



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

STUDENT EQUITY PERFORMANCE IN AUSTRALIAN HIGHER EDUCATION

2007 to 2013

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The National Centre for Student Equity in Higher Education

The National Centre for Student Equity in Higher Education (NCSEHE) is funded by the Australian Government Department of Education and is hosted at Curtin University. The objectives of the NCSEHE are:

- to be at the centre of public policy dialogue about equity in Higher Education; and
- to 'close the loop' between equity policy, research and practice by:
 - o supporting and informing evaluation of current equity practice with a particular focus on identifying good practice;
 - o identifying innovative approaches to equity through existing research and the development of a forward research program to fill gaps in knowledge; and
 - o translating these learnings into practical advice for decision makers and practitioners alike.

Whilst the NCSEHE's focus is equity in higher education, the work of the NCSEHE is not limited to the issue of low-SES participation; rather it focuses on equity issues as they relate to a range of marginalised and/or disadvantaged groups in Australia.

For further information on the NCSEHE, please visit ncsehe.edu.au

Introduction

This NCSEHE Briefing Note provides an update on domestic undergraduate student enrolment and equity outcomes from 2007 to 2013, following Koshy (2014). It focuses on undergraduate outcomes for Table A providers, given policy changes in recent years to Australian undergraduate education that affect them, including the full deregulation of undergraduate places in 2012 under the Demand Driven System (DDS). It reports on the number of domestic undergraduates between 2007 and 2013 in the 38 'Table A providers' in Australian higher education and enrolments in seven equity groups:

- Low Socio-Economic Status ('low SES') students;
- Students with Disability;
- Indigenous Students;
- Women in Non-Traditional Areas;
- Regional Students;
- Remote Students; and
- Non-English Speaking Background (NESB) students (also referred to as 'culturally and linguistically diverse' or 'CALD' students).

In each equity group, results are reported for the national system in total, by institutional groupings, by state and territory, and by regional or metropolitan status, for each year. All reporting is for domestic undergraduates in each given year. The institutional groupings used are as follows:

- **The Group of Eight:** Australian National University (ANU), Melbourne, Monash, Sydney, New South Wales (UNSW), Queensland (UQ), Western Australia (UWA), and Adelaide.
- **The Australian Technology Network (ATN):** Curtin University, University of Technology, Sydney (UTS), RMIT University (RMIT), Queensland University of Technology (QUT), and University of South Australia (UniSA).
- **The Innovative Research Universities (IRU):** Murdoch, Flinders, Griffith, James Cook (JCU), Newcastle, La Trobe, and Charles Darwin University (CDU).
- **Regional Universities Network:** Southern Cross, New England (UNE), Federation, Sunshine Coast (SCU), Central Queensland (CQU), and Southern Queensland (USQ).
- **The Unaligned Universities:** Other Table A providers) – Macquarie, Wollongong, Deakin, Charles Sturt (CSU), Tasmania, Australian Catholic University (ACU), Canberra, Edith Cowan University (ECU), Swinburne, Victoria, Western Sydney (UWS) and The Batchelor Institute (Batchelor).

In addition, an analysis is also reported for a regional grouping of universities from the above list:

- **Regionally Headquartered:** Institutions with a major regional – CSU, Southern Cross, UNE, Federation, CQU, JCU, USQ, Tasmania, CDU, and Batchelor.
- **Metropolitan Institutions with Regional Campuses:** Institutions with one or more regional campus – Newcastle, Sydney, Wollongong, Deakin, La Trobe, Monash, RMIT, Melbourne, QUT, UQ, SCU, Curtin, ECU, Murdoch, UWA, Flinders, Adelaide, UniSA, and ACU.
- **No Regional Campuses:** Metropolitan Institutions with no regional campus: ANU, Sydney, UNSW, Griffith, Macquarie, Canberra, Swinburne, Victoria and UWS.

All student data reported or derived for the purposes of this document are sourced from *Students: Selected Higher Education Statistics 2013* (Appendix 2: Equity Data), published by the Australian Government Department of Education (2014).

Total Enrolment: 2007 to 2013

Enrolment, as measured by the number of students, in Table A providers increased from 528,844 in 2007 to 668,665 in 2013. This represents an increase of 139,821 undergraduate students, or around 26.4% growth in this six year period. Around 82.5% of growth in enrolment took place after 2009, in the lead up to and eventual introduction of the demand driven system (DDS) in higher education and the removal of caps on undergraduate student places. Growth was unevenly distributed across the sector, with the 'Unaligned Group' of generally newer universities witnessing a 41.9% expansion in places, raising their share of undergraduates from 28.5% in 2007 to 31.9% in 2013, with the Group of Eight seeing a reduced share from 27.9% to 25.2%. Regionally based universities grew less quickly than those based in metropolitan areas. New South Wales and Queensland recorded growth just under the national average. Victoria saw growth in line with the nation, while Western Australia (31.4%) and the Northern Territory (37.3%) saw faster growth to 2013.

