

How does higher education provider type affect graduate outcomes in Australia?

Dr Elizabeth Knight and Professor Sue Webb

Monash University

ARC Discovery Project – ‘Vocational Institutions, Undergraduate Degrees’



Authors:

Sue Webb, Monash University, Australia,
Elizabeth Knight, Monash University, Australia,
Ann-Marie Bathmaker, University of Birmingham, UK,
Shaun Rawolle, Deakin University, Australia,
Steven Hodge, Griffith University, Australia,
Trevor Gale, Glasgow University, UK.

Context and rationale:

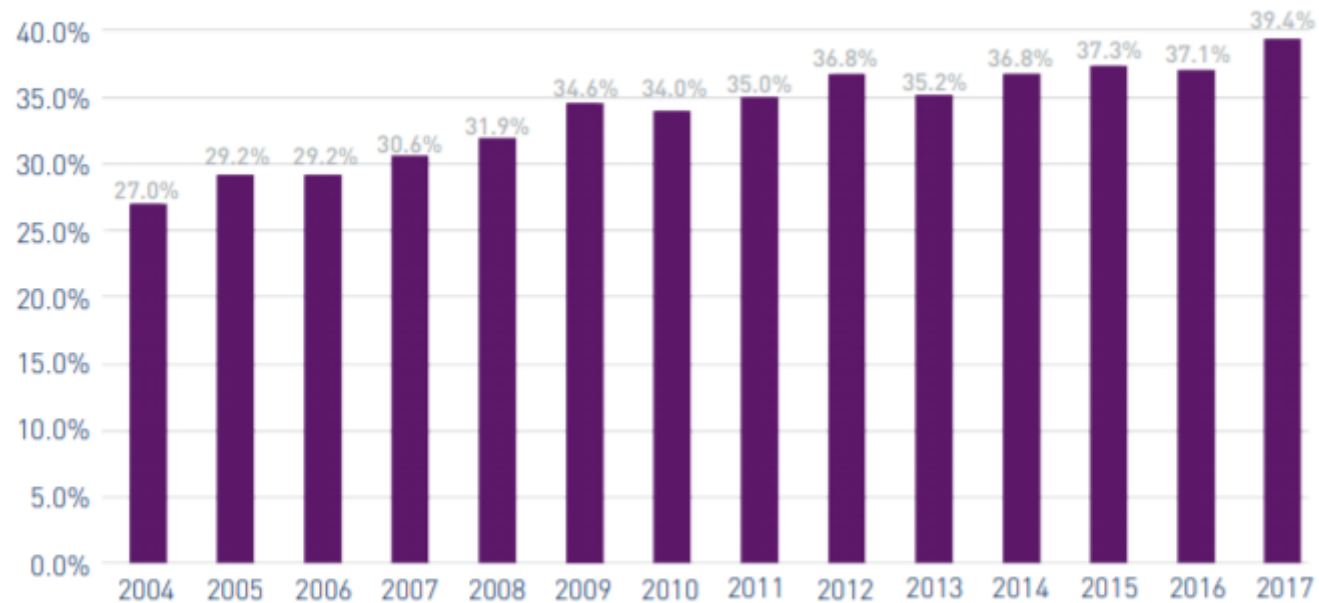
- Entry of new providers to Australian HE system, including those with a track record in vocational education and training (VET)
- Need for more research that aims to identify the effects of the expansion of vocational institutions as non-university providers of undergraduate degrees on the structure of higher education.

- Considers whether the system is becoming increasingly vertically stratified between providers or whether this increase in provider types is merely creating greater horizontal differentiation in higher education
- Explores concept of “vertical ‘stretching’ of stratification in competitive [high participation systems of HE]”
Marginson (2016, 413)

- Expand access to higher education (HE) for disadvantaged students (Bathmaker, Graf, Orr, Powell, Webb and Wheelahan 2018)
- Result in HE aligned with the needs of the workplace; Cheaper for governments and individuals compared to university provision (Wheelahan 2016).
- Potential to grow and be a key mechanism to underpin universal systems of higher education (Bathmaker et al. 2008; Skolnik 2013; Wheelahan et al. 2009)

