

THE HIGHER EDUCATION  
STUDENT EXPERIENCE



AUGUST 2022

# 2021 Student Experience Survey

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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)



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# 1. Introduction

The Student Experience Survey (SES) provides a national architecture for collecting data on key aspects of the higher education student experience. The SES focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and potentially able to be influenced by institutions. The SES measures five aspects of the student experience: Skills Development, Learner Engagement, Teaching Quality, Student Support, and Learning Resources.

The five aspects of student experience or focus areas in the SES comprise related items representing feedback from students about their higher education experience regarding outcomes, behaviours and satisfaction. In order to report meaningfully on these varied aspects of the student experience, each student is adjudged to have rated their experience either positively or negatively for each item and, based on the item responses, each focus area is derived. Scores presented in this report for both items and focus areas represent the proportion of students responding “positively”. Detailed information on how the scores are calculated can be found in Appendix 3: Production of scores. The survey items and response frames are reproduced in Appendix 2: Student Experience Questionnaire (SEQ).

Originally developed as the University Experience Survey (UES) in 2011, the SES was renamed in 2015 to facilitate the inclusion of students from non-university higher education institutions (NUHEIs). The scope of the survey was limited to undergraduate students only but in 2017 postgraduate coursework students were included for the first time. Prior to 2020, other than minor changes in wording to ensure the survey instrument was relevant to all higher education students, the survey questionnaire had remained essentially unchanged from the 2014 Student Experience Survey. In 2020, a new international student module was added to measure broader aspects of the international student experience including living and accommodation experience and reasons for choosing to study in Australia. In 2021, a set of items measuring students’ perceptions of freedom of expression on campus was included for the first time. A detailed list of all questionnaire items can be found in Appendix 2: Student Experience Questionnaire (SEQ).

## 1.1 The student experience and COVID-19

The higher education sector, like many others, has been subject to substantial challenges arising from the COVID-19 pandemic and this has continued to be felt throughout 2021. Higher education institutions have been required to quickly adapt their teaching and learning arrangements quickly in response to government mandated restrictions and health advice to address the pandemic over the last two years. The 2021 SES provides an opportunity to measure how the higher education sector has responded in its second year of dealing with these challenges, at least, as seen from the perspective of students and their lived experience of these changes.

Prior to 2020, results from the SES had shown remarkable stability, at least at aggregate level. For example, the undergraduate student rating of the Quality of entire educational experience varied within a narrow range of 78 per cent to 80 per cent since the survey commenced in 2012. Similarly, student ratings of other aspects of their experience had changed little over time, varying by only a few percentage points. Previous surveys have shown there are larger differences in student ratings across demographic groups, study areas and institutions providing insight into areas of good practice and highlighting areas in need of improvement.

As observed in the 2020 SES National Report, there was a sharp reduction in student ratings of their educational experience in 2020. However, in 2021, student ratings have improved somewhat as institutions and students have had time to adapt to the changing teaching and learning environment. As a result, this report focuses on changes in the student experience between 2019 and 2021. It is readily apparent from the 2021 SES that the student experience has again changed more among certain demographic groups, study areas and institutions than others over the two years of the COVID-19 pandemic, which attests to the efficacy of the SES instrument.

In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time non-Higher Education Support Act (HESA) approved providers. All 42<sup>1</sup> 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. As in previous years, the 2021 SES in-scope survey population consisted of commencing and later year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. In 2020 the scope of the SES was also extended to include international students who intended to study onshore but were offshore at the time the survey was administered due to government-imposed travel restrictions caused by the COVID-19 pandemic. This exception was permitted again in 2021 given the ongoing travel restrictions entering Australia.

The main online fieldwork period 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 643,337, responses were received from a total of 264,660 students, which equated to 280,414 valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 41.1 per cent, down from 44.1 in 2020 and 42.6 per cent in 2019. Although the response rate did decline in 2021, it is still considered a good result, particularly given the ongoing challenges the sector has faced in 2021.

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<sup>1</sup> The number of universities increased from 41 in 2020 to 42 in 2021. This is 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.



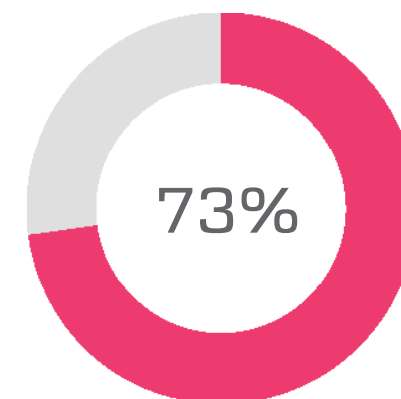
# 2. Results

## 2.2 The student experience over time

Undergraduate student ratings of the Quality of the entire educational experience increased four percentage points from 69 per cent in 2020 to 73 per cent in 2021, as shown by Table 1. This is a positive change following the substantial reduction in the undergraduate rating in 2020. However, this was not a full recovery to the 78 per cent to 80 per cent range observed since the survey was first conducted on a national basis up to 2019.

It is interesting to note that throughout the COVID-19 pandemic there were marked changes in some aspects of the student experience while for other aspects there was much less change, as shown by Table 1. Skills Development, Teaching Quality and Student Support have experienced very little variation in student ratings from 2019 to 2021. On the other hand, Learner Engagement, Learning Resources and the Quality of entire educational experience all declined in 2020. Student ratings of Learner Engagement fell by 16 percentage points in 2020 and although it has increased by 5 percentage points to 49 per cent in 2021, it is still well below the 58 per cent to 60 per cent range in ratings seen from 2012 to 2019. Student ratings of Learning Resources and the Quality of entire educational experience also improved in 2021, but again not a full recovery to the level seen prior to 2020. This suggests that while institutions have been able to respond and adapt to some extent to the changed teaching and learning environment, challenges remain while on-campus learning and extracurricular activities continue to be curtailed due to the COVID-19 pandemic. For a closer examination of changes in student ratings to each of the focus areas' underlying items, refer to Appendix 6: Results for individual questionnaire items.

Positive rating for Quality of entire educational experience, 2021



Undergraduate

Table 1 The undergraduate student experience, 2011 – 2021 (% positive rating)

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

	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
2019	81	60	81	74	84	78
2020	78	44	78	74	76	69
2021	79	49	79	73	80	73

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

\*\*In 2013 results from the University Experience Survey were reported as percentage positive scores rather than average scale scores. Results in these tables have been compiled on this basis but may differ from results presented in the earlier 2011 and 2012 reports. See 0 for further detail on score construction.

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

††Note that 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.

### 3. Level and stage of study

Similar patterns of decline in student ratings in 2020 and increases in 2021 can be seen at the level (undergraduate and postgraduate coursework) and stage (commencing and later years) of students' study, however, the extent of change varied between undergraduate commencing and later year students. The greatest variation between these groups was in the area of Learner Engagement, as shown by Table 2. While student ratings of Learner Engagement dropped substantially for commencing and later year students in 2020, by 17 percentage points and 14 percentage points respectively, the increase in ratings in 2021 was much more marked for commencing students than it was for later year students, 7 percentage points and 1 percentage point respectively. The increase in commencing student ratings in 2021 may be due in part to a change in the expectations of commencing students entering higher education after the onset of the COVID-19 pandemic.

In 2021, undergraduate commencing and later year student ratings of Skills Development and Learner Engagement were broadly similar, with only 1 percentage point difference. However, ratings of Teaching Quality, Student Support, Learning Resources and the Quality of the entire educational experience were all considerably higher than later year student ratings by 7 percentage points, 7 percentage points, 9 percentage points and 8 percentage points respectively.

In general, postgraduate coursework student ratings of Skills Development, Teaching Quality, Student Support and the Quality of the entire educational experience are very similar to undergraduate student ratings. However, postgraduate coursework students rate Learner Engagement and Learning Resources lower than undergraduate students do and this has been the case since 2019. It is interesting to note that while Learner Engagement ratings dropped by 16 percentage points for undergraduate students and 12 percentage points for postgraduate coursework students in 2020, ratings for postgraduate coursework students remained unchanged in 2021, whereas they increased for undergraduate students by 5 percentage points. There was less variation in student ratings between postgraduate coursework commencing and later year students than there was for undergraduates. This may be due to commencing postgraduate coursework students having previous higher education experience prior to 2020 and therefore similar expectations to later year students at the same level of study.

Positive rating for Quality of entire educational experience, 2021

77%

Undergraduate commencing students

69%

Undergraduate later year students

75%

Postgraduate coursework commencing students

72%

Postgraduate coursework later year students

Table 2 The student experience by level and stage of study, 2019-2021 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Undergraduate</b>	81	78	79	60	44	49	81	78	79	74	74	73	84	76	80	78	69	73
Commencing	80	76	78	59	42	49	84	81	82	77	77	76	87	79	84	81	71	77
Later year	83	80	81	61	47	48	78	74	75	70	69	69	79	71	75	75	65	69
<b>Postgraduate coursework</b>	81	78	79	54	42	42	81	78	80	75	74	74	83	73	77	76	69	73
Commencing	80	77	78	52	39	39	82	80	82	76	76	74	84	74	78	77	70	75
Later year	82	79	80	55	45	44	79	76	78	73	72	73	81	71	76	75	67	72

## 4. Demographic group

Changes in teaching and learning arrangements due to COVID-19 restrictions have had a greater impact on some student groups than others, as shown by Table 3. In particular, younger persons and internal students, that is, persons studying on-campus or by mixed mode, registered much larger falls in student ratings in 2020. These factors are most likely related since younger persons are more likely to be studying on-campus whereas older persons are more likely to engage in external study. In 2021, positive ratings did increase for younger persons and internal students, which can likely be attributed to some return to on-campus learning and also a change in the expectations and experience of students. For example, student ratings of Learner Engagement declined by 17 percentage points among students aged under 25 in 2020 and increased by 5 percentage points in 2021. Whereas those aged 40 and over (who are more likely to be external) experienced a smaller decline of 11 percentage points in 2020 and a smaller increase of 2 percentage points in 2021. Likewise, the decline in the quality of the entire educational experience rating was 11 percentage points for students aged under 25 in comparison with a 5 percentage point decline for students aged 40 and over in 2020. In 2021, ratings of the quality of the entire educational experience increased by 5 percentage points for those aged under 25 compared with a 2 percentage point increase for students aged 40 and over.

Internal/mixed mode study mode students (who had attended some or all of their classes on-campus) rated the Quality of entire educational experience 11 percentage points lower in 2020 than in 2019, a much larger fall than reported by external students (who had undertaken all of their study off-campus) which was 4 percentage points lower. In 2021, internal/mixed mode students rated the Quality of entire educational experience 5 percentage points higher than the previous year, compared to a 2 percentage point increase for external students. Similarly, internal/mixed mode students rated Learning Resources 8 percentage points lower in 2020, a larger fall than reported by external students which was 4 percentage points lower. Ratings of Learning Resources by external students remained unchanged in 2021, whereas for internal/mixed mode students, ratings reported were 4 percentage points higher than the previous year. It is unsurprising that internal/mixed mode students have experienced much larger fluctuations in ratings than external students in 2020 and 2021. The changes in teaching and learning arrangements with the greater and lesser online delivery of courses in 2020 and 2021 is more likely to have impacted internal than external students. This is borne out by results from the 2020 SES and 2021 SES and once again appears to demonstrate the sensitivity of the SES instrument.

It should also be borne in mind, however, that changes in course delivery and shifting patterns of internal/mixed mode and external students makes interpretation of student ratings less clear cut than is usually the case. Examination of enrolment patterns shows institutions have adopted different practices with respect to classifying their students' mode of study with the shift to greater online delivery arising from COVID-19 restrictions. For some institutions, where students were previously studying on-campus, notwithstanding their participating in more online delivery of courses, they have been reported as internal study mode. Other institutions have reported similar students as shifting from internal study in 2019 to external study in 2020 and back to internal in 2021. Therefore, it is possible that more students were likely studying externally or a mix of both internal and external study modes in 2020 and 2021 than the data would suggest.

In 2021, positive ratings did increase for younger persons and internal students (who were significantly impacted due to the COVID-19 restrictions), which can likely be attributed to some return to on-campus learning and also a change in the expectations and experience of students.

These issues appear to have particularly affected results from the Learner Engagement scale. Internal/mixed mode students' rating of Learner Engagement declined by 17 percentage points between 2019 and 2020, whereas external students' rating of Learner Engagement is reported to have increased by 9 percentage points. In 2021, internal/mixed mode students' rating of Learner Engagement increased by 6 percentage points and external students rating declined 8 percentage points. These changes in ratings for external students are likely to have resulted from changes in enrolment patterns and how they are recorded by institutions, rather than a 'genuine' change in the experience of these students, although it is difficult to quantify the impact of the various changes. The difficulties in interpreting results for the Learner Engagement has resulted in changes to reporting at the institution level, as discussed in section five below.

International students reported a sharper fall in focus area ratings than domestic students in 2020 other than for Learner Engagement. In 2021, international student ratings have increased similarly to domestic, however, a substantial gap in ratings between domestic and international students persists. For example, international student ratings of the Quality of the entire educational experience declined by 12 percentage points in 2020 in comparison with a 9 percentage point decline among domestic students. Both cohorts' ratings increased by 4 percentage point in 2021 but the domestic students' positive rating is still considerably higher than international students', 74 per cent compared with 67 per cent respectively. Similarly, international student ratings of Learning Resources declined by 11 percentage points in 2020, a much sharper fall than the 7 percentage point decline reported by domestic students. While ratings of Learning Resources improved for both cohorts in 2021, the international student rating of 74 per cent is now 7 percentage points behind the domestic student rating of 81 per cent, whereas in 2019, there was only a 1 percentage point difference. On the other hand, international students experienced a lesser fall in Learner Engagement in 2020, 10 percentage points in comparison with the 16 percentage point decline reported by domestic students. In 2021, ratings of Learner Engagement were the same for both domestic and international students at 48 per cent.

Changes in student ratings amongst other demographic groups from 2019 to 2021 are broadly similar. One point worth noting is that male students' rating of the Quality of entire educational experience fell by more than female students in 2020, 12 percentage points and 9 percentage points respectively, but increased by 5 percentage points in 2021, while female student ratings increased by 4 percentage points.

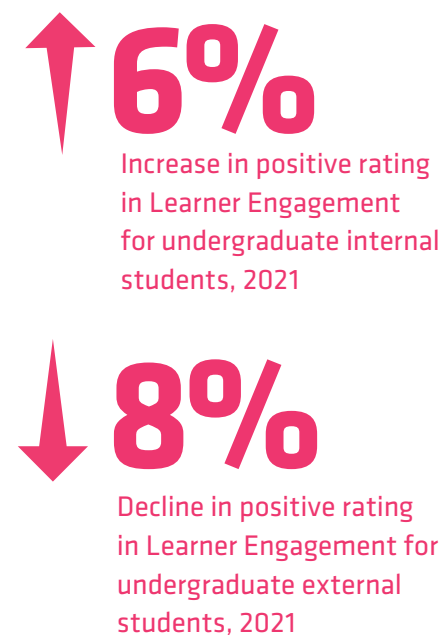


Table 3 The undergraduate student experience by demographic group, 2019-2021 (% positive rating) ††

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Gender</b>																		
Male	78	74	76	61	45	49	79	75	77	73	71	70	83	74	78	76	64	69
Female	83	80	81	60	44	49	82	80	81	75	75	74	85	77	81	80	71	75
<b>Age</b>																		
Under 25	82	78	79	64	47	52	81	78	79	74	73	72	84	76	80	79	68	73

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
25 to 29	81	78	79	53	41	44	79	77	77	73	74	72	81	74	77	76	68	71
30 to 39	80	77	78	46	34	37	81	78	79	76	76	75	81	75	79	78	71	75
40 and over	81	78	79	42	31	33	85	83	83	79	78	77	83	78	81	82	77	79
<b>Indigenous</b>																		
Indigenous	81	79	79	55	41	46	81	80	79	77	77	73	84	78	81	80	71	74
Non-Indigenous	81	78	79	60	44	49	81	78	79	74	74	73	84	76	80	78	69	73
<b>Home language</b>																		
English	82	78	80	60	44	49	81	79	80	74	74	73	84	77	81	79	70	74
Other	80	76	77	59	47	49	79	74	76	74	71	72	84	73	76	75	63	68
<b>Disability</b>																		
Disability reported	78	75	76	56	39	45	79	76	77	75	73	71	81	73	77	76	66	70
No disability reported	82	78	80	60	45	49	81	78	80	74	74	73	84	76	80	79	69	73
<b>Study mode</b>																		
Internal/Mixed study mode	82	78	79	63	47	52	81	77	79	74	73	72	84	76	80	78	67	72
External study mode	78	79	78	24	33	25	83	82	82	79	77	77	83	79	79	81	77	79
<b>Residence status</b>																		
Domestic student	82	79	80	60	44	49	82	79	80	74	74	73	84	77	81	79	70	74
International student	80	76	77	59	49	48	78	74	76	73	71	71	83	72	74	75	63	67
<b>First in family status**</b>																		
First in family	82	78	79	59	43	48	85	82	83	79	78	77	88	81	85	82	73	78
Not first in family	80	76	78	63	43	51	84	81	82	77	76	74	87	80	84	81	71	76
<b>Previous university experience**</b>																		
At current institution	80	76	79	58	41	47	82	79	81	76	74	74	86	77	82	80	70	76
At another institution	80	76	78	53	39	44	84	82	84	79	78	77	86	79	83	82	74	78
New to higher education	80	77	78	62	44	51	84	81	82	77	77	75	88	80	85	81	71	76

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Socio-economic status***</b>																		
High	81	77	79	62	43	51	82	78	80	72	72	71	83	75	81	79	70	74
Medium	82	79	80	61	44	49	82	79	80	75	75	74	85	78	82	79	70	75
Low	82	79	80	57	42	46	81	79	79	76	76	74	84	78	81	78	70	73
<b>Location*** †</b>																		
Metro	82	79	80	61	44	50	81	79	80	74	74	73	84	77	81	79	70	74
Regional/remote	82	79	79	58	41	45	82	80	80	77	76	74	85	78	82	80	71	75
<b>Total</b>	<b>81</b>	<b>78</b>	<b>79</b>	<b>60</b>	<b>44</b>	<b>49</b>	<b>81</b>	<b>78</b>	<b>79</b>	<b>74</b>	<b>74</b>	<b>73</b>	<b>84</b>	<b>76</b>	<b>80</b>	<b>78</b>	<b>69</b>	<b>73</b>

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

\*\*\* Locality statistics are calculated according to proportion for both metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

†† Some subgroups may not add to 100 per cent due to rounding.



# 5. Study area

Most study areas showed a similar pattern of decline in ratings from 2019 to 2020 with some recovery in 2021, as shown by Table 4. This pattern was particularly pronounced in study areas with a heavy reliance on laboratories or specialist equipment and practical or applied modalities. For example, the fall in undergraduate student ratings appeared sharper among Science and mathematics students with their ratings of Learner Engagement, Learning Resources and the Quality of the entire educational experience declining in 2020 by 19 percentage points, 10 percentage points and 13 percentage points respectively. In 2021, Science and mathematics student ratings of Learner Engagement, Learning Resources and the Quality of entire educational experience all increased by 6 percentage points, 7 percentage points and 6 percentage points respectively. One of the greatest changes in student ratings for Science and mathematics students was for the item 'Laboratory or studio equipment', which fell by 14 percentage points in 2020 but then increased by 10 percentage points in 2021. Similarly undergraduate student ratings from the Creative arts study area have experienced considerable fluctuation in Learner Engagement, Learning Resources and the quality of their entire educational experience, declining by 15 percentage points, 10 percentage points and 12 percentage points respectively in 2020, and then had a substantial improvement in ratings in 2021 by 8 percentage points, 8 percentage points and 7 percentage points respectively. Like Science and mathematics student ratings, Creative arts student ratings also fluctuated for the item 'Laboratory or studio equipment', dropping 13 percentage points in 2020 and then increasing by 10 percentage points in 2021.

Overall, in 2021, student ratings of the Rehabilitation study area were consistently some of the highest across all aspects of the student experience, such as Skills Development, 89 per cent, Teaching Quality, 87 per cent, and Learning Resources, 85 per cent. Other high rating study areas included Medicine, Agriculture and environmental studies and Tourism, hospitality, personal services, sport and recreation. Study areas with some of the lowest ratings across each of the aspects of the student experience included Dentistry, Computing and information systems, Engineering and Architecture and built environment.


