

**April 2016**

**SENATE STANDING COMMITTEE ON RURAL AND  
REGIONAL AFFAIRS AND TRANSPORT**

**INQUIRY INTO THE FUTURE ROLE AND CONTRIBUTION  
OF REGIONAL CAPITALS TO AUSTRALIA**

**RESPONSE TO QUESTIONS TAKEN ON NOTICE**

**Charles Sturt University**

## Table of Contents

Summary .....	3
List of Questions on Notice .....	4
Question on Notice 1 .....	5
Question on Notice 2 .....	6
Question on Notice 3 .....	7

## **Summary**

Please find in this document answers to questions on notice stemming from my appearance before the Senate Standing Committee on Rural and Regional Affairs and Transport to provide evidence for its Inquiry into the Future Role and Contribution of Regional Capitals to Australia.

If you require any further clarification regarding these answers, please do not hesitate to contact my office.

Yours sincerely

**Professor Andrew Vann**  
**Vice-Chancellor**

## List of Questions on Notice

Please find below the list of Questions on Notice (QoN) stemming from Prof Vann's appearance.

**QoN 1:** Graduate outcomes, specifically location and destination of post-graduation residence and employment.

**QoN 2:** Breakdown of CSU student population by domestic v international.

**QoN 3:** Breakdown of student population percentages by mode of study, and percentage of distance education students engaged in residential schools.

**Question on Notice 1: Graduate outcomes, specifically location and destination of post-graduation residence and employment.**

For domestic graduates at CSU, post-graduation residence and employment details are divided along two measures: mode of study and graduate origin. This allows the university to provide an accurate picture of post-graduate residency and employment, accounting for factors such as whether the student was originally from a rural or regional area etc.

For graduates originating from rural or regional areas, CSU has a strong success in ensuring continued engagement with regional and rural communities through subsequent employment. For internal, on-campus students, in 2014 81.8 per cent remained in rural and regional Australia to work and live. For distance education graduates from a rural and regional origin, this figure was 75.6 per cent.

Obviously, for students with a metropolitan origin, fewer remain in rural and regional areas post graduation. However, there is a significant difference in rates of rural and regional employment post-graduation between distance and internal graduates.

For distance education graduates of a metropolitan origin, from the 2014 cohort, post-graduation only 8.1 per cent ultimately reside and work in rural or regional areas. This largely reflects that such graduates have completed their degrees from metropolitan areas such as Sydney and Melbourne.

However, for metropolitan origin graduates who engaged in internal study, in 2014 23.8 per cent remained in regional and rural areas post-graduation to reside and work. This percentage represents a significant pull from metropolitan to regional and rural areas.

**Question on Notice 2: Breakdown of CSU student population by domestic v international.**

In 2015, CSU had a total of 42,434 enrolments including both internal and distance education, as well as full-time and part-time modes of study.

Of this total, 34,673 enrolments, or 81.7 per cent were domestic enrolments, with 7761, or 18.3 per cent international students.

Such percentages have remained relatively stable across the prior five years, with growth and changes in both domestic and international enrolments in-line with overall institution numbers.

**Question on Notice 3: Breakdown of student population percentages by mode of study, and percentage of distance education students engaged in residential schools.**

Of CSU's current total enrolment of 42,434 students, 16,520 are internal students against 25,914 distance education students. This represents percentages of approximately 39 per cent and 61 per cent respectively.

From the total distance education enrolment, 11 per cent of students are currently enrolled in subjects with a residential school component. Of these, 93 per cent are in subjects where the residential school represents a compulsory aspect of the course, while 7 per cent are enrolments from courses where the residential school is an optional aspect of the course.

These figures represent the move away from the residential school model discussed by Professor Vann in his evidence, referring to the difficulty such a model provides for mature age students and those who need to work. However, as also stated, for some courses, the residential school model remains important given it provides a hand-on components in courses where such experience is at the heart of the subject matter.