Australia's education policy context

PROPORTION OF PEOPLE IN AUSTRALIA AGED 25-34 WITH A BACHELOR DEGREE OR HIGHER

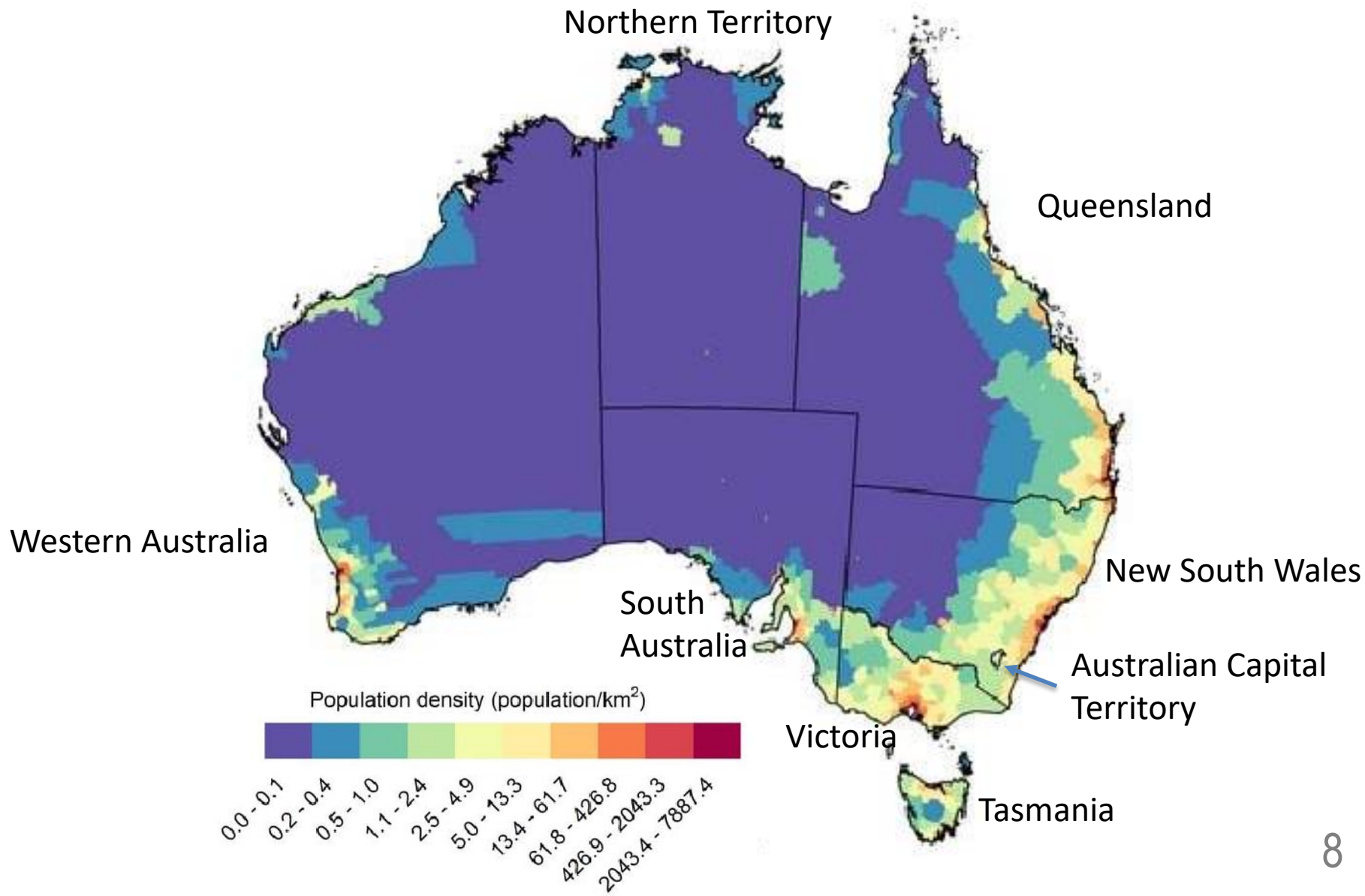


Source: ABS 6227.0, Education and Work, May 2017

21

States and Territories of Australia

1 system of HE, 8 systems of Education and Training.



- 1974 – National (Commonwealth) control of Higher Education
- 1988-9 – Unified National HE System
- 1997 - Differential university fees (HECS)
- 1997 – User choice for VET funding
- 2009 – Demand Driven System introduced
- 2015 – Quality indicators for learning and teaching
- 2017 – Freezing of funding to universities

Growth of the higher education system

Institutions:	1998
Public universities	36
Private and overseas universities	2
Non-university providers	47
Total providers	85

Institutions:	2002
Public universities	37
Private and overseas universities	2
Non-university providers	150
Total providers	189

Institutions:	2014
Public universities	37
Private and overseas universities	5
Non-university providers	133
Total providers	175

Shows growth of non university providers including HE in colleges (TAFEs)

GDP CONTRIBUTIONS OF INTERNATIONAL EDUCATION SECTOR, BY STATES (2016 - 2017)

