2021 International Student Experience Survey

National Report

August 2022

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For more information on the conduct and results of the 2021 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)

## Introduction

The international education sector has been significantly affected by the COVID-19 pandemic over the last two years. Higher education institutions have been required to quickly adapt their teaching and learning, and student support arrangements in response to government mandated restrictions and health directives to respond to the COVID-19 pandemic. International students have been required to meet additional challenges arising from restrictions imposed on international travel and the isolation of studying in Australia or overseas, fully online. The 2021 International Student Experience Survey National Report shows how international students have fared both before and during the last two years of the COVID-19 pandemic.

The Student Experience Survey (SES) provides a national architecture for collecting data on key aspects of the higher education student experience, both amongst domestic and international students. The SES focuses on aspects of the student experience that are measurable and linked with learning and development outcomes, and which are potentially able to be influenced by institutions. The SES measures five aspects of the student educational experience: Skills Development, Learner Engagement, Teaching Quality, Student Support, and Learning Resources as well as the international living experience and reasons for choosing to study at their institution and in Australia.

Given the importance of international education, an additional module specifically directed towards measuring the international student living experience was added to the SES in 2020. Additional items focused on international students’ decision to study in Australia and with Australian higher education institutions and their living arrangements, such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. The additional module measuring the international student living experience was developed following consultation with the higher education sector.

In order to report meaningfully on these varied aspects of the international student experience, each student is adjudged to have rated their experience either positively or negatively for each item and sometimes, based on responses to a group of items or focus area. Scores presented in this report for both items and focus areas represent the proportion of students responding positively. The survey items and response frames are reproduced in Appendix 2. Detailed information on how the scores are calculated is in Appendix 3.

All 42[[1]](#footnote-2) Australian universities participated in the 2021 SES as well as 97 NUHEIs, for a total of 139 institutions, compared with 133 institutions in 2020 and 118 institutions in 2019. Of the 133 participating institutions, 125 institutions had in scope international students.

The main online fieldwork period for the 2021 SES ran from 27 July to 29 August 2021. A secondary collection ran from 28 September to 31 October. From a final in-scope sample of 169,554, responses were received from a total of 60,998 students, which equated to 61,654 valid surveys once combined and double degrees were taken into account. This represents an overall response rate for international students of 36.0 per cent, down from 42.6 in 2020. Although the response rate did decline in 2021, it is still considered a good result, particularly given the rising number of international students located off-shore at the time of the survey and the challenges this presents when engaging with students as a result.

Prior to 2020, the scope of the SES would ordinarily be restricted to international on-shore students. However, as was seen in 2020, some international students with Temporary Entry Visas, while classified as international on-shore students and therefore included within the scope of the present survey, were actually located off-shore at the time of the survey in 2021 due to restrictions on overseas travel arising from the COVID-19 pandemic.

The proportion of international student respondents located off-shore at the time of the survey increased from 12.1 per cent of undergraduate respondents in 2020 to 33.9 per cent in 2021. The rise in the proportion of international students located off-shore in 2021 has been largely driven by commencing students with 12.7 per cent of commencing international undergraduate students who responded to the SES located off-shore in 2020, but 49.0 per cent in 2021. The proportion of later year students increased from 11.6 per cent located off-shore in 2020 to 22.6 per cent in 2021.

## The international student experience over time

International student ratings of their educational experience remained relatively stable between 2014 and 2019 despite a large increase in the number of international students in Australian higher education. There was a sharp reduction in student ratings of their educational experience in 2020 as many institutions rapidly adapted their teaching and learning arrangements in response to the COVID-19 pandemic. While there has been a subsequent increase in 2021, student ratings have not returned to pre-2020 levels, as shown by Table 1.

Table 1 International undergraduate student education experience, 2014 – 2021 (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Skills Development** | **Learner Engagement** | **Teaching Quality** | **Student Support** | **Learning Resources** | **Quality of entire educational experience** |
| 2014† | 80 | 57 | 78 | 70 | 84 | 74 |
| 2015†† | 79 | 57 | 78 | 70 | 85 | 74 |
| 2016 | 79 | 58 | 78 | 71 | 84 | 75 |
| 2017 | 79 | 57 | 78 | 72 | 83 | 75 |
| 2018 | 80 | 58 | 79 | 71 | 83 | 76 |
| 2019 | 80 | 59 | 78 | 73 | 83 | 75 |
| 2020 | 76 | 49 | 74 | 71 | 72 | 63 |
| 2021 | 77 | 48 | 76 | 71 | 74 | 67 |

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

†† Results from 2015 onwards 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.

This report focuses on the larger changes in student ratings among international students occurring in Learner Engagement, Learning Resources and the Quality of entire educational experience which remained 11 percentage points, 9 percentage points and 8 percentage points below 2019 results respectively.

Learner Engagement saw an initial drop of 10 percentage points, and this has declined by a further 1 percentage point to 48 per cent in 2021. Learning Resources saw a decline of 9 percentage points between 2019 and 2021: an 11 percentage point drop in 2020 and a modest increase of 2 percentage points in 2021 to 74 per cent. International student ratings of the Quality of entire educational experience in 2021 was 8 percentage points lower than 2019 after a 12 percentage point drop in 2020 and then a modest increase of 4 percentage points to 67 per cent in 2021.

Detailed tables of results at the individual item level related to each of the focus areas are available from the QILT website in the additional tables associated with this report as listed in Appendix 7.

**Student experience by citizenship**

Historically, international undergraduate student ratings of the Quality of entire educational experience have been lower than those of domestic students by around 4 to 5 percentage points. In 2020, this gap widened further as domestic student ratings decreased by 9 percentage points, while international student ratings decreased by 12 percentage points. In 2021, both international and domestic student ratings of the Quality of entire educational experience increased by 4 percentage points, with a difference of 7 percentage points remaining between these two groups.

Table 2 shows that the largest decrease in undergraduate student ratings from 2019 through to 2021 occurred in the area of Learner Engagement, where ratings remain 11 percentage points lower than 2019 for both domestic and international students. For Learning Resources, ratings are still 3 percentage points lower in 2021 than in 2019 for domestic students but 9 percentage points lower for international students. For Quality of entire educational experience, domestic and international student ratings remain lower than 2019 by 5 and 8 percentage points respectively. Note this report presents results for undergraduate students only. Results for postgraduate coursework students are broadly similar and are presented in the additional tables associated with this report available from the QILT website as listed in Appendix 7.

Table 2 Undergraduate student experience by citizenship status, 2019-2021 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SD 2019** | **SD 2020** | **SD 2021** | **LE 2019** | **LE 2020** | **LE 2021** | **TQ 2019** | **TQ 2020** | **TQ 2021** | **SS 2019** | **SS 2020** | **SS 2021** | **LR 2019** | **LR 2020** | **LR 2021** | **OE 2019** | **OE 2020** | **OE 2021** |
| Domestic students | 82 | 79 | 80 | 60 | 44 | 49 | 82 | 79 | 80 | 74 | 74 | 73 | 84 | 77 | 81 | 79 | 70 | 74 |
| International students | 80 | 76 | 77 | 59 | 49 | 48 | 78 | 74 | 76 | 73 | 71 | 71 | 83 | 72 | 74 | 75 | 63 | 67 |

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

In addition to the main focus areas, the SES also includes three items which ask students to rate whether their financial circumstances, living arrangements and paid work commitments negatively affected their study. The proportion of international undergraduate students reporting their study had been negatively impacted by their financial circumstances, living arrangements and paid work commitments “quite a bit” or “very much” increased markedly in 2020 and while this proportion has decreased somewhat in 2021, it is still higher than levels reported prior to 2020 and substantially higher than those reported by domestic students. International students reporting that their studies had been negatively affected by their financial circumstances increased by 19 percentage points from 28 per cent in 2019 to 47 per cent in 2020 and then decreased to 38 per cent in 2021. Similarly, the negative impact of living arrangements on study increased by 11 percentage points from 23 per cent in 2019 to 34 per cent in 2020 and decreased to 31 per cent in 2021. The negative impact of paid work commitments on study increased by 9 percentage points from 21 per cent to 30 per cent in 2020 and then decreased to 27 per cent in 2021, as shown by Table 3. These factors may have contributed to the fall in international students’ rating of the Quality of entire educational experience in 2020 and increase in 2021.

**Table 3 Negative effects on study for undergraduate students by citizenship indicator, 2019-2021, (% negatively affected\*)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Negative effect of living arrangements on study 2019** | **Negative effect of living arrangements on study 2020** | **Negative effect of living arrangements on study 2021** | **Negative effect of financial circumstances on study 2019** | **Negative effect of financial circumstances on study 2020** | **Negative effect of financial circumstances on study 2021** | **Negative effect of paid work on study 2019** | **Negative effect of paid work on study 2020** | **Negative effect of paid work on study 2021** |
| Domestic students | 22 | 23 | 21 | 26 | 22 | 23 | 37 | 33 | 36 |
| International students | 23 | 34 | 31 | 28 | 47 | 38 | 21 | 30 | 27 |

\* Percentage negatively affected includes those who responded ‘Quite a bit’ and ‘Very much’ for each of these items.

**Student experience by location**

There were substantial differences in the educational experience of international students located on-shore and international students required to study off-shore in 2020 and 2021 due to restrictions on international travel, as shown by Table 4. International students located in Australia rated the Quality of entire educational experience more highly than international students who studied off-shore in both 2020 and 2021, by 3 percentage points and 4 percentage points respectively. Differences in the student experience between these two groups of students was most keenly felt in the area of Learner Engagement, with 55 per cent of international on-shore students rating this aspect positively in 2021 compared with 37 per cent of international students who were studying off-shore, a gap of 18 percentage points. Furthermore, international student ratings of Learner Engagement increased from 2020 to 2021 for those located on-shore but declined further for those located off-shore. International on-shore students also rated Learning Resources higher, 76 per cent compared with 70 per cent for off-shore students, Skills Development, 79 per cent compared with 75 per cent for off-shore students, Student Support, 71 per cent compared with 70 per cent for off-shore students, and the Quality of entire educational experience, 69 per cent compared with 65 per cent for off-shore students. However, ratings of Teaching Quality were higher for international students located overseas at 77 per cent compared to those who reported that they were located in Australia, 76 per cent.

**Table 4 International undergraduate student experience by location, 2020-2021 (% positive rating)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Skills Development** | **Skills Development** | **Learner Engagement** | **Learner Engagement** | **Teaching Quality** | **Teaching Quality** | **Student Support** | **Student Support** | **Learning Resources** | **Learning Resources** | **Quality of entire educational experience** | **Quality of entire educational experience** |
|  | **2020** | **2021** | **2020** | **2021** | **2020** | **2021** | **2020** | **2021** | **2020** | **2021** | **2020** | **2021** |
| International students located on-shore | 76 | 79 | 50 | 55 | 75 | 76 | 71 | 71 | 72 | 76 | 64 | 69 |
| International students located off-shore | 73 | 75 | 42 | 37 | 73 | 77 | 67 | 70 | 72 | 70 | 61 | 65 |

## The international student experience by source country

Table 5 shows that international undergraduates’ education experience has changed from 2019 to 2021 for the top five student source countries, most likely as a result of changes in teaching and learning arrangements in response to the COVID-19 pandemic. As noted earlier, in general the largest changes in student ratings among international students were in Learner Engagement, Learning Resources and the Quality of entire educational experience, and this was also the case among the top five student source countries.

For example, between 2019 and 2021 student ratings of Learner Engagement declined most among Chinese students by 14 percentage points in 2020 and then increased by 6 percentage points to 44 per cent in 2021. There was little difference in ratings of Learner Engagement for Chinese students living in Australia and those living overseas at the time of the survey. On the other hand, Malaysian student ratings of Learner Engagement declined by 13 percentage points in 2020 and decreased further in 2021 to 40 per cent, however there was a large difference in positive ratings of Learner Engagement for Malaysian students living in Australia, 48 per cent, compared to those living overseas in 2021, 31 per cent. This pattern can also be seen for Indian students located in Australia of whom 68 per cent rated Learner Engagement positively in 2021, compared with 37 per cent of Indian students located overseas.

Student ratings of Learning Resources declined most among Chinese students by 16 percentage points in 2020 but increased by 5 percentage points in 2021 to 77 per cent. Malaysian student ratings of Learning Resources declined by 11 percentage points between 2019 and 2020, but only increased by 2 percentage points in 2021 to 70 per cent. Malaysian students located in Australia rated this higher at 71 per cent compared with those located overseas at 65 per cent.

Student ratings of the Quality of entire educational experience declined most among Chinese students by 17 percentage points from 2019 to 2020 but increased by 8 percentage points to 67 per cent in 2021. Malaysian student ratings of the Quality of entire educational experience declined by 16 percentage points from 2019 to 2020 but only increased by 2 percentage points to 59 per cent which was the lowest score across the top 5 source countries and 8 percentage points lower than the result for all international students.

Table 5 International undergraduate student education experience by source country, 2019-2021 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | SD 2021 | LE 2019 | LE 2020 | **LE 2021** | **TQ 2019** | **TQ 2020** | **TQ 2021** | **SS 2019** | **SS 2020** | **SS 2021** | **LR 2019** | **LR 2020** | **LR 2021** | **OE 2019** | **OE 2020** | **OE 2021** |
| China | 74 | 68 | 71 | 52 | 38 | 44 | 76 | 68 | 73 | 70 | 63 | 67 | 88 | 72 | 77 | 76 | 59 | 67 |
| India | 86 | 85 | 82 | 71 | 62 | 56 | 82 | 81 | 79 | 82 | 81 | 79 | 84 | 78 | 76 | 79 | 72 | 71 |
| Nepal | 82 | 79 | 82 | 67 | 59 | 60 | 82 | 78 | 78 | 78 | 75 | 74 | 79 | 69 | 72 | 76 | 65 | 69 |
| Vietnam | 79 | 76 | 76 | 59 | 48 | 49 | 80 | 75 | 77 | 73 | 70 | 69 | 80 | 70 | 73 | 73 | 61 | 66 |
| Malaysia | 80 | 75 | 77 | 57 | 44 | 40 | 77 | 71 | 74 | 72 | 67 | 67 | 79 | 68 | 70 | 73 | 57 | 59 |
| **Total international** | 80 | 76 | 77 | 59 | 49 | 48 | 78 | 74 | 76 | 73 | 71 | 71 | 83 | 72 | 74 | 75 | 63 | 67 |

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

## The international student experience by study area

The student experience for international students disaggregated by study area is shown in Table 20, covering the period 2019 to 2021. Note there are a relatively small number of survey responses for international students in some study areas, as shown by Table 29, and caution should be exercised in interpreting changes in student ratings for smaller study areas.

Most study areas follow the pattern of the overall results of a decline in ratings of student experience in 2020 with a modest increase in 2021, but not returning to levels seen prior to the COVID-19 pandemic. Nonetheless, there was some variation to this pattern at the study area level. Student ratings for Pharmacy in 2021 were equal to or higher than those recorded in 2019 for four of the five focus areas and the same is true for Teacher education in two focus areas and the Quality of entire educational experience. On the other hand, Psychology and Dentistry saw further declines in ratings between 2020 and 2021 across all five focus areas, with Health services and support and Rehabilitation seeing declines in the five focus areas and also the Quality of entire educational experience.

As noted previously, ratings of Learner Engagement, Learning Resources and the Quality of entire educational experience have been most affected by the pandemic, so it is worth examining the details of these results by study area.

Some study areas saw modest gains in the Learner Engagement focus area between 2020 and 2021, including Social work and Pharmacy, both up by five percentage points, with Architecture and built environment and Teacher education, both up by four percentage points. Most study areas, however, experienced additional declines in ratings for this focus area in 2021. Notable falls were recorded for Veterinary sciences, down by 21 percentage points, Medicine, down seven percentage points, Rehabilitation, 17 percentage points, and Dentistry, 15 percentage points.

For Learning Resources, most study areas recorded improvements in 2021, but only Pharmacy has recovered to levels recorded in 2019. Most study areas remain well below pre-pandemic levels, with the largest declines from 2019 to 2021 recorded for Dentistry, with a drop of 22 percentage points. Ratings for both Rehabilitation and Engineering declined 13 percentage points over the same period, while ratings for Science and mathematics, Health services and support and Social work, were all 12 percentage points lower in 2021 than in 2019.

Results for the Quality of entire educational experience are similar to Learning Resources, in that most study areas improved in 2021 but remained below 2019 levels. The exception is Teacher education which is now steady from 2019. There were nonetheless notable improvements in 2021, including for Veterinary science, up 17 percentage points from 2020, Medicine, up 12 percentage points, and Architecture and built environment, up ten percentage points. Study areas for which results remain notably lower than pre-pandemic levels include Rehabilitation, down 16 percentage points between 2019 and 2020, Science and mathematics, down 13 percentage points, and Health services and support and Dentistry, both down 12 percentage points.

Table 6 International undergraduate student education experience by study area, 2019-2021 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SD 2019** | **SD 2020** | **SD 2021** | **LE 2019** | **LE 2020** | **LE 2021** | **TQ 2019** | **TQ 2020** | **TQ 2021** | **SS 2019** | **SS 2020** | **SS 2021** | **LR 2019** | **LR 2020** | **LR 2021** | **OE 2019** | **OE 2020** | **OE 2021** |
| Science and mathematics | 79 | 71 | 74 | 55 | 40 | 39 | 80 | 73 | 76 | 73 | 68 | 67 | 87 | 73 | 75 | 77 | 60 | 64 |
| Computing and information systems | 77 | 73 | 74 | 61 | 52 | 51 | 76 | 71 | 74 | 74 | 70 | 71 | 80 | 68 | 69 | 73 | 62 | 66 |
| Engineering | 78 | 74 | 76 | 62 | 48 | 49 | 75 | 69 | 72 | 72 | 68 | 70 | 85 | 69 | 72 | 72 | 59 | 63 |
| Architecture and built environment | 77 | 72 | 74 | 57 | 42 | 46 | 76 | 69 | 74 | 66 | 60 | 64 | 81 | 64 | 71 | 72 | 54 | 64 |
| Agriculture and environmental studies | 84 | 74 | 76 | 61 | 47 | 46 | 80 | 71 | 76 | 75 | 71 | 70 | 86 | 78 | 79 | 77 | 65 | 72 |
| Health services and support | 82 | 80 | 75 | 62 | 48 | 44 | 82 | 79 | 77 | 76 | 74 | 72 | 86 | 76 | 74 | 77 | 67 | 65 |
| Medicine | 87 | 86 | 85 | 72 | 61 | 43 | 75 | 69 | 76 | 77 | 78 | 73 | 78 | 72 | 68 | 69 | 53 | 65 |
| Nursing | 87 | 81 | 83 | 65 | 53 | 55 | 80 | 75 | 75 | 79 | 76 | 74 | 86 | 76 | 78 | 74 | 63 | 67 |
| Pharmacy | 83 | 77 | 85 | 60 | 46 | 51 | 76 | 74 | 83 | 71 | 72 | 79 | 83 | 74 | 83 | 74 | 65 | 71 |
| Dentistry | 89 | 80 | 71 | 58 | 56 | 41 | 74 | 71 | 65 | 68 | 60 | 49 | 75 | 69 | 53 | 67 | 46 | 55 |
| Veterinary science | 80 | 74 | 77 | 56 | 52 | 31 | 79 | 74 | 76 | 71 | 67 | 67 | 82 | 70 | 80 | 77 | 52 | 69 |
| Rehabilitation | 84 | 81 | 78 | 55 | 50 | 33 | 80 | 79 | 74 | 73 | 71 | 58 | 80 | 76 | 67 | 76 | 61 | 60 |
| Teacher education | 85 | 81 | 84 | 57 | 53 | 57 | 82 | 78 | 79 | 72 | 73 | 74 | 78 | 69 | 70 | 72 | 66 | 72 |
| Business and management | 78 | 75 | 76 | 58 | 48 | 48 | 78 | 74 | 76 | 73 | 71 | 72 | 82 | 72 | 75 | 77 | 65 | 69 |
| Humanities, culture and social sciences | 81 | 76 | 76 | 54 | 43 | 40 | 84 | 77 | 78 | 72 | 71 | 65 | 87 | 76 | 77 | 77 | 66 | 68 |
| Social work | 89 | 84 | 89 | 72 | 61 | 66 | 88 | 85 | 85 | 78 | 75 | 77 | 82 | 67 | 70 | 82 | 71 | 75 |
| Psychology | 84 | 79 | 77 | 51 | 39 | 37 | 82 | 80 | 78 | 75 | 72 | 69 | 85 | 78 | 74 | 77 | 67 | 70 |
| Law and paralegal studies | 80 | 78 | 82 | 52 | 43 | 40 | 80 | 77 | 78 | 69 | 68 | 68 | 81 | 75 | 75 | 74 | 64 | 63 |
| Creative arts | 80 | 73 | 74 | 60 | 47 | 46 | 80 | 76 | 78 | 71 | 65 | 68 | 80 | 67 | 73 | 76 | 60 | 66 |
| Communications | 79 | 78 | 76 | 61 | 49 | 44 | 81 | 76 | 78 | 74 | 70 | 66 | 90 | 72 | 79 | 78 | 62 | 69 |
| Tourism, hospitality, personal services, sport and recreation | 83 | 87 | 77 | 66 | 54 | 53 | 82 | 86 | 84 | 79 | 78 | 83 | 83 | 83 | 81 | 79 | 78 | 78 |
| **Total** | **80** | **76** | **77** | **59** | **49** | **48** | **78** | **74** | **76** | **73** | **71** | **71** | **83** | **72** | **74** | **75** | **63** | **67** |

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

## The international student experience by institution

Ratings of teaching and learning experience for international students disaggregated by institution are shown Table 7 for universities and Table 8 for NUHEIs. 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 institutions, it cannot be inferred that there is a significant difference or not in the change in student ratings in a statistical sense.

Results from institutions with small numbers of international students should be treated with caution. Refer to Table 32 and Table 33 for a breakdown of domestic and international undergraduate student populations for each institution.

