

2017 Student Experience Survey

Methodological Report

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Social
Research
Centre

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List of abbreviations

ABS	Australian Bureau of Statistics
AGS	Australian Graduate Survey
AMSRs	Australian Market and Social Research Society
CATI	Computer Assisted Telephone Interviewing
CEQ	Course Experience Questionnaire
EFTSL	Equivalent Full-Time Student Load
HEIMS	Higher Education Information Management System
HESA	Higher Education Support Act
ISO	International Standards Organisation
NUHEI	Non-University Higher Education Institution
QILT	Quality Indicators for Learning and Teaching
SES	Student Experience Survey
SEQ	Student Experience Questionnaire
UA	Universities Australia
UEQ	University Experience Questionnaire
UES	University Experience Survey
WRS	Workplace Relevance Scale

1. Introduction

1.1. About this report

This report documents the methodological aspects of the 2017 Student Experience Survey (SES), conducted on behalf of the Australian Government Department of Education and Training (the department). The methodological review seeks to provide:

- a detailed record of the survey approach and procedures
- comments and analysis on the functioning of the survey approach and procedures
- a description and commentary of changes made to the 2017 questionnaire
- analysis of non-response and issues relating to sample characteristics and utilisation
- a consolidation of project documentation and assorted reports generated throughout the survey period
- a consolidation of issues for consideration relating to the improvement of the questionnaire and refinement of the methodology for future surveys.

The appendices attached to this report contain core survey materials (including the questionnaire, invitation and reminder communications), in field reporting module examples, details of participating institutions and respondent characteristics.

1.2. Background

The SES was developed in 2015 as part of the Quality Indicators for Learning and Teaching (QILT) survey program initiated by the department to consolidate the University Experience Survey (UES), Australian Graduate Survey (AGS) and employer surveys.

The UES was designed and developed in 2011 by a consortium commissioned by the then Department of Education, Employment and Workplace Relations (DEEWR). Its primary purpose at that time was to measure the levels of engagement and satisfaction of first and final year undergraduate students at Australian universities. The instrument was further refined in 2012 by the same consortium to ensure that the University Experience Questionnaire (UEQ) was relevant to both policy and practice while providing useful data to inform student decision making and continuous improvement.

For 2013 and 2014, the Department re-engaged Graduate Careers Australia, in conjunction with the Social Research Centre to work with universities and key stakeholders to administer the UES. In 2015 the UES was replaced by the SES in order to accommodate the inclusion of Non-University Higher Education Institutions (NUHEIs) under the QILT program administered by the Social Research Centre. The 2015 and 2016 SES built upon the foundation of the 2014 UES and showed a marked increase in response rates from 30.1 per cent in 2014 to 38.4 per cent in 2015 to 45.6 per cent in 2016.

The administration of the 2017 SES continued upon this strong foundation, while still providing robust and timely survey data and reports appropriate for use by the department and participating higher education providers.

Postgraduate coursework students were included for the first time in the 2017 SES.

1.3. Objectives

The broad aim of the SES is to provide a national framework for collecting feedback on the higher education student experience.

The SES focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and potentially able to be influenced by institutions.

The information collected helps both higher education institutions and the government improve teaching and learning outcomes, and provides the source data for the QILT website.

The QILT website informs the choices of prospective students by facilitating the comparison of official study experience and outcomes data from Australian higher education institutions at the study area (21) within institution level.

1.4. Overview

As can be seen at Table 1, a total of 99 higher education institutions covered under the Higher Education Support Act (HESA) participated in the 2017 SES, including all 41 universities and 58 NUHEIs (up from 55 NUHEIs in the 2016 SES).

Non-HESA institutions were able to participate in the 2017 SES for benchmarking and continuous improvement purposes, however, for consistency with the *2017 SES National Report*, they are excluded from all data presented in this report.

A total of 594,989 commencing and final years undergraduate and postgraduate coursework students were approached for the 2017 SES, with 568,976 identified as in-scope.

A total of 206,121 online surveys were completed across the main (August – September 2017) and secondary (September – October 2017) collections, giving a total overall response rate of 36.2 per cent.

The analytic unit for the SES is the course, rather than the student, so after adjusting for e.g. students completing double degrees, a total of 218,569 surveys were completed at the course level.

Table 1 2017 SES overview

Project element	Universities		NUHEIs		Higher Education Institutions		Project total
	Under-graduate	Post-graduate coursework	Under-graduate	Post-graduate coursework	Under-graduate	Post-graduate coursework	
Number of participating institutions	41		58		99		99
Number of students approached	382,680	163,559	32,758	15,992	415,438	179,551	594,989
Number of 'in scope' students	367,617	155,214	31,255	14,890	398,872	170,104	568,976
Data collection period	Aug - Oct 2017						
Primary data collection mode	Online						
Overall response rate	37.0	34.1	38.2	34.2	37.1	34.1	36.2
Number of completed surveys (students)	136,172	52,910	11,954	5,085	148,126	57,995	206,121
Number of completed surveys (course)	148,290	53,115	12,079	5,085	160,369	58,200	218,569
Analytic unit	Course						

Refer to Appendix 1 for summary project statistics over time.

1.5. Project milestones

Table 2 provides a summary of key data collection milestones.

As for previous iterations of the SES, there was the main August collection, with a secondary collection in September which lagged the main collection by approximately five weeks.

The secondary collection was created to accommodate three institutions with a significant break in their academic calendar during August.

For methodological reporting purposes, the outcomes from the August and September collection periods are combined.

Table 2 Key data collection milestones

Schedule milestone	August collection
Online survey accessible via 'authentication'	2 August
NUHEI soft online launch	3 August
Additional populations launch	4 August
Postgraduate coursework launch	5 August
Undergraduate launch	6 August
Email reminder strategy commences	8 August
Courtesy telephone calls commence	11 August
In field telephone reminders commence	16 August
In field telephone reminders close	31 August
Main online survey period ends	6 September
Post field telephone non-response activities commence	5 September
Post field telephone non-response activities close	19 September
Online survey closes	22 September

The launch of the 2017 SES was delayed by almost one week, due to unavoidable issues relating to IT security and the finalisation of QILT 2017-20 contract arrangements.

The lack of certainty related to the launch date impacted the ability of many institutions to deploy effective response maximisation strategies, as they had in previous iterations of the SES. This, in combination with several other factors discussed in more detail in Section 7.1, is thought to have reduced the effectiveness of response maximisation strategies for the 2017 SES.

2. Sample design

2.1. Target population definition

The target population for the SES comprises commencing and later years onshore undergraduate and postgraduate coursework students enrolled in Australian institutions.

Commencing and later years students are identified as follows:

2.1.1. Commencing students

Commencing students are first year university students who:

- are enrolled in an undergraduate or postgraduate coursework course
- are studying onshore
- commenced study in the reference year
- have been enrolled for at least one semester.

Commencing students can readily be identified from the sampling frame.

2.1.2. Later years students

Conceptually, later year students are enrolled in an undergraduate or postgraduate coursework course, studying onshore, and about to complete their studies. There is no indicator in the sampling frame which can be used to definitively identify students who are about to complete their studies.

In principle, student progression can be estimated by calculating the ratio of 'EFTSL (Equivalent Full-Time Student Load) completed successfully' (E355) and 'currently in progress' (E339) to the total EFTSL for the course (E350).

In practice, identifying student progression using 'EFTSL completed successfully' is challenging, particularly for part time and external students, students taking a leave or absence, students transferring from one course to another, and students whose initial enrolment may have extended back by up to ten years. It can also be unclear what a student intends to do in future study periods, including Semester 2 or summer term.

For the purpose of identifying the SES target population, a full-time student in a three-year course is defined as 'later years' if their cumulative EFTSL is 83 per cent of the total EFTSL for the course. A part-time student is defined as 'later years' if their estimated cumulative load is 92 per cent of the total for the course.

Students in longer or shorter courses require correspondingly lower or higher ratios, and specific adjustments are also required to accommodate the idiosyncrasies of a small number of universities with less typical course structures.

2.2. Institutional participation

All 41 Australian universities participated in the 2017 SES, as well as 58 NUHEIs. Refer to Appendix 5 for a list of participating institutions.

2.3. Sample process overview

The sampling process for the SES is summarised as follows:

1. The Social Research Centre creates a student population file from the Higher Education Information Management System (HEIMS) Submission 1 file for HEIMS reporting institutions, and from template-derived student data for non-HEIMS reporting institutions.
2. The Social Research Centre flags the records in the population file which meet the agreed definitions of 'commencing' and 'later years' students, applies exclusion rules, and creates a population file for each institution for institutional verification.
3. Institutions append student contact details to the population file, inspect the file for correctness (e.g. flag students who are not currently enrolled, so that they can be excluded from the SES, add students who were inadvertently omitted from the HEIMS Submission 1 file provided by the institution to the department), and return the population file to the Social Research Centre for final processing.
4. The Social Research Centre reviews and verifies the population file.
5. The Social Research Centre sets targets for completed surveys at the 45 study area within institution level, and determines the number of selections by stratum, in accordance with a sample design agreed in consultation with the department.
6. Institutions identify the 'additional populations', such as 'middle years' students, that they would like to include in the SES on a fee-for-service basis. Students meeting the additional population definition are selected and flagged in the population file, as required.

Each of these stages is briefly discussed in the following sections.

2.4. Population file creation

For institutions submitting to HEIMS, the sampling frame for the SES is the national HEIMS Submission 1 student file, covering students enrolled between 1 January and 31 March 2017. The variables to extract from HEIMS and provide to the Social Research Centre were agreed in consultation with the department, and included student background variables and course-related elements (refer to Appendix 2, Table 3.1 for details).

For the small number of non-university providers which do not submit to HEIMS, a sampling frame for the 2017 SES was created to the same parameters as HEIMS reporting institutions. Non-university providers not submitting to HEIMS populated a template provided by the Social Research Centre, comprising 61 variables (refer to Appendix 2, Table 3.1 for details), from information held in their local student administrative systems.

Student data from HEIMS and template derived student data, taken together, comprised the population frame for the 2017 SES.

2.5. Population file initial processing

2.5.1. Derivations

A number of variables were derived and appended to the population file to assist with analysis and the identification of the target population, including:

- age (E913) - calculated at 31 December in the year prior to the reference year
- concurrent/major course indicator (E331) - flags 'the major course' in which students were enrolled for inclusion in the survey
- cumulative Equivalent Full Time Student Load (E931)
- groups excluded from the SES sample frame (Exclusions) - refer to discussion below
- extra quota group flag (*ExtraQuota*) – identifies additional populations for inclusion in the SES on a fee-for-service basis, along with the extra quota group description (*ExtraQuotaDesc*)
- commencing and final year student flag (Stage) - undergraduate and postgraduate coursework students meeting the agreed 'commencing' and 'later years' definitions
- sample frame categories (Strata)
- 45 study areas derived from E461 (Area1) and E462 (Area2).

2.5.2. Sample exclusions

Unless specifically identified for inclusion in the SES as an 'additional population' (refer to Section 2.8), students were flagged for exclusion if they were:

- students in postgraduate research (E310=1, 2 or 3)
- students in non-award courses (E310= 30, 41, 42 or 50)
- undergraduate offshore international students (E358=5)
- students in the middle of their courses (i.e. not 'commencing' or 'later years')
- students with a concurrent enrolment (E331=3)
- part of a stratum in which six or fewer students were enrolled.

Sample exclusions for NUHEIs closely matched the procedures for universities with the exception of the inclusion of middle years students in the 'later years' student definition, and the size of the strata included in the sample frame. In consultation with the department, NUHEI strata with six or less students were included in the SES due to the smaller overall number of students enrolled at these institutions.

2.6. Institutional verification process

Following the application of exclusion rules, a population file for each institution was created for review, verification and the appending of student contact details by the institution.

Institutions were asked to 'inspect the sample data file for correctness' as the HEIMS Submission 1 file, unlike HEIMS Submission 2, is not formally verified and may contain errors and omissions related to e.g. mid-year intakes, early attrition, mid-year completions and commencing students transferring from one course to another at the end of Semester 1.

As such, Survey managers were requested to:

- update student background information that was misreported in Submission 1 for the following data elements: E315, E316, E327, E348, E358, E386 or E913 (optional)
- not append mid-year intakes to the data file as these students would be excluded from the SES because they had not been enrolled at the institution for at least one semester
- not update the file for the small number of commencing students that managed to affect a mid-year transfer in their first year of study, as current course of enrolment was confirmed in the survey.

In addition, Survey managers were also asked to append the following information to the sample files:

- the current enrolment status details for each student (enrolled, withdrew, graduated, deferred or leave of absence, excluded from the survey for other reasons determined by the institution)
- the student's institutional email address, and personal email address (if available)
- the student's mobile phone number and landline number (if available), used for SMS and telephone non-response follow up activity, as required
- the student's mailing address, where the state code was used to ensure telephone non-response follow up activity was undertaken at an appropriate time of day.

On receipt of verified population files from institutions, proposed exclusions and other changes made by the institution were reviewed, and the files consolidated into the master population file. As for previous implementations, there was no evidence to suggest that institutions flagged records for exclusion inappropriately.

2.7. Sample design

2.7.1. Stratum parameters

Strata for the SES are defined on the basis of institution, study area, student type (undergraduate / postgraduate coursework) and stage of studies (commencing / completing).

Whilst the QILT website reports SES results based on institution, student type (undergraduate / postgraduate coursework) and 21 study areas to maximise institution level reportability, the SES sample design is based on 45 study areas. This design seeks to maximise representativeness within the 21 study areas reported on the QILT website, and facilitate more nuanced analysis, and more detailed reporting, where required.

The fields of education (E461) within each of the 45 and 21 study areas are listed at Appendix 3. The supplementary FOE code (E462) was used to assign courses undertaken by students in combined/double degrees to a second study area variable.

Students in combined/double degrees were allocated to the study area stratum with the fewest students. For example, a student in an Arts/Law course was typically allocated to a Law rather than an Arts stratum. Students still answered the SES for both degrees but for the purpose of initial stratum allocation, and progress reporting, they counted towards Law.

2.7.2. Setting stratum targets

Target achieved sample sizes were calculated at the stratum level taking into account the number of records available and the goal of reporting stratum-level results at a level of precision of ± 7.5 percentage points at a 90 per cent level of confidence.

Refer to Appendix 4 for details of the method used to derive the target number of completed surveys by stratum for the 2017 SES.

When this information was overlaid with historical response rates, it was apparent that, for many strata, the response rate target would be aspirational.

Table 3 shows the number and proportion of strata in each target response rate band for university and NUHEI undergraduates and postgraduates. As can be seen, at the $\pm 7.5\%$ level, less than half (46.5 per cent) of the University undergraduate strata have an 'achievable' response rate, where for the purpose of this table 'achievable' is regarded as a response rate of less than 50 per cent.

Table 3 Strata count by target response rate category ($\pm 7.5\%$ precision)

Response rate category	University				NUHEI			
	Under-graduates		Postgraduate coursework		Under-graduates		Postgraduate coursework	
	n	%	n	%	n	%	n	%
100%	38	3.6	66	7.8	22	14.0	17	27.9
75% to 99%	198	18.9	306	36.3	70	44.6	23	37.7
50% to 74%	324	30.9	275	32.6	42	26.8	8	13.1
25% to 49%	324	30.9	154	18.3	16	10.2	8	13.1
Less than 25%	163	15.6	42	5.0	7	4.5	5	8.2
Total strata	1,047		843		157		61	
<i>Net 'achievable' (<50%)</i>	<i>487</i>	<i>46.5</i>	<i>196</i>	<i>23.3</i>	<i>23</i>	<i>14.6</i>	<i>13</i>	<i>21.3</i>

For University postgraduate coursework, NUHEI undergraduate and NUHEI postgraduate coursework strata, the proportion of strata with an 'achievable' response rate is 23.3, 14.6 and 21.3 per cent respectively. Overall, aspirational stratum level response rates were higher for NUHEIs, relative to universities.

2.7.3. Selections

As a result of the sample design, the SES was effectively a census of all commencing and later years students at all universities and NUHEIs, with the exception of the University of Melbourne and University of Western Australia, where 52.9 and 61.2 per cent of students were randomly sampled, respectively.

Where an institution required a sample of greater than 90 per cent of students, a census was undertaken in order to minimise complexity in the promotion and administration of the SES within institutions.

After sampling and verification procedures were concluded, the number of students approached for the 2017 SES was 594,989; comprising 546,239 university students (382,680 undergraduates and 163,559 postgraduate coursework students) and 48,750 NUHEI students (32,758 undergraduates and 15,992 postgraduate coursework students).

2.7.4. Institution level targets

Appendix 5 shows that target response rates for the 2017 SES differed greatly by individual university, from a low of 19.5 per cent to a high of 67.8 per cent. Response rate targets are aspirational, and designed to shift institutions towards maximum reportability and representativeness. Response rate targets as presented to institutions are based on an expected proportion for the target variable of 50 per cent, a level of confidence of 90 per cent and a margin of error of 5 per cent (that is, a higher level of precision than is required for stratum-level reporting of results).

Table 4 shows the required response rate by stratum for a large institution. This institution has a large number of students but a comparatively small number of study areas. As a result, the overall required response rate is low at 21.8 per cent but the stratum level target response rate varies widely from 91.4 per cent to 14.4 per cent.

This institution could easily reach an overall response rate of 21.8 per cent but could fail to meet targets for each stratum unless this was closely monitored. Given that response rates above 50 per cent are highly unlikely at an individual stratum level, even institutions appearing to have an ‘easy’ required response rate may still fail to meet reporting thresholds for individual study areas.

Table 4 Response rate targets for an institution with high student numbers and few study areas

Stratum	Corresponding Study Area	Sample	Target	Required response rate (%)
1	Natural & Physical Sciences	1,613	232	14.4
3	Biological Sciences	210	119	56.7
4	Medical Science & Technology	971	212	21.8
14	Agriculture & Forestry	289	140	48.4
15	Environmental Studies	1,140	219	19.2
21	Dentistry	35	32	91.4
29	Business Management	1,570	231	14.7
31	Management & Commerce - Other	32	29	90.6
34	Humanities incl. History & Geography	1,544	231	15.0
42	Art & Design	241	128	53.1
43	Music & Performing Arts	614	189	30.8
44	Communication, Media & Journalism	65	53	81.5
Total		8,324	1,815	21.8

Table 5 on the next page provides an example of an institution with challenging response rate targets. This institution has a comparatively small number of enrolled students but has a broad course offering across a number of study areas. Targets range from a low of 23.8 per cent to a high of 100 per cent with an overall required response rate of 45.7 per cent. Institutions showing this pattern of response rate targets were typically in regional areas where a variety of courses are offered.

Table 5 Response rate targets for an institution with low student numbers and many study areas

Stratum	Corresponding Study Area	Sample	Target	Required response rate (%)
3	Biological Sciences	39	35	89.7
4	Medical Sciences & Technology	104	76	73.1
16	Health Services & Support	135	91	67.4
17	Public Health	13	13	100.0
18	Medicine	421	165	39.2
19	Nursing	869	207	23.8
23	Physiotherapy	134	90	67.2
25	Teacher Education	134	90	67.2
26	Teacher Education - Early Childhood	226	124	54.9
27	Teacher Education - Primary & Secondary	506	177	35.0
28	Accounting	307	145	47.2
29	Business Management	21	20	95.2
30	Sales & Marketing	102	75	73.5
31	Management & Commerce	19	18	94.7
33	Political Science	11	11	100.0
34	Humanities, History & Geography	462	171	37.0
36	Social Work	29	27	93.1
37	Psychology	66	54	81.8
38	Law	247	130	52.6
41	Sport & Recreation	17	17	100.0
44	Communication, Media & Journalism	140	93	66.4
	Total	4,002	1,829	45.7

2.8. Additional populations

Institutions were provided with the opportunity to include additional populations in the SES on a fee-for-service basis. In 2017, 12 institutions chose to survey additional populations, including postgraduate research, middle-year, offshore and enabling students.

Responses from students in these populations were not included in the *SES National Report* and do not appear in any results presented in this report.

3. Survey procedures

3.1. Institutional engagement

3.1.1. Invitation to participate

An email seeking consent to participate was sent to the primary contact at each institution during the early stages of preparations for the 2017 SES. Institutions confirmed participation via a webform in Vision 6.

All correspondence with institutions provided the QILT email address and phone number and invited institutional stakeholders to contact the QILT team with queries.

3.1.2. Institution Administration Guide

A detailed Institution Administration Guide was provided to participating institutions to assist in preparations for and deployment of the 2017 SES. The guide included detailed instructions for sample preparation, as well as materials and instructions to support the student engagement campaign (refer to Section 3.2).

Refer to Appendix 2 for a copy of the 2017 SES Institution Administration Guide.

3.1.3. Webinar

The QILT webinar series is used to provide the sector and interested parties with up to date information about QILT surveys.

A webinar focussing on preparations and engagement activities for the upcoming SES would typically have been held in June / July 2017, however, due to uncertainties relating to contract arrangements (refer also Section 8.1), no such webinar took place.

An SES-focussed webinar was held, however, towards the end of the 2017 SES data collection period, providing an update on overall collection status and identifying activities for the balance of the data collection period. The webinar also showcased analysis which focused on the experience of commencing and completing students based on 2016 SES data.

3.2. Student engagement

A range of promotional materials were disseminated to participating institutions to help build SES awareness and encourage student participation.

There were two main phases of student engagement, with institutional activities by phase summarised at Table 6.

The first phase, awareness, involved an awareness building campaign focussing on pre-survey engagement, to ensure that students were aware of the survey in advance of fieldwork commencement.

The second phase, open, was a campaign initiated after fieldwork commenced and centred on encouraging students to complete the survey.

Table 6 Student engagement campaign

Phase	Activity
Awareness campaign	<ul style="list-style-type: none"> • Send a paper copy letter to sampled students to raise awareness and build survey bona fides. • Create a web presence for SES on institutional website under 'current surveys' or similar. • Send an email from the Vice Chancellor to students advising of the SES. • Use the institution's social media platforms to promote the survey (e.g., Facebook, Twitter). • Send an email from the Vice Chancellor or Faculty Head to teaching staff advising of the SES, include the in-class PowerPoint slide. • Place posters (paper or electronic billboard) around the campus for the duration of the fieldwork period. • Upload online posters to your institution's intranet for the duration of the fieldwork period. • Advertise the SES in student newsletters (or similar). • Post an announcement on the institutional learning management system, advising of the SES. • Ensure whitelisting strategies are in place.
Open campaign	<ul style="list-style-type: none"> • Use the institution's social media platforms to promote the survey (e.g., Facebook, Twitter). • Post an announcement on the student learning management system (e.g., Blackboard), with personalised links to complete the survey • Send an email from the Vice Chancellor or Faculty Head to teaching staff advising of the SES, include the in-class PowerPoint slide. • Ask lecturers to mention the SES at the end of lectures and include the provided slide at the end of the lecture promoting the SES, reminding students of the incentives.

The most commonly used institutional activities were an email from the Vice Chancellor or faculty heads, social media posts, institutional web presence, on-campus posters, notifications on internal learning management systems and internal staff emails.

3.3. Contact protocol

The contact protocol for the 2017 SES incorporated:

- an initial invitation to sampled students by email
- a series of up to eight reminder emails (with 'standard' and 'partial completes' variants)
- a Short Message Service (SMS) reminder to selected non-respondents, with a direct link to the survey
- in field telephone reminder calls for selected non-respondents
- post field telephone reminder calls on a fee-for-service basis.

Response maximisation was supported by the QILT helpdesk, which offered a freecall 1800 number and a dedicated electronic mailbox, and the use of a weekly rolling incentive program.

3.3.1. Email invitation and reminders

The email invitation and email reminders contained information about the SES, prize draws details, SES helpdesk contact information, and a personalised link that took students directly into their survey, bypassing the need to login.

The emails were SES-branded, html-enabled and also included manual login details. Students were able to unsubscribe by clicking a link in the footer of the email. Those who had already completed their survey, opted out of the survey or were disqualified from participating, were excluded from each successive round of email reminder activity.

One email invitation and eight email reminders were sent to undergraduates over the course of main online survey period, with a reminder email sent every three to four days, as summarised at Table 7.

Table 7 also shows the open rate ('Opened %'), comprising students who opened the email and clicked on the survey link, students who opened the email and opted out, and students who opened the email and took no further action, as well as students clicking the survey link as a proportion of those opening the email. As could be expected, both the open rate and the 'clicked link' rate fell away across the last rounds of email reminder activity.

Table 7 Email send date and outcome summary (August collection)

Email event (under-graduates)	Date	Sent n	Bounced %	Opened %	Opened, clicked link %	Opened, opted out %	Opened, no action %	Un-opened %	Clicked link as % opened
Invitation	3 to 6-Aug	594,745	0.2	42.6	7.0	0.1	35.6	57.2	16.3
Reminder 1	9-Aug	554,857	0.1	39.1	4.3	0.1	34.8	60.8	11.0
Reminder 2	12-Aug	522,894	0.2	39.0	4.7	0.1	34.1	60.8	12.1
Reminder 3	16-Aug	499,268	0.8	49.0	5.8	0.3	43.0	50.2	11.8
Reminder 4	19-Aug	472,806	0.1	45.7	4.9	0.4	40.4	54.2	10.8
Reminder 5	23-Aug	451,600	0.1	47.2	9.5	0.4	37.3	52.7	20.0
Reminder 6	26-Aug	293,072	0.1	39.6	4.6	0.4	34.7	60.4	11.6
Reminder 7	30-Aug	283,319	0.3	38.9	3.8	0.3	34.8	60.8	9.7
Reminder 8	2-Sep	298,077	0.1	36.2	3.1	0.3	32.8	63.7	8.5

Email reminders were sent less frequently for postgraduate coursework students, with a total of four email reminders sent (on 12, 20, 24 and 28 August).

