



Australian Government

Australian Education International

2006 International Student Survey

Higher Education
Summary Report

September 2007

aei.dest.gov.au

About this report

In 2005, Australian Education International (AEI) commissioned research to assess the overall satisfaction of international students studying in Australia. The research was conducted by Ipsos Australia Pty Ltd and focussed on international students in their final year of study. The research included all four sectors – Higher Education, Vocational Education and Training (VET), Secondary School (Schools) and English Language Intensive Courses for Overseas Students (ELICOS).

This report relates to students from the Higher Education sector only.

About Australian Education International (AEI)

AEI is the international arm of the Australian Government Department of Education, Science and Training (DEST). AEI promotes the export of Australian education and training services. It works to attract students from around the world to study in Australia and to ensure that international students have a successful and enjoyable study experience. For further information, please visit the website, www.dest.gov.au or www.aei.dest.gov.au. DEST/AEI owns exclusive usage rights to this study unless otherwise noted or agreed.

Ipsos Australia Pty Ltd

Ipsos Australia Pty Ltd is a public opinion, market and social research firm. The Ipsos research team included: Erik Okerstrom, Wendy McInnes, Graeme Peacock, Fiona Collis, Stanislav Bondjakov and Preslav Bondjakov.

Acknowledgements

AEI would like to thank Ipsos Australia Pty Ltd for undertaking this study, the Australian educational institutions and peak bodies who participated in the research project and all individuals who contributed by agreeing to interviews, supplying data and information and otherwise assisting in the conduct of the research.

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Executive summary

In 2005, Australian Education international (AEI) commissioned Ipsos Australia Pty Ltd to conduct the International Student Survey (ISS), a survey of international students who completed a course of study in Higher Education (HE), Vocational Education and Training (VET), Secondary School (Schools) or English Language Intensive Courses for Overseas Students (ELICOS) in Australia in 2006. A control group of Australian higher education students was also surveyed for comparative analysis.

The ISS sought to obtain a comprehensive, up-to-date measure of the experience of international students in Australia.

This report relates to students from the Higher Education sector. The number of international HE respondents was 3,612 and the number of Australian HE respondents (control group) was 7,046.

The 2006 ISS aimed to obtain a comprehensive, up-to-date measure of the experience of international students in Australia. As part of the project, a sample of Australian HE students was surveyed as a control group. Comparisons were made between international and Australian respondents for the questions that were comparable between the two groups.

Overall, the vast majority of international HE respondents were satisfied with their study experience:

- 85% were either very satisfied or satisfied with studying in Australia;
- 88% would recommend studying in Australia to friends and family;
- 83% were either very satisfied or satisfied with the course they were completing; and
- 67% would recommend their course to friends or family.

Pre-arrival experiences and selection process

Competitive positioning of Australian international education

Australia was the first choice of study destination for 84% of HE international respondents. For 80% of the respondents who did not have Australia as their first choice, the USA, UK and Canada were the favoured destinations. Although these respondents had preferred to study in North America or the UK, they chose Australia because of the lower course costs and cost of living, the safety and security in Australia compared to the other countries and the ease of obtaining an Australian study visa. If any of these advantages were to diminish, there could be a significant impact on the number of international students choosing Australia as a study destination.

Factors in choosing Australia as a study destination

Some of the reasons international respondents chose Australia included the fact that Australia is an English-speaking country, the chance to experience a new culture and lifestyle, as well as the relatively low cost of living. The weather/climate and the variety of things to see and do were also mentioned by 58% of respondents as a factor in deciding to study in Australia.

The key factors in deciding to apply for the course in Australia were:

- the quality of education;
- the perception that the course would improve the students' employment opportunities;
- the reputation of the university and course; and
- the lower course costs relative to other destinations such as the USA or the UK.

Pre-arrival information

Pre-arrival information found on the internet (including the *Study in Australia* website), in brochures, and at education fairs and exhibitions were all considered important sources of information for planning to study in Australia.

The most important source of information in influencing a student's decision to study in Australia was word-of-mouth recommendations from friends and family. Knowing other people who had studied in Australia previously was also found to be influential in the decision. If expectations of an Australian study experience (including quality of education, perceived value of the qualifications by potential employers and the level of safety and security in Australia) are not met for the current set of students, fewer international students are likely to recommend studying in Australia, leading to future generations of international students being attracted elsewhere.

Use of agents

The majority of international respondents used an education or study agent. Respondents rated the services provided by their agents as good or very good.

Student visas

For international respondents, the ease of obtaining a student visa was one of the most important factors in selecting a study destination. Twenty seven per cent of international respondents were, however, dissatisfied with the time it took to obtain their visa, as well as the (short) length of time that their visa expired following the completion of their course. The total cost of obtaining the visa was also an issue for 36% of the respondents. There is a suggestion that the concerns related to obtaining a visa were greatest in the countries where electronic applications were not available.

Student satisfaction with education and study in Australia

Study satisfaction and recommendations

The majority of international respondents (85%) were satisfied or very satisfied with studying in Australia, and 88% would recommend studying in Australia to friends and family.

Almost all respondents (95% international; 94% Australian respondents) were also satisfied or very satisfied with the course they were completing, and 67% of international and 82% of Australian respondents would recommend the course to friends and family.

These findings are encouraging for the future word-of-mouth promotion of studying in Australia but despite these commendable results, a much higher proportion of Australian respondents were willing to recommend the course, suggesting that there is room for improvement in terms of the international student experience. Possible areas of improvement include the quality of education and course content; the involvement with, and commitment to, international students by staff; and the cost of the course. These were all rated significantly lower by international respondents than Australian respondents. Food outlets were also rated lower by international respondents compared to Australian respondents.

Support services

The library was the most widely used service at university for all respondents. The induction or orientation program was used by significantly more international respondents than Australian respondents, suggesting that such programs should be made to cater for the needs of different groups of international and Australian students.

Students' satisfaction with living in Australia

International respondents generally regarded Australia as a safe country with plenty to see and do and the majority felt that Australia offered suitable accommodation. However, Australia did not perform as well on the cost of living and factors relating to finding part-time employment.

Cost and work-related factors

The cost of living was an issue for the majority of both international and Australian university respondents, but for the international group the difficulties in finding part-time or casual work or gaining relevant work experience in their field of study was of particular concern.

Fewer international respondents than Australian respondents had a paid job during 2006, and on average international respondents worked fewer hours each week than their Australian counterparts. This is likely due to the visa regulations limiting international students to a maximum of 20 hours of paid work a week. These findings highlight the important role of student employment services in assisting international students to obtain both part-time and vacation employment, as well as work experience related to their field of study. Employers at home usually expected some hands-on experience, and so from their point of view such work experience would add value to their Australian qualifications.

Finding a course-related job was noted as a key weakness that impacted on international respondents' overall experience of studying in Australia. As this appeared to be a primary expectation, especially with respondents from Asian countries, universities could identify ways to collaborate with industry players to provide international students with opportunities to gain work experience in their field of study. Various options could include internships that allow students to apply the skills and knowledge they have learnt on a 'live' job, albeit if only being paid the minimum wage to cover basic expenses.

Another factor diminishing international respondents' perceptions of value-for-money was that some international respondents saw it as discriminatory that, in some states, international students were not eligible for public transport concession cards.

Work-study balance

There were indications that, among the respondents doing paid work during 2006, international respondents were better able to balance their study and paid job than Australian respondents. This may be due in part to Australian students working longer hours than international students.

Integrating into the Australian community

In terms of social integration, respondents perceived that, in general, the Australian community treated both international and Australian students with respect and courtesy. In the classroom, international respondents were more likely to think that they were treated with respect and courtesy by other international students than by Australian students. On the opposite side, Australian respondents were more likely to think that they were treated with respect and courtesy by other Australian students than by international students.

Eighty per cent of international respondents reported wanting more Australian students as friends. Significantly, respondents particularly from China and other North-East Asian countries felt that their English ability stopped them from making friends with Australian students.

Building closer relations between the groups on campus could help strengthen perceptions of social integration. As interacting with other Australian students on a social level, speaking English, and experiencing the Australian way of life were all reported as important reasons for coming to Australia, it is essential for these to be fulfilled in order for international students to become strong advocates for education in Australia.

Key drivers of Overall Stay Satisfaction

Regression analysis was conducted to find the variables that attributed to students' overall satisfaction with their stay in Australia. Key drivers of Overall Stay Satisfaction for both international and Australian respondents were:

- cost perceptions after commencing study;
- university and course satisfaction; and
- satisfaction with the course's outcome.

To retain high satisfaction levels among students (both international and Australian), it is imperative that perceptions about costs are addressed to better explain the benefits of the course relative to costs.

Another driver of international respondents' Overall Stay Satisfaction was Australian students' attitudes toward them. As discussed, the findings show that social integration aspects such as Australian attitudes towards international students, as well as forming close friendships between international and Australian students, were potential areas for improvement. This could be achieved by facilitating better communication between Australian and international students and by devising appropriate strategies which would foster stronger ties between these two groups of students.

Future career plans and aspirations

Work prospects

Fifty six per cent of international and 50% of Australian respondents intended to find a job immediately after completing their course. Twenty per cent of Australian respondents and 19% of international respondents intended to enrol for further studies, while 13% of international respondents and 12% of Australian respondents planned to travel or have extended time off.

All Australian respondents looking for a job and 69% of international respondents were planning to find one in Australia.

Future study course plans

Among respondents who planned to immediately enrol in further studies, international respondents were more likely to enrol in a masters degree or doctorate, with Australian respondents more likely to pursue a bachelor or honours degree in the future. International respondents intending to continue studying were slightly more likely to change their university than Australian respondents.

Future demand for commerce, information technology and computing, accounting and science courses was strong among international respondents. Education and teaching, psychology, law and science were the preferred future disciplines for Australian respondents.

Permanent residence

The relatively high proportion of international respondents who were either planning to apply for, or had already applied for, permanent residency shows that one of the aims of international students is to stay permanently in Australia. Sixty per cent of international respondents were planning to apply for permanent residency in Australia, and 3% had already done so.

In summary, these results suggest that, although international HE respondents were highly satisfied with their study experience in Australia, there is still room for improvement in some of the key attributes of their stay and study.

Key factors in choosing Australia as a place to study were the lower tuition fees and cost of living, better personal safety and ease of obtaining a student visa relative to Australia's competitors. If any of these advantages were to diminish, there could be an impact on the number of international students coming to study at universities in Australia.

More effective ways to harness the social interaction of international students in the Australian community and to provide them with realistic work opportunities would improve their chances of integrating better, as well as increase their overall satisfaction with their stay.

Maintaining the high level of Overall Stay Satisfaction through addressing the key drivers of satisfaction identified in this report will also ensure the continued spread of positive word-of-mouth by students in their home country. Through these recommendations and by encouraging their friends and family to come here, international students will, in effect, aid in the promotion of Australia as a study destination.

1. Background and objectives

Australia is the world's fifth largest provider of education to international students, following the USA, United Kingdom, Germany and France¹. Australian Education International's (AEI) mission is to promote and protect Australia's reputation as a provider of quality education and training to international students. AEI commissioned Ipsos Australia Pty Ltd to conduct an International Student Survey (ISS) to obtain a comprehensive, up-to-date measure of the experiences of international students in Australia and to ascertain their future career plans and aspirations.

Information from the ISS will help identify current strengths and key issues that can be addressed to enhance the quality of the study experience for international students in Australia.

The ISS involved surveying four education sectors – Higher Education (HE), Vocational Education and Training (VET), Secondary Schools (Schools) and English Language Intensive Courses for Overseas Students (ELICOS). For the HE and VET sectors a control group of Australian students was surveyed for comparative purposes. The research involved three phases: qualitative research; a pilot quantitative survey; and the main quantitative survey. In late 2005, qualitative research was conducted among HE, VET, Schools and ELICOS students. It also conducted a pilot quantitative survey of international and Australian students who were completing a course of study at VET institutions in Australia. The pilot study tested the methodological approach proposed for the conduct of the ISS including the content and design of the survey instrument. Results of pilot testing were also used to feed into the HE component of the study.

The ISS will provide valuable information on the experiences of both international and Australian students in Australian universities. The results will help identify areas where the level of services provided to students are well regarded and those areas where more can be done to respond to international student needs.

The data contained in this document has been reported at the national level.

This report details the findings of the experiences of final year international and Australian students (control group) completing a course of study in a higher education institution in Australia in 2006-07.

¹ Source UNESCO Institute for Statistics – UIS/FS/05/02 (Updated Nov 2005) www.uis.unesco.org

1.1 Research objectives

The main objectives for the ISS research project were:

- to obtain information about international students' experiences before arriving in Australia (including with respect to their choices to study in Australia);
- to measure international students' level of satisfaction with education, pastoral and support services, social integration and overall satisfaction with their stay in Australia; and
- to ascertain the future career plans and aspirations of international students subsequent to completion of their studies.

1.2 The Higher Education sector

In 2006, there were 172,297 international student enrolments². Seventy six per cent of international higher education enrolments were from Australia's top 10 markets. Twenty seven per cent were from China while 15% were from India and 9% from Malaysia.

Growth from Australia's two largest markets, China and India, declined slightly to 15% each in 2006. Growth rates in Australia's remaining top 10 markets, except South Korea, are now all less than zero. As in 2005, good growth from China and India was offsetting negative growth in other markets.

In 2006, commencements from Australia's top 10 markets grew by 2.3%, an improvement on the -0.4% recorded for 2005. Overall commencements grew by 5%, reflecting the increasing role being played by other nationalities and emerging markets.

² Source: this section is an extract from the Research Snapshot series no. 23, AEI, 2007. See Appendix A.
<http://aei.dest.gov.au/AEI/PublicationsAndResearch/Default.htm>.

2. Research method

2.1 Research method and sample

2.1.1 Qualitative phase

The purpose of the qualitative research was to provide an in-depth understanding of the attitudes and experiences of international students in Australia and their ongoing support needs. The qualitative research also guided the design of the quantitative questionnaire.

Key issues explored in the qualitative research included:

- students' choice sets and decision processes in choosing Australia as their study destination;
- main influences on their decision, including family, friends and intermediaries, such as Australian Education Centres and broader media;
- alternative study destination options, and their relative strengths and weaknesses compared to Australia;
- satisfaction with information provided to students before their arrival and during their stay, and ways that this could have been improved;
- level of satisfaction with education, pastoral and support services received during students' stay in Australia and specific ways that these could have been improved;
- level of social integration and overall satisfaction with students' stay in Australia and how it could be improved;
- future career plans and aspirations once they complete their course of study;
- preferred employment and further education outcomes;
- other key issues faced in Australia and ways in which their stay in Australia could have been improved; and
- whether students would recommend Australia to other people from their country as a study destination (including reasons for and against).

Five group discussions with international university students were conducted in Melbourne, Sydney, Brisbane and Toowoomba, along with a group discussion with Australian university students in Sydney. A series of interviews was also conducted with representatives from key Australian universities.

2.1.2 Quantitative research

A self-completion survey designed for mail and online administration was developed from the results of the qualitative research phase and previous research in the area of international student markets. Two groups of students were surveyed – international students and a sample of Australian students acting as a control group. The survey consisted of two separate questionnaires for each student group. The international student questionnaire comprised 37 multi-part questions and took approximately 30 minutes to complete. The Australian student questionnaire comprised 31 multi-part questions and took approximately 25 minutes to complete. Copies of both survey questionnaires are at Appendix B.

The higher education surveys were administrated in two ways – online and hard-copy – and supported by the distribution of posters inviting students to participate. The universities that used the online method were provided with a generic text for a cover email which invited final year students to participate in the survey. The universities sent the email to agreed numbers of students. The email included a web link to the online survey, with separate links to the international and Australian surveys. The initial email was followed by a reminder email a week later.

The universities that chose the hard-copy method were provided with the agreed number of questionnaires. These questionnaires were distributed to final year students and the completed questionnaires returned to Ipsos for processing. Posters were also sent out to universities to be displayed at canteens and international student offices, inviting final year students to participate.

2.2 Response rates

As highlighted in Table 1, a total of 10,658 students responded to the on-line and self-completion mail back survey. Response rates have not been calculated as they would be inaccurate measures because of the inherent inaccuracy in tracking the number who accessed the on-line survey.

Table 1: Survey responses by state/territory – international and Australian students combined

State	Surveys returned	% of respondents
NSW	4,865	46%
QLD	1,851	17%
VIC	1,508	14%
WA	935	9%
ACT/SA/NT	1,499	14%
Total	10,658	100%

ACT, SA and NT have been combined as individual state returns were too small to report separately. No returns were received from Tasmania. In total, 14 respondents did not indicate the name of their university, so they are not included in this table.

Table 2: Survey responses by state/territory – international students

State	Surveys returned	% of respondents
NSW	1,078	30%
QLD	847	22%
VIC	543	15%
WA	675	19%
ACT/SA/NT	469	13%
Total	3,612	100%

ACT, SA and NT have been combined as individual state returns were too small to report separately. No returns were received from Tasmania. In total, 14 respondents did not indicate the name of their university, so they are not included in this table.

Table 3: Survey responses by state/territory – Australian students

State	Surveys returned	% of respondents
NSW	3,787	54%
QLD	1,004	14%
VIC	965	13%
WA	260	4%
ACT/SA/NT	1,030	15%
Total	7,046	100%

ACT, SA and NT have been combined as individual state returns were too small to report separately. No returns were received from Tasmania. In total, 14 respondents did not indicate the name of their university, so they are not included in this table.

2.2.1 Sample characteristics

Half of the international respondents were aged between 22 and 25 years with 87% under the age of 30 years. Significantly more Australian respondents (34%) were aged over 30 years than international respondents (13%). Female respondents accounted for 54% of the international sample and 68% of the Australian sample.

In order of proportion, HE respondents were studying in:

- New South Wales – total 46% (31% international and 54% Australian);
- Queensland – total 17% (22% international and 14% Australian);
- Victoria – total 14% (15% international and 13% Australian);
- Western Australia – total 9% (19% international and 4% Australian);
- South Australia – total 9% (9% international and 8% Australian); and
- ACT/Northern Territory – total 5%.

Fifty per cent of respondents had completed school or secondary school studies in Australia (9% international; 69% Australian), while 32% had undertaken a bachelor degree (17% international; 38% Australian), 19% undertook a vocational certificate I, II, III or IV qualification (5% international; 26% Australian) and 15% had completed a vocational diploma or advanced diploma (11% international; 17% Australian). Low proportions of HE respondents had completed a doctorate/PhD (1%), foundation studies (4%), honours year of an undergraduate degree (4%), ELICOS course (5%), masters degree (6%) or graduate certificate/graduate diploma (7%).

International HE respondents came from a variety of countries:

- 28% from China/Hong Kong;
- 10% from Europe;
- 8% from North and Latin America;
- 7% from India;
- 6% from Indonesia;
- 4% from Africa; and
- 24% from other South-East Asian countries.

The AEI enrolment data showed that 33% of enrolled international students in December 2006 came from China/Hong Kong, 15% from India, 9% from Malaysia, 5% from Indonesia, and 5% from Singapore. This data was consistent with the proportions of survey returns received from each of these countries as seen in Table 4.

Table 4: Top five enrolments by country of permanent residence compared with survey responses (international)

Country of permanent residence	% of total international enrolments (Dec 2006)	Surveys returned	% of total survey returns
China/Hong Kong	33%	1006	28%
India	15%	245	7%
Malaysia	9%	378	11%
Indonesia	5%	213	6%
Singapore	5%	250	7%
Other	33%	1520	41%
Total	100%	3612	100%

Source: AEI enrolment data, March 2007.

2.3 Comparative data

Where possible, comparisons have been made throughout this report to previous studies on the international student market in Australia. Comparisons between years have not always been possible, due to varying scales and differing measures between surveys (e.g. mean scores vs. percentages).

The reports used to make comparisons were:

- Australian Education International, *How international students view their Australian experience: A survey of international students who finished a course of study in 1999*
- AEI – International Education Network, *Why choose Australia? Insights from a survey of international students who commenced study in 2000.*

3. Choosing to study in Australia

Objective 1: Obtain information about the factors influencing international higher education students' decisions to study in Australia and their experiences before arriving in Australia

This section details the findings relating to pre-arrival processes including:

- the factors in deciding to choose to study in Australia;
- satisfaction with pre-arrival information;
- usage and satisfaction of agents; and
- satisfaction with visa processes.

3.1 Factors in deciding to choose Australia: International students

Nearly all international respondents (84%) indicated that Australia was their first country of choice for taking the course they originally enrolled in. For the 16% of international respondents who said Australia was not their first country of choice, USA, Canada or the UK was their preferred country.

Of the international respondents for whom Australia was not their first choice, 39% said that the USA had been their first choice and 29% said the UK. New Zealand was the country of first choice for 5% of international students.

Table 5: First choice of country to study (where Australia was not the first choice)

First choice of country (where Australia was not first choice)	International students n=553
United States of America (USA)	39%
United Kingdom (UK)	29%
Canada	12%
New Zealand	5%
Singapore	4%
Malaysia	2%
Germany	2%
*Other	5%

Q8b (Int.): Which country was your first choice for taking the course you originally enrolled in?

*Other includes South Africa, India, Hong Kong, Japan and other European countries.

Data in this table is based on international student respondents for whom Australia was not the first choice for taking their course. The totals may not add up to 100% due to rounding. The base for each column category may not add to 100% due to 'not answered', 'don't know/not applicable', and 'not sure/no idea' responses being excluded.

Previous AEI research found that for 74% of international students who finished their course in 1999 Australia had been their first country of choice. In the 2000 survey, 83% of international students indicated that Australia was their first country of choice for tertiary study.

The qualitative research revealed that the countries preferred by international students (other than Australia) were either the UK or USA. This was because they were mainly English-speaking, had a reputation for providing high quality education and the degrees were highly valued by employers all over the world.

“Employers ask for degrees from USA or England.”

“More prestigious.”

International students provided a variety of reasons for not studying in their first country of choice: the main reason was that it was too expensive followed by problems with obtaining a visa and failing to gain entry into course. Other reasons mentioned were that the fees were too high and the cost of living in Australia was cheaper in comparison to other countries.

Table 6: Reasons for not studying in first choice of country

Reasons for not studying in first choice of country	International students n=556
Too expensive	14%
Problems with visa/visa harder to obtain/visa denied	12%
Failed to gain entry/unsuccessful application/not accepted	10%
Fees too high/tuition fees too high	7%
Standard/quality of education	6%
Cost of living/Australia has cheaper cost of living	6%
Duration of course/studies	5%
Safety concerns/safer in Australia/terrorism fears	4%
Course availability	3%
Timing	3%

Q8c (Int.): What were the main reasons that you did not study in the country of your first choice?
The totals may not add up to 100% due to multiple responses allowed.

Qualitative research revealed that international students believed tuition fees and the cost of living in the US and UK were higher compared to Australia. Several students also reported having problems – or knew of people who had problems – in obtaining an American or British student visa, usually students from Asia, Latin America, the Middle East and some African countries. Others were discouraged by recent acts of terrorism in those countries and were worried about their personal safety, as well as being subject to racism.

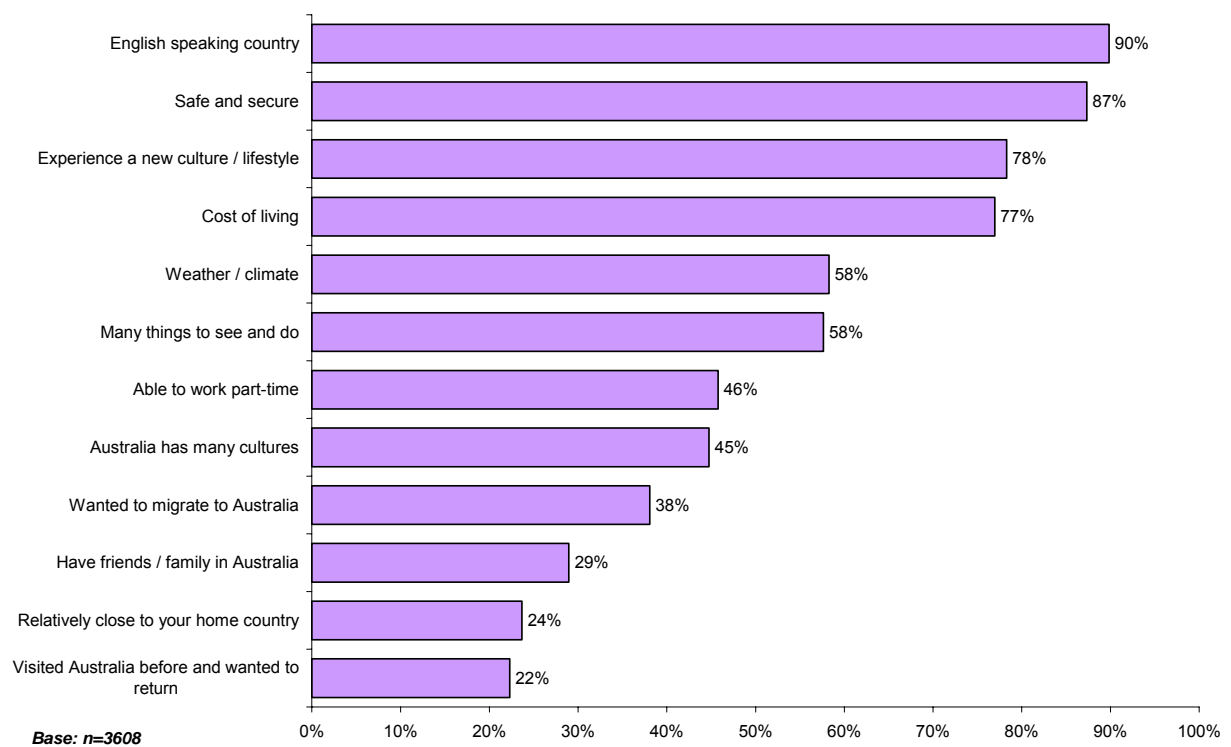
“Visas for the US are really difficult if you’re from China.”

“I wanted to go to the UK, but my dad said ‘No way, it’s too expensive’.”

As seen in Figure 1, the key factors for respondents deciding to study in Australia were that: it is an English-speaking country (90%); it is safe and secure (87%); they wanted to experience a new culture or lifestyle (78%); and the low cost of living (77%).

Factors such as having visited Australia previously and wanting to return, relative proximity to their country, and having family and friends in Australia were not perceived as important when deciding to study in Australia, although this was mentioned by many respondents.

