



Australian Government

Australian Education International

2006 International Student Survey

Vocational Education and
Training 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 and focussed on international students in their final year of study. The research included all four sectors – Higher Education (HE), Vocational Education and Training (VET), Secondary School (Schools) and English Language Intensive Courses for Overseas Students (ELICOS).

This report relates to students from the VET sector only.

About Australian Education International (AEI)

AEI is the international arm of the Australian Government's 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 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, 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 sample of Australian students (control group) from the VET sector 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 VET sector. The number of international VET respondents was 2,445 and the number of Australian VET respondents (control group) was 512.

Pre-arrival experiences and selection process

Influencers in deciding to come to Australia

For the majority of international VET respondents, Australia was the first choice of study destination, although interest in Australia's major competitors has strengthened. The most important factors for international respondents in choosing Australia included:

- English-speaking country
- safety and security
- experiencing a new culture and lifestyle
- relatively low cost of living.

When applying for the course, the quality of education was the most important factor influencing their decision.

Word-of-mouth is a significant contributor to students' destination choice.

For Australian students, it does not appear that studying overseas is a priority. Major reasons cited by respondents were that they wanted to live at home in Australia and the course they were currently studying was better suited to their ambitions.

Pre-arrival information

Generally, international VET students were satisfied with the pre-arrival information although improvements could be made in certain areas, in particular, information provided on fees and the cost of living, preparation for their course, accommodation and the Australian way of life.

Pre-arrival information identified as being helpful included aids such as checklists of the important things to bring with them and Australian 'dos and don'ts'.

Use of agents and student visas

Most international VET respondents had sought assistance from an agent of some type and most were generally satisfied with the visa application process.

Student satisfaction with education and study in Australia

Drivers of Overall Stay Satisfaction

Multivariate analysis was conducted to understand the drivers of Overall Stay Satisfaction for international and Australian students in VET. Expense perceptions after starting their course were the main driver of Overall Stay Satisfaction for both international and Australian respondents. The other drivers of Overall Stay Satisfaction for both groups were working while studying, course outcome satisfaction, satisfaction with the course and college, as well as social relationships and integration.

Expense perceptions

Expense perceptions post-study was the most influential driver of overall satisfaction. In particular, respondents were frustrated with visa requirements that limited their paid work to a maximum of 20 hours per week.

Work-study balance

For Australian VET respondents, working while studying was also a prominent driver of Overall Stay Satisfaction. Respondents who were working were more likely to be satisfied than those who were not.

This was not evident in the international student analysis, with many respondents saying that they found it too difficult to find a job for 20 hours a week as employers demanded more hours from staff than international students were allowed to work. The opportunity to work was considered very important by international student respondents because, in addition to helping relieve the financial burden, it was a means to widen social networks by making friends with co-workers.

Therefore, it is important to examine opportunities for greater flexibility for international students to work longer hours or, at least, gain some kind of work experience. Affording more flexibility in this area may be an opportunity to further increase the overall satisfaction of international students' living and studying experiences in Australia. This is likely to have implications for education providers, with a need to deliver systems to accommodate working students in course structures and teaching approaches.

Study satisfaction and course outcome satisfaction

Study-related factors also featured in the drivers of overall satisfaction with students' stay in Australia. Course and college satisfaction was the second most influential driver for international respondents.

For most international VET students, studying in Australia was a very positive experience with the majority of international respondents indicating they would recommend studying in Australia. Most also felt that their current studies would be helpful in getting a good job. On the whole, a high level of satisfaction was reported regarding a range of education delivery aspects including the quality of teaching and teaching methods.

Some sources of dissatisfaction reported by respondents were food outlets, cost of the course and the lack of sporting facilities.

Australian respondents were more likely to recommend their course and their education institution than international respondents.

Social relationships

Social relationships and integration were also a significant factor of Overall Stay Satisfaction for international students. As noted earlier, international students were more likely to have close friends in Australia through their job, underlying the importance of working as a significant factor in Overall Stay Satisfaction.

Forty four per cent of international respondents felt that Australian students did not seem interested in making friends with international students. Only 20% of international respondents agreed that it was international students who were not interested in having Australian students as friends.

Demographic differences

When examining differences in satisfaction according to students' country of permanent residence, respondents from India were more satisfied with various aspects of studying and living in Australia than respondents from Korea and Japan.

Future plans and career aspirations

Just under half of all international respondents planned to enrol in further study while one-third intended to look for work. Australian respondents had similar plans for the future with all of the Australian respondents and a majority of international respondents aiming to find work in Australia. The international respondents intending to study in the immediate future were likely to be using VET as a pathway to university studies.

Permanent residence

Permanent residency for international respondents continued to play an important role in choosing to study in Australia, with the majority of international students saying they intended to migrate to Australia. This was particularly apparent with respondents from India and China. Respondents from North and South America and Japan were less likely to be seeking permanent residence in Australia.

In summary, for international and Australian VET respondents, the level of overall satisfaction with their study and living experience was high.

For international VET respondents, costs, study and course experiences, and social contact were critical factors in forming their overall opinion about study in Australia. Their experience with these aspects of their stay influenced how they spoke about Australia when they returned to their home country, both as a place to visit and as a study destination.

Much of students' overall satisfaction was also connected to the extent to which they were allowed to immerse themselves in Australian culture, and not get stuck in groups comprised solely of other international students. This part of their experience of living in Australia also affected the way they perceived Australians and how, in turn, they thought they were perceived by Australians.

Experience of Australian culture and language, and social opportunities to interact with other Australian students were among international VET respondents' core motivations for choosing Australia. The industry could focus on these areas to ensure expectations are met. The ability to work, though important to Australian students, was not as closely connected to the overall satisfaction of international students.

Maintaining the high level of Overall Stay Satisfaction through addressing the key drivers of satisfaction identified in this report will ensure the continued spread of positive word-of-mouth by students in their home country which, in turn, will greatly assist 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, behind the USA, the 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. In 2005, AEI commissioned Ipsos Australia Pty Ltd to conduct the 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. A sample of Australian students was also surveyed as a control group for comparative analysis.

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 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, Secondary School 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.

The ISS will provide valuable information to on the experiences of both international VET students and Australian students in Australian VET institutions. 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 a survey of international students and an Australian student cohort (control group) completing a course of study at a VET institution 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 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 the studies.

1.2 The Vocational Education and Training sector

AEI data² indicated that Vocational Education and Training (VET) was the fastest growing sector for international students studying in Australia in 2006. There were 83,685 enrolments in 2006 (up 26% on 2005) and 49,809 commencements (up 30% on 2005). This is the only sector that reported growth in commencements and enrolments over each of the past four years.

The three largest markets for the VET sector in 2006 were China, India and the Republic of Korea. Four of the top six markets have grown in both enrolments and commencements between 2005 and 2006. India has grown the most rapidly in recent years, with triple digit percentage increases in enrolments and commencements between 2004 and 2006. A small decline in enrolments was reported from Hong Kong (-0.4%), while both commencements and enrolments from Japan decreased in 2006.

Enrolments and commencements increased in all Australian states and territories in 2006. Three-quarters of all VET enrolments were in New South Wales and Victoria.

In 2006, 78% of all VET enrolments were with non-government VET providers and 22% were with government providers.

Eighty per cent of VET enrolments were at the Diploma and Advanced Diploma levels, with 20% at the Certificate I to Certificate IV levels.

The top three fields of study for VET in 2006 in terms of enrolments were:

- Services, hospitality and transport (up 72% on 2005);
- Business administration and management (up 11%); and
- Computer science and information systems (down 7%).

² Source: this section is an extract from the Research Snapshot series no. 22 AEI, May 2007. See Appendix A.

2. Research method

2.1 Research method and sample

2.1.1 Qualitative phase

The overall 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 to study in Australia;
- main influences on students' decision, including family, friends and intermediaries, such as Australian Education Centres and broader media;
- alternatives to studying in Australia, and their relative advantages and disadvantages 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 can be improved;
- future career plans and aspirations once students complete their course of study;
- preferred employment and further education outcomes;
- other key issues faced by international students in Australia and ways in which their stay in Australia could have been improved; and
- whether students would recommend Australia to other people in their country as a study destination (including reasons for and against).

This exploratory phase of the research was based on a series of focus group discussions with VET students in their final year of study. Three out of the four VET group discussions were conducted with international students from a range of countries, with one control group conducted with Australian students. Two focus groups were conducted with female-only international students, one in Melbourne and one in Sydney. A group of international students (combined male and female) was conducted in Brisbane. The Australian control group, conducted in Melbourne, comprised both male and female students.

In addition, a series of interviews was conducted with representatives from VET providers and peak bodies.

2.1.2 Quantitative research

A self-completion survey was developed from the results of the qualitative research and previous research in the area of international student markets. The survey comprised 44 multi-part questions and took approximately 30 minutes to complete. The survey questionnaire was then modified for Australian students with a focus on obtaining comparative information. Copies of both survey questionnaires are at Appendix C.

VET surveys were administered in three ways:

- self-completion in the classroom with a consultant available to answer any queries or address any difficulties (n=886, 30%);
- self-completion mail-back survey (n=1718, 58%); and
- online completion (n=384, 12%).

2.2 Response rates

An overall response rate of 17% was achieved, with a total of 14,194 surveys dispatched to international and Australian VET students resulting in 2,988 responses (see Appendix B for detailed response rate tables for international and Australian students). However, it should be noted that response rates from the on-line survey can not be estimated accurately because of the inherent inaccuracy in tracking the numbers who accessed the on-line survey.

The following is a breakdown of the responses by institution type.

- Private VET providers: n=2069
 - International students: n=1896
 - Australian students: n=173
- Public VET providers: n= 919
 - International students: n=579
 - Australian students: n=340

Cash incentives were offered, in the form of several prizes, to help increase the number of responses. Non-respondents who had been mailed hardcopy questionnaires were all sent a reminder/thank you card to help boost the response rate.

Table 1 shows the number of responses by State. It also shows the responses by Australian and international students and by public and private VET institutions. Response rates were typically lower for Australian students than for international students.

Table 1: Number of VET responses from Australian and international students by State/Territory

State	International students returns		Australian students returns		Response rates % (based on surveys dispatched)		
	Public	Private	Public	Private	Public	Private	TOTAL
NSW	150	894	84	51	12%	24%	20%
QLD	58	62	78	46	6%	22%	8%
VIC	173	643	128	22	46%	47%	46%
WA	74	182	3	41	14%	13%	13%
SA	25	61	0	2	6%	17%	11%
TAS	35	0	28	0	90%	0%	90%
ACT	0	54	0	11	0%	51%	51%
NT	0	0	3	0	-	-	-
Not established	64	0	16	0	NA	26%	NA
Total	579	1896	340	173	15%	24%	17%

The overall response rate for the VET sector was 17%.
 The public sector VET response rate was 15%.
 The private sector VET response rate was 24%.

2.2.1 Sample characteristics

According to AEI 2006 enrolment data, private VET providers accounted for 78% of all international VET enrolments and public VET providers accounted for 22%. Similarly, in this sample, private VET providers accounted for 78% of all international student respondents while public VET providers accounted for 22%.

Just over 20% of international VET respondents were aged between 16 and 20 years, with 88% aged 30 years or under. As Table 2 shows, 40% of Australian respondents were aged between 16-20 years, with a total of 77% aged 30 years or under. A higher proportion of Australian respondents were aged over 30 years compared to international respondents (23% and 10% respectively).

Table 2: Age of respondents by respondent type

Age	Total	
	International students n=2276	Australian students N=500
16-20 years	21%	40%
21-30 years	67%	37%
30+ years	10%	23%

Note: percentage may not add to 100% due to rounding

With regard to gender, there was a more even spread of males and females in the international sample compared to Australian respondents. When looking at gender splits for international students, 42% of respondents were female and 58% males. However, for Australian respondents, 64% were female compared to 36% males (see Table 3).

Table 3: Gender of respondents by respondent type

Gender	Total	
	International students n=2405	Australian students n=510
Male	58%	36%
Female	42%	64%

The largest proportion of international respondents were studying in New South Wales (43%), followed by Victoria (35%), Western Australia (11%), Queensland (5%) and South Australia (4%).

Table 4 shows that the highest proportion of Australian VET respondents were from Victoria (31%) primarily driven by an excellent response by public VET Australian students.

Table 4: Responses by State/Territory

State	Total	
	International students n=2445	Australian students n=512
NSW	43%	27%
QLD	5%	25%
TAS	1%	5%
VIC	35%	31%
WA	11%	9%
NT	0%	1%
ACT	2%	2%
SA	4%	0%

Sixty per cent of international and 63% of Australian VET respondents had started their course in 2006. More Australian VET respondents had begun studies in earlier years. See Table 5.

Table 5: Year commenced course by respondent type

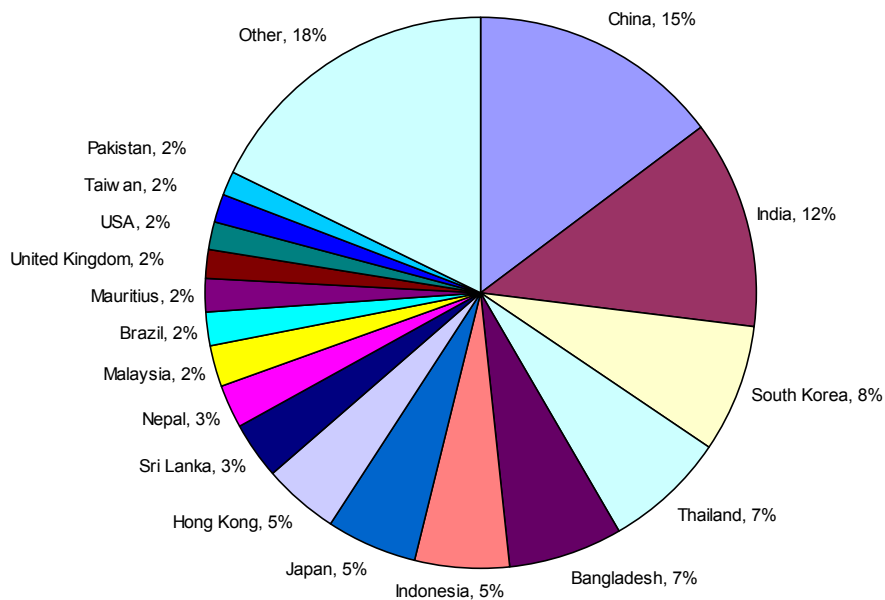
Year	Total	
	International students N=2403	Australian students n=510
2002	0%	1%
2003	0%	3%
2004	3%	9%
2005	37%	23%
2006	60%	63%

International VET respondents came from over 80 different countries. Eighty six per cent of international respondents were from Asian countries. As an overall breakdown:

- 32% were from countries including Korea, Japan, Hong Kong and China;
- 38% were from countries including Thailand, Indonesia, Malaysia, and the Philippines;
- 8% were from countries including Italy, Germany and the Czech Republic; and
- 6% were from countries including the USA, Brazil, Colombia, Chile and Mexico.

See Figure 1 on the following page for more detailed information.

Figure 1: Countries of permanent residence for international students



The top five source markets for each of the provider types are:

Private VET provider

- China (15%)
- India (14%)
- Korea (9%)
- Bangladesh (9%)
- Thailand (8%)
- Other (58%)

Public VET provider

- China (10%)
- Japan (10%)
- Sri Lanka (7%)
- India (6%)
- Mauritius (6%)
- Other (61%)

Note that for the majority of respondents, there was no difference between permanent residence and country of citizenship. For this study, the country of permanent residence has been used as country of origin.

Table 6 on the following page lists the top five countries based on the most recent AEI international enrolments and the number of surveys returned.

Table 6: Overall VET enrolments compared with survey responses by top five countries of permanent residence

Rank by VET enrolments	Country of permanent residence	Total VET responses	%
1	China	343	14%
2	Korea	182	7%
3	Thailand	175	7%
4	Hong Kong	134	5%
5	Japan	130	5%
	Other	1,481	61%
	TOTAL	2,445	100%

Source: AEI enrolment data, 2006. Percent may not add to 100 due to rounding.

Respondents were completing a range of VET courses including:

- Hospitality (22%);
- Business studies (12%);
- Commercial cooking (10%);
- Accounting (10%); and
- Computing (8%).

Most international respondents had not previously studied outside of their home country (86%). Of those who had studied outside of their home country before this stay in Australia, the most commonly mentioned countries were:

- United Kingdom (16%);
- United States (15%);
- Canada (9%);
- New Zealand (9%);
- Singapore (8%); and
- India (7%).

For the respondents who had previously studied outside their home country, the most common reasons were to undertake an ELICOS course (31%), followed by secondary schooling (21%), university (19%), a study tour (16%) and attending primary school (14%). Sixty per cent of international VET respondents had lived in Australia for less than two years, 30% between two and four years and 10% for more than four years.

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 (e.g. mean scores vs. percentages) between surveys.

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 VET 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

Australia was the first choice of study destination for the majority (92%) of international VET respondents, regardless of provider type.

For the 8% of international respondents who did not choose Australia as their first place to study, the United States was the first choice for 31%, followed by the United Kingdom (26%). Respondents were also interested in studying in Canada (12%) and New Zealand (8%).

When deciding to study in Australia, the most important factors mentioned (very important or important) were: that Australia was an English-speaking country (94%); it is safe and secure (87%); students wanted to experience a new culture/lifestyle (79%); and the cost of living was favourable compared to other destinations (78%).

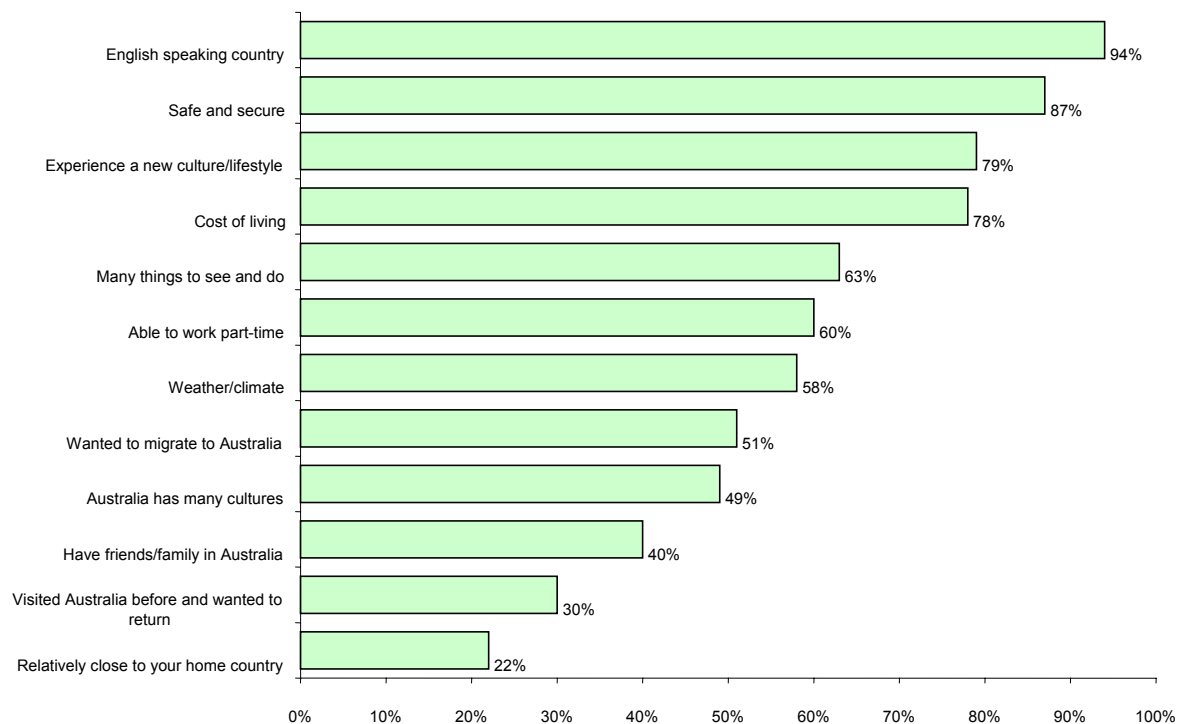
Key reasons for not studying in the country of their first choice included: the expense (*too expensive in other country*, 18%); problems with the application for a visa (*visa harder to obtain in other country*, 12%); and the distance from their home country (*other country is too far from home or Australia is closer*, 8%). Seven per cent believed Australia had a higher standard of education than their first choice destination and another 7% felt it was a better place to study English and experience a different country.

International VET respondents were asked to identify the most important factors in choosing the course they were studying. The main reasons included studying the course they wanted in Australia (46%) and studying in Australia (45%). Studying at the institution they wanted in Australia was the main reason for only 9% of respondents.

When deciding to study in Australia, all respondents stated that the quality of education and the study environment was important/extremely important. Another factor considered either important or extremely important was that Australia is an English-speaking country (94%).

Figure 2 highlights the relative importance of several factors in the decision process for international respondents.

Figure 2: Importance of various factors when deciding to study in Australia (% important/very important)



Base: All international student respondents. 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).

In addition to Australia being an English-speaking country, many international VET respondents also appeared to be motivated by Australia’s perceived safety (87%), the experience of a new culture (79%) and the cost of living (78%). This was reinforced by the qualitative findings.

“Australia is a safe place.”

“The budget is not as expensive as US, England or Canada or somewhere else, and because my friends are already studying here and I can just join in with them.”

“Australia’s a nice place. The people are friendly. The weather is good.”

