

## 2022 Key Findings

# International Student Experience Survey

A study of current international higher education students enrolled at Australian higher education institutions, focusing on aspects of the student experience that are measurable and linked with learning and development outcomes, as well as their life in Australia.

**129** participating higher education institutions, including 42 universities

**52,316** valid online survey responses (student level)

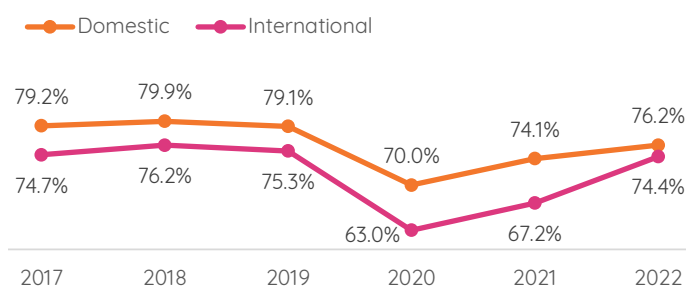
**33.6%** response rate achieved

## Undergraduate Results

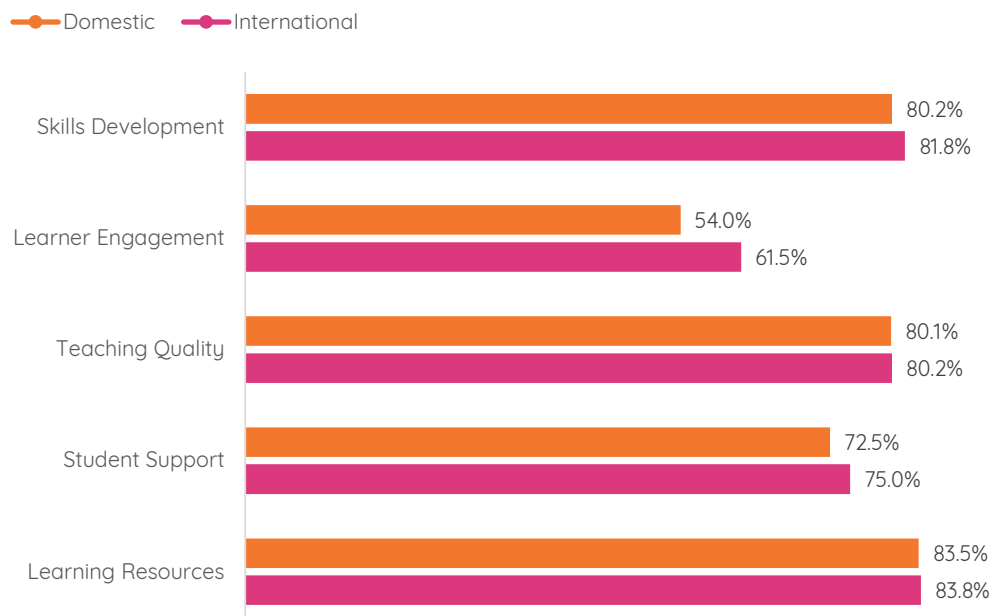
### The international student experience

Prior to 2020, international undergraduate student ratings of the Quality of entire educational experience had been lower than those of domestic undergraduate students by around 4 to 5 percentage points. In 2020, this gap widened further and persisted in 2021, despite ratings increasing in the same period. Student ratings increased further in 2022 for both groups, rising by 2.1 percentage points for domestic students and 7.2 percentage points for international students, narrowing the gap in ratings to the closest they have ever been.