Figure 1: Importance factors when deciding to study in Australia



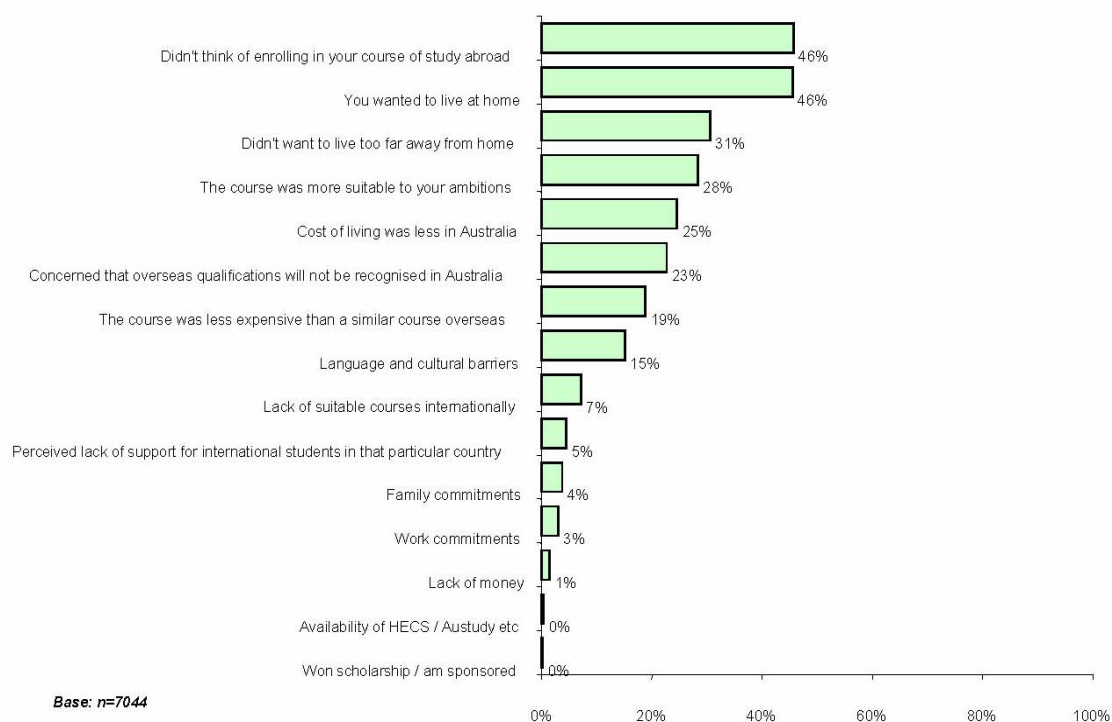
Q12 (Int.): When you were deciding to study in Australia, how important were each of the following factors in your decision?

Findings from the qualitative research suggested similar reasons for choosing Australia to those in the survey results. According to the focus groups, the primary reasons why students ended up choosing Australia (over North America or the UK) were usually related to a combination of the following key factors:

- Australia's relatively low cost of course fees and cost of living;
- the perception that Australians are easy-going and friendly;
- perceptions of safety and security in Australia;
- Australia's temperate climate; and
- the proximity of Australia to South East Asia (an important factor for students from Singapore, Thailand, India, China and Malaysia).

Australian respondents were also asked their reasons for choosing to study in Australia rather than overseas. Forty six per cent of Australian respondents did not think of enrolling in their course of study overseas, the same proportion (46%) wanted to live at home while 31% did not want to live far away from home. Just 1% indicated that they chose Australia rather than overseas because of a lack of money.

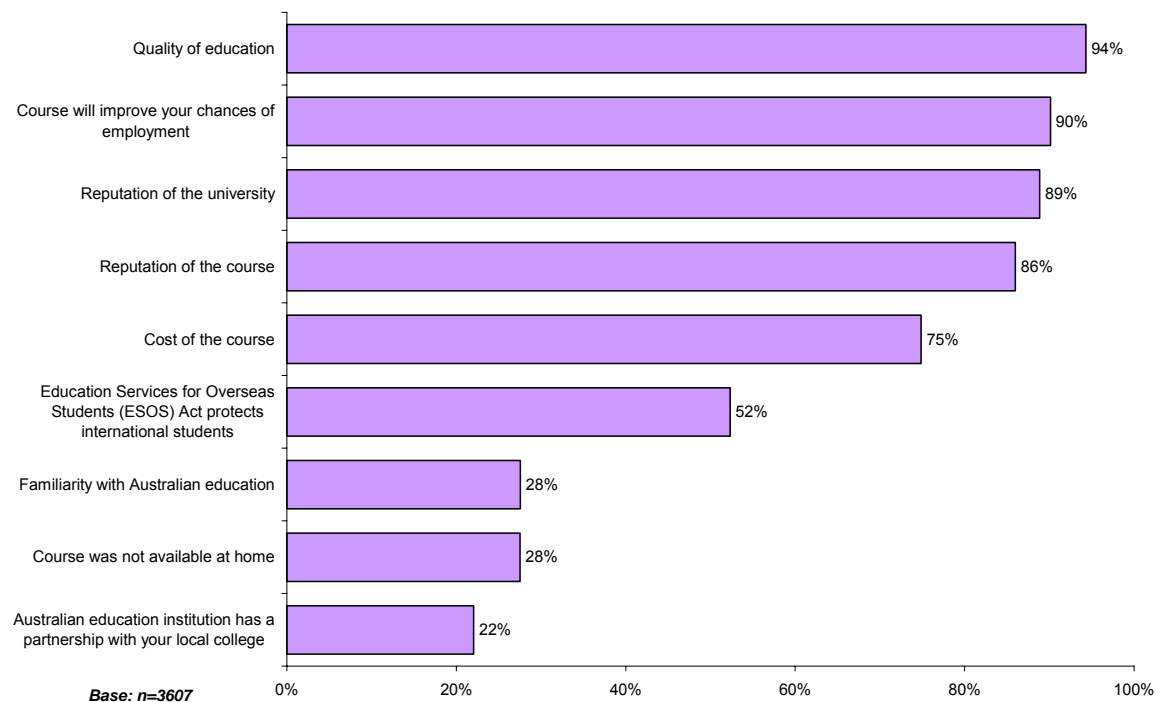
Figure 2: Main reasons for choosing to study course in Australia rather than overseas (Australian only)



Q11 (Aus): What were the main reasons you chose to study the course you are currently completing in Australia rather than overseas?

For international students, some of the most important factors in the decision to apply for their course included the quality of education (94%); the course would improve their chances of employment (90%); the reputation of the university (89%); the reputation of the course (86%); and the low cost of the course (75%).

Figure 3: Importance factors when deciding to apply for a course in Australia



Q13 (Int.): When you were deciding to apply for this course in Australia how important were each of the following factors in your decision?

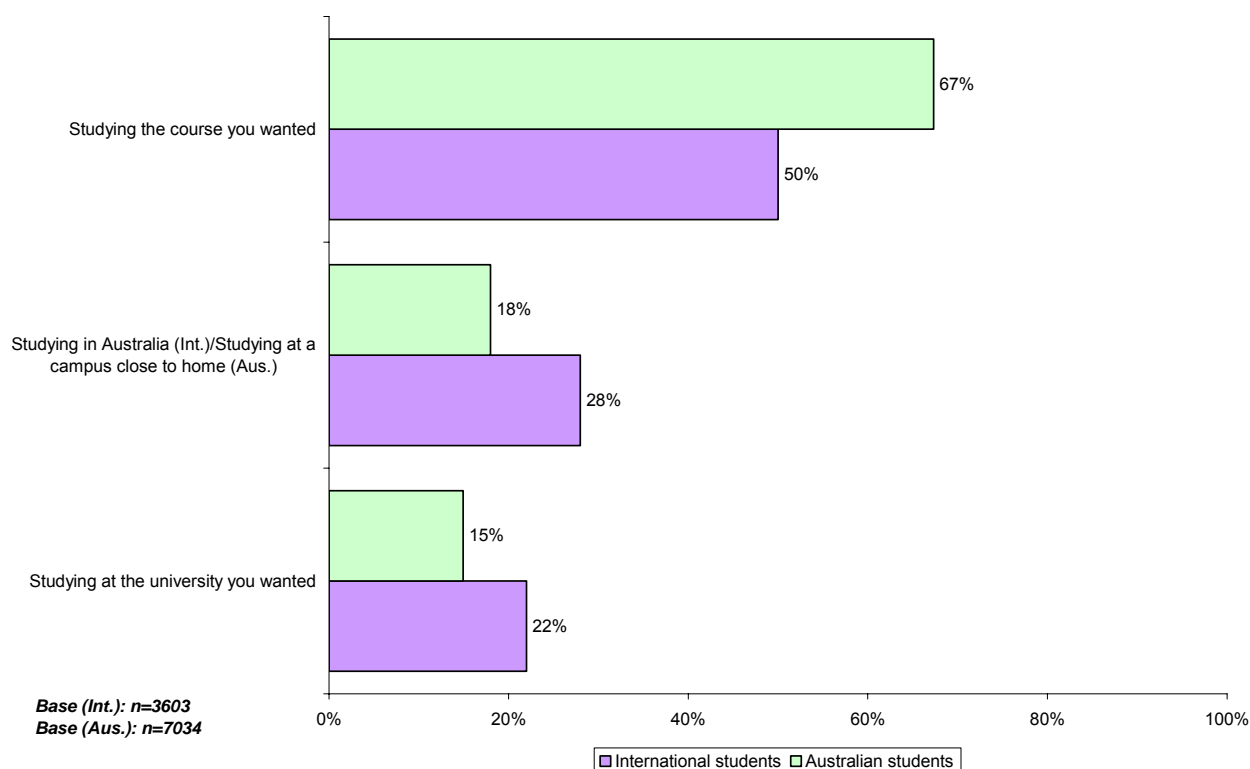
Factors such as partnerships between an Australian university and their local university, familiarity with the Australian education system and the course not being available in their home country were not major factors in international respondents' decisions to apply for their course in Australia.

The qualitative research revealed that the main factors influencing how international students chose an Australia institution included:

- location (including climate, size, and proximity to landmarks and tourist attractions);
- brand (including reputation among employers in their country of permanent residence);
- availability of places;
- prior experience with an institution via correspondence courses and distance learning;
- the flexibility of the course they were intending to study (including starting dates, options to fast track and recognition of previous study);
- agents' recommendations; and
- ease of application.

The most important factor in deciding which course to undertake for 50% of international respondents was being able to study the course of their choice. For 67% of Australian respondents choosing which university to study at was the most important deciding factor. Studying at the university of their choice was the most important factor for only 22% and 15% of international and Australian respondents respectively. Other factors, such as the opportunity to study in Australia, were not as important to international students, though still frequently mentioned with 28% saying that it was the most important factor. This factor was more important for respondents from Europe, China and Hong Kong.

Figure 4: Importance factors in choosing the course or university



Q11 (Int.) Before coming to Australia, which of the following was most important when choosing the course you are now completing?

Q12 (Aus.) Of the following, which was most important in your decision when choosing a university for the course you are now completing?

3.1.1 Sources of information and influence

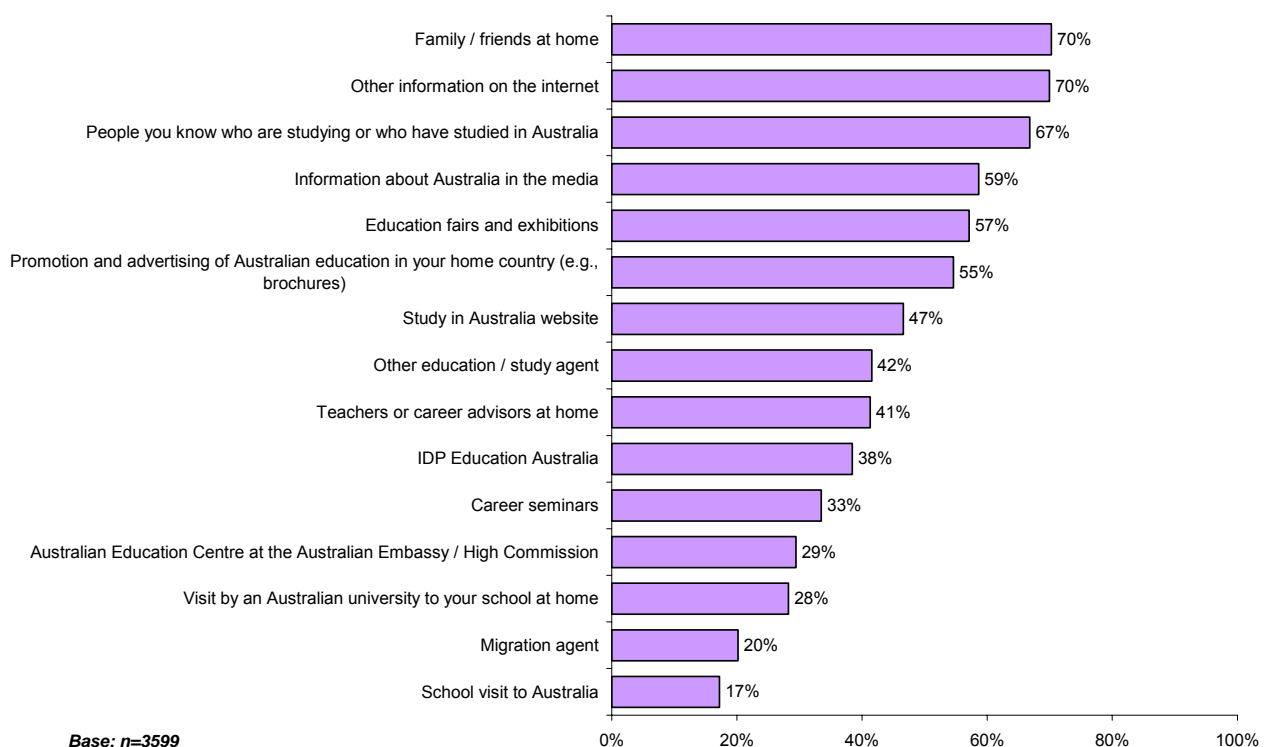
International students obtained information from, and were influenced in their decision to study in Australia by, a number of different sources. The main influencers in decision making were family and friends in their home country (70%) and equally, the internet (70%). Other areas of information and influence in studying in Australia were from:

- people they knew who were studying, or who had studied, in Australia (67%);
- information about Australia in the media (59%);
- education fairs and exhibitions (57%);
- promotion and advertising of Australian education in their country of permanent residence, such as brochures (55%); and
- the *Study in Australia* website (47%).

Most advertising channels had played a significant role in influencing respondents to choose Australia as a place to study.

International respondents were also influenced by a school visit to Australia (17%), a migration agent (20%) or a visit by an Australian university to their school in their home country (28%).

Figure 5: Influence factors in deciding to study in Australia



Q14 (Int.): How much influence did each of the following have on your decision to study in Australia?

In the qualitative research, some of the main influencers in making the decision to study in Australia were:

“My mum liked Australia... She thinks Australia is very safe, better than America.”

“Word of mouth is very powerful. They hear there’s a community established, and come.”

3.1.2 Use of an agent

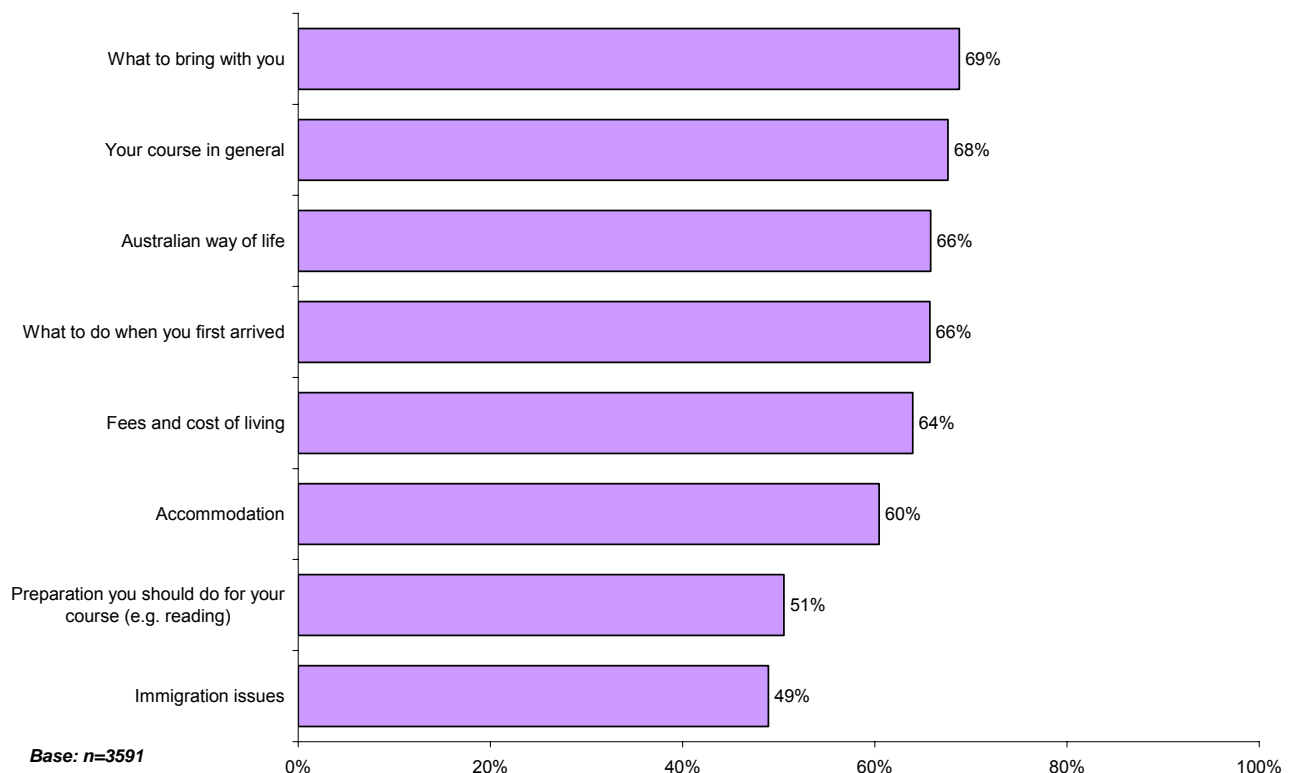
Sixty nine per cent of international respondents indicated that an agent helped them with arrangements in coming to Australia. Of these respondents, the majority (93%) used an education or a study agent. Sixty eight per cent of respondents who used an agent rated the overall service provided as good or very good versus 24% rating the overall service as average.

Qualitative research found that student perceptions about agents were that they added more costs to the application process or that they were biased towards larger universities.

3.2 Satisfaction with pre-arrival information

Satisfaction regarding the information received by international respondents before they arrived in Australia was high. Sixty nine per cent of respondents were satisfied (very satisfied or satisfied) with the information they received on what to bring with them to Australia and information on the course in general (68%). This was followed by a relatively high level of satisfaction with the information they received about the Australian way of life (66%) and information about what to do when they first arrived (66%).

Figure 6: Overall satisfaction with all information received from all sources before arrival



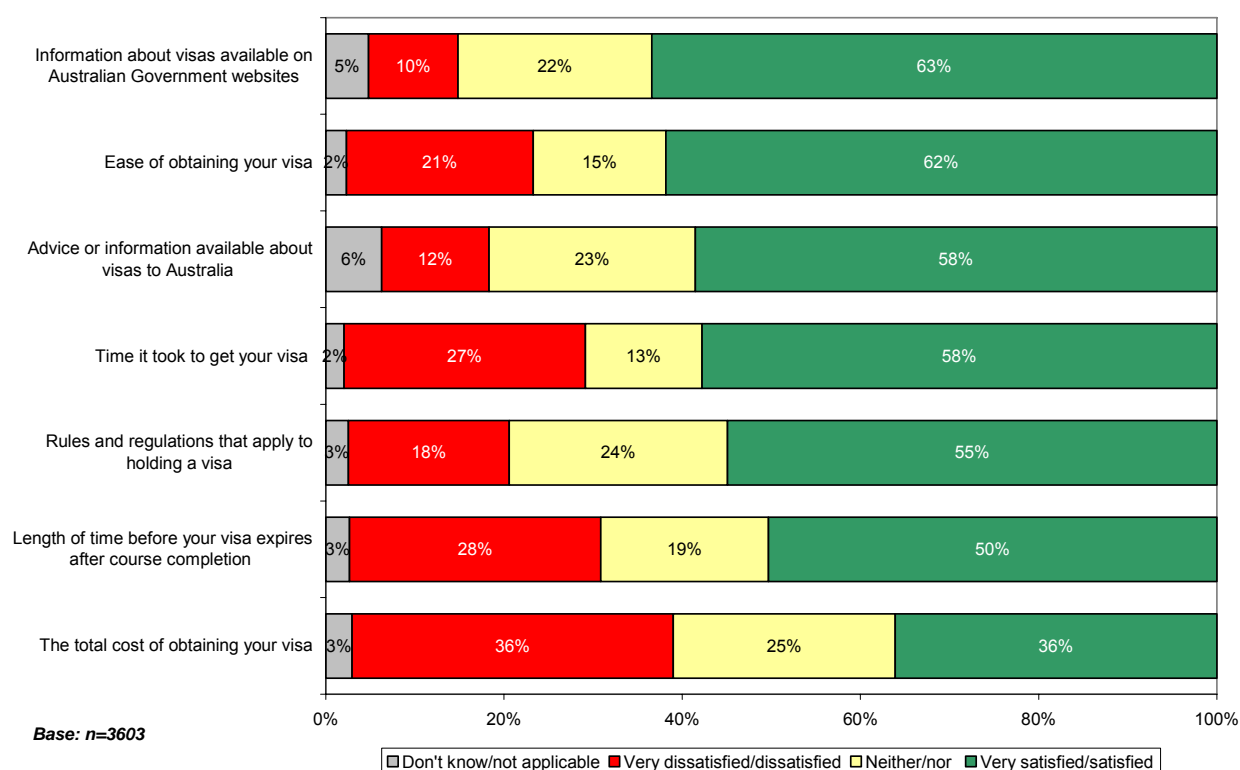
Q16 (Int.): Overall, how satisfied were you with the information you received from all sources before you arrived in Australia on each of the following topics?

The qualitative research suggested that other information sources such as open days and education seminars, as well as websites, were used by students to search for information before they arrived in Australia. The open days and education seminars held in their respective countries made it easier for them to decide to come to Australia. The internet was found to be a common source of information on courses, accommodation and visa requirements, as well as aspects of life in Australia.

3.2.1 Visa application process

International respondents' satisfaction levels with aspects relating to their student visa were relatively high. Respondents were most satisfied (very satisfied or satisfied) with the information about visas available on Australian Government websites (63%); ease of obtaining a visa (62%); and the time it took to get a visa (58%).

Figure 7: Satisfaction with aspects of student visa



Q17a (Int.): How satisfied were you with the following aspects relating to your student visa?

Aspects of the visa application process that respondents were either very dissatisfied or dissatisfied with included:

- the total cost of obtaining a visa (36%) – of these respondents, 35% had used an agent to help them with their arrangements in coming to Australia;
- the length of time before the visa expired after course completion (28%) – 30% of these respondents were planning to apply for permanent residence in Australia; and
- the time it took to get a visa (27%) – of these respondents, 27% had used an agent to help them with their arrangements in coming to Australia with 29% planning to apply for permanent residence.

The qualitative research suggested that the visa application process was relatively easy in countries where electronic applications were possible. However, in countries where this was not available, the visa application process was described as frustrating and stressful.

Some of the key issues students encountered in applying for a visa were:

- obtaining incomplete information on how to apply;
- being given inconsistent information about the evidence needed to support the application; and
- long delays in receiving the visa.

The survey of international students in 2000 indicated that students generally had a positive experience in getting a visa. Particular areas of dissatisfaction were related to the cost of visa, the comparative ease to get the visa, and the time it took to get the visa.

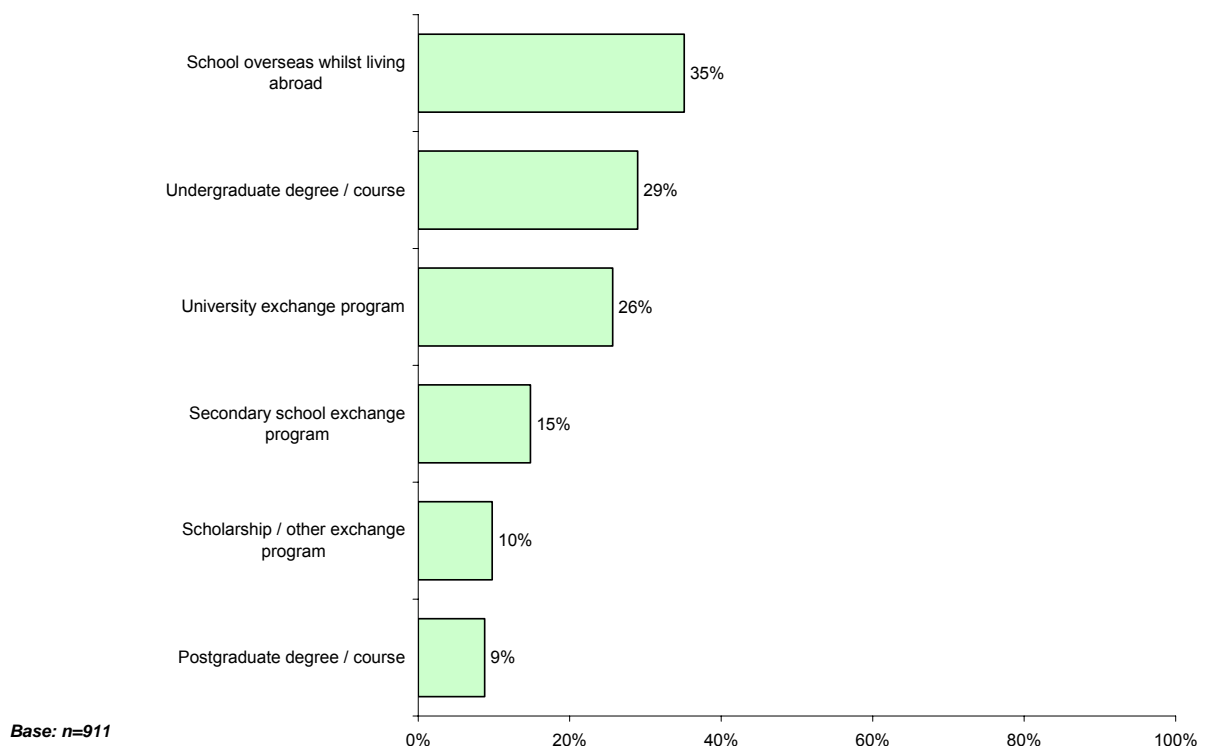
3.3 Australian respondents – decision to remain in Australia to study

Australian students were asked about studying overseas, including whether they had ever studied overseas, the perceived benefits of studying overseas and the barriers to studying overseas.

