 2017, students over 40 years of age were 4 percentage points more likely to have considered leaving than those under 25, which may reflect increasing financial and caring responsibilities of older students which can affect their study/life balance.

In 2018, 22 per cent of students from low socio-economic backgrounds considered leaving their studies compared with 18 per cent for those from high SES and 20 per cent for those from medium SES backgrounds. Students from regional/remote locations were 3 per cent more likely to have considered leaving than students from metropolitan locations, at 22 per cent and 19 per cent respectively.

The percentage of students who had considered leaving their institution in 2018 is plotted against (self-reported) average grades in Figure 7. As would be expected, students who reported achieving lower grades were much more likely to consider early departure than students achieving high grades. This is most apparent for students achieving a grade of less than 50 per cent, of whom 48 per cent considered early departure (up from 44 per cent in 2017).

Table 13 Percentage of undergraduate students who considered early departure by subgroup

	Group/subgroup	Per cent considering departure
Stage of studies	Commencing	20
	Later Year*	19
Gender	Male	19
	Female	20
Age	Under 25	19
	25 to 29	21
	30 to 39	22
	40 and over	23
Indigenous	Indigenous	30
	Non-Indigenous	19
Home language	English	20
	Other	16
Disability	Disability reported	26
	No disability reported	19
Study mode**	Internal/Mixed study mode	19
	External study mode	21
Residence status	Domestic student	20
	International student	16
First in family status <sup>†</sup>	First in family	21
	Not first in family	18
Previous higher education experience <sup>††</sup>	Previous experience – current institution	22
	Previous experience – another institution	19
	New to higher education	19
Socio-economic status	High	18
	Medium	20
	Low	22

Students from low socio-economic backgrounds were more likely to have considered leaving in 2018

	<b>Group/subgroup</b>	<b>Per cent considering departure</b>
Location	Metro	19
	Regional/remote	22
<b>Total</b>		<b>19</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

\*\*Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

†Previous higher education experience and First in family status include commencing students only.

††Previous higher education experience and First in family status include commencing students only.

Undergraduate students who considered leaving their university in 2018 were also asked to indicate, from a list of 30 possible reasons, why they had considered doing so. These are summarised in Table 14. Students could select as many reasons as applied, so the percentages do not sum to 100. The most common reasons for considering departure relate to situational factors, such as health or stress (45 per cent), study/life balance (30 per cent), difficulties relating to workload (27 per cent), the need to do paid work (25 per cent), unspecified personal reasons (24 per cent) and financial difficulties (25 per cent). The fact that these reasons were indicated by a large percentage of students in the 2018 survey and in previous surveys, underscores the importance of student support in terms of assisting students to continue with their studies.

As in previous years, the most common (arguably) institutional factor indicated by students in 2018 was that their expectations had not been met (22 per cent) and career prospects (19 per cent), which may indicate that further analysis of student expectations and the goals of their higher education experience would be beneficial in discussions around attrition and retention. Several dispositional factors were also relatively common, including a need to take a break (23 per cent), boredom/lack of interest (with 21 per cent), and a change in direction (17 per cent).

Figure 7 Percentage of undergraduate students who had considered early departure by average grades to date, 2018

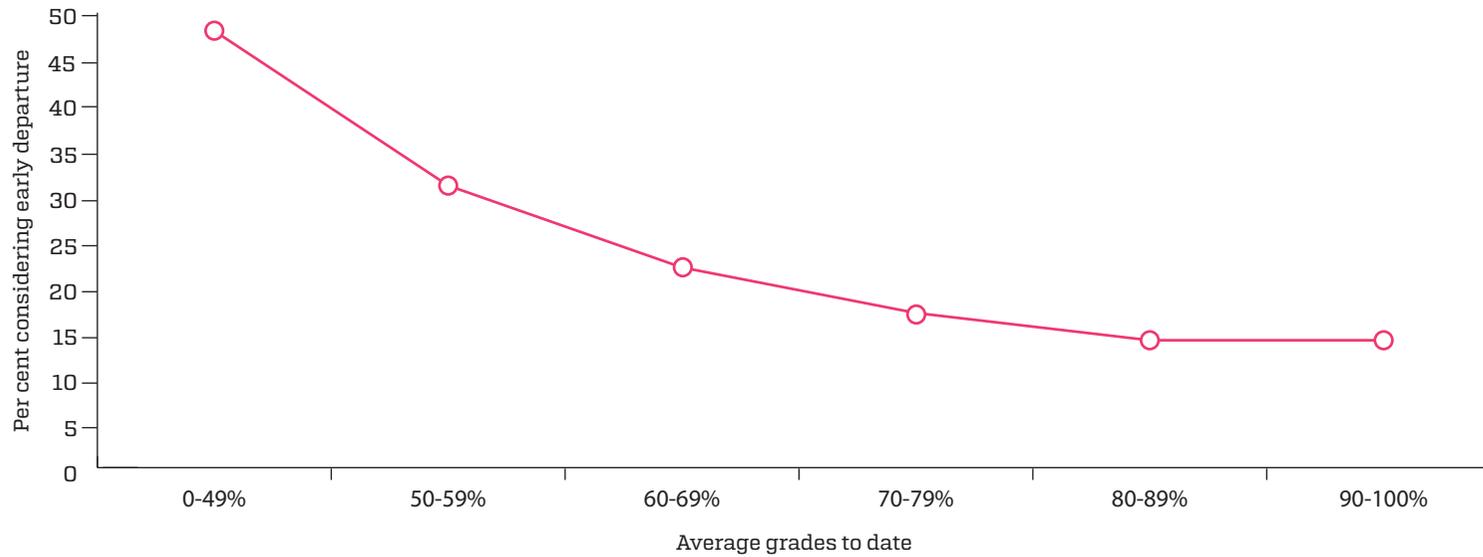
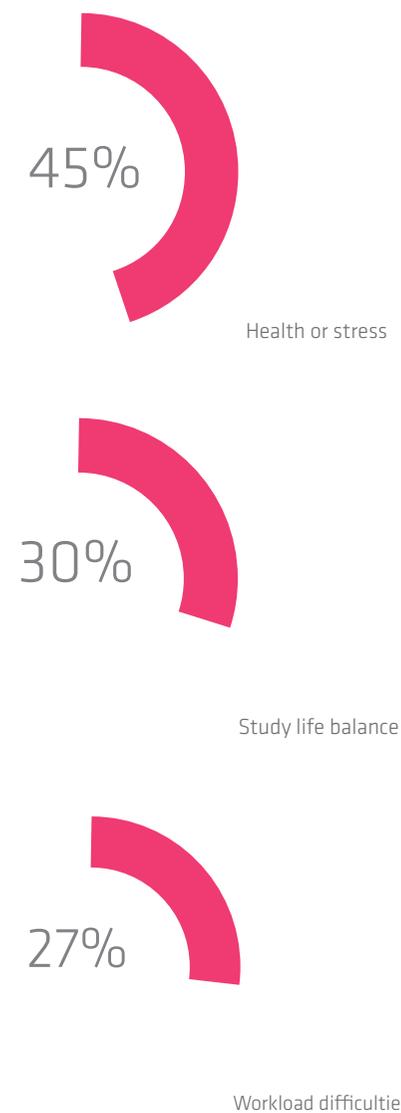


Table 14 Selected reasons for considering early departure among undergraduate students, 2017 and 2018

Departure reason	Per cent considering departure - 2017	Per cent considering departure - 2018
Health or stress	45	45
Study life balance	30	30
Workload difficulties	26	27
Need to do paid work	26	25
Financial difficulties	25	25
Personal reasons	24	24
Need a break	24	23
Expectations not met	23	22
Boredom/lack of interest	22	21
Career prospects	19	19
Family responsibilities	18	18

Departure reason	Per cent considering departure - 2017	Per cent considering departure - 2018
Academic support	16	18
Change of direction	17	17
Paid work responsibilities	16	16
Quality concerns	16	15
Other	13	12
Commuting difficulties	12	12
Fee difficulties	10	10
Gap year/deferral	10	10
Academic exchange	9	10
Administrative support	8	9
Social reasons	9	9
Institution reputation	9	9
Travel or tourism	8	8
Other opportunities	7	7
Standards too high	6	6
Moving residence	6	6
Graduating	5	6
Received other offer	5	6
Government assistance	3	3

### Most cited reasons for considering early departure – undergraduate



# 3 Postgraduate coursework results from the 2018 SES

The majority of postgraduate coursework students, 76 per cent, rated the quality of their entire educational experience in 2018 favourably, consistent with 2017 results. Positive ratings ranged from 83 per cent for the Learning Resources focus area, down to 53 per cent for the Learner Engagement focus area. A relatively large proportion of postgraduate coursework students gave favourable ratings of both their Skills Development and the Teaching Quality provided by their institution, both at 81 per cent. In terms of the Student Support provided by their institution, 73 per cent of survey respondents reported positive experiences. The percentage of positive results for the five SES focus areas and overall experience are presented by stage of studies in Table 15.

When compared with undergraduate students, postgraduate coursework students rated their overall experience lower by 3 percentage points at 76 per cent compared with 79 per cent. However, there was a stark difference in the area of Learner Engagement with postgraduate coursework students rating this focus area 7 percentage points lower, which reflects, in part, the different demographic profile of postgraduate coursework students who are more likely to be older and studying off campus and part-time. Postgraduate coursework students' ratings were broadly similar to those of undergraduates in the other focus areas of Skills Development, Teaching Quality, Student Support and Learning Resources.

## 3.1 The postgraduate coursework student experience by stage of studies

As was the case for undergraduates, commencing postgraduate coursework students were generally slightly more positive than later year students with respect to

Teaching Quality, Student Support, Learning Resources and the quality of their entire educational experience. Those in the later years of their studies were more likely to rate their Skills Development positively, as would be expected, and for Learner Engagement were slightly more likely to rate their experience positively. The Student Support experienced by later year students may not necessarily reflect the same types of services or activities as those available to commencing students so results for this focus area should be interpreted with caution.

## 3.2 The postgraduate coursework student experience of specific student groups

2018 SES results by student demographic and contextual groups are presented in Table 16 for postgraduate coursework students. It should be noted that the results presented in this section are based on a series of separate analyses and thus do not reflect interactions between any of the characteristics.

Postgraduate coursework students from a non-English speaking background and international students rated their overall educational experience 2 and 3 percentage points lower than English speakers and domestic students respectively. Similarly, undergraduates from a non-English speaking background and international students rated their overall education experience lower by 4 percentage points.

Postgraduate coursework students aged 40 and over had the lowest percentage positive ratings for Skills Development and Learner Engagement, but highest ratings for Teacher Quality, Student Support and Learning Resources. This pattern was consistent for undergraduate

students. These older students also recorded the highest positive ratings of their overall educational experience. As was also the case with undergraduate students, there is also a clear negative association between age and Learner Engagement, with young postgraduate coursework students (aged under 25) much more likely to respond positively in relation to their level of engagement than students in the three older age groups, and students aged 40 and over in particular. This result is consistent with the fact that older students are more likely to be undertaking their studies in an external study mode which are, as previously mentioned, characterised by lower results for the Learner Engagement focus area. Older students are also presumably more likely to be established in work or careers, which could further limit Learner Engagement activities (as measured by the SEQ). Interestingly, though, older students were more likely to respond positively in relation to their overall experience, the Student Support provided by their institution, their Learning Resources and Teaching Quality than younger postgraduate coursework students but less likely to rate their Skills Development positively.

As was the case for undergraduates, most differences in postgraduate coursework student ratings of experience by gender are fairly marginal, with female students slightly more likely to be positive about their educational experience than male students. The exception to this was a 6 percentage point difference between males and females for Learner Engagement which may relate to differences in study mode. With respect to study mode itself, internal or mixed mode students were far more likely to provide positive ratings of their level of learner engagement than those studying externally, with 39 percentage points between the groups. The differences between internal/mixed mode and external/distance study mode students in relation to the other four focus areas were relatively small other than a difference of

6 percentage points for Skills Development which appears to be most associated with differences in the development of team work and spoken language development for this group.

Again, consistent with undergraduates (and with 2017 results), postgraduate coursework Indigenous students were less likely than non-Indigenous students to rate Learner Engagement positively by 11 percentage points, which may reflect a higher proportion of Indigenous students studying externally in 2017 and 2018, compared with non-Indigenous students. Indigenous students were less likely to positively rate the Student Support provided by their institution, with a difference of 3 percentage points. Differences between Indigenous and non-Indigenous students in relation to the other 3 focus areas were smaller in magnitude and may not be statistically significant.

### Learner Engagement focus area

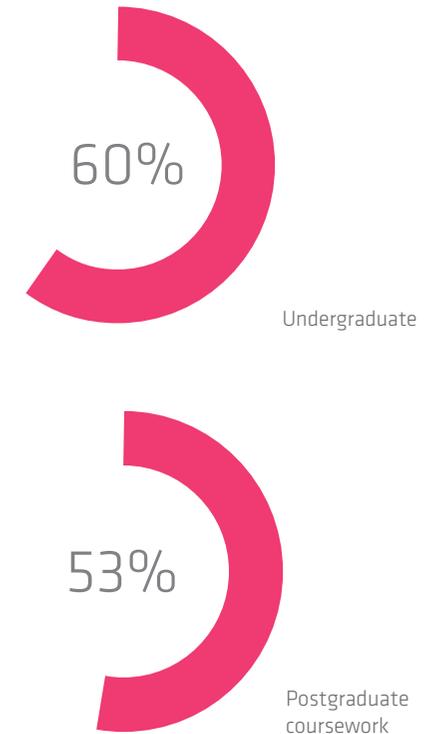


Table 15 The postgraduate coursework student experience, by stage of studies, 2018 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Commencing	80	51	82	74	84	77
Later year*	82	54	79	72	82	75
<b>Total</b>	<b>81</b>	<b>53</b>	<b>81</b>	<b>73</b>	<b>83</b>	<b>76</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

Postgraduate coursework students who reported having a disability were somewhat less likely to provide positive ratings across focus areas than students who did not report any disability other than Student Support. Most notably students with a reported disability reported lower ratings in the areas of Skills Development and Learner Engagement, which they rated lower by 4 percentage points each.

Few noteworthy differences were observed based on whether postgraduate coursework students were the first in their family to attend university, with the largest difference being that students who were the first in their family to attend university were less likely to rate Learner Engagement positively by 6 percentage points.

Considering whether postgraduate coursework students had previous higher education experience, it is interesting to note that students who had previously been enrolled at the current higher education institution were more likely to report positively in terms of Learner Engagement than those with previous experience at

another institution, by 7 percentage points, but only 2 percentage points higher than those new to higher education. This may be due to those with previous experience at the current institution retaining networks with other students, improving their likelihood of participating effectively in student centred learning activities.

There were few differences amongst postgraduate coursework students in relation to socio-economic status or location, other than in the Learner Engagement focus area where those from medium and low socio-economic areas were 5 to 6 percentage points less likely to rate their Learner Engagement positively than were high SES students. Postgraduate coursework students from metropolitan areas also rated this focus area positively more frequently, by 10 percentage points, than those from regional/remote areas, which may be associated with relative distances between students contributing to greater difficulty in interacting with their peers.

Table 16 The postgraduate coursework student experience, by demographic and contextual group, 2018 (% positive rating)

	Group/subgroup	Focus areas					Questionnaire item
		Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Gender	Male	79	56	79	73	83	76
	Female	82	50	82	74	83	77
Age	Under 25	83	60	80	72	84	75
	25 to 29	80	56	79	72	80	74
	30 to 39	79	45	82	75	82	78
	40 and over	79	36	85	77	85	82
Indigenous	Indigenous	80	42	80	70	82	76
	Non-Indigenous	81	53	81	73	83	76
Home language	English	80	50	82	73	82	77
	Other	82	57	79	73	84	75
Disability	Disability reported	77	49	79	73	80	75
	No disability reported	81	53	81	73	83	77
Study mode	Internal/Mixed	82	60	81	73	83	76
	External	76	21	83	77	82	80
Residence status	Domestic student	80	46	82	73	82	78
	International student	82	59	80	73	84	75
First in family status*	First in family	80	48	83	75	84	78
	Not first in family	80	54	82	74	85	77

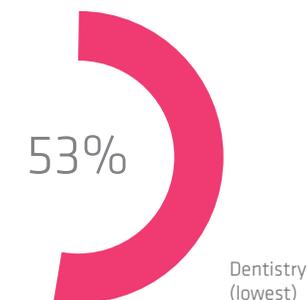
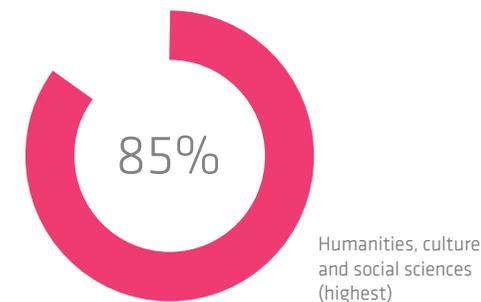
Postgraduate coursework students who reported having a disability were somewhat less likely to provide positive ratings

	Group/subgroup	Focus areas					Questionnaire item
		Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Previous higher education experience**	Previous experience – current institution	81	56	82	72	83	77
	Previous experience – another institution	79	49	83	75	84	78
	New to higher education	81	54	82	77	86	78
Socio-economic Status	High	79	49	82	72	81	78
	Medium	80	44	82	74	83	78
	Low	80	43	82	75	82	78
Location	Metro	80	48	82	73	82	78
	Regional/remote	79	38	83	75	82	78
<b>Total</b>		<b>81</b>	<b>53</b>	<b>81</b>	<b>73</b>	<b>83</b>	<b>76</b>

\* Previous higher education experience and First in family status include commencing students only.

\*\* Previous higher education experience and First in family status include commencing students only.

### Teaching Quality focus area



### 3.3 The postgraduate coursework student experience by study area

In relation to different study areas (see Table 17), there is considerable variation in postgraduate coursework student ratings across study areas. Positive ratings of the overall educational experience ranged from a high of 85 per cent for Humanities, culture and social sciences and 83 per cent for Agriculture and environmental studies, to a low of 53 per cent for Dentistry, representing a difference of over 30 percentage points. However, excluding Dentistry which had a small number of responses, the difference in overall educational experience declined to 15 percentage points between Humanities, culture and social sciences and Medicine (70 per cent positive rating). This difference across study areas was broadly similar to that of undergraduates which was 16 percentage points.

Dentistry also attracted the lowest positive ratings in all focus areas from 53 to 77 per cent except Learner Engagement, for which Nursing rated lowest at 38 per cent. The widest range in focus area results was for Learner Engagement, with 29 percentage points separating the study areas with the highest and lowest results, Veterinary science at 67 per cent, and Nursing at 38 per cent, which may be associated with the relative proportion of online or distance learning associated with the various study areas, but also the proportion of student centred or group work students undertake as part of their studies.

The narrowest range of results across study areas is seen in relation to Skills Development, with 10 percentage points separating the study area with the highest and lowest scores, Agriculture and environmental studies and Rehabilitation at 87 per cent and Dentistry at 77 per cent. As was indicated for undergraduate results, while confidence intervals are not shown in Table 17, it is important to interpret the results with respect to the remarks made in Appendix 1.4.4 Stratum-level precision, concerning the precision of estimates in the SES. It is possible that some of the differences in this table, especially those seen in relation to study areas containing small numbers of observations, may not be statistically significant.

It also should be noted that broad disciplinary aggregations hide much of the detail that is relevant to schools, faculties and academic departments. More detailed SES results disaggregated by 45 study areas are available in Appendix 7.2 Higher Education Student Experience: 45 Study Areas.

