

2018 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 2018 Student Experience Survey (SES, 'the survey'), conducted on behalf of the Australian Government Department of Education and Training ('the department'). This report is structured into the following sections:

- Section 1 provides the background and objectives of the survey.
- 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 and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data processing procedures.
- Section 6 presents the various deliverables.
- Section 7 documents the final dispositions and response rates.
- Section 8 presents an analysis of response.
- Sections 9 and 10 outline 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). It then transitioned to the SES, widening participation to non-university higher education institutions (NUHEIs). The UES was designed and developed in 2011 by a consortium commissioned by the then Department of Education, Employment and Workplace Relations (DEEWR). Its primary purpose at that time was to measure the levels of engagement and satisfaction of first and final year undergraduate students at Australian universities. The instrument was further refined in 2012 by the same consortium to ensure that the University Experience Questionnaire (UEQ) was relevant to both policy and practice while providing useful data to inform student decision making and continuous improvement.

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 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.

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

1.4. Overview

In 2018, a total of 107 higher education institutions covered under the Higher Education Support Act (HESA) participated in the 2018 SES, including all 41 universities and 66 NUHEIs. Table 1 provides an overview of key statistics for these participating institutions. The 2018 SES recorded the highest level of response to date with 48.9 per cent of in-scope students responding. This strong performance represents an opportunity to draw key learnings for future iterations. Several factors are thought to have contributed to this high level of response, which are covered in detail in this methodological report.

Non-HESA institutions can participate in the SES for benchmarking and continuous improvement purposes, however, for consistency with past SES National Reports, they are excluded from all data presented in this report.

In total 621,153 commencing and later year undergraduate and postgraduate coursework students were approached for the 2018 SES, with 578,876 identified as in-scope. A total of 283,260 online surveys were completed across the main (August 2018) and secondary (September 2018) collections, giving a total overall response rate of 48.9 per cent. The analytic unit for the SES is the course, rather than the student, so after adjusting for students completing double degrees, a total of 298,482 surveys were completed at the course level.

Table 1 **2018 Key project statistics**

Level of study	University (41 institutions)		NUHEI (66 institutions)		Higher Education Institutions (107 institutions)		Total
	Undergraduate (UG)	Postgraduate coursework (PGCW)	UG	PGCW	UG	PGCW	
Students approached	389,809	174,843	37,298	19,203	427,107	194,046	621,153
Final 'in-scope' students	364,268	162,683	34,629	17,296	398,897	179,979	578,876
Completed surveys by students	176,521	80,469	17,399	8,871	193,920	89,340	283,260
Response rate	48.5	49.5	50.2	51.3	48.6	49.6	48.9
Completed surveys by course	191,316	80,745	17,550	8,871	208,866	89,616	298,482

Note: For the purpose of QILT projects, 'response rate' is defined as 'completed surveys by students' 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.¹

Refer to Appendix 1 for SES summary outcomes over time.

1.5. Project milestones

In line with previous years, the SES data collection was split across two periods:

- main collection in August, including 102 institutions
- secondary collection in September, including 5 institutions.

The secondary collection was created in 2017 to accommodate institutions with a significant break in their academic calendar during August.

For reporting purposes, the data from the August and September collections are combined.

Table 2 provides a summary of key project milestones.

¹ 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.

Table 2 **Key project milestones**

Task	Responsibility	Date (2018)
Start-up		
Agreed final questionnaire to field	The Social Research Centre and the Department of Education and Training	13-Jul
Programming / testing completed	The Social Research Centre	31-Jul
Sample		
Sample preparation	The Social Research Centre and institutions	25-Jun to 27-Jul
Fieldwork		
Main collection (August)		
Soft launch main online fieldwork period (NUHEIs)	The Social Research Centre	31-Jul
Start main online fieldwork (Universities)	The Social Research Centre	1-Aug
In field reminder calls	The Social Research Centre	6 to 29-Aug
End main online fieldwork*	The Social Research Centre	31-Aug
Post-online fieldwork telephone reminder calls†	The Social Research Centre	3 to 16-Sep
End extended fieldwork†	The Social Research Centre	16-Sep
Secondary collection (September)		
Start online fieldwork	The Social Research Centre	5-Sep
In field reminder calls	The Social Research Centre	14 to 24-Sep
End online fieldwork	The Social Research Centre	7-Oct
Coding		
Coding checks (main collection)	The Social Research Centre and institutions	19-Sep to 10-Oct
Coding checks (secondary collection)	The Social Research Centre and institutions	10 to 16-Oct
Reporting		
Draft data to the department	The Social Research Centre	30-Oct
Final data files to the department	The Social Research Centre	30-Nov
Draft National Report to the department	The Social Research Centre	30-Nov
Data files to institutions	The Social Research Centre	14-Dec
Tableau institutional reports to institutions	The Social Research Centre	14-Dec
Method report	The Social Research Centre	21-Dec

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

† Institutions that opted for post field telephone reminders.

2. Sample design

2.1. Population

The in-scope population for the SES consists of commencing and later year onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions.

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 is enrolled in multiple courses concurrently, the major course is 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 is a tie, and in alphabetical order if there is still a tie.

2.1.1. Commencing students

To qualify as commencing students, respondents must be in their first year of higher education and meet the following criteria:

- enrolled in an undergraduate course or postgraduate coursework
- studying onshore
- commenced study in the relevant target year
- enrolled for at least one semester.

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

Institutional participation in the SES is optional. A total of 107 institutions participated in the 2018 SES including:

- 41 universities
- 66 NUHEIs.

Refer to Appendix 3 for a list of participating institutions.

2.3. Sampling process overview

The sampling process for the SES is summarised as follows:

1. Population file creation

To accommodate Higher Education Information Management System (HEIMS) reporting and non-HEIMS reporting institutions, the Social Research Centre creates two types of sample file:

- a student population file derived from HEIMS Submission 1 data designed for HEIMS reporting institutions
- an empty template file to be populated by the institution for non-HEIMS reporting institutions, and for HEIMS reporting institutions with significant student populations not reported in HEIMS Submission 1.

2. Population file initial processing

The Social Research Centre flags the records in the HEIMS Submission 1 data which meet the agreed definitions of 'commencing' and 'later years' students, applies exclusion rules, and creates a population file for each HEIMS institution to review.

3. Institutional verification

HEIMS institutions append student contact details to the population file, inspect the file for correctness (e.g. flag students who are not currently enrolled, so that they can be excluded from the SES), and return the population file to the Social Research Centre for final processing.

Institutions completing a template file populate the empty template with demographic data and student contact details and return the completed template to the Social Research Centre for final processing.

4. Sample review and selection

The Social Research Centre reviews and verifies the population file.

5. Institution level targets

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

6. Additional populations

Institutions identify 'additional populations' that are out-of-scope, such as 'middle years' students who they would like to include in the SES on a fee-for-service basis. Students meeting the additional population definition are selected and flagged in the population file, as required.

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

2.3.1. Population file creation

For institutions submitting to HEIMS, the sampling frame for the SES is the national HEIMS Submission 1 student file, covering students enrolled between 1 January and 31 March 2018. The variables to extract from HEIMS and provide to the Social Research Centre were agreed in consultation with the department and included student background variables and course-related elements (refer to Appendix 2b, Table 3.1 for details).

For the small number of non-university providers that do not submit to HEIMS, a sampling frame for the SES is created to the same parameters as HEIMS reporting institutions. Non-university providers not submitting to HEIMS populate a template provided by the Social Research Centre, comprising 64 variables (refer to Appendix 2b, Table 3.1 for details), from information held in their local student administrative systems.

Student data from HEIMS and template derived student data, taken together, comprises the population frame for the 2018 SES.

2.3.2. Population file initial processing

Derivations

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

- age (E913) – calculated at 31 December in the year prior to the reference year
- concurrent / major course indicator (E331) – flags 'the major course' in which students were enrolled for inclusion in the survey
- cumulative EFTSL completed successfully' (E931)
- groups excluded from the SES sample frame (EXCLUDE) – refer to the next section below
- extra quota group flag (EXTQUOTA) – identifies 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 meeting the agreed 'commencing' and 'later years' definitions
- sample frame categories (STRATA)
- 45 study areas derived from E461 (AREA451) and E462 (AREA452).

Sample exclusions

Unless specifically identified for inclusion in the SES as an Additional Population (refer to Section 2.3.6.), records are flagged for exclusion if they are:

- students in postgraduate research (E310=1, 2 or 3)

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

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

2.3.3. Institutional verification

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

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

As such, survey managers within participating institutions are requested to:

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

In addition, survey managers are also asked to append the following information to the sample files:

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

On receipt of verified population files from institutions, proposed exclusions and other changes made by the institution are reviewed, and the files consolidated into the master population file. There is no evidence to date that suggests institutions flag records for exclusion inappropriately.

2.3.4. 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 completing).

While the QILT website reports SES results based on institution, course level (i.e. undergraduate or postgraduate coursework) 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 QILT website and facilitate more nuanced analysis and more detailed reporting where required.

The fields of education (E461) within each of the 45 and 21 study areas are listed at Appendix 2b. 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 ± 7.5 percentage points at a 90 per cent level of confidence.

Refer to Appendix 5 for details of the method used to derive the target number of completed surveys by stratum for the 2018 SES. When this information is overlaid with historical response rates it is apparent that the response rate target is aspirational for many strata.

Table 3 shows the number and proportion of strata in each target response rate band for university and NUHEI undergraduates and postgraduates. As can be seen, at the ± 7.5 per cent level less than half (46.9 per cent) of the university undergraduate strata have an 'achievable' response rate, where for the purpose of this table 'achievable' is regarded as a response rate of less than 50 per cent.

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

Response rate category (%)	University				NUHEI			
	UG		PG		UG		PG	
	n	%	n	%	n	%	n	%
100	34	3.3	58	6.8	19	10.5	29	36.3
75 to 99	206	19.8	292	34.5	78	43.1	27	33.8
50 to 74	313	30.1	283	33.4	50	27.6	8	10.0
25 to 49	321	30.8	168	19.8	27	14.9	10	12.5
Less than 25	167	16.0	46	5.4	7	3.9	6	7.5
Total strata	1,041		847		181		80	
<i>Net 'achievable' (<50)</i>	488	46.9	214	25.3	34	18.8	16	20.0

For university postgraduate coursework, NUHEI undergraduate and NUHEI postgraduate coursework strata, the proportion of strata with an 'achievable' response rate is 25.3, 18.8 and 20.0 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 51.1 and 68.4 per cent of undergraduate students were randomly sampled, respectively.

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 2018 SES was 621,153; comprising 564,652 university students (389,809 undergraduates and 174,843 postgraduate coursework students) and 56,501 NUHEI students (37,298 undergraduates and 19,203 postgraduate coursework students).

2.3.5. Institution level targets

Appendix 6 shows that target response rates for the 2018 SES differed greatly by individual university, from a low of 19.0 per cent to a high of 63.6 per cent. Response rate targets are aspirational and designed to shift institutions towards maximum reportability and representativeness. Response rate targets as presented to institutions are based on an expected proportion for the target variable of 50 per cent, a level of confidence of 90 per cent and a margin of error of 5 per cent (i.e. a higher level of precision than is required for stratum-level reporting of results).

By way of an example, Table 4 shows the required response rate by stratum for a 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' required response rate may still fail to meet reporting thresholds for individual study areas.

Table 4 **Example of response rate targets for an institution with high student numbers and few study areas**

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

Table 5 on the next page provides an example of an institution with challenging response rate targets. This institution has a comparatively small number of enrolled students but has a broad course offering across 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 5 Example of response rate targets for an institution with low student numbers and many study areas

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

2.3.6. Additional populations

Institutions are provided with the opportunity to include out-of-scope sample members as additional populations in the SES on a fee-for-service basis. In 2018, 13 institutions chose to survey out-of-scope sample members, including postgraduate research, middle years, offshore and enabling students. Responses from students in these populations are not included in the SES National Report and do not appear in results presented in this report.

3. Survey design and procedures

3.1. Institutional engagement

3.1.1. Invitation to participate

At the beginning of June 2018, an email was sent to the primary contacts in each institution asking if their institution planned to participate in the 2018 SES. Institutions confirmed their participation via a webform in the email distribution software used for survey administration.

3.1.2. Collection and Sample guides

A 'SES 2018: Collection Guide' and a 'SES 2018: Sample File Guide' were provided to participating institutions to assist in preparations for and deployment of the 2018 SES:

- **SES 2018: Collection Guide**

This guide was emailed to all participating institutions and uploaded on the QILT Provider Portal on 1 June 2018. It included details of how to prepare for the SES in terms of methodology (e.g. including additional populations, questions, conducting post field telephone activities), student engagement (refer to Section 3.2) and response maximisation. Refer to Appendix 2a for a copy of the 2018 SES Collection Guide.
- **SES 2018: Sample File Guide**

This guide was emailed to all participating institutions and uploaded on the QILT Provider Portal on 25 June 2018. This document helps institutions to prepare their SES sample by covering in detail the different requirements to meet. Refer to Appendix 2b for a copy of the 2018 SES Sample File Guide.

3.1.3. Webinars and newsletters

The monthly webinar and newsletters provided institutions with up to date information about QILT surveys.

In 2018, three webinars and three newsletters showcased the SES. The topics aimed to guide institutions through key stages of the survey administration process, including sample preparation and fieldwork. Table 6 summarises all relevant communications covering the SES and the level of engagement from participating institutions.

Table 6 **2018 QILT webinars and newsletters covering the SES**

			Institutions that logged into the webinar	
Month	Title	2018 SES Topic(s) covered	n	%
Webinars				
June	Preparing for 2018 SES: SES sample validation and quality assurance	SES sample preparation	52	46
August	SES in field response maximisation and data	SES response maximisation	35	31
September	Highlights from SES online fieldwork and preparations for Graduate Outcomes Survey (GOS)-Nov	Highlights from SES online fieldwork	41	37
Newsletters				
May	GOS May update and SES preparation	Reminder to confirm participation in 2018 SES	N/A	N/A
July	GOS May and SES update	Reminder to complete the additional services form	N/A	N/A
August	GOS November and SES update	SES fieldwork	N/A	N/A

Webinars are also an opportunity for institutions to engage directly with the QILT team through a live chat. One member of the QILT team responds to institution queries in real-time during each webinar.

3.1.4. On-going dialogue with institutions

Throughout the SES the QILT team maintains an open dialogue with survey managers. In 2018, in addition to the newsletters and webinars, some new engagement activities were introduced to connect with institutions, including:

- **Formal program of institutional outreach**

Conducted before and during fieldwork, members of the QILT team spoke directly over the phone to participating institutions to share their experience and identify opportunities for improvement. Overall, for the 2018 SES, 53 discussions were conducted:

- 5 x 30-45 minute discussions before fieldwork, targeting high and low performing institutions based on their response rate in the 2017 SES. The objective was to understand how institutions prepare their students and staff engagement for the SES
- 48 x 5-10 minute discussions during fieldwork, targeting all participating universities and selected NUHEIs in the 2018 SES. The objective was to discuss with institutions how their response rate was tracking, what type of engagement activities they conducted and suggestions to improve their response rate for consideration where appropriate.

- **Respondent Engagement Survey**

This survey was designed to measure the student engagement activities undertaken by institutions for the 2018 SES. It collected insightful data which will be used to conduct further analysis on response rate maximisation. It was also the opportunity for institutions to share their experience with the QILT materials and provide feedback on the materials, and support from the QILT team.

It consisted of a 10-15 minute online survey, conducted post fieldwork in October 2018, amongst participating institutions. A total of 76 out of 112 institutions completed the survey.

The results from these telephone discussions and Respondent Engagement Survey were shared with institutions during the 2018 AAIR Forum².

In addition, the QILT team aimed to deliver a prompt and continuous communication with institutions to maintain high levels of engagement.

3.2. Student engagement

In early June 2018, the QILT team emailed all institutions which had previously participated in QILT surveys to confirm participation in the 2018 SES and link to a number of supporting documents including the 'SES 2018: Collection Guide', and marketing and communications pack.

The 'SES 2018: Collection Guide' included a detailed week by week 'Engagement Activity Plan' of activities that the Social Research Centre would undertake and also listed complementary institution led activities that would be complementary. The 'Engagement Activity Plan' identifies two main phases of student engagement, summarised at Table 7, and defined as follows:

- The first phase, 'Awareness campaign', consists of an awareness building campaign focussing on pre-survey engagement, to ensure that students were aware of the survey in advance of fieldwork commencement.
- The second phase, 'Open campaign', is designed to start after fieldwork commenced and centred on encouraging students to complete the survey.

² The 2018 AAIR Forum took place in Melbourne from 19 to 21 November. The QILT team and a number of institutions from Australia and New Zealand (and further afield) attended this forum.

Table 7 **Student engagement campaign**

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

The marketing and communications pack included template based examples to assist institutions in raising survey awareness and encourage participation amongst their students. The pack was composed of the following items to support the institutional administration of the SES before the survey commenced, during fieldwork and in the week leading up to the completion of fieldwork:

- emails
- hard copy letter
- posters
- web tiles
- slides
- Facebook posts and other social media materials
- logos.

All correspondence with institutions provided the QILT email address and phone number for the purposes of contacting the Social Research Centre if there were any queries.

The Respondent Engagement Survey, collected information about the most commonly conducted institution led engagement activities in the 2018 SES and, found that:

- Emails (87.5 per cent) represented the most commonly reported engagement activity. These were most commonly signed by the Deputy Vice Chancellor or CEO (26.6 per cent), Head of Faculty or Deans (15.6 per cent) or Survey Area (15.6 per cent). The QILT team strongly encourages institutions to send a pre-survey awareness raising email to prepare students for

the SES. For the 2018 SES, 75.0 per cent of institutions sent a pre-survey email. This finding indicates that there is a sizable opportunity for more institutions to conduct this activity during the 'Awareness campaign' phase.

- Learning Management Systems (LMS) announcements (55.6 per cent), distribution of previous years' results to staff (52.8 per cent) and Facebook posts (51.4 per cent) were the second most commonly reported activity undertaken by institutions.

The institutions' experience with the QILT marketing materials for the 2018 SES was broadly positive with 53.1 per cent being 'moderately satisfied' and 46.9 per cent being 'very satisfied'. This data provides a benchmark for future iterations of the SES.

3.3. Contact protocol

The 2018 SES employed an extensive protocol of contact attempts, including an email invitation and eight email reminders, as well as telephone reminder calls and up to three SMS reminders. In each mode of contact there was provision to opt out or unsubscribe from future contact. The different contact dates and reach of the contact activities (i.e. 'Number sent') are summarised in Table 8. Note that telephone reminder activity is split by in field reminder calls as part of the standard QILT survey methodology and post field activity conducted on a fee-for-service basis. Further information is provided about email, telephone and SMS contacts in this section.

Table 8 Email invitation and reminder schedule by round of activity

Round of activity	August collection		September collection		Total
	Date (2018)	Number sent	Date (2018)	Number sent	
Email invitation - NUHEIs	31-Jul	54,929	N/A	N/A	54,929
Email invitation - Universities	1-Aug	561,591	N/A	N/A	561,591
Email invitation	N/A	NA	5-Sep	3,831	3,831
Email reminder 1	3-Aug	567,989	7-Sep	3,584	571,573
Email reminder 2	6-Aug	528,696	10-Sep	3,317	532,013
In field telephone reminders	6-Aug	55,130	10-Sep	522	55,652
Email reminder 3	8-Aug	480,545	12-Sep	3,027	483,572
Email reminder 4 - Batch 1	10-Aug	220,818	N/A	N/A	220,875
Email reminder 4 - Batch 2	13-Aug	220,443	N/A	N/A	220,483
Email reminder 4	N/A	N/A	17-Sep	2,685	2,588
SMS reminder 1	13-Aug	79,718	17-Sep	659	80,377
Email reminder 5	15-Aug	411,093	19-Sep	2,351	413,444
Email reminder 6	20-Aug	385,520	24-Sep	2,031	387,551
SMS reminder 2	23-Aug	79,938	1-Oct	108	80,046
Email reminder 7	27-Aug	346,013	1-Oct	1,736	347,749
SMS reminder 3	27-Aug	24,617	N/A	N/A	24,617
Email reminder 8	30-Aug	326,015	4-Oct	1,631	327,646
Online fieldwork closes*	31-Aug	N/A	7-Oct	N/A	N/A
Post field telephone reminders†	3-Sep	9,530	N/A	N/A	9,530
Fieldwork closes†	16-Sep	N/A	7-Oct	N/A	N/A
Total		4,352,585		25,482	4,378,067

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

† For institutions which commissioned post field telephone activities.

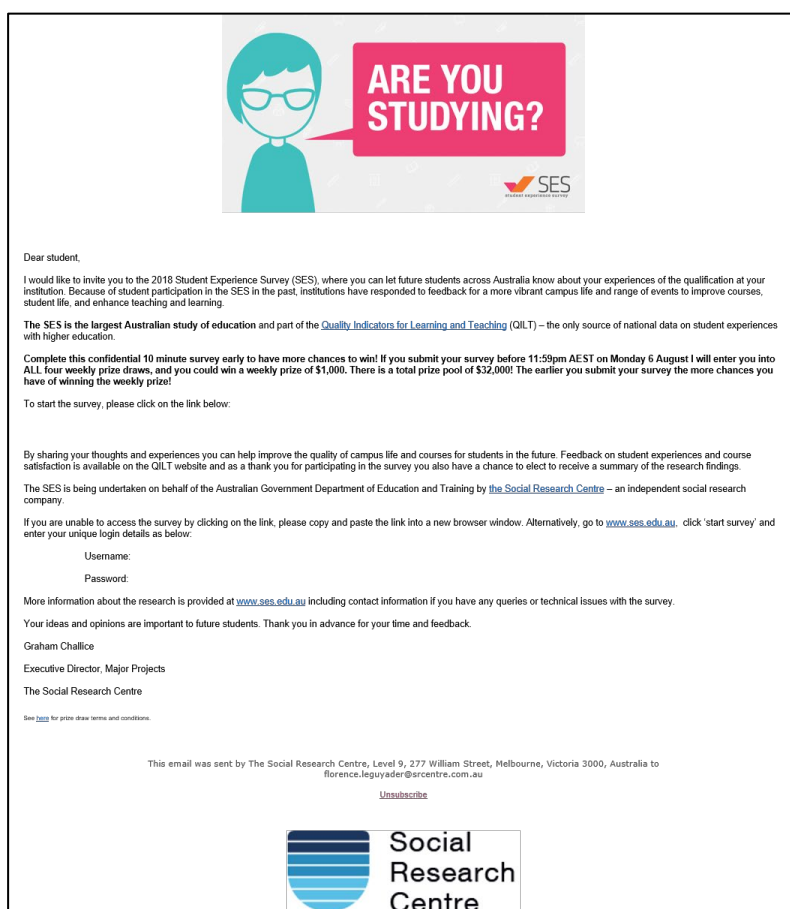
3.3.1. Email invitation and reminders

The Social Research Centre sent an email invitation to all in-scope sample members to complete the SES, present the survey objectives, outline privacy provisions and mention the participation incentive. Figure 1 illustrates the appearance of the invitation on screen for students. The invitation was followed by eight reminder emails sent every two to three days to sample members who did not complete the survey and did not opt-out or unsubscribe from the SES emailing list.

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation.

- The institutional and personal email addresses were used to contact sample members from the initial survey invitation stage. As a result, one student could receive up to two emails for each round of contact depending on the information available from the sample. Outcome analysis of the 2018 SES emails showed that 54.8 per cent of survey links were accessed from an institutional email and 45.2 per cent from a personal email. This finding highlighted the effectiveness of approaching both emails from the beginning of fieldwork. To enhance the respondent experience, all emails included a direct survey link which enabled respondents to enter their unique survey automatically.
- In line with the Australian Communications and Media Authority (ACMA) policy, each email contained an 'unsubscribe' facility if students no longer wanted to receive reminder emails for the 2018 SES. Students could also 'opt-out' by calling the SES Helpdesk.
- A copy of the invitation and all reminders is provided at Appendix 7.

Figure 1 Example SES invitation email



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 prize draw, the survey length and confidentiality provisions, the content differed through the reminder program. Each reminder communicated a unique message summarised in Table 9.

Table 9 **2018 SES email plan by round of activity**

Round of activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Don't forget the invitation
Reminder 2	Grateful if you could spare the time (plus gently mention 1 st prize draw and heavily emphasise total prize pool)
Reminder 3	Understand you are busy but important to get views (plus mention of prize draw)
Reminder 4	Giving students another chance to enter (plus joining other students who have already had their say)
Reminder 5	Understand you are busy but important to get your views (plus humour)
Reminder 6	Empathetic tone, acknowledge frequency of contact, seeking views of as many people as possible + your unique experiences, unsubscribe option mentioned following survey link, prize draw emphasis
Reminder 7	Closing soon to have your say + last prize draw, acknowledge busy
Reminder 8	Last appeal: Absolute last chance to have your say and be entered into last prize draw (heavily mention last prize draw), emphasis on publishing area of study

A breakdown of email send outcomes by round of activity is provided in Table 10. The key point to note is that Reminder 2 and 6 performed comparatively better in terms of higher ‘opened, clicked link’ rates (17.6 per cent, and 17.0 per cent respectively). This could be attributable to the day of send which was a Monday in both cases. Monday was the last day to enter the respective weekly draw and is likely to have generated more traction. That said, Reminder 4 (split sample) and Reminder 7 were also sent on a Monday with comparatively low 13.4 per cent and 14.0 per cent ‘opened, clicked link’ rates respectively. It is also worth noting that the message intent of the text characterising Reminder 2 and 6 was gratitude and empathy (in addition to mentioning the prize draw).

Table 10 Email send outcome by round of activity (August collection)

Round of activity	Date (2018)	Day	Sent	Bounced n	Opened %	Opened, clicked link %	Opened, opted out %	Opened, no action %	Unopened %	Clicked link as % opened
Invitation	31-Jul	Tue - Wed	616,520	1.2	56.3	8.9	0.3	47.1	42.5	15.9
Reminder 1	3-Aug	Fri	567,989	0.8	52.1	8.2	0.3	43.6	47.0	15.8
Reminder 2	6-Aug	Mon	528,696	0.1	50.2	8.8	0.4	41.0	49.6	17.6
Reminder 3	8-Aug	Wed	480,545	0.1	49.1	8.0	0.6	40.5	50.8	16.2
Reminder 4	10-13-Aug	Fri - Mon	441,261	0.1	46.3	6.2	0.5	39.6	53.6	13.4
Reminder 5	15-Aug	Wed	411,093	1.4	44.2	5.5	0.8	38.0	54.3	12.3
Reminder 6	20-Aug	Mon	385,520	0.1	47.8	8.1	1.5	38.2	52.0	17.0
Reminder 7	27-Aug	Mon	346,013	1.0	42.5	6.0	0.5	36.0	56.5	14.0
Reminder 8	30-Aug	Thu	326,015	0.6	40.1	4.8	0.3	35.0	59.3	12.0

The email invitation and reminder schedule for the September collection (not shown in Table 10) lagged the August collection by approximately five weeks.

A selection of characteristics of students who did not open their email invitation or reminders by the end of the fieldwork period is summarised in Table 11. Students with the following characteristics were less likely to have opened their emails (5.0 percentage points or more) relative to their comparative group:

- Undergraduate (relative to postgraduate students)
- Males (relative to females)
- English as a home language (relative to other languages), and
- Domestic (relative to overseas students).

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

Group	Subgroup ¹	Total sample approached		Unopened email sample	
		n	%	n	%
Total		621,154	100.0	95,095	100.0
Level of studies	Undergraduate	426,840	68.7	70,177	73.8
	Postgraduate coursework	194,254	31.3	24,917	26.2
Stage of studies	Commencing	337,097	54.3	53,479	56.2
	Late year ²	284,057	45.7	41,616	43.8
Gender	Male	269,377	43.4	46,645	49.1
	Female	351,424	56.6	48,408	50.9
Age	Under 25	421,615	67.9	65,297	68.7
	25 to 29	93,023	15.0	13,790	14.5
	30 to 39	63,508	10.2	9,519	10.0
	40 and over	42,993	6.9	6,485	6.8
Indigenous	Indigenous	7,063	1.1	1,412	1.5
	No information	614,091	98.9	93,683	98.5
Home language	English	477,348	76.8	78,286	82.3
	Other	143,806	23.2	16,809	17.7
Disability	No disability	28,577	4.6	4,489	4.7
	Disability	592,577	95.4	90,606	95.3
Study mode	Internal	544,598	87.7	81,276	85.5
	External / multi-modal	76,556	12.3	13,819	14.5
Residence status	Domestic	443,664	71.4	74,668	78.5
	Overseas	177,489	28.6	20,427	21.5
First in family status³	First in family	120,541	19.4	19,700	20.7
	Not first in family	156,740	25.2	23,580	24.8
Socio-economic status	High	147,496	33.4	23,308	31.4
	Medium	221,442	50.1	37,465	50.5
	Low	73,105	16.5	13,484	18.2
Remoteness	Metro	345,133	79.4	59,473	81.0
	Regional / Remote	89,758	20.6	13,965	19.0

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

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

³First in family status includes commencing students only.

3.3.2. Propensity model

A logistic regression model was used to predict response propensities or probabilities to identify students who were less likely to respond and therefore the priority for reminder activity (relative to each collection).

The response propensity model factored in known characteristics of sample members such as age, gender, course level, study area, attendance type, locality, etc. The output of the model was a 'propensity to respond' score (zero to one) which indicated a sample member's propensity (based on those model variables) to complete the survey. In field reminder activity then targeted sample members with lower propensity to respond scores.

3.3.3. Reminder calls

Telephone reminder follow up was undertaken in field and post field as part of a 'push to web' response maximisation strategy. The budget for telephone reminder call activity was spent by targeting sample members with lower propensity to respond scores.

Telephone non-response follow up (in field and post field) involved attempting to contact students who had not completed or opted out of the online survey by telephone. Upon contact, updated email address details were collected, with a survey invitation automatically emailed by the next day but generally within 30 minutes of the reminder call. If the student had not responded one week after the automatically emailed survey invitation, then one last reminder email was sent. Call attempts were placed over different days of the week and times of day. Up to two call attempts were made and a voice mail left where possible.

Telephone reminders used 'contacts' as the sample outcome metric. Contact was defined as speaking to the student to determine their intent to respond and included outcomes such as a consent to complete, refusal and away for the duration of study. Once a student was contacted, no more calls were made.

In field reminder calls

In field telephone reminder calls were undertaken from 6 to 29 August for the August collection and from 14 September to 5 October for the September collection.

To qualify for the in field reminders, a student was required to meet the following criteria:

- Mobile number available in sample.
- Did not complete the survey.
- Did not opt-out of the 2018 SES contact list (i.e. either via the unsubscribe link in the emails, an SMS or by submitting an opt-out request via the SES Helpdesk).
- Did not receive an SMS reminder in the previous 48 hours.
- Selected by the propensity model in accordance with the available budget.

In field reminder call activity was undertaken for 37.1 per cent of the total sample approached.

Table 12 over the page provides a summary of in field telephone reminder outcomes.

Table 12 In field reminder calls outcomes

	Undergraduate		Postgraduate coursework		Total	
	n	%	n	%	n	%
Total sample approached	427,107		194,046		621,153	
Total sample initiated	162,256	100.0	68,260	100.0	230,516	100.0
Unusable sample	3,483	2.1	1,235	1.8	4,718	2.0
No contact	114,848	70.8	46,652	68.3	161,500	70.1
Total contact	43,925	27.1	20,373	29.8	64,298	27.9
Collected student's email	38,116	23.5	17,537	25.7	55,653	24.1
Other call outcome	5,809	3.6	2,836	4.2	8,645	3.8

Post field reminder calls

Post field telephone activity was a fee-for-service option to enable institutions to 'top-up' response rates for internal and national reporting purposes. Twelve institutions opted for post field telephone reminders. These calls were conducted from 3 to 16 September. There were no post field activities commissioned for the September collection.