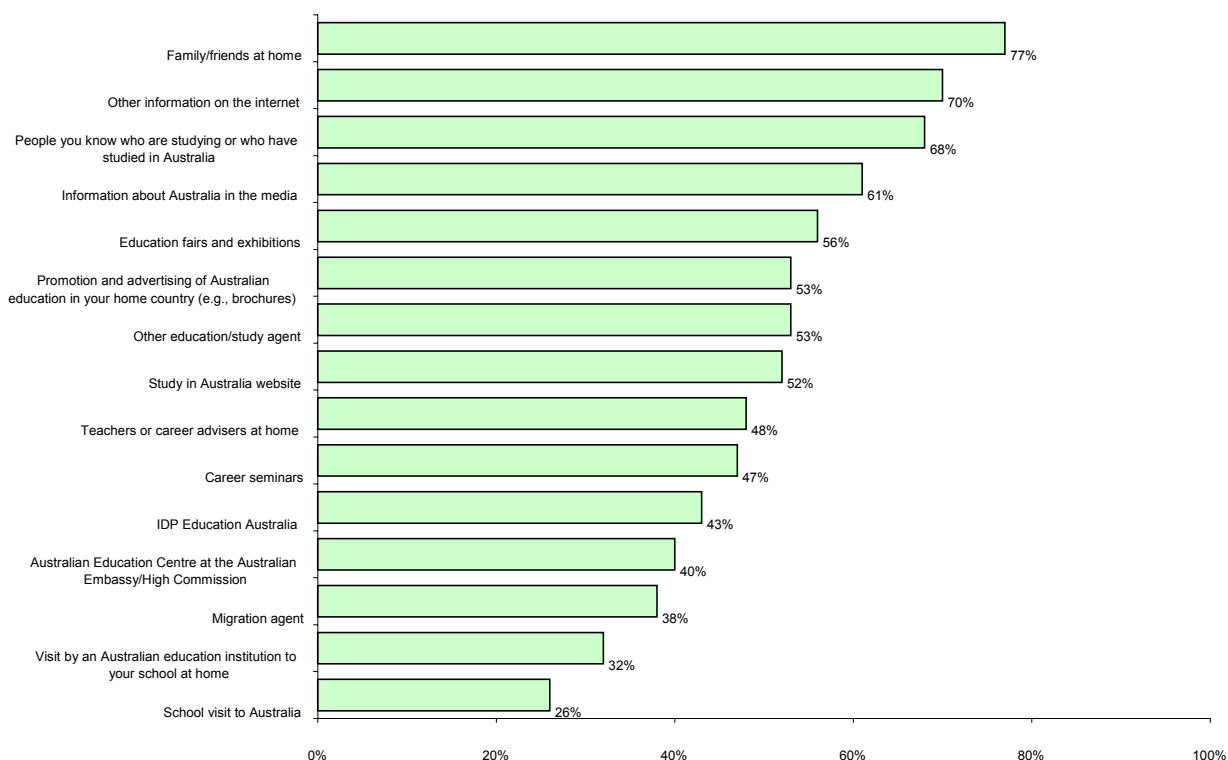
“Australia’s so close, which made my parents happy.”

The results are similar to those found in 1999, with quality of education and safety being among the most important factors in the decision to study in Australia. It appears, however, that the ability to work part-time has increased in importance for international students since the last survey was conducted.

As expected, family and friends were a key source of influence when deciding to study in Australia (77%). Sixty eight per cent of international respondents mentioned the influence of people they knew who were either studying or had studied in Australia.

Information from the internet was an important influence for 70% of respondents. The *Study in Australia* website was mentioned as a source of influence by 52% of respondents. These results are similar to those found in the 1999 study.

**Figure 3: Influencers when deciding to study in Australia
 (% some influence/a lot of influence)**

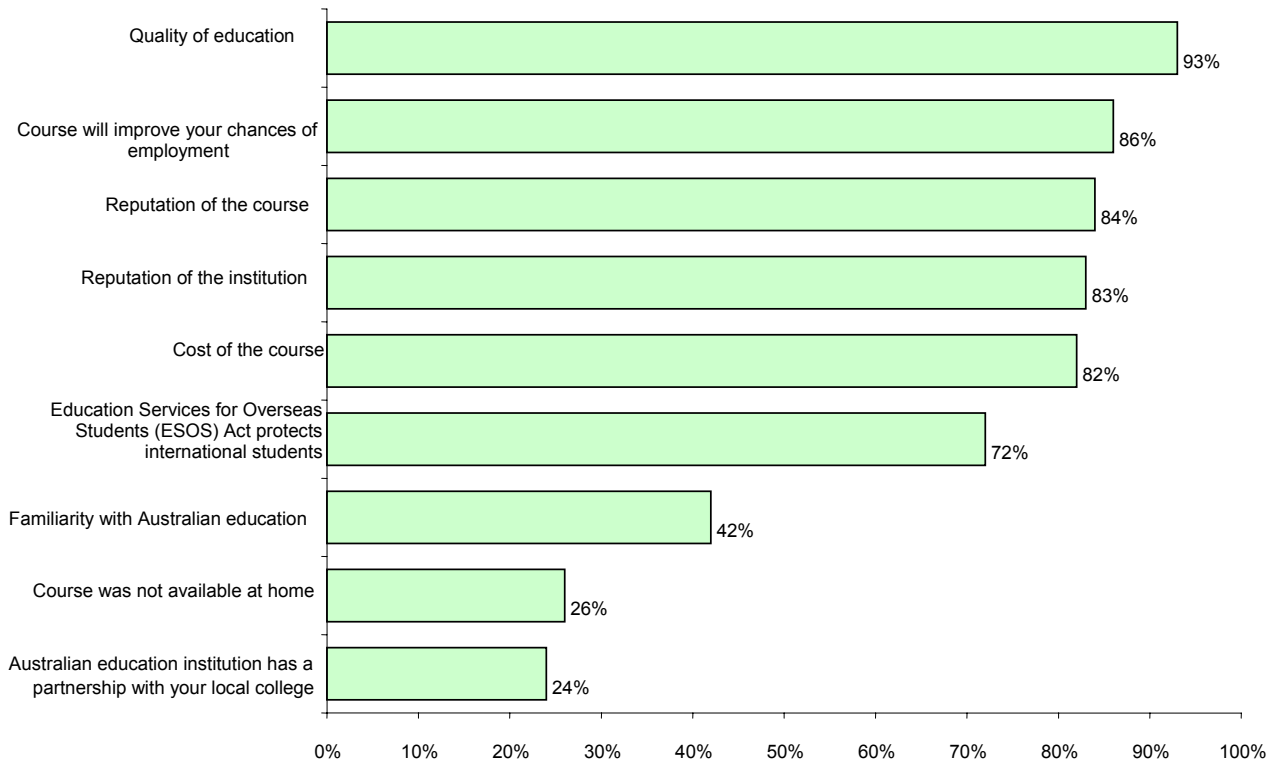


Base: All international respondents. How much influence did each of the following have on your decision to study in Australia? (Tick only one box per row).

Figure 4 on the following page shows the relative importance of various factors involved in a student deciding to apply for a particular course.

Nearly all respondents (93%) indicated that the quality of education was either an important or very important motivating factor. Other factors respondents found important/very important were: perceptions that the course would increase their chance of employment (86%); reputation of the course (84%); reputation of the institution (83%); and the cost of course (82%).

Figure 4: Importance of various factors when deciding to apply for this course in Australia (% important/very important)



Base: All international VET respondents. 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).

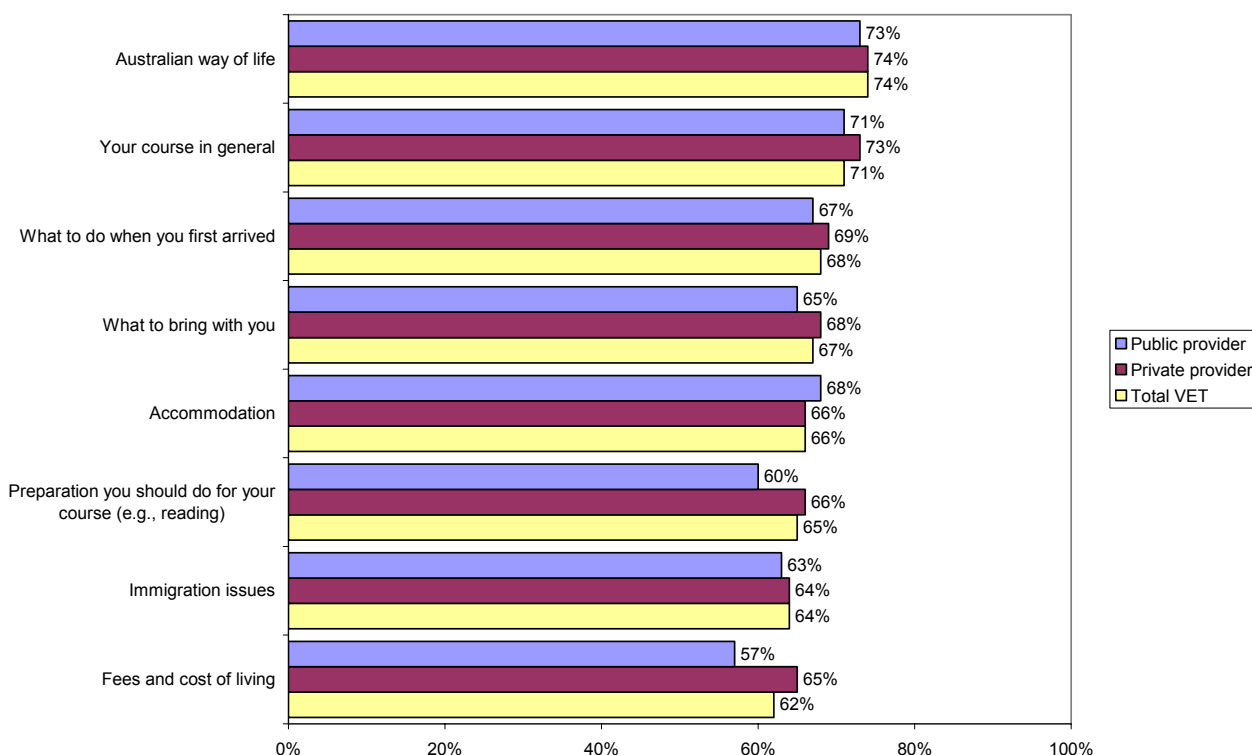
Similarly, in 2000, “almost 90% of students indicated that the quality of the courses was either very important or quite important in their choice of provider. Almost 75% of students indicated that the reputation of the course was either very important or quite important in their choice of provider.”³

³ AEI – International Education Network, (2000), *Why choose Australia? Insights from a survey of international students who commenced study in 2000*, pg 15.

3.2 Satisfaction with pre-arrival information

International VET respondents were generally satisfied with the pre-arrival information they received, as shown in Figure 5. Respondents were either satisfied or very satisfied with information regarding the Australian way of life (74%), the course in general (71%), what to do when you first arrived (68%), what to bring (67%) and accommodation (66%).

Figure 5: Satisfaction of international VET students with pre-arrival information (% satisfied/very satisfied)



Base: All international VET respondents. How satisfied were you with the information you received before you arrived in Australia on this visit, on each of the following...(tick only one box per row).

It would seem that better information is required on immigration issues, with only 64% reporting being satisfied/very satisfied with the information. Better information on course fees and the cost of living is also required with only 62% respondents being satisfied/very satisfied with this information before they arrived.

Dissatisfaction with information across the board was most likely to be reported by respondents from Japan or Korea, while respondents from India were the most positive group.

The results on pre-arrival information align with qualitative findings which indicated that respondents were generally keen to equip themselves with as much information as they could on laws and customs before coming to Australia. Being prepared helps them to feel in control. Once again, friends and family were a key source of information. Some institutions also sent them a guide to living in Australia, which they generally found very helpful.

“I talked to family and friends about what I should bring.”

“I wanted to know what I needed to bring.”

The results indicated that clear, easy-to-understand information is needed, perhaps in the students' own languages. It is also necessary to distribute such information efficiently. Pre-arrival information can be a powerful tool in forming international VET students' first impressions of Australia and reducing unnecessary anxiety.

As identified through the qualitative research, useful pre-arrival services included:

- visa application support;
- accommodation services;
- checklist of important things to take (including type of clothing, electrical adaptors, paperwork etc);
- Australian customs (i.e. 'dos and don'ts'); and
- a guide to the local area (including things to see, key services etc).

3.3 Application process

Seventy six per cent of international VET respondents used an agent to help with their arrangements in coming to Australia; most of these (90%) were education agents. Sixty six per cent of respondents who had used agents rated the service of the agent as good (39%) or very good (27%). Respondents from the group, Other Southern and Central Asia countries, were more likely to rate their agent's service as good (40%) or very good (40%).

Table 7: Use of an agent by country/region of permanent residence

Country of permanent residence	Total used an agent	Education/ study agent	Migration agent	Travel agent
China	16%	15%	24%	4%
Hong Kong	6%	26%	2%	0%
Korea	8%	8%	5%	7%
Japan	5%	5%	2%	9%
Thailand	9%	22%	3%	6%
Indonesia	6%	7%	2%	0%
Other South-East Asia	4%	17%	10%	4%
India	14%	39%	11%	4%
Other Southern and Central Asia (excluding India)	15%	29%	7%	2%
Europe	6%	4%	19%	19%
North and South America	4%	2%	3%	41%
Other	8%	26%	11%	6%

Base: Respondents who used an agent, n=2372.

Did you use an agent to help you with your arrangements in coming to Australia? (Tick one box only)/Was your agent an...? (If you used more than one agent, please choose the one you used the most. Tick one box only).

As Table 7 shows, respondents from China (16%), Other Southern and Central Asia (15%) and India (14%) were most likely to use an agent of some kind. Furthermore, of the international respondents who did use an agent, 16% of respondents from Other Southern and Central Asia, 15% of respondents from China and 14% of respondents from India used the services of an education/study agent. Migration agents were predominantly used by respondents from China (24%) and Europe (19%). Travel agents were used by 41% of respondents from North and South America.

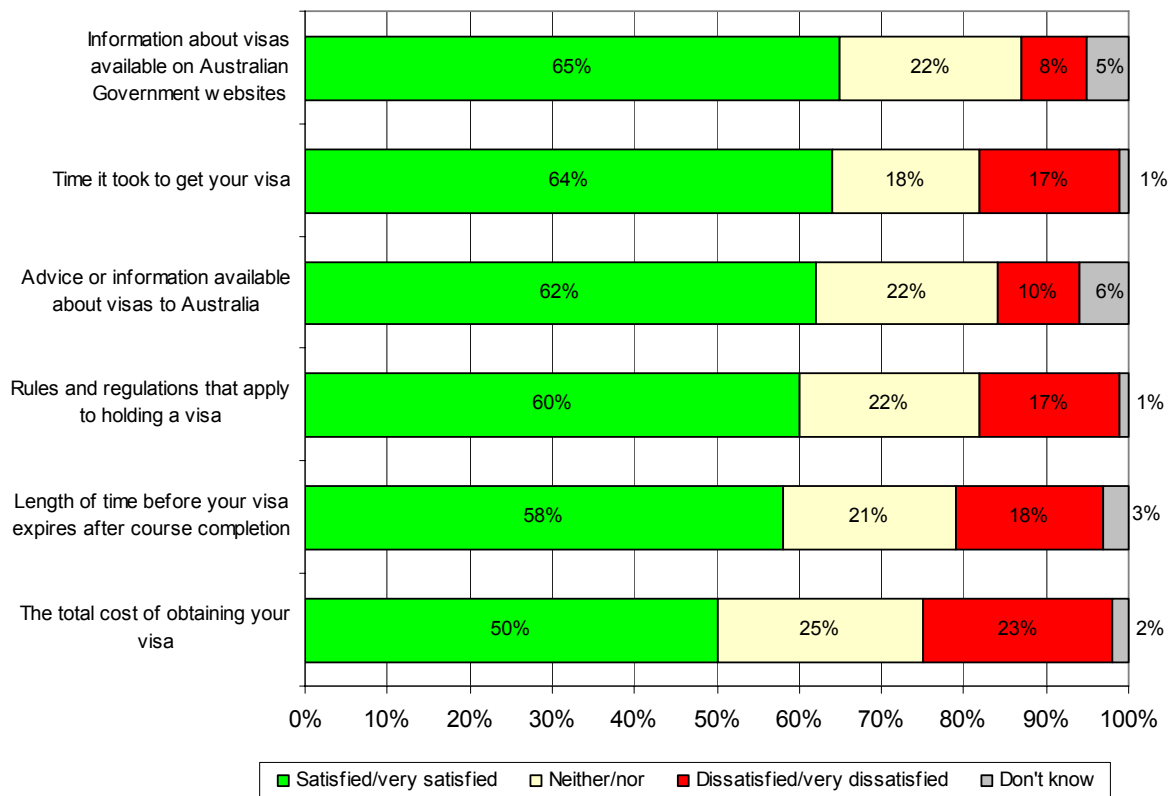
3.3.1 Visa application process

In general, international VET respondents were satisfied with most aspects of the visa application process. Respondents were most satisfied with the time it took to get a visa (64% satisfied/very satisfied) and the information about visas available on Australian Government websites (65% satisfied/very satisfied).

Figure 6 shows areas of concern regarding the visa application process. Eighteen per cent of respondents were either dissatisfied or very dissatisfied with the (short) length of time before their visa expired after their course was completed. This was evident in the qualitative research findings.

Korean respondents (57%) and Japanese respondents (59%) were least likely to report that they were very satisfied/satisfied with the ease of obtaining a visa compared to all other groups.

Figure 6: Satisfaction rating among international VET students with aspects relating to their student visa



Base: All international VET respondents. How satisfied were you with the following aspects relating to your visa? (Tick only one box per row).

As highlighted in the qualitative research, one of the biggest challenges in making the move to Australia is obtaining a student visa. For students from countries where electronic applications are possible, the process was described as relatively straightforward. For others, however, it was remembered as a frustrating and stressful period.

According to the findings from the focus groups, some of the problems that students experienced in applying for a student visa were:

- difficulties obtaining information on how to apply;
- being given incorrect or inconsistent information about the type of evidence needed to support their application;
- meeting the requirements (e.g. having enough money in the bank to cover living expenses for two years, as well as tuition fees);
- difficulties getting a Department of Immigration and Citizenship representative to discuss their application or answer queries;
- insufficient feedback and communication regarding the status of their visa; and
- long delays.

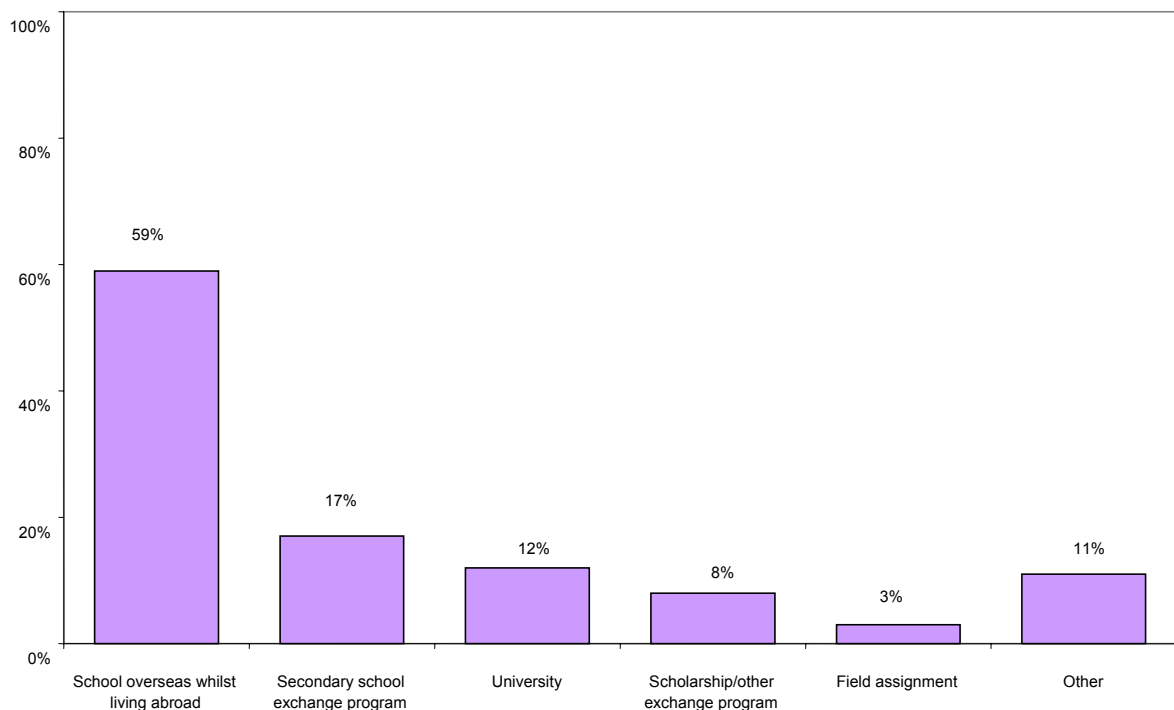
The research conducted in 1999 and 2000 found that over 40% were either satisfied or very satisfied with the cost of their visas and around 60% were satisfied/very satisfied with the time taken to get a visa. Similarly, in 1999 and 2000 about 60% and 68% respectively were satisfied with the rules and regulations pertaining to visas. It appears that while improvements have been made in terms of visa processing times and costs, information about the rules and regulations to obtain a visa could still be simplified. It should also be noted that since the time of the previous surveys, there have been many changes to visa requirements, particularly for China and India, the major source markets for international students.

3.4 Australian respondents – decision to remain in Australia to study

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

The majority of Australian respondents (80%) had not studied overseas. However, of the 20% who had, the most common overseas study experience was attending a school overseas while living abroad (59%), followed by a school exchange program (17%). See Figure 7.

Figure 7: Type of overseas programs Australian VET respondents had been involved in (%)



Base: Australian VET respondents who had ever studied overseas, n=92.
Q10b. Which of the following programs, if any, have you attended overseas in the past?

Similar to the reasons given by international respondents for studying overseas, the main perceived benefits from studying overseas included:

- cultural experience (to experience a new, different culture or new environment, 30%);
- chance to learn to speak another language (18%);
- exposure to how other countries teach in the field of study or experience a different education style (15%); and
- to gain a broader outlook or new perspective and learn new life skills (11%).

Of the Australian respondents not having studied overseas, almost all of them (89%) did not have the opportunity to study a course similar to the one they were completing in Australia. Twenty eight per cent of these students would have studied a similar course overseas if they had the opportunity to do so. Of the 28% who would have liked the opportunity to study overseas, the most frequently mentioned reasons for wanting to do so included:

- to experience a new or different culture (45%);
- to gain a broader outlook and have a life-changing experience (17%);
- to gain exposure to how other countries teach in their field of study and the education style (14%);
- the opportunity to live in another country, new environment and experience a different lifestyle (12%);
- the chance to travel, to see the world, and to combine both travel and study (11%); and
- to improve their language skills and learn another language (10%).