It should also be noted that broad disciplinary aggregations hide much of the detail that is relevant to schools, faculties and academic departments. More detailed SES results disaggregated by 45 study areas are available from the QILT website in the additional tables associated with this report as listed in Appendix 7: Additional tables.

Table 4 The undergraduate student experience by study area, 2019-2021 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Science and mathematics	80	75	78	61	42	48	83	79	81	75	73	72	88	78	84	80	67	73

 **10%**  
Largest increase in positive rating of Overall education and experience – Medicine



 **10%**  
Largest increase in positive rating of Overall education and experience – Veterinary science



	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Computing and Information systems	74	72	72	58	46	46	74	71	72	73	70	70	81	70	74	72	62	65
Engineering	78	75	76	65	48	52	75	71	73	71	69	69	83	72	77	73	61	67
Architecture and built environment	78	76	78	64	46	54	76	74	77	67	68	69	78	69	75	74	64	70
Agriculture and environmental studies	83	77	79	64	41	40	86	83	87	76	77	78	89	81	85	84	74	83
Health services and support	82	80	80	59	43	47	83	81	81	76	76	75	84	78	81	80	72	75
Medicine	89	86	87	78	67	68	78	77	82	77	79	79	79	78	80	79	67	77
Nursing	85	81	82	60	45	47	78	74	74	75	74	71	85	77	79	76	65	68
Pharmacy	86	81	84	69	48	57	81	77	82	75	73	77	85	77	83	78	68	75
Dentistry	86	84	79	63	60	58	74	72	67	67	68	61	75	73	68	68	57	58
Veterinary science	82	80	82	70	54	59	83	78	79	74	76	75	88	79	84	80	64	74
Rehabilitation	90	87	89	75	59	63	89	86	87	80	80	78	88	83	85	86	77	82
Teacher education	83	82	82	58	46	48	81	80	81	74	75	74	83	79	81	78	74	77
Business and management	78	75	76	59	44	48	77	74	76	73	72	71	82	75	78	77	67	70
Humanities, culture and social sciences	82	78	80	56	39	46	86	83	84	74	75	72	85	79	82	82	73	76
Social work	87	83	86	56	44	51	85	81	83	78	76	75	84	74	78	81	72	77
Psychology	82	80	80	50	34	39	85	84	83	77	78	76	86	80	82	82	75	78
Law and paralegal studies	86	82	84	57	41	47	84	81	82	73	73	71	84	79	83	82	73	77
Creative arts	81	78	81	68	53	60	83	82	84	74	75	75	81	71	79	79	68	75
Communications	82	80	80	67	49	53	84	81	83	76	76	74	85	75	82	81	71	76
Tourism, hospitality, personal services, sport and recreation	83	80	81	65	53	55	84	80	85	77	76	81	87	80	83	82	76	80
<b>Total</b>	<b>81</b>	<b>78</b>	<b>79</b>	<b>60</b>	<b>44</b>	<b>49</b>	<b>81</b>	<b>78</b>	<b>79</b>	<b>74</b>	<b>74</b>	<b>73</b>	<b>84</b>	<b>76</b>	<b>80</b>	<b>78</b>	<b>69</b>	<b>73</b>

## 6. Institution

Generally speaking, student ratings at non-university higher education institutions (NUHEIs) tend to be higher than student ratings at universities, with the exception of Learning Resources. Despite this, both NUHEI and university student ratings declined in 2020, with the drop in ratings more keenly felt by universities. In 2021, ratings improved across most aspects of the student experience for both NUHEIs and universities but the increase has been more pronounced for universities. The smaller variation in student ratings from 2019 to 2021 for NUHEIs may be due to smaller enrolment numbers and fewer course offerings, making adapting to changes to the learning and teaching environment, and supporting students somewhat easier than universities with larger student populations and greater course offerings.

The largest gap in student ratings between the institution types is in the area of Learner Engagement. In 2021, student ratings at NUHEIs were 9 percentage points higher than university student ratings. In 2019 there was only a 3 percentage point difference in these ratings. Student Support is also rated higher among students of NUHEIs than university students by 7 percentage points and this gap has continued to widen since 2019. Although NUHEI student ratings of Skills Development, Teaching Quality and the Quality of entire educational experience are higher than university student ratings, there is very little difference between them, only 1 to 2 percentage points in 2021.

In 2021, ratings improved across most aspects of the student experience for both NUHEIs and universities but the increase has been more pronounced for universities.

Table 5 The student experience by institution type, 2019-2021 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
NUHEIs	82	80	81	63	56	57	82	81	81	78	78	79	76	73	74	79	71	74
Universities	81	78	79	60	43	48	81	78	79	74	73	72	85	76	81	78	68	73
All institutions	81	78	79	60	44	49	81	78	79	74	74	73	84	76	80	78	69	73

As was noted earlier in the report, the student educational experience has changed appreciably since 2019 as institutions have adapted in response to the COVID-19 pandemic. This is also reflected in the variation across institutions in the change in ratings to the various aspects of the student experience from 2019 to 2021, as shown by Table 6 and Table 7. Where confidence intervals overlap between institutions, we cannot infer that there is or is not a significant difference in student ratings in a statistical sense.

Note, as discussed above in relation to student demographics, changes in enrolment patterns and institutional reporting practices have made it difficult to interpret SES results disaggregated by study mode. This particularly impacts reporting of results from the Learner Engagement scale. From 2016, results from this focus area at the institution by study level had been reported for internal/mixed mode

students only, because of concerns that the SES questionnaire did not adequately capture the learning engagement of external mode students, resulting in substantially lower positive ratings for this cohort of students. Since 2020, however, it has been extremely difficult to consistently and accurately identify the mode of attendance for any given student. If it was possible to identify the subset of students who had in fact continued with internal study methods, there would likely in many instances be too few survey responses to allow publication at the institution by study level. In light of these difficulties, the SES National Report and ComparED website have reverted to publication of the Learner Engagement scale based on the entire student population, regardless of study mode.

Overall, almost all universities' student ratings for the Quality of entire educational experience improved in 2021, except for the University of Divinity which declined by 6 percentage points. As can be seen in Figure 1, the universities with the highest student rating included Australia's newest university, Avondale University (previously Avondale University College) with 87 per cent of ratings positive, Bond University, 86 per cent, Edith Cowan University, 84 per cent and the University of Sunshine Coast, 82 per cent.

While the University of Melbourne and Monash University in Victoria had the highest falls in student ratings in 2020, they also had the largest positive change in ratings between 2020 and 2021. RMIT University also saw a large drop in ratings in 2020 and has had a modest increase in 2021. Victorian universities were in full or partial lockdown during the collection period in both 2020 and 2021 but had been able to return to on-campus learning for much of 2021 which may explain some of these results. However, there were other Victorian universities which experienced less movement in student ratings, including Victoria University, Swinburne University of Technology, and La Trobe University, suggesting there were other factors contributing to the change in results at the institution level.

There have been broadly similar patterns seen in the other areas of the student experience, Learner Engagement and Learning Resources, most affected by changes in teaching and learning arrangements in response to the COVID-19 pandemic. Universities that experienced some of the largest declines in student ratings of Learner Engagement in 2020 were Monash University, 34 percentage points and the University of Melbourne, 24 percentage points, but these institutions also saw the largest positive change in ratings in 2021, 20 percentage points and 11 percentage points respectively. Universities that experienced the largest decline in student ratings of Learning Resources in 2020 were again, Monash University, 28 percentage points and the University of Melbourne, 24 percentage points, and again saw the largest positive change in 2021 of 23 percentage points and 14 percentage points respectively.

Figure 1 Quality of entire educational experience for undergraduate university students, 2021 (% positive rating)