The email invitation and reminder schedule for the September collection (not shown in Table 7) lagged the August collection by approximately five weeks.

The email send activity was designed to keep baseline survey completions (those completed in between reminders) as high as possible to maintain momentum throughout the data collection period and maximise participation.

All emails featured personalised text, a warm and friendly tone, and were as short and relevant as possible. Whilst all emails mentioned the prize draw, how long it would take to complete the survey, and confidentiality provisions, email content had different emphasis through the reminder program. For example, Reminder 3 acknowledged how busy sample members must be, Reminder 5 emphasised that the sample member was part of a select group, Reminder 6 incorporated humour, Reminder 7 emphasised that time was running out to provide feedback, and Reminder 8 messaging centred on a 'last chance' to provide feedback. For examples of email communications, refer to Appendix 6.

3.3.2. SMS reminders

SMS follow up was primarily sent to students in poorer performing study areas as a means of driving students to the online survey. It was timed to be close to an email reminder send (email reminder 5 in 2017) due to the limited information that can be conveyed within an SMS 160 character limit.

The SMS content directed the student to check their inbox for their login details and included a link to the SES website for easy access to the survey login page. Students were able to 'opt out' or unsubscribe via SMS reply.

Students who were sent an SMS were excluded from in field reminder calls for 48 hours.

3.3.3. Telephone non-response follow up activity

In field reminders

In field telephone reminder calls, targeting students in lower performing study areas and institutions, were undertaken from 16 to 31 August, as part of a 'push to web' response maximisation strategy. Calls were placed to students who had not completed or opted out of the online survey. Upon contact, updated email address details were collected by the interviewer, with a survey invitation emailed to the student the following day. If the student did not respond to the email invitation within a week, a reminder email was sent.

Where no contact was established as part of the in field telephone reminder phase, the student was included in the standard email reminder workflow, as described in Section 3.3.1.

For the 2017 SES, 'courtesy calls' were also conducted for selected students in the lowest performing study areas and institutions. The courtesy call phase was essentially conceived as an 'early intervention', which sought to commence the telephone non-response follow up process earlier in the online fieldwork period than for the 'standard' in field reminders. Courtesy calls were placed to a selection of non-respondents to the invitation and first reminder email, from 11 to 15 August. The courtesy call process was otherwise identical to the standard in field reminder call workflow.

Post field reminders

At the conclusion of the main online survey fieldwork period, institutions could choose to undertake post field reminder calls as a fee-for-service activity, with a view to 'topping up' the number of completed online surveys for internal reporting purposes.

The post field reminder call process was identical to in field reminder call process, with post field reminder calls conducted between 5 and 19 September.

Online surveys completed as a result of post field reminders were included in the *National Report*.

Full CATI

Full CATI refers to the completion of the SES by telephone, rather than online, as a fee-for-service activity for institutions seeking to boost the number of completed surveys for internal reporting purposes.

Given that the mode of completion (telephone interviewer-administered) is inconsistent with the main survey (online self-completion), surveys completed using a Full CATI approach are not included in the *National Report*, but are included in the files provided to the institution for internal reporting purposes.

The Full CATI survey script was based on the standard online survey, adapted for delivery by telephone with additional introductory scripts and interviewer notes.

Table 8 on the next page summarises telephone non-response follow up activity across the courtesy call, in field reminder, post field reminder and full CATI phases.

Table 8 Summary of telephone non-response follow up activity

	Phase			
	Courtesy call	In field reminder	Post field reminder	Full CATI
Phase parameters				
Fee for service activity	No	No	Yes	Yes
Start date	11-Aug-17	16-Aug-17	05-Sep-17	05-Sep-17
Finish date	15-Aug-17	31-Aug-17	19-Sep-17	19-Sep-17
Participating institutions	(all)	(all)	8	1
Call procedures				
Number of call attempts to establish contact	1 to 2	1 to 2	1 to 2	1 to 6
Use of alternative contact number (if available)	Yes	Yes	Yes	Yes
Call outcomes				
Sample initiated	24,535	213,060	74,720	733
Unusable sample	792	12,182	3,403	36
No contact	16,509	142,382	50,852	467
Collected email address	6,957	57,082	19,872	N/A
Other contacts	277	1,414	593	230
Survey completion outcomes				
Number of SES completed online	1,117	13,050	3,433	N/A
Number of SES completed by telephone	N/A	N/A	N/A	173
Completed surveys included in <i>National Report</i>	Yes	Yes	Yes	No

Interviewer team briefing and quality control

All interviewers selected to work on the SES attended a comprehensive briefing session, delivered by the Social Research Centre project management team. Briefings were held on August 11 for the courtesy call / in field reminder phase and September 5 for the post field reminder / full CATI phase.

The briefing covered the following aspects:

- survey context and background
- survey procedures (sample management protocols, response rate maximisation procedures)
- privacy and confidentiality issues
- targeted refusal aversion techniques
- strategies to maintain co-operation
- comprehensive practice interviewing and role play.

The quality monitoring techniques applied to the telephone phases of the SES included:

- listening-in validations, conducted in accordance with ISO 20252 procedures
- field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to consistency of survey administration, data quality, or project performance
- maintenance of an 'interviewer handout' document addressing any respondent liaison or data quality issues, and
- monitoring (listening in) by the Social Research Centre project manager and supervisory staff.

3.3.4. Social media

The SES 2017 social media campaign was broad based, targeting higher education students in Australia who are currently studying, and aimed to build on the SES brand within the QILT survey suite.

The social media campaign ran from 7 August to 5 September and included paid and unpaid advertising streams. The paid advertising stream focused on click to website ads on Facebook, Instagram and Twitter, and Facebook video view ads. The unpaid campaign consisted of the QILT Facebook page which hosted weekly prize winner announcements and posts reminding graduates to complete the survey.

The QILT Twitter account (@qilt_src) was maintained with tweets about the launch of the survey, and prize draw periods (see Appendix 7 for examples of social media content).

All social media materials were linked to the www.ses.edu.au landing page where students could login to the survey using their details from the email invitation or reminder emails.

Students unable to locate their login details could 'authenticate' (refer to the next section for more details).

3.4. Data collection

3.4.1. Online survey

The SES was fielded solely in online (web) mode. The online survey could be accessed by either clicking on the link in the email invitation or reminders, through the short link in the SMS, or via the SES landing page on the QILT website.

Additionally, students could access the online survey by clicking the '*I don't have SES login details*' link on the SES landing page, and following an 'authentication' process similar to retrieving a forgotten password. Authentication involved providing student ID, first name, and date of birth. If authentication details matched the sample frame details the student was asked to provide an email address, and an invitation to the survey was automatically sent to the student via the nominated email address. Authentication was first implemented in the 2015 SES to support survey access from social media and other institutional promotional activity.

Clicking the link in the email invitation, email reminder or SMS would go directly to the beginning of the survey. Accessing the landing page would take sample members to a login page to enter the username and password provided in invitation and reminder emails.

Online survey presentation was informed by Australian Bureau of Statistics standards, accessibility guidelines and other relevant resources, with standard features including:

- optimisation for small screen devices
- 'Next' and 'Previous' buttons
- input controls and internal logic checks
- use of a progress bar
- tailored error messages, as appropriate
- recording panels for free text responses commensurate with the level of detail required in the response
- 'saving' with progression to the next screen

- the capacity to save and return to finish off at another time, resuming at the last question completed.

Refer to appendices 8c and 8d for screenshots of the standard (desktop) and small screen optimised versions of the online survey respectively.

Look and feel

The survey look and feel was customised to be consistent QILT branding guidelines, including the use of the SES logo and the colour scheme. This ensured consistency with communications such as images included in email invitations and reminders, advertisements placed on Facebook and the QILT website.

Navigation buttons

Placement of the 'Previous' and 'Next' buttons and the colouring of the 'Next' button was informed by the research literature (Couper, Baker, and Mechling 2011; Romano Bergstrom, Lakhe, and Erdman 2016; Wroblewski 2009).

Optimisation for small screen devices

Sample members attempting to complete the online survey using a small screen device were identified by the data collection software, which used a JavaScript function that returned details from the sample member's browser, including browser name and version, device type, operating system and version. Mobile optimisation was triggered when the screen width is less than 768 pixels.

Several elements of the way the online survey presented were changed for users of small screen devices. Grid items were reconfigured to ensure that they were usable on a small screen device. The small screen optimised view ensured that response options on the right-hand side of the grid did not fall off-screen, potentially leading to response error (see Couper 2008:195-96). The items in the grid were instead presented one item at a time, with the response options listed vertically, and the sample member required to scroll down to view the next item in the grid, together with the response frame.

In addition to the treatment of grid items, the size and orientation of the navigation ('Previous' and 'Next') and 'Pause' buttons changed for small screen devices. The desktop layout placed the 'Previous' button on the bottom left corner, the 'Next' button on the bottom right corner and the 'Pause' button on the top right corner. The small screen layout stacked the buttons vertically at the bottom of the screen, with the 'Previous' button in the highest position, the 'Next' button in the middle and the 'Pause' button in the lowest position. The size of the navigation and 'Pause' buttons also increased in the mobile view.

Items not optimised for small screen devices

A number of items in the student support domain (*settle*, *effenrol*, *feel prep*, *induct*, plus *offsup* and *enlang*) were not fully optimised and continued to be presented on small screen devices in the legacy grid format.

The long list of reasons for seriously considering leaving was not optimised (shortened), and was presented in double column format with the sample member needing to scroll down to see all response options for this item.

Progress bar

The online survey includes a progress bar indicating how far the respondent has progressed. This appears as the orange coloured horizontal bar at the top of the screen in the screenshots at Appendices 8c and 8d.

Error messages

The following message was presented to sample members completing online who indicated that they are no longer enrolled at the named institution: *“Unfortunately you do not qualify to complete this survey. If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 or via email at ses@srcentre.com.au.”*

Saving responses

Responses to the survey were automatically saved each time the respondent clicked the Next button. The ‘Pause’ button also performs the function of allowing the respondent to save their answers on the screen.

These features enable respondents to complete the survey over multiple sessions, without the need to start over. Reminder emails to sample members who had not completed the survey noted that the survey could be re-started from the last question answered.

Testing

Following programming of the survey script, dummy data was generated to produce a mock data set and enable testing of all question bases and survey sequencing.

Institutions with additional institution specific items were sent a test link specific to the additional items as part of the final testing and client sign off process.

The SES was soft-launched with a sub-sample of the NUHEI population, and surveys completed on day of the soft launch were checked for correct base sizes to ensure sequencing was functioning as intended. No issues were identified, and the survey proceeded to full launch.

3.4.2. Quality assurance and applicable standards

The Social Research Centre is accredited under the ISO 20252 scheme (certification number MSR 20015, first issued by SAI Global, on 11 December 2007). All aspects of the SES were undertaken in accordance with the Australian Market and Social Research Society (AMSRS) code of practice, ISO 20252 standards, the Australian Privacy Principles and the Privacy (Market and Social Research) Code. All senior QILT staff are full members of the Australian Market and Social Research Society and the Social Research Centre is also a member of the Association of Market and Social Research Organisations (AMSRO). All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange.

3.4.3. Progress reporting

Weekly update emails were sent to institutions outlining what percentage of the target had been achieved, and how their institution compared to the average per cent of target overall and their cohort average (University or NUHEI / undergraduate and postgraduate average).

The weekly update emails also contained suggested activities for the point in time in the data collection period to help increase response rates. For institutions with very low response rates, the QILT team contacted the institution directly to discuss response maximisation strategies.

3.4.4. Live online reporting module

Institutions were able to monitor their progress throughout the SES data collection period by accessing a real time online reporting module. Each institution was provided with a login which allowed survey managers to track response rates and instantly view their summary data, including:

- number of completed surveys
- number of partially completed surveys (i.e., 'in progress' or abandoned)
- number of opt out and out of scope students.

The standard reporting module also allowed survey managers to track responses across variables of interest, such as:

- stage of studies (commencing / completing)
- study area (45)
- gender (male / female)
- faculty and campus
- domestic / international students.

Institutions could also download the above data from the reporting module for their in-scope populations.

The reporting module enabled monitoring of progress towards the overall institutional target, and the early identification of poor-performing study areas. Survey managers were provided with aspirational targets at the study area level for their institution and were encouraged to monitor survey completion at this level, as opposed to simply monitoring response at the overall institution level.

Given the particularly high response rates required in a number of the smaller study areas in some institutions, survey managers were encouraged to increase engagement and survey promotion activity among students in smaller and/or potentially lower-performing study areas.

For study areas with particularly challenging targets, it was suggested that survey managers liaise with the relevant Heads of School or Faculty and request their support to help promote the SES, either through emailing students directly or promoting the survey in lectures and / or tutorials. The QILT team sent reminder emails tailored to study area or course where relevant.

3.4.5. Department progress reporting

The department was provided with weekly updates covering email reminder and other response maximisation activities, the progress of individual institutions, response by field of study, and progress with the survey overall.

The department was also provided with access to a bespoke 'live' online reporting module which provided an overview of participation rates for each institution and the national average for universities and NUHEIs, and for undergraduates and postgraduates.

Results were provided in real time and included progress against target at the study area within institution level, a comparison of the current with the final 2016 response rate and a count of opt outs and out of scopes for each institution. An example of the national reporting module is shown in Appendix 9.

3.5. Respondent support

The Social Research Centre established an SES 1800 helpdesk to provide students with a method to establish contact with the SES team other than email. The helpdesk number was also available to international students (with an international dialling code), and remained operational for the duration of the fieldwork period. The helpdesk was staffed during standard business hours, and all out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

The SES helpdesk team were briefed on the SES background, procedures and questionnaire to enable them to answer a wide range of queries. To support the helpdesk, a database was made available to enable the team to reference caller information and survey links, as well as providing a method for logging all queries to the helpdesk.

As can be seen at Table 9, there were 1,748 helpdesk transactions in response to the email invitation and reminders in the main online fieldwork period. A further 1,817 helpdesk transactions were attributable to telephone response maximisation activities, with a majority (1,635) relating to the courtesy call phase.

Most helpdesk enquiries that were attributable to email invitation and reminder email activity during the main online fieldwork period related to support accessing the online survey (492), opt outs (327), sample members confirming they had already completed the survey (255) and general requests for survey information (224).

Table 9 Summary of helpdesk traffic by source and project phase

	Total	Query source		Project phase		
		Email	1800	Online	In field reminder	Courtesy call
Total	3,565	1,605	1,960	1,748	182	1,635
Completed courtesy / reminder call	1,237	9	1,228	30	114	1,093
Support accessing online survey	494	437	57	492	0	2
Call back request	452	1	451	9	42	401
Opt out	411	330	56	327	7	52
Already completed	271	246	25	255	4	12
General survey information request	235	189	46	224	3	8
Out of scope	227	177	50	163	9	55
Change of details	53	38	15	51	0	2
Legitimacy / privacy concern	21	15	6	20	0	1
Complaint (too many emails, etc.)	12	11	1	12	0	0
All other	177	152	25	165	3	9

During the courtesy call phase, the majority (1,093) of helpdesk transactions related to the completion of the courtesy call over the phone in response to the sample member's call.

Overall, there was a very small number of sample member complaints (12) about e.g. the number of email reminders received, and a small number of enquiries from sample members with legitimacy or privacy concerns (21).

Some 227 sample members were identified as out of scope as a result of their contact with the helpdesk.

All opt outs and out of scope sample members were excluded from subsequent reminder activity, in accordance with standard sample washing rules. Where sample members updated their contact details, the updated information was used for subsequent reminders.

Members of the QILT team were responsible for monitoring the SES inbox and responded as appropriate to queries and complaints. The helpdesk 1800 number and email were provided in all written communications to students.

3.6. Incentives

The rolling prize draw was designed to maximise early response by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first prize draw then the student would be entered into all four draws).

There were four prize draws in total for the August round with three \$1,000 prepaid Visa gift cards, five \$500 prepaid Visa gift cards and ten \$250 prepaid Visa gift cards (total \$8,000) to be won each week. The total prize pool was valued at \$32,000.

The September round used the same rolling prize draw, however there was one \$250 prepaid Visa gift card to be won each week with a total prize pool of \$1,000.

4. Questionnaire

4.1. Development

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions.

The construct model underpinning the SES, as a conceptualisation of the student experience, is based on five conceptual domains including Teaching Quality, Learner Engagement, Student Support, Learning Resources, and Skills Development. These focus areas are operationalised by means of summated rating scales, underpinned by 46 individual questionnaire items.

The domain items are supplemented by two open-response items that allow students to provide textual feedback on the best aspects of their higher education experience and those most in need of improvement.

The SES also contains two additional sets of items, demographic and contextual, to facilitate data analysis and reporting.

Refer to Appendix 8a for an item summary by domain.

4.2. Structure

The 2017 SEQ featured seven modules:

- Module A – introduction and screening
- Module 2 – inclusion and learner engagement
- Module 3 – teaching and educational development
- Module 4 – support
- Module 1 – demographics
- Module 5 – institution specific items
- Module 6 – course experience (CEQ).

The CEQ facilitates international benchmarking and was presented to a sample of students of sufficient size to yield national level estimates that are precise to within +/- 2.2 percentage points of the true population value at a 95 per cent confidence level. The CEQ comprises the Good Teaching Scale, Generic Skills Scale, Clear Goals and Standards Scale, and the Overall Satisfaction item.

Refer to Appendix 8a for a CEQ item summary, and to the 2017 SES Data Dictionary for more detailed information about the modular structure of the questionnaire.

4.3. Changes for 2017

Apart from updating the reference period from 2016 to 2017, updating the response frame for time-specific items (such as *Yrenrol* and *Yrcomp*), and minor modifications to the introduction and screening module with a view to improving flow and data quality, there were no changes to the core SEQ for 2017.

4.4. Institution specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2017 SES.

In total, 26 institutions chose to include institution-specific items, up from 25 in the 2016 SES.

Frequent inclusions were the Workplace Relevance Scale (WRS), included by 13 institutions, and a Net Promoter Score item, included by four institutions.

Institution-specific items were only presented to students after they had completed the SEQ, resulting in a clear demarcation between the core and institution specific survey modules.

5. Data processing

5.1. Definition of the analytic unit

The analytic unit for the 2017 SES is the course, meaning that students in double degrees respond *separately* in relation to each degree, and as a result may appear more than once in the final data set.

The SEQ is defined as valid and complete if:

- the student has completed units in the course/program
- there is a minimum of one valid SEQ scale score
- in the case of double degrees for which the student has at least one valid SEQ scale score for each course/program, the courses/programs are in different study areas.

Where double degree students have completed units in both degree components and they are in the same study area, the first record is selected for analysis.

5.2. Data cleaning and preparation

5.2.1. Student level

Sample variables were first merged from the original population file for checking and to fill any sample data missing from the online collection platform as a result of students prematurely exiting the survey.

Records with newly entered course information were edited, and final course level, field of education, and study area information was derived from a master course list based on available course data for each institution. Where new course codes were added to the master course list, accompanying information was sourced from the survey manager for the relevant institution. The coding process is described in further detail in Section 5.3.

The in-scope status of the student, that is whether they were enrolled in a degree eligible for the SES, was then re-derived based on revised course level data. This process set out to ensure that students who had switched from an eligible undergraduate course to an ineligible course, such as a different undergraduate course where they had not yet completed units in the course, were excluded from the dataset.

All items in the body of the questionnaire were re-filtered to their respective bases to ensure there were no errant responses, and the appropriate missing data conventions (refer to the SES data dictionary) were applied.

After cleaning, normalised SEQ variables, SEQ scale variables, and consolidated demographic and analysis variables were derived as described in the SES data dictionary. In the case of double degrees, SEQ scale variables were derived separately for each course in the student level file.

5.2.2. Course level

After data was finalised, the student level responses were split to course level:

- where a student was enrolled in a single degree, the student level record became the course level record
- where a student was enrolled in a double degree and had completed units in only one course, the student level record became the course level record
- where a student was enrolled in a double degree (including two concurrent unrelated degrees) and had completed units in both courses, two course level records were created:
 - the student level record minus course specific items completed for the second degree
 - the student level record with course specific items completed for the first degree replaced with responses to course specific items completed for the second degree.

The variable 'ANALYSIS' was then created in the course record to flag those eligible for analysis, flagging records as either:

- a student complete – the first course in a double degree or the second course in a double degree where a complete SEQ exists only for the second course
- the second course in a double degree where the student has completed for both components of the double degree
- the second course in a double degree where the student has completed for both components of the double degree and both components of the double degree have the same study area
- incomplete – no valid SEQ scale scores for this course
- out of scope – the student is not currently enrolled or not in the first or last year of an undergraduate course.

The SES data dictionary lists the new or modified variables for the 2017 SES, including a number of socio-economic status and geographic / remoteness indicators.

5.3. Course coding

Revised course names entered by students in the survey were manually looked up against a master course list for the relevant institution. Where a course name matched multiple course codes the student was assigned to the course with the highest enrolment where no conflicts between the different courses existed.

Where an appropriate course code for the course name or double degree recorded by the student could not be found, queries were sent to the survey manager from the relevant institution. Course codes not appearing on the original master list were accompanied by field of education and course level information to facilitate the survey manager's process. Where the survey manager advised that a double degree as entered by a student did not exist, they were treated as two unrelated concurrent degrees, as described in Table 10. Of the responses requiring course coding, several broad categories of anomalous response requiring further editing were identified. The categories and resolutions are also described in Table 10.

Table 10 Resolution of coding anomalies

Response	Resolution
The student reported they were undertaking a double degree, but entered the same single course for both components of the degree.	The student is flagged as being enrolled in a single degree. Where responses are recorded for two course components, only responses for the first component are kept.
The student entered a course not offered by the institution.	The student is flagged as “Not Currently Attending” (<i>currenrol=2</i>) in the sample file, as they cannot be studying the given course at the relevant institution.
The student recorded two degrees that are offered as single degrees but not offered as a double degree by the institution.	Each course recorded by the student is treated as a separate single degree. Where the student indicated they had completed subjects in both degrees the student appears twice in the final course level analytic file (as they would for a double degree) but with two single degree records.
The student recorded the full title of a double degree in a field reserved for a single course.	Since it is not possible to determine which course component of the double degree the student is referring to in these cases, the student's response to the SES is considered invalid.
The student recorded an invalid course title.	Since it is not possible to determine the course the student is enrolled in, the student's response to the SES is considered invalid.

Overall, there were 16,523 instances of university students correcting their course details. Of these, 10,856 or just under two thirds (65.7 per cent) entered identical course details to those in the sample and were edited to “No change in qualifications” (*QUALCHGE=1*).

There were 2,035 instances of NUHEI students correcting their course details. Of these, 1,564, or just over three quarters (76.9 per cent) entered identical course details to those in the sample and were edited to “No change in qualifications” (*QUALCHGE=1*).

The final count of students changing course by institution, excluding those with no change in qualifications, is provided at Appendix 10. The number of students recording a course change, expressed as a proportion of students completing the SES at the course level, was highest at The Australian National University (7.3 per cent), Flinders University (6.7 per cent) and the University of Canberra (6.1 per cent).

5.4. Weighting

As discussed in more detail at Section 8.3, there has historically been an under-representation of males and younger students in the achieved SES sample.

Post stratification weighting based on *E306* (Higher Education Provider Code), *Stage* (Commencing, Completing, Middle years), *Area* (21 study areas) and *E315* (Gender) was initially trialled in the 2014 UES, and was found to not to significantly affect the results at a national level. This has continued to be the case for all subsequent iterations of the SES, including 2017.

Whilst the post stratification weight variable ‘*Weight*’ continues to be included in the SES data file, SES data has historically been reported without applying the weight, with a view to maintaining consistency with previous iterations and minimising complexity for *National Report* readers.

To further investigate the issue of corrective weighting and inform possible future approaches to weighting, the Social Research Centre will assess the impact on key estimates of applying weights which incorporate all the elements included in the response propensity model, which informs responsive design activity / the targeting of students in lower performing study areas and institutions during data collection (refer to Sections 3.3.2 and 3.3.3).

In addition to the elements included in the current *Weight* variable, the response propensity model uses *E310* (Course of study type code), *E316* (Aboriginal and Torres Strait Islander code), *E329* (Mode of attendance code), *E330* (Type of attendance code), *E348* (Language spoken at home code), age category based on *E913* (Age code), *Area45* (Study area – 45 categories), *Heptype* (Higher education provider type), *E386* (Disability), remoteness area code and SEIFA decile.

Issues arising from the review of corrective weighting will be documented as part of the *QILT White Paper* series.

6. Deliverables

The Social Research Centre provided institutions and the department the following deliverables:

- finalised questionnaire
- weekly progress reports during data collection
- data files:
 - institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format
 - department national data file in SAS format
- data dictionary and data map
- files in Tableau packaged workbook format at the national (department), institution and Universities Australia level
- files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level
- *National Report* in PDF and MS Word format, available from the QILT website
- National Report Website Tables and National Report Additional Tables, available from the QILT website
- the SES 2017 infographic and press release, and
- methodological report.

