

# 2022 Key Findings Student Experience Survey

A study of current higher education students in Australia focusing on aspects of the student experience that are measurable and linked with learning and development outcomes.

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

**233,916** valid online survey responses (student level)

**37.0%** response rate achieved

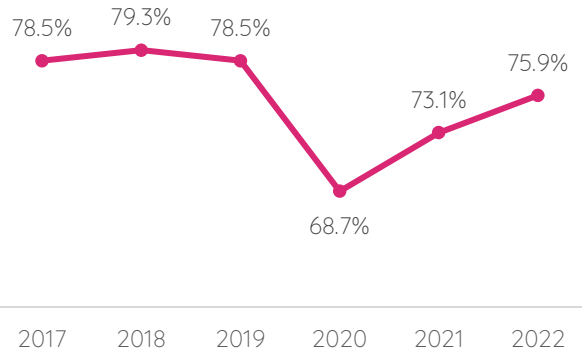
## Undergraduate Results

### The student experience

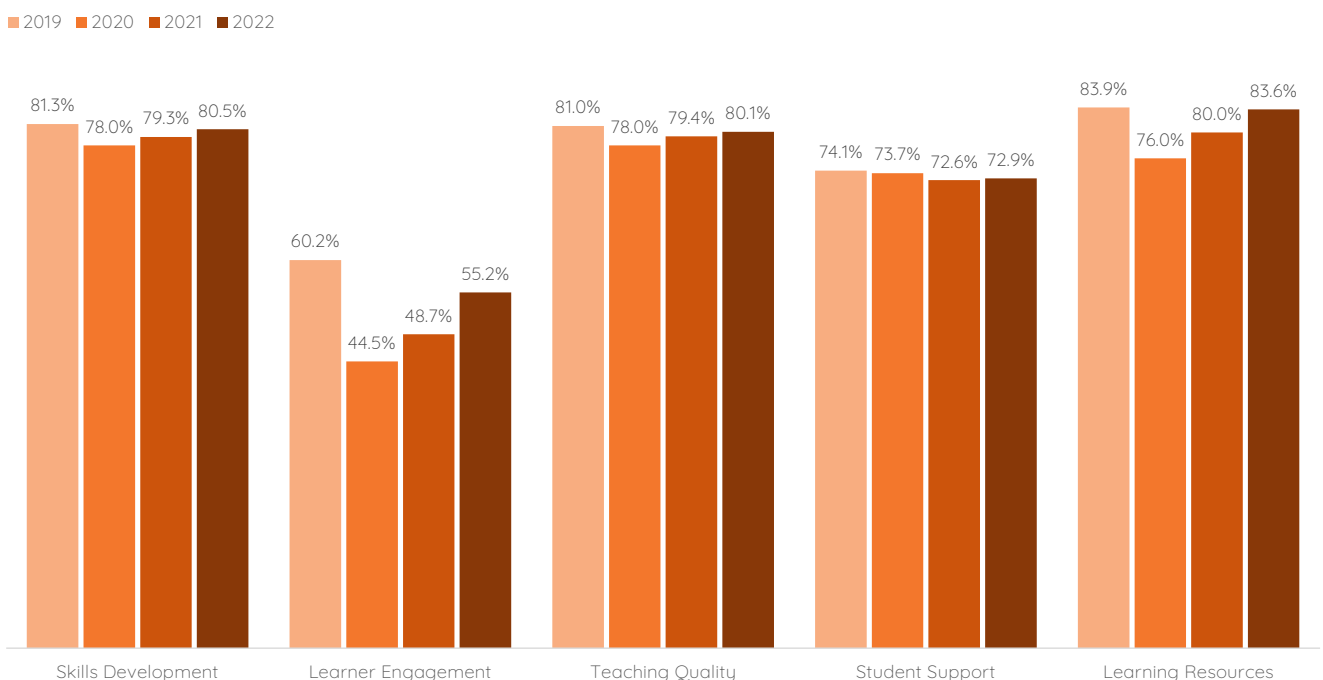
Prior to 2020, results from the SES had shown remarkable stability. However, in 2020 a sharp reduction in positive ratings was reported. By 2021, student ratings improved somewhat as institutions and students adapted to the changing teaching and learning environment.

This upward trend has continued in 2022, with most focus areas largely recovering to the levels seen in 2019, with the exception of Learner Engagement and Student Support.