Table 1: Domestic Undergraduate Enrolments, Higher Education, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013	Growth (07-13)	Growth (07-13) %
National	528,844	532,527	553,374	580,372	600,412	634,434	668,665	139,821	26.4%
Group of Eight	147,609	148,484	152,718	157,289	159,749	163,643	168,682	21,073	14.3%
ATN Group	94,486	95,520	97,467	99,423	102,097	109,302	115,712	21,226	22.5%
IRU Group	88,632	89,480	93,518	98,191	100,849	106,050	110,622	21,990	24.8%
Regional Universities Network	47,650	47,782	49,716	51,627	54,072	57,295	60,188	12,538	26.3%
Unaligned Group	150,467	151,261	159,955	173,842	183,645	198,144	213,461	62,994	41.9%
Regionally Headquartered	89,761	88,873	92,109	97,115	99,752	105,739	110,879	21,118	23.5%
Metro Institutions with Regional Campuses	306,688	309,942	320,711	333,902	345,675	363,823	381,355	74,667	24.3%
No Regional Campuses	132,395	133,712	140,554	149,355	154,985	164,872	176,431	44,036	33.3%
New South Wales	168,521	170,055	177,540	185,704	191,504	198,720	205,852	37,331	22.2%
Victoria	125,606	126,444	128,467	134,030	138,037	147,157	159,394	33,788	26.9%
Queensland	105,434	104,966	109,415	114,602	118,218	124,619	130,586	25,152	23.9%
Western Australia	51,857	52,367	55,201	58,311	60,740	65,231	68,164	16,307	31.4%
South Australia	38,716	38,970	40,203	41,669	43,227	45,169	46,605	7,889	20.4%
Tasmania	12,042	12,108	12,612	13,160	13,061	14,990	16,914	4,872	40.5%
Northern Territory	4,339	4,469	4,865	5,243	5,213	5,609	5,958	1,619	37.3%
Australian Capital Territory	13,810	14,094	14,734	15,776	16,403	17,141	17,642	3,832	27.7%
Multi-State ^a	8,519	9,054	10,337	11,877	14,009	15,798	17,550	9,031	106.0%

Note: a. The Australian Catholic University is the Multi-State institution.

Source: Australian Government Department of Education (2014).

Student Equity Group Definitions

This report specifically focusses on the following designated groups of under-represented students, originally designated by the Martin Review (Martin 1994), namely:

- **Low socio-economic status (SES) students:** Socio-economic status (SES) is assigned to students on the basis of the socio-economic status of the ABS statistical area (SA1) or postcode in which they reside. All SA1 areas are ranked on the basis of ABS estimates of the Socio-Economic Index for Areas (SEIFA) of Education and Occupation calculated using 2006 census data. Low SES students come from the bottom 25% of Australian SA1s (with a postcode backup) in a national ranking. For historical comparability, this report defines low SES on the postcode measure, using 2006 census data.
- **Students with disability:** Students who self-report disability to their higher education provider, either at the time of their enrolment or during the course of their studies.
- **Indigenous students:** Students who self-report as Indigenous to their higher education provider, either at the time of their enrolment or during the course of their studies.
- **Women in non-traditional areas of study:** Female students who are enrolled in the Natural and Physical Sciences; Information Technology; Engineering and Related Technologies; Architecture and Building; Agriculture, Environmental and Related Studies; Management and Commerce; and the narrow field of Education (Economics and Econometrics).
- **Students from regional areas:** Regional students are defined as having a permanent home address in an SA1/postcode area that is classified as remote using historic MCEETYA (The Ministerial Council on Education, Employment, Training and Youth Affairs) classifications and the Australian Statistical Geography Standard (ASGS).
- **Students from remote areas:** Remote students are defined as having a permanent home address in an SA1/postcode area that is classified as remote using historic MCEETYA classifications and the Australian Statistical Geography Standard (ASGS).
- **Students from a non-English speaking background (NESB):** A student is classified as coming from a non-English speaking background if they are a domestic student who arrived in Australia less than 10 years prior to the year in which the data were collected, and who comes from a home where a language other than English is spoken. (Also referred to as students from 'culturally and linguistically diverse' backgrounds or 'CALD students'.)