**Universities**

The ongoing impact of the COVID-19 pandemic on the experience of international students is apparent at the institution level. While most universities’ ratings for the Quality of entire educational experience improved from 2020 to 2021, 10 institutions experienced further declines.

The universities with the highest positive ratings of the Quality of entire educational experience in 2021 were the University of Notre Dame, 97 per cent, Avondale University, 89 per cent, Edith Cowan University, 79 per cent, Bond University, 77 per cent, Southern Cross University, 74 per cent and Australian Catholic University and the University of Southern Queensland with 72 per cent.

Institutions which experienced the largest decline in ratings of the Quality of entire educational experience from 2019 to 2021 were the University of Melbourne, James Cook University, The Australian National University and the University of Western Australia.

The pattern of decline in ratings for these universities were different. For example, The University of Melbourne declined by 31 percentage points in 2020 but increased by 12 percentage points in 2021, resulting in a 19 percentage points decline overall. Similarly, The Australian National University experienced an 18 percentage point decrease in 2020 but a 4 percentage point increase in 2021, a decline of 14 percentage points overall. On the other hand, James Cook University’s rating of the Quality of entire educational experience fell by 11 percentage points from 2019 to 2020 and saw a further decline of 7 percentage points in 2021, a total decline of 18 percentage points. Likewise, the University of Western Australia’s rating of the Quality of entire educational experience fell by 13 percentage points from 2019 to 2020 and a further 1 percentage point from 2020 to 2021.

Institution ratings for Learner Engagement were varied in 2021 with changes from 2020 ranging from a decrease of 16 percentage points to an increase of 10 percentage points. No institution recorded an increase in the Learner Engagement focus area score in 2021 compared with 2019, all decreasing over the two years by between 5 and 26 percentage points.

For Learning Resources, 24 institutions saw an increase in Learning Resources scores between 2020 and 2021, with the highest increase for Monash University of 12 percentage points. Nonetheless, only three institutions recorded higher student ratings in 2021 than in 2019.

Table 7 International undergraduate student experience by university, 2020-2021 (% positive rating, with 90% confidence intervals)\*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Skills Development 2020** | **Skills Development 2021** | **Learner Engagement 2020** | **Learner Engagement 2021** | **Teaching Quality 2020** | **Teaching Quality 2021** | **Student Support 2020** | **Student Support 2021** | **Learning Resources 2020** | **Learning Resources 2021** | **Quality of entire educational experience 2020** | **Quality of entire educational experience 2021** |
| Australian Catholic University | 82.5 (81.0, 83.8) | 86.6 (85.2, 87.8) | 57.9 (56.2, 59.6) | 61.4 (59.6, 63.1) | 78.1 (76.5, 79.5) | 79.5 (77.9, 80.9) | 78.4 (76.8, 79.9) | 79.6 (77.9, 81.1) | 78.5 (76.9, 80.0) | 83.0 (81.4, 84.3) | 63.9 (62.2, 65.5) | 72.0 (70.3, 73.6) |
| Avondale University\* | 90.5 (84.8, 92.8) | 96.3 (86.6, 97.6) | 73.4 (67.0, 78.0) | 66.7 (55.4, 74.9) | 85.9 (80.0, 89.0) | 88.9 (78.1, 92.6) | 87.1 (81.0, 90.1) | 88.9 (78.1, 92.6) | 85.7 (79.6, 88.9) | 84.6 (73.1, 89.6) | 73.4 (67.0, 78.0) | 88.9 (78.1, 92.6) |
| Bond University | 84.9 (79.7, 88.5) | 83.5 (76.6, 88.3) | 61.2 (55.1, 66.7) | 57.3 (49.6, 64.5) | 80.0 (74.5, 84.2) | 82.5 (75.5, 87.4) | 83.2 (77.6, 87.2) | 88.0 (81.2, 92.1) | 86.8 (81.3, 90.4) | 86.9 (78.9, 91.8) | 78.5 (73.0, 82.8) | 76.5 (69.2, 82.2) |
| Central Queensland University | 77.2 (72.1, 81.3) | 76.5 (70.4, 81.2) | 46.5 (41.2, 51.8) | 51.5 (45.3, 57.6) | 79.9 (75.1, 83.6) | 81.0 (75.3, 85.1) | 72.2 (66.8, 76.8) | 80.9 (74.8, 85.2) | 74.8 (69.2, 79.4) | 77.9 (71.2, 82.9) | 65.2 (59.9, 69.9) | 70.3 (64.1, 75.4) |
| Charles Darwin University | 83.2 (79.2, 86.2) | 79.1 (75.0, 82.4) | 55.3 (50.8, 59.7) | 53.5 (49.1, 57.8) | 74.5 (70.2, 78.2) | 77.3 (73.2, 80.6) | 73.2 (68.7, 77.1) | 74.0 (69.7, 77.7) | 81.8 (77.6, 85.0) | 78.8 (74.4, 82.3) | 66.5 (62.1, 70.5) | 68.4 (64.1, 72.2) |
| Charles Sturt University | 74.6 (68.9, 79.3) | 74.8 (68.5, 79.8) | 51.8 (46.1, 57.4) | 44.2 (38.0, 50.7) | 70.1 (64.4, 75.1) | 69.5 (63.2, 74.9) | 66.9 (60.9, 72.3) | 68.7 (62.0, 74.4) | 70.5 (64.3, 75.7) | 68.5 (61.3, 74.7) | 64.0 (58.3, 69.2) | 65.7 (59.3, 71.4) |
| Curtin University | 78.0 (75.8, 80.0) | 75.8 (73.1, 78.3) | 48.4 (46.0, 50.8) | 42.8 (39.9, 45.7) | 73.5 (71.2, 75.6) | 73.5 (70.7, 76.0) | 70.4 (67.9, 72.8) | 64.0 (60.9, 67.0) | 79.8 (77.6, 81.8) | 72.5 (69.3, 75.4) | 64.8 (62.4, 67.0) | 62.7 (59.8, 65.5) |
| Deakin University | 78.8 (77.4, 80.2) | 79.1 (77.0, 80.9) | 46.0 (44.4, 47.6) | 46.6 (44.3, 49.0) | 74.5 (73.0, 75.9) | 79.2 (77.2, 81.0) | 75.2 (73.6, 76.7) | 74.4 (72.1, 76.5) | 76.1 (74.4, 77.6) | 79.8 (77.6, 81.8) | 65.1 (63.5, 66.6) | 70.2 (68.0, 72.3) |
| Edith Cowan University | 88.4 (86.2, 90.1) | 87.8 (85.1, 89.9) | 61.7 (58.8, 64.5) | 57.4 (53.9, 60.8) | 86.6 (84.3, 88.4) | 81.1 (78.1, 83.6) | 83.7 (81.3, 85.8) | 79.3 (76.0, 82.1) | 90.3 (88.3, 91.9) | 90.0 (87.4, 92.0) | 79.0 (76.5, 81.2) | 78.6 (75.5, 81.2) |
| Federation University Australia | 80.5 (78.3, 82.5) | 77.6 (74.7, 80.2) | 58.8 (56.4, 61.2) | 54.4 (51.3, 57.4) | 76.6 (74.4, 78.6) | 77.1 (74.3, 79.6) | 77.4 (75.0, 79.5) | 74.6 (71.5, 77.3) | 70.0 (67.5, 72.4) | 65.6 (62.2, 68.8) | 67.8 (65.4, 70.1) | 66.0 (63.0, 68.9) |
| Flinders University | 76.2 (74.1, 78.0) | 83.1 (80.4, 85.3) | 56.8 (54.6, 58.9) | 57.6 (54.5, 60.7) | 73.0 (71.0, 74.8) | 74.4 (71.4, 77.0) | 77.5 (75.5, 79.3) | 74.9 (71.7, 77.6) | 76.0 (73.9, 77.8) | 79.2 (76.0, 81.8) | 62.7 (60.6, 64.7) | 70.9 (67.9, 73.6) |
| Griffith University | 77.9 (75.8, 79.8) | 75.0 (72.5, 77.3) | 46.4 (44.1, 48.7) | 44.1 (41.5, 46.8) | 77.8 (75.8, 79.6) | 75.8 (73.4, 78.0) | 77.7 (75.5, 79.7) | 69.1 (66.4, 71.7) | 76.9 (74.7, 78.9) | 77.5 (74.7, 79.9) | 68.2 (66.0, 70.3) | 69.6 (67.0, 72.0) |
| James Cook University | 80.1 (76.0, 83.4) | 82.1 (75.6, 86.7) | 61.4 (56.9, 65.6) | 67.4 (60.3, 73.5) | 78.9 (74.8, 82.2) | 77.6 (70.8, 82.7) | 82.9 (78.9, 86.0) | 70.1 (62.5, 76.4) | 83.5 (79.5, 86.6) | 73.1 (65.6, 79.0) | 71.1 (66.7, 74.8) | 64.0 (56.8, 70.2) |
| La Trobe University | 70.9 (67.9, 73.7) | 71.1 (67.6, 74.3) | 43.4 (40.4, 46.5) | 42.3 (38.8, 45.9) | 67.9 (64.8, 70.7) | 75.7 (72.4, 78.6) | 65.1 (61.8, 68.2) | 71.4 (67.7, 74.7) | 68.6 (65.2, 71.8) | 72.3 (68.4, 75.8) | 61.1 (58.0, 64.1) | 63.9 (60.4, 67.3) |
| Macquarie University | 76.0 (74.1, 77.8) | 76.2 (74.2, 78.0) | 46.2 (44.2, 48.3) | 45.4 (43.3, 47.6) | 74.1 (72.1, 75.9) | 78.6 (76.7, 80.3) | 68.2 (66.0, 70.2) | 68.5 (66.4, 70.6) | 76.1 (74.1, 78.0) | 78.9 (76.7, 80.9) | 66.1 (64.0, 68.0) | 68.4 (66.4, 70.4) |
| Monash University | 66.6 (65.4, 67.9) | 73.3 (72.0, 74.5) | 32.4 (31.2, 33.6) | 42.8 (41.5, 44.1) | 63.7 (62.5, 65.0) | 71.3 (70.1, 72.6) | 60.7 (59.3, 62.1) | 66.3 (64.9, 67.7) | 60.4 (58.9, 61.9) | 72.6 (71.1, 74.0) | 50.6 (49.3, 51.9) | 61.8 (60.5, 63.1) |
| Murdoch University | 81.8 (78.7, 84.4) | 78.2 (73.8, 81.9) | 56.5 (52.9, 59.9) | 40.5 (35.9, 45.3) | 81.4 (78.3, 83.9) | 76.4 (71.9, 80.1) | 75.6 (72.0, 78.6) | 67.9 (62.9, 72.4) | 80.3 (77.0, 83.1) | 85.9 (81.4, 89.3) | 67.6 (64.2, 70.8) | 64.4 (59.6, 68.8) |
| Queensland University of Technology | 74.9 (73.1, 76.7) | 76.2 (74.3, 78.0) | 43.8 (41.9, 45.8) | 46.9 (44.8, 49.0) | 68.9 (67.0, 70.7) | 72.1 (70.1, 74.0) | 65.6 (63.4, 67.6) | 66.9 (64.7, 69.0) | 76.7 (74.8, 78.4) | 78.5 (76.4, 80.4) | 58.9 (56.9, 60.8) | 64.3 (62.2, 66.3) |
| RMIT University | 75.0 (73.4, 76.5) | 76.3 (74.0, 78.5) | 46.0 (44.3, 47.7) | 43.4 (40.9, 46.0) | 72.1 (70.4, 73.6) | 75.5 (73.2, 77.7) | 62.3 (60.4, 64.1) | 64.1 (61.4, 66.8) | 64.5 (62.5, 66.4) | 73.8 (71.1, 76.4) | 55.8 (54.1, 57.5) | 64.9 (62.4, 67.3) |
| Southern Cross University | 84.1 (79.8, 87.2) | 82.6 (78.5, 85.9) | 44.8 (40.0, 49.8) | 43.3 (38.7, 48.0) | 87.6 (83.6, 90.3) | 79.7 (75.5, 83.2) | 82.2 (77.6, 85.6) | 79.4 (74.9, 83.1) | 77.9 (72.8, 82.0) | 79.3 (74.6, 83.1) | 75.5 (70.8, 79.3) | 74.0 (69.5, 77.8) |
| Swinburne University of Technology | 75.5 (73.2, 77.5) | 76.6 (74.2, 78.8) | 48.2 (45.7, 50.7) | 43.5 (41.0, 46.2) | 69.4 (67.0, 71.7) | 75.9 (73.5, 78.0) | 69.8 (67.3, 72.2) | 69.0 (66.3, 71.5) | 61.7 (58.8, 64.5) | 67.5 (64.4, 70.5) | 61.2 (58.7, 63.6) | 63.3 (60.7, 65.8) |
| The Australian National University | 70.7 (68.0, 73.1) | 74.3 (70.8, 77.5) | 35.4 (32.9, 38.0) | 35.5 (32.1, 39.2) | 70.4 (67.8, 72.8) | 70.9 (67.3, 74.2) | 60.9 (57.9, 63.8) | 65.5 (61.5, 69.3) | 69.0 (66.1, 71.8) | 67.4 (62.9, 71.6) | 57.0 (54.4, 59.7) | 61.1 (57.3, 64.6) |
| The University of Adelaide | 74.8 (72.7, 76.8) | 74.9 (72.3, 77.2) | 47.1 (44.9, 49.4) | 41.8 (39.2, 44.5) | 73.0 (70.9, 74.9) | 73.5 (71.0, 75.8) | 71.6 (69.3, 73.8) | 69.4 (66.6, 72.0) | 75.5 (73.2, 77.5) | 73.6 (70.6, 76.3) | 63.0 (60.8, 65.1) | 64.9 (62.3, 67.4) |
| The University of Melbourne | 64.4 (62.2, 66.6) | 67.5 (65.1, 69.7) | 26.1 (24.2, 28.1) | 31.1 (28.9, 33.4) | 62.1 (59.9, 64.3) | 70.5 (68.2, 72.7) | 58.7 (56.2, 61.1) | 55.2 (52.6, 57.8) | 54.2 (51.7, 56.8) | 63.0 (60.1, 65.8) | 41.4 (39.3, 43.7) | 53.7 (51.2, 56.0) |
| The University of Notre Dame Australia | 81.5 (71.2, 86.0) | 87.1 (77.4, 90.8) | 74.1 (63.8, 80.0) | 67.7 (57.7, 74.9) | 81.5 (71.2, 86.0) | 93.5 (84.6, 95.5) | 84.6 (74.0, 88.7) | 93.1 (83.4, 95.5) | 96.0 (86.0, 97.1) | 75.9 (65.0, 82.3) | 77.8 (67.5, 83.0) | 96.8 (88.4, 97.7) |
| The University of Queensland | 73.7 (71.6, 75.6) | 73.8 (71.9, 75.7) | 38.5 (36.5, 40.7) | 33.4 (31.4, 35.4) | 71.1 (69.0, 73.1) | 77.4 (75.5, 79.1) | 67.4 (65.1, 69.6) | 66.6 (64.4, 68.8) | 77.3 (75.2, 79.2) | 76.0 (73.7, 78.1) | 59.9 (57.8, 62.0) | 66.2 (64.1, 68.1) |
| The University of South Australia | 77.7 (75.8, 79.4) | 77.0 (75.0, 78.8) | 51.7 (49.7, 53.7) | 49.9 (47.7, 52.1) | 77.1 (75.3, 78.8) | 73.8 (71.8, 75.7) | 75.3 (73.2, 77.2) | 74.4 (72.2, 76.4) | 81.7 (79.9, 83.3) | 82.7 (80.7, 84.4) | 66.9 (64.9, 68.7) | 71.0 (68.9, 72.9) |
| The University of Sydney | 69.9 (68.0, 71.7) | 71.7 (69.3, 74.0) | 37.6 (35.7, 39.6) | 39.8 (37.4, 42.3) | 68.5 (66.5, 70.3) | 68.7 (66.2, 71.0) | 55.4 (53.2, 57.6) | 56.0 (53.2, 58.8) | 70.7 (68.6, 72.7) | 74.3 (71.7, 76.7) | 55.0 (53.0, 57.0) | 60.1 (57.6, 62.6) |
| The University of Western Australia | 73.1 (68.2, 77.3) | 76.7 (73.1, 79.8) | 52.0 (47.0, 56.9) | 45.8 (42.0, 49.7) | 78.4 (73.8, 82.2) | 78.8 (75.4, 81.8) | 72.7 (67.7, 77.1) | 71.6 (67.6, 75.1) | 79.5 (75.0, 83.4) | 75.6 (71.3, 79.4) | 66.5 (61.6, 71.0) | 65.3 (61.5, 68.9) |
| Torrens University | 79.0 (77.2, 80.7) | 79.7 (77.7, 81.4) | 47.0 (45.0, 49.1) | 47.8 (45.6, 50.0) | 76.0 (74.1, 77.7) | 78.2 (76.2, 80.0) | 68.0 (65.9, 70.1) | 71.6 (69.4, 73.6) | 64.1 (61.7, 66.3) | 69.1 (66.5, 71.6) | 64.8 (62.7, 66.7) | 69.6 (67.5, 71.5) |
| University of Canberra | 74.5 (71.3, 77.3) | 77.4 (73.9, 80.3) | 47.3 (44.0, 50.6) | 52.6 (49.0, 56.1) | 75.7 (72.6, 78.4) | 74.9 (71.4, 77.9) | 71.6 (68.2, 74.6) | 72.4 (68.7, 75.8) | 78.5 (75.4, 81.3) | 77.5 (74.0, 80.6) | 60.9 (57.6, 64.1) | 67.8 (64.3, 71.0) |
| University of Divinity | 91.2 (82.6, 93.6) | n/a | 63.6 (54.1, 71.1) | n/a | 94.1 (86.0, 95.8) | n/a | 96.8 (88.2, 97.8) | n/a | 83.3 (72.8, 88.3) | n/a | 85.3 (76.3, 89.1) | n/a |
| University of New England | n/a | 76.9 (63.2, 85.6) | n/a | 46.2 (33.7, 59.3) | n/a | 69.2 (55.4, 79.5) | n/a | 68.0 (53.8, 78.7) | n/a | n/a | n/a | 53.8 (40.7, 66.3) |
| University of New South Wales | 70.5 (68.8, 72.1) | 74.8 (73.3, 76.2) | 41.3 (39.6, 43.0) | 42.5 (40.9, 44.1) | 70.0 (68.3, 71.6) | 76.4 (74.9, 77.7) | 64.4 (62.5, 66.2) | 69.6 (67.9, 71.2) | 71.5 (69.7, 73.3) | 73.2 (71.5, 74.9) | 56.9 (55.1, 58.6) | 66.5 (64.9, 68.0) |
| University of Newcastle | 72.6 (68.8, 76.0) | 74.1 (70.5, 77.3) | 42.8 (39.0, 46.8) | 39.8 (36.2, 43.6) | 66.8 (62.9, 70.4) | 69.7 (66.0, 73.0) | 70.9 (66.8, 74.6) | 65.9 (62.0, 69.5) | 77.6 (73.8, 80.9) | 73.0 (69.0, 76.6) | 60.1 (56.1, 63.8) | 60.8 (57.0, 64.3) |
| University of Southern Queensland | 80.4 (76.6, 83.4) | 85.2 (81.2, 88.2) | 49.8 (45.8, 53.8) | 36.5 (32.3, 41.1) | 79.0 (75.2, 82.0) | 75.7 (71.2, 79.4) | 80.8 (76.9, 83.9) | 76.5 (71.8, 80.3) | 73.6 (69.4, 77.2) | 79.1 (74.5, 82.9) | 70.1 (66.2, 73.6) | 72.0 (67.6, 75.7) |
| University of Tasmania | 73.0 (70.2, 75.6) | 73.4 (69.7, 76.6) | 43.6 (40.7, 46.5) | 51.6 (47.7, 55.3) | 73.1 (70.3, 75.6) | 71.0 (67.3, 74.3) | 72.5 (69.5, 75.3) | 65.3 (61.1, 69.0) | 69.6 (66.4, 72.6) | 73.1 (68.9, 76.8) | 62.9 (59.9, 65.7) | 67.0 (63.3, 70.4) |
| University of Technology Sydney | 68.7 (66.4, 70.9) | 71.2 (69.1, 73.2) | 42.9 (40.6, 45.3) | 45.4 (43.1, 47.6) | 61.8 (59.4, 64.1) | 67.6 (65.4, 69.7) | 60.4 (57.8, 62.8) | 61.3 (59.0, 63.6) | 67.2 (64.7, 69.5) | 72.2 (69.8, 74.3) | 55.9 (53.5, 58.2) | 63.0 (60.8, 65.1) |
| University of the Sunshine Coast | 75.6 (72.9, 77.8) | 80.8 (77.2, 83.6) | 48.9 (46.3, 51.7) | 52.5 (48.6, 56.3) | 73.6 (70.9, 75.9) | 73.9 (70.1, 77.0) | 74.8 (71.9, 77.3) | 76.9 (72.9, 80.2) | 72.9 (70.0, 75.3) | 79.4 (75.7, 82.4) | 65.0 (62.3, 67.5) | 63.6 (59.7, 67.2) |
| University of Wollongong | 74.3 (71.7, 76.6) | 76.4 (72.8, 79.4) | 49.4 (46.7, 52.1) | 42.9 (39.3, 46.7) | 73.2 (70.7, 75.5) | 80.0 (76.7, 82.8) | 74.0 (71.3, 76.4) | 73.9 (70.1, 77.3) | 72.9 (70.0, 75.4) | 74.8 (70.7, 78.4) | 62.5 (59.8, 65.0) | 69.2 (65.6, 72.5) |
| Victoria University | 82.8 (80.8, 84.7) | 76.8 (74.2, 79.2) | 62.1 (59.6, 64.5) | 56.3 (53.4, 59.1) | 80.2 (78.1, 82.1) | 74.1 (71.4, 76.6) | 72.5 (70.0, 74.8) | 68.0 (65.0, 70.8) | 68.9 (66.2, 71.4) | 66.1 (62.9, 69.1) | 69.4 (67.1, 71.7) | 69.7 (66.9, 72.2) |
| Western Sydney University | 78.7 (76.4, 80.6) | 79.6 (77.5, 81.5) | 51.4 (48.9, 53.8) | 49.2 (46.8, 51.6) | 75.3 (73.1, 77.4) | 74.7 (72.4, 76.7) | 75.8 (73.5, 78.0) | 72.1 (69.7, 74.3) | 74.3 (71.9, 76.5) | 73.0 (70.6, 75.3) | 65.1 (62.7, 67.4) | 64.1 (61.7, 66.3) |
| All Universities | 74.8 (74.4, 75.1) | 76.1 (75.7, 76.5) | 45.4 (45.0, 45.8) | 45.2 (44.8, 45.7) | 72.1 (71.8, 72.5) | 74.7 (74.3, 75.1) | 69.0 (68.6, 69.4) | 68.8 (68.4, 69.3) | 72.0 (71.6, 72.4) | 74.8 (74.3, 75.2) | 60.8 (60.4, 61.2) | 65.7 (65.3, 66.2) |

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

\* Prior to 2021, Avondale University participated in the SES as a non-university higher education institution (NUHEI)

**Non-university higher education institutions (NUHEIs)**

Since the number of international students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data for NUHEIs shown in this report use pooled data for two survey years, the same as shown on the QILT website, and results based on fewer than 25 survey responses have not been published. As a result of pooling data, results for NUHEIs are not directly comparable with those presented for universities in **Error! Reference source not found.** and Table 7. Pooled estimates for the 2018 SES and 2019 SES compared with the 2020 and 2021 SES also have the effect of diluting any impact on student ratings due to the ongoing impact of COVID-19 that was seen across the sector in 2020 and the subsequent improvement in results seen in 2021. Nevertheless, Table 8 shows the change in international student ratings between pooled estimates for the 2018 and 2019 SES and pooled estimates for the 2020 and 2021 SES.

