



# Student Barometer

## Autumn Wave 2013

# Introducing i-graduate

- Benchmarking student and stakeholder perceptions
- Delivering comparative insights to the education sector worldwide
- Informing and encouraging institutional enhancement





## The global benchmark for the student experience Implemented by the world's best universities

Established in

**2005**

Implemented by

**885**

institutions

Used in

**28**

countries

Feedback from

**2 million**

students

**i-graduate Chairman: Professor Sir Drummond Bone**  
Master, Balliol College, University of Oxford  
Former Vice Chancellor, University of Liverpool  
Former President, Universities UK







## Overview

### Summary

- Survey Overview
- National Trends
- Headline Results
- Survey Response

### Pre - Arrival

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- Key Influences
- Application
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### Experience

- Arrival
- Learning
- Living
- Support

### Appendix

- Deliverables
- About i-graduate
- Questionnaire
- Additional Info



# Survey Overview





## Process Summary & Scale

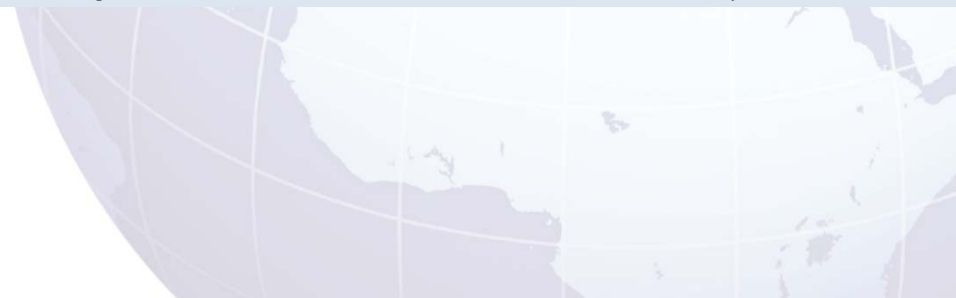
- Core questionnaire covering arrival, learning, living, support, recommendation, application and choice of institution
- Semi-standardised online questionnaire format, adapted and customised for each partner institution
- Students invited to feedback from October to December 2013
- 227,519 students responded from 178 institutions in 13 countries
- Institution-specific results compared against comparator groups, national and international benchmarks
- Reporting: in person, confidential and customised to each institution



## All Participating Institutions

**ISB (143,952), SB (83,567), ISBSB (125,788)**

<b>Aberystwyth University</b>	Centennial College	Johnson & Wales University
<b>Australian Catholic University</b>	Chalmers University of Technology	Karolinska Institute
<b>The University of Adelaide</b>	<b>University of Chichester</b>	The University of Kansas
Algonquin College	College of New Caledonia	La Trobe University
Anglia Ruskin University	Colorado State University	Lancaster University
<b>The Australian National University</b>	College of the Rockies	Lappeenranta University of Technology
<b>Asia Pacific University of Technology &amp; Innovation (APU)</b>	Coventry University	Université Laval
Aston University	<b>CQUniversity Australia</b>	Lane Community College
Arizona State University	University of Colorado Denver	Leeds Metropolitan University
University of Auckland	<b>Chinese University of Hong Kong</b>	Leiden University
Auckland University of Technology	Curtin University	Linköping University
University of Bedfordshire	Curtin Singapore	Liverpool John Moores University
University of Birmingham	Deakin University	London South Bank University
Bond University	DePaul University	Lund University
University of Bradford	<b>University of Dundee</b>	<b>Macquarie University</b>
<b>University of Bristol</b>	Durham University	<b>The University of Manchester</b>
<b>Brunel University</b>	Durham College	Massey University
Brandenburgische Technische Universität Cottbus - Senftenberg	Edith Cowan University	Miami University
University of Canberra	The University of Edinburgh	University of Minnesota
University of Canterbury	Erasmus University Rotterdam	University of Missouri
Cardiff Metropolitan University	University of Exeter	Manchester Metropolitan University
Charles Darwin University	Fanshawe College	Murdoch University





## All Participating Institutions

ISB (143,952), SB (83,567), ISBSB (125,788)

University College Dublin	<b>The University of Northampton</b>	<b>University of Southern Queensland</b>
<b>University College London</b>	Northeastern University	Utah State University
University of Central Lancashire	Northumbria University	University of Tasmania
University of Central Missouri	Northwestern University	<b>Universiti Teknologi PETRONAS</b>
Universita Cattolica del Sacro Cuore	<b>University of Nottingham</b>	University of Technology, Sydney
UCSI University	Nova Scotia Community College	The University of Western Australia
University of East London	University of Otago	University of the West of England, Bristol
University of the Fraser Valley	<b>University of Oxford</b>	University of Wisconsin-Milwaukee
University of Illinois, Urbana-Champaign	University of Pittsburgh	University of Western Sydney
University of Ulster	<b>Plymouth University</b>	Valencia College
Umeå University	<b>The Hong Kong Polytechnic University</b>	<b>The Vocational Training Council</b>
Ruhr-Universität Bochum	Queen Margaret University	VU University Amsterdam
Heinrich Heine Universität Düsseldorf	<b>Queen Mary University of London</b>	Victoria University of Wellington
Universität Konstanz	University of Reading	<b>Wageningen University</b>
Universität Tübingen	Robert Gordon University	University of Waikato
University of South Australia	<b>Royal Holloway, University of London</b>	<b>University of Warwick</b>
University of Newcastle	University of Roehampton	University of Waterloo
University of Nebraska-Lincoln	Radboud University Nijmegen	Western Michigan University
University of New Mexico	<b>The Royal Veterinary College</b>	University of Wollongong
The University of New South Wales	University of California, Santa Cruz	<b>University of York</b>
University of Guelph	Saxion University of Applied Sciences	Flinders University
Newcastle University	University of the Sunshine Coast	Fresno State



## All Participating Institutions

**ISB (143,952), SB (83,567), ISBSB (125,788)**

University College Birmingham	Southern Cross University	HU University of Applied Sciences Utrecht
Uppsala University	Seneca College of Applied Arts and Technology	Humber Institute of Technology and Advanced Learning
George Brown College	<b>The University of Sheffield</b>	<b>International Medical University Malaysia</b>
Georgian College	Sheridan College	Iowa State University
<b>University of Glasgow</b>	<b>Sheffield Hallam University</b>	<b>James Cook University</b>
Glasgow Caledonian University	Simon Fraser University	<b>James Cook University (Singapore)</b>
University of Gloucestershire	<b>University of St Andrews</b>	<b>Jönköping University</b>
Gonzaga University	Stockholm University	Teesside University
University of Greenwich	University of Strathclyde	Tilburg University
Griffith University	<b>University of Surrey</b>	University of Twente
<b>University of Groningen</b>	<b>Swinburne University of Technology (Sarawak Campus)</b>	University of Alberta
The George Washington University	The University of Sydney	University of Cincinnati
Hanze University of Applied Sciences, Groningen	<b>Taylor's University, Lakeside Campus</b>	University for the Creative Arts
<b>Heriot-Watt University</b>	<b>Taylor's College</b>	University College Birmingham
<b>The Hong Kong University of Science and Technology</b>	Trinity College Dublin	





## Propensity to recommend – all students

Hong Kong (9150)		ISBSB (163899)
28%	I would actively encourage people to apply	39%
49%	If asked, I would encourage people to apply	44%
18%	I would neither encourage nor discourage people to apply	13%
4%	If asked, I would discourage people from applying	2%
1%	I would actively discourage people from applying	1%



**Education Bureau**

The Government of the Hong Kong  
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# Survey Response



## Response range – all participating institutions

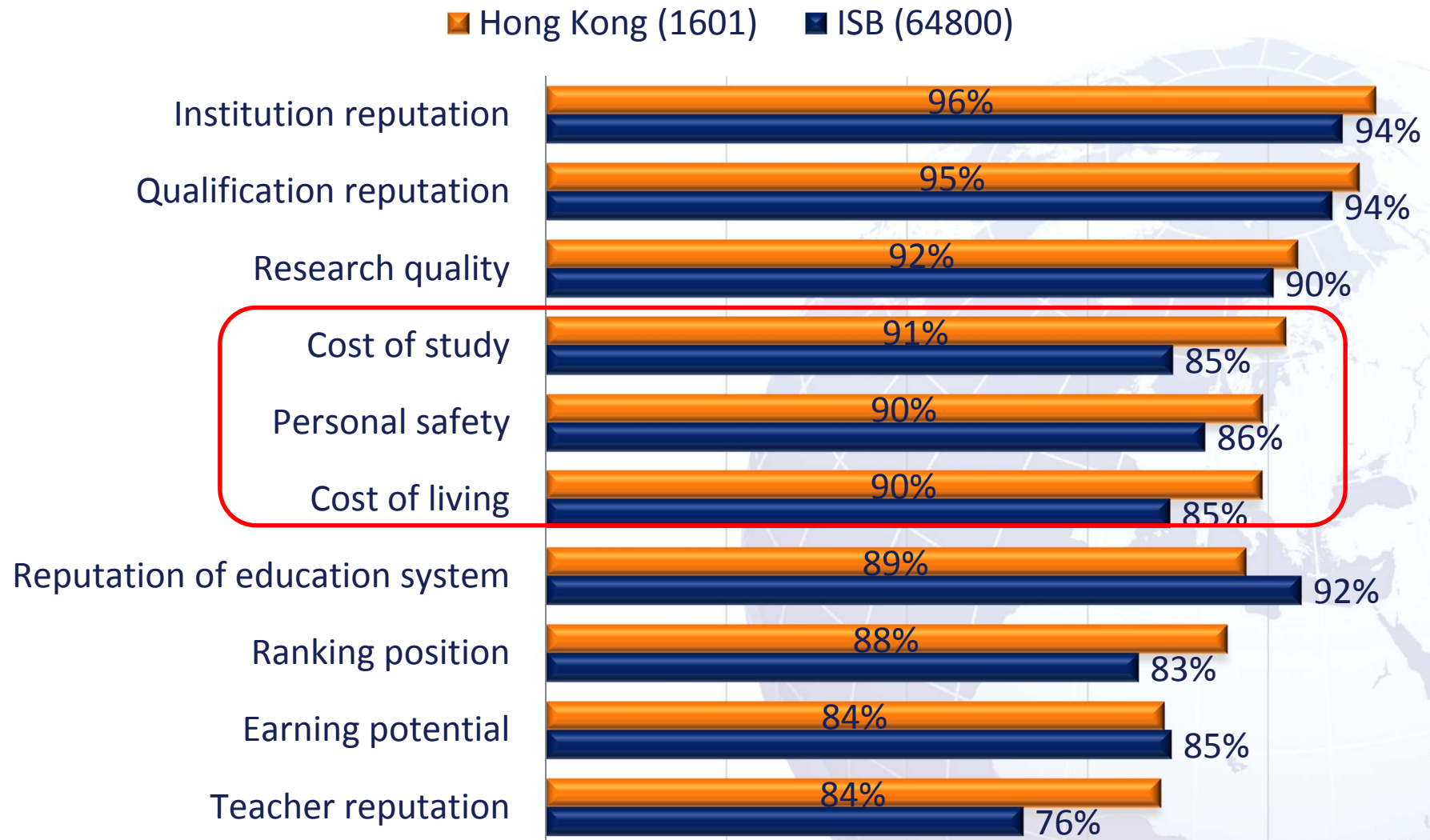
	Response	Population	Response Rate
<b>Hong Kong ISBSB 2013</b>	<b>10,973</b>	<b>71,155</b>	<b>15%</b>
<b>Global ISBSB 2013</b>	<b>125,788</b>	<b>557,663</b>	<b>23%</b>



