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# 2020 Student Experience Survey

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For more information on the conduct and results of the 2020 SES see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

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# 1. Introduction

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


The five aspects of student experience or focus areas in the SES comprise of 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 3. 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). Prior to 2020, other than minor changes in wording to ensure the survey instrument was relevant to all higher education students, the survey questionnaire has remained relatively unchanged from the 2014 Student Experience Survey. In 2020, a new international student module was added to measure broader aspects of the international student experience including living and accommodation experience and reasons for choosing to study in Australia. A detailed list of the new international student items can be found in Appendix 2.

## 1.1 The student experience and COVID-19

The higher education sector, like many others, has been subject to substantial challenges arising from the COVID-19 pandemic in 2020. Higher education institutions have been required to quickly adapt their teaching and learning arrangements in response to government mandated restrictions to address the pandemic. The 2020 SES provides an opportunity to measure how the higher education sector has responded, at least, as seen from the perspective of students and their lived experience of these changes.

Previous results from the SES have shown a remarkable stability, at least at aggregate level. For example, the undergraduate student rating of the quality of their entire educational experience has varied within a narrow range of 78 per cent to 80 per cent since the survey commenced in 2012. Similarly, student ratings of other aspects of their experience have changed little over



time, varying by a few percentage points. Previous surveys have shown there are larger differences in student ratings across demographic group, study area and institution providing insight into areas of good practice and highlighting other areas in need of improvement.

Foreshadowing results to come, there has been a sharp reduction in student ratings of their experience in 2020. The student experience has changed appreciably as institutions have adapted their teaching and learning arrangements in response to the COVID-19 pandemic. As a result, this report focuses on changes in the student experience between 2019 and 2020. It is readily apparent from the 2020 SES that the student experience has changed more among some demographic groups, study areas and institutions than others. The change in student experience following on from the COVID-19 pandemic and reflected in results presented in this 2020 SES report attests to the efficacy of the SES instrument.

In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time non-Higher Education Support Act (HESA) approved providers. All 41 Australian universities participated in the 2020 SES as well as 92 NUHEIs, for a total of 133 institutions compared with 118 institutions in 2019, 107 institutions in 2018, 99 institutions in 2017, 95 institutions in 2016 and 79 institutions in 2015. As in previous years, the 2020 SES in-scope survey population consisted of commencing and later-year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. In 2020 the scope of the SES was also extended to include those students who intended to study onshore but were offshore at the time the survey was administered due to government-imposed travel restrictions caused by the COVID-19 pandemic.

The main online fieldwork period ran from 28 July to 30 August 2020. A secondary collection ran from 8 September to 11 October. The number of institutions participating in the secondary fieldwork period in 2020 increased due to the need to accommodate changes in academic calendars in response to COVID-19. From a final in-scope sample of 636,095, responses were received from a total of 280,301 students, which equated to 295,473 valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 44.1 per cent, up from 42.6 per cent in 2019, 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. That the response rate and the number of higher education institutions participating in the SES increased in 2020 is testament to the support of students and the efforts of survey managers and institutional planners in what has been a challenging year for the sector.



# 2. Results

## 2.2 The student experience

Student ratings of the quality of their entire educational experience among undergraduates fell sharply from 78 per cent in 2019 to 69 per cent in 2020, a fall of nine percentage points, as shown by Table 1. Repeating the point made earlier, this stands in sharp contrast with the narrow range in the student rating of the quality of their entire educational experience of between 78 per cent and 80 per cent since the survey was first conducted on a national basis in 2012 until 2019.

It is interesting to observe that there were marked changes in some aspects of the student experience while for other aspects of the student experience there was much less change in 2020, as shown by Table 1. For example, the largest change in student ratings was the 16 percentage point decline in Learner Engagement, from 60 per cent in 2019 to 44 per cent in 2020. Previously, student ratings of Learner Engagement had varied within the range of 57 per cent to 62 per cent. Certain aspects of Learner Engagement were rated down much more than other aspects as identified by the item-by-item student ratings shown in Appendix 6 Table 29. For example, undergraduate student ratings of the item 'Been given opportunities to interact with local students' declined by 20 percentage points from 56 per cent in 2019 to 36 per cent in 2020 and the item 'Worked with other students as part of your study' declined by 14 percentage points from 66 per cent to 52 per cent. On the other hand, student experience of Learner Engagement as measured by the item 'Participated in discussions online or face-to-face' increased from 59 per cent in 2019 to 60 per cent in 2020. This demonstrates students' experience of various aspects of their Learner Engagement changed in different ways during 2020 as reflected in their responses to individual items. This illustrates once again the efficacy of the Student Experience Survey instrument in measuring changes in different aspects of the student experience.

The other aspect of the student experience that changed substantially during 2020 was students' access to Learning Resources. Students' positive rating of Learning Resources declined from 84 per cent in 2019 to 76 per cent in 2020, a fall of 8 percentage points. Previously, student ratings of Learning Resources had varied only within the range of 82 per cent to 86 per cent. Once again, ratings for certain aspects of Learning Resources fell much more than others. For example, student ratings of the item 'Quality of laboratory or studio equipment' declined by 11 percentage points from 82 per cent in 2019 to 71 per cent in 2020, and there was a decline of 7 percentage points for the item 'Quality of teaching spaces', from 86 per cent to 79 per cent. On the other hand, student experience of Learning Resources as measured by the item 'Quality of assigned books, notes and resources' changed much less, decreasing by 2 percentage points from 79 per cent to 77 per cent.

Other aspects of the student experience were much less affected by changes in teaching and learning arrangements as a consequence of the COVID-19 pandemic. Student ratings of Student Support were unchanged at 74 per cent. Student ratings of Skills Development declined to its lowest level on record at 78 per cent in 2020, though the decline of 3 percentage points was smaller by comparison with the Learner Engagement and Learning Resources scales. Aspects of Skills Development where student ratings declined the most included the items 'Developed ability to work effectively with others', which declined by 9 percentage points from 65 per cent in 2019 to 56 per cent in 2020, and 'Developed spoken communication skills' which declined by 6 percentage points from 56 per cent in 2019 to 50 per cent in 2020.

Similarly, student ratings of Teaching Quality declined to 78 per cent, its lowest level on record, though again the decline of 3 percentage points was relatively small in comparison with the Learner Engagement and Learning Resources scales. Aspects of Teaching Quality where student ratings declined the most included the items 'Study well structured and focused', which declined by 5 percentage points from 67 per cent in 2019 to 62 per cent in 2020, and 'Quality of teaching' which declined by 5 percentage points from 80 per cent in 2019 to 75 per cent in 2020. Note that the item 'Overall education experience' is also included in the Teaching Quality scale and as noted above this declined by 9 percentage points from 78 per cent in 2019 to 69 per cent in 2020.

**Table 1 The undergraduate student experience, 2011 – 2020 (% positive rating)**

	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
2011*						79
2012	82	58	81	53	82	80
2013**	79	57	79	53	83	79
2014†	81	61	82	73	85	80
2015††	81	60	82	72	86	80
2016	81	62	81	72	85	80
2017	81	60	80	73	83	79
2018	81	60	81	73	84	79
2019	81	60	81	74	84	78
2020	78	44	78	74	76	69

\*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 3 for further detail on score construction.

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

††Note that results from 2015 onwards include students attending both university and non-university higher education institutions and therefore are not directly comparable with results from earlier surveys which refer to university students only.

### 3. Level and stage of study

The change in the student experience between 2019 and 2020 was broadly similar among commencing and later year students, as shown by Table 2. That is, the largest declines in student ratings were in the areas of Learner Engagement, Learning Resources and the quality of their entire educational experience. Commencing undergraduate students experienced a slightly larger fall in their rating of Learner Engagement, 17 percentage points, than did later year undergraduate students, 14 percentage points. While this difference is not large, it might be due to commencing students having less experience in higher education and this has resulted in them experiencing greater difficulty in engaging in their learning. This difference may have been accentuated as a result of changes in teaching and learning arrangements arising from COVID-19.

Changes in the student experience between 2019 and 2020 were more keenly felt by undergraduates than by postgraduate coursework students as a general rule. For example, undergraduates' ratings of Learner Engagement declined by 16 percentage points whereas the fall among postgraduate coursework students was smaller at 12 percentage points, as shown by Table 2. Similarly, undergraduate ratings of the quality of their educational experience declined by 9 percentage points whereas this declined by 7 percentage points among postgraduate coursework students. The only exceptions were in the area of Learning Resources where postgraduate coursework student ratings declined by 10 percentage points, slightly more than the 8 percentage point decline among undergraduate students, and in Student Support where postgraduate coursework student ratings declined by 1 percentage point with no change among undergraduates.

Table 2 The student experience by level of study, 2019 and 2020 (% positive rating)

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


## 4. Demographic group

Changes in teaching and learning arrangements arising due to COVID-19 restrictions have had greater impact on some student groups than others, as shown by Table 3. In particular, younger persons and internal students, that is, persons studying on campus or by mixed mode, appear to have registered much larger falls in student ratings in 2020. These factors are most likely related since younger persons are much more likely to be studying internally whereas older persons are more likely to engage in external study. For example, student ratings of Learner Engagement declined by 17 percentage points among students aged under 25 whereas those aged 40 and over experienced a smaller decline of 11 percentage points. Likewise, the decline in the quality of the entire educational experience was 11 percentage points among younger students in comparison with a 5 percentage points decline among older students. Student ratings of Learning Resources declined by 8 percentage points for those under 25 which was larger than the 5 percentage point fall among older students aged 40 and over.


Internal students rated the quality of their overall educational experience 11 percentage points lower in 2020 than in 2019, a much larger fall than reported by external students which was 4 percentage points lower. Similarly, internal students rated their Learning Resources 8 percentage points lower in 2020, a larger fall than reported by external students which was 4 percentage points lower. That internal students have experienced much sharper falls in ratings of their student experience in 2020 is perhaps not entirely surprising. The changes in teaching and learning arrangements with greater online delivery of courses brought on as a result of restrictions imposed in response to the COVID-19 pandemic is more likely to have impacted internal than external students. This is borne out by results from the 2020 SES and once again appears to demonstrate the efficacy of the SES instrument.

It should also be borne in mind, however, that changes in course delivery and shifting patterns of internal/external students makes interpretation of student ratings more fraught than is usually the case. Examination of enrolment patterns shows institutions have adopted different practices with respect to classifying their internal/external students with the shift to greater online delivery arising from COVID-19 restrictions. For some institutions, where students were previously studying internally, notwithstanding their participating in more online delivery of courses, they have been reported as still studying internally. Other institutions have reported similar students as shifting from internal study in 2019 to external study in 2020. That is, overall, many more students were studying externally in 2020 than the data would suggest.

These issues appear to have particularly affected results from the Learner Engagement scale. Internal students' rating of their Learner Engagement declined by 16 percentage points between 2019 and 2020, whereas external students' rating of their Learner Engagement is reported to have increased by 9 percentage points. This increase in rating for external students is likely to have resulted from changes in enrolment patterns and how they have been recorded by institutions, rather than a 'genuine' improvement in the experience of these students, although it is difficult to quantify the impact of the various changes. The difficulties in interpreting results for the Learner Engagement has resulted in changes to reporting at the institution level, as discussed in section five below.



**11%**  
Decline in positive rating of  
Overall education experience  
for students Under 25 years  
of age



**11%**  
Decline in positive rating of  
Overall education experience for  
internal students



**12%**  
Decline in positive rating of  
Overall education experience  
for international students

International students appear to have reported a sharper fall in student ratings than domestic students in 2020, though with one exception. For example, international student ratings of the quality of their overall education experience declined by 12 percentage points in 2020 in comparison with a 9 percentage point decline among domestic students. Similarly, international student ratings of Learning Resources declined by 11 percentage points, a much sharper fall than the 7 percentage point decline reported by domestic students. On the other hand, international students experienced a lesser fall in Learner Engagement, 10 percentage points in comparison with the 16 percentage point decline reported by domestic students. There may be a partial explanation for this finding in that data from the Department of Home Affairs shows around 76 per cent to 77 per cent of primary student visa holders were actually in Australia in August/September 2020. This possibly runs contrary to the popular perception that most international students were unable to come to study in Australia due to COVID-19 restrictions surrounding international travel. That most international students were studying in Australia may have contributed to a smaller decline in Learner Engagement among these students than might first have been imagined.

Changes in student ratings in the 2020 SES are broadly similar among other demographic groups. The only other point worth noting is that male students' rating of the quality of their overall education experience appears to have fallen more than among female students, with falls of 12 percentage points and 9 percentage points respectively.

**Table 3 The undergraduate student experience by demographic group, 2019 and 2020 (% positive rating) ††**

		Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
		2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Gender	Male	78	74	61	45	79	75	73	71	83	74	76	64
	Female	83	80	60	44	82	80	75	75	85	77	80	71
Age	Under 25	82	78	64	47	81	78	74	73	84	76	79	68
	25 to 29	81	78	53	41	79	77	73	74	81	74	76	68
	30 to 39	80	77	46	34	81	78	76	76	81	75	78	71
	40 and over	81	78	42	31	85	83	79	78	83	78	82	77
Indigenous	Indigenous	81	79	55	41	81	80	77	77	84	78	80	71
	Non-Indigenous	81	78	60	44	81	78	74	74	84	76	78	69
Home language	English	82	78	60	44	81	79	74	74	84	77	79	70
	Other	80	76	59	47	79	74	74	71	84	73	75	63
Disability	Disability reported	78	75	56	39	79	76	75	73	81	73	76	66
	No disability reported	82	78	60	45	81	78	74	74	84	76	79	69

		Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
		2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Study mode	Internal/Mixed study mode	82	78	63	47	81	77	74	73	84	76	78	67
	External study mode	78	79	24	33	83	82	79	77	83	79	81	77
Residence status	Domestic student	82	79	60	44	82	79	74	74	84	77	79	70
	International student	80	76	59	49	78	74	73	71	83	72	75	63
First in family status**	First in family	82	78	59	43	85	82	79	78	88	81	82	73
	Not first in family	80	76	63	43	84	81	77	76	87	80	81	71
Previous university experience**	At current institution	80	76	58	41	82	79	76	74	86	77	80	70
	At another institution	80	76	53	39	84	82	79	78	86	79	82	74
	New to higher education	80	77	62	44	84	81	77	77	88	80	81	71
Socio-economic status***	High	81	77	62	43	82	78	72	72	83	75	79	70
	Medium	82	79	61	44	82	79	75	75	85	78	79	70
	Low	82	79	57	42	81	79	76	76	84	78	78	70
Location*** †	Metro	82	79	61	44	81	79	74	74	84	77	79	70
	Regional/remote	82	79	58	41	82	80	77	76	85	78	80	71
	<b>Total</b>	<b>81</b>	<b>78</b>	<b>60</b>	<b>44</b>	<b>81</b>	<b>78</b>	<b>74</b>	<b>74</b>	<b>84</b>	<b>76</b>	<b>78</b>	<b>69</b>

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

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

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

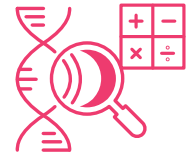
†† Some subgroups may not add to 100 per cent due to rounding.

# 5. Study area

There appears much less variation in the change in student experience between 2019 and 2020 by study area than documented for other student groups above. That is, study areas experienced broadly similar patterns in the decline in ratings of student experience, as shown by Table 4. The fall in undergraduate student ratings appears sharper among Science and mathematics students with their ratings of Learner Engagement, Learning Resources and the quality of their overall education experience declining by 19 percentage points, 10 percentage points and 13 percentage points respectively. For example, from above, students reported a larger fall in ratings for the item 'Quality of laboratory or studio equipment' in Learning Resources and this might be thought more applicable to Science and mathematics students. On the other hand, Medicine students have experienced lesser falls in Learner Engagement and Learning Resources, by 11 percentage points and 1 percentage point respectively. The same is true of Dentistry students with falls of 3 percentage points in Learner Engagement and 2 percentage points in Learning Resources. This suggests study areas that might typically thought to be laboratory based have not universally experienced substantial falls in ratings of their student experience. Teacher education students, while still reporting declining student ratings, have nevertheless reported lesser falls than students in most other study areas. For example, the decline in Teacher education students' ratings of Learner Engagement and the quality of their overall education experience of 12 percentage points and 4 percentage points respectively was lower than occurred for students in most other study areas.

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

**↓ 13%**  
Largest decline in positive rating of Overall education and experience – Science and mathematics



**↓ 4%**  
Smallest decline in positive rating of Overall education experience – Teacher education



Table 4 The undergraduate student experience by study area, 2019 and 2020 (% positive rating)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Science and mathematics	80	75	61	42	83	79	75	73	88	78	80	67
Computing and Information systems	74	72	58	46	74	71	73	70	81	70	72	62
Engineering	78	75	65	48	75	71	71	69	83	72	73	61

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



## 6. Institution

As was noted earlier in the report, the student experience has changed appreciably in 2020 as institutions have adapted their teaching and learning arrangements in response to the COVID-19 pandemic. This is also reflected in the variation across institutions in the change in ratings of student experience between the 2019 SES and 2020 SES, as shown by Figure 1, Table 5, Figure 2 and Table 6. Where confidence intervals overlap between two institutions there is no significant difference in the change in student ratings in a statistical sense.

