

Appendix F: Regional communities' influences on equity participation in higher education

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Appendix F: Student Survey Results: Phase 3

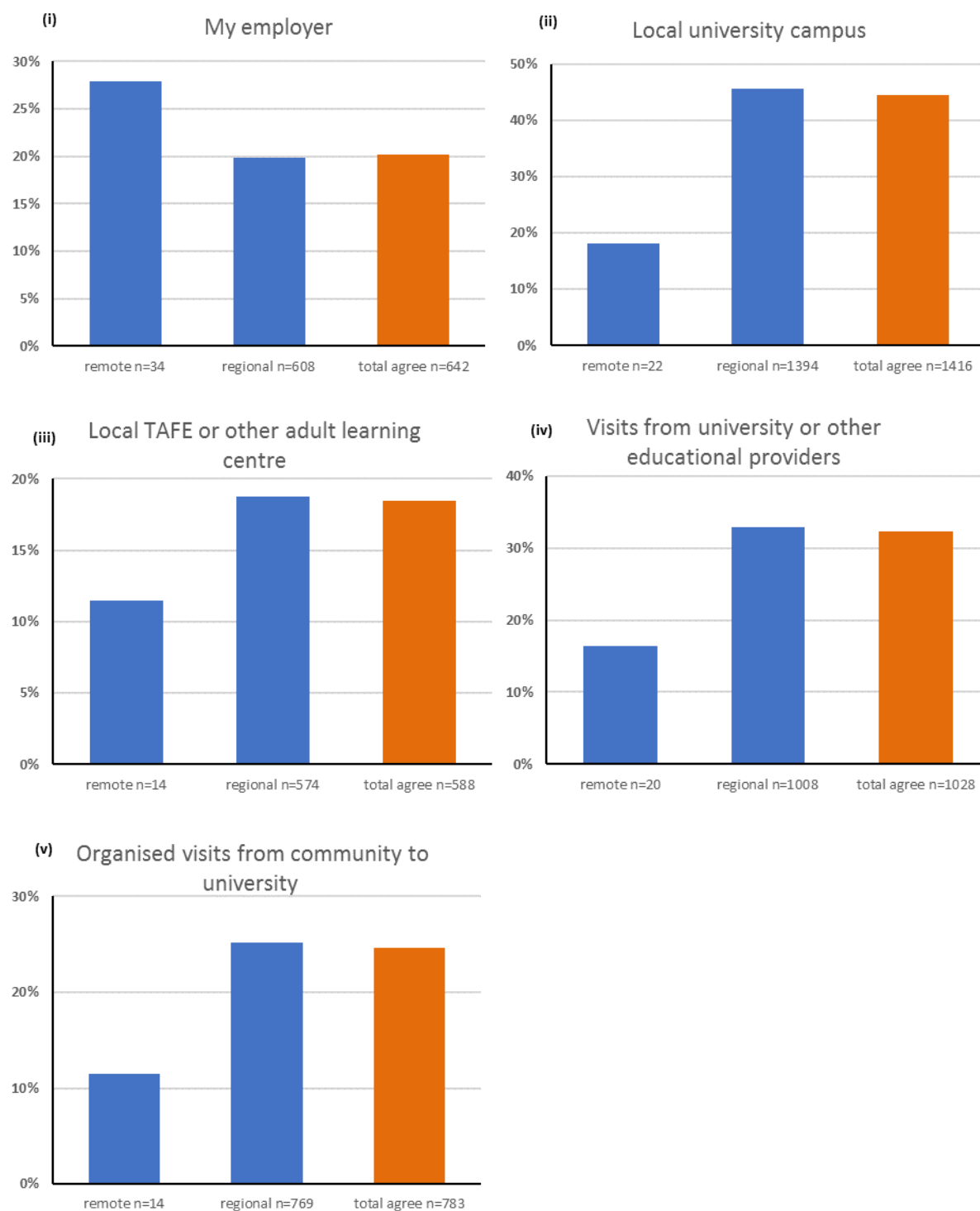


Figure F1. Awareness of higher education

Awareness of higher education in remote and regional communities was gained from (i) employer, (ii) local university campus, (iii) local TAFE or other adult learning centre, (iv) visits from university or other educational providers, (v) organised visits from the community to a university for currently enrolled domestic Australian students at six universities with large proportions of regional and remote students by the students' home postcode (i.e. normal residence the year before they started university).