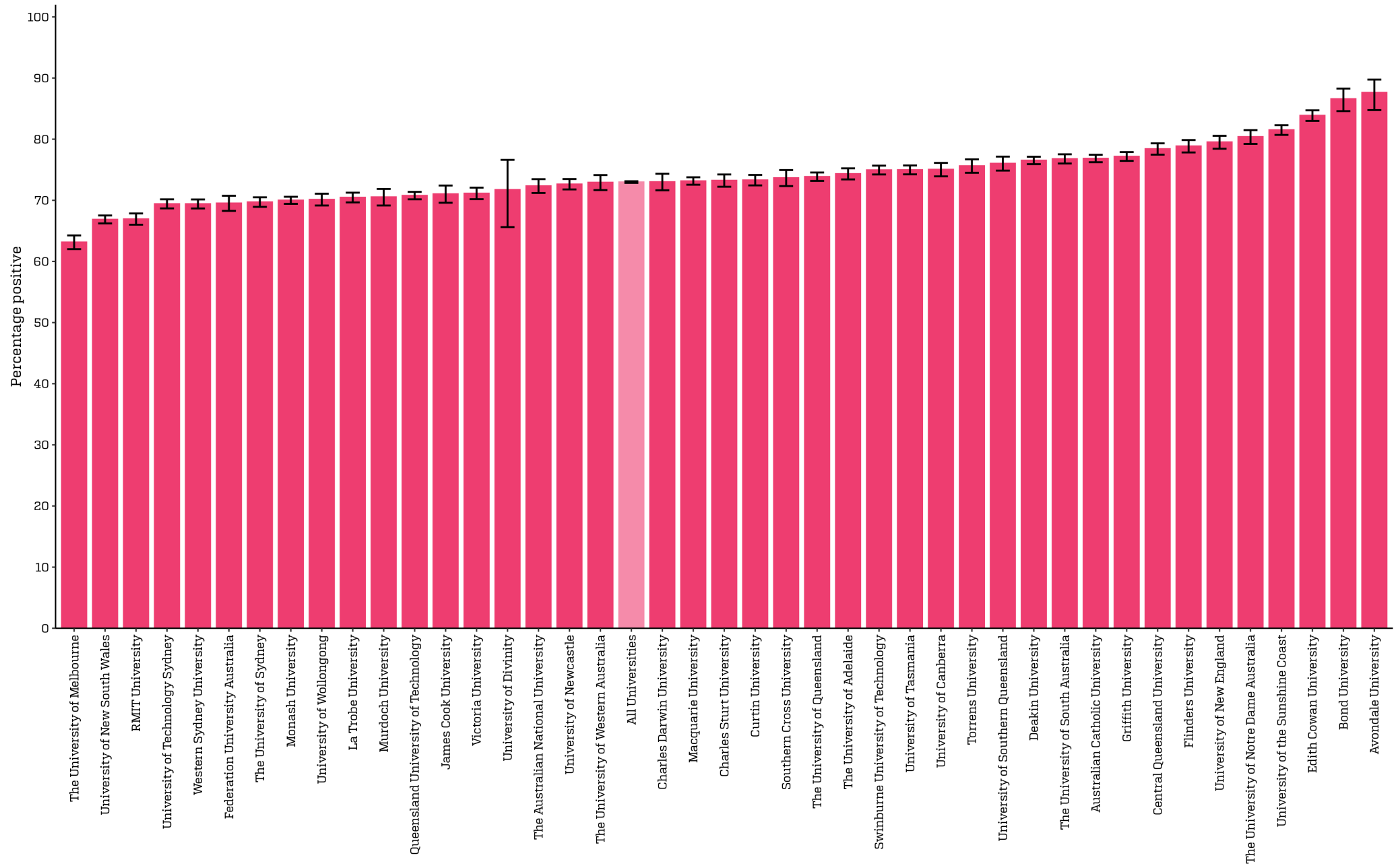


Table 6 The undergraduate student experience by university, 2020-2021 (% positive rating, with 90% confidence intervals)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
Australian Catholic University	82.8 (82.2, 83.4)	84.1 (83.6, 84.6)	53.0 (52.2, 53.7)	57.4 (56.7, 58.2)	78.8 (78.2, 79.4)	81.3 (80.7, 81.9)	74.4 (73.6, 75.1)	75.7 (75.0, 76.4)	81.6 (80.9, 82.2)	83.0 (82.4, 83.6)	71.0 (70.3, 71.6)	76.9 (76.2, 77.5)
Avondale University*	88.4 (86.4, 89.9)	91.9 (89.3, 93.7)	70.1 (67.5, 72.4)	74.1 (70.6, 77.2)	87.6 (85.6, 89.2)	94.5 (92.3, 95.9)	84.8 (82.5, 86.6)	90.3 (87.3, 92.3)	82.6 (80.2, 84.6)	86.7 (83.4, 89.2)	80.2 (78.0, 82.2)	87.6 (84.8, 89.8)
Bond University	89.9 (88.0, 91.4)	90.6 (88.8, 92.0)	77.3 (75.0, 79.4)	83.1 (80.9, 84.9)	90.2 (88.4, 91.6)	90.1 (88.3, 91.6)	90.2 (88.3, 91.7)	91.0 (89.2, 92.4)	92.0 (90.2, 93.5)	93.5 (91.8, 94.7)	84.3 (82.2, 86.1)	86.6 (84.6, 88.3)
Central Queensland University	79.2 (78.2, 80.2)	80.2 (79.3, 81.1)	30.7 (29.6, 31.8)	35.3 (34.2, 36.4)	83.1 (82.2, 84.0)	81.6 (80.7, 82.4)	79.7 (78.5, 80.8)	76.4 (75.2, 77.5)	81.3 (79.8, 82.7)	82.9 (81.7, 84.0)	75.3 (74.3, 76.3)	78.4 (77.5, 79.3)
Charles Darwin University	77.0 (75.5, 78.5)	77.7 (76.4, 79.0)	30.1 (28.5, 31.7)	26.7 (25.4, 28.1)	74.1 (72.5, 75.6)	79.3 (78.0, 80.5)	72.2 (70.3, 74.0)	71.3 (69.6, 72.8)	80.6 (78.5, 82.6)	79.7 (77.8, 81.4)	68.5 (66.8, 70.0)	73.0 (71.6, 74.3)
Charles Sturt University	78.5 (77.5, 79.3)	77.5 (76.5, 78.4)	33.5 (32.5, 34.5)	35.4 (34.4, 36.5)	77.9 (77.0, 78.8)	78.3 (77.4, 79.2)	74.3 (73.2, 75.3)	70.6 (69.4, 71.8)	76.0 (74.7, 77.3)	81.1 (79.8, 82.3)	70.6 (69.6, 71.6)	73.2 (72.2, 74.2)
Curtin University	79.2 (78.4, 79.9)	78.9 (78.1, 79.7)	46.8 (45.9, 47.7)	50.9 (49.9, 51.8)	79.0 (78.2, 79.7)	77.9 (77.0, 78.6)	74.1 (73.2, 75.0)	69.5 (68.5, 70.5)	82.0 (81.2, 82.8)	74.6 (73.6, 75.5)	71.7 (71.0, 72.5)	73.3 (72.4, 74.1)
Deakin University	80.4 (79.9, 80.9)	80.5 (79.9, 81.0)	37.9 (37.3, 38.5)	40.1 (39.4, 40.8)	80.3 (79.8, 80.8)	82.0 (81.4, 82.5)	79.4 (78.8, 80.0)	77.2 (76.5, 77.9)	80.5 (79.7, 81.2)	85.6 (84.9, 86.2)	72.9 (72.4, 73.5)	76.5 (75.9, 77.1)
Edith Cowan University	86.9 (86.2, 87.6)	87.1 (86.2, 87.9)	54.6 (53.5, 55.6)	58.2 (57.0, 59.3)	87.0 (86.3, 87.7)	86.0 (85.1, 86.8)	83.2 (82.3, 84.1)	80.2 (79.0, 81.3)	88.3 (87.5, 89.0)	89.0 (88.2, 89.9)	81.5 (80.7, 82.3)	83.9 (83.0, 84.7)
Federation University Australia	80.6 (79.6, 81.6)	79.0 (77.9, 80.1)	47.9 (46.7, 49.1)	41.9 (40.5, 43.2)	77.9 (76.8, 78.9)	77.7 (76.5, 78.8)	79.1 (77.9, 80.2)	74.5 (73.1, 75.8)	75.6 (74.3, 76.8)	77.3 (75.9, 78.6)	69.2 (68.0, 70.3)	69.5 (68.3, 70.7)
Flinders University	80.3 (79.3, 81.2)	83.7 (82.7, 84.6)	53.6 (52.5, 54.7)	62.0 (60.8, 63.2)	79.4 (78.4, 80.3)	82.1 (81.1, 83.0)	79.0 (77.9, 80.0)	79.0 (77.8, 80.1)	81.6 (80.5, 82.6)	87.2 (86.3, 88.1)	70.8 (69.7, 71.8)	78.9 (77.8, 79.9)
Griffith University	79.5 (78.7, 80.2)	80.4 (79.7, 81.1)	42.6 (41.7, 43.4)	51.0 (50.1, 51.9)	80.5 (79.8, 81.1)	80.6 (79.9, 81.3)	77.1 (76.2, 77.9)	75.1 (74.2, 75.9)	78.1 (77.3, 78.9)	82.5 (81.7, 83.2)	70.7 (69.9, 71.5)	77.2 (76.4, 77.9)
James Cook University	79.1 (77.9, 80.2)	79.3 (77.9, 80.5)	50.6 (49.2, 52.0)	54.6 (53.1, 56.2)	76.5 (75.3, 77.7)	74.9 (73.5, 76.2)	78.9 (77.5, 80.2)	74.2 (72.6, 75.7)	79.2 (77.9, 80.5)	78.6 (77.2, 80.0)	65.6 (64.3, 66.9)	71.0 (69.6, 72.4)
La Trobe University	78.1 (77.2, 78.9)	79.3 (78.5, 80.0)	44.5 (43.5, 45.4)	42.7 (41.9, 43.6)	76.1 (75.2, 76.9)	78.0 (77.3, 78.8)	74.9 (73.9, 75.8)	71.6 (70.7, 72.5)	73.3 (72.1, 74.5)	78.4 (77.4, 79.2)	66.7 (65.8, 67.6)	70.5 (69.7, 71.3)
Macquarie University	76.2 (75.5, 76.8)	78.3 (77.7, 78.8)	41.5 (40.8, 42.2)	48.2 (47.6, 48.9)	79.0 (78.3, 79.6)	80.1 (79.5, 80.6)	68.9 (68.1, 69.7)	68.7 (67.9, 69.4)	79.8 (79.1, 80.5)	83.9 (83.3, 84.5)	70.4 (69.7, 71.1)	73.2 (72.5, 73.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
Monash University	70.5 (69.9, 71.1)	77.7 (77.2, 78.3)	32.4 (31.8, 32.9)	52.0 (51.4, 52.7)	71.4 (70.8, 71.9)	77.6 (77.1, 78.2)	64.2 (63.5, 64.9)	69.2 (68.5, 69.9)	59.0 (58.0, 59.9)	81.0 (80.4, 81.6)	60.4 (59.8, 61.0)	70.0 (69.4, 70.6)
Murdoch University	80.5 (79.3, 81.5)	78.9 (77.6, 80.1)	46.1 (44.8, 47.4)	47.4 (45.9, 48.9)	81.0 (79.9, 82.0)	77.7 (76.4, 78.9)	77.4 (76.1, 78.7)	71.8 (70.2, 73.2)	81.9 (80.7, 83.0)	82.0 (80.7, 83.2)	70.8 (69.5, 72.0)	70.5 (69.2, 71.9)
Queensland University of Technology	77.5 (76.9, 78.1)	79.0 (78.4, 79.5)	44.8 (44.1, 45.5)	53.9 (53.2, 54.5)	74.8 (74.2, 75.4)	75.8 (75.2, 76.4)	70.5 (69.7, 71.3)	69.1 (68.4, 69.9)	79.1 (78.4, 79.7)	81.9 (81.3, 82.5)	65.8 (65.2, 66.5)	70.8 (70.2, 71.4)
RMIT University	76.6 (75.9, 77.3)	76.9 (76.0, 77.7)	46.0 (45.2, 46.7)	47.1 (46.1, 48.1)	75.0 (74.3, 75.6)	75.6 (74.8, 76.5)	68.3 (67.5, 69.1)	66.4 (65.3, 67.5)	68.0 (67.1, 68.9)	74.9 (73.9, 75.9)	62.1 (61.3, 62.8)	66.9 (66.0, 67.9)
Southern Cross University	78.5 (77.1, 79.7)	78.8 (77.5, 80.0)	30.5 (29.1, 32.0)	35.7 (34.3, 37.1)	79.3 (78.0, 80.6)	79.5 (78.2, 80.7)	78.9 (77.4, 80.3)	75.7 (74.2, 77.1)	73.8 (71.9, 75.6)	81.4 (79.8, 82.8)	70.2 (68.8, 71.6)	73.7 (72.3, 75.0)
Swinburne University of Technology	80.0 (79.3, 80.7)	78.5 (77.8, 79.2)	40.9 (40.1, 41.8)	37.0 (36.2, 37.8)	79.8 (79.1, 80.5)	80.7 (80.0, 81.3)	77.8 (77.0, 78.6)	76.0 (75.2, 76.8)	70.6 (69.4, 71.8)	76.3 (75.3, 77.3)	72.9 (72.1, 73.6)	75.0 (74.2, 75.7)
The Australian National University	75.4 (74.3, 76.4)	76.7 (75.5, 77.7)	43.2 (42.1, 44.4)	51.9 (50.7, 53.2)	78.1 (77.1, 79.0)	79.7 (78.6, 80.7)	68.6 (67.2, 69.9)	64.8 (63.3, 66.2)	73.0 (71.7, 74.2)	78.5 (77.3, 79.6)	67.9 (66.8, 68.9)	72.4 (71.2, 73.5)
The University of Adelaide	77.7 (76.8, 78.5)	79.5 (78.6, 80.3)	49.5 (48.5, 50.4)	59.1 (58.0, 60.1)	80.2 (79.3, 80.9)	79.7 (78.8, 80.5)	77.5 (76.5, 78.4)	73.6 (72.5, 74.6)	80.6 (79.6, 81.4)	83.6 (82.7, 84.4)	69.7 (68.8, 70.5)	74.3 (73.4, 75.2)
The University of Melbourne	70.1 (69.1, 71.1)	74.1 (73.0, 75.1)	34.0 (33.0, 35.1)	43.8 (42.6, 44.9)	72.1 (71.1, 73.1)	76.4 (75.4, 77.4)	63.8 (62.6, 65.0)	60.4 (59.1, 61.7)	60.2 (58.9, 61.5)	72.6 (71.4, 73.8)	52.3 (51.2, 53.4)	63.1 (62.0, 64.3)
The University of Notre Dame Australia	85.5 (84.4, 86.4)	87.5 (86.5, 88.4)	61.6 (60.3, 62.9)	64.8 (63.4, 66.1)	81.7 (80.6, 82.7)	86.1 (85.1, 87.1)	78.5 (77.2, 79.8)	77.1 (75.7, 78.4)	77.6 (76.3, 78.8)	80.0 (78.7, 81.2)	74.1 (72.9, 75.2)	80.4 (79.2, 81.5)
The University of Queensland	77.4 (76.6, 78.1)	77.1 (76.4, 77.8)	44.1 (43.2, 44.9)	48.8 (48.0, 49.6)	76.5 (75.7, 77.2)	80.1 (79.4, 80.7)	67.1 (66.1, 68.1)	68.2 (67.3, 69.1)	79.2 (78.4, 79.9)	83.5 (82.8, 84.1)	66.3 (65.6, 67.1)	73.9 (73.2, 74.6)
The University of South Australia	81.4 (80.6, 82.1)	82.2 (81.4, 82.8)	49.7 (48.8, 50.7)	50.3 (49.4, 51.2)	80.7 (80.0, 81.4)	80.0 (79.3, 80.7)	78.3 (77.4, 79.2)	76.9 (76.0, 77.8)	84.8 (84.0, 85.6)	84.3 (83.5, 85.1)	73.9 (73.1, 74.7)	76.8 (76.0, 77.5)
The University of Sydney	76.3 (75.5, 77.0)	77.0 (76.3, 77.7)	41.9 (41.0, 42.8)	50.2 (49.3, 51.0)	76.0 (75.2, 76.7)	78.7 (77.9, 79.4)	58.3 (57.3, 59.4)	61.0 (60.0, 62.0)	73.3 (72.4, 74.2)	80.4 (79.6, 81.2)	63.6 (62.8, 64.5)	69.7 (68.9, 70.5)
The University of Western Australia	75.0 (73.5, 76.5)	75.9 (74.6, 77.0)	53.0 (51.3, 54.7)	56.4 (55.0, 57.8)	79.7 (78.3, 81.1)	80.1 (78.9, 81.1)	75.9 (74.2, 77.5)	73.2 (71.8, 74.6)	81.1 (79.6, 82.5)	83.6 (82.5, 84.6)	68.4 (66.8, 69.9)	72.9 (71.7, 74.1)
Torrens University	78.5 (77.4, 79.4)	79.1 (78.0, 80.1)	37.3 (36.2, 38.5)	40.4 (39.2, 41.7)	81.2 (80.3, 82.1)	82.3 (81.3, 83.2)	74.8 (73.7, 75.9)	75.3 (74.0, 76.4)	67.9 (66.3, 69.5)	71.9 (70.2, 73.4)	74.2 (73.2, 75.2)	75.6 (74.5, 76.7)
University of Canberra	78.5 (77.3, 79.5)	81.2 (80.1, 82.2)	50.0 (48.7, 51.3)	52.6 (51.4, 53.9)	78.7 (77.6, 79.7)	79.7 (78.6, 80.7)	73.5 (72.1, 74.7)	74.9 (73.6, 76.2)	80.6 (79.4, 81.6)	82.8 (81.7, 83.8)	69.0 (67.8, 70.2)	75.0 (73.9, 76.1)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
University of Divinity	82.1 (78.2, 85.1)	75.0 (69.0, 79.6)	49.7 (45.4, 54.1)	39.6 (33.9, 45.9)	92.4 (89.3, 94.1)	78.3 (72.4, 82.5)	89.0 (85.2, 91.4)	79.8 (73.4, 84.2)	88.0 (82.7, 91.3)	68.3 (56.8, 77.5)	82.6 (78.7, 85.4)	71.7 (65.6, 76.6)
University of New England	78.1 (76.8, 79.3)	77.4 (76.2, 78.4)	21.9 (20.7, 23.2)	22.7 (21.7, 23.9)	84.3 (83.2, 85.4)	83.2 (82.1, 84.1)	82.7 (81.3, 84.0)	78.9 (77.6, 80.2)	80.6 (77.9, 83.0)	79.7 (77.6, 81.6)	80.6 (79.4, 81.8)	79.5 (78.4, 80.6)
University of New South Wales	73.3 (72.6, 74.0)	75.9 (75.2, 76.5)	42.2 (41.5, 43.0)	46.3 (45.7, 47.0)	72.8 (72.1, 73.4)	76.8 (76.2, 77.4)	66.3 (65.4, 67.2)	68.4 (67.6, 69.2)	70.5 (69.7, 71.3)	76.1 (75.4, 76.8)	59.7 (59.0, 60.5)	66.9 (66.2, 67.5)
University of Newcastle	76.5 (75.2, 77.8)	79.5 (78.7, 80.3)	41.8 (40.3, 43.3)	45.5 (44.6, 46.5)	73.8 (72.5, 75.2)	78.9 (78.1, 79.7)	75.0 (73.4, 76.6)	74.8 (73.8, 75.8)	79.7 (78.3, 81.0)	79.5 (78.6, 80.3)	66.4 (64.9, 67.8)	72.6 (71.8, 73.5)
University of Southern Queensland	79.8 (79.0, 80.7)	79.8 (78.7, 80.9)	31.2 (30.3, 32.2)	29.3 (28.1, 30.5)	80.6 (79.7, 81.3)	78.9 (77.8, 80.0)	79.7 (78.7, 80.6)	76.8 (75.4, 78.0)	82.0 (80.8, 83.1)	82.4 (80.9, 83.7)	74.6 (73.7, 75.5)	76.0 (74.9, 77.1)
University of Tasmania	72.9 (72.1, 73.7)	74.9 (74.1, 75.6)	29.6 (28.8, 30.4)	30.2 (29.5, 31.0)	79.3 (78.6, 80.0)	80.1 (79.4, 80.8)	75.5 (74.6, 76.5)	72.7 (71.7, 73.6)	72.5 (71.3, 73.7)	72.6 (71.4, 73.7)	71.8 (71.0, 72.6)	75.0 (74.3, 75.7)
University of Technology Sydney	76.3 (75.4, 77.1)	78.7 (78.0, 79.4)	46.9 (45.9, 47.8)	54.1 (53.3, 54.9)	72.2 (71.4, 73.1)	76.4 (75.7, 77.1)	67.8 (66.8, 68.9)	69.4 (68.5, 70.3)	75.4 (74.3, 76.3)	80.5 (79.8, 81.2)	65.7 (64.8, 66.6)	69.4 (68.7, 70.2)
University of the Sunshine Coast	79.0 (78.1, 79.9)	83.4 (82.6, 84.2)	46.7 (45.7, 47.8)	60.7 (59.7, 61.7)	80.9 (80.0, 81.8)	85.1 (84.3, 85.8)	78.9 (77.8, 80.0)	81.2 (80.2, 82.2)	80.6 (79.6, 81.6)	88.4 (87.7, 89.1)	73.0 (72.0, 73.9)	81.5 (80.7, 82.3)
University of Wollongong	79.6 (78.8, 80.4)	80.6 (79.7, 81.5)	42.6 (41.6, 43.5)	43.8 (42.8, 44.9)	77.9 (77.1, 78.7)	79.2 (78.3, 80.0)	77.0 (76.0, 77.9)	70.9 (69.8, 72.1)	75.5 (74.5, 76.6)	78.8 (77.7, 79.8)	66.7 (65.8, 67.6)	70.1 (69.1, 71.1)
Victoria University	82.2 (81.4, 83.0)	79.5 (78.7, 80.4)	61.2 (60.2, 62.1)	56.6 (55.5, 57.6)	78.2 (77.4, 79.0)	77.7 (76.8, 78.6)	68.6 (67.5, 69.7)	64.9 (63.7, 66.0)	75.3 (74.3, 76.4)	71.0 (69.7, 72.2)	69.5 (68.6, 70.4)	71.1 (70.2, 72.1)
Western Sydney University	78.7 (77.9, 79.4)	79.6 (78.9, 80.3)	48.2 (47.3, 49.1)	47.5 (46.7, 48.3)	76.0 (75.3, 76.8)	77.4 (76.7, 78.0)	75.2 (74.3, 76.1)	73.8 (73.0, 74.6)	76.8 (76.0, 77.7)	77.2 (76.4, 78.0)	67.1 (66.3, 67.9)	69.4 (68.7, 70.1)
<b>All Universities</b>	<b>77.9 (77.7, 78.0)</b>	<b>79.1 (79.0, 79.3)</b>	<b>43.2 (43.0, 43.3)</b>	<b>47.9 (47.8, 48.1)</b>	<b>77.6 (77.5, 77.8)</b>	<b>79.2 (79.1, 79.4)</b>	<b>73.1 (72.9, 73.3)</b>	<b>71.9 (71.8, 72.1)</b>	<b>76.4 (76.3, 76.6)</b>	<b>80.5 (80.4, 80.7)</b>	<b>68.4 (68.2, 68.5)</b>	<b>73.0 (72.8, 73.1)</b>

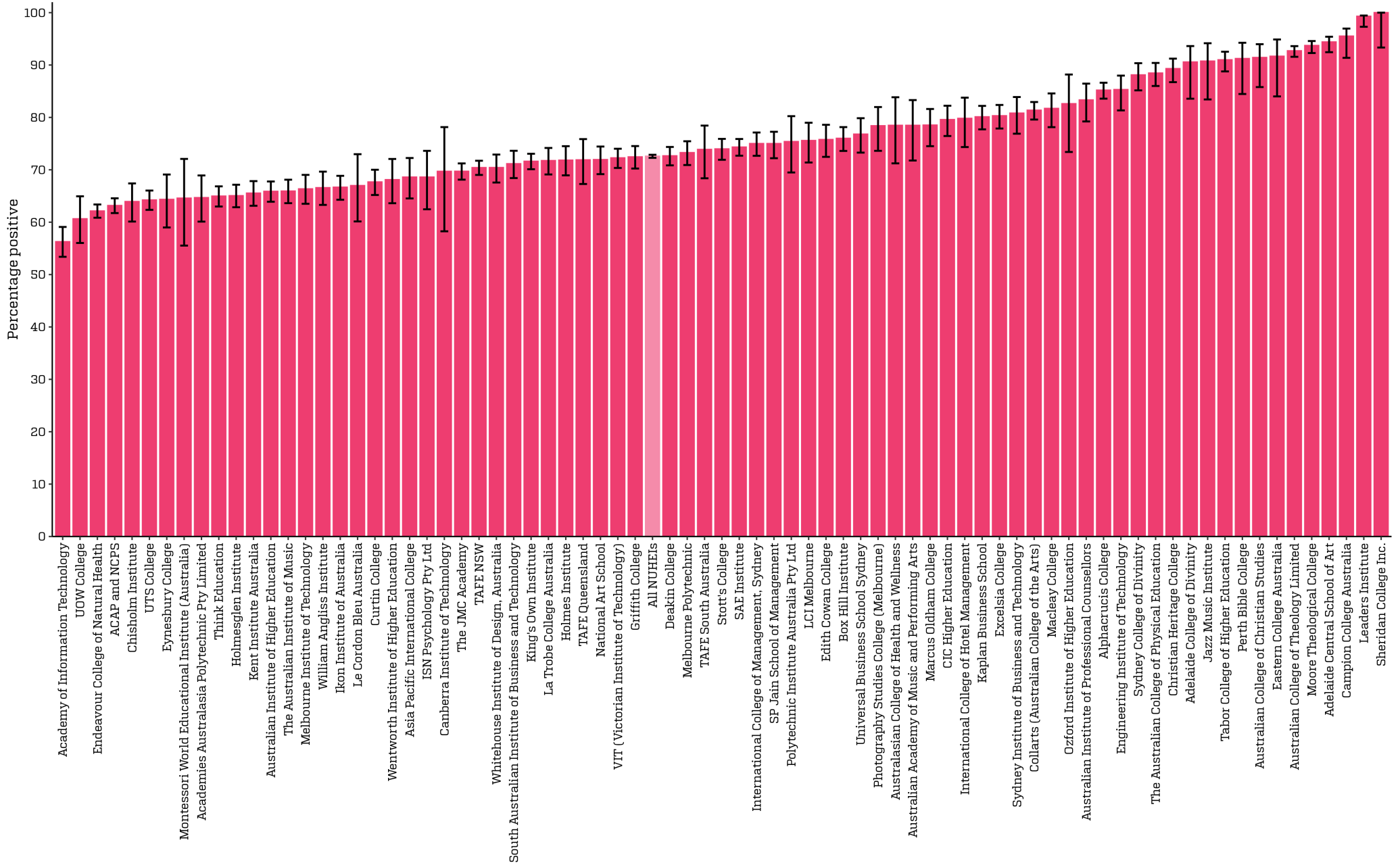
\* Prior to 2021, Avondale University participated in the SES as a non-university higher education institution (NUHEI).



Figure 2 and Table 7 show ratings of the different focus areas and the Quality of entire educational experience for students from NUHEIs. Since the number of students enrolled in individual NUHEIs tends to be much smaller than at universities, survey data for NUHEIs shown in this report uses pooled data for two survey years, the same as shown on the ComparED website. Consequently, these results for NUHEIs are not directly comparable with those presented for universities in Figure 1 and Table 5 above and they are less sensitive to the changes in results some NUHEIs had in 2021 as pooled results include 2020 data. Results based on fewer than 25 survey responses have not been published. Notwithstanding the pooling of data across two survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities. That said, there do appear to be some NUHEIs where students rated the Quality of entire educational experience much higher than in other institutions. For example, 12 NUHEIs have positive student ratings for the Quality of entire educational experience over 90 per cent, including Sheridan College with 100 per cent, Leaders Institute with 99 per cent and Campion College with 96 per cent.

A number of NUHEI ratings of the Quality of entire educational experience increased from 2018-19 to 2020-21, including ISN Psychology 25 percentage points, SP Jain School of Management, 23 percentage points, and Whitehouse Institute of Design, 21 percentage points. NUHEIs that experienced the largest fall in student ratings of the Quality of entire educational experience between 2018-19 and 2020-21 included Eynesbury College, 20 percentage points, National Art School, 19 percentage points, ACAP and NCPS, 17 percentage points and UTS College, 17 percentage points.

Figure 2 Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, pooled 2020-2021 (% positive rating)



**Table 7 The undergraduate student experience, by non-university higher education institution (NUHEI), 2018-2019 and 2020-21  
(% positive rating, with 90% confidence intervals)**

