First look at the 2016 international student survey

A national project supported by the Australian Government Department of Education and Training

Will Archer. CEO i-graduate
Christopher Lawson. First Secretary (Education & Research) Beijing
Elizabeth Webber. Australian Government Schools International/NSW Department of Education
Brett Blacker. CEO English Australia
Kevin Brett. Director i-graduate Australia
The 2016 international student survey

**Funding:** Australian Government Department of Education and Training

**Support:** International Education Association of Australia, English Australia, Australian state and territory governments and other peak bodies in international education

**Participating:** Staff & students of 132 Australian tertiary institutions; 135 Australian public & private schools.

**Managed by:** The i-graduate group, Australia

A biennial review of the international student experience in Australia
A national project

Today’s purpose

• Positive student experience across participating Australian international education providers

• Headline findings only – participants have reports

• DET will produce an anonymised national report on the International student experience in Australia

• Data attests to the sector’s commitment to the student experience

• To encourage other providers to participate in future national surveys of the international student experience
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First look at the 2016 international student survey

- Employability - all components
- Accommodation - all dimensions
- Agent relationships
- Joining the dots
First look at the 2016 international student survey

Introduction: Will Archer CEO i-graduate

National picture: Christopher Lawson First Secretary (Education & Research) Beijing

Schools: Elizabeth Webber Australian Government Schools International/NSW Dept of Ed

Language Colleges: Brett Blacker CEO English Australia

HEVET & Universities: Kevin Brett Director i-graduate Australia

Q & A/Discussion: Will Archer and all attendees.
The national picture

Christopher Lawson
Since 2010, the Australian Government has funded over $300,000 each year towards research that aims to give international students a local and a national voice. The flagship activity for this research is the biennial International Student Survey, which began in 2010.
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For each biennial survey:

- Over 50,000 international students have participated

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

- 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 details about international students’ experience in Australia.
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Headline findings for 2016

88% of tertiary students very satisfied or very satisfied with the overall experience in Australia

90% satisfied with their living experience

88% satisfied with their study experience
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Headline findings for 2016

88% of tertiary students very satisfied or very satisfied with the overall experience in Australia

88% in 2014 (87.7 in 2014 vs. 87.8 in 2016)

90% satisfied with their living experience

89% in 2014

88% satisfied with their study experience

87% in 2014
A national project

Headline findings for 2016

88% of tertiary students very satisfied or very satisfied with the overall experience in Australia

88% in 2014 (87.7 in 2014 vs. 87.8 in 2016)

90% satisfied with their living experience

89% in 2014

88% satisfied with their study experience

87% in 2014

All these scores have steadily increased since 2010, when overall satisfaction was 86% (incorporating 84% living and 84% study).
The school sector
Elizabeth Webber
SCHOOLS – Participation

- Australia hosted just over 20,000 international school students in 2015.

- In 2016, over 1,600 international students from 135 Australian public and private schools participated in our national survey.

- The schools survey uses a different survey instrument (EY Sweeney conducted survey not i-graduate) therefore the results are not comparable with the tertiary sector survey results.

- All states were involved except NT

- Participating schools breakdown - 91 government / 44 non-government
SCHOOLS – Satisfaction in 2016:

- 77% satisfied or very satisfied with their overall experience (*74% in 2010 and 2012, up to 82% in 2014*)
- 77% satisfied with their living experience (*74% in 2010, 81% in 2014*)
- 73% satisfied with their study experience (*76% in 2010, 77% in 2014*)
SCHOOLS - Support Services

• Variance between awareness and usefulness of support services
• Is awareness an indicator for school students?
• Matching survey questions to relevant participants

Arrival Support
- Awareness of arrival support services: 51% in 2014, 94% in 2016
- Usefulness of arrival support services: 43% in 2014, 81% in 2016

School Support
- Awareness of school support services: 43% in 2014, 42.75% in 2016
- Usefulness of school support service: 92.50% in 2014, 91.60% in 2016
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SCHOOLS – Satisfaction

- 1% decrease in support satisfaction
- 4% decrease in living and learning satisfaction
- 5% decrease in overall satisfaction
SCHOOLS - Recommendations

• Variance between recommendation rate for schools versus Australia

• 86% would recommend their school (no change since 2014)

• 12% decline in recommendation of Australia as a study destination – why?

