

2018 Offshore Higher Education Student Survey



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Executive Summary

In 2018, the Department of Education and Training supported a first-ever satisfaction survey for students enrolled offshore in higher education programs. The project was fully funded by the Enabling Growth and Innovation program.

Eighteen Australian universities and one private non-university higher education provider participated, together with 43 offshore partner institutions (see Appendix 1). The survey captured responses from 8,342 students across 11 countries between April and June 2018. Not all students were citizens of the countries they studied in. In total, 72 per cent of student respondents were local and 28 per cent were from another country.

Offshore programs included in the survey ranged from large branch campuses with thousands of students to niche programs with fewer than 100 enrolled students. Individual study location reports included benchmarking of results against programs of similar sizes and types, and against other programs in the same country.¹

The survey investigated decision factors and influences underlying students' decisions about where to study, with four main sections of the survey seeking responses on students' arrival, learning, living and support experiences. Students were also asked about their plans for the future.

Key findings of the survey were that reputation, family, friends and institutional websites are the key factors influencing prospective offshore students when they are deciding where to study. Students' future plans were mainly focused on employment, although few (1%) were planning to pursue employment in Australia. Of the 23 per cent planning to undertake further study, just 5 per cent were planning to do that study in Australia.

Table 1. Key factors influencing offshore students to decisions to study an Australian courses and key sources of advice influencing that decision

Decision factors	Proportion of respondents
A qualification from this university	97%
Reputation of this institution	95%
Earning potential of my chosen degree	95%
Influences	Proportion of respondents
Family	46%
Friends	38%
Institution website	26%

Overall satisfaction scores were generally positive, with some variation between study locations noted in the report. A detailed PowerPoint based report of findings also accompanies this report (Attachment 1).

¹ Country benchmarks were created where enough programs existed to maintain the anonymity and confidentiality of individual program results.

Headline Results

- 8,342 students enrolled in 43 offshore programs of Australian higher education institutions responded to the offshore higher education student survey in 2018;
- Reputation, family, friends and institutional websites are the key factors influencing prospective students when they are deciding where to pursue higher education studies. This is true for students planning to stay at home to study a foreign degree as much as it is for students planning to study overseas; and
- Student satisfaction with how well their program is organised, including how well institutions assist new students to understand program structures, has a high correlation with students' propensity to recommend their institution to others.



Introduction

Australia has a long tradition of seeking to give international students opportunities to provide feedback on their study experience with Australian courses and institutions. This feedback from international students guides policy development and the feedback from students to the institutions they are enrolled with drives quality improvement in teaching and student support services. Since 2010, Australia has conducted an onshore international student satisfaction survey on a biennial basis. In 2018, this approach was extended to students studying Australian higher education (HE) courses offshore at locations including Malaysia, Singapore and China. This project was fully funded through the Australian Government Department of Education and Training's Enabling Growth and Innovation program.

Methodology

This offshore higher education student survey project defined:

- **an offshore HE student** as a person residing overseas and enrolled with Australian education providers and/or their partnering organisations delivering Australian HE programs; and
- **HE programs** as programs leading to an Australian Qualifications Framework (AQF) qualification in the HE sector (award programs), as well as some non-award programs, delivered to students located in another country by public or private HE providers, through standalone or partnerships arrangements. For the purposes of this project, the HE programs considered were all delivered in the calendar year 2018.

All Australian higher education providers were invited to participate in the survey. Eighteen Australian universities and one private non-university HE provider participated with the agreement of 43 offshore partners incorporating branch campuses, offshore partners and other providers delivering Australian courses². These providers reported hosting 36,523 students enrolled in Australian HE programs or partnership programs across 11 countries – Singapore, Malaysia, China, Hong Kong, Mauritius, Sri Lanka, Papua New Guinea, Vietnam, Bhutan, New Zealand and the United Arab Emirates. All those students were invited to participate in the survey and 8,342 students responded representing a response rate of 23 per cent. Of all respondents, 72 per cent were local to the offshore locations they studied at, while 28 per cent were from another country. The 23 per cent response rate was similar to the 24 per cent response rate among students responding to the equivalent onshore international student survey conducted biennially in Australia.

Only two of the 43 participating locations reported delivering courses to online students, which was not considered an adequate sample size for analysis as a separate cohort. Those online students were studying award courses.

Headline result

8,342 students enrolled in 43 offshore programs of Australian higher education institutions responded to the offshore higher education student survey undertaken between April-June 2018.

² See Attachment 1 for details of all participating institutions and partners.

The 43 offshore study locations included six Australian university branch campuses and a range of partnership arrangements with foreign education providers. Program delivery arrangements were defined as follows:

- | | |
|----------------------------------|--|
| • 14 niche programs | 1-99 enrolled students |
| • 14 small programs | 100-499 enrolled students |
| • 7 medium programs | 500-1,999 enrolled students |
| • 2 large programs | 2,000+ enrolled students |
| • 6 branch campuses ³ | as designated by the parent university |

Benchmarks for the measurement and comparison of satisfaction scores were established by program type, as above, and by country. Detailed findings are contained in the PowerPoint –based report at Attachment 1.

The survey was conducted fully online between April and June 2018 and de-identified results were provided to participating institutions in November 2018. Full details of the survey methodology and data presentation, including the benchmarking approaches applied, are described in attachments to this report.



³ Curtin Mauritius; Curtin University, Malaysia; Curtin Singapore; James Cook University Singapore; Monash Malaysia; Swinburne University of Technology Sarawak.

Results

Seven headline results summarise the outcomes of the survey (Table 2):

Table 2. Headline Results

	Respondent breakdown by country (local + non local to study location)					
	Total Offshore	Malaysia	Singapore	China	Hong Kong	Other
Overall Satisfaction	86%	86%	87%	85%	85%	90%
Arrival	91%	90%	94%	84%	93%	99%
Learning	84%	83%	86%	86%	85%	90%
Living	88%	86%	91%	87%	84%	90%
Support	87%	87%	88%	91%	84%	89%
Happiness	87%	86%	88%	88%	89%	93%
Recommendation	70%	69%	67%	75%	67%	83%
Number of respondents	8,342	4,220	2,445	715	248	714

Red cells indicate the lowest scores for each category and green cells the highest

The 'Total Offshore' column provides the aggregate results for all 43 programs in all 11 countries. Only four country locations had sufficient responses to be reported separately (Malaysia, Singapore, China and Hong Kong). The remaining responses from the seven other country locations are aggregated within the 'Other' column.

'Overall satisfaction' provides the results in response to the question: *"Overall, how satisfied are you with all aspects of your experience at your university?"* For all offshore higher education students, 86 per cent of respondents were either satisfied or very satisfied with their experience.

'Arrival, Learning, Living and Support' summarise responses to one overarching question at the beginning of each section of the survey, for example: *"Overall, how satisfied are you with the arrival experience?"* In Singapore, 94 per cent of respondents were either satisfied or very satisfied with their arrival experience.

Students were also asked how happy they were with their life as a university student so far. The happiness question is intended to provide some insight into students' general well-being.

The summary results in the table show that student satisfaction levels are generally high in the seven aggregated countries, although in most cases these are smaller programs where survey satisfaction levels will often tend to be higher. Satisfaction with the living experience was highest in Singapore, and satisfaction with support service provision was highest in China.

'Recommendation' represented students' likely propensity to recommend their institution to others. Overall, 70 per cent of all respondents indicated they would either encourage or actively encourage others to study at their institution. A large proportion (24%) of students preferred to say they would neither encourage nor discourage other students to apply to study with their institution, leaving only 6 per cent who would have actively discouraged other students.

Decision factors and influences

The top three decision factors for offshore and onshore students in deciding to undertake an Australian higher education program are summarised in the table below. A comparison with findings from an equivalent survey of onshore international students studying in Australian universities in 2018 is included. Note the top 2 decision factors were the same for onshore and offshore students.

Table 3. Decision Factors – Offshore vs Onshore Students

Top 3 Decision Factors – 2018 Offshore higher education student survey ⁴	Top 3 Decision Factors – 2018 Onshore international student survey
Reputation of a qualification from this university (important or very important for 97% of respondents)	Reputation of a qualification from this university (important or very important for 95% of respondents)
Reputation of this institution (95%)	Reputation of this institution (95%)
Earning potential of a degree from this institution (95%)*	Reputation of this country (94%) [#]

**This was ranked 5th in the onshore survey (93% of respondents),*

#This was ranked 8th in the offshore survey (90% of respondents)

It is apparent from these findings that reputation factors are as important for students in Australia's offshore HE programs as they are for international students studying onshore at Australian universities. In terms of positioning, branding and marketing messages, this is an important finding for Australia's offshore education sector reputation matters to prospective students. Earning potential was more important factor to offshore students than onshore students, while country reputation was more important to onshore students than offshore students.

Students were also asked who or what helped them to decide to undertake an Australian higher education program. Again results of this offshore survey were compared with equivalent findings from a survey of onshore Australian university students.

Table 4. Influences – Offshore vs Onshore Students

Top 3 Influences – 2018 Offshore higher education student survey	Top 3 Influences – 2018 Onshore international student survey
Family (cited by 46% of respondents)*	Education agent (55% of respondents) [#]
Friends (38%)	Institution website (36%)
Institution website (26%)	Friends (30%)

**This was ranked 4th in the onshore survey (28% of respondents),*

#This was ranked 9th in the offshore Survey (14% of respondents)

Friends and an institutional website were common influences on students whether they were considering studying an Australian HE program onshore or offshore. Family was the top influence for the offshore students, though still important for onshore students. Education agents, the biggest influence on students studying onshore in Australia, were not a substantial influence on offshore

⁴This survey also attempted to establish whether students regarded offshore study as a pathway to onshore study, but did not find clear evidence that this was the case. See 'Future Plans' later in the report.

students, no doubt reflecting the fact that most of the offshore students responded to the survey were local to their country of study and therefore unlikely to have needed an agent.

Headline result

Reputation, family, friends and institutional websites are the key factors influencing prospective students when they are deciding where to pursue higher education studies. This is true for students planning to stay at home to study a foreign degree as much as it is for students planning to study overseas.

Australian program choice

An Australian study program was the first choice for more than half (53%) of offshore students surveyed and of those, 55 per cent said they had not considered studying a program from any other country.

Programs from the United Kingdom were the most prominent alternative reported amongst those offshore students who said they had considered a program from another country (40%), followed by US programs (30%) and Singapore (23%) (Table 5).

Table 5. Other country programs considered by offshore higher education students for international study

Top 10 Country programs considered	Proportion of offshore higher education respondents
The United Kingdom	40%
The United States of America	30%
Singapore	23%
Canada	21%
New Zealand	15%
Austria	13%
Germany	12%
Japan	11%
Malaysia	9%
China	8%

Propensity to recommend

Table 6 indicates the proportion of student respondents who indicated the likelihood of them recommending the study program they were enrolled with to others. The overall score for all respondents and for the larger study locations are provided.

Overall, 70 per cent of offshore student respondents indicated they would have encouraged or actively encouraged other people to undertake their study program. For the aggregated 'Other' countries, this measure was 83 per cent reflecting generally the higher satisfaction reported by students in smaller programs.

Table 6. Propensity to recommend by partner location

	Respondent breakdown by country (local + non local to study location)					
	Total Offshore	Malaysia	Singapore	China	Hong Kong	Other
I would actively encourage people to apply	20%	17%	17%	27%	21%	42%
If asked, I would actively encourage people to apply	50%	52%	50%	48%	46%	41%
I would neither encourage nor discourage people to apply	24%	25%	25%	19%	26%	14%
If asked, I would discourage people from applying	5%	4%	5%	4%	6%	3%
I would actively discourage people from applying	2%	2%	2%	1%	1%	1%
Number of respondents	6,623	3,327	1,871	657	192	576

What matters to students?

Analysis was undertaken to understand the impact of different elements of students' study experience on their propensity to recommend their institution to other students. In other words, for institutions wanting to encourage word of mouth referrals, do certain aspects of a student's study experience have more impact on their propensity to recommend than others?

Each student's satisfaction scores (for each of the Arrival, Learning, Living and Support elements) were correlated with their likelihood to recommend their institution. A high correlation (positive or negative) means that satisfaction scores for that element are strongly related to the likelihood to recommend. This helps identify which factors are most valued by students and can help institutions to prioritise actions to improve student satisfaction levels.

Arrival

The top three individual elements of the arrival experience that correlate most strongly with students' propensity to recommend their institution are set out in the following table.

Table 6. Arrival elements most strongly related to *propensity to recommend*

Arrival element
Understanding how my program of study would work
Institution orientation
Formal welcome at the institution

'Students' satisfaction with *understanding how their program of study will work* on commencement of their studies incorporates their *orientation* to the program of study as well as a *formal welcome*. These related elements feature consistently across institutions and education sectors as having a strong relationship with word of mouth referrals. The strong correlation with *propensity to recommend* suggests a focus to imbue understanding of a study program to new students would have a positive impact on an institutions' word of mouth referrals - more so than a focus on improving other aspects of students' arrival experience.

Learning

The top three individual elements of the learning experience that correlate most strongly with students' propensity to recommend their institution to others are set out in the following table.

Table 7. Learning elements most strongly related to *propensity to recommend*

Learning element
The quality of lectures (<i>UG & PGCW</i>)
The organisation and smooth running of the program (<i>UG & PGCW</i>)
Learning that will help me get a good job

The *quality of lectures* and students' belief that they are learning something that will adequately prepare them to search for a *good job* have strong correlations with students' propensity to recommend their institution to others. Program *organisation* is an extension of the arrival experience, i.e. the experience (as distinct from the expectation) of program administration and how it impacts students' lives. The lesson for institutions from these three elements is that the learning and study outcomes are as important to students as the manner in which academic programs are administered and delivered.

Headline result

Student satisfaction with how well their program is organised, including how well institutions assist new students to understand program structures, has a high correlation with students' propensity to recommend their institution to others.

Living

The top three individual elements of the living experience that correlate most strongly with students' propensity to recommend their institution to others are set out in the following table.

Table 8. Living elements most strongly related to *propensity to recommend*

Living element
Making good contacts for the future
The social facilities (common room etc.)
The design and quality of the campus buildings (what they look like, internal quality, functionality and beauty)

Good contacts reflects the sense that students want to get more out of their program of study than a qualification. They want to make contacts with other students that they can carry forward into their personal and professional lives when their studies are over. *Social facilities* are the spaces in which those good contacts can be developed, and the look and feel of *campus buildings* reflect student feelings about their place of study as somewhere they can make connections and spend time in academic as well as social pursuits.

Support

The top three individual elements of the support experience that correlate most strongly with students' propensity to recommend their institution to others are set out in the following table.

Table 9. Support elements most strongly related to *propensity to recommend*

Support element ⁵
Graduate School
Academic Learning Unit
Careers Service

Graduate School is a support service only accessed by postgraduate students, and as such only postgraduate students were asked to rate *Graduate School* service provision in the survey. The correlation between satisfaction with *Graduate School* services and propensity to recommend is extremely high, almost uniformly in surveys of this type whether for offshore or onshore students, international or domestic. This reflects the importance postgraduate students place on an administrative structure that caters for their specific needs, and consequently virtually requires institutions to ensure that the structure is in place and working well. Similarly, an *Academic Learning Unit's* importance in supporting students' study programs is critical to overall student satisfaction. *Careers Services* rates service delivery by careers advisory resources at offshore study locations and reflects the importance students place on realising tangible career outcomes from their study experience.

⁵ Disability Support recorded the third highest correlation between satisfaction levels and propensity to recommend, but from very low respondent numbers, so was excluded from the above analysis because of its limited applicability.

Future Plans

Nearly half (41%) of offshore higher education student respondents plan to enter employment upon completion of their current studies, 17 per cent plan to enter long term employment in the same country they are studying in and just one percent plan on finding employment in Australia. 23 per cent of offshore students enrolled in Australian HE programs plan to undertake further studies on completion of their current program but only 5 per cent of respondents plan to undertake further studies in Australia.

One third (33%) of students in offshore programs are planning to go travelling or are as yet undecided as to what they will do when they finish their current program of studies. Less than one percent of students in offshore programs are planning to migrate or seek permanent residence in Australia.



Key messages

The Offshore higher education student survey provides some key messages that academic and administrative staff can use to guide efforts to improve the attractiveness of their programs and improve satisfaction with aspects of the student experience.

- Quality and reputation indicators are critical for use in marketing and positioning for Australia's offshore higher education programs.
- Family and friends are key influences in the decision process about where to study.
- Prospective students for offshore programs have significant local and international choice of institutions and programs. Australia's offshore higher education programs operate in a very competitive environment.
- At 86 per cent, overall satisfaction with the study experience in Australian offshore higher education programs is a good outcome.
- The Arrival experience is particularly positive (91% satisfaction).
- Overall satisfaction with the learning experience (84%) suggests this is an area needing further attention.
- Student satisfaction with how well their program is organised, including how well institutions assist new students to understand program structures, has a strong correlation with students' propensity to recommend their institution to others.

Broadly, the things that offshore students value are connecting with others on arrival and during their study programs, as well as clear explanation of their study program, including progress expectations and assessment.