The majority of Australian university respondents (87%) indicated that they had not studied overseas before. Of the respondents who had studied overseas, 35% had studied at a school overseas while living abroad, 29% studied an undergraduate degree or a course, 26% attended a university exchange program, and 15% attended a secondary school exchange program.

According to the respondents, the main benefits of studying overseas included the cultural experience and new environment, the chance to learn another language (language immersion), and exposure to a different teaching style and style of education.

Figure 8: Programs attended overseas in the past (Australian respondents)



Q10b (Aus.): Which of the following programs, if any, have you attended overseas in the past?

Of the 87% of Australian respondents who indicated that they had never studied overseas, 16% had been given an opportunity to study a similar course overseas to the one they were completing. The reasons they gave for choosing to stay in Australia were having family in Australia, financial reasons (not being able to afford to study overseas) or because Australia is their home.

Seventy per cent of Australian respondents who had not been given the opportunity to study overseas still would not have done so even if it had been offered to them. For the 30% who would have studied overseas if given the chance, their main reasons were that they would get the opportunity to experience a different culture; to travel, study and see the world; and enjoy an opportunity to live and study in another country and to experience a different lifestyle.

Australian respondents choosing to stay in Australia to study did so because they wanted to live at home and did not think of enrolling in their course of study overseas. Other reasons were that they felt their course in Australia was more suited to their ambitions and the cost of living was lower in Australia than overseas. There was also concern that overseas qualifications would not be recognised in Australia.

In summary, Australia was the first country of choice in which to study for the majority of international HE respondents.

The most important factors in deciding to study in Australia tended to be the safety and security in Australia, the opportunity to experience a new culture and the relatively low cost of living.

The most important factors for international students when deciding to apply for a course were the quality of education, the reputation of the university and the course, as well as to improve their chances of employment.

Satisfaction with pre-arrival information, such as what to bring to Australia and information about the course was relatively high.

Use of an agent was prevalent among international students and satisfaction with the agent service was rated relatively high. Aspects relating to the student visa application process were rated reasonably high, indicating positive experiences with these services. While students were generally satisfied with the overall visa process, there was some dissatisfaction with the time it took to get a visa, the total cost of obtaining the visa and time before the visa expired after the completion of the course.

4. Study in Australia

Objective 2 (Part A): Measure higher education students' level of satisfaction with education, pastoral and support services and overall study in Australia.

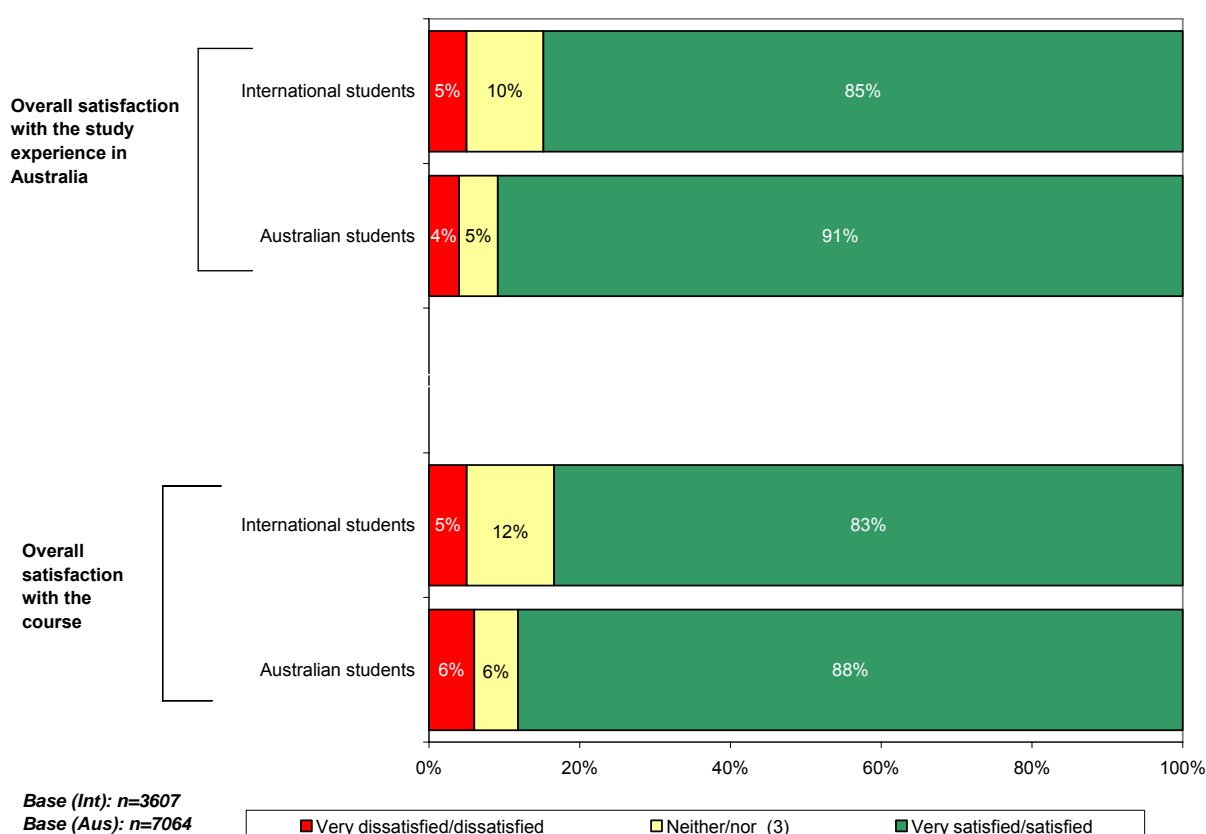
This section details higher education respondents' study experiences in Australia, their willingness to recommend Australia as a place to study, satisfaction with the university, level of English language skills, development of skills during the course, and support services.

4.1 Study satisfaction

Overall, international HE respondents had very positive experiences studying in Australia with 85% indicating that they were satisfied or very satisfied. Eighty three per cent of international respondents also indicated that they were either satisfied or very satisfied with their course.

The majority of Australian respondents (91%) were either very satisfied or satisfied with their study experience.

Figure 9: Overall satisfaction with study experience in Australia and the course



Q20b (Int.), Q16 (Aus): Overall, how satisfied are you with your study experience in Australia?

Q22 (Int.), Q18 (Aus): Overall, how satisfied are you with the course you are currently completing?

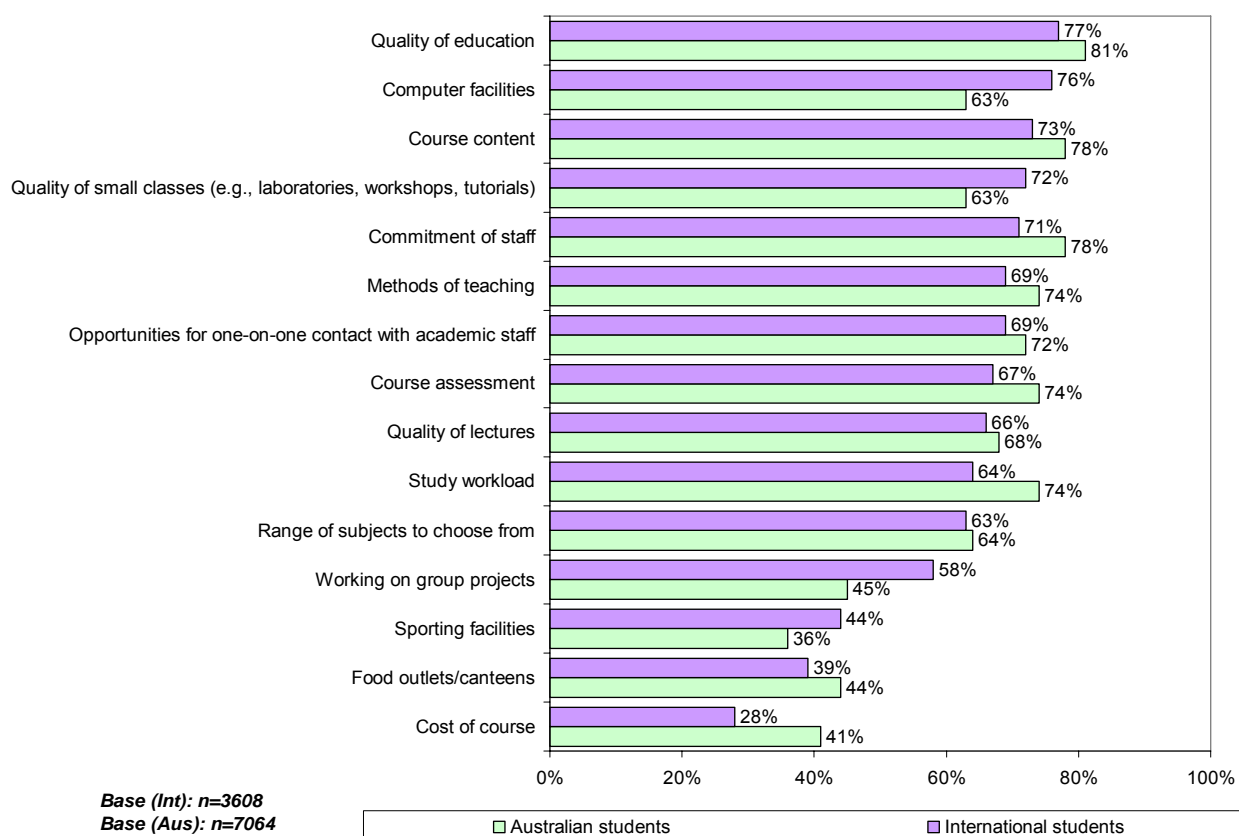
4.1.1 Satisfaction with the university

Seventy-five percent of international respondents were satisfied with the university they were attending with 88% of Australian respondents satisfied.

International and Australian respondents were generally satisfied with most aspects of their university. Overall, respondents were the most satisfied with the quality of education (77% of international respondents and 81% of Australian respondents).

International respondents were also highly satisfied with the computer facilities (76%) compared to a lower proportion of Australian respondents (63%). Australian students were slightly more satisfied with the course content (78%) than international students (73%). For international respondents, the cost of course was an aspect with the lowest proportion of satisfied respondents, just 28% stating they were very satisfied or satisfied.

Figure 10: Satisfaction with aspects of the university



Q20a (Int.), Q14 (Aus): How satisfied are you with each of the following aspects of the university at which you are studying?

Research conducted by AEI in 1999 found international students had positive experiences with the teaching staff, describing them as approachable, patient, friendly and helpful. The lifestyle and the social conditions were also mentioned as positive aspects of their experience, with many expressing their intention of settling in Australia permanently.

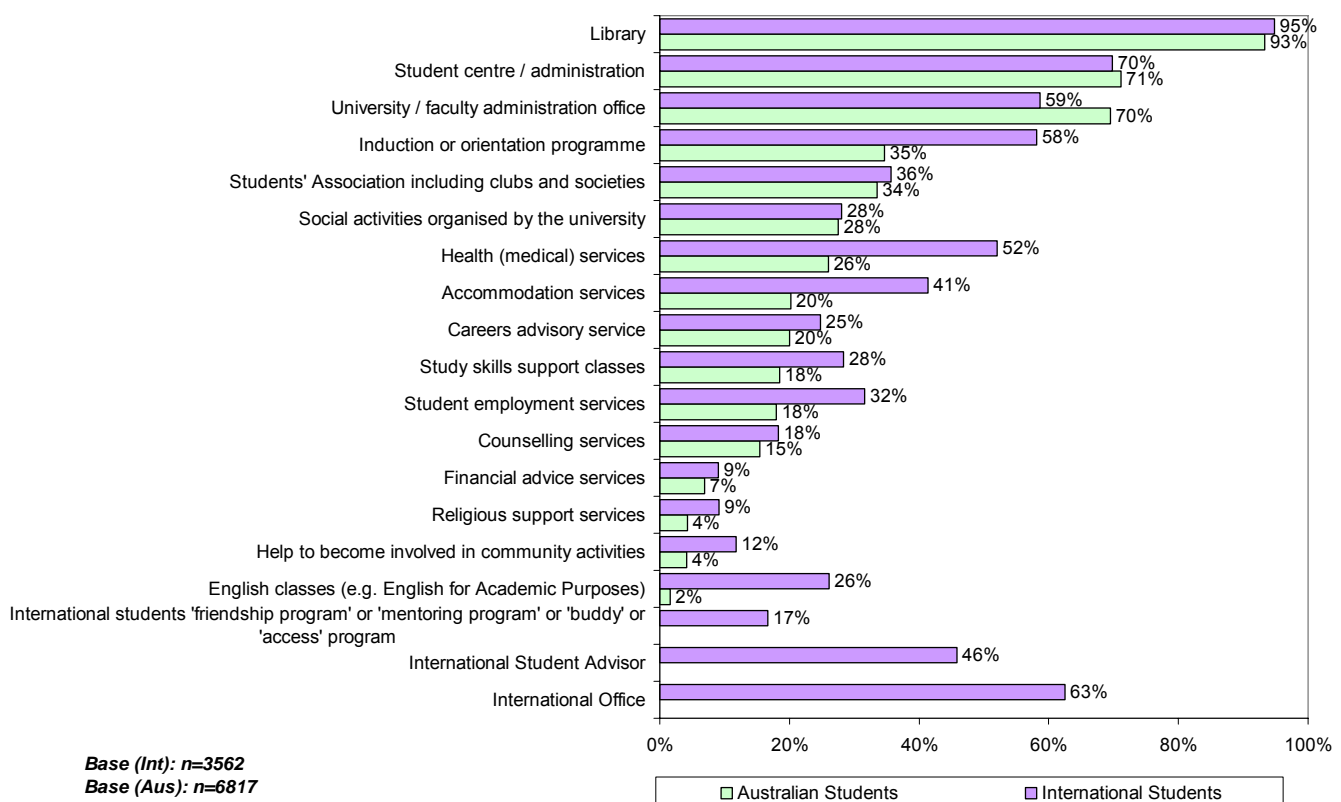
Qualitative research suggested that in some cases there was a lack of enthusiasm among some teaching staff, lack of one-on-one contact with teaching staff, difficulties interacting with Australian students during classes and not enough hands-on experience for the students.

“I expected it to be a bit more customer-oriented. Sometimes I wonder if I’d be better off doing (it by) distance learning.”

4.1.2 Support services

The library was the most utilised support service by both international (95%) and Australian (93%) respondents as shown in Figure 11. The library was also rated as useful by 98% of the international respondents and 93% of the Australian respondents (see Figure 12). The student centre/administration was the second most-used support service (70% international; 71% Australian respondents). Of those who used the student centre/administration, 94% of international students and 93% of Australian students found it helpful. The International Office was used by only 63% of international respondents; of those who used it, 92% found it useful.

Figure 11: Support services used



Q19a (Int.) and Q15a (Aus.): Please tick the support services you have used through your university in the first column below.

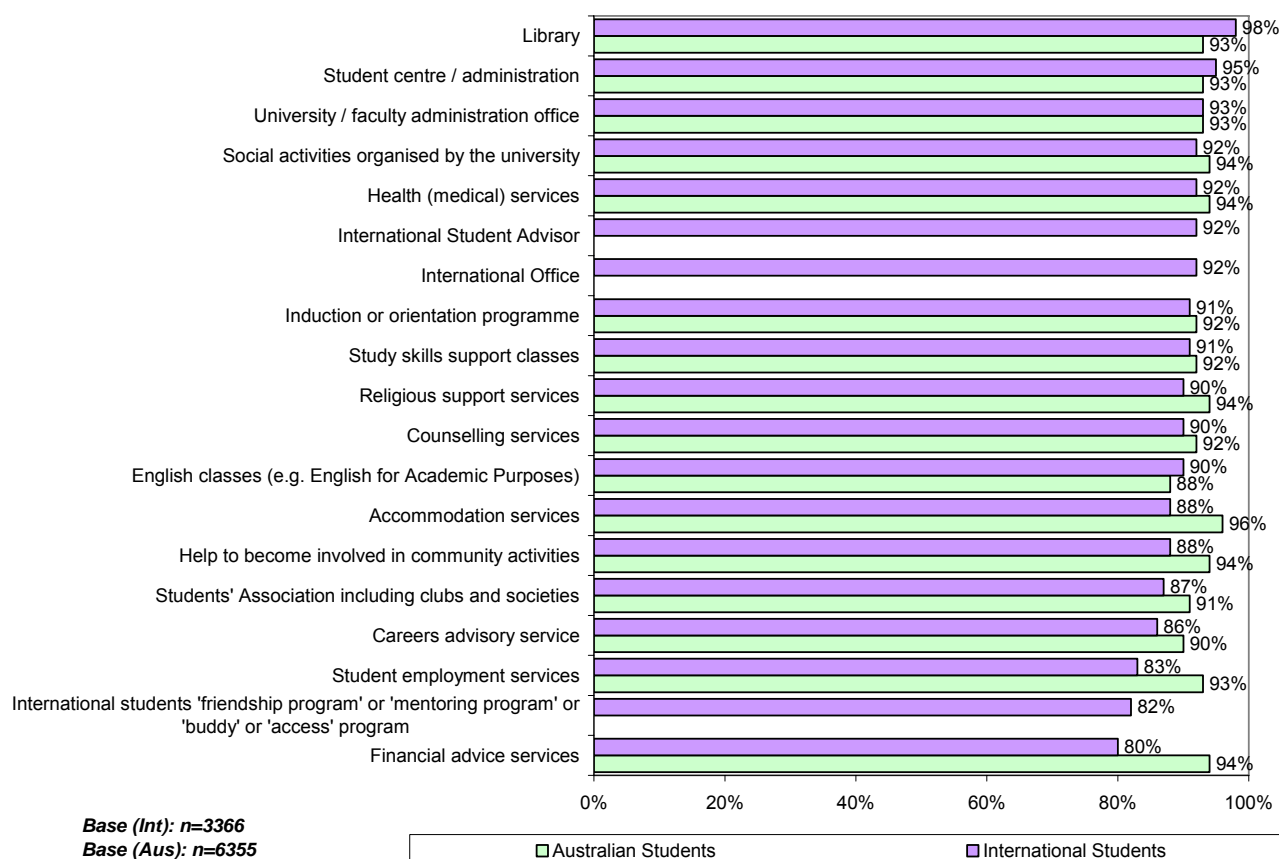
Services not widely used were:

- religious support groups (9% international; 4% Australian respondents);
- financial advice (9% international; 7% Australian respondents); and
- help to become involved in community activities (12% international; 4% Australian respondents).

As seen in Figure 11, international students seemed to make greater use of support services proportionally overall than Australian students. For example, health (medical), accommodation and student employment services were more frequently used by international than Australian respondents. This may be due to international students having fewer family, friends or community support networks.

Figure 12: Usefulness of support services

Q19b (Int.), and Q15b (Aus): How useful have you found each of the support services you have used? (Please tick the box on the same row to rate the usefulness of each service).



4.2 English-speaking skills

The majority of international respondents (76%) indicated that their English language skills were up to the required level when they started their studies but 19% said they needed formal English language training, which they subsequently received. Only 2% of respondents did not receive language training when they needed it before they started their course.

Forty five per cent of respondents who had studied an ELICOS course in Australia said they possessed the necessary language skills for their studies. A similar proportion (44%) indicated they were in need of language training when they started the course (which they subsequently received).

Of those respondents who had studied in a school in Australia, 75% indicated that they possessed English language skills up to the level required to undertake their studies.

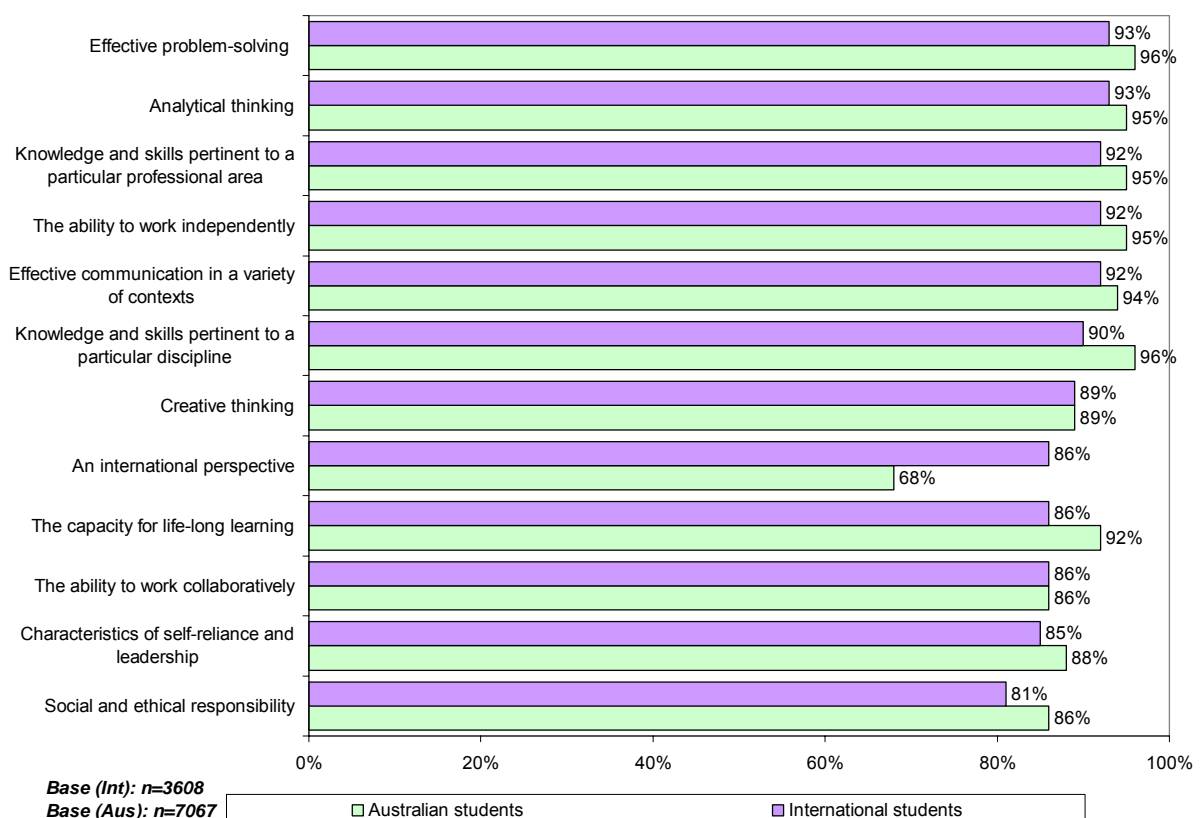
The majority of international respondents had the English language skills they required to complete their course. For the small proportion that did not possess such skills, they received this training when they needed it.

4.3 Skill development

International and Australian students were asked to indicate the importance of developing various skills during their course (see Figure 13). International and Australian respondents indicated that developing all listed skills were quite important. The two most important skills were effective problem solving (93% international; 96% Australian respondents) and analytical thinking (93% international; 95% Australian respondents).

Other important skills that respondents wanted to develop during their course were gaining knowledge and skills pertinent to a particular professional area (92% international; 95% Australian respondents), and the ability to work independently (92% international; 95% Australian respondents).

Figure 13: Level of importance in developing skills during course



Q21 (Int.), Q17 (Aus.): How important to you are developing the following skills during your course in Australia?

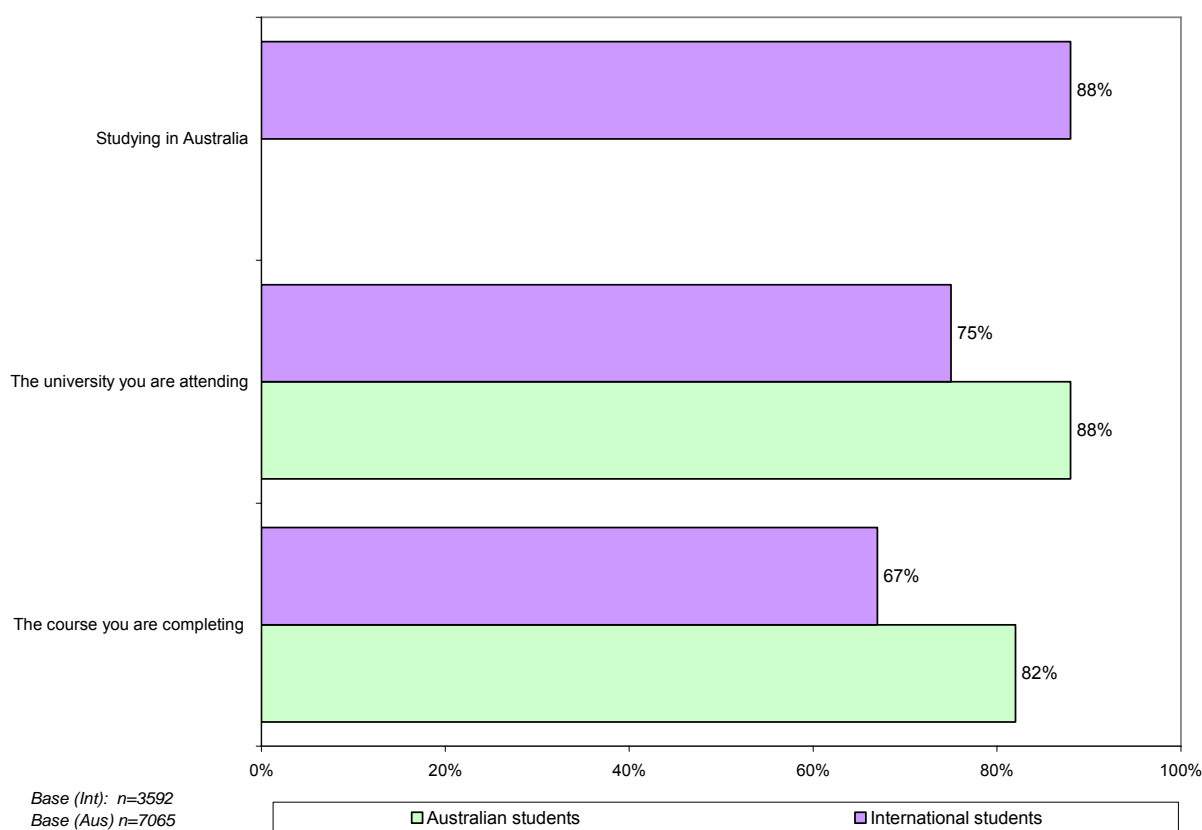
4.4 Willingness to recommend study in Australia

International respondents would recommend the course they were studying to family and friends. Seventy-five percent of the international respondents who would not recommend their course, the majority were students from China and Hong Kong completing a masters degree. Eighty two per cent of Australian respondents would recommend the course they were completing to friends or family.

