



## **Institution Report**

**Australia University**

**2012**

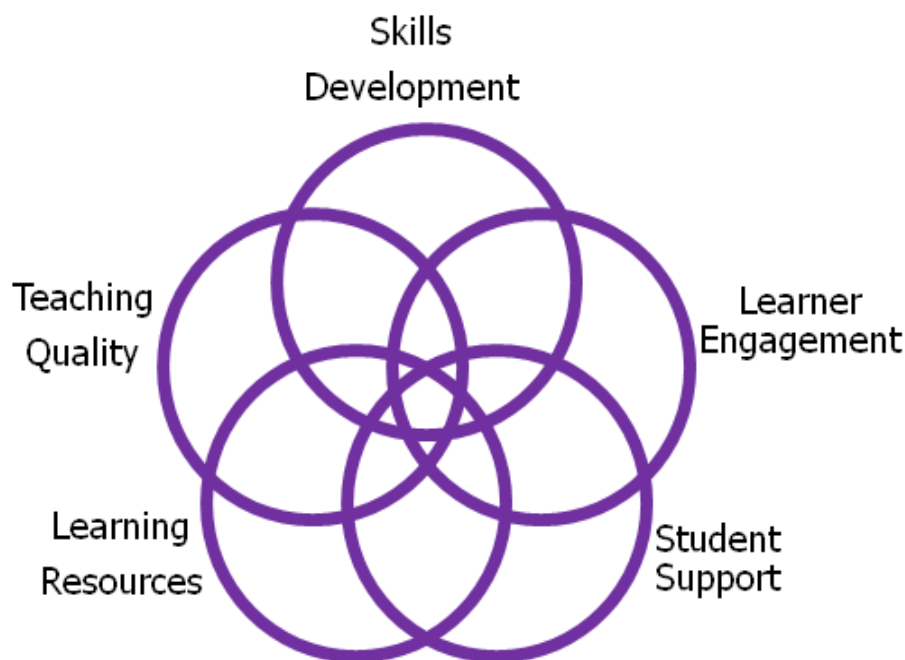




## Introduction

This UES Institution Report provides insights on how students at Australia University (AUS UNI) experience education. It presents results from a survey of 13,661 students at your university between 26/07/2012 and 9/10/2012.

Figure 1 shows the UES focus areas. Individual items are listed in the Item Frequency Report and a full version of the questionnaire is available from <http://ues-survey.acer.edu.au/ues>. The UES assesses what scholars, experts and stakeholders consider important for high-quality university experience.



**Figure 1: UES focus areas**

This report is designed to support continuous improvement. It includes an Executive Report, Student Report, Response Dynamics Report, Item Frequencies Report, Student Subgroup Report, Subject Area Report, Intentions Report, and Student Voice Report. Please refer to the 2012 UES National Report for technical details. For further help interpreting this report please email [ues@acer.edu.au](mailto:ues@acer.edu.au).

The 2012 UES is the largest single collection yet of insights from Australian university students. We encourage you to prepare a report for students and distribute this widely within your university. People who teach, lead, support and manage undergraduate students will value receiving insights from the 2012 UES. Many offices, councils and committees will be interested in reviewing outcomes against strategies, policies and procedures. This report is designed to be brief but we encourage you to conduct more in-depth investigation of the data along with supplementary qualitative fieldwork and analysis.

The 2012 UES was funded by the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). Work was led by a Consortium that included Australian Council for Educational Research (ACER), the University of Melbourne's Centre for the Study of Higher Education (CSHE), the University of Western Sydney (UWS), and the Social Research Centre (SRC).

## Executive Report

Table 1 summarises institution-level response statistics, showing details of the 2012 UES population, fieldwork, and student participation. The response received from the sample is shown, as is the proportion of the expected yield secured. Technical definitions of student year, expected yield and subject area are given in the Technical Appendix. The subject area groupings are those used for MyUniversity.

**Table 1: Student selection and participation**

Selection	Details	Statistic
Population	First-year students	6,768
	Later-year students	8,373
	All students	15,141
	Subject areas	44
Fieldwork	Fieldwork start date	26/07/2012
	Fieldwork end date	9/10/2012
	Emails sent	64,290
	Phone calls made	1,222
Participation	Sample/census	13,661
	Expected returns	4,017
	First-year responses	1,572
	Later-year responses	1,726
	Online responses	2,878
	Phone responses	420
	All responses	3,298
	Response of sample	24%
	Response of expected	82%

The UES population at Australia University was divided by year and subject area into 48 subpopulations. Expected yield was received for 39 (81%) of these subpopulations.

For both year levels, Table 2 reports counts (#), average scores (AV) and standard deviations (SD) for Australia University and for Australia. Aggregate focus area scores range from 0 to 100. Comparisons should be made to national figures and across fields rather than between the focus areas. Given standard deviations a meaningful difference is at least 10 points.

**Table 2: Focus area average scores by year level**

Focus area	Year level	AUS UNI			Australia		
		#	AV	SD	#	AV	SD
Skills Development	First year	1,231	68	18	41,689	69	18
	Later year	1,423	72	18	47,384	73	18
Learner Engagement	First year	1,223	59	20	41,617	59	20
	Later year	1,413	58	20	47,220	59	20
Teaching Quality	First year	1,439	69	17	48,553	71	17
	Later year	1,605	68	19	53,404	68	19
Student Support	First year	1,207	58	18	41,025	59	18
	Later year	1,378	53	19	45,869	54	19
Learning Resources	First year	1,346	73	18	45,376	73	18
	Later year	1,514	68	20	49,990	68	20

Table 3 reports counts (#) and average scores (AV) for your university's five largest UES subject areas. Comparisons should be made to national figures and across fields rather than between the five different focus areas.

**Table 3: Focus area average scores for your university's five largest subject areas**

Focus area	Subject area	AUS UNI		Australia	
		#	AV	#	AV
Skills Development	Humanities (including History & Geography)	311	71	10,076	71
	Business Management	164	72	5,749	70
	Nursing	221	74	6,658	73
	Natural & Physical Sciences	187	70	6,212	70
	Teacher Education - Primary & Secondary	142	74	4,970	73
Learner Engagement	Humanities (including History & Geography)	311	55	10,043	57
	Business Management	163	59	5,725	58
	Nursing	222	60	6,651	59
	Natural & Physical Sciences	184	60	6,189	60
	Teacher Education - Primary & Secondary	142	62	4,961	61
Teaching Quality	Humanities (including History & Geography)	326	72	10,522	73
	Business Management	176	69	6,289	67
	Nursing	242	68	7,288	68
	Natural & Physical Sciences	199	71	6,637	71
	Teacher Education - Primary & Secondary	156	71	5,495	69
Student Support	Humanities (including History & Geography)	303	56	9,779	57
	Business Management	159	57	5,604	56
	Nursing	223	58	6,607	58
	Natural & Physical Sciences	179	58	6,045	57
	Teacher Education - Primary & Secondary	138	57	4,871	55
Learning Resources	Humanities (including History & Geography)	306	70	9,630	71
	Business Management	160	74	5,769	71
	Nursing	235	71	7,017	70
	Natural & Physical Sciences	195	73	6,451	73
	Teacher Education - Primary & Secondary	147	68	4,917	70

Table 4 shows average scores for five university groups in Australia.

**Table 4: Performance of university groups**

Focus area	Year level	ATN	Go8	IRU	RUN	UA
Skills Development	First year	70	68	69	69	69
	Later year	72	72	73	72	73
Learner Engagement	First year	60	61	60	54	59
	Later year	59	60	59	50	59
Teaching Quality	First year	69	70	71	72	71
	Later year	66	68	69	69	68
Student Support	First year	58	57	60	62	59
	Later year	53	53	55	57	54
Learning Resources	First year	73	74	74	74	73
	Later year	68	68	68	68	68

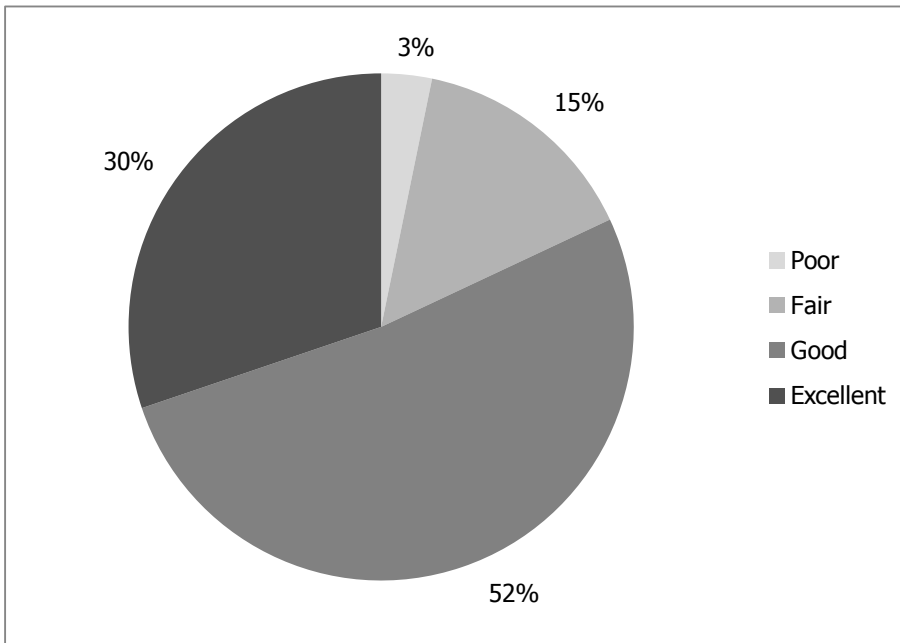
Along with the five focus areas, the UES measures many specific activities and conditions. Table 5 summarises the areas in which Australia University is performing above and below the national average by at least half a standard deviation. These lists are not ordered. Results based on five or fewer responses have been excluded.

**Table 5: Performance above and below national average**

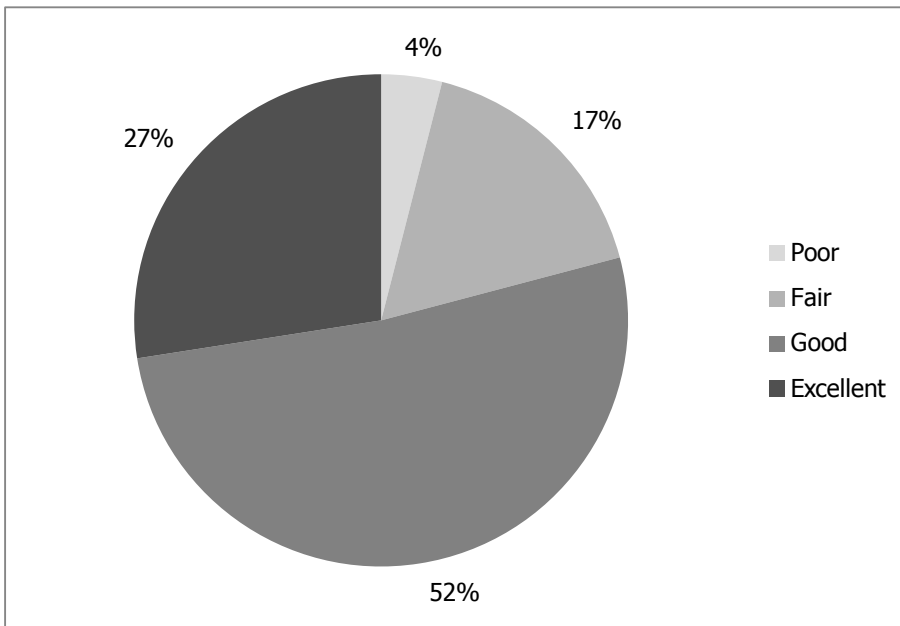
<b>Results below national average</b>	<b>Results above national average</b>
Student Support (First Year Agriculture & Forestry)	Learner Engagement (Later Year Engineering - Electrical & Electronic)
Learner Engagement (First Year Agriculture & Forestry)	Learner Engagement (Later Year Language & Literature)
Skills Development (First Year Agriculture & Forestry)	Skills Development (First Year Architecture & Urban Environments)
Student Support (First Year Banking & Finance)	Skills Development (Later Year Engineering - Electrical & Electronic)
Teaching Quality (First Year Agriculture & Forestry)	Learner Engagement (Later Year Veterinary Science)
Learner Engagement (First Year Sales & Marketing)	Student Support (Later Year Veterinary Science)
Learner Engagement (First Year Justice Studies & Policing)	Teaching Quality (Later Year Agriculture & Forestry)
Learning Resources (Later Year Public Health)	Student Support (Later Year Language & Literature)
Learning Resources (Later Year Medical Sciences and Technology)	Student Support (First Year Physiotherapy)
Learner Engagement (Aboriginal or Torres Strait Islander)	