Student Equity Outcomes: 2007 to 2013

Since 2007, Table A providers have expanded equity enrolments. For instance, the number of reported students with disability increased by 57.6% in this period, while Indigenous student numbers increased by 45.6%. By contrast, regional (26%) and remote students (11.8%) and women in non-traditional areas (15.5% from 2008) saw slower growth. Growth in low SES student numbers was 37.4% over this period, while growth in NESB numbers increased by 36.9%.

Table 2: Domestic Undergraduate Enrolments, Higher Education, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013	Growth (07-13)	Growth (07-13) %
National	528,844	532,527	553,374	580,372	600,412	634,434	668,665	139,821	26.4%
Low SES	85,873	86,581	90,447	96,706	102,163	109,788	118,003	32,130	37.4%
Students with Disability	23,148	23,447	24,948	28,057	30,094	33,220	36,486	13,338	57.6%
Indigenous	6,828	6,820	7,296	7,943	8,445	9,005	9,939	3,111	45.6%
Women in Non-Traditional Areas ¹	-	103,120	105,438	107,959	109,936	114,382	119,105	15,985	15.5% ¹
Regional	100,826	101,339	104,266	110,646	115,250	121,476	127,070	26,244	26.0%
Remote	5,428	5,240	5,368	5,532	5,572	5,804	6,069	641	11.8%
NESB	16,702	17,222	17,649	18,227	19,226	21,289	22,863	6,161	36.9%

Note: ¹ 2007 data for 'Women in non-traditional areas' is not publicly available for domestic undergraduates, so the growth calculation is from 2008.

Source: Australian Government Department of Education (2014).

Low SES students accounted for 17.6% of student enrolments in 2013, up from 16.3% of 2009, which reflected its historic share as an indicator. Students with disability represented 5.5% of all domestic undergraduates in 2013, up from 4.4% in 2007, reflecting overall growth in enrolments and increases in reporting. Indigenous students saw continued growth in their share to 1.5%, while regional students saw a slight decline. Regional (19.0% in 2013) and remote (0.9%) have seen near static growth in shares, while the NESB student share of total enrolments has increased from 3.2% in 2007 to 3.4% in 2013 and women in non-traditional areas has declined from 19.4% in 2008 to 18.8% in 2013.

Table 3: Student Equity Enrolment Proportions, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
Low SES	16.2%	16.3%	16.3%	16.7%	17.0%	17.3%	17.6%
Students with Disability	4.4%	4.4%	4.5%	4.8%	5.0%	5.2%	5.5%
Indigenous	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.5%
Women in Non-Traditional Areas	-	19.4%	19.1%	18.6%	18.3%	18.0%	18.8%
Regional	19.1%	19.0%	18.8%	19.1%	19.2%	19.1%	19.0%
Remote	1.0%	1.0%	1.0%	1.0%	0.9%	0.9%	0.9%
NESB	3.2%	3.2%	3.2%	3.1%	3.2%	3.4%	3.4%

Source: Australian Government Department of Education (2014).

Low SES Student Equity Outcomes: 2007 to 2013

Low SES students are defined according to the socioeconomic status of the area in which their permanent residence is located. This area measure is determined by the Australian Bureau of Statistics' (ABS) SEIFA measure of educational and occupational advantage, calculated using census data for the *statistical area* classification of SA1, with a postcode as fall-back. All SA1 areas across Australia are ranked on the basis of their average SEIFA index score, with those containing the lowest 25% of households on this ranking being classified as low SES areas.

In effect, an 'equal share' of enrolment for low SES students in Australia is 25%. Historically, the low SES share has been lower than this, at around 16.1 to 16.4% over much of the past two decades. However, since 2009, the national share of low SES students in Table A higher education enrolments has increased above this rate, reaching 17.6%, with growth being seen in all major university groupings. This reflects a combination of government funding for participation and enrolment initiatives in higher education as well as the continual expansion in the system in recent years, as shown in Table 1 above.

The Group of Eight has seen its share of low SES undergraduate enrolment increase from 10.1% in 2007 to 11.1% in 2013; the ATN Group, 14.5% to 16.1% over a similar period, with other groupings with historically higher shares having seen growth as well. These trends are reflected in growth in metropolitan-based institutions, with those with no regional campuses seeing their low SES share rise from 12.9% to 14.7% over this time, while those with some regional campus presence have seen a similar shift – enrolling low SES students at a rate equal to 15.9% of their overall domestic undergraduate enrolment.