# Choice of Destination



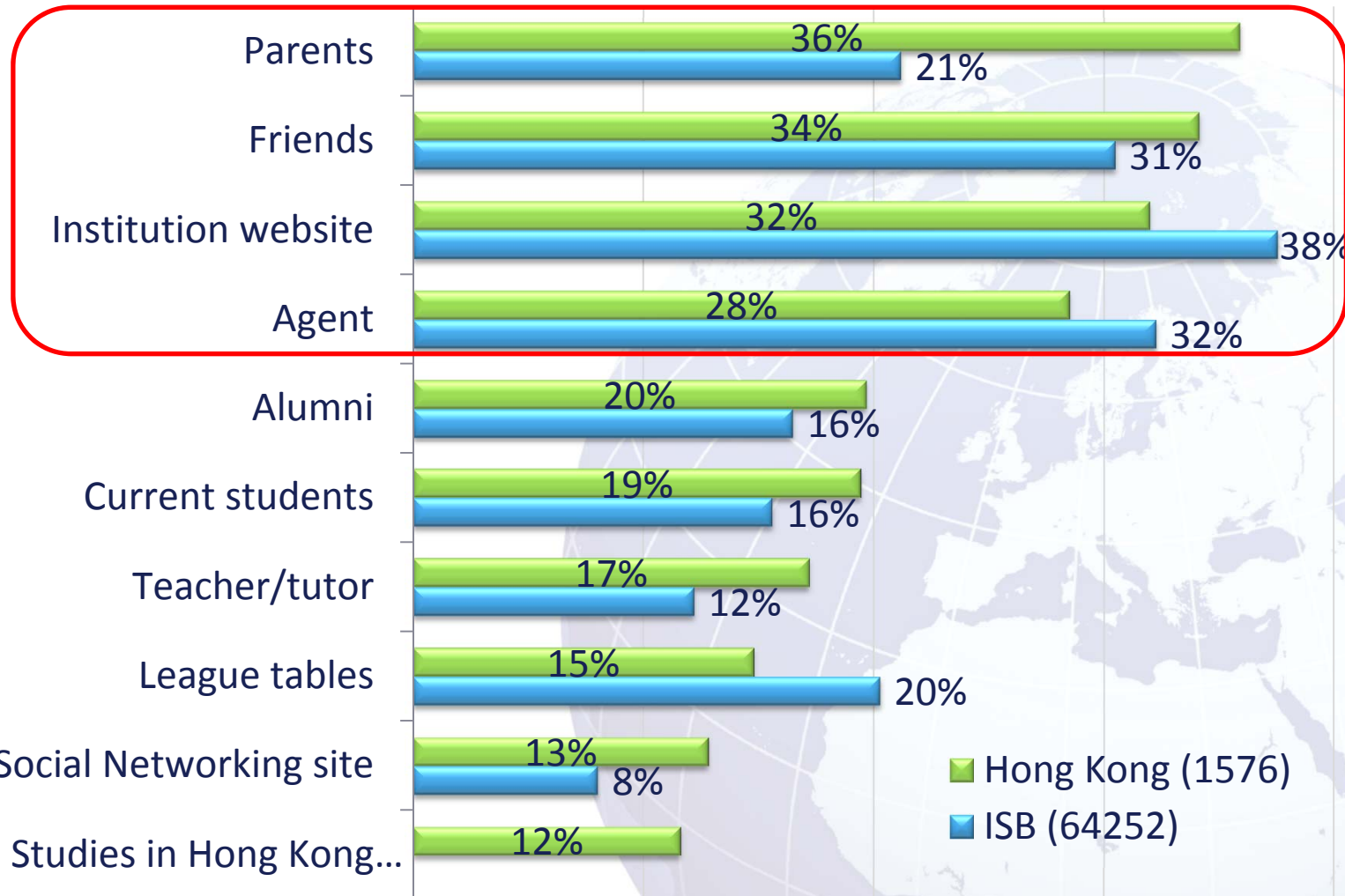
## Top 10 factors in study decision (% important) – mainland/international students