7. Final response rate and reportable strata

7.1. Final response rate

7.1.1. Overall response rate

While the focus for the SES is response rate at the individual stratum level to support reporting on the QILT website, the overall response rate remains a relevant measure of survey administration effectiveness.

For the purpose of QILT projects, response rate is calculated on the basis of usable completed surveys as a proportion of final sample, once opt outs, disqualified and out of scope records have been removed.

The overall response for the 2017 SES was 36.2 per cent, down from 45.6 per cent in 2016, and similar to the 37.7 per cent achieved in 2015.

Table 11 Response summary

	2017	2017 as % initial population	2016	2016 as % initial population	2015	2015 as % initial population
Initial population	594,989	100.0	401,939	100.0	391,405	100.0
Disqualified	10,407	1.7	5,168	1.3	3,003	0.8
Out of scope	5,759	1.0	1,258	0.3	177	0.0
Opt out	9,847	1.7	4,461	1.1	2,962	0.8
Final sample	568,976	95.6	391,052	97.3	385,263	98.4
Responses	206,121		178,459		145,382	
Overall response rate	36.2		45.6		37.7	

For the 2017 SES, a number of factors are thought to have combined to reduce the effectiveness of response maximisation strategies. Due to unavoidable issues relating to IT security, the launch of the 2017 SES was delayed by almost one week. The lack of certainty related to this delay affected the ability of many institutions to deploy effective response maximisation strategies as they had in 2016.

In addition to the uncertainty of the SES launch, a number of institutions used the opportunity to deploy other surveys in the usual SES data collection window, leading to some populations being over surveyed.

Furthermore, the '*Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*' report was released in early August 2017, which may have overshadowed the SES in the minds of university management, staff and students.

The addition of postgraduate coursework students had been communicated to institutions, however, due to the uncertainty surrounding the deployment of the SES, many institutions were unable to implement response maximisation strategies targeting this group. This, coupled with traditionally lower survey engagement from this group as evidenced in optional additional populations in previous iterations of the SES, may also have contributed, in part, to the decrease in response rates.

Finally, issues with whitelisting and greylisting of email invitations and reminders to institutional email addresses also contributed to a substantial degree to a decrease in responses for institutions which had not provided alternate email addresses or SMS contact details for students.

Overall, the institutional verification procedure worked well, with only a small proportion of the initial population disqualified from the survey (1.7 per cent) or reporting as out of scope (1.0 per cent). The proportion of students electing to opt out of the survey was less than two per cent, suggesting that neither the nature of the topic nor the response maximisation process prompted excessive requests to withdraw from the survey.

7.1.2. Response by provider and student type

Table 12 summarises response rate by provider and student type. Overall, there was relatively minor variation in response rate by provider and student type, with response rates ranging from 40.1 per cent (NUHEI undergraduates – commencing) to 33.1 per cent (University postgraduate coursework – later year, and NUHEI postgraduate coursework – commencing).

Undergraduate students (37.1 per cent) had a marginally stronger response rate than postgraduate coursework students (34.1 per cent), albeit following more intensive email response maximisation activity (refer to Section 3.3.1).

Commencing students (37.0 per cent) had a marginally stronger response rate than later year students (35.2 per cent).

Overall, university (36.2 per cent) and NUHEI (36.9 per cent) response rates were similar.

Table 12 Response summary by provider and student type

	Initial pop'n n	Dis-qualified %	Out of scope %	Opt out %	Final sample n	Responses n	Response rate %
Total project	594,989	1.7	1.0	1.7	568,976	206,121	36.2
University	546,239	1.7	1.0	1.6	522,831	189,082	36.2
UG - commencing	228,664	0.5	0.7	1.7	221,834	83,724	37.7
UG - later year	154,016	2.4	0.7	2.2	145,784	52,520	36.0
PGCW - commencing	86,689	0.8	1.4	1.0	83,873	29,243	34.9
PGCW - later year	76,870	4.5	1.8	0.9	71,340	23,595	33.1
NUHEI	48,750	2.7	0.7	1.9	46,145	17,039	36.9
UG - commencing	10,803	1.1	0.6	2.1	10,387	4,167	40.1
UG - later year	21,955	2.4	0.7	1.9	20,868	7,802	37.4
PGCW - commencing	6,267	4.5	0.8	2.1	5,802	1,918	33.1
PGCW - later year	9,725	3.9	0.9	1.7	9,088	3,152	34.7
Total UG	415,438	1.4	0.7	1.9	398,873	148,126	37.1
Total PGCW	179,551	2.7	1.5	1.1	170,103	57,995	34.1
Total commencing	332,423	0.7	0.9	1.6	321,896	119,052	37.0
Total later year	262,566	3.1	1.1	1.8	247,080	87,069	35.2

The proportion of sample categorised as 'disqualified' was higher, generally, for postgraduate coursework (2.7 per cent) and later year students (3.1 per cent), relative to undergraduate and commencing students. Opt out rates tended to be marginally higher for undergraduates (1.9 per cent) relative to postgraduate coursework students (1.1 per cent).

7.1.3. Response by institution

Response rate by institution is considered a relevant measure of institutional engagement in the SES and of survey administration effectiveness overall.

Response rate by university ranged from 51.2 per cent (University of Divinity) and 47.3 per cent (Australian Catholic University) to 23.6 per cent (University of Technology Sydney) and 23.8 per cent (University of Sydney).

Response rate by NUHEI ranged from 80.5 per cent (Campion College) to 15.6 per cent (International College of Management, Sydney), suggesting significant variation at the individual institution level in the application of the student engagement activities outlined in the Institution Administration Guide.

A number of universities, including Curtin University (3.1 per cent) and Macquarie University (3.0 per cent) had almost twice the national average opt out rate (1.7 per cent). The opt out rate at three NUHEIs with a small student population (Academy of Information Technology, Perth Bible College, Harvest Bible College), was over 5.0 per cent (9.8, 6.0 and 5.1 per cent respectively).

Refer to Appendix 11 for a response summary by institution.

7.2. Achievement of response rate targets

A total of 21 universities achieved the response rate target that was established as a result of the process described in Section 2.7.4.

A number of universities achieved a response rate in excess of 20 percentage points higher than their target, including The University of Melbourne (26.8 percentage points higher than target), Australian Catholic University (24.2 percentage points) and Monash University (20.0 percentage points).

Others achieved a response rate significantly below their target, including Bond University (30.0 percentage points below target), Southern Cross University (21.8 percentage points) and University of Wollongong (16.7 percentage points).

For full details of university performance against response rate targets, refer to Appendix 5.

7.3. Strata meeting the desired level of precision

Table 13 on the next page show the number and proportion of strata meeting the desired level of precision (± 7.5 percentage points at the 90 per cent level of confidence), by conceptual domain (refer to Section 4.1), at the 21 study area level, for the 2016 and 2017 SES, for university and NUHEI undergraduates.

Whilst the proportion of strata meeting the desired level of precision remained above 80 per cent for the 'Teaching quality', 'Learning resources' and 'Skills development' scales for university undergraduates in 2017, there was, on the whole, a decline in the proportion of strata meeting the desired level of precision, attributable to the decrease in response rate for the SES in 2017.

The proportion of strata meeting the desired level of precision dropped by between 6.5 and 10.8 percentage points for university undergraduates, and by between 4.6 and 10.5 percentage points for NUHEI undergraduates.

For NUHEIs, the proportion of strata meeting the desired level of precision is generally lower than for universities, due to the relatively small number of students in many NUHEI cells, which in turn means that a high response rate is necessary to achieve the desired level of precision (refer back to Section 2.7.4).

Table 13 Strata meeting desired level of precision, undergraduates, 21 study areas

Scale	2016		2017		Change	
	n	%	n	%	n	%
University						
Total strata	606		608		2	
Learner engagement	513	84.7	449	73.8	-64	-10.8
Teaching quality	552	91.1	507	83.4	-45	-7.7
Learning resources	540	89.1	502	82.6	-38	-6.5
Student support	498	82.2	435	71.5	-63	-10.6
Skills development	549	90.6	511	84.0	-38	-6.5
NUHEI						
Total strata	129		132		3	
Learner engagement	68	52.7	59	44.7	-9	-8.0
Teaching quality	88	68.2	82	62.1	-6	-6.1
Learning resources	73	56.6	61	46.2	-12	-10.4
Student support	81	62.8	69	52.3	-12	-10.5
Skills development	87	67.4	83	62.9	-4	-4.6

Given that NUHEI cell sizes are not expected to change significantly for future iterations, it is likely that the proportion of strata meeting the desired level of precision for NUHEI undergraduates will continue to be lower than for universities undergraduates.

Table 14 shows the number and proportion of strata meeting the desired level of precision (+/- 7.5 percentage points at the 90 per cent level of confidence), by conceptual domain, at the 21 study area level, for postgraduate coursework students.

As can be seen, the proportion of strata meeting the desired level of precision for postgraduate coursework students was generally lower than for undergraduates, and ranged from 39.4 per cent (university, Student support scale) to 66.7 per cent (NUHEI, Teacher quality scale). As for NUHEI undergraduates, this is likely to continue to be a feature of future iterations of the SES, given the smaller number of students present in postgraduate coursework strata.

Table 14 Strata meeting desired level of precision, postgraduate coursework, 21 study areas

Scale	University		NUHEI		Total	
	n	%	n	%	n	%
Total strata	536		48		584	
Learner engagement	240	44.8	21	43.8	261	44.7
Teaching quality	297	55.4	32	66.7	329	56.3
Learning resources	275	51.3	25	52.1	300	51.4
Student support	211	39.4	26	54.2	237	40.6
Skills development	300	56.0	27	56.3	327	56.0

It is noted that the drop in the proportion of strata meeting the desired level of precision for the 2017 SES does not impact heavily on the number of reportable strata on the QILT website, given that the website combines the last two iterations of the SES to maximise the proportion of reportable strata.

It remains important, however, to continue to strive to maximise the proportion of reportable strata with a view to realising the aspirational goal of reporting on the QILT website at the 45 study area level, with an increased level of precision (+/- 5% at the 90 per cent level of confidence). An overview of progress towards this aspiration goal is provided at Appendix 12.

8. Response analysis

8.1. Rate of response

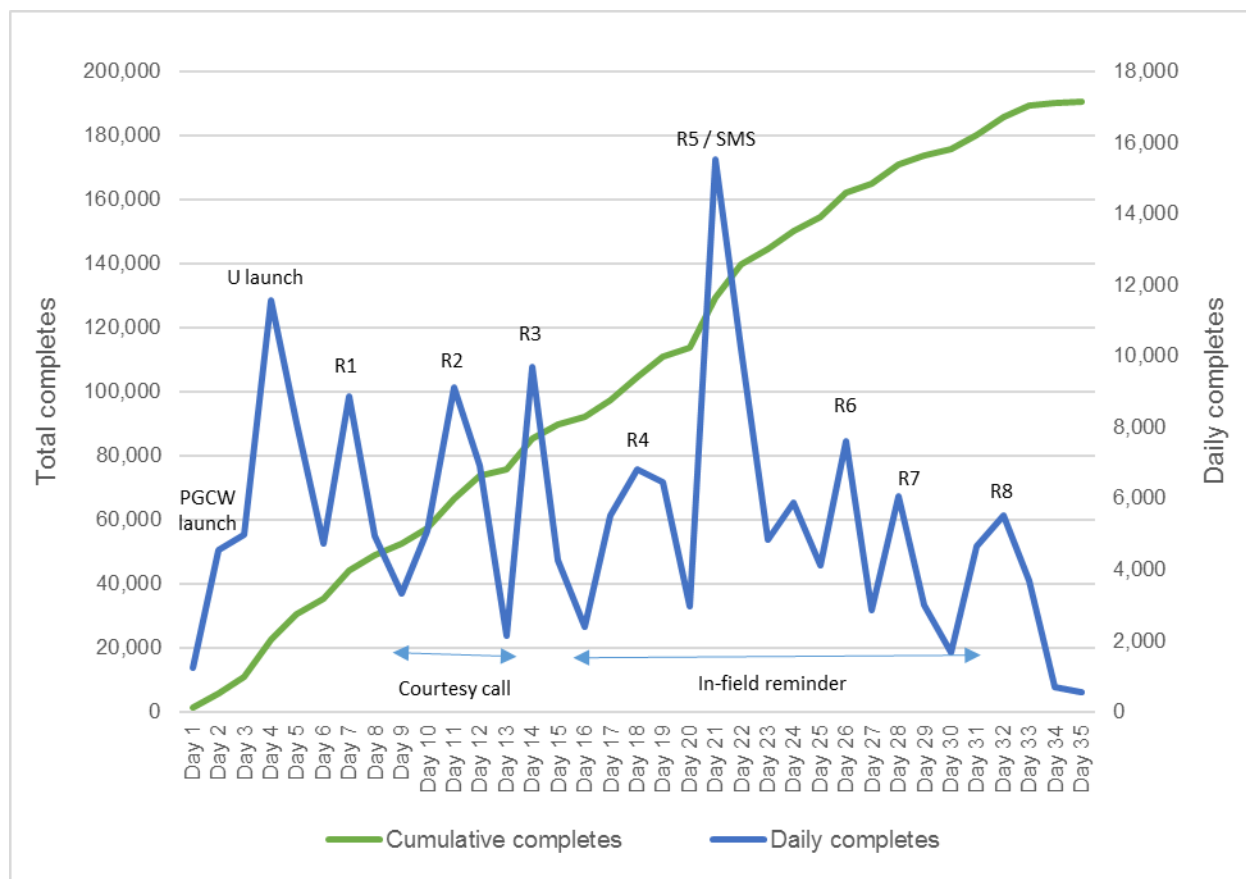
Rate of response refers to how quickly responses are received, and is reviewed to understand how specific response maximisation events (email invitation, email reminders, SMS reminders, prize draw, in-field telephone reminders) impacted the daily number of surveys completed.

The following information is based on completed online surveys as reported during data collection via the live online reporting module (refer to Section 3.4.4), rather than completed surveys as reported in the *National Report*.

Figure 1 below plots both cumulative completes and daily completes for the August data collection period for all students.

As a consequence of the staggered distribution of the initial email invitation over the first four days of the data collection period, the number of completed online surveys did not spike as prominently at the outset as could otherwise be expected.

Figure 1 Rate of response (August data collection)



The number of responses attributed to reminder emails 1 to 3 was similar, peaking at approximately 9,000 completed surveys on the day that each successive reminder email was distributed.

Figure 1 suggests that email reminder 5 was the single most effective response maximisation activity. This may be attributable to the concurrent use of SMS, email messaging which emphasised that the sample member was part of a select group, and possibly, the resolution of whitelisting issues by this stage of the data collection period.

Email reminders 6, 7 and 8 each contributed a significant number of incremental completed online surveys.

The ‘troughs’ between the peaks of online completion activity were generally the deepest when there was no concurrent telephone response maximisation activity. This pattern of response is broadly similar to previous surveys.

Historically, the ‘cumulative completes’ line would be steeper at the outset and tend to more visibly level out towards the end of the data collection period. The overall shape of the cumulative completes line for the 2017 SES suggests that institutions may not have had the opportunity to fully deploy the awareness campaign (refer to Table 6), which impacted on the rate of response, particularly in the first half of the online survey period.

8.2. Sources of responses

Table 15 summarises the contribution to the final response rate of the various methods of accessing the online survey.

Whilst all methods of accessing the online survey make some contribution, however small, to the final response rate, an overwhelming majority of respondents completed via the direct link in email communications. At the total achieved sample level, the survey link in email communications contributed 31.3 percentage points to the final overall response rate of 36.2 per cent.

In field reminder calls were the next most significant contributor (2.3 percentage points) to the final overall response rate. As a highly targeted activity, there is some variation by subgroup in the contribution of in field reminder calls to the final overall response rate (3.4 percentage points for postgraduate coursework students, compared with 1.4 percentage points for NUHEIs).

Table 15 Contribution to final response rate by online survey access method

Access method	Total	University	NUHEI	Under-graduate	Post-graduate	Com-mencing	Later year
Final response rate	36.2	36.2	36.9	37.1	34.1	37.0	35.2
Authentication	0.1	0.1	0.1	0.1	0.2	0.2	0.1
Type in	0.7	0.7	0.8	0.8	0.6	0.8	0.7
Survey link (email)	31.3	31.1	34.2	32.5	28.6	32.0	30.4
Survey link (LMS)	0.8	0.8	0.3	0.8	0.8	0.9	0.7
Survey link (SMS)	0.1	0.2	0.1	0.2	0.0	0.2	0.1
Courtesy call email	0.2	0.2	0.0	0.3	0.0	0.2	0.2
In field telephone reminder	2.3	2.4	1.4	1.8	3.4	2.1	2.5
Post field telephone reminder	0.6	0.7	0.0	0.6	0.6	0.6	0.6

It should be noted that only completed surveys directly attributable to the courtesy call, in field reminder, post field reminder and SMS are recorded as such in Table 15. It is possible that, for example, reminder call activity may prompt a sample member to click on the survey link in an email they had previously received. In this context, the analysis presented at Table 15 should be considered indicative.

8.3. Non-response

To investigate the extent to which those who responded to the SES are representative of the initial population, respondent characteristics are presented alongside population parameters in Tables 16 and 17. Many of the characteristics of respondents to the 2017 SES very closely match those of the initial population, especially with respect to stage of studies, Indigenous status, home language, disability status, study mode, first in family to attend a higher education institution and socio-economic status.

Table 16 Population and response characteristics by subgroup – undergraduates

	Group/subgroup ¹	Initial population n	Initial population %	Responses n	Responses %
Total		415,438		148,126	
Stage of Studies	Commencing	239,467	57.6	87,907	59.3
	Later year ²	175,971	42.4	60,219	40.7
Gender	Male	178,373	43.0	53,154	35.9
	Female	236,840	57.0	94,871	64.1
Age	under 25	328,380	79.1	113,234	76.4
	25 to 29	38,611	9.3	12,906	8.7
	30 to 39	28,777	6.9	12,021	8.1
	40 and over	19,629	4.7	9,959	6.7
Indigenous	Indigenous	5,562	1.3	1,973	1.3
	Non-Indigenous	409,876	98.7	146,153	98.7
Home language	Home language – English	354,259	85.3	126,989	85.7
	Home language – Other	61,179	14.7	21,137	14.3
Disability	Disability reported	21,223	5.1	8,844	6.0
	No disability reported	394,210	94.9	139,280	94.0
Study mode	Internal Study mode	380,515	91.6	135,527	91.5
	External/multi-modal Study mode	34,923	8.4	12,599	8.5
Residence status	Domestic student	346,148	83.3	125,663	84.8
	International student	69,225	16.7	22,453	15.2
First in family status ³	First in family	92,329	45.6	34,140	45.2
	Not first in family	110,314	54.4	41,353	54.8
Socio-economic Status	High	110,200	32.2	39,340	31.7
	Medium	174,623	51.1	63,796	51.4
	Low	56,892	16.6	20,979	16.9
Remoteness	Metro	268,572	78.7	94,886	76.5
	Regional/Remote	72,618	21.3	29,068	23.5

¹ Some subgroups may not add to 100 per cent due to missing data.

² Later Year includes Middle Year students where for NUHEIs where census was conducted

³ First in family status includes commencing students only.

As has been the case in previous surveys in the series, the largest potential source of non-response bias is in relation to gender and age. Male students are substantially under-represented in the achieved sample, by 7.1 percentage points for undergraduates, and by 3.7 percentage points for postgraduate coursework students. Gender representativeness is slowly improving over time,

however, with the gap between the initial population and achieved sample proportion for males at the total sample level decreasing from 9.4 percentage points in 2014 to 6.1 percentage points in 2017.

Younger students are also somewhat less likely to respond with those aged under 25 under-represented by around 2.6 and 4.1 percentage points for undergraduates and postgraduate coursework students respectively. Postgraduate coursework students aged 40 and over are over-represented by 3.8 percentage points. For both undergraduate and postgraduate coursework students, domestic students are somewhat over-represented by 1.5 and 2.8 percentage points respectively. Postgraduate coursework students whose home language is not English are also under-represented by around 2.4 percentage points.

Table 17 Population and response characteristics by subgroup – postgraduate coursework

	Group/subgroup ¹	Initial population n	Initial population %	Responses n	Responses %
Total		179,551		57,995	
Stage of Studies	Commencing	92,956	51.8	31,145	53.7
	Later year ²	86,595	48.2	26,850	46.3
Gender	Male	80,593	44.9	23,908	41.2
	Female	98,910	55.1	34,069	58.8
Age	under 25	74,670	41.6	21,752	37.5
	25 to 29	48,634	27.1	14,669	25.3
	30 to 39	32,972	18.4	11,850	20.4
	40 and over	23,223	12.9	9,708	16.7
Indigenous	Indigenous	1,104	0.6	343	0.6
	Non-Indigenous	178,447	99.4	57,652	99.4
Home language	Home language – English	119,674	66.7	40,065	69.1
	Home language – Other	59,877	33.3	17,930	30.9
Disability	Disability reported	5,136	2.9	1,954	3.4
	No disability reported	174,414	97.1	56,041	96.6
Study mode	Internal Study mode	142,317	79.3	45,723	78.8
	External/multi-modal Study mode	37,234	20.7	12,272	21.2
Residence status	Domestic student	96,596	53.8	32,827	56.6
	International student	82,898	46.2	25,167	43.4
First in family status ³	First in family	28,911	40.7	10,265	41.9
	Not first in family	42,196	59.3	14,237	58.1
Socio-economic Status	High	38,557	41.6	13,099	41.6
	Medium	42,836	46.3	14,628	46.5
	Low	11,189	12.1	3,752	11.9
Remoteness	Metro	74,872	81.1	25,090	79.9
	Regional/Remote	17,503	18.9	6,319	20.1

¹ Some subgroups may not add to 100 per cent due to missing data.

² Later Year includes Middle Year students where for NUHEIs where census was conducted

³ First in family status includes commencing students only.

As can be seen at Tables 18 and 19, the achieved sample also closely matched the initial population in terms of study area.

As for previous surveys in the series, the largest difference between the undergraduate and postgraduate coursework achieved sample and initial population was observed in relation to the Business and management study area (4.5 percentage points and 3.5 percentage points respectively). The Business and management study area also has by far the highest student population for both undergraduates and postgraduate coursework (21.7 and 32.5 per cent respectively).

For both undergraduates and postgraduate coursework, Agriculture and environmental studies and Rehabilitation students were marginally over-represented in the achieved sample. For postgraduate coursework, students in the Pharmacy, Dentistry and Law and paralegal studies study areas were slightly under-represented in the achieved sample. It is noted that these groups constitute a very small proportion of the respective populations.

Table 18 Population and response characteristics by study area – undergraduates

Study area	Initial population n	Initial population %	Responses n	Responses %
Total	472,149		160,369	
Science and mathematics	48,309	10.2	16,685	10.4
Computing and Information Systems	18,067	3.8	5,982	3.7
Engineering	28,466	6.0	9,669	6.0
Architecture and built environment	11,367	2.4	3,445	2.1
Agriculture and environmental studies	5,255	1.1	2,200	1.4
Health services and support	38,053	8.1	13,462	8.4
Medicine	4,211	0.9	1,349	0.8
Nursing	34,948	7.4	13,088	8.2
Pharmacy	3,018	0.6	1,127	0.7
Dentistry	1,379	0.3	624	0.4
Veterinary science	2,040	0.4	818	0.5
Rehabilitation	6,068	1.3	2,555	1.6
Teacher education	32,315	6.8	11,983	7.5
Business and management	102,649	21.7	27,611	17.2
Humanities, culture and social sciences	54,457	11.5	20,089	12.5
Social work	8,311	1.8	3,321	2.1
Psychology	16,586	3.5	6,494	4.0
Law and paralegal studies	16,689	3.5	5,685	3.5
Creative arts	23,165	4.9	8,497	5.3
Communications	15,173	3.2	5,201	3.2
Tourism, Hospitality, Personal Services, Sport and recreation	1,623	0.3	484	0.3

Table 19 Population and response characteristics by study area – postgraduate coursework

Study area	Initial population n	Initial population %	Responses n	Responses %
Total	181,437		58,200	
Science and mathematics	4,377	2.4	1,562	2.7
Computing and Information Systems	13,946	7.7	4,286	7.4
Engineering	13,084	7.2	3,999	6.9
Architecture and built environment	5,175	2.9	1,583	2.7
Agriculture and environmental studies	1,775	1.0	775	1.3
Health services and support	10,440	5.8	3,470	6.0
Medicine	5,529	3.0	1,744	3.0
Nursing	6,792	3.7	2,044	3.5
Pharmacy	1,072	0.6	250	0.4
Dentistry	707	0.4	173	0.3
Veterinary science	530	0.3	237	0.4
Rehabilitation	1,661	0.9	540	0.9
Teacher education	23,025	12.7	8,195	14.1
Business and management	59,014	32.5	16,875	29.0
Humanities, culture and social sciences	10,444	5.8	4,155	7.1
Social work	5,747	3.2	2,431	4.2
Psychology	4,047	2.2	1,780	3.1
Law and paralegal studies	8,559	4.7	2,236	3.8
Creative arts	2,258	1.2	758	1.3
Communications	2,686	1.5	931	1.6
Tourism, Hospitality, Personal Services, Sport and recreation	569	0.3	176	0.3

8.4. Item level non-response

Item-level non-response refers to the proportion of respondents skipping an SEQ item without providing a response.

Historically, item non-response has been low, despite the non-mandatory nature of almost all items in the survey. Item non-response for SES scale items averaged 2.9 per cent and 2.4 per cent in 2017 for university undergraduates and postgraduates respectively, compared with 2.2 per cent and 3.3 per cent for university undergraduates in 2016 and 2015 respectively.