Table 4a: Low SES Student Equity Ratio, By Institutional Groupings, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
National – Low SES	16.2%	16.3%	16.3%	16.7%	17.0%	17.3%	17.6%
Group of Eight	10.1%	9.9%	9.8%	10.0%	10.6%	10.6%	11.1%
ATN Group	14.5%	14.7%	14.8%	15.3%	15.4%	16.0%	16.1%
IRU Group	19.4%	19.4%	19.4%	19.7%	20.1%	20.5%	21.2%
Regional Universities Network	28.7%	29.0%	29.3%	29.6%	29.8%	30.0%	29.8%
Unaligned Group	17.5%	17.6%	17.7%	17.9%	18.1%	18.2%	18.4%
Regionally Headquartered	27.3%	27.3%	27.6%	27.9%	28.1%	28.4%	28.4%
Metro Institutions with Regional Campuses	14.4%	14.6%	14.6%	14.8%	15.2%	15.6%	15.9%
No Regional Campuses	12.9%	12.9%	12.9%	13.5%	13.9%	14.0%	14.7%

Source: Australian Government Department of Education (2014).

The regional groupings enrol relatively large numbers of low SES students. The 2007 low SES student share of enrolment of 28.7% in the Regional Universities Network rose to 29.8% in 2013. 'Regionally Headquartered' institutions saw a 28.4% low SES participation share in the same year.

Low SES Student Equity Outcomes: 2007 to 2013 (continued)

The marked variation in state and territory aggregate outcomes (Table 5b) reflects the nature of the low SES measure which is determined using a national, rather than a state, ranking. Under the most recent (2011) census ranking, states such as Victoria and Western Australia have smaller low SES populations from which students can be drawn simply because they have fewer low SES SA1s in the national ranking, whereas South Australia or Tasmania tend to have larger low SES populations (greater than 25%).

This is reflected in individual state and territory low SES shares, with Western Australian institutions having a low SES enrolment of only 12.5% of their total enrolment in 2013 (up from 11.1% in 2007), compared with those institutions in Queensland with a combined 20.0% low SES share of enrolment in 2013. The strongest growth in low SES share is in those states with relatively smaller low SES populations – New South Wales, Victoria and Western Australia, suggesting that institutional focus on this area has played a part in driving participation where historically low SES populations may have been relatively more isolated from student recruitment processes.

Table 4b: Low SES Student Equity Ratio, By State and Territory, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
New South Wales	16.7%	16.8%	16.9%	17.4%	17.8%	17.8%	18.2%
Victoria	13.7%	13.8%	14.0%	14.1%	14.6%	15.2%	15.7%
Queensland	19.7%	19.4%	19.3%	19.6%	19.7%	19.9%	20.0%
Western Australia	11.1%	11.2%	11.1%	11.2%	11.4%	12.2%	12.5%
South Australia	20.3%	20.6%	20.8%	21.4%	22.1%	22.6%	23.4%
Tasmania	32.4%	31.3%	31.5%	32.4%	32.8%	32.0%	31.9%
Northern Territory	14.6%	15.5%	17.9%	19.8%	19.6%	19.3%	19.3%
Australian Capital Territory	4.4%	4.7%	4.9%	5.6%	5.7%	5.9%	5.9%
Multi-State	12.4%	13.0%	12.4%	12.7%	13.0%	13.3%	13.0%

Source: Australian Government Department of Education (2014).

Students with Disability Equity Outcomes: 2007 to 2013

The enrolment share of students with disability among domestic undergraduates has been steadily increasing since 2008 and stood at 5.5% in 2013, reflecting the growth in this equity group over that period (57.6% since 2007; see Table 2). Rates of enrolment differ somewhat among the various university groupings, ranging from 4.7% for the Group of Eight to 6.8% for institutions in the Regional Universities Network. The ATN Group is alone in seeing a stabilisation of enrolment shares among students with disability and now has a lower share than the Group of Eight (4.6%).

Regional institutions continue to report higher levels of enrolment among students with disability than metropolitan institutions, with Regionally Headquartered institutions seeing a combined share of 6.5% compared with Metropolitan institutions with no regional campuses who have a share of 4.4%. It is also noticeable that the regional share continues to grow in comparison with static shares in metropolitan regions. Enrolment shares differ markedly across the states and territories, ranging from 4.4% in Queensland to 9.0% in Tasmania, and generally increased everywhere except South Australia, where they remained flat, and in the Northern Territory where the enrolment share has declined from 6% in 2011 to 5.5% in 2013.