**Quality of entire educational experience, 2017-2022  
(% positive rating)**



**Undergraduate student education experience by citizenship status, 2022 (% positive rating)**



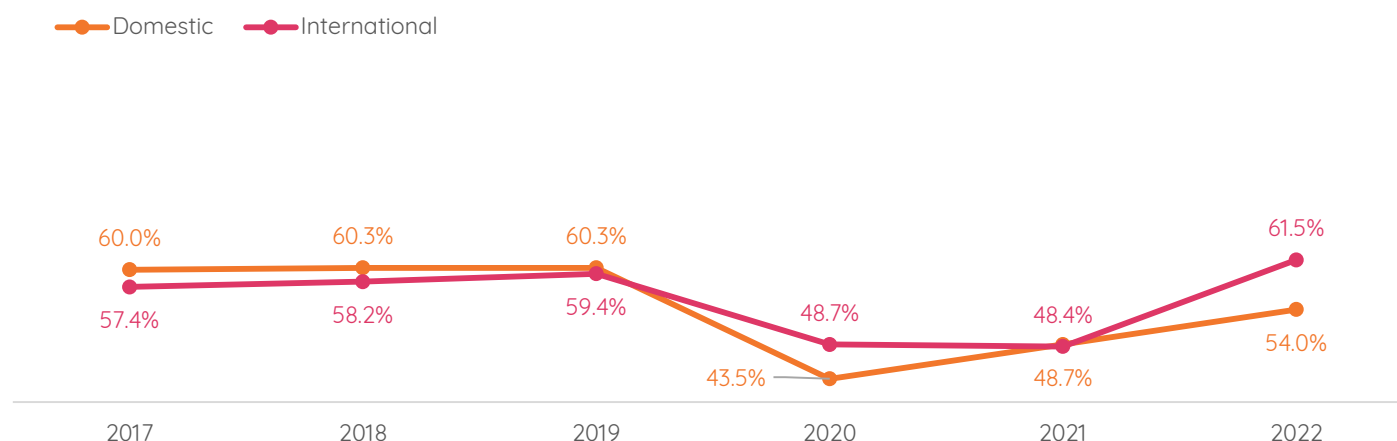
International students have historically rated aspects of their higher education experience lower than domestic students, however, in 2022 international ratings were on par or higher across all focus areas.

## Learner Engagement

The Learner Engagement focus area experienced the largest drop in ratings in 2020 by both domestic and international undergraduate students, due to the lack of opportunities for students to interact with each other as learning was moved online. Ratings did improve somewhat for domestic students in 2021 but remained largely unchanged for international students. In 2022, ratings of Learner Engagement by international undergraduate students increased substantially, surpassing domestic student ratings and finishing at its highest rating since the survey began in 2012.

This change may partly be explained by the shift to online learning in 2020 and the border restrictions that remained in place in 2021. In 2020, approximately 12% of international undergraduate respondents were located overseas at the time of the survey. This spiked to around 34% in 2021 before dropping to 9% in 2022 as borders re-opened.

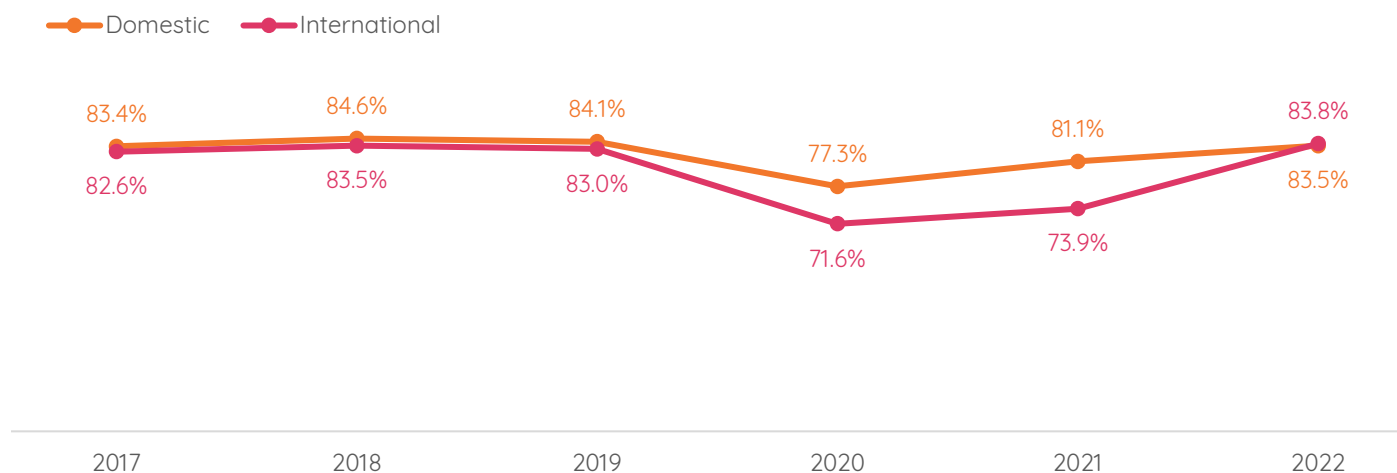
### Undergraduate student ratings of Learner Engagement by citizenship status, 2017-2022 (% positive rating)



## Learning Resources

The drop in ratings of Learning Resources in 2020 was more substantial for international students than it was for domestic students. While ratings steadily increased for domestic undergraduate students the past two years, they increased substantially for international undergraduate students in 2022. International students rely heavily on institutional provided resources to support their study, and like Learner Engagement, the impact of the shift to online learning and then the ongoing border closures are likely to have impacted international students more than domestic students.