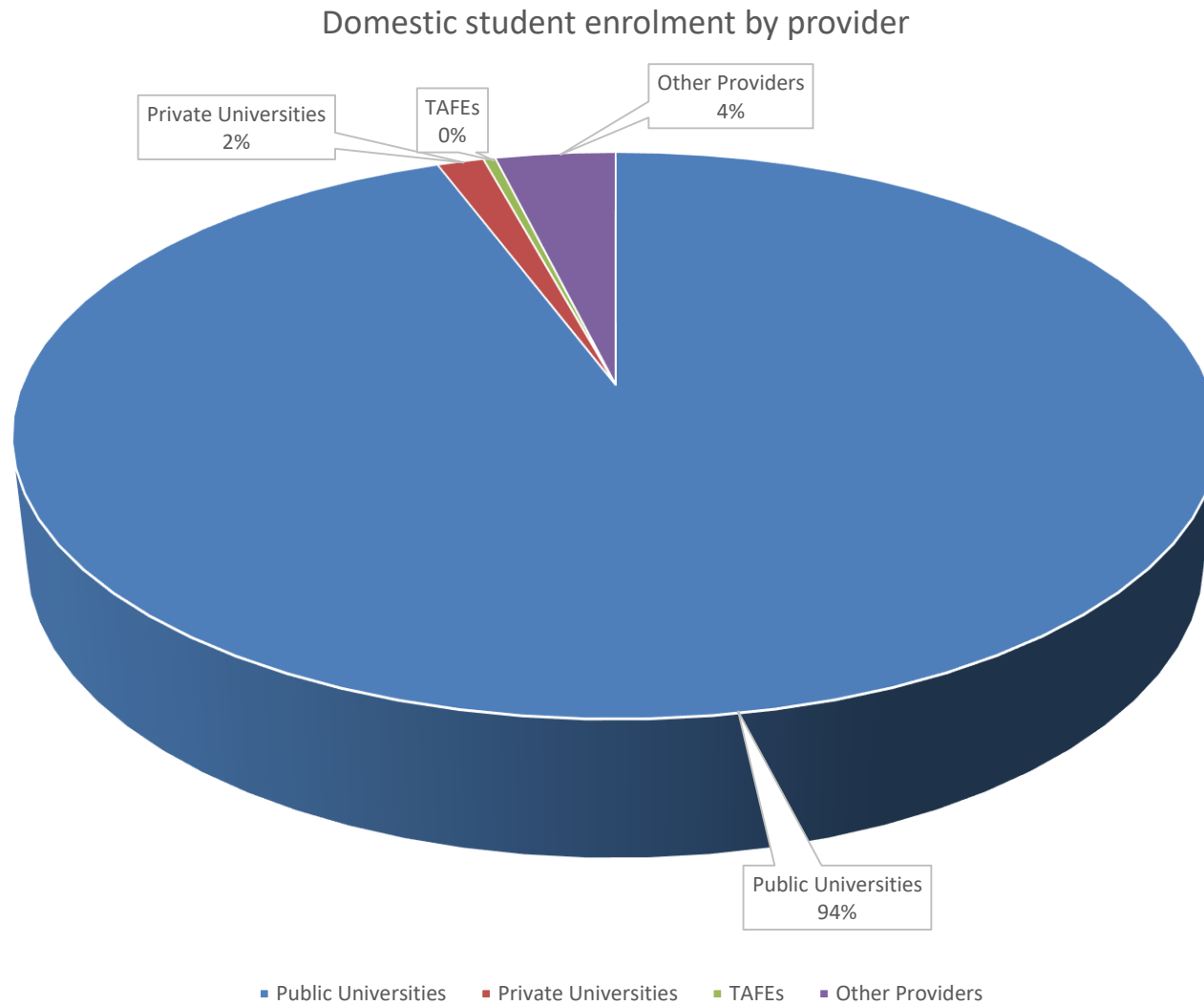


Attracting international students is regarded as the third biggest Australian export industry (Universities Australia 2017)

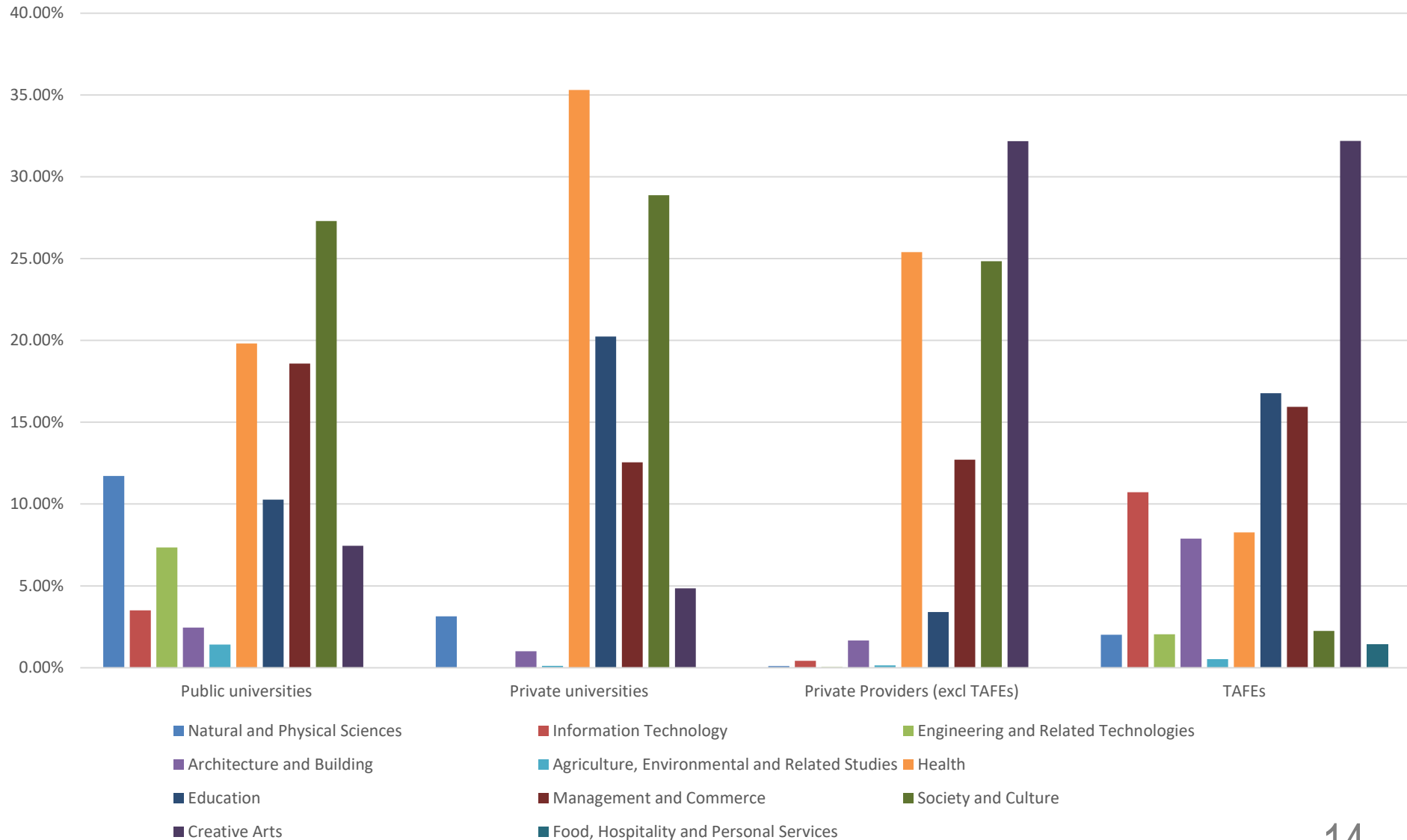
Source: ABS International trade: Supplementary Information. Financial Year. 2016-17 [Cat. No 5368.0.55.003]