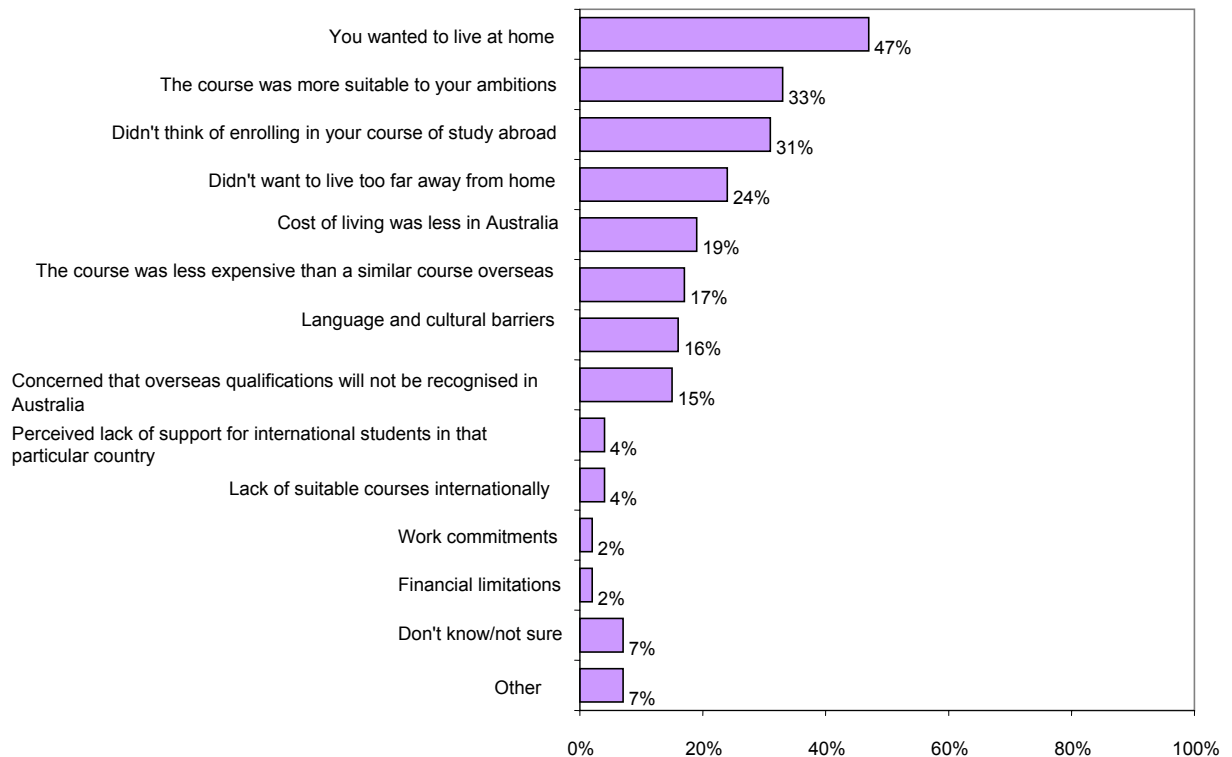
Of the 11% who had the opportunity to study overseas but stayed in Australia, the main reasons stated for doing so included:

- better job opportunities, career expectations and opportunities in Australia (20%);
- course content and structure more relevant to their career goals (18%);
- Australia is home (*I live here, like where I live*, 14%);
- financial reasons (10%); and
- family reasons/family ties in Australia (10%).

As Figure 8 shows, 33% of the respondents said that the course offered in Australia was more suitable to their career expectations. Given the young average age of Australian VET respondents, it is not surprising that wanting to live at home (47%) or not wanting to live too far away from home (24%) were both frequently reported reasons.

Thirty one per cent of Australian respondents indicated that they did not think of enrolling in a course to study abroad.

Figure 8: Australian VET respondents' reasons for studying in Australia rather than overseas (%)



Base: Australian VET respondents, n=494. What were the main reasons you chose to study the course you are currently completing in Australia rather than overseas?

For the majority of international respondents, Australia was the first choice of study destination although the desirability of Australia's major competitors has increased. The most important factors for international VET respondents in deciding to come to Australia to study were Australia being an English-speaking country, safety and security, the desire to experience a new culture and lifestyle, and Australia's cost of living. Respondents were generally satisfied with the pre-arrival information although information on course fees, the cost of living, the Australian way of life and immigration issues could be improved.

The quality of education was the most important factor influencing decisions to study a particular course while safety was the main factor in studying in Australia in the first place. Seventy six per cent of respondents sought assistance from an agent of some type and most were reasonably satisfied with the visa application process.

For Australian respondents, it did not appear that studying overseas was a priority. Major reasons for this were that respondents wanted to live at home and the course they were currently studying in Australia was more suitable to their career aspirations.

4. Study in Australia

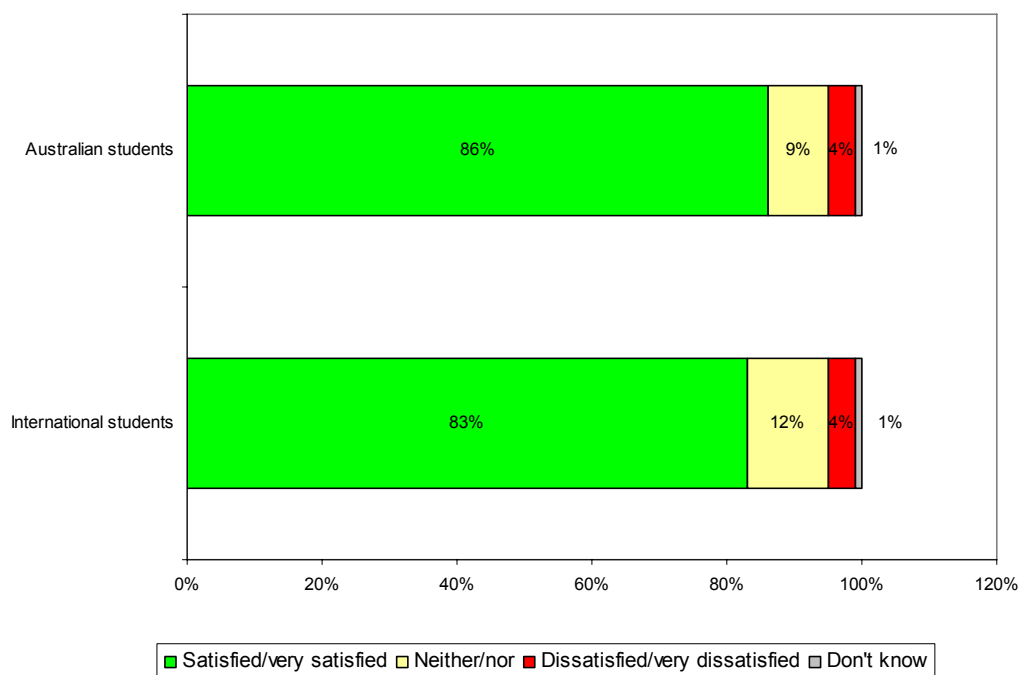
Objective 2 (Part A): Measure VET students' level of satisfaction with education, pastoral and support services and overall study in Australia.

This section details VET respondents' study experiences in Australia, including: satisfaction with the college, support services and skill development; and a willingness to recommend Australia, the education institution and course of study to friends or family.

4.1 Study satisfaction

For most VET respondents, both international students and the control group, studying in Australia was a very positive experience, with 83% being satisfied/very satisfied with their VET course overall and only 4% dissatisfied/very dissatisfied (Figure 9). Similar proportions of Australian VET respondents (86%) were satisfied/very satisfied with their study experience while only 4% were dissatisfied/very dissatisfied.

Figure 9: Satisfaction among VET respondents with overall study experience



Base: All VET respondents, international respondents n=2371, Australian respondents n=501.
 Overall, how satisfied are you with your study experience in Australia? (Tick one box only).

Overall, Australian respondents were more likely to state that their current studies would be helpful in getting them a good job when they completed their course (80%) compared to international VET respondents (74%).

Table 8: Helpfulness of current studies in getting a good job

Studies helpful in getting a good job	Total	
	International students n=2362	Australian students n=500
Yes, helpful	74%	80%
No, not helpful	10%	5%
Don't know	17%	15%

Base: All VET respondents. 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).

In 1999, 73% of VET international respondents reported that their studies in Australia would either be very helpful or quite helpful in getting a good job⁴. There has been no alteration in perceptions regarding this question.

4.1.1 Satisfaction with the institution

In evaluating specific aspects of the institutions in which they studied, moderate to high numbers of VET respondents, both international and Australian, were satisfied with education delivery aspects. See Figure 10 for detailed information.

A large proportion of respondents were satisfied/very satisfied with the quality of education (80% of international and 82% of Australian respondents), with 75% of international and 73% of Australian respondents satisfied with the methods of teaching, and 72% of international and 74% of Australian respondents satisfied with the quality of lectures.

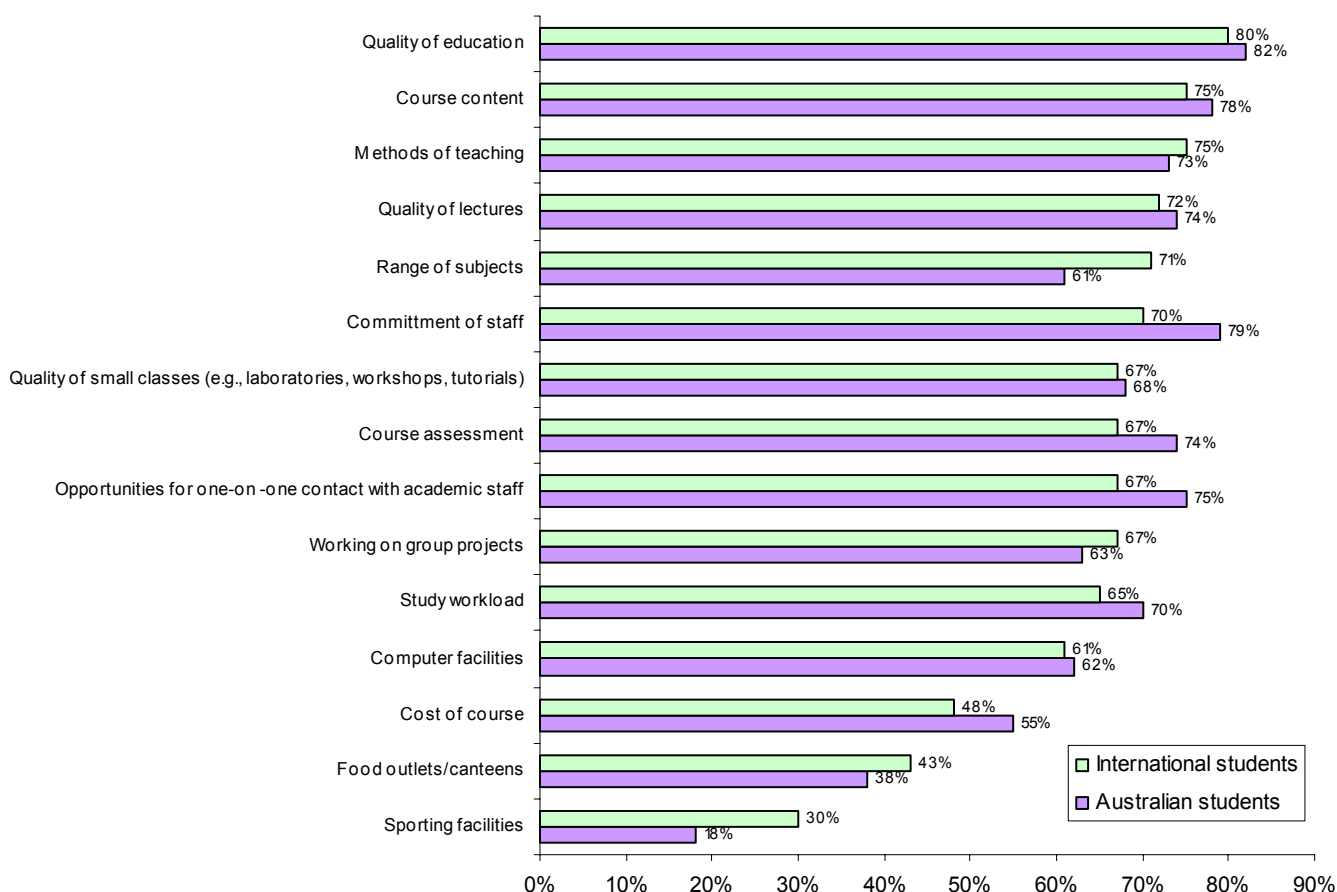
Respondents from India (87%) and Other Southern and Central Asia countries (92%) were more likely than average to report satisfaction. Respondents from Japan (58%) and Hong Kong (65%) were less likely to be satisfied with the overall quality of education. Similar trends were also found for methods of teaching and the quality of lectures.

While there were high levels of satisfaction with a range of education delivery aspects, there were some differences between the perspectives of international and Australian respondents. A larger proportion of international respondents were satisfied with the range of subjects on offer (71% of international respondents and 61% of Australian respondents).

⁴ Please note the 1999 and 2000 studies had different scales to that in 2006.

On the other hand, a larger proportion of Australian respondents compared to international respondents were satisfied with commitment of staff (79% Australian respondents and 70% international respondents) and course assessment (74% Australian respondents and 67% international respondents). Australian students were also more satisfied with the opportunities for one-to-one contact with academic staff (75%) than international students (67%).

Figure 10: Satisfaction among VET students with aspects of their institution (% satisfied/very satisfied)



Base: All VET respondents. (international Q20a)/(Australian Q14). How satisfied are you with each of the following aspects of the institution at which you are studying? (Tick only one box per row).

There were some areas that had lower levels of satisfaction, for both international and Australian respondents including:

- cost of their course (48% international respondents and 55% Australian respondents);
- food outlets and canteens (43% international respondents and 38% Australian respondents);
- and
- sporting facilities (30% international respondents and 18% Australian respondents).

In the qualitative component of the research, most international students indicated they were pleased with the course they had been studying in Australia. However, there were some comments about:

- a lack of enthusiasm among (some) teaching staff;
- lack of one-on-one contact and personal interaction with lecturers and tutors;
- large class sizes;
- difficulties engaging and interacting with Australian students during tutorials and classes; and
- not enough hands-on experience in their course.

Having the opportunity to interact and engage with teachers and peers was seen as an important part of the overall experience in Australia. Without this, students argued, they might as well be studying the course by correspondence from home.

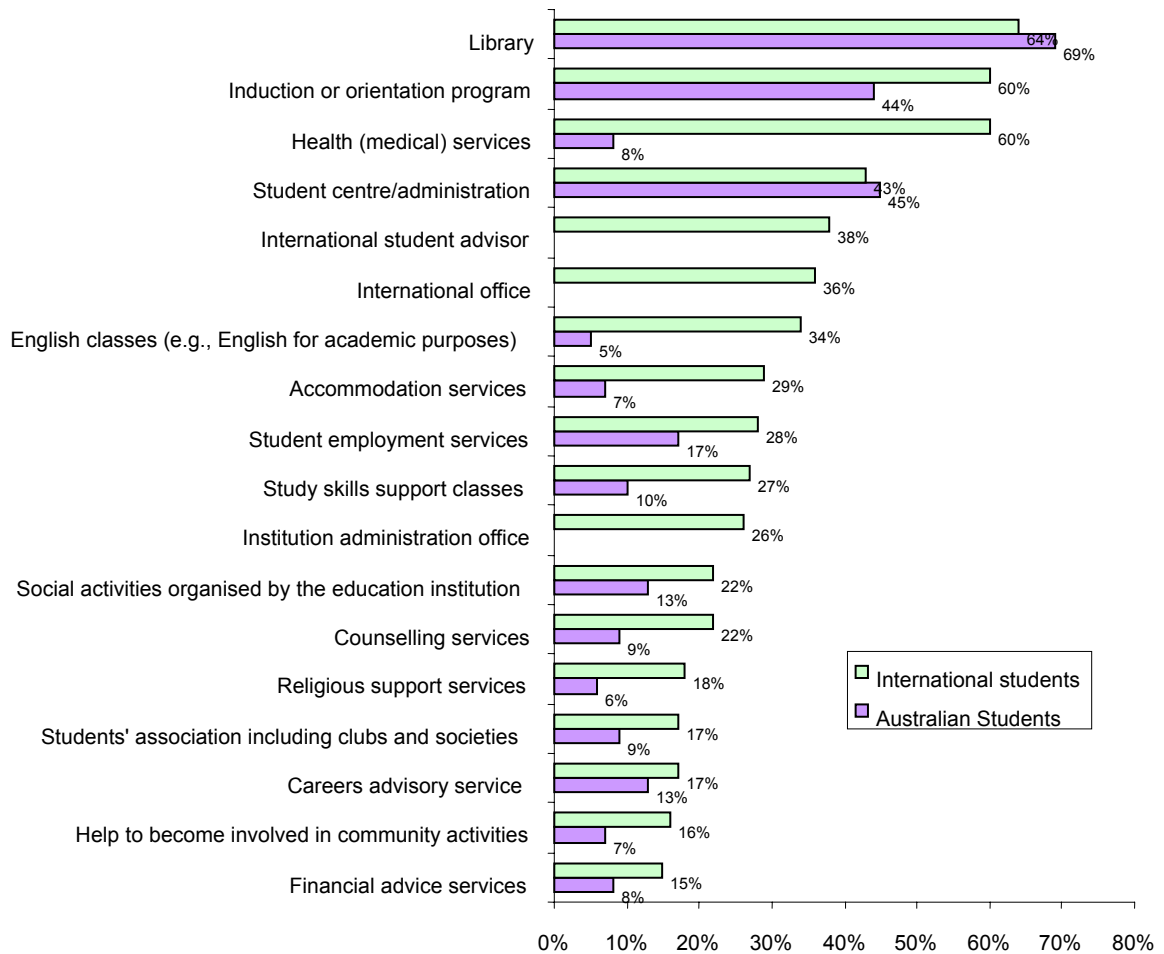
4.1.2 Support services

As expected, of all the support services listed in Figure 11, the library was used the most by both international (64%) and Australian (69%) respondents. The induction or orientation program was attended by large proportions of both international (60%) and Australian (44%) respondents. Similar proportions of international and Australian respondents used the student centre/administration. Most of the other support services were used by less than half of both international and Australian respondents.

There were many differences between services used by international respondents and Australian respondents. Overall, compared to Australian respondents, international respondents were more likely to take advantage of the support services offered by the institution.

Health and medical services provided by an institution were used significantly more often by international respondents (60%) than Australian respondents (8%). While this is reasonable given health insurance for international respondents is mandatory as a part of their visa application, the underlying reasons for Australian respondents not taking advantage of this service are not so clear. The least-used services included financial advice services (15% international and 8% Australian respondents) and help to become involved in community activities (16% international and 7% Australian respondents).

Figure 11: Support services used by students



Base: All VET respondents.
 Please tick the support services you have used through your education institution in the first column below.

Table 9 on the following page outlines ratings of the usefulness of each of the support services provided by institutions by respondents who used them. It is important to note that this information provides the degree of perceived usefulness by users. It does not account for those who may not have used the service and therefore do not perceive it to be of use.

Table 9: Support services used by students and rated usefulness

Support services you have used at your current college	Rating of usefulness of service							
	International students who have used service				Australian students who have used service			
	N=	% Very useful	% Useful	% Not useful	N=	Very useful	% Useful	% Not useful
Induction or orientation program	1123	37%	55%	8%	194	25%	59%	15%
Accommodation services	541	41%	50%	9%	27	52%	44%	4%
Health (medical) services	1146	43%	49%	8%	31	48%	45%	6%
Religious support services	317	53%	38%	9%	24	71%	25%	4%
Student employment services	523	38%	45%	17%	73	34%	49%	16%
Help to become involved in community activities	287	38%	49%	13%	25	68%	32%	0%
Social activities organised by the education institution	390	35%	56%	8%	58	53%	34%	12%
Financial advice services	254	41%	48%	11%	31	39%	48%	13%
Counselling services	393	46%	47%	7%	38	55%	39%	5%
Library	1249	60%	35%	6%	314	44%	49%	7%
Student centre/administration	815	38%	55%	7%	202	38%	54%	7%
Student association	314	36%	52%	12%	39	41%	41%	18%
Study skills support classes	508	42%	48%	10%	37	49%	46%	5%
English classes (e.g. English for Academic Purposes)	640	53%	40%	7%	16	44%	38%	19%
Career advisory service	312	42%	48%	10%	54	37%	46%	17%
International student adviser	719	48%	43%	10%	NA	NA	NA	NA
International office	688	44%	46%	10%	NA	NA	NA	NA
International students 'friendship program' or 'mentoring program' or 'buddy' or 'access' program	232	45%	42%	13%	NA	NA	NA	NA

Base: All VET respondents.

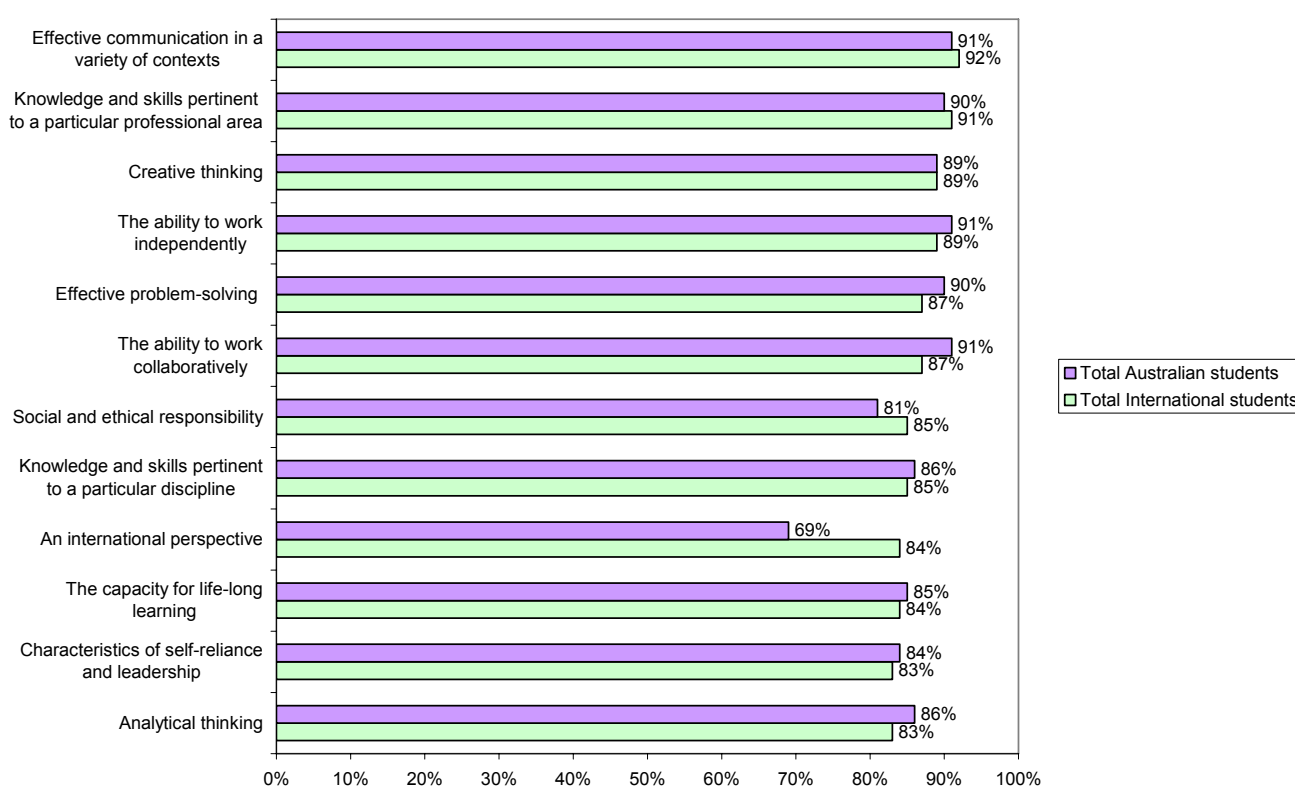
How useful have you found each of the support services you have used?

