

# 2020 Student Experience Survey

## Methodological Report

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Social  
Research  
Centre

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# 1. Introduction

## 1.1 About this report

This methodological report describes the sample preparation, data collection, data processing and reporting aspects of the 2020 Student Experience Survey (SES, 'the survey'), conducted on behalf of the Australian Government Department of Education, Skills and Employment ('the department') by the Social Research Centre. This report is organised into the following sections:

- Section 1 introduces the survey background, objectives and provides a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase, including changes made to the questionnaire in 2020 and an overview of the institution-specific items.
- Section 5 describes the data processing procedures.
- 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. It first launched under the name of the University Experience Survey (UES) and was administered by Graduate Careers Australia (GCA).

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

During 2013 and 2014, the department re-engaged GCA, in conjunction with the Social Research Centre, to work with universities and key stakeholders to administer the UES. In 2015 the UES was replaced by the SES in order to accommodate the inclusion of non-university higher education institutions (NUHEIs) under the QILT program administered by the Social Research Centre.

The 2015 and 2016 SES built upon the foundation of the 2014 UES and showed a marked increase in response rates from 30.1 per cent in 2014 to 38.4 per cent in 2015 to 45.6 per cent in 2016 but dropping to 36.2 per cent in 2017. The decrease experienced in 2017 was partly a result of delays to the fieldwork launch due to unavoidable issues relating to IT security and the finalisation of QILT 2017-20 contract arrangements. The 2018 SES achieved an unprecedented response rate of 48.9 per cent. In 2019, the response rate was 42.6 per cent and for the 2020 SES, it was 44.1 per cent.

For a more detailed history of the SES and its predecessor instruments, refer to the 2017 SES Methodological Report.

## 1.3 Objectives

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

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

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

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

## 1.4 Overview

In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time non-Higher Education Support Act (HESA) approved providers.

A total of 133 higher education institutions participated in the 2020 SES, including all 41 universities and 92 NUHEIs. Table 1 provides an overview of key statistics for the participating institutions. In total 693,471 commencing and later year undergraduate and postgraduate coursework students were approached with 636,095 identified as in-scope to participate in the SES. were completed at the course level. A total of 280,301 online surveys were completed (unique student respondents) across the August and September rounds, giving a total response rate of 44.1 per cent.

**Table 1** Key project statistics

	University (41 institutions)		NUHEI (92 institutions)		Higher Education Institutions (133 institutions)		Total
	UG	PGCW	UG	PGCW	UG	PGCW	
Total sample (n)	412,378	204,548	49,474	27,071	461,852	231,619	<b>693,471</b>
Final in-scope students (n)	378,384	187,445	45,602	24,664	423,986	212,109	<b>636,095</b>
Surveys completed (student level)	163,448	85,542	20,550	10,761	183,998	96,303	<b>280,301</b>
Response rate (%)	43.2	45.6	45.1	43.6	43.4	45.4	<b>44.1</b>
Surveys completed (course level)	178,017	85,996	20,658	10,802	198,675	96,798	<b>295,473</b>

Note: For the purpose of QILT projects, 'response rate' is defined as 'surveys completed (unique student level)' as a proportion of 'final in-scope students', where final in-scope students excludes unusable sample (e.g., no contact details), out-of-scope and opted out.<sup>1</sup>

<sup>1</sup> The QILT definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association of Public Opinion Research (2016) for standard definitions.

The analytic unit for the SES is the course, rather than the student, so after adjusting for students completing double degrees, a total of 295,473 surveys.

The survey was fielded online in English only. Invitations were sent by email and reminders were sent to sample members by email and SMS. Participating institutions could also commission additional reminder calls or full interviews via CATI ('full CATI') after the conclusion of the main online fieldwork period. Surveys completed as a result of reminder calls (but not full CATI) are included as completed surveys in this report.

## 1.5 Project milestones

In line with previous years, the SES data collection was split across a main round in August, with 88 participating institutions, and a secondary round in September, with 45 participating institutions.

The September round was established in 2017 to accommodate institutions with a significant break in their academic calendar during August. Whilst historically a smaller round than August, the 2020 September round was unprecedentedly large because of the impact COVID-19 had on many institutions' academic calendars. Forty-five institutions participated in the 2020 September round compared to 6 in 2019. For reporting purposes, the data from the August and September rounds are combined. Table 2 provides a summary of the key project milestones.

**Table 2** Key project milestones

Milestone	2020 SES
<b>Start-up</b>	
Questionnaire development	01-Jun to 30-Jun
Sample preparation	09-Jun to 02-Jul
<b>Fieldwork</b>	
<b>August round</b>	
Soft launch main online fieldwork (NUHEIs)	28-Jul
Start main online fieldwork (Universities)	30-Jul
Online fieldwork closes*	30-Aug
Post field reminder calls†	31-Aug to 06-Sep
Fieldwork closes†	14-Sep
<b>September round</b>	
Soft launch main online fieldwork (NUHEIs)	08-Sep
Start main online fieldwork (Universities)	10-Sep
Online fieldwork closes*	11-Oct
Post field reminder calls†	12-Oct to 17-Oct
Online fieldwork closes	21-Oct
<b>Reporting</b>	
Draft data and documentation to the department	30-Oct
Draft National Report to the department	30-Nov
Final data and documentation to the department	30-Nov
Data files to institutions	14-Dec
Tableau institutional reports to institutions	14-Dec
Technical report to the department	21-Dec

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

† Institutions that opted for post field telephone reminders.

## 2. Sample preparation

### 2.1 Target population

The in-scope population for the SES consisted of commencing and later year onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions. In 2020, the in-scope population was extended to students who intended to study onshore but were offshore at the time of the survey's administration due to travel restrictions resulting from the COVID-19 pandemic.

The definition of commencing and later year students has remained unchanged since 2013. However, in 2017, postgraduate coursework students were included for the first time. Postgraduate students were assigned to commencing and later year categories using the same approach as for undergraduate students.

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.

Institutions were able to request inclusion of additional populations such as offshore or middle-year students on a fee-for-service basis, however, these responses were excluded from national reporting and analysis.

#### 2.1.1 Commencing students

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

- enrolled in an undergraduate course or postgraduate coursework
- studying onshore
- commenced study in the relevant target year, and
- completed at least one full unit.

#### 2.1.2 Later year students

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

In principle, student progression can be estimated by calculating the ratio of 'cumulative EFTSL (Equivalent Full-Time Student Load) completed successfully' (E931) and 'currently in progress' (E339) to the total EFTSL for the course (E350).

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

For the purpose of identifying the SES target population two ratios are designed to identify later year full-time and part-time students:

- full-time students, in a three-year course, qualify as later year students if their cumulative EFTSL is 83 per cent of the total EFTSL for the course
- part-time students qualify as later year students if their estimated cumulative load is 92 per cent of the total for the course.

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

## 2.2 Institutional participation

In previous iterations of the SES, non-Higher Education Support Act (HESA) approved providers could participate in the SES for benchmarking and continuous improvement purposes, however, they were excluded from all data presented in this report and the nationally reported figures. In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time non-HESA approved providers.

Institutions were invited to participate in the SES via the Participation and Additional Services Form ('PASF', refer to Section 3.1.2). Invitations to complete the PASF were sent via email to all primary institutional contacts approximately two months prior to the commencement of the August round. All institutions previously invited to participate in the QILT surveys and new institutions that requested to be invited were sent an invitation to complete the PASF.

A total of 133 institutions participated in the 2020 SES including 41 universities, and 92 NUHEIs. Refer to Appendix 2 for a list of participating institutions.

## 2.3 Sample frame

In previous years, the SES has relied on a centralised approach to sampling whereby the population of first semester enrolled students is provided by the department and sourced through institutional reporting into the Higher Education Information Management System (HEIMS), known as HEIMS "submission 1" which is due for submission by 31 May. This approach ensures that the sampling methodology is robust, consistent and transparent across all institutions.

The department is currently in the process of transitioning to the new Tertiary Collection of Student Information (TCSI) platform for submission of data previously submitted via HEIMS. This transition was due to be completed in early 2020, however, due to implementation delays, 2020 enrolment submissions reverted to HEIMS. Reporting deadlines to HEIMS were revised to allow for the change and were moved back to late August which, for the purposes of SES sample preparation, was too late.

For 2020, all sample for the SES was submitted to the Social Research Centre via a template. To reduce the burden on institutions, only the minimum data required to run the survey was requested via the template and the remaining information was backfilled from a HEIMS extract during data processing, once the submission was finalised. Section 5.2 provides a detailed overview of the HEIMS reconciliation and backfilling process.

### 2.3.1 Additional populations

Institutions were provided with the opportunity to include out-of-scope students as additional populations in the SES on a fee-for-service basis. In 2020, 14 institutions (11 universities and 3 NUHEIs) included additional populations. These additional populations included middle years, offshore, foundation, non-award course and enabling students. Additional populations are not included in the *SES National Report* and do not appear in results presented in this report.

## 2.4 Sampling preparation overview

Detailed information regarding the SES sampling process was available to institutions in the *Collection and Sample Guide* (refer to Section 3.1.1). The guide was provided to institutions ahead of sample preparation and outlined the:

- data elements required
- essential and optional fields, and
- steps to create the sample of in-scope students.

The sampling process for the SES is summarised as follows:

### 1. Population file creation

To accommodate HEIMS reporting and non-HEIMS reporting institutions, the Social Research Centre created two types of template files:

- a Minimum Data Set (MDS) template which contained only variables essential for survey execution, designed for HEIMS reporting institutions. There were two versions of this template - universities were asked to provide EFTSL information in order to calculate stage of studies, which was not provided by NUHEIs.
- an empty template for non-HEIMS reporting institutions to populate.

Institutions populated the empty template with demographic data and student contact details and returned the completed template to the Social Research Centre for final processing.

### 2. Population file initial processing

The Social Research Centre processed template data, applied exclusion rules and derivations, and created a final population file for each HEIMS institution.

### 3. Sample review and selection

The Social Research Centre reviewed and verified the returned template files.

### 4. Institution level targets

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

### 5. Additional populations

Institutions identified 'additional populations' that were out-of-scope, such as 'middle years' students who they wished to include in the SES on a fee-for-service basis (refer Section 2.3.1). Students meeting the additional population definition were selected and flagged in the template, as required.

### 6. HEIMS reconciliation

Once HEIMS submission data were finalised, demographic and other data were backfilled using data provided to HEIMS. See Section 5.2 for details.

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

### 2.4.1 Population file creation

The sampling frame for the 2020 SES was created from template data provided by institutions. For institutions submitting to HEIMS, a Minimum Data Set (MDS) template provided by the Social Research Centre was populated, which contained only variables essential for survey execution. The

template contained 32 variables, of which 4 were EFTSL variables that were only required from universities (refer to Appendix 1, Table 2 for details).

For the small number of NUHEIs that do not submit to HEIMS, a larger set of variables were required since backfilling from HEIMS is not possible. Non-university providers not submitting to HEIMS populated a template provided by the Social Research Centre comprising 47 variables (refer to Appendix 1, Table 3 for details), from information held in their local student administrative systems.

In all cases institutions were asked to include all students enrolled in the first half of 2020. In a normal SES year, the population file is built from HEIMS Submission 1 student data, which covers students enrolled with a census date between 1 January and 31 March. In 2020 many institutions delayed census dates due to COVID-19, so institutions were asked to include students “enrolled in the course for at least one full teaching period by 30 July 2020 (e.g. one semester or one trimester)”.

These submitted templates were combined to create the population frame for the 2020 SES.

## 2.4.2 Population file initial processing

### Derivations

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

- Age (E913) – calculated at 31 December in the year prior to the reference year.
- Concurrent / major course indicator (E331) – flagged ‘the major course’ in which students were enrolled for inclusion in the survey.
- Commencing student indicator (E922), flagging students with a commencement date (E534) in the current year.
- Cumulative EFTSL completed successfully (E931).
- Groups excluded from the SES sample frame (EXCLUDE) – refer to the next section below.
- Extra quota group flag (EXTQUOTA) – identified additional populations for inclusion in the SES on a fee-for-service basis, along with the extra quota group description (EXTQUOTD).
- Commencing and final year student flag (STAGE) – undergraduate and postgraduate coursework students who met the agreed ‘commencing’ and ‘later year’ definitions.
- Sample frame categories (STRATA).
- 21, 45 and 73 study areas derived from E461 (AREA1, AREA451 and AREA731) and E462 (AREA2, AREA452 and AREA732).

### Sample exclusions

Unless specifically identified for inclusion in the SES as an Additional Population (refer to Section 2.3.1), records were flagged for exclusion if they were:

- students in postgraduate research (E310=1, 2 or 3)
- students in non-award courses (E310=30, 41, 42 or 50)
- undergraduate offshore international students (broadly E358=5, refer to the following section for adjustments due to COVID-19)
- students in the middle of their course (i.e. not ‘commencing’ or ‘later year’)
- a minor course for students with a concurrent enrolment (E331=3), or

- part of a stratum in which six or fewer students were enrolled.

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

### 2.4.3 Offshore status adjustments due to COVID-19

Offshore students are excluded from the SES in-scope population.

In a normal SES year, offshore students are defined as those with code 5 “Not one of the above categories and student/applicant is residing outside Australia during the unit of study/time of application” in the HEIMS Citizen/resident indicator (element 358)<sup>2</sup>, as opposed to onshore international students recorded as code 4 “Student/Applicant has a temporary entry permit or is a diplomat or a dependent of a diplomat (except New Zealand) and resides in Australia during the unit of study”.

In early discussions with institutions in the lead up to the 2020 SES sample preparation, it became clear that institutions were recording international students in E358 inconsistently. In some cases, institutions were distinguishing between code 4 and 5 based on a student’s enrolled or *intended* location, while other institutions were recording this based on a student’s *actual* location after the onset of COVID restrictions.

Students intending to study in Australia but eventually located offshore were a key demographic of interest in the 2020 SES. To ensure that these students were included in the in-scope population, institutions were asked to provide students’ intended location in the “IntendedLocation” variable, and this was used in concert with E358 to determine their final offshore status for the purposes of the SES. Where students intended to study onshore but were currently flagged as offshore in E358, they were treated as onshore students for the purposes of the 2020 SES. As shown in Table 3, this affected 3,380 records, approximately 10% of records flagged with E358=5.

Students’ onshore/offshore status for the purposes of the SES are recorded in the variable OFFSHORE.

**Table 3 Citizen/resident indicator (E358) by final offshore status**

Citizen/resident indicator (E358)	Onshore	Offshore
1 Australian citizen	836,698	0
2 New Zealand citizen	10,732	0
3 Permanent visa	28,845	0
4 Temporary entry permit	307,768	0
5 Residing outside Australia	3,380	29,289
8 Permanent humanitarian visa	4,424	0
9 No information	1,619	0

### 2.4.4 Sample review and selection

#### 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).

<sup>2</sup> [https://heimshelp.dese.gov.au/2018\\_data\\_requirements/2018dataelements/358](https://heimshelp.dese.gov.au/2018_data_requirements/2018dataelements/358)

While the ComparED website reports SES results based on institution, course level and 21 study areas to maximise the extent to which data can be reported, the SES sample design is based on 45 study areas. This design seeks to maximise representativeness within the 21 study areas reported on the ComparED website and facilitate more nuanced analysis and more detailed reporting where required.

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

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

### Setting strata targets

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

Refer to Appendix 4 for details of the method used to derive the target number of completed surveys by stratum for the 2020 SES. When this information is overlaid with historical response rates it is apparent that the response rate target is aspirational for many strata.

Table 4 shows the number and proportion of strata in each target response rate band for university and NUHEI undergraduates and postgraduates. As can be seen, at the  $\pm 7.5$  per cent level less than half (46.2 per cent) of the university undergraduate strata have an 'achievable' response rate, where for the purpose of this table 'achievable' is regarded as a response rate of less than 50 per cent.

**Table 4 Strata count by target response rate category ( $\pm 7.5$  per cent precision)**

Response rate category	University				NUHEI			
	UG		PGCW		UG		PGCW	
	n	%	n	%	n	%	n	%
100%	32	3.0	57	6.5	22	8.6	39	37.9
75% to 99%	205	19.4	270	30.6	118	45.9	32	31.1
50% to 74%	331	31.3	299	33.9	69	26.8	14	13.6
25% to 49%	329	31.2	207	23.5	42	16.3	8	7.8
Less than 25%	159	15.1	48	5.4	6	2.3	10	9.7
<b>Total strata</b>	<b>1,056</b>		<b>881</b>		<b>257</b>		<b>103</b>	
<i>Net 'achievable' (&lt;50%)</i>	488	46.2	255	28.9	48	18.7	18	17.5

For university postgraduate coursework, NUHEI undergraduate and NUHEI postgraduate coursework strata, the proportion of strata with an 'achievable' response rate is 28.9, 18.7 and 17.5 per cent respectively. Overall, aspirational stratum level response rates were higher for NUHEIs, relative to universities.

### Selections

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

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

After sampling and verification procedures were concluded, the number of students approached for the 2020 SES was 693,471, comprising 616,926 university students (412,378 undergraduates and 204,548 postgraduate coursework students) and 76,545 NUHEI students (49,474 undergraduates and 22,483 postgraduate coursework students).

## 2.4.5 Institution level targets

Appendix 5 shows that target response rates for the 2020 SES differed greatly by individual university, from a low of 19.1 per cent to a high of 62.7 per cent. Response rate targets were aspirational and designed to shift institutions towards maximum reportability and representativeness. Response rate targets as presented to institutions were based on an expected proportion for the target variable of 50 per cent, a level of confidence of 90 per cent and a margin of error of 5 per cent (i.e. a higher level of precision than is required for stratum-level reporting of results).

By way of an example, Table 5 shows the required response rate by stratum for a large institution. This institution has a large number of students but a comparatively small number of study areas. As a result, the overall required response rate is low at 19.5 per cent but the stratum level target response rate varies widely from 100.0 per cent to 14.1 per cent.

This institution could easily reach an overall response rate of 19.5 per cent but could fail to meet targets for each stratum unless this was closely monitored. Given that response rates above 50 per cent are highly 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 5** 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
	<b>Total</b>	<b>12,831</b>	<b>2,507</b>	<b>19.5</b>

Table 6 provides an example of an institution with challenging response rate targets. This institution has a comparatively small number of enrolled students but has a broad course offering across several study areas. Targets range from a low of 24.1 per cent to a high of 87.5 per cent with an overall

required response rate of 45.9 per cent. Institutions showing this pattern of response rate targets are typically in regional areas where a variety of courses are offered.

**Table 6** 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
	<b>Total</b>	<b>7,427</b>	<b>3,406</b>	<b>45.9</b>

## 3 Survey design and procedures

### 3.1 Institutional engagement

Established strategies proven to support robust response rates from students (including emails and an appropriate incentive program) were used in the 2020 SES. These student engagement strategies (see Section 3.2) and contact protocols (see Section 3.3) perform best when supported by institutions actively engaged with the survey program, and by extension, the students.

To build institutional engagement, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing and responsiveness. A comprehensive range of activities were designed to actively engage institutions with the SES. The Social Research Centre's institutional engagement strategy for the 2020 SES is described in this section and included:

- planning resources such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*,
- communications inviting institution participation in the SES,
- webinars and newsletters,
- regular communications with institutions' nominated survey contacts throughout fieldwork, and
- ad hoc assistance from the QILT research and administrative teams for institution contacts as required.

#### 3.1.1 Collection and Sample Guide

A *Collection and Sample Guide* was made available to institutions via the QILT provider portal prior to the 2020 SES. A notification email was sent to all institutions advising of the release. The *Collection and Sample Guide* provided a stand-alone source of information to introduce the SES, provide timelines, outline the sample process, describe participation in the study, provide resources to assist in student engagement, outline response maximisation procedures and contact protocols, and document general conduct of the SES. The 2020 SES *Collection and Sample Guide* (August round) is provided at Appendix 1. A separate version was distributed to institutions participating in the September round.

#### 3.1.2 Invitation to participate

As noted in Section 2.2, prior to the 2020 SES the Social Research Centre sent an email to all key contacts at each institution. The email asked recipients to confirm their institution's participation in the respective collection via a Participation and Additional Services Form ('PASF'). Institutions were also asked to nominate additional fee-for-service activities. The 2020 SES included the following fee-for-service activities:

- Additional populations (refer to Section 2.3.1);
- Institution-specific items in the SES questionnaire (refer to Section 4.5.1);
- Additional SMS (refer to Section 3.3.2); and
- Post field reminder calls (refer to Section 3.3.3) or full Computer Assisted Telephone Interviewing (CATI) surveys.

### 3.1.3 Webinars and newsletters

As part of the institutional engagement strategy, a series of webinars and newsletters was provided to institutions before and throughout fieldwork.

Newsletters were sent monthly covering information related to key QILT survey milestones, acting as a regular point of contact with institution contacts who subscribed.

A series of webinars was presented for institutions on a near monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process and to share technical and methodological insights. To ensure continued engagement with the webinar series, institutions were consulted to inform topics of interest for future sessions. Webinars relating directly to the 2020 SES covered topics such as sample preparation, response maximisation, student engagement and fieldwork progress.

### 3.1.4 On-going dialogue with institutions

Throughout the SES, the QILT research team maintained an open dialogue with survey managers to better understand institutions' experiences of fieldwork. In 2020, in addition to newsletters and webinars, two other engagement activities were used to connect with institutions, including:

- **Program of institutional outreach**

Members of the QILT research team spoke to participating institutions during fieldwork via telephone to hear their experiences of supporting the SES and identify opportunities for improvement. The discussions were also an opportunity to identify other factors that may have impacted the response rate, including survey fatigue, staff reductions at institutions, students switching to online study, and changes to institutions' academic calendars.

Discussions typically ran for five to ten minutes and were conducted as follows:

- Contact was attempted with all participating universities and selected NUHEIs in both rounds. The NUHEIs were selected on the basis of size and response rate performance, such that a large and underperforming NUHEI was prioritised for contact above a small and high performing NUHEI.
- The objective was to discuss with institutions how their response rate was progressing, what type of engagement activities they had conducted or planned, and suggestions for how to improve their response rate, where appropriate. Institutions were also asked about the impact of COVID-19 on promoting and encouraging participation in the survey, particularly in the context of students not being on campus and staff losses.

It should be noted that the prevailing work-from-home environment during the time of the two rounds made it difficult to contact some survey managers for whom we only had landline, office numbers. To remedy this, the QILT research team followed up phone contact with an email.

- **Respondent Engagement Survey (RES)**

This survey was designed to collect information about the student engagement activities undertaken by institutions for the 2020 SES. The RES collected data to inform analysis of response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using QILT student engagement resources which had been refreshed with a new look and feel for the 2020 collection cycle.

The RES consisted of a short online survey, conducted with participating institutions following fieldwork of each round. A total of 90 institutions completed the RES across the two rounds.

Key findings from the RES were communicated to institutions via a webinar, and institutions were notified via newsletter when results of the RES were published on the QILT provider portal.

In addition to these activities, the QILT research team maintained regular communication and contact with institutions to sustain high levels of engagement and momentum.

## 3.2 Student engagement

In addition to the *Collection and Sample Guide*, a *Marketing Pack* was provided to institutions to help increase student engagement and support the institutional administration of the SES. For the 2020 SES, the *Marketing Pack* was refreshed with a new, cohesive and modern look and feel to the materials. Images used in the *Marketing Pack* matched images used as headers in the survey email invitation and reminders documented in Appendix 6. As part of the refresh, social media tiles in two different dimensions were introduced to allow for easier use with Facebook and Instagram.

A *SES Marketing Pack User Guide* was included with the *Marketing Pack* to provide information for, and examples of, the intended use of the marketing materials. The *Collection and Sample Guide* for both rounds of the 2020 SES included further marketing information and an Engagement Activity Plan. The Engagement Activity Plan proposed a marketing campaign schedule that was aligned to the relevant SES fieldwork period and paired engagement activities with the appropriate *Marketing Pack* resource.

The *Marketing Pack* was published on the QILT provider portal prior to the commencement of each SES round and included materials that could be used before the survey commenced, during fieldwork and in the final week of fieldwork. The specific materials are summarised below:

- *SES Marketing Pack User Guide*,
- email templates,
- hard copy letter template,
- cobranded A3 posters,
- web tiles,
- SES branded and cobranded slides for use in lectures or with digital displays,
- pull up banners,
- social media tiles and suggested social media post content, and
- SES and QILT brand logos.

All marketing materials referred students to either the QILT website, the Social Research Centre website, the SES helpdesk email address or SES helpdesk 1800 number for the purpose of contacting the Social Research Centre with any queries.

## 3.3 Contact protocol

The 2020 SES employed an extensive protocol of contact attempts, including an email invitation and nine email reminders, as well as telephone reminder calls and three SMS reminders. In each mode of contact there was provision to opt out or unsubscribe from future contact. Table 7 shows the date of contact activity, as well the number of emails and SMS sent. Note that in previous collections

telephone reminder activity was split by in field reminder calls as part of the standard QILT survey methodology and post field activity (reminder calls and full CATI) conducted on a fee-for-service basis. In 2020, reminder calls were only conducted during post field due to limited capacity in the Social Research Centre's call centre due to government-mandated restrictions related to COVID-19. SMS reminders included two SMS as part of the standard QILT survey methodology and one SMS conducted on a fee-for-service basis. Further information about email, telephone and SMS contacts is provided in Appendix 6.

**Table 7 Invitation and reminder schedule**

Round of activity	August 2020		September 2020	
	Day of send	Number sent	Day of send	Number sent
Email invitation (NUHEI)	Tue, 28 Jul	511,421	Tue, 8 Sep	181,372
Email invitation (University)	Thu, 30 Jul			
Email reminder 1	Sat, 1 Aug / Sun, 2 Aug	467,524	Sat, 12 Sep	168,345
Email reminder 2	Mon, 3 Aug	N/A <sup>††</sup>	Mon, 14 Sep	168,345
Prize draw 1 close	Mon, 3 Aug	N/A	Mon, 14 Sep	N/A
Email reminder 3	Thu, 6 Aug	416,865	Thu, 17 Sep	145,177
Email reminder 4	Mon, 10 Aug	394,182	Mon, 21 Sep	140,277
SMS 1	Mon, 10 Aug	352,125	Mon, 21 Sep	121,694
Prize draw 2 close	Mon, 10 Aug	N/A	Mon, 21 Sep	N/A
Email reminder 5	Fri, 14 Aug	339,825	Fri, 25 Sep	126,266
Email reminder 6	Mon, 17 Aug	328,529	Mon, 28 Sep	123,125
SMS 2	Mon, 17 Aug	266,722	Mon, 28 Sep	105,980
Prize draw 3 close	Mon, 17 Aug	N/A	Mon, 28 Sep	N/A
Email reminder 7	Fri, 21 Aug	303,118	Fri, 2 Oct	115,008
Email reminder 8	Mon, 24 Aug	294,736	Mon, 5 Oct	112,530
SMS 3	Mon, 24 Aug	20,022	Mon, 5 Oct	35,454
Email reminder 9	Fri, 28 Aug	285,627	Thu, 8 Oct	108,575
Prize draw 4 close	Mon, 24 Aug	N/A	Mon, 5 Oct	N/A
Online fieldwork close*	Sun, 30 Aug	N/A	Sun, 11 Oct	N/A
Post-field reminder calls commence <sup>†</sup>	Mon, 31 Aug	N/A	Mon, 12 Oct	N/A
Fieldwork close <sup>†</sup>	Sun, 6 Sep	N/A	Sat, 17 Oct	N/A

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

<sup>†</sup> For institutions which commissioned post field telephone activities.

<sup>††</sup> Email reminder 2 in the August round was not sent due to the delayed send of email reminder 1 which was split across the Saturday and Sunday due to deliverability issues.

### 3.3.1 Email invitation and reminders

At the beginning of each round within the 2020 SES collection cycle, the Social Research Centre sent an invitation to participate in the survey to all in-scope sample members. The invitation email advised of their selection in the SES, summarised the survey objectives, outlined privacy provisions and communicated the value of participation. The invitation and reminders included a unique link that took the students directly into their survey. All emails referred to the QILT and SES webpages for further information and contact details. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence. Figure 1 and Figure 2 illustrate the appearance of the invitation for students on a large (e.g. desktop computer) and small screen device (e.g. mobile phone).

**Figure 1** Example SES invitation email - Large screen device



Dear Blair,

We would like to invite you to the 2020 Student Experience Survey, where you can let future students across Australia know about your experiences of the Bachelor of Testing at The Social Research Centre.

We acknowledge that your studies have been disrupted by COVID-19. While we understand things may not have gone to plan this year, your views are more important than ever. By completing the survey, you will be providing critically important information to the Australian Government about your experiences as a student.

Please spend 15 minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

[Start survey now](#)

**Complete the survey by Monday 14 September to have four chances to win \$1,000.**

The Student Experience Survey collects information about students' higher education experiences. Based on feedback from students like you, universities have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
<https://insights.srcentre.com.au/mr/Web/mr/Web.dtl?LProject=TSRC2511>



Conducted by:



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**Figure 2** Example SES invitation email - Small screen device



Dear Blair,

We would like to invite you to the 2020 Student Experience Survey, where you can let future students across Australia know about your experiences of the Bachelor of Testing at The Social Research Centre.

We acknowledge that your studies have been disrupted by COVID-19. While we understand things may not have gone to plan this year, your views are more important than ever. By completing the survey, you will be providing critically important information to the Australian Government about your experiences as a student.

Please spend 15 minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

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Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<https://insights.srcentre.com.au/mriWeb/mriWeb.dll?Project=TSRC2511>



[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#) | [Official Site](#)

This email was sent by The Social Research Centre, 9/277 William St, Melbourne,

VIC 3000, Australia to [blair.johnston@gmail.com](mailto:blair.johnston@gmail.com)

[Opt out](#)

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

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation. The following email send and bounce outcome protocol was used for 2020 SES:

1. Invitation email sent to both the *Email 1* and *Email 2* fields:
  - a. If both addresses failed (i.e. hard bounce) and *Email 3* was available, then *Email 3* was used.
  - b. If *Email 3* failed and *Email 4* was available, then *Email 4* was used.

As a result, and provided that at least one of the email addresses available was valid, all sample members received at least one email invitation within the first 24 hours (approximately) of fieldwork commencing

2. From reminder six onwards, students for whom *Email 1* or *Email 2* did not fail, emails were sent to the next available addresses (that is, *Email 3* and *Email 4*).

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

To enhance the respondent experience, all emails and SMS included a direct survey link which enabled respondents to enter their unique survey automatically. Further, in line with the Australian Communications and Media Authority (ACMA) Spam Act, each email and SMS contained an ‘unsubscribe’ facility if students no longer wanted to receive contact for the 2020 SES. Students could also ‘opt-out’ by contacting the SES helpdesk.

All emails featured a customised text using a friendly tone and were as short as possible. The objective of the email plan was to appeal to a wide and diverse audience. While all emails mentioned the survey length, confidentiality provisions, and where relevant the prize draw, the content differed throughout the reminder program. Each reminder communicated a unique message as summarised in Table 8.

