2022 Student Experience Survey

Methodological Report – Accessible

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Social
Research
Centre

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1. Introduction

1.1 About this report

This methodological report describes the sample preparation, data collection, data processing and reporting aspects of the 2022 Student Experience Survey (SES, 'the survey'), conducted on behalf of the Australian Government Department of Education ('the department') by the Social Research Centre. This report is organised into the following sections:

- Section 1 introduces the survey background, objectives and provides a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase, including changes made to the questionnaire in 2022 and an overview of the institution-specific items.
- Section 5 describes the data preparation process.
- Section 6 documents the final dispositions and response rate.
- Section 7 presents an analysis of response.
- Section 8 outlines key learnings and considerations for future iterations of the SES.

1.2 Background

The SES is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. In 2015, the SES replaced the University Experience Survey (UES), which was a government-commissioned survey administered by Graduate Careers Australia (GCA) from 2011 to 2014. For a more detailed history of the SES and its predecessor instruments, see the **2017 SES Methodological Report.**

1.3 Objectives

The broad aim of the SES is to measure the higher education experiences of commencing and later year students including perceptions regarding the quality of teaching and overall satisfaction. The development, collection and reporting of these measures provides a national framework for collecting feedback on the higher education student experience.

The specific research objectives of the SES are to measure the following five key aspects of the student experience:

1. Skills development.
2. Learner engagement.
3. Teaching quality.
4. Student support.
5. Learning resources.

The information collected helps higher education institutions and the government improve teaching and learning outcomes and provides the source data for the ComparED website. The ComparED website informs the choices of prospective students by facilitating a comparison of official study experience and outcomes data from Australian higher education institutions, at the study area level within institution.

Responses to specific modules in the survey also help the department ascertain perceptions of freedom expression on campus and better understand the international student experience at higher education institutions in Australia.

1.4 Overview

Undergraduate and postgraduate coursework students in their first or final year of study at a participating Australian higher education institution were invited to take part in the 2022 SES.

A total of 141 higher education institutions participated in the 2022 SES, including all 42 universities and 99 non-university higher education institutions (NUHEIs). Historically, the SES was conducted once per year in August. A secondary round, conducted in early September, was introduced in 2017 to accommodate institutions with non-traditional academic calendars. In 2022, 110 institutions participated in the August collection round and 31 institutions participated in the September collection round.

Sample for the survey was mainly sourced from the Tertiary Collection of Student Information (TCSI) data submission platform, whilst the participating higher education institutions provided information such as contact details. A **Collection and Sample Guide** (refer to Appendix 1) was provided to institutions to help with their administration of the survey. The 2022 SES survey instrument remained largely consistent with previous years.

The survey was fielded online in English only. Invitations were sent by email, with subsequent reminders sent by email and SMS. Participating institutions could also commission additional reminder calls after the conclusion of the main online fieldwork period ('post field reminder calls'). Surveys completed as a result of post field reminder calls are included as completed surveys in this report.

Table 1 provides an overview of key statistics for the participating institutions. In total, 695,654 students were approached with 631,949 identified as in-scope to participate in the SES. A total of 233,916 online surveys were completed (unique student respondents) across the August and September collection rounds, giving a total response rate of 37.0% per cent.

The analytic unit for the SES is the course, rather than the student, so after adjusting for students completing double degrees, a total of 247,964 surveys were completed at the course level.

Table 1 Key project statistics

Category	University	NUHEI	Total
Participating institutions (n)	42	99	141
Total sample (n)	633,206	62,448	695,654
In-scope sample approached (n)	575,884	56,065	631,949
Surveys completed (student level)	213,296	20,620	233,916
Response rate (%)	37.0	36.8	37.0
Surveys completed (course level)	227,308	20,656	247,964

Note: For the purpose of QILT projects, 'response rate' is defined as surveys completed (unique student level) as a proportion of in-scope sample approached, where in-scope sample approached excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.

1.5 Project milestones

Table 2 provides a summary of the key project milestones for the 2022 SES.

Table 2a Key project milestones

Task: Establishment	**2022 SES**
Questionnaire development	30-May-22 to 28-Jun-22
Sample preparation	8-Jun-22 to 1-Jul-22

Table 3b Key project milestones

Task: Fieldwork August round	**2022 SES**
Soft launch main online fieldwork	26-Jul-22
Start main online fieldwork	28-Jul-22
Main online fieldwork closes*	28-Aug-22
Post field reminder calls†	29-Aug-22
Fieldwork closes†	13-Sep-22

Table 4c Key project milestones

Task: Fieldwork September round	**2022 SES**
Soft launch main online fieldwork	06-Sep-22
Start main online fieldwork	08-Sep-22
Main online fieldwork closes*	09-Oct-22
Post field reminder calls†	10-Oct-22
Fieldwork closes†	17-Oct-22

Table 5d Key project milestones

Task: Reporting	**2022 SES**
Draft data and documentation to the department	18-Nov-22
Draft National Report to the department	25-Nov-22

Task: Reporting	2022 SES
Final data and documentation to the department	25-Nov-22
Methodological Report to the department	12-Dec-22
Draft International Report to the department	23-Dec-22
Final National Report to the department	23-Dec-22
Data files and Tableau report to institutions	13-Jan-23
Final International Report to the department	27-Jan-23

* Institutions that did not opt for post field telephone reminders.

† Institutions that opted for post field telephone reminders.

2. Sample preparation

2.1 Target population

The in-scope population consisted of commencing and later year onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions. As introduced in 2020, the in-scope population also included students who intended to study onshore but were offshore at the time of the survey's administration due to ongoing COVID-19 related reasons.

If a student was enrolled in multiple courses concurrently, the major course was determined by prioritising postgraduate coursework over undergraduate enrolments, then selecting the course with the highest aggregated student load (E339), at the highest course level (E310) if there was a tie, and in alphabetical order if there was still a tie.

2.1.1 Commencing students

To qualify as commencing students, sample members must have been in the first year of their course and meet the following criteria:

- enrolled in an undergraduate or postgraduate by coursework course,
- studying onshore, or had intended to study onshore but were located offshore due to COVID-19 restrictions, and
- enrolled in and completed at least one full teaching period.

2.1.2 Later year students

Conceptually, later year students are those in the final year of their studies and studying onshore. However, in the sampling frame there is no indicator which can be used to identify students who are about to complete their studies. Instead, an estimate of course duration, derived from a number of existing sample variables, is used to identify completing students.

In principle, student progression can be estimated by calculating the ratio of 'cumulative EFTSL (Equivalent Full-Time Student Load) completed successfully' (E931) 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 of 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, two ratios are designed to identify later year full-time and part-time students:

- Full-time students, in a three-year course, qualify as later year students if their cumulative EFTSL is 83 per cent of the total EFTSL for the course.
- Part-time students qualify as later year students 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 institutions with less typical course structures.

Note, the above estimates are applied to university student populations only. For NUHEIs, all sample members not identified as commencing students are considered later year students and considered in scope for the SES.

2.2 Institutional participation

The scope of the 2022 SES comprised all Australian higher education institutions, including non-HESA institutions (as introduced in 2020).

All institutions that had previously participated in the QILT surveys, along with newly-registered institutions were invited to participate in the SES via the **Participation and Additional Services Form** ('PASF', see Section 3.1.2). Invitations to complete the PASF were emailed to all primary institutional contacts approximately two months prior to the commencement of the August round.

A total of 141 institutions participated in the 2022 SES, including 42 universities and 99 NUHEIs. Refer to Appendix 2 for a list of participating institutions.

2.3 Sample frame

Up until 2019, the SES used a centralised approach to sampling based on Submission 1 data extracted from the Higher Education Information Management System (HEIMS). Full population templates were used in 2020 and 2021 to source the sample directly from institutions due to delays in TCSI migration. Given that most institutions were reporting to TCSI by 2022, a centralised approach was resumed, and the sample population was sourced from TCSI.

Institutions are able to enter course completion data to TCSI on a continual basis. For the purpose of extracting the SES sample, an agreed cut-off date for all enrolment data to be entered into TCSI was communicated to institutions. This date was around one week prior to the distribution of institution sample files.

Institutions that had not yet fully migrated to TCSI or had missing enrolment data in TCSI were offered a full population template to provide part, or all, of their sample. The full population template ensured that all institutions could submit TCSI-consistent data elements for survey execution and reporting.

Commencing students with a Course of study commencement date (E534) up to and including 31 May 2022 were invited to participate in the survey. To account for a potential increase in the number of commencing students approached that had not yet completed at least one full teaching period, the screening questions in Module A were modified to screen out students who had not completed at least one teaching period at the commencement of the data collection period. Refer to Section 4.3 Changes from 2021 for more information about these new screening questions.

2.3.1 Additional populations

Institutions were provided with the opportunity to include out-of-scope student populations such as offshore or middle-year students as additional populations in the SES on a fee-for-service basis. In 2022, 15 institutions included additional populations (12 universities and three NUHEIs). This is a slight decrease from the 17 institutions who elected to include additional populations in the 2021 SES. These additional populations included middle years, offshore, foundation, non-award course and enabling students. Additional populations are not included in the **SES National Report** and do not appear in results presented in this report.

2.4 Sampling preparation overview

Over time, the Social Research Centre has developed a streamlined sample preparation and processing system designed to reduce burden on institutions and maximise the efficiency of internal workflows.

Detailed information regarding the SES sampling process was available to institutions in the **Collection and Sample Guide** (see Appendix 1). The guide was provided to institutions ahead of sample preparation and outlined:

- the timeline for sample provision
- data elements required, including essential and optional fields
- processes for inclusion of additional populations, and
- steps for flagging the in-scope population.

The sampling process for the 2022 SES is summarised below.

2.4.1 Sample template distribution

For the 2022 SES, the department provided an extract of all TCSI submissions from institutions to the Social Research Centre. The Social Research Centre then reviewed this extract to identify records eligible to participate in the SES. Sample counts by institution were checked against historical submissions to ensure all expected TCSI submissions were included in the extract.

Following this, individual sample files ('TCSI template') were distributed to institutions to verify and populate.

Some institutions were still in the process of migrating to TCSI or did not have all their course enrolment data submitted to TCSI. To ensure all in-scope records were included, these institutions were provided with a full population template to record enrolments not present in the TCSI extract. Two versions of the full population template were available: one for universities; and a truncated version for NUHEIs excluding EFTSL-related data elements, as these were not required for non-university institutions.

Institutions were asked to complete the templates as per the instructions in the Collection and Sample Guide and return the sample to the Social Research Centre for verification.

2.4.2 Sample template submission and population frame creation

Institutions populated all essential data elements in the template for all currently enrolled students at the institution and returned the completed template to the Social Research Centre for processing.

Essential elements in the TCSI template consisted of expected course completion date, location information and student contact details (see Appendix 1, Table 2 for a complete list of essential and optional variables in the 2022 TCSI template).

Essential elements in the full population template included institution and course details, demographic details, EFTSL-related variables in the case of universities, and student contact details (see Appendix 1, Table 3 for a complete list of essential and optional variables in the 2022 full population template).

Submitted templates were then combined to create the population frame for the 2022 SES.

2.4.3 Sample review and selection

The Social Research Centre reviewed and verified the returned template files, applying exclusion rules, derivations and flagging students meeting any additional population definitions to create a final population file for each institution.

Universities were sent a summary of the STAGE calculation and the onshore/offshore flagging applied to their sample.

All institutions were also provided with a workbook containing their final in-scope sample selections for their review. These actions ensured that any sampling or scope-related queries were resolved before fieldwork commenced.

2.4.4 Institution level targets

The Social Research Centre set targets for completed surveys for each of the 45 study areas within each institution and determined the number of selections by stratum in accordance with a sample design agreed in consultation with the department.

2.4.5 Derivations and exclusions

2.4.5.1 Derivations

Several 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) – flagged ‘the major course’ in which students were enrolled for inclusion in the survey.
- Commencing student indicator (E922), flagging students with a commencement date (E534) in the current year.
- Cumulative EFTSL completed successfully (E931).
- Groups excluded from the SES sample frame (EXCLUDE) – see the next section below.
- Extra quota group flag (EXTQUOTA) – identified additional populations for inclusion in the SES on a fee-for-service basis, along with the extra quota group description (EXTQUOTD).
- Commencing and final year student flag (STAGE) – undergraduate and postgraduate coursework students who met the agreed ‘commencing’ and ‘later year’ definitions.
- Sample frame categories (STRATA).
- 21, 45 and 73 study areas derived from E461 (AREA1, AREA451 and AREA731) and E462 (AREA2, AREA452 and AREA732).

2.4.5.2 Sample exclusions

Unless specifically identified for inclusion in the SES as an Additional Population (see Section 2.3.1), records 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)
- offshore international students (broadly E358=5, see the following section for adjustments due to COVID-19)
- students in the middle of their course (i.e. not ‘commencing’ or ‘later year’)
- a minor course for students with a concurrent enrolment (E331=3), or
- part of a stratum in which six or fewer students were enrolled.

Sample exclusions for NUHEIs closely matched the procedures for universities except for the inclusion of middle year students in the 'later year' student definition, and the size of the strata included in the sample frame.

2.4.6 Sample processing quality assurance

Upon receipt of an institution's populated template file, the Social Research Centre undertook a range of validation checks. Issues identified within a populated template file were documented, feedback was provided, and the institution was asked to submit a revised version of the file. This process continued for each file until all required validation checks were passed.

Quality assurance checks were undertaken in several stages, as follows:

- manual naming of the returned file to meet version control conventions,
- archiving an original reference copy of each returned file version,
- a basic visual inspection of the file to ensure it aligns with the required format for automated checks,
- processing the file through an automated sample checking script (the 'auto-checker'). The auto-checker generated a summary report of the file structure, adherence to variable standards, completeness of the returned sample, record scoping, unit record logic checks, reviewing institution-provided course information against the Social Research Centre's master course list and
- an extensive sample cleaning process on files validated by the auto-checker, before the files were operationalised for fieldwork.

2.4.7 Sample cleaning

In addition to quality assurance and validation checks, the Social Research Centre also undertook an extensive sample cleaning process. The main components of sample file cleaning and manipulation were as follows:

- standardisation of sample return files – including compliance to a standard format,
- email address cleaning (e.g. correct domain formats, identification of non-personal emails, deduping),
- phone cleaning (e.g. leading zeros, country codes),
- name cleaning (e.g. correct capitalisation and salutations),
- address cleaning (e.g. standardisation of state), and
- various institution-specific corrections.

2.4.8 Offshore status adjustments due to COVID-19

Historically, offshore students were excluded from the SES in-scope population. However, as described in the **2021 SES Methodological Report**, students intending to study in Australia but eventually located offshore due to the ongoing impacts of COVID-19 remain a key demographic area of interest in the survey. To ensure that these students were included in the in-scope population, institutions were asked to provide students' intended location in the "IntendedLocation" variable, and this was used in combination with E358 (Citizen resident code) to determine their final offshore status for the purposes of the SES. Where students intended to study onshore but were currently flagged as code 5, residing outside of Australia, in E358, they were treated as onshore students for the purposes of the 2022 SES. Students' onshore/offshore status was recorded in the variable OFFSHORE. As shown in Table 3, this affected 5,443 records flagged with E358=5.

Table 6 Citizen/resident indicator (E358) by final offshore status

Citizen/resident indicator (E358)	Onshore	Offshore
1. Australian citizen	502,703	358
2. New Zealand citizen	6643	84
3. Permanent visa	17,686	156
4. Temporary entry permit	156238	3941
5. Residing outside Australia	5,443	0
8. Permanent humanitarian visa	2304	6

2.4.9 Sample review and selection

2.4.9.1 Stratum parameters

Strata for the SES are defined on the basis of institution, study area, course level (i.e. undergraduate or postgraduate coursework) and stage of studies (i.e. commencing, middle years or later year).

While the ComparED website reports SES results based on institution, course level and 21 study areas to maximise the extent to which data can be reported, the SES sample design is based on 45 study areas. This design seeks to maximise representativeness within the 21 study areas reported on the ComparED 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) is used to assign courses undertaken by students in combined / double degrees to a second study area variable.

Students in combined / double degrees are allocated to the study area stratum with the fewest students. For example, a student in an Arts / Law course is typically allocated to a Law rather than an Arts stratum (with greater number of students). Students still answer the SES for both degrees but for the purpose of operational strata allocation and progress reporting they count towards Law.

2.4.9.2 Setting strata targets

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

See Appendix 4 for details of the method used to derive the target number of completed surveys by stratum for the 2022 SES. When this information is overlaid with historical response rates it is apparent that the response rate target is aspirational for many strata.

Table 4 shows the number and proportion of strata in each target response rate band for university and NUHEI undergraduates and postgraduates. At the ±7.5 per cent level, less than half (47.9 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.

For university postgraduate coursework, NUHEI undergraduate and NUHEI postgraduate coursework strata, the proportion of strata with an ‘achievable’ response rate is 27.2, 15.7 and 14.3 per cent

respectively. Overall, aspirational stratum level response rates were higher for NUHEIs, relative to universities.

Table 7 Strata count by target response rate category (±7.5 per cent precision)

Response rate category	University UG n	University UG %	University PGCW n	University PGCW %	NUHEI UG n	NUHEI UG %	NUHEI PGCW n	NUHEI PGCW %
100%	25	2.3	59	6.7	39	15.3	37	31.1
75% to 99%	219	20.4	293	33.2	104	40.8	44	37.0
50% to 74%	314	29.3	290	32.9	72	28.2	21	17.6
25% to 49%	325	30.3	196	22.2	33	12.9	9	7.6
Less than 25%	189	17.6	44	5.0	7	2.7	8	6.7
Total strata	**1,072**	**100.0**	**882**	**100.0**	**255**	**100.0**	**119**	**100.0**
Net 'achievable' (<50%)	514	47.9	240	27.2	40	15.7	17	14.3

2.4.9.3 Selections

As a result of the sample design, the SES is effectively a census of all commencing and later year students at all universities and NUHEIs, with the exception of the University of Melbourne and University of Western Australia, where a random sample of in-scope students was selected.

Where an institution requires a sample of greater than 90 per cent of students, a census is 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 2022 SES was 695,654, comprising 633,206 university students (449,413 undergraduates and 183,793 postgraduate coursework students) and 62,448 NUHEI students (42,253 undergraduates and 20,195 postgraduate coursework students).

2.4.10 Institution level targets

Appendix 5 shows that target response rates for the 2022 SES differed greatly by individual university, from a low of 22.7 per cent to a high of 50.1 per cent. Response rate targets were aspirational and designed to shift institutions towards maximum reportability and representativeness. Response rate targets as presented to institutions were 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 (i.e. a higher level of precision than is required for stratum-level reporting of results).

By way of an example, Table 5 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 19.5 per cent but the stratum level target response rate varies widely from 100.0 per cent to 14.1 per cent.

This institution could easily reach an overall response rate of 19.5 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 unlikely at an individual stratum level, even institutions appearing to have an ‘easy’ overall response rate target may still fail to meet reporting thresholds for individual study areas.

Table 8 Example of response rate targets for an institution with high student numbers and few study areas

Corresponding Study Area	Sample n	Target n	Required response rate (%)
Natural & Physical Sciences (Stratum 1)	43,618	6,170	14.1
Biological Sciences (Stratum 3)	584	209	35.8
Medical Science & Technology (Stratum 4)	1,867	327	17.5
Computing & Information Systems (Stratum 5)	22	22	100.0
Architecture & Urban Environments (Stratum 12)	4,228	695	16.4
Agriculture & Forestry (Stratum 14)	5,860	2,218	37.8
Environmental Studies (Stratum 15)	928	161	17.3
Dentistry (Stratum 21)	49	38	77.5
Business Management (Stratum 29)	4,070	582	14.3
Management & Commerce – Other (Stratum 31)	252	207	82.1
Humanities incl. History & Geography (Stratum 34)	12,244	1,756	14.3
Art & Design (Stratum 42)	1,261	628	49.8
Music & Performing Arts (Stratum 43)	1,541	404	26.2
Communication, Media & Journalism (Stratum 44)	146	113	77.9
Total	**12,831**	**2,507**	**19.5**

Table 6 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 several study areas. Targets range from a low of 24.1 per cent to a high of 87.5 per cent with an overall required response rate of 45.9 per cent. Institutions showing this pattern of response rate targets are typically in regional areas where a variety of courses are offered.

Table 9 Example of response rate targets for an institution with low student numbers and many study areas

Corresponding Study Area	Sample (n)	Target (n)	Required response rate (%)
Biological Sciences (Stratum 3)	78	66	85.0
Medical Science & Technology (Stratum 4)	500	359	71.9
Health Services & Support (Stratum 16)	86	58	67.5
Medicine (Stratum 18)	72	54	75.0
Nursing (Stratum 19)	850	205	24.1
Physiotherapy (Stratum 23)	1,152	565	49.0
Teacher Education - Early Childhood (Stratum 26)	158	98	62.3
Teacher Education - Primary & Secondary (Stratum 27)	762	230	30.2
Accounting (Stratum 28)	213	119	55.7
Business Management (Stratum 29)	133	116	87.0
Sales & Marketing (Stratum 30)	693	572	82.5
Management & Commerce – Other (Stratum 31)	209	163	77.9
Humanities incl. History & Geography (Stratum 34)	369	154	41.8
Social Work (Stratum 36)	81	71	87.5
Psychology (Stratum 37)	52	44	84.6
Law (Stratum 38)	468	223	47.6
Sport & Recreation (Stratum 41)	125	110	87.5
Communication, Media & Journalism (Stratum 44)	312	216	69.0
Total	**7,427**	**3,406**	**45.9**

3. Survey design and procedures

3.1 Institutional engagement

To build institutional engagement with the SES, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing and responsiveness. The Social Research Centre's institutional engagement strategy for the 2022 SES is described in this section and included:

- Planning resources such as the QILT **Key Dates Calendar and Collection and Sample Guide**.
- Communications inviting institutions to participate in the SES.
- Webinars and newsletters.
- An ongoing dialogue with survey managers to build rapport, including the offer of support during field.
- Supporting institutions to undertake response maximisation activity, such as awareness-raising emails, social media posts and lecture slides, through the **Collection and Sample Guide** and **Marketing Pack** (see Section 3.2).

3.1.1 Planning resources

The Social Research Centre provided planning resources to support institutions in participating and publicising the SES, allow for forward planning of institution resources and to ensure project milestones were delivered to schedule.

The **QILT Key Dates Calendar** (see Section 1.5) was accessible via the QILT provider portal and contained an overview of the 2022 SES project milestones. The calendar was kept up to date year-round with any project schedule adjustments.

A **Collection and Sample Guide** was made available to institutions via the QILT provider portal prior to the 2022 SES. A notification email was sent to all institutions advising of the release. The **Collection and Sample Guide** provided a stand-alone source of information to introduce the SES, provide timelines, outline the sample process, describe participation in the study, provide resources to assist in student engagement, outline response maximisation procedures and contact protocols, and document general conduct of the SES. The **2022 SES Collection and Sample Guide** (August round) is provided at Appendix 1. A separate version with relevant dates was distributed to institutions participating in the September round.

3.1.2 Invitation to participate

As noted in Section 2.2, prior to the 2022 SES, the Social Research Centre sent an email to all key contacts at each institution. The email asked recipients to confirm their institution's participation in the respective collection round and provide up to date contact information via the PASF. Institutions were also asked to nominate additional fee-for-service activities. The 2022 SES included the following fee-for-service activities:

- Additional populations (see Section 2.3.1);
- Institution-specific items in the SES questionnaire (see Section 4.4.1);
- Additional SMS (see Section 3.3.4.1); and
- Post field reminder calls (see Section 3.3.4).

3.1.3 Webinars and newsletters

As part of the institutional engagement strategy, a series of webinars and newsletters was provided to institutions throughout the 2022 SES collection. Newsletters were sent monthly covering information related to key QILT survey milestones, acting as a regular point of contact with institution contacts who subscribed.

A series of webinars was presented for institutions on a near monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process and to share technical, methodological and analytical insights. To ensure continued engagement and relevance, institutions were consulted to inform topics of interest for future webinars. Webinars relating directly to the 2022 SES covered topics such as sample preparation, response maximisation, fieldwork progress and analysis of prior year results.

3.1.4 Ongoing dialogue with institutions

An open dialogue with survey managers was maintained throughout the 2022 SES to build rapport, offer support, discuss fieldwork performance and better understand key issues that could impact the SES. The following engagement activities were conducted to connect with institutions:

- **Institutional outreach:** telephone contact was attempted with all participating universities and selected NUHEIs during fieldwork for the 2022 SES. A follow up email was sent when contact with an institution could not be made by telephone (e.g. following a voicemail). To assist with response maximisation, priority was given to contacting larger institutions and institutions with particularly high or low response rates.
- **Respondent Engagement Survey (RES):** A brief survey was sent to institution contacts after each fieldwork period, with a total of 64 institutions participating in the 2022 SES RES. The RES collected data to inform analysis on response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using the **2022 SES Marketing Pack**.

In addition to these activities, the QILT research, administration and consulting teams were in regular communication and contact with institutions to maintain a high level of engagement.

3.2 Student engagement

In addition to the **Collection and Sample Guide**, a **Marketing Pack** was provided to institutions to assist with student engagement activities Feedback from survey managers via the previous year's RES and other channels was reviewed to ensure materials best met institutional needs. All marketing materials referred students to either the QILT website, the Social Research Centre website, the SES helpdesk email address or SES helpdesk 1800 number for the purpose of contacting the Social Research Centre with any queries. A SES **Marketing Pack User Guide** was included with the **Marketing Pack** to provide information for, and examples of, the intended use of the marketing materials.

The **Collection and Sample Guide** for both rounds of the 2022 SES included further marketing information and an Engagement Activity Plan. The Engagement Activity Plan proposed a marketing campaign schedule that was aligned to the relevant SES fieldwork period and paired engagement activities with the appropriate **Marketing Pack** resource. The **Collection and Sample Guide** and the **Marketing Pack User Guide** are included at Appendix 1.

3.3 Contact protocol

The 2022 SES employed an extensive protocol of contact attempts, including an email invitation, ten email reminders and three SMS reminders. Additionally, institutions could opt-in to an extra SMS and/or post-field reminder calls on a fee-for-service basis. In each mode of contact there was provision to opt-out or unsubscribe from future contact, in alignment with obligations under the Australian Communications and Media Authority (ACMA) Spam Act. Students could also opt-out by contacting the SES helpdesk.

Table 7 shows the date of contact activity, as well the number of emails and SMS sent. A copy of the SES email and SMS invitation and reminders is provided at Appendix 6.

Table 10 Invitation and reminder schedule

Round of activity	**Aug-22** Day of send	**Aug-22** Number sent	**Sep-22** Day of send	**Sep-22** Number sent
Email invitation (soft launch)	Tue, 26 Jul	234,716	Tue, 6 Sep	26,286
Email invitation (Main launch)	Thu, 28 Jul	234,716	Thu, 8 Sep	26,286
Email reminder 1	Sat, 30 Jul	240,994	Sat, 10 Sep	29,239
Email reminder 2	Mon, 1 Aug	240,821	Mon, 12 Sep	29,245
Prize draw 1 closed	Mon, 1 Aug	N/A	Mon, 12 Sep	N/A
Email reminder 3	Thu, 4 Aug	252,488	Thu, 15 Sep	27,064
Email reminder 4	Mon, 8 Aug	226,735	Mon, 19 Sep	28,391
SMS 1	Mon, 8 Aug	404,074	Mon, 19 Sep	55,892
Prize draw 2 closed	Mon, 8 Aug	N/A	Mon, 19 Sep	N/A
Email reminder 5	Wed, 10 Aug	214,954	Wed, 21 Sep	27,403
Open up email reminders to Email 3 and Email 4 if available	Mon, 15 Aug	N/A	Mon, 26 Sep	N/A
Email reminder 6	Mon, 15 Aug	209,917	Mon, 26 Sep	27,154
SMS 2	Mon, 15 Aug	351,982	Mon, 26 Sep	49,342
Prize draw 3 closed	Mon, 15 Aug	N/A	Mon, 26 Sep	N/A
Email reminder 7	Fri, 19 Aug	203,783	Fri, 30 Sep	27,305
Email reminder 8	Mon, 22 Aug	201,133	Mon, 3 Oct	27,174
Prize draw 4 closed	Mon, 22 Aug	N/A	Mon, 3 Oct	N/A
SMS 3	Mon, 22 Aug	318,672	Mon, 3 Oct	42,241

Round of activity	Aug-22 Day of send	Aug-22 Number sent	Sep-22 Day of send	Sep-22 Number sent
Supplementary reminder±	Thu, 25 Aug	207,365	Thu, 6 Oct	29,759
SMS Fee-for-service	Thu, 25 Aug	65,393	Thu, 6 Oct	14,856
Email reminder 9	Sat, 27 Aug	207,269	Sat, 8 Oct	25,942
Online fieldwork closes*	Tue, 30 Aug	N/A	Tue, 11 Oct	N/A
Post-field reminder calls commenced†	Wed, 31 Aug	N/A	Wed, 12 Oct	N/A
Fieldwork closes†	Tue, 14 Dec	N/A	Tue, 22 Mar	N/A

* For institutions which did not commission post field telephone activities (i.e. reminder calls or full CATI surveys).

† For institutions which commissioned post field telephone activities.

± A supplementary email was sent in the final week of fieldwork due to low response.

3.3.1 Email invitation and reminders

At the beginning of each round within the 2022 SES collection cycle, the Social Research Centre sent an invitation to participate in the survey to all in-scope sample members. The invitation email advised of their selection in the SES, summarised the survey objectives, outlined privacy provisions and communicated the value of participation. The invitation and reminders included a unique link that took the students directly into their survey. All emails referred to the QILT and SES webpages for further information about the SES, privacy provisions and prize draw terms and conditions. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence.

In the email template design, consideration was given to the display of emails on different devices and how this could alter communication of message intent. Core message themes were communicated in subject lines and above the ‘start survey’ button, whilst content supplementary to the core theme was placed in the lower half of the email body. This made the ‘start survey’ button visible without the student having to scroll down, enhancing user experience. Figure 1 and Figure 2 (on the following pages) illustrate the appearance of the invitation on screen for students on desktop and mobile devices.

Figure 1 Example SES invitation email - Large screen device

Dear Blair,

We would like to invite you to the 2022 Student Experience Survey, where you can let future students across Australia know about your experiences of the Bachelor of Business (Accounting) at the Social Research Centre.

Based on feedback from students like you, institutions have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities. Whilst your studies may have been impacted by COVID-19, your views are more important than ever.

Please spend 10 minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

Start survey now

Complete the survey by Monday 1 August to have four chances to win $1,000.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best with your studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
https://insights.srcentre.com.au/mrWeb/mrWeb.dll?I.Project=SRC2523&I.user1=1&Username=221225327&Password=JUBBF9&I.user2=1

QILT Quality Indicators for Learning and Teaching

Conducted by: Social Research Centre

Funded by: Australian Government

Privacy | Prize Draw T&Cs | FAQs | Official site

This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to blair.johnston@srcentre.com.au

Opt out

Figure 2 Example SES invitation email - Small screen device

Dear Blair,

We would like to invite you to the 2022 Student Experience Survey, where you can let future students across Australia know about your experiences of the Bachelor of Business (Accounting) at the Social Research Centre.

Based on feedback from students like you, institutions have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities. Whilst your studies may have been impacted by COVID-19, your views are more important than ever.

Please spend 10 minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

Start survey

Complete the survey by Monday 1 August to have four chances to win $1,000.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best with your studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
https://insights.srcentre.com.au/mrIWeb/mrIWeb.dll?
I.Project=SRC2523&i.user1=1&Username=221225327&Password=JU98F9&i.user2=1

QILT Quality Indicators for Learning and Teaching
Conducted by: Social Research Centre
Funded by: Australian Government

Privacy | Prize Draw T&Cs | FAQs | Official site

This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to blair.johnston@srcentre.com.au

Opt out

The email schedule was comprised of an invitation followed by up to ten email reminders. Sample members who had completed the survey, those who were disqualified from participating (i.e. screened out because they were not eligible) or who had unsubscribed, were removed from the next scheduled email reminder.

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation. To enhance the respondent experience, all emails and SMS included a unique survey link which enabled respondents to enter their survey directly. The following email send and bounce outcome protocol was used for the 2022 SES:

1. Invitation email sent to both the Email 1 and Email 2 fields:

a. If both addresses failed (i.e. hard bounce) and Email 3 was available, then Email 3 was used.

b. If Email 3 failed and Email 4 was available, then Email 4 was used.

Provided at least one of the email addresses available was valid, all students would have been sent an email invitation.

2. For students with a failed outcome for all available email addresses:

    a. The survey remained accessible throughout field by logging in or authenticating via the SES landing page on the QILT website.

    b. They would have received at least one form of contact if a mobile number was available for them (i.e. they were included in SMS activity as described in Section 3.3.3).

    c. They may have been contacted if a phone number was provided for them and they were selected for post-field reminder calls (i.e. they were included in post-field reminder activity as described in Section 3.3.4).

        When contacted by SMS, the student could access the survey directly via the unique link provided within the SMS. When contacted via a post-field reminder call, students were provided the option of receiving an email containing a unique survey link.

    d. They would not have received contact about the survey if a mobile number was not available for them or if they were not selected for post-field reminder calls.

3. From reminder six onwards, students for whom Email 1 or Email 2 did not fail, emails were sent to Email 3 and Email 4 if available.

    As a result, provided that all four addresses available were valid, sample members eligible for reminder six received an email to each valid email address for each remaining round of activity.

The overarching objective of the email plan was to appeal to a wide and diverse audience. As such, the theme, length and tone of each email varied. All emails featured text customised to the student and the content differed throughout the reminder schedule, mentioning average survey duration, confidentiality provisions and prize draw information where relevant. To minimise the risk of complaints due to contact fatigue, Reminder 6 highlighted the unsubscribe mechanism. The message intent for the SES emails is summarised in Table 8.

Table 11 2022 SES email plan message theme

Round of activity	Message theme
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important, you are from a unique group of students
Reminder 2	Encourage early completion with prize incentive, appreciate if you could spare the time, need more responses from your institution and study area
Reminder 3	Recognise student may be busy, emphasise how institutions can use findings to improve
Reminder 4	Grateful if you could spare the time to give feedback to benefit future students, have your say, prize incentive
Reminder 5	Help improve the Australian Government's understanding of COVID-19 on student experience

Round of activity	Message theme
Reminder 6	Empathetic tone, acknowledge frequency of contact, improve course offerings at institution
Reminder 7	Recognise student may be busy, reflect on your higher education experience to benefit current and future students
Reminder 8	Final prize draw closes tonight, still need to hear from more students from your course
Supplementary Reminder±	Survey closes soon, support continuous improvement of higher education in Australia
Reminder 9	Last appeal, final chance to complete, help improve the Australian Government's understanding of the student experience

± A supplementary email was sent in the final week of fieldwork due to low response.

A breakdown of email send outcomes by round of activity is provided in Table 9 and Table 10.

During the 2022 SES collection cycle, major companies including Apple introduced new email security measures that prevented email senders from using tracking pixels to measure open rates. This change rendered traditional email Key Performance Indicators (KPIs), such as open rates, as increasingly flawed metrics and made monitoring these KPIs more difficult. Due to these changes, ‘clicked on link’ provides an alternative effectiveness measure. The invitation remained the most effective email in the schedule with the highest and second highest ‘clicked on link’ rate in September and August respectively. As could be expected, ‘clicked on link’ rates generally trended down with each subsequent reminder. An exception to this can be seen at Reminder 4, which recorded a higher ‘clicked on link’ rate than the preceding reminder across August and September. Reminder 4 emphasised the upcoming prize draw in both the subject line and message body, and was sent on the same day as the first SMS, which may have contributed to the higher click-through observed for this activity. To accurately analyse ‘clicked on link’ rates in future rounds of the SES, consideration should be made towards implementing a more sophisticated effectiveness measure.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2022 SES collection cycle was low. This indicates that at the national level, the quality of contact details provided was good and that the Social Research Centre-instigated email cleaning processes were effective. Additionally, opt-outs were less than one per cent at each send, suggesting the nature of the survey and the timing of sends were not a concern for students.

Table 12 Email send outcomes by round of activity (August round)

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	Supp	R9
Total sent (n)	605,572	567,481	529,483	494,857	474,272	438,150	424,425	402,046	390,165	372,566	366,765
Opened (%)	60.8	57.4	54.4	48.8	52.0	50.8	50.3	49.1	48.2	44.1	43.2
Clicked on link (%)	8.3	8.7	6.7	4.5	5.9	3.3	3.6	3.4	2.6	1.1	2.3
Opt-out from link (%)	0.3	0.4	0.5	0.6	0.5	0.7	0.6	0.5	0.4	0.6	0.4
Opened email (%)	52.2	48.3	47.2	43.8	45.6	46.7	46.2	45.2	45.2	42.4	40.5
Unopened (%)	38.8	42.5	45.5	51.0	47.8	49.1	49.5	50.7	51.6	55.6	56.5
Soft bounce (%)[1]	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2
Hard bounce (%)[2]	0.3	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

Table 13 Email send outcomes by round of activity (September round)

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	Supp	R9
Total sent (n)	88,476	83,133	78,407	67,607	70,700	66,554	64,486	61,338	59,650	56,964	55,810
Opened (%)	69.5	64.7	62.5	59.8	59.5	58.6	57.7	55.3	54.2	47.5	53.3
Clicked on link (%)	8.2	7.4	6.3	4.4	5.5	2.8	3.2	3.2	2.7	1.0	2.5
Opt-out from link (%)	0.4	0.4	0.5	0.6	0.5	0.7	0.8	0.5	0.5	0.6	0.5
Opened email (%)	60.9	56.9	55.8	54.7	53.6	55.1	53.7	51.6	51.0	45.8	50.3
Unopened (%)	29.7	35.2	37.3	40.0	40.2	41.2	42.1	44.5	45.6	52.2	46.5
Soft bounce (%)[1]	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Hard bounce (%)[2]	0.7	<0.1	<0.1	<0.1	0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

[1] A soft bounce occurs when an email could not be delivered because of a temporary issue, such as the recipient's mailbox being full or inactive.

