2021 Student Experience Survey

National Report

AUGUST 2022

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The 2021 SES was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Blair Johnston, Pankhuri Malhotra, Cynthia Kim, Dr Paddy Tobias, Kinto Behr, Ali Tirdad, Luke Hand, Joe Feng and Kelsey Pool.

For more information on the conduct and results of the 2021 SES see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au/). The QILT team can be contacted by email at qilt@srcentre.com.au

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## Introduction

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

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

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

### 1.1 The student experience and COVID-19

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

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

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

In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time non-Higher Education Support Act (HESA) approved providers. All 42[[1]](#footnote-2) Australian universities participated in the 2021 SES as well as 97 NUHEIs, for a total of 139 institutions, compared with 133 institutions in 2020 and 118 institutions in 2019. As in previous years, the 2021 SES in-scope survey population consisted of commencing and later year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. In 2020 the scope of the SES was also extended to include international students who intended to study onshore but were offshore at the time the survey was administered due to government-imposed travel restrictions caused by the COVID-19 pandemic. This exception was permitted again in 2021 given the ongoing travel restrictions entering Australia.

The main online fieldwork period ran from 27 July to 29 August 2021. A secondary collection ran from 28 September to 31 October. From a final in-scope sample of 643,337, responses were received from a total of 264,660 students, which equated to 280,414valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 41.1 per cent, down from 44.1 in 2020 and 42.6 per cent in 2019. Although the response rate did decline in 2021, it is still considered a good result, particularly given the ongoing challenges the sector has faced in 2021.

## Results

### 2.2 The student experience over time

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

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Skills Development | Learner Engagement | Teaching Quality | Student Support | Learning Resources | Quality of entire educational experience |
| 2011\* |  |  |  |  |  | 79 |
| 2012 | 82 | 58 | 81 | 53 | 82 | 80 |
| 2013\*\* | 79 | 57 | 79 | 53 | 83 | 79 |
| 2014† | 81 | 61 | 82 | 73 | 85 | 80 |
| 2015†† | 81 | 60 | 82 | 72 | 86 | 80 |
| 2016 | 81 | 62 | 81 | 72 | 85 | 80 |
| 2017 | 81 | 60 | 80 | 73 | 83 | 79 |
| 2018 | 81 | 60 | 81 | 73 | 84 | 79 |
| 2019 | 81 | 60 | 81 | 74 | 84 | 78 |
| 2020 | 78 | 44 | 78 | 74 | 76 | 69 |
| 2021 | 79 | 49 | 79 | 73 | 80 | 73 |

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

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

## Level and stage of study

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

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

In general, postgraduate coursework student ratings of Skills Development, Teaching Quality, Student Support and the Quality of the entire educational experience are very similar to undergraduate student ratings. However, postgraduate coursework students rate Learner Engagement and Learning Resources lower than undergraduate students do and this has been the case since 2019. It is interesting to note that while Learner Engagement ratings dropped by 16 percentage points for undergraduate students and 12 percentage points for postgraduate coursework students in 2020, ratings for postgraduate coursework students remained unchanged in 2021, whereas they increased for undergraduate students by 5 percentage points.

There was less variation in student ratings between postgraduate coursework commencing and later year students than there was for undergraduates. This may be due to commencing postgraduate coursework students having previous higher education experience prior to 2020 and therefore similar expectations to later year students at the same level of study.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | SD 2021 | LE 2019 | LE 2020 | LE 2021 | TQ 2019 | TQ 2020 | TQ 2021 | SS 2019 | SS 2020 | SS 2021 | LR 2019 | LR 2020 | LR 2021 | OE 2019 | OE 2020 | OE 2021 |
| **Undergraduate** | 81 | 78 | 79 | 60 | 44 | 49 | 81 | 78 | 79 | 74 | 74 | 73 | 84 | 76 | 80 | 78 | 69 | 73 |
|  **Commencing** | 80 | 76 | 78 | 59 | 42 | 49 | 84 | 81 | 82 | 77 | 77 | 76 | 87 | 79 | 84 | 81 | 71 | 77 |
|  **Later year** | 83 | 80 | 81 | 61 | 47 | 48 | 78 | 74 | 75 | 70 | 69 | 69 | 79 | 71 | 75 | 75 | 65 | 69 |
| **Postgraduate coursework** | 81 | 78 | 79 | 54 | 42 | 42 | 81 | 78 | 80 | 75 | 74 | 74 | 83 | 73 | 77 | 76 | 69 | 73 |
|  **Commencing** | 80 | 77 | 78 | 52 | 39 | 39 | 82 | 80 | 82 | 76 | 76 | 74 | 84 | 74 | 78 | 77 | 70 | 75 |
|  **Later year** | 82 | 79 | 80 | 55 | 45 | 44 | 79 | 76 | 78 | 73 | 72 | 73 | 81 | 71 | 76 | 75 | 67 | 72 |

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

## Demographic group

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

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

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

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

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SD 2019** | **SD 2020** | **SD 2021** | **LE 2019** | **LE 2020** | **LE 2021** | **TQ 2019** | **TQ 2020** | **TQ 2021** | **SS 2019** | **SS 2020** | **SS 2021** | **LR 2019** | **LR 2020** | **LR 2021** | **OE 2019** | **OE 2020** | **OE 2021** |
| Gender: Male | 78 | 74 | 76 | 61 | 45 | 49 | 79 | 75 | 77 | 73 | 71 | 70 | 83 | 74 | 78 | 76 | 64 | 69 |
| Gender: Female | 83 | 80 | 81 | 60 | 44 | 49 | 82 | 80 | 81 | 75 | 75 | 74 | 85 | 77 | 81 | 80 | 71 | 75 |
| Age: Under 25 | 82 | 78 | 79 | 64 | 47 | 52 | 81 | 78 | 79 | 74 | 73 | 72 | 84 | 76 | 80 | 79 | 68 | 73 |
| Age: 25 to 29 | 81 | 78 | 79 | 53 | 41 | 44 | 79 | 77 | 77 | 73 | 74 | 72 | 81 | 74 | 77 | 76 | 68 | 71 |
| Age: 30 to 39 | 80 | 77 | 78 | 46 | 34 | 37 | 81 | 78 | 79 | 76 | 76 | 75 | 81 | 75 | 79 | 78 | 71 | 75 |
| Age: 40 and over | 81 | 78 | 79 | 42 | 31 | 33 | 85 | 83 | 83 | 79 | 78 | 77 | 83 | 78 | 81 | 82 | 77 | 79 |
| Indigenous | 81 | 79 | 79 | 55 | 41 | 46 | 81 | 80 | 79 | 77 | 77 | 73 | 84 | 78 | 81 | 80 | 71 | 74 |
| Non-Indigenous | 81 | 78 | 79 | 60 | 44 | 49 | 81 | 78 | 79 | 74 | 74 | 73 | 84 | 76 | 80 | 78 | 69 | 73 |
| Home language: English | 82 | 78 | 80 | 60 | 44 | 49 | 81 | 79 | 80 | 74 | 74 | 73 | 84 | 77 | 81 | 79 | 70 | 74 |
| Home language: Other | 80 | 76 | 77 | 59 | 47 | 49 | 79 | 74 | 76 | 74 | 71 | 72 | 84 | 73 | 76 | 75 | 63 | 68 |
| Disability reported | 78 | 75 | 76 | 56 | 39 | 45 | 79 | 76 | 77 | 75 | 73 | 71 | 81 | 73 | 77 | 76 | 66 | 70 |
| No disability reported | 82 | 78 | 80 | 60 | 45 | 49 | 81 | 78 | 80 | 74 | 74 | 73 | 84 | 76 | 80 | 79 | 69 | 73 |
| Internal/Mixed study mode | 82 | 78 | 79 | 63 | 47 | 52 | 81 | 77 | 79 | 74 | 73 | 72 | 84 | 76 | 80 | 78 | 67 | 72 |
| External study mode | 78 | 79 | 78 | 24 | 33 | 25 | 83 | 82 | 82 | 79 | 77 | 77 | 83 | 79 | 79 | 81 | 77 | 79 |
| Residence status: Domestic student | 82 | 79 | 80 | 60 | 44 | 49 | 82 | 79 | 80 | 74 | 74 | 73 | 84 | 77 | 81 | 79 | 70 | 74 |
| Residence status: International student | 80 | 76 | 77 | 59 | 49 | 48 | 78 | 74 | 76 | 73 | 71 | 71 | 83 | 72 | 74 | 75 | 63 | 67 |
| First in family status\*\*: First in family | 82 | 78 | 79 | 59 | 43 | 48 | 85 | 82 | 83 | 79 | 78 | 77 | 88 | 81 | 85 | 82 | 73 | 78 |
| First in family status\*\*: Not first in family | 80 | 76 | 78 | 63 | 43 | 51 | 84 | 81 | 82 | 77 | 76 | 74 | 87 | 80 | 84 | 81 | 71 | 76 |
| Previous higher education experience\*\* | 80 | 76 | 79 | 58 | 41 | 47 | 82 | 79 | 81 | 76 | 74 | 74 | 86 | 77 | 82 | 80 | 70 | 76 |
| Previous higher education experience\*\*: At another institution | 80 | 76 | 78 | 53 | 39 | 44 | 84 | 82 | 84 | 79 | 78 | 77 | 86 | 79 | 83 | 82 | 74 | 78 |
| Previous higher education experience\*\*: New to higher education | 80 | 77 | 78 | 62 | 44 | 51 | 84 | 81 | 82 | 77 | 77 | 75 | 88 | 80 | 85 | 81 | 71 | 76 |
| Socio-economic status\*\*\*: High  | 81 | 77 | 79 | 62 | 43 | 51 | 82 | 78 | 80 | 72 | 72 | 71 | 83 | 75 | 81 | 79 | 70 | 74 |
| Socio-economic status\*\*\*: Medium | 82 | 79 | 80 | 61 | 44 | 49 | 82 | 79 | 80 | 75 | 75 | 74 | 85 | 78 | 82 | 79 | 70 | 75 |
| Socio-economic status\*\*\*:Low | 82 | 79 | 80 | 57 | 42 | 46 | 81 | 79 | 79 | 76 | 76 | 74 | 84 | 78 | 81 | 78 | 70 | 73 |
| Location\*\*\*†: Metro | 82 | 79 | 80 | 61 | 44 | 50 | 81 | 79 | 80 | 74 | 74 | 73 | 84 | 77 | 81 | 79 | 70 | 74 |
| Location\*\*\*†: Regional/remote | 82 | 79 | 79 | 58 | 41 | 45 | 82 | 80 | 80 | 77 | 76 | 74 | 85 | 78 | 82 | 80 | 71 | 75 |
| **Total** | **81** | **78** | **79** | **60** | **44** | **49** | **81** | **78** | **79** | **74** | **74** | **73** | **84** | **76** | **80** | **78** | **69** | **73** |

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

\*\*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.

## Study area

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

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | SD 2021 | LE 2019 | LE 2020 | LE 2021 | TQ 2019 | TQ 2020 | TQ 2021 | SS 2019 | SS 2020 | SS 2021 | LR 2019 | LR 2020 | LR 2021 | OE 2019 | OE 2020 | OE 2021 |
| Science and mathematics | 80 | 75 | 78 | 61 | 42 | 48 | 83 | 79 | 81 | 75 | 73 | 72 | 88 | 78 | 84 | 80 | 67 | 73 |
| Computing and information systems | 74 | 72 | 72 | 58 | 46 | 46 | 74 | 71 | 72 | 73 | 70 | 70 | 81 | 70 | 74 | 72 | 62 | 65 |
| Engineering | 78 | 75 | 76 | 65 | 48 | 52 | 75 | 71 | 73 | 71 | 69 | 69 | 83 | 72 | 77 | 73 | 61 | 67 |
| Architecture and built environment | 78 | 76 | 78 | 64 | 46 | 54 | 76 | 74 | 77 | 67 | 68 | 69 | 78 | 69 | 75 | 74 | 64 | 70 |
| Agriculture and environmental studies | 83 | 77 | 79 | 64 | 41 | 40 | 86 | 83 | 87 | 76 | 77 | 78 | 89 | 81 | 85 | 84 | 74 | 83 |
| Health services and support | 82 | 80 | 80 | 59 | 43 | 47 | 83 | 81 | 81 | 76 | 76 | 75 | 84 | 78 | 81 | 80 | 72 | 75 |
| Medicine | 89 | 86 | 87 | 78 | 67 | 68 | 78 | 77 | 82 | 77 | 79 | 79 | 79 | 78 | 80 | 79 | 67 | 77 |
| Nursing | 85 | 81 | 82 | 60 | 45 | 47 | 78 | 74 | 74 | 75 | 74 | 71 | 85 | 77 | 79 | 76 | 65 | 68 |
| Pharmacy | 86 | 81 | 84 | 69 | 48 | 57 | 81 | 77 | 82 | 75 | 73 | 77 | 85 | 77 | 83 | 78 | 68 | 75 |
| Dentistry | 86 | 84 | 79 | 63 | 60 | 58 | 74 | 72 | 67 | 67 | 68 | 61 | 75 | 73 | 68 | 68 | 57 | 58 |
| Veterinary science | 82 | 80 | 82 | 70 | 54 | 59 | 83 | 78 | 79 | 74 | 76 | 75 | 88 | 79 | 84 | 80 | 64 | 74 |
| Rehabilitation | 90 | 87 | 89 | 75 | 59 | 63 | 89 | 86 | 87 | 80 | 80 | 78 | 88 | 83 | 85 | 86 | 77 | 82 |
| Teacher education | 83 | 82 | 82 | 58 | 46 | 48 | 81 | 80 | 81 | 74 | 75 | 74 | 83 | 79 | 81 | 78 | 74 | 77 |
| Business and management | 78 | 75 | 76 | 59 | 44 | 48 | 77 | 74 | 76 | 73 | 72 | 71 | 82 | 75 | 78 | 77 | 67 | 70 |
| Humanities, culture and social sciences | 82 | 78 | 80 | 56 | 39 | 46 | 86 | 83 | 84 | 74 | 75 | 72 | 85 | 79 | 82 | 82 | 73 | 76 |
| Social work | 87 | 83 | 86 | 56 | 44 | 51 | 85 | 81 | 83 | 78 | 76 | 75 | 84 | 74 | 78 | 81 | 72 | 77 |
| Psychology | 82 | 80 | 80 | 50 | 34 | 39 | 85 | 84 | 83 | 77 | 78 | 76 | 86 | 80 | 82 | 82 | 75 | 78 |
| Law and paralegal studies | 86 | 82 | 84 | 57 | 41 | 47 | 84 | 81 | 82 | 73 | 73 | 71 | 84 | 79 | 83 | 82 | 73 | 77 |
| Creative arts | 81 | 78 | 81 | 68 | 53 | 60 | 83 | 82 | 84 | 74 | 75 | 75 | 81 | 71 | 79 | 79 | 68 | 75 |
| Communications | 82 | 80 | 80 | 67 | 49 | 53 | 84 | 81 | 83 | 76 | 76 | 74 | 85 | 75 | 82 | 81 | 71 | 76 |
| Tourism, hospitality, personal services, sport and recreation | 83 | 80 | 81 | 65 | 53 | 55 | 84 | 80 | 85 | 77 | 76 | 81 | 87 | 80 | 83 | 82 | 76 | 80 |
| **Total** | **81** | **78** | **79** | **60** | **44** | **49** | **81** | **78** | **79** | **74** | **74** | **73** | **84** | **76** | **80** | **78** | **69** | **73** |

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

## Institution

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | SD 2021 | LE 2019 | LE 2020 | LE 2021 | TQ 2019 | TQ 2020 | TQ 2021 | SS 2019 | SS 2020 | SS 2021 | LR 2019 | LR 2020 | LR 2021 | OE 2019 | OE 2020 | OE 2021 |
| NUHEIs | 82 | 80 | 81 | 63 | 56 | 57 | 82 | 81 | 81 | 78 | 78 | 79 | 76 | 73 | 74 | 79 | 71 | 74 |
| Universities | 81 | 78 | 79 | 60 | 43 | 48 | 81 | 78 | 79 | 74 | 73 | 72 | 85 | 76 | 81 | 78 | 68 | 73 |
| All institutions | 81 | 78 | 79 | 60 | 44 | 49 | 81 | 78 | 79 | 74 | 74 | 73 | 84 | 76 | 80 | 78 | 69 | 73 |