Table 17 The postgraduate coursework student experience, by study area, 2017 and 2018 (% positive rating)

Study area	2017						2018					
	SD	LE	TQ	SS	LR	OEE	SD	LE	TQ	SS	LR	OEE
Science and mathematics	80	51	81	75	86	77	81	50	83	74	87	77
Computing and information systems	79	57	78	76	83	75	79	58	77	74	83	74
Engineering	79	57	78	71	86	73	80	59	78	73	88	75
Architecture and built environment	81	64	80	65	70	73	81	61	78	65	74	73
Agriculture and environmental studies	85	59	89	77	89	84	87	61	89	81	90	83
Health services and support	84	49	85	75	82	80	84	49	85	76	83	79
Medicine	83	65	73	67	77	73	79	57	71	69	75	70
Nursing	81	38	79	73	84	75	81	38	81	73	83	76
Pharmacy	85	58	82	73	85	74	82	58	82	76	80	77
Dentistry	79	58	58	51	55	52	77	61	63	58	63	53
Veterinary science	90	67	80	70	74	77	83	67	81	61	79	74
Rehabilitation	87	72	77	67	75	70	87	66	81	70	77	76
Teacher education	77	45	78	72	83	73	78	45	80	73	85	75
Business and management	80	53	79	73	81	75	81	54	80	73	81	76
Humanities, culture and social sciences	82	48	89	80	87	85	82	50	89	80	87	85
Social work	82	51	80	73	79	73	83	53	82	74	82	76
Psychology	84	54	84	76	78	77	85	57	86	77	81	81
Law and paralegal studies	79	44	82	70	79	76	80	45	83	71	80	79
Creative arts	81	58	82	68	81	76	81	56	80	68	82	72
Communications	80	54	84	74	86	75	85	59	86	75	88	81
Tourism, Hospitality, Personal services, Sport and recreation	85	58	84	77	89	80	84	63	85	72	87	83
<b>Total</b>	<b>80</b>	<b>52</b>	<b>80</b>	<b>73</b>	<b>82</b>	<b>76</b>	<b>81</b>	<b>53</b>	<b>81</b>	<b>73</b>	<b>83</b>	<b>76</b>

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OEE = Overall Educational Experience

### 3.4 The postgraduate coursework student experience – universities and NUHEIs

As was indicated for undergraduate results, when comparing results for university and NUHEI postgraduate coursework students there are several important caveats to consider in relation to differences in demographics and study area profile. Any differences in results between NUHEI and university students may be attributable, at least in part, to these factors.

SES results across focus areas, as shown in Table 18, are broadly similar to those for undergraduates. More postgraduate coursework students enrolled at NUHEIs rated their overall education experience positively than did university students, by 4 percentage points, slightly larger than the 1 percentage point difference favouring undergraduates enrolled in NUHEIs.

The largest differences between NUHEI and university postgraduate coursework students across the five focus areas remained in relation to Learning Resources, with NUHEI students being 12 percentage points less likely to express positive responses (up from 10 percentage points in 2017). NUHEI students were also less likely to respond positively about their Learner Engagement, by 5 percentage points (down from 9 percentage points in 2017). More NUHEI students rated Student Support positively, with 3 percentage points separating them from university students. Skills Development and Teaching Quality ratings were within 1 percentage point for both groups.

Table 18 The postgraduate coursework student experience, NUHEI and university students, 2018 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
NUHEIs	80	48	82	76	72	80
Universities	81	53	81	73	84	76
All institutions	81	53	81	73	83	76

### 3.5 The postgraduate coursework student experience by institution

#### University student ratings

Student ratings across universities at postgraduate coursework level vary by institution, as shown by Figure 8 and Table 19. For example, universities where student ratings are clearly above 80 per cent include the University of Divinity (89 per cent), the University of New England (83 per cent) and the University of Southern Queensland (82 per cent). Once again, it is important to acknowledge that factors beyond the quality of the educational experience such as course offerings and the composition of the student population might also impact on student ratings. Also, note where the confidence intervals overlap between two universities there is no significant difference in student ratings in a statistical sense.

Figure 8 Quality of entire educational experience for postgraduate coursework university students, 2018 (% positive rating)

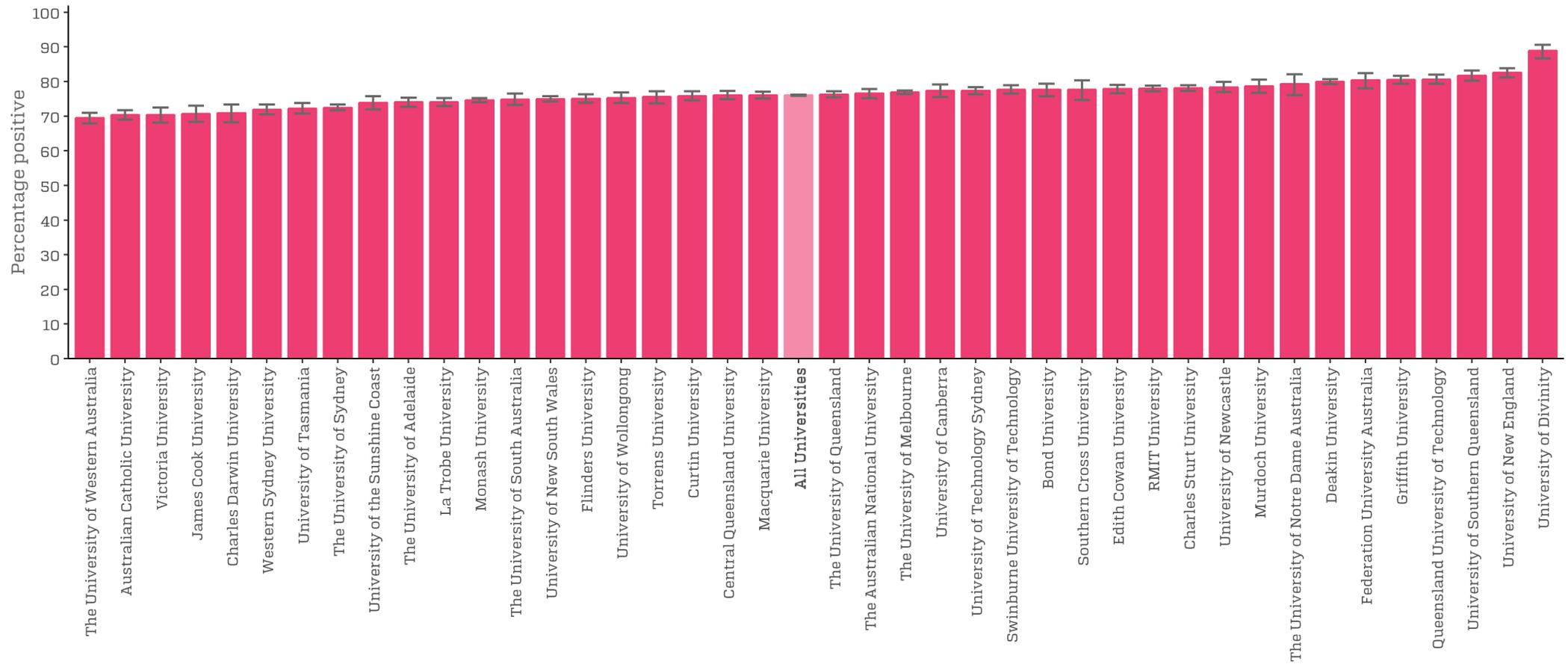


Table 19 The postgraduate coursework student experience, 2018 – by university (% positive rating, with 90% confidence intervals)

University	Skills Development	Learner Engagement*	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Australian Catholic University	75.5 (74.1, 76.7)	46.4 (44.7, 48.2)	76.6 (75.3, 77.8)	64.0 (62.1, 65.8)	79.6 (77.9, 81.2)	70.4 (69.0, 71.7)
Bond University	87.0 (85.3, 88.3)	68.4 (66.4, 70.3)	83.7 (82.0, 85.1)	81.3 (79.3, 83.0)	87.5 (85.8, 88.8)	77.7 (75.8, 79.3)
Central Queensland University	84.4 (83.3, 85.5)	62.5 (61.0, 63.9)	80.2 (79.0, 81.3)	76.3 (75.0, 77.6)	77.0 (75.5, 78.3)	76.1 (74.9, 77.3)
Charles Darwin University	78.2 (75.6, 80.4)	59.0 (55.2, 62.7)	74.9 (72.3, 77.3)	71.5 (68.4, 74.3)	79.5 (76.4, 82.2)	70.9 (68.2, 73.4)
Charles Sturt University	76.0 (75.1, 76.9)	59.6 (58.3, 61.0)	81.8 (81.0, 82.5)	78.9 (77.9, 79.8)	77.0 (75.8, 78.2)	78.1 (77.3, 78.9)
Curtin University	81.1 (79.8, 82.3)	63.9 (62.2, 65.6)	81.8 (80.6, 83.0)	73.4 (71.7, 75.0)	86.6 (85.3, 87.8)	75.9 (74.5, 77.2)
Deakin University	83.7 (83.0, 84.4)	65.4 (64.2, 66.5)	83.4 (82.7, 84.1)	79.4 (78.5, 80.3)	91.9 (91.2, 92.6)	80.0 (79.2, 80.7)
Edith Cowan University	80.6 (79.4, 81.7)	63.0 (61.3, 64.5)	81.5 (80.4, 82.6)	78.4 (76.9, 79.7)	89.3 (88.1, 90.3)	77.9 (76.6, 79.0)
Federation University Australia	86.3 (84.1, 88.0)	70.7 (67.7, 73.3)	87.8 (85.7, 89.4)	81.7 (78.7, 84.1)	88.1 (85.5, 90.1)	80.4 (78.0, 82.4)
Flinders University	78.0 (76.8, 79.1)	63.2 (61.5, 64.9)	78.0 (76.8, 79.1)	72.4 (70.9, 73.8)	83.0 (81.4, 84.4)	75.1 (73.9, 76.3)
Griffith University	83.5 (82.4, 84.6)	66.4 (64.6, 68.1)	84.9 (83.8, 85.9)	79.7 (78.2, 81.0)	86.1 (84.6, 87.4)	80.6 (79.4, 81.7)
James Cook University	72.1 (69.7, 74.4)	56.8 (53.0, 60.5)	76.5 (74.2, 78.6)	74.5 (71.7, 77.0)	80.3 (76.8, 83.2)	70.7 (68.3, 73.0)
La Trobe University	81.7 (80.7, 82.7)	56.3 (54.9, 57.7)	80.0 (78.9, 81.0)	73.5 (72.1, 74.8)	84.2 (83.1, 85.3)	74.1 (72.9, 75.2)
Macquarie University	81.1 (80.1, 82.0)	57.4 (56.1, 58.6)	81.2 (80.2, 82.1)	70.1 (68.9, 71.3)	85.4 (84.4, 86.3)	76.1 (75.1, 77.1)
Monash University	80.6 (80.0, 81.2)	56.6 (55.9, 57.3)	79.8 (79.2, 80.3)	74.7 (74.0, 75.4)	88.7 (88.2, 89.2)	74.7 (74.0, 75.2)
Murdoch University	84.9 (83.1, 86.5)	71.5 (69.1, 73.7)	84.3 (82.4, 85.8)	81.2 (78.9, 83.2)	89.3 (87.5, 90.8)	78.7 (76.7, 80.5)
Queensland University of Technology	82.2 (80.8, 83.4)	63.8 (61.8, 65.7)	85.1 (83.9, 86.3)	78.3 (76.6, 80.0)	89.2 (87.8, 90.4)	80.7 (79.4, 82.0)
RMIT University	84.0 (83.3, 84.7)	64.0 (63.0, 64.9)	82.6 (81.9, 83.3)	72.9 (71.9, 73.8)	86.2 (85.5, 86.9)	78.0 (77.2, 78.8)
Southern Cross University	85.4 (82.7, 87.6)	58.4 (53.4, 63.1)	83.4 (80.6, 85.7)	86.0 (83.2, 88.2)	75.4 (71.2, 79.1)	77.7 (74.7, 80.3)
Swinburne University of Technology	83.6 (82.5, 84.7)	65.0 (63.4, 66.6)	83.3 (82.1, 84.3)	78.7 (77.3, 80.0)	84.4 (83.0, 85.7)	77.7 (76.5, 78.9)
The Australian National University	80.9 (79.6, 82.1)	52.1 (50.5, 53.6)	81.2 (80.0, 82.4)	73.1 (71.5, 74.5)	84.2 (82.9, 85.4)	76.6 (75.2, 77.8)
The University of Adelaide	79.9 (78.6, 81.0)	53.5 (52.0, 55.0)	79.0 (77.7, 80.1)	72.6 (71.0, 74.1)	83.4 (82.1, 84.6)	74.1 (72.7, 75.3)
The University of Melbourne	83.3 (82.9, 83.8)	62.4 (61.8, 63.0)	83.3 (82.8, 83.7)	67.9 (67.2, 68.6)	83.2 (82.7, 83.7)	76.9 (76.4, 77.4)
The University of Notre Dame Australia	85.4 (82.4, 87.8)	73.3 (69.8, 76.4)	84.0 (80.9, 86.5)	82.4 (78.8, 85.3)	74.4 (70.4, 77.9)	79.4 (76.1, 82.1)

University	Skills Development	Learner Engagement*	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
The University of Queensland	82.5 (81.7, 83.3)	61.1 (60.1, 62.2)	80.8 (79.9, 81.6)	73.1 (72.0, 74.1)	85.7 (84.9, 86.5)	76.3 (75.4, 77.2)
The University of South Australia	81.9 (80.4, 83.4)	67.3 (65.3, 69.1)	81.3 (79.7, 82.7)	77.1 (75.2, 78.9)	88.1 (86.6, 89.4)	74.9 (73.2, 76.5)
The University of Sydney	80.7 (80.0, 81.4)	55.9 (55.0, 56.8)	78.0 (77.2, 78.7)	64.5 (63.5, 65.5)	81.5 (80.8, 82.3)	72.5 (71.7, 73.3)
The University of Western Australia	79.1 (77.6, 80.4)	67.0 (65.4, 68.5)	74.9 (73.4, 76.3)	71.0 (69.2, 72.7)	77.8 (76.3, 79.2)	69.5 (67.9, 70.9)
Torrens University	83.9 (82.2, 85.3)	67.5 (65.4, 69.3)	80.0 (78.2, 81.5)	73.8 (71.7, 75.6)	65.7 (63.4, 67.8)	75.6 (73.7, 77.2)
University of Canberra	82.6 (80.8, 84.2)	62.5 (60.3, 64.6)	81.5 (79.7, 83.1)	70.5 (68.1, 72.7)	79.0 (76.8, 80.9)	77.4 (75.5, 79.1)
University of Divinity	81.4 (78.6, 83.5)	55.5 (52.3, 58.6)	92.0 (89.9, 93.3)	89.0 (86.2, 90.9)	85.6 (81.8, 88.4)	89.0 (86.7, 90.6)
University of New England	74.7 (73.1, 76.2)	59.5 (54.7, 63.9)	84.9 (83.5, 86.0)	80.9 (79.0, 82.6)	86.3 (83.2, 88.8)	82.6 (81.2, 83.8)
University of New South Wales	75.9 (75.1, 76.7)	50.2 (49.2, 51.1)	79.7 (78.9, 80.4)	67.6 (66.6, 68.5)	83.5 (82.7, 84.2)	75.0 (74.2, 75.8)
University of Newcastle	78.7 (77.1, 80.2)	67.5 (64.9, 69.9)	82.4 (80.9, 83.7)	76.0 (73.9, 77.8)	84.3 (82.0, 86.2)	78.4 (76.9, 79.9)
University of Southern Queensland	78.5 (76.8, 80.1)	63.6 (60.5, 66.6)	84.7 (83.2, 86.0)	81.1 (79.3, 82.8)	86.1 (83.8, 88.1)	81.8 (80.2, 83.2)
University of Tasmania	77.1 (75.6, 78.5)	61.6 (59.3, 63.8)	77.6 (76.1, 79.0)	70.9 (68.9, 72.8)	73.4 (71.2, 75.5)	72.3 (70.7, 73.8)
University of Technology Sydney	81.0 (80.0, 82.0)	66.7 (65.5, 67.8)	80.7 (79.6, 81.6)	70.8 (69.5, 72.1)	86.3 (85.4, 87.2)	77.4 (76.3, 78.4)
University of the Sunshine Coast	79.1 (77.2, 80.8)	53.9 (51.8, 56.0)	77.0 (75.1, 78.7)	70.5 (68.2, 72.6)	68.0 (65.8, 70.0)	73.9 (71.9, 75.7)
University of Wollongong	81.4 (79.9, 82.7)	67.7 (65.7, 69.5)	81.5 (80.0, 82.8)	77.8 (76.1, 79.4)	84.1 (82.5, 85.5)	75.3 (73.8, 76.8)
Victoria University	80.5 (78.4, 82.4)	63.9 (61.5, 66.2)	74.6 (72.4, 76.6)	66.7 (63.9, 69.4)	80.1 (77.8, 82.0)	70.4 (68.1, 72.5)
Western Sydney University	81.4 (80.1, 82.5)	62.5 (60.9, 64.0)	74.2 (72.8, 75.5)	71.2 (69.6, 72.7)	85.4 (84.1, 86.5)	71.9 (70.5, 73.3)
<b>All Universities</b>	<b>80.9 (80.7, 81.1)</b>	<b>60.3 (60.1, 60.5)</b>	<b>80.9 (80.7, 81.0)</b>	<b>73.0 (72.8, 73.2)</b>	<b>84.0 (83.8, 84.2)</b>	<b>76.1 (75.9, 76.3)</b>

\*Learner Engagement scores for institutions do not include responses from external mode students, consistent with practices on the QILT website. As a result, the Learner Engagement score for all universities in this table does not match the equivalent result in Table 9. See [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.

Figure 9 and Table 20 present results at university level combining responses from the 2017 and 2018 Student Experience Surveys. This mirrors the approach shown on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area.