Learning related indicators and learning outcomes:

- being made to feel welcome;
- program content and program organisation;
- making good contacts for the future;
- social facilities and campus buildings;
- academic support structures across study levels;
- developing employment skills;
- career guidance.

Appendices

1. Participating Australian institutions

Australian Institute of Business	RMIT University
University of Canberra	Southern Cross University
Central Queensland University Australia	Swinburne University of Technology
Curtin University	University of Southern Queensland
Deakin University	University of Tasmania
Edith Cowan University	Victoria University
James Cook University	The University of Western Australia
La Trobe University	University of Wollongong
Monash University	Western Sydney University
Murdoch University	

2. Offshore study locations

Offshore study location	Australian Institution
Australian Institute of Business	Australian Institute of Business
Central Queensland University	Central Queensland University Australia
Curtin Mauritius	Curtin University
Curtin University, Malaysia	Curtin University
Curtin Singapore	Curtin University
Deakin University	Deakin University
Australian College of Business & Technology, Sri Lanka	Edith Cowan University
Emirates Group	Edith Cowan University
Ho Chi Minh City Open University	Edith Cowan University
International Sports Academy	Edith Cowan University
Zhejiang Normal University	Edith Cowan University
James Cook University Singapore	James Cook University
East China Normal University	La Trobe University
Hanoi University	La Trobe University
PSB Academy, Singapore (LTU)	La Trobe University
Monash University Malaysia	Monash University
Kaplan Singapore	Murdoch University
School for Higher and Professional Education (SHAPE)	RMIT University
Singapore Institute of Management, RMIT	RMIT University

Institute of Business Studies, Papua New Guinea	Southern Cross University
Swinburne University of Technology Sarawak Campus	Swinburne University of Technology
Hong Kong University SPACE International College	The University of Western Australia
Hwa Chong Institution	The University of Western Australia
East China University of Science & Technology	University of Canberra
Hong Kong Baptist University, Canberra	University of Canberra
Ningbo University	University of Canberra
Royal Institute of Management	University of Canberra
Universitas Asia	University of Canberra
Han Chiang University College of Communication	University of Southern Queensland
SEGi University	University of Southern Queensland
UUNZ Institute of Business	University of Southern Queensland
Hong Kong Universal Ed	University of Tasmania
Shanghai Ocean University	University of Tasmania
Central China Normal University	University of Wollongong
INTI International College, Kuala Lumpur	University of Wollongong
INTI International College, Penang	University of Wollongong
INTI International College, Subang	University of Wollongong
PSB Academy, Singapore (UoW)	University of Wollongong
Singapore Institute of Management, UoW	University of Wollongong
UoW College Hong Kong	University of Wollongong
Sunway University and Sunway College	Victoria University
Hong Kong Baptist University, WSU	Western Sydney University
University of Economics, Ho Chi Minh City	Western Sydney University

Attachments

Attachment 1: Australia Offshore 2018 National Presentation Report



Offshore International Student Satisfaction Survey (ISSS)

2018

Summary

[Survey Overview](#)

[Headline Results](#)

[Survey Response](#)

Pre-Arrival

[Decision Factors](#)

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Experience

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[Learning](#)

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[Living](#)

[Support](#)

Appendix

[Questionnaire](#)

[i-graduate 2018/19](#)

[Contact Us](#)



Core questionnaire covering arrival, learning, living, support, recommendation, application and choice of university



Semi-standardised online questionnaire format, customised for each partner



Students invited to feedback from April to June 2018



Results compared against the national onshore international student benchmark

Offshore ISSS summary



18 universities and 1 private college participated, fully funded by DET under the Enabling Growth and Innovation (EGI) program



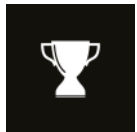
43 offshore locations, 11 countries



8,342 respondents – 72% local, 28% not local (to study location)



6 branch campuses, 15 niche partnerships, 12 small partnerships, 8 medium partnerships and 2 large partnerships



Benchmarks – by country, size / type of program

Australia onshore 89% satisfaction v 86% Australia offshore

Offshore ISSS Program Categories



Niche program = location with 1-99 enrolled students



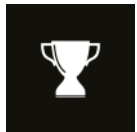
Small program = location with 100-499 enrolled students



Medium program = location with 500-1,999 enrolled students



Large program = location with 2,000+ enrolled students



Branch campus

Participating Australian institutions (19)

**8,342 respondents**

Australian Institute of Business	RMIT University
University of Canberra	Southern Cross University
CQUniversity Australia	Swinburne University of Technology
Curtin University	University of Southern Queensland
Deakin University	University of Tasmania
Edith Cowan University	Victoria University
James Cook University	The University of Western Australia
La Trobe University	University of Wollongong
Monash University	Western Sydney University
Murdoch University	



Partner Name	Australian University
Australian Institute of Business	Australian Institute of Business
CQUniversity	CQUniversity Australia
Curtin Mauritius	Curtin University
Curtin University, Malaysia	Curtin University
Curtin Singapore	Curtin University
Deakin University	Deakin University
Australian College of Business & Technology, Sri Lanka	Edith Cowan University
Emirates Group	Edith Cowan University
Ho Chi Minh City Open University	Edith Cowan University
International Sports Academy	Edith Cowan University
Zhejiang Normal University	Edith Cowan University
James Cook University Singapore	James Cook University
East China Normal University	La Trobe University
Hanoi University	La Trobe University
PSB Academy, Singapore (LTU)	La Trobe University
Monash University Malaysia	Monash University
Kaplan Singapore	Murdoch University
School for Higher And Professional Education (SHAPE)	RMIT University
Singapore Institute of Management, RMIT	RMIT University
Institute of Business Studies, Papua New Guinea	Southern Cross University
Swinburne University of Technology Sarawak Campus	Swinburne University of Technology

Partner Name	Australian University
Hong Kong University SPACE International College	The University of Western Australia
Hwa Chong Institution	The University of Western Australia
East China University of Science & Technology	University of Canberra
Hong Kong Baptist University, Canberra	University of Canberra
Ningbo University	University of Canberra
Royal Institute of Management	University of Canberra
Universitas Asia	University of Canberra
Han Chiang University College of Communication	University of Southern Queensland
SEGi University	University of Southern Queensland
UUNZ Institute of Business	University of Southern Queensland
Hong Kong Universal Ed	University of Tasmania
Shanghai Ocean University	University of Tasmania
Central China Normal University	University of Wollongong
INTI International College, Kuala Lumpur	University of Wollongong
INTI International College, Penang	University of Wollongong
INTI International College, Subang	University of Wollongong
PSB Academy, Singapore (UoW)	University of Wollongong
Singapore Institute of Management, UoW	University of Wollongong
UoW College Hong Kong	University of Wollongong
Sunway University and Sunway College	Victoria University
Hong Kong Baptist University, WSU	Western Sydney University
University of Economics, Ho Chi Minh City	Western Sydney University



ISB (56,376)	
Australian Catholic University	Murdoch University
The University of Adelaide	Queensland University of Technology
The Australian National University	RMIT University
Bond University	Southern Cross University
University of Canberra	Swinburne University of Technology
Charles Darwin University	The University of Sydney
CQUniversity Australia	The University of New England
Curtin University	University of South Australia
Deakin University	University of Newcastle
Edith Cowan University	The University of New South Wales
Federation University Australia	The University of Queensland
Flinders University	University of Southern Queensland
Griffith University	University of Tasmania
James Cook University	University of Technology Sydney
La Trobe University	The University of Western Australia
Macquarie University	University of Wollongong
University of Melbourne	Western Sydney University
Monash University	

Universities in bold surveyed international and domestic students

Headline results



Country	AUS Offshore	Malaysia	Singapore	China	HK	Other
Recommendation	70%	69%	67%	75%	67%	83%
Overall satisfaction	86%	86%	87%	85%	85%	90%
Arrival	91%	90%	94%	84%	93%	99%
Learning	84%	83%	86%	86%	85%	90%
Living	88%	86%	91%	87%	84%	90%
Support	87%	87%	88%	91%	84%	89%
Happiness	87%	86%	88%	88%	89%	93%



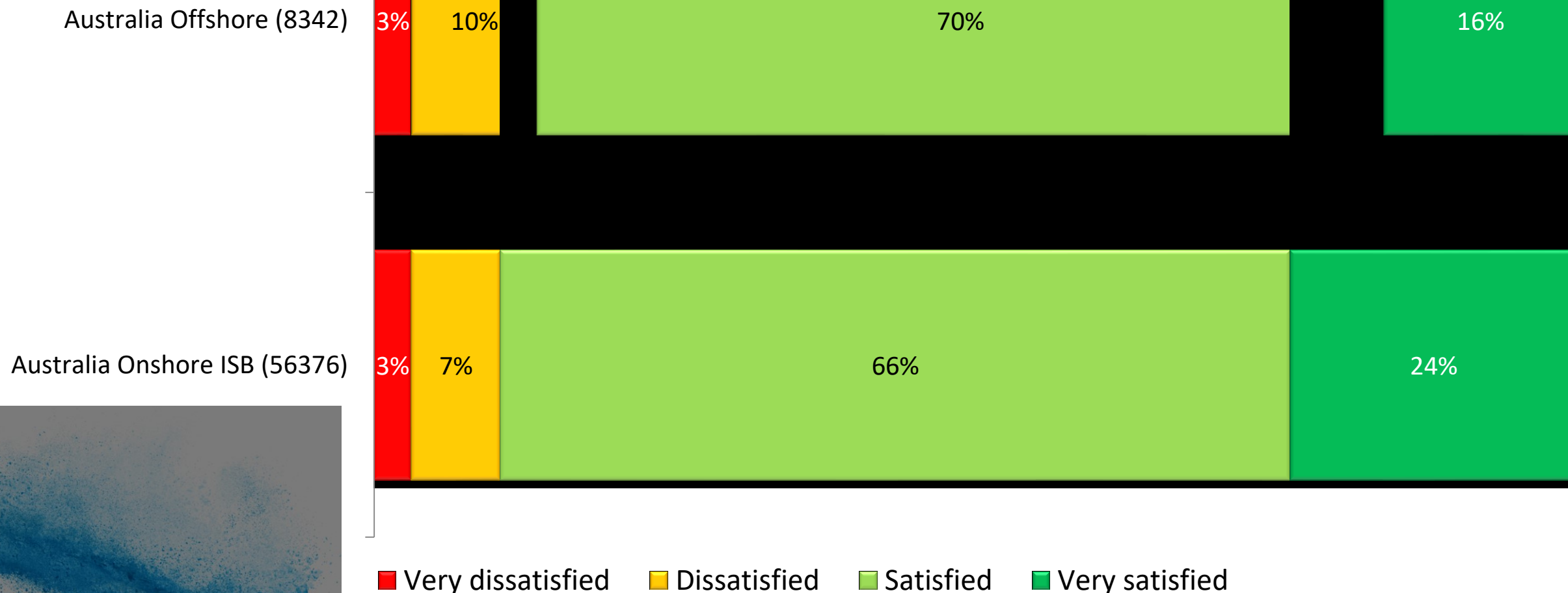
Australia Offshore (6,623)		Australia Onshore ISB (43,435)
20%	I would actively encourage people to apply	33%
50%	If asked, I would encourage people to apply	45%
24%	I would neither encourage nor discourage people to apply	16%
5%	If asked, I would discourage people from applying	3%
2%	I would actively discourage people from applying	2%

Propensity to recommend

by partner location



Australia Offshore (6,623)		Australia Onshore ISB (43,435)	Malaysia (3,327)	Singapore (1,871)	China (657)	Hong Kong (192)	Other (576)
20%	I would actively encourage people to apply	33%	17%	17%	27%	21%	42%
50%	If asked, I would encourage people to apply	45%	52%	50%	48%	46%	41%
24%	I would neither encourage nor discourage people to apply	16%	25%	25%	19%	26%	14%
5%	If asked, I would discourage people from applying	3%	4%	5%	4%	6%	3%
2%	I would actively discourage people from applying	2%	2%	2%	1%	1%	1%

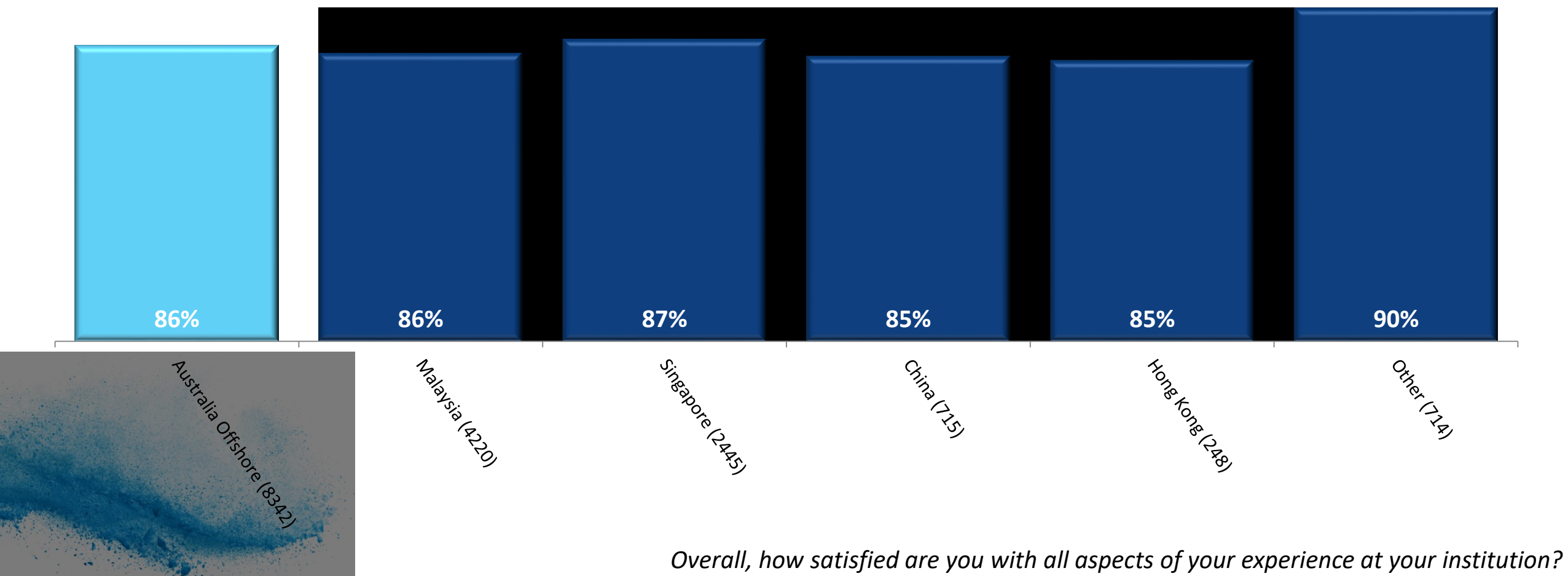


Overall, how satisfied are you with all aspects of your experience at your institution?

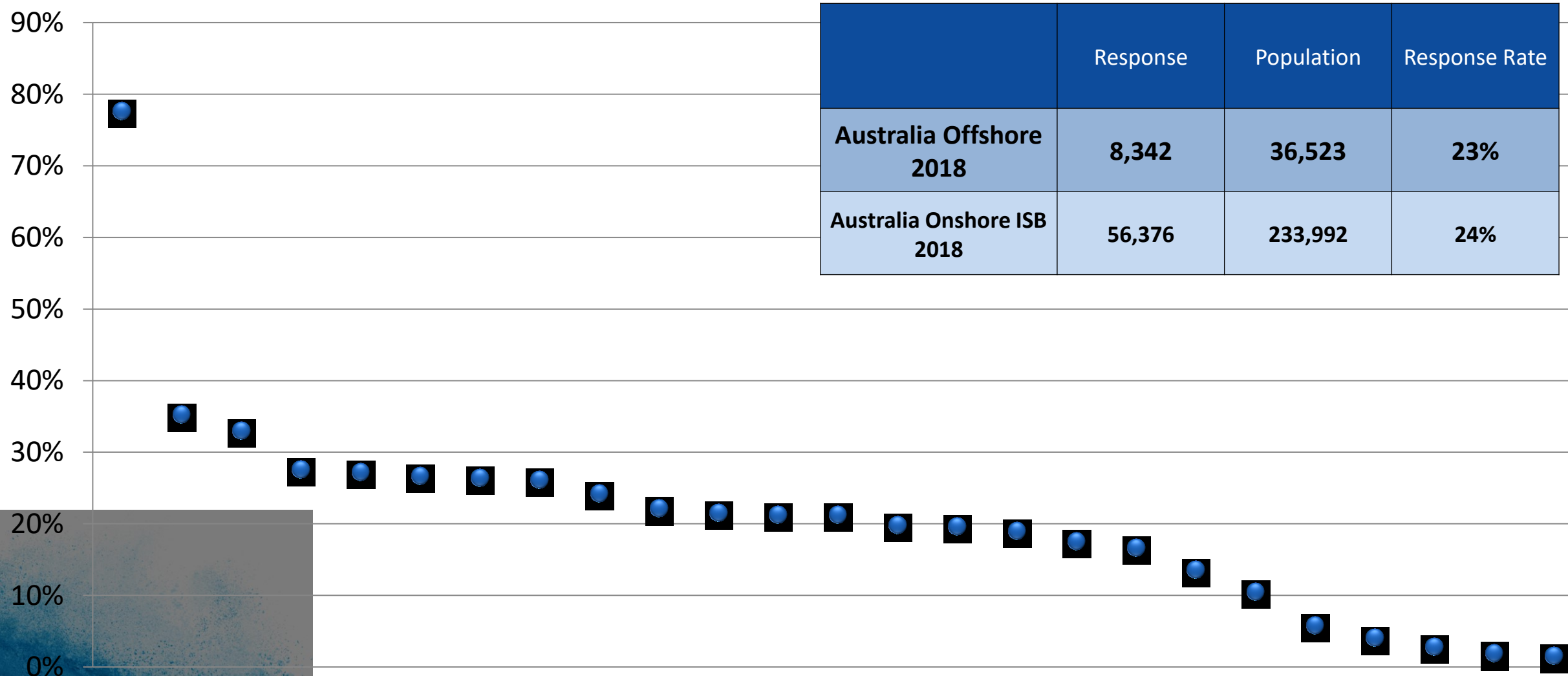
Overall satisfaction *by partner location*



Australia Offshore



Survey response



Each dot represents a partner in the Offshore benchmark with over 30 responses.