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

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

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

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

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Skills Development 2020** | **Skills Development 2021** | **Learner Engagement 2020** | **Learner Engagement 2021** | **Teaching Quality 2020** | **Teaching Quality 2021** | **Student Support 2020** | **Student Support 2021** | **Learning Resources 2020** | **Learning Resources 2021** | **Quality of entire educational experience 2020** | **Quality of entire educational experience 2021** |
| Australian Catholic University | 82.8 (82.2, 83.4) | 84.1 (83.6, 84.6) | 53.0 (52.2, 53.7) | 57.4 (56.7, 58.2) | 78.8 (78.2, 79.4) | 81.3 (80.7, 81.9) | 74.4 (73.6, 75.1) | 75.7 (75.0, 76.4) | 81.6 (80.9, 82.2) | 83.0 (82.4, 83.6) | 71.0 (70.3, 71.6) | 76.9 (76.2, 77.5) |
| Avondale University\* | 88.4 (86.4, 89.9) | 91.9 (89.3, 93.7) | 70.1 (67.5, 72.4) | 74.1 (70.6, 77.2) | 87.6 (85.6, 89.2) | 94.5 (92.3, 95.9) | 84.8 (82.5, 86.6) | 90.3 (87.3, 92.3) | 82.6 (80.2, 84.6) | 86.7 (83.4, 89.2) | 80.2 (78.0, 82.2) | 87.6 (84.8, 89.8) |
| Bond University | 89.9 (88.0, 91.4) | 90.6 (88.8, 92.0) | 77.3 (75.0, 79.4) | 83.1 (80.9, 84.9) | 90.2 (88.4, 91.6) | 90.1 (88.3, 91.6) | 90.2 (88.3, 91.7) | 91.0 (89.2, 92.4) | 92.0 (90.2, 93.5) | 93.5 (91.8, 94.7) | 84.3 (82.2, 86.1) | 86.6 (84.6, 88.3) |
| Central Queensland University | 79.2 (78.2, 80.2) | 80.2 (79.3, 81.1) | 30.7 (29.6, 31.8) | 35.3 (34.2, 36.4) | 83.1 (82.2, 84.0) | 81.6 (80.7, 82.4) | 79.7 (78.5, 80.8) | 76.4 (75.2, 77.5) | 81.3 (79.8, 82.7) | 82.9 (81.7, 84.0) | 75.3 (74.3, 76.3) | 78.4 (77.5, 79.3) |
| Charles Darwin University | 77.0 (75.5, 78.5) | 77.7 (76.4, 79.0) | 30.1 (28.5, 31.7) | 26.7 (25.4, 28.1) | 74.1 (72.5, 75.6) | 79.3 (78.0, 80.5) | 72.2 (70.3, 74.0) | 71.3 (69.6, 72.8) | 80.6 (78.5, 82.6) | 79.7 (77.8, 81.4) | 68.5 (66.8, 70.0) | 73.0 (71.6, 74.3) |
| Charles Sturt University | 78.5 (77.5, 79.3) | 77.5 (76.5, 78.4) | 33.5 (32.5, 34.5) | 35.4 (34.4, 36.5) | 77.9 (77.0, 78.8) | 78.3 (77.4, 79.2) | 74.3 (73.2, 75.3) | 70.6 (69.4, 71.8) | 76.0 (74.7, 77.3) | 81.1 (79.8, 82.3) | 70.6 (69.6, 71.6) | 73.2 (72.2, 74.2) |
| Curtin University | 79.2 (78.4, 79.9) | 78.9 (78.1, 79.7) | 46.8 (45.9, 47.7) | 50.9 (49.9, 51.8) | 79.0 (78.2, 79.7) | 77.9 (77.0, 78.6) | 74.1 (73.2, 75.0) | 69.5 (68.5, 70.5) | 82.0 (81.2, 82.8) | 74.6 (73.6, 75.5) | 71.7 (71.0, 72.5) | 73.3 (72.4, 74.1) |
| Deakin University | 80.4 (79.9, 80.9) | 80.5 (79.9, 81.0) | 37.9 (37.3, 38.5) | 40.1 (39.4, 40.8) | 80.3 (79.8, 80.8) | 82.0 (81.4, 82.5) | 79.4 (78.8, 80.0) | 77.2 (76.5, 77.9) | 80.5 (79.7, 81.2) | 85.6 (84.9, 86.2) | 72.9 (72.4, 73.5) | 76.5 (75.9, 77.1) |
| Edith Cowan University | 86.9 (86.2, 87.6) | 87.1 (86.2, 87.9) | 54.6 (53.5, 55.6) | 58.2 (57.0, 59.3) | 87.0 (86.3, 87.7) | 86.0 (85.1, 86.8) | 83.2 (82.3, 84.1) | 80.2 (79.0, 81.3) | 88.3 (87.5, 89.0) | 89.0 (88.2, 89.9) | 81.5 (80.7, 82.3) | 83.9 (83.0, 84.7) |
| Federation University Australia | 80.6 (79.6, 81.6) | 79.0 (77.9, 80.1) | 47.9 (46.7, 49.1) | 41.9 (40.5, 43.2) | 77.9 (76.8, 78.9) | 77.7 (76.5, 78.8) | 79.1 (77.9, 80.2) | 74.5 (73.1, 75.8) | 75.6 (74.3, 76.8) | 77.3 (75.9, 78.6) | 69.2 (68.0, 70.3) | 69.5 (68.3, 70.7) |
| Flinders University | 80.3 (79.3, 81.2) | 83.7 (82.7, 84.6) | 53.6 (52.5, 54.7) | 62.0 (60.8, 63.2) | 79.4 (78.4, 80.3) | 82.1 (81.1, 83.0) | 79.0 (77.9, 80.0) | 79.0 (77.8, 80.1) | 81.6 (80.5, 82.6) | 87.2 (86.3, 88.1) | 70.8 (69.7, 71.8) | 78.9 (77.8, 79.9) |
| Griffith University | 79.5 (78.7, 80.2) | 80.4 (79.7, 81.1) | 42.6 (41.7, 43.4) | 51.0 (50.1, 51.9) | 80.5 (79.8, 81.1) | 80.6 (79.9, 81.3) | 77.1 (76.2, 77.9) | 75.1 (74.2, 75.9) | 78.1 (77.3, 78.9) | 82.5 (81.7, 83.2) | 70.7 (69.9, 71.5) | 77.2 (76.4, 77.9) |
| James Cook University | 79.1 (77.9, 80.2) | 79.3 (77.9, 80.5) | 50.6 (49.2, 52.0) | 54.6 (53.1, 56.2) | 76.5 (75.3, 77.7) | 74.9 (73.5, 76.2) | 78.9 (77.5, 80.2) | 74.2 (72.6, 75.7) | 79.2 (77.9, 80.5) | 78.6 (77.2, 80.0) | 65.6 (64.3, 66.9) | 71.0 (69.6, 72.4) |
| La Trobe University | 78.1 (77.2, 78.9) | 79.3 (78.5, 80.0) | 44.5 (43.5, 45.4) | 42.7 (41.9, 43.6) | 76.1 (75.2, 76.9) | 78.0 (77.3, 78.8) | 74.9 (73.9, 75.8) | 71.6 (70.7, 72.5) | 73.3 (72.1, 74.5) | 78.4 (77.4, 79.2) | 66.7 (65.8, 67.6) | 70.5 (69.7, 71.3) |
| Macquarie University | 76.2 (75.5, 76.8) | 78.3 (77.7, 78.8) | 41.5 (40.8, 42.2) | 48.2 (47.6, 48.9) | 79.0 (78.3, 79.6) | 80.1 (79.5, 80.6) | 68.9 (68.1, 69.7) | 68.7 (67.9, 69.4) | 79.8 (79.1, 80.5) | 83.9 (83.3, 84.5) | 70.4 (69.7, 71.1) | 73.2 (72.5, 73.8) |
| Monash University | 70.5 (69.9, 71.1) | 77.7 (77.2, 78.3) | 32.4 (31.8, 32.9) | 52.0 (51.4, 52.7) | 71.4 (70.8, 71.9) | 77.6 (77.1, 78.2) | 64.2 (63.5, 64.9) | 69.2 (68.5, 69.9) | 59.0 (58.0, 59.9) | 81.0 (80.4, 81.6) | 60.4 (59.8, 61.0) | 70.0 (69.4, 70.6) |
| Murdoch University | 80.5 (79.3, 81.5) | 78.9 (77.6, 80.1) | 46.1 (44.8, 47.4) | 47.4 (45.9, 48.9) | 81.0 (79.9, 82.0) | 77.7 (76.4, 78.9) | 77.4 (76.1, 78.7) | 71.8 (70.2, 73.2) | 81.9 (80.7, 83.0) | 82.0 (80.7, 83.2) | 70.8 (69.5, 72.0) | 70.5 (69.2, 71.9) |
| Queensland University of Technology | 77.5 (76.9, 78.1) | 79.0 (78.4, 79.5) | 44.8 (44.1, 45.5) | 53.9 (53.2, 54.5) | 74.8 (74.2, 75.4) | 75.8 (75.2, 76.4) | 70.5 (69.7, 71.3) | 69.1 (68.4, 69.9) | 79.1 (78.4, 79.7) | 81.9 (81.3, 82.5) | 65.8 (65.2, 66.5) | 70.8 (70.2, 71.4) |
| RMIT University | 76.6 (75.9, 77.3) | 76.9 (76.0, 77.7) | 46.0 (45.2, 46.7) | 47.1 (46.1, 48.1) | 75.0 (74.3, 75.6) | 75.6 (74.8, 76.5) | 68.3 (67.5, 69.1) | 66.4 (65.3, 67.5) | 68.0 (67.1, 68.9) | 74.9 (73.9, 75.9) | 62.1 (61.3, 62.8) | 66.9 (66.0, 67.9) |
| Southern Cross University | 78.5 (77.1, 79.7) | 78.8 (77.5, 80.0) | 30.5 (29.1, 32.0) | 35.7 (34.3, 37.1) | 79.3 (78.0, 80.6) | 79.5 (78.2, 80.7) | 78.9 (77.4, 80.3) | 75.7 (74.2, 77.1) | 73.8 (71.9, 75.6) | 81.4 (79.8, 82.8) | 70.2 (68.8, 71.6) | 73.7 (72.3, 75.0) |
| Swinburne University of Technology | 80.0 (79.3, 80.7) | 78.5 (77.8, 79.2) | 40.9 (40.1, 41.8) | 37.0 (36.2, 37.8) | 79.8 (79.1, 80.5) | 80.7 (80.0, 81.3) | 77.8 (77.0, 78.6) | 76.0 (75.2, 76.8) | 70.6 (69.4, 71.8) | 76.3 (75.3, 77.3) | 72.9 (72.1, 73.6) | 75.0 (74.2, 75.7) |
| The Australian National University | 75.4 (74.3, 76.4) | 76.7 (75.5, 77.7) | 43.2 (42.1, 44.4) | 51.9 (50.7, 53.2) | 78.1 (77.1, 79.0) | 79.7 (78.6, 80.7) | 68.6 (67.2, 69.9) | 64.8 (63.3, 66.2) | 73.0 (71.7, 74.2) | 78.5 (77.3, 79.6) | 67.9 (66.8, 68.9) | 72.4 (71.2, 73.5) |
| The University of Adelaide | 77.7 (76.8, 78.5) | 79.5 (78.6, 80.3) | 49.5 (48.5, 50.4) | 59.1 (58.0, 60.1) | 80.2 (79.3, 80.9) | 79.7 (78.8, 80.5) | 77.5 (76.5, 78.4) | 73.6 (72.5, 74.6) | 80.6 (79.6, 81.4) | 83.6 (82.7, 84.4) | 69.7 (68.8, 70.5) | 74.3 (73.4, 75.2) |
| The University of Melbourne | 70.1 (69.1, 71.1) | 74.1 (73.0, 75.1) | 34.0 (33.0, 35.1) | 43.8 (42.6, 44.9) | 72.1 (71.1, 73.1) | 76.4 (75.4, 77.4) | 63.8 (62.6, 65.0) | 60.4 (59.1, 61.7) | 60.2 (58.9, 61.5) | 72.6 (71.4, 73.8) | 52.3 (51.2, 53.4) | 63.1 (62.0, 64.3) |
| The University of Notre Dame Australia | 85.5 (84.4, 86.4) | 87.5 (86.5, 88.4) | 61.6 (60.3, 62.9) | 64.8 (63.4, 66.1) | 81.7 (80.6, 82.7) | 86.1 (85.1, 87.1) | 78.5 (77.2, 79.8) | 77.1 (75.7, 78.4) | 77.6 (76.3, 78.8) | 80.0 (78.7, 81.2) | 74.1 (72.9, 75.2) | 80.4 (79.2, 81.5) |
| The University of Queensland | 77.4 (76.6, 78.1) | 77.1 (76.4, 77.8) | 44.1 (43.2, 44.9) | 48.8 (48.0, 49.6) | 76.5 (75.7, 77.2) | 80.1 (79.4, 80.7) | 67.1 (66.1, 68.1) | 68.2 (67.3, 69.1) | 79.2 (78.4, 79.9) | 83.5 (82.8, 84.1) | 66.3 (65.6, 67.1) | 73.9 (73.2, 74.6) |
| The University of South Australia | 81.4 (80.6, 82.1) | 82.2 (81.4, 82.8) | 49.7 (48.8, 50.7) | 50.3 (49.4, 51.2) | 80.7 (80.0, 81.4) | 80.0 (79.3, 80.7) | 78.3 (77.4, 79.2) | 76.9 (76.0, 77.8) | 84.8 (84.0, 85.6) | 84.3 (83.5, 85.1) | 73.9 (73.1, 74.7) | 76.8 (76.0, 77.5) |
| The University of Sydney | 76.3 (75.5, 77.0) | 77.0 (76.3, 77.7) | 41.9 (41.0, 42.8) | 50.2 (49.3, 51.0) | 76.0 (75.2, 76.7) | 78.7 (77.9, 79.4) | 58.3 (57.3, 59.4) | 61.0 (60.0, 62.0) | 73.3 (72.4, 74.2) | 80.4 (79.6, 81.2) | 63.6 (62.8, 64.5) | 69.7 (68.9, 70.5) |
| The University of Western Australia | 75.0 (73.5, 76.5) | 75.9 (74.6, 77.0) | 53.0 (51.3, 54.7) | 56.4 (55.0, 57.8) | 79.7 (78.3, 81.1) | 80.1 (78.9, 81.1) | 75.9 (74.2, 77.5) | 73.2 (71.8, 74.6) | 81.1 (79.6, 82.5) | 83.6 (82.5, 84.6) | 68.4 (66.8, 69.9) | 72.9 (71.7, 74.1) |
| Torrens University | 78.5 (77.4, 79.4) | 79.1 (78.0, 80.1) | 37.3 (36.2, 38.5) | 40.4 (39.2, 41.7) | 81.2 (80.3, 82.1) | 82.3 (81.3, 83.2) | 74.8 (73.7, 75.9) | 75.3 (74.0, 76.4) | 67.9 (66.3, 69.5) | 71.9 (70.2, 73.4) | 74.2 (73.2, 75.2) | 75.6 (74.5, 76.7) |
| University of Canberra | 78.5 (77.3, 79.5) | 81.2 (80.1, 82.2) | 50.0 (48.7, 51.3) | 52.6 (51.4, 53.9) | 78.7 (77.6, 79.7) | 79.7 (78.6, 80.7) | 73.5 (72.1, 74.7) | 74.9 (73.6, 76.2) | 80.6 (79.4, 81.6) | 82.8 (81.7, 83.8) | 69.0 (67.8, 70.2) | 75.0 (73.9, 76.1) |
| University of Divinity | 82.1 (78.2, 85.1) | 75.0 (69.0, 79.6) | 49.7 (45.4, 54.1) | 39.6 (33.9, 45.9) | 92.4 (89.3, 94.1) | 78.3 (72.4, 82.5) | 89.0 (85.2, 91.4) | 79.8 (73.4, 84.2) | 88.0 (82.7, 91.3) | 68.3 (56.8, 77.5) | 82.6 (78.7, 85.4) | 71.7 (65.6, 76.6) |
| University of New England | 78.1 (76.8, 79.3) | 77.4 (76.2, 78.4) | 21.9 (20.7, 23.2) | 22.7 (21.7, 23.9) | 84.3 (83.2, 85.4) | 83.2 (82.1, 84.1) | 82.7 (81.3, 84.0) | 78.9 (77.6, 80.2) | 80.6 (77.9, 83.0) | 79.7 (77.6, 81.6) | 80.6 (79.4, 81.8) | 79.5 (78.4, 80.6) |
| University of New South Wales | 73.3 (72.6, 74.0) | 75.9 (75.2, 76.5) | 42.2 (41.5, 43.0) | 46.3 (45.7, 47.0) | 72.8 (72.1, 73.4) | 76.8 (76.2, 77.4) | 66.3 (65.4, 67.2) | 68.4 (67.6, 69.2) | 70.5 (69.7, 71.3) | 76.1 (75.4, 76.8) | 59.7 (59.0, 60.5) | 66.9 (66.2, 67.5) |
| University of Newcastle | 76.5 (75.2, 77.8) | 79.5 (78.7, 80.3) | 41.8 (40.3, 43.3) | 45.5 (44.6, 46.5) | 73.8 (72.5, 75.2) | 78.9 (78.1, 79.7) | 75.0 (73.4, 76.6) | 74.8 (73.8, 75.8) | 79.7 (78.3, 81.0) | 79.5 (78.6, 80.3) | 66.4 (64.9, 67.8) | 72.6 (71.8, 73.5) |
| University of Southern Queensland | 79.8 (79.0, 80.7) | 79.8 (78.7, 80.9) | 31.2 (30.3, 32.2) | 29.3 (28.1, 30.5) | 80.6 (79.7, 81.3) | 78.9 (77.8, 80.0) | 79.7 (78.7, 80.6) | 76.8 (75.4, 78.0) | 82.0 (80.8, 83.1) | 82.4 (80.9, 83.7) | 74.6 (73.7, 75.5) | 76.0 (74.9, 77.1) |
| University of Tasmania | 72.9 (72.1, 73.7) | 74.9 (74.1, 75.6) | 29.6 (28.8, 30.4) | 30.2 (29.5, 31.0) | 79.3 (78.6, 80.0) | 80.1 (79.4, 80.8) | 75.5 (74.6, 76.5) | 72.7 (71.7, 73.6) | 72.5 (71.3, 73.7) | 72.6 (71.4, 73.7) | 71.8 (71.0, 72.6) | 75.0 (74.3, 75.7) |
| University of Technology Sydney | 76.3 (75.4, 77.1) | 78.7 (78.0, 79.4) | 46.9 (45.9, 47.8) | 54.1 (53.3, 54.9) | 72.2 (71.4, 73.1) | 76.4 (75.7, 77.1) | 67.8 (66.8, 68.9) | 69.4 (68.5, 70.3) | 75.4 (74.3, 76.3) | 80.5 (79.8, 81.2) | 65.7 (64.8, 66.6) | 69.4 (68.7, 70.2) |
| University of the Sunshine Coast | 79.0 (78.1, 79.9) | 83.4 (82.6, 84.2) | 46.7 (45.7, 47.8) | 60.7 (59.7, 61.7) | 80.9 (80.0, 81.8) | 85.1 (84.3, 85.8) | 78.9 (77.8, 80.0) | 81.2 (80.2, 82.2) | 80.6 (79.6, 81.6) | 88.4 (87.7, 89.1) | 73.0 (72.0, 73.9) | 81.5 (80.7, 82.3) |
| University of Wollongong | 79.6 (78.8, 80.4) | 80.6 (79.7, 81.5) | 42.6 (41.6, 43.5) | 43.8 (42.8, 44.9) | 77.9 (77.1, 78.7) | 79.2 (78.3, 80.0) | 77.0 (76.0, 77.9) | 70.9 (69.8, 72.1) | 75.5 (74.5, 76.6) | 78.8 (77.7, 79.8) | 66.7 (65.8, 67.6) | 70.1 (69.1, 71.1) |
| Victoria University | 82.2 (81.4, 83.0) | 79.5 (78.7, 80.4) | 61.2 (60.2, 62.1) | 56.6 (55.5, 57.6) | 78.2 (77.4, 79.0) | 77.7 (76.8, 78.6) | 68.6 (67.5, 69.7) | 64.9 (63.7, 66.0) | 75.3 (74.3, 76.4) | 71.0 (69.7, 72.2) | 69.5 (68.6, 70.4) | 71.1 (70.2, 72.1) |
| Western Sydney University | 78.7 (77.9, 79.4) | 79.6 (78.9, 80.3) | 48.2 (47.3, 49.1) | 47.5 (46.7, 48.3) | 76.0 (75.3, 76.8) | 77.4 (76.7, 78.0) | 75.2 (74.3, 76.1) | 73.8 (73.0, 74.6) | 76.8 (76.0, 77.7) | 77.2 (76.4, 78.0) | 67.1 (66.3, 67.9) | 69.4 (68.7, 70.1) |
| **All Universities** | 77.9 (77.7, 78.0) | 79.1 (79.0, 79.3) | 43.2 (43.0, 43.3) | 47.9 (47.8, 48.1) | 77.6 (77.5, 77.8) | 79.2 (79.1, 79.4) | 73.1 (72.9, 73.3) | 71.9 (71.8, 72.1) | 76.4 (76.3, 76.6) | 80.5 (80.4, 80.7) | 68.4 (68.2, 68.5) | 73.0 (72.8, 73.1) |

