2024 Student Experience Survey

Methodological Report

September 2025

Social Research Centre
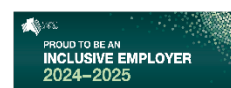
Acknowledgements

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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 2024 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 covers 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 2024 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:

- Skills development

- Peer engagement

- Teaching quality and engagement

- Student support and services

- 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 institutions.

Responses to specific modules in the survey also help the department ascertain perceptions of freedom of 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 2024 SES.

A total of 149 higher education institutions participated in the 2024 SES, including all 42 universities and 107 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 2024, 110 institutions participated in the August collection round, with 39 institutions participating in the September collection round.

The 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 for the selected students. A *Collection and Sample Guide* was provided to institutions to help with their administration of the survey.

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, 755,458 students were approached with 692,631 identified as in-scope to participate in the SES. A total of 257,865 online surveys were completed (unique student respondents) across the August and September collection rounds, giving a total response rate of 37.2 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 270,292 surveys were completed at the course level.

Table 1   Key project statistics

	University	NUHEI	Total
Participating institutions (n)	42	107	149
Total sample (n)	650,845	104,613	755,458
Final in-scope students (n)	596,795	95,836	692,631
Surveys completed (student level)	222,583	35,282	257,865
Surveys completed (course level)	234,972	35,320	270,292
Response rate (%)	37.3	36.8	37.2

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. Refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023) for more information on industry standards.

1.5. Project milestones

Table 2 provides a summary of the key project milestones for the 2024 SES.

Table 2   Key project milestones

Task	2024 SES
Establishment	
Questionnaire development	04-Jun-24 to 16-Jul-24
Sample preparation	11-Jun-24 to 02-Jul-24
Fieldwork	
August round	
Start main online fieldwork period	30-Jul-24
Main online fieldwork closes*	01-Sep-24
Post field reminder calls[†]	02-Sep-24 to 14-Sep-24
Fieldwork closes[†]	16-Sep-24
September round	
Start main online fieldwork period	10-Sep-24
Main online fieldwork closes*	13-Oct-24
Post field reminder calls[†]	14-Oct-24 to 26 Oct-24
Fieldwork closes[†]	28-Oct-24
Data Preparation	
Draft data and documentation to the department	15-Nov-24
Final data and documentation to the department	29-Nov-24
Data files and Tableau report to institutions	14-Jan-25

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

[†] Institutions that opted for post-field telephone reminders (none for September round).

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 COVID-19 related reasons were no longer deemed relevant, the in-scope population for the 2024 SES did not include students who intended to study onshore but were offshore at the time of the survey's administration for whatever 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 all the following criteria:

- enrolled in an undergraduate or postgraduate coursework course by 31 May

- studying onshore

- enrolled in and completed at least one full teaching period

Commencing students with a Course of study commencement date (E534) up to and including 31 May 2024 were invited to participate in the survey. Module A of the questionnaire verifies commencing student eligibility for the SES by confirming that the student has 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 later year 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.

2.1.3 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 2024, 16 institutions included additional populations (12 universities and 4 NUHEIs). 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.

2.2. Institutional participation

The scope of the 2024 SES comprised all Australian higher education institutions, including non-HESA institutions.

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'). Invitations to complete the PASF were emailed to all primary institutional contacts approximately two months prior to the commencement of the August collection round.

A total of 149 institutions participated in the 2024 SES, including 42 universities and 107 NUHEIs. Refer to Appendix 1 for a list of participating institutions.

2.3. Sample frame

The SES used a centralised approach to sampling based on data extracted from the TCSI system to create sample files for individual institutions. The TCSI system replaced the Higher Education Information Management System (HEIMS) as the authoritative source of information regarding higher education in Australia in mid-2021.

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 for institutions to verify in-scope selections and append contact details of the selected students.

Institutions that 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.

2.4. Sampling preparation overview

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

- the timeline for sample provision

- options for submission of sample information

- data elements required, including essential and optional fields

- processes for inclusion of additional populations

- steps for flagging the in-scope population.

The department provided all TCSI submissions to the Social Research Centre which reviewed them to identify SES-eligible records. Sample counts were checked against historical submissions to ensure completeness. Institutions then received sample file templates to verify enrolment data and add contact information.

The sample file template allowed institutions to provide up to two email addresses and four phone numbers per student. Institutions were expected to provide at least one email address, preferably personal. A secondary email was recommended, as well as a mobile number to facilitate SMS and reminder call activity.

Universities received a summary of the stage of studies calculation (defining commencing, middle years and later years students) and onshore/offshore flagging for their sample. Institutions were asked to review the in-scope status of all records and could flag graduates as out-of-scope if they should not be surveyed.

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. Further details on sections by stratum are presented in 2.4.3.1.

2.4.1 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 through the validation checks were communicated to institution contacts, with assistance provided to resolve issues, as necessary, so that all required checks were passed.

The main institution populated template file quality issues observed were as follows:

- information essential for survey operationalisation or analysis not being provided or not provided in the specified format

- insufficient, limited, or unclean contact information (i.e., phone number, email)

- formatting issues such as altering of templates, use of special characters or duplication of unique records/identifiers

- incorrect course codes being provided or course codes not being up to date in the master course list

- inconsistent course information (i.e., courses with the same course code submitted with different field of education codes within a collection round or between collection rounds).

- some variables not provided fully (e.g. completing flag).

Relevant learnings will be incorporated into the sample preparation guidelines for the next iteration of the SES.

2.4.2 Sample exclusions

Unless specifically identified for inclusion in the SES as an Additional Population (see Section 2.1.3) 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

- 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)

- students who commenced their studies beyond May 31

- 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.

After application of the exclusion rules, 658,547 records (46.6 per cent) were removed from the sample in SES 2024. This is considerably higher than the 2023 exclusions count of 563,013 records (43.1 per cent).

The increase is mainly attributable to the inclusion in TCSI of an increasing amount of second half-year EFTSL and enrolment data, which is excluded under the 'students who commenced their studies beyond the May 31' rule.

2.4.3 Sample review and selection

2.4.3.1 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 2. 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.

2.4.3.2 Setting strata targets

Target completed sample sizes are calculated at the stratum level considering 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 2024 SES. When this information is overlaid with historical response rates it is apparent that the response rate target is aspirational for many strata.

Table 3 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 (45.3 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 34.1, 17.6 and 28.6 per cent respectively. Overall, aspirational stratum level response rates were higher for NUHEIs, relative to universities.

Table 3 Strata count by target response rate category (±7.5 per cent precision)

Response rate category	University				NUHEI			
	Undergraduates		Postgraduate coursework		Undergraduates		Postgraduate coursework	
	n	%	n	%	n	%	n	%
100%	39	3.6	57	6.3	37	13.3	34	25.6
75% to 99%	228	21.2	242	26.8	121	43.5	43	32.3
50% to 74%	320	29.8	296	32.8	71	25.5	18	13.5
25% to 49%	314	29.2	240	26.6	40	14.4	19	14.3
Less than 25%	173	16.1	68	7.5	9	3.2	19	14.3
Total strata	**1,074**	**100**	**903**	**100**	**278**	**100**	**133**	**100**
Net 'achievable' (<50%)	487	45.3	308	34.1	49	17.6	38	28.6

2.4.3.3 Selections

As a result of the sample design, the SES is an attempted census of all in-scope commencing and later year onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions in a given year, for whom contact information (i.e. an email address) was available, minimising coverage error by virtue of maximising sample size.

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 2024 SES was 755,458 comprising 650,845 university students (417,495 undergraduates and 233,350 postgraduate coursework students) and 104,613 NUHEI students (51,690 undergraduates and 52,923 postgraduate coursework students).

2.4.3.4 Institution level targets

Appendix 4 shows that target response rates for the 2024 SES differed greatly by individual university, from a low of 18.8 per cent to a high of 75.2 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 4 shows the required response rate by stratum for a hypothetical 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 17.6 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 17.6 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 4   Example of response rate targets for an institution with high student numbers and few study areas

Stratum	Corresponding Study Area	Sample n	Target n	Required response rate (%)
1	Natural & Physical Sciences	43,618	6,170	14.1
3	Biological Sciences	584	209	35.8
4	Medical Science & Technology	1,867	327	17.5
5	Computing & Information Systems	22	22	100.0
12	Architecture & Urban Environments	4,228	695	16.4
14	Agriculture & Forestry	5,860	2,218	37.8
15	Environmental Studies	928	161	17.3
21	Dentistry	49	38	77.5
29	Business Management	4,070	582	14.3
31	Management & Commerce - Other	252	207	82.1
34	Humanities incl. History & Geography	12,244	1,756	14.3
42	Art & Design	1,261	628	49.8
43	Music & Performing Arts	1,541	404	26.2
44	Communication, Media & Journalism	146	113	77.9
	Total	**76,670**	**13,530**	**17.6**

Table 5 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 54.2 per cent. Institutions showing this pattern of response rate targets are typically in regional areas where a variety of courses are offered.

Table 5   Example of response rate targets for an institution with low student numbers and many study areas

Stratum	Corresponding Study Area	Sample (n)	Target (n)	Required response rate (%)
3	Biological Sciences	78	66	85.0
4	Medical Science & Technology	500	359	71.9
16	Health Services & Support	86	58	67.5
18	Medicine	72	54	75.0
19	Nursing	850	205	24.1
23	Physiotherapy	1,152	565	49.0
26	Teacher Education - Early Childhood	158	98	62.3
27	Teacher Education - Primary & Secondary	762	230	30.2
28	Accounting	213	119	55.7
29	Business Management	133	116	87.0
30	Sales & Marketing	693	572	82.5
31	Management & Commerce - Other	209	163	77.9
34	Humanities inc History & Geography	369	154	41.8
36	Social Work	81	71	87.5
37	Psychology	52	44	84.6
38	Law	468	223	47.6
41	Sport & Recreation	125	110	87.5
44	Communication, Media & Journalism	312	216	69.0
	Total	**6,313**	**3,423**	**54.2**

3.   Survey design and procedures

3.1.   Institutional engagement

The institutional engagement strategy for the 2024 SES included:

- the timely provision of institutional planning resources, such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*, accessible via the QILT provider portal

- confirmation of participation and nomination for 'fee for service' activities via the *Participation and Additional Services Form* (PASF)

- SES specific content in the QILT webinar and newsletter series, encompassing analysis of prior year survey results, sample preparation, questionnaire changes, response maximisation, survey methodology and fieldwork progress

- an update to the SES Marketing Pack, which included more diverse images and new taglines, along with new contemporary designs for each asset, featuring drawings and word arts

- an ongoing dialogue with survey managers at participating institutions to discuss overall progress and work through response maximisation strategies, with a focus on assisting under-performing institutions.

Feedback on institutional engagement processes and on the resources provided (the new alternative marketing pack in particular) was sought at the end of the collection period via the Respondent Engagement Survey.

3.2.   Contact protocol

The 2024 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.

Each mode of contact included an option to opt-out or unsubscribe from future contact, in line with the requirements of the *Spam Act 2003 (Cth)*. Students could also opt-out by reaching out to the SES helpdesk.

Table 6 shows the date of contact activity. An example of the SES email and SMS invitation is provided at Appendix 6.

Table 6   Invitation and reminder schedule

Contact activity	August 2024 Day of send	September 2024 Day of send
Email invitation	Tue, 30 Jul	Tue, 10 Sep
Email reminder 1	Sat, 3 Aug	Sat, 14 Sep
Email reminder 2	Mon, 5 Aug	Mon, 16 Sep
Prize draw 1 closed	Mon, 5 Aug	Mon, 16 Sep
Email reminder 3	Wed, 7 Aug	Thu, 19 Sep
Email reminder 4	Mon, 12 Aug	Mon, 23 Sep
SMS 1	Mon, 12 Aug	Mon, 23 Sep
Prize draw 2 closed	Mon, 12 Aug	Mon, 23 Sep
Email reminder 5	Wed, 14 Aug	Wed, 25 Sep
Email reminder 6	Mon, 19 Aug	Mon, 30 Sep
SMS 2	Mon, 19 Aug	Mon, 30 Sep
Prize draw 3 closed	Mon, 19 Aug	Mon, 30 Sep

Contact activity	August 2024 Day of send	September 2024 Day of send
Email reminder 7	Fri, 23 Aug	Fri, 4 Oct
Email reminder 8	Mon, 26 Aug	Mon, 7 Oct
Prize draw 4 closed	Mon, 26 Aug	Mon, 7 Oct
SMS 3	Mon, 26 Aug	Mon, 7 Oct
SMS Fee-for-service	Thu, 29 Aug	Thu, 10 Oct
Email reminder 9	Thu, 29 Aug	Thu, 10 Oct
Online fieldwork closes*	Sun, 1 Sep	Sun, 13 Oct
Post-field reminder calls commenced†	Mon, 2 Sep	Mon, 14 Oct
Fieldwork closes†	Tue, 17 Sep	Tue, 29 Oct

* For institutions which did not commission post-field telephone activities (i.e., reminder calls).

† For institutions which commissioned post-field telephone activities (none in the September round).

± A supplementary email was sent in the third week of fieldwork due to slowing response.

3.2.1   Email invitation and reminders

The message intent for the SES emails is summarised in Table 7.

Table 7   2024 SES email plan message theme

Round of activity	Message theme
Invitation	Awareness raising and invitation, Have your say, Your experiences matter.
Reminder 1	Your feedback is important, let future students know.
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	The Australian Government would still like to hear from you, your experiences as a student are important. Your feedback is important.
Reminder 6	Empathetic tone, acknowledge frequency of contact, improve course offerings at institution. Urgent appeal to prize draw incentive.
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, last chance to win.
Reminder 9	Last appeal, final chance to complete, help improve the Australian Government's understanding of the student experience.