## Top 10 key influences (choice of institution) – mainland/international students

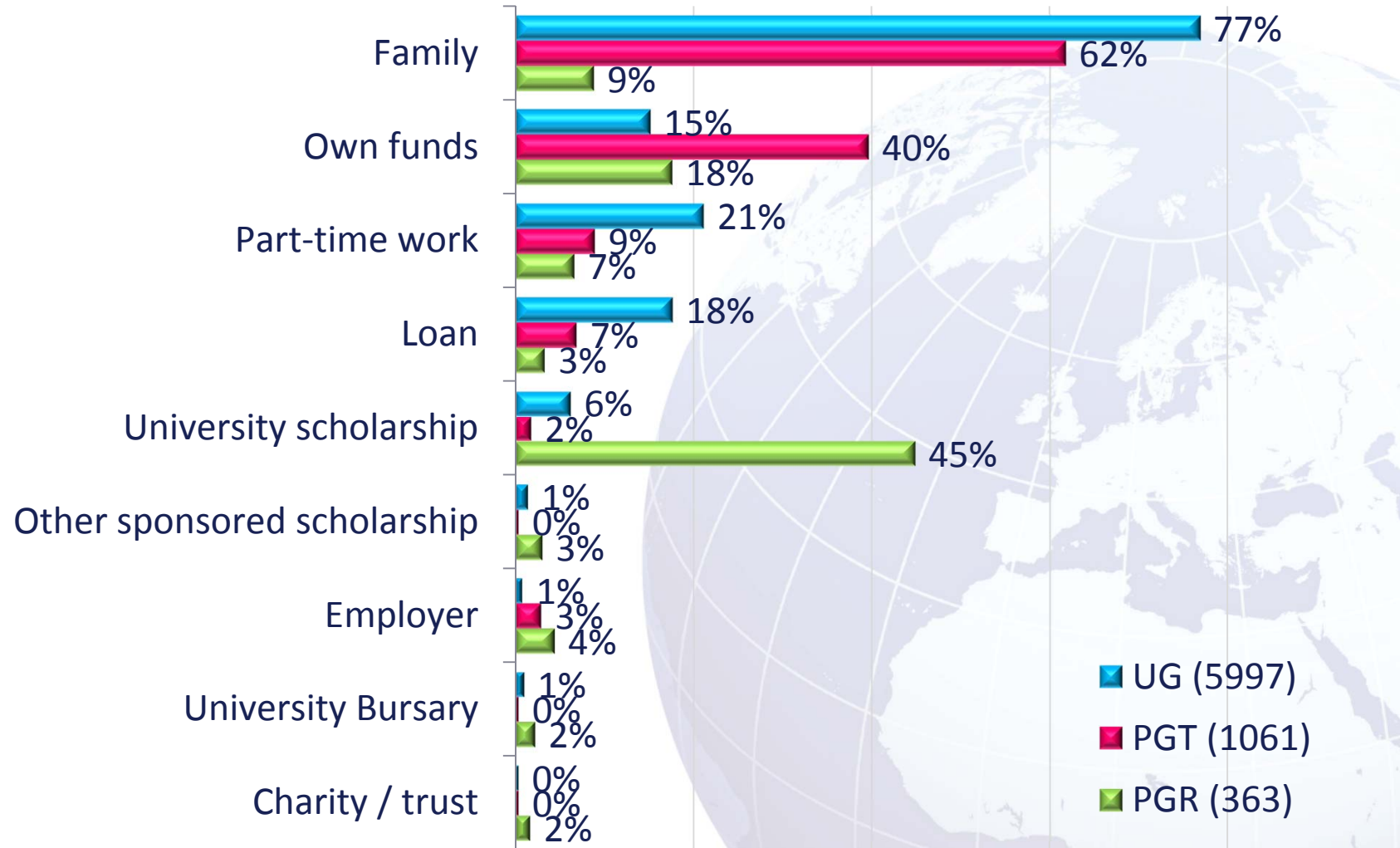




# Funding

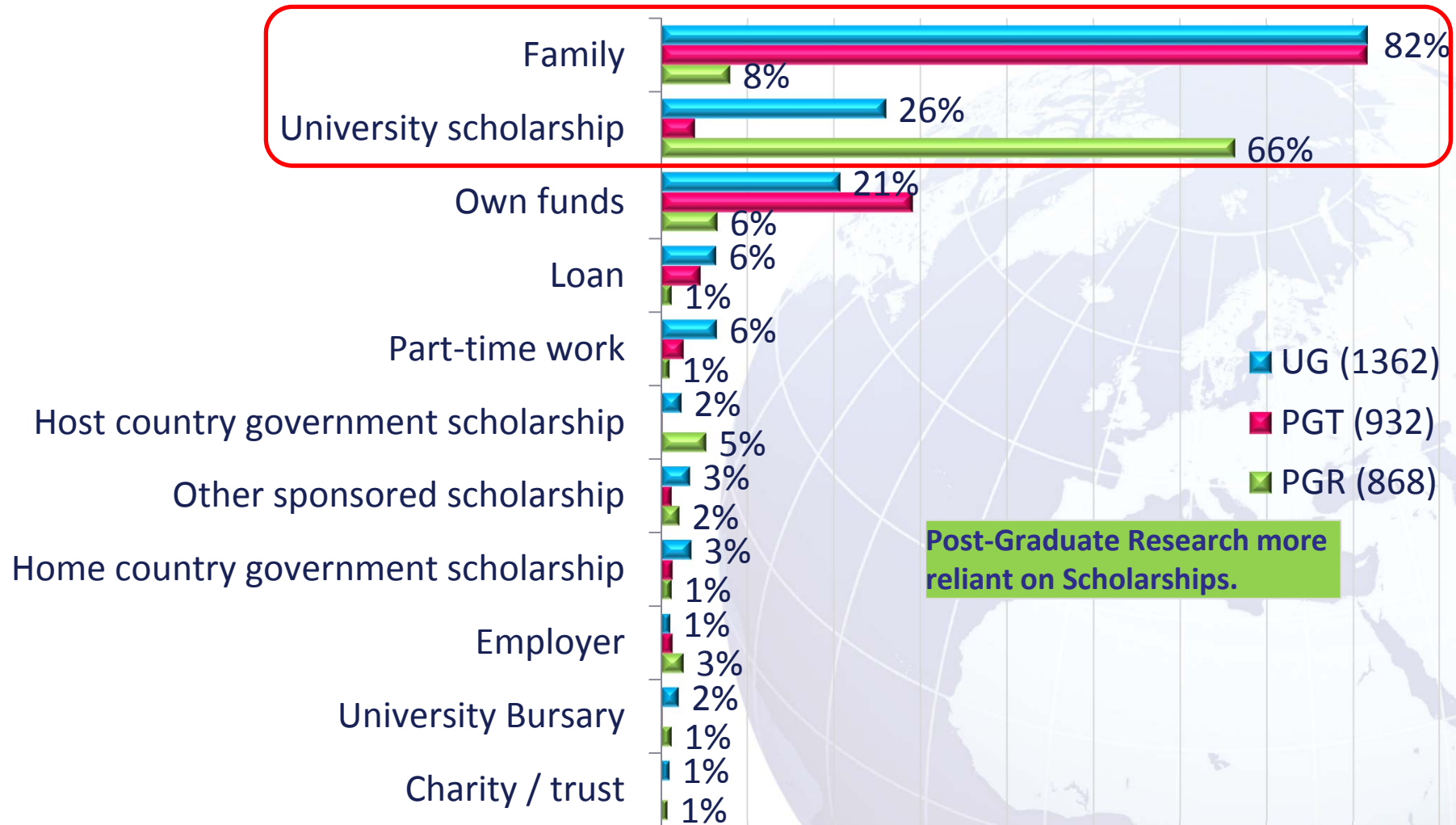


# Funding breakdown – local students





## Funding breakdown – international students

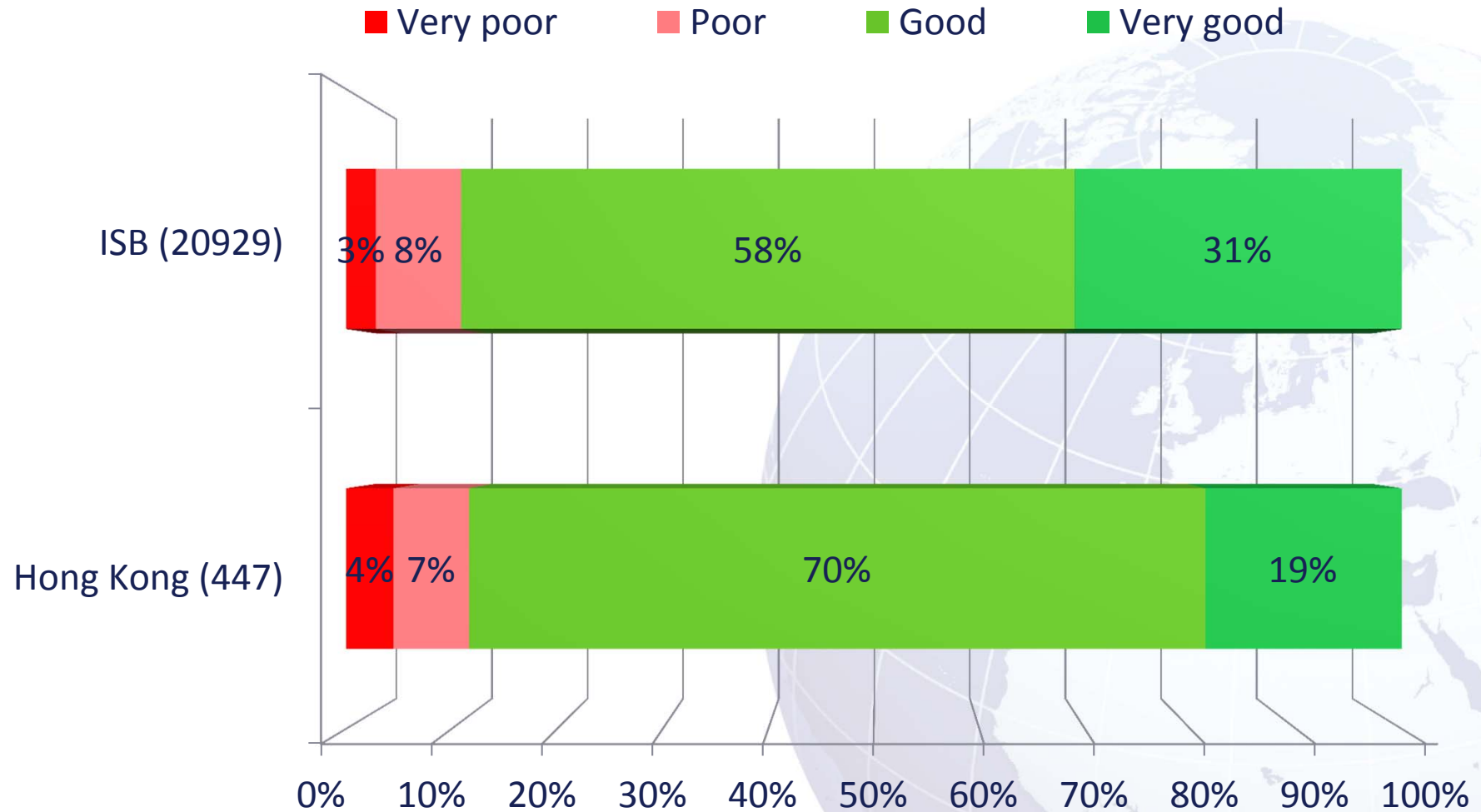




# Agents



## Agent Rating – international students





# Arrival



## Benchmarking arrival – mainland/international students (sorted by satisfaction difference)

	Hong Kong	ISB %	Asia %	ISB +/-	Asia +/-	% p
<b>ARRIVAL AVERAGE</b>	<b>82.6%</b>	<b>84.7%</b>	<b>81.5%</b>	<b>-2.1%</b>	<b>1.1%</b>	
<b>ARRIVAL OVERALL</b>	<b>90.2%</b>	<b>88.7%</b>	<b>83.9%</b>	<b>1.5%</b>	<b>6.3%</b>	<b>0.56</b>
Home friends	92.7%	86.3%	86.8%	6.4%	6.0%	0.00
Accommodation Office	89.5%	84.1%	81.3%	5.4%	8.2%	0.02
Finance Office	93.6%	90.7%	89.8%	2.9%	3.7%	0.00
Meeting staff	92.2%	90.5%	87.1%	1.7%	5.1%	0.85
University orientation	90.1%	88.4%	86.4%	1.7%	3.7%	0.45
Study sense	85.9%	84.3%	85.8%	1.6%	0.1%	0.34
Social activities	84.7%	83.4%	79.9%	1.3%	4.8%	0.42
Accommodation conditi	83.3%	82.2%	72.1%	1.0%	11.1%	0.93
Registration	87.9%	87.7%	89.0%	0.2%	-1.1%	0.06
Internet access	79.0%	79.6%	72.7%	-0.6%	6.2%	0.63
Formal welcome	88.1%	88.8%	80.1%	-0.7%	8.0%	0.22
First night	83.0%	84.9%	80.4%	-1.9%	2.7%	0.01
Local orientation	83.6%	86.2%	82.0%	-2.6%	1.6%	0.15
Host friends	68.5%	74.1%	78.3%	-5.6%	-9.8%	0.00
Welcome	71.1%	79.8%	76.0%	-8.7%	-4.9%	0.00
Bank account	63.1%	81.4%	73.2%	-18.4%	-10.1%	0.00
Other friends	68.7%	87.7%	85.4%	-19.0%	-16.8%	0.00

Arrival section asked to all 1st year students



# Learning



## Benchmarking learning – mainland/international students (sorted by satisfaction difference)

	Hong Kong	ISB %	Asia %	ISB +/-	Asia +/-	%p
<b>LEARNING AVERAGE</b>	<b>85.9%</b>	<b>86.2%</b>	<b>81.6%</b>	<b>-0.3%</b>	<b>4.4%</b>	
<b>LEARNING OVERALL</b>	<b>84.8%</b>	<b>87.0%</b>	<b>82.8%</b>	<b>-2.2%</b>	<b>2.0%</b>	<b>0.00</b>
Opportunities to teach**	83.0%	72.5%	88.3%	10.5%	-5.3%	0.00
Learning spaces	95.2%	89.7%	84.9%	5.5%	10.3%	0.00
Physical library	94.1%	89.0%	84.0%	5.1%	10.1%	0.00
Course organisation	89.3%	85.2%	80.4%	4.1%	8.9%	0.00
Technology	92.4%	88.9%	77.6%	3.4%	14.8%	0.00
Virtual learning	93.6%	90.7%	84.9%	2.9%	8.7%	0.00
Topic selection**	90.8%	88.1%	87.4%	2.7%	3.4%	0.01
Online library	92.4%	90.5%	82.9%	2.0%	9.5%	0.00
Careers advice	73.0%	71.2%	69.5%	1.8%	3.5%	0.00
Learning support	90.1%	88.9%	84.6%	1.2%	5.5%	0.54
Assessment	89.1%	88.0%	79.9%	1.1%	9.2%	0.47
Marking criteria	84.5%	83.8%	78.8%	0.7%	5.7%	0.49
Expert lecturers	93.0%	93.1%	85.5%	-0.1%	7.5%	0.00
Performance feedback	83.4%	83.9%	76.3%	-0.5%	7.1%	0.15
Laboratories	89.9%	90.6%	83.4%	-0.7%	6.4%	0.02
Work experience	66.2%	67.8%	67.7%	-1.6%	-1.5%	0.32
Course content	87.2%	88.8%	85.5%	-1.6%	1.7%	0.00
Quality lectures	87.1%	88.7%	80.7%	-1.6%	6.4%	0.00
Good teachers	86.2%	88.1%	79.0%	-1.9%	7.2%	0.00
Class size	86.1%	88.4%	85.1%	-2.2%	1.1%	0.00
Research	83.5%	86.8%	80.1%	-3.3%	3.4%	0.00
Managing research**	85.3%	90.0%	87.0%	-4.7%	-1.7%	0.00
Employability	72.9%	77.9%	75.9%	-5.0%	-3.0%	0.00
Academics' English	86.6%	92.0%	81.7%	-5.4%	4.9%	0.00
Language support	80.9%	88.6%	81.1%	-7.7%	-0.2%	0.00
Multicultural	78.8%	90.2%	88.1%	-11.4%	-9.3%	0.00