**Table 8** 2020 SES email plan message theme

Round of activity	Message theme
Invitation	Altruistic, Importance, Empathy
Reminder 1	Altruistic, Reciprocity, Importance
Reminder 2	Reward, Reciprocity
Reminder 3	Altruistic, Importance, Uniqueness
Reminder 4	Reward, Importance, Altruistic
Reminder 5	Importance
Reminder 6	Importance, Urgency, Inclusion
Reminder 7	Urgency, Importance, Reward, Altruistic
Reminder 8	Urgency, Reward
Reminder 9	Urgency, Empathy, Importance, Altruistic

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

As could be expected, open rates and 'clicked on link' rates generally trended downwards with each successive reminder. The exception to this trend was Reminder 4, which coincided with the first SMS. Reminder 4 recorded a higher email open rate than Reminder 1 in the August round. Reminder 4 emphasised the upcoming prize draw in both the subject line and message body, and was sent on the same day as the first SMS, which may have contributed to the high open rate. In the September round, Reminder 4 (which used the same content as the August Reminder 4) performed slightly better than the preceding reminder but did not mirror the open rate pattern of the August round.

Reminder 8 performance was relatively weak in comparison to other prize draw reminders across both rounds, with lower open rates and click through as a percentage of open rates indicating that the survey subject, timing or deliverability should be considered a priority for investigation and improvement in future collections.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2020 SES collection cycle was quite low, indicating that at the national level, the quality of contact details provided was good. Opt-outs were less than two per cent at each send, suggesting the nature of the survey and the timing of sends were not a concern for students.

**Table 9 Email send outcomes by round of activity (August round)**

Total	Invite	R1	R2*	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	511,421	467,524	0	416,865	394,182	339,825	328,529	303,118	294,736	285,627
Opened (%)	56.9	45.6	N/A	46.0	47.2	42.5	39.8	36.8	36.6	27.7
<i>Clicked on link (%)</i>	14.7	12.8	N/A	6.7	10.9	5.9	4.5	3.3	3.0	2.8
<i>Opt-out from link (%)</i>	0.2	0.3	N/A	0.5	0.5	0.6	0.6	0.5	0.4	0.3
<i>Opened email (%)</i>	42.0	32.4	N/A	38.8	35.8	36.0	34.7	33.0	33.2	24.5
Unopened (%)	42.4	54.2	N/A	53.8	52.6	57.3	60.0	62.9	63.1	72.1
Soft bounce (%) <sup>1</sup>	0.1	0.2	N/A	0.2	0.2	0.2	0.2	0.3	0.3	0.3
Hard bounce (%) <sup>2</sup>	0.5	0.0	N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<i>Clicked on link as % opened</i>	25.9	28.2	N/A	14.5	23.1	13.8	11.3	9.1	8.2	10.2

\* R2 was not sent as scheduled due to delays with the delivery of R1 and to reduce the burden on sample members receiving reminders on consecutive days.

**Table 10 Email send outcomes by round of activity (September round)**

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	181,372	168,345	155,995	145,177	140,277	126,266	123,125	115,008	112,530	108,575
Opened (%)	48.5	45.1	42.3	37.5	38.2	35.5	34.1	27.8	30.4	22.8
<i>Clicked on link (%)</i>	10.0	10.0	8.1	4.3	7.6	3.6	3.5	2.9	2.5	2.8
<i>Opt-out from link (%)</i>	0.3	0.3	0.4	0.5	0.5	0.4	0.5	0.3	0.4	0.2
<i>Opened email (%)</i>	38.0	35.0	34.0	33.0	30.0	31.0	30.0	25.0	28.0	20.0
Unopened (%)	50.7	54.6	57.4	62.3	61.5	64.3	65.6	71.9	69.3	76.9
Soft bounce (%) <sup>1</sup>	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3
Hard bounce (%) <sup>2</sup>	0.7	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<i>Clicked on link as % opened</i>	20.7	22.3	19.0	11.5	20.0	10.2	10.2	10.3	8.1	12.4

<sup>1</sup> 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.

<sup>2</sup> 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.

Analysis was undertaken to compare sample characteristics of students who did not open any emails to help further understand the impact of email as a response maximisation activity (refer to Table 11).

Overall, 16.5 per cent of the total students approached did not open any emails. Students with the following characteristics were less likely to have opened their emails:

- Undergraduate,
- Under 25,
- Males,
- English as a home language,
- Domestic, and
- Disability

These findings will be used to inform message intent and tailoring of the contact strategy for future iterations. This will help ensure communications used during fieldwork are engaging for a diverse range of students to help maintain the representativeness of the achieved sample.

**Table 11 Characteristics of students who did not open emails against the total sample**

Variable	Total sample approached	Unopened email sample	
	n	n	%
<b>Total</b>	<b>693,471</b>	<b>114,292</b>	<b>16.5</b>
<b>Level of studies</b>			
Undergraduate	461,852	80,939	17.5
Postgraduate coursework	231,619	33,353	14.4
<b>Stage of studies</b>			
Commencing	351,330	57,614	16.4
Later year <sup>1</sup>	340,198	56,350	16.6
<b>Gender</b>			
Male	300,890	54,655	18.2
Female	385,285	58,452	15.2
<b>Age</b>			
Under 25	444,676	76,595	17.2
25 to 29	108,963	16,856	15.5
30 to 39	76,021	11,608	15.3
40 and over	49,937	7,524	15.1
<b>Indigenous</b>			
Indigenous	8,023	1,619	20.2
Non-Indigenous	685,448	112,673	16.4
<b>Home language</b>			
English	528,157	94,694	17.9
Other	165,314	19,598	11.9
<b>Disability</b>			
No disability	657,929	107,853	16.4
Disability	35,542	6,439	18.1
<b>Study mode</b>			

Internal	478,177	74,845	15.7
External / multi-modal	208,666	38,371	18.4
<b>Residence status</b>			
Domestic	475,071	90,457	19.0
Overseas	217,403	23,675	10.9
<b>First in family status<sup>2</sup></b>			
First in family	114,580	19,081	16.7
Not first in family	155,979	25,598	16.4
<b>Socio-economic status<sup>3</sup></b>			
High	157,439	30,427	19.3
Medium	234,762	44,000	18.7
Low	75,621	14,482	19.2

<sup>1</sup> Later year includes middle year students where for NUHEIs a census was conducted.

<sup>2</sup>First in family status includes commencing students only.

<sup>3</sup>Socio-economic status includes domestic students only.

### 3.3.2 SMS reminders

SMS reminders were used during fieldwork to compliment the email contact strategy. If an institution provided mobile numbers in their sample return, it was considered consent to contact students via SMS. Two SMS each were sent during the August and September rounds as part of the standard QILT survey methodology. Both SMS were sent to all in-scope sample members with a mobile number who had yet to complete the survey. Those who had already completed the survey or unsubscribed from email activity were washed out of the SMS sends.

The content of the SMS was aimed at driving students to email reminders and included a direct link to access the online survey, bypassing the need to provide login information. In compliance with the Australian Privacy Principles and the ACMA Spam Act, all SMS messages identified the Social Research Centre as the sender, noted the study the SMS was referring to and had the functionality for recipients to unsubscribe. A copy of the first SMS message from the August round is provided in Figure 3 below. Sample members who replied 'STOP' to the SMS were opted-out of future communications. SMS content for all rounds is provided in Appendix 6.

**Figure 3 Example SMS content**

Hi Blair, 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 \$1000. Check your email for an invite to join the largest national study of education <https://insights.srcentre.com.au/mrlWeb/mrlWeb.dll?l.Project=TSRC2511> For more info call [1800055818](tel:1800055818)  
Reply 'STOP' to opt out

## Additional SMS

In 2020, institutions were offered the opportunity to opt-in to an additional third SMS ('SMS 3') on a fee-for-service basis. The SMS was sent on the day of the final prize draw for each round, and featured an abbreviated version of the institution's name (refer to Figure 4 Additional SMS for an example of the message). Institutions could choose to send the message to either all survey non-responders with a valid mobile number, or a specific sub-group of their sample that they wished to target within a set budget. In total, 16 institutions across the two rounds opted in to SMS 3.

**Figure 4 Additional SMS content**

Hi Lauren, a reminder from the Social Research Centre to complete the SES by tonight for a final chance to win \$1,000! Share your experiences as a student at TAFE QLD <https://insights.srcentre.com.au/mrIWeb/mrIWeb.dll?Project=TSRC2505> For more info call [1800055818](tel:1800055818) Reply STOP to optout

Table 12 provides a summary of the number of SMS sent and the SMS outcomes. The results show a similar pattern of open rates in both the August and September rounds, however the SMS 1 and SMS 2 open rates were marginally lower in September.

Open rates were higher for SMS 3 in both rounds. This may be due to the fact SMS 3 was sent on the same day as the final email reminder, which highlighted that it was the last chance to complete the survey. For timing of the SMS sends refer to Table 7.

**Table 12 SMS based follow up activity outcomes**

Contact activity	August 2020		September 2020	
	n	%	n	%
<b>SMS1</b>				
Sent	352,125	100.0	121,694	100.0
Opened	320,314	91.0	106,831	87.8
Unopened	22,542	6.4	12,238	10.1
Unsubscribed	9,269	2.6	2,625	2.2
<b>SMS2</b>				
Sent	266,722	100.0	105,980	100.0
Opened	245,705	92.1	90,976	85.8
Unopened	12,711	4.8	11,909	11.2
Unsubscribed	8,306	3.1	3,095	2.9
<b>SMS3</b>				
Sent	20,022	100.0	35,454	100.0
Opened	19,247	96.1	34,240	96.6
Unopened	69	0.3	295	0.8
Unsubscribed	706	3.5	919	2.6

### 3.3.3 Post field reminder calls

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

Post field reminders were conducted following the close of the main online fieldwork, with the online survey remaining open for a two week period to allow for students of participating post field institutions to respond following telephone 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 field 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, and
- not opted-out of the 2020 SES (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the SES helpdesk).

The purpose of post field reminder call activity was to confirm or update the best contact email address for students and ask students complete the survey online. Table 13 provides a summary of post field reminder call outcomes.

In 2020, seven institutions opted for post field reminder calls – four institutions in the August collection and three in the September collection. Post field reminder calls for the August collection were conducted from 31 August to 6 September, whilst calls for the September collection were conducted from 12 October to 17 October.

Post field reminder call activity was undertaken for 2.75 per cent of the total sample approached for the 2020 SES. Contact rates were higher among postgraduate coursework sample members compared to undergraduate. Email addresses were confirmed or updated at a rate of 34.6 per cent for undergraduates and 39.2 per cent for postgraduates.

**Table 13 Post field reminder calls outcome summary**

	UG		PGCW		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>12,453</b>	<b>100.0</b>	<b>6,626</b>	<b>100.0</b>	<b>19,079</b>	<b>100.0</b>
Unusable sample	131	1.1	67	1.0	198	1.0
No contact	7,744	62.2	3,780	57.0	11,524	60.4
<b>Total contact</b>	<b>4,578</b>	<b>36.8</b>	<b>2,779</b>	<b>41.9</b>	<b>7,357</b>	<b>38.6</b>
Collected student's email	4,309	34.6	2,595	39.2	6,904	36.2
Other contact type	269	2.2	184	2.8	453	2.4

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

### 3.3.4 Interviewer briefing

All interviewers selected to work on 2020 SES post field reminder calls attended a briefing session delivered by the QILT project management team. The briefing covered:

- survey context and background,
- call procedures,
- privacy and confidentiality issues,

- engagement techniques, and
- comprehensive practice surveying, role play and group discussion of example call recordings.

The briefing slides are provided at Appendix 7.

### 3.3.5 Quality control

In field quality monitoring techniques applied to the post field reminder component included:

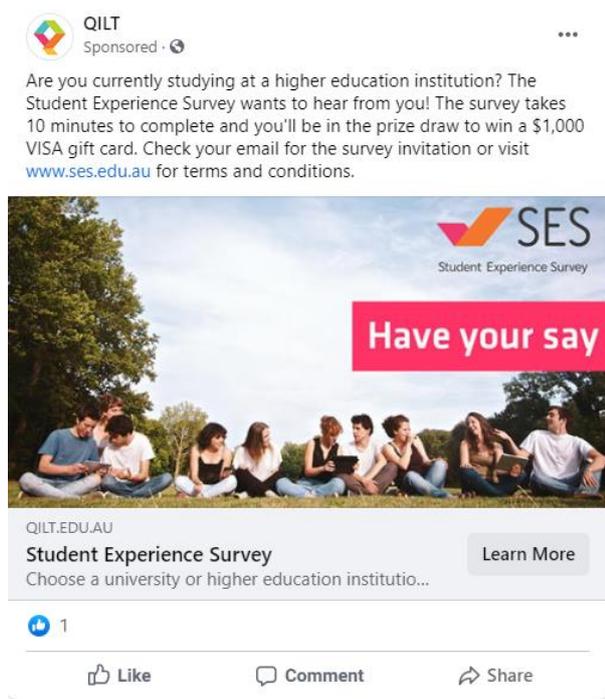
- Listening-in validations conducted in accordance with established ISO 20252 procedures.
- Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of an 'interviewer handout' document addressing any sample member engagement or data quality issues.
- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Maintenance of a question and answer log on the Social Research Centre's intranet to assist interviewers with responses to frequently asked questions.

Quality assurance and applicable standards are discussed further at Section 3.5.3.

### 3.3.6 Social media

A social media advertising campaign was conducted to support the broader SES response maximisation strategy. A content calendar was created to plan and schedule posts in advance. The campaign included a mix of paid Facebook and Instagram advertisements, as well as organic (i.e., unpaid) posts on the QILT Facebook (<https://www.facebook.com/QILT1>) and Instagram pages (@qilt\_src). Organic posts matched the themes of the email reminder plan, highlighting prize draw dates and survey open and close dates. A range of relevant hashtags were included in each post to strengthen the QILT brand across the platform. The purchased ads were also designed to coincide with key fieldwork dates (see Figure 5 for an example ad). The audience for the ads (18-65 years, English speakers with higher education experience) was selected based on prior research undertaken by the Social Research Centre, to ensure the ads were as effective as possible.

**Figure 5 Example social media advertisement**



Facebook campaign outcomes for the 2020 SES are shown in Table 14. This table presents data for 'impressions', that is, the number of times the ad was on screen, 'reach', that is, the number of people who saw the ad at least once and 'link clicks', that is, the number of people who clicked on the link<sup>3</sup>. Males were more likely to see the ad and click on the link compared to females.

**Table 14 Facebook campaign outcomes by gender**

Audience	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Female	649,788	21.3	112,704	33.6	118	22.4
Male	2,341,076	76.7	218,529	65.2	394	74.9
Unknown	63,335	2.1	4032	1.2	14	2.7
Total	3,054,199	100.0	335,265	100.0	526	100.0

## 3.4 Data collection

### 3.4.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, via the SES landing page on the QILT website, via a redirect from the SES home page, by clicking the link in the SMS, or a redirect from social media ads. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the survey. Accessing the landing page – which could occur if, for example, institutions included a link to it in their pre-survey awareness raising communications or in a generic post on their Learning Management System (LMS) - would take students to a login page to enter their name, date of birth and student ID – a unique survey link would then be sent to their nominated email address.

Online survey presentation was informed by accessibility guidelines and other relevant resources, with standard features including:

<sup>3</sup> <https://www.facebook.com/business/help/447834205249495>

- optimisation for small screen devices (see Appendix 10),
- consistent presentation and placement of “Next” and “Previous” buttons,
- input controls and internal logic/validation checks,
- tailoring error messages as appropriate,
- splitting long statement batteries over several screens to reduce the number of items that require vertical scrolling on a desktop,
- sizing the panels for free text responses commensurate with the level of detail required in the response,
- automatically ‘saving’ with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question viewed.

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the SES logo and colour scheme. This ensured consistency with communications such as images included in the email invitation and reminders, advertisements placed on Facebook and the QILT website. Refer to Figure 6 and Figure 7 for examples of the online survey look and feel on desktop and small screen device. A copy of the questionnaire is included at Appendix 8 with screenshots of the online survey included in Appendix 9.

**Figure 6** Presentation of the SES online survey in desktop view




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Save

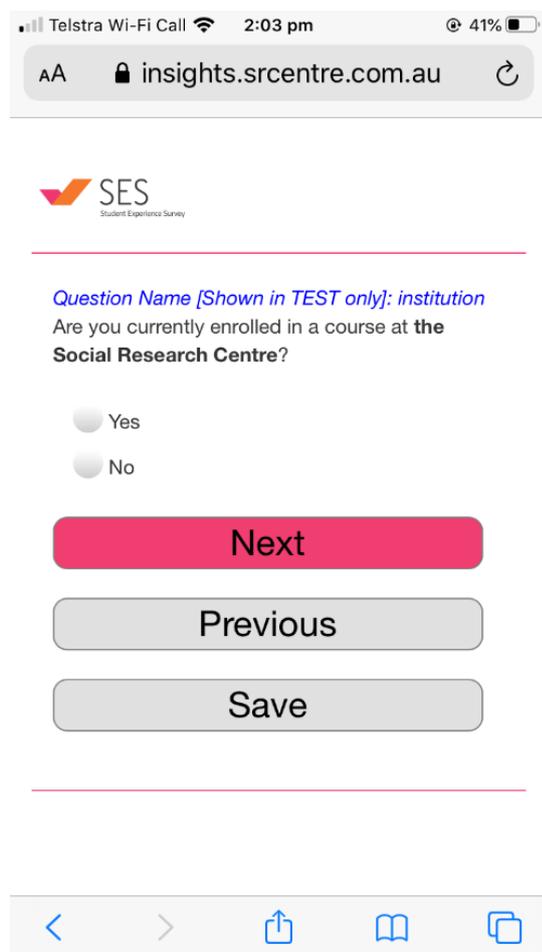
*Question Name [Shown in TEST only]: institution*  
 Are you currently enrolled in a course at **the Social Research Centre**?

Yes  
 No

Previous
Next

---

**Figure 7** Presentation of the SES online survey on a small screen device



### 3.4.2 Survey testing

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

Institutions with additional items (refer to Section 4.5) were sent a range of test links to enable their review of these additional questionnaire items. Institutions were asked to conduct final testing on the items and provide sign off prior to field launch.

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

### 3.4.3 Quality assurance and applicable standards

All aspects of the SES were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, 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 Association of Market and Social Research Organisations (AMSRO). All sensitive or personally identifiable information such as sample and data were transferred using the QILT secure file exchange.

### 3.4.4 Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions outlining the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (University or NUHEI) average, and the previous year's results. The department was provided with weekly updates covering survey launches, in field milestones and the response rate of institutions overall. For the purpose of the fieldwork updates, week one was calculated as survey launch to midnight the following Sunday. Each week after was calculated as Monday to Sunday inclusive.

### 3.4.5 Live online reporting module

In addition to weekly updates, the department was provided with 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 counts of completes, out-of-scopes and opt-outs for each institution.

Institutions were also able to monitor their progress through a subset of the same online reporting module made available to the department. Each institution was provided with their own login which allowed institutions to track their own responses and instantly view a summary of their progress information including number of:

- completed surveys,
- partially completed surveys (i.e. 'in progress' or stopped midway), and
- out-of-scope students.

The online reporting module also allowed survey managers at institutions to track responses across the following variables:

- study area,
- gender,
- domestic / international student flag,
- level of qualification,
- faculty name,
- campus name,
- survey entry / exit type, and
- additional populations if applicable.

Raw unit level sample status data could also be downloaded from the reporting module. The reporting module enabled monitoring of response rates and the early identification of poor-performing study areas.

## 3.5 Student support

The Social Research Centre established a SES 1800 helpdesk to provide students with an avenue to establish contact with the SES team. This number was also available to offshore students (with an international dialling code) and was operational for the duration of the overall fieldwork period. The helpdesk was staffed between 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

In addition to the 1800 helpdesk, a SES inbox and QILT inbox were also available for students to email with any queries throughout the fieldwork period. The SES inbox was managed by the SES helpdesk team and staffed for the same hours as the 1800 helpdesk. The QILT inbox was managed by the QILT research team and staffed between 9am and 5pm on weekdays.

The SES helpdesk team was briefed on the SES background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up sample member information and survey links, as well as providing a method for logging helpdesk activities and outcomes.

A summary of student enquires to the SES helpdesk is provided at **Error! Reference source not found.** The helpdesk responded to 151 phone calls with the majority of these being a specific survey query (n=97). Other common outcomes included general queries (n=21) and calling to opt-out of the research (n=17). The helpdesk fielded 2,009 email queries with the majority being a specific survey query (n=1,276) or students advising they were out-of-scope (n=264). The remainder of emails to the helpdesk were for matters such as general enquiries (n=201) and requests to opt-out (n=191).

All refusals and out-of-scopes received via the helpdesk or inboxes were removed from the reminder email sample on a regular basis to avoid future reminders being sent to these sample members. Sample contact details revised via the helpdesk or inboxes were also updated before each reminder email for those requesting an update to their details.

**Table 15 Student enquiries to the SES helpdesk overall**

Type of enquiry	1800 Number	SES Inbox	Total
<b>Total</b>	151	2,009	2,160
Survey query	97	1,276	1,373
Opt-out	17	191	208
General query	21	201	222
Out-of-scope	4	264	268
Change of contact details	7	37	44
Follow-up call	0	9	9
Deletion or removal request	1	10	11
Other query	4	21	25

### 3.6 Prize draw

All completing 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.

There were four prize draws for the August round, with three \$1,000, four \$500 and six \$250 prepaid Visa gift cards to be won each week (i.e. a total of \$6,500 per week). The September round used a lower prize draw value due to the smaller sample size. There was one \$1,000 and two \$250 prepaid VISA gift cards to be won each week, equalling a total weekly prize pool of \$1,500. The total national prize pool was valued at \$32,000. Table 16 provides the schedule of prize draws across the fieldwork period.

**Table 16 Prize draw schedule**

Activity	August 2020	September 2020
Prize draw period opens/Fieldwork starts	28-Jul	08-Sep
Prize draw 1 close	3-Aug	14-Sep
Prize draw conducted	5-Aug	16-Sep
Prize draw 2 close	10-Aug	21-Sep
Prize draw conducted	12-Aug	23-Sep
Prize draw 3 close	17-Aug	28-Sep
Prize draw conducted	19-Aug	30-Sep
Prize draw 4 close	24-Aug	5-Oct
Prize draw conducted	26-Aug	7-Oct

In compliance with State and Territory gaming and lottery legislation prize draw winners were notified by phone, in writing and published and on the QILT Facebook and Instagram accounts. Winners were published on the QILT Facebook and Instagram accounts on the same day as the prize draw was conducted. Prepaid VISA e-gift cards were sent to the winners' confirmed email addresses. All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners was carried out by the Social Research Centre.

## 4 Questionnaire

### 4.1 Development

The 2020 SES questionnaire was based on the 2019 Student Experience Questionnaire (SEQ). Standard operational updates were made to align the questionnaire with current reference periods and the department name change, as well as minor contextual wording enhancements. A small number of new codes were added to existing core questionnaire items to capture data related to COVID-19 (refer to Section 4.3 for more information).

The most significant change to the core questionnaire in 2020 was the addition of a set of international student items. Refer to Section 4.4 for more information about the module.

In addition to the core questionnaire changes, institutions were able to add, modify or remove their specific items for each round. Given the circumstances in 2020, a set of COVID-19 items was also developed by the sector in consultation with the Social Research Centre to better understand the impact the COVID-19 pandemic has had on the student experience. Refer to Section 4.5 more information about these items.

### 4.2 Overview

Table 17 outlines the thematic areas of the main modules in the questionnaire. A copy of the generic survey instrument (i.e. excluding any institution-specific items) is included at Appendix 8 with screen shots of the online survey at Appendix 9.

**Table 17** SES module themes

Module	Themes
Module A	Introduction and screening
Module B	Inclusion and learner engagement
Module C	Teaching and educational development
Module D	Support
Module E	Demographics
Module H	International student items
Module I	COVID-19 module
Module F	Additional items (departmental, institutional, etc.)
Module G	Contact details

### 4.3 Changes from 2019

The main changes to the core questionnaire were as follows:

- Added international student module.
- Added an acknowledgement of the impact of COVID-19 at *CONFIRM* to address the difficulties students have faced in 2020.
- Added new response option ('Online Learning Platform (i.e. Learning Management System, <InstLMSINSTLMS\_TXT>') at *QLINTROA* and *QLINTROAB* to measure students' ratings of this commonly used resource. Note, this was not included in the calculation of the Learning Resources scale.

- Added location items *LOCATINTRO*, *CURCOUNTRY*, *CURSTATE*, *CURPCODE* and *OSCOUNTRY* (as used in GOS and GOS-L) to capture students' location, which was particularly relevant at the time of the survey with most students studying online.
- Added 'Other' verbatim response code to *CHINTRO* to collect more contextual information.

## 4.4 International student module

Given the growing importance of international education, an additional module measuring the international student living experience was added to the SES in 2020. Additional items focused on international students' decision to study at Australian higher education institutions and their living arrangements, such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. The additional module measuring the international student living experience was developed following consultation with the higher education sector. Refer to Appendix 8 for the full list of items in the module.

These items were presented to all in-scope international students, as well as international students in the additional populations if an institution requested. The module is considered part of the core questionnaire. It was placed at the end of the instrument and before any additional items. Data from the module will be used to inform a separate *SES International Student Report*.

## 4.5 Additional items

### 4.5.1 Institution items

Since 2013, institutions have been offered the option of including non-standard, institution-specific items. Some of the content covered by institution-specific items included questions relating to the net promoter score, workplace relevance, campus life, university services, reasons for considering leaving, likelihood of recommending the course or institution to others, reconciliation, and the impact of COVID-19.

These institution-specific items were only presented to students after they had completed the core SEQ, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: "The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution".

In total, 19 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale, Navitas Colleges included a single item and the Independent Higher Education Association (IHEA) added a new item for its member institutions.

### 4.5.2 COVID-19 module

The module included 21 items measuring the number of units students intended to take online in comparison with how many they actually took online, the extent to which students had access to adequate IT equipment, internet, space to study off campus, the extent to which institutions provided information related to online study and collaborative learning, study intentions for the next 12 months, future study mode preferences, students' location during the COVID-19 pandemic, and how students' felt institutions had responded to the COVID-19 pandemic. There were three open-ended questions allowing students to provide textual feedback on their reasons for giving the rating they did in regard to their institution's response to COVID-19 and to describe the elements of the online learning experience they would like to retain in face-to-face studies.

Institutions could choose to participate and in total 64 institutions, including 29 universities and 35 NUHEIs, opted in to the COVID-19 module. Only students of participating institutions were presented the items, after completing the core questionnaire, and prior to the institution-specific 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 2020 SES data set, a record was considered complete and valid if the student had:

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

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

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

### 5.2 Data cleaning and preparation

#### 5.2.1 Respondent (student) level

Demographic variables were first merged from the original population file for inclusion in the final analysis file. Records with newly entered course information were assigned to a final course code, and final course level, field of education, and study area information was derived from the HEIMS master course list based on available course data for each institution. Where new course codes were added to the master course list, accompanying information was sourced from the survey manager for the relevant institution. The coding process is described in further detail in Section 5.3.

The in-scope status of the respondent, that is whether they were enrolled in a degree eligible for the SES, was then re-derived based on revised course level data. This process set out to ensure that respondents who had switched from an eligible undergraduate or postgraduate coursework course to an ineligible course, such as a postgraduate research course, were excluded from the dataset.

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

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

#### 5.2.2 Course level

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

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

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

The variable 'ANALYSIS' was then created to identify the final status of a record.

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

**1. Student.**

A respondent complete - the first course in a double degree or the second course in a double degree where a complete SEQ exists only for the second course.

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

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

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

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

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

No valid SEQ scale scores for this course component.

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

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

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

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

The SES data dictionary lists the new or modified variables for the 2020 SES.

### 5.2.3 HEIMS reconciliation

Of the 133 institutions participating in the 2020 SES, 120 are regular HEIMS submitters (HESA institutions), 41 universities and 79 NUHEIs. All institutions had data submitted to HEIMS post the 30 August deadline.

Once HEIMS submissions were finalised, the department extracted enrolment data for the first half of 2020 from HEIMS and provided this to the Social Research Centre in the same way HEIMS data is provided in a normal year. This data was matched to the enrolment data provided by institutions in their submitted templates using the student ID (E313) and course code (E307), and demographic data were populated where available.

## Record inclusion

In general, coverage in HEIMS was high. 99.0% of in-scope records provided by institutions were found in HEIMS, with 99.6% of university records and 94.1% of NUHEI records.

Only four universities had less than 99% of records included in HEIMS. NUHEIs fared slightly worse – seven institutions had between 80-90% of students in HEIMS, and six institutions had less than 80%. Due to the relatively low impact of NUHEIs' missing demographic data, records not found in HEIMS simply received a standard "No information" code for applicable demographic variables.

In total, 11,605 of the 1,217,520 records provided by HEIMS submitting institutions could not be matched to extracted HEIMS data.

## Course recodes

A significant number of records submitted to HEIMS had slightly different presentation of course codes in E307 to those submitted in their template. 7,703 records had their course code updated to match data provided to HEIMS.

## Updated variables

Several standard demographic variables were not included in the template completed by institutions and were updated directly from HEIMS data where available. These variables are listed in Table 18.

**Table 18** Demographic variables updated from HEIMS

Variable	Description
E315	Gender code
E316	Aboriginal and Torres Strait Islander code
E327	New basis for admission to current course
E329	Mode of attendance code
E346	Country of birth code
E347	Year of arrival in Australia
E348	Language spoken at home code
E386	Disability
E490	Student Status code
E573	Highest educational attainment of parent/guardian 1
E574	Highest educational attainment of parent/guardian 2
E404	Student given name - others
E410	Address of permanent home residence - Part 1
E411	Address of permanent home residence - Part 2
E413	Address of permanent home residence - postcode
E469	Residential address - town/suburb
E409	Postal address - postcode
E488	Commonwealth Higher Education Student Support Number (CHESSN)
E919	State of permanent home location code
E920	State of term/semester location code
E931H	Aggregated EFTSL
E945	Onshore indicator

## Stage of studies

STAGE is calculated based on specific EFTSL variables and is not a straightforward calculation. Generally speaking it takes the current load in the first semester of the survey year (E339), doubled up for the second semester for when students will be completing the SES (Aug-Sept), plus how much of the course the student has completed based on the aggregated EFTSL (E931) and whether or not the student is full-time or part-time (E330), all of which is taken as a proportion of the whole course load (E350). Based on this estimation process, there is always a possibility in SES that some *actual* middle year students will be treated as completing students and vice versa.

Since EFTSL information from HEIMS was not available during sample preparation, universities were asked to provide EFTSL information in their submitted templates in order to differentiate between middle year and completing students for scoping purposes. Once the final HEIMS extract was received, the Social Research Centre undertook a review of the stage of studies calculations against the final HEIMS estimate, to assess whether there were material differences that needed to be reconciled.

Overall, the differences were not significant and updating the stage of studies variable - and the rescoping work that would go with it - was not considered necessary. A few reasons underlined this decision: 1) The final HEIMS extract was based on Submission 2 data from the department, which is quite different to the Submission 1 data traditionally used to source the SES population; 2) stage of studies is only ever an approximation and looked suspect for a number of institutions based on the HEIMS extract; 3) at the institution level, the two estimates of stage had little impact on the SES scale item results (for the most part the differences were inside the reported confidence intervals); and 4) unlike with demographic variables that were backfilled based on the HEIMS extract, stage of studies is an important scoping variable in the SES and there was a reluctance to update and redefine the initial sample population.