A breakdown of email send outcomes by round of activity is provided at Table 8 and Table 9. These two tables indicate the number of unique email addresses that invitations were sent to. Given that some institutions provided multiple email addresses for their students, the number sent for the Invitation email does not match the total number of students approached for 2024 SES.

The invitation email remained the most effective email in the schedule, achieving the highest 'clicked on link' rate in both the August and September collection round. Generally, 'clicked on link' rates decreased with each subsequent reminder.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2024 SES collection cycle was low. This indicates that at the national level, the quality of contact details in the approached sample was good and 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.

Experimentation with email reminder subject lines

In August, experiments were conducted with the subject lines of email reminders 1 and 3 using new taglines from the SES Marketing Pack. For Reminder 1, 'Join the conversation' and 'Be an influencer' were tested against 'Let future students know'. For Reminder 3, the effect of 'Have your say' was compared with 'Student voices. Stronger institutions' and 'Student voices. Better choices.' The reason for experimenting with Reminder 1 and 3 was to ensure the prize draw messaging in Reminders 2 and 4 stayed unchanged. The goal was to see if this would boost student engagement, hence improve response rates.

A small but significant improvement was noted for 'Be an influencer' for Reminder 1. This subject line was subsequently applied to Reminder 1 in the September collection.

Table 8   Email send outcomes - August round

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	639,038	588,393	552,227	519,187	494,318	457,174	440,486	416,583	408,359	393,640
Clicked on link (%)	*10.0*	*7.9*	*6.3*	*5.0*	*5.2*	*3.9*	*3.6*	*2.1*	*2.2*	*2.3*
Opt-out from link (%)	*0.3*	*0.4*	*0.5*	*0.6*	*0.5*	*0.7*	*0.6*	*0.4*	*0.4*	*0.4*
Opened email (%)	*54.7*	*52.5*	*51.9*	*52.0*	*50.4*	*53.1*	*50.7*	*49.7*	*50.7*	*49.6*
Unopened (%)	34.6	39.1	41.3	42.2	43.5	42.2	45.0	46.8	47.8	47.4
Soft bounce (%)[1]	0.3	0.1	0.1	0.1	0.4	0.1	0.2	0.9	0.9	0.3
Hard bounce (%)[2]	0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

Table 9   Email send outcomes - September round

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	115,216	106,910	100,867	95,073	91,156	85,811	82,989	79,262	77,647	74,725
Clicked on link (%)	*9.4*	*7.4*	*5.7*	*4.4*	*4.4*	*3.2*	*3.1*	*2.1*	*2.3*	*2.2*
Opt-out from link (%)	*0.3*	*0.4*	*0.5*	*0.6*	*0.5*	*0.6*	*0.5*	*0.5*	*0.4*	*0.4*
Opened email (%)	*59.9*	*57.4*	*55.9*	*56.6*	*53.2*	*56.4*	*54.0*	*53.2*	*51.5*	*51.6*
Unopened (%)	29.9	34.5	37.5	38.1	41.5	39.4	42.0	44.0	45.4	45.5
Soft bounce (%)[1]	0.2	0.2	0.2	0.2	0.4	0.3	0.3	0.3	0.3	0.3
Hard bounce (%)[2]	0.3	<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.

Extensive pre-field testing was undertaken to maximise the proportion of emails delivered to primary inboxes (such as the 'primary' tab in Gmail and '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
- 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 practice
- pre-field testing of emails across a broad range of mail clients, devices and providers to confirm and optimise compatibility, display and delivery
- in-field tracking of email deliverability using analytics tools

Poor email deliverability is often linked to themes and words such as 'win' and 'prize draw', resulting in emails being directed to email spam folders (including 'Promotions'). When analytics tools detected deliverability issues, the wording was tweaked where necessary, to ensure delivery to the primary inbox, without altering the overall theme of message.

Despite the substantial advancements made in email deliverability testing, consistency and reliability of bulk email delivery remains an ongoing challenge for the SES and the QILT suite of surveys more broadly.

3.2.2   SMS reminders

SMS reminders were used during fieldwork to complement the email contact strategy and provide an alternative contact channel to combat email deliverability issues.

Up to three SMS were sent during fieldwork as part of the standard QILT contact protocol. To reinforce the legitimacy of the SMS and email contact, each SMS was paired with an email reminder, sent on the same day as the email reminder, with the SMS content referencing the email as appropriate.

An SMS reminder was 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, unsubscribed from email activity, refused participation during in-field reminder calls or opted out via a prior SMS were excluded from the SMS sends.

Institutions could also opt-in for an additional fee-for-service SMS (refer to Additional SMS).

An example of the first SMS used in the SES 2024 is provided in Appendix 6.

3.2.2.1 Additional SMS

Institutions were also able to nominate for participation in an additional SMS ('F4S SMS') on a fee-for-service basis. The additional SMS was sent with email reminder 9 and featured an abbreviated version of the institution's name.

Institutions could choose to send the message to either all, or a subset, of in-scope graduates with a mobile number during each collection round.

In total, 26 institutions across the 2024 SES collection opted to send an additional SMS.

3.2.2.2 SMS reminder performance

Table 10 summarises the number of SMS messages sent and their outcome categories. The survey completion rate attributable to each SMS message ranged from 1.2 per cent to 3.1 per cent of the total SMS sent. The opt-out rate among SMS recipients was consistent across all messages. Although survey completion via SMS link is relatively low, pairing an SMS with an email reminder significantly boosts response rates, as detailed in Section 7.1.

Table 10   SMS based follow up activity outcomes

Contact activity	August 2024		September 2024	
	n	%	n	%
SMS1				
Total Sent	436,709	100.0	70,528	100.0
Completed via SMS link	*13,470*	*3.1*	*1,582*	*2.2*
Unsubscribed	*5,887*	*1.3*	*953*	*1.4*
SMS2				
Total Sent	382,928	100.0	62,734	100.0
Completed via SMS link	*4,483*	*1.2*	*652*	*1.0*
Unsubscribed	*6,321*	*1.7*	*1,058*	*1.7*
SMS3				
Total Sent	352,504	100.0	57,893	100.0
Completed via SMS link	*4,460*	*1.3*	*668*	*1.2*
Unsubscribed	*5,090*	*1.4*	*819*	*1.4*
SMS fee-for-service				
Total Sent	66,810	100.0	35,434	100.0
Completed via SMS link	*514*	*0.8*	*478*	*1.3*
Unsubscribed	*1,214*	*1.8*	*644*	*1.8*

3.2.3   Post-field reminder calls

Post-field telephone activity was a fee-for-service option to enable institutions to boost 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 2024 SES (either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the SES helpdesk)

- met any custom criteria chosen by the institution (e.g. the institution may only want to top up response in certain study areas).

Table 11 provides a summary of post-field reminder call outcomes. In 2024, a total of six institutions opted for post-field reminder calls. Post-field reminder calls were made to 4.2 per cent of the in-scope sample approached for the 2024 SES.

Email addresses were confirmed or updated for around a quarter of all students called (24.8 per cent).

Contact rates were broadly similar between undergraduate and postgraduate coursework sample members. Email addresses were confirmed or updated at a rate of 24.2 per cent for undergraduates and 26.2 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. A larger percentage of respondents completed surveys indirectly, notably through voicemail call outcomes leading to completions. This suggests a potential reluctance to answer calls, but a legitimate message left on voicemail may have prompted recipients to engage with the email or SMS sent previously during the main fieldwork period.

Table 11   Post-field reminder calls outcome summary

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	**20,348**	**100.0**	**8,862**	**100.0**	**29,210**	**100.0**
Unusable sample	185	0.9	95	1.1	280	1.0
No contact	14,352	70.5	5,944	67.1	20,296	69.5
Total contacts	**5,811**	**28.6**	**2,823**	**31.9**	**8,634**	**29.6**
Collected student's email	4,927	24.2	2,322	26.2	7,249	24.8
Other contact type	884	4.3	501	5.7	1,385	4.7
*Completed directly**	*975*	*4.8*	*340*	*3.8*	*1,315*	*4.5*
Completed indirectly †	*1,350*	*6.6*	*487*	*5.5*	*1,837*	*6.3*

* 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.

3.2.4   Fieldwork briefing

Call centre operators selected to work on the 2024 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 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.

3.2.5   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 debriefing 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 3.3.3.

3.2.6 Social media

Prior to the 2024 SES, paid ads were used to build awareness of the survey by reaching a larger audience than was possible via organic posts on the QILT social media accounts.

Due to relatively low social media engagement in recent collections, a modest advertising campaign was undertaken for the 2024 SES to support the response maximisation strategy. This involved organic (i.e., unpaid) ads that were shared across Facebook and Instagram from the QILT social media accounts (https://www.facebook.com/QILT1, @qilt_src) to build a general level of social media presence.

Social media ad content was tailored with calls to action appropriate for each fieldwork milestone (e.g., referencing a 'chance to win' during the prize draw period) and built upon message intent themes from the email reminder plan. Aligned with the Marketing Pack refresh, the social media posts redesign also followed the same approach, using contemporary drawings and word arts.

3.3. Data collection

3.3.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, by clicking the link in the SMS, by clicking the link in the email sent as part of telephone reminder activity or by clicking a personalised link from institutional learning management systems. The link would go directly to the beginning of the student's survey.

The online survey could also be accessed via the SES landing page on the QILT website, via a redirect from the SES home page, via a generic link from institution learning management systems, or via a redirect from social media ads. Clicking the link from these locations would go to an authentication page, which required the student to enter personal information to verify that the student was in the sample and in-scope for the survey. The student would then opt to receive their direct survey link via email or SMS.

Improvements were made to the authentication process for the 2024 SES, where in-scope students could authenticate through the provision of fewer personal information (institution name, student ID number and contact information), relative to previous iterations.

Students without the required authentication information could also access the survey by contacting the QILT Helpdesk.

Online survey presentation was informed by the Australian Government accessibility guidelines, ensuring easy access for students to complete the survey. Standard online survey features included:

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

The survey's look and feel were 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.

3.3.2   Survey implementation

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 4.3) were sent test links to facilitate testing and sign off on these items prior to field launch.

The survey launch was spread over three days: 15 per cent of the sample received email invitations on the first day, 25 per cent on the second, and the remaining 60 per cent on the third. This staggered schedule aimed to quickly identify and address any issues with email deliverability or incorrect domains.

Data was reviewed after the first day to confirm that all survey sequencing was working correctly. No issues were found during the staggered launch checks for both SES rounds. To further ensure data quality, additional checks were conducted the day after the survey launch period was completed.

3.3.3   Quality assurance and applicable standards

The survey materials provided links to the Research Information Privacy Policy on the Social Research Centre's website which provides general information about how the Social Research Centre protects respondents' privacy rights and upholds its obligations under privacy law.

The Privacy Notices Census will focus on reviewing the privacy provisions across the QILT program. The aim is to enhance current processes and procedures in line with the Australian Privacy Principles (APPs), which are the foundation of the privacy protection framework established by the Privacy Act (1988).

All aspects of the SES were undertaken in accordance with 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). All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange (SFX).

3.3.4   Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions detailing 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.

3.3.5   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.

3.4.   Student support

The Social Research Centre maintained a SES helpdesk for the duration of the 2024 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 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. 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 12. In total, there were 1,339 helpdesk transactions during fieldwork, comprising 0.2 per cent of the overall sample approached for the 2024 SES. The majority of contact was made via email (80.4 per cent of the total contacts). The most common reason students reached out to the helpdesk was for general queries about the survey (this includes online survey support, confirmation of completion and survey access or login queries), followed by requests to opt out of the survey.

Table 12   Student enquiries to the SES helpdesk overall

Type of enquiry	1800 number		SES Inbox		Total	
	n	%	n	%	n	%
Total	**263**	**19.6**	**1,076**	**80.4**	**1,339**	**100.0**
Survey query	119	45.2	540	50.2	659	47.5
Opt-out	62	23.6	256	23.8	318	22.9
General query*	44	16.7	165	15.3	209	15.1
Out of scope	27	10.3	78	7.2	105	7.6
Other query	2	0.8	22	2.0	24	1.7
Change of contact details	9	3.4	15	1.4	24	1.7

Around 9.6% (n=108) of all actions take are excluded here, due to being outbound follow-up activity (like calling back voicemails), actions taken on internal requests (such as to re-appoint or re-code a record), or very rare contact types (such as via the Client or an SMS).

*General queries include queries that are not survey specific, for example, queries about the Social Research Centre, prize draw, and privacy concerns, etc.

3.5.   Prize draw

The incentive strategy for 2024 SES was unchanged from the last few years. 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 2024 SES survey collection ($32,000) was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample.

Each prize draw in August consisted of the following incentives:

- first prize (four winners) received a $1,000 gift card

- second prize (four winners) received a $500 gift card each

- third prize (three winners) received a $250 gift card each.

Each prize draw in September consisted of the following incentives:

- first prize (one winner) received a $1,000 gift card

- second prize (one winner) received a $250 gift card each.

Table 13 details the prize draw pool and activity schedule.

Table 13   Prize draw schedule

	August 2024	September 2024
Prize pool		
Total weekly prize pool	$6,750	$1,250
Weekly $1,000 prize pool	$4,000	$1,000
Weekly $500 prize pool	$2,000	-
Weekly $250 prize pool	$750	$250
Prize draw activity		
Prize draw period opens/Fieldwork starts	30-Jul-24	10-Sep-24
Prize draw 1 close	5-Aug-24	16-Sep-24
Prize draw 1 conducted	7-Aug-24	18-Sep-24
Prize draw 2 close	12-Aug-24	23-Sep-24
Prize draw 2 conducted	14-Aug-24	25-Sep-24
Prize draw 3 close	19-Aug-24	30-Sep-24
Prize draw 3 conducted	21-Aug-24	2-Oct-24
Prize draw 4 close	26-Aug-24	7-Oct-24
Prize draw 4 conducted	28-Aug-24	9-Oct-24

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 prize winners received a prepaid e-gift card.