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'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	69.7 (65.8, 73.2)	67.1 (64.3, 69.8)	60.3 (56.4, 64.0)	43.3 (40.5, 46.2)	72.7 (68.9, 76.0)	67.1 (64.2, 69.7)	65.6 (61.6, 69.4)	65.4 (62.4, 68.2)	61.3 (57.1, 65.3)	56.2 (52.6, 59.7)	62.8 (58.9, 66.4)	56.3 (53.4, 59.1)
ACAP and NCPS	85.9 (84.9, 86.8)	74.6 (73.3, 75.9)	48.7 (47.3, 50.0)	37.6 (36.2, 39.0)	83.4 (82.4, 84.4)	71.3 (69.9, 72.6)	76.0 (74.6, 77.2)	69.2 (67.6, 70.7)	82.1 (80.8, 83.3)	72.2 (70.3, 74.0)	80.3 (79.2, 81.3)	63.2 (61.7, 64.6)
Adelaide Central School of Art	91.5 (89.3, 92.8)	91.1 (88.8, 92.5)	75.1 (72.3, 77.4)	79.6 (76.8, 81.8)	95.8 (94.1, 96.6)	96.4 (94.7, 97.1)	94.4 (92.3, 95.5)	94.5 (92.5, 95.6)	86.3 (83.4, 88.3)	91.8 (89.4, 93.2)	96.7 (95.0, 97.3)	94.4 (92.5, 95.4)
Adelaide College of Divinity	84.9 (77.8, 88.6)	80.8 (72.7, 85.8)	67.9 (60.3, 73.8)	54.7 (46.6, 62.4)	96.2 (90.6, 97.4)	90.6 (83.6, 93.6)	90.0 (83.0, 92.9)	85.4 (77.1, 89.9)	92.3 (83.7, 95.5)	86.1 (75.6, 91.6)	90.6 (84.0, 93.2)	90.6 (83.6, 93.6)
Alphacrucis College	82.8 (81.3, 84.2)	84.6 (82.9, 86.1)	48.7 (46.8, 50.5)	48.8 (46.7, 51.0)	84.5 (83.1, 85.8)	89.7 (88.3, 90.9)	74.8 (72.9, 76.5)	82.9 (81.1, 84.5)	81.1 (79.0, 83.0)	83.9 (81.4, 86.0)	80.8 (79.3, 82.2)	85.2 (83.6, 86.6)
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		80.0 (72.6, 85.3)		16.5 (11.8, 23.3)		78.5 (71.2, 83.8)		78.6 (70.6, 84.4)		72.9 (62.3, 81.1)		78.5 (71.2, 83.8)
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	80.0 (73.6, 84.2)	84.6 (78.3, 88.6)	77.8 (71.5, 82.1)	79.7 (73.1, 84.4)	77.5 (71.1, 81.9)	85.9 (79.7, 89.7)	61.4 (54.7, 67.3)	76.6 (69.7, 81.8)	64.8 (58.1, 70.3)	77.6 (70.6, 82.7)	72.2 (65.8, 77.1)	78.5 (71.8, 83.3)
Australian College of Christian Studies	84.1 (77.3, 88.2)	81.2 (74.5, 85.5)	33.3 (27.2, 40.9)	33.3 (27.4, 40.5)	87.3 (80.7, 90.8)	89.9 (83.9, 92.8)	75.8 (68.3, 81.1)	88.1 (81.7, 91.4)	72.1 (61.8, 79.8)	78.8 (66.4, 86.8)	88.9 (82.5, 92.1)	91.4 (85.8, 94.0)
Australian College of Theology Limited	90.8 (89.7, 91.6)	86.2 (84.7, 87.5)	62.6 (61.0, 64.1)	56.0 (54.0, 57.9)	95.6 (94.8, 96.1)	96.0 (95.1, 96.7)	92.7 (91.7, 93.5)	93.9 (92.8, 94.8)	92.9 (91.8, 93.9)	94.0 (92.6, 95.0)	94.6 (93.8, 95.2)	92.7 (91.6, 93.6)
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)
Australian Institute of Professional Counsellors	78.4 (73.4, 82.2)	81.9 (77.7, 85.2)	13.1 (10.3, 17.4)	32.2 (28.0, 37.0)	84.6 (80.0, 87.7)	85.6 (81.6, 88.4)	78.2 (72.9, 82.3)	86.2 (82.1, 89.2)	72.7 (59.2, 82.8)	76.3 (66.7, 83.6)	79.6 (74.8, 83.2)	83.3 (79.2, 86.5)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
Box Hill Institute	85.8 (83.5, 87.7)	82.1 (79.9, 84.1)	74.7 (72.0, 77.0)	63.3 (60.6, 65.8)	87.4 (85.2, 89.1)	85.3 (83.2, 87.0)	77.0 (74.1, 79.6)	78.0 (75.3, 80.3)	77.7 (75.1, 80.1)	75.7 (72.9, 78.2)	82.9 (80.5, 84.9)	76.0 (73.6, 78.2)
Campion College Australia	93.6 (90.3, 94.7)	96.6 (92.5, 97.8)	93.6 (90.3, 94.7)	97.8 (94.1, 98.6)	97.2 (94.5, 97.7)	98.9 (95.4, 99.3)	95.3 (92.2, 96.2)	98.8 (95.2, 99.3)	90.7 (87.0, 92.3)	98.8 (95.4, 99.3)	96.3 (93.4, 97.0)	95.5 (91.4, 97.0)
Canberra Institute of Technology	79.6 (73.4, 84.0)	96.9 (87.7, 98.7)	61.7 (55.1, 67.6)	51.5 (40.7, 62.1)	72.0 (65.6, 77.3)	84.8 (74.0, 90.4)	69.7 (62.0, 76.1)	64.3 (51.4, 74.7)	86.4 (78.9, 90.9)	60.0 (46.2, 71.9)	72.3 (65.9, 77.5)	69.7 (58.3, 78.2)
Chisholm Institute	83.3 (79.8, 85.9)	83.7 (80.2, 86.4)	60.8 (57.0, 64.3)	59.8 (56.0, 63.4)	76.0 (72.4, 79.0)	75.4 (71.6, 78.4)	76.9 (72.8, 80.2)	77.9 (74.0, 81.1)	62.7 (58.7, 66.4)	67.6 (63.1, 71.5)	69.5 (65.8, 72.8)	63.9 (60.1, 67.4)
Christian Heritage College	91.3 (89.3, 92.8)	91.9 (89.4, 93.5)	66.3 (63.3, 69.1)	66.4 (62.8, 69.6)	94.3 (92.5, 95.4)	93.6 (91.4, 95.0)	95.6 (93.9, 96.7)	91.9 (89.3, 93.7)	82.6 (79.7, 84.9)	86.1 (82.7, 88.7)	92.4 (90.4, 93.7)	89.3 (86.7, 91.2)
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)	83.6 (81.3, 85.5)	85.4 (83.7, 86.9)	73.6 (71.1, 75.9)	68.9 (66.9, 70.9)	83.1 (80.8, 85.0)	88.4 (86.8, 89.6)	81.0 (78.5, 83.2)	88.5 (86.9, 89.9)	79.1 (76.6, 81.2)	82.4 (80.2, 84.3)	78.6 (76.3, 80.7)	81.4 (79.6, 82.9)
Curtin College	79.5 (76.4, 82.1)	78.3 (75.9, 80.4)	61.3 (58.0, 64.4)	58.0 (55.4, 60.5)	81.8 (79.0, 84.2)	78.7 (76.4, 80.8)	81.3 (78.1, 83.9)	81.2 (78.7, 83.3)	81.5 (78.6, 84.0)	75.5 (72.8, 78.0)	77.2 (74.2, 79.7)	67.7 (65.2, 70.0)
Deakin College	76.4 (74.4, 78.2)	74.3 (72.4, 76.0)	55.9 (53.8, 58.0)	47.2 (45.2, 49.2)	79.4 (77.5, 81.0)	80.2 (78.5, 81.8)	74.8 (72.6, 76.8)	74.9 (72.9, 76.8)	83.7 (81.9, 85.2)	75.2 (73.1, 77.3)	79.5 (77.7, 81.1)	72.7 (70.8, 74.4)
Eastern College Australia	91.1 (86.3, 93.5)	84.1 (74.8, 89.4)	64.8 (58.7, 70.1)	54.2 (45.1, 62.8)	93.3 (88.8, 95.3)	93.6 (86.2, 96.3)	90.8 (85.8, 93.4)	90.9 (82.5, 94.6)	86.7 (80.4, 90.4)	82.9 (73.0, 88.8)	90.1 (85.2, 92.7)	91.7 (84.0, 94.9)
Edith Cowan College	83.1 (77.5, 87.1)	81.5 (78.3, 84.2)	67.4 (61.6, 72.6)	66.3 (62.8, 69.5)	77.2 (71.5, 81.8)	82.6 (79.5, 85.0)	74.1 (67.8, 79.3)	79.3 (75.8, 82.2)	83.2 (77.7, 87.2)	83.1 (79.9, 85.7)	77.5 (72.0, 81.9)	75.8 (72.5, 78.6)
Elite Education Institute		n/a		n/a		n/a		n/a		n/a		n/a
Endeavour College of Natural Health	81.6 (80.7, 82.5)	71.5 (70.3, 72.7)	50.8 (49.6, 51.9)	27.6 (26.4, 28.8)	83.9 (83.1, 84.7)	71.9 (70.7, 73.1)	71.4 (70.2, 72.5)	69.9 (68.5, 71.2)	65.5 (64.3, 66.7)	56.0 (54.2, 57.8)	78.1 (77.1, 79.0)	62.1 (60.8, 63.4)
Engineering Institute of Technology		81.4 (77.1, 84.5)		35.9 (31.7, 40.6)		85.0 (80.9, 87.8)		86.7 (82.5, 89.3)		74.8 (68.9, 79.5)		85.3 (81.3, 88.0)
Equals International		n/a		n/a		n/a		n/a		n/a		n/a
Excelsia College	86.1 (82.4, 88.5)	89.0 (86.9, 90.6)	77.6 (73.8, 80.6)	71.0 (68.3, 73.4)	91.7 (88.6, 93.4)	88.8 (86.8, 90.4)	84.1 (80.1, 86.9)	85.6 (83.2, 87.5)	79.7 (75.7, 82.7)	73.9 (71.0, 76.5)	84.5 (80.9, 86.9)	80.3 (77.9, 82.4)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
Eynesbury College	61.8 (57.3, 65.9)	68.9 (63.3, 73.6)	50.7 (46.5, 55.0)	45.3 (40.1, 50.7)	67.7 (63.2, 71.4)	72.2 (66.9, 76.6)	71.4 (66.7, 75.2)	73.7 (68.1, 78.2)	81.4 (77.2, 84.3)	73.9 (68.2, 78.5)	83.9 (80.1, 86.4)	64.3 (59.0, 69.1)
Griffith College	80.4 (77.2, 83.2)	81.5 (79.4, 83.4)	59.1 (55.5, 62.5)	54.1 (51.7, 56.5)	80.4 (77.2, 83.1)	80.1 (78.0, 81.9)	77.2 (73.7, 80.2)	80.9 (78.6, 82.9)	78.9 (75.6, 81.7)	74.7 (72.3, 77.0)	78.5 (75.3, 81.2)	72.5 (70.2, 74.5)
Holmes Institute	73.1 (71.2, 74.8)	84.1 (81.5, 86.3)	56.7 (54.8, 58.6)	61.1 (58.1, 64.1)	67.6 (65.7, 69.4)	78.9 (76.1, 81.3)	58.3 (56.2, 60.3)	77.2 (74.2, 79.8)	50.4 (48.4, 52.3)	67.4 (64.0, 70.6)	65.8 (64.0, 67.6)	71.8 (68.9, 74.5)
Holmesglen Institute	81.5 (79.5, 83.2)	84.3 (82.4, 85.9)	65.1 (62.8, 67.2)	62.8 (60.6, 65.0)	75.6 (73.5, 77.5)	77.8 (75.8, 79.6)	65.7 (63.3, 68.0)	75.8 (73.6, 77.9)	77.4 (75.3, 79.3)	74.6 (72.3, 76.7)	68.8 (66.6, 70.9)	65.0 (62.8, 67.2)
Ikon Institute of Australia		85.5 (83.5, 87.0)		67.1 (64.7, 69.3)		78.8 (76.6, 80.6)		73.2 (70.7, 75.4)		40.8 (37.9, 43.9)		66.7 (64.3, 68.8)
International College of Hotel Management	90.4 (86.7, 92.5)	89.2 (84.4, 92.0)	80.6 (76.3, 83.7)	78.8 (73.3, 82.9)	87.7 (83.8, 90.1)	89.3 (84.6, 92.1)	88.7 (84.8, 91.1)	89.0 (84.1, 91.9)	75.6 (70.9, 79.2)	84.2 (78.6, 88.0)	87.1 (83.2, 89.5)	79.8 (74.3, 83.8)
International College of Management, Sydney	83.2 (81.5, 84.6)	82.4 (80.2, 84.3)	69.9 (68.0, 71.6)	68.1 (65.7, 70.5)	80.8 (79.1, 82.2)	81.5 (79.4, 83.4)	74.8 (72.9, 76.5)	77.6 (75.2, 79.8)	71.8 (69.9, 73.6)	71.3 (68.4, 74.1)	77.6 (75.9, 79.2)	75.0 (72.7, 77.1)
International Institute of Business and Technology		n/a		n/a		n/a		n/a		n/a		n/a
ISN Psychology Pty Ltd	70.0 (58.7, 78.0)	82.9 (77.0, 86.7)	66.7 (55.5, 75.1)	44.2 (38.4, 50.3)	56.7 (45.9, 66.4)	73.8 (67.6, 78.5)	67.9 (55.9, 76.7)	73.8 (67.3, 78.7)	40.0 (30.7, 51.0)	54.3 (42.2, 65.8)	43.3 (33.6, 54.1)	68.6 (62.5, 73.6)
Jazz Music Insti-tute	94.7 (85.9, 97.7)	88.9 (81.3, 92.7)	81.6 (70.8, 88.2)	88.9 (81.3, 92.7)	97.4 (89.2, 99.2)	94.4 (87.8, 96.8)	94.4 (85.1, 97.6)	95.9 (89.0, 98.0)	74.3 (62.4, 82.7)	90.2 (82.4, 93.9)	97.4 (89.2, 99.2)	90.7 (83.4, 94.2)
Kaplan Business School	80.9 (78.8, 82.8)	83.6 (81.3, 85.6)	62.8 (60.4, 65.2)	57.7 (54.9, 60.4)	82.5 (80.5, 84.2)	85.0 (82.8, 86.9)	84.4 (82.4, 86.1)	85.1 (82.7, 87.0)	77.8 (75.6, 79.8)	76.3 (73.1, 79.0)	84.2 (82.3, 85.9)	80.1 (77.7, 82.2)
Kaplan Higher Education Pty Ltd	80.8 (67.8, 88.0)	n/a	75.0 (62.6, 83.0)	n/a	84.6 (71.9, 90.8)	n/a	64.0 (50.5, 74.8)	n/a	84.6 (71.9, 90.8)	n/a	85.7 (73.8, 91.3)	n/a
Kent Institute Australia	75.5 (71.5, 78.9)	77.2 (74.8, 79.3)	72.0 (68.2, 75.3)	59.5 (57.1, 61.9)	76.8 (73.1, 80.0)	77.4 (75.1, 79.4)	81.3 (77.5, 84.4)	73.8 (71.3, 76.1)	73.2 (69.3, 76.7)	65.8 (63.0, 68.4)	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, 73.1)
La Trobe College Australia	82.5 (79.1, 85.3)	75.0 (72.4, 77.5)	65.8 (62.0, 69.3)	47.3 (44.5, 50.1)	81.4 (78.1, 84.2)	80.2 (77.7, 82.3)	81.5 (77.7, 84.6)	80.6 (78.0, 82.9)	86.3 (83.1, 88.8)	71.4 (68.1, 74.4)	83.2 (80.0, 85.8)	71.8 (69.1, 74.2)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
LCI Melbourne	84.1 (81.2, 86.2)	83.1 (79.3, 86.0)	74.2 (71.1, 76.8)	62.8 (58.3, 66.8)	86.5 (83.8, 88.4)	87.7 (84.2, 90.1)	86.2 (83.2, 88.2)	90.5 (87.1, 92.6)	85.6 (82.8, 87.6)	83.0 (78.3, 86.4)	80.4 (77.5, 82.7)	75.6 (71.4, 79.0)
Le Cordon Bleu Australia	76.8 (70.4, 81.8)	81.0 (74.6, 85.8)	62.5 (55.7, 68.6)	49.1 (42.3, 55.9)	78.1 (71.8, 82.9)	80.0 (73.7, 84.8)	71.0 (64.2, 76.6)	67.4 (60.0, 73.8)	67.4 (60.6, 73.2)	65.3 (56.7, 72.9)	72.9 (66.4, 78.2)	67.0 (60.1, 73.0)
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	86.5 (83.1, 89.1)	87.1 (83.7, 89.6)	75.7 (71.9, 79.0)	66.3 (62.2, 70.0)	89.4 (86.3, 91.6)	86.5 (83.1, 89.0)	85.7 (82.1, 88.3)	83.8 (80.2, 86.7)	78.2 (74.3, 81.5)	79.6 (75.0, 83.3)	83.3 (79.8, 86.0)	81.7 (78.1, 84.6)
Marcus Oldham College	90.6 (89.1, 91.3)	89.5 (85.9, 91.7)	84.8 (83.2, 85.8)	82.2 (78.4, 85.0)	93.1 (91.9, 93.7)	85.3 (81.4, 87.9)	92.0 (90.6, 92.7)	93.3 (90.0, 95.0)	91.1 (89.5, 91.9)	93.0 (89.5, 94.8)	88.5 (87.1, 89.3)	78.5 (74.5, 81.6)
Melbourne Institute of Technology	79.6 (77.8, 81.3)	76.7 (74.0, 79.2)	68.5 (66.6, 70.4)	62.7 (59.8, 65.5)	81.1 (79.3, 82.6)	74.8 (72.1, 77.3)	78.8 (76.9, 80.5)	71.1 (68.2, 73.9)	81.6 (79.8, 83.1)	63.9 (60.7, 67.0)	80.6 (78.9, 82.2)	66.4 (63.5, 69.0)
Melbourne Polytechnic	83.4 (81.6, 85.1)	79.2 (77.0, 81.2)	61.7 (59.5, 63.8)	54.7 (52.1, 57.2)	81.7 (79.9, 83.4)	80.3 (78.1, 82.2)	77.7 (75.5, 79.6)	76.4 (73.9, 78.6)	75.6 (73.5, 77.5)	67.6 (64.8, 70.3)	80.1 (78.3, 81.8)	73.3 (70.9, 75.4)
Montessori World Educational Institute (Australia)		73.9 (64.6, 80.6)		14.6 (10.1, 22.9)		77.1 (68.2, 83.0)		88.9 (80.5, 92.9)		n/a		64.6 (55.5, 72.1)
Moore Theological College	95.4 (93.8, 96.3)	89.5 (87.8, 90.7)	90.4 (88.4, 91.7)	73.4 (71.2, 75.3)	97.3 (95.9, 97.9)	96.4 (95.2, 97.0)	96.4 (94.8, 97.2)	96.1 (94.7, 96.8)	96.9 (95.5, 97.6)	97.2 (95.7, 97.9)	96.4 (94.9, 97.1)	93.7 (92.3, 94.6)
National Art School	86.3 (84.1, 88.0)	80.2 (77.6, 82.4)	76.6 (74.2, 78.7)	68.2 (65.3, 70.8)	90.1 (88.3, 91.5)	84.9 (82.5, 86.8)	80.0 (77.3, 82.3)	77.9 (74.9, 80.4)	85.2 (83.0, 87.0)	78.0 (75.3, 80.4)	90.5 (88.7, 91.9)	71.9 (69.2, 74.4)
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)
Performing Arts Education		n/a		n/a		n/a		n/a		n/a		n/a
Perth Bible College	98.5 (94.5, 98.7)	94.6 (88.4, 96.8)	76.1 (70.1, 80.1)	68.4 (60.2, 75.0)	98.5 (94.6, 98.7)	94.7 (88.6, 96.8)	98.4 (94.2, 98.7)	96.2 (90.0, 98.0)	98.3 (93.7, 98.8)	96.0 (89.3, 98.0)	92.6 (87.8, 94.2)	91.2 (84.5, 94.2)
Photography Studies College (Melbourne)	85.4 (81.6, 87.9)	85.8 (81.3, 88.8)	74.0 (69.8, 77.3)	67.2 (62.1, 71.6)	86.1 (82.4, 88.5)	91.1 (87.1, 93.2)	79.9 (75.4, 83.1)	89.6 (85.2, 92.1)	89.5 (86.0, 91.6)	91.9 (87.6, 94.1)	87.0 (83.4, 89.3)	78.4 (73.6, 82.0)
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)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
SAE Institute	84.3 (83.2, 85.2)	87.2 (85.8, 88.3)	78.8 (77.6, 79.8)	78.0 (76.4, 79.4)	84.6 (83.6, 85.6)	84.5 (83.1, 85.7)	84.4 (83.3, 85.5)	85.2 (83.8, 86.6)	82.0 (80.8, 83.0)	77.6 (75.9, 79.2)	79.4 (78.2, 80.4)	74.3 (72.7, 75.9)
Sheridan College Inc.		100.0 (93.3, 99.1)		87.9 (79.6, 90.4)		100.0 (93.3, 99.1)		100.0 (93.3, 99.1)		93.9 (86.2, 95.0)		100.0 (93.3, 99.1)
South Australian Institute of Business and Technology	77.4 (73.0, 81.0)	74.7 (71.9, 77.1)	58.0 (53.6, 62.2)	51.8 (49.0, 54.7)	79.9 (75.9, 83.1)	78.3 (75.7, 80.6)	78.4 (74.0, 82.1)	81.8 (79.1, 84.0)	87.4 (83.7, 90.1)	83.4 (80.7, 85.6)	76.3 (72.2, 79.7)	71.1 (68.4, 73.6)
SP Jain School of Management	82.9 (77.6, 86.7)	91.6 (89.4, 92.8)	74.6 (69.2, 79.0)	81.7 (79.2, 83.7)	69.2 (63.4, 74.1)	86.9 (84.5, 88.5)	68.4 (62.5, 73.5)	87.2 (84.8, 88.9)	47.9 (42.1, 53.8)	74.5 (71.1, 77.4)	52.4 (46.8, 57.9)	75.0 (72.2, 77.3)
Stott's College	82.1 (79.5, 84.3)	86.1 (84.3, 87.6)	65.3 (62.4, 67.9)	68.3 (66.1, 70.3)	80.9 (78.3, 83.1)	84.3 (82.4, 85.9)	75.2 (72.3, 77.8)	75.3 (73.1, 77.3)	65.3 (62.3, 68.1)	62.7 (60.3, 65.0)	80.2 (77.8, 82.4)	74.0 (71.9, 75.9)
Sydney College of Divinity	88.0 (85.4, 90.0)	86.3 (83.2, 88.8)	49.2 (45.7, 52.7)	40.0 (36.2, 44.0)	93.9 (91.9, 95.3)	91.4 (88.7, 93.3)	87.7 (85.0, 89.8)	89.4 (86.4, 91.7)	84.8 (80.7, 88.0)	85.3 (80.2, 89.1)	89.3 (86.8, 91.1)	88.1 (85.2, 90.4)
Sydney Institute of Business and Technology	76.0 (69.5, 81.1)	77.5 (73.3, 81.0)	60.9 (54.5, 66.7)	55.1 (50.6, 59.4)	70.6 (64.2, 76.1)	78.5 (74.4, 81.8)	74.7 (68.0, 80.2)	77.1 (72.6, 80.7)	82.9 (76.9, 87.1)	80.7 (76.2, 84.3)	77.4 (71.5, 82.0)	80.8 (76.9, 83.9)
Tabor College of Higher Education	94.2 (92.4, 95.4)	93.2 (91.1, 94.6)	74.1 (71.3, 76.6)	71.8 (68.7, 74.5)	95.1 (93.4, 96.2)	94.2 (92.3, 95.4)	93.6 (91.6, 95.0)	93.6 (91.4, 95.0)	88.2 (85.6, 90.1)	89.7 (87.0, 91.7)	92.2 (90.2, 93.5)	91.0 (88.8, 92.5)
TAFE NSW	84.2 (82.8, 85.5)	81.7 (80.5, 82.9)	62.7 (60.9, 64.4)	51.8 (50.3, 53.3)	81.3 (79.8, 82.7)	79.4 (78.1, 80.6)	71.8 (69.9, 73.5)	73.3 (71.8, 74.7)	67.7 (65.8, 69.4)	66.1 (64.4, 67.7)	76.5 (74.9, 77.9)	70.4 (69.0, 71.7)
TAFE Queensland	80.5 (76.1, 83.9)	77.1 (72.5, 80.9)	67.7 (62.9, 71.9)	69.2 (64.5, 73.3)	74.5 (69.9, 78.4)	75.8 (71.3, 79.6)	72.6 (67.5, 76.9)	65.8 (60.6, 70.6)	75.8 (71.1, 79.6)	72.7 (68.0, 76.8)	73.2 (68.5, 77.1)	71.9 (67.3, 75.9)
TAFE South Aus-tralia	75.3 (71.1, 78.7)	81.3 (75.9, 85.3)	56.6 (52.3, 60.8)	64.2 (58.4, 69.4)	76.7 (72.5, 80.0)	80.8 (75.5, 84.8)	68.3 (63.3, 72.5)	81.4 (75.6, 85.8)	73.6 (69.2, 77.2)	81.0 (75.4, 85.2)	71.7 (67.5, 75.2)	73.9 (68.4, 78.4)
The Australian College of Physical Education	88.4 (86.1, 90.1)	88.0 (85.4, 90.1)	60.2 (57.2, 63.1)	58.7 (55.3, 62.0)	90.4 (88.3, 91.9)	94.4 (92.5, 95.8)	88.3 (86.0, 90.1)	92.9 (90.7, 94.5)	92.3 (90.2, 93.8)	93.1 (90.8, 94.8)	87.0 (84.7, 88.8)	88.5 (86.0, 90.4)
The Australian Institute of Music	74.3 (72.1, 76.2)	75.4 (73.2, 77.4)	61.6 (59.3, 63.7)	53.5 (51.1, 55.9)	71.3 (69.2, 73.3)	79.3 (77.2, 81.1)	69.2 (66.8, 71.4)	78.2 (75.9, 80.2)	59.7 (57.3, 61.9)	74.3 (71.7, 76.8)	60.6 (58.4, 62.8)	65.9 (63.6, 68.1)
The JMC Academy	85.1 (83.7, 86.4)	81.3 (79.9, 82.6)	78.9 (77.3, 80.3)	68.4 (66.8, 69.9)	86.1 (84.7, 87.2)	80.9 (79.5, 82.2)	84.8 (83.2, 86.1)	81.1 (79.6, 82.5)	79.6 (78.1, 81.1)	75.0 (73.4, 76.6)	83.3 (81.9, 84.5)	69.7 (68.1, 71.2)
Think Education	76.0 (74.8, 77.2)	73.2 (71.3, 75.0)	37.6 (36.4, 39.0)	33.8 (31.9, 35.7)	81.3 (80.2, 82.3)	78.4 (76.6, 80.0)	72.0 (70.5, 73.3)	68.8 (66.6, 70.9)	68.8 (67.2, 70.4)	60.3 (57.3, 63.2)	74.2 (73.0, 75.3)	65.0 (63.0, 66.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
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	66.7 (60.9, 71.8)	68.8 (64.0, 72.9)	57.2 (51.5, 62.7)	41.5 (37.1, 46.1)	70.6 (65.0, 75.4)	69.8 (65.2, 73.8)	67.4 (61.3, 72.8)	75.2 (70.3, 79.2)	78.4 (73.1, 82.7)	67.9 (62.7, 72.5)	65.5 (59.9, 70.6)	60.6 (56.0, 64.9)
UTS College	78.3 (76.5, 79.9)	72.0 (70.2, 73.8)	62.5 (60.5, 64.4)	48.5 (46.6, 50.5)	81.1 (79.4, 82.6)	72.3 (70.5, 74.0)	74.7 (72.7, 76.6)	71.5 (69.5, 73.4)	88.5 (87.1, 89.8)	71.2 (69.1, 73.2)	81.2 (79.6, 82.7)	64.2 (62.3, 66.0)
VIT (Victorian Institute of Technology)	75.1 (73.4, 76.6)	78.4 (76.5, 80.0)	67.2 (65.6, 68.8)	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)	71.8 (70.1, 73.4)	71.2 (69.1, 73.1)	76.9 (75.4, 78.3)	72.3 (70.4, 74.0)
Wentworth Institute of Higher Education	82.4 (78.3, 85.5)	84.2 (80.2, 87.1)	74.0 (69.9, 77.5)	60.5 (56.0, 64.8)	85.1 (81.3, 87.8)	86.9 (83.2, 89.5)	81.0 (76.8, 84.2)	80.9 (76.7, 84.2)	78.0 (73.8, 81.4)	68.9 (64.0, 73.2)	83.3 (79.6, 86.1)	68.1 (63.6, 72.1)
Whitehouse Institute of Design, Australia	61.7 (58.7, 64.4)	79.7 (76.9, 81.9)	51.8 (48.9, 54.6)	63.7 (60.7, 66.4)	51.1 (48.3, 54.0)	79.3 (76.7, 81.5)	50.0 (46.9, 53.1)	63.6 (60.3, 66.7)	41.6 (38.8, 44.6)	65.1 (61.7, 68.2)	49.2 (46.4, 52.0)	70.4 (67.6, 72.9)
William Angliss Institute	82.3 (79.9, 84.3)	80.4 (77.4, 82.9)	62.0 (59.3, 64.7)	60.1 (56.7, 63.3)	79.0 (76.5, 81.2)	78.7 (75.7, 81.3)	75.0 (72.1, 77.6)	75.5 (71.9, 78.6)	72.9 (70.2, 75.3)	73.9 (70.1, 77.2)	78.0 (75.5, 80.2)	66.6 (63.3, 69.6)
<b>All NUHEIs</b>	<b>82.2 (82.0, 82.5)</b>	<b>80.2 (79.9, 80.5)</b>	<b>62.6 (62.3, 62.9)</b>	<b>56.2 (55.9, 56.6)</b>	<b>82.8 (82.5, 83.0)</b>	<b>80.9 (80.6, 81.1)</b>	<b>77.5 (77.2, 77.8)</b>	<b>78.3 (78.0, 78.6)</b>	<b>76.2 (75.9, 76.6)</b>	<b>73.2 (72.8, 73.5)</b>	<b>79.4 (79.2, 79.7)</b>	<b>72.6 (72.3, 72.9)</b>