![Graph showing recommendation rates for schools and Australia over years]
SCHOOLS - KPIs

• Is there a discrepancy between satisfaction and recommendation?
• Satisfaction (likes) doesn’t directly convert to recommendations
SCHOOLS - Conclusions

• Satisfaction rates could improve for schools

• Questions for schools sector survey must be sector appropriate and age appropriate

• Surveys need to be easily accessible for schools and school students – issues for principals with students aged under 18

• Positive results overall
  – 90 to 97% found school support services useful including orientation, library, counselling, careers advice, homework centre, ESL support and teacher help
  – 86 % would recommend school
Language Colleges
Brett Blacker
### ELT Barometer Australia - response rate breakdown

Each blue dot represents an institution’s response rate in the global benchmark.

<table>
<thead>
<tr>
<th>Year</th>
<th>Response</th>
<th>Population</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>11,296</td>
<td>21,920</td>
<td>52%</td>
</tr>
<tr>
<td>2013</td>
<td>10,654</td>
<td>16,563</td>
<td>64%</td>
</tr>
<tr>
<td>2011</td>
<td>8,772</td>
<td>13,330</td>
<td>66%</td>
</tr>
<tr>
<td>2009</td>
<td>10,716</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
ELT Barometer Australia - Study type breakdown

Australia ELB 2016 (11296)

- English for Academic Purposes (EAP) - learning English with study skills
- General English - learning all areas of English
- IELTS Preparation
- Cambridge Exams Preparation
- Group Study Tour
- English for High School
- English plus another subject – learning English plus another subject/hobby
- TOEFL Preparation
- TOEIC Preparation
- English for teachers (TESOL)
- Other
Would you recommend the institution to others thinking of applying here?

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

ELB Propensity to recommend (compared to previous waves)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Recommend</td>
<td>26%</td>
<td>28%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Neutral</td>
<td>46%</td>
<td>50%</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Discourage</td>
<td>22%</td>
<td>18%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>
### ELB Topline results – year on year (% satisfied)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Arrival overall</td>
<td>N/A</td>
<td>N/A</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>Learning overall</td>
<td>87%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Living overall</td>
<td>86%</td>
<td>89%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Support overall</td>
<td>76%</td>
<td>83%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Satisfaction Overall</td>
<td>81%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
</tr>
</tbody>
</table>
ELT Barometer Australia - Reflections (% agree)

Australia ELB 2016

I have made progress in learning English since beginning this course of study (9808) 91%

I feel that my English language course has been worth the investment of time (9783) 84%

Studying English in this country has been better than I expected (9848) 83%

The institution experience has lived up to my expectations (9756) 81%

My course of study has been worth the investment of money (9801) 77%

I feel that my English language course offers value for money (9814) 74%

I feel isolated from the language school/centre community (9786) 39%

To what extent do you agree or disagree with the following statements:
ELB Arrival satisfaction – 2016 vs 2013

Worse 2016 vs 2013 Better

- Homestay welcome
- Bank account
- Registration
- Meeting staff
- Study sense
- School/centre orientation
- School/centre welcome
- Formal welcome
- First night
- Health insurance
- Accommodation condition
- Local orientation
- Welcome/pick-up

AUS ELB 2016
Global ELB
ELT Barometer Australia - Learning
ELT Barometer Australia - Learning matrix

Australia ELB satisfaction (sorted by % score)

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ELT Barometer Australia - Living
ELT Barometer Australia - Support
ELB Support satisfaction – 2016 vs 2013

Worse 2016 vs 2013 Better

- Visa support
- Advice prior to arrival
- Social program organisation
- Advice on further study
- Accommodation Office
- Handling a complaint
- Counselling
- Careers advice
- Part-time work advice

AUS ELB 2016
GLOBAL ELB

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## 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% I would actively encourage people to apply</td>
<td>39%</td>
<td>35%</td>
<td>33%</td>
<td>33%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>42% If asked, I would encourage people to apply</td>
<td>41%</td>
<td>45%</td>
<td>42%</td>
<td>43%</td>
<td>42%</td>
<td>48%</td>
</tr>
<tr>
<td>16% 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>
<td>12%</td>
</tr>
<tr>
<td>3% If asked, I would discourage people from applying</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>2% I would actively discourage people from applying</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Propensity to recommend (compared to previous years)
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>
The 2016 International student survey

8,864 international students responded from 48 Australian HE-VET institutions

Over 6,500 VET students.