The prize draw incentive has a significant role in improving response rates over both SES collection periods. For analysis of the impact of the prize draw on the pattern of response, refer to Figure 1 which illustrates the spike in response on reminders linked to prize draw periods closing.

4.   Questionnaire

4.1.   Development

The 2024 SES questionnaire was based on the 2023 instrument, where significant changes were made to the 2023 questionnaire following a review conducted by the Australian Council for Educational Research. The changes to the 2023 questionnaire included the addition of a set of questions related to study mode, the removal of questions related to where students were based and the amount of study done online, and the redevelopment of two focus areas.

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, or the Workplace Relevance Scale (WRS) items. See Section 4.3 for more information about these items.

4.2.   Overview

Table 14 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 7.

Table 14   SES module themes

Module	Themes
Module A	Introduction and screening
Module B	Inclusion and peer 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.   Additional items

4.3.1   Institution items

A total of 18 institutions (15 universities and 3 NUHEIs) included institution specific items in the 2024 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, nine institutions chose to include the Workplace Relevance Scale; six institutions chose to include the at-risk item.

The wellbeing module that was introduced in the 2023 SES continued to be offered on a fee for service basis, with 56 institutions participating (up from 48 in 2023). The module included gender/sexual identity items which are more nuanced than the TCSI E315 item. The performance of these items in 2023 and 2024 will be evaluated to inform discussion on potential questionnaire refinements for future surveys.

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

4.3.2   Stakeholder items

Stakeholders including Independent Higher Education Australia (IHEA) and Navitas included items in the 2024 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 2024 SES data set, a record was considered complete and valid if the student had:

- completed at least one unit in the course/program

- a minimum of one valid SEQ scale score from the five scales (i.e., 'PEERENGAGE', 'TEACH', 'RESOURCE', 'SUPPSERV' 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.

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

Data preparation occurred on the raw data file exported from the data collection platform with the following derivations, re-coding and cleaning routines applied.

- Demographic variables were merged from the original population file for the final analysis.

- Records with new course information were assigned final course codes, levels, fields of education, and study areas using updated information from TCSI.

- New course information was sourced from the survey manager of the relevant institution where student information was not available from TCSI.

- The in-scope status of respondents was re-derived based on revised course level data to exclude those who switched to ineligible courses.

- Questionnaire items were re-filtered to their respective bases to ensure no errant responses.

- Appropriate missing data conventions were applied (refer to the *2024 SES Data Dictionary* on the QILT website).

- After cleaning, normalised SEQ variables, SEQ scale variables, and consolidated demographic and analysis variables were derived as described in the *2024 SES Data Dictionary*.

- For 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 including the following.

- 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 and had completed units in both courses, two course level records were created:

    (i)   the respondent level record minus course specific items completed for the second degree, and

    (ii) 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 *2024 SES Data Dictionary* lists the new or modified variables for the 2024 SES.

5.3. Course coding

During the survey students are asked if they are enrolled in the course provided in the SES sample file. If a student indicates that the sample file course is not their current course, they are asked to share their current course by selecting from a drop-down of all courses at their institution or entering their course in an open text field. In the case where a student provides an open text response, respondents are asked to indicate if they are currently enrolled in a double degree in order to ensure that responses are collected for each of their course components.

Revised course names entered by respondents were checked against an extract of TCSI enrolment data provided in September. If the course name provided by the student matched the information in the new TCSI extract, the respondent's updated course was considered verified and their final SES data was assigned to match the course data in the new TCSI extract.

In the case where a student could not be found in the new TCSI extract, a query was sent to the institution's survey manager for them to confirm the course information provided by the student in survey, and the respondent's final SES data was assigned to the course confirmed by the institution.

If course information provided by a respondent could not be matched against the TCSI extract or confirmed by the institution's survey manager, then the record was treated as out of scope because the student had responded to the SES on the basis of course information that could not be verified.

5.4. Coding and processing of open text responses

Spell checking and light cleaning of free text 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 2024. Table 15 summarises those items which were coded using an external code frame as a source.

Table 15   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 2024 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 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 16 shows the final survey dispositions at an overall level for the 2024 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. refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

The final response rate for the 2024 SES was 37.2 per cent, which is comparable to 37.5 per cent in 2023. Results for universities were slightly ahead of the results for NUHEIs in 2024 (37.3 per cent versus 36.8 per cent respectively). When reviewing response by course level, around one percentage point difference is observed between the undergraduate and postgraduate by coursework response rate (36.8 per cent and 37.9 per cent respectively).

The opt-out rate in 2024 was 6.1 per cent, slightly lower than the rates in 2023 and 2022, which were 6.9 per cent and 7.2 per cent respectively.

Final survey dispositions by institution for the 2024 SES and a summary of response rates over time by institution are provided at Appendix 5.

Table 16   Final survey dispositions

Institution	Sample provided	Unusable sample	Out of scope	Opted-out	Final sample	Surveys completed	Response rate (%)
2024 SES overall							
Total	755,458	625	16,261	45,941	692,631	257,865	37.2
Universities	650,845	473	13,236	40,341	596,795	222,583	37.3
NUHEIs	104,613	152	3,025	5,600	95,836	35,282	36.8
Course type							
Undergraduate	469,185	315	7,911	30,805	430,154	158,335	36.8
Postgraduate	286,273	310	8,350	15,136	262,472	99,530	37.9

6.1.1 Response by citizenship status

The tendency of international students to respond to the SES continued to increase in 2024, by 1.1 percentage points compared to 2023. However, domestic students' response rate declined slightly in 2024, which resulted in a marginal drop in the overall response rate. Table 17 provides a comparison of response rate by citizenship status between 2023 and 2024.

Table 17   Response rate comparison by citizenship status, 2023 to 2024

Citizenship status	2023 response rate (%)	2024 response rate (%)	Year on year change 23-24 (pp)
Domestic	37.9	37.1	-0.8
International	36.3	37.5	1.1
Total	**37.5**	**37.2**	-0.2

6.2 Achievement of response rate targets

A total of 25 out of 42 universities and 33 out of 107 NUHEIs achieved the response rate target that was established as a result of the process described in Section 2.4.3.2. 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 full details of institution performance against response rate targets, see Appendix 4.

6.3 Strata meeting the desired level of precision

Table 18 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, around 73.4 per cent of the eligible strata in the 2024 SES met the desired level of precision. For NUHEIs, 33.5 per cent of the eligible strata met the desired level of precision (up from 27.6 per cent in 2023). 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 18   Strata meeting desired level of precision for undergraduates in full-time study

	2021	2022	2023	2024
University				
Total strata (n)	627	625	628	632
Strata below minimum population (n)	1	1	2	1
Strata with no completed surveys (n)	0	0	0	0
Eligible strata for reportability (n)	626	624	626	631
Strata meeting the desired level of precision (n)	478	463	465	463
Strata meeting the desired level of precision (%)	76.4	74.2	74.3	73.4
NUHEI				
Total strata (n)	210	221	227	237
Strata below minimum population (n)	5	12	5	1
Strata with no completed surveys (n)	0	2	1	0
Eligible strata for reportability (n)	205	207	221	236
Strata meeting the desired level of precision (n)	69	52	61	79
Strata meeting the desired level of precision (%)	33.7	25.1	27.6	33.5

7. Response analysis

7.1. Response by time

Figure 1 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 1 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 2024 SES cycle was broadly similar to previous implementations. Both rounds followed a comparable trajectory, although most reminders in the first half of the schedule fared slightly better in the August round, relative to the September round.

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 more than half of the final response (28 per cent of the final 37 per cent) achieved by the day of the Reminder 4 and SMS1 send, with the last six rounds of email activity and final two SMS sends accounting for the remainder. Figure 1 shows that early August activities performed stronger than the corresponding September activities. Note that Reminder 3 in the August collection was sent a day earlier than the corresponding Reminder 3 in the September collection.

Figure 1   Daily and cumulative response (August and September rounds)
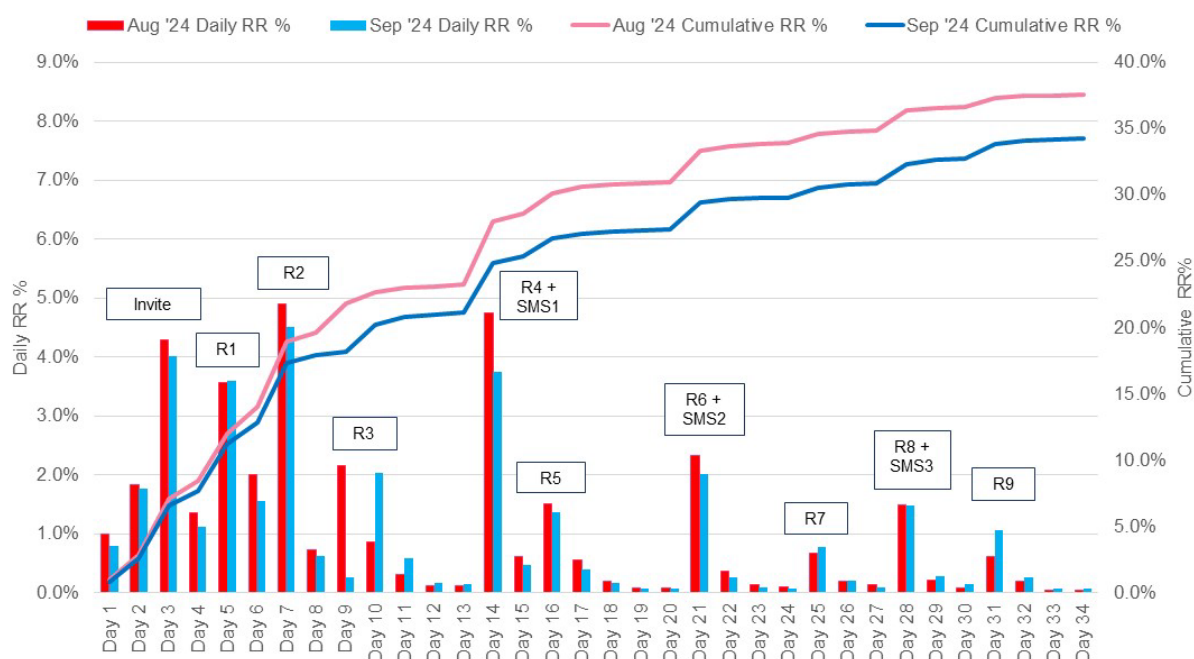
7.2 Data Representativeness

The 2024 SES aimed to collect feedback from a broad and representative sample of students. While the overall response rate was 37.2 per cent, response rates are less important than the representativeness of the respondent profile. This section aims to investigate the extent to which those who responded to the SES are representative of the target population, and whether or not any differences have led to results that do not accurately reflect the population. The following assessment is approached from several perspectives, by:

- identifying administrative characteristics of students that are most different between respondents and the population frame
- determining if adjusting for non-response changes the key SES indicators in a practical sense.

7.2.1 Characteristics most different between respondents and population

The most basic check for potential non-response bias is to identify if there are characteristics on which respondents and the population are markedly different. Characteristics of interest that are available for each student in the population are shown in Table 19.

Table 19   List of administrative variables used in the analysis, available for both respondents and non-respondents (student level)

Characteristic	# Sub-groups	Sub-groups
Age grouping	10	Aged 19 or less, Aged 20-24, …, Aged 50-54, Aged 55+, Not stated
Birthplace	4	Australia, Other English-speaking, Non-English-speaking, Unable to establish
Citizenship indicator	2	Domestic, Overseas
Citizenship x Source country	12	-
Course level categories	2	Undergraduate, Postgraduate (Coursework)
Disability indicator	2	No disability, Disability
Gender	3	Male, Female, Indeterminate/Intersex/Unspecified
Higher Education Provider code	149	-
Indigenous indicator	2	Non-Indigenous, First Nations
Institution size	5	1-7000 records, 7001-14000 records, 14001-20500 records, 20501-28000 records, 28001+ records
NESB indicator	2	English speaking background, Non-English speaking background
Stage of studies	4	Commencing, Middle years, Completing, Continuing no EFTSL
Study area	22	-
Type of attendance code	2	Full-time, Part-time

To quantify how each of these characteristics differ between respondents and target population, Table 20 presents the relative frequencies of each sub-group for age group, gender, type of attendance and stage of studies in the population, as well as for respondents. The difference in proportion between population and respondents is shown in percentage points. A negative difference means the sub-group was under-represented among respondents compared to population, 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.

Table 20   Comparison of selected demographic sub-groups for respondents and population

Administrative variable	Population (%)	Respondents (%)	Difference (Respondents - population) (pp)
Age grouping			
Aged 19 or less	23.4	25.7	2.3
Aged 20-24	40.5	33.3	-7.2
Aged 25-29	16.4	15.9	-0.5
Aged 30-34	7.3	8.6	1.3
Aged 35-39	4.7	5.9	1.2
Aged 40-44	3.2	4.1	0.9
Aged 45-49	2.0	2.8	0.7
Aged 50-54	1.3	1.9	0.6
Aged 55+	1.1	1.8	0.7
Not stated	0.0	0.0	0.0
Gender			
Male	42.4	36.1	-6.3
Female	57.2	63.5	6.3
Indeterminate/Intersex/Unspecified	0.4	0.4	0.1
Type of attendance code			
Full-time	77.0	79.8	2.8
Part-time	23.0	20.2	-2.8
Stage of studies			
Commencing	50.6	54.9	4.3
Middle years	4.3	4.3	0.0
Completing	44.8	40.5	-4.3
Continuing no EFTSL	0.3	0.3	0.0

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

As can be seen from Table 20, differences across sub-groups can vary, with some characteristics matching the target population more closely than others. In order to summarise the discrepancy for all characteristics, the average and maximum absolute difference in percent between respondents and population in Table 21.

