



MARCH 2020

# 2019 Student Experience Survey

# Acknowledgements

The QILT survey program, including the Student Experience Survey (SES) is funded by the Australian Government Department of Education and Training. Without the active support of Dr Andrew Taylor, Phil Aungles, Dr Sam Pietsch, Gabrielle Hodgson, Dr Michael Gao, Wayne Shippley, Dr Barbara Sidwell and Ben McBrien this research would not be possible.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the SES in 2019. Without the enthusiastic assistance of the survey managers and institutional planners, the 2019 SES would not have been such a success.

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

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

The 2019 SES was led by Graham Challice and the project team consisted of Shane Compton, Lisa Bolton, Natasha Vickers, James Morrison, David Haysom, Cynthia Kim, Danny Smith, Paddy Tobias, Alistair Wilcox, Dean Pennay, Sydney Rowe, Bobby Hoque, Amida Cumming, Joe Feng and Emily Wood.

For more information on the conduct and results of the 2019 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).



# Contents

Acknowledgements	i	Appendix 1	
List of tables	iii	Methodology	22
List of figures	iv	1.1: Methodological Summary	22
1 Introduction	1	1.2: Response rate by institution	23
2 The student experience by level of study	2	1.3 Data representativeness	27
3 Survey results over time	4	1.4 Precision of national estimates	34
4 Study area comparisons	6	Appendix 2	
5 Institutional comparisons	8	Student Experience Questionnaire (SEQ)	39
6 International comparisons	16	Appendix 3	
7 Likelihood to consider departing higher education	19	Course Experience Questionnaire (CEQ)	44
		Appendix 4	
		Production of scores	45
		Appendix 5	
		Construction of confidence intervals	47
		Appendix 6	
		Study area definitions	48
		Appendix 7	
		Additional tables	51
		7.1 SES Results	51
		7.2 Methodological Tables	57

# List of tables

1	The student experience, by level of study, 2019 (% positive rating)	3	13	Percentage positive ratings, undergraduates by student sub-group, 2019 (with 90% confidence intervals)	35
2	The undergraduate student experience, 2011–2019 (% positive rating)	4	14	Percentage positive ratings, postgraduate coursework by student sub-group, 2019 (with 90% confidence intervals)	36
3	The undergraduate student experience by study area, 2018 and 2019 (% positive rating)	7	15	Percentage positive ratings, undergraduates by study area, 2019 (with 90% confidence intervals)	37
4	The undergraduate student experience, by university, 2019 (% positive rating, with 90% confidence intervals)	10	16	Percentage positive ratings, postgraduate coursework by study area, 2019 (with 90% confidence intervals)	38
5	The undergraduate student experience, by non-university higher education institution (NUHEI), 2018 and 2019 (% positive rating, with 90% confidence intervals)	13	17	2019 SEQ Item Summary: Skill Development items	39
6	Selected reasons for considering early departure among undergraduate students, 2018 and 2019	20	18	2019 SEQ Item Summary: Learner Engagement items	40
7	2019 SES operational overview: undergraduate and postgraduate coursework	22	19	2019 SEQ Item Summary: Teaching Quality items	40
8	SES response rate by institution	24	20	2019 SEQ Item Summary: Student Support items	41
9	2019 Undergraduate SES response characteristics and population parameters by subgroup	28	21	2019 SEQ Item Summary: Learning Resources items	42
10	2019 Postgraduate coursework SES response characteristics and population parameters by subgroup	29	22	2019 SEQ Item Summary: Open-response items	42
11	2019 undergraduate SES student response characteristics and population parameters by study area	31	23	2019 SEQ Item Summary: Other items	42
12	2019 postgraduate coursework SES student response characteristics and population parameters by study area	32	24	CEQ items administered in the 2019 SES	44
			25	21 and 45 study areas concordance with ASCED field of education	48

# List of figures

1	The undergraduate student experience 2012-2019 (% positive rating)	5
2	Quality of entire educational experience for undergraduate university students, 2019 (% positive rating)	9
3	Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, 2018 and 2019 (% positive rating)	12
4	Student ratings of overall educational experience, United States, Canada, United Kingdom and Australia, 2009-2019 (% positive rating or satisfaction)	17
5	Overall assessment of study program (% positive rating), all students	18
6	Example of how to use SPSS syntax to recode SEQ items into the conventional reporting metric	46
7	Example of how to use SPSS syntax to compute SES focus area scores	46
8	Example of how to use SPSS syntax to compute SES focus area scores	46
9	Example of how to use SPSS syntax to compute item variables	46
10	Formula for the confidence interval using the Agresti-Coull method with FPC	47

# 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. Scores presented in this report for both items and focus areas represent the proportion of students responding positively. Detailed information on how the scores are calculated are in Appendix 4. The survey items and response frames are reproduced in Appendix 2.

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

All 41 Australian universities participated in the 2019 SES as well as 77 NUHEIs, for a total of 118 institutions compared with 107 institutions in 2018, 99 institutions in 2017, 95 institutions in 2016 and 79 institutions in 2015. The 2019 SES in-scope survey population was unchanged from 2017, consisting of commencing and later-year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions.

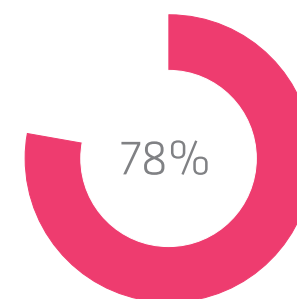
The main online fieldwork period ran from 30 July to 1 September 2019. From a final in-scope sample of 617,158, responses were received from a total of 263,137 students, which equated to 277,868 valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 42.6 per cent, down from 48.9 per cent in 2018, up from 36.2 per cent in 2017 and down from 45.6 per cent in 2016.

## 2 The student experience by level of study

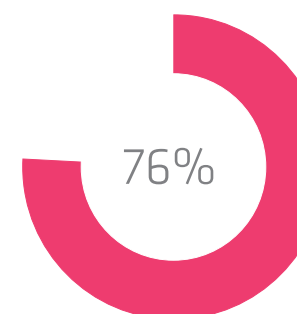
Table 1 shows that in 2019, the overwhelming majority of undergraduate students, 78 per cent, rated the quality of their entire educational experience positively. The proportion of students rating different aspects of their student experience positively ranged from 84 per cent for Learning Resources, down to 60 per cent for Learner Engagement. A relatively large proportion, 81 per cent, of undergraduate students evaluated their experience with Teaching Quality and Skills Development positively. 74 per cent of students rated their experience of Student Support favourably.

Commencing undergraduate students were more often positive than later year students, with respect to Teaching Quality, Student Support, Learning Resources and the quality of their entire educational experience, by up to 8 percentage points. A higher proportion of students in the later year of their studies rated Skills Development and Learner Engagement positively by up to 3 percentage points. Student Support as experienced by later year students may not necessarily reflect the same types of services or activities as those available to commencing students, so this result should be interpreted with caution.

### Positive rating for quality of entire educational experience



Undergraduate students



Postgraduate coursework students

The student ratings for postgraduate coursework students were slightly lower overall, with 76 per cent rating the quality of their entire educational experience positively compared with 78 per cent of undergraduates. Postgraduate coursework students' ratings were broadly similar to those of undergraduates in the other focus areas of Skills Development, Teaching Quality, Student Support and Learning Resources, as shown by Table 1. However, there was a substantive difference in the area of Learner Engagement with postgraduate coursework students rating this focus area 6

percentage points lower, which may reflect, in part, the different demographic profile of postgraduate coursework students who are more likely to be older and studying off campus and part time.

Detailed tables of results at the individual item level related to each of the focus areas are available from the [QILT Website](#) in the additional tables associated with this report as listed in Appendix 7 Additional Tables.

Table 1 The student experience, by level of study, 2019 (% positive rating)

	Focus areas					Questionnaire item
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Commencing	80	59	84	77	87	81
Later year	83	61	78	70	79	75
<b>Undergraduate total</b>	<b>81</b>	<b>60</b>	<b>81</b>	<b>74</b>	<b>84</b>	<b>78</b>
<b>Postgraduate coursework</b>	<b>81</b>	<b>54</b>	<b>81</b>	<b>75</b>	<b>83</b>	<b>76</b>



### 3 Survey results over time

Student rating of the quality of their entire educational experience among undergraduates decreased slightly to 78 per cent in 2019 in comparison with 79 per cent in 2018, as shown at Figure 1. This is consistent with the narrow range of experiences reported, between 78 per cent and 80 per cent, since the survey was first introduced in 2012.

There was a 1 percentage point increase in student rating of Student Support from 73 per cent to 74 per cent. Note that because one survey item was removed from the Student Support focus area in 2014, results for this focus area are not directly comparable with those from earlier surveys. Other focus areas remained unchanged between 2018 and 2019.

Table 2 The undergraduate student experience, 2011–2019 (% positive rating)

	Focus areas					Questionnaire item
	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
2019	81	60	81	74	84	78

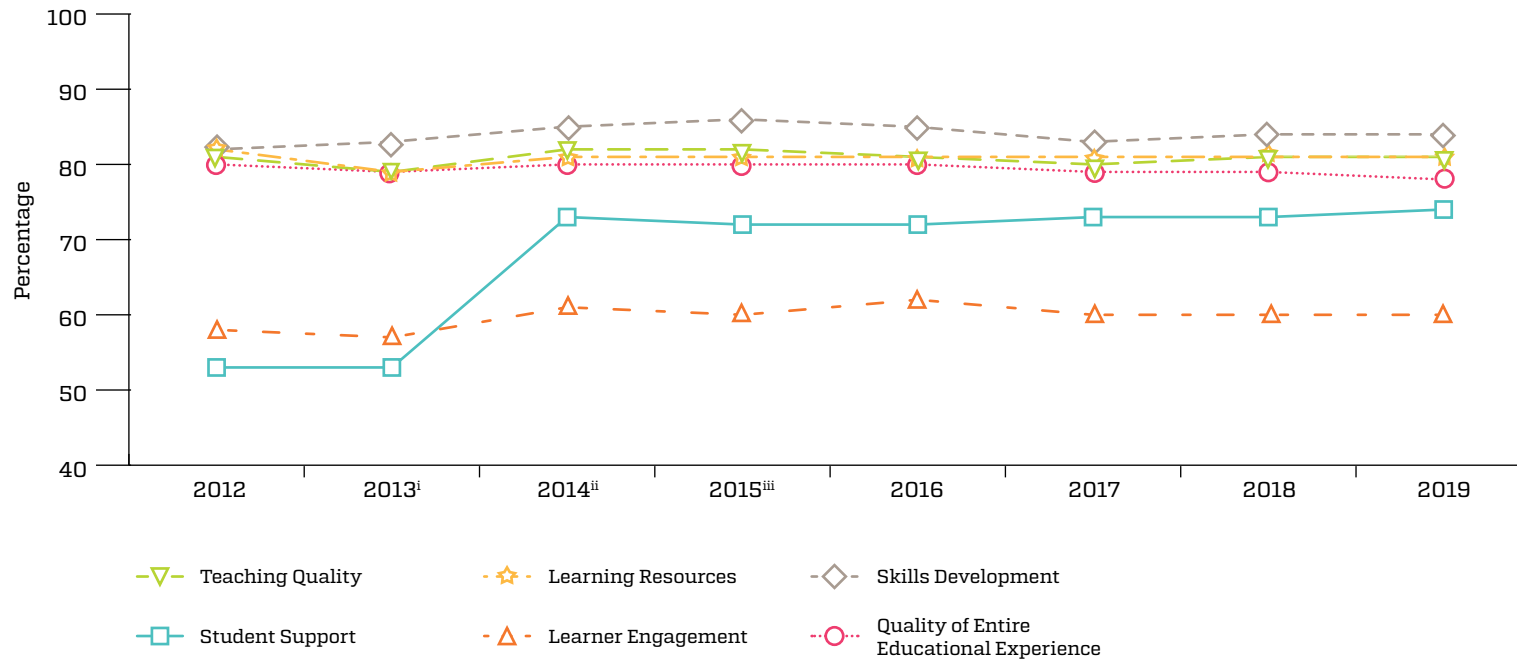
\*The 2011 University Experience Survey was a pilot survey administered among 24 universities.

\*\*In 2013 results from the University Experience Survey were reported as percentage positive scores rather than average scale scores. Results in these tables have been compiled on this basis, but may differ from results presented in the earlier 2011 and 2012 reports. See Appendix 4 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 results are not directly comparable with results from earlier surveys which refer to university students only.

Figure 1 The undergraduate student experience 2012-2019 (% positive rating)



Student rating of the quality of their entire educational experience has remained stable, and been reported within a range of 78% to 80% since the survey was first conducted nationally in 2012

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

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

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

## 4 Study area comparisons

The student experience varied considerably by study area in 2019. Ratings of the quality of the entire educational experience for undergraduates ranged from a high of 86 per cent for Rehabilitation and 84 per cent for Agriculture and environmental science to a low of 68 per cent for Dentistry. In general, results relating to the quality of the entire educational experience remained relatively static with 2019 across the larger study areas. The biggest differences recorded were a 5 percentage point decrease for Medicine and Veterinary science and a 3 percentage point increase for Agriculture and environmental studies.

The widest range in focus area results was for Learner Engagement, with 28 percentage points separating the study areas with the highest and lowest results (Medicine at 78 per cent and Psychology at 50 per cent respectively).

The narrowest range of results across study areas was recorded in relation to Student Support with Rehabilitation at 80 per cent and Architecture and built environment and Dentistry both at 67 per cent

While the student ratings for each of the focus areas have remained relatively consistent across 2017, 2018 and 2019, it is notable Tourism, hospitality, personal services, sport and recreation saw an increase in Learning Resources of 5 percentage points and increases of 4 percentage points in both Student Support and Learner Engagement, which is most likely related to the smaller number of survey responses for this study area.