Bachelor students – who studies where in public education

Domestic Students Enrolments	# all students	% of sector
TAFEs	3,676	0.36%
Universities	706,337	94.34%
Whole sector	748,666	100%
International Students Enrolments	# all students	% of sector
TAFEs	1,927	1.07%
Universities	167,201	92.74%
Whole sector	180,277	100%



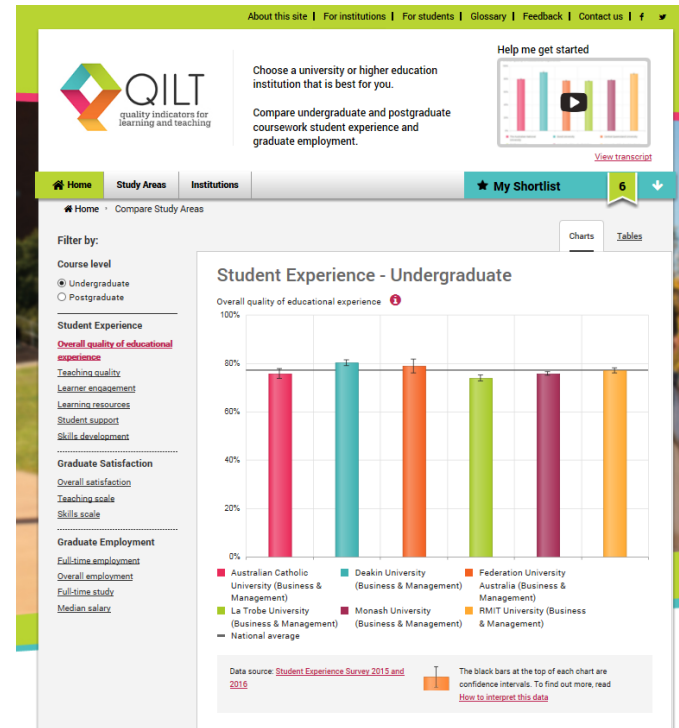
Spread of Broad Field of Education by provider