[2] A hard bounce occurs when an email could not be delivered for permanent reasons, for example when the recipient's email address does not exist or the recipient's email server has blocked delivery.

3.3.2 International engagement strategy

The Social Research Centre is committed to an International Engagement Strategy with the goal of increasing international student and graduate response, thereby improving the representation of the QILT data.

A customised email plan designed to appeal to the 'international student' identity has been implemented since the 2020 SES collection. Outcomes from the 2021 implementation were reviewed, and learnings applied to the customised email plan prior to the 2022 collection. Applicable insights from the qualitative focus groups conducted with international students at the end of 2021, as mentioned in the **2021 SES Methodological Report** were also integrated to the email plan.

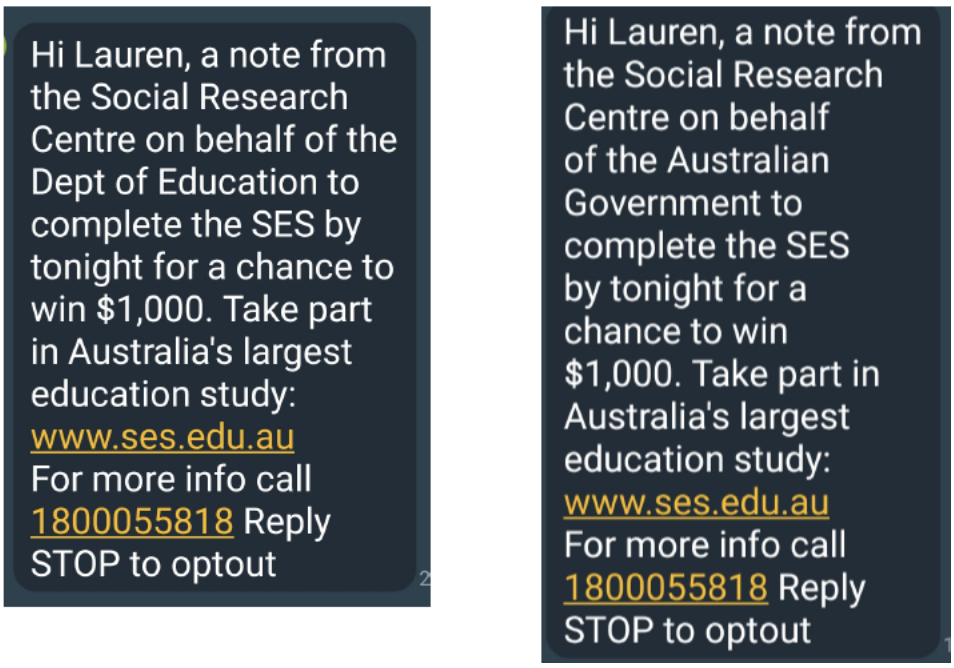
Reminder 5 in the email reminder schedule was customised based on past experimentation and included an image and text designed to appeal to international students compared to the standard image and content used (see Appendix 6 for a copy of the email).

Furthermore, new experimentation was conducted on both the invite and SMS 1 to examine whether text customised to international students fared better (in terms of open and click-through rates) than the standard content.

In August, a noticeably shorter and concise email was tested with 50 per cent of international students, whilst the remaining half saw the regular invite content. The proportion of international students who clicked on the survey link in the email was 3.7 percentage points higher for those who received the experimental email, whilst the completion rate for the international experiment group was also 2.2 percentage points higher. This experiment was repeated again in September and also yielded positive results for the shorter version of the invite. As such this text will be implemented as standard for future SES email plans and across the other QILT surveys where appropriate.

Experimentation regarding sender name was also conducted on SMS 1. Justification for this came from insights raised in the qualitative focus groups mentioned above, where some participants suggested they would recognise the 'Australian Government' more than the 'Dept of Education'. Two versions of the SMS were sent, one identifying the sender as the 'Dept of Education' and the other as the 'Australian Government' (refer to Figure 3). Amongst international students, there was little difference in direct survey completes via SMS (25.8 per cent for 'Dept of Education' vs. 26.1 per cent for 'Australian Government). However, unexpectedly there was a clear preference for 'Dept of Education' amongst domestic students when measured by direct survey completes via SMS (37.7 per cent vs. 34.2 per cent). As such, 'Dept of Education' will be used as the sender name for all future SMS.

Figure 3 International student experimental SMS



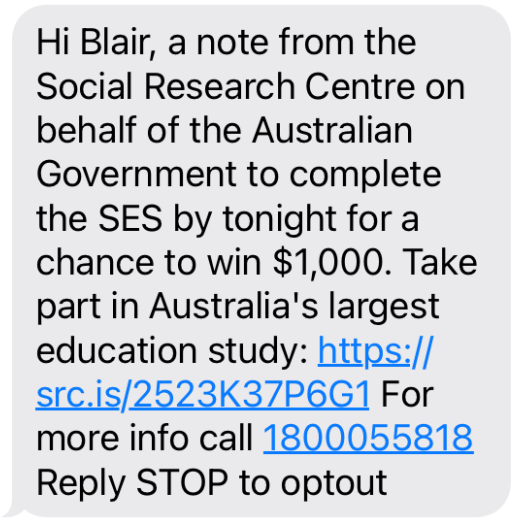
3.3.3 SMS reminders

SMS reminders were used during fieldwork to both compliment the email contact strategy and remedy email deliverability and respondent receptiveness issues that have become apparent across the broader QILT project in recent times. If an institution provided mobile numbers in their sample return, it was considered consent to contact students via SMS.

For the first time on SES, three SMS were sent throughout each round as part of the standard QILT survey methodology. This increased SMS usage was employed as a tool to augment response in response to decreasing respondent receptiveness to historical contact modes such as email. These messages were sent to all in-scope sample members with a valid Australian mobile number who had yet to complete the survey. Those who had already completed the survey or unsubscribed from email activity were excluded from the SMS sends.

The content of the SMS was aimed at driving survey completion and included a direct link to access the online survey, bypassing the need to provide login information. In compliance with the Australian Privacy Principles and the ACMA Spam Act 2003, all SMS messages identified the Social Research Centre as the sender, noted the study the SMS was referring to and had the functionality for recipients to unsubscribe. Sample members who replied ‘STOP’ to the SMS were opted-out of future communications, whilst all other responses were reviewed for further opt-outs and screen-outs. SMS content for all rounds is provided in Appendix 6. A copy of the first SMS message from the August round is provided in Figure 4 below.

Figure 4 Example SMS content



3.3.4.1 Additional SMS

Institutions were offered the opportunity to opt-in to an additional SMS ('F4S SMS') on a fee-for-service basis. The SMS was sent on the Thursday in the final week of field work for each round and featured an abbreviated version of the institution's name (see Figure 5 for an example of the message).

Institutions could choose to send the message to either all survey non-responders with a valid mobile number, or a specific sub-group of their sample that they wished to target within a set budget.

In total, 19 institutions across the two rounds opted to send an additional SMS.

Figure 5 Fee-for-service SMS content

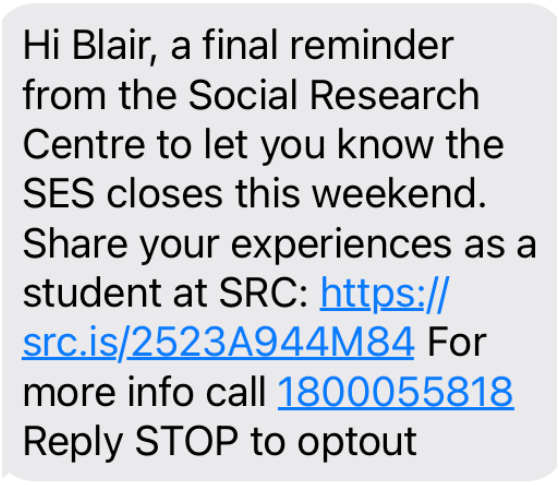


Table 11 on the next page provides a summary of the number of SMS sent and the SMS outcomes. The rate of survey completions directly attributable to each SMS message ranged from 2.4 per cent to 7.0 per cent. Additionally, the F4S SMS in August experienced the highest open rate across all SMS sent (97.2 per cent). This could be due to the fact that the message featured the institution name, thereby piquing respondents' interest and potentially legitimising the survey and QILT brand. These results illustrate the relative receptiveness of sample members to SMS in comparison to more traditional contact modes (like email) and provide justification for implementing a third SMS ('SMS3') as a standard part of the contact protocol in the future. Continued exploration of novel ways to use SMS as a response maximisation tool should also be considered.

Table 14 SMS based follow up activity outcomes

Contact activity	Aug-22 n	Aug-22 %	Sep-22 n	Sep-22 %
SMS1 Sent	404,074	100.0	55,892	100.0
SMS1 Opened	379,472	93.9	52,209	93.4
SMS1 Unopened	18,045	4.5	3,673	6.6
SMS1 Unsubscribed	6,557	1.6	10	0.0
SMS1 Completed via SMS link*	16,266	4.0	1749	3.1
SMS2 Sent	351,982	100.0	49,342	100.0
SMS2 Opened	334,193	94.9	45,231	91.7
SMS2 Unopened	15,119	4.3	2,983	6.0
SMS2 Unsubscribed	7,752	2.2	1,128	2.3
SMS2 Completed via SMS link*	12,400	3.5	1194	2.4
SMS3 Sent	318,672	100.0	42,241	100.0
SMS3 Opened	301,373	94.6	38,840	91.9
SMS3 Unopened	10,616	3.3	619	1.5
SMS3 Unsubscribed	6,680	2.1	896	2.1
SMS3 Completed via SMS link*	22,170	7.0	2863	6.8
SMS F4S Sent	65,393	100.0	14,856	100.0
SMS F4S Opened	63,558	97.2	13,856	93.3
SMS F4S Unopened	261	0.4	454	3.1
SMS F4S Unsubscribed	1,571	2.4	392	2.6
SMS F4S Completed via SMS link*	3,865	5.9	977	6.6

* Student completed survey directly via the SMS link. Due to the large scope of SMS activity, completions that could be indirectly associated with SMS (i.e. SMS prompted student to complete via email link) are not shown and would instead be attributed to other sources of response (refer to Section 7.3).

3.3.4 Post field reminder calls

Post field reminder calls were undertaken as part of a ‘push to web’ response maximisation strategy, designed to encourage online completions. Post-field telephone activity was a fee-for-service option to enable institutions to ‘top-up’ response rates for reporting purposes and their own internal analysis.

Post field reminders were conducted following the close of the main online fieldwork period, with the online survey remaining open for approximately a two-week period (see Table 2) to allow for students of participating institutions to respond following telephone reminder contact. Online survey completions resulting from post field reminder calls were included in national reporting and analysis, as the mode of completion was consistent with online surveys completed as part of the main online fieldwork period.

To qualify for the post field reminder calls, a student was required to meet the following criteria:

- phone number available in the sample,
- not completed the survey,
- not opted-out of the 2022 SES (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the SES helpdesk), and
- met any custom criteria chosen by the institution (e.g. the institution may only want to top up response in certain study areas).

The purpose of post field reminder call activity was to confirm or update the best contact email address for students and ask students to complete the survey online. Table 12 provides a summary of post field reminder call outcomes.

In 2022, a total of eight institutions opted for post field reminder calls. Post field reminder call activity was undertaken for 4.2 per cent of the total sample approached for the 2022 SES. Contact rates were broadly similar between undergraduate and postgraduate coursework sample members. Email addresses were confirmed or updated at a rate of 28.4 per cent for undergraduates and 28.2 per cent for postgraduates. Of the total sample initiated (i.e. where contact was attempted), 4.5 per cent completed the survey directly from the email sent during post field reminder call activity.

Table 15 Post field reminder calls outcome summary

Category	UG n	UG %	PGCW n	PGCW %	Total n	Total %
Total sample initiated	22,425	100.0	6,644	100.0	29,069	100.0
Unusable sample	115	0.5	52	0.8	167	0.6
No contact	15,691	70.0	4,647	69.9	20,338	70.0
Total contact	6,619	29.5	1,945	29.3	8,564	29.5
Collected student's email	6,367	28.4	1,875	28.2	8,242	28.4
Other contact type	252	1.1	70	1.1	322	1.1
Completed directly*	1,042	4.6	252	3.8	1,294	4.5
Completed indirectly†	310	1.4	79	1.2	389	1.3

* Student completed the survey directly via the post field reminder email.

† Given that standard response maximisation initiatives cease at the end of the main online fieldwork period, 'Completed indirectly for post field reminder calls is defined as: student completed the survey by means other than the post field reminder email after being called from post field reminder calls (excludes calls to disconnected phone numbers).

Note: Unusable sample includes wrong numbers, disconnected numbers, not a residential number, fax lines, incoming call restrictions and respondent unreliable.

3.3.5 Fieldwork briefing

Call centre operators selected to work on the 2022 SES post field reminder calls project attended a briefing session delivered by the Social Research Centre project management team. Briefings were conducted prior to the commencement of in field and post field activities in each collection round. Additional briefings were conducted throughout fieldwork as required to meet operational needs. The briefings covered an overview of the SES and QILT, privacy and confidentiality policy, reminder call procedures, and fieldwork timelines.

Each briefing session was followed by a run through of the reminder call script and a training module delivered by the operations team. The training module focused on building skills for respondent liaison and respondent engagement. It made use of interactive learning, utilising call recordings and role-play exercises to tailor response maximisation skills to the SES. The briefing slides are provided at Appendix 7.

3.3.6 Quality control

Quality monitoring techniques were applied and included:

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.
- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of a 'field team handout' document addressing any sample member engagement or data quality issues.
- Maintenance of a Wiki with answers to common student queries.

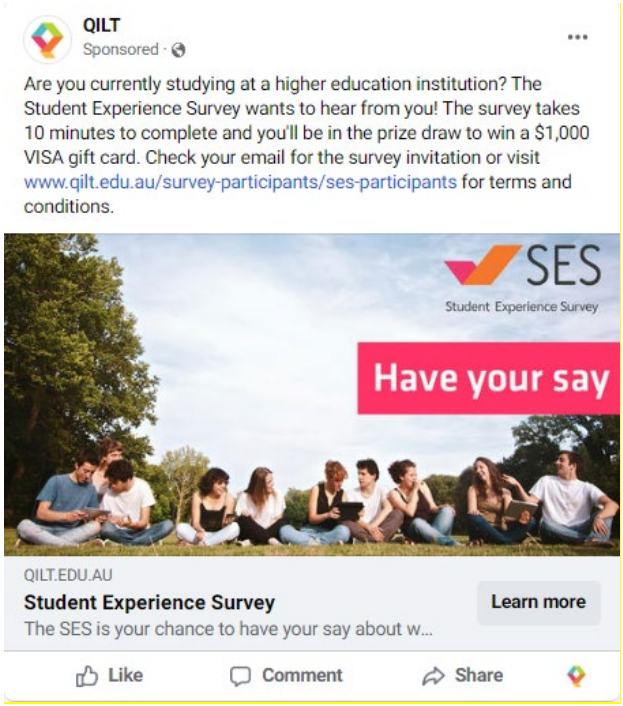
Quality assurance and applicable standards are discussed further at Section 3.4.3.

3.3.7 Social media

A social media advertising campaign was conducted to support the broader SES response maximisation strategy. To support the administration of the campaign, the research and administration teams created an extensive content calendar to plan and schedule posts in advance.

Facebook and Instagram posts were shared on QILT social media accounts (https://www.facebook.com/QILT1, @qilt_src) to build a baseline social media presence. The campaign included paid Facebook and Instagram ads purchased via Facebook Ad Manager that were timed to coincide with key fieldwork dates. Organic (i.e. unpaid) ads were also shared across the same platforms. Ad content was tailored with calls to action appropriate to each period of fieldwork (e.g., referencing a 'chance to win' during the prize draw period) and built upon themes introduced in the email reminder plan. An example paid ad is shown at Figure 6.

Figure 6 Example social media advertisement



Paid ads were used to build awareness of the SES by reaching a larger audience than was possible via organic posts on the QILT social media accounts. Ads were targeted to Facebook and Instagram users aged 18 to 35 who matched a range of interests related to higher education. Example keywords for targeting included ‘university’, ‘international students’ and ‘undergraduate study’. Delivery of the ads was determined by the lowest cost bid strategy and the campaign objective was to drive traffic to the link included in the posts.

Facebook campaign outcomes for the 2022 SES are shown in Table 13. This table presents data for ‘impressions’, that is, the number of times the ad was on screen, ‘reach’, that is, the number of people who saw the ad at least once and ‘link clicks’, that is, the number of people who clicked on the link[1]. The audience skewed towards males who comprised most of the impressions (61.1 per cent), reach (59.7 per cent) and link clicks (62.3 per cent). Future ad campaigns should continue to ensure that content appeals to relevant subsections of the selected audience, such as males, who were underrepresented in the 2022 collection round (refer to Section 7.2).

Table 16 Facebook campaign outcomes by gender

Audience	Impressions n	Impressions %	Reach n	Reach %	Link clicks n	Link clicks %
Total audience	567,426	100.0	257,408	100.0	162	100.0
Female	212,866	37.5	100,736	39.1	57	35.2
Male	346,634	61.1	153,632	59.7	101	62.3
Unknown	7,926	1.4	3,040	1.2	<5	2.5

Note: Results are aggregated from ads displayed on the Facebook and Instagram platforms.

*Includes data that can’t be grouped into other breakdown segments.

[1] https://www.facebook.com/business/help/447834205249495

3.3.8 Email deliverability testing

Following from substantial improvements to the email deliverability testing process for the 2021 SES, email deliverability processes for the 2022 SES focused on maximising student email engagement by ensuring that all emails avoided deliverability to a spam or junk folder. Further, testing was conducted to optimise emails for deliverability to primary inboxes (e.g. 'primary' tab in Gmail, 'focused' inbox in Outlook).

Actions taken to optimise email deliverability included:

- a dedicated Internet Protocol (IP) address range used only by the Social Research Centre for bulk email delivery. The reputation of this range was maintained year-round to keep the IP addresses 'warm'. The dedicated range eliminated risks associated with bulk mailing from a shared IP pool (as was used during the 2020 SES),
- during sample cleaning, email addresses were validated to reduce bounce rates, thereby minimising the degradation of IP reputation,
- ongoing maintenance of technical services and policies to meet sender best practice,
- optimisation of all images, hyperlinks and HTML code used in emails to meet deliverability best practices,
- pre field testing of emails across a broad range of mail clients, devices and providers to confirm and optimise compatibility, display and delivery, and
- in field tracking of email deliverability using analytics tools.

3.4 Data collection

3.4.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, via the SES landing page on the QILT website, via a redirect from the SES home page, by clicking the link in the SMS, or a redirect from social media ads. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the survey. From the SES landing page, students could log in to the survey with their unique username and password. In-scope students without a username or password could 'authenticate' their personal details (name, student ID, date of birth) against the sample information and receive an email invitation with a direct survey link. Alternatively, in-scope students without login details could access the survey by contacting the QILT Helpdesk.

Online survey presentation was informed by best practice accessibility guidelines and other relevant resources. Standard features included:

- optimisation for small screen devices (see Appendix 10),
- consistent presentation and placement of "Next" and "Previous" buttons,
- input controls and internal logic/validation checks,
- tailored error messages as appropriate,
- splitting long statement batteries over several screens to reduce the number of items that require vertical scrolling on a desktop,
- sizing the panels for free text responses commensurate with the level of detail required in the response,
- automatically 'saving' with progression to the next screen, and

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

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the SES logo and colour scheme. This ensured consistency with communications such as advertisements placed on social media and the QILT website. See Figure 7 and Figure 8 for examples of the online survey look and feel on desktop and small screen device. A copy of the questionnaire is included at Appendix 8 with screenshots of the online survey included in Appendix 9.

Figure 7 Presentation of the SES online survey in desktop view

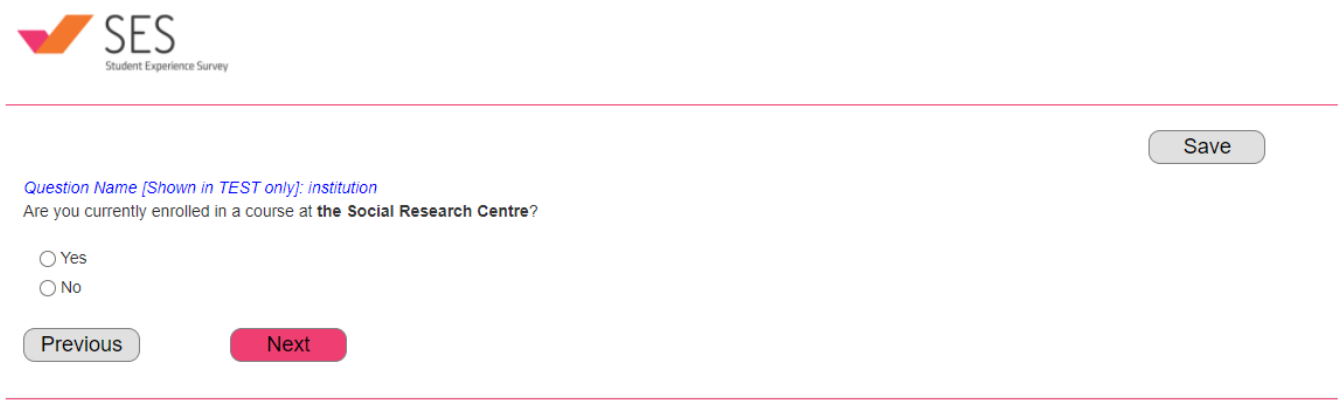
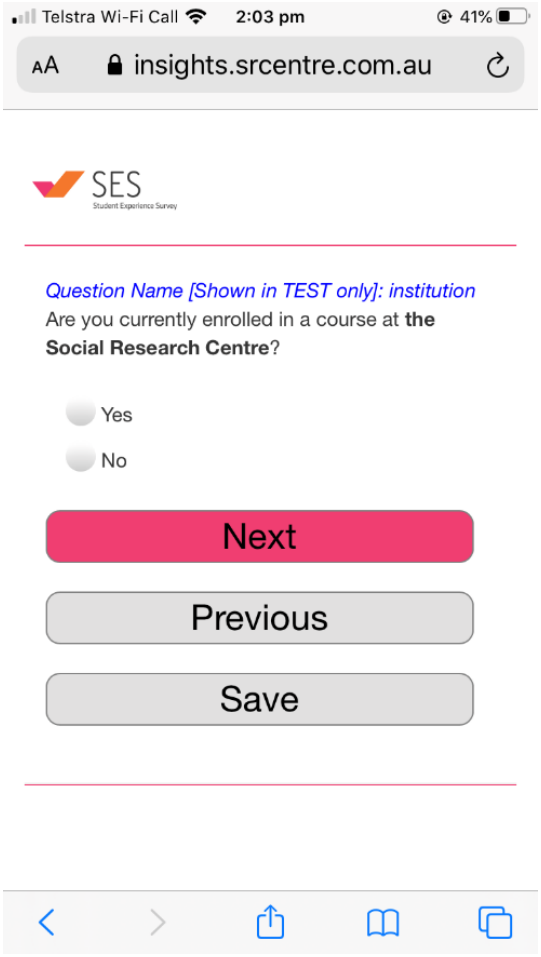


Figure 8 Presentation of the SES online survey on a small screen device



3.4.2 Survey testing

Standard operational checks of the online survey were conducted pre-fieldwork to ensure implementation aligned with the intended questionnaire design.

In addition to these standard checks, institutions with additional items (see Section 4.4) were sent test links to facilitate testing and sign off on these items prior to field launch.

For the first time on SES, the survey was soft launched with a small proportion of both the university and NUHEI population. The purpose of this 'blended' soft launch was to better and more quickly identify any issues with email deliverability or incorrect domains. This approach will be embedded within the SES survey testing process for all future collections.

Data was checked following the soft launch to ensure all survey sequencing was functioning as intended. No issues were identified during the soft launch data checks and the main survey launch proceeded as scheduled for each round of the SES. To further ensure the survey data quality, data checks were repeated on the data following the main launch.

3.4.3 Quality assurance and applicable standards

All aspects of the SES were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2021 the Research Society's Code of Professional Behaviour, and ISO 20252 standards.

All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association (ADIA, formerly 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 (SFX).

3.4.4 Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions outlining the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (university or NUHEI) average, and the previous year's results.

The department was provided with weekly updates covering survey launches, in field milestones and the response rate of institutions overall.

3.4.5 Live online reporting module

In addition to weekly updates, the department had access to a live online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included a summary of sample outcomes (e.g., completes, out-of-scopes and opt-outs) and response by institution.

Institutions were also able to monitor their progress through a subset of the reporting module. Each institution was provided with their own module which allowed them to track sample outcomes and response rates by a selection of key demographics.

Summary tables could be downloaded in .csv format by the department and institutions. Institutions also had the option of downloading sample outcomes at the unit record level. The reporting module enabled institutions to monitor response, identify under-performing demographic groups and target engagement activity based on live sample outcomes.

3.5 Student support

The Social Research Centre maintained a SES helpdesk for the duration of the 2022 SES fieldwork period to provide students with an avenue to contact the SES team. The helpdesk featured a 1800 number and a specialised ses@srcentre.com.au inbox. Team members responded to queries within one business day. The 1800 number was also available to offshore students (with an international dialling code). The helpdesk was staffed seven days a week during call centre operational hours. All calls outside these hours were routed to a voicemail service. Additionally, a general qilt@srcentre.com.au inbox is maintained year round, managed by the QILT administration team and staffed during business hours.

The SES helpdesk team was briefed on the SES background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up sample member information and survey links, as well as providing a method for logging helpdesk activities and outcomes. All requests to opt-out and out-of-scope notifications received via the helpdesk were removed from the in-scope sample to cease further contact with these students.

A summary of student enquiries to the SES helpdesk is provided at Table 14. In total, there were 1,109 helpdesk transactions during fieldwork, comprising 0.2 per cent of the overall sample approached for the 2022 SES. The majority of contact was made via email (85.2 per cent of the total contacts). The most popular reason for students to get in touch with the helpdesk was for assistance completing the survey online, followed by students requesting to be opted out of the survey. These results show that the helpdesk continues to be integral in reducing respondent burden and encouraging participation in the survey.

Table 17 Student enquiries to the SES helpdesk overall

Type of enquiry	1800 number n	1800 number %	SES Inbox n	SES Inbox %	Total n	Total %
Total	164	100.0%	945	100.0%	1,109	100.0%
Survey query	86	52.4%	469	49.6%	555	50.0%
Opt out	18	11.0%	206	21.8%	224	20.2%
General query	43	26.2%	113	12.0%	156	14.1%
Out of scope	6	3.7%	103	10.9%	109	9.8%
Change of contact details	<5	2.4%	41	4.3%	45	4.1%
Other query	7	4.3%	13	1.4%	20	1.8%

3.6 Prize draw

All respondents were entered into a four-week rolling prize draw, designed to encourage early survey completion 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 week the respondent would be entered into all four prize draws). The terms and conditions of the prize draw were available on the Social Research Centre's website and provided in all email communications sent to sample members.

The total prize money available for the 2022 SES survey collection was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample. In compliance with State and Territory gaming and lottery legislation, prize draw winners were notified in writing, by phone (if necessary) and published on the QILT Facebook and Instagram pages. Winners were published on the same day as the prize draw was conducted. All prizes were awarded as a prepaid VISA e-gift card.

Table 15 Prize draw schedule

Category	August 2022	September 2022
Prize pool		
Total weekly prize pool	$7,000	$1,000
Weekly $1,000 prize pool	$4,000	$1,000
Weekly $500 prize pool	$2,000	-
Weekly $250 prize pool	$1,000	-
Prize draw activity		
Prize draw period opens/Fieldwork starts	28-Jul-22	8-Sep-22
Prize draw 1 close	1-Aug-22	12-Sep-22
Prize draw conducted	3-Aug-22	14-Sep-22
Prize draw 2 close	8-Aug-22	19-Sep-22
Prize draw conducted	10-Aug-22	21-Sep-22
Prize draw 3 close	15-Aug-22	26-Sep-22
Prize draw conducted	17-Aug-22	28-Sep-22
Prize draw 4 close	22-Aug-22	3-Oct-22
Prize draw conducted	24-Aug-22	5-Oct-22

4. Questionnaire

4.1 Development

The 2022 SES questionnaire was based on the 2021 Student Experience Questionnaire (SEQ), with standard operational updates made to align the questionnaire with current reference periods. Due to the planned review of the SEQ, scheduled to take place at around the same time of the 2022 SES, minimal changes were made to the core instrument.

The most significant change to the questionnaire in 2022 was the introduction of two new screening questions to check if commencing students had completed at least one teaching unit of their course prior to completing the survey. See Section 4.3 for more information about these items.

In addition to the core questionnaire changes, institutions were able to add, modify or remove their specific items for each round. They could also nominate to include stakeholder items, such as the Workplace Relevance Scale (WRS) items. See Section 4.4 more information about these items.

4.2 Overview

Table 16 outlines the thematic areas of the main modules in the questionnaire. The design of the SES instrument was modular, with items essential to response analysis (Quality of entire educational experience and underlying focus area items) positioned early in the questionnaire and other core item modules positioned before additional items (Module F). Items related to future contact details and further research were delivered in the final module. A copy of the generic survey instrument (i.e. excluding any institution-specific items) is included at Appendix 8 with screen shots of the online survey at Appendix 9.

Table 16 SES module themes

Module	Themes
Module A	Introduction and screening
Module B	Inclusion and learner engagement
Module C	Teaching and educational development
Module D	Support
Module E	Demographics
Module H	International student items
Module F	Additional items (departmental, institutional, etc.)
Module G	Course experience

4.3 Changes from 2021

The main changes to the core questionnaire were as follows:

- Two new screening questions were added to module A, COMMENCESCREEN1 and COMMENCESCREEN2, which were designed to screen out commencing students that may have not completed a full teaching period and would therefore be unable to answer the entire survey.
- A new question, CONTACT, was added at the end of the survey in module G to collect permission from respondents to be re-contacted by the department for future research studies.

4.4 Additional items

4.4.1 Institution items

A total of 21 institutions (18 universities and 3 NUHEIs) included institution specific items in the 2022 SES. Institution specific items can be the same or a variation of questions included in prior collection rounds of the SES, or new questions entirely. Content covered by institution specific items included questions relating to student support services, campus facilities, net promoter score, further study intentions, employability, perceptions of institutions' values, health and wellbeing, and reconciliation.

In addition to this, eleven institutions chose to include the Workplace Relevance Scale; seven institutions chose to include the at-risk item.

Currently, institution specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution data files.

4.4.1 Stakeholder items

Stakeholders including Independent Higher Education Australia (IHEA) and Navitas included items in the 2022 SES. Content covered by the stakeholder items included reasons for choosing to study at the institution and use of education agents. Eligible institutions only were able to participate in these items.

5. Data preparation

5.1 Definition of the analytic unit

The analytic unit for the 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.

In the 2022 SES data set, a record was considered complete and valid if the student had:

- completed at least one unit in the course / program, and
- a minimum of one valid SEQ scale score from the five scales (i.e. 'ENGAGE', 'TEACH', 'RESOURCE', 'SUPPORT' and 'DEVELOP'), or
- a minimum of one valid SEQ scale score for each course / program in a double degree if the course / programs were in different study areas.

Each scale covers a number of different items, for example the 'SUPPORT' scale includes thirteen items such as the availability of 'academic or learning staff or systems'. To be considered as valid, a scale requires the respondent to record at least one valid value (i.e. respondent selected at least one answer such as 'Very much', excluding the 'Not applicable' response) for a minimum number of items, depending on the scale, as outlined in the **SES Data Dictionary**.

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 Respondent (student) level

Demographic variables were first merged from the original population file for inclusion in the final analysis file. Records with newly entered course information were assigned a final course code, and final course level, field of education, and study area information was derived from the Social Research Centre's 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 respondent, that is, whether they were enrolled in a course eligible for the SES, was then re-derived based on revised course level data. This process set out to ensure that respondents who had switched from an eligible undergraduate or postgraduate coursework course to an ineligible course, such as a postgraduate research 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 (see the **2022 SES Data Dictionary** on the QILT website for more information) were applied.

After cleaning, normalised SEQ variables, SEQ scale variables, and consolidated demographic and analysis variables were derived as described in the **2022 SES Data Dictionary**. In the case of double degrees, SEQ scale variables were derived separately for each course in the respondent level file.

5.2.2 Course level

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

- Where a respondent was enrolled in a single degree, the respondent level record became the course level record.

- Where a respondent was enrolled in a double degree and had completed units in only one course, the respondent level record became the course level record.
- Where a respondent 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 respondent level record minus course specific items completed for the second degree, and
    - the respondent 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 to identify the final status of a record.

There are five different final status outcomes identified based on the SEQ items completed and students' course profile. Each status is defined as follows:

1. **Student.**

   A respondent 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.

2. **Second course in double degree.**

   The second course in a double degree where the respondent has completed the SEQ for both components of the double degree and the two components of the double degree have different study areas.

3. **Same study area in both components of a double degree.**

   The second course in a double degree where the respondent has completed the SEQ for both components of the double degree and both components of the double degree have the same study area.

4. **Incomplete: has no valid scale scores.**

   No valid SEQ scale scores for this course component.

5. **Out-of-scope: No longer enrolled or not in first or last year of an in-scope course.**

   The respondent is not currently enrolled at the institution or is not in the first or last year of an undergraduate or postgraduate coursework course.

Only records with ANALYSIS=1 or 2, 'student' and 'second course in double degree', are reported.

Records in ANALYSIS=3, 'same study area in both component of a double degree', are excluded from reporting to avoid double counting student responses in the same study area.

The **2022 SES Data Dictionary** lists the new or modified variables for the 2022 SES.

5.3 Course coding

Revised course names entered by respondents 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 respondent 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 respondent could not be found, queries were sent to the survey manager from the relevant institution. Where the survey manager advised that a double degree as entered by a respondent did not exist, they were treated as two unrelated concurrent degrees, as described in Table 17. Of the responses requiring

course coding, several broad categories of anomalous response requiring further editing were identified. The categories and resolutions are described in Table 17.

Table 17 Resolution of coding anomalies

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

5.4 Coding and processing of open text responses

Spell checking and light cleaning of 'other' specify responses was applied to remove identifiers and expletives. Code frames were developed in conjunction with, and approved by the department, and remained mostly unchanged in 2022. Table 18 summarises those items which were coded using an external code frame as a source.

Table 18 Items coded and source for coding decisions

Item coded	Code frame source
Overseas country location	For students living overseas, country of residence was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).

5.5 Data deliverables

The Social Research Centre provided institutions and the department the following data deliverables at the completion of the 2022 SES collection cycle:

- Institution data files and final population files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format.
- Department national data file and national final population file in CSV, SPSS and SAS format.
- Data dictionary and data map.
- Fieldwork and data package summary in MS Word format.

- Files in Tableau packaged workbook format at the national (department), institution, Universities Australia and Independent Higher Education Australia level.
- Files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level.
- **ComparED Website Tables, National Report Tables, International Report Tables.**

6. Final dispositions, response rates and reportable strata

6.1 Final dispositions and response rates

Table 19 shows the final survey dispositions at an overall level for the 2022 SES.

For the purpose of the QILT suite of surveys, 'response rate' is defined as completed surveys (as described in Section 5.1) as a proportion of final sample, where final sample excludes unusable sample (e.g. no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation (see American Association for Public Opinion Research 2016 for standard definitions of response rates).

The final response rate for the 2022 SES was 37.0 per cent, which was 4.1 percentage points lower than the 41.1 per cent response rate achieved in 2021. Potential explanations for this decrease are outlined in Section 6.2 below. Results between NUHEIs and universities were comparable (37.0 per cent for universities versus 36.8 per cent for NUHEIs). A similar pattern was observed when reviewing response by course level, with one percentage point difference between the undergraduate and postgraduate by coursework response rate (36.7 per cent and 37.7 per cent respectively).

The opt-out rate in 2022 (7.2 per cent) was slightly higher than the 2021 figure (6.7 per cent). Opt-out rates over time will continue to be closely monitored.

Final survey dispositions by institution for the 2022 SES and a summary of response rates over time by institution are provided at Appendix 11.

Table 19 Final survey dispositions

Institution	Sample provided	Unusable sample	Out-of-scope	Opted-out	Final sample	Surveys completed	Response rate (%)
Total (2022 SES overall)	695,654	940	13,568	50,137	631,949	233,916	37.0
Universities (2022 SES overall)	633,206	155	11,339	45,983	575,884	213,296	37.0
NUHEIs (2022 SES overall)	62,448	785	2,229	4,154	56,065	20,620	36.8
Undergraduate (Course level)	491,666	826	7,807	35,670	448,189	164,635	36.7
Postgraduate (Course level)	203,988	114	5761	14,467	183,760	69,281	37.7

6.2 Factors affecting response rate in 2022

Numerous factors are likely to have contributed to the drop in response rate observed in the 2022 SES collection, including a decline in response amongst both international and domestic students, and continued lower response rates from large universities. These are discussed in more detail below.