From the focus groups of international students, it was found that orientation programs on campus were felt to be an excellent way to introduce new students to the campus, explain services and encourage students to develop networks and friendships. However, visa delays resulted in several students missing out on the orientation week. Some also complained that the orientation program only introduced them to other international students and did not really help them to make contact with Australian students.

4.2 Skill development

With regard to developing particular skills during the course, such as effective communication, creative thinking, effective problem solving etc, all skills were seen as either important or very important by the majority of respondents. As outlined in Figure 12, there is minimal difference between international and Australian respondents' views on the importance of the development of these skills. The only point of note is that fewer Australian respondents than international respondents believed that an international perspective was important (69% compared to 84% respectively).

Figure 12: Importance of developing various skills during course (% important/very important)



Base: All VET respondents.

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

Before starting their course, 70% of international respondents believed their English was up to the level required to undertake their studies, and 23% reported that they were in need of formal training in English and subsequently received it. Five per cent of international students needed further training but received it later than they required, and only 1% indicated that they required further training and did not receive it.

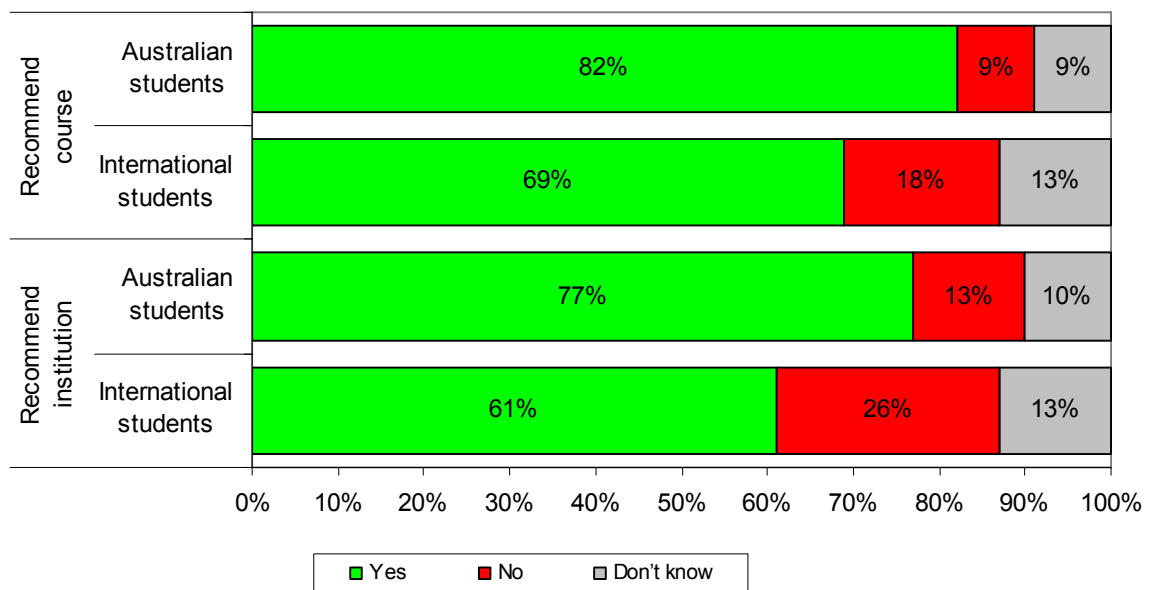
4.3 Willingness to recommend study in Australia

The majority of international VET respondents (87%) indicated that they would recommend studying in Australia to friends and family.

When looking at the propensity to recommend studying in Australia, differences were observed between respondents depending on their country of permanent residence. Nearly all of respondents from Other South-East Asian countries (95%), India (93%) and Other Southern and Central Asian countries (91%) stated they would recommend studying in Australia. Approximately three-quarters of students from Japan (74%), Hong Kong (77%) and Korea (80%) said they would recommend studying in Australia. However, a small number of respondents from these countries (14%, 12% and 13% respectively) stated that they would not recommend studying in Australia.

As to the willingness of respondents to recommend the education institution at which they were studying, Australian respondents were more likely to recommend their institution than international respondents (77% and 61% respectively). Twenty six per cent of international respondents reported they would not recommend the education institution and 13% did not know. In comparison only 13% of Australian respondents would not recommend the education institution and 10% did not know if they would recommend it to others. See Figure 13.

Figure 13: Willingness to recommend course and education institution



Base: All respondents: international students n=2177, Australian students n=501.
Would you recommend the following to friends or family? (Tick only one box per row) The education institution you are attending/The course you are completing.

International respondents from Japan (30%), Hong Kong (33%) and Korea (35%) were most likely to state they would not recommend their institution. For international respondents whose first choice of study destination had not been Australia, only 51% would recommend the education institution compared to 62% of those for whom Australia was the first choice.

More positive were the results relating to recommending the student's course, with the majority of Australian (82%) and international respondents (69%) stating they would recommend their course. Australian respondents in general were more willing to recommend the course, as highlighted in Figure 13. Eighty three per cent of respondents from North and South America would recommend their course.

A significant proportion of international respondents from Japan (26%), Hong Kong (26%), Korea (25%) and China (22%) would not recommend the course they were completing. The relatively high proportion of international respondents who would not recommend their course or institution is of some concern given the importance of personal recommendations as a source of influence.

In 1999, only 6% of international VET students stated they would not recommend their course provider to others. In 2006, the proportion was higher with 18% stating that they would not recommend the institution at which they were studying.

For most VET respondents, studying in Australia was a very positive experience and many respondents considered that their current studies would be helpful in getting a good job.

On the whole, there were high levels of satisfaction with a wide range of education delivery aspects. However, food outlets, the cost of the course and lack of sporting facilities were sources of some dissatisfaction.

While the majority of international respondents would recommend the overall experience of studying in Australia, Australian respondents were more likely to recommend both the course they were completing and the educational institution.

5. Living in Australia

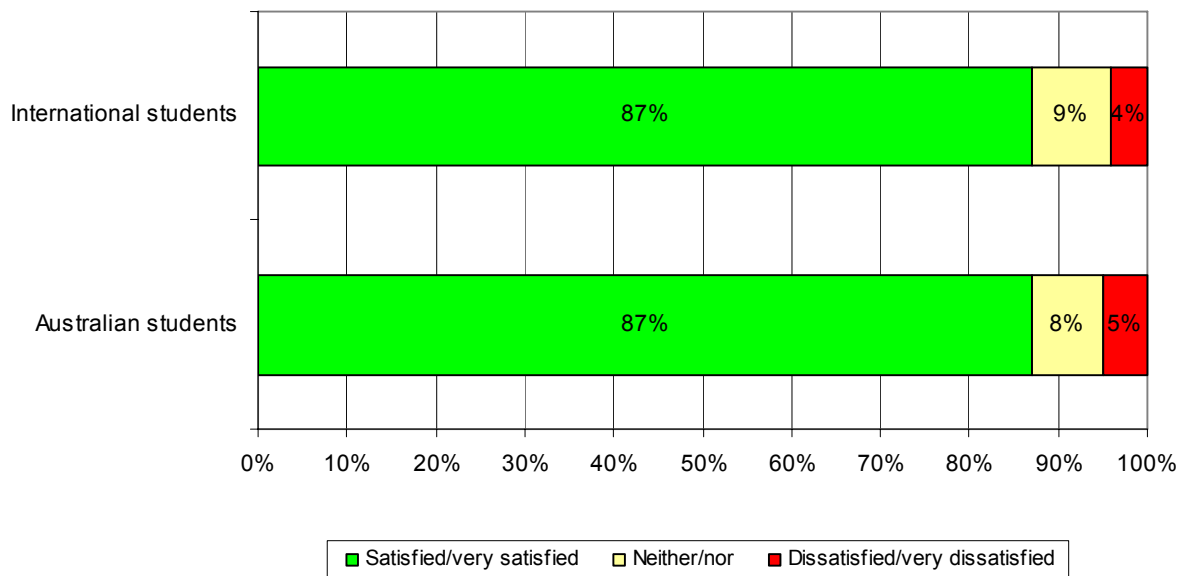
Objective 2 (Part B): Measure VET students' level of satisfaction with accommodation, work, social integration and overall satisfaction with their stay in Australia.

This section details findings regarding VET students' overall satisfaction with living in Australia and satisfaction with their educational experience and the associated services provided by institutions.

5.1 Overall satisfaction with living in Australia

VET respondents experienced a high level of satisfaction with their overall experience in Australia. The majority of both international (87%) and Australian (87%) respondents were *satisfied* or *very satisfied* with their living experiences in Australia.

Figure 14: Satisfaction among VET students with living in Australia

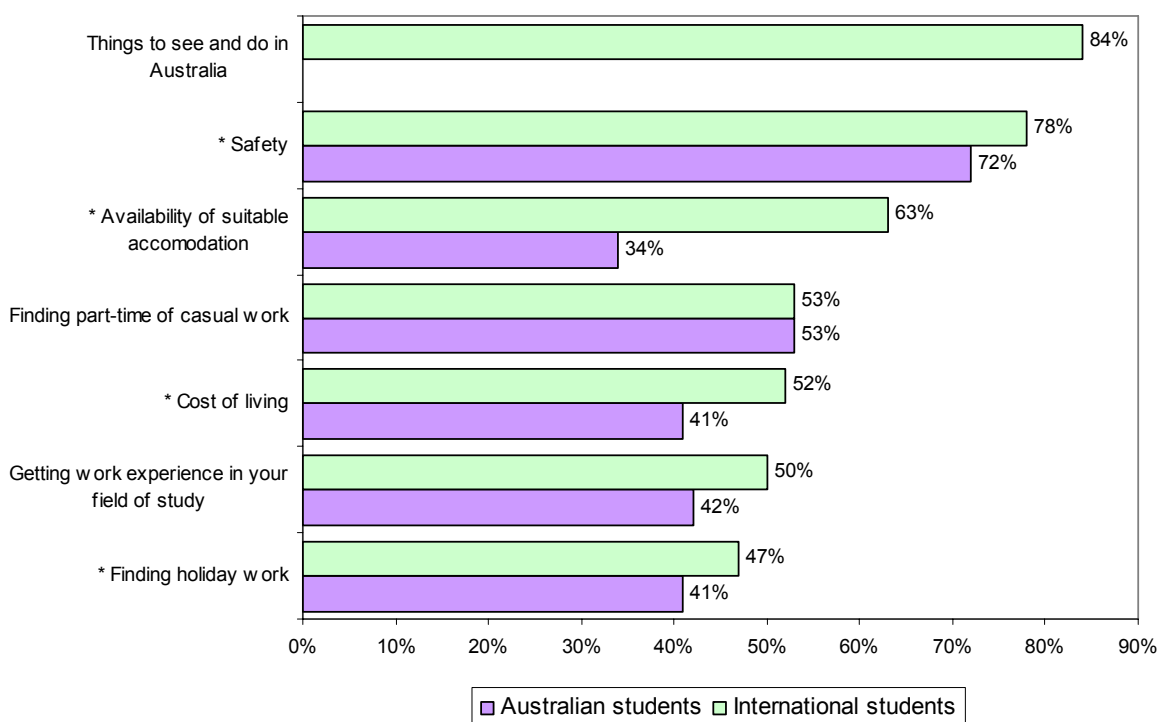


Base: All respondents international students n=2337, Australian students n=496.
 (International Q32b)/(Australian Q28b) Overall, how satisfied are you with living in Australia?

North and South American and European respondents were the most satisfied with their stay, with 97% and 96% respectively stating that they were satisfied/very satisfied. The international respondents less likely to report being satisfied/very satisfied were from Hong Kong (70%), Korea (80%) and Japan (75%).

Seventy eight per cent of international VET respondents were satisfied/very satisfied with the level of safety in Australia as were 72% of Australian respondents. Similar results were found in the 1999 study with four out of five respondents reporting Australia was a safe place to live and study.

Figure 15: Satisfaction among VET students with specific elements of living in Australia (% satisfied/very satisfied)



* Denotes that the difference in proportion of international students versus Australian students is statistically significant.
 Base: All respondents international students n=2357, Australian students n=496.
 (International Q32a.2) How satisfied are you with each of the following aspects of living in Australia? (Tick only one box per row)

The availability of suitable accommodation was of some concern for international respondents with only 63% satisfied/very satisfied with this aspect of living in Australia.

Just over half of international respondents were satisfied/very satisfied with the cost of living; this was a decrease on the result from the 1999 study which reported 57% of respondents being satisfied/very satisfied with the cost of living.

International students were asked how satisfied they were with things to see and do. Figure 15 shows 84% indicated they were satisfied or very satisfied. This is an improvement on the previous research of 1999 which reported only 72% of international students were very satisfied or satisfied with things to see and do. Japanese respondents had a significantly lower than the average for all respondents with just 62% satisfied/very satisfied with things to see and do.

Refer to Section 7 for additional findings from further analysis of VET students' overall satisfaction.

5.2 Life in Australia

5.2.1 Accommodation and living conditions

The majority of Australian respondents (80%) lived in a house or apartment by themselves or with other family members. This was also the most common form of living arrangement for international respondents (34%). Thirty two per cent of international respondents shared a house/apartment with other international students, while 8% lived in home-stay accommodation with an Australian family not related to them. Ten per cent of international respondents and 2% of Australian respondents lived in a student residence (hall or college) on or near campus.

Table 10: Type of student accommodation during studies

Type of student accommodation	Total	
	International students n=2276	Australian students n=499
Student residence (hall or college) on or near campus	10%	2%
Home-stay or with an Australian family not related to you	8%	NA
House/apartment by yourself or with other members of your family	34%	80%
House/apartment shared with international students only	32%	2%
House/apartment shared with students from Australia only	2%	5%
House/apartment shared with Australian and international students	12%	2%
Share with friends	2%	3%
Share with/live with partner/spouse	1%	1%
Other	1%	2%

Base: All respondents.

(International Q25). Where have you mostly lived while doing your current studies? (Tick only one box).

Qualitative research revealed that international VET students wanted assurance that they had a safe and convenient place to stay on arrival in Australia. Most VET institutions were able to help students find short-term accommodation in colleges, hostels and private homes. However, the bigger challenge for students was finding affordable accommodation for the duration of their stay. International students indicated experiencing difficulties finding rental accommodation without references, furniture, and contacts within the Australian community. Colleges were considered too expensive, and home-stays too restrictive.

“I stayed in the college for the first few weeks, which was good, but it’s very expensive, so you have to find something else.”

“I did a home-stay for a bit. It was miles away, though, and to get meals I always had to be there at a certain time.”

5.2.2 Work

Sixty eight per cent of international respondents and 72% of Australian respondents had a paid job in 2006. While international students were limited to only 20 hours work per week (an issue that was raised frequently during the qualitative component of the research), 43% of Australian respondents were working more than 20 hours a week. See Table 11.

Table 11: Hours worked per week during term time

Hours worked per week in term time	Total	
	International students n=1544	Australian students n=349
None	3% *	5%
5 hours or less per week	4% *	8%
6 to 10 hours per week	11%	14%
11 to 15 hours per week	24% *	14%
16 to 20 hours per week	59% *	17%
More than 20 hours per week	0%	43%

* Indicates significant difference between international students and Australian students to the 90% confidence level.

Note that rounding errors account for column percentages not adding to exactly 100%.

Base: All VET respondents.

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

A key source of frustration for international students was the limit of 20 hours per week for paid work. The limit on work hours also made it difficult for students to get job placements and internships.

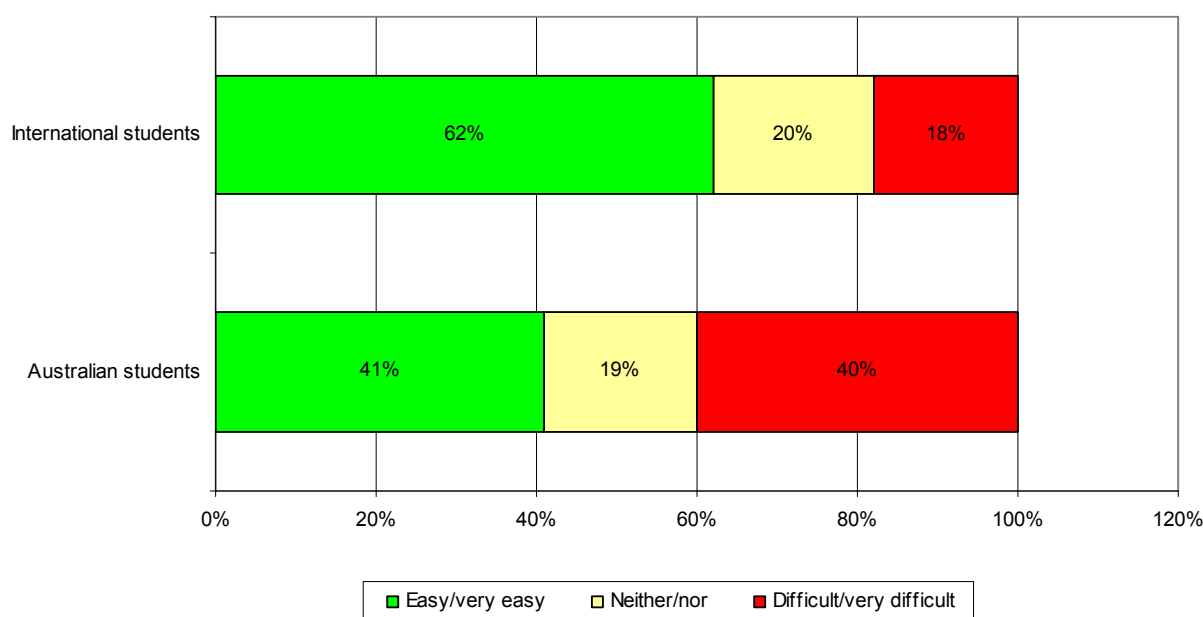
“When I started carpentry the teacher told me that I can’t (work) continuously because I’m not a local. I couldn’t continue the course, but my visa won’t support it full time.”

“Not being able to work full time interferes with getting internships. Companies don’t take you for work experience if you can’t.”

In 1999, the proportion of VET respondents who worked was 46% compared to 68% in 2006, a significant increase, which reinforces the importance of employment services offered to students.

As seen in Figure 16 on the following page, Australian respondents found balancing work with study difficult or very difficult when compared to international respondents (40% compared to 18% respectively).

Figure 16: Ease of balancing work and study



Base: All international student respondents, n=1447.

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

Thirty four per cent of international and 36% of Australian respondents tried to get a part-time job in 2006. Thirty per cent of international students and 22% of Australian students could not find one. Table 12 lists the top five reasons why respondents were unsuccessful in obtaining a job (note that these questions were open ended). The main reason for both Australian and international respondents were no experience/no work experience (32% and 17% respectively).

Table 12: Main reason for not getting a job; although tried to get one

Top five reasons for not getting a job	Total	
	International students n=216	Australian students n=47
No experience/work experience	17%	32%
Too busy/no time/timetable will not allow/study workload	15%	23%
No jobs available	10%	11%
Language problem/lack of fluency with English	8%	2%
Concentrating on studies	6%	4%
Never hear back from my applications	6%	2%

Base: Those who tried to get a job.

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).

Note: percentage may not add to 100% due to rounding.

Nine per cent of international respondents said that not being able to work more than 20 hours a week was a deterrent for employers. A further 8% stated they did not have a work visa or the correct visa to allow them to work and 6% said that employers did not want international students and preferred local students. Again, this indicates that the work limits attached to student visas makes it difficult for international students to obtain part-time work in order to support themselves.

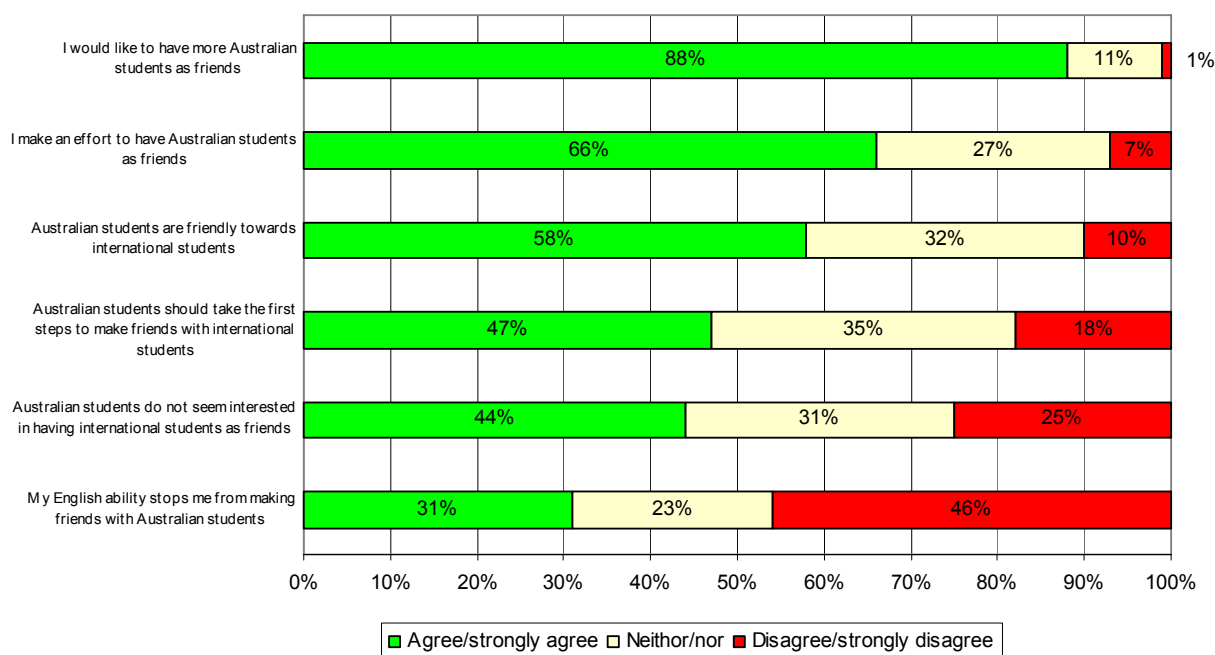
The qualitative research also reflected the disappointment of international students with the lack of opportunities to gain work, particularly professional work experience, during the course and after graduation. A greater availability of careers advisory services to help students find professional employment, here or in their home country, may add to the appeal of studying in Australia.

5.2.3 Respect and courtesy

Overall, Australian respondents were more likely to feel they were treated with respect and courtesy than international respondents. The only exception to this was that a lower proportion of Australian respondents agreed that international students treat them with respect compared to international respondents agreeing that Australian students treat them with respect.