As can be seen as Tables 20 and 21, both the level of item non-response, and the items with the highest non-response, were similar to previous iterations of the SES for both university and NUHEI students. This would appear to indicate that these questions may be difficult to answer, either due to design of the question, or the nature of the information requested.

Table 20 Item level non-response for single course responses: university

SES domain item		2017 U (%)	2017 PG (%)	2016 (%)	2015 (%)
Factual items					
<i>grade</i>	Average overall grade	6.3	5.2	4.6	6.6
<i>online</i>	Proportion of study online	6.3	5.3	4.5	6.5
<i>yrcomplete</i>	Number of years completed	5.7	5.0	4.4	6.4
Attitudinal items					
<i>considerchg</i>	Seriously considered leaving	6.1	5.5	4.7	6.8
<i>astdliv</i>	Living arrangements affected study	6.1	5.6	4.7	6.8
<i>astdfin</i>	Financial circumstances affected study	6.1	5.6	4.7	6.8
<i>astdwor</i>	Paid work affected study	5.9	5.3	4.6	6.7
<i>offsup</i>	Offered relevant support	4.5	4.0	4.6	5.5

Table 21 Item level non-response for single course responses: NUHEI

SES domain item		2017 U (%)	2017 PG (%)	2016 (%)	2015 (%)
Factual items					
<i>grade</i>	Average overall grade	6.2	6.4	5.1	7.4
<i>online</i>	Proportion of study online	6.3	6.5	5.1	7.2
Attitudinal items					
<i>considerchg</i>	Seriously considered leaving	6.7	7.0	5.5	7.5
<i>astdliv</i>	Living arrangements affected study	6.5	6.9	5.4	7.5
<i>astdfin</i>	Financial circumstances affected study	6.5	6.9	5.5	7.5
<i>astdwor</i>	Paid work affected study	6.3	6.5	5.4	7.3

As could be expected, item level non-response increased with progression through the survey. This is especially true for students who responded to the SES in relation to a second course, where non-response for SES scale items averaged 4.6 and 4.8 per cent for university undergraduates and postgraduates respectively, compared with 2.9 and 2.4 per cent for the first course.

For further details of item non-response, refer to Appendix 13.

9. Summary of issues for future surveys

Perhaps the single most important issue for the next implementation of the SES is to seek to address the factors which are thought to have contributed to the decrease in response rate for the 2017 survey. This is expected to include:

- an emphasis on strong, timely sector communications in the lead up to the 2018 collection
- certainty around the project schedule
- the reinstatement of the SES webinar focussing on preparations for the collection
- early attention to whitelisting issues
- a review of the postgraduate coursework communication strategy and contact protocol.

Whilst the SES is considered methodologically stable, there is scope to refine a number of aspects of project execution, based on issues arising from the 2017 implementation, including:

- continuing to build our understanding of the drivers of response, with respect to:
 - further refinements to the content of invitation and reminder emails to identify the most effective messaging at different stages of the data collection period, for different audiences
 - optimising the use of SMS reminders
 - assessing the impact of highly targeted social media activity
- enhancing the response propensity model to better identify priority groups for response maximisation activities, mitigate errors of representation, and maximise the number of reportable strata
- building on the 'courtesy call' concept to undertake early, telephone-based intervention for sub-groups least likely to respond online
- facilitating and encouraging the use of institutional learning management systems for the distribution of online survey links, given the generally positive association between use of LMS and response rate
- reviewing the role and timing of the launch of 'authentication', given its relatively small contribution to the final response rate, the lateness of submission of sample by some institutions and the logistics of finalising sample for survey launch.

Consideration may also be given to:

- fully optimising the online survey for completion on a small screen device
- reviewing the way that course changes are captured in the questionnaire with a view to minimising post fieldwork checks by institutions and enhancing the coding workflow
- changing the way that 'completes' are reported in the live online reporting module to better align with final number of completes, as reported post processing, and possibly
- aligning the way response rates are reported with industry standards.

Appendix 1 **SES summary outcomes over time**

Collection year ⁽¹⁾	Number of participating institutions	Number of students approached	Final 'in-scope' sample	Data collection period	Primary data collection mode	Overall response rate	Number of completed surveys (students)	Number of completed surveys (courses)	Analytic unit
2012	40 universities	455,332	455,332	July-October	Online	21.1 ⁽²⁾	96,102	n/a	Student
2013	40 universities	344,692	342,404	August-November	Online	29.3	100,225	108,940	Course
2014	40 universities	330,772	328,960	August-October	Online	30.1	99,135	108,345	Course
2015	40 universities	368,698	363,451	August-October	Online	37.6	136,830	148,574	Course
	39 NUHEIs	22,707	21,812			39.2	8,552	8,621	
	79 institutions	391,405	385,263			37.7	145,382	157,195	
2016	40 universities	370,847	361,422	August-October	Online	45.6	164,764	178,941	Course
	55 NUHEIs	31,092	29,630			46.2	13,695	13,796	
	95 institutions	401,939	391,052			45.6	178,459	192,737	
2017	41 universities	546,239	522,831	August-October	Online	36.2	189,082	201,405	Course
	58 NUHEIs	48,750	46,145			36.9	17,039	17,164	
	99 institutions	594,989	568,976			36.2	206,121	218,569	

[1] Collections from 2012-2014 were conducted as the University Experience Survey.

[2] Data collection was supplemented with Computer Assisted Telephone Interviewing (CATI) to achieve a final response rate of 24.6% and 110,135 completes overall.

Appendix 2 SES 2017 Administration Guide



Student Experience Survey (SES) 2017 Institution Administration Guide

AUGUST COLLECTION



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1. Things to note in the 2017 SES

- The 2017 SES will now include onshore Postgraduate Coursework students as a standard in-scope population.
- We are now requesting both institutional and personal email addresses for each student. We know from our surveys that there is a large proportion of students who do not open their institutional emails, and in these instances, we will be approaching them through their personal email. We hope to see an improvement in response rates through using this method. The first email field should be the student's institutional email address and the second the student's personal email.
- We ask that qilt@srcentre.com.au is included in the send list for engagement emails that are sent out. This enables us to effectively track supporting activities' impact on response maximisation.
- The Social Research Centre will conduct reminder calls while the official 4 week online fieldwork period is still open. Reminder calls during this period are free of charge to institutions, dependent upon the inclusion of phone numbers, and carried out on an as needs basis to target underperforming areas. There is still the option for paid reminder calls and full CATI completions after online fieldwork closes (see Section 3.5).
- If your institution chooses to provide telephone numbers for graduates it is taken as consent to graduates receiving SMS and infield reminder calls during fieldwork. Please advise if SMS or in field reminder calls should not be carried out for your institution as soon as possible.

2. Introduction

2.1. Overview of the SES

The focus of the Student Experience Survey (SES) is on understanding the student experience through measuring the levels of engagement and satisfaction of current higher education undergraduate students in Australia. The SES, formerly administered as the University Experience Survey (UES), is in its sixth year in 2017, with participating institutions including Table A and Table B universities and non-university higher education institutions. The survey has been designed to provide reliable, valid and generalisable information on the student experience to the Australian Government and to higher education providers.

In 2015, the Australian Government Department of Education and Training engaged the Social Research Centre to work with higher education providers and key stakeholders to administer the SES under the Quality Indicators for Learning and Teaching (QILT) survey suite. The administration of the 2017 SES will continue upon the foundation provided by the 2015 and 2016 SES, while still providing robust and timely survey data and reports appropriate for use by the Department of Education and Training and participating higher education providers.

This document aims to be a user friendly guide to the administration of the SES in 2017.

2.2. The standard SES instrument

The core SES focuses on five components of the student experience:

- Skills Development,
- Learner Engagement,
- Quality Teaching,
- Student Support and
- Learning Resources.

These components have been operationalised into closed items with the exception of two open-ended items that invite students to report on the best aspects of their higher education experience and the aspects of their higher education experience that need improvement. The 2017 SES instrument will also include the following 4 CEQ scales, administered to a sub-sample of final year students from each institution¹:

- Good Teaching Scale (GTS, 6 items)
- Clear Goals and Standards Scale (CGS, 4 items)

¹ Unless alternate requests have been agreed upon with the Social Research Centre

- Generic Skills Scale (GSS, 6 items)
- Overall Satisfaction Item (OSI, 1 item)

As in 2016, the instrument will collect data relating to each course element if the student is enrolled in a combined or double degree.

If your institution has opted to include additional question your institution will be provided the opportunity to test their additional questions online and will be required to provide sign off before **21 July 2017**.

2.3. Administration Schedule

The schedule for the 2017 SES is provided at Figure 1.3. The indicative schedule is based on the best estimates we can make at the time of writing, and may change, subject to external delays. Where possible in these instances, a date range has been indicated.

Figure 1.3 SES 2017 Administration Schedule

SES 2017 Administration Schedule	Date
Sample files sent to institutions	6 July
Release of marketing materials & engagement strategy	11 July
Sample files returned	14 July
Additional questions finalised by institutions	14 July
Additional scripted questions approved by institutions	21 July
Last day to advise of telephone follow-up (after SES online survey period)	21 July
Online survey in field	31 July – 28 Aug
Interim data files	Oct*
Release of reports and data outputs	Jan 2018*

*TBC

2.4. SES Support

The Social Research Centre team members are available to provide information, or support for the SES throughout the project period. In all instances, we will endeavour to get back to you within 24 hours – even if only to acknowledge receipt of your communication.

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre's QILT Team. The team can be contacted on (03) 9236 8521 or (03) 9236 8562 or by emailing qilt@srcentre.com.au.

3. Preparing for the SES

3.1. Participation in the SES

Institutions have consented to participate in the SES through communications with the QILT team at the Social Research Centre. Consent is stored securely on a database of QILT contacts. You may request the information that the Social Research Centre holds about your institution in the QILT database by contacting the QILT team.

3.2. Privacy

In previous years, privacy concerns were cited as a barrier to releasing personal information to third party providers for the purposes of undertaking data collection for the SES. In order to give institutions greater reassurance regarding the privacy and security of data supplied to the Social Research Centre for the SES, the data has been extracted from the Higher Education Information Management System (HEIMS) as two files. This is intended to separate the identifying personal data required to contact students from non-identifying data elements to address, in part, privacy concerns.

The Social Research Centre has sent institutions a sample frame file to which institutions have been requested to add contact information.

All Social Research Centre staff involved in the SES 2017 (including helpline operators) have entered into a project-specific Deed of Confidentiality.

The SES is conducted within the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research². All data collection for the SES 2017 will be undertaken in accordance with ISO 20252 standards, the AMSRS code of practice, the Market and Social Research Privacy Principles, and the Australian Privacy Act. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required (see Appendix A).

3.3. Adding additional questions

The 2017 SES provides institutions with the opportunity to include non-standard, institutional-specific questions to the end of the SEQ. All questions would need to be reviewed, and their inclusion to the instrument would also incur an extra cost. This extra cost will need to be calculated on an individual basis depending on the requirements of the institution.

The final date for communications regarding the addition of extra questions is **Friday, 14 July 2017**.

² National Health and Medical Research Council and Universities Australia, 2007, www.nhmrc.gov.au/index.htm.

Programmed additional questions will be available to test using test sample, with institutions providing sign-off by **Friday, 21 July 2017**.

3.4. Adding an additional population

The in-scope population for the SES is onshore undergraduate students and postgraduate coursework students in their first and final years of study; this includes bachelor's graduate entry, bachelor's pass, bachelor honours, associate degree, advanced diploma, diploma, other undergraduate award courses, master's (Coursework), Postgraduate Qualifying, Graduate-Postgraduate Diploma – New, Graduate-Postgraduate Diploma – Extend, Graduate Certificate, Doctorate by coursework, Masters (Extended) in either their first year or later years of study. The SES can be conducted on populations outside of this scope, but this will incur an additional cost. These extra populations may include: middle years, enabling course students, offshore students and non-award students.

Institutions were able to add out of scope populations as part of the SES 2017. This needed to be done before 3 July 2017, as advised through the QILT newsletter.

3.5. Telephone Non-Response follow-up

The 2017 SES offers optional telephone non-response follow-up using the Social Research Centre's in-house call centre. Telephone follow up will take place after official online collection has closed.

The SRC is offering two types of telephone follow up; a telephone reminder call or full telephone survey:

- The reminder call is designed to drive students to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website,
- The full telephone survey is completed over the phone at the time of call. These responses will be available in institutional files but will not be published on the QILT website.

The Social Research Centre can provide a quote for telephone reminders or full surveys on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to online fieldwork to enable the survey for telephone interviewing.

Due to the set-up required, if telephone follow-up is booked and then cancelled there will be a cancellation fee to cover these costs.

Given sample preparation requirements, timelines and the high volume of work within the Social Research Centre's call centre, bookings for telephone survey can only be accommodated up until **Friday, 21 July 2017**.

The Social Research Centre will also make a limited number of reminder calls during fieldwork on an as needs basis free of charge dependent upon the inclusion of phone numbers, and will be used to target underperforming areas (see Section 6.2 for more details).

4. Sample preparation

4.1. The Sample File

Institutions that report to HEIMS will not be required to prepare a sample file. In this case the sample required to conduct the survey in 2017 has already been compiled. Institutions that do not report to HEIMS will be required to populate a template provided by the Social Research Centre that closely matches the data elements extracted from HEIMS. The data elements listed in Table 3.1 were extracted from Submission 1 files for students enrolled between 1 January and 31 March. The data file needs to be inspected for correctness and students' current enrolment status identified to ensure that we only survey students who are currently enrolled.

The sample file contains 62 variables that will be used for three purposes:

- Student background variables will be used for reporting purposes and to verify the representativeness of the sample.
- The course-related elements are required to develop the sample frame and to pre-populate sections of the survey.
- Student address details appear toward the end of the file and state code (E467) will need to be updated to ensure any targeted reminder calls are made during appropriate hours.
- There are several blank variables at the end of the file in which we ask you to provide students' current enrolment status, email addresses and contact phone numbers (optional however required for telephone follow up and SMS).

Table 3.1: Data elements contained in the 2017 SES sample file

Elements	Description
SESID	Unique SES Student Identifier
E306	Higher Education Provider code
E306C	Higher Education Provider name
E307	Course code
E308	Course name - full
E310	Course of study type code

Elements	Description
E312	Special course type code
E313	Student identification code
E314	Date of birth
E315	Gender code
E316	Aboriginal and Torres Strait Islander code
E327	New basis for admission to current course
E329	Mode of attendance code
E330	Type of attendance code
E339	Equivalent Full-Time Student Load
E346	Country of birth code
E347	Year of arrival in Australia
E348	Language spoken at home code
E350	Course of study load
E358	Citizen/resident indicator
E386	Disability
E394	Course of Study Name
E314	Address of permanent home residence - postcode
E455	Combined course of study indicator
E461	Field of education code
E462	Field of education supplementary code
E490	Student status code
E533	Course of study code
E534	Course of study commencement date
E550	Course file reporting year
E560	Credit used value
E573	Highest educational attainment of parent/guardian 1
E574	Highest educational attainment of parent/guardian 2
E913*	Age of student
E331*	Concurrent/major course indicator
E931*	Cumulative Equivalent Full-Time Student Load
Exclusions*	Groups excluded from SES sample frame
ExtraQuota*	Extra quota group flag
ExtraQuotaDesc*	Extra quota group description
STAGE*	Commencing and final year student flag
STRATA*	Sample frame categories
AREA1*	45 Study Areas derived from E461
AREA2*	45 Study Areas derived from E462
E402	Student surname
E403	Student given name - first
E404	Student given name - others

Elements	Description
E406#	Postal address - Part 1 (optional)
E407#	Postal address - Part 2 (optional)
E409#	Postal address – postcode (optional)
E466#	Postal address - suburb/town (optional)
E467#	Postal address - state code
E468#	Postal address - country name (optional)
EnrolmentStatus#	Current enrolment status
Email1#	Student email address (institutional)
Email2#	Student email address (personal if available)
Phone#	Student phone number
Phone2#	Student phone number 2 (optional)
Phone3#	Student phone number 3 (optional)
Phone4#	Student phone number 4 (optional)
Faculty#	Faculty or Organisational Unit (optional)
Campus#	Campus name (optional)

*Derived variables

Variables to be provided by institutions

4.2. Derived variables

Most of the variables are extracted directly from Submission 1 files. However, ten variables, those marked with an asterisk, are derived.

1. Age (E913)

Age is calculated at 31 December in the year prior to the reference year.

2. Concurrent/major course indicator (E331)

The variable *E331* used to be one of the data elements in the student statistical collection that flagged students enrolled concurrently in more than one course. It prevented double-counting. There are students in the 2017 Submission 1 file who are enrolled concurrently in more than one course. This variable flags 'the major course' in which students are enrolled for inclusion in the survey.

1 = Enrolled in only one course

2 = Enrolled in more than one course - the major course

3 = Enrolled in more than one course - a minor course

For the purposes of the survey, $E331=2$ (the major course) is determined by selecting the course with the highest aggregated student load (*E339*), at the highest course level (*E310*) if there is a tie, in alphabetical order if there is still a tie. Records in which $E331=3$ (the minor course) are excluded from the sample frame.

3. Cumulative EFTSL since commencement (E931)

Cumulative EFTSL is calculated for each student by summing the successfully completed EFTSL reported in the Unit of Study Completions file (CU), for each unit undertaken in the same course in which the student is currently enrolled. The calculation extends back to 2005. The cumulative value includes credit/RPL recorded in element E560 (Credit used value) and the Semester 1 load recorded in the Submission 1 Student Load Liability (LL) file. In effect, a full-time student in the third year of a three-year Bachelor of Arts might show 2.5 cumulative EFTSL in the population file.

4.3. Exclusions

Unless special arrangements are made with individual institutions, the SES is restricted to undergraduate students and postgraduate coursework students studying at an onshore campus. Although all of the records in your Submission 1 file are included in the population file, six groups of students have been flagged as excluded from the SES.

These include students in postgraduate research (E310=1, 2, 3) and non-award courses (E310=30, 41, 42, 50). The survey also excludes the following groups of undergraduate students:

- Offshore international students (E358 = 5)
- Students in the middle of their courses (i.e. not commencing and not in the final year)
- Concurrent enrolments (E331=3)
- Strata in which six or fewer students were enrolled

The variable is labelled as follows:

0 = In-scope for the SES (Now includes postgraduate coursework students)

1 = Enrolled in a postgraduate research or non-award course

2 = Offshore undergraduate

3 = Onshore undergraduate in the middle year of a course

4 = Onshore undergraduate enrolled concurrently in first or last year of another course

5 = Onshore undergraduate in strata with six or fewer students

4.3.1. Additional populations

If you have organised for additional student populations to be surveyed as part of the 2017 SES, these students will be flagged with ExtraQuota=1. ExtraQuotaDesc will contain a description of the additional population.

4.4. Sample frame

Consistent with sampling in 2016, our approach to sample selection is to use population data from HEIMS to create sample frames for individual institutions. This 'central' approach minimises the likelihood of accidental bias being introduced to the sample selection process and ensures a nationally-consistent approach to sampling.

The stratified sampling approach employed for the 2016 SES collection, with strata defined on the basis of institution and study area, will be used again for the 2017 SES data collection. The 45 study areas used in 2016 will remain as the basis for sampling and fieldwork monitoring.

The number of students to be sampled in each stratum will be calculated to achieve the target error band (± 7.5 per cent at a 90 per cent level of confidence), with last year's response rates forming the basis of these calculations.

Where strata are large enough that a census is not necessary, a sample of students will be taken **after** we receive verified data from the institution to minimise resampling issues. The sample selection will be checked against population parameters to ensure that appropriate proportions of gender, qualification, mode of attendance, broad field of education and citizenship characteristics are present in the sample.

4.5. Sample strata and students in combined/double degrees

The sampling strata is built on the 45 Study Areas. The strata appear in the population file as the concatenation of your institution code (E306), the Stage at which the student was enrolled (commencing and final year, expressed as first year - FY and last year - LY) and the Study Area code (1-45). For example, the code '2236_LY_29' refers to *Curtin University of Technology* (2236) where *final year students* (LY) were enrolled in the Study Area *Business Management* (29).

For quota management purposes, students in combined/double degrees were allocated to the Study Area with the fewest students. For example, a student in an Arts/Law course was typically allocated to a Law rather than an Arts stratum. They will still answer the SES for both degrees but at the quota management stage of proceedings, they only count towards Law. The rationale is that it will be easier to achieve a 35% response rate if the pool of potential respondents is higher. As there are fewer students in Law than Arts courses, it makes more sense to increase the pool of potential respondents in Law. Response rate reporting during fieldwork occurs at the student level. The syntax used to assign students in combined courses to their respective strata can be provided on request.

4.6. Study area

The sample frame is based on 45 study areas which collapse to the 21 Study Areas used on the QILT website. The Fields of Education (E461) within each of the 45 Study Areas are listed in Appendix B. The supplementary field of education code (E462) was used to assign courses undertaken by students in combined/double degrees to the second Study Area variable listed in Appendix B.

4.7. Correcting Submission 1 data – what is required from each Institution

In asking you to ‘inspect the data file for correctness’, we are aware that it will take you less time to recreate the sample frame with up-to-date information than would be required to correct the data you provided to the Department in Submission 1. *Please do not recreate the population file.*

As you know, Submission 1 data are not formally verified. There will be errors and omissions in the data. We are also aware that institutions vary enormously in their mid-year intakes, early attrition rates, mid-year completions and the number of commencing students that transfer from one course to another at the end of Semester 1. We ask you to focus on these points:

- If absolutely necessary, update student background information that was misreported in Submission 1 for the following data elements: E315, E316, E327, E348, E358, E386 or E913. This is optional. We are prepared to accept the small number of errors associated with these fields if you do not amend the data. If you do amend these fields please let us know of your intention to do so ASAP.
- Do not append mid-year intakes to the data file. These students will be excluded from the sample frame because they have not been enrolled at your institution for at least one semester.
- Some commencing students may have planned to withdraw from their original course in Semester 1 and transfer to another course in Semester 2. We assume that most of these students will wait until 2018 to affect the transfer leaving the Submission 1 data viable for the purposes of the survey. Accordingly, we suggest that the data not be updated for the small number of commencing students that managed to affect a mid-year transfer in their first year of study. In any event, students will confirm the course of enrolment in the survey screener.

It follows from these considerations that using Submission 1 data to construct the sample frame is less than ideal. However the use of Submission 1 data does ensure that the survey will be conducted consistently across all institutions. It will also substantially reduce the

burden on many universities constructing sample files whose composition will necessarily differ across and within institutions from one year to the next.

4.7.1. Student name and postal addresses

The name fields listed in Table 1 (E402, E403, and E404) must be updated by institutions. Address details (E406, E407, E409, E466, E467 and E468) appear towards the end of the file. State code (E467) will need to be updated to ensure any targeted reminder calls are made during appropriate hours.

4.7.2. Enrolment Status

We want to avoid contacting students who are not enrolled. An *EnrolmentStatus* field has been included in the file which asks you to provide current enrolment status details for each student. Please use the following response categories. If you can account for students that are no longer enrolled, record a value of '1' in the field labelled *EnrolmentStatus* to indicate that the student had withdrawn, a value of '2' for mid-year completions and so on. By default, this is populated with a '0' – this denotes students currently enrolled.

0 = Enrolled

1 = Withdrew

2 = Graduated

3 = Deferred or Leave of absence

4 = Excluded from the survey for other reasons determined by the Institution

These students will not be contacted or included in the survey. When randomly sampling large strata, these students will be excluded from the selection pool.

If your student administration system will not allow you to update the *EnrolmentStatus* field, leave it blank. Students who are not currently enrolled will have an opportunity to opt out of the survey and avoid multiple follow-up emails inviting their participation. You need to be aware that unless we can exclude students that are no longer enrolled, it will make it more difficult to achieve target participation rates for your institution.

4.7.3. Email addresses

Append students' institutional email address to the email column of the population file. We expect all students will have an institution email account. If available, please also include a personal email address. We will use personal emails on an as needs basis. All email addresses should be included in the file even for students that are not in scope for the SES. Students without email addresses will obviously not be included the survey.

4.7.4. Phone numbers

There are three purposes that phone numbers can be used in the 2017 SES:

1. SMS – the Social Research Centre uses SMS on a needs basis to target underperforming areas. If your institution chooses to provide mobile numbers it is considered that your institution consents to the students receiving SMS unless otherwise specified.
2. Reminder calls – Infield reminder calls take place during the official online fieldwork period. Reminder calls during this period are free of charge to institutions, dependent upon the inclusion of phone numbers, and carried out on an as needs basis to target underperforming areas. If your institution chooses to provide telephone numbers, it is considered that your institution consents to graduates receiving reminder calls unless otherwise specified.
3. CATI – the option to carry out full CATI surveys and additional reminders calls is still available and will be conducted after the online fieldwork period. Full CATI completed surveys will not be reported nationally or appear on the QILT website; however, they are included in institutional files and institutional reports. Additional reminder calls will be reported nationally and on the QILT website.

Please complete this field for all students you have a valid number for, regardless of whether you intend to undertake CATI or not. If you intend on commissioning the Social Research Centre to complete telephone follow up or reminder calls, you must include phone numbers. SMS and Reminder Calls may be undertaken during fieldwork by the Social Research Centre, so where we have phone numbers for students, these two modes of contact can be considered for response maximisation. Providing telephone numbers is considered consent to students receiving SMS and reminder calls infield. Leave the phone number field blank if you do not have this information in your system.