Table F1.
Home community factors contributing to awareness of university by student age group^a

Factors	Age group					Total agree %	p	Total agree (n)
	18-20 %	21-30 %	31-40 %	41-50 %	51+ %			
Family	71.4 ^a	59.2 ^b	39.2 ^c	33.7 ^{c,d}	31.8 ^d	51.1	<.001	1620
Friends	66.2 ^a	61.4 ^b	46.5 ^c	39.3 ^d	32 ^e	52.6	<.001	1666
Teachers/school	88.3 ^a	65.9 ^b	29.6 ^c	22.9 ^d	15.2 ^e	51.6	<.001	1637
My employer	13.6 ^a	20.1 ^b	24.3 ^b	24.5 ^b	22.8 ^b	20.3	<.001	642
Businesses/industries	23.2 ^a	18.8 ^b	16.4 ^{b,c}	16.6 ^{b,c}	12.8 ^c	18.3	<.001	580
Other people who had studied at university	63.9 ^a	54.7 ^b	46.7 ^c	47.6 ^c	37.6 ^d	52.1	<.001	1653
Organisations/groups (e.g. Rotary)	16.8 ^a	11.2 ^b	3.6 ^c	5.1 ^c	5.1 ^c	9.5	<.001	302
Local library/study centre	13.5 ^a	10.7 ^{a,b}	4 ^c	6.5 ^{c,d}	8.5 ^{b,d}	9.3	<.001	296
Local government	23.6 ^a	16.2 ^b	4.6 ^c	4.3 ^c	4.3 ^c	12.6	<.001	399
Local university campus	60.8 ^a	49.2 ^b	37.3 ^c	33.7 ^c	27.3 ^d	44.6	<.001	1415
Local media	42.9 ^a	32.2 ^b	24.1 ^c	21.9 ^c	22.4 ^c	30.5	<.001	968
Visits from university/other education providers	70.5 ^a	30.7 ^b	8.4 ^c	6.7 ^c	7.2 ^c	32.4	<.001	1028
Organised visits from community to university	53.4 ^a	31.4 ^b	7.3 ^c	3.7 ^d	4 ^d	24.7	<.001	783

Note. ^aSurvey respondents who agreed and strongly agreed that awareness of higher education was gained from home community factors. Surveyed students were enrolled at six universities with large proportions of regional and remote students. All significant differences between age categories are represented with different superscripts. Results with the same superscripts are not significantly different from each other. No attempt should be made to compare results between factors.

Table F2.
Home community factors contributing to awareness of university by mode of delivery^a

Factors	Mode of delivery			Total agree %	<i>p</i>	Total agree (<i>n</i>)
	In person, on-campus %	Fully distance/ online %	Mix of on- campus and online %			
Family	61.0 ^a	41.1 ^b	56.7 ^a	51.3	<.001	1620
Friends	60.8 ^a	43.9 ^b	57.6 ^a	52.7	<.001	1666
Teachers/school	68.5 ^a	35.2 ^b	59.3 ^c	51.8	<.001	1637
My employer	15.0 ^a	27.1 ^b	15.3 ^a	20.3	<.001	642
Businesses/industries	56.9 ^a	45.5 ^b	58.2 ^a	52.3	<.001	580
Others previously studied at university	12.7 ^a	5.3 ^b	12.9 ^a	9.6	<.001	1653
Organisations/groups (e.g. Rotary)	11.2 ^a	6.6 ^b	11.7 ^a	9.4	<.001	302
Local library/study centre	17.8 ^a	6.6 ^b	16.5 ^a	12.6	<.001	296
Local government	18.8 ^a	15.8 ^a	23.0 ^b	18.6	<.001	399
Local university campus	55.4 ^a	29.3 ^b	57.9 ^a	44.8	<.001	1415
Local media	36.6 ^a	23.0 ^b	36.1 ^a	30.6	<.001	968
Visits from university/other education providers	49.0 ^a	15.5 ^b	41.3 ^c	32.5	<.001	1028
Organised visits from the community to university	36.8 ^a	10.8 ^b	33.7 ^a	24.8	<.001	783