A high proportion of international (75%) and Australian respondents (88%) indicated that they would recommend the university they were attending to friends and family. Only 10% of international respondents said that they would not recommend the university they attended. Most of these respondents came from China and Hong Kong and were completing either a graduate certificate/diploma or doctorate.

The majority of international respondents (88%) indicated that they would recommend studying in Australia to friends or family.

Figure 14: Whether would recommend to family or friends



Q23 (Int.), Q19 (Aus.) Would you recommend the following to friends or family?

Overall, it seems that both international and Australian students are quite likely to recommend studying in Australia, the university they are attending and their course. This is a very positive finding in terms of advocacy and is well cemented by the high satisfaction levels.

International students who participated in the qualitative research said they would generally recommend Australia as a good study destination based on their positive experiences and that Australia offered a high quality education, relatively low cost of living and a safe and friendly community.

The AEI research of 1999 showed that 96% of international students intended to recommend studying in Australia, compared to 88% in 1996 and 82% in 1992³.

In 1999, the majority of international students (95%) indicated that they would recommend their university, while in 1996 only 78% of international students said they would recommend their university and in 1992⁴, the proportion was 76%.

In summary, international respondents had a very positive experience of studying in Australia.

High levels of satisfaction were noted for the study experience and the course. The majority of international and Australian respondents would recommend their course. Quality of education was rated highest by both international and Australian respondents.

As evidence of their high satisfaction with studying in Australia, the majority of international respondents would recommend Australia as a study destination, the university where they studied, and their course to family and friends back home.

The library and the student centre/administration, as well as the International Office, were mostly utilised by international respondents and found to be most helpful.

³ From the 1996 AEI report

⁴ *ibid*

5. Living in Australia

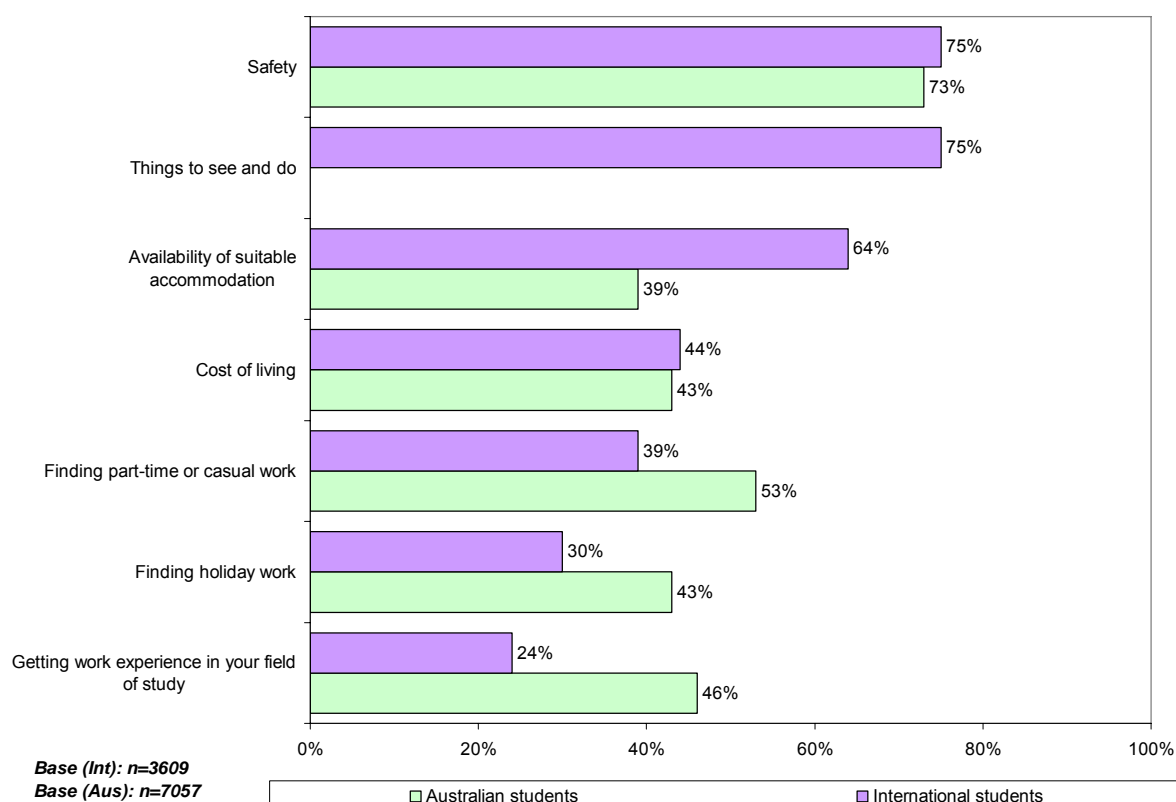
Objective 2 (Part B): Measure university students' level of satisfaction with accommodation, work, social integration and overall satisfaction with their stay in Australia.

This section details findings with regard to overall satisfaction with living in Australia.

5.1 Overall satisfaction with living in Australia

For international and Australian respondents, the level of satisfaction with living in Australia was very positive. Eighty four per cent of international respondents were satisfied with this aspect compared to 92% of Australian respondents. Only 4% of international respondents were dissatisfied with living in Australia.

Figure 15: Satisfaction with aspects of living in Australia



Q32a (Int.): How satisfied are you with each of the following aspects of living in Australia?
Q28a (Aus.): How satisfied are you with the following aspects of daily life in Australia?

Things to see and do in Australia and the level of safety ranked the highest among international students (with 75% satisfied/very satisfied). Seventy three per cent of Australian respondents were also satisfied with the level of safety in Australia. Levels of satisfaction with the availability of suitable accommodation were higher for international respondents (64%) than Australian respondents (39%).

Fewer international respondents were satisfied with their ability to secure part-time or casual work compared to Australian respondents. Only 24% of international respondents were satisfied with getting work experience in their field of study compared to 46% of Australian respondents. This compares similarly to holiday work where 30% of international respondents were satisfied with finding holiday work compared to 43% of Australians. Respondents from India who were completing a masters degree or graduate certificate/diploma were less satisfied with finding part-time, casual or holiday work than students from other countries.

5.1.1 Cost of living

A key issue for both international and Australian respondents was the cost of living in Australia. Only 44% of international and 43% of Australian respondents were satisfied with the cost of living.

The cost of living was exacerbated for international respondents as they were generally less satisfied with the opportunities to find part-time, casual or holiday work. Only 39% of international respondents were satisfied with the opportunity to find part-time or casual work. For Australian respondents this was 53%.

The AEI research from 1999 found that international students felt that the cost of courses, transport and accommodation in Australia was very high.

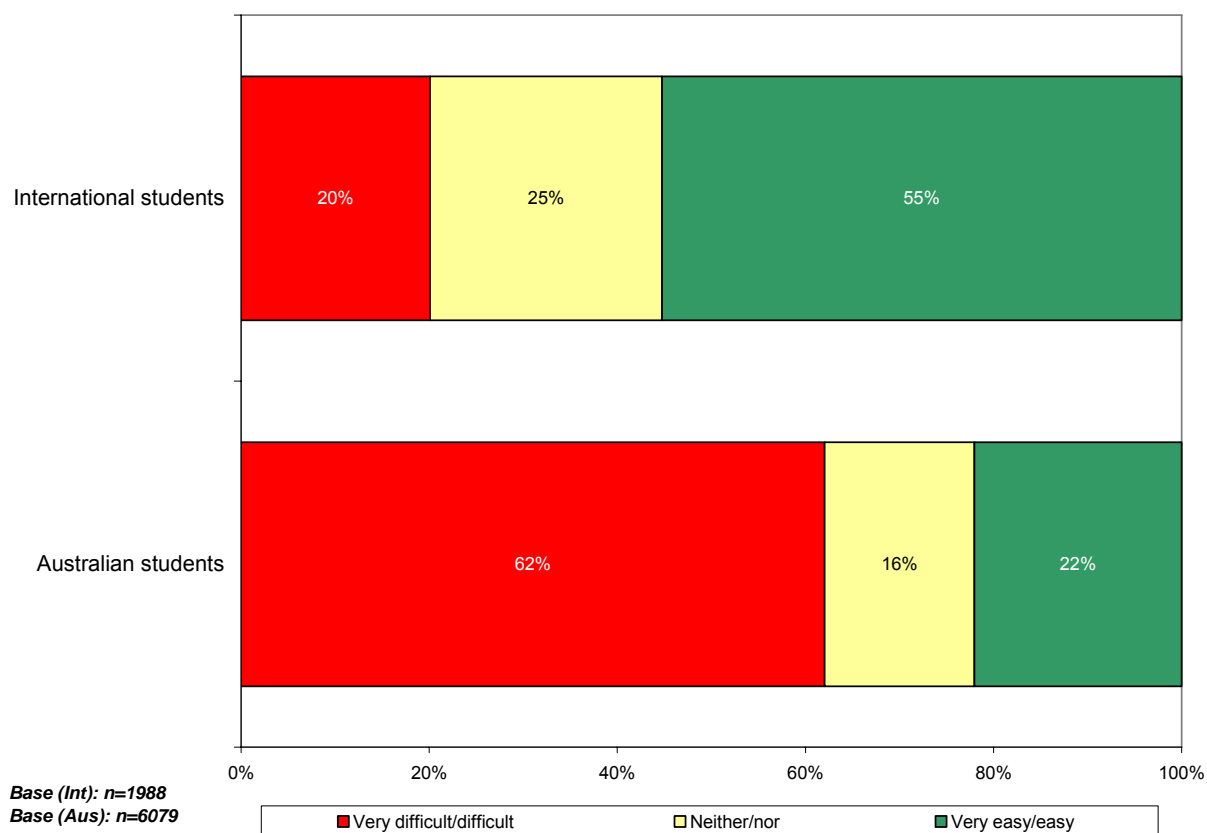
5.2 Life in Australia

5.2.1 Work

International respondents found getting work of any kind more difficult than Australian respondents. Only 56% of international respondents had a paid job during 2006 (including semester and holiday periods) compared to 86% of Australian respondents. Of the international respondents who were employed, 80% worked on average five hours a week or more compared to 85% of Australian respondents who worked five hours a week or more. Thirty three per cent of international respondents indicated that the work they did during semester was related to their field of study compared to 54% of Australian respondents.

The majority of international (70%) and significantly more Australian (92%) respondents did paid work in 2006 during holiday periods. Of the respondents who did paid work, Australian students found it more difficult to balance work and study with only 22% stating this was easy or very easy to achieve, compared to 55% of international students (see Figure 16).

Figure 16: Work-study balance



Q31g (Int), Q27h (Aus): If you did paid work at any time during 2006, how did you find balancing your study and your paid job?

Of the respondents who did not have a paid job during 2006, the majority did not try to get one (71% international; 75% Australian respondents). The main reasons that international respondents did not try to get a paid job were that they did not have Australian work experience; they were too busy; the amount of their study load did not allow them to work; they did not have a working visa; or there were too few jobs available. Similarly, Australian respondents cited: study load; availability of work experience; and too few jobs available as the main reasons for not seeking work.

Qualitative research revealed that a major frustration among international students was the difficulty in finding work related to their field of study. The main reasons stated were that most graduate positions and traineeships required applicants to have permanent residency in Australia. This complicates matters as employers in their home countries expect graduates to have some hands-on experience together with their degree to be eligible for employment. This combination was seen as a major barrier in achieving the necessary credit for their studies overseas.

5.2.2 Accommodation and living conditions

Fifty nine per cent of international respondents shared a house or an apartment with other international students or with other members of their family. Fifteen per cent of international respondents lived in a student residence (hall or college) on or near campus; 14% shared a house or an apartment with both Australian and international students while only 5% were in home-stay accommodation or lived with an Australian family not related to them.

Australian respondents tended to live by themselves or shared with members of their family (70%). Only 1% of Australian respondents shared a house or an apartment with international students and only 3% shared with a mix of other Australian and international students.

Table 7: Type of student accommodation during studies

Type of student accommodation	International students n=3568	Australian students n=7056
Student residence (hall or college) on or near campus	15%	10%
House/apartment by yourself or with other members of your family	21%	70%
House/apartment shared with Australian and international students	14%	3%
House/apartment shared with international students only	38%	1%
House/apartment shared with students from Australia only	3%	10%
Home-stay or with an Australian family not related to you	5%	N/A
Share with friends	2%	2%
Share with partner/spouse	1%	1%
Distance learning/do not live in Australia	1%	1%
Other	1%	1%

Q25 (Int.), Q21 (Aus): Where have you mostly lived while doing your current studies in Australia?

The totals may not add up to 100% due to rounding error. The base for each column category may not add to 100% due to 'not answered', 'don't know/not applicable', and 'not sure/no idea' response options being excluded from the column categories.

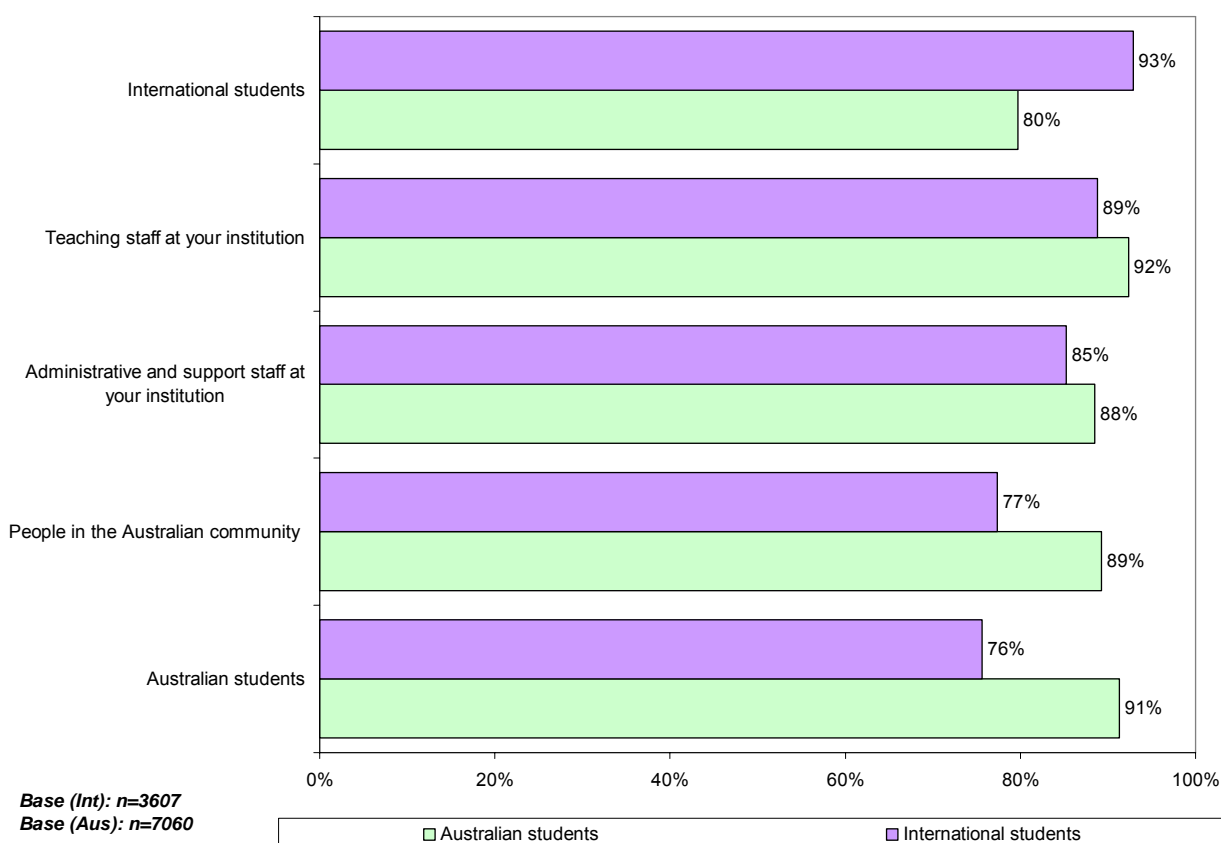
The qualitative research suggested that for some international students adjusting to the new lifestyle in Australia could be a major challenge. Key issues raised were that Australian cities were much quieter than home with shops closing early (mainly feedback from Asian respondents), the public transport system was difficult to learn coupled with the ineligibility for public transport concession cards in New South Wales and Victoria.

5.2.3 Respect and courtesy

High proportions of both international and Australian respondents felt that they were treated with respect and courtesy by different groups within Australia. The biggest gaps, though still at the margins, related to how students treat each other. As shown in Figure 17, international respondents were less likely to think that Australian students treated them with respect and courtesy (76%). Conversely, Australian respondents were less likely to think that international students treated them with respect and courtesy (80%).

However, in a consistent finding across all education sectors, international students believed they were treated with more respect by Australians within the university than outside in the community. International students reported that 77% of people in the community treated them with respect and courtesy compared with 89% of teaching staff and 85% of administration staff at their institution. Within the Australian respondents, 89% believed they were treated with respect in the community which was on par with perceived respect by teaching staff (92%) and administrative staff at their university (88%).

Figure 17: Whether treated with respect and courtesy by different groups

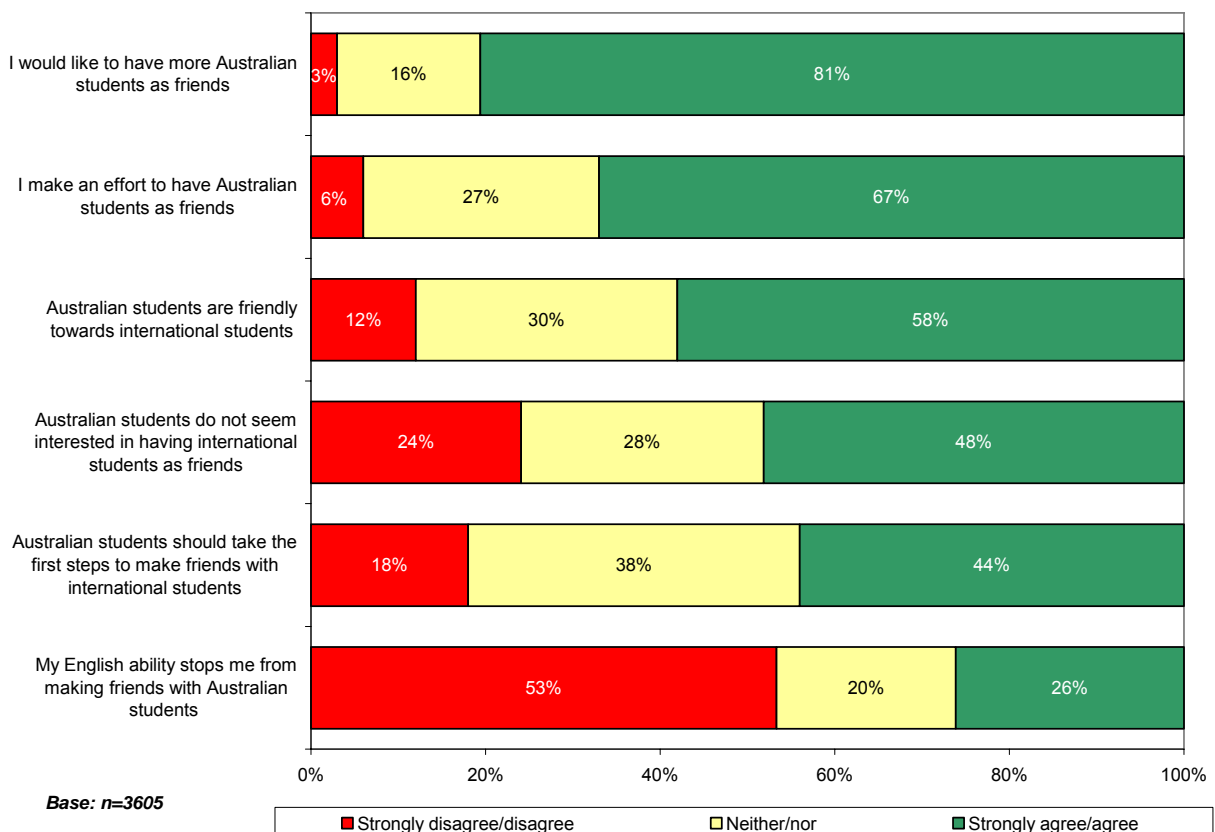


Q30 (Int.) and Q26 (Aus.): Generally, have you been treated with respect and courtesy by each of the following groups of people during your stay in Australia?

5.2.4 Making friends

As Figure 18 shows, the majority of international respondents (81%) said they would like to have more Australian students as friends (these were more likely to be respondents from China and other North East Asian countries). Sixty seven per cent said they made an effort to have Australian students as friends (more often respondents from India and North and Latin America).

Figure 18: Making friends with Australian students (international students)



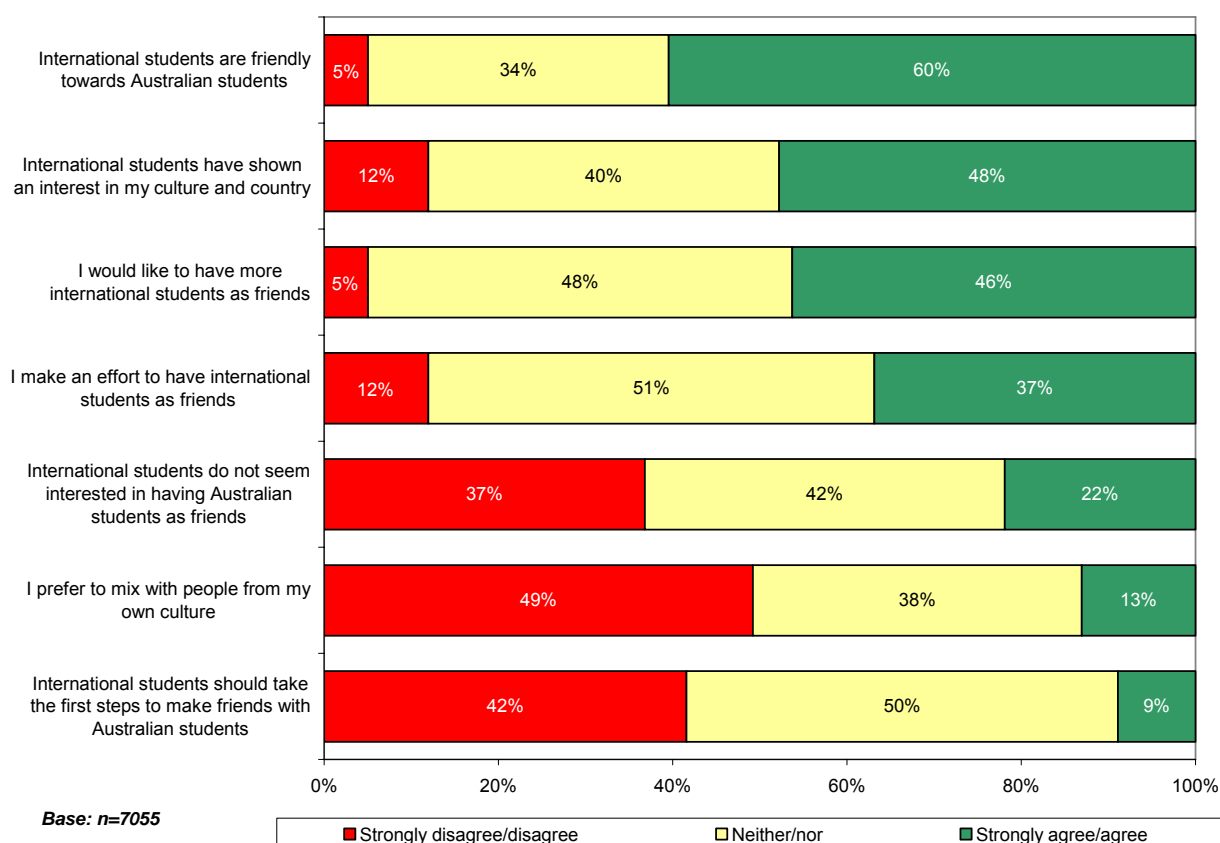
Q26 (Int.): Here are some statements about making friends with Australian students. Please indicate your level of agreement or disagreement with each statement.

Twenty-six of international respondents felt that their English ability was a barrier to making Australian friends (more often respondents from China and other North East Asian countries). Two other factors hindering their ability to integrate fully in the Australian community were: the perception that Australian students did not seem interested in having international students as friends (48% of international respondents); and international respondents believed that Australian students should take the first steps to make friends (44% of international respondents).

From the perspective of Australian respondents, 60% felt that international students were friendly towards Australian students – a positive finding in the first step of setting up the foundation for a social network within the Australian community (see Figure 19).

Forty six per cent of Australian respondents also expressed a desire to have more international students as friends – another positive step towards social integration within the local community. These positive attitudes are supported by the fact that 37% of Australian respondents were reported to have made an effort to have international students as friends.

Figure 19: Making friends with international students (Australian students)



Q22 (Aus.): Here are some statements about making friends with international students. Please indicate your level of agreement or disagreement with each statement.

A high proportion of international respondents (89%) appeared to have more close friends of students from their country of permanent residence or other international students.

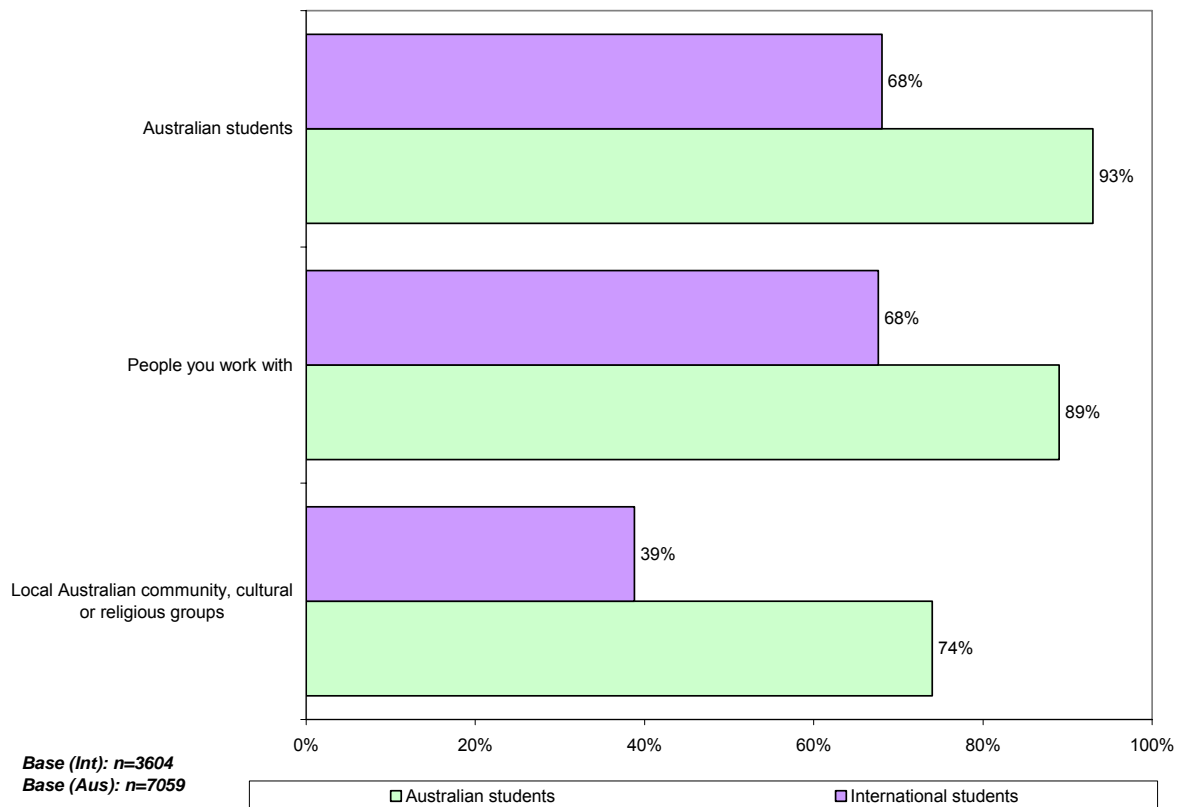
The majority of international respondents (68%) also had Australian students as close friends (see Figure 20). Sixty eight per cent spent social time with Australian students and 65% studied with them. Forty eight per cent of international respondents also had close friends in the local community, cultural or religious groups from their country of permanent residence.