Response by citizenship status

In 2022, the tendency of international students to respond to the SES fell by 2.4 percentage points. Whilst still a smaller difference compared to the 6.6 percentage point decrease observed in 2021, it is possible that, akin to the previous year, continued online study and displacement caused by the COVID-19 pandemic may have caused a sense of disillusionment amongst international students, leading to this continued drop in response rate. Notably however, the tendency of domestic students to respond to the SES in 2022 also fell by 4.9 percentage points, compared to the 1.7 percentage point decrease seen in 2021. Possible explanations for the decreased tendency of domestic students to respond to the SES could include respondent fatigue, with many institutions also commissioning their own student health and wellbeing surveys in the wake of the COVID-19 pandemic; and increased scepticism about clicking on links in emails and SMS due to privacy concerns exacerbated by multiple high-profile data breaches in Australia during the time of the survey. Table 20 provides a comparison of response rates by citizenship status between 2020 and 2022.

Table 20 Response rate comparison by citizenship status, 2020 to 2022

Citizenship status	2020 response rate (%)	2021 response rate (%)	2022 response rate (%)	Year on year change 21-22 (pp)
Domestic	44.7	43.0	38.1	-4.9
International	42.6	36.0	33.6	-2.4
Total	**44.1**	**41.1**	**37.0**	**-4.1**

Individual institution performance

As seen in the 2021 SES collection, the individual performance of some universities also declined in 2022; the largest difference in response rate between the two years was 15.5 percentage points. Additionally, six of the ten lowest performing universities in 2022 were very populous, potentially contributing to the decline in national response overall.

Potential explanations for this decline were raised by survey managers during the outreach calls described in Section 3.1.4 and other forums such as sector-led discussion groups, that the QILT research team participated in. Prominent recurrent themes cited by survey managers included lack of resourcing; competition with internal surveys; high staff attrition rates; and lack of support and or/buy in from senior management and other business areas (like marketing and communications teams) in promoting the SES to staff and students. Multiple institutions also felt that the delayed release of the **2021 SES National Report** was a factor. This was because without national benchmarking data, they found it difficult to maintain interest and momentum for the QILT project amongst staff, and also could not report any positive results to students either, in turn affecting their ability to promote the 2022 collection.

6.3 Achievement of response rate targets

A total of 28 out of 42 universities and 19 out of 99 NUHEIs achieved the response rate target that was established as a result of the process described in Section 2.4.10. As mentioned previously, these were aspirational targets only and varied by institution based on the size of the target population. This explains why the proportion of NUHEIs that achieved the response rate target was much lower than for universities, which typically have much larger student populations. For some institutions, the overall response rate target was unachievable (for example, the Canberra Institute of Technology's response rate target was 100 per cent).

For full details of institution performance against response rate targets, see Appendix 5.

6.4 Strata meeting the desired level of precision

Table 21 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) over time, by the Quality of entire educational experience (QOESAT) indicator, for undergraduates in full-time study. Strata are defined by institution at the 21 study area level.

For universities, three quarters (74.2 per cent) of the eligible strata in the 2022 SES met the desired level of precision. For NUHEIs, one quarter (25.1 per cent) of the eligible strata met the desired level of precision. Response maximisation initiatives will continue to seek to both enhance the overall representativeness of the achieved sample and maximise the proportion of strata meeting the desired level of precision.

Table 21 Strata meeting desired level of precision for undergraduates in full-time study

	2019	2020	2021	2022
University				
Total strata (n)	608	613	627	625
Strata below minimum population (n)	<5	<5	<5	<5
Strata with no completed surveys (n)	<5	<5	<5	<5
Eligible strata for reportability (n)	607	612	626	624
Strata meeting the desired level of precision (n)	484	464	478	463
Strata meeting the desired level of precision (%)	79.7	75.8	76.4	74.2
NUHEI				
Total strata (n)	204	221	210	221
Strata below minimum population (n)	5	5	5	12
Strata with no completed surveys (n)	<5	<5	<5	<5
Eligible strata for reportability (n)	199	216	205	207
Strata meeting the desired level of precision (n)	82	87	69	52
Strata meeting the desired level of precision (%)	41.2	40.3	33.7	25.1

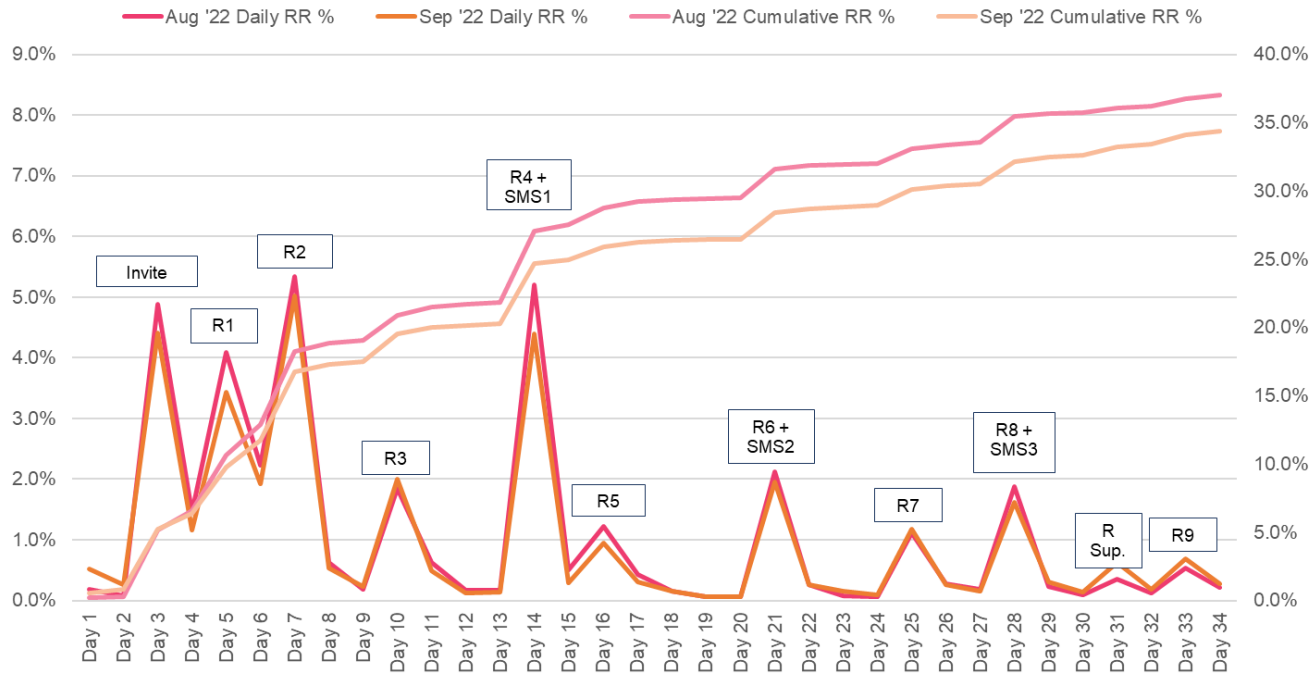
7. Response analysis

7.1 Response by time

Figure 9 illustrates the daily and cumulative response rates for the August and September rounds. Engagement activities (i.e. email invitation and email and SMS reminders) undertaken by the QILT team are overlayed. Note that the response rates shown in Figure 9 are raw and derived before post field reminder calls are completed and data processing is undertaken. As a result, the raw response rates are slightly lower than the final rate presented in Table 1.

The pattern of response across all emails in the 2022 SES cycle was broadly similar to previous implementations. Both rounds followed a comparable trajectory, although numerous reminders in the first half of the schedule fared slightly better in the August round, relative to the September round, when defined by the cumulative response rate. As observed in previous SES collections, the most effective response across both rounds occurred when two forms of communication (i.e. an email and SMS) were sent on the same day, as evidenced by the relative performance of R4/SMS1, R6/SMS2 and R8/SMS3. The strong daily response of prize draw timed reminders (R2, R4, R6, R8) is visible in both rounds, though diminished by Reminder 6. Response was front loaded in both rounds, with almost half of the final response achieved by the day of the Reminder 4 and SMS1 send.

Figure 9 Response rates by day (August and September rounds)



7.2 Non-response analysis

This section assesses the extent and impact of non-response bias on estimates made from the 2022 SES. Non-response bias occurs when persons who respond to the survey are systematically different from those who do not, leading to results that do not accurately reflect the population of interest. The following assessment is approached from several perspectives, by:

- Identifying administrative characteristics of students that are most different between respondents and non-respondents and that are most strongly associated with the propensity to respond to the survey;
- Determining if adjusting for non-response changes the key SES indicators; and
- Supplementing response rates with measures that account for the composition of respondents compared to the population.

Note that the focus of this section is on students and so some of the results will not exactly match those reported elsewhere where the focus is instead on courses.

7.2.1 Characteristics most different between respondents and non-respondents

The most basic check for potential non-response bias is to identify if there are characteristics on which respondents and non-respondents are markedly different. The characteristics that are available for each student in the population are shown in Table 22.

Table 22 List of administrative variables used in the analysis, available for both respondents and non-respondents (student level)

Characteristic	# categories	Categories
Age group	10	Aged 19 or less, Aged 20-24, …, Aged 50-54, Aged 55+, Not stated
Birthplace	4	Australia, Other English-speaking countries, Non-English-speaking countries, Unable to establish
Citizenship indicator	2	Domestic, Overseas
Course level	2	Undergraduate, Postgraduate (Coursework)
Disability indicator	2	No disability, Disability
Gender	3	Male, Female, Indeterminate/Intersex/Unspecified
Institution	44	-
Provider type	2	University (Table A-B), NUHEI (Private)
Indigenous indicator	2	Non-indigenous, Indigenous
Institute type	3	Group of 8, Other university, NUHEI
Institution size	5	1-6,500 records, 6,501-13,500 records, 13,501-19,500 records, 19,501-27,500 records, 27,501+ records
NESB indicator	2	English speaking background, Non-English speaking background

Characteristic	# categories	Categories
Stage of studies	3	Commencing, Middle years, Completing
Study area	21	-
Type of attendance code	3	Full-time, Part-time, No information

For a collection as large as the Student Experience Survey, notions of “statistical significance” are meaningless since even the most trivial of differences will be judged as significant by most commonly used statistical methods.

Instead, this analysis will be limited to categories whose representation among respondents and non-respondents is most different, as shown in Table 23. This table compares the relative frequencies of each demographic sub-group for the population as a whole, as well as for respondents and non-respondents and includes the difference in proportions between the latter two groups. A negative difference means the student sub-group was under-represented among respondents, compared to non-respondents, whereas a positive difference means the sub-group was over-represented. For a survey where the respondents perfectly mirror the population, all the differences would be zero. The largest differences occur for age group (persons aged 20-24 years are under-represented among respondents), for gender (males are under-represented) and stage of students (completing students are under-represented).

Not shown here, the largest difference across study area was just over 6 percentage points (for Business and management) and the largest difference across institutions was less than 3 percentage points.

Given that the maximum differences across all sub-groups was just under 11 percentage points, only a small impact on overall survey outcomes could be expected due to non-response bias. The impact of this observation will be quantified later in this section.

Table 23 Administrative variables with largest differences between responding and non-respondent students (student level)

Administrative variable	Population (%)	Respondents (%)	Non-respondents (%)	Difference
Age group Aged 19 or less	24.47	26.6	23.41	3.2
Age group Aged 20-24	41.1	33.77	44.74	-10.98
Age group Aged 25-29	14.26	13.55	14.6	-1.05
Age group Aged 30-34	7.02	8.06	6.5	1.56
Age group Aged 35-39	4.81	6.09	4.17	1.92
Age group Aged 40-44	3.3	4.39	2.76	1.63
Age group Aged 45-49	2.33	3.28	1.86	1.42
Age group Aged 50-54	1.44	2.16	1.09	1.08

Administrative variable	Population (%)	Respondents (%)	Non-respondents (%)	Difference
Age group Aged 55+	1.26	2.09	0.86	1.23
Gender Male	41.4	34.27	44.93	-10.66
Gender Female	58.35	65.43	54.84	10.58
Gender Indeterminate/Intersex/Unspecified	0.25	0.3	0.22	0.08
Stage of studies Commencing	47.51	52.04	45.27	6.77
Stage of studies Middle years	2.45	2.49	2.43	0.06
Stage of studies Completing	49.69	45.14	51.95	-6.81

Note: The unit of analysis for this table is students and so the figures may not exactly match course-level results reported elsewhere.

7.2.2 Characteristics most associated with student response propensity

While helpful as a first check, the above comparisons of respondents and non-respondents only enable characteristics to be considered one at a time. In reality, the relationship between characteristics and propensity to respond is complex and requires a more nuanced approach. To provide greater insight to the joint effect that characteristics may have on student participation in the survey, a statistical model was employed to predict whether or not a student would respond to the survey, conditional on their characteristics (see Table 22). The particular model used here, a binary logistic regression, quantifies the contribution of each category of each characteristic to predicting a student's participation in the survey – some sub-groups (such as being aged 55+ years) might be associated with an increase in survey participation whereas others (such as part-time attendance) might be associated with a decrease in survey participation.

As well as quantifying the impact on non-response of a student being in a particular sub-group (such as being aged 55+ years), the model can also quantify the overall impact that a characteristic has on response propensity (that is, the average overall impact of age on response propensity). It does this by selectively adding or removing characteristics from the model, noting whether the ability to predict student participation is notably improved or worsened. If excluding a characteristic entirely from the model reduces our ability[2] to predict student participation, the characteristic is judged to be relatively more important as a predictor of response. On the other hand, if excluding a characteristic from the model makes little difference in the predictions, it is judged to be relatively less important.

Through this process, it is possible to quantify[3] the average contribution that each characteristic makes in predicting survey response, as shown in Figure 10. The values in this figure represent each characteristic's relative contribution to the model's overall predictive ability, and thus sum to 100 percent. If one characteristic on its own could be used to predict response to the survey, it would have a relative contribution of 100%. If a characteristic had no impact on the model's predictions, it would

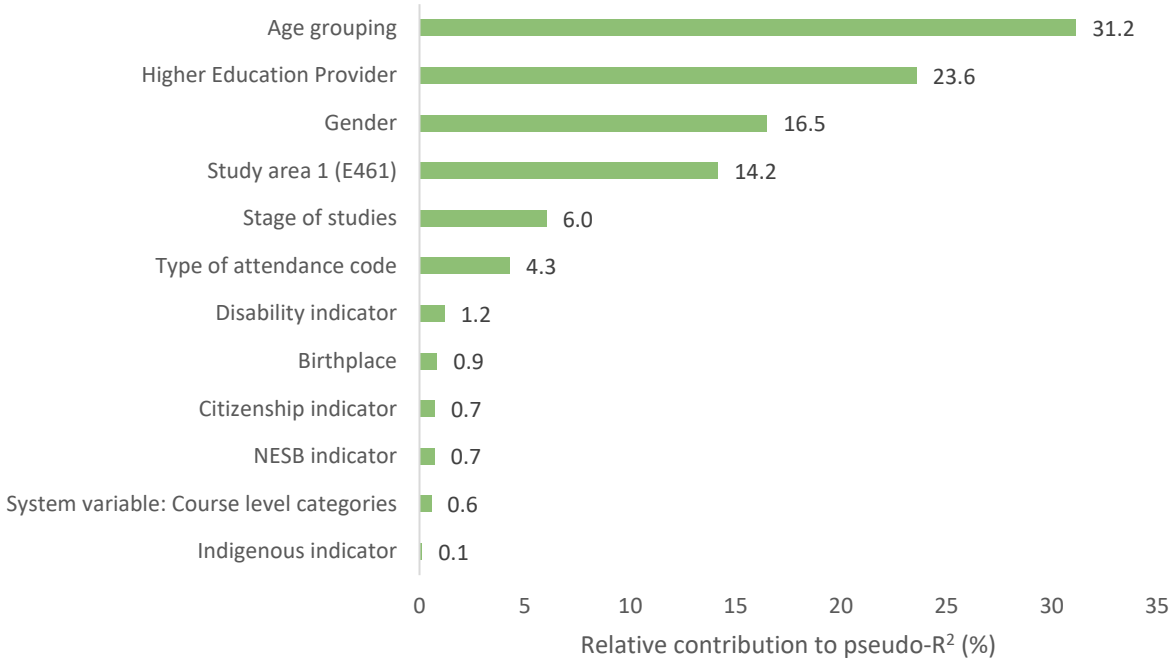
[2] For instance, by comparing the model's predictions of whether or not a student participated in the survey with their actual observed participation. The measure used here to assess a model's predictive ability is McFadden's pseudo-R^2. It varies from 0 (for predictions that are unrelated to the observations) to 1 (for predictions that perfectly match the observations).

[3] Azen, R., & Traxel, N. (2009). Using dominance analysis to determine predictor importance in logistic regression. Journal of Educational and Behavioral Statistics, 34(3), 319-347. doi:10.3102/1076998609332754

have a relative contribution of 0%. In this figure, the characteristics made a range of contributions to predicting response, with age group being most important (contributing roughly 31%) and Indigenous status the least (less than 1%). Characteristics appearing in Table 22 but not in the figure (namely, Higher Education Provider type, Institute type and Institution size) were dropped during the modelling process either because they were too correlated[4] with other characteristics or they made no noticeable contribution to model predictions.

This use of regression modelling to quantify non-response is very valuable since it provides more insight than was evident from the simple comparisons of respondents and non-respondents in Table 23. In particular, the model identified Institution as a strong predictor of response propensity, second only to age group. By contrast, differences between respondents and non-respondents for this characteristic were too small to be listed in Table 23. The same applies to Study area, albeit to a lesser extent.

Figure 10 Relative contribution of selected administrative variables in predicting 2022 response (student level)



7.2.3 Adjusting for non-response

Although the composition of respondents versus non-respondents in Table 23 revealed only small imbalances in representation, it is useful to assess whether adjusting for non-response would change the key survey indicators in any meaningful way. A common technique to adjust for differences between survey respondents and the population of interest is the calculation of “weights”. These are values derived for respondents to denote how much each should “count” towards survey results.

Persons that are under-represented among respondents compared to non-respondents (males, for instance) are assigned a higher weight so that their contribution to the survey results correctly reflects their representation in the population. In a similar way, persons that are over-represented among respondents (females, for example) receive a lower weight. By scientifically balancing the extent to which respondents contribute to survey results, some more and some less, we can ensure that the results of the survey represent the student population as closely as possible. This is a very common

[4] This refers to the issue of multicollinearity where two characteristics are so strongly related that including them together in a model causes it to fail entirely or to yield unreliable results.

approach to deriving estimates from a subset of the population and is used the world over by official statistics agencies such as the Australian Bureau of Statistics.

Table 23 and Figure 10 together identify the characteristics that were most different between respondents and non-respondents as well as the characteristics that were most associated with response to the survey. On the basis of these results, a weight was calculated[5] for each responding student to account for imbalances in the following characteristics:

- Age group
- Institution
- Gender
- Study area and
- Stage of studies.

If the exercise that generated Table 23 Administrative variables with largest differences between responding and non-respondent students (student level) was repeated, but instead summing weights rather than just counting students, the distribution of respondents would now exactly match the population distribution on these characteristics. Weights rather than counts would then be used in all subsequent derivations of survey results. Doing so reduces the extent of bias that may occur in the results due to any compositional differences between respondents and non-respondents.

Table 24 compares overall results for seven key indicators derived for the 2022 survey, using both simple counting of respondents along with summing of their weights[6]. Also included is the percentage point difference between the two methods, where a negative difference shows that the adjusted (weighted) calculation yielded a higher value for the indicator than the unadjusted calculation, and a positive value shows that the unadjusted calculated yielded a higher value than the adjusted calculation.

Table 24 Comparison of weighted and unweighted indicators (student level)

Indicator	Counting students (%)	Summing weights (%)	Difference
Skills development – positive rating	80.72	80.62	0.10
Learner engagement – positive rating	59.72	60.19	-0.47
Teaching quality – positive rating	80.72	80.02	0.70
Student support – positive rating	73.89	73.16	0.73
Learning resources – positive rating	83.54	83.10	0.43
Quality of entire educational experience – positive rating	76.11	75.32	0.79

[5] Deville J-C, Sarndal C-E, Sautory O (1993) Generalized raking procedures in survey sampling. Journal of the American Statistical Association 88 (423), 1013-1020.

[6] The first column is the number of persons that gave a positive rating as a percentage of all persons, whereas the second is the sum of the weights for persons that gave a positive rating as a percentage of the sum of the weights for all persons.

Note: The unit of analysis for this table is students and so the figures may not exactly match course-level results reported elsewhere.

Differences between the two methods are very small, all less than 1 percentage point, signifying that adjusting for non-response across the identified student characteristics made essentially no difference in indicators derived for the survey. Although not shown here, if the comparison was repeated for a range of sub-groups (Study area, Institution, and Stage of studies), the largest differences between unadjusted and adjusted indicators are all less than 3.5 percentage points with most differences being less than 1 percentage point.

7.2.4 Supplementing response rates with representativity indicators

The final perspective on non-response and bias concerns the relationship between response rates and the representativeness of respondents. The response rate is a common quality indicator for surveys and is calculated as the ratio of respondents to total persons. This indicator varies between 0 and 1, where higher is usually seen as better. It is a very crude measure, however, since it ignores the composition of respondents compared to the population. It is easy to envisage two different scenarios – one survey with a low response rate but the responding sample is strongly representative of the population, and another survey with a higher response rate but the respondents are very unlike the population. Using response rate as the measure of survey quality would lead to the false conclusion that the second survey was "better", even though the first survey would give the most accurate results.

Because the response rate is insufficient as an indicator to measure the potential bias arising from non-response[7], a number of other indicators of respondent representativeness have therefore been developed. Many of these make use of response propensities, the probability that each person in the population will respond to the survey. This ties in with the section above, where a regression model was used to predict the response probability for each person on the basis of their characteristics. The simplest version of a family of so-called R-indicators is derived from the standard deviation of the modelled response propensities:

$$R_\rho = 1 - 2S_\rho = 1 - 2\sqrt{(N-1)^{-1}\sum_U (\rho_i - \bar{\rho}_U)^2}$$

Here *U* is the complete set of respondents and non-respondents, *N* is the size of this set, ρ_i is the modelled propensity for person *i*, $\bar{\rho}_U$ is the average propensity across all persons (respondents and non-respondents), and S_ρ is the standard deviation of the response propensities. R_ρ varies between 0 and 1, where 1 indicates the most representative response and 0 the least. The way to understand the extremes of this range is as follows:

- If it is completely random whether or not someone responds to the survey, there will be no systematic differences between respondents and non-respondents. In such a case, the modelled response propensities will be all the same, their standard deviation will be 0 and so R_ρ will be 1. This corresponds to a strongly representative sample.
- On the other hand, if there is a systematic pattern of non-response, respondents will be predictably different from non-respondents. In such a case, the modelled response propensities will group together near either 0 (for non-respondents) or 1 (for respondents), leading to a large value for the standard deviation so that R_ρ will be 0. This corresponds to a strongly unrepresentative sample.

The same as there is no threshold for what separates a "good" response rate from a "bad" one, there are no absolute standards for R-indicators. Their primary usefulness here is to judge if changes in

[7] Shlomo, N., C. Skinner and B. Schouten (2012). Estimation of an indicator of the representativeness of survey response. Journal of Statistical Planning and Inference 142, 201-211.

response rates have impacted the representativeness of the responding sample. The following table (Table 25) compares response rates and R-indicators for the 2020 SES, 2021 SES and 2022 SES. Using only response rate as a measure of quality, one might conclude that 2020 and 2021 were "better" than 2022 (44.1% and 41.1% versus 37.0%, respectively). When looking at the R-indicators, however, it is apparent that the representativeness in 2022 was better than in 2020 and 2021, and still much more representative of the population than a 37 per cent response rate might suggest on its own.

Table 25 Comparison of response rates and representativity indicators (student level)

Year	Response rate %	R-indicator
2020	44.1	0.785
2021	41.1	0.786
2022	37.0	0.796

While some slight imbalances for several characteristics (notably age group, gender, institution, stage of studies, and study area) were identified when exploring the extent and impact of any biases that may have occurred in the 2022 SES due to differences between survey respondents and the underlying population of students, adjusting for non-response had only a minimal impact on the survey's key indicators.

7.3 Sources of response

Table 26 summarises the breakdown of online survey completion methods and includes sources of response by gender, stage of studies, citizenship indicator or age due to the variation in method of accessing the survey within these groups. Only minimal differences were observed when reviewing source of response by institution type or course level; as such, these groups are not displayed in the table.

Table 26 Sources of response

	Total **(%)**	Gender **Female (%)**	Gender **Male (%)**	Stage of studies **Commencing (%)**	Stage of studies **Later year (%)**	Citizenship indicator **Domestic (%)**	Citizenship indicator **International (%)**	Age **Under 30 (%)**	Age **Over 30 (%)**
Final response rate	**37.0**	**41.4**	**30.8**	**40.0**	**34.3**	**38.1**	**33.6**	**34.4**	**48.6**
Authentication	0.6	0.6	0.7	0.7	0.5	0.6	0.6	0.7	0.4
Type in	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Survey link (email)	88.2	88.8	86.9	87.8	88.6	87.4	90.9	87.5	90.4
Survey link (SMS)	8.4	8.2	8.7	8.6	8.2	9.5	4.6	8.9	6.9
LMS	1.9	1.7	2.3	2.1	1.7	1.7	2.6	1.9	1.8
Post-field reminder calls	0.6	0.3	1.0	0.5	0.6	0.5	0.7	0.7	0.2

	Total (%)	Gender **Female** (%)	Gender **Male** (%)	Stage of studies **Commencing** (%)	Stage of studies **Later year** (%)	Citizenship indicator **Domestic** (%)	Citizenship indicator **International** (%)	Age **Under 30** (%)	Age **Over 30** (%)
SMS fee-for-service	0.3	0.3	0.4	0.3	0.4	0.3	0.5	0.4	0.3

Survey completion via a link from an email communication was most popular for all subgroups. However, males were less likely to respond via a link in an email communication than females (86.9 per cent versus 88.8 per cent). Completing via the direct link in SMS was the next most popular method of response amongst all subgroups. It is interesting to note that males were more likely to complete via the SMS link than females. Students aged under 30 were also more likely to complete via the SMS link compared to those aged over 30. Additionally, completing via a link displayed on a student's LMS page was another popular response mechanism for males (2.3 per cent vs 1.7 per cent for females) and international students (3.5 per cent vs 2.3 per cent for domestic students). As stated in the **2021 SES Methodological Report**, this highlights the continued need to preference other communication methods, including SMS and LMS links, over extensive email contact for these subgroups.

It should be noted that only completed surveys directly attributable to the post field reminder calls and SMS are recorded as such in Table 26. It is possible that, for example, reminder call activity may prompt a student to click on the direct survey link in an email they had previously received. In this context, the analysis presented at Table 26 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between subgroups.

8. Considerations for future surveys

8.1 Enhanced SMS protocol

A sophisticated SMS contact protocol provides the opportunity to drive response at an overall level. While SMS has become an integral part of the SES contact protocol, there may still be opportunities to maximise response through novel refinements to the SMS protocol. Potential opportunities include:

- Experimenting with the day of send for SMS communications. For example, exploring whether an SMS sent earlier in the contact protocol has a beneficial effect on overall response,
- Analysing historical SMS response data to identify groups most likely to respond via SMS and considering customisations to further leverage SMS in the contact protocol for these groups, and
- As an alternative to the current opt-out mechanism, that is, replying ‘STOP’ to the SMS, recipients could be directed by hyperlink to a landing page. This page would contain information about the SES in order to avert opt-outs and encourage completions.

With the general prevalence of scam messages, a small number of students have queried the legitimacy of survey links used in the SES SMS. To address these concerns and improve user experience, the following updates will be considered for future SMS sends:

- Revise the survey link format presented in SMS to include recognisable branding (i.e., ‘SES’) as a way of building respondent trust, and
- Displaying the sender name as ‘QILT’ or ‘SES’ rather than the current mobile telephone number to enhance brand recognition.

8.2 Expanded engagement with characteristics of interest

The non-response analysis (refer to Section 7.2) shows that age and gender are characteristics which had notable differences between respondents and non-respondents at the overall level. In particular, respondents aged under 30 and male students were identified as underrepresented groups. Additionally, age, study area and higher education provider were identified as the three most important characteristics in predicting survey response.

Tailoring of engagement materials to students with specific characteristics has been a component of the SES response maximisation strategy in recent years. Further development of these materials should focus on appealing to the characteristics mentioned above.

8.3 Enhanced methods of accessing the survey

As the response rate continues to decline and reaching the target audience via traditional email communications becomes increasingly challenging, alternative methods of accessing the survey should be explored ahead of the 2023 SES. Improving the current method of authenticating via the QILT website to reduce the number of steps involved in order to access the survey, as well as the information required to verify one’s details, could help provide an alternative method of accessing the survey. The use of a generic QR code on marketing materials, particularly those used around campus, would also provide an alternative method, and with an improved authentication process, may lead to an increased in response.

As seen in Section 7.3 Sources of response, under-represented sub-groups such as males and those aged under 30, are more likely to complete the survey via authentication, LMS and SMS, so leveraging these methods for completing the survey will serve as an important alternative to email links, and have the potential to improve representation of the data as well as the overall response rate.

8.4 Review of the SES

It is expected that the review of the SES being conducted by the Australian Council for Educational Research (ACER) will have finished and a number of changes will be made to the questionnaire ahead of the 2023 SES collection. These changes may alter existing focus areas and/or add new key measures to be incorporated into national reporting. The Social Research Centre will work with the department and sector stakeholders to document and communicate the changes, and update associated reporting products.

List of abbreviations and terms

ABS	Australian Bureau of Statistics
CATI	Computer Assisted Telephone Interviewing
DEEWR	Department of Education, Employment and Workplace Relations
EFTSL	Equivalent Full-Time Student Load
GCA	Graduate Careers Australia
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey - Longitudinal
HESA	Higher Education Support Act
HEIMS	Higher Education Information Management System
ISO	International Standards Organisation
LMS	Learning Management System
NUHEI	Non-University Higher Education Institution
QILT	Quality Indicators for Learning and Teaching
SES	Student Experience Survey
SEQ	Student Experience Questionnaire
UEQ	University Experience Questionnaire
UES	University Experience Survey
WRS	Workplace Relevance Scale

Appendix 1 Collection, sample and marketing guides

SES

Student Experience Survey

Student Experience Survey (SES) Collection and Sample Guide

2022 SES August Collection

QILT

Quality Indicators for Learning and Teaching

Social Research Centre

Document prepared by:

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Version: V1.0, 23 May 2022

Contents

Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	23 May	Original version released

Please note:

- Complete the Participation and Additional Services (PASF) form that will be sent separately to you the week commencing 23 May. The first step is to confirm your institution's participation and nominate key contacts using the PASF – this is your centralised place to confirm participation and nominate additional services.
- Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer 'Section 2 Target audience and sample provision').
- **There are some changes in the sample preparation process for the 2022 SES. See 'Section 2.1 An overview of the sample preparation process for the 2022 SES' for details.**
- Guidance has been prepared to assist with populating the sample file (refer 'Section 2.3 The TCSI template' and '2.4 The full population template').
- Keeping to timelines for provision of sample means the project can go to field on time – otherwise one institution's delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project:
    - Full templates and TCSI templates will be distributed on Wednesday 8 June via SFX.
    - We request that institutions return their sample file to the Social Research Centre by no later than Friday 24 June to allow for sample processing, testing and quality assurance checks. We are grateful if you can return the sample earlier than 24 June, which would allow more time for us to work with you to resolve any issues in your sample.
    - Data collection must be ready to commence when Authentication opens on Tuesday 26 July for the August round and Tuesday 6 September for the September round. The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with Table 1.
- If your institution chooses to provide telephone numbers for students, it is considered that your institution consents to students receiving SMS during fieldwork. These generally commence from the second week of fieldwork.
- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens. This institution led contact adds a sense of legitimacy so when students receive an email or SMS they will not think it is spam. Contact with students should be advised to the Social Research Centre (refer 'Section 4 Response maximisation').

- We ask that qilt@srcentre.com.au is included in the send list for any communications. This enables us to effectively track supporting activities' impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.
- Please proactively manage your institution's social media so students are aware of the importance of the SES (Refer to 'Section 4.3 Engagement activity plan).
- Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.

Checklist

Please note and ensure the following are completed:

- Confirm participation and nominate additional fee-for-service activities.
- Minimise respondent burden by considering other potentially conflicting surveys of the student population.
- Use the comments sheet in the sample to provide context where appropriate to what you have provided (for example, if you can only provide one email address because your institution has introduced a new IT system, please include this).
- Ensure all contact details and course details are correct for the sample member, that is, the email, phone number and other details align with correct name. A simple way to check is manually review a selection of records at the top, in the middle and at the bottom of your sample.
    - Please note that errors in sample information provided, such as wrong names or email addresses, that are detected during field, may incur a charge to rectify.
- Submit your final sample by the due date.
- Advise the Social Research Centre of any possible contextual issues that should be considered as part of survey deployment.
- Liaise with your IT team to ensure whitelisting is in place.
- Send pre-survey awareness raising correspondence to students.
- Prepare social media, website, newsletters and LMS, etc.
- Commence engagement activities (such as posters and in lecture slides).

1. Introduction and overview

1.1 Background and objectives

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 and postgraduate coursework students in Australia. 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.

More detailed information on the SES can be found here: https://www.qilt.edu.au/surveys/student-experience-survey-(ses).

The specific research objectives of the SES are to measure five key aspects of the student experience:

1. Skills development
2. Learner engagement
3. Teaching quality
4. Student support
5. Learning resources

The SES is a survey of all commencing and completing onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions and is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education ('the department'). The Social Research Centre is working with higher education providers and key stakeholders to administer the SES.

From 2022 onwards, the survey population for the SES will be sourced from the Tertiary Collection of Student Information (TCSI) provided by the department. Non-TCSI reporting institutions and institutions not yet transitioned to TCSI reporting will be asked to provide their sample to the Social Research Centre via a full population template.

For most institutions, the SES is conducted during an August collection. There is also a smaller September collection for institutions operating a trimester calendar – refer 'Section 2.2 In-scope audience and reference period'.

1.2 Summary timeline

The schedule for the 2022 SES collection is shown at Table 1. These timings may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

Table 1 2022 SES summary timeline

Key milestones	Responsible	Date (2022 unless otherwise stated)
Collection and Sample Guide distributed to institutions	SRC	Monday 23 May
Marketing Pack distributed to institutions	SRC	Monday 23 May
PASF distributed to institutions	SRC	Monday 23 May
Institutions to confirm participation in the SES and nominate key contacts	Institutions	Monday 30 May
Additional populations nominated by institutions	Institutions	Monday 6 June
Sample population files and full templates distributed to institutions	SRC	Wednesday 8 June
All completed templates to be returned by institutions (earlier returns much appreciated)	Institutions	Friday 24 June
Additional questions nominated by institutions	Institutions	Monday 27 June
Sample absolutely finalised by institutions (no additional samples to be added after this date)	Institutions	Friday 1 July
Additional questions (MS Word) approved by institutions	Institutions	Friday 8 July
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	Monday 11 July
Additional questions scripted and online survey test link provided to institutions for testing	SRC	Friday 15 July
Additional questions survey test link approved	Institutions	Friday 22 July
Authentication survey entry opens	SRC	Tuesday 26 July
Soft launch – Online fieldwork	SRC	Tuesday 26 July
Main launch – Online fieldwork	SRC	Thursday 28 July
Telephone follow up & SMS nominated by institutions	Institutions	Monday 8 August
Main close – Online fieldwork period ends	SRC	Sunday 28 August
Course coding checks		
Online fieldwork - Coding queries sent to institutions	SRC	Friday 9 September
Post fieldwork - Coding queries sent to institutions	SRC	Wednesday 14 September
Online fieldwork - Coding queries to be returned	Institutions	Friday 16 September
Post fieldwork - Coding queries to be returned	Institutions	Wednesday 21 September
Final institutional reports and data outputs		
Institutional files	SRC	Friday 13 January 2023
UA reports	SRC	TBC
IHEA reports	SRC	TBC
National Reports	SRC	TBC

Commented [LS1]: [redacted] have we confirmed we are not doing course coding checks this year?

1.3 Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society's Code of Professional Practice, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of

Research[1]. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. Please contact qilt@srcentre.com.au if you require a copy of the deed.

1.4 Institutional support

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 8500 or by emailing qilt@srcentre.com.au. We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication.

Please note that the 'qilt@srcentre.com.au' email is for institutions only. We make available a separate 'ses@srcentre.com.au' email for students.