Table 19 shows the stage of studies calculated from submitted template data against the stage of studies estimated from the HEIMS extract. The stage of studies, and associated EFTSL variables, were only updated from HEIMS for cases with “Continuing no EFTSL” in the original template data. Since middle year students are treated as in-scope for NUHEIs, NUHEIs were not asked to provide the EFTSL fields in their template and instead assigned a generic STAGE=9 “Continuing no EFTSL” to non-commencing students for the SES fieldwork.

**Table 19** Stage of studies - template vs HEIMS data

Provider type	Stage of studies (template)	Stage of studies (HEIMS)			
		Commencing	Completing	Middle year	Not found in HEIMS
University	Commencing	351,257	1,542	3,708	3,700
	Completing	372	317,558	35,700	1,353
	Middle year	1,138	15,266	406,004	1,753
	Continuing no EFTSL	0	1	0	0
NUHEI	Commencing	28,481	457	261	2,459
	Continuing no EFTSL	293	20,424	23,453	2,340

Table 20 shows the final breakdown of stage by provider type. After backfilling from HEIMS, only 2,340 NUHEI records could not be assigned to middle year or completing due to missing HEIMS data. These records are included as “Later years” alongside completing and middle year students in 2020 SES reporting and analysis.

**Table 20** Final stage of studies by provider type

	Commencing	Completing	Middle year	Continuing no EFTSL
University	360,207	354,984	424,161	0
NUHEI	31,658	20,492	23,678	2,340

### Course variables

Course related variables were updated from the current HEIMS master course list for all courses existing in HEIMS. A small number of records changed double degree status, study area or course level as a result, but the impact of these changes was minimal.

**Table 21** Updates to course data from the HEIMS master course list

	Total	In-scope
<b>Total records</b>	1,222,755	693,471
In the master course list	1,217,851	691,040
<b>Updates from master course list</b>		
Combined course indicator (E455)	277	116
Field of education (E461)	11,695	6,645
Study area 1 (AREA1)	2,545	942
Supplementary field of education (E462)	186	101
Study area 2 (AREA2)	5	4
Course of study type (E310)	72	49
Course level (CRSLEVEL)	12	0

## 5.3 Course coding

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

Where an appropriate course code for the course name or double degree recorded by the respondent could not be found, queries were sent to the survey manager from the relevant institution. Where the survey manager advised that a double degree as entered by a respondent did not exist, they were treated as two unrelated concurrent degrees, as described in Table 22. Of the responses requiring course coding, several broad categories of anomalous response requiring further editing were identified. The categories and resolutions are described in Table 22.

**Table 22** Resolution of coding anomalies

Response	Resolution
The respondent reported they were undertaking a double degree but entered the same single course for both components of the degree.	The respondent is flagged as being enrolled in a single degree. Where responses are recorded for two course components, only responses for the first component are kept.
The respondent entered a course not offered by the institution.	The respondent is flagged as 'Not Currently Attending' ( <i>currenrol=2</i> ) in the sample file, as they cannot be studying the given course at the relevant institution.

The respondent recorded two degrees that are offered as single degrees but not offered as a double degree by the institution.	Each course recorded by the respondent is treated as a separate single degree. Where the respondent indicated they had completed subjects in both degrees the respondent appears twice in the final course level analytic file (as they would for a double degree) but with two single degree records.
The respondent recorded the full title of a double degree in a field reserved for a single course.	Since it is not possible to determine which course component of the double degree the respondent is referring to in these cases, the respondent's response to the SES is considered invalid.
The respondent recorded an invalid course title.	Since it is not possible to determine the course the respondent is enrolled in, the respondent's response to the SES is considered invalid.

Overall, there were 3,127 instances of university respondents correcting their course details (down from 3,211 in 2019). There were 398 instances of NUHEI respondents correcting their course details (down from 451 in 2019).

## 5.4 Coding and processing of open text responses

Spell checking and light cleaning of 'other' specify responses was applied to remove identifiers and expletives. Email address information was also cleaned as part of the coding process. Code frames were developed in conjunction with, and approved by the department, and remained largely unchanged in 2020. Table 23 summarises those items which were coded using an external code frame as a source. Coded responses for open text items were added and the standard missing data convention was applied, as appropriate.

**Table 23** 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 2020 SES cycle:

- institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format,
- department national data file in SAS format,
- data dictionary and data map,
- files in Tableau packaged workbook format at the national (department), institution, Universities Australia (UA) and Independent Higher Education Australia (IHEA) level,
- an institution fieldwork summary and data package summary in MS Word format,
- files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level, and
- *National Report Website Tables* and *National Report Additional Tables*, available from the QILT website.

## 6 Final dispositions, response rates and reportable strata

### 6.1 Final dispositions and response rates

Table 24 shows the final survey dispositions at an overall level for the 2020 SES.

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

The final response rate for the 2020 SES was 44.1 per cent, with results between NUHEIs and universities comparable (44.6 per cent for NUHEIs versus 44.0 per cent for universities).

When reviewing response by course type, postgraduate had a marginally higher response rate (45.4 per cent) relative to undergraduate (43.4 per cent).

The opt-out rate in 2020 was slightly lower than what was observed in 2019 (5.7 per cent in 2020 versus 6.1 per cent in 2019). Opt-out rates over time will continue to be closely monitored.

Final survey dispositions by institution for the 2020 SES and a summary of response rates over time by institution are provided at Appendix 11.

**Table 24** Final survey dispositions

Institution	Sample provided	Unusable sample	Out of scope	Opted-out	Final sample	Surveys completed	Response rate (%)
<b>2020 SES overall</b>							
<b>Total</b>	693,471	188	17,974	39,402	636,095	280,301	44.1%
Universities	616,926	114	15,841	35,256	565,829	248,990	44.0%
NUHEIs	76,545	74	2,133	4,146	70,266	31,311	44.6%
<b>Course type</b>							
Undergraduate	461,852	74	9,365	28,501	423,986	183,998	43.4%
Postgraduate	231,619	114	8,609	10,901	212,109	96,303	45.4%

### 6.2 Achievement of response rate targets

A total of 32 out of 41 universities and 23 out of 92 NUHEIs achieved the response rate target that was established as a result of the process described in Section 2.4.5. 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 which achieved the response rate target was much lower than for universities, which typically have much larger student populations. For some institutions, the overall response rate target was unachievable (for example, the Nan Tien Institute response rate target was 100 per cent).

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

### 6.3 Strata meeting the desired level of precision

Table 25 shows the number and proportion of strata meeting the desired level of precision (+/- 7.5 percentage points at the 90 per cent level of confidence) over time, by the Quality of entire educational

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

For universities, three quarters (75.8 per cent) of the eligible strata in the 2020 SES met the desired level of precision. For NUHEIs, less than half (40.3 per cent) of the eligible strata met the desired level of precision. Response maximisation initiatives will continue to seek to both enhance the overall representativeness of the achieved sample and maximise the proportion of strata meeting the desired level of precision.

**Table 25 Strata meeting desired level of precision for undergraduates in full-time study**

	2017	2018	2019	2020
<b>University</b>				
<b>Total strata (n)</b>	609	611	608	613
Strata below minimum population (n)	4	0	1	1
Strata with no completed surveys (n)	0	0	0	0
Eligible strata for reportability (n)	605	611	607	612
Strata meeting the desired level of precision (n)	442	497	484	464
<b>Strata meeting the desired level of precision (%)</b>	73.1	81.3	79.7	75.8
<b>NUHEI</b>				
<b>Total strata (n)</b>	135	151	204	221
Strata below minimum population (n)	3	4	5	5
Strata with no completed surveys (n)	1	0	0	0
Eligible strata for reportability (n)	131	147	199	216
Strata meeting the desired level of precision (n)	52	69	82	87
<b>Strata meeting the desired level of precision (%)</b>	39.7	46.9	41.2	40.3

# 7 Response analysis

## 7.1 Response by time

Figure 8 and Figure 9 illustrate the daily and cumulative response rate for the August and September rounds respectively. Engagement activities undertaken by the QILT team are overlaid (i.e. email invitation and email and SMS reminders). Note that the response rates shown in Figure 8 and Figure 9 are raw and derived before data processing is undertaken. As a result, the raw response rates are slightly lower than the rates presented in Table 1, which is also a combined overall response rate.

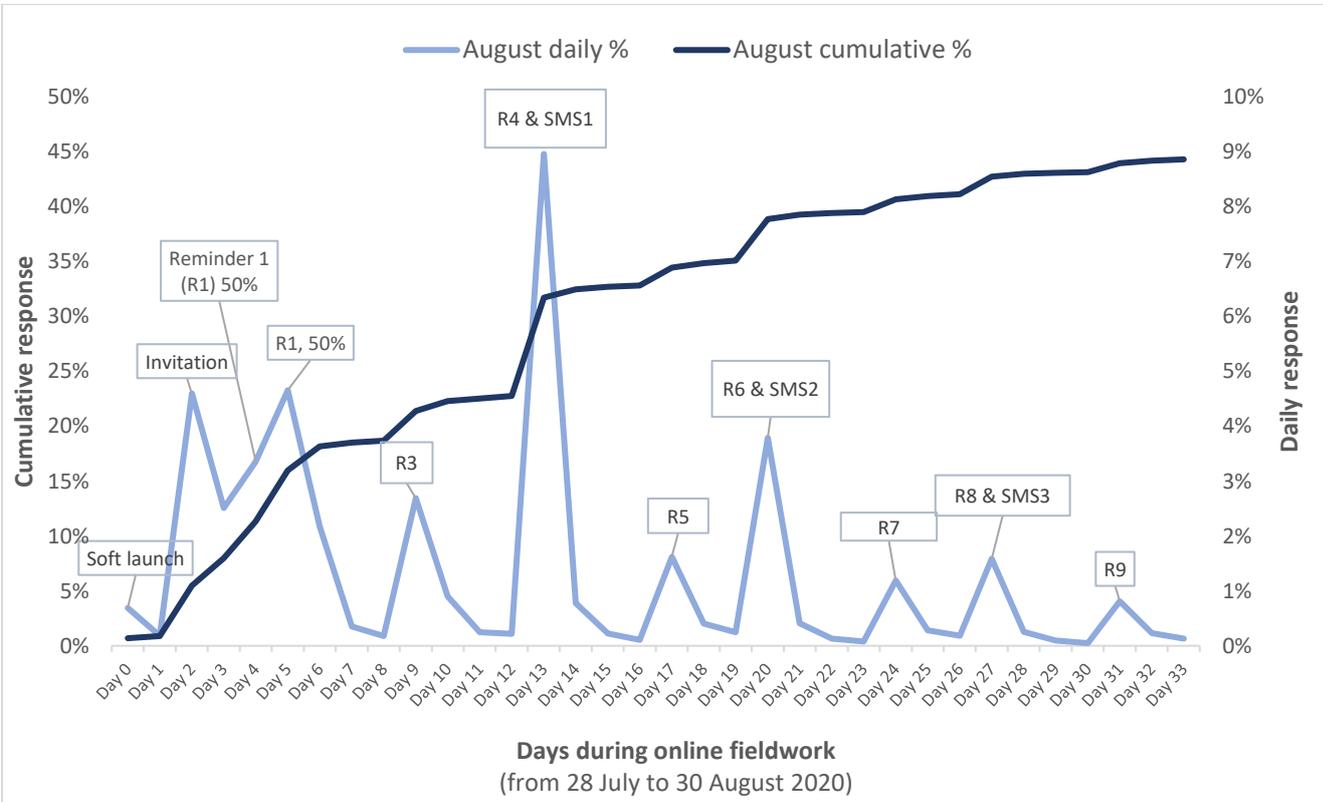
The pattern of response across all emails in the 2020 SES cycle was broadly similar, with the exception of email reminders 1 and 2. Due to delays in the delivery of the invitation in the August round, reminder 1 was sent over two days. As a result, reminder 2 was not sent at all to reduce the burden on sample members receiving reminders on consecutive days.

The weaker performance of the September round emails in general may be related to the change in survey timing for many of the institutions in this round in 2020. As previously mentioned, a large number of institutions moved to the September round in response to changes in their academic calendars caused by COVID-19. In some cases, this resulted in the SES competing with other surveys, or students being in exam periods, as well as less opportunity for the institution to promote survey participation for varying reasons.

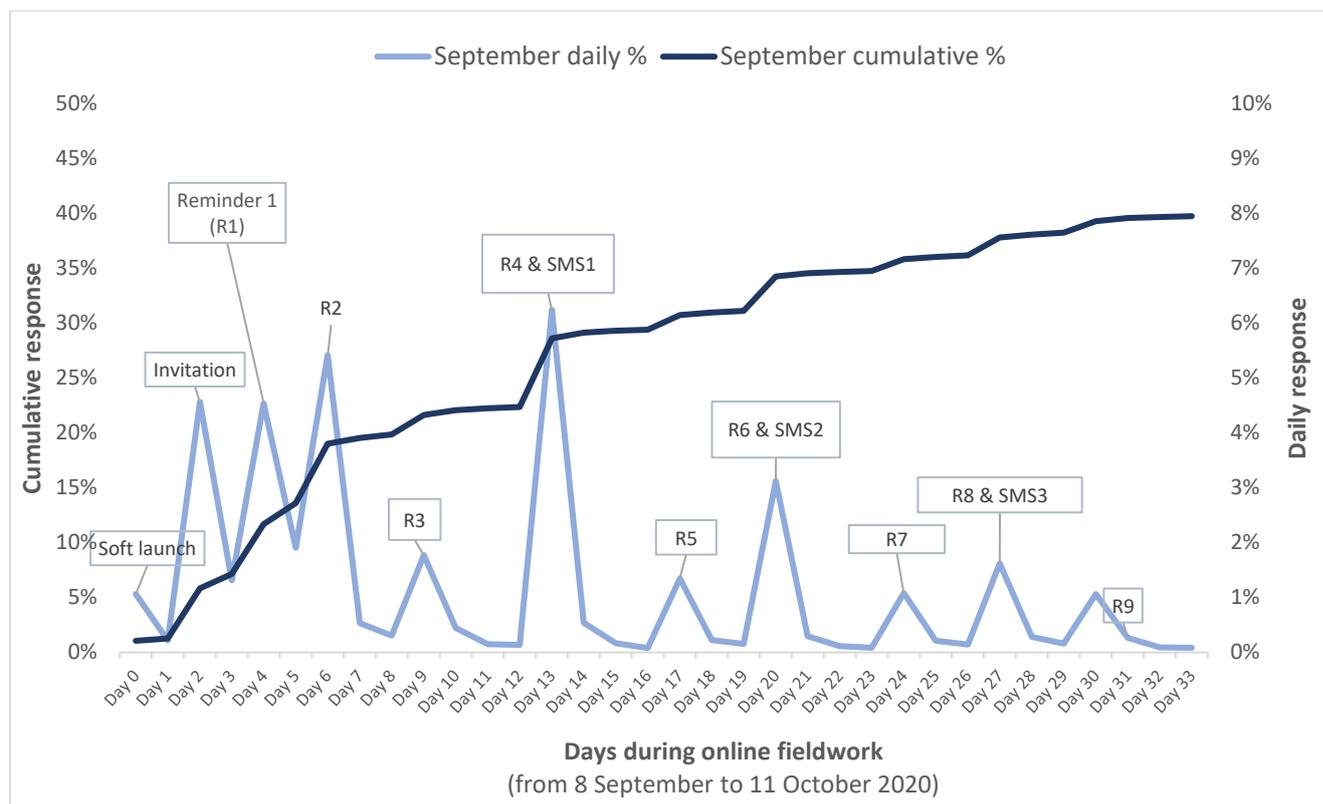
The strong daily response of prize draw timed reminders (R2, R4, R6, R8) is visible in both rounds (bar R2 in August), however the effect looks mostly diminished by Reminder 8.

As was the case in both rounds, response was front loaded, with at least two thirds of the final response achieved by the day of the Reminder 4 and SMS1 send.

**Figure 8 Response rates by date (August round)**



**Figure 9 Response rates by date (September round)**



## 7.2 Non-response analysis

This section identifies the student characteristics most strongly associated with survey non-response, and then uses these to derive an overall measure of respondent representativeness. This can be considered an alternative to the absolute response rate, when evaluating how well the survey is performing.

### 7.2.1 Characteristics associated with non-response

For a number of waves, the SES has made use of predicted response rates to target sub-groups of students for follow-up activities. Response propensity is defined as the modelled expected likelihood of a student responding to the survey, conditional on their characteristic. In contrast, response rate is the percentage of the invited population that completed the survey.

Response propensity is calculated by predicting survey completion conditional upon the characteristics available for both respondents and non-respondents:

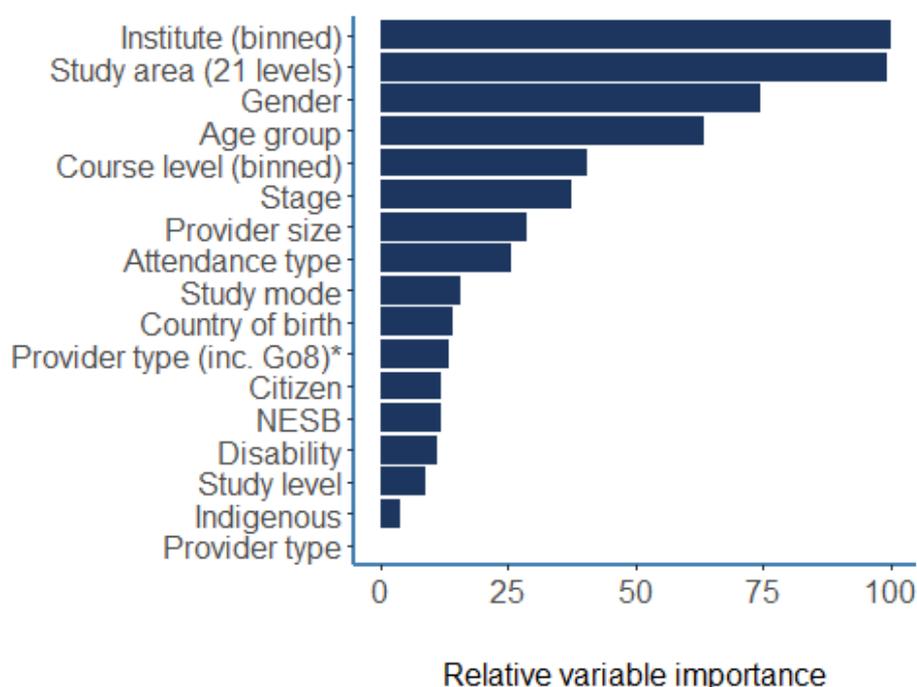
- Age;
- Gender;
- Aboriginal or Torres Strait Islander status
- Disability;
- Language spoken at home;
- Citizenship;
- Mode of study;
- Type of attendance

- Course level;
- Stage of studies;
- Provider;
- Institution type (Group of 8, Other university or NUHEI);
- Study area; and
- Country of birth.

Using a random forest model (Breiman, 2001; Valliant, Dever and Kreuter, 2013) we are able to predict the response propensity for all sample members. The variable importance plot shown in Figure 10 summarises the relative importance of these characteristics in predicting non-response to the surveys, where a longer bar indicates higher importance. To simplify interpretation, we have replaced the original scale (the Gini index) with one where the most important predictor is set to 100% and the least to 0%.

The variables that were consistently the most important predictors of non-response were institution, study area, gender, age group and course level.

**Figure 10** Relative importance of student characteristics in predicting survey response in 2020



\* Provider type with three levels: Group of 8, Other university or NUHEI

## 7.2.2 Supplementing response rates with indicators of representativeness

Response rate is the most commonly used measure for describing how well a survey performs, since it is simple to calculate and offers a useful indicator of survey quality. It has well known limitations, however (see, for example, Shlomo, Skinner and Schouten 2012), since it does not account for the composition of respondents relative to the population and the subsequent impact of non-response error. Non-response error occurs when the responding population is considerably different from the in-scope population and there is a substantial degree of non-response, resulting in estimates that do not accurately represent the overall population (Groves et al. 2009). This is caused by the fact that, despite ideally everyone having an equal probability of responding, this is not what is observed.

To supplement the use of response rates, indicators of the representativeness of respondents (R-indicators) have been developed (Schouten, Cobben and Bethlehem 2009; Schouten, Shlomo and Skinner 2011). These indicators use modelled probabilities of response to construct an overall measure of how well the responding population represents the in-scope population. There are numerous R-indicators. The one we have calculated here is given by the following expression:

$$R_p = 1 - SD_p$$

where  $SD_p$  is the standard deviation of the predicted response propensities:

$$SD_p = \sqrt{\frac{1}{N-1} \sum_i (p_i - \bar{p})^2}$$

Here,  $N$  is the number of in-scope students,  $p_i$  is the response propensity for student  $i$  and  $\bar{p}$  is the mean response propensity. The R-indicator can assume any value in the range 0-1, where a value of 1 indicates the most representative response and a value of 0 indicates the least. Values for R are only directly comparable if they are derived using the same model.

For the SES, we predicted response propensities using a random forest model as described above. From there, we used the above formulae to calculate the R-indicator for the survey overall.

As shown in Table 26, across the last three years of the SES, representativeness remains reasonably consistent: there is a less than 2.3% difference in representativeness.

**Table 26 Comparison of representativeness over past three SES rounds**

Year	R-indicator (%)
2018	83.17
2019	82.59
2020	80.89

**7.2.3 Impact of non-response on outcomes**

Following each wave of the SES, the Social Research Centre conducts an analysis to determine the need for weights to be calculated for each responding unit<sup>4</sup>. Weighting is a common post-collection activity for surveys that aims to reduce the extent of coverage and non-response errors on survey estimates (see Biemer 2010 and Groves et al. 2009 for a review of the types of errors that can be present in surveys). It works by ensuring that the responding sample and the population are aligned on key characteristics associated with non-response and with survey outcomes.

The analysis of non-response in SES typically finds that there are differences in response rates across student characteristics but that these differences have a minimal impact on overall estimates of outcome measures. This analysis provides reassurance that, at the whole-of-population level, non-response does not notably affect survey outcomes. Given that survey outcomes are typically reported and used at much finer levels of detail, however (such as institution, study area, stage of study, and so on), this section examines the issues of non-response and representativeness among sub-groups of the population. The sequence of analysis questions addressed here is as follows:

1. Are there characteristics for which responding units are notably different from non-respondents?
2. Among respondents, are there characteristics that are notably correlated with the outcome measures?

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<sup>4</sup> Unit refers to a unique combination of student and study area, since some students in dual degrees may span multiple study areas.

Given the number of cases involved in any one year, and that the survey is largely undertaken as a census, the notion of 'significant differences' is generally meaningless for the SES. Standard statistical tests will typically declare significance for all but the most minute of differences between estimates. Instead, the well-known concept of 'effect sizes' (Cohen 1988, 1992) is used to identify sub-groups where the differences may be of practical importance. The focus in this section is on the 2020 SES.

**7.2.4 Characteristics associated with non-response**

An important assumption of the SES, in using unweighted estimates to make inferences about the population, is that non-response is essentially a random process – there is no systematic pattern of non-response, so that respondents can be treated as representative of non-respondents without risk of bias. A simple way to check this assumption is to compare the profile of respondents with that of non-respondents. The presence of extensive differences between the two groups may be evidence that our assumption is not being met and that some adjustments may be necessary.

The characteristics most associated were described above. These were presented at the overall level and so in this section we summarise the results of a more detailed analysis of selected characteristics.

As an illustration of our approach to analysis and reporting, Table 27 shows results comparing the distribution of respondents with the distribution of non-respondents for selected characteristics. A positive difference indicates that the relative incidence of the specified category was higher among respondents than among non-respondents and a negative difference indicates that the relative incidence of the category was higher among non-respondents. Alongside the difference in proportions is Cohen's effect size with a classification into small, medium or large<sup>5</sup>. Results without a stated effect size were 'so small as to be trivial' (Cohen 1992).

As an example, those aged under 25 years made up 67.26% of respondents and 73.03% of non-respondents. The difference of -5.77% indicates that this age group was relatively under-represented among respondents compared to non-respondents, but the effect size (0.13) was negligible (<0.2). At the same time, persons aged 40+ years were over-represented among respondents (+3.64%), and this difference was also negligible.

**Table 27 Comparison between respondents and non-respondents for selected characteristics**

Characteristic	Respondents (%)	Non-respondents (%)	Difference (%)	Cohen's effect size
<b>Age group</b>				
Under 25 years	67.26	73.03	-5.77	0.13
25-29 years	13.55	14.15	-0.60	0.02
30-39 years	11.05	8.32	2.73	0.09
40+ years	8.14	4.50	3.64	0.15
<b>Attendance type</b>				
Full-time	80.06	76.87	3.19	0.08
Part-time	19.94	23.13	-3.19	0.08
<b>Citizen</b>				
Domestic student	73.18	71.27	1.90	0.04
International student	26.82	28.73	-1.90	0.04

5 These are based on the magnitude of the difference between responding and non-responding proportions, standardized by the pooled standard deviation, with Cohen (1992) assigning qualitative labels of "small", "medium" and "large", with thresholds of 0.2, 0.5 and 0.8, respectively. He states that his "intent was that medium ES [effect size] represents an effect likely to be visible to the naked eye of a careful observer ... I set small ES to be noticeably smaller than medium but not so small as to be trivial, and I set large ES to be the same distance above medium as small was below it."

<b>Disability</b>					
No disability	93.93	95.12	-1.19	0.05	
Disability	6.07	4.88	1.19	0.05	
<b>Gender</b>					
Male	36.58	48.46	-11.89	0.24	Small
Female	63.42	51.54	11.89	0.24	Small
<b>Indigenous</b>					
Non-indigenous	98.87	98.84	0.02	0.00	
Indigenous	1.13	1.16	-0.02	0.00	
<b>NESB</b>					
English	79.63	77.43	2.20	0.05	
Other	20.37	22.57	-2.20	0.05	
<b>Provider type</b>					
University	90.45	90.54	-0.08	0.00	
NUHEI	9.55	9.46	0.08	0.00	
<b>Study mode</b>					
Internal/mixed study mode	81.71	81.21	0.50	0.01	
External/distance study mode	18.29	18.79	-0.50	0.01	

Based on this table, gender was the only characteristic for which there were notable differences between respondents and non-respondents at the overall level (63.42% versus 51.54% for females, respectively). Although not shown here, there were no notable differences between respondents and non-respondents for course level and for study area.

If we repeat the same process for each institution, we can get a sense of the likely extent of non-response error present at the provider level. This is of particular interest since much of the reporting of outcomes is done at that level. Rather than list results for each provider, Table 28 shows the percentage of providers with notable differences, for each characteristic and provider type. For example, 100% of Group of 8 universities show notable differences between respondents and non-respondents for gender and 50% do for study area, and the corresponding percentages for NUHEI providers are 57.61% and 47.27%, respectively.

**Table 28 Percentage of institutions with notable differences between respondents and non-respondents, by characteristic and provider type**

Characteristic	Group of 8 <sup>a</sup>	Other University	NUHEI	Overall
<b>Age group</b>	0.00	39.39	53.85	46.97
<b>Attendance type</b>	0.00	6.06	24.68	17.80
<b>Citizen</b>	25.00	6.06	24.64	19.09
<b>Country of birth</b>	0.00	3.03	20.51	14.29
<b>Course level</b>	0.00	3.03	38.81	25.00
<b>Course level (binned)</b>	0.00	3.03	35.82	23.15
<b>Disability</b>	0.00	0.00	13.43	8.33
<b>Gender</b>	100.00	75.76	57.61	64.66
<b>Indigenous</b>	0.00	0.00	11.76	6.52
<b>NESB</b>	12.50	3.03	16.67	12.15
<b>Stage</b>	50.00	15.15	31.03	28.12
<b>Study area (21 levels)</b>	50.00	15.62	47.27	36.84

<b>Study level</b>	0.00	0.00	22.22	11.63
<b>Study mode</b>	0.00	3.12	26.00	15.56

<sup>a</sup> Percentages are clearly not meaningful for “Group of 8” universities but are given to be consistent with the other columns.

Ideally, if respondents are to be treated as representative of non-respondents, all differences in the above tables should be close to zero and have no notable effect sizes. On the basis of these results, however, there is some evidence of non-trivial bias across a number of student characteristics.

## 7.2.5 Characteristics associated with outcomes

As stated in the introduction to this section, weighting is commonly used to adjust survey results in the presence of non-response error. An important consideration is the extent to which unit characteristics are also associated with survey outcomes (Peytchev, Presser and Zhang 2018). For example, if a particular sub-group of the population is under-represented among respondents, any non-response error may be compounded if the sub-group also gives notably different responses to survey outcomes compared to other groups. In such a situation, estimates made from the survey would potentially be biased.

Using a similar approach to that above, we can determine for which characteristics there are strong associations with outcome variables. First, a random forest model was run to predict the outcome measures from respondent characteristics at the overall level. The relative importance of variables was reasonably consistent across 2020 outcomes and is shown in Table 29. It is interesting to observe that gender, which had notable non-response error, is not strongly associated with the likelihood of giving a positive rating.

**Table 29** Relative importance of student characteristics in predicting survey outcomes

Characteristic	Skills development	Learner engagement	Quality of entire educational experience	Learning resources	Student support	Teaching quality
Study area (21 levels)	100.00	100.00	100.00	100.00	100.00	100.00
Age group	52.39	44.77	45.37	65.52	45.95	44.93
Institute (binned)	37.26	43.99	39.11	83.85	47.31	38.87
Institute	35.57	41.21	37.21	82.35	43.86	37.36
Country of birth	24.49	15.53	19.92	24.06	17.57	21.52
Attendance type	24.18	23.02	21.11	41.63	21.20	22.93
Disability	21.40	12.22	18.69	18.73	18.16	19.64
Course level (binned)	20.87	19.27	21.82	25.42	20.34	22.86
Stage	20.73	23.24	23.83	48.27	26.29	27.49
Course level	20.03	17.93	21.17	24.97	19.39	22.20
Gender	18.17	21.93	21.84	27.59	25.25	19.47
Provider size	17.70	23.63	28.72	78.46	35.47	19.68
NESB	15.96	10.01	12.72	18.49	10.04	14.60
Citizen	15.26	11.54	14.32	23.45	13.85	13.24
Study mode	15.06	28.54	13.32	68.40	10.74	11.72
Provider type (inc. Go8)*	9.23	11.47	12.85	20.87	23.01	8.60
Indigenous	8.29	1.31	6.09	5.82	4.05	6.55
Study level	5.47	3.11	7.09	10.50	4.30	7.43
Provider type	0.00	0.00	0.00	0.00	0.00	0.00

Note: 100 = most important.

\*Percentages are clearly not meaningful for “Group of 8” universities but are given to be consistent with the other columns.

Next, a detailed analysis of the association between characteristics and outcomes was undertaken at the provider level. A summary is presented in Table 30 (analogous to Table 29) and we see a range of notable associations. Only where a characteristic is also related to non-response should we be concerned about potential bias in survey outcomes. The characteristics with the strongest associations with outcomes were age, study area, stage and course level, however, as seen in Table 27, the effect size of each of these variables was negligible.