Figure 9 Quality of entire educational experience for postgraduate coursework university students, 2017 and 2018 (% positive rating)

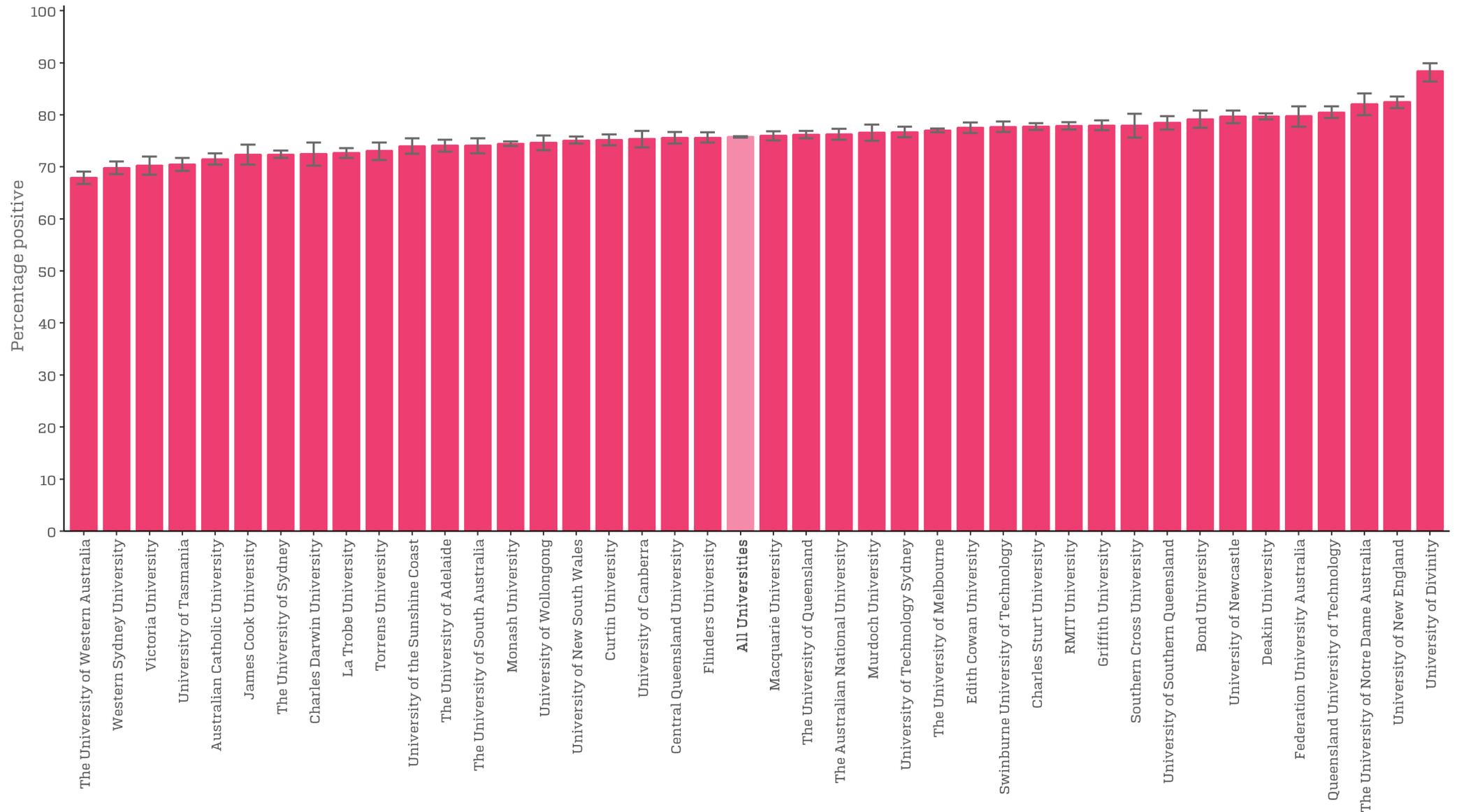


Table 20 The postgraduate coursework student experience, by university, 2017 and 2018 (% positive rating, with 90% confidence intervals)

	Skills Development	Learner Engagement*	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Australian Catholic University	75.6 (74.6, 76.6)	49.4 (48.0, 50.9)	76.4 (75.3, 77.4)	66.5 (65.1, 67.9)	79.8 (78.5, 81.1)	71.5 (70.4, 72.6)
Bond University	87.4 (85.9, 88.6)	69.5 (67.6, 71.3)	84.7 (83.1, 86.1)	81.6 (79.7, 83.2)	87.9 (86.4, 89.2)	79.2 (77.5, 80.8)
Central Queensland University	82.4 (81.3, 83.4)	60.6 (59.3, 62.0)	79.6 (78.5, 80.6)	76.4 (75.2, 77.6)	76.6 (75.3, 77.8)	75.6 (74.5, 76.7)
Charles Darwin University	79.4 (77.2, 81.4)	59.0 (55.5, 62.5)	76.2 (73.9, 78.3)	71.3 (68.5, 73.9)	79.8 (76.9, 82.3)	72.5 (70.2, 74.7)
Charles Sturt University	75.7 (75.0, 76.4)	58.9 (57.7, 60.1)	80.8 (80.2, 81.5)	79.1 (78.3, 79.8)	76.5 (75.5, 77.5)	77.8 (77.1, 78.4)
Curtin University	81.6 (80.6, 82.6)	63.3 (61.9, 64.6)	81.7 (80.7, 82.6)	73.3 (72.0, 74.6)	86.5 (85.5, 87.4)	75.2 (74.1, 76.2)
Deakin University	82.2 (81.6, 82.8)	64.6 (63.6, 65.5)	82.8 (82.2, 83.4)	79.0 (78.2, 79.7)	91.2 (90.6, 91.8)	79.7 (79.1, 80.3)
Edith Cowan University	80.9 (79.9, 81.9)	63.1 (61.7, 64.4)	82.4 (81.4, 83.3)	79.3 (78.1, 80.4)	89.0 (88.1, 89.9)	77.6 (76.5, 78.5)
Federation University Australia	84.1 (82.1, 85.7)	65.6 (62.9, 68.1)	86.1 (84.2, 87.7)	81.1 (78.6, 83.2)	85.5 (83.2, 87.5)	79.8 (77.7, 81.6)
Flinders University	79.3 (78.4, 80.2)	64.9 (63.5, 66.2)	78.3 (77.3, 79.1)	73.5 (72.3, 74.7)	83.9 (82.7, 84.9)	75.6 (74.7, 76.6)
Griffith University	81.9 (81.0, 82.8)	63.5 (62.2, 64.8)	82.7 (81.8, 83.5)	78.4 (77.4, 79.5)	84.8 (83.7, 85.8)	78.0 (77.0, 78.9)
James Cook University	73.2 (71.2, 75.2)	56.6 (53.5, 59.6)	77.3 (75.3, 79.0)	72.8 (70.3, 75.0)	81.0 (78.4, 83.4)	72.4 (70.4, 74.3)
La Trobe University	81.4 (80.5, 82.3)	56.8 (55.6, 57.9)	78.4 (77.5, 79.3)	72.2 (71.0, 73.3)	83.6 (82.7, 84.5)	72.7 (71.7, 73.6)
Macquarie University	81.0 (80.2, 81.7)	57.7 (56.6, 58.7)	81.7 (80.9, 82.4)	69.7 (68.6, 70.7)	84.6 (83.8, 85.4)	76.0 (75.1, 76.8)
Monash University	80.6 (80.1, 81.0)	56.3 (55.7, 56.9)	80.2 (79.7, 80.6)	74.8 (74.3, 75.4)	87.1 (86.6, 87.5)	74.5 (74.0, 74.9)
Murdoch University	82.3 (80.7, 83.6)	69.4 (67.4, 71.3)	81.2 (79.6, 82.6)	78.7 (76.8, 80.4)	86.5 (84.8, 87.9)	76.6 (75.0, 78.1)
Queensland University of Technology	82.2 (81.1, 83.3)	63.2 (61.6, 64.8)	85.0 (84.0, 85.9)	78.9 (77.5, 80.2)	89.3 (88.2, 90.3)	80.5 (79.4, 81.6)
RMIT University	83.5 (82.9, 84.2)	65.0 (64.1, 65.8)	82.3 (81.6, 83.0)	72.9 (72.0, 73.8)	85.5 (84.8, 86.2)	77.9 (77.2, 78.6)
Southern Cross University	83.8 (81.5, 85.7)	59.3 (55.1, 63.4)	82.4 (80.1, 84.4)	83.5 (81.1, 85.6)	73.5 (69.9, 76.7)	78.0 (75.6, 80.2)
Swinburne University of Technology	82.8 (81.8, 83.7)	64.5 (63.1, 65.8)	81.9 (81.0, 82.9)	77.2 (76.0, 78.3)	83.8 (82.6, 84.9)	77.7 (76.7, 78.7)
The Australian National University	80.8 (79.8, 81.7)	52.9 (51.7, 54.0)	81.6 (80.7, 82.5)	72.8 (71.6, 73.9)	83.7 (82.7, 84.7)	76.3 (75.2, 77.3)
The University of Adelaide	79.4 (78.3, 80.5)	54.5 (53.2, 55.8)	78.1 (76.9, 79.1)	72.7 (71.4, 74.0)	82.8 (81.7, 83.8)	74.1 (72.9, 75.2)
The University of Melbourne	83.8 (83.4, 84.1)	63.3 (62.9, 63.8)	83.0 (82.6, 83.3)	67.5 (66.9, 68.0)	82.5 (82.1, 82.9)	77.0 (76.6, 77.4)
The University of Notre Dame Australia	87.8 (85.7, 89.4)	74.1 (71.6, 76.4)	87.1 (85.0, 88.8)	83.7 (81.2, 85.8)	75.0 (72.2, 77.6)	82.1 (79.9, 84.1)

	Skills Development	Learner Engagement*	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
The University of Queensland	82.3 (81.7, 83.0)	61.4 (60.5, 62.2)	81.2 (80.5, 81.8)	73.2 (72.3, 74.0)	85.9 (85.3, 86.5)	76.2 (75.5, 76.9)
The University of South Australia	81.8 (80.4, 83.0)	66.7 (64.9, 68.3)	80.9 (79.5, 82.1)	75.8 (74.1, 77.3)	87.7 (86.4, 88.8)	74.1 (72.6, 75.5)
The University of Sydney	80.8 (80.2, 81.5)	57.3 (56.5, 58.1)	77.7 (77.1, 78.3)	64.9 (64.1, 65.7)	80.9 (80.3, 81.6)	72.4 (71.7, 73.1)
The University of Western Australia	79.2 (78.1, 80.2)	66.9 (65.6, 68.1)	73.5 (72.3, 74.7)	69.4 (68.0, 70.8)	75.8 (74.6, 76.9)	67.9 (66.7, 69.1)
Torrens University	83.0 (81.4, 84.4)	65.8 (63.8, 67.7)	77.3 (75.6, 78.8)	72.6 (70.7, 74.4)	65.1 (63.0, 67.1)	73.1 (71.3, 74.7)
University of Canberra	81.4 (79.8, 82.7)	62.4 (60.5, 64.2)	80.7 (79.1, 82.0)	71.6 (69.6, 73.4)	77.4 (75.5, 79.1)	75.4 (73.7, 76.9)
University of Divinity	80.5 (78.1, 82.4)	55.5 (52.8, 58.2)	91.3 (89.5, 92.6)	89.3 (87.1, 91.0)	86.3 (83.4, 88.5)	88.4 (86.4, 89.9)
University of New England	75.6 (74.3, 76.8)	59.6 (55.3, 63.6)	84.8 (83.7, 85.8)	81.7 (80.3, 83.1)	85.1 (82.7, 87.2)	82.5 (81.3, 83.5)
University of New South Wales	76.8 (76.2, 77.4)	50.7 (49.9, 51.4)	79.9 (79.3, 80.5)	68.4 (67.6, 69.1)	83.6 (83.0, 84.2)	75.1 (74.5, 75.8)
University of Newcastle	78.5 (77.2, 79.7)	67.0 (64.9, 69.0)	83.3 (82.1, 84.3)	75.7 (74.2, 77.2)	82.9 (81.1, 84.6)	79.7 (78.4, 80.8)
University of Southern Queensland	75.5 (74.1, 76.8)	61.3 (58.6, 63.8)	80.6 (79.3, 81.8)	78.5 (77.0, 79.9)	85.1 (83.3, 86.8)	78.5 (77.2, 79.7)
University of Tasmania	76.2 (75.0, 77.3)	58.3 (56.6, 60.0)	74.9 (73.7, 76.0)	70.1 (68.6, 71.6)	71.8 (70.0, 73.4)	70.5 (69.2, 71.7)
University of Technology Sydney	80.6 (79.7, 81.5)	66.3 (65.2, 67.4)	80.6 (79.7, 81.5)	71.0 (69.7, 72.1)	86.4 (85.5, 87.2)	76.7 (75.7, 77.7)
University of the Sunshine Coast	78.6 (77.1, 80.0)	55.6 (53.9, 57.3)	77.3 (75.7, 78.6)	70.6 (68.8, 72.3)	69.3 (67.6, 70.9)	74.0 (72.5, 75.5)
University of Wollongong	81.3 (80.0, 82.6)	67.5 (65.7, 69.2)	80.8 (79.4, 82.0)	77.8 (76.2, 79.3)	84.8 (83.4, 86.0)	74.7 (73.2, 76.0)
Victoria University	80.4 (78.7, 81.9)	65.7 (63.8, 67.5)	76.4 (74.7, 78.0)	69.1 (66.9, 71.1)	78.1 (76.3, 79.7)	70.3 (68.5, 72.0)
Western Sydney University	81.1 (80.1, 82.1)	63.9 (62.6, 65.2)	73.8 (72.6, 74.9)	71.0 (69.7, 72.3)	85.9 (84.9, 86.8)	69.8 (68.6, 71.0)
<b>All Universities</b>	<b>80.7 (80.5, 80.8)</b>	<b>60.5 (60.3, 60.7)</b>	<b>80.6 (80.4, 80.7)</b>	<b>72.9 (72.7, 73.1)</b>	<b>83.4 (83.2, 83.6)</b>	<b>75.8 (75.6, 75.9)</b>

## NUHEI student ratings

Figure 10 Quality of entire educational experience for postgraduate coursework non-university higher education institution (NUHEI) students, 2017 and 2018 (% positive rating)

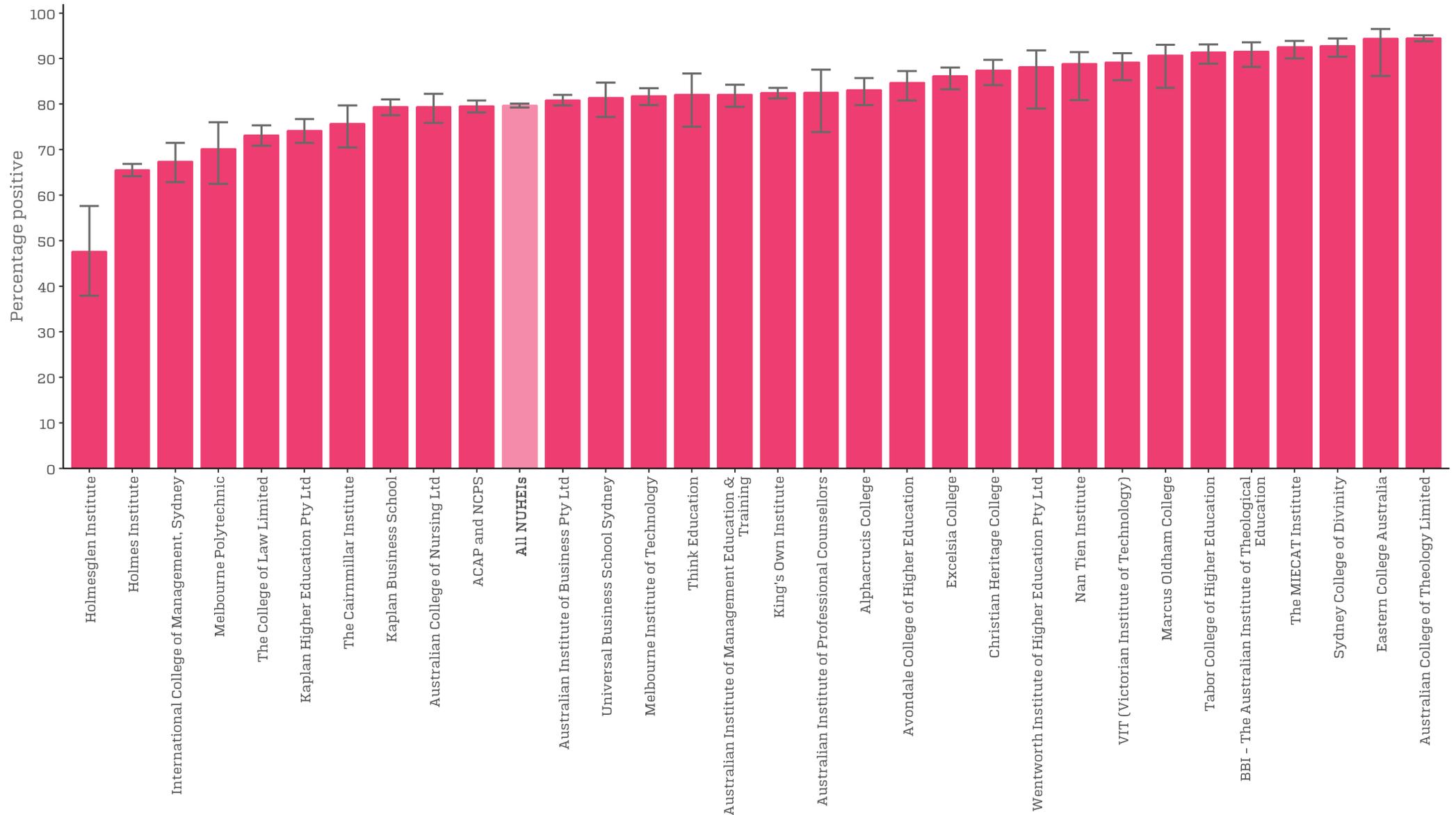


Figure 10 and Table 21 show student ratings of the quality of the entire educational experience item and different focus areas for postgraduate coursework students from NUHEIs. As was the case for undergraduates, since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2017 and 2018 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published. Notwithstanding the pooling of data across two survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities, but clearly there are some

NUHEIs where the postgraduate coursework experience is rated higher than at others. For example, a number of NUHEIs have positive student ratings for entire educational experience clearly over 90 per cent, the Australian College of Theology Limited (95 per cent), Eastern College Australia (94 per cent), Sydney College of Divinity and The MIECAT Institute (93 per cent), BBI - The Australian Institute of Theological Education (92 per cent) and Marcus Oldham College and Tabor College of Higher Education (both with 91 per cent). The same caveats apply to student ratings at institution level.

**Table 21 The postgraduate coursework student experience, by university, 2017 and 2018 (% positive rating, with 90% confidence intervals)**

	Skills Development	Learner Engagement*	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
ACAP and NCPS	84.4 (83.0, 85.5)	55.2 (53.3, 57.0)	84.7 (83.4, 85.8)	74.9 (73.1, 76.6)	81.8 (80.2, 83.3)	79.6 (78.2, 80.8)
Alphacrucis College	84.2 (80.8, 86.7)	37.5 (33.4, 42.0)	89.3 (86.3, 91.3)	76.3 (72.4, 79.6)	75.0 (69.7, 79.4)	83.1 (79.8, 85.7)
Australian College of Nursing Ltd	78.5 (74.9, 81.5)	10.0 (7.1, 17.0)	78.6 (75.0, 81.6)	76.7 (72.4, 80.3)	63.2 (50.2, 74.4)	79.4 (75.9, 82.3)
Australian College of Theology Limited	87.0 (86.0, 87.8)	64.1 (62.7, 65.5)	96.3 (95.7, 96.8)	94.5 (93.7, 95.1)	92.6 (91.6, 93.4)	94.5 (93.8, 95.1)
Australian Institute of Business Pty Ltd	78.9 (77.6, 80.1)	n/a	76.1 (74.8, 77.3)	79.8 (78.5, 81.0)	75.5 (71.5, 79.0)	80.9 (79.7, 82.0)
Australian Institute of Management Education & Training	85.0 (82.5, 87.1)	35.3 (32.4, 38.5)	89.2 (86.9, 90.9)	73.3 (69.9, 76.3)	82.7 (77.9, 86.5)	82.1 (79.4, 84.3)
Australian Institute of Professional Counsellors	88.6 (80.2, 92.6)	n/a	86.4 (77.7, 90.8)	87.5 (78.2, 92.1)	n/a	82.6 (73.9, 87.6)
Avondale College of Higher Education	83.8 (79.8, 86.5)	48.8 (43.4, 54.2)	87.9 (84.3, 90.2)	77.9 (73.3, 81.5)	90.1 (84.1, 93.6)	84.7 (80.8, 87.3)
BBI - The Australian Institute of Theological Education	68.8 (64.1, 72.9)	n/a	93.5 (90.4, 95.2)	89.1 (85.0, 91.7)	82.1 (67.8, 90.8)	91.6 (88.2, 93.6)
Christian Heritage College	87.9 (84.6, 90.1)	61.0 (55.8, 65.7)	92.1 (89.2, 93.8)	90.7 (87.4, 92.8)	78.3 (73.2, 82.3)	87.4 (84.2, 89.7)
Eastern College Australia	94.3 (85.8, 96.5)	63.3 (52.5, 71.9)	100.0 (93.1, 99.9)	84.4 (73.8, 89.6)	n/a	94.4 (86.2, 96.5)