[1] National Health and Medical Research Council and Universities Australia, 2007, https://www.nhmrc.gov.au/guidelines-publications/r41

2. Target audience and sample provision

2.1 An overview of the sample preparation process for the 2022 SES

- There is no change in the survey scope. See 'Section 2.2 In-scope audience and reference period'.
- For the majority of institutions, the 2022 SES sample will be sourced from TCSI. Full population templates will primarily be used by institutions that are not (or not yet) reporting to TCSI. If your institution has issues with the accuracy of your data in TCSI and would like to use the full population template instead of the extract, please contact the SRC as soon as possible to arrange.
- Full population template will be available to institutions on Friday 27 May.
- The full population template for universities includes four TCSI EFTSL variables that the Social Research Centre will use to calculate STAGE for survey scoping and reporting. Institutions are advised to refer to information on the TCSI website (links below) and Appendix C of this guide for further information on these variables if required.
    - E339 Equivalent full-time student load
    - E350 Course of study load
    - E560 Credit used value
    - E931 Aggregated EFTSL
- The full population template for NUHEIs does not contain the EFTSL related variables, and STAGE will be derived from CompletingFlag and E534 Course of study commencement date. However, if a NUHEI would prefer to use the template with EFTSL related variables, please contact the Social Research Centre ASAP to arrange.
- All completed full population templates and TCSI templates are required to be returned to the Social Research Centre by Friday 24 June.
- The Social Research Centre will process the templates, calculate STAGE from the full templates and cross-check against CompletingFlag.
- Once sample processing has been finalised, SRC will distribute the sample selections and targets to all institutions in the week beginning Monday 11 July. Institutions are asked to review the final STAGE estimation for records provided by full population templates, and contact the Social Research Centre as soon as possible if they spot any issues in the final STAGE estimation. See 'Section 2.5 Reviewing STAGE estimate '.

2.2 In-scope audience and reference period

Students are in-scope for the 2022 SES if they are:

- enrolled in an undergraduate or a postgraduate by coursework course,
- international students studying onshore or had intended to study onshore but are currently located offshore studying online due to COVID-19 related reasons,
- enrolled in and have completed at least one full teaching period of the course (e.g. completed one semester or one trimester or one teaching block) at the commencement of

Commented [PT3]: to confirm date

Commented [LS4R3]: Do we want to release these early or at the same time as the pop files?

Commented [CK5R3]: I think we can make them available early to institutions that we know don't have data or sufficient data in TCSI yet, e.g. UTAS, UTS and that bunch of NUHEIs

Commented [PT6]: as above - to confirm

Commented [LS7R6]: Updated

Commented [CK8]: Do we still want to do this? Perhaps we only need to do it for the full templates as the other institutions will be checking STAGE in their sample return files, right?

Commented [LS9R8]: Don't we need to send sample selections and study area targets to all institutions?

Commented [PT10R8]: Probably still need to send to everyone as the targets will still be relevant to TCSI template submitters

Commented [PT11R8]: [redacted] we could include a flag in the unit record data to indicate if the record was submitted via TCSI template or via full template, and add a comment here for universities to focus on STAGE calcs for full template submissions?

Commented [AT12R8]: [redacted] sounds good to me. How's 'TCSIFlag' sound like for the name of this variable? Similar to CompletingFlag format

Commented [PT13R8]: We have a variable in GOS (and I think SES) called ORIGIN to indicate the source [redacted]

Commented [AT14R8]: Yes, you're right we do

Commented [PT15R8]: great, just added a bit that institutions should review STAGE for records submitted by full template

the field work period (this date is 26 July 2022 for the August collection and 6 September 2022 for the September collection), and

- either in the first or final year of their course of study in the case of university students. All students, including middle year students, are in-scope for NUHEIs.

Students attending offshore campuses of Australian higher education providers and students who were residing overseas for the term / semester and undertaking an external program of study at the institution via distance education or online are not in-scope for the SES. However, international students who had intended to study onshore in 2022 but are currently offshore and undertaking their studies online due to COVID-19 related reasons are in-scope for the 2022 SES. Students who are attending offshore campuses of Australian higher education providers and had not intended to study onshore in 2022 are to remain out-of-scope of the SES. However, they can be included in the survey as an additional population on a fee for service basis (see 'Section 3.3 Adding additional populations' for further information).

A very small number of universities participating in the SES have sufficiently large strata that a full census of first and final year students is not necessary to achieve the required number of completes for student data to be reportable at the desired level of precision. A census is still preferred in this scenario, as it simplifies response maximisation activities and avoids excluding students who, while not necessarily required for reporting of SES strata, may be included in a sub-population of interest to the institution in their internal analysis.

Where an institution prefers not to undertake a census of in-scope students, a random sample is taken for sufficiently large strata. Details of the stratification and sampling approach are provided in Appendix A.

2.3 The TCSI template

Up until 2019, the SES used a centralised approach to sampling based on Submission 1 data extracted from the Higher Education Information Management System (HEIMS). Full population templates were used in 2020 and 2021 to source the sample directly from institutions because of delays in TCSI migration. Now that most institutions are reporting to TCSI, the 2022 sample population will resume a centralised approach and be sourced from TCSI. **Institutions are asked to submit their in- scope records to TCSI no later than 5:00 P.M. AEST 31 May 2022 for them to be included in the survey.** The department will generate the extract on 1 June. Institutions not yet reporting to TCSI are asked to provide their sample data to the Social Research Centre using the full population template, as described in 'Section 2.4 The full population template'.

Commencing students with a Course of study commencement date (E534) up to and including 31 May 2022 who are in-scope will be invited to participate in the survey. The screening questions in Module A will be modified to screen out students who have not completed at least one teaching period at the commencement of field work.

2.3.1 An overview of the sample preparation process

This section provides an overview of the sample preparation process for institutes that report enrolment data to TCSI and have their full sample in TCSI by the deadline.

Step 1: Social Research Centre receives an extract from the department

The department extracts data from TCSI and sends it to the Social Research Centre. Institutions' survey population are largely based on this extract.

Step 2: Social Research Centre prepares TCSI templates for each institution to check and append contact details

The Social Research Centre flags the students who are eligible to participate in the survey and assigns them to study areas according to the definition set out in Appendix E of this document. The Social Research Centre then sends a TCSI template to each institution to populate. This is done for two reasons:

i. We need institutions to confirm the in-scope students to be surveyed.

ii. We need institutions to provide a small amount of additional data that are not available in TCSI but are essential for survey execution and/ or reporting. Table 2 **provides a summary list of the variables in the TCSI template.** Appendix B contains information on the variables required for sample preparation and reporting including links to the TCSI Data Element Dictionary where applicable.

Commented [CK16]: Can I delete this comment? Task done?

Commented [AT17R16]: Yes we updated the APP B

Table 2 Data elements included in the 2022 SES TCSI sample template

Variable	Variable Label	Format	Comment
E306	Provider code	F4	Populated
E306C	Higher Education Provider name	A75	Populated
E313	Student identification code	A10	Populated
E584	Unique Student Identifier	A10	Populated
E488	Commonwealth Higher Education Student Support Number (CHESSN)	A10	Populated
E307	Course code	A10	Populated
E308	Course name	A72	Populated
E310	Course of study type	F2	Populated
E350	Course of study load	F3	Populated
E455	Combined course of study indicator	F5	Populated
E461	Field of education code	F6	Populated
E462	Field of education supplementary code	F6	Populated
E314	Date of birth	A10	Populated
E315	Gender code	A1	Populated
E316	Aboriginal and Torres Strait Islander code	F1	Populated
E327	Basis for admission code	F2	Populated
E329	Mode of attendance code	F1	Populated
E346	Country of birth code	F4	Populated
E347	Year of arrival in Australia	A4	Populated
E348	Language spoken at home code	F4	Populated
E358	Citizen resident code	F1	Populated
E490	Student Status code	F3	Populated
E573	Highest educational attainment parent 1	F2	Populated
E574	Highest educational attainment parent 2	F2	Populated
E615	Disability code	F2	Populated
E330	Type of attendance code	F1	Populated
E534	Course of study commencement date	A10	Populated
E339	Equivalent Full-Time Student Load (*enrolments up to TCSI extract*)	F11.9	Populated – universities only

Variable	Variable Label	Format	Comment
E931	Aggregated EFTSL since commencement (*up to and including first half of 2022*)	F11.9	Populated - universities only
E560	Total EFTSL from other sources (e.g. RPL, credit transfer)	F5.3	Populated - universities only
STAGE	Stage of studies as calculated by SRC	F1	Populated
EXCLUDE	Groups that are out of scope for the current SES	F1	Populated
CompletingFlag	Flag students who are expected to complete their course by 31 July 2023	F1	Essential
ENRLSTAT	Current enrolment status	F1	Populated
IntendedLocation	Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.	F1	Essential
FACULTY	Faculty or Organisational Unit	A100	Optional*
CAMPUS	Campus where studies based	A100	Optional*
E403	Student given name - first	A100	Populated
E402	Student surname	A100	Populated
E320	Residential address postcode	F4	Populated
E469	Residential address suburb	A100	Populated
E470	Residential address state	A100	Populated
E658	Residential address country code	F4	Populated
EMAIL1	Student email address	A100	Essential
EMAIL2	Student email address 2	A100	Essential
PHONE1	Student phone number	A20	Essential
PHONE2	Student phone number 2	A20	Optional
PHONE3	Student phone number 3	A20	Optional
PHONE4	Student phone number 4	A20	Optional

* Optional overall but essential if your institution would like to analyse data by Faculty and Campus.

Please take care to ensure that the email addresses provided at EMAIL1 & EMAIL2 will still be active at the time of fieldwork commencing. As email is our primary approach method, sending emails to inactive email addresses means that students will not be able to complete the survey Sending to inactive domains can also hurt the reputation of the SRC's IP addresses.

Step 3: Institutions return the completed TCSI template to the Social Research Centre

i. Once institutions have updated the TCSI template, please upload it to the **QILT Secure File Exchange (SFX)** where all survey managers should have an account. **Please do not email the file to the Social Research Centre or to the department.**

ii. After the TCSI templates are returned, the Social Research Centre will be in touch with institutions as required to discuss and resolve issues in the file. All institutions are expected to have finalised their completed sample file by Friday 24 June. Although this the final due date, earlier returns would allow more time for the Social Research Centre to work with institutions to resolve issues should that be required. Please note that if sample preparation involves an excessive number of iterations as part of resolving the same or similar issues, the Social Research Centre may need to discuss a fee-for-service arrangement.

Step 4: Additional Steps

iii. If your institution needs to submit additional records not in the TCSI extract (either additional population or in-scope records), you will need to also submit a full population data template,

please read 'Section 2.4 The full population template' below. If not, you may proceed to 'Section 2.5 Reviewing STAGE estimate'.

2.4 The full population template

Now that most institutions are reporting to TCSI, the full population template provided by the Social Research Centre will primarily be used by institutions who are not (or not yet) reporting to TCSI. The templates contain all the data elements required for survey scoping and reporting.

If your institution has issues with the data in TCSI and would like to use the full population template instead of the TCSI extract, please contact the SRC as soon as possible to arrange.

Table 3 provides an overview of the data elements in the template that will be required for each student. Information about the data elements can be found in Appendix B.

Commented [CK18]: Table 3 is checked and OK?

Commented [AT19R18]: yes all good

Information about the EFTSL related data elements used for the STAGE calculation are in Appendix C. This is mainly applicable to universities.

Completed templates are due to be returned to the Social Research Centre by Friday 24 June.

Table 3 Data elements required in the 2022 SES full population template

Variable	Variable Label	Format	Comment
E306	Provider code	F4	Essential
E306C	Higher Education Provider name	A75	Essential
E313	Student identification code	A10	Essential
E584	Unique Student Identifier	A10	Essential
E488	Commonwealth Higher Education Student Support Number (CHESSN)	A10	Essential
E307	Course code	A10	Essential
E308	Course name	A72	Essential
E310	Course of study type	F2	Essential
E350	Course of study load	F3	Essential
E455	Combined course of study indicator	F5	Essential
E461	Field of education code	F6	Essential
E462	Field of education supplementary code	F6	Essential
E314	Date of birth	A10	Essential
E315	Gender code	A1	Essential
E316	Aboriginal and Torres Strait Islander code	F1	Essential
E327	Basis for admission code	F2	Essential
E329	Mode of attendance code	F1	Essential
E346	Country of birth code	F4	Essential
E347	Year of arrival in Australia	A4	Essential
E348	Language spoken at home code	F4	Essential
E358	Citizen resident code	F1	Essential
E490	Student Status code	F3	Essential
E573	Highest educational attainment parent 1	F2	Essential
E574	Highest educational attainment parent 2	F2	Essential
E615	Disability code	F2	Essential
E330	Type of attendance code	F1	Essential
E534	Course of study commencement date	A10	Essential
ENRLSTAT	Current enrolment status	F1	Essential
IntendedLocation	Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.	F1	Essential
E339	CurrentEFTSL - Equivalent Full-Time Student Load (*enrolments up to TCSI extract*)	F11.9	Essential – universities only

E931	CurrentEFTSL + HistoricalEFTSL + E560 - Aggregated EFTSL since commencement (*up to and including first half of 2022*)	F11.9	Essential – universities only
E560	Total EFTSL from other sources (e.g. RPL, credit transfer)	F5.3	Essential – universities only
CompletingFlag	Flag students who are expected to complete their course by 31 July 2023	F1	Essential
FACULTY	Faculty or Organisational Unit	A100	Optional*
CAMPUS	Campus where studies based	A100	Optional*
E403	Student given name - first	A100	Essential
E402	Student surname	A100	Essential
E320	Residential address postcode	F4	Optional
E469	Residential address suburb	A100	Optional
E470	Residential address state	A100	Optional
E658	Residential address country code	F4	Optional
EMAIL1	Student email address	A100	Essential
EMAIL2	Student email address 2	A100	Essential
PHONE1	Student phone number	A20	Essential
PHONE2	Student phone number 2	A20	Optional
PHONE3	Student phone number 3	A20	Optional
PHONE4	Student phone number 4	A20	Optional

* Optional overall but essential if your institution would like to analyse data by Faculty and Campus.

2.4.1 Things to note when using the full population template

- Do not include new mid-year intakes in the full population template. These students are out-of-scope because they will not have completed at least one teaching period at the commencement of the survey. Please contact the Social Research Centre at gilt@srcentre.com.au if you are unsure about the in-scope population for the SES.
- Some students may withdraw from their original course in Semester 1 and transfer to another course in Semester 2. Please do not provide the students' Semester 2 course information in the template. Students will confirm the course of enrolment in the survey course screener questions in Module A.
- If students are concurrently enrolled in two different course codes, please include both enrolments as separate records.
- We want to avoid contacting students who are no longer enrolled at your institution. Our preference is for these students to be excluded from the template. However, if it is easier for you to include these students in the template, those that should not be contacted for the survey should be flagged in ENRLSTAT as appropriate.
- If your institution is considering post-field telephone activity and would like the Social Research Centre to target potential respondents by Faculty or Campus, these variables must be included in the sample file. If they are to be included, both Faculty and Campus must be provided in the sample file as a text value. Please note that there will be a cost involved if an institution does not provide Faculty and Campus information during sample preparation but would like the Social Research Centre to append this information to the output or population file (or to historical data files) after the survey data have been processed.
- Please ensure the enrolment information (E313, E584, E488, E307, E308, E310, E350, E455, E461, E462, E314, E315, E316, E327, E329, E346, E347, E348, E358, E490, E573, E574, E615, E330, E534, E339, E931, E560, E403, E402, E320, E469, E470, E658) that you provide in the

Commented [AT20]: [redacted] included all E variables in the pop template. This is not course information anymore. Change 'course information' to 'information' maybe?

Commented [PT21R20]: have updated to "enrolment information". cheers

population template aligns with the information that your institution is (or will be) submitting to TCSI.

Commented [PT22]: should we add a point on CurrentEFTSL going to E339, and HistoricalEFTSL going to E931, and how to calculate E931 (institutions wouldnt calculate this normally when submitting to the dept)?

Commented [CK23R22]: I don't think we need to. There is a sep section on EFTSL below and we have covered the info in Appendix C

Commented [PT24R22]: ok cool

2.4.2 Populating the EFTSL related variables in the full population template for universities (this is not required for NUHEIs)

Why is this essential?

We use the provided Equivalent Full-Time Student Load (EFTSL) information associated with students' previously completed and currently enrolled units to calculate STAGE (i.e. classifying students as Commencing, Completing or Middle years) for scoping and reporting.

- For universities, only Commencing and Completing students are in-scope for the SES.
- For NUHEIs, Middle years students are also in-scope for the SES.

EFTSL is *defined in the Higher Education Support Act 2003* (HESA) [s169-27] as an equivalent full-time student load. It is a measure of the study load, for a year, of a student undertaking a course of study on a full-time basis, where the student undertakes a standard program of studies.

Information about the EFTSL variables used in the STAGE calculation can be found in Appendix C.

Stage of Studies overview

The STAGE variable in the SES population data denotes the stage of studies (i.e. Commencing, Completing or Middle years) for survey eligibility and reporting of survey results.

Commencing student (STAGE = 1)

As defined in TCSI – a student is a commencing student if they have enrolled in the course for the first time at the higher education provider or an antecedent higher education provider between 1 January and 31 December of the collection year. See Glossary term | TCSI Support

Completing / Final year students (STAGE = 2)

There is no indicator in TCSI that can be used to identify a completing or final year student. For the purposes of the 2022 SES, a completing or final year student is expected to complete their current course of study by 31 July 2023.

Middle year students (STAGE = 3)

Any student who is not a commencing or completing/final year student is defined as a middle year student.

Full details of the STAGE calculation algorithm can be found in Appendix D.

Note: Institutions are not required to calculate STAGE.

2.5 Reviewing STAGE estimate

The STAGE calculation is an estimate of a student's stage of study in their course. Although it is only an approximation (as shown in Appendix D), STAGE is an important scoping variable for universities and a reporting variable for all institutions.

The Social Research Centre will provide institutions opportunities to review the STAGE estimation before the survey commences. It is important that universities review the STAGE estimates and alert the Social Research Centre of any issues with the data as soon as possible.

For institutions using the TCSI extract data, the Social Research Centre will calculate STAGE and include it in your institution's TCSI template. Commencing students will have STAGE = 1, Completing students will have STAGE = 2, and Middle year students will have STAGE = 3. Institutions are asked to use the CompletingFlag variable to indicate whether the student is expected to complete their studies by 31 July 2023 (i.e., Completing students) or not – it should be populated for all records. STAGE (calculated by the Social Research Centre) is included in the TCSI population templates so that institutions may review how it aligns with the institution-provided CompletingFlag.

For universities using the full population template, you will need to provide EFTSL data in the template for the Social Research Centre to calculate STAGE for your students. You are also asked to use the CompletingFlag variable to denote Completing students. This will allow the Social Research Centre to check our STAGE calculation and follow up with the institution if there are large differences.

For NUHEIs using the full population template, you are not required to provide EFTSL data. The Social Research Centre will calculate STAGE for your students based on E534 Course of study commencement date for Commencing students and the CompletingFlag for Middle year and Completing students.

All institutions will be able to review their final STAGE data at the unit record level in the sample selections and targets file.

Commented [CK25]: How do we want institutions to use the CompletingFlag variable in this context. Flag all mid and final yr students or just where STAGE is incorrect?

Commented [PT26R25]: I think do it for everyone record, 0/1

Commented [PT27R25]: have added a point

Commented [CK28]: Do we say that we will get back to institutions during sample prep if our calculated STAGE do not correspond to the data in CompletingFlag?

Commented [PT29R28]: If there is a proportionally a big difference, then yeah we should. Fundamentally we'll be using CompletingFlag to check against our calculation of STAGE=2, so it will be a part of our sample returns checking process to get back to the inst if there's a bug difference to ascertain why

Commented [PT30R28]: Not sure if we want to make it public, but in some cases we may opt to take their CompletingFlag=1 to derive STAGE=2 as it could be more reliable than the eftsl data theyve provided - this is what we did in the past for a few insts

Commented [PT31R28]: (in the past, pretty sure we didnt make it public, instead kept it as a card up our sleeve)

Commented [CK32R28]: OK, I will just leave it at that. If you feel that we should say more here, pls feel free to add.

Commented [PT33R28]: I think this is fine

3. Data collection

3.1 The standard SES instrument

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

- Skills development
- Learner engagement
- Quality teaching
- Student support
- Learning resources.

These components have been operationalised into closed items with the exception of two open-ended questions 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 SES instrument also includes an international student module designed to measure the experience of international students in Australia, including their reasons for studying here, as well as their satisfaction with various aspects of life in Australia, as well as a set of items related to students' perceptions of freedom of expression on campus.

The instrument also collects data relating to each course element if the student is enrolled in a combined or double degree.

3.2 Adding additional questions

Institutions can include non-standard, institution-specific questions towards the end of the instrument on a fee-for-service arrangement. All questions need to be reviewed for wording and conceptual overlap with existing items. The fee is calculated on an individual basis depending on the questions and requirements of the institution – arrangements are outlined in the 'Additional Questions' fact sheet on the QILT website (log in to the Provider Portal, and click on Resources). Costs presume that institutions will draft the questions and we will work with you to operationalise the wording and response frames for an online survey. The additional questions will be documented in a MS Word document for your approval prior to programming into the online survey format. Costs allow for two iterations of revisions to finalise. An administrative fee will apply to include the questions in subsequent years to recognise the ongoing maintenance and checking required.

Refer to Table 1 for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your PASF to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.

3.2.1 COVID-19 items

In 2020, the Social Research Centre, in consultation with the sector, developed a set of COVID-19 items designed to help institutions measure the impact of the pandemic on the student experience. If you are interested in including some of the COVID-19 items (or a variation of them) in the 2022 SES, please get in touch with us at qilt@srcentre.com.au Please note, inclusion of the COVID-19 items is on a fee-for-service basis.

3.2.2 Survey testing

The Social Research Centre will program additional questions in the online survey format and provide institutions a survey link for testing. We require testing and sign off on additional questions from relevant institutions – if we are unable to contact you or do not hear back from you by the due date, we will presume the questions are approved as provided.

Refer to Table 1 for dates from which the programmed additional questions will be available to test and when sign-off on the online survey test link is required.

3.3 Adding additional populations

Institutions can include out-of-scope populations or any sub-group of students who fall outside of the in-scope population for the SES. Further information and fees are presented in the 'Additional Populations' fact sheet in the general resources section of the QILT website.

4. Response maximisation

4.1 Basic principles

The core QILT methodology has been designed to ensure a robust approach to data collection and to maximise the response for institutions and the overall project. A centralised and consistent methodology is important for ensuring the integrity of results and standard response maximisation activities include in field reminder emails and SMS. These are not customisable features of the approach lest the research methodology become inconsistent.

Institution led awareness raising and engagement activities such as use of marketing materials, media campaigns and incentives heavily support the core response maximisation activities. Supporting materials for the range of student engagement initiatives outlined in this section are available to survey managers through the Marketing Pack.

Some basic guidelines apply:

- Awareness raising and engagement:
    - Institutions should send a pre-survey awareness raising letter or email. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
    - Institutions should not send actual survey links in any correspondence.
    - Any direct correspondence with sample members during the online fieldwork period should be discussed with the Social Research Centre and the materials provided.
- Prize draws:
    - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
    - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in-scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.
    - Refer '4.6.4 Incentivisation' for more detail on the core prize draw process.
- Social media:
    - Proactively use your institution's social media to raise awareness of the importance of the SES and let students know they'll be receiving a survey invitation from the Social Research Centre.
    - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:
        - pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important.

- in field phase as part of thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.
- end of survey phase to thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.

4.2 Institutional engagement

4.2.1 Guide to marketing the SES

This section is focussed on the effective and appropriate usage of SES branded marketing materials. The objective is to raise awareness of the SES and facilitate survey participation.

Based on our experiences with survey administration we aim to use a set of established strategies that are proven to support solid response rates from students including emails and an appropriate incentive program. These strategies perform best when supported by institution-based promotion as well as an innovative social media campaign. Refer '4.3 Engagement activity plan', which outlines key dates and materials to use throughout the fieldwork period.

There are four distinct periods that dictate the use of assets and promotional activities:

- Pre-survey awareness institution-branded letter, posted Tuesday 12 July at the earliest
- Pre-survey awareness campaign, Monday 18 – Friday 22 July
- SES now open messaging, Tuesday 26 July at the earliest
- Last chance to complete the SES, Monday 22 August

Engagement materials will be distributed to institutions and will include:

- Social media tiles: Artwork and copy for social media posts are available to be shared on institutional pages. There are ten social media tiles with varying images and text, along with five captions that can be used at different time points throughout fieldwork. Please refer to the Marketing Pack User Guide for further information on suggested timeframes and captions.
- Posters: There are four posters provided that are suitable for printing in A3 and A4 formats. The posters have the same text but different images and come in two different formats. Please choose the file type that best suits your situation.
- Web tiles: Multiple sizes of web tiles (MREC, Leaderboard, Skyscraper) featuring SES branding and messaging.
- LMS tiles: Three tiles that can be embedded on your LMS home page with a link to http://www.ses.edu.au/. Lecture slides: Six lecture slides have been provided for use in lectures and tutorials. Some explanatory text for lecturers has been included in the user guide. A set of co-branded slides has also been provided so institutions can include their branding or tailor messaging.
- Pull up banners: Three pull up banners with varying images have been provided in high resolution format. The banners are suitable for professional printing and are recommended for display around campus.

4.2.2 Pre-field awareness institution-branded letter or email

It is expected that institutions send an early awareness raising letter or email to assure students of the legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice Chancellor or faculty

heads can be expected to have the biggest impact. This particular engagement activity can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to notify the Social Research Centre of the content and date of delivery of the letter or email. We will also provide a template in the Marketing Pack.

4.3 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 several trial QILT projects and iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the SES Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Refer to 'Section 1.2 Summary timeline' for the final date to propose variations to the engagement activity plan.

Table 2 Standard 2022 SES Engagement Activity Plan

The Social Research Centre	How institutions can help
In the lead-up to the launch: 11 July– Awareness Campaign	
	• Send awareness letter/email from your institution to all in-scope selections with the aim of it landing during the week of 11 July. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to 'SES to students letter_Awareness' & 'SES to students email_Awareness' in the Marketing Pack and the 'Institutional hardcopy mail out fact sheet' on the provider portal).
In the lead-up to the launch: 18 – 22 July – Awareness Campaign	
	• Create a web presence for SES (or update a previous SES information page) on institutional website under 'current surveys' or similar. • Send an email to staff alerting to SES participation and encourage use of in-class slides (Refer to 'SES to staff email_Awareness' email and the 'Lecture Slides' folder in the Marketing Pack) • Send an email from the Vice Chancellor to students advising of the SES (Refer to 'SES to students email_Awareness'); • Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram). Refer to Marketing Pack User Guide for social media tiles, suggested timings and captions or www.facebook.com/QILT1/); • Upload webtiles to your website for the duration of the fieldwork period (Refer to the user guide on how to use webtiles); • Place a general announcement on your institution's LMS for the duration of the fieldwork period (refer to the Marketing Pack User Guide on how to use LMS tiles); • Advertise the SES in newsletters (or similar) (Refer to Posters, Webtiles, or Lecture Slides); • Ensure whitelisting strategies are in place.
Online survey launch: Week commencing 25 July – Open Campaign	
Thursday 28 July **Email invitation will be sent to all students sampled for inclusion in the SES** **Saturday 30 July** **The Social Research Centre Reminder email #1**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), raising awareness, explaining the purpose and why the research is so important.
Week commencing Monday 1 August – Open Campaign	
Monday 1 August	• Post a reminder on your institution's website.

The Social Research Centre Reminder email #2 **Thursday 4 August** **The Social Research Centre Reminder email #3**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), raising awareness, explaining the purpose and why the research is so important (see SES Marketing Pack User Guide for suggested caption and social media tiles). • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/).
• **Week commencing Monday 8 August – Open Campaign**	
Monday 8 August **The Social Research Centre Reminder email #4** **Friday 12 August** **The Social Research Centre Reminder email #5**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out. • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/); • Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to 'SES to students email_mid_survey).
• **Week commencing Monday 15 August – Open Campaign**	
Monday 15 August **The Social Research Centre Reminder email #6** **Friday 19 August** **The Social Research Centre Reminder email #7**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/); • Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to 'SES to students email_mid_survey').
• **Week commencing Monday 22 August – Closing Campaign**	
Monday 22 August **The Social Research Centre Reminder email #8** **Thursday 25 August** **The Social Research Centre Reminder email #9**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT and ComparED websites. • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so. Refer to **www.facebook.com/QILT1/);** • Post a reminder on your website.

4.4 Social media campaign

A modest social media campaign will be conducted through the QILT Facebook and Instagram accounts and will be managed by the Social Research Centre. Survey managers are encouraged to share QILT posts, if possible.

4.5 Institutional web presence

The Social Research Centre recommends creating or updating a web presence for the SES to assure students of the legitimacy of the survey, as well as provide a reference point for students to access general information about the SES. Please use the logo provided in the Marketing Pack. For general information please include a link to www.qilt.edu.au/surveys/ses on your website.

4.6 Standard QILT response maximisation activities

4.6.1 Email invitations and reminders

Authentication is a process where sample members can log into a generic link to allow entry into the survey by using a first name, student ID and date of birth to validate themselves as a legitimate sample member. A unique survey link is generated and sent to their email of choice. Authentication opens at the same time as the soft launch, that is, two days before the main fieldwork period.

All institutions will follow the same fieldwork period for the 2022 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.

The reminder schedule is based on sound operational experience, and has been used across various trial surveys, as well as the SES with success. Given that centralisation of data collection for the SES is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the department. The SES sample collects up to four email addresses. All email addresses that are provided will be used from the beginning of fieldwork – our analysis has shown that almost half of completed surveys were opened initially from a non-institutional email address. The email schedule and prize draw dates are outlined in Table 3. In compliance with the Australian Privacy Principles and the SPAM Act, all emails and SMS have the functionality for recipients to unsubscribe.

Table 3 2022 SES Response Maximisation Activities

Activity	Date
Soft launch fieldwork starts / email invite sent	Tuesday 26 July
Main launch fieldwork starts / email invite sent	Thursday 28 July
Email reminder 1 preparation and sending	Saturday 30 July
Email reminder 2 preparation and sending	Monday 1 August
PRIZE DRAW 1 CLOSE	Monday 1 August (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 3 August
Email reminder 3 preparation and sending	Thursday 4 August
Email reminder 4 preparation and sending + SMS 1	Monday 8 August
PRIZE DRAW 2 CLOSE	Monday 8 August (11:59pm)
PRIZE DRAW 2 CONDUCTED	Wednesday 10 August
Email reminder 5 preparation and sending	Friday 12 August
Email reminder 6 preparation and sending + SMS 2	Monday 15 August
PRIZE DRAW 3 CLOSE	Monday 15 August (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 17 August
Email reminder 7 preparation and sending	Friday 19 August
Email reminder 8 preparation and sending + F4S SMS	Monday 22 August
PRIZE DRAW 4 CLOSE	Monday 22 August (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 24 August
Email reminder 9 preparation and sending	Thursday 25 August
Online collection closes	Sunday 28 August

Commented [PT34]: dates need to be updated

4.6.2 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, institutions should follow the whitelisting processes as outlined below:

- 'Whitelist' emails from the following domain: srcentre.com.au
- It can also help to whitelist the actual email address: ses@srcentre.com.au
- Whitelist server name that email originates from. Hostname ending in 'emdbms.com'

Other useful information:

- The return-path is 'research.srcentre.com.au'
- IP address ranges that the SES emails will be sent from:
  - 103.69.164.0/22 and
  - 118.127.20.128/25
- For Office 365 administrators, please direct the emails to "Focused" Inbox tab instead of "Other": https://support.office.com/en-us/article/Configure-Focused-Inbox-for-everyone-in-your-organization-613a845c-4b71-41de-b331-acdcf5b6625d?ui=en-US&rs=en-US&ad=US

Examples of relevant mail headers

- Return-Path: ca0a847.a83403.16000191.1@research.srcentre.com.au
- Received: from mail164-229.au164.emdbms.com (103.69.164.229) by …
- …. (envelope-from <ca0a847.a83403.16000191.1@research.srcentre.com.au>
- From: "The QILT team" ses@srcentre.com.au

Email subject headings (indicative text below)[2]:

- Authentication: Student Experience Survey – Your details have been verified
- Invitation: Student Experience Survey – Share your experiences to help current and future students
- Reminder 1: Student Experience Survey – Your feedback is important
- Reminder 2: Student Experience Survey – Prize draw closes tonight
- Reminder 3: Student Experience Survey – Help improve your institution
- Reminder 4: Student Experience Survey – You could win $1,000 for your feedback
- Reminder 5: Student Experience Survey – Your insights can benefit future students
- Reminder 6: Student Experience Survey – We know you've received several emails!
- Reminder 7: Australian Government wants to hear from you in the Student Experience Survey
- Reminder 8: Student Experience Survey – Final prize draw closes tonight
- Reminder 9: Student Experience Survey – Final chance to complete

In the past twelve months we have noticed an anecdotal increase in the number of institutions using automatic link scanning software. The use of this software can result in a 100% click rate which in turn can put stress on our servers during launch. It would be greatly appreciated if you could check

[2] The Social Research Centre may vary subject headings depending on needs arising during fieldwork.

with your institution's IT team to see if such link scanning software is in place, and whether it can be voided for emails coming from srcentre.com.au domains.

4.6.3 SMS

The Social Research Centre uses SMS during fieldwork to augment email contact and target underperforming areas as required. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the students receiving SMS. We expect to send between one and three SMS' across the online fieldwork period. The SMS would include a short link to the online survey. In compliance with the Australian Privacy Principles and the SPAM Act, all SMS' identify us as from the Social Research Centre, what study the SMS is referring to and have the functionality for recipients to unsubscribe.

4.6.4 Incentivisation

All completing students will be entered into a national rolling prize draw in the SES. The national prize pool will total $32,000 across the August and September rounds. Each weekly prize pool will be made up of $1,000, $500 and $250 prepaid VISA gift cards. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

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 www.srcentre.com.au/sestcs (this will be updated prior to SES fieldwork). The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence. The key prize draw dates are included at 'Table 3 2022 SES Response Maximisation Activities'. If you refer to the prize draw in any institutional marketing activities a link to the terms and conditions must be included.

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.

4.7 Fee-for-service response maximisation activities

The SES offers optional non-response follow up via telephone and SMS. The fee-for-service SMS will be in addition to the two SMS' sent as part of the standard response maximisation activities and will be sent in the last week of fieldwork. Telephone non-response follow up takes place after the main online fieldwork period has closed.

4.7.1 Additional SMS

Institutions can nominate for an additional SMS to be sent in the last week of fieldwork. The additional SMS will be sent on the day of the final prize draw and will be tailored to include the name of your institution. Institutions can elect to send the message to all non-responders or provide a fixed budget to cap the number of messages to be sent. Where there is a fixed budget in place, the Social Research Centre will discuss any priority cohorts to be targeted prior to the send.

4.7.2 Telephone non-response follow up

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

The Social Research Centre is offering two types of telephone follow up; full CATI surveys or a telephone reminder call:

- 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 CATI survey is completed over the phone at the time of call. These responses will not be reported nationally or appear on the QILT website; however, are included as a part of institutional files and institutional reports.

The Social Research Centre can provide a quote for telephone reminders or full telephone 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.

Refer to Table 1 for the final date to nominate post-online fieldwork telephone activity. Remember to use your PASF to register for telephone based activity. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.

5. Fieldwork monitoring

5.1 Liaison

Throughout the SES, the Social Research Centre team will aim for a transparent and collaborative process. Communications will be delivered on a one-on-one basis, as part of weekly institutional fieldwork updates and via the QILT newsletter and webinar series, depending upon individual needs.

5.2 Real-time reporting

The Social Research Centre is able to offer participating institutions real-time status reporting for the 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 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, in table format, by key variables such as study area, student year, gender and qualification.
- The capacity to download a csv file of survey progress for each student 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).

To improve the security of the QILT reporting module, from the 2022 SES onwards, we will be creating individual user accounts, rather than a centralised institution account that has been used previously. Further detail about accessing the new module will be provided via email in the coming weeks. The reporting module can be accessed at https://portal.srcentre.com.au/repmod/home for registered users only.

6. Deliverables

The following deliverables will be provided to institutions at the end of data processing for the 2022 SES collection.

6.1 Benchmarking data file

6.1.1 Universities Australia

These are time series national data files, with data going back to 2018 and are distributed to institutions according to the data sharing agreement between universities that has been coordinated by Universities Australia (UA). These files contain respondent level data from all universities that signed up to the data sharing agreement. **The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the SES National Report. The files also do not include institution specific fee-for-service items.** Only 'members' of Universities Australia receive a copy of the UA data file. To receive benchmarking data files, an institutional representative is required to apply for the file by completing the Department's standard data request form which is available from the QILT website. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA). Release dates of the UA data files and the UA Tableau workbook are set at the discretion of the department.

Commented [CK35]: Is this right or have we shortened the time series. Please edit if req

Commented [AT36R35]: Yes, we decided last round that we only include 5 years of data in time series. So data goes back to four year (2018)

6.1.2 Independent Higher Education Australia

Members of Independent Higher Education Australia (IHEA) data sharing agreement receive a Tableau workbook containing their own data and de-identified data of all other IHEA member institutions that signed up to the agreement. Like the UA files, the release date of the IHEA Tableau packaged workbooks is set at the discretion of the department.

6.2 Institutional data file

Each institution receives two versions of the institution-specific file at the conclusion of fieldwork – one which accommodates data warehousing systems by appending new variables at the end of the file and another which places any new variables within their conceptual group. This file contains records and data items that are not available to all institutions as part of the National SES data file. Additional information available in the institutional data files can include:

- partially completed surveys
- non-SEQ data items (included at the request of the institution)
- non-SEQ student populations (included at the request of the institution); and
- SEQ surveys completed via CATI.

An institution's file will contain collected data for the last five years of SES collections that they have participated in.

Commented [CK37]: Is this right or shortened time series?

Commented [AT38R37]: Shorten to last five years including the current year.