Country	Partnerships	Total Student Population	Response Number	Response Rate
Malaysia	9	16,000	4,220	26%
Singapore	10	14,310	2,445	17%
China	6	1,256	715	57%
Hong Kong	6	1,512	248	16%
Other	12	3,445	714	21%

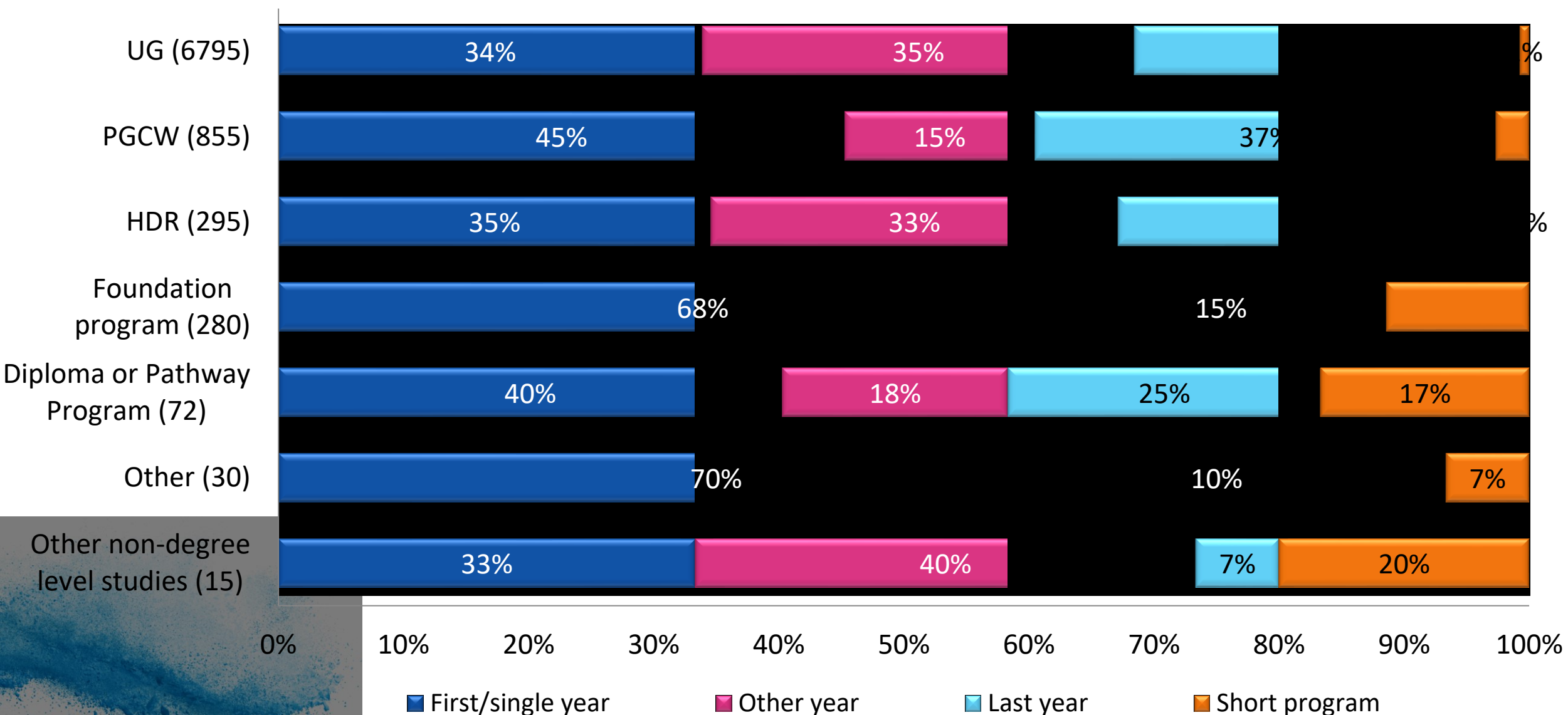


Country	Local Student Respondents	Non Local (to study location) Respondents	Total Student Respondents
Malaysia	3,285	935	4,220
Singapore	1,493	952	2,445
China	682	33	715
Hong Kong	128	120	248
Other	411	303	714

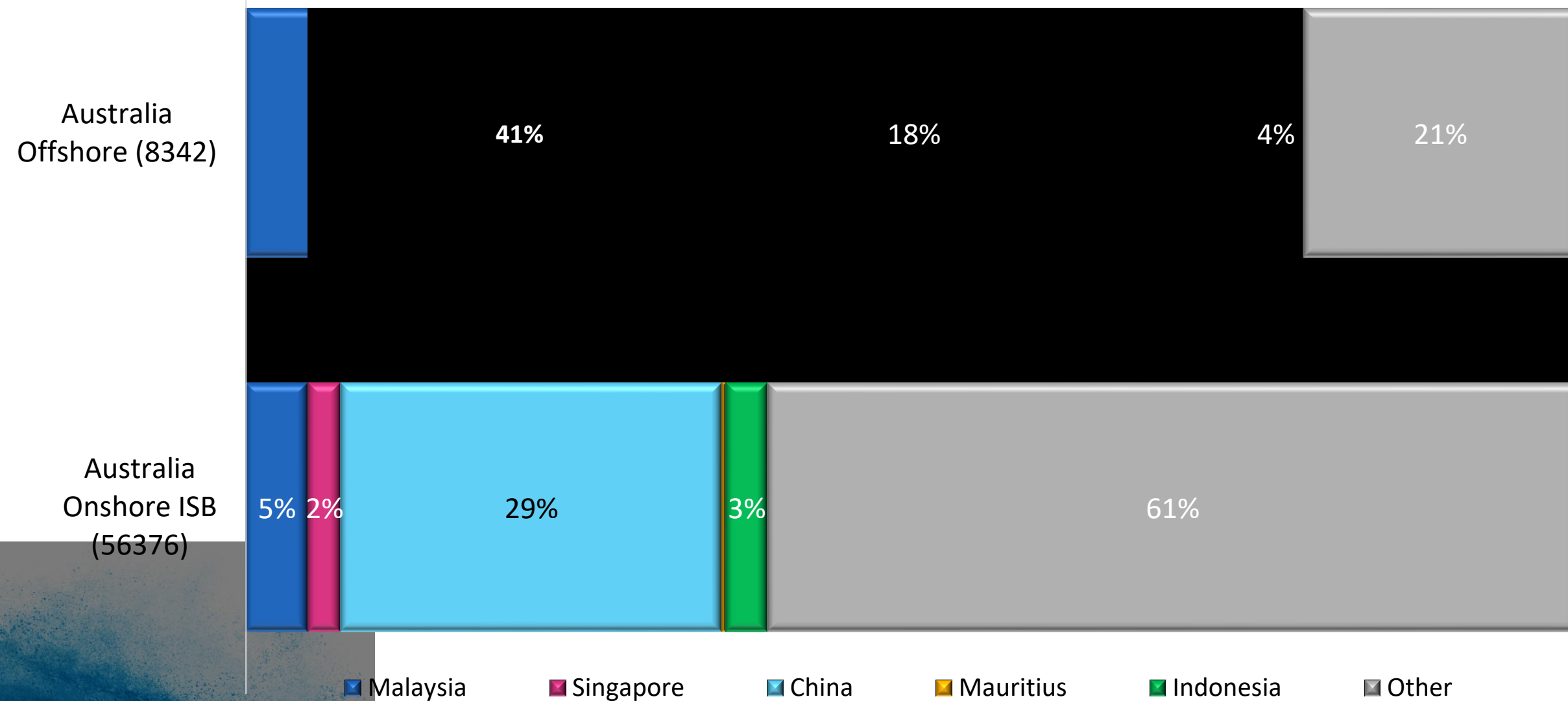


Program Type	Partnerships	Total Student Population	Response Number	Response Rate
Niche	15	931	297	32%
Small	12	2,083	321	15%
Medium	8	5,718	1,845	32%
Large*	2	8,974	1,146	13%
Branch Campus	6	18,817	4,733	25%

*No benchmark was possible for large programs



Nationality breakdown





Australia
Offshore (8342)

81%

10%

4%

Australia
Onshore ISB
(56376)

43%

43%

11%

UG

PGCW

HDR

Foundation program

Diploma or Pathway Program

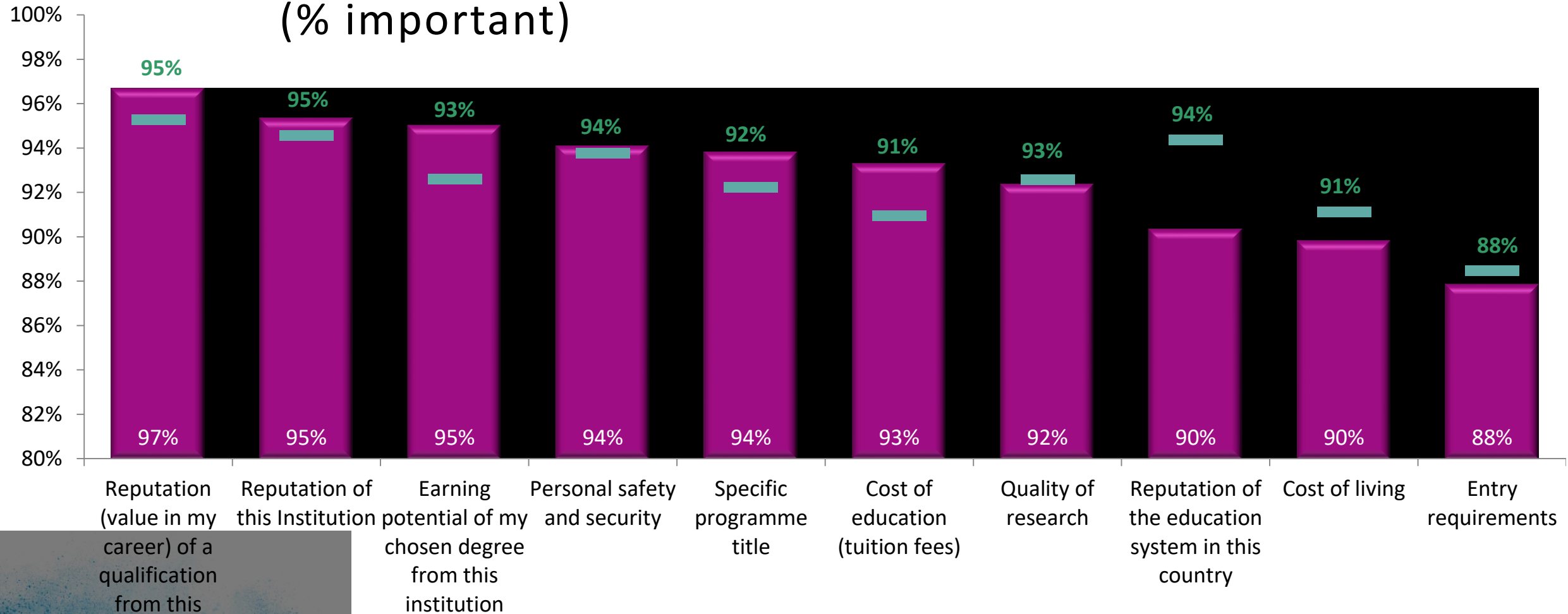
Other non-degree level studies

Other



Choice of destination

Top 10 factors in study decision (% important)



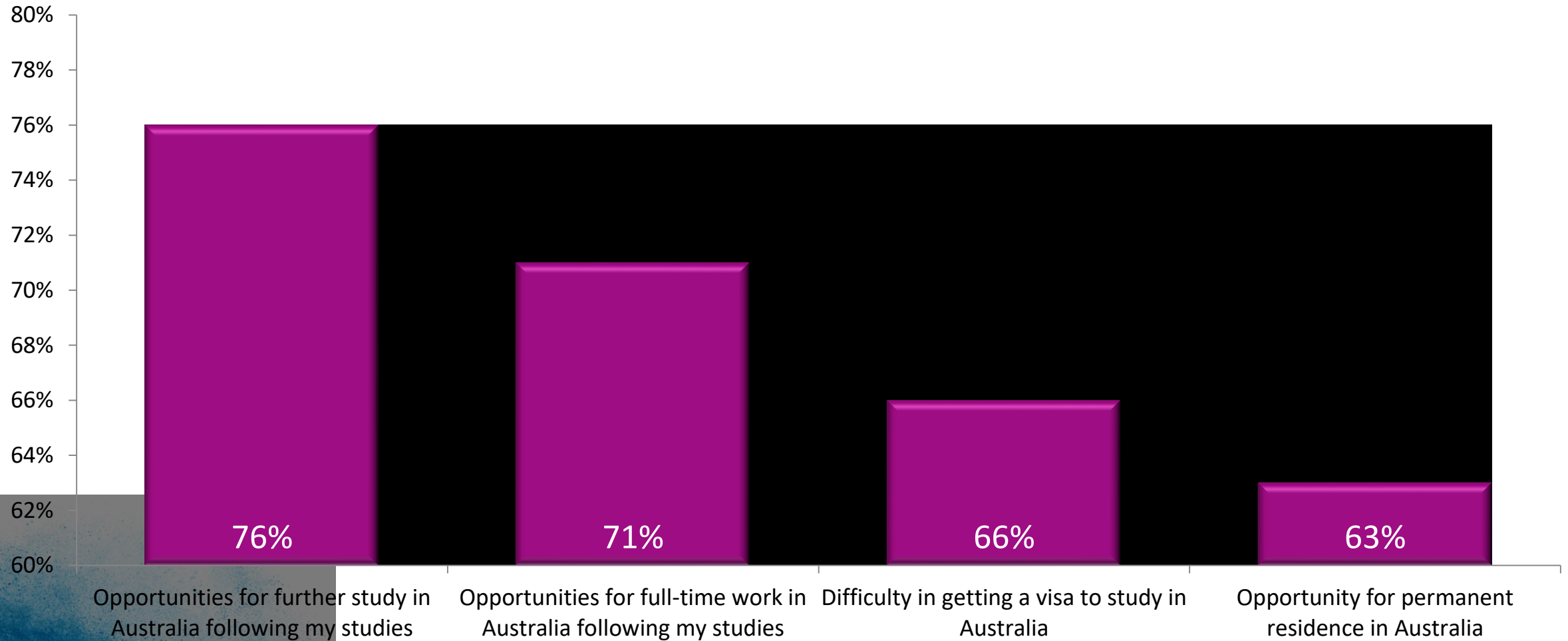
■ Australia Offshore

■ Australia Onshore ISB

How important were the following factors when deciding where to study?