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



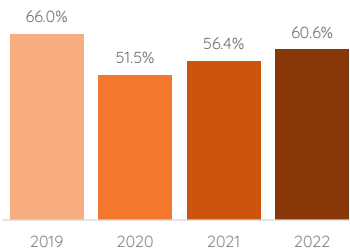
Undergraduate focus area scores, 2019-2022 (% positive rating)



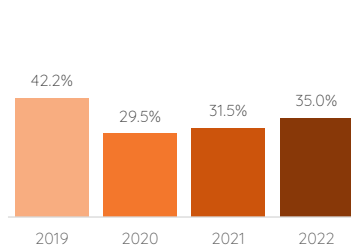
# Learner Engagement

Overall ratings for Learner Engagement increased by 4.2 percentage points from 2020 to 2021 and 6.5 percentage points from 2021 to 2022. Ratings have yet to return to the 60 per cent or above ratings seen in 2019 and years prior. Ratings of some aspects of Learner Engagement, such as participating in online or face-to-face discussions have not only recovered but actually exceeded 2019 ratings. However, other aspects have yet to recover, including working with other students as part of study, interacting with students outside of study requirements and having a sense of belonging to the institution.

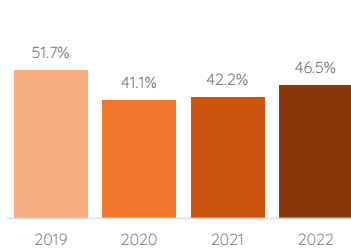
**Worked with other students as part of your study**



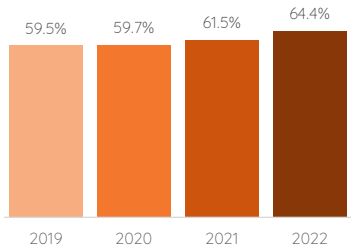
**Interacted with students outside study requirements**



**Had a sense of belonging to your institution**



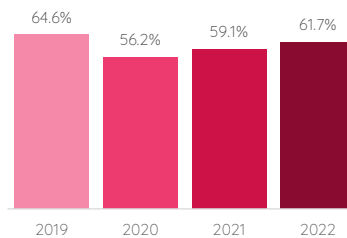
**Participated in discussions online or face-to-face**



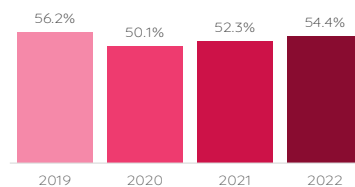
# Skills Development

There has been less change to ratings of the Skills Development focus area during the past three years than has been seen in other aspects of the student experience and it continued to be one of the highest rated in 2022, with just over 80 per cent of undergraduate students rating this positively.

However, the two items most closely aligned to Learner Engagement, 'Developed ability to work effectively with others' and 'Developed spoken communication skills', have had the most variation of the eight underlying items that make up the Skills Development focus area, and neither have returned to the levels seen in 2019.



**Developed ability to work effectively with others**

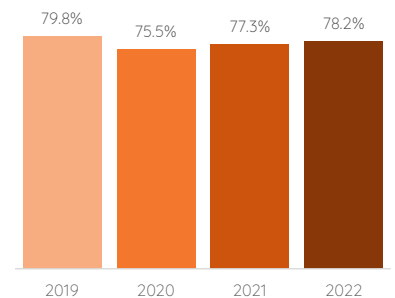


**Developed spoken communication skills**

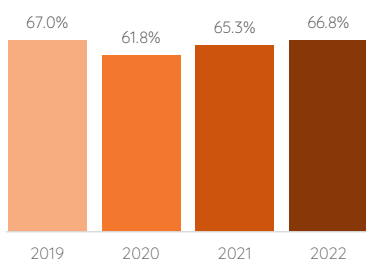
# Teaching Quality

Ratings of Teaching Quality have remained relatively stable throughout the past three years. Some aspects such as the structure and focus of the course, the way teachers engaged students and the quality of teaching did decline in 2020 but have mostly returned to the same levels seen historically. Teachers commenting on students' work in ways that helped them learn continues to be rated much lower than other aspects.