Note. ^aSurvey respondents who agreed and strongly agreed that awareness of higher education was gained from home community factors. Students were enrolled at six universities with large proportions of regional and remote students. All significant differences between modes of delivery are represented with different superscripts. Results with the same superscripts are not significantly different from each other. No attempt should be made to compare results between factors.

Table F3.
Home community factors contributing to awareness of university by mode of study[^]

Factors	Mode of study		Total agree %	<i>p</i>	Total agree (<i>n</i>)
	Full-time students %	Part-time students %			
Family	58.3	40.8	51.3	<.001	1621
Friends	58.3	44.4	52.7	<.001	1667
Teachers/school	64.4	33.0	51.8	<.001	1637
My employer	15.2	28.0	20.3	<.001	642
Other people who had studied at university	55.2	48.1	52.3	<.001	1654
Organisations/groups (e.g. Rotary)	12.3	5.4	9.6	<.001	302
Local library/study centre	10.9	7.0	9.4	<.001	296
Local government	16.8	6.4	12.6	<.001	399
Local university campus	52.2	33.7	44.8	<.001	1416
Local media	35.2	23.8	30.6	<.001	968
Visits from university/other education providers	44.5	14.6	32.5	<.001	1028
Organised visits from the community to university	34.6	10.2	24.8	<.001	783

Note. [^]Survey respondents who agreed and strongly agreed that awareness of higher education was gained from home community factors. Students were enrolled at six universities with large proportions of regional and remote students. Significant differences are between modes of study for each factor. No attempt should be made to compare results between factors.