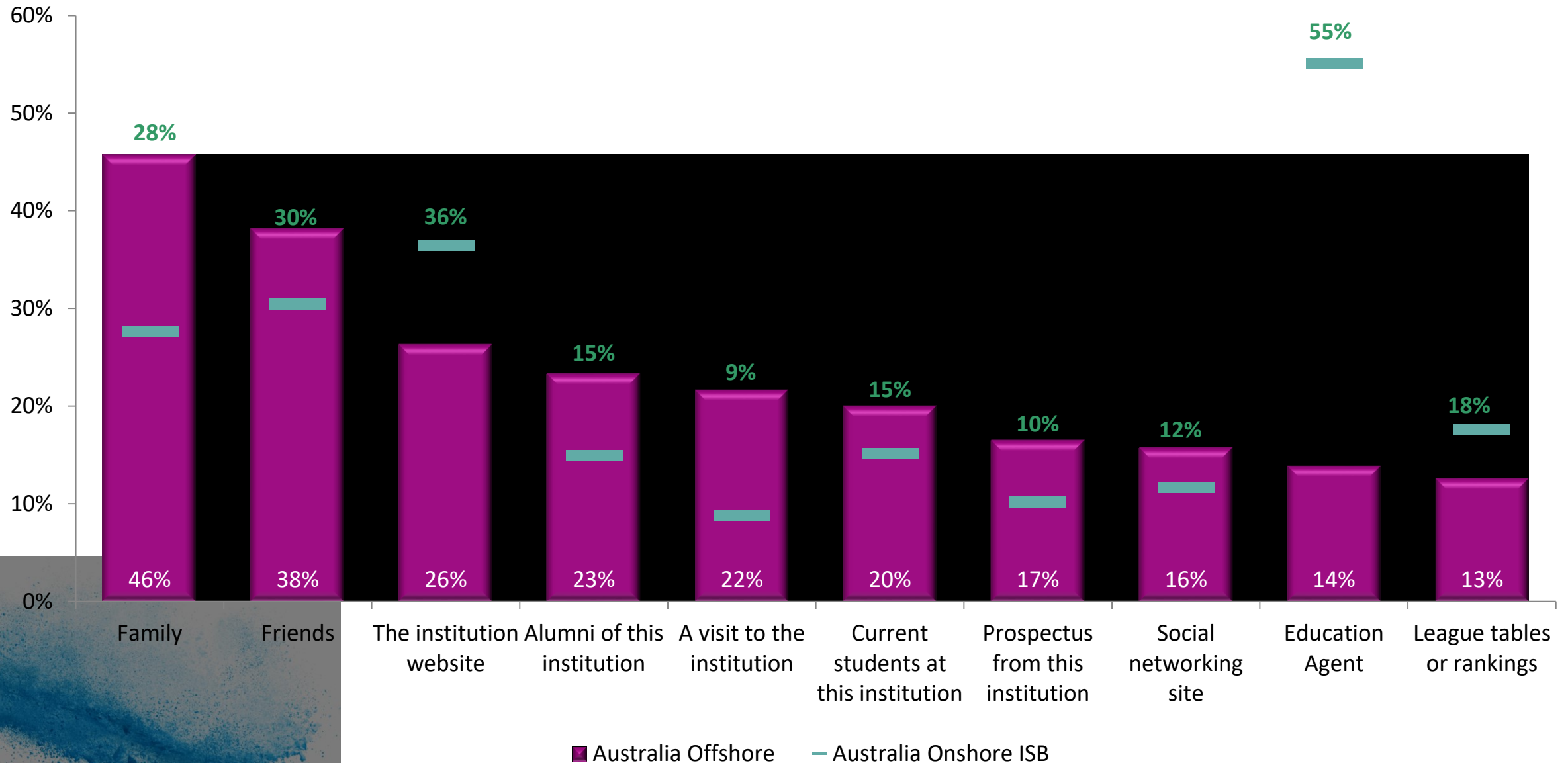


Visa and post-study work related factors in study decision (% important)



■ Australia Offshore

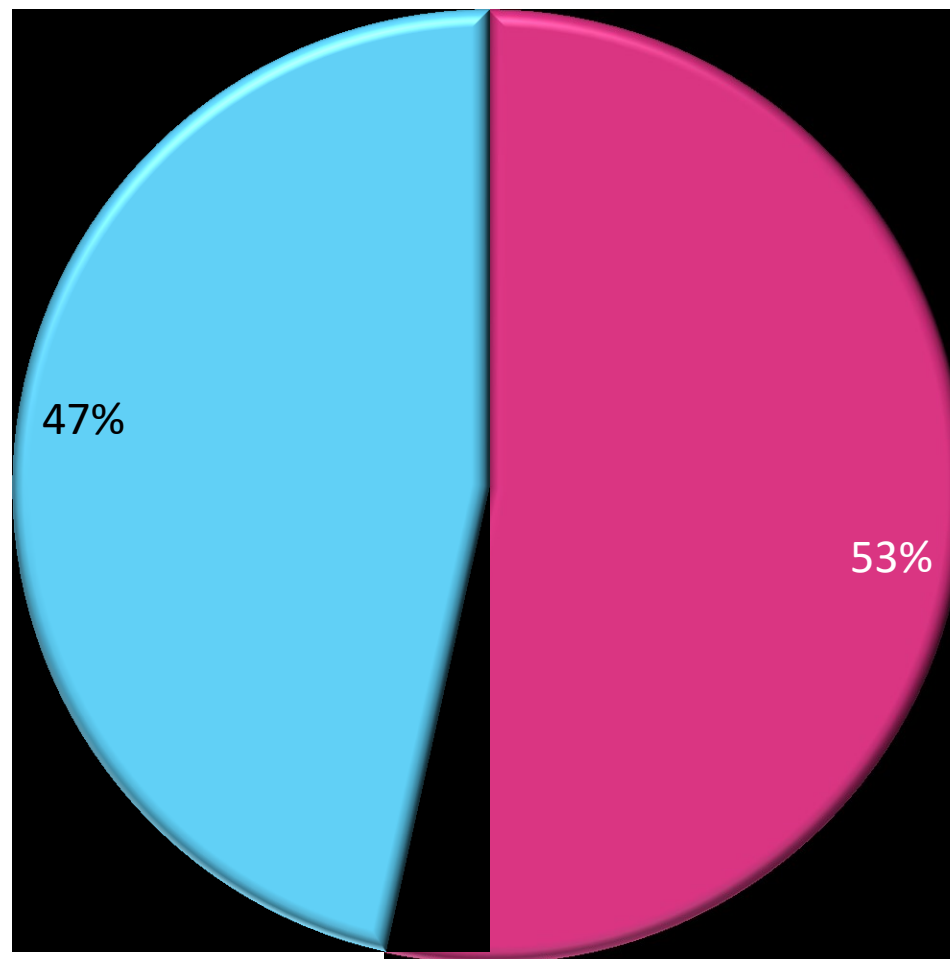
How important were the following factors when deciding where to study?



Which of the following helped you to choose this institution?



Australia (1305)



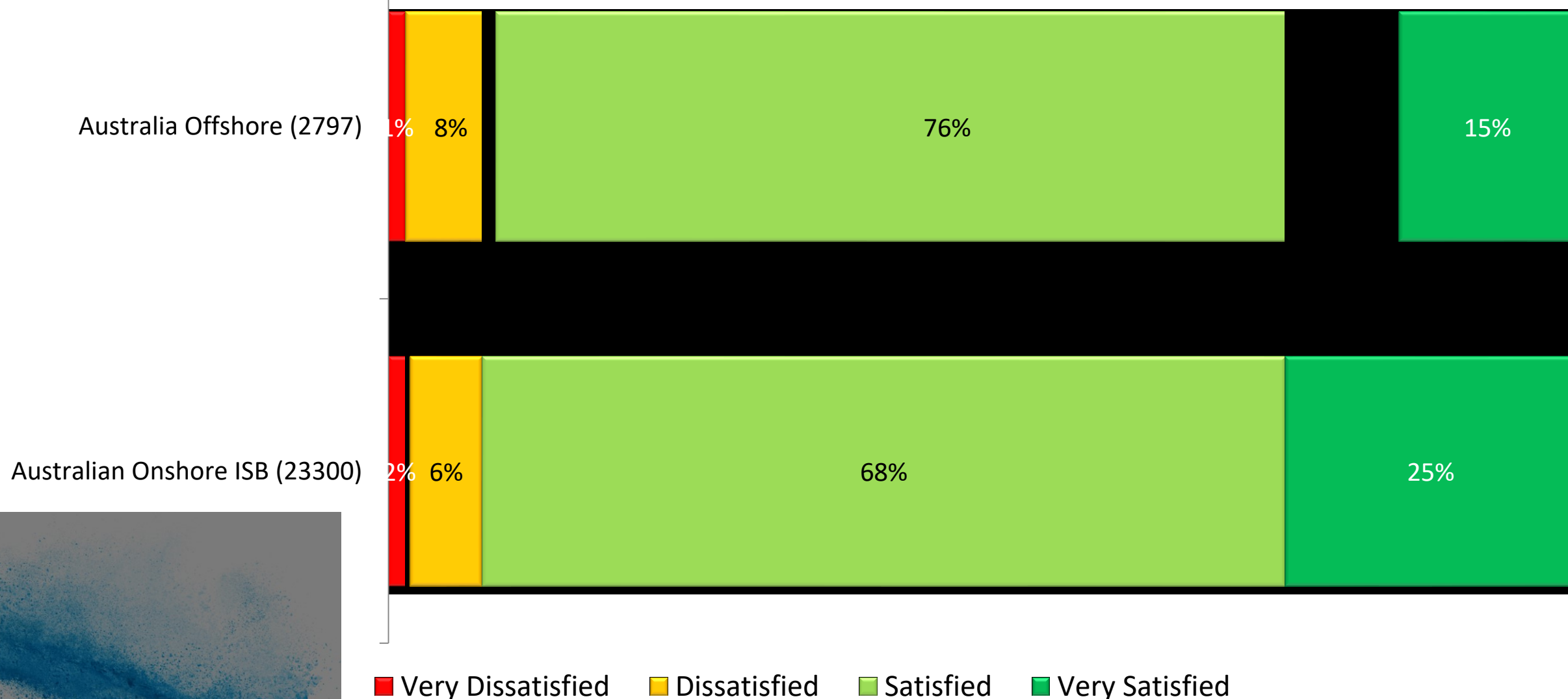
■ Yes

■ No

Was an Australian program your first choice for your international study?

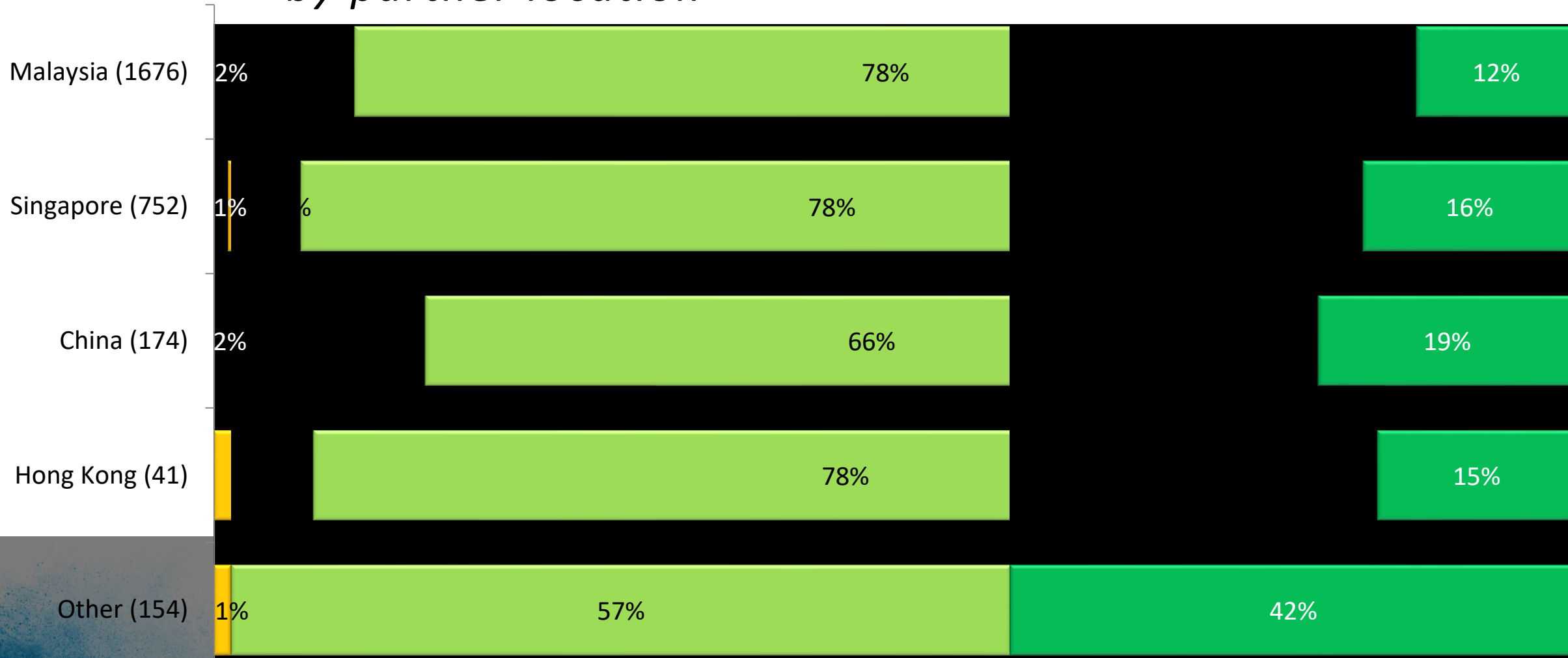


Arrival experience



Overall, how satisfied are you with the arrival experience?

Overall satisfaction – Arrival *by partner location*



Very Dissatisfied Dissatisfied Satisfied Very Satisfied

Overall, how satisfied are you with the arrival experience?

**SATISFACTION SCORES**

(For each individual element from Arrival, Learning, Living and Support)

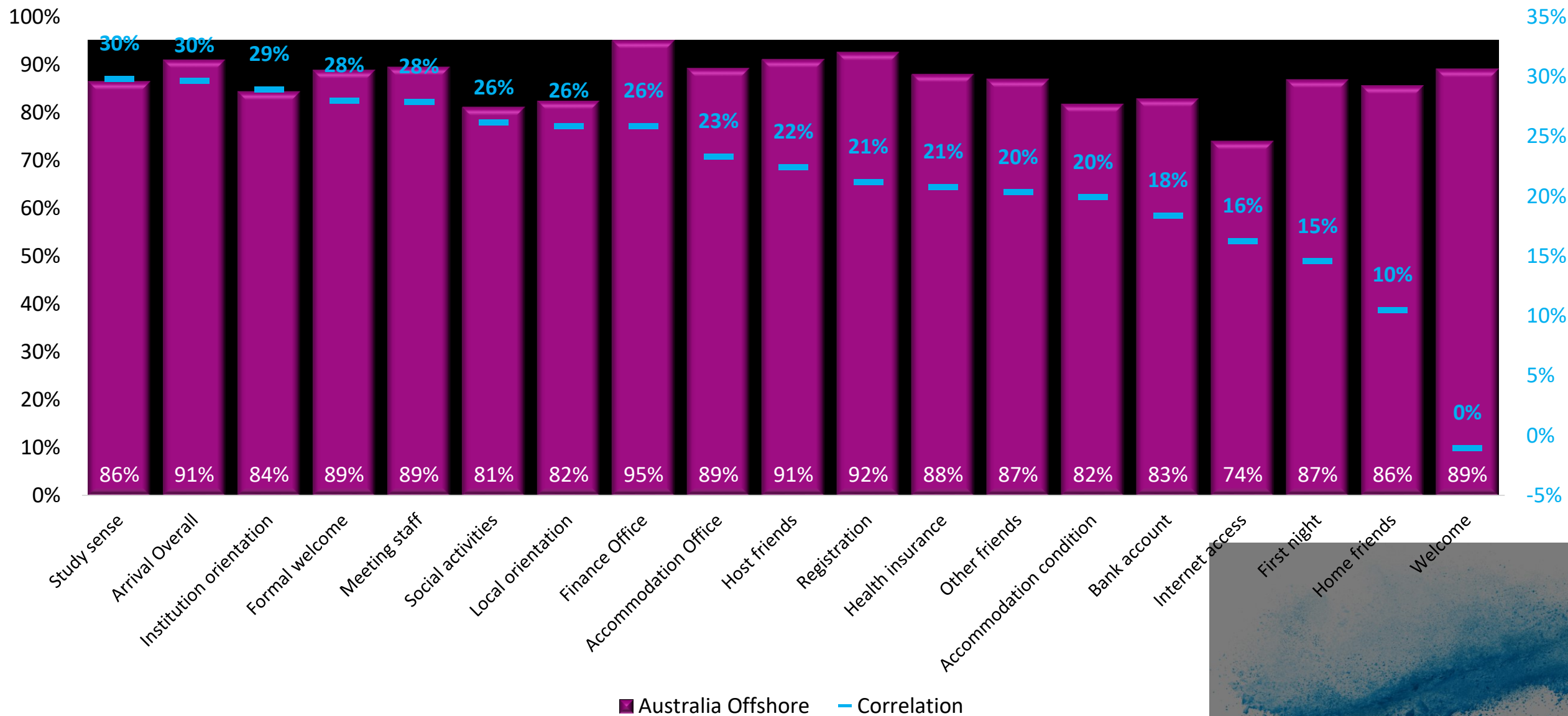
Correlation

**RECOMMENDATION
SCORE**

Given for the institution

DERIVED IMPORTANCE**How it works**

- Each student's satisfaction scores (for each of the Arrival, Learning, Living and Support elements) are correlated with their score for their 'likelihood to recommend' their institution.
- A high correlation (positive or negative) means that scores for that element are strongly related to the scores given for the likelihood to recommend.
- In this way, Derived Importance helps identify which factors have the greatest impact on students, and on them recommending the institution to others.