International student ratings for NUHEIs mostly declined from 2018-19 to 2020-21. Only 5 institutions improved student ratings of the Quality of entire educational experience between the two periods, including SP Jain School of Management, which increased by 23 percentage points. NUHEIs with the largest decline in ratings of the Quality of entire educational experience included The JMC Academy, which declined by 23 percentage points, Endeavour College of Natural Health, which declined by 22 percentage points, Eynesbury College, which declined by 20 percentage points and ACAP and NCPS which declined by 19 percentage points.

There were 4 NUHEIs with positive ratings for the Quality of entire educational greater than 90 per cent which included Sheridan College, Leaders Institute, Australian College of Theology Limited and Alphacrucis College.

As seen in Table 8, similar trends were seen in the shift in ratings for Learner Engagement and Learning Resources, with a small number of institutions improving ratings from 2018-19 to 2020-21, while the majority declined. Leaders Institute had the highest rating of Learner Engagement, with 96 per cent of respondents ratings this positively. Sheridan College and Leaders Institute had the highest positive ratings of Learning Resources, with 100 per cent and 99 per cent, respectively.

Table 8 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-19 and 2020-21 (% positive rating, with 90% confidence intervals)

|  | **Skills Development ’18-19** | **Skills Development ’20-21** | **Learner Engagement ’18-19** | **Learner Engagement ’20-21** | **Teaching Quality ’18-19** | **Teaching Quality ’20-21** | **Student Support ’18-19** | **Student Support ’20-21** | **Learning Resources ’18-19** | **Learning Resources ’20-21** | **Quality of entire educational experience ’18-19** | **Quality of entire educational experience ’20-21** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited |  | 74.5 (70.0, 78.5) |  | 43.8 (39.3, 48.5) |  | 72.8 (68.3, 76.7) |  | 62.4 (57.5, 67.0) |  | 66.0 (60.9, 70.6) |  | 64.7 (60.1, 68.9) |
| Academy of Information Technology | 74.5 (69.6, 78.6) | 61.8 (57.3, 66.0) | 59.5 (54.4, 64.3) | 33.3 (29.4, 37.7) | 72.4 (67.5, 76.6) | 59.3 (54.9, 63.5) | 67.1 (61.8, 71.9) | 56.3 (51.7, 60.7) | 61.9 (56.5, 66.9) | 50.3 (45.2, 55.3) | 64.6 (59.5, 69.1) | 51.9 (47.5, 56.3) |
| ACAP and NCPS | 87.3 (80.9, 90.6) | 73.9 (69.0, 78.0) | 57.8 (50.8, 64.2) | 55.9 (50.9, 60.6) | 81.3 (74.5, 85.4) | 72.9 (68.1, 76.9) | 76.3 (68.7, 81.5) | 66.4 (61.0, 71.1) | 80.3 (73.2, 84.9) | 73.6 (68.2, 78.0) | 81.3 (74.5, 85.4) | 62.1 (57.1, 66.6) |
| Alphacrucis College | 90.7 (85.3, 94.0) | 87.7 (83.5, 90.7) | 67.0 (60.1, 73.0) | 64.2 (58.9, 69.1) | 91.1 (85.8, 94.2) | 93.9 (90.5, 95.9) | 76.9 (69.8, 82.5) | 87.7 (83.4, 90.8) | 81.1 (74.4, 86.0) | 82.3 (76.8, 86.5) | 89.3 (83.9, 92.7) | 90.9 (87.1, 93.4) |
| Asia Pacific International College |  | 78.7 (74.8, 81.9) |  | 60.5 (56.3, 64.4) |  | 77.6 (73.8, 80.9) |  | 74.1 (69.9, 77.7) |  | 72.1 (67.6, 76.0) |  | 68.6 (64.5, 72.2) |
| Australasian College of Health and Wellness |  | n/a |  | n/a |  | n/a |  | n/a |  |  |  | n/a |
| Australia Advance Education Group Pty Ltd |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Australian Academy of Music and Performing Arts | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Australian College of Theology Limited | 95.5 (88.9, 96.7) | 91.2 (82.0, 94.3) | 84.4 (76.9, 88.0) | 52.9 (43.3, 62.2) | 97.7 (91.7, 98.2) | 97.1 (89.0, 98.2) | 97.7 (91.7, 98.2) | 93.9 (84.9, 96.3) | 97.6 (91.2, 98.3) | n/a | 97.8 (91.9, 98.2) | 94.1 (85.4, 96.3) |
| Australian Institute of Higher Education |  | 76.6 (74.7, 78.3) |  | 60.9 (58.9, 62.9) |  | 74.8 (72.9, 76.6) |  | 69.0 (66.9, 71.0) |  | 65.7 (63.5, 67.8) |  | 65.9 (63.9, 67.8) |
| Box Hill Institute | 84.2 (79.3, 87.7) | 79.2 (74.7, 82.7) | 71.1 (65.9, 75.7) | 61.1 (56.4, 65.6) | 83.2 (78.4, 86.8) | 82.0 (77.8, 85.2) | 78.0 (72.5, 82.4) | 70.8 (65.8, 75.1) | 76.4 (71.1, 80.8) | 72.0 (66.9, 76.3) | 81.3 (76.5, 85.0) | 74.3 (69.8, 78.1) |
| Canberra Institute of Technology | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  |
| Chisholm Institute | 82.8 (78.6, 85.9) | 83.9 (79.7, 86.9) | 59.6 (55.2, 63.8) | 61.2 (56.6, 65.4) | 73.2 (68.7, 76.9) | 74.8 (70.3, 78.4) | 76.4 (71.6, 80.2) | 77.4 (72.7, 81.1) | 62.3 (57.7, 66.6) | 65.6 (60.4, 70.2) | 67.8 (63.5, 71.7) | 62.6 (58.0, 66.7) |
| Christian Heritage College | n/a | n/a | 50.0 (36.5, 63.5) | n/a | 96.2 (84.4, 99.2) | n/a | n/a | n/a | 96.3 (85.0, 99.2) | n/a | 82.1 (68.9, 89.7) | n/a |
| CIC Higher Education |  | 78.6 (75.3, 81.4) |  | 55.9 (52.3, 59.3) |  | 84.6 (81.7, 87.0) |  | 81.5 (78.2, 84.2) |  | 74.5 (70.6, 78.0) |  | 79.6 (76.5, 82.2) |
| Collarts (Australian College of the Arts) | n/a | 86.7 (75.8, 91.5) | n/a | 48.4 (38.2, 58.8) | n/a | 83.3 (72.2, 89.0) | n/a | 72.4 (60.5, 80.5) | n/a | n/a | n/a | 74.2 (63.0, 81.5) |
| Curtin College | 76.0 (71.3, 79.9) | 77.5 (74.3, 80.3) | 53.2 (48.6, 57.8) | 52.0 (48.5, 55.5) | 79.3 (75.0, 82.8) | 78.8 (75.7, 81.5) | 81.1 (76.6, 84.7) | 80.6 (77.3, 83.3) | 82.9 (78.6, 86.2) | 73.6 (69.7, 77.1) | 72.1 (67.7, 76.0) | 66.1 (62.7, 69.2) |
| Deakin College | 75.6 (72.8, 78.1) | 71.7 (68.9, 74.2) | 53.6 (50.7, 56.5) | 44.3 (41.6, 47.1) | 77.9 (75.2, 80.2) | 75.7 (73.1, 78.0) | 72.2 (69.1, 74.9) | 72.2 (69.4, 74.8) | 85.2 (82.7, 87.2) | 74.3 (71.3, 77.1) | 79.1 (76.5, 81.3) | 66.4 (63.7, 68.9) |
| Edith Cowan College | 83.8 (78.0, 87.9) | 82.2 (78.4, 85.1) | 67.8 (61.6, 73.2) | 66.1 (62.1, 69.6) | 75.5 (69.3, 80.4) | 81.1 (77.5, 83.9) | 72.0 (65.2, 77.6) | 77.2 (73.0, 80.5) | 84.0 (78.2, 88.0) | 84.2 (80.5, 86.9) | 76.5 (70.6, 81.2) | 72.2 (68.4, 75.5) |
| Elite Education Institute |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Endeavour College of Natural Health | 85.0 (77.5, 89.4) | 70.1 (62.7, 76.0) | 59.7 (51.6, 66.9) | 26.8 (21.5, 33.7) | 79.0 (71.3, 84.3) | 63.2 (55.9, 69.6) | 70.7 (62.2, 77.3) | 68.3 (60.4, 74.6) | 61.3 (53.2, 68.4) | 50.0 (40.8, 59.2) | 82.3 (74.8, 87.0) | 60.6 (53.5, 66.9) |
| Engineering Institute of Technology |  | 73.3 (62.4, 80.4) |  | 59.4 (49.4, 67.9) |  | 83.3 (72.7, 88.5) |  | 83.3 (72.7, 88.5) |  | 60.0 (49.4, 69.0) |  | 81.3 (71.2, 86.5) |
| Equals International |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Excelsia College | 90.5 (85.4, 92.8) | 89.1 (86.8, 90.9) | 75.3 (69.8, 79.1) | 69.9 (67.0, 72.6) | 96.2 (92.1, 97.1) | 89.5 (87.2, 91.1) | 88.9 (83.4, 91.6) | 85.4 (82.8, 87.5) | 92.0 (87.1, 94.0) | 74.2 (71.0, 77.0) | 86.4 (81.5, 89.0) | 81.2 (78.6, 83.4) |
| Eynesbury College | 60.9 (56.3, 65.1) | 68.6 (63.0, 73.4) | 49.6 (45.3, 53.9) | 44.9 (39.7, 50.3) | 66.9 (62.4, 70.8) | 72.0 (66.7, 76.4) | 70.7 (66.0, 74.6) | 73.5 (67.9, 78.1) | 81.0 (76.6, 84.0) | 73.7 (67.9, 78.3) | 83.6 (79.7, 86.1) | 64.1 (58.7, 68.9) |
| Griffith College | 78.7 (73.6, 82.9) | 75.5 (71.3, 79.2) | 55.8 (50.5, 61.0) | 49.0 (44.6, 53.3) | 78.4 (73.4, 82.5) | 75.3 (71.1, 78.9) | 76.9 (71.6, 81.3) | 75.2 (70.7, 79.1) | 80.7 (75.8, 84.6) | 67.0 (62.2, 71.3) | 80.7 (76.1, 84.5) | 63.5 (59.2, 67.6) |
| Holmes Institute | 72.6 (70.7, 74.3) | 83.7 (81.1, 86.0) | 56.6 (54.7, 58.4) | 61.4 (58.2, 64.4) | 67.3 (65.5, 69.1) | 78.4 (75.6, 80.9) | 57.8 (55.7, 59.8) | 77.8 (74.8, 80.5) | 50.2 (48.2, 52.2) | 68.5 (65.1, 71.7) | 65.6 (63.8, 67.4) | 72.2 (69.3, 74.9) |
| Holmesglen Institute | 81.5 (79.0, 83.7) | 85.6 (83.3, 87.5) | 64.0 (61.1, 66.7) | 65.0 (62.2, 67.6) | 75.2 (72.6, 77.6) | 81.0 (78.6, 83.1) | 64.0 (61.0, 66.8) | 76.6 (73.9, 79.1) | 74.1 (71.4, 76.6) | 74.0 (71.1, 76.5) | 67.4 (64.6, 70.0) | 65.8 (63.1, 68.4) |
| Ikon Institute of Australia |  | 94.4 (85.8, 96.9) |  | 81.1 (71.2, 86.8) |  | 89.2 (80.0, 93.1) |  | 79.4 (68.6, 85.9) |  | 56.3 (45.0, 66.5) |  | 67.6 (57.3, 75.4) |
| International College of Hotel Management | 91.8 (87.6, 93.8) | 90.0 (83.4, 93.2) | 79.2 (74.2, 82.7) | 72.1 (64.4, 78.0) | 89.1 (84.7, 91.5) | 93.4 (87.4, 95.8) | 88.5 (83.8, 91.1) | 88.1 (81.2, 91.8) | 75.5 (70.1, 79.5) | 84.2 (76.6, 88.7) | 89.1 (84.7, 91.5) | 83.6 (76.4, 87.9) |
| International College of Management, Sydney | 80.1 (77.2, 82.6) | 79.0 (75.0, 82.2) | 64.1 (60.9, 67.1) | 60.4 (56.2, 64.5) | 79.1 (76.2, 81.6) | 80.3 (76.5, 83.3) | 72.1 (68.8, 75.1) | 73.4 (69.1, 77.2) | 71.9 (68.7, 74.8) | 67.2 (62.3, 71.6) | 77.6 (74.7, 80.1) | 69.9 (65.8, 73.6) |
| International Institute of Business and Technology |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Kaplan Business School | 80.9 (78.8, 82.8) | 83.5 (81.1, 85.5) | 63.0 (60.6, 65.3) | 57.9 (55.1, 60.7) | 82.8 (80.8, 84.5) | 85.1 (82.9, 87.0) | 84.4 (82.3, 86.1) | 84.9 (82.6, 86.9) | 77.7 (75.4, 79.7) | 76.2 (73.1, 79.0) | 84.3 (82.4, 86.0) | 80.2 (77.8, 82.2) |
| Kaplan Higher Education Pty Ltd | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Kent Institute Australia | 75.5 (71.5, 78.9) | 77.1 (74.8, 79.2) | 72.0 (68.2, 75.3) | 59.6 (57.1, 62.0) | 76.8 (73.1, 80.0) | 77.4 (75.1, 79.4) | 81.3 (77.5, 84.4) | 73.9 (71.4, 76.2) | 73.2 (69.3, 76.7) | 65.9 (63.1, 68.5) | 72.2 (68.5, 75.6) | 65.5 (63.1, 67.8) |
| King's Own Institute | 84.1 (82.8, 85.3) | 77.1 (75.6, 78.5) | 68.1 (66.5, 69.6) | 59.1 (57.5, 60.7) | 86.0 (84.7, 87.1) | 79.2 (77.8, 80.5) | 76.8 (75.2, 78.2) | 77.4 (75.9, 78.9) | 80.3 (78.8, 81.6) | 72.2 (70.5, 73.8) | 82.8 (81.5, 84.0) | 71.6 (70.1, 73.0) |
| La Trobe College Australia | 80.3 (75.3, 84.2) | 77.0 (73.2, 80.3) | 63.2 (57.9, 68.0) | 46.9 (43.0, 51.0) | 78.4 (73.6, 82.4) | 79.5 (75.9, 82.6) | 79.1 (73.8, 83.3) | 78.9 (75.0, 82.1) | 85.4 (80.7, 88.8) | 68.4 (63.5, 72.7) | 79.4 (74.6, 83.3) | 69.1 (65.2, 72.6) |
| LCI Melbourne | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Le Cordon Bleu Australia | 77.0 (70.3, 82.1) | 80.0 (72.6, 85.4) | 60.2 (53.2, 66.6) | 50.0 (42.4, 57.6) | 78.4 (71.9, 83.2) | 78.3 (71.0, 83.9) | 70.6 (63.5, 76.4) | 61.8 (53.5, 69.4) | 66.7 (59.7, 72.7) | 66.2 (57.0, 74.0) | 71.6 (64.8, 77.1) | 65.5 (57.7, 72.3) |
| Leaders Institute |  | 100.0 (98.2, 99.9) |  | 95.7 (93.0, 96.8) |  | 100.0 (98.2, 99.9) |  | 100.0 (98.2, 99.9) |  | 98.6 (96.3, 99.0) |  | 99.3 (97.3, 99.4) |
| Macleay College | 82.1 (71.1, 88.8) | 85.2 (80.4, 88.6) | 72.1 (61.3, 80.2) | 66.0 (60.7, 70.7) | 90.0 (80.3, 94.7) | 87.8 (83.3, 90.8) | 84.2 (73.3, 90.6) | 82.7 (77.7, 86.5) | 87.2 (76.8, 92.7) | 80.5 (74.6, 85.0) | 83.7 (73.7, 89.7) | 79.6 (74.7, 83.4) |
| Marcus Oldham College |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Melbourne Institute of Technology | 82.7 (80.9, 84.4) | 77.5 (74.6, 80.1) | 69.8 (67.8, 71.8) | 62.2 (59.2, 65.2) | 83.9 (82.1, 85.4) | 75.9 (73.0, 78.5) | 81.4 (79.5, 83.1) | 71.3 (68.1, 74.1) | 83.9 (82.1, 85.5) | 64.0 (60.6, 67.2) | 84.1 (82.4, 85.6) | 67.8 (64.8, 70.5) |
| Melbourne Polytechnic | 82.7 (80.3, 84.7) | 77.0 (74.3, 79.3) | 59.6 (56.8, 62.2) | 51.9 (48.9, 54.7) | 79.8 (77.4, 81.9) | 77.7 (75.1, 80.0) | 77.2 (74.5, 79.6) | 74.3 (71.4, 76.8) | 77.1 (74.5, 79.4) | 64.7 (61.5, 67.7) | 79.6 (77.3, 81.7) | 71.3 (68.6, 73.9) |
| Moore Theological College | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| National Art School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Ozford Institute of Higher Education |  | 81.8 (72.2, 87.7) |  | 54.3 (44.7, 63.5) |  | 82.6 (73.4, 88.2) |  | 84.1 (74.7, 89.6) |  | 63.2 (51.8, 72.7) |  | 82.6 (73.4, 88.2) |
| Perth Bible College | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Photography Studies College (Melbourne) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Polytechnic Institute Australia Pty Ltd |  | 82.1 (76.4, 86.4) |  | 58.1 (51.8, 64.1) |  | 79.8 (74.0, 84.4) |  | 78.0 (71.8, 82.9) |  | 73.0 (66.5, 78.5) |  | 75.4 (69.5, 80.2) |
| SAE Institute | 82.5 (78.7, 85.3) | 85.2 (81.6, 87.9) | 75.1 (71.2, 78.3) | 67.9 (63.7, 71.6) | 84.7 (81.1, 87.2) | 81.6 (77.8, 84.5) | 86.9 (83.1, 89.5) | 81.3 (77.2, 84.3) | 83.9 (80.1, 86.6) | 79.2 (75.0, 82.5) | 79.3 (75.5, 82.2) | 69.9 (65.7, 73.5) |
| Sheridan College Inc. |  | 100.0 (92.0, 98.9) |  | 88.9 (79.4, 91.3) |  | 100.0 (92.0, 98.9) |  | 100.0 (92.0, 98.9) |  | 100.0 (92.0, 98.9) |  | 100.0 (92.0, 98.9) |
| South Australian Institute of Business and Technology | 78.5 (73.5, 82.6) | 73.4 (70.2, 76.3) | 58.5 (53.3, 63.5) | 49.4 (46.1, 52.7) | 79.4 (74.6, 83.1) | 76.0 (72.9, 78.6) | 79.2 (74.0, 83.3) | 79.1 (76.0, 81.8) | 87.8 (83.3, 90.8) | 81.6 (78.4, 84.3) | 77.4 (72.7, 81.3) | 67.1 (63.8, 70.0) |
| SP Jain School of Management | 82.8 (77.5, 86.6) | 91.6 (89.4, 92.8) | 74.4 (69.0, 78.8) | 81.7 (79.2, 83.7) | 69.7 (63.9, 74.7) | 86.9 (84.5, 88.5) | 68.1 (62.1, 73.2) | 87.2 (84.8, 88.9) | 47.5 (41.7, 53.4) | 74.5 (71.1, 77.4) | 52.0 (46.4, 57.5) | 75.0 (72.2, 77.3) |
| Stott's College | 82.1 (79.5, 84.3) | 86.0 (84.2, 87.5) | 65.2 (62.3, 67.9) | 68.1 (65.9, 70.2) | 80.8 (78.3, 83.0) | 84.2 (82.4, 85.8) | 75.1 (72.2, 77.7) | 75.2 (73.0, 77.2) | 65.2 (62.3, 68.1) | 62.6 (60.3, 64.9) | 80.2 (77.7, 82.4) | 73.9 (71.8, 75.8) |
| Sydney College of Divinity | 100.0 (89.5, 100.8) | n/a | 72.0 (57.8, 81.9) | n/a | 100.0 (89.5, 100.8) | n/a | 84.0 (70.3, 91.0) | n/a | 92.0 (79.4, 96.4) | n/a | 96.0 (84.2, 98.8) | n/a |
| Sydney Institute of Business and Technology | 77.9 (70.3, 83.6) | 78.7 (73.5, 82.8) | 61.2 (53.6, 68.1) | 50.7 (45.4, 56.1) | 72.0 (64.4, 78.1) | 75.2 (69.9, 79.4) | 76.0 (68.1, 82.1) | 76.2 (70.6, 80.7) | 83.3 (76.2, 88.2) | 76.1 (70.2, 80.8) | 81.2 (74.3, 86.1) | 79.4 (74.5, 83.2) |
| Tabor College of Higher Education | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| TAFE NSW | 84.7 (82.3, 86.6) | 81.5 (79.8, 83.1) | 62.5 (59.7, 65.2) | 55.0 (53.0, 57.0) | 83.1 (80.7, 85.1) | 76.5 (74.7, 78.2) | 69.1 (66.1, 71.8) | 71.4 (69.4, 73.3) | 64.7 (61.8, 67.4) | 63.0 (60.8, 65.0) | 76.1 (73.5, 78.4) | 68.1 (66.2, 70.0) |
| TAFE Queensland | 86.8 (79.3, 90.7) | 80.5 (73.8, 85.2) | 81.8 (74.2, 86.5) | 74.1 (67.3, 79.3) | 85.2 (77.6, 89.4) | 84.0 (77.7, 88.0) | 82.0 (73.6, 87.1) | 75.0 (67.9, 80.4) | 83.3 (75.6, 87.8) | 83.1 (76.5, 87.4) | 83.6 (76.1, 88.0) | 84.0 (77.7, 88.0) |
| TAFE South Australia | 81.0 (75.1, 84.9) | 86.3 (79.7, 90.4) | 63.8 (57.4, 69.2) | 74.4 (67.4, 79.9) | 78.8 (72.8, 82.9) | 84.1 (77.5, 88.6) | 72.4 (65.8, 77.4) | 87.7 (80.9, 91.8) | 75.9 (69.8, 80.4) | 81.0 (74.0, 86.0) | 76.3 (70.2, 80.6) | 79.1 (72.3, 84.0) |
| The Australian College of Physical Education | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| The Australian Institute of Music | 83.7 (78.0, 87.4) | 71.1 (66.0, 75.5) | 62.1 (56.3, 67.2) | 50.7 (45.7, 55.6) | 79.3 (73.7, 83.3) | 77.4 (72.6, 81.2) | 81.7 (75.6, 85.8) | 78.7 (73.7, 82.6) | 76.7 (70.8, 81.0) | 77.5 (71.9, 81.9) | 73.7 (68.1, 78.0) | 70.0 (65.1, 74.2) |
| The JMC Academy | 90.1 (85.8, 92.6) | 78.9 (73.8, 82.8) | 78.0 (73.0, 81.8) | 53.9 (48.4, 59.2) | 92.7 (88.9, 94.8) | 83.6 (78.8, 86.9) | 91.3 (87.0, 93.8) | 82.9 (77.5, 86.6) | 80.2 (75.1, 83.9) | 70.2 (64.2, 75.2) | 88.2 (83.9, 90.9) | 65.0 (59.5, 69.7) |
| Think Education | 79.1 (75.0, 82.4) | 65.6 (54.3, 74.5) | 57.8 (53.3, 62.1) | 40.0 (31.1, 50.3) | 77.9 (73.7, 81.2) | 81.8 (71.1, 87.7) | 64.1 (59.2, 68.4) | 58.6 (46.6, 69.2) | 61.5 (56.8, 65.8) | 51.9 (39.6, 63.7) | 68.1 (63.6, 71.9) | 65.7 (55.2, 73.9) |
| Universal Business School Sydney | 85.4 (82.4, 87.8) | 78.3 (74.5, 81.5) | 69.7 (66.3, 72.9) | 62.5 (58.7, 66.2) | 88.5 (85.8, 90.6) | 80.7 (77.2, 83.6) | 77.6 (74.1, 80.7) | 78.3 (74.5, 81.6) | 72.6 (69.1, 75.9) | 75.6 (71.6, 79.0) | 82.3 (79.3, 84.8) | 76.8 (73.3, 79.8) |
| UOW College | 75.7 (67.8, 81.8) | 68.6 (62.3, 74.0) | 55.8 (47.9, 63.4) | 39.6 (34.1, 45.6) | 72.0 (64.0, 78.5) | 67.0 (60.8, 72.3) | 69.0 (60.6, 76.0) | 70.4 (63.9, 75.8) | 78.1 (70.2, 83.9) | 77.3 (71.0, 82.1) | 71.4 (63.6, 77.8) | 62.2 (56.2, 67.6) |
| UTS College | 78.1 (75.7, 80.2) | 69.2 (66.6, 71.7) | 58.6 (56.0, 61.1) | 46.7 (44.0, 49.4) | 80.3 (78.0, 82.2) | 70.8 (68.3, 73.2) | 72.8 (70.2, 75.2) | 68.8 (66.0, 71.4) | 89.6 (87.8, 91.1) | 71.5 (68.7, 74.1) | 81.6 (79.4, 83.5) | 65.3 (62.7, 67.8) |
| VIT (Victorian Institute of Technology) | 75.1 (73.4, 76.6) | 78.4 (76.5, 80.0) | 67.3 (65.6, 68.9) | 65.5 (63.5, 67.4) | 76.9 (75.3, 78.3) | 79.2 (77.4, 80.8) | 76.4 (74.7, 77.9) | 77.4 (75.5, 79.1) | 71.7 (70.0, 73.3) | 71.2 (69.1, 73.1) | 76.8 (75.3, 78.2) | 72.3 (70.4, 74.0) |
| Wentworth Institute of Higher Education | 82.9 (78.8, 86.0) | 84.5 (80.3, 87.6) | 74.7 (70.6, 78.2) | 58.6 (53.7, 63.1) | 85.1 (81.3, 87.9) | 88.0 (84.2, 90.6) | 80.9 (76.7, 84.2) | 82.8 (78.4, 86.1) | 78.4 (74.1, 81.8) | 69.3 (64.1, 73.9) | 84.3 (80.6, 87.0) | 69.8 (65.1, 73.9) |
| Whitehouse Institute of Design, Australia | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| William Angliss Institute | 82.4 (79.3, 85.0) | 77.8 (73.7, 81.2) | 55.5 (51.9, 59.0) | 53.3 (48.9, 57.6) | 77.2 (73.9, 80.0) | 76.3 (72.3, 79.8) | 75.2 (71.5, 78.4) | 75.2 (70.7, 79.1) | 72.0 (68.5, 75.1) | 69.2 (64.3, 73.5) | 76.9 (73.6, 79.7) | 61.1 (56.7, 65.2) |
| All NUHEIs | 80.3 (79.8, 80.8) | 79.2 (78.8, 79.6) | 63.8 (63.2, 64.3) | 58.5 (58.0, 59.0) | 79.6 (79.1, 80.0) | 79.1 (78.7, 79.5) | 74.6 (74.1, 75.1) | 76.0 (75.5, 76.4) | 74.3 (73.8, 74.8) | 70.6 (70.1, 71.1) | 77.6 (77.1, 78.1) | 70.5 (70.1, 71.0) |