Table 21   Absolute bias for administrative variables sorted by descending average absolute bias

Characteristic	Average absolute bias (pp)	Maximum absolute bias (pp)
Gender	4.2	6.3
Type of attendance code	2.8	2.8
Stage of studies	2.2	4.3
Age grouping	1.5	7.2
Institution size	1.2	3.1
Disability indicator	1.2	1.2
Citizenship indicator	1.0	1.0
Course level categories	1.0	1.0
Birthplace	0.7	1.3
Citizenship x Source country	0.6	2.6
Study area	0.4	3.0
NESB indicator	0.1	0.1
Higher Education Provider code	0.1	1.2
Indigenous indicator	0.0	0.0

The characteristics with the highest average absolute bias are found at the top of Table 21. As can be seen from the table, the differences on average are not large, with the highest average absolute bias being gender at 4.2 percentage points, and the highest maximum bias being age grouping at 7.2 percentage points. The potential impact of these differences on SES results is quantified in the next section.

7.2.2 Adjusting for non-response

Although the composition of respondents versus population in Table 21 revealed relatively 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 (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. Scientifically balancing the extent to which respondents contribute to survey results, some more and some less, ensures that the results of the survey represent the student population as closely as possible. This is a very common 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 21 identifies the characteristics that were most different between respondents and the population. On the basis of these results, a weight was calculated for each responding student to account for imbalances. Along with the top 4 characteristics with the largest average absolute bias between respondents and population, highest education provider was also included in weighting, to ensure that weights add to provider size, leading to the following selection of weighting characteristics.

- Age grouping
- Higher Education Provider code
- Gender
- Type of attendance code
- Stage of studies.

If the exercise that generated Table 20 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 population.

Table 22 compares overall results for six key indicators derived for the 2024 survey, using both simple counting of respondents[1] along with summing of their weights[2]. 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. An asterisk is used to note rows where the difference is considered statistically significantly different from zero[3].

Table 22   Comparison of weighted and unweighted indicators (student level)

Indicator	Counting students (%)	Summing weights (%)	Difference (pp)
Overall educational experience - positive rating			
Overall	76.6	75.4	1.2*
Undergraduate	76.6	75.5	1.1*
Postgraduate coursework	76.7	75.3	1.4*
Peer engagement - positive rating			
Overall	61.0	60.7	0.3*
Undergraduate	60.3	60.4	-0.1
Postgraduate coursework	62.1	61.1	1.0*
Teaching quality and engagement - positive rating			
Overall	81.3	80.4	1.0*
Undergraduate	80.4	79.7	0.7*
Postgraduate coursework	82.8	81.50	1.3*
Learning resources - positive rating			
Overall	83.6	83.1	0.5*
Undergraduate	82.8	82.2	0.5*
Postgraduate coursework	85.0	84.7	0.4*
Student support and services - positive rating			
Overall	73.4	72.4	1.0*
Undergraduate	71.3	70.4	1.0*
Postgraduate coursework	76.6	75.5	1.1*
Skills development - positive rating			
Overall	81.9	81.4	0.5*
Undergraduate	81.1	80.9	0.3*
Postgraduate coursework	83.1	82.3	0.8*

Although the majority of the differences in Table 22 are considered statistically significant, the magnitude of differences are all less than 1.4 percentage points, which is only a small difference to the indicators derived

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[1] Note that the analytic unit used in these estimates is the student rather than the course, so the estimates may not exactly match those reported elsewhere.
[2] 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.
[3] * denotes that the 95% confidence interval for the difference between estimates does not include zero.

in the survey. Thus, although there are minor discrepancies in characteristics between respondents and population, the non-response bias does not highly misrepresent SES results for the population of interest.

7.3   Sources of response

Table 23 summarises the contribution of each method of accessing the survey to the final response rate by gender, stage of studies, citizenship indicator or age with a view to informing future contact strategies. 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 23   Sources of response

	Total (%)	Gender		Stage of studies		Citizenship indicator		Age	
		Female (%)	Male (%)	Commencing (%)	Later year (%)	Domestic (%)	International (%)	Under 30 (%)	Over 30 (%)
Response rate	**37.2**	**41.2**	**31.7**	**39.9**	**34.4**	**37.1**	**37.5**	**34.9**	**47.9**
Authentication	2.0	1.8	2.2	1.9	2.0	2.1	1.8	2.2	1.4
Type in	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Survey link (email)	86.8	87.4	85.8	86.7	87.0	85.1	90.0	86.2	88.7
Survey link (SMS)	8.0	7.9	8.1	8.0	7.9	9.9	4.3	8.1	7.5
LMS	2.7	2.5	3.1	2.9	2.5	2.4	3.2	2.9	2.2
Post-field reminder calls	0.3	0.2	0.5	0.3	0.4	0.3	0.3	0.4	0.1
SMS fee-for-service	0.2	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.2

Survey completion via a link from an email communication was most popular for all sub-groups. Males were less likely to respond via a link in an email communication than females (85.8 per cent versus 87.4 per cent).

LMS links and Authentication are becoming increasingly important to engage students, rather than relying exclusively on email contact.

Completing via the survey link in SMS was the next most popular method of response amongst all sub-groups. Males were only marginally more likely to complete via the SMS link than females. Although the gap is closing, students aged under 30 were still more likely to complete via the SMS link compared to those aged over 30 (8.1 per cent vs 7.5 per cent).

Additionally, the number completing via a link displayed on a student's Learning Management System (LMS) page increased compared to 2023, which was a relatively popular response mechanism for males (3.1 per cent vs 2.5 per cent for females) and international students (3.2 per cent vs 2.4 per cent for domestic students).

The surveys completed via the authentication link rose from 0.6 per cent in 2022 to 1.6 per cent in 2023, and further increased to 2.0 per cent of total survey completion in 2024.

It should be noted that only completed surveys directly attributable to the post-field reminder calls and SMS are recorded as such in Table 23. 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 23 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between sub-groups.

8 Considerations for future surveys

8.1 Expanded engagement with target groups

The non-response analysis in Section 7.2 shows that age and gender are characteristics which had notable differences between respondents and population at the overall level; although the effects to the national SES results are minimal, it would be ideal to minimise these discrepancies by targeting these under-represented groups.

In particular, respondents aged under 30 and male students were identified as underrepresented groups.

Future SES rounds will continue to refine and tailor contact strategies and engagement materials to students' specific characteristics, particularly the young male demographic group.

8.2 Enhanced methods of accessing the survey

As outlined in Section 7.3, LMS links and authentication are becoming increasingly important to engage students, rather than relying exclusively on email contact.

Since 2023, the SES authentication module now requires fewer personal information (first name and date of birth are no longer required) and offers SMS as an alternative to email for authentication. These changes aim to boost engagement through social media and institutional communications. Survey completion rates via authentication have increased since this secure authentication method was introduced in 2023. Ongoing evaluation and refinement will be necessary to realise the full potential of the authentication module.

8.3 Supporting institution led engagement

Brand awareness for QILT and the SES remains relatively low among students and therefore communications from the institution or faculty are likely to be better received than communications from QILT. As such, high level institutional engagement, particularly at a faculty level, will be an important factor in the success of efforts to engage students generally.

This institution-led engagement will need to be assisted by the QILT team through improved supporting materials such as templates, infographics, testimonials and other resources. Some of the strategies to be considered are as follows.

- Communication channels:
    - engaging with student associations and leaders to boost communication and engagement
    - using a range of channels that are widely used by the international population, such as WeChat, WhatsApp and LINE.
- Messaging and content:
    - messaging that highlights how QILT survey participation benefits future students and provides feedback
    - communication from familiar faculty heads boosts engagement more than messages from the institution overall.

List of abbreviations and terms

ABS	Australian Bureau of Statistics
ADIA	Australian Data and Insights Association
EFTSL	Equivalent Full-Time Student Load
HEIMS	Higher Education Information Management System
HESA	Higher Education Support Act
IP	Internet Protocol
ISO	International Standards Organisation
LMS	Learning Management System
NUHEI	Non-University Higher Education Institution
PASF	Participation and Additional Services Form
QILT	Quality Indicators for Learning and Teaching
SES	Student Experience Survey
SEQ	Student Experience Questionnaire
RES	Respondent Engagement Survey
SACC	Standard Australian Classification of Countries
SFX	Secure File Exchange
TCSI	Tertiary Collection of Student Information
UEQ	University Experience Questionnaire
UES	University Experience Survey
WRS	Workplace Relevance Scale

Appendix 1   Participating institutions

2024 SES – Participating institutions

Universities Name	NUHEIs Name
Avondale University	Academies Australasia Polytechnic Pty Limited
Bond University	Adelaide Central School of Art
Central Queensland University	Adelaide Institute of Higher Education (AIHE)
Charles Darwin University	AIE Institute Ltd
Charles Sturt University	Alphacrucis University College
Curtin University	Asia Pacific International College
Deakin University	Australian Academy of Music and Performing Arts
Edith Cowan University	Australian Chiropractic College
Federation University Australia	Australian College of Applied Professions
Flinders University	Australian College of Nursing
Griffith University	Australian Data and Cyber Institute
James Cook University	Australian Institute of Business
La Trobe University	Australian Institute of Management Education and Training
Macquarie University	Australian School of Accounting
Monash University	Box Hill Institute
Murdoch University	Campion College Australia
Queensland University of Technology	Chartered Accountants Australia and New Zealand
RMIT University	Chisholm Institute of TAFE
Southern Cross University	Christian Heritage College
Swinburne University of Technology	CIC Higher Education
The Australian Catholic University	Collarts
The Australian National University	Crown Institute of Higher Education
The University of Adelaide	Curtin College
The University of Canberra	Deakin College
The University of Divinity	Eastern College Australia
The University of Melbourne	Edith Cowan College
The University of New England	Endeavour College
The University of New South Wales	Engineering Institute of Technology
The University of Newcastle	Equals International
The University of Notre Dame Australia	Excelsia College
The University of Queensland	Eynesbury College
The University of South Australia	Gestalt Therapy Brisbane
The University of Southern Queensland	Governance Institute of Australia
The University of Sydney	Griffith College
The University of Tasmania	Health Education & Training Institute
The University of Technology Sydney	Holmesglen
The University of The Sunshine Coast	ICHM
The University of Western Australia	Ikon Institute of Australia
The University of Wollongong	International College of Management, Sydney
Torrens University Australia	International Graduate Institute
Victoria University	ISN Psychology
Western Sydney University	Kaplan Business School
	Kaplan Professional
	Kent Institute Australia
	King's Own Institute
	La Trobe College Australia
	LCI Melbourne

Universities Name	NUHEIs Name
	Le Cordon Bleu Australia
	Leaders Institute
	Lyons College
	Marcus Oldham College
	Melbourne Institute of Technology
	Melbourne Polytechnic
	MIECAT
	Monash College
	Moore Theological College
	Morling College
	Nan Tien Institute
	National Institute of Organisation Dynamics Australia
	Ozford Institute of Higher Education
	Performing Arts Education
	Perth Bible College
	Photography Studies College (Melbourne)
	Polytechnic Institute Australia
	SAE Institute and Qantm College
	Sheridan Institute of Higher Education
	South Australian Institute of Business and Technology
	Southern Cross Education Institute Higher Education
	SP Jain School of Management
	Stanley College
	Stott's College
	Sydney College of Divinity
	Sydney Institute of Business and Technology
	Sydney International School of Technology and Commerce
	Tabor College of Higher Education
	TAFE NSW
	TAFE Queensland
	TAFE SA
	The Academy of Interactive Technology
	The Australasian College of Health and Wellness
	The Australian College of Christian Studies
	The Australian College of Physical Education
	The Australian University of Theology[*]
	The Australian Guild of Music Education
	The Australian Institute of Higher Education
	The Australian Institute of Music
	The Australian Institute of Professional Counsellors
	The Cairnmillar Institute School
	The College of Law
	The Higher Education Leadership Institute
	The Holmes Institute
	The Institute of Creative Arts and Technology (formerly Macleay College)
	The Institute of Health and Management

Universities Name	NUHEIs Name
	The Jazz Music Institute
	The JMC Academy
	The Metavision Institute
	The National Art School
	The Tax Institute Higher Education
	The Whitehouse Institute
	Think Education Group
	Universal Business School Sydney
	UOW College
	UTS College
	VIT (Victorian Institute of Technology)
	Wentworth Institute of Higher Education
	Western Sydney University International College
	William Angliss Institute

Appendix 2   Study area concordance

SES 2024 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 3   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:

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

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 4   Response rates and targets by institution

2024 SES – Response rates and targets by institution

Target and actual response rate by universities

Institution	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
Australian Catholic University	21	24.8	3.8	Yes	38.3	Yes	154.1	13.4
Avondale University	74.5	75.2	0.8	Yes	54.1	No	71.9	-21.1
Bond University	56.4	59.2	2.7	Yes	35.0	No	59.2	-24.1
Central Queensland University	37.4	39.5	2.1	Yes	41.3	Yes	104.6	1.8
Charles Darwin University	46	49.2	3.2	Yes	42.3	No	85.9	-6.9
Charles Sturt University	33.8	34.1	0.4	Yes	35.2	Yes	103.2	1.1
Curtin University	30.2	28.0	-2.2	No	33.3	Yes	119.1	5.3
Deakin University	30.9	26.6	-4.3	No	36.5	Yes	137.1	9.9
Edith Cowan University	32.1	30.0	-2.1	No	45.2	Yes	150.7	15.2
Federation University Australia	41.3	43.3	2.0	Yes	30.3	No	70.0	-13
Flinders University	40.1	43.7	3.6	Yes	38.0	No	87.0	-5.7
Griffith University	27.6	32.2	4.6	Yes	34.2	Yes	106.1	2
James Cook University	46.2	52.8	6.5	Yes	42.1	No	79.8	-10.6
La Trobe University	29.9	30.4	0.5	Yes	37.8	Yes	124.3	7.4
Macquarie University	26.5	27.0	0.4	Yes	49.6	Yes	184.1	22.7
Monash University	19.9	22.2	2.3	Yes	35.0	Yes	158.0	12.9
Murdoch University	41.9	35.6	-6.3	No	47.5	Yes	133.5	11.9
Queensland University of Technology	24.1	26.5	2.4	Yes	37.3	Yes	140.7	10.8
RMIT University	25.2	25.2	0.0	No	25.3	Yes	100.5	0.1