## Student Reports

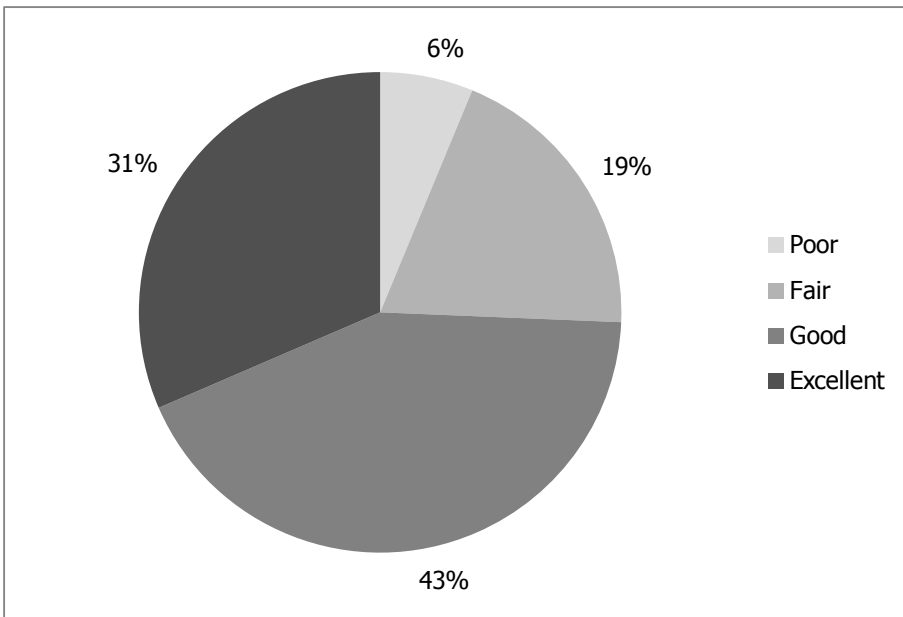
The following graphs may be useful for reporting UES results to students.



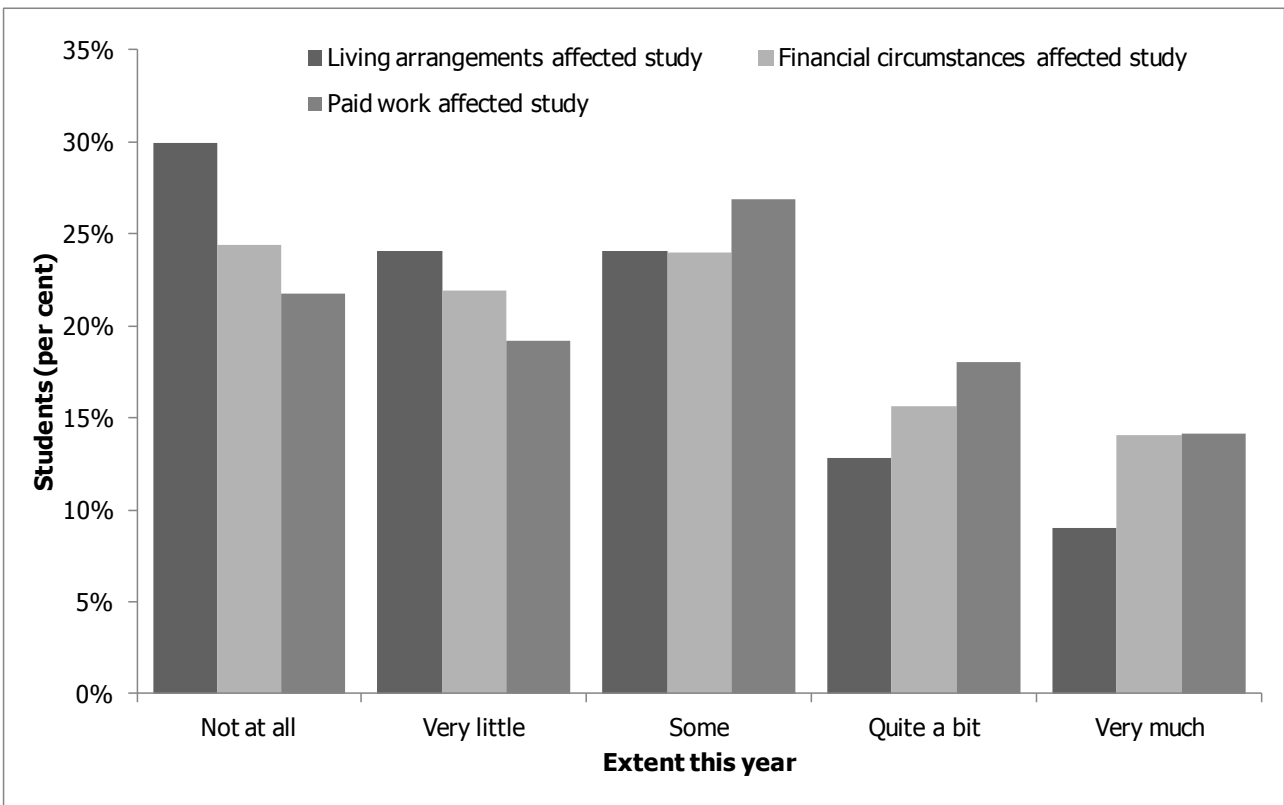
**Figure 2: Quality of teaching at your university**



**Figure 3: Quality of entire educational experience**

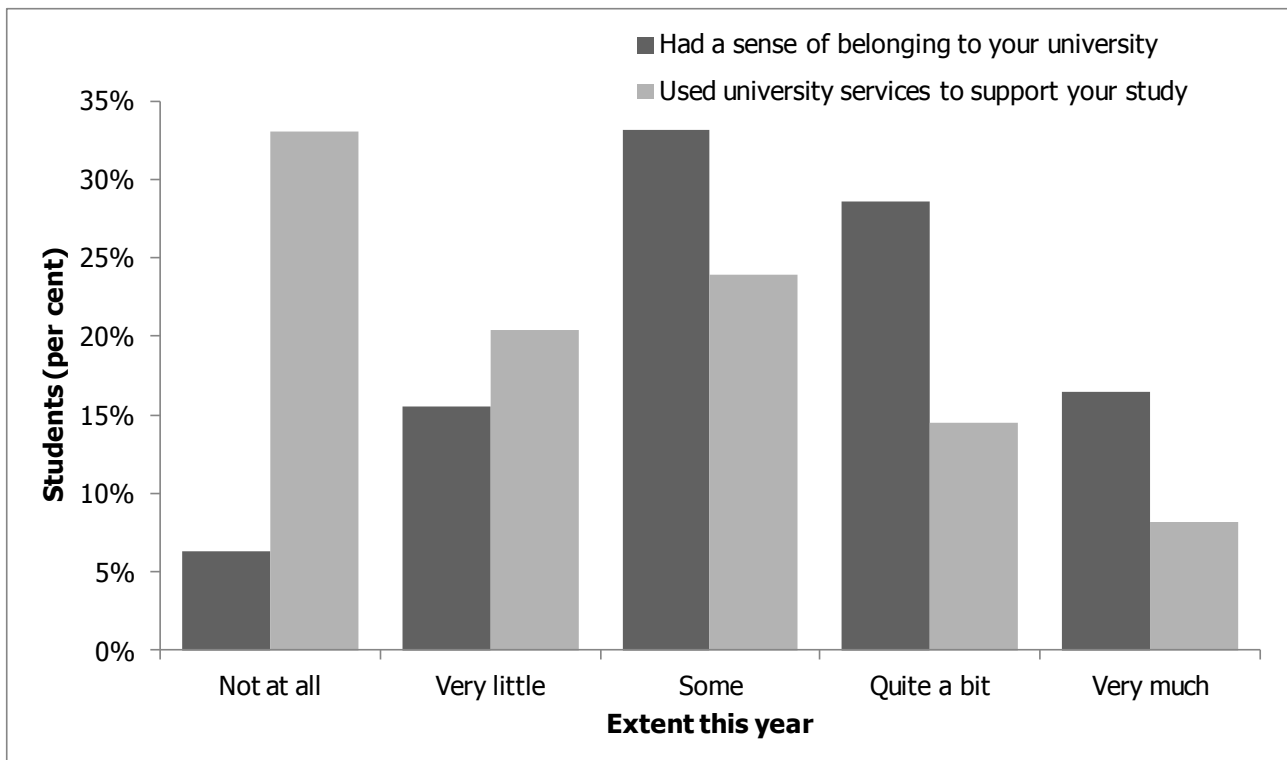


**Figure 4: Quality of student spaces and common areas**



**Figure 5: Students' living arrangements, financial circumstances and paid work affect on study**





**Figure 6: Students' sense of belonging to university and use of university services**

## Response Dynamics Report

Forty Australian universities participated in the 2012 UES. National fieldwork ran from late July to early October. 455,322 students were invited to participate, and it was expected that 133,834 would respond. Nationally, 110,135 students did respond, delivering 82 per cent of expected yield and a response rate of 24 per cent.

Fieldwork at Australia University involved 64,290 emails being distributed between 26/07/2012 and 10/09/2012. Phone interviewing was conducted between 14/08/2012 and 16/09/2012. Figure 7 reports the percentage of online, phone and cumulative responses by date at Australia University.

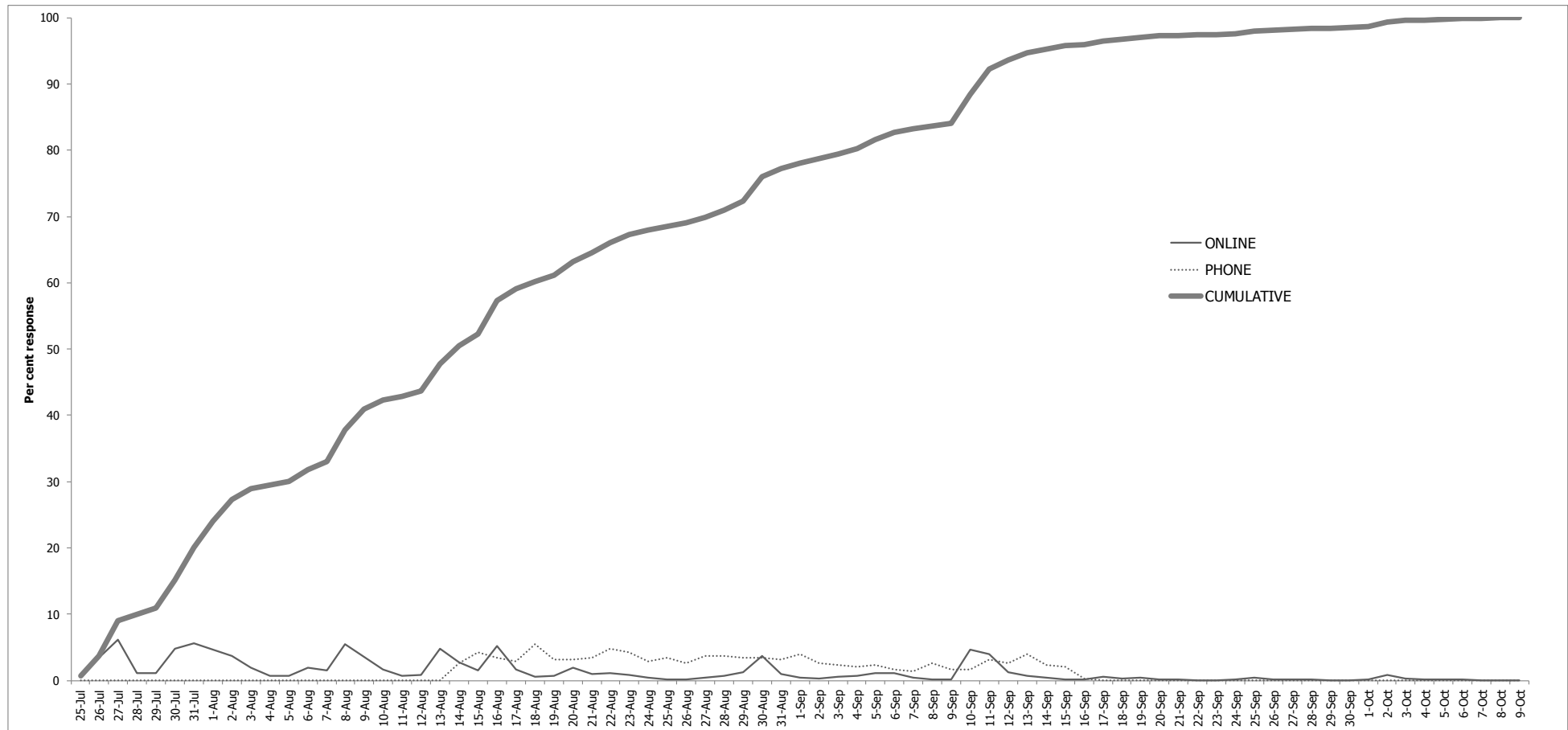


Figure 7: Online, phone and cumulative response numbers by date

Within your university the student population was stratified by year level and subject area. Table 6 to Table 8 present response statistics for your university by year level, student groups, broad fields and subject areas. Table 6 also provides national comparison figures. Each table gives information on student selection (population and sample numbers), student response (online, phone and total), and rates (total response and against expected yield). Statistical estimates associated with small levels of response should be read with care.