Table 5: Students with Disability Equity Ratio, By Groupings and State and Territory, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
National – Disability	4.4%	4.4%	4.5%	4.8%	5.0%	5.2%	5.5%
Group of Eight	3.6%	3.6%	3.8%	4.3%	4.4%	4.5%	4.7%
ATN Group	4.5%	4.5%	4.6%	4.7%	4.7%	4.7%	4.6%
IRU Group	5.3%	5.3%	4.9%	5.4%	5.6%	5.9%	6.2%
Regional Universities Network	5.0%	5.2%	5.4%	5.5%	5.7%	6.0%	6.8%
Unaligned Group	4.3%	4.3%	4.7%	4.9%	5.2%	5.5%	5.8%
Regionally Headquartered	5.1%	5.2%	5.4%	5.5%	5.7%	5.9%	6.5%
Metro Institutions with Regional Campuses	4.4%	4.5%	4.6%	5.1%	5.3%	5.5%	5.6%
No Regional Campuses	3.9%	3.7%	3.7%	3.8%	4.0%	4.3%	4.4%
New South Wales	4.3%	4.2%	4.2%	4.6%	4.7%	4.8%	5.1%
Victoria	3.8%	3.9%	4.0%	4.3%	4.7%	5.1%	5.3%
Queensland	4.2%	4.1%	4.0%	3.9%	3.9%	4.1%	4.4%
Western Australia	3.4%	3.5%	4.4%	4.9%	5.3%	5.7%	5.8%
South Australia	7.0%	7.0%	7.0%	7.6%	7.8%	7.9%	7.9%
Tasmania	6.9%	6.7%	7.4%	8.4%	9.1%	8.7%	9.0%
Northern Territory	5.1%	5.6%	5.4%	5.8%	6.0%	5.6%	5.5%
Australian Capital Territory	6.0%	6.1%	6.3%	6.4%	6.5%	6.3%	6.5%
Multi-State	4.0%	5.6%	6.3%	6.0%	5.8%	6.7%	6.6%

Source: Australian Government Department of Education (2014).

Indigenous Student Equity Outcomes: 2007 to 2013

In 2013, Indigenous students accounted for 1.5% of all domestic undergraduate enrolments, a slight increase over the stable share of the last three years of 1.4%. The Group of Eight institutions increased their Indigenous share to 0.8%, with the ATN and IRU groups seeing their shares remain steady.

Institutions in the Regional Universities Network saw their Indigenous share rise to 2.5%, having seen a significant rise from the 1.7% share in 2007. This reflects growing Indigenous representation in regionally-based universities, with Regionally Headquartered institutions having a 2.9% Indigenous enrolment share compared with 1.2% in metropolitan-based institutions (with or without regional campuses). State and territory shares have grown slightly except in Queensland (1.2% from 1.9%) and the Northern Territory (6.9% from 7.4%). The declines in both jurisdictions are likely to be due to a number of factors, including an expansion of Indigenous entry programs by inter-state institutions.

Table 6: Indigenous Equity Ratio, By Groupings and State and Territory, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
National – Indigenous	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.5%
Group of Eight	0.6%	0.6%	0.6%	0.7%	0.7%	0.7%	0.8%
ATN Group	1.4%	1.3%	1.3%	1.2%	1.3%	1.2%	1.2%
IRU Group	1.6%	1.8%	1.8%	2.0%	2.0%	2.2%	2.2%
Regional Universities Network	1.7%	1.7%	2.1%	2.2%	2.3%	2.3%	2.5%
Unaligned Group	1.6%	1.5%	1.5%	1.5%	1.5%	1.4%	1.5%
Regionally Headquartered	2.4%	2.4%	2.6%	2.8%	2.8%	2.8%	2.9%
Metro Institutions with Regional Campuses	1.1%	1.1%	1.1%	1.1%	1.2%	1.2%	1.2%
No Regional Campuses	0.9%	1.0%	1.0%	1.0%	1.1%	1.1%	1.2%
New South Wales	1.2%	1.2%	1.3%	1.4%	1.5%	1.6%	1.7%
Victoria	0.6%	0.6%	0.6%	0.6%	0.7%	0.7%	0.7%
Queensland	1.5%	1.6%	1.7%	1.8%	1.8%	1.9%	1.2%
Western Australia	1.4%	1.4%	1.3%	1.2%	1.2%	1.2%	1.3%
South Australia	1.2%	1.2%	1.1%	1.2%	1.3%	1.3%	1.3%
Tasmania	1.9%	1.6%	1.6%	1.6%	1.6%	1.6%	1.7%
Northern Territory	13.7%	12.4%	11.4%	11.3%	9.5%	7.4%	6.9%
Australian Capital Territory	0.8%	0.8%	0.9%	1.2%	1.3%	1.3%	1.4%
Multi-State	3.7%	3.4%	2.7%	2.5%	2.4%	2.1%	1.9%

Source: Australian Government Department of Education (2014).

Women in Non-Traditional Areas Student Equity Outcomes: 2008 to 2013

Women in Non-Traditional Areas accounted for 18.8% of all domestic undergraduate enrolments in 2013, with this rate of representation remaining fairly constant since 2010, although lower than in 2008 (19.4%). The Group of Eight (22.5% in 2013) and the ATN Group (20.5%) had higher shares than average over much of this period. The Regional Universities Network recorded an 18.3% share in 2013, down from its historic trends prior to 2011.