Institution	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
Southern Cross University	42.8	39.2	-3.7	No	30.0	No	76.5	-9.2
Swinburne University of Technology	27.4	26.7	-0.7	No	35.4	Yes	132.8	8.7
The Australian National University	39.6	38.5	-1.1	No	34.9	No	90.7	-3.6
The University of Adelaide	47.8	47.1	-0.7	No	40.9	No	86.7	-6.2
The University of Melbourne	17.8	18.8	1.1	Yes	42.2	Yes	223.7	23.3
The University of Notre Dame Australia	37.2	39.1	1.9	Yes	46.0	Yes	117.6	6.9
The University of Queensland	28.2	27.9	-0.4	No	32.0	Yes	115.0	4.2
The University of South Australia	34.9	34.9	-0.1	No	33.0	No	94.5	-1.9
The University of Sydney	24.9	25.1	0.1	Yes	33.3	Yes	132.7	8.2
The University of Western Australia	28.9	32.2	3.3	Yes	45.6	Yes	141.6	13.4
Torrens University	38.3	28.2	-10.1	No	47.2	Yes	167.6	19
University of Canberra	44.2	49	4.8	Yes	40.6	No	82.8	-8.4
University of Divinity	39.6	49.5	9.9	Yes	47.1	No	95.2	-2.4
University of New England	53.9	46.1	-7.8	No	39.9	No	86.6	-6.2
University of New South Wales	20.1	22.8	2.8	Yes	38.1	Yes	166.6	15.2
University of Newcastle	38.3	36.8	-1.5	No	32.9	No	89.3	-3.9
University of Southern Queensland	41.2	48	6.8	Yes	45.0	No	93.6	-3.1
University of Tasmania	41.6	39	-2.6	No	43.8	Yes	112.4	4.8
University of Technology Sydney	23.1	24.6	1.5	Yes	35.0	Yes	142.3	10.4
University of the Sunshine Coast	47.2	43.8	-3.4	No	40.9	No	93.3	-2.9
University of Wollongong	42.8	42.3	-0.5	No	41.1	No	97.3	-1.2
Victoria University	28.9	26.6	-2.3	No	37.5	Yes	140.9	10.9
Western Sydney University	28	28	0.0	No	35.8	Yes	127.8	7.8

Target and actual response rate by NUHEIs

NUHEI	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
Academies Australasia Polytechnic Pty Limited	56.8	53.3	-3.5	No	55.6	Yes	104.4	2.3
Academy of Interactive Technology	52.1	54.3	2.3	Yes	36.2	No	66.6	-18.2
Acknowledge Education	14.9	10.7	-4.2	No	37.2	Yes	347.2	26.5
Adelaide Central School of Art	60.9	57.8	-3.1	No	57.4	No	99.2	-0.4
Adelaide Institute of Higher Education	78.8	82.7	3.9	Yes	56.8	No	68.7	-25.9
AIE Institute		59.8	59.8	Yes	39.5	No	66.1	-20.3
Alphacrucis University College	50.6	44.9	-5.7	No	37.8	No	84.2	-7.1
Asia Pacific International College	60.9	38.2	-22.6	No	28.2	No	73.9	-10.0
Australasian College of Health and Wellness	46.1	27.9	-18.2	No	27.1	No	97.2	-0.8
Australia Advance Education Group Pty Ltd	75.1	28.5	-46.6	No	27.6	No	96.8	-0.9
Australian Academy of Music and Performing Arts	80.0	75.8	-4.2	No	37.5	No	49.5	-38.3
Australian Chiropractic College Limited	69.7	72.8	3.1	Yes	58.6	No	80.5	-14.2
Australian College of Applied Professions	26.8	26.3	-0.5	No	46.9	Yes	178.6	20.7
Australian College of Christian Studies	94.8	94.8	0	Yes	64.3	No	67.8	-30.5
Australian College of Nursing	21.1	25.3	4.2	Yes	39.8	Yes	157.3	14.5
Australian University of Theology*	24.1	25.0	0.9	Yes	50.1	Yes	200.1	25.1
Australian Institute of Business Pty Ltd	21.7	24.5	2.8	Yes	34.0	Yes	138.9	9.5
Australian Institute of Higher Education	44.5	27.4	-17.1	No	34.4	Yes	125.6	7.0
Australian Institute of Management Education & Training	23.9	23.1	-0.7	No	35.7	Yes	154.4	12.6
Australian Institute of Professional Counsellors	44.1	43.7	-0.4	No	42.4	No	97	-1.3
Australian School of Accounting	78.5	44.5	-34	No	15.6	No	35.1	-28.9

*The Australian College of Theology changed provider status from NUHEI to University after the commencement of the 2024 SES collection. It is now known as the Australian University of Theology and will be reported as a University as of the 2025 SES.

NUHEI	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
Box Hill Institute	80.9	72.9	-8.1	No	38.5	No	52.8	-34.4
Campion College Australia	77.8	80.3	2.5	Yes	41.2	No	51.3	-39.1
Chartered Accountants Australia and New Zealand	3.4	3.5	0.1	Yes	13.6	Yes	388.2	10.1
Chisholm Institute	86.3	84.9	-1.4	No	47.2	No	55.5	-37.8
Christian Heritage College	82.8	77.3	-5.5	No	48.1	No	62.3	-29.1
CIC Higher Education	83.5	65.8	-17.7	No	41.5	No	63.1	-24.3
Collarts (Australian College of the Arts)	54.1	38.6	-15.5	No	38.1	No	98.6	-0.5
Crown Institute of Higher Education Pty Ltd	30.9	29.9	-1	No	36.9	Yes	123.1	6.9
Curtin College	67.9	53.8	-14.1	No	33.5	No	62.2	-20.3
Deakin College	61.7	55.8	-5.9	No	41.9	No	75	-14.0
Eastern College Australia	98.6	96.5	-2.1	No	45.6	No	47.2	-50.9
Edith Cowan College	63.2	73.1	9.8	Yes	42.4	No	58.1	-30.6
Endeavour College of Natural Health	11.8	11.9	0.1	Yes	37.2	Yes	311.7	25.2
Engineering Institute of Technology	77.7	77.1	-0.6	No	65.2	No	84.5	-12.0
Equals International	73.6	73.0	-0.6	No	66.9	No	91.7	-6.1
Excelsia College	43.5	39.6	-3.9	No	42.1	Yes	106.3	2.5
Eynesbury College	88.4	87.1	-1.2	No	33.3	No	38.3	-53.8
Gestalt Therapy Brisbane	89.3	86.5	-2.8	No	54.3	No	62.8	-32.2
Governance Institute of Australia	48.6	47.7	-0.8	No	35.2	No	73.7	-12.6
Griffith College	65.5	64.5	-1.0	No	37.9	No	58.8	-26.6
Health Education & Training Institute	72.6	77.6	5.0	Yes	39.8	No	51.3	-37.8
HEPCO The Tax Institute Higher Education	61.9	73.9	12	Yes	29.9	No	40.5	-44.0
Higher Education Leadership Institute		95.7	95.7	Yes	43.5	No	45.5	-52.2
Holmes Institute	37.3	20.2	-17.1	No	38.1	Yes	189	18.0
Holmesglen Institute	54.2	51.4	-2.8	No	42.4	No	82.4	-9.0
ICHM	78.8	80.5	1.8	Yes	51.8	No	64.3	-28.7
Ikon Institute of Australia	46.2	26.5	-19.7	No	43.0	Yes	161.9	16.4
Institute of Health & Management Pty Ltd	60.9	66.0	5.2	Yes	54.8	No	82.9	-11.3

NUHEI	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
International College of Management, Sydney	48.1	42.9	-5.2	No	38.3	No	89.3	-4.6
International Graduate Institute		93.8	93.8	Yes	60.0	No	64.0	-33.8
ISN Psychology Pty Ltd	67.0	53.3	-13.7	No	53.6	Yes	100.4	0.2
Jazz Music Institute	84.4	89.7	5.3	Yes	41.1	No	45.8	-48.6
Kaplan Business School	25.5	21.3	-4.2	No	37.8	Yes	177.4	16.5
Kaplan Higher Education Pty Ltd	14.0	12.4	-1.6	No	24.2	Yes	195.1	11.8
Kent Institute Australia		46.5	46.5	Yes	45.1	No	97.0	-1.4
King's Own Institute	39.5	33.8	-5.7	No	44.3	Yes	131.0	10.5
La Trobe College Australia	55.9	54.4	-1.5	No	41.2	No	75.8	-13.2
LCI Melbourne	63.9	70.3	6.4	Yes	41.7	No	59.3	-28.6
Le Cordon Bleu Australia	77.2	66.5	-10.7	No	38.0	No	57.1	-28.5
Leaders Institute	98.4	65.2	-33.3	No	64.2	No	98.5	-1.0
Lyons College	90.9	68.5	-22.4	No	33.1	No	48.4	-35.3
Marcus Oldham College	65.8	64.3	-1.5	No	66.9	Yes	104.0	2.6
Melbourne Institute of Technology	38.8	35.2	-3.6	No	42.9	Yes	121.8	7.7
Melbourne Polytechnic	80.8	81.3	0.5	Yes	33.9	No	41.7	-47.4
Monash College	55.6	56.3	0.7	Yes	25.8	No	45.9	-30.4
Moore Theological College	52.7	51.7	-1.1	No	49.9	No	96.5	-1.8
Morling College	78.6	80.8	2.2	Yes	54.6	No	67.6	-26.2
Nan Tien Institute	95.2	94.5	-0.7	No	59.6	No	63.1	-34.9
National Art School	45.2	44.9	-0.3	No	50.5	Yes	112.4	5.6
National Institute of Organisation Dynamics Aust	96.6	100.0	3.4	Yes	75.0	No	75.0	-25.0
Ozford Institute of Higher Education	87.8	89.0	1.2	Yes	37.8	No	42.4	-51.2
Performing Arts Education		89.5	89.5	Yes	52.9	No	59.2	-36.5
Perth Bible College	96.4	93.2	-3.2	No	61.1	No	65.6	-32.1
Photography Studies College (Melbourne)	82.7	82.2	-0.5	No	64.2	No	78.1	-18
Polytechnic Institute Australia Pty Ltd	43.7	24.9	-18.8	No	32.1	Yes	128.8	7.2
SAE Institute	30.0	31.1	1.1	Yes	31.1	Yes	100.1	0.0

NUHEI	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
Sheridan Institute of Higher Education	91.3	92.2	0.9	Yes	88.2	No	95.7	-3.9
South Australian Institute of Business and Technology	74.0	71.4	-2.6	No	36.1	No	50.6	-35.3
Southern Cross Education Institute (Higher Education)	54.4	49.9	-4.5	No	25.9	No	52.0	-23.9
SP Jain School of Management	50.8	43.4	-7.3	No	72.7	Yes	167.5	29.3
Stanley College	60.3	50.3	-9.9	No	41.7	No	82.8	-8.7
Sydney College of Divinity	38.8	32.8	-6.0	No	36.2	Yes	110.1	3.3
Sydney Institute of Business and Technology	96.1	89.2	-6.9	No	38.2	No	42.8	-51.0
Tabor College of Higher Education	80.3	82.2	1.9	Yes	43.9	No	53.4	-38.3
TAFE NSW	46.9	47.2	0.3	Yes	46.3	No	98.1	-0.9
TAFE Queensland	68.1	63.9	-4.3	No	38.4	No	60.1	-25.5
TAFE South Australia	80.3	83.6	3.3	Yes	41.8	No	50.1	-41.7
The Australian College of Physical Education	71.0	71.2	0.2	Yes	30.1	No	42.3	-41.0
The Australian Data Institute Pty Ltd		93.3	93.3	Yes	64.3	No	68.9	-29.0
The Australian Guild of Music Education		100.0	100.0	Yes	50.0	No	50.0	-50.0
The Australian Institute of Music	51.8	48.9	-2.9	No	49.8	Yes	101.8	0.9
The Cairnmillar Institute	54.7	45.8	-8.9	No	53.9	Yes	117.5	8.0
The College of Law Limited	5.1	7.7	2.6	Yes	14.1	Yes	182.8	6.4
The Institute of Creative Arts and Technology	65.7	71.5	5.8	Yes	34.9	No	48.8	-36.6
The JMC Academy	35.8	41.9	6.1	Yes	43.0	Yes	102.5	1.1
The Metavision Institute		84.2	84.2	Yes	68.8	No	81.6	-15.5
The MIECAT Institute	55.6	66.3	10.7	Yes	69.9	Yes	105.5	3.6
Think Education	89.0	90.5	1.4	Yes	54.8	No	60.5	-35.7
Universal Business School Sydney	54.8	23.3	-31.6	No	41.7	Yes	179.4	18.5
UOW College	78.2	92.6	14.4	Yes	34.3	No	37.1	-58.3
UTS College	57.0	53.8	-3.3	No	25.7	No	47.7	-28.1
VIT (Victorian Institute of Technology)	40.4	23.3	-17.0	No	58.2	Yes	249.1	34.8
Wentworth Institute of Higher Education	60.5	45.9	-14.6	No	50.1	Yes	109	4.1
Western Sydney University International College	75.4	79.0	3.6	Yes	64.5	No	81.6	-14.6

NUHEI	2023 required response rate (%)	2024 required response rate (%)	Difference 2023 to 2024 response rate target (percentage points)	Increased target for 2024?	Actual response rate 2024	Achieved 2024 response rate target	Actual response rate 2024 as % required response rate 2024	Percentage points difference - target vs actual response rate 2024
Whitehouse Institute of Design, Australia	57.5	59.0	1.5	Yes	57.3	No	97.1	-1.7
William Angliss Institute	50.4	56.4	6.1	Yes	32.3	No	57.3	-24.1