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

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

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

Table 7 The undergraduate student experience, by non-university higher education institution (NUHEI), 2018-19 and 2020-21 (% positive rating, with 90% confidence intervals)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Skills Development ’18-19 | Skills Development ’20-21 | Learner Engagement’18-19 | Learner Engagement’20-21 | Teaching Quality ’18-19 | Teaching Quality ’20-21 | Student Support ’18-19 | Student Support ’20-21 | Learning Resources ’18-19 | Learning Resources ’20-21 | Quality of entire educational experience ’18-19 | Quality of entire educational experience ’20-21 |
| Academies Australasia Polytechnic Pty Limited |  | 74.5 (70.0, 78.5) |  | 43.8 (39.3, 48.5) |  | 72.8 (68.3, 76.7) |  | 62.4 (57.5, 67.0) |  | 66.0 (60.9, 70.6) |  | 64.7 (60.1, 68.9) |
| Academy of Information Technology | 69.7 (65.8, 73.2) | 67.1 (64.3, 69.8) | 60.3 (56.4, 64.0) | 43.3 (40.5, 46.2) | 72.7 (68.9, 76.0) | 67.1 (64.2, 69.7) | 65.6 (61.6, 69.4) | 65.4 (62.4, 68.2) | 61.3 (57.1, 65.3) | 56.2 (52.6, 59.7) | 62.8 (58.9, 66.4) | 56.3 (53.4, 59.1) |
| ACAP and NCPS | 85.9 (84.9, 86.8) | 74.6 (73.3, 75.9) | 48.7 (47.3, 50.0) | 37.6 (36.2, 39.0) | 83.4 (82.4, 84.4) | 71.3 (69.9, 72.6) | 76.0 (74.6, 77.2) | 69.2 (67.6, 70.7) | 82.1 (80.8, 83.3) | 72.2 (70.3, 74.0) | 80.3 (79.2, 81.3) | 63.2 (61.7, 64.6) |
| Adelaide Central School of Art | 91.5 (89.3, 92.8) | 91.1 (88.8, 92.5) | 75.1 (72.3, 77.4) | 79.6 (76.8, 81.8) | 95.8 (94.1, 96.6) | 96.4 (94.7, 97.1) | 94.4 (92.3, 95.5) | 94.5 (92.5, 95.6) | 86.3 (83.4, 88.3) | 91.8 (89.4, 93.2) | 96.7 (95.0, 97.3) | 94.4 (92.5, 95.4) |
| Adelaide College of Divinity | 84.9 (77.8, 88.6) | 80.8 (72.7, 85.8) | 67.9 (60.3, 73.8) | 54.7 (46.6, 62.4) | 96.2 (90.6, 97.4) | 90.6 (83.6, 93.6) | 90.0 (83.0, 92.9) | 85.4 (77.1, 89.9) | 92.3 (83.7, 95.5) | 86.1 (75.6, 91.6) | 90.6 (84.0, 93.2) | 90.6 (83.6, 93.6) |
| Alphacrucis College | 82.8 (81.3, 84.2) | 84.6 (82.9, 86.1) | 48.7 (46.8, 50.5) | 48.8 (46.7, 51.0) | 84.5 (83.1, 85.8) | 89.7 (88.3, 90.9) | 74.8 (72.9, 76.5) | 82.9 (81.1, 84.5) | 81.1 (79.0, 83.0) | 83.9 (81.4, 86.0) | 80.8 (79.3, 82.2) | 85.2 (83.6, 86.6) |
| Asia Pacific International College |  | 78.7 (74.8, 81.9) |  | 60.5 (56.3, 64.4) |  | 77.6 (73.8, 80.9) |  | 74.1 (69.9, 77.7) |  | 72.1 (67.6, 76.0) |  | 68.6 (64.5, 72.2) |
| Australasian College of Health and Wellness |  | 80.0 (72.6, 85.3) |  | 16.5 (11.8, 23.3) |  | 78.5 (71.2, 83.8) |  | 78.6 (70.6, 84.4) |  | 72.9 (62.3, 81.1) |  | 78.5 (71.2, 83.8) |
| Australia Advance Education Group Pty Ltd |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Australian Academy of Music and Performing Arts | 80.0 (73.6, 84.2) | 84.6 (78.3, 88.6) | 77.8 (71.5, 82.1) | 79.7 (73.1, 84.4) | 77.5 (71.1, 81.9) | 85.9 (79.7, 89.7) | 61.4 (54.7, 67.3) | 76.6 (69.7, 81.8) | 64.8 (58.1, 70.3) | 77.6 (70.6, 82.7) | 72.2 (65.8, 77.1) | 78.5 (71.8, 83.3) |
| Australian College of Christian Studies | 84.1 (77.3, 88.2) | 81.2 (74.5, 85.5) | 33.3 (27.2, 40.9) | 33.3 (27.4, 40.5) | 87.3 (80.7, 90.8) | 89.9 (83.9, 92.8) | 75.8 (68.3, 81.1) | 88.1 (81.7, 91.4) | 72.1 (61.8, 79.8) | 78.8 (66.4, 86.8) | 88.9 (82.5, 92.1) | 91.4 (85.8, 94.0) |
| Australian College of Theology Limited | 90.8 (89.7, 91.6) | 86.2 (84.7, 87.5) | 62.6 (61.0, 64.1) | 56.0 (54.0, 57.9) | 95.6 (94.8, 96.1) | 96.0 (95.1, 96.7) | 92.7 (91.7, 93.5) | 93.9 (92.8, 94.8) | 92.9 (91.8, 93.9) | 94.0 (92.6, 95.0) | 94.6 (93.8, 95.2) | 92.7 (91.6, 93.6) |
| Australian Institute of Higher Education |  | 76.6 (74.7, 78.3) |  | 60.9 (58.9, 62.9) |  | 74.8 (72.9, 76.6) |  | 69.0 (66.9, 71.0) |  | 65.7 (63.5, 67.8) |  | 65.9 (63.9, 67.8) |
| Australian Institute of Professional Counsellors | 78.4 (73.4, 82.2) | 81.9 (77.7, 85.2) | 13.1 (10.3, 17.4) | 32.2 (28.0, 37.0) | 84.6 (80.0, 87.7) | 85.6 (81.6, 88.4) | 78.2 (72.9, 82.3) | 86.2 (82.1, 89.2) | 72.7 (59.2, 82.8) | 76.3 (66.7, 83.6) | 79.6 (74.8, 83.2) | 83.3 (79.2, 86.5) |
| Box Hill Institute | 85.8 (83.5, 87.7) | 82.1 (79.9, 84.1) | 74.7 (72.0, 77.0) | 63.3 (60.6, 65.8) | 87.4 (85.2, 89.1) | 85.3 (83.2, 87.0) | 77.0 (74.1, 79.6) | 78.0 (75.3, 80.3) | 77.7 (75.1, 80.1) | 75.7 (72.9, 78.2) | 82.9 (80.5, 84.9) | 76.0 (73.6, 78.2) |
| Campion College Australia | 93.6 (90.3, 94.7) | 96.6 (92.5, 97.8) | 93.6 (90.3, 94.7) | 97.8 (94.1, 98.6) | 97.2 (94.5, 97.7) | 98.9 (95.4, 99.3) | 95.3 (92.2, 96.2) | 98.8 (95.2, 99.3) | 90.7 (87.0, 92.3) | 98.8 (95.4, 99.3) | 96.3 (93.4, 97.0) | 95.5 (91.4, 97.0) |
| Canberra Institute of Technology | 79.6 (73.4, 84.0) | 96.9 (87.7, 98.7) | 61.7 (55.1, 67.6) | 51.5 (40.7, 62.1) | 72.0 (65.6, 77.3) | 84.8 (74.0, 90.4) | 69.7 (62.0, 76.1) | 64.3 (51.4, 74.7) | 86.4 (78.9, 90.9) | 60.0 (46.2, 71.9) | 72.3 (65.9, 77.5) | 69.7 (58.3, 78.2) |
| Chisholm Institute | 83.3 (79.8, 85.9) | 83.7 (80.2, 86.4) | 60.8 (57.0, 64.3) | 59.8 (56.0, 63.4) | 76.0 (72.4, 79.0) | 75.4 (71.6, 78.4) | 76.9 (72.8, 80.2) | 77.9 (74.0, 81.1) | 62.7 (58.7, 66.4) | 67.6 (63.1, 71.5) | 69.5 (65.8, 72.8) | 63.9 (60.1, 67.4) |
| Christian Heritage College | 91.3 (89.3, 92.8) | 91.9 (89.4, 93.5) | 66.3 (63.3, 69.1) | 66.4 (62.8, 69.6) | 94.3 (92.5, 95.4) | 93.6 (91.4, 95.0) | 95.6 (93.9, 96.7) | 91.9 (89.3, 93.7) | 82.6 (79.7, 84.9) | 86.1 (82.7, 88.7) | 92.4 (90.4, 93.7) | 89.3 (86.7, 91.2) |
| CIC Higher Education |  | 78.6 (75.3, 81.4) |  | 55.9 (52.3, 59.3) |  | 84.6 (81.7, 87.0) |  | 81.5 (78.2, 84.2) |  | 74.5 (70.6, 78.0) |  | 79.6 (76.5, 82.2) |
| Collarts (Australian College of the Arts) | 83.6 (81.3, 85.5) | 85.4 (83.7, 86.9) | 73.6 (71.1, 75.9) | 68.9 (66.9, 70.9) | 83.1 (80.8, 85.0) | 88.4 (86.8, 89.6) | 81.0 (78.5, 83.2) | 88.5 (86.9, 89.9) | 79.1 (76.6, 81.2) | 82.4 (80.2, 84.3) | 78.6 (76.3, 80.7) | 81.4 (79.6, 82.9) |
| Curtin College | 79.5 (76.4, 82.1) | 78.3 (75.9, 80.4) | 61.3 (58.0, 64.4) | 58.0 (55.4, 60.5) | 81.8 (79.0, 84.2) | 78.7 (76.4, 80.8) | 81.3 (78.1, 83.9) | 81.2 (78.7, 83.3) | 81.5 (78.6, 84.0) | 75.5 (72.8, 78.0) | 77.2 (74.2, 79.7) | 67.7 (65.2, 70.0) |
| Deakin College | 76.4 (74.4, 78.2) | 74.3 (72.4, 76.0) | 55.9 (53.8, 58.0) | 47.2 (45.2, 49.2) | 79.4 (77.5, 81.0) | 80.2 (78.5, 81.8) | 74.8 (72.6, 76.8) | 74.9 (72.9, 76.8) | 83.7 (81.9, 85.2) | 75.2 (73.1, 77.3) | 79.5 (77.7, 81.1) | 72.7 (70.8, 74.4) |
| Eastern College Australia | 91.1 (86.3, 93.5) | 84.1 (74.8, 89.4) | 64.8 (58.7, 70.1) | 54.2 (45.1, 62.8) | 93.3 (88.8, 95.3) | 93.6 (86.2, 96.3) | 90.8 (85.8, 93.4) | 90.9 (82.5, 94.6) | 86.7 (80.4, 90.4) | 82.9 (73.0, 88.8) | 90.1 (85.2, 92.7) | 91.7 (84.0, 94.9) |
| Edith Cowan College | 83.1 (77.5, 87.1) | 81.5 (78.3, 84.2) | 67.4 (61.6, 72.6) | 66.3 (62.8, 69.5) | 77.2 (71.5, 81.8) | 82.6 (79.5, 85.0) | 74.1 (67.8, 79.3) | 79.3 (75.8, 82.2) | 83.2 (77.7, 87.2) | 83.1 (79.9, 85.7) | 77.5 (72.0, 81.9) | 75.8 (72.5, 78.6) |
| Elite Education Institute |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Endeavour College of Natural Health | 81.6 (80.7, 82.5) | 71.5 (70.3, 72.7) | 50.8 (49.6, 51.9) | 27.6 (26.4, 28.8) | 83.9 (83.1, 84.7) | 71.9 (70.7, 73.1) | 71.4 (70.2, 72.5) | 69.9 (68.5, 71.2) | 65.5 (64.3, 66.7) | 56.0 (54.2, 57.8) | 78.1 (77.1, 79.0) | 62.1 (60.8, 63.4) |
| Engineering Institute of Technology |  | 81.4 (77.1, 84.5) |  | 35.9 (31.7, 40.6) |  | 85.0 (80.9, 87.8) |  | 86.7 (82.5, 89.3) |  | 74.8 (68.9, 79.5) |  | 85.3 (81.3, 88.0) |
| Equals International |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Excelsia College | 86.1 (82.4, 88.5) | 89.0 (86.9, 90.6) | 77.6 (73.8, 80.6) | 71.0 (68.3, 73.4) | 91.7 (88.6, 93.4) | 88.8 (86.8, 90.4) | 84.1 (80.1, 86.9) | 85.6 (83.2, 87.5) | 79.7 (75.7, 82.7) | 73.9 (71.0, 76.5) | 84.5 (80.9, 86.9) | 80.3 (77.9, 82.4) |
| Eynesbury College | 61.8 (57.3, 65.9) | 68.9 (63.3, 73.6) | 50.7 (46.5, 55.0) | 45.3 (40.1, 50.7) | 67.7 (63.2, 71.4) | 72.2 (66.9, 76.6) | 71.4 (66.7, 75.2) | 73.7 (68.1, 78.2) | 81.4 (77.2, 84.3) | 73.9 (68.2, 78.5) | 83.9 (80.1, 86.4) | 64.3 (59.0, 69.1) |
| Griffith College | 80.4 (77.2, 83.2) | 81.5 (79.4, 83.4) | 59.1 (55.5, 62.5) | 54.1 (51.7, 56.5) | 80.4 (77.2, 83.1) | 80.1 (78.0, 81.9) | 77.2 (73.7, 80.2) | 80.9 (78.6, 82.9) | 78.9 (75.6, 81.7) | 74.7 (72.3, 77.0) | 78.5 (75.3, 81.2) | 72.5 (70.2, 74.5) |
| Holmes Institute | 73.1 (71.2, 74.8) | 84.1 (81.5, 86.3) | 56.7 (54.8, 58.6) | 61.1 (58.1, 64.1) | 67.6 (65.7, 69.4) | 78.9 (76.1, 81.3) | 58.3 (56.2, 60.3) | 77.2 (74.2, 79.8) | 50.4 (48.4, 52.3) | 67.4 (64.0, 70.6) | 65.8 (64.0, 67.6) | 71.8 (68.9, 74.5) |
| Holmesglen Institute | 81.5 (79.5, 83.2) | 84.3 (82.4, 85.9) | 65.1 (62.8, 67.2) | 62.8 (60.6, 65.0) | 75.6 (73.5, 77.5) | 77.8 (75.8, 79.6) | 65.7 (63.3, 68.0) | 75.8 (73.6, 77.9) | 77.4 (75.3, 79.3) | 74.6 (72.3, 76.7) | 68.8 (66.6, 70.9) | 65.0 (62.8, 67.2) |
| Ikon Institute of Australia |  | 85.5 (83.5, 87.0) |  | 67.1 (64.7, 69.3) |  | 78.8 (76.6, 80.6) |  | 73.2 (70.7, 75.4) |  | 40.8 (37.9, 43.9) |  | 66.7 (64.3, 68.8) |
| International College of Hotel Management | 90.4 (86.7, 92.5) | 89.2 (84.4, 92.0) | 80.6 (76.3, 83.7) | 78.8 (73.3, 82.9) | 87.7 (83.8, 90.1) | 89.3 (84.6, 92.1) | 88.7 (84.8, 91.1) | 89.0 (84.1, 91.9) | 75.6 (70.9, 79.2) | 84.2 (78.6, 88.0) | 87.1 (83.2, 89.5) | 79.8 (74.3, 83.8) |
| International College of Management, Sydney | 83.2 (81.5, 84.6) | 82.4 (80.2, 84.3) | 69.9 (68.0, 71.6) | 68.1 (65.7, 70.5) | 80.8 (79.1, 82.2) | 81.5 (79.4, 83.4) | 74.8 (72.9, 76.5) | 77.6 (75.2, 79.8) | 71.8 (69.9, 73.6) | 71.3 (68.4, 74.1) | 77.6 (75.9, 79.2) | 75.0 (72.7, 77.1) |
| International Institute of Business and Technology |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| ISN Psychology Pty Ltd | 70.0 (58.7, 78.0) | 82.9 (77.0, 86.7) | 66.7 (55.5, 75.1) | 44.2 (38.4, 50.3) | 56.7 (45.9, 66.4) | 73.8 (67.6, 78.5) | 67.9 (55.9, 76.7) | 73.8 (67.3, 78.7) | 40.0 (30.7, 51.0) | 54.3 (42.2, 65.8) | 43.3 (33.6, 54.1) | 68.6 (62.5, 73.6) |
| Jazz Music Institute | 94.7 (85.9, 97.7) | 88.9 (81.3, 92.7) | 81.6 (70.8, 88.2) | 88.9 (81.3, 92.7) | 97.4 (89.2, 99.2) | 94.4 (87.8, 96.8) | 94.4 (85.1, 97.6) | 95.9 (89.0, 98.0) | 74.3 (62.4, 82.7) | 90.2 (82.4, 93.9) | 97.4 (89.2, 99.2) | 90.7 (83.4, 94.2) |
| Kaplan Business School | 80.9 (78.8, 82.8) | 83.6 (81.3, 85.6) | 62.8 (60.4, 65.2) | 57.7 (54.9, 60.4) | 82.5 (80.5, 84.2) | 85.0 (82.8, 86.9) | 84.4 (82.4, 86.1) | 85.1 (82.7, 87.0) | 77.8 (75.6, 79.8) | 76.3 (73.1, 79.0) | 84.2 (82.3, 85.9) | 80.1 (77.7, 82.2) |