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

- mobile number available in sample
- did not complete the survey
- did not opt-out of the 2018 SES contact list (i.e. either via the unsubscribe link in the emails, an SMS reminder or by submitting an opt-out request via the SES Helpdesk).

Post field reminder call activity was undertaken for 11.6 per cent of the total sample approached.

Table 13 provides a summary of post field telephone reminder outcomes.

Table 13 Post field reminder calls outcome summary

	Undergraduate		Postgraduate coursework		Total	
	n	%	n	%	n	%
Total sample initiated	49,690	100.0	18,559	100.0	68,249	100.0
Unusable sample	879	1.8	393	2.1	1,272	1.9
No contact	34,125	68.7	12,450	67.1	46,575	68.2
Total contact	14,686	29.6	5,716	30.8	20,402	29.9
Collected student's email	11,494	23.1	4,511	24.3	16,005	23.5
Other call outcome	3,192	6.4	1,205	6.5	4,397	6.4

Online survey completions resulting from post field telephone reminder activity were included as nationally reportable data, as the mode of completion was consistent with online surveys completed as part of the main field period.

3.3.4. Full CATI

Full Computer Assisted Telephone Interviewing (CATI) refers to the completion of the SES by telephone, rather than online, as a fee-for-service activity for institutions seeking to boost the number of completed surveys for internal reporting purposes only. Given that the mode of completion (telephone interviewer-administered) is inconsistent with the main survey (online self-completion), surveys completed using a full CATI approach are not included in the national report but are included in the files provided to the institution for internal reporting purposes.

For the 2018 SES no institutions commissioned full CATI services.

3.3.5. Interviewer briefing

The interviewers selected to work on the SES in field and post field telephone reminders attended a briefing session, delivered by the Social Research Centre project management team. Interviewers were briefed on 6 August and 3 September, for the in field and post field reminder calls respectively. The briefing covered:

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

The briefing slides are provided at Appendix 8 with the in field reminder call interviewer handout included.

3.3.6. Quality control

The in field quality monitoring techniques applied to the telephone components of this project included the following:

- listening-in validations conducted in accordance with existing 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 data quality, consistency of interview administration, or project performance
- maintenance of an 'interviewer handout' document addressing any respondent liaison or data quality issues
- monitoring (listening in) by the Social Research Centre project manager and supervisory staff.

3.3.7. Quality assurance and applicable standards.

Maintenance of a question and answer log on the Social Research Centre's intranet to assist with responses to queries.

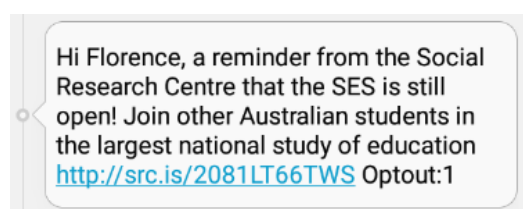
Quality assurance and applicable standards is discussed further at Section 3.4.9.

3.3.8. SMS reminders

SMS follow up was used on an as-needs basis for sample members at institutions which provided mobile numbers to the Social Research Centre. SMS complemented the email contact strategy by reminding students using an alternative channel and targeting those sample members known to be least likely to respond based on the propensity to respond score. SMS is considered to be an effective mode of reminder activity having been identified as a viable means of reducing non-response in mail surveys (Virtanen, Sirkiä, and Jokiranta 2007) and as a mean of pre-notification in web surveys (Bošnjak et al. 2008).

The SMS content included a direct link to the SES survey and students were able to 'opt-out' or unsubscribe via SMS reply. Figure 2 illustrates the content of the SMS. All SMS contact had provision for recipients to opt-out of further contact and complied with legislation for electronic communications.

Figure 2 Example SMS content



The send was timed to be close to an email reminder send (i.e. reminder 4) due to the limited information that can be conveyed within an SMS 160 character limit.

To qualify for the SMS reminders, a student was required to meet the following criteria:

- Mobile number available in sample.
- Did not complete the survey.
- Did not opt-out of the 2018 SES contact list (i.e. either via the unsubscribe link in the emails or by submitting an opt-out request via the SES Helpdesk).
- Selected by the propensity model in accordance with available budget.

A breakdown of SMS send outcomes by round of activity is provided in Table 14. The results show higher level of open rate during the September collection compared to the August round. Although the day of send and the content were similar for all SMSs except for the SMS 2 in August which was send on a Thursday instead of Monday. The level of SMS opt-out is slightly higher in August.

Table 14 SMS based follow up activity outcomes

Round of activity	Date (2018)	Sent n	Bounced %	Opened %	Opened, opted out %	Opened, no action %	Unopened %
August collection							
SMS 1	13-Aug	79,718	7.1	90.9	2.1	88.8	2.0
SMS 2	23-Aug	79,938	9.5	89.9	1.7	88.1	0.6
SMS 3	27-Aug	24,617	9.1	88.5	1.9	86.6	2.4
September collection							
SMS 1	17-Sep	659	6.1	93.3	0.3	93.0	0.6
SMS 2	1-Sep	108	6.5	93.5	0.9	92.6	0.0

3.3.9. Social media

A social media advertising campaign was conducted during the August collection. It supported the SES response maximisation strategy with an additional communication channel. To better understand the effectiveness of this channel a target audience was identified, and tags were assigned to key survey pages in order to track a basic conversion funnel.

The Social Research Centre commissioned a communications agency to design the social media advertising campaign.

Campaign design

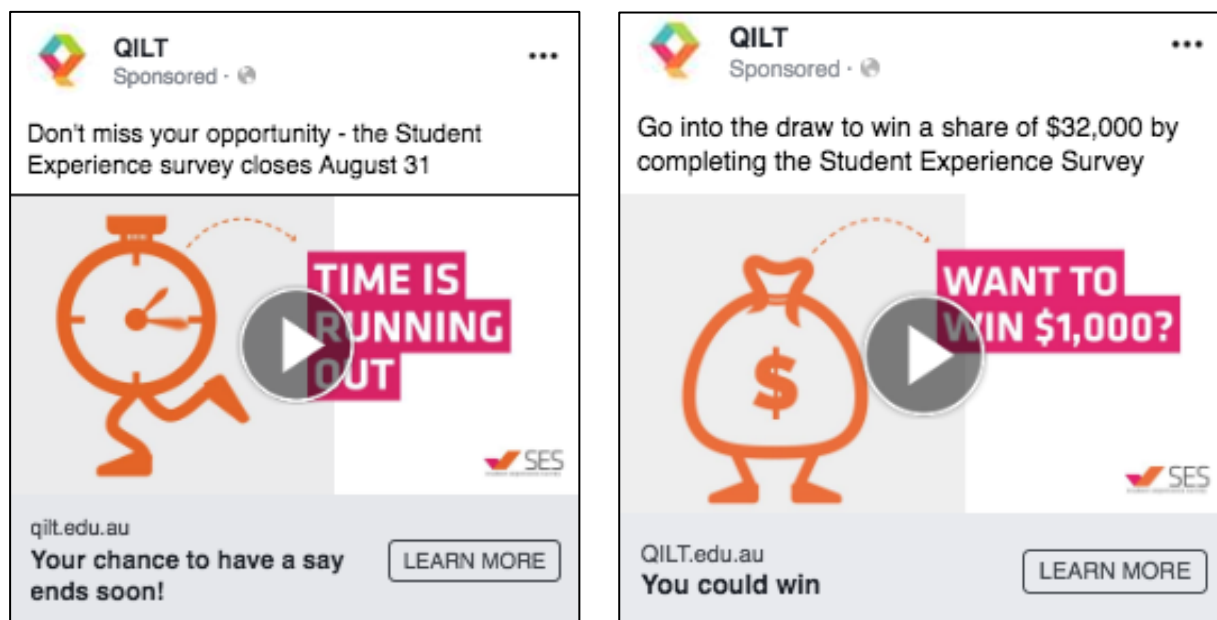
The campaign was designed to be used on Facebook and Instagram. To optimise the effectiveness of the campaign targeting, the key audience was restricted to 18-25 year old male business and management students.

Four behavioural motives were tested through the advertising messaging:

- **Time**, emphasising a sense of urgency (e.g. 'Time is running out').
- **Reward**, focusing on the reward for survey participation (e.g., 'Go in the draw to win [...]').
- **Ease**, highlighting how easy it is to complete the survey (e.g., 'It only takes 10minutes!').
- **Identity**, stressing the importance of being invited to participate (e.g., 'you've been selected because your voice matters').

These different messages were used as the framework for the development of the ad creatives. Figure 3 illustrates two of the four ad creatives used during the campaign. A copy of all the ad creatives is provided in Appendix 9.

Figure 3 Example Facebook post – Time and Reward ads



The campaign was split into two rounds to draw and apply learning from round 1 to round 2:

- **Round 1** (from 8 to 15 August)
- Each ad was allocated the same budget.
- **Round 2** (from 23 to 28 August)
- Based on the results from round 1 (i.e. using the Facebook advertising metrics), the budget allocated to each ad was adjusted to reflect ad performance. As such the budget was spent equally between 'Time' and 'Reward', the other two ads were not used because their advertising performance metrics (e.g. reach, impressions and link clicks) were lower.

Campaign outcome

The outcomes of the campaign were monitored from both the social media advertising and the online survey response aspects. To access this level of respondent tracking, a Facebook pixel was installed on the last page of the online survey (i.e. the 'SES Thank You' page).

Table 15 on the next page provides a summary of the social media campaign outcomes.

Table 15 Facebook campaign outcomes

Ad creative	Round 1 (from 8 to 15 August, 2018)					Round 2 (from 23 to 30 August, 2018)		
	Reward	Time	Ease	Identity	Total ¹	Time	Reward	Total
Advertising								
Reach (i.e. number of people who saw the ad at least once)	11,200	11,528	9,724	10,246	42,176	58,864	32,712	72,512
Impressions (i.e. number of times the ad was on screen)	43,820	45,390	44,250	44,106	177,566	157,126	72,527	229,653
Link clicks (i.e. number of clicks on the SES survey link within the ad)	71	68	56	49	244	218	109	327
Click through rate %	0.63	0.59	0.58	0.48	0.58	0.37	0.33	0.45
Online survey								
Complete	38	30	38	26	132	129	65	194
Completion rate % From click to complete	53.5%	44.1	67.9	53.1	54.1	59.2	59.6	59.3

¹The 'Total' for 'Reach' count individual number of people who saw at least one ad from each campaign. As a result, the value may not add up to the sum of the reach of each ad

The data show a low click through rate (0.58 per cent for round 1) and suggests that the advertising performed poorly in encouraging viewers to click on the ad. While the conversion from ad click to online survey completes is moderately high (54.1 per cent and 59.3 per cent for round 1 and 2 respectively) it does not overcome the low click through rate (that is, the 54.1 per cent conversion is of the 0.58 per cent that clicked on the ad initially) and presents a significant barrier to increasing completed surveys. Several factors may have contributed to these results, such as the ad creatives generating low appeal, or the targeting and timing of the ad not aligning with the SES target audience. Another factor could be that the QILT brand did not resonate sufficiently with students or have enough recognition. Social media advertising with institution branding may yield a better click through rate and this highlights the importance of institution engagement and communication regarding the SES.

3.4. Data collection

3.4.1. Online survey

The SES was fielded solely in online (web) mode. To optimise the accessibility of the online survey, multiple and diverse channels were used to provide a unique link to students, including:

- email invitation and reminders
- SMS reminders
- some institutions' LMS.

A unique respondent survey link directed students to the first page of the questionnaire enabling easy and quick access to the survey. In addition, a link to the SES website was provided in the emails and the social media advertising posts for further information.

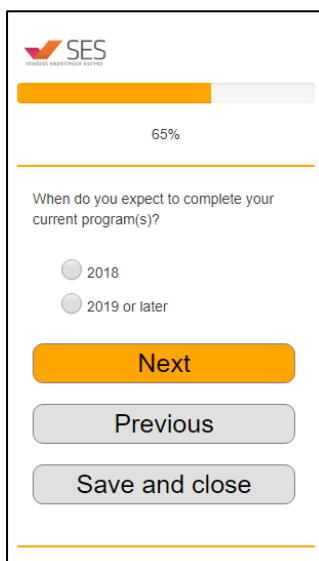
An authentication function was also available on the SES website for sample members to gain entry to the survey. Sample members would select the 'I don't have SES login details' link on the website to then enter their student ID, first name, and date of birth. If the students' authentication details matched the sample frame details the student was asked to provide an email address, and an invitation to the survey was automatically sent to the student via the nominated email. Authentication was first implemented in the 2015 SES to support survey access from social media and other institutional promotional activity.

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

- optimisation for small screen devices
- inclusion of 'Next' and 'Previous' buttons
- input controls and internal logic / validation checks
- presentation of a progress bar
- tailoring error messages, as appropriate
- splitting long statement batteries over several screens to remove the need for vertical scrolling
- 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 completed.

A copy of the questionnaire is included at Appendix 10a with screenshots of the online survey included in Appendix 10b and Appendix 10c to present the desktop and mobile optimised views respectively. Figure 4 over the page illustrates the look and feel of the online survey link when viewed on a mobile.

Figure 4 Presentation of the SES online survey on a mobile



Further detail is provided on relevant elements below.

3.4.2. Look and feel

The survey's look and feel was designed in line with the 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 4, Figure 5 and Figure 6 for examples of the online survey look and feel.

3.4.3. Navigation buttons

Navigation buttons used were consistent with respect to the relative placement of Previous and Next buttons and colouring of the Next button (Couper, Baker, and Mechling 2011; Romano Bergstrom, Lakhe, and Erdman 2016; Wroblewski 2009).

3.4.4. Optimisation for small screen devices

Small screen users were identified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Mobile optimisation was also triggered where screen width was less than 768 pixels, regardless of device type. Several elements of the survey were changed for mobile users. Grid (also known as table or matrix) items were reconfigured to ensure their usability was optimised on a mobile device; Figure 5 shows an example of a grid item in standard view and Figure 6 shows the same item in mobile view. The mobile view ensures that response options on the right-hand side of the grid do not fall off-screen, leading to response error (see Couper 2008:195-96). Besides the treatment of grid items, the size and orientation of the navigation (i.e. 'Previous' and 'Next') and 'Save' buttons was changed for mobile devices. The desktop layout placed the 'Previous' button on the bottom left corner, the 'Next' button on the bottom right corner and the 'Save' button on the top right corner. The mobile 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 was also increased in the mobile view.

Figure 5 Grid item in desktop view

SES
student experience survey

34%

Save and close

During 2018, to what extent have the lecturers, tutors and demonstrators in your **Graduate Diploma of Nursing (Specialisation)** 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seemed helpful and approachable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set assessment tasks that challenge you to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged you actively in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated concern for student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided clear explanations on coursework and assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulated you intellectually?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous **Next**

Figure 6 Grid item in mobile view

SES
student experience survey

32%

And thinking about your Bachelor of Arts course, in 2018, how frequently have you...

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

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

Next
Previous
Save and close

3.4.5. Progress bar

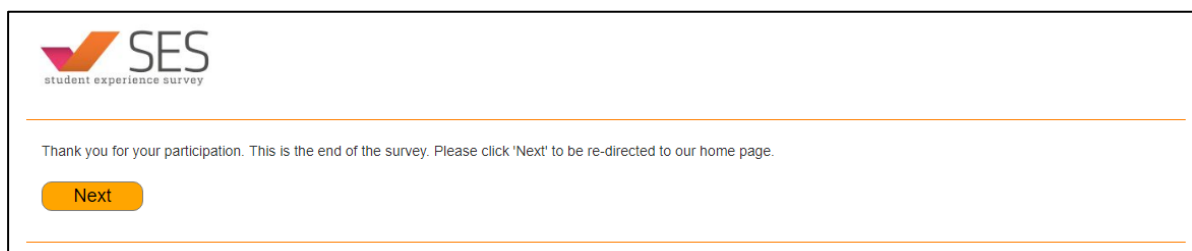
The online survey presentation included a progress bar indicating how far the respondent had progressed – this can be seen as the orange coloured horizontal bar showing '32%' at the top of the mobile screen in Figure 6.

3.4.6. Error messages

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

An error message (Figure 7) was presented to sample members if they did not confirm completion of the course between the date ranges provided.

Figure 7 Out-of-scope error message



3.4.7. Saving responses

Responses to the survey were automatically saved each time the respondent clicked the 'Next' button. There was also a Save button to allow the respondent to save their answers on the page. These features enabled respondents to complete the survey in multiple sessions. Reminder emails were sent to students who had not completed the survey to remind them that they could restart the survey where they left off.

3.4.8. Testing

The survey was thoroughly tested before fieldwork to ensure the look and feel, and logic aligned with the questionnaire design. The online survey link was tested to check the layout, wording, question type and respondent experience. Dummy data was generated and checked to enable testing of all question bases and survey sequencing.

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

The survey was soft-launched with a small component of the total population and surveys completed on the day of the soft launch were checked for correct base sizes to ensure sequencing was functioning as intended. No issues were identified, and the survey proceeded to full launch. Data was again checked following the main launch.

3.4.9. Quality assurance and applicable standards

The Social Research Centre is accredited under the ISO 20252 scheme (certification number MSR 20015, first issued by SAI Global, on 11 December 2007). All aspects of the SES were undertaken in accordance with the Australian Market and Social Research Society (AMSRS) code of practice, ISO 20252 standards, the Australian Privacy Principles and the Privacy (Market and Social Research) Code. All senior QILT staff are full members of the Australian Market and Social Research Society 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.

3.4.10. Institution progress reporting

Institutions were provided with two types of fieldwork monitoring:

1. Weekly updates delivered by email.
2. Live progress reporting delivered on the online Reporting Module.

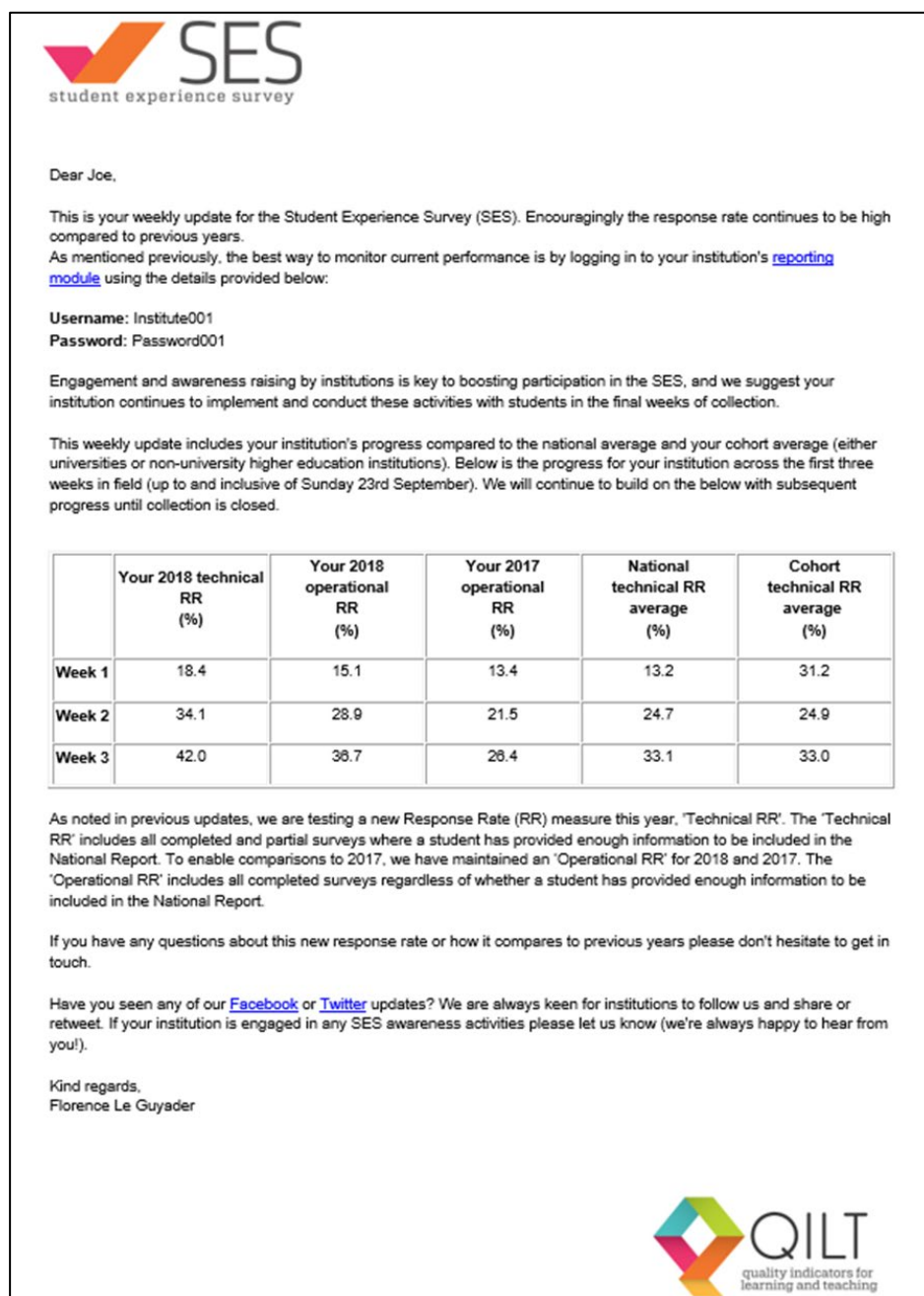
In addition, as part of the on-going dialogue with institutions, the QILT team attempted to contact all universities and select NUHEIs during fieldwork via telephone to discuss their response rate and student engagement activities (refer Section 3.2).

Weekly email updates

At the start of each week, a fieldwork update was emailed to institutions to communicate their weekly response rate. To facilitate the interpretation of the 2018 SES response rate the email outlined other key metrics, including the 2017 SES response rate and the cohort (i.e. university or NUHEI) average.

In 2018, the 'Technical response rate' was first introduced in the weekly updates. The 'Technical response rate' includes all completed and partially completed surveys where a student has provided enough information to be included in the National Report. In this way the response rate more closely aligns to the final rate reported in the National Report following post data collection processing activities. Previously the 'Operational response rate' was reported in the weekly email updates. The 'Operational response rate' includes all completed surveys regardless of whether a student has provided enough information to be included in the National Report. As a result, the 'Operational response rate' is generally lower than the 'Technical response rate', as it does not include partial surveys. Contextual information, such as reminder activities conducted by the QILT team, and recommendations on engagement activities (e.g. social media advertising) were also provided to further support institutions. A separate fieldwork update was emailed to the department each week outlining similar metrics but at an aggregate level and is discussed further at Section 3.4.11. Figure 8 provides an example of an institution's weekly email update received during 2018 SES fieldwork.

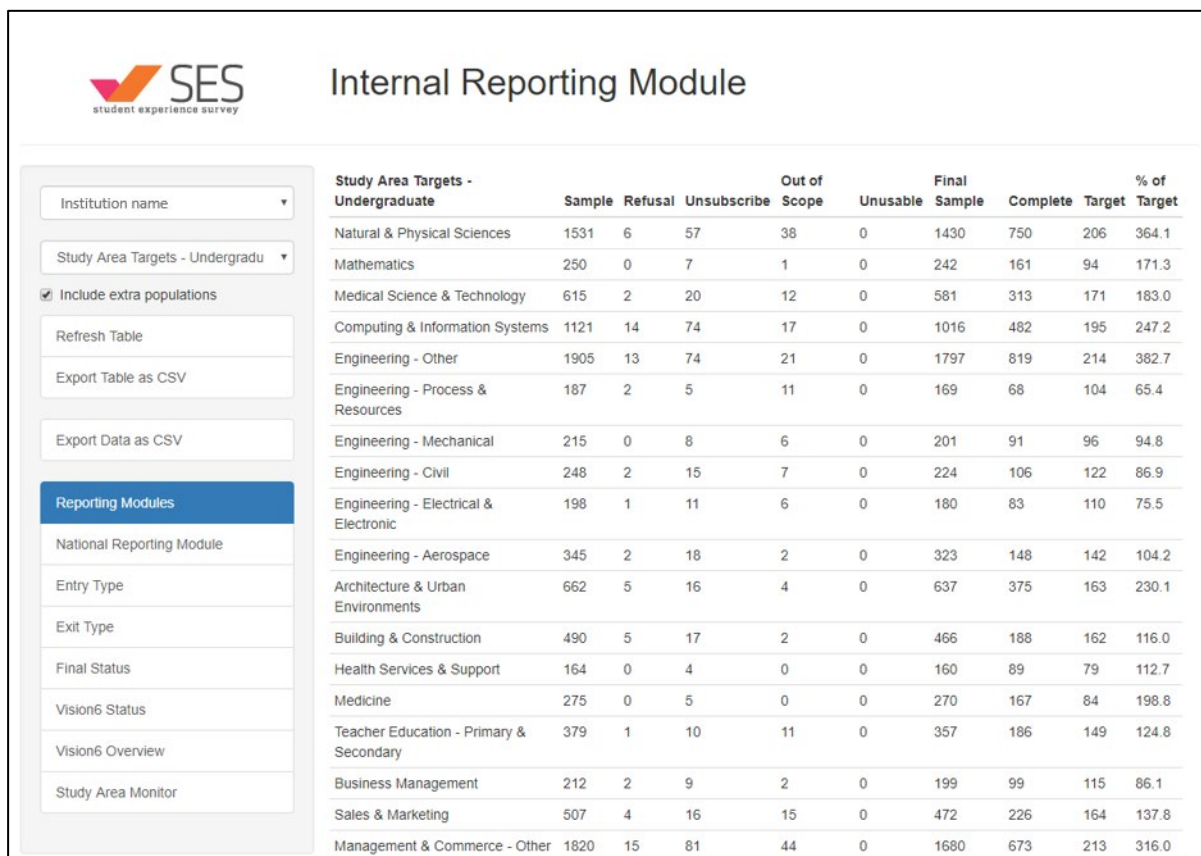
Figure 8 Weekly fieldwork update – Example of email sent to institutions



Live online Reporting Module

Institutions were provided with a unique login to access the 2018 SES National Reporting Module. This online platform was designed to deliver 'live' online monitoring of fieldwork data including response rates and national average. It included counts of completes, partially completed surveys, out-of-scopes and opt-outs at the stage of studies (i.e. commencing or completing), study area, faculty or campus and demographic level. An example of the National Reporting module is shown at Figure 9.

Figure 9 National reporting module detailed institution view



The screenshot displays the 'Internal Reporting Module' interface. On the left is a sidebar with navigation options: 'Institution name' (dropdown), 'Study Area Targets - Undergradu' (dropdown), 'Include extra populations' (checkbox), 'Refresh Table', 'Export Table as CSV', 'Export Data as CSV', 'Reporting Modules' (highlighted), 'National Reporting Module', 'Entry Type', 'Exit Type', 'Final Status', 'Vision6 Status', 'Vision6 Overview', and 'Study Area Monitor'. The main area shows a table titled 'Study Area Targets - Undergraduate' with columns: 'Sample', 'Refusal', 'Unsubscribe', 'Out of Scope', 'Unusable', 'Final Sample', 'Complete', 'Target', and '% of Target'. The table lists various study areas and their corresponding metrics.

Study Area Targets - Undergraduate	Sample	Refusal	Unsubscribe	Out of Scope	Unusable	Final Sample	Complete	Target	% of Target
Natural & Physical Sciences	1531	6	57	38	0	1430	750	206	364.1
Mathematics	250	0	7	1	0	242	161	94	171.3
Medical Science & Technology	615	2	20	12	0	581	313	171	183.0
Computing & Information Systems	1121	14	74	17	0	1016	482	195	247.2
Engineering - Other	1905	13	74	21	0	1797	819	214	382.7
Engineering - Process & Resources	187	2	5	11	0	169	68	104	65.4
Engineering - Mechanical	215	0	8	6	0	201	91	96	94.8
Engineering - Civil	248	2	15	7	0	224	106	122	86.9
Engineering - Electrical & Electronic	198	1	11	6	0	180	83	110	75.5
Engineering - Aerospace	345	2	18	2	0	323	148	142	104.2
Architecture & Urban Environments	662	5	16	4	0	637	375	163	230.1
Building & Construction	490	5	17	2	0	466	188	162	116.0
Health Services & Support	164	0	4	0	0	160	89	79	112.7
Medicine	275	0	5	0	0	270	167	84	198.8
Teacher Education - Primary & Secondary	379	1	10	11	0	357	186	149	124.8
Business Management	212	2	9	2	0	199	99	115	86.1
Sales & Marketing	507	4	16	15	0	472	226	164	137.8
Management & Commerce - Other	1820	15	81	44	0	1680	673	213	316.0

The National Reporting Module also provided an option to download the data in MS Excel format.

This online report helped survey managers to monitor response rate progress towards the overall institutional target, and to identify poor-performing study areas early on. Given the particularly high response rates required in a number of the smaller study areas in some institutions, survey managers were encouraged to increase engagement and survey promotion activity among students in smaller and / or potentially lower-performing study areas.

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

3.4.11. Department progress reporting

Similar to the institution progress reporting, the department was provided with weekly email updates and access to the National Reporting Module for real time monitoring.

The online reporting provided an overview of response rates for each institution and the national average for universities and NUHEIs, and for undergraduates and postgraduates. It also included progress against target at the study area within institution level, and a comparison to the final 2017 response rate. An example of the National Reporting Module is shown in Appendix 11.

3.5. Respondent support

Email and phone support was available to SES respondents from Monday to Friday, 9:00am to 5:00pm (AEST), during the fieldwork period. The support contact details were communicated in the invitation and reminder emails.

3.5.1. Email support

Staff members of the Social Research Centre ICS (Inbound Call Service) team responded to respondents' queries sent to the SES and the QILT email inbox.

3.5.2. Phone support

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

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

As can be seen at Table 16, there were 3,012 helpdesk transactions in response to the email invitation and reminders in the main online fieldwork period. A further 1,338 helpdesk transactions were attributable to telephone response maximisation activities.

Most helpdesk enquiries that were attributable to email invitation and reminder email activity during the main online fieldwork period related to support accessing the online survey (256), which has decreased compared to 2017 (492) indicating an improvement in survey accessibility. The proportion of opt-outs significantly increased this year (from 327 in 2017 to 776 in the 2018 SES) which positively contributed to the increased response rate in 2018 given the number of opt-outs is removed from the base in the response rate calculation. Sample members confirming they had already completed the survey also increased in 2018 (903) compared to 2017 (255). A similar trend was observed for general requests for survey information (515 in 2018 compared to 224 in 2017). Some 212 sample members were identified as out-of-scope as a result of their contact with the helpdesk.

Table 16 Summary of helpdesk traffic by source and project phase

	Query source			Data collection phase	
	Total	Email	1800	Online	In field reminder
Total	4,350	2,969	1,381	3,012	1,338
Completed reminder call	954	26	928	23	931
Support accessing online survey	257	252	5	256	1
Call back request	266	11	255	3	263
Opt-out	818	757	61	776	42
Already completed	932	892	40	903	29
General survey information request	521	503	18	515	6
Out-of-scope	261	223	38	212	49
Change of details	65	53	12	64	1
Legitimacy / privacy concern	22	21	1	22	0
Complaint (too many emails, etc.)	11	9	2	11	0
All other	243	222	21	227	16

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

The QILT inbox also received a number of emails concerning privacy and requests for data deletion. This is being experienced more broadly and it is believed to be a function of increased awareness of privacy provisions established through the introduction of the Australian Privacy Principles. Relative to the number of students invited to participate in the survey, there was a small number complaints.

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

3.6. Incentives

Prize draws are an effective incentive in online surveys and particularly online surveys of tertiary student / graduate populations.³ The four-week rolling prize draw was 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).

In total there were four prize draws for the August collection with three \$1,000 prepaid Visa gift cards, five \$500 prepaid Visa gift cards and ten \$250 prepaid Visa gift cards to be won each week (i.e. a total of \$8,000 per week). The total prize pool over the four weeks was valued at \$32,000.

