International student experience in the HEVET sector – the national profile

A project supported by the Australian Government Department of Education and Training led by the International Education Association of Australia

Steve Nerlich. Director, International Research and Analysis Unit, Australian Government Department of Education and Training
Janelle Chapman. Director, TAFE Queensland International
Helen Zimmerman. Chief Corporate Affairs Officer, Navitas
Kevin Brett. Director, i-graduate Australia
Today’s purpose

• Positive student experience across participating Australian institutes and colleges
• Headline findings – report is available to participants
• Commitment of NUHEP sector to student experience
• Illustrate the value of self regulation
• Examples of how data is being used in an evidence based approach to continuous improvement by public and private providers
• To encourage other HEVET providers to participate in future ISB projects
• Raise the national recommendation rate
### Propensity to recommend (by study level)

<table>
<thead>
<tr>
<th>HEVET ISB (6,683)</th>
<th>ONDLS (3059)</th>
<th>Diploma (1319)</th>
<th>UG (1035)</th>
<th>PGT (670)</th>
<th>Foundation (526)</th>
<th>Other (73)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>I would actively encourage people to apply</td>
<td>39%</td>
<td>35%</td>
<td>33%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>42%</td>
<td>If asked, I would encourage people to apply</td>
<td>41%</td>
<td>45%</td>
<td>42%</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>16%</td>
<td>I would neither encourage nor discourage people to apply</td>
<td>15%</td>
<td>15%</td>
<td>19%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>3%</td>
<td>If asked, I would discourage people from applying</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>2%</td>
<td>I would actively discourage people from applying</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Would you recommend the Higher Education Provider to others thinking of applying here?
Propensity to recommend (compared to previous years)

Would you recommend the Higher Education Provider to others thinking of applying here?

- I would actively encourage people to apply
- If asked, I would encourage people to apply
- I would neither encourage nor discourage people to apply
- If asked, I would discourage people from applying
- I would actively discourage people from applying

<table>
<thead>
<tr>
<th>Year</th>
<th>2009 (7400)</th>
<th>2012 (5928)</th>
<th>2014 (5460)</th>
<th>2016 (6683)</th>
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<tbody>
<tr>
<td>Responding</td>
<td>18%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
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<tr>
<td>Encourage</td>
<td>40%</td>
<td>45%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Neither</td>
<td>35%</td>
<td>35%</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>Discourage</td>
<td>4%</td>
<td>10%</td>
<td>4%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Overview: data with Q & A

Summary
The national perspective
Steve Nerlich

Experience
Learning from the ISB
Helen Zimmerman

Experience
Living and support
Janelle Chapman

Summary
Q & A discussion
Kevin Brett
A national survey

Steve Nerlich
Australian Government Department of Education and Training
A national project

The HEVET Barometer: stakeholder driven for continuous improvement of the student experience

Led by: International Education Association of Australia
Funding: Australian Government Department of Education and Training
Support: Australian state and territory governments
Participating: Staff and students of 48 Australian tertiary institutions
Managed by: The i-graduate group, Australia

Students invited to feedback from May to June 2016

8,864 international students responded from 48 Australian HEVET institutions

Results compared against international HEVET benchmark of 21,745 responses from 94 institutions
The 2016 International student survey

- Participating students come from all of Australia’s education sectors: Higher education, VET, ELICOS and schools.

- Over 65,000 international students participated in 2016, including over 6,500 VET students.

- Participating institutions receive de-identified data about their own students, compared with both national and international benchmarks.