| Kaplan Higher Education Pty Ltd | 80.8 (67.8, 88.0) | n/a | 75.0 (62.6, 83.0) | n/a | 84.6 (71.9, 90.8) | n/a | 64.0 (50.5, 74.8) | n/a | 84.6 (71.9, 90.8) | n/a | 85.7 (73.8, 91.3) | n/a |
| Kent Institute Australia | 75.5 (71.5, 78.9) | 77.2 (74.8, 79.3) | 72.0 (68.2, 75.3) | 59.5 (57.1, 61.9) | 76.8 (73.1, 80.0) | 77.4 (75.1, 79.4) | 81.3 (77.5, 84.4) | 73.8 (71.3, 76.1) | 73.2 (69.3, 76.7) | 65.8 (63.0, 68.4) | 72.2 (68.5, 75.6) | 65.5 (63.1, 67.8) |
| King's Own Institute | 84.1 (82.8, 85.3) | 77.1 (75.6, 78.5) | 68.1 (66.5, 69.6) | 59.1 (57.5, 60.7) | 86.0 (84.7, 87.1) | 79.2 (77.8, 80.5) | 76.8 (75.2, 78.2) | 77.4 (75.9, 78.9) | 80.3 (78.8, 81.6) | 72.2 (70.5, 73.8) | 82.8 (81.5, 84.0) | 71.6 (70.1, 73.1) |
| La Trobe College Australia | 82.5 (79.1, 85.3) | 75.0 (72.4, 77.5) | 65.8 (62.0, 69.3) | 47.3 (44.5, 50.1) | 81.4 (78.1, 84.2) | 80.2 (77.7, 82.3) | 81.5 (77.7, 84.6) | 80.6 (78.0, 82.9) | 86.3 (83.1, 88.8) | 71.4 (68.1, 74.4) | 83.2 (80.0, 85.8) | 71.8 (69.1, 74.2) |
| LCI Melbourne | 84.1 (81.2, 86.2) | 83.1 (79.3, 86.0) | 74.2 (71.1, 76.8) | 62.8 (58.3, 66.8) | 86.5 (83.8, 88.4) | 87.7 (84.2, 90.1) | 86.2 (83.2, 88.2) | 90.5 (87.1, 92.6) | 85.6 (82.8, 87.6) | 83.0 (78.3, 86.4) | 80.4 (77.5, 82.7) | 75.6 (71.4, 79.0) |
| Le Cordon Bleu Australia | 76.8 (70.4, 81.8) | 81.0 (74.6, 85.8) | 62.5 (55.7, 68.6) | 49.1 (42.3, 55.9) | 78.1 (71.8, 82.9) | 80.0 (73.7, 84.8) | 71.0 (64.2, 76.6) | 67.4 (60.0, 73.8) | 67.4 (60.6, 73.2) | 65.3 (56.7, 72.9) | 72.9 (66.4, 78.2) | 67.0 (60.1, 73.0) |
| Leaders Institute |  | 100.0 (98.2, 99.9) |  | 95.7 (93.0, 96.8) |  | 100.0 (98.2, 99.9) |  | 100.0 (98.2, 99.9) |  | 98.6 (96.3, 99.0) |  | 99.3 (97.3, 99.4) |
| Macleay College | 86.5 (83.1, 89.1) | 87.1 (83.7, 89.6) | 75.7 (71.9, 79.0) | 66.3 (62.2, 70.0) | 89.4 (86.3, 91.6) | 86.5 (83.1, 89.0) | 85.7 (82.1, 88.3) | 83.8 (80.2, 86.7) | 78.2 (74.3, 81.5) | 79.6 (75.0, 83.3) | 83.3 (79.8, 86.0) | 81.7 (78.1, 84.6) |
| Marcus Oldham College | 90.6 (89.1, 91.3) | 89.5 (85.9, 91.7) | 84.8 (83.2, 85.8) | 82.2 (78.4, 85.0) | 93.1 (91.9, 93.7) | 85.3 (81.4, 87.9) | 92.0 (90.6, 92.7) | 93.3 (90.0, 95.0) | 91.1 (89.5, 91.9) | 93.0 (89.5, 94.8) | 88.5 (87.1, 89.3) | 78.5 (74.5, 81.6) |
| Melbourne Institute of Technology | 79.6 (77.8, 81.3) | 76.7 (74.0, 79.2) | 68.5 (66.6, 70.4) | 62.7 (59.8, 65.5) | 81.1 (79.3, 82.6) | 74.8 (72.1, 77.3) | 78.8 (76.9, 80.5) | 71.1 (68.2, 73.9) | 81.6 (79.8, 83.1) | 63.9 (60.7, 67.0) | 80.6 (78.9, 82.2) | 66.4 (63.5, 69.0) |
| Melbourne Polytechnic | 83.4 (81.6, 85.1) | 79.2 (77.0, 81.2) | 61.7 (59.5, 63.8) | 54.7 (52.1, 57.2) | 81.7 (79.9, 83.4) | 80.3 (78.1, 82.2) | 77.7 (75.5, 79.6) | 76.4 (73.9, 78.6) | 75.6 (73.5, 77.5) | 67.6 (64.8, 70.3) | 80.1 (78.3, 81.8) | 73.3 (70.9, 75.4) |
| Montessori World Educational Institute (Australia) |  | 73.9 (64.6, 80.6) |  | 14.6 (10.1, 22.9) |  | 77.1 (68.2, 83.0) |  | 88.9 (80.5, 92.9) |  | n/a |  | 64.6 (55.5, 72.1) |
| Moore Theological College | 95.4 (93.8, 96.3) | 89.5 (87.8, 90.7) | 90.4 (88.4, 91.7) | 73.4 (71.2, 75.3) | 97.3 (95.9, 97.9) | 96.4 (95.2, 97.0) | 96.4 (94.8, 97.2) | 96.1 (94.7, 96.8) | 96.9 (95.5, 97.6) | 97.2 (95.7, 97.9) | 96.4 (94.9, 97.1) | 93.7 (92.3, 94.6) |
| National Art School | 86.3 (84.1, 88.0) | 80.2 (77.6, 82.4) | 76.6 (74.2, 78.7) | 68.2 (65.3, 70.8) | 90.1 (88.3, 91.5) | 84.9 (82.5, 86.8) | 80.0 (77.3, 82.3) | 77.9 (74.9, 80.4) | 85.2 (83.0, 87.0) | 78.0 (75.3, 80.4) | 90.5 (88.7, 91.9) | 71.9 (69.2, 74.4) |
| Ozford Institute of Higher Education |  | 81.8 (72.2, 87.7) |  | 54.3 (44.7, 63.5) |  | 82.6 (73.4, 88.2) |  | 84.1 (74.7, 89.6) |  | 63.2 (51.8, 72.7) |  | 82.6 (73.4, 88.2) |
| Performing Arts Education |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Perth Bible College | 98.5 (94.5, 98.7) | 94.6 (88.4, 96.8) | 76.1 (70.1, 80.1) | 68.4 (60.2, 75.0) | 98.5 (94.6, 98.7) | 94.7 (88.6, 96.8) | 98.4 (94.2, 98.7) | 96.2 (90.0, 98.0) | 98.3 (93.7, 98.8) | 96.0 (89.3, 98.0) | 92.6 (87.8, 94.2) | 91.2 (84.5, 94.2) |
| Photography Studies College (Melbourne) | 85.4 (81.6, 87.9) | 85.8 (81.3, 88.8) | 74.0 (69.8, 77.3) | 67.2 (62.1, 71.6) | 86.1 (82.4, 88.5) | 91.1 (87.1, 93.2) | 79.9 (75.4, 83.1) | 89.6 (85.2, 92.1) | 89.5 (86.0, 91.6) | 91.9 (87.6, 94.1) | 87.0 (83.4, 89.3) | 78.4 (73.6, 82.0) |
| Polytechnic Institute Australia Pty Ltd |  | 82.1 (76.4, 86.4) |  | 58.1 (51.8, 64.1) |  | 79.8 (74.0, 84.4) |  | 78.0 (71.8, 82.9) |  | 73.0 (66.5, 78.5) |  | 75.4 (69.5, 80.2) |
| SAE Institute | 84.3 (83.2, 85.2) | 87.2 (85.8, 88.3) | 78.8 (77.6, 79.8) | 78.0 (76.4, 79.4) | 84.6 (83.6, 85.6) | 84.5 (83.1, 85.7) | 84.4 (83.3, 85.5) | 85.2 (83.8, 86.6) | 82.0 (80.8, 83.0) | 77.6 (75.9, 79.2) | 79.4 (78.2, 80.4) | 74.3 (72.7, 75.9) |
| Sheridan College Inc. |  | 100.0 (93.3, 99.1) |  | 87.9 (79.6, 90.4) |  | 100.0 (93.3, 99.1) |  | 100.0 (93.3, 99.1) |  | 93.9 (86.2, 95.0) |  | 100.0 (93.3, 99.1) |
| South Australian Institute of Business and Technology | 77.4 (73.0, 81.0) | 74.7 (71.9, 77.1) | 58.0 (53.6, 62.2) | 51.8 (49.0, 54.7) | 79.9 (75.9, 83.1) | 78.3 (75.7, 80.6) | 78.4 (74.0, 82.1) | 81.8 (79.1, 84.0) | 87.4 (83.7, 90.1) | 83.4 (80.7, 85.6) | 76.3 (72.2, 79.7) | 71.1 (68.4, 73.6) |
| SP Jain School of Management | 82.9 (77.6, 86.7) | 91.6 (89.4, 92.8) | 74.6 (69.2, 79.0) | 81.7 (79.2, 83.7) | 69.2 (63.4, 74.1) | 86.9 (84.5, 88.5) | 68.4 (62.5, 73.5) | 87.2 (84.8, 88.9) | 47.9 (42.1, 53.8) | 74.5 (71.1, 77.4) | 52.4 (46.8, 57.9) | 75.0 (72.2, 77.3) |
| Stott's College | 82.1 (79.5, 84.3) | 86.1 (84.3, 87.6) | 65.3 (62.4, 67.9) | 68.3 (66.1, 70.3) | 80.9 (78.3, 83.1) | 84.3 (82.4, 85.9) | 75.2 (72.3, 77.8) | 75.3 (73.1, 77.3) | 65.3 (62.3, 68.1) | 62.7 (60.3, 65.0) | 80.2 (77.8, 82.4) | 74.0 (71.9, 75.9) |
| Sydney College of Divinity | 88.0 (85.4, 90.0) | 86.3 (83.2, 88.8) | 49.2 (45.7, 52.7) | 40.0 (36.2, 44.0) | 93.9 (91.9, 95.3) | 91.4 (88.7, 93.3) | 87.7 (85.0, 89.8) | 89.4 (86.4, 91.7) | 84.8 (80.7, 88.0) | 85.3 (80.2, 89.1) | 89.3 (86.8, 91.1) | 88.1 (85.2, 90.4) |
| Sydney Institute of Business and Technology | 76.0 (69.5, 81.1) | 77.5 (73.3, 81.0) | 60.9 (54.5, 66.7) | 55.1 (50.6, 59.4) | 70.6 (64.2, 76.1) | 78.5 (74.4, 81.8) | 74.7 (68.0, 80.2) | 77.1 (72.6, 80.7) | 82.9 (76.9, 87.1) | 80.7 (76.2, 84.3) | 77.4 (71.5, 82.0) | 80.8 (76.9, 83.9) |
| Tabor College of Higher Education | 94.2 (92.4, 95.4) | 93.2 (91.1, 94.6) | 74.1 (71.3, 76.6) | 71.8 (68.7, 74.5) | 95.1 (93.4, 96.2) | 94.2 (92.3, 95.4) | 93.6 (91.6, 95.0) | 93.6 (91.4, 95.0) | 88.2 (85.6, 90.1) | 89.7 (87.0, 91.7) | 92.2 (90.2, 93.5) | 91.0 (88.8, 92.5) |
| TAFE NSW | 84.2 (82.8, 85.5) | 81.7 (80.5, 82.9) | 62.7 (60.9, 64.4) | 51.8 (50.3, 53.3) | 81.3 (79.8, 82.7) | 79.4 (78.1, 80.6) | 71.8 (69.9, 73.5) | 73.3 (71.8, 74.7) | 67.7 (65.8, 69.4) | 66.1 (64.4, 67.7) | 76.5 (74.9, 77.9) | 70.4 (69.0, 71.7) |
| TAFE Queensland | 80.5 (76.1, 83.9) | 77.1 (72.5, 80.9) | 67.7 (62.9, 71.9) | 69.2 (64.5, 73.3) | 74.5 (69.9, 78.4) | 75.8 (71.3, 79.6) | 72.6 (67.5, 76.9) | 65.8 (60.6, 70.6) | 75.8 (71.1, 79.6) | 72.7 (68.0, 76.8) | 73.2 (68.5, 77.1) | 71.9 (67.3, 75.9) |
| TAFE South Australia | 75.3 (71.1, 78.7) | 81.3 (75.9, 85.3) | 56.6 (52.3, 60.8) | 64.2 (58.4, 69.4) | 76.7 (72.5, 80.0) | 80.8 (75.5, 84.8) | 68.3 (63.3, 72.5) | 81.4 (75.6, 85.8) | 73.6 (69.2, 77.2) | 81.0 (75.4, 85.2) | 71.7 (67.5, 75.2) | 73.9 (68.4, 78.4) |
| The Australian College of Physical Education | 88.4 (86.1, 90.1) | 88.0 (85.4, 90.1) | 60.2 (57.2, 63.1) | 58.7 (55.3, 62.0) | 90.4 (88.3, 91.9) | 94.4 (92.5, 95.8) | 88.3 (86.0, 90.1) | 92.9 (90.7, 94.5) | 92.3 (90.2, 93.8) | 93.1 (90.8, 94.8) | 87.0 (84.7, 88.8) | 88.5 (86.0, 90.4) |
| The Australian Institute of Music | 74.3 (72.1, 76.2) | 75.4 (73.2, 77.4) | 61.6 (59.3, 63.7) | 53.5 (51.1, 55.9) | 71.3 (69.2, 73.3) | 79.3 (77.2, 81.1) | 69.2 (66.8, 71.4) | 78.2 (75.9, 80.2) | 59.7 (57.3, 61.9) | 74.3 (71.7, 76.8) | 60.6 (58.4, 62.8) | 65.9 (63.6, 68.1) |
| The JMC Academy | 85.1 (83.7, 86.4) | 81.3 (79.9, 82.6) | 78.9 (77.3, 80.3) | 68.4 (66.8, 69.9) | 86.1 (84.7, 87.2) | 80.9 (79.5, 82.2) | 84.8 (83.2, 86.1) | 81.1 (79.6, 82.5) | 79.6 (78.1, 81.1) | 75.0 (73.4, 76.6) | 83.3 (81.9, 84.5) | 69.7 (68.1, 71.2) |
| Think Education | 76.0 (74.8, 77.2) | 73.2 (71.3, 75.0) | 37.6 (36.4, 39.0) | 33.8 (31.9, 35.7) | 81.3 (80.2, 82.3) | 78.4 (76.6, 80.0) | 72.0 (70.5, 73.3) | 68.8 (66.6, 70.9) | 68.8 (67.2, 70.4) | 60.3 (57.3, 63.2) | 74.2 (73.0, 75.3) | 65.0 (63.0, 66.8) |
| Universal Business School Sydney | 85.4 (82.4, 87.8) | 78.3 (74.5, 81.5) | 69.7 (66.3, 72.9) | 62.5 (58.7, 66.2) | 88.5 (85.8, 90.6) | 80.7 (77.2, 83.6) | 77.6 (74.1, 80.7) | 78.3 (74.5, 81.6) | 72.6 (69.1, 75.9) | 75.6 (71.6, 79.0) | 82.3 (79.3, 84.8) | 76.8 (73.3, 79.8) |
| UOW College | 66.7 (60.9, 71.8) | 68.8 (64.0, 72.9) | 57.2 (51.5, 62.7) | 41.5 (37.1, 46.1) | 70.6 (65.0, 75.4) | 69.8 (65.2, 73.8) | 67.4 (61.3, 72.8) | 75.2 (70.3, 79.2) | 78.4 (73.1, 82.7) | 67.9 (62.7, 72.5) | 65.5 (59.9, 70.6) | 60.6 (56.0, 64.9) |
| UTS College | 78.3 (76.5, 79.9) | 72.0 (70.2, 73.8) | 62.5 (60.5, 64.4) | 48.5 (46.6, 50.5) | 81.1 (79.4, 82.6) | 72.3 (70.5, 74.0) | 74.7 (72.7, 76.6) | 71.5 (69.5, 73.4) | 88.5 (87.1, 89.8) | 71.2 (69.1, 73.2) | 81.2 (79.6, 82.7) | 64.2 (62.3, 66.0) |
| VIT (Victorian Institute of Technology) | 75.1 (73.4, 76.6) | 78.4 (76.5, 80.0) | 67.2 (65.6, 68.8) | 65.5 (63.5, 67.4) | 76.9 (75.3, 78.3) | 79.2 (77.4, 80.8) | 76.4 (74.7, 77.9) | 77.4 (75.5, 79.1) | 71.8 (70.1, 73.4) | 71.2 (69.1, 73.1) | 76.9 (75.4, 78.3) | 72.3 (70.4, 74.0) |
| Wentworth Institute of Higher Education | 82.4 (78.3, 85.5) | 84.2 (80.2, 87.1) | 74.0 (69.9, 77.5) | 60.5 (56.0, 64.8) | 85.1 (81.3, 87.8) | 86.9 (83.2, 89.5) | 81.0 (76.8, 84.2) | 80.9 (76.7, 84.2) | 78.0 (73.8, 81.4) | 68.9 (64.0, 73.2) | 83.3 (79.6, 86.1) | 68.1 (63.6, 72.1) |
| Whitehouse Institute of Design, Australia | 61.7 (58.7, 64.4) | 79.7 (76.9, 81.9) | 51.8 (48.9, 54.6) | 63.7 (60.7, 66.4) | 51.1 (48.3, 54.0) | 79.3 (76.7, 81.5) | 50.0 (46.9, 53.1) | 63.6 (60.3, 66.7) | 41.6 (38.8, 44.6) | 65.1 (61.7, 68.2) | 49.2 (46.4, 52.0) | 70.4 (67.6, 72.9) |
| William Angliss Institute | 82.3 (79.9, 84.3) | 80.4 (77.4, 82.9) | 62.0 (59.3, 64.7) | 60.1 (56.7, 63.3) | 79.0 (76.5, 81.2) | 78.7 (75.7, 81.3) | 75.0 (72.1, 77.6) | 75.5 (71.9, 78.6) | 72.9 (70.2, 75.3) | 73.9 (70.1, 77.2) | 78.0 (75.5, 80.2) | 66.6 (63.3, 69.6) |
| All NUHEIs | 82.2 (82.0, 82.5) | 80.2 (79.9, 80.5) | 62.6 (62.3, 62.9) | 56.2 (55.9, 56.6) | 82.8 (82.5, 83.0) | 80.9 (80.6, 81.1) | 77.5 (77.2, 77.8) | 78.3 (78.0, 78.6) | 76.2 (75.9, 76.6) | 73.2 (72.8, 73.5) | 79.4 (79.2, 79.7) | 72.6 (72.3, 72.9) |