Outcome surveys in Australia

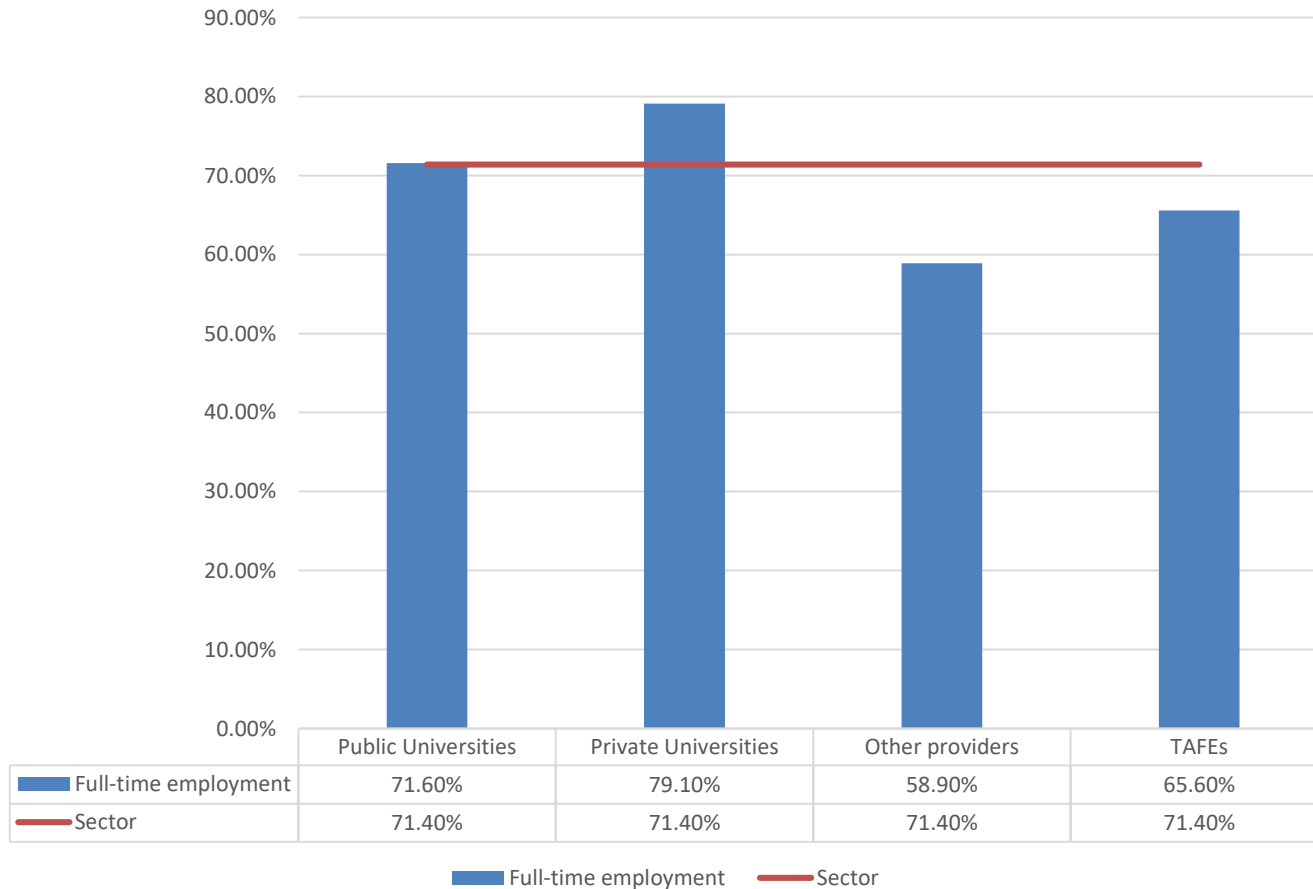
What are the QILT surveys?

- The QILT program consists of:
 - **Student Experience Survey (SES)** - measuring the educational experience and engagement of current students
 - **Graduate Outcomes Survey (GOS)** – examining graduates’ labour market outcomes in the short term and then again in the medium term (**GOS-Longitudinal**), and **GOS Panel Maintenance**
 - **Employer Satisfaction Survey (ESS)** – assessing employers’ opinions of how well the institution prepared graduates for work.