6.3 Tableau packaged workbooks

The Social Research Centre also provides Tableau packaged workbooks to enable institutions to interrogate the data more easily. The Tableau packaged workbook incorporates the report and underlying data in one package and allows institutions to easily 'copy' and 'export' charts and tables for local reporting. Institutions need a copy of the Tableau Reader to view the packaged workbook. The Tableau Reader can be downloaded free of charge from the Tableau website (http://www.tableau.com/products/reader).

The Tableau packaged workbooks containing institutional data are released at the same time as the institution specific data files. Additional population and CATI completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters. Institution specific data items are not included in Tableau packaged workbooks.

6.4 Verbatim responses

Verbatim responses for the current survey are provided as a separate file in csv and SPSS formats. These files do not contain time series data but contain the key survey and demographic data for the files to be used stand-alone without the need to link back to the data file. SESIDs have also been included in these files to link cases between the data and verbatim files and facilitate easier use of the SEQuery text analyser tools. The text analyser thematically groups the institution's 'Best aspects' and 'Needs improvement' open-ended items and is available on the QILT provider portal. (www.qilt.edu.au/login).

Appendix A Sampling methodology where applicable

A very small number of universities participating in the SES have sufficiently large strata that a census of commencing and final year students is not necessary to achieve the required number of completes for student data to be reportable at the desired level of precision. This Appendix provides an overview of the sampling process where it is applicable.

It should be noted that even if an institution has sufficiently large enough strata, **a census is still preferred as it simplifies response maximisation activities and avoids excluding students who, while not necessarily required for reporting of SES strata, may be included in a sub-population of interest to the institution in their internal analysis.**

Sample frame

The sample frame is created using the population data from TCSI for individual institutions. A stratified sampling approach with strata defined based on institution, course level, study area and stage is used. The 45 study areas used in 2016 will remain as the basis for sampling and fieldwork monitoring.

Where individual strata are large enough that a census is not required and the institution prefers not to undertake a census of in-scope students, 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 the previous collection's response rates forming the basis of these calculations.

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.

Sample strata and students in combined/double degrees

The sampling strata are built on the 45 Study Areas. The strata appear in the population file as a numeric concatenation of your institution code (E306), the Stage at which the student was enrolled (commencing, final year and middle years; 01-03), the Study Area code (01-45) and the course level (undergraduate or postgraduate coursework, 01-02). For example, the code '2236012902' refers to Curtin University of Technology (2236) where undergraduate level students (01) were enrolled in the Business Management study area (29) in their final year (02).

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.

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 E.

The supplementary field of education code (E462) is used to assign courses undertaken by students in combined/double degrees to the second Study Area variable.

Appendix B Variables in the sample population templates

This section contains a brief description of the data required from both universities and NUHEIs for each student for the 2022 SES.

Links to the TCSI support website have been provided for variables that are identical to the data elements required for TCSI reporting.

The data format and specific codes available for each variable can be found in the Data Map in the full population and TCSI templates.

Institution details

E306 – Higher Education Provider Code

Higher Education Provider code as issued by the department or by the Social Research Centre for the purpose of QILT. See Provider code | TCSI Support

E306C – Higher Education Provider Name

Higher Education Provider name for the purpose of QILT reporting.

Student Identifiers

E313 – Student ID

A code which uniquely identifies the student within the higher education provider and remains constant from year to year. See Student identification code | TCSI Support

E584 – Unique Student Identifier (USI)

A code assigned by the Department which uniquely identifies an individual. See Unique Student Identifier | TCSI Support

If the student does not have a USI or it is unknown, please leave this field blank.

E488 – Commonwealth Higher Education Student Support Number (CHESSN)

A code, allocated by the Department, which uniquely identifies the student and remains constant from year to year. See Commonwealth Higher Education Student Support Number (CHESSN) | TCSI Support

If the student does not have a CHESSN or it is unknown, populate file with 'ZZZZZZZZ'.

Course details

E307 – Course code

A code which uniquely identifies each course within a provider. See Course code | TCSI Support

The course code format should follow TCSI submission format.

E308 – Course name

The full name of the course. See Course name | TCSI Support

E310 – Course of study type code

This variable indicates the type of higher education course. See Course of study type | TCSI Support

Note that only undergraduate students and postgraduate course work students are in-scope for the SES.

E350 – Course of study load

The total EFTSL in years required to complete this course of study. See Course of study load | TCSI Support

Examples

- A standard three-year full-time bachelor's degree would have E350 = 3.0
- A standard one-year graduate diploma would have E350 = 1.0

Valid range for E350 is 0 – 9.9.

E455 – Combined course of study indicator

A code which indicates if a course of study is a combined course of study (i.e. a double degree). Valid values are TRUE and FALSE. See Combined course of study indicator | TCSI Support

E461 – Field of education code

A code identifying the field of education to which this course is classified. See Field of education code | TCSI Support

This field should be coded using the ABS's Australian Standard Classification of Education (ASCED).

E462 – Field of education supplementary code

A code identifying the supplementary field of education to which a combined course is classified. See Field of education supplementary code | TCSI Support

This field should be coded using the ABS's Australian Standard Classification of Education (ASCED).

Note that this field should only be populated for records with E455=1 (i.e. a combined course/ double degree).

Student demographics

E314 – Date of birth

Student date of birth in YYYY-MM-DD format. See Date of birth | TCSI Support

Date of birth is an optional variable in the template but is essential for students to participate in the survey via Authentication.

E315 – Gender code

A code which identifies the gender of a person. See Gender code | TCSI Support

E316 – Aboriginal and Torres Strait Islander code

A code which identifies whether or not the student/applicant identifies herself or himself as being of Aboriginal and/or Torres Strait Islander descent. See Aboriginal and Torres Strait Islander code | TCSI Support

E327 – Bases for admission code

A code which identifies the applicant background and, for those with recent secondary education, the main assessment pathway used by the education provider in making an offer of admission to a course. See Basis for admission code | TCSI Support

E329 – Mode of attendance code

A code which identifies the mode of attendance by which the student undertakes a unit of study. See Mode of attendance code | TCSI Support

E346 – Country of birth code

A code representing the country of birth of a student. This field should be coded using the ABS's Standard Australian Classification of Countries (SACC), 2016, with three exceptions:

- 1100 – Student was born in Australia
- 9998 – No information on country for student who was born outside Australia
- 9999 – No information on whether born in Australia or not

Use code 9999 if you do not have access to this information. See Country of birth code | TCSI Support

E347 – Year of arrival in Australia

The year in which a student, not born in Australia, first arrived in Australia. This data element is only applicable to students not born in Australia and should be in the format **YYYY**. Other valid codes are:

- 9998 – No information on year of arrival
- 9999 – No information on whether student/applicant was born in Australia or not

Use code 9999 for students coded 9999 at E346. See Year of arrival in Australia | TCSI Support

E348 – Language spoken at home code

A code indicating use of a language other than English at the student's permanent home residence. This field should be coded using the ABS's Australian Standard Classification of Languages (ASCL), 2016 with three exceptions:

- 0001 – Student speaks only English at permanent home residence
- 9999 – No information on whether or not a non-English language is spoken at permanent home residence by a student/applicant

Use code 9999 if you do not have access to this information. See Language spoken at home code | TCSI Support

E358 – Citizen resident/indicator

A code indicating a student's citizenship and residence status. See Citizen resident code | TCSI Support

E490 – Student status code

A code which indicates the student status for a unit of study. Please refer to Student Status code | TCSI Support for the permissible values for this variable.

E573 – Highest educational attainment of parent/guardian 1

A code which provides information about the highest educational attainment of the first parent or guardian as identified by the student. See Highest educational attainment parent 1 | TCSI Support

Note: This field only applies to commencing students – non-commencing students should have this field populated with a '1'.

E574 – Highest educational attainment of parent/guardian 2

A code which provides information about the highest educational attainment of the second parent or guardian as identified by the student. See Highest educational attainment parent 2 | TCSI Support

Note: This field only applies to commencing students – non-commencing students should have this field populated with a '1'.

E615 – Disability code

Disability code identifies the type(s) of disability, impairment, or long-term condition that a student indicates.

See Disability code | TCSI Support.

Student enrolment details

E330 – Type of attendance code

A code which identifies whether a student is classified as full-time or part-time. See Type of attendance code | TCSI Support

E534 – Course of study commencement date

The date on which the student commenced the current course of study. This should be in the format **YYYY-MM-DD**. See Course of study commencement date | TCSI Support

Note: Students with a commencement date in the SES collection year are considered commencing students for survey scoping and reporting purposes.

ENRLSTAT – Current enrolment status

By default, this should be populated with a '0' which denotes currently enrolled students.

We want to avoid contacting students who are no longer enrolled at your institution. An enrolment status field (ENRLSTAT) has been included in the file which asks you to provide current enrolment status details for each student.

For the TCSI templates, ENRLSTAT will be populated with '0' indicating 'Enrolled' status. Institutions are permitted to change '0' to any other code. When randomly sampling large strata, non-enrolled students will be excluded from the selection pool.

For institutions using the full population template, our preference is for non-enrolled students to be excluded from the template. However, if it is easier for your institution to include all students in the file, students should be flagged using the response categories below. Students in categories '1' to '4' will not be contacted or included in the survey.

0 = Enrolled

1 = Withdrew (i.e. student no longer enrolled at the institution)

2 = Graduated (i.e. student has completed the course mid-year)

3 = Deferred or Leave of absence

4 = to be excluded from the survey for other reasons as determined by the Institution

If your student administration system does not have information to allow you to update the ENRLSTAT field, please leave it unchanged. 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. But please note that if we cannot exclude students who are no longer enrolled during sampling preparation, it may make it more difficult to achieve a target response rate for your institution.

Commented [AT39]: Are you happy with this explanation for ENROLSTAT?

Commented [PT40R39]: I think this is good

IntendedLocation

This is a flag to indicate whether the student was enrolled at your institution as an onshore or offshore student, regardless of their actual physical location. This variable is being included because of COVID-19 related restrictions or international boarder closure. The permissible values are:

1 = Onshore

2 = Offshore

STAGE

STAGE variable is derived and populated by SRC in the TCSI template (see Appendix D for the STAGE algorithm) to indicate whether the student is commencing, middle year or completing. This variable is included in the TCSI templates for institutions to review and crosscheck against the institution-provided CompletingFlag variable.

Commented [AT41]: how's this for eplanation of stage variable that we added in this year to sample template?

Commented [PT42R41]: Have just updated, looks good to me

EXCLUDE

Unless special arrangements are made with individual institutions, the SES is restricted to undergraduate students and postgraduate coursework students in their first or final year studying at an onshore campus. Although all of your records in the TCSI extract are included in the TCSI template 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 and postgraduate coursework students:

- Offshore international students (E358 = 5). Initially they are consider excluded. However, IntendedLocation will be used to update the exclusion of these records.
- University 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 EXCLUDE is labelled as follows:

0 = In-scope for the SES

1 = Not undergraduate or postgraduate coursework

2 = Offshore undergraduate or postgraduate coursework

3 = Onshore undergraduate or postgraduate coursework in middle year (universities only)

4 = Onshore undergraduate or postgraduate coursework in concurrent course

5 = Onshore undergraduate or postgraduate coursework in strata with six or fewer students (universities only)

CompletingFlag

Flag students who are expected to complete their course by 31 July 2023. This is only intended to be an estimate and should be calculated in whatever manner is easiest for your institution.

For universities - The Social Research Centre will use this to cross-check the provided EFTSL variables and the STAGE estimation. The CompletingFlag will not be used on its own to determine scope or to include or exclude students from the 2022 SES.

For NUHEIs – The Social Research Centre will use this to identify Completing/ Final year students for reporting. But note that both Middle years and Final year students are in-scope for the SES.

The permissible values for the CompletingFlag are:

- 0 = non-final year students
- 1 = final / completing year students (i.e. students who are expected to complete their course by 31 July 2023)

All commencing and middle years students should have CompletingFlag = 0 in their data.

FACULTY and CAMPUS

It is very useful for institutions to provide Faculty and / or Campus information for each student in the sample file to enable in field and post field reporting at these levels, however, this is optional.

If your institution is considering post-field telephone reminder activity and would like the Social Research Centre to target potential respondents by Faculty or Campus, these variables must be included in the sample file.

If they are to be included, both Faculty and Campus must be provided in the sample file as a text value.

Please note that there will be a cost involved if an institution does not provide Faculty and Campus information during sample preparation but would like to Social Research Centre to append this information to the output files (or to historical data files) after the survey data have been processed.

Student contact details

E403 – Student given name first

The first given name of the student. See Student given name first | TCSI Support

E402 – Student family name

The family name of the student. See Student family name | TCSI Support

E320 – Residential address postcode

The Australian postcode of the student's residence. See Residential address postcode | TCSI Support

Use 0000 where there is no information on the residence.

E469 – Residential address suburb

The suburb of the student's residence. See Residential address suburb | TCSI Support

E470 – Residential address state

The Australian state or territory of the student's residence. See Residential address state | TCSI Support

E658 – Residential address country code

The overseas country code of the student's residence. See Residential address country code | TCSI Support

EMAIL1, EMAIL2 – Email addresses

The SES is an online survey and requires students to have a valid email address to participate. Please append students' institutional email address to the email column of the population file. We expect all students will have an institution email account. Please also include the students' personal email address wherever possible. Email addresses should be included for all students in the file, except for students who have been flagged as '1' to '4' in ENRLSTAT.

PHONE1, PHONE2, PHONE3, PHONE4 – Phone numbers

There are two purposes that phone numbers are used for in the SES:

SMS – the Social Research Centre uses SMS to complement email reminders throughout fieldwork. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the students receiving SMS unless you instruct us otherwise.

Telephone reminder activity – the option to carry out full Computer Assisted Telephone Interview (CATI) surveys and additional reminder calls is available on a fee-for-service basis. These are conducted after the online fieldwork period. Full CATI completed surveys will not be reported nationally, or in the UA files or appear on the QILT website; however, they are included in institutional data files and institutional Tableau reports.

Please provide phone numbers for all students who your institution consents us contacting via telephone and/or SMS.

Appendix C EFTSL and related variables

This Appendix provides information on the EFTSL related variables used to calculate STAGE.

STAGE, as further explained in Appendix D, is a critical scoping for universities and a reporting variable for all institutions.

For institutions using data from TCSI, the variables included in this Appendix will be sourced from TCSI (i.e. the data will be included in the extract from the department).

Universities using the full population template will need to provide EFTSL data to the Social Research Centre (see Sections 2.4 and 2.5). **If you have any issues providing these variables accurately in the full population template, please contact the QILT team as soon as possible to discuss alternatives.**

NUHEIs using the full population template are not required to provide EFTSL data (see Sections 2.4 and 2.5).

E339 – Equivalent full-time student load

This is the amount of EFTSL the student will receive as credit towards completion of this course. See Equivalent Full–time student load | TCSI Support

Examples

- A full-time student enrolled in four standard units of study in the first half of the year is likely to have E339 = 0.5
- A part-time student enrolled in two standard units of study in the first half of the year is likely to have E339 = 0.25
- A student enrolled in a full semester intensive placement in the first half of the year may have 0.5 EFTSL for a single unit of study

In 2020 and 2021, E339 was referred to as CurrentEFTSL in the full population templates. If your institution participated in these years, E339 and CurrentEFTSL should be considered as the same thing.

Commented [PT43]: [illegible] are you happy with this note?

Commented [CK44R43]: All good

E931 – Aggregated EFTSL

This is a derived element (i.e. calculated by the department) by summing all the EFTSL the student has against E339 recorded in the system, including any credit recorded in E560 (e.g. recognition of prior learning, credit transfers). Please note that the EFTSL for E339 for the first half of the year will already be included in the data for E931 extracted in May/ June. See Aggregated EFTSL | TCSI Support

E931 was used when the SES sample was sourced from HEIMS. In 2020 and 2021, we used HistoricalEFTSL in the full templates to make it easier for institutions to report the data. Now that we are sourcing the sample from TCSI, we are reverting to using E931 in all the templates. In the terminology of 2020 and 2021, E931 can be derived by summing CurrentEFTSL, HistoricalEFTS and E560.

Commented [PT45]: And this point? [illegible]

Commented [CK46R45]: I have edited it. Pls feel free to wordsmith further if it is unclear.

Commented [PT47R45]: looks good to me

E560 – Credit used value

The amount of EFTSL the student has received as credit towards completion of this course from other sources. This might include recognition of prior learning, or credit transfers from other courses or institutions. See Credit used value | TCSI Support

Examples

- A student who completed 1 year of another related course before transferring to their current course will have E560 = 1.0, where all credits were eligible for transfer

- A student who received 2 standard units worth of RPL from prior studies will have E560 = 0.25

Valid range for E350 is 0 – 9.9.

E350 – Course of study load

The aggregated EFTSL value for a course of study, summed across all units of study which meet the academic requirements for the course of study. See Course of study load | TCSI Support

Appendix D The algorithm for calculating STAGE

This Appendix is for information only. Institutions are NOT required to calculate STAGE as part of the sample return.

The STAGE variable in the SES sample file is used to determine the stage of studies for survey eligibility. This calculation will be done by the Social Research Centre during sample preparation.

The permissible values for the STAGE variables are as followed:

Value	Description
1	Commencing
2	Completing
3	Middle years

For universities, only Commencing and Completing students are in-scope for the SES.

For NUHEIs, Middle years students are also in-scope.

Definitions

Commencing student (STAGE = 1)

As defined in TCSI: A student is a commencing student if she / he has enrolled in the course for the first time at the higher education provider or an antecedent higher education provider between 1 January of the Collection Year and 31 December of the Collection Year.

Completing / Final year students (STAGE = 2)

There is no indicator in TCSI that can be used to identify a completing or final year student. For the purposes of the 2022 SES, a completing or final year student is expected to complete their current course of study by 31 July 2023.

Middle year students (STAGE = 3)

Any student who is not a Commencing or Completing/Final year student is defined as a middle year student.

Variables used to derive STAGE

The Social Research Centre derive STAGE using the following variables:

Variable Name	Description
E306	Higher Education Provider code
E534	Course of study commencement date
E330	Type of attendance code
E350	Course of study load (the total EFTSL value for the course of study to meet the academic requirements for the course).
E339	EFTSL (current year)
E931	Aggregated EFTSL
E560	Total EFTSL from other sources (e.g. recognition of prior learning, credit transfers)

Definition of Commencing students (STAGE = 1)

The Social Research Centre use the TCSI definition of Commencing students:

"A student is a commencing student if she / he has enrolled in the course for the first time at the higher education provider or an antecedent higher education provider between 1 January of the Collection Year and 31 December of the Collection Year."

See Commencing student | TCSI Support

A student can be a commencing student only once in relation to a course or program. If a student enrols in a course and defers before completing any unit of study, that student will not be considered as a commencing student when he/she resumes studying at a subsequent time.

Students can sometimes be wrongly classified as commencing students if an institution updates its courses or course codes without back casting their student records appropriately.

Completing / Final year students (STAGE = 2)

There is no indicator in TCSI that can be used to identify a completing or final year student, although this is required for reporting. The identification of completing / final year students in the SES is built on an estimation algorithm using the students' aggregated study load.

For the purpose of the SES, students' study progression is estimated by combining:

- E931 Aggregated EFTSL and
- E339 current EFTSL as a proxy for EFTSL to be incurred in the second half of the year

and comparing the ratio of this aggregated EFTSL to the Total EFTSL for the course (E350).

i.e. (E931 + E339) / E350

The assumption here is that the student will continue to follow the same enrolment pattern, and the projected EFTSL in the second half of the collection year is identical to the current EFTSL in the first half. The current EFTSL is provided by the institution.

If the ratio is close enough to 1.0, it is assumed that the student intends to complete their course before the following round of SES and is therefore deemed a final year student for the purpose of the survey. We have two methods of estimating students' study progression.

Method 1

Method 1 is the standard approach which takes into account attendance mode (E330) and course duration (E350). This method requires a greater proportion of aggregated EFTSL for longer courses and is the more robust method. We use this method for all NUHEIs but also include middle years in the in-scope population to avoid any issues with identification.

In this method, a full-time student in a three-year course with semesters or a two-year course with three trimesters need 83% of the total EFTSL (E350) to qualify as a final year student. A part-time student needs 92%.

Students in longer or shorter courses require correspondingly lower or higher ratios. Bear in mind that the aggregated EFTSL in the population file includes Semester 1 load for the reference year and any credit or RPL. Extending the syntax to include slightly different ratios for very short (one year) and very long (six year) courses makes no appreciable difference to the estimation. Here is the SPSS syntax for this method:

```
IF (E922 = 1) Stage=1. *Commencing student
DO IF (E922 = 2).
  DO IF (E350 < 2.5).
    IF (E330 = 1 AND (E931+E339 < E350*.7500)) Stage=3. *Full-time middle year
```

```
  IF (E330 = 2 AND (E931+E339 < E350*.8750)) Stage=3. *Part-time middle year
  IF (E330 = 1 AND (E931+E339 ≥ E350*.7500)) Stage=2. *Full-time final year
  IF (E330 = 2 AND (E931+E339 ≥ E350*.8750)) Stage=2. *Part-time final year
 END IF.
 DO IF (E350 ≥ 2.5 AND E350 < 3.5).
  IF (E330 = 1 AND (E931+E339 < E350*.8333)) Stage=3. *Full-time middle year
  IF (E330 = 2 AND (E931+E339 < E350*.9167)) Stage=3. *Part-time middle year
  IF (E330 = 1 AND (E931+E339 ≥ E350*.8333)) Stage=2. *Full-time final year
  IF (E330 = 2 AND (E931+E339 ≥ E350*.9167)) Stage=2. *Part-time final year
 END IF.
 DO IF (E350 ≥ 3.5 AND E350 < 4.5).
  IF (E330 = 1 AND (E931+E339 < E350*.8750)) Stage=3. *Full-time middle year
  IF (E330 = 2 AND (E931+E339 < E350*.9375)) Stage=3. *Part-time middle year
  IF (E330 = 1 AND (E931+E339 ≥ E350*.8750)) Stage=2. *Full-time final year
  IF (E330 = 2 AND (E931+E339 ≥ E350*.9375)) Stage=2. *Part-time final year
 END IF.
 DO IF (E350 ≥ 4.5).
  IF (E330 = 1 AND (E931+E339 < E350*.90)) Stage=3. *Full-time middle year
  IF (E330 = 2 AND (E931+E339 < E350*.95)) Stage=3. *Part-time middle year
  IF (E330 = 1 AND (E931+E339 ≥ E350*.90)) Stage=2. *Full-time final year
  IF (E330 = 2 AND (E931+E339 ≥ E350*.95)) Stage=2. *Part-time final year
 END IF.
END IF.
```

Method 2

This is a non-standard method which does not make allowance for the duration of the course. It tends to over-estimate the number of final year students (which is acceptable for survey purposes). It is only used for the small number of universities where Method 1 does not work because of issues with their data.

In Method 2, a full-time student is defined as being in their final year if their aggregated EFTSL in the reference year is 75% of the total EFTSL for the course. A part-time student is defined as being in their final year if their aggregated EFTSL is 85% of the total for the course.

Here is the SPSS syntax:

```
IF (E922 = 1) Stage=1. *Commencing student
DO IF (E922 = 2).
  IF (E330 = 1 AND (E931+E339 < E350*.750)) Stage=3. *Full-time middle year
  IF (E330 = 2 AND (E931+E339 < E350*.875)) Stage=3. *Part-time middle year
  IF (E330 = 1 AND (E931+E339 ≥ E350*.750)) Stage=2. *Full-time final year
  IF (E330 = 2 AND (E931+E339 ≥ E350*.875)) Stage=2. *Part-time final year
END IF.
```

Limitations of the current methods of identifying final year students

While the estimation works well at the broad cohort level, neither method of estimation is foolproof at the student level because even for students who studied full-time in standard 3-year courses, it is difficult to be certain what students intend to do in Semester 2 or in the Summer Term based on their enrolment status in Semester 1. For example, students may change from full-time to part-time in their final semester, thereby extending the duration of their enrolment.

The estimation of completing / final year students is more straight forward for full-time students in standard three-year courses that are broken up into two semesters each year or two-year courses that are broken up into three trimesters each year. It is difficult to estimate correctly for part-time and external students, those who took leave of absence during their studies, those who transferred from one course to another, or

students who are enrolled in courses where there is a heavily weighted work-based placement in the final year with different EFTSL calculation. There may also be practical difficulties in correctly collating 'EFTSL completed successfully' for students whose initial enrolment in the course may date back many years.

What about Honours students – are they commencing or final year students?

The HEIMS guidelines for reporting of commencing students stipulates that honours students continuing from a related bachelor's degree **should not** be classified as commencing students.

"Students of the following types are not to be classified as commencing students:

…

…

students who are admitted to or transfer to a bachelor's honours course of study having previously been enrolled, at the higher education provider or an antecedent higher education provider, in the related bachelor's pass course of study"

See: Commencing student | TCSI Support

Despite this stipulation in TCSI, some institutions may (wrongly) classify their honours students as commencing students in some courses. This is an issue that the survey manager should follow up with the TCSI reporting team in their institution.

Please note that the Social Research Centre rely heavily on institutions to accurately identify their honours students in their TCSI submissions. Special treatment of students in honours degrees within the SES process is not possible. There is no way of distinguishing commencing honours students who have completed the related bachelor's pass course from those that have transferred in from another institution. As such, an edit cannot be applied in a consistent way. As well, some honours courses are offered for the duration of 3+ years of the course rather than as an additional year after the completion of the standard bachelor degree. In which case, it would make sense for their student to be flagged as commencing students when they first enrol.

In terms of reporting, the easiest way to identify honours students is to use E310 "Course of study type code" – code 9 flags "Bachelors Honours" courses. See Course of study type | TCSI Support

How to provide data for the CompletingFlag variable?

The STAGE variable will be calculated by the Social Research Centre using the variables listed in at the beginning of this Appendix. **If your institution is using the full template and you have any issues providing these variables accurately in the template, please contact the QILT team as soon as possible to discuss alternatives.**

To validate our calculation of STAGE for universities, we also request that institutions provide their own estimate of completing students in the CompletingFlag variable when submitting a template to help validate the provided EFTSL variables.

Appendix E Australian Government Department of Education Study Areas by Field of Education

AREA		AREA45		Field of Education
0	Non-award	0	Non-award	000000
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 & 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

AREA		AREA45		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	061701
		24	Occupational Therapy	061703
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	070101
		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

AREA		AREA45		Field of Education
15	Humanities, culture and social sciences	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
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	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
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, Hospitality, Personal Services, Sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		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

How to use the pack

SES
Student Experience Survey

Thank you for your ongoing support of the Student Experience Survey (SES). With your help, we can continue to shape the future of higher education in Australia.

In this pack, you'll find the resources you need to share the SES with your students. It includes social media content, web tiles, posters and lecture slides to encourage students to complete the survey.

Social media tiles

Distribute the attached social media tiles to the appropriate team within your institution. Below are some suggested captions they can use when they post them to your institution's social media accounts.

There are ten different social media tiles you can use, each with a suggested timeframe and caption.

Social media tiles C, D, E, F can be used any time

Suggested caption:

Calling all [institution] students - how would you rate your university experience?

By contributing your views and experiences, you're helping improve higher education for everyone - including current and future [institution] students.

Enter now at http://www.ses.edu.au/

Social media tiles A, B can be used up until final prize draw

Suggested caption:

Sharing your experience at [institution] in the Student Experience Survey (SES) only takes ten minutes, and puts you in the draw to win $1,000!

Complete the survey by [insert date] for your chance to win.

To complete the survey, visit http://www.ses.edu.au/

Social media tiles G, H can be used week prior to last prize draw

Suggested caption:

Don't miss your chance to complete the Student Experience Survey (SES)!

Your answers are used to shape the future of higher education – and there are still chances to win $1,000!

Complete the survey now at http://www.ses.edu.au/

Social media tiles I, J can be used in the final week of the survey

Suggested caption:

[Institution] students - it's the final week of the Student Experience Survey (SES).

Don't miss your chance to share your experience as a current student. Your answers are used to shape the future of higher education.

Complete the survey now at http://www.ses.edu.au/

Example organic – Universities/Institutions

Facebook example

Example editable body

Twitter example

Example editable body

Instagram example

Example editable body

Social media tiles

We have also made the 1080x1080 file size available in the marketing pack (ideal size for Instagram).

Tile A file name:
SES Social media tile 1200x628 A.jpg

Tile B file name:
SES Social media tile 1200x628 B.jpg

Tile C file name:
SES Social media tile 1200x628 C.jpg

Tile D file name:
SES Social media tile 1200x628 D.jpg

Tile E file name:
SES Social media tile 1200x628 E.jpg

Tile F file name:
SES Social media tile 1200x628 F.jpg

Tile G file name:
SES Social media tile 1200x628 G.jpg

Tile H file name:
SES Social media tile 1200x628 H.jpg

Tile I file name:
SES Social media tile 1200x628 I.jpg

Tile J file name:
SES Social media tile 1200x628 J.jpg

Web tiles

Distribute the attached web tiles to your web team to include on your institution's website. The click through link has been set to: http://www.ses.edu.au/

There are three included sizes to suit different spaces your website might have available. Included you'll find mRec, leaderboard and skyscraper formats.

mRec file name: mrec-hero

Skyscraper file name: skyscraper-hero

Leaderboard file name: leaderboard-hero

Learning Management System (LMS) tiles

Distribute the attached LMS tiles to the appropriate team within your institution. The LMS tiles should be accessible from your institution's LMS home page and include a link to http://www.ses.edu.au/

Below are some suggested captions that can be used when they are posted to the LMS home page.

Alternatively, the social media tiles and webtiles can also be displayed on your institution's LMS home page.

Tile A file name:
SES LMS tile A.jpg

Tile B file name:
SES LMS tile B.jpg

Tile C file name:
SES LMS tile C.jpg

LMS tiles A & B can be used any time

Suggested caption:

Calling all [institution] students - how would you rate your university experience?

By contributing your views and experiences, you're helping improve higher education for everyone - including current and future [institution] students.

Enter now at http://www.ses.edu.au/

LMS tile C can be used up until final prize draw

Suggested caption:

Sharing your experience at [institution] in the Student Experience Survey (SES) only takes ten minutes, and puts you in the draw to win $1,000!

Complete the survey by [insert date] for your chance to win.

To complete the survey, visit http://www.ses.edu.au/

A3 Posters

Distribute the attached posters to the appropriate team within your institution. There is room to include your university logo alongside the QILT logo. Once you've added your logo, print the posters and display the posters around campus.

Co-branding area

Area where Universities/Institutions can place their logo. The grey area is a rough indication of height and width the co-branded logo can be.

Co-branding example

A3 Posters

We have provided the posters in two different file types for you to access, edit and print. Please choose the file type that best suits your situation.

PDF (.pdf)

Recommended if your institution is not intending to use co-branding. Also suitable for use with co-branding if your institution has access to PDF editing software.

InDesign (.indd)

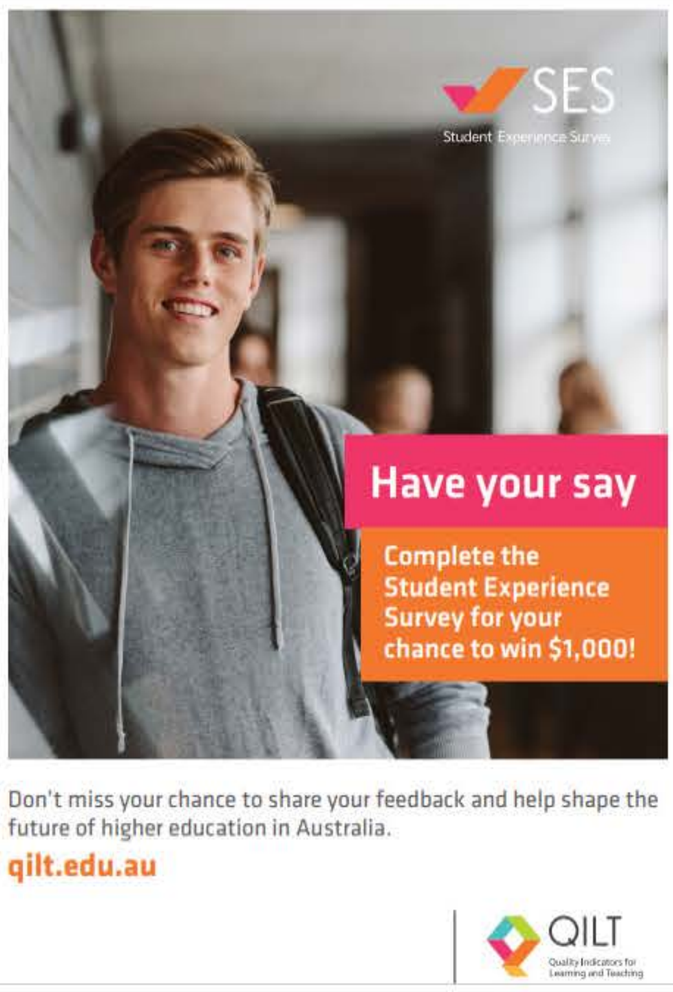
If your institution has access to Adobe InDesign software and would like to co-brand, we recommend this format. All posters are included in the one InDesign file, so you can apply co-branding and print all at once.

A3 Posters

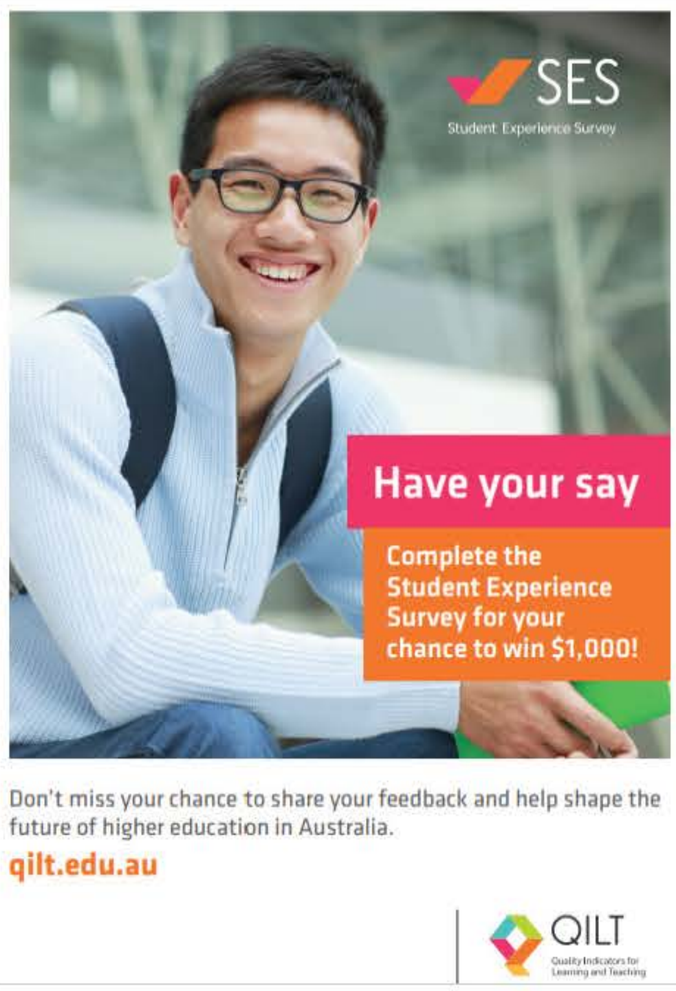
Posters available:

Poster A file name: Co-branded poster A

Poster B file name: Co-branded poster B



Poster C file name: Co-branded poster C



Poster D file name: Co-branded poster D

Lecture slides

Distribute the attached lecture slides to lecturers and tutors to include in their presentations. You can include the following introduction to explain to lecturers how to use the slides:

The attached lecture slides can be used to encourage your students to participate in the Student Experience Survey (SES). The SES is important, because it provides a clear picture of what life is like at university. It isn't a review of individual subjects, but instead an overarching look at the university experience in Australia.

There are six versions of the lecture slides attached:

Lecture Slides A, B, C, D can be used up until final prize draw

Lecture Slides E, F can be used in the final week of the survey

When you're displaying the slides, remind your students to check their emails for an invitation from the Social Research Centre. You can explain that their answers are used to inform the future of higher education in Australia, and by completing the survey they go in the draw to win $1,000.

Thank you for your continued support. The SES is a great way for us to get a picture of what student life is like, and give us a pathway to follow into the future.