The September collection used a smaller prize draw value due to the lower sample size. There was one \$250 prepaid Visa gift card to be won each week with a total prize pool of \$1,000.

In compliance with State and Territory gaming and lottery legislation prize draw winners were notified by phone, in writing and published in the Australian newspaper. The pre-paid VISA gift-cards were sent via registered post. In accordance with the terms and conditions, any unclaimed prizes were redrawn approximately three months after the completion of the online fieldwork period.

Table 17 provides more details around the key dates for each prize draw.

Table 17 Prize draw schedule

	Activity	2018 Collection period	
		August	September
	Prize draw period opens / Fieldwork starts	01-Aug	05-Sep
Prize 1	Draw closed	06-Aug	10-Sep
	Draw conducted	08-Aug	12-Sep
	Publication of winner names	13-Aug	17-Sep
Prize 2	Draw closed	13-Aug	17-Sep
	Draw conducted	15-Aug	19-Sep
	Publication of winner names	20-Aug	24-Sep
Prize 3	Draw closed	20-Aug	24-Sep
	Draw conducted	22-Aug	26-Sep
	Publication of winner names	27-Aug	01-Oct
Prize 4	Draw closed	27-Aug	01-Oct
	Draw conducted	29-Aug	03-Oct
	Publication of winner names	03-Sep	08-Oct
	Online collection closes	31-Aug	07-Oct
	Unclaimed prize draw conducted	06-Dec	10-Jan

³ See Bošnjak and Tuten (2003), G6ritz and Wolff (2007), Heerwegh (2006), Laguilles, Williams, and Saunders (2011), Sarraf and Cole (2014) and Tuten, Galesic, and Bošnjak (2004), although Marcus et al. (2007) and Porter and Whitcomb (2003) found no effect.

4. Questionnaire

4.1. Development

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions. The 2018 SES questionnaire was based on the 2017 instrument.

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

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

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

Refer to Appendix 10a for an item summary by domain.

4.2. Overview

Table 18 outlines the thematic areas of the seven main modules in the SES questionnaire. A copy of the generic survey instrument (i.e. excluding any institution-specific items) is included at Appendix 10a with screen shots of the online survey at Appendix 10b and 10c.

Table 18 **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 F	Institution specific items
Module G	Course experience (CEQ)

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

Refer to Appendix 10a for a CEQ item summary, and to the 2018 SES Data Dictionary for more detailed information about the modular structure of the questionnaire.

4.3. Changes from 2017

The questionnaire changes in 2018 were limited to the first module (i.e. Module A 'Introduction and screening') and aimed to improve respondent experience with the course name confirmation.

The 2018 SES questionnaire changes included:

- Re-design of the existing question confirming the course name of students' current enrolment (i.e. NEWSSCREEN1).

Previously this question was presented as a text box for respondents to edit the course name recorded in the sample file. However, the presence of the text box encouraged respondents to type in their course name even when the prompted course name was already correct. In addition to misleading respondents to typing their course name, it also resulted in a high volume of coding work.

To improve this question, it was re-designed to a single response removing any prompts for respondents to type in a response. If a student indicated the course name was incorrect at NEWSSCREEN1, they could type in the correct name in a following question (i.e. NEWSSCREEN3).

- Addition of a question (i.e. NEWSSCREEN2) confirming enrolment in a double degree for respondents who indicated the course(s) prompted at the previous question (i.e. NEWSSCREEN1) is incorrect.
- Addition of a question (i.e. NEWSSCREEN3) recording the correct course name for respondents who indicated the course(s) prompted at the previous question (i.e. NEWSSCREEN1) is incorrect.
- Addition of a question (i.e. NEWSSCREEN4) recording the number of units completed in the corrected course name for respondents who indicated the course(s) prompted at the previous question (i.e. NEWSSCREEN1) is incorrect.
- Addition of a response (i.e. 'No, I have not completed <units> in either my <E308A><course> or <E308B><course>') to the codeframe of the question confirming the number of units completed (i.e. STARTED).

4.4. Institution specific items

Since 2013, institutions have been offered the option of including non-standard, institution specific items. In the 2018 SES a total of 19 institutions chose to include institution-specific items. These items can be the same or a variation of the questions included in previous year's SES (i.e. 15 institutions) and new questions (i.e. six institutions).

Frequent inclusions were the Workplace Relevance Scale (WRS), included by 12 institutions, and a Net Promoter Score item, included by five institutions.

Institution specific items were only presented to students after they had completed the SEQ (but before the CEQ).

5. Data processing

5.1. Definition of the analytic unit

The analytic unit for the 2018 SES is the course, meaning that students in double degrees respond separately in relation to each degree, and as a result may appear more than once in the final data set.

The SEQ is defined as valid and complete if:

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

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

5.2. Data cleaning and preparation

5.2.1. 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
 - 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 follow:

- 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.
- 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.
- Same study area in both component 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.
- Incomplete: has no valid scale scores.
- No valid SEQ scale scores for this course component.
- 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 2018 SES.

5.3. Course coding

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

Where an appropriate course code for the course name or double degree recorded by the respondent could not be found, queries were sent to the survey manager from the relevant institution. Where the survey manager advised that a double degree as entered by a respondent did not exist, they were treated as two unrelated concurrent degrees, as described in Table 19. 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 19.

Table 19 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</i> =2) in the sample file, as they cannot be studying the given course at the relevant institution.
The respondent recorded two degrees that are offered as single degrees but not offered as a double degree by the institution.	Each course recorded by the respondent is treated as a separate single degree. Where the respondent indicated they had completed subjects in both degrees the respondent appears twice in the final course level analytic file (as they would for a double degree) but with two single degree records.
The respondent recorded the full title of a double degree in a field reserved for a single course.	Since it is not possible to determine which course component of the double degree the respondent is referring to in these cases, the respondent's response to the SES is considered invalid.
The respondent recorded an invalid course title.	Since it is not possible to determine the course the respondent is enrolled in, the respondent's response to the SES is considered invalid.

Overall, there were 4,887 instances of university respondents correcting their course details. Of these, 960 or just under one in five (19.6 per cent) entered identical course details to those in the sample and were edited to 'No change in qualifications' (QUALCHGE=1).

There were 582 instances of NUHEI respondents correcting their course details. Of these, 283, or just under one in two (48.6 per cent) entered identical course details to those in the sample and were edited to 'No change in qualifications' (QUALCHGE=1).

The re-design of the question confirming the course name of respondents' current enrolment (i.e. NEWSSCREEN1) had a significant positive impact on the volume of course coding (refer to section 4.3 for more detail of this change made in the 2018 SES). This change reduced unnecessary coding, that is when the course name entered is identical to the details provided in the sample, from 65.7 to 19.6 per cent for university respondents correcting their course details. The NUHEI group recorded a similar decrease from 76.9 to 48.6 per cent.

The final count of respondents changing course by institution, excluding those with no change in qualifications, is provided at Appendix 12. The number of respondents recording a course change, expressed as a proportion of respondents completing the SES at the course level, was highest at The University of Queensland (3.0 per cent), Macquarie University (2.4 per cent) and the University of Sydney (1.9 per cent).

5.4. Non-response and weighting

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

Post stratification weighting based on E306 (Higher Education Provider Code), Stage (Commencing, Completing, Middle years), Area (21 study areas) and E315 (Gender) was initially trialled in the 2014 UES, and was found to not significantly affect the results at a national level. This has continued to be the case for all subsequent iterations of the SES, including 2018.

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

To further investigate the issue of corrective weighting and inform possible future approaches to weighting, the Social Research Centre will assess the impact on key estimates of applying weights which incorporate all the elements included in the response propensity model, which informs responsive design activity / the targeting of students in lower performing study areas and institutions during data collection (refer to Sections 2.3.5).

In addition to the elements included in the current 'Weight' variable, the response propensity model uses E310 (Course of study type code), E316 (Aboriginal and Torres Strait Islander code), E329 (Mode of attendance code), E330 (Type of attendance code), E348 (Language spoken at home code), age category based on E913 (Age code), AREA45 (Study area – 45 categories), HEPTYPE (Higher education provider type), E386 (Disability), remoteness area code and SEIFA decile.

6. Deliverables

The Social Research Centre provided institutions and the department the following deliverables at the completion of the 2018 SES:

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

7. Final dispositions and response rates

7.1. Final response rate

7.1.1. Overall response rate

Response rate is one of the key metrics used to assess the effectiveness of survey administration. For the purpose of QILT projects, response rate is calculated on the basis of usable completed surveys as a proportion of final sample as defined below:

- A completed survey is a respondent who records at least one valid scale score from the five scales (i.e. 'ENGAGE', 'TEACH', 'RESOURCE', 'SUPPORT' and 'DEVELOP'). 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 to record at least one valid value (i.e. respondent selected at least one answer such as 'Very much' excluding the 'Not applicable' response).
- The final sample excludes:
 - unusable sample (e.g. no contact details)
 - disqualified, that is a respondent who does not pass the screening question of the survey (i.e. current enrolment question)
 - out-of-scope, that is any sample records that are removed on request, post sample preparation. For example, a student lodging a request via the SES helpdesk to delete their information or refuse participation, or an institution requesting the QILT team to remove some sample records, these cases would qualify as 'out-of-scope'
 - opt-out, that is a sample member who unsubscribes from the email, or SMS, invitation and reminders.

This definition of response base for the calculation 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 of response rates).

The overall response rate for the 2018 SES was 48.9 per cent, representing the highest level since the start of the survey in 2015. As summarised in Table 20, the response rate increased from 36.2 per cent in 2017, 45.6 per cent in 2016 and 37.7 per cent in 2015.

Table 20 Response summary

	2018		2017		2016		2015	
	n	%	n	%	n	%	n	%
Initial population	621,153	100.0	594,989	100.0	401,939	100.0	391,405	100.0
Disqualified	13,159	2.1	10,407	1.7	5,168	1.3	3,003	0.8
Out-of-scope	1044	0.2	5,759	1.0	1,258	0.3	177	0.0
Opt-out	28,074	4.5	9,847	1.7	4,461	1.1	2,962	0.8
Final sample	578,876	93.2	568,976	95.6	391,052	97.3	385,263	98.4
Responses	283,260		206,121		178,459		145,382	
Overall response rate (%)	48.9		36.2		45.6		37.7	

A number of factors contributed to the high response rate of the 2018 SES including contacting at least two email addresses per round of email activity from the beginning of fieldwork and engagement with the sector.

Primary and secondary email addresses, that is institutional and personal email respectively, when available in the sample, were used to make contact with the sample member as part of the email invitation and reminder strategy from the beginning of fieldwork. In past iterations of the SES the secondary email addresses were not utilised until mid-fieldwork. As mentioned in Section 3.3.1. 'Email invitation and reminder', the email outcome analysis suggests that while the SES survey link was mainly accessed from an institutional email (54.8 per cent), the remaining (45.2 per cent) accessed it from their personal email. These results show how approaching both emails contributed to the effectiveness of the survey administration.

Another important aspect which is likely to have positively impacted the 2018 SES response is the engagement with the sector. Before and during fieldwork, proactive outbound contact was maintained with institutions' survey managers through regular email or telephone conversations, and monthly newsletter and webinars. The support delivered by the QILT team and survey managers throughout the SES contributed to institutional engagement with the survey. This endorsement is thought to have played a key role in student engagement.

A systematic review of the invitation and reminder emails was undertaken prior to fieldwork with a focus on ensuring each contact fulfilled an understood purpose relative to its point in the fieldwork cycle. During fieldwork daily monitoring of the performance of each reminder was undertaken with rapid incorporation of learnings into subsequent reminders.

Finally, the 2018 SES deployed a third SMS, although this was part of a very small-scale experiment and did not have a significant effect on the overall response.

To further understand the dynamics behind the response rate, the QILT team is currently undertaking regression analysis on SES response rates. It will build on the information provided by survey managers in the 2018 SES Respondent Engagement Survey (refer to Section 3.1.4.). This analysis is aimed to help measure the relative contribution of different engagement activities and other relevant aspects to the SES response rate.

7.1.2. Response by provider and respondent (student) type

Table 21 summarises response rate by provider and respondent (student) type. Overall, response rate tends to be higher amongst commencing student respondents (50.6 per cent) in particular, commencing undergraduate respondents from NUHEIs (52.8 per cent). Later year undergraduate respondents from universities recorded the lowest response rate (45.9 per cent).

In terms of provider type, NUHEIs achieved a higher response rate on average compared to universities (50.6 per cent and 48.8 per cent respectively).

Table 21 Response summary by provider and respondent (student) type

	Initial population n	Disqualified %	Out-of- scope %	Opt - out %	Final sample n	Responses n	Response rate %
Total project	621,153	2.1	0.2	4.5	578,876	283,260	48.9
University	564,652	2.0	0.1	4.5	526,951	256,990	48.8
UG - commencing	230,151	0.7	0.2	4.5	217,754	109,202	50.1
UG - later year	159,658	2.8	0.1	5.4	146,514	67,319	45.9
PGCW - commencing	86,882	1.0	0.1	4.2	82,279	42,105	51.2
PGCW - later year	87,961	5.1	0.1	3.4	80,404	38,364	47.7
NUHEI	56,501	3.0	0.7	4.3	51,925	26,270	50.6
UG - commencing	12,768	1.7	0.2	4.2	11,974	6,328	52.8
UG - later year	24,530	2.9	0.8	4.0	22,655	11,071	48.9
PGCW - commencing	7,295	4.1	0.5	5.6	6,549	3,415	52.1
PGCW - later year	11,908	4.1	1.4	4.2	10,747	5,456	50.8
Level of studies							
Total UG	427,107	1.6	0.2	4.8	398,897	193,920	48.6
Total PGCW	194,046	3.2	0.2	3.9	179,979	89,340	49.6
Stage of studies							
Total commencing	337,096	0.9	0.2	4.5	318,556	161,050	50.6
Total later year	284,057	3.6	0.2	4.6	260,320	122,210	46.9

7.1.3. Response by institution

Refer to Appendix 13 for a response summary by institution. Response rate by university ranged from 65.4 per cent (University of Divinity) and 61.0 per cent (Bond University) to 33.7 per cent (Southern Cross University) and 37.3 per cent (The University of Western Australia). Response rate by NUHEI ranged from 88.8 per cent (Marcus Oldham College) to 28.1 per cent (Universal Business School Sydney).

These results suggest significant variation at the individual institution level in the application of the student engagement activities outlined in the SES 2018 Engagement plan. Results from the 2018 SES Respondent Engagement Survey indicate that institutions conducted a wide range of activities including awareness email, LMS announcements, distribution of previous year's results to staff and Facebook posts.

7.2. Achievement of response rate targets

A total of 37 universities out of 41 achieved the response rate target that was established as a result of the process described in Section 2.3.5.

A number of universities (nine in total) achieved a response rate in excess of 20 percentage points higher than their target, including The University of Melbourne (38.6 percentage points higher than target), Monash University (31.4 percentage points) and Australian Catholic University and Macquarie University (both at 27.1 percentage points).

Others achieved a response rate below their target, including Southern Cross University (14.3 percentage points below target), The University of Notre Dame Australia (3.3 percentage points) and Bond University (2.6 percentage points).

For full details of university performance against response rate targets, refer to Appendix 6.

7.3. Strata meeting the desired level of precision

The higher response rate in the 2018 SES resulted in an increase in the proportion of reportable strata across all questionnaire scales.

Table 22 shows the number and proportion of strata meeting the desired level of precision (± 7.5 percentage points at the 90 per cent level of confidence), by each questionnaire module (refer to Section 4.2), at the 21 study area level, for the 2016, 2017 and 2018 SES, for university and NUHEI undergraduate respondents.

Overall, the proportion of reportable strata is lower amongst NUHEIs, which is a factor of the small NUHEI population size, relative to universities.

As a result, the university cohort has a high proportion, above 80 per cent, of strata meeting the desired level of precision for all the questionnaire sections. More specifically the 'Teaching quality', 'Skills development' and 'Learning resources' sections record the highest levels of reportable strata. The lower strata, that is 'Learner engagement' and 'Student support' (83.6 per cent and 81.3 per cent respectively) increased in 2018 by 9.8 percentage points which is the strongest progression recorded.

Table 22 Strata meeting desired level of precision, undergraduates, 21 study areas

Scale	2016		2017		2018		Change (2017-2018)	
	n	%	n	%	n	%	n	%
University								
Total strata	606		608		611		3	
Learner engagement	513	84.7	449	73.8	511	83.6	62	9.8
Teaching quality	552	91.1	507	83.4	554	90.7	47	7.3
Learning resources	540	89.1	502	82.6	537	87.9	35	5.3
Student support	498	82.2	435	71.5	497	81.3	62	9.8
Skills development	549	90.6	511	84.0	548	89.7	37	5.6
NUHEI								
Total strata	129		132		147		15	
Learner engagement	68	52.7	59	44.7	72	49.0	13	4.3
Teaching quality	88	68.2	82	62.1	108	73.5	26	11.3
Learning resources	73	56.6	61	46.2	80	54.4	19	8.2
Student support	81	62.8	69	52.3	83	56.5	14	4.2
Skills development	87	67.4	83	62.9	100	68.0	17	5.1

Table 23 shows the number and proportion of strata meeting the desired level of precision (± 7.5 percentage points at the 90 per cent level of confidence), by each questionnaire module (refer to Section 4.2), at the 21 study area level, for the 2017 and 2018 SES, for postgraduate coursework respondents.

Generally, the proportion of strata meeting the desired level of precision for postgraduate coursework respondents is lower than for undergraduates, and ranged from 50.8 per cent (NUHEI, Learner engagement scale) to 84.1 per cent (NUHEI, Teaching quality scale).

Table 23 **Strata meeting desired level of precision, postgraduate coursework, 21 study areas**

Scale	2017		2018		Change (2017-2018)	
	n	%	n	%	n	%
University						
Total strata	536		534		-2	
Learner engagement	240	44.8	331	62.0	91	17.2
Teaching quality	297	55.4	384	71.9	87	16.5
Learning resources	275	51.3	336	62.9	61	11.6
Student support	211	39.4	294	55.1	83	15.7
Skills development	300	56.0	380	71.2	80	15.2
NUHEI						
Total strata	48		63		15	
Learner engagement	21	43.8	32	50.8	11	7.0
Teaching quality	32	66.7	53	84.1	21	17.5
Learning resources	25	52.1	39	61.9	14	9.8
Student support	26	54.2	44	69.8	18	15.7
Skills development	27	56.3	42	66.7	15	10.4

It remains important, however, to continue to strive to maximise the proportion of reportable strata with a view to realising the aspirational goal of reporting on the QILT website at the 45 study area level, with an increased level of precision (± 5 per cent at the 90 per cent level of confidence). An overview of progress towards this aspiration goal is provided at Appendix 14.

8. Response analysis

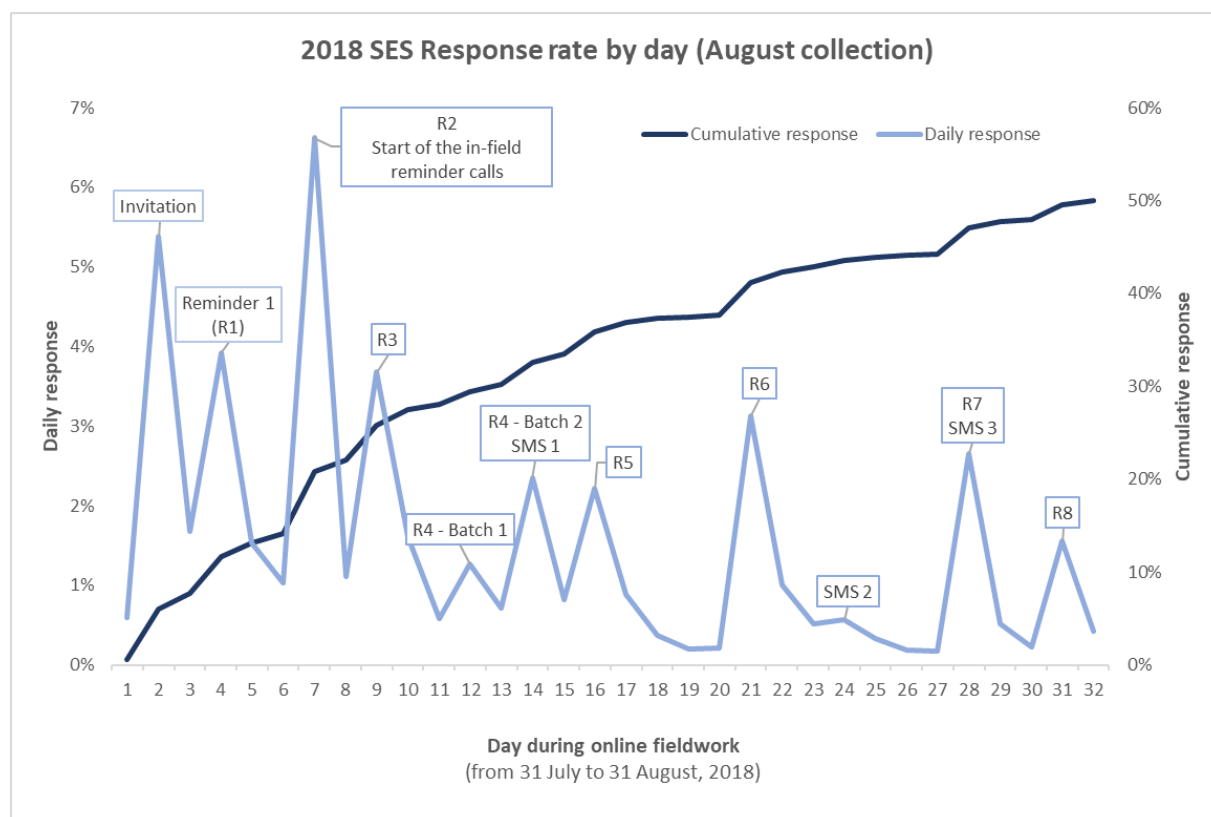
8.1. Response by time

Figure 10 illustrates the 2018 SES daily and cumulative response rate by day for the August collection, with engagement activities undertaken by the QILT team overlayed (i.e. email invitation and reminders, SMS reminders and in field telephone reminders). The response rate data used in Figure 10 is based on the technical completes calculated during fieldwork, rather than the post data processing response rate reported in Section 7 of this report and Section 1.4.1 of the National Report.

The invitation email and the combination of email reminder 2 and in field reminder calls were the most effective activities (contributing 5.4 per cent and 6.6 per cent to the final response rate respectively). Reminder 1 email also yielded a high number of online survey completes (contributing 3.9 per cent to the final response rate).

Notwithstanding email send outcomes presented in Table 10, reminders 6 and 7 performed better in terms of surveys completed at that point in time than reminder 5, which may be attributable to the day it was sent. Reminder 6 and 7 were sent on a Monday which corresponded to final day to enter one of the four prize draws (refer to Section 3.6), as communicated in the email (e.g. reminder 7 included a line 'If you submit your survey before 11:56pm AEST today I will enter you into the last weekly prize draw and could win a weekly prize of \$1,000!'). This message of urgency could have made the email and the prize draw activities more effective.

Figure 10 2018 SES Rate of response (August collection)



8.2. Sources of responses

Table 24 summarises the contribution to the final response rate of the various access points to the online survey.

The vast majority of respondents completed via the direct link in email communications (43.7 per cent of response rate at total level). Although it is consistent across the different cohorts, it is more important for NUHEIs (46.3 per cent). In field reminder calls are the next most significant contributor (2.1 per cent) to the final overall response rate. As a highly targeted activity, there is some variation by subgroup in the contribution of in field reminder calls to the final overall response rate (2.3 percentage points for postgraduate coursework students, compared with 1.9 percentage points for NUHEIs).

Table 24 Contribution to final response rate by online survey access method (%)

Access method	Total	University	NUHEI	UG	PGCW	Comm.	Later year
Final response rate	48.9	48.8	50.6	48.6	49.6	50.6	46.9
Authentication	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Type in	0.5	0.5	0.6	0.5	0.5	0.5	0.5
Survey link (email)	43.7	43.4	46.3	43.4	44.2	45.2	41.8
Survey link (LMS)	1.1	1.1	0.2	1.1	0.9	1.2	0.8
Survey link (SMS)	0.7	0.7	0.9	0.6	0.8	0.7	0.7
Survey link (LMS but sent in institution email reminder)	0.3	0.3	0.5	0.3	0.3	0.3	0.2
In field telephone reminder	2.1	2.2	1.9	2.1	2.3	2.0	2.3
Post field telephone reminder	0.6	0.6	0.1	0.6	0.6	0.6	0.6

It should be noted that only completed surveys directly attributable to the in-field reminder, post field reminder and SMS are recorded as such in Table 24. It is possible that, for example, reminder call activity may prompt a sample member to click on the survey link in an email they had previously received. In this context, the analysis presented at Table 24 should be considered indicative.

8.3. Unit level non-response

8.3.1. Demographic characteristics

Unit non-response refers to the proportion of sample members who do not respond to the survey. The distribution of various demographic characteristics within respondents and initial population is shown in Table 25 and Table 26. Having a full population to compare basic characteristics provides some guidance as to the extent to which respondents differ to non-respondents and the extent to which non-response bias may occur. Non-response isn't a problem in and of itself, but if the non-respondents differ from respondents to a non-ignorable degree on key measures then nonresponse bias results.

Many of the characteristics of respondents to the 2018 SES very closely match those of the initial population, especially with respect to stage of studies, Indigenous status, disability status, first in family to attend a higher education institution and study mode. Language spoken at home and citizenship status are also surprisingly similar, given that students who speak a language other than English at home and international students are traditionally less likely to participate in similar surveys.

The largest potential source of non-response bias is in relation to gender, with male students under-represented in the achieved sample by 6.5 percentage points and 2.9 percentage points for postgraduate coursework students. Similarly, younger students (i.e. under 25 years old) are less likely to respond to the survey in both the undergraduates and the postgraduate cohorts (under-represented by 2.1 and 3.3 percentage points respectively). In contrast, older students (i.e. aged 40 and over) are over-represented amongst responding postgraduate coursework students. Undergraduate domestic students are somewhat over-represented in the responding population by 1.5 percentage points but domestic postgraduate coursework students are over-represented by only 0.9 percentage points. Postgraduate coursework students whose home language is not English are also under-represented by 1.9 percentage points in the achieved sample.

Table 25 Population and response characteristics by subgroup – undergraduates

Group	Subgroup ¹	Initial population		Achieved sample		Difference between initial population and achieved sample
		n	%	n	%	
Total		427,107	100.0	193,920	100.0	
Stage of studies	Commencing	242,919	56.9	115,530	59.6	-2.7
	Late year ²	184,188	43.1	78,390	40.4	2.7
Gender	Male	182,306	42.7	70,122	36.2	6.5
	Female	244,535	57.3	123,651	63.8	-6.5
Age	Under 25	337,896	79.1	149,323	77.0	2.1
	25 to 29	39,343	9.2	17,068	8.8	0.4
	30 to 39	29,828	7.0	15,369	7.9	-0.9
	40 and over	20,036	4.7	12,158	6.3	-1.6
Indigenous	Indigenous	5,892	1.4	2,714	1.4	0.0
	No information	421,215	98.6	191,206	98.6	0.0
Home language	English	359,200	84.1	164,831	85.0	-0.9
	Other	67,907	15.9	29,089	15.0	0.9
Disability	No disability	22,985	5.4	11,736	6.1	-0.7
	Disability	404,122	94.6	182,184	93.9	0.7
Study mode	Internal	388,484	91.0	175,784	90.6	0.4
	External / multi-modal	38,623	9.0	18,136	9.4	-0.4
Residence status	Domestic	349,166	81.8	161,604	83.3	-1.5
	Overseas	77,940	18.2	32,316	16.7	1.5
First in family status³	First in family	90,983	21.3	43,750	22.6	-1.3
	Not first in family	112,584	26.4	54,174	27.9	-1.5
Socio-economic status	High	109,669	31.4	49,540	30.7	0.7
	Medium	178,419	51.1	82,995	51.4	-0.3
	Low	61,185	17.5	28,878	17.9	-0.4
Remoteness	Metro	271,539	78.9	122,558	76.9	2.0
	Regional / Remote	72,675	21.1	36,884	23.1	-2.0

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

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

³ First in family status includes commencing students only.

Table 26 Population and response characteristics by subgroup – postgraduate coursework

Group	Subgroup ¹	Initial population		Achieved sample		Difference between initial population and achieved sample
		n	%	n	%	%
Total		194,046	100.0	89,340	100.0	
Stage of studies	Commencing	94,177	48.5	45,520	51.0	-2.5
	Late year ²	99,869	51.5	43,820	49.0	2.5
Gender	Male	87,071	44.9	37,479	42.0	2.9
	Female	106,888	55.1	51,806	58.0	-2.9
Age	Under 25	83,718	43.1	35,542	39.8	3.3
	25 to 29	53,680	27.7	23,732	26.6	1.1
	30 to 39	33,680	17.4	17,037	19.1	-1.7
	40 and over	22,957	11.8	13,025	14.6	-2.8
Indigenous	Indigenous	1,171	0.6	514	0.6	0.0
	No information	192,875	99.4	88,826	99.4	0.0
Home language	English	118,147	60.9	56,071	62.8	-1.9
	Other	75,899	39.1	33,269	37.2	1.9
Disability	No disability	5,591	2.9	2,834	3.2	-0.3
	Disability	188,455	97.1	86,506	96.8	0.3
Study mode	Internal	156,114	80.5	71,855	80.4	0.1
	External / multi-modal	37,932	19.5	17,485	19.6	-0.1
Residence status	Domestic	94,497	48.7	44,292	49.6	-0.9
	Overseas	99,549	51.3	45,048	50.4	0.9
First in family status³	First in family	29,557	15.2	14,441	16.2	-1.0
	Not first in family	44,156	22.8	20,982	23.5	-0.7
Socio-economic status	High	37,827	40.8	17,897	41.1	-0.3
	Medium	43,023	46.4	20,175	46.3	0.1
	Low	11,919	12.8	5,503	12.6	0.2
Remoteness	Metro	73,593	81.2	34,155	80.2	1.0
	Regional / Remote	17,083	18.8	8,434	19.8	-1.0

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

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

³First in family status includes commencing students only.

8.3.2. Study area

Table 27 and Table 28, illustrate the representativeness of study area of respondents against the initial population approached.

In line with demographic characteristics, the achieved sample also closely matched the initial population in terms of study area.

As for previous surveys in the series, the largest difference between the undergraduate and postgraduate coursework achieved sample and initial population was observed in relation to the Business and management study area (underrepresented by 3.0 percentage points and 2.4 percentage points respectively in the achieved sample). The Business and management study area also has by far the highest student population for both undergraduates and postgraduate coursework (87,152 and 62,560 per cent respectively).

For undergraduates Nursing, and Humanities, culture and social sciences are marginally over-represented in the achieved sample. While for postgraduate coursework, students in the Teacher education, Social work and Humanities, culture and social sciences were slightly over-represented in the achieved sample.