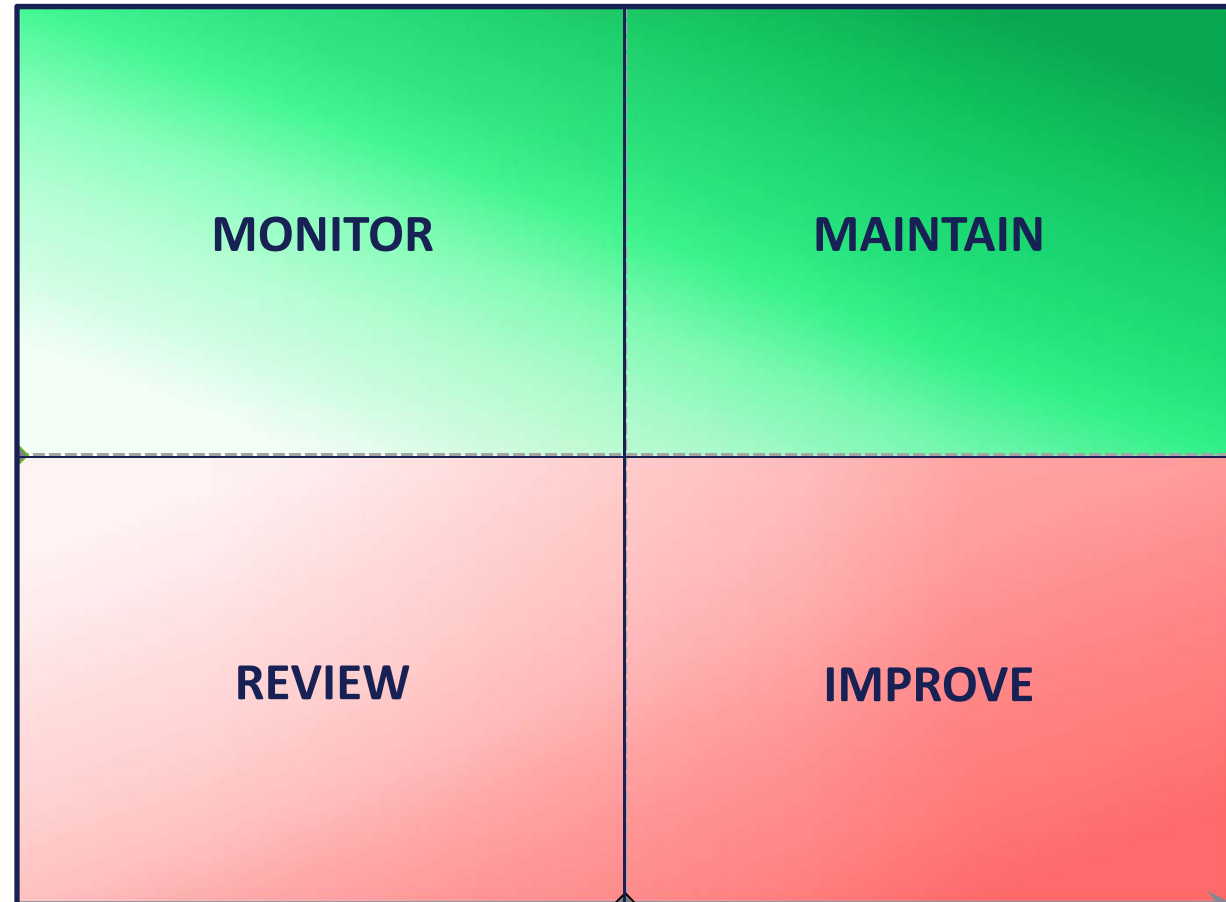


## Learning matrix

*Elements in the top right quadrant are important to students and perform well. Those in the bottom right quadrant are important, but do not perform as well and should be improved.*

*Elements in the top and bottom left quadrants are of lower priority. These elements should be reviewed and monitored to ensure that we focus on the most important issues for students.*

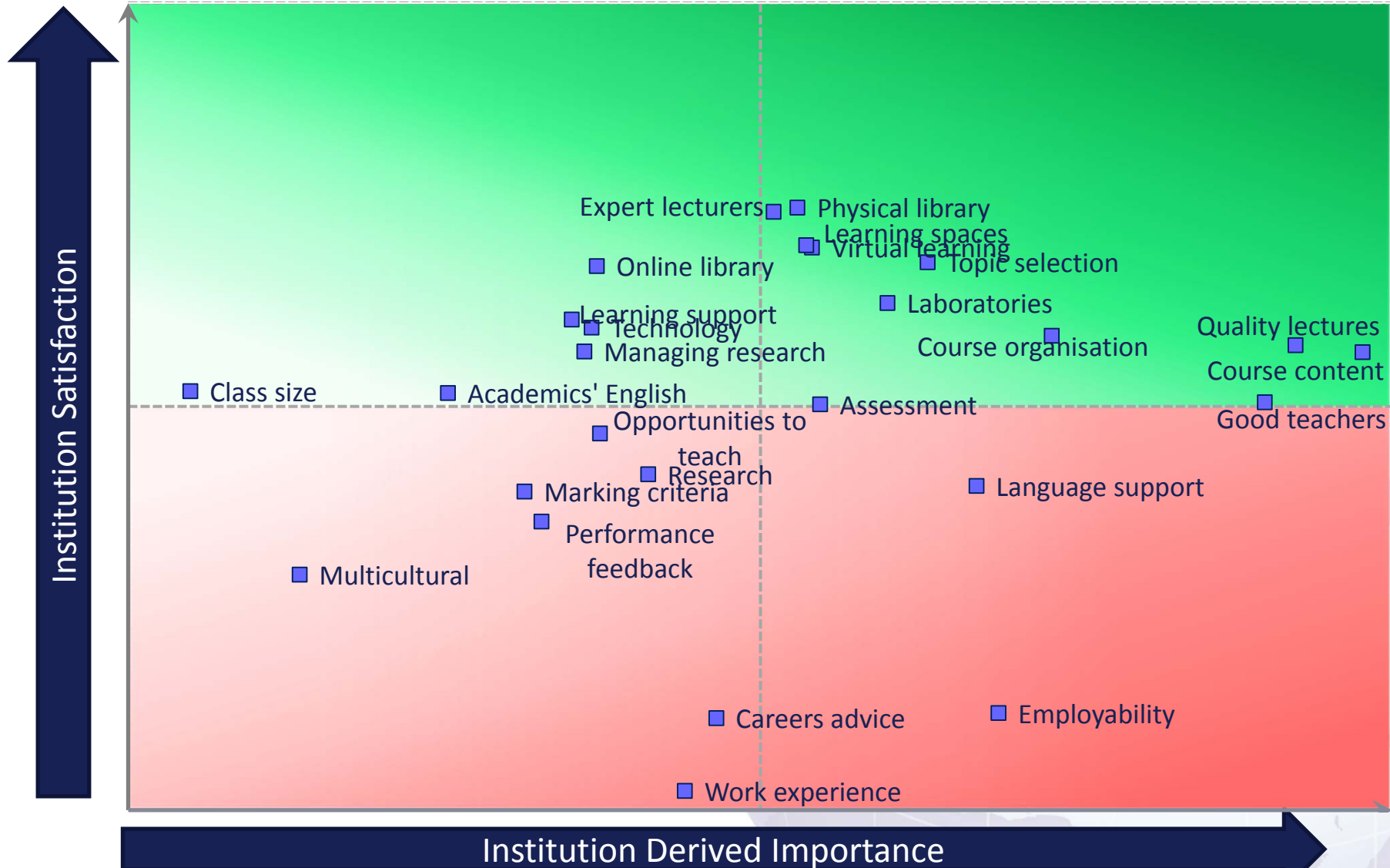
Institution Satisfaction



Institution Derived Importance



# Learning matrix – all students





**Living**



## Benchmarking living – mainland/international students (sorted by satisfaction difference)

	Hong Kong	ISB %	Asia %	ISB +/-	Asia +/-	% p
<b>LIVING AVERAGE</b>	<b>79.2%</b>	<b>78.5%</b>	<b>71.8%</b>	<b>-0.1%</b>	<b>7.4%</b>	
<b>LIVING OVERALL</b>	<b>84.4%</b>	<b>87.5%</b>	<b>82.6%</b>	<b>-3.1%</b>	<b>1.7%</b>	<b>0.00</b>
Sport facilities	88.6%	81.5%	71.6%	7.1%	16.9%	0.00
Visa advice	90.0%	83.2%	66.0%	6.8%	24.0%	0.00
Safety	96.1%	90.1%	77.9%	5.9%	18.2%	0.00
Home friends	92.7%	86.8%	88.7%	5.9%	4.0%	0.00
Transport links	84.0%	79.1%	61.3%	4.8%	22.7%	0.00
Living cost	66.0%	62.5%	67.4%	3.6%	-1.3%	0.00
Social facilities	85.0%	81.6%	74.0%	3.5%	11.0%	0.00
Worship facilities	89.4%	86.2%	82.5%	3.2%	6.9%	0.00
Accommodation cost	60.1%	57.3%	57.2%	2.8%	2.9%	0.00
Transport links uni	85.1%	82.4%	63.4%	2.7%	21.7%	0.00
Campus environment	94.0%	91.4%	81.0%	2.6%	13.0%	0.00
Good place to be	91.4%	88.9%	74.7%	2.5%	16.7%	0.00
Campus buildings	89.1%	88.3%	78.6%	0.8%	10.5%	0.10
Financial support	53.4%	54.4%	49.4%	-0.9%	4.0%	0.12
Social activities	81.0%	82.0%	78.3%	-1.0%	2.7%	0.12
Internet access	78.1%	79.6%	67.5%	-1.5%	10.6%	0.08
Good contacts	77.5%	79.1%	77.1%	-1.5%	0.5%	0.00
Host culture	82.4%	85.0%	82.9%	-2.6%	-0.5%	0.00
Eco-friendly attitude	87.3%	90.2%	81.6%	-2.9%	5.8%	0.00
Accommodation quality	79.2%	83.9%	75.0%	-4.6%	4.2%	0.00
Host friends	68.8%	73.7%	77.8%	-4.9%	-9.0%	0.00
Earning money	34.1%	49.8%	31.3%	-15.7%	2.8%	0.00
Other friends	69.4%	87.8%	86.7%	-18.3%	-17.3%	0.00