**Table 6: Response statistics for your university and Australia by year level**

Group	Year level	Selection			Response			Rates	
		Population	Sample	Expected	Online	Phone	Total	Response	Yield
AUS UNI	First year	6,453	6,164	1,913	1,351	221	1,572	26	82
	Later year	7,763	7,497	2,104	1,527	199	1,726	23	82
Australia	First year	215,056	205,378	63,846	45,114	7,390	52,504	26	82
	Later year	258,780	249,944	69,988	50,988	6,643	57,631	23	82

**Table 7: Response statistics for your university by student groups**

Group	Subgroup	Selection		Response			Rates	
		Population	Sample	Online	Phone	Total	AUS UNI	Australia
Year level	First year	6,768	6,164	1,128	185	1,313	21	26
	Later year	8,373	7,497	1,275	166	1,441	19	23
Sex	Male	7,457	6,728	844	159	1,003	15	20
	Female	7,684	6,933	1,559	192	1,751	25	27
Indigenous	Aboriginal or Torres Strait Islander	145	131	25	4	29	22	23
	Not Aboriginal or Torres Strait Islander	14,996	13,530	2,336	343	2,679	20	24
Home language	English	11,112	10,026	1,821	274	2,095	21	25
	Language other than English	4,029	3,635	581	77	658	18	23
Disability	Disability reported	593	535	130	16	146	27	31
	No disability reported	14,548	13,126	2,114	321	2,435	19	24
Study location	Internal	13,127	11,844	2,082	287	2,369	20	24
	External/distance/mixed mode	2,014	1,817	320	63	383	21	26
International	International student	2,265	2,044	363	42	405	20	23
	Domestic student	12,876	11,617	2,040	308	2,348	20	24
First in family	Not first in family	4,292	2,601	482	76	558	21	25
	First in family	3,279	2,459	403	71	474	19	27

**Table 8: Response statistics for all students at your university by broad field and subject area**

Broad field	Subject area	Selection			Response					Rates	
		Population	Sample	Expected	Online	Phone	First year	Later year	All students	Response	Yield
Natural and Physical Sciences	Natural & Physical Sciences	842	764	190	202	15	111	106	217	28	114
	Mathematics	34	34	12	8	1	5	4	9	26	75
	Biological Sciences	204	204	71	48	9	32	25	57	28	80
	Medical Sciences & Technology	270	270	95	70	13	44	39	83	31	87
IT	Computing & Information Systems	453	453	155	89	14	49	54	103	23	66
Engineering and related Technologies	Engineering - Other	644	630	152	124	12	58	78	136	22	89
	Engineering - Process & Resources	99	99	35	21	4	10	15	25	25	71
	Engineering - Mechanical	129	129	44	24	5	10	19	29	22	66
	Engineering - Civil	185	184	64	34	8	14	28	42	23	66
	Engineering - Electrical & Electronic	126	126	44	28	4	12	20	32	25	73
	Engineering - Aerospace	61	61	22	13	4	7	10	17	28	77
Architecture and building	Architecture & Urban Environments	300	300	99	55	7	29	33	62	21	63
	Building & Construction	123	123	42	16	4	10	10	20	16	48
Agric & Envir Studies	Agriculture & Forestry	79	79	28	20	5	13	12	25	32	89
	Environmental Studies	157	157	49	39	8	19	28	47	30	96
Health	Health Services & Support	628	628	205	136	19	91	64	155	25	76
	Public Health	99	99	34	21	3	14	10	24	24	71
	Medicine	343	343	101	88	10	36	62	98	29	97
	Nursing	963	920	265	214	21	120	115	235	26	89
	Pharmacy	134	134	47	32	5	16	21	37	28	79
	Dentistry	51	51	19	11	6	8	9	17	33	89
	Veterinary Science	69	69	25	18	4	7	15	22	32	88
	Physiotherapy	97	97	34	24	5	14	15	29	30	85
Education	Occupational Therapy	83	83	29	24	7	16	15	31	37	107
	Teacher Education - Other	232	232	77	48	14	34	28	62	27	81
	Teacher Education - Early Childhood	240	240	84	53	16	35	34	69	29	82
	Teacher Education - Primary & Secondary	785	778	221	158	17	89	86	175	22	79
Management and Commerce	Accounting	310	310	95	53	13	24	42	66	21	69
	Business Management	1417	1184	270	188	19	85	122	207	17	77
	Sales & Marketing	154	154	54	24	5	13	16	29	19	54
	Management & Commerce - Other	725	680	179	124	12	56	80	136	20	76
	Banking & Finance	135	135	45	22	5	11	16	27	20	60
Society and Culture	Political Science	70	70	25	17	2	9	10	19	27	76
	Humanities (including History & Geography)	1485	1359	292	325	15	168	172	340	25	116
	Language & Literature	83	83	29	23	4	14	13	27	33	93
	Social Work	210	210	74	53	15	36	32	68	32	92
	Psychology	450	450	151	113	22	68	67	135	30	89
	Law	433	433	135	85	17	38	64	102	24	76

Broad field	Subject area	Selection			Response					Rates	
		Population	Sample	Expected	Online	Phone	First year	Later year	All students	Response	Yield
	Justice Studies & Policing	78	78	28	14	6	12	8	20	26	71
	Economics	156	152	43	24	4	10	18	28	18	65
	Sport & Recreation	29	29	11	4	4	5	3	8	28	73
Creative Arts	Art & Design	430	426	129	79	13	49	43	92	22	71
	Music & Performing Arts	141	141	49	27	7	18	16	34	24	69
	Communication, Media & Journalism	461	461	158	82	16	50	48	98	21	62
Food, Hospitality and Personal Services	Tourism, Hospitality & Personal Services	19	19	7	3	1	3	1	4	21	57

## Item Frequency Report

Table 9 to Table 13 resent response category frequencies for key questionnaire items, grouped using the structure shown in Figure 1.

**Table 9: Skills Development item response category frequencies**

		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
<b>Developed critical and analytical thinking</b>	Not at all	2	1	1	1	1	1
	Very little	6	4	5	5	4	5
	Some	26	23	24	28	21	24
	Quite a bit	47	42	44	45	44	44
	Very much	19	30	25	20	30	26
<b>Developed ability to solve complex problems</b>	Not at all	2	1	2	2	1	2
	Very little	8	5	6	7	5	6
	Some	33	28	30	33	25	29
	Quite a bit	41	42	42	41	43	42
	Very much	16	24	21	17	26	22
<b>Developed ability to work effectively with others</b>	Not at all	3	2	3	3	3	3
	Very little	10	7	8	8	7	8
	Some	28	28	28	28	24	26
	Quite a bit	39	36	37	38	38	38
	Very much	21	27	24	23	28	26
<b>Developed confidence to learn independently</b>	Not at all	2	2	2	2	2	2
	Very little	5	5	5	5	4	5
	Some	23	18	20	21	17	19
	Quite a bit	42	40	41	40	39	40
	Very much	28	35	32	31	38	35
<b>Developed written communication skills</b>	Not at all	2	2	2	2	2	2
	Very little	8	6	7	8	6	7
	Some	30	25	27	30	23	26
	Quite a bit	39	39	39	39	39	39
	Very much	21	28	25	20	30	26
<b>Developed spoken communication skills</b>	Not at all	4	3	3	4	3	3
	Very little	11	9	10	11	9	10
	Some	33	29	31	32	27	29
	Quite a bit	35	36	35	35	37	36
	Very much	17	24	21	17	24	21
<b>Developed knowledge of field studying</b>	Not at all	0	1	1	1	1	1
	Very little	3	2	3	3	3	3
	Some	16	16	16	16	15	16
	Quite a bit	44	39	41	41	39	40
	Very much	37	42	40	39	43	41
<b>Developed work-related knowledge and skills</b>	Not at all	2	2	2	2	3	3
	Very little	9	9	9	8	9	8
	Some	29	27	28	27	26	26
	Quite a bit	35	35	35	38	35	37
	Very much	25	27	26	25	27	26

**Table 10: Learner Engagement item response category frequencies**

		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
<b>Felt prepared for your study</b>	Not at all	3	3	3	3	3	3
	Very little	9	10	9	9	8	8
	Some	37	35	36	34	34	34
	Quite a bit	37	38	37	40	40	40
	Very much	15	15	15	14	15	15
<b>Had a sense of belonging to your university</b>	Not at all	5	8	7	5	8	6
	Very little	14	18	17	13	18	16
	Some	34	32	33	33	33	33
	Quite a bit	31	28	29	31	27	29
	Very much	16	14	15	18	15	16
<b>Participated in discussions online or face-to-face</b>	Never	9	10	9	11	10	10
	Sometimes	34	34	34	34	32	33
	Often	34	33	34	33	33	33
	Very often	23	23	23	23	25	24
<b>Worked with other students as part of your study</b>	Never	6	7	6	5	6	6
	Sometimes	26	24	25	27	24	25
	Often	38	36	37	37	35	36
	Very often	30	33	32	31	35	33
<b>Interacted with students outside study requirements</b>	Never	14	14	14	14	14	14
	Sometimes	34	34	34	33	32	33
	Often	27	27	27	29	28	28
	Very often	25	24	24	24	25	25
<b>Interacted with students who are very different from you</b>	Never	10	10	10	9	10	10
	Sometimes	38	40	39	37	38	38
	Often	31	31	31	33	31	32
	Very often	20	19	19	21	20	21
<b>Been given opportunities to interact with local students</b>	Not at all	9	10	9	8	9	9
	Very little	13	17	15	13	15	14
	Some	28	25	27	27	27	27
	Quite a bit	25	25	25	26	24	25
	Very much	25	23	24	25	25	25

**Table 11: Teaching Quality item response category frequencies**

		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
<b>Study well structured and focused</b>	Not at all	1	2	2	1	2	1
	Very little	4	5	5	4	6	5
	Some	26	30	28	25	28	26
	Quite a bit	47	43	45	48	44	46
	Very much	21	20	20	22	20	21
<b>Study relevant to education as a whole</b>	Not at all	1	1	1	1	1	1
	Very little	3	5	4	3	4	4
	Some	23	25	24	23	24	23
	Quite a bit	45	42	43	44	42	43
	Very much	28	28	28	30	29	29
<b>Teachers engaged you actively in learning</b>	Not at all	1	2	2	1	2	1
	Very little	6	7	6	6	8	7
	Some	31	30	31	29	30	29
	Quite a bit	43	40	42	44	41	42
	Very much	19	20	20	21	21	21
<b>Teachers demonstrated concern for student learning</b>	Not at all	1	3	3	2	3	3
	Very little	8	9	8	8	10	9
	Some	31	31	31	30	30	30
	Quite a bit	40	37	38	39	37	38
	Very much	19	20	20	21	20	21
<b>Teachers provided clear explanations on coursework and assessment</b>	Not at all	1	2	1	1	2	1
	Very little	6	6	6	6	7	6
	Some	29	28	29	26	27	27
	Quite a bit	41	41	41	43	40	41
	Very much	23	22	23	25	23	24
<b>Teachers stimulated you intellectually</b>	Not at all	1	2	2	1	2	2
	Very little	6	6	6	6	7	6
	Some	27	29	28	26	27	27
	Quite a bit	41	38	39	41	39	40
	Very much	24	25	24	25	25	25
<b>Teachers commented on your work in ways that help you learn</b>	Not at all	4	5	4	3	5	4
	Very little	15	14	14	13	14	14
	Some	33	33	33	32	32	32
	Quite a bit	31	31	31	33	32	33
	Very much	17	17	17	18	17	18
<b>Teachers seemed helpful and approachable</b>	Not at all	1	2	2	1	2	2
	Very little	5	7	6	5	6	6
	Some	26	27	26	24	25	25
	Quite a bit	38	37	37	39	37	38
	Very much	30	28	29	31	29	30
<b>Teachers set assessment tasks that challenge you to learn</b>	Not at all	1	2	1	1	2	1
	Very little	3	5	4	3	5	4
	Some	22	26	24	20	23	22
	Quite a bit	46	40	43	45	43	44
	Very much	28	27	27	30	28	29
<b>Quality of teaching</b>	Poor	2	4	3	2	4	3
	Fair	15	17	16	13	16	15
	Good	52	50	51	53	51	52