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

## International comparisons

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

The Quality of entire educational experience item in the SES, for example, is similar to the ‘overall experience’ question in the National Survey of Student Engagement (NSSE).[[2]](#footnote-3) The NSSE collects information from first year and senior year students in the United States of America (USA). In 2021 the survey drew responses from 203,000 students from 337 institutions.[[3]](#footnote-4) However, the NSSE is only administered to a subset of institutions in the USA which number more than 2,500 in total. If the institutions that participate in the NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level. Survey participation also varies from year to year which may impact comparisons over time.

In the United Kingdom (UK), the National Student Survey (NSS) has an overall satisfaction item measured on a five-point Likert-type response scale.[[4]](#footnote-5) 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,[[5]](#footnote-6) reducing the potential for non-random selection inherent in the NSSE.

Comparison of SES results with these similar surveys in the USA and UK show Australian students have historically rated their higher education experience lower than their counterparts in these countries. It is important to remember that these results do not account for potential differences in the composition of the respective undergraduate student populations, nor methodological differences between the surveys, nor timing differences between the surveys.

For 2020 and 2021, interpretation of the results is further complicated by the COVID-19 pandemic, which has impacted countries at different times in relation to the academic year and survey cycles. As noted above, in Australia there was a sharp decline in student ratings in 2020 due to the pandemic. In the USA and UK, however, the bulk of 2020 survey responses were collected before pandemic mitigation measures had a substantial impact on teaching arrangements in higher education institutions, and student ratings of their educational experience were relatively unaffected.[[6]](#footnote-7)

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

## Likelihood to consider departing current institution

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

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

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

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

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

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

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Per cent considering departure - 2019** | **Per cent considering departure - 2020** | **Per cent considering departure - 2021** |
| Health or stress | 46 | 50 | 50 |
| Study / life balance | 30 | 27 | 30 |
| Workload difficulties | 25 | 27 | 27 |
| Expectations not met | 22 | 27 | 26 |
| Personal reasons | 25 | 25 | 26 |
| Financial difficulties | 23 | 23 | 22 |
| Need a break | 24 | 22 | 27 |
| Academic support | 19 | 22 | 22 |
| Need to do paid work | 27 | 22 | 25 |
| Quality concerns | 16 | 20 | 17 |
| Boredom/lack of interest | 21 | 20 | 22 |
| Career prospects | 18 | 16 | 17 |
| Paid work responsibilities | 17 | 16 | 18 |
| Family responsibilities | 16 | 16 | 15 |
| Change of direction | 16 | 13 | 15 |
| Fee difficulties | 10 | 12 | 10 |
| Administrative support | 10 | 11 | 11 |
| Gap year / deferral | 9 | 9 | 10 |
| Academic exchange | 10 | 9 | 10 |
| Other | 13 | 9 | 6 |
| Institution reputation | 10 | 8 | 8 |
| Commuting difficulties | 13 | 8 | 9 |
| Social reasons | 9 | 8 | 8 |
| Moving residence | 6 | 7 | 6 |
| Other opportunities | 8 | 7 | 7 |
| Standards too high | 6 | 6 | 7 |
| Graduating | 5 | 5 | 5 |
| Received other offer | 5 | 4 | 5 |
| Government assistance | 3 | 3 | 3 |
| Travel or tourism | 6 | 3 | 4 |

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

In contrast, these factors have had much greater impact on international students in the past two years, as shown by Table 9. The proportion of international students reporting their study had been negatively impacted by their financial circumstances “quite a bit” or “very much” increased by 19 percentage points in 2020. This did decline by 8 percentage points in 2021, with 39 per cent reporting that their financial circumstances impacted their studies, however this is still substantially higher than the 24 per cent of domestic students reporting the same. The negative impact of living arrangements on study for international students increased by 11 percentage points in 2020. This dropped slightly in 2021 by 3 percentage points to 31 per cent. It is interesting to note that prior to 2020, both of these reasons were reported at similar levels by domestic and international students, yet despite decreasing somewhat for international students in 2021, there is still a considerable gap between domestic and international students’ study being negatively impacted by their financial circumstances and living arrangements. The negative impact of paid work commitments on study for international students increased by 9 percentage points from 21 per cent to 30 per cent in 2020 but dropped in 2021 by 2 percentage points to 28 per cent, 11 percentage points behind the proportion of domestic students reporting the same.

**Table 9 Factors negatively affecting study by citizenship status, 2019-2021 (% negative impact\*)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Financial circumstances 2019** | **Financial circumstances 2020** | **Financial circumstances 2021** | **Living arrangements 2019** | **Living arrangements 2020** | **Living arrangements 2021** | **Paid work 2019** | **Paid work 2020** | **Paid work 2021** |
| Domestic | 27 | 22 | 24 | 22 | 23 | 22 | 37 | 33 | 37 |
| International | 28 | 47 | 39 | 23 | 34 | 31 | 21 | 30 | 28 |

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

## Freedom of expression

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

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

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

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

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

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

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

**Table 10 Freedom of expression by level and stage of study, 2021 (% positive rating\*)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I am free to express my views** | **Academics are free to express their views** | **I am free from discrimination, harm or hatred** | **Overall freedom of expression** |
| **Undergraduate** | 77 | 76 | 81 | 87 |
|  **Commencing** | 79 | 80 | 83 | 89 |
|  **Later year** | 74 | 72 | 79 | 84 |
| **Postgraduate coursework** | 75 | 74 | 80 | 85 |
|  **Commencing** | 75 | 73 | 80 | 85 |
|  **Later year** | 76 | 74 | 80 | 85 |

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

Younger students were more likely to rate aspects of freedom of expression positively than older students, as can be seen in Table 11. For example, 79 per cent of undergraduate students aged under 25 agreed they were free to express their views on campus, compared with 66 per cent of undergraduate students aged 40 and over. Female student ratings were also consistently higher than male ratings.

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

**Table 11 Freedom of expression by demographic group, undergraduates, 2021 (% positive rating)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I am free to express views** | **Academics are free to express their views** | **I am free from discrimination, harm or hatred** | **Overall freedom of expression** |
| Gender: Male | 73 | 74 | 80 | 84 |
| Gender: Female | 78 | 78 | 82 | 88 |
| Age: Under 25 | 79 | 79 | 82 | 88 |
| Age: 25 to 29 | 74 | 73 | 80 | 84 |
| Age: 30 to 39 | 71 | 69 | 80 | 83 |
| Age: 40 and over | 66 | 63 | 77 | 80 |
| Indigenous | 74 | 74 | 74 | 82 |
| Non-Indigenous | 77 | 76 | 82 | 87 |
| Home language: English | 76 | 76 | 82 | 87 |
| Home language: Other | 79 | 80 | 78 | 86 |
| Disability reported | 73 | 72 | 75 | 82 |
| No disability reported | 77 | 77 | 82 | 87 |
| Internal/Mixed study mode | 78 | 77 | 82 | 87 |
| External study mode | 70 | 70 | 80 | 83 |
| Residence status: Domestic student | 76 | 76 | 82 | 87 |
| Residence status: International student | 78 | 79 | 76 | 85 |
| First in family status\*\*: First in family | 79 | 79 | 84 | 89 |
| First in family status\*\*: Not first in family | 80 | 80 | 84 | 89 |
| Previous higher education experience\*\*: At current institution | 77 | 76 | 81 | 86 |
| Previous higher education experience\*\*: At another institution | 77 | 76 | 82 | 87 |
| Previous higher education experience\*\*: New to higher education | 80 | 82 | 84 | 90 |
| Socio-economic status\*\*\*: High  | 77 | 76 | 83 | 87 |
| Socio-economic status\*\*\*: Medium  | 77 | 77 | 83 | 87 |
| Socio-economic status\*\*\*: Low | 75 | 75 | 81 | 86 |
| Location\*\*\*†: Metro | 77 | 76 | 82 | 87 |
| Location\*\*\*†: Regional/remote | 75 | 75 | 83 | 86 |
| **Total** | **77** | **76** | **81** | **87** |

# Appendix 1: Methodology

## 1.1 Methodological summary

### 1.1.1 Overview

The target population for the SES is commencing and later-year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. As introduced in 2020, the target population also included students who intended to study onshore but were offshore at the time of the survey’s administration due to travel restrictions resulting from the COVID-19 pandemic. Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later year).

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

Historically, the SES has relied on a centralised approach to sampling whereby the population of enrolled students is sourced through institutional reporting into the Higher Education Information Management System (HEIMS). HEIMS is currently being replaced by the Tertiary Collection of Student Information (TCSI) data submission platform. It was initially hoped that TCSI would be fully operational prior to sample preparation for the 2021 SES. Sourcing the sample frame from a TCSI extract would have greatly reduced burden on institutions by relieving them of having to complete a manual template. However, delays in transitioning to TCSI meant that an extract would not be available for the 2021 SES collection. As such, all sample was submitted to the Social Research Centre via a template that contained all data elements required for survey scoping and reporting. For more detailed information about this process, please refer to the 2021 SES Methodological Report available on the QILT website.

Table 12 provides a summary of the 2021 SES. A total of 712,799 students from 139 higher education institutions were approached to participate in the SES. From a final in-scope sample of 643,337 students, responses were received from a total of 264,660 students which equated to 280,414 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 41.1 per cent.

**Table 12 2021 SES operational overview: undergraduate and postgraduate coursework**

|  |  |  |  |
| --- | --- | --- | --- |
| Project element | Universities | NUHEIs | Total |
| Number of participating institutions | 42 | 97 | 139 |
| Number of students approached | 642,326 | 70,473 | 712,799 |
| Final 'in-scope' sample | 580,220 | 63,117 | 643,337 |
| Number of completed surveys (student level) | 238,653 | 26,007 | 264,660 |
| Number of completed surveys (course level) | 254,353 | 26,061 | 280,414 |
| Overall response rate (%) | 41.1 | 41.2 | 41.1 |
| Analytic unit | Course | Course | Course |

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

### 1.1.2 Data collection

The main online survey took place in August 2021, with a secondary collection in October 2021 for trimester institutions. Fieldwork for the secondary collection was moved back by three weeks to accommodate institutions’ calendars.

A broad range of promotional materials was provided to institutions to raise awareness of the SES and encourage participation amongst the target population.

The contact strategy for the 2021 SES featured an email invitation to complete the survey, followed by nine reminder emails and up to three SMS reminders.

Refer to the 2021 SES Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

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**1.2 Response rate by institution**

Table 13 shows 2020 and 2021 SES response rates by institution. Whilst the overall response rate in 2021 was 41.1 per cent, institutional response rates ranged from 78.2 per cent to 12.9 per cent. Across universities, the response rates ranged between a high of 57.9 per cent and a low of 25.3 per cent.

Table 13 SES response rate by institution

|  |  |  |
| --- | --- | --- |
| **Institution** | **2020 Response Rate** | **2021 Response Rate** |
| Academies Australasia Polytechnic Pty Limited | 29.2 | 29.7 |
| Academy of Information Technology | 45.3 | 40.1 |
| ACAP and NCPS | 51.7 | 46.9 |
| Adelaide Central School of Art | 78.8 | 64.9 |
| Adelaide College of Divinity | 50.8 | 52.9 |
| Alphacrucis College | 41.5 | 38.7 |
| Asia Pacific International College | 34.1 | 44.3 |
| Australasian College of Health and Wellness | n/a | 34.8 |
| Australia Advance Education Group Pty Ltd | n/a | 33.3 |
| Australian Academy of Music and Performing Arts | 49.4 | 43.1 |
| Australian Catholic University | 45.9 | 49.2 |
| Australian College of Christian Studies | 48.6 | 63.9 |
| Australian College of Nursing | 36.8 | 39.4 |
| Australian College of Theology Limited | 56.0 | 56.7 |
| Australian Institute of Business Pty Ltd | 48.5 | 40.7 |
| Australian Institute of Higher Education | 40.6 | 39.9 |
| Australian Institute of Management Education & Training | 35.1 | 47.5 |
| Australian Institute of Professional Counsellors | 40.8 | 40.8 |
| Avondale University | 56.0 | 53.4 |
| BBI - The Australian Institute of Theological Education | 46.1 | 44.5 |
| Bond University | 41.6 | 35.7 |
| Box Hill Institute | 47.9 | 46.4 |
| Campion College Australia | 44.5 | 45.3 |
| Canberra Institute of Technology | 58.4 | 39.3 |
| Central Queensland University | 49.3 | 47.6 |
| Charles Darwin University | 43.2 | 44.6 |
| Charles Sturt University | 39.8 | 39.2 |
| Chisholm Institute | 47.8 | 66.5 |
| Christian Heritage College | 47.6 | 48.3 |
| CIC Higher Education | 48.6 | 28.7 |
| Collarts (Australian College of the Arts) | 49.3 | 45.2 |
| Curtin College | 39.1 | 37.1 |
| Curtin University | 43.1 | 38.8 |
| Deakin College | 47.1 | 32.1 |
| Deakin University | 49.7 | 49.1 |
| Eastern College Australia | 49.6 | 54.7 |
| Edith Cowan College | 56.1 | 37.5 |
| Edith Cowan University | 48.0 | 42.1 |
| Elite Education Institute | 18.8 | 12.9 |
| Endeavour College of Natural Health | 40.8 | 41.0 |
| Engineering Institute of Technology | 67.2 | 59.6 |
| Equals International | 53.8 | 25.0 |
| Excelsia College | 54.7 | 42.4 |
| Eynesbury College | 65.6 | 30.3 |
| Federation University Australia | 45.8 | 44.3 |
| Flinders University | 46.5 | 41.6 |
| Gestalt Therapy Brisbane | n/a | 50.7 |
| Governance Institute of Australia | 47.0 | 48.4 |
| Griffith College | 44.0 | 30.7 |
| Griffith University | 40.4 | 36.9 |
| Health Education & Training Institute | 39.4 | 31.9 |
| Holmes Institute | 26.0 | 33.5 |
| Holmesglen Institute | 46.7 | 35.7 |
| Ikon Institute of Australia | 74.2 | 59.9 |
| Institute of Health & Management Pty Ltd | 35.6 | 43.0 |
| International College of Hotel Management | 67.0 | 49.1 |
| International College of Management, Sydney | 49.3 | 34.6 |
| International Institute of Business and Technology | n/a | 33.3 |
| ISN Psychology Pty Ltd | 62.1 | 61.1 |
| James Cook University | 48.8 | 40.9 |
| Jazz Music Institute | 43.8 | 42.6 |
| Kaplan Business School | 44.9 | 38.6 |
| Kaplan Higher Education Pty Ltd | 32.1 | 32.2 |
| Kent Institute Australia | 37.4 | 34.2 |
| King's Own Institute | 46.4 | 44.9 |
| La Trobe College Australia | 38.6 | 41.1 |
| La Trobe University | 43.5 | 40.8 |
| LCI Melbourne | 55.5 | 53.2 |
| Le Cordon Bleu Australia | 31.8 | 31.9 |
| Leaders Institute | 60.7 | 64.3 |
| Macleay College | 43.2 | 35.3 |
| Macquarie University | 48.2 | 44.2 |
| Marcus Oldham College | 57.3 | 66.4 |
| Melbourne Institute of Technology | 43.3 | 28.8 |
| Melbourne Polytechnic | 41.0 | 35.3 |
| Monash University | 45.2 | 40.8 |
| Montessori World Educational Institute (Australia) | 53.2 | 48.6 |
| Moore Theological College | 70.8 | 69.1 |
| Morling College | 52.5 | 48.0 |
| Murdoch University | 42.4 | 38.8 |
| Nan Tien Institute | 61.0 | 66.7 |
| National Art School | 44.2 | 48.1 |
| National Institute of Organisation Dynamics Aust | n/a | 72.0 |
| Ozford Institute of Higher Education | 44.3 | 37.5 |
| Performing Arts Education | n/a | 54.3 |
| Perth Bible College | 52.5 | 47.2 |
| Photography Studies College (Melbourne) | 52.6 | 66.4 |
| Polytechnic Institute Australia Pty Ltd | 22.6 | 30.4 |
| Queensland University of Technology | 48.3 | 43.5 |
| RMIT University | 39.6 | 25.3 |
| SAE Institute | 43.7 | 34.3 |
| Sheridan College Inc. | n/a | 78.2 |
| South Australian Institute of Business and Technology | 49.9 | 43.2 |
| Southern Cross University | 47.0 | 47.5 |
| SP Jain School of Management | 79.7 | 57.8 |
| Stott's College | 40.1 | 39.0 |
| Swinburne University of Technology | 50.9 | 45.6 |
| Sydney College of Divinity | 41.4 | 42.1 |
| Sydney Institute of Business and Technology | 54.8 | 45.1 |
| Tabor College of Higher Education | 53.3 | 50.7 |
| TAFE NSW | 49.1 | 44.8 |
| TAFE Queensland | 41.2 | 40.1 |
| TAFE South Australia | 42.9 | 39.8 |
| The Australian College of Physical Education | 40.2 | 32.0 |
| The Australian Institute of Music | 53.1 | 40.9 |
| The Australian National University | 41.4 | 33.4 |
| The Cairnmillar Institute | 52.2 | 55.8 |
| The Institute of International Studies (TIIS) | n/a | 33.9 |
| The JMC Academy | 43.3 | 47.5 |
| The MIECAT Institute | 65.4 | 61.9 |
| The Tax Institute Higher Education | n/a | 37.4 |
| The University of Adelaide | 50.3 | 46.3 |
| The University of Melbourne | 51.7 | 45.8 |
| The University of Notre Dame Australia | 47.3 | 43.4 |
| The University of Queensland | 39.4 | 34.3 |
| The University of South Australia | 42.5 | 37.1 |
| The University of Sydney | 33.1 | 40.4 |
| The University of Western Australia | 32.5 | 43.0 |
| Think Education | 60.5 | 60.2 |
| Torrens University | 50.7 | 49.9 |
| Universal Business School Sydney | 36.6 | 37.7 |
| University of Canberra | 44.6 | 41.6 |
| University of Divinity | 59.8 | 57.9 |
| University of New England | 51.1 | 47.8 |
| University of New South Wales | 42.0 | 41.6 |
| University of Newcastle | 36.1 | 40.2 |
| University of Southern Queensland | 55.9 | 42.8 |
| University of Tasmania | 46.3 | 47.0 |
| University of Technology Sydney | 35.6 | 37.4 |
| University of the Sunshine Coast | 52.7 | 54.3 |
| University of Wollongong | 50.6 | 43.5 |
| UOW College | 44.7 | 43.5 |
| UTS College | n/a | 28.8 |
| Victoria University | 43.8 | 43.4 |
| VIT (Victorian Institute of Technology) | 55.7 | 52.0 |
| Wentworth Institute of Higher Education | 56.1 | 45.7 |
| Western Sydney University | 34.9 | 38.0 |
| Whitehouse Institute of Design, Australia | 62.5 | 64.9 |
| William Angliss Institute | 44.4 | 29.1 |

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## 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 and .

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2021 very closely match those of the target population for both undergraduate and postgraduate coursework students, especially with respect to Indigenous status, disability status, first in family to attend a higher education institution and study mode.

Whilst students who speak a language other than English at home and international students are typically less likely to participate in similar surveys, for the SES, there is a surprisingly small under-representation of these groups for undergraduates, with Home Language-Other and Residence Status- International under-represented in the responding sample by 1.6 and 2.3 percentage points respectively, relative to population parameters. For postgraduate coursework students this pattern is exemplified, with an under-representation of 3.8 percentage points for students who speak a language other than English at home and 4.2 percentage points difference for international students.