As for the Australian respondents, 64% had international students as close friends while a much higher proportion (93%) had Australian students as friends. Eighty nine per cent had made close friends with people they worked with compared to 68% of international respondents.

These findings suggest that, even though international respondents appear to be more comfortable spending time with other international students, they are also fairly comfortable having Australians as close friends and spending time with them. Australian respondents tended to have more Australians as friends but were also comfortable having international student friends.

The research conducted by AEI in 1999 indicated that some international students had concerns in relation to the level of interaction between Australian and international students. Many students felt that they had not had sufficient opportunity to communicate cross-culturally for social integration.

Figure 20: Close friends in Australia from different groups of people



Q27 (Int.): How many close friends in Australia do you have from each of the following groups of people?
Q23 (Aus.): How many close friends in Australia do you have from each of the following groups of people?

Qualitative research suggested that interacting with Australian students on a social level, speaking English and experiencing the Australian way of life were seen as very important reasons for coming to Australia. While no international students complained of overt racism, many felt that Australian students lacked the maturity, patience and interest in forming friendships with students from overseas, particularly those from non-English-speaking countries.

"They're nice, but they don't really want to know you..."

Australian students were also very conscious of a divide between local and international students. From their perspective, it can seem that international students are not interested in getting to know local students and that they prefer to hang out with people from their own country.

In summary, international respondents' level of overall satisfaction with living in Australia was generally high, particularly with the availability of things to see and do, the level of safety and the availability of suitable accommodation.

A key issue for both international and Australian respondents was the cost of living. This was exacerbated for international students, who were generally less satisfied with the opportunities to find part-time, casual or holiday work (relative to Australian respondents).

There were some positive signs that international students were integrating well in the Australian community, and many Australian and international students had friendship groups in place during their university studies. However, for some international students, English language skills appeared to be a potential barrier to integration.

6. Future career plans and aspirations

Objective 3: Ascertain the future study and career plans and aspirations of international and Australian higher education students.

6.1 Future work

Around half of Australian and international respondents indicated that they would seek work immediately after finishing study. Others intended to enrol in further study (19% international; 20% Australian respondents) or travel or have extended time off (13% international; 12% Australian respondents).

Of the respondents who indicated they would look for a job immediately after they completed their course, 69% of international respondents and all of the Australian respondents said that they were planning to find a job in Australia. Only 24% of international respondents said they would look for a job in their country of permanent residence. These were mainly respondents from North East Asian countries.

Furthermore, 44% of international and 25% Australian respondents indicated that they were likely to work in a private company, while just 29% of international and 59% of Australian respondents said they were likely to work in the public or government sector.

6.2 Future course of study

Of the respondents who were planning to enrol in further studies (19% international; 20% Australian):

- 54% (international) and 64% (Australian) planned to enrol in the same university in Australia;
- 32% (international) and 27% (Australian) planned to enrol at a different university in Australia;
- 8% of international respondents planned to enrol in a university in their own home country; and
- 5% of international respondents planned to enrol in another country overseas.

Three per cent of Australian respondents who wished to study in a different country wanted to do so to experience and gain exposure to different cultures, as well as to have the opportunity to travel.

As shown in Table 8, higher degrees (to be studied in Australia) such as masters were part of future plans for 34% of international respondents, mainly from China. Only 15% of Australian respondents indicated that they were planning to study a masters degree in Australia. However, 28% of Australian respondents indicated that they were planning to study for a graduate certificate or diploma compared to only 6% of international respondents.

Significantly more international respondents (19%) than Australian respondents (3%) planned to study for a doctorate degree in Australia. More Australian respondents (18%) than international respondents (7%) planned to study for an honours year of an undergraduate degree in Australia.

Table 8: Course planning to study in the future in Australia

Course planning to study in the future in Australia	International students n=3140	Australian students n=6595
Masters degree – by coursework or research	34%	15%
Doctorate	19%	3%
Honours year of an undergraduate degree	7%	18%
Graduate certificate/graduate diploma	6%	28%
Postdoctoral studies	5%	6%
An undergraduate (bachelor degree) course	4%	13%
Certificate (I, II, III or IV) – VET	2%	6%
Diploma/advanced diploma – VET	2%	8%
English language (ELICOS) course	1%	n/a
CPA program	1%	2%
Other	1%	2%
None in Australia	36%	28%

Q33c (Int.), Q29c (Aus.): Which course(s) you are planning to study in the future in Australia, if any.
The totals may not add up to 100% due to multiple responses allowed.

These findings are consistent with the 1999 AEI research in which 19% of international students said they intended to study a masters degree, 15% an undergraduate degree and just 7% a doctorate. Australian students on the other hand were more likely to enrol in a graduate certificate/graduate diploma course (28%) or an honours degree (18%).

Table 9 indicates that there was a wide variety of courses in which both international and Australian respondents planned to enrol. Commerce appeared to be the most popular course among international respondents (15%), while education/teaching was the most popular course for Australian respondents (17%). Other popular courses for international respondents included computer science/information technology/computing (9%), accounting (7%) and science (7%). Other popular courses for Australian respondents included psychology (10%), science (7%) and law (7%).

Table 9: Intended areas of study

Intended areas of study	Total n=1885	International students n=665	Australian students n=1220
Education/teaching	13%	5%	17%
Commerce	7%	15%	3%
Science	7%	7%	7%
Psychology	7%	3%	10%
Law	6%	3%	7%
Accounting	5%	7%	4%
Computer science/IT/computing	5%	9%	3%
Business	4%	5%	3%
Medicine	3%	1%	5%
Nursing	3%	2%	3%
Other	20%	30%	15%

Q36c (Int), Q30d (Aus): Please specify what will be your main course of study.

The international students taking part in the qualitative component of the survey had various plans for the future including: returning home to pursue a career in the area in which they had studied; pursuing further studies in Australia; obtaining work experience in Australia; and applying for permanent residency.

While international students were keen to extend their stay in Australia to obtain work experience in their chosen field, they felt the opportunities to do so were extremely limited. This was a key source of disappointment for international students. As mentioned earlier, international students needed to show that they have had at least a year's work experience in their field of study to obtain work in their country of permanent residence (a requirement mainly relevant to Asian countries).

6.3 Permanent residence

Table 10 shows that 60% of international respondents (mainly from India, China and Africa) were planning to apply for permanent residency in Australia. Only 3% had already applied for residency, while 37% were not planning to apply (mainly from North and Latin America and Europe).

Table 10: Plans to apply for permanent residence

Plans to apply for permanent residence	n=3609
Yes, you are planning to apply	60%
Yes, you have already applied	3%
No, you are not planning to apply	37%

Q35a. Are you planning to apply or have you already applied for a permanent residency (PR) in Australia?

Of the international respondents who were planning to apply for permanent residency, the majority (72%) said that they would do so in the next 12 months.

Table 11: When planning to apply for permanent residence

When planning to apply for permanent residence	n=2156
Within the next 12 months	72%
In the next 1 to 2 years	17%
In the next 2 to 3 years	7%
In the next 4 to 5 years	2%
In the next 6 years or more	2%

Q35b. When are you planning to apply for a permanent residency (PR) in Australia?

In summary, 56% of international respondents intended to look for a job upon completion of their current course; the majority indicated they would do so in Australia.

Students' satisfaction with their university appeared to have a positive bearing on their future intentions to study at the same university.

Facilitating better work opportunities in their chosen field of study will help those international students planning to find work in their home country. This would also add value to the prospect of studying in Australia.

Many international students plan to gain permanent residence status following completion of their studies in Australia and obtain work in Australia.

7. Overall satisfaction with stay in Australia

Multivariate analysis was used to derive key variables and explore their relationship to overall satisfaction with students' stay in Australia. The following is a summary of the analysis conducted.

All the multivariate analysis in this report was conducted at the 95% confidence level. Two regression models were constructed; one for international and one for Australian students.

This section should be read in conjunction with the technical details in Appendices C to F.

7.1 Relationship of pre-arrival and post-study commencement factors with Overall Stay Satisfaction

Overall Stay Satisfaction is the measure of respondents' overall satisfaction with their stay in Australia.

7.1.1 International students

A simple correlation matrix was constructed between all variables in an initial examination of variable inter-correlation and the relationship to Overall Stay Satisfaction (refer to Appendix F for full correlation matrix). Table 12 shows a list of the correlation coefficients (Pearson correlation coefficients) for all measure variables as they relate to Overall Stay Satisfaction. Note that 'pre/post' refers to pre-arrival and post-arrival of international students.

The results of the preliminary analysis suggest that some of the major factors contributing to Overall Stay Satisfaction for international higher education students are related to:

- expense perceptions after arrival;
- university and course satisfaction;
- Australian attitudes towards students;
- information pre-arrival;
- visa process satisfaction;
- course outcome satisfaction;
- support services;
- had Australian friends; and
- agent service.

These variables had moderate to strong correlations of greater than 0.3.

Table 12: Correlation of variables to Overall Stay Satisfaction (international variables)

Composite variable	Overall stay satisfaction	Arrival	Strength of correlation	
Expense perceptions after arrival	0.52	Post	Green	Strong
University and course satisfaction	0.48	Post	Green	
Australian attitudes towards students	0.43	Post	Green	
Information pre-arrival	0.41	Pre	Green	
Visa process satisfaction	0.39	Post	Green	
Course outcome satisfaction	0.32	Post	Green	
Support services	0.27	Post	Yellow	Moderate
Had Australian friends	0.25	Post	Yellow	
Agent service	0.23	Pre	Yellow	
Australian lifestyle	0.15	Post	Red	Weak
Attitudes towards Australians	0.12	Post	Red	
Lived with Australians	0.07	Post	Red	
Connection to Australia	0.07	Pre	Red	
Permanent residency intentions	0.07	Post	Red	
Study future	0.06	Post	Red	
Work future	0.04	Pre	Red	
Expense perceptions pre-arrival	0.00	Post	Red	
Worked while stay in Australia	0.00	Post	Red	
Lived with internationals	-0.10	Post	Red	

Red category variables have correlation coefficients below 0.2 (weakly correlated).

Yellow category variables have correlation coefficients between .2 and .3 (Moderate correlation).

Green category variables are strongly correlated (.3+).

The correlation matrix for international students (Table 12) did not reveal any very strong relationships between independent variables, therefore regression analysis was carried out on these measures for a deeper investigation into the drivers of Overall Stay Satisfaction.

7.1.2 Australian students

The results for Australian students in Table 13 suggest that some of the major factors for Australian respondents contributing to Overall Stay Satisfaction related to:

- expense perceptions post-study commencement;
- university and course satisfaction; and
- course outcome satisfaction.

Secondary factors relating to Overall Stay Satisfaction for Australian respondents included:

- support services;
- international students attitudes towards Australian students; and
- working.

Table 13: Correlation of variables to Overall Stay Satisfaction (Australian variables)

Composite variable	Overall Stay Satisfaction	Arrival	Strength of correlation	
Expense perceptions post-study commencement	0.54	Post		Strong
University and course satisfaction	0.27	Post		Moderate
Course outcome satisfaction	0.19	Post		Weak
Support services	0.12	Post		
International attitudes towards students	0.09	Post		
Worked while stay in Australia	0.07	Post		
Attitudes towards internationals	0.03	Post		
Lived with Australians	0.03	Post		
Had international friends	0.00	Post		
Study future	-0.01	Post		
Lived with internationals	-0.02	Post		
Work future	-0.03	Post		

Red category variables have correlation coefficients below 0.2 (weakly correlated).

Yellow category variables have correlation coefficients between .2 and .3 (Moderate correlation).

Green category variables are strongly correlated (.3+).

The correlation matrix (Table 13) did not reveal any very strong relationships between independent variables, therefore regression analysis was carried out on these measures for a deeper investigation into drivers of satisfaction.

7.2 Regression analysis: Key drivers revealed

Stepwise regression⁵ was applied to the data to produce a series of index values which enabled the determination of the relative importance of the key drivers. Table 14 lists the post-arrival factors as an independent variable and the Overall Stay Satisfaction as the dependent variable.

Table 14: List of post-arrival international variables to Overall Stay Satisfaction

Composite variables	
1	Expense perceptions after arrival
2	University and course satisfaction
3	Australian attitudes to me
4	Course outcome satisfaction
5	Had Australian friends
6	Support services
7	Attitudes towards Australians
8	Permanent residency intentions
9	Work future
10	Lived with Australians
11	Lived with internationals

⁵ Stepwise regression is a method that calculates the optimum mix of variables required in a given model for maximum predictive quality.

7.2.1 International respondents

International respondent variables were tested for their individual contribution to the overall model variance and variables with low predictive quality were removed. The result is a number of select variables that are the best predictors of Overall Stay Satisfaction.

Table 15 presents all the variables that came out of the regression analysis with their appropriate regression coefficients (standardised beta values). Note that the higher the regression coefficient, the stronger the relationship between Overall Stay Satisfaction and each of the composite variables. Negative regression coefficients mean that there is a reverse relationship between Overall Stay Satisfaction and the composite variable.

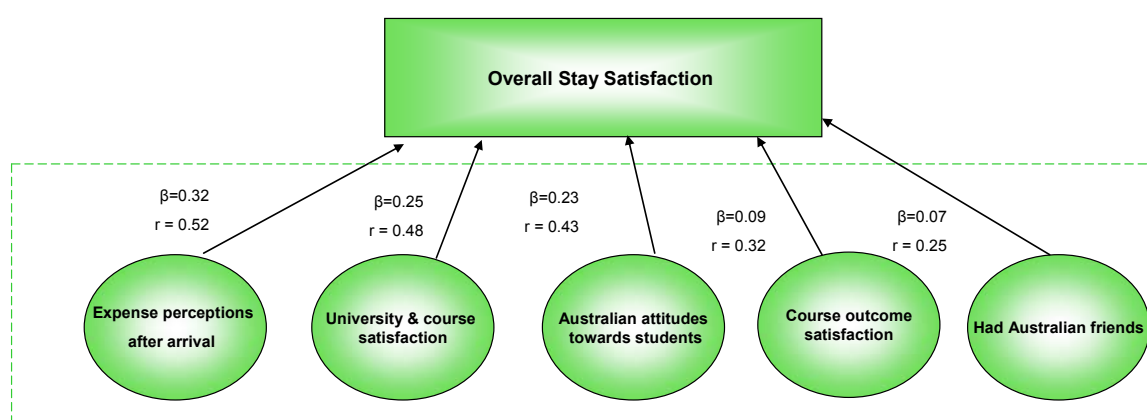
Table 15: List of all variables in the regression analysis with regression coefficients (international)

Composite variables	Regression coefficients (standardised beta)
Expense perceptions after arrival	0.32
University and course satisfaction	0.25
Australian attitudes to me	0.23
Course outcome satisfaction	0.09
Had Australian friends	0.07
Support services	0.05
Attitudes towards Australians	0.04
Permanent residency intentions	0.02
Work future	0.02
Lived with Australians	-0.02

Note that the dependent variable is Overall Stay Satisfaction.

Figure 21 summarises the output of the regression analysis listing the variables that contribute most to Overall Stay Satisfaction for international students. This model explained 66% per cent of the variance (R square Adjusted = 0.66).

Figure 21: Regression model summary (international)



β= regression coefficient; r= Pearson correlation coefficient

How to interpret β: The higher the β, the higher the contribution of the driver to improving the level of the satisfaction outcome. Model variance explained: R Square (Adjusted) = 0.66.

Three primary and one secondary factor arose from the regression analysis. The most important drivers of Overall Stay Satisfaction for international respondents were:

- expense perceptions after arrival;
- university and course satisfaction; and
- Australian attitudes towards international students.

International respondents were also concerned with the outcome of their course and whether they had Australian friends, although these were not major drivers of Overall Stay Satisfaction (as shown by the low beta scores).

These findings suggest that expense perceptions after arrival in Australia need to be as close as possible to expectations. Accurate estimates of the cost of living in Australia should feature prominently in pre-arrival information so that reasonable expectations are set from the beginning. Satisfaction with the university and the course also need to be maintained at a high level as students are expecting high quality education and facilities. These factors, along with the perception that Australians are welcoming to international students, have a large influence on whether international students will recommend Australia to their family and friends as a place to study.

Table 16 lists the mean scores as a measure of performance for each key attribute (international only). Mean scores can be between 1 and 10. The higher the score, the better the performance of a particular attribute. Variables are also listed in order of their influence on overall composite stay satisfaction.

Table 16: Mean scores of key drivers of Overall Stay Satisfaction (international)

Rank influence on Overall Stay Satisfaction	Composite variables	Performance (mean scores 1-10)
1	Expense perceptions after arrival	5.9
2	University and course satisfaction	8.2
3	Australian attitudes to me	7.6
4	Course outcome satisfaction	9.5
	Overall Stay Satisfaction	8.1

Base: n=3610.

7.2.2 Australian respondents

Stepwise regression⁶ was also conducted for Australian students using variables listed in Table 17 as the independent variables. The Overall Stay Satisfaction variable was used as the dependent variable. Table 18 lists the Australian variables input into the stepwise regression process.

Table 17: List of post-study commencement Australian variables to Overall Stay Satisfaction

Composite variables	
1	Expense perceptions post-study commencement
2	University and course satisfaction
3	Course outcome satisfaction
4	Worked while stay in Australia
5	Support services
6	International attitudes to me
7	Work future
8	Attitudes towards international students
9	Study future
10	Had international friends

The Australian respondent variables were tested for their individual contribution to the overall model variance and variables with low predictive quality were removed. The result is a number of select variables that are the best predictors of Overall Stay Satisfaction.

Table 18 presents all the output variables from the regression analysis and their regression coefficients (standardised beta scores). Note that the higher the regression coefficient, the stronger the relationship between Overall Stay Satisfaction and each of the variables. Negative regression coefficients mean that there is a reverse relationship between Overall Stay Satisfaction and the variable.

Table 18: List of all variables in the regression analysis with regression coefficients (Australian)

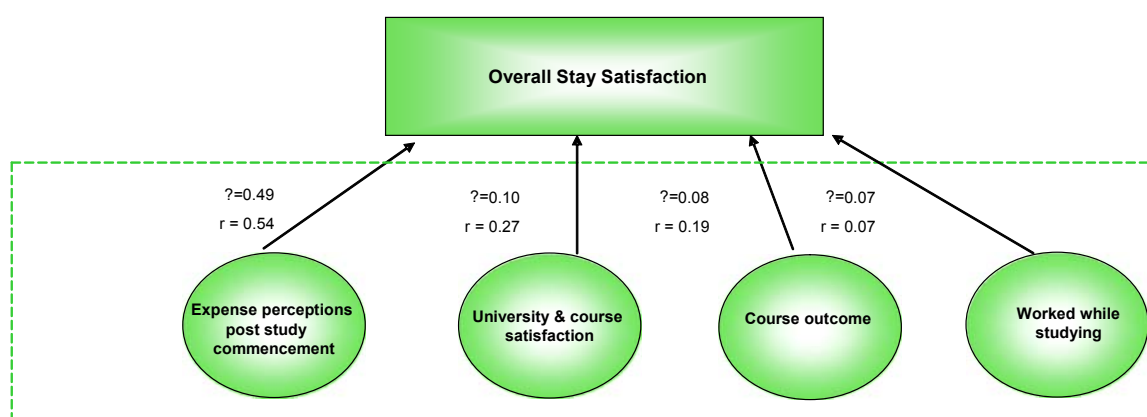
Composite variables	Regression Coefficients
Expense perceptions post-study commencement	0.49
University and course satisfaction	0.10
Course outcome satisfaction	0.08
Worked while stay in Australia	0.07
Support services	0.05
International attitudes towards students	0.04
Work future	-0.02
Attitudes towards international students	-0.03
Study future	-0.03
Had international friends	-0.03

Note that the dependent variable is Overall Stay Satisfaction.

⁶ Stepwise regression is a method that calculates the optimum mix of variables required in a given model for maximum predictive quality.

Figure 22 summarises the output of the regression analysis listing the variables that contribute most to overall satisfaction. This model explained 32% of the variance (R square Adjusted = 0.32). Note that only variables with statistically significant regression coefficients have been included in the model.

Figure 22: Regression model summary (Australian)



β = regression coefficient; r = Pearson correlation coefficient

How to interpret β : The higher the β , the higher the contribution of the driver to improving the level of the satisfaction outcome. Model variance explained: R Square (Adjusted) = 0.32

Three primary and one secondary factor arose from the regression analysis with Australian respondent variables. These factors were the same as for the international students – expense perceptions post-study commencement at university, course satisfaction and course outcome satisfaction. The secondary factor was whether they worked while they were studying. All of these variables contributed to the Overall Stay Satisfaction for Australian students.

University and course satisfaction, and course outcome satisfaction yielded lower regression coefficients indicating that Australian respondents were more concerned with the expenses they incurred while studying and the level of satisfaction from their university and course. Working while studying was also a driver of Overall Stay Satisfaction but it was not found to be a key driver.

Table 19 lists the mean scores for each key attribute as a measure of performance for Australian respondents. Mean scores can be between 1 and 10. The higher the score, the better the performance of a particular attribute. Variables are also listed in order of their influence on Overall Stay Satisfaction.

Table 19: Mean scores of key drivers of Overall Stay Satisfaction (Australian)

Rank influence on Overall Stay Satisfaction	Composite variables	Performance (mean scores 1-10)
1	Expense perceptions post-study commencement	6.1
2	University and course satisfaction	8.6
3	Course outcome satisfaction	9.6
	Overall stay satisfaction	7.8

Base: n=7040

The following sections relate directly to each of the key variables that contribute to Overall Stay Satisfaction.

7.3 Key drivers and demographic differences

Gender, visa type, country of permanent residence and age variables were examined in the analysis (regression modelling process) but were not found to be strong predictors contributing to Overall Stay Satisfaction. For example, separate satisfaction models were not required for males and females or other individual demographics. However, some differences between these demographics do exist and they have been examined in this section and throughout this report, where applicable.

7.3.1 Country of permanent residence: International students

Table 20 lists mean scores for overall satisfaction with stay in Australia and all key underlying attributes by country of permanent residence. Overall satisfaction with stay was highest for international respondents from Europe, while expense perceptions after arrival were rated highest by respondents from India. University and course satisfaction was rated highest by respondents from Africa. The attribute – Australian attitudes towards students – was rated highest by students from Europe, while the attribute – student attitudes towards Australians – was rated highest by students from India. Whether respondents had Australian friends was rated highest by respondents from Africa.

Table 20: Mean scores – Overall Stay Satisfaction and key attributes by country of permanent residence

	Sample size n=	Country of permanent residence	Overall satisfaction with stay	Drivers of Overall Stay Satisfaction				
				Expense perceptions after arrival	University and course satisfaction	Australian attitudes towards students	Student attitudes towards Australians	Had Australian friends
1	353	Europe	8.68	6.25	8.37	8.54	7.60	5.76
2	297	North and Latin America	8.49	6.05	8.27	8.27	7.83	5.82
3	132	Africa	8.22	6.26	8.56	7.74	7.55	5.83
4	112	Other Southern and Central Asia	8.17	6.05	8.32	7.48	8.07	5.52
5	213	Indonesia (South-East Asia)	8.08	5.98	8.41	7.36	7.91	5.49
6	772	Other South-East Asia	8.03	5.75	8.35	7.44	7.86	5.48
7	104	Thailand (South-East Asia)	7.97	5.98	8.26	6.98	7.67	4.98
8	245	India (Southern and Central Asia)	7.93	6.56	8.38	7.63	8.18	5.53
9	111	South Korea/Japan (North-East Asia)	7.80	5.29	7.95	6.86	7.90	5.68
10	106	Other North-East Asia	7.78	5.08	8.07	7.23	8.06	4.92
11	1006	China/Hong Kong (North-East Asia)	7.76	5.76	7.90	7.31	7.97	5.03
12	134	Other	8.27	6.41	8.47	7.64	7.72	5.85

Legend	
1 st	Highest mean score
2 nd	Second highest mean score
3 rd	Third highest mean score

Q4a. What is your home country, that is, your country of permanent residence?

7.3.2 Age: International and Australian students

As highlighted in Table 21, there was little difference between age groups regarding Overall Stay Satisfaction. The same is observed for Australian students in Table 22. For each, only small variations were observed between key attributes, although it is interesting to note that international and Australian students aged over 31 years were more satisfied with their stay, albeit if only marginally so.

Table 21: Mean scores – Overall Stay Satisfaction and key attributes by age (international students)

Sample size n=	Age	Overall satisfaction with stay	Drivers of Overall Stay Satisfaction				
			Expense perceptions after arrival	University and course satisfaction	Australian attitudes towards students	Student attitudes towards Australians	Had Australian friends
481	16-21 years	8.10	5.91	8.36	7.54	7.88	5.46
1817	22-25 years	7.98	5.79	8.19	7.55	7.89	5.33
838	26-30 years	8.09	5.97	8.11	7.64	7.91	5.46
467	31+ years	8.33	6.44	8.39	7.59	7.75	5.68
	Overall	8.06	5.93	8.22	7.57	7.87	5.42

Q6 Age of respondent.