  - Peak education bodies and all levels of government learn about international students’ experience in Australia.
Headline findings for 2016

87% of tertiary students very satisfied or very satisfied with their overall experience in Australia

91% satisfied with their living experience

87% satisfied with their study experience
Headline findings for 2016

87% of tertiary students very satisfied or very satisfied with their overall experience in Australia

International VET barometer 87%

91% satisfied with their living experience

International VET barometer 88%

87% satisfied with their study experience

International VET barometer 87%
## Response rate breakdown

<table>
<thead>
<tr>
<th></th>
<th>Response</th>
<th>Population</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia HEVET ISB</td>
<td>8,864</td>
<td>30,911</td>
<td>29%</td>
</tr>
<tr>
<td>Global HEVET ISB</td>
<td>21,745</td>
<td>73,151</td>
<td>30%</td>
</tr>
</tbody>
</table>
Nationality breakdown

Inner Circle, HEVET 2016 (8,864) vs Outer Circle, Global HEVET ISB (21,745)

- China: 19%
- India: 12%
- Vietnam: 9%
- South Korea: 6%
- Nepal: 5%
- Indonesia: 5%
- Pakistan: 5%
- Malaysia: 5%
- Hong Kong SAR: 5%
- Philippines: 5%
- Other: 36%

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Study level breakdown

Inner Circle, HEVET 2016 (8,864) vs Outer Circle, Global Vocational ISB (21,745)

- ONDLS: 21%
- Diploma: 8%
- UG: 26%
- PGT: 13%
- Foundation course: 15%
- Other: 10%
- PGR: 9%
- Other: 9%
- Other: 1%
Learning & Teaching

Helen Zimmerman
Chief Corporate Affairs Officer
Navitas
Overall satisfaction - Learning

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

- **HEVET 2016 (7,979)**
  - Very dissatisfied: 3%
  - Dissatisfied: 9%
  - Satisfied: 67%
  - Very satisfied: 21%

- **Global HEVET ISB (19,627)**
  - Very dissatisfied: 3%
  - Dissatisfied: 9%
  - Satisfied: 66%
  - Very satisfied: 21%
Institution satisfaction (sorted by % score)

-2% -2% -1% -1% 0% 1% 1% 2% 2%

% difference to Global benchmark

Academics' English
Expert lecturers
Learning support
Assessment
Program content
Good teachers
Quality lectures
Marking criteria
LEARNING OVERALL
Program organisation
Performance feedback
Learning matrix - Teaching
Learning matrix - Studies

Institution satisfaction (sorted by % score)

[Diagram showing the % difference to Global benchmark for various categories: Class size, Multicultural, Language support, LEARNING OVERALL, Employability, Work experience, Careers advice.]

**Postgraduate students only**
Learning matrix - Facilities

% difference to Global benchmark

Virtual learning
Laboratories
Learning spaces
Online library
Physical library
Technology

Institution satisfaction (sorted by % score)
Learning satisfaction – (2016 vs 2014)

<table>
<thead>
<tr>
<th>Worse in 2016</th>
<th>Better in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work experience</td>
<td>Expert lecturers</td>
</tr>
<tr>
<td>Careers advice</td>
<td>Good teachers</td>
</tr>
<tr>
<td>Program organisation</td>
<td>Multicultural</td>
</tr>
<tr>
<td>Topic selection**</td>
<td>Language support</td>
</tr>
<tr>
<td>Employability</td>
<td>Marking criteria</td>
</tr>
<tr>
<td>Laboratories</td>
<td>Assessment</td>
</tr>
<tr>
<td>Quality lectures</td>
<td>Academics' English</td>
</tr>
<tr>
<td>Good teachers</td>
<td>Physical library</td>
</tr>
<tr>
<td>Performance feedback</td>
<td>Class size</td>
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<tr>
<td>Program content</td>
<td>Technology</td>
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<tr>
<td>Multicultural</td>
<td>Virtual learning</td>
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<tr>
<td>Language support</td>
<td>Learning spaces</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>Online library</td>
</tr>
</tbody>
</table>