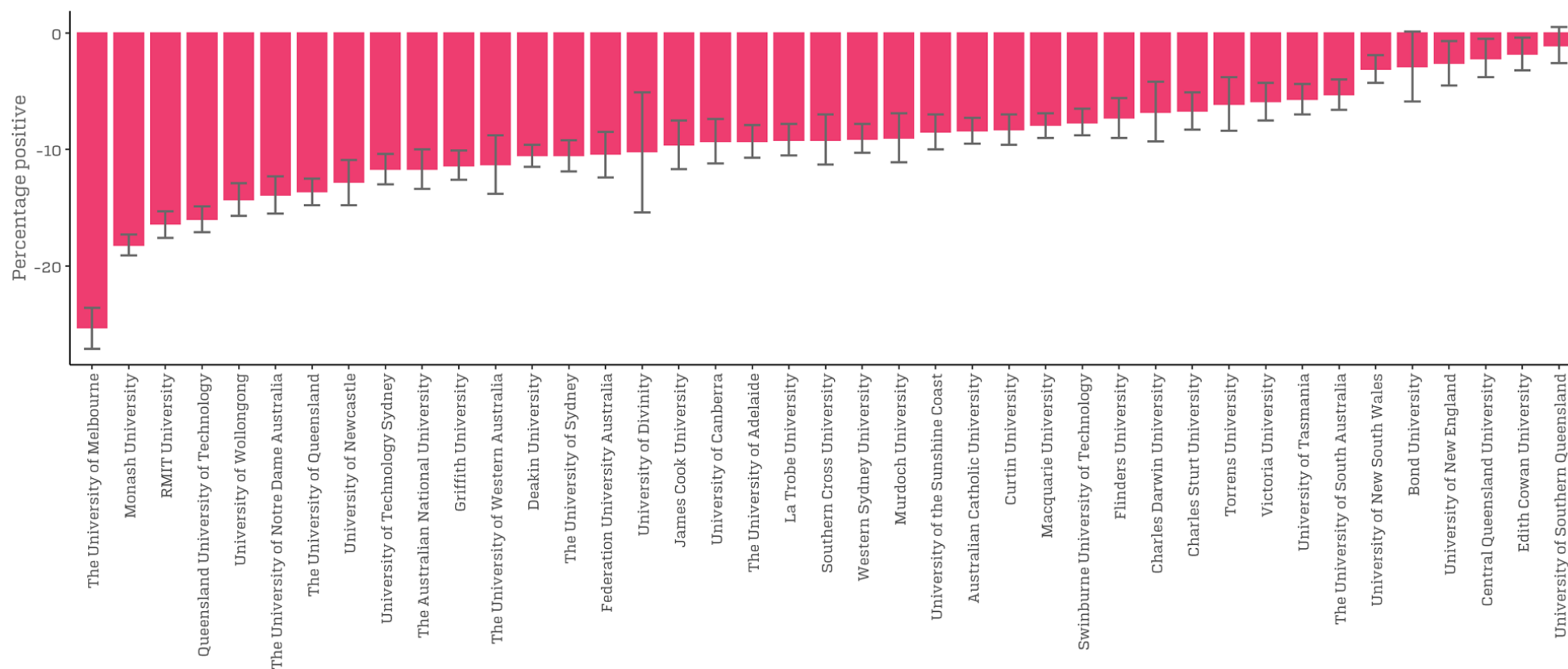
Note, as discussed above in relation to student demographics, changes in enrolment patterns and institutional reporting practices have made it difficult to interpret SES results disaggregated by study mode. This particularly impacts reporting of results from the Learner Engagement scale. From 2016, results from this scale at the institution and institution by study area level have been reported for internal mode students only, because of concerns that the SES questionnaire did not adequately capture the learning engagement of external mode students, resulting in substantially lower positive ratings for this cohort of students. In 2020, however, it is extremely difficult to consistently and accurately identify the mode of attendance for any given student. If it was possible to identify the subset of students who had in fact continued with internal study methods, there would likely in many instances be too few survey responses to allow publication at the institution by study area level. In light of these difficulties, the SES National Report and ComparED website have reverted to publication of the Learner Engagement scale based on the entire student population, regardless of study mode.

From above, changes in the student experience in response to the COVID-19 pandemic have been more keenly felt by younger, internal and international students. This is borne out in results at the institution level. For example, the universities experiencing the largest decline in student rating of the quality of their overall education in 2020 were the University of Melbourne, 25 percentage points, Monash University, 18 percentage points and RMIT University, 16 percentage points. That these are all Victorian universities and the survey was undertaken in August/September 2020 at the height of the lockdown during the second wave of the COVID-19 pandemic in Victoria may, in part, be due to students reacting to the broader COVID-19 environment and its impact on their higher education experience. That said, there were Victorian universities that experienced lower than average falls in student ratings including Victoria University, 6 percentage points, Swinburne University of Technology, 8 percentage points, and La Trobe University, 9 percentage.

Other universities that experienced larger than average falls in student ratings of the quality of their overall education experience included the Queensland University of Technology, 16 percentage points, and the University of Wollongong, 14 percentage points. It is also worth noting that universities with larger student enrolments experienced larger falls in student ratings (correlation = -0.41).

Changes in the student experience in response to the COVID-19 pandemic have been more keenly felt by younger, internal and international students. This is borne out in results at the institution level.

Figure 1 Change in the quality of entire educational experience for undergraduate university students, 2019-2020 (% positive rating)



There were broadly similar patterns in the other areas of student experience, Learner Engagement and Learning Resources, most affected by changes in teaching and learning arrangements in response to the COVID-19 pandemic. For example, universities that experienced the largest decline in student ratings of Learner Engagement included Monash University, 34 percentage points, the University of Wollongong, 27 percentage points, and the University of Melbourne, 24 percentage points. Universities that experienced the largest decline in student ratings of Learning Resources included Monash University, 28 percentage points, the University of Melbourne, 24 percentage points and RMIT University, 16 percentage points.

Table 5 The undergraduate student experience by university, 2019–2020 (% positive rating, with 90% confidence intervals)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Australian Catholic University	84.9 (84.3, 85.5)	82.8 (82.2, 83.4)	66.7 (66.0, 67.5)	53.0 (52.2, 53.7)	81.7 (81.1, 82.3)	78.8 (78.2, 79.4)	73.2 (72.4, 74.0)	74.4 (73.6, 75.1)	85.7 (85.2, 86.3)	81.6 (80.9, 82.2)	79.4 (78.8, 80.0)	71.0 (70.3, 71.6)
Bond University	92.0 (90.5, 93.2)	89.9 (88.0, 91.4)	84.0 (82.2, 85.6)	77.3 (75.0, 79.4)	91.4 (89.9, 92.6)	90.2 (88.4, 91.6)	91.3 (89.6, 92.6)	90.2 (88.3, 91.7)	94.6 (93.2, 95.5)	92.0 (90.2, 93.5)	87.2 (85.4, 88.6)	84.3 (82.2, 86.1)
Central Queensland University	79.7 (78.7, 80.6)	79.2 (78.2, 80.2)	37.1 (36.0, 38.2)	30.7 (29.6, 31.8)	80.7 (79.8, 81.6)	83.1 (82.2, 84.0)	76.3 (75.1, 77.4)	79.7 (78.5, 80.8)	82.5 (81.4, 83.6)	81.3 (79.8, 82.7)	77.5 (76.6, 78.4)	75.3 (74.3, 76.3)
Charles Darwin University	81.4 (80.0, 82.7)	77.0 (75.5, 78.5)	35.4 (33.9, 37.0)	30.1 (28.5, 31.7)	79.1 (77.6, 80.4)	74.1 (72.5, 75.6)	74.8 (73.0, 76.4)	72.2 (70.3, 74.0)	81.5 (79.7, 83.2)	80.6 (78.5, 82.6)	75.2 (73.7, 76.6)	68.5 (66.8, 70.0)
Charles Sturt University	79.5 (78.6, 80.4)	78.5 (77.5, 79.3)	43.0 (41.9, 44.1)	33.5 (32.5, 34.5)	80.5 (79.6, 81.4)	77.9 (77.0, 78.8)	75.1 (74.0, 76.2)	74.3 (73.2, 75.3)	83.0 (81.8, 84.0)	76.0 (74.7, 77.3)	77.3 (76.4, 78.2)	70.6 (69.6, 71.6)
Curtin University	83.2 (82.4, 83.9)	79.2 (78.4, 79.9)	62.1 (61.1, 63.0)	46.8 (45.9, 47.7)	82.4 (81.6, 83.1)	79.0 (78.2, 79.7)	74.7 (73.7, 75.7)	74.1 (73.2, 75.0)	86.7 (85.9, 87.4)	82.0 (81.2, 82.8)	80.0 (79.3, 80.8)	71.7 (71.0, 72.5)
Deakin University	83.2 (82.6, 83.7)	80.4 (79.9, 80.9)	57.2 (56.5, 58.0)	37.9 (37.3, 38.5)	83.6 (83.0, 84.1)	80.3 (79.8, 80.8)	78.9 (78.1, 79.6)	79.4 (78.8, 80.0)	91.2 (90.7, 91.7)	80.5 (79.7, 81.2)	83.5 (82.9, 84.0)	72.9 (72.4, 73.5)
Edith Cowan University	86.4 (85.6, 87.2)	86.9 (86.2, 87.6)	60.7 (59.6, 61.8)	54.6 (53.5, 55.6)	85.3 (84.5, 86.1)	87.0 (86.3, 87.7)	79.1 (77.9, 80.2)	83.2 (82.3, 84.1)	87.3 (86.4, 88.1)	88.3 (87.5, 89.0)	83.3 (82.4, 84.1)	81.5 (80.7, 82.3)
Federation University Australia	85.3 (84.1, 86.3)	80.6 (79.6, 81.6)	63.3 (61.8, 64.7)	47.9 (46.7, 49.1)	83.2 (82.0, 84.3)	77.9 (76.8, 78.9)	80.4 (78.9, 81.7)	79.1 (77.9, 80.2)	88.3 (87.2, 89.3)	75.6 (74.3, 76.8)	79.6 (78.4, 80.8)	69.2 (68.0, 70.3)
Flinders University	83.5 (82.6, 84.4)	80.3 (79.3, 81.2)	63.9 (62.7, 65.0)	53.6 (52.5, 54.7)	82.0 (81.1, 82.9)	79.4 (78.4, 80.3)	77.3 (76.1, 78.4)	79.0 (77.9, 80.0)	85.8 (84.9, 86.6)	81.6 (80.5, 82.6)	78.1 (77.1, 79.0)	70.8 (69.7, 71.8)
Griffith University	83.4 (82.7, 84.1)	79.5 (78.7, 80.2)	63.1 (62.3, 64.0)	42.6 (41.7, 43.4)	84.1 (83.4, 84.8)	80.5 (79.8, 81.1)	77.7 (76.8, 78.6)	77.1 (76.2, 77.9)	86.8 (86.1, 87.4)	78.1 (77.3, 78.9)	82.1 (81.4, 82.8)	70.7 (69.9, 71.5)
James Cook University	82.2 (81.1, 83.2)	79.1 (77.9, 80.2)	62.8 (61.6, 64.1)	50.6 (49.2, 52.0)	76.9 (75.8, 78.0)	76.5 (75.3, 77.7)	77.1 (75.8, 78.4)	78.9 (77.5, 80.2)	82.8 (81.7, 83.8)	79.2 (77.9, 80.5)	75.2 (74.0, 76.3)	65.6 (64.3, 66.9)
La Trobe University	81.1 (80.4, 81.8)	78.1 (77.2, 78.9)	62.7 (61.9, 63.6)	44.5 (43.5, 45.4)	78.6 (77.8, 79.2)	76.1 (75.2, 76.9)	73.7 (72.8, 74.6)	74.9 (73.9, 75.8)	84.6 (83.9, 85.3)	73.3 (72.1, 74.5)	75.9 (75.1, 76.6)	66.7 (65.8, 67.6)
Macquarie University	79.4 (78.8, 79.9)	76.2 (75.5, 76.8)	56.0 (55.3, 56.6)	41.5 (40.8, 42.2)	80.7 (80.2, 81.2)	79.0 (78.3, 79.6)	69.5 (68.7, 70.3)	68.9 (68.1, 69.7)	84.6 (84.1, 85.1)	79.8 (79.1, 80.5)	78.4 (77.8, 78.9)	70.4 (69.7, 71.1)
Monash University	81.4 (80.8, 81.9)	70.5 (69.9, 71.1)	66.3 (65.7, 66.9)	32.4 (31.8, 32.9)	81.1 (80.6, 81.6)	71.4 (70.8, 71.9)	75.0 (74.3, 75.6)	64.2 (63.5, 64.9)	86.5 (86.1, 87.0)	59.0 (58.0, 59.9)	78.6 (78.1, 79.1)	60.4 (59.8, 61.0)
Murdoch University	80.2 (78.8, 81.4)	80.5 (79.3, 81.5)	53.6 (52.0, 55.2)	46.1 (44.8, 47.4)	82.3 (81.1, 83.5)	81.0 (79.9, 82.0)	77.4 (75.8, 79.0)	77.4 (76.1, 78.7)	84.6 (83.3, 85.8)	81.9 (80.7, 83.0)	79.8 (78.4, 81.0)	70.8 (69.5, 72.0)