Legend	
1 st	Highest mean score

Table 22: Mean scores – Overall Stay Satisfaction and key attributes by age (Australian students)

Sample size n=	Age	Overall satisfaction with stay	Drivers of Overall Stay Satisfaction				
			Expense perceptions post-study commencement	University and course satisfaction	Australian attitudes towards students	Student attitudes towards Australians	Had Australian friends
1515	16-21 years	7.69	5.98	8.65	7.61	6.74	5.72
2232	22-25 years	7.70	5.89	8.55	7.67	6.81	5.78
929	26-30 years	7.70	5.98	8.54	7.61	6.76	5.53
2384	31+ years	7.85	6.28	8.64	7.49	6.87	5.06
	Overall	7.75	6.05	8.60	7.59	6.81	5.49

Q5 Age of respondent.

Legend	
1 st	Highest mean score

7.3.3 Gender: International and Australian students

There were no significant gender differences in Overall Stay Satisfaction for either international students (Table 23) or Australian students (Table 24).

Table 23: Mean scores – Overall satisfaction and key attributes by gender (international students)

Sample size n=	Age	Overall satisfaction with stay	Drivers of Overall Stay Satisfaction				
			Expense perceptions after arrival	University and course satisfaction	Australian attitudes towards students	Student attitudes towards Australians	Had Australian friends
1646	Males	8.06	5.99	8.21	7.60	7.95	5.53
1968	Females	8.07	5.88	8.22	7.55	7.81	5.34
	Overall	7.75	6.05	8.60	7.59	6.81	5.49

Legend	
1st	Highest mean score

Q5. Are you male or female?

Table 24: Mean scores – Overall satisfaction and key attributes by gender (Australian students)

Sample size n=	Age	Overall satisfaction with stay	Drivers of Overall Stay Satisfaction				
			Expense perceptions post-study commencement	University and course satisfaction	Australian attitudes towards students	Student attitudes towards Australians	Had Australian friends
2260	Males	7.70	6.14	8.48	7.51	6.81	5.70
4810	Females	7.77	6.01	8.66	7.62	6.81	5.39
	Overall	7.75	6.05	8.60	7.59	6.81	5.49

Legend	
1st	Highest mean score

Q4. Are you male or female?

7.3.4 Expense perceptions post-arrival (international) and post-study commencement (Australian respondents)

The cost of living was rated positively by 43% of both international and Australian respondents. Those dissatisfied with the cost of living were mainly from North-East Asia.

The cost of the course was rated positively by 28% of international and 41% Australian respondents. The majority of international respondents who were dissatisfied with the cost of course were from South Korea and North-East Asia.

Table 25: Satisfaction with course/university (international)

Expense perceptions after arrival	Net satisfied	Net dissatisfied
How satisfied are you with the following aspects of living in Australia? – Cost of living	43%	28%
How satisfied are you with each of the following aspects of the university at which you are studying? – Cost of course	28%	42%

Base: n=3606. Questions 32a and 20a.

The issue of expense perception is prominent in all of the analyses conducted (both basic and advanced). Dissatisfaction with the cost of living as well as the cost of the course could most likely be overcome by providing a realistic picture of the living costs and clearly communicating to students the value for money of the course as well as its benefits.

Table 26: Satisfaction with course/university (Australian)

Expense perceptions post-study commencement	Net satisfied	Net dissatisfied
How satisfied are you with the following aspects of daily life in Australia? – Cost of living	43%	34%
How satisfied are you with each of the following aspects of the university at which you are studying? – Cost of course	41%	35%

Base: n=7057. Questions 28a and 14.

The cost aspect of studying in Australia also has a bearing on Australian respondents as they have the option to study overseas in nearby countries such as New Zealand where the cost of living and studying could be perceived to be lower.

Transparency in communicating this key aspect of studying in Australia is an expectation of both international and Australian students. It is important that students have clear information available about the cost of living and the cost of their course.

7.3.5 University and course satisfaction (international and Australian students)

Satisfaction with their university and course was one of the key drivers of Overall Stay Satisfaction for both international and Australian students.

Table 27 shows the level of satisfaction for international and Australian students with each aspect of their university or course. International and Australian respondents were satisfied the most with the quality of education. Both groups were also highly satisfied with course content, quality of small classes, commitment of staff and opportunities for one-on-one contact with academic staff. International respondents were also highly satisfied with computer facilities.

It is important that the level of university and course satisfaction is maintained as high as possible as it drives student propensity to recommend Australia as a study destination.

Table 27: Satisfaction with university/course aspects (international and Australian)

Aspects of university/course	Net satisfied* (Int)	Net satisfied* (Aus)
Quality of education	77%	81%
Computer facilities	76%	63%
Course content	73%	78%
Quality of small classes (e.g. laboratories, workshops, tutorials)	71%	63%
Commitment of staff	71%	79%
Opportunities for one-on-one contact with academic staff	70%	71%
Methods of teaching	69%	74%
Course assessment	68%	74%
Quality of lectures	66%	68%
Study workload	64%	75%
Range of subjects to choose from	63%	64%
Working on group projects	59%	45%
Sporting facilities	44%	37%
Food outlets/canteens	39%	44%

Base: n= 3608 (int) and n=7063 (Aus)

* net = very satisfied or satisfied

Q20a (Int.) and Q14 (Aus.) How satisfied are you with each of the following aspects of the university at which you are studying?

7.3.6 International students: Perception of Australian attitudes towards them

The perceived attitude of Australian students towards international students was an important driver of international students' overall satisfaction. The social aspects of study play an important role in influencing overall satisfaction, as do the more functional aspects such as course quality, teaching quality and facilities. These social factors are the most difficult to influence.

Although 58% of international respondents indicated that Australian students were friendly towards them, 48% felt that Australian students were not interested in having international students as friends. This suggests that the gap in having more Australian friends could be closed by encouraging Australian students to participate in more activities involving international students (both course and non-course related). However, 76% of international respondents felt that they had been treated with respect and courtesy by Australian students with 77% also reporting they had been treated with respect and courtesy by people in the Australian community (e.g. neighbours, shop assistants and landlords). Table 28 shows a summary of measures that were combined to form this variable.

Table 28: Australian students' attitudes towards international students

Attitudes of Australians towards me	Agree	Disagree
Australian students do not seem interested in having international students as friends	48%	24%
Australian students are friendly towards international students	58%	12%
Treated with respect and courtesy	Yes	No
By Australian students	76%	9%
By people in the Australian community (e.g. neighbours, shop assistants, landlords)	77%	10%

Base for Q26 and Q30: n= 3603

7.3.7 Course outcome satisfaction: International and Australian

Satisfaction with the outcome of their course was an important driver of Overall Stay Satisfaction for international and Australian respondents. Both student groups need to see evidence that their current studies will help them find a good job when they graduate. Australian students are more likely to recommend studying in Australia (as opposed to studying overseas) if they perceive that their course will find them better employment.

A high proportion of international respondents (68%) and a significantly higher proportion of Australian respondents (81%) were satisfied their course would result in them obtaining a good job.

Table 29: Course outcome satisfaction

Course outcome satisfaction	Yes (Int)	Yes (Aus)
Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?	68%	81%

Base (Int): n= 3596; Base (Aus): n=7064. Q24 (Int); Q20 (Aus): Do you think that your current studies in Australia will be helpful in getting you a good job when you graduate?

7.4 Overall performance summary tables

Tables 30 and 31 are summaries of key variables ranked by their influence on Overall Stay Satisfaction (based on their beta index values). Performance of their constituent variable components is also shown. The table is colour coded to denote the level of influence and performance levels.

Table 30: Overall performances summary (international students)

Composite variable	Mean score	Beta index	Variable components	Component ratings	
Expense perceptions after arrival	5.9	36%	Expense perceptions after arrival	Satisfied	
			How satisfied are you with each of the following aspects of living in Australia? – Cost of living	43%	
			How satisfied are you with each of the following aspects of the university at which you are studying? – Cost of course	28%	
University and course satisfaction	8.2	28%	Aspects of course/institution	Satisfied	
			Quality of education	77%	
			Computer facilities	76%	
			Course content	73%	
			Quality of small classes	71%	
			Commitment of staff	71%	
			Opportunities for one-on-one contact with academic staff	70%	
			Methods of teaching	69%	
			Course assessment	68%	
			Quality of lectures	66%	
			Study workload	64%	
			Range of subjects to choose from	63%	
			Working on group projects	59%	
			Sporting facilities	44%	
			Food outlets/canteens	39%	
			Overall satisfaction with HE course	Satisfied	
			Overall, how satisfied are you with the course you are currently completing?	83%	
			Propensity to recommend	Yes, would recommend	
			Would you recommend the following to friends or family?– The course you are completing	67%	
			Would you recommend the following to friends or family? – The education institution you are attending	75%	
Australian attitudes towards students	7.6	26%	Treated with respect	Yes	
			By people in the Australian community	77%	
			By Australian students	76%	
			Australians' attitudes towards students	Agree	
			Australian students do not seem interested in having international students as friends	58%	
			Australian students are friendly towards international students	48%	
Course outcome satisfaction	9.5	10%	Helpful in getting a job	Yes, helpful	
			Do you think your studies will be helpful in getting you a good job when you complete your course?	68%	

For component ratings: green= >60%, yellow = 50% to 59%, red = <50%

For beta scores: green = high influence on Overall Stay Satisfaction, yellow = medium influence on Overall Stay Satisfaction, red = lowest influence on Overall Stay Satisfaction

Table 31: Overall performances summary (Australian students)

Composite variable	Mean score	Beta index	Variable components	Component ratings	
Expense perceptions post-study commencement	6.1	66%	Expense perceptions post-study commencement	Satisfied	
			How satisfied are you with the following aspects of daily life in Australia? – Cost of living	43%	
			How satisfied are you with each of the following aspects of the university at which you are studying? – Cost of course	41%	
University and course satisfaction	8.6	14%	Aspects of course/institution	Satisfied	
			Quality of education	81%	
			Commitment of staff	79%	
			Course content	78%	
			Study workload	75%	
			Methods of teaching	74%	
			Course assessment	74%	
			Opportunities for one-on-one contact with academic staff	71%	
			Quality of lectures	68%	
			Range of subjects to choose from	64%	
			Computer facilities	63%	
			Quality of small classes (e.g. laboratories, workshops, tutorials)	63%	
			Working on group projects	45%	
			Food outlets/canteens	44%	
			Sporting facilities	37%	
			Overall satisfaction with HE course	Satisfied	
Course outcome satisfaction	9.6	10%	Overall, how satisfied are you with the course you are currently completing?	88%	
			Propensity to recommend	Yes, would recommend	
			Would you recommend the following to friends or family? – The course you are completing	82%	
Worked while studied	na/ binary	10%	Would you recommend the following to friends or family? – The education institution you are attending	88%	
			Helpful in getting a job	Yes, helpful	
			Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?	81%	
			Part-time work	Yes	
			Did you have a paid job at any time (including the holiday periods) during 2006?	86%	

For component ratings: green= >60%, yellow = 50% to 59%, red = <50%

For beta scores: green = high influence on Overall Stay Satisfaction, yellow = medium influence on Overall Stay Satisfaction, red = lowest influence on Overall Stay Satisfaction

8. Conclusions

The results of the higher education component of the ISS indicated that international students' experiences of studying in Australia were very positive overall.

Australia was the first country of choice for the majority of international students who came to Australia to study. The most important factors for international students in deciding to study in Australia were that it is an English-speaking country, it is safe and secure, and the cost of living is relatively low.

Satisfaction levels for the pre-arrival information that international students received, as well as with aspects relating to their student visa, were also high. Satisfaction with obtaining a student visa was generally high, although cost and length of time before the visa expired after course completion were areas of low satisfaction.

There were some positive signs that international students were integrating well in the Australian community, and many Australian and international students had friendship groups in place during their university studies. However, for some international students, English language skills appeared to be a potential barrier to integration.

Overall satisfaction with living in Australia was quite high for international students. International respondents were highly satisfied with safety, the variety of things to see and do and the availability of suitable accommodation.

Low satisfaction was experienced by international students with the inability to find work in their field of study, finding holiday or other part-time work. A lower proportion of international students had a paid job during their studies compared to Australian students. Satisfaction levels for international students could be improved if additional assistance was provided to find work in areas related to their course of study. Students, especially from Asian countries, perceived this to be a key employer expectation. Universities could collaborate with key industry players to provide international students with opportunities to gain work experience in their field of study. Options could include internships that allow students to apply the skills and knowledge they have learnt on a 'live' job.

International and Australian respondents were generally satisfied with most aspects of their university, including the quality of education and the computer facilities. Areas for improvement were the cost of the course, food outlets/canteens and facilitating more cooperation in collaborating on group projects.

Both groups of respondents rated the library and the student centre/administration as the most used and the most useful support services. In addition, international respondents also rated the International Office as the most used and useful. Services that were less used included religious support groups, financial advice and help to become more involved in community activities. Under-use of these services could be related to their limited need in a student's life or poor communication on the benefits for students. Better communication of the benefits may increase the utilisation of these services, particularly for international students who are more in need of a support network than local students.

The primary driver of overall satisfaction for both international and Australian respondents was their cost perceptions after arrival or study commencement at university. To retain high satisfaction levels among students (both international and Australian), perception about costs must be addressed by explaining the benefits of their course of study and quality of overall study experience.

International respondents appeared to make a reasonable effort to integrate into Australian society, although some issues were identified. Low proportions of international respondents shared accommodation with Australian students or were living in a home-stay. While international students wanted to have more Australian students as friends and they made the necessary effort, in some cases their English ability prevented them from forming friendships. A significantly lower proportion of Australian respondents wanted to have more international students as friends and a lower proportion made a real effort to have international students as friends.

For international respondents, Australian attitudes towards them drove their satisfaction with their stay in Australia. A long-term goal would be to improve Australian students' attitudes towards international students and vice versa. Strategies that help forge stronger ties between these two groups should be considered.

Given that international students felt more comfortable associating with other international students, they had more international students as close friends. However, relatively high proportions of international students had Australian students as close friends with friendships formed through studying together or social activities. High proportions of both international and Australian respondents felt they were treated with respect and courtesy by fellow students, though there is still room for improvement. These are all indications that positive steps are being made by international students to integrate into the Australian community, strengthened by the desire and effort of Australian students to have more international students as friends.

Encouraging and supporting international and Australian students to work together on group projects and to socialise informally would help international students better integrate into the community.

A higher proportion of international respondents were keen to look for a job immediately after completing their studies as opposed to furthering their education. The propensity to continue studying was lower than looking for a job indicating the possible need to develop more opportunities for international students in finding a job.

International students who expressed an interest in pursuing further education in Australia were more likely to enrol in higher degrees, particularly at the masters and doctorate levels.

The relatively high proportion of international respondents who were either planning to apply for permanent residence, or had already applied, showed that many international students intended to stay permanently in Australia (particularly students from Asian countries).

A relatively high proportion of international students were willing to recommend Australia as a study destination to their friends and family.



Appendix A – International students enrolled in Higher Education, Research Snapshot (2006)

**Information from
Australian Education International**



Australian Government
Australian Education International

Research Snapshot

Number 21 | March 2007

International Student Enrolments in Higher Education in 2006

During 2006, higher education enrolments in Australia grew by 5.2%. This continues the softening in enrolments growth since 2002. Enrolments from seven of Australia's top ten markets are now declining compared to six last year. However, commencements are improving with growth of 4.9% (see table and chart below).

Nationality	Annual Enrolments				Annual Commencements			
	Growth on 2003	Growth on 2004	Growth on 2005	2006 Data	Growth on 2003	Growth on 2004	Growth on 2005	2006 Data
China	36.0%	31.8%	14.7%	46,075	35.7%	19.6%	2.5%	18,936
India	45.2%	24.4%	14.5%	25,431	41.5%	-6.5%	16.3%	10,975
Malaysia	3.0%	-3.3%	-2.9%	14,932	-9.6%	-8.9%	-2.5%	5,247
Hong Kong	8.0%	-2.2%	-7.4%	9,948	-10.5%	-10.4%	-6.9%	3,082
Indonesia	-7.1%	-9.5%	-8.2%	8,772	-10.5%	-14.4%	-6.3%	3,007
Singapore	-9.5%	-9.5%	-5.9%	7,862	-14.3%	-8.6%	-5.6%	2,757
South Korea	11.1%	7.4%	4.8%	5,590	2.8%	0.2%	6.2%	2,269
Thailand	1.1%	-8.1%	-6.3%	4,891	-7.7%	-16.5%	-4.3%	2,030
Taiwan	1.5%	-5.1%	-2.2%	3,854	-0.6%	-11.4%	2.5%	1,595
Bangladesh	21.6%	7.9%	-3.8%	3,501	9.8%	-14.9%	-17.3%	1,093
Sub-total	14.5%	10.0%	5.1%	130,856	11.0%	-0.4%	2.3%	50,991
Other	4.8%	2.4%	5.6%	41,441	-1.4%	0.3%	13.3%	18,091
Total	11.9%	8.1%	5.2%	172,297	7.7%	-0.2%[#]	4.9%	69,082

Top ten markets

In 2006, 75.9% of international higher education enrolments were from Australia's top ten markets. One in four (26.7%) were from China while another quarter (23.4%) were from India and Malaysia combined.

Growth from Australia's two largest markets, China and India, softened to 14.7% and 14.5% respectively in 2006 and growth rates in Australia's remaining top ten markets, except South Korea, are now all less than zero. As in 2005, strong growth from China and India is offsetting negative growth in other markets.

In 2006, commencements growth for our top ten markets was 2.3%, a significant improvement on the -0.4% recorded for 2005. Overall commencements growth was 4.9%, reflecting the increasing role being played by 'Other' nationalities and emerging markets.

Emerging markets

There is emerging growth in higher education enrolments from four medium markets (ie with over 2,500 enrolments each): Middle East (23.9%), Canada (13.0%), Vietnam (10.3%), and East Africa (8.4%)*.

Level of study

In 2006, more than half (57.3%) of higher education enrolments were in bachelor degrees and one-third (34.0%) were in masters by coursework.

Due to previous negative commencements growth for masters by coursework and masters by research degrees in 2005, enrolment growth continued softening during 2006, to 7.8% for coursework (14.5% previously) and to -6.6% for research (+9.6% previously).

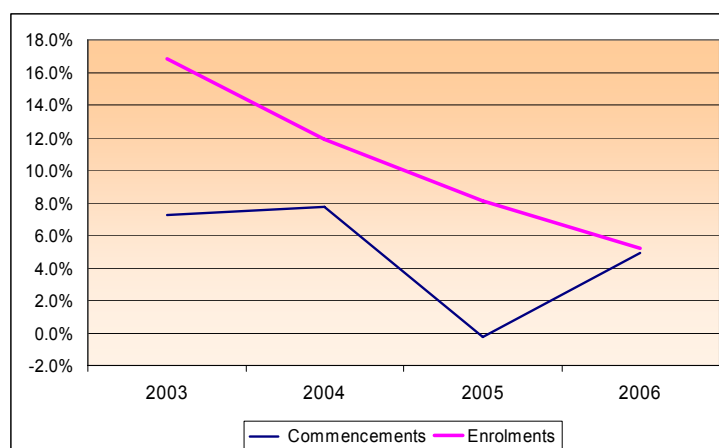
Bachelor degree enrolments continued to grow in 2006 (3.0%), but not as strongly as in 2005 (5.0%). AEI expects that this decline will abate during 2007 as bachelor degree commencements growth has improved slightly to 1.7% (from 1.2% in 2005).

Field of study

42.7% of all enrolments were in Business Administration, Management. This field of study continues to grow strongly at 11.1%.

Enrolments in Computer Science, Information Systems are now falling at 12.0%. AEI expects this decline to continue as commencements in Computer Science, Information Systems are also falling – at 10.2%, after falling 25.7% last year. However, enrolment growth is increasing in the health services area – Medicine, Nursing and Health Services. Growth in 2006 was 21.5%, up from 18.9% in 2005. The main health services source markets are China and Malaysia. Enrolments in Pharmacy and Dental Services are also increasing (14.6% in 2006).

International Higher Education Annual Enrolments and Commencements Growth % in Australia (2003 – 2006)



[#] Revised from 0.8% reported last year, in Research Snapshot No 8.

*East Africa consists of Kenya, Tanzania, Zambia and Zimbabwe.



Appendix B – International and Australian university questionnaires



Australian Government

Australian Education International



2006

Survey of University Students

INTERNATIONAL STUDENTS Completing a Course of Study in Australia during the period August 2006 to July 2007.

WIN
one \$500 cash prize
or
one of ten \$100 cash prizes in
2006 and 2007

Australian Education International (AEI) is an arm of the Department of Education, Science and Training (DEST) and promotes the export of Australian education services. It works to attract students from around the world to study in Australia and to ensure that international students have a successful and enjoyable study experience.

AEI is researching the experiences and views of international and Australian students who are completing a course of study in Australia during the period of August 2006 to July 2007.

This questionnaire will take approximately 30 minutes to complete.

Alternatively, you can complete this questionnaire online at www.studentsurvey.com.au

This questionnaire is to be completed by international students only and can be completed only once.

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2006 University Survey

Dear Student,

Thank you for agreeing to participate in this important survey.

This research will provide valuable information to industry and Government on the experience of international students in Australian education institutions.

I hope your studies in Australia have been enjoyable and rewarding and I wish you every success in your future endeavours.

Fiona Buffinton
Chief Executive Officer
Australian Education International

July 2006

- *If you cannot give an exact answer to any question, please provide your best estimate.*
- *For questions with boxes, please tick the appropriate box.*
- *There is space at the end of the survey to write any comments you may have about your studies or experiences at your university in Australia.*

About this survey

The information from this survey will be used by Australian Education International (AEI) and will be published in a report.

The information we gather from you and other students will give us a better understanding of the overall educational experience of international students.

AEI has contracted Ipsos Australia to conduct the survey. Please return the completed questionnaire by **Monday, 13 November 2006**.

Privacy

You do not need to give your name or any other information which can identify you on the survey form (and we will not release any data which will allow individuals to be identified).

We will make sure that your responses are treated in strict confidence and you can be assured that the content of individual responses will not be divulged.

However, if you wish to enter the draw for cash prizes (see below) and to participate in a follow-up survey in 2007, you will need to complete the optional section at the end of this survey and fill in your contact details.

If you complete this section, your personal information may be used by Ipsos to contact you again in 2007 for a follow-up survey to ask you about your progress in relation to employment or future study. Any personal information collected will not be disclosed to any third party.

Cash prizes

11 cash prizes will be offered to randomly selected eligible respondents (with contact details) in 2006 and again in 2007.

The prize winners in 2006 will be contacted by Ipsos by both letter and email by December 2006. The prizes will be delivered to the mail addresses provided. All eligible students submitting a completed questionnaire with contact details before the nominated closing date – **Monday, 13 November 2006** – will be included in the prize draw.

Dear Fellow Student,

The National Liaison Committee for International Students in Australia (NLC) is pleased to support this survey.

The NLC believes that the information gathered will help improve the services provided for international students in Australia. We encourage you to give your views, and to complete and return the survey form as soon as possible.

Your feedback will make a difference.

Eric Yenz Pang
National Convenor
National Liaison Committee for International
Students in Australia Incorporated
www.nlc.edu.au



Need further information?

If you have any questions about this survey, or completing this questionnaire, please call Preslav Bondjakov, Project Manager at Ipsos Australia on 1800 791 000 or email preslav.bondjakov@ipsos.com.au

1. Your Background

We would like to start by asking you some questions about your background. Your responses to the following questions will be treated as anonymous and confidential.

Q1a What is the **name of the university** you are studying at?

Q1b Where is the **campus** you are studying at **located**?

<input type="text"/>	<input type="text"/>
City or Town	State

Q1c At which level are you currently studying? *(Tick one box only)*

Undergraduate ¹ ☐ Postgraduate ² ☐

Q2 In what month and year did you **start** studying the course you are currently completing in Australia?

<input type="text"/>	<input type="text"/>
Month	Year

Q3 In what month and year do you expect to **complete** the course you are currently completing in Australia?

<input type="text"/>	<input type="text"/>
Month	Year

If you expect to complete that course after July 2007, you DO NOT need to fill in and return this survey. Thank you for your help.

Q4a What is your **home country**, that is your **country of permanent residence**? *(Write in the box below)*

Q4b What is your **country of citizenship**, that is the country that issued the passport that you used to enter Australia? *(Write in the box below)*

Q5 Are you male or female? *(Tick one box only)*

Male ¹ ☐ Female ² ☐

Q6 What is your month and year of birth?

<input type="text"/>	<input type="text"/>
Month	Year

Q7 How many years have you lived in Australia altogether? *(Tick one box only)*

Less than two years ¹ ☐

Between two and four years ² ☐

More than four years ³ ☐

Q8a Was Australia your country of **first choice** for taking the course you originally enrolled in? *(Tick one box only)*

Yes ¹ ☐ **GO TO Q9**

No ² ☐ **GO TO Q8b**

Q8b Which country was your **first choice** for taking the course you originally enrolled in? *(Write in the box below)*

Q8c What were the main reasons that you did **not** study in the country of your **first choice**? *(Write in the box below)*

Q9 Please specify your main area(s) of study in the course you are now completing (e.g., Accounting, Medicine, Engineering). If you are enrolled in more than one area of study, please specify all the courses you are completing (e.g., Commerce and Law). *(Write in the box below)*

Q10a Apart from in Australia, have you ever studied **outside your home country**? *(Tick one box only)*

Yes ¹ ☐ **GO TO Q10b**
No ² ☐ **GO TO Q11**

Q10b Apart from in Australia, in which country(s) **outside your home country** have you studied? *(Write in the box below)*

Q10c In the countries **outside your home country** did you study...? *(Tick as many as apply)*

As part of study tours ¹ ☐

As an exchange student ² ☐

As a scholarship holder ³ ☐

At a primary school ⁴ ☐

At a secondary school ⁵ ☐

At an English Language (ELICOS) school/college ⁶ ☐

At a polytechnic or vocational institution ⁷ ☐

At a university ⁸ ☐

Other *(please specify in the box below)* ⁹ ☐



2. Deciding to Study in Australia

Now we would like you to think back to the time when you were deciding to come to Australia.