Table 27 Population and response characteristics by study area – undergraduates

Study area	Initial population		Achieved sample		Difference between initial population and achieved sample
	n	%	n	%	%
Total	463,862	100.0	208,866	100	
Science and mathematics	43,751	9.4	20,770	9.9	-0.5
Computing and information systems	21,006	4.5	8,729	4.2	0.3
Engineering	29,282	6.3	12,349	5.9	0.4
Architecture and built environment	12,303	2.7	5,132	2.5	0.2
Agriculture and environmental studies	5,170	1.1	2,644	1.3	-0.2
Health services and support	36,769	7.9	17,487	8.4	-0.5
Medicine	3,172	0.7	1,776	0.9	-0.2
Nursing	36,977	8.0	18,706	9.0	-1.0
Pharmacy	2,834	0.6	1,461	0.7	-0.1
Dentistry	1,538	0.3	788	0.4	-0.1
Veterinary science	1,602	0.3	835	0.4	-0.1
Rehabilitation	6,772	1.5	3,429	1.6	-0.1
Teacher education	31,431	6.8	14,894	7.1	-0.3
Business and management	97,720	21.1	36,693	17.6	3.5
Humanities, culture and social sciences	51,761	11.2	24,120	11.5	-0.3
Social work	8,330	1.8	4,372	2.1	-0.3
Psychology	17,175	3.7	8,948	4.3	-0.6
Law and paralegal studies	16,624	3.6	7,277	3.5	0.1
Creative arts	22,817	4.9	11,041	5.3	-0.4
Communications	15,082	3.3	6,801	3.3	0.0
Tourism, Hospitality, Personal services, Sport and recreation	1,746	0.4	614	0.3	0.1

Table 28 Population and response characteristics by study area – postgraduate coursework

Study area	Initial population		Achieved sample		Difference between initial population and achieved sample
	n	%	n	%	%
Total	194,708	100.0	89,616	100.0	
Science and mathematics	4,945	2.5	2,541	2.8	-0.3
Computing and information systems	18,737	9.6	8,648	9.7	-0.1
Engineering	14,381	7.4	6,398	7.1	0.3
Architecture and built environment	6,044	3.1	2,741	3.1	0.0
Agriculture and environmental studies	1,994	1.0	1,126	1.3	-0.3
Health services and support	11,128	5.7	5,291	5.9	-0.2
Medicine	4,882	2.5	2,122	2.4	0.1
Nursing	8,333	4.3	3,739	4.2	0.1
Pharmacy	1,107	0.6	355	0.4	0.2
Dentistry	691	0.4	232	0.3	0.1
Veterinary science	434	0.2	235	0.3	-0.1
Rehabilitation	2,041	1.0	903	1.0	0.0
Teacher education	22,017	11.3	10,802	12.1	-0.8
Business and management	62,817	32.3	26,734	29.8	2.5
Humanities, culture and social sciences	10,554	5.4	5,612	6.3	-0.9
Social work	6,390	3.3	3,634	4.1	-0.8
Psychology	4,347	2.2	2,429	2.7	-0.5
Law and paralegal studies	7,827	4.0	3,133	3.5	0.5
Creative arts	2,399	1.2	1,180	1.3	-0.1
Communications	3,100	1.6	1,539	1.7	-0.1
Tourism, Hospitality, Personal services, Sport and recreation	540	0.3	222	0.2	0.1

8.4. Item level non-response

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

Historically, item non-response has been low, despite the non-mandatory nature of almost all items in the survey. Item non-response for SES scale items averaged 2.5 per cent and 2.2 per cent in 2018 for university undergraduates and postgraduates respectively, compared with 2.9 per cent, 2.2 per cent and 3.3 per cent for university undergraduates in 2017, 2016 and 2015 respectively.

Table 29 and Table 30 show the 2018 SES level of item non-response is marginally lower than in 2017. The items with the highest non-response, were similar to previous iterations of the SES for respondents of universities and NUHEI's. This would appear to indicate that these questions may be difficult to answer, either due to the design of the question, or the nature of the information requested.

Table 29 Item level non-response for single course responses: university (%)

SES domain item		2018		2017		2016	2015
		UG	PGCW	UG	PGCW		
Factual items							
<i>grade</i>	Average overall grade	5.7	4.9	6.3	5.2	4.6	6.6
<i>online</i>	Proportion of study online	5.7	4.9	6.3	5.3	4.5	6.5
<i>yrcomplete</i>	Number of years completed	5.5	4.8	5.7	5.0	4.4	6.4
Attitudinal items							
<i>considchg</i>	Seriously considered leaving	5.9	5.3	6.1	5.5	4.7	6.8
<i>astdliv</i>	Living arrangements affected study	5.8	5.2	6.1	5.6	4.7	6.8
<i>astdfin</i>	Financial circumstances affected study	5.8	5.2	6.1	5.6	4.7	6.8
<i>astdwor</i>	Paid work affected study	5.7	5.0	5.9	5.3	4.6	6.7
<i>offsup</i>	Offered relevant support	4.4	3.8	4.5	4.0	4.6	5.5

Table 30 Item level non-response for single course responses: NUHEI (%)

SES domain item		2018		2017		2016	2015
		UG	PGCW	UG	PGCW		
Factual items							
<i>grade</i>	Average overall grade	5.9	5.5	6.2	6.4	5.1	7.4
<i>online</i>	Proportion of study online	5.9	5.7	6.3	6.5	5.1	7.2
<i>yrcomplete</i>	Number of years completed	5.7	5.4	6.0	6.3	4.9	7.0
Attitudinal items							
<i>considchg</i>	Seriously considered leaving	6.4	6.4	6.7	7.0	5.5	7.5
<i>astdliv</i>	Living arrangements affected study	6.0	5.9	6.5	6.9	5.4	7.5
<i>astdfin</i>	Financial circumstances affected study	6.1	5.9	6.5	6.9	5.5	7.5
<i>astdwor</i>	Paid work affected study	5.9	5.7	6.3	6.5	5.4	7.3
<i>offsup</i>	Offered relevant support	4.3	4.1	4.5	4.7	4.8	5.8

As could be expected, item level non-response increased with progression through the survey. This is especially true for students who responded to the SES in relation to a second course, where non-response for SES scale items averaged 4.5 per cent for university undergraduates, compared with 2.5 per cent for the first course.

For further details of item non-response, refer to Appendix 15.

9. Learnings from the 2018 SES

A number of key learnings can be drawn from the strong response rate of the 2018 SES to replicate and build on for future collections. Different factors contributed to the record level of response recorded in 2018 including an emphasis on institutional engagement and subtle changes to the contact approach with sample members.

9.1. Institutional engagement

Emphasis on institutional engagement was one of the important aspects addressed this year. To build up a strong partnership between the QILT team and institutions' survey managers, communications with the sector were conducted in a timely manner. Monthly webinars and newsletters were delivered on time (refer to Section 3.1.3) as well as on-going dialogue with institutions before and during data collection (refer to Section 3.1.4).

9.2. Contact approach with sample members

Email contact approach

Another key learning from this year is the effectiveness of the revised email contact approach. While previously only the institutional email was used to make initial contact with sample members, results from this year's dual approach reveal that a notable proportion of students opened their SES invitation or reminder email from their personal email (refer to Section 3.3.1). Contacting sample members through both personal and institutional email addresses should be maintained in future iterations.

A systematic review of the invitation and reminder emails was undertaken prior to fieldwork with a focus on ensuring each contact fulfilled an understood purpose relative to its point in the fieldwork cycle. During fieldwork daily monitoring of the performance of each reminder was undertaken with rapid incorporation of learnings into subsequent reminders.

The 2018 SES deployed a third SMS, although this was part of a very small-scale experiment and did not have a significant effect on the overall response it did yield an additional two percentage points in response.

9.3. Previous suggestions now operationalised

In addition to the increased response rate, the 2018 SES improved on a number of operational aspects which were outlined in the 2017 SES Methodological Report. Some of the considerations outlined in the 2017 SES Methodological Report that were specifically addressed in 2018 include:

- 'Early attention to whitelisting issues'.
This has been addressed by reviewing these whitelisting details with the email service provider in the week prior to fieldwork launch.
- 'Reviewing the way that course changes are captured in the questionnaire with a view to minimising post fieldwork checks by institutions and enhancing the coding workflow.'
The design of the course confirmation question was revised. It enabled a significant decrease in coding work (refer to Section 4.3).

- 'Changing the way that 'completes' are reported in the live online reporting module to better align with final number of completes, as reported post processing.'

The introduction of 'technical completes' this year in the Reporting Module and weekly fieldwork update emails allowed institutions to get a more accurate representation of the final number of completes post data processing (refer to Sections 3.4.10. and 8.1.).

These improvements should be maintained in future iterations because they contribute to the efficiency of the SES operations.

10. Considerations for future surveys

While the SES is considered methodologically stable, there is scope to refine a number of aspects of project execution, based on experiences in administering the 2018 implementation, including:

- continuing to build our understanding of the drivers of response, with respect to:
 - further refinements to the content of invitation and reminder emails to identify the most effective messaging at different stages of the data collection period, for different audiences
 - use of LMS links
 - optimising the use of SMS reminders
 - assessing the impact of highly targeted social media activity.
- finally, the existing response rate calculation could potentially be revisited to align more closely with industry standards
- further detail is provided below.

10.1.1. Understanding drivers of response

Continuing to build our understanding of the drivers of response has been an on-going focus through channels such as the 2018 SES Respondent Engagement Survey (refer to Section 3.1.4).

Participation of survey managers in this survey has been crucial to capture the engagement activities that institutions are undertaking. The data collected will be used in statistical modelling to help identify which engagement activities are most closely related to an increased response rate.

10.1.2. Understanding the value of LMS usage

The extent to which there is value in institutions using their LMS to promote the SES and provide access to the survey is an area in which further research is required. Unique survey links designed to be deployed on LMS are delivered to institutions at the start of fieldwork. However, in 2018 only a minority of institutions (six out of 107) implemented these links on their internal learning platform. These links provide a second point of 'easy access' to the survey, in 'one-click' students can start the survey. In terms of usability some institutions report that they significantly improve respondent experience with the SES. Conduct of the Respondent Engagement Survey and discussions with survey managers revealed one of the main barriers for institutions to using LMS links is the technical challenges which the deployment of unique links on the platform poses. To address this issue the QILT team is currently analysing data to examine the efficacy of using LMS links in this context with the possible view to connect institutions who are using the LMS links with non-users.

10.1.3. Questionnaire changes

The current screening section allows students with minimal experience in their current course to complete the survey. However, these students may not have spent enough time to be able to provide comprehensive feedback on their experience. To control for this potential issue the existing question which identifies number of units completed could be turned into a qualifying question. Preliminary investigations need to be conducted to understand the impact of this questionnaire change on the SES methodology.

10.1.4. Response rate calculation

The formulae used to calculate response rate could be revisited to align with industry standards (see American Association of Public Opinion Research 2016 for standard definitions of response rates). Given the SES has been running since 2015 and that one of the key performance indicators used is response rate (as currently calculated), institutions will need to be advised of any changes well ahead of time.

List of abbreviations and terms

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

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Appendix 1

SES summary outcomes over time

Collection year ^[1]	Institution type	Number of participating institutions	Number of students approached	Final 'in-scope' sample	Data collection period	Primary data collection mode	Overall response rate	Number of completed surveys (students)	Number of completed surveys (courses)	Analytic unit
2012	University	40	455,332	455,332	July-October	Online	21.1 ^[2]	96,102	n/a	Student
2013	University	40	344,692	342,404	August-November	Online	29.3	100,225	108,940	Course
2014	University	40	330,772	328,960	August-October	Online	30.1	99,135	108,345	Course
2015	University	40	368,698	363,451	August-October	Online	37.6	136,830	148,574	Course
	NUHEI	39	22,707	21,812			39.2	8,552	8,621	
	Higher Education Institution	79	391,405	385,263			37.7	145,382	157,195	
2016	University	40	370,847	361,422	August-October	Online	45.6	164,764	178,941	Course
	NUHEI	55	31,092	29,630			46.2	13,695	13,796	
	Higher Education Institution	95	401,939	391,052			45.6	178,459	192,737	
2017	University	41	546,239	526,951	August-October	Online	36.2	189,082	201,405	Course
	NUHEI	58	48,750				36.9	17,039	17,164	
	Higher Education Institution	99	594,989				36.2	206,121	218,569	
2018	University	41	564,652	526,951	August-October	Online	48.8	256,990	272,061	Course
	NUHEI	66	56,501	51,925			50.6	26,270	26,421	
	Higher Education Institution	107	621,153	578,876			48.9	283,260	298,482	

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

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

Appendix 2a SES 2018 Collection guide



Student Experience Survey (SES) 2018 Collection Guide

AUGUST COLLECTION



**Social
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1. Things to note

- It is critical that institutions return sample records of in-scope students by Monday 9 July 2018 to allow for sample processing, testing and quality assurance checks.
- Data collection must be ready to commence when Authentication opens on Wednesday 30 July 2018. Late receipt of sample can compromise data quality or delay other institutions commencing in field there-by potentially impacting response maximisation activities and response rate across the whole study. If sample is received late the institution may have a shorter time in field.
- We know from past surveys that institutional engagement is priceless to completion rate and maximising the number of reportable cells in the data – we saw this last year when Institutions stopped activities that served them well in 2015 and 2016. Institutions are strongly encouraged to send their own hardcopy letter, email or other initiative to arrive in the week before the survey officially opens. The aim is to add a sense of legitimacy so when graduates get an email or SMS they will not think the SES is spam. This is one response maximisation activity that can now be co-branded; i.e. use of institutional letterhead and logo.
- One option we encourage to facilitate engagement is including the survey link via your Learning Management Systems (LMS). As part of preparing the sample and programming the survey we produce a customised survey link for each student – this is what is included in our email invitation, reminder emails and any SMS activity. This means that you are able to link these customised links to correspondence or sections within your LMS. These links would be set up such that entry to the survey via your LMS would be recorded. Students would still receive an email invitation and be part of reminder activities.
- Multiple contact emails and phone numbers help increase completion rate. Please provide institutional and personal email addresses for each student. We know from our surveys that there is a large proportion of students who do not open their institutional emails, and if provided we will approach through their personal email also. The first email field should be the student's institutional email address and the second the student's personal email.
- If your institution chooses to provide telephone numbers for graduates it is taken as consent to graduates receiving SMS and infield reminder calls during fieldwork. Please advise if SMS or in field reminder calls should not be carried out for your institution as soon as possible.
- The Social Research Centre will conduct reminder calls while the official 4-week online fieldwork period is still open. Reminder calls during this period are free of

charge to institutions, dependent upon the inclusion of phone numbers, and carried out on an as needs basis to target underperforming areas. There is still the option for paid reminder calls and full CATI completions after online fieldwork closes (see Section 3.5).

- The 2018 SES includes onshore Postgraduate Coursework students as in 2017.
- We ask that qilt@srcentre.com.au is included in the send list for engagement emails that are sent out. This enables us to effectively track supporting activities' impact on response maximisation.

2. Introduction

2.1. Overview of the SES

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

This document aims to be a user-friendly guide to the administration of the SES in 2018. 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>.

2.2. The SES instrument

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

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

These components have been operationalised into closed items with the exception of two open-ended 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 4 Course Experience Questionnaire (CEQ) scales, administered to a sub-sample of final year students from each institution¹:

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

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

If your institution has opted to include additional questions your institution will be provided the opportunity to test their additional questions online and will be required to provide sign off before **Tuesday 23 July 2018**.

2.3. Administration Schedule

The schedule for the 2018 SES is provided at Figure 1.3. The indicative schedule is based on the best estimates we can make at the time of writing, and may change, subject to external delays. Where possible in these instances, a date range has been indicated.

Figure 1.3 SES 2018 Administration Schedule

SES 2018 Administration Schedule	Date
Release of marketing materials & engagement strategy	Friday 1 June
Sample files sent to institutions	Thursday 21 June
Additional questions finalised by institutions	Monday 2 July
Sample files returned	Monday 9 July
Last day to advise of telephone follow-up	Friday 13 July
Additional scripted questions approved by institutions	Monday 23 July
Online survey in field	Wednesday 1 – Friday 31 Aug
Institutional files and report	Friday 14 December
Release of reports and data outputs	TBC

2.4. SES Support

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

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre's QILT Team. The team can be contacted on (03) 9236 8500 or by emailing qilt@srcentre.com.au.

3. Preparing for the SES

3.1. Participation in the SES

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

3.2. Privacy

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

The Social Research Centre will send institutions a sample frame file to which institutions will be requested to add contact information.

All Social Research Centre staff involved in the SES 2018 (including helpline operators) have entered into a project-specific Deed of Confidentiality.

The SES is conducted within the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research². All data collection for the SES 2018 will be undertaken in accordance with ISO 20252 standards, the AMSRS code of practice, the Market and Social Research Privacy Principles, and the Australian Privacy Act. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required (see Appendix A).

3.3. Adding additional questions

The 2018 SES provides institutions with the opportunity to include non-standard, institutional-specific questions to the end of the Student Experience Questionnaire (SEQ). All questions would need to be reviewed, and their inclusion to the instrument would also incur an extra cost. This extra cost will need to be calculated on an individual basis depending on the requirements of the institution.

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

The final date for communications regarding the addition of extra questions is **Monday 2 July 2018**.

Programmed additional questions will be available to test using test sample, with institutions providing sign-off by **Monday 23 July 2018**.

3.4. Adding an additional population

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

Institutions are able to add out of scope populations as part of the SES 2018. This needs to be done by **Monday 4 June 2018**, as advised through the QILT Key Dates Calendar and newsletter.

3.5. Telephone Non-Response follow-up

The 2018 SES offers optional telephone non-response follow-up using the Social Research Centre's in-house call centre. Telephone follow up will take place after official online collection has closed.

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

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

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

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

Given sample preparation requirements, timelines and the high volume of work within the Social Research Centre's call centre, bookings for telephone surveys can only be accommodated up until **Friday 13 July 2018**.

The Social Research Centre will also make a limited number of reminder calls during fieldwork on an as needs basis free of charge dependent upon the inclusion of phone numbers, and will be used to target underperforming areas (see Section **Error! Reference source not found.** for more details).

4. Sample preparation

4.1. The Sample File

Institutions that report to HEIMS will not be required to prepare a sample file. In this case the sample required to conduct the survey in 2018 has already been compiled. The department will provide to the Social Research Centre a HEIMS extract which we will distribute to respective institutions. Institutions that do not report to HEIMS will be required to populate a template provided by the Social Research Centre that closely matches the data elements extracted from HEIMS. The data elements listed in Table 3.1 were extracted from Submission 1 files for students enrolled between 1 January and 31 March. The data file needs to be inspected for correctness and students' current enrolment status identified to ensure that we only survey students who are currently enrolled.

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

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

Table 3.1: Data elements contained in the 2018 SES sample file

Elements	Description
SESID	SES Identification Number
E488	Commonwealth Higher Education Student Support Number (CHESSN)
E306	Higher Education Provider code
E306C	Higher Education Provider name
E307	Course code
E308	Course name - full
E310	Course of study type code
E312	Special course type code
E313	Student identification code
E314	Date of birth
E315	Gender code
E316	Aboriginal and Torres Strait Islander code
E327	New basis for admission to current course
E329	Mode of attendance code
E330	Type of attendance code
E331*	Concurrent/major course indicator
E339	Equivalent Full-Time Student Load
E346	Country of birth code
E347	Year of arrival in Australia
E348	Language spoken at home code
E350	Course of study load
E358	Citizen/resident indicator
E386	Disability
E394	Course of study name
E413	Address of permanent home residence - postcode
E455	Combined course of study indicator
E461	Field of education code
E462	Field of education supplementary code
E490	Student Status code
E533	Course of study code
E534	Course of study commencement date
E550	Course file reporting year
E560	Credit used value
E573	Highest educational attainment of parent/guardian 1
E574	Highest educational attainment of parent/guardian 2
E913*	Age code
E931*	Cumulative EFTSL since commencement
Exclusions*	Groups that are out of scope for the current SES

Elements	Description
ExtraQuota*	Extra quota group flag
ExtraQuotaDesc*	Extra quota group description
EnrolmentStatus*	Current enrolment status
Stage*	Stage of studies
Strata*	Sample strata: a concatenation of E306-STAGE-AREA45-CRSLEVEL
AREA1*	Study area 1 - 45 categories (E461)
AREA2*	Study area 2 - 45 categories (E462)
Faculty#	Faculty or Organisational Unit (optional)
Campus#	Campus where studies based (optional)
E402#	Student surname
E403#	Student given name - first
E404#	Student given name - others
E406#	Postal address - Part 1
E407#	Postal address - Part 2
E409#	Postal address - postcode
E466#	Postal Address Suburb/Town for the student/applicant
E467#	Postal address - state code
E468#	Postal address - country
email1#	Student email address
email2#	Student email address 2 (where provided)
phone1#	Student phone number (optional)
phone2#	Student phone number 2 (optional)
phone3#	Student phone number 3 (optional)
phone4#	Student phone number 4 (optional)

Note: provided variables are subject to change.

*Derived variables

Variables to be provided by institutions

4.2. Derived variables

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

1. Age (E913)

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

2. Concurrent/major course indicator (E331)

The variable *E331* used to be one of the data elements in the student statistical collection that flagged students enrolled concurrently in more than one course. It

prevented double-counting. There are students in the 2018 Submission 1 file who are enrolled concurrently in more than one course.

This variable flags 'the major course' in which students are enrolled for inclusion in the survey.

1 = Enrolled in only one course

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

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

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

3. Cumulative EFTSL since commencement (E931)

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

4.3. Exclusions

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

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

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

The variable is labelled as follows:

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

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

2 = Offshore undergraduate

3 = Onshore undergraduate in the middle year of a course

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

5 = Onshore undergraduate in strata with six or fewer students

4.3.1. Additional populations

If you have organised for additional student populations to be surveyed as part of the 2018 SES, these students will be flagged with ExtraQuota=1. ExtraQuotaDesc will contain a description of the additional population.

4.4. Sample frame

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

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

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

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

4.5. Sample strata and students in combined/double degrees

The sampling strata is built on the 45 Study Areas. The strata appear in the population file as the concatenation of your institution code (E306), the Stage at which the student was enrolled (commencing and final year, expressed as first year - FY and last year - LY), the Study Area code (01-45) and the course level (01/02). For

example, the code '2236_LY_29_01' refers to *Curtin University of Technology* (2236) where *final year students* (LY) were enrolled in the Study Area *Business Management* (29) in an *undergraduate level* (01) course.

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

4.6. Study area

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

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

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

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

- If absolutely necessary, update student background information that was misreported in Submission 1 for the following data elements: E315, E316, E327, E348, E358, E386 or E913. This is optional. We are prepared to accept the small number of errors associated with these fields if you do not amend the data. If you do amend these fields please let us know of your intention to do so ASAP.

- Do not append mid-year intakes to the data file. These students will be excluded from the sample frame because they have not been enrolled at your institution for at least one semester.
- Some commencing students may have planned to withdraw from their original course in Semester 1 and transfer to another course in Semester 2. We assume that most of these students will wait until 2019 to affect the transfer leaving the Submission 1 data viable for the purposes of the survey. Accordingly, we suggest that the data not be updated for the small number of commencing students that managed to affect a mid-year transfer in their first year of study. In any event, students will confirm the course of enrolment in the survey screener.

It follows from these considerations that using Submission 1 data to construct the sample frame is less than ideal. However the use of Submission 1 data does ensure that the survey will be conducted consistently across all institutions. It will also substantially reduce the burden on many universities constructing sample files whose composition will necessarily differ across and within institutions from one year to the next.

Please focus on updating the following:

4.7.1. *Student name and postal addresses*

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

4.7.2. *Enrolment Status*

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

0 = Enrolled

1 = Withdrew

2 = Graduated

3 = Deferred or Leave of absence

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

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

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

4.7.3. Email addresses

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

4.7.4. Phone numbers

There are three purposes that phone numbers can be used in the 2018 SES:

1. SMS – the Social Research Centre uses SMS on a needs basis to target underperforming areas. If your institution chooses to provide mobile numbers it is considered that your institution consents to the students receiving SMS unless otherwise specified.
2. Reminder calls – Infield reminder calls take place during the official online fieldwork period. Reminder calls during this period commence from 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 graduates receiving reminder calls unless otherwise specified.
3. CATI – the option to carry out full CATI surveys and additional reminders calls is still available and will be conducted after the online fieldwork period. Full CATI completed surveys will not be reported nationally or appear on the QILT website; however, they are included in institutional files and institutional reports. Additional reminder calls will be reported nationally and on the QILT website.
4. Please complete this field for all students you have a valid number for, regardless of whether you intend to undertake CATI or not. If you intend on commissioning the Social Research Centre to complete telephone follow up or reminder calls, you must

include phone numbers. SMS and Reminder Calls may be undertaken during fieldwork by the Social Research Centre, so where we have phone numbers for students, these two modes of contact can be considered for response maximisation. Providing telephone numbers is considered consent to students receiving SMS and reminder calls infield. Leave the phone number field blank if you do not have this information in your system.

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

4.7.5. Faculty

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

4.7.6. Campus

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

4.7.7. CATI targeting

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

5. Student Engagement

Supporting materials for the range of student engagement initiatives outlined in Section 4 are available in the *SES 2018: Engagement Plan*.

5.1. Marketing materials

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

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

5.1.1. *Pre-field awareness institution-branded letter*

It is highly recommended that institutions send an early awareness letter 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 VC or faculty heads have the biggest impact. This particular activity is exceptional in that it is an engagement activity that can be institution-branded (i.e., institutional logo with QILT logos). Please notify us if you intend on sending a letter, letting the QILT team know the content and date of delivery of the letter. We will also provide a template in the marketing pack.

5.2. Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during previous implementations of the SES. Institutions will be asked to adhere to the activity plan provided in the *SES 2018: Engagement Plan*. Variations to the activities outlined in the SES Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Proposed changes to engagement activity plans are to be submitted by **Monday, 13 July 2017**. Please also remember to copy in qilt@srcentre.com when sending any engagement emails to students so we can accurately monitor your institution's progress.

5.3. Social Media campaign

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

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

5.4. Institutional web presence

Reinforcing the legitimacy and providing a reference point internally for students to access general information about the SES is recommended. Most institutions will already have in place a web presence for current surveys and it is encouraged that the SES be appropriately added to this general section of the institution's website. Please refer to the SES general information distributed to institutions in the *SES 2018: Institution Administration Supplementary Pack*.

5.5. Incentivisation

All institutions will be covered under one national prize pool for the 2018 SES (August collection). The national prize pool will total \$32,000, comprised of four weekly prize pools of \$8,000. Each weekly prize pool will be made up of three \$1,000, five \$500 and ten \$250 prepaid VISA gift cards. The \$1,000 gift cards will be drawn nationally and the \$500, \$250 and \$100 will be drawn according to states and territories. All conduct related to the prize draw including permits, drawing of prizes, contacting winners and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at <http://www.srcentre.com.au/sestcs>. The link to the terms and conditions will be

inserted into email activity sent to students and can be included on a webpage presence as outlined in Section 4.4. Table 4.5 outlines the key prize period dates. If you refer to the prize draw in any institutional marketing activities a link to the terms and conditions must be included.

Table 4.5: Prize period key dates

Activity	Date
Authentication	Monday 30 July
Prize draw period opens / fieldwork starts/email invite sent - NUHEIs	Monday 30 July
Prize draw period opens / fieldwork starts/email invite sent - Universities	Wednesday 1 August
Prize draw 1 close	Monday 6 August
Prize draw conducted	Wednesday 8 August
Prize draw 2 close	Monday 13 August
Prize draw conducted	Wednesday 15 August
Prize draw 3 close	Monday 20 August
Prize draw conducted	Wednesday 22 August
Prize draw 4 close	Monday 27 August
Prize draw conducted	Wednesday 29 August
Online collection closes	Friday 31 August

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

6. Response maximisation

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

6.1. Email invitations and reminders

All institutions will follow the same fieldwork period for the 2018 SES; as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications. Email reminders will be tailored, in conjunction with institutions, according to progress within study areas and other areas of priority for the institution.

The email schedule is outline in Table 5.1.

Table 5.1. SES 2018 Response Maximisation Activities

Activity	Date
Authentication	Monday 30 July
Fieldwork starts/email invite sent - NUHEIs	Tuesday 31 July
Fieldwork starts/email invite sent - Universities	Wednesday 1 August
Email reminder 1	Friday 3 August
Email reminder 2	Monday 6 August
Email reminder 3	Wednesday 8 August
Email reminder 4 – Batch 1	Saturday 11 August
Email reminder 4 – Batch 2	Monday 13 August
Email reminder 5	Wednesday 15 August
Email reminder 6	Monday 20 August
Email reminder 7	Wednesday 22 August
Email reminder 8 (if decided necessary)	Saturday 25 August
Email reminder 9	Thursday 30 August
Online collection closes	Friday 31 August

6.1.1. Whitelisting and spam mitigation

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

- 'Whitelist' emails from the following domain:

srcentre.com.au

- It can also help to whitelist the actual email address:
- ses@srcentre.com.au
- 'Whitelist' IP address ranges that the SES emails will be sent from:
103.69.164.0/22 and 118.127.20.128/25

Other useful information:

- The return-path is *.au.v6send.net or mbounces.com
- All mail originates from a server with a hostname that ends in 'emdbms.com'
- 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>
- Email subject headings³:
- Authentication: Student Experience Survey [SES]: Your details have been verified
- Invitation: Student Experience Survey – Your experiences matter
- Reminder 1: Student Experience Survey – Stand up and be counted
- Reminder 2: Student Experience Survey – Prize draw tomorrow so complete now for more chances to win!
- Reminder 3: Student Experience Survey - Complete now for your chance to win!
- Reminder 4: Student Experience Survey - %%E306C**Your institution%% needs your help
- Reminder 5: Student Experience Survey – Complete now to have your say and for more chances to win!
- Reminder 6: Student Experience Survey – I can give you TWO MORE CHANCES TO WIN but opportunity closing soon.
- Reminder 7: Student Experience Survey – Final Week
- Reminder 8: Student Experience Survey – Absolute last chance to have your say and win!
- Reminder 9: Student Experience Survey – We still need your help!

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

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

6.2. CATI post field

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

7. During the SES

7.1. Liaison

Throughout the 2018 SES, the Social Research Centre team will aim for a transparent and collaborative process. Communications will be delivered on a one-on-one basis and via the QILT newsletter and webinar.

7.2. Real time reporting

The Social Research Centre is able to offer participating institutions real-time status reporting for the 2018 SES, meaning that, once fieldwork commences, institutions can monitor the progress of data collection and readily engage in a discussion with the Social Research Centre's project management team regarding targeted non-response follow up activities, as appropriate.

The standard reporting link for the online survey features:

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

Logins will be provided to each institution to access the reporting module when fieldwork starts. Institutions will be advised when the SES 2018 reporting module is available (accessible at <https://data.srcentre.com.au/qilt/accounts/login/>).

8. Files and reports after the SES

8.1. Coding changes and draft files

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

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

8.2. Data files

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

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

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

2018 SES data will be combined with previous year's responses, where available for an institution. Data from 2012 to 2014 is based on the University Experience Survey (UES) and previous' years data is only available in cases where an institution has participated in previous survey collections.

8.3. Institutional reports

Participating institutions in the 2018 SES will receive an institutional report in the form of a Tableau dashboard as was the case in 2017. Key areas included in the Tableau report are:

- An overview of the SES, including a brief explanation of the survey methodology, response, psychometric properties, etc.;

- Institutional SES results stratified on the basis of key demographic and contextual groups; and
- Appropriate benchmark results (e.g. national, higher education group) to provide context to the institutional results.

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

8.4. National Report

The National SES Report will be released at the start of 2019 and will include:

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

9. SEQuery:

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

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

- SEQuery main points:
- This tool can be applied to the open-ended questions about the 'best aspects' of their course/university experience and the question about the area 'most in need of improvement'.
- Each institution will receive the SEQuery tool available on the provider portal under "Data and reporting":
- https://www.qilt.edu.au/docs/default-source/default-document-library/sequery-autocoder-tool.zip?sfvrsn=a5bfe33c_0
- Individual institutions will be able to add additional codes/themes to the coding structure if there are unique words/terms used in their institution (for example, the name of a specific building), but the intention is that the overarching thematic framework will be universally applicable.
- Coded outputs will then be incorporated back into the main data files (as coded numeric responses) so that quantitative analysis can be undertaken.
- Preliminary testing has shown that up to 80% of responses are coded automatically.
- Any uncoded responses can be further coded by extending the code frame or manual coding.
- SEQuery is easy to use.