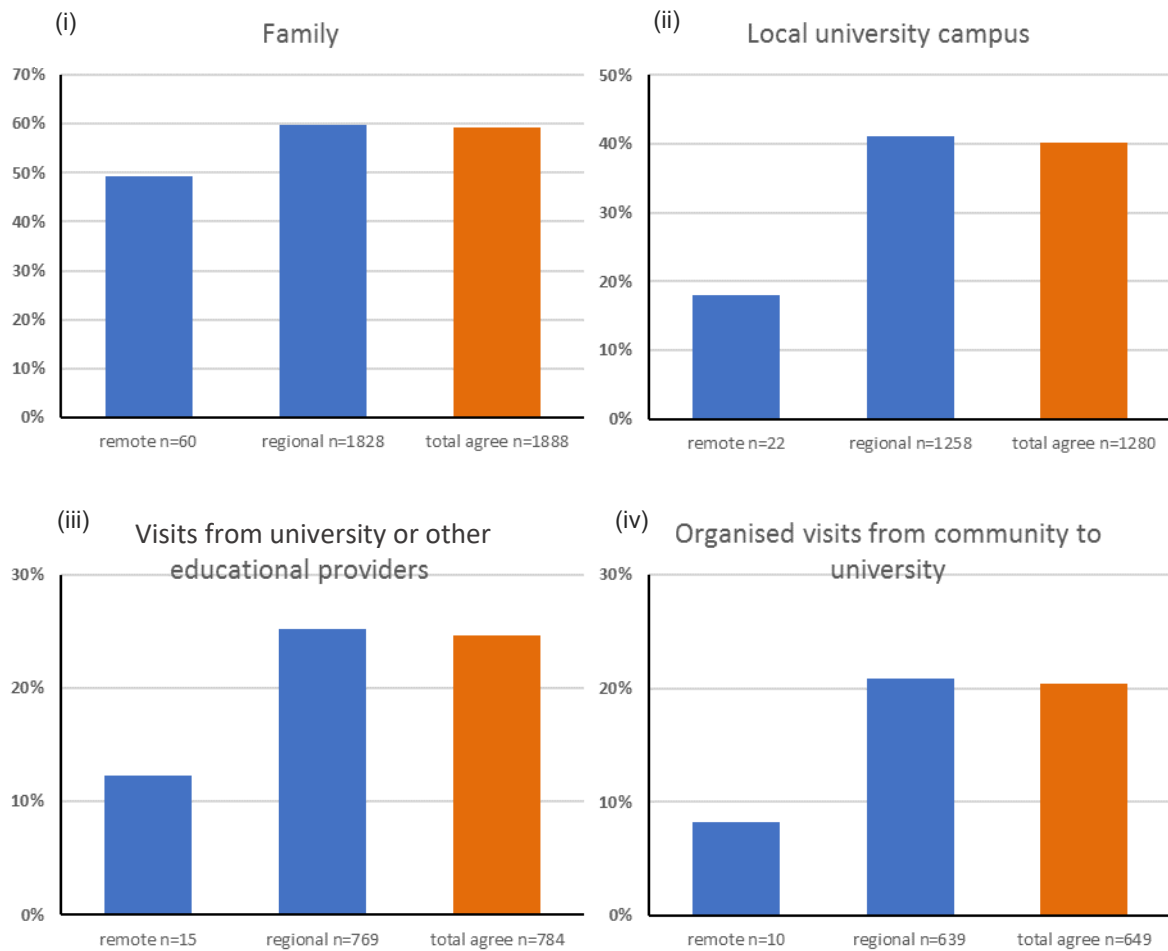


Figure F2. Information and support

Information and support in remote and regional communities was received from (i) family, (ii) local university campus (iii) visits from a university or other educational provider, (iv) organised visits from the community to university that students reported to help them get into university for currently enrolled domestic Australian students at six universities with large proportions of regional and remote students by the students' home postcode (i.e. normal residence the year before they started university).

Table F4.
Home community factors contributing to information and support to get to university by age group^

Factors	Age group					Total agree %	p	Total agree (n)
	18–20 %	21–30 %	31–40 %	41–50 %	51+ %			
Family	82.7 ^a	67.5 ^b	48.2 ^c	41.1	36.0 ^d	59.5	<.001	1887
Friends	59.6 ^a	55.3 ^a	46.5 ^b	38.4 ^c	28.9 ^d	48.5	<.001	1539
Teachers/school	76.0 ^a	50.4 ^b	22.0 ^c	18.4 ^c	11.0 ^d	41.5	<.001	1316
My employer	13.1 ^a	18.2 ^b	19.7 ^b	20.2 ^b	15.7 ^{a,b}	17.2	.003	544
Businesses/industries	9.1 ^a	8.8 ^{a,b}	6.1 ^{b,c}	4.9 ^c	4.0 ^c	7.2	.001	227
Other people who had studied at university	46.5 ^a	36.7 ^b	33.3 ^b	32.1 ^b	25.3 ^c	36.2	<.001	1148
Organisations/groups (e.g. Rotary)	10.1 ^a	8.6 ^b	2.5 ^b	2.2 ^b	2.9 ^b	6.2	<.001	196
Local library/study centre	9.4 ^a	6.7 ^b	3.8 ^c	5.9 ^{b,c}	6.0 ^{b,c}	6.7	.002	211
Local government	17.8 ^a	12.9 ^b	5.4 ^c	2.7 ^d	3.1 ^{c,d}	9.9	<.001	314
Local university campus	52.0 ^a	42.5 ^b	35.6 ^c	35.4 ^c	26.8 ^d	40.4	<.001	1280
Local media	22.8 ^a	14.4 ^b	12.6 ^b	11.7 ^b	13.6 ^b	15.6	<.001	496
Visits from university/other education providers	55.8 ^a	28.9 ^b	5.2 ^c	5.3 ^c	6.0 ^c	24.7	<.001	784
Organised visits from the community to university	45.1 ^a	25.8 ^b	5.4 ^c	3.3 ^c	3.1 ^c	20.5	<.001	649

Note. ^Survey respondents who agreed and strongly agreed that information and support to get to university was gained from home community factors. Students were enrolled at six Universities with large proportions of regional and remote students. All significant differences between age categories are represented with different superscripts. Results with the same superscript are not significantly different from each other. No attempt should be made to compare results between factors.