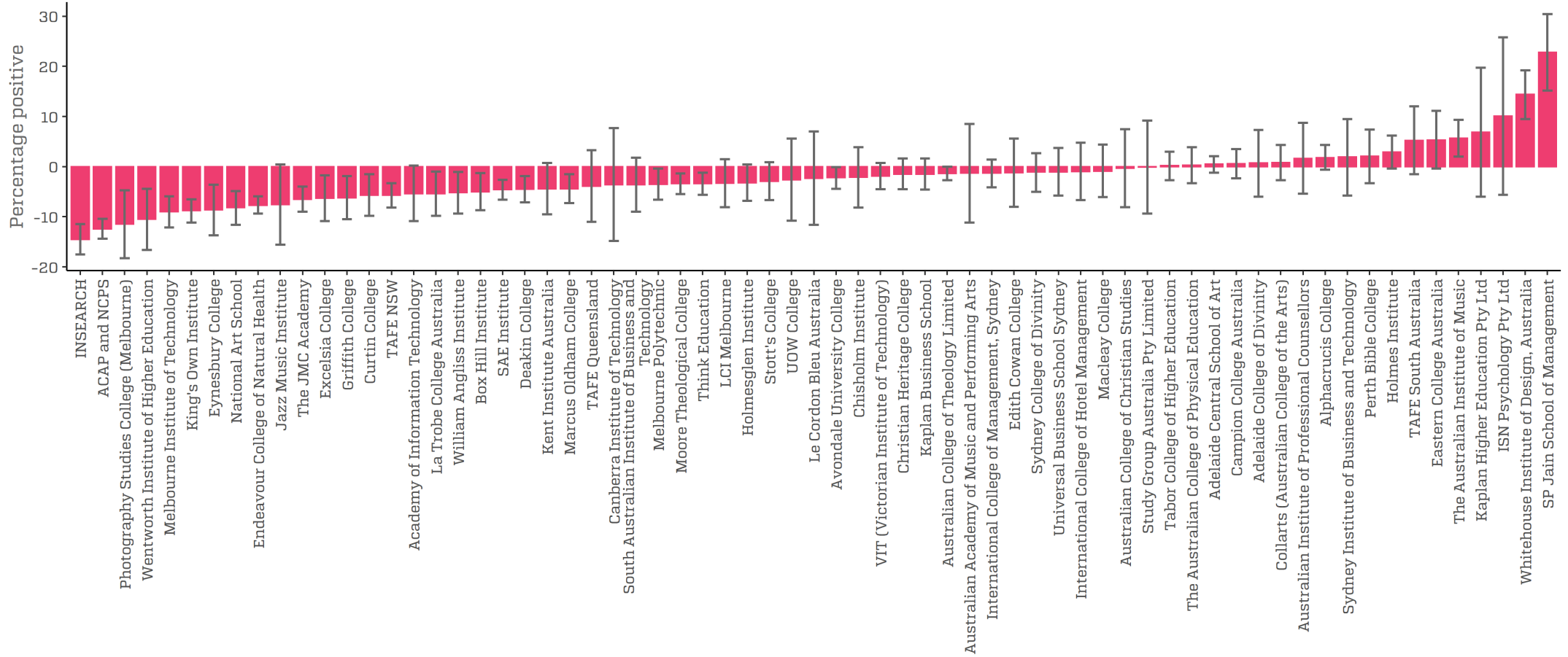
	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Queensland University of Technology	83.3 (82.6, 84.0)	77.5 (76.9, 78.1)	65.4 (64.5, 66.2)	44.8 (44.1, 45.5)	83.1 (82.4, 83.7)	74.8 (74.2, 75.4)	75.1 (74.1, 76.0)	70.5 (69.7, 71.3)	89.0 (88.4, 89.6)	79.1 (78.4, 79.7)	81.8 (81.2, 82.5)	65.8 (65.2, 66.5)
RMIT University	80.9 (80.2, 81.5)	76.6 (75.9, 77.3)	66.3 (65.6, 67.1)	46.0 (45.2, 46.7)	78.9 (78.2, 79.5)	75.0 (74.3, 75.6)	69.6 (68.8, 70.5)	68.3 (67.5, 69.1)	83.7 (83.1, 84.3)	68.0 (67.1, 68.9)	78.5 (77.8, 79.1)	62.1 (61.3, 62.8)
Southern Cross University	81.1 (79.8, 82.2)	78.5 (77.1, 79.7)	49.0 (47.6, 50.5)	30.5 (29.1, 32.0)	81.5 (80.4, 82.6)	79.3 (78.0, 80.6)	81.2 (79.9, 82.5)	78.9 (77.4, 80.3)	87.2 (85.9, 88.2)	73.8 (71.9, 75.6)	79.4 (78.2, 80.5)	70.2 (68.8, 71.6)
Swinburne University of Technology	80.0 (79.3, 80.7)	80.0 (79.3, 80.7)	55.2 (54.3, 56.0)	40.9 (40.1, 41.8)	82.5 (81.8, 83.1)	79.8 (79.1, 80.5)	78.0 (77.1, 78.7)	77.8 (77.0, 78.6)	82.5 (81.7, 83.3)	70.6 (69.4, 71.8)	80.5 (79.9, 81.2)	72.9 (72.1, 73.6)
The Australian National University	79.9 (78.9, 80.9)	75.4 (74.3, 76.4)	59.1 (57.9, 60.2)	43.2 (42.1, 44.4)	82.7 (81.7, 83.6)	78.1 (77.1, 79.0)	65.7 (64.3, 67.0)	68.6 (67.2, 69.9)	82.8 (81.8, 83.8)	73.0 (71.7, 74.2)	79.6 (78.6, 80.5)	67.9 (66.8, 68.9)
The University of Adelaide	80.4 (79.6, 81.2)	77.7 (76.8, 78.5)	64.3 (63.5, 65.2)	49.5 (48.5, 50.4)	82.2 (81.5, 82.9)	80.2 (79.3, 80.9)	75.6 (74.7, 76.6)	77.5 (76.5, 78.4)	84.6 (83.9, 85.3)	80.6 (79.6, 81.4)	79.0 (78.2, 79.7)	69.7 (68.8, 70.5)
The University of Melbourne	78.7 (77.7, 79.7)	70.1 (69.1, 71.1)	58.5 (57.3, 59.6)	34.0 (33.0, 35.1)	82.2 (81.3, 83.1)	72.1 (71.1, 73.1)	66.7 (65.4, 68.0)	63.8 (62.6, 65.0)	84.6 (83.7, 85.5)	60.2 (58.9, 61.5)	77.6 (76.6, 78.6)	52.3 (51.2, 53.4)
The University of Notre Dame Australia	91.5 (90.8, 92.1)	85.5 (84.4, 86.4)	77.4 (76.4, 78.2)	61.6 (60.3, 62.9)	90.3 (89.6, 91.0)	81.7 (80.6, 82.7)	82.7 (81.7, 83.6)	78.5 (77.2, 79.8)	82.6 (81.7, 83.5)	77.6 (76.3, 78.8)	88.0 (87.2, 88.6)	74.1 (72.9, 75.2)
The University of Queensland	81.7 (81.1, 82.3)	77.4 (76.6, 78.1)	63.2 (62.5, 63.8)	44.1 (43.2, 44.9)	83.6 (83.0, 84.1)	76.5 (75.7, 77.2)	71.9 (71.0, 72.7)	67.1 (66.1, 68.1)	85.6 (85.1, 86.2)	79.2 (78.4, 79.9)	80.0 (79.4, 80.5)	66.3 (65.6, 67.1)
The University of South Australia	82.9 (82.2, 83.7)	81.4 (80.6, 82.1)	59.6 (58.6, 60.5)	49.7 (48.8, 50.7)	82.4 (81.6, 83.1)	80.7 (80.0, 81.4)	77.8 (76.9, 78.8)	78.3 (77.4, 79.2)	86.7 (86.0, 87.4)	84.8 (84.0, 85.6)	79.2 (78.4, 79.9)	73.9 (73.1, 74.7)
The University of Sydney	78.5 (77.7, 79.2)	76.3 (75.5, 77.0)	57.8 (56.9, 58.7)	41.9 (41.0, 42.8)	77.8 (77.0, 78.5)	76.0 (75.2, 76.7)	55.9 (54.8, 57.0)	58.3 (57.3, 59.4)	77.7 (76.9, 78.4)	73.3 (72.4, 74.2)	74.2 (73.4, 74.9)	63.6 (62.8, 64.5)
The University of Western Australia	77.7 (76.1, 79.1)	75.0 (73.5, 76.5)	58.5 (56.8, 60.3)	53.0 (51.3, 54.7)	83.9 (82.6, 85.2)	79.7 (78.3, 81.1)	75.4 (73.7, 77.1)	75.9 (74.2, 77.5)	85.1 (83.8, 86.4)	81.1 (79.6, 82.5)	79.7 (78.2, 81.0)	68.4 (66.8, 69.9)
Torrens University	80.3 (78.5, 81.9)	78.5 (77.4, 79.4)	44.3 (42.3, 46.3)	37.3 (36.2, 38.5)	82.4 (80.8, 83.9)	81.2 (80.3, 82.1)	77.9 (75.9, 79.7)	74.8 (73.7, 75.9)	76.4 (74.1, 78.4)	67.9 (66.3, 69.5)	80.4 (78.7, 81.9)	74.2 (73.2, 75.2)
University of Canberra	82.0 (81.0, 83.0)	78.5 (77.3, 79.5)	58.8 (57.6, 60.0)	50.0 (48.7, 51.3)	82.8 (81.8, 83.7)	78.7 (77.6, 79.7)	74.2 (72.9, 75.4)	73.5 (72.1, 74.7)	84.0 (83.0, 84.9)	80.6 (79.4, 81.6)	78.3 (77.3, 79.3)	69.0 (67.8, 70.2)
University of Divinity	88.6 (83.9, 91.3)	82.1 (78.2, 85.1)	64.0 (58.5, 68.8)	49.7 (45.4, 54.1)	90.7 (86.4, 93.1)	92.4 (89.3, 94.1)	94.8 (90.7, 96.6)	89.0 (85.2, 91.4)	90.1 (84.9, 93.0)	88.0 (82.7, 91.3)	92.8 (88.8, 94.7)	82.6 (78.7, 85.4)
University of New England	77.5 (76.2, 78.7)	78.1 (76.8, 79.3)	27.9 (26.7, 29.2)	21.9 (20.7, 23.2)	85.1 (84.0, 86.0)	84.3 (83.2, 85.4)	81.7 (80.3, 83.0)	82.7 (81.3, 84.0)	85.5 (83.6, 87.1)	80.6 (77.9, 83.0)	83.2 (82.1, 84.2)	80.6 (79.4, 81.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
University of New South Wales	70.7 (70.0, 71.4)	73.3 (72.6, 74.0)	56.0 (55.3, 56.7)	42.2 (41.5, 43.0)	69.8 (69.1, 70.5)	72.8 (72.1, 73.4)	61.0 (60.1, 61.9)	66.3 (65.4, 67.2)	79.8 (79.2, 80.4)	70.5 (69.7, 71.3)	62.9 (62.2, 63.5)	59.7 (59.0, 60.5)
University of Newcastle	81.0 (80.3, 81.7)	76.5 (75.2, 77.8)	59.3 (58.5, 60.2)	41.8 (40.3, 43.3)	80.8 (80.1, 81.5)	73.8 (72.5, 75.2)	76.2 (75.2, 77.1)	75.0 (73.4, 76.6)	86.3 (85.7, 86.9)	79.7 (78.3, 81.0)	79.2 (78.5, 79.9)	66.4 (64.9, 67.8)
University of Southern Queensland	77.4 (76.4, 78.3)	79.8 (79.0, 80.7)	34.6 (33.5, 35.6)	31.2 (30.3, 32.2)	76.6 (75.6, 77.5)	80.6 (79.7, 81.3)	76.1 (75.0, 77.2)	79.7 (78.7, 80.6)	83.8 (82.6, 84.8)	82.0 (80.8, 83.1)	75.7 (74.7, 76.6)	74.6 (73.7, 75.5)
University of Tasmania	78.6 (77.8, 79.4)	72.9 (72.1, 73.7)	47.9 (47.0, 48.9)	29.6 (28.8, 30.4)	80.7 (80.0, 81.5)	79.3 (78.6, 80.0)	73.3 (72.3, 74.4)	75.5 (74.6, 76.5)	76.9 (75.9, 77.9)	72.5 (71.3, 73.7)	77.5 (76.7, 78.3)	71.8 (71.0, 72.6)
University of Technology Sydney	82.2 (81.6, 82.8)	76.3 (75.4, 77.1)	68.5 (67.7, 69.2)	46.9 (45.9, 47.8)	77.4 (76.7, 78.0)	72.2 (71.4, 73.1)	69.8 (68.9, 70.6)	67.8 (66.8, 68.9)	83.6 (83.0, 84.2)	75.4 (74.3, 76.3)	77.4 (76.8, 78.0)	65.7 (64.8, 66.6)
University of the Sunshine Coast	84.1 (83.2, 84.9)	79.0 (78.1, 79.9)	61.7 (60.6, 62.7)	46.7 (45.7, 47.8)	83.6 (82.7, 84.4)	80.9 (80.0, 81.8)	78.1 (76.9, 79.2)	78.9 (77.8, 80.0)	86.5 (85.6, 87.2)	80.6 (79.6, 81.6)	81.5 (80.6, 82.3)	73.0 (72.0, 73.9)
University of Wollongong	84.4 (83.7, 85.1)	79.6 (78.8, 80.4)	69.3 (68.4, 70.1)	42.6 (41.6, 43.5)	83.2 (82.5, 83.9)	77.9 (77.1, 78.7)	78.3 (77.3, 79.2)	77.0 (76.0, 77.9)	87.4 (86.7, 88.0)	75.5 (74.5, 76.6)	81.0 (80.2, 81.7)	66.7 (65.8, 67.6)
Victoria University	81.7 (80.7, 82.6)	82.2 (81.4, 83.0)	68.4 (67.3, 69.5)	61.2 (60.2, 62.1)	78.1 (77.1, 79.1)	78.2 (77.4, 79.0)	70.4 (69.2, 71.6)	68.6 (67.5, 69.7)	81.4 (80.4, 82.3)	75.3 (74.3, 76.4)	75.4 (74.4, 76.4)	69.5 (68.6, 70.4)
Western Sydney University	81.9 (81.2, 82.5)	78.7 (77.9, 79.4)	61.7 (60.9, 62.5)	48.2 (47.3, 49.1)	78.3 (77.6, 78.9)	76.0 (75.3, 76.8)	74.6 (73.8, 75.4)	75.2 (74.3, 76.1)	85.3 (84.7, 85.9)	76.8 (76.0, 77.7)	76.2 (75.5, 76.8)	67.1 (66.3, 67.9)
<b>All Universities</b>	<b>81.3 (81.1, 81.4)</b>	<b>77.9 (77.7, 78.0)</b>	<b>59.9 (59.7, 60.0)</b>	<b>43.2 (43.0, 43.3)</b>	<b>80.9 (80.8, 81.1)</b>	<b>77.6 (77.5, 77.8)</b>	<b>73.7 (73.5, 73.8)</b>	<b>73.1 (72.9, 73.3)</b>	<b>84.8 (84.6, 84.9)</b>	<b>76.4 (76.3, 76.6)</b>	<b>78.4 (78.3, 78.5)</b>	<b>68.4 (68.2, 68.5)</b>

Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data for NUHEIs shown in this report use pooled data for two survey years, the same as shown on the QILT website. Figure 2 and Table 6 shows the change in student ratings between pooled estimates for the 2018 and 2019 SES and pooled estimates for the 2019 and 2020 SES. Since estimates are pooled for the 2019 SES and 2020 SES this would have the effect of diluting any impact on student ratings due to COVID-19 for NUHEIs meaning these results are not directly comparable with those presented for universities in Figure 1 and Table 5 above. NUHEIs that

experienced the largest fall in student ratings of the quality of their educational experience included INSEARCH, 15 percentage points, ACAP and NCPS, 12 percentage points and the Photography Studies College (Melbourne), 12 percentage points. NUHEIs that experienced the largest fall in student ratings of Learner Engagement included the INSEARCH, 11 percentage points, the Academy of Information Technology, 10 percentage points, and Photography Studies College (Melbourne), 10 percentage points. INSEARCH is a pathways provider to the University of Technology, Sydney.

Figure 2 Change in the quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, 2018-19 and 2019-20 (% positive rating)



**Table 6 The undergraduate student experience, by non-university higher education institution (NUHEI), 2018-19 and 2019-20 (% positive rating, with 90% confidence intervals)**

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20
Academies Australasia Polytechnic Pty Limited		76.7 (70.9, 81.5)		44.9 (39.1, 50.9)		74.5 (68.7, 79.2)		59.2 (52.8, 65.2)		66.7 (60.3, 72.3)		59.9 (53.8, 65.5)
Academy of Information Technology	69.7 (65.8, 73.2)	68.4 (65.7, 70.9)	60.3 (56.4, 64.0)	50.5 (47.8, 53.3)	72.7 (68.9, 76.0)	68.9 (66.3, 71.4)	65.6 (61.6, 69.4)	62.7 (59.8, 65.4)	61.3 (57.1, 65.3)	55.9 (52.7, 59.1)	62.8 (58.9, 66.4)	57.4 (54.7, 60.0)
ACAP and NCPS	85.9 (84.9, 86.8)	78.3 (77.0, 79.5)	48.7 (47.3, 50.0)	39.5 (38.1, 40.9)	83.4 (82.4, 84.4)	75.0 (73.7, 76.2)	76.0 (74.6, 77.2)	71.2 (69.7, 72.6)	82.1 (80.8, 83.3)	74.2 (72.5, 75.8)	80.3 (79.2, 81.3)	67.9 (66.6, 69.2)
Adelaide Central School of Art	91.5 (89.3, 92.8)	93.3 (91.3, 94.3)	75.1 (72.3, 77.4)	77.5 (74.8, 79.5)	95.8 (94.1, 96.6)	97.9 (96.5, 98.3)	94.4 (92.3, 95.5)	96.5 (94.7, 97.2)	86.3 (83.4, 88.3)	89.4 (86.8, 91.0)	96.7 (95.0, 97.3)	97.1 (95.6, 97.6)
Adelaide College of Divinity	84.9 (77.8, 88.6)	86.1 (80.5, 89.3)	67.9 (60.3, 73.8)	66.3 (60.0, 71.5)	96.2 (90.6, 97.4)	96.3 (92.0, 97.4)	90.0 (83.0, 92.9)	90.7 (85.2, 93.3)	92.3 (83.7, 95.5)	91.4 (84.5, 94.5)	90.6 (84.0, 93.2)	91.3 (86.3, 93.5)
Alphacrucis College	82.8 (81.3, 84.2)	83.3 (81.7, 84.7)	48.7 (46.8, 50.5)	48.3 (46.4, 50.2)	84.5 (83.1, 85.8)	87.9 (86.5, 89.1)	74.8 (72.9, 76.5)	79.7 (77.9, 81.3)	81.1 (79.0, 83.0)	83.5 (81.3, 85.4)	80.8 (79.3, 82.2)	82.7 (81.1, 84.1)
Asia Pacific International College		76.8 (69.5, 82.4)		67.1 (59.6, 73.5)		79.5 (72.4, 84.7)		78.8 (71.4, 84.2)		75.0 (67.5, 80.9)		72.6 (65.2, 78.6)
Australian Academy of Music and Performing Arts	80.0 (73.6, 84.2)	81.6 (75.3, 85.7)	77.8 (71.5, 82.1)	75.9 (69.6, 80.6)	77.5 (71.1, 81.9)	77.9 (71.5, 82.5)	61.4 (54.7, 67.3)	59.2 (52.4, 65.4)	64.8 (58.1, 70.3)	64.5 (57.6, 70.3)	72.2 (65.8, 77.1)	70.9 (64.4, 76.0)
Australian College of Christian Studies	84.1 (77.3, 88.2)	81.2 (74.3, 85.7)	33.3 (27.2, 40.9)	24.6 (19.4, 31.8)	87.3 (80.7, 90.8)	84.1 (77.4, 88.1)	75.8 (68.3, 81.1)	80.3 (73.1, 85.1)	72.1 (61.8, 79.8)	77.8 (66.0, 85.7)	88.9 (82.5, 92.1)	88.6 (82.4, 91.8)
Australian College of Theology Limited	90.8 (89.7, 91.6)	87.7 (86.4, 88.9)	62.6 (61.0, 64.1)	59.6 (57.8, 61.3)	95.6 (94.8, 96.1)	95.1 (94.2, 95.8)	92.7 (91.7, 93.5)	93.2 (92.1, 94.1)	92.9 (91.8, 93.9)	92.7 (91.4, 93.8)	94.6 (93.8, 95.2)	93.2 (92.2, 94.0)
Australian Institute of Higher Education		75.3 (72.7, 77.6)		59.6 (56.9, 62.2)		75.1 (72.6, 77.4)		71.8 (69.1, 74.3)		66.0 (63.1, 68.7)		64.5 (61.8, 67.0)
Australian Institute of Professional Counsellors	78.4 (73.4, 82.2)	81.4 (76.6, 85.0)	13.1 (10.3, 17.4)	22.1 (18.3, 27.0)	84.6 (80.0, 87.7)	85.1 (80.7, 88.3)	78.2 (72.9, 82.3)	83.7 (78.8, 87.3)	72.7 (59.2, 82.8)	80.0 (68.2, 88.0)	79.6 (74.8, 83.2)	81.2 (76.5, 84.8)
Avondale University College	87.7 (86.4, 88.8)	88.5 (87.2, 89.6)	74.2 (72.6, 75.6)	72.7 (71.0, 74.3)	88.0 (86.8, 89.1)	87.7 (86.4, 88.8)	86.7 (85.3, 87.9)	87.2 (85.8, 88.5)	82.4 (80.9, 83.8)	81.9 (80.2, 83.3)	85.4 (84.1, 86.5)	83.1 (81.7, 84.4)
Box Hill Institute	85.8 (83.5, 87.7)	84.8 (82.6, 86.6)	74.7 (72.0, 77.0)	69.4 (66.9, 71.8)	87.4 (85.2, 89.1)	86.2 (84.2, 87.9)	77.0 (74.1, 79.6)	79.1 (76.5, 81.4)	77.7 (75.1, 80.1)	78.3 (75.8, 80.6)	82.9 (80.5, 84.9)	77.9 (75.6, 80.0)
Campion College Australia	93.6 (90.3, 94.7)	94.8 (91.0, 96.1)	93.6 (90.3, 94.7)	95.9 (92.4, 97.0)	97.2 (94.5, 97.7)	96.9 (93.4, 97.7)	95.3 (92.2, 96.2)	97.8 (94.4, 98.5)	90.7 (87.0, 92.3)	92.6 (88.5, 94.4)	96.3 (93.4, 97.0)	96.9 (93.5, 97.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20
Canberra Institute of Technology	79.6 (73.4, 84.0)	84.1 (76.8, 88.7)	61.7 (55.1, 67.6)	53.1 (45.3, 60.7)	72.0 (65.6, 77.3)	73.0 (65.0, 79.1)	69.7 (62.0, 76.1)	69.2 (59.8, 76.7)	86.4 (78.9, 90.9)	79.2 (69.6, 85.6)	72.3 (65.9, 77.5)	68.8 (60.8, 75.2)
Chisholm Institute	83.3 (79.8, 85.9)	86.9 (83.5, 89.2)	60.8 (57.0, 64.3)	63.5 (59.6, 67.1)	76.0 (72.4, 79.0)	76.7 (73.0, 79.8)	76.9 (72.8, 80.2)	78.2 (74.1, 81.5)	62.7 (58.7, 66.4)	62.3 (58.1, 66.2)	69.5 (65.8, 72.8)	67.4 (63.5, 70.8)
Christian Heritage College	91.3 (89.3, 92.8)	92.3 (90.1, 93.9)	66.3 (63.3, 69.1)	68.6 (65.3, 71.6)	94.3 (92.5, 95.4)	94.2 (92.2, 95.5)	95.6 (93.9, 96.7)	94.3 (92.2, 95.7)	82.6 (79.7, 84.9)	87.0 (84.1, 89.3)	92.4 (90.4, 93.7)	90.9 (88.6, 92.6)
CIC Higher Education		79.7 (75.9, 82.7)		54.6 (50.7, 58.5)		84.8 (81.5, 87.3)		81.1 (77.3, 84.0)		74.4 (70.0, 78.1)		79.1 (75.6, 82.0)
Collarts (Australian College of the Arts)	83.6 (81.3, 85.5)	83.1 (81.1, 84.8)	73.6 (71.1, 75.9)	68.9 (66.6, 71.0)	83.1 (80.8, 85.0)	85.7 (83.8, 87.2)	81.0 (78.5, 83.2)	84.6 (82.6, 86.3)	79.1 (76.6, 81.2)	78.1 (75.6, 80.3)	78.6 (76.3, 80.7)	79.4 (77.4, 81.2)
Curtin College	79.5 (76.4, 82.1)	78.2 (76.0, 80.1)	61.3 (58.0, 64.4)	58.1 (55.8, 60.4)	81.8 (79.0, 84.2)	78.8 (76.7, 80.6)	81.3 (78.1, 83.9)	80.7 (78.5, 82.7)	81.5 (78.6, 84.0)	78.4 (76.2, 80.4)	77.2 (74.2, 79.7)	71.5 (69.3, 73.5)
Deakin College	76.4 (74.4, 78.2)	75.2 (73.7, 76.6)	55.9 (53.8, 58.0)	53.0 (51.4, 54.5)	79.4 (77.5, 81.0)	78.9 (77.5, 80.2)	74.8 (72.6, 76.8)	74.6 (73.0, 76.1)	83.7 (81.9, 85.2)	79.6 (78.1, 81.0)	79.5 (77.7, 81.1)	75.0 (73.6, 76.3)
Eastern College Australia	91.1 (86.3, 93.5)	88.7 (81.8, 92.4)	64.8 (58.7, 70.1)	56.1 (48.4, 63.3)	93.3 (88.8, 95.3)	93.8 (88.0, 96.2)	90.8 (85.8, 93.4)	90.3 (83.6, 93.6)	86.7 (80.4, 90.4)	83.9 (75.9, 88.9)	90.1 (85.2, 92.7)	95.5 (90.0, 97.3)
Edith Cowan College	83.1 (77.5, 87.1)	82.6 (79.5, 85.1)	67.4 (61.6, 72.6)	67.0 (63.7, 70.0)	77.2 (71.5, 81.8)	81.3 (78.4, 83.8)	74.1 (67.8, 79.3)	76.5 (73.1, 79.4)	83.2 (77.7, 87.2)	84.7 (81.7, 87.0)	77.5 (72.0, 81.9)	76.3 (73.3, 79.0)
Elite Education Institute		n/a		n/a		n/a		n/a		n/a		n/a
Endeavour College of Natural Health	81.6 (80.7, 82.5)	77.3 (76.2, 78.4)	50.8 (49.6, 51.9)	40.5 (39.2, 41.7)	83.9 (83.1, 84.7)	78.2 (77.1, 79.3)	71.4 (70.2, 72.5)	70.8 (69.4, 72.1)	65.5 (64.3, 66.7)	61.0 (59.4, 62.5)	78.1 (77.1, 79.0)	70.4 (69.2, 71.6)
Engineering Institute of Technology		78.6 (72.1, 82.9)		42.3 (36.3, 48.8)		82.9 (76.7, 86.6)		88.1 (82.0, 91.2)		73.6 (64.9, 79.9)		84.7 (78.8, 88.1)
Equals International		n/a		n/a		n/a		n/a		n/a		n/a
Excelsia College	86.1 (82.4, 88.5)	88.4 (86.1, 90.2)	77.6 (73.8, 80.6)	70.1 (67.2, 72.7)	91.7 (88.6, 93.4)	89.3 (87.0, 90.9)	84.1 (80.1, 86.9)	85.8 (83.2, 87.8)	79.7 (75.7, 82.7)	77.3 (74.3, 79.8)	84.5 (80.9, 86.9)	78.2 (75.5, 80.5)
Eynesbury College	61.8 (57.3, 65.9)	65.3 (61.7, 68.4)	50.7 (46.5, 55.0)	47.3 (44.0, 50.7)	67.7 (63.2, 71.4)	71.1 (67.7, 74.0)	71.4 (66.7, 75.2)	72.4 (68.8, 75.5)	81.4 (77.2, 84.3)	78.1 (74.8, 80.7)	83.9 (80.1, 86.4)	75.3 (72.2, 77.9)
Griffith College	80.4 (77.2, 83.2)	78.9 (76.8, 80.9)	59.1 (55.5, 62.5)	54.5 (52.1, 56.8)	80.4 (77.2, 83.1)	78.3 (76.2, 80.2)	77.2 (73.7, 80.2)	77.9 (75.7, 80.0)	78.9 (75.6, 81.7)	73.6 (71.2, 75.8)	78.5 (75.3, 81.2)	72.3 (70.1, 74.3)
Holmes Institute	73.1 (71.2, 74.8)	77.5 (75.4, 79.4)	56.7 (54.8, 58.6)	59.7 (57.5, 62.0)	67.6 (65.7, 69.4)	72.7 (70.6, 74.7)	58.3 (56.2, 60.3)	68.6 (66.2, 70.8)	50.4 (48.4, 52.3)	56.8 (54.4, 59.2)	65.8 (64.0, 67.6)	68.8 (66.6, 70.8)