**Table 30** Percentage of providers with notable associations with one or more survey outcomes, by characteristic and provider type

Characteristic	Group of 8 <sup>a</sup>	Other University	NUHEI	Overall
Age group	0.00	84.85	89.61	82.20
Attendance type	37.50	84.85	76.06	75.89
Citizen	75.00	36.36	70.00	59.41
Country of birth	12.50	39.39	81.94	64.60
Course level	50.00	66.67	86.44	77.00
Disability	12.50	18.18	62.71	44.00
Gender	0.00	51.52	74.03	62.71
Indigenous	0.00	9.09	45.45	24.32
NESB	25.00	36.36	75.00	57.73
Stage	87.50	78.79	84.21	82.91
Study area (21 levels)	100.00	93.75	88.24	91.21
Study level	37.50	45.45	89.47	65.82
Study mode	25.00	75.00	89.66	75.36

Note: 100 = most important.

<sup>a</sup>Percentages are clearly not meaningful for “Group of 8” universities but are given to be consistent with the other columns.

Although gender is not associated with the likelihood of giving a positive rating for each of the survey outcomes, the notable differences between male respondents and non-respondents at the overall level (36.58 per cent versus 48.46 per cent, respectively) and the high number (64.66 per cent) of institutions with notable differences between respondents and non-respondents by gender suggests that there should be an increased focus on the male cohort in the contact strategy for the 2021 SES to minimise any potential impact of non-response error.

## 7.3 Sources of responses

Table 31 summarises the breakdown of online survey completion methods and includes sources of response by gender, age and stage of studies due to the variation in mode of response within these groups. Only minimal differences were observed when reviewing source of response by institution type, course level or citizenship indicator, as such these groups are not displayed.

The vast majority of respondents completed via the direct link in email communications, accounting for 90.0 per cent of the total surveys completed. Completing via the direct link in SMS was the second highest method for completing the survey, accounting for 7.3 per cent, followed by a unique link embedded in a student’s Learning Management System (LMS) dashboard, which accounted for 1.3 per cent of total surveys completed.

**Table 31 Sources of response**

	Total (%)	Gender		Age			Stage of studies		
		Female (%)	Male (%)	Under 25 (%)	25-29 (%)	30-39 (%)	40+ (%)	Commencing (%)	Later years (%)
<i>Final response rate</i>	44.1	49.3	37.5	41.5	43.4	51.4	59.0	47.2	40.7
<b>Survey completion method breakdown</b>									
Authentication	0.7	0.5	0.9	0.7	0.8	0.6	0.3	0.7	0.7
Type in	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Survey link (email)	90.0	90.9	88.5	89.3	90.5	91.3	92.6	89.9	90.1
Survey link (SMS)	7.3	6.9	8.0	7.9	7.0	6.6	5.9	7.5	7.1
Survey link (LMS)	1.3	1.1	1.6	1.2	1.1	1.2	1.0	1.3	1.3
Post field reminder calls	0.6	0.4	0.8	0.8	0.5	0.2	0.1	0.5	0.7

While survey completion via a link from an email communication was most popular for all sub-groups, it was least popular for the male cohort, accounting for 88.5 per cent of total surveys completed. Males had the highest rate of completion via a unique link in an SMS, accounting for 8.0 per cent of surveys completed, which suggests additional SMS and reduced email communications for this group may help boost response rates which were the lowest of all sub-groups analysed at 37.5 per cent.

It should be noted that only completed surveys directly attributable to the post field reminder and SMS are recorded as such in Table 31. It is possible, for example, that reminder call activity may prompt a sample member to click on the survey link in an email they had previously received. In this context, the analysis presented at Table 31 should be considered indicative.

## 7.4 Impact of COVID-19 on response rates

Restrictions imposed by the COVID-19 pandemic do not appear to have negatively impacted response rates in 2020. Response rates were higher in 2020 than in 2019, increasing by 5.1 percentage points. This increase was largely driven by an increase in response from international students which were a cohort of particular concern leading up to the 2020 SES, as many had been adversely affected and there was no clear sense of whether most were located in Australia or overseas at the time of fieldwork. Table 32 provides a comparison of response rates by citizenship status between 2019 and 2020.

**Table 32 Response rate comparison by citizenship status, 2019 to 2020**

Citizenship status	2019 response rate (%)	2020 response rate (%)	Year on year change (%)
Domestic	40.6	44.7	+4.1
International	35.4	42.6	+7.2
<b>Total</b>	39.0	44.1	+5.1

## 8 Considerations for future surveys

### 8.1 Male student engagement

The male student cohort was underrepresented in the 2020 SES (refer to Section 7.2) and it is likely that the current engagement strategy does not strongly appeal to this cohort. To address the issue of representation, an engagement strategy tailored to the male student population should be considered.

Potential strategies to engage with this population include further engagement with institutions with large male populations, a customised and nuanced email communication plan appealing directly to this audience, experimentation to determine messaging and imagery that appeals to male students and increased SMS contact with reduced email contact, as male students appear to be marginally more responsive to SMS (refer to Section 0).

### 8.2 Email deliverability

During the 2020 SES both existing and new challenges were faced related to email deliverability. These challenges were related to cloud-based email providers (such as Gmail, Outlook) and the varied bulk email filtering policies used by these platforms.

Strategies to address deliverability issues were explored during the 2020 SES and going forward email deliverability should continue to be considered an issue of great importance for achieving or improving the expected level of response.

Analysis of email delivery at the email provider level will inform bulk email process improvement and build on the current understanding of bulk email best practice. Achieving these goals could require employing the expertise of an organisation specialising in monitoring and assessing bulk email delivery metrics.

### 8.3 SMS usage

In the 2020 SES, in-field reminders were replaced with increased SMS communications due to limitations on the Social Research Centre's call centre capacity due to COVID-19 restrictions.

All non-respondents with a valid mobile number received two SMS and this had a greater impact on overall response than in-field reminders have in previous years. Continued increased use of SMS should be considered for the 2021 SES, both as part of the standard engagement plan and as a fee-for-service option to institutions. Increased use of SMS will be funded by the discontinuation of in-field reminder activity.

Analysis of the comparative performance of SMS against other engagement methods will be used to inform whether SMS could replace existing email engagement activity, and whether increased use of SMS is more effective for some cohorts, relative to others.

To support this strategy, an increased focus on provision of mobile contact numbers during SES sampling preparation should be considered, similar to the current focus on providing multiple email contact addresses to improve email response.

### 8.4 Sampling process

It is expected that institutions that currently report data through the Higher Education Provider Client Assistance Tool (HEPCAT) system will need to start using the new Tertiary Collection of Student Information (TCSI) to the Australian Government in the first half of 2021 ahead of the 2021 SES

collection. This will likely impact the existing sample preparation workflow as changes are made to data submission timelines and variables. The Social Research Centre will work in consultation with department and sector stakeholders to develop an appropriate sample preparation workflow.

## **8.5 Questionnaire content considerations**

New content related to freedom of expression on campus is scheduled to be added to the SES core questionnaire for the 2021 survey. It is expected that the new content will take the form of three to four scaled questions, placed towards the end of the core questionnaire. It is understood that these items will have been comprehensively tested as part of the item development process.

The performance of the international student module will also be evaluated ahead of the 2021 survey, to determine what refinements, if any are required.

Consultations with the sector will be held in the second quarter of 2021 to assess interest in, and possible items for, a post COVID-19 module, as a follow up to the COVID-19 items developed for the 2020 survey.

## List of abbreviations and terms

<b>ABS</b>	Australian Bureau of Statistics
<b>AGS</b>	Australian Graduate Survey
<b>AMRSR</b>	Australian Market and Social Research Society
<b>AMRSO</b>	Association of Market and Social Research Organisations
<b>ANZSIC</b>	Australian New Zealand Standard Industrial Classification
<b>ANZSCO</b>	Australian New Zealand Standard Classification of Occupations
<b>BGS</b>	Beyond Graduation Survey
<b>CATI</b>	Computer Assisted Telephone Interviewing
<b>CEQ</b>	Course experience
<b>DEEWR</b>	Department of Education, Employment and Workplace Relations
<b>EFTSL</b>	Equivalent Full-Time Student Load
<b>GCA</b>	Graduate Careers Australia
<b>GCAID</b>	Graduate Careers Australia Identifier
<b>GOS</b>	Graduate Outcomes Survey
<b>GOS-L</b>	Graduate Outcomes Survey - Longitudinal
<b>HEPTYPE</b>	Higher education provider type
<b>HESA</b>	Higher Education Support Act
<b>HEIMS</b>	Higher Education Information Management System
<b>ICS</b>	Inbound Call Service
<b>ISO</b>	International Standards Organisation
<b>LMS</b>	Learning Management System
<b>NUHEI</b>	Non-University Higher Education Institution
<b>QILT</b>	Quality Indicators for Learning and Teaching
<b>SES</b>	Student Experience Survey
<b>SEQ</b>	Student Experience Questionnaire
<b>UEQ</b>	University Experience Questionnaire
<b>UES</b>	University Experience Survey
<b>WRS</b>	Workplace Relevance Scale

# Appendix 1      Collection and Sample Guide



# SES

Student Experience Survey

## Student Experience Survey (SES) 2020 Collection and Sample Guide

**August Collection**



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Version: V1.1, 16 June 2020



PROFESSIONAL  
ETHICS  
2019-20

**AMSRO**



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## Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	5 June	Original version released
1.1	16 June	Revised total prize pool and removed state based incentives; updated final 'Additional questions survey test link approved' in timeline from 2 July to 24 July.

Please note:

- By now you should have confirmed participation by completing the Participation and Additional Services Form (PASF) sent separately to you. The first step is to confirm your institution's participation and nominate key contacts using the PASF – this is the centralised source to record your institution's involvement in the SES. This year, as a result of delays in TCSI implementation and COVID-19, we have allowed institutions to choose their preferred collection period (i.e. August or September) at this first step of the PASF.
- Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer 'Section 2 Target audience and sample provision'). It is important to note for the 2020 SES:
  - International students who had intended to study onshore but are currently located offshore and studying online due to COVID-19 restrictions are in-scope for the 2020 SES, and
  - Students who have completed at least one unit of their course by 30 July 2020 and are in their first or final year of study are in-scope (middle year students are also in scope for NUHEIs).
  - The variables in the template have been revised, therefore please note any changes as part of using any historical syntax for data extraction.
- Guidance has been prepared to assist with populating the sample file (refer 'Section 2.2 The population file' and '2.3 Full template for non-HEIMS institutions').
- Keeping to timelines for updating of the sample means the project can go to field on time – otherwise one institution's delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project:
  - Templates will be distributed today, 5 June, via email to all key contacts nominated in the PASF.
  - We request that institutions return their sample file to the Social Research Centre by **26 June** to allow for sample processing, testing and quality assurance checks. We are grateful if you can return the sample earlier than 26 June, which would allow more time for us to work with you to resolve any issues in your sample.
  - Data collection must be ready to commence when Authentication opens on 28 July. The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with 'Table 1 SES 2020 summary timeline'.

- If your institution chooses to provide telephone numbers for students, it is considered that your institution consents to students receiving SMS and infield reminder calls during fieldwork. These generally commence from the second week of fieldwork.
- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens. This institution led contact adds a sense of legitimacy so when students receive an email or SMS they will not think the SES is spam. Contact with students should be advised to the Social Research Centre (refer 'Section 4 Response maximisation').
- Please proactively manage your institution's social media so students are aware of the importance of the SES (Refer to 'Section 4.3 Engagement activity plan').
- We ask that quilt@srcentre.com.au is included in the send list for any communications. This enables us to effectively track supporting activities' impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.
- Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.

# 1. Introduction and overview

## 1.1 Background and objectives

The focus of the Student Experience Survey (SES) is on understanding the student experience through measuring the levels of engagement and satisfaction of current higher education undergraduate and postgraduate coursework students in Australia. The survey has been designed to provide reliable, valid and generalisable information on the student experience to the Australian Government and to higher education providers.

More detailed information on the SES can be found [here: https://www.qilt.edu.au/about-this-site/student-experience](https://www.qilt.edu.au/about-this-site/student-experience).

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

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

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

Typically, the sample of students is provided by the Department and sourced through institutional reporting into the Higher Education Information Management System (HEIMS). However, this year that process was unable to be taken due to the delayed implementation of TCSI and the late re-opening of HEIMS. For 2020, all sample for the survey will be submitted to the Social Research Centre via a template. To reduce the burden on institutions, only the minimum data required to run the survey will need to be provided and then once institutions submit to HEIMS in July/August, we will backfill the remaining variables from the HEIMS extract during data processing.

For most institutions, the SES is conducted during an August collection. There is also a smaller September collection for institutions operating a trimester calendar – refer 'Section 2.1 In-scope audience and reference period'.

## 1.2 Summary timeline

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

**Table 1**      **SES 2020 summary timeline**

Key milestones	Responsible	Date (2020 unless otherwise stated)
PASF distributed to institutions	SRC	Tuesday 2 June
Institutions to confirm participation in the SES and nominate key contacts	Institutions	Thursday 4 June
Additional populations nominated by institutions	Institutions	Thursday 4 June
Collection and Sample Guide distributed to institutions	SRC	Friday 5 June
Marketing and Communication Pack distributed to institutions	SRC	Friday 5 June
Send out templates to institutions	SRC	Friday 5 June
Institutions prepare template file	Institutions	Monday 8 June – Friday 26 June (note 8 June is Queen's Birthday public holiday in some states)
All completed templates to be returned by institutions (earlier returns much appreciated)	Institutions	Friday 26 June
Additional questions nominated by institutions	Institutions	Monday 29 June
Sample absolutely finalised by institutions (no additional samples to be added after this date)	Institutions	Thursday 2 July
Additional questions (MS Word) approved by institutions	Institutions	Friday 10 July
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	Monday 13 July
Additional questions scripted and online survey test link provided to institutions for testing	SRC	Friday 17 July
Additional questions survey test link approved	Institutions	Thursday 24 July
Authentication survey entry opens	SRC	Tuesday 28 July
Soft launch – Online fieldwork	SRC	Tuesday 28 July
Main launch – Online fieldwork	SRC	Thursday 30 July
Telephone follow up nominated by institutions	Institutions	Monday 10 August
Main close – Online fieldwork period ends	SRC	Sunday 30 August
<i>Course coding checks</i>		
Online fieldwork - Coding queries sent to institutions	SRC	Friday 11 September
Online fieldwork - Coding queries to be returned	Institutions	Friday 18 September
Post fieldwork - Coding queries sent to institutions	SRC	Wednesday 16 September
Post fieldwork - Coding queries to be returned	Institutions	Wednesday 23 September
<i>Final institutional reports and data outputs</i>		
Institutional files	SRC	Friday 8 January 2021
UA reports	SRC	TBC
National reports	SRC	TBC

## 1.3 Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society's Code of Professional Practice, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research<sup>1</sup>. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. The Deed of Confidentiality can be located on the QILT portal ([www.qilt.edu.au/login](http://www.qilt.edu.au/login)) under QILT Resources > Deed of Confidentiality QILT.

## 1.4 Institutional support

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre's QILT team. The team can be contacted on (03) 9236 8500 or by emailing [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au). We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication.

Please note that the '[qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)' email is for institutions only. We make available a separate '[ses@srcentre.com.au](mailto:ses@srcentre.com.au)' email for students.

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

## 2. Target audience and sample provision

### 2.1 In-scope audience and reference period

Students are in-scope for the 2020 SES if they are:

- enrolled in an undergraduate or a postgraduate by coursework course
- studying onshore or had intended to study onshore as international students but are currently located offshore studying online due to COVID-19 restrictions.
- enrolled in the course for at least one full teaching period by 30 July 2020 (e.g. one semester or one trimester), and
- in the case of universities, either in the first or final year of their course of study.

Students attending offshore campuses of Australian higher education providers and students who were residing overseas for the term / semester and undertaking an external program of study at the institution via distance education or online are normally not in-scope for the QILT surveys. However, some students, who had originally intended to study onshore in 2020, are currently offshore and undertaking their studies online due to COVID-19 restrictions. These students are in-scope for the 2020 SES. Students who are attending offshore campuses of Australian higher education providers and had not intended to study onshore in 2020 are to remain out of scope of the SES. However, they can be included in the survey as an additional population on a fee for service basis (see Section 3.4 for further information on additional populations).

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

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

### 2.2 The population file

In previous years, the SES has relied on a centralised approach to sampling based on Submission 1 data extracted from HEIMS. This ensures that the sampling methodology is robust, consistent, and transparent across all institutions.

To assist institutions in prioritising their response to COVID-19 and help reduce reporting pressures during this challenging period, the department has extended the reporting deadline to 31 August 2020 for student data which have census dates/debt incurral dates between 1 January and 30 June 2020. As a result of this delay, instead of using an extraction of Submission 1 data from HEIMS, all institutions participating in the 2020 SES are asked to populate a population template provided by the Social Research Centre.

For institutions that submit data to HEIMS, their population template is a Minimum Data Set (MDS) which contains only variables that are essential for survey execution. There are two versions of this template – one for universities, and a shorter one for NUHEIs excluding EFTSL information. In both

cases, demographic variables for analysis and reporting will be appended from the HEIMS extract during post field data processing. The information that will be required for each student is shown in Table 2 and detailed information about the data elements in the template can be found in Appendix B.

For non-HEIMS institutions, the full template will continue to be used in 2020 as per previous years. See 'Section 2.3 Full template for non-HEIMS institutions'.

Completed templates are due to be returned to the Social Research Centre by Friday 26 June.

**Table 2 Data elements required in the 2020 SES Minimum Data Set**

Position	Variable	Variable Label	Format	Comment
1	E306	Higher Education Provider code	F4	Essential
2	E306C	Higher Education Provider name	A75	Essential
3	E313	Student identification code	A10	Essential
4	E307	Course code	A10	Essential
5	E308	Course name – full	A72	Essential
6	E310	Course of study type code	F2	Essential
7	E350	Course of study load	F3	Essential
8	E455	Combined course of study indicator	F1	Essential
9	E461	Field of education code	F6	Essential
10	E462	Field of education supplementary code	F6	Essential
11	E358	Citizen/resident indicator	F1	Essential
12	IntendedLocation	Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.	F1	Essential
13	E534	Course of study commencement date	F6	Essential
14	E330	Type of attendance code	F1	Essential
15	CurrentEFTSL	Total enrolled EFTSL in the first half of 2020	F11.9	Essential for universities #
16	HistoricalEFTSL	Aggregated EFTSL from units completed prior to 2020	F11.9	Essential for universities #
17	E560	Total EFTSL from other sources (e.g. recognition of prior learning, credit transfers)	F5.3	Essential for universities #
18	CompletingFlag	Flag students who are expected to complete their course by <b>31 July 2021</b>	F1	Essential for universities #
19	ENRLSTAT	Current enrolment status	F1	Essential
20	E403	Student given name – first	A100	Essential
21	E402	Student surname	A100	Essential
22	E314	Date of birth	F8	Optional**
23	EMAIL1	Student email address	A100	Essential
24	EMAIL2	Student email address 2	A100	Essential
25	PHONE1	Student phone number	A20	Essential
26	PHONE2	Student phone number 2	A20	Optional
27	PHONE3	Student phone number 3	A20	Optional
28	PHONE4	Student phone number 4	A20	Optional

29	E470	Residential address - state	A100	Optional
30	E471	Residential address - country name	A100	Optional
31	FACULTY	Faculty or Organisational Unit	A100	Optional*
32	CAMPUS	Campus where studies based	A100	Optional*

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

\*\*Optional overall but essential if you wish to allow your students to participate in the survey through the authentication process.

#NUHEI providers are not required to provide EFTSL information.

## 2.3 Full template for non-HEIMS institutions

Institutions that do not report to HEIMS (or only report to HEIMS via the Provider Information Request (PIR) process) will be required to populate the full population template provided by the Social Research Centre in order to participate in the SES. The information that you will be required to provide for each student is shown in Table 3 and detailed information about the data elements in the template can be found in Appendix B. Completed templates are due to be returned to the Social Research Centre by Friday 26 June.

**Table 3 Data elements required in the 2020 SES full population template – for non-HEIMS institutions only**

Position	Variable	Variable Label	Format	Comment
1	E306	Higher Education Provider code	F4	Essential
2	E306C	Higher Education Provider name	A75	Essential
3	E313	Student identification code	A10	Essential
4	E307	Course code	A10	Essential
5	E308	Course name - full	A72	Essential
6	E310	Course of study type code	F2	Essential
7	E350	Course of study load	F3	Essential
8	E455	Combined course of study indicator	F1	Essential
9	E461	Field of education code	F6	Essential
10	E462	Field of education supplementary code	F6	Essential
11	E315	Gender code	A1	Essential
12	E316	Aboriginal and Torres Strait Islander code	F1	Essential
13	E327	New basis for admission to current course	F2	Essential
14	E329	Mode of attendance code	F1	Essential
15	E346	Country of birth code	F4	Essential
16	E347	Year of arrival in Australia	A4	Essential
17	E348	Language spoken at home code	F4	Essential
18	E358	Citizen/resident indicator	F1	Essential
19	IntendedLocation	Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.	F1	Essential

20	E386	Disability	F8	Essential
21	E488	Commonwealth Higher Education Student Support Number (CHESSN)	A10	Essential
22	E490	Student Status code	F3	Essential
23	E573	Highest educational attainment of parent/guardian 1	F2	Essential
24	E574	Highest educational attainment of parent/guardian 2	F2	Essential
25	E534	Course of study commencement date	F6	Essential
26	E330	Type of attendance code	F1	Essential
27	CurrentEFTSL	Total enrolled EFTSL in the first half of 2020	F11.9	Essential
28	HistoricalEFTSL	Aggregated EFTSL from units completed prior to 2020	F11.9	Essential
29	E560	Total EFTSL from other sources (e.g. recognition of prior learning, credit transfers)	F5.3	Essential
30	CompletingFlag	Flag students who are expected to complete their course by <b>31 July 2021</b>	F1	Essential
31	ENRLSTAT	Current enrolment status	F1	Essential
32	E403	Student given name - first	A100	Essential
33	E402	Student surname	A100	Essential
34	E314	Date of birth	F8	Essential
35	EMAIL1	Student email address	A100	Essential
36	EMAIL2	Student email address 2	A100	Essential
37	PHONE1	Student phone number	A20	Essential
38	PHONE2	Student phone number 2	A20	Optional
39	PHONE3	Student phone number 3	A20	Optional
40	PHONE4	Student phone number 4	A20	Optional
41	E409	Postal address - postcode	A20	Essential
42	E413	Address of permanent home residence - postcode	A4	Essential
43	E469	Residential address - suburb/town	A100	Essential
44	E470	Residential address - state	A100	Essential
45	E471	Residential address - country name	A100	Essential
46	FACULTY	Faculty or Organisational Unit	A100	Optional
47	CAMPUS	Campus where studies based	A100	Optional

## 2.4 Please note the following when completing the population template

- Do not include new mid-year intakes in the sample file. These students are out of scope because they will not have been enrolled in the course to be surveyed for one teaching period by 30 July when SES field work commences. Please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au) if you are unsure about the in-scope population for the SES.
- Some students may withdraw from their original course in Semester 1 and transfer to another course in Semester 2. Please do not provide the students' Semester 2 course information in the sample file. Students will confirm the course of enrolment in the survey course screener questions.
- If students are concurrently enrolled in two different course codes, please include both enrolments as separate records.
- We want to avoid contacting students who are no longer enrolled at your institution. Our preference is for these students to be excluded from the template. However, if it is easier for you to include these students in the file, those that should not be contacted for the survey should be flagged in ENRLSTAT as appropriate.
- If your institution is considering CATI and would like the Social Research Centre to target potential respondents by Faculty or Campus, these variables must be included in the sample file. If they are to be included, both Faculty and Campus must be provided in the sample file as a text value. Please note that there will be a cost involved if an institution does not provide Faculty and Campus information during sample preparation but would like the Social Research Centre to append this information to the output or population file (or to historical data files) after the survey data have been processed.
- Please ensure the course information (E307, E308, E310, E350, E455, E461, E462) that you provide in the population template aligns with the information that your institution submits to HEIMS.

## 2.5 Populating EFTSL in the template (not required for NUHEIs that submit data to HEIMS)

### 2.5.1 EFTSL overview

Equivalent Full-Time Student Load (EFTSL) is a standardised way of recording course credit for Australian higher education courses. It is “a measure of the study load, for a year, of a student undertaking a course of study on a full-time basis, where the student undertakes a standard program of studies.”

This is recorded as E339 in the HEIMS “Student Load Liability” (LL) file. Since a standard student load is made up of 8 units in a year, a standard unit of study will have an EFTSL of 0.125 (i.e. 8 units = 1.0 EFTSL), although this may differ for non-standard units or for institutions with non-standard teaching periods.

## 2.5.2 Stage of Studies overview

The STAGE variable in the SES population data is used to determine the stage of studies for survey eligibility and reporting of survey results.

We use the provided EFTSL information about students' previously completed and currently enrolled units to classify them as either Commencing, Completing or Middle years.

For universities, only Commencing and Completing students are in-scope for the SES. For NUHEIs, Middle years students are also in-scope. Full details of the STAGE calculation algorithm can be found in Appendix C.

### Commencing student (STAGE = 1)

As defined in HEIMS – a student is a commencing student if they have enrolled in the course for the first time at the higher education provider or an antecedent higher education provider between 1 January of the Collection Year and 31 December of the Collection Year.

### Completing / Final year students (STAGE = 2)

There is no indicator in HEIMS that can be used to identify a completing or final year student. For the purposes of the 2020 SES, a completing or final year student is expected to complete their current course of study by 31 July 2021.

### Middle year students (STAGE = 3)

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

## 2.5.3 EFTSL and related variables

### Course of study load (E350)

The total credit in EFTSL that is required to complete this course.

#### Examples

- A standard bachelor's degree would have E350 = 3.0
- A standard graduate diploma would have E350 = 1.0

### Course of study commencement date (E534)

The month and year in which the student commenced the current course of study for the first time. This should be in the format YYYYMM.

Students with a commencement date in 2020 (e.g. "202003") are considered commencing students.

#### Examples

- A student who commenced their current course in March 2020 will have E534 = 202003
- A student who commenced their current course in July 2018 will have E534 = 201807

### CurrentEFTSL

The "current EFTSL" records the amount of EFTSL the student will receive as credit towards completion of this course from units that are fully completed prior to the SES. Usually this will include units with census dates between 1 January 2020 and 31 May 2020.

This corresponds to unit enrolments for this course submitted as part of the HEIMS “Student Load Liability” (LL) file, with the appropriate census dates.

Note that this may include units the student has already completed at the time of submission, where the census date occurs in the first half of 2020. This is correct for the purposes of the STAGE calculation.

Units with a census date later than 31 May 2020 may be appropriate to include if they are fully completed prior to the 2020 SES collection. If you are unsure about specific units please contact the QILT team to confirm their inclusion or exclusion.

The “current EFTSL” records the amount of EFTSL the student will receive as credit towards completion of this course by being enrolled in the period between 1 January 2020 and 31 May 2020.

This corresponds to unit enrolments for this course submitted as part of the HEIMS “Student Load Liability” (LL) file, with the appropriate census dates.

Note that this may include units the student has already completed at the time of submission, where the census date occurs in the first half of 2020. This is correct for the purposes of the STAGE calculation.

Units with a census date later than 31 May 2020 may be appropriate to include if they are fully completed prior to the 2020 SES collection. If your institution has any units with census dates in June 2020 please contact the QILT team to confirm their inclusion or exclusion.

### **Examples**

- A full-time student enrolled in 4 standard units in the first half of 2020 would have CurrentEFTSL = 0.5
- A part-time student enrolled in 2 units in the first half of 2020 will have CurrentEFTSL = 0.25
- A student enrolled in a full semester intensive placement in the first half of 2020 may have 0.5 EFTSL for a single unit

### **HistoricalEFTSL**

“Historical EFTSL” records the total amount of EFTSL the student has received as credit towards completion of this course from units completed up to 31 December 2019. Note that this should exclude any credit recorded in E560.

This corresponds to units for this course recorded as complete in the HEIMS “Unit of Study Completions” (CU) file.

### **Examples**

- A full-time Bachelor student who has completed 2 full years prior to 2020 will have a HistoricalEFTSL of 2.0
- A commencing student will have HistoricalEFTSL = 0.0

### **Credit used value (E560)**

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

### **Examples**

- A student who completed 1 year of another related course before transferring to their current course will have  $E560 = 1.0$ , where all credits were eligible for transfer
- A student who received 2 standard units worth of RPL from prior studies will have  $E560 = 0.25$

### **CompletingFlag**

To assist in validating the provided EFTSL information we would like institutions to flag students who are expected to complete their course by 31 July 2021 where it is possible to do so.

This is only intended to be an estimate and should be calculated in whatever manner is easiest for your institution.

The Social Research Centre will use this to assist in cross-checking the provided EFTSL variables only, and the CompletingFlag will not be used to determine scope or to include or exclude students from the SES.

## 3. Data collection

### 3.1 The standard SES instrument

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

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

These components have been operationalised into closed items with the exception of two open-ended questions that invite students to report on the best aspects of their higher education experience and the aspects of their higher education experience that need improvement. The SES instrument also includes the following four Course Experience Questionnaire (CEQ) scales, administered to a sub-sample of final year students from each institution<sup>2</sup>:

- Good Teaching Scale (GTS, 6 items)
- Clear Goals and Standards Scale (CGS, 4 items)
- Generic Skills Scale (GSS, 6 items), and
- Overall Satisfaction Item (OSI, 1 item).

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

### 3.2 Adding additional questions

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

Refer to 'Table 1 SES 2020 summary timeline' for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your PASF to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

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<sup>2</sup> Unless alternate requests have been agreed upon with the Social Research Centre

### 3.2.1 COVID-19 items

The Social Research Centre has developed a set of COVID-19 items for the 2020 SES to help institutions measure the impact the pandemic has had on student experience. The items have been developed in consultation with the sector and will be available to institutions who opt in on a fee-for-service basis. The finalised items, fees and inclusions will be provided to all institutions participating in the SES via email by mid-June.

### 3.2.2 Survey testing

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

Refer to 'Table 1 SES 2020 summary timeline' for dates from which the programmed additional questions will be available to test and when sign-off on the online survey test link is required.

## 3.3 Adding additional populations

Institutions can include out-of-scope populations or any sub-group of students who fall outside of the in-scope population for the SES. Further information and fees are presented in the '[Additional Populations](#)' fact sheet in the general resources section of the QILT website (log in to the Provider Portal, and click on QILT Resources, and select Information guides).

The deadline to nominate additional populations has now passed, however if you missed the deadline and would like to survey additional populations please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au) and we will try to accommodate your request.