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

Note blank cells indicate that the institution did not participate in that survey period.

## The living experience of international students in Australia

International undergraduate students typically rate their overall living experience in Australia highly, as shown by Table 9, with 93 per cent of international students rating their living experience positively in 2021, up from 91 per cent in 2020. Previously, student ratings of living experience had increased steadily from 86 per cent in 2010 to 89 per cent in 2018. While ratings in the last two years are higher than previously, this change may not be due to changes to the actual living experience alone, as there was a break in the data series in 2020. It does suggest, however, that the COVID-19 pandemic did not, in general, adversely affect international students’ living experience in Australia. Note also that survey responses from international students who would have been studying on-shore in Australia but were studying off-shore due to COVID-19 are excluded from results for living experience throughout this report (these students have been included in results for education experience).

Table 9 International undergraduate student overall living experience, 2010-2021\* (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2010** | **2012** | **2014** | **2016** | **2018** | **2020** | **2021** |
| 86 | 87 | 89 | 89 | 89 | 91 | 93 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Table 10 shows how international students rate specific aspects of their living experience in Australia. Personal safety on campus, improving English skills and personal safety off campus were the aspects of their living experience rated most highly by international students, at 97 per cent, 93 per cent and 91 per cent respectively. On the other hand, making friends and transport were rated lowest in terms of living experience in Australia by international students, 81 per cent. There was a marked increase in positive ratings for employment while studying and work experience in field of study from 2020 to 2021, increasing by 10 percentage points and 7 percentage points respectively. It may be that opportunities for employment were likely harder to find in 2020 due to COVID-19 restrictions in particular industries and occupations, but employment opportunities may have increased as economies around Australia re-opened in the first half of 2021.

Table 10 International undergraduate student living experience, other aspects, 2020-2021 (% positive rating)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Employment while studying** | **Improving English skills** | **Work experience in field of study** | **Transport** | **Personal safety on campus** | **Personal safety off campus** | **Making friends** |
| 2020 | 72 | 91 | 64 | 80 | 97 | 90 | 80 |
| 2021 | 82 | 93 | 71 | 81 | 97 | 91 | 81 |

**Accommodation experience**

International undergraduate students rated their accommodation experience in Australia highly with 93 per cent of students rating this aspect of their living experience positively in 2021, as shown by Table 11. Student ratings of their accommodation experience have increased steadily from 85 per cent in 2010. Once again, please note that data since 2020 from the SES are not directly comparable with earlier data for 2010-2018 from the International Student Survey due to differences in data collection methodologies and survey questionnaires.

Table 11 International undergraduate accommodation experience, 2010-2021\* (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2010** | **2012** | **2014** | **2016** | **2018** | **2020** | **2021** |
| 85 | 87 | 86 | 87 | 88 | 91 | 93 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Almost half (45 per cent) of international undergraduate students lived in a private rented/house/flat/room, as shown by Table 12. A further 23 per cent of students were living with parents. International undergraduate students rated their current living arrangements very highly across all accommodation types. Living with parents, with friends or relatives or in private rented house/flat/room attracted the highest positive ratings at 94 per cent, 93 per cent and 93 per cent respectively.

Table 12 International undergraduate student living arrangements and positive ratings, 2021, %

|  |  |  |
| --- | --- | --- |
|  | **% of students living in accommodation type** | **% positive rating of current living arrangements** |
| University or college halls of residence | 4 | 90 |
| Student house or flat controlled by university | 2 | 90 |
| Private halls or student hostel | 2 | 89 |
| Private rented house/flat/room | 45 | 93 |
| Homestay with a family not related to you | 3 | 92 |
| Living with parents | 16 | 94 |
| With friends or relatives in their accommodation | 23 | 93 |
| Other | 6 | 91 |

**Living experience by country of origin**

Table 13 shows international undergraduates’ living experience for the top five student source countries. As noted above, data on ratings of living experience refers to international students currently living in Australia and not international students located off-shore.

Although ratings of living experience are generally high across all source countries, there was some variation. Chinese students rated their overall living experience slightly less favourably with a rating of 90 per cent in comparison with 93 per cent for all international undergraduate students. Other aspects of living experience that Chinese students rated lower than other international students included improving English skills, 86 per cent, transport, 71 per cent, and making friends, 77 per cent. Indian and Nepalese students, in general, rated their living experience more favourably than other international undergraduate students.

Table 13 International undergraduate student living experience by source country, 2021 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Employment while studying** | **Improving English skills** | **Work experience in field of study** | **Transport** | **Personal safety on campus** | **Personal safety off campus** | **Making friends** | **Accommodation** | **Overall living experience** |
| China | 74 | 86 | 69 | 71 | 94 | 86 | 77 | 93 | 90 |
| India | 86 | 97 | 72 | 88 | 98 | 94 | 84 | 94 | 95 |
| Nepal | 89 | 96 | 79 | 86 | 98 | 95 | 90 | 93 | 94 |
| Vietnam | 84 | 94 | 74 | 81 | 98 | 92 | 82 | 93 | 94 |
| Malaysia | 76 | 94 | 67 | 83 | 98 | 88 | 82 | 94 | 95 |
| Total international | **82** | **93** | **71** | **81** | **97** | **91** | **81** | **93** | **93** |

A private rented house/flat/room was the most popular choice of accommodation for all international students from all major source countries, as shown by Table 14. Indian and Nepalese students were most likely to be living with parents, 28 per cent, compared to only 11 per cent of Chinese students. Indian students were almost twice as likely than the average for all international students to stay in a homestay with a family not related to them, 7 per cent compared to 4 per cent.

Table 14 International undergraduate student accommodation arrangements by source country, 2021, %

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **University or college halls of residence** | **Student house or flat controlled by university** | **Private halls or student hostel** | **Private rented house/flat/room** | **Homestay with a family not related to you** | **Living with parents** | **With friends or relatives in their accommodation** | **Other** |
| China | 5 | 4 | 3 | 66 | 3 | 11 | 5 | 2 |
| India | 3 | 1 | 2 | 54 | 7 | 28 | 3 | 2 |
| Nepal | 1 | 0 | 0 | 63 | 4 | 28 | 2 | 2 |
| Vietnam | 3 | 2 | 1 | 55 | 6 | 27 | 4 | 1 |
| Malaysia | 9 | 6 | 5 | 55 | 1 | 18 | 5 | 2 |
| Total international | **4** | **3** | **2** | **61** | **4** | **20** | **5** | **2** |

**Visa status and use of agents**

In 2021 the overwhelming majority, 91 per cent, of international undergraduate students were studying in Australia through a student visa, as shown by Table 15. The use of temporary graduate visas, 1 per cent, and bridging visas, 4 per cent, were much less common ways of studying in Australia.

Table 15 International undergraduate visa arrangements, 2021, %

|  |  |  |  |
| --- | --- | --- | --- |
| **Student visa** | **Temporary graduate visa** | **Bridging visa** | **Other** |
| 91 | 1 | 4 | 4 |

The overwhelming majority, 87 per cent, of international undergraduate students used an agent when coming to Australia to help them with their visa application or to enrol at an institution, as shown by Table 16. Among those using the services of an agent, 93 per cent of those students rated the service provided by their agent positively.

Table 16 Use of agents to help with visa application or enrolment, 2021, %

|  |  |
| --- | --- |
| **Students who used an agent to help with visa application or enrolment (%)** | **Service provided by agent rated good or very good (% of students who used an agent)** |
| 87 | 93 |

## Factors in deciding where to study

**Reasons for choosing to study in Australia**

International students studying in Australia were asked to rate how important a variety of reasons were in their decision to study in Australia, and key reasons are shown in Table 17. Personal safety and security was the top reason chosen by international students, with 96 per cent rating this aspect extremely important or important. High levels of importance were also attached to the reputation of Australia’s education system, 93 per cent, the cost of living, 92 per cent, as well as the opportunity to study in an English-speaking country and the chance to experience a new culture/lifestyle, both 90 per cent.

Table 17 International undergraduate student reasons for choosing to study in Australia, 2010-2021\* (% importance rating)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2010** | **2012** | **2014** | **2016** | **2018** | **2020** | **2021** |
| Reputation of Australia’s education system | 89 | 92 | 93 | 94 | 94 | 94 | 93 |
| Personal safety and security | 93 | 93 | 92 | 93 | 94 | 96 | 96 |
| Ability to work part-time | n/a | 74 | 76 | 80 | 84 | 76 | 78 |
| Opportunity to study in an English-speaking country | 77 | n/a | n/a | n/a | n/a | 90 | 90 |
| Having friends and family already in Australia | 50 | 57 | 55 | n/a | n/a | 56 | 58 |
| Chance to experience a new culture/lifestyle | n/a | n/a | n/a | n/a | n/a | 90 | 90 |
| Possibility of migrating to Australia | 76 | 78 | 77 | 73 | 71 | 65 | 68 |
| Weather/climate | n/a | n/a | n/a | n/a | n/a | 68 | 69 |
| Cost of living | n/a | n/a | n/a | n/a | n/a | n/a | 92 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Personal safety and security was cited by students from all five top student source countries as the most important reason in their decision to study in Australia, as shown by Table 18. The importance of other reasons varied among source countries. However, the reputation of Australia’s education system and cost of living were fairly consistently rated as being important. There was wide variation in ratings among source countries in the importance placed on having family and friends in Australia, the possibility of migrating to Australia and the weather/climate. In general, Indian and Nepalese respondents tended to rate these reasons more highly than Chinese and Malaysian respondents.

Table 18 International undergraduate student reasons for choosing to study in Australia by source country, 2021 (% importance rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | China | India | Nepal | Vietnam | Malaysia | Total international |
| Reputation of Australia’s education system | 90 | 98 | 97 | 92 | 95 | 93 |
| Personal safety and security | 94 | 99 | 99 | 96 | 97 | 96 |
| Ability to work part-time | 61 | 92 | 97 | 79 | 74 | 78 |
| Opportunity to study in an English-speaking country | 88 | 91 | 97 | 94 | 85 | 90 |
| Having friends and family already in Australia | 49 | 66 | 84 | 54 | 45 | 58 |
| Chance to experience a new culture/lifestyle | 87 | 95 | 97 | 89 | 88 | 90 |
| Possibility of migrating to Australia | 46 | 81 | 80 | 69 | 75 | 68 |
| Weather/climate | 67 | 80 | 88 | 59 | 57 | 69 |
| Cost of living | 87 | 96 | 98 | 93 | 95 | 92 |

**Reasons for choosing to study at current institution**

International students studying in Australia were asked to rate how important a variety of reasons were in their decision to apply to their current institution. As shown in Table 19, international undergraduates’ most important reasons for choosing to study at their current institution included the reputation of the qualification and the institution offering the course the student wanted to study, which were both rated as extremely important or important by 96 per cent of respondents. High levels of importance were also attached to the reputation of the institution, 95 per cent, employment opportunities after completing the course, 94 per cent, and the course fee, 90 per cent.

Table 19 International undergraduate student reasons for choosing current institution, 2010-2021\* (% importance rating)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2010** | **2012** | **2014** | **2016** | **2018** | **2020** | **2021** |
| Reputation of the education provider | 90 | 93 | 93 | 93 | 94 | 94 | 95 |
| Reputation of the qualification | 93 | 93 | 94 | 94 | 95 | 96 | 96 |
| Institution offered the course I wanted to study | 76 | 84 | 84 | 91 | 92 | 96 | 96 |
| Course fee | 89 | 88 | 87 | 89 | 91 | 90 | 90 |
| Employment opportunities after completing the course | 76 | 80 | 80 | 81 | 81 | 94 | 94 |
| Institution had a partnership with my local institution | n/a | n/a | n/a | n/a | n/a | 61 | 64 |
| Location of the institution | 80 | 84 | 85 | 85 | 87 | 76 | 78 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Ratings of important factors when choosing an institution were fairly consistent across the top five source countries, as shown by Table 20. However, like the reasons for choosing to study in Australia, Indian and Nepalese students tended to place greater importance on each of the reasons than did students from the other source countries.

Table 20 International undergraduate student reasons for choosing to study at current institution by source country, 2021 (% importance rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **China** | **India** | **Nepal** | **Vietnam** | **Malaysia** | **Total international** |
| Reputation of the education provider | 93 | 98 | 98 | 93 | 95 | 95 |
| Reputation of the qualification | 94 | 98 | 99 | 95 | 95 | 96 |
| Institution offered the course I wanted to study | 93 | 98 | 99 | 95 | 97 | 96 |
| Course fee | 82 | 96 | 98 | 92 | 91 | 90 |
| Employment opportunities after completing the course | 90 | 97 | 99 | 96 | 97 | 94 |
| Institution had a partnership with my local institution | 65 | 69 | 85 | 62 | 54 | 64 |
| Location of the institution | 72 | 84 | 91 | 72 | 75 | 78 |

## Comparisons with the vocational education and training sector

Table 21 shows international student ratings of the learning experience in both the higher education and vocational education and training (VET) sectors. At the outset, it is important to note differences in survey methodologies between the sectors. Survey items and response categories are not directly comparable across sectors. Significantly, the SES surveys current higher education students about their experience in the current survey year. On the other hand, the Student Outcomes Survey (SOS) surveys graduates of VET courses who completed their course in the year prior to the survey. Differences in survey methodologies means that comparison across sectors at a point in time needs to be undertaken with caution, particularly in relation to the effect the COVID-19 pandemic may have had on the different sectors. Monitoring changes in the student experience in each sector over time overcomes, to some extent, the issues concerning differences in survey methodologies.

While noting differences in survey methodologies, higher education international undergraduate students rated their overall education experience lower in 2021 than VET international graduates, at 67 per cent and 85 per cent positive ratings respectively. Similarly, teaching quality was rated positively by 76 per cent of higher education graduates and 83 per cent of VET graduates, with student support rated positively by 71 per cent of higher education graduates and 78 per cent of VET graduates.

These discrepancies have been fairly consistent over the past three years, although for overall experience the gap between the sectors has widened since 2019. VET international graduates’ ratings of their overall education experience, teaching quality and student support have risen slightly between 2019 and 2021, suggesting their student experience was not impacted by the COVID-19 pandemic to the same extent as in the higher education sector.

Table 21 International student education experience by sector, 2019-2021\* (% positive rating)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Teaching Quality 2019** | **Teaching Quality 2020** | **Teaching Quality 2021** | **Student Support 2019** | **Student Support 2020** | **Student Support 2021** | **Overall education experience 2019** | **Overall education experience 2020** | **Overall education experience 2021** |
| Higher education undergraduate | 78 | 74 | 76 | 73 | 71 | 71 | 75 | 63 | 67 |
| Vocational education and training | 82 | 81 | 83 | n/a | 77 | 78 | 84 | 84 | 85 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

In 2021, 93 per cent of higher education international undergraduate students rated their overall living experience in Australia positively. International students in both the higher education and VET sectors placed emphasis on similar factors when choosing where to study, as shown in Table 24. Personal safety and security was rated as one of the most important factors by both groups, including by 98 per cent of VET international graduates and by 96 per cent of higher education international students. Note, there was no item rating the importance of the quality of teaching in the SES instrument. This was slightly higher than VET international graduates who rated their overall living experience at 91 per cent.