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

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



86%

Rehabilitation (highest)



68%

Dentistry (lowest)

Table 3 The undergraduate student experience by study area, 2018 and 2019 (% positive rating)

Study area	2018						2019					
	SD	LE	TQ	SS	LR	OE	SD	LE	TQ	SS	LR	OE
Science and mathematics	80	61	84	75	88	81	80	61	83	75	88	80
Computing and Information Systems	75	58	76	73	83	73	74	58	74	73	81	72
Engineering	80	66	77	71	84	75	78	65	75	71	83	73
Architecture and built environment	79	65	79	67	76	76	78	64	76	67	78	74
Agriculture and environmental studies	83	63	84	75	86	81	83	64	86	76	89	84
Health services and support	82	58	83	74	84	81	82	59	83	76	84	80
Medicine	92	81	83	80	83	83	89	78	78	77	79	79
Nursing	85	60	79	75	86	77	85	60	78	75	85	76
Pharmacy	86	67	81	74	86	78	86	69	81	75	85	78
Dentistry	86	65	73	69	76	70	86	63	74	67	75	68
Veterinary science	86	73	86	74	89	86	82	70	83	74	88	80
Rehabilitation	90	75	88	78	89	86	90	75	89	80	88	86
Teacher education	83	58	81	73	84	79	83	58	81	74	83	78
Business and management	78	58	77	71	83	77	78	59	77	73	82	77
Humanities, culture and social sciences	82	56	86	74	86	82	82	56	86	74	85	82
Social work	86	53	84	76	84	81	87	56	85	78	84	81
Psychology	82	50	85	77	87	83	82	50	85	77	86	82
Law and paralegal studies	84	57	83	71	84	81	86	57	84	73	84	82
Creative arts	81	68	84	73	79	80	81	68	83	74	81	79
Communications	83	67	84	76	86	81	82	67	84	76	85	81
Tourism, Hospitality, Personal services, Sport and recreation	80	61	83	73	82	81	83	65	84	77	87	82
<b>Total</b>	<b>81</b>	<b>60</b>	<b>81</b>	<b>73</b>	<b>84</b>	<b>79</b>	<b>81</b>	<b>60</b>	<b>81</b>	<b>74</b>	<b>84</b>	<b>78</b>

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

## 5 Institutional comparisons

Student ratings do vary by institution, indicating sites of best practice in the student experience. In 2019, 93 per cent of students at the University of Divinity rated the quality of their entire education experience positively, while the University of Notre Dame Australia and Bond University both recorded 88 per cent and 87 per cent respectively. These universities are characterised by small numbers of students, consistent with previous research showing a negative association between institution size and student ratings. With respect to larger universities, 83 per cent of students at Deakin University, Edith Cowan University and the University of New England rated the quality of their entire educational experience positively (rounded in percentage terms).

It is important to acknowledge that factors beyond the quality of the educational experience such as course offerings and the composition of the student population might also impact on student ratings. Where confidence intervals overlap between two universities there is no significant difference in student ratings in a statistical sense. Nevertheless, it appears there is differentiation among universities, with some attracting higher student ratings than others.

Figure 3 and Table 5 show student ratings of the quality of the entire educational experience item and different focus areas for students from non-university higher education institutions. Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2018 and 2019 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published.

Notwithstanding the pooling of data across two survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities.

That said, there do appear to be some NUHEIs where students rate the quality of their overall education experience much higher than in other institutions. For example, 11 NUHEIs have positive student ratings for the quality of the entire educational experience over 90 per cent, including the Jazz Music Institute and the Adelaide Central School of Art with 97 per cent, Campion College Australia and Moore Theological College with 96 per cent and the Australian College of Theology Ltd with 95 per cent.

While the same caveats apply to student ratings at institution level, these could be considered sites of best practice in the student experience from which other institutions may learn.

Figure 2 Quality of entire educational experience for undergraduate university students, 2019 (% positive rating)

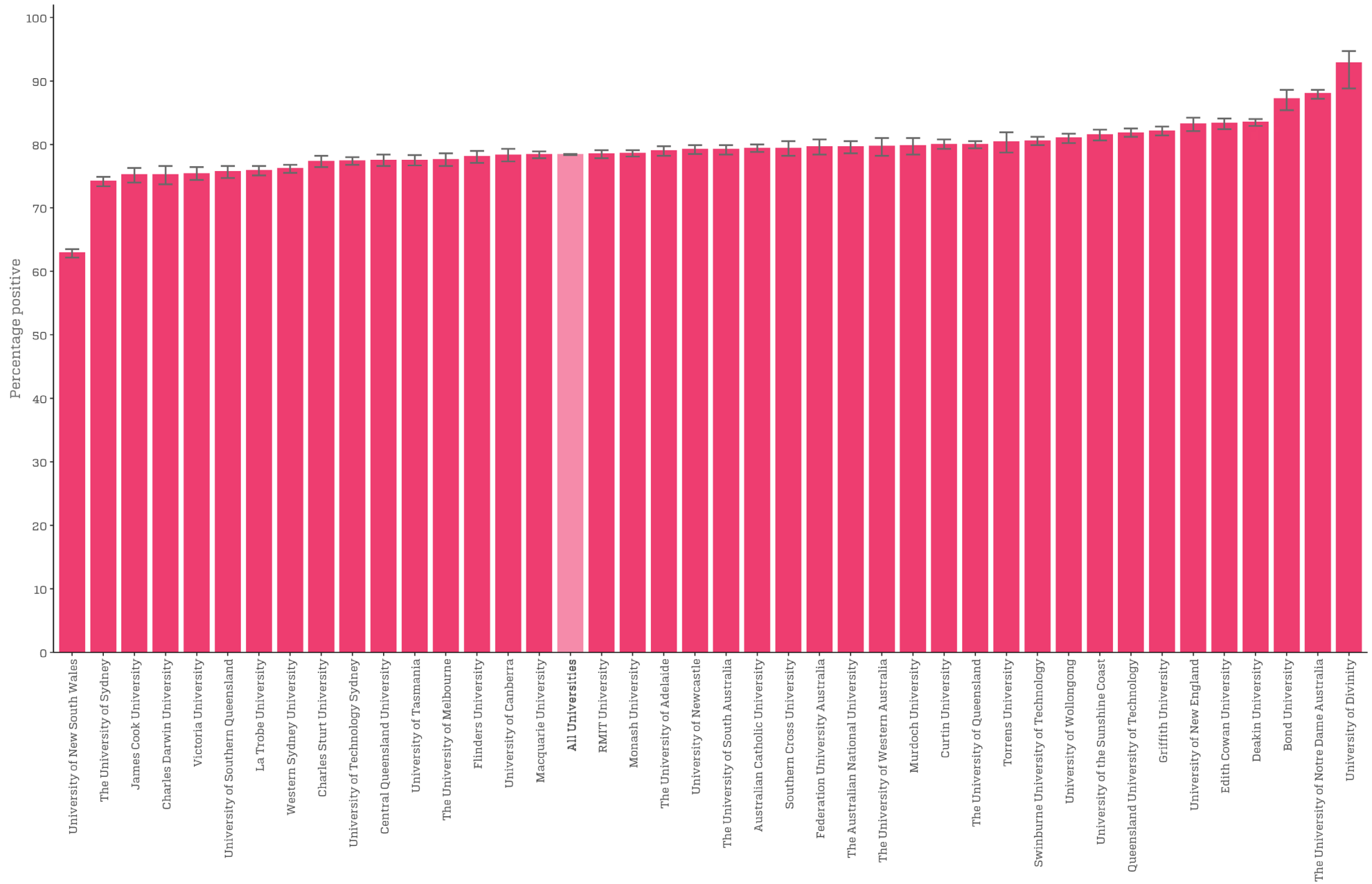


Table 4 The undergraduate student experience, by university, 2019 (% positive rating, with 90% confidence intervals)\*

	2019					
	SD	LE	TQ	SS	LR	OE
Australian Catholic University	84.9 (84.3, 85.5)	67.0 (66.3, 67.7)	81.7 (81.1, 82.3)	73.2 (72.4, 74.0)	85.7 (85.2, 86.3)	79.4 (78.8, 80.0)
Bond University	92.0 (90.5, 93.2)	84.0 (82.2, 85.6)	91.4 (89.9, 92.6)	91.3 (89.6, 92.6)	94.6 (93.2, 95.5)	87.2 (85.4, 88.6)
Central Queensland University	79.7 (78.7, 80.6)	47.4 (46.0, 48.7)	80.7 (79.8, 81.6)	76.3 (75.1, 77.4)	82.5 (81.4, 83.6)	77.5 (76.6, 78.4)
Charles Darwin University	81.4 (80.0, 82.7)	47.8 (45.5, 50.0)	79.1 (77.6, 80.4)	74.8 (73.0, 76.4)	81.5 (79.7, 83.2)	75.2 (73.7, 76.6)
Charles Sturt University	79.5 (78.6, 80.4)	63.4 (61.9, 64.9)	80.5 (79.6, 81.4)	75.1 (74.0, 76.2)	83.0 (81.8, 84.0)	77.3 (76.4, 78.2)
Curtin University	83.2 (82.4, 83.9)	66.5 (65.6, 67.5)	82.4 (81.6, 83.1)	74.7 (73.7, 75.7)	86.7 (85.9, 87.4)	80.0 (79.3, 80.8)
Deakin University	83.2 (82.6, 83.7)	61.6 (60.8, 62.3)	83.6 (83.0, 84.1)	78.9 (78.1, 79.6)	91.2 (90.7, 91.7)	83.5 (82.9, 84.0)
Edith Cowan University	86.4 (85.6, 87.2)	66.5 (65.3, 67.6)	85.3 (84.5, 86.1)	79.1 (77.9, 80.2)	87.3 (86.4, 88.1)	83.3 (82.4, 84.1)
Federation University Australia	85.3 (84.1, 86.3)	65.9 (64.4, 67.4)	83.2 (82.0, 84.3)	80.4 (78.9, 81.7)	88.3 (87.2, 89.3)	79.6 (78.4, 80.8)
Flinders University	83.5 (82.6, 84.4)	64.5 (63.4, 65.6)	82.0 (81.1, 82.9)	77.3 (76.1, 78.4)	85.8 (84.9, 86.6)	78.1 (77.1, 79.0)
Griffith University	83.4 (82.7, 84.1)	64.4 (63.6, 65.3)	84.1 (83.4, 84.8)	77.7 (76.8, 78.6)	86.8 (86.1, 87.4)	82.1 (81.4, 82.8)
James Cook University	82.2 (81.1, 83.2)	64.5 (63.2, 65.8)	76.9 (75.8, 78.0)	77.1 (75.8, 78.4)	82.8 (81.7, 83.8)	75.2 (74.0, 76.3)
La Trobe University	81.1 (80.4, 81.8)	65.3 (64.5, 66.1)	78.6 (77.8, 79.2)	73.7 (72.8, 74.6)	84.6 (83.9, 85.3)	75.9 (75.1, 76.6)
Macquarie University	79.4 (78.8, 79.9)	57.1 (56.5, 57.8)	80.7 (80.2, 81.2)	69.5 (68.7, 70.3)	84.6 (84.1, 85.1)	78.4 (77.8, 78.9)
Monash University	81.4 (80.8, 81.9)	66.4 (65.8, 67.0)	81.1 (80.6, 81.6)	75.0 (74.3, 75.6)	86.5 (86.1, 87.0)	78.6 (78.1, 79.1)
Murdoch University	80.2 (78.8, 81.4)	55.8 (54.2, 57.5)	82.3 (81.1, 83.5)	77.4 (75.8, 79.0)	84.6 (83.3, 85.8)	79.8 (78.4, 81.0)
Queensland University of Technology	83.3 (82.6, 84.0)	65.8 (65.0, 66.7)	83.1 (82.4, 83.7)	75.1 (74.1, 76.0)	89.0 (88.4, 89.6)	81.8 (81.2, 82.5)
RMIT University	80.9 (80.2, 81.5)	66.5 (65.7, 67.2)	78.9 (78.2, 79.5)	69.6 (68.8, 70.5)	83.7 (83.1, 84.3)	78.5 (77.8, 79.1)
Southern Cross University	81.1 (79.8, 82.2)	59.4 (57.7, 61.1)	81.5 (80.4, 82.6)	81.2 (79.9, 82.5)	87.2 (85.9, 88.2)	79.4 (78.2, 80.5)
Swinburne University of Technology	80.0 (79.3, 80.7)	65.4 (64.5, 66.4)	82.5 (81.8, 83.1)	78.0 (77.1, 78.7)	82.5 (81.7, 83.3)	80.5 (79.9, 81.2)
The Australian National University	79.9 (78.9, 80.9)	59.1 (57.9, 60.3)	82.7 (81.7, 83.6)	65.7 (64.3, 67.0)	82.8 (81.8, 83.8)	79.6 (78.6, 80.5)
The University of Adelaide	80.4 (79.6, 81.2)	64.3 (63.5, 65.2)	82.2 (81.5, 82.9)	75.6 (74.7, 76.6)	84.6 (83.9, 85.3)	79.0 (78.2, 79.7)
The University of Melbourne	78.7 (77.7, 79.7)	58.5 (57.3, 59.6)	82.2 (81.3, 83.1)	66.7 (65.4, 68.0)	84.6 (83.7, 85.5)	77.6 (76.6, 78.6)
The University of Notre Dame Australia	91.5 (90.8, 92.1)	77.3 (76.4, 78.2)	90.3 (89.7, 91.0)	82.7 (81.7, 83.6)	82.6 (81.7, 83.5)	88.0 (87.2, 88.6)
The University of Queensland	81.7 (81.1, 82.3)	63.2 (62.6, 63.9)	83.6 (83.0, 84.1)	71.9 (71.0, 72.7)	85.6 (85.1, 86.2)	80.0 (79.4, 80.5)

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

Table 4 The undergraduate student experience, by university, 2019 (% positive rating, with 90% confidence intervals)\* CONTINUED