	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20
Holmesglen Institute	81.5 (79.5, 83.2)	83.2 (81.3, 84.9)	65.1 (62.8, 67.2)	61.6 (59.3, 63.8)	75.6 (73.5, 77.5)	76.6 (74.5, 78.5)	65.7 (63.3, 68.0)	72.5 (70.1, 74.7)	77.4 (75.3, 79.3)	75.7 (73.5, 77.8)	68.8 (66.6, 70.9)	65.6 (63.4, 67.7)
Ikon Institute of Australia		85.3 (82.8, 87.0)		67.7 (64.8, 70.3)		76.8 (74.1, 79.0)		75.4 (72.4, 77.9)		45.7 (41.6, 49.9)		64.5 (61.6, 67.1)
INSEARCH	78.3 (76.5, 79.9)	71.6 (69.5, 73.5)	62.5 (60.5, 64.4)	51.4 (49.3, 53.5)	81.1 (79.4, 82.6)	72.1 (70.2, 74.0)	74.7 (72.7, 76.6)	71.9 (69.8, 74.0)	88.5 (87.1, 89.8)	74.7 (72.6, 76.7)	81.2 (79.6, 82.7)	66.7 (64.7, 68.6)
International College of Hotel Management	90.4 (86.7, 92.5)	91.6 (87.6, 93.8)	80.6 (76.3, 83.7)	77.9 (72.9, 81.6)	87.7 (83.8, 90.1)	91.8 (87.9, 93.9)	88.7 (84.8, 91.1)	90.8 (86.6, 93.1)	75.6 (70.9, 79.2)	83.9 (78.9, 87.3)	87.1 (83.2, 89.5)	86.1 (81.6, 88.9)
International College of Management, Sydney	83.2 (81.5, 84.6)	81.8 (80.2, 83.3)	69.9 (68.0, 71.6)	69.7 (67.9, 71.4)	80.8 (79.1, 82.2)	79.8 (78.1, 81.3)	74.8 (72.9, 76.5)	75.9 (74.1, 77.6)	71.8 (69.9, 73.6)	71.8 (69.8, 73.6)	77.6 (75.9, 79.2)	76.3 (74.6, 77.8)
ISN Psychology Pty Ltd	70.0 (58.7, 78.0)	73.7 (66.0, 79.2)	66.7 (55.5, 75.1)	62.1 (54.5, 68.6)	56.7 (45.9, 66.4)	62.1 (54.5, 68.6)	67.9 (55.9, 76.7)	70.9 (62.9, 76.9)	40.0 (30.7, 51.0)	46.9 (38.6, 55.6)	43.3 (33.6, 54.1)	53.4 (46.1, 60.5)
Jazz Music Institute	94.7 (85.9, 97.7)	89.8 (81.8, 93.7)	81.6 (70.8, 88.2)	83.7 (74.9, 88.9)	97.4 (89.2, 99.2)	93.9 (86.6, 96.6)	94.4 (85.1, 97.6)	95.3 (87.5, 97.9)	74.3 (62.4, 82.7)	86.7 (77.6, 91.6)	97.4 (89.2, 99.2)	89.8 (81.8, 93.7)
Kaplan Business School	80.9 (78.8, 82.8)	81.8 (79.6, 83.7)	62.8 (60.4, 65.2)	60.8 (58.3, 63.2)	82.5 (80.5, 84.2)	84.1 (82.1, 85.9)	84.4 (82.4, 86.1)	85.0 (82.9, 86.8)	77.8 (75.6, 79.8)	76.3 (73.8, 78.6)	84.2 (82.3, 85.9)	82.7 (80.7, 84.5)
Kaplan Higher Education Pty Ltd	80.8 (67.8, 88.0)	85.2 (73.0, 90.9)	75.0 (62.6, 83.0)	66.7 (54.0, 76.3)	84.6 (71.9, 90.8)	85.2 (73.0, 90.9)	64.0 (50.5, 74.8)	69.2 (56.2, 78.7)	84.6 (71.9, 90.8)	88.5 (76.2, 93.5)	85.7 (73.8, 91.3)	92.6 (81.3, 96.1)
Kent Institute Australia	75.5 (71.5, 78.9)	77.4 (75.0, 79.6)	72.0 (68.2, 75.3)	66.4 (64.0, 68.8)	76.8 (73.1, 80.0)	77.4 (75.1, 79.5)	81.3 (77.5, 84.4)	77.9 (75.5, 80.1)	73.2 (69.3, 76.7)	70.0 (67.4, 72.4)	72.2 (68.5, 75.6)	67.8 (65.3, 70.1)
King's Own Institute	84.1 (82.8, 85.3)	77.5 (75.9, 79.0)	68.1 (66.5, 69.6)	62.2 (60.5, 63.8)	86.0 (84.7, 87.1)	80.3 (78.8, 81.6)	76.8 (75.2, 78.2)	75.2 (73.5, 76.8)	80.3 (78.8, 81.6)	75.3 (73.6, 76.8)	82.8 (81.5, 84.0)	74.0 (72.4, 75.4)
La Trobe College Australia	82.5 (79.1, 85.3)	78.3 (75.8, 80.6)	65.8 (62.0, 69.3)	56.7 (54.0, 59.4)	81.4 (78.1, 84.2)	81.2 (78.9, 83.2)	81.5 (77.7, 84.6)	80.4 (77.8, 82.7)	86.3 (83.1, 88.8)	79.3 (76.7, 81.7)	83.2 (80.0, 85.8)	77.7 (75.3, 79.9)
LCI Melbourne	84.1 (81.2, 86.2)	84.8 (81.7, 87.0)	74.2 (71.1, 76.8)	71.8 (68.3, 74.8)	86.5 (83.8, 88.4)	87.7 (84.8, 89.7)	86.2 (83.2, 88.2)	90.8 (87.9, 92.5)	85.6 (82.8, 87.6)	85.4 (81.9, 87.8)	80.4 (77.5, 82.7)	77.2 (73.8, 79.9)
Le Cordon Bleu Australia	76.8 (70.4, 81.8)	78.9 (73.8, 83.0)	62.5 (55.7, 68.6)	58.2 (52.6, 63.4)	78.1 (71.8, 82.9)	77.0 (71.9, 81.1)	71.0 (64.2, 76.6)	70.6 (65.0, 75.5)	67.4 (60.6, 73.2)	66.9 (61.2, 72.0)	72.9 (66.4, 78.2)	70.6 (65.2, 75.2)
Leaders Institute		100.0 (96.3, 99.8)		94.0 (89.0, 95.7)		100.0 (96.3, 99.8)		100.0 (96.3, 99.8)		98.5 (94.3, 98.9)		98.5 (94.4, 98.9)
Macleay College	86.5 (83.1, 89.1)	84.9 (81.4, 87.5)	75.7 (71.9, 79.0)	68.5 (64.6, 72.1)	89.4 (86.3, 91.6)	87.5 (84.3, 89.9)	85.7 (82.1, 88.3)	84.4 (80.8, 87.1)	78.2 (74.3, 81.5)	77.3 (73.0, 80.8)	83.3 (79.8, 86.0)	82.4 (79.0, 85.2)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20
Marcus Oldham College	90.6 (89.1, 91.3)	90.2 (87.8, 91.6)	84.8 (83.2, 85.8)	83.7 (81.2, 85.5)	93.1 (91.9, 93.7)	90.4 (88.2, 91.8)	92.0 (90.6, 92.7)	91.6 (89.3, 93.0)	91.1 (89.5, 91.9)	92.1 (89.6, 93.5)	88.5 (87.1, 89.3)	84.1 (81.6, 85.9)
Melbourne Institute of Technology	79.6 (77.8, 81.3)	77.5 (75.4, 79.4)	68.5 (66.6, 70.4)	65.8 (63.6, 67.9)	81.1 (79.3, 82.6)	77.4 (75.4, 79.2)	78.8 (76.9, 80.5)	73.4 (71.2, 75.5)	81.6 (79.8, 83.1)	72.8 (70.5, 74.8)	80.6 (78.9, 82.2)	71.6 (69.5, 73.5)
Melbourne Polytechnic	83.4 (81.6, 85.1)	81.7 (79.8, 83.4)	61.7 (59.5, 63.8)	58.9 (56.7, 61.0)	81.7 (79.9, 83.4)	80.5 (78.7, 82.2)	77.7 (75.5, 79.6)	78.0 (75.9, 79.9)	75.6 (73.5, 77.5)	72.2 (70.0, 74.3)	80.1 (78.3, 81.8)	76.7 (74.7, 78.4)
Montessori World Educational Institute (Australia)		n/a		n/a		n/a		n/a		n/a		n/a
Moore Theological College	95.4 (93.8, 96.3)	92.5 (90.6, 93.6)	90.4 (88.4, 91.7)	81.8 (79.4, 83.6)	97.3 (95.9, 97.9)	96.4 (95.0, 97.2)	96.4 (94.8, 97.2)	95.8 (94.1, 96.7)	96.9 (95.5, 97.6)	97.3 (95.7, 98.0)	96.4 (94.9, 97.1)	92.9 (91.2, 94.0)
National Art School	86.3 (84.1, 88.0)	85.8 (83.3, 87.8)	76.6 (74.2, 78.7)	76.7 (73.9, 79.1)	90.1 (88.3, 91.5)	88.2 (85.9, 90.0)	80.0 (77.3, 82.3)	80.1 (77.1, 82.6)	85.2 (83.0, 87.0)	80.8 (78.0, 83.1)	90.5 (88.7, 91.9)	82.3 (79.7, 84.4)
Newcastle International College		83.3 (70.9, 90.2)		46.7 (34.8, 59.1)		82.8 (70.0, 89.9)		64.3 (50.7, 75.3)		89.7 (77.7, 94.9)		76.7 (63.8, 85.1)
Oxford Institute of Higher Education		82.8 (70.6, 89.3)		48.4 (37.4, 59.6)		77.4 (65.6, 84.8)		82.8 (70.6, 89.3)		65.4 (51.8, 76.1)		77.4 (65.6, 84.8)
Perth Bible College	98.5 (94.5, 98.7)	98.2 (93.1, 98.9)	76.1 (70.1, 80.1)	71.9 (64.4, 77.5)	98.5 (94.6, 98.7)	96.5 (91.1, 97.7)	98.4 (94.2, 98.7)	100.0 (95.5, 99.9)	98.3 (93.7, 98.8)	95.9 (89.4, 97.6)	92.6 (87.8, 94.2)	94.7 (89.0, 96.5)
Photography Studies College (Melbourne)	85.4 (81.6, 87.9)	84.0 (78.8, 87.5)	74.0 (69.8, 77.3)	63.6 (57.9, 68.7)	86.1 (82.4, 88.5)	83.3 (78.2, 86.9)	79.9 (75.4, 83.1)	80.4 (74.8, 84.5)	89.5 (86.0, 91.6)	87.8 (82.5, 91.0)	87.0 (83.4, 89.3)	75.5 (70.0, 79.7)
Polytechnic Institute Australia Pty Ltd		85.7 (77.1, 91.0)		56.1 (46.5, 65.2)		80.0 (70.7, 86.5)		79.6 (70.2, 86.3)		76.8 (67.4, 83.7)		79.3 (70.3, 85.7)
SAE Institute	84.3 (83.2, 85.2)	84.3 (83.1, 85.4)	78.8 (77.6, 79.8)	79.4 (78.1, 80.6)	84.6 (83.6, 85.6)	83.5 (82.3, 84.6)	84.4 (83.3, 85.5)	84.1 (82.8, 85.3)	82.0 (80.8, 83.0)	78.6 (77.2, 79.9)	79.4 (78.2, 80.4)	74.8 (73.4, 76.1)
South Australian Institute of Business and Technology	77.4 (73.0, 81.0)	76.8 (74.1, 79.2)	58.0 (53.6, 62.2)	54.9 (52.0, 57.6)	79.9 (75.9, 83.1)	78.8 (76.3, 81.0)	78.4 (74.0, 82.1)	79.5 (76.8, 81.9)	87.4 (83.7, 90.1)	86.9 (84.6, 88.8)	76.3 (72.2, 79.7)	72.7 (70.0, 75.1)
SP Jain School of Management	82.9 (77.6, 86.7)	91.6 (89.1, 93.1)	74.6 (69.2, 79.0)	85.9 (83.1, 87.9)	69.2 (63.4, 74.1)	86.5 (83.7, 88.5)	68.4 (62.5, 73.5)	86.2 (83.3, 88.3)	47.9 (42.1, 53.8)	74.9 (71.3, 77.9)	52.4 (46.8, 57.9)	75.2 (72.0, 77.9)
Stott's Colleges	82.1 (79.5, 84.3)	81.4 (79.0, 83.4)	65.3 (62.4, 67.9)	65.6 (63.0, 67.9)	80.9 (78.3, 83.1)	82.8 (80.7, 84.7)	75.2 (72.3, 77.8)	74.6 (72.0, 76.9)	65.3 (62.3, 68.1)	61.7 (59.0, 64.3)	80.2 (77.8, 82.4)	77.4 (75.1, 79.4)
Study Group Australia Pty Limited	76.8 (72.0, 80.8)	75.6 (68.6, 81.0)	42.6 (37.7, 47.8)	51.2 (44.2, 58.0)	76.9 (72.2, 80.8)	83.5 (77.2, 87.8)	68.8 (63.5, 73.4)	85.7 (79.1, 89.9)	77.8 (72.5, 82.1)	84.2 (77.4, 88.7)	72.2 (67.2, 76.4)	72.1 (65.2, 77.6)
Sydney College of Divinity	88.0 (85.4, 90.0)	88.1 (85.3, 90.3)	49.2 (45.7, 52.7)	44.6 (41.0, 48.4)	93.9 (91.9, 95.3)	92.0 (89.5, 93.7)	87.7 (85.0, 89.8)	89.7 (86.9, 91.7)	84.8 (80.7, 88.0)	86.1 (81.6, 89.5)	89.3 (86.8, 91.1)	88.1 (85.4, 90.2)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20	'18-'19	'19-'20
Sydney Institute of Business and Technology	76.0 (69.5, 81.1)	76.0 (71.5, 79.8)	60.9 (54.5, 66.7)	57.5 (53.0, 61.9)	70.6 (64.2, 76.1)	71.9 (67.5, 75.8)	74.7 (68.0, 80.2)	73.4 (68.6, 77.4)	82.9 (76.9, 87.1)	83.2 (79.0, 86.4)	77.4 (71.5, 82.0)	79.2 (75.2, 82.5)
Tabor College of Higher Education	94.2 (92.4, 95.4)	94.2 (92.3, 95.5)	74.1 (71.3, 76.6)	70.9 (67.8, 73.6)	95.1 (93.4, 96.2)	94.7 (92.8, 95.8)	93.6 (91.6, 95.0)	93.0 (90.7, 94.5)	88.2 (85.6, 90.1)	87.8 (85.0, 90.0)	92.2 (90.2, 93.5)	92.4 (90.3, 93.8)
TAFE NSW	84.2 (82.8, 85.5)	81.0 (79.7, 82.3)	62.7 (60.9, 64.4)	54.0 (52.4, 55.6)	81.3 (79.8, 82.7)	79.1 (77.7, 80.4)	71.8 (69.9, 73.5)	72.2 (70.5, 73.7)	67.7 (65.8, 69.4)	64.5 (62.8, 66.2)	76.5 (74.9, 77.9)	70.7 (69.3, 72.1)
TAFE Queensland	80.5 (76.1, 83.9)	80.3 (76.2, 83.6)	67.7 (62.9, 71.9)	68.8 (64.4, 72.7)	74.5 (69.9, 78.4)	72.7 (68.3, 76.5)	72.6 (67.5, 76.9)	66.7 (61.8, 71.1)	75.8 (71.1, 79.6)	75.3 (70.9, 78.9)	73.2 (68.5, 77.1)	69.3 (64.9, 73.2)
TAFE South Australia	75.3 (71.1, 78.7)	80.5 (76.0, 84.0)	56.6 (52.3, 60.8)	65.4 (60.5, 69.7)	76.7 (72.5, 80.0)	84.9 (80.6, 87.9)	68.3 (63.3, 72.5)	76.5 (71.3, 80.6)	73.6 (69.2, 77.2)	81.0 (76.3, 84.4)	71.7 (67.5, 75.2)	76.9 (72.4, 80.6)
The Australian College of Physical Education	88.4 (86.1, 90.1)	87.7 (85.1, 89.7)	60.2 (57.2, 63.1)	59.5 (56.2, 62.7)	90.4 (88.3, 91.9)	92.2 (90.1, 93.7)	88.3 (86.0, 90.1)	90.8 (88.4, 92.5)	92.3 (90.2, 93.8)	94.2 (92.1, 95.7)	87.0 (84.7, 88.8)	87.3 (84.8, 89.3)
The Australian Institute of Music	74.3 (72.1, 76.2)	76.8 (74.6, 78.7)	61.6 (59.3, 63.7)	55.9 (53.6, 58.1)	71.3 (69.2, 73.3)	78.8 (76.8, 80.6)	69.2 (66.8, 71.4)	73.9 (71.5, 76.1)	59.7 (57.3, 61.9)	66.8 (64.2, 69.2)	60.6 (58.4, 62.8)	66.3 (64.1, 68.4)
The JMC Academy	85.1 (83.7, 86.4)	83.3 (81.7, 84.7)	78.9 (77.3, 80.3)	74.0 (72.2, 75.6)	86.1 (84.7, 87.2)	85.1 (83.6, 86.4)	84.8 (83.2, 86.1)	84.3 (82.6, 85.7)	79.6 (78.1, 81.1)	77.9 (76.1, 79.5)	83.3 (81.9, 84.5)	76.8 (75.1, 78.3)
Think Education	76.0 (74.8, 77.2)	76.0 (74.6, 77.3)	37.6 (36.4, 39.0)	35.8 (34.4, 37.3)	81.3 (80.2, 82.3)	80.8 (79.5, 81.9)	72.0 (70.5, 73.3)	71.4 (69.8, 73.0)	68.8 (67.2, 70.4)	66.2 (64.2, 68.2)	74.2 (73.0, 75.3)	70.8 (69.3, 72.1)
Universal Business School Sydney	85.4 (82.4, 87.8)	82.9 (79.7, 85.7)	69.7 (66.3, 72.9)	70.2 (66.8, 73.4)	88.5 (85.8, 90.6)	84.7 (81.8, 87.2)	77.6 (74.1, 80.7)	79.8 (76.3, 82.7)	72.6 (69.1, 75.9)	76.7 (73.1, 79.8)	82.3 (79.3, 84.8)	81.2 (78.1, 83.8)
UOW College	66.7 (60.9, 71.8)	68.5 (64.1, 72.5)	57.2 (51.5, 62.7)	50.4 (46.1, 54.7)	70.6 (65.0, 75.4)	70.7 (66.4, 74.4)	67.4 (61.3, 72.8)	73.7 (69.1, 77.7)	78.4 (73.1, 82.7)	70.0 (65.5, 74.1)	65.5 (59.9, 70.6)	62.9 (58.6, 66.9)
VIT (Victorian Institute of Technology)	75.1 (73.4, 76.6)	76.5 (74.7, 78.1)	67.2 (65.6, 68.8)	67.7 (65.9, 69.4)	76.9 (75.3, 78.3)	78.9 (77.3, 80.4)	76.4 (74.7, 77.9)	77.3 (75.5, 78.9)	71.8 (70.1, 73.4)	70.9 (69.0, 72.7)	76.9 (75.4, 78.3)	75.0 (73.3, 76.6)
Wentworth Institute of Higher Education	82.4 (78.3, 85.5)	81.3 (77.1, 84.5)	74.0 (69.9, 77.5)	69.8 (65.5, 73.5)	85.1 (81.3, 87.8)	85.3 (81.5, 88.1)	81.0 (76.8, 84.2)	80.0 (75.7, 83.4)	78.0 (73.8, 81.4)	74.4 (69.9, 78.2)	83.3 (79.6, 86.1)	72.8 (68.5, 76.4)
Whitehouse Institute of Design, Australia	61.7 (58.7, 64.4)	75.3 (72.4, 77.8)	51.8 (48.9, 54.6)	57.2 (54.2, 60.1)	51.1 (48.3, 54.0)	71.0 (68.0, 73.6)	50.0 (46.9, 53.1)	62.0 (58.6, 65.1)	41.6 (38.8, 44.6)	58.1 (54.5, 61.4)	49.2 (46.4, 52.0)	63.5 (60.6, 66.3)
William Angliss Institute	82.3 (79.9, 84.3)	81.3 (78.7, 83.6)	62.0 (59.3, 64.7)	63.3 (60.4, 66.1)	79.0 (76.5, 81.2)	77.8 (75.2, 80.1)	75.0 (72.1, 77.6)	75.0 (71.8, 77.8)	72.9 (70.2, 75.3)	72.9 (69.9, 75.6)	78.0 (75.5, 80.2)	72.7 (70.0, 75.2)
<b>All NUHEIs</b>	<b>82.2 (81.9, 82.5)</b>	<b>80.6 (80.4, 80.9)</b>	<b>62.5 (62.2, 62.8)</b>	<b>59.1 (58.8, 59.5)</b>	<b>82.7 (82.5, 83.0)</b>	<b>81.3 (81.0, 81.5)</b>	<b>77.5 (77.2, 77.8)</b>	<b>78.0 (77.7, 78.3)</b>	<b>76.3 (75.9, 76.6)</b>	<b>74.4 (74.1, 74.7)</b>	<b>79.4 (79.1, 79.7)</b>	<b>74.9 (74.6, 75.2)</b>