Higher education students also rated their accommodation arrangements more highly, 93 per cent, than did VET international graduates, 84 per cent. Higher education students were also more positive about employment while studying than VET international graduates, at 82 per cent and 74 per cent respectively. VET international graduates rated making friends more highly, 84 per cent, than higher education students, 81 per cent. 93 per cent of VET international graduates rated their personal safety positively. By way of comparison, 97 per cent of higher education students rated their personal safety on campus positively with a lower proportion, 90 per cent, rating their personal safety off campus positively. While differences in survey methodologies mean that caution is warranted in interpreting differences in student ratings across sectors, nevertheless it will be important to monitor changes in student ratings over time.

Table 22 International student living experience by sector, 2021\* (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Accommodation** | **Personal safety on campus** | **Personal safety off campus** | **Making friends** | **Employment while studying** | **Overall living experience** |
| Higher education undergraduate | 93 | 97 | 91 | 81 | 82 | 93 |
| Vocational education and training | 84 | 93 | 93 | 84 | 74 | 91 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

The majority of international students in both the higher education and vocational education and training sectors resided in a private rented house/flat/room while studying, 61 per cent and 66 per cent respectively, as shown by Table 23.

Table 23 International student accommodation arrangements by sector, 2021, %

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Private rented house/flat/room** | **Living with parents, friends or relatives** | **Purpose built student accommodation\*** | **Homestay with unrelated family** | **Other** |
| Higher education undergraduate | 61 | 25 | 9 | 4 | 2 |
| Vocational education and training | 66 | 17 | 8 | 5 | 5 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

International students in both the higher education and VET sectors placed emphasis on similar factors when choosing where to study, as shown in Table 24. Personal safety and security was rated as one of the most important factors by both groups, including by 98 per cent of VET international graduates and by 96 per cent of higher education international students. Note, there was no item rating the importance of the quality of teaching in the SES instrument.

Table 24 International student reasons for choosing to study in Australia by sector, 2021\* (% importance rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Quality of teaching** | **Reputation of the qualification** | **Personal safety and security** | **Reputation of Australia’s education system** | **Reputation of the education provider** |
| Higher education undergraduate | n/a | 96 | 96 | 93 | 95 |
| Vocational education and training | 98 | 96 | 98 | 96 | 96 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

## International comparisons

The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts.

The quality of the entire educational experience item in the SES, for example, is similar to the ‘overall experience’ question in the National Survey of Student Engagement (NSSE).[[2]](#footnote-3) The NSSE collects information first year and senior year students in the United States of America (USA). In 2021 the survey drew responses from 203,000 students from 337 institutions.[[3]](#footnote-4) However, the 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. Survey participation also varies from year to year which may impact comparisons over time.

In the United Kingdom (UK), the National Student Survey (NSS) has an overall satisfaction item measured on a five-point Likert-type response scale.[[4]](#footnote-5) The NSS is administered mostly to final year undergraduates and is run across all publicly funded higher education institutions in England, Wales, Northern Ireland and Scotland,[[5]](#footnote-6) reducing the potential for non-random selection inherent in the NSSE.

Historically, international students in Australia have rated their experience lower than their counterparts studying in other countries. The SES shows international students in Australia rated their overall educational experience at 75 per cent in 2019, falling to 63 per cent in 2020 with the impact of the COVID-19 pandemic and recovering to 67 per cent in 2021. These results are lower than those recorded for international students in the USA, which were around 84 or 85 per cent before the pandemic (2020 is the latest available data from the National Survey of Student Engagement – NSSE, which does not yet reflect the impact of COVID-19). In the United Kingdom, ratings were at 83 per cent in 2019 before falling to 77 per cent in 2021 as a result of the pandemic (as shown by the National Student Survey - NSS). It is important to remember these results do not account for potential differences in the composition of the respective undergraduate student populations, methodological differences between the three surveys, timing differences between the surveys or cultural differences in responding to surveys. Nevertheless, these results establish a baseline for measuring changes in the experience of international students over time in different countries.

# Appendix 1: Methodology

## 1.1 Methodological Summary

### 1.1.1 Overview

The target population for the SES is commencing and later-year on-shore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. As introduced in 2020, the target population also included students who intended to study on-shore but were off-shore at the time of the survey’s administration due to travel restrictions resulting from the COVID-19 pandemic. Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later year).

Given a desire to report stratum-level results at a level of precision of ±7.5 percentage points at a 90 per cent level of confidence, the SES is effectively a census of commencing and later year students, with the exception of universities offering a generalist degree, such as the University of Melbourne and University of Western Australia.

Historically, the SES has relied on a centralised approach to sampling whereby the population of enrolled students is sourced through institutional reporting into the Higher Education Information Management System (HEIMS). HEIMS is currently being replaced by the Tertiary Collection of Student Information (TCSI) data submission platform. It was initially hoped that TCSI would be fully operational prior to sample preparation for the 2021 SES. Sourcing the sample frame from a TCSI extract would have greatly reduced burden on institutions by relieving them of having to complete a manual template. However, delays in transitioning to TCSI meant that an extract would not be available for the 2021 SES collection. As such, all sample was submitted to the Social Research Centre via a template that contained all data elements required for survey scoping and reporting. For more detailed information about this process, please refer to the 2021 SES Methodological Report available on the QILT website.

Table 26 provides an operational summary of the 2021 SES. A total of 185,312 international students from 125 institutions were approached to participate in the SES. From a final in-scope sample of 169,554 students, responses were received from a total of 60,998 students which equated to 61,654 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 36.0 per cent.

There was a decrease in the proportion of international students in the 2021 SES survey population. In 2021, international undergraduate students represented 18.8 per cent of the total undergraduate in scope population and 43.1 per cent of the postgraduate coursework in scope population, which was a decline of 2.5 percentage points and 10.7 percentage points respectively from 2020.

There was also a decline in the proportion of responses by international students to the 2021 SES. International undergraduate students accounted for 15.1 per cent of undergraduate respondents and 38.3 per cent of postgraduate coursework respondents in 2021, which was a decline of 3.3 percentage points and 14.3 percentage points respectively from 2020. Despite the drop in international respondents to the 2021 SES, the source country profile remained broadly similar to 2020. At least half of international respondents to the 2021 SES were from three countries for both undergraduate and postgraduate coursework study levels. Chinese students comprised 25.1 per cent of international undergraduate respondents, followed by 15.3 per cent from Nepal and 10.0 per cent from India. Chinese students comprised 30.2 per cent of international postgraduate coursework respondents, followed by 27.1 per cent from India and 6.9 per cent from Nepal. The relative proportion of Indian postgraduate coursework respondents dropped substantially from 34.6 per cent in 2020 to 27.1 per cent in 2021, while the proportion of Chinese postgraduate coursework respondents increased from 23.9 in 2020 to 30.2 per cent in 2021.

Table 26 2021 SES operational overview: international undergraduate and postgraduate coursework

|  |  |  |  |
| --- | --- | --- | --- |
| **Project element** | **Universities** | **NUHEIs** | **Total** |
| Number of participating institutions | 42 | 83 | 125 |
| Number of students approached | 153,281 | 32,031 | 185,312 |
| Final 'in-scope' sample | 140,618 | 28,936 | 169,554 |
| Number of completed surveys (student level) | 49,783 | 11,215 | 60,998 |
| Number of completed surveys (course level) | 50,410 | 11,244 | 61,654 |
| Overall response rate (%) | 35.4 | 38.8 | 36.0 |
| Analytic unit | Course | Course | Course |
| Data collection period | August-October | August-October | August-October |
| Mode of data collection | Online | Online | Online |

A time series operational overview for SES implementations dating back to 2013 is available in the additional tables associated with this report available from the QILT website as listed in Appendix 7.

### 1.1.2 Data collection

The main online survey took place in August 2021, with a secondary collection in October 2021 for trimester institutions. Fieldwork for the secondary collection was moved back by three weeks to accommodate institutions’ calendars.

A broad range of promotional materials was provided to institutions to raise awareness of the SES and encourage participation amongst the target population.

The contact strategy for the 2021 SES featured an email invitation to complete the survey, followed by nine reminder emails and up to three SMS reminders.

Refer to the 2021 SES Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

## 1.2 Response rate by institution

Table 27shows 2020 and 2021 SES international student response rates by institution. Whilst the overall response rate in 2021 was 36.0 per cent, institutional response rates ranged from 0.0 per cent to 80.0 per cent. Across universities, the response rates ranged between a high of 61.3 per cent and a low of 19.4 per cent.

**Table 27 SES international response rate by institution**

|  |  |  |
| --- | --- | --- |
| **Institution** | **2020 Response rate** | **2021 Response rate** |
| Academies Australasia Polytechnic Pty Limited | 29.2 | 29.7 |
| Academy of Information Technology | 46.2 | 39.5 |
| Alphacrucis College | 37.7 | 33.3 |
| Asia Pacific International College | 34.1 | 44.3 |
| Australasian College of Health and Wellness | N/A | 33.3 |
| Australia Advance Education Group Pty Ltd | N/A | 33.3 |
| Australian Academy of Music and Performing Arts | 87.5 | 60.0 |
| Australian Catholic University | 57.2 | 59.5 |
| Australian College of Applied Professions | N/A | 51.9 |
| Australian College of Nursing | 38.0 | 16.7 |
| Australian College of Theology Limited | 60.0 | 66.2 |
| Australian Institute of Business Pty Ltd | 51.9 | 47.4 |
| Australian Institute of Higher Education | 40.6 | 39.9 |
| Australian Institute of Management Education & Training | 42.9 | 33.3 |
| Australian Institute of Professional Counsellors | 0.0 | 50.0 |
| Avondale University | 63.1 | 56.0 |
| Bond University | 41.7 | 35.8 |
| Box Hill Institute | 44.2 | 51.0 |
| Central Queensland University | 47.4 | 39.9 |
| Charles Darwin University | 43.7 | 41.9 |
| Charles Sturt University | 33.5 | 31.3 |
| Chisholm Institute | 47.1 | 67.2 |
| Christian Heritage College | 40.0 | 41.7 |
| CIC Higher Education | 44.5 | 28.7 |
| Collarts (Australian College of the Arts) | 41.9 | 59.3 |
| Curtin College | 39.4 | 43.5 |
| Curtin University | 46.2 | 41.2 |
| Deakin College | 46.3 | 31.6 |
| Deakin University | 47.2 | 41.5 |
| Eastern College Australia | 67.9 | 78.9 |
| Edith Cowan College | 56.7 | 37.6 |
| Edith Cowan University | 52.4 | 42.2 |
| Elite Education Institute | 18.8 | 12.9 |
| Endeavour College of Natural Health | 53.5 | 64.7 |
| Engineering Institute of Technology | 65.6 | 71.4 |
| Equals International | 53.8 | 25.0 |
| Excelsia College | 52.5 | 39.6 |
| Eynesbury College | 66.2 | 29.8 |
| Federation University Australia | 41.2 | 37.0 |
| Flinders University | 60.5 | 53.0 |
| Governance Institute of Australia | 100.0 | 66.7 |
| Griffith College | 37.6 | 21.2 |
| Griffith University | 43.0 | 32.5 |
| Health Education & Training Institute | N/A | 0.0 |
| Holmes Institute | 25.9 | 33.5 |
| Holmesglen Institute | 50.1 | 35.9 |
| Ikon Institute of Australia | 61.1 | 38.5 |
| Institute of Health & Management Pty Ltd | N/A | 43.4 |
| International College of Hotel Management | 70.6 | 47.2 |
| International College of Management, Sydney | 49.1 | 32.6 |
| International Institute of Business and Technology | N/A | 30.0 |
| James Cook University | 47.7 | 41.8 |
| Kaplan Business School | 44.8 | 38.5 |
| Kaplan Higher Education Pty Ltd | 36.4 | 22.7 |
| Kent Institute Australia | 37.4 | 34.1 |
| King's Own Institute | 46.4 | 44.9 |
| La Trobe College Australia | 37.5 | 40.5 |
| La Trobe University | 42.3 | 30.0 |
| LCI Melbourne | 66.7 | 53.3 |
| Le Cordon Bleu Australia | 32.6 | 28.7 |
| Leaders Institute | 60.7 | 64.3 |
| Macleay College | 45.0 | 31.9 |
| Macquarie University | 52.5 | 41.8 |
| Melbourne Institute of Technology | 44.1 | 29.6 |
| Melbourne Polytechnic | 41.3 | 34.2 |
| Monash University | 40.0 | 33.7 |
| Moore Theological College | 57.1 | 80.0 |
| Morling College | 25.0 | 66.7 |
| Murdoch University | 45.9 | 36.9 |
| Nan Tien Institute | 78.6 | 33.3 |
| National Art School | 66.7 | 33.3 |
| Ozford Institute of Higher Education | 44.3 | 37.5 |
| Perth Bible College | 50.0 | 50.0 |
| Photography Studies College (Melbourne) | 55.6 | 66.7 |
| Polytechnic Institute Australia Pty Ltd | 22.6 | 30.4 |
| Queensland University of Technology | 52.4 | 39.2 |
| RMIT University | 37.8 | 19.4 |
| SAE Institute | 61.8 | 41.6 |
| Sheridan College Inc. | N/A | 80.0 |
| South Australian Institute of Business and Technology | 51.0 | 42.0 |
| Southern Cross University | 51.0 | 44.4 |
| SP Jain School of Management | 79.7 | 57.8 |
| Stott's College | 40.1 | 38.9 |
| Swinburne University of Technology | 51.2 | 38.4 |
| Sydney College of Divinity | 33.3 | 66.7 |
| Sydney Institute of Business and Technology | 56.6 | 42.0 |
| Tabor College of Higher Education | 100.0 | 0.0 |
| TAFE NSW | 48.0 | 48.0 |
| TAFE Queensland | 53.6 | 41.9 |
| TAFE South Australia | 44.6 | 37.2 |
| The Australian College of Physical Education | 10.0 | 33.3 |
| The Australian Institute of Music | 53.3 | 46.2 |
| The Australian National University | 38.3 | 26.6 |
| The Cairnmillar Institute | 16.7 | 64.3 |
| The Institute of International Studies (TIIS) | N/A | 33.9 |
| The JMC Academy | 53.3 | 58.6 |
| The Tax Institute Higher Education | N/A | 0.0 |
| The University of Adelaide | 52.6 | 45.7 |
| The University of Melbourne | 49.3 | 39.5 |
| The University of Notre Dame Australia | 56.6 | 58.9 |
| The University of Queensland | 30.9 | 23.5 |
| The University of South Australia | 48.0 | 40.8 |
| The University of Sydney | 28.6 | 29.9 |
| The University of Western Australia | 26.6 | 40.4 |
| Think Education | 44.4 | 61.5 |
| Torrens University | 52.3 | 51.8 |
| Universal Business School Sydney | 36.6 | 37.4 |
| University of Canberra | 43.2 | 37.1 |
| University of Divinity | 67.0 | 61.3 |
| University of New England | 47.8 | 51.3 |
| University of New South Wales | 37.6 | 33.4 |
| University of Newcastle | 31.4 | 31.9 |
| University of Southern Queensland | 52.6 | 45.4 |
| University of Tasmania | 49.2 | 36.8 |
| University of Technology Sydney | 34.4 | 27.3 |
| University of the Sunshine Coast | 65.4 | 56.1 |
| University of Wollongong | 56.5 | 45.9 |
| UOW College | 44.6 | 45.1 |
| UTS College | 43.5 | 23.4 |
| Victoria University | 40.3 | 41.1 |
| VIT (Victorian Institute of Technology) | 55.7 | 52.0 |
| Wentworth Institute of Higher Education | 55.8 | 45.5 |
| Western Sydney University | 37.3 | 39.7 |
| Whitehouse Institute of Design, Australia | 52.9 | 50.0 |
| William Angliss Institute | 39.9 | 23.4 |

A time series view of response rate by institution is available from the QILT Website in the additional tables associated with this report as listed in Appendix 7.

## 1.3 Data representativeness

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 target population, undergraduate respondent characteristics are presented alongside population parameters in Table 28.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2021 very closely match those of the target population for both international undergraduate and postgraduate coursework students, especially with respect to age, home language and disability status.

Whilst students who speak a language other than English at home are typically less likely to participate in similar surveys, for the SES, there is a surprisingly small under-representation of this group for undergraduates, with home language other than English under-represented in the responding sample by 1.9 percentage points, relative to population parameters.

The largest potential source of non-response bias is in relation to students born in China, followed by stage of studies and gender. Chinese born students were under-represented in the undergraduate sample by 10.2 percentage points. There was good representation across all other source countries that make up the top 5 – India, Nepal, Vietnam and Malaysia. Later year students were under-represented in the responding undergraduate sample by 8.7 percentage points. Male students were also under-represented in the undergraduate sample by 6.8 percentage points. The under-representation of Chinese born students, later year students and males in 2021 suggests that this should be considered as an area for renewed response maximisation focus in 2022.

Younger undergraduate students were also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.3 percentage points in 2021. There is a corresponding over-representation of older students, with those aged 30-39 over-represented by 1.6 percentage points.

Disability status is highly representative. International undergraduate and postgraduate coursework students with and without a reported disability were both perfectly represented in the sample.

Results for postgraduate coursework students are broadly similar and are presented in the additional tables associated with this report available from the QILT website as listed in Appendix 7.

Table 28 2021 International undergraduate SES response characteristics and population parameters by subgroup\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group/subgroup** | **In-scope population: n** | **In-scope population: %** | **SES respondents: n** | **SES respondents: %** |
| Stage of studies: Commencing | 30,174 | 33.7 | 12,440 | 42.4 |
| Stage of studies: Later Year\*\* | 59,483 | 66.3 | 16,904 | 57.6 |
| Gender: Male | 45,277 | 50.5 | 12,805 | 43.7 |
| Gender: Female | 44,352 | 49.5 | 16,525 | 56.3 |
| Age: Under 25 | 76,749 | 85.6 | 24,429 | 83.3 |
| Age: 25 to 29 | 9,117 | 10.2 | 3,162 | 10.8 |
| Age: 30 to 39 | 3,408 | 3.8 | 1,573 | 5.4 |
| Age: 40 and over | 382 | 0.4 | 180 | 0.6 |
| Country of birth: China | 31,507 | 35.1 | 7,313 | 24.9 |
| Country of birth: India | 8,054 | 9.0 | 2,949 | 10.0 |
| Country of birth: Nepal | 11,234 | 12.5 | 4,573 | 15.6 |
| Country of birth: Vietnam | 5,029 | 5.6 | 1,751 | 6.0 |
| Country of birth: Malaysia | 3,548 | 4.0 | 1,327 | 4.5 |
| Home language: English | 19,718 | 22.0 | 7,020 | 23.9 |
| Home language: Other | 69,939 | 78.0 | 22,324 | 76.1 |
| Disability: Disability reported | 1,493 | 1.7 | 506 | 1.7 |
| Disability: No disability reported | 88,164 | 98.3 | 28,838 | 98.3 |
| Study mode†: Internal/Mixed study mode | 81,597 | 91.0 | 27,228 | 92.8 |
| Study mode†: External study mode | 8,048 | 9.0 | 2,114 | 7.2 |
| Total | **89,657** | **100.0** | **29,344** | **100.0** |

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

\*\*Later year includes Middle year students where for NUHEIs, a census was conducted (refer to 2021 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students’ mode of study in 2021, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

The sample also closely matched the in-scope population in terms of study area (see Table 29). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for international undergraduate students by 7.0 percentage points. Much smaller differences between the responding sample and population parameters were observed in other study areas.

In 2021, the largest study area in the international undergraduate population was Business and management with 35.3 per cent. Computing and information systems with 16.0 per cent was the second highest overall, followed by Nursing, 8.9 per cent and Engineering with 8.1 per cent. In total, these four study areas constitute 68.3 per cent of the international undergraduate SES higher education population.

Table 29 2021 International undergraduate SES student response characteristics and population parameters by study area

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study area** | **In-scope population: n** | **In-scope population: %** | **SES respondents: n** | **SES respondents: %** |
| Science and mathematics | 5,432 | 3.4 | 2,035 | 3.7 |
| Computing and Information Systems | 14,607 | 19.9 | 4,603 | 18.6 |
| Engineering | 7,374 | 8.6 | 2,289 | 8.4 |
| Architecture and built environment | 3,257 | 2.8 | 1,105 | 2.9 |
| Agriculture and environmental studies | 444 | 1.1 | 145 | 1.3 |
| Health services and support | 2,240 | 2.7 | 1,041 | 3.9 |
| Medicine | 347 | 0.9 | 189 | 1.1 |
| Nursing | 8,158 | 1.5 | 3,811 | 2.2 |
| Pharmacy | 518 | 0.1 | 226 | 0.2 |
| Dentistry | 240 | 0.2 | 100 | 0.2 |
| Veterinary science | 196 | 0.1 | 91 | 0.2 |
| Rehabilitation | 604 | 0.4 | 268 | 0.6 |
| Teacher education | 2,046 | 4.4 | 927 | 5.8 |
| Business and management | 32,157 | 43.4 | 8,446 | 38.9 |
| Humanities, culture and social sciences | 4,051 | 2.6 | 1,276 | 3.1 |
| Social work | 2,076 | 2.2 | 859 | 3.4 |
| Psychology | 1,008 | 0.3 | 442 | 0.4 |
| Law and paralegal studies | 502 | 1.5 | 203 | 1.7 |
| Creative arts | 3,112 | 1.7 | 991 | 1.6 |
| Communications | 2,575 | 1.8 | 728 | 1.7 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 207 | 0.4 | 65 | 0.3 |
| **Total** | **91,151** | **100.0** | **29,840** | **100.0** |

Further to the under-representation of males, and other groups identified above, in the achieved SES sample, the impact of post stratification weighting based on stratum variables has been reviewed each year since 2014.

Post stratification weighting has consistently been found to not significantly affect the results at a national level. To minimise complexity for the reader and maintain consistency with previous National Reports, SES data is presented without applying weights.