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



# 7. International comparisons

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

The 'Quality of entire educational experience' item in the SES, for example, is similar to the 'overall experience' question in the National Survey of Student Engagement (NSSE)<sup>2</sup>. The NSSE collects information from 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<sup>3</sup>. However, the NSSE is only administered to a subset of institutions in the USA which number more than 2,500 in total. If students at the institutions that participate in the 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<sup>4</sup>. 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<sup>5</sup>, reducing the potential for non-random selection inherent in the NSSE.

For many years Australian students consistently rated their overall education experience at Australian institutions four to five percentage points lower than their counterparts rated their experiences at the USA and the UK equivalents. It is important to remember that these results do not account for potential differences in the composition of the respective undergraduate student populations, nor methodological or timing disparities between the surveys.

For 2020 and 2021, interpretation of the results is further complicated by the COVID-19 pandemic, which has impacted countries at different times in relation to the academic year and survey cycles. Student experience ratings for Australian institutions dropped by 15 percentage points in 2020 when compared to the UK and the USA equivalents. The difference does not reflect a change in relative performance, but rather the inclusion of large amounts of pre-pandemic data in the USA and the UK survey results. In Australia there was a sharp decline in student ratings from 79 per cent in 2019 to 69 per cent in 2020 due to the pandemic. In the USA and UK, however, the bulk of 2020 survey responses were collected before pandemic mitigation measures had a substantial impact on teaching arrangements in higher education institutions. This meant that student ratings of their educational experience were relatively unaffected<sup>6</sup>, with a modest decline from 86 per cent in 2019 to 85 per cent in 2020 in the USA and from 84 per cent in 2019 to 83 per cent in 2020 in the UK accordingly.

In 2021, students' positive ratings of overall experience in Australia have improved to 73 per cent. In both the UK and the USA, student ratings continued to fall in 2021, narrowing the difference in results when compared with Australia. In the UK, student overall satisfaction has now declined by 9 percentage points from 2019 to stand at 75 per cent in 2021. There has been a more modest fall in student positive ratings of overall experience in the USA, falling by a total of 4 percentage points from 2019 to stand at 83 per cent in 2021.

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<sup>2</sup> 'How would you evaluate your entire educational experience at this institution?'

<sup>3</sup> Indiana University. (2019). NSSE 2021 Overview. Retrieved 18 Jan. 2022, from <https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html>

<sup>4</sup> 'Overall, I am satisfied with the quality of the [this] course.'

<sup>5</sup> HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\\_nss.html](http://www.thestudentsurvey.com/the_nss.html).

<sup>6</sup> Office for Students. (2020). National Student Survey 2020: Analysis of the impact of the coronavirus pandemic. Retrieved 24 Nov., 2020, from [www.officeforstudents.org.uk/publications/nss-2020-analysis-of-impact-of-coronavirus/](http://www.officeforstudents.org.uk/publications/nss-2020-analysis-of-impact-of-coronavirus/). Indiana University. (2020). COVID-19 and Your Survey Administration. Retrieved 24 Nov., 2020, from [nsse.indiana.edu/nsse/about-nsse/covid.html](https://nsse.indiana.edu/nsse/about-nsse/covid.html).

## 8. Likelihood to consider departing higher education

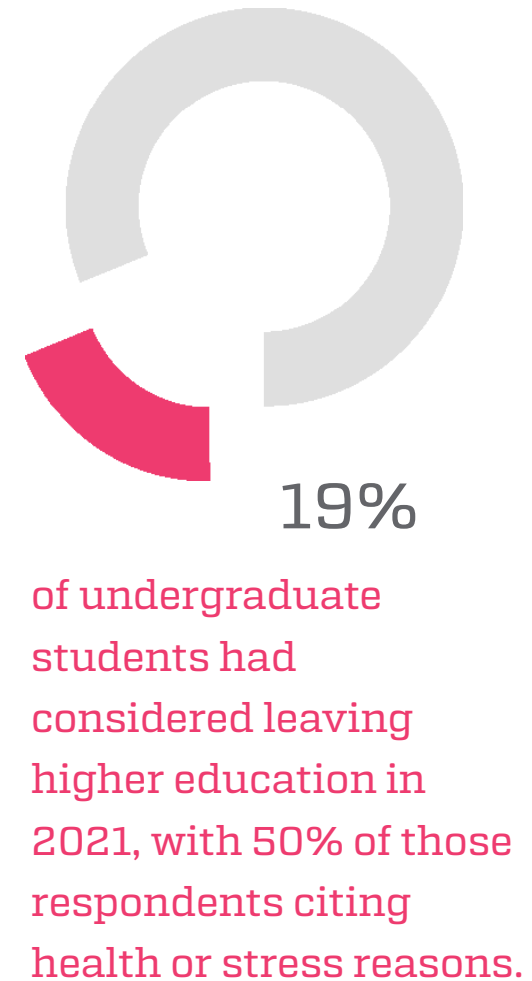
In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving their current institution in 2021. Overall, 19 per cent of undergraduate students indicated that they had considered leaving in 2021, a slight decrease from the 20 per cent reported in 2020 and 2019. In previous economic downturns, the student attrition rate has declined, possibly because as job opportunities diminish students may be more inclined to continue with their studies. While the SES enquires about whether students had seriously considered leaving, not actual leaving behaviour, it may be interesting to observe this indicator in future surveys as well as any changes in the actual student attrition rate.

Students who considered leaving their institution were also asked to indicate, from a list of 30 possible reasons, why they had considered doing so. These are summarised in Table 8. Students could select as many reasons as applied, so the percentages do not sum to 100.

Health or stress continues to be the biggest reason cited by students considering early departure. In 2019, 46 per cent of students cited health or stress as a reason, this increased to 50 per cent in 2020 and remains unchanged in 2021.

Rather than simply focusing on common reasons for considering departure in a particular survey year, it is more illuminating in the COVID-19 environment to examine changes from 2019 to 2021 in likely reasons for considering departure. From 2019 to 2020, reasons more likely to be given for considering departure included expectations not met, up 5 percentage points, quality concerns, academic support and health or stress, all up 4 percentage points. On the other hand, reasons such as a need to paid work and commuting difficulties had the largest decreases of 5 percentage points and 4 percentage points respectively. Those citing 'other' reasons also decreased by 4 percentage points.

The change in reasons from 2020 to 2021 may reflect a possible onset of fatigue in the second year of the pandemic, as well as the fact that economies were re-opening around Australia and employment opportunities outside of study were once again more readily available. For example, the number of students citing they needed a break, increased by 4 percentage points from 22 per cent in 2020 to 27 per cent in 2021, a need to do paid work increased by 3 percentage points from 22 per cent in 2020 to 25 per cent in 2021 and study/life balance also increased by 3 percentage points from 27 per cent in 2020 to 30 per cent in 2021. Boredom/lack of interest, paid work responsibilities and a change of direction all increased by 2 percentage points in 2021.



One of the biggest changes in reasons cited by students considering early departure from 2019 to 2021 has been quality concerns. As mentioned above, it increased by 4 percentage points in 2020 but dropped by 3 percentage points in 2021. This aligns with the shift in the student rating of the Quality of entire educational experience which declined in 2020 and improved in 2021. Other reasons less likely to be given for considering departure between 2020 and 2021 included 'other', down 2 percentage points from 9 per cent to 7 per cent and fee difficulties which has returned to 10 per cent, the same as 2019.

In 2021, the proportion of domestic students who had considered leaving decreased by 1 percentage point from 20 per cent to 19 percent, while the proportion of international students increased by 1 percentage point from 18 per cent to 19 per cent. In terms of reasons given by international students for considering leaving there was an increase in those citing 'other' reasons which increased by 7 percentage points from 7 per cent to 14 per cent. Graduating, needing a break and travel or tourism all increased by 2 percentage points to 17 per cent (graduating and needing a break) and 6 per cent respectively. Financial difficulties and fee difficulties which both increased markedly in 2020 decreased by 9 percentage points to 28 per cent and 26 per cent respectively in 2021.

The reasons given by students for being more or less likely to consider leaving higher education in 2020 and 2021 than in 2019 certainly accord with expectations given the COVID-19 pandemic's impact. That students are clearly considering their responses to individual items is further proof of the efficacy of the SES instrument.

Table 8 Selected reasons for considering early departure among undergraduate students, 2019-2021

	Per cent considering departure - 2019	Per cent considering departure - 2020	Per cent considering departure - 2021
Health or stress	46	50	50
Study / life balance	30	27	30
Workload difficulties	25	27	27
Expectations not met	22	27	26
Personal reasons	25	25	26
Financial difficulties	23	23	22
Need a break	24	22	27
Academic support	19	22	22
Need to do paid work	27	22	25
Quality concerns	16	20	17
Boredom/lack of interest	21	20	22
Career prospects	18	16	17
Paid work responsibilities	17	16	18
Family responsibilities	16	16	15

**50%**

Reasons more likely to be given for considering departure - Health or stress

**30%**

Reasons more likely to be given for considering departure - Study / life balance

**27%**

Reasons more likely to be given for considering departure - Wordload difficulties

**27%**

Reasons more likely to be given for considering departure - Need a break

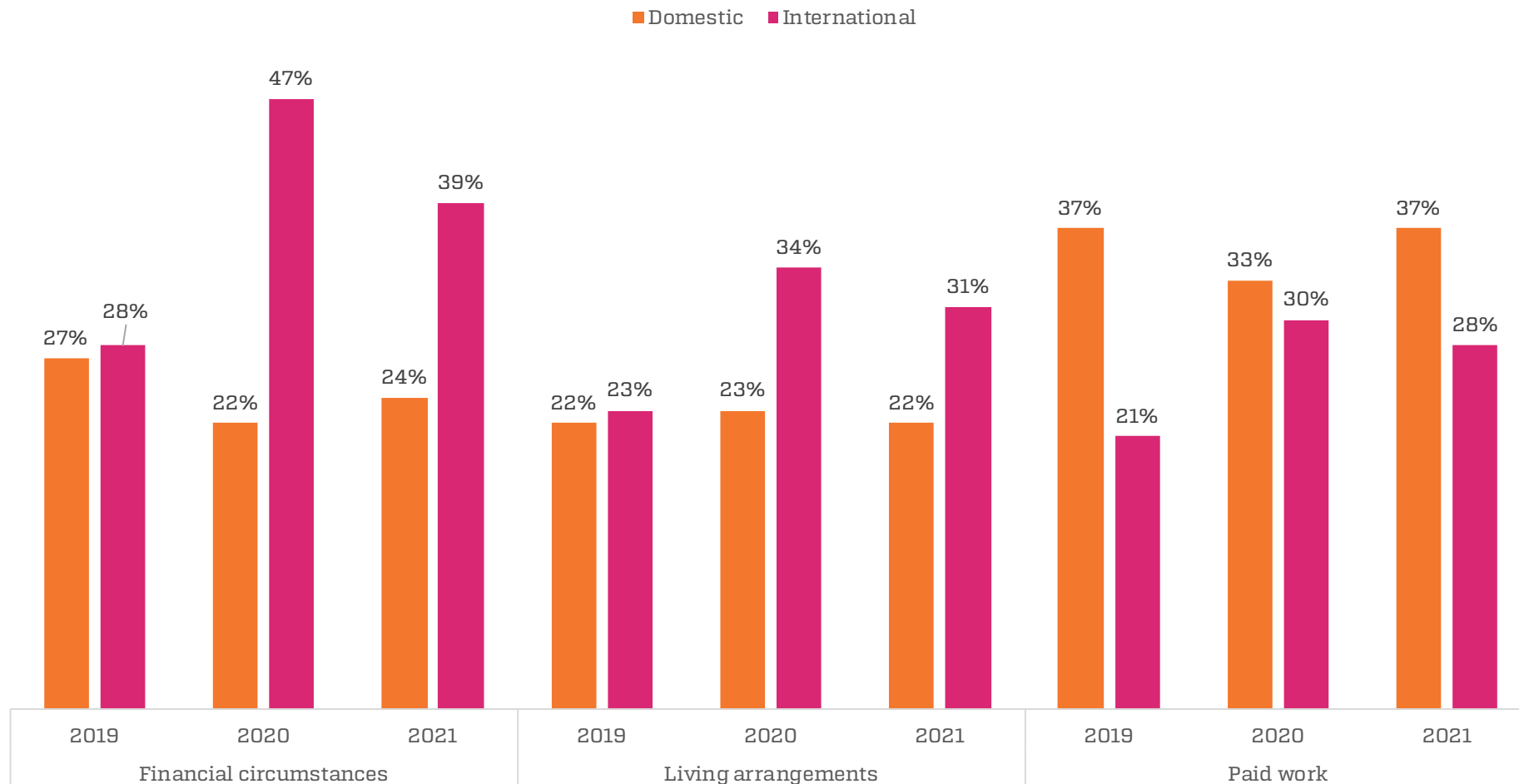
	Per cent considering departure - 2019	Per cent considering departure - 2020	Per cent considering departure - 2021
Change of direction	16	13	15
Fee difficulties	10	12	10
Administrative support	10	11	11
Gap year / deferral	9	9	10
Academic exchange	10	9	10
Other	13	9	6
Institution reputation	10	8	8
Commuting difficulties	13	8	9
Social reasons	9	8	8
Moving residence	6	7	6
Other opportunities	8	7	7
Standards too high	6	6	7
Graduating	5	5	5
Received other offer	5	4	5
Government assistance	3	3	3
Travel or tourism	6	3	4

The Student Experience Survey also includes three items which ask students to rate whether their financial circumstances, living arrangements and paid work commitments negatively affected their study. There has been relatively little change in these factors for domestic students since 2019 compared to international students. Domestic students reporting that their financial circumstances had negatively affected their studies actually declined by 4 percentage points to 22 per cent in 2020, before increasing again by 2 percentage points to 24 per cent in 2021. The proportion of domestic students reporting that their living arrangements negatively affected their study has hovered within a range of 22 per cent to 23 per cent from since 2019. Those reporting paid work commitments negatively impacted their study declined by 4 percentage points from 37 per cent to 33 per cent in 2020, perhaps as casual employment opportunities in the hospitality and retail sector slowed, before returning to 37 per cent in 2021.