Table F5.
Home community factors contributing to information and support to get to university by mode of delivery^a

Factors	Mode of delivery			Total agree %	<i>p</i>	Total agree (<i>n</i>)
	In person, on-campus %	Fully distance/online %	Mix of on campus/online %			
Family	69.0 ^a	49.3 ^b	65.9 ^a	59.7	<.001	1888
Friends	54.5 ^a	41.5 ^b	53.8 ^a	48.7	<.001	1540
Teachers/school	56.7 ^a	26.7 ^b	48.6 ^c	41.7	<.001	1317
My employer	13.3 ^a	21.8 ^b	14.2 ^a	17.2	<.001	544
Businesses/industries	8.0 ^a	5.6 ^b	8.9 ^a	7.2	.007	227
Other people who had studied at university	39.3 ^a	31.3 ^b	41.3 ^a	36.3	<.001	1149
Organisations/groups (e.g. Rotary)	9.1 ^a	3.2 ^b	7.7 ^a	6.2	<.010	196
Local government	12.7 ^a	5.6 ^b	13.8 ^a	9.9	<.001	314
Local university campus	48.7 ^a	25.7 ^b	55.3 ^c	40.5	<.001	1279
Local media	17.5 ^a	12.6 ^b	18.7 ^a	15.7	<.001	496
Visits from university/other education providers	37.1 ^a	11.6 ^b	32.1 ^c	24.8	<.001	784
Organised visits from the community to university	30.0 ^a	9.5 ^b	27.7 ^a	20.5	<.001	649

Note. ^aSurvey respondents who agreed and strongly agreed that information and support to get to university was gained from the home community factors. Students were enrolled at six universities with large proportions of regional and remote students. All significant differences between mode of delivery categories are represented with different superscripts. Results with the same superscripts are not significantly different from each other. No attempt should be made to compare results between factors.

Table F6.
Home community factors contributing to information and support to get to university by mode of study^a

Factors	Mode of study		Total agree %	<i>p</i>	Total agree (<i>n</i>)
	Full-time %	Part-time %			
Family	68.3	47.0	59.7	<.001	1888
Friends	53.4	41.7	48.7	<.001	1540
Teachers/school	53.2	24.5	41.7	<.001	1317
My employer	13.8	22.3	17.2	<.001	544
Businesses/industries	8.1	5.7	7.2	.011	227
Other people who had studied at university	39.2	32.0	36.3	<.001	1149
Organisations/groups (e.g. Rotary)	8.1	3.3	6.2	<.001	196
Local library/study centre	7.5	5.4	6.7	<.001	211
Local government	12.7	5.7	9.9	<.001	314
Local university campus	47.0	30.9	40.5	<.001	1280
Local media	17.3	13.3	15.7	.003	496
Visits from university/other education providers	34.1	11.0	24.8	<.001	784
Organised visits from the community to university	28.5	8.7	20.5	<.001	649

Note. ^aSurvey respondents who agreed and strongly agreed that information and support to get to university was gained from home community factors. Students were enrolled at six universities with large proportions of regional and remote students. Significant differences are between mode of study for each factor. No attempt should be made to compare results between factors.