**Table 30 International undergraduate student population parameters and response characteristics by university, 2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In-scope population: n** | **In-scope population: %** | **SES respondents: n** | **SES respondents: %** |
| Australian Catholic University | 1,659 | 1.9 | 919 | 3.1 |
| Avondale University | 50 | 0.1 | 27 | 0.1 |
| Bond University | 280 | 0.3 | 81 | 0.3 |
| Central Queensland University | 236 | 0.3 | 100 | 0.3 |
| Charles Darwin University | 555 | 0.6 | 215 | 0.7 |
| Charles Sturt University | 293 | 0.3 | 105 | 0.4 |
| Curtin University | 1,632 | 1.8 | 525 | 1.8 |
| Deakin University | 2,012 | 2.2 | 765 | 2.6 |
| Edith Cowan University | 1,175 | 1.3 | 378 | 1.3 |
| Federation University Australia | 1,394 | 1.6 | 471 | 1.6 |
| Flinders University | 747 | 0.8 | 361 | 1.2 |
| Griffith University | 2,455 | 2.7 | 671 | 2.3 |
| James Cook University | 236 | 0.3 | 86 | 0.3 |
| La Trobe University | 1,714 | 1.9 | 395 | 1.3 |
| Macquarie University | 2,649 | 3.0 | 944 | 3.2 |
| Monash University | 7,903 | 8.8 | 2,442 | 8.3 |
| Murdoch University | 653 | 0.7 | 202 | 0.7 |
| Queensland University of Technology | 2,794 | 3.1 | 959 | 3.3 |
| RMIT University | 5,138 | 5.7 | 827 | 2.8 |
| Southern Cross University | 753 | 0.8 | 214 | 0.7 |
| Swinburne University of Technology | 1,712 | 1.9 | 614 | 2.1 |
| The Australian National University | 1,650 | 1.8 | 348 | 1.2 |
| The University of Adelaide | 1,189 | 1.3 | 512 | 1.7 |
| The University of Melbourne | 2,583 | 2.9 | 971 | 3.3 |
| The University of Notre Dame Australia | 51 | 0.1 | 30 | 0.1 |
| The University of Queensland | 4,541 | 5.1 | 1,112 | 3.8 |
| The University of South Australia | 2,188 | 2.4 | 844 | 2.9 |
| The University of Sydney | 2,422 | 2.7 | 706 | 2.4 |
| The University of Western Australia | 929 | 1.0 | 326 | 1.1 |
| Torrens University | 1,569 | 1.8 | 739 | 2.5 |
| University of Canberra | 1,020 | 1.1 | 346 | 1.2 |
| University of Divinity | 19 | 0.0 | 7 | 0.0 |
| University of New England | 87 | 0.1 | 26 | 0.1 |
| University of New South Wales | 4,110 | 4.6 | 1,523 | 5.2 |
| University of Newcastle | 1,149 | 1.3 | 336 | 1.1 |
| University of Southern Queensland | 455 | 0.5 | 188 | 0.6 |
| University of Tasmania | 763 | 0.9 | 286 | 1.0 |
| University of Technology Sydney | 3,923 | 4.4 | 987 | 3.4 |
| University of the Sunshine Coast | 436 | 0.5 | 219 | 0.7 |
| University of Wollongong | 879 | 1.0 | 311 | 1.1 |
| Victoria University | 1,535 | 1.7 | 533 | 1.8 |
| Western Sydney University | 2,169 | 2.4 | 749 | 2.6 |
| **All Universities** | **69,707** | **77.7** | **22,400** | **76.3** |

**Table 31 International undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In-scope population: n** | **In-scope population: %** | **SES respondents: n** | **SES respondents: %** |
| Academies Australasia Polytechnic Pty Limited | 398 | 0.4 | 98 | 0.3 |
| Academy of Information Technology | 192 | 0.2 | 66 | 0.2 |
| ACAP and NCPS | 143 | 0.2 | 61 | 0.2 |
| Adelaide Central School of Art | 0 | 0.0 | 0 | 0.0 |
| Adelaide College of Divinity | 0 | 0.0 | 0 | 0.0 |
| Alphacrucis College | 276 | 0.3 | 79 | 0.3 |
| Asia Pacific International College | 355 | 0.4 | 158 | 0.5 |
| Australasian College of Health and Wellness | <5 | 0.0 | <5 | 0.0 |
| Australia Advance Education Group Pty Ltd | 50 | 0.1 | <5 | 0.1 |
| Australian Academy of Music and Performing Arts | 8 | 0.0 | <5 | 0.0 |
| Australian College of Christian Studies | 0 | 0.0 | <5 | 0.0 |
| Australian College of Nursing | 0 | 0.0 | <5 | 0.0 |
| Australian College of Theology Limited | 32 | 0.0 | <5 | 0.1 |
| Australian Institute of Business Pty Ltd | 0 | 0.0 | <5 | 0.0 |
| Australian Institute of Higher Education | 1,292 | 1.4 | 456 | 1.6 |
| Australian Institute of Management Education & Training | 0 | 0.0 | 0 | 0.0 |
| Australian Institute of Professional Counsellors | <5 | 0.0 | <5 | 0.0 |
| BBI - The Australian Institute of Theological Education | 0 | 0.0 | <5 | 0.0 |
| Box Hill Institute | 160 | 0.2 | <5 | 0.3 |
| Campion College Australia | 0 | 0.0 | <5 | 0.0 |
| Canberra Institute of Technology | 0 | 0.0 | <5 | 0.0 |
| Chisholm Institute | 138 | 0.2 | <5 | 0.3 |
| Christian Heritage College | 10 | 0.0 | <5 | 0.0 |
| CIC Higher Education | 321 | 0.4 | 84 | 0.3 |
| Collarts (Australian College of the Arts) | 28 | 0.0 | 16 | 0.1 |
| Curtin College | 372 | 0.4 | 154 | 0.5 |
| Deakin College | 725 | 0.8 | 208 | 0.7 |
| Eastern College Australia | 0 | 0.0 | 0 | 0.0 |
| Edith Cowan College | 148 | 0.2 | 47 | 0.2 |
| Elite Education Institute | 37 | 0.0 | <5 | 0.0 |
| Endeavour College of Natural Health | 61 | 0.1 | 33 | 0.1 |
| Engineering Institute of Technology | <5 | 0.0 | <5 | 0.0 |
| Equals International | 35 | 0.0 | 8 | 0.0 |
| Excelsia College | 502 | 0.6 | 198 | 0.7 |
| Eynesbury College | 143 | 0.2 | 42 | 0.1 |
| Gestalt Therapy Brisbane | 0 | 0.0 | 0 | 0.0 |
| Governance Institute of Australia | 0 | 0.0 | 0 | 0.0 |
| Griffith College | 283 | 0.3 | 55 | 0.2 |
| Health Education & Training Institute | 0 | 0.0 | 0 | 0.0 |
| Holmes Institute | 840 | 0.9 | 243 | 0.8 |
| Holmesglen Institute | 644 | 0.7 | 217 | 0.7 |
| Ikon Institute of Australia | 41 | 0.0 | 15 | 0.1 |
| Institute of Health & Management Pty Ltd | 0 | 0.0 | 0 | 0.0 |
| International College of Hotel Management | 53 | 0.1 | 21 | 0.1 |
| International College of Management, Sydney | 245 | 0.3 | 77 | 0.3 |
| International Institute of Business and Technology | 23 | 0.0 | 6 | 0.0 |
| ISN Psychology Pty Ltd | 0 | 0.0 | 0 | 0.0 |
| Jazz Music Institute | 0 | 0.0 | 0 | 0.0 |
| Kaplan Business School | 573 | 0.6 | 194 | 0.7 |
| Kaplan Higher Education Pty Ltd | 0 | 0.0 | 0 | 0.0 |
| Kent Institute Australia | 1,117 | 1.2 | 340 | 1.2 |
| King's Own Institute | 2,055 | 2.3 | 793 | 2.7 |
| La Trobe College Australia | 254 | 0.3 | 96 | 0.3 |
| LCI Melbourne | 16 | 0.0 | 8 | 0.0 |
| Le Cordon Bleu Australia | 143 | 0.2 | 32 | 0.1 |
| Leaders Institute | 117 | 0.1 | 74 | 0.3 |
| Macleay College | 143 | 0.2 | 43 | 0.1 |
| Marcus Oldham College | 0 | 0.0 | 0 | 0.0 |
| Melbourne Institute of Technology | 451 | 0.5 | 123 | 0.4 |
| Melbourne Polytechnic | 587 | 0.7 | 188 | 0.6 |
| Montessori World Educational Institute (Australia) | 0 | 0.0 | 0 | 0.0 |
| Moore Theological College | 6 | 0.0 | <5 | 0.0 |
| Morling College | 0 | 0.0 | 0 | 0.0 |
| Nan Tien Institute | 0 | 0.0 | 0 | 0.0 |
| National Art School | <5 | 0.0 | <5 | 0.0 |
| National Institute of Organisation Dynamics Aust | 0 | 0.0 | 0 | 0.0 |
| Ozford Institute of Higher Education | 45 | 0.1 | 15 | 0.1 |
| Performing Arts Education | 0 | 0.0 | 0 | 0.0 |
| Perth Bible College | <5 | 0.0 | <5 | 0.0 |
| Photography Studies College (Melbourne) | 6 | 0.0 | <5 | 0.0 |
| Polytechnic Institute Australia Pty Ltd | 262 | 0.3 | 72 | 0.2 |
| SAE Institute | 172 | 0.2 | 64 | 0.2 |
| Sheridan College Inc. | 39 | 0.0 | 27 | 0.1 |
| South Australian Institute of Business and Technology | 343 | 0.4 | 134 | 0.5 |
| SP Jain School of Management | 138 | 0.2 | 78 | 0.3 |
| Stott's College | 1,448 | 1.6 | 518 | 1.8 |
| Sydney College of Divinity | <5 | 0.0 | <5 | 0.0 |
| Sydney Institute of Business and Technology | 166 | 0.2 | 63 | 0.2 |
| Tabor College of Higher Education | <5 | 0.0 | <5 | 0.0 |
| TAFE NSW | 1,044 | 1.2 | 438 | 1.5 |
| TAFE Queensland | 92 | 0.1 | 36 | 0.1 |
| TAFE South Australia | 148 | 0.2 | 45 | 0.2 |
| The Australian College of Physical Education | 7 | 0.0 | <5 | 0.0 |
| The Australian Institute of Music | 163 | 0.2 | 70 | 0.2 |
| The Cairnmillar Institute | 0 | 0.0 | 0 | 0.0 |
| The Institute of International Studies (TIIS) | 0 | 0.0 | 0 | 0.0 |
| The JMC Academy | 112 | 0.1 | 55 | 0.2 |
| The MIECAT Institute | 0 | 0.0 | 0 | 0.0 |
| The Tax Institute Higher Education | 0 | 0.0 | 0 | 0.0 |
| Think Education | 13 | 0.0 | 8 | 0.0 |
| Universal Business School Sydney | 388 | 0.4 | 131 | 0.4 |
| UOW College | 92 | 0.1 | 37 | 0.1 |
| UTS College | 1,033 | 1.2 | 223 | 0.8 |
| VIT (Victorian Institute of Technology) | 598 | 0.7 | 302 | 1.0 |
| Wentworth Institute of Higher Education | 199 | 0.2 | 78 | 0.3 |
| Whitehouse Institute of Design, Australia | 9 | 0.0 | <5 | 0.0 |
| William Angliss Institute | 397 | 0.4 | 85 | 0.3 |
| **All NUHEIs** | **19,950** | **22.3** | **6,944** | **23.7** |

**Table 32 Undergraduate student population parameters and response characteristics by university, 2021**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **In-scope population Domestic (n)** | **In-scope population Domestic (%)** | **In-scope population International (n)** | **In-scope population International (%)** | **SES responders Domestic (n)** | **SES responders Domestic (%)** | **SES responders International (n)** | **SES responders International (%)** |
| Australian Catholic University | 12,485 | 88.3 | 1,659 | 11.7 | 5,467 | 85.6 | 919 | 14.4 |
| Avondale University | 403 | 89.0 | 50 | 11.0 | 186 | 87.3 | 27 | 12.7 |
| Bond University | 1,421 | 83.5 | 280 | 16.5 | 487 | 85.7 | 81 | 14.3 |
| Central Queensland University | 5,792 | 96.1 | 236 | 3.9 | 2,723 | 96.5 | 100 | 3.5 |
| Charles Darwin University | 3,682 | 86.9 | 555 | 13.1 | 1,524 | 87.6 | 215 | 12.4 |
| Charles Sturt University | 9,089 | 96.9 | 293 | 3.1 | 3,254 | 96.9 | 105 | 3.1 |
| Curtin University | 12,867 | 88.7 | 1,632 | 11.3 | 4,220 | 88.9 | 525 | 11.1 |
| Deakin University | 13,474 | 87.0 | 2,012 | 13.0 | 6,065 | 88.8 | 765 | 11.2 |
| Edith Cowan University | 7,181 | 85.9 | 1,175 | 14.1 | 2,670 | 87.6 | 378 | 12.4 |
| Federation University Australia | 3,829 | 73.3 | 1,394 | 26.7 | 1,695 | 78.3 | 471 | 21.7 |
| Flinders University | 6,472 | 89.7 | 747 | 10.3 | 2,266 | 86.3 | 361 | 13.7 |
| Griffith University | 14,796 | 85.8 | 2,455 | 14.2 | 5,000 | 88.2 | 671 | 11.8 |
| James Cook University | 4,547 | 95.1 | 236 | 4.9 | 1,662 | 95.1 | 86 | 4.9 |
| La Trobe University | 12,397 | 87.9 | 1,714 | 12.1 | 4,799 | 92.4 | 395 | 7.6 |
| Macquarie University | 15,963 | 85.8 | 2,649 | 14.2 | 6,247 | 86.9 | 944 | 13.1 |
| Monash University | 16,106 | 67.1 | 7,903 | 32.9 | 6,395 | 72.4 | 2,442 | 27.6 |
| Murdoch University | 4,832 | 88.1 | 653 | 11.9 | 1,675 | 89.2 | 202 | 10.8 |
| Queensland University of Technology | 17,063 | 85.9 | 2,794 | 14.1 | 6,754 | 87.6 | 959 | 12.4 |
| RMIT University | 17,966 | 77.8 | 5,138 | 22.2 | 4,434 | 84.3 | 827 | 15.7 |
| Southern Cross University | 4,200 | 84.8 | 753 | 15.2 | 1,528 | 87.7 | 214 | 12.3 |
| Swinburne University of Technology | 11,651 | 87.2 | 1,712 | 12.8 | 4,849 | 88.8 | 614 | 11.2 |
| The Australian National University | 5,886 | 78.1 | 1,650 | 21.9 | 1,957 | 84.9 | 348 | 15.1 |
| The University of Adelaide | 6,513 | 84.6 | 1,189 | 15.4 | 2,885 | 84.9 | 512 | 15.1 |
| The University of Melbourne | 6,607 | 71.9 | 2,583 | 28.1 | 2,944 | 75.2 | 971 | 24.8 |
| The University of Notre Dame Australia | 4,341 | 98.8 | 51 | 1.2 | 1,788 | 98.3 | 30 | 1.7 |
| The University of Queensland | 14,378 | 76.0 | 4,541 | 24.0 | 5,295 | 82.6 | 1,112 | 17.4 |
| The University of South Australia | 13,473 | 86.0 | 2,188 | 14.0 | 4,619 | 84.6 | 844 | 15.4 |
| The University of Sydney | 11,231 | 82.3 | 2,422 | 17.7 | 4,503 | 86.4 | 706 | 13.6 |
| The University of Western Australia | 5,527 | 85.6 | 929 | 14.4 | 2,203 | 87.1 | 326 | 12.9 |
| Torrens University | 3,666 | 70.0 | 1,569 | 30.0 | 1,567 | 68.0 | 739 | 32.0 |
| University of Canberra | 5,425 | 84.2 | 1,020 | 15.8 | 2,092 | 85.8 | 346 | 14.2 |
| University of Divinity | 171 | 90.0 | 19 | 10.0 | 85 | 92.4 | 7 | 7.6 |
| University of New England | 5,250 | 98.4 | 87 | 1.6 | 2,199 | 98.8 | 26 | 1.2 |
| University of New South Wales | 12,279 | 74.9 | 4,110 | 25.1 | 5,287 | 77.6 | 1,523 | 22.4 |
| University of Newcastle | 11,082 | 90.6 | 1,149 | 9.4 | 4,166 | 92.5 | 336 | 7.5 |
| University of Southern Queensland | 5,474 | 92.3 | 455 | 7.7 | 2,095 | 91.8 | 188 | 8.2 |
| University of Tasmania | 11,048 | 93.5 | 763 | 6.5 | 4,987 | 94.6 | 286 | 5.4 |
| University of Technology Sydney | 13,948 | 78.0 | 3,923 | 22.0 | 5,128 | 83.9 | 987 | 16.1 |
| University of the Sunshine Coast | 5,403 | 92.5 | 436 | 7.5 | 2,750 | 92.6 | 219 | 7.4 |
| University of Wollongong | 8,936 | 91.0 | 879 | 9.0 | 3,345 | 91.5 | 311 | 8.5 |
| Victoria University | 8,110 | 84.1 | 1,535 | 15.9 | 3,174 | 85.6 | 533 | 14.4 |
| Western Sydney University | 17,545 | 89.0 | 2,169 | 11.0 | 5,990 | 88.9 | 749 | 11.1 |
| **All Universities** | 372,509 | 84.2 | 69,707 | 15.8 | 142,959 | 86.5 | 22,400 | 13.5 |