	2019					
	SD	LE	TQ	SS	LR	OE
The University of South Australia	82.9 (82.2, 83.7)	63.8 (62.8, 64.8)	82.4 (81.6, 83.1)	77.8 (76.9, 78.8)	86.7 (86.0, 87.4)	79.2 (78.4, 79.9)
The University of Sydney	78.5 (77.7, 79.2)	57.8 (56.9, 58.7)	77.8 (77.0, 78.5)	55.9 (54.8, 57.0)	77.7 (76.9, 78.4)	74.2 (73.4, 74.9)
The University of Western Australia	77.7 (76.1, 79.1)	58.5 (56.8, 60.3)	83.9 (82.6, 85.2)	75.4 (73.7, 77.1)	85.1 (83.8, 86.4)	79.7 (78.2, 81.0)
Torrens University	80.3 (78.5, 81.9)	55.8 (53.3, 58.3)	82.4 (80.8, 83.9)	77.9 (75.9, 79.7)	76.4 (74.1, 78.4)	80.4 (78.7, 81.9)
University of Canberra	82.0 (81.0, 83.0)	59.1 (57.9, 60.3)	82.8 (81.8, 83.7)	74.2 (72.9, 75.4)	84.0 (83.0, 84.9)	78.3 (77.3, 79.3)
University of Divinity	88.6 (83.9, 91.3)	75.6 (69.6, 80.1)	90.7 (86.4, 93.1)	94.8 (90.7, 96.6)	90.1 (84.9, 93.0)	92.8 (88.8, 94.7)
University of New England	77.5 (76.2, 78.7)	66.0 (63.1, 68.6)	85.1 (84.0, 86.0)	81.7 (80.3, 83.0)	85.5 (83.6, 87.1)	83.2 (82.1, 84.2)
University of New South Wales	70.7 (70.0, 71.4)	56.0 (55.3, 56.7)	69.8 (69.1, 70.5)	61.0 (60.1, 61.9)	79.8 (79.2, 80.4)	62.9 (62.2, 63.5)
University of Newcastle	81.0 (80.3, 81.7)	59.9 (59.0, 60.7)	80.8 (80.1, 81.5)	76.2 (75.2, 77.1)	86.3 (85.7, 86.9)	79.2 (78.5, 79.9)
University of Southern Queensland	77.4 (76.4, 78.3)	51.9 (50.4, 53.4)	76.6 (75.6, 77.5)	76.1 (75.0, 77.2)	83.8 (82.6, 84.8)	75.7 (74.7, 76.6)
University of Tasmania	78.6 (77.8, 79.4)	61.2 (60.1, 62.3)	80.7 (80.0, 81.5)	73.3 (72.3, 74.4)	76.9 (75.9, 77.9)	77.5 (76.7, 78.3)
University of Technology Sydney	82.2 (81.6, 82.8)	68.4 (67.7, 69.1)	77.4 (76.7, 78.0)	69.8 (68.9, 70.6)	83.6 (83.0, 84.2)	77.4 (76.8, 78.0)
University of the Sunshine Coast	84.1 (83.2, 84.9)	61.7 (60.6, 62.7)	83.6 (82.7, 84.4)	78.1 (76.9, 79.2)	86.5 (85.6, 87.2)	81.5 (80.6, 82.3)
University of Wollongong	84.4 (83.7, 85.1)	69.3 (68.4, 70.2)	83.2 (82.5, 83.9)	78.3 (77.3, 79.2)	87.4 (86.7, 88.0)	81.0 (80.2, 81.7)
Victoria University	81.7 (80.7, 82.6)	68.5 (67.4, 69.5)	78.1 (77.1, 79.1)	70.4 (69.2, 71.6)	81.4 (80.4, 82.3)	75.4 (74.4, 76.4)
Western Sydney University	81.9 (81.2, 82.5)	62.4 (61.6, 63.2)	78.3 (77.6, 78.9)	74.6 (73.8, 75.4)	85.3 (84.7, 85.9)	76.2 (75.5, 76.8)
<b>All Universities</b>	<b>81.3 (81.1, 81.4)</b>	<b>63.2 (63.0, 63.4)</b>	<b>80.9 (80.8, 81.1)</b>	<b>73.7 (73.5, 73.8)</b>	<b>84.8 (84.6, 84.9)</b>	<b>78.4 (78.3, 78.5)</b>

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

\*Learner Engagement scores for institutions do not include responses from external mode students to eliminate any perceived disadvantage for institutions with high proportions of external students since external students have much lower Learner Engagement scores. This is consistent with practices on the QILT website - see [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.



Figure 3 Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, 2018 and 2019 (% positive rating)

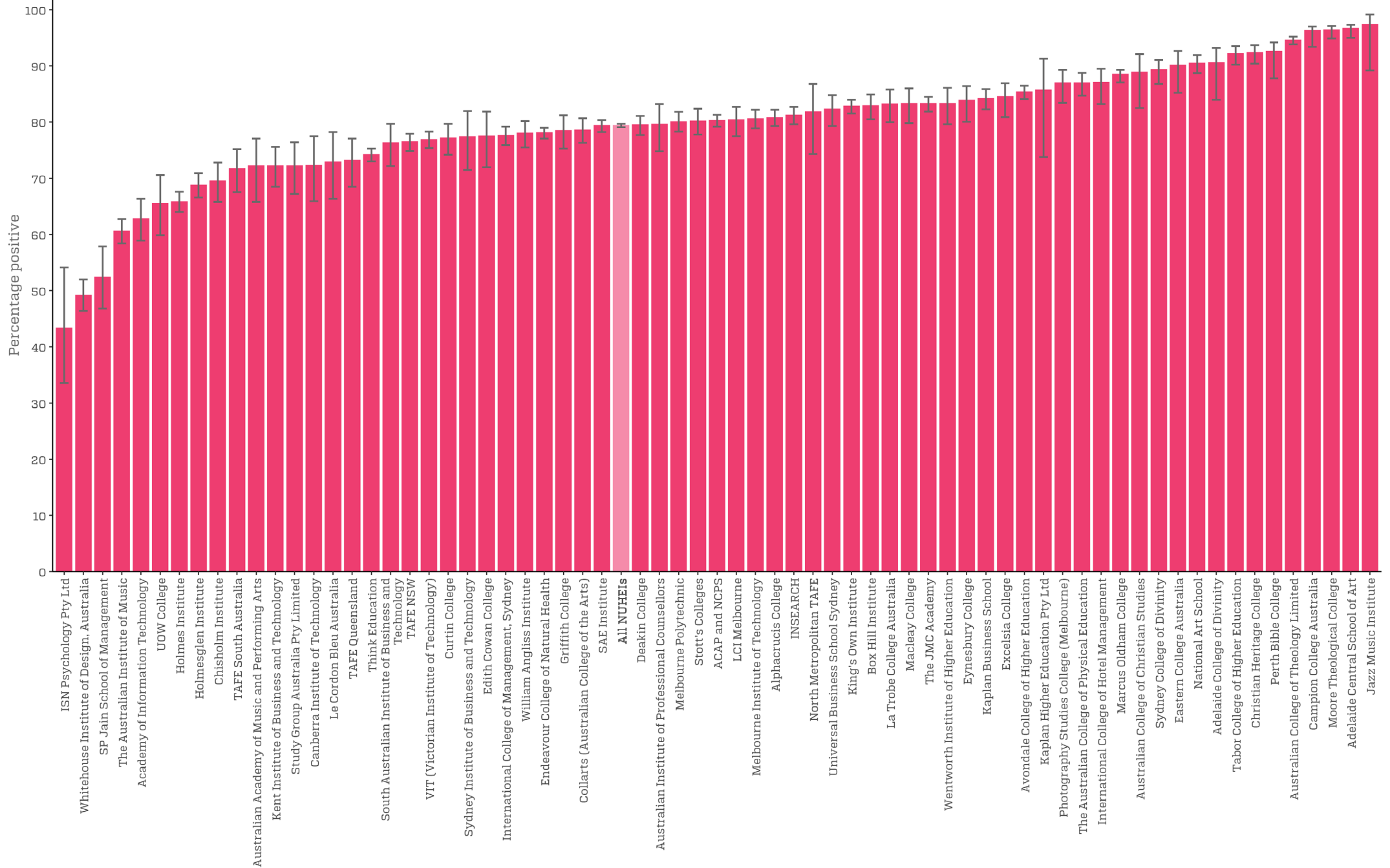


Table 5 The undergraduate student experience, by non-university higher education institution (NUHEI), 2018 and 2019 (% positive rating, with 90% confidence intervals)\*

	2019					
	SD	LE	TQ	SS	LR	OE
Academy of Information Technology	69.7 (65.8, 73.2)	60.3 (56.4, 64.0)	72.7 (68.9, 76.0)	65.6 (61.6, 69.4)	61.3 (57.1, 65.3)	62.8 (58.9, 66.4)
ACAP and NCPS	85.9 (84.9, 86.8)	55.8 (54.2, 57.4)	83.4 (82.4, 84.4)	76.0 (74.6, 77.2)	82.1 (80.8, 83.3)	80.3 (79.2, 81.3)
Adelaide Central School of Art	91.5 (89.3, 92.8)	75.1 (72.3, 77.4)	95.8 (94.1, 96.6)	94.4 (92.3, 95.5)	86.3 (83.4, 88.3)	96.7 (95.0, 97.3)
Adelaide College of Divinity	84.9 (77.8, 88.6)	76.9 (67.9, 82.4)	96.2 (90.6, 97.4)	90.0 (83.0, 92.9)	92.3 (83.7, 95.5)	90.6 (84.0, 93.2)
Alphacrucis College	82.8 (81.3, 84.2)	57.2 (54.8, 59.6)	84.5 (83.1, 85.8)	74.8 (73.0, 76.5)	81.1 (79.0, 83.0)	80.8 (79.3, 82.2)
Australian Academy of Music and Performing Arts	80.0 (73.6, 84.2)	77.8 (71.5, 82.1)	77.5 (71.1, 81.9)	61.4 (54.7, 67.3)	64.8 (58.1, 70.3)	72.2 (65.8, 77.1)
Australian College of Christian Studies	84.1 (77.3, 88.2)	51.7 (41.2, 62.0)	87.3 (80.7, 90.8)	75.8 (68.3, 81.1)	72.1 (61.8, 79.8)	88.9 (82.5, 92.1)
Australian College of Theology Limited	90.8 (89.7, 91.6)	70.0 (68.4, 71.6)	95.6 (94.8, 96.1)	92.7 (91.7, 93.5)	92.9 (91.8, 93.9)	94.6 (93.8, 95.2)
Australian Institute of Professional Counsellors	78.4 (73.4, 82.2)	(0.0, 0.0)	84.6 (80.0, 87.7)	78.2 (72.9, 82.3)	72.7 (59.2, 82.8)	79.6 (74.8, 83.2)
Avondale College of Higher Education	87.7 (86.4, 88.8)	75.6 (74.1, 77.1)	88.0 (86.8, 89.1)	86.7 (85.3, 87.9)	82.4 (80.9, 83.8)	85.4 (84.1, 86.5)
Box Hill Institute	85.8 (83.5, 87.7)	74.7 (72.0, 77.0)	87.4 (85.2, 89.1)	77.0 (74.1, 79.6)	77.7 (75.1, 80.1)	82.9 (80.5, 84.9)
Campion College Australia	93.6 (90.3, 94.7)	93.6 (90.3, 94.7)	97.2 (94.5, 97.7)	95.3 (92.2, 96.2)	90.7 (87.0, 92.3)	96.3 (93.4, 97.0)
Canberra Institute of Technology	79.6 (73.4, 84.0)	61.7 (55.1, 67.6)	72.0 (65.6, 77.3)	69.7 (62.0, 76.1)	86.4 (78.9, 90.9)	72.3 (65.9, 77.5)
Chisholm Institute	83.3 (79.8, 85.9)	60.8 (57.0, 64.3)	76.0 (72.4, 79.0)	76.9 (72.8, 80.2)	62.7 (58.7, 66.4)	69.5 (65.8, 72.8)
Christian Heritage College	91.3 (89.3, 92.8)	74.1 (71.0, 76.8)	94.3 (92.5, 95.4)	95.6 (93.9, 96.7)	82.6 (79.7, 84.9)	92.4 (90.4, 93.7)
Collarts (Australian College of the Arts)	83.6 (81.3, 85.5)	73.5 (71.0, 75.8)	83.1 (80.8, 85.0)	81.0 (78.5, 83.2)	79.1 (76.6, 81.2)	78.6 (76.3, 80.7)
Curtin College	79.5 (76.4, 82.1)	61.3 (58.0, 64.4)	81.8 (79.0, 84.2)	81.3 (78.1, 83.9)	81.5 (78.6, 84.0)	77.2 (74.2, 79.7)
Deakin College	76.4 (74.4, 78.2)	55.9 (53.8, 58.0)	79.4 (77.5, 81.0)	74.8 (72.6, 76.8)	83.7 (81.9, 85.2)	79.5 (77.7, 81.1)
Eastern College Australia	91.1 (86.3, 93.5)	68.4 (61.8, 73.7)	93.3 (88.8, 95.3)	90.8 (85.8, 93.4)	86.7 (80.4, 90.4)	90.1 (85.2, 92.7)
Edith Cowan College	83.1 (77.5, 87.1)	67.4 (61.6, 72.6)	77.2 (71.5, 81.8)	74.1 (67.8, 79.3)	83.2 (77.7, 87.2)	77.5 (72.0, 81.9)
Endeavour College of Natural Health	81.6 (80.7, 82.5)	57.1 (55.8, 58.3)	83.9 (83.1, 84.7)	71.4 (70.2, 72.5)	65.5 (64.3, 66.7)	78.1 (77.1, 79.0)
Excelsia College	86.1 (82.4, 88.5)	77.6 (73.8, 80.6)	91.7 (88.6, 93.4)	84.1 (80.1, 86.9)	79.7 (75.7, 82.7)	84.5 (80.9, 86.9)
Eynesbury College	61.8 (57.3, 65.9)	50.7 (46.5, 55.0)	67.7 (63.2, 71.4)	71.4 (66.7, 75.2)	81.4 (77.2, 84.3)	83.9 (80.1, 86.4)
Griffith College	80.4 (77.2, 83.2)	59.1 (55.5, 62.5)	80.4 (77.2, 83.1)	77.2 (73.7, 80.2)	78.9 (75.6, 81.7)	78.5 (75.3, 81.2)
Holmes Institute	73.1 (71.2, 74.8)	56.7 (54.8, 58.6)	67.6 (65.7, 69.4)	58.3 (56.2, 60.3)	50.4 (48.4, 52.3)	65.8 (64.0, 67.6)