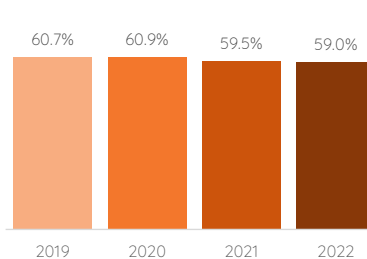
**Quality of teaching**



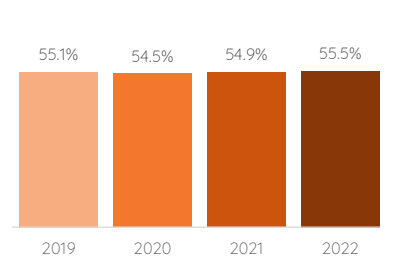
**Study well structured and focused**



**Teachers demonstrated concern for student learning**



**Teachers commented on your work in ways that help you learn**

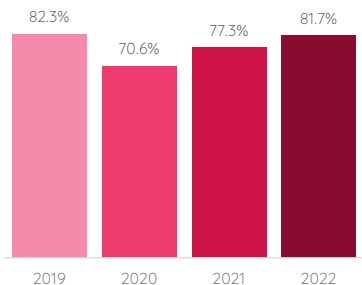


\* Please note these are only selected items - please refer to Appendix 6 in the 2022 SES National Report for full details

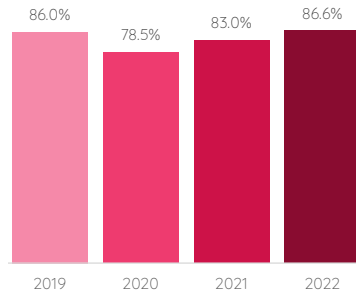
## Learning Resources

The Learning Resources focus area has historically been rated most positively by students. Ratings were substantially impacted by the COVID-19 pandemic but have recovered in 2022 as campuses have re-opened and students have adjusted to the new learning environment.

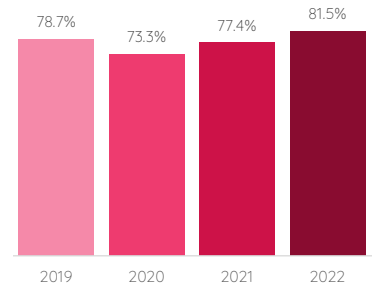
**Quality of laboratory or studio equipment**



**Quality of the teaching spaces**



**Quality of student spaces and common areas**

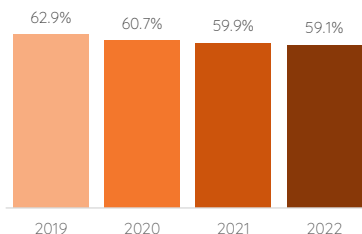


## Student Support

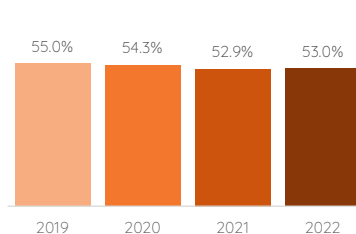
The Student Support focus area showed a high degree of consistency from 2019 to 2022 compared with other focus areas and actually experienced a small increase between 2019 and 2020. However, it has been declining slightly since then.

The availability of administrative staff or systems has seen the biggest decrease over the four year period, dropping 3.8 percentage points below 2019 levels. Other aspects such as the availability of support services and support received from institutions to settle into study increased marginally in 2022 but still remain below 2019 levels.

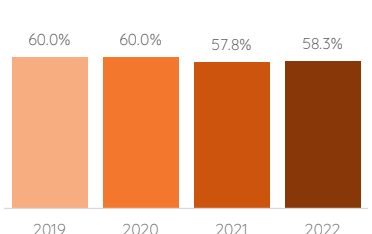
**Administrative staff or system: available**



**Support services: available**



**Received support from institution to settle into study**

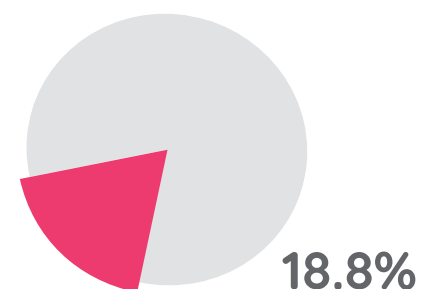


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## Considered leaving

Overall, 18.8 per cent of undergraduate students indicated that they had considered leaving their institution in 2022. Students who considered leaving their institution were asked to indicate why they had considered doing so.

The top three reasons cited were 'Health and stress', 'Study / life balance' and 'Workload difficulties'.



### Top reasons why students had considered leaving their institution, 2022

Health or stress  
51.1%



Study / life balance  
33.5%



Work load difficulties  
28.4%



\* Students who considered leaving their institution could select as many reasons as they wished from a list of 30 possible reasons