In contrast, these factors have had much greater impact on international students in the past two years, as shown by Figure 4. The proportion of international students reporting their study had been negatively impacted by their financial circumstances “quite a bit” or “very much” increased by 19 percentage points in 2020. This did decline by 8 percentage points in 2021, with 39 per cent reporting that their financial circumstances impacted their studies, however this is still substantially higher than the 24 per cent of domestic students reporting the same. The negative impact of living arrangements on study for international students increased by 11 percentage points in

2020. This dropped slightly in 2021 by 3 percentage points to 31 per cent. It is interesting to note that prior to 2020, both of these reasons were reported at similar levels by domestic and international students, yet despite decreasing somewhat for international students in 2021, there is still a considerable gap between domestic and international students' study being negatively impacted by their financial circumstances and living arrangements. The negative impact of paid work commitments on study for international students increased by 9 percentage points from 21 per cent to 30 per cent in 2020 but dropped in 2021 by 2 percentage points to 28 per cent, 11 percentage points behind the proportion of domestic students reporting the same.

Figure 3 Factors negatively affecting study by citizenship status, 2019-2021 (% negative impact\*)



\* Proportion who responded either 'quite a bit' or 'very much' when asked if these factors had negatively affected their study.

# 9. Freedom of expression

The 2021 SES included for the first time three questions about students' perceptions of freedom of experience at their institution. These items were developed to gather concise and meaningful data on the issue of freedom of expression in higher education, in a way that is relevant to the broad student body, including international students. Survey respondents were asked to indicate how strongly they agreed with the following statements:

- 'I am free to express my views at [institution name]';
- 'Academics are free to express their views at [institution name]'; and
- 'I am free from discrimination, harm or hatred at [institution name]'.

The percentage agreement reported against each item is the total of students who 'Strongly agree' or 'Agree' with the statement. The remainder of students responded 'Neither disagree nor agree', 'Disagree', or 'Strongly disagree'.

Similar to other focus areas in the SES, responses to these items can be combined to calculate an overall freedom of expression score. This represents the proportion of students who rated freedom of expression at their institution positively.

In 2021, a majority of higher education students were positive about freedom of expression at their institution. For undergraduate students, 87 per cent rated overall freedom of expression at their institution positively. In terms of individual survey items, 77 per cent of undergraduates agreed they were free to express their views at their institution, 81 per cent agreed they were free from discrimination, harm or hatred at their institution, and 76 per cent agreed academics at their institution were free to express their views. Fewer than 5 per cent of respondents disagreed with the premise that they are free to express their views, that academics are free to express their views or that they are free from discrimination, harm or hatred at their institution.

Later year undergraduates were somewhat less likely to rate freedom of expression at their institution positively, at 84 per cent, compared with 89 per cent for commencing students. This same pattern was also observed at the item level.

For postgraduate coursework students, 85 per cent rated freedom of expression at their institution positively, slightly less than the proportion of undergraduates. However, unlike undergraduates, student ratings of freedom of expression among commencing and later year postgraduate students were more closely aligned.

Table 9 Freedom of expression by level and stage of study, 2021 (% positive rating\*)

	I am free to express my views	Academics are free to express their views	I am free from discrimination, harm or hatred	Overall freedom of expression
<b>Undergraduate</b>	77	76	81	87
Commencing	79	80	83	89

87%

Percentage positive rating for undergraduate overall freedom of expression at institution

77%

Percentage positive rating for undergraduate students who indicated they were free to express their views at their institutions

81%

Percentage positive rating for undergraduate students who indicated they were free from discrimination, harm or hatred at their institution

	I am free to express my views	Academics are free to express their views	I am free from discrimination, harm or hatred	Overall freedom of expression
Later year	74	72	79	84
<b>Postgraduate coursework</b>	75	74	80	85
Commencing	75	73	80	85
Later year	76	74	80	85

\* Item scores represent the proportion of respondents who agreed or strongly agreed with the item. Overall focus area scores are not a simple average of the underlying items. See Appendix 3 Production of Scores.

Younger students were more likely to rate aspects of freedom of expression positively than older students, as can be seen in Table 10. For example, 79 per cent of undergraduate students aged under 25 agreed they were free to express their views on campus, compared with 66 per cent of undergraduate students aged 40 and over. Female student ratings were also consistently higher than male ratings.

The greatest variation in ratings was for the item 'Academics are free to express their views' with 19 percentage points separating the highest and lowest ratings. Students new to higher education in 2021 rated this aspect of freedom of expression highest with 82 per cent positive, while the 40 and over age group gave the lowest positive rating of 63 per cent.

Table 10 Freedom of expression by demographic group, undergraduates, 2021 (% positive rating)

	I am free to express views	Academics are free to express their views	I am free from discrimination, harm or hatred	Overall freedom of expression
<b>Gender</b>				
Male	73	74	80	84
Female	78	78	82	88
<b>Age</b>				
Under 25	79	79	82	88
25 to 29	74	73	80	84
30 to 39	71	69	80	83
40 and over	66	63	77	80
<b>Indigenous</b>				
Indigenous	74	74	74	82
Non-Indigenous	77	76	82	87
<b>Home language</b>				

Younger students were more likely to rate aspects of freedom of expression positively compared to older students, as too were female students, non-indigenous students and domestic students

	I am free to express views	Academics are free to express their views	I am free from discrimination, harm or hatred	Overall freedom of expression
English	76	76	82	87
Other	79	80	78	86
<b>Disability</b>				
Disability reported	73	72	75	82
No disability reported	77	77	82	87
<b>Study mode</b>				
Internal/Mixed study mode	78	77	82	87
External study mode	70	70	80	83
<b>Residence status</b>				
Domestic student	76	76	82	87
International student	78	79	76	85
<b>First in family status**</b>				
First in family	79	79	84	89
Not first in family	80	80	84	89
<b>Previous university experience**</b>				
At current institution	77	76	81	86
At another institution	77	76	82	87
New to higher education	80	82	84	90
<b>Socio-economic status***</b>				
High	77	76	83	87
Medium	77	77	83	87
Low	75	75	81	86
<b>Location*** †</b>				
Metro	77	76	82	87
Regional/remote	75	75	83	86
<b>Total</b>	<b>77</b>	<b>76</b>	<b>81</b>	<b>87</b>



# Appendix 1

## Methodology

### 1.1 Methodological Summary

#### 1.1.1 Overview

The target population for the SES is commencing and later-year onshore 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 onshore but were offshore 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  $\pm 7.5$  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 11 provides a summary of the 2021 SES. A total of 712,799 students from 139 higher education institutions were approached to participate in the SES. From a final in-scope sample of 643,337 students, responses were received from a total of 264,660 students which equated to 280,414 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 41.1 per cent.

Table 11 2021 SES operational overview: undergraduate and postgraduate coursework

Project element	Universities	NUHEIs	Total
Number of participating institutions	42	97	139
Number of students approached	642,326	70,473	712,799
Final 'in-scope' sample	580,220	63,117	643,337
Number of completed surveys (student level)	238,653	26,007	264,660

<b>Project element</b>	<b>Universities</b>	<b>NUHEIs</b>	<b>Total</b>
Number of completed surveys (course level)	254,353	26,061	280,414
Overall response rate (%)	41.1	41.2	41.1
Analytic unit	Course	Course	Course
Data collection period	August-October	August-October	August-October
Mode of data collection	Online	Online	Online
Mode of data collection	Online	Online	Online

A time series operational overview for SES implementations dating back to 2012 is available in the additional tables associated with this report available from the QILT website as listed in Appendix 7: Additional tables.

### 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 12 shows 2020 and 2021 SES response rates by institution. Whilst the overall response rate in 2021 was 41.1 per cent, institutional response rates ranged from 78.2 per cent to 12.9 per cent. Across universities, the response rates ranged between a high of 57.9 per cent and a low of 25.3 per cent.

Table 12 SES response rate by institution

Institution	2020 Response Rate	2021 Response Rate
Academies Australasia Polytechnic Pty Limited	29.2	29.7
Academy of Information Technology	45.3	40.1
ACAP and NCPS	51.7	46.9
Adelaide Central School of Art	78.8	64.9
Adelaide College of Divinity	50.8	52.9
Alphacrucis College	41.5	38.7
Asia Pacific International College	34.1	44.3
Australasian College of Health and Wellness	n/a	34.8
Australia Advance Education Group Pty Ltd	n/a	33.3
Australian Academy of Music and Performing Arts	49.4	43.1
Australian Catholic University	45.9	49.2
Australian College of Christian Studies	48.6	63.9
Australian College of Nursing	36.8	39.4
Australian College of Theology Limited	56.0	56.7
Australian Institute of Business Pty Ltd	48.5	40.7
Australian Institute of Higher Education	40.6	39.9
Australian Institute of Management Education & Training	35.1	47.5
Australian Institute of Professional Counsellors	40.8	40.8
Avondale University	56.0	53.4
BBI - The Australian Institute of Theological Education	46.1	44.5
Bond University	41.6	35.7
Box Hill Institute	47.9	46.4
Campion College Australia	44.5	45.3
Canberra Institute of Technology	58.4	39.3
Central Queensland University	49.3	47.6
Charles Darwin University	43.2	44.6
Charles Sturt University	39.8	39.2
Chisholm Institute	47.8	66.5
Christian Heritage College	47.6	48.3
CIC Higher Education	48.6	28.7
Collarts (Australian College of the Arts)	49.3	45.2

<b>Institution</b>	<b>2020 Response Rate</b>	<b>2021 Response Rate</b>
Curtin College	39.1	37.1
Curtin University	43.1	38.8
Deakin College	47.1	32.1
Deakin University	49.7	49.1
Eastern College Australia	49.6	54.7
Edith Cowan College	56.1	37.5
Edith Cowan University	48.0	42.1
Elite Education Institute	18.8	12.9
Endeavour College of Natural Health	40.8	41.0
Engineering Institute of Technology	67.2	59.6
Equals International	53.8	25.0
Excelsia College	54.7	42.4
Eynesbury College	65.6	30.3
Federation University Australia	45.8	44.3
Flinders University	46.5	41.6
Gestalt Therapy Brisbane	n/a	50.7
Governance Institute of Australia	47.0	48.4
Griffith College	44.0	30.7
Griffith University	40.4	36.9
Health Education & Training Institute	39.4	31.9
Holmes Institute	26.0	33.5
Holmesglen Institute	46.7	35.7
Ikon Institute of Australia	74.2	59.9
Institute of Health & Management Pty Ltd	35.6	43.0
International College of Hotel Management	67.0	49.1
International College of Management, Sydney	49.3	34.6
International Institute of Business and Technology	n/a	33.3
ISN Psychology Pty Ltd	62.1	61.1
James Cook University	48.8	40.9
Jazz Music Institute	43.8	42.6

<b>Institution</b>	<b>2020 Response Rate</b>	<b>2021 Response Rate</b>
Kaplan Business School	44.9	38.6
Kaplan Higher Education Pty Ltd	32.1	32.2
Kent Institute Australia	37.4	34.2
King's Own Institute	46.4	44.9
La Trobe College Australia	38.6	41.1
La Trobe University	43.5	40.8
LCI Melbourne	55.5	53.2
Le Cordon Bleu Australia	31.8	31.9
Leaders Institute	60.7	64.3
Macleay College	43.2	35.3
Macquarie University	48.2	44.2
Marcus Oldham College	57.3	66.4
Melbourne Institute of Technology	43.3	28.8
Melbourne Polytechnic	41.0	35.3
Monash University	45.2	40.8
Montessori World Educational Institute (Australia)	53.2	48.6
Moore Theological College	70.8	69.1
Morling College	52.5	48.0
Murdoch University	42.4	38.8
Nan Tien Institute	61.0	66.7
National Art School	44.2	48.1
National Institute of Organisation Dynamics Aust	n/a	72.0
Ozford Institute of Higher Education	44.3	37.5
Performing Arts Education	n/a	54.3
Perth Bible College	52.5	47.2
Photography Studies College (Melbourne)	52.6	66.4
Polytechnic Institute Australia Pty Ltd	22.6	30.4
Queensland University of Technology	48.3	43.5
RMIT University	39.6	25.3
SAE Institute	43.7	34.3

<b>Institution</b>	<b>2020 Response Rate</b>	<b>2021 Response Rate</b>
Sheridan College Inc.	n/a	78.2
South Australian Institute of Business and Technology	49.9	43.2
Southern Cross University	47.0	47.5
SP Jain School of Management	79.7	57.8
Stott's College	40.1	39.0
Swinburne University of Technology	50.9	45.6
Sydney College of Divinity	41.4	42.1
Sydney Institute of Business and Technology	54.8	45.1
Tabor College of Higher Education	53.3	50.7
TAFE NSW	49.1	44.8
TAFE Queensland	41.2	40.1
TAFE South Australia	42.9	39.8
The Australian College of Physical Education	40.2	32.0
The Australian Institute of Music	53.1	40.9
The Australian National University	41.4	33.4
The Cairnmillar Institute	52.2	55.8
The Institute of International Studies (TIIS)	n/a	33.9
The JMC Academy	43.3	47.5
The MIECAT Institute	65.4	61.9
The Tax Institute Higher Education	n/a	37.4
The University of Adelaide	50.3	46.3
The University of Melbourne	51.7	45.8
The University of Notre Dame Australia	47.3	43.4
The University of Queensland	39.4	34.3
The University of South Australia	42.5	37.1
The University of Sydney	33.1	40.4
The University of Western Australia	32.5	43.0
Think Education	60.5	60.2
Torrens University	50.7	49.9
Universal Business School Sydney	36.6	37.7

Institution	2020 Response Rate	2021 Response Rate
University of Canberra	44.6	41.6
University of Divinity	59.8	57.9
University of New England	51.1	47.8
University of New South Wales	42.0	41.6
University of Newcastle	36.1	40.2
University of Southern Queensland	55.9	42.8
University of Tasmania	46.3	47.0
University of Technology Sydney	35.6	37.4
University of the Sunshine Coast	52.7	54.3
University of Wollongong	50.6	43.5
UOW College	44.7	43.5
UTS College	n/a	28.8
Victoria University	43.8	43.4
VIT (Victorian Institute of Technology)	55.7	52.0
Wentworth Institute of Higher Education	56.1	45.7
Western Sydney University	34.9	38.0
Whitehouse Institute of Design, Australia	62.5	64.9
William Angliss Institute	44.4	29.1

### 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, respondent characteristics are presented alongside population parameters in Table 13 and Table 14.

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 undergraduate and postgraduate coursework students, especially with respect to Indigenous status, disability status, first in family to attend a higher education institution and study mode.

Whilst students who speak a language other than English at home and international students are typically less likely to participate in similar surveys, for the SES, there is a surprisingly small under-representation of these groups for undergraduates, with Home Language-Other and Residence Status- International under-represented in the responding sample by 1.6 and 2.3 percentage points respectively,

relative to population parameters. For postgraduate coursework students this pattern is exemplified, with an under-representation of 3.8 percentage points for students who speak a language other than English at home and 4.2 percentage points difference for international students.

As has consistently been the case since 2012, the largest potential source of non-response bias is in relation to gender, followed by stage of studies. Male students are under-represented in the responding undergraduate sample by 8.0 percentage points (7.9 percentage points in 2020 and 7.6 percentage points in 2019). The under-representation of male students is less pronounced for postgraduate coursework students at 5.1 percentage points (4.5 percentage points in 2020 and 4.2 percentage points in 2019). The continued underrepresentation of males relative to other recent implementations suggests that this should be considered as an area for renewed response maximisation focus in 2022. Later year students were equally under-represented in the responding postgraduate sample by 5.3 percentage points, and while they were also under-represented in the undergraduate sample by 4.6 percentage points, it was not as significant as the under-representation of responding male students.

Younger undergraduate students are also somewhat less likely to respond, with those under 25 years of age under-represented by around 3.5 percentage points in 2020 (2.8 percentage points in 2020 and 20.6 percentage points in 2019). Postgraduate coursework students under the age of 25 are under-represented by 6.1 percentage points (3.7 percentage points in 2020 and 4.7 percentage points in 2019). There is a corresponding over-representation of older students, with postgraduate coursework students aged 40 and over-represented by 2.9 percentage points (3.3 percentage points in 2019 and 2.8 percentage points in 2018). This same age group of undergraduate students are over-represented by 1.8 percentage points (1.8 percentage points in 2019 and 1.5 percentage points in 2018).

Socio-economic background is highly representative with undergraduate students from high socio-economic backgrounds slightly less likely to respond to the SES by 0.2 percentage points, while those from medium and low socio-economic backgrounds slightly over-represented by 0.2 and 0.1 percentage points respectively. Postgraduate coursework students were very highly representative with less than a 0.1 percentage point variation between the population and response percentage.

Student location is also highly representative with undergraduates in metropolitan areas only under-represented compared with those from regional/remote locations by 0.3 percentage points, while postgraduate coursework students from metropolitan and regional/remote locations were perfectly represented.

**Table 13 2021 Undergraduate SES response characteristics and population parameters by subgroup††**

	In-scope population		SES respondents	
	n	%	n	%
<b>Stage of studies</b>				
Commencing	247,986	50.8	102,110	56.1
Later Year*	239,737	49.2	79,894	43.9
<b>Gender</b>				



	In-scope population		SES respondents	
	n	%	n	%
Male	205,367	42.2	62,159	34.2
Female	281,364	57.8	119,443	65.8
<b>Age</b>				
Under 25	380,096	77.9	135,413	74.4
25 to 29	46,600	9.6	16,697	9.2
30 to 39	37,263	7.6	16,672	9.2
40 and over	23,755	4.9	13,218	7.3
<b>Indigenous</b>				
Indigenous	7,216	1.5	2,838	1.6
Non-Indigenous	480,507	98.5	179,166	98.4
<b>Home language</b>				
English	401,140	82.2	152,607	83.8
Other	86,583	17.8	29,397	16.2
<b>Disability</b>				
Disability reported	33,197	6.8	13,934	7.7
No disability reported	454,526	93.2	168,070	92.3
<b>Study mode</b>				
Internal/Mixed study mode	422,829	86.8	157,638	86.7
External study mode	64,508	13.2	24,230	13.3
<b>Residence status</b>				
Domestic student	398,059	81.6	152,658	83.9
International student	89,657	18.4	29,344	16.1
<b>First in family status**</b>				
First in family	82,273	41.5	33,512	41.1
Not first in family	115,938	58.5	47,949	58.9
<b>Socio-economic status***</b>				
High	49,692	31.8	45,923	31.6
Medium	80,356	51.3	74,816	51.5
Low	26,456	16.9	24,649	17.0
<b>Location***†</b>				
Metro	127,342	81.3	117,927	81.0

	In-scope population		SES respondents	
	n	%	n	%
Regional/Remote	29,313	18.7	27,596	19.0
<b>Total</b>	<b>487,723</b>	<b>100.0</b>	<b>182,004</b>	<b>100.0</b>

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

\*\*First in family status includes commencing students only.

\*\*\* Locality statistics are calculated according to proportion for both metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

†† Some subgroups may not add to 100 per cent due to rounding.