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

# 7. International comparisons

The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts. The quality of 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 2020 NSSE was administered to 343,000 students from 521 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 the 2020 NSSE was administered to 134,000 students from 63 universities, 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>3</sup>. The NSS is administered mostly to final year undergraduates and is run across all publicly funded higher education institutions in England, Wales, Northern Ireland and Scotland<sup>4</sup>, reducing the potential for non-random selection inherent in the NSSE.

Comparison of SES results 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 have historically rated their higher education experience lower than their counterparts in these countries. 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. For 2020, interpretation of the results is complicated by the impact of COVID-19. For both the NSS and NSSE, the bulk of survey responses were collected before pandemic mitigation measures had a substantial impact on teaching arrangements in higher education institutions. Analysis of both surveys indicate student ratings of their educational experience were relatively unaffected by COVID-19<sup>5</sup>. This is in contrast to the substantial impact of the pandemic on SES 2020 results in Australia, as discussed above.

With that caveat in mind, in 2020, 69 per cent of students studying in Australian higher education institutions rated their overall education experience positively, compare with 83 per cent of students in the United Kingdom (at the time of publication, results for the United States and Canada were unavailable).

For both the NSS and NSSE, the bulk of survey responses were collected before pandemic mitigation measures had a substantial impact on teaching arrangements in higher education institutions. This is in contrast to the substantial impact of the pandemic on SES 2020 results in Australia.

1 'How would you evaluate your entire educational experience at this institution?'

2 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)

3 'Overall, I am satisfied with the quality of the [this] course.'

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

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

## 8. Likelihood to consider departing higher education

In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving higher education in 2020. Overall, 20 per cent of undergraduate students indicated that they had considered leaving in 2020, the same as in 2019, 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. In previous economic downturns, the student attrition rate has declined because as job opportunities diminish students are more inclined to continue with their studies. While the SES enquires about expectations or intentions of leaving, not actual leaving behaviour, it will be interesting to observe this indicator in future surveys as well as any changes in the actual student attrition rate.

Students who considered leaving their institution were also asked to indicate, from a list of 30 possible reasons, why they had considered doing so. These are summarised in Table 7. Students could select as many reasons as applied, so the percentages do not sum to 100.

Once again, rather than focusing on common reasons for considering departure in a particular survey year, it is more illuminating in the COVID-19 environment to examine changes between the 2019 SES and 2020 SES in likely reasons for considering departure. Reasons more likely to be given for considering departure were, expectations not met, up 5 percentage points from 22 per cent to 27 per cent, quality concerns, up 4 percentage points from 16 per cent to 20 per cent, health or stress, up 4 percentage points from 16 per cent to 20 per cent and academic support, up 3 percentage points from 19 per cent to 22 per cent.

On the other hand, reasons less likely to be given for considering departure between 2019 and 2020 were, need to do paid work, down 5 percentage points from 27 per cent to 22 per cent work. This is hardly surprising with fewer job opportunities on offer leading to fewer students contemplating leaving higher education to do paid work. Other reasons given for being less likely to consider leaving higher education were, commuting difficulties, down 5 percentage points from 13 per cent to 8 per cent, study/life balance, down 3 percentage points from 30 per cent to 27 per cent, travel or tourism, down 3 percentage points from 6 per cent to 3 per cent and change of direction, down 3 percentage points from 16 per cent to 13 per cent. Note, other reasons given for considering departure were down 4 percentage points from 13 per cent to 9 per cent. In 2020, the coding frame was changed to 'other (please specify)' allowing students to write a reason. All verbatim responses that could be coded to a pre-existing response code were done so which will likely have contributed to the decrease in 'other' reasons given.

In 2020 the proportion of international students who had considered leaving increased by 1 percentage point from 17 per cent to 18 per cent. In terms of reasons given by international students for considering leaving there was an increase in those citing financial difficulties which increased by 18 percentage points from 20 per cent to 38 per cent and fee difficulties which increased by 14 percentage points from 21 per cent to 35 per cent.

 **5%**  
Reasons more likely to be given for considering departure – Expectations not met

 **4%**  
Reasons more likely to be given for considering departure – Quality concerns

 **4%**  
Reasons more likely to be given for considering departure – Health or stress

 **3%**  
Reasons more likely to be given for considering departure – Academic support

The Student Experience Survey also includes three items which ask students to rate whether their financial circumstances, living arrangements and paid work commitments negatively affected their study. There was relatively little change in these factors for domestic students. Those reporting their financial circumstances had negatively affected their studies actually declined by 4 percentage points from 26 per cent in 2019 to 22 per cent in 2020. On the other hand, the proportion of domestic students reporting their living arrangements negatively affected their study increased marginally by 1 percentage point from 22 per cent to 23 per cent. Those reporting paid work commitments negatively impacted on their study declined by 4 percentage points from 37 per cent to 33 per cent. On the other hand, there was a substantial increase in the number of international students reporting these factors had negatively impacted their study quite a bit or very much. The proportion of international students reporting their study had been negatively impacted by their financial circumstances quite a bit or very much increased by 19 percentage points from 28 per cent in 2019 to 47 per cent in 2020. Similarly, the negative impact of living arrangements on study increased by 11 percentage points from 23 per cent in 2019 to 34 per cent or 11 percentage points. The negative impact of paid work commitments on study increased by 9 percentage points from 21 per cent to 30 per cent. These results align with earlier results from above that more international students were citing financial and fee difficulties as reasons why they had considered leaving their institution in 2020. These factors may also have contributed to the larger fall in international students' rating of their overall educational experience.

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

**Table 7 Selected reasons for considering early departure among undergraduate students, 2019 and 2020**

	<b>Per cent considering departure - 2019</b>	<b>Per cent considering departure - 2020</b>
Health or stress	46	50
Study / life balance	30	27
Workload difficulties	25	27
Expectations not met	22	27
Personal reasons	25	25
Financial difficulties	23	23
Need a break	24	22
Academic support	19	22
Need to do paid work	27	22
Quality concerns	16	20
Boredom/lack of interest	21	20

	Per cent considering departure - 2019	Per cent considering departure - 2020
Career prospects	18	16
Paid work responsibilities	17	16
Family responsibilities	16	16
Change of direction	16	13
Fee difficulties	10	12
Administrative support	10	11
Gap year / deferral	9	9
Academic exchange	10	9
Other	13	9
Institution reputation	10	8
Commuting difficulties	13	8
Social reasons	9	8
Moving residence	6	7
Other opportunities	8	7
Standards too high	6	6
Graduating	5	5
Received other offer	5	4
Government assistance	3	3
Travel or tourism	6	3

# 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. In 2020, the scope of the survey was extended to include students who intended to be onshore at the time of the survey but instead studied off-shore due to government-imposed travel restrictions preventing students from entering the country due to the COVID-19 pandemic.

Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later-year).

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

Typically, records conforming to the target population definition are extracted from the national HEIMS Submission 1 Student File, with individual institutions asked to confirm that the selected students are still current and to provide relevant contact details. However, this year that process was unable to be followed due to the delayed implementation of the new Tertiary Collection of Student Information (TCSI) platform for submission of data traditionally submitted via HEIMS. For 2020, all sample for the SES was submitted to the Social Research Centre via a template. To reduce the burden on institutions, only the minimum data required to run the survey was provided and the remaining information backfilled from a HEIMS extract during data processing, once the submission was finalised. For more detailed information about this process, please refer to the 2020 SES Methodological Report available on the QILT website.

Table 8 provides a summary of the 2020 SES. A total of 693,471 students from 133 institutions were approached to participate in the SES. From a final in-scope sample of 636,095 students, responses were received from a total of 280,495 students which equated to 295,473 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 44.1 per cent.

Table 8 2020 SES operational overview: undergraduate and postgraduate coursework

Project element	Universities	NUHEIs	Total
Number of participating institutions	41	92	133
Number of students approached	616,926	76,545	693,471
Final 'in-scope' sample	565,829	70,266	636,095



Project element	Universities	NUHEIs	Total
Number of completed surveys (unique student respondents)	248,990	31,311	280,301
Number of completed surveys (student respondents per unique course enrolment)	249,146	31,349	280,495
Number of completed surveys (student responses per course component – double degrees counted per component response)	264,013	31,460	295,473
Overall response rate	44.0%	44.6%	44.1%
Analytic unit	Course	Course	Course
Data collection period	August-October	August-October	August-October
Mode of data collection	Online	Online	Online

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

### 1.1.2 Data collection

The main online survey took place in August 2020, with a secondary collection in September 2020 for trimester institutions and institutions with delayed term start dates caused by the COVID-19 pandemic. A number of institutions commissioned post-main online fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions until the end of 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 2020 SES featured an email invitation to complete the survey, followed by nine reminder emails and two to three SMS reminders.

Refer to the 2020 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 9 shows 2019 and 2020 SES response rates by institution. Whilst the overall response rate in 2020 was 44.1 per cent, institutional response rates ranged from 79.7 per cent to 18.8 per cent. Across universities, the response rates ranged between a high of 59.8 per cent and a low of 32.5 per cent.