## 4. Response maximisation

### 4.1 Basic principles

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

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

Some basic guidelines apply:

- Awareness raising and engagement:
  - Institutions should send a pre-survey awareness raising letter or email. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
  - Institutions should not send actual survey links in any correspondence.
  - Any direct correspondence with sample members during the online fieldwork period should be discussed with the Social Research Centre and the materials provided.
- Prize draws:
  - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
  - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in-scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.
  - Refer 'Section 4.6.5 Incentivisation' for more detail on the core prize draw process.
- Social media:
  - Proactively use your institutions social media to raise awareness of the importance of the SES and let students know they'll be receiving a survey invitation from the Social Research Centre.
  - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:
    - pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important

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

## 4.2 Institutional engagement

### 4.2.1 Guide to marketing the SES

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

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

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

- Pre-survey awareness institution-branded letter, posted Tuesday 14 July at the earliest
- Pre-survey awareness campaign, Monday 20 – Friday 24 July
- SES now open messaging, Tuesday 28 July at the earliest
- Last chance to complete the SES, Monday 24 August

Engagement materials will be distributed to institutions and will include:

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

### 4.2.2 Pre-field awareness institution-branded letter or email

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

branded (i.e., institutional logo with QILT logos). Institutions are asked to notify the Social Research Centre of the content and date of delivery of the letter or email. We will also provide a template in the Marketing Pack.

### 4.3 Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during several trial QILT projects and iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the SES Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Refer to 'Table 1 SES 2020 summary timeline' for the final date to propose variations to the engagement activity plan.

**Table 4 Standard SES 2020 Engagement Activity Plan**

The Social Research Centre	How institutions can help
<b>In the lead-up to the launch: 13 July– Awareness Campaign</b>	
	<ul style="list-style-type: none"> <li>Send awareness letter/email from your institution to all in-scope selections with the aim of it landing during the week of 13 July. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to 'SES to students letter_Awareness' &amp; 'SES to students email_Awareness' Marketing Pack and the 'Institutional hardcopy mail out fact sheet' on the provider portal).</li> </ul>
<b>In the lead-up to the launch: 20 – 24 July – Awareness Campaign</b>	
	<ul style="list-style-type: none"> <li>Create a web presence for SES (or update a previous SES information page) on institutional website under 'current surveys' or similar.</li> <li>Send an email to staff alerting to SES participation and encourage use of in-class slides (Refer to 'SES to staff email_Awareness' email and the 'Lecture slides' folder in the Marketing Pack)</li> <li>Send an email from the Vice Chancellor to students advising of the SES (Refer to 'SES to students email_Awareness');</li> <li>Use your institution's Social Media platforms to promote the survey (e.g. Facebook, Twitter). Refer to marketing user guide for social media tiles, suggested timings and captions or <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>;</li> <li>Upload webtiles to your website for the duration of the fieldwork period (Refer to the user guide on how to use webtiles);</li> <li>Advertise the SES in newsletters (or similar) (Refer to Posters, Webtiles, or Slides);</li> <li>Ensure whitelisting strategies are in place.</li> </ul>
<b>Online survey launch: Week commencing 27 July – Open Campaign</b>	
<p><b>Thursday 30 July</b> Email invitation will be sent to all students sampled for inclusion in the SES</p> <p><b>Saturday 1 August</b> The Social Research Centre Reminder email #1</p>	<ul style="list-style-type: none"> <li>Use your institution's Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important.</li> </ul>
<b>Week commencing Monday 3 August – Open Campaign</b>	
<p><b>Monday 3 August</b> The Social Research Centre Reminder email #2</p> <p><b>Thursday 6 August</b></p>	<ul style="list-style-type: none"> <li>Post a reminder on your institution's website;</li> <li>Use your institution's Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important (see SES Marketing Pack user guide for suggested caption and social media tiles).</li> </ul>

<b>The Social Research Centre Reminder email #3</b>	<ul style="list-style-type: none"> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> </ul>
<ul style="list-style-type: none"> <li><b>Week commencing Monday 10 August – Open Campaign</b></li> </ul>	
<b>Monday 10 August The Social Research Centre Reminder email #4</b>  <b>Friday 14 August The Social Research Centre Reminder email #5</b>	<ul style="list-style-type: none"> <li>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</li> <li>Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to ‘SES to students email_mid_survey’).</li> </ul>
<ul style="list-style-type: none"> <li><b>Week commencing Monday 17 August – Open Campaign</b></li> </ul>	
<b>Monday 17 August The Social Research Centre Reminder email #6</b>  <b>Friday 21 August The Social Research Centre Reminder email #7</b>	<ul style="list-style-type: none"> <li>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</li> <li>Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to ‘SES to students email_mid_survey’).</li> </ul>
<ul style="list-style-type: none"> <li><b>Week commencing Monday 24 August – Closing Campaign</b></li> </ul>	
<b>Monday 24 August The Social Research Centre Reminder email #8</b>  <b>Thursday 27 August The Social Research Centre Reminder email #9</b>	<ul style="list-style-type: none"> <li>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT and ComparED websites.</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>;</li> <li>Post a reminder on your website.</li> </ul>

## 4.4 Social media campaign

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

## 4.5 Institutional web presence

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

## 4.6 Standard QILT response maximisation activities

### 4.6.1 Email invitations and reminders

Authentication is a process where sample members can log into a generic link to allow entry into the survey by using a first name, student ID and date of birth to validate themselves as a legitimate sample member. A

unique survey link is generated and sent to their email of choice. Authentication opens at the same time as the soft launch, that is, two days before the main fieldwork period.

All institutions will follow the same fieldwork period for the SES 2020; as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications.

The reminder schedule is based on sound operational experience, and has been used across various trial surveys, as well as the SES with success. Given that centralisation of data collection for the SES is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the Department. The SES sample collects up to two email addresses. All email addresses that are provided will be used from the beginning of fieldwork – our analysis has shown that almost half of completed surveys were opened initially from a non-institutional email address. The email schedule and prize draw dates are outlined in Table 5. In compliance with the Australian Privacy Principles and the SPAM Act, all emails and SMS have the functionality for recipients to unsubscribe.

**Table 5 SES 2020 Response Maximisation Activities**

Activity	Date
Fieldwork starts / email invite sent - NUHEI (Email 1 and Email 2)	Tuesday 28 July
Fieldwork starts / email invite sent - Uni (Email 1 and Email 2)	Thursday 30 July
Email reminder 1 preparation and sending	Saturday 1 August
Email reminder 2 preparation and sending	Monday 3 August
PRIZE DRAW 1 CLOSE	Monday 3 August (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 5 August
Email reminder 3 preparation and sending	Thursday 6 August
Email reminder 4 preparation and sending + SMS 1	Monday 10 August
PRIZE DRAW 2 CLOSE	Monday 10 August (11:59pm)
Infield telephone reminders start	Tuesday 11 August
PRIZE DRAW 2 CONDUCTED	Wednesday 12 August
Email reminder 5 preparation and sending	Friday 14 August
Email reminder 6 preparation and sending + SMS 2	Monday 17 August
PRIZE DRAW 3 CLOSE	Monday 17 August (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 19 August
Email reminder 7 preparation and sending	Friday 21 August
Email reminder 8 preparation and sending	Monday 24 August
SMS 3 (if required)	TBC
PRIZE DRAW 4 CLOSE	Monday 24 August (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 26 August
Email reminder 9 preparation and sending (if required)	Thursday 27 August
Online collection closes	Sunday 30 August

## 4.6.2 Whitelisting and spam mitigation

All conduct related to email contact and follow up with students will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by students, institutions should follow the whitelisting processes as outlined below:

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

Other useful information:

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

Examples of relevant mail headers

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

Email subject headings (indicative text below)<sup>3</sup>:

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

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<sup>3</sup> The Social Research Centre may vary subject headings depending on needs arising during fieldwork.

### 4.6.3 SMS

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

### 4.6.4 Telephone reminder calls

In-scope students who have not responded by either completing or opting out of the SES may receive a reminder call from the Social Research Centre during the online fieldwork period. Typically calls would commence from approximately the second week in field depending on methodological and operational learnings and requirements. Reminder calls are short calls to students reminding them to go online and complete the survey and confirming or updating the best email address to send the survey link to. These reminder calls will be targeting students in cells or institutions that traditionally perform poorly. Between one and two calls are made and a voice mail left if possible. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these reminder calls. Additional online completes as a result of a reminder call will be reported nationally (given the methodological consistency) and on the QILT website. If your institution chooses to provide telephone numbers, it is considered that your institution consents to students receiving reminder calls.

### 4.6.5 Incentivisation

All completing students will be entered into a national rolling prize draw in the SES. The national prize pool will total \$26,000, comprised of four weekly prize pools of \$6,500. Each weekly prize pool will be made up of three \$1,000, four \$500 and six \$250 prepaid VISA gift cards. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at [www.srcentre.com.au/sestcs](http://www.srcentre.com.au/sestcs) (this will be updated prior to SES fieldwork). The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence. The key prize draw dates are included at Table 5. If you refer to the prize draw in any institutional marketing activities a link to the terms and conditions must be included.

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

## 4.7 Fee-for-service response maximisation activities

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

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

- The reminder call is designed to drive students to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website.
- The full CATI survey is completed over the phone at the time of call. These responses will not be reported nationally or appear on the QILT website; however, are included as a part of institutional files and institutional reports.

The Social Research Centre can provide a quote for telephone reminders or full telephone surveys on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to online fieldwork to enable the survey for telephone interviewing. Due to the set-up required, if telephone follow up is booked and then cancelled there will be a cancellation fee to cover these costs.

Refer to 'Table 1 SES 2020 summary timeline' for the final date to nominate post-online fieldwork telephone activity. Remember to use your PASF to register for telephone based activity. If you need this form sent to you again please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

## 5. Fieldwork monitoring

### 5.1 Liaison

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

### 5.2 Real-time reporting

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

The standard reporting link for the online survey features:

- A summary of progress, in table format, by key variables such as study area, student year, gender and qualification.
- The capacity to download a csv file of survey progress for each student and analyse by course code, Field of Education, study area and gender, providing the flexibility to create tables or charts in Excel.
- The capacity to monitor completion status (completes, partial completes, disqualified).

A login will be assigned to your institution when fieldwork starts if your institution is new to QILT for the SES collection. Previously issued logins can be used at <https://data.srcentre.com.au/>.

## 6. Deliverables

### 6.1 Benchmarking data file

The time series benchmarking files are made available each year and distributed according to the data sharing agreement between universities that has been coordinated by UA. The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the SES National Report. The files also do not include institution specific fee-for-service items. Only 'members' of UA receive a copy of the UA data file. Institutions party to this agreement and staff registered to receive the relevant data files and reports must be approved by the Department. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA).

### 6.2 Institutional data file

Each institution receives an 'institution-specific' file at the conclusion of fieldwork. Since 2017, each institution receives two versions of the SES data file – one which accommodates data warehousing systems by appending new variables at the end of the file and another which places any new variables within their conceptual group. This file contains records and data items that are not available to all institutions as part of the National SES Data File. Additional information available in the institutional data files can include:

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

An institution's file will contain collected data for all SES collections that they have participated in.

### 6.3 Tableau packaged workbooks

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

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

### 6.4 Verbatim responses

Verbatim responses for the current survey are provided as a separate file in csv and SPSS formats. These files do not contain time series data. SESIDs are included in these files to link cases between the data and verbatim files and facilitate easier use of the SEQuery text analyser tools. The text analyser thematically groups the institution's 'Best aspects' and 'Needs improvement' open-ended items and is available on the QILT provider portal. ([www.qilt.edu.au/login](http://www.qilt.edu.au/login)).

## Appendix A Sampling methodology

### Sample frame

The approach to sample selection is to use population data from HEIMS where possible to create sample frames for individual institutions. This 'central' approach minimises the likelihood of accidental bias being introduced to the sample selection process and ensures a nationally-consistent approach to sampling.

A stratified sampling approach with strata defined based on institution, course level, study area and stage is used. The 45 study areas used in 2016 will remain as the basis for sampling and fieldwork monitoring.

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

Where individual strata are large enough that a census is not required and the institution prefers not to undertake a census of in-scope students, the number of students to be sampled in each stratum will be calculated to achieve the target error band ( $\pm 7.5$  per cent at a 90 per cent level of confidence), with the previous collection's response rates forming the basis of these calculations.

A sample of students will be taken **after** we receive verified data from the institution to minimise resampling issues. The sample selection will be checked against population parameters to ensure that appropriate proportions of gender, qualification, mode of attendance, broad field of education and citizenship characteristics are present in the sample.

### Sample strata and students in combined/double degrees

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

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

### Study area

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

## Appendix B Variables in the population templates

Unless otherwise noted, the variables included here are applicable to both the MDS templates and the full population template.

The data format and specific codes available for each variable can be found in the Data Map in the template. For a detailed definition of each element and how it is collected as part of official HEIMS data collection, please refer to the 2019 HEIMS data dictionary:

<https://heimshelp.education.gov.au/sites/heimshelp/files/2019-he-data-element-dictionary.docx?v=1548973033>

### Institution details

#### Higher Education Provider Code (E306)

Higher Education Provider code as issued by the Department or by the Social Research Centre for the purpose of QILT.

#### Higher Education Provider Name (E306C)

Higher Education Provider name for the purpose of QILT reporting.

#### Student ID (E313)

A code which uniquely identifies the student within the higher education provider and remains constant from year to year.

### Course details

#### Course code (E307)

A code which uniquely identifies each course within a Higher Education / VET Provider (Provider). The course code format should follow HEIMS submission format.

#### Course name – full (E308)

The full name of the course.

#### Course of study type code (E310)

This variable indicates the type of higher education course. Note that as only undergraduate students and postgraduate course work students are in-scope for the SES.

#### Course of study load (E350)

The total EFTSL in years required to complete this course of study. For example, a standard Bachelor's Degree would have E350 = 3.0.

#### Combined course of study indicator (E455)

A code which indicates if a course of study is a combined course of study (i.e. a double degree).

### **Field of education code (E461)**

A code identifying the field of education to which this course is classified. This field should be coded using the ABS' [Australian Standard Classification of Education \(ASCED\)](#).

### **Field of education supplementary code (E462)**

A code identifying the supplementary field of education to which a combined course is classified. This field should be coded using the ABS' [Australian Standard Classification of Education \(ASCED\)](#).

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

## **Student demographics**

### **Gender code (E315) – Full template only**

A code which identifies the sex of a person.

### **Aboriginal and Torres Strait Islander code (E316) – Full template only**

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

### **New basis for admission to current course (E327) – Full template only**

A code which identifies the main criterion used by the Higher Education institution in granting a student admission to the current course. This field only applies to commencing students – non-commencing students should have this field populated with a 1.

### **Mode of attendance code (E329) – Full template only**

A code which identifies the mode of attendance by which the student undertakes a unit of study.

### **Country of birth code (E346) – Full template only**

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

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

Use code 9999 if you do not have access to this information.

### **Year of arrival in Australia (E347) – Full template only**

Where the student was born in a country other than Australia, this field should hold the year in which they arrived in **YYYY** format. Other valid codes are:

- 0001 – Student was born in Australia
- A998 – No information on year of arrival
- A999 – No information on whether student/applicant was born in Australia or not

Use code A999 for students coded 9999 at E346.

### **Language spoken at home code (E348) – Full template only**

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

- 0001 – Student speaks only English at permanent home residence
- 9998 – Non-English language spoken but no information on the language
- 9999 – No information on whether or not a non-English language is spoken at permanent home residence by a student/applicant

Use code 9999 if you do not have access to this information.

### **Citizen resident/indicator (E358)**

A code indicating a student's citizenship and residence status.

### **IntendedLocation**

Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.

### **Disability (E386) – Full template only**

E386 should be an 8-digit number, where each digit flags a certain disability characteristic. Digit 1 represents overall disability status, digits 2 to 7 flag the presence of particular kinds of disability or impairment, and digit 8 flags students who have requested further information about disability support services. A full definition, including examples of the data collection method used for this item, is available in the 2019 Element Dictionary on the HEIMS website:

<https://heimshelp.education.gov.au/sites/heimshelp/files/2019-he-data-element-dictionary.docx?v=1548973033>

If your institution does not collect disability information at this level of detail, please use one of the following three codes where applicable:

- 00000000 – Do not know whether the student has a disability, impairment or long-term medical condition.
- 10000000 – Student indicated that she/he has a disability, impairment or long-term medical condition.
- 20000000 – Student indicated that she/he does not have a disability, impairment or long-term medical condition.

### **Commonwealth Higher Education Student Support Number (CHESSN) (E488) – Full template only**

The student's CHESSN ID where applicable. If the student does not have a CHESSN or it is unknown, populate file with 'ZZZZZZZZ'.

### **Student status code (E490) – Full template only**

A code which indicates the student status for a unit of study. Please refer to the Element Dictionary linked above for details for this variable.

### **Highest educational attainment of parent/guardian 1 (E573) – Full template only**

A code which provides information about the highest educational attainment of the first parent or guardian as identified by the student. This field only applies to commencing students – non-commencing students should have this field populated with a 1.

### **Highest educational attainment of parent/guardian 2 (E574) – Full template only**

A code which provides information about the highest educational attainment of the second parent or guardian as identified by the student. This field only applies to commencing students – non-commencing students should have this field populated with a 1.

## **Student enrolment details**

### **Course of study commencement date (E534)**

The month and year in which the student commenced the current course of study for the first time. This should be in the format **YYYYMM**.

Students with a commencement date in the collection year are considered commencing students.

### **Type of attendance code (E330)**

A code which identifies whether a student is classified as full-time or part-time.

### **CurrentEFTSL (Equivalent Full-Time Student Load) – Universities only**

The amount of EFTSL the student will receive as credit towards completion of this course by being enrolled in the period between 1 January 2020 and 31 May 2020.

Note that this may include units the student has already completed at the time of submission, where the census date occurs in the first half of 2020. This is correct for the purposes of the STAGE calculation.

Units with a census date later than 31 May 2020 may be appropriate to include if they are fully completed prior to the commencement of the 2020 SES collection. If your institution has any units with census dates in June 2020 please contact the QILT team to confirm their inclusion or exclusion.

### **HistoricalEFTSL (Equivalent Full-Time Student Load) – Universities only**

The total amount of EFTSL the student has completed as credit towards completion of this course, excluding any credit recorded in E560 (e.g. recognition of prior learning, credit transfers), up to 31 December 2019.

### **Credit used value (E560) – Universities only**

The amount of EFTSL the student has received as credit towards completion of this course from other sources (e.g. recognition of prior learning, credit transfers).

### **CompletingFlag – Universities only**

Flag students who are expected to complete their course by 31 July 2021. This is only intended to be an estimate and should be calculated in whatever manner is the easiest for your institution.

The Social Research Centre will use this to assist in cross-checking the provided EFTSL variables only, and the CompletingFlag will not be used on its own to determine scope or to include or exclude students from the 2020 SES.

## **ENRLSTAT**

**We want to avoid contacting students who are no longer enrolled at your institution.** Our preference is for these students to be excluded from the template. However, if it easier for you to include these students in

the file, those that should not be contacted for the survey should be flagged in ENRLSTAT using the following response categories. If you can account for students who are no longer enrolled, record a value of '1' in the field labelled ENRLSTAT to indicate that the student had withdrawn, a value of '2' for mid-year completions and so on. By default, this should be populated with a '0' – this denotes currently enrolled students.

0 = Enrolled

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

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

3 = Deferred or Leave of absence

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

Students in categories 1 to 4 will not be contacted or included in the survey.

## Student contact details

### Student name and address fields

The name and address fields listed in Table 3 (E402, E403, E409, E413, E469, E470, E471) must be populated by institutions.

### Date of birth (E314)

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

### Email addresses (EMAIL1, EMAIL2)

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

### Phone numbers (PHONE1, PHONE2, PHONE3, PHONE4)

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

SMS – the Social Research Centre uses SMS on a needs basis to target underperforming areas. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the students receiving SMS unless you instruct us otherwise.

Reminder calls – Infield reminder calls take place during the official online fieldwork period. Reminder calls during this period commence from the beginning of the second week in field, are free of charge to institutions, dependent upon the inclusion of phone numbers, and carried out on an as needs basis to target underperforming areas. If your institution chooses to provide telephone numbers, it is considered that your institution consents to students receiving reminder calls unless otherwise specified.

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

Please provide phone numbers for all students who your institution consents us contacting via phone or SMS regardless of whether you intend to commission the Social Research Centre to undertake CATI. Obviously, telephone follow up and reminder calls cannot be undertaken without valid phone numbers.

## **FACULTY and CAMPUS**

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

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

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

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

## Appendix C The STAGE variable as calculated by the Social Research Centre

The STAGE variable in the SES sample file is used to determine the stage of studies for survey eligibility. This calculation will be done by the Social Research Centre during sample preparation. **Institutions are NOT required to calculate STAGE.**

The permissible values for the STAGE variables are as followed:

Value	Description
1	Commencing
2	Completing
3	Middle years

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

### Definitions

#### Commencing student (STAGE = 1)

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

#### Completing / Final year students (STAGE = 2)

There is no indicator in HEIMS that can be used to identify a completing or final year student. For the purposes of the 2020 SES, a completing or final year student is expected to complete their current course of study by 31 July 2021.

#### Middle year students (STAGE = 3)

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

### Variables used to derive STAGE

The Social Research Centre derive STAGE using the following variables:

Variable Name	Description
E306	Higher Education Provider code
E534	Course of study commencement date
E330	Type of attendance code
E350	Course of study load (the aggregated EFTSL value for a course of study to meet the academic requirements for the course).
CurrentEFTSL	Total enrolled EFTSL in this course in the first half of 2020
HistoricalEFTSL	Aggregated EFTSL from units completed in this course prior to 2020
E560	Total EFTSL from other sources (e.g. recognition of prior learning, credit transfers)

## Definition of Commencing students (STAGE = 1)

The status of commencing students is defined using the institution's own HEIMS submission data. To ensure consistency across all institutions and government administrative data, the Social Research Centre use the Department's definition of Commencing students:

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

Social Research Centre use the **commencing student indicator** in the HEIMS demographics, **E922 = 1** to identify commencing students. This is derived from the commencement date provided in E534.

According to the HEIMS website, a student is classified as a commencing student if the year value of E534 is the same as the year value for the reference year. <https://heimshelp.education.gov.au/dictionary/derived/922>

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

In fact, this student is likely to be deemed out-of-scope of the SES as a commencing student because:

1. of the deferral described above and
2. he/she has not completed at least one unit of study in the specified course.

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

For more information, see the HEIMS glossary page for “Commencing Students”:

<https://heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Commencing%20Student>

## Completing / Final year students (STAGE = 2)

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

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

- historical EFTSL,
- credit stored in E560,
- current EFTSL in the first half of the collection year
- the projected EFTSL in the second half of the collection year

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

$$\text{i.e. } (\text{HistoricalEFTSL} + \text{E560} + (\text{CurrentEFTSL} * 2)) / \text{E350}$$

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

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

The syntax below use the EFTSL variable provided by the Department in our standard HEIMS extract. For the purposes of calculating stage from the template:

- $\text{E931} = \text{HistoricalEFTSL} + \text{E560} + \text{CurrentEFTSL}$

- E339 = CurrentEFTSL

### Method 1

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

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

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

```
IF (E922 = 1) Stage=1. *Commencing student
DO IF (E922 = 2).
  DO IF (E350 < 2.5).
    IF (E330 = 1 AND (E931+E339 < E350*.7500)) Stage=3. *Full-time middle year
    IF (E330 = 2 AND (E931+E339 < E350*.8750)) Stage=3. *Part-time middle year
    IF (E330 = 1 AND (E931+E339 ≥ E350*.7500)) Stage=2. *Full-time final year
    IF (E330 = 2 AND (E931+E339 ≥ E350*.8750)) Stage=2. *Part-time final year
  END IF.
  DO IF (E350 ≥ 2.5 AND E350 < 3.5).
    IF (E330 = 1 AND (E931+E339 < E350*.8333)) Stage=3. *Full-time middle year
    IF (E330 = 2 AND (E931+E339 < E350*.9167)) Stage=3. *Part-time middle year
    IF (E330 = 1 AND (E931+E339 ≥ E350*.8333)) Stage=2. *Full-time final year
    IF (E330 = 2 AND (E931+E339 ≥ E350*.9167)) Stage=2. *Part-time final year
  END IF.
  DO IF (E350 ≥ 3.5 AND E350 < 4.5).
    IF (E330 = 1 AND (E931+E339 < E350*.8750)) Stage=3. *Full-time middle year
    IF (E330 = 2 AND (E931+E339 < E350*.9375)) Stage=3. *Part-time middle year
    IF (E330 = 1 AND (E931+E339 ≥ E350*.8750)) Stage=2. *Full-time final year
    IF (E330 = 2 AND (E931+E339 ≥ E350*.9375)) Stage=2. *Part-time final year
  END IF.
  DO IF (E350 ≥ 4.5).
    IF (E330 = 1 AND (E931+E339 < E350*.90)) Stage=3. *Full-time middle year
    IF (E330 = 2 AND (E931+E339 < E350*.95)) Stage=3. *Part-time middle year
    IF (E330 = 1 AND (E931+E339 ≥ E350*.90)) Stage=2. *Full-time final year
    IF (E330 = 2 AND (E931+E339 ≥ E350*.95)) Stage=2. *Part-time final year
  END IF.
END IF.
```

### Method 2

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

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

Here is the SPSS syntax:

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

### Limitations of the current methods of identifying final year students

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

The estimation of completing / final year students is more straight forward for full-time students in standard three-year courses that are broken up into two semesters each year or two-year courses that are broken up into three trimesters each year. It is difficult to estimate correctly for part-time and external students, those who took leave of absence during their studies, those who transferred from one course to another, or students who are enrolled in courses where there is a heavily weighted work-based placement in the final year with different EFTSL calculation. There may also be practical difficulties in correctly collating 'EFTSL completed successfully' for students whose initial enrolment in the course may date back many years.

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

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

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

...

...

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

See:

<http://heimshelp.education.gov.au/sites/heimshelp/resources/glossary/pages/glossaryterm?title=Commencing%20Student>

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

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

In terms of reporting, the easiest way to identify Honours students is to use E310 “Course of study type code” – code 9 flags “Bachelors Honours” courses.

[https://heimshelp.education.gov.au/2018\\_data\\_requirements/2018dataelements/310](https://heimshelp.education.gov.au/2018_data_requirements/2018dataelements/310)

### **How to provide data for the CompletingFlag variable?**

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

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

## Appendix D Australian Government Department of Education Study Areas by Field of Education

AREA	AREA45	Field of Education
0	Non-award	000000
1	Science and mathematics	1 Natural & Physical Sciences 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2 Mathematics 010100, 010101, 010103, 010199
		3 Biological Sciences 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4 Medical Science & Technology 019901, 019903, 019905, 019907, 019909
2	Computing & Information Systems	5 Computing & Information Systems 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6 Engineering - Other 030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7 Engineering - Process & Resources 030300, 030301, 030303, 030305, 030307, 030399
		8 Engineering - Mechanical 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9 Engineering - Civil 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10 Engineering - Electrical & Electronic 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11 Engineering - Aerospace 031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12 Architecture & Urban Environments 040000, 040100, 040101, 040103, 040105, 040107, 040199
		13 Building & Construction 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

AREA		AREA45		Field of Education
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

AREA		AREA45		Field of Education
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, Hospitality, Personal Services, Sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality & Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

## **Appendix 2      Participating institutions**

# 2020 Student Experience Survey (SES) – Participating institutions

Universities	Non-university higher education institutions (NUHEIs)	Non-HESA institutions
Australian Catholic University	Academy of Information Technology	Academies Australasia Polytechnic Pty Limited
Bond University	ACAP and NCPS	Asia Pacific International College
Central Queensland University	Adelaide Central School of Art	Australian Institute of Higher Education
Charles Darwin University	Adelaide College of Divinity	CIC Higher Education
Charles Sturt University	Alphacrucis College	Elite Education Institute
Curtin University	Australian Academy of Music and Performing Arts	Equals International
Deakin University	Australian College of Christian Studies	Governance Institute of Australia
Edith Cowan University	Australian College of Nursing	Institute of Health & Management Pty Ltd
Federation University Australia	Australian College of Theology Limited	Leaders Institute
Flinders University	Australian Institute of Business Pty Ltd	Montessori World Educational Institute (Australia)
Griffith University	Australian Institute of Management Education & Training	Newcastle International College
James Cook University	Australian Institute of Professional Counsellors	Oxford Institute of Higher Education
La Trobe University	Avondale University College	Polytechnic Institute Australia Pty Ltd
Macquarie University	BBI - The Australian Institute of Theological Education	
Monash University	Box Hill Institute	
Murdoch University	Campion College Australia	
Queensland University of Technology	Canberra Institute of Technology	
RMIT University	Chisholm Institute	
Southern Cross University	Christian Heritage College	
Swinburne University of Technology	Collarts (Australian College of the Arts)	
The Australian National University	Curtin College	
The University of Adelaide	Deakin College	
The University of Melbourne	Eastern College Australia	
The University of Notre Dame Australia	Edith Cowan College	
The University of Queensland	Endeavour College of Natural Health	
The University of South Australia	Engineering Institute of Technology	
The University of Sydney	Excelsia College	
The University of Western Australia	Eynesbury College	
Torrens University	Griffith College	
University of Canberra	Health Education & Training Institute	
University of Divinity	Higher Education Leadership Institute	
University of New England	Holmes Institute	
University of New South Wales	Holmesglen Institute	

University of Newcastle	Ikon Institute of Australia
University of Southern Queensland	INSEARCH
University of Tasmania	International College of Hotel Management
University of Technology Sydney	International College of Management, Sydney
University of the Sunshine Coast	ISN Psychology Pty Ltd
University of Wollongong	Jazz Music Institute
Victoria University	Kaplan Business School
Western Sydney University	Kaplan Higher Education Pty Ltd
	Kent Institute Australia
	King's Own Institute
	La Trobe College Australia
	LCI Melbourne
	Le Cordon Bleu Australia
	Macleay College
	Marcus Oldham College
	Melbourne Institute of Technology
	Melbourne Polytechnic
	Moore Theological College
	Morling College
	Nan Tien Institute
	National Art School
	Perth Bible College
	Photography Studies College (Melbourne)
	SAE Institute
	South Australian Institute of Business and Technology
	SP Jain School of Management
	Stott's College
	Study Group Australia Pty Limited
	Sydney College of Divinity
	Sydney Institute of Business and Technology
	Tabor College of Higher Education
	TAFE NSW
	TAFE Queensland
	TAFE South Australia
	The Australian College of Physical Education
	The Australian Institute of Music
	The Cairnmillar Institute
	The JMC Academy
	The MIECAT Institute
	Think Education
	Universal Business School Sydney
	UOW College
	VIT (Victorian Institute of Technology)

Wentworth Institute of Higher Education

Whitehouse Institute of Design, Australia

William Angliss Institute

## **Appendix 3      Study area concordance**

## SES 2020 Study area concordance

Study Area 21		Study Area 45		Field of Education
<b>0</b>	Non-award	0	Non-award	000000
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

Study Area 21		Study Area 45		Field of Education
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