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

Table 5 The undergraduate student experience, by non-university higher education institution (NUHEI), 2018 and 2019 (% positive rating, with 90% confidence intervals)\* CONTINUED

	2019					
	SD	LE	TQ	SS	LR	OE
Holmesglen Institute	81.5 (79.5, 83.2)	66.2 (64.0, 68.3)	75.6 (73.5, 77.5)	65.7 (63.3, 68.0)	77.4 (75.3, 79.3)	68.8 (66.6, 70.9)
INSEARCH	78.3 (76.5, 79.9)	62.5 (60.5, 64.4)	81.1 (79.4, 82.6)	74.7 (72.7, 76.6)	88.5 (87.1, 89.8)	81.2 (79.6, 82.7)
International College of Hotel Management	90.4 (86.7, 92.5)	80.6 (76.3, 83.7)	87.7 (83.8, 90.1)	88.7 (84.8, 91.1)	75.6 (70.9, 79.2)	87.1 (83.2, 89.5)
International College of Management, Sydney	83.2 (81.5, 84.6)	69.9 (68.0, 71.6)	80.8 (79.1, 82.2)	74.8 (72.9, 76.5)	71.8 (69.9, 73.6)	77.6 (75.9, 79.2)
ISN Psychology Pty Ltd	70.0 (58.7, 78.0)	66.7 (55.5, 75.1)	56.7 (45.9, 66.4)	67.9 (55.9, 76.7)	40.0 (30.7, 51.0)	43.3 (33.6, 54.1)
Jazz Music Institute	94.7 (85.9, 97.7)	81.6 (70.8, 88.2)	97.4 (89.2, 99.2)	94.4 (85.1, 97.6)	74.3 (62.4, 82.7)	97.4 (89.2, 99.2)
Kaplan Business School	80.9 (78.8, 82.8)	63.0 (60.6, 65.3)	82.5 (80.5, 84.2)	84.4 (82.4, 86.1)	77.8 (75.6, 79.8)	84.2 (82.3, 85.9)
Kaplan Higher Education Pty Ltd	80.8 (67.8, 88.0)	75.0 (62.6, 83.0)	84.6 (71.9, 90.8)	64.0 (50.5, 74.8)	84.6 (71.9, 90.8)	85.7 (73.8, 91.3)
Kent Institute of Business and Technology	75.5 (71.5, 78.9)	72.0 (68.2, 75.3)	76.8 (73.1, 80.0)	81.3 (77.5, 84.4)	73.2 (69.3, 76.7)	72.2 (68.5, 75.6)
King's Own Institute	84.1 (82.8, 85.3)	68.1 (66.5, 69.6)	86.0 (84.7, 87.1)	76.8 (75.2, 78.2)	80.3 (78.8, 81.6)	82.8 (81.5, 84.0)
La Trobe College Australia	82.5 (79.1, 85.3)	65.8 (62.0, 69.3)	81.4 (78.1, 84.2)	81.5 (77.7, 84.6)	86.3 (83.1, 88.8)	83.2 (80.0, 85.8)
LCI Melbourne	84.1 (81.2, 86.2)	74.2 (71.1, 76.8)	86.5 (83.8, 88.4)	86.2 (83.2, 88.2)	85.6 (82.8, 87.6)	80.4 (77.5, 82.7)
Le Cordon Bleu Australia	76.8 (70.4, 81.8)	62.5 (55.7, 68.6)	78.1 (71.8, 82.9)	71.0 (64.2, 76.6)	67.4 (60.6, 73.2)	72.9 (66.4, 78.2)
Macleay College	86.5 (83.1, 89.1)	75.8 (72.0, 79.2)	89.4 (86.3, 91.6)	85.7 (82.1, 88.3)	78.2 (74.3, 81.5)	83.3 (79.8, 86.0)
Marcus Oldham College	90.6 (89.1, 91.3)	87.0 (85.5, 87.8)	93.1 (91.9, 93.7)	92.0 (90.6, 92.7)	91.1 (89.5, 91.9)	88.5 (87.1, 89.3)
Melbourne Institute of Technology	79.6 (77.8, 81.3)	68.5 (66.6, 70.4)	81.1 (79.3, 82.6)	78.8 (76.9, 80.5)	81.6 (79.8, 83.1)	80.6 (78.9, 82.2)
Melbourne Polytechnic	83.4 (81.6, 85.1)	61.7 (59.5, 63.8)	81.7 (79.9, 83.4)	77.7 (75.5, 79.6)	75.6 (73.5, 77.5)	80.1 (78.3, 81.8)
Moore Theological College	95.4 (93.8, 96.3)	90.4 (88.4, 91.7)	97.3 (95.9, 97.9)	96.4 (94.8, 97.2)	96.9 (95.5, 97.6)	96.4 (94.9, 97.1)
National Art School	86.3 (84.1, 88.0)	76.6 (74.2, 78.7)	90.1 (88.3, 91.5)	80.0 (77.3, 82.3)	85.2 (83.0, 87.0)	90.5 (88.7, 91.9)
North Metropolitan TAFE	90.8 (84.1, 94.1)	72.7 (64.7, 79.0)	89.4 (82.7, 93.0)	67.8 (58.9, 75.1)	78.1 (70.1, 83.8)	81.8 (74.3, 86.8)
Perth Bible College	98.5 (94.5, 98.7)	87.5 (81.4, 90.1)	98.5 (94.6, 98.7)	98.4 (94.2, 98.7)	98.3 (93.7, 98.8)	92.6 (87.8, 94.2)
Photography Studies College (Melbourne)	85.4 (81.6, 87.9)	74.0 (69.8, 77.3)	86.1 (82.4, 88.5)	79.9 (75.4, 83.1)	89.5 (86.0, 91.6)	87.0 (83.4, 89.3)
SAE Institute	84.3 (83.2, 85.2)	78.8 (77.6, 79.8)	84.6 (83.6, 85.6)	84.4 (83.3, 85.5)	82.0 (80.8, 83.0)	79.4 (78.2, 80.4)
South Australian Institute of Business and Technology	77.4 (73.0, 81.0)	58.0 (53.6, 62.2)	79.9 (75.9, 83.1)	78.4 (74.0, 82.1)	87.4 (83.7, 90.1)	76.3 (72.2, 79.7)
SP Jain School of Management	82.9 (77.6, 86.7)	74.6 (69.2, 79.0)	69.2 (63.4, 74.1)	68.4 (62.5, 73.5)	47.9 (42.1, 53.8)	52.4 (46.8, 57.9)

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

Table 5 The undergraduate student experience, by non-university higher education institution (NUHEI), 2018 and 2019 (% positive rating, with 90% confidence intervals)\* CONTINUED

	2019					
	SD	LE	TQ	SS	LR	OE
Stott's Colleges	82.1 (79.5, 84.3)	65.3 (62.4, 67.9)	80.9 (78.3, 83.1)	75.2 (72.3, 77.8)	65.3 (62.3, 68.1)	80.2 (77.8, 82.4)
Study Group Australia Pty Limited	76.8 (72.0, 80.8)	51.1 (45.4, 56.7)	76.9 (72.2, 80.8)	68.8 (63.5, 73.4)	77.8 (72.5, 82.1)	72.2 (67.2, 76.4)
Sydney College of Divinity	88.0 (85.4, 90.0)	66.2 (60.8, 71.1)	93.9 (91.9, 95.3)	87.7 (85.0, 89.8)	84.8 (80.7, 88.0)	89.3 (86.8, 91.1)
Sydney Institute of Business and Technology	76.0 (69.5, 81.1)	60.9 (54.5, 66.7)	70.6 (64.2, 76.1)	74.7 (68.0, 80.2)	82.9 (76.9, 87.1)	77.4 (71.5, 82.0)
Tabor College of Higher Education	94.2 (92.4, 95.4)	81.5 (78.5, 83.9)	95.1 (93.4, 96.2)	93.6 (91.6, 95.0)	88.2 (85.6, 90.1)	92.2 (90.2, 93.5)
TAFE NSW	84.2 (82.8, 85.5)	63.6 (61.8, 65.3)	81.3 (79.8, 82.7)	71.8 (69.9, 73.5)	67.7 (65.8, 69.4)	76.5 (74.9, 77.9)
TAFE Queensland	80.5 (76.1, 83.9)	67.7 (62.9, 71.9)	74.5 (69.9, 78.4)	72.6 (67.5, 76.9)	75.8 (71.1, 79.6)	73.2 (68.5, 77.1)
TAFE South Australia	75.3 (71.1, 78.7)	57.0 (52.6, 61.1)	76.7 (72.5, 80.0)	68.3 (63.3, 72.5)	73.6 (69.2, 77.2)	71.7 (67.5, 75.2)
The Australian College of Physical Education	88.4 (86.1, 90.1)	67.3 (64.1, 70.3)	90.4 (88.3, 91.9)	88.3 (86.0, 90.1)	92.3 (90.2, 93.8)	87.0 (84.7, 88.8)
The Australian Institute of Music	74.3 (72.1, 76.2)	61.4 (59.1, 63.5)	71.3 (69.2, 73.3)	69.2 (66.8, 71.4)	59.7 (57.3, 61.9)	60.6 (58.4, 62.8)
The JMC Academy	85.1 (83.7, 86.4)	78.9 (77.3, 80.3)	86.1 (84.7, 87.2)	84.8 (83.2, 86.1)	79.6 (78.1, 81.1)	83.3 (81.9, 84.5)
Think Education	76.0 (74.8, 77.2)	46.4 (44.9, 48.0)	81.3 (80.2, 82.3)	72.0 (70.5, 73.3)	68.8 (67.2, 70.4)	74.2 (73.0, 75.3)
Universal Business School Sydney	85.4 (82.4, 87.8)	69.7 (66.3, 72.9)	88.5 (85.8, 90.6)	77.6 (74.1, 80.7)	72.6 (69.1, 75.9)	82.3 (79.3, 84.8)
UOW College	66.7 (60.9, 71.8)	57.2 (51.5, 62.7)	70.6 (65.0, 75.4)	67.4 (61.3, 72.8)	78.4 (73.1, 82.7)	65.5 (59.9, 70.6)
VIT (Victorian Institute of Technology)	75.1 (73.4, 76.6)	67.2 (65.6, 68.8)	76.9 (75.3, 78.3)	76.4 (74.7, 77.9)	71.8 (70.1, 73.4)	76.9 (75.4, 78.3)
Wentworth Institute of Higher Education	82.4 (78.3, 85.5)	74.0 (69.9, 77.5)	85.1 (81.3, 87.8)	81.0 (76.8, 84.2)	78.0 (73.8, 81.4)	83.3 (79.6, 86.1)
Whitehouse Institute of Design, Australia	61.7 (58.7, 64.4)	51.8 (48.9, 54.6)	51.1 (48.3, 54.0)	50.0 (46.9, 53.1)	41.6 (38.8, 44.6)	49.2 (46.4, 52.0)
William Angliss Institute	82.3 (79.9, 84.3)	62.0 (59.3, 64.7)	79.0 (76.5, 81.2)	75.0 (72.1, 77.6)	72.9 (70.2, 75.3)	78.0 (75.5, 80.2)
<b>All NUHEIs</b>	<b>82.2 (82.0, 82.5)</b>	<b>65.9 (65.6, 66.2)</b>	<b>82.8 (82.5, 83.0)</b>	<b>77.5 (77.2, 77.8)</b>	<b>76.3 (75.9, 76.6)</b>	<b>79.4 (79.1, 79.7)</b>

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

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

\*Learner Engagement scores for institutions do not include responses from external mode students to eliminate any perceived disadvantage for institutions with high proportions of external students since external students have much lower Learner Engagement scores This is consistent with practices on the QILT website - see [www.qilt.edu.au/about-this-site/student-experience](http://www.qilt.edu.au/about-this-site/student-experience) for further details.

## 6 International comparisons

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

The quality of the entire educational experience item in the SES, for example, is similar to the 'overall experience' question in the National Survey of Student Engagement (NSSE)<sup>1</sup>. The NSSE collects information on student participation from first year and senior year students in programs and activities that institutions provide for their personal development. It is administered widely in the United States of America (USA) and Canada. In the USA, the 2019 NSSE was administered to 281,000 students from 491 institutions.<sup>2</sup> However, note the NSSE is only administered to a subset of institutions in the USA which number more than 2,500 in total. Similarly, in Canada across 2017 and 2018 NSSE was administered to 138,000 students from 72 universities,<sup>3</sup> a subset of universities in Canada which number over 90. If the institutions that participate in NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level.

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, reducing the potential for non-random selection inherent in the NSSE.

Comparison of results from the 2019 SES with those from similar surveys in the United States of America and Canada (the National Survey of Student Experience, NSSE), and the United Kingdom (the National Student

Survey, NSS), show Australian students continue to rate their higher education experience lower than their counterparts in these countries. Figure 4 shows in 2019, 78 per cent of Australian students rated their overall educational experience positively, compared with 86 per cent of students in the United States, 84 per cent of students in the United Kingdom and 80 per cent of students in Canada (latest available data for Canada refers to 2017 and 2018 combined). It is important to remember these results do not account for potential differences in the composition of the respective undergraduate student populations, nor methodological differences between the two surveys, nor timing differences between the surveys.