Arrival section asked to all 1st year students



## Living satisfaction, international/mainland student split (sorted by overall HK)

Base	143953	3325	2404	76	64	63	56	53	46	45	40	37	31	26	26	21	20	17	17	13	13	13	12	12
LIVING SATISFACTION																								
% Satisfied		Region/nationality																						
Living elements	Global ISB	HK	Mainland China	USA	Indonesia	India	Taiwan	North Korea	Malaysia	Germany	South Korea	France	Pakistan	Singapore	Canada	Macao	Netherlands	UK	Hong Kong SAR	Japan	Italy	Bangladesh	Philippines	Switzerland
Safety	90%	96%	96%	100%	95%	98%	98%	92%	98%	97%	94%	100%	100%	96%	100%	84%	100%	88%	93%	92%	100%	100%	100%	100%
Campus environment	92%	94%	94%	93%	90%	98%	93%	80%	93%	100%	83%	94%	100%	87%	100%	89%	100%	94%	86%	92%	92%	100%	90%	92%
Home friends	88%	93%	94%	89%	98%	98%	96%	90%	98%	100%	92%	84%	97%	91%	95%	84%	94%	93%	92%	75%	60%	82%	NSV	90%
Good place to be	90%	91%	91%	91%	92%	98%	89%	77%	90%	92%	83%	91%	97%	92%	95%	89%	100%	94%	100%	75%	100%	100%	100%	83%
Visa advice	84%	90%	91%	66%	96%	93%	88%	82%	89%	93%	82%	96%	93%	100%	85%	72%	100%	93%	NSV	82%	77%	92%	70%	NSV
Campus buildings	89%	89%	91%	88%	88%	93%	83%	58%	86%	81%	78%	85%	100%	83%	95%	84%	94%	81%	93%	92%	62%	92%	90%	92%
Worship facilities	87%	89%	92%	72%	85%	90%	96%	48%	72%	80%	72%	NSV	79%	82%	NSV	73%	NSV	NSV	100%	NSV	NSV	82%	NSV	NSV
Sport facilities	83%	88%	89%	65%	89%	93%	82%	88%	83%	90%	82%	93%	97%	86%	74%	79%	100%	93%	91%	92%	92%	100%	NSV	90%
Eco-friendly attitude	90%	87%	91%	84%	93%	93%	60%	74%	80%	64%	81%	73%	100%	77%	48%	74%	72%	81%	77%	80%	54%	100%	NSV	55%
Social facilities	83%	85%	87%	57%	88%	93%	91%	77%	80%	82%	74%	81%	93%	87%	84%	74%	88%	67%	81%	91%	75%	62%	100%	NSV
Transport links uni	84%	85%	86%	85%	77%	91%	80%	48%	75%	81%	78%	83%	96%	93%	73%	83%	80%	100%	NSV	70%	NSV	NSV	NSV	NSV
Transport links	82%	84%	83%	90%	83%	91%	89%	48%	80%	81%	83%	91%	97%	100%	86%	74%	100%	93%	100%	75%	92%	92%	91%	73%
Host culture	84%	83%	82%	88%	88%	78%	93%	66%	88%	86%	86%	88%	66%	92%	87%	79%	100%	94%	82%	92%	77%	83%	91%	75%
Social activities	83%	81%	83%	59%	76%	88%	83%	61%	56%	78%	69%	74%	93%	86%	68%	79%	100%	87%	82%	67%	73%	75%	91%	NSV
Accommodation quality	84%	79%	81%	62%	87%	84%	89%	80%	79%	72%	69%	88%	74%	83%	71%	83%	89%	60%	NSV	NSV	54%	58%	NSV	82%
Good contacts	79%	78%	76%	81%	86%	85%	81%	65%	82%	82%	85%	77%	90%	87%	86%	67%	94%	94%	85%	64%	83%	73%	90%	80%
Internet access	80%	78%	78%	67%	87%	88%	76%	67%	71%	89%	64%	88%	85%	79%	95%	89%	78%	53%	90%	75%	85%	92%	NSV	45%
Other friends	87%	70%	62%	93%	93%	90%	89%	77%	98%	89%	89%	94%	83%	92%	87%	67%	100%	93%	85%	100%	85%	92%	100%	100%
Host friends	72%	69%	66%	71%	85%	73%	91%	65%	86%	72%	81%	76%	76%	79%	57%	95%	83%	63%	92%	75%	58%	75%	80%	67%
Living cost	61%	66%	61%	84%	83%	81%	59%	71%	55%	76%	64%	85%	55%	88%	95%	84%	83%	88%	92%	82%	85%	73%	91%	83%
Accommodation cost	56%	60%	55%	83%	83%	79%	70%	77%	71%	78%	77%	81%	44%	78%	71%	78%	89%	87%	NSV	NSV	38%	58%	NSV	45%
Financial support	55%	54%	55%	32%	56%	46%	49%	49%	48%	38%	38%	45%	73%	NSV	60%	69%	NSV	33%	NSV	80%	70%	NSV	NSV	NSV
Earning money	51%	34%	35%	19%	44%	46%	27%	36%	36%	25%	34%	21%	11%	NSV	62%	33%	NSV	25%	91%	NSV	NSV	NSV	NSV	NSV

Here you can see the spectrum of satisfaction across nationalities. Much related to expectation.



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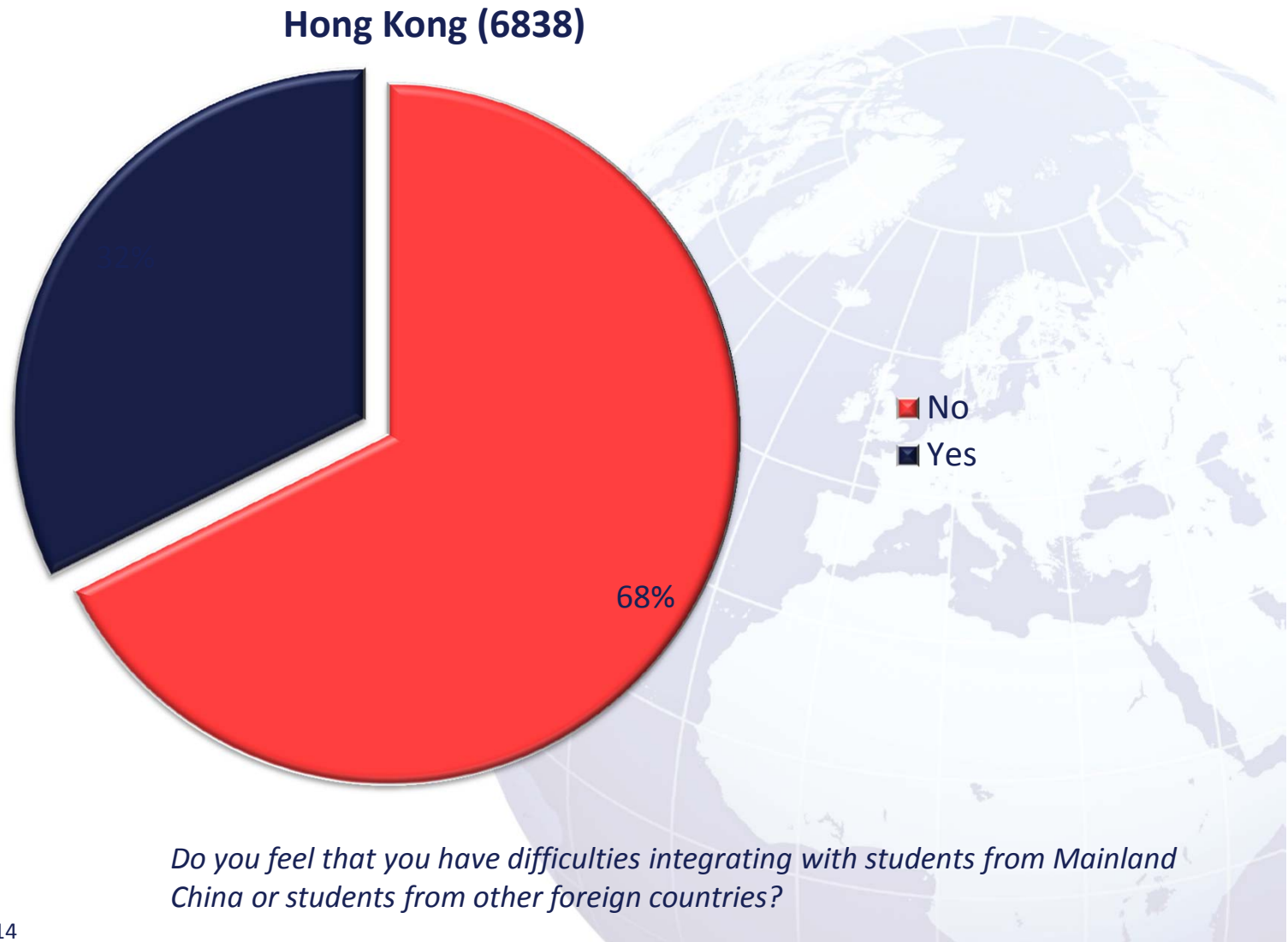