	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
ARRIVAL AVERAGE	88.2%	86.9%	1.3%
ARRIVAL OVERALL	90.2%	92.0%	-1.9%
Finance Office	93.4%	92.1%	1.4%
Host friends	93.1%	72.4%	20.7%
Registration	92.3%	89.8%	2.5%
Formal welcome	90.6%	89.8%	0.8%
Accommodation Office	90.6%	88.4%	2.1%
Welcome	90.4%	87.2%	3.2%
Meeting staff	90.4%	90.8%	-0.4%
Home friends	90.1%	88.0%	2.2%
First night	88.7%	88.3%	0.3%
Health insurance	88.5%	88.6%	0.0%
Other friends	88.3%	85.3%	3.1%
Study sense	88.2%	85.8%	2.4%
Bank account	86.3%	91.6%	-5.3%
Institution orientation	85.1%	89.2%	-4.2%
Internet access	84.7%	84.7%	0.0%
Local orientation	83.9%	81.9%	2.0%
Accommodation condition	82.1%	85.5%	-3.4%
Social activities	80.8%	84.8%	-4.0%

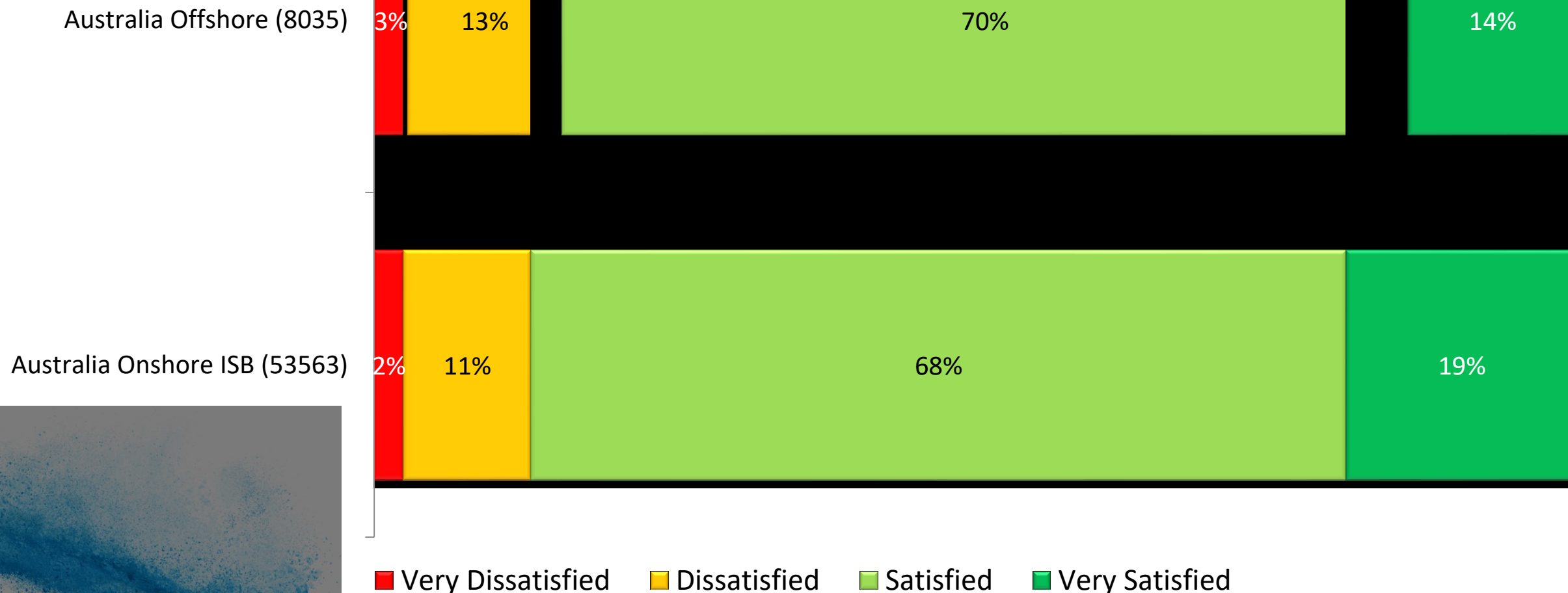
Benchmarking arrival

by partner location



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
ARRIVAL AVERAGE	88.2%	85.0%	89.0%	85.6%	93.0%	95.7%	-3.2%	0.8%	-2.6%	4.8%	7.5%
ARRIVAL OVERALL	90.2%	87.7%	92.6%	85.0%	90.3%	96.9%	-2.5%	2.4%	-5.2%	0.1%	6.7%
Finance Office	93.4%	92.5%	95.1%	91.2%	83.3%	100.0%	-0.9%	1.7%	-2.2%	-10.1%	6.6%
Host friends	93.1%	92.3%	91.2%	91.6%	95.2%	99.4%	-0.8%	-1.9%	-1.5%	2.1%	6.3%
Registration	92.3%	89.3%	94.7%	86.6%	94.4%	99.4%	-3.0%	2.4%	-5.7%	2.1%	7.1%
Accommodation Office	90.6%	87.6%	89.1%	100.0%	NA	NA	-3.0%	-1.5%	9.4%	NA	NA
Formal welcome	90.6%	86.9%	88.5%	87.6%	100.0%	98.8%	-3.7%	-2.1%	-3.0%	9.4%	8.2%
Meeting staff	90.4%	85.8%	90.6%	85.4%	100.0%	97.6%	-4.6%	0.2%	-5.0%	9.6%	7.2%
Welcome	90.4%	92.8%	88.6%	70.0%	100.0%	100.0%	2.4%	-1.8%	-20.4%	9.6%	9.6%
Home friends	90.1%	79.1%	92.4%	100.0%	100.0%	100.0%	-11.0%	2.3%	9.9%	9.9%	9.9%
First night	88.7%	83.6%	94.0%	82.1%	NA	100.0%	-5.1%	5.3%	-6.6%	NA	11.3%
Health insurance	88.5%	91.6%	83.3%	90.0%	100.0%	100.0%	3.1%	-5.2%	1.5%	11.5%	11.5%
Other friends	88.3%	87.7%	94.3%	73.2%	90.5%	93.8%	-0.6%	6.0%	-15.1%	2.2%	5.5%
Study sense	88.2%	85.8%	88.4%	85.0%	89.8%	96.1%	-2.4%	0.2%	-3.2%	1.6%	7.9%
Bank account	86.3%	83.4%	84.1%	85.9%	95.8%	89.4%	-2.9%	-2.2%	-0.4%	9.5%	3.1%
Institution orientation	85.1%	79.6%	83.2%	88.1%	89.7%	93.7%	-5.5%	-1.9%	3.0%	4.6%	8.6%
Internet access	84.7%	73.0%	91.9%	77.5%	95.8%	88.3%	-11.7%	7.2%	-7.2%	11.1%	3.6%
Local orientation	83.9%	83.4%	83.0%	80.0%	84.5%	95.5%	-0.5%	-0.9%	-3.9%	0.6%	11.6%
Accommodation condition	82.1%	74.0%	86.5%	82.1%	NA	100.0%	-8.1%	4.4%	0.0%	NA	17.9%
Social activities	80.8%	81.0%	82.4%	83.8%	76.2%	75.7%	0.2%	1.6%	3.0%	-4.6%	-5.1%

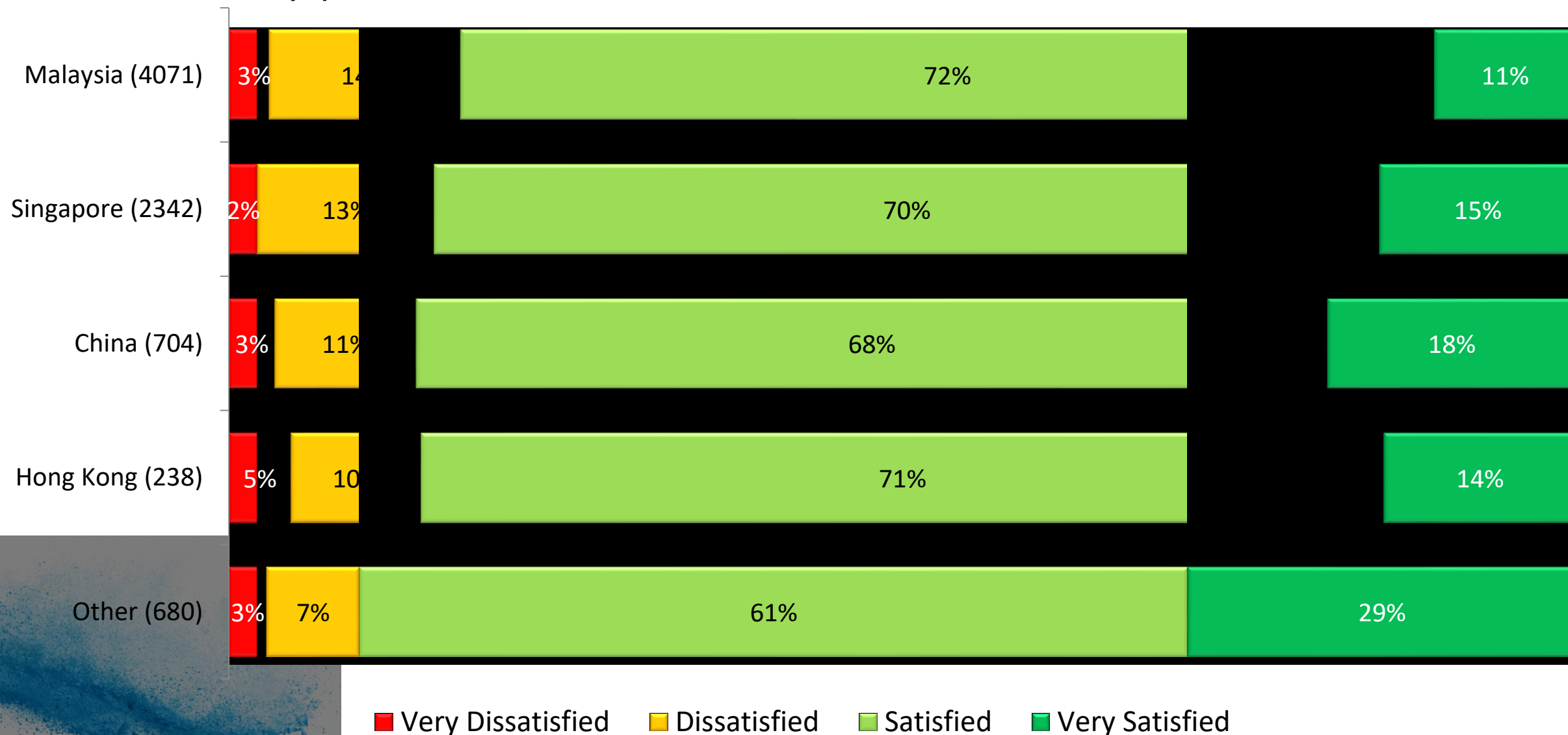
Learning experience



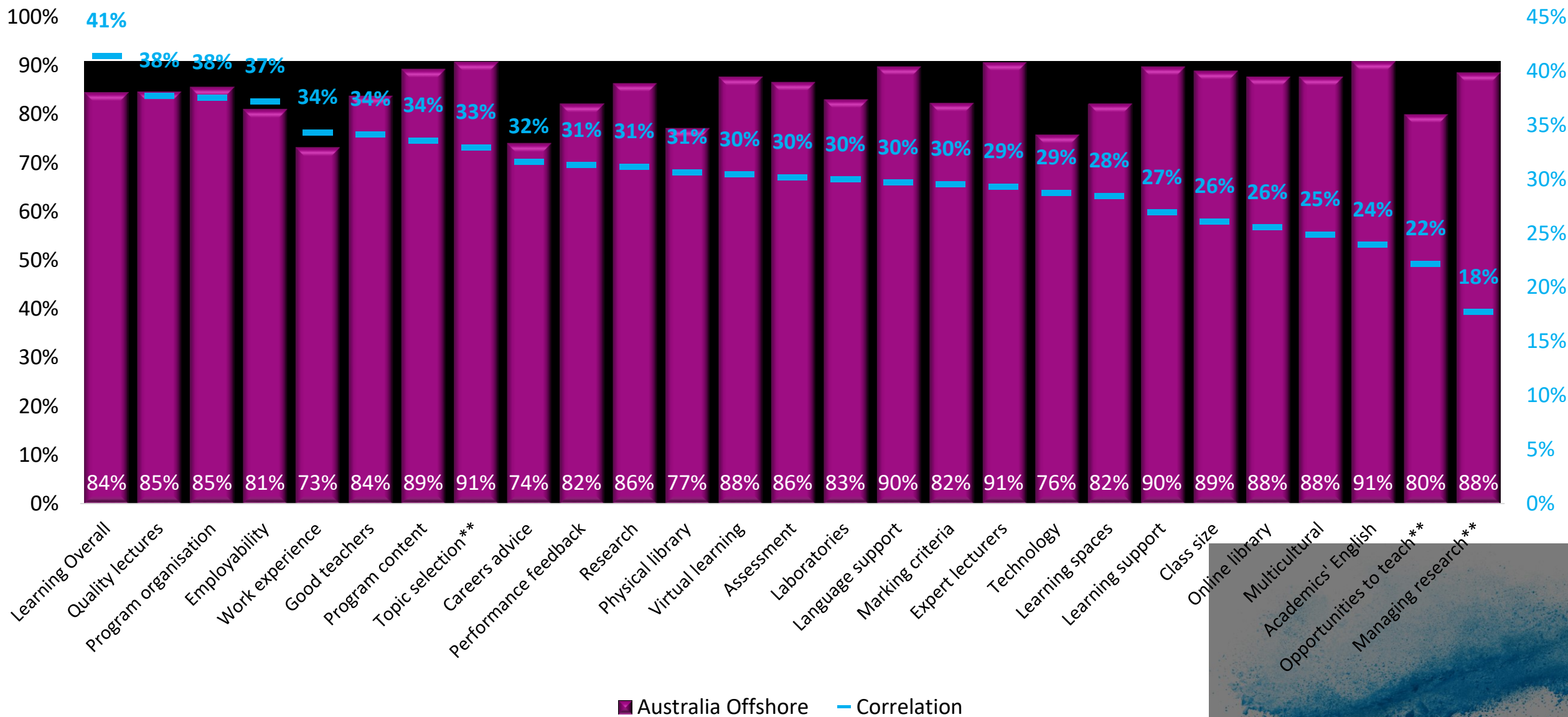
Overall, how satisfied are you with the learning experience at this stage in the year?

Overall satisfaction – Learning

by partner location



Overall, how satisfied are you with the learning experience at this stage in the year?





	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
LEARNING AVERAGE	86.1%	87.5%	-1.4%
LEARNING OVERALL	86.8%	87.5%	-0.6%
TEACHING			
Expert lecturers	92.4%	92.6%	-0.2%
Academics' English	92.2%	92.4%	-0.2%
Learning support	90.5%	90.4%	0.2%
Program content	90.3%	90.3%	0.0%
Assessment	89.7%	89.0%	0.7%
Quality lectures	87.9%	87.9%	0.0%
Marking criteria	87.2%	85.4%	1.8%
Program organisation	86.2%	87.7%	-1.4%
Good teachers	86.2%	88.6%	-2.4%
Performance feedback	85.7%	86.0%	-0.3%

Benchmarking learning – Teaching

by partner location



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
LEARNING AVERAGE	86.1%	85.1%	86.3%	83.6%	86.9%	88.0%	-1.0%	0.2%	-2.5%	0.8%	1.9%
LEARNING OVERALL	86.8%	84.6%	86.3%	83.6%	86.9%	90.4%	-2.2%	-0.5%	-3.2%	0.1%	3.6%
TEACHING											
Expert lecturers	92.4%	89.7%	91.3%	90.5%	93.1%	95.9%	-2.7%	-1.1%	-1.9%	0.7%	3.5%
Academics' English	92.2%	89.8%	95.5%	85.2%	92.9%	94.3%	-2.4%	3.3%	-7.0%	0.7%	2.1%
Learning support	90.5%	90.9%	89.5%	88.8%	93.1%	90.3%	0.4%	-1.0%	-1.7%	2.6%	-0.2%
Program content	90.3%	88.9%	88.7%	83.0%	90.1%	95.9%	-1.4%	-1.6%	-7.3%	-0.2%	5.6%
Assessment	89.7%	89.1%	87.5%	89.7%	88.5%	92.6%	-0.6%	-2.2%	0.0%	-1.2%	2.9%
Quality lectures	87.9%	85.1%	87.4%	82.9%	88.9%	92.3%	-2.8%	-0.5%	-5.0%	1.0%	4.4%
Marking criteria	87.2%	83.7%	84.5%	89.6%	90.6%	89.1%	-3.5%	-2.7%	2.4%	3.4%	1.9%
Good teachers	86.2%	82.4%	87.6%	79.4%	89.9%	88.9%	-3.8%	1.4%	-6.8%	3.7%	2.7%
Program organisation	86.2%	86.2%	85.7%	81.1%	83.6%	90.4%	0.0%	-0.5%	-5.1%	-2.6%	4.2%
Performance feedback	85.7%	82.9%	83.0%	84.5%	88.2%	89.0%	-2.8%	-2.7%	-1.2%	2.5%	3.3%