---

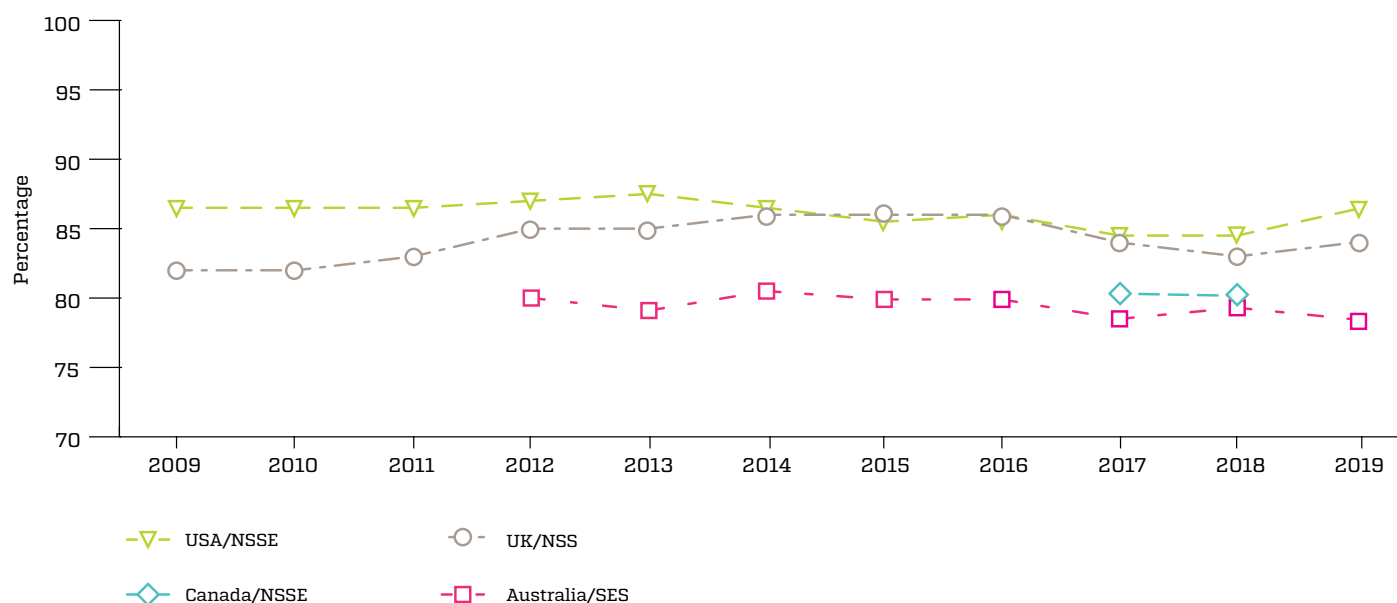
<sup>1</sup>How would you evaluate your entire educational experience at this institution?'

<sup>2</sup>Indiana University. (2019). NSSE 2019 Overview. Retrieved 4 Dec., 2019, from [http://nsse.indiana.edu/html/Nsse\\_overview\\_2019.cfm](http://nsse.indiana.edu/html/Nsse_overview_2019.cfm)

<sup>3</sup>Indiana University. (2017). NSEE 2017 Overview. Retrieved 4 Dec., 2019, from [http://nsse.indiana.edu/2017\\_Institutional\\_Report/pdf/NSSE\\_Overview\\_2017.pdf](http://nsse.indiana.edu/2017_Institutional_Report/pdf/NSSE_Overview_2017.pdf)

<sup>4</sup>Overall, I am satisfied with the quality of the [this] course.' HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\\_nss.html](http://www.thestudentsurvey.com/the_nss.html).

Figure 4 Student ratings of overall educational experience, United States, Canada, United Kingdom and Australia, 2009-2019 (% positive rating or satisfaction)



Australian students rate their higher education experience lower than their counterparts in the USA, Canada and the UK but higher than most European countries except for Georgia and Iceland

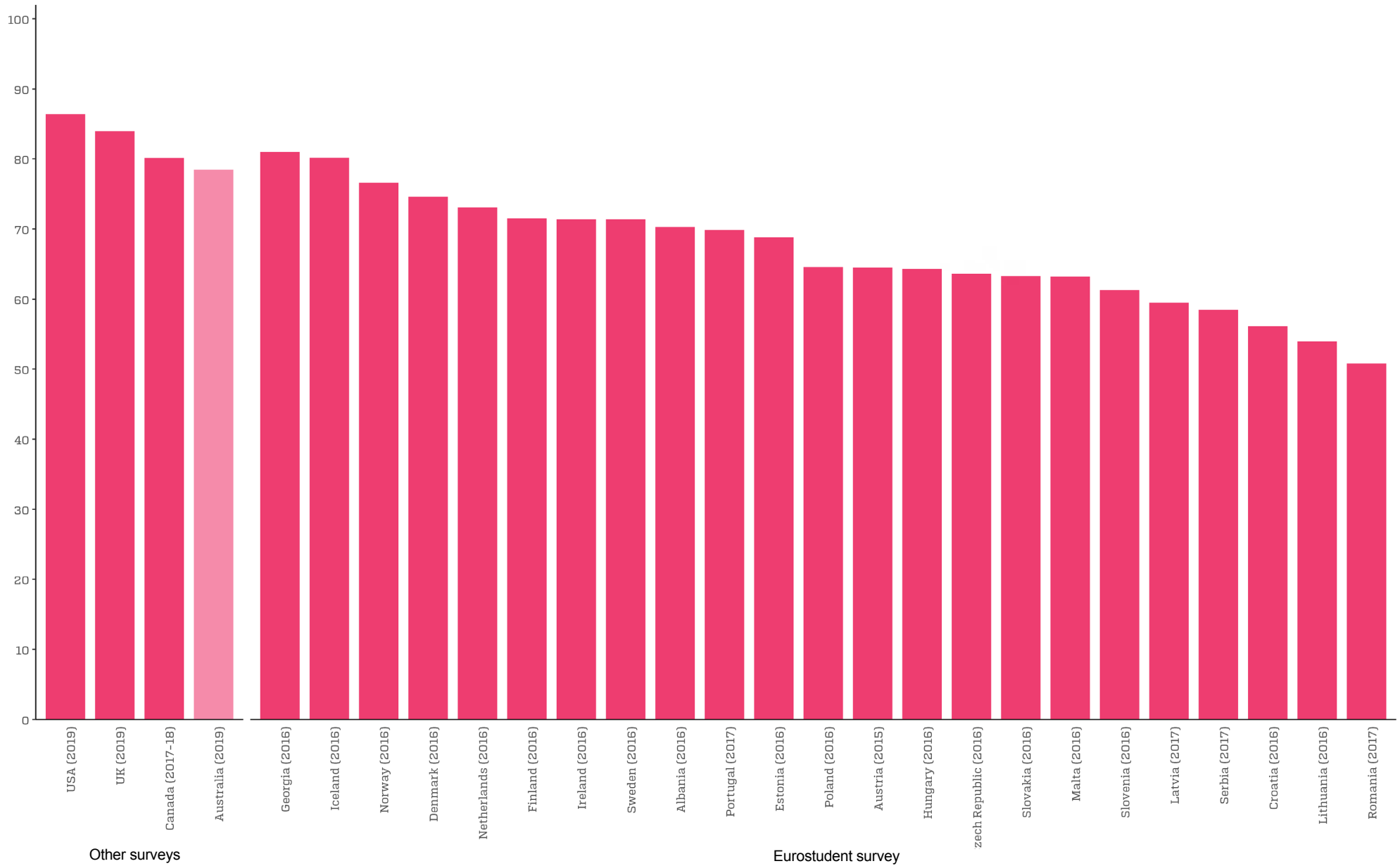
Sources: National Survey of Student Engagement; National Student Survey; Student Experience Survey.

The OECD's Education at a Glance 2019 adds information from the Eurostudent survey for European countries and compares this with information from the SES, NSSE and NSS. The Eurostudent survey contains an item asking whether students would recommend their study program to others, whereas survey items for Australia, the USA, Canada and the UK relate to overall student experience/satisfaction. As the OECD notes, although measuring similar concepts, it is important to acknowledge differences in survey methodologies and the

precise wording of survey items can have a substantial impact on results. Also, survey results can be affected by the differences in the demographic makeup of student cohorts, differences in national cultures and expectations of education and the timing of surveys.

Nevertheless, Figure 5 shows Australia reported higher student ratings than most European countries. Only Georgia, 81 per cent and Iceland, 80 per cent, reported higher student ratings than Australia, 78 per cent.

Figure 5 Overall assessment of study program (% positive rating), all students\*



\* Year of collection is in brackets for each country

## 7 Likelihood to consider departing higher education

In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving higher education in 2019. Overall, 20 per cent of undergraduate students indicated that they had considered leaving, which is slightly higher than the 19 per cent reported in 2018 and 18 per cent in 2016, but similar to the 20 per cent reported in 2017.

Undergraduate students who considered leaving their university in 2019 were also asked to indicate, from a list of 30 possible reasons, why they had considered doing so. These are summarised in Table 6. Students could select as many reasons as applied, so the percentages do not sum to 100.

The most common reasons for considering departure relate to situational factors, such as health or stress (46 per cent), study/life balance (30 per cent), the need to do paid work (27 per cent), difficulties relating to workload (25 per cent), unspecified personal reasons (25 per cent) and financial difficulties (23 per cent). The fact that these reasons were indicated by a large percentage of students in the 2019 survey and in previous surveys, underscores the importance of student support in terms of assisting students to continue with their studies.

As in previous years, the most common (arguably) institutional factor indicated by students in 2019 was that their expectations had not been met (22 per cent), career prospects (18 per cent) and quality concerns (16 per cent), which may indicate that further analysis of student expectations and their goals and evaluation of their higher education experience would be beneficial in discussions around attrition and retention.

Several dispositional factors were also relatively common, including a need to take a break (24 per cent), boredom/lack of interest (with 21 per cent), and a change in direction (16 per cent).



of undergraduate students had considered leaving higher education in 2019, with 46% of those respondents citing health or stress reasons



Table 6 Selected reasons for considering early departure among undergraduate students, 2018 and 2019

	Per cent considering departure	
	2018	2019
Health or stress	45	46
Study / life balance	30	30
Need to do paid work	27	27
Workload difficulties	25	25
Personal reasons	25	25
Need a break	24	24
Financial difficulties	23	23
Expectations not met	22	22
Boredom/lack of interest	21	21
Academic support	18	19
Career prospects	19	18
Paid work responsibilities	18	17
Change of direction	17	16
Family responsibilities	16	16
Quality concerns	15	16
Commuting difficulties	12	13

	Per cent considering departure	
	2018	2019
Other	12	13
Academic exchange	10	10
Fee difficulties	10	10
Administrative support	9	10
Institution reputation	9	10
Gap year / deferral	10	9
Social reasons	9	9
Other opportunities	8	8
Moving residence	7	6
Standards too high	6	6
Travel or tourism	6	6
Graduating	6	5
Received other offer	6	5
Government assistance	3	3



# Appendices

# 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.

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.

Records conforming to the target population definition were extracted from the national HEIMS Submission 1 Student File, with individual institutions asked to confirm that the selected students were still current and to provide relevant contact details.

Table 7 provides a summary of the 2019 SES. A total of 674,144 students from 118 institutions were approached to participate in SES. From a final in-scope sample of 617,146 students, responses were received from a total of 263,137 students which equated to 277,868 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 42.6 per cent.

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.

Table 7 2019 SES operational overview: undergraduate and post graduate coursework

Project element	Universities	NUHEIs	Total
Number of participating institutions	41	77	118
Number of students approached	603,322	70,822	674,144
Final 'in-scope' sample	552,886	64,260	617,146
Number of completed surveys (unique student respondents)	235,090	27,777	262,867
Number of completed surveys (student respondents per unique course enrolment)	235,243	27,894	263,137

Table 7 2019 SES operational overview: undergraduate and post graduate coursework CONTINUED

Project element	Universities	NUHEIs	Total
Number of completed surveys (student responses per course component – double degrees counted per component response)	249,842	28,026	277,868
Overall response rate	42.5%	43.2%	42.6%
Analytic unit	Course	Course	Course
Data collection period	August-October	August-October	August-October
Mode of data collection	Online	Online	Online

### 1.1.2: Data collection

The main online survey took place in August 2019, with a secondary collection in September 2019 for trimester institutions. A number of institutions commissioned post-main online fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions into October.

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 2019 SES featured an email invitation to complete the survey, followed by nine reminder emails, two to three SMS reminders, and telephone reminder calls for student sub-groups identified as having a high risk of non-response.

Refer to the 2019 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 8 shows 2019 SES response rates by institution. Whilst the overall response rate was 42.6 per cent, institutional response rates ranged from 83.5 per cent to 17.4 per cent. Across universities, the response rates ranged between a high of 57.7 per cent and a low of 29.8 per cent.

Please note that there has been a small methodological change in the way in which response rates are calculated in 2019. For a more detailed discussion of this change, please refer to the 2019 SES Methodological Report available from the [QILT Website](#).