**i-graduate**  
INTERNATIONAL INSIGHT  
part of the Tribial Group plc

# Internationalisation

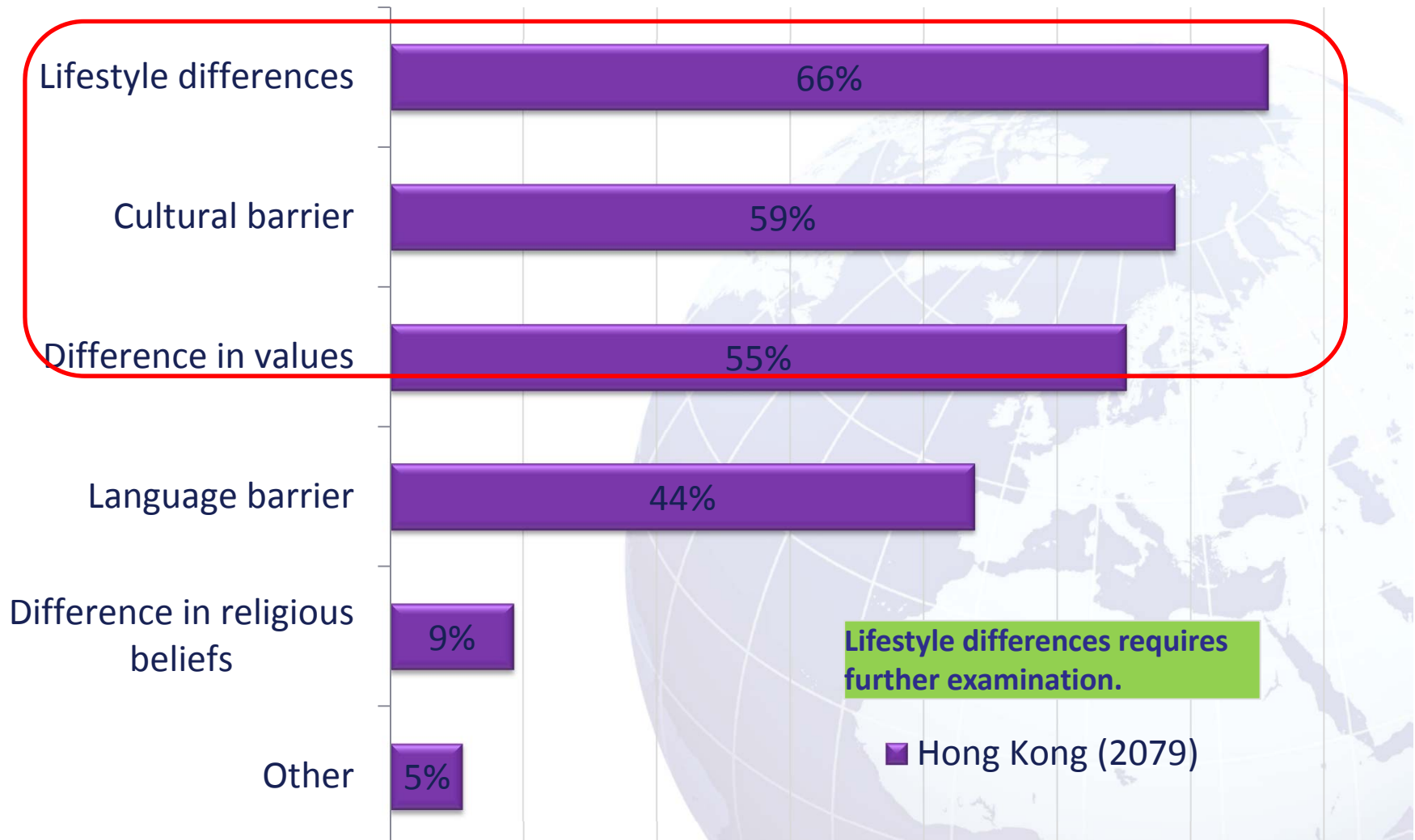


## Integration (Local students only)





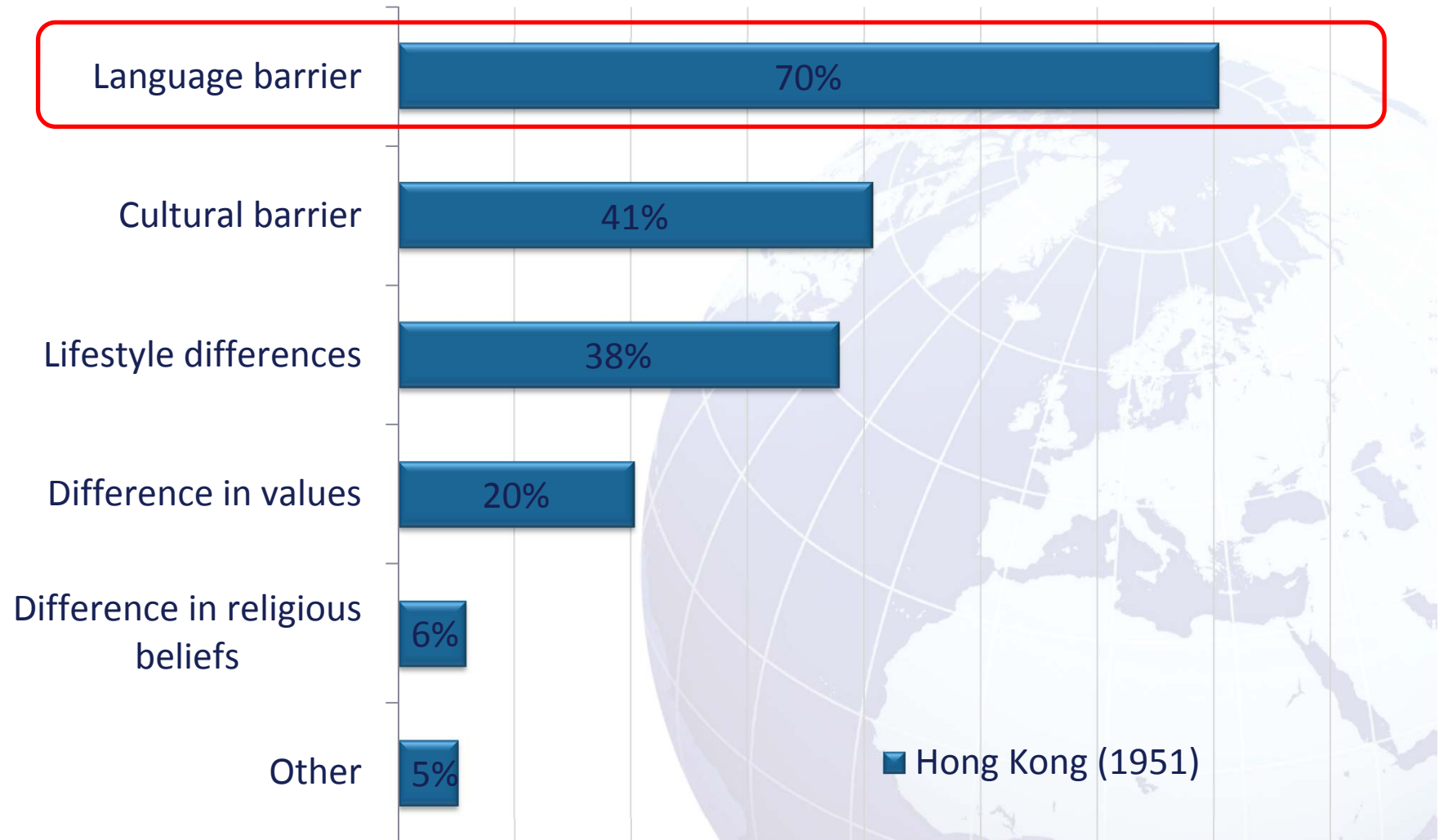
## Reasons for difficulties integrating (Local students only)



*Do you feel you have difficulties integrating with students from Mainland China for any of the following reasons? 33*



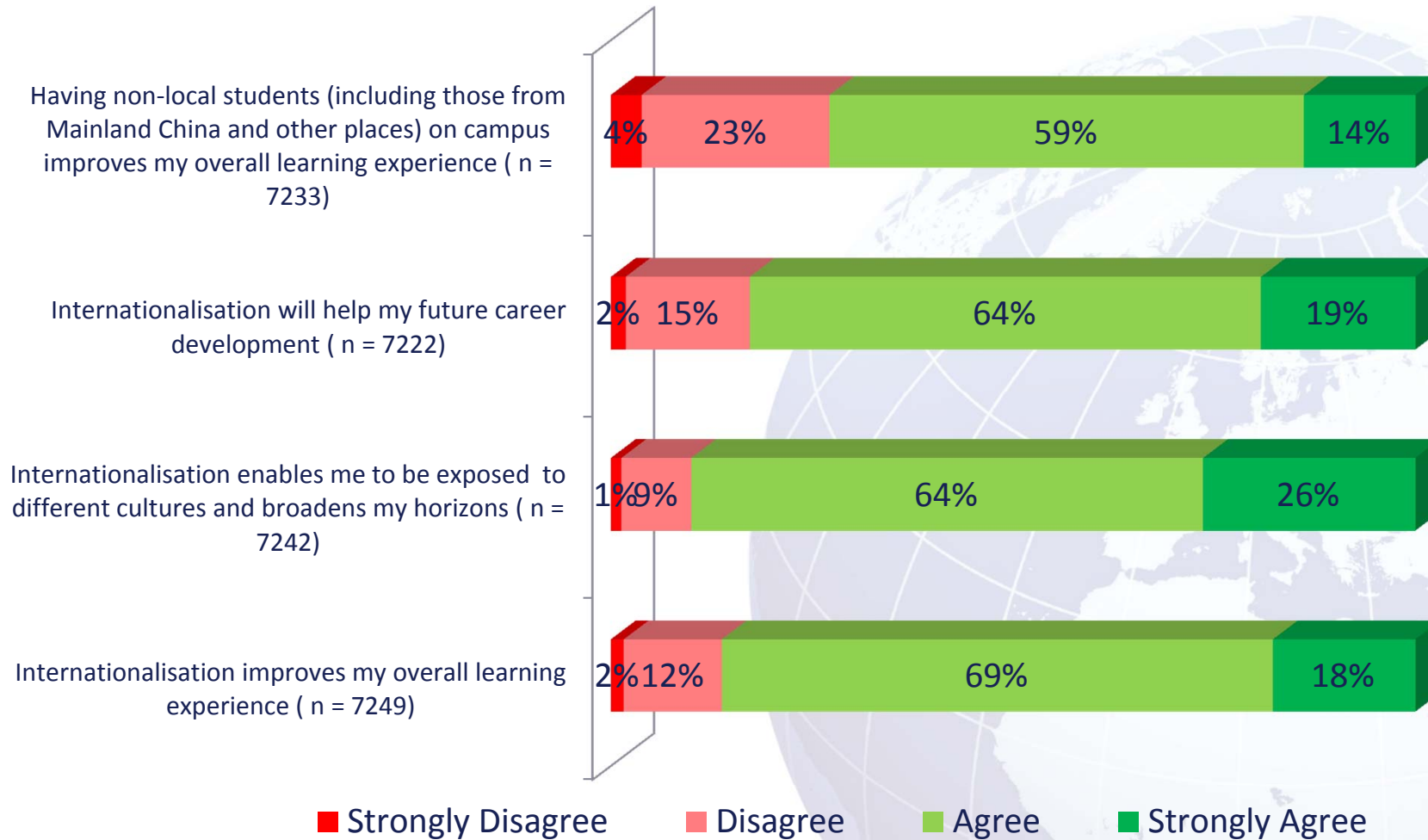
## Reasons for difficulties integrating (2) (Local students only)