As shown in Figure 17, almost all international VET respondents (88%) would like to have more Australians as friends. Forty four per cent of international respondents believed that Australians did not seem to want international students as friends. This was felt most among Korean (45%), Chinese (42%) and Thai respondents (41%) but not so much by European and North and South American respondents (19% and 18% respectively). Although 58% of international respondents agreed that Australians were very friendly towards international students, it was significantly lower for Thai (39%) and Korean (42%) respondents.

Figure 17: International VET students making friends in Australia



Base: All international VET respondents. Here are some statements about making friends with Australians. Please indicate your level of agreement or disagreement with each statement. Agree = agree/strongly agree, disagree=disagree/strongly disagree.

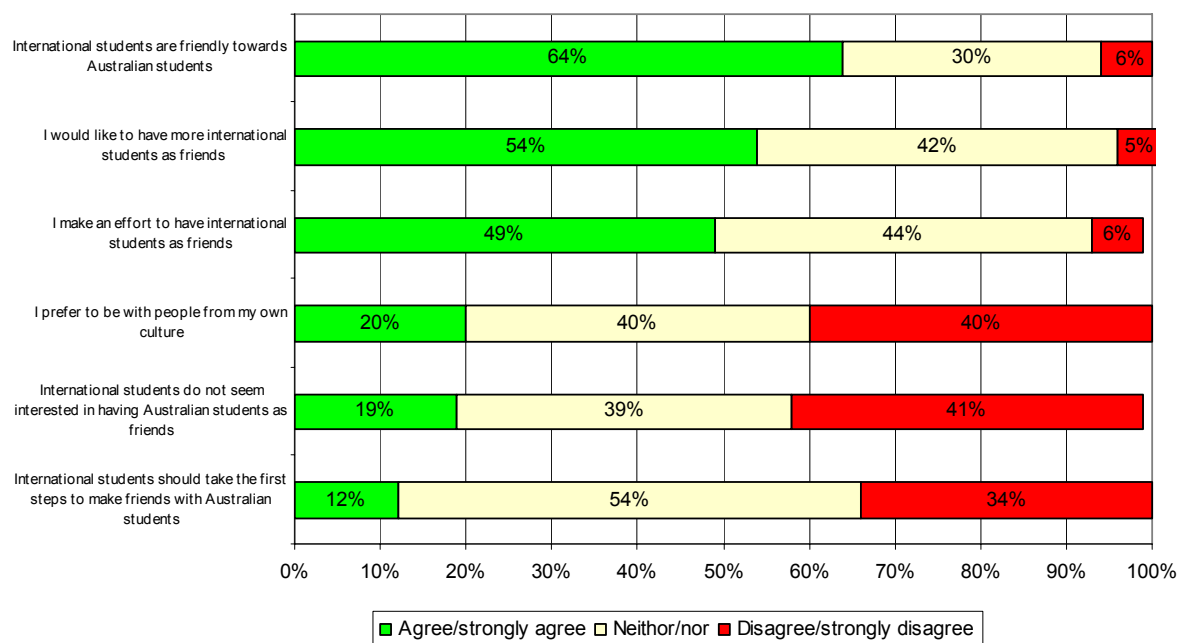
Forty six per cent of international respondents believed that their ability to speak English was directly related to their ability to make Australian friends. Again, more respondents from Hong Kong, China and Korea felt this way (50%, 49% and 50% respectively) than European respondents (14%).

When it came to making an effort to make friends with Australians, 66% of all international VET respondents agreed they make an effort. More Indian respondents (73%) reported making an effort to make friends than Japanese respondents (54%). Forty seven per cent felt that Australian students should take the first step to make friends with international students.

Australian respondents were asked a similar series of questions about making friends. As Figure 18 shows, 49% of all Australian VET respondents felt they made an effort to have international students as friends. This is considerably lower than the related statement for international students (66%) – see Figure 17.

Sixty four per cent of Australian respondents agreed that international VET students were friendly towards them and only 19% felt that international students did not seem interested in having Australian students as friends. Fifty four per cent of Australian respondents would like to have more international students as friends.

Figure 18: Australian VET students making friends

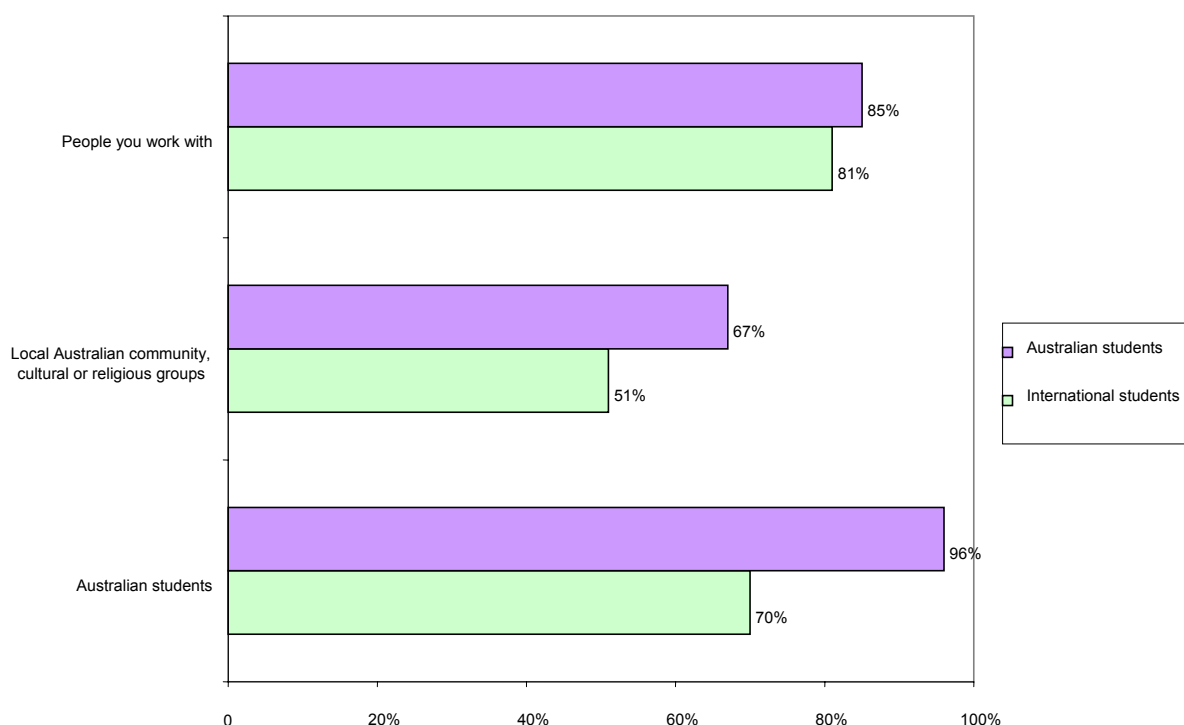


Base: All Australian VET student respondents. Here are some statements about making friends with international students. Please indicate your level of agreement or disagreement with each statement.

Figure 19 shows the majority of VET respondents made close friends with people they work with (85% of Australian respondents and 81% of international respondents). International respondents were most likely to have close friends with whom they worked compared to other groups (51% local Australian community, cultural or religious groups and 70% Australian students). Not surprisingly, Australian respondents were more likely to have more friends in all groups.

Time spent with Australians was also relatively low, with 12% of respondents often spending time with their Aussie friends, compared to an average of 28% often spending time with other international students. Study habits were similar; a large portion of respondents (88%) often or sometimes studied with other international students and 82% studied with students from their own country.

Figure 19: Close friends in Australia



Base: All VET respondents. How many close friends do you have from the following groups of people in Australia?

Sixty eight per cent of Australian respondents regarded international students as an asset in the classroom by offering global perspectives and diverse opinions to discussion. Two-thirds of Australian respondents see the opportunity via international students to create networks around the world and many also see the potential benefit from learning about new cultures (79%) and making new friends (73%). Forty per cent of Australian respondents did not think that working on projects with international students was difficult but 28% of Australian respondents did. Eighteen per cent believed that lecturers took too long to explain simple concepts for the benefit of international students and 13% felt that course content was simplified to accommodate international students.

It appears from both international and Australian VET respondents' perspectives that there is a greater need for social integration. This also came through very strongly in the qualitative research.

Many international students felt that Australian students lacked the maturity, patience and interest in forming friendships with overseas students, particularly those from non-English speaking countries.

“The Aussie students aren’t racist, but they’re not keen to form friendships. Loneliness can be an issue.”

“Sometimes it is hard. Like my brother – he goes to financial studies and he isn’t reluctant to speak English but the problem is he is not quite as fast as other people and every time he wants to jump into a discussion it is too late ...”

“They’re nice, but they don’t really want to know you.”

Students often felt more isolated from the local community if they were enrolled in a course with a high proportion of international students. They admitted it was much easier to talk with students from their home country than it was to start up a conversation with a group of Australian students. So while it may be comforting initially to choose a course with a strong international contingency, being surrounded by other international students can limit opportunities for social and cultural integration into the broader community, and can evolve into a source of frustration.

“Most of the international students are Chinese so we can’t practise anything with them because in the Chinese group we just speak Chinese with each other.”

“The proportion of Australian students and overseas students is out of proportion basically. Sometimes you get more overseas students than local students.”

Australian students were also aware of a divide between local and international students. It can seem as if international students are not interested in getting to know local students and that they prefer to hang out with people from their own country. However, some admitted that they were reluctant to include international students in study groups and group presentations because of communication difficulties. There was also some evidence of cynicism and resentment among local students who believed that highly sought-after course places were given up to overseas fee-paying students, and that tutors wasted their class time explaining concepts or going over instructions to international students.

“Places going to higher-paying students, I think that’s an issue.”

“It’s good to see different cultures. But it’s hard to watch the teacher explain it. Time- wasting for those who know what the teacher is explaining.”

“Australians are up the back. International up front.”

“There’s a pub across the road. We go there. We invite different cultures to come with us. They don’t come. They’d rather study.”

While safety remains a major drawcard for Australia as a destination for international students, there are concerns regarding the cost of living, which is exacerbated by the visa restrictions on working.

The 20-hour work week limit also has implications for the capacity for international students to make friends as it is work colleagues with whom international students are most likely to establish friendly relations.

Social integration remains a major issue for international students; much of this appears to be based on communication and language issues.

6. Future career plans and aspirations

Objective 3: Ascertain the future career plans and aspirations of international and Australian VET students.

This section covers details of students' intentions after completing their VET course, including future study, and for international students, their plans for living permanently in Australia.

Many international respondents began their current studies having already completed one or more previous courses of study. Before taking their current course, 31% of international students had completed secondary school, 17% foundation studies, 43% an ELICOS course, and 30% had been awarded a VET certificate (I, II, III or IV). Twenty six per cent of international students had completed a diploma and 13% a bachelor degree.

As Table 13 shows, 43% of international VET students intended to enrol in further study, 36% planned to find a job, 11% wanted to travel or have extended time off, and 6% had no plans for the future. Of the Australian students, 35% were planning to enrol in further study, 43% find a job and 11% travel or have extended time off.

Table 13: VET respondents plans upon completion of current course

Plans upon completion	Total	
	International students n=2243	Australian students n=492
Enrol in further studies	43%	35%
Find a job	36%	43%
Travel or have extended time off	11%	11%
I have no plans for the future	6%	5%
Other	4%	6%

Note: percentage may not add to 100% due to rounding.

Base (refer to column headings)

(International Q36a)/ (Australian Q30a) Immediately after you complete your current course, what is the next thing you are most likely to do? (Tick one box only).

Table 14 shows that 57% of all international VET respondents who planned further study indicated that they would study at a different institution within Australia, while 58% of Australian respondents planned to study at the same Australian institution. It is likely that the high proportion of international respondents intending to continue with further study at another institution were using VET as a precursor to university studies within Australia.

Table 14: VET respondents place of planned further studies

Place of planned further studies	Total	
	International students n=947	Australian students n=165
At the same institution in Australia	37%	58%
At a different institution in Australia	57%	38%
In your home country	3%	NA
In another country overseas	3%	4%
Other	1%	NA

Note: percentage may not add to 100% due to rounding.
 Base: All VET respondents planning to enrol in further study.
 (International Q36b) Where are you planning to enrol for further studies?

The top areas of intended study, listed in Table 15, were predominantly business courses. Thirty eight per cent of international VET respondents and 40% of Australian respondents said they intended to enrol in business-related studies in the future. Australian respondents were far less likely to enrol in hospitality courses than international respondents.

Table 15: Intended areas of study

Vocational area	International students n=863	Australian students n=154
Business studies/accounting/commerce	38%	40%
Hospitality/tourism/hotel management/cooking	23%	9%
Computing/IT/computer science	6%	5%
Science/engineering	6%	3%
Design/art and design/graphic art/design/ multimedia	5%	5%
Law/legal studies	2%	3%

Base: All VET respondents planning to enrol in further study.
 (International Q36c) Please specify what will be your main course of study (e.g., Law, Business Studies, Science etc.)?

Table 16 shows that 81% of international respondents planned to find a job in Australia when they completed their course, whereas 94% of Australian respondents planned to stay in Australia to work; with only 3% of Australians indicating they would seek employment overseas.

Table 16: Country planning to find a job in

Country planning to find a job in	International students n=765	Australian students n=196
Australia	81%	94%
Your home country (international students)	13%	NA
Another country overseas	5%	3%
Other	1%	2%
Don't know	1%	1%

Percentages may not add to 100 due to rounding.

Base: International and Australian VET respondents planning to find a job.

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

Results of the qualitative research further illustrated the issue of international students working in Australia. While there was a high level of interest in extending their stay to gain work experience in their chosen field, the opportunities to do so were considered limited. This was a key source of disappointment for some students. Without at least a year or two of work experience, students feared that they would struggle to launch a career in their home country. A degree on its own was not considered sufficient to stand out in the job market, particularly in Asia.

As shown in Table 17 on the following page, for those respondents who were planning to find a job after the completion of their studies, 22% of international VET respondents intended to work in their own business and 15% intended to be self-employed/contract work. When compared to Australian respondents the proportions were lower with 8% expecting to work in their own business and 7% expecting to be self employed/contract work. The most common sector that both international and Australian respondents were likely to work in was 'other private company' (34% and 39% respectively).

Table 17: Sector likely to work in

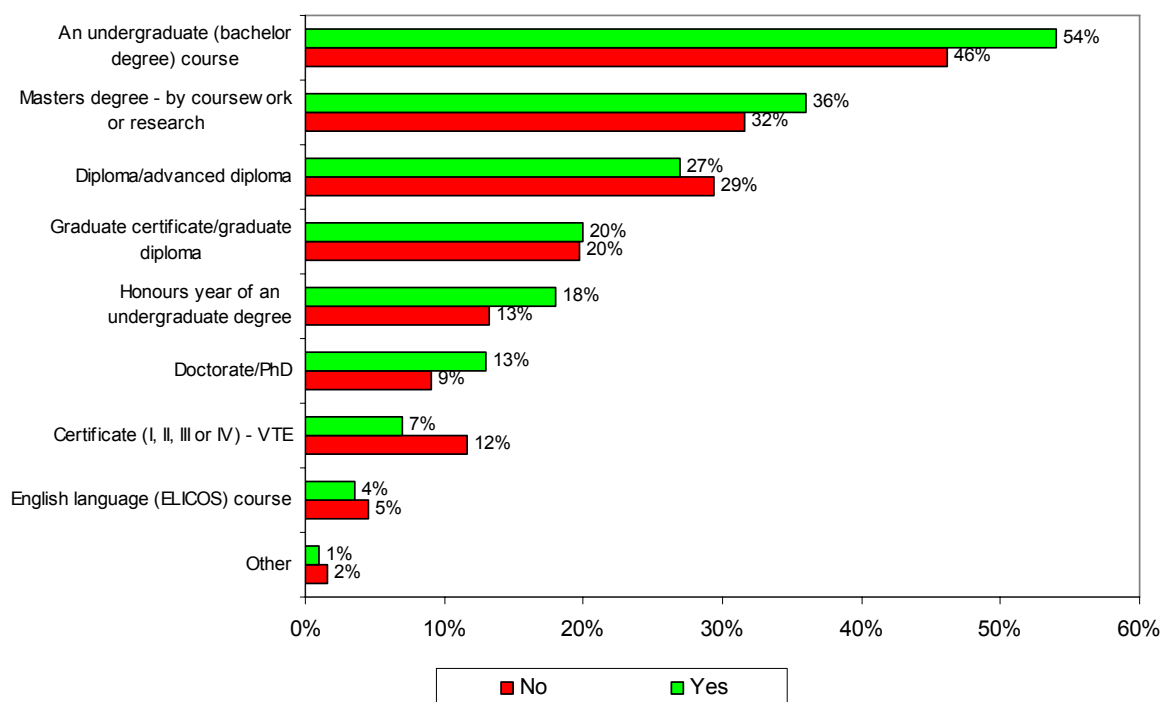
Sector likely to work in	Total	
	International students n=667	Australian students n=165
Your own business	22%	8%
Self-employment/contract work	15%	7%
Family business	4%	1%
Other private company	34%	39%
Public/Government	13%	16%
Don't know	12%	29%

Base: International and Australian VET respondents.
 (International Q36 e) Once you complete your current course, where are you likely to work? (Tick one box only).

Interest in making Australia home was much stronger in 2006 with 73% of international VET respondents seeking permanent residency; of these 69% planned to apply for permanent residency and 4% had already applied. As Figure 20 shows, 57% of students who plan to complete a bachelor degree also plan to apply/have already applied for permanent residency.

In 1999, about 20% of respondents indicated that they were planning to apply or had already applied for permanent residence in Australia (note that this figure refers to all international students surveyed as opposed to VET only).

Figure 20: Type of course planned for future study and permanent residency intention



Base: n=1352.
 Q33c (International) Please indicate which course(s) you are planning to study in the future in Australia, if any. (Tick as many as you like). (International 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 or have already applied. No = you are not planning to apply.

Respondents aged over 30 years were more likely to seek permanent residency compared to respondents aged under 30 years (78% versus 73%). Large proportions of respondents from India (82%) and China (81%) had either applied for permanent residency or intended to do so within the next three years. Respondents from Japan (44%) and North and South American countries (40%) were less likely to be intending to migrate.

Table 18: Plans to apply for permanent residency

Plans to apply for permanent residency	Total n=2315
Yes, you are planning to apply	69%
Yes, you have already applied	4%
No, you are not planning to apply	27%

Base: International respondents.

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

In summary, a large number of international VET respondents intend to extend their stay in Australia, either to continue studying, to find a job or to settle permanently in Australia.

While many of the Australian respondents indicated they were planning on studying at the same institution, international students were more likely to further their study at a different institution. The common areas of study for both international and Australian respondents intending on furthering their education were business studies, accounting, hospitality and computing.

All Australian respondents and the majority of international respondents who were intending to look for a job reported that they intended to do so in Australia. International students felt that the number of hours they were permitted to work affected their work experience opportunities resulting in a feeling that it was difficult to obtain relevant work experience particularly in their chosen field.

Many international respondents showed an interest in staying in Australia permanently, with a higher proportion of respondents reporting that they had already applied for, or intended to apply for, permanent residency than had in previous similar surveys.

7. Overall satisfaction with stay in Australia

Multivariate analysis was used to derive key variables and explore their relationship to their overall satisfaction with students' stay in Australia, referred to as 'Overall Stay Satisfaction'.

This section should be read in conjunction with the technical details in Appendices D to G.

Questions relating to particular aspects of student experiences for both international and Australian students were identified within the respective questionnaires and combined into logical groups to form scale measures for certain experience attributes. For example, Overall Stay Satisfaction, support services, college and course satisfaction, expense perceptions post-study commencement, home-stay satisfaction, plus many more. (Refer to composite measures and their scale items in Appendix E.)

Analysis was also conducted to reveal key drivers of Overall Stay Satisfaction for both international and Australian students. A comparison of key drivers between these student groups was examined. The following is a summary of the analysis conducted.

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

Overall Stay Satisfaction is the measure of students' 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 G for full correlation matrix). Table 19 shows a list of correlation coefficients (Pearson's r) 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.

Table 19: International student correlation of composite variables to Overall Stay Satisfaction

International students			
Composite variable	Overall Stay Satisfaction	Pre-arrival or post arrival measures	Strength of correlation
Expense perceptions post-arrival	0.50	Post	Strong
College and course satisfaction	0.48	Post	
Visa process satisfaction	0.48	Pre	
Information pre-arrival	0.47	Pre	
Course outcome satisfaction	0.29	Post	Moderate
Agent service	0.29	Pre	
Support services	0.28	Post	
Had Australian friends	0.27	Post	
Australian lifestyle	0.25	Pre	
Australian attitudes towards students	0.23	Post	
Attitudes towards Australians	0.21	Pre	Weak
Worked while stay in Australia	0.18	Post	
Connection to Australia	0.18	Pre	
Permanent residency intentions	0.11	Post	
Study future	0.04	Post	
Lived with internationals	0.02	Post	
Lived with Australians	- 0.01	Post	
Expense perceptions pre-arrival	- 0.02	Pre	
Work future	- 0.04	Post	

Red category variables have correlation coefficients below 0.2 (weakly correlated).
Yellow category variables have correlation coefficients between 0.2 and 0.3 (Moderate correlation).
Green category variables are strongly correlated (0.3+).

The results of the preliminary analysis suggest that some of the major factors contributing to Overall Stay Satisfaction for international VET respondents were related to:

- their experience of the cost of studying in Australia (living and course costs)
- college and course satisfaction
- visa process satisfaction
- pre-arrival information.

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

Secondary factors relating to Overall Stay Satisfaction were:

- course outcome satisfaction;
- agent service;
- support services;
- had Australian friends;
- Australian lifestyle (pre-arrival expectations); and
- Australian attitudes towards students.

The correlation matrix 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 Overall Stay Satisfaction.

7.1.2 Australian students

A simple correlation matrix was also constructed for Australian students using all the variables in the initial examination of inter-correlation and exploring the relationship to Overall Stay Satisfaction (refer to Appendix G for full correlation matrix). Table 20 shows a list of correlation coefficient (Pearson’s r) for all variables as they relate to overall satisfaction for Australian students.

These preliminary results suggest that the main factors contributing to Overall Stay Satisfaction for Australian VET respondents are related to:

- their experience of the cost of studying (living and course costs); and
- course outcome satisfaction.

Compared to international respondents, Australian respondents’ overall satisfaction did not rely heavily on many factors other than costs and whether they believed their course would get them a good job.

Other factors such as support services or attitudes of other students towards them did not weigh in as heavily as they did for international respondents.

Table 20: Australian student correlation of composite variables to Overall Stay Satisfaction

Australian students			
Composite variable	Overall stay satisfaction	Pre or post arrival measures	Strength of correlation
Expense perceptions	0.60	Post	Strong
Course outcome satisfaction	0.29	Post	Moderate
Support services	0.17	Post	Weak
College and course satisfaction	0.17	Post	
International attitudes to me	0.06	Post	
Worked while stay in Australia	0.02	Post	
Study future	- 0.01	Post	
Had international friends	- 0.02	Post	
Lived with Australians	- 0.03	Post	
Attitudes towards international	- 0.06	Post	
Lived with internationals	- 0.07	Post	

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

Yellow category variables have correlation coefficients between 0.2 and 0.3 (Moderate correlation).