	Skills Development	Learner Engagement*	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Excelsia College	87.4 (84.5, 89.1)	63.0 (58.0, 67.3)	86.2 (83.3, 88.0)	88.1 (85.1, 89.8)	85.6 (80.0, 89.2)	86.2 (83.3, 88.0)
Holmes Institute	74.0 (72.6, 75.2)	56.1 (54.7, 57.4)	67.7 (66.4, 69.0)	54.5 (53.0, 56.0)	48.8 (47.4, 50.3)	65.6 (64.2, 66.9)
Holmesglen Institute	71.4 (61.1, 79.2)	41.5 (32.2, 51.7)	59.5 (49.2, 68.7)	74.4 (63.5, 82.1)	66.7 (56.3, 75.0)	47.6 (37.9, 57.6)
International College of Management, Sydney	83.9 (79.9, 86.9)	66.9 (62.3, 70.9)	79.5 (75.3, 82.9)	77.6 (73.1, 81.2)	67.1 (62.3, 71.3)	67.4 (62.9, 71.5)
Kaplan Business School	81.9 (80.1, 83.4)	67.4 (65.3, 69.4)	81.8 (80.0, 83.3)	82.2 (80.4, 83.8)	74.3 (72.3, 76.1)	79.4 (77.6, 81.0)
Kaplan Higher Education Pty Ltd	58.3 (55.2, 61.2)		63.2 (60.2, 66.1)	71.6 (68.6, 74.4)	61.5 (53.9, 68.4)	74.2 (71.5, 76.7)
King's Own Institute	82.1 (80.8, 83.2)	70.5 (69.0, 71.8)	82.9 (81.6, 84.0)	68.9 (67.3, 70.3)	70.0 (68.5, 71.4)	82.5 (81.3, 83.6)
Marcus Oldham College	81.4 (73.7, 85.4)	16.3 (12.6, 23.9)	93.0 (86.2, 94.8)	97.6 (91.1, 98.1)	n/a	90.7 (83.6, 93.0)
Melbourne Institute of Technology	83.6 (81.6, 85.4)	71.5 (69.2, 73.7)	82.2 (80.1, 84.0)	80.9 (78.8, 82.8)	79.7 (77.5, 81.7)	81.8 (79.8, 83.5)
Melbourne Polytechnic	73.7 (66.1, 79.1)	52.6 (45.2, 59.8)	77.2 (69.7, 82.2)	71.4 (63.6, 77.2)	57.1 (49.4, 64.2)	70.2 (62.5, 76.0)
Nan Tien Institute	94.4 (87.0, 95.6)	86.1 (77.9, 89.2)	94.4 (87.0, 95.6)	97.1 (89.9, 97.6)	97.2 (90.3, 97.6)	88.9 (80.9, 91.4)
Sydney College of Divinity	88.4 (85.6, 90.6)	52.0 (47.0, 56.9)	91.3 (88.7, 93.1)	85.0 (81.7, 87.5)	86.1 (81.6, 89.5)	92.8 (90.4, 94.4)
Tabor College of Higher Education	88.5 (85.7, 90.5)	61.1 (56.4, 65.4)	94.3 (92.0, 95.6)	92.8 (90.1, 94.4)	90.8 (87.2, 93.1)	91.4 (88.9, 93.1)
The Cairnmillar Institute	90.5 (86.1, 92.8)	76.6 (71.4, 80.5)	84.0 (79.1, 87.1)	84.2 (79.1, 87.5)	74.0 (68.6, 78.3)	75.7 (70.5, 79.7)
The College of Law Limited	69.3 (66.9, 71.5)	19.8 (17.0, 23.1)	79.0 (76.9, 80.9)	78.3 (76.1, 80.4)	73.5 (70.1, 76.6)	73.2 (70.9, 75.3)
The MIECAT Institute	91.9 (89.3, 93.3)	75.0 (71.6, 77.7)	95.7 (93.5, 96.6)	92.2 (89.5, 93.6)	79.7 (75.2, 83.1)	92.6 (90.0, 93.9)
Think Education	90.6 (84.2, 93.8)	56.7 (49.1, 63.8)	93.8 (88.0, 96.2)	74.1 (65.7, 80.4)	75.0 (66.8, 81.0)	82.1 (75.0, 86.7)
Universal Business School Sydney	82.4 (78.2, 85.8)	72.9 (68.3, 76.8)	83.2 (79.0, 86.4)	75.1 (70.4, 79.2)	66.3 (61.4, 70.8)	81.4 (77.2, 84.7)
VIT (Victorian Institute of Technology)	81.6 (76.7, 84.8)	73.6 (68.9, 77.2)	82.4 (77.9, 85.3)	79.4 (74.4, 82.9)	76.9 (71.9, 80.5)	89.2 (85.3, 91.2)
Wentworth Institute of Higher Education Pty Ltd	87.5 (77.6, 91.5)	64.7 (54.9, 72.3)	88.2 (79.0, 91.8)	86.7 (76.0, 91.2)	87.9 (78.4, 91.7)	88.2 (79.0, 91.8)
<b>All NUHEIs</b>	<b>80.0 (79.5, 80.4)</b>	<b>59.0 (58.4, 59.7)</b>	<b>81.1 (80.6, 81.5)</b>	<b>76.4 (75.9, 76.9)</b>	<b>71.8 (71.1, 72.4)</b>	<b>79.7 (79.2, 80.1)</b>

n/a = result not available, fewer than 25 survey responses received.

\* Learner Engagement scores for institutions do not include responses from external mode students, consistent with practices on the QILT website. As a result, the Learner Engagement score for all NUHEIs in this table does not match the equivalent result in Table 9. See [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.

### 3.6 Early departure of postgraduate coursework students

In addition to the items asking students to rate different aspects of their educational experience, postgraduate coursework students were asked to indicate whether they had seriously considered leaving their institution during 2018. The results of this question are presented by student subgroup in Table 22. The total percentage of postgraduate coursework students who indicated that they had considered leaving in 2018 was 17 per cent which was lower than the 18 per cent reported in the 2017 survey. It was also lower than the 19 per cent reported for undergraduates in the 2018 survey.

Commencing postgraduate coursework students were no more likely than later-year students to have reported that they had considered leaving their institution. This may be related to most having had prior experience of tertiary education and so be unlikely to experience the transition issues traditionally associated with commencing undergraduate students.

Indigenous postgraduate coursework students were much more likely than non-Indigenous students to indicate that they had considered leaving in 2018 by 13 percentage points. While this is of concern, it should be noted that the relatively low number of responses from Indigenous students could mean that these results are not statistically significant. Postgraduate coursework students who reported having a disability were also more likely to have considered leaving their institution than students who did not report having a disability by 10 percentage points. Students who spoke a language other than English as their main language at home were less likely to consider leaving their institution than those who spoke English at home by 3 percentage points. International students were also less likely to have considered early departure by 5 percentage points compared with domestic students. Students over forty years of age were 5 percentage points more likely to have

considered leaving than those under 25, which may reflect increasing financial and care responsibilities of older students which can affect their study/life balance.

In terms of study mode, those studying externally were 3 percentage points more likely than internal/mixed mode students to have considered early departure. Postgraduate coursework students whose previous university experience was at the current institution were more likely to have considered departure than those whose experience was at another institution by 3 percentage points, and more likely to consider departure than those who were new to higher education by 5 percentage points.

Those students from low SES areas were more likely than those from high SES areas to have considered early departure by 3 percentage points, 21 per cent compared with 18 per cent respectively. In terms of location, students from metropolitan areas were 3 percentage points less likely to have considered leaving than were those from regional/remote areas.

The percentage of postgraduate coursework students who had considered leaving their institution in 2018 is plotted against (self-reported) average grades in Figure 11. As would be expected, and was also the case for undergraduates, postgraduate coursework students who reported achieving lower grades were much more likely to consider early departure than students achieving high grades. This is most apparent for students achieving a grade of less than 50 per cent, of whom 42 per cent considered early departure.

Figure 11 Percentage of postgraduate coursework students who had considered early departure by average grades to date, 2018

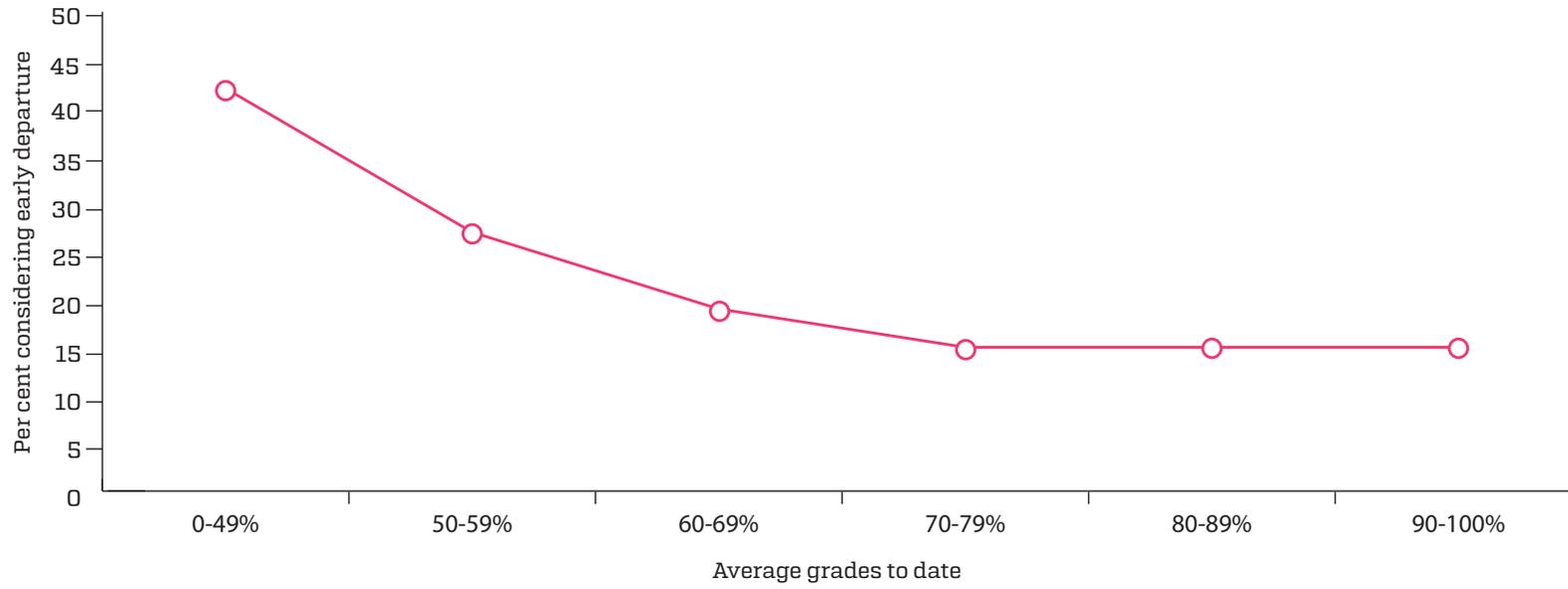


Table 22 Percentage of postgraduate coursework students who considered early departure by subgroup, 2018

	Group/subgroup	Per cent considering departure
Stage of studies	Commencing	17
	Later Year*	17
Gender	Male	17
	Female	17
Age	Under 25	15
	25 to 29	18
	30 to 39	19
	40 and over	20
Indigenous	Indigenous	30
	Non-Indigenous	17
Home language	English	18
	Other	15
Disability	Disability reported	27
	No disability reported	17
Study mode**	Internal/Mixed study mode	17
	External study mode	20
Residence status	Domestic student	20
	International student	15
First in family status <sup>†</sup>	First in family	18
	Not first in family	17
Previous higher education experience <sup>††</sup>	Previous experience – current institution	20
	Previous experience – another institution	17
	New to higher education	15

	Group/subgroup	Per cent considering departure
Socio-economic status	High	18
	Medium	20
	Low	21
Location	Metro	19
	Regional/remote	22
<b>Total</b>		<b>17</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

\*\*Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

†Previous higher education experience and First in family status include commencing students only.

††Previous higher education experience and First in family status include commencing students only.

Postgraduate coursework students who considered leaving their university in 2018 were then asked to indicate, from a list of 30 possible reasons, why they considered doing so. These are summarised in Table 23. Students could select as many reasons as applied, so the percentages do not sum to 100. The most common reasons for considering departure relate to situational factors, such as health or stress (34 per cent), study/life balance (26 per cent), difficulties relating to workload (24 per cent). Other factors, however, are more likely to be subject to the control of institutions, such as expectations not met (27 per cent) and academic support (22 per cent). The fact that these experiences (both situational and institutional) were indicated by such a large percentage of students underscores the importance of student support in terms of assisting postgraduate coursework students to continue with their studies.

Of concern are some of the differences given by postgraduate coursework students and undergraduates for reasons for considering departure from study. For example, 27 per cent of postgraduate coursework students indicated they had considered early departure because their expectations had not been met and 20 per cent due to quality concerns. This compares with 22 per cent and 15 per cent respectively stated by undergraduates. As was the case for undergraduates, this may indicate that further analysis among postgraduate coursework students of their goals and expectations would be beneficial in discussions around attrition and retention. However, in contrast to undergraduates, only 11 per cent of postgraduate coursework students cited boredom/lack of interest and 7 per cent a change of direction as reasons for considering early departure compared with 21 per cent and 17 per cent of undergraduates respectively.

Table 23 Selected reasons for considering early departure among postgraduate coursework students, 2017 and 2018

	Per cent considering departure - 2017	Per cent considering departure - 2018
Health or stress	35	34
Expectations not met	30	27
Study / life balance	27	26
Workload difficulties	25	24
Academic support	24	22
Quality concerns	22	20
Financial difficulties	21	20
Paid work responsibilities	20	20
Need to do paid work	20	19
Family responsibilities	19	18
Career prospects	16	17
Personal reasons	15	16
Need a break	13	14
Fee difficulties	13	13
Administrative support	12	12
Other	12	11
Boredom/lack of interest	11	11
Academic exchange	8	10
Graduating	7	10
Change of direction	7	7
Institution reputation	7	7
Commuting difficulties	5	6
Other opportunities	5	5
Received other offer	5	5
Standards too high	4	5
Social reasons	4	5
Moving residence	4	4
Gap year / deferral	3	3
Government assistance	3	3
Travel or tourism	2	2



# Appendices

# Appendix 1

## Methodology

### 1.1 Methodological Summary

#### 1.1.1 Operational overview of the SES

A national approach to data collection has been in place since 2012. From 2013, this methodology was extended to a centralised sampling strategy based on administrative data from the Higher Education Management System (HEIMs) and since 2014, this included a fixed, centralised deployment schedule.

This research has been undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society's Code of Professional Practice, and ISO 20252 standards.

Table 24 contains an overview of the relevant collections from 2012 to 2018. The in-scope population definition for 2018 consisted of commencing and later-year onshore undergraduate and postgraduate coursework students. In 2015, the number of institutions almost doubled to 79 and the in-scope population increased as private providers were invited to take part in the SES for the first time. This trend has continued in 2018 with 66 NUHEIs taking part in the SES, taking the total to 107 institutions across Australia. Note that Torrens University Australia was granted University status and is included in this group for this report.

### 1.2 Survey Methodology

#### 1.2.1 Survey population

With the exception of the expansion of the scope to NUHEIs, the definitions used for undergraduate commencing and later-year students in the SES have been essentially unchanged from 2013. However, in 2017, postgraduate coursework students were included in the SES for the first time and continue to be included in 2018.

In 2018, records conforming to the agreed definition of commencing student and later year students were extracted from the national HEIMS Submission 1 Student File. Individual institutions were asked to confirm, where possible, that the selected students were still current and to add relevant contact details.

It should be noted that in 2018 a number of institutions requested that populations in addition to those submitted through HEIMS submission 1 be included in order to accommodate a broader range of academic calendars (for example where the census date was 2nd April rather than the 31st March as per submission 1 enrolments). This was done on request of the relevant institutions to both add commencing students and update the status of later year students in order to maximise the in-scope population and ensure that these groups were not excluded from the survey unnecessarily. This issue has been raised with the Department and will be reviewed in 2019 in preparation for the potential for more timely enrolment data being available from 2020 with changes to HEIMS.

## Commencing students

For the 2018 SES collection, commencing students were defined as first year higher education students who were enrolled in an undergraduate course, were studying onshore, had commenced study in the relevant target year; and had been enrolled for at least one semester. This definition is unchanged from the 2015, 2016 and 2017 SES and also identical to that used for the 2013 and 2014 UES. In 2012 the 'UES' definition was provided to participating institutions and relevant records were extracted by the institution and provided to the data collection agency. It is unknown if this definition was operationalised in the same way by each institution.

Postgraduate students in universities were also assigned commencing and later year categories using the same algorithm and sampled in the same manner as for university undergraduate students. This will be reviewed in 2018/2019 to assess the applicability of this sampling methodology to the postgraduate coursework context, particularly in relation to the length of courses. Where a student was included concurrently as an undergraduate student and also a postgraduate coursework student, the higher educational attainment level was prioritised in the sample.

Table 24 SES operational overview: 2012–2018\* undergraduate and postgraduate coursework

Project element	2012	2013	2014	2015			2016			2017			2018		
	University	University	University	University	NUHEIs	Total									
Number of participating institutions	40	40	40	40	39	79	40	55	95	41	58	99	41	66	107
Number of students approached	455,332	344,692	330,772	368,698	22,707	391,405	370,847	31,092	401,939	546,239	48,750	594,989	564,652	56,501	621,153
Final 'in-scope' sample	455,332	342,404	328,960	363,451	21,812	385,263	361,422	29,630	391,052	522,831	46,145	568,976	526,951	51,925	578,876
Data collection period	July-October	August-November	August-October												
Primary data collection mode	Online	Online	Online	Online	Online**	Online									
Overall response rate	21.1%	29.3%	30.1%	37.6%	39.2%	37.7%	45.6%	46.2%	45.6%	36.2%	36.9%	36.2%	48.8%	50.6%	48.9%
Number of completed surveys (students)	96,102	100,225	99,135	136,830	8,552	145,382	164,764	13,695	178,459	189,082	17,039	206,121	256,990	26,270	283,260
Number of completed surveys (courses)	n/a	108,940	108,345	148,574	8,621	157,195	178,941	13,796	192,737	201,405	17,164	218,569	272,061	26,421	298,482
Analytic unit	Student	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course

\*In 2014, 15 NUHEIs participated in a trial of the then UES, but were not included in the in-scope population for reporting purposes, see 2014 University Experience Survey National Report.

\*\*To maintain consistency with methodology used for the Graduate Outcomes Survey, institutions were able to access Computer Aided Telephone Interviewing to top-up underperforming strata. This data is not included in the SES National Report.

## Later year students

For all SES and UES collections, undergraduate later year students were defined narratively as final year students who were enrolled in an undergraduate course, generally in their third year of study, and studying onshore.

As was the case for undergraduate commencing students, in 2012, institutions were responsible for extracting in-scope later year student records based on this loose definition. In 2013, two options for defining 'completing' were trialled as there was no indicator in HEIMS that can be used to identify a final year student. The main difference between the two options consists of a correction for the duration of the course. This approach using the course length correction appears to appropriately identify the majority of completing students for most institutions. As such, this option has been used since 2015 to identify completing students, with specific adjustments required to accommodate the idiosyncrasies of a small number of universities with less typical course structures.

The 2012 definition of final year students noted that these students should have commenced study prior to the target year. This component of the definition was problematic for courses that are 12 months in duration. From 2013, students who were enrolled in these shorter courses were included in the sample as completing students.

In order to meet the sampling requirements to support representativeness for smaller non-university providers and also those who did not provide data through HEIMS, most NUHEIs undertook the SES as a census of all in-scope higher education students. 'Later year' for these students was defined as 'not a commencing student'.

As was the case for commencing postgraduate coursework students, this process was followed for later year students in and will be reviewed in 2018/2019 to assess its applicability to the postgraduate coursework context.

### 1.2.2 Sampling design

#### Sample frame

As with the 2013 and 2014 UES, and 2015 through 2017 SES, the undergraduate and postgraduate coursework sample frames for the 2018 SES were based on a 'top-down' approach using population data from HEIMS to create the sample frames for most institutions. Compared with the 'bottom-up' approach utilised for the 2012 UES, whereby institutions provided extracts from their student data systems to the survey administrators to serve as a basis for the sample frame, the approach adopted for the 2013 and 2014 UES and the 2015–2018 SES implementations reduces the likelihood of accidental bias being introduced due to the sample selection process and ensures a nationally consistent approach to sampling. While it would have been ideal to use validated Submission 2 data for this purpose, this was not possible due to the timeline for data collection. To address any potential sample quality issues resulting from this time lag, each institution was asked to confirm, where possible, whether or not the selected students were still enrolled. See also comments in section 1.2.1 for issues relating to populations falling just outside the submission 1 data file who are still within scope for the SES. For institutions which did not submit a valid Submission 1 file to HEIMS, a comparable, alternative method was employed to collect sample data.

## Approach to sampling

For the 2012 and 2013 UES, the approach to sampling was broadly consistent whereby the number of students for each stratum was calculated using the approach described in the 2012 UES National Report.<sup>1</sup> All students were selected for strata, up to 1,333 students, effectively a census of these strata. For strata larger than 1,333 students, a random sample of 1,333 students was drawn in the hope that this would yield at least 200 responses. According to the report, this value was derived from a desire for error bands of  $\pm 5$  per cent at a 95 per cent level of confidence.<sup>2</sup>

An analysis of this approach suggested that it had a number of shortcomings. In general, large strata were substantially oversampled and often achieved completed surveys well in excess of the target of 200, with the result that students from large strata were substantially over-represented. This had the flow-on effect of increasing the gender imbalance in the sample of secured responses, as many of the large strata consisted of course offerings where males are traditionally under-represented, such as nursing and education. Lastly, the sampling approach did not take into consideration the differential response rates across strata.