Table 8 SES response rate by institution

Institution	2019 Response Rate
Academy of Information Technology	43.0
ACAP and NCPS	53.0
Adelaide Central School of Art	73.3
Adelaide College of Divinity	62.6
Alphacrucis College	44.5
Australian Academy of Music and Performing Arts	56.3
Australian Catholic University	43.9
Australian College of Christian Studies	53.0
Australian College of Nursing	35.6
Australian College of Theology Limited	57.4
Australian Institute of Business Pty Ltd	39.6
Australian Institute of Management Education & Training	47.0
Australian Institute of Professional Counsellors	44.4
Avondale College of Higher Education	58.2
BBI - The Australian Institute of Theological Education	42.2
Bond University	47.6
Box Hill Institute	41.9
Campion College Australia	71.2
Canberra Institute of Technology	45.2
Central Queensland University	44.9
Charles Darwin University	46.8
Charles Sturt University	40.6
Chisholm Institute	56.7
Christian Heritage College	47.1

Institution	2019 Response Rate
Collarts (Australian College of the Arts)	48.0
Curtin College	40.5
Curtin University	40.3
Deakin College	47.3
Deakin University	45.2
Eastern College Australia	47.1
Edith Cowan College	35.1
Edith Cowan University	46.4
Endeavour College of Natural Health	41.5
Excelsia College	64.3
Eynesbury College	64.8
Federation University Australia	45.5
Flinders University	44.1
Griffith College	23.7
Griffith University	34.0
Health Education & Training Institute	37.5
Holmes Institute	35.6
Holmesglen Institute	34.9
INSEARCH	17.4
International College of Hotel Management	51.5
International College of Management, Sydney	58.3
ISN Psychology Pty Ltd	68.1
James Cook University	46.7
Jazz Music Institute	34.4
Kaplan Business School	43.6
Kaplan Higher Education Pty Ltd	37.0

Table 8 SES response rate by institution CONTINUED

Institution	2019 Response Rate
Kent Institute of Business and Technology	32.2
King's Own Institute	53.8
La Trobe College Australia	35.5
La Trobe University	41.7
LCI Melbourne	69.5
Le Cordon Bleu Australia	41.8
Macleay College	35.9
Macquarie University	47.4
Marcus Oldham College	83.5
Melbourne Institute of Technology	43.1
Melbourne Polytechnic	41.5
Monash University	46.4
Moore Theological College	60.6
Morling College	55.3
Murdoch University	38.7
Nan Tien Institute	57.7
National Art School	48.2
North Metropolitan TAFE	38.5
Perth Bible College	60.0
Photography Studies College (Melbourne)	54.2
Queensland University of Technology	33.0
RMIT University	35.7
SAE Institute	48.8
South Australian Institute of Business and Technology	39.7
Southern Cross University	44.6
SP Jain School of Management	47.6

Institution	2019 Response Rate
Stott's Colleges	42.2
Study Group Australia Pty Limited	38.9
Swinburne University of Technology	44.6
Sydney College of Divinity	41.1
Sydney Institute of Business and Technology	37.0
Tabor College of Higher Education	52.7
TAFE NSW	41.9
TAFE Queensland	44.4
TAFE South Australia	55.2
The Australian College of Physical Education	40.8
The Australian Institute of Music	47.9
The Australian National University	34.7
The Cairnmillar Institute	57.6
The JMC Academy	38.7
The MIECAT Institute	63.6
The University of Adelaide	53.1
The University of Melbourne	48.7
The University of Notre Dame Australia	47.4
The University of Queensland	43.1
The University of South Australia	38.6
The University of Sydney	29.8
The University of Western Australia	33.2
Think Education	52.5
Torrens University	45.9
Universal Business School Sydney	30.7
University of Canberra	45.8
University of Divinity	57.7

Table 8 SES response rate by institution CONTINUED

Institution	2019 Response Rate
University of New England	50.2
University of New South Wales	46.6
University of Newcastle	45.4
University of Southern Queensland	53.1
University of Tasmania	50.6
University of Technology Sydney	43.8
University of the Sunshine Coast	52.8
University of Wollongong	49.0
UOW College	29.2
Victoria University	41.9
VIT (Victorian Institute of Technology)	50.9
Wentworth Institute of Higher Education	54.9
Western Sydney University	42.4
Whitehouse Institute of Design, Australia	62.6
William Angliss Institute	41.0

A time series view of response rate by institution is available from the [QILT Website](#) in the additional tables associated with this report as listed in Appendix 7 Additional Tables.

### 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 Tables 9 and 10.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2019 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 2.2 and 3.2 percentage points respectively, relative to population parameters. For postgraduate coursework students this pattern is also evident, with an under-representation of 3.0 percentage points and 2.0 percentage points respectively. The under-representation of international students is more prominent in 2019, relative to 2018, which suggests that this could be considered as an area of response maximisation focus for the 2020 SES.

As has consistently been the case since 2012, the largest potential source of non-response bias is in relation to gender. Male students are under-represented in the responding undergraduate sample by 7.6 percentage points (6.5 percentage points in 2018 and 7.1 percentage points in 2017). The under-representation of male students is less pronounced for postgraduate coursework

students at 4.2 percentage points (2.9 percentage points in 2018 and 3.7 percentage points in 2017). The increase in male under-representation in 2019 relative to other recent implementations suggests that this should also be considered as an area for renewed response maximisation focus in 2020.

Younger undergraduate students are also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.6 percentage points in 2019 (2.1 percentage points in 2018 and 2.6 in 2017). Postgraduate coursework students under the age of 25 are under-represented by 4.7 percentage points (3.3 percentage points in 2018 and 4.7 percentage points in 2017). There is a corresponding over-representation of older students, with postgraduate coursework students aged 40 and over are over-represented by 3.3 percentage points (2.8 percentage points in 2018 and 3.8 percentage points in 2017). This same age group of undergraduate domestic students are over-represented by 1.8 percentage points (1.5 percentage points in both 2018 and 2017).

Socio-economic background is highly representative with undergraduate students from high socio-economic backgrounds are slightly less likely to respond to the SES by 1.1 percentage points with those from medium and low socio-economic backgrounds slightly over-represented by 0.5 and 0.6 percentage points respectively. Postgraduate coursework students were very highly representative with less than a 0.2 percentage point variation between the population and response percentage.

Student location is also highly representative with, undergraduates in metropolitan areas somewhat under-represented compared with those from regional/remote locations by 2.5 percentage points and postgraduate coursework students from metropolitan areas slightly under-represented by 1.1 percentage points.



Table 9 2019 Undergraduate SES response characteristics and population parameters by subgroup\*

	Group/Subgroup	SES respondents		In-scope population	
		n	%	n	%
Stage of studies	<b>Commencing</b>	103,247	57.3	250,301	54.4
	<b>Later Year**</b>	76,928	42.7	209,520	45.6
Gender	<b>Male</b>	64,194	35.7	198,935	43.3
	<b>Female</b>	115,806	64.3	260,522	56.7
Age	<b>Under 25</b>	139,154	77.2	367,117	79.8
	<b>25 to 29</b>	15,502	8.6	41,417	9.0
	<b>30 to 39</b>	14,274	7.9	31,220	6.8
	<b>40 and over</b>	11,245	6.2	20,067	4.4
Indigenous	<b>Indigenous</b>	2,570	1.4	6,275	1.4
	<b>Non-Indigenous</b>	177,605	98.6	453,546	98.6
Home language	<b>English</b>	152,051	84.4	377,806	82.2
	<b>Other</b>	28,124	15.6	82,015	17.8
Disability	<b>Disability reported</b>	11,240	6.2	24,951	5.4
	<b>No disability reported</b>	168,935	93.8	434,870	94.6
Study mode†	<b>Internal/Mixed study mode</b>	164,145	91.1	420,499	91.4
	<b>External study mode</b>	16,030	8.9	39,322	8.6
Residence status	<b>Domestic student</b>	148,107	82.2	363,386	79.0
	<b>International student</b>	32,065	17.8	96,417	21.0
First in family status††	<b>First in family</b>	37,138	43.3	88,973	43.5
	<b>Not first in family</b>	48,678	56.7	115,580	56.5
Socio-economic status	<b>High</b>	45,332	30.8	115,178	31.9
	<b>Medium</b>	75,646	51.5	184,195	51.0
	<b>Low</b>	25,977	17.7	61,913	17.1

Table 9 2019 Undergraduate SES response characteristics and population parameters by subgroup\* CONTINUED

	Group/Subgroup	SES respondents		In-scope population	
		n	%	n	%
Location	<b>Metro</b>	111,303	76.8	281,694	79.3
	<b>Regional/remote</b>	33,531	23.2	73,522	20.7
<b>Total</b>		<b>180,175</b>	<b>100.0</b>	<b>459,821</b>	<b>100.0</b>

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

\*\*Later year includes Middle Year students where for NUHEIs, a census was conducted (refer to 2019 SES Methodological Report for more details).

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

††First in family status includes commencing students only.

Table 10 2019 Postgraduate coursework SES response characteristics and population parameters by subgroup\*

	Group/subgroup	SES respondents		In-scope population	
		n	%	n	%
Stage of studies	<b>Commencing</b>	41,770	50.3	102,418	47.8
	<b>Later Year**</b>	41,192	49.7	111,905	52.2
Gender	<b>Male</b>	34,188	41.2	97,262	45.4
	<b>Female</b>	48,731	58.8	116,956	54.6
Age	<b>Under 25</b>	32,207	38.8	93,188	43.5
	<b>25 to 29</b>	22,627	27.3	60,327	28.1
	<b>30 to 39</b>	16,205	19.5	37,040	17.3
	<b>40 and over</b>	11,919	14.4	23,759	11.1
Indigenous	<b>Indigenous</b>	485	0.6	1,262	0.6
	<b>Non-Indigenous</b>	82,477	99.4	213,061	99.4
Home language	<b>English</b>	51,655	62.3	127,019	59.3
	<b>Other</b>	31,307	37.7	87,304	40.7
Disability	<b>Disability reported</b>	2,585	3.1	5,824	2.7
	<b>No disability reported</b>	80,377	96.9	208,499	97.3

Table 10 2019 Postgraduate coursework SES response characteristics and population parameters by subgroup\* CONTINUED

	Group/subgroup	SES respondents		In-scope population	
		n	%	n	%
Study mode†	Internal/Mixed study mode	67,177	81.0	173,899	81.1
	External study mode	15,785	19.0	40,424	18.9
Residence status	Domestic student	39,454	47.6	97,687	45.6
	International student	43,502	52.4	116,613	54.4
First in family status††	First in family	12,910	41.6	30,956	40.8
	Not first in family	18,123	58.4	44,941	59.2
Socio-economic status	High	15,513	40.2	38,314	40.1
	Medium	18,027	46.7	44,554	46.7
	Low	5,025	13.0	12,576	13.2
Location	Metro	29,663	79.8	74,380	80.9
	Regional/remote	7,499	20.2	17,563	19.1
Total		<b>82,962</b>	<b>100.0</b>	<b>214,323</b>	<b>100.0</b>

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

\*\*Later year includes Middle Year students where for NUHEIs a census was conducted (refer to 2019 SES Methodological Report for more details).

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

††First in family status includes commencing students only.

The sample also closely matched the in-scope population in terms of study area (see Tables 11 and 12). 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 (4.1 percentage points and 3.1 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 2019, similar to the previous year, the largest study area in the undergraduate population was Business and management with 21.0 per cent. Humanities, culture and social sciences with 10.5 per cent was the second highest overall. Science and mathematics was third largest overall with 9.3 per cent. In total, these three study areas constitute 40.8 per cent (down from 41.7 per cent in 2018 and 43.4 per cent in 2017) of the undergraduate SES higher education population.

The postgraduate coursework population was also dominated by Business and management students, representing 32.3 per cent of the population followed by Computing and information systems with 11.9 per cent and Teacher education with 10.9 per cent. Together, these three study areas contribute 55.1 per cent of the total 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 11 2019 undergraduate SES student response characteristics and population parameters by study area**

Study area	SES respondents		In-scope population	
	n	%	n	%
Science and mathematics	19,660	10.1	46,342	9.3
Computing and information systems	9,332	4.8	26,948	5.4
Engineering	11,721	6.0	32,256	6.5
Architecture and built environment	4,687	2.4	13,922	2.8
Agriculture and environmental studies	2,255	1.2	4,848	1.0
Health services and support	15,448	7.9	38,272	7.7
Medicine	1,420	0.7	2,893	0.6
Nursing	18,676	9.6	41,707	8.4
Pharmacy	1,392	0.7	3,118	0.6
Dentistry	726	0.4	1,568	0.3
Veterinary science	718	0.4	1,591	0.3
Rehabilitation	3,202	1.6	7,012	1.4
Teacher education	13,855	7.1	32,703	6.5
Business and management	32,824	16.9	104,744	21.0

Table 11 2019 undergraduate SES student response characteristics and population parameters by study area CONTINUED

Study area	SES respondents		In-scope population	
	n	%	n	%
Humanities, culture and social sciences	21,566	11.1	52,355	10.5
Social work	4,186	2.2	9,185	1.8
Psychology	8,427	4.3	18,432	3.7
Law and paralegal studies	7,281	3.7	18,256	3.7
Creative arts	9,823	5.0	24,286	4.9
Communications	6,810	3.5	17,121	3.4
Tourism, Hospitality, Personal services, Sport and recreation	641	0.3	1,866	0.4
<b>Total</b>	<b>194,650</b>	<b>100.0</b>	<b>499,425</b>	<b>100.0</b>

Table 12 2019 postgraduate coursework SES student response characteristics and population parameters by study area

Study area	SES respondents		In-scope population	
	n	%	n	%
Science and mathematics	2,626	3.2	5,894	2.7
Computing and information systems	9,263	11.1	25,486	11.9
Engineering	5,567	6.7	14,907	6.9
Architecture and built environment	2,327	2.8	6,334	2.9
Agriculture and environmental studies	1,094	1.3	2,268	1.1
Health services and support	5,124	6.2	12,436	5.8
Medicine	2,123	2.6	5,751	2.7
Nursing	3,527	4.2	9,313	4.3
Pharmacy	256	0.3	956	0.4
Dentistry	285	0.3	845	0.4
Veterinary science	241	0.3	566	0.3
Rehabilitation	722	0.9	1,847	0.9
Teacher education	9,866	11.9	23,468	10.9

Table 12 2019 postgraduate coursework SES student response characteristics and population parameters by study area CONTINUED

Study area	SES respondents		In-scope population	
	n	%	n	%
Business and management	24,325	29.2	69,471	32.3
Humanities, culture and social sciences	5,123	6.2	10,973	5.1
Social work	3,342	4.0	6,837	3.2
Psychology	2,343	2.8	4,738	2.2
Law and paralegal studies	2,303	2.8	6,242	2.9
Creative arts	1,100	1.3	2,565	1.2
Communications	1,448	1.7	3,495	1.6
Tourism, Hospitality, Personal services, Sport and recreation	213	0.3	621	0.3
<b>Total</b>	<b>83,218</b>	<b>100.0</b>	<b>215,013</b>	<b>100.0</b>

## 1.4 Precision of national estimates

As the 2019 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, Tables 13 and 14, and Tables 15 and 16, present student ratings of the quality of the entire educational experience and the quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Given that the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in Appendix 5.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for undergraduate students, for example, the 90 per cent confidence interval remains consistent with previous surveys in the series at around 0.2 percentage points for educational experience and quality of teaching (see bottom row of Table 13 and Table 15).