Green category variables are strongly correlated (0.3+).

NB: All Australian student variables are classed as post arrival as pre-arrival measures do not apply.

7.2 Regression analysis: Key drivers revealed

Stepwise regression⁵ was conducted separately on data relating to international students and Australian students. For international students, analysis was conducted using the post-arrival variables listed in Table 21, as independent variables, and the Overall Stay Satisfaction variable as the dependent variable.

Analysis for Australian students used post-study commencement variables, listed in Table 22, as the independent variable and Overall Stay Satisfaction as the dependent variable. In each case, Beta scores from regression analyses were used to form index values demonstrating the relative importance of the key drivers. A model of Overall Stay Satisfaction was derived from this analysis.

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

Table 21: List of post-arrival variables regressed to Overall Stay Satisfaction (International students)

International student variables	
1	Expense perceptions post-arrival
2	College and course satisfaction
3	Australian attitudes towards students
4	Had Australian friends
5	Course outcome satisfaction
6	Support services
7	PR intentions
8	Attitudes towards Australians
9	Work future
10	Lived with Australians

Table 22: List of post-study commencement variables regressed to Overall Stay Satisfaction (Australian students)

Australian student variables	
1	Expense perceptions post-study commencement
2	Course outcome satisfaction
3	Worked while stay in Australia
4	Attitudes towards international
5	College and course satisfaction
6	International attitudes to me
7	Support services
8	Lived with Australians
9	Lived with internationals

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

7.3 International students: Overall Stay Satisfaction model

Figure 17 summarises the output of the regression analysis listing the variables that contribute most to Overall Stay Satisfaction for international students. This model explained 40% of the variance (R square (Adjusted) = 0.40).

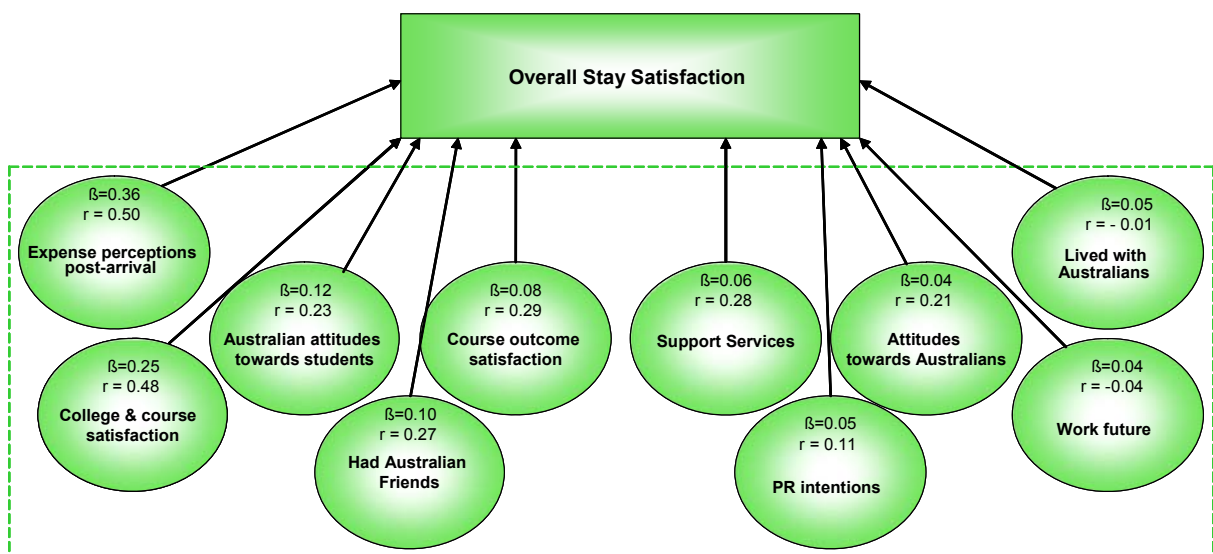
The variable, expense perceptions post-arrival, was the main driver of Overall Stay Satisfaction while satisfaction with the college and course placed a strong second. Both of these measures made the most

substantial contribution to the model's predictive power, compared to the remaining variables.

Performance of scale items underlying these two key measures should be monitored and maintained as high as possible.

It is also interesting to note that international respondents' beliefs about Australian attitudes towards them, whether they had any Australian friends and course outcome satisfaction are definite factors in Overall Stay Satisfaction. Of note, there is a minor negative relationship between living with Australians and Overall Stay Satisfaction, meaning that international VET students who have lived with Australians experience slightly lower levels of Overall Stay Satisfaction. Caution must be taken with interpretation of this result as it is not necessarily causal. There may be other related causes.

Figure 21: Regression model summary international students



β = standardised 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 Overall stay satisfaction outcome. Model variance explained: R Square (Adjusted) = 0.40

Performance of scale items behind the key measures should also be closely monitored and maintained as high as possible.

Table 23 lists the mean scores for each key attribute. The higher the score, the better the performance of that particular attribute.

Implications of these findings will be discussed in more detail in the following sections. However, if one were to verbalise the findings of the regression analysis from the international VET respondent's perspective, it is likely they would say:

"I am happiest with my stay if my expenses are as expected, and the VET institution I attend is of a high standard. The attitude of Australians toward me is important and making Australian friends matters a lot as well. It is also important that I believe that the VET course I am completing will help me get a good job in the future."

Table 23: Mean scores of key drivers of Overall Stay Satisfaction for international students

International students		
	Composite variables	Performance: Mean scores (1-10)
1	Expense perceptions post-arrival	6.56
2	College and course satisfaction	8.09
3	Australian attitudes towards students	7.79
4	Had Australian friends	5.68
5	Course outcome satisfaction	9.44
6	Support services	7.76
7	Permanent residency intentions	0.66
8	Attitudes towards Australians	7.97
9	Work future	0.25
10	Lived with Australians	0.18
Overall Stay Satisfaction		7.60

Base: All international VET respondents, n=2648.

The following sections relate directly to each of the key variables that contribute to Overall Stay Satisfaction. Note that only the top five attributes are reported in detail. The remaining attributes contribute relatively little to Overall Stay Satisfaction.

7.4 International students: 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 contributors 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.

7.4.1 Country of permanent residence

Table 24 lists mean scores for the drivers of overall satisfaction with stay in Australia. All key underlying attributes are included by country of permanent residence. Indian respondents recorded the highest in Overall Stay Satisfaction as well as expense perceptions post-arrival and perceived attitudes of Australians towards international students.

Table 24: Mean scores – Overall Stay Satisfaction and key attributes by country of permanent residence

				Top 5 drivers of Overall Stay Satisfaction				
	Country of permanent residence	Sample size n=	Overall Stay Satisfaction	Expense perceptions post-arrival	College and course satisfaction	Australian attitudes towards students	Had Australian friends	Course outcome satisfaction
1	China	327	8.13	6.51	7.88	7.81	5.54	9.25
2	India	274	8.77	7.57	8.36	7.99	5.99	9.57
3	South Korea	174	7.68	6.33	7.63	7.39	5.25	9.34
4	Thailand	170	8.06	6.76	8.05	7.58	5.14	9.51
5	Bangladesh	144	8.49	6.61	8.43	7.63	6.22	9.64
6	Hong Kong	130	7.40	6.03	7.50	7.69	5.21	9.18
7	Japan	121	7.62	5.57	7.27	7.57	5.27	8.99
8	Indonesia	120	8.25	6.30	7.85	7.63	5.63	9.80
9	Sri Lanka	72	8.42	6.63	8.71	7.85	6.10	9.70
10	Nepal	60	8.23	6.68	8.38	7.82	5.16	10.00

Legend	
1	Highest mean score
2	Second highest mean score
3	Third highest mean score

Base: All international VET respondents, n=2648.

Q4a. What is your home country, that is the country where your parents permanently live?

7.4.2 International students: Age

As highlighted in Table 25 there was little difference between age groups regarding Overall Stay Satisfaction. Only relatively small variations existed between age groups for key attributes.

Table 25: Mean scores – Overall Stay Satisfaction and key attributes by age

	Age range	Sample size n=	Overall stay satisfaction	Top 5 drivers of Overall Stay Satisfaction				
				Expense perceptions post-arrival	College and course satisfaction	Australian attitudes towards students	Had Australian friends	Course outcome satisfaction
1	16-21 years	717	8.24	6.59	8.14	7.83	5.65	9.38
2	22-25 years	751	8.31	6.66	8.09	7.76	5.82	9.50
3	26-30 years	467	8.24	6.48	8.06	7.80	5.62	9.52
4	30+ years	251	8.08	6.28	7.99	7.83	5.47	9.37
	Overall		8.24	6.55	8.09	7.80	5.68	9.45

Legend	
1	Highest mean score

Base: All international VET respondents, n=2276.
Q6 age_range. Age of respondent.

7.4.3 International students: Gender

There were some small differences in Overall Stay Satisfaction between males and females. Males had consistently higher satisfaction mean scores for the top five drivers of Overall Stay Satisfaction but the difference to females was not statistically significant.

Table 26: Mean scores – Overall Stay Satisfaction and key attributes by gender

	Gender	Sample size n=	Overall stay satisfaction	Top 5 drivers of Overall Stay Satisfaction				
				Expense perceptions post-arrival	College and course satisfaction	Australian attitudes towards students	Had Australian friends	Course outcome satisfaction
1	Males	1334	8.36	6.76	8.19	7.81	5.82	9.50
2	Females	969	8.09	6.27	7.93	7.76	5.49	9.34
	Overall		8.26	6.55	8.08	7.79	5.69	9.44

Legend	
1	Highest mean score

Base: All international VET respondents, n=2405.
Q5 Are you male or female? (Tick one box only)

7.4.4 International students: Expense perceptions post-arrival

International students' expense perceptions post-arrival were by far the variable that had the strongest influence on international VET respondents' Overall Stay Satisfaction in Australia. Table 27 is a summary of measures that were combined to form this variable and the individual performance of those measures. The overall attribute mean score is 6.55 out of a maximum score of 10.

Table 27: Satisfaction with expenses

Expense perceptions post-study commencement	Satisfied	Dissatisfied
How satisfied are you with each of the following aspects of living in Australia? (Tick only one box per row) – cost of living	52%	23%

Base: All international VET respondents, n=2,352.

Q32a How satisfied are you with the following aspects of living in Australia? (Tick one box per row)- Cost of living. Net 'satisfied or very satisfied, dissatisfied or very dissatisfied.

7.4.5 International students: Satisfaction with course and college

Satisfaction with the VET institution was the second most important driver of overall satisfaction with stay in Australia. The following is a summary of the scale measures and relative performance. The overall mean score was 8.09 indicating a high level of satisfaction among respondents.

As outlined in Table 28, in evaluating specific aspects of the college in which they studied, moderate to high numbers of international VET respondents were satisfied with education delivery aspects.

Table 28: Satisfaction with aspects of the VET institution

Aspects of course/institution	Satisfied (very or fairly)
Quality of education	80%
Methods of teaching	75%
Course content	75%
Quality of lectures	72%
Course assessment	72%
Range of subjects to choose from	71%
Commitment of staff	70%
Working on group projects	67%
Quality of small classes (e.g. laboratories, workshops, tutorials)	67%
Opportunities for one-on-one contact with academic staff	67%
Study workload	65%
Computer facilities	61%
Cost of course	47%
Food outlets/canteens	43%
Sporting facilities	30%

Base: All international VET respondents, n=2,392.

Q20a How satisfied are you with each of the following aspects of the institution at which you are studying?

Overall performance in most areas listed above is good despite there being no areas where over 80% of respondents were very satisfied or satisfied. Proportions of less than 90% very satisfied or satisfied generally indicate room for improvement. Most items listed above are management-related issues that do not require capital expenditure, as would be the case if improving computer facilities, quality sporting facilities or food outlets/canteens. Instead, many relate to quality control, curriculum and work practice standards.

A large proportion of respondents (81%) were satisfied/very satisfied with their overall VET course with only 5% dissatisfied/very dissatisfied, as shown in Table 29.

Table 29: Overall satisfaction with the VET course

Overall satisfaction with VET course	Satisfied	Dissatisfied
Overall, how satisfied are you with the course you are currently completing?	81%	5%

Base All international VET respondents, n=2,379.

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

Net *satisfied* or *very satisfied*, *dissatisfied* or *very dissatisfied*.

Willingness to recommend is an important measure of advocacy. Six in ten (61%) respondents indicated that they would recommend their VET institution but 26% said they would not. Sixty nine per cent of respondents said they would recommend their course, while only 18% stated they would not – refer to Table 30.

Table 30: Propensity to recommend the VET course and educational institution experience

Propensity to recommend	Yes, would recommend	No, would not recommend
Would you recommend the following to friends or family? – The education institution you are attending	61%	26%
Would you recommend the following to friends or family? – The course you are completing	69%	18%

Base All international VET respondents, n=2,177.

Q23.2 Would you recommend the following to friends or family? (Tick only one box per row) – The education institution you are attending. "Yes"/"No". Q23.3 Would you recommend the following to friends or family? (Tick only one box per row) – the course you are completing. "Yes"/"No"

Refer to Section 4.3 relating to the background and performance of these specific measures.

7.4.6 International students: Perception of Australian attitudes towards them

International students' beliefs about how they are perceived by Australians contribute significantly to their Overall Stay Satisfaction. This highlights the major social aspect of studying in Australia.

Table 31 is a summary of measures that were combined to form this variable, showing that 44% agreed with the statement that Australians do not seem interested in having international students as friends. However, 58% of respondents reported that Australians were friendly towards international students and 65% agreed that they had generally been treated with respect and courtesy by people in the Australian community (e.g. neighbours, shop assistants, and landlords). Seven in ten respondents (71%) reported that they were treated with respect by Australian students.

Table 31: Attitudes of Australians towards international students

Attitudes of Australians towards me	Agree	Disagree
Australians do not seem interested in having international students as friends	44%	25%
Australians are friendly towards international students	58%	11%
Treated with respect and courtesy	Yes	No
Australian students	65%	18%
People in the Australian community (e.g. neighbours, shop assistants, landlords)	71%	16%

Base: All international VET respondents, n= 2,327.

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). Net 'agree' or 'strongly agree'. Q30 Generally, have you been treated with respect and courtesy by each of the following groups during your stay in Australia? (Tick one box only for each group of people).

Section 5.2.3 contains further detail on issues to do with courtesy, respect and friendliness of Australians towards international students.

7.4.7 International students: Australian friends

Making Australian friends is also an important factor in Overall Stay Satisfaction. Table 32 shows the proportion of international VET respondents who have managed to make friends with other Australian students and Australians outside the institution they are attending. Seven in ten respondents (70%) had many or some Australian student friends, a lesser proportion (51%) had Australian friends outside the institution they were attending.

Table 32: Types of Australian friends

Types of friends	Many	Some	None	Total
Australian students	12%	58%	30%	100%
Australians who are not students	10%	41%	50%	100%

Base: All international VET respondents, n=2,367.

Q27. How many close friends in Australia do you have from each of the following groups of people?

Sixty eight per cent of respondents socialise often or sometimes with Australian students, while half (51%) do so with Australians who are not students, as highlighted in Table 33.

Table 33: Socialising with Australians

Socialising with Australians	Often	Sometimes	Never	Total
Social time with Australian students	12%	56%	33%	100%
Social time with local Australian community, cultural or religious groups	10%	41%	49%	100%

Base: All international VET respondents, n=2,362.

Q28 How often do you spend social time with each of the following groups of people in Australia?

Refer to Section 5.2.3 for more information on VET respondents making friends in Australia.

7.4.8 International students: Course outcome satisfaction

Seventy four per cent of international VET students believed that their course would help them get a good job when completed. This is an important aspect of Overall Stay Satisfaction.

Table 34: Course outcome satisfaction

Course outcome satisfaction	Yes, helpful	No, not helpful	Don't know	Total
Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?	74%	10%	17%	100%

Base: All international VET respondents, n=2,362.

Q24 Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?

7.5 International students: Overall performance summary table

Table 35 is a summary 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 35: International students – Overall summary of performance

Composite variable	Mean score	Beta index	Variable components	Component ratings
Expense perceptions post-arrival	6.56	35%	Expense perceptions post-arrival	Satisfied
			Q32a.7 How satisfied are you with each of the following aspects of living in Australia? – cost of living	51%
College and course satisfaction	8.09	24%	Aspects of course/institution	Satisfied
			Quality of education	80%
			Methods of teaching	75%
			Course content	75%
			Quality of lectures	73%
			Course assessment	71%
			Range of subjects to choose from	70%
			Commitment of staff	70%
			Working on group projects	67%
			Quality of small classes (e.g. laboratories, workshops, tutorials)	67%
			Opportunities for one-on-one contact with academic staff	67%
			Study workload	65%
			Computer facilities	61%
			Cost of course	48%
			Food outlets/canteens	43%
			Sporting facilities	30%
			Q23.2 Would you recommend the following to friends or family? – The education institution you are attending	61%
			Q23.3 Would you recommend the following to friends or family? – The course you are completing	69%
			Overall satisfaction with school experience	Satisfied
			Q28 Overall, how satisfied are you with your school experience in Australia?	81%
Australian attitudes towards students	7.79	11%	Treated with respect?	Yes
			Q30(1) Australian students	65%
			Q30(5) Treated with respect and courtesy by people in the Australian community (e.g. neighbours, shop assistants, landlords)	71%
			Australians attitudes towards students	Agree
			Q26(3) Australians are friendly towards international students	58%
			Q26(2) Australians do not seem interested in having international students as friends	44%
Had Australian friends	5.68	10%	Socialising with Australians	Often or sometimes
			Q28(1) Social time with Australian students	68%
			Q28(5) Social time with local Australian community, cultural or religious groups	51%
			Types of friends	Some or many
			Q27(1) Australian students	70%
			Q27(5) Australians who are not students	51%
Course outcome satisfaction	9.44	8%	Helpful in getting a job	Yes, helpful
			Q24 Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?	74%

For Beta scores:

Green = High influence on Overall Stay Satisfaction
Yellow = Medium influence on Overall Stay Satisfaction
Red = Lowest Influence on Overall Stay Satisfaction

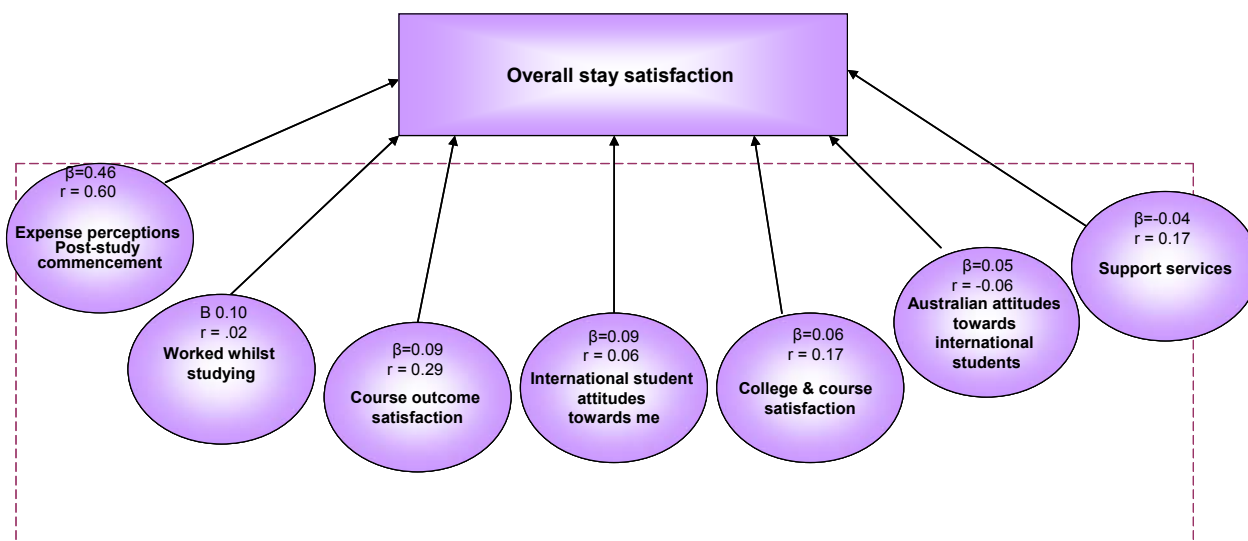
For component ratings:

Green = >60%
Yellow = 50% to 59%
Red = <50%

7.6 Australian students: Overall Stay Satisfaction model

Figure 22 summarises the output of the regression analysis listing the variables that contribute most to Overall Stay Satisfaction for Australian students. This model explained 29% of the variance (R square (Adjusted) = 0.29).

Figure 22: Regression model summary



β = standardised 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 Overall Stay Satisfaction outcome.

Model variance explained: R Square (Adjusted) = 0.29

The variable – expense perceptions post-study commencement – was the main driver of Overall Stay Satisfaction while ‘course outcome satisfaction’ and ‘worked while studying’ were the two major secondary drivers. Expense perceptions post-study commencement made the most substantial contribution to the model’s predictive power, compared to the remaining variables.

Attitudes towards international students and college and course satisfaction were also definite factors in Overall Stay Satisfaction. There was a minor negative relationship evident between support services and Overall Stay Satisfaction, meaning that Australian VET students who have used support services experienced slightly lower levels of Overall Stay Satisfaction.

Table 36 on the following page lists the mean scores for each key attribute. The higher the score, the better the performance of that particular attribute.

Table 36: Mean scores of key drivers of Overall Stay Satisfaction for Australian students

Australian students		
	Composite variables	Performance: Mean scores (1-10)
1	Expense perceptions post-study commencement	6.53
2	Course outcome satisfaction	9.70
3	Worked	n/a binary variable
4	Attitudes towards international	7.16
5	College and course satisfaction	8.48
6	International attitudes to me	7.35
7	Support services	7.47
Overall Stay Satisfaction		7.62

Base: All Australia VET respondents, n=510.

The following sections relate directly to each of the key variables that contribute to Overall Stay Satisfaction for Australian students. Note that only the top five attributes are reported in detail.

7.7 Australian students: Key drivers and demographic differences

Gender, visa type, and age variables were examined in the regression modelling process but were not found to be strong contributors 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.

7.7.1 Australian students: Age

As highlighted in Table 37, there was no significant difference between age groups regarding Overall Stay Satisfaction. Only relatively small variations existed between age groups for key attributes.