In 2014, the approach taken to sampling was refined, with strata defined on the basis of institution and study area.<sup>3</sup> From 2015, required sample sizes were calculated at the stratum level taking into account the number of records available and the goal of reporting stratum-level results at a level of precision of  $\pm 7.5$  percentage points at a 90 per cent level of confidence.<sup>4</sup> In order to establish the required sample sizes, a target number of completed

surveys was calculated for each stratum in order to achieve the desired level of precision. The number of students to be sampled in 2018 from each stratum to achieve this target was estimated using the prior response rate for that stratum from the 2017 SES, or the overall response rate for the institution if no stratum-level response rate was available (i.e. no in-scope students fell into the stratum in the 2017 collection).

The sample selection was validated against population parameters to ensure that appropriate proportions of gender, qualification, mode of attendance, study area and citizenship characteristics were present in the sample (see Appendix 1.4.2).

## 1.3 Data collection and processing

### 1.3.1 Data collection

In 2018, the primary mode for the SES continues to be online, with the addition of an option for institutions to 'top-up' with telephone surveying. This additional telephone data is not included in the current report in order to maintain methodological consistency over time. The online survey was programmed and hosted by the Social Research Centre. Students were provided with a unique login to complete the survey.

A response propensity model was run on the final sample to assign each sample member a propensity to respond score, from zero to one. The model factors in demographic variables and sample member characteristics that are known and for which data exists pertaining to their relationship to response. The propensity to respond score can be used to allocate sample members to response

1 Radloff, A., Coates, H., Taylor, R., James, R. & Krause, K. (2012). 2012 University Experience Survey National Report. Retrieved 15 Dec., 2014, from docs.education.gov.au/system/files/doc/other/ues2012nationalreport.pdf

2 These error bands were calculated on the basis of average scores, not percentage positive results.

3 Study area definitions are presented in Appendix 7: Study area definitions.

4 The original precision target was  $\pm 5$  percentage points at a 90 per cent level of confidence; however it became apparent that, when the required sample sizes were compared with the response rates achieved in 2013, it would not be possible to achieve the required number of responses for a substantial proportion of the strata.

maximisation activities or experimental conditions. Importantly, the model ensures that groups of respondents are matched on those characteristics that we know relate to response.

A broad range of promotional methods and materials were developed to build awareness of QILT and the SES in the higher education sector and encourage participation amongst the student population. There were two main phases of student engagement. The first was an awareness-building campaign focusing on pre-survey engagement, which ensured that students were aware of the survey well in advance of the start of fieldwork. The response maximisation phase commenced after the survey was deployed and centred on scheduled invitation and reminder correspondence encouraging completion of the survey, and a national incentive strategy. A schedule of SMS and telephone in-field reminder calls was also deployed from the second week of fieldwork. The SMS and reminder calls were directed based on the propensity model to specific groups identified as having a high risk for non-response.

As had been the case in previous years, a key focus of the 2018 SES was working collaboratively with institutions, wherever possible, to maximise participation rates in the survey. Many institutions undertook supplementary activities to promote the SES and encourage student participation. The most commonly employed methods were pre-awareness letters and emails, notifications on learning management systems, emails from the Vice-Chancellor, social media posts, institutional websites and internal staff emails. Through-out the fieldwork period an active program of institutional outreach was undertaken where contact with all universities and selected NUHEIs was made. The purpose of this contact was to discuss the institutions response, including understanding what they were doing if their response rate was high or offer strategies for consideration to improve survey completion. A series of experiments were also undertaken around email invitation and

reminder text and use of SMS in the context of in-field reminder calls. The results of these experiments were presented at the 2018 Australasian Association for Institutional Research (AAIR) Forum.

### **Additional populations**

As has been the case since 2013, institutions were offered the option of including out of scope populations to the SES for use in their internal benchmarking and continuous improvement processes. In total 14 institutions chose to include extra populations in their 2018 SES collection, with 6 adding middle year postgraduate students, 8 including middle year students, 4 off-shore cohorts, and 3 including enabling or foundation courses.

Data from these populations are provided to institutions through their institutional data files and Tableau reports for analysis. However, these responses are not included in national reporting.

### **1.3.2 Data processing**

#### **Definition of the analytic unit**

The analytic unit for the 2012 UES was the student. The data file contained one record for each respondent to the survey. For the 2013 UES, changes to the instrument allowed students in double degrees to respond separately for each course element, which were treated as two separate responses for analytical purposes. The analytic unit for the 2015-2018 SES, as well as the 2013 and 2014 UES, is the course.

From 2013, a response was defined as valid and complete if the student had completed units in the course, there was a minimum of one valid SES focus area score, and, in the case of double degrees for which the student had at least one valid SES focus area score for each course and the courses were in two different study areas. When double degree students had completed units in both components and they were in the same study area, the first record was selected for analysis. Where the two components of a

double degree fell into different study areas, the study area with the lowest population was selected for primary analysis but both study areas are included in analysis of study areas. Of the 283,260 university and non-university students who completed the 2018 SES, 15,222 (5 per cent) provided a valid response for their second course element, resulting in 298,482 valid responses.

### **Data cleaning and preparation**

To ensure consistency in the cleaning process, records were first merged from all separate institution level files (as collected on the online platform) into one master file. Sample variables were merged from the original population file for checking and to fill any sample data missing from the online collection platform as a result of students prematurely exiting the online questionnaire.

Where a course name matched multiple course codes, the student was assigned to the course with the highest enrolment where no conflicts between the different courses existed. Where an appropriate course code for the course name supplied by the student could not be found, queries were sent to the Survey Manager of the relevant institution. In cases where the Survey Manager advised that a combined course did not exist for two degrees listed by a student, they were treated as two unrelated concurrent degrees.

A new checking process was introduced in 2016 and continued in 2017 and 2018, using a subset of the SES data file distribution to allow institutions to review course changes made by students from original HEIMs data, should they wish to do so. This was undertaken in order to ensure that institutions agreed that the changes and subsequent coding as derived above were correct and also whether those responses should remain in scope for the SES (for example that they had been enrolled in the new course for more than one semester) and/or whether commencing or later year status was maintained.

Following this process in 2018, the scope status of the student (i.e. whether they were enrolled in a degree eligible for the SES) was re-derived based on revised course level data. Students who had switched from an eligible undergraduate course to an ineligible course, such as postgraduate research, were excluded. All items in the body of the questionnaire were re-filtered to their respective bases to ensure there were no errant responses. After cleaning, normalised SES variables, SES scale variables and consolidated demographic variables were derived. In the case of double degrees, SES focus area variables were derived separately for each course. After the data were finalised, the student level file was split to course level.

- Where a student was enrolled in a single degree, the student level record became the course level record.
- Where a student was enrolled in a double degree and had completed units in only one course, the student level record became the course level record.
- Where a student was enrolled in a double degree (including two concurrent unrelated degrees) and had completed units in both courses, two course level records were created: the student level record minus course-specific items completed for the second degree, and the student level record with course-specific items completed for the first degree replaced with those completed for the second degree.

The Social Research Centre is currently reviewing the results of his process to evaluate the practice of allowing course changes by students as part of the SES, and will work with the sector to test and implement change if warranted to improve accuracy and minimise the administrative burden on institutions.

## 1.4 Data quality

### 1.4.1 Response rates

Starting from 2015, quality assurance in the UES/SES emphasises stratum-level response rates rather than overall response rates. Institutions are given targets for each study area and encouraged to promote student engagement and participation at this level.

Nonetheless, overall response rates remain a relevant measure of survey administration effectiveness. The overall response rate for the 2018 SES was 48.9 per cent. Table 24 shows response rates by institution type and study level. Note that response rates are calculated on the basis of the final sample, once opt-outs, disqualified and out of scope records have been removed. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation (see American Association of Public Opinion Research 2016 for standard definitions of response rates).

The SES 2018 overall response rate of 48.9 per cent represents an increase of 12.7 percentage points from 2017 and a 3.3 per cent improvement on 2016, as shown in Table 25. All universities registered an increase in their response rate compared with 2017, by up to 24.4 percentage points. Of the 56 NUHEIs who participated in both 2017 and 2018, 6 had lower response rates than in 2017, but 50 institutions improved their response rate, by up to 31.0 percentage points. It should be noted that some NUHEIs have quite small populations which can mean that a relatively small shift in the number of responses can translate into large shifts in response rates. Response rates by institution are shown in Tables 27 and 28.

Table 25 2018 SES response rates

	Initial population	Final sample	Responses	Response rate (%)
Universities	564,652	526,951	256,990	48.8
NUHEIs	56,501	51,925	26,270	50.6
Undergraduate	427,107	398,897	193,920	48.6
Postgraduate	194,046	179,979	89,340	49.6
<b>Total</b>	<b>621,153</b>	<b>578,876</b>	<b>283,260</b>	<b>48.9</b>

Table 26 Participation and response rates in the SES, 2012-2018

	2012	2013	2014	2015	2016	2017*	2018*
Total response rate (%)	21.1	29.3	30.1	37.7	45.6	36.2	48.9
University response rate (%)	21.1	29.3	30.1	37.6	45.6	36.2	48.8
NUHEI response rate (%)	n/a	n/a	n/a	39.2	46.2	36.9	50.6

\*Includes postgraduate coursework level.

Table 27 SES response rates, 2014-2018 – universities

University	2014	2015	2016	2017	2018
Australian Catholic University	20.9	46.1	44.0	47.3	51.2
Bond University	42.8	46.9	54.5	37.8	61.0
Central Queensland University	38.6	47.7	55.9	33.9	52.8
Charles Darwin University	37.3	45.2	51.7	46.0	51.7
Charles Sturt University	35.4	39.4	49.1	36.1	50.0
Curtin University	28.1	31.4	42.1	34.7	47.5
Deakin University	30.1	31.2	45.0	40.5	55.0
Edith Cowan University	33.4	39.8	45.2	37.5	54.7
Federation University Australia	29.3	36.4	42.2	38.3	54.7
Flinders University	32.9	40.3	49.4	39.3	50.2
Griffith University	26.8	38.1	46.9	37.1	44.8

<b>University</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
James Cook University	36.5	41.2	48.8	32.1	49.6
La Trobe University	26.7	40.2	44.6	38.0	51.8
Macquarie University	29.5	38.4	39.4	38.4	52.7
Monash University	36.9	44.7	53.3	45.1	53.6
Murdoch University	35.6	45.6	47.6	37.1	47.2
Queensland University of Technology	25.0	37.0	41.4	27.4	41.3
RMIT University	25.0	30.3	46.2	29.9	48.1
Southern Cross University	32.4	36.8	44.5	27.6	33.7
Swinburne University of Technology	22.6	34.3	44.8	35.1	53.7
The Australian National University	33.5	38.8	46.2	36.7	41.7
The University of Adelaide	38.4	46.1	56.3	45.8	59.8
The University of Melbourne	29.6	43.4	52.3	46.3	57.5
The University of Notre Dame Australia	27.1	39.8	52.7	44.2	44.9
The University of Queensland	38.6	42.9	52.4	43.6	50.2
The University of South Australia	30.8	37.8	44.4	26.3	45.9
The University of Sydney	29.6	36.2	45.5	23.8	38.9
The University of Western Australia	30.8	37.4	48.1	28.4	37.3
Torrens University Australia			39.6	25.8	50.2
University of Canberra	27.8	36.4	44.6	36.4	50.9
University of Divinity	50.4	55.2	60.8	51.2	65.4
University of New England	37.0	41.2	46.0	39.7	54.8
University of New South Wales	27.7	37.5	42.4	40.4	47.7
University of Newcastle	30.3	37.8	40.2	33.3	45.8
University of Southern Queensland	35.0	44.3	53.0	42.1	49.6
University of Tasmania	35.7	38.8	44.8	44.2	57.6
University of Technology Sydney	25.7	31.0	40.5	23.6	42.9

<b>University</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
University of the Sunshine Coast	37.3	48.1	53.5	46.6	56.6
University of Wollongong	29.3	36.6	42.5	26.6	47.4
Victoria University	26.8	27.0	35.1	32.0	45.9
Western Sydney University	24.2	29.1	42.2	31.1	39.4
<b>Total</b>	<b>30.1</b>	<b>37.6</b>	<b>45.6</b>	<b>36.2</b>	<b>48.8</b>

Table 28 SES response rates, 2014–2018 – NUHEI

<b>Institution</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Academy of Design Australia	n/a	60	52.1	45.1	65.3
Academy of Information Technology	n/a	50	72.7	35.8	28.6
ACAP and NCPS	n/a	41.6	44.2	46.6	65.3
Adelaide Central School of Art	n/a	n/a	75.6	63.8	74.5
Alphacrucis College	60.5	48.6	47.3	39.1	49.8
Australian Academy of Music and Performing Arts	n/a	n/a	48.8	51.5	59.0
Australian College of Christian Studies	66.7	57.1	32.3	30.6	53.8
Australian College of Nursing	n/a	n/a	n/a	n/a	47.6
Australian College of Physical Education	n/a	29.2	40.3	32.7	48.4
Australian College of Theology Limited	n/a	43.2	46.4	53	65.8
Australian Institute of Business Pty Ltd	n/a	n/a	n/a	36.5	54.8
Australian Institute of Management Education & Training	n/a	n/a	n/a	41.1	54.8
Australian Institute of Music	n/a	38.6	40.5	25.9	50.4
Australian Institute of Professional Counsellors	n/a	47.7	50.4	29.3	49.2
Avondale College of Higher Education	48.5	44.1	54.2	55.9	59.8
BBI – The Australian Institute of Theological Education	n/a	n/a	n/a	44.6	56.1
Box Hill Institute	n/a	n/a	48.3	29.9	43.7
Campion College Australia	n/a	n/a	79.7	80.5	78.1

<b>Institution</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Canberra Institute of Technology	n/a	n/a	n/a	40.5	48.6
Chisholm Institute	n/a	n/a	45	40.7	55.3
Christian Heritage College	62.5	47.8	59.6	50.5	56.0
Collarts (Australian College of the Arts)	n/a	n/a	59.9	46.4	47.6
Eastern College Australia	63.4	56.5	61.1	60.9	63.5
Endeavour College of Natural Health	n/a	44.6	45.1	40.9	51.0
Excelsia College	n/a	44.7	66.2	77.4	67.3
Holmes Institute	n/a	18.6	30.9	21.1	34.3
Holmesglen Institute	56.4	45.5	54.1	43.2	44.8
Insearch	n/a	n/a	n/a	n/a	50.4
International College of Hotel Management	n/a	n/a	n/a	n/a	65.0
International College of Management, Sydney	n/a	n/a	42.7	15.6	46.6
Jazz Music Institute	n/a	43.5	44.4	40.3	28.8
Kaplan Business School	n/a	32.7	47.8	38	53.2
Kaplan Higher Education Pty Ltd	n/a	71.7	69.7	34.7	46.3
King's Own Institute	n/a	n/a	n/a	n/a	71.4
Macleay College	n/a	n/a	64.7	49.6	53.6
Marcus Oldham College	64.1	69.6	73.9	69.9	88.8
Melbourne Institute of Technology	40.9	n/a	51.2	36.7	43.8
Melbourne Polytechnic	41.4	31.8	44	36.5	44.9
Moore Theological College	n/a	n/a	n/a	46.4	66.8
Nan Tien Institute	n/a	n/a	n/a	n/a	72.0
National Art School	n/a	56.8	59.2	55.7	59.7
North Metropolitan TAFE	n/a	n/a	n/a	n/a	46.1
Paramount College of Natural Medicine	n/a	45.5	64.9	51.1	59.5
Perth Bible College	n/a	n/a	n/a	53.3	78.9
Photography Studies College (Melbourne)	n/a	66.1	62.7	69.6	72.2

<b>Institution</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Raffles College Pty Ltd	34.4	n/a	63.5	46.1	65.2
SAE Institute	n/a	42.6	40.8	42.4	52.6
SP Jain School of Management	n/a	n/a	n/a	n/a	49.3
Stott's Colleges	n/a	n/a	n/a	n/a	36.1
Study Group Australia Pty Limited	n/a	n/a	38.1	31.5	36.6
Sydney College of Divinity	42.1	n/a	49	37.8	40.9
Tabor College of Higher Education	64.3	55.4	63	53.6	54.7
TAFE NSW	n/a	n/a	55.3	39.9	45.2
TAFE Queensland	n/a	32.2	58.8	42.9	52.2
TAFE South Australia	n/a	37.1	55.3	77.3	64.2
The Cairnmillar Institute School	n/a	n/a	n/a	n/a	57.2
The College of Law Limited	n/a	n/a	n/a	20.7	37.1
The JMC Academy	n/a	n/a	n/a	40.5	52.2
The MIECAT Institute	n/a	n/a	n/a	66.4	75.4
Think Education	n/a	n/a	52.7	30.5	54.6
Universal Business School Sydney	n/a	n/a	46.3	33.2	28.1
UOW College	n/a	29.7	43.4	27.3	39.5
VIT (Victorian Institute of Technology)	n/a	n/a	n/a	n/a	67.4
Wentworth Institute of Higher Education	n/a	n/a	n/a	n/a	50.2
Whitehouse Institute of Design, Australia	n/a	68.8	n/a	67.5	67.8
William Angliss Institute	n/a	n/a	45.5	31.7	47.1
<b>Total</b>	<b>47.9</b>	<b>39.2</b>	<b>46.2</b>	<b>36.9</b>	<b>50.6</b>

\*n/a = did not participate in the SES data collection.

## 1.4.2 Response characteristics

In terms of minimising Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the SES are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Tables 29 and 30.

As was the case in 2017, it is evident that many of the characteristics of respondents in 2018 very closely match those of the in-scope population, especially with respect to stage of studies, Indigenous status, disability status, first in family to attend a higher education institution and study mode. Language spoken at home and citizenship status are also surprisingly similar, given that students who speak a language other than English at home and international students are traditionally less likely to participate in similar surveys. The 2018 responses are, where differences exist, more closely aligned with the in-scope population in comparison to 2017. None-the-less, as is still the case since 2012, the largest potential

source of non-response bias is in relation to gender, with male students substantially under-represented in the sample of secured undergraduate responses by 6.5 percentage points (but down from 7.1 percentage points in 2017) and 2.9 percentage points for postgraduate coursework students (down from 3.7 percentage points in 2017). Younger students are also somewhat less likely to respond with undergraduates under 25 years of age under-represented by around 2.1 percentage points (but down from 2.6 in 2017) and postgraduate coursework students by 3.3 percentage points (down from 4.7 percentage points in 2017). In contrast, postgraduate coursework students aged 40 and over, are over-represented by 2.8 percentage points (down from 3.8 in 2017). Undergraduate domestic students are somewhat over-represented by 1.5 percentage points (level with 2017) but domestic postgraduate coursework students are over-represented by only 0.9 percentage points (and down from 2.6 percentage points in 2017). Postgraduate coursework students whose home language is not English are also under-represented by 1.9 percentage points (down from 2.9 percentage points in 2017).