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

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **In-scope population: n** | **In-scope population: %** | **SES respondents n** | **SES respondents %** |
| Stage of studies: Commencing | 247,986 | 50.8 | 102,110 | 56.1 |
| Stage of studies: Later year\* | 239,737 | 49.2 | 79,894 | 43.9 |
| Gender: Male | 205,367 | 42.2 | 62,159 | 34.2 |
| Gender: Female | 281,364 | 57.8 | 119,443 | 65.8 |
| Age group: Under 25 | 380,096 | 77.9 | 135,413 | 74.4 |
| Age group: 25 to 29 | 46,600 | 9.6 | 16,697 | 9.2 |
| Age group: 30 to 39 | 37,263 | 7.6 | 16,672 | 9.2 |
| Age group: 40 and over | 23,755 | 4.9 | 13,218 | 7.3 |
| Indigenous | 7,216 | 1.5 | 2,838 | 1.6 |
| Non-Indigenous | 480,507 | 98.5 | 179,166 | 98.4 |
| Home language: English | 401,140 | 82.2 | 152,607 | 83.8 |
| Home language: Other | 86,583 | 17.8 | 29,397 | 16.2 |
| Disability reported | 33,197 | 6.8 | 13,934 | 7.7 |
| No disability reported | 454,526 | 93.2 | 168,070 | 92.3 |
| Internal/Mixed study mode | 422,829 | 86.8 | 157,638 | 86.7 |
| External study mode | 64,508 | 13.2 | 24,230 | 13.3 |
| Citizenship status: Domestic student | 398,059 | 81.6 | 152,658 | 83.9 |
| Citizenship status: International student | 89,657 | 18.4 | 29,344 | 16.1 |
| First in family\*\* | 82,273 | 41.5 | 33,512 | 41.1 |
| Not first in family\*\* | 115,938 | 58.5 | 47,949 | 58.9 |
| Socio-economic status: High\*\*\* | 49,692 | 31.8 | 45,923 | 31.6 |
| Socio-economic status: Medium\*\*\* | 80,356 | 51.3 | 74,816 | 51.5 |
| Socio-economic status: Low\*\*\* | 26,456 | 16.9 | 24,649 | 17.0 |
| Locality: Metro\*\*\* † | 127,342 | 81.3 | 117,927 | 81.0 |
| Locality: Regional/Remote\*\*\* † | 29,313 | 18.7 | 27,596 | 19.0 |
| **Total** | **487,723** | **100.0** | **182,004** | **100.0** |

\*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 15 2021 Postgraduate coursework SES response characteristics and population parameters by subgroup††

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **In-scope population: n** | **In-scope population: %** | **SES respondents n** | **SES respondents %** |
| Stage of studies: Commencing | 95,453 | 42.4 | 38,920 | 47.0 |
| Stage of studies: Later year\* | 129,623 | 57.6 | 43,903 | 53.0 |
| Gender: Male | 95,347 | 42.4 | 30,860 | 37.3 |
| Gender: Female | 129,413 | 57.6 | 51,822 | 62.7 |
| Age group: Under 25 | 78,869 | 35.0 | 23,974 | 28.9 |
| Age group: 25 to 29 | 65,225 | 29.0 | 22,139 | 26.7 |
| Age group: 30 to 39 | 47,153 | 21.0 | 19,895 | 24.0 |
| Age group: 40 and over | 33,821 | 15.0 | 16,814 | 20.3 |
| Indigenous | 1,854 | 0.8 | 710 | 0.9 |
| Non-Indigenous | 223,222 | 99.2 | 82,113 | 99.1 |
| Home language: English | 138,791 | 61.7 | 54,206 | 65.4 |
| Home language: Other | 86,285 | 38.3 | 28,617 | 34.6 |
| Disability reported | 8,649 | 3.8 | 3,832 | 4.6 |
| No disability reported | 216,427 | 96.2 | 78,991 | 95.4 |
| Internal/Mixed study mode | 154,854 | 68.9 | 56,847 | 68.8 |
| External study mode | 69,974 | 31.1 | 25,833 | 31.2 |
| Citizenship status: Domestic student | 129,393 | 57.5 | 51,118 | 61.7 |
| Citizenship status: International student | 95,655 | 42.5 | 31,693 | 38.3 |
| First in family\*\* | 28,229 | 41.6 | 11,608 | 42.2 |
| Not first in family\*\* | 39,645 | 58.4 | 15,901 | 57.8 |
| Socio-economic status: High\*\*\* | 21,519 | 41.0 | 19,680 | 41.1 |
| Socio-economic status: Medium\*\*\* | 24,762 | 47.1 | 22,586 | 47.2 |
| Socio-economic status: Low\*\*\* | 6,244 | 11.9 | 5,636 | 11.8 |
| Locality: Metro\*\*\* † | 43,453 | 82.7 | 39,619 | 82.7 |
| Locality: Regional/Remote\*\*\* † | 9,098 | 17.3 | 8,306 | 17.3 |
| **Total** | **225,076** | **100.0** | **82,823** | **100.0** |

\*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 and ). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for undergraduate and postgraduate coursework students (3.9 percentage points and 3.8 percentage points respectively). Much smaller differences between the responding sample and population parameters were observed in other study areas for undergraduate and for postgraduate coursework students.

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

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

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

Table 16 2021 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 | 50,509 | 9.5 | 20,626 | 10.5 |
| Computing and information systems | 33,335 | 6.3 | 10,717 | 5.4 |
| Engineering | 33,864 | 6.4 | 11,472 | 5.8 |
| Architecture and built environment | 16,426 | 3.1 | 5,420 | 2.8 |
| Agriculture and environmental studies | 6,679 | 1.3 | 2,980 | 1.5 |
| Health services and support | 40,663 | 7.7 | 16,039 | 8.1 |
| Medicine | 2,860 | 0.5 | 1,280 | 0.7 |
| Nursing | 46,391 | 8.7 | 19,941 | 10.1 |
| Pharmacy | 2,963 | 0.6 | 1,287 | 0.7 |
| Dentistry | 1,593 | 0.3 | 706 | 0.4 |
| Veterinary science | 1,590 | 0.3 | 691 | 0.4 |
| Rehabilitation | 8,032 | 1.5 | 3,441 | 1.7 |
| Teacher education | 36,878 | 6.9 | 15,313 | 7.8 |
| Business and management | 97,801 | 18.4 | 28,617 | 14.5 |
| Humanities, culture and social sciences | 50,870 | 9.6 | 19,595 | 9.9 |
| Social work | 11,507 | 2.2 | 4,921 | 2.5 |
| Psychology | 23,778 | 4.5 | 10,021 | 5.1 |
| Law and paralegal studies | 21,554 | 4.1 | 7,995 | 4.1 |
| Creative arts | 24,332 | 4.6 | 9,195 | 4.7 |
| Communications | 18,181 | 3.4 | 6,517 | 3.3 |
| Tourism, hospitality, personal services, sport and recreation | 1,859 | 0.4 | 535 | 0.3 |
| **Total** | **531,665** | **100.0** | **197,309** | **100.0** |

Table 17 2021 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 | 6,923 | 3.1 | 2,604 | 3.13 |
| Computing and information systems | 24,044 | 10.6 | 7,719 | 9.3 |
| Engineering | 11,966 | 5.3 | 3,967 | 4.8 |
| Architecture and built environment | 5,423 | 2.4 | 1,759 | 2.1 |
| Agriculture and environmental studies | 2,481 | 1.1 | 1,064 | 1.3 |
| Health services and support | 15,239 | 6.8 | 6,095 | 7.3 |
| Medicine | 7,348 | 3.3 | 2,775 | 3.3 |
| Nursing | 11,694 | 5.2 | 4,368 | 5.3 |
| Pharmacy | 1,050 | 0.5 | 300 | 0.4 |
| Dentistry | 891 | 0.4 | 301 | 0.4 |
| Veterinary science | 501 | 0.2 | 210 | 0.3 |
| Rehabilitation | 2,262 | 1.0 | 860 | 1.0 |
| Teacher education | 28,910 | 12.8 | 12,570 | 15.1 |
| Business and management | 65,662 | 29.1 | 21,032 | 25.3 |
| Humanities, culture and social sciences | 11,555 | 5.1 | 5,010 | 6.0 |
| Social work | 9,273 | 4.1 | 4,381 | 5.3 |
| Psychology | 7,016 | 3.1 | 3,315 | 4.0 |
| Law and paralegal studies | 7,152 | 3.2 | 2,483 | 3.0 |
| Creative arts | 2,819 | 1.3 | 1,045 | 1.3 |
| Communications | 3,171 | 1.4 | 1,107 | 1.3 |
| Tourism, hospitality, personal services, sport and recreation | 507 | 0.2 | 124 | 0.2 |
| **Total** | **225,887** | **100.0** | **83,089** | **100.0** |

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## 1.4 Precision of national estimates

As the 2021 SES data constituted a representative sample of the in-scope student population, it is reasonable to use statistical methods to analyse the achieved sample to make inferences about the population. To gauge the variability of the estimated results due to sampling variation, Table 18 and, and and , present student ratings of the Quality of entire educational experience and the Quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Given that the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in Appendix 4: Construction of confidence intervals.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for undergraduate students, for example, the 90 per cent confidence interval remains consistent with previous surveys in the series at around 0.3 percentage points for the Quality of entire educational experience and 0.1 percentage points for the Quality of teaching (see bottom row of Table 18 and ).

Similarly, for postgraduate coursework students the 90 percent 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 and ).

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 ). The study areas with the smallest populations and widest confidence intervals were Dentistry, Tourism, hospitality, personal services, sport and recreation and Veterinary science with widths of 6.1 to 4.5 percentage points overall observed in relation to teaching quality items.

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

As seen in , in relation to postgraduate coursework confidence intervals by study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the Quality of entire educational experience and the Quality of teaching with Tourism, hospitality, personal services, sport and recreation, Veterinary science, Dentistry and Pharmacy with intervals between 14.2 and 8.6 percentage points.

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

Notwithstanding this point, the analysis presented in Table 18 to suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

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

|  |  |  |
| --- | --- | --- |
|  | **Quality of entire educational experience** | **Quality of teaching** |
| Stage of studies: Commencing | 76.5 (76.3, 76.5) | 80.6 (80.4, 80.6) |
| Stage of studies: Later year\* | 68.6 (68.4, 68.6) | 73.2 (72.9, 73.2) |
| Gender: Male | 69.3 (69.0, 69.3) | 74.1 (73.8, 74.1) |
| Gender: Female | 75.0 (74.8, 75.0) | 79.0 (78.9, 79.0) |
| Age group: Under 25 | 72.5 (72.3, 72.5) | 77.1 (76.9, 77.1) |
| Age group: 25 to 29 | 71.5 (70.9, 71.5) | 75.3 (74.8, 75.3) |
| Age group: 30 to 39 | 74.6 (74.1, 74.6) | 77.5 (77.0, 77.5) |
| Age group: 40 and over | 79.3 (78.8, 79.3) | 82.4 (81.9, 82.4) |
| Indigenous | 74.4 (73.1, 74.4) | 78.2 (76.9, 78.2) |
| Non-Indigenous | 73.1 (72.9, 73.1) | 77.3 (77.2, 77.3) |
| Home language: English | 74.0 (73.8, 74.0) | 78.2 (78.1, 78.2) |
| Home language: Other | 68.2 (67.8, 68.2) | 72.4 (72.0, 72.4) |
| Disability reported | 69.9 (69.3, 69.9) | 76.0 (75.4, 76.0) |
| No disability reported | 73.3 (73.2, 73.3) | 77.5 (77.3, 77.5) |
| Internal/Mixed study mode | 72.3 (72.1, 72.3) | 76.9 (76.7, 76.9) |
| External study mode | 78.6 (78.2, 78.6) | 80.7 (80.3, 80.7) |
| Citizenship status: Domestic student | 74.1 (73.9, 74.1) | 78.4 (78.2, 78.4) |
| Citizenship status: International student | 67.2 (66.8, 67.2) | 71.6 (71.2, 71.6) |
| First in family\*\* | 77.8 (77.4, 77.8) | 81.5 (81.2, 81.5) |
| Not first in family\*\* | 76.1 (75.8, 76.1) | 80.4 (80.1, 80.4) |
| Socio-economic status: High\*\*\* | 74.0 (73.9, 74.1) | 78.4 (78.3, 78.5) |
| Socio-economic status: Medium\*\*\* | 74.6 (74.5, 74.7) | 78.6 (78.5, 78.7) |
| Socio-economic status: Low\*\*\* | 72.9 (72.7, 73.0) | 77.3 (77.2, 77.5) |
| Locality: Metro\*\*\* † | 73.9 (73.8, 73.9) | 78.2 (78.2, 78.3) |
| Locality: Regional/Remote\*\*\* † | 75.1 (74.8, 75.3) | 78.9 (78.6, 79.1) |
| **Total** | **73.1 (72.9, 73.1)** | **77.3 (77.2, 77.3)** |

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

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

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

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

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

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

Table 19 Percentage positive ratings, postgraduate coursework by student sub-group, 2021 (with 90% confidence intervals) ††

|  |  |  |
| --- | --- | --- |
|  | **Quality of entire educational experience** | **Quality of teaching** |
| Stage of studies: Commencing | 75.0 (74.6, 75.0) | 78.4 (78.0, 78.4) |
| Stage of studies: Later year\* | 71.6 (71.3, 71.6) | 74.3 (74.0, 74.3) |
| Gender: Male | 70.8 (70.4, 70.8) | 73.4 (73.0, 73.4) |
| Gender: Female | 74.7 (74.4, 74.7) | 77.9 (77.6, 77.9) |
| Age group: Under 25 | 69.6 (69.1, 69.6) | 73.8 (73.3, 73.8) |
| Age group: 25 to 29 | 70.2 (69.6, 70.2) | 73.3 (72.8, 73.3) |
| Age group: 30 to 39 | 75.3 (74.8, 75.3) | 77.6 (77.1, 77.6) |
| Age group: 40 and over | 80.0 (79.5, 80.0) | 81.9 (81.4, 81.9) |
| Indigenous | 75.6 (72.9, 75.6) | 79.4 (76.8, 79.4) |
| Non-Indigenous | 73.2 (72.9, 73.2) | 76.2 (76.0, 76.2) |
| Home language: English | 75.2 (74.9, 75.2) | 78.1 (77.8, 78.1) |
| Home language: Other | 69.5 (69.0, 69.5) | 72.7 (72.2, 72.7) |
| Disability reported | 69.1 (67.9, 69.1) | 74.7 (73.5, 74.7) |
| No disability reported | 73.4 (73.2, 73.4) | 76.3 (76.1, 76.3) |
| Internal/Mixed study mode | 71.1 (70.8, 71.1) | 74.8 (74.5, 74.8) |
| External study mode | 77.7 (77.3, 77.7) | 79.3 (78.9, 79.3) |
| Citizenship status: Domestic student | 75.7 (75.4, 75.7) | 78.5 (78.2, 78.5) |
| Citizenship status: International student | 69.1 (68.7, 69.1) | 72.5 (72.1, 72.5) |
| First in family\*\* | 75.7 (75.0, 75.7) | 79.3 (78.6, 79.3) |
| Not first in family\*\* | 74.3 (73.8, 74.3) | 78.0 (77.5, 78.0) |
| Socio-economic status: High\*\*\* | 74.7 (74.6, 74.9) | 78.1 (78.0, 78.3) |
| Socio-economic status: Medium\*\*\* | 76.7 (76.5, 76.8) | 79.0 (78.8, 79.1) |
| Socio-economic status: Low\*\*\* | 76.6 (76.3, 76.9) | 79.0 (78.7, 79.3) |
| Locality: Metro\*\*\* † | 75.5 (75.4, 75.6) | 78.4 (78.3, 78.5) |
| Locality: Regional/Remote\*\*\* † | 77.5 (77.0, 77.9) | 79.9 (79.5, 80.4) |
| **Total** | **73.2 (73.0, 73.2)** | **76.2 (76.0, 76.2)** |

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

|  |  |  |
| --- | --- | --- |
|  | **Quality of entire educational experience** | **Quality of teaching** |
| Science and mathematics | 73.0 (72.5, 73.0) | 79.1 (78.6, 79.1) |
| Computing and information systems | 65.5 (64.7, 65.5) | 67.4 (66.6, 67.4) |
| Engineering | 66.8 (66.0, 66.8) | 68.9 (68.2, 68.9) |
| Architecture and built environment | 70.5 (69.5, 70.5) | 73.4 (72.4, 73.4) |
| Agriculture and environmental studies | 82.6 (81.4, 82.6) | 85.1 (84.0, 85.1) |
| Health services and support | 75.0 (74.5, 75.0) | 79.9 (79.4, 79.9) |
| Medicine | 76.6 (74.6, 76.6) | 78.0 (76.1, 78.0) |
| Nursing | 68.2 (67.6, 68.2) | 72.2 (71.7, 72.2) |
| Pharmacy | 74.9 (72.8, 74.9) | 78.9 (76.9, 78.9) |
| Dentistry | 57.9 (54.9, 57.9) | 59.3 (56.2, 59.3) |
| Veterinary science | 73.5 (70.7, 73.5) | 77.8 (75.1, 77.8) |
| Rehabilitation | 81.8 (80.7, 81.8) | 84.6 (83.6, 84.6) |
| Teacher education | 77.1 (76.5, 77.1) | 80.5 (80.0, 80.5) |
| Business and management | 70.4 (70.0, 70.4) | 73.7 (73.3, 73.7) |
| Humanities, culture and social sciences | 76.4 (75.9, 76.4) | 83.7 (83.2, 83.7) |
| Social work | 76.5 (75.5, 76.5) | 80.5 (79.6, 80.5) |
| Psychology | 77.6 (76.9, 77.6) | 81.3 (80.7, 81.3) |
| Law and paralegal studies | 76.8 (76.1, 76.8) | 80.5 (79.8, 80.5) |
| Creative arts | 74.9 (74.2, 74.9) | 80.9 (80.2, 80.9) |
| Communications | 75.6 (74.7, 75.6) | 81.3 (80.5, 81.3) |
| Tourism, hospitality, personal services, sport and recreation | 79.6 (76.6, 79.6) | 82.4 (79.5, 82.4) |
| **Total** | **73.1 (72.9, 73.1)** | **77.3 (77.2, 77.3)** |

Table 21 Percentage positive ratings, postgraduate coursework by study area, 2021 (with 90% confidence intervals)

|  |  |  |
| --- | --- | --- |
|  | **Quality of entire educational experience** | **Quality of teaching** |
| Science and mathematics | 69.7 (68.2, 69.7) | 75.2 (73.7, 75.2) |
| Computing and information systems | 67.6 (66.7, 67.6) | 67.9 (67.0, 67.9) |
| Engineering | 65.7 (64.5, 65.7) | 69.0 (67.8, 69.0) |
| Architecture and built environment | 69.3 (67.4, 69.3) | 73.6 (71.8, 73.6) |
| Agriculture and environmental studies | 76.5 (74.3, 76.5) | 81.8 (79.8, 81.8) |
| Health services and support | 77.7 (76.8, 77.7) | 81.4 (80.6, 81.4) |
| Medicine | 68.3 (66.8, 68.3) | 68.9 (67.5, 68.9) |
| Nursing | 74.4 (73.3, 74.4) | 75.6 (74.5, 75.6) |
| Pharmacy | 71.3 (66.9, 71.3) | 73.6 (69.2, 73.6) |
| Dentistry | 40.5 (36.0, 40.5) | 48.0 (43.3, 48.0) |
| Veterinary science | 55.7 (50.0, 55.7) | 61.4 (55.8, 61.4) |
| Rehabilitation | 70.1 (67.5, 70.1) | 77.6 (75.1, 77.6) |
| Teacher education | 72.1 (71.5, 72.1) | 76.2 (75.5, 76.2) |
| Business and management | 74.7 (74.2, 74.7) | 76.4 (76.0, 76.4) |
| Humanities, culture and social sciences | 83.9 (83.0, 83.9) | 88.2 (87.4, 88.2) |
| Social work | 74.5 (73.4, 74.5) | 77.7 (76.7, 77.7) |
| Psychology | 77.2 (75.9, 77.2) | 81.1 (80.0, 81.1) |
| Law and paralegal studies | 71.9 (70.4, 71.9) | 78.7 (77.3, 78.7) |
| Creative arts | 70.8 (68.4, 70.8) | 78.4 (76.2, 78.4) |
| Communications | 73.1 (70.8, 73.1) | 77.9 (75.8, 77.9) |
| Tourism, hospitality, personal services, sport and recreation | 62.1 (54.7, 62.1) | 68.9 (61.6, 68.9) |
| **Total** | **73.2 (73.0, 73.2)** | **76.2 (76.0, 76.2)** |

# Appendix 2: Student Experience Questionnaire (SEQ)

1. 1.