In line with this division, metropolitan based universities have generally higher levels of participation among women in non-traditional areas of study. Victoria (20.1%) and Western Australia (20.7%) had higher rates of participation than the national average, while South Australia (15.6%) and Tasmania (11.5%) had lower rates.

Table 7: Women in Non-Traditional Areas Equity Ratio, By Groupings and State and Territory, Table A Providers, 2008-2013¹

	2008	2009	2010	2011	2012	2013
National – Women in Non-Traditional Areas	19.4%	19.1%	18.6%	18.3%	18.0%	18.8%
Group of Eight	21.3%	20.9%	17.1%	21.3%	21.5%	22.5%
ATN Group	21.5%	21.3%	20.9%	20.2%	19.7%	20.6%
IRU Group	16.3%	15.9%	17.7%	15.4%	15.2%	15.8%
Regional Universities Network	20.4%	20.0%	26.3%	18.2%	17.7%	18.3%
Unaligned Group	17.6%	17.5%	16.8%	16.3%	15.9%	16.4%
Regionally Headquartered	17.1%	16.8%	19.8%	15.3%	14.8%	15.4%
Metro Institutions with Regional Campuses	18.9%	18.5%	18.1%	18.0%	17.8%	18.6%
No Regional Campuses	21.9%	21.7%	18.9%	21.0%	20.7%	21.4%
New South Wales	19.0%	19.0%	18.6%	18.4%	18.3%	18.7%
Victoria	20.2%	19.8%	19.3%	19.0%	18.9%	20.1%
Queensland	21.3%	21.0%	20.3%	19.8%	19.1%	19.9%
Western Australia	20.3%	20.4%	20.3%	20.3%	20.0%	20.7%
South Australia	16.6%	15.9%	15.6%	15.0%	15.1%	15.6%
Tasmania	13.4%	12.6%	12.0%	11.9%	10.2%	11.5%
Northern Territory	11.7%	11.0%	10.2%	11.0%	10.7%	11.9%
Australian Capital Territory	21.6%	20.7%	19.9%	20.0%	20.1%	20.2%
Multi-State	5.5%	5.6%	6.3%	6.5%	6.0%	6.4%

Note: ¹ 2007 data for 'Women in non-traditional areas' is not publicly available for domestic undergraduates.

Source: Australian Government Department of Education (2014).

Regional Students Equity Outcomes: 2007 to 2013

The enrolment share of regional students in Australian undergraduate higher education has remained steady at around 19% since 2010, with increases in regional student numbers matching those of the overall student population. Outcomes among university groupings continue to be somewhat divergent, with enrolment shares ranging from 10.5% among the ATN Group institutions to 20.3% in the IRU Group and 52.5% in the Regional Universities Network. One noticeable trend has been the continued decline in the regional student enrolment share in the Regional Universities Network, with its current share representing a new recent low in a continuous decline since 2007 when regional students accounted for 57.1% of enrolments. This is also reflected in the lower enrolment share among Regionally Headquartered institutions of 47.9%, compared with its 2007 share of 51.1%.

Regional student shares of enrolment among institutions on the basis of their state and territory location tend to follow population shares, with Queensland (22.2%), Tasmania (40.4%) and the Northern Territory (52.7%) having the largest regional student shares. Western Australia (14.8% in 2013 from 13.1% in 2007), South Australia (14.9% in 2013 compared to 13.2% in 2007) have seen the strong growth in regional share in recent years.

Table 8: Regional Student Equity Ratio, By Groupings and State and Territory, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
National – Regional	19.1%	19.0%	18.8%	19.1%	19.2%	19.1%	19.0%
Group of Eight	11.5%	11.4%	10.9%	11.3%	11.5%	11.2%	11.5%
ATN Group	10.3%	10.5%	10.7%	11.2%	10.8%	11.1%	10.5%
IRU Group	19.9%	19.7%	19.3%	19.5%	20.0%	20.3%	20.3%
Regional Universities Network	57.1%	56.3%	55.5%	54.9%	54.5%	53.7%	52.5%
Unaligned Group	19.5%	19.8%	19.7%	19.8%	19.7%	19.5%	19.4%
Regionally Headquartered	51.1%	50.7%	50.3%	49.5%	49.2%	48.6%	47.9%
Metro Institutions with Regional Campuses	14.7%	14.9%	14.9%	15.3%	15.6%	15.6%	15.5%
No Regional Campuses	7.5%	7.6%	7.2%	7.7%	8.0%	8.0%	8.5%
New South Wales	18.4%	18.1%	17.8%	17.6%	17.6%	17.3%	17.3%
Victoria	18.7%	19.1%	19.0%	19.2%	19.6%	19.5%	19.1%
Queensland	22.7%	22.4%	22.0%	22.3%	22.5%	22.5%	22.2%
Western Australia	13.1%	13.3%	13.2%	13.6%	13.9%	14.6%	14.8%
South Australia	13.2%	13.3%	13.5%	14.6%	15.2%	15.2%	14.9%
Tasmania	41.0%	41.6%	42.0%	43.0%	42.7%	41.7%	40.4%
Northern Territory	60.1%	57.8%	55.1%	53.6%	53.6%	53.0%	52.7%
Australian Capital Territory	14.0%	14.7%	15.2%	16.6%	16.7%	16.7%	16.3%
Multi-State	11.3%	11.9%	11.9%	12.0%	12.1%	12.2%	11.6%