Similarly, for postgraduate coursework students the 90 percent confidence interval is also relatively small at around 0.4 percentage points for Quality of entire educational experience and quality of teaching (see bottom row of Table 14 and Table 16).

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 14).

The study areas with the smallest populations and widest confidence intervals were Tourism, hospitality, personal services, sport and recreation, Dentistry, and Veterinary Science with widths of 4.3 to 3.5 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 the entire educational experience with 5.0 percentage points and 2.1 percentage points (refer Table 14).

As seen in Table 16, in relation to study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the quality of the entire educational experience and quality of teaching with Dentistry, Tourism, hospitality, personal services, sport and recreation, Pharmacy and Veterinary science with intervals between 7.8 and 6.1 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 Tables 13 to 16 suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

Table 13 Percentage positive ratings, undergraduates by student sub-group, 2019 (with 90% confidence intervals)

		Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	81.2 (81.0, 81.3)	82.4 (82.2, 82.5)
	Later year	74.8 (74.6, 75.0)	76.4 (76.2, 76.6)
Gender	Male	76.1 (75.8, 76.3)	77.3 (77.1, 77.5)
	Female	79.8 (79.6, 79.9)	81.2 (81.1, 81.4)
Indigenous	Indigenous	79.9 (78.9, 80.9)	80.7 (79.7, 81.6)
	Non-Indigenous	78.4 (78.3, 78.6)	79.8 (79.7, 79.9)
Home language	Home language – English	79.0 (78.9, 79.1)	80.4 (80.3, 80.5)
	Home language – Other	75.4 (75.0, 75.7)	76.6 (76.3, 77.0)
Disability	Disability reported	76.3 (75.9, 76.8)	78.5 (78.1, 79.0)
	No disability reported	78.6 (78.5, 78.7)	79.9 (79.8, 80.0)
Study mode**	Internal/Mixed study mode	78.2 (78.1, 78.4)	79.6 (79.5, 79.8)
	External study mode	81.0 (80.6, 81.4)	82.1 (81.7, 82.4)
Residence status	Domestic student	79.1 (79.0, 79.2)	80.5 (80.3, 80.6)
	International student	75.3 (75.0, 75.7)	76.7 (76.4, 77.0)
First in family status†	First in family	82.3 (82.1, 82.6)	83.6 (83.3, 83.8)
	Not first in family	81.3 (81.1, 81.6)	82.3 (82.1, 82.5)
Socio-economic status	High	79.4 (79.1, 79.6)	80.8 (80.5, 81.0)
	Medium	79.4 (79.2, 79.6)	80.6 (80.4, 80.8)
	Low	77.9 (77.6, 78.2)	79.7 (79.4, 80.0)
Location	Metro	79.0 (78.8, 79.1)	80.3 (80.2, 80.4)
	Regional/Remote	79.7 (79.4, 80.0)	81.2 (80.9, 81.4)
Total		<b>78.5 (78.3, 78.6)</b>	<b>79.8 (79.7, 80.0)</b>

\*Later year includes Middle Year students where for NUHEIs a census was conducted (refer to 2019 SES Methodological Report for more details).

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

†First in family status includes commencing students only.



Table 14 Percentage positive ratings, postgraduate coursework by student sub-group, 2019 (with 90% confidence intervals)

		Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	77.2 (76.9, 77.5)	78.7 (78.4, 78.9)
	Later year	74.8 (74.5, 75.1)	75.2 (74.9, 75.5)
Gender	Male	74.9 (74.6, 75.2)	74.9 (74.5, 75.2)
	Female	76.8 (76.5, 77.0)	78.4 (78.1, 78.6)
Indigenous	Indigenous	75.3 (72.6, 77.6)	78.4 (75.9, 80.7)
	Non-Indigenous	76.0 (75.8, 76.2)	76.9 (76.7, 77.1)
Home language	Home language – English	77.1 (76.8, 77.3)	78.4 (78.1, 78.6)
	Home language – Other	74.3 (73.9, 74.6)	74.5 (74.2, 74.9)
Disability	Disability reported	73.1 (72.0, 74.1)	76.1 (75.0, 77.1)
	No disability reported	76.1 (75.9, 76.3)	77.0 (76.8, 77.2)
Study mode**	Internal/Mixed study mode	75.3 (75.0, 75.5)	76.4 (76.2, 76.6)
	External study mode	79.2 (78.8, 79.6)	79.3 (78.9, 79.7)
Residence status	Domestic student	77.3 (77.1, 77.6)	78.9 (78.7, 79.2)
	International student	74.8 (74.5, 75.1)	75.1 (74.8, 75.4)
First in family status†	First in family	78.0 (77.5, 78.4)	79.4 (78.9, 79.8)
	Not first in family	77.2 (76.8, 77.5)	78.8 (78.4, 79.2)
Socio-economic status	High	77.0 (76.6, 77.5)	78.6 (78.2, 79.0)
	Medium	77.9 (77.5, 78.3)	79.5 (79.1, 79.9)
	Low	76.6 (75.8, 77.3)	78.3 (77.5, 79.0)
Location	Metro	77.3 (77.0, 77.6)	78.8 (78.5, 79.1)
	Regional/Remote	77.8 (77.2, 78.4)	79.5 (78.9, 80.1)
Total		<b>76.0 (75.8, 76.2)</b>	<b>76.9 (76.7, 77.1)</b>

Table 15 Percentage positive ratings, undergraduates by study area, 2019 (with 90% confidence intervals)

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	80.0 (79.6, 80.4)	82.4 (82.0, 82.7)
Computing and Information Systems	71.8 (71.1, 72.4)	70.4 (69.8, 71.1)
Engineering	73.2 (72.7, 73.8)	71.8 (71.2, 72.3)
Architecture and built environment	73.5 (72.6, 74.4)	73.0 (72.1, 73.9)
Agriculture and environmental studies	83.9 (83.0, 84.8)	84.5 (83.6, 85.4)
Health services and support	79.8 (79.4, 80.2)	82.0 (81.6, 82.4)
Medicine	78.5 (77.2, 79.7)	75.5 (74.1, 76.8)
Nursing	75.7 (75.3, 76.1)	77.8 (77.5, 78.2)
Pharmacy	77.6 (76.2, 78.9)	79.8 (78.4, 81.1)
Dentistry	67.6 (65.5, 69.7)	66.3 (64.1, 68.4)
Veterinary science	80.4 (78.4, 82.1)	83.0 (81.1, 84.6)
Rehabilitation	86.1 (85.3, 86.8)	87.6 (86.9, 88.3)
Teacher education	78.2 (77.8, 78.7)	80.6 (80.2, 81.1)
Business and management	76.7 (76.4, 77.0)	76.3 (75.9, 76.6)
Humanities, culture and social sciences	82.3 (81.9, 82.6)	85.8 (85.5, 86.1)
Social work	80.7 (79.9, 81.4)	83.1 (82.4, 83.8)
Psychology	82.5 (82.0, 83.0)	84.1 (83.6, 84.6)
Law and paralegal studies	81.9 (81.3, 82.5)	83.8 (83.3, 84.4)
Creative arts	79.5 (78.9, 80.0)	81.7 (81.2, 82.2)
Communications	81.2 (80.6, 81.8)	83.2 (82.6, 83.8)
Tourism, Hospitality, Personal services, Sport and recreation	81.7 (79.5, 83.7)	83.1 (81.0, 85.0)
<b>Total</b>	<b>78.5 (78.3, 78.6)</b>	<b>79.8 (79.7, 80.0)</b>

Table 16 Percentage positive ratings, postgraduate coursework by study area, 2019 (with 90% confidence intervals)

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	75.3 (74.2, 76.3)	77.0 (76.0, 78.0)
Computing and Information Systems	72.4 (71.8, 73.0)	71.0 (70.4, 71.7)
Engineering	74.0 (73.2, 74.7)	73.2 (72.4, 73.9)
Architecture and built environment	73.0 (71.8, 74.2)	74.0 (72.7, 75.1)
Agriculture and environmental studies	84.6 (83.3, 85.8)	87.6 (86.3, 88.7)
Health services and support	79.1 (78.3, 79.8)	81.2 (80.5, 81.8)
Medicine	69.7 (68.3, 71.0)	68.4 (67.0, 69.7)
Nursing	74.3 (73.3, 75.2)	75.1 (74.1, 76.0)
Pharmacy	73.0 (68.9, 76.7)	76.2 (72.1, 79.7)
Dentistry	56.1 (52.2, 60.0)	56.5 (52.5, 60.3)
Veterinary science	82.6 (79.2, 85.3)	82.6 (79.2, 85.3)
Rehabilitation	76.5 (74.3, 78.4)	78.9 (76.8, 80.7)
Teacher education	74.7 (74.2, 75.3)	77.6 (77.1, 78.2)
Business and management	76.6 (76.2, 77.0)	76.3 (75.9, 76.6)
Humanities, culture and social sciences	83.8 (83.1, 84.4)	86.5 (85.9, 87.1)
Social work	72.9 (72.0, 73.8)	76.0 (75.1, 76.8)
Psychology	82.7 (81.7, 83.5)	86.6 (85.7, 87.4)
Law and paralegal studies	76.5 (75.3, 77.6)	80.1 (78.9, 81.1)
Creative arts	75.0 (73.3, 76.5)	77.6 (75.9, 79.1)
Communications	78.9 (77.5, 80.2)	81.8 (80.5, 83.1)
Tourism, Hospitality, Personal services, Sport and recreation	81.7 (77.8, 84.8)	84.8 (81.1, 87.7)
<b>Total</b>	<b>76.0 (75.8, 76.2)</b>	<b>76.9 (76.7, 77.1)</b>

# Appendix 2

## Student Experience Questionnaire (SEQ)

### 2.1 The Student Experience Questionnaire

#### Core instrument

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

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

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

#### Institution-specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2019 SES. In total, 23 institutions chose to do so, down from 30 in the 2018 SES. Five institutions included new items in 2019. Frequent inclusions were the Workplace Relevance Scale that was included by 13 institutions, and a Net Promoter Score item that was added by four institutions.

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

Table 17 2019 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 18 2019 SEQ Item Summary: Learner Engagement items

Stem	Item	Response scale
<b>At your institution during 2019, to what extent have you:</b>	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
<b>Thinking about your &lt;course&gt; in 2019, how frequently have you:</b>	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
<b>At your institution during 2019, to what extent have you:</b>	a) been given opportunities to interact with local students?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 19 2019 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 2019, 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 2019, 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 20 2019 SEQ Item Summary: Student Support items

Stem	Item	Response scale
<p><b>At &lt;institution&gt; during 2019, to what extent have you:</b></p>	<p>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?</p>	<p>Not at all / Very little / Some / Quite a bit / Very much / Not applicable</p>
<p><b>During 2019, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be:</b></p>	<p>a) available?                      b) helpful?</p>	<p>Had no contact / Not at all / Very little / Some / Quite a bit / Very much</p>
<p><b>During 2019, to what extent have you found careers advisors to be:</b></p>	<p>a) available?                      b) helpful?</p>	<p>Had no contact / Not at all / Very little / Some / Quite a bit / Very much</p>
<p><b>During 2019, to what extent have you found academic or learning advisors to be:</b></p>	<p>a) available?                      b) helpful?</p>	<p>Had no contact / Not at all / Very little / Some / Quite a bit / Very much</p>
<p><b>During 2019, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be:</b></p>	<p>a) available?                      b) helpful?</p>	<p>Had no contact / Not at all / Very little / Some / Quite a bit / Very much</p>
<p><b>During 2019, to what extent have you...</b></p>	<p>a) been offered support relevant to your circumstance?                      b) received appropriate English language skill support?</p>	<p>Not at all / Very little / Some / Quite a bit / Very much / Not applicable</p>

Table 21 2019 SEQ Item Summary: Learning Resources items

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

Table 22 2019 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 23 2019 SEQ Item Summary: Other items

Stem	Item	Response scale
In what year did you first start your current <course>?		Before 2015/ 2015 / 2016 / 2017 / 2018/ 2019
When do you expect to complete your current <course>?		2019 / 2020 or later
Where has your study been mainly based in 2019?		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

Table 23 2019 SEQ Item Summary: Other items CONTINUED

Stem	Item	Response scale
Which number between 0 and 100 represents your average grade so far in 2019?		No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100%
At <institution> during 2019, 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 2019, 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 2019. 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



# Appendix 3

## Course Experience Questionnaire (CEQ)

### Course Experience Questionnaire

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

presented to a small sample of students of a sufficient size to yield national-level estimates that are precise within  $\pm 2.2$  percentage points of the true population value at a 95 per cent confidence level. This national approach to administering the CEQ for benchmarking purposes was implemented in the 2014 UES and the 2015–2019 SES.

As with the UEQ, sampled students in double degrees were provided with the opportunity to complete the CEQ for each course element individually. A list of CEQ items administered in the 2019 SES is presented in Table 48.