Results compared against international HE-VET benchmark of 21,745 responses from 94 institutions
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: 4%
- Malaysia: 3%
- Hong Kong SAR: 2%
- Philippines: 3%
- Other: 34%

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Learning
Overall, how satisfied are you with the learning experience at this stage in the year?
Institution satisfaction (sorted by % score)

% difference to Global benchmark

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

Academics' English
Expert lecturers
Learning support
Assessment
Program content
Good teachers
Quality lectures
Marking criteria
LEARNING OVERALL

Performance feedback
Program organisation

Learning matrix - Teaching
Learning matrix - Studies

Institution satisfaction (sorted by % score)

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

**Postgraduate students only

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Learning matrix - Facilities

Institution satisfaction (sorted by % score)

Virtual learning
Laboratories
Learning spaces
Online library
Physical library
Technology

% difference to Global benchmark

LEARNING OVERALL

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Learning satisfaction – (2016 vs 2014)

-6% -4% -2% 0% 2% 4% 6%

Worse in 2016
Better in 2016

Work experience
Careers advice
Program organisation
Topic selection**
Employability
Laboratories
Quality lectures
Good teachers
Performance feedback
Program content
Multicultural
Language support
Marking criteria
Expert lecturers
Learning support
Assessment
Academics’ English
Physical library
Class size
Technology
Virtual learning
Learning spaces
Online library

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## Learning satisfaction – wave on wave comparison

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<thead>
<tr>
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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>
</tr>
<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>
</tr>
<tr>
<td>Multicultural</td>
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<td>91%</td>
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<td>Learning support</td>
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<td>90%</td>
<td>91%</td>
<td>3%</td>
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<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>
</tr>
<tr>
<td>Assessment</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
<td>2%</td>
</tr>
<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**
Overall satisfaction - Living

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

HEVET 2016 (7,151)
- Very dissatisfied: 3%
- Dissatisfied: 8%
- Satisfied: 72%
- Very satisfied: 17%

Global HEVET ISB (17,698)
- Very dissatisfied: 3%
- Dissatisfied: 9%
- Satisfied: 71%
- Very satisfied: 17%

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Living matrix – Accommodation & living costs

Institution satisfaction (sorted by % score)

% difference to Global benchmark

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

-5% -4% -3% -2% -1% 0% 1% 2% 3% 4% 5%
Institution satisfaction (sorted by % score)

% difference to Global benchmark

Living matrix - Social

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

Sport facilities

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Living matrix – Day to Day Life

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

% difference to Global benchmark

Institution satisfaction (sorted by % score)
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
- -12%
- -8%
- -4%
- 0%
- 4%
- 8%
- 12%

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

Overall satisfaction - Support

- **HEVET 2016 (6,260)**
  - Very dissatisfied: 3%
  - Dissatisfied: 9%
  - Satisfied: 75%
  - Very satisfied: 13%

- **Global HEVET ISB (15,448)**
  - Very dissatisfied: 3%
  - Dissatisfied: 10%
  - Satisfied: 74%
  - Very satisfied: 13%
Support matrix

Institution satisfaction (sorted by % score)

