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.

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.

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.

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.

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

To explore results from the 2022 SES, visit https://www.qilt.edu.au/surveys/student-experience-survey-(ses)