**Table 33 Undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2021**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **In-scope population Domestic (n)** | **In-scope population Domestic (%)** | **In-scope population International (n)** | **In-scope population International (%)** | **SES responders Domestic (n)** | **SES responders Domestic (%)** | **SES responders International (n)** | **SES responders International (%)** |
| Academies Australasia Polytechnic Pty Limited | 0 | 0.0 | 398 | 100.0 | 0 | 0.0 | 98 | 100.0 |
| Academy of Information Technology | 449 | 70.0 | 192 | 30.0 | 148 | 69.2 | 66 | 30.8 |
| ACAP and NCPS | 1,906 | 93.0 | 143 | 7.0 | 731 | 92.3 | 61 | 7.7 |
| Adelaide Central School of Art | 212 | 100.0 | 0 | 0.0 | 124 | 100.0 | 0 | 0.0 |
| Adelaide College of Divinity | 56 | 100.0 | 0 | 0.0 | 26 | 100.0 | 0 | 0.0 |
| Alphacrucis College | 956 | 77.6 | 276 | 22.4 | 314 | 79.9 | 79 | 20.1 |
| Asia Pacific International College | 0 | 0.0 | 355 | 100.0 | 0 | 0.0 | 158 | 100.0 |
| Australasian College of Health and Wellness | 252 | 98.8 | <5 | 1.2 | 78 | 98.7 | <5 | 1.3 |
| Australia Advance Education Group Pty Ltd | 0 | 0.0 | 50 | 100.0 | n/a | n/a | n/a | n/a |
| Australian Academy of Music and Performing Arts | 95 | 92.2 | 8 | 7.8 | 36 | 85.7 | 6 | 14.3 |
| Australian College of Christian Studies | 61 | 100.0 | 0 | 0.0 | 35 | 100.0 | 0 | 0.0 |
| Australian College of Theology Limited | 900 | 96.6 | 32 | 3.4 | 410 | 96.0 | 17 | 4.0 |
| Australian Institute of Higher Education | 0 | 0.0 | 1,292 | 100.0 | 0 | 0.0 | 456 | 100.0 |
| Australian Institute of Professional Counsellors | 261 | 99.6 | <5 | 0.4 | 103 | 100.0 | 0 | 0.0 |
| Box Hill Institute | 461 | 74.2 | 160 | 25.8 | 182 | 70.8 | 75 | 29.2 |
| Campion College Australia | 89 | 100.0 | 0 | 0.0 | 43 | 100.0 | 0 | 0.0 |
| Canberra Institute of Technology | 33 | 100.0 | 0 | 0.0 | n/a | n/a | n/a | n/a |
| Chisholm Institute | 51 | 27.0 | 138 | 73.0 | 30 | 25.0 | 90 | 75.0 |
| Christian Heritage College | 373 | 97.4 | 10 | 2.6 | 134 | 98.5 | <5 | 1.5 |
| CIC Higher Education | 0 | 0.0 | 321 | 100.0 | 0 | 0.0 | 84 | 100.0 |
| Collarts (Australian College of the Arts) | 1,095 | 97.3 | 28 | 2.5 | 454 | 96.4 | 16 | 3.4 |
| Curtin College | 422 | 53.1 | 372 | 46.9 | 118 | 43.4 | 154 | 56.6 |
| Deakin College | 827 | 53.3 | 725 | 46.7 | 239 | 53.5 | 208 | 46.5 |
| Eastern College Australia | 51 | 100.0 | 0 | 0.0 | n/a | n/a | n/a | n/a |
| Edith Cowan College | 117 | 44.2 | 148 | 55.8 | 37 | 44.0 | 47 | 56.0 |
| Elite Education Institute | 0 | 0.0 | 37 | 100.0 | n/a | n/a | n/a | n/a |
| Endeavour College of Natural Health | 3,318 | 98.2 | 61 | 1.8 | 1,177 | 97.3 | 33 | 2.7 |
| Engineering Institute of Technology | 132 | 96.4 | <5 | 3.6 | 68 | 95.8 | <5 | 4.2 |
| Equals International | 0 | 0.0 | 35 | 100.0 | n/a | n/a | n/a | n/a |
| Excelsia College | 77 | 13.3 | 502 | 86.7 | 37 | 15.7 | 198 | 84.3 |
| Eynesbury College | <5 | 0.7 | 143 | 99.3 | <5 | 2.3 | 42 | 97.7 |
| Griffith College | 845 | 74.9 | 283 | 25.1 | 266 | 82.9 | 55 | 17.1 |
| Holmes Institute | 46 | 5.2 | 840 | 94.8 | 13 | 5.1 | 243 | 94.9 |
| Holmesglen Institute | 449 | 41.1 | 644 | 58.9 | 144 | 39.9 | 217 | 60.1 |
| Ikon Institute of Australia | 315 | 88.5 | 41 | 11.5 | 178 | 92.2 | 15 | 7.8 |
| International College of Hotel Management | 43 | 44.8 | 53 | 55.2 | 20 | 48.8 | 21 | 51.2 |
| International College of Management, Sydney | 535 | 68.6 | 245 | 31.4 | 168 | 68.6 | 77 | 31.4 |
| ISN Psychology Pty Ltd | 114 | 100.0 | 0 | 0.0 | 58 | 100.0 | 0 | 0.0 |
| Jazz Music Institute | 70 | 100.0 | 0 | 0.0 | 26 | 100.0 | 0 | 0.0 |
| Kaplan Business School | 8 | 1.4 | 573 | 98.6 | <5 | 1.0 | 194 | 99.0 |
| Kent Institute Australia | <5 | 0.1 | 1,117 | 99.9 | <5 | 0.3 | 340 | 99.7 |
| King's Own Institute | <5 | 0.1 | 2,055 | 99.9 | <5 | 0.1 | 793 | 99.9 |
| La Trobe College Australia | 397 | 61.0 | 254 | 39.0 | 150 | 61.0 | 96 | 39.0 |
| LCI Melbourne | 154 | 90.6 | 16 | 9.4 | 74 | 90.2 | 8 | 9.8 |
| Le Cordon Bleu Australia | 50 | 25.9 | 143 | 74.1 | 17 | 34.7 | 32 | 65.3 |
| Leaders Institute | 0 | 0.0 | 117 | 100.0 | 0 | 0.0 | 74 | 100.0 |
| Macleay College | 113 | 44.1 | 143 | 55.9 | 42 | 49.4 | 43 | 50.6 |
| Marcus Oldham College | 100 | 100.0 | 0 | 0.0 | 62 | 100.0 | 0 | 0.0 |
| Melbourne Institute of Technology | 177 | 28.1 | 451 | 71.7 | 37 | 23.1 | 123 | 76.9 |
| Melbourne Polytechnic | 201 | 25.5 | 587 | 74.5 | 66 | 26.0 | 188 | 74.0 |
| Montessori World Educational Institute (Australia) | 55 | 100.0 | 0 | 0.0 | 25 | 100.0 | 0 | 0.0 |
| Moore Theological College | 323 | 98.2 | 6 | 1.8 | 215 | 98.2 | <5 | 1.8 |
| National Art School | 540 | 99.4 | <5 | 0.6 | 239 | 99.6 | <5 | 0.4 |
| Ozford Institute of Higher Education | 0 | 0.0 | 45 | 100.0 | n/a | n/a | n/a | n/a |
| Performing Arts Education | 38 | 100.0 | 0 | 0.0 | n/a | n/a | n/a | n/a |
| Perth Bible College | 67 | 94.4 | <5 | 5.6 | 27 | 93.1 | <5 | 6.9 |
| Photography Studies College (Melbourne) | 119 | 95.2 | 6 | 4.8 | 69 | 94.5 | <5 | 5.5 |
| Polytechnic Institute Australia Pty Ltd | 0 | 0.0 | 262 | 100.0 | 0 | 0.0 | 72 | 100.0 |
| SAE Institute | 1,731 | 91.0 | 172 | 9.0 | 520 | 89.0 | 64 | 11.0 |
| Sheridan College Inc. | 8 | 17.0 | 39 | 83.0 | 6 | 18.2 | 27 | 81.8 |
| South Australian Institute of Business and Technology | 129 | 27.3 | 343 | 72.7 | 52 | 28.0 | 134 | 72.0 |
| SP Jain School of Management | 0 | 0.0 | 138 | 100.0 | 0 | 0.0 | 78 | 100.0 |
| Stott's College | <5 | 0.1 | 1,448 | 99.9 | <5 | 0.4 | 518 | 99.6 |
| Sydney College of Divinity | 354 | 99.4 | <5 | 0.6 | 114 | 98.3 | <5 | 1.7 |
| Sydney Institute of Business and Technology | 79 | 32.2 | 166 | 67.8 | 38 | 37.6 | 63 | 62.4 |
| Tabor College of Higher Education | 376 | 99.5 | <5 | 0.3 | 177 | 99.4 | 0 | 0.0 |
| TAFE NSW | 1,037 | 49.8 | 1,044 | 50.2 | 392 | 47.2 | 438 | 52.8 |
| TAFE Queensland | 140 | 60.3 | 92 | 39.7 | 51 | 58.6 | 36 | 41.4 |
| TAFE South Australia | 82 | 35.7 | 148 | 64.3 | 29 | 39.2 | 45 | 60.8 |
| The Australian College of Physical Education | 625 | 98.9 | 7 | 1.1 | 181 | 98.9 | <5 | 1.1 |
| The Australian Institute of Music | 627 | 79.4 | 163 | 20.6 | 235 | 77.0 | 70 | 23.0 |
| The JMC Academy | 1,926 | 94.5 | 112 | 5.5 | 798 | 93.6 | 55 | 6.4 |
| Think Education | 349 | 96.4 | 13 | 3.6 | 201 | 96.2 | 8 | 3.8 |
| Universal Business School Sydney | 0 | 0.0 | 388 | 100.0 | 0 | 0.0 | 131 | 100.0 |
| UOW College | <5 | 5.2 | 92 | 94.8 | 0 | 0.0 | 37 | 100.0 |
| UTS College | 687 | 39.9 | 1,033 | 60.1 | 216 | 49.2 | 223 | 50.8 |
| VIT (Victorian Institute of Technology) | 0 | 0.0 | 598 | 100.0 | 0 | 0.0 | 302 | 100.0 |
| Wentworth Institute of Higher Education | 14 | 6.6 | 199 | 93.4 | 6 | 7.1 | 78 | 92.9 |
| Whitehouse Institute of Design, Australia | 234 | 96.3 | 9 | 3.7 | 142 | 97.3 | <5 | 2.7 |
| William Angliss Institute | 186 | 31.9 | 397 | 68.1 | 65 | 43.3 | 85 | 56.7 |
| **All NUHEIs** | **25,550** | **56.1** | **19,950** | **43.8** | **9,699** | **58.3** | **6,944** | **41.7** |

## 1.4 Precision of national estimates

As the 2021 SES data constituted a representative sample of the in-scope student population, it is reasonable to use statistical methods to analyse the achieved sample to make inferences about the population. To gauge the variability of the estimated results due to sampling variation, Table 34 and Table 35 present student ratings of the Quality of 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. Given that 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.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for international undergraduate students, for example, the 90 per cent confidence interval is around 0.8 percentage points for the Quality of entire educational experience and 0.7 percentage points for the Quality of teaching (see bottom row of Table 34 and Table 35).

Confidence intervals for international undergraduate estimates tend to be wider for cohorts with smaller populations, such as those aged 40 and over and those who reported a disability.

Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see Table 35). The study areas with the smallest populations and widest confidence intervals were Tourism, hospitality, personal services, sport and recreation, Veterinary Science, Dentistry and Agriculture and environmental studies, with widths of 13.9 to 10.0 percentage points overall observed in relation to the Quality of entire educational experience.

As seen in Table 35, in relation to study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the Quality of entire educational experience and the Quality of teaching with Veterinary science, Tourism, hospitality, personal services, sport and recreation, Dentistry and Pharmacy with intervals between 15.1 and 12.9 percentage points.

It is 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, the analysis presented in Table 34 and Table 35 suggests that at sector wide level, the estimates presented in this report are likely to be close to the true values.

Confidence intervals for international postgraduate coursework student estimates were broadly similar to undergraduate student estimates and are presented in the additional tables associated with this report available from the QILT website as listed in Appendix 7.

Table 34 Percentage positive ratings, international undergraduates by student sub-group, 2021 (with 90% confidence intervals)

|  |  |  |
| --- | --- | --- |
| **Group/subgroup** | **Quality of entire educational experience** | **Quality of teaching** |
| Stage of studies: Commencing | 68.5 (68.0, 69.0) | 74.7 (74.2, 75.2) |
| Stage of studies: Later year\* | 66.3 (65.7, 66.8) | 69.3 (68.8, 69.8) |
| Gender: Male | 65.6 (65.0, 66.2) | 69.7 (69.1, 70.2) |
| Gender: Female | 68.5 (68.0, 68.9) | 73.0 (72.6, 73.5) |
| Age: Under 25 | 66.8 (66.4, 67.2) | 71.7 (71.3, 72.0) |
| Age: 25-29 | 68.2 (67.1, 69.3) | 70.4 (69.3, 71.5) |
| Age: 30-39 | 71.0 (69.6, 72.4) | 71.9 (70.4, 73.2) |
| Age: 40 and over | 77.3 (73.2, 80.7) | 80.0 (76.0, 83.1) |
| Home language: English | 67.0 (66.2, 67.7) | 71.7 (70.9, 72.4) |
| Home language: Other | 67.3 (66.9, 67.7) | 71.6 (71.1, 72.0) |
| Country of birth: China | 66.8 (66.0, 67.6) | 71.7 (71.0, 72.5) |
| Country of birth: India | 70.6 (69.5, 71.7) | 74.5 (73.4, 75.6) |
| Country of birth: Nepal | 69.2 (68.3, 70.1) | 70.7 (69.8, 71.5) |
| Country of birth: Vietnam | 66.5 (65.0, 67.9) | 71.3 (69.8, 72.7) |
| Country of birth: Malaysia | 59.0 (57.2, 60.8) | 65.6 (63.8, 67.3) |
| Disability: Disability reported | 62.2 (59.3, 65.0) | 67.8 (64.9, 70.5) |
| Disability: No disability reported | 67.3 (66.9, 67.7) | 71.7 (71.3, 72.0) |
| Study mode†: Internal/Mixed study mode | 67.1 (66.8, 67.5) | 71.5 (71.1, 71.9) |
| Study mode†: External study mode | 68.1 (66.7, 69.5) | 72.7 (71.3, 74.0) |
| **Total** | **67.2 (66.8, 67.6)** | **71.6 (71.2, 71.9)** |

\*Later year includes middle year students where for NUHEIs a census was conducted (refer to 2021 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students’ mode of study in 2021, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

Table 35 Percentage positive ratings, international undergraduates by study area, 2021 (with 90% confidence intervals)

|  |  |  |
| --- | --- | --- |
|  | Quality of entire educational experience | Quality of teaching |
| Science and mathematics | 64.4 (62.9, 65.9) | 71.0 (69.6, 72.4) |
| Computing and information systems | 65.9 (65.0, 66.9) | 68.5 (67.6, 69.4) |
| Engineering | 62.9 (61.5, 64.3) | 67.9 (66.5, 69.2) |
| Architecture and built environment | 63.9 (62.0, 65.8) | 68.3 (66.4, 70.2) |
| Agriculture and environmental studies | 71.7 (66.3, 76.3) | 76.4 (71.1, 80.7) |
| Health services and support | 65.5 (63.7, 67.2) | 73.6 (71.8, 75.2) |
| Medicine | 64.6 (60.5, 68.2) | 73.4 (69.5, 76.6) |
| Nursing | 66.6 (65.7, 67.5) | 69.4 (68.5, 70.3) |
| Pharmacy | 70.8 (66.8, 74.3) | 77.1 (73.3, 80.3) |
| Dentistry | 55.0 (48.7, 61.0) | 55.6 (49.2, 61.6) |
| Veterinary science | 69.2 (62.9, 74.4) | 74.4 (68.2, 79.3) |
| Rehabilitation | 60.1 (56.3, 63.6) | 68.9 (65.3, 72.2) |
| Teacher education | 72.2 (70.4, 74.0) | 74.6 (72.7, 76.2) |
| Business and management | 69.4 (68.6, 70.1) | 73.0 (72.3, 73.7) |
| Humanities, culture and social sciences | 68.3 (66.4, 70.0) | 76.7 (75.0, 78.3) |
| Social work | 74.7 (72.8, 76.5) | 79.5 (77.7, 81.2) |
| Psychology | 69.6 (66.8, 72.2) | 72.6 (69.8, 75.1) |
| Law and paralegal studies | 62.9 (58.4, 67.0) | 73.6 (69.4, 77.3) |
| Creative arts | 65.6 (63.5, 67.6) | 72.9 (70.9, 74.8) |
| Communications | 69.1 (66.6, 71.4) | 74.4 (72.1, 76.6) |
| Tourism, hospitality, personal services, sport and recreation | 78.5 (70.4, 84.3) | 84.6 (77.0, 89.4) |
| **Total** | **67.2 (66.8, 67.6)** | **71.6 (71.2, 71.9)** |

# Appendix 2: Student Experience Questionnaire (SEQ)

## 2.1 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, as well as a set of freedom of expression items included for the first time in 2021.

Table 36 2021 SEQ Item Summary: Skill Development items

| Stem | Item |  | Response scale |
| --- | --- | --- | --- |
| To what extent has your <course> developed your: | 1. critical thinking skills? 2. ability to solve complex problems? 3. ability to work with others? 4. confidence to learn independently? 5. written communication skills? 6. spoken communication skills? 7. knowledge of the field(s) you are studying? 8. development of work-related knowledge and skills? |  | Not at all / Very little / Some / Quite a bit / Very much |

Table 37 2021 SEQ Item Summary: Learner Engagement items

| Stem | Item | Response scale |
| --- | --- | --- |
| At your institution during SURVEYYEAR, to what extent have you: | 1. felt prepared for your study? 2. 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 SURVEYYEAR, how frequently have you: | 1. participated in discussions online or face-to-face? 2. worked with other students as part of your study? 3. interacted with students outside study requirements? 4. interacted with students who are very different from you? | Never / Sometimes / Often / Very often |
| At your institution during SURVEYYEAR, to what extent have you: | 1. been given opportunities to interact with local students? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |

Table 38 2021 SEQ Item Summary: Teaching Quality items

| Stem | Item | Response scale |
| --- | --- | --- |
| Thinking about your <course>, | 1. 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>, | 1. how would you rate the quality of the teaching you have experienced in your <course>? | Poor / Fair / Good / Excellent |
| During SURVEYYEAR, to what extent have the lecturers, tutors and demonstrators in your <course>: | 1. engaged you actively in learning? 2. demonstrated concern for student learning? 3. provided clear explanations on coursework and assessment? 4. stimulated you intellectually? 5. commented on your work in ways that help you learn? 6. seemed helpful and approachable? 7. set assessment tasks that challenge you to learn? | Not at all / Very little / Some / Quite a bit / Very much |
| In SURVEYYEAR, to what extent has [your study/your <course>] been delivered in a way that is… | 1. well structured and focused? 2. relevant to your education as a whole? | Not at all / Very little / Some / Quite a bit / Very much |

Table 39 2021 SEQ Item Summary: Student Support items

| Stem | Item | Response scale |
| --- | --- | --- |
| At <E306CTXT> during SURVEYYEAR, to what extent have you: | 1. received support from your institution to settle into study? 2. experienced efficient enrolment and admissions processes? 3. felt induction/orientation activities were relevant and helpful? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |
| During SURVEYYEAR, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |
| During SURVEYYEAR, to what extent have you found careers advisors to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very |
| During SURVEYYEAR, to what extent have you found academic or learning advisors to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |
| During SURVEYYEAR, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |
| During SURVEYYEAR, to what extent have you… | 1. been offered support relevant to your circumstances? 2. received appropriate English language skill support? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |

Table 40 2021 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>? | 1. Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) 2. Student spaces and common areas 3. Online learning materials 4. Computing/IT resources 5. Assigned books, notes and resources 6. Laboratory or studio equipment 7. Library resources and facilities 8. Online Learning Platform (i.e. Learning Management System) | Poor / Fair / Good / Excellent / Not applicable |

Table 41 2021 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 42 2021 SEQ Item Summary: Demographic and contextual items

| Stem | Item | Response scale |
| --- | --- | --- |
| In what year did you first start your current <course>? |  | SURVEYYEAR-4 YEARS/ SURVEYYEAR-4 YEARS / SURVEYYEAR-3 YEARS / SURVEYYEAR-2 YEARS / SURVEYYEAR-1 YEAR / SURVEYYEAR |
| When do you expect to complete your current <course>? |  | SURVEYYEAR / SURVEYYEAR+1 YEAR |
| Where has your study been mainly based in SURVEYYEAR? |  | 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 SURVEYYEAR? |  | No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100% |
| At <E306CTXT> during SURVEYYEAR, to what extent have… | 1. Your living arrangements negatively affected your study? 2. Your financial circumstances negatively affected your study? 3. Paid work commitments negatively affected your study? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |
| During SURVEYYEAR, have you seriously considered leaving <institution>? |  | Yes, I have seriously considered leaving / No, I have not seriously considered leaving |
| Please indicate your reasons for seriously considering leaving your current university in SURVEYYEAR. Select all that apply. |  | 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 from another university or higher education institution / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons |

**Table 43 2021 SEQ Item Summary: Freedom of expression items**

| Stem | Item | Response scale |
| --- | --- | --- |
| The following statements are about freedom of expression on campus at <E306CTXT>. Freedom of expression can be part of the academic and social aspects of your student experience.  How strongly do you agree or disagree that… | a) I am free to express my views at <E306CTXT>  b) Academics are free to express their views at <E306CTXT>  c) I am free from discrimination, harm or hatred at <E306CTXT> | Strongly disagree / Disagree / Neither disagree or agree / Agree / Strongly agree |

## 2.2 International student items

Given the importance of international education, an additional module specifically directed towards measuring the international student living experience was added to the SES in 2020. These items focus on international students’ decision to study at Australian higher education institutions and their experience with accommodation, transport, safety, relationships and employment opportunities while studying.

In 2021, a number of changes were made to reduce survey burden on respondents and improve the quality of the data collected by removing open-response questions and replacing these with pre-coded response frames, as well as by refining existing code frames. For specific details of changes made to the international student items in 2021, refer to the *2021 SES Methodological Report*. Additional items focused on international students’ decision to study at Australian higher education institutions and their living arrangements such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. A full list of the international student items is provided at Table 44.



Table 44 2021 SES International Student Items

| Stem | Item | Response scale |
| --- | --- | --- |
| When deciding to study in Australia, how important was…. | a) The reputation of Australia’s education system?  b) Your personal safety and security?  I) The cost of living?  c) The ability to work part-time?  d) The opportunity to study in an English-speaking country?  e) Having friends and family already in Australia?  f) The chance to experience a new culture/lifestyle?  g) The possibility of migrating to Australia?  h) The weather/climate? | Extremely important / Important / Not important / Not at all important / Don’t know |
| When you were deciding to apply to <E306CTXT>, how important was… | a) The reputation of the education provider?  b) The reputation of the qualification?  c) <E306CTXT> offered the course I wanted to study?  d) The course fee?  e) Employment opportunities after completing the course?  f) <E306CTXT> had a partnership with my local institution?  g) The location of the institution? | Extremely important / Important / Not important / Not at all important / Don’t know |
| How satisfied are you with each of the following aspects of living in Australia? | a) Employment while studying  b) Improving your English skills  c) Getting work experience in your field of study  d) Transport  e) Personal safety on campus  f) Personal safety off campus  g) Making friends  h) Overall living experience in Australia | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable |
| When coming to Australia, did you use an agent to help you with your visa application or to enrol at <**E306CTXT**>? |  | Yes / No |
| How would you rate the overall service provided by the agent? |  | Very good / Good / Poor / Very poor |
| Which of the following best describes your current living arrangements? |  | University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify) |
| Overall, how satisfied are you with your current living arrangements? |  | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied |
| Why are you dissatisfied with your current living arrangements? |  | Too expensive / Not enough space / Too noisy / I am lonely / Issues with housemates / Issues with landlord or agent / Dirty / Old/bad condition / Slow internet / Located too far from institution / Other (please specify) |
| What type of Australian visa do you currently hold? |  | Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify) |

## 2.3 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 2021 SES. 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. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution”.

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. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution”.

COVID-19 items

The COVID-19 module was introduced in the 2020 questionnaire to ascertain the impact of the pandemic on the student experience, See Section 4.5.2 of the SES 2020 Methodological Report for further detail about the nature of the items in the module.

Given the continued effect of the pandemic in 2021, the COVID-19 module was again offered as a fee-for-service inclusion. Three institutions chose to include either all, or some of the items. Only students of participating institutions were presented the items, after completing the SEQ, and prior to the institution-specific items.

# Appendix 3: Production of scores

A series of steps is 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. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 1.

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. An example of the SPSS syntax used to generate focus area average scores is shown in Figure 2. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 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. An example of the SPSS syntax used to generate these variables is presented in Figure 3. Further information on the SPSS syntax for generating the score for each focus area in the SEQ can be found in the SES Data Dictionary.

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 example of the SPSS syntax used to generate these item variables is presented in Figure 4.

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 2015–2021 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 1 Example of how to use SPSS syntax to recode SEQ items into the conventional reporting metric

|  |
| --- |
| RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI TCHFEEDB TCHHELP TCHASSCH  (1=0) (2=25) (3=50) (4=75) (5=100) INTO  STDSTRUCr STDRELEVr TCHACTIVr TCHCONLRr TCHCLEXPr TCHSTIMIr TCHFEEDBr TCHHELPr TCHASSCHr  RECODE QLTEACH OVERALL  (1=0) (2=33.33) (3=66.66) (4=100) INTO  QLTEACHr OVERALLr. |

Figure 2 Example of how to use SPSS syntax to compute SES focus area scores

|  |
| --- |
| COMPUTE TEACH = MEAN.8(STDSTRUCr, STDRELEVr, TCHACTIVr, TCHCONLRr, TCHCLEXPr, TCHSTIMIr, TCHFEEDBr, TCHHELPr, TCHASSCHr, QLTEACHr, OVERALLr). |

Figure 3 Example of how to use SPSS syntax to compute SES focus area scores

|  |
| --- |
| IF NOT MISSING(TEACH) TEACHING\_SAT = 0.  IF TEACH GE 55 TEACHSAT = 1. |

Figure 4 Example of how to use SPSS syntax to compute item variables

|  |
| --- |
| RECODE ENGLANG (1=0) (2=0) (3=0) (4=1) (5=1) (ELSE=SYSMIS) INTO ENGLANG\_SAT. |

# Appendix 4: Comparison of Student Experience Questionnaire (SEQ), International Student Survey (ISS), Student Outcomes Survey (SOS), National Student Survey (NSS) and National Survey of Student Engagement (NSSE)

The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts. However, in most instances where SES data has been compared to other sources of data in this report, there are variations in item stems, response options and survey methodologies which should be considered when analysing results. For a full comparison of data sources presented in this report, refer to the 2020 Student Experience Survey National Report available on the QILT website.