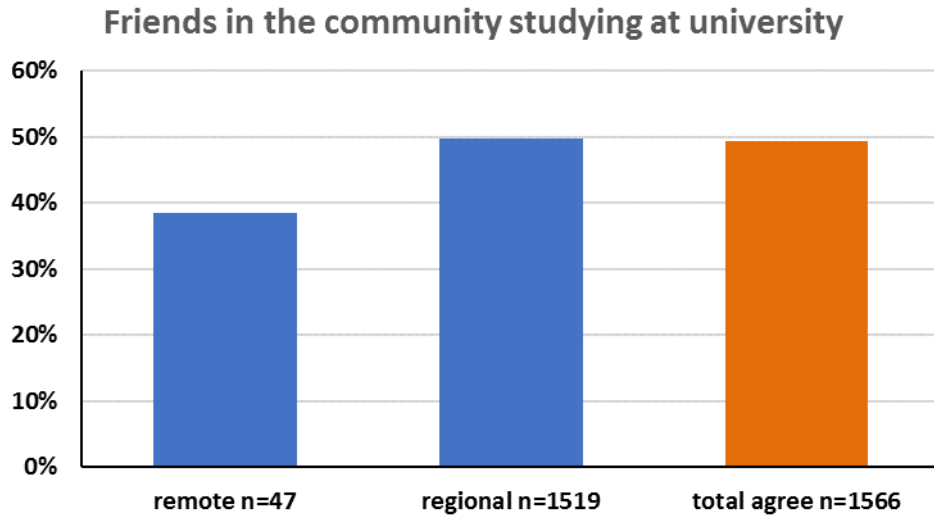


Figure F3. Help with study

Students from remote and regional communities received study help from friends in the community studying at university. This survey reported information for currently enrolled domestic Australian students at six universities with large proportions of regional and remote students by the students' home postcode (i.e. normal residence the year before they started university).

Table F7.
Home community factors contributing to help with studies at university by age group^a

Factors	Age groups					Total agree %	<i>p</i>	Total agree (<i>n</i>)
	18–20 %	21–30 %	31–40 %	41–50 %	51+ %			
Family	69.4 ^a	66.8 ^a	71.1 ^a	65.6 ^a	55.3 ^b	66.4	<.001	2104
Friends	71.9 ^a	65.6 ^b	59.8 ^c	55.0 ^c	46.5 ^d	61.9	<.001	1961
Teachers/other school staff	68.4 ^a	58.4 ^b	45.9 ^c	41.9 ^c	35.6 ^d	53.0	<.001	1681
People in the community who had studied at university	35.6 ^a	33.7 ^a	30.4 ^{a,b}	34.8 ^a	26.4 ^b	32.7	.009	1038
Preparation received in the community	45.2 ^a	33.5 ^b	22.2 ^c	20.9 ^c	19.0 ^c	30.5	<.001	967
Local study group	18.9 ^a	12.1 ^b	8.4 ^c	9.8 ^{b,c}	8.5 ^c	12.3	<.001	390
Local university mentor	27.3 ^a	22.0 ^b	19.3 ^b	17.8 ^b	20.6 ^b	22.0	<.001	698
Friends in the community studying at university	66.6 ^a	54.1 ^b	43.0 ^c	37.8 ^c	29.8 ^d	49.4	<.001	1566
University pre-degree or preparation program	12.8 ^a	21.8 ^b	27.3 ^c	21.5 ^b	21.3 ^b	20.4	<.001	646

Note. ^aSurvey respondents who agreed and strongly agreed that help with their studies at university was gained from home community factors. Students were enrolled at six universities with large proportions of regional and remote students. All significant differences between age categories are represented with different superscripts. Results with the same superscripts are not significantly different from each other. No attempt should be made to compare results between factors.

Table F8.
Home community factors contributing to help with studies at university by mode of delivery^a

Factors	Mode of delivery			Total agree %	p	Total Agree (n)
	In person, on campus %	Fully distance /online %	Mix of on-campus/online %			
Friends	69.9 ^a	53.5 ^b	66.9 ^a	62.1	<.000	1962
Teachers/other school staff	68.2 ^a	36.9 ^b	62.5 ^c	53.2	<.000	1682
People in the community who had studied at university	33.1 ^{a,b}	30.3 ^b	36.8 ^a	32.8	.008	1038
Preparation received in the community	36.6 ^a	24.6 ^b	33.6 ^a	30.6	<.000	968
Local study group	19.0 ^a	6.2 ^b	14.5 ^c	12.3	<.000	390
Local university mentor	30.9 ^a	12.4 ^b	27.7 ^a	22.1	<.000	698
Friends in the community studying at university	62.8 ^a	33.0 ^b	61.2 ^a	49.5	<.000	1565
University pre-degree or preparation program	17.0 ^a	22.1 ^b	21.9 ^b	20.4	.005	646

Note. ^aSurvey respondents who agreed and strongly agreed that help with their studies at university was gained from home community factors. Students were enrolled at six universities with large proportions of regional and remote students. All significant differences between mode of delivery categories are represented with different superscripts. Results with the same superscripts are not significantly different from each other. No attempt should be made to compare results between factors.