## 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 to .

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Table 22 2021 SEQ Item Summary: Skill Development items

| Stem | Item |  | Response scale |
| --- | --- | --- | --- |
| To what extent has your <course> developed your: | 1. critical thinking skills?
2. ability to solve complex problems?
3. ability to work with others?
4. confidence to learn independently?
5. written communication skills?
6. spoken communication skills?
7. knowledge of the field(s) you are studying?
8. development of work-related knowledge and skills?
 |  | Not at all / Very little / Some / Quite a bit / Very much  |

Table 23 2021 SEQ Item Summary: Learner Engagement items

| Stem | Item | Response scale |
| --- | --- | --- |
| At your institution during SURVEYYEAR, to what extent have you: | 1. felt prepared for your study?
2. 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: | 1. participated in discussions online or face-to-face?
2. worked with other students as part of your study?
3. interacted with students outside study requirements?
4. interacted with students who are very different from you?
 | Never / Sometimes / Often / Very often |
| At your institution during SURVEYYEAR, to what extent have you: | 1. been given opportunities to interact with local students?
 | Not at all / Very little / Some / Quite a bit / Very much / Not applicable  |

Table 24 2021 SEQ Item Summary: Teaching Quality items

| Stem | Item | Response scale |
| --- | --- | --- |
| Thinking about your <course>, | 1. overall how would you rate the quality of your entire educational experience this year?
 | Poor / Fair / Good / Excellent |
| Thinking of this year, overall at <institution>, | 1. how would you rate the quality of the teaching you have experienced in your <course>?
 | Poor / Fair / Good / Excellent |
| During SURVEYYEAR, to what extent have the lecturers, tutors and demonstrators in your <course>: | 1. engaged you actively in learning?
2. demonstrated concern for student learning?
3. provided clear explanations on coursework and assessment?
4. stimulated you intellectually?
5. commented on your work in ways that help you learn?
6. seemed helpful and approachable?
7. set assessment tasks that challenge you to learn?
 | Not at all / Very little / Some / Quite a bit / Very much |
| In SURVEYYEAR, to what extent has [your study/your <course>] been delivered in a way that is… | 1. well structured and focused?
2. relevant to your education as a whole?
 | Not at all / Very little / Some / Quite a bit / Very much |

Table 25 2021 SEQ Item Summary: Student Support items

| Stem | Item | Response scale |
| --- | --- | --- |
| At <E306CTXT> during SURVEYYEAR, to what extent have you: | 1. received support from your institution to settle into study?
2. experienced efficient enrolment and admissions processes?
3. 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: | 1. available?
2. 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: | 1. available?
2. helpful?
 | Had no contact / Not at all / Very little / Some / Quite a bit / Very  |
| During SURVEYYEAR, to what extent have you found academic or learning advisors to be: | 1. available?
2. 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: | 1. available?
2. helpful?
 | Had no contact / Not at all / Very little / Some / Quite a bit / Very much  |
| During SURVEYYEAR, to what extent have you… | 1. been offered support relevant to your circumstances?
2. received appropriate English language skill support?
 | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |

Table 26 2021 SEQ Item Summary: Learning Resources items

| Stem | Item | Response scale |
| --- | --- | --- |
| Thinking of this year, overall how would you rate the following learning resources provided for your <course>? | 1. Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
2. Student spaces and common areas
3. Online learning materials
4. Computing/IT resources
5. Assigned books, notes and resources
6. Laboratory or studio equipment
7. Library resources and facilities
8. Online Learning Platform (I.e. Learning Management System)
 | Poor / Fair / Good / Excellent / Not applicable |

Table 27 2021 SEQ Item Summary: Open-response items

| Stem | Item | Response scale |
| --- | --- | --- |
| What have been the best aspects of your <course>? |  | Open response |
| What aspects of your <course> most need improvement? |  | Open response |

Table 28 2021 SEQ Item Summary: Demographic and contextual items

| Stem | Item | Response scale |
| --- | --- | --- |
| In what year did you first start your current <course>? |  | SURVEYYEAR-4 YEARS/ SURVEYYEAR-4 YEARS / SURVEYYEAR-3 YEARS / SURVEYYEAR-2 YEARS / SURVEYYEAR-1 YEAR / SURVEYYEAR |
| When do you expect to complete your current <course>? |  | SURVEYYEAR / SURVEYYEAR+1 YEAR or later |
| Where has your study been mainly based in SURVEYYEAR? |  | On one campus / On two or more campuses / Mix of external, distance and on-campus / External/Distance |
| Thinking about your <course>, how much study do you do online? |  | None / About a quarter / About half / All or nearly all |
| Which number between 0 and 100 represents your average grade so far in SURVEYYEAR? |  | No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100% |
| At <E306CTXT> during SURVEYYEAR, to what extent have… | 1. Your living arrangements negatively affected your study?
2. Your financial circumstances negatively affected your study?
3. Paid work commitments negatively affected your study?
 | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |
| During SURVEYYEAR, have you seriously considered leaving <institution>? |  | Yes, I have seriously considered leaving / No, I have not seriously considered leaving |
| Please indicate your reasons for seriously considering leaving your current university in SURVEYYEAR. Select all that apply. |  | Academic exchange / Academic support / Administrative support / Boredom/lack of interest / Career prospects / Change of direction / Commuting difficulties / Difficulty paying fees / Difficulty with workload / Expectations not met / Family responsibilities / Financial difficulties / Gap year/deferral / Government assistance / Graduating / Health or stress / Institution reputation / Moving residence / Need a break / Need to do paid work / Other opportunities / Paid work responsibilities / Personal reasons / Quality concerns / Received other offer from another university or higher education institution / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons |

**Table 29 2021 SEQ Item Summary: Freedom of expression items**

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

## 2.2 International student items

Given the importance of international education, an additional module specifically directed towards measuring the international student living experience was added to the SES in 2020. These items focus on international students’ decision to study at Australian higher education institutions and their experience with accommodation, transport, safety, relationships and employment opportunities while studying.

In 2021, a number of changes were made to reduce survey burden on respondents and improve the quality of the data collected by removing open-response questions and replacing these with pre-coded response frames, as well as by refining existing code frames. For specific details of changes made to the international student items in 2021, refer to the *2021 SES Methodological Report*. Additional items focused on international students’ decision to study at Australian higher education institutions and their living arrangements such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. A full list of the international student items is listed in Table 30.

1.

Table 30 2021 SES International Student Items

| Stem | Item | Response scale |
| --- | --- | --- |
| When deciding to study in Australia, how important was…. | a) The reputation of Australia’s education system?b) Your personal safety and security?I) The cost of living?c) The ability to work part-time?d) The opportunity to study in an English-speaking country?e) Having friends and family already in Australia?f) The chance to experience a new culture/lifestyle?g) The possibility of migrating to Australia?h) The weather/climate? | Extremely important / Important / Not important / Not at all important / Don’t know |
| When you were deciding to apply to <E306CTXT>, how important was… | a) The reputation of the education provider?b) The reputation of the qualification?c) <E306CTXT> offered the course I wanted to study?d) The course fee?e) Employment opportunities after completing the course?f) <E306CTXT> had a partnership with my local institution?g) The location of the institution? | Extremely important / Important / Not important / Not at all important / Don’t know |
| How satisfied are you with each of the following aspects of living in Australia? | a) Employment while studyingb) Improving your English skillsc) Getting work experience in your field of studyd) Transporte) Personal safety on campusf) Personal safety off campusg) Making friendsh) Overall living experience in Australia | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable |
| When coming to Australia, did you use an agent to help you with your visa application or to enrol at <**E306CTXT**>? |  | Yes / No |
| How would you rate the overall service provided by the agent? |  | Very good / Good / Poor / Very poor |
| Which of the following best describes your current living arrangements? |  | 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) |
| Overall, how satisfied are you with your current living arrangements? |  | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied |
| Why are you dissatisfied with your current living arrangements? |  | Too expensive / Not enough space / Too noisy / I am lonely / Issues with housemates / Issues with landlord or agent / Dirty / Old/bad condition / Slow internet / Located too far from institution / Other (please specify) |
| What type of Australian visa do you currently hold? |  | Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify) |

## 2.3 Institution-specific items

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

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

### COVID-19 items

The COVID-19 module was introduced in the 2020 questionnaire to ascertain the impact of the pandemic on the student experience, See Section 4.5.2 of the SES 2020 Methodological Report for further detail about the nature of the items in the module.

Given the continued effect of the pandemic in 2021, the COVID-19 module was again offered as a fee-for-service inclusion. Three institutions chose to include either all, or some of the items. Only students of participating institutions were presented the items, after completing the core questionnaire, and prior to the institution-specific items.

# Appendix 3: Production of scores

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

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

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 . 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 . 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 .

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 1 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) INTOSTDSTRUCr STDRELEVr TCHACTIVr TCHCONLRr TCHCLEXPr TCHSTIMIr TCHFEEDBr TCHHELPr TCHASSCHrRECODE QLTEACH OVERALL(1=0) (2=33.33) (3=66.66) (4=100) INTOQLTEACHr OVERALLr. |

Figure 2 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 3 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 4 Example of how to use SPSS syntax to compute item variables

|  |
| --- |
| RECODE ENGLANG (1=0) (2=0) (3=0) (4=1) (5=1) (ELSE=SYSMIS) INTO ENGLANG\_SAT. |

# Appendix 4: Construction of confidence intervals

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

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

Where $\tilde{p}$ is the adjusted estimated proportion of satisfied responses, $N$ is the size of the population in the relevant subgroup, $n$ is the number of valid responses in the relevant subgroup, $n\_{1}$ is the number of positive responses in the relevant subgroup, $1.645$ is the standard normal value for 90% confidence and $FPC$ is the Finite Population Correction term.

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

Figure 5 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

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

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

# Appendix 5: Study area definitions

Table 31 21 and 45 study areas concordance with ASCED field of education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | Study area | Study area 45 | Study area 45 | 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 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 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 |
| 3 | Engineering | 7 | Engineering - Process & Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering - Electrical & Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 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 |
| 4 | Architecture and built environment | 13 | Building & Construction | 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399 |
| 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 |
| 5 | Agriculture and environmental studies | 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 |
| 6 | Health services and support | 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 |
| 12 | Rehabilitation | 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 |
| 13 | Teacher education | 26 | Teacher Education - Early Childhood | 070101 |
| 13 | Teacher education | 27 | Teacher Education - Primary & Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking & Finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 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 |
| 15 | Humanities, culture and social sciences | 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 |
| 18 | Law and paralegal studies | 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 |
| 19 | Creative arts | 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 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

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

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

# Appendix 6: Results for individual questionnaire items

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

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

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

Similar patterns of decline were observed for postgraduate coursework students in 2020, as shown by Table 33. However, unlike undergraduate student ratings that increased in 2021, ratings of ‘Developed ability to work effectively with others’ and ‘Developed spoken communication skills’ both declined further by 1 percentage point.

**Table 32 Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019- 2021**

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

Table 33 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019-2021

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

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

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

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

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

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

Table 35 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019-2021

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

Students were also asked their perceptions of teaching quality. Like Skills Development, the Teaching Quality focus area was less impacted than other aspects of the student experience caused by changes to the learning and teaching environment in the past two years. It was also one of the most highly rated areas in 2021, with 79 per cent of undergraduate students rating it positively. However, there were aspects of Teaching Quality that were more impacted than others, which can be seen in the change in underlying item scores shown in Table 36**.** Students’ ratings of the quality of teaching declined by 5 percentage points in 2020 and increased by 2 percentage points in 2021. Students’ ratings of whether their study was well structured and focussed also declined by 5 percentage points in 2020 and increased by 3 percentage points in 2021 and whether teaching staff had engaged them actively in learning declined by 4 percentage points in 2020 and increased by 2 percentage points in 2021. That said, many areas have had little to no shift in ratings since 2019, such as teachers simulating students intellectually, teachers providing clear explanations on coursework and assessment, and teachers commenting on work in ways that help students learn.

Similar patterns of change in ratings to the Teaching Quality focus area items were seen by postgraduate students, shown in Table 37, however, the increase in ratings in 2021 has been more marked compared to undergraduate student ratings. For example, quality of teaching declined by 5 percentage points in 2020 and increased by 4 percentage points in 2021, almost recovering to the 2019 score.

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

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

Table 37 Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2019-2021

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

Students were also asked their perceptions of student support. This focus area showed a high degree of consistency from 2019 and 2021 compared with other focus areas. In general, scores have only shifted by 1 to 2 percentage points, with many areas remaining the same since 2019 despite disruptions caused by the response to the COVID-19 pandemic. As shown in Table 38, the most positive ratings were recorded for ‘Experienced efficient enrolment and admissions processes’ (71 per cent) and ‘Academic or learning advisors: helpful’ (66 per cent) and ‘available’ (64 per cent). However, while the item related to receiving appropriate English language support has remained the same since 2019, it has the lowest score in this focus area with only 46 per cent positive ratings and given the greater drops in general scores for international students, may warrant action going forward.

The relatively small change in student support related items was also evident in postgraduate coursework student ratings, as seen in Table 39. While ratings of ‘Received appropriate English language skill support’ has not changed for undergraduate students since 2019, it did decline by 3 percentage points in 2020 for postgraduate coursework students and did not improve in 2021. Given the high proportion of international postgraduate students, this item may warrant action to improve these services.

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

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

Table 39 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019-2021

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Commencing 2019** | **Commencing 2020** | **Commencing 2021** | **Later year 2019** | **Later year 2020** | **Later year 2021** | **Total 2019** | **Total 2020** | **Total 2021** |
| Experienced efficient enrolment and admissions processes | 76 | 76 | 74 | 77 | 76 | 75 | 76 | 76 | 75 |
| Induction/orientation activities relevant and helpful | 64 | 62 | 58 | 63 | 61 | 60 | 64 | 62 | 59 |
| Received support from university to settle into study | 63 | 64 | 61 | 62 | 62 | 60 | 62 | 63 | 60 |
| Administrative staff or systems: available | 66 | 65 | 63 | 65 | 61 | 62 | 65 | 63 | 62 |
| Administrative staff or systems: helpful | 66 | 66 | 64 | 63 | 62 | 63 | 64 | 64 | 64 |
| Careers advisors: available | 51 | 52 | 54 | 49 | 49 | 52 | 50 | 51 | 53 |
| Careers advisors: helpful | 52 | 53 | 55 | 49 | 50 | 53 | 50 | 52 | 54 |
| Academic or learning advisors: available | 67 | 67 | 68 | 65 | 64 | 66 | 66 | 66 | 67 |
| Academic or learning advisors: helpful | 67 | 68 | 69 | 65 | 64 | 66 | 66 | 66 | 67 |
| Support services: available | 56 | 56 | 52 | 55 | 55 | 55 | 56 | 56 | 54 |
| Support services: helpful | 57 | 56 | 53 | 56 | 56 | 56 | 56 | 56 | 55 |
| Offered support relevant to circumstances | 53 | 55 | 50 | 54 | 55 | 53 | 54 | 55 | 52 |
| Received appropriate English language skill support | 52 | 49 | 46 | 52 | 50 | 51 | 52 | 49 | 49 |