% difference to Global benchmark

**Postgraduate students only**
Support satisfaction – (2016 vs 2014)

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

-8% -6% -4% -2% 0% 2% 4% 6% 8%
## Support satisfaction – wave on wave comparison

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<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>
</tr>
<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>
<td>4%</td>
</tr>
<tr>
<td>Health Centre</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>4%</td>
</tr>
<tr>
<td>IT Support</td>
<td>89%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>3%</td>
</tr>
<tr>
<td>Counselling</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>3%</td>
</tr>
<tr>
<td>Clubs/societies</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
<td>2%</td>
</tr>
<tr>
<td>Faith Provision</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
<td>1%</td>
</tr>
<tr>
<td>Disability Support</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Universities
Kevin Brett
| Australia ISB  
(36231) | Global ISB  
(126460) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>34%</strong></td>
<td>38%</td>
</tr>
<tr>
<td>I would actively encourage people to apply</td>
<td></td>
</tr>
<tr>
<td><strong>46%</strong></td>
<td>44%</td>
</tr>
<tr>
<td>If asked, I would encourage people to apply</td>
<td></td>
</tr>
<tr>
<td><strong>16%</strong></td>
<td>14%</td>
</tr>
<tr>
<td>I would neither encourage nor discourage people to apply</td>
<td></td>
</tr>
<tr>
<td><strong>3%</strong></td>
<td>3%</td>
</tr>
<tr>
<td>If asked, I would discourage people from applying</td>
<td></td>
</tr>
<tr>
<td><strong>1%</strong></td>
<td>1%</td>
</tr>
<tr>
<td>I would actively discourage people from applying</td>
<td></td>
</tr>
</tbody>
</table>
Propensity to recommend (year on year*)

INTERNATIONAL STUDENTS

Would you recommend the university to others thinking of applying here?

The Fixed Benchmark only includes universities that took part in both years

*2016 vs 2015
Overall, how satisfied are you with all aspects of your university experience?
Overall satisfaction

INTERNATIONAL STUDENTS

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

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very satisfied

Australia (45643)

- 3% Very dissatisfied
- 7% Dissatisfied
- 67% Satisfied
- 22% Very satisfied

Global ISB (153197)

- 4% Very dissatisfied
- 7% Dissatisfied
- 65% Satisfied
- 25% Very satisfied
Nationality breakdown

INTERNATIONAL STUDENTS

Australia (45643, inner circle) vs Global ISB (153197, outer circle)

- China: 27%
- India: 10%
- Malaysia: 7%
- Indonesia: 4%
- Singapore: 4%
- Vietnam: 3%
- Nepal: 3%
- Hong Kong SAR: 3%
- USA: 2%
- Other: 2%

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Choice of Destination
Top 10 factors in study decision (% important)

**INTERNATIONAL STUDENTS**

- **Qualification reputation**: 95% 95%
- **Country reputation**: 93% 93%
- **University reputation**: 93% 93%
- **Personal safety**: 89% 92%
- **Research quality**: 90% 91%
- **Earning potential**: 89% 91%
- **Specific program title**: 91% 92%
- **Cost of living**: 87% 90%
- **Cost of study**: 86% 89%
- **Entry requirements**: 86% 86%

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

**Postgraduate students only**

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Top 10 key influences (choice of university)

Internationals Students

Which of the following helped you to choose this university?

- Education agent: 51%
- University website: 39%
- Friends: 33%
- Family: 30%
- League tables or rankings: 22%
- Current students: 16%
- Alumni: 17%
- University prospectus: 13%
- Social networking site: 12%
- Staff of this university: 11%

Australia (18281)
Global ISB (69773)
Agent rating

INTERNATIONAL STUDENTS

Australia (12283)

Very poor: 2%
Poor: 8%
Good: 55%
Very good: 35%

Global ISB (27877)

Very poor: 2%
Poor: 8%
Good: 56%
Very good: 34%

Please rate the service you received from the agent/representative office:
Arrival
Arrival matrix

Arrival section asked to all 1st year students
Learning
Learning matrix - Teaching

INTERNATIONAL STUDENTS

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

% difference to global benchmark

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

University satisfaction (sorted by % score)
Learning matrix - Studies

INTERNATIONAL STUDENTS

University satisfaction (sorted by % score)

-8% -6% -4% -2% 0% 2% 4% 6% 8%

% difference to global benchmark

Managing research**
Multicultural
Class size
Language support
Topic selection**
LEARNING OVERALL
Employability
Careers advice
Work experience
Opportunities to teach**