APPENDIX A: Social Research Centre Deed of Confidentiality

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

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

Field of education within study area

1 Natural & Physical Sciences

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

2 Mathematics

010100, 010101, 010103, 010199

3 Biological Sciences

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

4 Medical Sciences & Technology

019901, 019903, 019905, 019907, 019909

5 Computing & Information Systems

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

6 Engineering – Other

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

7 Engineering – Process & Resources

030300, 030301, 030303, 030305, 030307, 030399

8 Engineering - Mechanical

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

9 Engineering – Civil

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

10 Engineering - Electrical & Electronic

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

11 Engineering – Aerospace

031500, 031501, 031503, 031505, 031507, 031599

12 Architecture & Urban Environments

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

13 Building & Construction

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

14 Agriculture & Forestry

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

15 Environmental Studies

050900, 050901, 050999

16 Health Services & Support

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

Field of education within study area**17 Public Health**

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

18 Medicine

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

19 Nursing

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

20 Pharmacy

060500, 060501

21 Dentistry

060700, 060701, 060703, 060705, 060799

22 Veterinary Science

061100, 061101, 061103, 061199

23 Physiotherapy

061701

24 Occupational Therapy

061703

25 Teacher Education – Other

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

26 Teacher Education - Early Childhood

070101

27 Teacher Education - Primary & Secondary

070103, 070105

28 Accounting

080100, 080101

29 Business Management

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

30 Sales & Marketing

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

31 Management & Commerce - Other

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

32 Banking & Finance

081100, 081101, 081103, 081105, 081199

33 Political Science

090100, 090101, 090103

34 Humanities inc History & Geography

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

35 Language & Literature

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

Field of education within study area**36 Social Work**

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

37 Psychology

090700, 090701, 090799

38 Law

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

39 Justice Studies & Policing

091100, 091101, 091103, 091105, 091199

40 Economics

091900, 091901, 091903

41 Sport & Recreation

092100, 092101, 092103, 092199

42 Art & Design

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

43 Music & Performing Arts

100100, 100101, 100103, 100105, 100199

44 Communication, Media & Journalism

100700, 100701, 100703, 100705, 100707, 100799

45 Tourism, Hospitality & Personal Services

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

Appendix 2b SES 2018 Sample guide



Student Experience Survey (SES) 2018 Sample Guide

AUGUST COLLECTION



**Social
Research
Centre**

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1. Things to note

- It is critical that institutions return sample records of in-scope students by Monday 9 July 2018 to allow for sample processing, testing and quality assurance checks.
- Data collection must be ready to commence when Authentication opens on Wednesday 30 July 2018. Late receipt of sample can compromise data quality or delay other institutions commencing in field there-by potentially impacting response maximisation activities and response rate across the whole study. If sample is received late the institution may have a shorter time in field.
- We know from past surveys that institutional engagement is priceless to completion rate and maximising the number of reportable cells in the data – we saw this last year when Institutions stopped activities that served them well in 2015 and 2016. Institutions are strongly encouraged to send their own hardcopy letter, email or other initiative to arrive in the week before the survey officially opens. The aim is to add a sense of legitimacy so when students get an email or SMS they will not think the SES is spam. This is one response maximisation activity than can now be co-branded; i.e. use of institutional letterhead and logo.
- One option we encourage to facilitate engagement is including the survey link via your Learning Management Systems (LMS). As part of preparing the sample and programming the survey we produce a customised survey link for each student – this is what is included in our email invitation, reminder emails and any SMS activity. This means that you are able to link these customised links to correspondence or sections within your LMS. These links would be set up such that entry to the survey via your LMS would be recorded. Students would still receive an email invitation and be part of reminder activities.
- Multiple contact emails and phone numbers help increase completion rate. Please provide institutional and personal email addresses for each student. We know from our surveys that there is a large proportion of students who do not open their institutional emails, and in these instances, we will be approaching them through their personal email. The first email field should be the student's institutional email address and the second the student's personal email.
- If your institution chooses to provide telephone numbers for students, it is taken as consent to students receiving SMS and infield reminder calls during fieldwork. Please advise if SMS or in field reminder calls should not be carried out for your institution as soon as possible.
- The Social Research Centre will conduct reminder calls while the official 4-week online fieldwork period is still open. Reminder calls during this period are free of

charge to institutions, dependent upon the inclusion of phone numbers, and carried out on an as needs basis to target underperforming areas. There is still the option for paid reminder calls and full CATI completions after online fieldwork.

- The 2018 SES includes onshore Postgraduate Coursework students as in 2017.
- We ask that qilt@srcentre.com.au is included in the send list for engagement emails that are sent out. This enables us to effectively track supporting activities' impact on response maximisation.

2. Population data

2.1. The Sample File

Institutions that report to HEIMS will not be required to prepare a sample file. In this case the sample required to conduct the survey in 2018 has already been compiled. The department will provide to the Social Research Centre a HEIMS extract which we will distribute to respective institutions. Institutions that do not report to HEIMS will be required to populate a template provided by the Social Research Centre that closely matches the data elements extracted from HEIMS. The data elements listed in Table 3.1 were extracted from Submission 1 files for students enrolled between 1 January and 31 March. The data file needs to be inspected for correctness and students' current enrolment status identified to ensure that we only survey students who are currently enrolled.

The sample file contains 64 variables that will be used for three purposes:

- Student background variables will be used for reporting purposes and to verify the representativeness of the sample.
- The course-related elements are required to develop the sample frame and to pre-populate sections of the survey.
- Student address details appear toward the end of the file and state code (E467) and country code (E468) will need to be updated to ensure any targeted reminder calls are made during appropriate hours.
- There are several blank variables at the end of the file in which we ask you to provide students' current enrolment status, email addresses and contact phone numbers (optional, however required for telephone follow up and SMS).

Table 3.1: Data elements contained in the 2018 SES sample file

Elements	Description
SESID	SES Identification Number
E306	Higher Education Provider code
E306C	Higher Education Provider name
E307	Course code
E308	Course name - full
E310	Course of study type code
E312	Special course type code
E313	Student identification code
E314	Date of birth
E315	Gender code
E316	Aboriginal and Torres Strait Islander code
E327	New basis for admission to current course
E329	Mode of attendance code
E330	Type of attendance code
E339	Equivalent Full-Time Student Load
E346	Country of birth code
E347	Year of arrival in Australia
E348	Language spoken at home code
E350	Course of study load
E358	Citizen/resident indicator
E386	Disability
E394	Course of study name
E455	Combined course of study indicator
E461	Field of education code
E462	Field of education supplementary code
E488	Commonwealth Higher Education Student Support Number (CHESSN)
E490	Student Status code
E533	Course of study code
E534	Course of study commencement date
E550	Course file reporting year
E560	Credit used value
E573	Highest educational attainment of parent/guardian 1
E574	Highest educational attainment of parent/guardian 2
E913*	Age code
E331*	Concurrent/major course indicator
E931*	Cumulative EFTSL since commencement
Exclusions*	Groups that are out of scope for the current SES
ExtraQuota*	Extra quota group flag

Elements	Description
ExtraQuotaDesc*	Extra quota group description
STAGE*	Stage of studies
CRSLEVEL*	System variable: Course level categories
AREA45*	Study area - 45 categories
STRATA*	Sample strata: a concatenation of E306-Stage-AREA45-CRSLEVEL
AREA451*	Study area 1 - 45 categories (E461)
AREA452*	Study area 2 - 45 categories (E462)
E402#	Student surname
E403#	Student given name - first
E404#	Student given name - others
E406#	Postal address - Part 1
E407#	Postal address - Part 2
E409#	Postal address - postcode
E413#	Address of permanent home residence - postcode
E466#	Postal address - suburb/town
E467#	Postal address - state code
E468#	Postal address - country
EnrolmentStatus#	Current enrolment status
EMAIL1#	Student email address
EMAIL2#	Student email address 2 (where provided)
PHONE1#	Student phone number (optional)
PHONE2#	Student phone number 2 (optional)
PHONE3#	Student phone number 3 (optional)
PHONE4#	Student phone number 4 (optional)
FACULTY#	Faculty or Organisational Unit
CAMPUS#	Campus where studies based

Note: provided variables are subject to change.

*Derived variables

Variables to be update/provided by institutions

2.2. Derived variables

Most of the variables are extracted directly from Submission 1 files. Several variables are derived to establish scope status and assist in administration of the SES.

2.2.1. Age (*E913*)

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

2.2.2. Concurrent/major course indicator (*E331*)

There are students in the 2018 Submission 1 file who are enrolled concurrently in more than one course. The variable *E331* flags the major and minor course for these students to ensure they are only approached once for the SES.

This variable flags 'the major course' in which students are enrolled for inclusion in the survey.

1. Enrolled in only one course
2. Enrolled in more than one course - the major course
3. Enrolled in more than one course - a minor course

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

2.2.3. Cumulative EFTSL since commencement (*E931*)

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

2.3. Stage

2.3.1. *Defining commencing and final year students*

A *commencing student* is defined as a student who enrolled in the course for the first time at the higher education provider¹. It does not refer to a student who is new to higher education or new to the institution. In technical terms, this can be determined by comparing E534 to the reference year or using the non-commencing flag present in various HEIMS elements (e.g. E327 \neq 0).

There is no indicator in HEIMS which can be used to identify a *final year student*. In principle, student progression can be estimated by calculating the ratio of 'EFTSL completed successfully' (E355) and 'currently in progress' (E339) to the total EFTSL for the course (E350). If the ratio is close to 1.0, it can be assumed that the student intends to finish the course in the reference year and is therefore a final year student. The practical difficulties are collating 'EFTSL completed successfully' by students whose initial enrolment may extend back ten years and estimating what they intend to do in Semester 2 or Summer Term. The task is relatively easy for full-time students in three year courses, but more difficult for part-time and external students, those who took leave of absence or those who transferred from one course to another.

Rigorous estimates of the probability of a student being in their final year are difficult due to inconsistencies in enrolment data across institutions. A more practical option for now is to define final year students as those who appear to be close to finishing their courses in the reference year. The term 'close' provides some leeway for the sampling frame and as the syntax used to derive the estimates is not complex, the code can be provided here to enable institutions to duplicate the figures.

2.3.2. *Methodology*

To validate this procedure, we expected the number of final year students enrolled to be broadly similar to the number of course completions published by the Department in the reference year. Our initial investigations suggested that a one size fits all solution does not meet this criterion satisfactorily. Two solutions were applied.

Option 1:

The ratio of 'EFTSL completed successfully' (cumulative EFTSL in E355) and 'currently in progress' (E339) to the total EFTSL for the course (E350) represents a student's progression to date through the course. In this option, a full-time student is defined as being in their final year if their cumulative EFTSL in the reference year is

¹ See the [HEIMS glossary](#) for more detail

75% of the total EFTSL for the course. A part-time student is defined as being in their final year if their estimated cumulative load is 85% of the total for the course. This option makes no allowance for the duration of the course. In general, this option over-estimates the number of final year students and would lead to over-sampling in the SES. This option seems to provide a much better solution than Option 2 for several of the 41 universities.

```
IF (E327 ≠ 1) Stage=1. *Commencing student
DO IF (E327 = 1).
  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.
```

Option 2

Option 2 is the standard solution which adjusts for attendance mode (E330) and course duration (E350) and requires a greater proportion of cumulative EFTSL for longer courses. In the syntax below, a full-time student in a three year course would need 83% of cumulative EFTSL to qualify as a final year student. A part-time student would need 92%. Students in longer or shorter courses require correspondingly lower or higher ratios. Bear in mind that the cumulative 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 solution.

```
IF (E327 ≠ 1) Stage=1. *Commencing student
DO IF (E327 = 1).
  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.
```

2.4. Exclusions

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

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

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

The variable is labelled as follows:

1. In-scope for the SES (now includes postgraduate coursework students)
2. Enrolled in a postgraduate research or non-award course
3. Offshore undergraduate or postgraduate coursework
4. Onshore undergraduate or postgraduate coursework in the middle year of a course
5. Onshore undergraduate or postgraduate coursework enrolled concurrently in first or last year of another course
6. Onshore undergraduate in strata with six or fewer students

2.4.1. Additional populations

If you have organised for additional student populations to be surveyed as part of the 2018 SES, these students will be flagged with ExtraQuota=1. ExtraQuotaDesc will contain a description of the additional population.

2.5. Sample frame

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

A stratified sampling approach with strata defined on the basis of institution and study area is used. The 45 study areas will remain as the basis for sampling and fieldwork monitoring.

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

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

2.6. Sample strata and students in combined/double degrees

The sampling strata is built on the 45 Study Areas. The strata appear in the population file as the concatenation of your institution code (E306), the course level (01/02), the Study Area code (01-45) and the Stage at which the student was enrolled (commencing and final year, expressed as first year - 01 and last year - 02). For example, the code '2236012902' refers to *Curtin University of Technology* (2236) in an *undergraduate level* (01) course enrolled in the Study Area *Business Management* (29) as *final year students* (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.

2.7. 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 A. 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 A.

3. Sample file updates

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

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

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

- If absolutely necessary, update student background information that was misreported in Submission 1 for the following data elements: E314, E315, E316, E327, E348, E358, E386 or E913. This is optional. We are prepared to accept the small number of errors associated with these fields if you do not amend the data. If you do amend these fields, please let us know of your intention to do so ASAP.
- Do not append mid-year intakes to the data file. These students will be excluded from the sample frame because they have not been enrolled at your institution for at least one semester.
- Some commencing students may have planned to withdraw from their original course in Semester 1 and transfer to another course in Semester 2. We assume that most of these students will wait until 2019 to affect the transfer leaving the Submission 1 data viable for the purposes of the survey. Accordingly, we suggest that the data not be updated for the small number of commencing students that managed to affect a mid-year transfer in their first year of study. In any event, students will confirm the course of enrolment in the survey screener.

It follows from these considerations that using Submission 1 data to construct the sample frame is less than ideal. However, the use of Submission 1 data does ensure that the survey will be conducted consistently across all institutions. It will also substantially reduce the burden on many universities constructing sample files whose composition will necessarily differ across and within institutions from one year to the next.

Please focus on updating the following:

3.1.1. *Student name and postal addresses*

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

3.1.2. *Enrolment Status*

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

0 = Enrolled

1 = Withdrew

2 = Graduated

3 = Deferred or Leave of absence

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

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

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

3.1.3. *Email addresses*

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

3.1.4. *Phone numbers*

There are three purposes for which phone numbers can be used in the 2018 SES:

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

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

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

3.1.5. Faculty / Campus

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

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

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

Field of education within study area

1 Natural & Physical Sciences

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

2 Mathematics

010100, 010101, 010103, 010199

3 Biological Sciences

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

4 Medical Sciences & Technology

019901, 019903, 019905, 019907, 019909

5 Computing & Information Systems

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

6 Engineering – Other

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

7 Engineering – Process & Resources

030300, 030301, 030303, 030305, 030307, 030399

8 Engineering - Mechanical

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

9 Engineering – Civil

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

10 Engineering - Electrical & Electronic

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

11 Engineering – Aerospace

031500, 031501, 031503, 031505, 031507, 031599

12 Architecture & Urban Environments

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

13 Building & Construction

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

14 Agriculture & Forestry

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

15 Environmental Studies

050900, 050901, 050999

16 Health Services & Support

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

Field of education within study area

17 Public Health

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

18 Medicine

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

19 Nursing

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

20 Pharmacy

060500, 060501

21 Dentistry

060700, 060701, 060703, 060705, 060799

22 Veterinary Science

061100, 061101, 061103, 061199

23 Physiotherapy

061701

24 Occupational Therapy

061703

25 Teacher Education – Other

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

26 Teacher Education - Early Childhood

070101

27 Teacher Education - Primary & Secondary

070103, 070105

28 Accounting

080100, 080101

29 Business Management

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

30 Sales & Marketing

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

31 Management & Commerce - Other

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

32 Banking & Finance

081100, 081101, 081103, 081105, 081199

33 Political Science

090100, 090101, 090103

34 Humanities inc History & Geography

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

35 Language & Literature

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

Field of education within study area

36 Social Work

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

37 Psychology

090700, 090701, 090799

38 Law

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

39 Justice Studies & Policing

091100, 091101, 091103, 091105, 091199

40 Economics

091900, 091901, 091903

41 Sport & Recreation

092100, 092101, 092103, 092199

42 Art & Design

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

43 Music & Performing Arts

100100, 100101, 100103, 100105, 100199

44 Communication, Media & Journalism

100700, 100701, 100703, 100705, 100707, 100799

45 Tourism, Hospitality & Personal Services

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

Appendix 3

SES 2018 Participating institutions

SES 2018 Participating institutions

Universities	NUHEIs
Australian Catholic University	Academy of Design Australia
Bond University	Academy of Information Technology
Central Queensland University	Acknowledge Education
Charles Darwin University	Adelaide Central School of Art
Charles Sturt University	Alphacrucis College
Curtin University	Australian Academy of Music and Performing Arts
Deakin University	Australian College of Applied Psychology
Edith Cowan University	Australian College of Nursing Ltd
Federation University Australia	Australian College of Theology
Flinders University	Australian Institute of Business
Griffith University	Australian Institute of Management Education & Training
James Cook University	Australian Institute of Music
La Trobe University	Australian Institute of Professional Counsellors
Macquarie University	Avondale College of Higher Education
Monash University	Box Hill Institute
Murdoch University	Campion College
Queensland University of Technology	Canberra Institute of Technology
RMIT University	Chisholm Institute
Southern Cross University	Christian Heritage College
Swinburne University of Technology	Collarts
The Australian National University	Eastern College Australia
The University of Adelaide	Endeavour College of Natural Health
The University of Melbourne	Excelsia College
The University of New England	Holmes Institute
The University of Newcastle	Holmesglen Institute of TAFE
The University of Notre Dame Australia	International College of Hotel Management
The University of Queensland	International College of Management, Sydney
The University of Sydney	Jazz Music Institute
The University of Western Australia	JMC Academy
Torrens University Australia	Kaplan Business School
University of Canberra	Kaplan Higher Education
University of Divinity	King's Own Institute
University of New South Wales	Macleay College
University of South Australia	Marcus Oldham College
University of Southern Queensland	Melbourne Institute of Technology
University of Tasmania	MIECAT
University of Technology Sydney	Moore Theological College
University of the Sunshine Coast	Nan Tien Institute
University of Wollongong	National Art School
Victoria University	North Metropolitan TAFE
Western Sydney University	Northern Melbourne Institute of TAFE
	Paramount College of Natural Medicine
	Perth Bible College
	Photography Studies College (Melbourne)
	Raffles College of Design and Commerce
	SAE Institute
	SP Jain School of Management

Study Group Australia Pty Ltd

Sydney College of Divinity

Tabor Adelaide

Tabor College NSW

TAFE NSW

TAFE Queensland

TAFE SA

The Australian College of Physical Education

The Australian Institute of Theological Education

The Cairnmillar Institute

The College of Law

Think: Colleges Pty Ltd

Universal Business School Sydney (UBSS)

UOW College

UTS:INSEARCH

VIT (Victorian Institute of Technology)

Wentworth Institute

Whitehouse Institute of Design; Australia

William Angliss Institute of TAFE

Appendix 4

SES 2018 Study area concordance

SES 2018 Study area concordance

Study Area 21		Study Area 45		Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information Systems	5	Computing & Information Systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering - Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering - Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

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

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

Appendix 5 Sample size formulae

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 6

SES 2018 Response rates and targets by institution

Target and actual response rate by universities

Institution	2017 required response rate (%)	2018 required response rate (%)	Difference 2017 to 2018 response rate target (percentage points)	Increased target for 2018?	Actual response rate 2018	Achieved 2018 response rate target	Actual response rate 2018 as % required response rate 2018	Percentage points difference - target vs. actual response rate 2018
Australian Catholic University	23.1	24.2	1.1	Yes	51.2	Yes	211.8	27.1
Bond University	67.8	63.6	-4.2	No	61.0	No	95.9	-2.6
Central Queensland University	35.6	36.8	1.2	Yes	52.8	Yes	143.6	16.0
Charles Darwin University	61.5	51.5	-10.0	No	51.7	Yes	100.6	0.3
Charles Sturt University	31.4	30.8	-0.5	No	50.0	Yes	162.2	19.2
Curtin University	29.9	30.6	0.7	Yes	47.5	Yes	155.2	16.9
Deakin University	30.4	29.6	-0.9	No	55.0	Yes	185.8	25.4
Edith Cowan University	38.0	38.1	0.1	Yes	54.7	Yes	143.7	16.6
Federation University Australia	50.8	47.2	-3.5	No	54.7	Yes	115.8	7.5
Flinders University	41.8	41.2	-0.6	No	50.2	Yes	121.7	8.9
Griffith University	28.6	29.3	0.7	Yes	44.8	Yes	152.9	15.5
James Cook University	47.6	48.3	0.7	Yes	49.6	Yes	102.6	1.2
La Trobe University	34.4	32.4	-2.0	No	51.8	Yes	159.6	19.3
Macquarie University	25.5	25.6	0.0	Yes	52.7	Yes	206.0	27.1
Monash University	25.1	22.2	-2.9	No	53.6	Yes	241.6	31.4
Murdoch University	39.4	36.3	-3.1	No	47.2	Yes	130.0	10.9
Queensland University of Technology	24.9	25.0	0.1	Yes	41.3	Yes	165.3	16.3
RMIT University	28.6	30.0	1.4	Yes	48.1	Yes	160.4	18.1
Southern Cross University	49.4	48.0	-1.4	No	33.7	No	70.3	-14.3
Swinburne University of Technology	31.7	29.5	-2.2	No	53.7	Yes	181.9	24.2
The Australian National University	39.3	39.7	0.3	Yes	41.7	Yes	105.0	2.0
The University of Adelaide	47.0	47.8	0.7	Yes	59.8	Yes	125.1	12.0
The University of Melbourne	19.5	19.0	-0.5	No	57.5	Yes	303.2	38.6
The University of Notre Dame Australia	43.6	48.2	4.6	Yes	44.9	No	93.2	-3.3
The University of Queensland	34.1	34.0	-0.1	No	50.2	Yes	147.8	16.2
The University of Sydney	26.8	25.6	-1.1	No	38.9	Yes	151.9	13.3
The University of Western Australia	24.9	24.0	-0.9	No	37.3	Yes	155.2	13.3
Torrens University Australia	32.9	30.9	-2.1	No	50.2	Yes	162.5	19.3
University of Canberra	49.6	51.0	1.4	Yes	50.9	No	99.8	-0.1
University of Divinity	44.2	41.1	-3.0	No	65.4	Yes	158.9	24.3
University of New England	50.5	53.3	2.8	Yes	54.8	Yes	102.8	1.5

University of New South Wales	27.2	25.9	-1.4	No	47.7	Yes	184.6	21.9
University of Newcastle	37.6	37.3	-0.2	No	45.8	Yes	122.9	8.5
University of South Australia	38.0	39.3	1.3	Yes	45.9	Yes	116.9	6.6
University of Southern Queensland	32.1	34.3	2.2	Yes	49.6	Yes	144.6	15.3
University of Tasmania	35.0	34.5	-0.6	No	57.6	Yes	167.0	23.1
University of Technology Sydney	29.8	27.0	-2.8	No	42.9	Yes	158.9	15.9
University of the Sunshine Coast	51.3	46.5	-4.7	No	56.6	Yes	121.7	10.1
University of Wollongong	43.3	43.6	0.3	Yes	47.4	Yes	108.7	3.8
Victoria University	35.1	39.6	4.5	Yes	45.9	Yes	116.0	6.3
Western Sydney University	26.5	25.0	-1.4	No	39.4	Yes	157.1	14.3

Target and actual response rate by NUHEIs

Institution	2017 required response rate (%)	2018 required response rate (%)	Difference 2017 to 2018 response rate target (percentage points)	Increased target for 2018?	Actual response rate 2018	Achieved 2018 response rate target	Actual response rate 2018 as % required response rate 2018	Percentage points difference - target vs actual response rate 2018
Academy of Design Australia	63.1	68.2	5.1	Yes	65.3	No	95.7	-2.9
Academy of Information Technology	83.6	62.8	-20.8	No	28.6	No	45.5	-34.3
Adelaide Central School of Art	56.0	53.9	-2.0	No	74.5	Yes	138.2	20.6
Alphacrucis College	41.2	34.6	-6.6	No	49.8	Yes	143.9	15.2
Australian Academy of Music and Performing Arts	88.1	87.9	-0.2	No	59.0	No	67.2	-28.9
Australian College of Applied Psychology (Navitas Institute)	34.3	34.9	0.6	Yes	65.3	Yes	187.2	30.4
Australian College of Christian Studies	94.0	89.7	-4.3	No	53.8	No	60.1	-35.8
Australian College of Nursing		32.1	32.1	Yes	47.6	Yes	148.1	15.5
Australian College of Physical Education	71.6	74.8	3.1	Yes	48.4	No	64.7	-26.4
Australian College of Theology	20.7	21.1	0.4	Yes	65.8	Yes	311.3	44.7
Australian Institute of Business	18.2	19.1	0.9	Yes	54.8	Yes	286.4	35.7
Australian Institute of Management Education and Training	53.2	39.2	-14.0	No	54.8	Yes	139.8	15.6
Australian Institute of Music	34.9	32.2	-2.7	No	50.4	Yes	156.5	18.2
Australian Institute of Professional Counsellors	85.3	76.1	-9.2	No	49.2	No	64.6	-26.9
Avondale College of Higher Education	71.2	69.9	-1.3	No	59.8	No	85.6	-10.1
BBI - The Australian Institute of Theological Education	51.8	54.9	3.1	Yes	56.1	Yes	102.3	1.2
Box Hill Institute	77.8	77.7	-0.1	No	43.7	No	56.3	-34.0
Campion College Australia	84.6	85.1	0.5	Yes	78.1	No	91.7	-7.1
Canberra Institute of Technology	79.7	83.7	4.0	Yes	48.6	No	58.0	-35.1
Chisholm Institute of TAFE	96.3	58.7	-37.6	No	55.3	No	94.2	-3.4
Christian Heritage College	78.1	77.1	-0.9	No	56.0	No	72.7	-21.1
College of the Arts	62.8	58.7	-4.1	No	47.6	No	81.1	-11.1
Eastern College Australia	90.0	91.0	1.0	Yes	63.5	No	69.8	-27.5
Endeavour College	7.9	8.2	0.3	Yes	51.0	Yes	619.8	42.8
Excelsia College	89.0	89.3	0.3	Yes	67.3	No	75.3	-22.1
Holmes Institute	9.3	17.3	8.0	Yes	34.3	Yes	198.3	17.0
Holmesglen Institute	63.7	63.7	0.0	No	44.8	No	70.3	-18.9
Insearch		42.2	42.2	Yes	50.4	Yes	119.5	8.2
International College of Hotel Management		73.0	73.0	Yes	65.0	No	89.1	-8.0
International College of Management, Sydney	39.2	38.7	-0.5	No	46.6	Yes	120.3	7.9
Jazz Music Institute	86.8	90.0	3.2	Yes	28.8	No	32.0	-61.2

Kaplan Business School	43.7	42.3	-1.4	No	53.2	Yes	126.0	11.0
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Technology	43.6	31.3	-12.3	No	46.3	Yes	147.9	15.0
King's Own Institute		30.2	30.2	Yes	71.4	Yes	236.1	41.1
Macleay College	70.1	79.5	9.4	Yes	53.6	No	67.5	-25.9
Marcus Oldham College	60.4	57.3	-3.0	No	88.8	Yes	154.8	31.4
Melbourne Institute of Technology	39.1	40.2	1.1	Yes	43.8	Yes	108.8	3.6
Melbourne Polytechnic	80.2	73.7	-6.5	No	44.9	No	60.9	-28.8
MIECAT	62.9	69.9	6.9	Yes	75.4	Yes	107.9	5.5
Moore Theological College	52.3	61.8	9.5	Yes	66.8	Yes	108.1	5.0
Nan Tien Institute		94.4	94.4	Yes	72.0	No	76.2	-22.4
National Art School	36.7	43.2	6.5	Yes	59.7	Yes	138.3	16.5
North Metropolitan TAFE		79.2	79.2	Yes	46.1	No	58.1	-33.2
Paramount College of Natural Medicine	66.0	73.0	7.1	Yes	59.5	No	81.5	-13.5
Perth Bible College	94.0	90.2	-3.8	No	78.9	No	87.6	-11.2
Photography Studies College (Melbourne)	76.3	75.0	-1.3	No	72.2	No	96.3	-2.8
Raffles College of Design and Commerce	89.2	90.6	1.4	Yes	65.2	No	72.0	-25.3
SAE Institute and Qantm College	36.2	38.2	1.9	Yes	52.6	Yes	137.7	14.4
SP Jain School of Management		46.8	46.8	Yes	49.3	Yes	105.3	2.5
Stott's Colleges		54.8	54.8	Yes	36.1	No	66.0	-18.6
Study Group Australia	80.8	73.1	-7.7	No	36.6	No	50.1	-36.4
Sydney College of Divinity	41.0	41.6	0.7	Yes	40.9	No	98.3	-0.7
Tabor College of Higher Education	71.7	75.4	3.7	Yes	54.7	No	72.6	-20.7
TAFE NSW	61.7	57.9	-3.8	No	45.2	No	78.0	-12.7
TAFE Queensland	68.8	81.8	13.1	Yes	52.2	No	63.8	-29.6
TAFE SA	95.7	93.3	-2.4	No	64.2	No	68.8	-29.1
The Cairnmillar Institute School		68.5	68.5	Yes	57.2	No	83.5	-11.3
The College of Law	13.7	17.2	3.5	Yes	37.1	Yes	215.5	19.9
The JMC Academy	47.4	49.2	1.8	Yes	52.2	Yes	106.1	3.0
Think Education Group	33.6	25.8	-7.8	No	54.6	Yes	211.4	28.8
Universal Business School Sydney	44.0	40.0	-4.1	No	28.1	No	70.4	-11.8
UOW College	78.4	77.3	-1.1	No	39.5	No	51.1	-37.8
VIT (Victorian Institute of Technology)		33.0	33.0	Yes	67.4	Yes	204.1	34.4
Wentworth Institute of Higher Education		73.9	73.9	Yes	50.2	No	67.9	-23.7
Whitehouse Institute	56.5	51.7	-4.9	No	67.8	Yes	131.2	16.1
William Angliss Institute	44.6	43.0	-1.6	No	47.1	Yes	109.5	4.1

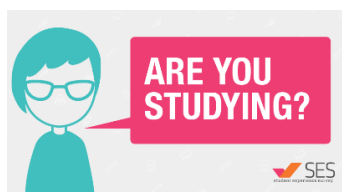
Appendix 7

SES 2018 Survey invitations and reminders

Invitation

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey – Your experiences matter



Dear <Student name>,

I would like to invite you to the 2018 Student Experience Survey (SES), where you can let future students across Australia know about your experiences of the <Course name> at <Institution name>. Because of student participation in the SES in the past, institutions have responded to feedback for a more vibrant campus life and range of events to improve courses, student life, and enhance teaching and learning.

The SES is the largest Australian study of education and part of the [Quality Indicators for Learning and Teaching](#) (QILT) – the only source of national data on student experiences with higher education.

Complete this confidential 10 minute survey early to have more chances to win! If you submit your survey before 11:59pm AEST on Monday 6 August I will enter you into ALL four weekly prize draws, and you could win a weekly prize of \$1,000. There is a total prize pool of \$32,000! The earlier you submit your survey the more chances you have of winning the weekly prize!

To start the survey, please click on the link below:
<Student link>

By sharing your thoughts and experiences you can help improve the quality of campus life and courses for students in the future. Feedback on student experiences and course satisfaction is available on the QILT website and as a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings.

The SES is being undertaken on behalf of the Australian Government Department of Education and Training by [the Social Research Centre](#) – an independent social research company.

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

Username: <Username>

Password: <Password>

More information about the research is provided at www.ses.edu.au including contact information if you have any queries or technical issues with the survey.

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

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](#) for prize draw terms and conditions.