It should be noted that all personal details of students will be treated in accordance with privacy principles.

4.7.5. Faculty

For ease of reporting, it is very useful for institutions to provide the faculty or organisational unit for each enrolment to allow in field and post field reporting at this level. Faculty should be provided as a text value.

4.7.6. Campus (Campus)

It may be useful for institutions to provide the campus of study for each enrolment to allow in field and post field reporting at this level. Campus is optional and, if included, should be provided as a text value.

4.7.7. CATI targeting

If your institution is considering CATI and wants to target by Faculty or Campus remember to include these variables.

5. Student Engagement

Supporting materials for the range of student engagement initiatives outlined in Section 4 are available in the *SES 2017: Institution Administration Supplementary Pack* which will be made available to survey managers on or before **11 July 2017**.

5.1. Marketing materials

The Social Research Centre has developed a number of promotional materials to help build student awareness and facilitate student engagement in the survey. These engagement materials will be distributed to institutions and will include:

- Online promotional materials for institutional websites, learning management systems, news feeds and student association websites. Where technically possible, these online promotions will link back to the SES website so that interested parties can find out more about the survey.
- Student engagement for teaching staff, which will involve the production of standardised presentation slides that the staff can incorporate into their lessons.
- Emails that can be sent from institution management - this will involve emails to all students and staff providing information about the SES and indicating that some students will be contacted to complete it.
- Awareness hardcopy letter sent from the institution advising students that they will be contacted to complete the survey. Please see the institutional hardcopy mail out fact sheet on the QILT provider portal for further information.
- Social media engagement designed to reach students who already “follow” institutional and student association social media accounts. This component will carry similar messages to the online campaign and will ideally link to the SES website. Designed to be posted on institutional and student association social media accounts.

5.2. Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during the SES Trial in 2014. Institutions will be asked to adhere to the activity plan provided in the *SES 2017: Institution Administration Supplementary Pack*. Variations to the activities outlined in the SES Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Proposed changes to engagement activity plans are to be submitted by **Monday, 17 July 2017**. Please also remember to copy in gilt@srcentre.com when sending any engagement emails to students so we can accurately monitor your institution's progress.

5.3. Social Media campaign

Social media campaigns will be conducted through the QILT Facebook and Twitter pages and will be managed by the Social Research Centre. Survey Managers are encouraged to connect with the QILT Facebook and Twitter accounts and share posts and tweets on their institutional pages. Connect with QILT here:

- [Facebook](#)
- [Twitter](#)

5.4. Institutional web presence

Reinforcing the legitimacy and providing a reference point internally for students to access general information about the SES is recommended. Most institutions will already have in place a web presence for current surveys and it is encouraged that the SES be appropriately added to this general section of the institution's website. Please refer to the SES general information distributed to institutions in the *SES 2017: Institution Administration Supplementary Pack*.

5.5. Incentivisation

All institutions will be covered under one national prize pool for the 2017 SES (August collection). The national prize pool will total \$32,000, comprised of four weekly prize pools of \$8,000. Each weekly prize pool will be made up of three \$1,000, five \$500 and ten \$250 prepaid VISA gift cards. The \$1,000 gift cards will be drawn nationally and the \$500, \$250 and \$100 will be drawn according to states and territories. All conduct related to the prize draw including permits, drawing of prizes, contacting winners and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at <http://www.srcentre.com.au/sestcs>. The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence as outlined in Section 4.4. Table 4.5 outlines the key prize period dates. If you refer to the prize draw in any institutional marketing activities a link to the terms and conditions must be included.

Table 4.5: Prize period key dates

Activity	Date
Prize draw period opens/Fieldwork starts	28 Jul
Prize draw 1 close	7 Aug
Prize draw conducted	9 Aug
Prize draw 2 close	14 Aug
Prize draw conducted	16 Aug

Activity	Date
Prize draw 3 close	21 Aug
Prize draw conducted	23 Aug
Prize draw 4 close	28 Aug
Prize draw period closes/Online collection closes	29 Aug
Prize draw conducted	30 Aug

Any additional incentivisation offered by institutions could affect the national incentive lotteries permits as secured by the Social Research Centre. If you would like to offer **any** type of incentive in addition to the national incentive offered by the Social Research Centre please get in contact prior to data collection so we can discuss options and work together to ensure we stay within the terms and conditions of the secured permits.

6. Response maximisation

Student engagement activities such as marketing materials, media campaigns and incentives greatly support response maximisation, which is carried out through email invitation and reminders.

6.1. Email invitations and reminders

All institutions will follow the same fieldwork period for the 2017 SES; as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications. Email reminders will be tailored, in conjunction with institutions, according to progress within study areas and other areas of priority for the institution.

The email schedule is outline in Table 5.1.

Table 5.1. SES 2017 Response Maximisation Activities

Activity	Date Undergraduate students	Date Postgraduate students
Fieldwork starts/email invite sent	28-31 July	28-31 July
Email reminder 1	2 Aug	5 Aug
Email reminder 2	5 Aug	12 Aug
Email reminder 3	8 Aug	19 Aug
Email reminder 4	12 Aug	26 Aug
Email reminder 5	15 Aug	
Email reminder 6	19 Aug	

Activity	Date Undergraduate students	Date Postgraduate students
Email reminder 7	22 Aug	
Email reminder 8	26 Aug	
Online collection closes	28 Aug	

6.1.1. *Whitelisting and spam mitigation*

All conduct related to email contact and follow up with students will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by students, and not treated as spam, the Social Research Centre is advising all institutions to follow whitelisting processes as outlined below:

- ‘Whitelist’ emails from the following domain:
srcentre.com.au
- ‘Whitelist’ IP address ranges that the SES emails will be sent from:
- 203.145.62.224/27
- 203.145.63.0/26
- 203.145.63.64/27
- 113.192.59.0/27

Other useful information:

- The return-path is mbounces.com
- All mail originates from a server with a hostname that ends in emdbms.com

6.2. **Reminder calls infield**

In-scope students who have not completed, or opted out, of the SES may receive a reminder call from the Social Research Centre during the online fieldwork period. Reminder calls are short calls to students reminding them to go online and complete the survey and confirming or updating the best email address to send the survey link to. These reminder calls target students using a number of variables and is designed to improve response rates. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these reminder calls. Providing telephone numbers in your sample file implies that your institution consents to students being called.

6.3. CATI post field

The option to carry out full CATI surveys and additional reminders calls is still available and will be conducted after the online fieldwork period. Full CATI completed surveys will not be reported nationally or appear on the QILT website; however, they are included in institutional files and institutional reports. Additional reminder calls will be reported nationally and on the QILT website.

7. During the SES

7.1. Liaison

Throughout the 2017 SES, the Social Research Centre team will aim for a transparent and collaborative process. Communications will be delivered on a one-on-one basis and via the QILT newsletter, depending upon individual needs. The Social Research Centre will also run a workshop 'SES debrief' session at the annual AAIR conference in November.

7.2. Real time reporting

The Social Research Centre is able to offer participating institutions real-time status reporting for the 2017 SES, meaning that, once fieldwork commences, institutions can monitor the progress of data collection and readily engage in a discussion with the Social Research Centre's project management team regarding targeted non-response follow up activities, as appropriate.

The standard reporting link for the online survey features:

- A summary of progress towards the specified target in table format, by agreed variables – for the SES, this would be study area, student year, gender, qualification, enrolment status;
- The capacity to download a csv file of completed surveys and analyse by course code, Field of Education, study area and gender, providing the flexibility to create tables or charts in Excel;
- The capacity to monitor completion status (completes, partial completes, disqualified) and completion date and time for completed surveys.

Logins will be provided to each institution to access the reporting module when fieldwork starts. The SES 2017 reporting module can be accessed at:

<https://data.srcentre.com.au/qilt/accounts/login/>

8. Files and reports after the SES

8.1. Coding changes and draft files

Upon completion of fieldwork, changes to course coding due to the student changing their course name within the SES will be sent to institutions to review. Please keep in mind that any changes at the course level may have implications for other variables such as Faculty or Organisational Unit variables so should be checked to ensure consistency in what will later appear in institutional dashboard reports.

Draft SES institutional files are sent around each year, before final files are produced, please use this time to review the file contents and indicate any anomalies as this is the window of opportunity before institutional, website and unit record files are produced. Anomalies identified after such time are far harder to rectify than at the draft stage. The Social Research Centre employs rigorous and thorough checking procedures at all stages of file production; however, institutions have greater insight into record level accuracy.

8.2. Data files

Data can be delivered in one of three formats: SPSS, SAS and csv however institutions are welcome to request other formats if they have specific requirements.

Each institution will receive data for their institution, including any additional questions or populations that they may have requested.

Under Quality Indicators for Learning and Teaching (QILT), the national data file is provided free of charge. University Australia data sharing agreements are applicable under QILT.

2017 SES data will be combined with previous year's responses, where available for an institution. Data from 2012 to 2014 is based on the University Experience Survey (UES) and previous' years data is only available in cases where an institution has participated in previous survey collections.

8.3. Institutional reports

Participating institutions in the 2017 SES will receive an institutional report in the form of a Tableau dashboard as was the case in 2016. Key areas included in the Tableau report are:

- An overview of the SES, including a brief explanation of the survey methodology, response, psychometric properties, etc.;
- Institutional SES results stratified on the basis of key demographic and contextual groups; and
- Appropriate benchmark results (e.g. national, higher education group) to provide context to the institutional results.

Please note that a free Tableau reader can be downloaded to view the dashboard, and a full Tableau licence is not needed.

8.4. National Report

The National SES Report will be released at the start of 2017 and will include:

- An executive summary;
- An overview of the project and relevant contexts;
- An overview of the methodology, including the study design, non-response treatment, psychometric properties of the instrument, and analysis techniques;
- Key findings for key analysis groups and identification of issues and sub-groups for further statistical analysis;
- A commentary on the results from the SES in comparison with other international benchmarks; and
- A detailed discussion of results and any other significant findings emerging from the survey.

9. SEQuery:

9.1. SES coding of open-ended responses – data coding solution using Excel

SEQuery tool is an automated Excel tool to encode and analyse survey verbatim responses. The tool, which comes complete with core codebooks, is designed to be easy to use and configurable for individual institutions' use. The Social Research centre has used NVivo to identify the broad thematic areas and develop a basic coding frame for each question. SEQuery uses Excel to automatically attach the relevant themes and code(s) to each comment. The main functions of this tool are auto-coding of verbatim responses, configurable keywords with Boolean matching, pivot charts and word frequency analysis. The SEQuery coding tool will allow responses to open questions to be coded by institutions in a consistent manner.

SEQuery main points:

- This tool can be applied to the open-ended questions about the 'best aspects' of their course/university experience and the question about the area 'most in need of improvement'.
- Each institution will receive the SEQuery tool.
- Individual institutions will be able to add additional codes/themes to the coding structure if there are unique words/terms used in their institution (for example, the name of a specific building), but the intention is that the overarching thematic framework will be universally applicable.
- Coded outputs will then be incorporated back into the main data files (as coded numeric responses) so that quantitative analysis can be undertaken.
- Preliminary testing has shown that up to 80% of responses are coded automatically.
- Any uncoded responses can be further coded by extending the code frame or manual coding.
- SEQuery is easy to use.

APPENDIX A: Social Research Centre Deed of Confidentiality

Please go to <http://www.srcentre.com.au/QILT-resources>

APPENDIX B: Australian Government Department of Education Study areas by field of education

Field of education within study area

1 Natural & Physical Sciences

010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999

2 Mathematics

010100, 010101, 010103, 010199

3 Biological Sciences

010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999

4 Medical Sciences & Technology

019901, 019903, 019905, 019907, 019909

5 Computing & Information Systems

020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999

6 Engineering – Other

030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999

7 Engineering – Process & Resources

030300, 030301, 030303, 030305, 030307, 030399

8 Engineering - Mechanical

030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799

9 Engineering – Civil

030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999

10 Engineering - Electrical & Electronic

031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399

11 Engineering – Aerospace

031500, 031501, 031503, 031505, 031507, 031599

12 Architecture & Urban Environments

040000, 040100, 040101, 040103, 040105, 040107, 040199

13 Building & Construction

040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

14 Agriculture & Forestry

050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999

15 Environmental Studies

050900, 050901, 050999

16 Health Services & Support

060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999

17 Public Health

Field of education within study area

061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399

18 **Medicine**

060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119,

19 **Nursing**

060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399

20 **Pharmacy**

060500, 060501

21 **Dentistry**

060700, 060701, 060703, 060705, 060799

22 **Veterinary Science**

061100, 061101, 061103, 061199

23 **Physiotherapy**

061701

24 **Occupational Therapy**

061703

25 **Teacher Education – Other**

070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999

26 **Teacher Education - Early Childhood**

070101

27 **Teacher Education - Primary & Secondary**

070103, 070105

28 **Accounting**

080100, 080101

29 **Business Management**

080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399

30 **Sales & Marketing**

080500, 080501, 080503, 080505, 080507, 080509, 080599

31 **Management & Commerce - Other**

080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999

32 **Banking & Finance**

081100, 081101, 081103, 081105, 081199

33 **Political Science**

090100, 090101, 090103

34 **Humanities inc History & Geography**

090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999

35 **Language & Literature**

091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599

36 **Social Work**

Field of education within study area

090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599

37 **Psychology**

090700, 090701, 090799

38 **Law**

090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999

39 **Justice Studies & Policing**

091100, 091101, 091103, 091105, 091199

40 **Economics**

091900, 091901, 091903

41 **Sport & Recreation**

092100, 092101, 092103, 092199

42 **Art & Design**

100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999

43 **Music & Performing Arts**

100100, 100101, 100103, 100105, 100199

44 **Communication, Media & Journalism**

100700, 100701, 100703, 100705, 100707, 100799

45 **Tourism, Hospitality & Personal Services**

080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

Appendix 3 Field of education / study area concordance

Appendix 3 Study area concordance

Study Area 21		Study Area 45		Field of Education
0	Non-award	0	Non-award	0
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information Systems	5	Computing & Information Systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering - Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering - Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

Study Area 21		Study Area 45		Field of Education
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	61701
		24	Occupational Therapy	61703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	70101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

Study Area 21	Study Area 45	Field of Education
15 Humanities, culture and social sciences	33 Political Science	090100, 090101, 090103 090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
	34 Humanities inc History & Geography	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
	35 Language & Literature	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
16 Social work	36 Social Work	090700, 090701, 090799
17 Psychology	37 Psychology	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
18 Law and paralegal studies	38 Law	091100, 091101, 091103, 091105, 091199
	39 Justice Studies & Policing	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
19 Creative arts	42 Art & Design	100100, 100101, 100103, 100105, 100199
	43 Music & Performing Arts	100700, 100701, 100703, 100705, 100707, 100799
20 Communications	44 Communication, Media & Journalism	092100, 092101, 092103, 092199
21 Tourism, Hospitality, Personal Services, Sport and recreation	41 Sport & Recreation	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999
	45 Tourism, Hospitality & Personal Services	

Appendix 4 Sample size precision formulae

In order to establish target sample sizes and evaluate achieved sample sizes, it was necessary to establish a required sample size given a certain level of precision, and to evaluate the achieved level of precision for each strata. Confidence intervals were used as a measure of precision.

A common approach to deriving confidence intervals for proportions is the use of a normal approximation to the binomial:

$$\hat{p} \pm \epsilon = \hat{p} \pm z_{\alpha/2} \sqrt{\frac{\hat{p}(1-\hat{p})}{n}},$$

where ϵ is the margin of error (the half-width of the confidence interval), $z_{\alpha/2}$ is the percentile of the standard normal distribution, n is the sample size and $\sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$ is the approximate standard error for the proportion \hat{p} .

This can be re-arranged to yield the sample size required for a given level of precision:

$$n = \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})}{\epsilon^2}.$$

Since this is a maximum when $\hat{p} = 0.5$, such a value is often used when conservative estimates of sample size are required or when no information about \hat{p} is available.

This expression for deriving confidence intervals and sample size assumes that the population is large and that the sampling fraction is small (so that $\frac{N-n}{N-1} \sim 1$, where N is the population size). If this is not the case, the standard error must be adjusted to account for the extra precision that results from taking a larger sample from the population:

$$\hat{p} \pm \epsilon = \hat{p} \pm z_{\alpha/2} \sqrt{\frac{\hat{p}(1-\hat{p})}{n} \cdot \frac{N-n}{N-1}},$$

This equation has been used to calculate confidence intervals for the purposes of determining reportability at a given level of precision.

Re-arranging as above leads to the following equation for the required sample size:

$$n = \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})/\epsilon^2}{\frac{N-1}{N} + \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})}{N \epsilon^2}} = \frac{N \hat{p}(1-\hat{p})}{(N-1) \epsilon^2/z_{\alpha/2}^2 + \hat{p}(1-\hat{p})}$$

This equation has been used to establish target sample sizes for each stratum when determining sampling parameters.

For a full treatment of sampling, refer to Kish (1965), especially Chapter 2.

Kish, L., 1965: *Survey Sampling*. John Wiley & Sons. New York. ISBN 0-471-10949-5.

Appendix 5 Target and actual response rate by institution

University	2016 required response rate (%)	2017 required response rate (%)	Difference 2016 to 2017 response rate target (percentage points)	Increased target for 2017?	Actual response rate 2017	Achieved 2017 response rate target	Actual response rate 2017 as % required response rate 2017	Percentage points difference - target vs actual response rate 2017
Australian Catholic University	19.6	23.1	3.5	Yes	47.3	Yes	204.8	24.2
Bond University	62.1	67.8	5.7	Yes	37.8	No	55.7	-30.0
Central Queensland University	49.5	35.6	-13.9	No	33.9	No	95.1	-1.7
Charles Darwin University	50.0	61.5	11.5	Yes	46.0	No	74.8	-15.5
Charles Sturt University	35.2	31.4	-3.9	No	36.1	Yes	115.0	4.7
Curtin University	23.8	29.9	6.1	Yes	34.7	Yes	116.1	4.8
Deakin University	27.4	30.4	3.1	Yes	40.5	Yes	133.2	10.1
Edith Cowan University	36.6	38.0	1.4	Yes	37.5	No	98.7	-0.5
Federation University Australia	38.7	50.8	12.1	Yes	38.3	No	75.5	-12.4
Flinders University	41.3	41.8	0.5	Yes	39.3	No	94.0	-2.5
Griffith University	27.7	28.6	0.9	Yes	37.1	Yes	129.7	8.5
James Cook University	41.9	47.6	5.8	Yes	32.1	No	67.3	-15.6
La Trobe University	28.8	34.4	5.6	Yes	38.0	Yes	110.3	3.6
Macquarie University	21.1	25.5	4.5	Yes	38.4	Yes	150.5	12.9
Monash University	21.2	25.1	3.8	Yes	45.1	Yes	179.9	20.0
Murdoch University	35.2	39.4	4.2	Yes	37.1	No	94.0	-2.3
Queensland University of Technology	22.0	24.9	2.8	Yes	27.4	Yes	110.3	2.6
RMIT University	25.6	28.6	2.9	Yes	29.9	Yes	104.7	1.3
Southern Cross University	47.4	49.4	1.9	Yes	27.6	No	55.9	-21.8
Swinburne University of Technology	28.1	31.7	3.6	Yes	35.1	Yes	110.9	3.4
The Australian National University	40.9	39.3	-1.5	No	36.7	No	93.2	-2.7
The University of Adelaide	43.5	47.0	3.5	Yes	45.8	No	97.4	-1.2
The University of Melbourne	11.3	19.5	8.2	Yes	46.3	Yes	237.7	26.8
The University of Notre Dame Australia	42.8	43.6	0.7	Yes	44.2	Yes	101.5	0.7
The University of Queensland	31.6	34.1	2.5	Yes	43.6	Yes	127.8	9.5
The University of Sydney	27.7	26.8	-1.0	No	23.8	No	88.9	-3.0
The University of Western Australia	13.6	24.9	11.3	Yes	28.4	Yes	113.9	3.5
Torrens University Australia		32.9		NA	25.8	No	78.2	-7.2
University of Canberra	45.5	49.6	4.1	Yes	36.4	No	73.5	-13.2
University of Divinity	49.8	44.2	-5.6	No	51.2	Yes	115.9	7.0
University of New England	50.5	50.5	0.0	No	39.7	No	78.6	-10.8
University of New South Wales	25.4	27.2	1.9	Yes	40.4	Yes	148.4	13.2
University of Newcastle	32.3	37.6	5.2	Yes	33.3	No	88.7	-4.2
University of South Australia	33.9	38.0	4.1	Yes	26.3	No	69.2	-11.7
University of Southern Queensland	37.4	32.1	-5.3	No	42.1	Yes	131.2	10.0
University of Tasmania	31.9	35.0	3.2	Yes	44.2	Yes	126.0	9.1
University of Technology Sydney	20.5	29.8	9.3	Yes	23.6	No	79.4	-6.1
University of the Sunshine Coast	49.9	51.3	1.4	Yes	46.6	No	90.9	-4.7
University of Wollongong	39.3	43.3	4.0	Yes	26.6	No	61.5	-16.7
Victoria University	26.8	35.1	8.3	Yes	32.0	No	91.2	-3.1
Western Sydney University	20.2	26.5	6.3	Yes	31.1	Yes	117.6	4.7
Total	28.9	31.9	3.0	Yes	36.2	Yes	113.5	4.3

Appendix 6 Example email content

Invitation email



Dear %%E403**Student%%

We would like to invite you to the **2017 Student Experience Survey**, where you can let future students know about your experiences at %%E306C%%.

The SES is important because it helps %%E306C**your institution%% improve the quality of their %%Course**course%%s. Results are also published on the [QILT website](#) to provide future students with %%Course**course%% advice.

To start the survey, please click on the link below:

[%%srylink%%](#)

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday August 28 you will be entered into two weekly prize draws, and could win one of the major prizes of \$1,000. There are \$8,000 worth of prizes to be won each week.***

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be also found at www.ses.edu.au
From there you can also log into the survey using the following Username and Password:

Username: %%Username%%
Password: %%Password%%

If you have any queries, please do not hesitate to contact me and my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

A handwritten signature in black ink that reads 'Ghallice'.

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcs> for prize draw terms and conditions.

Email reminder 1



Dear %%E403**Student%%,

We recently invited you to share your experiences through the **Student Experience Survey (SES)**.

The SES is important because it helps %%E306C**your institution%% improve the quality of their %%Course**course%%s. We noticed that you started the survey and just wanted to let you know that you can continue from where you last paused by clicking the link below:

Dear %%E403**Student%%,

We recently invited you to share your experiences through the **Student Experience Survey (SES)**. The SES is important because it helps %%E306C**your institution%% improve the quality of their %%Course**course%%s.

To start the survey, please click on the link below:

<%%srvylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday 18 September, you will be entered into ALL four weekly prize draws, and could win the weekly prize of \$250.***** Hurry - don't miss your chance to win!

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au

From there you can also log into the survey using the following username and password:

Username: %%Username%%

Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 2



Dear %%E403**Student%%,

We're really keen to hear what you have to say about your experiences at %%E306C**your institution%%! You can provide this feedback through the **Student Experience Survey (SES)** using the link below.

To start the survey, please click on the link below: To start the survey from where you left off, please click the link below:

<%%srvylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday October 2 you will be entered into two weekly prize draws, and could win the weekly prize of \$250.***

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au
From there you can also log into the survey using the following Username and Password:

Username: %%Username%%
Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 3



Dear %%E403**Student%%,

We would be very grateful if you could take a small window of time out of your busy schedule and complete the **2017 Student Experience Survey (SES)** today. Your feedback will help %%E306C**your institution%% improve the quality of their %%Course**course%%s.

To start the survey, please click on the link below: It looks like you started the survey but didn't get the chance to complete it. To start the survey from where you left off, please click the link below:

<%%srvylink%%>

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday, October 2 you will be entered into two weekly prize draws, and could win the weekly prize of \$250.***

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be also found at www.ses.edu.au
From there you can also log into the survey using the following username and password:

Username: %%Username%%
Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 4



Dear %%E403**Student%%,

We recently invited you to share your experiences through the **Student Experience Survey (SES)**. The SES is important because it helps %%E306C**your institution%% improve the quality of their %%Course**course%%s.

It looks like you started the survey already, thank you! You can continue from where you last paused by clicking the link below: To start the survey, please click on the link below:

<%%srvylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** If you submit your survey before midnight Monday, 9 October you will be entered into the last prize draw, and could win \$250.***** Hurry - don't miss your last chance to win!

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential. It's an opportunity to send feedback and influence government spending.

Further information about the survey can be also found at www.ses.edu.au
From there you can also log into the survey using the following username and password:

Username: %%Username%%
Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 5



Dear %%E403**Student%%,

We understand that you must be busy, but because you're from a unique group of students who studied the %%CourseName%% at %%E306C**your institution%%, we won't have enough data to publish the results without your important feedback. If you complete the SES we'll enter you in the prize draw! We understand that you must be busy, but your feedback about your %%CourseName%% %%Course**course %% is important to future students. If you complete the SES we'll enter you in the prize draw!

To start the survey, please click on the link below: To continue the survey from where you left off, please click the link below:

<%%srvylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday, 2 October you will be entered into two weekly prize draw, and could win the weekly prize of \$250.* Hurry – don't miss your last chance to win!**

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au
From there you can also log into the survey using the following username and password:

Username: %%Username%%
Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 6



Dear %%E403**Student%%,

We would like to give you another chance to complete the SES because your experiences are important. Without your feedback future students will not know what it is like to study at %%E306C**your institution%%.