		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
	Excellent	31	30	30	32	28	30
<b>Quality of entire educational experience</b>	Poor	4	4	4	3	5	4
	Fair	17	19	18	14	19	17
	Good	53	51	52	53	51	52
	Excellent	27	26	26	30	25	27

**Table 12: Student Support item response category frequencies**

		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
<b>Experienced efficient enrolment and admissions processes</b>	Not at all	3	6	5	4	6	5
	Very little	12	9	10	9	11	10
	Some	27	28	28	26	27	27
	Quite a bit	36	34	35	37	34	36
	Very much	23	22	22	24	22	23
<b>Induction/orientation activities relevant and helpful</b>	Not at all	9	15	12	8	15	11
	Very little	15	16	16	14	18	16
	Some	31	31	31	32	31	32
	Quite a bit	25	23	24	25	21	23
	Very much	20	14	17	21	16	18
<b>Received support from university to settle into study</b>	Not at all	9	16	13	7	17	13
	Very little	13	20	17	14	20	17
	Some	36	36	36	36	34	35
	Quite a bit	30	20	25	29	21	25
	Very much	11	8	9	13	9	11
<b>Administrative staff or systems: available</b>	Not at all	1	2	2	1	2	2
	Very little	7	8	8	5	8	7
	Some	26	29	28	27	28	28
	Quite a bit	40	38	39	41	39	40
	Very much	25	21	23	26	22	24
<b>Administrative staff or systems: helpful</b>	Not at all	3	4	4	2	4	3
	Very little	7	10	9	7	10	9
	Some	31	31	31	29	30	29
	Quite a bit	36	35	36	37	34	36
	Very much	23	19	21	24	21	23
<b>Careers advisors: available</b>	Not at all	6	9	8	5	7	6
	Very little	14	17	16	13	16	15
	Some	31	30	30	34	31	32
	Quite a bit	32	28	30	30	27	28
	Very much	17	16	17	18	19	19
<b>Careers advisors: helpful</b>	Not at all	7	12	10	6	9	8
	Very little	15	17	16	13	16	15
	Some	30	28	29	33	31	32
	Quite a bit	31	27	28	29	26	27
	Very much	17	17	17	19	18	18
<b>Academic or learning advisors: available</b>	Not at all	3	5	4	2	4	3
	Very little	8	10	10	8	11	10
	Some	29	29	29	30	30	30
	Quite a bit	38	33	35	36	33	35
	Very much	22	23	23	23	22	23
<b>Academic or learning advisors: helpful</b>	Not at all	4	6	5	3	5	4
	Very little	9	10	10	8	10	9
	Some	24	25	25	27	27	27
	Quite a bit	39	34	37	36	33	34
	Very much	23	24	24	25	25	25
<b>Support services: available</b>	Not at all	4	7	6	4	6	5
	Very little	11	15	14	11	13	12
	Some	32	30	31	30	30	30
	Quite a bit	30	26	28	31	29	30

		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
	Very much	22	22	22	24	23	23
<b>Support services: helpful</b>	Not at all	5	9	7	5	7	6
	Very little	10	16	13	10	13	12
	Some	32	28	30	30	29	29
	Quite a bit	31	27	29	30	28	29
	Very much	22	20	21	25	24	24
<b>Used university services to support study</b>	Not at all	31	36	34	30	36	33
	Very little	19	20	20	20	20	20
	Some	24	22	23	25	23	24
	Quite a bit	17	15	16	16	14	15
	Very much	9	7	8	9	8	8
<b>Offered support relevant to circumstances</b>	Not at all	30	36	33	30	33	32
	Very little	18	22	20	20	22	21
	Some	30	25	27	26	25	25
	Quite a bit	13	11	12	14	12	13
	Very much	10	6	8	10	8	9
<b>Received appropriate English language skill support</b>	Not at all	27	31	29	25	29	27
	Very little	8	15	12	12	14	13
	Some	22	23	23	24	23	24
	Quite a bit	21	17	19	19	18	18
	Very much	22	14	17	20	16	18

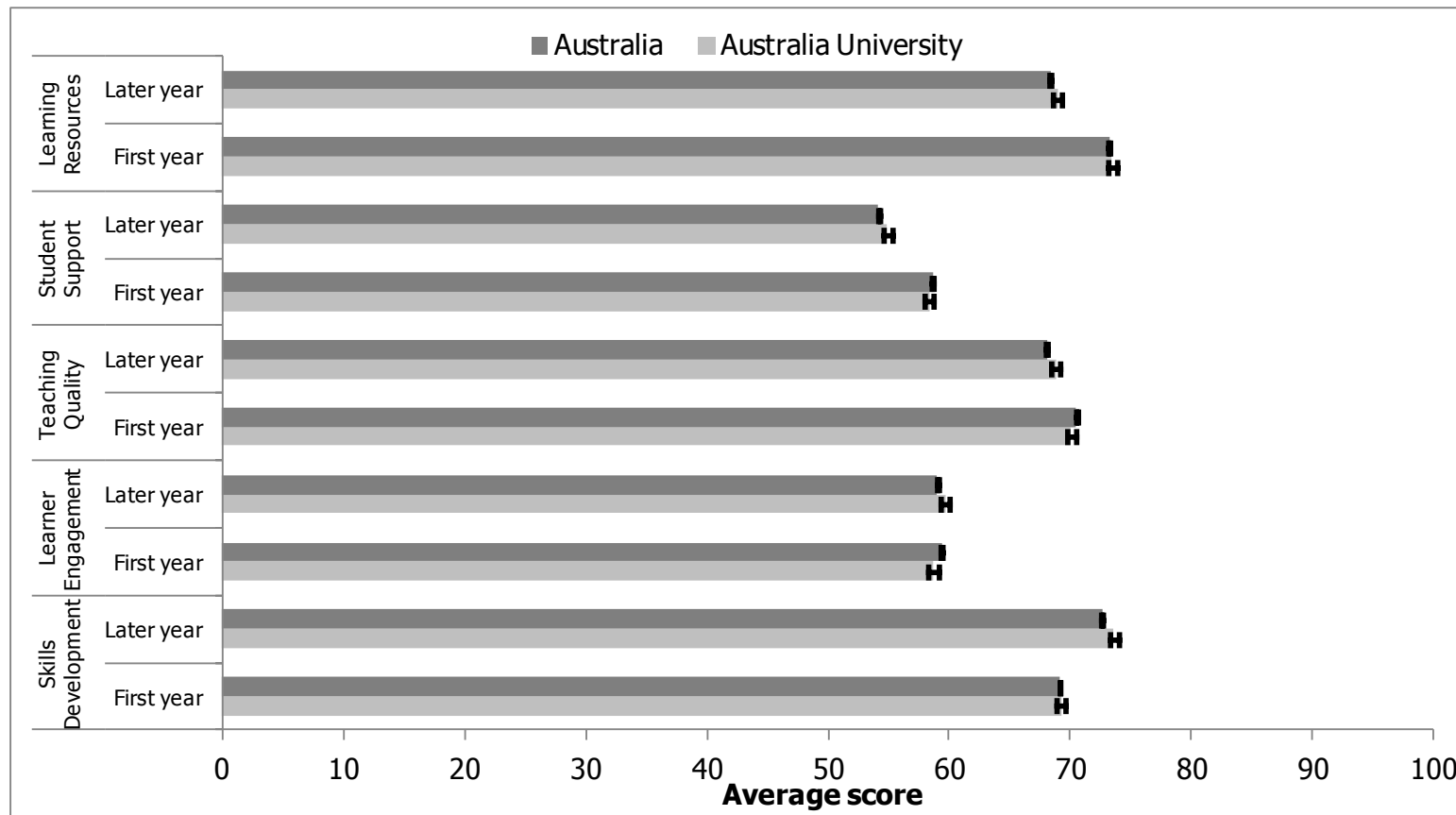
**Table 13: Learning Resources item response category frequencies**

		AUS UNI			Australia		
		First year (%)	Later year (%)	All students (%)	First year (%)	Later year (%)	All students (%)
<b>Quality of teaching spaces</b>	Poor	2	4	3	2	3	3
	Fair	10	13	12	10	14	12
	Good	47	48	48	45	46	45
	Excellent	41	34	37	44	37	40
<b>Quality of student spaces and common areas</b>	Poor	6	8	7	4	8	6
	Fair	18	21	20	17	21	19
	Good	43	45	44	43	42	43
	Excellent	34	26	29	35	28	31
<b>Quality of online learning materials</b>	Poor	3	3	3	2	4	3
	Fair	13	16	15	13	16	15
	Good	45	48	46	45	46	45
	Excellent	39	33	35	40	34	37
<b>Quality of computing/IT resources</b>	Poor	3	6	5	3	6	5
	Fair	16	19	18	16	19	17
	Good	48	47	47	46	45	46
	Excellent	34	28	31	35	30	32
<b>Quality of assigned books, notes and resources</b>	Poor	3	5	4	3	4	4
	Fair	17	19	18	17	20	19
	Good	51	50	51	50	50	50
	Excellent	29	26	27	30	25	28
<b>Quality of laboratory or studio equipment</b>	Poor	3	5	4	2	5	4
	Fair	13	19	16	13	18	15
	Good	45	47	46	47	46	47
	Excellent	39	30	34	38	31	34
<b>Quality of library resources and facilities</b>	Poor	2	3	3	2	3	3
	Fair	10	12	11	9	12	11
	Good	40	43	42	41	43	42
	Excellent	48	41	44	48	42	44

## Student Subgroup Report

Figure 8 shows average scores with 95 per cent confidence bands for each of the five focus areas. The boxes presented show the upper and lower limits of the 95 per cent confidence bands within student year for Australia University and Australia.

Table 14 shows average scores for a range of student subgroups. Results are given for your university and for Australia. In Table 14 first- and later-year results are combined for the groups other than 'year level'. Comparisons should be made to national figures and across fields, rather than between the five different focus areas. Given standard deviations a meaningful difference is at least 10 points.



**Figure 8: Focus area average scores by year level**

**Table 14: Focus area average scores for your university and Australia by student group**

Group	Subgroup	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources	
		AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia
Year level	First year	68	69	59	59	69	71	58	59	73	73
	Later year	72	73	58	59	68	68	53	54	68	68
Sex	Male	69	70	58	59	67	68	54	55	69	70
	Female	72	72	59	59	70	70	56	57	71	71
Indigenous	Aboriginal or Torres Strait Islander	72	73	58	58	66	70	59	60	71	71
	Not Aboriginal or Torres Strait Islander	71	71	58	59	69	69	55	56	70	71
Home language	English	71	71	59	59	70	70	55	56	70	71
	Language other than English	69	71	56	58	65	68	55	58	69	70
Disability	Disability reported	68	70	55	57	67	69	57	59	64	68
	No disability reported	71	71	58	59	69	69	55	56	70	70
Study location	Internal	70	71	60	61	68	69	55	56	70	71
	External/distance/mixed mode	71	70	50	49	70	68	58	56	71	70
International	International student	67	70	53	57	64	67	56	59	69	71
	Domestic student	71	71	59	60	69	69	55	56	70	71
First in family	Not first in family	69	69	61	61	70	70	58	58	72	73
	First in family	69	70	59	59	70	71	58	59	73	74

## Subject Area Report

Table 15 presents results for each of the focus areas listed in Figure 1, and for the subject areas listed in Table 8 that are provided by your university. Comparisons should be made to national figures and across areas, not between the five different focus areas. Given standard deviations a meaningful difference is at least 10 points.