Table 9 SES response rate by institution

Institution	2019 Response Rate	2020 Response Rate
Academies Australasia Polytechnic Pty Limited	n/a	29.2
Academy of Information Technology	43.1	45.3
ACAP and NCPS	53.0	51.7
Adelaide Central School of Art	73.3	78.8
Adelaide College of Divinity	62.6	50.8
Alphacrucis College	44.5	41.5
Asia Pacific International College	n/a	34.1
Australian Academy of Music and Performing Arts	56.3	49.4
Australian Catholic University	43.9	45.9
Australian College of Christian Studies	53.0	48.6
Australian College of Nursing	35.6	36.8
Australian College of Theology Limited	57.4	56.0
Australian Institute of Business Pty Ltd	39.6	48.5
Australian Institute of Higher Education	n/a	40.6
Australian Institute of Management Education & Training	47.0	35.1
Australian Institute of Professional Counsellors	44.4	40.8
Avondale University College	58.2	56.0
BBI - The Australian Institute of Theological Education	42.2	46.1
Bond University	47.6	41.6
Box Hill Institute	41.9	47.9
Campion College Australia	71.2	58.4
Canberra Institute of Technology	45.2	47.8

<b>Institution</b>	<b>2019 Response Rate</b>	<b>2020 Response Rate</b>
Central Queensland University	44.9	49.3
Charles Darwin University	46.8	43.2
Charles Sturt University	40.6	39.8
Chisholm Institute	56.7	47.6
Christian Heritage College	47.1	48.6
CIC Higher Education	n/a	44.5
Collarts (Australian College of the Arts)	48.0	49.3
Curtin College	40.5	39.1
Curtin University	40.3	43.1
Deakin College	47.3	47.1
Deakin University	45.2	49.7
Eastern College Australia	47.1	49.6
Edith Cowan College	35.1	56.1
Edith Cowan University	46.4	48.0
Elite Education Institute	n/a	18.8
Endeavour College of Natural Health	41.5	40.8
Engineering Institute of Technology	n/a	67.2
Equals International	n/a	53.8
Excelsia College	64.3	54.7
Eynesbury College	64.8	65.6
Federation University Australia	45.5	45.8
Flinders University	44.1	46.5
Governance Institute of Australia	n/a	47.0
Griffith College	23.7	44.0
Griffith University	34.0	40.4
Health Education & Training Institute	37.5	39.4
Higher Education Leadership Institute	n/a	33.3
Holmes Institute	35.6	26.0
Holmesglen Institute	34.9	46.7
Ikon Institute of Australia	n/a	74.2

Institution	2019 Response Rate	2020 Response Rate
INSEARCH	17.4	46.3
Institute of Health & Management Pty Ltd	n/a	35.6
International College of Hotel Management	51.5	67.0
International College of Management, Sydney	58.3	49.3
ISN Psychology Pty Ltd	68.1	62.1
James Cook University	46.7	48.8
Jazz Music Institute	34.4	43.8
Kaplan Business School	43.6	44.9
Kaplan Higher Education Pty Ltd	37.0	32.1
Kent Institute Australia	32.2	37.4
King's Own Institute	53.8	46.4
La Trobe College Australia	35.5	38.6
La Trobe University	41.7	43.5
LCI Melbourne	69.5	55.5
Le Cordon Bleu Australia	41.8	31.8
Leaders Institute	n/a	60.7
Macleay College	36.3	43.2
Macquarie University	47.4	48.2
Marcus Oldham College	83.5	57.3
Melbourne Institute of Technology	43.1	43.3
Melbourne Polytechnic	41.5	41.0
Monash University	46.4	45.2
Montessori World Educational Institute (Australia)	n/a	53.2
Moore Theological College	60.6	70.8
Morling College	55.3	52.5
Murdoch University	38.7	42.4
Nan Tien Institute	57.7	61.0
National Art School	48.2	44.2
Newcastle International College	n/a	35.6

<b>Institution</b>	<b>2019 Response Rate</b>	<b>2020 Response Rate</b>
Oxford Institute of Higher Education	n/a	44.3
Perth Bible College	60.0	52.5
Photography Studies College (Melbourne)	54.2	52.6
Polytechnic Institute Australia Pty Ltd	n/a	22.6
Queensland University of Technology	33.0	48.3
RMIT University	35.7	39.6
SAE Institute	48.8	43.7
South Australian Institute of Business and Technology	39.7	49.9
Southern Cross University	44.6	47.0
SP Jain School of Management	47.6	79.7
Stott's College	42.2	40.1
Study Group Australia Pty Limited	38.9	41.7
Swinburne University of Technology	44.6	50.9
Sydney College of Divinity	41.1	41.4
Sydney Institute of Business and Technology	37.0	54.8
Tabor College of Higher Education	52.7	53.3
TAFE NSW	41.9	49.1
TAFE Queensland	44.4	41.2
TAFE South Australia	55.2	42.9
The Australian College of Physical Education	40.8	40.2
The Australian Institute of Music	47.9	53.1
The Australian National University	34.7	41.4
The Cairnmillar Institute	57.6	52.2
The JMC Academy	38.7	43.3
The MIECAT Institute	63.6	65.4
The University of Adelaide	53.1	50.3
The University of Melbourne	48.7	51.7
The University of Notre Dame Australia	47.4	47.3

<b>Institution</b>	<b>2019 Response Rate</b>	<b>2020 Response Rate</b>
The University of Queensland	43.1	39.4
The University of South Australia	38.6	42.5
The University of Sydney	29.8	33.1
The University of Western Australia	33.2	32.5
Think Education	52.5	60.5
Torrens University	45.9	50.7
Universal Business School Sydney	30.9	36.6
University of Canberra	45.8	44.6
University of Divinity	57.7	59.8
University of New England	50.2	51.1
University of New South Wales	46.6	42.0
University of Newcastle	45.4	36.1
University of Southern Queensland	53.1	55.9
University of Tasmania	50.6	46.3
University of Technology Sydney	43.8	35.6
University of the Sunshine Coast	52.8	52.7
University of Wollongong	49.0	50.6
UOW College	29.2	44.7
Victoria University	41.9	43.8
VIT (Victorian Institute of Technology)	50.9	55.7
Wentworth Institute of Higher Education	54.9	56.1
Western Sydney University	42.4	34.9
Whitehouse Institute of Design, Australia	62.6	62.5
William Angliss Institute	41.0	44.4

### 1.3 Data representativeness

In terms of minimising Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the SES are representative of the target population, respondent characteristics are presented alongside population parameters in Table 10 and Table 11.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2020 very closely match those of the target population for both undergraduate and postgraduate coursework students, especially with respect to Indigenous status, citizenship 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 0.7 and 1.1 percentage points respectively, relative to population parameters. For postgraduate coursework students this pattern is also evident with an under-representation of 1.7 percentage points for students who speak a language other than English at home but only 0.1 percentage points difference for international students. The under-representation of international students was smaller in 2020 than in 2019.

As has consistently been the case since 2012, the largest potential source of non-response bias is in relation to gender, followed by stage of studies. Male students are under-represented in the responding undergraduate sample by 7.9 percentage points (7.6 percentage points in 2019 and 6.5 percentage points in 2018). The under-representation of male students is less pronounced for postgraduate coursework students at 4.5 percentage points (4.2 percentage points in 2019 and 2.9 percentage points in 2018). The increase in male under-representation in 2020 relative to other recent implementations suggests that this should also be considered as an area for renewed response maximisation focus in 2021. Later year students were equally under-represented in the responding postgraduate sample by 4.5 percentage points, and while they were also under-represented in the undergraduate sample by 4.7 percentage points, it was not as significant as the under-representation of responding male students.

Younger undergraduate students are also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.8 percentage points in 2020 (20.6 percentage points in 2019 and 2.1 in 2018). Postgraduate coursework students under the age of 25 are under-represented by 3.7 percentage points (4.7 percentage points in 2019 and 3.3 percentage points in 2018). There is a corresponding over-representation of older students, with postgraduate coursework students aged 40 and over-represented by 2.9 percentage points (3.3 percentage points in 2019 and 2.8 percentage points in 2018). This same age group of undergraduate students are over-represented by 1.8 percentage points (1.8 percentage points in 2019 and 1.5 percentage points in 2018).

Socio-economic background is highly representative with undergraduate students from high socio-economic backgrounds are slightly less likely to respond to the SES by 0.9 percentage points with those from medium and low socio-economic backgrounds slightly over-represented by 0.5 and 0.4 percentage points respectively. Postgraduate coursework students were very highly representative with less than a 0.1 percentage point variation between the population and response percentage.

Student location is also highly representative with, undergraduates in metropolitan areas somewhat under-represented compared with those from regional/remote locations by 2.2 percentage points and postgraduate coursework students from metropolitan areas slightly under-represented by 1.0 percentage points.

Table 10 2020 Undergraduate SES response characteristics and population parameters by subgroup††

	Group/subgroup	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Stage of studies	Commencing	245,976	53.3	106,702	58.0
	Later Year*	215,876	46.7	77,293	42.0
Gender	Male	196,956	43.1	64,284	35.2
	Female	259,511	56.9	118,193	64.8
Age	Under 25	356,795	78.2	137,238	75.4
	25 to 29	42,912	9.4	16,412	9.0
	30 to 39	33,636	7.4	15,905	8.7
	40 and over	22,787	5.0	12,396	6.8
Indigenous	Indigenous	6,539	1.4	2,599	1.4
	Non-Indigenous	455,313	98.6	181,396	98.6
Home language	English	385,584	83.5	154,848	84.2
	Other	76,268	16.5	29,147	15.8
Disability	Disability reported	28,508	6.2	12,770	6.9
	No disability reported	433,344	93.8	171,225	93.1
Study mode	Internal/Mixed study mode	381,987	83.6	153,055	83.8
	External study mode	75,007	16.4	29,668	16.2
Residence status	Domestic student	365,885	79.3	147,618	80.4
	International student	95,386	20.7	36,036	19.6
First in family status**	First in family	84,461	42.7	36,936	42.6
	Not first in family	113,143	57.3	49,772	57.4
Socio-economic status***	High	115,231	31.9	45,450	31.0
	Medium	184,659	51.1	75,579	51.6
	Low	61,629	17.0	25,460	17.4
Location***†	Metro	282,647	79.5	111,392	77.3
	Regional/Remote	73,007	20.5	32,670	22.7
<b>Total</b>		<b>461,852</b>	<b>100.0</b>	<b>183,995</b>	<b>100.0</b>

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

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

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

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

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



Table 11 2020 Postgraduate coursework SES response characteristics and population parameters by subgroup ††

	Group/subgroup	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Stage of studies	Commencing	105,354	45.5	48,206	50.0
	Later Year*	126,265	54.5	48,294	50.0
Gender	Male	103,934	45.2	39,014	40.7
	Female	125,774	54.8	56,734	59.3
Age	Under 25	87,881	39.3	33,252	35.6
	25 to 29	66,051	29.6	26,488	28.4
	30 to 39	42,385	19.0	19,543	20.9
	40 and over	27,150	12.1	14,026	15.0
Indigenous	Indigenous	1,484	0.6	589	0.6
	Non-Indigenous	230,135	99.4	95,911	99.4
Home language	English	142,573	61.6	61,043	63.3
	Other	89,046	38.4	35,457	36.7
Disability	Disability reported	7,034	3.0	3,364	3.5
	No disability reported	224,585	97.0	93,136	96.5
Study mode	Internal/Mixed study mode	164,749	71.7	69,582	72.6
	External study mode	65,100	28.3	26,234	27.4
Residence status	Domestic student	109,186	47.2	45,591	47.3
	International student	122,017	52.8	50,765	52.7
First in family status**	First in family	30,119	41.3	14,013	41.4
	Not first in family	42,836	58.7	19,875	58.6
Socio-economic status***	High	42,208	39.7	17,697	39.7
	Medium	50,103	47.1	21,011	47.2
	Low	13,992	13.2	5,821	13.1
Location***†	Metro	83,109	80.4	34,327	79.4
	Regional/remote	20,294	19.6	8,909	20.6
<b>Total</b>		<b>231,619</b>	<b>100.0</b>	<b>96,500</b>	<b>100.0</b>

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

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

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

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

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

The sample also closely matched the in-scope population in terms of study area (see Table 12 and Table 13). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for undergraduate and postgraduate coursework students (3.7 percentage points and 3.0 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 2020, similar to the previous year, the largest study area in the undergraduate population was Business and management accounting for 19.6 per cent of the in-scope population. Humanities, culture and social sciences with 10.6 per cent was the second highest overall. Science and mathematics was third largest overall with 9.3 per cent of the in-scope undergraduate population. In total, these three study areas constituted 39.5 per cent (down from 40.8 per cent in 2019 and 41.7 per cent in 2018) of the undergraduate SES higher education population.

The postgraduate coursework population was also dominated by Business and management students, representing 31.5 per cent of the in-scope population followed by Computing and information systems with 12.8 per cent and Teacher education with 10.7 per cent. Together, these three study areas contributed 55.0 per cent of the total in-scope postgraduate coursework population.

Further to the under-representation of males, and other groups identified above, in the achieved SES sample, the impact of post stratification weighting based on stratum variables has been reviewed each year since 2014. Post stratification weighting has consistently been found to not significantly affect the results at a national level. To minimise complexity for the reader and maintain consistency with previous national reports, SES data is presented without applying weights.

**Table 12 2020 undergraduate SES student response characteristics and population parameters by study area**

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Science and mathematics	46,538	9.3	19,660	9.9
Computing and information systems	31,680	6.3	11,359	5.7
Engineering	33,080	6.6	12,148	6.1
Architecture and built environment	14,745	2.9	5,358	2.7
Agriculture and environmental studies	5,139	1.0	2,295	1.2
Health services and support	38,676	7.7	16,079	8.1
Medicine	2,417	0.5	1,175	0.6
Nursing	42,794	8.5	19,817	10.0
Pharmacy	2,791	0.6	1,300	0.7
Dentistry	1,573	0.3	702	0.4

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Veterinary science	1,879	0.4	811	0.4
Rehabilitation	6,994	1.4	3,033	1.5
Teacher education	32,474	6.5	14,398	7.2
Business and management	98,283	19.6	31,660	15.9
Humanities, culture and social sciences	53,092	10.6	20,955	10.5
Social work	9,932	2.0	4,558	2.3
Psychology	19,609	3.9	8,937	4.5
Law and paralegal studies	19,760	3.9	7,587	3.8
Creative arts	22,759	4.5	9,837	5.0
Communications	16,376	3.3	6,437	3.2
Tourism, hospitality, personal services, sport and recreation	1,820	0.4	569	0.3
<b>Total</b>	<b>502,411</b>	<b>100.0</b>	<b>198,675</b>	<b>100.0</b>

Table 13 2020 postgraduate coursework SES student response characteristics and population parameters by study area

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Science and mathematics	6,704	2.9	3,083	3.2
Computing and information systems	29,773	12.8	11,696	12.1
Engineering	14,704	6.3	6,358	6.6
Architecture and built environment	6,346	2.7	2,616	2.7
Agriculture and environmental studies	2,480	1.1	1,248	1.3
Health services and support	14,333	6.2	6,368	6.6
Medicine	6,544	2.8	2,569	2.7
Nursing	10,807	4.7	4,305	4.4
Pharmacy	1,009	0.4	321	0.3
Dentistry	874	0.4	298	0.3
Veterinary science	605	0.3	266	0.3

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Rehabilitation	2,071	0.9	787	0.8
Teacher education	24,817	10.7	11,491	11.9
Business and management	73,233	31.5	27,632	28.5
Humanities, culture and social sciences	11,337	4.9	5,481	5.7
Social work	8,017	3.4	4,257	4.4
Psychology	5,616	2.4	2,739	2.8
Law and paralegal studies	6,989	3.0	2,600	2.7
Creative arts	2,604	1.1	1,192	1.2
Communications	3,077	1.3	1,367	1.4
Tourism, hospitality, personal services, sport and recreation	446	0.2	124	0.1
<b>Total</b>	<b>232,386</b>	<b>100.0</b>	<b>96,798</b>	<b>100.0</b>

## 1.4 Precision of national estimates

As the 2020 SES data constituted a representative sample of the in-scope student population, it is reasonable to use statistical methods to analyse the achieved sample to make inferences about the population. To gauge the variability of the estimated results due to sampling variation, Table 14 and Table 15, and Table 16 and Table 17, 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 4.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for undergraduate students, for example, the 90 per cent confidence interval remains consistent with previous surveys in the series at around 0.3 percentage points for quality of entire educational experience and quality of teaching (see bottom row of Table 14 and Table 16).

Similarly, for postgraduate coursework students the 90 per cent confidence interval is also relatively small at around 0.3 percentage points for quality of entire educational experience and quality of teaching (see bottom row of Table 15 and Table 17).

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 16). 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 4.5 to 3.8 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 4.6 percentage points and 1.8 percentage points (refer Table 15).

As seen in Table 17, in relation to postgraduate coursework confidence intervals by study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the quality of the entire educational experience and quality of teaching with Tourism, hospitality, personal services, sport and recreation, Dentistry, Pharmacy and Veterinary science with intervals between 12.2 and 6.7 percentage points.

It is important to note that greater variability would likely be observed if this same exercise was performed on the data of a single institution.

Notwithstanding this point, the analysis presented in Table 14 to Table 17 suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

**Table 14 Percentage positive ratings, undergraduates by student sub-group, 2020 (with 90% confidence intervals) ††**

		Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	71.2 (71.1, 71.4)	78.6 (78.4, 78.7)
	Later year*	65.1 (64.9, 65.4)	71.2 (71.0, 71.4)
Gender	Male	64.3 (64.1, 64.5)	71.5 (71.2, 71.7)
	Female	71.1 (71.0, 71.3)	77.7 (77.6, 77.8)
Indigenous	Indigenous	71.2 (70.1, 72.3)	79.0 (77.9, 80.0)
	Non-Indigenous	68.6 (68.5, 68.8)	75.4 (75.3, 75.6)
Home language	English	69.6 (69.5, 69.8)	76.6 (76.5, 76.8)
	Other	63.3 (62.9, 63.6)	69.1 (68.7, 69.4)
Disability	Disability reported	65.7 (65.2, 66.2)	74.3 (73.8, 74.8)
	No disability reported	68.9 (68.8, 69.0)	75.6 (75.4, 75.7)
Study mode	Internal/Mixed study mode	67.2 (67.1, 67.4)	74.6 (74.4, 74.7)
	External study mode	76.9 (76.5, 77.2)	80.5 (80.2, 80.8)

		Quality of entire educational experience	Quality of teaching
Residence status	Domestic student	70.0 (69.8, 70.1)	77.0 (76.9, 77.2)
	International student	63.0 (62.7, 63.3)	68.6 (68.3, 69.0)
First in family status**	First in family	72.9 (72.6, 73.2)	80.1 (79.9, 80.4)
	Not first in family	70.9 (70.6, 71.1)	78.5 (78.3, 78.7)
Socio-economic status***	High	69.6 (69.4, 69.9)	76.6 (76.3, 76.8)
	Medium	70.4 (70.2, 70.6)	77.5 (77.3, 77.7)
	Low	69.6 (69.2, 69.9)	76.6 (76.3, 76.9)
Location***†	Metro	69.7 (69.5, 69.9)	76.7 (76.5, 76.8)
	Regional/Remote	71.0 (70.7, 71.3)	78.5 (78.2, 78.7)
<b>Total</b>		<b>68.7 (68.5, 68.8)</b>	<b>75.5 (75.4, 75.6)</b>

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

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

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

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

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

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

**Table 15 Percentage positive ratings, postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals) ††**

		Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	70.0 (69.7, 70.2)	74.4 (74.2, 74.7)
	Later year*	67.1 (66.8, 67.4)	70.4 (70.1, 70.6)
Gender	Male	66.1 (65.7, 66.4)	69.2 (68.8, 69.5)
	Female	70.1 (69.9, 70.4)	74.5 (74.3, 74.7)
Indigenous	Indigenous	73.6 (71.1, 75.8)	79.9 (77.6, 81.8)
	Non-Indigenous	68.5 (68.3, 68.7)	72.3 (72.2, 72.5)
Home language	English	71.0 (70.8, 71.2)	75.0 (74.8, 75.3)
	Other	64.3 (64.0, 64.6)	67.8 (67.5, 68.1)
Disability	Disability reported	66.2 (65.3, 67.2)	73.3 (72.4, 74.2)
	No disability reported	68.6 (68.4, 68.8)	72.4 (72.2, 72.5)
Study mode	Internal/Mixed study mode	65.4 (65.2, 65.6)	70.1 (69.8, 70.3)
	External study mode	76.7 (76.4, 77.0)	78.3 (78.0, 78.7)