Source: Australian Government Department of Education (2014).

Remote Students Equity Outcomes: 2007 to 2013

The remote share of university enrolments has remained stable at 0.9% in 2013, with earlier years seeing a higher rate of enrolment share of 1.0%. Remote enrolments are particularly concentrated in regional and newer universities, with metropolitan universities without a regional campus having a remote student share of only 0.2% in 2013, compared with 2.5% for regionally headquartered universities. Patterns of remote student enrolment reflect this when comparisons are made between institutional groupings. The Group of Eight universities having a remote share of student enrolment of 0.6% in 2013 compared with 1.9% for the institutions in the Regional Universities Network. However, since 2007, remote enrolment shares among regional institutions have declined; for Regionally Headquartered institutions the share has declined from 3.0% to 2.5%.

Among the states and territories, remote student enrolment trends reflect the underlying population. In the Northern Territory, which has approximately 43% of its population in remote areas, enrolment share is 10.7%, although the share is in decline from 14.3% in 2007 as the key institution, Charles Darwin University, continues to expand enrolments from fast growing population centres such as Darwin.

Table 9: Remote Student Equity Ratio, By Groupings and State and Territory, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
National – Remote	1.0%	1.0%	1.0%	1.0%	0.9%	0.9%	0.9%
Group of Eight	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.6%
ATN Group	1.0%	1.0%	1.0%	1.0%	0.9%	0.9%	0.9%
IRU Group	1.6%	1.6%	1.6%	1.6%	1.5%	1.6%	1.6%
Regional Universities Network	2.2%	2.3%	2.2%	2.0%	2.0%	1.9%	1.9%
Unaligned Group	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Regionally Headquartered	3.0%	2.9%	2.8%	2.7%	2.7%	2.6%	2.5%
Metro Institutions with Regional Campuses	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
No Regional Campuses	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
New South Wales	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
Victoria	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%
Queensland	1.7%	1.7%	1.6%	1.5%	1.5%	1.4%	1.4%
Western Australia	2.0%	2.0%	1.9%	1.9%	1.9%	1.8%	1.8%
South Australia	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
Tasmania	1.1%	0.8%	0.8%	0.8%	0.9%	0.8%	1.0%
Northern Territory	14.3%	13.6%	13.0%	12.4%	12.0%	10.9%	10.7%
Australian Capital Territory	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%
Multi-State	0.5%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%

Source: Australian Government Department of Education (2014).

Non-English Speaking Background (NESB) Student Equity Outcomes: 2007 to 2013

The enrolment share of students from a non-English speaking background (NESB) has remained steady over the past two years at 3.4%. The NESB student equity group is unique in that its share of student places is higher in the Group of Eight and ATN institutional groupings than in other institutions. One explanation for this is that NESB student enrolments are uniformly higher in metropolitan areas in comparison with the regions.

NESB student shares are higher in Victoria and South Australia and lower in Queensland and Tasmania, reflecting general population shares.

Table 10: Non-English Speaking Background (NESB)^a Student Equity Ratio, By Groupings and State and Territory, Table A Providers, 2007-2013