-6% -4% -2% 0% 2% 4% 6%
# Learning satisfaction – wave on wave comparison

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers advice</td>
<td>74%</td>
<td>80%</td>
<td>76%</td>
<td>81%</td>
<td>7%</td>
</tr>
<tr>
<td>Work experience</td>
<td>74%</td>
<td>78%</td>
<td>76%</td>
<td>81%</td>
<td>7%</td>
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<tr>
<td>Learning spaces</td>
<td>83%</td>
<td>90%</td>
<td>88%</td>
<td>88%</td>
<td>5%</td>
</tr>
<tr>
<td>Language support</td>
<td>87%</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
<td>5%</td>
</tr>
<tr>
<td>Technology</td>
<td>81%</td>
<td>86%</td>
<td>84%</td>
<td>85%</td>
<td>4%</td>
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<tr>
<td>Multicultural</td>
<td>88%</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td>4%</td>
</tr>
<tr>
<td>Learning support</td>
<td>88%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>3%</td>
</tr>
<tr>
<td>Program content</td>
<td>88%</td>
<td>91%</td>
<td>89%</td>
<td>91%</td>
<td>3%</td>
</tr>
<tr>
<td>Online library</td>
<td>N/A</td>
<td>84%</td>
<td>87%</td>
<td>86%</td>
<td>2%</td>
</tr>
<tr>
<td>Program organisation</td>
<td>N/A</td>
<td>86%</td>
<td>84%</td>
<td>88%</td>
<td>2%</td>
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<tr>
<td>Assessment</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
<td>2%</td>
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<tr>
<td>Laboratories</td>
<td>N/A</td>
<td>86%</td>
<td>86%</td>
<td>88%</td>
<td>2%</td>
</tr>
<tr>
<td>Good teachers</td>
<td>88%</td>
<td>91%</td>
<td>88%</td>
<td>90%</td>
<td>2%</td>
</tr>
<tr>
<td>Employability</td>
<td>N/A</td>
<td>85%</td>
<td>83%</td>
<td>86%</td>
<td>1%</td>
</tr>
<tr>
<td>Performance feedback</td>
<td>87%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>1%</td>
</tr>
<tr>
<td>Physical library</td>
<td>N/A</td>
<td>84%</td>
<td>85%</td>
<td>85%</td>
<td>1%</td>
</tr>
<tr>
<td>Academics' English</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>1%</td>
</tr>
<tr>
<td>Expert lecturers</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
<td>92%</td>
<td>1%</td>
</tr>
<tr>
<td>Quality lectures</td>
<td>N/A</td>
<td>90%</td>
<td>88%</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>Virtual learning</td>
<td>N/A</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>0%</td>
</tr>
<tr>
<td>Class size</td>
<td>N/A</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>Topic selection**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>92%</td>
<td>0%</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>N/A</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

**Postgraduate students only**
Response Rate: All Students

A high response rate is an early indicator of student engagement and sound communication between provider and students.

Navitas: How to enable consistent high response rates?

Your institution: How to increase or maintain response rates?
Determining strengths and weakness – your position relative to other colleges

Overall, how satisfied are you with all aspects of your institution experience?
Would you recommend the institution to others thinking of applying here?

- I would actively encourage people to apply (21%)
- If asked, I would encourage people to apply (26%)
- I would neither encourage nor discourage people to apply (32%)
- If asked, I would discourage people from applying (43%)
- I would actively discourage people from applying (43%)

Least likely to recommend → Most likely to recommend

Sharing good practice among trusted colleagues
How Navitas uses the Student Barometer

- Benchmark across 30 colleges in all English-speaking destination countries
  - global perspective and comparisons

- Gain insights into customer/student expectations
  - enhance the pre & post arrival experience

- Share full report with all managers
  - we’re part of the same team

- Focus on understanding where & why of “detractors”
  - how do we reduce the % of detractors

- Learn from ‘better practice’ colleges
  - interrogate their procedures, processes, value proposition
  - What can we learn and implement across those colleges who scored a “yellow/pink/red” result
Using the Student Barometer to benchmark Better Practice

**Internships**
- College A fared poorly (2014) on internship take-up by students compared with other colleges
- Project-based approach with university and across Navitas, especially with Careers & Internships
- Relaunched ‘new’ Internship program
- Increase uptake of internships by over 150%