		Quality of entire educational experience	Quality of teaching
Residence status	Domestic student	73.8 (73.6, 74.1)	77.9 (77.7, 78.2)
	International student	63.7 (63.5, 64.0)	67.4 (67.1, 67.6)
First in family status**	First in family	72.4 (71.9, 72.8)	77.0 (76.5, 77.4)
	Not first in family	68.2 (67.8, 68.6)	73.3 (73.0, 73.7)
Socio-economic status***	High	72.8 (72.4, 73.2)	77.6 (77.2, 78.0)
	Medium	74.7 (74.3, 75.1)	78.3 (78.0, 78.7)
	Low	73.8 (73.1, 74.5)	77.8 (77.1, 78.4)
Location***†	Metro	73.5 (73.2, 73.8)	77.8 (77.5, 78.0)
	Regional/Remote	75.7 (75.1, 76.2)	79.3 (78.8, 79.8)
<b>Total</b>		<b>68.5 (68.4, 68.7)</b>	<b>72.4 (72.2, 72.6)</b>

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

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

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

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

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

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

**Table 16 Percentage positive ratings, undergraduates by study area, 2020 (with 90% confidence intervals)**

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	67.0 (66.6, 67.5)	76.0 (75.6, 76.4)
Computing and Information systems	62.1 (61.5, 62.7)	65.5 (64.9, 66.1)
Engineering	61.0 (60.4, 61.6)	66.2 (65.6, 66.7)
Architecture and built environment	63.8 (62.9, 64.6)	69.4 (68.6, 70.2)
Agriculture and environmental studies	74.0 (72.8, 75.1)	82.2 (81.1, 83.1)
Health services and support	72.0 (71.6, 72.5)	78.9 (78.5, 79.3)
Medicine	66.7 (65.1, 68.3)	71.5 (69.9, 73.0)
Nursing	65.0 (64.6, 65.4)	72.4 (72.0, 72.8)
Pharmacy	68.2 (66.6, 69.7)	75.8 (74.3, 77.2)
Dentistry	57.0 (54.7, 59.2)	64.7 (62.4, 66.9)

Study area	Quality of entire educational experience	Quality of teaching
Veterinary science	63.7 (61.6, 65.8)	75.5 (73.5, 77.3)
Rehabilitation	76.6 (75.6, 77.5)	84.1 (83.3, 84.9)
Teacher education	73.6 (73.2, 74.1)	79.3 (78.9, 79.7)
Business and management	67.3 (67.0, 67.7)	71.7 (71.3, 72.0)
Humanities, culture and social sciences	72.8 (72.4, 73.2)	81.7 (81.4, 82.1)
Social work	71.5 (70.7, 72.3)	78.1 (77.4, 78.8)
Psychology	74.9 (74.4, 75.5)	82.3 (81.8, 82.8)
Law and paralegal studies	73.3 (72.6, 73.9)	79.0 (78.4, 79.6)
Creative arts	67.6 (67.0, 68.2)	78.9 (78.4, 79.4)
Communications	70.7 (70.0, 71.4)	79.3 (78.6, 79.9)
Tourism, hospitality, personal services, sport and recreation	75.6 (73.0, 77.9)	79.6 (77.2, 81.8)
<b>Total</b>	<b>68.7 (68.5, 68.8)</b>	<b>75.5 (75.4, 75.6)</b>

Table 17 Percentage positive ratings, postgraduate coursework by study area, 2020 (with 90% confidence intervals)

Study area	Quality of entire educational experience	Quality of teaching
Science and mathematics	64.3 (63.2, 65.3)	68.9 (67.9, 69.9)
Computing and Information systems	62.2 (61.6, 62.8)	63.2 (62.6, 63.8)
Engineering	61.9 (61.1, 62.6)	64.6 (63.8, 65.3)
Architecture and built environment	58.4 (57.2, 59.7)	65.3 (64.1, 66.5)
Agriculture and environmental studies	70.3 (68.8, 71.8)	79.1 (77.7, 80.4)
Health services and support	75.3 (74.6, 75.9)	79.9 (79.2, 80.5)
Medicine	63.2 (61.9, 64.4)	67.6 (66.4, 68.7)
Nursing	71.6 (70.7, 72.4)	74.8 (73.9, 75.6)
Pharmacy	72.0 (68.4, 75.2)	78.7 (75.3, 81.6)
Dentistry	28.2 (24.9, 31.9)	39.7 (36.0, 43.6)



Study area	Quality of entire educational experience	Quality of teaching
Veterinary science	55.6 (51.9, 59.3)	73.1 (69.5, 76.2)
Rehabilitation	68.1 (65.9, 70.2)	75.2 (73.1, 77.1)
Teacher education	71.4 (70.9, 72.0)	76.5 (76.1, 77.0)
Business and management	69.2 (68.9, 69.6)	71.5 (71.1, 71.8)
Humanities, culture and social sciences	79.3 (78.7, 79.9)	85.1 (84.5, 85.6)
Social work	69.9 (69.1, 70.7)	75.7 (74.9, 76.4)
Psychology	76.8 (75.8, 77.7)	82.5 (81.6, 83.3)
Law and paralegal studies	69.0 (67.8, 70.1)	76.0 (74.9, 77.1)
Creative arts	62.1 (60.4, 63.8)	70.5 (68.8, 72.0)
Communications	64.1 (62.4, 65.6)	70.4 (68.9, 71.9)
Tourism, hospitality, personal services, sport and recreation	58.1 (51.8, 64.0)	68.3 (62.1, 73.7)
<b>Total</b>	<b>68.5 (68.4, 68.7)</b>	<b>72.4 (72.2, 72.6)</b>

# Appendix 2

## Student Experience Questionnaire (SEQ)

### 2.1 Core instrument

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

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions. These focus areas are operationalised by means of summated rating scales, underpinned by forty-six individual questionnaire items. These items are supplemented by two open-response items that allow students to provide textual feedback on the best aspects of their higher education experience and those most in need of improvement. The SES also contains two additional sets of items, demographic and contextual, to facilitate data analysis and reporting. A full list of standard SEQ items is presented in Table 18 to Table 24.

Table 18 2020 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 19 2020 SEQ Item Summary: Learner Engagement items

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

Table 20 2020 SEQ Item Summary: Teaching Quality items

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

Table 21 2019 SEQ Item Summary: Student Support items

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

Table 22 2020 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 23 2020 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 24 2020 SEQ Item Summary: Other items

Stem	Item	Response scale
<b>In what year did you first start your current &lt;course&gt;?</b>		SURVEYYEAR-4 YEARS/ SURVEYYEAR-4 YEARS / SURVEYYEAR-3 YEARS / SURVEYYEAR-2 YEARS / SURVEYYEAR-1 YEAR / SURVEYYEAR
<b>When do you expect to complete your current &lt;course&gt;?</b>		SURVEYYEAR / SURVEYYEAR+1 YEAR
<b>Where has your study been mainly based in SURVEYYEAR?</b>		On one campus / On two or more campuses / Mix of external, distance and on-campus / External/Distance
<b>Thinking about your &lt;course&gt;, how much study do you do online?</b>		None / About a quarter / About half / All or nearly all
<b>Which number between 0 and 100 represents your average grade so far in SURVEYYEAR?</b>		No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100%
<b>At &lt;E306TXT&gt; during SURVEYYEAR, to what extent have...</b>	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
<b>During SURVEYYEAR, have you seriously considered leaving &lt;institution&gt;?</b>		Yes, I have seriously considered leaving / No, I have not seriously considered leaving
<b>Please indicate your reasons for seriously considering leaving your current university in SURVEYYEAR. Select all that apply.</b>		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

## 2.2 International student items

Given the growing importance of international education, an additional module specifically directed towards measuring the international student living experience was added to the SES in 2020. Additional items focused on international students' decision to study at Australian higher education institutions and their living arrangements such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. The additional module measuring the international student living experience was developed following consultation with the higher education sector. A full list of the international student items is listed in Table 25.

Institutions could choose to participate and in total 64 institutions, including 29 universities and 35 NUHEIs, opted in and only students of participating institutions were presented the items once completing the SEQ, and prior to the institution-specific items.

Table 25 2020 SES International Student Items

Stem	Item	Response scale
<b>When deciding to study in Australia, how important was....</b>	<ul style="list-style-type: none"> <li>a) The reputation of Australia's education system?</li> <li>b) Your personal safety and security?</li> <li>c) The ability to work part-time?</li> <li>d) The opportunity to study in an English-speaking country?</li> <li>e) Having friends and family already in Australia?</li> <li>f) The chance to experience a new culture/lifestyle?</li> <li>g) The possibility of migrating to Australia?</li> <li>h) The weather/climate?</li> </ul>	Extremely important / Important / Not important / Not at all important / Don't know
<b>What else was important when deciding to study in Australia?</b>		<FULL VERBATIM> / Nothing else was important
<b>When you were deciding to apply to &lt;E306TXT&gt;, how important was...</b>	<ul style="list-style-type: none"> <li>a) The reputation of the education provider?</li> <li>b) The reputation of the qualification?</li> <li>c) &lt;E306TXT&gt; offered the course I wanted to study?</li> <li>d) The course fee?</li> <li>e) Employment opportunities after completing the course?</li> <li>f) &lt;E306TXT&gt; had a partnership with my local institution?</li> <li>g) The location of the institution?</li> </ul>	Extremely important / Important / Not important / Not at all important / Don't know
<b>What other factors were important to you when you were deciding to apply to &lt;E306TXT&gt;?</b>		<FULL VERBATIM> / Nothing else was important

Stem	Item	Response scale
<b>How satisfied are you with each of the following aspects of living in Australia?</b>	a) Employment while studying b) Improving your English skills c) Getting work experience in your field of study d) Transport e) Personal safety on campus f) Personal safety off campus g) Making friends h) Overall living experience in Australia	Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable
<b>When coming to Australia, did you use an agent to help you with your visa application or to enrol at &lt;E306CTXT&gt;?</b>		Yes / No
<b>How would you rate the overall service provided by the agent?</b>		Very good / Good / Poor / Very poor
<b>Which of the following best describes your current living arrangements?</b>		University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify)
<b>Overall, how satisfied are you with your current living arrangements?</b>		Very satisfied / Satisfied / Dissatisfied / Very dissatisfied
<b>What type of Australian visa do you currently hold?</b>		Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify)

## 2.3 Institution-specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2020 SES. In total, 19 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale, Navitas Colleges included a single item and the Independent Higher Education Association (IHEA) added a new item for its member institutions.

These institution-specific items were only presented to students after they had completed the SEQ, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution”.

## COVID-19 items

A set of COVID-19 items were developed by the sector to better understand the impact the COVID-19 pandemic has had on the student experience in 2020. The module included 21 questionnaire items measuring the number of units students intended to take online in comparison with how many they actually took online, the extent to which students had access to adequate IT equipment, internet, space to study off campus, the extent to which institutions provided information related to online study and collaborative learning, study intentions for the next 12 months, future study mode preferences, students' location during the COVID-19 pandemic, and how students' felt institutions had responded to the COVID-19 pandemic. There were three open-ended response items allowing students to provide textual feedback on their reasons for giving the rating they did in regard to their institution's response to COVID-19 and to describe the elements of the online learning experience they'd like to retain in face-to-face studies.

Institutions could choose to participate and in total 64 institutions, including 29 universities and 35 NUHEIs, opted in to the COVID-19 module and only students of participating institutions were presented the items once completing the SEQ, and prior to the institution-specific items.



# Appendix 3

## Production of scores

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

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an 'r' suffix. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 3.

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

Because the reporting metric for the 2020 SES is percentage of students that rated their experience, calculated variables must be created for each focus area. The percentage of students that rated their experience positively reflects the percentage of students who achieve a threshold focus area score of 55 or greater. At the individual response level, a positive response is represented by a binary variable taking the value of one if the students gives a positive response to a particular facet of their higher education experience and zero otherwise. An example of the SPSS syntax used to generate these variables is presented in Figure 5. 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 6.

Extensive consultation with the higher education sector indicated a near-universal preference for the reporting of percentage positive results over focus area average scores. Percentage positive results were seen as being a more understandable measure, especially for less expert users of the SES data, and are straightforward for institutions to replicate and benchmark against. As such, percentage positive results are presented throughout this report. One consequence of this is that the results presented in the 2013 and 2014 UES reports and the 2015–2020 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 3 **Example of how to use SPSS syntax to recode SEQ items into the conventional reporting metric**

```
RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI TCHFEEDB TCHHELP TCHASSCH  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
STDSTRUCR STDRELEVR TCHACTIVR TCHCONLRR TCHCLEXPR TCHSTIMIR TCHFEEDBR TCHHELPR TCHASSCHR  
  
RECODE QLTEACH OVERALL  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
QLTEACHR OVERALLR.
```

Figure 4 **Example of how to use SPSS syntax to compute SES focus area scores**

```
COMPUTE TEACH = MEAN.8(STDSTRUCR, STDRELEVR, TCHACTIVR, TCHCONLRR, TCHCLEXPR, TCHSTIMIR,  
TCHFEEDBR, TCHHELPR, TCHASSCHR, QLTEACHR, OVERALLR).
```

Figure 5 **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 6 **Example of how to use SPSS syntax to compute item variables**

```
RECODE ENGLANG (1=0) (2=0) (3=0) (4=1) (5=1) (ELSE=SYSMIS) INTO ENGLANG_SAT.
```

# Appendix 4

## Construction of confidence intervals

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

Because percentage agreement scores are reported for the 2020 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

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

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

Figure 7 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

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

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

# Appendix 5

## Study area definitions

Table 26 21 and 45 study areas concordance with ASCED field of education

Study Area (21)		Study Area (45)		ASCED Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information systems	5	Computing & Information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

Study Area (21)		Study Area (45)		ASCED Field of Education
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

Study Area (21)		Study Area (45)		ASCED Field of Education
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality & Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

Note: SES targets for collection are based on 45 study areas as above. The QILT website and this report use 21 study areas as the basis of analysis.

Field of Education listings are available from the Australian Bureau of Statistics website (ASCED Field of Education Broad, Narrow and Detailed fields).

# Appendix 6

## Results for individual questionnaire items

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

In relation to the undergraduate estimates for the underlying items for the skills development focus area as shown in Table 27, results have decreased from 81 per cent to 78 per cent overall, with the largest drops in individual items seen around the development of spoken communication skills with a drop of 6 percentage points and the ability to work effectively with others which saw a drop of 9 percentage points. These drops were more pronounced for commencing students. These items have a relatively high association with items in the learner engagement focus area which relate to engaging with other students inside and outside study and is often associated with students who are predominantly studying off-campus and the larger drop for commencing students may be because the impact of the COVID-19 pandemic occurred before these commencing students were able to forge friendship and study relationships with other students.

This pattern holds for postgraduate coursework students, who are more likely to be older and more likely to be studying online with a drop of 6 percentage points around developing the ability to work effectively with others and a drop of 4 percentage points in relation to the development of spoken communication skills as shown in Table 28.

**Table 27 Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019 and 2020**

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

**Table 28 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019 and 2020**

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

As seen in Table 29, undergraduate student ratings for the underlying items in the Learner Engagement focus area declined markedly from 2019 to 2020, most likely with the move to online teaching and learning arrangements due to COVID-19 restrictions. The largest declines came from whether they felt that they had been given opportunities to interact with “local” students with a decline of 20 percentage points, working with other students as part of their study, interacting with students who were very different from them or outside study requirements with declines of between 12 and 14 percentage points. Students also reported their sense of belonging to their “university” was lower with a decline of 11 percentage points compared with 2019. These falls were generally higher for commencing undergraduates compared with those in their later years perhaps because students had not had an opportunity to forge these social and study relationships prior to the impact of the COVID-19 pandemic campus lock-downs. The only item which recorded an increase of 1 percentage point from 2019 to 2020 was student participation in online or face-to-face discussions, which may be associated with the use of various online meeting and engagement platforms and learning management systems.

Postgraduate coursework students (refer Table 30) have traditionally rated most items relating to interactions with other students much lower than undergraduate students. However, in 2020 postgraduate coursework students recorded large declines of 11 percentage points in working with other students as part of their study and interacting with students outside study requirements and with students very different from themselves. This group also recorded a decline of 9 percentage points in relation to having been given opportunities to interact with local students and a decline of 8 percentage points in terms of having a sense of belonging to their “university”.



**Table 29 Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2019 and 2020**

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

**Table 30 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019 and 2020**

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

Students were also asked their perceptions of teaching quality. As shown in Table 31, students' ratings of the quality of teaching declined by 5 percentage points from 2019 to 2020. Students ratings of whether their study was well structured and focussed declined by 5 percentage points and whether teaching staff had engaged them actively in learning declined by 4 percentage points. That said, many areas saw smaller falls, or as was the case for teachers demonstrating concern for student learning, commenting on their work in ways that helped them learn and setting challenging assessment tasks remained relatively high and did not change from 2019 to 2020 despite the sudden move to online learning.

Ratings of teaching quality by postgraduate students as shown in Table 32 mirrored those of undergraduates for the most part, with the largest declines in ratings of the quality of teaching falling by 5 percentage points and also whether their course was well structured and focussed and whether teachers engaged them actively in learning with declines of 4 percentage points from 2019.

**Table 31 Percentage positive scores for Teaching Quality items, undergraduates by stage of studies, 2019 and 2020**

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

**Table 32 Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2019 and 2020**

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

Students were also asked their perceptions of student support. This focus area showed a high degree of consistency between 2019 and 2020 compared with other focus areas. As shown in Table 33 the most positive ratings were recorded for “Experienced efficient enrolment and admissions processes” (73 per cent) and “Academic or learning advisors: available (64 per cent) and helpful” (65 per cent). In general, scores only dropped by 1 to 2 percentage points, with many areas remaining the same from 2019 to 2020 despite disruption caused by the response to the COVID-19 pandemic. However, while the item related to receiving appropriate English language support did not decrease in 2020, it has the lowest score in this focus area with only 46 per cent positive ratings and given the greater drops in general scores for international students, may warrant action going forward.

This pattern was also evident for postgraduate coursework students, as seen in Table 34, where the largest fall from 2019 and 2020 was in relation to receiving appropriate English language support, which declined by 3 percentage points from 52 per cent to 49 per cent. Given the high proportion of international postgraduate students, this item may warrant action to improve these services.