Table 29 2018 Undergraduate SES response characteristics and population parameters by subgroup\*

	Group/subgroup	SES respondents		In-scope population	
		n	%	n	%
Stage of studies	Commencing	115,530	59.6	242,919	56.9
	Later year**	78,390	40.4	184,188	43.1
Gender	Male	70,122	36.2	182,306	42.7
	Female	123,651	63.8	244,535	57.3
Age	Under 25	149,323	77.0	337,896	79.1
	25 to 29	17,068	8.8	39,343	9.2
	30 to 39	15,369	7.9	29,828	7.0
	40 and over	12,158	6.3	20,036	4.7
Indigenous	Indigenous	2,714	1.4	5,892	1.4
	Non-Indigenous	191,206	98.6	421,215	98.6
Home language	Home language – English	164,831	85.0	359,200	84.1
	Home language – Other	29,089	15.0	67,907	15.9

	Group/subgroup	SES respondents		In-scope population	
		n	%	n	%
Disability	Disability reported	11,736	6.1	22,985	5.4
	No disability reported	182,184	93.9	404,122	94.6
Study mode <sup>†</sup>	Internal study mode	175,784	90.6	388,484	91.0
	External/multi-modal study mode	18,136	9.4	38,623	9.0
Residence status	Domestic student	161,604	83.3	349,166	81.8
	International student	32,316	16.7	77,940	18.2
First in family status <sup>††</sup>	First in family	43,750	44.7	90,983	44.7
	Not first in family	54,174	55.3	112,584	55.3
Socio-economic status	High	49,540	30.7	109,669	31.4
	Medium	82,995	51.4	178,419	51.1
	Low	28,878	17.9	61,185	17.5
Location	Metro	122,558	76.9	271,539	78.9
	Regional/remote	36,884	23.1	72,675	21.1
<b>Total</b>		<b>193,920</b>	<b>100.0</b>	<b>427,107</b>	<b>100.0</b>

\*Some subgroups may not add to 100 per cent due to missing data.

\*\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

<sup>†</sup>Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

<sup>††</sup>First in family status includes commencing students only.

Table 30 Postgraduate coursework SES response characteristics and population parameters by subgroup\*

	Group/subgroup	SES respondents		In-scope population	
		n	%	n	%
Stage of studies	Commencing	45,520	51.0	94,177	48.5
	Later year <sup>**</sup>	43,820	49.0	99,869	51.5
Gender	Male	37,479	42.0	87,071	44.9
	Female	51,806	58.0	106,888	55.1

	Group/subgroup	SES respondents		In-scope population	
		n	%	n	%
Age	Under 25	35,542	39.8	83,718	43.1
	25 to 29	23,732	26.6	53,680	27.7
	30 to 39	17,037	19.1	33,680	17.4
	40 and over	13,025	14.6	22,957	11.8
Indigenous	Indigenous	514	0.6	1,171	0.6
	Non-Indigenous	88,826	99.4	192,875	99.4
Home language	Home language – English	56,071	62.8	118,147	60.9
	Home language – Other	33,269	37.2	75,899	39.1
Disability	Disability reported	2,834	3.2	5,591	2.9
	No disability reported	86,506	96.8	188,455	97.1
Study mode <sup>†</sup>	Internal study mode	71,855	80.4	156,114	80.5
	External/multi-modal study mode	17,485	19.6	37,932	19.5
Residence status	Domestic student	44,292	49.6	94,497	48.7
	International student	45,048	50.4	99,549	51.3
First in family status <sup>††</sup>	First in family	14,441	40.8	29,557	40.1
	Not first in family	20,982	59.2	44,156	59.9
Socio-economic status	High	17,897	41.1	37,827	40.8
	Medium	20,175	46.3	43,023	46.4
	Low	5,503	12.6	11,919	12.8
Location	Metro	34,155	80.2	73,593	81.2
	Regional/remote	8,434	19.8	17,083	18.8
<b>Total</b>		<b>89,340</b>	<b>100</b>	<b>194,046</b>	<b>100</b>

\*Some subgroups may not add to 100 per cent due to missing data.

\*\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

<sup>†</sup>Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

<sup>††</sup>First in family status includes commencing students only.

The sample also closely matched the in-scope population in terms of study area (see Tables 31 and 32). Again, consistent with 2017, the largest difference between the undergraduate and postgraduate coursework sample and population was observed in relation to the Business and management study area (3.5 percentage points and 2.5 percentage points respectively). Much smaller differences were observed in other undergraduate and postgraduate study areas.

Similar to 2017, the largest undergraduate study area in the higher education population was Business and management with 21.1 per cent. Humanities, culture and social sciences with 11.2 per cent was the second highest overall. Science and mathematics was third largest overall with 9.4 per cent. In total, these three study areas constitute 41.7 per cent (down from 43.4 per cent in 2017) of the undergraduate SES higher education population.

The postgraduate coursework population was also dominated heavily by Business and management students, representing 32.3 per cent of the population followed by Teacher education with 11.3 per cent.

### **1.4.3 Weighting**

In the 2012 UES, weighting analysis was undertaken to ensure that reported results were representative of the overall population. In 2013, weighting was trialled to correct the serious gender imbalance in the sample of secured responses, but was found to have no substantial impact on the results at a national level. There was ongoing under-representation of male respondents in the 2014 UES and the 2015–2018 SES. However, it is evident that post-stratification weighting as undertaken does not significantly affect the results at a national level. This observation suggests that the under-representation of male respondents to the SES has not introduced any serious bias at a national level. This finding is consistent with the results obtained since 2013 and is presumably related to the fact that the respondents are consistent with the in-scope population on most characteristics and study areas in particular. To minimise complexity for the reader, it was decided to analyse the SES data without applying weights. All results presented in this report, aside from those in Table 33 and Table 34, are based on unweighted data.

Table 31 2018 undergraduate SES student response characteristics and population parameters by study area

Study area	SES respondents		In-scope population	
	n	%	n	%
Science and mathematics	20,770	9.9	43,751	9.4
Computing and information systems	8,729	4.2	21,006	4.5
Engineering	12,349	5.9	29,282	6.3
Architecture and built environment	5,132	2.5	12,303	2.7
Agriculture and environmental studies	2,644	1.3	5,170	1.1
Health services and support	17,487	8.4	36,769	7.9
Medicine	1,776	0.9	3,172	0.7
Nursing	18,706	9.0	36,977	8.0
Pharmacy	1,461	0.7	2,834	0.6
Dentistry	788	0.4	1,538	0.3
Veterinary science	835	0.4	1,602	0.3
Rehabilitation	3,429	1.6	6,772	1.5
Teacher education	14,894	7.1	31,431	6.8
Business and management	36,693	17.6	97,720	21.1
Humanities, culture and social sciences	24,120	11.5	51,761	11.2
Social work	4,372	2.1	8,330	1.8
Psychology	8,948	4.3	17,175	3.7
Law and paralegal studies	7,277	3.5	16,624	3.6
Creative arts	11,041	5.3	22,817	4.9
Communications	6,801	3.3	15,082	3.3
Tourism, Hospitality, Personal services, Sport and recreation	614	0.3	1,746	0.4
<b>Total</b>	<b>208,866</b>	<b>100</b>	<b>463,862</b>	<b>100.0</b>

Table 32 2018 postgraduate coursework SES student response characteristics and population parameters by study area

Study area	SES respondents		In-scope population	
	n	%	n	%
Science and mathematics	2,541	2.8	4,945	2.5
Computing and information systems	8,648	9.7	18,737	9.6
Engineering	6,398	7.1	14,381	7.4
Architecture and built environment	2,741	3.1	6,044	3.1
Agriculture and environmental studies	1126	1.3	1,994	1.0
Health services and support	5,291	5.9	11,128	5.7
Medicine	2,122	2.4	4,882	2.5
Nursing	3,739	4.2	8,333	4.3
Pharmacy	355	0.4	1,107	0.6
Dentistry	232	0.3	691	0.4
Veterinary science	235	0.3	434	0.2
Rehabilitation	903	1.0	2,041	1.0
Teacher education	10,802	12.1	22,017	11.3
Business and management	26,734	29.8	62,817	32.3
Humanities, culture and social sciences	5,612	6.3	10,554	5.4
Social work	3,634	4.1	6,390	3.3
Psychology	2,429	2.7	4,347	2.2
Law and paralegal studies	3,133	3.5	7,827	4.0
Creative arts	1180	1.3	2,399	1.2
Communications	1539	1.7	3,100	1.6
Tourism, Hospitality, Personal services, Sport and recreation	222	0.2	540	0.3
<b>Total</b>	<b>89,616</b>	<b>100</b>	<b>194,708</b>	<b>100.0</b>

Table 33 Comparison of 2018 undergraduate raw and weighted percentage satisfied scores by subgroup

Group	Subgroup	Quality of entire educational experience		Quality of teaching	
		Raw	Weighted	Raw	Weighted
Stage of studies	Commencing	82	81	82	82
	Later year*	76	75	77	76
Gender	Male	77	77	78	77
	Female	81	80	82	81
Indigenous	Indigenous	79	79	80	80
	Non-Indigenous	79	79	80	80
Home language	Home language – English	80	79	81	80
	Home language – Other	76	75	77	77
Disability	Disability reported	78	77	79	79
	No disability reported	79	79	80	80
Study mode**	Internal study mode	79	78	80	79
	External/multi-modal study mode	81	81	81	81
Residence status	Domestic student	80	79	81	80
	International student	76	76	77	77
First in family status†	First in family	83	82	83	83
	Not first in family	82	81	82	82
Socio-economic Status	High	80	80	81	80
	Medium	80	79	81	80
	Low	79	78	80	80
Location	Metro	80	79	81	80
	Regional/remote	81	80	82	81
<b>Total</b>		<b>79</b>	<b>79</b>	<b>80</b>	<b>80</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

\*\*Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

†First in family status includes commencing students only.

Table 34 Comparison of undergraduate raw and weighted percentage satisfied scores by study area, 2018

Study area	Quality of entire educational experience		Quality of teaching	
	Raw	Weighted	Raw	Weighted
Science and mathematics	81	80	83	82
Computing and information systems	73	73	72	72
Engineering	75	75	73	73
Architecture and built environment	76	76	76	75
Agriculture and environmental studies	81	80	82	82
Health services and support	81	80	83	82
Medicine	83	83	79	78
Nursing	77	76	78	77
Pharmacy	78	78	80	79
Dentistry	70	71	65	66
Veterinary science	86	83	86	85
Rehabilitation	86	86	87	87
Teacher education	79	78	80	80
Business and management	77	76	76	76
Humanities, culture and social sciences	82	82	86	85
Social work	81	81	83	83
Psychology	83	83	85	85
Law and paralegal studies	81	80	82	81
Creative arts	80	80	83	83
Communications	81	81	83	83
Tourism, Hospitality, Personal services, Sport and recreation	81	81	82	82
<b>Total</b>	<b>79</b>	<b>79</b>	<b>80</b>	<b>80</b>

Table 35 Undergraduate strata meeting desired level of precision for higher education students,\* 2017–2018 – 21 study areas

Focus area	2016		2017		Change p.p.
	n	%	n	%	
Learner Engagement	508	68.6	583	76.9	8.3
Teaching Quality	589	79.6	662	87.3	7.7
Learning Resources	563	76.1	617	81.4	5.3
Student Support	504	68.1	580	76.5	8.4
Skills Development	594	80.3	648	85.5	5.2
<b>Total strata</b>	<b>740</b>		<b>758</b>		

\*±7.5 percentage points at a 90 per cent level of confidence.

Table 36 Postgraduate coursework strata meeting desired level of precision for higher education students,\* 2017–2018 – 21 study areas

Focus area	2016		2017		Change p.p.
	n	%	n	%	
Learner Engagement	261	44.7	363	60.8	16.1
Teaching Quality	329	56.3	437	73.2	16.9
Learning Resources	300	51.4	375	62.8	11.4
Student Support	237	40.6	338	56.6	16.0
Skills Development	327	56.0	422	70.7	14.7
<b>Total strata</b>	<b>584</b>		<b>597</b>		

\*±7.5 percentage points at a 90 per cent level of confidence.

#### 1.4.4 Stratum-level precision

One of the major methodological improvements for the 2014 UES was the change in focus from the institution level to the stratum level (study areas within institutions) for both sampling

and response maximisation. The original intention of these methodological refinements was to reduce gender bias by targeting male-dominated study areas for response maximisation activities. This approach has also been employed across the 2015-2018 SES.

Table 35 shows that for undergraduate responses, a combined total of eighteen more strata achieved the desired level of precision across the five focus areas with 758 in 2018 compared with 740 in 2017, which is a relatively positive outcome and represents a strong recovery in relation to SES response rates in 2018.

For the postgraduate coursework segment we see a relatively high number of strata which reached the desired level of precision with 597, up from 584 in 2017. It is envisaged that this will continue to increase once this population are more fully engaged in the SES through institution level response maximisation activities.

#### **1.4.5 Precision of national estimates**

As the 2018 SES data constituted a representative sample of the in-scope student population, it is reasonable to use statistical methods to analyse the sample of secured responses to make inferences about the population. To gauge the variability of the estimated results due to sampling variation, Tables 37 and 38 and Tables 39 and 40 present student ratings of the quality of the entire educational experience and the quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Because the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in Appendix 5: Construction of confidence intervals.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for undergraduate students, for example, the 90 per cent confidence interval remains consistent with 2017 at around 0.2 percentage points for educational experience and 0.3 for quality of teaching (see bottom row of Table 37 and Table 39). Similarly, for postgraduate coursework students the 90 percent confidence interval is also relatively small at around 0.4 percentage points for Quality of entire educational experience and quality of teaching (see bottom row of Table 38 and Table 40). Confidence intervals for undergraduate estimates tend to be wider for smaller cohorts such as Indigenous students, those who reported a disability, external/distance students, NESB and international students. Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see Table 38). The study areas with the widest confidence intervals were Tourism, hospitality, personal services,

sport and recreation, Dentistry, and Veterinary Science with widths of 4.1 to 2.8 percentage points overall (down from 5.2 to 3.6 percentage points in 2017) observed in relation to both the quality of the entire educational experience and teaching quality items.

Similarly for postgraduate coursework students smaller demographic groups such as Indigenous students, those with a reported disability and low socio-economic status exhibited wider confidence intervals for the quality of the entire educational experience with 4.6 percentage points, 1.9 percentage points and 1.4 percentage points (refer Table 38).

As seen in Table 40, in relation to study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the quality of the entire educational experience and quality of teaching with Dentistry, Tourism, hospitality, personal services, sport and recreation, Pharmacy and Veterinary science with intervals between 6.0 and 8.8 percentage points (but down from 6.6 and 11.1 percentage points in 2017).

It is also important to note that greater variability would likely be observed if this same exercise was performed on the data of a single institution. Notwithstanding this point, analysis has given evidence that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

**Table 37 Percentage positive ratings, undergraduates by student sub-group, 2018 (with 90% confidence intervals)**

Group	Subgroup	Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	81.5 (81.4, 81.6)	82.3 (82.2, 82.5)
	Later year*	76.0 (75.8, 76.2)	77.1 (76.9, 77.3)
Gender	Male	77.0 (76.8, 77.2)	77.9 (77.7, 78.1)
	Female	80.6 (80.5, 80.7)	81.6 (81.5, 81.7)
Indigenous	Indigenous	79.3 (78.3, 80.1)	80.1 (79.2, 81.0)
	Non-Indigenous	79.3 (79.2, 79.4)	80.3 (80.1, 80.4)
Home language	Home language – English	79.9 (79.7, 80.0)	80.7 (80.6, 80.9)
	Home language – Other	75.9 (75.6, 76.2)	77.3 (77.0, 77.6)
Disability	Disability reported	77.5 (77.1, 78.0)	79.2 (78.8, 79.6)
	No disability reported	79.4 (79.3, 79.5)	80.3 (80.2, 80.4)
Study mode**	Internal study mode	79.1 (79.0, 79.2)	80.1 (80.0, 80.2)
	External/multi-modal study mode	81.1 (80.8, 81.5)	81.4 (81.1, 81.7)
Residence status	Domestic student	79.9 (79.8, 80.0)	80.8 (80.7, 80.9)
	International student	76.2 (75.9, 76.5)	77.3 (77.0, 77.6)

Group	Subgroup	Quality of entire educational experience	Quality of teaching
First in family status <sup>†</sup>	First in family	82.5 (82.3, 82.8)	83.4 (83.2, 83.6)
	Not first in family	81.7 (81.5, 81.9)	82.3 (82.1, 82.5)
Socio-economic status	High	80.3 (80.1, 80.5)	80.9 (80.7, 81.1)
	Medium	80.1 (80.0, 80.3)	80.9 (80.8, 81.1)
	Low	78.5 (78.2, 78.8)	80.4 (80.1, 80.6)
Location	Metro	79.7 (79.6, 79.8)	80.5 (80.4, 80.7)
	Regional/remote	80.7 (80.5, 80.9)	81.9 (81.7, 82.1)
<b>Total</b>		<b>79.3 (79.2, 79.4)</b>	<b>80.2 (80.1, 80.4)</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

\*\*Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

<sup>†</sup>First in family status includes commencing students only.

Table 38 Percentage positive ratings, postgraduate coursework by student sub-group, 2018 (with 90% confidence intervals)

Group	Subgroup	Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	77.4 (77.2, 77.7)	78.6 (78.4, 78.8)
	Later year <sup>†</sup>	75.5 (75.2, 75.8)	75.5 (75.3, 75.8)
Gender	Male	75.6 (75.3, 75.9)	75.3 (75.1, 75.6)
	Female	77.2 (76.9, 77.4)	78.4 (78.2, 78.6)
Indigenous	Indigenous	76.3 (73.8, 78.4)	78.0 (75.6, 80.1)
	Non-Indigenous	76.5 (76.3, 76.7)	77.1 (76.9, 77.3)
Home language	Home language – English	77.3 (77.1, 77.5)	78.5 (78.3, 78.7)
	Home language – Other	75.1 (74.8, 75.4)	74.8 (74.5, 75.1)
Disability	Disability reported	74.6 (73.6, 75.5)	75.9 (74.9, 76.8)
	No disability reported	76.6 (76.4, 76.7)	77.1 (77.0, 77.3)
Study mode**	Internal study mode	75.7 (75.6, 75.9)	76.5 (76.3, 76.7)
	External/multi-modal study mode	79.5 (79.2, 79.9)	79.6 (79.2, 79.9)

Group	Subgroup	Quality of entire educational experience	Quality of teaching
Residence status	Domestic student	77.9 (77.7, 78.2)	79.3 (79.0, 79.5)
	International student	75.1 (74.8, 75.3)	75.0 (74.7, 75.2)
First in family status <sup>†</sup>	First in family	78.3 (77.9, 78.7)	79.4 (79.0, 79.8)
	Not first in family	76.9 (76.6, 77.3)	78.4 (78.0, 78.7)
Socio-economic status	High	77.7 (77.4, 78.1)	78.8 (78.5, 79.2)
	Medium	78.3 (77.9, 78.6)	79.7 (79.4, 80.0)
	Low	77.7 (77.0, 78.4)	79.4 (78.7, 80.0)
Location	Metro	78.0 (77.7, 78.2)	79.2 (78.9, 79.5)
	Regional/remote	78.0 (77.4, 78.5)	79.8 (79.3, 80.3)
<b>Total</b>		<b>76.5 (76.3, 76.7)</b>	<b>77.1 (76.9, 77.3)</b>

\*Later Year includes Middle Year students where for NUHEIs where census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

\*\*Grouping of study mode categories has changed from previous years. Internal/Mixed mode and External/Distance/OUA in 2016.

<sup>†</sup>First in family status includes commencing students only.