Table 37: Mean scores – Overall satisfaction and key attributes by age

	Age range	Sample size n=	Overall stay satisfaction	Top 5 drivers of Overall Stay Satisfaction				
				Expense perceptions post-commencement	Course outcome satisfaction	Worked	Attitudes towards international students	College and course satisfaction
1	16-21 years	250	7.66	6.44	9.71	n/a binary	7.17	8.34
2	22-25 years	75	7.69	6.73	9.66	n/a binary	7.22	8.43
3	26-30 years	60	7.43	6.48	9.64	n/a binary	7.22	8.59
4	31+ years	115	7.6	6.64	9.74	n/a binary	7.06	8.74
Overall			7.62	6.54	9.7	n/a binary	7.16	8.48

Base: All Australian VET respondents, n=500. Q5 age_range. Age of respondent

Legend	
1	Highest mean score

7.7.2 Australian students: Gender

There were some small differences in Overall Stay Satisfaction between males and females. Males had consistently higher satisfaction mean scores for the top five drivers of Overall Stay Satisfaction but the difference to females was not statistically significant.

Table 38: Mean scores – Overall stay satisfaction and key attributes by gender

Gender	Sample size n=	Overall stay satisfaction	Top 5 drivers of Overall Stay Satisfaction				
			Expense perceptions post-commencement	Course outcome satisfaction	Worked	Attitudes towards International students	College and course satisfaction
Males	185	8.35	6.75	9.73	n/a binary	7.19	8.56
Females	325	8.13	6.41	9.67	n/a binary	7.15	8.43
Overall		8.26	6.53	9.7	n/a binary	7.16	8.48

Base: All Australian VET respondents, n=510. Q4 Are you male or female? (Tick one box only)

Legend	
Highest mean score	

7.7.3 Australian students: Expense perceptions post-study commencement

This measure was by far the strongest influence on Australian VET respondents' Overall Stay Satisfaction in Australia. Table 39 is a summary of measures that were combined to form this variable and the individual performance of those measures. The overall attribute mean score is 6.6.

Table 39: Satisfaction with expenses

Expense perceptions post-study commencement	Satisfied	Dissatisfied
How satisfied are you with each of the following aspects of living in Australia? – Cost of living	41%	29%

Base: All Australian VET respondents, n=491.

Q28a.6 How satisfied are you with the following aspects of living in Australia? (Tick one box per row) - Cost of living. Net *satisfied* or *very satisfied*, *dissatisfied* or *very dissatisfied*.

While just over 40% of Australian VET respondents were satisfied with the cost of living in Australia, 29% were dissatisfied. Some of this dissatisfaction may be due to the fact that VET studies often coincide with moving out of the family home for the first time, and so the reality of the cost of living becomes apparent.

7.7.4 Australian students: Course outcome satisfaction

Eighty per cent of Australian VET respondents believed that their course would help them get a good job. Similar to international respondents, this is an important aspect of Overall Stay Satisfaction.

Table 40: Course outcome satisfaction

	Yes, helpful	No, not helpful	Don't know	Total
Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?	80%	5%	15%	100%

Base: All Australian VET respondents, n=500.

Q20 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).

7.7.5 Australian students: Working

Having a paid job also contributed to Overall Stay Satisfaction. Seventy two per cent of Australian respondents had a paid job in 2006 and 43% of Australian respondents were working more than 20 hours a week. Forty per cent of Australian respondents who were working reported that it was difficult or very difficult to balance work with study.

Thirty six per cent of Australian respondents did not get a part-time job, although they had tried to get one. The main reason given was they had no work experience (17%).

7.7.6 Australian students: Perception of international student attitudes towards them

Australian students' beliefs about how they are perceived by international students contribute somewhat to their Overall Stay Satisfaction. Table 41 is a summary of measures that were combined to form this variable, showing that only 19% of respondents agreed with the statement that international students do not seem interested in having Australian students as friends. In addition, 64% of respondents reported that international students were friendly towards Australian students and 79% agreed that they had generally been treated with respect and courtesy by international students.

Table 41: Attitudes of international students towards me

Attitudes of international students towards Australian students	Agree	Disagree
International students do not seem interested in having Australian students as friends	19%	41%
International students are friendly towards Australian students	64%	6%
Treated with respect	Yes	No
International students	79%	8%

Base: All Australian VET respondents, n= 501.

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). Net 'agree' or 'strongly agree'.

Section 5.2.3 provides further detail on issues to do with courtesy, respect and friendliness of international students towards Australian students.

7.7.7 Australian students: College and course satisfaction

Satisfaction with the VET institution and course was also a driver of Overall Stay Satisfaction. The overall mean score was 8.09 indicating a high level of satisfaction among respondents.

As outlined in Table 42, in evaluating specific aspects of the college in which they studied, moderate to high numbers of Australian VET respondents were satisfied with most aspects of education delivery.

Overall performance in most areas listed in Table 42 is quite good. Proportions of less than 90% very satisfied or satisfied generally indicate room for improvement. Most items are management related and involve quality control, curriculum and work practice standards.

Table 42: Australian respondents' satisfaction with aspects of the VET institution

Aspects of course/institution	Satisfied
Quality of education	82%
Methods of teaching	73%
Course content	79%
Quality of lectures	74%
Course assessment	75%
Range of subjects to choose from	61%
Commitment of staff	68%
Working on group projects	63%
Quality of small classes (e.g. laboratories, workshops, tutorials)	70%
Opportunities for one-on-one contact with academic staff	63%
Study workload	70%
Computer facilities	62%
Cost of course	55%
Food outlets/canteens	38%
Sporting facilities	18%

Base: All Australian VET respondents, n=508.

Q14 How satisfied are you with each of the following aspects of the institution at which you are studying?

A large proportion of Australian VET respondents (86%) were satisfied or very satisfied with their overall VET course with only 6% dissatisfied or very dissatisfied.

Table 43: Overall satisfaction with the VET course

Overall satisfaction with VET course	Satisfied	Dissatisfied
Overall, how satisfied are you with the course you are currently completing?	86%	6%

Base All Australian VET respondents, n=501.

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

Net satisfied or very satisfied, dissatisfied or very dissatisfied.

Willingness to recommend is an important measure of advocacy. Seventy seven per cent of Australian respondents indicated that they would recommend the VET institution they were attending and 82% said they would recommend their course.

Table 44: Propensity to recommend the VET course and educational institution experience

Propensity to recommend	Yes, would recommend	No, would not recommend
Would you recommend the following to friends or family? – The education institution you are attending	77%	13%
Would you recommend the following to friends or family? – The course you are completing	82%	9%

Base All Australian VET respondents, n=501.

Q19.1 Would you recommend the following to friends or family? (Tick only one box per row) – The education institution you are attending. “Yes”/“No”. Q19.2 Would you recommend the following to friends or family? (Tick only one box per row) – The course you are completing. “Yes”/“No”.

Refer to Section 4 in regards to the background and performance of these specific measures.

7.8 Australian students: Overall performance summary table

Table 45 is a summary of key variables ranked by their influence on Overall Stay Satisfaction (based on their beta index values). Performance of their corresponding variable components is also shown. The table is colour coded to denote the level of influence and performance levels.

Table 45: Australian students – Overall summary of performance

Composite variable	Mean score	Beta index	Variable components	Component ratings	
Expense perceptions post-study commencement	6.53	58%	Expense perceptions post-study commencement	Satisfied	
			Q28a. How satisfied are you with each of the following aspects of living in Australia? – Cost of living	41%	
Worked while studied	binary (yes/no)	12%	Part-time work	Yes	
			Q27a Did you have a paid job at any time (including the holiday periods) during 2006?	72%	
Course outcome satisfaction	9.69	12%	Helpful in getting a job	Yes, helpful	
			Q20 Do you think your current studies in Australia will be helpful in getting you a good job when you complete your course?	80%	
International student attitudes towards Australians	7.35	9%	Treated with respect	Yes	
			Q26(2) By international students	79%	
			Attitudes of international students towards Australian students	Agree	
			Q22(3) International students are friendly towards Australian students	64%	
			Q22(2) International students do not seem interested in having Australian students as friends	19%	
College and course satisfaction	8.48	7%	Aspects of course/institution	Satisfied (very or fairly)	
			Quality of education	82%	
			Course content	79%	
			Course assessment	75%	
			Quality of lectures	74%	
			Methods of teaching	73%	
			Study workload	70%	
			Quality of small classes (e.g. laboratories, workshops, tutorials)	70%	
			Commitment of staff	68%	
			Working on group projects	63%	
			Opportunities for one-on-one contact with academic staff	63%	
			Computer facilities	62%	
			Range of subjects to choose from	61%	
			Cost of course	55%	
			Food outlets/canteens	38%	
			Sporting facilities	18%	
			Overall satisfaction with VET course	Satisfied	
			Q18 Overall, how satisfied are you with the course you are currently completing?	86%	
			Propensity to recommend	Yes, would recommend	
			Q19.2 Would you recommend the following to friends or family? – The course you are completing	82%	
			Q19.1 Would you recommend the following to friends or family? – The education institution you are attending	77%	

For Beta scores:

Green = High influence on Overall Stay Satisfaction
Yellow = Medium influence on Overall Stay Satisfaction
Red = Lowest Influence on Overall Stay Satisfaction

For component ratings:

Green= >60%
Yellow = 50% to 59%
Red = <50%

8. Conclusions

The results of the VET survey indicate that international VET students' experiences of studying and living in Australia were very positive overall. Generally, international students were highly satisfied with their stay in Australia, particularly on the key drivers of satisfaction such as college and course satisfaction.

Most of the international VET respondents had Australia as their first choice as a place to study. The perceived high quality of education at a relatively reasonable cost, along with Australia's weather, natural environment and the promise of travel experiences, are key components to the value proposition that Australia offers as a study destination. For students in the Asia Pacific region, another positive aspect is that Australia is closer to home. It is important for expectations surrounding key drivers of satisfaction to be met or exceeded. Therefore, in the case of expense perceptions, pre-arrival information should give as reasonable and accurate picture of costs as possible.

From the Australian students' perspective, respondents generally believed that the courses they studied in Australia offered better career prospects than courses offered overseas. There is some desire among Australian students to study overseas, but this is linked mainly to wanting to experience different cultures, lifestyle and general travel. Unlike international students, overseas study for Australian students is not strongly linked to gaining a better job after they have completed their course.

While in Australia, expense perceptions post-arrival and post-study commencement was the most influential driver of Overall Stay Satisfaction for both international and Australian students. Working part-time was the second most important factor to overall satisfaction for Australian students whereas it was college and course satisfaction for international students. The social networks and language issues were not a problem for Australian respondents. International respondents were more concerned about having Australian friends and the attitudes of Australians towards them. This finding implies that a well-established support system for international students is important to help overcome cultural and language barriers, and maintain a good level of overall satisfaction.

Course outcome satisfaction was also an important driver for both international and Australian students. However, it is slightly higher on the list of importance for Australian students than international students. Though a main motivator among Australian and international students is to obtain a good qualification and job at the end of study, international students are also in the process of assessing Australia as a place to settle permanently.

An effective VET institution for international students, therefore, would be one that offers cost-effective and quality education, which provides good job prospects on course completion, and also facilitates the socialisation and integration of students, helping them to establish networks in Australia.



**Appendix A –
International students
VET Research Snapshot**

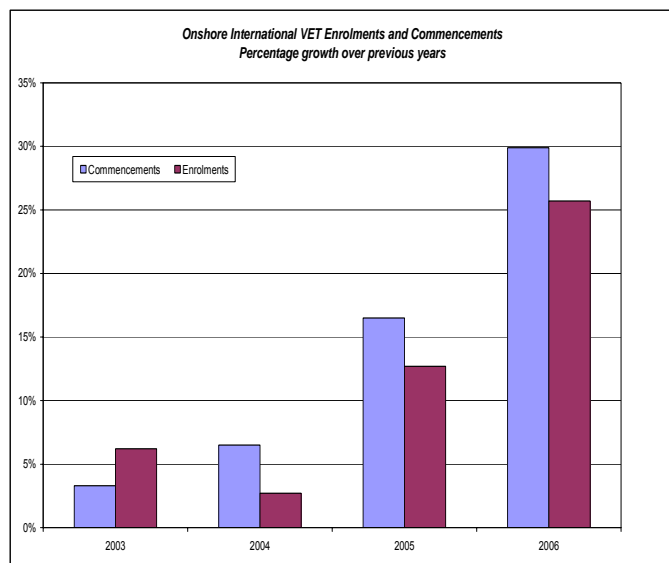
**Information from
Australian Education International**



International Student Enrolments⁶ in Vocational Education and Training in 2006

Vocational Education and Training (VET) was the fastest growing sector for international students studying in Australia in 2006. There were 83,685 enrolments (up 26% on 2005) and 49,809 commencements (up 30% on 2005). This is the only sector that reported growth in commencements and enrolments over each of the past four years.

The three largest markets for the VET sector in 2006 were China, India and the Republic of Korea. Four of the top six markets have grown in both enrolments and commencements between 2005 and 2006. India has grown the most rapidly in recent years, with triple digit percentage increases in enrolments and commencements between 2004 and 2006. However, a small decline in enrolments was reported from Hong Kong (-0.4%) while Japan saw a decline in both commencements and enrolments in 2006.



All States and Territories grew in enrolments and commencements in 2006. Three-quarters of all VET enrolments were in New South Wales and Victoria.

In 2006, 78% of all VET enrolments were with non-government VET providers and 22% were with government providers

Eighty per cent of VET enrolments were at the Diploma and Advanced Diploma levels, with 20% at the Certificate I to Certificate IV levels. Growth in 2006 was strongest at the Certificate I to Certificate IV levels.

The top three fields of study for VET enrolments in 2006 were 'Services, hospitality and transport' (up 72% on 2005); 'Business administration and management' (up 11%); and 'Computer science and information systems' (down 7%).

Significant growth was also seen in the fields of study 'Health and community services' (up 35%); 'Engineering and surveying' (up 53%) and 'Physical sciences' (up 86%), although this growth was from a considerably smaller base.

Nationality	Enrolments				Commencements			
	Growth 03/04	Growth 04/05	Growth 05/06	2006	Growth 03/04	Growth 04/05	Growth 05/06	2006
China	28%	17%	14%	14,396	29%	10%	14%	8,183
India	13%	138%	166%	10,324	64%	182%	155%	7,426
South Korea	-5%	25%	34%	6,102	30%	32%	27%	3,529
Thailand	-2%	14%	18%	5,867	-5%	22%	18%	3,295
Hong Kong	-8%	-8%	0%	5,108	-11%	-5%	5%	2,713
Japan	3%	2%	-3%	4,792	2%	0%	-8%	2,616
Sub-total	7%	17%	29%	46,589	13%	20%	31%	27,762
Other countries	-1%	8%	22%	37,096	0%	12%	28%	22,047
Total	3%	13%	26%	83,685	7%	17%	30%	49,809

State	Enrolments			Commencements		
	2006	Growth on 2005	% of 2006	2006	Growth on 2005	
NSW	41,977	24%	50%	24,571	30%	
VIC	23,644	43%	28%	14,532	45%	
QLD	8,157	15%	10%	4,865	15%	
WA	6,735	4%	8%	4,060	10%	
SA	2,217	23%	3%	1,198	23%	
ACT	605	5%	1%	347	9%	
TAS	299	16%	0%	190	23%	
NT	51	9%	0%	46	15%	
Aust.	83,685	26%	100%	49,809	30%	

Level Of Study	Enrolments			Commencements		
	2006	Growth on 2005	% of 2006	2006	Growth on 2005	
Dip, Adv Dip	66,605	25%	80%	37,485	29%	
Cert I to Cert IV	17,011	30%	20%	12,260	33%	
Provider —						
Non Government	65,305	29%	78%	38,807	35%	
Government	18,380	17%	22%	11,002	15%	
Total	83,685	26%	100%	49,809	30%	

⁶ AEI data on enrolments and commencements (including the data in this Snapshot) relate only to international students in Australia on a student visa. More information is available at: <http://aei.dest.gov.au/AEI/MIP/Statistics/Default.htm>. For further information contact: Ms Mandy White, International Research and Analysis Unit on telephone (02) 6240 5693 or email mandy.white@dest.gov.au. The Research Snapshot Series can be accessed from <http://aei.dest.gov.au/AEI/PublicationsAndResearch/Default.htm>.



Appendix B – Response rates

Table B1: Total VET surveys dispatched and responses by state

State	Target response (AEI)			Total surveys dispatched			Total surveys returned			Total response rate		
	TOTAL	Int	Aus	TOTAL	Int	Aus	TOTAL	Int	Aus	TOTAL	Int	Aus
NSW	2209	1473	736	5856	4326	1560	1179	1044	135	20%	24%	9%
QLD	445	297	148	2865	2114	751	244	120	124	8%	6%	17%
VIC	1291	861	430	2083	1754	329	966	816	150	46%	47%	46%
WA	353	235	118	2342	1991	351	300	256	44	13%	13%	13%
SA	137	91	46	820	675	145	88	86	2	11%	13%	1%
TAS	21	14	7	70	40	30	63	35	28	90%	88%	93%
ACT	39	26	13	128	114	14	65	54	11	51%	47%	79%
NT	0	0	0	0	0	0	0	0	0	0	0	0
Not specified	NA	NA	NA	NA	NA	NA	83	64	19	NA	NA	NA
Total	4498	2997	1498	14194	11014	3180	2988	2475	513	17%	23%	16%

Table B2: Total public VET surveys dispatched and responses by state

State	Target response (AEI)			Public VET surveys dispatched			Public VET surveys returned			Public VET response rate		
	TOTAL	Int	Aus	TOTAL	Int	Aus	TOTAL	Int	Aus	TOTAL	Int	Aus
NSW	297	198	99	2000	1000	1000	234	150	84	12%	15%	8.4
QLD	177	118	59	2363	1821	542	136	58	78	6%	3%	14.4
VIC	558	372	186	657	457	200	301	173	128	46%	38%	64.0
WA	119	79	40	553	550	3	77	74	3	14%	14%	100.0
SA	65	43	22	450	330	120	25	25	0	6%	8%	0
TAS	19	13	6	70	40	30	63	35	28	90%	88%	93.3
ACT	24	16	8	0	0	0	0	0	0	0%	0%	0
NT	0	0	0	0	0	0	0	0	0	0	0	0
Not specified	NA	NA	NA	NA	NA	NA	83	64	19	NA	NA	NA
Total	1259	839	420	6093	4198	1895	919	579	340	15%	14%	18%

Table B3: Total private VET surveys dispatched and responses by state

State	Target response (AEI)			Private VET surveys dispatched			Private VET surveys returned			Private VET response rate		
	TOTAL	Int	Aus	TOTAL	Int	Aus	TOTAL	Int	Aus	TOTAL	Int	Aus
NSW	1912	1275	637	3886	3326	560	945	894	51	24%	27%	9%
QLD	268	179	89	502	293	209	108	62	46	22%	21%	22%
VIC	733	489	244	1426	1297	129	665	643	22	47%	50%	17%
WA	234	156	78	1789	1441	348	223	182	41	13%	13%	12%
SA	72	48	24	370	345	25	63	61	2	17%	18%	8%
TAS	2	1	1	0	0	0	0	0	0	0%	0%	0%
ACT	15	10	5	128	114	14	65	54	11	51%	47%	79%
NT	0	0	0	0	0	0	0	0	0	0%	0%	0%
Total	3236	2158	1078	8101	6816	1285	2069	1896	173	26%	28%	14%



Appendix C – International and Australian student VET questionnaires



Australian Government



Australian Education International

Survey of Vocational and Technical Education (VTE) Students

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

2006



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.

This questionnaire is to be completed by International students only.

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2006 VTE 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 institution 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 **Thursday, 30 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 – **Thursday, 30 November 2006** – will be included in the prize draw.

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

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.

Erik 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 institution you are studying at?

Q1b Where is the institution you are studying at located?

City or Town State

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

Month Year

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

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 Female

Q6 What is your month and year of birth?

Month Year

Q7 How many years have you lived in Australia altogether? (Tick one box only)
Less than two years
Between two and four years
More than four years

Q8a Was Australia your country of first choice for taking the course you originally enrolled in? (Tick one box only)
Yes GO TO Q9
No 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., Business Studies, Computing, Marketing).
If you are enrolled in more than one area of study, please specify all the courses you are completing (e.g., Tourism and Hospitality). (Write in the box below)

Q10a Apart from in Australia, have you ever studied outside your home country? (Tick one box only)
Yes GO TO Q10b
No 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
As an exchange student
As a scholarship holder
At a primary school
At a secondary school
At an English Language (ELICOS) school/college
At a polytechnic or vocational institution
At a university
Other (please specify in the box below)

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
Studying at the institution you wanted in Australia
Studying the course you wanted in Australia

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 (<i>please specify</i> ▼)						
<input type="text"/>	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 institution	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 (<i>please specify</i> ▼)						
<input type="text"/>	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 education institution to your school at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	99 <input type="checkbox"/>
<i>Study in Australia</i> 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 (<i>please specify</i> ▼)				
<input type="text"/>	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 (<i>please specify</i>)	4 <input type="checkbox"/>
▼	
<input type="text"/>	

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 education institution in Australia.

Q19a Please tick the support services you **have used through your education institution** 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		Q19b		
	Please tick only if you used the services		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	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Health (medical) services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Religious support services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Student employment services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Help to become involved in community activities	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Social activities organised by the education institution	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Financial advice services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Counselling services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Library	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Student centre/administration	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
international Student Advisor	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
international Office	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Institution administration office	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Students' Association including clubs and societies	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Study skills support classes	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
English classes (e.g., English for Academic Purposes)	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Careers advisory service	1 <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	1 <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 institution 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"/>

Q20b 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"/>

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	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 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"/>
The 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"/>
The 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"/>

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	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"/>

Q22 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"/>

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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
The education institution 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"/>

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	1 <input type="checkbox"/>
No, not helpful	2 <input type="checkbox"/>
Don't know	99 <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	1	<input type="checkbox"/>
Homestay or with an Australian family not related to you	2	<input type="checkbox"/>
House/apartment by yourself or with other members of your family	3	<input type="checkbox"/>
House/apartment shared with international students only	4	<input type="checkbox"/>
House/apartment shared with students from Australia only	5	<input type="checkbox"/>
House/apartment shared with Australian and international students	6	<input type="checkbox"/>
Other (please specify in the box below)	7	<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 institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	99 <input type="checkbox"/>
Administrative and support staff at your institution	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 term 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 **term** 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 **term** time related to your field of study?

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

Q31f On average, how many hours per week, if any, did you do paid work in 2006 during **holiday periods**? (Tick one box only)

None	1	<input type="checkbox"/>	▶	GO TO Q31h
5 hours or less per week	2	<input type="checkbox"/>	}	GO TO Q31g
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"/>		

Q31g Was the paid work you did in 2006 during **holiday periods** related to your field of study?

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

IMPORTANT: IF YOU DID PAID WORK AT ANY TIME DURING 2006, PLEASE ANSWER Q31h BELOW.