Table 33 Percentage positive scores for Student Support items, undergraduates by stage of studies, 2019 and 2020

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

Table 34 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019 and 2020

	Commencing		Later years		Total	
	2019	2020	2019	2020	2019	2020
Experienced efficient enrolment and admissions processes	76	76	77	76	76	76
Induction/orientation activities relevant and helpful	64	62	63	61	64	62
Received support from university to settle into study	63	64	62	62	62	63
Administrative staff or systems: available	66	65	65	61	65	63
Administrative staff or systems: helpful	66	66	63	62	64	64

	Commencing		Later years		Total	
	2019	2020	2019	2020	2019	2020
Careers advisors: available	51	52	49	49	50	51
Careers advisors: helpful	52	53	49	50	50	52
Academic or learning advisors: available	67	67	65	64	66	66
Academic or learning advisors: helpful	67	68	65	64	66	66
Support services: available	56	56	55	55	56	56
Support services: helpful	57	56	56	56	56	56
Offered support relevant to circumstances	53	55	54	55	54	55
Received appropriate English language skill support	52	49	52	50	52	49

Students were also asked their perceptions of learning resources. In 2020, undergraduate ratings of this overall focus area dropped by 8 percentage points from 2019. As shown in Table 35, the items which showed the largest declines were in the quality of laboratory or studio equipment, which declined by 11 percentage points, most likely due to campus shut-downs in response to the COVID-19 pandemic. Other areas that declined by 6 to 7 percentage points were the quality of the online learning platform, computing/IT resources, student spaces and common areas and the quality of teaching spaces. The decline in ratings among postgraduate coursework students was even more stark with falls of 15 percentage points for the quality of laboratory or studio equipment and a 10 percentage point decline in the quality of teaching spaces as seen in Table 36.

**Table 35 Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2019 and 2020**

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

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

**Table 36 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019 and 2020**

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

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

# Appendix 7

## Additional tables

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

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

### 7.1 SES Results

#### 7.1.1 Focus Areas

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

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

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

Course Level	Report Table	Sheet Name	Table Title
ALL		FOCUS_ALL_ALL_1Y	The student experience by level of study, 2020 (% positive rating)
ALL	Table 2	FOCUS_ALL_ALL_2Y	The student experience by level of study, 2019 and 2020 (% positive rating)
UG	Table 1	FOCUS_UG_ALL_11-YY_YEAR	The undergraduate student experience, 2011–2020 (% positive rating)
PGC		FOCUS_PGC_ALL_17-YY_YEAR	The postgraduate coursework student experience 2017–2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_STAGE	The undergraduate student experience, by stage of studies, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_STAGE	The postgraduate coursework student experience, by stage of studies, 2020 (% positive rating)
UG	Table 3	FOCUS_UG_ALL_2Y_SG	The undergraduate student experience, by demographic and contextual group, 2019 and 2020 (% positive rating)††
UG		FOCUS_UG_ALL_1Y_SG	The undergraduate student experience, by demographic and contextual group, 2020 (% positive rating)††

Course Level	Report Table	Sheet Name	Table Title
UG		FOCUS_UG_UNI_1Y_SG	The university undergraduate student experience, by demographic and contextual group, 2020 (% positive rating)††
UG		FOCUS_UG_NUHEI_1Y_SG	The non-university higher education institution (NUHEI) undergraduate student experience, by demographic and contextual group, 2020 (% positive rating)††
PGC		FOCUS_PGC_ALL_1Y_SG	The postgraduate coursework student experience, by demographic and contextual group, 2020 (% positive rating)††
PGC		FOCUS_PGC_UNI_1Y_SG	The university postgraduate coursework student experience, by demographic and contextual group, 2020 (% positive rating)††
PGC		FOCUS_PGC_NUHEI_1Y_SG	The non-university higher education institution (NUHEI) postgraduate coursework student experience, by demographic and contextual group, 2020 (% positive rating)††
UG	Table 4	FOCUS_UG_ALL_2Y_AREA	The undergraduate student experience, by study area, 2019 and 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_2Y_AREA	The postgraduate coursework student experience, by study area, 2019 and 2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_AREA	The undergraduate student experience, by study area, 2020 (% positive rating)
UG		FOCUS_UG_UNI_1Y_AREA	The university undergraduate student experience, by study area, 2020 (% positive rating)
UG		FOCUS_UG_NUHEI_1Y_AREA	The non-university higher education institution (NUHEI) undergraduate student experience, by study area, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_AREA	The postgraduate coursework student experience, by study area, 2020 (% positive rating)
PGC		FOCUS_PGC_UNI_1Y_AREA	The university postgraduate coursework student experience, by study area, 2020 (% positive rating)
PGC		FOCUS_PGC_NUHEI_1Y_AREA	The non-university higher education institution (NUHEI) postgraduate coursework student experience, by study area, 2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_AREA45	The undergraduate student experience, by 45 study areas, 2020 (% positive rating)*
PGC		FOCUS_PGC_ALL_1Y_AREA45	The postgraduate coursework student experience, by 45 study areas, 2020 (% positive rating)*
UG		FOCUS_UG_ALL_1Y_HEPTYPE	The undergraduate student experience, by type of institution, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_HEPTYPE	The postgraduate coursework student experience, by type of institution, 2020 (% positive rating)
UG		FOCUS_UG_UNI_1Y_INST_CI	The undergraduate student experience, by university, 2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_UNI_1YP_INST_CI	The undergraduate student experience, by university, pooled 2019-2020 (% positive rating, with 90% confidence intervals)*
UG	Table 5	FOCUS_UG_UNI_2Y_INST_CI	The undergraduate student experience, by university, 2019 and 2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_UNI_2YP_INST_CI	The undergraduate student experience, by university, pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*
PGC		FOCUS_PGC_UNI_1Y_INST_CI	The postgraduate coursework student experience, by university, 2020 (% positive rating, with 90% confidence intervals)



Course Level	Report Table	Sheet Name	Table Title
PGC		FOCUS_PGC_UNI_1YP_INST_CI	The postgraduate coursework student experience, by university, pooled 2019-2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_UNI_2Y_INST_CI	The postgraduate coursework student experience, by university, 2019 and 2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_UNI_2YP_INST_CI	The postgraduate coursework student experience, by university, pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)
UG		FOCUS_UG_NUHEI_1YP_INST_CI	The undergraduate student experience, by non-university higher education institution (NUHEI), pooled 2019-2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_NUHEI_2Y_INST_CI	The undergraduate student experience, by non-university higher education institution (NUHEI), 2019 and 2020 (% positive rating, with 90% confidence intervals)
UG	Table 6	FOCUS_UG_NUHEI_2YP_INST_CI	The undergraduate student experience, by non-university higher education institution (NUHEI), pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*
PGC		FOCUS_PGC_NUHEI_1YP_INST_CI	The postgraduate coursework student experience, by non-university higher education institution (NUHEI), pooled 2019-2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_NUHEI_2Y_INST_CI	The postgraduate coursework student experience, by non-university higher education institution (NUHEI), 2019 and 2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_NUHEI_2YP_INST_CI	The undergraduate student experience, by non-university higher education institution (NUHEI), pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*

### 7.1.2 Considered Leaving

One item in the Student Experience Survey asks students whether they have in that year “seriously considered leaving” their institution and if so to indicate one or more of the reasons for seriously considering leaving. The following group of tables give details of students who have indicated that they have or have not considered leaving in that year and the reasons broken down by various factors including demographic characteristics, academic grades, study area and type of institution.

Course Level	Report Table	Sheet Name	Table Title
UG		CONSID_UG_ALL_1Y_SG	Percentage of undergraduate students who considered early departure by sub-group, 2020††
UG		CONSID_UG_ALL_1Y_GRADE_FIG	Percentage of undergraduate students who considered early departure by average grades to date, 2020
UG	Table 7	CONSID_UG_ALL_2Y_CH	Selected reasons for considering early departure among undergraduate students, 2019 and 2020
UG		CONSID_UG_UNI_1Y_SG	Percentage of university undergraduate students who considered early departure by subgroup, 2020††
UG		CONSID_UG_UNI_1Y_GRADE_FIG	Percentage of university undergraduate students who had considered early departure by average grades to date, 2020
UG		CONSID_UG_UNI_2Y_CH	Selected reasons for considering early departure among university undergraduate students, 2019 and 2020
UG		CONSID_UG_NUHEI_1Y_SG	Percentage of non-university higher education institution (NUHEI) undergraduate students who considered early departure by subgroup, 2020††
UG		CONSID_UG_NUHEI_1Y_GRADE_FIG	Percentage of non-university higher education institution (NUHEI) undergraduate students who had considered early departure by average grades to date, 2020

Course Level	Report Table	Sheet Name	Table Title
UG		CONSID_UG_NUHEI_2Y_CH	Selected reasons for considering early departure among non-university higher education institution (NUHEI) undergraduate students, 2019 and 2020
PGC		CONSID_PGC_ALL_1Y_SG	Percentage of postgraduate coursework students who considered early departure by sub-group, 2020††
PGC		CONSID_PGC_ALL_1Y_GRADE_FIG	Percentage of postgraduate coursework students who had considered early departure by average grades to date, 2020
PGC		CONSID_PGC_ALL_2Y_CH	Selected reasons for considering early departure among postgraduate coursework students, 2019 and 2020
PGC		CONSID_PGC_UNI_1Y_SG	Percentage of university postgraduate coursework students who considered early departure by subgroup, 2020††
PGC		CONSID_PGC_UNI_1Y_GRADE_FIG	Percentage of university postgraduate coursework students who had considered early departure by average grades to date, 2020
PGC		CONSID_PGC_UNI_2Y_CH	Selected reasons for considering early departure among university postgraduate coursework students, 2019 and 2020
PGC		CONSID_PGC_NUHEI_1Y_SG	Percentage of non-university higher education institution (NUHEI) postgraduate coursework students who considered early departure by subgroup, 2020††
PGC		CONSID_PGC_NUHEI_1Y_GRADE_FIG	Percentage of non-university higher education institution (NUHEI) postgraduate coursework students who had considered early departure by average grades to date, 2020
PGC		CONSID_PGC_NUHEI_2Y_CH	Selected reasons for considering early departure among non-university higher education institution (NUHEI) postgraduate coursework students, 2019 and 2020

### 7.1.3 Detailed focus area items

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

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

Course Level	Report Table	Sheet Name	Table Title
UG	Table 27	DEVEL_UG_ALL_2Y_STAGE	Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019 and 2020
UG		DEVEL_UG_UNI_2Y_STAGE	Percentage positive scores for Skills Development items, university undergraduates by stage of studies, 2019 and 2020
UG		DEVEL_UG_NUHEI_2Y_STAGE	Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2019 and 2020
PGC	Table 28	DEVEL_PGC_ALL_2Y_STAGE	Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019 and 2020
PGC		DEVEL_PGC_UNI_2Y_STAGE	Percentage positive scores for Skills Development items, university postgraduate coursework by stage of studies, 2019 and 2020
PGC		DEVEL_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2019 and 2020

Course Level	Report Table	Sheet Name	Table Title
UG	Table 29	ENGAG_UG_ALL_2Y_STAGE	Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2019 and 2020
UG		ENGAG_UG_UNI_2Y_STAGE	Percentage positive scores for Learner Engagement items, university undergraduates by stage of studies, 2019 and 2020
UG		ENGAG_UG_NUHEI_2Y_STAGE	Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2019 and 2020
PGC	Table 30	ENGAG_PGC_ALL_2Y_STAGE	Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019 and 2020
PGC		ENGAG_PGC_UNI_2Y_STAGE	Percentage positive scores for Learner Engagement items, university postgraduate coursework by stage of studies, 2019 and 2020
PGC		ENGAG_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2019 and 2020
UG	Table 31	TEACH_UG_ALL_2Y_STAGE	Percentage positive scores for Teaching Quality items, undergraduates by stage of studies, 2019 and 2020
UG		TEACH_UG_UNI_2Y_STAGE	Percentage positive scores for Teaching Quality items, university undergraduates by stage of studies, 2019 and 2020
UG		TEACH_UG_NUHEI_2Y_STAGE	Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2019 and 2020
PGC	Table 32	TEACH_PGC_ALL_2Y_STAGE	Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2019 and 2020
PGC		TEACH_PGC_UNI_2Y_STAGE	Percentage positive scores for Teaching Quality items, university postgraduate coursework by stage of studies, 2019 and 2020
PGC		TEACH_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2019 and 2020
UG	Table 33	SUPP_UG_ALL_2Y_STAGE	Percentage positive scores for Student Support items, undergraduates by stage of studies, 2019 and 2020
UG		SUPP_UG_UNI_2Y_STAGE	Percentage positive scores for Student Support items, university undergraduates by stage of studies, 2019 and 2020
UG		SUPP_UG_NUHEI_2Y_STAGE	Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2019 and 2020
PGC	Table 34	SUPP_PGC_ALL_2Y_STAGE	Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019 and 2020
PGC		SUPP_PGC_UNI_2Y_STAGE	Percentage positive scores for Student Support items, university postgraduate coursework by stage of studies, 2019 and 2020
PGC		SUPP_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2019 and 2020
UG	Table 35	RESR_UG_ALL_2Y_STAGE	Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2019 and 2020
UG		RESR_UG_UNI_2Y_STAGE	Percentage positive scores for Learning Resources items, university undergraduates by stage of studies, 2019 and 2020
UG		RESR_UG_NUHEI_2Y_STAGE	Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) undergraduates by stage of studies, 2019 and 2020

Course Level	Report Table	Sheet Name	Table Title
PGC	Table 36	RESR_PGC_ALL_2Y_STAGE	Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019 and 2020
PGC		RESR_PGC_UNI_2Y_STAGE	Percentage positive scores for Learning Resources items, university postgraduate coursework by stage of studies, 2019 and 2020
PGC		RESR_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) postgraduate coursework by stage of studies, 2019 and 2020

## 7.2 Methodological tables

### 7.2.1 Overview and response rates

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2020 SES Methodological Report, which is available on the QILT website.

Course Level	Report Table	Sheet Name	Table Title
ALL	Table 8, Cut down	OV_ALL_ALL_12-YY	SES operational overview: 2012–2020* undergraduate and postgraduate coursework
ALL	Table 9, Combined and cut down	RR_ALL_UNI_14-YY_INST	SES response rates, 2014–2020 – universities
ALL	Table 9, Combined and cut down	RR_ALL_NUHEI_14-YY_INST	SES response rates, 2014–2020 – NUHEI
ALL		RR_ALL_ALL_1Y_INST	2020 SES response rates
ALL		RR_ALL_ALL_12-YY_INST	Participation and response rates in the SES, 2012–2020

### 7.2.2 Response characteristics and representativeness

Course Level	Report Table	Sheet Name	Table Title
UG	Table 10	CHAR_UG_ALL_1Y_SG	2020 Undergraduate SES response characteristics and population parameters by subgroup††
UG		CHAR_UG_UNI_1Y_SG	2020 University undergraduate SES response characteristics and population parameters by subgroup††
UG		CHAR_UG_NUHEI_1Y_SG	2020 Non-university higher education institution (NUHEI) undergraduate SES response characteristics and population parameters by subgroup††
UG		CHAR_UG_UNI_1Y_AREA	2020 University undergraduate SES student response characteristics and population parameters by study area
UG		CHAR_UG_NUHEI_1Y_AREA	2020 Non-university higher education institution (NUHEI) undergraduate SES student response characteristics and population parameters by study area
PGC	Table 11	CHAR_PGC_ALL_1Y_SG	2020 Postgraduate coursework SES response characteristics and population parameters by subgroup††

Course Level	Report Table	Sheet Name	Table Title
PGC		CHAR_PGC_UNI_1Y_SG	2020 University postgraduate coursework SES response characteristics and population parameters by subgroup††
PGC		CHAR_PGC_NUHEI_1Y_SG	2020 Non-university higher education institution (NUHEI) postgraduate coursework SES response characteristics and population parameters by subgroup††
UG	Table 12	CHAR_UG_ALL_1Y_AREA	2020 undergraduate SES student response characteristics and population parameters by study area
PGC	Table 13	CHAR_PGC_ALL_1Y_AREA	2020 postgraduate coursework SES student response characteristics and population parameters by study area
PGC		CHAR_PGC_UNI_1Y_AREA	2020 University postgraduate coursework SES student response characteristics and population parameters by study area
PGC		CHAR_PGC_NUHEI_1Y_AREA	2020 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	Sheet Name	Table Title
UG	Table 14	QOEQOT_UG_ALL_1Y_SG_CI	Percentage positive ratings, undergraduates by student sub-group, 2020 (with 90% confidence intervals)††
PGC	Table 15	QOEQOT_PGC_ALL_1Y_SG_CI	Percentage positive ratings, postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals)††
UG	Table 16	QOEQOT_UG_ALL_1Y_AREA_CI	Percentage positive ratings, undergraduates by study area, 2020 (with 90% confidence intervals)
PGC	Table 17	QOEQOT_PGC_ALL_1Y_AREA_CI	Percentage positive ratings, postgraduate coursework by study area, 2020 (with 90% confidence intervals)
UG		WEIGHT_UG_ALL_1Y_SG	Comparison of undergraduate raw and weighted percentage satisfied scores by sub-group, 2020††
UG		WEIGHT_UG_ALL_1Y_AREA	Comparison of undergraduate raw and weighted percentage satisfied scores by study area, 2020
UG		QOEQOT_UG_UNI_1Y_SG_CI	Percentage positive ratings, university undergraduates by student subgroup, 2020 (with 90% confidence intervals)††
UG		QOEQOT_UG_UNI_1Y_AREA_CI	Percentage positive ratings, university undergraduates by study area, 2020 (with 90% confidence intervals)
UG		QOEQOT_UG_NUHEI_1Y_SG_CI	Percentage positive ratings, non-university higher education institution (NUHEI) undergraduates by student subgroup, 2020 (with 90% confidence intervals)††
UG		QOEQOT_UG_NUHEI_1Y_AREA_CI	Percentage positive ratings, non-university higher education institution (NUHEI) undergraduates by study area, 2020 (with 90% confidence intervals)
PGC		WEIGHT_PGC_ALL_1Y_SG	Comparison of postgraduate coursework raw and weighted percentage satisfied scores by subgroup, 2020††
PGC		WEIGHT_PGC_ALL_1Y_AREA	Comparison of postgraduate coursework raw and weighted percentage satisfied scores by study area, 2020
PGC		QOEQOT_PGC_UNI_1Y_SG_CI	Percentage positive ratings, university postgraduate coursework by student subgroup, 2020 (with 90% confidence intervals)††
PGC		QOEQOT_PGC_UNI_1Y_AREA_CI	Percentage positive ratings, university postgraduate coursework by study area, 2020 (with 90% confidence intervals)
PGC		QOEQOT_PGC_NUHEI_1Y_SG_CI	Percentage positive ratings, non-university higher education institution (NUHEI) postgraduate coursework students by student subgroup, 2020 (with 90% confidence intervals)††
PGC		QOEQOT_PGC_NUHEI_1Y_AREA_CI	Percentage positive ratings, non-university higher education institution (NUHEI) postgraduate coursework students by study area, 2020 (with 90% confidence intervals)