**Table 15: Focus area average scores for all students at your university and Australia by subject area**

Subject area	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources	
	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia
Natural & Physical Sciences	70	70	61	60	71	71	59	57	73	73
Mathematics	69	69	59	58	60	70	45	59	64	73
Biological Sciences	71	72	61	61	71	73	57	59	70	74
Medical Sciences & Technology	72	73	63	62	71	72	58	58	69	74
Computing & Information Systems	70	68	62	59	69	66	58	57	72	72
Engineering - Other	69	69	61	59	65	65	51	55	69	70
Engineering - Process & Resources	70	71	68	63	69	66	61	54	78	68
Engineering - Mechanical	70	69	64	60	63	64	52	52	67	67
Engineering - Civil	65	71	63	62	61	65	46	53	66	69
Engineering - Electrical & Electronic	63	70	55	61	60	66	52	56	67	71
Engineering - Aerospace	64	72	71	63	62	67	56	54	63	68
Architecture & Urban Environments	73	69	64	62	70	67	57	53	70	63
Building & Construction	61	66	46	53	56	61	45	51	57	67
Agriculture & Forestry	64	67	55	55	70	67	58	54	76	70
Environmental Studies	72	71	62	59	74	71	59	57	74	71
Health Services & Support	70	71	59	60	71	70	53	56	74	71
Public Health	70	73	57	59	67	72	59	59	79	77
Medicine	76	73	71	67	68	66	55	53	71	67
Nursing	74	73	58	59	67	68	58	58	70	70
Pharmacy	78	73	66	62	73	69	62	57	75	71
Dentistry	71	72	60	60	70	67	52	51	61	62
Veterinary Science	73	74	58	66	70	72	45	53	72	68
Physiotherapy	81	77	69	68	76	75	57	58	68	71

Subject area	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources	
	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia	AUS UNI	Australia
Occupational Therapy	81	75	68	65	77	73	64	56	77	71
Teacher Education - Other	73	72	55	58	73	70	58	57	69	71
Teacher Education - Early Childhood	82	75	64	57	79	72	64	57	74	71
Teacher Education - Primary & Secondary	74	73	63	61	70	69	55	55	70	70
Accounting	61	69	51	55	59	68	52	59	65	71
Business Management	68	70	52	58	63	67	52	56	69	71
Sales & Marketing	74	70	60	60	68	67	59	54	65	70
Management & Commerce - Other	72	70	57	58	67	68	55	58	71	72
Banking & Finance	66	68	58	57	64	66	57	57	71	71
Political Science	67	72	48	61	70	72	48	57	70	71
Humanities (including History & Geography)	71	71	56	57	72	73	56	57	70	71
Language & Literature	63	70	53	58	70	74	56	57	65	71
Social Work	68	74	52	56	69	71	53	57	67	69
Psychology	73	73	55	58	74	74	59	58	73	73
Law	68	72	51	55	68	69	54	55	68	70
Justice Studies & Policing	70	73	52	54	73	71	61	58	78	75
Economics	68	68	56	57	66	65	47	54	61	69
Sport & Recreation	71*	71	67*	61	73	70	58*	55	76	71
Art & Design	69	70	59	60	67	70	48	53	64	67
Music & Performing Arts	61	71	60	66	63	73	57	54	57	67
Communication, Media & Journalism	73	72	64	61	70	71	55	56	72	72
Tourism, Hospitality & Personal Services	82*	76	62*	56	77*	72	71*	65	79	71



Figure 9 to Figure 13 graph results for the five focus areas by subject area and year level at your university. These graphs show average scores along with 95 per cent confidence bands.