Q31h 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	<input type="checkbox"/>
Easy	2	<input type="checkbox"/>
Neither/nor	3	<input type="checkbox"/>
Difficult	4	<input type="checkbox"/>
Very difficult	5	<input type="checkbox"/>

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	<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/not applicable	99	<input type="checkbox"/>

5. Future Plans

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)	Q33(b)	Q33(c)
	Currently completing	Studied in previous years	Planning to study in the future
School or secondary college studies	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Foundation studies	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
English language (ELICOS) course	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Certificate (I, II, III or IV) - VTE	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
Diploma/advanced diploma	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
An undergraduate (bachelor degree) course	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
Honours year of an undergraduate degree	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
Graduate certificate/graduate diploma	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>
Masters degree - by coursework or research	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
Doctorate/PhD	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>
Other	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>
(please specify ▶)			
None in Australia	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <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	<input type="checkbox"/>
No	2	<input type="checkbox"/>
Don't know	99	<input type="checkbox"/>

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	<input type="checkbox"/>	▶	GO TO Q35b
Yes, you have already applied	2	<input type="checkbox"/>	▶	GO TO Q36a
No, you are not planning to apply	3	<input type="checkbox"/>	▶	GO TO Q36a

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

Within this year	1	<input type="checkbox"/>
Within the next year	2	<input type="checkbox"/>

- 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 ► *GO TO Q36b*
- Find a job ² ► *GO TO Q36d*
- Travel or have extended time off ³ ► *GO TO Q37*
- I have no plans for the future ⁴ ► *GO TO Q37*
- Other (*please specify*) ⁵

► *GO TO Q37*

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

- At the same institution in Australia ¹
- At a different institution in Australia ²
- In your home country ³
- In another country overseas ⁴
- Other (*please specify*) ⁵

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

NOW, PLEASE GO TO Q37

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

- Australia ¹
- Your home country ²
- Another country overseas ³
- Other (*please specify*) ⁴

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

- Your own business ¹
- Self-employment/contract work ²
- Family business ³
- Other private company ⁴
- Public/Government ⁵
- Don't know ⁹⁹

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.

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...

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 **Thursday, 30 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.**

Optional Section

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



Survey of Vocational and Technical Education (VTE) Students

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

2006



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.

This questionnaire is to be completed by Australian students only.

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2006 VTE 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 institution.*

About this survey

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

While 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 **Thursday, 30 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 – **Thursday, 30 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

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 institution you are studying at?

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

 City or Town State

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 Female

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., Business Studies, Computing, Marketing).
 If you are enrolled in more than one area of study, please specify all the courses you are completing, (e.g., Tourism and Hospitality).

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

Q8 What is your current study load? (Tick one box only)
 Full-time Part-time

Q9 What is the mode of study for the course in which you are currently enrolled? (Tick one box only)
 On campus study
 Off campus delivery (all course studied by distance learning, correspondence or online)
 Mixture of off and on campus study

2. Study Choices

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

Q10a Have you ever studied overseas?
 Yes GO TO Q10b
 No 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
 Scholarship/other exchange program
 School overseas while living abroad
 Other (please specify)

Q10c What were the main benefits you gained while 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 GO TO Q10e
 No 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 course overseas, would you have done so?
 Yes GO TO Q10g
 No 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 <i>(please specify)</i>		
Don't know/not sure	99	<input type="checkbox"/>

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

Studying at the institution 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 institution 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"/>
Teachers 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"/>
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"/>
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Q13

◀ *Continued*

Here are some statements about having international students study at your institution 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 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"/>

Your Study

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

Q14 How satisfied are you with each of the following aspects of the institution 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 education institution at which you are currently studying.

Q15a Please tick the support services you have used through your education institution 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	Q15b		
	Please tick <u>only</u> if you used the service	Please rate <u>only</u> 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	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Health (medical) services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Religious support services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student employment services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Help to become involved in community activities	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Social activities organised by the institution	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Financial advice services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Counselling services	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Library	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student centre/administration	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
School/faculty administration office	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Student's Association including clubs and societies	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Study skills support classes	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
English classes (e.g., English for Academic Purposes)	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Careers advisory service	1 <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 education institution 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 complete your course? (*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 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 (<i>please specify</i>)	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 institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Administrative and support staff at your institution	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 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 term time? (Tick one box only)

None	¹ <input type="checkbox"/>	GO TO Q27f
5 hours or less per week	² <input type="checkbox"/>	} GO TO Q27e
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"/>	
More than 20 hours per week	⁶ <input type="checkbox"/>	

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

Yes	¹ <input type="checkbox"/>	No	² <input type="checkbox"/>
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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	¹ <input type="checkbox"/>	GO TO Q27h
5 hours or less per week	² <input type="checkbox"/>	} GO TO Q27g
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"/>	
More than 20 hours per week	⁶ <input type="checkbox"/>	

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

Yes	¹ <input type="checkbox"/>	No	² <input type="checkbox"/>
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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	¹ <input type="checkbox"/>
Easy	² <input type="checkbox"/>
Neither/nor	³ <input type="checkbox"/>
Difficult	⁴ <input type="checkbox"/>
Very difficult	⁵ <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	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"/>

Q28b Overall, how satisfied are you with daily life 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/not applicable	⁹⁹ <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	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Foundation studies	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
English language (ELICOS) course	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
Certificate (I, II, III or IV) - VTE	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
Diploma/advanced diploma	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
An undergraduate (bachelor degree) course	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
Honours year of an undergraduate degree	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
Graduate certificate/graduate diploma	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>
Masters degree - by coursework or research	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
Doctorate/PhD	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>
Other <i>(please specify)</i> ▼	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>
None in Australia	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <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	1 <input type="checkbox"/> ►	GO TO Q30b
Find a job	2 <input type="checkbox"/> ►	GO TO Q30e
Travel or have extended time off	3 <input type="checkbox"/> ►	GO TO Q31
I have no plans for the future	4 <input type="checkbox"/> ►	GO TO Q31
Other <i>(please specify)</i>	5 <input type="checkbox"/> ▼	

► GO TO Q31

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

In a country overseas	1 <input type="checkbox"/>	GO TO Q30c
At the same institution in Australia	2 <input type="checkbox"/>	GO TO Q30d
At a different institution in Australia	3 <input type="checkbox"/>	GO TO Q30d
Other <i>(please specify)</i>	4 <input type="checkbox"/>	GO TO Q30d

▼

Q30c What are your main reasons for not planning to enrol at an Australian institution 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, Business Studies, Science etc.)?

NOW, PLEASE GO TO Q31

Q30e Where are you planning to find a job? *(Tick one box only)*

Australia	1 <input type="checkbox"/>
Overseas	2 <input type="checkbox"/>
Other <i>(please specify)</i>	3 <input type="checkbox"/> ▼

Q30f Once you complete 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"/>

Your Comments...

Thank you for completing this survey!

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

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.

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

What to do now!

Please submit your completed survey by no later than **Thursday, 30 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

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

**Thank you for
completing this survey!**



Appendix D – Technical notes on statistical modelling; regression output

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 refer to the practice of manually selecting certain questions within a questionnaire to form scale items for a theme or themes in a manner that has face validity⁷. 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 F 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, home-stay, plus many more groups. (Refer to composite measures and scale items in Appendix E). 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 F for mean score calculation details).

Tables D1 and D2 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 E.

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.

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

Table D1: 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
	Ease of making arrangements	Overall ease of making arrangements from their home country
	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 D2: 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
	Homestay satisfaction	All aspects of home-stay experience
	Australian attitudes to students	Perceived attitudes of Australians towards student
	Student attitudes towards Australians	Student attitude to Australians
	Integration	Had close friends or socialised 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 D3: 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 socialised with internationals
	PR intentions	Have or intend to apply for PR status
	Study future	Intend to study in Australia
	Work future	Intend to find a job in Australia
Dependent variable	Overall Stay Satisfaction	Composite stay satisfaction

Notes related to statistical modelling procedures

Pre 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 (Tables 19 and 20) in section 7.1 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 Summaries (Figures 21 and 22) in Section 7.2 that a variable's 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 after arrival	0.46	58%	0.00
Australian - Worked while stay in Australia	0.10	12%	0.00
Australian - Course outcome satisfaction	0.09	12%	0.00
Australian - International attitudes to me	0.07	9%	0.00
Australian - College and course satisfaction	0.06	7%	0.00
Australian - Attitudes towards internationals	0.05	7%	0.00
Australian - Support services	-0.04	-5%	0.02

Model variance explained: R square= .29 (Adjusted)

Regression output: International students

Composite Variables	Beta (standardised)	Impact (beta Index)	Sig.
International - Expense perceptions post-arrival	0.36	35%	0.00
International - College and course satisfaction	0.25	24%	0.00
International - Australian attitudes towards students	0.12	11%	0.00
International - Had Australian friends	0.10	10%	0.00
International - Course outcome satisfaction	0.08	8%	0.00
International - Support services	0.06	5%	0.00
International - PR intentions	0.05	5%	0.00
International - Attitudes towards Australians	0.04	4%	0.00
International - Work future	0.04	3%	0.02
International - Lived with Australians	-0.05	-5%	0.00

Model variance explained: R square= .40 (Adjusted)



Appendix E – Composite measures

The composite measures defined

The following tables outline the experiences before and after commencing study in Australia. In each case, the questions included are given, as well as the method of calculation. Scales with scores above 0.7 are considered suitable. However, please note that questions were combined into scales in some cases based on face validity.

Overall stay satisfaction

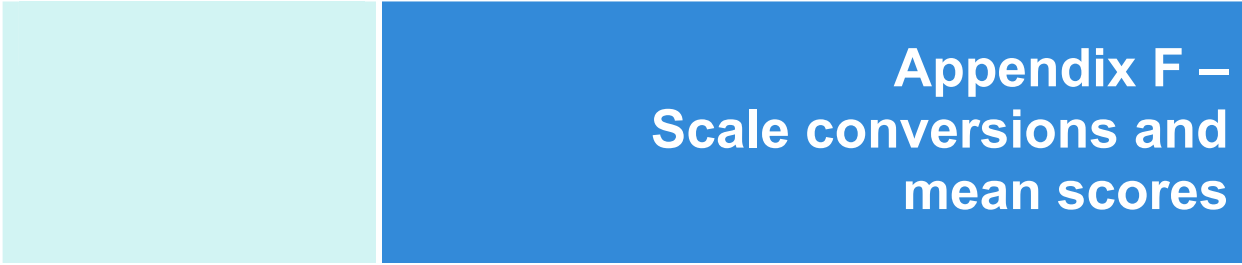
Short Name	Full Name	Questions Composing Scale (Internationals)	Questions Composing Scale (Australians)	Number of items	Comments
Overall	Composite Stay satisfaction	Mean of - Q32a (2-7), Q32b, Q23 (1)	Q28a (1-6), Q28b	3 component items	Overall stay satisfaction

Pre-arrival variables (Internationals) pre-study commencement variables (Australians)

Short Name	Full Name	Questions Composing Scale (Internationals)	Questions Composing Scale (Australians)	No of items	Comments
Agent	Agent service	Q15c	N/A	1	Education and migration agent performance
Inform	Information pre-arrival	Q16 (1-8)	N/A	8	All aspects of information provided before they arrived on the visit
Visa	Visa process satisfaction	Q17a (1-7)	N/A	7	Satisfaction measure
Connections	Connection to Australia	Q12 (7, 10), Q14 (2)	N/A	3	Focus is on the people/family/friends links
Expensepre	Expense perceptions pre-study	Q13 (3), Q12 (2)	N/A	2	Pre-visit reasons for choice covering perceptions of the low cost of living in Australia and cost of education
Austlife	Australian lifestyle	Q12 (3, 12)	N/A	2	Reasons for choosing Australia covering, environment and the friendly people aspects. Excludes costs and family/friends aspects

Post-arrival variables (Internationals) post-study commencement variables (Australians)

Short Name	Full Name	Questions Composing Scale (International)	Questions Composing Scale (Australian)	Number of items	Comments
Expense	Expense perceptions after arrival	Q32a (7), Q20a (15)	Q28a (6), Q14 (15)	2	Actual expense perceptions/experiences post choice – covers course cost and cost of living
Support	Support services	Q19b (1-19)	Q15b (1-16)	19/16	Measures the extent to which services were useful
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 college but excludes the course cost issue
Edresult	Course outcome satisfaction	Q24	Q20	1	Outcomes to date in terms of English improvements
Acc1	Lived with Australians/internationals	Q25 (1, 5, 2)	Q21 (4)	Binary 0/1 where 1= applies	Lived more directly in the Australian/international community
Acc2	Lived with internationals /Australians	Q25 (3, 4)	Q21 (3, 5, 7)	Binary 0/1	Lived with family or other international/Australian students
Austatt1	Australian/international attitudes to me	Q26 (2, 3), Q30 (1, 5)	Q22 (2, 3), Q26 (2)	4 items	Attitudes from Australians/internationals
Austatt2	Attitudes towards Australian/internationals	Q26 (1, 5)	Q22 (1, 4)	2 items	Student attitude to Australians/internationals
Workhere	Worked while stay in Australia	Q31a	Q27a	Binary 0/1	Whether or not the student has worked or not during their stay
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
PRfuture	PR intentions	Q35a (1)	N/A	Binary 0/1	Have or intend to apply for PR status
Studyfuture	Study future	Q36b (1, 2)	Q30b (2, 3)	Binary 0/1	Intend to study in Australia
Workfuture	Work future	Q36d (1)	Q30e (1)	Binary 0/1	Intend to find a job in Australia



Appendix F – 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 2. 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 college satisfaction the mean scores of several items of Q27a are taken and this is treated as one item – the overall mean of this measure – while Q27b, and Q29(2) yields the overall college 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 Edcoll = Mean((6-mean(Q27a_1 to Q27a_10))*2,(3-Q29_2)*2) .

COMPUTE Homestay = Mean((3-mean(Q32b_1 to Q32b_4))*5,(6-Q32c)*2,(3-Q32d)*5) .

COMPUTE OverallQ39 = Mean((6-Q39a_1)*2,(6-Q39a_2)*2,(6-Q39a_3)*2,(6-Q39a_4)*2,(6-Q39a_5)*2,(6-Q39b)*2) .

Mean scores

Variable	n =	Minimum	Maximum	Mean	Std. Deviation
Composite stay satisfaction	567	3.67	10	8.26	1.09
Agent service	353	2	10	6.72	2.18
Information pre-arrival	544	2	10	7.24	1.09
Ease of making arrangements	550	2	10	7.35	1.65
Visa process satisfaction	558	2.57	10	6.88	1.38
Connection to Australia	570	0	n/a binary	n/a binary	n/a binary
Expense perceptions (pre- study)	570	0	10	2.88	3.55
Australian lifestyle	570	0	10	4.84	3.12
Expense perceptions after arrival	564	2	10	6.11	1.60
Support services	484	3.33	10	7.71	1.63
College and course satisfaction	567	3.6	10	8.00	1.23
Course outcome satisfaction	565	2.5	10	8.66	1.38



Appendix G – Correlation matrix

International student model – correlation matrix

	Composite Stay Satisfaction	Agent service	Attitudes towards Australian	Australian attitudes to me	Australian lifestyle	College and course satisfaction	Connection to Australia	Course outcome satisfaction	Expense perceptions after arrival	Expense perceptions pre-study
Composite Stay Satisfaction	1.00	0.26	0.19	0.24	0.16	0.47	0.14	0.27	0.52	-0.02
Agent service	0.26	1.00	0.10	0.07	0.09	0.29	0.13	0.19	0.21	0.03
Attitudes towards Australian	0.19	0.10	1.00	0.25	0.12	0.15	0.06	0.11	0.13	0.09
Australian attitudes to me	0.24	0.07	0.25	1.00	0.12	0.16	0.06	0.06	0.13	0.02
Australian lifestyle	0.16	0.09	0.12	0.12	1.00	0.10	0.25	0.10	0.07	0.29
College and course satisfaction	0.47	0.29	0.15	0.16	0.10	1.00	0.13	0.36	0.37	0.01
Connection to Australia	0.14	0.13	0.06	0.06	0.25	0.13	1.00	0.10	0.08	0.20
Course outcome satisfaction	0.27	0.19	0.11	0.06	0.10	0.36	0.10	1.00	0.15	0.06
Expense perceptions after arrival	0.52	0.21	0.13	0.13	0.07	0.37	0.08	0.15	1.00	-0.03
Expense perceptions pre-study	-0.02	0.03	0.09	0.02	0.29	0.01	0.20	0.06	-0.03	1.00
Had Australian friends	0.27	0.13	0.15	0.19	0.06	0.21	0.07	0.05	0.19	-0.08
Information pre-arrival	0.50	0.37	0.16	0.18	0.21	0.45	0.20	0.23	0.46	0.07
Lived with Australians	-0.01	0.05	0.02	0.05	-0.07	0.08	-0.07	0.00	0.05	-0.09
Lived with internationals	-0.02	-0.01	-0.05	-0.05	0.07	-0.04	0.10	0.03	-0.04	0.09
PR intentions	0.08	0.03	0.05	-0.03	0.11	0.02	0.11	0.07	0.00	0.13
Study future	0.03	0.01	0.02	-0.03	0.07	0.02	0.11	0.04	0.07	0.09
Support services	0.28	0.20	0.12	0.09	0.11	0.39	0.09	0.14	0.24	0.02
Visa process satisfaction	0.44	0.24	0.14	0.14	0.16	0.34	0.18	0.15	0.46	0.03
Work future	0.04	-0.04	0.02	0.04	0.03	-0.03	0.05	0.05	-0.04	0.08
Worked while stay in Australia	0.07	0.01	0.00	-0.03	0.09	-0.03	0.04	0.05	0.04	0.14

International student model - correlation matrix (continued)

	Had Australian friends	Information pre-arrival	Lived with Australians	Lived with internationals	PR intentions	Study future	Support services	Visa process satisfaction	Work future	Worked while stay in Australia
Composite Stay Satisfaction	0.27	0.50	-0.01	-0.02	0.08	0.03	0.28	0.44	0.04	0.07
Agent service	0.13	0.37	0.05	-0.01	0.03	0.01	0.20	0.24	-0.04	0.01
Attitudes towards Australian	0.15	0.16	0.02	-0.05	0.05	0.02	0.12	0.14	0.02	0.00
Australian attitudes to me	0.19	0.18	0.05	-0.05	-0.03	-0.03	0.09	0.14	0.04	-0.03
Australian lifestyle	0.06	0.21	-0.07	0.07	0.11	0.07	0.11	0.16	0.03	0.09
College and course satisfaction	0.21	0.45	0.08	-0.04	0.02	0.02	0.39	0.34	-0.03	-0.03
Connection to Australia	0.07	0.20	-0.07	0.10	0.11	0.11	0.09	0.18	0.05	0.04
Course outcome satisfaction	0.05	0.23	0.00	0.03	0.07	0.04	0.14	0.15	0.05	0.05
Expense perceptions after arrival	0.19	0.46	0.05	-0.04	0.00	0.07	0.24	0.46	-0.04	0.04
Expense perceptions pre-study	-0.08	0.07	-0.09	0.09	0.13	0.09	0.02	0.03	0.08	0.14
Had Australian friends	1.00	0.24	0.11	-0.13	0.03	-0.03	0.14	0.18	0.03	0.07
Information pre-arrival	0.24	1.00	0.02	-0.01	0.05	0.03	0.30	0.55	0.00	0.05
Lived with Australians	0.11	0.02	1.00	-0.58	-0.16	-0.06	0.06	0.05	-0.07	-0.18
Lived with internationals	-0.13	-0.01	-0.58	1.00	0.20	0.05	-0.04	-0.04	0.05	0.17
PR intentions	0.03	0.05	-0.16	0.20	1.00	0.26	-0.03	0.08	0.27	0.30
Study future	-0.03	0.03	-0.06	0.05	0.26	1.00	0.03	-0.01	0.01	0.18
Support services	0.14	0.30	0.06	-0.04	-0.03	0.03	1.00	0.24	-0.04	-0.03
Visa process satisfaction	0.18	0.55	0.05	-0.04	0.08	-0.01	0.24	1.00	-0.01	0.04
Work future	0.03	0.00	-0.07	0.05	0.27	0.01	-0.04	-0.01	1.00	0.18
Worked while stay in Australia	0.07	0.05	-0.18	0.17	0.30	0.18	-0.03	0.04	0.18	1.00

Australian student model – correlation matrix

	Composite Stay Satisfaction	Attitudes towards internationals	College and course satisfaction	Course outcome satisfaction	Expense perceptions after arrival	Had international friends	International attitudes to me
Composite Stay Satisfaction	1.00	0.07	0.27	0.19	0.51	0.05	0.14
Attitudes towards internationals	0.07	1.00	0.09	0.02	0.01	0.44	0.24
College and course satisfaction	0.27	0.09	1.00	0.35	0.40	0.06	0.16
Course outcome satisfaction	0.19	0.02	0.35	1.00	0.14	-0.01	0.03
Expense perceptions after arrival	0.51	0.01	0.40	0.14	1.00	0.01	0.11
Had international friends	0.05	0.44	0.06	-0.01	0.01	1.00	0.20
International attitudes to me	0.14	0.24	0.16	0.03	0.11	0.20	1.00
Lived with Australians	-0.01	-0.05	-0.03	0.07	0.00	-0.08	0.03
Lived with internationals	-0.09	0.10	0.04	0.04	-0.03	0.09	-0.09
Study future	0.01	0.05	0.09	-0.04	0.05	0.08	0.02
Support services	0.10	0.20	0.35	0.22	0.19	0.15	0.01
Work future	-0.07	-0.01	0.02	0.04	-0.10	-0.04	0.10
Worked while stay in Australia	0.11	-0.07	-0.08	0.00	0.03	-0.13	-0.04

Australian student model – correlation matrix (continued)

	Lived with Australians	Lived with internationals	Study future	Support services	Work future	Worked while stay in Australia
Composite Stay Satisfaction	-0.01	-0.09	0.01	0.10	-0.07	0.11
Attitudes towards internationals	-0.05	0.10	0.05	0.20	-0.01	-0.07
College and course satisfaction	-0.03	0.04	0.09	0.35	0.02	-0.08
Course outcome satisfaction	0.07	0.04	-0.04	0.22	0.04	0.00
Expense perceptions after arrival	0.00	-0.03	0.05	0.19	-0.10	0.03
Had international friends	-0.08	0.09	0.08	0.15	-0.04	-0.13
International attitudes to me	0.03	-0.09	0.02	0.01	0.10	-0.04
Lived with Australians	1.00	-0.32	0.01	0.01	0.04	0.04
Lived with internationals	-0.32	1.00	0.02	0.05	0.09	-0.02
Study future	0.01	0.02	1.00	-0.09	.(a)	0.06
Support services	0.01	0.05	-0.09	1.00	-0.06	-0.02
Work future	0.04	0.09	.(a)	-0.06	1.00	-0.03
Worked while stay in Australia	0.04	-0.02	0.06	-0.02	-0.03	1.00