Appendix 5 Response by institution

2024 SES – Response by institution

University	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
Australian Catholic University	14,995	67	46	935	13,947	5,336	38.3	41.2	47.0	49.2	45.9
Avondale University	416	0	2	26	388	210	54.1	48.7	49.8	53.4	56.0
Bond University	3,275	0	98	294	2,883	1,010	35.0	33.7	35.9	35.7	41.6
Central Queensland University	9,279	0	312	524	8,443	3,486	41.3	44.1	43.0	47.6	49.3
Charles Darwin University	5,727	1	136	269	5,321	2,251	42.3	42.0	43.4	44.6	43.2
Charles Sturt University	13,168	24	265	901	11,978	4,220	35.2	42.0	37.1	39.2	39.8
Curtin University	23,925	0	565	1,480	21,880	7,291	33.3	39.1	36.3	38.8	43.1
Deakin University	26,508	0	704	1,772	24,032	8,761	36.5	38.0	40.8	49.1	49.7
Edith Cowan University	17,688	1	616	982	16,089	7,272	45.2	50.2	41.4	42.1	48.0
Federation University Australia	6,202	0	106	298	5,798	1,756	30.3	40.0	34.0	44.3	45.8
Flinders University	11,418	0	245	618	10,555	4,015	38.0	37.6	26.2	41.6	46.5
Griffith University	21,239	2	735	1,221	19,281	6,597	34.2	37.9	34.1	36.9	40.4
James Cook University	6,612	1	105	419	6,087	2,565	42.1	41.9	29.1	40.9	48.8
La Trobe University	19,575	0	374	1,427	17,774	6,714	37.8	39.2	38.7	40.8	43.5
Macquarie University	23,000	1	608	1,481	20,910	10,378	49.6	37.9	36.2	44.2	48.2
Monash University	39,940	0	755	3,897	35,288	12,367	35.0	37.2	35.3	40.8	45.2
Murdoch University	9,674	9	214	353	9,098	4,319	47.5	46.1	37.0	38.8	42.4
Queensland University of Technology	18,926	3	171	1,021	17,731	6,619	37.3	38.5	33.8	43.5	48.3
RMIT University	31,039	5	410	1,668	28,956	7,327	25.3	23.7	22.7	25.3	39.6
Southern Cross University	7,652	53	52	315	7,232	2,169	30.0	40.3	41.7	47.5	47.0
Swinburne University of Technology	19,464	0	518	1,180	17,766	6,291	35.4	39.0	42.0	45.6	50.9
The Australian National University	11,289	2	316	320	10,651	3,715	34.9	33.5	31.8	33.4	41.4
The University of Adelaide	10,926	0	33	604	10,289	4,207	40.9	39.1	41.0	46.3	50.3
The University of Melbourne	28,792	0	69	2,171	26,552	11,194	42.2	43.3	43.4	45.8	51.7
The University of Notre Dame Australia	6,047	2	188	333	5,524	2,542	46.0	45.9	34.6	43.4	47.3
The University of Queensland	28,577	0	733	1,594	26,250	8,409	32.0	31.8	31.9	34.3	39.4

University	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
The University of South Australia	17,174	1	286	889	15,998	5,275	33.0	35.6	38.2	37.1	42.5
The University of Sydney	33,997	0	877	2,300	30,820	10,251	33.3	28.1	30.8	40.4	33.1
The University of Western Australia	14,031	37	435	712	12,847	5,854	45.6	47.8	41.7	43.0	32.5
Torrens University	9,206	0	197	418	8,591	4,058	47.2	53.0	50.1	49.9	50.7
University of Canberra	7,789	0	137	469	7,183	2,915	40.6	41.9	40.2	41.6	44.6
University of Divinity	570	4	18	34	514	242	47.1	52.5	47.8	57.9	59.8
University of New England	8,966	5	216	641	8,104	3,235	39.9	43.5	41.7	47.8	51.1
University of New South Wales	32,903	20	804	1,718	30,361	11,554	38.1	36.1	35.8	41.6	42.0
University of Newcastle	15,263	0	305	996	13,962	4,587	32.9	31.9	31.6	40.2	36.1
University of Southern Queensland	4,530	0	60	268	4,202	1,889	45.0	45.9	43.2	42.8	55.9
University of Tasmania	11,398	0	290	624	10,484	4,592	43.8	46.8	44.6	47.0	46.3
University of Technology Sydney	24,382	234	391	1,803	21,954	7,674	35.0	29.9	32.8	37.4	35.6
University of the Sunshine Coast	6,226	0	23	351	5,852	2,393	40.9	48.3	43.9	54.3	52.7
University of Wollongong	12,470	0	203	710	11,557	4,753	41.1	36.1	37.5	43.5	50.6
Victoria University	15,862	1	434	967	14,460	5,419	37.5	41.1	35.2	43.4	43.8
Western Sydney University	20,725	0	184	1,338	19,203	6,871	35.8	27.4	37.1	38.0	34.9

NUHEI	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
Academies Australasia Polytechnic Pty Limited	454	0	10	9	435	242	55.6	52.3	48.7	27.1	29.2
Academy of Interactive Technology	598	4	39	38	517	187	36.2	44.3	26.3	28.1	42.8
Acknowledge Education	3,865	0	51	125	3,689	1,372	37.2	45.3	37.7	40	38.5
Adelaide Central School of Art	192	0	2	7	183	105	57.4	58.3	36.2	34.5	74.4
Adelaide Institute of Higher Education	104	0	6	3	95	54	56.8	48.2	33.4	39.1	#n/a
AIE Institute Ltd	82	0	2	4	76	30	39.5	#n/a	55.2	59.9	#n/a
Alphacrucis University College	1,605	10	37	144	1,414	535	37.8	37.3	45.5	#n/a	37.2
Asia Pacific International College	1,556	1	24	30	1,501	424	28.2	38.6	#n/a	#n/a	35.9
Australasian College of Health and Wellness	627	4	19	55	549	149	27.1	29.3	20.6	34.9	#n/a
Australian Academy of Music and Performing Arts	120	4	2	10	104	39	37.5	40.9	35.1	35.1	46.2
Australian Chiropractic College Limited	136	0	1	7	128	75	58.6	51.4	31.8	45.7	#n/a
Australian College of Applied Professions	4,208	0	27	204	3,977	1,867	46.9	44.1	30.5	32.2	49.2
Australian College of Christian Studies	77	0	3	4	70	45	64.3	53.1	#n/a	#n/a	48.7
Australian College of Nursing	707	0	60	62	585	233	39.8	26.5	25	32	29.8
Australian Institute of Business	1,618	0	32	145	1,441	490	34	#n/a	#n/a	#n/a	#n/a
Australian Institute of Higher Education	1,816	0	8	68	1,740	598	34.4	36.4	#n/a	#n/a	41.7
Australian Institute of Management Education and Training	787	5	26	81	675	241	35.7	#n/a	54.8	#n/a	#n/a
Australian Institute of Professional Counsellors	915	2	18	72	823	349	42.4	33.1	41.9	46.8	38.1
Australian School of Accounting	438	0	12	16	410	64	15.6	47.4	39.6	44.4	#n/a

NUHEI	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
Australian University of Theology*	1,930	1	63	159	1,707	855	50.1	45.3	56	65.3	50.9
Box Hill Institute	376	0	2	18	356	137	38.5	36.5	54.2	61.3	43.7
Campion College Australia	188	0	2	4	182	75	41.2	43.7	33.4	29.7	53.2
Chartered Accountants Australia and New Zealand	9,887	46	42	650	9,149	1,243	13.6	14.4	48.1	50.8	#n/a
Chisholm Institute of TAFE	212	0	7	12	193	91	47.2	#n/a	#n/a	#n/a	#n/a
Christian Heritage College	629	0	12	50	567	273	48.1	39.9	33.6	38.5	46
CIC Higher Education	445	0	10	21	414	172	41.5	39.4	#n/a	#n/a	47
Collarts (Australian College of the Arts)	1,336	0	29	97	1,210	461	38.1	35.5	35.5	38.2	45.6
Crown Institute of Higher Education	1,416	0	20	69	1,327	489	36.9	#n/a	#n/a	#n/a	#n/a
Curtin College	1,044	1	57	31	955	320	33.5	32.4	#n/a	#n/a	36.4
Deakin College	1,118	1	14	66	1,037	434	41.9	33.9	#n/a	#n/a	47.1
Eastern College Australia	86	0	0	7	79	36	45.6	45.1	36.4	43.4	46.7
Edith Cowan College	642	0	97	24	521	221	42.4	40.3	32.5	43.9	56
Endeavour College of Natural Health	2,642	0	37	194	2,411	896	37.2	39.8	#n/a	#n/a	36.2
Engineering Institute of Technology	643	0	21	22	600	391	65.2	55.6	#n/a	#n/a	64.4
Equals International	137	0	0	1	136	91	66.9	30.6	#n/a	#n/a	57.1
Excelsia College	1,849	0	43	67	1,739	732	42.1	38.9	#n/a	#n/a	52.8
Eynesbury College	101	0	1	1	99	33	33.3	40.7	#n/a	#n/a	66.4
Gestalt Therapy Brisbane	89	0	0	8	81	44	54.3	54.8	41.2	45.4	#n/a
Governance Institute of Australia	331	1	11	29	290	102	35.2	37.8	40.3	27.1	41.2
Griffith College	1,011	0	64	42	905	343	37.9	33.7	35.7	43.1	44.9
Health Education & Training Institute	98	0	3	7	88	35	39.8	21	#n/a	#n/a	34.7
HEPCO The Tax Institute Higher Education	134	0	5	12	117	35	29.9	21.8	35.6	40.9	#n/a
Higher Education Leadership Institute	23	0	0	0	23	10	43.5	#n/a	60.6	52.6	37.5

* The Australian College of Theology changed provider status from NUHEI to University after the commencement of the 2024 SES collection. It is now known as the Australian University of Theology and will be reported as a University as of the 2025 SES.

NUHEI	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
Holmes Institute	4,512	0	175	130	4,207	1,604	38.1	40.7	48.8	46.9	26.4
Holmesglen Institute	751	0	7	36	708	300	42.4	27.8	35.6	36.2	43.7
ICHM	149	0	2	8	139	72	51.8	48	#n/a	#n/a	65.2
Ikon Institute of Australia	1,782	2	18	77	1,685	724	43	47	37.4	30.2	69.6
Institute of Health & Management	212	1	5	7	199	109	54.8	#n/a	#n/a	#n/a	#n/a
International College of Management, Sydney	1,350	2	73	90	1,185	454	38.3	40.5	#n/a	#n/a	47.8
International Graduate Institute	16	0	0	1	15	9	60	#n/a	52	49	#n/a
ISN Psychology	422	0	14	42	366	196	53.6	#n/a	43.6	33.2	#n/a
Jazz Music Institute	58	0	0	2	56	23	41.1	31.3	#n/a	#n/a	43.3
Kaplan Business School	7,701	12	343	237	7,109	2,690	37.8	46.6	#n/a	#n/a	45.9
Kaplan Professional	1,955	2	35	231	1,687	409	24.2	#n/a	39.6	36.7	#n/a
Kent Institute Australia	761	0	22	39	700	316	45.1	#n/a	48.1	57.6	37
King's Own Institute	2,941	0	208	128	2,605	1,153	44.3	47.5	20.4	22.9	44.2
La Trobe College Australia	728	0	8	26	694	286	41.2	39.5	28.5	41.6	39.3
LCI Melbourne	101	2	9	6	84	35	41.7	41	32.4	31.3	53.2
Le Cordon Bleu Australia	197	0	3	7	187	71	38	34.9	#n/a	#n/a	30.3
Leaders Institute	135	0	0	1	134	86	64.2	81.3	#n/a	#n/a	62.2
Lyons College	184	4	3	5	172	57	33.1	28.8	#n/a	39.1	#n/a
Marcus Oldham College	182	0	2	5	175	117	66.9	71.1	42.1	42.1	53
Melbourne Institute of Technology	2,194	0	66	72	2,056	882	42.9	43.3	25.1	29.7	42.5
Melbourne Polytechnic	749	0	18	21	710	241	33.9	26.4	#n/a	#n/a	41.1
Monash College	853	0	5	12	836	216	25.8	29.9	24	34.9	#n/a
Moore Theological College	389	0	1	31	357	178	49.9	48.9	53.8	#n/a	66.9
Morling College	125	3	5	9	108	59	54.6	45.7	19	32.4	47.7
Nan Tien Institute	55	0	1	2	52	31	59.6	69.8	24.1	34.4	55.4
National Art School	579	0	2	38	539	272	50.5	42.9	72.1	73.4	44.1
National Institute of Organisation Dynamics Australia	20	0	0	0	20	15	75	#n/a	36.8	46	#n/a
Ozford Institute of Higher Education	100	0	7	3	90	34	37.8	37.2	48.8	55.9	39.5