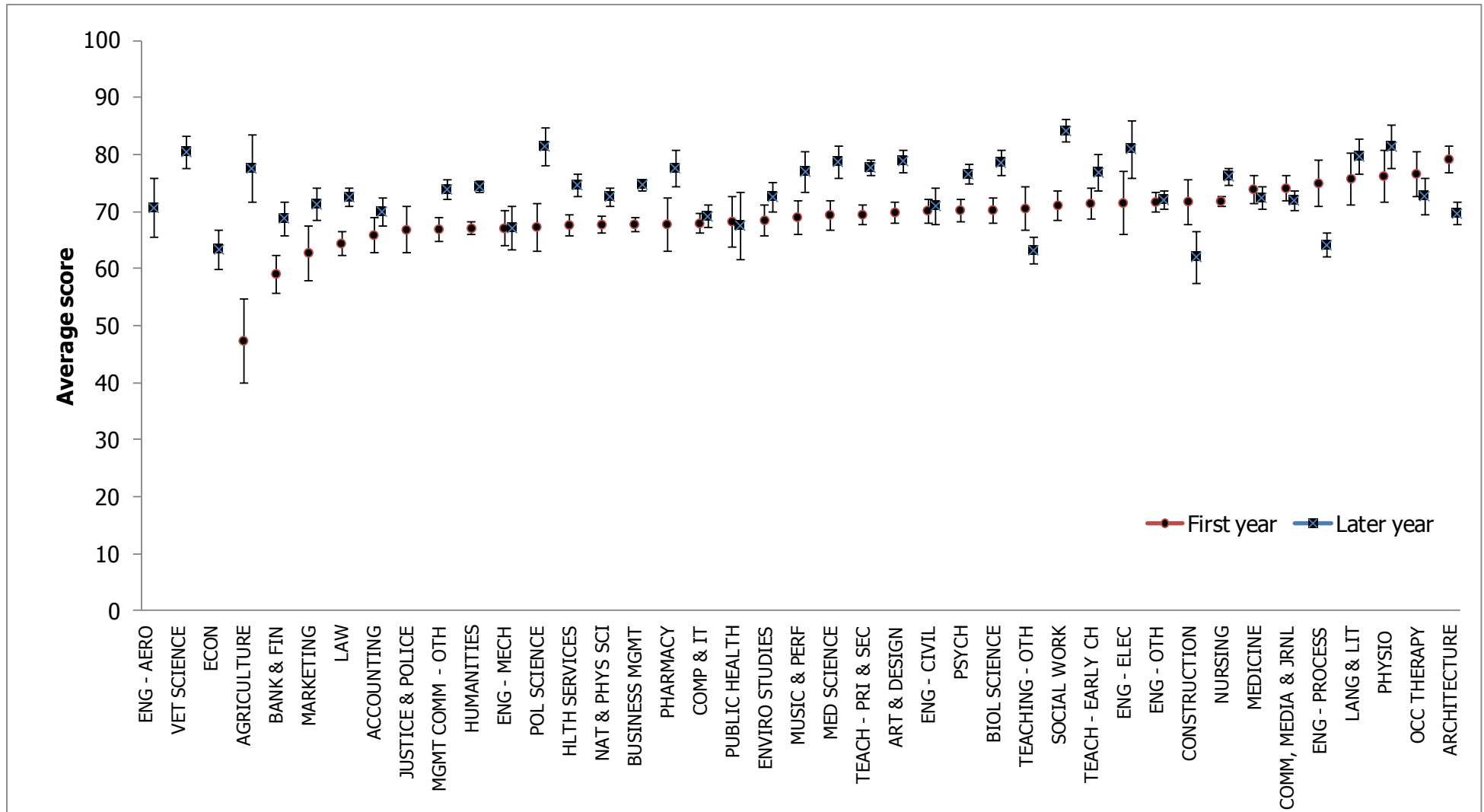


Figure 9: Skills Development average scores by subject area and year level

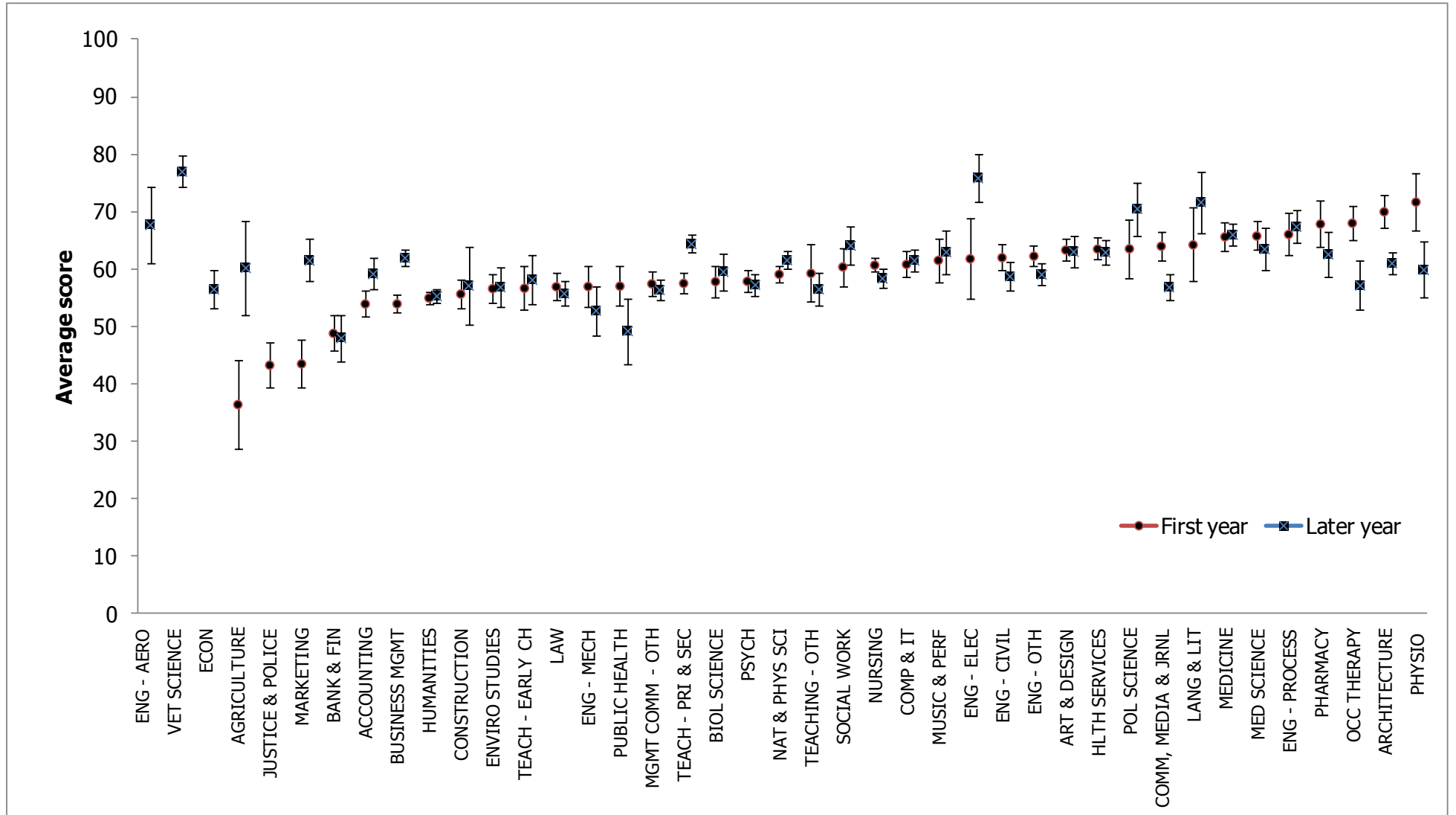


Figure 10: Learner Engagement average scores by subject area and year level

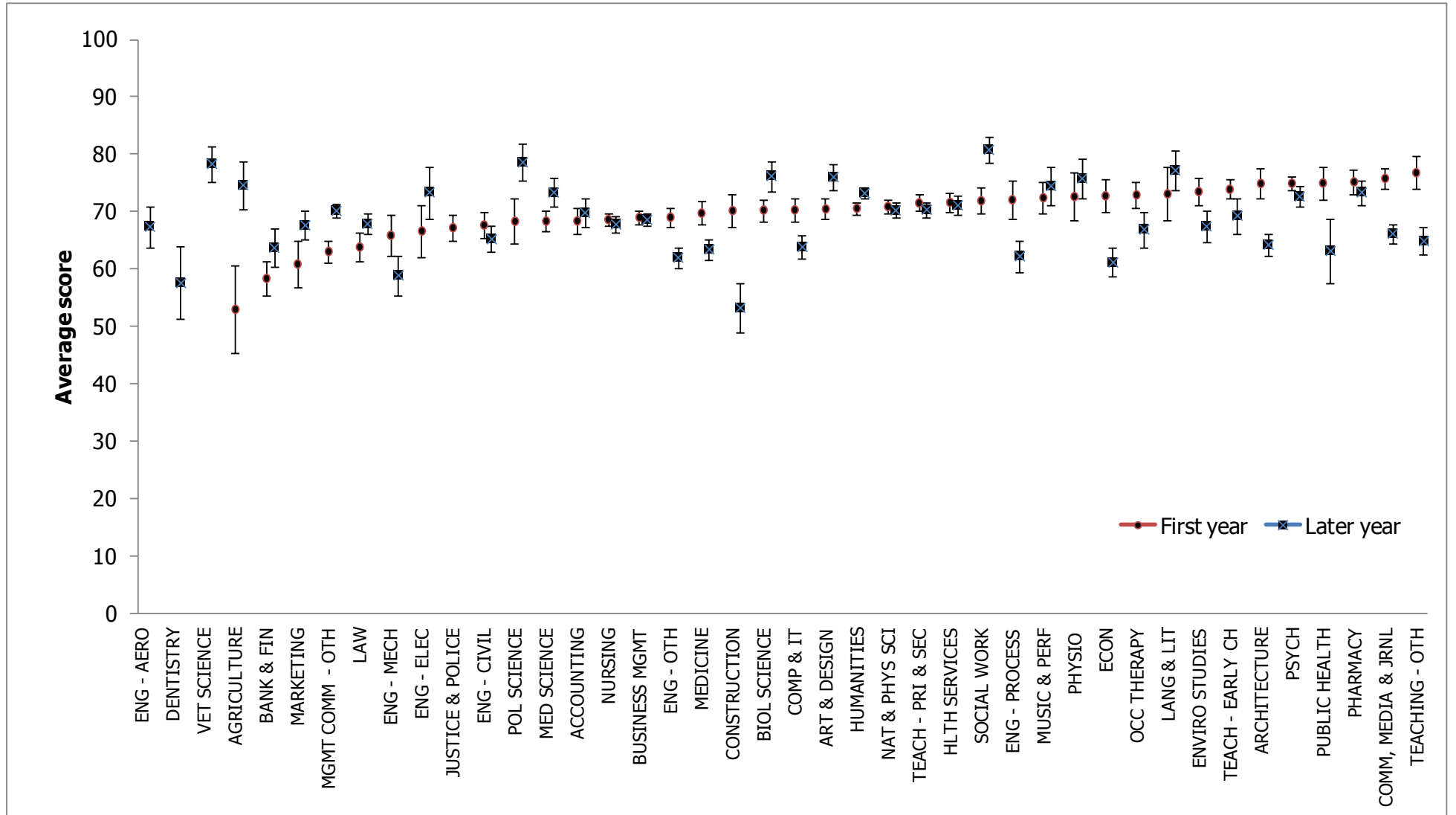


Figure 11: Teaching Quality average scores by subject area and year level

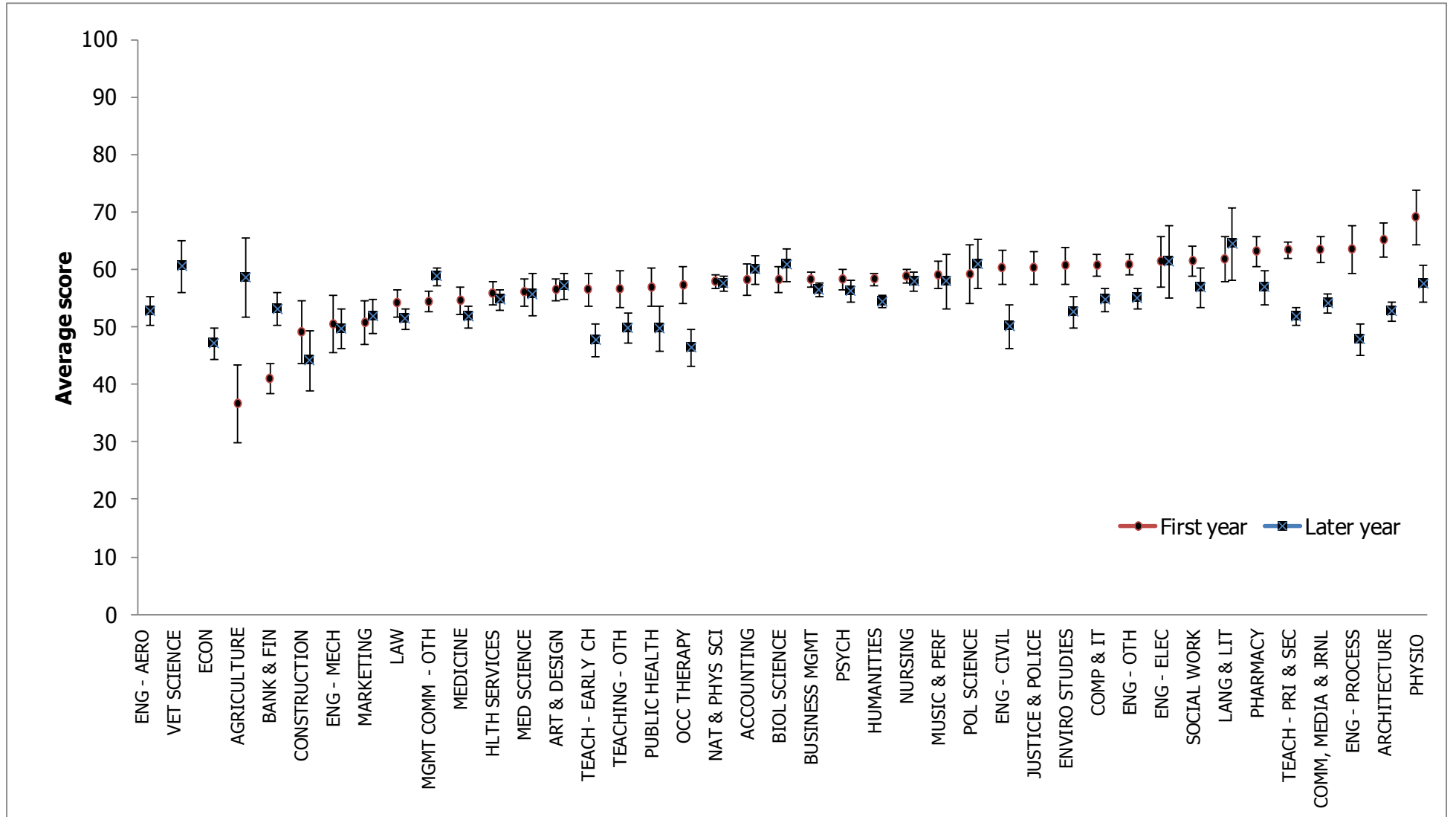


Figure 12: Student Support average scores by subject area and year level

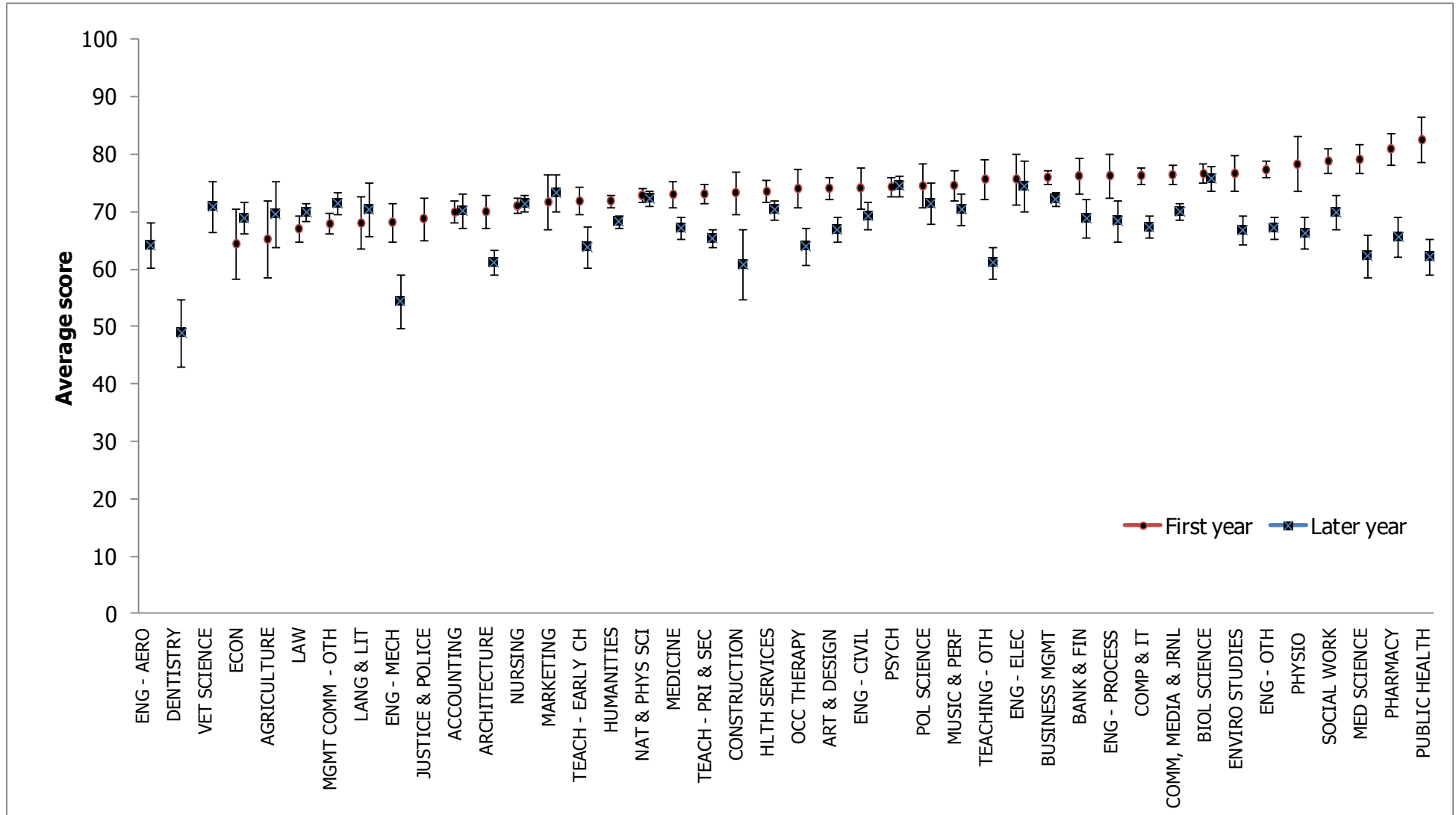


Figure 13: Learning Resources average scores by subject area and year level

## Intentions Report

The UES asked students to report whether in 2012 they had seriously considered leaving Australia University. Figure 14 to Figure 18 report the average departure intention for bands of different average scores on each of the five focus areas, along with the percentage of response for each score group. Table 16 shows the distribution of specific departure intentions by year level for those students who indicated they seriously considered departing. Table 17 to Table 18 reports the average departure intention for different subgroups.