This email was sent by The Social Research Centre, Level 9, 277 William Street, Melbourne, Victoria 3000, Australia to florence.leguyader@srcentre.com.au

[Unsubscribe](#)



Social
Research
Centre

Reminder 1

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey – Prize draw tonight so complete now for more chances to win!



Dear <Student name>,

You are from a unique group of students who are studying the <Course name> at <Institution name> and it is really important that you complete the SES. Please give us a hand – some of your classmates have already helped us out but we still need a few more responses from students like you to be able to publish your area of study on the [QILT website](#) for the SES (www.ses.edu.au).

Remember, complete the survey before 11:59pm AEST tonight, Monday 6 August, and I'll enter you into ALL four remaining prize draws!

To start the survey, please click on the link below:
<Student link>

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

Username: <Username>

Password: <Password>

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

More information about the research is provided at www.ses.edu.au including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](#) for prize draw terms and conditions.

This email was sent by The Social Research Centre, Level 9, 277 William Street, Melbourne, Victoria 3000, Australia to florence.leguyader@srcentre.com.au

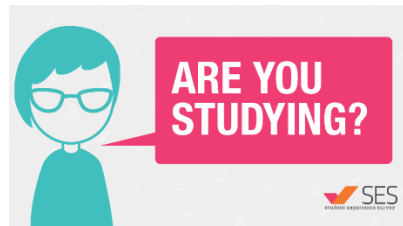
[Unsubscribe](#)



Reminder 2

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey – Let future students know



Dear <Student name>,

I recently invited you to provide feedback about your experiences of your qualification at your institution through the Student Experience Survey (SES). Don't forget to let me know what you have to say about your course.

Participate in the study early to have more chances to win! If you submit your survey before 11:59pm AEST on Monday 6 August I will enter you into all four weekly prize draws, and you could win a weekly prize of \$1,000.

To start the survey, please click on the link below:
<Student link>

As a thank you for participating in the survey you also have a chance to elect to receive a summary of the research findings once the study is complete. The SES is the only source of national data on student experience and satisfaction with their course. By contributing your views and experiences, you can help the Australian Government improve higher education and benefit other students in the future.

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

Username: <Username>

Password: <Password>

The Australian Government Department of Education and Training has commissioned the Social Research Centre {HYPERLINK: <http://www.srcentre.com.au>} to undertake the SES. It should take approximately 10 minutes to complete and your responses will be kept confidential.

More information about the research is provided at www.ses.edu.au including contact information if you have any queries or technical issues with the survey.

Thank you in advance for being part of the SES.

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](https://www.srcentre.com.au/sestcs) < <https://www.srcentre.com.au/sestcs>> for prize draw terms and conditions.

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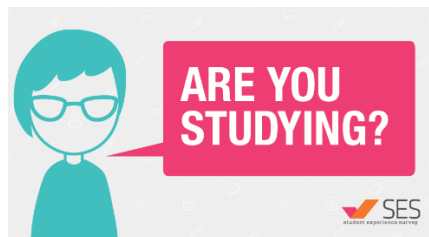
[Unsubscribe](#)



Reminder 3

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey - Complete now for your chance to win!



Dear <Student name>,

I understand that you are busy but I really want to ensure we speak to a good cross-section of students about their experiences at the. Getting your views is important to the overall success of the SES.

Complete the SES to contribute to improvements in the <Course name> at <Institution name>. Because of student participation in the SES, institutions have improved student life and teaching. If we don't receive enough responses from students like you, we won't be able to publish your area of study on the QILT website and future students won't know what it's like to study at the Social Research Centre.

Complete the survey early to have more chances to win! If you submit your survey before 11:59pm AEST Monday 13 August I will enter you into three weekly prize draws, and you could win a weekly prize of \$1,000! Plus, when you complete the survey I'll stop sending you emails - double bonus!

To start the survey, please click on the link below:
<Student link>

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

Username: <Username>
Password: <Password>

The Australian Government Department of Education and Training has commissioned [the Social Research Centre](#) to undertake the SES. It should take approximately 10 minutes to complete and your responses will be kept confidential.

More information about the research is provided at www.ses.edu.au including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](#) for prize draw terms and conditions.

This email was sent by The Social Research Centre, Level 9, 277 William Street, Melbourne, Victoria 3000, Australia to florence.leguyader@srcentre.com.au
[Unsubscribe](#)



Reminder 4

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey - <institution name> needs your help!



Dear <Student name>,

I would like to give you another chance to complete the 2018 Student Experience Survey (SES). Join other students who have already had their say. Without your important feedback, other students won't know what it's like to study at. I would be very grateful if you could take the time today to fill in the survey. I will then enter you into the remaining prize draws (and I'll stop sending reminder emails!)

Prize draw tonight – complete the survey early to have more chances to win! If you submit your survey before 11:59pm AEST Monday 13 August (that's tonight) I will enter you into three weekly prize draws, and could win a weekly prize of \$1,000!

To start the survey, please click on the link below:
<Student link>

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

Username: <Username>

Password: <Password>

[The Social Research Centre](http://www.ses.edu.au) is undertaking the SES on behalf of the Australian Government Department of Education and Training. It should take approximately 10 minutes to complete and your responses will be kept confidential.

More information about the research is provided at www.ses.edu.au including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](#) for prize draw terms and conditions.

This email was sent by The Social Research Centre, Level 9, 277 William Street, Melbourne, Victoria 3000, Australia to florence.leguyader@srcentre.com.au
[Unsubscribe](#)



Reminder 5

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey - <institution name> needs your help!



%%PartialFlag:EXACTLY:1:AND:SmallScreenFlag:NOTEXACTLY:1%%

Dear %%E403**student%%,

I understand that you are busy but I really want to ensure we speak to a good cross-section of students. Getting your views are important to the overall success of the SES...and then I can stop sending you emails!

Participate in the study early to have more chances to win! If you submit your survey before 11:59pm AEST on Monday 20 August I will enter you into the last two weekly prize draws, and you could win a weekly prize of \$1,000.

If you have started already, please click the link below to continue the survey from where you left off:

<%%srylink%%>

You can also elect to receive a summary of the research findings once the study is complete. The SES is the only source of national data on student experience and satisfaction with their course. By contributing your views and experiences, you can help the Australian Government improve higher education and benefit other students in the future.

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

Username: %%Username%%

Password: %%Password%%

The Australian Government Department of Education and Training has commissioned [the Social Research Centre](#) to undertake the SES. It should take approximately 10 minutes to complete and your responses will be kept confidential.

More information about the research is provided at www.ses.edu.au including contact information if you have any queries or technical issues with the survey.

Thank you in advance for your time and feedback.

Graham Challice

Executive Director, Major Projects

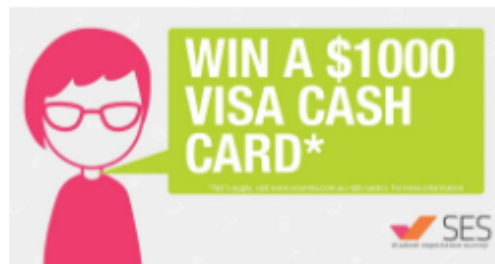
The Social Research Centre

See [here](#) for prize draw terms and conditions.

Reminder 6

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey – Complete now to have your say and for more chances to win!



%%PartialFlag:EXACTLY:1:AND:SmallScreenFlag:NOTEXACTLY:1%%

Dear %%E403**student%%,

I know I've sent you several emails about the SES. The reason for the emails is that it's important for the Australian Government to seek the views of as many people as possible so education policy and institutional offerings reflect student needs. Completing the SES is the best way to ensure your unique experiences count.

If you have started already, please click the link below to continue the survey from where you left off:

<%%srvylink%%>

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email. If you submit your survey before 11:59pm AEST today I will enter you into the last two weekly prize draws, and you could win a weekly prize of \$1,000!

The SES is the largest study of education in Australia and the only source of national data on student experiences with higher education. As a thank you for participating in the survey, you also have a chance to elect to receive a summary of the research findings once the study is complete.

More information about the research is provided at www.ses.edu.au.

Thank you in advance for being part of the SES.

Graham Challice

Executive Director, Major Projects

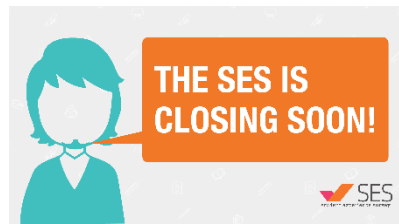
The Social Research Centre

See [here](#) for prize draw terms and conditions.

Reminder 7

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey – final prize draw tonight!



Dear <Student name>,

I know I've sent you several emails about the SES. This is now the last week for the survey. I understand you are busy but **without your help, the results of the survey will be less accurate** and future students won't know what it's like to study at.

If you submit your survey before 11:59pm AEST today I will enter you into the last weekly prize draw, and you could win a weekly prize of \$250!

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

<Student link>

As I mentioned last week, we send these emails because it's important for the Australian Government to hear from as many people as possible so that education policy and institutional offerings reflect student needs. Completing the SES is the best way to ensure your experiences count.

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

More information about the research is provided at www.ses.edu.au and www.gilt.edu.au.

Thank you in advance for being part of the SES.

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](#) for prize draw terms and conditions.

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[Opt out](#)

Reminder 8

From: The SES Team <ses@srcentre.com.au>

Subject: Student Experience Survey – Absolute final chance to complete!



Dear <Student name>,

This is the very last email I will send you about the SES, as it closes on Sunday. I've talked a bit recently about the government needing to hear from as many students like you as possible. **Without your help, we will not be able to publish your area of study** on the QILT website.

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

<Student link>

More information about the research is provided at www.ses.edu.au and www.qilt.edu.au.

Thank you in advance for being part of the SES. I wish you all the best in your course and studies.

Graham Challice
Executive Director, Major Projects
The Social Research Centre

See [here](#) for prize draw terms and conditions.

This email was sent by The Social Research Centre, Level 9, 277 William Street, Melbourne, Victoria 3000, Australia to florence.leguyader@srcentre.com.au

[Opt out](#)

Appendix 8

SES 2018 Interviewer briefing notes

SES18 August collection Briefing slides



Quality Indicators for Learning and Teaching (QILT)

Briefing overview

- **SES**

- Project background
- Privacy and confidentiality
- Housekeeping
- Introductions

- **Reminder Calls**

- Project overview
- Ops performance
- Survey procedures
- Engagement techniques

- **Full CATI**

- Project overview
- Ops performance
- Liaison techniques
- Questionnaire
- Data quality issues

Project background

- The Student Experience Survey (SES) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education and Training
- The SES falls within the Quality Indicators for Learning and Teaching (QILT) survey suite and is a theoretical replacement for the University Experience Survey (UES)
 - This is the 7th year administering the SES!
- The SES is the only comprehensive survey of current higher education students in Australia
- Around 148,000 undergraduate students and 58,000 postgraduate coursework students from Australian universities and non-university higher education institutions (NUHEIs) participated in the 2017 SES

Project background cont.

- The focus of the (SES) is on understanding the student experience through measuring levels of engagement and satisfaction amongst current higher education students in Australia. The survey captures:
 - Skill development
 - Learner engagement
 - Quality teaching
 - Student support
 - Learner resources
- 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 and Training uses the results to make key decisions about the future of institutions and to monitor course quality
- This data is also available to students on the QILT website (qilt.edu.au) when they are making decisions about applying for undergraduate or postgraduate courses

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
- If asked, student's teachers and lecturers will not be provided with their identified survey data
- Please contact the Project Coordinator (Josh) if there are any queries or concerns
- General information about the Student Experience Survey can be found here: www.ses.edu.au

Housekeeping

- As there are the a number of SES projects in field at once, please keep track of which one you are rostered to work on each shift
 - SES infield reminder calls (these will not overlap with the other projects)
 - SES post-field reminders
 - SES post-field full CATI
- Different project numbers are used for various iterations of SES
 - Make sure you're working on the project you have been assigned to
 - Make sure your timesheet is correctly entered

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 or queried
- 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 and Training. 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 Experiences Survey’

Reminder calls



Project overview

- Reminder calls are conducted at two time points for the SES
 1. **In-field** (open to all Institutions who provide phone numbers in their sample)
 2. **Post-field** (an additional fee-for-service on an opt-in basis)
- Reminder calls are different to other jobs 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

Project overview

- Fieldwork dates
 - **In-field:** 6th August – 29th August (Starts about 1 week into online fieldwork and finishes just before close of online)
 - **Post-field:** 3rd September – 16th September (Starts after online fieldwork closes, runs for about 2 weeks)
 - Sample selections
 - **In-field:** Under performing institutions and study areas – analysis done in-house to determine where efforts are best directed
 - **Post-field:** Institution opt-in. All non-completers with valid telephone contact information
-
- **Online fieldwork for SES runs 1st August – 31st August**
 - **Online survey remains open after 31st August for institutions who have opted in to post-field reminder calls or Full CATI**

Ops performance – In-field reminders

- Overall response rate for SES August in 2017 was 34.1%
 - This would not be achievable without in-field reminder calls
- Of the 214,148 sample records initiated for in-field reminder calls in August 2017:
 - 30.0% resulted in a contact
 - 26.7% resulted in collection of a student's email
 - Of those cases where an email was collected, 41.5% went on to complete the survey
- CATI Performance:
 - Total Contacts – 61,010
 - CATI Rate – 15.1
 - Interview length – 1.98 minutes
 - Response Rate – 92.3%

Ops performance – Post-field reminders

- Of the overall 97,239 sample records for SES August 2017; 74,701 were initiated.
- Of the initiated records:
 - 29.1% resulted in a contact
 - 26.6% resulted in collection of a student's email
 - Of those cases where an email was collected, 17.6% went on to complete the survey
- CATI Performance:
 - Total Contacts – 21,389
 - CATI Rate – 14.0
 - Interview length – 1.78 minutes
 - Response Rate – 95.7%

Survey procedures

- We will be leaving a short pre-recorded answering machine message
- No LOTEs
- Multinum will be on – need to dial ALL numbers starting with mobiles
- 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
 - Making appointments can lead to a record remaining in the system for longer than necessary, it's an extremely short call and should be sold as such

Survey procedures

- Vital we are collecting 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
- Really important we provide enough support and information to students to leave them positively predisposed to completing the online survey
 - Will provide a copy of the questionnaire and email communications (i.e. invitation and reminder emails) on the Hub for context
- We would prefer you to spend a minute or two longer on the phone to reassure students if they have concerns or to gain support through aversion techniques than rush the call
- True measure of success is how many reminder calls translate into completes

Survey procedures

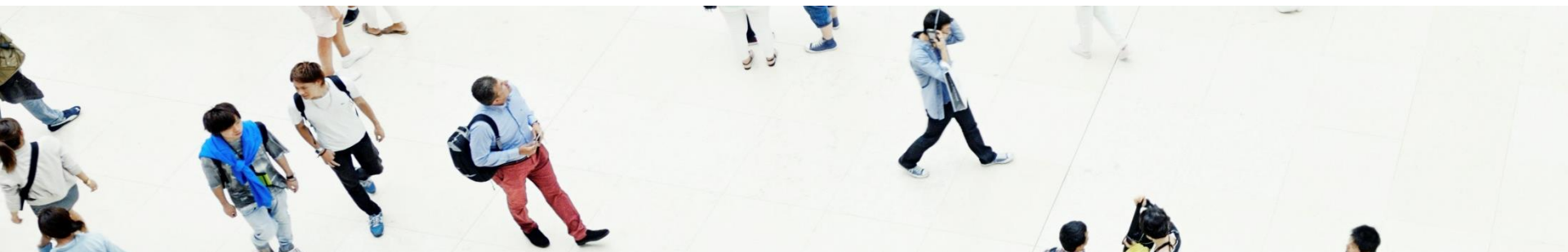
- Roughly 5% of sample records have international numbers. Be mindful of time zones when calling
 - All records will have a country in participant info that corresponds to the supplied telephone number(s)
 - Records will automatically be set to the correct time zone
 - When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified

Engagement techniques

- **In-field**
 - Emphasis on the prize draw to entice students to go online and complete ASAP
 - Importance of providing feedback to help contribute to a better understanding of the Australian higher education system
- **Post-field**
 - Emphasis on fact that survey is closing soon
 - This is the last chance for students to have their say
 - No prize draw

More detailed engagement techniques and aversion techniques are provided in your interviewer handout

Full CATI



Project overview

- Expected interview length: 16 minutes
- Main fieldwork dates: 3rd September – 16th September
- Reminder activity to date: Invitation email, 8 reminder emails and at least one SMS (if valid mobile number)
- Sample has been provided by Institutions
- 1 institution has elected for CATI full interviews
- Online data collection for the SES is still open for institutions doing full CATI interviews
 - QR's have the option of getting an email sent again but this is to be avoided – we want to try and complete the survey while we have them on the phone
 - Partial surveys are targeted first through Dimensions

Operational performance

SES August 2017

- CATI Completes - 168
- CATI Rate – 2.52
- Interview Length – 16.7 minutes
- Response Rate – 89.4%

Survey procedures

- No LOTEs
- No answering machine messages
- Multinum will be on – need to dial ALL numbers starting with mobiles
- Some of the sample records have international numbers. Be mindful of time zones when calling
 - All records will have a country in participant info that corresponds to the supplied telephone number(s)
 - Records will automatically be set to the correct time zone if they only have an international number so there shouldn't be any issues about calling at an appropriate time
 - When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified

Liaison techniques

- We have already made several attempts to invite and remind the student's to self-complete online
- This is **not a reminder call!**
- We need your best efforts to get the student into the survey on the first call
- Survey links can be sent via email – but this should be used as a last ditch effort to avert a refusal – they have had ample opportunity to complete

Questionnaire

Module A: Introduction and screening

Module B: Inclusion and learner engagement

Module C: Teaching and education development

Module D: Support

Module E: Demographics

Module F: Institution specific questions

Module G: Course experience

- The whole questionnaire is non-mandatory except for the first few questions confirming institution and course

Screening and confirmation

- For students to be considered in-scope they just need to be currently enrolled in the institution we have them associated with
 - Be careful a student's does not get confused between not being enrolled in the prompted course and not being enrolled at the institution
- When editing qualifications and course names use your common sense
 - If you feel you have a pretty good idea of what the respondent's qualification is, then this will most likely be enough information for the coders too

Data quality issues

Things to be mindful of in the questionnaire:

- No refused/don't know options for most questions. 'Item skipped' is there if need be for either option
- For questions where there is a refused or NA option, there is no 'Item skipped'
- For students doing a double qualification a number of questions will be asked twice, once for each course. Please do not skip through these! Trust that the survey is programmed correctly

Thinking about your **Bachelor of Journalism** course, in 2017, how frequently have you...

(READ OUT)

	Never	Sometimes	Often	Very often	(Item skipped)
Interacted with students who are very different from you?	(01)	(02)	(03)	(04)	(99)
Participated in discussions online or face-to-face?	(01)	(02)	(03)	(04)	(99)
Worked with other students as part of your study?	(01)	(02)	(03)	(04)	(99)
Interacted with students outside study requirements?	(01)	(02)	(03)	(04)	(99)

And thinking about your **Bachelor of Laws** course, in 2017, how frequently have you...

(READ OUT)

	Never	Sometimes	Often	Very often	(Item skipped)
Interacted with students who are very different from you?	(01)	(02)	(03)	(04)	(99)
Participated in discussions online or face-to-face?	(01)	(02)	(03)	(04)	(99)
Worked with other students as part of your study?	(01)	(02)	(03)	(04)	(99)
Interacted with students outside study requirements?	(01)	(02)	(03)	(04)	(99)

Data quality issues

- Avoid item level refusals
- It is important that there is a consistent “story” in the respondents’ answers. If anything seems odd or conflicts with a previous response, please make sure you probe this and correct any data entry mistakes, if necessary
- Contact information (i.e. name, address, emails, phone number) may also be collected at different points throughout the survey, validation checks have been done in the back-end but it’s still important to reconfirm with the respondent and double check the entry you make

Open ended questions

- For open ended responses please collect as much detail as possible as these responses have to be coded to a very detailed code frame
- All verbatims should be recorded in the first person and in the respondent's own words
- The coding team will be removing any names or other personal identifiers from verbatim responses. If possible, interviewers shouldn't record names and instead record the person's relationship to the respondent (i.e. tutor, lecturer, etc.)
- Questions are coded separately so absolutely no references to any other open ended responses or questions, e.g. as above.



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Thank you

Any questions?



PO Box 13328
Law Courts Victoria 8010



03 9236 8500



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www.srcentre.com.au

Appendix 9

SES 2018 Social media ad creatives

Facebook

QILT
Sponsored · 🌐

Don't miss your opportunity - the Student Experience Survey closes August 31

qilt.edu.au
Your chance to have a say ends soon!

LEARN MORE

QILT
Sponsored · 🌐

Go into the draw to win a share of \$32,000 by completing the Student Experience Survey

qilt.edu.au
You could win

LEARN MORE

QILT
Sponsored · 🌐

Stuck waiting between lectures? Share your thoughts on your uni experience!

qilt.edu.au
Complete the SES now

LEARN MORE

QILT
Sponsored · 🌐

Let future commerce students know what you thought of your course with the national Student Experience Survey

qilt.edu.au
Your voice matters

LEARN MORE

QILT
10 August · 🌐

The secret is out: week one winners for the 2018 Student Experience Survey are in!

Congratulations to:
Zulqarnain (RMIT University)
M. Alonaze (RMIT University)... See more

QILT
20 August · 🌐

The winners of the 2nd SES prize draw are in! Congratulations to all who won! There are still two prize draws left, complete your survey today for your chance to win a \$1,000 Visa gift card!

\$1,000:
N. Galley (University of NSW),
G. Bolel (University of NSW),
S. Chong (University of New England) ... See more

SES
student experience survey

QILT
24 August · 🌐

Complete your SES to help improve Higher Education across Australia and to go into the running to win a \$1,000 Visa gift card! Congratulations to the lucky winners of the 3rd SES prize draw:

\$1,000
S. Comito (Curtin University)
J. Lin (University of New South Wales)... See more

the student receives a survey to pass on his or her insights to the next in their species

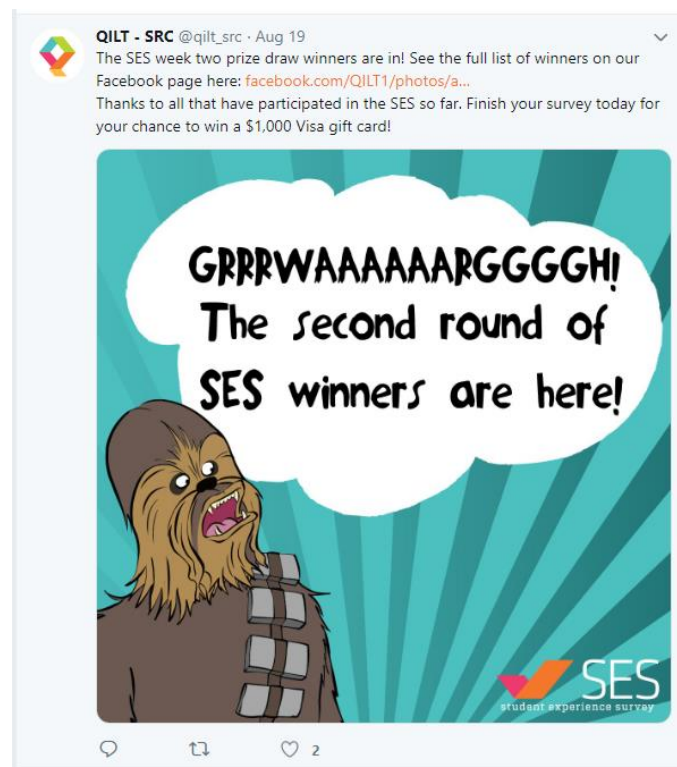
QILT
31 August · 🌐

Take a look at this! The list of winners from this week's SES Prize Draw are here:

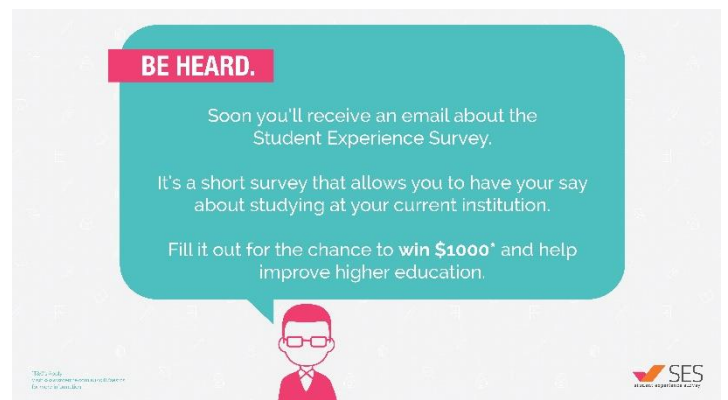
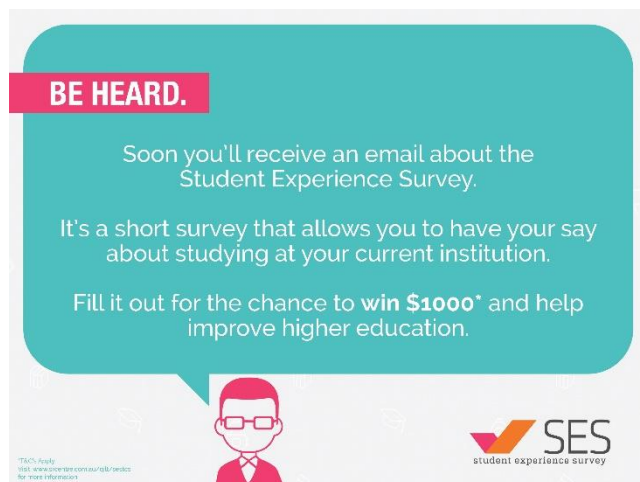
L. Botha (Australian Catholic University)
T. Burnett-Smith (The University of Queensland)
C. Ninyette (University of the Sunshine Coast)... See more

QILT
quality indicators for learning and teaching

Twitter



Marketing pack



*T&C'S APPLY VISIT:
www.srcentre.com.au/qit/sescs

START SURVEY



*T&C'S APPLY VISIT:
www.srcentre.com.au/qilt/ses/cs

**START
SURVEY**



**START
SURVEY
NOW**

***T&C'S APPLY VISIT:**
www.srcentre.com.au/qilt/ses/cs



**YOU'VE GOT
MAIL!**



**COMPLETE
THE SES NOW**



**WIN A \$1000
VISA CASH
CARD***

*T&C's Apply, visit www.srcentre.com.au/qilt/ses/cs for more information



BE HEARD.

The SES may be waiting in your inbox.
The survey is open from 1 to 31 August.
Fill it out for a chance at **winning \$1000*** and help
us improve higher education.
The sooner you complete it, the more chances
you have to win!

*T&C's apply.
Visit www.srcentre.com.au/qilt/sestcs
for more information.



BE HEARD.

The SES may be waiting in your inbox.
The survey is open from August 1st to 31st.
Fill it out for a chance at winning **\$1000*** and help us
improve higher education.
The sooner you complete it, the more chances you
have to win!

*T&C's apply.
Visit www.srcentre.com.au/qilt/sestcs
for more information.



COMPLETE THE



FOR A CHANCE



TO WIN \$1,000*



*T&C'S APPLY VISIT:
www.srcentre.com.au/qilt/sestcs

START SURVEY



Appendix 10a SES 2018 Questionnaire

2081 SES August 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	
Partial	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	Introduction and screening/ Module 6
QUALNUM_S	Number of Qualifications	QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)	Introduction and screening/ Module 2 / Module 6
AREA1	Study Area of first course		
AREA2	Study area of course 2		
E306	Institution code	HEIMS institution code	Module 5 filter
E306C	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	
Extraquota	Extra populations		
Monashexpop	Onshore or offshore for Monash postgraduate coursework students	Onshore postgraduate course work =1 Offshore postgraduate course work=2	
Offshoreinter	Off shore or onshore	Offshore=1 Onshore=2	
CEQ1	CEQ statements flag	CEQ1 = 1, student will be administered the CEQ rotation of statements CEQ1= 2, student will not receive the CEQ rotation of statements	Module 6
E358	Citizenship status		
WRS1	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
EntryMode	Method of accessing survey	1. Link 2. Type-in 3. CATI 5. Authentication 6. LMS 7. In-field CATI reminders 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field CATI reminders	Not used within survey routing
FinishMode	Mode of survey exit	1. Link 2. Type-in 3. CATI 5. Authentication 6. LMS 7. In-field CATI reminders 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field CATI reminders	Not used within survey routing
Time zone	Time zone of student	Base on state in sample	For CATI
SampleType		Landline/Mobile	For CATI
PhoneType		Domestic/international	
PhoneNumber	Primary phone number		
Altnum1	Alternative phone number		
Altnum2	Second alternative phone number		
PhoneCountry1	Country of PhoneNumber		
PhoneCountry2	Country of Altnum1		
PhoneCountry3	Country of Altnum2		
TransferDate	Date of transfer to web	Only for CATI	
StudFullName	Full name	E403 + E402	For CATI
CATIType	CATI Type	Reminder/Full/None	For CATI
NoCall	Refusal flag	0=OK to be called 1=Not to be called	For CATI
RefCon	CATI refusal flag	0=OK to be called 1=Not to be called	For CATI
Sex	Gender		
Faculty	Faculty from sample		
Campus	Campus from sample		
DVQUALNUM	Dummy qualnum variable for survey	1= 1 qual 2= 2 quals	Use this throughout survey for qualnum
COURSENUM	Calculation of added courses	1 = one course 2 = two courses	Introduction and screening
FinalCourseA/B	Final Course names to be used throughout questionnaire		

ADDITIONAL ITEMS

E306	E306C	Additional items - Type of question
1058	University of Wollongong	Specific item - new 2018
2177	Swinburne University of Technology	WRS and Specific item - same as 2017
2235	Edith Cowan University	Specific item - same as 2017
2236	Curtin University	Specific item - same as 2017
2241	University of Canberra	Specific item - same as 2017
3003	Bond University	Specific CEQ and Specific item - same as 2017
3005	Charles Sturt University	At risk
3006	Australian Catholic University	WRS
3010	The University of Adelaide	WRS and At risk
3013	University of New South Wales	Specific item - same as 2017
3014	The University of Newcastle	Specific CEQ and Specific item - same as 2017
3016	University of Technology Sydney	Specific item - same as 2017
3019	The University of Queensland	Specific item - same as 2017
3020	La Trobe University	Specific CEQ
3025	Macquarie University	WRS and Specific CEQ
3029	Flinders University	WRS
3034	RMIT University	Specific item - same as 2017
3035	Monash University	Specific item - same as 2017 and new 2018
3038	Southern Cross University	Specific item - same as 2017
3040	The University of Sydney	Specific item - same as 2017 and new 2018
3042	Queensland University of Technology	WRS
3043	University of the Sunshine Coast	Specific CEQ, At risk and Specific item - new 2018
3044	The University of Notre Dame Australia	WRS and Specific item - same as 2017
3045	University of Tasmania	WRS
4335	Australian College of Theology	Specific item - same as 2017
4352	The Australian College of Physical Education	WRS
4361	Endeavour College of Natural Health	WRS
4380	UTS:INSEARCH	Specific item - new 2018
7116	Study Group Australia Pty Ltd	WRS
7221	VIT (Victorian Institute of Technology)	WRS and Specific item - new 2018

GENERAL PROGRAMMING NOTES

- Text if 'Save and closed' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before August 31.'
- 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 0)

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 August 1st until 31st, 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 or email at ses@srcentre.com.au.

Please check your junk mail before you call; sometimes our emails can be diverted to this folder.

Please click 'Done' to complete your request. Thank you for your time. You may close the page now.

*(DENIED AUTHENTICATION)

Sorry but your details don't match our records. Please check your details and try again.

*DISPLAY INPUT OPTIONS

If you are still unable to log in, please email ses@srcentre.com.au and we can verify your eligibility.