We would be very grateful if you could take the time today to fill in the survey. We will then enter you in the prize draw (and I'll stop sending reminder emails!).

To start the survey, please click on the link below: You can continue your survey from where you last paused by clicking the link below:

<%%srvylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday, 2 October you will be entered into two weekly prize draws, and could win one of the major prizes of \$250.*** Hurry to make the next prize draw!

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au

From there you can also log into the survey using the following username and password:

Username: %%Username%%

Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 7



Dear %%E403**Student%%,

The SES is almost over! Seeing you studied a %%CourseName%% at %%E306C**your institution%%, we won't have enough data to publish the results without your important feedback. Don't miss your chance to complete the survey before it closes! It's also your last chance to be entered into the final prize draw.

To start the survey, please click on the link below: You can continue your survey from where you last paused by clicking the link below:

<%%srlylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday, 9 October you will be entered into the last prize draw, and could win the weekly prize of \$250.* Hurry to make the last prize draw!**

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au
From there you can also log into the survey using the following username and password:

Username: %%Username%%
Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Email reminder 8



Dear %%E403**Student%%,

This is your final chance to complete the SES and be entered into the final prize draw. It would be amazing if you could complete the SES to help future students know what it's like to study at %%E306C**institution%%. It would be amazing if you could complete the SES because you are from a unique group of students who studied a %%CourseName%% at %%E306C**your institution%%.

To start the survey, please click on the link below: You can continue your survey from where you last paused by clicking the link below:

<%%srvylink%%>

if you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window

***** ** Complete the survey early to have more chances to win! If you submit your survey before midnight Monday, 9 October you will be entered into the last prize draw, and could win the weekly prize of \$250.* Hurry before the last prize draw closes!**

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au

From there you can also log into the survey using the following username and password:

Username: %%Username%%

Password: %%Password%%

If you have any queries, please do not hesitate to contact my team at the Social Research Centre on:

From within Australia: 1800 055 818
From outside Australia: +61 3 8327 1951
Email contact: ses@srcentre.com.au

With Best Wishes,

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcsb> for prize draw terms and conditions.

Courtesy call email



Dear %e403**Graduate**%,

As discussed on the the phone, you said you hadn't seen an invitation to the Student Experience Survey (SES) for %e306c**Institution name**%. Here it is again for your convenience.

The survey is confidential and can be accessed by clicking the link below:

[%srvylink%](#)

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au.

Yours sincerely

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice,
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcs> for prize draw terms and conditions.

In field reminder call email



Dear %e403**Graduate**%,

We recently spoke to you on the phone about completing the Student Experience Survey (SES) for %e306c**% and The Department of Education and Training. Thank you for agreeing to take part.

The survey is confidential and can be accessed by clicking the link below:

[%svrylink**%](#)

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

***** Complete the survey early to have more chances to win one of the major prizes of \$1,000. There are \$32,000 worth of prizes to be won.***

The [Social Research Centre](#) is running the survey on behalf of the Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential.

Further information about the survey can be found at www.ses.edu.au. From there you can also log into the survey using the following username and password:

Username: %username**%

Password: %password**%

Yours sincerely

A handwritten signature in black ink that reads 'Graham Challice'.

Graham Challice,
Executive Director
Social Research Centre

* Visit <http://www.srcentre.com.au/sestcs> for prize draw terms and conditions.

Authentication email



Dear %e403**Student%,

Thank you for confirming your details.

To start the survey, please click the link below:

[%%SurveyLink%%](#)

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window.

The [Social Research Centre](#) is running the survey on behalf of The Australian Government Department of Education and Training. It should take approximately 10-12 minutes to complete and your responses will be kept confidential. For further information or to contact us with any queries about the survey go to: www.ses.edu.au

Yours sincerely,








Graham Challice
Executive Director
Social Research Centre

Appendix 7 Example social media content

Webtiles

 <p>YOUR OPINION MATTERS</p> 	 <p>ARE YOU STUDYING?</p> 
 <p>THE SES IS COMING</p> 	 <p>YOU'VE GOT MAIL!</p> 
 <p>COMPLETE THE SES NOW</p> 	 <p>WIN A \$1000 VISA CASH CARD*</p> <p><small>*T&C's Apply visit www.srcentre.com.au/qilt/sectcs for more information</small></p> 

Display Ads

 <p>STUDYING?</p> 
 <p>MAKE YOURSELF</p> 
 <p>HEARD.</p> 
<p><small>*T&C'S APPLY VISIT: www.srcentre.com.au/qilt/sectcs</small></p> <p>START SURVEY</p> 

Facebook prize winner announcements



QILT
Published by Qilt Src [?]
Page Liked · August 31, 2017 · Edited ·

Don't get caught napping like little Lunia and miss out on your chance to be entered into the week four prize draw closing Monday September 4th – complete your SES now! www.ses.edu.au

Congratulations to the week three prize winners below and a big thank you to everyone that has shared their experiences in the 2017 Student Experience Survey already!

Major prize winners of a \$1000 prepaid VISA car...
[See More](#)

Tag Photo Add Location Edit

5,393 people reached [Boost Post](#)

Victoria Wie, Danielle Mengel and 16 others 3 Shares

Like Comment Share

Write a comment...



QILT
Published by Qilt Src [?]
Like This Page · August 25, 2017 · Edited ·

Congratulations to the winners of this week's prize draw!
Major prize winners of a \$1000 prepaid VISA card:
Z. Zhang (Monash University)
W. Wu (Monash University)
N. Lingam (The University of Notre Dame Australia)... [See More](#)

Tag Photo Add Location Edit

13,732 people reached [Boost Post](#)

14 1 Comment 5 Shares

Like Comment Share

Most Relevant

Xanthe Harty Jack Lindgreen
Like Reply Message · 47w · 2

Write a comment...

Suggested Groups [See All](#)

Gardening Australia
16,007 members [+ Join](#)



QILT
Published by Qilt Src [?]
Page Liked · September 8, 2017 · Edited ·

Major prize winners of a \$1000 prepaid VISA card:
A. Antony (University of New South Wales)
A. Ahmadiar (Macquarie University)
S. Kadiyala (University of Southern Queensland)
... See More

Tag Photo Add Location Edit

3,504 people reached **Boost Post**

Sohail Ahmadiar, Sohail Ahmadyar and 4 others 1 Share

Like Comment Share

Write a comment...



QILT
Published by Qilt Src [?]
Page Liked · September 20, 2017 · Edited ·

Congratulations to the winner of this week's
September SES prize draw!

Prize winner of a \$250 prepaid VISA card:

K. Kennedy (Bond University)... See More

Tag Photo Add Location Edit

32,426 people reached **Boost Post**

John Hunt

Like Comment Share

Write a comment...

Twitter posts



QILT - SRC @qilt_src · 8 Aug 2017



Good luck to all participating in the SES prizewinners. Literally \$1000s to give away over 4 weeks from 14 Aug! T&Cs:



Higher education study experience data

Choose a university or higher education institution that is best for you. Compare undergraduate student experience and graduate employment.

qilt.edu.au



↻ 2

♥ 8



QILT - SRC @qilt_src · 8 Aug 2017



SES invitations are out! Did you get one? 1st prizewinners date should've read 14 Aug. Still time to be in all 4 draws!



Higher education study experience data

Choose a university or higher education institution that is best for you. Compare undergraduate student experience and graduate employment.

qilt.edu.au



↻ 2

♥ 5



Appendix 8a 2017 SEQ item summary

SES 2018 Item List

Stem	Item	Response scale
Learner Engagement items		
At your institution during 2017, to what extent have you:	a) felt prepared for your study? b) had a sense of belonging to <institution>?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
Thinking about your <course> in 2017, how frequently have you:	a) participated in discussions online or face-to-face? b) worked with other students as part of your study? c) interacted with students outside study requirements? d) interacted with students who are very different from you?	Never / Sometimes / Often / Very often
At your institution during 2017, to what extent have you:	a) been given opportunities to interact with local students?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
Teaching Quality items		
Thinking about your <course>	a) overall how would you rate the quality of your entire educational experience this year?	Poor / Fair / Good / Excellent
Thinking of this year, overall at <institution>	a) how would you rate the quality of the teaching you have experienced in your <course>?	Poor / Fair / Good / Excellent
During 2017, to what extent have the lecturers, tutors and demonstrators in your <course>:	a) engaged you actively in learning? b) demonstrated concern for student learning? c) provided clear explanations on coursework and assessment? d) stimulated you intellectually? e) commented on your work in ways that help you learn? f) seemed helpful and approachable? g) set assessment tasks that challenge you to learn?	Not at all / Very little / Some / Quite a bit / Very much
In 2017, to what extent has [your study/your <course>] been delivered in a way that is...	a) well structured and focused? b) relevant to your education as a whole	Not at all / Very little / Some / Quite a bit / Very much
Student Support items		
At <institution> during 2017, to what extent have you:	a) received support from your institution to settle into study? b) experienced efficient enrolment and admissions processes? c) felt induction/orientation activities were relevant and helpful?	Not at all / Very little / Some / Quite a bit / Very much
During 2017, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2017, to what extent have you found careers advisors to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2017, to what extent have you found academic or learning advisors to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much
During 2017, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be:	a) available? b) helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2017, to what extent have you...	a) been offered support relevant to your circumstances? b) received appropriate English language skill support?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Learning Resources items		
Thinking of this year, overall how would you rate the following learning resources provided for your <course>?	a) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) b) Student spaces and common areas c) Online learning materials d) Computing/IT resources e) Assigned books, notes and resources f) Laboratory or studio equipment g) Library resources and facilities	Poor / Fair / Good / Excellent / Not applicable
Open-response items		
What have been the best aspects of your <course>?		Open response
What aspects of your <course> most need improvement?		Open response
Other items		
In what year did you first start your current <course>?		Before 2012/ 2012 / 2013 / 2014 / 2015/ 2016 / 2017
When do you expect to complete your current <course>?		2017 / 2018 or later
Where has your study been mainly based in 2017?		On one campus / On two or more campuses / Mix of external, distance and on-campus / External/Distance
Thinking about your <course>, how much study do you do online?		None / About a quarter / About half / All or nearly all
Which number between 0 and 100 represents your average grade so far in 2017?		No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100%
At <institution> during 2017, to what extent have...	a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) Paid work commitments negatively affected your study?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During 2017, have you seriously considered leaving <institution>?		Yes, I have seriously considered leaving / No, I have not seriously considered leaving
Please indicate your reasons for seriously considering leaving your current university in 2017. Select all that apply.		Academic exchange / Academic support / Administrative support / Boredom/lack of interest / Career prospects / Change of direction / Commuting difficulties / Difficulty paying fees / Difficulty with workload / Expectations not met / Family responsibilities / Financial difficulties / Gap year/deferral / Government assistance / Graduating / Health or stress / Institution reputation / Moving residence / Need a break / Need to do paid work / Other opportunities / Paid work responsibilities / Personal reasons / Quality concerns / Received other offer / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons

CEQ items

Good Teaching Scale	<p>The staff put a lot of time into commenting on my work. The teaching staff normally gave me helpful feedback on how I was going. The teaching staff of this course motivated me to do my best work. My lecturers were extremely good at explaining things. The teaching staff worked hard to make their subjects interesting. The staff made a real effort to understand difficulties I might be having with my work.</p>	
Generic Skills Scale	<p>The course helped me develop my ability to work as a team member. The course sharpened my analytic skills. The course developed my problem-solving skills. The course improved my skills in written communication. As a result of my course, I feel confident about tackling unfamiliar problems. My course helped me to develop the ability to plan my own work.</p>	Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree
Overall Satisfaction Item	<p>Overall, I was satisfied with the quality of this course.</p>	
Clear Goals and Standards	<p>It was always easy to know the standard of work expected. I usually had a clear idea of where I was going and what was expected of me in this course. It was often hard to discover what was expected of me in this course. The staff made it clear right from the start what they expected from students.</p>	

Appendix 8b 2017 SEQ core survey

2017 Student Experience Survey (SES)

Summary of key sample variables

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
SESID	Unique SES ID	SRC assigned ID	Identifier
E403	Student first name	Sample	Intro
E402	Student surname	Sample	Intro
Email	Student email	Sample	
Partial	Status	0=not started survey 1=started survey	
Section	What section up to	Section flag	
STAGE	Student Stage	Stage = 1, student is COMMENCING Stage = 3, student is neither commencing or completing (e.g., middle year, generic intro, present tense CEQ if required for institutional modifications). Stage = 2, student is COMPLETING	Introduction and screening/ Module 6
QUALNUM_S	Number of Qualifications	QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)	Introduction and screening/ Module 2 / Module 6
AREA1	Study Area of first course		
AREA2	Study area of course 2		
E306	Institution code	HEIMS institution code	Module 5 filter
E306C	Imu56 nstitution Name	Institution name	Throughout survey
E308A	Course	Course name for qualification 1	Throughout survey
E308B	Course	Course name for qualification 2	
<units>	Naming variation	Variation in what the institution call units	Throughout survey
<course>	Naming variation	Variation in what the institution calls a course	Throughout survey
CEQ1	CEQ statements flag	CEQ1 = 1, student will be administered the CEQ rotation of statements CEQ1= 2, student will not receive the CEQ rotation of statements	Module 6
E358	Citizenship status		

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
EntryMode	Method of accessing survey	<ol style="list-style-type: none"> 1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field CATI reminders 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field CATI reminders 	Not used within survey routing
FinishMode	Mode of survey exit	<ol style="list-style-type: none"> 1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field CATI reminders 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field CATI reminders 	
Time zone	Time zone of student	Base on state in sample	For CATI
SampleType		Landline/Mobile	
PhoneType		Domestic/international	
PhoneNumber	Primary phone number		
Altnum1	Alternative phone number		
Altnum2	Second alternative phone number		
PhoneCountry1	Country of PhoneNumber		
PhoneCountry2	Country of Altnum 1		
PhoneCountry3	Country of Altnum2		
TransferDate	Date of transfer to web	Only for CATI	
StudFullName	Full name	E403 + E402	For CATI
CATIType	CATI Type	Reminder/Full/None	For CATI
NoCall	Refusal flag	0=OK to be called 1=Not to be called	For CATI

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
RefCon	CATI refusal flag	0=OK to be called 1=Not to be called	For CATI
Sex	Gender		
Faculty	Faculty from sample		
Campus	Campus from sample		
DVQUALNUM	Dummyqualnum variable for survey	1 = 1 qual 2 = 2 quals	Use this throughout survey for qualnum
COURSENUM	Calculation of added courses	1 = one course 2 = two courses	Introduction and screening
FinalCourseAB	Final Course names to be used throughout questionnaire		

Save button position: Move save button to top right corner to match the GOS May 2017.

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Pre intro Page

*(ONLINE ONLY)

preintro To start the survey and for more information about the Student Experience Survey (SES) please hit the 'START' button below.

MODULE A: INTRODUCTION AND SCREENING

*(ONLINE ONLY)

confirm IF Stage=1 Congratulations on starting your current higher education studies in 2017. As a new student this year, we are very interested to know how things are going for you and how your institution is supporting you to achieve success in your <course>.

If Stage=2 Congratulations on entering the final stage of your higher education <course> for 2017. As a student close to completing your studies, we are very interested to know how things have gone for you and how your institution supported you to achieve success in your <course>.

If Stage=3 We are very interested to know how things are going for you in your current higher education studies and how your institution is supporting you to achieve success in your <course>(s).

Thank you for agreeing to take part in this survey. Most people take approximately 10-12 minutes to complete it.

If you need to take a break, you can press the 'PAUSE' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

If you need to go back to a previous question please use the 'BACK' button within the survey. (Please **do not** use the browser BACK button to go back to a previous question.)

Please press the 'NEXT' button below to continue

*(ALL)

Institution

Are you currently enrolled in a <course> at <E306C>?

1. Yes
2. No (GO TO INSTITUTION1)

*(CURRENTLY NOT ENROLLED)

Institution1 Just to confirm, you are not enrolled in any <course> at <E306C>?

1. Actually, I am still enrolled at <E306C>
2. I am definitely no longer enrolled at <E306C> (GO TO TERM)

*(DEFINITELY NO LONGER ENROLLED)

[IF ONLINE] Unfortunately you do not qualify to complete this survey. If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 or via email at ses@srcentre.com.au.

[IF CATI] Thank you for your willingness to complete the Student Experience Survey (SES). Unfortunately, that's all we need from you as we can only speak to students who are currently undertaking a course.

*(CURRENTLY ENROLLED)

Newscreen1 Can you please confirm that you are currently enrolled in the following <course/s>? Please correct anything that is inaccurate.

Course A: <E308A> [Can edit]

Course B: <E308B> [Can edit [TICK BOX: No second <course>] Only show if QUALNUM_S = 2]

[Text if no Course B, show tick box: *'I am currently completing a double degree or an additional course simultaneously'*]

*(IF ENTERING SECOND COURSE)

Please enter the name of the second <course> you are currently enrolled in.

Course B: <E308B> [Can edit]

*(IF E308A CORRECTED OR NO MATCH FOR COURSE NAME AT NEWSCREEN1)

level1 And is <E308A> a...

[IF CATI DISPLAY **'READ OUT'**]

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. 14. Bridging or Enabling course

*(IF E308B CORRECTED/ADDED (DK) OR NO MATCH FOR COURSE NAME AT NEWSCREEN1)

level2 And is <E308B> a...

[IF CATI DISPLAY **'READ OUT'**]

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. 14. Bridging or Enabling course

*(COMMENCING OR MIDDLE YEARS STUDENTS AND TWO QUALS)

started Have you completed <units> in both your <E308A> <course> and your <E308B> <course>?

1. Yes, I have completed <units> in both <course>s
2. No, I have only completed <units> in my <E308A> <course>
3. No, I have only completed <units> in my <E308B> <course>

*(COMMENCING STUDENTS)

prevuni Before you enrolled in your current <course>(s) had you ever undertaken any university or higher education studies (even if you didn't complete the <course>)?

1. Yes, I was enrolled in a different <course> at <E306C>
2. Yes, I was enrolled at **another university or higher education institution**
3. No, this is the first time I have enrolled in a university or higher education <course>

MODULE B: INCLUSION & LEARNER ENGAGEMENT

*(ALL)

inlerenintro The next questions are about how included and engaged you feel you have been in general with your current studies.

*(ALL)

adminintro At <E306C> during 2017, to what extent have you...

settle	Received support from your institution to settle into study?
effenrol	Experienced efficient enrolment and admissions processes?
feelprep	Felt prepared for your study?
Induct	Felt induction/orientation activities were relevant and helpful?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much
6. Not applicable

*(ALL)

overalla Thinking about your <E308A> <course>, overall how would you rate the quality of your entire educational experience this year?

1. Poor
2. Fair
3. Good
4. Excellent

*(TWO QUALIFICATIONS)

overallb And thinking about your <E308B> <course>, overall, how would you rate the quality of your entire educational experience this year?

1. Poor
2. Fair
3. Good
4. Excellent

*(ALL)
belong

At your institution during 2017, to what extent have you had a sense of belonging to
<E306C>?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(ALL)

interactintro

Thinking about your <E308A> <course>, in 2017, how frequently have you...

discuss	Participated in discussions online or face-to-face?
wrkother	Worked with other students as part of your study?
interout	Interacted with students outside study requirements?
interdif	Interacted with students who are very different from you?

1. Never
2. Sometimes
3. Often
4. Very often

*(TWO QUALIFICATIONS)

interactintrob

And thinking about your <E308B> <course>, in 2017, how frequently have you...

discussb	Participated in discussions online or face-to-face?
wrkotherb	Worked with other students as part of your study?
interoutb	Interacted with students outside study requirements?
Interdifb	Interacted with students who are very different from you?

1. Never
2. Sometimes
3. Often
4. Very often

*(ALL)

opploc

At your institution during 2017, to what extent have you been given opportunities to
interact with local students?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much
6. Not applicable

MODULE 3: TEACHING & EDUCATIONAL DEVELOPMENT

*(ALL)

yeaedudintro The next questions are about the quality of the teaching and learning resources provided to you.

*(ALL)

qlteach Thinking of this year, overall at <E306C>, how would you rate the quality of the teaching you have experienced in your <E308A> <course>?

1. Poor
2. Fair
3. Good
4. Excellent

*(TWO QUALIFICATIONS)

qlteachb Thinking of this year, overall at <E306C>, how would you rate the quality of the teaching you have experienced in your <E308B> <course>?

1. Poor
2. Fair
3. Good
4. Excellent

*(ALL)

tchintro During 2017, to what extent have the lecturers, tutors and demonstrators in your <E308A> <course>...

- | | |
|----------|---|
| tchactiv | Engaged you actively in learning? |
| tchconlr | Demonstrated concern for student learning? |
| tchclexp | Provided clear explanations on coursework and assessment? |
| tchstim | Stimulated you intellectually? |
| tchfeedb | Commented on your work in ways that help you learn? |
| tchhelp | Seemed helpful and approachable? |
| tchassch | Set assessment tasks that challenge you to learn? |

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(TWO QUALIFICATIONS)

tchintro During 2017, to what extent have the lecturers, tutors and demonstrators in your <E308B> <course>...

tchactivb Engaged you actively in learning?
 tchconlrb Demonstrated concern for student learning?
 tchclexpb Provided clear explanations on coursework and assessment?
 tchstimib Stimulated you intellectually?
 tchfeedbb Commented on your work in ways that help you learn?
 tchhelpb Seemed helpful and approachable?
 tchassschb Set assessment tasks that challenge you to learn?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(ALL)

qlintro. Thinking of this year, overall how would you rate the following learning resources provided for your <E308A> <course>...?

qltspace Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
 qlsspace Student spaces and common areas
 qlonline Online learning materials
 qlcomput Computing/IT resources
 qltbook Assigned books, notes and resources
 ql equip Laboratory or studio equipment
 ql libry Library resources and facilities

1. Poor
2. Fair
3. Good
4. Excellent
5. Not applicable

*(TWO QUALIFICATIONS)

qlntrob Thinking of this year, overall how would you rate the following learning resources provided for your <E308B> <course>...?

qltspaceb Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
 qlsspaceb Student spaces and common areas
 qlonlineb Online learning materials
 qlcomputb Computing/IT resources
 qltbookb Assigned books, notes and resources
 ql equipb Laboratory or studio equipment
 ql libryb Library resources and facilities

1. Poor
2. Fair
3. Good
4. Excellent
5. Not applicable

*(ALL)

stintro In 2017, to what extent has [IF DVQUALNUM=1 DISPLAY: your study] [IF DVQUALNUM=2 DISPLAY: your <E308A> <course>] been delivered in a way that is...

Stdstruc Well-structured and focused?

stdrelev Relevant to your education as a whole?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(TWO QUALIFICATIONS)

stintrob In 2017, to what extent has your <E308B> <course> been delivered in a way that is...

stdstrucb Well-structured and focused?
stdrelevb Relevant to your education as a whole?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(ALL)

expintro Thinking about your <E308A> <course>, to what extent has your <course> developed your...

expthink	Critical thinking skills?
expprbsl	Ability to solve complex problems?
exptmwrk	Ability to work with others?
expconf	Confidence to learn independently?
Expwrite	Written communication skills?
expspeak	Spoken communication skills?
expknow	Knowledge of the field(s) you are studying?
expwork	Development of work-related knowledge and skills?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(TWO QUALIFICATIONS)

expintrob And thinking about your <E308B> <course>, to what extent has your <course> developed your...

expthinkb	Critical thinking skills?
expprbslb	Ability to solve complex problems?
exptmwrkb	Ability to work with others?
expconfb	Confidence to learn independently?
Expwriteb	Written communication skills?
expspeakb	Spoken communication skills?
expknowb	Knowledge of the field(s) you are studying?
expworkb	Development of work-related knowledge and skills?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

MODULE 4: SUPPORT

*(ALL)

Introsupp The next questions are about your overall experience of the support services provided by your institution.

*(ALL)

carintro. During 2017, to what extent have you found careers advisors to be...

caravail	Available?
carhelp	Helpful?

1. Had no contact
2. Not at all
3. Very little
4. Some
5. Quite a bit
6. Very much

*(ALL)

adminintro. During 2017, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be...

admavail	Available?
admhelp	Helpful?

1. Had no contact
2. Not at all
3. Very little
4. Some
5. Quite a bit
6. Very much

*(ALL)

accintro. During 2017, to what extent have you found academic or learning advisors to be...

acdavail	Available?
acdhelp	Helpful?

1. Had no contact
2. Not at all
3. Very little
4. Some
5. Quite a bit
6. Very much

*(ALL)
supintro. During 2017, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be...

Supavail Available?
Suphelp Helpful?

1. Had no contact
2. Not at all
3. Very little
4. Some
5. Quite a bit
6. Very much

*(ALL)
servintro At your institution during 2017, to what extent have you...

Offsup Been offered support relevant to your circumstances?
Englang Received appropriate English language skill support?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much
6. Not applicable

*(ALL)
BA What have been the best aspects of your <E308A> <course>?
*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

[VERBATIM TEXT BOX]

*(TWO QUALIFICATIONS)
BAb What have been the best aspects of your <E308B> <course>?
*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

[VERBATIM TEXT BOX]

*(ALL)
NI What aspects of your <E308A> <course> most need improvement?
*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

[VERBATIM TEXT BOX]

*(TWO QUALIFICATIONS)
NIb What aspects of your <E308B> <course> most need improvement?
*If possible, please avoid use symbols, (eg. - = < > *) in the text box.*

[VERBATIM TEXT BOX]

MODULE 1: DEMOGRAPHICS

*(ALL)
demintro The next questions are about your current <course>(s) progress and factors affecting your study.