*Do you feel you have difficulties integrating with students from other places for any of the following reasons?*



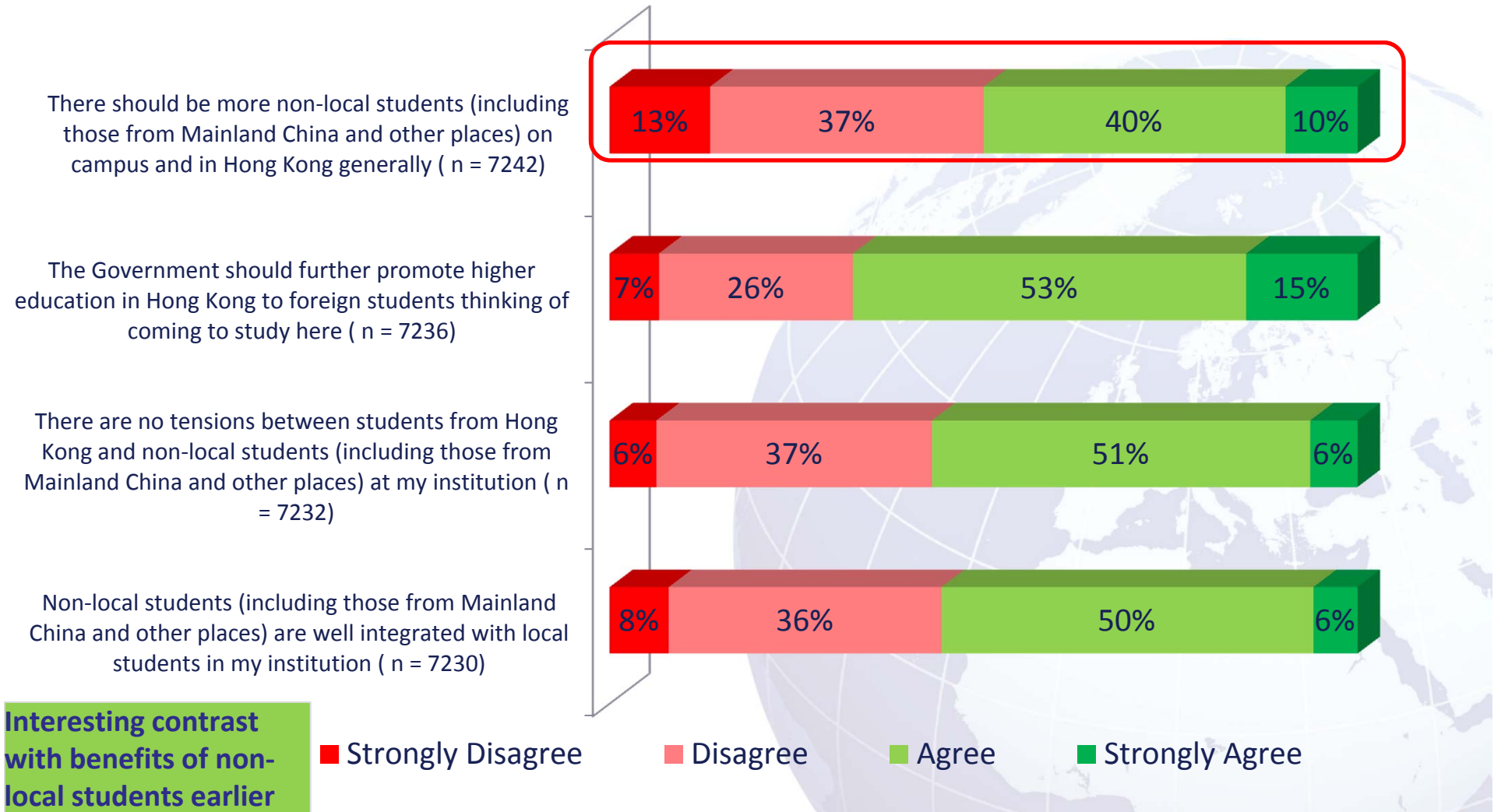
## Local student opinions on internationalisation







## Local student opinions on internationalisation (cont.)







## Suggestions for promoting internationalisation

- “I think hiring more non-local professors and hold more cultural activities would be better.”
- “I think instead of having **more international students or teachers, there could be more activities to promote understandings between local and non-local students.**”
- “No need to promote as the **current student mix is optimal**; the crux of the problem is to integrate the mix.”
- “Promote more overseas exchanges, encourage foreigners to learn Chinese, building Hong Kong as a place as the most ideal place for students to learn Chinese culture, holding more international conferences, invite more visiting scholars”
- “Providing incentives to admit more non-local students is definitely the most appropriate measure...”

*How do you suggest the HKSAR Government or your institution further promote the internationalisation of higher education in Hong Kong, e.g. admit more non-local students, arrange more overseas exchanges, hire more non-local professors, etc.?* 37



## Suggestions for Government Careers Support

- “To allow non-local students to engage in part-time jobs/internships that are related to their studies but outside of the curriculum.”
- “A lot of local companies recruit local graduates only, which is extremely unfair for those excellent final-year students from other countries. Besides, as fresh graduates, we need more information about career path and prospective in HK.”
- “Provide Seed Funding for Business Startups Provide Mentoring Assistance particularly on how to build, operate and manage a startup enterprise”
- “If it is possible to apply for IANG a month before the end of student visa, students will be able to convert internship into full-time employment, so that they can have less difficulty finding job after graduation.”
- “To provide more internships and jobs for non Cantonese speakers”
- “Allowed to have employment whilst studying if it is a business we have created. The university wants entrepreneurship but having your own business and generating revenue whilst studying is not even legal...”

*What employment / careers-related support or assistance would you like the HKSAR Government to provide?* 38



## Suggestions

- “By getting the Students union to hold events in English so that we can understand and participate in activities. Mostly clubs and societies are dominated by locals and internationals are not so welcome”
- “I think it will be nice to assign a local buddy, who is willing to know mainland or international friends, to each mainland or international students. Random group mates assignment in class could also help. Exchange with local student in foreign country can definitely improve the connection between mainland students and local students, which helps us find what we have in common.”
- “The government or institution can produce chances for students to exchange between HK and Mainland China, to understand each others' culture much better. It's good for inheriting our Chinese traditional culture.”
- “Cantonese is one of the key factors which make the communication with local students easier, however, I can't find a Cantonese course for postgraduate students provided by professional teachers as part of the university curriculum.”

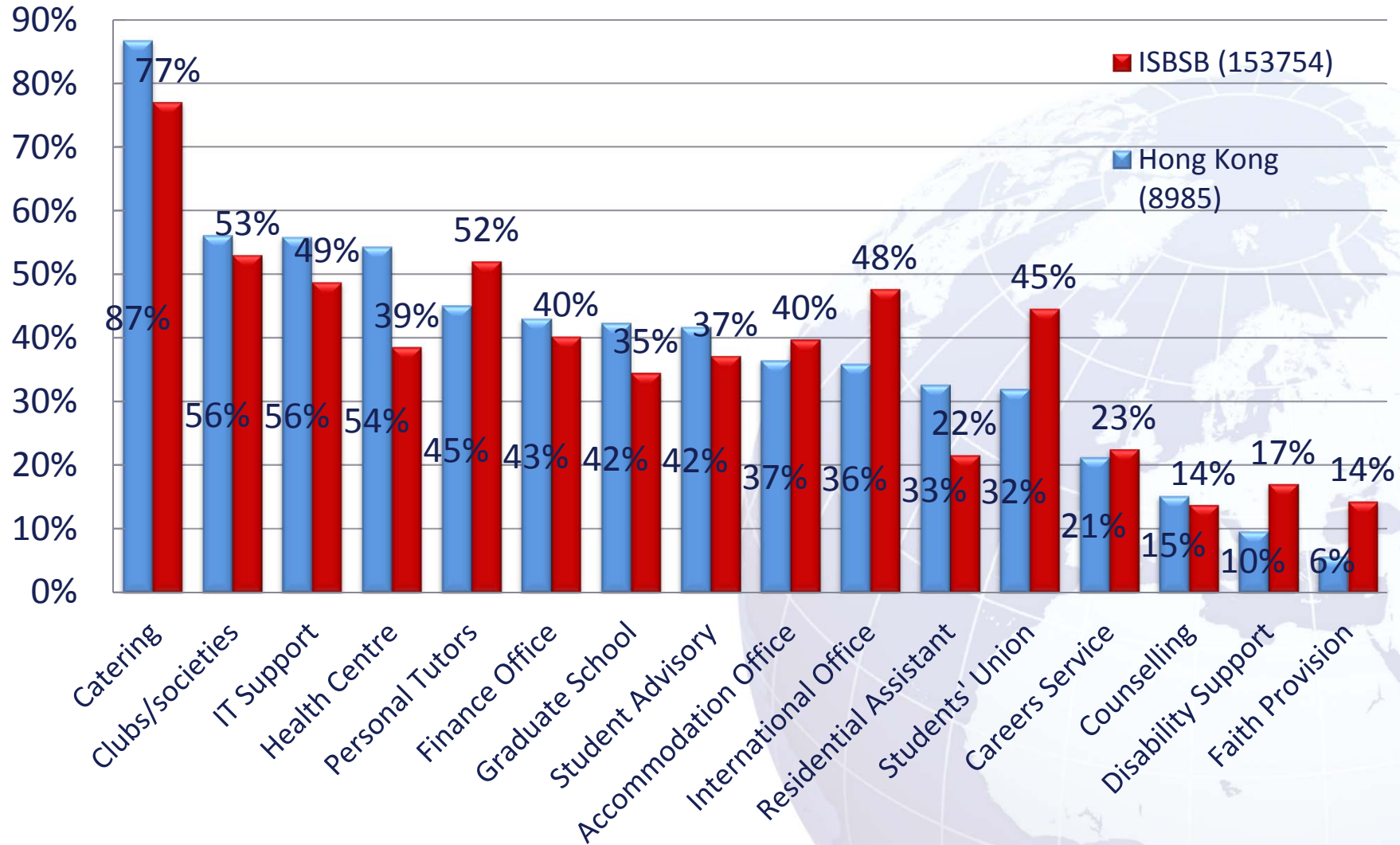
*How could the Government / your institution help in facilitating your integration with the local students? (international and non-local students only)*<sub>39</sub>