*(AFTER SURVEY IS CLOSED)

The SES is now closed. If you have any queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or ses@srcentre.com.au.

You can also visit our website at <https://www.qilt.edu.au/surveys/student-experience-survey>

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 <E306C> and The Australian Government Department of Education and Training 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 <E306C> and The Australian Government Department of Education and Training 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 <E306C>.

*(DISPLAY IF PARTIAL=0) We are seeking feedback about what you think about your studies so far at <E306C>. Your feedback will help facilitate the ongoing improvement of

<E306C> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PARTIAL=0) This interview should only take about 10-12 minutes and all information you give to us will be strictly confidential.

*(DISPLAY IF PARTIAL=1) It looks like you have already started the survey and, based on the section you are up to, it should only take <minutes> from here.

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 <E306C> 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 <E306C> and The Australian Government Department of Education and Training 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 PARTIAL=1) Based on the section you are up to, it should only take <minutes> from here.

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 <E306C> 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 SAFE)

*(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)

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

*PROGRAMMER NOTE: SHOW PREINTRO ON A SEPARATE PAGE TO CONFIRM

*(ONLINE)
CONFIRM

*(DISPLAY IF STAGE=1) Congratulations on starting your current higher education studies in 2018. 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) Congratulations on entering the final stage of your higher education <course> for 2018. 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) We are very interested to know how things are going for you in your current higher education studies and how your institution is supporting you to achieve success in your <course>(s).

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

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

If you would like to go back to a previous question please use the 'Previous' button within the survey. (Please **do not** use the browser 'Back' button to go back to a previous question).

Please press the 'Next' button below to continue.

~~PROGRAMMER NOTE: FOR NDU, E306 = 3044, ENABLING STUDENTS, E310=30, ADD TEXT: WOULD LIKE YOU TO ANSWER THE SURVEY ABOUT YOUR FOUNDATION YEAR OR PATHWAY PROGRAM)~~

*(ALL)
INSTITUTION

*PROGRAMMER NOTE: IF E306=3044 AND E310=30 SHOW ii ELSE SHOW i

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

ii. **The University of Notre Dame would like you to answer the survey about your Foundation Year or Pathway program.**

Are you currently or were you previously enrolled in a Foundation Year or Pathway Program at <E306C>?

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 <E306C>?

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

*(INSTITUTION=1 OR INSTITUTION1=1, CURRENTLY ENROLLED)

NEWSCREEN1

Can you please confirm that you are currently enrolled in the following <course/s>?

*(IF QUALNUM_s=1 DISPLAY): <E308A>

*(IF QUALNUM_s=2 DISPLAY): <E308A> / <E308B>

(RESPONSE FRAME)

1. Yes
2. No

*(NEWSCREEN1=2, COURSE DISPLAYED NOT CORRECT)

NEWSCREEN2

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

(RESPONSE FRAME)

1. Yes
2. No

*(IF NEWScreen1=2, COURSE DISPLAYED NOT CORRECT)
NEWScreen3

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

*(IF NEWScreen2=1 OR 2, DISPLAY TEXTBOX): **Course A:**

*(IF NEWScreen2=1, DISPLAY TEXTBOX): **Course B:**

*PROGRAMMER NOTE: CREATE FINALCOURSEA, FINALCOURSEB HERE.

PROGRAMMER NOTE: CREATE COURSENUM HERE.

COURSENUM=1 IF QUALNUM_S = 1 AND, NEWScreen1=1 OR NEWScreen2=2,
OR QUALNUM_S = 2 AND NEWScreen2=2.

COURSENUM=2 IF QUALNUM_S = 2 AND NEWScreen1=1,
OR QUALNUM_S = 1 AND NEWScreen2=1.

*(IF NEWScreen1=2, COURSE DISPLAYED NOT CORRECT)
NEWScreen4

Have you completed at least one <unit> in the following <course/s>?

*PROGRAMMER NOTE: DISPLAY AS GRID

*(DISPLAY): **Course A: <FINALCOURSEA>**

*(IF COURSENUM=2 DISPLAY): **Course B: <FINALCOURSEB>**

(RESPONSE FRAME)

1. Yes
2. No

*(E308A CORRECTED OR NO MATCH FOR COURSE NAME AT NEWScreen1)
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 NEWScreen1, AND
NEWScreen3 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

*PROGRAMMER NOTE: FOR STAGE=1 OR 3 AND COURSENUM=2, AUTO CODE RESPONSE FROM NEWSCREEN4 AT STARTED. IF NEWSCREEN4=1 FOR BOTH COURSE A AND COURSE B ASSIGN STARTED=1, IF NEWSCREEN4=1 FOR COURSE A AND 2 FOR COURSE B ASSIGN STARTED=2, IF NEWSCREEN4=1 FOR COURSE B AND 2 FOR COURSE A ASSIGN STARTED=3, IF NEWSCREEN4=2 FOR BOTH COURSE A AND COURSE B ASSIGN STARTED=4

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

*PROGRAMMER NOTE: CREATE DVQUALNUM HERE.

Qualification criteria	Definition	FinalCourse A	FinalCourse B	DVQUALNUM
IF NEWSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=2	One qualification, completing student	FinalCourse A	missing	1
IF NEWSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=2	Two qualifications, completing student	FinalCourse A	FinalCourse B	2
IF NEWSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=1 OR 3	One qualification, commencing or middle years student	FinalCourse A	missing	1
IF NEWSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND	Two qualifications, commencing or middle years student, started both courses	FinalCourse A	FinalCourse B	2

STAGE=1 OR 3 AND STARTED=1 OR 4				
IF NEWScreen1 = COURSE A POPULATED AND COURSE B POPULATED AND STAGE=1 OR 3 AND STARTED=2	Two qualifications, commencing or middle years student, started course A only	FinalCourse A	missing	1
IF NEWScreen1 = COURSE A POPULATED AND COURSE B POPULATED AND STAGE=1 OR 3 AND STARTED=3	Two qualifications, commencing or middle years student, started course B only	FinalCourse B	missing	1

*(TIMESTAMP 1)

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 <E306C> during 2018, 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 <FINALCOURSE A> <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 <FINALCOURSE B> <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 2018, to what extent have you had a sense of belonging to
<E306C>?

*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 2018, how frequently have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)

INTERACTINTROB And thinking about your <FINALCOURSEB> <course>, in 2018, 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 2018, 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
OPPOCR 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(OPPOCR, 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
OPPOCR 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(OPPOCR, BELONGR, FEELPREPR, DISCUSSRB,
WRKOTHERRB, INTEROUTRB, INTERDIFRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP 2)

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 <E306C>, 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 **<E306C>**, 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 2018, to what extent have the lecturers, tutors and demonstrators in your **<FINALCOURSEA>** <course>...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

- | | |
|-----------|---|
| tchactiv | Engaged you actively in learning? |
| tchconlr | Demonstrated concern for student learning? |
| tchclexp | Provided clear explanations on coursework and assessment? |
| tchstimi | Stimulated you intellectually? |
| tchfeedb | Commented on your work in ways that help you learn? |
| tchhelp | Seemed helpful and approachable? |
| tchasssch | 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 2018, 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? |
| tchassschb | 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

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

*(ALL)

RESOURCE Learning resources scale score

RECODE QLTSPACE QLSSPACE QLONLINE QLCOMPUT QLTBOOK QLEQUIP
QLLIBRY

(1=0) (2=33.33) (3=66.66) (4=100) INTO

QLTSPACER QLSSPACER QLONLINER QLCOMPUTR QLTBOOKR QLEQUIPR
QLLIBRYR

COMPUTE RESOURCE = MEAN.5(QLTSPACER, QLSSPACER, QLONLINER,
QLCOMPUTR, QLTBOOKR, QLEQUIPR, QLLIBRYR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)

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

*PROGRAMMER NOTE: 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

(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 2018, 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 2018, 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?
stdrele vb 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 TCHCONLRB TCHCLEXPB
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?

expspeakb Spoken communication skills?

expknowb Knowledge of the field(s) you are studying?

expworkb Development of work-related knowledge and skills?

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)

DEVELOPB Skills development scale score

RECODE EXPTHINKB EXPPRBSLB EXPTMWRKB EXPCONFB EXPWRITEB
EXPSPEAKB EXPKNOWB EXPWORKB

(1=0) (2=25) (3=50) (4=75) (5=100) INTO

EXPTHINKRB EXPPRBSLRB EXPTMWRKRB EXPCONFRB EXPWRITERB
EXPSPEAKRB EXPKNOWRB EXPWORKRB.

COMPUTE DEVELOPB = MEAN.6(EXPTHINKRB, EXPPRBSLRB, EXPTMWRKRB,
EXPCONFRB, EXPWRITERB, EXPSPEAKRB, EXPKNOWRB, EXPWORKRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP 3)

MODULE D: SUPPORT

*(ALL)

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

*(ALL)

CARINTRO During 2018, 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 2018, 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 2018, 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 2018, 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 2018, to what extent have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

Offsup Been offered support relevant to your circumstances?

Englang Received appropriate English language skill support?

(RESPONSE FRAME)

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

*(ALL)

SUPPORT Student support scale score

RECODE ENGLANG OFFSUP INDUCT SETTLE EFFENROL

(1=0) (2=25) (3=50) (4=75) (5=100) INTO

ENGLANGR OFFSUPR INDUCTR SETTLER EFFENROLR.

RECODE ADMAVAIL ADMHELP CARAVAIL CARHELP ACDAVAIL ACDHELP
SUPAVAIL SUPHELP

(2=0) (3=25) (4=50) (5=75) (6=100) INTO

ADMAVAILR ADMHELPR CARAVAILR CARHELPR ACDAVAILR ACDHELPR
SUPAVAILR SUPHELPR.

COMPUTE SUPPORT = MEAN.6(ENGLANGR, OFFSUPR, INDUCTR, SETTLER,
ADMAVAILR, ADMHELPR, CARAVAILR, CARHELPR, ACDAVAILR, ACDHELPR,
SUPAVAILR, SUPHELPR, EFFENROLR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)

BAA What have been the best aspects of your <FINALCOURSEA> <course>?

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

<verbatim text box>

*(DVQUALNUM=2, TWO QUALIFICATIONS)

BAB What have been the best aspects of your <FINALCOURSEB> <course>?

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

<verbatim text box>

*(ALL)

NIA What aspects of your <FINALCOURSEA> <course> most need improvement?

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

<verbatim text box>

*(DVQUALNUM=2, TWO QUALIFICATIONS)

NIB What aspects of your <FINALCOURSEB> <course> most need improvement?

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

<verbatim text box>

*(TIMESTAMP 4)

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 2013
2. 2013
3. 2014
4. 2015
5. 2016
6. 2017
7. 2018

*(ALL)

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. 2018
2. 2019 or later

*(ALL)

CAMPUSR Where has your study been mainly based in 2018?

*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 2018?

*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 2018?

*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 **<E306C>** during 2018, 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 2018, have you seriously considered leaving <E306C>?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(CONSIDER=1, HAVE SERIOUSLY CONSIDERED LEAVING)

CHINTRO Please indicate your reasons for seriously considering leaving your current institution in 2018. *Please select all that apply.*

*PROGRAMMER NOTE: MULTI ANSWER TICK BOXES, SPLIT INTO TWO COLUMNS

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

chaexch	Academic exchange
chasupp	Academic support
chadsup	Administrative support
chbored	Boredom/lack of interest
chpros	Career prospects
chdirec	Change of direction
chcommu	Commuting difficulties
chfees	Difficulty paying fees
chwrkld	Difficulty with workload
chexpec	Expectations not met
chfamly	Family responsibilities
chfdiff	Financial difficulties
chgapyr	Gap year/deferral
chgvts	Government assistance
chgradu	Graduating
chhealt	Health or stress
chreput	Institution reputation
chmove	Moving residence
chbreak	Need a break
chpwork	Need to do paid work
chopp	Other opportunities
chwrkrp	Paid work responsibilities
chprsnl	Personal reasons
chqacr	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

*(TIMESTAMP 5)

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT,
FLAG AS 1 AT EARLYCOMPLETE

MODULE F: INSTITUTION SPECIFIC ITEMS

The University of New South Wales (3013)

*(E306=3013, UNSW STUDENTS)

Unswlc Do you agree or disagree with the following statement: *'I felt part of a learning community at <E306C>'*?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(TIMESTAMP 6)

Australian College of Theology (4335)

*(E306=4335, ACoT STUDENTS)

ACOT1 What do you intend to achieve by completing this course?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. Ordination
2. Employment in cross-cultural ministry
3. Employment as a chaplain
4. Employment in another Christian ministry position
5. To support participation in Christian ministry in a voluntary capacity
6. Personal development
7. Other

*(TIMESTAMP 7)

Swinburne University (2177)

*(E306=2177, SWINBURNE STUDENTS)

SWINNPS How likely is it that you would recommend Swinburne to a friend or colleague?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

0. Not at all likely
- 1.
- 2.
- 3.
- 4.
5. Neutral
- 6.
- 7.
- 8.
- 9.
10. Extremely likely

*(TIMESTAMP 8)

Macquarie University (3025)

*(E306=3025, MACQUARIE STUDENTS)

MAQCOMP How confident are you in successfully...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

maqqs1a completing this year
maqqs1b completing this degree course

(RESPONSE FRAME)

1. Not confident
2. Very little confident
3. Somewhat confident
4. Quite a bit confident
5. Very confident

*(E306=3025 AND STAGE=1, MACQUARIE STUDENTS THAT ARE COMMENCING)

MAQADMS Thinking about student administration in relation to your application and admission to the University, did you find it helpful?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3025, MACQUARIE STUDENTS)

MAQENRL Thinking about student administration in relation to enrolment, did you find it helpful?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3025, MACQUARIE STUDENTS)

MAQPRPS Do you feel you have a sense of meaning and purpose in your activities as a student?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(TIMESTAMP 9)

The University of Newcastle (3014)

*(E306=3014, NEWCASTLE STUDENTS)

UONQSINTRO Thinking about your <FINALCOURSE> <course>, please indicate the extent to which you agree or disagree with the following statements.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- | | |
|--------|---|
| empskl | The program is improving my knowledge and skills that will contribute to my employability |
| wrklrn | The program is providing opportunities for me to apply my learning in the workplace or other real world settings on or off campus |
| rlwrld | This program includes real world experiences or practical problems that help me become work-ready |

rficasp The program is helping me reflect on the link between course content and my career aspirations

(RESPONSE FRAME)

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

*(E306=3014 AND DVQUALNUM=2, NEWCASTLE STUDENTS WITH TWO QUALIFICATIONS)
UONQSINTROB Thinking about your <FINALCOURSEB> <course>, please indicate the extent to which you agree or disagree with the following statements.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

empskl The program is improving my knowledge and skills that will contribute to my employability
wrklrm The program is providing opportunities for me to apply my learning in the workplace or other real world settings on or off campus
rlwrld This program includes real world experiences or practical problems that help me become work-ready
rficasp The program is helping me reflect on the link between course content and my career aspirations

(RESPONSE FRAME)

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

*(TIMESTAMP 10)

The University of Queensland (3019)

*(E306=3019, UQ STUDENTS)
UQINTROA Thinking about your <FINALCOURSEA> program, to what extent in 2018...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

uqlita has your program developed your ability to effectively analyse information and data?
uqacta have your lecturers, tutors and demonstrators provided you with opportunities to actively participate in class?

(RESPONSE FRAME)

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

*(E306=3019 AND DVQUALNUM=2, UQ STUDENTS IN DOUBLE DEGREE)

UQINTROB And now thinking about your <FINALCOURSEB> program, to what extent in 2018...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- uqlitb has your program developed your ability to effectively analyse information and data?
uqactb have your lecturers, tutors and demonstrators provided you with opportunities to actively participate in class?

(RESPONSE FRAME)

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

*(E306=3019, UQ STUDENTS)

UQ2INTRO And to what extent..

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- uqcamp do you like spending time on campus?
uqcampv is your campus a vibrant place to be?

(RESPONSE FRAME)

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

*(E306=3019, UQ STUDENTS)

UQOLINTRO Please indicate the extent to which you agree or disagree with the following statements.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- uqol1 It is easy to find classes (e.g. lectures, tutorials) for the courses that I want to do at a time that works for me
uqo2 UQ provides sufficient online materials and resources (e.g. lectures online, lecture slides, online discussion boards etc) to allow me to flexibly engage with my study
uqol3 It is easy to find the information that I need through the UQ website
uqol4 It is easy for me to manage my enrolment through my SI-net

(RESPONSE FRAME)

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

6. Not applicable

*(TIMESTAMP 11)

University of Technology Sydney (3016)

*(E306=3016 AND STAGE=2, UTS STUDENTS THAT ARE COMPLETING)
WRSINTROAUTS Please answer this series of statements regarding your
<FINALCOURSEA/FINALCOURSEB> <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- wrs1a The <course> has provided the opportunity for putting theory into practice
- wrs2a The skills developed in the <course> are relevant and useful
- wrs3a The <course> has developed current professional skills
- wrs4a What I have learnt will benefit my future work
- wrs5a The <course> has helped prepare me for the workforce

(RESPONSE FRAME)

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

*(E306=3016 AND STAGE=2, UTS STUDENTS THAT ARE COMPLETING)
WRSOEAUTS

*(IF CATI): Would you like to make any comments about the extent to which your course has prepared you for the workplace?

*(IF ONLINE): Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.
<verbatim text box>

*(E306=3016 AND STAGE=2, UTS STUDENTS THAT ARE COMPLETING)
UTSREC Please indicate the full extent to which you agree or disagree with the following statement.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

I would recommend the UTS **<FINALCOURSEA/FINALCOURSEB>** <course> to other people.

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

*(TIMESTAMP 12)

RMIT (3034)

*(E306=3034, RMIT STUDENTS)

RMITNPS On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend RMIT as a place to study to a friend, colleague or relative?

- 0. Not at all likely
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10. Extremely likely

*(E306=3034 AND RMITNPS=0-10, RMIT STUDENTS WHO GAVE SCORE AT RMITNPS)
RMITNPSOP What is the main reason for giving this score?

<verbatim text box>

*(E306=3034, RMIT STUDENTS)

RMITNPSA On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend <FinalCourseA> <course> to a friend, colleague or relative?

- 0. Not at all likely
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10. Extremely likely

*(E306=3034 AND NPSA=0-10, RMIT STUDENTS WHO GAVE SCORE AT NPSA)
RMITNPSOPA What is the main reason for giving this score?

<verbatim text box>

*(E306=3034 AND DVQUALNUM=2, RMIT STUDENTS WITH TWO QUALIFICATIONS)

RMITNPSB On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend this <FinalCourseB> <course> to a friend, colleague or relative?

- 0. Not at all likely
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10. Extremely likely

*(E306=3034 AND NPSB=0-10, RMIT STUDENTS WITH TWO QUALIFICATIONS WHO GAVE SCORE AT NPSB)
RMITNPSOPB What is the main reason for giving this score?

<verbatim text box>

*(TIMESTAMP 13)

Edith Cowan University (2235)

*(E306=2235 AND STAGE=2 AND EXTRAQUOTA=0, EDITH COWAN STUDENTS THAT ARE COMPLETING AND NOT EXTRA QUOTA)

WRSINTROAECU Please respond to this series of statements regarding your **<FINALCOURSEA>** <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ecuws1a The course has provided the opportunity for putting theory into practice
- ecuws2a The skills developed in the course are relevant and useful
- ecuws3a The course has developed current professional skills
- ecuws4a What I have learnt will benefit my future work
- ecuws5a The course has helped prepare me for the workforce

(RESPONSE FRAME)

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

*(E306=2235 AND STAGE=2 AND EXTRAQUOTA=0, EDITH COWAN STUDENTS THAT ARE COMPLETING AND NOT EXTRA QUOTA)

WRSOEAEUCU Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

<verbatim text box>

*(E306=2235 AND STAGE=2 AND EXTRAQUOTA=0 AND DVQUALNUM=2, EDITH COWAN STUDENTS THAT ARE COMPLETING AND NOT EXTRA QUOTA and TWO QUALIFICATIONS)

WRSINTROBECU Please respond to this series of statements regarding your **<FINALCOURSEB>** <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ecuws1b The course has provided the opportunity for putting theory into practice
- ecuws2b The skills developed in the course are relevant and useful
- ecuws3b The course has developed current professional skills
- ecuws4b What I have learnt will benefit my future work
- ecuws5b The course has helped prepare me for the workforce

(RESPONSE FRAME)

1. Strongly disagree
2. Disagree

3. Neither agree nor disagree
4. Agree
5. Strongly agree

*(E306=2235 AND STAGE=2 AND EXTRAQUOTA=0 AND DVQUALNUM=2, EDITH COWAN STUDENTS THAT ARE COMPLETING AND NOT EXTRA QUOTA and TWO QUALIFICATIONS)

WRSOEBECU Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

<verbatim text box>

*(E306=2235, EDITH COWAN STUDENTS)

ECUNPS How likely is it that you would recommend <E306C> to colleagues or friends?

0. Not at all likely
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
10. Highly likely

*(ECUNPS=0-10, GAVE RATING)

ECUNPSOE Can you provide a single reason that most explains your rating?

1. (Full open, max 255 characters)

*(TIMESTAMP 14)

The University of Notre Dame (3044)

*(E306=3044, UND STUDENTS)

NDUCCINTROA Please indicate the extent to which you agree or disagree with each of the statements below regarding the Core Curriculum / LOGOS programme.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- nducc1a The Core Curriculum / LOGOS programme encouraged me to think about philosophical and theological approaches to human life
- nducc2a The Core Curriculum / LOGOS Programme has enriched my education and professional formation
- nducc3a The Core Curriculum / LOGOS Programme allowed me to learn with and from students from many different discipline backgrounds

(RESPONSE FRAME)

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

*(E306=3044, UND STUDENTS)

NDCCOEA Please use the space below for any comments you would like to make about the Core Curriculum / LOGOS programme.

<verbatim text box>

*(E306=3044 AND E358=4, UND INTERNATIONAL STUDENTS)

NDINTNLINTRO Please indicate the extent to which you agree or disagree with each of the below statements.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ndintnl1 Pre-arrival information and advice available from the University was of great value and assistance to me
- ndintnl2 The University's orientation program was effective in preparing me for the start of my studies
- ndintnl3 The University's programs for bringing domestic and international students together and for meeting staff helped me to transition to the new environment and culture

(RESPONSE FRAME)

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

*(E306=3044 AND E358=4, UND INTERNATIONAL STUDENTS)

NDINTNLO Please use the space below for comments and/or suggestions you would like to make around your experience as an international student.

<verbatim text box>

*(E306=3044 AND E310=30, UND ENABLING STUDENTS)

NDIENABINTRO Please indicate the extent to which you agree or disagree with the following

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ndenab1 The University's enabling program helped clarify my motivations for study and/or what undergraduate course to take
- ndenab2 The University's enabling program developed my capacity for independent learning and/or self-confidence as a learner
- ndenab3 The University's enabling program was relevant to my undergraduate studies
- ndenab4 Overall, the University's enabling program effectively prepared me for my undergraduate studies

(RESPONSE FRAME)

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

*(E306=3044 AND E310=30, UND ENABLING STUDENTS)

NDENABO Please use the space below for comments and/or suggestions you would like to make for the enabling course based on your experience of it.

<verbatim text box>

*(TIMESTAMP 15)

University of Canberra (2241)

*(E306=2241, UNIVERSITY OF CANBERRA STUDENTS)

CANQS1 Please indicate the extent to which you agree or disagree with the following statement.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

My program of study was offered in a way that was sufficiently flexible to meet my needs.

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

*(TIMESTAMP 16)

Bond University (3003)

*PROGRAMMER NOTE: PROGRAM BONDKLIINTROA AS GRID, USE INTROA SCRIPT FOR COMPLETING AND MIDDLE YEAR STUDENTS (STAGE=2 OR 3) AND INTROB SCRIPT FOR COMMENCING STUDENTS (STAGE=1), TEXT REPLACE AS APPROPRIATE

*(E306=3003 AND STAGE=1, 2 OR 3, BOND STUDENTS THAT ARE COMPLETING, COMMENCING OR MIDDLE YEARS)

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- bondkli1a Small class sizes *(INTROA: gave / INTROB: give) me an advantage in learning
- bondkli2a *(INTROA: I have developed / INTROB: I am developing) a network of Australian and international colleagues through my association with Bond University
- bondkli3a *(INTROA: I was able / INTROB: I am able) to develop and enhance my leadership skills through my coursework

(RESPONSE FRAME)

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

*(TIMESTAMP 17)

University of Sydney (3040)

*(E306=3040, USYD STUDENTS)

USYD1 Thinking about your <FINALCOURSEA> <course>,> to what extent has your <course> developed your...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- a. ability to work effectively with people from cultures other than your own?
- b. ability to work effectively with others studying in a different field(s) from you?
- c. ability to work effectively with digital and online tools and information?
- d. ability to respond creatively to novel problems?
- e. capacity to respond constructively to challenge?
- f. ability to contribute positively to the community?
- g. ability to exercise leadership and influence when required?

(RESPONSE FRAME)

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

*(E306=3040 AND DVQUALNUM=2, USYD STUDENTS WITH TWO QUALIFICATIONS)

USYD2 And thinking about your **<FINALCOURSEB>** <course>, to what extent has your usyd1b course> developed your...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- a. ability to work effectively with people from cultures other than your own?
- b. ability to work effectively with others studying in a different field(s) from you?
- c. ability to work effectively with digital and online tools and information?
- d. ability to respond creatively to novel problems?
- e. capacity to respond constructively to challenge?
- f. ability to contribute positively to the community?
- g. ability to exercise leadership and influence when required?

(RESPONSE FRAME)

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

*(E306=3040, USYD STUDENTS)

USYD3 At your institution during 2018, to what extent have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

majguide Received helpful guidance in making unit of study or major choices for your degree?

(RESPONSE FRAME)

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

*(E306=3040, USYD STUDENTS)

USYD4 At <E306C> during 2018, to what extent have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a. Been given opportunities to engage in mentoring schemes
- b. Been given opportunities to participate in clubs and societies
- c. Been given opportunities to participate in sport
- d. Been given opportunities to engage in learning activities in industry, professional or community settings
- e. Been given opportunities to participate in mobility experiences

(RESPONSE FRAME)

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

*(TIMESTAMP 18)

Southern Cross University (3038)

*(E306=3038 AND CONSIDER=1, SCU STUDENTS AND CONSIDERING CHANGING COURSE)

OEATRISK Earlier in the questionnaire, you said you were seriously considering leaving your <course>. Could you please provide further information on why you are considering leaving?

<verbatim text box>

*(TIMESTAMP 19)

At risk item (CSU 3005, UoA 3010, USC 3043)

*(E306=3005, 3010, 3043 AND CONSIDER=1, CSU, UoA, USC STUDENTS AND CONSIDERED CHANGING COURSE)

ATRISK You said you were considering leaving your <course>. <E306C> is here to help, so before you decide let's look at your options. Would you like a representative from <E306C> to contact you?

1. Yes
2. No

*(TIMESTAMP 20)

Curtin University (2236)

*(IF E306=2236 AND CONSIDER= 1, CURTIN STUDENTS AND CONSIDERED CHANGING COURSE)

ATRISK1 You said you were considering leaving your <course>. Curtin is here to help so would you like us to email you some information about the support and advice available before you decide?

1. Yes
2. No

*(TIMESTAMP 21)

Monash University (3035)

*PROGRAMMER NOTE: PROGRAM AS RANKING QUESTION

*(IF E306=3035 AND STAGE=1 MONASH STUDENTS THAT ARE COMMENCING)

MU1 Please select your **top three reasons** for choosing Monash for your current course.

You may choose up to 3 responses. Please number your selections from 1 to 3 in order of preference.

*PROGRAMMER NOTE: PLEASE SPLIT INTO TWO COLUMNS

*PROGRAMMER NOTE: ONLY ALLOW THREE RESPONSES

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. Area of study was what I wanted to do
2. Perceived quality of the educational offering
3. Perceived quality of the student experience
4. Prestige of the University
5. International character of the University
6. Employment rates for graduates from the University
7. Starting salary of graduates from the University
8. The campus atmosphere
9. The social and cultural life of the University
10. The sporting and recreational facilities
11. The clubs and societies at the University
12. Where my friends are going to University
13. Opportunities for flexible study
26. Opportunities for work-based experiences
23. Opportunity to take a double degree
24. Studied at Monash previously
25. Course is not offered anywhere else
14. Advice from others (family / friends / teachers)
15. University Open Day experience
16. Scholarships
17. Fees
18. Cost of living
19. Access
20. Geographical proximity to institution
21. Availability of on and off campus accommodation options
22. Other (Please specify)

*(E306=3035 AND MU1=22, MONASH STUDENTS WHO SELECTED OTHER AT MU1)

MU1OTHER Please specify what the 'other' reason was for choosing Monash for your current course.

<verbatim text box>

*(E306=3035, MONASH STUDENTS)

MU2 How strongly do you agree or disagree with the statements below, based on your university experience at Monash **so far**?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

Monfac	Centralised/convenient facilities
Monedfac	High quality educational facilities
Monspfac	High quality sporting and recreational facilities
Monaccom	Good accommodation options
Monsec	Good security
Monlib	Good library and library opening hours
Monindcon	Good industry connections
Monflexst	Good opportunities for flexible study
Monadapt	Adaptable to my needs

Montech	Up-to-date technology
Monwrkld	Reasonable workload
Monsoccult	Good social and cultural life
Moncampus	Good campus atmosphere
Monstassoc	Good students' association
Montiman	University experience has helped develop my time management skills
Monselfapp	University experience has helped develop my competency in self-reflection
Monleadshp	University experience has helped develop my leadership skills
Monsocresp	University experience has contributed to the development of my sense of social responsibility
Monglopers	University experience has contributed to the development of my appreciation of global perspectives
Monwellbeing	University experience has helped me improve my own mental health and wellbeing
Monintpos	University experience has enabled me to interact positively with students/staff from cultural backgrounds different to my own
Monintben	Working with students from different cultural backgrounds has enhanced my student experience
Monvalue	Course is good value for money
Monalumni	I have had the opportunity to interact with Monash University alumni as part of my course (e.g. mentoring/coaching, guest speakers, networking)
Moncareer	I know what career path I wish to follow when I finish my degree
Monadinfo	When choosing a university, it was easy for me to find information on admission standards for Monash University
Monadmit	Monash University has high admission standards compared to other universities
Moncampcom	I feel part of a community of staff and students
Moncampsafe	I feel safe on campus
Moncampsfimp	I feel safer on campus now than when I started at Monash *(DISPLAY IF STAGE=2)

(RESPONSE FRAME)

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

*(E306=3035, MONASH STUDENTS)

MU26a Are you aware of the health and wellbeing services available to you through Monash?

1. Yes
2. No

*(E306=3035 AND MU26a= 1, MONASH STUDENTS WHO ARE AWARE OF HEALTH AND WELLBEING SERVICES AT MONASH)

MU26b To what extent do you agree or disagree with the following statement. The health and wellbeing services available through Monash are adequate to my needs.

(RESPONSE FRAME)

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

*(E306=3035, MONASH STUDENTS)

MU23 What is your preferred method of course content delivery?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. In-person delivery (e.g. lectures, tutorials, seminars, workshops)
2. Watching pre-recorded lectures at a later time
3. Watching live-streamed lectures

*(E306=3035, MONASH STUDENTS)

MU24 If Monash was to offer 24-hour study spaces, how frequently do you think you would use these spaces outside of regular campus hours (e.g. after 9 pm weekdays; after 5 pm weekends)?