*(ALL)

Yrenrol In what year did you first start your current <course>(s)?

1. Before 2013
2. 2013
3. 2014
4. 2015
5. 2016
6. 2017

*(ALL)
yrcomp

When do you expect to complete your current <course>(s)?

1. 2017
2. 2018 or later

*(ALL)
campusr

Where has your study been mainly based in 2017?

1. On one campus
2. On two or more campuses
3. Mix of external, distance and on-campus
4. External/Distance

*(ALL)

online Thinking about your <E308A> <course>, how much of your study do you do online?

1. None
2. About a quarter
3. About half
4. All or nearly all

*(TWO QUALIFICATIONS)

onlineb And thinking about your <E308B> <course>, how much of your study do you do online?

1. None
2. About a quarter
3. About half
4. All or nearly all

*(ALL)
grade

Thinking about your <E308A> <course>, which number between 0 and 100 represents your average grade so far in 2017?

1. No results
2. 0-49%
3. 50-59%
4. 60-69%
5. 70-79%
6. 80-89%
7. 90-100%

*(TWO QUALIFICATIONS)

gradeb And thinking about your <E308B> <course>, which number between 0 and 100 represents your average grade so far in 2017?

1. No results
2. 0-49%
3. 50-59%
4. 60-69%
5. 70-79%

- 6. 80-89%
- 7. 90-100%

*(ALL)
astdintro

At <E306C> during 2017, to what extent have...

Astdliv Your living arrangements negatively affected your study?
 Astdfin Your financial circumstances negatively affected your study?
 Astdwor Paid work commitments negatively affected your study?

- 1. Not at all
- 2. Very little
- 3. Some
- 4. Quite a bit
- 5. Very much
- 6. Not applicable [PROGRAMMER NOTE: ONLY DISPLAY FOR ASTDWOR]

*(ALL)
consider

During 2017, have you seriously considered leaving <E306C>?

- 1. Yes, I have seriously considered leaving
- 2. No, I have not seriously considered leaving

*(HAVE SERIOUSLY CONSIDERED LEAVING)

chintro

Please indicate your reasons for seriously considering leaving your current institution in 2017. **Select all that apply.**

chaexch	Academic exchange
chasupp	Academic support
chadsup	Administrative support
chbored	Boredom/lack of interest
chpros	Career prospects
chdirec	Change of direction
chcommu	Commuting difficulties
chfees	Difficulty paying fees
chwrkld	Difficulty with workload
chexpec	Expectations not met
chfamily	Family responsibilities
chdiff	Financial difficulties
chgapyr	Gap year/deferral
chgvtas	Government assistance
chgradu	Graduating
chhealth	Health or stress
chreput	Institution reputation
chmove	Moving residence
chbreak	Need a break
chpwork	Need to do paid work
chopp	Other opportunities
chwrkrp	Paid work responsibilities
chprsnl	Personal reasons
chqacrn	Quality concerns
chothof	Received other offer from another university or higher education institution
chsocm	Social reasons
chshgstd	Standards too high
chblnce	Study/life balance
chtrav	Travel or tourism
chother	Other reasons

MODULE 6: <COURSE> EXPERIENCE

*(COMPLETING STUDENT TO BE ADMINISTERED CEQ)

CEQintro The next series of questions more closely examine your <course> experience.

ceqintroa Please answer this series of statements regarding your <E308A> <course>.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

- ceq101 The staff put a lot of time into commenting on my work
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq103 The teaching staff normally gave me helpful feedback on how I was going
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq106 The <course> helped me develop my ability to work as a team member
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq108 It was always easy to know the standard of work expected
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq110 The teaching staff of this <course> motivated me to do my best work
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq114 The <course> sharpened my analytic skills [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq115 My lecturers were extremely good at explaining things
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq116 The teaching staff worked hard to make their subjects interesting
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq123 The <course> developed my problem-solving skills [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq127 The staff made a real effort to understand difficulties I might be having with my work [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq128 I usually had a clear idea of where I was going and what was expected of me in this <course> [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq132 The <course> improved my skills in written communication
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq139 It was often hard to discover what was expected of me in this <course>
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq142 As a result of my <course>, I feel confident about tackling unfamiliar problems [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq143 My <course> helped me to develop the ability to plan my own work
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq146 The staff made it clear right from the start what they expected from students [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- ceq149 Overall, I was satisfied with the quality of this <course>
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]

[IF CATI DISPLAY 'READ OUT']

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

*(COMPLETING STUDENT TO BE ADMINISTERED CEQ AND TWO QUALIFICATIONS)

ceqintrob Please answer this series of statements regarding your <E308B> <course>.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

- Ceq201 The staff put a lot of time into commenting on my work
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq203 The teaching staff normally gave me helpful feedback on how I was going
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq206 The <course> helped me develop my ability to work as a team member
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq208 It was always easy to know the standard of work expected
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq210 The teaching staff of this <course> motivated me to do my best work
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq214 The <course> sharpened my analytic skills [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq215 My lecturers were extremely good at explaining things
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq216 The teaching staff worked hard to make their subjects interesting
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq223 The <course> developed my problem-solving skills [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq227 The staff made a real effort to understand difficulties I might be having with my work [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq228 I usually had a clear idea of where I was going and what was expected of me in this <course> [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq232 The <course> improved my skills in written communication
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq239 It was often hard to discover what was expected of me in this <course>
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq242 As a result of my <course>, I feel confident about tackling unfamiliar problems [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq243 My <course> helped me to develop the ability to plan my own work
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq246 The staff made it clear right from the start what they expected from students [PROGRAMMER NOTE: DISPLAY IF CEQ1=1]
- Ceq249 Overall, I was satisfied with the quality of this <course>
[PROGRAMMER NOTE: DISPLAY IF CEQ1=1]

[IF CATI DISPLAY 'READ OUT']

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

*(MIDDLE YEARS OR COMPLETING STUDENT)

Compsem And lastly, do you expect to complete your <course> at the end of this semester?

- 1. Yes
- 2. No
- 3. Not sure

*(EXPECTS TO COMPLETE COURSE)

pemail

Congratulations on being so close to finishing your studies. You will be contacted again next year to take part in the Graduate Outcomes Survey and we would like to make sure we can stay in touch with you. Please provide a long-term (private) email address so we can contact you in 2017. This information will be held securely and will only be used for the purpose of sending you an invitation to participate in the Graduate Outcomes Survey.

1. Email address (Please specify_____)
2. Prefer not to provide email address

*(CATI ONLY)

C4 Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

END

[IF ONLINE] Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. Please click '**Next**' to submit your survey and be redirected to our home page.

[FOR ONLINE ONLY - Please include a tick box with text: I would like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website]

[IF CATI] Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like:

www.ses.edu.au

www.srcentre.com.au/ses

Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Department of Education and Training.

[FOR ONLINE SUBMIT BUTTON LINKS TO www.qilt.edu.au/surveys/ses/thank-you]

Appendix 8c 2017 SEQ screenshots (desktop)

4%

Pause

Congratulations on starting your current higher education studies in 2017. As a new student this year, we are very interested to know how things are going for you and how your institution is supporting you to achieve success in your course.

Thank you for agreeing to take part in this survey. Most people take approximately 10-12 minutes to complete it.

If you need to take a break, you can press the 'PAUSE' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

If you need to go back to a previous question, please use the 'PREVIOUS' button within the survey. (Please **do not** use the browser 'BACK' button to go back to a previous question.)

Please press the 'NEXT' button below to continue

Previous

Next

4%

Pause

Are you currently enrolled in a course at **Bond University**?

- Yes
 No

Previous

Next

7%

Pause

Can you please confirm that you are currently enrolled in the following course? Please correct anything that is inaccurate.

Course A:

Master of Business Administration

- I am currently completing a double degree or an additional course simultaneously

Previous

Next



14%

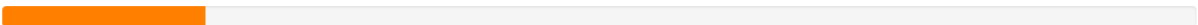
Pause

Before you enrolled in your current course(s) had you ever undertaken any university or higher education studies (even if you didn't complete the course)?

- Yes, I was enrolled in a different course at Bond University
- Yes, I was enrolled at **another university or higher education institution**
- No, this is the first time I have enrolled in a university or higher education course

Previous

Next



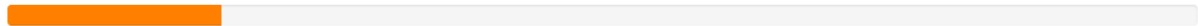
17%

Pause

The next questions are about how included and engaged you feel you have been in general with your current studies.

Previous

Next



18%

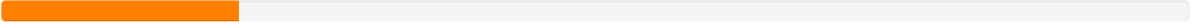
Pause

At **Bond University** during 2017, to what extent have you...

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable
Felt induction/orientation activities were relevant and helpful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support from your institution to settle into study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced efficient enrolment and admissions processes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt prepared for your study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



20%

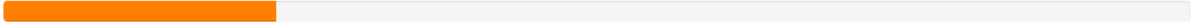
Pause

Thinking about your **Master of Business Administration** course, overall how would you rate the quality of your entire educational experience this year?

- Poor
- Fair
- Good
- Excellent

Previous

Next



23%

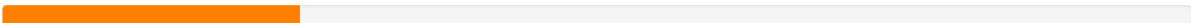
Pause

At your institution during 2017, to what extent have you had a sense of belonging to **Bond University**?

- Not at all
- Very little
- Some
- Quite a bit
- Very much

Previous

Next



25%

Pause

Thinking about your **Master of Business Administration** course, in 2017, how frequently have you...

	Never	Sometimes	Often	Very often
Interacted with students who are very different from you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in discussions online or face-to-face?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students as part of your study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with students outside study requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

28%

Pause

At your institution during 2017, to what extent have you been given opportunities to interact with local students?

- Not at all
- Very little
- Some
- Quite a bit
- Very much
- Not applicable

Previous

Next

29%

Pause

The next questions are about the quality of the teaching and learning resources provided to you.

Previous

Next

31%

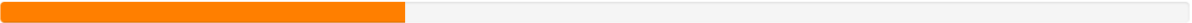
Pause

Thinking of this year, overall at **Bond University**, how would you rate the quality of the teaching you have experienced in your **Master of Business Administration** course?

- Poor
- Fair
- Good
- Excellent

Previous

Next



34%

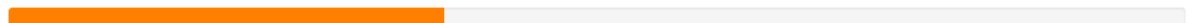
Pause

During 2017, to what extent have the lecturers, tutors and demonstrators in your **Master of Business Administration** course...

	Not at all	Very little	Some	Quite a bit	Very much
Stimulated you intellectually?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commented on your work in ways that help you learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seemed helpful and approachable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set assessment tasks that challenge you to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged you actively in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated concern for student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided clear explanations on coursework and assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



37%

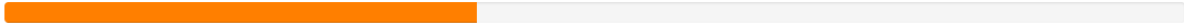
Pause

Thinking of this year, overall how would you rate the following learning resources provided for your **Master of Business Administration** course...?

	Poor	Fair	Good	Excellent	Not applicable
Computing/IT resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned books, notes and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory or studio equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student spaces and common areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



40%

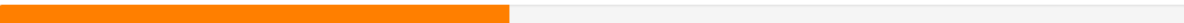
Pause

In 2017, to what extent has **your study** been delivered in a way that is...

	Not at all	Very little	Some	Quite a bit	Very much
Well structured and focused?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant to your education as a whole?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



43%

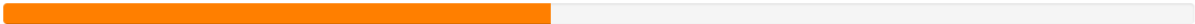
Pause

Thinking about your **Master of Business Administration** course, to what extent has your course developed your...

	Not at all	Very little	Some	Quite a bit	Very much
Confidence to learn independently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken communication skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the field(s) you are studying?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of work-related knowledge and skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve complex problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



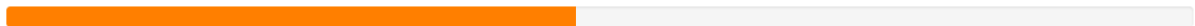
46%

Pause

The next questions are about your overall experience of the support services provided by your institution.

Previous

Next



48%

Pause

During 2017, to what extent have you found careers advisors to be...

	Had no contact	Not at all	Very little	Some	Quite a bit	Very much
Available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



50%

Pause

During 2017, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be...

	Had no contact	Not at all	Very little	Some	Quite a bit	Very much
Available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



51%

Pause

During 2017, to what extent have you found academic or learning advisors to be...

	Had no contact	Not at all	Very little	Some	Quite a bit	Very much
Available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



53%

Pause

During 2017, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be...

	Had no contact	Not at all	Very little	Some	Quite a bit	Very much
Available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



54%

Pause

At your institution during 2017, to what extent have you...

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable
Been offered support relevant to your circumstances?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received appropriate English language skill support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



56%

Pause

What have been the best aspects of your **Master of Business Administration** course?

*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

Previous

Next



59%

Pause

What aspects of your **Master of Business Administration** course most need improvement?

*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

Previous

Next



62%

Pause

The next questions are about your current course(s) progress and factors affecting your study.

Previous

Next

64%

Pause

In what year did you first start your current course(s)?

- Before 2013
- 2013
- 2014
- 2015
- 2016
- 2017

Previous

Next

65%

Pause

When do you expect to complete your current course(s)?

- 2017
- 2018 or later

Previous

Next

67%

Pause

Where has your study been mainly based in 2017?

- On one campus
- On two or more campuses
- Mix of external, distance and on-campus
- External/Distance

Previous

Next



68%

Pause

Thinking about your **Master of Business Administration** course, how much of your study do you do online?

- None
- About a quarter
- About half
- All or nearly all

Previous

Next



70%

Pause

Thinking about your **Master of Business Administration** course, which number between 0 and 100 represents your average grade so far in 2017?

- No results
- 0-49%
- 50-59%
- 60-69%
- 70-79%
- 80-89%
- 90-100%

Previous

Next



71%

Pause

At **Bond University** during 2017, to what extent have...

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable
Your financial circumstances negatively affected your study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Paid work commitments negatively affected your study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your living arrangements negatively affected your study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Previous

Next



73%

Pause

During 2017, have you seriously considered leaving **Bond University**?

- Yes, I have seriously considered leaving
- No, I have not seriously considered leaving

Previous

Next



75%

Pause

Please indicate your reasons for seriously considering leaving your current institution in 2017.
Select all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Academic exchange | <input type="checkbox"/> Health or stress |
| <input type="checkbox"/> Academic support | <input type="checkbox"/> Institution reputation |
| <input type="checkbox"/> Administrative support | <input type="checkbox"/> Moving residence |
| <input type="checkbox"/> Boredom/lack of interest | <input type="checkbox"/> Need a break |
| <input type="checkbox"/> Career prospects | <input type="checkbox"/> Need to do paid work |
| <input type="checkbox"/> Change of direction | <input type="checkbox"/> Other opportunities |
| <input type="checkbox"/> Commuting difficulties | <input type="checkbox"/> Paid work responsibilities |
| <input type="checkbox"/> Difficulty paying fees | <input type="checkbox"/> Personal reasons |
| <input type="checkbox"/> Difficulty with workload | <input type="checkbox"/> Quality concerns |
| <input type="checkbox"/> Expectations not met | <input type="checkbox"/> Received other offer from another university or higher education institution |
| <input type="checkbox"/> Family responsibilities | <input type="checkbox"/> Social reasons |
| <input type="checkbox"/> Financial difficulties | <input type="checkbox"/> Standards too high |
| <input type="checkbox"/> Gap year/deferral | <input type="checkbox"/> Study/life balance |
| <input type="checkbox"/> Government assistance | <input type="checkbox"/> Travel or tourism |
| <input type="checkbox"/> Graduating | <input type="checkbox"/> Other reasons |

Previous

Next



90%

Pause

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Small class sizes give me an advantage in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am developing a network of Australian and international colleagues through my association with Bond University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to develop and enhance my leadership skills through my coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



89%

Pause

The next series of questions more closely examine your course experience.

Previous

Next

Pause

(Page 1 of 1)

Please answer this series of statements regarding your **Master of Business Administration** course.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The staff put a lot of time into commenting on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff normally gave me helpful feedback on how I was going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me develop my ability to work as a team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was always easy to know the standard of work expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff of this course motivated me to do my best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course sharpened my analytic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My lecturers were extremely good at explaining things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff worked hard to make their subjects interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course developed my problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff made a real effort to understand difficulties I might be having with my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually had a clear idea of where I was going and what was expected of me in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course improved my skills in written communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was often hard to discover what was expected of me in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course materials were relevant and up to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course helped me to develop the ability to plan my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff made it clear right from the start what they expected from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the quality of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

Pause

Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. Please click **'Next'** to submit your survey and be redirected to our home page.

I would like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website

Previous

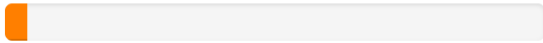
Next

100%

Thank you for your responses. Please click 'Submit' to complete the survey. You will be re-directed to our home page.

[Submit](#)

Appendix 8d 2017 SEQ screenshots (small screen device)



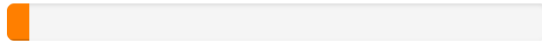
4%

Congratulations on entering the final stage of your higher education course for 2017. As a student close to completing your studies, we are very interested to know how things have gone for you and how your institution supported you to achieve success in your course.

Thank you for agreeing to take part in this survey. Most people take approximately 10-12 minutes to complete it.

If you need to take a break, you can press the 'PAUSE' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

If you need to go back to a previous question, please use the 'PREVIOUS'



4%

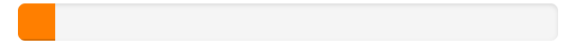
Are you currently enrolled in a course at **Bond University**?

- Yes
- No

Previous

Next

Pause



7%

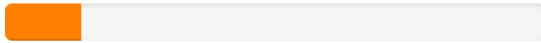
Can you please confirm that you are currently enrolled in the following course? Please correct anything that is inaccurate.

Course A:

Master of Business Administra

I am currently completing a double degree or an additional course simultaneously

Previous

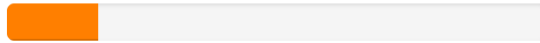


14%

Before you enrolled in your current course(s) had you ever undertaken any university or higher education studies (even if you didn't complete the course)?

- Yes, I was enrolled in a different course at Bond University
- Yes, I was enrolled at **another university or higher education institution**
- No, this is the first time I have enrolled in a university or higher education course

Previous



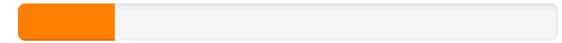
17%

The next questions are about how included and engaged you feel you have been in general with your current studies.

Previous

Next

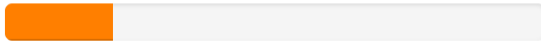
Pause



18%

At **Bond University** during 2017, to what extent have you...

	Not at all	Very little	Some	Quite a bit
Felt induction/orientation activities were relevant and helpful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support from your institution to settle into study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced efficient enrolment and admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



20%

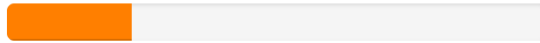
Thinking about your **Master of Business Administration** course, overall how would you rate the quality of your entire educational experience this year?

- Poor
- Fair
- Good
- Excellent

Previous

Next

...



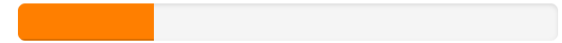
23%

At your institution during 2017, to what extent have you had a sense of belonging to **Bond University**?

- Not at all
- Very little
- Some
- Quite a bit
- Very much

Previous

Next



25%

Thinking about your **Master of Business Administration** course, in 2017, how frequently have you...

Interacted with students who are very different from you?

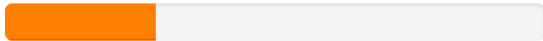
Never

Sometimes

Often

Very often

Participated in discussions online



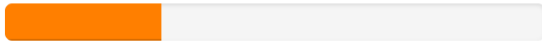
28%

At your institution during 2017, to what extent have you been given opportunities to interact with local students?

- Not at all
- Very little
- Some
- Quite a bit
- Very much
- Not applicable

Previous

Next



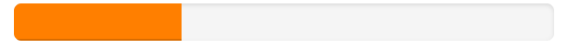
29%

The next questions are about the quality of the teaching and learning resources provided to you.

Previous

Next

Pause



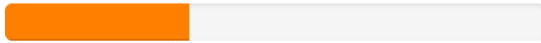
31%

Thinking of this year, overall at **Bond University**, how would you rate the quality of the teaching you have experienced in your **Master of Business Administration** course?

- Poor
- Fair
- Good
- Excellent

Previous

Next



34%

During 2017, to what extent have the lecturers, tutors and demonstrators in your **Master of Business Administration** course...

Engaged you actively in learning?

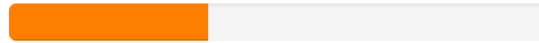
Not at all

Very little

Some

Quite a bit

Very much



37%

Thinking of this year, overall how would you rate the following learning resources provided for your **Master of Business Administration** course...?

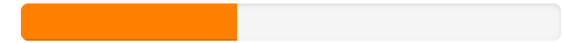
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)

Poor

Fair

Good

Excellent



40%

In 2017, to what extent has **your study** been delivered in a way that is...

Well structured and focused?

Not at all

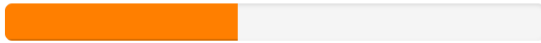
Very little

Some

Quite a bit

Very much

Relevant to your education as a...



43%

Thinking about your **Master of Business Administration** course, to what extent has your course developed your...

Development of work-related knowledge and skills?
Not at all
Very little
Some
Quite a bit
Very much



46%

The next questions are about your overall experience of the support services provided by your institution.

Previous
Next
Pause



48%

During 2017, to what extent have you found careers advisors to be...

Available?
Had no contact
Not at all
Very little
Some
Quite a bit
Very much



50%

During 2017, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be...

Available?
Had no contact
Not at all
Very little
Some
Quite a bit



51%

During 2017, to what extent have you found academic or learning advisors to be...

Available?
Had no contact
Not at all
Very little
Some
Quite a bit
Very much



53%

During 2017, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be...

Available?
Had no contact
Not at all
Very little
Some
Quite a bit



54%

At your institution during 2017, to what extent have you...

	Not at all	Very little	Some	Quite a bit	Very much
Been offered support relevant to your circumstances?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received appropriate English language skill support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous



56%

What have been the best aspects of your **Master of Business Administration** course?

*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

Previous

Next



59%

What aspects of your **Master of Business Administration** course most need improvement?

*If possible, please avoid using symbols, (eg. - = < > *) in the text box.*

Previous

Next



62%

The next questions are about your current course(s) progress and factors affecting your study.

Previous

Next

Pause



64%

In what year did you first start your current course(s)?

- Before 2013
- 2013
- 2014
- 2015
- 2016
- 2017

Previous

Next



65%

When do you expect to complete your current course(s)?

- 2017
- 2018 or later

Previous

Next

Pause



67%

Where has your study been mainly based in 2017?

- On one campus
- On two or more campuses
- Mix of external, distance and on-campus
- External/Distance

Previous

Next

Pause



68%

Thinking about your **Master of Business Administration** course, how much of your study do you do online?

- None
- About a quarter
- About half
- All or nearly all

Previous

Next

Pause



70%

Thinking about your **Master of Business Administration** course, which number between 0 and 100 represents your average grade so far in 2017?

- No results
- 0-49%
- 50-59%
- 60-69%
- 70-79%
- 80-89%
- 90-100%

Previous



71%

At **Bond University** during 2017, to what extent have...

Paid work commitments negatively affected your study?

Not at all

Very little

Some

Quite a bit

Very much

Not applicable



73%

During 2017, have you seriously considered leaving **Bond University**?

- Yes, I have seriously considered leaving
- No, I have not seriously considered leaving

Previous

Next

Pause



75%

Please indicate your reasons for seriously considering leaving your current institution in 2017.
Select all that apply.

- Academic exchange Health or stress
- Academic support Institution reputation
- Administrative Moving residence support
- Boredom/lack of interest Need a break
- Career Need to do paid work



89%

The next series of questions more closely examine your course experience.

Previous

Next

Pause



90%

(Page 1 of 1)

Please answer this series of statements regarding your **Master of Business Administration** course.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

The staff put a lot of time into commenting on my work
Strongly disagree
Disagree



96%

Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. Please click 'Next' to submit your survey and be redirected to our home page.

I would like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website

Previous

Next

Pause



100%

Thank you for your responses. Please click 'Submit' to complete the survey. You will be re-directed to our home page.