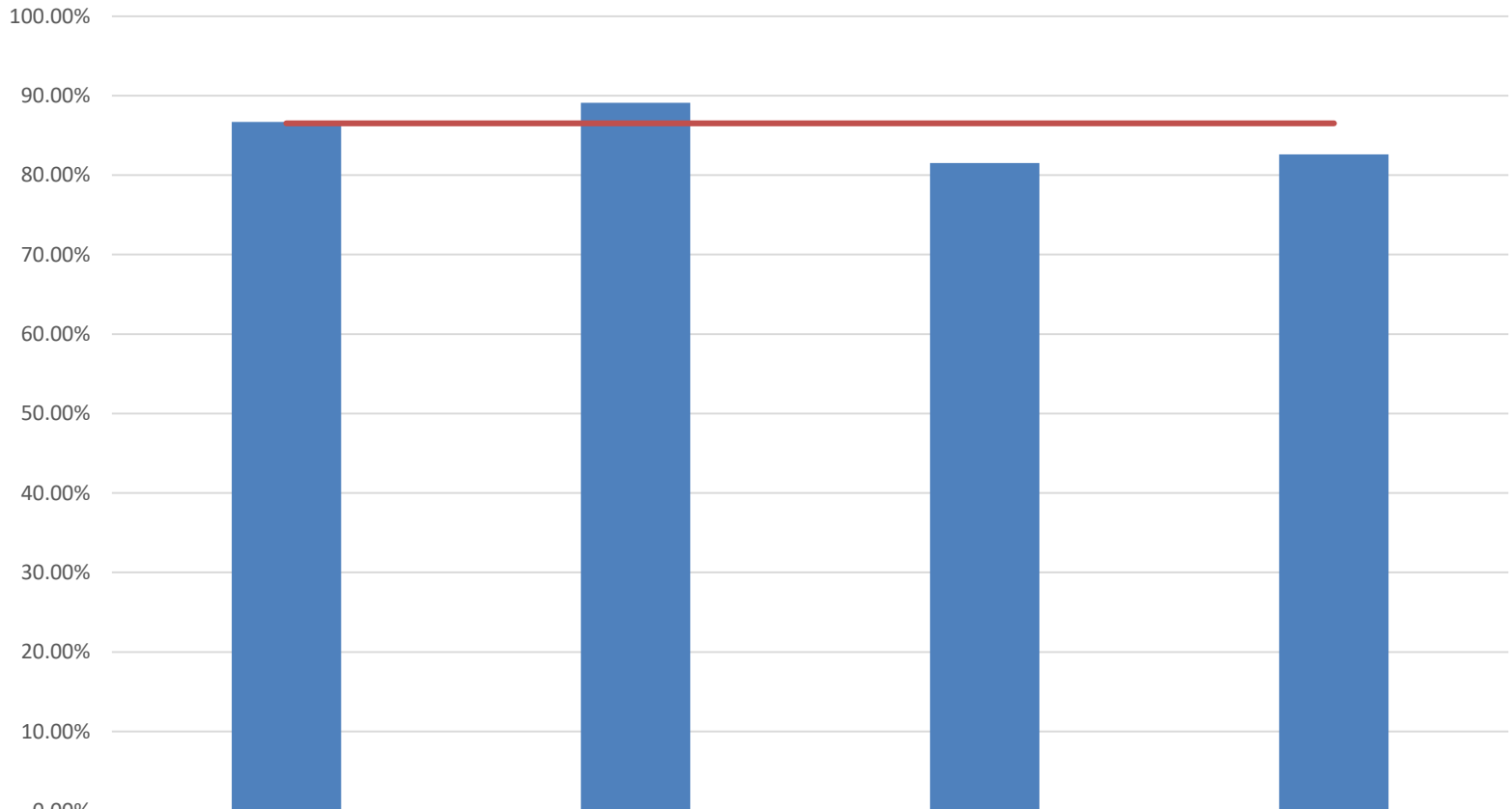


The QILT website helps you compare official study experience and employment outcomes data from Australian higher education institutions. Create your own shortlist to compare different study areas and institutions.

QILT Graduate Outcomes - Percentage in full-time employment by provider type



QILT Graduate Outcomes - Overall percentage in employment by provider type



	Public Universities	Private Universities	Other providers	TAFEs
Overall employment	86.70%	89.10%	81.50%	82.60%
Sector average	86.50%	86.50%	86.50%	86.50%

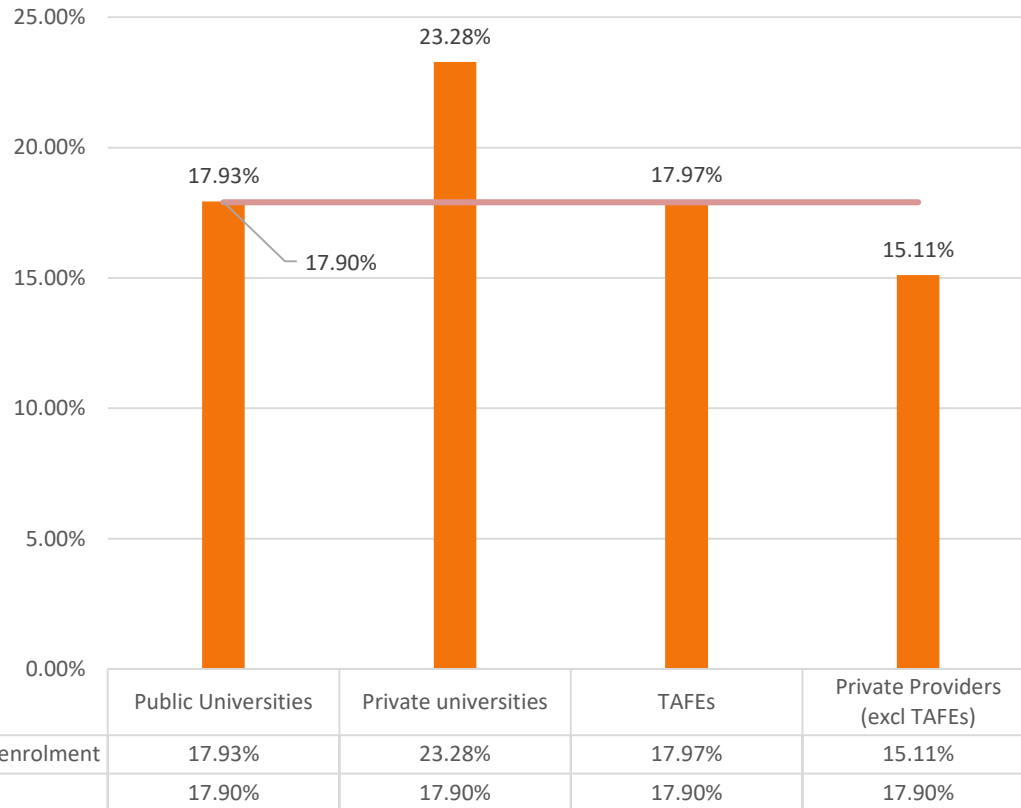
Overall employment Sector average

Contextual data

Higher education completion rates by provider type

Higher education completion rates by total enrolments by sector, 2016

Based on Australian Government Department of Education data, HEIMS enrolments and completions.