Lecture slides

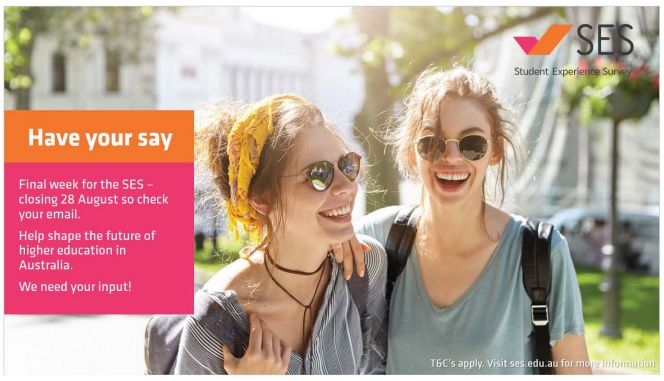
Slide A file name: SES Branded Lecture Slide A.pptm

Slide B file name: SES Branded Lecture Slide B.pptm

Slide C file name: SES Branded Lecture Slide C.pptm

Slide D file name: SES Branded Lecture Slide D.pptm

Slide E file name: SES Branded Lecture Slide E.pptm



Slide F file name: SES Branded Lecture Slide F.pptm

Lecture slides

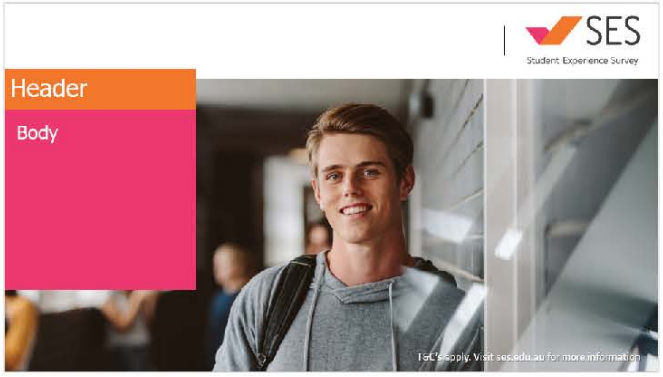
If you'd like to include your institutions branding on slides or tailor messaging, a set of co-branded slide templates are included in this pack:

To use the co-branded slides:

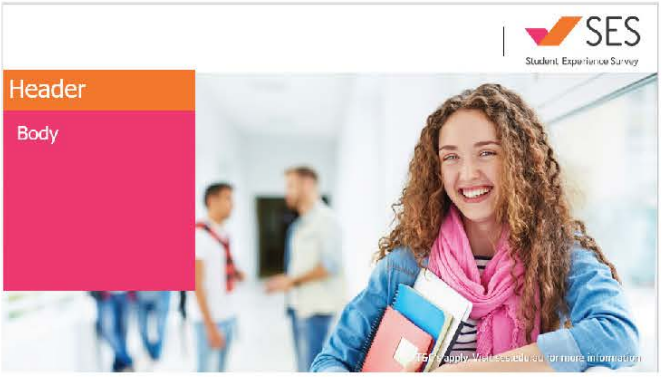
- Place your institution logo over the co-branding area (ensure logo height matches the SES logo, and is left-aligned with the specified co-branding area)
- Insert text in the provided areas - ensure white text is used, with Tahoma font.
- Please use similar language to the lecture slides that are not co-branded. We recommend including a reference to students checking their inbox for the email and prize draw information.

Once you have created your co-branded lecture slide, please provide a draft version to qilt@srcentre.com.au for review prior to public use.

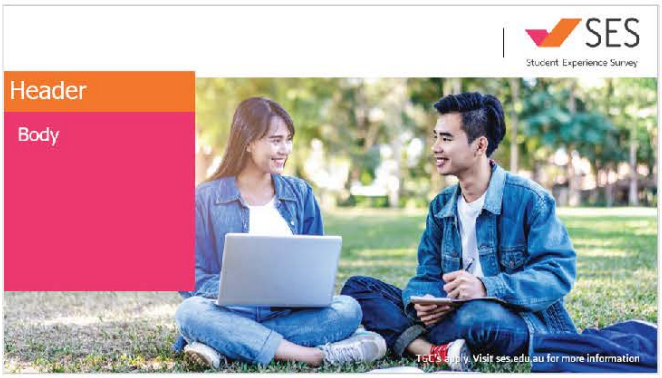
Lecture slides



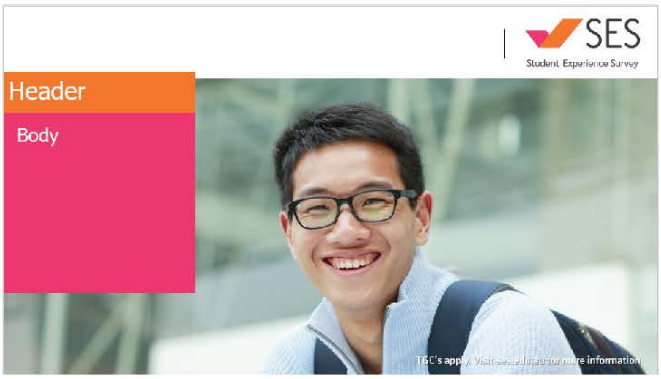
Slide A file name: Co-branded Lecture Slide A.pptm



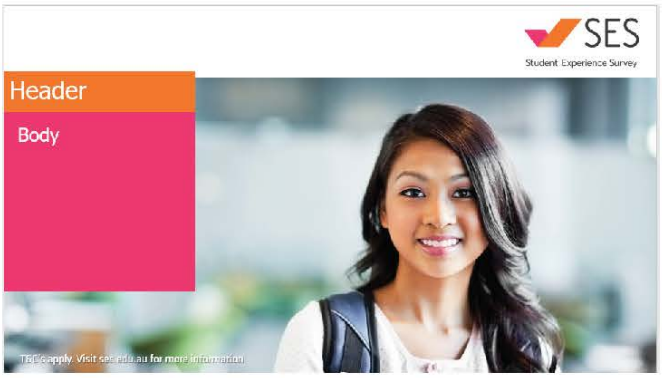
Slide B file name: Co-branded Lecture Slide B.pptm



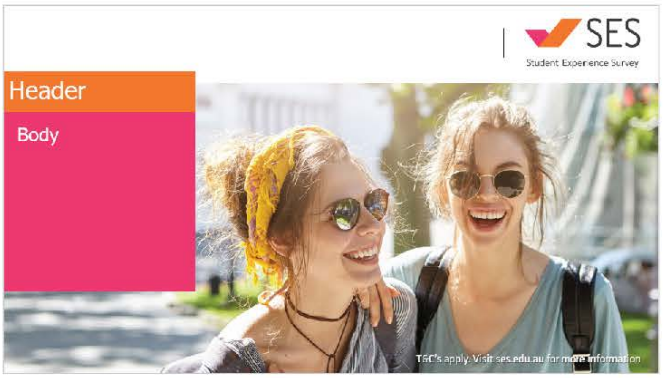
Slide C file name: Co-branded Lecture Slide C.pptm



Slide D file name: Co-branded Lecture Slide D.pptm



Slide E file name: Co-branded Lecture Slide E.pptm



Slide F file name: Co-branded Lecture Slide F.pptm

Pull up banners

Distribute the attached high resolution pull up banners to the appropriate team within your institution. The banners are suitable for professional printing with your preferred print supplier. Use them for display around campus or at events such as graduation ceremonies.

The size of these banner files are 2000mm high x 850mm wide.

Banner A file name:
SES Pull up banner 2000x850 A.pdf

Banner B file name:
SES Pull up banner 2000x850 B.pdf

Banner C file name:
SES Pull up banner 2000x850 C.pdf

Thank you again for your ongoing support – it is integral to the success and continued value of the SES.

If you need any support accessing or using any of the supplied materials, please don't hesitate to contact us on qilt@srcentre.com.au

Appendix 2 Participating institutions

2022 SES – Participating institutions

Universities		NUHEIs	
Name	HESA	Name	HESA
Australian Catholic University	HESA	Academies Australasia Polytechnic Pty Limited	Non-HESA
Avondale University	HESA	Academy of Information Technology	HESA
Bond University	HESA	Adelaide Central School of Art	HESA
Central Queensland University	HESA	Adelaide College of Divinity	HESA
Charles Darwin University	HESA	Adelaide Institute of Higher Education	Non-HESA
Charles Sturt University	HESA	Alphacrucis College	HESA
Curtin University	HESA	Asia Pacific International College	HESA
Deakin University	HESA	Australasian College of Health and Wellness	HESA
Edith Cowan University	HESA	Australia Advance Education Group Pty Ltd	Non-HESA
Federation University Australia	HESA	Australian Academy of Music and Performing Arts	HESA
Flinders University	HESA	Australian Chiropractic College Limited	Non-HESA
Griffith University	HESA	Australian College of Applied Professions	HESA
James Cook University	HESA	Australian College of Christian Studies	HESA
La Trobe University	HESA	Australian College of Nursing	HESA
Macquarie University	HESA	Australian College of Theology Limited	HESA
Monash University	HESA	Australian Institute of Business Pty Ltd	HESA
Murdoch University	HESA	Australian Institute of Higher Education	Non-HESA
Queensland University of Technology	HESA	Australian Institute of Management Education & Training	HESA
RMIT University	HESA	Australian Institute of Professional Counsellors	HESA
Southern Cross University	HESA	BBI - The Australian Institute of Theological Education	HESA
Swinburne University of Technology	HESA	Box Hill Institute	HESA
The Australian National University	HESA	CIC Higher Education	Non-HESA
The University of Adelaide	HESA	Campion College Australia	HESA
The University of Melbourne	HESA	Canberra Institute of Technology	HESA
The University of Notre Dame Australia	HESA	Chisholm Institute	HESA
The University of Queensland	HESA	Christian Heritage College	HESA
The University of South Australia	HESA	Collarts (Australian College of the Arts)	HESA
The University of Sydney	HESA	Curtin College	HESA
The University of Western Australia	HESA	Deakin College	HESA
Torrens University	HESA	Eastern College Australia	HESA
University of Canberra	HESA	Edith Cowan College	HESA
University of Divinity	HESA	Endeavour College of Natural Health	HESA
University of New England	HESA	Engineering Institute of Technology	HESA
University of New South Wales	HESA	Equals International	Non-HESA
University of Newcastle	HESA	Excelsia College	HESA
University of Southern Queensland	HESA	Eynesbury College	HESA
University of Tasmania	HESA	Governance Institute of Australia	Non-HESA
University of Technology Sydney	HESA	Griffith College	HESA
University of Wollongong	HESA	HEPCO The Tax Institute Higher Education	Non-HESA
University of the Sunshine Coast	HESA	Health Education & Training Institute	HESA
Victoria University	HESA	Higher Education Leadership Institute	HESA
Western Sydney University	HESA	Holmes Institute	HESA
		Holmesglen Institute	HESA
		ICHM	HESA
		ISN Psychology Pty Ltd	HESA
		Ikon Institute of Australia	HESA
		Institute of Health & Management Pty Ltd	Non-HESA

Universities		NUHEIs	
Name	HESA	Name	HESA
		International College of Management, Sydney	HESA
		International Institute of Business and Technology	Non-HESA
		Jazz Music Institute	HESA
		Kaplan Business School	HESA
		Kaplan Higher Education Pty Ltd	HESA
		Kent Institute Australia	HESA
		King's Own Institute	HESA
		LCI Melbourne	HESA
		La Trobe College Australia	HESA
		Le Cordon Bleu Australia	HESA
		Leaders Institute	Non-HESA
		Macleay College	HESA
		Marcus Oldham College	HESA
		Melbourne Institute of Technology	HESA
		Melbourne Polytechnic	HESA
		Montessori World Educational Institute (Australia)	Non-HESA
		Moore Theological College	Non-HESA
		Morling College	HESA
		Nan Tien Institute	HESA
		National Art School	HESA
		National Institute of Organisation Dynamics Aust	HESA
		Ozford Institute of Higher Education	HESA
		Performing Arts Education	HESA
		Perth Bible College	HESA
		Photography Studies College (Melbourne)	HESA
		Polytechnic Institute Australia Pty Ltd	Non-HESA
		SAE Institute	HESA
		SP Jain School of Management	HESA
		Sheridan Institute of Higher Education	Non-HESA
		South Australian Institute of Business and Technology	HESA
		Stanley College	HESA
		Stott's College	HESA
		Sydney College of Divinity	HESA
		Sydney Institute of Business and Technology	HESA
		TAFE NSW	HESA
		TAFE Queensland	HESA
		TAFE South Australia	HESA
		Tabor College of Higher Education	HESA
		The Australian College of Physical Education	HESA
		The Australian Institute of Music	HESA
		The Cairnmillar Institute	Non-HESA
		The Institute of International Studies (TIIS)	Non-HESA
		The JMC Academy	HESA
		The MIECAT Institute	HESA
		Think Education	HESA
		UOW College	HESA
		UTS College	HESA
		Universal Business School Sydney	HESA
		VIT (Victorian Institute of Technology)	HESA
		Wentworth Institute of Higher Education	HESA

Universities		NUHEIs	
Name	HESA	Name	HESA
		Whitehouse Institute of Design, Australia	HESA
		William Angliss Institute	HESA

Appendix 3 Study area concordance

SES 2022 Study area concordance

Study Area 21		Study Area 45		Field of Education
0	Non-award	0	Non-award	000000
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 & 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	061701
		24	Occupational Therapy	061703
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	070101
		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
		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
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	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
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, Hospitality, Personal Services, Sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		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 4 Sample size 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:

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

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:

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

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 Response rates and targets by institution

2022 SES – Response rates and targets by institution

Target and actual response rate by universities

Institution	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
Australian Catholic University	*21.9*	20.1	-1.8	No	47.0	Yes	234.1	26.9
Avondale University	*70.4*	72.2	1.8	Yes	49.8	No	68.9	-22.4
Bond University	*60.5*	55.9	-4.6	No	36.4	No	65.1	-19.5
Central Queensland University	*38.5*	39.9	1.4	Yes	43.0	Yes	107.6	3.0
Charles Darwin University	*42.0*	43.7	1.7	Yes	43.4	No	99.4	-0.3
Charles Sturt University	*33.1*	35.7	2.6	Yes	37.1	Yes	104.1	1.5
Curtin University	*31.3*	31.7	0.4	Yes	37.5	Yes	118.4	5.8
Deakin University	*29.7*	31.7	2.0	Yes	40.8	Yes	128.5	9.0
Edith Cowan University	*36.1*	33.5	-2.6	No	41.4	Yes	123.8	8.0
Federation University Australia	*35.2*	40.7	5.4	Yes	38.2	No	93.9	-2.5
Flinders University	*41.7*	38.0	-3.7	No	27.9	No	73.5	-10.1
Griffith University	*29.9*	31.1	1.2	Yes	34.1	Yes	109.5	3.0
James Cook University	*48.0*	46.5	-1.4	No	29.1	No	62.6	-17.4
La Trobe University	*32.2*	29.7	-2.5	No	38.7	Yes	130.3	9.0
Macquarie University	*24.8*	24.9	0.1	Yes	36.2	Yes	145.0	11.2
Monash University	*21.3*	22.0	0.7	Yes	36.9	Yes	167.6	14.9
Murdoch University	*39.0*	45.0	6.0	Yes	37.0	No	82.0	-8.1
Queensland University of Technology	*21.9*	24.1	2.2	Yes	33.8	Yes	140.2	9.7
RMIT University	*24.6*	23.2	-1.4	No	22.7	No	98.0	-0.5
Southern Cross University	*42.3*	39.2	-3.1	No	41.7	Yes	106.3	2.5
Swinburne University of Technology	*30.2*	29.0	-1.1	No	42.0	Yes	144.6	13.0

Institution	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
The Australian National University	*36.8*	44.9	8.0	Yes	34.9	No	77.7	-10.0
The University of Adelaide	*47.2*	48.4	1.1	Yes	41.0	No	84.9	-7.3
The University of Melbourne	*18.5*	19.0	0.5	Yes	43.4	Yes	228.3	24.4
The University of Notre Dame Australia	*37.6*	33.8	-3.9	No	35.0	Yes	103.6	1.2
The University of Queensland	*26.7*	28.8	2.1	Yes	31.9	Yes	110.8	3.1
The University of South Australia	*32.5*	35.7	3.2	Yes	38.2	Yes	107.1	2.6
The University of Sydney	*29.0*	28.5	-0.5	No	30.8	Yes	108.2	2.3
The University of Western Australia	*25.7*	27.7	2.0	Yes	41.7	Yes	150.3	13.9
Torrens University	*25.6*	32.5	6.9	Yes	50.1	Yes	154.1	17.6
University of Canberra	*47.4*	46.7	-0.7	No	40.2	No	86.2	-6.4
University of Divinity	*41.9*	39.5	-2.4	No	47.8	Yes	121.1	8.3
University of New England	*48.0*	47.5	-0.6	No	41.7	No	87.9	-5.7
University of New South Wales	*25.4*	20.8	-4.6	No	37.5	Yes	180.4	16.7
University of Newcastle	*36.0*	37.2	1.2	Yes	34.3	No	92.3	-2.9
University of Southern Queensland	*36.4*	36.9	0.5	Yes	45.1	Yes	122.3	8.2
University of Tasmania	*30.8*	34.1	3.3	Yes	44.6	Yes	130.6	10.4
University of Technology Sydney	*23.7*	25.3	1.6	Yes	32.8	Yes	129.7	7.5
University of the Sunshine Coast	*43.7*	43.3	-0.3	No	46.9	Yes	108.3	3.6
University of Wollongong	*42.0*	45.3	3.4	Yes	40.5	No	89.4	-4.8
Victoria University	*33.5*	34.6	1.2	Yes	35.2	Yes	101.7	0.6
Western Sydney University	*23.7*	29.1	5.4	Yes	37.1	Yes	127.4	8.0

Target and actual response rate by NUHEIs

NUHEIs	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
Academies Australasia Polytechnic Pty Limited	*39.7*	47.8	8.1	Yes	49.1	Yes	102.6	1.2
Academy of Information Technology	*51.6*	51.7	0.1	Yes	41.9	No	80.9	-9.9
Adelaide Central School of Art	*49.1*	60.7	11.6	Yes	58.9	No	97.2	-1.7
Adelaide College of Divinity	*87.5*	92.5	5.0	Yes	47.9	No	51.8	-44.6
Adelaide Institute of Higher Education		100.0	100.0	Yes	46.9	No	46.9	-53.1
Alphacrucis College	*38.8*	42.5	3.8	Yes	38.9	No	91.5	-3.6
Asia Pacific International College	*54.7*	51.3	-3.4	No	30.6	No	59.6	-20.7
Australasian College of Health and Wellness	*45.9*	53.6	7.7	Yes	31.9	No	59.5	-21.7
Australia Advance Education Group Pty Ltd	*92.0*	44.6	-47.4	No	25.6	No	57.4	-19.0
Australian Academy of Music and Performing Arts	*79.8*	85.0	5.2	Yes	43.8	No	51.6	-41.2
Australian Chiropractic College Limited		80.6	80.6	Yes	58.2	No	72.1	-22.5
Australian College of Applied Professions	*28.2*	27.8	-0.4	No	43.2	Yes	155.2	15.4
Australian College of Christian Studies	*93.3*	93.1	-0.3	No	58.2	No	62.6	-34.8
Australian College of Nursing	*22.7*	20.8	-1.9	No	40.1	Yes	193.1	19.4
Australian College of Theology Limited	*21.5*	24.1	2.6	Yes	53.4	Yes	221.1	29.2
Australian Institute of Business Pty Ltd	*20.4*	22.0	1.6	Yes	38.2	Yes	173.4	16.2
Australian Institute of Higher Education	*32.3*	36.9	4.6	Yes	33.4	No	90.5	-3.5
Australian Institute of Management Education & Training	*24.2*	18.3	-5.9	No	33.6	Yes	183.3	15.3
Australian Institute of Professional Counsellors	*49.7*	55.2	5.6	Yes	38.2	No	69.2	-17.0
BBI - The Australian Institute of Theological Education	*59.5*	63.8	4.3	Yes	46.2	No	72.5	-17.5
Box Hill Institute	*79.5*	79.8	0.3	Yes	37.7	No	47.3	-42.1
Campion College Australia	*84.2*	85.4	1.3	Yes	35.8	No	41.9	-49.6

NUHEIs	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
Canberra Institute of Technology	*97.0*	100.0	3.0	Yes	50.0	No	50.0	-50.0
Chisholm Institute	*77.5*	82.9	5.4	Yes	37.1	No	44.7	-45.9
Christian Heritage College	*78.2*	74.0	-4.2	No	44.9	No	60.6	-29.1
CIC Higher Education	*72.9*	78.1	5.2	Yes	39.8	No	50.9	-38.3
Collarts (Australian College of the Arts)	*53.0*	56.4	3.5	Yes	37.9	No	67.1	-18.6
Curtin College	*59.1*	62.8	3.8	Yes	37.4	No	59.5	-25.5
Deakin College	*59.5*	62.0	2.4	Yes	37.8	No	61.1	-24.1
Eastern College Australia	*93.5*	100.0	6.5	Yes	55.9	No	55.9	-44.1
Edith Cowan College	*81.9*	71.9	-10.0	No	46.6	No	64.7	-25.4
Endeavour College of Natural Health	*11.2*	13.4	2.2	Yes	43.4	Yes	323.5	30.0
Engineering Institute of Technology	*87.5*	74.6	-12.9	No	47.0	No	63.0	-27.6
Equals International	*91.4*	89.8	-1.6	No	18.8	No	20.9	-71.0
Excelsia College	*53.6*	54.6	1.1	Yes	28.4	No	52.1	-26.2
Eynesbury College	*77.1*	80.9	3.8	Yes	30.8	No	38.0	-50.1
Governance Institute of Australia	*57.9*	47.7	-10.2	No	47.0	No	98.5	-0.7
Griffith College	*57.7*	60.7	3.0	Yes	26.5	No	43.7	-34.2
Health Education & Training Institute	*71.9*	70.2	-1.7	No	39.7	No	56.6	-30.5
HEPCO The Tax Institute Higher Education	*59.6*	61.7	2.0	Yes	29.4	No	47.6	-32.3
Higher Education Leadership Institute		96.2	96.2	Yes	58.3	No	60.7	-37.8
Holmes Institute	*15.8*	32.9	17.2	Yes	19.1	No	58.1	-13.8
Holmesglen Institute	*49.1*	55.1	6.0	Yes	24.2	No	43.9	-30.9
ICHM	*73.5*	83.1	9.6	Yes	39.0	No	47.0	-44.1
Ikon Institute of Australia	*51.7*	51.2	-0.5	No	51.6	Yes	100.8	0.4
Institute of Health & Management Pty Ltd	*56.3*	70.7	14.4	Yes	49.1	No	69.4	-21.6
International College of Management, Sydney	*44.7*	45.9	1.2	Yes	43.6	No	95.0	-2.3

NUHEIs	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
International Institute of Business and Technology	*100.0*	100.0	0.0	No	22.2	No	22.2	-77.8
ISN Psychology Pty Ltd	*66.5*	66.4	-0.1	No	54.8	No	82.5	-11.7
Jazz Music Institute	*84.3*	86.6	2.3	Yes	47.5	No	54.8	-39.1
Kaplan Business School	*29.4*	35.6	6.3	Yes	34.6	No	97.1	-1.0
Kaplan Higher Education Pty Ltd	*7.9*	8.9	1.0	Yes	26.9	Yes	302.3	18.0
Kent Institute Australia	*34.9*	54.3	19.4	Yes	34.4	No	63.3	-19.9
King's Own Institute	*30.3*	33.6	3.3	Yes	35.3	Yes	105.1	1.7
La Trobe College Australia	*47.6*	53.6	6.0	Yes	38.2	No	71.3	-15.4
LCI Melbourne	*69.4*	56.0	-13.4	No	34.4	No	61.5	-21.6
Le Cordon Bleu Australia	*66.4*	78.3	11.9	Yes	23.7	No	30.2	-54.6
Leaders Institute	*66.7*	74.8	8.1	Yes	64.5	No	86.2	-10.3
Macleay College	*77.3*	62.3	-15.1	No	0.0	No	0.0	-62.3
Marcus Oldham College	*60.8*	64.6	3.8	Yes	75.6	Yes	117.0	11.0
Melbourne Institute of Technology	*39.2*	48.3	9.1	Yes	26.0	No	53.9	-22.2
Melbourne Polytechnic	*65.3*	77.8	12.5	Yes	21.1	No	27.2	-56.6
Montessori World Educational Institute (Australia)	*90.3*	90.6	0.3	Yes	36.7	No	40.5	-54.0
Moore Theological College	*55.1*	58.6	3.5	Yes	63.0	Yes	107.4	4.3
Morling College	*75.8*	82.0	6.1	Yes	60.3	No	73.6	-21.6
Nan Tien Institute	*94.1*	96.1	2.0	Yes	55.8	No	58.1	-40.3
National Art School	*40.1*	41.3	1.2	Yes	42.7	Yes	103.2	1.3
National Institute of Organisation Dynamics Aust	*96.0*	100.0	4.0	Yes	86.7	No	86.7	-13.3
Ozford Institute of Higher Education	*86.7*	86.5	-0.1	No	27.5	No	31.8	-59.0
Performing Arts Education	*89.5*	93.9	4.5	Yes	61.3	No	65.2	-32.6
Perth Bible College	*75.3*	95.1	19.8	Yes	55.6	No	58.4	-39.6
Photography Studies College (Melbourne)	*77.0*	78.3	1.3	Yes	52.4	No	67.0	-25.8

NUHEIs	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
Polytechnic Institute Australia Pty Ltd	*66.4*	69.4	2.9	Yes	18.3	No	26.4	-51.0
SAE Institute	*30.4*	32.6	2.2	Yes	27.5	No	84.3	-5.1
Sheridan Institute of Higher Education	*95.0*	95.1	0.1	Yes	78.2	No	82.2	-16.9
South Australian Institute of Business and Technology	*74.2*	76.5	2.4	Yes	34.6	No	45.2	-41.9
SP Jain School of Management	*50.0*	51.5	1.5	Yes	65.5	Yes	127.1	14.0
Stanley College		75.8	75.8	Yes	39.1	No	51.6	-36.7
Stott's College	*30.6*	24.8	-5.7	No	32.6	Yes	131.1	7.7
Sydney College of Divinity	*43.4*	57.6	14.3	Yes	32.0	No	55.6	-25.6
Sydney Institute of Business and Technology	*81.2*	88.2	7.0	Yes	45.3	No	51.3	-42.9
Tabor College of Higher Education	*80.7*	78.7	-2.0	No	38.4	No	48.8	-40.3
TAFE NSW	*45.1*	46.4	1.4	Yes	36.4	No	78.4	-10.0
TAFE Queensland	*63.8*	74.3	10.6	Yes	32.6	No	43.8	-41.8
TAFE South Australia	*82.6*	79.8	-2.8	No	38.4	No	48.1	-41.4
The Australian College of Physical Education	*69.5*	67.6	-2.0	No	26.5	No	39.3	-41.0
The Australian Institute of Music	*34.2*	47.4	13.2	Yes	28.6	No	60.3	-18.8
The Cairnmillar Institute	*55.6*	48.3	-7.3	No	50.5	Yes	104.5	2.2
The Institute of International Studies (TIIS)	*81.0*	80.0	-1.0	No	35.3	No	44.1	-44.7
The JMC Academy	*38.9*	38.0	-0.9	No	43.0	Yes	113.3	5.0
The MIECAT Institute	*64.5*	64.7	0.2	Yes	58.2	No	89.9	-6.5
Think Education	*41.6*	77.5	35.9	Yes	49.4	No	63.7	-28.1
Universal Business School Sydney	*46.4*	53.2	6.8	Yes	27.0	No	50.8	-26.2
UOW College	*86.6*	85.0	-1.6	No	40.8	No	48.0	-44.2
UTS College	*46.5*	53.1	6.5	Yes	31.7	No	59.8	-21.4
VIT (Victorian Institute of Technology)	*28.9*	31.3	2.3	Yes	62.9	Yes	201.3	31.7

NUHEIs	*2021 required response rate (%)*	2022 required response rate (%)	Difference 2021 to 2022 response rate target (percentage points)	Increased target for 2022?	Actual response rate 2022	Achieved 2022 response rate target	Actual response rate 2022 as % required response rate 2022	Percentage points difference - target vs actual response rate 2022
Wentworth Institute of Higher Education	*72.3*	82.1	9.8	Yes	43.7	No	53.2	-38.5
Whitehouse Institute of Design, Australia	*58.8*	46.1	-12.8	No	53.7	Yes	116.6	7.6
William Angliss Institute	*45.3*	46.4	1.0	Yes	26.3	No	56.7	-20.1

Appendix 6 Survey invitations and reminders

2022 Student Experience Survey (SES)

Email and SMS Plan: Invitation and reminder text

Table of Contents

1. AUGUST COLLECTION MESSAGES

1.1 Authentication Message - Tue 26 Jul

SUBJECT:
Student Experience Survey - Your details have been verified

BODY:
Dear %%E403**student%%,

As a current student, we would like to hear about your experiences at %%E306CTXT**your institution%% through the Student Experience Survey.

It should take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

To start the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

The Student Experience Survey **is the largest Australian study of education** and part of the Quality Indicators for Learning and Teaching (QILT) {HYPERLINK: www.qilt.edu.au} – the only source of national data on student experiences with higher education.

By completing the survey you will enter the prize draw for the chance to win one of four $1,000 prepaid VISA e-gift cards each week. Prize draws close each Monday from 1 August to 22 August - there's $7,000 in prizes to be won each week. The earlier you submit your survey the more chances you have of winning the weekly prize!

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.ses.edu.au , click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

Your ideas and opinions are important to future students. Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink%%

1.2 INVITATION - Tue 26 Jul/Thu 28 July

SUBJECT:
Student Experience Survey - Your experiences matter

BODY:
Dear %%E403**student%%,

We would like to invite you to the 2022 Student Experience Survey, where you can let future students across Australia know about your experiences of the %%QualName**qualification%% at %%E306CTXT**your institution%%.

Based on feedback from students like you, %%HEPTYPE_TXT**institutions%% have been able to create better places to study and learn by improving their %%Course**course%%s, learning resources, support services and campus facilities. Whilst your studies may have been impacted by COVID-19, your views are more important than ever.

Please spend %%IntLength**10%% minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

START SURVEY NOW(%%srvylink_inv%%)

Complete the survey by Monday 1 August to have four chances to win $1,000.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best with your studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_inv%%

1.3 REMINDER 1 – Sat 30 Jul

SUBJECT:
Student Experience Survey – Let future students know

BODY:
Dear %%E403**student%%,

Recently we invited you to provide feedback about your %%QualName**qualification%% at %%E306CTXT**your institution%% through the Student Experience Survey, the largest Australian study of education.

You are from a unique group of students and we would be very grateful if you could spare %%IntLength**10%% minutes out of your busy schedule to complete the survey. Your feedback is very important and will contribute directly to the experience of current and future students.

To get started, please click the button below:

TAKE THE SURVEY(%%srvylink_r01%%)

Complete the survey by Monday 1 August to have four chances to win $1,000.

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r01%%

1.4 REMINDER 2 - Mon 1 Aug

SUBJECT:
Student Experience Survey - Prize draw closes tonight

BODY:
Dear %%E403**student%%,

As a current student at %%E306CTXT**your institution%%, we would appreciate it if you could spend %%IntLength**15%% minutes completing the Student Experience Survey. We still need more responses from students like you so that feedback about your institution and study area can be published on www.compared.edu.au to help future students.

Remember, complete the survey by tonight, Monday 1 August, to have four chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r02%%)

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r02%%

1.5 REMINDER 3 – Thu 4 Aug

SUBJECT:
Student Experience Survey - Have your say

BODY:
Dear %%E403**student%%,

The Student Experience Survey is Australia's largest national study of tertiary education. Thousands of students have already completed the survey and provided feedback about course satisfaction and student life. Join them by having your say to help %%HEPTYPE_TXT**institutions%% improve courses, student services and campus facilities.

Complete the survey by Monday 8 August to have three chances to win $1,000. To begin, please click the button below:

TAKE THE SURVEY(%%srvylink_r03%%)

It will take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r03%%

1.6 REMINDER 4 – Mon 8 Aug

SUBJECT:
Student Experience Survey - Win $1,000 for your feedback

BODY:
Dear %%E403**student%%,

We would be very grateful if you could take %%IntLength**10%% minutes to provide feedback on your %%QualName**qualification%% in the Student Experience Survey. Join other students who have already had their say. Without your important feedback, future students won't know what it's like to study at %%E306CTXT**your institution%%.

Remember, complete the survey by tonight, Monday 8 August to have three chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r04%%)

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r04%%

1.7 SMS 1 (255 characters) - Mon 08 Aug

Hi %%E403**there%%, a note from the Social Research Centre on behalf of the %%SMS1SEND_SES_TXT%% to complete the SES by tonight for a chance to win $1,000. Take part in Australia's largest education study: %%srvylink_sms1%% For more info call 1800 055 818

1.8 REMINDER 5 – Wed 10 Aug

DOMESTIC STUDENTS (DOMINT=1):

INTERNATIONAL STUDENTS (DOMINT=2):

SUBJECT:
Student Experience Survey – Australian Government wants your input

BODY:
Dear %%E403**student%%,

DOMESTIC STUDENT (DOMINT=1):
We understand that your studies may still be impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %%E306CTXT**your institution%% and the Australian Government can better understand the support students like yourself need.

INTERNATIONAL STUDENT (DOMINT=2):
As an international student, we understand that your studies may still be impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %%E306CTXT**your institution%% and the Australian Government can better understand the support international students like yourself need.

ALL:
To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r05%%)

Complete the survey by Monday 15 August to have two chances to win $1,000.

We value your time and participation – if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r05%%

1.9 REMINDER 6 – Mon 15 Aug

SUBJECT:
Student Experience Survey - Prize draw closes tonight!

BODY:
Dear %%E403**student%%,

We know you've received several emails, however it's important for the Australian Government to hear the experiences of as many students as possible so that higher education can best reflect student needs. Students like you, completing the Student Experience Survey, are the reason that %%HEPTYPE_TXT **institutions%% have been able to respond to survey feedback and improve their course offerings.

Complete the survey by tonight, Monday 15 August to have two chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r06%%)

We value your time and participation – if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r06%%

1.10 SMS 2 (292 characters) - Mon 15 Aug

Hi %%E403%%, a note from the Social Research Centre on behalf of the Dept of Education. The second last prize draw for the SES closes tonight! Complete the survey now to join the largest national study of education %%srvylink_sms2%% For more information call 1800 055 818 Reply STOP to optout

1.11 REMINDER 7 - Fri 19 Aug

SUBJECT:
Student Experience Survey - We need your insight

BODY:
Dear %%E403**student%%,

We understand that you are busy, but it is really important that you complete the Student Experience Survey as you are from a unique group of students studying the %%QualName**qualification%% at %%E306CTXT**your institution%%.

The Student Experience Survey is the only source of national data on student experiences and course satisfaction. By contributing your views and experiences, you can help improve higher education for current and future students.

To complete the %%IntLength**10%% minute survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r07%%)

Complete the survey by Monday 22 August for a final chance to win $1,000.

As a thank you for participating in the survey, you can elect to receive a summary of the research findings once the study is complete.

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r07%%

1.12 REMINDER 8 – Mon 22 Aug

SUBJECT:
Student Experience Survey - Final prize draw tonight

BODY:
Dear %%E403**student%%,

This is now the last week for the Student Experience Survey and we still need to hear from more students who study a %%QualName**qualification%% at %%E306CTXT**your institution%%. Your unique feedback helps %%E306CTXT**your institution%% improve student life and course offerings.

Complete the survey by tonight, Monday 22 August, to be part of the final prize draw to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r08%%)

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r08%%

1.13 SMS F4S (255 characters) – TBC

Hi %%E403**there%%, a reminder from the Social Research Centre to complete the SES by tonight for a final chance to win $1,000! Share your experiences as a student at %%E306C_SMS%%: %%srvylink_smsf4s%% For more info call 1800 055 818 Reply STOP to opt out

1.14 REMINDER 9 – Thu 25 Aug

SUBJECT:
Student Experience Survey - Last opportunity to complete

BODY:
Dear %%E403**student%%,

ALL (STAGE=1):
This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. The Australian Government is interested in understanding more about the start of your %%QualName**qualification%%. Your feedback can positively impact the remainder of your time at %%HEPTYPE_TXT**your institution%%.

ALL (STAGE=3 OR 9):
This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. The Australian Government is interested in understanding more about your experiences of the %%QualName**qualification%%. Your feedback can go a long way to helping %%HEPTYPE_TXT**institutions%% improve their courses for both current and future students.

ALL (STAGE=2):
This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. As you near the end of your course, the Australian Government is interested in understanding more about your experiences of the %%QualName**qualification**. Your feedback can go a long way to helping %%HEPTYPE_TXT**institutions%% improve their courses for both current and future students.

ALL:
To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r09%%)

Thank you in advance for your time. We wish you all the best in your course and studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r09%%

1.15 SMS 3 (278 characters) – Mon 22 Aug

Hi %%E403**there%%, a final reminder from the Social Research Centre to let you know the SES closes this weekend. Don't miss your chance to tell the Australian Government about your higher education experience %%srvylink_sms3%% For more info call 1800055818 Reply STOP to optout

1.16 CATI Wants to complete online / CATI Reminder (post-field)

SUBJECT:
Student Experience Survey – Invitation to complete online

BODY:
Dear %%E403**student%%,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your %%QualName**qualification%% at %%E306CTXT**your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to www.ses.edu.au, click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

This is a rare opportunity to contribute to education policy. The Student Experience Survey is the only source of national data on student satisfaction with their course. By sharing your thoughts and experiences you can help improve the quality of campus life and courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink%%

2. September COLLECTION MESSAGES

2.1 Authentication Message - Tue 6 September

SUBJECT:
Student Experience Survey - Your details have been verified

BODY:
Dear %%E403**student%%,

As a current student we would like to hear about your experiences at %%E306CTXT**your institution%% through the Student Experience Survey.

It should take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

To start the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

The Student Experience Survey **is the largest Australian study of education** and part of the Quality Indicators for Learning and Teaching (QILT) {HYPERLINK: www.qilt.edu.au} – the only source of national data on student experiences with higher education.

By completing the survey you will enter the prize draw for the chance to win a $1,000 prepaid VISA e-gift card each week. Prize draws close each Monday from 12 September to 3 October. The earlier you submit your survey the more chances you have of winning the weekly prize!

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.ses.edu.au, click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

Your ideas and opinions are important to future students. Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink%%

2.2 INVITATION - Tue 6 Sep/Thu 8 Sep

SUBJECT:
Student Experience Survey - Your experiences matter

BODY:
Dear %%E403**student%%,

We would like to invite you to the 2022 Student Experience Survey, where you can let future students across Australia know about your experiences of the %%QualName**qualification%% at %%E306CTXT**your institution%%.