**Support**



## Benchmarking support (usage %) – all students







## Benchmarking support – mainland/international students (sorted by satisfaction difference)

	Hong Kong	ISB %	Asia %	ISB +/-	Asia +/-	% p
<b>SUPPORT AVERAGE</b>	<b>90.1%</b>	<b>90.1%</b>	<b>84.1%</b>	<b>0.0%</b>	<b>6.0%</b>	
<b>SUPPORT OVERALL</b>	<b>91.0%</b>	<b>89.6%</b>	<b>80.9%</b>	<b>1.5%</b>	<b>10.1%</b>	<b>0.61</b>
Careers Service	94.1%	85.5%	81.1%	8.5%	13.0%	0.00
International Office	95.6%	91.4%	81.6%	4.2%	14.0%	0.00
Counselling	94.2%	90.2%	91.3%	4.0%	2.9%	0.00
Residential Assistants	93.0%	89.3%	84.2%	3.7%	8.8%	0.00
Finance Office	92.6%	89.2%	83.8%	3.4%	8.8%	0.00
Student Advisory	95.6%	92.7%	86.9%	2.9%	8.7%	0.04
Disability Support	95.5%	92.9%	94.8%	2.6%	0.7%	0.89
IT Support	93.8%	92.2%	82.9%	1.6%	10.9%	0.00
Personal Tutors	92.7%	92.2%	89.2%	0.6%	3.5%	0.00
Graduate School**	94.6%	94.3%	82.1%	0.3%	12.5%	0.01
Health Centre	88.9%	88.7%	72.5%	0.3%	16.4%	0.21
Faith Provision	92.9%	93.5%	95.3%	-0.6%	-2.4%	0.37
Clubs/societies	88.3%	92.8%	87.7%	-4.5%	0.6%	0.00
Accommodation Office	77.9%	82.9%	74.5%	-5.0%	3.4%	0.00
Catering	74.5%	79.5%	68.7%	-5.0%	5.8%	0.00
Students' Union	77.3%	93.6%	89.4%	-16.2%	-12.1%	0.00

**Students Union can play a vital role in integration and internationalisation .**

Arrival section asked to all 1st year students



## Some food for thought

- **Excellent facilities throughout Hong Kong in relation to learning spaces and libraries**
- **Safety and campus environment score highly as do sports facilities**
- **Support infrastructure for international students is excellent, although Welcome and bank account need some thought**
- **The challenges are integration and the need for systems and processes to allow integration to take place**
- **Language and lifestyle differences appear to be a barrier**
- **Work opportunities and employability issues remain key**
- **Early days in this first cut of the data and time to explore the issues more fully!!**





Graduate in 2026, 2030 and 2033  
How they will become global  
citizens? I suspect in ways we can't  
imagine.....



# Appendix



# Questionnaire



## Questionnaire Flow

### Background

- *Accommodation*
- *Funding*
- *Level of study*
- *Area of study*
- *School/Faculty/Department*
- *Year of study*

### Pre-Arrival

- *Choice of destination*
- *Key influences*
- *Application process*
- *Visa Satisfaction*
- *Agents*

### Internationalisation

- *Views on internationalisation*
- *Perceptions of integration*

### Arrival Experience

- *Overall Satisfaction*
- *Rating on experience*

### Learning Experience

- *Overall Satisfaction*
- *Satisfaction of learning elements*

### Living Experience

- *Overall Satisfaction*
- *Satisfaction of living elements*

### Support Experience

- *Overall Satisfaction*
- *Relevance of services*
- *Satisfaction with services used*

### Recommendation & Reflections

- *Recommendation to others*
- *Perceptions of value for money*
- *Living up to expectations*

### Study Time

- *Weekly hours studying and working*
- *Perception of time spent with academic staff*

### Future Plans

- *Employment*
- *Study*

*Not a full list of questions*

## Arrival Terminology

Terminology in Questionnaire	Terminology in Report
Welcome/pickup at airport, railway, coach station	Welcome/ pick-up
Academic registration	Registration
First night - getting to where I would stay	First night
Formal welcome at the university	Formal welcome
Internet access at my accommodation	Internet access
University orientation	University orientation
Orientation (finding my way around the local area)	Local orientation
University accounts/ finance department	Finance office
Setting up a bank account	Bank account
Accommodation office	Accommodation office
Condition of accommodation on arrival	Accommodation condition
The social activities	Social activities
Making friends from my country	Home friends
Making friends from this country	Host friends
Making friends from other countries	Other friends
Meeting academic staff	Meeting staff
Understanding how my programme of study would work	Study sense
Meeting administrative staff	Meeting administrative staff

Learning - Terminology in Questionnaire	Learning - Terminology in Report
The quality of lectures	Quality lecturers
The subject area expertise of lecturers/ supervisors	Expert lecturers
The teaching ability of lecturers/ supervisors	Good teachers
The academic content of my course/ studies	Course content
The organization and smooth running of the programme ( <i>excluding PGR &amp; Prof Doc students</i> )	Course organisation
The level of research activity	Research
Academic staff whose English I can understand	Academics' English
Getting time from academic staff when I need it/ personal support with learning	Learning support
Feedback on coursework/ formal written submissions	Performance feedback
Explanation of making/ assessment criteria	Marking criteria
Fair and transparent assessment of my work	Assessment
Guidance in topic selection and refinement by my supervisor ( <i>excluding UG, FC, non-degree &amp; other students</i> )	Topic selection
Confidence about managing a research project as a result of my experience so far ( <i>PGR &amp; Prof Doc students only</i> )	Managing research
The quality of the lecture theatres and classrooms	Learning spaces
The quality of laboratories (if applicable)	Laboratories
The physical library facilities	Physical library
The online library facilities	Online library
The learning technology (PCs, networking, etc)	Technology
Virtual learning environment (Blackboard/ WebCT/ Weblearn)	Virtual learning
Advice and guidance on long-term job opportunities and careers from academic staff	Careers advice
Learning that will help me get a good job	Employability
Opportunities for work experience/ work placements as a part of my studies	Work experience
Studying with people from other cultures	Multicultural
Help to improve my English language skills	Language support
Opportunities to teach (PhD only)	Opportunities to teach
The size of classes	Size of classes
Studying with local students ( <i>asked to local, non-local and international students</i> )	Studying with local students
Learning through extra-curricular activities	Learning through extra-curricular activities
	Help to improve my Cantonese/Putonghua language skills <i>if</i>

Living - Terminology in Questionnaire	Living - Terminology in Report
The quality of accommodation	Accommodation quality
The cost of accommodation	Accommodation cost
The cost of living	Living cost
Feeling safe and secure	Safety
Making friends from my home country ( <i>international and non-local students only</i> )	Home friends
Making friends from Hong Kong	Host friends
Making friends from other countries	Other friends
Opportunities to experience the culture of Hong Kong ( <i>international and non-local students only</i> )	Host culture
The sports facilities	Sports facilities
The social facilities	Social facilities
The social activities	Social activities
Internet access at my accommodation	Internet access
Making good contacts for the future	Good contacts
The facilities for religious worship	Worship facilities
The surroundings outside the university/institution	Good place to be
The transport links to other places	Transport links (other places)
The availability of financial support/ bursaries etc.	Financial support
The opportunity to earn money while studying	Earning money
Immigration and visa advice from the university/institution ( <i>international and non-local students only</i> )	Visa advice
Transport between university/institution locations	Transport links uni
The university/institution's eco-friendly attitude to the environment	Eco-friendly attitude



## Support Terminology

Terminology in Standard Questionnaire	Terminology in University Questionnaire	Terminology in Report
University/institution Clubs/Societies	Students' Union clubs/societies	SU clubs/societies
Students' Union	Students' Union	Students' Union
Student Advisory Service	Student Advice	Student Advisory
IT and system support	IT services	IT Support
Halls of Residence welfare support	Court Life Mentors	Halls Welfare
Health Centre	Guildowns University Medical Centre	Uni Medical Ctr
Chaplaincy or multi-faith provision	Chaplaincy	Faith Provision
University/institution accounts/ finance department	Registry Student Centre and Cashiers	Registry Student Ctr/Cashiers
Disability Support	Additional Learning Support	Additional Learning Supp
Careers Advisory Service	Careers Service	Careers Service
Counselling Service	Centre for Wellbeing	Ctr. for Wellbeing
Campus eating places	Campus eating places	Catering
Accommodation Office	Accommodation Services	Accomm Serv





## Contact details

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