	2007	2008	2009	2010	2011	2012	2013
National – NESB	3.2%	3.2%	3.2%	3.1%	3.2%	3.4%	3.4%
Group of Eight	4.1%	4.0%	3.8%	3.7%	3.7%	4.0%	4.0%
ATN Group	3.4%	3.4%	3.4%	3.5%	3.7%	4.0%	4.3%
IRU Group	2.2%	2.4%	2.3%	2.4%	2.5%	2.8%	2.9%
Regional Universities Network	0.8%	0.7%	0.8%	0.9%	1.3%	1.4%	1.2%
Unaligned Group	3.4%	3.7%	3.7%	3.5%	3.4%	3.4%	3.3%
Regionally Headquartered	1.1%	1.2%	1.2%	1.3%	1.5%	1.7%	1.7%
Metro Institutions with Regional Campuses	2.8%	2.8%	2.8%	2.8%	2.9%	3.2%	3.3%
No Regional Campuses	5.5%	5.6%	5.3%	5.0%	4.8%	4.8%	4.7%
New South Wales	4.4%	4.4%	4.1%	3.8%	3.6%	3.6%	3.4%
Victoria	3.1%	3.3%	3.4%	3.6%	3.6%	3.7%	4.0%
Queensland	1.9%	2.0%	2.0%	2.0%	2.3%	2.6%	2.6%
Western Australia	3.0%	2.8%	2.8%	2.9%	3.0%	3.3%	3.4%
South Australia	2.4%	2.6%	2.9%	3.2%	3.5%	4.1%	4.4%
Tasmania	1.3%	1.4%	1.5%	1.4%	1.4%	1.7%	2.0%
Northern Territory	2.2%	2.4%	2.5%	3.1%	3.1%	3.5%	3.7%
Australian Capital Territory	2.9%	3.1%	3.3%	3.5%	3.5%	4.0%	3.9%
Multi-State	3.0%	3.2%	3.0%	2.5%	2.4%	2.5%	2.5%

Note: NESB students are also often referred to as 'CALD students' – students from culturally and linguistically diverse (CALD) backgrounds.

Source: Australian Government Department of Education (2014).

Summary

Between 2007 and 2013, the 38 Table A providers in Australian higher education saw a 26.4% increase in domestic undergraduates, an expansion in student numbers of around 139,821. Increases in equity group numbers have either tracked or exceeded this expansion in terms of growth, with the exception of remote student enrolment which has seen growth of less than half of that of the system as a whole. Low SES students now account for 17.6% of all Australian domestic higher education undergraduates attending Table A provider institutions. This represents an increased level of representation over the 2007 figure of 16.2% - a 1.4 percentage point change.

Similarly, the enrolment share of students with disability has increased to 5.5%, a 1.1 percentage point increase and growth in share of 25%, the highest increase among all equity groups. Indigenous students have seen an increase in share to 1.5%. Regional and remote students have seen their enrolment shares decline by 0.1%, although the growth in regional students was only marginally lower than overall growth in domestic undergraduate enrolments. NESB student enrolment shares remained constant at 3.4% in 2013, but total share has increased by 0.2 percentage points since 2007.

Table 11: Student Equity Enrolments and Ratios, Table A Providers, 2007-2013¹

	2007	2008	2009	2010	2011	2012	2013	Growth (07-13)	Growth (07-13) %
National	528,844	532,527	553,374	580,372	600,412	634,434	668,665	139,821	26.4%
Low SES	85,873	86,581	90,447	96,706	102,163	109,788	118,003	32,130	37.4%
Students with Disability	23,148	23,447	24,948	28,057	30,094	33,220	36,486	13,338	57.6%
Indigenous	6,828	6,820	7,296	7,943	8,445	9,005	9,939	3,111	45.6%
Women in Non-Traditional Areas	-	103,120	105,438	107,959	109,936	114,382	119,105	15,985	15.5%
Regional	100,826	101,339	104,266	110,646	115,250	121,476	127,070	26,244	26.0%
Remote	5,428	5,240	5,368	5,532	5,572	5,804	6,069	641	11.8%
NESB	16,702	17,222	17,649	18,227	19,226	21,289	22,863	6,161	36.9%
Equity Shares (%)								Percentage Point Change (07-13)	Growth in Share (07-13)
Low SES	16.2%	16.3%	16.3%	16.7%	17.0%	17.3%	17.6%	1.4%	8.6%
Students with Disability	4.4%	4.4%	4.5%	4.8%	5.0%	5.2%	5.5%	1.1%	25.0%
Indigenous	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.5%	0.2%	15.4%
Regional	19.1%	19.0%	18.8%	19.1%	19.2%	19.1%	19.0%	-0.1%	-0.5%
Women in Non-Traditional Areas	-	19.4%	19.1%	18.6%	18.3%	18.0%	18.8%	-0.6% ²	-3.1%
Remote	1.0%	1.0%	1.0%	1.0%	0.9%	0.9%	0.9%	-0.1%	-10.0%
NESB	3.2%	3.2%	3.2%	3.1%	3.2%	3.4%	3.4%	0.2%	6.3%

Note: ¹ Data replicated in Tables 2 and 3; ² Data for 2007 for 'Women in non-traditional areas' is not publicly available for domestic undergraduates, so growth share calculations are from 2008.

Source: Australian Government Department of Education (2014).

Reference

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