Table 24 CEQ items administered in the 2019 SES

Stem	Item*
Good Teaching Scale	The staff put a lot of time into commenting on my work.
	The teaching staff normally gave me helpful feedback on how I was going.
	The teaching staff of this course motivated me to do my best work.
	My lecturers were extremely good at explaining things.
	The teaching staff worked hard to make their subjects interesting.
	The staff made a real effort to understand difficulties I might be having with my work.
Generic Skills Scale	The course helped me develop my ability to work as a team member.
	The course sharpened my analytic skills.
	The course developed my problem-solving skills.
	The course improved my skills in written communication.
	As a result of my course, I feel confident about tackling unfamiliar problems.
	My course helped me to develop the ability to plan my own work.
Overall Satisfaction Item	Overall, I was satisfied with the quality of this course.
Clear Goals and Standards	It was always easy to know the standard of work expected.
	I usually had a clear idea of where I was going and what was expected of me in this course.
	It was often hard to discover what was expected of me in this course.
	The staff made it clear right from the start what they expected from students.

\*R = Reverse coded for scoring purposes.

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

# Appendix 4

## Production of scores

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

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

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

Because the reporting metric for the 2019SES 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 14. 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 15.

Extensive consultation with the higher education sector indicated a near-universal preference for the reporting of percentage positive results over focus area average scores. Percentage positive results were seen as being a more understandable measure, especially for less expert users of the SES data, and are straightforward for institutions to replicate and benchmark against. As such, percentage positive results are presented throughout this report. One consequence of this is that the results presented in the 2013 and 2014 UES reports and the 2015–2019 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 6 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  
TCHCLEXP r TCHSTIMIr TCHFEEDBr TCHHELP r TCHASSCHr  
  
RECODE QLTEACH OVERALL  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
QLTEACHr OVERALLr
```

Figure 7 Example of how to use SPSS syntax to compute SES focus area scores

```
COMPUTE TEACH = MEAN.8(STDSTRUCr, STDRELEVr,  
TCHACTIVr, TCHCONLRr, TCHCLEXP r, TCHSTIMIr,  
TCHFEEDBr, TCHHELP r, TCHASSCHr, QLTEACHr,  
OVERALLr).
```

Figure 8 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 9 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 5

## Construction of confidence intervals

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

Because percentage agreement scores are reported for the 2019 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 confidence interval bound.

Figure 10 Formula for the 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 6

## Study area definitions

Table 25 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

Table 25 21 and 45 study areas concordance with ASCED field of education CONTINUED

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

Table 25 21 and 45 study areas concordance with ASCED field of education CONTINUED

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 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 Student Experience Questionnaire. Results at the item level for each focus area is available in section 7.1.3.

Appendix 4, Production of scores gives examples of how these focus area scores are calculated.



Course Level	Report Table	Sheet Name	Table Title
All	Table 1	FOCUS_ALL_ALL_19	The student experience by level of study, 2019 (% positive rating)
UG	Table 2	FOCUS_UG_ALL_11-19_YEAR	The undergraduate student experience, 2011–2019 (% positive rating)
UG	Figure 1		The undergraduate student experience 2012–2019 (% positive rating)
PGC		FOCUS_PGC_ALL_17-19_YEAR	The postgraduate coursework student experience 2017–2019 (% positive rating)
UG		FOCUS_UG_ALL_19_STAGE	The undergraduate student experience, by stage of studies, 2019 (% positive rating)
PGC		FOCUS_PGC_ALL_19_STAGE	The postgraduate coursework student experience, by stage of studies, 2019 (% positive rating)
UG		FOCUS_UG_ALL_19_SG	The undergraduate student experience, by demographic and contextual group, 2019 (% positive rating)
UG		FOCUS_UG_UNI_19_SG	The university undergraduate student experience, by demographic and contextual group, 2019 (% positive rating)
UG		FOCUS_UG_NUHEI_19_SG	The non-university higher education institution (NUHEI) undergraduate student experience, by demographic and contextual group, 2019 (% positive rating)
PGC		FOCUS_PGC_ALL_19_SG	The postgraduate coursework student experience, by demographic and contextual group, 2019 (% positive rating)
PGC		FOCUS_PGC_UNI_19_SG	The university postgraduate coursework student experience, by demographic and contextual group, 2019 (% positive rating)
PGC		FOCUS_PGC_NUHEI_19_SG	The non-university higher education institution (NUHEI) postgraduate coursework student experience, by demographic and contextual group, 2019 (% positive rating)
UG	Table 3	FOCUS_UG_ALL_18-19_AREA	The undergraduate student experience, by study area, 2018 and 2019 (% positive rating)
PGC		FOCUS_PGC_UNI_19_AREA	The university postgraduate coursework student experience, by study area, 2019 (% positive rating)
PGC		FOCUS_PGC_NUHEI_19_AREA	The non-university higher education institution (NUHEI) postgraduate coursework student experience, by study area, 2019 (% positive rating)
UG		FOCUS_UG_ALL_19_AREA45	Undergraduate student experience, by 45 study areas, 2019 (% positive rating)*
UG		FOCUS_UG_UNI_19_AREA	The university undergraduate student experience, by study area, 2019 (% positive rating)
UG		FOCUS_UG_NUHEI_19_AREA	The non-university higher education institution (NUHEI) undergraduate student experience, by study area, 2019 (% positive rating)

Course Level	Report Table	Sheet Name	Table Title
PGC		FOCUS_PGC_ALL_18-19_AREA	The postgraduate coursework student experience, by study area, 2018 and 2019 (% positive rating)
PGC		FOCUS_PGC_ALL_19_AREA45	Postgraduate coursework student experience, by 45 study areas, 2019 (% positive rating)*
UG		FOCUS_UG_ALL_19_HEPTYPE	The undergraduate student experience, by type of institution, 2019 (% positive rating)
PGC		FOCUS_PGC_ALL_19_HEPTYPE	The postgraduate coursework student experience, by type of institution, 2019 (% positive rating)
UG	Table 4	FOCUS_UG_UNI_19_INST_CI	The undergraduate student experience, by university, 2019 (% positive rating, with 90% confidence intervals)*
UG	Figure 2	QOE_UG_UNI_19_INST_FIG	Quality of entire educational experience for undergraduate university students, 2019 (% positive rating)
PGC		FOCUS_PGC_UNI_19_INST_CI	The postgraduate coursework student experience, by university, 2019 (% positive rating, with 90% confidence intervals)
PGC		QOE_PGC_UNI_19_INST_FIG	Quality of entire educational experience for postgraduate coursework university students, 2019 (% positive rating)
UG		FOCUS_UG_UNI_18-19_INST_CI	The undergraduate student experience, by university, 2018 and 2019 (% positive rating, with 90% confidence intervals)*
UG		QOE_UG_UNI_18-19_INST_FIG	Quality of entire educational experience for undergraduate university students, 2018 and 2019 (% positive rating)
PGC		FOCUS_PGC_UNI_18-19_INST_CI	The postgraduate coursework student experience, by university, 2018 and 2019 (% positive rating, with 90% confidence intervals)
PGC		QOE_PGC_UNI_18-19_INST_FIG	Quality of entire educational experience for postgraduate coursework university students, 2018 and 2019 (% positive rating)
UG	Table 5	FOCUS_UG_NUHEI_18-19_INST_CI	The undergraduate student experience, by non-university higher education institution (NUHEI), 2018 and 2019 (% positive rating, with 90% confidence intervals)*
UG	Figure 3	QOE_UG_NUHEI_18-19_INST_FIG	Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, 2018 and 2019 (% positive rating)
PGC		FOCUS_PGC_NUHEI_18-19_INST_CI	The postgraduate coursework student experience, by non-university higher education institution (NUHEI), 2018 and 2019 (% positive rating, with 90% confidence intervals)
PGC		QOE_PGC_NUHEI_18-19_INST_FIG	Quality of entire educational experience for postgraduate coursework non-university higher education institution (NUHEI) students, 2018 and 2019 (% positive rating)

## 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	Table Title
UG		Percentage of undergraduate students who considered early departure by sub-group, 2019
UG		Percentage of undergraduate students who had considered early departure by average grades to date, 2019
UG	Table 6	Selected reasons for considering early departure among undergraduate students, 2018 and 2019
UG		Percentage of university undergraduate students who considered early departure by subgroup, 2019
UG		Percentage of university undergraduate students who had considered early departure by average grades to date, 2019
UG		Selected reasons for considering early departure among university undergraduate students, 2018 and 2019
UG		Percentage of non-university higher education institution (NUHEI) undergraduate students who considered early departure by subgroup, 2019
UG		Percentage of non-university higher education institution (NUHEI) undergraduate students who had considered early departure by average grades to date, 2019
UG		Selected reasons for considering early departure among non-university higher education institution (NUHEI) undergraduate students, 2018 and 2019
PGC		Percentage of postgraduate coursework students who considered early departure by sub-group, 2019
PGC		Percentage of postgraduate coursework students who had considered early departure by average grades to date, 2019
PGC		Selected reasons for considering early departure among postgraduate coursework students, 2018 and 2019
PGC		Percentage of university postgraduate coursework students who considered early departure by subgroup, 2019
PGC		Percentage of university postgraduate coursework students who had considered early departure by average grades to date, 2019
PGC		Selected reasons for considering early departure among university postgraduate coursework students, 2018 and 2019
PGC		Percentage of non-university higher education institution (NUHEI) postgraduate coursework students who considered early departure by subgroup, 2019

Course Level	Report Table	Table Title
PGC		Percentage of non-university higher education institution (NUHEI) postgraduate coursework students who had considered early departure by average grades to date, 2019
PGC		Selected reasons for considering early departure among non-university higher education institution (NUHEI) postgraduate coursework students, 2018 and 2019

### 7.1.3 Detailed focus area items

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

Appendix 4, Production of scores gives examples of how these item scores are calculated.

Course Level	Report Table	Table Title
UG		Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Skills Development items, university undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Skills Development items, university postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2018 and 2019
UG		Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Learner Engagement items, university undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2018 and 2019

<b>Course Level</b>	<b>Report Table</b>	<b>Table Title</b>
PGC		Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Learner Engagement items, university postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2018 and 2019
UG		Percentage positive scores for Teaching Quality items, undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Teaching Quality items, university undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Teaching Quality items, university postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2018 and 2019
UG		Percentage positive scores for Student Support items, undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Student Support items, university undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Student Support items, university postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2018 and 2019
UG		Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2018 and 2019
UG		Percentage positive scores for Learning Resources items, university undergraduates by stage of studies, 2018 and 2019

Course Level	Report Table	Table Title
UG		Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Learning Resources items, university postgraduate coursework by stage of studies, 2018 and 2019
PGC		Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2018 and 2019

## 7.2 Methodological Tables

### 7.2.1 Overview and response rates

This group of tables relate to the operational and methodological aspects of the Student Experience 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 2019 SES Methodological Report, which is available on the QILT website.

Course Level	Report Table	Table Title
All		SES operational overview: 2012–2019* undergraduate and postgraduate coursework
All		SES response rates, 2014–2019 – universities
All		SES response rates, 2014–2019 – NUHEI
All		2019 SES response rates
All		Participation and response rates in the SES, 2012–2019

## 7.2.2 Response Characteristics and Representativeness

Course Level	Report Table	Table Title
UG	Table 9	2019 Undergraduate SES response characteristics and population parameters by subgroup*
UG		2019 University undergraduate SES response characteristics and population parameters by subgroup
UG		2019 Non-university higher education institution (NUHEI) undergraduate SES response characteristics and population parameters by subgroup
UG		2019 University undergraduate SES student response characteristics and population parameters by study area
UG		2019 Non-university higher education institution (NUHEI) undergraduate SES student response characteristics and population parameters by study area
PGC	Table 10	2019 Postgraduate coursework SES response characteristics and population parameters by subgroup*
PGC		2019 University postgraduate coursework SES response characteristics and population parameters by subgroup
PGC		2019 Non-university higher education institution (NUHEI) postgraduate coursework SES response characteristics and population parameters by subgroup
UG	Table 11	2019 undergraduate SES student response characteristics and population parameters by study area
PGC	Table 12	2019 postgraduate coursework SES student response characteristics and population parameters by study area
PGC		2019 University postgraduate coursework SES student response characteristics and population parameters by study area
PGC		2019 Non-university higher education institution (NUHEI) postgraduate coursework SES student response characteristics and population parameters by study area

### 7.2.3 Confidence Intervals and Weighting

Course Level	Report Table	Table Title
UG	Table 13	Percentage positive ratings, undergraduates by student sub-group, 2019 (with 90% confidence intervals)
PGC	Table 14	Percentage positive ratings, postgraduate coursework by student sub-group, 2019 (with 90% confidence intervals)
UG	Table 15	Percentage positive ratings, undergraduates by study area, 2019 (with 90% confidence intervals)
PGC	Table 16	Percentage positive ratings, postgraduate coursework by study area, 2019 (with 90% confidence intervals)
UG		Comparison of undergraduate raw and weighted percentage satisfied scores by sub-group, 2019
UG		Comparison of undergraduate raw and weighted percentage satisfied scores by study area, 2019
UG		Percentage positive ratings, university undergraduates by student subgroup, 2019 (with 90% confidence intervals)
UG		Percentage positive ratings, university undergraduates by study area, 2019 (with 90% confidence intervals)
UG		Percentage positive ratings, non-university higher education institution (NUHEI) undergraduates by student subgroup, 2019 (with 90% confidence intervals)
UG		Percentage positive ratings, non-university higher education institution (NUHEI) undergraduates by study area, 2019 (with 90% confidence intervals)
PGC		Comparison of postgraduate coursework raw and weighted percentage satisfied scores by subgroup, 2019
PGC		Comparison of postgraduate coursework raw and weighted percentage satisfied scores by study area, 2019
PGC		Percentage positive ratings, university postgraduate coursework by student subgroup, 2019 (with 90% confidence intervals)
PGC		Percentage positive ratings, university postgraduate coursework by study area, 2019 (with 90% confidence intervals)
PGC		Percentage positive ratings, non-university higher education institution (NUHEI) postgraduate coursework students by student subgroup, 2019 (with 90% confidence intervals)
PGC		Percentage positive ratings, non-university higher education institution (NUHEI) postgraduate coursework students by study area, 2019 (with 90% confidence intervals)