**Academic progression**
- College B had an Academic Skills advisor for students in the Foundation programs
- ELICOS students accessed Independent Learning Centre and voluntary English Language support sessions
- Disproportionate number of ELICOS students repeating levels
- Academic Skills Advisor placed in ELICOS section
  - early identification of students with English Language learning problems
  - system set up to address their needs
- Students repeating English courses reduced by 27%

**Increasing Retention**
- Post 2014 focus on retention and pass rates in Foundation and diploma cohorts.
- All lecturers have a dedicated hour per week which is devoted to "student drop in"
- Weekly peer assisted learning workshops
- Mentoring
- ‘Sticky’ Campuses
Living and support

Janelle Chapman
Director, TAFE Queensland International
Overall, how satisfied are you with the living experience at this stage in the year?
Living matrix – Accommodation & living costs

Institution satisfaction (sorted by % score)

% difference to Global benchmark

-5% -4% -3% -2% -1% 0% 1% 2% 3% 4% 5%

LIVING OVERALL
Accommodation quality
Accommodation access
Internet access
Living cost
Accommodation cost
Financial support
Earning money
Living matrix - Social

- Host culture
- Other friends
- LIVING OVERALL
- Home friends
- Good contacts
- Social facilities
- Social activities
- Host friends
- Sport facilities

Institution satisfaction (sorted by % score)

% difference to Global benchmark
Living matrix – Day to Day Life

Institution satisfaction (sorted by % score)

-4% -3% -2% -1% 0% 1% 2% 3% 4%

% difference to Global benchmark

Safety
Good place to be
Eco-friendly attitude
Campus environment
LIVING OVERALL
Worship facilities
Campus buildings
Transport links HEP
Transport links
Visa advice

Living matrix
–
Day to Day Life

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Living satisfaction – (2016 vs 2014)

Worse in 2016
- Living cost
- Accommodation cost
- Financial support
- Visa advice
- Transport links
- Host friends
- Internet access
- Social facilities
- Safety
- Transport links HEP
- Earning money
- Accommodation quality
- Eco-friendly attitude
- Good place to be
- Host culture
- Good contacts
- Social activities
- Sport facilities
- Campus buildings
- Accommodation access
- Other friends
- Campus environment
- Worship facilities
- Home friends

Better in 2016
## Living satisfaction – wave on wave comparison

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Visa advice</td>
<td>74%</td>
<td>83%</td>
<td>82%</td>
<td>85%</td>
<td>11%</td>
</tr>
<tr>
<td>Good place to be</td>
<td>84%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>10%</td>
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<tr>
<td>Host culture</td>
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<td>88%</td>
<td>89%</td>
<td>91%</td>
<td>9%</td>
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<td>Social facilities</td>
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<td>82%</td>
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<td>8%</td>
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<td>Sport facilities</td>
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<td>77%</td>
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<td>7%</td>
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<td>Social activities</td>
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<td>80%</td>
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<td>7%</td>
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<td>89%</td>
<td>88%</td>
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<td>6%</td>
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<td>Safety</td>
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<td>90%</td>
<td>93%</td>
<td>6%</td>
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<td>Transport links</td>
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<td>85%</td>
<td>84%</td>
<td>88%</td>
<td>5%</td>
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<tr>
<td>Transport links HEP</td>
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<td>87%</td>
<td>85%</td>
<td>88%</td>
<td>5%</td>
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<tr>
<td>Internet access</td>
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<td>83%</td>
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<td>85%</td>
<td>5%</td>
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<tr>
<td>Host friends</td>
<td>78%</td>
<td>79%</td>
<td>79%</td>
<td>82%</td>
<td>4%</td>
</tr>
<tr>
<td>Other friends</td>
<td>87%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>4%</td>
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<td>Earning money</td>
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<td>70%</td>
<td>3%</td>
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<td>Accommodation quality</td>
<td>87%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>2%</td>
</tr>
<tr>
<td>Good contacts</td>
<td>83%</td>
<td>86%</td>
<td>83%</td>
<td>85%</td>
<td>2%</td>
</tr>
<tr>
<td>Accommodation access</td>
<td>87%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
<td>2%</td>
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<tr>
<td>Campus environment</td>
<td>N/A</td>
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<td>89%</td>
<td>90%</td>
<td>1%</td>
</tr>
<tr>
<td>Eco-friendly attitude</td>
<td>N/A</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>1%</td>
</tr>
<tr>
<td>Campus buildings</td>
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<td>87%</td>
<td>88%</td>
<td>0%</td>
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<tr>
<td>Financial support</td>
<td>71%</td>
<td>77%</td>
<td>67%</td>
<td>71%</td>
<td>0%</td>
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<tr>
<td>Home friends</td>
<td>89%</td>
<td>91%</td>
<td>88%</td>
<td>89%</td>
<td>0%</td>
</tr>
<tr>
<td>Living cost</td>
<td>75%</td>
<td>63%</td>
<td>61%</td>
<td>72%</td>
<td>-3%</td>
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<tr>
<td>Accommodation cost</td>
<td>74%</td>
<td>65%</td>
<td>63%</td>
<td>70%</td>
<td>-4%</td>
</tr>
</tbody>
</table>
Support