	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
LEARNING AVERAGE	86.1%	87.5%	-1.4%
LEARNING OVERALL	86.8%	87.5%	-0.6%
STUDIES			
Language support	90.3%	90.5%	-0.2%
Class size	89.9%	90.9%	-1.0%
Topic selection**	89.8%	89.2%	0.6%
Managing research**	88.9%	90.8%	-1.9%
Multicultural	87.8%	90.7%	-2.8%
Employability	83.9%	80.4%	3.6%
Work experience	76.9%	71.5%	5.3%
Opportunities to teach**	76.8%	69.2%	7.6%
Careers advice	75.9%	72.9%	2.9%

Benchmarking learning – Studies

by partner location



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
LEARNING AVERAGE	86.1%	85.1%	86.3%	83.6%	86.9%	88.0%	-1.0%	0.2%	-2.5%	0.8%	1.9%
LEARNING OVERALL	86.8%	84.6%	86.3%	83.6%	86.9%	90.4%	-2.2%	-0.5%	-3.2%	0.1%	3.6%
STUDIES											
Language support	90.3%	89.8%	90.4%	85.4%	92.0%	92.2%	-0.5%	0.1%	-4.9%	1.7%	1.9%
Class size	89.9%	86.9%	90.0%	85.1%	90.9%	94.9%	-3.0%	0.1%	-4.8%	1.0%	5.0%
Topic selection**	89.8%	94.4%	90.7%	85.4%	72.9%	93.7%	4.6%	0.9%	-4.4%	-16.9%	3.9%
Managing research**	88.9%	91.0%	NA	81.3%	NA	90.3%	2.1%	NA	-7.6%	NA	1.4%
Multicultural	87.8%	88.4%	89.6%	81.6%	86.4%	90.0%	0.6%	1.8%	-6.2%	-1.4%	2.2%
Employability	83.9%	83.8%	82.1%	71.6%	85.0%	90.3%	-0.1%	-1.8%	-12.3%	1.1%	6.4%
Work experience	76.9%	76.2%	69.2%	75.6%	86.0%	79.4%	-0.7%	-7.7%	-1.3%	9.1%	2.5%
Opportunities to teach**	76.8%	75.2%	NA	81.6%	NA	NA	-1.6%	NA	4.8%	NA	NA
Careers advice	75.9%	74.0%	73.9%	75.4%	84.5%	74.3%	-1.9%	-2.0%	-0.5%	8.6%	-1.6%



	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
LEARNING AVERAGE	86.1%	87.5%	-1.4%
LEARNING OVERALL	86.8%	87.5%	-0.6%
FACILITIES			
Virtual learning	88.2%	93.0%	-4.7%
Online library	86.4%	92.4%	-6.0%
Learning spaces	84.3%	91.3%	-7.0%
Laboratories	84.1%	91.9%	-7.8%
Physical library	80.5%	90.0%	-9.5%
Technology	79.9%	92.5%	-12.6%

Benchmarking learning – Facilities

by partner location

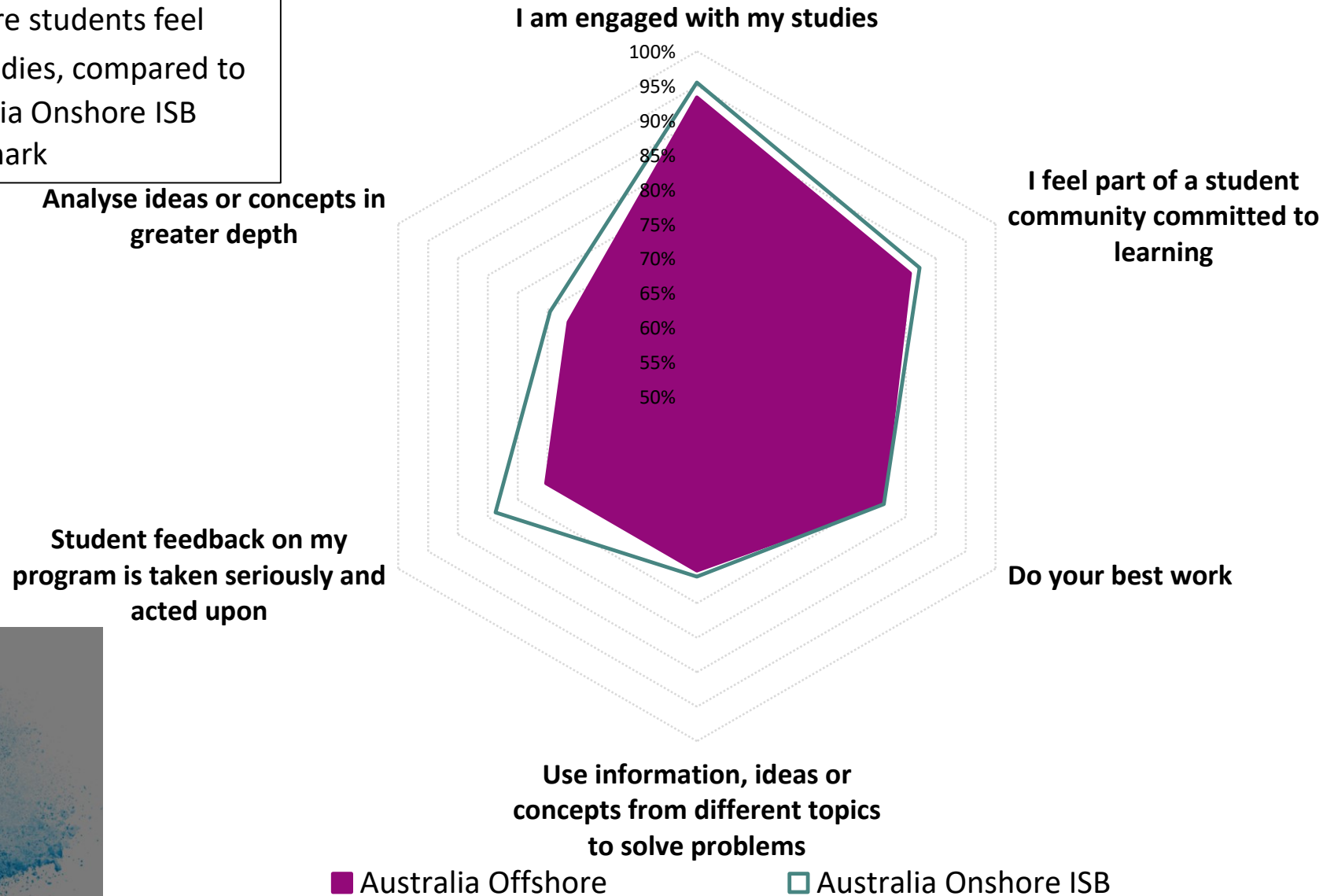


	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
LEARNING AVERAGE	86.1%	85.1%	86.3%	83.6%	86.9%	88.0%	-1.0%	0.2%	-2.5%	0.8%	1.9%
LEARNING OVERALL	86.8%	84.6%	86.3%	83.6%	86.9%	90.4%	-2.2%	-0.5%	-3.2%	0.1%	3.6%
FACILITIES											
Virtual learning	88.2%	88.7%	88.6%	81.5%	81.4%	94.4%	0.5%	0.4%	-6.7%	-6.8%	6.2%
Online library	86.4%	87.2%	88.5%	85.3%	87.0%	84.3%	0.8%	2.1%	-1.1%	0.6%	-2.1%
Learning spaces	84.3%	79.9%	87.0%	87.0%	81.3%	86.6%	-4.4%	2.7%	2.7%	-3.0%	2.3%
Laboratories	84.1%	82.4%	87.1%	86.7%	87.7%	77.7%	-1.7%	3.0%	2.6%	3.6%	-6.4%
Physical library	80.5%	81.5%	81.1%	85.8%	83.9%	73.3%	1.0%	0.6%	5.3%	3.4%	-7.2%
Technology	79.9%	80.2%	85.3%	85.2%	80.3%	70.9%	0.3%	5.4%	5.3%	0.4%	-9.0%

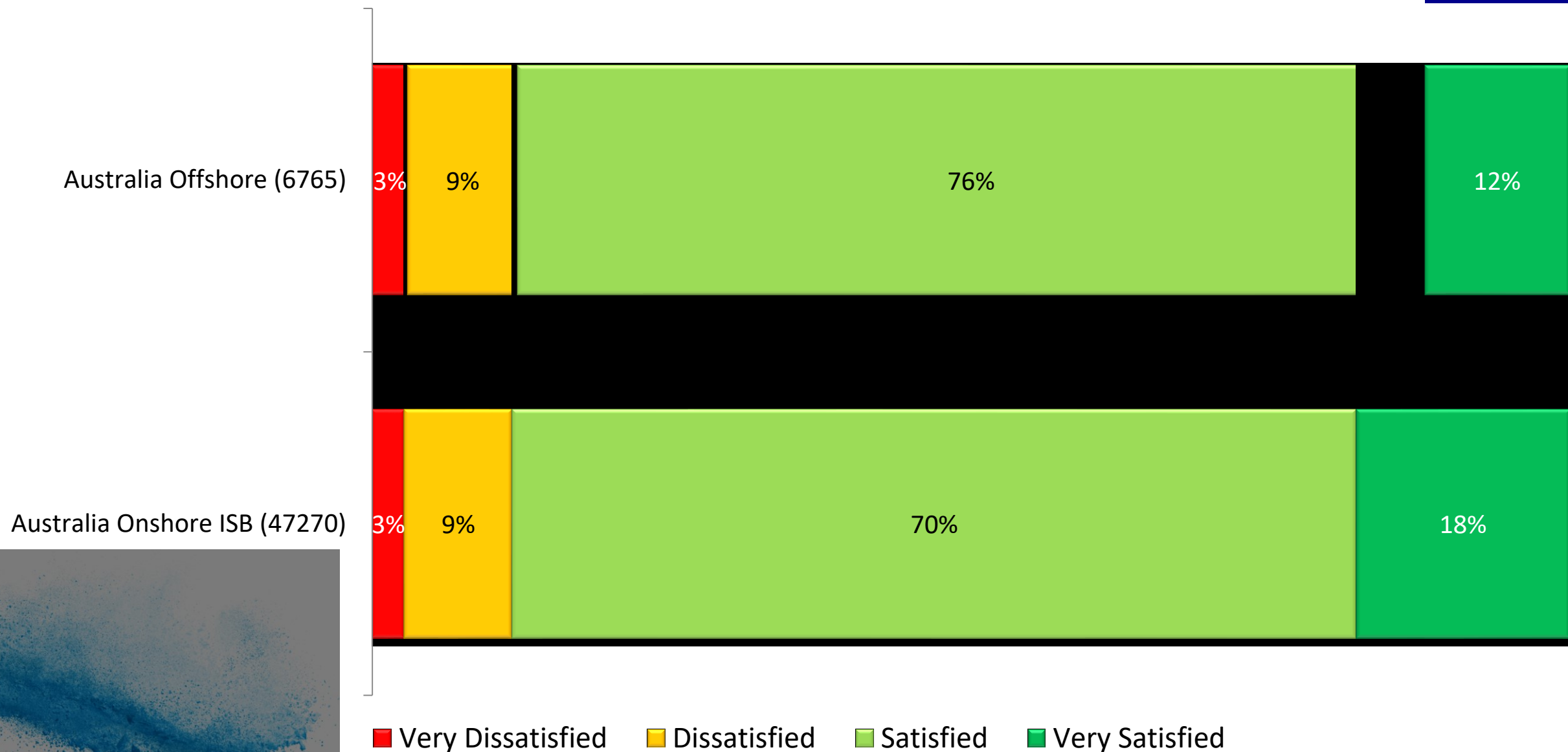
Engagement



94% of Offshore students feel engaged with their studies, compared to **95%** in the Australia Onshore ISB benchmark



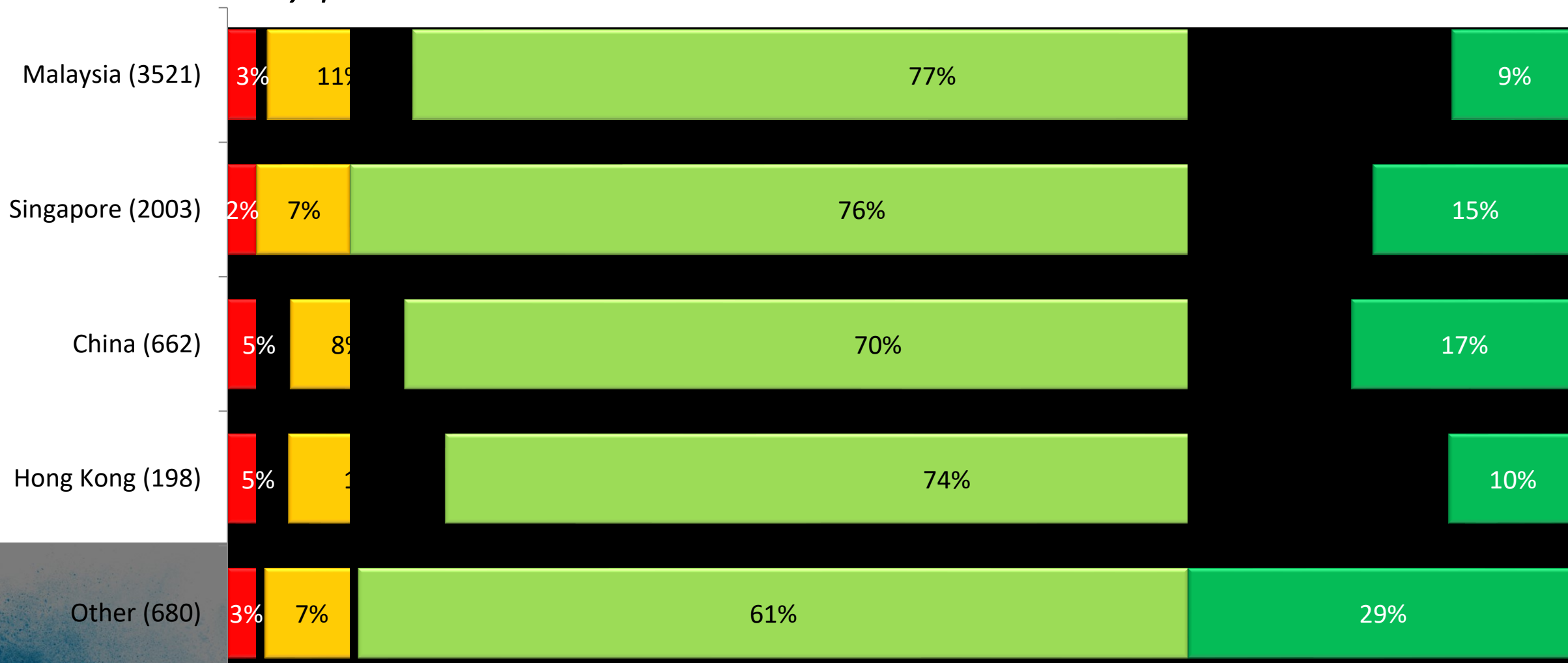
Living experience



Overall, how satisfied are you with the living experience at this stage in the year?