Table F9.
Home community factors contributing to help with studies at university by mode of study[^]

Factors	Mode of study		Total agree %	<i>p</i>	Total agree (<i>n</i>)
	Full-time %	Part-time %			
Friends	67.8	53.5	62.1	<.001	1962
Teachers/other school staff	63.4	38.1	53.2	<.001	1682
People in the community who had studied at university	34.2	30.9	32.9	.049	1039
Preparation received in the community	35.2	23.8	30.6	<.001	968
Local study group	15.9	7.0	12.3	<.001	390
Local university mentor	25.9	16.5	22.1	<.001	698
Friends in the community studying at university	58.1	36.9	49.5	<.001	1566

Note. [^]Survey respondents who agreed and strongly agreed that help with their studies at university was gained from home community factors. Students were enrolled at six universities with large proportions of regional and remote students. Significant differences are between modes of study for each factor. No attempt should be made to compare results between factors.

Table F10.
Home community attitudes to education by state[^]

Attitudes to education	Australian states							Total agree %	<i>p</i>	Total agree (<i>n</i>)
	NSW %	NT %	QLD %	SA %	TAS %	VIC %	WA %			
Community valued education	58.6 ^a	73.7 ^{a,b}	59.8 ^a	64.7 ^{a,b}	53.3 ^a	68.6 ^b	58.1 ^{a,b}	59.7	<.001	1900
People with the ability were expected to go to university	23.0 ^a	28.9 ^{a,b}	24.3 ^a	15.7 ^{a,b}	19.7 ^a	33.4 ^b	24.3 ^{a,b}	24.4	<.001	776
People tended to go to TAFE rather than university	51.0 ^{a,b}	47.4 ^{a,b,c}	50.6 ^b	43.1 ^{a,b,c}	58.5 ^a	42.2 ^c	58.1 ^{a,b,c}	51.0	<.001	1621
People preferred to get a job rather than go to university	52.0 ^a	39.5 ^{a,b}	47.0 ^{a,b}	45.1 ^{a,b}	52.4 ^a	41.2 ^b	58.1 ^{a,b}	48.7	.004	1550

Note. [^]Survey respondents who agreed and strongly agreed with the statements about home community attitudes to education. All significant differences between states are represented with different superscripts. No attempt should be made to compare results between factors.