Q11 Before coming to Australia, which of the following was **most important** when choosing the course you are now completing? *(Tick one box only)*

Studying in Australia ¹ ☐

Studying at the university you wanted in Australia ² ☐

Studying the course you wanted in Australia ³ ☐

Q12 When you were deciding to **study in Australia**, how important were each of the following factors in your decision? *(Tick only one box per row)*

	Extremely important	Important	Neither/nor	Not important	Not at all important	Don't know/not applicable
English speaking country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Cost of living	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Safe and secure	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Australia has many cultures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Many things to see and do	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Relatively close to your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Have friends/family in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Experience a new culture/lifestyle	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Able to work part-time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Visited Australia before and wanted to return	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Wanted to migrate to Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Weather/climate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Other (please specify▼)						
<div></div>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Q13 When you were deciding to apply for this **course in Australia** how important were each of the following factors in your decision? *(Tick only one box per row)*

	Extremely important	Important	Neither/nor	Not important	Not at all important	Don't know/not applicable
Quality of education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Reputation of the university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Cost of the course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Reputation of the course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Course will improve your chances of employment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Education Services for Overseas Students (ESOS) Act protects international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Course was not available at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Familiarity with Australian education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Australian education institution has a partnership with your local college	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Other (please specify▼)						
<div></div>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Q14 How much influence did each of the following have on your decision to **study in Australia**? *(Tick only one box per row)*

	A lot of influence	Some influence	No influence	Don't know/not applicable
Family/friends at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
People you know who are studying or who have studied in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Teachers or career advisors at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
IDP Education Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Other education/study agent	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Migration agent	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Career seminars	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Visit by an Australian university to your school at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Study in Australia website	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Other information on the internet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Information about Australia in the media	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
School visit to Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Promotion and advertising of Australian education in your home country (e.g., brochures)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Education fairs and exhibitions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Australian Education Centre at the Australian Embassy/High Commission	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
Other (please specify ▼)				
<div></div>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>

Q15a Did you use an **agent** to help you with your arrangements in coming to Australia? *(Tick one box only)*

Yes	1 <input type="checkbox"/>	▶	GO TO Q15b
No	2 <input type="checkbox"/>	▶	GO TO Q16

Q15b Was your agent an...? *(If you used more than one agent, please choose the one you used the most. Tick one box only)*

Education/study agent	1 <input type="checkbox"/>
Migration agent	2 <input type="checkbox"/>
Travel agent	3 <input type="checkbox"/>
Other (please specify in the box below)	4 <input type="checkbox"/>
<div></div>	

Q15c How would you rate the **overall service** provided by the agent? *(Tick one box only)*

Very good	1 <input type="checkbox"/>
Good	2 <input type="checkbox"/>
Average	3 <input type="checkbox"/>
Not very good	4 <input type="checkbox"/>
Poor	5 <input type="checkbox"/>

Q16 Overall, how satisfied were you with the information you received from all sources **before you arrived in Australia** on each of the following topics? (Tick only one box per row)

Information about:	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Immigration issues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
What to do when you first arrived	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
What to bring with you	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Accommodation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Preparation you should do for your course (e.g., reading)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Your course in general	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Fees and cost of living	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Australian way of life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Q17a How satisfied were you with the following aspects relating to your **student visa**? (Tick only one box per row)

	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Ease of obtaining your visa	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Time it took to get your visa	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
The total cost of obtaining your visa	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Rules and regulations that apply to holding a visa	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Length of time before your visa expires after course completion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Information about visas available on Australian Government websites	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Advice or information available about visas to Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Q17b IF YOU RECEIVED ADVICE OR INFORMATION: Who provided this advice? (Write in the box below)

3. Study in Australia

Q18 When you started the course you are now completing, your **English language skills** were... (Tick one box only)

Up to the level required to undertake your studies	1 <input type="checkbox"/>
In need of formal training or coursework, which you received when you required it	2 <input type="checkbox"/>
In need of formal training or coursework, which you received but later than you required it	3 <input type="checkbox"/>
In need of formal training or coursework, which you did not receive at all	4 <input type="checkbox"/>

Now we would like you to think about the support services provided by your university in Australia.

Q19a Please tick the support services you **have used through your university** in the first column below.

Q19b How **useful** have you found each of the support services you have used? (Please tick the box on the same row to rate the usefulness of each service)

	Q19a Please tick only if you used the services	Q19b Please rate only the services you have used		
	Yes	Very useful	Useful	Not useful
Induction or orientation programme	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Accommodation services	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Health (medical) services	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Religious support services	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student employment services	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Help to become involved in community activities	6 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Social activities organised by the university	7 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Financial advice services	8 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Counselling services	9 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Library	10 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student centre/administration	11 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International Student Advisor	12 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International Office	13 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
University/faculty administration office	14 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students' Association including clubs and societies	15 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Study skills support classes	16 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
English classes (e.g., English for Academic Purposes)	17 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Careers advisory service	18 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International students 'friendship program' or 'mentoring program' or 'buddy' or 'access' program	19 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Now we would like you to think about your academic experiences in Australia.

Q20a How satisfied are you with each of the following aspects of **the university** at which you are studying? (*Tick only one box per row*)

	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Quality of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of subjects to choose from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for one-on-one contact with academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of small classes (e.g., laboratories, workshops, tutorials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working on group projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food outlets/canteens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sporting facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20b Overall, how satisfied are you with your **study experience in Australia**? (*Tick one box only*)

Very satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Neither/nor	<input type="checkbox"/>
Dissatisfied	<input type="checkbox"/>
Very dissatisfied	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q21 How important to you are developing the following skills during your **course** in Australia? (*Tick only one box per row*)

	Extremely important	Important	Neither/nor	Not important	Not at all important	Don't know/not applicable
Effective communication in a variety of contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to work collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analytical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The capacity for life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and skills pertinent to a particular discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 ◀ *Continued*

How important to you are developing the following skills during your **course** in Australia? (*Tick only one box per row*)

	Extremely important	Important	Neither/nor	Not important	Not at all important	Don't know/not applicable
Knowledge and skills pertinent to a particular professional area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and ethical responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An international perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Characteristics of self-reliance and leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22 Overall, how satisfied are you with the **course** you are currently completing? (*Tick one box only*)

Very satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Neither/nor	<input type="checkbox"/>
Dissatisfied	<input type="checkbox"/>
Very dissatisfied	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q23 Would you **recommend** the following to friends or family? (*Tick only one box per row*)

	Yes, would recommend	No, would not recommend	Don't know/not applicable
Studying in Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The university you are attending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course you are completing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 Do you think your current studies in Australia will be helpful in **getting you a good job** when you complete your course? (*Tick one box only*)

Yes, helpful	<input type="checkbox"/>
No, not helpful	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

4. Life in Australia

Now we would like you to think about your living experiences in Australia.

Q25 Where have you **mostly** lived while doing your current studies in Australia? (*Tick one box only*)

Student residence (hall or college) on or near campus	<input type="checkbox"/>
Homestay or with an Australian family not related to you	<input type="checkbox"/>
House/apartment by yourself or with other members of your family	<input type="checkbox"/>
House/apartment shared with international students only	<input type="checkbox"/>
House/apartment shared with students from Australia only	<input type="checkbox"/>
House/apartment shared with Australian and international students	<input type="checkbox"/>
Other (<i>please specify in the box below</i>)	<input type="checkbox"/>

Now we would like you to think about the people you know in Australia.

Q26

Here are some statements about making friends with Australian students. Please indicate your level of agreement or disagreement with each statement. (Tick one box only for each statement)

	Strongly agree	Agree	Neither/nor	Disagree	Strongly disagree
I would like to have more Australian students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian students do not seem interested in having international students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian students are friendly towards international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My English ability stops me from making friends with Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I make an effort to have Australian students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian students should take the first steps to make friends with international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Q27

How many **close friends** in Australia do you have from each of the following groups of people? (Tick one box only for each group of people)

	Many	Some	None
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other international students who are not from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local community, cultural or religious groups from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local Australian community, cultural or religious groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
People you work with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q28

How often do you spend **social time** with each of the following groups of people in Australia? (Tick one box only for each group of people)

	Often	Sometimes	Never
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other international students who are not from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local community, cultural or religious groups from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local Australian community, cultural or religious groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
People you work with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q29

How often do you **study** with each of the following groups of people in Australia? (Tick one box only for each group of people)

	Often	Sometimes	Never
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Students from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Other international students who are not from your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q30

Generally, have you been treated with **respect and courtesy** by each of the following groups of people during your stay in Australia? (Tick one box only for each group of people)

	Yes	No	Not sure/not applicable
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
International students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Teaching staff at your university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Administrative and support staff at your university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
People in the Australian community (e.g., neighbours, shop assistants, landlords)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>

Here are some questions about working in Australia.

Q31a

Did you have a paid job at any time (including semester and holiday periods) during 2006? (Tick one box only)

Yes	1 <input type="checkbox"/>	GO TO Q31d
No	2 <input type="checkbox"/>	GO TO Q31b

Q31b

Did you try to get a paid job at any time during 2006? (Tick one box only)

Yes	1 <input type="checkbox"/>	GO TO Q31c
No	2 <input type="checkbox"/>	GO TO Q32a

Q31c

What was the main reason you did **not** get a paid job during 2006, although you tried to get one? (Write in the box below)

NOW, PLEASE GO TO Q32a

Q31d

On average, how many hours per week, if any, did you do paid work in 2006 during **semester** time? (Tick one box only)

None	1 <input type="checkbox"/>	GO TO Q31f
5 hours or less per week	2 <input type="checkbox"/>	} GO TO Q31e
6 to 10 hours per week	3 <input type="checkbox"/>	
11 to 15 hours per week	4 <input type="checkbox"/>	
16 to 20 hours per week	5 <input type="checkbox"/>	

Q31e

Was the paid work you did in 2006 during **semester** time related to your field of study?

Yes	1 <input type="checkbox"/>
No	2 <input type="checkbox"/>

5. Future Plans

Q31f Did you do paid work in 2006 during **holiday periods**?

Yes ¹ ☐
No ² ☐

IMPORTANT: IF YOU DID PAID WORK AT ANY TIME DURING 2006, PLEASE ANSWER Q31g BELOW.

Q31g If you did paid work at any time during 2006, how did you find **balancing** your study and your paid job? (Tick one box only)

Very easy ¹ ☐
Easy ² ☐
Neither/nor ³ ☐
Difficult ⁴ ☐
Very difficult ⁵ ☐

Q32a How satisfied are you with each of the following aspects of **living** in Australia? (Tick only one box per row)


	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Things to see and do	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Finding part-time or casual work	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Finding holiday work	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Getting work experience in your field of study	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Availability of suitable accommodation	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Safety	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>
Cost of living	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁵ <input type="checkbox"/>	⁹⁹ <input type="checkbox"/>

Q32b Overall, how satisfied are you with **living in Australia**? (Tick one box only)

Very satisfied ¹ ☐
Satisfied ² ☐
Neither/nor ³ ☐
Dissatisfied ⁴ ☐
Very dissatisfied ⁵ ☐
Don't know/not applicable ⁹⁹ ☐

Now we would like you to think about your plans for the future.




Q33 Please indicate (a) which course in **Australia** you are now completing, (b) which one(s) you have studied in the past in **Australia**, if any, and (c) which one(s) you are planning to study in the future in **Australia**, if any. (Tick as many as apply)

	Q33(a) Currently completing	Q33(b) Studied in previous years	Q33(c) Planning to study in the future
School or secondary college studies		¹ <input type="checkbox"/>	
Foundation studies		² <input type="checkbox"/>	
English language (ELICOS) course		³ <input type="checkbox"/>	¹ <input type="checkbox"/>
Certificate (I, II, III or IV) - VTE	¹ <input type="checkbox"/>	⁴ <input type="checkbox"/>	² <input type="checkbox"/>
Diploma/advanced diploma	² <input type="checkbox"/>	⁵ <input type="checkbox"/>	³ <input type="checkbox"/>
An undergraduate (bachelor degree) course	³ <input type="checkbox"/>	⁶ <input type="checkbox"/>	⁴ <input type="checkbox"/>
Honours year of an undergraduate degree	⁴ <input type="checkbox"/>	⁷ <input type="checkbox"/>	⁵ <input type="checkbox"/>
Graduate certificate/graduate diploma	⁵ <input type="checkbox"/>	⁸ <input type="checkbox"/>	⁶ <input type="checkbox"/>
Masters degree - by coursework or research	⁶ <input type="checkbox"/>	⁹ <input type="checkbox"/>	⁷ <input type="checkbox"/>
Doctorate/PhD	⁷ <input type="checkbox"/>	¹⁰ <input type="checkbox"/>	⁸ <input type="checkbox"/>
Postdoctoral studies	⁸ <input type="checkbox"/>	¹¹ <input type="checkbox"/>	⁹ <input type="checkbox"/>
Other (please specify 	⁹ <input type="checkbox"/>	¹² <input type="checkbox"/>	¹⁰ <input type="checkbox"/>
None in Australia		¹³ <input type="checkbox"/>	¹¹ <input type="checkbox"/>

Q34 Is the qualification from the course you are currently completing **recognised in your home country**? (Tick one box only)

Yes ¹ ☐
No ² ☐
Don't know ⁹⁹ ☐

Q35a Are you planning to apply or have you already applied for a permanent residency (PR) in Australia? (Tick one box only)

Yes, you are planning to apply ¹ ☐  GO TO Q35b
Yes, you have already applied ² ☐  GO TO Q36a
No, you are not planning to apply ³ ☐  GO TO Q36a

Q35b When are you planning to apply for a permanent residency (PR) in Australia? (Tick one box only)

Within the next 12 months ¹ ☐
In the next 1 to 2 years ² ☐
In the next 2 to 3 years ³ ☐
In the next 4 to 5 years ⁴ ☐
In the next 6 years or more ⁵ ☐

Q36a Immediately after you complete your current course, what is the next thing you are **most likely** to do? (*Tick one box only*)

Enrol for further studies	¹ <input type="checkbox"/>	▶ <i>GO TO Q36b</i>
Find a job	² <input type="checkbox"/>	▶ <i>GO TO Q36d</i>
Travel or have extended time off	³ <input type="checkbox"/>	▶ <i>GO TO Q37</i>
I have no plans for the future	⁴ <input type="checkbox"/>	▶ <i>GO TO Q37</i>
Other (<i>please specify</i>)	⁵ <input type="checkbox"/>	▼
<input type="text"/>		
▶ <i>GO TO Q37</i>		

Q36b Where are you planning to **enrol for further studies**? (*Tick one box only*)

At the same university in Australia	¹ <input type="checkbox"/>
At a different university in Australia	² <input type="checkbox"/>
In your home country	³ <input type="checkbox"/>
In another country overseas	⁴ <input type="checkbox"/>
Other (<i>please specify</i>)	⁵ <input type="checkbox"/>
▼	
<input type="text"/>	

Q36c Please specify what will be your **main course of study** (e.g., Law, Commerce, Science etc.)?

NOW, PLEASE GO TO Q37

Your Comments...

Q37 If you would like, please write in the box below any other comments about your studies or experiences in Australia, including suggestions for what could be improved.

Q36d Where are you planning to **find a job**? (*Tick one box only*)

Australia	¹ <input type="checkbox"/>
Your home country	² <input type="checkbox"/>
Another country overseas	³ <input type="checkbox"/>
Other (<i>please specify</i>)	⁴ <input type="checkbox"/>
▼	
<input type="text"/>	

Q36e Once you graduate from your current course, where are you likely to work? (*Tick one box only*)

Your own business	¹ <input type="checkbox"/>
Self-employment/contract work	² <input type="checkbox"/>
Family business	³ <input type="checkbox"/>
Other private company	⁴ <input type="checkbox"/>
Public/Government	⁵ <input type="checkbox"/>
Don't know	⁹⁹ <input type="checkbox"/>

Thank you for completing this survey!

We can assure you that your personal details will not be identified



Please complete the following page if you would like to enter the cash prize draws and participate in the follow up survey in 2007 and the additional cash prize draws for that survey...

Optional Section

Q38

I submit my personal details and agree:
(Tick one box only)

To be included in the cash prize draw for this survey and to be contacted for a follow up survey in 2007 **with an additional cash prize draw** ¹ ☐

To be included in the cash prize draw for this survey only ² ☐

Complete if you wish to be included in cash prize draws in 2006 and follow up survey in 2007

What to do now!

Please submit your completed survey by no later than **Monday, 13 November 2006**.

In this section we ask you to provide your contact details. **Please note that this is optional and you should only complete it if you wish to be included in the cash prize draws in 2006 and to participate in the follow-up survey in 2007 and the additional cash prize draws for that survey.**

An important part of this survey is the follow-up with students approximately six months after they have completed their course of study to find out their employment and future study outcomes. Therefore it is important for us to contact as many students as possible.

Please complete your name and contact details to be eligible for the cash draws and to allow us to contact you again in 2007 once you have completed your course.

Your Privacy

Your personal details will be treated in strict confidence and will only be used by Australian Education International and Ipsos for the purpose of the cash prize draws and follow-up survey.

Names and contact details provided by you **will be kept in a secure password protected file** and will not be shared with any government or educational institution. No responses will be linked with individual respondents. **All of your personal details will be deleted once we complete the follow-up survey and cash prize draws for 2007.**

Your name (first name and surname)

Present mailing address

Permanent address in Australia (if different from above)

Residential home address overseas

Please specify other addresses where we can contact you (if different from above)

Main email address

If you have more than one email address, please specify your other email addresses in the boxes below:

Other email address

¹

Other email address

²

Other email address

³

Telephone number in Australia

Telephone number overseas

Mobile phone number in Australia

Mobile phone number overseas

Thank you for completing this survey!



Australian Government

Australian Education International



2006

Survey of University Students

AUSTRALIAN STUDENTS Completing a Course of Study in Australia during the period August 2006 to July 2007.

WIN
one \$500 cash prize
or
one of five \$100 cash prizes
in 2006 and 2007

Australian Education International (AEI) is an arm of the Department of Education, Science and Training (DEST) and promotes the export of Australian education services. It works to attract students from around the world to study in Australia and to ensure that international students have a successful and enjoyable study experience.

AEI is researching the experiences and views of international and Australian students who are completing a course of study in Australia during the period of August 2006 to July 2007.

This questionnaire will take approximately 20 minutes to complete.

Alternatively, you can complete this questionnaire online at www.studentsurvey.com.au

This questionnaire is to be completed by Australian students only.

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2006 University Survey

Dear Student,

Thank you for agreeing to participate in this important survey.

This research will provide valuable information to industry and Government on the experience of students in Australian education institutions.

I hope your studies have been enjoyable and rewarding and I wish you every success in your future endeavours.

Fiona Buffinton
Chief Executive Officer
Australian Education International

July 2006

- *If you cannot give an exact answer to any question, please provide your best estimate.*
- *For questions with boxes, please tick the appropriate box.*
- *There is space at the end of the survey to write any comments you may have about your studies or experiences at your university.*
-

About this survey

The information from this survey will be used by Australian Education International (AEI) and will be published in a report.

Whilst the survey focuses primarily on international students, AEI would like to obtain the perspectives of Australian students on issues relating to international students.

AEI has contracted Ipsos Australia to conduct the survey. Please return the completed questionnaire by **Monday, 13 November 2006**.

Privacy

You do not need to give your name or any other information, which can identify you on the survey form (and we will not release any data which will allow individuals to be identified).

We will make sure that your responses are treated in strict confidence and you can be assured that the content of individual responses will not be divulged.


However, if you wish to enter the draw for cash prizes (see below) and to participate in a follow-up survey in 2007, you will need to complete the optional section at the end of this survey and fill in your contact details.

If you complete this section, your personal information may be used by Ipsos to contact you again in 2007 for a follow-up survey to ask you about your progress in relation to employment or future study. Any personal information collected will not be disclosed to any third party.

Cash prizes

6 cash prizes will be offered to randomly selected eligible respondents (with contact details) in 2006 and again in 2007.

The prize winners in 2006 will be contacted by Ipsos by both letter and email by December 2006. The prizes will be delivered to the mail addresses provided. All eligible students submitting a completed questionnaire with contact details before the nominated closing date – **Monday, 13 November 2006** - will be included in the prize draw.



WIN
one \$500 cash prize
or
one of five \$100 cash prizes
in 2006 and 2007

Need further information?

If you have any questions about this survey, or completing this questionnaire, please call Preslav Bondjakov, Project Manager at Ipsos Australia on 1800 791 000 or email preslav.bondjakov@ipsos.com.au

2. Your Background

We would like to start by asking you some questions about your background. Your responses to the following questions will be treated as anonymous and confidential.

Q1a What is the **name of the university** you are studying at?

Q1b Where is the campus of the **university** you are studying at located?

City or Town

State

Q1c At which level are you currently studying? *(Tick one box only)*

Undergraduate ¹ ☐

Postgraduate ² ☐

Q2 In what month and year did you **start** studying the course you are currently completing?

Month

Year

Q3 In what month and year do you expect to **complete** that course?

Month

Year

If you expect to complete that course after July 2007, you DO NOT need to fill in and return this survey. Thank you for your help.

Q4 Are you male or female? *(Tick one box only)*

Male ¹ ☐

Female ² ☐

Q5 What is your month and year of birth?

Month

Year

Q6 Please specify your **main area(s)** of study in the course you are completing, (e.g., Accounting, Medicine, Engineering).

If you are enrolled in more than one area of study, please specify all the courses you are completing, (e.g., Commerce and Law).

Q7 Do you attend more than half of your classes in the:
(Tick one box only)

Day ¹ ☐

Evening ² ☐

Q8 What is your current study load? *(Tick one box only)*

Full-time ¹ ☐

Part-time ² ☐

Q9 What is the mode of study for the course in which you are currently enrolled? *(Tick one box only)*

On campus study ¹ ☐

Off campus delivery (all course studied by distance learning, correspondence or online) ² ☐

Mixture of on and off campus study ³ ☐

3. Study Choices

Here are some questions about your decision to study the course you are now completing.

Q10a Have you ever studied overseas?

Yes ¹ ☐ **GO TO Q10b**

No ² ☐ **GO TO Q10d**

Q10b Which of the following programs, if any, have you attended overseas in the past? *(Tick as many as apply)*

Secondary school exchange program ¹ ☐

University exchange program ² ☐

Scholarship/other exchange program ³ ☐

School overseas whilst living abroad ⁴ ☐

Undergraduate degree/course ⁵ ☐

Postgraduate degree/course ⁶ ☐

Other *(please specify)* ⁷ ☐

Q10c What were the main benefits you gained whilst studying overseas? *(Write in the box below)*

Q10d Were you ever given the opportunity to study a similar course to the one you are now completing overseas?

Yes ¹ ☐ **GO TO Q10e**

No ² ☐ **GO TO Q10f**

Q10e Why did you choose the course you are currently completing in **Australia** instead of studying a similar course overseas? *(Write in the box below)*

NOW PLEASE GO TO Q11

Q10f If it **had** been possible to study a similar university course overseas, would you have done so?

Yes ¹ ☐ **GO TO Q10g**

No ² ☐ **GO TO Q11**

Q10g Why would you have chosen to **study overseas**, assuming you had been given the opportunity? *(Write in the box below)*

Q11 What were the **main reasons** you chose to study the course you are currently completing in Australia rather than overseas? (Tick as many as apply)

The course was less expensive than a similar course overseas	1 <input type="checkbox"/>
Cost of living was less in Australia	2 <input type="checkbox"/>
The course was more suitable to your ambitions	3 <input type="checkbox"/>
You wanted to live at home	4 <input type="checkbox"/>
Didn't think of enrolling in your course of study abroad	5 <input type="checkbox"/>
Lack of suitable courses internationally	6 <input type="checkbox"/>
Didn't want to live too far away from home	7 <input type="checkbox"/>
Language and cultural barriers	8 <input type="checkbox"/>
Concerned that overseas qualifications will not be recognised in Australia	9 <input type="checkbox"/>
Perceived lack of support for international students in that particular country	10 <input type="checkbox"/>
<input type="text"/>	11 <input type="checkbox"/>
◀ Other (please specify)	
Don't know/not sure	99 <input type="checkbox"/>

Q12 Of the following, which was **most important** in your decision when choosing a university for the course you are now completing? (Tick one box only)

Studying at the university you wanted	1 <input type="checkbox"/>
Studying at a campus close to home	2 <input type="checkbox"/>
Studying the course you wanted	3 <input type="checkbox"/>

Q13 Here are some statements about having international students study at your university in Australia. Think about the international students you have studied with and indicate your level of agreement or disagreement with each statement. (Tick one box only for each statement)

	Strongly agree	Agree	Neither/nor	Disagree	Strongly disagree
International students provide you with the opportunity to build networks with people from around the world	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Lecturers take too much time in explaining simple concepts for the benefit of international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The course content is oversimplified because of international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students provide you with the opportunity to make new friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Lecturers and tutors spend too much time with international students to the detriment of Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Q13 ◀Continued

Here are some statements about having international students study at your university in Australia. Please indicate your level of agreement or disagreement with each statement. (Tick one box only for each statement)

	Strongly agree	Agree	Neither/nor	Disagree	Strongly disagree
International students provide you with the opportunity to learn about new cultures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students bring a global perspective/opinion to classroom discussion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students provide increased funding for services and facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
It's too difficult to work with international students on group projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The large number of international students in my class make me feel like an outsider	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

3. Your Study

Now we would like you to think about your academic experiences during your university studies.

Q14 How satisfied are you with each of the following aspects of the university at which you are studying? (Tick only one box per row)

	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Quality of education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Range of subjects to choose from	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Methods of teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Quality of lectures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Course content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Course assessment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Commitment of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Opportunities for one-on-one contact with academic staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Quality of small classes (e.g., laboratories, workshops, tutorials)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Working on group projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Study workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Food outlets/canteens	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Sporting facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Computer facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Cost of course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Now we would like you to think about the support services provided by the university at which you are currently studying.

Q15a Please tick the support services you **have used through your university** in the first column below.

Q15b How **useful** have you found each of the support services you have used? (Please tick the box on the same row to rate the usefulness of each service)

	Q15a Please tick only if you used the service	Q15b Please rate only the services you have used		
	Yes	Very useful	Useful	Not useful
Induction or orientation programme	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Accommodation services	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Health (medical) services	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Religious support services	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student employment services	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Help to become involved in community activities	6 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Social activities organised by the university	7 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Financial advice services	8 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Counselling services	9 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Library	10 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student centre/administration	11 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
School/faculty administration office	12 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student's Association including clubs and societies	13 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Study skills support classes	14 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
English classes (e.g., English for Academic Purposes)	15 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Careers advisory service	16 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q16 Overall, how satisfied are you with your **study experience in Australia?** (Tick one box only)

Very satisfied	1 <input type="checkbox"/>
Satisfied	2 <input type="checkbox"/>
Neither/nor	3 <input type="checkbox"/>
Dissatisfied	4 <input type="checkbox"/>
Very dissatisfied	5 <input type="checkbox"/>
Don't know	99 <input type="checkbox"/>

Q17 How important to you are developing the following skills during your **course** in Australia? (Tick only one box per row)

	Extremely important	Important	Neither/nor	Not important	Not at all important	Don't know/not applicable
Effective communication in a variety of contexts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Ability to work independently	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Ability to work collaboratively	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Creative thinking	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Analytical thinking	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Effective problem-solving	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Capacity for life-long learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Knowledge and skills pertinent to a particular discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Knowledge and skills pertinent to a particular professional area	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Social and ethical responsibility	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
An international perspective	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>
Characteristics of self-reliance and leadership	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	99 <input type="checkbox"/>

Q18 Overall, how satisfied are you with the **course** you are currently completing? (Tick one box only)

Very satisfied	1 <input type="checkbox"/>
Satisfied	2 <input type="checkbox"/>
Neither/nor	3 <input type="checkbox"/>
Dissatisfied	4 <input type="checkbox"/>
Very dissatisfied	5 <input type="checkbox"/>
Don't know	99 <input type="checkbox"/>

Q19 Would you **recommend** the following to friends or family? (Tick only one box per row)

	Yes, would recommend	No, would not recommend	Don't know/not applicable
The university you are attending	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
The course you are completing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>

Q20 Do you think your current studies in Australia will be helpful in **getting you a good job** when you graduate? (Tick one box only)

Yes, helpful	1 <input type="checkbox"/>
No, not helpful	2 <input type="checkbox"/>
Don't know	99 <input type="checkbox"/>

4. General Living

Now we would like you to think about your living experiences throughout your current university studies.