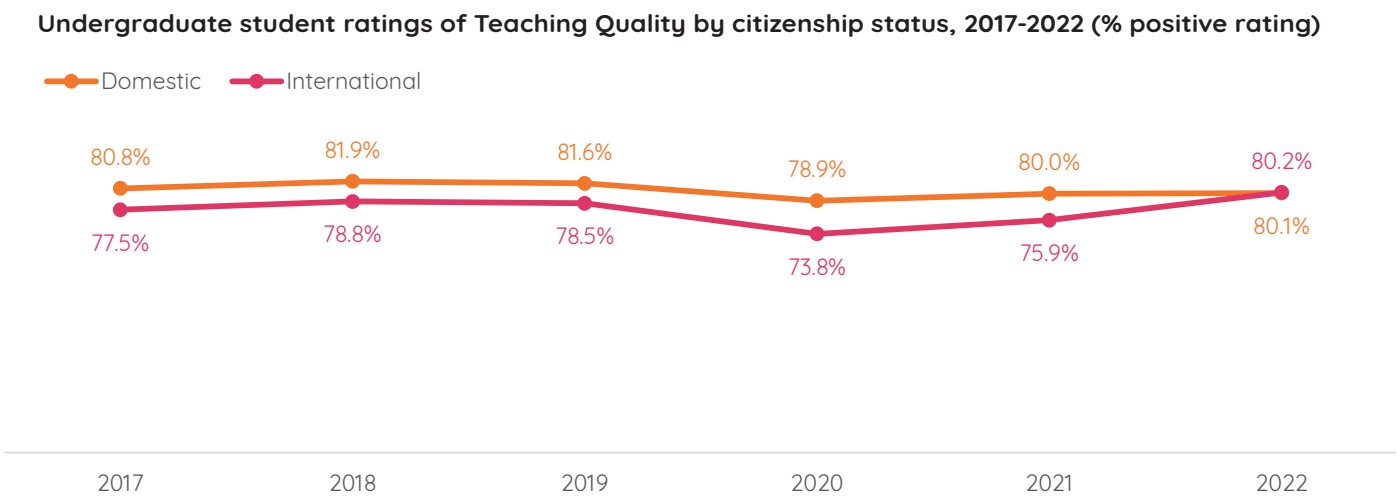
### Undergraduate student ratings of Learning Resources by citizenship status, 2017-2022 (% positive rating)



# Teaching Quality

Students' ratings of Teaching Quality have the greatest influence on their ratings of the Quality of their entire educational experience. International student ratings have historically trailed behind domestic student ratings in this area, and that gap did widen further in 2020 and 2021. However, by 2022 international ratings improved to their highest on record and finished on par with domestic student ratings.

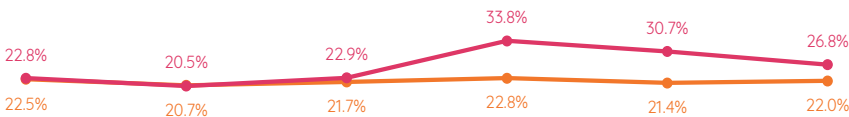
This increase in international student ratings of Teaching Quality will have contributed to the bigger increase in ratings of the Quality of entire educational experience in 2022 than was seen for domestic students.



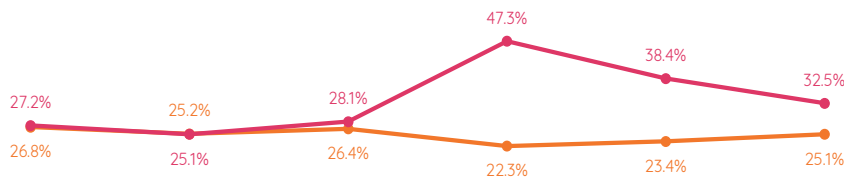
## Negative effects on study, 2017-2022 (% negatively affected\*)

Domestic International

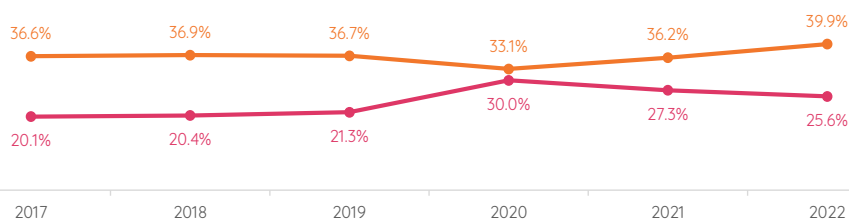
### Living arrangements



### Financial circumstances



### Paid work



Students are asked whether their living arrangements, financial circumstances and paid work have negatively affected their study. Prior to 2020, international and domestic students responded to this similarly.