One comparable survey referenced in this report is the Student Experience Survey (SES). The SES is an annual, online survey of first- and final-year students at higher education institutions (universities and non-university higher education institutions) in Australia. Sample for the SES is drawn from government-sourced higher education reporting data. Fieldwork takes place in August and September each year. The most recent methodological report for the SES can be found below.[[6]](#footnote-7)

The Student Outcome Survey (SOS) is another Australian student survey referenced in this report. The SOS is an annual, online survey of graduates of vocational education and training institutions (TAFEs and private providers). For the SOS, sample is created based on the availability of students’ contact details and their consent to re-contact status from earlier VET-related surveys. Fieldwork begins in June with reports distributed the following February. The most recent SOS results can be found below.[[7]](#footnote-8)

Section 9 ‘International comparisons’ references two similar student surveys conducted in other national contexts. The first of these is the National Survey of Student Engagement (NSSE), which is an annual survey of first- and final-year students at four-year institutions across the United States and Canada. The NSSE employs an online data collection method and fieldwork runs from February to May each year. Participating institutions can choose to either conduct a census of all in-scope students or use a random selection of students, with the sample size based on their total undergraduate enrolment figure. Institutions must choose to opt-in to the NSSE; around 600 institutions participated in the 2020 collection. The most recent NSSE results can be found below.[[8]](#footnote-9)

The second of these surveys is the National Student Survey (NSS). The NSS is an annual survey of final-year students at higher education universities and colleges in the United Kingdom. It is an annual survey; fieldwork takes place in January to April and results are released in July. The NSS is a census and employs a mixed-mode (online or full CATI) data collection method. Further information about the NSS can be found below.[[9]](#footnote-10)

# 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 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 is the adjusted estimated proportion of satisfied responses, is the size of the population in the relevant subgroup, is the number of valid responses in the relevant subgroup, is the number of positive responses in the relevant subgroup, is the standard normal value for 90 per cent confidence and 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 confidence interval bound.

Figure 5 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

where , and and

# Appendix 6: Study area definitions

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | Study area | Study area 45 | Study area 45 | Field of Education |
| 0 | Non-award | 0 | Non-award | 000000 |
| 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 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 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 |
| 3 | Engineering | 7 | Engineering - Process & Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering - Electrical & Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 11 | Engineering - Aerospace | 031500, 031501, 031503, 031505, 031507, 031599 |
| 4 | Architecture and built environment | 12 | Architecture & Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| 4 | Architecture and built environment | 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, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| 5 | Agriculture and environmental studies | 15 | Environmental Studies | 050900, 050901, 050999 |
| 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 |
| 6 | Health services and support | 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 |
| 12 | Rehabilitation | 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 |
| 13 | Teacher education | 26 | Teacher Education - Early Childhood | 070101 |
| 13 | Teacher education | 27 | Teacher Education - Primary & Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking & Finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 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 |
| 15 | Humanities, culture and social sciences | 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 |
| 18 | Law and paralegal studies | 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 |
| 19 | Creative arts | 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 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 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

This report is accompanied by additional benchmarking tables which may be used alongside this report and data visualisation to support institutional benchmarking and analysis.

Listed below are tables related to specific concepts relevant to the SES as well as a listing of tables that can be used to explore and benchmark additional themes related to the SES.

## 7.1 SES Results

### 7.1.1. Focus areas

This group of tables outline SES focus areas for undergraduate and postgraduate coursework students by a number of parameters including demographic characteristics, study area and institution type.

The SES focus areas are comprised of a number of underlying items as seen in Appendix 2. Results at the item level for each focus area is available in section 7.1.3.

Appendix 3 gives examples of how these focus area scores are calculated.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| ALL |  | FOCUS\_ALL\_ALL\_1Y | Student experience (% positive rating, 2021) among all course levels from all provider types by level and stage of study |
| UG | Table 1 | FOCUS\_UG\_ALL\_14-YY\_YEAR | Student experience (% positive rating) among undergraduates from all provider types by year |
| PGC |  | FOCUS\_PGC\_ALL\_17-YY\_YEAR | Student experience (% positive rating) among postgraduate coursework students from all provider types by year |
| UG |  | FOCUS\_UG\_ALL\_1Y\_STAGE | Student experience (% positive rating, 2021) among undergraduates from all provider types by stage of study |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_STAGE | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by stage of study |
| UG |  | FOCUS\_UG\_ALL\_1Y\_ISG | Student experience (% positive rating, 2021) among undergraduates from all provider types by demographic and contextual group |
| UG |  | FOCUS\_UG\_UNI\_1Y\_ISG | Student experience (% positive rating, 2021) among undergraduates from universities by demographic and contextual group |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_ISG | Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_ISG | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_ISG | Student experience (% positive rating, 2021) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_ISG | Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 6 | FOCUS\_UG\_ALL\_3Y\_AREA | Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by 21 study areas |
| UG |  | FOCUS\_UG\_UNI\_1Y\_AREA | Student experience (% positive rating, 2021) among undergraduates from universities by 21 study areas |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_AREA | Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC |  | FOCUS\_PGC\_ALL\_3Y\_AREA | Student experience (% positive rating, 2019-2021) among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_AREA | Student experience (% positive rating, 2021) among postgraduate coursework students from universities by 21 study areas |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_AREA | Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG |  | FOCUS\_UG\_ALL\_1Y\_AREA45 | Student experience (% positive rating, 2021) among undergraduates from all provider types by 45 study areas |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_AREA45 | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by 45 study areas |
| UG |  | FOCUS\_UG\_ALL\_1Y\_HEPTYPE | Student experience (% positive rating, 2021) among undergraduates from all provider types by type of institution |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_HEPTYPE | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by type of institution |
| UG | Table 5 | FOCUS\_UG\_ALL\_3Y\_E346 | Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by country of birth |
| UG | Table 2 | FOCUS\_UG\_ALL\_3Y\_E942 | Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by citizenship status |
| PGC |  | FOCUS\_PGC\_ALL\_3Y\_E942 | Student experience (% positive rating, 2019-2021) among postgraduate coursework students from all provider types by citizenship status |
| UG |  | FOCUS\_UG\_ALL\_1Y\_CURCOUNTRY | Student experience (% positive rating, 2021) among undergraduates from all provider types by country of residence |
| UG |  | FOCUS\_UG\_ALL\_2Y\_CURCOUNTRY | Student experience (% positive rating, 2020 and 2021) among undergraduates from all provider types by country of residence |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_CURCOUNTRY | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by country of residence |
| PGC |  | FOCUS\_PGC\_ALL\_2Y\_CURCOUNTRY | Student experience (% positive rating, 2020 and 2021) among postgraduate coursework students from all provider types by country of residence |
| UG | Table 21 | FOCUS\_UG\_ALL\_1Y\_SECTOR | Student experience (% positive rating, 2021) among undergraduates from all provider types by sector |
| UG |  | FOCUS\_UG\_UNI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | FOCUS\_UG\_UNI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | Table 7 | FOCUS\_UG\_UNI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | FOCUS\_UG\_UNI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | FOCUS\_UG\_NUHEI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | FOCUS\_UG\_NUHEI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | Table 8 | FOCUS\_UG\_NUHEI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| UG |  | QOE\_UG\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | QOE\_UG\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC |  | QOE\_PGC\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | QOE\_PGC\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG |  | QOE\_UG\_NUHEI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | QOE\_UG\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | QOE\_PGC\_NUHEI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | QOE\_PGC\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |

### 7.1.2 Considered leaving and negative effects on study

One item in the SES asks students whether they have in that year “seriously considered leaving” their institution and if so to indicate one or more of the reasons for seriously considering leaving. Another item asks whether living arrangements, financial circumstances or paid work commitments have had a negative impact on study. The following group of tables give details of students who have indicated that they have or have not considered leaving in that year, the reasons broken down by various factors including demographic characteristics, academic grades, study area and type of institution, and whether their studies have been negatively impacted by living arrangements, financial circumstances or paid work commitments.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | CONSID\_UG\_ALL\_1Y\_ISG | Percentage who considered early departure (2021) among undergraduates from all provider types by demographic and contextual group |
| UG |  | CONSID\_UG\_UNI\_1Y\_ISG | Percentage who considered early departure (2021) among undergraduates from universities by demographic and contextual group |
| UG |  | CONSID\_UG\_NUHEI\_1Y\_ISG | Percentage who considered early departure (2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC |  | CONSID\_PGC\_ALL\_1Y\_ISG | Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | CONSID\_PGC\_UNI\_1Y\_ISG | Percentage who considered early departure (2021) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | CONSID\_PGC\_NUHEI\_1Y\_ISG | Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG |  | CONSID\_UG\_ALL\_3Y\_CH | Percentage selected reasons for considered early departure among undergraduates and all provider types by year |
| UG |  | CONSID\_UG\_UNI\_3Y\_CH | Percentage selected reasons for considered early departure among undergraduates and universities by year |
| UG |  | CONSID\_UG\_NUHEI\_3Y\_CH | Percentage selected reasons for considered early departure among undergraduates and non-university higher education institutes (NUHEIs) by year |
| PGC |  | CONSID\_PGC\_ALL\_3Y\_CH | Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by year |
| PGC |  | CONSID\_PGC\_UNI\_3Y\_CH | Percentage selected reasons for considered early departure among postgraduate coursework students and universities by year |
| PGC |  | CONSID\_PGC\_NUHEI\_3Y\_CH | Percentage selected reasons for considered early departure among postgraduate coursework students and non-university higher education institutes (NUHEIs) by year |
| UG |  | CONSID\_UG\_ALL\_1Y\_GRADE\_FIG | Percentage who considered early departure (2021) among undergraduates from all provider types by average grades to date |
| UG |  | CONSID\_UG\_UNI\_1Y\_GRADE\_FIG | Percentage who considered early departure (2021) among undergraduates from universities by average grades to date |
| UG |  | CONSID\_UG\_NUHEI\_1Y\_GRADE\_FIG | Percentage who considered early departure (2021) among undergraduates from non-university higher education institutes (NUHEIs) by average grades to date |
| PGC |  | CONSID\_PGC\_ALL\_1Y\_GRADE\_FIG | Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by average grades to date |
| PGC |  | CONSID\_PGC\_UNI\_1Y\_GRADE\_FIG | Percentage who considered early departure (2021) among postgraduate coursework students from universities by average grades to date |
| PGC |  | CONSID\_PGC\_NUHEI\_1Y\_GRADE\_FIG | Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by average grades to date |
| UG | Table 3 | ASTD\_UG\_ALL\_3Y\_E942 | Negative effects on study (% negatively affected) among undergraduates and all provider types by citizenship status, 2019-2021 |
| PGC |  | ASTD\_PGC\_ALL\_3Y\_E942 | Negative effects on study (% negatively affected) among postgraduate coursework students and all provider types by citizenship status, 2019-2021 |

### 7.1.3 Detailed focus area items

The following tables give the breakdown of items within the Skills Development, Learner Engagement, Teaching Quality, Student Support and Learning Resources focus areas. Please note that the Quality of Entire Educational Experience is a single item and is grouped within the Teaching Quality focus area.

Appendix 3, Production of scores gives examples of how these item scores are calculated.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | DEVEL\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Skills Development items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | DEVEL\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Skills Development items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | DEVEL\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Skills Development items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC |  | DEVEL\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | DEVEL\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | DEVEL\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG |  | ENGAG\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | ENGAG\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | ENGAG\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC |  | ENGAG\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | ENGAG\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | ENGAG\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG |  | TEACH\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | TEACH\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | TEACH\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC |  | TEACH\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | TEACH\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | TEACH\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG |  | SUPP\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Student Support items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | SUPP\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Student Support items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | SUPP\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Student Support items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC |  | SUPP\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Student Support items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | SUPP\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Student Support items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | SUPP\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Student Support items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG |  | RESR\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Learning Resources items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | RESR\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | RESR\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC |  | RESR\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | RESR\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | RESR\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |

## 7.2 International Student Experience

A new set of items specifically designed to understand international students’ reasons for choosing to study in Australia and measure their international student living experience was included in the SES for the first time in 2020. The tables below provide a breakdown of reasons that international students chose to study in Australia and at their current institution, what types of accommodation they are living in, their satisfaction with various aspects of living in Australia, as well as the type of visa they are studying on and whether they used an agent to assist with enrolment.

### 7.2.1 Reason for choosing where to study

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| ALL |  | [INTAUS\_ALL\_ALL\_1Y](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTAUS_ALL_ALL_1Y'!A1) | International student reasons for choosing to study in Australia (% importance rating, 2021) among all course levels from all provider types by level and stage of study |
| UG | Table 17 | [INTAUS\_UG\_ALL\_11-YY\_YEAR](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTAUS_UG_ALL_11-YY_YEAR'!A1) | International student reasons for choosing to study in Australia (% importance rating) among undergraduates from all provider types by year |
| UG |  | [INTAUS\_UG\_ALL\_1Y\_AREA](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTAUS_UG_ALL_1Y_AREA'!A1) | International student reasons for choosing to study in Australia (% importance rating, 2021) among undergraduates from all provider types by 21 study areas |
| UG | Table 24 | [INTAUS\_UG\_ALL\_1Y\_SECTOR](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTAUS_UG_ALL_1Y_SECTOR'!A1) | International student reasons for choosing to study in Australia (% importance rating, 2021) among undergraduates from all provider types by sector |
| ALL |  | [INTINST\_ALL\_ALL\_1Y](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTINST_ALL_ALL_1Y'!A1) | International student reasons for choosing institution (% importance rating, 2021) among all course levels from all provider types by level and stage of study |
| UG | Table 19 | [INTINST\_UG\_ALL\_11-YY\_YEAR](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTINST_UG_ALL_11-YY_YEAR'!A1) | International student reasons for choosing institution (% importance rating) among undergraduates from all provider types by year |
| UG |  | [INTINST\_UG\_ALL\_1Y\_AREA](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTINST_UG_ALL_1Y_AREA'!A1) | International student reasons for choosing institution (% importance rating, 2021) among undergraduates from all provider types by 21 study areas |
| UG |  | [INTINST\_UG\_ALL\_1Y\_SECTOR](file:///C:\Users\pmalhotra\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\686F000A.xlsx#'INTINST_UG_ALL_1Y_SECTOR'!A1) | International student reasons for choosing institution (% importance rating, 2021) among all course levels from all provider types by sector |

### 7.2.2 International student living experience

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG | Table 16 | INTAGENT\_UG\_ALL\_1Y\_E346 | Use of agents to help with visa application or enrolment (2021) among undergraduates from all provider types by country of birth |
| UG | Table 12, Table 14 | INTLIVE\_UG\_ALL\_1Y\_E346 | International undergraduate student accommodation arrangements (2021) among undergraduates from all provider types by country of birth |
| UG | Table 23 | INTLIVE\_UG\_ALL\_1Y\_SECTOR | International undergraduate student accommodation arrangements (2021) among undergraduates from all provider types by sector |
| UG |  | INTLIVE\_UG\_ALL\_2Y | Student accommodation arrangements among undergraduates and all provider types by year |
| ALL |  | INTLIVE\_PG\_ALL\_2Y | Student accommodation arrangements among postgraduate coursework students and all provider types by year |
| UG | Table 12 | INTLIVSAT\_UG\_ALL\_2Y\_INTLIVE | International student overall accommodation experience (% positive rating, 2021) among undergraduates from all provider types by student accommodation arrangements |
| ALL |  | INTLIVSAT\_PG\_ALL\_2Y\_INTLIVE | International student overall accommodation experience (% positive rating, 2021) among postgraduate coursework students from all provider types by student accommodation arrangements |
| ALL | Table 9, Table 10 | INTSAT\_ALL\_ALL\_1Y | International student living experience (% positive rating, 2021) among all course levels from all provider types by level and stage of study |
| UG | Table 13 | INTSAT\_UG\_ALL\_1Y\_E346 | International student living experience (% positive rating, 2021) among undergraduates from all provider types by country of birth |
| UG | Table 11, Table 22 | INTSAT\_UG\_ALL\_1Y\_SECTOR | International student living experience (% positive rating, 2021) among undergraduates from all provider types by sector |
| UG |  | INTSAT\_UG\_UNI\_1Y\_INST\_CI | International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | INTSAT\_UG\_NUHEI\_1Y\_INST\_CI | International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | Table 15 | INTVISA\_UG\_ALL\_1Y\_E346 | International undergraduate visa arrangements (2021) among undergraduates from all provider types by country of birth |
| UG |  | INTVISA\_UG\_ALL\_1Y\_SECTOR | International undergraduate visa arrangements (2021) among undergraduates from all provider types by sector |

## 7.3 Methodological Tables

### 7.3.1 Overview and response rates

This group of tables relate to the operational and methodological aspects of the SES including response rates, response characteristics such as student demographics and study area, as well as representativeness of the respondents as compared to the sample population.

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics and precision please refer to the 2021 SES Methodological Report, which is available on the QILT website.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| ALL | Table 25 | OV\_ALL\_ALL\_13-YY | Operational overview among all course levels from all provider types by year |
| ALL | Table 26 | RR\_ALL\_UNI\_14-YY\_INST | Response rates among all course levels from universities by institution |
| ALL | Table 26 | RR\_ALL\_NUHEI\_14-YY\_INST | Response rates among all course levels from non-university higher education institutes (NUHEIs) by institution |
| ALL |  | RR\_ALL\_ALL\_1Y\_INST | Response rates among all course levels from all provider types by provider type |

### 7.3.2 Response characteristics and representativeness

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | CHARINT\_UG\_ALL\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among undergraduates from all provider types by 21 study areas |
| UG |  | CHARINT\_UG\_UNI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among undergraduates from universities by 21 study areas |
| UG |  | CHARINT\_UG\_NUHEI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC |  | CHARINT\_PGC\_ALL\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | CHARINT\_PGC\_UNI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from universities by 21 study areas |
| PGC |  | CHARINT\_PGC\_NUHEI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG | Table 29, Table 31 | CHARINT\_UG\_UNI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among undergraduates from universities by institution |
| PGC |  | CHARINT\_PGC\_UNI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from universities by institution |
| UG | Table 30, Table 32 | CHARINT\_UG\_NUHEI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | CHARINT\_PGC\_NUHEI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |

### 7.3.3 Confidence intervals and weighting

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | INTSAT\_UG\_UNI\_1Y\_INST\_CI | International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | INTSAT\_UG\_NUHEI\_1Y\_INST\_CI | International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | FOCUS\_UG\_UNI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | FOCUS\_UG\_UNI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | Table 7 | FOCUS\_UG\_UNI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | FOCUS\_UG\_UNI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | FOCUS\_PGC\_UNI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | FOCUS\_UG\_NUHEI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | FOCUS\_UG\_NUHEI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | Table 8 | FOCUS\_UG\_NUHEI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_INST\_CI | Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_3Y\_INST\_CI | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | FOCUS\_PGC\_NUHEI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| UG |  | WEIGHT\_UG\_ALL\_1Y\_ISG | Comparison of raw and weighted percentage positive scores (2021) among undergraduates from all provider types by demographic and contextual group |
| PGC |  | WEIGHT\_PGC\_ALL\_1Y\_ISG | Comparison of raw and weighted percentage positive scores (2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| UG |  | WEIGHT\_UG\_ALL\_1Y\_AREA | Comparison of raw and weighted percentage positive scores (2021) among undergraduates from all provider types by 21 study areas |
| PGC |  | WEIGHT\_PGC\_ALL\_1Y\_AREA | Comparison of raw and weighted percentage positive scores (2021) among postgraduate coursework students from all provider types by 21 study areas |
| UG | Table 33 | QOEQOT\_UG\_ALL\_1Y\_ISG\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from all provider types by demographic and contextual group |
| PGC |  | QOEQOT\_PGC\_ALL\_1Y\_ISG\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | QOEQOT\_PGC\_UNI\_1Y\_ISG\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | QOEQOT\_PGC\_NUHEI\_1Y\_ISG\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 34 | QOEQOT\_UG\_ALL\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from all provider types by 21 study areas |
| UG |  | QOEQOT\_UG\_UNI\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by 21 study areas |
| UG |  | QOEQOT\_UG\_NUHEI\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC |  | QOEQOT\_PGC\_ALL\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | QOEQOT\_PGC\_UNI\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by 21 study areas |
| PGC |  | QOEQOT\_PGC\_NUHEI\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |

1. The number of universities increased from 41 in 2020 to 42 in 2021 due to Avondale University (previously known as Avondale University College) being accredited as a university in 2021. Prior to 2021, Avondale University participated as a non-university higher education institution (NUHEI) in the SES. [↑](#footnote-ref-2)
2. ‘How would you evaluate your entire educational experience at this institution?’ [↑](#footnote-ref-3)
3. Indiana University. (2021). NSSE 2021 Overview. Retrieved 18 Jan. 2022, from https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html [↑](#footnote-ref-4)
4. ‘Overall, I am satisfied with the quality of the [this] course.’ [↑](#footnote-ref-5)
5. HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\_nss.html](http://www.thestudentsurvey.com/the_nss.html). [↑](#footnote-ref-6)
6. <https://www.qilt.edu.au/qilt-surveys/student-experience> [↑](#footnote-ref-7)
7. https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes [↑](#footnote-ref-8)
8. https://nsse.indiana.edu/research/annual-results/index.html [↑](#footnote-ref-9)
9. https://www.thestudentsurvey.com/about-the-nss/ [↑](#footnote-ref-10)