Table 14 2021 Postgraduate coursework SES response characteristics and population parameters by subgroup ††

	In-scope population		SES respondents	
	n	%	n	%
<b>Stage of studies</b>				
Commencing	95,453	42.4	38,920	47.0
Later Year*	129,623	57.6	43,903	53.0
<b>Gender</b>				
Male	95,347	42.4	30,860	37.3
Female	129,413	57.6	51,822	62.7
<b>Age</b>				
Under 25	78,869	35.0	23,974	28.9
25 to 29	65,225	29.0	22,139	26.7
30 to 39	47,153	21.0	19,895	24.0
40 and over	33,821	15.0	16,814	20.3
<b>Indigenous</b>				
Indigenous	1,854	0.8	710	0.9
Non-Indigenous	223,222	99.2	82,113	99.1
<b>Home language</b>				
English	138,791	61.7	54,206	65.4
Other	86,285	38.3	28,617	34.6
<b>Disability</b>				
Disability reported	8,649	3.8	3,832	4.6
No disability reported	216,427	96.2	78,991	95.4

	In-scope population		SES respondents	
	n	%	n	%
<b>Study mode</b>				
Internal/Mixed study mode	154,854	68.9	56,847	68.8
External study mode	69,974	31.1	25,833	31.2
<b>Residence status</b>				
Domestic student	129,393	57.5	51,118	61.7
International student	95,655	42.5	31,693	38.3
<b>First in family status**</b>				
First in family	28,229	41.6	11,608	42.2
Not first in family	39,645	58.4	15,901	57.8
<b>Socio-economic status***</b>				
High	21,519	41.0	19,680	41.1
Medium	24,762	47.1	22,586	47.2
Low	6,244	11.9	5,636	11.8
<b>Locality***†</b>				
Metro	43,453	82.7	39,619	82.7
Regional/Remote	9,098	17.3	8,306	17.3
<b>Total</b>	<b>225,076</b>	<b>100.0</b>	<b>82,823</b>	<b>100.0</b>

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

\*\*First in family status includes commencing students only.

\*\*\* Locality statistics are calculated according to proportion for both metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

†† Some subgroups may not add to 100 per cent due to rounding.

The sample also closely matched the in-scope population in terms of study area (see Table 15 and Table 16). 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 undergraduate and postgraduate coursework students (3.9 percentage points and 3.8 percentage points respectively). Much smaller differences between the responding sample and population parameters were observed in other study areas for undergraduate and for postgraduate coursework students.

In 2021, similar to the previous year, the largest study area in the undergraduate population was Business and management accounting for 18.4 per cent of the in-scope population. Humanities, culture and social sciences with 9.6 per cent was the second highest overall. Science and mathematics was third largest overall with 9.5 per cent of the in-scope undergraduate population. In total, these three study areas constituted 37.5 per cent (down from 39.5 in 2020 and 40.8 per cent in 2019) of the undergraduate SES higher education population.

The postgraduate coursework population was also dominated by Business and management students, representing 29.1 per cent of the in-scope population followed by Teacher education with 12.8 per cent and Computing and information systems with 10.6 per cent. Together, these three study areas contributed 52.5 per cent of the total in-scope postgraduate coursework population.

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 15 2021 undergraduate SES student response characteristics and population parameters by study area**

	In-scope population		SES respondents	
	n	%	n	%
Science and mathematics	50,509	9.5	20,626	10.5
Computing and information systems	33,335	6.3	10,717	5.4
Engineering	33,864	6.4	11,472	5.8
Architecture and built environment	16,426	3.1	5,420	2.8
Agriculture and environmental studies	6,679	1.3	2,980	1.5
Health services and support	40,663	7.7	16,039	8.1
Medicine	2,860	0.5	1,280	0.7
Nursing	46,391	8.7	19,941	10.1
Pharmacy	2,963	0.6	1,287	0.7
Dentistry	1,593	0.3	706	0.4
Veterinary science	1,590	0.3	691	0.4
Rehabilitation	8,032	1.5	3,441	1.7
Teacher education	36,878	6.9	15,313	7.8
Business and management	97,801	18.4	28,617	14.5

	In-scope population		SES respondents	
	n	%	n	%
Humanities, culture and social sciences	50,870	9.6	19,595	9.9
Social work	11,507	2.2	4,921	2.5
Psychology	23,778	4.5	10,021	5.1
Law and paralegal studies	21,554	4.1	7,995	4.1
Creative arts	24,332	4.6	9,195	4.7
Communications	18,181	3.4	6,517	3.3
Tourism, hospitality, personal services, sport and recreation	1,859	0.4	535	0.3
<b>Total</b>	<b>531,665</b>	<b>100.0</b>	<b>197,309</b>	<b>100.0</b>

Table 16 2021 Postgraduate coursework SES student response characteristics and population parameters by study area

Study area	In-scope population		SES respondents	
	n	%	n	%
Science and mathematics	6,923	3.1	2,604	3.13
Computing and information systems	24,044	10.6	7,719	9.3
Engineering	11,966	5.3	3,967	4.8
Architecture and built environment	5,423	2.4	1,759	2.1
Agriculture and environmental studies	2,481	1.1	1,064	1.3
Health services and support	15,239	6.8	6,095	7.3
Medicine	7,348	3.3	2,775	3.3
Nursing	11,694	5.2	4,368	5.3
Pharmacy	1,050	0.5	300	0.4
Dentistry	891	0.4	301	0.4
Veterinary science	501	0.2	210	0.3
Rehabilitation	2,262	1.0	860	1.0
Teacher education	28,910	12.8	12,570	15.1
Business and management	65,662	29.1	21,032	25.3

Study area	In-scope population		SES respondents	
	n	%	n	%
Humanities, culture and social sciences	11,555	5.1	5,010	6.0
Social work	9,273	4.1	4,381	5.3
Psychology	7,016	3.1	3,315	4.0
Law and paralegal studies	7,152	3.2	2,483	3.0
Creative arts	2,819	1.3	1,045	1.3
Communications	3,171	1.4	1,107	1.3
Tourism, hospitality, personal services, sport and recreation	507	0.2	124	0.2
<b>Total</b>	<b>225,887</b>	<b>100.0</b>	<b>83,089</b>	<b>100.0</b>

## 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 17 and Table 18, and Table 19 and Table 20, 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 4: Construction of confidence intervals.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for undergraduate students, for example, the 90 per cent confidence interval remains consistent with previous surveys in the series at around 0.3 percentage points for the Quality of entire educational experience and 0.1 percentage points for the Quality of teaching (see bottom row of Table 17 and Table 19).

Similarly, for postgraduate coursework students the 90 per cent confidence interval is also relatively small at around 0.3 percentage points for quality of entire educational experience and quality of teaching (see bottom row of Table 18 and Table 20).

Confidence intervals for undergraduate estimates tend to be wider for cohorts with smaller populations, such as Indigenous students, those who reported a disability, external/distance students, NESB and international students.

Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see Table 19). The study areas with the smallest populations and widest confidence intervals were Dentistry, Tourism, hospitality, personal services, sport and recreation and Veterinary science with widths of 6.1 to 4.5 percentage points overall observed in relation to teaching quality items.

For postgraduate coursework students, smaller demographic groups such as Indigenous students and those with a reported disability exhibited wider confidence intervals for the Quality of entire educational experience with 5.3 percentage points and 2.5 percentage points (refer Table 18).

As seen in Table 20, in relation to postgraduate coursework confidence intervals by 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 Tourism, hospitality, personal services, sport and recreation, Veterinary science, Dentistry and Pharmacy with intervals between 14.2 and 8.6 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 17 to Table 20 suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

**Table 17 Percentage positive ratings, undergraduates by student sub-group, 2021 (with 90% confidence intervals) ††**

		Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	76.5 (76.3, 76.5)	80.6 (80.4, 80.6)
	Later year*	68.6 (68.4, 68.6)	73.2 (72.9, 73.2)
Gender	Male	69.3 (69.0, 69.3)	74.1 (73.8, 74.1)
	Female	75.0 (74.8, 75.0)	79.0 (78.9, 79.0)
Age group	Under 25	72.5 (72.3, 72.5)	77.1 (76.9, 77.1)
	25 to 29	71.5 (70.9, 71.5)	75.3 (74.8, 75.3)
	30 to 39	74.6 (74.1, 74.6)	77.5 (77.0, 77.5)
	40 and over	79.3 (78.8, 79.3)	82.4 (81.9, 82.4)
Indigenous	Indigenous	74.4 (73.1, 74.4)	78.2 (76.9, 78.2)
	Non-Indigenous	73.1 (72.9, 73.1)	77.3 (77.2, 77.3)
Home language	English	74.0 (73.8, 74.0)	78.2 (78.1, 78.2)
	Other	68.2 (67.8, 68.2)	72.4 (72.0, 72.4)
Disability	Disability reported	69.9 (69.3, 69.9)	76.0 (75.4, 76.0)
	No disability reported	73.3 (73.2, 73.3)	77.5 (77.3, 77.5)
Study mode	Internal/Mixed study mode	72.3 (72.1, 72.3)	76.9 (76.7, 76.9)
	External study mode	78.6 (78.2, 78.6)	80.7 (80.3, 80.7)

		Quality of entire educational experience	Quality of teaching
International	Domestic student	74.1 (73.9, 74.1)	78.4 (78.2, 78.4)
	International student	67.2 (66.8, 67.2)	71.6 (71.2, 71.6)
First in family status	First in family**	77.8 (77.4, 77.8)	81.5 (81.2, 81.5)
	Not first in family**	76.1 (75.8, 76.1)	80.4 (80.1, 80.4)
Socio-economic status	High***	74.0 (73.9, 74.1)	78.4 (78.3, 78.5)
	Medium***	74.6 (74.5, 74.7)	78.6 (78.5, 78.7)
	Low***	72.9 (72.7, 73.0)	77.3 (77.2, 77.5)
Locality	Metro*** †	73.9 (73.8, 73.9)	78.2 (78.2, 78.3)
	Regional/Remote*** †	75.1 (74.8, 75.3)	78.9 (78.6, 79.1)
<b>Total</b>		<b>73.1 (72.9, 73.1)</b>	<b>77.3 (77.2, 77.3)</b>

The Agresti-Coull method is used to calculate 90% confidence intervals for proportions.

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

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

\*\*\* Locality statistics are calculated according to proportion for both metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

†† Some subgroups may not add to 100 per cent due to rounding.

Table 18 Percentage positive ratings, postgraduate coursework by student sub-group, 2021 (with 90% confidence intervals) ††

		Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	75.0 (74.6, 75.0)	78.4 (78.0, 78.4)
	Later year*	71.6 (71.3, 71.6)	74.3 (74.0, 74.3)
Gender	Male	70.8 (70.4, 70.8)	73.4 (73.0, 73.4)
	Female	74.7 (74.4, 74.7)	77.9 (77.6, 77.9)
Age group	Under 25	69.6 (69.1, 69.6)	73.8 (73.3, 73.8)
	25 to 29	70.2 (69.6, 70.2)	73.3 (72.8, 73.3)
	30 to 39	75.3 (74.8, 75.3)	77.6 (77.1, 77.6)
	40 and over	80.0 (79.5, 80.0)	81.9 (81.4, 81.9)
Indigenous	Indigenous	75.6 (72.9, 75.6)	79.4 (76.8, 79.4)
	Non-Indigenous	73.2 (72.9, 73.2)	76.2 (76.0, 76.2)
Home language	English	75.2 (74.9, 75.2)	78.1 (77.8, 78.1)
	Other	69.5 (69.0, 69.5)	72.7 (72.2, 72.7)



		Quality of entire educational experience	Quality of teaching
Disability	Disability reported	69.1 (67.9, 69.1)	74.7 (73.5, 74.7)
	No disability reported	73.4 (73.2, 73.4)	76.3 (76.1, 76.3)
Study mode	Internal/Mixed study mode	71.1 (70.8, 71.1)	74.8 (74.5, 74.8)
	External study mode	77.7 (77.3, 77.7)	79.3 (78.9, 79.3)
International	Domestic student	75.7 (75.4, 75.7)	78.5 (78.2, 78.5)
	International student	69.1 (68.7, 69.1)	72.5 (72.1, 72.5)
First in family status	First in family**	75.7 (75.0, 75.7)	79.3 (78.6, 79.3)
	Not first in family**	74.3 (73.8, 74.3)	78.0 (77.5, 78.0)
Socio-economic status	High***	74.7 (74.6, 74.9)	78.1 (78.0, 78.3)
	Medium***	76.7 (76.5, 76.8)	79.0 (78.8, 79.1)
	Low***	76.6 (76.3, 76.9)	79.0 (78.7, 79.3)
Locality	Metro*** †	75.5 (75.4, 75.6)	78.4 (78.3, 78.5)
	Regional/Remote*** †	77.5 (77.0, 77.9)	79.9 (79.5, 80.4)
<b>Total</b>		<b>73.2 (73.0, 73.2)</b>	<b>76.2 (76.0, 76.2)</b>

The Agresti-Coull method is used to calculate 90% confidence intervals for proportions.

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

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

\*\*\* Locality statistics are calculated according to proportion for both metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

†† Some subgroups may not add to 100 per cent due to rounding.

**Table 19 Percentage positive ratings, undergraduates by study area, 2021 (with 90% confidence intervals)**

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	73.0 (72.5, 73.0)	79.1 (78.6, 79.1)
Computing and Information systems	65.5 (64.7, 65.5)	67.4 (66.6, 67.4)
Engineering	66.8 (66.0, 66.8)	68.9 (68.2, 68.9)
Architecture and built environment	70.5 (69.5, 70.5)	73.4 (72.4, 73.4)
Agriculture and environmental studies	82.6 (81.4, 82.6)	85.1 (84.0, 85.1)
Health services and support	75.0 (74.5, 75.0)	79.9 (79.4, 79.9)
Medicine	76.6 (74.6, 76.6)	78.0 (76.1, 78.0)
Nursing	68.2 (67.6, 68.2)	72.2 (71.7, 72.2)
Pharmacy	74.9 (72.8, 74.9)	78.9 (76.9, 78.9)

Study area	Quality of entire educational experience	Quality of teaching
Dentistry	57.9 (54.9, 57.9)	59.3 (56.2, 59.3)
Veterinary science	73.5 (70.7, 73.5)	77.8 (75.1, 77.8)
Rehabilitation	81.8 (80.7, 81.8)	84.6 (83.6, 84.6)
Teacher education	77.1 (76.5, 77.1)	80.5 (80.0, 80.5)
Business and management	70.4 (70.0, 70.4)	73.7 (73.3, 73.7)
Humanities, culture and social sciences	76.4 (75.9, 76.4)	83.7 (83.2, 83.7)
Social work	76.5 (75.5, 76.5)	80.5 (79.6, 80.5)
Psychology	77.6 (76.9, 77.6)	81.3 (80.7, 81.3)
Law and paralegal studies	76.8 (76.1, 76.8)	80.5 (79.8, 80.5)
Creative arts	74.9 (74.2, 74.9)	80.9 (80.2, 80.9)
Communications	75.6 (74.7, 75.6)	81.3 (80.5, 81.3)
Tourism, hospitality, personal services, sport and recreation	79.6 (76.6, 79.6)	82.4 (79.5, 82.4)
<b>Total</b>	<b>73.1 (72.9, 73.1)</b>	<b>77.3 (77.2, 77.3)</b>

Table 20 Percentage positive ratings, postgraduate coursework by study area, 2021 (with 90% confidence intervals)

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	69.7 (68.2, 69.7)	75.2 (73.7, 75.2)
Computing and Information systems	67.6 (66.7, 67.6)	67.9 (67.0, 67.9)
Engineering	65.7 (64.5, 65.7)	69.0 (67.8, 69.0)
Architecture and built environment	69.3 (67.4, 69.3)	73.6 (71.8, 73.6)
Agriculture and environmental studies	76.5 (74.3, 76.5)	81.8 (79.8, 81.8)
Health services and support	77.7 (76.8, 77.7)	81.4 (80.6, 81.4)
Medicine	68.3 (66.8, 68.3)	68.9 (67.5, 68.9)
Nursing	74.4 (73.3, 74.4)	75.6 (74.5, 75.6)
Pharmacy	71.3 (66.9, 71.3)	73.6 (69.2, 73.6)
Dentistry	40.5 (36.0, 40.5)	48.0 (43.3, 48.0)
Veterinary science	55.7 (50.0, 55.7)	61.4 (55.8, 61.4)
Rehabilitation	70.1 (67.5, 70.1)	77.6 (75.1, 77.6)
Teacher education	72.1 (71.5, 72.1)	76.2 (75.5, 76.2)
Business and management	74.7 (74.2, 74.7)	76.4 (76.0, 76.4)

<b>Study area</b>	<b>Quality of entire educational experience</b>	<b>Quality of teaching</b>
Humanities, culture and social sciences	83.9 (83.0, 83.9)	88.2 (87.4, 88.2)
Social work	74.5 (73.4, 74.5)	77.7 (76.7, 77.7)
Psychology	77.2 (75.9, 77.2)	81.1 (80.0, 81.1)
Law and paralegal studies	71.9 (70.4, 71.9)	78.7 (77.3, 78.7)
Creative arts	70.8 (68.4, 70.8)	78.4 (76.2, 78.4)
Communications	73.1 (70.8, 73.1)	77.9 (75.8, 77.9)
Tourism, hospitality, personal services, sport and recreation	62.1 (54.7, 62.1)	68.9 (61.6, 68.9)
<b>Total</b>	<b>73.2 (73.0, 73.2)</b>	<b>76.2 (76.0, 76.2)</b>

# 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. A full list of standard SEQ items is presented in Table 21 to Table 27.

Table 21 2021 SEQ Item Summary: Skill Development items

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

Table 22 2021 SEQ Item Summary: Learner Engagement items

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

Table 23 2021 SEQ Item Summary: Teaching Quality items

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

Table 24 2021 SEQ Item Summary: Student Support items

Stem	Item	Response scale
At <E306CTXT> during SURVEYYEAR, to what extent have you:	a) received support from your institution to settle into study? b) experienced efficient enrolment and admissions processes? c) felt induction/orientation activities were relevant and helpful?	Not at all / Very little / Some / Quite a bit / Very much / 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:	a) available? b) 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:	a) available? b) helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you found academic or learning advisors to be:	a) available? b) 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:	a) available? b) helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you...	a) been offered support relevant to your circumstance? b) received appropriate English language skill support?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 25 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>?	a) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) b) Student spaces and common areas c) Online learning materials d) Computing/IT resources e) Assigned books, notes and resources f) Laboratory or studio equipment g) Library resources and facilities h) Online Learning Platform (i.e. Learning Management System)	Poor / Fair / Good / Excellent/ Not applicable

Table 26 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 27 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 <E306TXT> during SURVEYYEAR, to what extent have...	a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) Paid work commitments negatively affected your study?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 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 28 2021 SEQ Item Summary: Freedom of expression items

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

## 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 listed in Table 29.

Table 29 2021 SES International Student Items

Stem	Item	Response scale
<p><b>When deciding to study in Australia, how important was....</b></p>	<p>a) The reputation of Australia's education system?</p> <p>b) Your personal safety and security?</p> <p>I) The cost of living?</p> <p>c) The ability to work part-time?</p> <p>d) The opportunity to study in an English-speaking country?</p> <p>e) Having friends and family already in Australia?</p> <p>f) The chance to experience a new culture/lifestyle?</p> <p>g) The possibility of migrating to Australia?</p> <p>h) The weather/climate?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>



Stem	Item	Response scale
<b>When you were deciding to apply to &lt;E306CTXT&gt;, how important was...</b>	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
<b>How satisfied are you with each of the following aspects of living in Australia?</b>	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
<b>When coming to Australia, did you use an agent to help you with your visa application or to enrol at &lt;E306CTXT&gt;?</b>		Yes / No
<b>How would you rate the overall service provided by the agent?</b>		Very good / Good / Poor / Very poor
<b>Which of the following best describes your current living arrangements?</b>		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)
<b>Overall, how satisfied are you with your current living arrangements?</b>		Very satisfied / Satisfied / Dissatisfied / Very dissatisfied
<b>Why are you dissatisfied with your current living arrangements?</b>		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)

Stem	Item	Response scale
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 2020 SES. In total, 19 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale; three institutions chose to include the at-rsik item; Navitas Colleges included a series of items and the Independent Higher Education Association (IHEA) included an item for its member institutions.

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

# Appendix 3

## Production of scores

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

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an 'r' suffix. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 4.

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 5. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 2020 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 6. 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 7.

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 2015–2020 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 4 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 5 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 6 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 7 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

## 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 2021 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

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

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

Figure 8 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

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

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

# Appendix 5

## Study area definitions

Table 30 21 and 45 study areas concordance with ASCED field of education

Study Area (21)		Study Area (45)		ASCED 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
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information systems	5	Computing & Information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

Study Area (21)		Study Area (45)		ASCED Field of Education
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
		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
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

Study Area (21)		Study Area (45)		ASCED Field of Education
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality & Personal Services	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 6

## Results for individual questionnaire items

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

The Skills Development focus area had one of the highest positive ratings in 2021 with 79 per cent of students rating it positively. Furthermore, this aspect of the student experience has been relatively unaffected by changes to learning and teaching caused by the COVID-19 pandemic, with ratings dropping by only 3 percentage points in 2020 before increasing by 1 percentage point in 2021. However, there are two aspects of Skills Development that have changed substantially in the past two years: 'Developed ability to work effectively with others' dropped by 9 percentage points in 2020 and increased by 3 percentage points in 2021, and 'Developed spoken communication skills' which dropped by 6 percentage points in 2020 and increased by 2 percentage points in 2021. These fluctuations were more even pronounced for commencing students.