Table 39 Percentage positive ratings, undergraduate by study area, 2018 (with 90% confidence intervals)

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	81.2 (80.9, 81.6)	83.3 (82.9, 83.6)
Computing and information systems	73.4 (72.8, 74.0)	71.9 (71.3, 72.6)
Engineering	75.4 (74.9, 75.9)	73.3 (72.8, 73.8)
Architecture and built environment	76.1 (75.3, 76.8)	75.6 (74.9, 76.4)
Agriculture and environmental studies	80.8 (79.9, 81.7)	82.3 (81.4, 83.1)
Health services and support	80.7 (80.3, 81.1)	82.6 (82.2, 82.9)
Medicine	83.3 (82.2, 84.2)	78.7 (77.6, 79.7)
Nursing	76.7 (76.3, 77.0)	77.8 (77.5, 78.2)
Pharmacy	78.2 (76.9, 79.3)	79.8 (78.5, 80.9)
Dentistry	70.3 (68.3, 72.1)	65.0 (62.9, 66.9)
Veterinary science	85.6 (84.1, 86.9)	85.5 (84.0, 86.8)

<b>Study area</b>	<b>Quality of entire educational experience</b>	<b>Quality of teaching</b>
Rehabilitation	86.1 (85.3, 86.7)	87.4 (86.7, 88.0)
Teacher education	79.1 (78.7, 79.5)	80.5 (80.1, 80.8)
Business and management	77.0 (76.8, 77.3)	76.4 (76.1, 76.7)
Humanities, culture and social sciences	82.4 (82.1, 82.7)	85.5 (85.2, 85.8)
Social work	81.3 (80.6, 82.0)	82.5 (81.8, 83.1)
Psychology	83.0 (82.6, 83.5)	85.2 (84.7, 85.6)
Law and paralegal studies	81.2 (80.6, 81.8)	81.8 (81.2, 82.4)
Creative arts	80.2 (79.7, 80.6)	82.8 (82.4, 83.2)
Communications	81.2 (80.6, 81.8)	83.3 (82.7, 83.8)
Tourism, Hospitality, Personal services, Sport and recreation	81.4 (79.2, 83.3)	82.0 (79.8, 84.0)
<b>Total</b>	<b>79.3 (79.2, 79.4)</b>	<b>80.2 (80.1, 80.4)</b>

Table 40 Percentage positive ratings, postgraduate coursework by study area, 2018 (with 90% confidence intervals)

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	77.4 (76.4, 78.3)	79.3 (78.3, 80.2)
Computing and information systems	73.8 (73.3, 74.4)	71.4 (70.8, 71.9)
Engineering	74.7 (74.1, 75.4)	74.4 (73.7, 75.1)
Architecture and built environment	72.7 (71.7, 73.7)	74.2 (73.1, 75.2)
Agriculture and environmental studies	82.9 (81.6, 84.0)	84.8 (83.6, 85.9)
Health services and support	79.1 (78.4, 79.7)	81.5 (80.8, 82.1)
Medicine	70.5 (69.2, 71.7)	69.1 (67.9, 70.4)
Nursing	75.7 (74.8, 76.5)	76.8 (76.0, 77.7)
Pharmacy	77.4 (74.2, 80.2)	79.3 (76.1, 82.0)
Dentistry	53.4 (49.0, 57.8)	59.5 (55.1, 63.7)
Veterinary science	74.0 (70.6, 76.9)	78.3 (75.0, 81.0)
Rehabilitation	76.3 (74.5, 78.0)	78.1 (76.4, 79.7)
Teacher education	74.9 (74.5, 75.4)	77.3 (76.9, 77.8)
Business and management	76.3 (75.9, 76.6)	75.5 (75.2, 75.9)
Humanities, culture and social sciences	84.9 (84.3, 85.4)	86.7 (86.2, 87.2)
Social work	75.8 (75.0, 76.6)	78.2 (77.4, 78.9)
Psychology	80.8 (79.9, 81.7)	83.7 (82.8, 84.5)
Law and paralegal studies	79.0 (78.0, 79.9)	80.8 (79.9, 81.7)
Creative arts	71.8 (70.2, 73.3)	77.2 (75.7, 78.6)
Communications	81.1 (79.9, 82.2)	82.7 (81.5, 83.8)
Tourism, Hospitality, Personal services, Sport and recreation	82.8 (79.2, 85.6)	85.5 (82.1, 88.1)
<b>Total</b>	<b>76.5 (76.3, 76.7)</b>	<b>77.1 (76.9, 77.3)</b>

# Appendix 2

## Student Experience Questionnaire (SEQ)

### 2.1 The Student Experience Questionnaire

#### Core instrument

The construct model underpinning the SES, as a conceptualisation of the student experience, is based on five conceptual domains including Teaching Quality, Learner Engagement, Student Support, Learning Resources, and Skills Development.

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions. These focus areas are operationalised by means of summated rating scales, underpinned by forty-six individual questionnaire items. These items are supplemented by two open-response items that allow students to provide textual feedback on the best

aspects of their higher education experience and those most in need of improvement. The SES also contains two additional sets of items, demographic and contextual, to facilitate data analysis and reporting. A full list of standard SEQ items is presented below.

#### Institution-specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2018 SES. In total, 30 institutions chose to do so, up from 26 in the 2017 SES. Six institutions included new items in 2018. Frequent inclusions were the Workplace Relevance Scale that was included by 13 institutions, and a Net Promoter Score item that was added by four institutions.

These institution-specific items were only presented to students after they had completed the SEQ, resulting in a clear demarcation between the two survey modules.

Table 41 2018 SEQ Item Summary: Skill Development items

Stem	Item	Response scale
To what extent has your <course> developed your:	a) critical thinking skills? b) ability to solve complex problems? c) ability to work with others? d) confidence to learn independently? e) written communication skills? f) spoken communication skills? g) knowledge of the field(s) you are studying? h) development of work-related knowledge and skills?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 42 2018 SEQ Item Summary: Learner Engagement items

Stem	Item	Response scale
At your institution during 2018, to what extent have you:	a) felt prepared for your study? b) had a sense of belonging to <institution>?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
Thinking about your <course> in 2018, how frequently have you:	a) participated in discussions online or face-to-face? b) worked with other students as part of your study? c) interacted with students outside study requirements? d) interacted with students who are very different from you?	Never / Sometimes / Often / Very often
At your institution during 2018, to what extent have you:	a) been given opportunities to interact with local students?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 43 2018 SEQ Item Summary: Teaching Quality items

Stem	Item	Response scale
Thinking about your <course>	a) overall how would you rate the quality of your entire educational experience this year?	Poor / Fair / Good / Excellent
Thinking of this year, overall at <institution>	a) how would you rate the quality of the teaching you have experienced in your <course>?	Poor / Fair / Good / Excellent
During 2018, to what extent have the lecturers, tutors and demonstrators in your <course>:	a) engaged you actively in learning? b) demonstrated concern for student learning? c) provided clear explanations on coursework and assessment? d) stimulated you intellectually? e) commented on your work in ways that help you learn? f) seemed helpful and approachable? g) set assessment tasks that challenge you to learn?	Not at all / Very little / Some / Quite a bit / Very much
In 2018, to what extent has [your study/your <course>] been delivered in a way that is...	a) well structured and focused? b) relevant to your education as a whole	Not at all / Very little / Some / Quite a bit / Very much

Table 44 2018 SEQ Item Summary: Student Support items

Stem	Item	Response scale
At <institution> during 2018, to what extent have you:	a) received support from your institution to settle into study? b) experienced efficient enrolment and admissions processes? c) felt induction/orientation activities were relevant and helpful?	Not at all / Very little / Some / Quite a bit / Very much
During 2018, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2018, to what extent have you found careers advisors to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2018, to what extent have you found academic or learning advisors to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much
During 2018, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2018, to what extent have you...	a) been offered support relevant to your circumstance? b) received appropriate English language skill support?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 45 2018 SEQ Item Summary: Learning Resources items

Stem	Item	Response scale
Thinking of this year, overall how would you rate the following learning resources provided for your <course>?	a) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) b) Student spaces and common areas c) Online learning materials d) Computing/IT resources e) Assigned books, notes and resources f) Laboratory or studio equipment g) Library resources and facilities	Poor / Fair / Good / Excellent / Not applicable

Table 46 2018 SEQ Item Summary: Open-response items

Stem	Item	Response scale
What have been the best aspects of your <course>?		Open response
What aspects of your <course> most need improvement?		Open response

Table 47 2018 SEQ Item Summary: Other items

Stem	Item	Response scale
In what year did you first start your current <course>?		Before 2012 / 2012 / 2013 / 2014 / 2015 / 2016 / 2017
When do you expect to complete your current <course>?		2017 / 2018 or later
Where has your study been mainly based in 2018?		On one campus / On two or more campuses / Mix of external, distance and on-campus / External / Distance
Thinking about your <course>, how much study do you do online?		None / About a quarter / About half / All or nearly all
Which number between 0 and 100 represents your average grade so far in 2018?		No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100%
At <institution> during 2018, to what extent have...	a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) Paid work commitments negatively affected your study?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2018, have you seriously considered leaving <institution>?		Yes, I have seriously considered leaving / No, I have not seriously considered leaving

Stem	Item	Response scale
<p>Please indicate your reasons for seriously considering leaving your current university in 2018. Select all that apply.</p>		<p>Academic exchange / Academic support / Administrative support / Boredom/lack of interest / Career prospects / Change of direction / Commuting difficulties / Difficulty paying fees / Difficulty with workload / Expectations not met / Family responsibilities / Financial difficulties / Gap year/deferral / Government assistance / Graduating / Health or stress / Institution reputation / Moving residence / Need a break / Need to do paid work / Other opportunities / Paid work responsibilities / Personal reasons / Quality concerns / Received other offer / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons</p>

# Appendix 3

## Course Experience Questionnaire (CEQ)

### Course Experience Questionnaire

As part of the 2013 UES, six scales from the Course Experience Questionnaire (CEQ) were administered on a trial basis to students from 14 institutions. This trial resulted in a recommendation that the Good Teaching Scale (GTS), Generic Skills Scale (GSS), Clear Goals and Standards Scale (CGS) and Overall Satisfaction Item (OSI) be used to facilitate international benchmarking. It was further recommended that the CEQ scales should only be

presented to a small sample of students of a sufficient size to yield national-level estimates that are precise within  $\pm 2.2$  percentage points of the true population value at a 95 per cent confidence level. This national approach to administering the CEQ for benchmarking purposes was implemented in the 2014 UES and the 2015–2018 SES.

As with the UEQ, sampled students in double degrees were provided with the opportunity to complete the CEQ for each course element individually. A list of CEQ items administered in the 2018 SES is presented in Table 48.

Table 48 CEQ items administered in the 2018 SES

Stem	Item*
Good Teaching Scale	The staff put a lot of time into commenting on my work.
	The teaching staff normally gave me helpful feedback on how I was going.
	The teaching staff of this course motivated me to do my best work.
	My lecturers were extremely good at explaining things.
	The teaching staff worked hard to make their subjects interesting.
	The staff made a real effort to understand difficulties I might be having with my work.
Generic Skills Scale	The course helped me develop my ability to work as a team member.
	The course sharpened my analytic skills.
	The course developed my problem-solving skills.
	The course improved my skills in written communication.
	As a result of my course, I feel confident about tackling unfamiliar problems.
	My course helped me to develop the ability to plan my own work.

Stem	Item*
Overall Satisfaction Item	Overall, I was satisfied with the quality of this course.
Clear Goals and Standards	It was always easy to know the standard of work expected.
	I usually had a clear idea of where I was going and what was expected of me in this course.
	It was often hard to discover what was expected of me in this course.
	The staff made it clear right from the start what they expected from students.

\*R = Reverse coded for scoring purposes.

Response scale: Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

# Appendix 4

## Production of scores

A series of steps are taken to produce the focus area percentage positive results used in this report. A selection of the SPSS syntax used to produce these scores is presented below.

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an 'r' suffix. The SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 12.

Scores for each focus area are then computed as the mean of the constituent item scores. A focus area score is only computed for respondents who have a valid item score for at least six skill development items, five learner engagement items, eight teaching quality items, six student support items and five learning resources items respectively. The SPSS syntax used to generate focus area average scores is shown in Figure 13. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 2018 SES is percentage of students that rated their experience, calculated variables must be created for each focus area. The percentage of students that rated their experience positively reflects the percentage of students who achieve a threshold focus area score of 55 or greater. At the individual response level, a positive response is represented by a binary variable taking the value of one if the students gives a positive response to a particular facet of their higher education experience and zero otherwise. The SPSS syntax used to generate these variables is presented in Figure 14.

At the item level, a positive rating reflects a response in the top two categories of both the four-point and five-point response scales. As with the focus area calculated variables discussed previously, a positive rating with a particular SEQ item is represented by a binary variable taking the value of one if the student provides a positive response and zero otherwise. An excerpt of the SPSS syntax used to generate these item variables is presented in Figure 15.

Extensive consultation with the higher education sector indicated a near-universal preference for the reporting of percentage positive results over focus area average scores. Percentage positive results were seen as being a more understandable measure, especially for less expert users of the SES data, and are straightforward for institutions to replicate and benchmark against. As such, percentage positive results are presented throughout this report. One consequence of this is that the results presented in the 2013 and 2014 UES reports and the 2015–2018 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 12 **SPSS syntax to recode SEQ items into the conventional reporting metric**

```
RECODE qlovledu (1=0) (2=33.3) (3=66.6) (4=100)
(ELSE=SYSMIS) INTO qlovledur.

RECODE partidiscus (1=0) (2=33.3) (3=66.6) (4=100)
(ELSE=SYSMIS) INTO partidiscusr.

...

RECODE qllibres (1=0) (2=33.3) (3=66.6) (4=100)
(ELSE=SYSMIS) INTO qllibresr.

RECODE supsettle (1=0) (2=25) (3=50) (4=75) (5=100) (ELSE
= SYSMIS) INTO supsettler.

RECODE effenrolm (1=0) (2=25) (3=50) (4=75) (5=100) (ELSE
= SYSMIS) INTO effenrolmr.

...

RECODE englang (1=0) (2=25) (3=50) (4=75) (5=100) (ELSE =
SYSMIS) INTO englangr.
```

Figure 13 **SPSS syntax used to compute SES focus area scores**

```
COMPUTE DEVELOPMENT=MEAN.6(expthinkr, expprbslvr,
expwrkothr, expconfindr, expwritingr,
expsppeakr, expknowlr, expwrkskillr).

COMPUTE ENGAGEMENT=MEAN.5(opplocr, sensebelongr,
feelpreparedr, partidiscusr, workothersr,
interactothr, interactdiff).

COMPUTE TEACHING=MEAN.8(qlteacher, qlovledur,
stdstrucr, stdreleivr, tchactivengr, tchconlnr,
tchclexpecr, tchstmintr, tchfeedbckr, tchhelpappr,
tchasschlgr).

COMPUTE SUPPORT=MEAN.6(englangr, offsupr, indorienr,
supsettler, admavailr, admhelpr, caravailr, carhelpr,
acdavailr, acdhelpr, supavailr, suphelpr, effenrolmr).

COMPUTE RESOURCES=MEAN.5(qltchspcr, qlstdspcr,
qlonlmatr, qlcompitr, qltxtbookr, qllequipr, qllibresr).
```

Figure 14 **SPSS syntax used to compute SES focus area scores**

```
RECODE DEVELOPMENT (55 THRU 100=1)
(MISSING=SYSMIS) (ELSE=0) INTO DEVELOPMENT_SAT.

RECODE ENGAGEMENT (55 THRU 100=1)
(MISSING=SYSMIS) (ELSE=0) INTO ENGAGEMENT_SAT.

RECODE TEACHING (55 THRU 100=1) (MISSING=SYSMIS)
(ELSE=0) INTO TEACHING_SAT.

RECODE SUPPORT (55 THRU 100=1) (MISSING=SYSMIS)
(ELSE=0) INTO SUPPORT_SAT.

RECODE RESOURCES (55 THRU 100=1) (MISSING=SYSMIS)
(ELSE=0) INTO RESOURCES_SAT.
```

Figure 15 **SPSS syntax used to compute item variables**

```
RECODE qlovledu (1=0) (2=0) (3=1) (4=1) (ELSE=SYSMIS)
INTO qlovledu_sat.

RECODE partidiscus (1=0) (2=0) (3=1) (4=1) (ELSE=SYSMIS)
INTO partidiscus_sat.

RECODE qllibres (1=0) (2=0) (3=1) (4=1) (ELSE=SYSMIS)
INTO qllibres_sat.

RECODE supsettle (1=0) (2=0) (3=0) (4=1) (5=1)
(ELSE=SYSMIS) INTO supsettle_sat.

RECODE effenrolm (1=0) (2=0) (3=0) (4=1) (5=1)
(ELSE=SYSMIS) INTO effenrolm_sat.

RECODE englang (1=0) (2=0) (3=0) (4=1) (5=1)
(ELSE=SYSMIS) INTO englang_sat.
```

# Appendix 5

## Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds 5 per cent.

Because percentage agreement scores are reported for the 2018 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where  $\tilde{p}$  is the adjusted estimated proportion of satisfied responses (i.e. the top two response categories),  $N$  is the size of the population in the relevant subgroup,  $n$  is the number of valid responses in the relevant subgroup,  $n_1$  is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90% confidence and FPC is the Finite Population Correction term.

The 90 per cent confidence interval of each estimated proportion is then calculated as the adjusted proportion plus or minus its 90 per cent confidence interval bound.

Figure 16 Formula for the confidence interval of a proportion

$$\tilde{p} \pm 1.645 * FPC * \sqrt{\tilde{p}(1 - \tilde{p}) / \tilde{n}}$$

where  $\tilde{p} = \tilde{n}_1 / \tilde{n}$ ,  $\tilde{n}_1 = n_1 + 1.645^2 / 2$  and  $\tilde{n} = n + 1.645^2$  and  $FPC = \sqrt{\frac{N - n}{N - 1}}$

# Appendix 6

## Study area definitions

Table 49 21 and 45 study areas concordance with ASCED field of education

Study Area (21)		Study Area (45)		ASCED Field of Education
1	Science and mathematics	1	Natural & physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical science & technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information Systems	5	Computing & information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – process & resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – electrical & electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
11	Engineering – aerospace	031500, 031501, 031503, 031505, 031507, 031599		

Study Area (21)		Study Area (45)		ASCED Field of Education
4	Architecture and built environment	12	Architecture & urban environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & forestry	050000, 050100, 050300, 050500, 050700, 059900
		15	Environmental studies	050900
6	Health services and support	16	Health services & support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational therapy	061703
13	Teacher education	25	Teacher education – other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher education – early childhood	070101
		27	Teacher education – primary & secondary	070103, 070105

Study Area (21)		Study Area (45)		ASCED Field of Education
14	Business and management	28	Accounting	080100, 080101
		29	Business management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & commerce – other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	090100, 090101, 090103
		34	Humanities inc history & geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies & policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & performing arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, media & journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & recreation	092100, 092101, 092103, 092199
		45	Tourism, hospitality & personal services	1101000, 110300, 120100, 120300, 120500, 129999

Note: SES targets for collection are based on 45 study areas as above. The QILT website and this report use 21 study areas as the basis of analysis.

Field of Education listings are available from the Australian Bureau of Statistics website (ASCED Field of Education Broad, Narrow and Detailed fields).

# Appendix 7

## Additional tables

### 7.1 Results for individual questionnaire items

The tables below show the percentage positive rating scores for the underlying items for each focus area.

In relation to the undergraduate estimates for the underlying items for the skills development focus area, results have remained relatively unchanged between 2017 and 2018.

As shown in Tables 50 and 51, “developed spoken communication skills” is relatively low for undergraduate and postgraduate students in total (56 per cent and 54 per cent respectively). This low figure is especially stark for external students who rated the development of their spoken communication skills at 44 per cent in 2018 compared with 57 per cent for internal/multi-mode students for undergraduates and 35 per cent compared with 59 per cent respectively for postgraduate coursework students. Undergraduate students show a greater improvement from commencing to later years (nine percentage points to 61 per cent) relative to post-graduate students (five percentage points to 57 per cent).

“Developed ability to solve complex problems” also attracted relatively low total scores for undergraduate students at 61 per cent in 2017 and 62 per cent in 2018.

The “developed ability to work effectively with others” was rated by postgraduate coursework students 4 percentage points lower than undergraduates (61 per cent and 65 per cent respectively), but with undergraduate students increasing 6 percentage points between commencing (62 per cent) and later years (68 per cent) while post-graduates students increased 4 percentage points (from 59 per cent to 63 per cent). Similar to the development of spoken communication, this skills area is rated much less positively by students studying externally with 43 per cent for undergraduates and 36 per cent for postgraduate coursework students studying externally compared with 67 per cent for both groups where students study mode was internal/multi-mode.

Postgraduate coursework students rated the “development of their written communication skills” (67 per cent) more highly than undergraduate students (64 per cent) by 3 percentage points, most notably for commencing students where the difference is 5 percentage points. However, undergraduate later year students rated the development of their written communication skills 10 percentage points higher than commencing students, compared with 5 per cent for postgraduate coursework students.