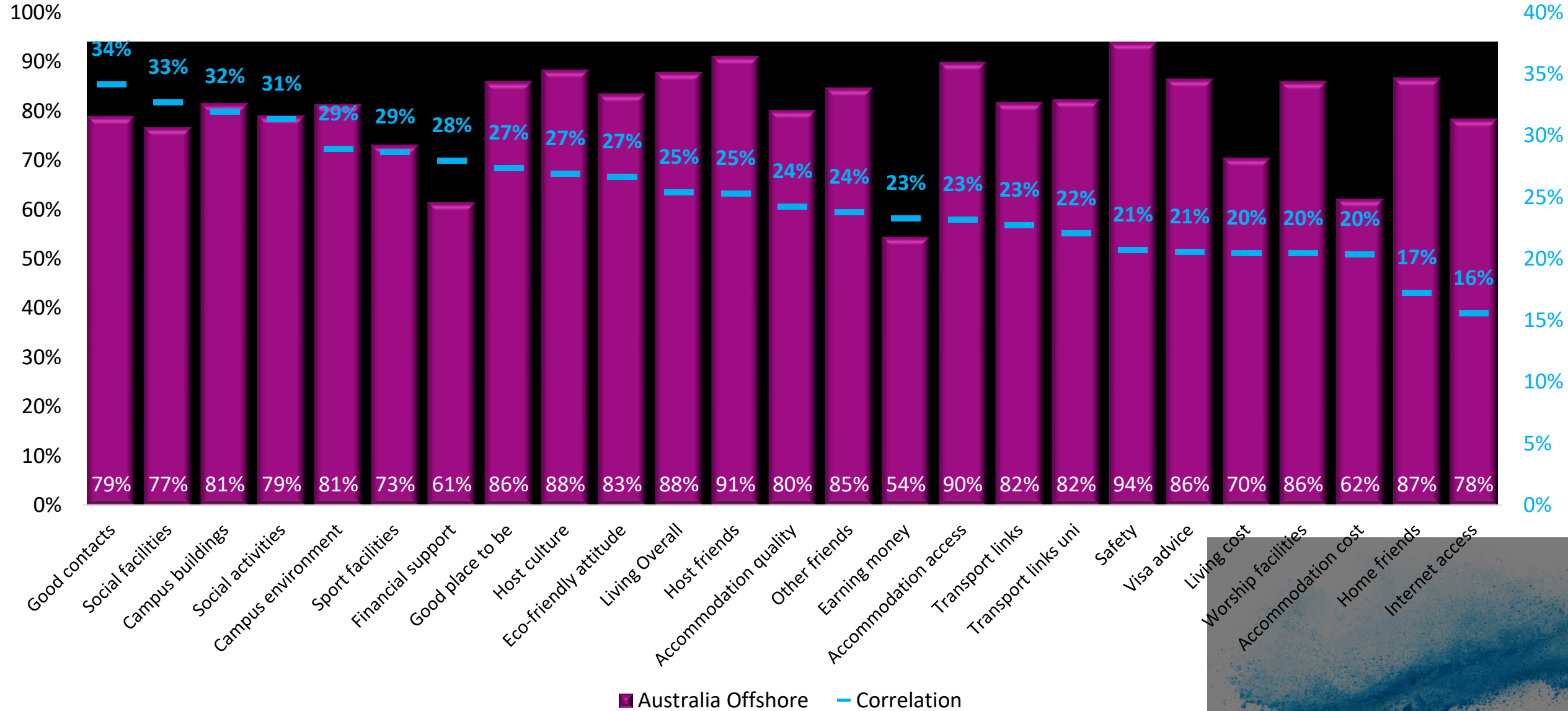
Overall satisfaction – Living

by partner location



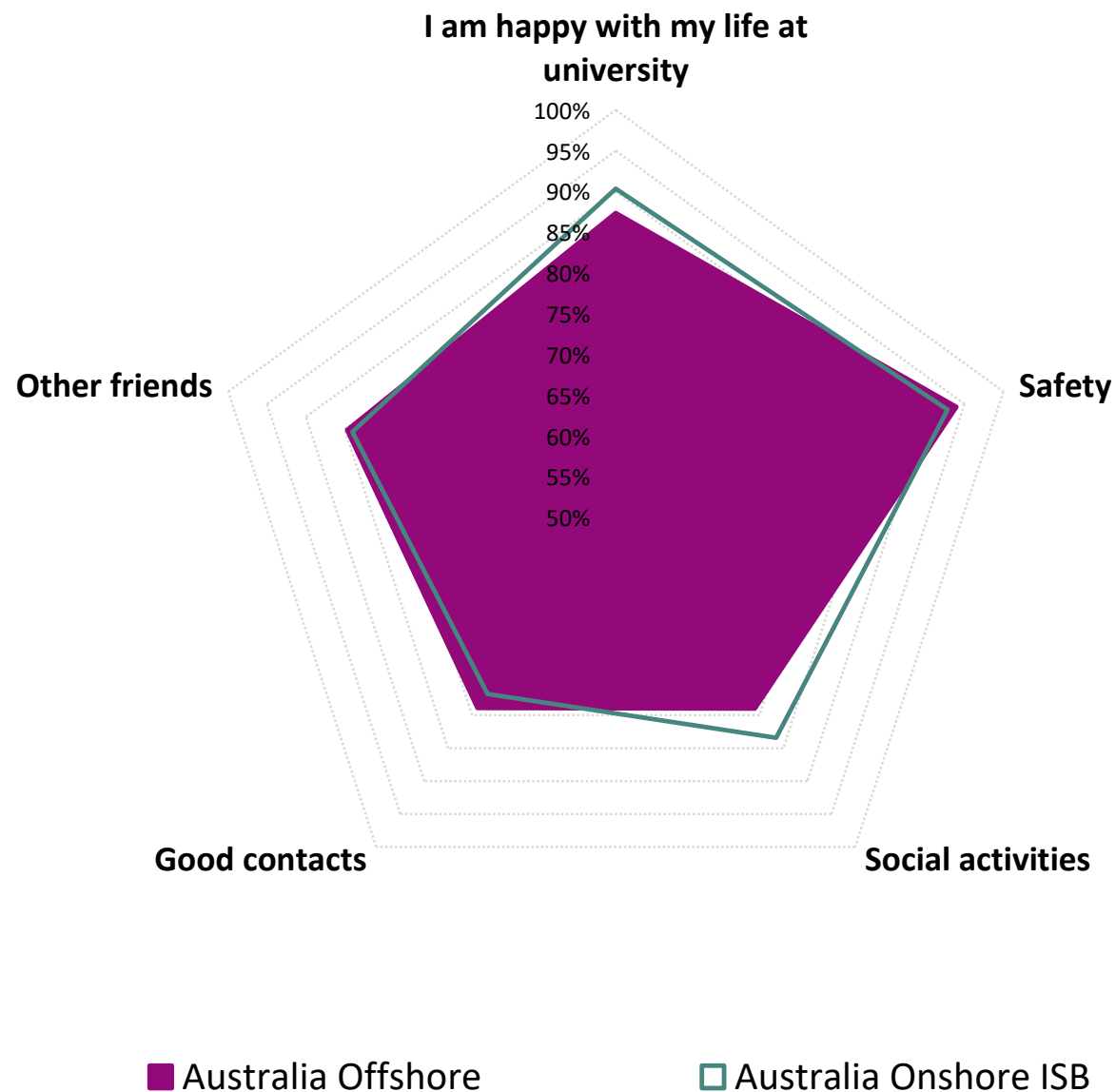
Very Dissatisfied Dissatisfied Satisfied Very Satisfied

Overall, how satisfied are you with the living experience at this stage in the year?





87% of your students are happy with their life at university so far, compared to **90%** in the Australia Onshore ISB benchmark



Benchmarking living: Accommodation and living costs



	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
LIVING AVERAGE	83.5%	81.7%	1.8%
LIVING OVERALL	89.8%	88.7%	1.1%
ACCOMMODATION and LIVING COSTS			
Accommodation access	89.6%	87.6%	2.0%
Accommodation quality	85.6%	88.3%	-2.8%
Internet access	83.7%	83.9%	-0.3%
Living cost	77.2%	66.0%	11.2%
Accommodation cost	70.8%	62.7%	8.0%
Financial support	68.9%	60.4%	8.4%
Earning money	66.7%	57.8%	8.9%

Benchmarking living: Accommodation and living costs *by partner location*



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
LIVING AVERAGE	83.5%	80.1%	84.6%	87.7%	88.3%	79.9%	-3.4%	1.1%	4.2%	4.8%	-3.6%
LIVING OVERALL	89.8%	88.4%	91.7%	89.3%	86.2%	92.0%	-1.4%	1.9%	-0.5%	-3.6%	2.2%
ACCOMMODATION and LIVING COSTS											
Accommodation access	89.6%	89.9%	92.2%	92.6%	94.2%	80.5%	0.3%	2.6%	3.0%	4.6%	-9.1%
Accommodation quality	85.6%	78.3%	91.1%	84.6%	81.3%	90.5%	-7.3%	5.5%	-1.0%	-4.3%	4.9%
Internet access	83.7%	77.4%	93.5%	82.8%	93.9%	72.4%	-6.3%	9.8%	-0.9%	10.2%	-11.3%
Living cost	77.2%	73.8%	73.3%	84.9%	86.3%	73.3%	-3.4%	-3.9%	7.7%	9.1%	-3.9%
Accommodation cost	70.8%	63.7%	66.9%	86.7%	73.9%	81.0%	-7.1%	-3.9%	15.9%	3.1%	10.2%
Financial support	68.9%	66.9%	56.0%	78.9%	84.1%	66.5%	-2.0%	-12.9%	10.0%	15.2%	-2.4%
Earning money	66.7%	52.7%	63.6%	76.8%	83.9%	63.7%	-14.0%	-3.1%	10.1%	17.2%	-3.0%



	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
LIVING AVERAGE	83.5%	81.7%	1.8%
LIVING OVERALL	89.8%	88.7%	1.1%
SOCIAL			
Host friends	94.0%	72.9%	21.1%
Home friends	91.1%	87.9%	3.2%
Host culture	90.1%	85.0%	5.0%
Other friends	85.0%	85.5%	-0.5%
Good contacts	83.0%	77.5%	5.5%
Social activities	78.8%	83.4%	-4.6%
Social facilities	78.7%	85.1%	-6.5%
Sport facilities	74.5%	79.0%	-4.5%

Benchmarking living – Social

by partner location



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
LIVING AVERAGE	83.5%	80.1%	84.6%	87.7%	88.3%	79.9%	-3.4%	1.1%	4.2%	4.8%	-3.6%
LIVING OVERALL	89.8%	88.4%	91.7%	89.3%	86.2%	92.0%	-1.4%	1.9%	-0.5%	-3.6%	2.2%
SOCIAL											
Host friends	94.0%	91.6%	91.2%	93.3%	96.0%	97.8%	-2.4%	-2.8%	-0.7%	2.0%	3.8%
Home friends	91.1%	85.6%	90.2%	92.0%	97.5%	95.5%	-5.5%	-0.9%	0.9%	6.4%	4.4%
Host culture	90.1%	87.8%	90.4%	96.0%	85.5%	94.0%	-2.3%	0.3%	5.9%	-4.6%	3.9%
Other friends	85.0%	85.0%	91.0%	74.1%	90.9%	80.3%	0.0%	6.0%	-10.9%	5.9%	-4.7%
Good contacts	83.0%	82.1%	81.0%	82.7%	86.4%	83.4%	-0.9%	-2.0%	-0.3%	3.4%	0.4%
Social activities	78.8%	80.8%	79.8%	85.8%	81.2%	68.9%	2.0%	1.0%	7.0%	2.4%	-9.9%
Social facilities	78.7%	77.7%	81.7%	87.6%	83.5%	66.0%	-1.0%	3.0%	8.9%	4.8%	-12.7%
Sport facilities	74.5%	71.7%	74.2%	91.0%	85.3%	57.7%	-2.8%	-0.3%	16.5%	10.8%	-16.8%



	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
LIVING AVERAGE	83.5%	81.7%	1.8%
LIVING OVERALL	89.8%	88.7%	1.1%
DAY TO DAY LIFE			
Safety	96.0%	93.5%	2.4%
Good place to be	90.0%	92.7%	-2.8%
Visa advice	88.0%	80.4%	7.6%
Eco-friendly attitude	87.2%	91.7%	-4.5%
Transport links	86.7%	81.9%	4.8%
Campus buildings	85.7%	90.2%	-4.6%
Transport links institution	84.5%	85.8%	-1.2%
Worship facilities	83.8%	88.7%	-4.8%
Campus environment	83.8%	92.5%	-8.7%

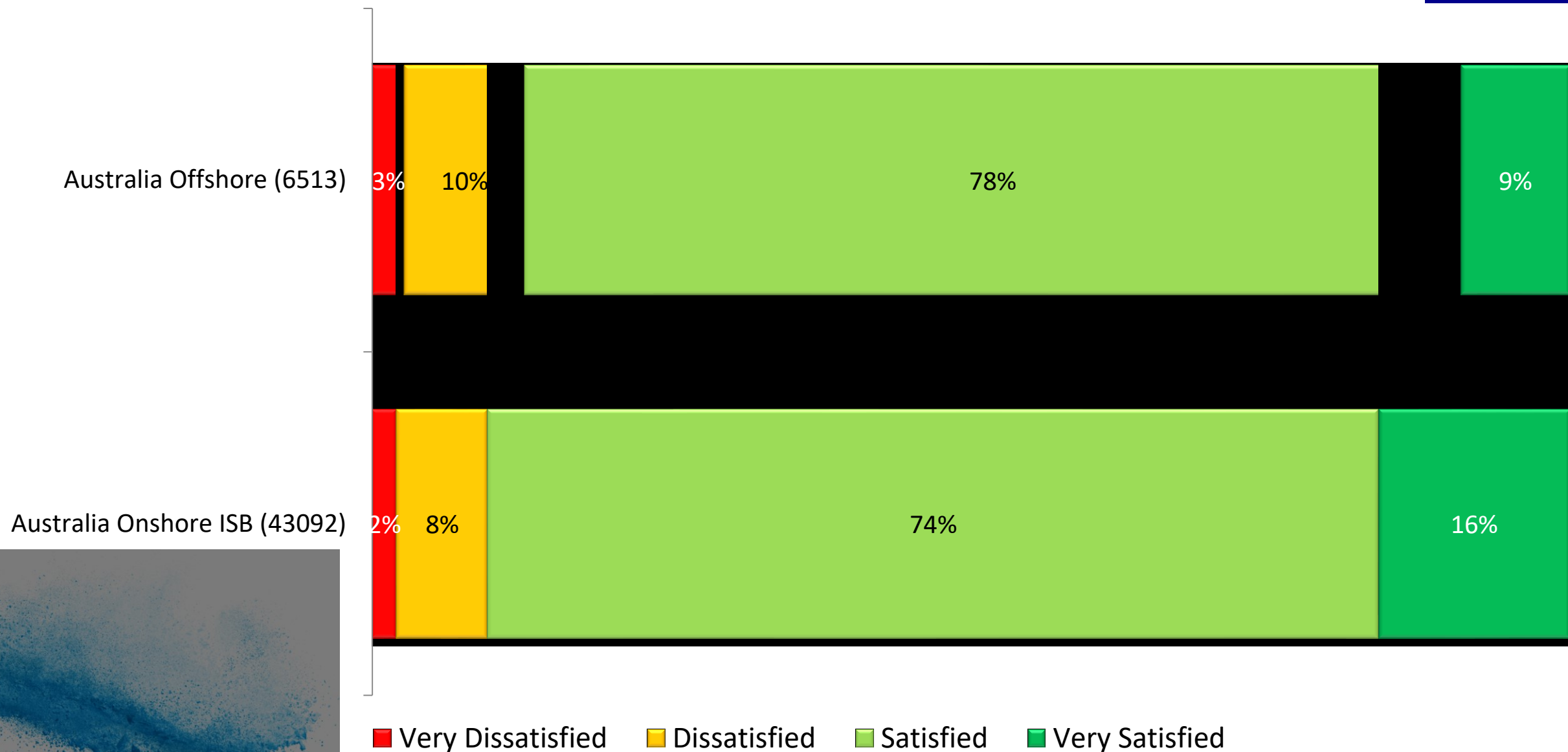
Benchmarking living - Day to day life

by partner location



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
LIVING AVERAGE	83.5%	80.1%	84.6%	87.7%	88.3%	79.9%	-3.4%	1.1%	4.2%	4.8%	-3.6%
LIVING OVERALL	89.8%	88.4%	91.7%	89.3%	86.2%	92.0%	-1.4%	1.9%	-0.5%	-3.6%	2.2%
DAY TO DAY LIFE											
Safety	96.0%	91.9%	97.9%	98.0%	98.8%	95.0%	-4.1%	1.9%	2.0%	2.8%	-1.0%
Good place to be	90.0%	85.8%	92.5%	88.5%	92.2%	90.8%	-4.2%	2.5%	-1.5%	2.2%	0.8%
Visa advice	88.0%	82.7%	92.1%	96.0%	92.4%	81.7%	-5.3%	4.1%	8.0%	4.4%	-6.3%
Eco-friendly attitude	87.2%	85.1%	87.5%	89.9%	92.4%	83.2%	-2.1%	0.3%	2.7%	5.2%	-4.0%
Transport links	86.7%	80.7%	92.7%	89.5%	90.3%	82.7%	-6.0%	6.0%	2.8%	3.6%	-4.0%
Campus buildings	85.7%	80.7%	86.5%	90.5%	85.9%	87.0%	-5.0%	0.8%	4.8%	0.2%	1.3%
Transport links institution	84.5%	85.1%	87.4%	85.6%	85.8%	79.5%	0.6%	2.9%	1.1%	1.3%	-5.0%
Campus environment	83.8%	75.3%	88.3%	92.6%	88.6%	79.3%	-8.5%	4.5%	8.8%	4.8%	-4.5%
Worship facilities	83.8%	88.9%	89.3%	85.1%	89.3%	67.1%	5.1%	5.5%	1.3%	5.5%	-16.7%

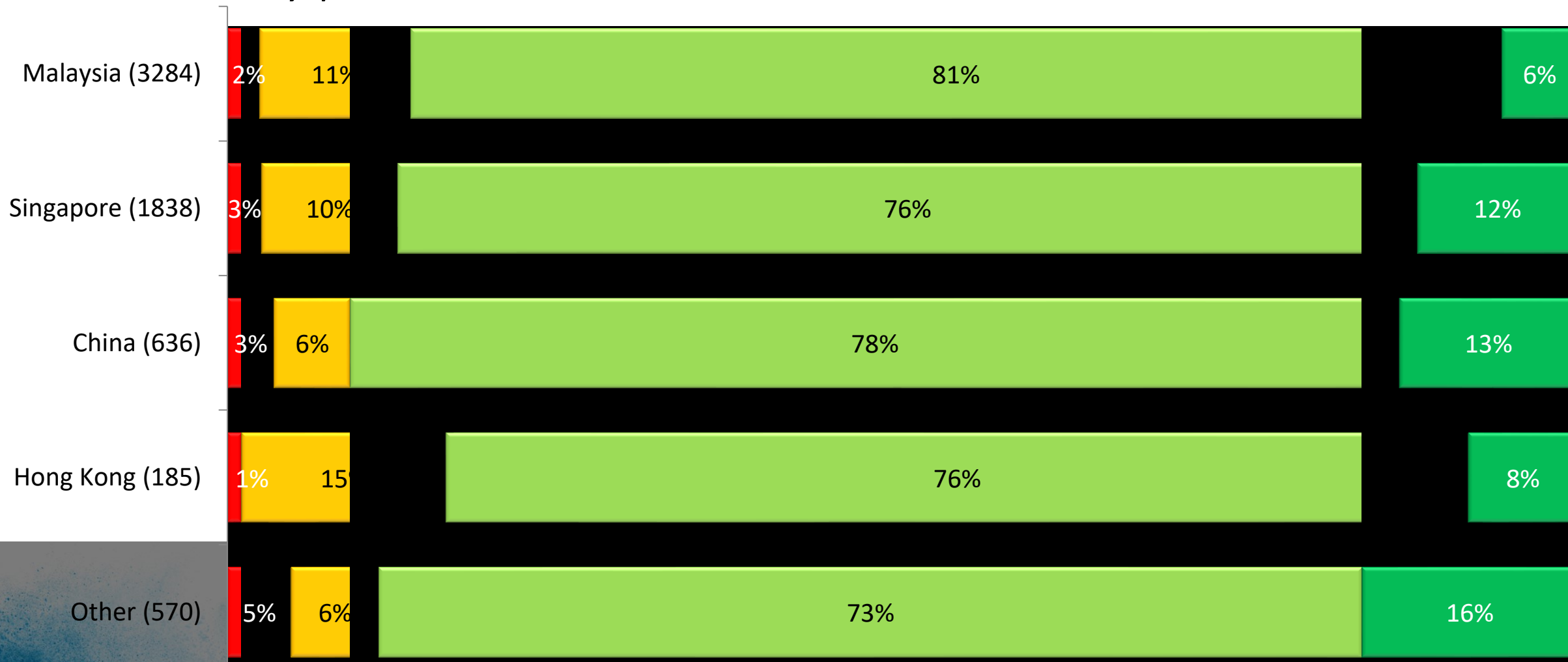
Support experience



Overall, how satisfied are you with the support services at this stage in the year?