We understand that your studies may still be impacted by COVID-19, however your views are more important than ever. Based on feedback from students like you, %%HEPTYPE_TXT**institutions%% have been able to create better places to study and learn by improving their %%Course**course%%s, learning resources, support services and campus facilities

Please spend %%IntLength**10%% minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

START SURVEY NOW(%%srvylink_inv%%)

Complete the survey by Monday 12 September to have four chances to win $1,000.

The Student Experience Survey collects information about students' higher education experiences. By completing the survey, you will be providing critically important information to the Australian Government about your experiences as a student.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best with your studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_inv%%

2.3 REMINDER 1 – Sat 10 Sep

SUBJECT:
Student Experience Survey – Let future students know

BODY:
Dear %%E403**student%%,

Recently we invited you to provide feedback about your %%QualName**qualification%% at %%E306CTXT**your institution%% through the Student Experience Survey, the largest Australian study of education.

You are from a unique group of students and we would be very grateful if you could spare %%IntLength**10%% minutes out of your busy schedule to complete the survey. Your feedback is very important and will contribute directly to the experience of current and future students.

To get started, please click the button below:

TAKE THE SURVEY(%%srvylink_r01%%)

Complete the survey by Monday 12 September to have four chances to win $1,000.

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r01%%

2.4 REMINDER 2 - Mon 12 Sep

SUBJECT:
Student Experience Survey - Prize draw closes tonight

BODY:
Dear %%E403**student%%,

As a current student at %%E306CTXT**your institution%%, we would appreciate it if you could spend %%IntLength**15%% minutes completing the Student Experience Survey. We still need more responses from students like you so that feedback about your institution and study area can be published on www.compared.edu.au to help future students.

Remember, complete the survey by tonight, Monday 12 September, to have four chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r02%%)

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r02%%

2.5 REMINDER 3 – Thu 15 Sept

SUBJECT:
Student Experience Survey - Have your say

BODY:
Dear %%E403**student%%,

We really want to speak to a good cross-section of students about their experiences at %%E306CTXT**your institution%%. Over the past four years, %%HEPTYPE_TXT**institutions%% have used the findings to help improve courses, student services and campus facilities - all thanks to feedback from students like you.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r03%%)

Complete the survey by Monday 19 September to have three chances to win $1,000.

It will take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r03%%

2.6 REMINDER 4 – Mon 19 Sep

SUBJECT:
Student Experience Survey - Win $1,000 for your feedback

BODY:
Dear %%E403**student%%,

We would be very grateful if you could take %%IntLength**10%% minutes to provide feedback on your %%QualName**qualification%% in the Student Experience Survey. Join other students who have already had their say. Without your important feedback, future students won't know what it's like to study at %%E306CTXT**your institution%%.

Remember, complete the survey by tonight, Monday 19 September, to have three chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r04%%)

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r04%%

2.7 SMS 1 (252 characters) - Mon 19 Sep

Hi %%E403**there%%, a note from the Social Research Centre on behalf of the Dept of Education to complete the SES by tonight for a chance to win $1,000. Take part in Australia's largest education study: %%srvylink_sms1%% For more info call 1800 055 818

2.8 REMINDER 5 – Wed 21 Sep

DOMESTIC STUDENTS (DOMINT=1):

INTERNATIONAL STUDENTS (DOMINT=2)

SUBJECT:
Student Experience Survey – Australian Government wants your input

BODY:
Dear %%E403**student%%,

DOMESTIC STUDENT (DOMINT=1):
We understand that your studies may still be impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %%E306CTXT**your institution%% and the Australian Government can better understand the support students like yourself need.

INTERNATIONAL STUDENT (DOMINT=2):
As an international student, we understand that your studies may still be impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %%E306CTXT**your institution%% and the Australian Government can better understand the support international students like yourself need.

ALL:
To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r05%%)

Complete the survey by Monday 26 September to have two chances to win $1,000.

We value your time and participation – if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r05%%

2.9 REMINDER 6 – Mon 26 Sep

SUBJECT:
Student Experience Survey - Prize draw closes tonight!

BODY:
Dear %%E403**student%%,

We know you've received several emails, however it's important for the Australian Government to hear the experiences of as many students as possible so that higher education can best reflect your needs. Students like you completing the Student Experience Survey are the reason that %%HEPTYPE_TXT**institutions%% have been able to respond to survey feedback and improve their course offerings.

Complete the survey by tonight, Monday 26 September, to have two chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r06%%)

We value your time and participation – if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r06%%

2.10 SMS 2 (292 characters) – Mon 26 Sep

Hi %%E403**there%%, a note from the Social Research Centre on behalf of the Dept of Education. The second last prize draw for the SES closes tonight! Complete the survey now to join the largest national study of education %%srvylink_sms2%% For more info call 1800 055 818 Reply STOP to optout

2.12 REMINDER 7 - Fri 30 Sep

SUBJECT:
Student Experience Survey - We need your insight

BODY:
Dear %%E403**student%%,

We understand that you are busy, but it is really important that you complete the Student Experience Survey as you are from a unique group of students studying the %%QualName**qualification%% at %%E306CTXT**your institution%%.

The Student Experience Survey is the only source of national data on student experiences and course satisfaction. By contributing your views and experiences, you can help improve higher education for current and future students.

To complete the %%IntLength**10%% minute survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r07%%)

Complete the survey by Monday 3 October for a final chance to win $1,000.

As a thank you for participating in the survey, you can elect to receive a summary of the research findings once the study is complete.

Thank you in advance for your time and feedback. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r07%%

2.13 REMINDER 8 – Mon 3 Oct

SUBJECT:
Student Experience Survey - Final prize draw tonight

BODY:
Dear %%E403**student%%,

This is now the last week for the Student Experience Survey and we still need to hear from more students who study a %%QualName**qualification%% at %%E306CTXT**your institution%%. Your unique feedback helps %%E306CTXT**your institution%% improve student life and course offerings.

Complete the survey by tonight, Monday 3 October, to be part of the final prize draw to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r08%%)

Thank you in advance for taking part in the survey. We wish you all the best in your course and studies.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r08%%

2.14 REMINDER 9 – Thu 9 Oct

SUBJECT:
Student Experience Survey - Last opportunity to complete

BODY:
Dear %%E403**student%%,

ALL (STAGE=1):
This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. The Australian Government is interested in understanding more about the start of your %%QualName**qualification%%. Your feedback can positively impact the remainder of your time at %%HEPTYPE_TXT**your institution%%.

ALL (STAGE=3 OR 9):
This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. The Australian Government is interested in understanding more about your experiences of the %%QualName**qualification%%. Your feedback can go a long way to helping %%HEPTYPE_TXT**institutions%% improve their courses for both current and future students.

ALL (STAGE=2):
This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. As you near the end of your course, the Australian Government is interested in understanding more about your experiences of the %%QualName**qualification**. Your feedback can go a long way to helping %%HEPTYPE_TXT**institutions%% improve their courses for both current and future students.

ALL:
To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r09%%)

Thank you in advance for your time. We wish you all the best in your course and studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r09%%

2.15 SMS 3 (254 characters) – Thu 9 Oct

Hi %%E403**there%%, a reminder from the Social Research Centre to complete the SES by tonight for a final chance to win $1,000! Share your experiences as a student at %%E306C_SMS03%% %%srvylink_sms3%% For more info call 1800 055 818 Reply STOP to opt out

2.16 CATI Wants to complete online / CATI Reminder (post-field)

IMAGE: D

Student Experience Survey – Invitation to complete online

Dear %%E403**student%%,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your %%QualName**qualification%% at %%E306CTXT**your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to www.ses.edu.au, click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

This is a rare opportunity to contribute to education policy. The Student Experience Survey is the only source of national data on student satisfaction with their course. By sharing your thoughts and experiences you can help improve the quality of campus life and courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink%%

Appendix 7 Briefing slides for telephone follow-up activities

SES
Student Experience Survey

Social Research Centre

2022 SES collection
Briefing slides

Quality Indicators for Learning and Teaching (QILT)

Briefing overview

- **SES**
  - Project background
  - Privacy and confidentiality
- **Reminder Calls**
  - Project overview
  - Ops performance
  - Survey procedures
  - Engagement techniques

Project background

- The Student Experience Survey (SES) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment.
- The SES falls within the Quality Indicators for Learning and Teaching (QILT) survey suite.
- Students undertake the SES twice:
  - Once in the first year of their course
  - Once in the final year of their course
  - Students at non-university higher education institutions (NUHEIs) can also undertake the SES in the middle years of their course.

The QILT journey

- The QILT suite of surveys takes snapshots of students in their first and final years of study, 6 months after they graduate, and finally 3 years after that.
- The SES is the first stage of that journey.

Project background

- The SES is designed to measure levels of engagement and the student experience amongst current higher education students in Australia.
- It's an extremely important, national benchmarking study for institutions to be able to improve their courses and the outcomes of students.
- The Department uses the results to make key decisions about the future of institutions and monitor course quality.
- SES data is also available to students on the ComparED website (https://www.compared.edu.au/) to help students compare official study experience and student experience outcomes data from Australian higher education institutions to assist decision making when applying for undergraduate or postgraduate courses.

Housekeeping

- As there are a number of SES projects in field at once, please keep track of which one you are rostered to work on each shift
- Different project numbers are used for various iterations of SES
  - Make sure you're working on the project you have been assigned to.

Privacy and confidentiality

- All records are provided by the institutions themselves.
- The survey is voluntary.
- The Social Research Centre complies with the Australian Privacy Principles.
- No direct identifying information (such as name or phone number) forms part of the final data - unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website.

Privacy and confidentiality cont.

- There is a privacy information handout available for interviewers.
- Please contact the Project Coordinator (Josh) if you have any queries or concerns about privacy and confidentiality.
- General information about the Student Experience Survey can be found here: www.ses.edu.au
- The SRC's SES page provides answers to commonly asked questions from respondents: https://www.srcentre.com.au/our-research/ses
- No need to answer complicated privacy questions on the spot – let the QR know you'll get back to them and follow up with ICS or Research; or refer them to the QILT helpdesk via 1800 055 818.

SES
Student Experience Survey

Social Research Centre

Post-field reminder calls

Project overview

- Post-field reminder calls are an additional fee-for-service activity offered to institutions on an opt-in basis
- The job is different to others at SRC in that no actual interviewing will be done
- Instead, the **purpose of the reminder call is to collect a current email from the QR** so we can send them an email invitation to complete the survey.

Introductions – who we are

- It is important that we are clear with students about where we are calling from and how we received their contact information
- We should never mention that we are calling *from* the institution – i.e. 'I'm calling from University of Melbourne'
- Some example text for how to handle further queries about who we are and where we are calling from:
  - 'We're calling from the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Student Experience Survey'

Project overview

- Fieldwork dates
  - **Post-field:** 10th October – 18th October
- Sample selections
  - **Post-field:** Typically all non-completers with valid telephone contact information. Some institutions have prioritised dialling low performing study areas.

Survey procedures

- We will be leaving a short pre-recorded answering machine message.
- No LOTEs.
- Be mindful of time zones when calling as some sample will have international numbers.
- **True measure of success is how many reminder calls translate into completes.**
- Vital that we address any student queries/concerns and collect a current and accurate email address.

Engagement techniques – Post-field

- Emphasis the fact that survey is closing soon.
- This is the last chance for students to have their say.
- We're only calling because their institution still needs feedback from students like them.
- No prize draw (so don't mention it).
- Make sure to listen and respond to respondent questions or concerns.
- Respondents are likely to have had a lot of contact from SRC by post-field, some refusals are expected. Make an attempt to avert refusals, but respect the respondent and *do not reappoint refusals.*

More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout

What the email looks like

Dear James,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your Bachelor of Accounting at The Social Research Centre.

Thank you for agreeing to take part. It should only take approximately 15 minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

Take the survey

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to www.ses.edu.au, click 'Start the survey' and enter your unique login details as below.

Username: xcvd1

Password: gfdsrdgf234

This is a rare opportunity to contribute to education policy. The Student Experience Survey is the only source of national data on student satisfaction with their course. By sharing your thoughts and experiences you can help improve the quality of campus life and courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

QILT Quality Indicators for Learning and Teaching

Conducted by: Social Research Centre

Funded by: Australian Government

Privacy | Prize Draw T&Cs | FAQs | Official site

This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to a-570-988368@seed.250ok.net

Sent from ses@srcentre.com.au

SES
Student Experience Survey

Social Research Centre

SES Questionnaire

Questionnaire

Module A: Introduction and screening

Module B: Inclusion and learner engagement

Module C: Teaching and education development

Module D: Support

Module E: Demographics

Module F: Institution specific items

Module G: Course experience

Module H: International student items

Example items asked in survey

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

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

During 2022, to what extent have the lecturers, tutors and demonstrators in your **course…**

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

Social Research Centre

An ANU Enterprise business

Thank you

Any questions?

PO Box 13328
Law Courts Victoria 8010

03 9236 8500

Appendix 8 Core questionnaire

2523 2022 SES mixed mode questionnaire

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	
PartialComp	Status	0=Not started survey 1=Partial	
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 Stage = 9, stage unknown	Introduction and screening/ Module 6
QUALNUMS	Number of Qualifications	QUALNUMS = 1 (one qualification in the sample) QUALNUMS = 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	TCSI institution code	Module 5 filter
E306CTXT	Institution Name	Institution name	Throughout survey
E307	Course code		Module F
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
E310	Study area	Detailed course level that comes from TCSI	
MUEXPOP	Onshore or offshore for Monash postgraduate coursework students	Onshore postgraduate course work =1 Offshore postgraduate course work=2	
OFFSHORE	Off shore or onshore	Offshore=1 Onshore=2	
E358	Citizenship status		
E940	Indigenous indicator	0=Non-indigenous 1=Indigenous	Module F
WRS	Workplace Relevance Scheme eligibility	Flag for sample records to see WRS items 1=Yes 2=No	WRS items

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
StartMode	Method of accessing survey	1. Link 2. Type-in 3. CATI 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	1. Link 2. Type-in 3. CATI 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
Time zone	Time zone of student	Base on state in sample	For CATI
SampleType		Landline/Mobile	For CATI
PhoneType		Domestic/international	
PhoneNumber	Primary phone number		
Altnum1	Alternative phone number		
Altnum2	Second alternative phone number		
PhoneCountry1	Country of PhoneNumber		
PhoneCountry2	Country of Altnum1		
PhoneCountry3	Country of Altnum2		
TransferDate	Date of transfer to web	Only for CATI	
FULLNAME	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
RefCon	CATI refusal flag	0=OK to be called 1=Not to be called	For CATI
INTLENGTH	Interview length	20 for E306=3035 and INTMOD=1 15 for E306=3035 15 for INTMOD=1 10 for all other institutions	Intro
MUFOUNDYEAR	Flag for Monash FY students	1=Foundation Year student	Monash add q's
E943	Disability status	1=Has disability	Avondale add q's
INSTLMS_TXT	Learning Management System	Institution provided	QLINTROA/QLINTROB
INTMOD	International student module elegibility	Flag for sample records to see international student items 1=Yes 2=No	Module H
SURVEYYEAR	Year of survey	1=2022	

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
IHEAFLAG	Institutions participating in IHEA items	1=Eligible to receive IHEA items	Module F
DUMNAVITAS	Institutions participating in Navitas items	1=Eligible to receive Navitas items	Module F

GENERAL PROGRAMMING NOTES

- Text if 'Save and close' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before 28 August.'
- Data need to provide programmer with an updated course list each year
- All questions are mandatory until INLERENINTRO
- After PREVUNI add an "item skipped" option to all CATI questions, excluding C4

*SRC LOGO AND SES LOGO
*(TIMESTAMP)

AUTHENTICATION TEXT

*(BEFORE SURVEY OPENS)

Thank you for your interest in the Student Experience Survey (SES).

The SES starts in a few days, opening from 26 July until 28 August, so please check back then.

*(INPUT SCREEN)

Please type in your details below.

*(SUCCESSFUL AUTHENTICATION)

Thanks, you have now been sent an email with your username and password to your nominated email address.

If you have not received this email within the next hour, please call us on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or email at ses@srcentre.com.au.

Please check your junk mail before you call; sometimes our emails can be diverted to this folder.

Please click 'Done' to complete your request. Thank you for your time. You may close the page now.

*(DENIED AUTHENTICATION)

Sorry but your details don't match our records. Please check your details and try again.

*DISPLAY INPUT OPTIONS

If you are still unable to log in, please email ses@srcentre.com.au and we can verify your eligibility.

*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS PARTICIPATING IN THE AUGUST COLLECTION IS 29 AUGUST AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS PARTICIPATING IN THE AUGUST COLLECTION 14 SEPTEMBER

*(AFTER SURVEY IS CLOSED)

The Student Experience Survey is now closed. If you have and queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or ses@srcentre.com.au.

You can also visit our website at https://www.qilt.edu.au/surveys/student-experience-survey

CATI INTRODUCTION

*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

*(ALL)
WELCOME SCREEN

Agreed to complete online date: 12:00:00 AM

Minutes left: <minutes>

Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education from the Social Research Centre.

May I please speak to <E403> <E402>?

*(TRANSFERDATE=BLANK, NO TRANSFER TO WEB DATE)
INTRO RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education from the Social Research Centre.

I'm calling to follow up on an email that we recently sent inviting you to participate in an online survey about your current qualification at <E306CTXT>.

*(DISPLAY IF PARTIALCOMP=0) We are seeking feedback about what you think about your studies so far at <E306CTXT>. Your feedback will help facilitate the ongoing improvement of <E306CTXT> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PARTIALCOMP=0) This interview should only take about <INTLENGTH> minutes, depending on your answers, and all information you give to us will be strictly confidential.

*(DISPLAY IF PARTIALCOMP=1) The survey usually takes <INTLENGTH> minutes depending on your answers, but it looks like you have already started so we can continue from where you left off.

Do you have some time now?

IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306CTXT> and will be used only for this research.

1. Continue
2. Wants to complete online *(GO TO EM1)
3. Household refusal *(GO TO RR1)
4. Respondent refusal *(GO TO RR1)
5. Language difficulty *(GO TO LOTE)

*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)

INTRO2 RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education from The Social Research Centre.

We spoke to you on <TransferDate> and you said you would like to complete the survey online yourself. It doesn't look like it's been completed yet so we were calling back to see if you'd like to finish it off over the phone?

*(DISPLAY IF PARTIALCOMP=1) It looks like you have already started, so we can continue from where you left off.

Participation in this study is voluntary and you can stop the interview at any time. Do you have time now to complete the survey?

IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306CTXT> and will be used only for this research.

1. Continue *(GO TO MOB, CLEAR TRANSFERDATE IN SAMPLE)
2. Wants email again *(GO TO EM1)
3. Household refusal *(GO TO TERM1)
4. Respondent refusal *(GO TO TERM1)
5. Language difficulty *(GO TO LOTE)

*(INTRO=2, STUDENTS WHO WANT TO COMPLETE THE SURVEY ONLINE)
EM1 I can send you an email with the link to the survey. Can I please confirm your email address?

Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB

*(INTRO=5 OR INTRO2=5, STUDENTS WHO ARE HAVING LANGUAGE DIFFICULITIES)
LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified

*(ALL)
MOB **DO NOT ASK**

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(MOB=1, CALLING MOBILE)

SAFE May I just check whether or not it is safe for you to take this call at the moment?

1. Safe to take call
2. Not safe to take call (MAKE APPOINTMENT)

*(SAFE=2, NOT SAFE TO TAKE CALL)
SAFE1 **DO NOT ASK**

1. Returning from appointment *(GO TO INTRO)

*(ALL)
MON This call may be monitored or recorded for quality assurance purposes. Please tell me if you don't want this to happen.

1. Monitoring and recording allowed
2. Monitoring and recording NOT permitted

MODULE A: INTRODUCTION AND SCREENING

*(ONLINE)
CONFIRM *(DISPLAY IF STAGE=1) Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on starting your current higher education studies in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. 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>.

*(DISPLAY IF STAGE=2) Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on entering the final stage of your higher education <course> in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. 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>.

*(DISPLAY IF STAGE=3 OR 9) Thank you for agreeing to take part in the Student Experience Survey (SES). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. 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>.

*(DISPLAY IF DATE <=22 Aug <SURVEYYEAR>) Complete now to be entered into all remaining weekly prize draws with a chance to win $1,000.

Most people take approximately <INTLENGTH> minutes to complete all the questions, depending on their answers.

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

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

*PROGRAMMER NOTE: IF E306=3044 AND E310=30 SHOW ii ELSE SHOW i
i. Are you currently enrolled in a <course> at <E306CTXT>?

ii. The University of Notre Dame would like you to answer the survey about your Tertiary Pathway Program.

Are you currently or were you previously enrolled in a Tertiary Pathway Program at <E306CTXT>?

1. Yes *(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO PREVUNI)
2. No *(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO TERM)

*(INSTITUTION=2, NOT CURRENTLY ENROLLED)
INSTITUTION1 Just to confirm, you are not enrolled in any <course> at <E306CTXT>?

1. Actually, I am still enrolled at <E306CTXT>
2. I am definitely no longer enrolled at <E306CTXT> *(GO TO TERM)

*(INSTITUTION=1 OR INSTITUTION1=1, CURRENTLY ENROLLED)
COURSESCREEN1

Can you please confirm that you are currently enrolled in the following <course>/s?

*(IF QUALNUMS=1 DISPLAY): **<E308A>**

*(IF QUALNUMS=2 DISPLAY): **<E308A> / <E308B>**

(RESPONSE FRAME)
1. Yes
2. No

*(COURSESCREEN1=1 AND STAGE=1, COURSE DISPLAYED CORRECTLY AND COMMENCING STUDENT)
COMMENCESCREEN1

Have you completed at least one <unit> in the following <course>/s?

*(IF QUALNUMS=1 DISPLAY): **<E308A>**

*(IF QUALNUMS=2 DISPLAY): **<E308A> / <E308B>**

(SINGLE RESPONSE)

1. Yes
2. No

*(COMMENCESCREEN1=2, HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT COMMENCESCREEN1)
COMMENCESCREEN2

In this survey we'll be asking you about your <course>/s, including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these?

*(IF QUALNUMS=1 DISPLAY): **<E308A>**

*(IF QUALNUMS=2 DISPLAY): **<E308A> / <E308B>**

(SINGLE RESPONSE)

1. Yes
2. No *(GO TO TERM3)

*(COURSECREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN2

Are you currently enrolled in a double degree and/or two courses simultaneously?

(RESPONSE FRAME)
1. Yes
2. No

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN3

Please specify which <course>/s you are currently doing.

*(IF COURSESCREEN2=1 OR 2, DISPLAY TEXTBOX): **Course A:**

*(IF COURSESCREEN2=1, DISPLAY TEXTBOX): **Course B:**

*PROGRAMMER NOTE: CREATE FINALCOURSEA, FINALCOURSEB HERE.

PROGRAMMER NOTE: CREATE COURSENUM HERE.
COURSENUM=1 IF QUALNUMS=1 AND COURSESCREEN1=1 OR COURSESCREEN2=2, OR QUALNUMS= 2 AND COURSESCREEN2=2.

COURSENUM=2 IF QUALNUM_S = 2 AND COURSESCREEN1=1,
OR QUALNUM_S = 1 AND COURSESCREEN2=1.

*(E308A CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1)
LEVEL1 And is <E308A> a…

PROGRAMMER NOTE: 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. Bridging or Enabling course

*(E308B CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1, AND COURSESCREEN3 IS NOT BLANK)
LEVEL2 And is <E308B> a…

PROGRAMMER NOTE: 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. Bridging or Enabling course

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN4

Have you completed at least one <unit> in the following <course>/s?

*PROGRAMMER NOTE: DISPLAY AS GRID

*(DISPLAY): **<COURSESCREEN3_COURSEA>**

*(IF COURSENUM=2 DISPLAY): **<COURSESCREEN3_COURSEB>**

(RESPONSE FRAME)
1. Yes
2. No

*(COURSESCREEN4=2 FOR ALL COURSES INPUT AT COURSESCREEN3, HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT COURSESCREEN3)
COURSESCREEN6

In this survey we'll be asking you about your <course>/s including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these?

*(DISPLAY): **Course A: <COURSESCREEN3_COURSEA>**

*(IF COURSENUM=2 DISPLAY): **Course B: <COURSESCREEN3_COURSEB>**

(RESPONSE FRAME)

1. Yes
2. No

*PROGRAMMER NOTE: IF COURSESCREEN6=2, USE POPULATION COURSE INFORMATION E308A/E308B

*(COURSESCREEN4=1 FOR ANY OR COURSESCREEN6=1, HAVE COMPLETED AT LEAST ONE UNIT IN COURSE INPUT AT COURSESCREEN3 OR HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND)
CONFIRMNEWCOURSE

Please respond to the Student Experience Survey on the basis of the <course>/s you are currently doing, that is, the:

*(DISPLAY): **Course A: <COURSESCREEN3_COURSEA>**

*(DISPLAY IF COURSENUM=2) **Course B: <COURSESCREEN3_COURSEB>**

*(IF COURSESCREEN6=2, DO NOT HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND)
CONFIRMORIGINALCOURSE

Please respond to the Student Experience Survey on the basis of your original course, that is, the:

*(DISPLAY IF-QUALNUMS=1) **CourseA: <E308A>**
*(DISPLAY IF QUALNUMS=2) **Course B: <E308B>**

*PROGRAMMER NOTE: FOR STAGE=1 OR 3 OR 9 AND COURSENUM=2, AUTO CODE RESPONSE FROM COURSESCREEN4 AT STARTED. IF COURSESCREEN4=1 FOR BOTH COURSE A AND COURSE B ASSIGN STARTED=1, IF COURSESCREEN4=1 FOR COURSE A AND 2 FOR COURSE B ASSIGN STARTED=2, IF COURSESCREEN4=1 FOR COURSE B AND 2 FOR COURSE A ASSIGN STARTED=3, IF COURSESCREEN4=2 FOR BOTH COURSE A AND COURSE B AND COURSESCREEN6=1 ASSIGN STARTED=4

*(STAGE=1 OR 3 OR 9 AND COURSENUM=2, COMMENCING OR MIDDLE YEARS STUDENTS AND TWO COURSES)

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>
4. No, I have not completed <units> in either my <E308A> <course> or <E308B> <course>

*(STAGE=1 OR INSTITUTION=1 AND E306 = 3044 AND E310=30, COMMENCING STUDENTS OR CURRENTLY ENROLLED FROM NOTRE DAME DOING STUDY AREA 30)

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>)?

*PROGRAMMER NOTE: IF CATI DIPLAY (INTERVIEWER NOTE: IF YES, PROBE TO RESPONSE FRAME)

1. Yes, I was enrolled in a different <course> at <E306CTXT>
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>

*PROGRAMMER NOTE: CREATE DVQUALNUM HERE.

Qualification criteria	**Definition**	**FinalCourse A**	**FinalCourse B**	**DVQUALNUM**
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=2	One qualification, completing student	FinalCourse A	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=2	Two qualifications, completing student	FinalCourse A	FinalCourse B	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=1 OR 3 OR 9	One qualification, commencing or middle years student	FinalCourse A	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=1 OR 4	Two qualifications, commencing or middle years student, started both courses	FinalCourse A	FinalCourse B	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=2	Two qualifications, commencing or middle years student, started course A only	FinalCourse A	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=3	Two qualifications, commencing or middle years student, started course B only	FinalCourse B	missing	1

*(TIMESTAMP)

MODULE B: INCLUSION AND 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 <E306CTXT> during <SURVEYYEAR>, to what extent have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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?

(RESPONSE FRAME)

1 Not at all
2 Very little
3 Some
4 Quite a bit
5 Very much
6 Not applicable *(ONLY DISPLAY FOR INDUCT)

*(ALL)
OVERALLA Thinking about your **<FINALCOURSEA>** <course>, overall how would you rate the quality of your entire educational experience this year?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)
OVERALLB And thinking about your **<FINALCOURSEB>** <course>, overall, how would you rate the quality of your entire educational experience this year?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)
BELONG At your institution during <SURVEYYEAR>, to what extent have you had a sense of belonging to <E306CTXT>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)

INTERACTINTROA Thinking about your **<FINALCOURSEA>** <course>, in <SURVEYYEAR>, how frequently have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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?

(RESPONSE FRAME)

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

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)
INTERACTINTROB And thinking about your **<FINALCOURSEB>** <course>, in <SURVEYYEAR>, how frequently have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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?

(RESPONSE FRAME)

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

*(ALL)
OPPLOC At your institution during <SURVEYYEAR>, to what extent have you been given opportunities to interact with local students?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)
ENGAGE Learner engagement scale score

RECODE OPPLOC BELONG FEELPREP
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
OPPLOCR BELONGR FEELPREPR.

RECODE DISCUSS WRKOTHER INTEROUT INTERDIF
(1=0) (2=33.33) (3=66.66) (4=100) INTO
DISCUSSR WRKOTHERR INTEROUTR INTERDIFR.

COMPUTE ENGAGE = MEAN.5(OPPLOCR, BELONGR, FEELPREPR, DISCUSSR, WRKOTHERR, INTEROUTR, INTERDIFR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
ENGAGEb Learner engagement scale score

RECODE OPPLOC BELONG FEELPREP
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
OPPLOCR BELONGR FEELPREPR.

RECODE DISCUSSB WRKOTHERB INTEROUTB INTERDIFB
(1=0) (2=33.33) (3=66.66) (4=100) INTO
DISCUSSRB WRKOTHERRB INTEROUTRB INTERDIFRB.

COMPUTE ENGAGEB = MEAN.5(OPPLOCR, BELONGR, FEELPREPR, DISCUSSRB, WRKOTHERRB, INTEROUTRB, INTERDIFRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP)

MODULE C: TEACHING AND EDUCATIONAL DEVELOPMENT

*(ALL)
YEAEDUDINTRO The next questions are about the quality of the teaching and learning resources provided to you.

*(ALL)
QLTEACHA Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your **<FINALCOURSEA>** <course>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
QLTEACHB Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your **<FINALCOURSEB>** <course>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)
TCHINTROA During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your **<FINALCOURSEA>** <course>…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

tchactiv	Engaged you actively in learning?
tchconlr	Demonstrated concern for student learning?
tchclexp	Provided clear explanations on coursework and assessment?
tchstimi	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?

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
TCHINTROB During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your **<FINALCOURSEB>** <course>…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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?
tchasschb	Set assessment tasks that challenge you to learn?

(RESPONSE FRAME)

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

*(ALL)
QLINTROA Thinking of this year, overall how would you rate the following learning resources provided for your **<FINALCOURSEA>** <course>…?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID
*PROGRAMMER NOTE: FOR QLLMS USE <INSTLMS>, IF MISSING USE 'SUCH AS MOODLE, BLACKBOARD OR CANVAS'

(STATEMENTS) (ROTATE)

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
qlequip	Laboratory or studio equipment

qllibry Library resources and facilities
qllms Online Learning Platform (i.e. Learning Management System, <INSTLMS_TXT>)

(RESPONSE FRAME)

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

*(ALL)
RESOURCELearning resources scale score

RECODE QLTSPACE QLSSPACE QLONLINE QLCOMPUT QLTBOOK QLEQUIP QLLIBRY
(1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTSPACER QLSSPACER QLONLINER QLCOMPUTR QLTBOOKR QLEQUIPR QLLIBRYR

COMPUTE RESOURCE = MEAN.5(QLTSPACER, QLSSPACER, QLONLINER, QLCOMPUTR, QLTBOOKR, QLEQUIPR, QLLIBRYR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
QLINTROB Thinking of this year, overall how would you rate the following learning resources provided for your **<FINALCOURSEB>** <course>…?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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
qlequipb Laboratory or studio equipment
qllibryb Library resources and facilities
qllmsb Online Learning Platform (i.e. Learning Management System, <INSTLMS_TXT>)

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
RESOURCEb Learning resources scale score

RECODE QLTSPACEB QLSSPACEB QLONLINEB QLCOMPUTB QLTBOOKB QLEQUIPB QLLIBRYB
(1=0) (2=33.33) (3=66.66) (4=100) INTO

QLTSPACERB QLSSPACERB QLONLINERB QLCOMPUTRB QLTBOOKRB QLEQUIPRB QLLIBRYRB

COMPUTE RESOURCEB = MEAN.5(QLTSPACERB, QLSSPACERB, QLONLINERB, QLCOMPUTRB, QLTBOOKRB, QLEQUIPRB, QLLIBRYRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)
STINTROA In <SURVEYYEAR>, to what extent has *(IF DVQUALNUM=1 DISPLAY: your study, IF DVQUALNUM=2 DISPLAY: your **<FINALCOURSEA>** <course>) been delivered in a way that is…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

Stdstruc Well-structured and focused?
stdrelev Relevant to your education as a whole?

(RESPONSE FRAME)

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

*(ALL)
TEACH Teaching quality scale score

RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI TCHFEEDB TCHHELP TCHASSCH
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
STDSTRUCR STDRELEVR TCHACTIVR TCHCONLRR TCHCLEXPR TCHSTIMIR TCHFEEDBR TCHHELPR TCHASSCHR

RECODE QLTEACH OVERALL
(1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTEACHR OVERALLR.

COMPUTE TEACH = MEAN.8(STDSTRUCR, STDRELEVR, TCHACTIVR, TCHCONLRR, TCHCLEXPR, TCHSTIMIR, TCHFEEDBR, TCHHELPR, TCHASSCHR, QLTEACHR, OVERALLR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
STINTROB In <SURVEYYEAR>, to what extent has your **<FINALCOURSEB>** <course> been delivered in a way that is…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

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

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
TEACHb Teaching quality scale score

RECODE STDSTRUCB STDRELEVB TCHACTIVB TCHCONLRB TCHCLEXPB TCHSTIMIB TCHFEEDBB TCHHELPB TCHASSCHB
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
STDSTRUCRB STDRELEVRB TCHACTIVRB TCHCONLRRB TCHCLEXPRB TCHSTIMIRB TCHFEEDBRB TCHHELPRB TCHASSCHRB

RECODE QLTEACHB OVERALLB
(1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTEACHRB OVERALLRB.

COMPUTE TEACHB = MEAN.8(STDSTRUCRB, STDRELEVRB, TCHACTIVRB, TCHCONLRRB, TCHCLEXPRB, TCHSTIMIRB, TCHFEEDBRB, TCHHELPRB, TCHASSCHRB, QLTEACHRB, OVERALLRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)
EXPINTROA Thinking about your **<FINALCOURSEA>** <course>, to what extent has your <course> developed your…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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?

(RESPONSE FRAME)

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

*(ALL)
DEVELOP Skills development scale score

RECODE EXPTHINK EXPPRBSL EXPTMWRK EXPCONF EXPWRITE EXPSPEAK EXPKNOW EXPWORK
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
EXPTHINKR EXPPRBSLR EXPTMWRKR EXPCONFR EXPWRITER EXPSPEAKR EXPKNOWR EXPWORKR.

COMPUTE DEVELOP = MEAN.6(EXPTHINKR, EXPPRBSLR, EXPTMWRKR, EXPCONFR, EXPWRITER, EXPSPEAKR, EXPKNOWR, EXPWORKR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
EXPINTROB And thinking about your **<FINALCOURSEB>** <course>, to what extent has your <course> developed your…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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?

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
DEVELOPb Skills development scale score

RECODE EXPTHINKB EXPPRBSLB EXPTMWRKB EXPCONFB EXPWRITEB EXPSPEAKB EXPKNOWB EXPWORKB
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
EXPTHINKRB EXPPRBSLRB EXPTMWRKRB EXPCONFRB EXPWRITERB EXPSPEAKRB EXPKNOWRB EXPWORKRB.

COMPUTE DEVELOPB = MEAN.6(EXPTHINKRB, EXPPRBSLRB, EXPTMWRKRB, EXPCONFRB, EXPWRITERB, EXPSPEAKRB, EXPKNOWRB, EXPWORKRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP)

MODULE D: SUPPORT

*(ALL)
INTROSUPP The next questions are about your overall experience of the support services provided by your institution.

*(ALL)
CARINTRO During <SURVEYYEAR>, to what extent have you found **careers advisors** to be…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

caravail Available?
carhelp Helpful?

(RESPONSE FRAME)

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

*(ALL)
ADMINTRO During <SURVEYYEAR>, to what extent have you found **administrative staff or systems** (e.g. online administrative services, frontline staff, enrolment systems) to be...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

admavail Available?
admhelp Helpful?

(RESPONSE FRAME)

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

*(ALL)
ACDINTRO During <SURVEYYEAR>, to what extent have you found **academic or learning advisors** to be...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

acdavail Available?
acdhelp Helpful?

(RESPONSE FRAME)

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

Supavail Available?
Suphelp Helpful?

(RESPONSE FRAME)

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 <SURVEYYEAR>, to what extent have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

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

(RESPONSE FRAME)

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

*(ALL)
SUPPORT Student support scale score

RECODE ENGLANG OFFSUP INDUCT SETTLE EFFENROL
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
ENGLANGR OFFSUPR INDUCTR SETTLER EFFENROLR.

RECODE ADMAVAIL ADMHELP CARAVAIL CARHELP ACDAVAIL ACDHELP
SUPAVAIL SUPHELP
(2=0) (3=25) (4=50) (5=75) (6=100) INTO
ADMAVAILR ADMHELPR CARAVAILR CARHELPR ACDAVAILR ACDHELPR
SUPAVAILR SUPHELPR.