Submit



Appendix 9 National reporting module

	Sample	Opted out	Out of scope	Unusable	Final sample	Complete	Response rate	% of Target
National Overall	601,910	10,381	16,222	3,908	571,399	194,873	34.1	74.0
Universities Overall	544,133	9,291	14,347	3,635	516,860	176,528	34.2	74.5
Higher Education Providers Overall	57,777	1,090	1,875	273	54,539	18,345	33.6	69.4
Undergraduate Overall	424,604	8,468	8,897	2,301	404,938	140,541	34.7	79.4
Postgraduate Overall	177,306	1,913	7,325	1,607	166,461	54,332	32.6	64.5

Export Table as CSV

Provider Type	Institution Code	Institution	Sample	Opted out	Out of scope	Unusable	Final sample	Complete	% of Sample	2017 Target	Capped complete	% of Target	Remaining	2016 % of Target	2016 Response rate
0	0	TOTAL	601,910	10,381	16,222	3,908	571,399	194,873	34.1	196,768	145,558	74.0	51,210	51.1	44.4

Appendix 10 Course change by institution

Universities	Changed course n	As % completed surveys (course)
Australian Catholic University	128	1.8
Bond University	7	0.9
Central Queensland University	45	1.8
Charles Darwin University	3	0.4
Charles Sturt University	62	1.0
Curtin University	285	4.2
Deakin University	57	0.7
Edith Cowan University	129	2.7
Federation University Australia	16	0.9
Flinders University	302	6.7
Griffith University	90	1.0
James Cook University	111	4.9
La Trobe University	159	2.5
Macquarie University	276	3.3
Monash University	125	0.9
Murdoch University	73	3.3
Queensland University of Technology	67	1.2
RMIT University	157	1.8
Southern Cross University	61	4.4
Swinburne University of Technology	164	3.4
The Australian National University	268	7.3
The University of Adelaide	263	5.8
The University of Melbourne	281	2.4
The University of Notre Dame Australia	0	0.0
The University of Queensland	549	5.7
The University of Sydney	347	4.1
The University of Western Australia	84	3.2
Torrens University Australia	15	1.1
University of Canberra	162	6.1
University of Divinity	13	4.6
University of New England	40	1.5
University of New South Wales	113	1.0
University of Newcastle	179	3.9
University of South Australia	163	3.9
University of Southern Queensland	158	3.8
University of Tasmania	252	5.0
University of Technology Sydney	168	4.7
University of the Sunshine Coast	22	0.9
University of Wollongong	73	2.3
Victoria University	31	0.9
Western Sydney University	169	2.9
Total	5,667	2.8

NUHEI	Changed course n	As % completed surveys (course)
Academy of Design Australia	6	6.8
Academy of Information Technology	0	0.0
Adelaide Central School of Art	0	0.0
Adelaide College of Divinity	2	4.3
Alphacrucis College	5	1.1
Australian Academy of Music and Performing Arts	2	5.4
Australian College of Applied Psychology (Navitas Institute)	23	1.9
Australian College of Christian Studies	0	0.0
Australian College of Physical Education	16	6.6
Australian College of Theology	56	3.8
Australian Institute of Business	3	0.4
Australian Institute of Management Education and Training	36	29.3
Australian Institute of Music	11	3.5
Australian Institute of Professional Counsellors	0	0.0
Avondale College of Higher Education	14	2.4
BBI - The Australian Institute of Theological Education	0	0.0
Box Hill Institute	0	0.0
Campion College Australia	4	6.8
Canberra Institute of Technology	0	0.0
Chisholm Institute of TAFE	0	0.0
Christian Heritage College	11	3.4
College of the Arts	8	4.8
Eastern College Australia	0	0.0
Endeavour College	25	1.5
Excelsia College	0	0.0
Harvest Bible College	3	2.2
Holmes Institute	82	3.9
Holmesglen Institute	3	1.3
International College of Management, Sydney	3	1.9
Jazz Music Institute	0	0.0
Kaplan Business School	13	1.9
Murdoch Institute of Technology	1	0.7
Macleay College	2	1.5
Marcus Oldham College	1	0.6
Melbourne Institute of Technology	15	2.1
Melbourne Polytechnic	2	0.6
MIECAT	0	0.0
Moore Theological College	12	8.3
National Art School	2	0.8
Paramount College of Natural Medicine	3	6.5
Perth Bible College	0	0.0
Photography Studies College (Melbourne)	0	0.0
Raffles College of Design and Commerce	3	3.7
SAE Institute and Qantm College	21	2.8
South Metropolitan TAFE	3	4.2
Study Group Australia	1	1.0
Sydney College of Divinity	12	3.1
Tabor College of Higher Education	5	1.4
TAFE NSW	1	0.2
TAFE Queensland	0	0.0
TAFE SA	4	7.7
The College of Law	9	1.4
The JMC Academy	19	3.2
Think Education Group	3	0.4
Universal Business School Sydney	19	5.4
UOW College	2	4.0
Whitehouse Institute	2	1.1
William Angliss Institute	3	1.3
Total	471	2.5

Appendix 11 Response by institution

University Provider	Initial population	Dis-qualified %	Out of scope %	Opted-out %	Final sample	Responses	2017 Response Rate %	2016 Response Rate %	2015 Response Rate %
Australian Catholic University	17,150	0.8	14.3	0.4	14,491	6,851	47.3	44.0	46.1
Bond University	2,047	0.0	0.1	2.4	1,995	754	37.8	54.5	46.9
Central Queensland University	6,996	2.4	0.7	1.2	6,693	2,266	33.9	55.9	47.7
Charles Darwin University	1,858	0.3	0.6	1.8	1,808	831	46.0	51.7	45.2
Charles Sturt University	16,939	2.4	0.5	1.7	16,161	5,832	36.1	49.1	39.4
Curtin University	18,562	3.5	0.5	3.1	17,248	5,982	34.7	42.1	31.4
Deakin University	21,061	0.3	0.7	1.7	20,494	8,310	40.5	45.0	31.2
Edith Cowan University	11,728	3.7	0.8	1.7	11,008	4,125	37.5	45.2	39.8
Federation University Australia	4,522	1.8	0.4	1.7	4,345	1,666	38.3	42.2	36.4
Flinders University	11,416	2.7	0.5	2.2	10,801	4,247	39.3	49.4	40.3
Griffith University	22,581	4.2	0.2	2.3	21,076	7,820	37.1	46.9	38.1
James Cook University	6,886	1.4	0.5	1.1	6,680	2,142	32.1	48.8	41.2
La Trobe University	16,587	1.2	0.2	1.7	16,081	6,106	38.0	44.6	40.2
Macquarie University	21,037	3.1	0.5	3.0	19,642	7,552	38.4	39.4	38.4
Monash University	29,525	1.2	0.1	2.3	28,464	12,829	45.1	53.3	44.7
Murdoch University	5,704	3.0	0.4	2.6	5,364	1,988	37.1	47.6	45.6
Queensland University of Technology	19,423	0.1	0.6	0.5	19,190	5,261	27.4	41.4	37.0
RMIT University	27,800	1.8	0.7	0.8	26,875	8,043	29.9	46.2	30.3
Southern Cross University	4,894	0.1	0.5	0.4	4,843	1,338	27.6	44.5	36.8
Swinburne University of Technology	13,420	1.0	0.1	1.9	13,022	4,577	35.1	44.8	34.3
The Australian National University	9,813	0.5	0.9	0.6	9,610	3,523	36.7	46.2	38.8
The University of Adelaide	10,080	0.3	0.5	2.6	9,740	4,463	45.8	56.3	46.1
The University of Melbourne	24,968	0.6	0.9	1.8	24,138	11,177	46.3	52.3	43.4
The University of Notre Dame Australia	4,546	0.7	0.5	2.8	4,366	1,931	44.2	52.7	39.8
The University of Queensland	21,994	0.6	0.7	2.3	21,187	9,234	43.6	52.4	42.9
The University of Sydney	32,841	1.9	0.8	1.2	31,553	7,509	23.8	45.5	36.2
The University of Western Australia	9,079	0.4	0.5	1.2	8,891	2,526	28.4	48.1	37.4
Torrens University Australia	4,891	1.1	1.2	1.1	4,726	1,217	25.8	39.6	
University of Canberra	7,135	1.5	0.5	1.7	6,865	2,499	36.4	44.6	36.4
University of Divinity	568	3.5	1.8	2.3	525	269	51.2	60.8	55.2
University of New England	6,572	0.3	0.6	1.5	6,416	2,549	39.7	46.0	41.2
University of New South Wales	25,926	2.9	0.8	1.6	24,543	9,926	40.4	42.4	37.5
University of Newcastle	13,134	2.3	0.6	1.6	12,546	4,181	33.3	40.2	37.8
University of South Australia	14,996	1.4	0.7	0.8	14,547	3,827	26.3	44.4	37.8
University of Southern Queensland	9,325	4.5	0.7	2.0	8,651	3,643	42.1	53.0	44.3
University of Tasmania	11,442	0.6	0.3	1.6	11,163	4,931	44.2	44.8	38.8
University of Technology Sydney	13,450	2.7	1.1	0.5	12,869	3,042	23.6	40.5	31.0
University of the Sunshine Coast	5,131	0.5	0.4	1.4	5,014	2,335	46.6	53.5	48.1
University of Wollongong	11,707	0.6	0.5	2.2	11,320	3,013	26.6	42.5	36.6
Victoria University	10,492	2.2	0.2	1.5	10,083	3,228	32.0	35.1	27.0
Western Sydney University	18,013	0.3	0.3	0.6	17,797	5,539	31.1	42.2	29.1
Total university	546,239	1.7	1.0	1.6	522,831	189,082	36.2	45.6	37.6

Non-university Provider	Initial population	Dis-qualified %	Out of scope %	Opted-out %	Final sample	Responses	2017 Response Rate %	2016 Response Rate %	2015 Response Rate %
Academy of Design Australia	206	1.5	0.5	4.4	193	87	45.1	52.1	60.0
Academy of Information Technology	61	3.3	0.0	9.8	53	19	35.8	72.7	50.0
Adelaide Central School of Art	193	2.1	0.0	2.1	185	118	63.8	75.6	-
Adelaide College of Divinity	88	3.4	0.0	3.4	82	42	51.2	62.2	62.0
Alphacrucis College	1,138	2.8	0.5	4.0	1,055	412	39.1	47.3	48.6
Australian Academy of Music and Performing Arts	67	0.0	0.0	1.5	66	34	51.5	48.8	-
Australian College of Applied Psychology (Navitas Institute)	2,635	0.9	1.1	1.6	2,541	1,183	46.6	44.2	41.6
Australian College of Christian Studies	50	2.0	0.0	0.0	49	15	30.6	32.3	57.1
Australian College of Physical Education	677	1.8	1.0	2.4	642	210	32.7	40.3	29.2
Australian College of Theology	2,748	4.9	0.5	3.6	2,499	1,324	53.0	46.4	43.2
Australian Institute of Business	2,283	0.8	0.9	1.8	2,203	803	36.5	-	-
Australian Institute of Management Education and Training	295	3.7	0.7	2.4	275	113	41.1	-	-
Australian Institute of Music	1,155	0.4	1.2	0.7	1,128	292	25.9	40.5	38.6
Australian Institute of Professional Counsellors	116	0.0	0.0	0.0	116	34	29.3	50.4	47.7
Avondale College of Higher Education	1,027	1.6	0.6	1.9	985	551	55.9	54.2	44.1
BBI - The Australian Institute of Theological Education	114	0.9	0.0	0.9	112	50	44.6	-	-
Box Hill Institute	545	1.8	0.7	1.8	521	156	29.9	48.3	-
Campion College Australia	78	1.3	0.0	0.0	77	62	80.5	79.7	-
Canberra Institute of Technology	138	4.3	0.0	4.3	126	51	40.5	-	-
Chisholm Institute of TAFE	27	0.0	0.0	0.0	27	11	40.7	45.0	46.5
Christian Heritage College	611	4.1	1.0	1.3	572	289	50.5	59.6	47.8
College of the Arts	347	0.9	0.6	1.7	336	156	46.4	59.9	-
Eastern College Australia	120	3.3	1.7	3.3	110	67	60.9	61.1	56.5
Endeavour College	3,875	2.1	0.5	2.1	3,693	1,510	40.9	45.1	44.6
Excelsia College	164	3.0	1.2	1.2	155	120	77.4	66.2	44.7
Harvest Bible College	235	4.7	0.4	5.1	211	123	58.3	-	-
Holmes Institute	8,081	3.9	0.5	1.4	7,613	1,608	21.1	30.9	18.6
Holmesglen Institute	535	1.1	0.4	2.4	514	222	43.2	54.1	45.5
International College of Management, Sydney	977	0.4	0.4	0.1	968	151	15.6	42.7	-
Jazz Music Institute	68	1.5	0.0	0.0	67	27	40.3	44.4	43.5
Kaplan Business School	1,732	1.9	1.0	1.3	1,660	630	38.0	47.8	32.7
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Te	415	3.9	0.5	4.1	380	132	34.7	69.7	71.7
Macleay College	268	0.0	0.0	1.5	264	131	49.6	64.7	-
Marcus Oldham College	227	2.2	0.9	0.4	219	153	69.9	73.9	69.6
Melbourne Institute of Technology	1,798	3.3	0.9	1.1	1,702	625	36.7	51.2	-
Melbourne Polytechnic	889	2.2	2.4	1.9	831	303	36.5	44.0	31.8
MIECAT	143	7.0	1.4	0.0	131	87	66.4	-	-
Moore Theological College	310	0.0	0.3	0.3	308	143	46.4	-	-
National Art School	431	0.2	0.7	2.1	418	233	55.7	59.2	56.8
Paramount College of Natural Medicine	94	1.1	1.1	2.1	90	46	51.1	64.9	45.5
Perth Bible College	50	4.0	0.0	6.0	45	24	53.3	-	-
Photography Studies College (Melbourne)	114	0.9	0.0	0.9	112	78	69.6	62.7	66.1
Raffles College of Design and Commerce	157	0.6	2.5	0.0	152	70	46.1	63.5	-
SAE Institute and Qantm College	1,763	0.1	0.2	1.8	1,726	732	42.4	40.8	42.6
South Metropolitan TAFE	189	11.6	0.5	4.2	158	48	30.4	51.9	-
Study Group Australia	265	7.2	1.5	1.5	238	75	31.5	38.1	-
Sydney College of Divinity	989	2.9	0.6	4.4	910	344	37.8	49.0	-
Tabor College of Higher Education	651	1.1	0.6	0.9	634	340	53.6	63.0	55.4
TAFE NSW	1,251	2.2	0.4	2.2	1,190	475	39.9	55.3	-
TAFE Queensland	256	2.0	0.0	1.6	247	106	42.9	58.8	32.2
TAFE SA	70	1.4	1.4	2.9	66	51	77.3	55.3	37.1
The College of Law	2,172	10.9	0.6	3.8	1,839	380	20.7	-	-
The JMC Academy	1,456	0.1	0.4	1.6	1,424	577	40.5	-	-
Think Education Group	2,353	1.1	1.0	0.7	2,288	698	30.5	52.7	-
Universal Business School Sydney	938	2.8	2.5	1.3	877	291	33.2	46.3	-
UOW College	162	2.5	0.6	1.9	154	42	27.3	43.4	29.7
Whitehouse Institute	276	0.4	0.4	1.1	271	183	67.5	-	68.8
William Angliss Institute	677	2.2	1.2	2.5	637	202	31.7	45.5	-
Total NUHEI	48,750	2.7	0.7	1.9	46,145	17,039	36.9	46.2	39.2

Appendix 12 Reportable strata

Undergraduate	2015						2016						2017					
	University		NUHEI		Overall		University		NUHEI		Overall		University		NUHEI		Overall	
	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %
Learner engagement																		
21 Study Areas	614		84		698		606		129		735		608		132		740	
+/-7.5%	471	76.7	40	47.6	511	73.2	513	84.7	68	52.7	581	79.0	449	73.8	59	44.7	508	68.6
+/-5%	318	51.8	22	26.2	340	48.7	401	66.2	44	34.1	445	60.5	288	47.4	38	28.8	326	44.1
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207	
+/-7.5%	631	59.6	39	40.2	670	58.0	740	70.4	73	48.0	813	67.6	600	56.9	61	40.1	661	54.8
+/-5%	335	31.7	21	21.6	356	30.8	482	45.9	43	28.3	525	43.6	319	30.2	37	24.3	356	29.5
Teaching quality																		
21 Study Areas	614		84		698		606		129		735		608		132		740	
+/-7.5%	522	85.0	59	70.2	581	83.2	552	91.1	88	68.2	640	87.1	507	83.4	82	62.1	589	79.6
+/-5%	424	69.1	39	46.4	463	66.3	475	78.4	65	50.4	540	73.5	391	64.3	60	45.5	451	60.9
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207	
+/-7.5%	766	72.4	61	62.9	827	71.6	854	81.3	96	63.2	950	79.0	749	71.0	89	58.6	838	69.4
+/-5%	529	50.0	40	41.2	569	49.3	654	62.2	68	44.7	722	60.0	496	47.0	64	42.1	560	46.4
Learning resources																		
21 Study Areas	614		84		698		606		129		735		608		132		740	
+/-7.5%	522	85.0	43	51.2	565	80.9	540	89.1	73	56.6	613	83.4	502	82.6	61	46.2	563	76.1
+/-5%	426	69.4	28	33.3	454	65.0	463	76.4	46	35.7	509	69.3	373	61.3	38	28.8	411	55.5
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207	
+/-7.5%	790	74.7	42	43.3	832	72.0	837	79.6	80	52.6	917	76.2	753	71.4	64	42.1	817	67.7
+/-5%	567	53.6	28	28.9	595	51.5	650	61.8	49	32.2	699	58.1	501	47.5	39	25.7	540	44.7
Student support																		
21 Study Areas	614		84		698		606		129		735		608		132		740	
+/-7.5%	450	73.3	45	53.6	495	70.9	498	82.2	81	62.8	579	78.8	435	71.5	69	52.3	504	68.1
+/-5%	280	45.6	27	32.1	307	44.0	387	63.9	57	44.2	444	60.4	268	44.1	46	34.8	314	42.4
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207	
+/-7.5%	603	57.0	43	44.3	646	55.9	712	67.7	87	57.2	799	66.4	571	54.1	70	46.1	641	53.1
+/-5%	293	27.7	28	28.9	321	27.8	458	43.6	60	39.5	518	43.1	287	27.2	49	32.2	336	27.8
Skills development																		
21 Study Areas	614		84		698		606		129		735		608		132		740	
+/-7.5%	523	85.2	60	71.4	583	83.5	549	90.6	87	67.4	636	86.5	511	84.0	83	62.9	594	80.3
+/-5%	417	67.9	37	44.0	454	65.0	473	78.1	61	47.3	534	72.7	384	63.2	56	42.4	440	59.5
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207	
+/-7.5%	756	71.5	62	63.9	818	70.8	837	79.6	97	63.8	934	77.6	734	69.6	89	58.6	823	68.2
+/-5%	496	46.9	36	37.1	532	46.1	621	59.1	64	42.1	685	56.9	484	45.9	61	40.1	545	45.2

Postgraduate coursework	2017					
	University		NUHEI		Overall	
	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %
Learner engagement						
21 Study Areas	536		48		584	
+/-7.5%	240	44.8	21	43.8	261	44.7
+/-5%	124	23.1	12	25.0	136	23.3
45 Study Areas	865		54		919	
+/-7.5%	296	34.2	25	46.3	321	34.9
+/-5%	134	15.5	14	25.9	148	16.1
Teaching quality						
21 Study Areas	536		48		584	
+/-7.5%	297	55.4	32	66.7	329	56.3
+/-5%	189	35.3	20	41.7	209	35.8
45 Study Areas	865		54		919	
+/-7.5%	416	48.1	33	61.1	449	48.9
+/-5%	247	28.6	23	42.6	270	29.4
Learning resources						
21 Study Areas	536		48		584	
+/-7.5%	275	51.3	25	52.1	300	51.4
+/-5%	165	30.8	15	31.3	180	30.8
45 Study Areas	865		54		919	
+/-7.5%	410	47.4	30	55.6	440	47.9
+/-5%	238	27.5	18	33.3	256	27.9
Student support						
21 Study Areas	536		48		584	
+/-7.5%	211	39.4	26	54.2	237	40.6
+/-5%	113	21.1	17	35.4	130	22.3
45 Study Areas	865		54		919	
+/-7.5%	274	31.7	29	53.7	303	33.0
+/-5%	134	15.5	19	35.2	153	16.6
Skills development						
21 Study Areas	536		48		584	
+/-7.5%	300	56.0	27	56.3	327	56.0
+/-5%	187	34.9	18	37.5	205	35.1
45 Study Areas	865		54		919	
+/-7.5%	407	47.1	29	53.7	436	47.4
+/-5%	221	25.5	21	38.9	242	26.3

Appendix 13 Item non-response

Variable	Description	2015 - NUHEI				2016 - NUHEI				2017 - NUHEI undergraduate				2017 - NUHEI postgraduate			
		First		Second		First		Second		First		Second		First		Second	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
sensebelong	Had a sense of belonging to your institution	6	0.1	0	0.0	29	0.2	0	0.0	66	0.6	0	0.0	34	0.7	-	-
* effenrolm	Experienced efficient enrolment and admissions processes	20	0.2	0	0.0	54	0.4	0	0.0	63	0.5	0	0.0	28	0.6	-	-
* feelprepared	Felt prepared for your study	23	0.3	0	0.0	68	0.5	0	0.0	68	0.6	0	0.0	31	0.6	-	-
partidiscus	Participated in discussions online or face-to-face	3	0.0	1	1.4	34	0.2	2	2.0	31	0.3	12	9.6	13	0.3	-	-
workothers	Worked with other students as part of your study	1	0.0	1	1.4	29	0.2	2	2.0	29	0.2	12	9.6	10	0.2	-	-
interactoth	Interacted with students outside study requirements	2	0.0	1	1.4	34	0.2	2	2.0	28	0.2	12	9.6	13	0.3	-	-
interactdiff	Interacted with students who are very different from you	5	0.1	1	1.4	37	0.3	2	2.0	34	0.3	12	9.6	13	0.3	-	-
tchactiveng	Teachers engaged you actively in learning	189	2.2	1	1.4	210	1.5	4	4.0	203	1.7	11	8.8	92	1.8	-	-
tchconlrm	Teachers demonstrated concern for student learning	186	2.2	1	1.4	212	1.5	4	4.0	199	1.7	10	8.0	94	1.8	-	-
tchclexpec	Teachers provided clear explanations on coursework and assessment	174	2.0	1	1.4	188	1.4	4	4.0	188	1.6	10	8.0	91	1.8	-	-
tchstimint	Teachers stimulated you intellectually	184	2.2	1	1.4	216	1.6	4	4.0	198	1.7	10	8.0	101	2.0	-	-
tchfeedbck	Teachers commented on your work in ways that help you learn	174	2.0	1	1.4	200	1.5	4	4.0	195	1.6	10	8.0	95	1.9	-	-
tchhelpapp	Teachers seemed helpful and approachable	181	2.1	1	1.4	201	1.5	4	4.0	193	1.6	10	8.0	90	1.8	-	-
tchasschng	Teachers set assessment tasks that challenge you to learn	180	2.1	1	1.4	195	1.4	4	4.0	194	1.6	10	8.0	95	1.9	-	-
Average			3.5		3.5		2.4		4.3		2.7		6.8		2.9		-
Demographic variables																	
sex	Sex	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-
campus	Location of study	607	7.1	5	7.2	667	4.9	7	6.9	722	6.0	6	4.8	313	6.2	-	-
online	Proportion of study online	613	7.2	5	7.2	694	5.1	8	7.9	754	6.3	14	11.2	329	6.5	-	-
grade	Average overall grade	630	7.4	5	7.2	702	5.1	7	6.9	746	6.2	14	11.2	323	6.4	-	-
yr enrol	Year qualification started	594	6.9	5	7.2	650	4.7	7	6.9	693	5.8	5	4.0	304	6.0	-	-
yrcomplete	Number of years completed	602	7.0	5	7.2	672	4.9	7	6.9	714	6.0	5	4.0	318	6.3	-	-
considchg	Seriously considered leaving	644	7.5	5	7.2	755	5.5	7	6.9	799	6.7	5	4.0	357	7.0	-	-
compsem	Expect to complete course in current semester	391	7.0	3	5.8	21	0.2	0	0.0	475	6.1	5	5.4	204	6.5	-	-
Pemail	Long term email address provided	19	1.1	0	0.0	59	2.3	1	6.3	59	2.4	0	0.0	25	1.8	-	-
Base (Considered leaving)		1,939	22.7	13	18.8	2,941	21.5	21	20.8	2,668	22.3	32	25.6	891	17.5	-	-
chaexch	Change due to academic exchange	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chasupp	Change due to academic support	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chad sup	Change due to administrative support	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chbored	Change due to boredom/lack of interest	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chpros	Change due to career prospects	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chdirec	Change due to change of direction	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chcommu	Change due to commuting difficulties	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chfees	Change due to difficulty paying fees	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chwrkld	Change due to difficulty with workload	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chexpec	Change due to expectations not met	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-

Variable	Description	2015 - NUHEI				2016 - NUHEI				2017 - NUHEI undergraduate				2017 - NUHEI postgraduate			
		First		Second		First		Second		First		Second		First		Second	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
chfamily	Change due to family responsibilities	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chfdiff	Change due to financial difficulties	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chgapyr	Change due to gap year/deferral	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chgvtas	Change due to government assistance	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chgradu	Change due to graduating	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chhealth	Change due to health or stress	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chreput	Change due to institution reputation	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chmove	Change due to moving residence	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chbreak	Change due to need a break	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chpwork	Change due to need to do paid work	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chopp	Change due to other opportunities	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chwrkrp	Change due to paid work responsibilities	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chprsnl	Change due to personal reasons	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chqacrn	Change due to quality concerns	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chothof	Change due to received other offer	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chsocrn	Change due to social reasons	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chshgstd	Change due to standards too high	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chblnce	Change due to study/life balance	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chtravl	Change due to travel or tourism	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-
chother	Change due to other reasons	12	0.6	0	0.0	32	1.1	0	0.0	20	0.7	0	0.0	6	0.7	-	-

* Treats 'Not applicable' as a valid non-missing response

** Treats 'Had no contact' as a valid non-missing response