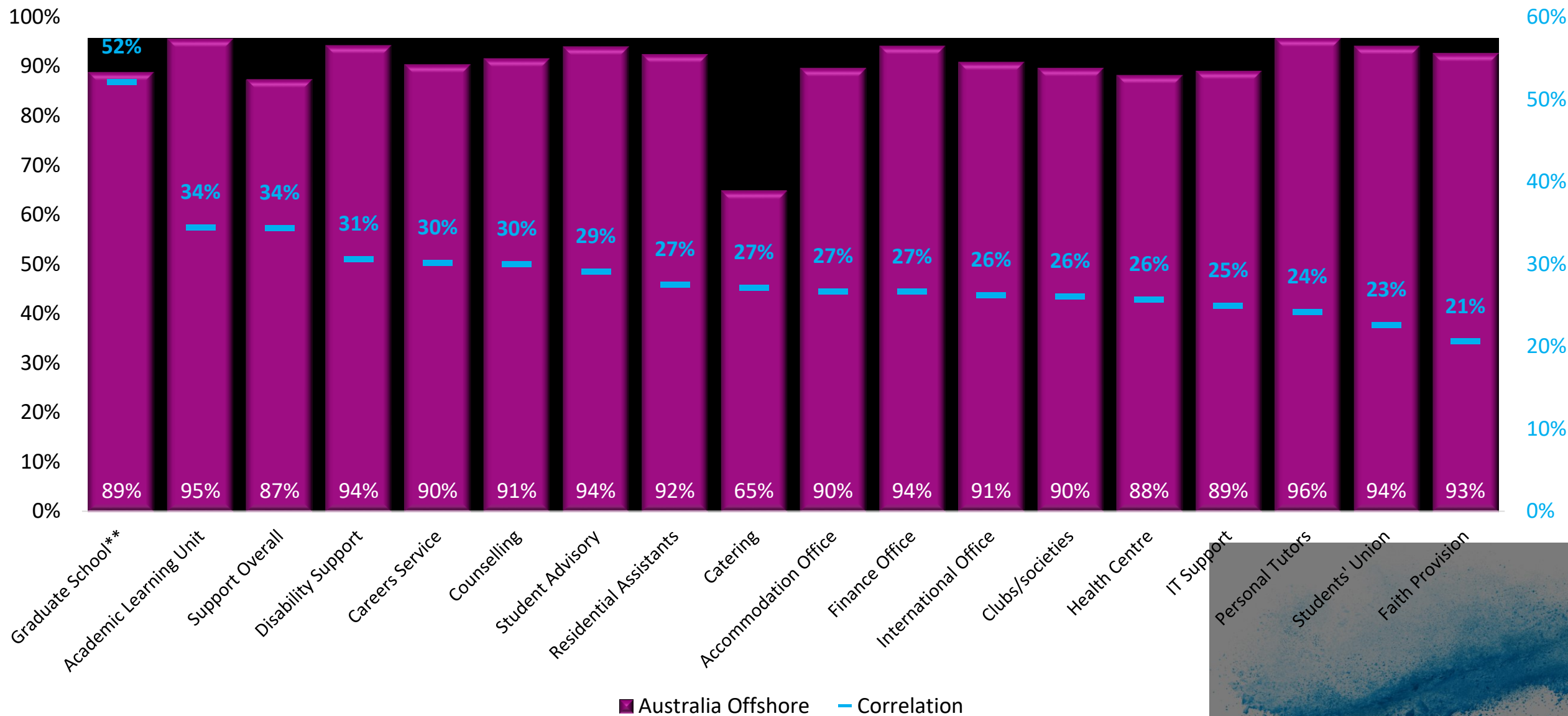
Overall satisfaction – Support

by partner location



Very Dissatisfied Dissatisfied Satisfied Very Satisfied

Overall, how satisfied are you with the support services at this stage in the year?





	Australia Offshore	Australia Onshore ISB	Australia Onshore ISB +/-
SUPPORT AVERAGE	90.7%	92.8%	-2.1%
SUPPORT OVERALL	86.9%	90.7%	-3.8%
Students' Union	96.0%	95.6%	0.4%
Disability Support	93.6%	94.5%	-0.9%
Faith Provision	93.2%	95.1%	-1.9%
Health Centre	92.9%	94.2%	-1.3%
Academic Learning Unit	92.5%	95.5%	-3.0%
Student Advisory	92.5%	94.9%	-2.4%
Finance Office	91.9%	90.6%	1.3%
Counselling	91.6%	92.8%	-1.2%
IT Support	91.5%	95.6%	-4.1%
Clubs/societies	91.1%	93.7%	-2.6%
Careers Service	90.6%	88.0%	2.5%
International Office	89.5%	93.9%	-4.4%
Accommodation Office	89.3%	87.8%	1.5%
Graduate School**	89.1%	94.2%	-5.1%
Catering	75.4%	86.0%	-10.7%

Benchmarking support *by partner location*



	Australia Offshore	Malaysia Partner Location	Singapore Partner Location	China Partner Location	Hong Kong Partner Location	Other Partner Location	Malaysia Partner Location +/-	Singapore Partner Location +/-	China Partner Location +/-	Hong Kong Partner Location +/-	Other Partner Location +/-
SUPPORT AVERAGE	90.7%	87.6%	89.5%	95.9%	94.1%	87.8%	-3.1%	1.9%	6.4%	-1.8%	-6.3%
SUPPORT OVERALL	86.9%	88.0%	87.8%	85.8%	82.9%	88.0%	1.1%	-0.2%	-2.0%	-2.9%	5.1%
Students' Union	96.0%	95.4%	94.0%	98.4%	100.0%	100.0%	-0.6%	-1.4%	4.4%	1.6%	0.0%
Disability Support	93.6%	91.0%	94.1%	97.1%	93.8%	NA	-2.6%	3.1%	3.0%	-3.3%	NA
Faith Provision	93.2%	94.2%	92.0%	96.1%	92.3%	NA	1.0%	-2.2%	4.1%	-3.8%	NA
Health Centre	92.9%	88.5%	97.6%	94.8%	88.3%	100.0%	-4.4%	9.1%	-2.8%	-6.5%	11.7%
Academic Learning Unit	92.5%	92.4%	98.8%	77.8%	92.3%	83.3%	-0.1%	6.4%	-21.0%	14.5%	-9.0%
Student Advisory	92.5%	94.3%	90.8%	98.7%	98.2%	82.9%	1.8%	-3.5%	7.9%	-0.5%	-15.3%
Finance Office	91.9%	89.1%	93.1%	98.2%	96.7%	86.1%	-2.8%	4.0%	5.1%	-1.5%	-10.6%
Counselling	91.6%	88.6%	89.0%	99.3%	93.5%	97.2%	-3.0%	0.4%	10.3%	-5.8%	3.7%
IT Support	91.5%	92.8%	93.3%	97.8%	84.1%	89.0%	1.3%	0.5%	4.5%	-13.7%	4.9%
Clubs/societies	91.1%	89.8%	92.3%	93.8%	100.0%	72.2%	-1.3%	2.5%	1.5%	6.2%	-27.8%
Careers Service	90.6%	91.0%	83.5%	98.4%	95.0%	95.7%	0.4%	-7.5%	14.9%	-3.4%	0.7%
International Office	89.5%	86.0%	85.3%	100.0%	100.0%	96.4%	-3.5%	-0.7%	14.7%	0.0%	-3.6%
Accommodation Office	89.3%	89.7%	81.1%	98.0%	100.0%	81.8%	0.4%	-8.6%	16.9%	2.0%	-18.2%
Graduate School**	89.1%	63.6%	80.2%	100.0%	100.0%	NA	-25.5%	16.6%	19.8%	0.0%	NA
Catering	75.4%	67.6%	77.4%	90.9%	76.7%	69.3%	-7.8%	9.8%	13.5%	-14.2%	-7.4%

Future plans



41% of your students are planning on entering employment



81% (79%) are satisfied that their program will help them to get a good job

in

79% (77%) are satisfied with making good contacts for the future

74% (72%) are satisfied with the career advice from academic staff

33% of your students are planning on going travelling, or are undecided



23% of your students are planning on doing further study

5% of which plan to study in Australia

Australia Offshore (6,550)

Australia Onshore ISB (42,756)

- A member of the i-graduate Research Team will be in contact with details of your university's online password-protected **Filestore** (www.i-graduate.org/filestore)
- **Filestore** contains: full PDF presentation, open comments spreadsheet, university breakdown sheet, pivot table and ranking sheets

Appendix - Questionnaire



Background

- *Accommodation*
- *Funding*
- *Level of study*
- *Area of study*
- *School/Faculty/Department*
- *Year of study*

Pre-Arrival

- *Choice of destination*
- *Key influences*
- *Application process*
- *Visa Satisfaction*
- *Agents*

Arrival Experience

- *Overall Satisfaction*
- *Rating on experience*

Learning Experience

- *Overall Satisfaction*
- *Satisfaction of learning elements*
- *Weekly hours studying and working*
- *Engagement measures*

Living Experience

- *Overall Satisfaction*
- *Satisfaction of living elements*

Support Experience

- *Overall Satisfaction*
- *Relevance of services*
- *Satisfaction with services used*

Recommendation & Reflections

- *Recommendation to others*

Future Plans

- *Employment*
- *Study*

Not a full list of questions



Terminology in University Questionnaire

Terminology in Report

Enrolment/Academic registration

Registration

Understanding how my program of study would work

Study sense

University orientation

University orientation

Meeting academic staff

Meeting staff

Formal welcome at the university

Formal welcome

Making friends from other countries

Other friends

Making friends from this country

Host friends

Assistance to obtain health insurance

Health insurance

Introduction to the local area

Local orientation

Setting up a bank account

Bank account

Internet access at my accommodation

Internet access

Making friends from my home country

Home friends

The social activities (organised events)

Social activities

Welcome/pickup at airport, railway, coach station

Welcome

First night - getting to where I would stay

First night

Condition of accommodation on arrival

Accommodation condition

University accounts/finance department

Finance Office

Accommodation Office

Accommodation Office



Terminology in Questionnaire

Terminology in Report

The quality of lectures (*UG & PG CW*)

Quality lectures

The subject area expertise of lecturers/supervisors

Expert lecturers

The teaching ability of lecturers/supervisors

Good teachers

The academic content of my program/studies

Program content

The organisation and smooth running of the program (*UG & PG CW*)

Program organisation

The level of research activity

Research

Academic staff whose English I can understand

Academics' English

Getting time from academic staff when I need it/ personal support with learning

Learning support

Feedback on coursework/ formal written submissions

Performance feedback

Explanation of marking/ assessment criteria

Marking criteria

Fair and transparent assessment of my work

Assessment



Terminology in Questionnaire

Terminology in Report

Guidance in topic selection and refinement by my supervisor (*PGCW & HDR*)

Topic selection**

Confidence about managing a research project as a result of my experience so far (*HDR*)

Managing research**

Advice and guidance on long-term job opportunities and careers from academic staff

Careers advice

Learning that will help me get a good job

Employability

Opportunities for work experience/ work placements as a part of my studies

Work experience

Studying with people from other cultures

Multicultural

Help to improve my English language skills (if applicable)

Language support

Opportunities to teach (*HDR*)

Opportunities to teach**

The size of classes (*UG & PGCW*)

Class size



Terminology in Questionnaire

Terminology in Report

The quality of the lecture theatres and classrooms

Learning spaces

The quality of laboratories (if applicable)

Laboratories

The physical library facilities

Physical library

The online library facilities (access to journals etc.)

Online library

The learning technology (PCs, networking, etc)

Technology

Virtual learning environment (Blackboard/WebCT/Weblearn/Stream/Moodle)

Virtual learning

Living terminology: Accommodation and living costs



Terminology in Questionnaire

Terminology in Report

Access to suitable accommodation

Accommodation access

The quality of accommodation
(excludes 'living at home'/'living with friends or relatives')

Accommodation quality

The cost of accommodation
(excludes 'living at home'/'living with friends or relatives')

Accommodation cost

The cost of living (food, drink, transport and social)

Living cost

The opportunity to earn money while studying

Earning money

The availability of financial support/bursaries etc.

Financial support

Internet access at my accommodation

Internet access



Terminology in Questionnaire

Terminology in Report

Making friends from my home country

Home friends

Making friends from this country

Host friends

Making friends from other countries

Other friends

Opportunities to experience the culture of this country

Host culture

The sports facilities

Sports facilities

The social facilities (common room etc.)

Social facilities

The social activities (organised events)

Social activities

Making good contacts for the future

Good contacts



Terminology in Questionnaire

Terminology in Report

Feeling safe and secure

Safety

The surroundings outside the university

Good place to be

Transport between university locations

Transport links uni

The transport links to other places

Transport links (other places)

The facilities for religious worship (quiet room/prayer room etc.)

Worship facilities

Immigration and visa advice from the university

Visa advice

The university's eco-friendly attitude to the environment (e.g. recycling/energy etc.)

Eco-friendly attitude

The design and quality of the campus buildings (what they look like, internal quality, functionality and beauty)

Campus buildings

The quality of the external campus environment (landscaping, street furniture, littler, trees, bicycle parking, signposting)

Campus environment



Terminology in Standard Questionnaire

Terminology in University Questionnaire

Terminology in Report

University accounts/finance department

Finance Office (Fee Payment and Collection)

Finance Office

International Office

International Office

International Office

Academic Language and Learning Unit

Academic Language and Learning Unit

IT and system support

IT and system support

IT Support

Student Advisory Service

The Advice Place

The Advice Place

Counselling Service

Counselling Service

Counselling

Careers Advisory Service

Careers Service

Careers Service

Chaplaincy or multi-faith provision

Chaplaincy or multi-faith provision

Faith Provision

Accommodation Office

Accommodation Services

Accommodation Services

Students' Union

Students' Union (EUSA)

Students' Union (EUSA)

Health Centre

Health Centre

Health Centre

Residential Assistants

Residential Assistants

Residential Assistants

Graduate School**

Graduate School**

Graduate School**

Campus eating places

Campus eating places

Catering

University Clubs/Societies

University Clubs/Societies

Clubs/societies

Disability Support

Student Disability Service

Student Disability Service

Personal Tutors

Personal Tutors

Personal Tutors



In this report, a different calculation for satisfaction scores is used for Derived Importance slides compared with ranking or summary slides.

The summary slides are calculated as an average of institution percentages only for those institutions with a minimum base of 10 total respondents with a minimum of 5 responses for any question, the same calculation used for institutional summary reporting.

Derived Importance slides show the overall aggregated results for all institutions, all responses and is an overall percentage.

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