COMPUTE SUPPORT = MEAN.6(ENGLANGR, OFFSUPR, INDUCTR, SETTLER,
ADMAVAILR, ADMHELPR, CARAVAILR, CARHELPR, ACDAVAILR, ACDHELPR,
SUPAVAILR, SUPHELPR, EFFENROLR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)
BAA What have been the best aspects of your **<FINALCOURSEA>** <course>?

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

<verbatim text box>

*(DVQUALNUM=2, TWO QUALIFICATIONS)
BAB What have been the best aspects of your **<FINALCOURSEB>** <course>?

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

<verbatim text box>

*(ALL)
NIA What aspects of your **<FINALCOURSEA>** <course> most need improvement?

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

<verbatim text box>

*(DVQUALNUM=2, TWO QUALIFICATIONS)
NIB What aspects of your **<FINALCOURSEB>** <course> most need improvement?

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

<verbatim text box>

*(TIMESTAMP)

*(ALL)
FOEX The following statements are about freedom of expression on campus at <E306CTXT>. Freedom of expression can be part of the academic and social aspects of your student experience.

How strongly do you agree or disagree that...

(STATEMENTS)

foexa I am free to express my views at <E306CTXT>
foexb Academics are free to express their views at <E306CTXT>
foexc I am free from discrimination, harm or hatred at <E306CTXT>

(RESPONSE FRAME)
1. Strongly disagree
2. Disagree
3. Neither disagree or agree
4. Agree
5. Strongly agree

*(TIMESTAMP)

MODULE E: DEMOGRAPHICS

*(ALL)
DEMOINTRO 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)?

*PROGRAMMER NOTE: IF CATI DISPLAY (PROBE TO RESPONSE FRAME IF NECESSARY)

1. Before <SURVEYYEAR-4 YEARS>
2. <SURVEYYEAR-4 YEARS>
3. <SURVEYYEAR-3 YEARS>
4. <SURVEYYEAR-2 YEARS>
5. <SURVEYYEAR-1 YEAR>

6. <SURVEYYEAR>

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. <SURVEYYEAR>
2. <SURVEYYEAR + 1 YEAR> or later

*(ALL)
CAMPUSR Where has your study been mainly based in <SURVEYYEAR>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)
ONLINEA Thinking about your **<FINALCOURSEA>** <course>, how much of your study do you do online?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)
ONLINEB And thinking about your **<FINALCOURSEB>** <course>, how much of your study do you do online?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)
GRADEA Thinking about your **<FINALCOURSEA>** <course>, which number between 0 and 100 represents your average grade so far in <SURVEYYEAR>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
GRADEB And thinking about your **<FINALCOURSEB>** <course>, which number between 0 and 100 represents your average grade so far in <SURVEYYEAR>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(ALL)
ASTDINTRO At <E306CTXT> during <SURVEYYEAR>, to what extent have…

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much
6. Not applicable *(ONLY DISPLAY FOR ASTDWOR)

*(ALL)
CONSIDCHG During <SURVEYYEAR>, have you seriously considered leaving <E306CTXT>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(CONSIDCHG=1, HAVE SERIOUSLY CONSIDERED LEAVING)
CHINTRO Please indicate your reasons for seriously considering leaving your current institution in <SURVEYYEAR>. *Please select all that apply.*

*PROGRAMMER NOTE: MULTI ANSWER TICK BOXES, SPLIT INTO TWO COLUMNS
*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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
chfamly Family responsibilities
chfdiff Financial difficulties
chgapyr Gap year/deferral
chgvtas Government assistance
chgradu Graduating
chhealt 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
chsocrn	Social reasons
chshgstd	Standards too high
chblnce	Study/life balance
chtravl	Travel or tourism
chother	Other reasons (please specify)

*(ALL)
LOCATINTRO The following questions are related to where you live.

*(ALL)
CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURSTATE In which state or territory do you currently live?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURPCODE What is the postcode or suburb where you currently live?

1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)
OSCOUNTRY In which country do you currently live?

1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE SACC COUNTRY LIST

*PROGRAMMER NOTE: EXCLUDE E306=3025 FROM COVLOC2

*(COVIDMOD=1, ELIGIBLE FOR COVID ITEMS)
COVLOC2 Is this where you have been located for the majority of your studies in <SURVEYYEAR>?

1. Yes
2. No

*(IF COVLOC2=2, LOCATION NOT WHERE LOCATED FOR MAJORITY OF 2021 STUDIES)
COVLOC3 Where have you been located for the majority of your studies in <SURVEYYEAR>?

1. Australia
2. Overseas

*(IF COVLOC3=1, LOCATED IN AUSTRALIA FOR MAJORITY OF 2020 STUDIES)
COVLOC4 And in which state or territory have you been located for the majority of your studies in <SURVEYYEAR>?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(IF COVLOC3=1, LOCATED IN AUSTRALIA FOR MAJORITY OF 2020 STUDIES)
COVPCODE1 What is the postcode or suburb of your location for the majority of your studies in <SURVEYYEAR>?

1. Enter postcode or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
98. Don't know

*(IF COVLOC3=2, LOCATED OVERSEAS FOR MAJORITY OF 2020 STUDIES)
COVOS1 In which country have you been located for the majority of your <SURVEYYEAR> studies?

1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST

*PROGRAMMER NOTE: EXCLUDE E306=3025 FROM COVREL

*(COVIDMOD=1 AND E306≠3025, ELIGIBLE FOR COVID ITEMS AND EXCLUDING MACQ)
COVREL Did you have to relocate due to issues relating to COVID-19?

1. Yes
2. No

*(TIMESTAMP)

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT, FLAG AS 1 AT EARLYCOMPLETE

MODULE H: INTERNATIONAL STUDENT ITEMS

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)
INTINTRO The following questions are related to your experience as an international student in Australia.

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)
INTAUS When deciding to study in Australia, how important was....

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

a) The reputation of Australia's education system?

b) Your personal safety and security?
i) The cost of living?
c) The ability to work part-time?
d) The opportunity to study in an English-speaking country?
e) Having friends and family already in Australia?
f) The chance to experience a new culture/lifestyle?
g) The possibility of migrating to Australia?
h) The weather/climate?

(RESPONSE FRAME)

1. Extremely important
2. Important
3. Not important
4. Not at all important
98. Don't know

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTINST When you were deciding to apply to <E306CTXT>, how important was...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

a) The reputation of the education provider?
b) The reputation of the qualification?
c) <E306CTXT> offered the course I wanted to study?
d) The course fee?
e) Employment opportunities after completing the course?
f) <E306CTXT> had a partnership with my local institution?
g) The location of the institution?

(RESPONSE FRAME)

1. Extremely important
2. Important
3. Not important
4. Not at all important
98. Don't know

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTSAT How satisfied are you with each of the following aspects of living in Australia?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT
*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

a) Employment while studying
b) Improving your English skills
c) Getting work experience in your field of study
d) Transport
e) Personal safety on campus
f) Personal safety off campus
g) Making friends
h) Overall living experience in Australia

(RESPONSE FRAME)

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied
97. Not applicable

*PROGRAMMER NOTE: ONLY ASK INTEMP TO INTHELPX ON MONDAY 3 AUGUST 2020. IF INTEMP=1 ASSIGN DUMMY VARIABLE AND SET QUOTA TO 1,000. ONCE QUOTA IS MET SKIP ITEMS INTEMP TO INTHELPX

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)
INTAGENT When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?

1. Yes
2. No

*(INTAGENT=1, USED AN AGENT)
INTSERV How would you rate the overall service provided by the agent?

1. Very good
2. Good
3. Poor
4. Very poor

*(DUMNAVITAS=1 AND STAGE=1 AND INTSERV=3 OR 4, PARTICIPATING NAVITAS INSTITUTION, COMMENCING STUDENTS WHO GAVE POOR OR VERY POOR RATING)
XQ_9000_NAV_AG9 Why did you give that rating?

1. RECORD VERBATIM: <text box>

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTLIVE Which of the following best describes your current living arrangements?

1. University or college halls of residence
2. Student house or flat controlled by university
3. Private halls or student hostel
4. Private rented house/flat/room
5. Homestay with a family not related to you
7. Living with parents
6. With friends or relatives in their accommodation
90. Other (please specify)

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTLIVSAT Overall, how satisfied are you with your current living arrangements?

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied

*(INTLIVSAT=3 OR 4, DISSATISFIED WITH LIVING ARRANGEMENTS)
INTLIVEDISN Why are you dissatisfied with your current living arrangements?

(MULTIPLE RESPONSE)
1. Too expensive

2. Not enough space
3. Too noisy
4. I am lonely
5. Issues with housemates
6. Issues with landlord or agent
7. Dirty
8. Old / bad condition
9. Slow internet
10. Located too far from institution
97. Other (please specify)

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTVISA What type of Australian visa do you currently hold?

1. Student visa (Subclass 500)
2. Temporary graduate visa (Subclass 485)
3. Bridging visa (awaiting outcome of substantive visa application)
90. Other

MODULE G: <COURSE> EXPERIENCE

*(STAGE=2 OR 3 OR 9, 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

*(COMPSEM=1, 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 the future. 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) *(KICKBOX VALIDATION REQUIRED)
2. Prefer not to provide email address

*(ALL)
CONTACT The Department of Education is undertaking some research into why students chose their current <COURSE>s. Do you consent to being contacted in future to participate in this research?

1. Yes
2. No

*(ALL)
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

*(C4=1 OR CONTACT=1, WANTS TO BE NOTIFIED OF RESULTS OR RECONTACTED BY DEPARTMENT)
NTFEMAIL What is the best email address to contact you on?

*PROGRAMMER NOTE: IF PEMAIL=2 SHOW SAMPLE EMAIL. IF PEMAIL=1 SHOW PEMAIL . IF STAGE=1 OR (STAGE=2 OR 3 AND COMPSEM=2 OR 3) SHOW SAMPLE EMAIL

<email>

1. Address as above
2. Enter new email address

*(TIMESTAMP)

END

*(DISPLAY IF ONLINE)

Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

*(IF CATI) We appreciate your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. I can give you the details of some websites if you would like further information:

www.ses.edu.au – The survey home page with links to key information.
www.srcentre.com.au/ses – A list of SES FAQs with detailed information.
www.compared.edu.au – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

IF NEEDED: Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

Thank you for your time. 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 Australian Government Department of Education.

*(CATI ONLY)
INT1 DO NOT ASK, INTERVIEWER PLEASE RECORD

Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

SUBMIT
*PROGRAMMER NOTE: FOR ONLINE SUBMIT BUTTON LINKS TO HTTPS://WWW.QILT.EDU.AU/SURVEY-SUCCESS/STUDENT-EXPERIENCE-SURVEY-THANK-YOU

*(INSTITUTION1=2, NO LONGER ENROLLED)
TERM *(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 (if in Australia) or +61 3 8327 1951 (if overseas) 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.

*(COMMENCESCREEN=2, HAVE NOT COMPLETED ENOUGH OF COURSE)
TERM3 As you have indicated that you have not completed at least one <unit> of your <COURSE>, you do not qualify to complete the survey at this time. Thank you for your interest in the Student Experience Survey.

If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or via email at ses@srcentre.com.au.

*(INTRO=3 OR 4, REFUSED)
RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment/just hung up
2. Too busy
3. Not interested
4. Too personal/intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential/privacy concerns
7. Don't trust surveys/government
8. Never do surveys
9. Survey is length too long
10. Get too many calls for surveys / telemarketing
11. Other (Please specify)

*(INTRO=3 OR 4, REFUSED)
RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back *(GO TO TERM2)
2. Possible conversion *(GO TO TERM2)

*(EM1=1 OR 2, AGREED TO COMPLETE ONLINE)
TERM1 Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

*(ALL LOTE)
TERM2 No worries, thanks very much for your help anyway.

*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INTRO=3 OR INTRO2=3	Household refusal	Refusal
3	INTRO=4 OR INTRO2=4	Respondent refusal	Refusal
4	INTRO=5 OR INTRO2=5	Language difficulty	Other contacts
5	EM=1 OR 2	Agreed to complete online	Other contacts
6	QET	Terminated midway	Refusal

*(TIMESTAMP)

Appendix 9 Survey screenshots

2022 Student Experience Survey (SES) – Survey screen shots

This appendix provides examples of the different item styles displayed in the online survey.

Introduction

Save and close

Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on starting your current higher education studies in 2022. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment. We understand that many people have experienced disruptions to their studies due to COVID-19, however, 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 program.

Most people take approximately 10 minutes to complete all the questions, depending on their answers.

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

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

Yes/No item with radio buttons

Save

Question Name [Shown in TEST only]: institution

Are you currently enrolled in a course at **the Social Research Centre**?

- ◯ Yes
- ◯ No

Previous Next

Multiple response item with radio buttons

Save

Question Name [Shown in TEST only]: 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)?

- ◯ Yes, I was enrolled in a different course at the Social Research Centre
- ◯ 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

Grid item

Save and close

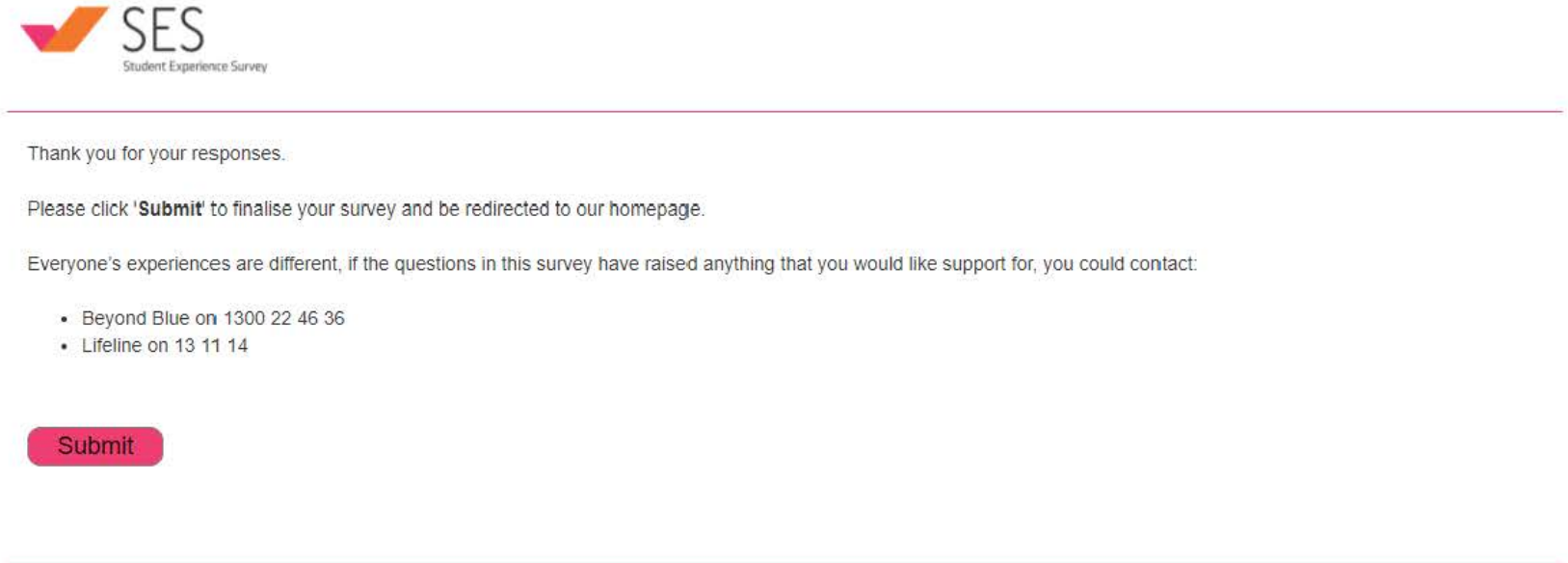
At the Social Research Centre during 2022, to what extent have you...

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

Previous Next

Free text response item

Close screen



Appendix 10 Small screen optimisation

Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2022 SES and the QILT suite of surveys more broadly. Online survey presentation was informed by the literature and accessibility guidelines.

Small screen optimisation principles

Some of the device effects associated with completing online surveys via small screen devices, as reported in Callegaro et al. (2015), include longer questionnaire completion times, but quicker response times, higher break off rates, shorter answers to open ended questions, increased primacy effects and increased use of responses that appear on the screen without the need for vertical or horizontal scrolling. Small screen optimisation is the term used to try and mitigate some of these potential device effects. For the QILT suite of surveys, the Social Research Centre had sought to ensure that the surveys were optimised for small screen devices. Based on Callegaro, et al., (2015), the Social Research Centre adopted a set of basic guidelines for designing online surveys for completion on small screen devices. These included:

- Keeping the subject, content and survey link short in the email invitation, as long subject lines will create multiple lines of text requiring the respondent to scroll.
- Removing or reducing all non-essential, non-question content in question pages as these take longer to load. Information such as the Social Research Centre's privacy statement, and survey frequently asked questions, were made available as links at the bottom of email invitations and reminders and were not presented on screen by default.
- Minimising the use of grid / table format for questions as tables require respondents to zoom and scroll horizontally just to read the text. The current iteration of the survey had all grid statements presented as a set of items on small screen devices, so respondents only had to scroll vertically and were not required to zoom or scroll horizontally.
- Optimising the size and orientation of the navigation (Previous and Next) and Save buttons for small screen devices. The small screen layout stacked the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons were also increased to assist with selection and reduce the need for scrolling.
- Drag and drop format questions (as often used for ranking) may not work well on a small screen device and are best avoided. There were no drag and drop format questions in the 2022 SES questionnaire, but this is a consideration for the future.
- Consider splitting long bipolar scales into two questions, first the two main options (satisfied or dissatisfied) and then the level within each option (e.g. extremely, very, somewhat), particularly for scales with 7 or more points (this was not applied to items used for the QILT suite of surveys indicators to date).
- Continuing to avoid videos and large pictures wherever possible as they can be problematic and take a long time to load.

Optimisation within the SES

Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type.

Several elements of the online survey were changed for small screen users. The size of pictures (such as the SES logo) were scaled for optimal display on small screens and grid items were optimised to ensure response options on the right-hand side of the grid do not fall off-screen, leading to response error. The size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.

Font types and sizes were customised for small screen display and there were subtle differences in the user interface between touchscreen and non-touch enabled devices. For touchscreen devices proportionally larger buttons were used to reduce margin of error for selecting a response option, with the software being able to determine which response option was intended to be selected where a user had touched near, but not perfectly on the response option.

Grid (also known as table or matrix) items were reconfigured to display over multiple screens (navigated by vertical scrolling) on a small screen device. See Figure 1 and Figure 2 for comparison of small screen and desktop grid item display.

Figure 1 Grid item display on small screen device

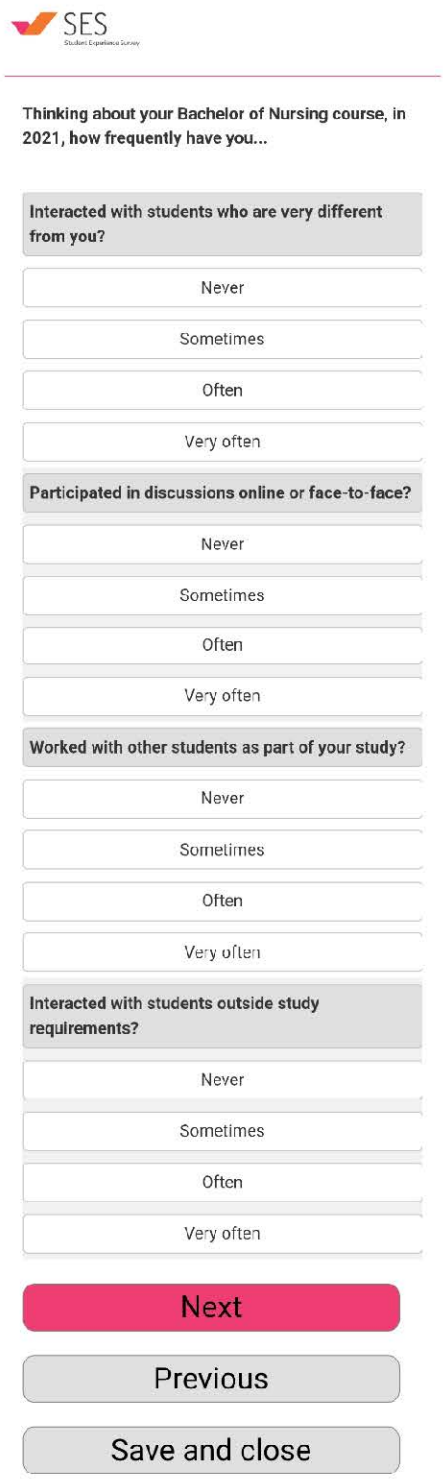
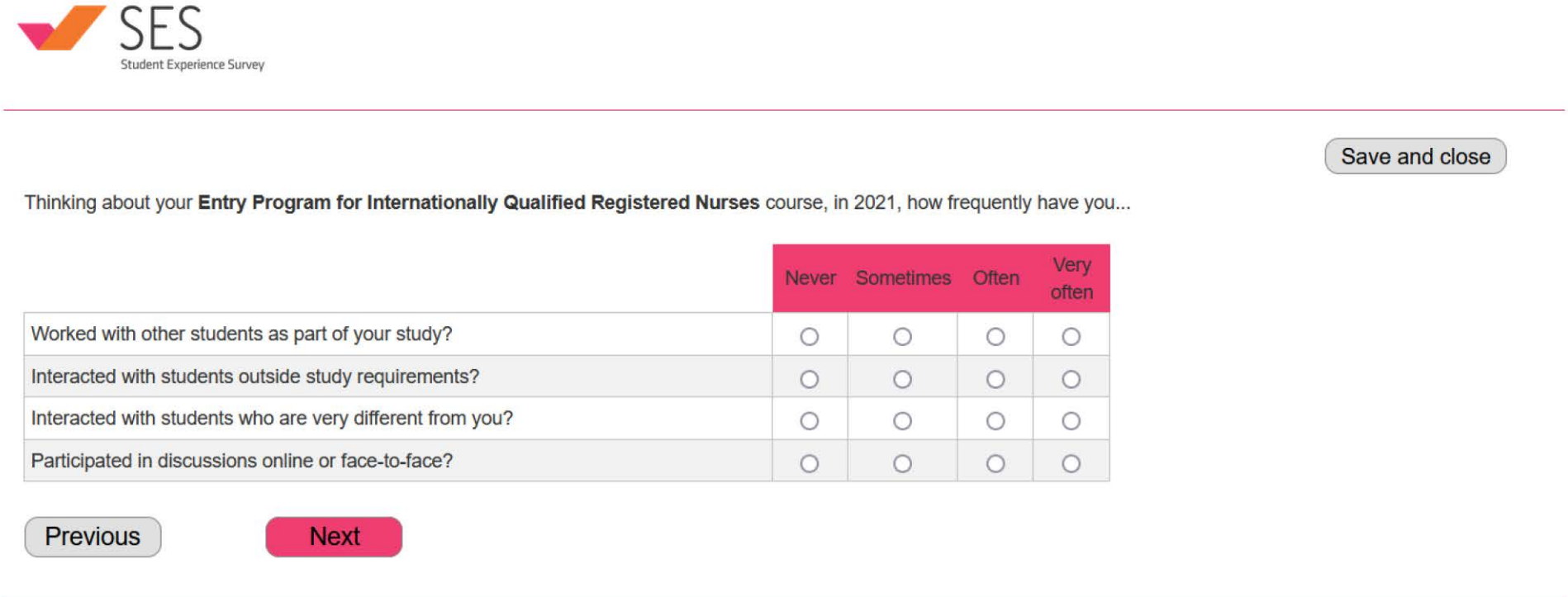


Figure 2 Grid item display on desktop device



References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.

Appendix 11 Response by institution

2022 SES – Response by institution

University	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Australian Catholic University	19,835	0	69	1,457	18,309	8,603	47.0	49.2	45.9	43.9
Avondale University	464	0	<5	40	422	210	49.8	53.4	56.0	58.2
Bond University	3,975	8	120	369	3,486	1,252	35.9	35.7	41.6	47.6
Central Queensland University	9,470	0	264	727	8,479	3,643	43.0	47.6	49.3	44.9
Charles Darwin University	5,344	48	123	395	4,826	2,094	43.4	44.6	43.2	46.8
Charles Sturt University	12,826	8	340	1,073	11,413	4,239	37.1	39.2	39.8	40.6
Curtin University	39,810	<5	632	2,969	36,209	13,155	36.3	38.8	43.1	40.3
Deakin University	19,944	0	90	1,567	18,287	7,458	40.8	49.1	49.7	45.2
Edith Cowan University	14,432	0	451	1,034	12,947	5,366	41.4	42.1	48.0	46.4
Federation University Australia	10,188	0	219	512	9,457	3,215	34.0	44.3	45.8	45.5
Flinders University	19,427	<5	185	927	18,315	4,793	26.2	41.6	46.5	44.1
Griffith University	21,422	0	741	1,578	19,103	6,509	34.1	36.9	40.4	34.0
James Cook University	8,045	<5	72	431	7,542	2,197	29.1	40.9	48.8	46.7
La Trobe University	20,086	0	337	1,423	18,326	7,085	38.7	40.8	43.5	41.7
Macquarie University	25,029	0	555	2,132	22,342	8,079	36.2	44.2	48.2	47.4
Monash University	45,163	0	884	4,007	40,272	14,213	35.3	40.8	45.2	46.4
Murdoch University	5,688	0	157	454	5,077	1,876	37.0	38.8	42.4	38.7
Queensland University of Technology	22,805	6	600	1,428	20,777	7,027	33.8	43.5	48.3	33.0
RMIT University	34,948	<5	393	1,885	32,670	7,432	22.7	25.3	39.6	35.7
Southern Cross University	7,941	1	20	686	7,235	3,014	41.7	47.5	47.0	44.6
Swinburne University of Technology	16,997	0	439	1,124	15,434	6,482	42.0	45.6	50.9	44.6
The Australian National University	16,204	<5	78	554	15,572	4,951	31.8	33.4	41.4	34.7
The University of Adelaide	10,223	0	33	707	9,483	3,892	41.0	46.3	50.3	53.1
The University of Melbourne	27,202	0	80	2,132	24,990	10,846	43.4	45.8	51.7	48.7
The University of Notre Dame Australia	7,931	30	119	423	7,389	2,559	34.6	43.4	47.3	47.4
The University of Queensland	26,496	0	584	1,888	24,024	7,670	31.9	34.3	39.4	43.1

University	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
The University of South Australia	16,302	0	229	950	15,123	5,784	38.2	37.1	42.5	38.6
The University of Sydney	27,743	0	620	2,366	24,757	7,634	30.8	40.4	33.1	29.8
The University of Western Australia	14,764	20	307	1,072	13,385	5,576	41.7	43.0	32.5	33.2
Torrens University	7,694	0	36	325	7,333	3,671	50.1	49.9	50.7	45.9
University of Canberra	8,269	0	112	581	7,576	3,048	40.2	41.6	44.6	45.8
University of Divinity	709	12	15	54	640	306	47.8	57.9	59.8	57.7
University of New England	7,740	<5	189	630	6,921	2,887	41.7	47.8	51.1	50.2
University of New South Wales	50,951	26	604	3,007	47,340	16,940	35.8	41.6	42.0	46.6
University of Newcastle	25,469	0	381	1,880	23,208	7,331	31.6	40.2	36.1	45.4
University of Southern Queensland	15,106	0	407	1,132	13,567	5,866	43.2	42.8	55.9	53.1
University of Tasmania	13,169	0	323	972	11,874	5,290	44.6	47.0	46.3	50.6
University of Technology Sydney	21,808	0	399	1,628	19,781	6,489	32.8	37.4	35.6	43.8
University of the Sunshine Coast	12,706	0	222	714	11,770	5,163	43.9	54.3	52.7	52.8
University of Wollongong	18,394	0	88	1,499	16,807	6,300	37.5	43.5	50.6	49.0
Victoria University	11,578	0	276	1,042	10,260	3,613	35.2	43.4	43.8	41.9
Western Sydney University	17,751	0	224	1,352	16,175	6,001	37.1	38.0	34.9	42.4

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Academies Australasia Polytechnic Pty Limited	398	0	28	40	330	98	29.7	29.2	n/a	n/a
Academy of Information Technology	641	<5	60	47	534	214	40.1	45.3	43.1	28.6
ACAP and NCPS	3,388	0	35	231	3,122	1,463	46.9	51.7	53	65.3
Adelaide Central School of Art	212	0	7	14	191	124	64.9	78.8	73.3	74.5
Adelaide College of Divinity	80	0	<5	10	68	36	52.9	50.8	62.6	n/a
Alphacrucis College	1,620	<5	72	138	1,410	546	38.7	41.5	44.5	49.8
Asia Pacific International College	545	0	<5	22	522	231	44.3	34.1	n/a	n/a
Australasian College of Health and Wellness	255	<5	11	17	227	79	34.8	n/a	n/a	n/a
Australia Advance Education Group Pty Ltd	50	0	0	5	45	15	33.3	n/a	n/a	n/a
Australian Academy of Music and Performing Arts	114	0	0	5	109	47	43.1	49.4	56.3	59
Australian College of Christian Studies	75	0	<5	<5	72	46	63.9	48.6	53	53.8
Australian College of Nursing	1,119	0	60	251	808	318	39.4	36.8	35.6	47.6
Australian College of Theology Limited	2,300	<5	76	177	2,047	1,161	56.7	56.0	57.4	65.8
Australian Institute of Business Pty Ltd	2,429	11	57	152	2,220	903	40.7	48.5	39.6	54.8
Australian Institute of Higher Education	1,292	0	55	94	1,143	456	39.9	40.6	n/a	n/a
Australian Institute of Management Education & Training	755	6	9	78	668	317	47.5	35.1	47	54.8
Australian Institute of Professional Counsellors	606	<5	21	29	556	227	40.8	40.8	44.4	49.2
BBI - The Australian Institute of Theological Education	237	<5	13	15	209	93	44.5	46.1	42.2	56.1
Box Hill Institute	673	<5	16	41	616	286	46.4	47.9	41.9	43.7
Campion College Australia	139	0	<5	10	128	58	45.3	44.5	71.2	78.1
Canberra Institute of Technology	33	0	0	5	28	11	39.3	58.4	45.2	48.6
Chisholm Institute	200	<5	6	6	188	125	66.5	47.8	56.7	55.3
Christian Heritage College	628	0	12	41	575	278	48.3	47.6	47.1	56

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
CIC Higher Education	321	0	18	10	293	84	28.7	48.6	n/a	n/a
Collarts (Australian College of the Arts)	1,125	0	<5	81	1,040	470	45.2	49.3	48	47.6
Curtin College	794	0	23	37	734	272	37.1	39.1	40.5	n/a
Deakin College	1,552	0	89	69	1,394	447	32.1	47.1	47.3	n/a
Eastern College Australia	108	0	<5	12	95	52	54.7	49.6	47.1	63.5
Edith Cowan College	265	0	29	12	224	84	37.5	56.1	35.1	n/a
Elite Education Institute	37	5	<5	<5	31	<5	12.9	18.8	n/a	n/a
Endeavour College of Natural Health	3,379	<5	76	351	2,952	1,209	41.0	40.8	41.5	51
Engineering Institute of Technology	288	0	5	13	270	161	59.6	67.2	n/a	n/a
Equals International	35	0	0	<5	32	8	25.0	53.8	n/a	n/a
Excelsia College	870	0	32	36	802	340	42.4	54.7	64.3	67.3
Eynesbury College	144	0	<5	<5	142	43	30.3	65.6	64.8	n/a
Gestalt Therapy Brisbane	97	<5	9	15	73	37	50.7	n/a	n/a	n/a
Governance Institute of Australia	183	<5	15	13	155	75	48.4	47.0	n/a	n/a
Griffith College	1,128	0	42	40	1,046	321	30.7	44.0	23.7	n/a
Health Education & Training Institute	128	0	<5	13	113	36	31.9	39.4	37.5	n/a
Holmes Institute	5,301	0	374	313	4,614	1,547	33.5	26.0	35.6	34.3
Holmesglen Institute	1,108	0	15	68	1,025	366	35.7	46.7	34.9	44.8
Ikon Institute of Australia	356	0	11	23	322	193	59.9	74.2	n/a	n/a
Institute of Health & Management Pty Ltd	174	0	<5	5	165	71	43.0	35.6	n/a	n/a
International College of Hotel Management	185	0	<5	12	165	81	49.1	67.0	51.5	65
International College of Management, Sydney	900	0	35	58	807	279	34.6	49.3	58.3	46.6
International Institute of Business and Technology	24	0	<5	<5	21	7	33.3	n/a	n/a	n/a
ISN Psychology Pty Ltd	242	0	15	16	211	129	61.1	62.1	68.1	n/a
Jazz Music Institute	70	0	<5	7	61	26	42.6	43.8	34.4	28.8
Kaplan Business School	2,548	<5	36	109	2,403	928	38.6	44.9	43.6	53.2

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Kaplan Higher Education Pty Ltd	2,794	10	69	349	2,376	765	32.2	32.1	37	46.3
Kent Institute Australia	1,118	0	57	63	998	341	34.2	37.4	32.2	n/a
King's Own Institute	2,848	0	215	149	2,484	1,116	44.9	46.4	53.8	71.4
La Trobe College Australia	651	0	29	23	599	246	41.1	38.6	35.5	n/a
LCI Melbourne	170	0	7	9	154	82	53.2	55.5	69.5	65.3
Le Cordon Bleu Australia	235	0	9	22	204	65	31.9	31.8	41.8	n/a
Leaders Institute	117	0	0	<5	115	74	64.3	60.7	n/a	n/a
Macleay College	256	0	5	10	241	85	35.3	43.2	36.3	53.6
Marcus Oldham College	125	0	0	9	116	77	66.4	57.3	83.5	88.8
Melbourne Institute of Technology	1,545	0	120	51	1,374	396	28.8	43.3	43.1	43.8
Melbourne Polytechnic	813	0	5	46	762	269	35.3	41.0	41.5	44.9
Montessori World Educational Institute (Australia)	72	<5	0	<5	70	34	48.6	53.2	n/a	n/a
Moore Theological College	352	0	<5	16	333	230	69.1	70.8	60.6	66.8
Morling College	120	0	10	8	102	49	48.0	52.5	55.3	n/a
Nan Tien Institute	51	0	<5	<5	45	30	66.7	61.0	57.7	72
National Art School	543	0	<5	42	499	240	48.1	44.2	48.2	59.7
National Institute of Organisation Dynamics Aust	25	0	0	0	25	18	72.0	n/a	n/a	n/a
Ozford Institute of Higher Education	45	0	<5	<5	40	15	37.5	44.3	n/a	n/a
Performing Arts Education	38	0	0	<5	35	19	54.3	n/a	n/a	n/a
Perth Bible College	81	<5	<5	6	72	34	47.2	52.5	60	78.9
Photography Studies College (Melbourne)	139	0	<5	8	128	85	66.4	52.6	54.2	72.2
Polytechnic Institute Australia Pty Ltd	262	<5	14	11	237	72	30.4	22.6	n/a	n/a
SAE Institute	1,945	0	75	118	1,752	601	34.3	43.7	48.8	52.6
Sheridan College Inc.	60	0	<5	<5	55	43	78.2	n/a	n/a	n/a
South Australian Institute of Business and Technology	472	0	19	22	431	186	43.2	49.9	39.7	n/a
SP Jain School of Management	138	0	<5	<5	135	78	57.8	79.7	47.6	49.3
Stott's College	1,450	0	24	92	1,334	520	39.0	40.1	42.2	36.1

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Sydney College of Divinity	618	<5	14	60	544	229	42.1	41.4	41.1	40.9
Sydney Institute of Business and Technology	245	0	15	6	224	101	45.1	54.8	37	n/a
Tabor College of Higher Education	672	0	16	35	621	315	50.7	53.3	52.7	54.7
TAFE NSW	2,122	0	93	156	1,873	839	44.8	49.1	41.9	45.2
TAFE Queensland	232	0	11	<5	217	87	40.1	41.2	44.4	52.2
TAFE South Australia	230	0	22	22	186	74	39.8	42.9	55.2	64.2
The Australian College of Physical Education	640	0	5	56	579	185	32.0	40.2	40.8	48.4
The Australian Institute of Music	869	0	8	34	827	338	40.9	53.1	47.9	50.4
The Cairnmillar Institute	392	<5	<5	26	362	202	55.8	52.2	57.6	57.2
The Institute of International Studies (TIIS)	63	8	<5	<5	59	20	33.9	n/a	n/a	n/a
The JMC Academy	2,074	<5	73	155	1,846	877	47.5	43.3	38.7	52.2
The MIECAT Institute	183	0	5	10	168	104	61.9	65.4	63.6	75.4
The Tax Institute Higher Education	166	<5	9	10	147	55	37.4	n/a	n/a	n/a
Think Education	373	0	<5	14	357	215	60.2	60.5	52.5	54.6
Universal Business School Sydney	968	0	12	46	910	343	37.7	36.6	30.9	28.1
UOW College	97	0	11	<5	85	37	43.5	44.7	29.2	39.5
UTS College	1,720	6	115	83	1,522	439	28.8	n/a	n/a	n/a
VIT (Victorian Institute of Technology)	1,922	0	117	62	1,743	906	52.0	55.7	50.9	67.4
Wentworth Institute of Higher Education	437	0	39	28	370	169	45.7	56.1	54.9	50.2
Whitehouse Institute of Design, Australia	243	0	<5	16	225	146	64.9	62.5	62.6	67.8
William Angliss Institute	591	0	23	38	530	154	29.1	44.4	41	47.1