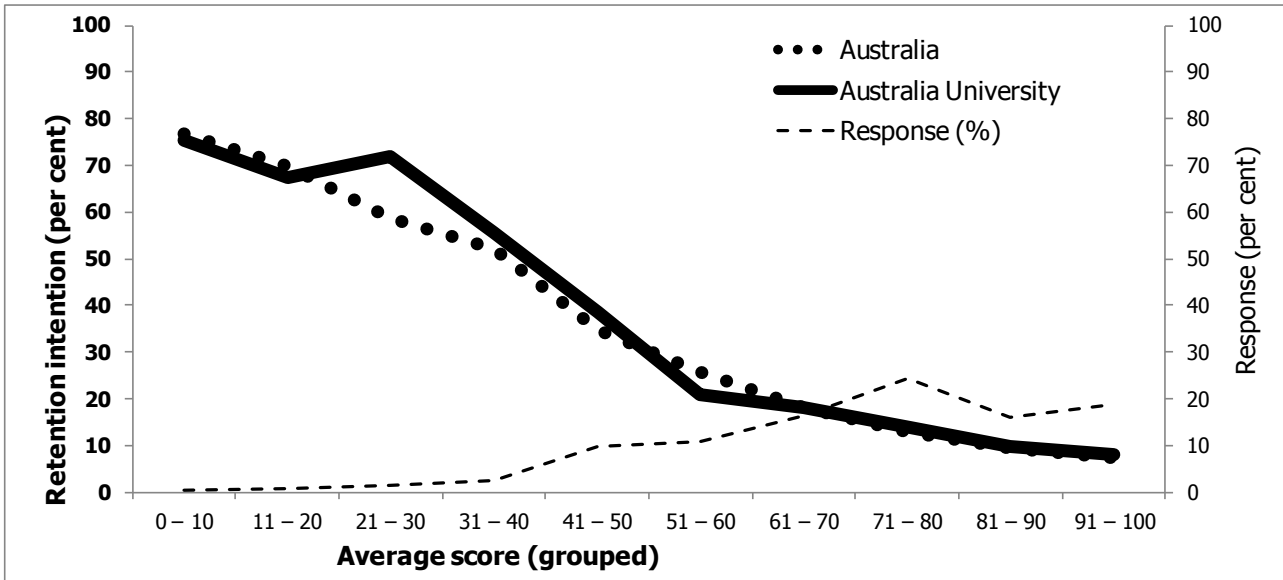


Figure 14: Departure intention by Skills Development average score bands

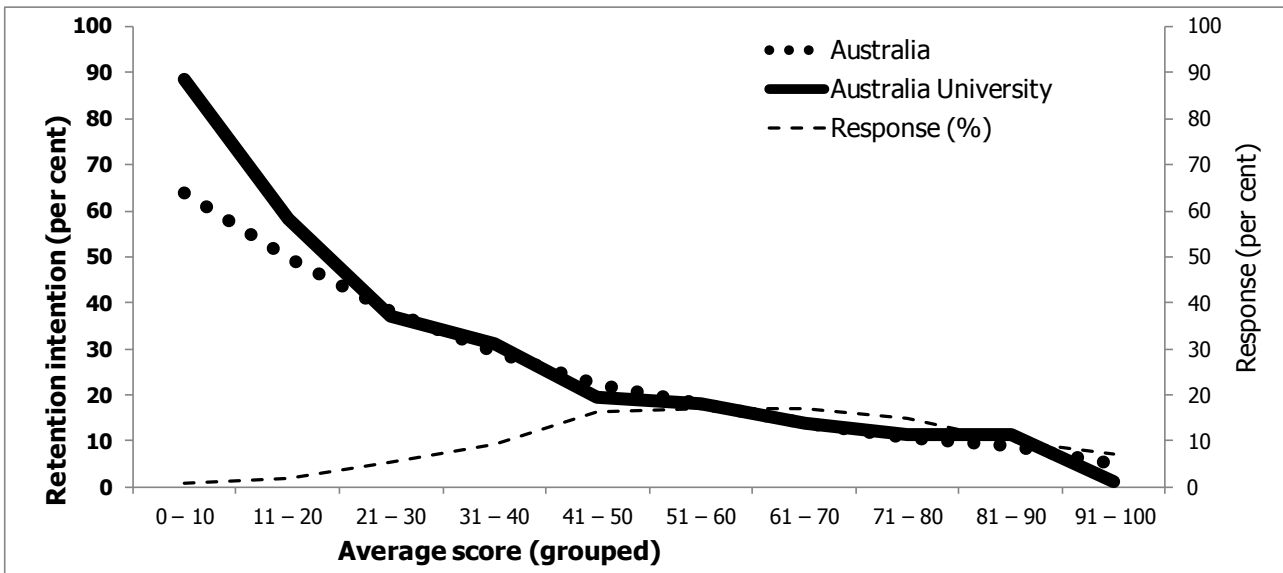


Figure 15: Departure intention by Learner Engagement average score bands

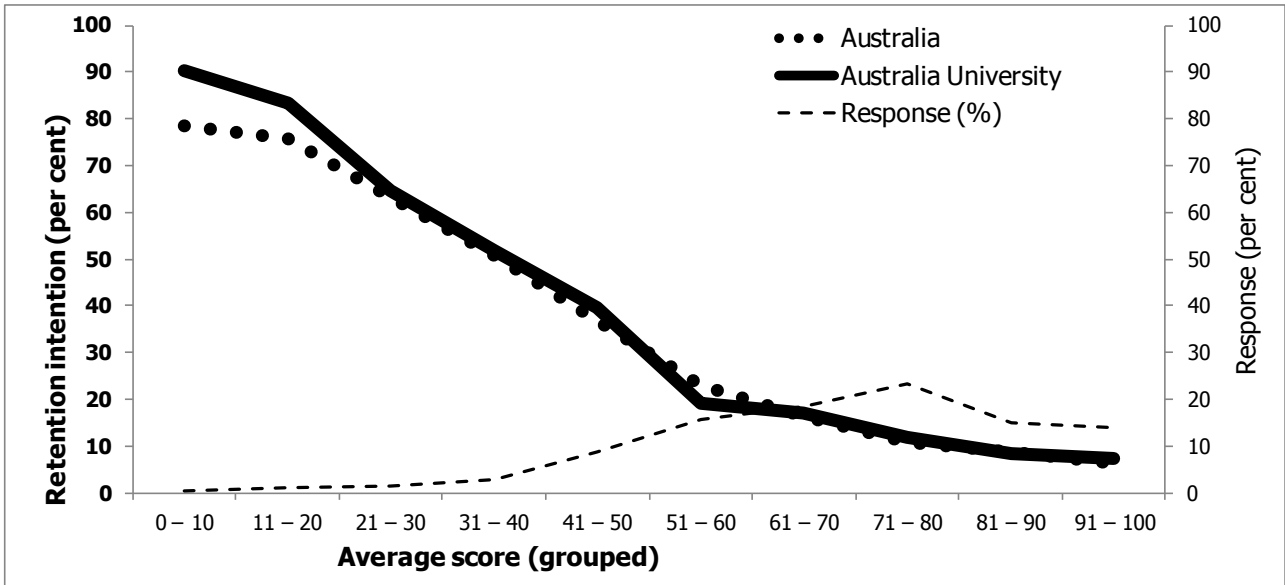


Figure 16: Departure intention by Teaching Quality average score bands

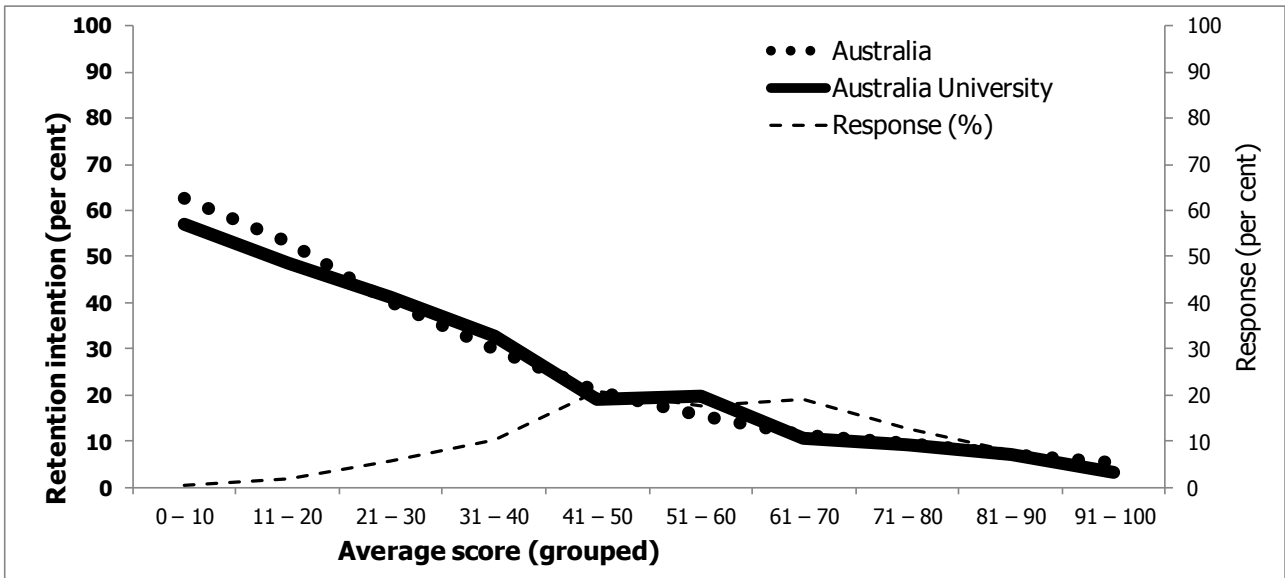
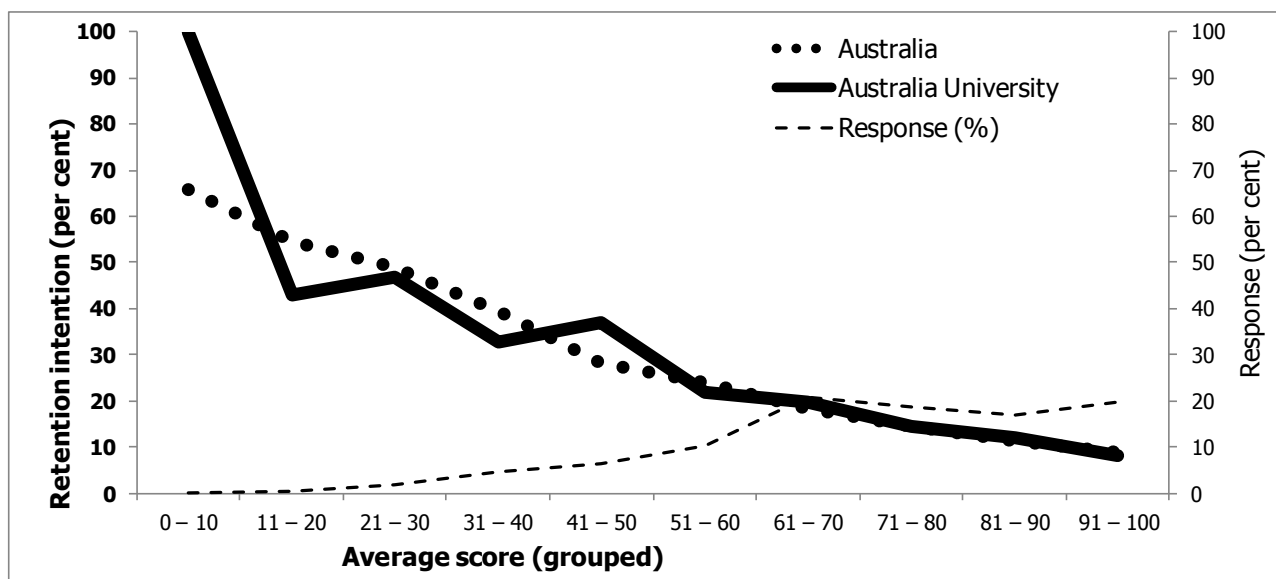


Figure 17: Departure intention by Student Support average score bands



**Figure 18: Departure intention by Learning Resources average score bands**

**Table 16: Specific departure intentions for your university and Australia by year level**

Reasons for considering early departure	AUS UNI		Australia	
	First year	Later year	First year	Later year
Expectations not met	26	29	27	33
Health or stress	22	23	25	27
Financial difficulties	21	25	23	25
Study/life balance	28	28	25	22
Difficulty with workload	27	24	26	20
Boredom/lack of interest	25	17	24	22
Academic support	12	23	16	25
Quality concerns	17	27	15	26
Personal reasons	18	16	22	18
Career prospects	17	27	20	20
Need to do paid work	20	20	19	20
Change of direction	21	13	22	13
Need a break	12	15	15	18
Family responsibilities	11	20	15	16
Paid work responsibilities	11	18	11	14
Academic exchange	12	11	15	11
Administrative support	4	16	8	16
Commuting difficulties	12	9	12	9
Gap year/deferral	19	5	13	7
Institution reputation	9	12	9	11
Difficulty paying fees	8	11	9	11
Social reasons	9	7	10	7
Other opportunities	8	7	9	7
Graduating	1	13	1	12
Travel or tourism	7	4	8	6
Standards too high	5	6	6	5
Moving residence	7	5	6	4
Government assistance	1	3	3	3
Received other offer	2	3	3	2
Other reasons	16	14	14	14



**Table 17: Departure intentions for your university and Australia by subject area**

<b>Subject area</b>	<b>AUS UNI</b>	<b>Australia</b>
Natural & Physical Sciences	21	17
Mathematics	9	16
Biological Sciences	23	17
Medical Sciences & Technology	16	15
Computing & Information Systems	18	17
Engineering - Other	15	16
Engineering - Process & Resources	7	14
Engineering - Mechanical	16	16
Engineering - Civil	20	14
Engineering - Electrical & Electronic	12	17
Engineering - Aerospace	9	16
Architecture & Urban Environments	23	25
Building & Construction	33	16
Agriculture & Forestry	31	23
Environmental Studies	21	18
Health Services & Support	23	19
Public Health	24	17
Medicine	11	11
Nursing	19	22
Pharmacy	10	12
Dentistry	0	12
Veterinary Science	13	17
Physiotherapy	0	12
Occupational Therapy	7	14
Teacher Education - Other	28	21
Teacher Education - Early Childhood	16	19
Teacher Education - Primary & Secondary	11	19
Accounting	18	17
Business Management	17	17
Sales & Marketing	14	19
Management & Commerce - Other	15	15
Banking & Finance	29	16
Political Science	17	19
Humanities (including History & Geography)	22	20
Language & Literature	16	19
Social Work	18	22
Psychology	12	19
Law	22	18
Justice Studies & Policing	25	21
Economics	15	20
Sport & Recreation	0*	18
Art & Design	23	22
Music & Performing Arts	27	25
Communication, Media & Journalism	19	20
Tourism, Hospitality & Personal Services	0*	25

**Table 18: Departure intentions for your university and Australia by student groups**

<b>Group</b>	<b>Subgroup</b>	<b>AUS UNI</b>	<b>Australia</b>
Sex	Male	21	18
	Female	17	18
Indigenous	Aboriginal or Torres Strait Islander	26	26
	Not Aboriginal or Torres Strait Islander	18	18
Home language	English	20	19
	Language other than English	15	16
Disability	Disability reported	26	26
	No disability reported	18	18
Study location	Internal	18	18
	External/distance/mixed mode	24	21
International	International student	13	16
	Domestic student	19	19
First in family	Not first in family	19	18
	First in family	19	19
Average overall grade	0-49%	47	47
	50-59%	39	30
	60-69%	22	21
	70-79%	16	16
	80-89%	14	15
	90-100%	14	15
Living arrangements affected study	Not at all	15	14
	Very little	15	14
	Some	17	19
	Quite a bit	26	23
	Very much	36	33
Financial circumstances affected study	Not at all	14	13
	Very little	14	14
	Some	18	17
	Quite a bit	19	23
	Very much	34	32
Paid work affected study	Not at all	15	16
	Very little	11	14
	Some	18	16
	Quite a bit	22	21
	Very much	32	30

## Student Voice Report

In 2012 ACER developed beta software to analyse the text comments provided by students to open-ended questions. Students were asked to describe the best aspects of their university experience and also those aspects most in need of improvement. Figure 19 and Figure 20 show the percentage of times a word or phrase was raised of all defined words or phrases. Words or phrases for Learning Resources or Learner Engagement have yet to be developed.