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

## Appendix 4      Sample size formulae

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix 5

## Response rates and targets by institution

# 2020 Student Experience Survey (SES) – Response rates and targets by institution

## Target and actual response rate by universities

Institution	2019 required response rate (%)	2020 required response rate (%)	Difference 2019 to 2020 response rate target (percentage points)	Increased target for 2020?	Actual response rate 2020	Achieved 2020 response rate target	Actual response rate 2020 as % required response rate 2020	Percentage points difference - target vs actual response rate 2020
Australian Catholic University	23.3	23.6	0.3	Yes	44.0	Yes	186.3	20.4
Bond University	66.6	62.7	-3.9	No	36.7	No	58.6	-26.0
Central Queensland University	30.2	33.2	2.9	Yes	43.8	Yes	132.0	10.6
Charles Darwin University	49.4	47.3	-2.2	No	38.7	No	81.9	-8.5
Charles Sturt University	30.9	29.4	-1.5	No	35.7	Yes	121.7	6.4
Curtin University	32.2	30.8	-1.4	No	38.7	Yes	125.6	7.9
Deakin University	29.4	24.9	-4.5	No	44.7	Yes	179.1	19.7
Edith Cowan University	38.8	35.3	-3.5	No	43.9	Yes	124.5	8.7
Federation University Australia	46.8	28.7	-18.0	No	42.0	Yes	146.0	13.2
Flinders University	42.2	41.5	-0.7	No	42.9	Yes	103.2	1.3
Griffith University	30.1	31.7	1.7	Yes	36.4	Yes	114.7	4.7
James Cook University	48.7	50.1	1.5	Yes	43.4	No	86.5	-6.8
La Trobe University	31.8	37.3	5.5	Yes	40.4	Yes	108.5	3.2
Macquarie University	25.0	28.1	3.1	Yes	43.9	Yes	156.5	15.9
Monash University	21.1	21.2	0.1	Yes	41.0	Yes	193.3	19.8
Murdoch University	36.2	36.4	0.1	Yes	38.4	Yes	105.6	2.0
Queensland University of Technology	25.4	23.1	-2.3	No	40.7	Yes	176.2	17.6
RMIT University	25.5	26.1	0.6	Yes	37.3	Yes	143.1	11.2
Southern Cross University	46.5	48.8	2.3	Yes	44.1	No	90.3	-4.7
Swinburne University of Technology	28.5	33.7	5.2	Yes	47.7	Yes	141.4	14.0
The Australian National University	35.4	40.8	5.4	Yes	38.9	No	95.4	-1.9
The University of Adelaide	48.0	48.6	0.6	Yes	47.5	No	97.8	-1.1
The University of Melbourne	18.8	19.1	0.3	Yes	48.7	Yes	254.7	29.6
The University of Notre Dame Australia	33.5	40.0	6.4	Yes	43.8	Yes	109.7	3.9
The University of Queensland	33.7	35.3	1.6	Yes	36.1	Yes	102.1	0.7
The University of South Australia	37.0	36.5	-0.4	No	39.6	Yes	108.3	3.0
The University of Sydney	24.5	27.9	3.5	Yes	31.2	Yes	111.5	3.2

The University of Western Australia	23.9	24.4	0.5	Yes	29.8	Yes	122.2	5.4
Torrens University	33.5	19.3	-14.1	No	48.6	Yes	251.2	29.2
University of Canberra	48.8	50.3	1.5	Yes	41.4	No	82.3	-8.9
University of Divinity	45.8	34.1	-11.7	No	52.6	Yes	154.0	18.4
University of New England	53.6	56.4	2.8	Yes	47.4	No	84.2	-8.9
University of New South Wales	28.6	24.9	-3.7	No	38.8	Yes	156.0	13.9
University of Newcastle	37.2	47.1	9.9	Yes	32.3	No	68.5	-14.8
University of Southern Queensland	36.3	34.2	-2.2	No	49.4	Yes	144.6	15.2
University of Tasmania	36.9	27.5	-9.4	No	41.5	Yes	151.2	14.1
University of Technology Sydney	25.4	28.3	2.9	Yes	33.4	Yes	118.3	5.2
University of the Sunshine Coast	44.2	44.1	-0.1	No	49.3	Yes	111.8	5.2
University of Wollongong	43.5	42.6	-0.9	No	47.3	Yes	111.1	4.7
Victoria University	34.4	32.7	-1.7	No	39.9	Yes	121.9	7.2
Western Sydney University	25.5	24.7	-0.8	No	31.9	Yes	129.4	7.3

## Target and actual response rate by NUHEIs

Institution	2019 required response rate (%)	2020 required response rate (%)	Difference 2019 to 2020 response rate target (percentage points)	Increased target for 2020?	Actual response rate 2020	Achieved 2020 response rate target	Actual response rate 2020 as % required response rate 2020	Percentage points difference - target vs actual response rate 2020
Academies Australasia Polytechnic Pty Limited		40.5	40.5	Yes	26.5	No	65.4	-14.0
Academy of Information Technology	50.2	51.0	0.7	Yes	40.9	No	80.2	-10.1
ACAP and NCPS	35.4	28.3	-7.1	No	48.1	Yes	170.3	19.9
Adelaide Central School of Art	57.6	53.4	-4.2	No	71.6	Yes	134.0	18.2
Adelaide College of Divinity	82.4	90.9	8.5	Yes	45.5	No	50.0	-45.5
Alphacrucis College	34.8	34.9	0.1	Yes	36.5	Yes	104.8	1.7
Asia Pacific International College		45.2	45.2	Yes	33.3	No	73.6	-11.9
Australian Academy of Music and Performing Arts	89.4	83.5	-5.9	No	45.1	No	53.9	-38.5
Australian College of Christian Studies	92.9	88.5	-4.4	No	44.9	No	50.7	-43.6
Australian College of Nursing	24.8	22.9	-1.9	No	29.2	Yes	127.2	6.2
Australian College of Theology Limited	22.6	10.7	-11.9	No	49.7	Yes	464.2	39.0
Australian Institute of Business Pty Ltd	18.8	17.4	-1.4	No	43.9	Yes	252.3	26.5
Australian Institute of Higher Education		33.0	33.0	Yes	39.1	Yes	118.4	6.1
Australian Institute of Management Education & Training	38.9	38.9	0.0	Yes	29.6	No	76.2	-9.3
Australian Institute of Professional Counsellors	68.4	62.1	-6.3	No	37.9	No	61.1	-24.1
Avondale University College	71.0	68.6	-2.4	No	53.0	No	77.2	-15.7
BBI - The Australian Institute of Theological Education	44.1	50.4	6.3	Yes	42.0	No	83.2	-8.5
Box Hill Institute	74.7	78.5	3.7	Yes	42.7	No	54.4	-35.8
Campion College Australia	83.3	82.0	-1.4	No	53.2	No	64.8	-28.8
Canberra Institute of Technology	88.8	92.0	3.2	Yes	44.0	No	47.8	-48.0
Chisholm Institute	68.9	70.7	1.8	Yes	43.7	No	61.7	-27.1
Christian Heritage College	78.6	80.6	2.0	Yes	44.8	No	55.6	-35.8
CIC Higher Education		59.7	59.7	Yes	42.9	No	71.8	-16.9
Collarts (Australian College of the Arts)	54.8	52.3	-2.6	No	43.9	No	84.0	-8.3
Curtin College	59.8	58.6	-1.2	No	35.2	No	60.1	-23.4
Deakin College	38.8	47.0	8.2	Yes	44.8	No	95.3	-2.2

Eastern College Australia	92.0	92.0	0.0	Yes	46.7	No	50.7	-45.3
Edith Cowan College	77.7	75.4	-2.3	No	53.7	No	71.2	-21.7
Elite Education Institute		84.9	84.9	Yes	17.8	No	21.0	-67.1
Endeavour College of Natural Health	9.1	10.7	1.7	Yes	35.3	Yes	328.7	24.6
Engineering Institute of Technology		88.5	88.5	Yes	62.3	No	70.4	-26.2
Equals International		92.9	92.9	Yes	50.0	No	53.8	-42.9
Excelsia College	79.7	63.5	-16.3	No	51.3	No	80.8	-12.2
Eynesbury College	77.8	84.7	6.9	Yes	62.8	No	74.1	-21.9
Governance Institute of Australia		51.8	51.8	Yes	41.2	No	79.7	-10.5
Griffith College	47.2	57.6	10.4	Yes	42.2	No	73.3	-15.4
Health Education & Training Institute	90.4	90.7	0.3	Yes	34.7	No	38.2	-56.0
Higher Education Leadership Institute		100.0	100.0	Yes	25.0	No	25.0	-75.0
Holmes Institute	16.2	16.3	0.1	Yes	23.8	Yes	145.9	7.5
Holmesglen Institute	64.6	65.1	0.5	Yes	42.5	No	65.3	-22.6
Ikon Institute of Australia		50.4	50.4	Yes	68.8	Yes	136.5	18.4
INSEARCH	35.9	47.3	11.4	Yes	44.1	No	93.2	-3.2
Institute of Health & Management Pty Ltd		38.4	38.4	Yes	33.5	No	87.3	-4.9
International College of Hotel Management	76.3	74.6	-1.7	No	62.7	No	84.0	-11.9
International College of Management, Sydney	35.6	40.2	4.6	Yes	46.1	Yes	114.7	5.9
ISN Psychology Pty Ltd	82.1	86.5	4.4	Yes	57.7	No	66.7	-28.8
Jazz Music Institute	89.1	86.6	-2.5	No	41.8	No	48.3	-44.8
Kaplan Business School	34.4	28.2	-6.2	No	43.7	Yes	154.8	15.5
Kaplan Higher Education Pty Ltd	22.1	15.9	-6.2	No	27.0	Yes	169.6	11.1
Kent Institute Australia	47.5	42.7	-4.9	No	34.4	No	80.6	-8.3
King's Own Institute	27.1	24.3	-2.8	No	42.1	Yes	173.5	17.8
La Trobe College Australia	50.5	55.8	5.2	Yes	37.8	No	67.9	-17.9
LCI Melbourne	67.6	57.8	-9.8	No	52.6	No	91.0	-5.2
Le Cordon Bleu Australia	60.8	66.6	5.8	Yes	28.6	No	43.0	-37.9
Leaders Institute		74.6	74.6	Yes	59.6	No	80.0	-14.9
Macleay College	79.5	72.0	-7.5	No	39.6	No	54.9	-32.4
Marcus Oldham College	54.6	45.0	-9.6	No	52.1	Yes	115.8	7.1
Melbourne Institute of Technology	36.4	36.1	-0.3	No	39.7	Yes	110.0	3.6
Melbourne Polytechnic	65.9	66.9	1.0	Yes	38.3	No	57.2	-28.6
Montessori World Educational Institute (Australia)		88.1	88.1	Yes	49.3	No	55.9	-38.8
Moore Theological College	58.9	60.8	1.9	Yes	66.3	Yes	109.0	5.5
Morling College	87.0	87.2	0.1	Yes	47.7	No	54.7	-39.4

Nan Tien Institute	94.7	100.0	5.3	Yes	55.4	No	55.4	-44.6
National Art School	45.4	41.1	-4.2	No	41.3	Yes	100.5	0.2
Newcastle International College		89.7	89.7	Yes	29.0	No	32.3	-60.7
Oxford Institute of Higher Education		84.0	84.0	Yes	38.3	No	45.6	-45.7
Perth Bible College	93.2	87.7	-5.5	No	49.2	No	56.1	-38.5
Photography Studies College (Melbourne)	78.7	80.6	1.9	Yes	47.3	No	58.7	-33.3
Polytechnic Institute Australia Pty Ltd		60.2	60.2	Yes	21.8	No	36.3	-38.3
SAE Institute	36.5	42.3	5.7	Yes	40.3	No	95.4	-2.0
South Australian Institute of Business and Technology	68.2	69.1	0.9	Yes	46.7	No	67.6	-22.4
SP Jain School of Management	45.4	55.8	10.4	Yes	79.5	Yes	142.5	23.7
Stott's College	55.1	48.0	-7.1	No	36.3	No	75.7	-11.6
Study Group Australia Pty Limited	84.8	86.7	1.9	Yes	38.9	No	44.9	-47.8
Sydney College of Divinity	46.4	46.1	-0.3	No	36.1	No	78.4	-10.0
Sydney Institute of Business and Technology	79.1	87.4	8.3	Yes	43.5	No	49.7	-43.9
Tabor College of Higher Education	74.6	81.2	6.6	Yes	49.8	No	61.4	-31.3
TAFE NSW	58.0	51.8	-6.2	No	44.8	No	86.6	-7.0
TAFE Queensland	67.8	68.9	1.1	Yes	37.1	No	53.8	-31.8
TAFE South Australia	87.8	90.5	2.7	Yes	38.0	No	42.0	-52.5
The Australian College of Physical Education	76.6	73.5	-3.1	No	36.8	No	50.1	-36.7
The Australian Institute of Music	35.0	44.6	9.6	Yes	49.8	Yes	111.7	5.2
The Cairnmillar Institute	71.0	69.5	-1.5	No	46.9	No	67.5	-22.6
The JMC Academy	43.0	45.6	2.7	Yes	39.0	No	85.4	-6.7
The MIECAT Institute	74.0	71.6	-2.4	No	57.4	No	80.2	-14.2
Think Education	22.8	32.1	9.3	Yes	57.5	Yes	178.8	25.3
Universal Business School Sydney	34.0	38.7	4.7	Yes	34.6	No	89.4	-4.1
UOW College	66.6	70.2	3.7	Yes	42.4	No	60.4	-27.8
VIT (Victorian Institute of Technology)	27.2	21.3	-5.9	No	53.5	Yes	251.6	32.3
Wentworth Institute of Higher Education	74.6	70.9	-3.8	No	53.4	No	75.4	-17.4
Whitehouse Institute of Design, Australia	58.0	48.4	-9.7	No	60.3	Yes	124.6	11.9
William Angliss Institute	42.2	43.8	1.6	Yes	40.0	No	91.3	-3.8

# Appendix 6

# Survey invitations and reminders

# 2020 Student Experience Survey (SES)

## Email and SMS Plan: Invitation and reminder text

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# 1. Footer

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- Social Research Centre logo – ([www.srcentre.com.au](http://www.srcentre.com.au))
- Department of Education, Skills and Employment logo – ([www.education.gov.au](http://www.education.gov.au))
- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/sestcs>)
- FAQs – (<https://www.srcentre.com.au/our-research/student-experience-survey>)
- Official Site – ([www.ses.edu.au](http://www.ses.edu.au))

## 2. AUGUST COLLECTION MESSAGES

### 2.1 Authentication Message - Tue 28 Jul



IMAGE:

Student Experience Survey - Your details have been verified

Dear %%E403\*\*student%%,

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

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

To start the survey, please click the button below:

**START SURVEY NOW**(%%srvylink%%)

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

**By completing the survey you will enter the prize draw for the chance to win one of three \$1,000 prepaid VISA gift cards each week. Prize draws close each Monday from 3 August to 24 August - there's \$6,500 in prizes to be won each week. The earlier you submit your survey the more chances you have of winning the weekly prize!**

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

Username: %%Username%%

Password: %%Password%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>



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## 2.2 INVITATION - Tue 28 Jul/Thu 30 July



IMAGE:

Student Experience Survey - Your experiences matter

Dear %E403\*\*student%%,

We would like to invite you to the 2020 Student Experience Survey, where you can let future students across Australia know about your experiences of the %QualName\*\*qualification%% at %E306TXT\*\*your institution%%.

We acknowledge that your studies have been disrupted by COVID-19. While we understand things may not have gone to plan this year, your views are more important than ever. By completing the survey, you will be providing critically important information to the Australian Government about your experiences as a student.

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

To start the survey please click the button below:

*START SURVEY NOW*(%%srvylink%%)

**Complete the survey by Monday 3 August to have four chances to win \$1,000.**

The Student Experience Survey collects information about students' higher education experiences. Based on feedback from students like you, %HepType\_TXT\*\*institutions%% have been able to create better places to study and learn by improving their %Course\*\*course%%s, learning resources, support services and campus facilities.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>



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## 2.3 REMINDER 1 – Sat 1 Aug



IMAGE:

Student Experience Survey - Prize draw closes Monday

Dear %%E403\*\*student%%,

*ALL:*

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

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

To complete the survey, please click the button below:

*TAKE THE SURVEY(%%srvylink%%)*

**Complete the survey by Monday 3 August to have four chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>



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## 2.4 REMINDER 2 - Mon 3 Aug



IMAGE:

Student Experience Survey - Prize draw closes tonight

Dear %E403\*\*student%%,

ALL:

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

**Remember, complete the survey by tonight, Monday 3 August, to have four chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>



## 2.5 REMINDER 3 – Thu 6 Aug



IMAGE:

Student Experience Survey - Have your say

Dear %E403\*student%%,

ALL:

We understand that you are busy but we really want to ensure we speak to a good cross-section of students about their experiences at %E306Ctxt\*\*your institution%. Getting your views is important to the overall success of the Student Experience Survey.

Over the past four years, %HEPTYPE\_TXT\*\*institutions% have used the findings to help improve courses, student services and campus facilities — all thanks to feedback from students like you.

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

**Complete the survey by Monday 10 August to have three chances to win \$1,000.**

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

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%>



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## 2.6 REMINDER 4 – Mon 10 Aug



IMAGE:

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

Dear %%E403\*student%%,

*ALL:*

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

**Remember, complete the survey by tonight, Monday 10 August to have three chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>



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## 2.7 SMS 1 (299 characters) - Mon 10 Aug

Hi %E403\*\*there%, a note from the Social Research Centre on behalf of the Dept of Education to complete the SES by tonight for a chance to win \$1,000. Check your email for an invite to join the largest national study of education %srylink\_sms% For more info call 1800055818 Reply STOP to optout

## 2.8 REMINDER 5 – Fri 14 Aug

DOMESTIC STUDENT (REM5\_INT\_CONDITION=0) & 50% of international students (REM5\_INT\_CONDITION=1)



INTERNATIONAL STUDENT (REM5\_INT\_CONDITION=3)



IMAGE:

Subject: Student Experience Survey – Australian Government needs your input

Dear %E403\*\*student%%,

DOMESTIC STUDENT (REM5\_INT\_CONDITION=0) & 50% of international students (REM5\_INT\_CONDITION=1)

We understand that your studies may have been impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %E306CTXT\*\*your institution%% and the Australian Government can better understand how COVID-19 has affected your studies.

INTERNATIONAL STUDENT (REM5\_INT\_CONDITION=3)

As an international student, we understand that your studies may have been impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %E306CTXT\*\*your institution%% and the Australian Government can better understand how COVID-19 has affected international students like you.

To complete the survey, please click the button below:

TAKE THE SURVEY(%E306CTXT\*\*your institution%%)

**Complete the survey by Monday 17 August to have two chances to win \$1,000.**

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

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

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## 2.9 REMINDER 6 – Mon 17 Aug

DEFAULT IMAGE (REM6\_STUDY\_CONDITION=1)



HEALTH SERVICES AND SUPPORT STUDY AREA (REM6\_STUDY\_CONDITION=3):



TEACHER EDUCATION STUDY AREA (REM6\_STUDY\_CONDITION=4):



ARCHITECTURE AND BUILDING STUDY AREA (REM6\_STUDY\_CONDITION=5):





IMAGE:

Student Experience Survey - Prize draw closes tonight!

Dear %E403\*\*student%%,

ALL:

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

**Complete the survey by tonight, Monday 17 August to have two chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>



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## 2.10 SMS 2 (299 characters) (Mon 17 Aug)

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

## 2.11 REMINDER 7 - Fri 21 Aug



IMAGE:

Student Experience Survey - Your insight can help future students

Dear %%E403\*\*student%%,

*ALL:*

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

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

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

**TAKE THE SURVEY**(%%srvylink%%)

**Complete the survey by Monday 24 August for a final chance to win \$1,000.**

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

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>

## 2.12 REMINDER 8 – Mon 24 Aug



IMAGE:

ALL:

Student Experience Survey - Final prize draw tonight

Dear %%E403\*\*student%%,

*ALL, EXCLUDING CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=0):*

This is now the last week for the Student Experience Survey and we still need to hear from more students who study a %%QualName\*\*qualification%% at %%E306TXT\*\*your institution%%. Your unique feedback helps %%E306TXT\*\*your institution%% improve student life and course offerings.

*CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=1):*

The Student Experience Survey is still open and we want to hear from more students who study a %%QualName\*\*qualification%% at %%E306TXT\*\*your institution%%. Your unique feedback helps %%E306TXT\*\*your institution%% improve student life and course offerings.

**Complete the survey by tonight, Monday 24 August, to be part of the final prize draw to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY(%%srvylink%%)*

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 2.13 SMS 3 (247 characters) – Mon 24 Aug

Hi %E403\*\*there%, a reminder from the Social Research Centre to complete the SES by tonight for a final chance to win \$1,000! Share your experiences as a student at <E306C\_SMS> %srvylink\_sms% For more info call 1800055818 Reply STOP to opt out

## 2.14 REMINDER 9 – Fri 28 Aug



IMAGE:

*ALL, EXCLUDING CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=0):*

Student Experience Survey - Final chance to complete

*CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=1):*

Student Experience Survey – Curtin University wants to hear from you

Dear %%E403\*\*student%%,

*ALL, EXCLUDING CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=0) AND STAGE=1*

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. We understand that this has been a difficult start to your %%QualName\*\*qualification%% but it's more important than ever for the Australian Government to understand how COVID-19 has impacted your studies. Your feedback can positively impact the remainder of your time at %%HEPTYPE\_TXT\*\*your institution%%.

*ALL, EXCLUDING CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=0) AND STAGE=3 OR 9:*

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. We understand that this has been a difficult time for many students but it's more important than ever for the Australian Government to understand how COVID-19 has impacted your studies. Your feedback can go a long way to helping %%HEPTYPE\_TXT\*\*institutions%% improve their courses for both current and future students.

*ALL, EXCLUDING CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=0) AND STAGE=2:*

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. We understand that this has been a difficult time to complete your %%QualName\*\*qualification%% but it's more important than ever for the Australian Government to understand how COVID-19 has impacted your studies. Your feedback can go a long way to helping %%HEPTYPE\_TXT\*\*institutions%% improve their courses for both current and future students.

*CURTIN OFFSHORE ADDITIONAL POPULATIONS (CURTOFF\_FLAG=1):*

We understand that this has been a difficult time for many students but it's more important than ever for %%E306CTXT\*\*Your institution%% to understand how COVID-19 has impacted your studies. If you spend %%IntLength\*\*10%% minutes sharing your experiences in the Student Experience Survey, it can go a long way to helping improve courses for both current and future students.

To complete the survey, please click the button below:

*TAKE THE SURVEY(%%srvylink%%)*

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 2.15 CATI Wants to complete online / CATI Reminder (post-field)



IMAGE:

Student Experience Survey – Invitation to complete online

Dear %%E403\*\*student%%,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your %%QualName\*\*qualification%% at %%E306CXT\*\*your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength\*\*10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.ses.edu.au](http://www.ses.edu.au), click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

This is a rare opportunity to contribute to education policy. The Student Experience Survey is the only source of national data on student satisfaction with their course. By sharing your thoughts and experiences you can help improve the quality of campus life and courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 3. September COLLECTION MESSAGES

### 3.1 Authentication Message - Tue 8 September



IMAGE:

Student Experience Survey - Your details have been verified

Dear %%E403\*\*student%%,

As a current student we would like to hear about your experiences at %%E306TXT\*\*your institution%% through the Student Experience Survey.

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

To start the survey, please click the button below:

**START SURVEY NOW**(%%srvylink%%)

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

**By completing the survey you will enter the prize draw for the chance to win one of three \$1,000 prepaid VISA gift cards each week. Prize draws close each Monday from 14 September to 5 October - there's \$1,500 in prizes to be won each week. The earlier you submit your survey the more chances you have of winning the weekly prize!**

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

Username: %%Username%%

Password: %%Password%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 3.2 INVITATION - Tue 8 Sep/Thu 10 Sep



IMAGE:

Student Experience Survey - Your experiences matter

Dear %E403\*\*student%%,

We would like to invite you to the 2020 Student Experience Survey, where you can let future students across Australia know about your experiences of the %QualName\*\*qualification%% at %E306CTXT\*\*your institution%%.

We acknowledge that your studies have been disrupted by COVID-19. While we understand things may not have gone to plan this year, your views are more important than ever. By completing the survey, you will be providing critically important information to the Australian Government about your experiences as a student.

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

To start the survey please click the button below:

**START SURVEY NOW**(%%srvylink%%)

**Complete the survey by Monday 14 September to have four chances to win \$1,000.**

The Student Experience Survey collects information about students' higher education experiences. Based on feedback from students like you, %HepType\_TXT\*\*institutions%% have been able to create better places to study and learn by improving their %Course\*\*course%%s, learning resources, support services and campus facilities.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>

### 3.3 REMINDER 1 – Sat 12 Sep



IMAGE:

Student Experience Survey – Let future students know

Dear %%E403\*\*student%%,

*ALL:*

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

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

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

**Complete the survey by Monday 14 September to have four chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 3.4 REMINDER 2 - Mon 14 Sep



IMAGE:

Student Experience Survey - Prize draw closes tonight

Dear %%E403\*\*student%%,

*ALL:*

As a current student at %%E306TXT\*\*your institution%%, we would appreciate if you could spend %%IntLength\*\*15%% minutes completing the Student Experience Survey. We still need a few more responses from students like you so that feedback about your institution and study area can be published on [www.compared.edu.au](http://www.compared.edu.au) to help future students.

**Remember, complete the survey by tonight, Monday 14 September, to have four chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 3.5 REMINDER 3 – Thu 17 Sep



IMAGE:

Student Experience Survey - Have your say

Dear %E403\*\*student%%,

*ALL:*

We really want to speak to a good cross-section of students about their experiences at %E306CTXT\*\*your institution%. Over the past four years, %%HEPTYPE\_TXT\*\*institutions% have used the findings to help improve courses, student services and campus facilities - all thanks to feedback from students like you.

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

**Complete the survey by Monday 21 September to have three chances to win \$1,000.**

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

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>

## 3.6 REMINDER 4 – Mon 21 Sep



IMAGE:

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

Dear %%E403\*\*student%%,

*ALL:*

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

**Remember, complete the survey by tonight, Monday 21 September to have three chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

### 3.7 SMS 1 (292 characters) - Mon 21 Sep

Hi %E403\*\*there%, a note from the Social Research Centre on behalf of the Dept of Education to complete the SES by tonight for a chance to win \$1,000. Check your email for an invite to join the largest national study of education %srylink\_sms% For more info call 1800055818 Reply STOP to optout

## 3.8 REMINDER 5 – Fri 25 Sep

DOMESTIC STUDENT (REM5\_SEP\_INT\_CONDITION=0) & 50% of international students (REM5\_SEP\_INT\_CONDITION=1):



INTERNATIONAL STUDENT (REM5\_SEP\_INT\_CONDITION=2):



IMAGE:

Subject: Student Experience Survey – Australian Government needs your input

Dear %%E403\*\*student%%,

*DOMESTIC STUDENT (REM5\_SEP\_INT\_CONDITION=0)*

We understand that your studies may have been impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %%E306CTXT\*\*your institution%% and the Australian Government can better understand how COVID-19 has affected your studies.

*INTERNATIONAL STUDENT (REM5\_SEP\_INT\_CONDITION=2) & 50% of international students (REM5\_SEP\_INT\_CONDITION=1):*

As an international student, we understand that your studies may have been impacted by COVID-19 which is why we want to hear from you. The Student Experience Survey is one of the main ways %%E306CTXT\*\*your institution%% and the Australian Government can better understand how COVID-19 has affected international students like you.

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

**Complete the survey by Monday 28 September to have two chances to win \$1,000.**

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

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

### 3.9 REMINDER 6 – Mon 28 Sep

DEFAULT IMAGE (REM6\_SEP\_STUDY\_CONDITION=1):



HEALTH SERVICES AND SUPPORT STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=3):



TEACHER EDUCATION STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=4):



ARCHITECTURE AND BUILDING STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=5):



*BUSINESS AND MANAGEMENT STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=2):*



IMAGE:

Student Experience Survey - Prize draw closes tonight!

Dear %%E403\*\*student%%,

*DEFAULT:*

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

*HEALTH SERVICES AND SUPPORT STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=3):*

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

*TEACHER EDUCATION STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=4):*

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

*ARCHITECTURE AND BUILDING STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=5):*

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

*BUSINESS AND MANAGEMENT STUDY AREA (REM6\_SEP\_STUDY\_CONDITION=2):*

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

**Complete the survey by tonight, Monday 28 September, to have two chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

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

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>

### 3.10 SMS 2 (299 characters) (Mon 28 Sep)

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

## 3.11 REMINDER 7 - Fri 2 Oct



IMAGE:

Student Experience Survey - Your insight can help future students

Dear %%E403\*\*student%%,

*ALL:*

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

The Student Experience Survey is the only source of national data on student experiences and course satisfaction. By taking the 10 minute survey you can help improve higher education for current and future students.

*TAKE THE SURVEY(%%srvylink%%)*

**Complete the survey by Monday 5 October for a final chance to win \$1,000.**

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 3.12 REMINDER 8 – Mon 5 Oct



IMAGE:

Student Experience Survey - Final prize draw tonight

Dear %E403\*\*student%,

This is now the last week for the Student Experience Survey and we still need to hear from more students who study a %QualName\*\*qualification% at %E306TXT\*\*your institution%. Your unique feedback helps %E306TXT\*\*your institution% improve student life and course offerings.

**Complete the survey by tonight, Monday 5 October, to be part of the final prize draw to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%srvylink%)

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

Graham Challice

Executive Director

The Social Research Centre

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

[%srvylink%](#)

### 3.13 SMS3 – Mon 5 Oct

Hi %E403\*\*there%, a reminder from the Social Research Centre to complete the SES by tonight for a final chance to win \$1,000! Share your experiences as a student at <E306C\_SMS> %srvylink\_sms% For more info call 1800055818 Reply STOP to opt out

## 3.14 REMINDER 9 – Thu 8 October



IMAGE:

Student Experience Survey - Final chance to complete

Dear %%E403\*\*student%%,

*STAGE=1*

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. We understand that this has been a difficult start to your %%QualName\*\*qualification%% but it's more important than ever for the Australian Government to understand how COVID-19 has impacted your studies. Your feedback can positively impact the remainder of your time at %%E306CTXT\*\*your institution%%.

*STAGE=3 OR 9:*

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. We understand that this has been a difficult time for many students but it's more important than ever for the Australian Government to understand how COVID-19 has impacted your studies. Your feedback can go a long way to helping %%HEPTYPE\_TXT\*\*institutions%% improve their courses for both current and future students.

*STAGE=2:*

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. We understand that this has been a difficult time to complete your %%QualName\*\*qualification%% but it's more important than ever for the Australian Government to understand how COVID-19 has impacted your studies. Your feedback can go a long way to helping %%HEPTYPE\_TXT\*\*institutions%% improve their courses for both current and future students.

To complete the survey, please click the button below:

*TAKE THE SURVEY(%%srvylink%%)*

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%srvylink%%>

## 3.15 CATI Wants to complete online / CATI Reminder (post-field)



IMAGE:

Student Experience Survey – Invitation to complete online

Dear %%E403\*\*student%%,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your %%QualName\*\*qualification%% at %%E306TXT\*\*your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength\*\*10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.ses.edu.au](http://www.ses.edu.au), click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

This is a rare opportunity to contribute to education policy. The Student Experience Survey is the only source of national data on student satisfaction with their course. By sharing your thoughts and experiences you can help improve the quality of campus life and courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

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

<%%srvylink%%>

## **Appendix 7      Interviewer briefing notes**



# SES20 collection Briefing slides



Quality Indicators for Learning and Teaching (QILT)

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## Briefing overview

- **SES**
  - Project background
  - Privacy and confidentiality
- **Reminder Calls**
  - Project overview
  - Ops performance
  - Survey procedures
  - Engagement techniques

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## Project background

- The Student Experience Survey (SES) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment.
- The SES falls within the Quality Indicators for Learning and Teaching (QILT) survey suite and in theory is a replacement for the Australian Graduate Survey (AGS).
- Students undertake the SES twice:
  - Once in the first year of their course
  - Once in the final year of their course
  - Students at non-university higher education institutions (NUHEIs) can also undertake the SES in the middle years of their course.