Working effectively with others and developing spoken communication skills have a relatively high association with items in the Learner Engagement focus area which relate to engaging with other students inside and outside study and is often associated with students who are predominantly studying off-campus.

Similar patterns of decline were observed for postgraduate coursework students in 2020, as shown by Table 32. However, unlike undergraduate student ratings that increased in 2021, ratings of 'Developed ability to work effectively with others' and 'Developed spoken communication skills' both declined further by 1 percentage point.

**Table 31 Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019-2021**

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Developed critical and analytical thinking	69	67	68	73	71	72	71	69	70
Developed ability to solve complex problems	60	58	59	66	64	64	62	61	61
Developed ability to work effectively with others	63	52	57	67	62	63	65	56	59
Developed confidence to learn independently	72	70	70	76	75	75	74	72	72
Developed written communication skills	61	61	60	70	68	69	65	64	64
Developed spoken communication skills	53	45	49	61	57	57	56	50	52
Developed knowledge of field studying	77	76	76	78	76	76	77	76	76
Developed work-related knowledge and skills	63	61	62	63	62	62	63	61	62

Table 32 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019–2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Developed critical and analytical thinking	72	70	71	72	71	73	72	71	72
Developed ability to solve complex problems	64	62	62	65	64	66	64	63	64
Developed ability to work effectively with others	59	51	49	63	59	57	61	55	54
Developed confidence to learn independently	74	72	72	77	75	76	75	74	74
Developed written communication skills	66	65	64	71	70	70	68	67	67
Developed spoken communication skills	53	47	47	58	56	55	56	52	51
Developed knowledge of field studying	80	78	80	78	76	78	79	77	79
Developed work-related knowledge and skills	69	67	70	66	65	68	68	66	69

As seen in Table 33, undergraduate student ratings for the underlying items in the Learner Engagement focus area declined markedly from 2019 to 2020, most likely with the move to online teaching and learning arrangements due to COVID-19 restrictions. In 2021, ratings for each of the underlying Learner Engagement items increased somewhat but are still well below where they were in 2019.

The largest decline in ratings in 2020 was for the item ‘Been given opportunities to interact with local students’, which dropped by 20 percentage points. Ratings for this item increased by 6 percentage points in 2021, however, less than half (42 per cent) of students rated this positively. Other items that dropped substantially in 2020 and improved marginally in 2021 include ‘Worked with other students as part of your study’ and ‘Interacted with students outside study requirements’. The item ‘Interacted with students outside study requirements’, which dropped by 12 percentage points in 2020 and only increased by 2 percentage points in 2021 had the lowest positive rating with 32 per cent this year. This is unsurprising given the ongoing restrictions with returning to on-campus learning and extracurricular activities.

Postgraduate coursework students (refer Table 34) have traditionally rated most items relating to interactions with other students much lower than undergraduate students. In 2020, postgraduate coursework student ratings declined further, with aspects such as working with other students, interacting with students outside of study and interacting with students who are different all dropping by 11 percentage points. In 2021, there has been less of an improvement to these items than seen in undergraduate student ratings, and in some cases ratings have continued to decline. Items with the lowest ratings in 2021 include ‘Interacted with students outside study requirements’, 25 per cent, and ‘Been given opportunities to interact with local students’, 33 per cent positive.

Table 33 Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Felt prepared for your study	66	63	62	70	64	66	68	63	64
Had a sense of belonging to your university	54	42	44	49	40	39	52	41	42
Participated in discussions online or face-to-face	58	59	62	62	61	61	59	60	61
Worked with other students as part of your study	64	48	55	69	57	58	66	52	56
Interacted with students outside study requirements	42	27	31	43	33	32	42	30	32
Interacted with students who are very different from you	52	37	43	51	40	42	51	38	43
Been given opportunities to interact with local students	57	35	44	55	37	40	56	36	42

Table 34 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Felt prepared for your study	70	68	67	75	70	71	73	69	69
Had a sense of belonging to your institution	50	41	37	53	45	42	51	43	40
Participated in discussions online or face-to-face	59	59	59	60	61	61	59	60	60
Worked with other students as part of your study	59	45	45	64	54	52	61	50	49
Interacted with students outside study requirements	36	23	22	39	30	27	38	27	25
Interacted with students who are very different from you	46	33	35	46	37	36	46	35	36
Been given opportunities to interact with local students	41	30	33	38	31	33	40	31	33

Students were also asked their perceptions of teaching quality. Like Skills Development, the Teaching Quality focus area was less impacted than other aspects of the student experience caused by changes to the learning and teaching environment in the past two years. It was also one of the most highly rated areas in 2021, with 79 per cent of undergraduate students rating it positively. However, there were aspects of Teaching Quality that were more impacted than others, which can be seen in the change in underlying item scores shown in Table 34. Students' ratings of the quality of teaching declined by 5 percentage points in 2020 and increased by 2 percentage points in 2021. Students' ratings of whether their study was well structured and focussed also declined by 5 percentage points in 2020 and increased by 3 percentage points in 2021 and whether teaching staff had engaged them actively in learning declined by 4 percentage points in 2020 and increased by 2 percentage points in 2021. That said, many areas have had little to no shift in ratings since 2019, such as teachers simulating students intellectually, teachers providing clear explanations on coursework and assessment, and teachers commenting on work in ways that help students learn.

Similar patterns of change in ratings to the Teaching Quality focus area items were seen by postgraduate students, shown in Table 36, however, the increase in ratings in 2021 has been more marked compared to undergraduate student ratings. For example, quality of teaching declined by 5 percentage points in 2020 and increased by 4 percentage points in 2021, almost recovering to the 2019 score.

Table 35 Percentage positive scores for Teaching Quality items, undergraduates by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Study well structured and focused	70	65	69	62	57	60	67	62	65
Study relevant to education as a whole	75	75	76	70	69	70	72	72	73
Teachers engaged you actively in learning	68	64	66	64	59	61	66	62	64
Teachers demonstrated concern for student learning	62	63	61	58	59	58	61	61	59
Teachers provided clear explanations on coursework and assessment	69	69	70	64	63	65	67	66	68
Teachers stimulated you intellectually	70	68	70	67	63	65	68	66	68
Teachers commented on your work in ways that help you learn	55	55	55	55	53	55	55	55	55
Teachers seemed helpful and approachable	73	72	73	69	67	68	72	70	71
Teachers set assessment tasks that challenge you to learn	79	79	80	74	73	74	77	77	77
Quality of teaching	82	79	81	76	71	73	80	75	77
Quality of entire educational experience	81	71	77	75	65	69	78	69	73

Table 36 Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Study well structured and focused	69	66	70	66	61	65	67	63	67
Study relevant to education as a whole	77	76	79	72	70	73	74	73	76
Teachers engaged you actively in learning	71	68	70	68	65	67	70	66	68
Teachers demonstrated concern for student learning	66	65	66	62	62	63	64	64	64
Teachers provided clear explanations on coursework and assessment	70	71	71	70	69	70	70	70	71
Teachers stimulated you intellectually	72	70	75	68	65	69	70	68	72
Teachers commented on your work in ways that help you learn	63	63	62	62	61	62	62	62	62
Teachers seemed helpful and approachable	75	74	76	72	70	73	73	72	74
Teachers set assessment tasks that challenge you to learn	79	79	81	75	74	76	77	77	78
Quality of teaching	79	74	78	75	70	74	77	72	76
Quality of entire educational experience	77	70	75	75	67	72	76	69	73

Students were also asked their perceptions of student support. This focus area showed a high degree of consistency from 2019 and 2021 compared with other focus areas. In general, scores have only shifted by 1 to 2 percentage points, with many areas remaining the same since 2019 despite disruptions caused by the response to the COVID-19 pandemic. As shown in Table 36, the most positive ratings were recorded for 'Experienced efficient enrolment and admissions processes' (71 per cent) and 'Academic or learning advisors: helpful' (66 per cent) and 'available' (64 per cent). However, while the item related to receiving appropriate English language support has remained the same since 2019, it has the lowest score in this focus area with only 46 per cent positive ratings and given the greater drops in general scores for international students, may warrant action going forward.

The relatively small change in student support related items was also evident in postgraduate coursework student ratings, as seen in Table 38. While ratings of 'Received appropriate English language skill support' has not changed for undergraduate students since 2019, it did decline by 3 percentage points in 2020 for postgraduate coursework students and did not improve in 2021. Given the high proportion of international postgraduate students, this item may warrant action to improve these services.

**Table 37 Percentage positive scores for Student Support items, undergraduates by stage of studies, 2019-2021**

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Experienced efficient enrolment and admissions processes	74	74	72	71	71	70	73	73	71
Induction/orientation activities relevant and helpful	60	59	56	54	51	53	57	56	55
Received support from institution to settle into study	64	63	61	55	56	54	60	60	58
Administrative staff or systems: available	66	63	63	59	57	56	63	61	60
Administrative staff or systems: helpful	64	64	64	57	57	57	61	61	61
Careers advisors: available	52	52	53	48	47	47	50	50	50
Careers advisors: helpful	54	55	56	49	49	50	52	52	53
Academic or learning advisors: available	66	66	66	61	61	61	64	64	64
Academic or learning advisors: helpful	68	68	68	62	62	62	66	65	66
Support services: available	57	56	55	53	52	51	55	54	53
Support services: helpful	58	56	56	55	53	53	57	55	54
Offered support relevant to circumstances	53	54	52	48	50	47	51	52	50
Received appropriate English language skill support	48	47	48	43	43	44	46	46	46

Table 38 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Experienced efficient enrolment and admissions processes	76	76	74	77	76	75	76	76	75
Induction/orientation activities relevant and helpful	64	62	58	63	61	60	64	62	59
Received support from institution to settle into study	63	64	61	62	62	60	62	63	60
Administrative staff or systems: available	66	65	63	65	61	62	65	63	62
Administrative staff or systems: helpful	66	66	64	63	62	63	64	64	64
Careers advisors: available	51	52	54	49	49	52	50	51	53
Careers advisors: helpful	52	53	55	49	50	53	50	52	54
Academic or learning advisors: available	67	67	68	65	64	66	66	66	67
Academic or learning advisors: helpful	68	68	68	62	62	62	66	65	66
Support services: available	57	56	55	53	52	51	55	54	53
Support services: helpful	58	56	56	55	53	53	57	55	54
Offered support relevant to circumstances	53	54	52	48	50	47	51	52	50
Received appropriate English language skill support	48	47	48	43	43	44	46	46	46

Students were also asked their perceptions of learning resources. In 2020, undergraduate ratings of this overall focus area dropped by 8 percentage points. In 2021, it increased by 4 percentage points and was the highest rated focus area with 80 per cent of ratings positive. As shown in Table 39, the item which showed the largest decline was in the quality of laboratory or studio equipment, which declined by 11 percentage points, most likely due to campus shut-downs in response to the COVID-19 pandemic. In 2021, this aspect of Learning Resources increased by 6 percentage points, probably due to students being able to return to campus for at least some of their classes in 2021. Other areas that declined by 6 to 7 percentage points in 2020 were the quality of the teaching spaces, the quality of student spaces and common areas, the quality of computing/IT resources and the quality of library resources and facilities. In 2021, ratings for all of these items increased between 2 to 4 percentage points.

The decline in ratings among postgraduate coursework students was even more stark in 2020 with falls of 15 percentage points for the quality of laboratory or studio equipment and a 10 percentage point decline in the quality of teaching spaces as seen in Table 40. In 2021, student ratings of these aspects of Learning Resources did increase 5 to 6 percentage points but they are still well below the ratings received in 2019, suggesting that more focus by institutions on these areas is still required.

Table 39 Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Quality of teaching spaces	89	82	86	82	74	78	86	79	83
Quality of student spaces and common areas	82	77	81	74	68	72	79	73	77
Quality of online learning materials	87	83	84	82	78	79	85	81	82
Quality of computing/IT resources	84	79	80	79	73	74	82	76	78
Quality of assigned books, notes and re-sources	81	79	80	76	74	75	79	77	78
Quality of laboratory or studio equipment	85	73	81	78	67	72	82	71	77
Quality of library resources and facilities	88	83	86	84	77	80	86	80	83
Quality of online learning platform*	n/a	86	87	n/a	82	83	n/a	84	85

\* The Learning Resources item "Quality of online learning platform" (QLLMS) was introduced in 2020. Note that this item is not currently included in the calculation of the overall Learning Resources focus area score (RESOURCE, RESRSAT)

Table 40 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019-2021

	Commencing			Later year			Total		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Quality of teaching spaces	85	76	80	83	73	78	84	74	79
Quality of student spaces and common areas	80	72	74	77	69	74	79	71	74
Quality of online learning materials	86	83	85	85	80	82	86	81	83
Quality of computing/IT resources	83	78	80	82	75	78	83	76	79
Quality of assigned books, notes and re-sources	83	80	83	80	77	80	82	79	81
Quality of laboratory or studio equipment	81	65	71	77	63	70	79	64	70
Quality of library resources and facilities	86	80	84	85	78	82	86	79	83
Quality of online learning platform*	n/a	85	86	n/a	83	85	n/a	84	85

\* The Learning Resources item "Quality of online learning platform" (QLLMS) was introduced in 2020. Note that this item is not currently included in the calculation of the overall Learning Resources focus area score (RESOURCE, RESRSAT)

# 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 Student Experience Survey (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 7.1.4 Detailed focus area items.

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
ALL	Table 2	FOCUS_ALL_ALL_3Y	Student experience (% positive rating, 2019-2021) among all course levels from all provider types by level and stage of study
UG	Table 1	FOCUS_UG_ALL_11-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 undergraduates 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	Table 3	FOCUS_UG_ALL_1Y_SG	Student experience (% positive rating, 2021) among undergraduates from all provider types by demographic and contextual group
UG		FOCUS_UG_UNI_1Y_SG	Student experience (% positive rating, 2021) among undergraduates from universities by demographic and contextual group



Course Level	Report Table	Sheet Name	Table Title
UG		FOCUS_UG_NUHEI_1Y_SG	Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		FOCUS_PGC_ALL_1Y_SG	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		FOCUS_PGC_UNI_1Y_SG	Student experience (% positive rating, 2021) among postgraduate coursework students from universities by demographic and contextual group
PGC		FOCUS_PGC_NUHEI_1Y_SG	Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG		FOCUS_UG_ALL_1Y_AREA	Student experience (% positive rating, 2021) among undergraduates from all provider types by 21 study areas
UG	Table 4	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_1Y_AREA	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types 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	Table 5	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		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_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

Course Level	Report Table	Sheet Name	Table Title
UG	Table 6	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	Table 7	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		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

## 7.1.2 Considered Leaving

One item in the Student Experience Survey 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. The following group of tables give details of students who have indicated that they have or have not considered leaving in that year and the reasons broken down by various factors including demographic characteristics, academic grades, study area and type of institution.

Course Level	Report Table	Sheet Name	Table Title
UG		CONSID_UG_ALL_1Y_SG	Percentage who considered early departure (2021) among undergraduates from all provider types by demographic and contextual group
UG		CONSID_UG_UNI_1Y_SG	Percentage who considered early departure (2021) among undergraduates from universities by demographic and contextual group
UG		CONSID_UG_NUHEI_1Y_SG	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_SG	Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CONSID_PGC_UNI_1Y_SG	Percentage who considered early departure (2021) among postgraduate coursework students from universities by demographic and contextual group
PGC		CONSID_PGC_NUHEI_1Y_SG	Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 8	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

### 7.1.3 Negative effects on study

Students are also asked whether their current living arrangements, financial circumstances and paid work commitments have negatively affected their study. The following tables give a breakdown of responses to these items by course level.

Course Level	Report Table	Sheet Name	Table Title
UG		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

### 7.1.4 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 gives examples of how these item scores are calculated.

Course Level	Report Table	Sheet Name	Table Title
UG	Table 31	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	Table 32	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	Table 33	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	Table 34	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

Course Level	Report Table	Sheet Name	Table Title
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	Table 35	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	Table 36	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	Table 37	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	Table 38	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	Table 39	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	Table 40	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

## 7.1.5 Freedom of expression

A new set of items related to students' perceptions of freedom of expression on campus was included in the 2021 SES. The following group of tables provides a breakdown of responses by course level, institution type and key demographics and sub-groups.

Course Level	Report Table	Sheet Name	Table Title
ALL	Table 9	FOEX_ALL_ALL_1Y	Freedom of expression (% positive rating, 2021) among all course levels from all provider types by level and stage of study
UG	Table 10	FOEX_UG_ALL_1Y_SG	Freedom of expression (% positive rating, 2021) among undergraduates from all provider types by demographic and contextual group
UG		FOEX_UG_UNI_1Y_SG	Freedom of expression (% positive rating, 2021) among undergraduates from universities by demographic and contextual group
UG		FOEX_UG_NUHEI_1Y_SG	Freedom of expression (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		FOEX_PGC_ALL_1Y_SG	Freedom of expression (% positive rating, 2021) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		FOEX_PGC_UNI_1Y_SG	Freedom of expression (% positive rating, 2021) among postgraduate coursework students from universities by demographic and contextual group
PGC		FOEX_PGC_NUHEI_1Y_SG	Freedom of expression (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group

## 7.2 Methodological tables

### 7.2.1 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, approach to weighting 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 11, Cut down	OV_ALL_ALL_12-YY	Operational overview among all course levels from all provider types by year
ALL	Table 12, Combined and cut down	RR_ALL_UNI_14-YY_INST	Response rates among all course levels from universities by institution
ALL	Table 12, Combined and cut down	RR_ALL_NUHEI_14-YY_INST	Response rates among all course levels from non-university higher education institutes (NUHEIs) by institution

Course Level	Report Table	Sheet Name	Table Title
ALL		RR_ALL_ALL_1Y_INST	Response rates among all course levels from all provider types by provider type
ALL		RR_ALL_ALL_12-YY_INST	Response rates among all course levels from all provider types by provider type

## 7.2.2 Response characteristics and representativeness

Course Level	Report Table	Sheet Name	Table Title
UG	Table 13	CHAR_UG_ALL_1Y_SG	Response characteristics (2021) among undergraduates from all provider types by demographic and contextual group
UG		CHAR_UG_UNI_1Y_SG	Response characteristics (2021) among undergraduates from universities by demographic and contextual group
UG		CHAR_UG_NUHEI_1Y_SG	Response characteristics (2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC	Table 14	CHAR_PGC_ALL_1Y_SG	Response characteristics (2021) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CHAR_PGC_UNI_1Y_SG	Response characteristics (2021) among postgraduate coursework students from universities by demographic and contextual group
PGC		CHAR_PGC_NUHEI_1Y_SG	Response characteristics (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 15	CHAR_UG_ALL_1Y_AREA	Response characteristics (2021) among undergraduates from all provider types by 21 study areas
UG		CHAR_UG_UNI_1Y_AREA	Response characteristics (2021) among undergraduates from universities by 21 study areas
UG		CHAR_UG_NUHEI_1Y_AREA	Response characteristics (2021) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC	Table 16	CHAR_PGC_ALL_1Y_AREA	Response characteristics (2021) among postgraduate coursework students from all provider types by 21 study areas
PGC		CHAR_PGC_UNI_1Y_AREA	Response characteristics (2021) among postgraduate coursework students from universities by 21 study areas
PGC		CHAR_PGC_NUHEI_1Y_AREA	Response characteristics (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas
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

Course Level	Report Table	Sheet Name	Table Title
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		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		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

### 7.2.3 Confidence intervals and weighting

Course Level	Report Table	Sheet Name	Table Title
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
UG		WEIGHT_UG_ALL_1Y_SG	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_SG	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



Course Level	Report Table	Sheet Name	Table Title
UG	Table 17	QOEQOT_UG_ALL_1Y_SG_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
UG		QOEQOT_UG_UNI_1Y_SG_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by demographic and contextual group
UG		QOEQOT_UG_NUHEI_1Y_SG_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 demographic and contextual group
PGC	Table 18	QOEQOT_PGC_ALL_1Y_SG_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_SG_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_SG_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 19	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	Table 20	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