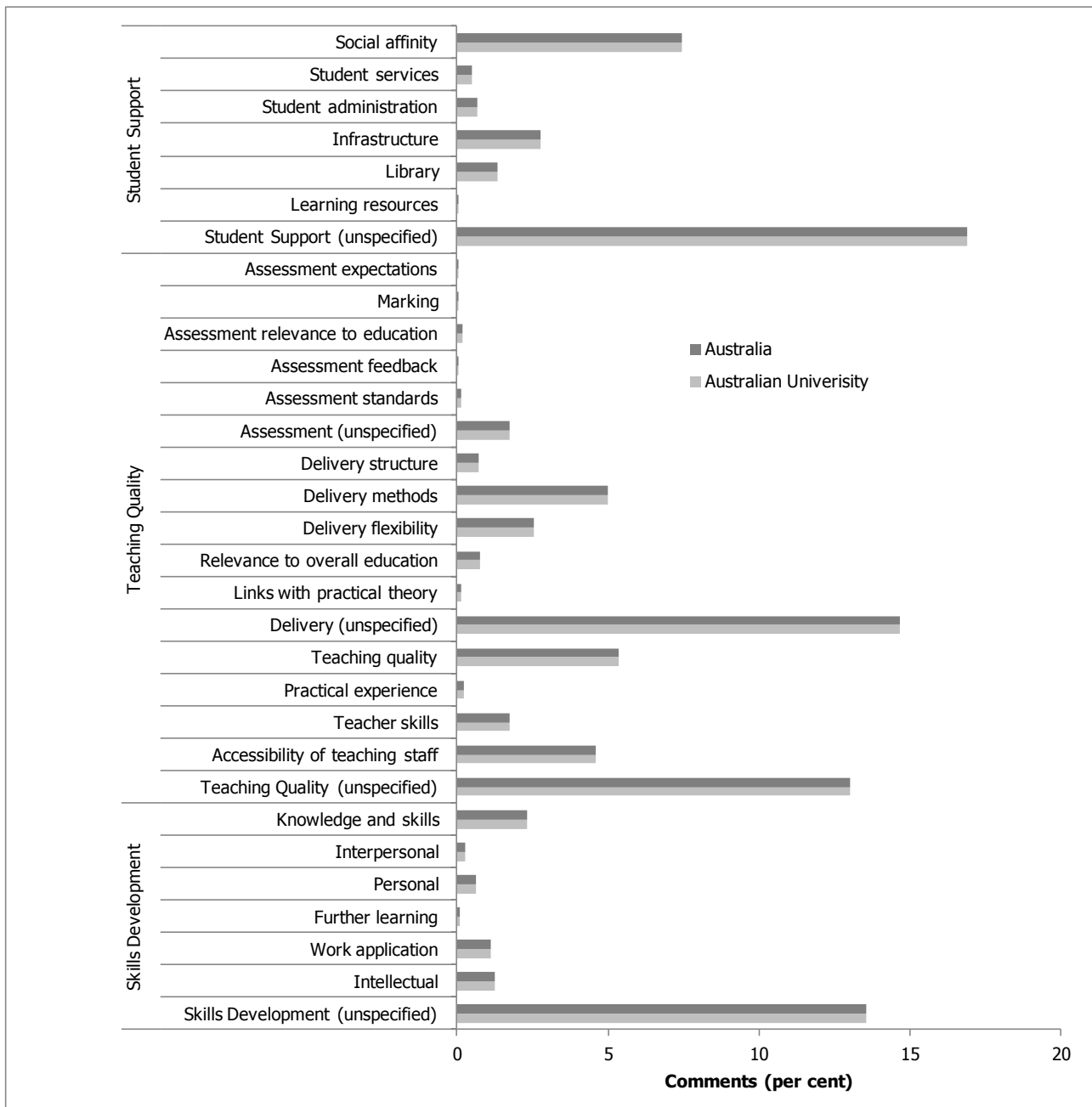
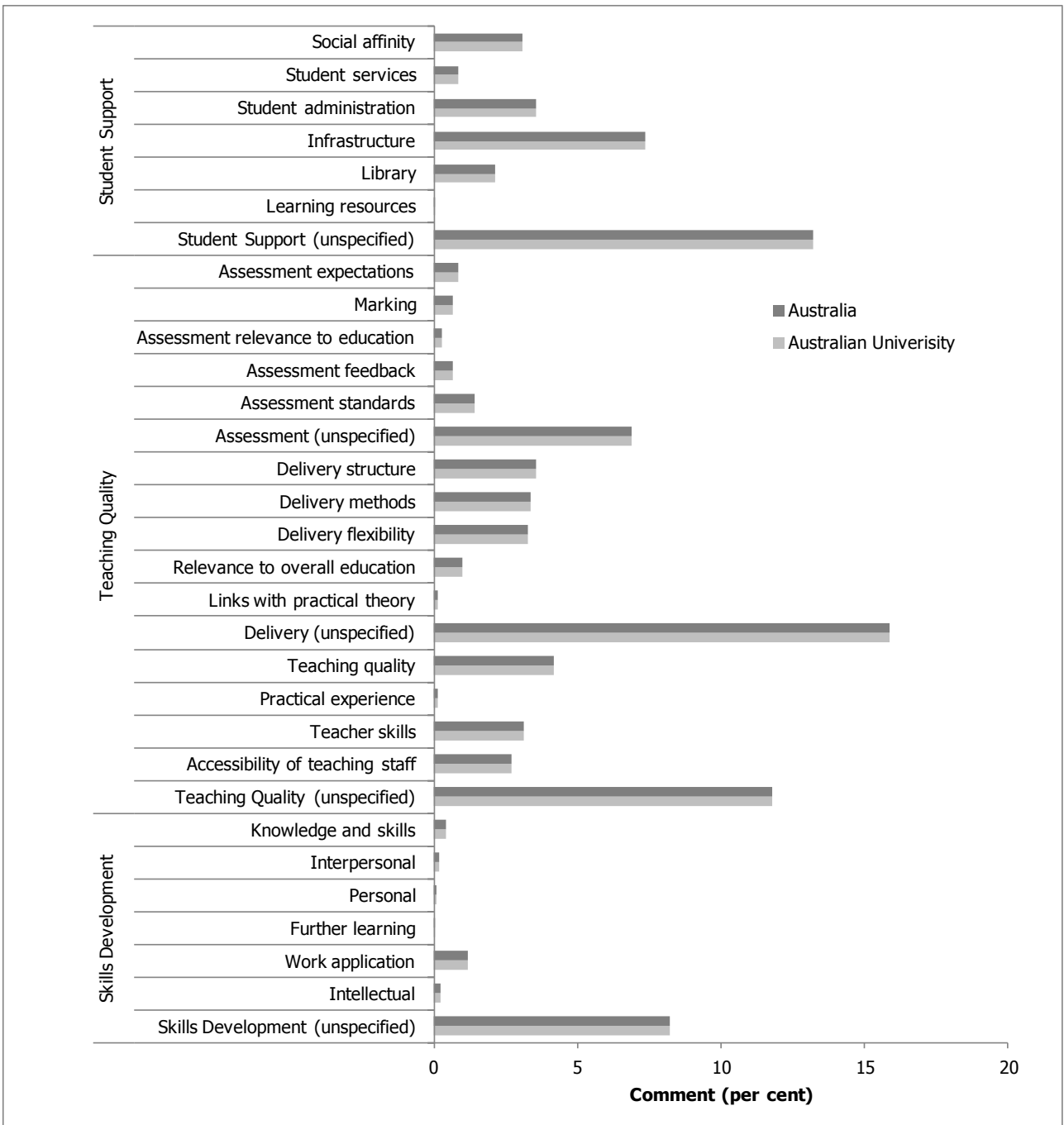


Figure 19: Distribution of key words and phrases in best aspects question



**Figure 20: Distribution of key words and phrases in needs improvement question**

## Technical Appendix

In the 2012 UES 'first year' and 'later year' student groups were defined using HIEMS information provided by universities to ACER. For most universities these groups were selected using information about the date students first commenced their study, using the 'Course of study commencement date code' and whether a student was commencing or continuing using the 'New basis for admission to current course code'. Some universities provided first year and later year flags in their population lists which were also used to work out the student year groupings.

In the UES scientific calculations are used to calculate an 'expected yield' of responses. For any population of interest the expected yield is 35 per cent of the population size if this is 500 or less, and 200 if the population size exceeds 500. The return of 35 per cent builds on the 2011 UES research, while the value of 200 derives from the desire for error bands of  $\pm 5$  per cent at a 95 per cent level of confidence given observed standard deviations of the focus areas and population sizes. Results based on fewer than six responses are asterisked.

Focus area aggregate scores are calculated by coding the response categories of constituent items equally between 0 and 100 and taking a mean across the items and students. For example, an item with five response categories would be coded as 'not at all' (0), 'very little' (25), 'some' (50), 'quite a bit' (75) and 'very much' (100). An item with four response categories would be coded as 'never' (0), 'sometimes' (33), 'often' (67) and 'very often' (100). Further criterion referencing is required to determine what different results mean in practice.

Table 19 links DIISRTE subject area with ASCED Narrow Field of Education.

**Table 19: DIISRTE subject areas and ASCED Detailed Field Of Education**

<b>DIISRTE subject area</b>	<b>ASCED Detailed Field Of Education</b>
Natural & Physical Sciences	010301, 010303, 010501, 010503, 010599, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 010000, 019900, 019999
Mathematics	010101, 010103, 010199
Biological Sciences	010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
Medical Sciences & Technology	019901, 019903, 019905, 019907, 019909
Computing & Information Systems	020000, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020301, 020303, 020305, 020307, 020399 029901, 029999
Engineering – Other	030000, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031101, 031103, 031199, 031701, 031703, 031705, 031799, 039901, 039903, 039905, 039907, 039909, 039999
Engineering – Process & Resources	030301, 030303, 030305, 030307, 030399
Engineering - Mechanical	030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
Engineering – Civil	030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
Engineering - Electrical & Electronic	031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
Engineering – Aerospace	031501, 031503, 031505, 031507, 031599
Architecture & Urban Environments	040000, 040101, 040103, 040105, 040107, 040199
Building & Construction	040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
Agriculture & Forestry	050000, 050101, 050103, 050105, 050199, 050301, 050303, 050501, 050701, 050799, 059901, 059999
Environmental Studies	050901, 050999

<b>DIISRTE subject area</b>	<b>ASCED Detailed Field Of Education</b>
Health Services & Support	060000, 060901, 060903, 060999, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061901, 061903, 061905, 061999, 069901, 069903, 069905, 069907, 069999
Public Health	061301, 061303, 061305, 061307, 061309, 061311, 061399
Medicine	060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
Nursing	060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
Pharmacy	060501
Dentistry	060701, 060703, 060705, 060799
Veterinary Science	061101, 061103, 061199
Physiotherapy	061701
Occupational Therapy	061703
Teacher Education – Other	070107, 070109, 070111, 070113, 070115, 070117, 070199, 070301, 070303, 079999, 070100, 070000
Teacher Education - Early Childhood	070101
Teacher Education - Primary & Secondary	070103, 070105
Accounting	080101
Business Management	080301, 080303, 080305, 080307, 080309, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
Sales & Marketing	080501, 080503, 080505, 080507, 080509, 080599
Management & Commerce - Other	080000, 080901, 080903, 080905, 080999, 089901, 089903, 089999
Banking & Finance	081101, 081103, 081105, 081199
Political Science	090101, 090103
Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091301, 091303, 091701, 091703, 099901, 099903, 099905, 099999
Language & Literature	091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
Social Work	090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
Psychology	090701, 090799
Law	090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
Justice Studies & Policing	091101, 091103, 091105, 091199
Economics	091901, 091903
Sport & Recreation	092100, 092101, 092103, 092199
Art & Design	100000, 100301, 100303, 100305, 100307, 100309, 100399, 100501, 100503, 100505, 100599, 109999
Music & Performing Arts	100101, 100103, 100105, 100199
Communication, Media & Journalism	100701, 100703, 100705, 100707, 100799
Tourism, Hospitality & Personal Services	080701, 110000, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110301, 110303, 110399, 120000, 120101, 120103, 120105, 120199, 120301, 120303, 120305, 120399, 120501, 120503, 120505, 120599, 129999