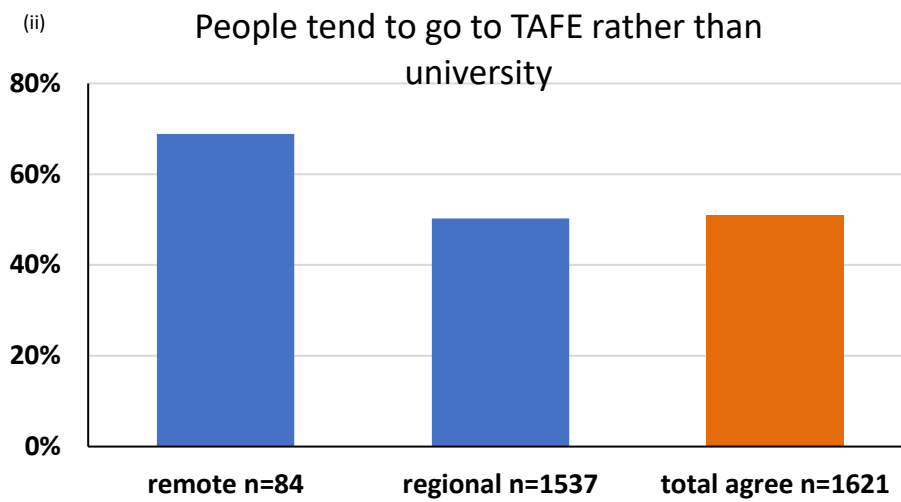
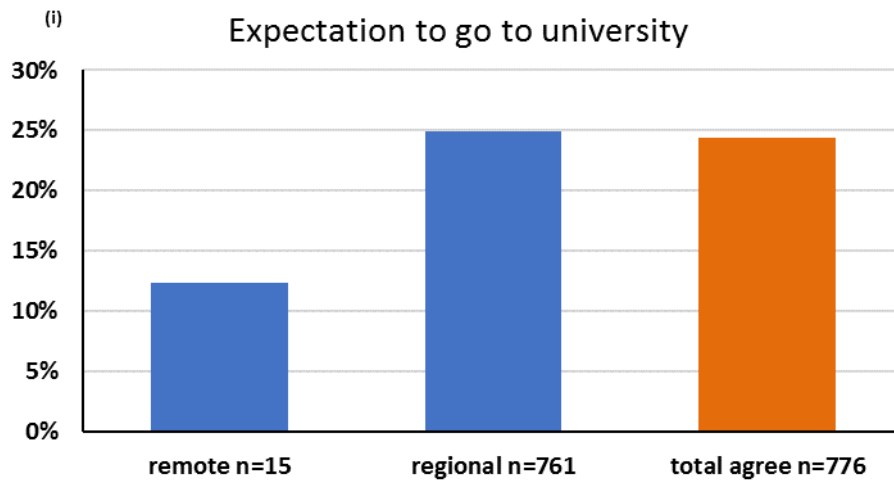


Figure F4. Community attitude to education by regional and remote

Students from remote and regional communities who agreed that (i) students who were capable were expected to go to university and (ii) people tended to go to TAFE rather than university.

Table F11.
Home community attitudes to education by age group[^]

Attitudes to education	Age group					Total agree %	<i>p</i>	Total agree (n)
	18–20 %	21–30 %	31–40 %	41–50 %	51+ %			
Community valued education	68.3 ^a	59.0 ^b	55.3 ^b	57.7 ^b	55.0 ^b	59.9	<.001	1899
People with the ability were expected to go to university	31.8 ^a	27.7 ^a	20.1 ^b	16.6 ^b	18.8 ^b	24.5	<.001	776
People tended to go to TAFE rather than university	57.5 ^a	59.5 ^a	50.7 ^b	39.7 ^c	35.6 ^c	51.1	<.001	1621
People preferred to get a job rather than go to university	53.4 ^a	55.8 ^a	47.8 ^b	39.7 ^c	37.8 ^c	48.9	<.001	1549

Note. [^]Survey respondents who agreed and strongly agreed with the statements about home community attitudes to education. All significant differences between age categories are represented with different superscripts. Results with the same superscripts are not significantly different from each other. No attempt should be made to compare results between factors.

Table F12.
Home community attitudes to education by mode of delivery[^]

Attitudes to education	Mode of delivery			Total agree %	<i>p</i>	Total agree (n)
	In person, on-campus %	Fully distance/online %	Mix of on-campus/online %			
People with the ability were expected to go to university	27.5 ^a	20.7 ^b	27.2	24.5	<.001	775
People tended to go to TAFE rather than university	55.2 ^a	47.1 ^b	53.4	51.2	<.001	1620

Note. [^]Survey respondents who agreed and strongly agreed with statements about home community attitudes to education. All Significant differences between modes of delivery are represented with different superscripts. Results with the same superscript are not significantly different from each other. No attempt should be made to compare results between factors.

Table F13.
Home community attitudes to education by mode of study[^]

Attitudes to education	Mode of study		Total agree %	<i>p</i>	Total agree (n)
	Full-time %	Part-time %			
Community valued education	62.2	57.0	60.1	.004	1900
People with the ability were expected to go to university	26.9	21.0	24.5	<.001	776
People tended to go to TAFE rather than university	56.0	44.3	51.3	<.001	1621
People preferred to get a job rather than go to university	51.9	44.7	49.0	<.001	1550

Note. [^]Survey respondents who agreed and strongly agreed with the statements about home community attitudes to education.