**Postgraduate students only

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Learning matrix - Facilities

INTERNATIONAL STUDENTS

University satisfaction (sorted by % score)

% difference to global benchmark

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

- Virtual learning
- Online library
- Technology
- Learning spaces
- Laboratories
- Physical library

LEARNING OVERALL
Learning satisfaction (year on year*)

**INTERNATIONAL STUDENTS**

Worse in 2016

Better in 2016

-2% 0% 2%

Australia ISB fixed

Global ISB fixed

- Careers advice
- Employability
- Work experience
- Physical library
- Online library
- Research
- Laboratories
- Expert lecturers
- Class size
- Good teachers
- Technology
- Opportunities to teach**
- Program content
- Assessment
- Learning support
- Academics' English
- Quality lectures
- Performance feedback
- Virtual learning
- Marking criteria
- Multicultural
- Language support
- Program organisation
- Managing research**
- Learning spaces
- Topic selection**

*2016 vs 2015

The Fixed Benchmark only includes universities that took part in both years

**Postgraduate students only

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Living
Living matrix - Accommodation & living costs

INTERNATIONAL STUDENTS

% difference to global benchmark

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

University satisfaction (sorted by % score)

Living cost

Internet access

Accommodation access

Accommodation quality

Financial support

Earning money

Accommodation cost

Living overall
Living matrix - Social

INTERNATIONAL STUDENTS

University satisfaction (sorted by % score)

% difference to global benchmark

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

- LIVING OVERALL
- Home friends
- Other friends
- Host culture
- Social facilities
- Social activities
- Sport facilities
- Good contacts
- Host friends
Living matrix - Day to Day Life

INTERNATIONAL STUDENTS

University satisfaction (sorted by % score)

% difference to global benchmark

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

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

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Support
Overall satisfaction - Support

INTERNATIONAL STUDENTS

Australia (35189)
- Very dissatisfied: 3%
- Dissatisfied: 8%
- Satisfied: 76%
- Very satisfied: 13%

Global ISB (121414)
- Very dissatisfied: 3%
- Dissatisfied: 9%
- Satisfied: 76%
- Very satisfied: 13%

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

### INTERNATIONAL STUDENTS

<table>
<thead>
<tr>
<th>Service</th>
<th>Use</th>
<th>Aware, Not Used</th>
<th>May Be Relevant, Unsure How To Access</th>
<th>Not Relevant</th>
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<td>8%</td>
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<tr>
<td>Students' Union</td>
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<td>Disability Support</td>
<td>5%</td>
<td>34%</td>
<td>13%</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Postgraduate students only**
Support matrix

INTERNATIONAL STUDENTS

University satisfaction (sorted by % score)

% difference to global benchmark

**Postgraduate students only
Reflections on the student experience

Higher education provider:

• Data - high levels of student satisfaction
• Action - listen to the student voice and adapt practice.

Student: Critical friends

• Response - engagement in the conversation
• A willingness to state their concerns and successes.

A stakeholder driven project of providers, the participants & DET:

international leader in a reflective, self-regulatory process.
Reflections on the student experience

When regulation is understood as a social activity that includes persuasion, influence, voluntary compliance and self-regulation... regulation becomes something that we all engage in when we intervene purposefully in our social world.

REGNET ANU 2003
Q & A + Discussion
Will Archer
The i-mark

- Available to HE universities worldwide taking part in the ISB or SB
- Instant and easy recognition of an university’s dedication to the student experience
- Use on website and promotional literature

“We are using the i-mark on our admission webpages to show potential students that we use the ISB for program quality management and service development.”

ISB University Partner
About i-graduate

Understand the entire student journey with i-graduate

Established in

2005

In Over

1400

Universities

Across

32

Countries

Feedback from over

2.5 Million

Students
Contact details

• For further information about the Student Barometer, please contact Kevin Brett (kevin.brett@i-graduate.org)

• For further details of any of our other research services, please contact a member of the i-graduate Research Team (info@i-graduate.org)

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