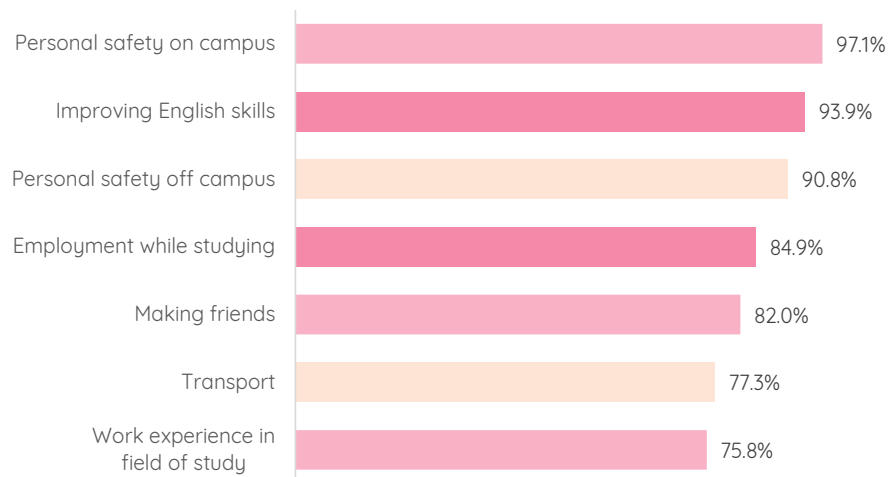
The large increase in international students reporting that their living arrangements and financial circumstances negatively affected their studies in 2020 may go some way to explaining the bigger drop in overall positive ratings of international students' education experience compared with domestic students. While these factors affecting international students' study have continued to drop since 2020, they remain higher than domestic students.

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

## The international student living experience

International undergraduate students typically rate their overall living experience in Australia highly, and this continued in 2022 with 93.6 per cent of international students rating their living experience positively. Aspects of the international student living experience rated highly by undergraduate students included, personal safety on campus, improving English skills and personal safety off campus. Work experience in their field of study was rated lowest.

### International undergraduate student living experience, 2022 (% positive rating)



### International undergraduate student ratings (% positive)

**93.6%**

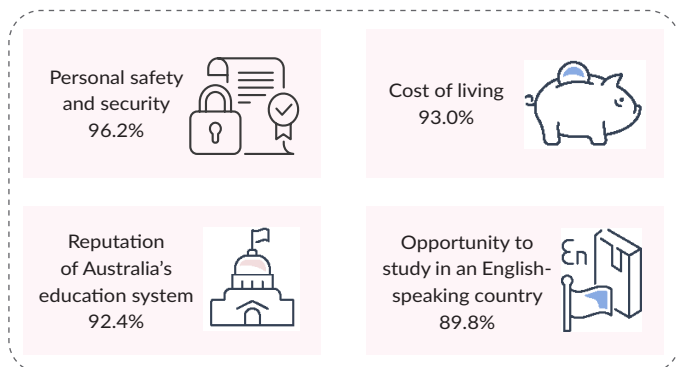
Overall living experience, 2022

**91.3%**

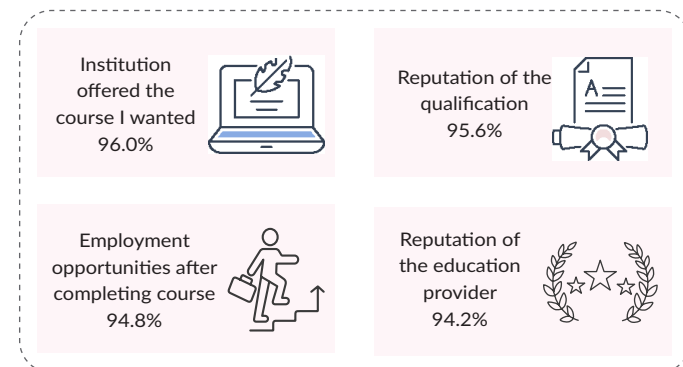
Accommodation experience, 2022

## Factors in deciding where to study

### Top reasons for choosing to study in Australia, 2022



### Top reasons for choosing to study at current institution, 2022



## International student profile

### International undergraduate respondent profile by source country and study area, 2022