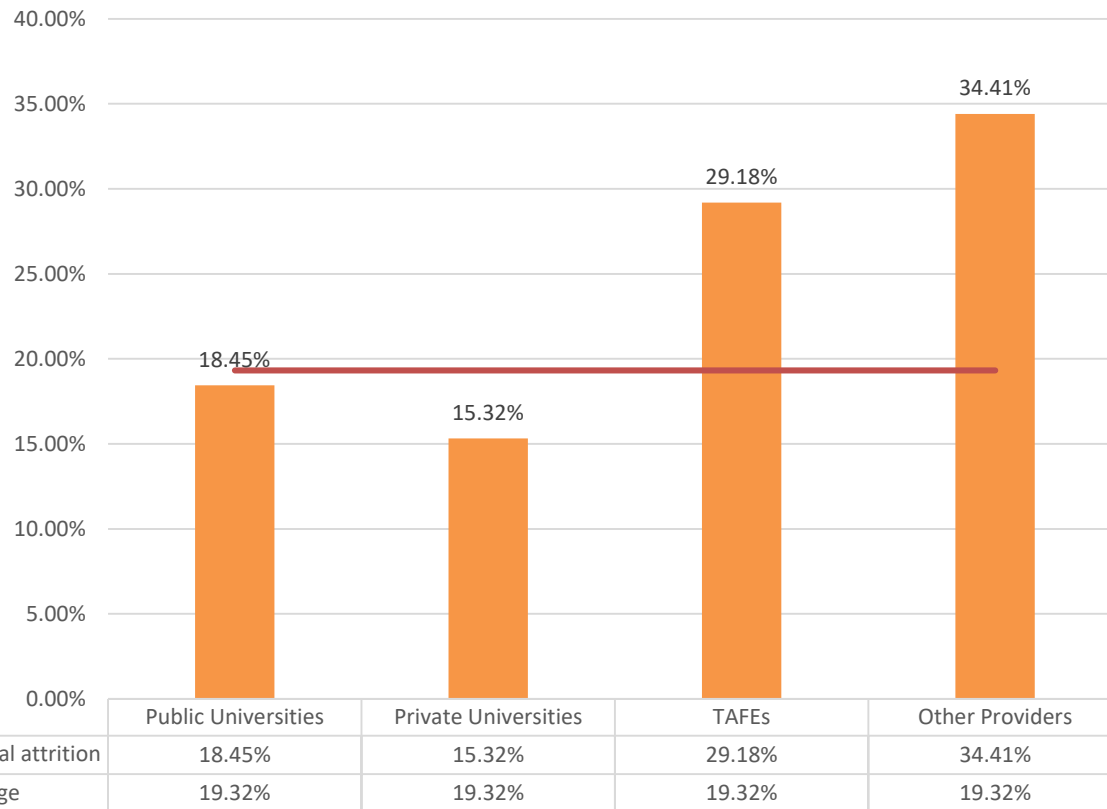


■ Rates of completion by enrolment
 — Sector average

Calculation is based on students completing Bachelors against all students enrolled in Bachelors.