Table 50 Percentage positive scores for Skills Development items, undergraduate by stage of studies, 2017 and 2018

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Developed critical and analytical thinking	68	73	70	69	73	70
Developed ability to solve complex problems	58	65	61	60	66	62
Developed ability to work effectively with others	60	67	63	62	68	65
Developed confidence to learn independently	71	77	73	72	77	74
Developed written communication skills	59	69	63	60	70	64
Developed spoken communication skills	50	60	54	52	61	56
Developed knowledge of field studying	77	79	78	77	79	78
Developed work-related knowledge and skills	62	62	62	63	63	63

As was the case in the Skills Development focus area, undergraduate student results for the underlying items in the Learner Engagement focus area remained relatively consistent from 2017 to 2018 with variations of between 1 and 2 percentage points on all items for commencing and later year students with the lowest performing items remaining around “interacted with students outside study requirements”.

In general, the items “interacted with students outside study requirements” or “interacted with students who are very different from you” received the lowest scores for undergraduates in this focus area, of between 43 and 52 per cent respectively. However,

“worked with other students as part of your study”, recorded the highest overall score of 66 per cent in 2018, which is an area which institutions arguably are better able to influence.

Consistent with 2017, later year undergraduates rated “participated in discussions online or face-to-face” and “worked with other students as part of your study” higher than commencing students by 4 percentage points each. However, smaller proportions of later year undergraduates “had a sense of belonging to your university” (50 per cent) and reported “being given opportunities to interact with local students” (55 per cent), rating this item 4 to 3 percentage points lower than commencing students (54 per cent and 58 per cent respectively).

The highest scoring item in the Learner Engagement focus area indicated that 64 per cent of undergraduate respondents “felt prepared for their study”. However, this implies that one third of students did not feel prepared for their study.

Postgraduate coursework students rated most items relating to interactions with other students much lower than undergraduate students with their rating of having been given opportunities to

interact with students outside of study requirements and with local students at 38 per cent each which may be influenced by a higher proportion of this group engaging in external studies. This group did, however, feel more prepared for study than undergraduate students by 5 percentage points overall.

**Table 51 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2017 and 2018**

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Developed critical and analytical thinking	70	73	71	71	72	72
Developed ability to solve complex problems	61	65	63	63	65	64
Developed ability to work effectively with others	57	61	59	59	63	61
Developed confidence to learn independently	73	77	75	73	78	75
Developed written communication skills	63	70	66	65	70	67
Developed spoken communication skills	50	55	52	52	57	54
Developed knowledge of field studying	80	80	80	79	79	79
Developed work-related knowledge and skills	68	66	67	68	66	67

Table 52 Percentage positive scores for Learner Engagement items, undergraduate by stage of studies, 2017 and 2018

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Felt prepared for your study	64	68	66	63	67	64
Had a sense of belonging to your university	53	50	51	54	50	53
Participated in discussions online or face-to-face	57	62	59	58	62	60
Worked with other students as part of your study	63	69	65	65	69	66
Interacted with students outside study requirements	43	45	44	43	44	43
Interacted with students who are very different from you	51	51	51	52	51	52
Been given opportunities to interact with local students	56	56	56	58	55	57

Table 53 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2017 and 2018

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Felt prepared for your study	70	74	72	66	72	69
Had a sense of belonging to your university	47	49	48	50	52	51
Participated in discussions online or face-to-face	59	59	59	59	60	60
Worked with other students as part of your study	58	61	59	60	64	62
Interacted with students outside study requirements	36	38	37	37	39	38
Interacted with students who are very different from you	44	44	44	45	46	46
Been given opportunities to interact with local students	40	38	39	40	37	38

Students were also asked their perceptions of teaching quality. As shown in Table 54 the most positive ratings among undergraduate students were recorded for “quality of teaching” (80 per cent), “quality of entire educational experience” (79 per cent) and “Teachers set assessment tasks that challenge you to learn” (77 per cent).

In terms of differences in positive ratings between commencing to later year students, all items in this focus area saw lower ratings for later year students, with the largest differences being recorded for:

- “Study well structured and focussed” (70 per cent compared to 63 per cent).
- “Quality of entire educational experience” (82 per cent compared to 76 per cent).

The item related to “teachers commenting on work in ways that help students to learn” continues to have the lowest overall undergraduate rating for this focus area, although scores increased from 52 per cent in 2017 to 54 per cent in 2018. That said, this focus area was also the most stable between commencing (55 per cent) and later year students (54 per cent).

**Table 54 Percentage positive scores for Teaching Quality items, undergraduates by stage of studies, 2017 and 2018**

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Study well structured and focused	68	62	66	70	63	67
Study relevant to education as a whole	73	69	71	74	70	73
Teachers engaged you actively in learning	66	63	65	68	64	66
Teachers demonstrated concern for student learning	60	58	59	62	58	60
Teachers provided clear explanations on coursework and assessment	66	63	65	68	65	67
Teachers stimulated you intellectually	68	67	68	69	67	68
Teachers commented on your work in ways that help you learn	52	53	52	55	54	54
Teachers seemed helpful and approachable	71	69	70	73	69	71
Teachers set assessment tasks that challenge you to learn	78	73	76	79	75	77
Quality of teaching	81	76	79	82	77	80
Quality of entire educational experience	81	75	79	82	76	79

Table 55 Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2017 and 2018

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Study well structured and focused	68	66	67	69	66	68
Study relevant to education as a whole	77	74	75	77	73	75
Teachers engaged you actively in learning	69	67	68	71	68	70
Teachers demonstrated concern for student learning	64	61	63	65	62	64
Teachers provided clear explanations on coursework and assessment	68	69	68	71	70	70
Teachers stimulated you intellectually	72	69	70	72	68	70
Teachers commented on your work in ways that help you learn	59	59	59	62	61	62
Teachers seemed helpful and approachable	74	71	73	75	72	73
Teachers set assessment tasks that challenge you to learn	78	75	77	79	75	77
Quality of teaching	77	75	76	79	76	77
Quality of entire educational experience	76	75	76	77	75	76

Table 55 shows the most positive ratings among postgraduate coursework students were recorded for “quality of teaching” (77 per cent), “teachers set assessment tasks that challenge you to learn” (77 per cent) and “quality of entire educational experience” (76 per cent), followed by “study relevant to education as a whole” (75 per cent).

In terms of movement from commencing to later year students, all focus areas decreased, with 4 percentage point differences being recorded for:

- “Study relevant to education as a whole” (77 per cent down to 73 per cent).
- “Teachers stimulated you intellectually” (72 per cent down to 68 per cent).
- “Teachers set assessment tasks that challenge you to learn” (79 per cent down to 75 per cent).

The item related to “teachers commenting on work in ways that help students to learn” continues to record the lowest overall postgraduate coursework rating for this focus area, although scores increased from 59 per cent in 2017 to 62 per cent in 2018. That said, this focus area was also the most stable between commencing (62 per cent) and later year students (61 per cent).

Students were also asked their perceptions of student support. This focus area showed a high degree of consistency between 2017 and 2018 for undergraduate students with all items being within 3 percentage points. As shown in Table 56 the most positive ratings were recorded for “Experienced efficient enrolment and admissions processes” (71 per cent) and “Academic or learning advisors: helpful” (66 per cent).

In terms of movement from commencing to later year students, all focus areas had less positive responses, with the largest differences being recorded for:

- “Received support from university to settle into study” (60 per cent compared with 52 per cent).
- “Induction/orientation activities relevant and helpful” (60 per cent compared with 54 per cent).

- “Administrative staff or systems: helpful” (64 per cent compared with 58 per cent).
- “Offered support relevant to circumstances” (53 per cent compared with 47 per cent).

The item related to “Received appropriate English language skill support” continues to record the lowest overall undergraduate rating for this focus area, though scores remained relatively stable from 44 per cent in 2017 to 45 per cent in 2018. It should be noted that this item rated more highly from students whose home language was not English with 51 per cent in 2018 compared with 43 per cent for students whose home language was English.

Items such as induction/orientation activities and support to settle into study, which have quite large differences of 6 to 8 percentage points, are unsurprising as these activities are most often targeted to commencing students. However, many other support services such as administrative staff or systems are less focussed around transition into higher education yet still show decreases between commencing and later year students of 2 to 5 percentage points.

**Table 56 Percentage positive scores for Student Support items, undergraduates by stage of studies, 2017 and 2018**

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Experienced efficient enrolment and admissions processes	72	70	72	72	70	71
Induction/orientation activities relevant and helpful	59	53	57	60	54	58
Received support from university to settle into study	61	53	58	60	52	57

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Administrative staff or systems: available	64	59	62	65	60	63
Administrative staff or systems: helpful	62	57	60	64	58	61
Careers advisors: available	50	47	49	51	48	50
Careers advisors: helpful	51	47	49	54	49	52
Academic or learning advisors: available	62	59	61	65	61	64
Academic or learning advisors: helpful	65	61	63	68	63	66
Support services: available	55	52	54	56	53	55
Support services: helpful	56	54	55	58	54	56
Offered support relevant to circumstances	52	48	50	53	47	51
Received appropriate English language skill support	46	42	44	47	43	45

Table 57 shows that in 2018 the most positive ratings among postgraduate coursework students were recorded for “Experienced efficient enrolment and admissions processes” (73 per cent) and “Academic or learning advisors: helpful” (66 per cent), followed by “Administrative staff or systems: available” and “Academic or learning advisors: available” (65 per cent each). These findings are largely consistent with 2017.

In terms of movement from commencing to later year students, while most items associated with student support decreased, the difference was less in comparison to undergraduate students, with only 2 percentage point differences being recorded for:

- “Administrative staff or systems: helpful” (65 per cent compared with 63 per cent).

- “Careers advisors: available” (50 per cent compared with 48 per cent).
- “Careers advisors: helpful” (50 per cent compared with 48 per cent).
- “Academic or learning advisors: available” (66 per cent compared with 64 per cent).
- “Academic or learning advisors: helpful” (67 per cent compared with 65 per cent).

The items related to “careers advisors being available” and “careers advisors being helpful” continue to record the lowest overall postgraduate coursework ratings for this focus area at 49 per cent each. However, it should be noted that careers support

may be delivered in modes other than through dedicated careers

advisors. Only “Experienced efficient enrolment and admissions processes” recorded an increase between commencing students (73 per cent) and later year students (74 per cent)

**Table 57 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2017 and 2018**

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Experienced efficient enrolment and admissions processes	74	76	75	73	74	73
Induction/orientation activities relevant and helpful	63	62	62	63	62	62
Received support from university to settle into study	60	59	60	59	58	58
Administrative staff or systems: available	65	63	64	65	64	65
Administrative staff or systems: helpful	64	62	63	65	63	64
Careers advisors: available	48	47	48	50	48	49
Careers advisors: helpful	48	46	47	50	48	49
Academic or learning advisors: available	65	62	64	66	64	65
Academic or learning advisors: helpful	66	63	64	67	65	66
Support services: available	54	53	53	55	55	55
Support services: helpful	55	54	54	56	56	56
Offered support relevant to circumstances	51	52	52	53	53	53
Received appropriate English language skill support	49	48	48	51	50	51

Students were also asked their perceptions of learning resources. This focus area showed a high degree of consistency between 2017 and 2018 for undergraduate students with all items being within 2 percentage points. As shown in Table 58 the most positive ratings were recorded for “Quality of library resources and facilities” (87 per cent), “Quality of teaching spaces” (86 per cent) and “Quality of online learning materials” (85 per cent).

In terms of movement from commencing to later year students, all focus areas showed lower ratings from later year students, with the largest differences being recorded for:

- “Quality of student spaces and common areas” (82 per cent compared with 74 per cent).
- “Quality of laboratory or studio equipment” (86 per cent compared with 78 per cent).
- “Quality of teaching spaces” (89 per cent compared with 83 per cent).

The items related to “Quality of student spaces and common areas” and “Quality of assigned books, notes and resources” continue to record the lowest overall undergraduate ratings for this focus area (79 per cent each). This finding is consistent with 2017.

In terms of comparisons between University and NUHEIs, non-universities' undergraduate students were less likely to give positive ratings on items in this focus area with differences ranging from 10 percentage points for Laboratory or studio equipment with 83 per cent for Universities and 73 per cent for NUHEIs and around 6-7 percentage points for all other items other than Textbooks and learning resources which was 2 percentage points lower.

Table 59 shows that the most positive ratings among postgraduate coursework students were recorded for “Quality of library resources and facilities” (86 per cent), “Quality of online learning materials” (86 per cent) and “Quality of teaching spaces” (84 per cent). These findings are consistent with 2017.

In terms of movement from commencing to later year students, while no items associated with learning resources increased, the movement was less in comparison to undergraduate students. The largest difference was recorded for “quality of laboratory or studio equipment” which decreased 3 percentage points (80 per cent down to 77 per cent).

Again, in terms of comparisons between University and NUHEIs, non-universities' postgraduate coursework students were substantially less likely to give positive ratings on items in this focus area with differences ranging from 16 percentage points for Laboratory or studio equipment with 80 per cent for Universities and 64 per cent for NUHEIs, 13 percentage points lower for Library resources and facilities and 11 percentage points lower for student spaces.

**Table 58 Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2017 and 2018**

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Quality of teaching spaces	88	81	85	89	83	86
Quality of student spaces and common areas	80	72	77	82	74	79
Quality of online learning materials	86	82	84	87	82	85
Quality of computing/IT resources	83	78	81	84	79	82
Quality of assigned books, notes and resources	80	76	78	81	77	79
Quality of laboratory or studio equipment	84	77	82	86	78	83
Quality of library resources and facilities	88	84	86	88	84	87

**Table 59 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2017 and 2018**

Item	2017			2018		
	Commencing	Later year	Total	Commencing	Later year	Total
Quality of teaching spaces	83	81	82	84	84	84
Quality of student spaces and common areas	77	75	76	79	77	78
Quality of online learning materials	85	84	85	87	85	86
Quality of computing/IT resources	82	80	81	83	81	82
Quality of assigned books, notes and resources	82	80	81	83	81	82
Quality of laboratory or studio equipment	79	76	78	80	77	79
Quality of library resources and facilities	86	85	85	86	85	86

## 7.2 The university student experience, 45 study areas

Table 60 Undergraduate student experience, by 45 study areas, 2018 (% positive rating)\*

Study area – 21 categories	Study area – 45 categories	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Science and mathematics	Natural & Physical Sciences	79	59	83	73	88	80
	Mathematics	77	54	87	79	87	81
	Biological Sciences	84	63	86	77	90	84
	Medical Science & Technology	81	65	85	76	89	82
Computing and information systems	Computing & Information Systems	75	58	76	73	83	73
Engineering	Engineering – Other	79	66	77	71	85	76
	Engineering – Process & Resources	84	77	82	74	83	78
	Engineering – Mechanical	83	66	75	67	79	73
	Engineering – Civil	80	69	77	71	82	77
	Engineering – Electrical & Electronic	77	65	75	69	83	72
	Engineering – Aerospace	80	67	77	70	79	74
Architecture and built environment	Architecture & Urban Environments	81	67	81	67	75	77
	Building & Construction	73	59	72	69	81	73
Agriculture and environmental studies	Agriculture & Forestry	82	66	82	76	87	81
	Environmental Studies	85	62	86	74	85	81
Health services and support	Health Services & Support	82	58	83	74	84	81
	Public Health	83	57	83	75	86	81
Medicine	Medicine	92	81	83	80	83	83
Nursing	Nursing	85	60	79	75	86	77
Pharmacy	Pharmacy	86	67	81	74	86	78
Dentistry	Dentistry	86	65	73	69	76	70
Veterinary science	Veterinary Science	86	73	86	74	89	86

Study area – 21 categories	Study area – 45 categories	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Rehabilitation	Physiotherapy	90	77	88	76	86	86
	Occupational Therapy	90	74	89	80	91	86
Teacher education	Teacher Education – Other	81	56	80	73	83	77
	Teacher Education – Early Childhood	86	51	84	74	84	82
	Teacher Education – Primary & Secondary	83	61	80	73	84	79
Business and management	Accounting	79	57	78	71	77	76
	Business Management	79	59	79	73	84	78
	Sales & Marketing	82	63	81	69	85	80
	Management & Commerce – Other	76	57	76	70	84	75
	Banking & Finance	74	57	76	72	84	76
	Economics	72	53	73	65	82	75
Humanities, culture and social sciences	Political Science	83	62	86	69	84	83
	Humanities inc History & Geography	81	56	86	74	86	82
	Language & Literature	80	55	90	74	85	87
Social work	Social Work	86	53	84	76	84	81
Psychology	Psychology	82	50	85	77	87	83
Law and paralegal studies	Law	86	59	84	70	84	82
	Justice Studies & Policing	77	50	79	74	85	78
Creative arts	Art & Design	81	66	83	73	81	80
	Music & Performing Arts	83	74	86	75	76	81
Communications	Communication, Media & Journalism	83	67	84	76	86	81
Tourism, Hospitality, Personal services, Sport and recreation	Sport & Recreation	81	63	85	73	83	82
	Tourism, Hospitality & Personal Services	79	56	79	73	80	80
<b>Total</b>		<b>81</b>	<b>60</b>	<b>81</b>	<b>73</b>	<b>84</b>	<b>79</b>

\*All higher education providers. Includes responses to each component of a double degree where the response falls into different study areas at the 45 study area level.

Table 61 Postgraduate coursework student experience, by 45 study areas, 2017 (% positive rating)\*

Study area – 21 categories	Study area – 45 categories	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Science and mathematics	Natural & Physical Sciences	83	55	83	72	86	76
	Mathematics	73	37	82	69	85	75
	Biological Sciences	84	56	84	76	89	79
	Medical Science & Technology	84	52	84	77	90	80
Computing and information systems	Computing & Information Systems	79	58	77	74	83	74
Engineering	Engineering – Other	80	60	78	72	87	74
	Engineering – Process & Resources	78	58	79	73	88	74
	Engineering – Mechanical	84	57	81	77	87	76
	Engineering – Civil	82	60	79	76	91	76
	Engineering – Electrical & Electronic	78	57	78	73	93	76
	Engineering – Aerospace	79	43	77	65	70	72
Architecture and built environment	Architecture & Urban Environments	81	62	78	62	71	72
	Building & Construction	83	57	80	74	86	75
Agriculture and environmental studies	Agriculture & Forestry	83	48	86	78	90	78
	Environmental Studies	89	66	90	82	90	85
Health services and support	Health Services & Support	86	55	83	73	78	77
	Public Health	82	43	87	79	88	81
Medicine	Medicine	79	57	71	69	75	70
Nursing	Nursing	81	38	81	73	83	76
Pharmacy	Pharmacy	82	58	82	76	80	77
Dentistry	Dentistry	77	61	63	58	63	53
Veterinary science	Veterinary Science	83	67	81	61	79	74
Rehabilitation	Physiotherapy	89	64	83	72	79	79
	Occupational Therapy	81	74	74	65	70	67

Study area – 21 categories	Study area – 45 categories	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Teacher education	Teacher Education – Other	78	36	84	76	89	80
	Teacher Education – Early Childhood	83	46	80	71	83	69
	Teacher Education – Primary & Secondary	77	56	75	69	82	69
Business and management	Accounting	78	54	78	70	76	74
	Business Management	83	56	83	76	83	79
	Sales & Marketing	83	61	83	70	86	75
	Marketing & Commerce – Other	79	52	77	68	85	72
	Banking & Finance	77	45	78	73	87	76
	Economics	77	46	79	73	86	77
Humanities, culture and social sciences	Political Science	84	59	88	79	88	84
	Humanities inc History & Geography	82	48	90	82	87	87
	Language & Literature	81	48	85	74	86	77
Social work	Social Work	83	53	82	74	82	76
Psychology	Psychology	85	57	86	77	81	81
Law and paralegal studies	Law	80	46	82	70	80	79
	Justice Studies & Policing	75	31	84	77	84	84
Creative arts	Art & Design	80	56	78	66	82	70
	Music & Performing Arts	87	57	87	74	81	79
Communications	Communication, Media & Journalism	85	59	86	75	88	81
Tourism, Hospitality, Personal services, Sport and recreation	Sport & Recreation	78	38	86	77	NA	82
	Tourism, Hospitality & Personal Services	86	70	85	71	87	83
<b>Total</b>		<b>81</b>	<b>53</b>	<b>81</b>	<b>73</b>	<b>83</b>	<b>76</b>

\*All higher education providers. Includes responses to each component of a double degree where the response falls into different study areas at the 45 study area level.