Janelle Chapman
Director, TAFE Queensland International
Overall, how satisfied are you with the support services at this stage in the year?
Support matrix

Institution satisfaction (sorted by % score)

-5%  -4%  -3%  -2%  -1%  0%  1%  2%  3%  4%  5%

% difference to Global benchmark

**Postgraduate students only**

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Support satisfaction – (2016 vs 2014)

<table>
<thead>
<tr>
<th>Worse in 2016</th>
<th>Better in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Service</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Residential Assistants</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Catering</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Accommodation Office</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>International Office</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Clubs/societies</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Health Centre</td>
<td>![Bar Graph]</td>
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<tr>
<td>Faith Provision</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Finance Office</td>
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<tr>
<td>Students' Union</td>
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<tr>
<td>Counselling</td>
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<tr>
<td>Support Overall</td>
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<td>IT Support</td>
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<tr>
<td>Personal Tutors</td>
<td>![Bar Graph]</td>
</tr>
<tr>
<td>Disability Support</td>
<td>![Bar Graph]</td>
</tr>
</tbody>
</table>

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# Support satisfaction – wave on wave comparison

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Careers Service</td>
<td>80%</td>
<td>90%</td>
<td>84%</td>
<td>91%</td>
<td>10%</td>
</tr>
<tr>
<td>Catering</td>
<td>76%</td>
<td>82%</td>
<td>78%</td>
<td>83%</td>
<td>7%</td>
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<tr>
<td>Accommodation Office</td>
<td>87%</td>
<td>91%</td>
<td>89%</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Students' Union</td>
<td>89%</td>
<td>94%</td>
<td>92%</td>
<td>95%</td>
<td>6%</td>
</tr>
<tr>
<td>Finance Office</td>
<td>87%</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
<td>6%</td>
</tr>
<tr>
<td>International Office</td>
<td>89%</td>
<td>93%</td>
<td>90%</td>
<td>94%</td>
<td>4%</td>
</tr>
<tr>
<td>Student Advisory</td>
<td>90%</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
<td>4%</td>
</tr>
<tr>
<td>Residential Assistants</td>
<td>91%</td>
<td>93%</td>
<td>90%</td>
<td>95%</td>
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<tr>
<td>Health Centre</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>4%</td>
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<tr>
<td>IT Support</td>
<td>89%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>3%</td>
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<tr>
<td>Counselling</td>
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<td>93%</td>
<td>95%</td>
<td>3%</td>
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<tr>
<td>Clubs/societies</td>
<td>91%</td>
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<td>93%</td>
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<td>Faith Provision</td>
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</table>
Q & A + Discussion
All
Thank you

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