Normal attrition by provider type

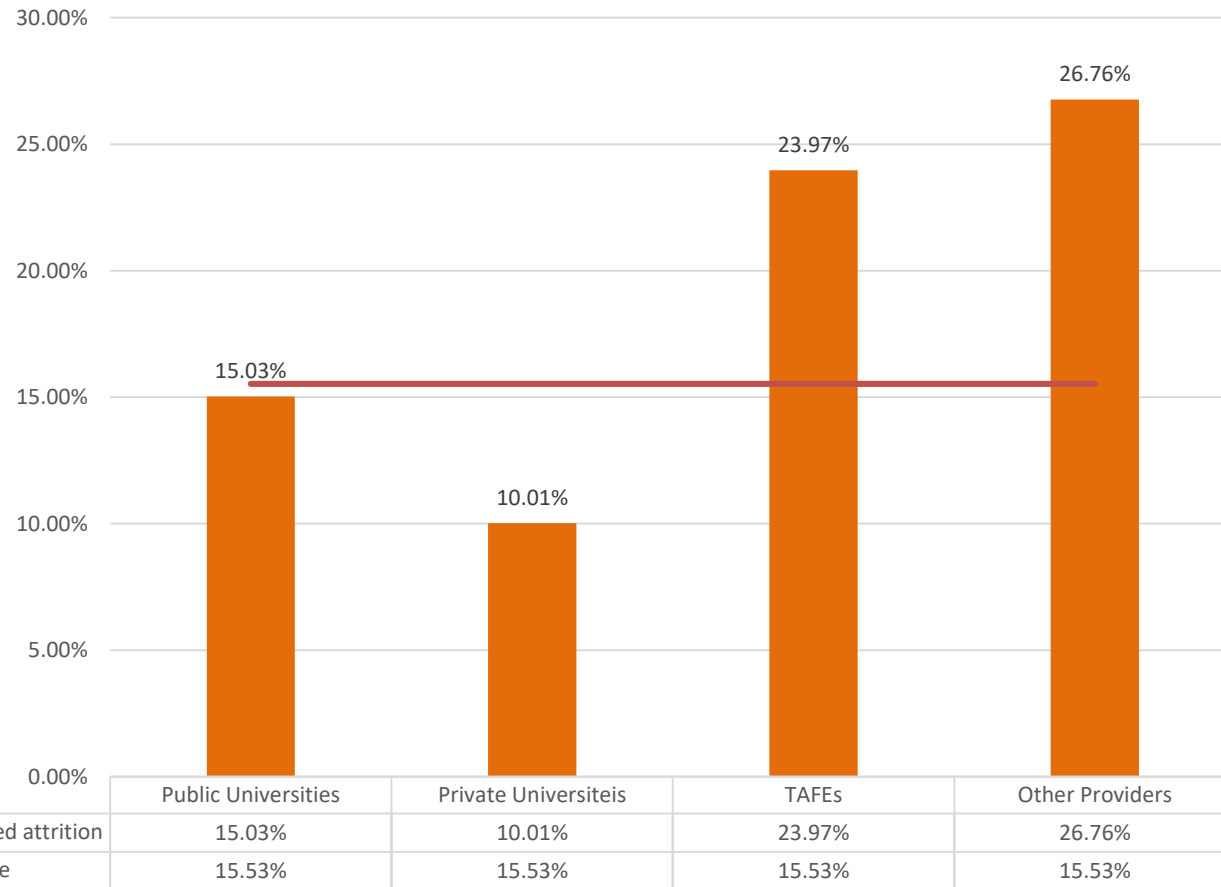
Normal attrition compared by provider



Normal attrition average

Calculation is based on students leaving Bachelors against all students enrolled in Bachelors.

Adjusted attrition by provider type



Adjusted attrition Average

Calculation is based on students leaving Bachelors **and not enrolling in another at a different provider** against all students enrolled in Bachelors.

Summary

- Policy and funding environment favours universities over HE in colleges;
- Degree offerings are different between universities and HE in colleges (HiVE);
- Different students take up HE in colleges, not particularly low participation groups (close but below university sector average); more international students in HiVE;
- Different outcomes by provider – employment, attrition;

Vertical stretching of stratified system or new forms of equity and distinction? An empirical question for which data is still emerging:

- Adjusted attrition rates and employment outcomes suggest HE in TAFE might be meeting new employment needs for new types of students
- Some data sets for HE in TAFE too small to analyse at present
- Data sources have some weaknesses at present that are being addressed by refined QILT and introduction of Employer Satisfaction Survey.

References and Resources



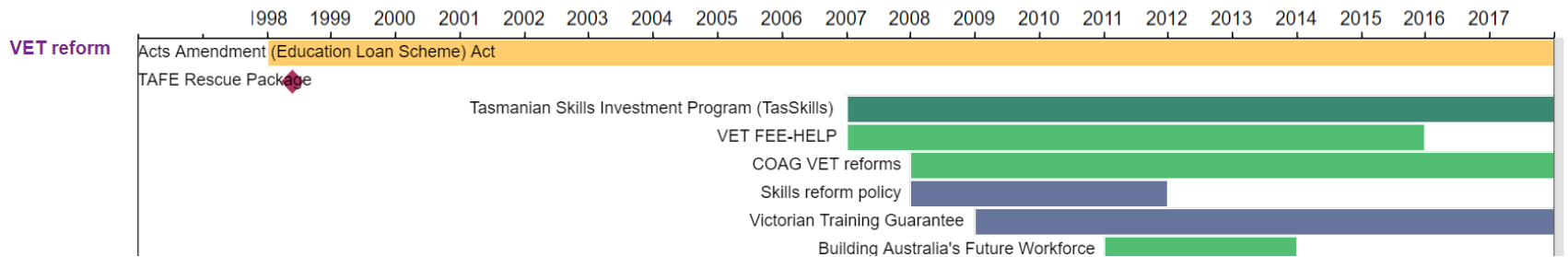
Select a region

Click on an individual State/ Territory or hold 'Ctrl' while selecting multiple regions.



Select a category

Click on an individual category or hold 'Ctrl' while selecting multiple categories.



- The current SEQ domains include:
 - Skills Development
 - Learner Engagement
 - Teaching Quality
 - Learning Resources
 - Student Support
 - During 2017, to what extent have you found careers advisors to be: available/helpful (Had no contact, not at all, very little, some quite a bit, very much, NA)
 - (Overall Educational Experience)
- Institutions can include their own items at the end of the survey on a fee-for-service basis.
- Run in August/September
- [National Report](#) draft and [Method Report](#) usually end November and final end December

GOS Indicators and what has changed?

- Represents a break in time series
 - Methodological
 - Items
 - Derivations and definitions
- Key indicators
 - Full time employment
 - Includes all domestic graduates who are usually or actually in paid employment for at least 35 hours per week in the week before the survey – including those in full time study as a proportion of those available for full time work
 - Overall employment
 - Includes all domestic graduates, including in full-time, part-time or casual employment as a proportion of those available for employment.
 - Labour Force Participation Rate (not on QILT Website)
 - Median Salaries (full-time)
- CEQ and PREQ
 - Domestic and International
 - Calculated differently – consistent with SES
 - PREQ currently under review

The Employer Satisfaction Survey

- The ESQ is a necessarily short instrument that captures information about:
 - The employers' industry and occupation
 - The extent to which the employer believed that the graduate was prepared for their current position
 - Core graduate attributes:
- All supervisors of graduates eligible for the GOS are in-scope for the ESS
- Supervisors are recruited for the ESS at the end of the GOS – all employers are working with recent graduates
- 'Encouraging' graduates to provide contact information for their supervisor remains a 'challenge'.
 - It is more than likely for the first few years we will report summary results at the Broad Field of Education level
- Collection throughout GOS plus around 2 weeks