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## The QILT journey



- The QILT suite of surveys take snapshots of students in their first and final years of study, 6 months after they graduate, and finally 3 years after that.
- The SES is the first stage of that journey.



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## The QILT journey

- The QILT suite of surveys take snapshots of students in their first and final years of study, 6 months after they graduate, and finally 3 years after that.
- The SES is the first stage of that journey.

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## The QILT journey

- The QILT suite of surveys take snapshots of students in their first and final years of study, 6 months after they graduate, and finally 3 years after that.
- The SES is the first stage of that journey.

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## Project background

- The SES is designed to measure levels of engagement and the student experience amongst current higher education students in Australia.
- Extremely important national benchmarking study for institutions to be able to improve their courses and the outcomes of students.
- The Australian Government Department of Education, Skills and Employment uses the results to make key decisions about the future of institutions and monitor course quality.
- This data is also available to students on the ComparED website ([compared.edu.au](http://compared.edu.au)) when they are making decisions about applying for undergraduate or postgraduate courses.



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## Privacy and confidentiality

- All records are provided by the institutions themselves. The survey is voluntary
- The Social Research Centre complies with the Australian Privacy Principles
- No direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website
- Please contact the Project Coordinator (Alex) if there are any queries or concerns
- General information about the Student Experience Survey can be found here: [www.ses.edu.au](http://www.ses.edu.au) and [www.srcentre.com.au/our-research/student-experience-survey](http://www.srcentre.com.au/our-research/student-experience-survey)
- There are general SES FAQs on project page of the SRC website: <https://www.srcentre.com.au/ses>



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## Housekeeping

- As there are a number of SES projects in field at once, please keep track of which one you are rostered to work on each shift
  - 2564 SES post-field reminders
- Different project numbers are used for various iterations of SES
  - Make sure you're working on the project you have been assigned to



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## Introductions – who we are

- It is important we are clear with students about where we are calling from and how we received their contact information
- Mentioning ANU can make things more confusing for students, this is not scripted and as such should not be mentioned unless pressed
- We should never mention that we are calling *from* the institution – i.e. 'I'm calling from University of Melbourne'
- Some example text for how to handle further queries about who we are and where we are calling from:
  - 'We're calling from the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Student Experience Survey'



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## Reminder calls



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## Project overview

- Reminder calls are conducted at two time points for the SES:
  - **In-field** (open to all Institutions who provide phone numbers in their sample)
  - **Post-field** (an additional fee-for-service on an opt-in basis)
- The job is different to others at SRC in that no actual interviewing will be done
- We are calling to remind students to complete the online survey, and where possible collecting an email address so we can re-invite them to participate

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## Project overview

- Fieldwork dates
    - **Post-field:** 31<sup>st</sup> August –13<sup>th</sup> September (Fieldwork extended for two weeks beyond the standard online fieldwork period)
  - Sample selections
    - **In-field:** Under performing institutions and study areas – analysis done in-house to determine where efforts are best directed
    - **Post-field:** Institutions opt-in on a fee-for-service basis. Typically all non-completers with valid telephone contact information
- **Online fieldwork for SES runs 28<sup>th</sup> July – 30<sup>th</sup> August**
- **Online survey remains open until 13<sup>th</sup> September for institutions who have opted in to post-field telephone activity**



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## Ops performance – post-field reminders

- Of the 80,113 sample records initiated for post-field reminder calls in SES August 2019:
  - 30.8% resulted in a contact
  - 94.4% of contacts agreed to confirm or update their email address
  - Of those cases where an email was collected, 17.1% went on to complete the survey
- CATI Performance:
  - CATI Rate –12.1
  - Interview length – 2.02 minutes



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## Survey procedures

- We will be leaving a short pre-recorded answering machine message
- No LOTEs
- Very short calls so **avoid making appointments** where possible – aim to collect up to date contact information and end call
- Completing the call on the first contact is ideal and should be attempted in all cases. Appointments should only be made when absolutely necessary due to the nature of this project



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## Survey procedures

- Vital that we collect a current and accurate email address – important to read the email back and confirm spelling where needed
  - We will be conducting reviews on email bounces by interviewer to monitor accuracy of collection
  - Phonetic alphabet is available on the Hub if you need it
- Very important that we provide enough support and information to students to leave them positively predisposed to completing the online survey
  - A copy of the questionnaire and email communications will be on the Hub for context (i.e. invitation and reminder emails)
- We would prefer you to spend a minute or two longer on the phone to reassure students if they have concerns than leave them dissatisfied with the call
- **True measure of success is how many reminder calls translate into completes**



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## Survey procedures - Appointments

- **Why do we need to avoid appointments?**
  - Reminder calls are very quick, less than two minutes
  - Introductions, probing out the best time to call back and writing the appointment note is likely to take as long as completing the reminder
  - Reminders have a very short call cycle (**most records get 1 call attempt**). Soft appointments may never get called
  - The reminder projects require a high volume of calls per hour to meet budget
- **Tips to reduce appointments**
  - When a qualifying respondent (QR) requests an appointment, make it clear that we only need a minute to confirm their contact details. We aren't looking to do a phone survey
  - *Multinum records* – try to contact the QR on all numbers, call mobiles first



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## Engagement techniques – Post-field

- Emphasis on fact that survey is closing soon
- This is the last chance for students to have their say
- Only calling because their institution still needs feedback from students like them
- No prize draw (so don't mention it)
- Listen and respond to respondent questions or concerns
- Respondents are likely to have had a lot of contact from SRC by post-field, some refusals are expected. Make an attempt to avert refusals, but respect the respondent and *do not reappoint refusals*.

**More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout**



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# Thank you

## Any questions?



✉ PO Box 13328  
Law Courts Victoria 8010

☎ 03 9236 8500

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# Appendix 8

# Core questionnaire

## 2504 2020 SES mixed mode questionnaire

### SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
SESID	Unique SES ID	SRC assigned ID	Identifier
E403	Student first name	Sample	Intro
E402	Student surname	Sample	Intro
Email	Student email	Sample	
PartialComp	Status	0=Not started survey 1=Partial	
Section	What section up to	Section flag	
STAGE	Student Stage	Stage = 1, student is COMMENCING Stage = 3, student is neither commencing or completing (e.g., middle year, generic intro, present tense CEQ if required for institutional modifications). Stage = 2, student is COMPLETING Stage = 9, stage unknown	Introduction and screening/ Module 6
QUALNUMS	Number of Qualifications	QUALNUMS = 1 (one qualification in the sample) QUALNUMS = 2 (two qualifications in the sample)	Introduction and screening/ Module 2 / Module 6
AREA1	Study Area of first course		
AREA2	Study area of course 2		
E306	Institution code	HEIMS institution code	Module 5 filter
E306CTXT	Institution Name	Institution name	Throughout survey
E308A	Course	Course name for qualification 1	Throughout survey
E308B	Course	Course name for qualification 2	
<units>	Naming variation	Variation in what the institution call units	Throughout survey
<course>	Naming variation	Variation in what the institution calls a course	Throughout survey
E310	Study area	Detailed course level that comes from HEIMS	
MUEXPOP	Onshore or offshore for Monash postgraduate coursework students	Onshore postgraduate course work =1 Offshore postgraduate course work=2	
OFFSHORE	Off shore or onshore	Offshore=1 Onshore=2	
CEQ	CEQ statements flag	CEQ = 1, student will be administered the CEQ rotation of statements CEQ = 2, student will not receive the CEQ rotation of statements	Module 6
E358	Citizenship status		
WRS	Workplace Relevance Scheme eligibility	Flag for sample records to see WRS items 1=Yes 2=No	WRS items

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
StartMode	Method of accessing survey	<ol style="list-style-type: none"> <li>1. Link</li> <li>2. Type-in</li> <li>3. CATI</li> <li>5. Authentication</li> <li>6. LMS</li> <li>7. In-field CATI reminders</li> <li>8. VM link</li> <li>9. Full CATI – complete online</li> <li>10. SMS</li> <li>11. Post-field CATI reminders</li> </ol>	Not used within survey routing
FinishMode	Mode of survey exit	<ol style="list-style-type: none"> <li>1. Link</li> <li>2. Type-in</li> <li>3. CATI</li> <li>5. Authentication</li> <li>6. LMS</li> <li>7. In-field CATI reminders</li> <li>8. VM link</li> <li>9. Full CATI – complete online</li> <li>10. SMS</li> <li>11. Post-field CATI reminders</li> </ol>	Not used within survey routing
Time zone	Time zone of student	Base on state in sample	For CATI
SampleType		Landline/Mobile	For CATI
PhoneType		Domestic/international	
PhoneNumber	Primary phone number		
Altnum1	Alternative phone number		
Altnum2	Second alternative phone number		
PhoneCountry1	Country of PhoneNumber		
PhoneCountry2	Country of Altnum1		
PhoneCountry3	Country of Altnum2		
TransferDate	Date of transfer to web	Only for CATI	
FULLNAME	Full name	E403 + E402	For CATI
CATIType	CATI Type	Reminder/Full/None	For CATI
NoCall	Refusal flag	0=OK to be called 1=Not to be called	For CATI
RefCon	CATI refusal flag	0=OK to be called 1=Not to be called	For CATI
INTLENGTH	Interview length	20 for E306=3035 and INTMOD=1 15 for E306=3035 15 for INTMOD=1 10 for all other institutions	Intro
MUFOUNDEAR	Flag for Monash FY students	1=Foundation Year student	Monash add q's
E943	Disability status	1=Has disability	Avondale add q's
INSTLMS_TXT	Learning Management System	Institution provided	QLINTROA/QLINTROB
INTMOD	International student module eligibility	Flag for sample records to see international student items 1=Yes 2=No	Module H

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
COVIDMOD	COVID module eligibility	Flag for sample records to see COVID items 1=Yes 2=No	Module I
SURVEYYEAR	Year of survey	1=2020	
IHEAFLAG	Institutions participation in IHEA items	1=Eligible to receive IHEA items	Module F
ADDITEMFLAG	Institutions with additional items	Flag for sample records to see ADDITEMINT 1=Yes 2=No	Module F

### ADDITIONAL ITEMS

#### 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 31 August.'
- The course lookup list can be found [here](#)
- All questions are mandatory until INLERENINTRO
- After PREVUNI add an "item skipped" option to all CATI questions, excluding C4

\*SRC LOGO AND SES LOGO

\*(TIMESTAMP)

### AUTHENTICATION TEXT

\*(BEFORE SURVEY OPENS)

Thank you for your interest in the Student Experience Survey (SES).

The SES starts in a few days, opening from 28 July until 30 August, so please check back then.

\*(INPUT SCREEN)

Please type in your details below.

\*(SUCCESSFUL AUTHENTICATION)

Thanks, you have now been sent an email with your username and password to your nominated email address.

If you have not received this email within the next hour, please call us on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or email at [ses@srcentre.com.au](mailto: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](mailto: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 31 AUGUST AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS PARTICIPATING IN THE AUGUST COLLECTION 15 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](mailto:ses@srcentre.com.au).

You can also visit our website at <https://www.qilt.edu.au/surveys/student-experience-survey>

## CATI INTRODUCTION

\*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

\*(ALL)

WELCOME SCREEN

Agreed to complete online date: 12:00:00 AM

Minutes left: <minutes>

Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education, Skills and Employment from the Social Research Centre.

May I please speak to <E403> <E402>?

\*(TRANSFERDATE=BLANK, NO TRANSFER TO WEB DATE)

INTRO

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education, Skills and Employment from the Social Research Centre.

I'm calling to follow up on an email that we recently sent inviting you to participate in an online survey about your current qualification at <E306CTXT>.

\*(DISPLAY IF PARTIALCOMP=0) We are seeking feedback about what you think about your studies so far at <E306CTXT>. Your feedback will help facilitate the ongoing improvement of <E306CTXT> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

\*(DISPLAY IF PARTIALCOMP=0) This interview should only take about <IntLength> minutes, depending on your answers, and all information you give to us will be strictly confidential.

\*(DISPLAY IF PARTIALCOMP=1) The survey usually takes <IntLength> minutes depending on your answers, but it looks like you have already started so we can continue from where you left off.

Do you have some time now?

IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306CTXT> and will be used only for this research.

1. Continue
2. Wants to complete online \*(GO TO EM1)
3. Household refusal \*(GO TO RR1)
4. Respondent refusal \*(GO TO RR1)
5. Language difficulty \*(GO TO LOTE)

\*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)  
INTRO2

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education, Skills and Employment from The Social Research Centre.

We spoke to you on <TransferDate> and you said you would like to complete the survey online yourself. It doesn't look like it's been completed yet so we were calling back to see if you'd like to finish it off over the phone?

\*(DISPLAY IF PARTIALCOMP=1)- It looks like you have already started, so we can continue from where you left off.

Participation in this study is voluntary and you can stop the interview at any time. Do you have time now to complete the survey?

IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306CTXT> and will be used only for this research.

1. Continue \*(GO TO MOB, CLEAR TRANSFERDATE IN SAMPLE)
2. Wants email again \*(GO TO EM1)
3. Household refusal \*(GO TO TERM1)
4. Respondent refusal \*(GO TO TERM1)
5. Language difficulty \*(GO TO LOTE)

\*(INTRO=2, STUDENTS WHO WANT TO COMPLETE THE SURVEY ONLINE)

EM1 I can send you an email with the link to the survey. Can I please confirm your email address?

Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

\*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER\_TO\_WEB

\*(INTRO=5 OR INTRO2=5, STUDENTS WHO ARE HAVING LANGUAGE DIFFICULTIES)

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish

9. Other language (Please specify)
10. Language not identified

\*(ALL)  
MOB

**DO NOT ASK**

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

\*(MOB=1, CALLING MOBILE)

SAFE May I just check whether or not it is safe for you to take this call at the moment?

1. Safe to take call
2. Not safe to take call (MAKE APPOINTMENT)

\*(SAFE=2, NOT SAFE TO TAKE CALL)

SAFE1 **DO NOT ASK**

1. Returning from appointment \*(GO TO INTRO)

\*(ALL)  
MON

This call may be monitored or recorded for quality assurance purposes. Please tell me if you don't want this to happen.

1. Monitoring and recording allowed
2. **Monitoring and recording NOT permitted**

## MODULE A: INTRODUCTION AND SCREENING

\*(ONLINE)  
CONFIRM

\*(DISPLAY IF STAGE=1) Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on starting your current higher education studies in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment. We understand that many people have experienced disruptions to their studies due to COVID-19, however, as a new student this year, we are very interested to know how things are going for you and how your institution is supporting you to achieve success in your <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, Skills and Employment. We understand that many people have experienced disruptions to their studies due to COVID-19, however, 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, Skills and Employment. We understand that many people have experienced disruptions to their studies due to COVID-19, however, we are very interested to know how things are going for you in your current higher education studies and how your institution is supporting you to achieve success in your <course>.

\*(DISPLAY IF DATE < =24 Aug <SURVEYYEAR>) Complete now to be entered into all remaining weekly prize draws with a chance to win \$1,000.

Most people take approximately <IntLength> minutes to complete all the questions, depending on their answers.

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

Please **do not** use the browser 'BACK' button to go back to a previous question.

Please press the 'Next' button below to continue.

\*(ALL)  
INSTITUTION

\*PROGRAMMER NOTE: IF E306=3044 AND E310=30 SHOW ii ELSE SHOW i

i. Are you currently enrolled in a <course> at <E306CTXT>?

ii. **The University of Notre Dame would like you to answer the survey about your Tertiary Pathway Program.**

Are you currently or were you previously enrolled in a Tertiary Pathway Program at <E306CTXT>?

1. Yes \*(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO PREVUNI)
2. No \*(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO TERM)

\*(INSTITUTION=2, NOT CURRENTLY ENROLLED)  
INSTITUTION1 Just to confirm, you are not enrolled in any <course> at <E306CTXT>?

1. Actually, I am still enrolled at <E306CTXT>
2. I am definitely no longer enrolled at <E306CTXT> \*(GO TO TERM)

\*(INSTITUTION=1 OR INSTITUTION1=1, CURRENTLY ENROLLED)  
COURSESCREEN1

Can you please confirm that you are currently enrolled in the following <course>/s?

\*(IF QUALNUMS=1 DISPLAY): <E308A>

\*(IF QUALNUMS=2 DISPLAY): <E308A> / <E308B>

(RESPONSE FRAME)

1. Yes
2. No

\*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)  
COURSESCREEN2

Are you currently enrolled in a double degree and/or two courses simultaneously?  
(RESPONSE FRAME)

1. Yes
2. No

\*(IF COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)  
COURSESCREEN3

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

\*(IF COURSESCREEN2=1 OR 2, DISPLAY TEXTBOX): **Course A:**

\*(IF COURSESCREEN2=1, DISPLAY TEXTBOX): **Course B:**

\*PROGRAMMER NOTE: CREATE FINALCOURSEA, FINALCOURSEB HERE.

PROGRAMMER NOTE: CREATE COURSENUM HERE.

COURSENUM=1 IF QUALNUMS= 1 AND, COURSESCREEN1=1 OR  
COURSESCREEN2=2, OR-QUALNUMS= 2 AND COURSESCREEN2=2.

COURSENUM=2 IF QUALNUM\_S = 2 AND COURSESCREEN1=1,  
OR QUALNUM\_S = 1 AND COURSESCREEN2=1.

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

PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(E308B CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1, AND  
COURSESCREEN3 IS NOT BLANK)  
LEVEL2 And is <E308B> a...

PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(IF COURSESCREEN 1=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

\*(IF 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

\*(IF COURSESCREEN4=1 FOR ANY OR COURSESCREEN6=1, HAVE COMPLETED AT LEAST ONE UNIT IN COURSE INPUT AT COURSESCREEN3 OR HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND) CONFIRMNEWCOURSE

Please respond to the Student Experience Survey on the basis of the <course>/s you are currently doing, that is, the:

\*(DISPLAY): **Course A: <COURSESCREEN3\_COURSEA>**

\*(DISPLAY IF COURSENUM=2) **Course B: <COURSESCREEN3\_COURSEB>**

\*(IF COURSESCREEN6=2, DO NOT HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND) CONFIRMORIGINALCOURSE

Please respond to the Student Experience Survey on the basis of your original course, that is, the:

\*(DISPLAY IF QUALNUMS=1) **CourseA: <E308A>**

\*(DISPLAY IF QUALNUMS=2) **Course B: <E308B>**

\*PROGRAMMER NOTE: FOR STAGE=1 OR 3 OR 9 AND COURSENUM=2, AUTO CODE RESPONSE FROM COURSESCREEN4 AT STARTED. IF COURSESCREEN4=1 FOR BOTH COURSE A AND COURSE B ASSIGN STARTED=1, IF COURSESCREEN4=1 FOR COURSE A AND 2 FOR COURSE B ASSIGN STARTED=2, IF COURSESCREEN4=1 FOR COURSE B AND 2 FOR COURSE A ASSIGN STARTED=3, IF COURSESCREEN4=2 FOR BOTH COURSE A AND COURSE B AND COURSESCREEN6=1 ASSIGN STARTED=4

\*(STAGE=1 OR 3 OR 9 AND COURSENUM=2, COMMENCING OR MIDDLE YEARS STUDENTS AND TWO COURSES)

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

1. Yes, I have completed <units> in both <course>s
2. No, I have only completed <units> in my <E308A> <course>
3. No, I have only completed <units> in my <E308B> <course>
4. No, I have not completed <units> in either my <E308A> <course> or <E308B> <course>

\*(STAGE=1 OR INSTITUTION=1 AND E306 = 3044 AND E310=30, COMMENCING STUDENTS OR CURRENTLY ENROLLED FROM NOTRE DAME DOING STUDY AREA 30)

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

\*PROGRAMMER NOTE: IF CATI DIPLAY (INTERVIEWER NOTE: IF YES, PROBE TO RESPONSE FRAME)

1. Yes, I was enrolled in a different <course> at <E306CTXT>
2. Yes, I was enrolled at **another university or higher education institution**
3. No, this is the first time I have enrolled in a university or higher education <course>

\*PROGRAMMER NOTE: CREATE DVQUALNUM HERE.

Qualification criteria	Definition	FinalCourse A	FinalCourse B	DVQUALNUM
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=2	One qualification, completing student	FinalCourse A	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=2	Two qualifications, completing student	FinalCourse A	FinalCourse B	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=1 OR 3 OR 9	One qualification, commencing or middle years student	FinalCourse A	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 AND STARTED=1 OR 4	Two qualifications, commencing or middle years student, started both courses	FinalCourse A	FinalCourse B	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=2	Two qualifications, commencing or middle years student, started course A only	FinalCourse A	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=3	Two qualifications, commencing or middle years student, started course B only	FinalCourse B	missing	1

\*(TIMESTAMP)

## MODULE B: INCLUSION AND LEARNER ENGAGEMENT

\*(ALL)

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

\*(ALL)

ADMININTRO At <E306CTXT> during <SURVEYYEAR>, to what extent have you...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

- 1 Not at all
- 2 Very little
- 3 Some
- 4 Quite a bit
- 5 Very much
- 6 Not applicable \*(ONLY DISPLAY FOR INDUCT)

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(DVQUALNUM\_S=2, TWO QUALIFICATIONS)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

INTERACTINTROA Thinking about your <FINALCOURSEA> <course>, in <SURVEYYEAR>, how frequently have you...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

1. Never
2. Sometimes
3. Often

4. Very often

\*(DVQUALNUM\_S=2, TWO QUALIFICATIONS)

INTERACTINTROB And thinking about your <FINALCOURSEB> <course>, in <SURVEYYEAR>, how frequently have you...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

\*(ALL)

OPPLOC At your institution during <SURVEYYEAR>, to what extent have you been given opportunities to interact with local students?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

ENGAGE Learner engagement scale score

RECODE OPPLOC BELONG FEELPREP  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
OPPLOCB BELONGR FEELPREPR.

RECODE DISCUSS WRKOTHER INTEROUT INTERDIF  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
DISCUSSR WRKOTHERR INTEROUTR INTERDIFR.

COMPUTE ENGAGE = MEAN.5(OPPLOCB, BELONGR, FEELPREPR, DISCUSSR,  
WRKOTHERR, INTEROUTR, INTERDIFR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

ENGAGEb Learner engagement scale score

RECODE OPPLOC BELONG FEELPREP  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
OPPLOCB BELONGR FEELPREPR.

RECODE DISCUSSB WRKOTHERB INTEROUTB INTERDIFB  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
DISCUSSRB WRKOTHERRB INTEROUTRB INTERDIFRB.

COMPUTE ENGAGEB = MEAN.5(OPPLOCRR, BELONGR, FEELPREPR, DISCUSSRB, WRKOTERRB, INTEROUTRB, INTERDIFRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(TIMESTAMP)

### MODULE C: TEACHING AND EDUCATIONAL DEVELOPMENT

\*(ALL)

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

\*(ALL)

QLTEACHA Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your <FINALCOURSEA> <course>?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

QLTEACHB Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your <FINALCOURSEB> <course>?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

TCHINTROA During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your <FINALCOURSEA> <course>...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

TCHINTROB During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your <FINALCOURSEB> <course>...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

\*PROGRAMMER NOTE: FOR QLLMS USE <INSTLMS>, IF MISSING USE 'SUCH AS MOODLE, BLACKBOARD OR CANVAS'

(STATEMENTS) (ROTATE)

qltspace Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)  
 qlsspace Student spaces and common areas  
 qlonline Online learning materials  
 qlcomput Computing/IT resources  
 qltbook Assigned books, notes and resources  
 qlequip Laboratory or studio equipment  
 qllibry Library resources and facilities  
 qllms Online Learning Platform (i.e. Learning Management System, <INSTLMS\_TXT>)

(RESPONSE FRAME)

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

\*(ALL)

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: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

qltspaceb Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)  
 qlsspaceb Student spaces and common areas  
 qlonlineb Online learning materials  
 qlcomputb Computing/IT resources  
 qltbookb Assigned books, notes and resources  
 qlequipb Laboratory or studio equipment  
 qllibryb Library resources and facilities  
 qlmsb Online Learning Platform (i.e. Learning Management System,  
 <INSTLMS\_TXT>)

(RESPONSE FRAME)

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

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

RESOURCEb Learning resources scale score

RECODE QLTSPACEB QLSSPACEB QLONLINEB QLCOMPUTB QLTBOOKB  
 QLEQUIPB QLLIBRYB  
 (1=0) (2=33.33) (3=66.66) (4=100) INTO  
 QLTSPACERB QLSSPACERB QLONLINERB QLCOMPUTRB QLTBOOKRB  
 QLEQUIPRB QLLIBRYRB

COMPUTE RESOURCEB = MEAN.5(QLTSPACERB, QLSSPACERB, QLONLINERB, QLCOMPUTRB, QLTBOOKRB, QLEQUIPRB, QLLIBRYRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(ALL)

STINTROA In <SURVEYYEAR>, to what extent has \*(IF DVQUALNUM=1 DISPLAY: your study, IF DVQUALNUM=2 DISPLAY: your <FINALCOURSEA> <course>) been delivered in a way that is...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

Stdstruc Well-structured and focused?  
 stdrelev Relevant to your education as a whole?

(RESPONSE FRAME)

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

\*(ALL)  
TEACH

Teaching quality scale score

RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI  
TCHFEEDB TCHHELP TCHASSCH  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
STDSTRUCR STDRELEVR TCHACTIVR TCHCONLRR TCHCLEXPR TCHSTIMIR  
TCHFEEDBR TCHHELPR TCHASSCHR

RECODE QLTEACH OVERALL  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
QLTEACHR OVERALLR.

COMPUTE TEACH = MEAN.8(STDSTRUCR, STDRELEVR, TCHACTIVR,  
TCHCONLRR, TCHCLEXPR, TCHSTIMIR, TCHFEEDBR, TCHHELPR, TCHASSCHR,  
QLTEACHR, OVERALLR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

STINTROB In <SURVEYYEAR>, to what extent has your <FINALCOURSEB> <course> been delivered in a way that is...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

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

(RESPONSE FRAME)

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

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

TEACHb Teaching quality scale score

RECODE STDSTRUCB STDRELEVB TCHACTIVB TCHCONLRB TCHCLEXPB  
TCHSTIMIB TCHFEEDBB TCHHELPRB 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,  
TCHCONLRB, TCHCLEXPB, TCHSTIMIRB, TCHFEEDBRB, TCHHELPRB,  
TCHASSCHRB, QLTEACHRB, OVERALLRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(ALL)

EXPINTROA Thinking about your **<FINALCOURSEA>** <course>, to what extent has your <course> developed your...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

\*(ALL)

DEVELOP Skills development scale score

RECODE EXPTHINK EXPPRBSL EXPTMWRK EXPCONF EXPWRITE EXPSPEAK  
EXPKNOW EXPWORK  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
EXPTHINKR EXPPRBSLR EXPTMWRKR EXPCONFR EXPWRITER EXPSPEAKR  
EXPKNOWR EXPWORKR.

COMPUTE DEVELOP = MEAN.6(EXPTHINKR, EXPPRBSLR, EXPTMWRKR,  
EXPCONFR, EXPWRITER, EXPSPEAKR, EXPKNOWR, EXPWORKR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

EXPINTROB And thinking about your **<FINALCOURSEB>** <course>, to what extent has your <course> developed your...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

expthinkb Critical thinking skills?  
expprbslb Ability to solve complex problems?  
exptmwrkb Ability to work with others?  
expconfb Confidence to learn independently?  
Expwriteb Written communication skills?

exp speakb Spoken communication skills?  
 exp knowb Knowledge of the field(s) you are studying?  
 exp workb 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 EXP THINKB EXP PRBSLB EXP TMWRKB EXP CONFB EXP WRITB  
 EXP SPEAKB EXP KNOWB EXP WORKB  
 (1=0) (2=25) (3=50) (4=75) (5=100) INTO  
 EXP THINKRB EXP PRBSLRB EXP TMWRKRB EXP CONFRB EXP WRITERB  
 EXP SPEAKRB EXP KNOWRB EXP WORKRB.

COMPUTE DEVELOPB = MEAN.6(EXP THINKRB, EXP PRBSLRB, EXP TMWRKRB,  
 EXP CONFRB, EXP WRITERB, EXP SPEAKRB, EXP KNOWRB, EXP WORKRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(TIMESTAMP)

#### MODULE D: SUPPORT

\*(ALL)

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

\*(ALL)

CARINTRO During <SURVEYYEAR>, to what extent have you found **careers advisors** to be...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

caravail Available?  
 carhelp Helpful?

(RESPONSE FRAME)

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

\*(ALL)

ADMINTRO During <SURVEYYEAR>, to what extent have you found **administrative staff or systems** (e.g. online administrative services, frontline staff, enrolment systems) to be...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

admavail Available?  
admhelp Helpful?

(RESPONSE FRAME)

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

\*(ALL)

ACDINTRO During <SURVEYYEAR>, to what extent have you found **academic or learning advisors** to be...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

acdavail Available?  
acdhelp Helpful?

(RESPONSE FRAME)

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

\*(ALL)

SUPINTRO During <SURVEYYEAR>, to what extent have you found support services such as **counsellors, financial/legal advisors and health services** to be...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

Supavail Available?  
Suphelp Helpful?

(RESPONSE FRAME)

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

\*(ALL)

SERVINTRO At your institution during <SURVEYYEAR>, to what extent have you...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

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

(RESPONSE FRAME)

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

\*(ALL)

SUPPORT    Student support scale score

RECODE ENGLANG OFFSUP INDUCT SETTLE EFFENROL  
 (1=0) (2=25) (3=50) (4=75) (5=100) INTO  
 ENLANGR OFFSUPR INDUCTR SETTLER EFFENROLR.

RECODE ADMAVAIL ADMHELP CARAVAIL CARHELP ACDAVAIL ACDHELP  
 SUPAVAIL SUPHELP  
 (2=0) (3=25) (4=50) (5=75) (6=100) INTO  
 ADMAVAILR ADMHELPR CARAVAILR CARHELPR ACDAVAILR ACDHELPR  
 SUPAVAILR SUPHELPR.

COMPUTE SUPPORT = MEAN.6(ENLANGR, OFFSUPR, INDUCTR, SETTLER,  
 ADMAVAILR, ADMHELPR, CARAVAILR, CARHELPR, ACDAVAILR, ACDHELPR,  
 SUPAVAILR, SUPHELPR, EFFENROLR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

\*(ALL)

BAA    What have been the best aspects of your <FINALCOURSEA> <course>?

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

<verbatim text box>

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

BAB    What have been the best aspects of your <FINALCOURSEB> <course>?

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

<verbatim text box>

\*(ALL)

NIA    What aspects of your <FINALCOURSEA> <course> most need improvement?