NUHEI	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
Performing Arts Education	38	0	3	1	34	18	52.9	#n/a	#n/a	#n/a	#n/a
Perth Bible College	44	0	3	5	36	22	61.1	45.5	42.3	33.1	49.2
Photography Studies College (Melbourne)	118	0	4	5	109	70	64.2	50	#n/a	#n/a	47.3
Polytechnic Institute Australia	1,637	0	48	34	1,555	499	32.1	#n/a	#n/a	#n/a	#n/a
SAE Institute	2,825	0	141	208	2,476	771	31.1	33.8	#n/a	#n/a	42
Sheridan Institute of Higher Education	51	0	0	0	51	45	88.2	72.5	41.8	40	#n/a
South Australian Institute of Business and Technology	472	0	16	24	432	156	36.1	36.7	33.8	38.9	48.9
Southern Cross Education Institute (Higher Education)	710	4	28	38	640	166	25.9	31.3	#n/a	#n/a	#n/a
SP Jain School of Management	350	0	3	6	341	248	72.7	75.7	35.3	32.9	79.8
Stanley College	882	1	29	34	818	341	41.7	43.8	33.7	41.6	#n/a
Sydney College of Divinity	1,288	20	46	102	1,120	405	36.2	30.7	#n/a	#n/a	37.2
Sydney Institute of Business and Technology	139	0	8	8	123	47	38.2	56.3	33.1	51.7	45.3
Tabor College of Higher Education	590	7	10	26	547	240	43.9	39.9	62.6	63.2	50.9
TAFE NSW	2,014	2	57	95	1,860	862	46.3	41.9	#n/a	#n/a	46
TAFE Queensland	249	0	14	16	219	84	38.4	26.4	#n/a	#n/a	37.5
TAFE South Australia	213	0	20	9	184	77	41.8	35.8	70.2	65.6	39.3
The Australian College of Physical Education	729	0	7	52	670	202	30.1	29.2	#n/a	#n/a	38.2
The Australian Guild of Music Education	6	0	0	0	6	3	50	#n/a	52.6	40.8	#n/a
The Australian Institute of Music	495	0	4	29	462	230	49.8	44.9	47.1	58.8	52.4
The Cairnmillar Institute School	493	0	5	37	451	243	53.9	#n/a	#n/a	#n/a	#n/a
The College of Law Limited	4,064	10	308	503	3,243	458	14.1	17.9	28.1	35.5	#n/a
The Institute of Creative Arts and Technology	200	0	6	25	169	59	34.9	40	50.7	62.6	43
The JMC Academy	1,702	0	17	123	1,562	671	43	39.8	#n/a	#n/a	40.3
The Metavision Institute	38	0	1	5	32	22	68.8	#n/a	26.1	32.7	#n/a
The MIECAT Institute	193	0	2	8	183	128	69.9	49	36	28.9	58.8
Think Education	42	0	0	0	42	23	54.8	50.7	#n/a	#n/a	59.1

NUHEI	Initial population	Disqualified	Out-of-scope	Opted-out	Final sample	Responses	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %
Universal Business School Sydney	1,814	0	15	31	1,768	738	41.7	40.7	66	57.9	37.9
UOW College	108	0	3	3	102	35	34.3	29.2	39.1	#n/a	44.1
UTS College	1,789	0	145	97	1,547	397	25.7	34.7	#n/a	#n/a	46.2
VIT (Victorian Institute of Technology)	3,105	0	66	54	2,985	1,736	58.2	57.6	29.8	37.7	56.7
Wentworth Institute of Higher Education	701	0	24	18	659	330	50.1	46.4	45.1	42.4	56.4
Western Sydney University International College	224	0	23	4	197	127	64.5	26.3	36.7	47.3	#n/a
Whitehouse Institute of Design, Australia	244	0	1	4	239	137	57.3	53.5	#n/a	#n/a	61.7
William Angliss Institute	365	0	9	25	331	107	32.3	28.6	34.6	41.3	41.7

Appendix 6   Contact protocol

Example SES survey invitation email – desktop

Dear Vicky,

We would like to invite you to the Student Experience Survey. You are a current student of the Graduate Certificate of Principal Preparation (Victoria) at the Social Research Centre and the Australian Government would like feedback on your course.

By completing the Student Experience Survey you will be providing important information about your experiences as a student. This can help institutions create better places to study and learn by improving their learning resources, support services and campus facilities.

Please spend 10 minutes sharing your experiences. All responses are confidential.

To start the survey please click the button below:

Start survey now

Complete the survey by Monday 4 August to have four chances to win $1,000.

Once all survey responses have been compiled, reports 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://intelligence.srcentre.com.au/mrIWeb/start.aspx?AaMk4dnoXdOm3RITE%2fkDAAO4XdpuvyLUW%2bSuv2wzGc%2bj2xLT0I9YjXffh1tBmrIDn3Pn8H9AT3N64ZocnyHITGf4sB58hZdxluybT0M2JI%2f0p

Conducted by: Funded by:

Social Research Centre

Quality Indicators for Learning and Teaching   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 vicky.tong@srcentre.com.au

Opt out

Example SES survey invitation email – mobile

Dear Vicky,

You are a current student of the Graduate Diploma of Data Science at the Social Research Centre. The Australian Government would like feedback on your course.

Please complete the Student Experience Survey. You will be providing important information about your experiences as a student. This can help institutions create better places to study and learn by improving their learning resources, support services and campus facilities.

Please spend 15 minutes sharing your experiences. All responses are confidential.

To start the survey please click the button below:

Start survey now

Complete the survey by Monday 15 September to have four chances to win $1,000.

Once all survey responses have been compiled, reports 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://intelligence.srcentre.com.au/mrIWeb/start.aspx?
AaMk4dnpXdOm3PiTE%2fkDAAO4XdpuvyLUW%2bSuv2wzGc%2bjjyH6VNOI
1wdwBkGFgcHuMtcYNftEV81nzzlkAflgEZHX%2fLhZj%2b3XSr594dBdzZjo

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 huy.uyen@gmail.com

Opt out

Example SMS content

Hi Vicky, 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: https://srcentre.au/31978XA9VU0 For more info call 1800 055 818 Reply STOP to optout

Example social media advertisement – Facebook news feed

Example landing page with authentication

Appendix 7   Core questionnaire

3196 2024 Student Experience Survey (SES) mixed mode questionnaire

SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
Email	Student email	Sample	Module F, Module G
STAGE	Student Stage	Stage = 1, student is COMMENCING Stage = 3, student is neither commencing or completing (e.g., middle year) Stage = 2, student is COMPLETING Stage = 9, stage unknown	Module A, Module F, Module G, Module H
QUALNUMS	Number of Qualifications	QUALNUMS = 1 (one qualification in the sample) QUALNUMS = 2 (two qualifications in the sample)	Module A
E306	Institution code	TCSI institution code	Throughout survey
E306CTXT	Institution Name	Institution name	Throughout survey
E307	Course code		Module F
E308A	Course	Course name for qualification 1	Module A Module F
E308B	Course	Course name for qualification 2	Module A Module F
<units>	Variation in what the institution call units, plural	courses, subjects, subjects/units, units	Module A
<course>	Variation in what the institution call course, singular	course, program	Throughout survey
E310	Study area	Detailed course level that comes from TCSI	Module A Module F Module G
OFFSHORE	Off shore or onshore	1=Offshore 2=Onshore	Module F
E940	Indigenous indicator	0=Non-indigenous 1=Indigenous	Module F
E942	Citizenship indicator	0=Domestic 1=Overseas	Module F
WRS	Workplace Relevance Scheme eligibility	Flag for sample records to see WRS items 1=Yes 2=No	Module F
INTLENGTH	Interview length	20 for E306=3035 and INTMOD=1 15 for E306=3035 15 for INTMOD=1 10 for all other institutions	Module A
MUFOUNDYEAR	Flag for Monash University Foundation Year students	1=Foundation Year student	Module F
E943	Disability indicator	0=Not disability 1=Disability	Module F
INSTLMS_TXT	Name of Learning Management System (LMS)	Institution provided	Module C Module D
INTMOD	Flag for International student module elegibility	1=Eligible for International student items 2=Not eligible for International student items	Module H
SURVEYYEAR	Reporting year of survey	1=2024	Throughout survey
IHEAFLAG	Institutions participating in IHEA items	1=Eligible to receive IHEA items	Module F

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
DUMNAVITAS	Institutions participating in Navitas items	1=Eligible to receive Navitas items	Module F
WBMFLAG	Institutions participating in Wellbeing Module items	1=Eligible to receive Wellbeing Module items	Module F
NAHGOTFLAG	Institution participating in the NAHGOT items	1=Eligible to receive NAHGOT items	Module F
WWCC_FLAG	Working with children check flag. Flags if student is aged under 18 years at date of fieldwork launch.	0 = Aged 18 years or older 1 = Aged under 18 years	Module G
E996	State/Territory in which the institution is located		Module G
PERIOD	Survey collection period	1=August 2=September	Module A Module G
ADDITEMFLAG	Flags if institution has any additional items	0=Does not have additional items 1=Has additional items	Module F

DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
FINALCOURSEA	Name of Course A to display throughout survey	Confirmed by graduate in Module A	Throughout survey
FINALCOURSEB	Name of Course B to display throughout survey	Confirmed by graduate in Module A Missing if single course	Throughout survey
COURSENUM	Number of courses student is studying	Derived from QUALNUMS, COURSESCREEN1, COURSESCREEN2	Module A
DVQUALNUM	Number of qualifications student is studying		Throughout survey
DISCUSS_REVR	Recode of DISCUSS_REV response	Recode variable used to derive PEERENGAGE	Module B
WRKOTHER_REVR	Recode of WRKOTHER_REV response	Recode variable used to derive PEERENGAGE	Module B
INTERHELPR	Recode of INTERHELPR_REV response	Recode variable used to derive PEERENGAGE	Module B
INTEROUT_REVR	Recode of INTEROUT_REV response	Recode variable used to derive PEERENGAGE	Module B
INTERDIVERR	Recode of INTERDIVER response	Recode variable used to derive PEERENGAGE	Module B
PEERENGAGE	Peer engagement scale score for FINALCOURSEA		Module B
DISCUSSB_REVR	Recode of DISCUSSB_REV response	Recode variable used to derive PEERENGAGEB	Module B
WRKOTHERB_REVR	Recode of WRKOTHERB_REV response	Recode variable used to derive PEERENGAGEB	Module B
INTERHELPRB	Recode of INTERHELPRB_REV response	Recode variable used to derive PEERENGAGEB	Module B
INTEROUTB_REVR	Recode of INTEROUTB_REV response	Recode variable used to derive PEERENGAGEB	Module B
INTERDIVERBR	Recode of INTERDIVERB response	Recode variable used to derive PEERENGAGEB	Module B
PEERENGAGE	Peer engagement scale score for FINALCOURSEB		Module B
QLTSPACER	Recode of QLTSPACE response	Recode variable used to derive RESOURCE	Module C
QLSSPACER	Recode of QLSSPACE response	Recode variable used to derive RESOURCE	Module C
QLONLINER	Recode of QLONLINE response	Recode variable used to derive RESOURCE	Module C
QLCOMPUTR	Recode of QLCOMPUT response	Recode variable used to derive RESOURCE	Module C
QLTBOOKR	Recode of QLTBOOK response	Recode variable used to derive RESOURCE	Module C

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
QLEQUIPR	Recode of QLEQUIP response	Recode variable used to derive RESOURCE	Module C
QLLIBRYR	Recode of QLLIBRY response	Recode variable used to derive RESOURCE	Module C
RESOURCE	Learning resources scale score for FINALCOURSEA		Module C
QLTSPACERB	Recode of QLTSPACEB response	Recode variable used to derive RESOURCEB	Module C
QLSSPACERB	Recode of QLSSPACEB response	Recode variable used to derive RESOURCEB	Module C
QLONLINERB	Recode of QLONLINEB response	Recode variable used to derive RESOURCEB	Module C
QLCOMPUTRB	Recode of QLCOMPUTB response	Recode variable used to derive RESOURCEB	Module C
QLTBOOKRB	Recode of QLTBOOKB response	Recode variable used to derive RESOURCEB	Module C
QLEQUIPRB	Recode of QLEQUIPB response	Recode variable used to derive RESOURCEB	Module C
QLLIBRYRB	Recode of QLLIBRYB response	Recode variable used to derive RESOURCEB	Module C
RESOURCEB	Learning resources scale score for FINALCOURSEB		Module C
STDSTRUCR	Recode of STDSTRUC response	Recode variable used to derive TEACH	Module C
STDRELEVR	Recode of STDRELEV response	Recode variable used to derive TEACH	Module C
TCHACTIVR	Recode of TCHACTIV response	Recode variable used to derive TEACH	Module C
TCHCONLRR	Recode of TCHCONLR response	Recode variable used to derive TEACH	Module C
TCHCLEXPR	Recode of TCHCLEXP response	Recode variable used to derive TEACH	Module C
TCHSTIMIR	Recode of TCHSTIMI response	Recode variable used to derive TEACH	Module C
TCHFEEDBR	Recode of TCHFEEDB response	Recode variable used to derive TEACH	Module C
TCHHELPR	Recode of TCHHELP response	Recode variable used to derive TEACH	Module C
TCHASSCHR	Recode of TCHASSCH response	Recode variable used to derive TEACH	Module C
QLTEACHR	Recode of QLTEACH response	Recode variable used to derive TEACH	Module C
OVERALLR	Recode of OVERALL response	Recode variable used to derive TEACH	Module C
TEACH	Teaching quality and engagement scale score for FINALCOURSEA		Module C
STDSTRUCRB	Recode of STDSTRUCB response	Recode variable used to derive TEACHB	Module C
STDRELEVRB	Recode of STDRELEVB response	Recode variable used to derive TEACHB	Module C
TCHACTIVRB	Recode of TCHACTIVB response	Recode variable used to derive TEACHB	Module C
TCHCONLRRB	Recode of TCHCONLRB response	Recode variable used to derive TEACHB	Module C
TCHCLEXPRB	Recode of TCHCLEXPB response	Recode variable used to derive TEACHB	Module C
TCHSTIMIRB	Recode of TCHSTIMIB response	Recode variable used to derive TEACHB	Module C
TCHFEEDBRB	Recode of TCHFEEDBB response	Recode variable used to derive TEACHB	Module C
TCHHELPRB	Recode of TCHHELPB response	Recode variable used to derive TEACHB	Module C
TCHASSCHRB	Recode of TCHASSCHB response	Recode variable used to derive TEACHB	Module C