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

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

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

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

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

Table 41 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019-2021

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

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

# Appendix 7: Additional tables

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

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

## 7.1: SES results

### 7.1.1. Focus areas

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

The SES Focus Areas are comprised of a number of underlying items as seen in Appendix 2. Results at the item level for each focus area is available in 7.1.4 Detailed focus area items.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report table** | **Sheet name** | **Table title** |
| ALL |  | [FOCUS\_ALL\_ALL\_1Y](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_ALL_ALL_1Y'!A1) | Student experience (% positive rating, 2021) among all course levels from all provider types by level and stage of study |
| ALL | Table 2 | [FOCUS\_ALL\_ALL\_3Y](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_ALL_ALL_3Y'!A1) | Student experience (% positive rating, 2019-2021) among all course levels from all provider types by level and stage of study |
| UG | Table 1 | [FOCUS\_UG\_ALL\_11-YY\_YEAR](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_11-YY_YEAR'!A1) | Student experience (% positive rating) among undergraduates from all provider types by year |
| PGC |  | [FOCUS\_PGC\_ALL\_17-YY\_YEAR](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_17-YY_YEAR'!A1) | Student experience (% positive rating) among postgraduate coursework students from all provider types by year |
| UG |  | [FOCUS\_UG\_ALL\_1Y\_STAGE](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_1Y_STAGE'!A1) | Student experience (% positive rating, 2021) among undergraduates from all provider types by stage of study |
| PGC |  | [FOCUS\_PGC\_ALL\_1Y\_STAGE](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_1Y_STAGE'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by stage of study |
| UG | Table 3 | [FOCUS\_UG\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_1Y_SG'!A1) | Student experience (% positive rating, 2021) among undergraduates from all provider types by demographic and contextual group |
| UG |  | [FOCUS\_UG\_UNI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_UNI_1Y_SG'!A1) | Student experience (% positive rating, 2021) among undergraduates from universities by demographic and contextual group |
| UG |  | [FOCUS\_UG\_NUHEI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_NUHEI_1Y_SG'!A1) | Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC |  | [FOCUS\_PGC\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_1Y_SG'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | [FOCUS\_PGC\_UNI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_UNI_1Y_SG'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | [FOCUS\_PGC\_NUHEI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_NUHEI_1Y_SG'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG |  | [FOCUS\_UG\_ALL\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_1Y_AREA'!A1) | Student experience (% positive rating, 2021) among undergraduates from all provider types by 21 study areas |
| UG | Table 4 | [FOCUS\_UG\_ALL\_3Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_3Y_AREA'!A1) | Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by 21 study areas |
| UG |  | [FOCUS\_UG\_UNI\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_UNI_1Y_AREA'!A1) | Student experience (% positive rating, 2021) among undergraduates from universities by 21 study areas |
| UG |  | [FOCUS\_UG\_NUHEI\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_NUHEI_1Y_AREA'!A1) | Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC |  | [FOCUS\_PGC\_ALL\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_1Y_AREA'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | [FOCUS\_PGC\_ALL\_3Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_3Y_AREA'!A1) | Student experience (% positive rating, 2019-2021) among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | [FOCUS\_PGC\_UNI\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_UNI_1Y_AREA'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from universities by 21 study areas |
| PGC |  | [FOCUS\_PGC\_NUHEI\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_NUHEI_1Y_AREA'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG |  | [FOCUS\_UG\_ALL\_1Y\_AREA45](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_1Y_AREA45'!A1) | Student experience (% positive rating, 2021) among undergraduates from all provider types by 45 study areas |
| PGC |  | [FOCUS\_PGC\_ALL\_1Y\_AREA45](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_1Y_AREA45'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by 45 study areas |
| UG | Table 5 | [FOCUS\_UG\_ALL\_1Y\_HEPTYPE](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_1Y_HEPTYPE'!A1) | Student experience (% positive rating, 2021) among undergraduates from all provider types by type of institution |
| PGC |  | [FOCUS\_PGC\_ALL\_1Y\_HEPTYPE](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_1Y_HEPTYPE'!A1) | Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by type of institution |
| UG |  | [FOCUS\_UG\_ALL\_3Y\_E942](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_ALL_3Y_E942'!A1) | Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by citizenship status |
| PGC |  | [FOCUS\_PGC\_ALL\_3Y\_E942](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_ALL_3Y_E942'!A1) | Student experience (% positive rating, 2019-2021) among postgraduate coursework students from all provider types by citizenship status |
| UG |  | [FOCUS\_UG\_UNI\_1Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_UNI_1Y_INST_CI'!A1) | Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | [FOCUS\_UG\_UNI\_1YP\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_UNI_1YP_INST_CI'!A1) | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | Table 6 | [FOCUS\_UG\_UNI\_3Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_UNI_3Y_INST_CI'!A1) | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | [FOCUS\_UG\_UNI\_2YD\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_UNI_2YD_INST_CI'!A1) | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC |  | [FOCUS\_PGC\_UNI\_1Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_UNI_1Y_INST_CI'!A1) | Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | [FOCUS\_PGC\_UNI\_1YP\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_UNI_1YP_INST_CI'!A1) | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | [FOCUS\_PGC\_UNI\_3Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_UNI_3Y_INST_CI'!A1) | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | [FOCUS\_PGC\_UNI\_2YD\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_UNI_2YD_INST_CI'!A1) | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG |  | [FOCUS\_UG\_NUHEI\_1Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_NUHEI_1Y_INST_CI'!A1) | Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | [FOCUS\_UG\_NUHEI\_1YP\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_NUHEI_1YP_INST_CI'!A1) | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | Table 7 | [FOCUS\_UG\_NUHEI\_3Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_NUHEI_3Y_INST_CI'!A1) | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | [FOCUS\_UG\_NUHEI\_2YD\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_UG_NUHEI_2YD_INST_CI'!A1) | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | [FOCUS\_PGC\_NUHEI\_1Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_NUHEI_1Y_INST_CI'!A1) | Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | [FOCUS\_PGC\_NUHEI\_1YP\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_NUHEI_1YP_INST_CI'!A1) | Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | [FOCUS\_PGC\_NUHEI\_3Y\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_NUHEI_3Y_INST_CI'!A1) | Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | [FOCUS\_PGC\_NUHEI\_2YD\_INST\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOCUS_PGC_NUHEI_2YD_INST_CI'!A1) | Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |

### 7.1.2 Considered leaving

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report table** | **Sheet name** | **Table title** |
| UG |  | [CONSID\_UG\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_ALL_1Y_SG'!A1) | Percentage who considered early departure (2021) among undergraduates from all provider types by demographic and contextual group |
| UG |  | [CONSID\_UG\_UNI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_UNI_1Y_SG'!A1) | Percentage who considered early departure (2021) among undergraduates from universities by demographic and contextual group |
| UG |  | [CONSID\_UG\_NUHEI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_NUHEI_1Y_SG'!A1) | Percentage who considered early departure (2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC |  | [CONSID\_PGC\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_ALL_1Y_SG'!A1) | Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | [CONSID\_PGC\_UNI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_UNI_1Y_SG'!A1) | Percentage who considered early departure (2021) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | [CONSID\_PGC\_NUHEI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_NUHEI_1Y_SG'!A1) | Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 8 | [CONSID\_UG\_ALL\_3Y\_CH](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_ALL_3Y_CH'!A1) | Percentage selected reasons for considered early departure among undergraduates and all provider types by year |
| UG |  | [CONSID\_UG\_UNI\_3Y\_CH](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_UNI_3Y_CH'!A1) | Percentage selected reasons for considered early departure among undergraduates and universities by year |
| UG |  | [CONSID\_UG\_NUHEI\_3Y\_CH](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_NUHEI_3Y_CH'!A1) | Percentage selected reasons for considered early departure among undergraduates and non-university higher education institutes (NUHEIs) by year |
| PGC |  | [CONSID\_PGC\_ALL\_3Y\_CH](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_ALL_3Y_CH'!A1) | Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by year |
| PGC |  | [CONSID\_PGC\_UNI\_3Y\_CH](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_UNI_3Y_CH'!A1) | Percentage selected reasons for considered early departure among postgraduate coursework students and universities by year |
| PGC |  | [CONSID\_PGC\_NUHEI\_3Y\_CH](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_NUHEI_3Y_CH'!A1) | Percentage selected reasons for considered early departure among postgraduate coursework students and non-university higher education institutes (NUHEIs) by year |
| UG |  | [CONSID\_UG\_ALL\_1Y\_GRADE\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_ALL_1Y_GRADE_FIG'!A1) | Percentage who considered early departure (2021) among undergraduates from all provider types by average grades to date |
| UG |  | [CONSID\_UG\_UNI\_1Y\_GRADE\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_UNI_1Y_GRADE_FIG'!A1) | Percentage who considered early departure (2021) among undergraduates from universities by average grades to date |
| UG |  | [CONSID\_UG\_NUHEI\_1Y\_GRADE\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_UG_NUHEI_1Y_GRADE_FIG'!A1) | Percentage who considered early departure (2021) among undergraduates from non-university higher education institutes (NUHEIs) by average grades to date |
| PGC |  | [CONSID\_PGC\_ALL\_1Y\_GRADE\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_ALL_1Y_GRADE_FIG'!A1) | Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by average grades to date |
| PGC |  | [CONSID\_PGC\_UNI\_1Y\_GRADE\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_UNI_1Y_GRADE_FIG'!A1) | Percentage who considered early departure (2021) among postgraduate coursework students from universities by average grades to date |
| PGC |  | [CONSID\_PGC\_NUHEI\_1Y\_GRADE\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'CONSID_PGC_NUHEI_1Y_GRADE_FIG'!A1) | Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by average grades to date |

### 7.1.3 Negative effects on study

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report table** | **Sheet name** | **Table title** |
| UG |  | ASTD\_UG\_ALL\_3Y\_E942 | Negative effects on study (% negatively affected) among undergraduates and all provider types by citizenship status, 2019-2021 |
| PGC |  | ASTD\_PGC\_ALL\_3Y\_E942 | Negative effects on study (% negatively affected) among postgraduate coursework students and all provider types by citizenship status, 2019-2021 |

### 7.1.4 Detailed focus area items

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report table** | **Sheet name** | **Table title** |
| UG | Table 31 | DEVEL\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Skills Development items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | DEVEL\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Skills Development items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | DEVEL\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Skills Development items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC | Table 32 | DEVEL\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | DEVEL\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | DEVEL\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG | Table 33 | ENGAG\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | ENGAG\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | ENGAG\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC | Table 34 | ENGAG\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | ENGAG\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | ENGAG\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learner Engagement items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG | Table 35 | TEACH\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | TEACH\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | TEACH\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC | Table 36 | TEACH\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | TEACH\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | TEACH\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Teaching Quality items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG | Table 37 | SUPP\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Student Support items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | SUPP\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Student Support items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | SUPP\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Student Support items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC | Table 38 | SUPP\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Student Support items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | SUPP\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Student Support items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | SUPP\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Student Support items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| UG | Table 39 | RESR\_UG\_ALL\_3Y\_STAGE | Percentage positive scores for Learning Resources items among undergraduates and all provider types by stage of study, 2020-2021 |
| UG |  | RESR\_UG\_UNI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among undergraduates and universities by stage of study, 2020-2021 |
| UG |  | RESR\_UG\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |
| PGC | Table 40 | RESR\_PGC\_ALL\_3Y\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students and all provider types by stage of study, 2020-2021 |
| PGC |  | RESR\_PGC\_UNI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students and universities by stage of study, 2020-2021 |
| PGC |  | RESR\_PGC\_NUHEI\_3Y\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021 |

### 7.1.5 Freedom of expression

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report table** | **Sheet name** | **Table title** |
| ALL | Table 9 | [FOEX\_ALL\_ALL\_1Y](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_ALL_ALL_1Y'!A1) | Freedom of expression (% positive rating, 2021) among all course levels from all provider types by level and stage of study |
| UG | Table 10 | [FOEX\_UG\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_UG_ALL_1Y_SG'!A1) | Freedom of expression (% positive rating, 2021) among undergraduates from all provider types by demographic and contextual group |
| UG |  | [FOEX\_UG\_UNI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_UG_UNI_1Y_SG'!A1) | Freedom of expression (% positive rating, 2021) among undergraduates from universities by demographic and contextual group |
| UG |  | [FOEX\_UG\_NUHEI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_UG_NUHEI_1Y_SG'!A1) | Freedom of expression (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC |  | [FOEX\_PGC\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_PGC_ALL_1Y_SG'!A1) | Freedom of expression (% positive rating, 2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | [FOEX\_PGC\_UNI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_PGC_UNI_1Y_SG'!A1) | Freedom of expression (% positive rating, 2021) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | [FOEX\_PGC\_NUHEI\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'FOEX_PGC_NUHEI_1Y_SG'!A1) | Freedom of expression (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |

## 7.2 Methodological tables

### 7.2.1 Overview and response rates

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2021 SES Methodological Report, which is available on the QILT website.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report table** | **Sheet name** | **Table title** |
| ALL | Table 11, Cut down | OV\_ALL\_ALL\_12-YY | Operational overview among all course levels from all provider types by year |
| ALL | Table 12, Combined and cut down | RR\_ALL\_UNI\_14-YY\_INST | Response rates among all course levels from universities by institution |
| ALL | Table 12, Combined and cut down | RR\_ALL\_NUHEI\_14-YY\_INST | Response rates among all course levels from non-university higher education institutes (NUHEIs) by institution |
| ALL |  | RR\_ALL\_ALL\_1Y\_INST | Response rates among all course levels from all provider types by provider type |
| ALL |  | RR\_ALL\_ALL\_12-YY\_INST | Response rates among all course levels from all provider types by provider type |

### 7.2.2 Response characteristics and representativeness

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Level** | **Report Table** | **Sheet name** | **Table Title** |
| UG | Table 13 | CHAR\_UG\_ALL\_1Y\_SG | Response characteristics (2021) among undergraduates from all provider types by demographic and contextual group |
| UG |  | CHAR\_UG\_UNI\_1Y\_SG | Response characteristics (2021) among undergraduates from universities by demographic and contextual group |
| UG |  | CHAR\_UG\_NUHEI\_1Y\_SG | Response characteristics (2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | Table 14 | CHAR\_PGC\_ALL\_1Y\_SG | Response characteristics (2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | CHAR\_PGC\_UNI\_1Y\_SG | Response characteristics (2021) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | CHAR\_PGC\_NUHEI\_1Y\_SG | Response characteristics (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 15 | CHAR\_UG\_ALL\_1Y\_AREA | Response characteristics (2021) among undergraduates from all provider types by 21 study areas |
| UG |  | CHAR\_UG\_UNI\_1Y\_AREA | Response characteristics (2021) among undergraduates from universities by 21 study areas |
| UG |  | CHAR\_UG\_NUHEI\_1Y\_AREA | Response characteristics (2021) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC | Table 16 | CHAR\_PGC\_ALL\_1Y\_AREA | Response characteristics (2021) among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | CHAR\_PGC\_UNI\_1Y\_AREA | Response characteristics (2021) among postgraduate coursework students from universities by 21 study areas |
| PGC |  | CHAR\_PGC\_NUHEI\_1Y\_AREA | Response characteristics (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG |  | CHARINT\_UG\_ALL\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among undergraduates from all provider types by 21 study areas |
| UG |  | CHARINT\_UG\_UNI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among undergraduates from universities by 21 study areas |
| UG |  | CHARINT\_UG\_NUHEI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC |  | CHARINT\_PGC\_ALL\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | CHARINT\_PGC\_UNI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from universities by 21 study areas |
| PGC |  | CHARINT\_PGC\_NUHEI\_1Y\_AREA | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG |  | CHARINT\_UG\_UNI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among undergraduates from universities by institution |
| PGC |  | CHARINT\_PGC\_UNI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from universities by institution |
| UG |  | CHARINT\_UG\_NUHEI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | CHARINT\_PGC\_NUHEI\_1Y\_INST | Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |

### 7.2.3 Confidence intervals and weighting

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Level** | **Report Table** | **Sheet name** | **Table Title** |
| UG |  | QOE\_UG\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among undergraduates from universities by institution |
| UG |  | QOE\_UG\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC |  | QOE\_PGC\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC |  | QOE\_PGC\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG |  | QOE\_UG\_NUHEI\_1Y\_INST\_FIG | Quality of entire educational experience (2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG |  | QOE\_UG\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | [QOE\_PGC\_NUHEI\_1Y\_INST\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOE_PGC_NUHEI_1Y_INST_FIG'!A1) | Quality of entire educational experience (2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC |  | [QOE\_PGC\_NUHEI\_1YP\_INST\_FIG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOE_PGC_NUHEI_1YP_INST_FIG'!A1) | Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| UG |  | [WEIGHT\_UG\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'WEIGHT_UG_ALL_1Y_SG'!A1) | Comparison of raw and weighted percentage positive scores (2021) among undergraduates from all provider types by demographic and contextual group |
| PGC |  | [WEIGHT\_PGC\_ALL\_1Y\_SG](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'WEIGHT_PGC_ALL_1Y_SG'!A1) | Comparison of raw and weighted percentage positive scores (2021) among postgraduate coursework students from all provider types by demographic and contextual group |
| UG |  | [WEIGHT\_UG\_ALL\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'WEIGHT_UG_ALL_1Y_AREA'!A1) | Comparison of raw and weighted percentage positive scores (2021) among undergraduates from all provider types by 21 study areas |
| PGC |  | [WEIGHT\_PGC\_ALL\_1Y\_AREA](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'WEIGHT_PGC_ALL_1Y_AREA'!A1) | Comparison of raw and weighted percentage positive scores (2021) among postgraduate coursework students from all provider types by 21 study areas |
| UG | Table 17 | [QOEQOT\_UG\_ALL\_1Y\_SG\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_UG_ALL_1Y_SG_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from all provider types by demographic and contextual group |
| UG |  | [QOEQOT\_UG\_UNI\_1Y\_SG\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_UG_UNI_1Y_SG_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by demographic and contextual group |
| UG |  | [QOEQOT\_UG\_NUHEI\_1Y\_SG\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_UG_NUHEI_1Y_SG_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | Table 18 | [QOEQOT\_PGC\_ALL\_1Y\_SG\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_PGC_ALL_1Y_SG_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC |  | [QOEQOT\_PGC\_UNI\_1Y\_SG\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_PGC_UNI_1Y_SG_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by demographic and contextual group |
| PGC |  | [QOEQOT\_PGC\_NUHEI\_1Y\_SG\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_PGC_NUHEI_1Y_SG_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 19 | [QOEQOT\_UG\_ALL\_1Y\_AREA\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_UG_ALL_1Y_AREA_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from all provider types by 21 study areas |
| UG |  | [QOEQOT\_UG\_UNI\_1Y\_AREA\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_UG_UNI_1Y_AREA_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by 21 study areas |
| UG |  | [QOEQOT\_UG\_NUHEI\_1Y\_AREA\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_UG_NUHEI_1Y_AREA_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC | Table 20 | [QOEQOT\_PGC\_ALL\_1Y\_AREA\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_PGC_ALL_1Y_AREA_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from all provider types by 21 study areas |
| PGC |  | [QOEQOT\_PGC\_UNI\_1Y\_AREA\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_PGC_UNI_1Y_AREA_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by 21 study areas |
| PGC |  | [QOEQOT\_PGC\_NUHEI\_1Y\_AREA\_CI](file:///C%3A%5CUsers%5Cpmalhotra%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.MSO%5CF039E3B0.xlsx#'QOEQOT_PGC_NUHEI_1Y_AREA_CI'!A1) | Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |

1. The number of universities increased from 41 in 2020 to 42 in 2021. This is due to Avondale University (previously known as Avondale University College) being accredited as a university in 2021. Prior to 2021, Avondale University participated as a non-university higher education institution (NUHEI) in the SES. [↑](#footnote-ref-2)
2. ‘How would you evaluate your entire educational experience at this institution?’ [↑](#footnote-ref-3)
3. Indiana University. (2021). NSSE 2021 Overview. Retrieved 18 Jan. 2022, from https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html [↑](#footnote-ref-4)
4. ‘Overall, I am satisfied with the quality of the [this] course.’ [↑](#footnote-ref-5)
5. HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\_nss.html](http://www.thestudentsurvey.com/the_nss.html). [↑](#footnote-ref-6)
6. 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/. Indiana University. (2020). COVID-19 and Your Survey Administration. Retrieved 24 Nov., 2020, from nsse.indiana.edu/nsse/about-nsse/covid.html. [↑](#footnote-ref-7)