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

<verbatim text box>

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

NIB    What aspects of your <FINALCOURSEB> <course> most need improvement?

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

<verbatim text box>

\*(TIMESTAMP)

## MODULE E: DEMOGRAPHICS

\*(ALL)

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

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY (PROBE TO RESPONSE FRAME IF NECESSARY)

1. Before <SURVEYYEAR-4 YEARS>
2. <SURVEYYEAR-4 YEARS>
3. <SURVEYYEAR-3 YEARS>
4. <SURVEYYEAR-2 YEARS>
5. <SURVEYYEAR-1 YEAR>
6. <SURVEYYEAR>

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

CAMPUSR Where has your study been mainly based in <SURVEYYEAR>?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(DVQUALNUM\_S=2, TWO QUALIFICATIONS)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

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

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(DVQUALNUM=2, TWO QUALIFICATIONS)

GRADEB And thinking about your **<FINALCOURSEB>** <course>, which number between 0 and 100 represents your average grade so far in <SURVEYYEAR>?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(ALL)

ASTDINTRO At **<E306CTXT>** during <SURVEYYEAR>, to what extent have...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much
6. Not applicable \*(ONLY DISPLAY FOR ASTDWOR)

\*(ALL)

CONSIDCHG During <SURVEYYEAR>, have you seriously considered leaving **<E306CTXT>**?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

\*(CONSIDCHG=1, HAVE SERIOUSLY CONSIDERED LEAVING)

CHINTRO Please indicate your reasons for seriously considering leaving your current institution in <SURVEYYEAR>. *Please select all that apply.*

\*PROGRAMMER NOTE: MULTI ANSWER TICK BOXES, SPLIT INTO TWO COLUMNS

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

chaexch Academic exchange  
 chasupp Academic support  
 chadsup Administrative support

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

\*(ALL)

LOCATINTRO The following questions are related to where you live.

\*(ALL)

CURCOUNTRY Do you currently live in Australia or Overseas?

1. Australia
2. Overseas

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you usually 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 GO8 COUNTRY LIST

\*(COVIDMOD=1 AND E306≠3025, ELIGIBLE FOR COVID ITEMS AND EXCLUDING MACQ)  
 COVLOC2 Is this where you have been located for the majority of your studies in <SURVEYYEAR>?

1. Yes
2. No

\*(IF COVLOC2=2, LOCATION NOT WHERE LOCATED FOR MAJORITY OF 2020 STUDIES)  
 COVLOC3 Where have you been located for the majority of your studies in <SURVEYYEAR>?

1. Australia
2. Overseas

\*(IF COVLOC3=1, LOCATED IN AUSTRALIA FOR MAJORITY OF 2020 STUDIES)  
 COVLOC4 And in which state or territory have you been located for the majority of your studies in <SURVEYYEAR>?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

\*(IF COVLOC3=1, LOCATED IN AUSTRALIA FOR MAJORITY OF 2020 STUDIES)  
 COVPCODE1 What is the postcode or suburb of your location for the majority of your studies in <SURVEYYEAR>?

1. Enter postcode or suburb \*PROGRAMMER NOTE: USE POSTCODE LOOKUP LIST
98. Don't know

\*(IF COVLOC3=2, LOCATED OVERSEAS FOR MAJORITY OF 2020 STUDIES)  
 COVOS1 In which country have you been located for the majority of your <SURVEYYEAR> studies?

1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE GO8 COUNTRY LIST

\*PROGRAMMER NOTE: EXCLUDE E306=3025 FROM COVREL

\*(COVIDMOD=1 AND E306≠3025, ELIGIBLE FOR COVID ITEMS AND EXCLUDING MACQ)  
 COVREL Did you have to relocate due to issues relating to COVID-19?

1. Yes
2. No

\*(TIMESTAMP)

\*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT, FLAG AS 1 AT EARLYCOMPLETE

## MODULE H: INTERNATIONAL STUDENT ITEMS

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTINTRO The following questions are related to your experience as an international student in Australia.

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTAUS When deciding to study in Australia, how important was....

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) The reputation of Australia's education system?
- b) Your personal safety and security?
- 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)

INTAUSOTH What else was important when deciding to study in Australia?

1. <FULL VERBATIM>
2. Nothing else was important (EXCLUSIVE)

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTINST When you were deciding to apply to <E306CTXT>, how important was...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) The reputation of the education provider?
- b) The reputation of the qualification?
- c) <E306CTXT> offered the course I wanted to study?
- d) The course fee?
- e) Employment opportunities after completing the course?
- f) <E306CTXT> had a partnership with my local institution?
- g) The location of the institution?

(RESPONSE FRAME)

1. Extremely important
2. Important
3. Not important
4. Not at all important
98. Don't know

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTINSOTH What other factors were important to you when you were deciding to apply to  
<E306CTXT>?

1. <FULL VERBATIM>
2. Nothing else was important (EXCLUSIVE)

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS

INTSAT How satisfied are you with each of the following aspects of living in Australia?

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT  
\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) Employment while studying
- b) Improving your English skills
- c) Getting work experience in your field of study
- d) Transport
- e) Personal safety on campus
- f) Personal safety off campus
- g) Making friends
- h) Overall living experience in Australia

(RESPONSE FRAME)

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied
97. Not applicable

\*PROGRAMMER NOTE: ONLY ASK INTEMP TO INTHELTPX ON MONDAY 3 AUGUST  
2020. IF INTEMP=1 ASSIGN DUMMY VARIABLE AND SET QUOTA TO 1,000. ONCE  
QUOTA IS MET SKIP ITEMS INTEMP TO INTHELTPX

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS

INTEMP Have you ever been employed while studying in Australia?

1. Yes
2. No

\*(INTEMP=1, EMPLOYED WHILE STUDYING)

INTEMPEX While employed and studying in Australia, have you experienced any of the following?

*Note: Please respond to these questions as truthfully as you can. The answers you give are confidential and will have no impact on your visa status.*

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT  
\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) My employer underpaid me
- b) I got paid in food, housing, or something other than money
- c) My employer refused to give me a payslip
- d) I was pressured to work more than 40 hours per fortnight
- e) I was pressured to work extra hours without payment
- f) I had to pay my employer before I started my job
- g) My employer threatened to have my visa cancelled
- h) My employer took my passport

⇒ I was harassed, threatened or intimidated by my employer in another way

(RESPONSE FRAME)

1. Yes
2. No

\*(INTEMPEX=i, WAS HARASSED, THREATENED OR INTIMIDATED IN ANOTHER WAY)  
INTEMPEX\_OTH In what way were you harassed, threatened or intimidated by your employer?

1. <FULL VERBATIM>

\*(INTEMPEX A-I=1-9, EXPERIENCED ANY ISSUE WITH EMPLOYMENT)  
INTHELP Did you seek help to resolve your issue from...

\*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT  
\*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

intehelpa The Fair Work Ombudsman?  
intehelpb Your institution?  
intehelpc A lawyer?  
intehelpd A community organisation?  
intehelpe Someone else ?

(RESPONSE FRAME)

1. Yes
2. No

INTHELP\_OTH You mentioned you sought help to resolve your issue from someone else, please specify.

1. <FULL VERBATIM>

\*(INTHELPA=1, DID SEEK HELP FROM FAIR WORK OMBUSMAN)  
INTADV1 How useful was the advice or support you received from the Fair Work Ombudsman?

1. Very useful
2. Useful
3. Not very useful
4. Not useful at all

\*(INTHELPA=1, DID SEEK HELP FROM FAIR WORK OMBUSMAN)  
INTADV1 How useful was the advice or support you received from the Fair Work Ombudsman?

1. Very useful
2. Useful
3. Not very useful
4. Not useful at all

\*(INTHELPC=1, DID SEEK HELP FROM LAWYER)  
INTADV3 How useful was the advice or support you received from a lawyer?

1. Very useful
2. Useful
3. Not very useful
4. Not useful at all

\*(INTHELPD=1, DID SEEK HELP FROM COMMUNITY ORGANISATION)  
INTADV4 How useful was the advice or support you received from a community organisation?

1. Very useful

2. Useful
3. Not very useful
4. Not useful at all

\*(INTHELPE=1, DID SEEK HELP FROM SOMEONE ELSE)

INTADV5 How useful was the advice or support you received from someone else?

1. Very useful
2. Useful
3. Not very useful
4. Not useful at all

\*(INTHELP#1, DID NOT SEEK HELP AT ALL)

INTHELXPX Why did you not seek help?

2. <FULL VERBATIM>

\*(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

\*(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)

INTLIVDIS Why are you dissatisfied with your current living arrangements?

1. <FULL VERBATIM>

\*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTVISA What type of Australian visa do you currently hold?

1. Student visa
2. Temporary graduate visa

3. Bridging visa (awaiting outcome of substantive visa application)
90. Other (please specify)

# Appendix 9

# Survey screenshots

# 2020 Student Experience Survey (SES) – Questionnaire screen shots



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Save

*Question Name [Shown in TEST only]: OnlineIntro*

Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on starting your current higher education studies in 2020. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment. We understand that many people have experienced disruptions to their studies due to COVID-19, however, as a new student this year, we are very interested to know how things are going for you and how your institution is supporting you to achieve success in your course.

Most people take approximately 10 minutes to complete all the questions, depending on their answers.

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

Please **do not** use the browser 'BACK' button to go back to a previous question.

Please press the 'Next' button below to continue.

Previous

Next

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Save

*Question Name [Shown in TEST only]: institution*

Are you currently enrolled in a course at **the Social Research Centre**?

Yes

No

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Next

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Save

*Question Name [Shown in TEST only]: COURSESCREEN1*

Can you please confirm that you are currently enrolled in the following course/s?

**Bachelor of Science (Agricultural Sciences)**

Yes

No

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Save

*Question Name [Shown in TEST only]: prevuni*

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

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

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Save

*Question Name [Shown in TEST only]: inlerenintro*

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

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Save

Question Name [Shown in TEST only]: *adminintro*

At the **Social Research Centre** during 2020, to what extent have you...

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

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Save

Question Name [Shown in TEST only]: *OVERALLA*

Thinking about your **Bachelor of Science (Agricultural Sciences)** course, overall how would you rate the quality of your entire educational experience this year?

- Poor
- Fair
- Good
- Excellent

Previous

Next

Save

Question Name [Shown in TEST only]: belong

At your institution during 2020, to what extent have you had a sense of belonging to **the Social Research Centre**?

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

Previous

Next

Save

Question Name [Shown in TEST only]: interactintroa

Thinking about your **Bachelor of Science (Agricultural Sciences)** course, in 2020, how frequently have you...

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

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Save

*Question Name [Shown in TEST only]: opploc*

At your institution during 2020, to what extent have you been given opportunities to interact with local students?

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

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Save

*Question Name [Shown in TEST only]: yeaeduintro*

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

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Save

*Question Name [Shown in TEST only]: qlteacha*

Thinking of this year, overall at **the Social Research Centre**, how would you rate the quality of the teaching you have experienced in your **Bachelor of Science (Agricultural Sciences)** course?

- Poor
- Fair
- Good
- Excellent

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Save

Question Name [Shown in TEST only]: *tchintroa*

During 2020, to what extent have the lecturers, tutors and demonstrators in your **Bachelor of Science (Agricultural Sciences)** course...

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

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Save

Question Name [Shown in TEST only]: qlintroa

Thinking of this year, overall how would you rate the following learning resources provided for your **Bachelor of Science (Agricultural Sciences)** course...?

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

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Save

Question Name [Shown in TEST only]: *stintroa*

In 2020, to what extent has your study been delivered in a way that is...

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

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Save

Question Name [Shown in TEST only]: expintroa

Thinking about your **Bachelor of Science (Agricultural Sciences)** course, to what extent has your course developed your...

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

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Save

Question Name [Shown in TEST only]: introsupp

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

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Save

Question Name [Shown in TEST only]: *carintro*

During 2020, to what extent have you found **careers advisors** to be...

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

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Save

Question Name [Shown in TEST only]: *adminintro*

During 2020, to what extent have you found **administrative staff or systems** (e.g. online administrative services, frontline staff, enrolment systems) to be...

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

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Save

Question Name [Shown in TEST only]: *acintro*

During 2020, to what extent have you found **academic or learning advisors** to be...

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

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Save

Question Name [Shown in TEST only]: *supintro*

During 2020, to what extent have you found support services such as **counsellors, financial/legal advisors and health services** to be...

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

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Save

Question Name [Shown in TEST only]: *servintro*

At your institution during 2020, to what extent have you...

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

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Save

Question Name [Shown in TEST only]: *baa*

What have been the best aspects of your **Bachelor of Science (Agricultural Sciences)** course?

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

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Save

*Question Name [Shown in TEST only]: nia*

What aspects of your **Bachelor of Science (Agricultural Sciences)** course most need improvement?

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

Previous

Next

Save

*Question Name [Shown in TEST only]: demointro*

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

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Save

*Question Name [Shown in TEST only]: YRENROL*

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

- Before 2016
- 2016
- 2017
- 2018
- 2019
- 2020

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Save

*Question Name [Shown in TEST only]: ycomp*

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

- 2020
- 2021 or later

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Save

*Question Name [Shown in TEST only]: campus*

Where has your study been mainly based in 2020?

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

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Save

*Question Name [Shown in TEST only]: onlinea*

Thinking about your **Bachelor of Science (Agricultural Sciences)** course, how much of your study do you do online?

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

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Save

Question Name [Shown in TEST only]: gradea

Thinking about your **Bachelor of Science (Agricultural Sciences)** course, which number between 0 and 100 represents your average grade so far in 2020?

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

Previous

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Save

Question Name [Shown in TEST only]: astdintro

At the **Social Research Centre** during 2020, to what extent have...

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

Previous

Next

Save

*Question Name [Shown in TEST only]: considchg*

During 2020, have you seriously considered leaving **the Social Research Centre**?

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

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Save

*Question Name [Shown in TEST only]: LOCATINTRO*

The following questions are related to where you live.

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Save

*Question Name [Shown in TEST only]: CURCOUNTRY*

Do you currently live in Australia or Overseas?

- Australia
- Overseas

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Save

*Question Name [Shown in TEST only]: C4*

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

- Yes
- No

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Save

Question Name [Shown in TEST only]: NTFEMAIL

What is the best email address to send the notification to?

████████████████████

Address as above

Enter new email address

Previous

Next

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

Submit

# Appendix 10

# Small screen optimisation

# Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2020 SES and the QILT suite of surveys more broadly. Online survey presentation was informed by the literature and accessibility guidelines.

## Small screen optimisation principles

Some of the device effects associated with completing online surveys via small screen devices, as reported in Callegaro et al. (2015), include longer questionnaire completion times, but quicker response times, higher break off rates, shorter answers to open ended questions, increased primacy effects and increased use of responses that appear on the screen without the need for vertical or horizontal scrolling. Small screen optimisation is the term used to try and mitigate some of these potential device effects. For the QILT suite of surveys, the Social Research Centre had sought to ensure that the surveys were optimised for small screen devices. Based on Callegaro, et al., (2015), the Social Research Centre adopted a set of basic guidelines for designing online surveys for completion on small screen devices. These included:

- Keeping the subject, content and survey link short in the email invitation, as long subject lines will create multiple lines of text requiring the respondent to scroll.
- Removing or reducing all non-essential, non-question content in question pages as these take longer to load. Information such as the Social Research Centre's privacy statement, and survey frequently asked questions, were made available as links at the bottom of email invitations and reminders and were not presented on screen by default.
- Minimising the use of grid / table format for questions as tables require respondents to zoom and scroll horizontally just to read the text. The current iteration of the survey had all grid statements presented as a set of items on small screen devices, so respondents only had to scroll vertically and were not required to zoom or scroll horizontally.
- Optimising the size and orientation of the navigation (Previous and Next) and Save buttons for small screen devices. The small screen layout stacked the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons were also increased to assist with selection and reduce the need for scrolling.
- Drag and drop format questions (as often used for ranking) may not work well on a small screen device and are best avoided. There were no drag and drop format questions in the 2020 SES questionnaire, but this is a consideration for the future.
- Consider splitting long bipolar scales into two questions, first the two main options (satisfied or dissatisfied) and then the level within each option (e.g. extremely, very, somewhat), particularly for scales with 7 or more points (this was not applied to items used for the QILT suite of surveys indicators to date).
- Continuing to avoid videos and large pictures wherever possible as they can be problematic and take a long time to load.

## Optimisation within the SES

Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type.

Several elements of the online survey were changed for small screen users. The size of pictures (such as the SES logo) were scaled for optimal display on small screens and grid items were optimised to ensure response options on the right-hand side of the grid do not fall off-screen, leading to response error. The size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.

Font types and sizes were customised for small screen display and there were subtle differences in the user interface between touchscreen and non-touch enabled devices. For touchscreen devices proportionally larger buttons were used to reduce margin of error for selecting a response option, with the software being able to determine which response option was intended to be selected where a user had touched near, but not perfectly on the response option.

Grid (also known as table or matrix) items were reconfigured to display over multiple screens (navigated by vertical scrolling) on a small screen device. See Figure 1 and Figure 2 for comparison of small screen and desktop grid item display.

Figure 1 Grid item display on small screen device

---

*Question Name [Shown in TEST only]:*  
*interactintro*  
Thinking about your Juris Doctor course, in 2020, how frequently have you...

**Interacted with students who are very different from you?**

Never

Sometimes

Often

Very often

**Participated in discussions online or face-to-face?**

Never

Sometimes

Often

Very often

**Worked with other students as part of your study?**

Never

Sometimes

Often

Very often

**Interacted with students outside study requirements?**

Never

Sometimes

Often

Very often

**Next**

**Previous**

**Save**

---

Figure 2 Grid item display on desktop device



Save

Question Name [Shown in TEST only]: interactintroa

Thinking about your **Bachelor of Science (Agricultural Sciences)** course, in 2020, how frequently have you...

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

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## References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.

## Appendix 11      Response by institution

## 2020 Student Experience Survey (SES) – Response by institution

University Provider	Initial population	Disqualified %	Out-of - scope %	Opted-out %	Final sample	Responses	2020 Response Rate %	2019 Response Rate %	2018 Response Rate %	2017 Response Rate %
Australian Catholic University	15,736	0	42	609	15,085	6,920	45.9	43.9	51.2	47.3
Bond University	2,810	0	96	236	2,478	1,032	41.6	47.6	61	37.8
Central Queensland University	10,761	0	677	528	9,556	4,713	49.3	44.9	52.8	33.9
Charles Darwin University	4,855	1	205	297	4,353	1,879	43.2	46.8	51.7	46
Charles Sturt University	18,134	9	676	1162	16,296	6,482	39.8	40.6	50	36.1
Curtin University	18,589	0	522	1369	16,698	7,195	43.1	40.3	47.5	34.7
Deakin University	30,178	0	1230	1802	27,146	13,479	49.7	45.2	55	40.5
Edith Cowan University	13,471	0	587	560	12,324	5,920	48.0	46.4	54.7	37.5
Federation University Australia	9,823	0	504	322	8,997	4,122	45.8	45.5	54.7	38.3
Flinders University	11,450	0	263	634	10,553	4,909	46.5	44.1	50.2	39.3
Griffith University	21,436	0	846	1268	19,322	7,805	40.4	34	44.8	37.1
James Cook University	6,856	0	231	536	6,089	2,974	48.8	46.7	49.6	32.1
La Trobe University	14,489	0	111	923	13,455	5,859	43.5	41.7	51.8	38
Macquarie University	20,274	0	674	1131	18,469	8,909	48.2	47.4	52.7	38.4
Monash University	38,004	0	1098	2396	34,510	15,593	45.2	46.4	53.6	45.1
Murdoch University	8,263	3	297	480	7,486	3,174	42.4	38.7	47.2	37.1
Queensland University of Technology	24,290	2	2666	1152	20,472	9,878	48.3	33	41.3	27.4
RMIT University	31,208	2	564	1269	29,375	11,645	39.6	35.7	48.1	29.9
Southern Cross University	5,215	1	14	312	4,889	2,300	47.0	44.6	33.7	27.6
Swinburne University of Technology	13,935	0	77	815	13,043	6,642	50.9	44.6	53.7	35.1
The Australian National University	10,119	65	341	270	9,508	3,939	41.4	34.7	41.7	36.7
The University of Adelaide	10,640	0	34	545	10,061	5,058	50.3	53.1	59.8	45.8
The University of Melbourne	27,171	0	95	1486	25,590	13,226	51.7	48.7	57.5	46.3
The University of Notre Dame Australia	5,932	22	42	395	5,495	2,600	47.3	47.4	44.9	44.2
The University of Queensland	23,395	0	376	1588	21,431	8,435	39.4	43.1	50.2	43.6
The University of South Australia	16,717	0	352	816	15,549	6,616	42.5	38.6	45.9	26.3

The University of Sydney	28,256	2	170	1495	26,591	8,805	33.1	29.8	38.9	23.8
The University of Western Australia	10,850	0	181	720	9,949	3,232	32.5	33.2	37.3	28.4
Torrens University	12,334	0	62	455	11,817	5,991	50.7	45.9	50.2	25.8
University of Canberra	7,723	2	131	427	7,165	3,196	44.6	45.8	50.9	36.4
University of Divinity	917	2	29	82	806	482	59.8	57.7	65.4	51.2
University of New England	5,044	0	21	337	4,686	2,393	51.1	50.2	54.8	39.7
University of New South Wales	29,442	2	420	1772	27,250	11,434	42.0	46.6	47.7	40.4
University of Newcastle	9,528	0	279	715	8,534	3,077	36.1	45.4	45.8	33.3
University of Southern Queensland	8,573	0	427	565	7,581	4,234	55.9	53.1	49.6	42.1
University of Tasmania	16,903	0	564	1174	15,165	7,021	46.3	50.6	57.6	44.2
University of Technology Sydney	17,924	0	73	1041	16,810	5,991	35.6	43.8	42.9	23.6
University of the Sunshine Coast	6,203	0	111	290	5,802	3,055	52.7	52.8	56.6	46.6
University of Wollongong	12,722	0	76	734	11,912	6,023	50.6	49	47.4	26.6
Victoria University	12,797	1	375	782	11,640	5,104	43.8	41.9	45.9	32
Western Sydney University	23,959	0	302	1766	21,891	7,648	34.9	42.4	39.4	31.1

Non-university Provider	Initial population	Dis-qualified %	Out of scope %	Opted-out %	Final sample	Responses	2020 Response Rate %	2019 Response Rate %	2018 Response Rate %	2017 Response Rate %
Academies Australasia Polytechnic Pty Limited	521	3	25	23	473	138	29.2	n/a	n/a	n/a
Academy of Information Technology	724	2	42	29	653	296	45.3	43.1	28.6	35.8
ACAP and NCPS	3,740	0	28	231	3,481	1,800	51.7	53	65.3	46.6
Adelaide Central School of Art	176	0	8	8	160	126	78.8	73.3	74.5	63.8
Adelaide College of Divinity	66	0	0	7	59	30	50.8	62.6	n/a	51.2
Alphacrucis College	2,143	10	90	164	1,889	783	41.5	44.5	49.8	39.1
Asia Pacific International College	613	0	1	13	599	204	34.1	n/a	n/a	n/a
Australian Academy of Music and Performing Arts	91	0	4	4	83	41	49.4	56.3	59	51.5
Australian College of Christian Studies	78	0	4	2	72	35	48.6	53	53.8	30.6
Australian College of Nursing	881	2	92	91	698	257	36.8	35.6	47.6	n/a
Australian College of Theology Limited	2,606	4	71	223	2,312	1,295	56.0	57.4	65.8	53
Australian Institute of Business Pty Ltd	2,517	0	61	178	2,278	1,105	48.5	39.6	54.8	36.5
Australian Institute of Higher Education	1,434	1	6	50	1,378	560	40.6	n/a	n/a	n/a
Australian Institute of Management Education & Training	712	1	24	87	601	211	35.1	47	54.8	41.1
Australian Institute of Professional Counsellors	406	2	11	18	377	154	40.8	44.4	49.2	29.3
Avondale University College	912	0	1	49	862	483	56.0	58.2	59.8	55.9
BBI - The Australian Institute of Theological Education	224	0	8	12	204	94	46.1	42.2	56.1	44.6
Box Hill Institute	710	0	34	44	632	303	47.9	41.9	43.7	29.9
Campion College Australia	581	0	11	10	560	249	44.5	71.2	78.1	80.5
Canberra Institute of Technology	111	0	3	7	101	59	58.4	45.2	48.6	40.5
Chisholm Institute	50	0	1	3	46	22	47.8	56.7	55.3	40.7
Christian Heritage College	229	0	10	9	210	100	47.6	47.1	56	50.5
CIC Higher Education	562	0	17	26	519	252	48.6	n/a	n/a	n/a
Collarts (Australian College of the Arts)	863	0	19	76	768	379	49.3	48	47.6	46.4
Curtin College	1,107	0	69	41	997	390	39.1	40.5	n/a	n/a
Deakin College	1,460	0	27	45	1,388	654	47.1	47.3	n/a	n/a

Eastern College Australia	150	6	5	4	141	70	49.6	47.1	63.5	60.9
Edith Cowan College	391	0	7	10	374	210	56.1	35.1	n/a	n/a
Elite Education Institute	73	0	1	3	69	13	18.8	n/a	n/a	n/a
Endeavour College of Natural Health	3,790	0	41	469	3,280	1,338	40.8	41.5	51	40.9
Engineering Institute of Technology	191	0	7	7	177	119	67.2	n/a	n/a	n/a
Equals International	14	0	0	1	13	7	53.8	n/a	n/a	n/a
Excelsia College	671	0	19	23	629	344	54.7	64.3	67.3	77.4
Eynesbury College	137	0	5	1	131	86	65.6	64.8	n/a	n/a
Governance Institute of Australia	114	0	2	12	100	47	47.0	n/a	n/a	n/a
Griffith College	1,040	0	15	27	998	439	44.0	23.7	n/a	n/a
Health Education & Training Institute	75	1	5	4	66	26	39.4	37.5	n/a	n/a
Higher Education Leadership Institute	8	0	1	1	6	2	33.3	n/a	n/a	n/a
Holmes Institute	6,777	0	204	351	6,222	1,615	26.0	35.6	34.3	21.1
Holmesglen Institute	1,136	0	32	70	1,034	483	46.7	34.9	44.8	43.2
Ikon Institute of Australia	359	0	12	14	333	247	74.2	n/a	n/a	n/a
INSEARCH	1,699	0	14	67	1,618	749	46.3	17.4	50.4	n/a
Institute of Health & Management Pty Ltd	391	3	17	6	368	131	35.6	n/a	n/a	n/a
International College of Hotel Management	201	0	10	3	188	126	67.0	51.5	65	n/a
International College of Management, Sydney	1,217	0	20	58	1,139	561	49.3	58.3	46.6	15.6
ISN Psychology Pty Ltd	111	0	1	7	103	64	62.1	68.1	n/a	n/a
Jazz Music Institute	67	0	0	3	64	28	43.8	34.4	28.8	40.3
Kaplan Business School	3,304	1	46	43	3,215	1,444	44.9	43.6	53.2	38
Kaplan Higher Education Pty Ltd	2,085	3	72	258	1,755	563	32.1	37	46.3	34.7
Kent Institute Australia	1,160	0	56	36	1,068	399	37.4	32.2	n/a	n/a
King's Own Institute	2,780	0	191	63	2,526	1,171	46.4	53.8	71.4	n/a
La Trobe College Australia	753	2	10	4	739	285	38.6	35.5	n/a	n/a
LCI Melbourne	173	0	0	9	164	91	55.5	69.5	65.3	45.1
Le Cordon Bleu Australia	290	0	13	16	261	83	31.8	41.8	n/a	n/a
Leaders Institute	114	1	1	1	112	68	60.7	n/a	n/a	n/a
Macleay College	407	0	10	24	373	161	43.2	36.3	53.6	49.6

Marcus Oldham College	211	0	1	18	192	110	57.3	83.5	88.8	69.9
Melbourne Institute of Technology	2,502	0	144	61	2,297	994	43.3	43.1	43.8	36.7
Melbourne Polytechnic	1,142	0	22	55	1,065	437	41.0	41.5	44.9	36.5
Montessori World Educational Institute (Australia)	67	0	0	5	62	33	53.2	n/a	n/a	n/a
Moore Theological College	329	0	1	20	308	218	70.8	60.6	66.8	46.4
Morling College	109	0	0	10	99	52	52.5	55.3	n/a	n/a
Nan Tien Institute	65	0	2	4	59	36	61.0	57.7	72	n/a
National Art School	506	1	6	27	473	209	44.2	48.2	59.7	55.7
Newcastle International College	107	0	18	2	87	31	35.6	n/a	n/a	n/a
Oxford Institute of Higher Education	81	1	7	4	70	31	44.3	n/a	n/a	n/a
Perth Bible College	65	0	2	2	61	32	52.5	60	78.9	53.3
Photography Studies College (Melbourne)	129	0	1	12	116	61	52.6	54.2	72.2	69.6
Polytechnic Institute Australia Pty Ltd	266	21	1	8	257	58	22.6	n/a	n/a	n/a
SAE Institute	1,846	0	46	98	1,702	744	43.7	48.8	52.6	42.4
South Australian Institute of Business and Technology	589	0	21	17	551	275	49.9	39.7	n/a	n/a
SP Jain School of Management	346	0	1	0	345	275	79.7	47.6	49.3	n/a
Stott's College	867	0	24	58	785	315	40.1	42.2	36.1	n/a
Study Group Australia Pty Limited	90	0	1	5	84	35	41.7	38.9	36.6	31.5
Sydney College of Divinity	883	7	23	89	771	319	41.4	41.1	40.9	37.8
Sydney Institute of Business and Technology	223	0	44	2	177	97	54.8	37	n/a	n/a
Tabor College of Higher Education	552	0	9	27	516	275	53.3	52.7	54.7	53.6
TAFE NSW	2,100	0	66	116	1,918	941	49.1	41.9	45.2	39.9
TAFE Queensland	264	0	12	14	238	98	41.2	44.4	52.2	42.9
TAFE South Australia	158	0	11	7	140	60	42.9	55.2	64.2	77.3
The Australian College of Physical Education	581	0	4	45	532	214	40.2	40.8	48.4	32.7
The Australian Institute of Music	846	0	3	50	793	421	53.1	47.9	50.4	25.9
The Cairnmillar Institute	226	0	8	15	203	106	52.2	57.6	57.2	n/a
The JMC Academy	1,455	0	29	116	1,310	567	43.3	38.7	52.2	40.5
The MIECAT Institute	148	2	8	10	130	85	65.4	63.6	75.4	66.4

Think Education	896	0	3	42	851	515	60.5	52.5	54.6	30.5
Universal Business School Sydney	1,416	0	25	54	1,337	490	36.6	30.9	28.1	33.2
UOW College	356	0	8	10	338	151	44.7	29.2	39.5	27.3
VIT (Victorian Institute of Technology)	2,586	0	70	33	2,483	1,384	55.7	50.9	67.4	n/a
Wentworth Institute of Higher Education	436	0	5	16	415	233	56.1	54.9	50.2	n/a
Whitehouse Institute of Design, Australia	277	0	5	5	267	167	62.5	62.6	67.8	67.5
William Angliss Institute	630	0	18	44	568	252	44.4	41	47.1	31.7