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
QLTEACHRB	Recode of QLTEACHB response	Recode variable used to derive TEACHB	Module C
OVERALLRB	Recode of OVERALLB response	Recode variable used to derive TEACHB	Module C
TEACHB	Teaching quality and engagement scale score for FINALCOURSEB		Module C
EXPTHINKR	Recode of EXPTHINK response	Recode variable used to derive DEVELOP	Module C
EXPPRBSLR	Recode of EXPPRBSL response	Recode variable used to derive DEVELOP	Module C
EXPTMWRKR	Recode of EXPTMWRK response	Recode variable used to derive DEVELOP	Module C
EXPCONFR	Recode of EXPCONF response	Recode variable used to derive DEVELOP	Module C
EXPWRITER	Recode of EXPWRITE response	Recode variable used to derive DEVELOP	Module C
EXPSPEAKR	Recode of EXPSPEAK response	Recode variable used to derive DEVELOP	Module C
EXPKNOWR	Recode of EXPKNOW response	Recode variable used to derive DEVELOP	Module C
EXPWORKR	Recode of EXPWORK response	Recode variable used to derive DEVELOP	Module C
DEVELOP	Skills development scale score for FINALCOURSEA		Module C
EXPTHINKRB	Recode of EXPTHINKB response	Recode variable used to derive DEVELOPB	Module C
EXPPRBSLRB	Recode of EXPPRBSLB response	Recode variable used to derive DEVELOPB	Module C
EXPTMWRKRB	Recode of EXPTMWRKB response	Recode variable used to derive DEVELOPB	Module C
EXPCONFRB	Recode of EXPCONFB response	Recode variable used to derive DEVELOPB	Module C
EXPWRITERB	Recode of EXPWRITEB response	Recode variable used to derive DEVELOPB	Module C
EXPSPEAKRB	Recode of EXPSPEAKB response	Recode variable used to derive DEVELOPB	Module C
EXPKNOWRB	Recode of EXPKNOWB response	Recode variable used to derive DEVELOPB	Module C
EXPWORKRB	Recode of EXPWORKB response	Recode variable used to derive DEVELOPB	Module C
DEVELOPB	Skills development scale score for FINALCOURSEB		Module C
SUP_ENROLR	Recode of SUP_ENROL	Recode variable used to derive SUPPORTREV	Module D
SUP_INDUCTR	Recode of SUP_INDUCT	Recode variable used to derive SUPPORTREV	Module D
SUP_LMSR	Recode of SUP_LMS	Recode variable used to derive SUPPORTREV	Module D
SUP_CARDEVR	Recode of SUP_CARDEV	Recode variable used to derive SUPPORTREV	Module D
SUP_STUDYR	Recode of SUP_STUDY	Recode variable used to derive SUPPORTREV	Module D
SUP_HEALTHR	Recode of SUP_HEALTH	Recode variable used to derive SUPPORTREV	Module D
SUP_FINLEGR	Recode of SUP_FINLEG	Recode variable used to derive SUPPORTREV	Module D
SUPPORTREV	Student support scale score		Module D

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 01 September.'

- Data need to provide programmer with an updated course list for screening each year, list available here.

- All questions from start of survey up to and including PREVUNI are mandatory, questions after PREVUNI can be skipped by respondent by clicking NEXT

- Statements within EXPINTROA and EXPINTROB, and PEER ENGAGEMENT AND STUDENT SUPPORT focus area items should rotate randomly based on sample.

*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 30 July to 01 September, 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 01 SEPTEMBER AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS PARTICIPATING IN THE AUGUST COLLECTION 13 SEPTEMBER

*(AFTER SURVEY IS CLOSED)
The Student Experience Survey is now closed. If you have any 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

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>.

*((IF PERIOD=1, DISPLAY IF DATE <= 1 Sep <SURVEYYEAR>) OR (IF PERIOD=2, DISPLAY IF DATE <= 13 Oct <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)

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN3_new

Please specify which <course>/s you are currently doing.

Please type at least 3 letters.

Please start typing the name of your course in the text box and select the correct one from the drop-down list, or enter in full.

(Predictive text verbatim text box) *PROGRAMMER NOTE: USE SES COURSE LOOKUP LIST

1.   (Drop down list) (EXCLUSIVE)

2.   My course is not on the list (EXCLUSIVE)

99. Not sure (EXCLUSIVE)

*(COURSESCREEN3_new=2 or 99, COURSE NOT ON LIST OR NOT SURE)

COURSESCREEN2

Are you currently enrolled in a double degree and/or two courses simultaneously?

(RESPONSE FRAME)
1. Yes
2. No

(*IF COURSESCREEN3_new = 2 OR 99)

Please specify which course/s you are currently doing

*PROGRAMMER NOTE: DISPLAY COURSE A ONLY IF COURSESCREEN2=2; DISPLAY BOTH COURSE A AND COURSE B IF COURSESCREEN2=1

Course A: VERBATIM TEXT

Course B: VERBATIM TEXT

*(E308A CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1)
LEVEL1 And is <E308A> a…

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…

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>)?

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	FinalCourseA	FinalCourseB	DVQUALNUM
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=2	One qualification, completing student	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=2	Two qualifications, completing student	FinalCourseA	FinalCourseB	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=1 OR 3 OR 9	One qualification, commencing or middle years student	FinalCourseA	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	FinalCourseA	FinalCourseB	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	FinalCourseA	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	FinalCourseB	missing	1

*(ALL)
CONTENT   Which of these best describes how you participated in your classes in <SURVEYYEAR>? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.

1.   All online, i.e. all students and teachers are online
2.   All on-campus, i.e. students and teachers in the same physical place at the same time
3.   Blended / hybrid, i.e. a mix of online and on-campus

*(CONTENT=3, BLENDED OR HYBRID PARTICIPATION)
ONLINE_REV   In <SURVEYYEAR>, what proportion of all your classes did you participate in online?
This may include lectures, tutorials, seminars, practicals, laboratories and workshops.

1.   None
2.   Some
3.   About half
4.   Most
5.   All

*(CONTENT=1, ALL ONLINE PARTICIPATION)
ONLINETYP In <SURVEYYEAR>, which best describes your online <course>?

1.   My <course> requires me to participate in classes with teachers and other students at the same time
2.   My <course> requires me to access content in my own time. I don't have classes with other teachers or students
3.   My <course> is a mix of the above. Some <units> have classes with students and teachers in them at the same time. Some <units> have no classes and I access content in my own time.
4.   Other (please describe)

*(ALL)
WIL   In <SURVEYYEAR>, what proportion of your <course> involved activities such as placements, internships or work integrated learning?

1.   None
2.   Some
3.   About half
4.   Most
5.   All

*(TIMESTAMP)

MODULE B: INCLUSION AND PEER ENGAGEMENT

*(ALL)
OVERALLA 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

*(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?

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

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

*(ALL)
BELONG   At your institution during <SURVEYYEAR>, to what extent have you had a sense of belonging to <E306CTXT>?

    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: DISPLAY AS GRID

    (STATEMENTS) (ROTATE)

discuss_rev	Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)
wrkother_rev	Worked with other students as part of your <course>? (e.g. group assignments, in-class collaboration)
interhelp	Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study)
interout_rev	Interacted socially with other students outside of your study?
interdiver	Interacted with a diverse range of students?

    (RESPONSE FRAME)

    1.   Never
    2.   Rarely
    3.   Sometimes
    4.   Often
    5.   Always

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)
INTERACTINTROB And thinking about your **<FINALCOURSEB>** <course>, in <SURVEYYEAR>, how frequently have you…

    *PROGRAMMER NOTE: DISPLAY AS GRID

    (STATEMENTS) (ROTATE)

discussb_rev	Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)
wrkotherb_rev	Worked with other students as part of your <course>? (e.g. group assignments, in-class collaboration)
interhelpb	Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study)
interoutb_rev	Interacted socially with other students outside of your study?
interdiverb	Interacted with a diverse range of students?

    (RESPONSE FRAME)

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

*(ALL)
PEERENGAGE Peer engagement scale score for COURSEA

    RECODE DISCUSS_REV WRKOTHER_REV INTERHELP INTEROUT_REV INTERDIVER
    (1=0) (2=25) (3=50) (4=75) (5=100) INTO
    DISCUSS_REVR WRKOTHER_REVR INTERHELPR INTEROUT_REVR INTERDIVERR.

    COMPUTE PEERENGAGE = MEAN.4(DISCUSS_REVR WRKOTHER_REVR INTERHELPR INTEROUT_REVR INTERDIVERR).

    IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
PEERENGAGEB   Peer engagement scale score for COURSEB

    RECODE DISCUSSB_REV WRKOTHERB_REV INTERHELPB INTEROUTB_REV INTERDIVERB
    (1=0) (2=25) (3=50) (4=75) (5=100) INTO
    DISCUSSB_REVR WRKOTHERB_REVR INTERHELPBR INTEROUTB_REVR INTERDIVERBR.

    COMPUTE PEERENGAGEB = MEAN.4(DISCUSSB_REVR WRKOTHERB_REVR INTERHELPBR INTEROUTB_REVR INTERDIVERBR).

    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>?

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>?

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: 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: 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: DISPLAY AS GRID

    (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

(RESPONSE FRAME)

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

*(ALL)
RESOURCE   Learning 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: 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

(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: 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 and engagement 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: 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 and engagement 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: 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: 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)
SUPPSERV How **helpful** have you found the following **supports and services** provided by your institution during <SURVEYYEAR>?

      *PROGRAMMER NOTE: FOR SUP_LMS USE <INSTLMS_TXT>, IF MISSING USE
      'SUCH AS MOODLE, BLACKBOARD OR CANVAS'
      *PROGRAMMER NOTE: DISPLAY AS GRID

sup_enrol	Enrolment processes and support
sup_induct	Induction/orientation activities
sup_lms	Online learning platform (i.e. Learning Management System, <INSTLMS_TXT>)
sup_cardev	Career development services (including employability, skill development, careers advice and planning)
sup_study	Study or learning support services
sup_health	Counsellors and/or health services

sup_finleg   Financial and/or legal advisors

1.   Not at all helpful
2.   A little helpful
3.   Somewhat helpful
4.   Quite helpful
5.   Very helpful
97.   Not applicable

*(ALL)
SUPPORTREV Student support scale score

RECODE SUP_ENROL SUP_INDUCT SUP_LMS SUP_CARDEV SUP_STUDY
SUP_HEALTH SUP_FINLEG
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
SUP_ENROLR SUP_INDUCTR SUP_LMSR SUP_CARDEVR SUP_STUDYR
SUP_HEALTHR SUP_FINLEGR.

COMPUTE SUPPORTREV = MEAN.5(SUP_ENROLR SUP_INDUCTR SUP_LMSR
SUP_CARDEVR SUP_STUDYR SUP_HEALTHR SUP_FINLEGR).

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*

1. (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*

1. (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.*

1. (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.*

1. (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)?

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)?

1.   <SURVEYYEAR>
2.   <SURVEYYEAR + 1 YEAR> or later

*(ALL)
ASTDINTRO At <E306CTXT> during <SURVEYYEAR>, to what extent have…

*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>?

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.*

(MULTIPLE RESPONSE)
*PROGRAMMER NOTE: MULTI ANSWER TICK BOXES, SPLIT INTO TWO COLUMNS

chbored	Boredom/lack of interest
chcommu	Commuting difficulties
chreput_rev	Concerns about my institution's reputation
chexpec_rev	<course> expectations not met
chwrkld_rev	Difficulty with study workload
chfamly_rev	Family caring responsibilities
chfdiff	Financial difficulties
chgapyr	Gap year/deferral
chasupp_rev	Lack of academic support
chadsup_rev	Lack of administrative support
chpros_rev	Lack of career prospects
chconn	Lack of connection to my institution
chtech	Limited access to technology
chgrade	Low or failing grades
chmove	Moving residence
chothinst	Moving to another institution
chcrsdiff	My <course> is too difficult
cheng	My English language skills
chmhlth	My mental health
chphlth	My physical health
chstress	My stress levels
chwrkrp	Paid work responsibilities
chqacrn	Quality concerns
chsocrn	Social reasons
chblnce	Study/life balance
chjoboff	To pursue a career or job offer
chtravl_rev	To travel
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

*(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: 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: 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: 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

*(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)

MODULE F: INSTITUTION SPECIFIC ITEMS

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 to improve higher education. 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

*(((PERIOD=1 AND DATE<=21 AUG) OR (PERIOD=2 AND DATE<=2 OCT)) AND WWCC_FLAG=1 AND E996="SA", PRIZE DRAW OPEN AND AGED UNDER 18 YEARS OR AGE NOT KNOWN AND IN SOUTH AUSTRALIA)
PRIZEU18SA   Parental consent is required by the South Australian Government for persons in South Australia aged under 18 years to be entered into the SES prize draw. Terms and conditions for the SES prize draw are published here.

Do you have parental consent to be entered into the SES prize draw?

1. Yes
2. No
3. Not applicable, I am not aged under 18 years and in South Australia

*PROGRAMMER NOTE: IF PRIZEU18SA=1 OR 3 UPDATE TO PRIZE_SCOPE_FLAG=1 IN SAMPLE

*(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

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.

SUBMIT
*PROGRAMMER NOTE: FOR ONLINE SUBMIT BUTTON LINKS TO
HTTPS://WWW.QILT.EDU.AU/SURVEYS/STUDENT-EXPERIENCE-SURVEY-(SES)

*((INSTITUTION=2 AND E306 = 3044 AND E310=30) OR 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.

*(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.

*(TIMESTAMP)

*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INSTITUTION=2 AND E306 = 3044 AND E310=30	NQ at institution - Wrong info	Screen outs
3	INSTITUTION1=2	NQ at institution - Wrong info	Screen outs
4	COMMENCESCREEN2=2	HAVE NOT COMPLETED ENOUGH OF COURSE	Screen outs
5	QET	Terminated midway	Contacts

Fully owned by