Q21 Where have you **mostly** lived while doing your current studies in Australia? *(Tick one box only)*

Student residence (hall or college) on or near campus	1 <input type="checkbox"/>
Hostel or guest house	2 <input type="checkbox"/>
House or apartment shared with students from Australia only	3 <input type="checkbox"/>
House or apartment shared with international students only	4 <input type="checkbox"/>
House or apartment by yourself or with other members of your family	5 <input type="checkbox"/>
House or apartment shared with Australian and international students	6 <input type="checkbox"/>
Sharing with an Australian family not related to you	7 <input type="checkbox"/>
Other (please specify)	8 <input type="checkbox"/>

Q22 Here are some statements about making friends with international students. Please indicate your level of agreement or disagreement with each statement. *(Tick one box only for each statement)*

	Strongly agree	Agree	Neither/nor	Disagree	Strongly disagree
I would like to have more international students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students do not seem interested in having Australian students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students are friendly towards Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I make an effort to have international students as friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students should take the first steps to make friends with Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I prefer to mix with people from my own culture	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
International students have shown an interest in my culture and country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Q23 How many **close friends** do you have from each of the following groups of people? *(Tick one box only for each group of people)*

	Many	Some	None
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local Australian community, cultural or religious groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
People you work with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q24 How often do you spend **social time** with each of the following groups of people? *(Tick one box only for each group of people)*

	Often	Sometimes	Never
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Local Australian community, cultural or religious groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
People you work with	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q25 How often do you **study** with each of the following groups of people? *(Tick one box only for each group of people)*

	Often	Sometimes	Never
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Q26 Generally, have you been treated with **respect and courtesy** by each of the following groups of people during your course? *(Tick one box only for each group of people)*

	Yes	No	Not sure/not applicable
Australian students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
International students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Teaching staff at your university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Administrative and support staff at your university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
People in the Australian community (e.g., neighbours, shop assistants, landlords)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Here are some questions about working during your current university studies.

Q27a Did you have a paid job **at any time** (including the holiday periods) during 2006? *(Tick one box only)*

Yes	1 <input type="checkbox"/>	GO TO Q27d
No	2 <input type="checkbox"/>	GO TO Q27b

Q27b Did you **try** to get a paid job at any time during 2006? *(Tick one box only)*

Yes	1 <input type="checkbox"/>	GO TO Q27c
No	2 <input type="checkbox"/>	GO TO Q28a

Q27c What was the main reason you did **not** get a paid job during 2006, although you tried to get one? *(Write in the box below)*

NOW, PLEASE GO TO Q28a

Q27d On average, how many hours per week, if any, did you do paid work in 2006 during **semester time**? (Tick one box only)

None	<input type="checkbox"/>	GO TO Q27f
5 hours or less per week	<input type="checkbox"/>	GO TO Q27e
6 to 10 hours per week	<input type="checkbox"/>	
11 to 15 hours per week	<input type="checkbox"/>	
16 to 20 hours per week	<input type="checkbox"/>	
More than 20 hours per week	<input type="checkbox"/>	

Q27e Was the paid work you did in 2006 during **semester time** related to your field of study?

Yes ☐ No ☐

Q27f On average, how many hours, if any, did you do paid work per week in 2006 during **holiday periods**? (Tick one box only)

None	<input type="checkbox"/>	GO TO Q27h
5 hours or less per week	<input type="checkbox"/>	GO TO Q27g
6 to 10 hours per week	<input type="checkbox"/>	
11 to 15 hours per week	<input type="checkbox"/>	
16 to 20 hours per week	<input type="checkbox"/>	
More than 20 hours per week	<input type="checkbox"/>	

Q27g Was the paid work you did in 2006 during **holiday periods** related to your field of study?

Yes ☐ No ☐

IMPORTANT: IF YOU DID PAID WORK AT ANY TIME DURING 2006, PLEASE ANSWER Q27h BELOW.

Q27h If you did paid work at any time during 2006, how did you find **balancing** your study and your paid job? (Tick one box only)

Very easy	<input type="checkbox"/>
Easy	<input type="checkbox"/>
Neither/nor	<input type="checkbox"/>
Difficult	<input type="checkbox"/>
Very difficult	<input type="checkbox"/>

Q28a How satisfied are you with the following aspects of **daily life** in Australia? (Tick only one box per row)

	Very satisfied	Satisfied	Neither/nor	Dissatisfied	Very dissatisfied	Don't know/not applicable
Finding part-time or casual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding holiday work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting work experience in your field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of suitable accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q28b Overall, how satisfied are you with **daily life in Australia**? (Tick one box only)

Very satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Neither/nor	<input type="checkbox"/>
Dissatisfied	<input type="checkbox"/>
Very dissatisfied	<input type="checkbox"/>
Don't know/not applicable	<input type="checkbox"/>

5. Future Plans

Now we would like you to think about your plans for the future.

Q29 Please indicate (a) which courses in **Australia** you are now completing, (b) which one(s) you have studied in the past in **Australia**, if any, and (c) which one(s) you are planning to study in the future in **Australia**, if any. (Tick as many as apply)

	Q29(a) Currently completing	Q29(b) Studied in previous years	Q29(c) Planning to study in the future
School or secondary college studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foundation studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language (ELICOS) course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate (I, II, III or IV) - VTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diploma/advanced diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An undergraduate (bachelor degree) course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honours year of an undergraduate degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate certificate/graduate diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masters degree - by coursework or research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctorate/PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postdoctoral studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None in Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q30a Immediately after you complete your current course, what is the next thing you are **most likely** to do? (Tick one box only)

Enrol for further study	<input type="checkbox"/>	GO TO Q30b
Find a job	<input type="checkbox"/>	GO TO Q30e
Travel or have extended time off	<input type="checkbox"/>	GO TO Q31
I have no plans for the future	<input type="checkbox"/>	GO TO Q31
Other (please specify) <input type="text"/>	<input type="checkbox"/>	GO TO Q31

Q30b Where are you planning to **enrol for further study**? (Tick one box only)

In a country overseas	<input type="checkbox"/>	GO TO Q30c
At the same university in Australia	<input type="checkbox"/>	GO TO Q30d
At a different university in Australia	<input type="checkbox"/>	GO TO Q30d
Other (please specify) <input type="text"/>	<input type="checkbox"/>	GO TO Q30d

Q30c What are your main reasons for **not** planning to enrol at an Australian university for your next course of study? (Write in the box below)

Q30d

Please specify what will be your **main course of study** (e.g., Law, Commerce, Science etc.)?

NOW, PLEASE GO TO Q31

Q30e

Where are you planning to **find a job**? *(Tick one box only)*

Australia¹

Overseas²

Other *(please specify)*³

Q30f

Once you graduate from your current course, where are you likely to work? *(Tick one box only)*

Your own business¹

Self-employment/contract work²

Family business³

Other private company⁴

Public/Government⁵

Don't know⁹⁹

Your Comments...

- Q31** If you would like, please write in the box below any other comments about your studies or experiences during this course, including suggestions for what could be improved.

Thank you for completing this survey!

We can assure you that your personal details will not be identified



Please complete the following page if you would like to enter the cash prize draws and participate in the follow up survey in 2007 and the additional cash prize draws for that survey...


Optional Section

Q32

I submit my personal details and agree:
(Tick one box only)

To be included in the cash prize draw for this survey and to be contacted for a follow up survey in 2007 **with an additional cash prize draw** ¹ ☐

To be included in the cash prize draw for this survey only ² ☐



Complete
if you wish to be
included in
cash prize draws
in 2006 and
follow up survey
in 2007

What to do now!

Please submit your completed survey by no later than **Monday, 13 November 2006**.

In this section we ask you to provide your contact details. **Please note that this is optional and you should only complete it if you wish to be included in the cash prize draws in 2006 and to participate in the follow-up survey in 2007 and the additional cash prize draws for that survey.**

An important part of this survey is the follow-up with students approximately six months after they have completed their course of study to find out their employment and future study outcomes. Therefore it is important for us to contact as many students as possible.

Please complete your name and contact details to be eligible for the cash prize draws and to allow us to contact you again in 2007 once you have completed your course.

Your Privacy

Your personal details will be treated in strict confidence, and will only be used by Australian Education International and Ipsos for the purpose of the cash prize draws and follow-up survey.

Names and contact details provided by you **will be kept in a secure password protected file** and will not be shared with any government or educational institution. No responses will be linked with individual respondents. **All of your personal details will be deleted once we complete the follow-up survey and cash prize draws for 2007.**

Your name (first name and surname)

Present mailing address

Please specify other addresses where we can contact you (if different from above)

Main email address

If you have more than one email address, please specify your other email addresses in the boxes below:

Other email address
1


Other email address
2

Other email address
3

Telephone number

Mobile phone number

Thank you for
completing this survey!

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Appendix C – Notes related to statistical modelling procedures

Notes on multivariate analysis used in this research

A number of ‘data summarising’ (data reduction) techniques were used in the formulation of a model relating to aspects of students’ stay in Australia, their experiences and overall satisfaction levels. Principle Components Analysis (PCA) was conducted along with a method of deriving ‘composite measures’. ‘Composite measures’ refers to the practise of manually selecting certain questions within a questionnaire to form scale items for a theme or themes in a manner that has ‘Face validity’⁷. These variables are also known as ‘derived variables’ as they are literally derived from a combination of closely related question items, collapsed into one overriding variable. This technique was adopted due to problems with factor integrity encountered using PCA. The following is an outline of the analysis conducted.

All analysis in this report was conducted at the 90% confidence level.

Principal components analysis (PCA)

A number of survey questions had varying scale point measures. Variable scales were transformed into uniform scales (see Appendix E for method used to transform scales) in order to perform a PCA on the data.

PCA did not yield clear factor items. Many variables ‘loaded across’ more than one factor and the scale items did not group on clearly identifiable themes for each factor. A further analysis of scree plots, a charting technique used to identify the number of factors present, indicated only a very small number of factors in the data. Since factor stability was problematic, an alternate technique of data reduction was used to form ‘composite measures’ from derived scales that were later used in regression analysis. An outline of steps taken in the analysis conducted involving composite measures follows.

Composite measures/derived variables

Questions relating to particular aspects of student experiences were identified within the questionnaire and combined into logical groups to form scale measures for certain experience attributes such as support services, overall course satisfaction, expense perceptions after arrival, Homestay, plus many more groups. (Refer to composite measures and scale items in Appendix D). One or more questions may have been combined to form a composite measure of experience attributes.

Questions of varying scale points were converted to a uniform 10 point scale. These scale measures were then subjected to reliability testing using ‘Cronbach’s Alpha’. Correlation matrices were also used to screen for moderate to high relationships between question variables used to form each composite measure. The mean score of all the questions relating to a particular composite measure formed that composite measure’s overall mean (refer to Appendix E, for mean score calculation details).

⁷ Face Validity refers to a type of data verification that is dependent on the judgment of the analyst (involving consultation with a panel of experts) as to whether the combination of variables ‘makes sense’ or is logical.

Tables C1 and C2 list the composite variables derived via the process outlined above. For detailed information of the various questions combined to form these variables refer to Appendix D.

The overall satisfaction with ‘stay in Australia’ was the primary dependent variable in this research, however, it was also found to be a composite measure formed by several related satisfaction questions.

Table C1: Pre-arrival composite variables (International students)

	Composite variable	Description
Independent variables	Agent service	Education and Migration Agent performance
	Information pre-arrival	All aspects of information provided before they arrived on the visit
	Visa process satisfaction	Satisfaction measure
	Connection to Australia	Focus is on the people/family/friends links
	Expense perceptions – pre-arrival	Pre-visit reasons for choice covering perceptions of the low cost of living in Australia and cost of education.
	Australian lifestyle	Reasons for choosing Australia covering, environment and the friendly people aspects. Excludes costs and family/friends aspects

NB: some variables listed as independent variables may be used as dependent variables in other “drill down” areas of analysis.

Table C2: Post-arrival composite variables (international students)

	Composite measure	Description
Independent variables	Expense perceptions after arrival	Actual expense perceptions/experiences post choice- covers course cost and cost of living
	Support services	Measures the extent to which services were useful
	College and course satisfaction	Includes aspects of the course and college but excludes the course cost issue
	Course outcome satisfaction	Outcomes to date in terms of English improvements
	Australian attitudes to students	Perceived attitudes of Australians towards international students
	Student attitudes towards Australians	Student attitudes to Australians
	Integration	Had close friends or socialized with Australians
	Worked while doing course	Whether or not the student has worked or not during their course.
	Permanent residency intentions	Have or intend to apply for Permanent Resident status
	Study future	Intend to study in Australia
	Work future	Intend to find a job in Australia
	Lived with Australians	Lived more directly in the Australian community
	Lived with Internationals	Lived with family or other international students
Dependent variable	Composite stay satisfaction	Overall satisfaction with stay

NB: some variables listed as independent variables may be used as dependent variables in other “drill down” areas of analysis.

Table C3: Post-study commencement composite variables (Australian students)

Composite measure		Description
Independent variables	Expense perceptions post-study commencement	Actual Expense perceptions/experiences post choice - covers course cost and cost of living
	Support Services	Measures the extent to which services were useful
	College and Course Satisfaction	Includes aspects of the course and college but excludes the course cost issue
	Course Outcome Satisfaction	Outcomes to date in terms of English improvements
	Lived with Internationals	Lived more directly with Internationals
	Lived with Internationals/Australians	Lived with family or other international students
	International Attitudes to me	Attitudes from Internationals
	Attitudes towards internationals	Student attitude to Internationals
	Worked while stay in Australia	Whether or not the student has worked or not during their stay.
	Had international friends	Had close friends or socialized with internationals
Dependent variable	Study future	Intend to study in Australia
	Work Future	Intend to find a job in Australia
	Overall Stay Satisfaction	Composite stay satisfaction

Notes related to statistical modelling procedures

Pre-arrival and Post-arrival variables

Post-arrival variables were used exclusively in modelling influencing factors of Composite Stay Satisfaction as they are specifically to do with the actual experience in Australia. Pre-arrival data is useful for rating performance of pre-arrival measures by referring to their respective mean scores. Though there are some strong correlations observed between pre-arrival data and Overall Composite Stay Satisfaction, these relationships should not be interpreted as causal. It should also be noted that the pre-arrival data was actually collected in Australia on the same survey and may be greatly influenced by the actual stay in Australia.

Notes on Model Interpretation

The results of the regression model reveal a similar picture to the correlation table in Appendix F. While this correlation table showed the relationship between each variable on its own with overall Composite Stay Satisfaction, the regression model summary shows the contribution each variable makes to overall satisfaction in relation to the other variables. This is an important distinction as high individual correlation does not necessarily mean that a variable is of more ‘influence’ on satisfaction, when ‘mixed in’ with other influencing variables.

Standardised Beta Scores and Beta Index

Note when reading the Regression Model Summary that a variables' standardised beta score indicates the level of contribution to overall satisfaction. The higher the beta score, the higher the contribution. Beta scores were totalled and expressed as an index by dividing each individual beta score into the total. This is an acceptable method of communicating the relative importance of each variable. Therefore high percentage scores also indicate high contributions to overall satisfaction.

It should be noted that beta index percentage scores do not reflect the actual percentage each variable contributed to overall variance- it is an index designed to demonstrate relative importance/contribution of the factors only.

Regression output Australian students

Composite Variables	Beta (standardised)	Impact (beta Index)	Sig.
Australian - Expense Perceptions post-study commencement	0.49	68%	0.00
Australian - University and Course Satisfaction	0.10	14%	0.00
Australian - Course Outcome Satisfaction	0.08	11%	0.00
Australian - Worked while stay in Australia	0.07	10%	0.00
Australian - Support Services	0.05	7%	0.00
Australian - International Attitudes to me	0.04	6%	0.00
Australian - Work Future	-0.02	-3%	0.00
Australian - Attitudes towards Internationals	-0.03	-4%	0.00
Australian - Study Future	-0.03	-4%	0.00
Australian - Had International Friends	-0.03	-4%	0.00

Model variance explained: R square= .32 (Adjusted)

Regression output international students

Composite Variables	Beta (standardised)	Impact (beta Index)	Sig.
International - Expense Perceptions after arrival	0.32	32%	0.00
International - University and Course Satisfaction	0.25	25%	0.00
International - Australian Attitudes to me	0.23	23%	0.00
International - Course Outcome Satisfaction	0.09	9%	0.00
International - Had Australian Friends	0.07	7%	0.00
International - Support Services	0.05	5%	0.00
International - Attitudes towards Australians	0.04	4%	0.00
International - PR Intentions	0.02	2%	0.02
International - Work Future	0.02	2%	0.03
International - Lived with Australians	-0.02	-2%	0.03
International - Lived with Internationals	-0.06	-6%	0.00

Model variance explained: R square= .66 (Adjusted)

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Appendix D – Composite measures

The composite measures defined

The following tables outline the experiences prior to and after commencing study in Australia. In each case, the questions included are given, as well as the method of calculation. Cronbach's alpha scores are listed for each scale where applicable. Scales with scores above 0.7 are considered suitable but please note that questions were combined into scales in some cases based on face validity.

Overall Stay Satisfaction


Short name	Full name	Questions composing scale (Int)	Questions composing scale (Aus)	Number of items	Comments	Cronbach's Alpha
Overall	Overall stay satisfaction	Mean of Q32a (2-7) Q32b, Q23 (1)	Mean of Q28a (1-6), Q28b	3/2 component items	Overall stay satisfaction	0.7

Pre-arrival variables (international students)

Short name	Full name	Questions composing scale	Number of items	Comments	Cronbach's Alpha
Agent	Agent service	Q15c	1	Education and migration agent performance	N/A
Inform	Information pre-arrival	Q16 (1-8)	8	All aspects of information provided before they arrived on the visit	0.8
Visa	Visa process satisfaction	Q17a (1-7)	7	Satisfaction measure	0.8
Connections	Connection to Australia	Q12 (7, 10), Q14 (2)	3	Focus is on the people/family/friends links	0.4
Expensepre	Expense perceptions – pre-study	Q13 (3), Q12 (2)	2	Pre-visit reasons for choice covering perceptions of the low cost of living in Australia and cost of education	0.7
Austlife	Australian lifestyle	Q12 (3, 12)	2	Reasons for choosing Australia covering environment and the friendly people aspects. Excludes costs and family/friends aspects	0.28

Post-arrival variables (international and Australian students)

Short name	Full name	Questions composing international scale	Questions composing Australian scale	Number of items	Comments	Cronbach's Alpha	
						Int.	Aus.
Expense	Expense perceptions after arrival/Expense perceptions post-study commencement	Q32a (7), Q20a (15)	Q28a (6), Q14 (15)	2	Actual expense perceptions/experiences post choice – covers course cost and cost of living	0.6	0.4
Support	Support services	Q19b (1-19)	Q15b (1-16)	19/16	Measures the extent to which services were useful	1.0	1.0
CollCourse	College and course satisfaction	Q20a (1-14), Q22, Q23 (2, 3)	Q14 (1-14), Q18, Q19 (1, 2)	3 component items - Mean of Q20a (1-14), Q22, Q23 (2, 3). Thus used overall mean of Q22 as one item.	Includes aspects of the course and university but excludes the course cost issue	0.9	0.9
Edresult	Course outcome satisfaction	Q24	Q20	1	Outcomes to date in terms of English improvements	N/A	N/A
Acc1	Lived with Australians/ internationals	Q25 (1, 2, 5)	Q21 (4)	Binary 0/1 where 1= applies	Lived more directly in the Australian/international community	N/A	N/A
Acc2	Lived with internationals/ Australians	Q25 (3, 4)	Q21 (3, 5, 7)	Binary 0/1	Lived with family or other international/Australian students	N/A	N/A
Austatt1	Australian/ international attitudes to me	Q26 (2, 3), Q30 (1, 5)	Q22 (2, 3), Q26 (2)	4 items	Attitudes from Australians/internationals	0.7	0.6
Austatt2	Attitudes towards Australian/ international	Q26 (1, 5)	Q22 (1, 4)	2 items	Student attitude to Australians/internationals	0.4	0.6
Workhere	Worked while stay in Australia	Q31a	Q27a	Binary 0/1	Whether or not the student has worked or not during their stay	N/A	N/A
Integration	Had Australian/ international friends	Q27 (1, 5), Q28 (1, 5)	Q23 (2), Q24 (2)	4 items	Had close friends or socialised with Australians/internationals	0.7	0.8
PRfuture	PR intentions	Q35a (1)	N/A	Binary 0/1	Have or intend to apply for PR status	N/A	N/A
Studyfuture	Study future	Q36b (1, 2)	Q30b (2, 3)	Binary 0/1	Intend to study in Australia	N/A	N/A
Workfuture	Work future	Q36d (1)	Q30e (1)	Binary 0/1	Intend to find a job in Australia	N/A	N/A
Overall	Overall stay satisfaction	Mean of - Q32a (2-7) Q32b, Q23 (1)	Q28a (1-6), Q28b	3/2 component items	Overall stay satisfaction	0.7	0.8



Appendix E – Scale conversions and mean scores

Method of calculation of mean scores

Each measure was scored out of 10. This was done simply by multiplication rather than recoding of each of the score items. If the measure was on a 5 point scale the measure was simply multiplied by 5. Two point scales were multiplied by 5 to give a score maximum of 10 and so on.

Scales have been reversed so that 10 = high satisfaction levels or degree of the measure.

Note also in the table that some measures were the average of some summary items. For example, in university satisfaction, the mean scores of several items of Q20a are taken and treated as one item, and the overall mean of this measure, Q20b and Q23(1) to yield the overall university satisfaction measure.

In addition binary measures have been used in the form of applies/does not apply for some measures.

Example of compute statements used

```
COMPUTE Support = Mean((6-mean(Q19b_1 to Q19b_19))*2)
```

Mean scores

Variable	n =	Min	Max	Mean	Std. Deviation
International – Agent service	2,465	2	10	7.69	2.02
International – Information pre-arrival	3,569	2	10	7.17	1.24
International – Visa process satisfaction	3,546	2	10	6.79	1.55
International – Connection to Australia	3,549	2	10	5.92	1.92
International – Expense perceptions pre-arrival	3,596	2	10	7.90	1.61
International – Australian lifestyle	3,582	2	10	7.76	1.42
International – Expense perceptions after arrival	3,610	2	10	5.93	1.81
Australian – Expense perceptions after arrival	7,056	2	10	6.05	1.84
International – Support Services	3,549	6	10	8.69	0.78
Australian – Support Services	6,813	3.33	9.99	7.89	1.81
International – University and course satisfaction	3,611	3.5	10	8.22	1.30
Australian – University and course satisfaction	7,068	3.25	10	8.60	1.18
International – Course outcome satisfaction	2,770	5	10	9.45	1.57
Australian – Course outcome satisfaction	6,174	5	10	9.64	1.29
International – Lived with Australians	3,625	0	n/a binary	n/a binary	n/a binary
Australian – Lived with internationals	7,072	0	n/a binary	n/a binary	n/a binary
International – Lived with internationals	3,625	0	n/a binary	n/a binary	n/a binary
Australians – Lived with Australians	7,072	0	n/a binary	n/a binary	n/a binary
International – Australian attitudes to me	3,609	2	10	7.57	1.46
Australian – International attitudes to me	7,060	2	10	7.59	1.34
International – Attitudes towards Australians	3,605	2	10	7.87	1.26
Australian – Attitudes towards internationals	7,057	2	10	6.81	1.33
International – Worked while stay in Australia	3,625	0	n/a binary	n/a binary	n/a binary
Australian – Worked while stay in Australia	7,072	0	n/a binary	n/a binary	n/a binary
International – Had Australian friends	3,605	3.33	9.99	5.43	1.68
Australian – Had international friends	7,061	3.33	9.99	5.49	1.83
International – Permanent residency intentions	3,625	0	n/a binary	n/a binary	n/a binary
International – Study future	3,625	0	n/a binary	n/a binary	n/a binary
Australian – Study future	7072	0	1	0.17	0.38
International – Work future	3625	0	1	0.37	0.48
Australian – Work future	7072	0	1	0.46	0.49
International – Overall stay satisfaction	3610	2.83	10	8.06	1.09
Australian – Overall stay satisfaction	7040	2	10	7.75	1.26

The header graphic consists of two adjacent rectangular blocks. The left block is light teal and is empty. The right block is a solid blue color and contains the text 'Appendix F – Correlation matrix' in white, bold, sans-serif font.

Appendix F – Correlation matrix

Correlation matrix

International variable	Overall Stay Satisfaction
Composite stay satisfaction	1
International – Expense perceptions after arrival	0.52
International – University and course satisfaction	0.48
International – Australian attitudes to me	0.43
International – Information pre-arrival	0.41
International – Visa process satisfaction	0.39
International – Course outcome satisfaction	0.32
International – Support services	0.27
International – Had Australian friends	0.25
International – Agent service	0.23
International – Australian lifestyle	0.15
International – Attitudes towards Australians	0.12
International – Lived with Australians	0.07
International – Connection to Australia	0.07
International – Permanent residency intentions	0.07
International – Study future	0.06
International – Work future	0.04
International – Expense perceptions pre-arrival	0.00
International – Worked while stay in Australia	0.00
International – Lived with internationals	-0.10

Australian variable	Overall Stay Satisfaction
Overall stay satisfaction	1
Australian – Expense perceptions post-study commencement	0.54
Australian – University and course satisfaction	0.27
Australian – Course outcome satisfaction	0.19
Australian – Support services	0.12
Australian – International attitudes to me	0.09
Australian – Worked while stay in Australia	0.07
Australian – Attitudes towards internationals	0.03
Australian – Lived with Australians	0.03
Australian – Had international friends	0.00
Australian – Study future	-0.01
Australian – Lived with internationals	-0.02
Australian – Work future	-0.03