(RESPONSE FRAME)

1. Most days
2. 2 to 3 days a week
3. Once a week
4. 2 to 3 times a month
5. Once a month
6. Less often
7. Never

*(E306=3035 AND STAGE=1, 2 OR 3, MONASH STUDENTS THAT ARE COMMENCING, COMPLETING OR MIDDLE YEARS)

MU3 Which of the following **transition or study support activities**, if any, *(IF STAGE=1 OR 3: are you participating IF STAGE=2: did you participate) in at Monash? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(MULTIPLE RESPONSE)

1. Peer Assisted Study Sessions (PASS)
2. Mentee in a mentoring program offered by my faculty
3. Mentor or ambassador in a program offered by my university
4. Study skills sessions offered through a faculty
10. Skills development programs delivered by Library staff
11. Participated in one of the non-residential colleges at Caulfield or Clayton (i.e. Pegasus, Phoenix, Centaurus and Orion)
5. Social events offered through a faculty/campus
6. I was telephoned by MONTRACK/First in family student success advisors
7. Orientation week (O-Week)
12. Achieving Academic Success at Monash (Moodle orientation unit)
8. Other (Please specify)
9. I *(IF STAGE=1 OR 3: haven't participated in IF STAGE=2: didn't participate in) any transition or study support activities at Monash *(EXCLUSIVE)

*(IF MU3=1-7, 10-12, STUDENTS PARTICIPATED IN TRANSITION OR STUDY SUPPORT ACTIVITIES ACTIVITY)

MU3c How beneficial did you find the following **transition or study support activity/activities**?

*PROGRAMMER NOTE: INSERT EACH CODE SELECTED AT MU3A/B IN GRID

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. Not at all
2. Very little

3. Some
4. Quite a bit
5. Very much

*(MU3=1-7, 10-12, STUDENTS PARTICIPATED IN TRANSITION OR STUDY SUPPORT ACTIVITY/ACTIVITIES ACTIVITY AND COMPLETING)

MU3d To what extent do you feel that the following **transition or study support activity/activities** increased your sense of engagement with your studies?

*PROGRAMMER NOTE: INSERT EACH CODE SELECTED AT MU3A/B IN GRID

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3035, MONASH STUDENTS)

MU13a Have you participated in any of the following **co-curricular activities**? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(MULTIPLE RESPONSE)

1. Joined a student club or society
2. Joined the Faculty Student Society
11. Attended a careers workshop or used any of the Career Connect services
4. Attended a student leadership program or event
7. On-campus volunteering opportunities
8. Off-campus volunteering opportunities
12. Committee membership (student associations, clubs, societies; University and faculty committees)
9. Attended an Orientation program
6. Used any of the Monash Sport facilities or participated in a Team Monash activity
3. Attended a Student Association event
5. Attended a campus wide social event
10. None of these *(EXCLUSIVE)

*(MU13a=1-9,11,12, STUDENTS PARTICIPATED IN CO-CURRICULAR ACTIVITIES)

MU13b How beneficial did you find the following **co-curricular activity/activities**?

*PROGRAMMER NOTE: INSERT EACH CODE SELECTED AT MU13A IN GRID

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(MU13a=1-9, 11, 12, STUDENTS PARTICIPATED IN AT LEAST ONE CO-CIRRICULAR ACTIVITIES)

MU14 Please indicate the extent to which you agree or disagree with the following statement.

*PROGRAMMER NOTE: DISPLAY MU13A RESPONSE/S AS DOT POINTS BELOW TEXT ABOVE.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

Participation in one or more of the **co-curricular activity/activities** above has increased my sense of belonging to the Monash community.

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

*(E306=3035, MONASH STUDENTS)

MU25 To what extent have the following had an impact, positive or negative, on your sense of health and wellbeing? If you have not undertaken the activity please select 'not applicable'.

Hwclubs	Joining a student club or society
Hwfssoc	Joining the Faculty Student Society
Hwmsae	Attending a Student Association event
Hwstlead	Attending a student leadership program or event
Hwcwsoc	Attending a campus wide social event
Hwmsport	Using any of the Monash Sport facilities or participated in a Team Monash activity
Hwintvol	On-campus volunteering opportunities
Hwextvol	Off-campus volunteering opportunities
Hworient	Orientation programs
Hwoncact	On-campus activations (Wednesday Sessions and live music gigs at Monash)
Hwment	Faculty peer mentorship or ambassadorship programs
Hwnrcprt	Participating in non-residential colleges
Hwleadsa	Leadership within a student association
Hwrescol	Living in a residential hall or college

(RESPONSE FRAME)

1. Strong negative impact
2. Negative impact
3. No impact
4. Positive impact
5. Strong positive impact
6. Not applicable

*(E306=3035, MONASH STUDENTS)

MU15 Have you participated in any of the following **work-integrated learning experiences** as part of your course at Monash? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(MULTIPLE RESPONSE)

1. Professional placement
2. Internship
5. Industry project
6. Field trip
3. Other (Please specify)
4. Have not participated in any work-integrated learning experiences *(EXCLUSIVE)

*(MU15=1-3, 5-6, STUDENTS PARTICIPATED IN WORK-INTEGRATED LEARNING EXPERIENCES)

MU15b How beneficial did you find the following **work-integrated learning experience/experiences?**

*PROGRAMMER NOTE: INSERT EACH CODE SELECTED AT MU15 IN GRID

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3035 AND OFFSHOREINTER=2, ONSHORE MONASH STUDENTS)

MU22a Have you used the **Student Futures** online employability tool?

1. Yes
2. No

*(MU22a=1, HAVE USED STUDENT FUTURES)

MU22b How beneficial did you find **Student Futures** in supporting the development of your employability skills?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3035 AND OFFSHOREINTER=2, ONSHORE MONASH STUDENTS)

MU16a Which of the following **overseas experiences** have you had that were related to your course of study and endorsed by the University (either for credit, not for credit, paid, voluntary, co-curricular)? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(MULTIPLE RESPONSE)

1. Participated in an international exchange to an overseas Monash campus
8. Participated in an international exchange to the University of Warwick
2. Participated in an international exchange to another overseas university
3. Participated in a faculty overseas programme
4. Studied abroad for a unit
5. Undertaken an internship abroad
6. Voluntary work
7. None of these *(EXCLUSIVE)

*(MU16a =1-6 OR 8 STUDENTS HAD OVERSEAS EXPERIENCE)

MU16b How beneficial did you find the following **overseas experience/experiences** to your academic studies?

*PROGRAMMER NOTE: INSERT EACH CODE SELECTED AT MU16A IN GRID

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(MU16a =1-6 OR 8 STUDENTS HAD OVERSEAS EXPERIENCE)

MU16c How beneficial did you find the following **overseas experience/experiences in terms of developing your employability skills?**

*PROGRAMMER NOTE: SHOW EACH CODE SELECRED AR MU16A AND LOOP QUESTION FOR EACH CODE SELECTED

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3035 AND OFFSHOREINTER=2, ONSHORE MONASH STUDENTS)

MU17 Which of the following interactions have you had with **students in another country** while undertaking a unit of study? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(MULTIPLE RESPONSE)

1. Via a blog or chat room
2. Via an online tutorial or seminar
3. Other (Please specify)
4. Have not participated in any such interactions *(EXCLUSIVE)

*(MU17=1-3, MONASH STUDENTS HAD EXPERIENCE WITH STUDENTS IN ANOTHER COUNTRY)

MU17b How beneficial did you find the following interaction/interactions with **students in another country**?

*PROGRAMMER NOTE: INSERT EACH CODE SELECTED AT MU17 IN GRID

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

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

*(E306=3035 AND OFFSHOREINTER=2 ONSHORE MONASH STUDENTS)

MU18 Please indicate the extent to which you agree or disagree with the following statement.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

Experiences from my degree program have helped me develop the skills needed for working effectively in global contexts.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

*(E306=3035, MONASH STUDENTS)

MU4 What is your current position regarding work (including permanent, contract, casual and self-employment)?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

1. In **paid** full-time work (i.e. working 35 hours a week or more)
2. In **paid** part-time work (i.e. working fewer than 35 hours a week)
4. **Unpaid** voluntary work (excludes work placements which are part of your course)
3. Not working

*PROGRAMMER NOTE: PROGRAM MU5 TO GRID, USE MU5A SCRIPT FOR COMMENCING STUDENTS AND MU5B SCRIPT FOR COMPLETING STUDENTS, TEXT REPLACE AS APPROPRIATE

*(E306=3035 AND STAGE=1, 2 OR 3, MONASH STUDENTS THAT ARE COMMENCING OR MIDDLE YEARS OR COMPLETING)

MU5 *(IF STAGE=1 OR 3) How well is your course (including placements undertaken while you were studying) and any co-curricular activities you are involved in

*(IF STAGE=2) How well did your course (including placements undertaken while you were studying) and any co-curricular activities you were involved in

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

Moncareer *(MU5a: Providing>/<MU5b: Provide) you with the appropriate context to understand how your learning *(MU5a: is contributing>/<MU5b: will contribute) to your future career direction?

Monfuempl *(MU5a: Preparing>/<MU5b: Prepare) you for future employment?

Monempl *(MU5a: Providing>/<MU5b: Provide) you with exposure to prospective employers (i.e. guest lecturers, placements, tours) and industry links?

Moncarpth *(MU5a: Assisting>/<MU5b: Assist) you in refining your thinking regarding your future career path?

Monfutstdy *(MU5a: Preparing>/<MU5b: Prepare) you for further study?

Monselfemp*(MU5a: Preparing>/<MU5b: Prepare) you for being self-employed or starting up your own business?

(RESPONSE FRAME)

1. Very well
2. Well
3. Not very well
4. Don't know or unsure
5. Not applicable

*(E306=3035 AND STAGE=1, 2 OR 3, MONASH STUDENTS THAT ARE COMMENCING OR MIDDLE YEARS OR COMPLETING)

MU6 *(IF STAGE=1 OR 3) Do you think you would benefit from having more opportunities to develop in the following areas?

*(IF STAGE=2) Do you think you would have benefitted from greater opportunities to develop in the following areas? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(MULTIPLE RESPONSE)

1. Leadership
2. Team work
3. Communication skills
4. Opportunities for internships
7. Project Management
8. Problem solving
9. Conflict resolution
10. Research skills
11. Planning and organisation
12. Creativity and innovation
13. Initiative and enterprise
14. Professionalism
15. Using tools and technology
16. Intercultural competence
5. Other (Please specify)
6. No other areas I would *(IF STAGE=1 OR 3: like to develop IF STAGE=2: like to have developed) *(EXCLUSIVE)

*(E306=3035, MONASH STUDENTS)

MU9 Would you recommend Monash University to your friends or family?

1. Yes
2. No

*(E306=3035 AND MU9=1 OR MU=2, MONASH STUDENTS AND WOULD OR WOULD NOT RECOMMEND MONASH)

MU10 *(DISPLAY IF MU9=1) Why would you recommend Monash University to your friends or family?

*(DISPLAYIF MU9=2) Why would you not recommend Monash University to your friends or family?

<verbatim text box>

*(E306=3035, MONASH STUDENTS)

MU27INTRO The next few questions are specifically about your emotional health. We ask these because some students experience emotional difficulties such as anxiety, depression, and stress while studying. We need to ask the same questions of everyone so please click next if you prefer not to answer any question and you will move on through the survey.

*(E306=3035, MONASH STUDENTS)

MU27 During the past 30 days, about how often did you feel...

Monpdsnerv	nervous?
Monpdsnop	hopeless?
Monpdsrest	restless or fidgety?
Monpdsdep	so depressed that nothing could cheer you up?
Monpdsseff	that everything was an effort?
Monpdswth	worthless?

(RESPONSE FRAME)

1. None of the time
2. A little of the time
3. Some of the time
4. Most of the time
5. All of the time

*(E306=3035, MONASH STUDENTS)

MU27OUTRO We know that some of the things we have just covered may have been sensitive. We just wanted to check you have access to support and help if you need it. If you are concerned about your wellbeing during or after the survey, please refer to the following support services:

Monash University Counselling Service: +61 3 9905 3020
Lifeline: 13 11 14

*(E306=3035 AND CONSIDER =1, MONASH STUDENTS AND CONSIDERED CHANGING COURSE)

MU11 You said you were considering leaving your course. Staff at Monash are here to help so before you decide let's chat about your options. Would you like a representative from Monash to contact you?

1. Yes
2. No

*(MU11=1, HAS AGREED TO CONTACT)

MU12 Would you prefer to be contacted by phone or email?

1. Phone (Please specify preferred contact number)
2. Email (Please specify preferred email address)

*(TIMESTAMP X)

Victorian Institute of Technology (7221)

*(E306=7221, VIT STUDENTS)

VITNPS On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend VIT as a place to study to a friend, colleague or relative?

0. Not at all likely
- 1.
- 2.
- 3.
- 4.
5. Neutral
- 6.
- 7.
- 8.
- 9.
10. Extremely likely

*(TIMESTAMP 22)

University of Wollongong (1058)

*(E306=1058, UNIVERSITY OF WOLLONGONG STUDENTS)

UOW1 To what extent are you satisfied or dissatisfied with the following aspects of **the campus** at the University of Wollongong?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- Uow1a The quality of building and the associated facilities
- Uow1b The quality of the natural environment, including landscaped outdoor areas

(RESPONSE FRAME)

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

*(E306=1058, UNIVERSITY OF WOLLONGONG STUDENTS)

UOW2 To what extent do you agree or disagree with the following statement. Wireless coverage in university accommodation meets my needs.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(RESPONSE FRAME)

1. Strongly disagree

2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

*(E306=1058, UNIVERSITY OF WOLLONGONG STUDENTS)

UOW3 To what extent are you satisfied or dissatisfied with the following aspects of **IT services** at the University of Wollongong?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- | | |
|-------|---|
| UOW3a | Wireless coverage on campus |
| UOW3b | Online IT self help |
| UOW3c | Student computer availability on campus |
| UOW3d | Availability of lecture recordings |
| UOW3e | Quality of lecture recordings |
| UOW3f | Quality and consistency of Moodle sites |
| UOW3g | Electronic assignment submissions |
| UOW3h | Sound/picture quality of Echo360 recordings |
| UOW3i | UOW website |
| UOW3j | Student online systems such as SOLS |

(RESPONSE FRAME)

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

*(E306=1058, UNIVERSITY OF WOLLONGONG STUDENTS)

UOW4 How strongly do you agree or disagree with the statements below, based on your university experience at the University of Wollongong **so far**?

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- | | |
|-------|--|
| Uow4a | Academics use moodle in an engaging and effective manner |
| Uow4b | I can satisfactorily access and utilise university online material and services off campus |
| UoW4c | I can satisfactorily download UOW materials delivered online when off campus |
| UoW4d | I can satisfactorily access and utilise online services off campus |

(RESPONSE FRAME)

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

*(E306=1058, UNIVERSITY OF WOLLONGONG STUDENTS)

UOWNPS On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend the University of Wollongong as a place to study to a friend, colleague or relative?

(RESPONSE FRAME)

- 0. Not at all likely
- 1.
- 2.
- 3.
- 4.
- 5. Neutral
- 6.
- 7.
- 8.
- 9.
- 10. Extremely likely

*(TIMESTAMP 23)

University of the Sunshine Coast (3043)

*(E306=3043, UNIVERSITY OF SUNSHINE COAST STUDENTS)

USC1 How have the following services impacted your study experience? *Please select all that apply*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- USC1a Club or society (e.g. the Student Guild)
- USC1b Student group associated with my program
- USC1c Employability related activities such as internships, work experience scheme
- USC1d Cultural activities, including Aboriginal and Torres Strait Islander and/or diversity events
- USC1e Advice, services or support offered by USC teaching staff
- USC1f Advice, services or support offered by USC staff (non-teaching)
- USC1g Specific USC events, for example Orientation
- USC1h Advice, services or support offered by students who are working at USC (paid or voluntary)

(RESPONSE FRAME) (MULTIPLE RESPONSE)

- 1. Improved my sense of belonging
- 2. Increased my confidence
- 3. Supported my personal growth
- 4. Improved my enthusiasm for learning
- 5. Improved my sense of independence
- 6. Did not know about service *(EXCLUSIVE)

*(E306=3043, UNIVERSITY OF SUNSHINE COAST STUDENTS)

USC2 During 2018, to what extent have you...

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

- USC2a felt physically safe on campus?
- USC2b felt psychologically/emotionally safe at USC?

(RESPONSE FRAME)

- 1. Not at all

2. Very little
3. Some
4. Quite a bit
5. Very much

*(E306=3043, UNIVERSITY OF SUNSHINE COAST STUDENTS)

USC3 If you felt unsafe on campus, would you feel confident contacting the following people or services? *Please select all that apply.*

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(RESPONSE FRAME) (MULTIPLE RESPONSE)

1. Student Central
2. USC Counsellors
3. Safety and Security
4. Other students
5. Teaching staff
6. Other USC staff

*(E306=3043, UNIVERSITY OF SUNSHINE COAST STUDENTS)

USC4 Please indicate the extent to which you agree or disagree with each of the following statements.

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- USC4a In general, I am happy to be a university student
- USC4b I am generally able to balance the amount of work required of me at university with other life responsibilities (employment, family commitments, sport/exercise, recreation)
- USC4c The skills and knowledge I have developed at university make me feel confident in my abilities
- USC4d I have friends at university who understand me and my experiences
- USC4e I have the necessary skills, understanding and motivation to be a successful learner

(RESPONSE FRAME)

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

*(TIMESTAMP 24)

UTS Insearch (4380)

*(E306=4380, UTS INSEARCH STUDENTS)

INSRCHNPS On a scale of 0 to 10 where 0 is not at all likely and 10 is extremely likely, how likely is it that you would recommend Insearch as a place to study to a friend, colleague or relative?

0. Not at all likely
- 1.
- 2.
- 3.
- 4.
5. Neutral

- 6.
- 7.
- 8.
- 9.
10. Extremely likely

*(TIMESTAMP 25)

WRS ITEMS

WRS UNIS 3006, 2177, 3010, 3025, 3029, 3042, 3044, 3045, 4352, 4361, 7116, 7221

*(WRS1=1, ELIGIBLE FOR WRS QUESTIONS)

WRSINTROA Please answer this series of statements regarding your **<FINALCOURSEA>** <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- | | |
|-------|---|
| wrs1a | The <course> has provided the opportunity for putting theory into practice |
| wrs2a | The skills developed in the <course> are relevant and useful |
| wrs3a | The <course> has developed current professional skills |
| wrs4a | What I have learnt will benefit my future work |
| wrs5a | The <course> has helped prepare me for the workforce |
| wrs6a | My subjects have given me opportunities to apply my learning to real workplace situations or case studies *(DISPLAY IF E306=2177) |

(RESPONSE FRAME)

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

*(WRS1=1, ELIGIBLE FOR WRS QUESTIONS)

WRSOEA Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

<verbatim text box>

*(WRS1=1 AND DVQUALNUM=2, ELIGIBLE FOR WRS QUESTIONS AND TWO QUALIFICATIONS)

WRSINTROB Please answer this series of statements regarding your **<FINALCOURSEB>** <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- | | |
|-------|---|
| wrs1b | The <course> has provided the opportunity for putting theory into practice |
| wrs2b | The skills developed in the <course> are relevant and useful |
| wrs3b | The <course> has developed current professional skills |
| wrs4b | What I have learnt will benefit my future work |
| wrs5b | The <course> has helped prepare me for the workforce |
| wrs6b | My subjects have given me opportunities to apply my learning to real workplace situations or case studies *(DISPLAY IF E306=2177) |

(RESPONSE FRAME)

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

*(WRS1=1 AND DVQUALNUM=2, ELIGIBLE FOR WRS QUESTIONS AND TWO QUALIFICATIONS)
 WRSOEB Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

<verbatim text box>

*(TIMESTAMP 26)

MODULE G: <COURSE> EXPERIENCE

*(IF CEQ1=1 OR (E306=3043 AND STAGE=2, COMPLETING STUDENT TO BE ADMINISTERED
 CEQ OR CENSUS OF USC COMPLETING STUDENTS)
 CEQINTRO The next series of questions more closely examine your <course> experience.

*PROGRAMMER NOTE: PLEASE DISPLAY '(PAGE 1 OF 2)' AND '(PAGE 2 OF 2)'
 AGAINST FIRST LINE OF TEXT AT CEQINTROA / CEQINTROB TO INDICATE
 PROGRESS

CEQINTROA Please answer this series of statements regarding your <FINALCOURSEA> <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- | | |
|--------|--|
| ceq101 | The staff put a lot of time into commenting on my work *(DISPLAY IF CEQ=1) |
| ceq103 | The teaching staff normally gave me helpful feedback on how I was going *(DISPLAY IF CEQ=1) |
| ceq104 | To do well in this course all you really needed was a good memory *(DISPLAY IF E306=3020) |
| ceq105 | I was generally given enough time to understand the things I had to learn *(DISPLAY IF E306=3043) |
| ceq106 | The <course> helped me develop my ability to work as a team member *(DISPLAY IF CEQ=1) |
| ceq108 | It was always easy to know the standard of work expected *(DISPLAY IF CEQ=1) |
| ceq109 | The sheer volume of work to get through in this <course> meant it wasn't all thoroughly comprehended *(DISPLAY IF E306=3043) |
| ceq110 | The teaching staff of this <course> motivated me to do my best work *(DISPLAY IF CEQ=1) |
| ceq114 | The <course> sharpened my analytic skills *(DISPLAY IF CEQ=1) |
| ceq115 | My lecturers were extremely good at explaining things *(DISPLAY IF CEQ=1) |
| ceq116 | The teaching staff worked hard to make their subjects interesting *(DISPLAY IF CEQ=1) |
| ceq118 | I felt part of a group of students and staff committed to learning *(DISPLAY IF E306=3020) |
| ceq119 | The workload was too heavy *(DISPLAY IF E306=3043) |
| ceq120 | Students' ideas and suggestions were used during the course *(DISPLAY IF E306=3020) |
| ceq122 | I learned to explore ideas confidently with other people *(DISPLAY IF E306=3020) |
| ceq123 | The <course> developed my problem-solving skills *(DISPLAY IF CEQ=1) |

- ceq126 The staff seemed more interested in testing what I had memorised than what I had understood *(DISPLAY IF E306=3020)
- ceq127 The staff made a real effort to understand difficulties I might be having with my work *(DISPLAY IF CEQ=1)
- ceq128 I usually had a clear idea of where I was going and what was expected of me in this <course> *(DISPLAY IF CEQ=1)
- ceq129 There was a lot of pressure on me as a student in this <course> *(DISPLAY IF E306=3043)
- ceq131 I felt I belonged to the university community *(DISPLAY IF E306=3020)
- ceq132 The <course> improved my skills in written communication *(DISPLAY IF CEQ=1)
- ceq139 It was often hard to discover what was expected of me in this <course> *(DISPLAY IF CEQ=1)
- ceq141 <Course> materials were relevant and up to date *(DISPLAY IF E306=3003)
- ceq142 As a result of my <course>, I feel confident about tackling unfamiliar problems *(DISPLAY IF CEQ=1)
- ceq143 My <course> helped me to develop the ability to plan my own work *(DISPLAY IF CEQ=1)
- ceq144 Too many staff asked me questions just about facts *(DISPLAY IF E306=3020)
- ceq145 I was able to explore academic interests with staff and students *(DISPLAY IF E306=3020)
- ceq146 The staff made it clear right from the start what they expected from students *(DISPLAY IF CEQ=1)
- ceq149 Overall, I was satisfied with the quality of this <course> *(DISPLAY IF CEQ=1)

(RESPONSE FRAME)

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

*(IF CEQ1=1 AND DVQUALNUM=2 OR (E306=3043 AND STAGE=2 AND DVQUALNUM=2)),
COMPLETING STUDENT TO BE ADMINISTERED CEQ AND TWO
QUALIFICATIONS OR CENSUS OF USC COMPLETING STUDENTS)
CEQINTROB Please answer this series of statements regarding your **<FINALCOURSEB>** <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ceq201 The staff put a lot of time into commenting on my work *(DISPLAY IF CEQ1=1)
- ceq203 The teaching staff normally gave me helpful feedback on how I was going *(DISPLAY IF CEQ1=1)
- ceq204 To do well in this course all you really needed was a good memory *(DISPLAY IF E306=3020)
- ceq205 I was generally given enough time to understand the things I had to learn *(DISPLAY IF E306=3043)
- ceq206 The <course> helped me develop my ability to work as a team member *(DISPLAY IF CEQ1=1)
- ceq208 It was always easy to know the standard of work expected *(DISPLAY IF CEQ1=1)
- ceq209 The sheer volume of work to get through in this <course> meant it wasn't all thoroughly comprehended *(DISPLAY IF E306=3043)

- ceq210 The teaching staff of this <course> motivated me to do my best work
*(DISPLAY IF CEQ1=1)
- ceq214 The <course> sharpened my analytic skills *(DISPLAY IF CEQ1=1)
- ceq215 My lecturers were extremely good at explaining things *(DISPLAY IF
CEQ1=1)
- ceq216 The teaching staff worked hard to make their subjects interesting *(DISPLAY
IF CEQ1=1)
- ceq218 I felt part of a group of students and staff committed to learning *(DISPLAY IF
E306=3020)
- ceq219 The workload was too heavy *(DISPLAY IF E306=3043)
- ceq220 Students' ideas and suggestions were used during the course *(DISPLAY IF
E306=3020)
- ceq222 I learned to explore ideas confidently with other people *(DISPLAY IF
E306=3020)
- ceq223 The <course> developed my problem-solving skills *(DISPLAY IF CEQ1=1)
- ceq226 The staff seemed more interested in testing what I had memorised than what I
had understood *(DISPLAY IF E306=3020)
- ceq227 The staff made a real effort to understand difficulties I might be having with
my work *(DISPLAY IF CEQ1=1)
- ceq228 I usually had a clear idea of where I was going and what was expected of me
in this <course> *(DISPLAY IF CEQ1=1)
- ceq229 There was a lot of pressure on me as a student in this <course>
[PROGRAMMER NOTE: DISPLAY IF E306=3043]
- ceq231 I felt I belonged to the university community *(DISPLAY IF E306=3020)
- ceq232 The <course> improved my skills in written communication *(DISPLAY IF
CEQ1=1)
- ceq239 It was often hard to discover what was expected of me in this <course>
*(DISPLAY IF CEQ1=1)
- ceq241 <Course> materials were relevant and up to date *(DISPLAY IF E306=3003)
- ceq242 As a result of my <course>, I feel confident about tackling unfamiliar problems
*(DISPLAY IF CEQ1=1)
- ceq243 My <course> helped me to develop the ability to plan my own work
*(DISPLAY IF CEQ1=1)
- ceq244 Too many staff asked me questions just about facts *(DISPLAY IF
E306=3020)
- ceq245 I was able to explore academic interests with staff and students *(DISPLAY IF
E306=3020)
- ceq246 The staff made it clear right from the start what they expected from students
*(DISPLAY IF CEQ1=1)
- ceq249 Overall, I was satisfied with the quality of this <course> *(DISPLAY IF
CEQ1=1)

(RESPONSE FRAME)

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

*(E306=3003 OR 3014 OR 3043 AND CEQ1=2, BOND, NEWCASTLE, USC AND NOT
ADMINISTERED CEQ PREVIOUSLY)

CEQINTRO1 The next series of questions more closely examine your <course> experience.

*(E306=3003 OR 3014 OR 3043 AND CEQ1=2, BOND, NEWCASTLE, USC AND NOT
ADMINISTERED CEQ PREVIOUSLY)

CEQINTROC Please answer this series of statements regarding your <FINALCOURSE> <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ceq101 The staff put a lot of time into commenting on my work
 ceq103 The teaching staff normally give me helpful feedback on how I am going
 ceq105 I am generally given enough time to understand the things I have to learn
 *(DISPLAY IF E306=3043)
 ceq106 The <course> helps me develop my ability to work as a team member
 ceq108 It is always easy to know the standard of work expected
 ceq109 The sheer volume of work to get through in this <course> means it can't all be
 thoroughly comprehended *(DISPLAY IF E306=3043)
 ceq110 The teaching staff of this <course> motivate me to do my best work
 ceq114 The <course> sharpens my analytic skills
 ceq115 My lecturers are extremely good at explaining things
 ceq116 The teaching staff work hard to make their subjects interesting
 ceq119 The workload is too heavy *(DISPLAY IF E306=3043)
 ceq123 The <course> develops my problem-solving skills
 ceq127 The staff make a real effort to understand difficulties I might be having with my
 work
 ceq128 I usually have a clear idea of where I am going and what is expected of me in
 this <course>
 ceq129 There is a lot of pressure on me as a student in this <course> *(DISPLAY IF
 E306=3043)
 ceq132 The <course> improves my skills in written communication
 ceq139 It is often hard to discover what is expected of me in this <course>
 ceq141 <Course> materials are relevant and up to date *(DISPLAY IF E306=3003)
 ceq142 As a result of my <course>, I feel confident about tackling unfamiliar problems
 ceq143 My <course> helps me to develop the ability to plan my own work
 ceq146 The staff made it clear right from the start what they expect from students
 ceq149 Overall, I am satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(E306=3003 OR 3014 OR 3043 AND CEQ1=2 AND DVQUALNUM=2, BOND, NEWCASTLE, USC
 AND NOT ADMINISTERED CEQ PREVIOUSLY AND TWO QUALIFICATIONS)

CEQINTROD Please answer this series of statements regarding your <FINALCOURSEB>
 <course>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY READ OUT

(STATEMENTS)

- ceq201 The staff put a lot of time into commenting on my work
 ceq203 The teaching staff normally give me helpful feedback on how I am going
 ceq205 I am generally given enough time to understand the things I have to learn
 *(DISPLAY IF E306=3043)
 ceq206 The <course> helps me develop my ability to work as a team member
 ceq208 It is always easy to know the standard of work expected
 ceq209 The sheer volume of work to get through in this <course> means it can't all be
 thoroughly comprehended *(DISPLAY IF E306=3043)

- ceq210 The teaching staff of this <course> motivate me to do my best work
 ceq214 The <course> sharpens my analytic skills
 ceq215 My lecturers are extremely good at explaining things
 ceq216 The teaching staff work hard to make their subjects interesting
 ceq219 The workload is too heavy *(DISPLAY IF E306=3043)
 ceq223 The <course> develops my problem-solving skills
 ceq227 The staff make a real effort to understand difficulties I might be having with my work
 ceq228 I usually have a clear idea of where I am going and what is expected of me in this <course>
 ceq229 There is a lot of pressure on me as a student in this <course> *(DISPLAY IF E306=3043)
 ceq232 The <course> improves my skills in written communication
 ceq239 It is often hard to discover what is expected of me in this <course>
 ceq241 <Course> materials are relevant and up to date *(DISPLAY IF E306=3003)
 ceq242 As a result of my <course>, I feel confident about tackling unfamiliar problems
 ceq243 My <course> helps me to develop the ability to plan my own work
 ceq246 The staff made it clear right from the start what they expect from students
 ceq249 Overall, I am satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(TIMESTAMP 27)

*(STAGE=2 OR 3, MIDDLE YEARS OR COMPLETING STUDENT)

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

1. Yes
2. No
3. Not sure

*(COMPSEM=1, EXPECTS TO COMPLETE COURSE)

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

1. Email address (Please specify) *(KICKBOX VALIDATION REQUIRED)
2. Prefer not to provide email address

*(ALL)

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

1. Yes
2. No

*(C4=1, WANTS TO BE NOTIFIED OF RESULTS)

NTFEMAIL What is the best email address to send the notification to?

*PROGRAMMER NOTE: IF PEMAIL=2 SHOW SAMPLE EMAIL. IF PEMAIL=1 SHOW PEMAIL

<email>

1. Address as above
2. Enter new email address

*(TIMESTAMP 28)

END

~~*PROGRAMMER NOTE: PLEASE INCLUDE A TICK BOX WITH TEXT: I WOULD LIKE TO BE NOTIFIED VIA EMAIL WHEN THE NATIONAL DATA IS RELEASED ON THE QUALITY INDICATORS FOR LEARNING AND TEACHING (QILT) WEBSITE~~

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

*PROGRAMMER NOTE: FOR ONLINE SUBMIT BUTTON LINKS TO
WWW.QILT.EDU.AU/SURVEYS/SES/THANK-YOU

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

www.ses.edu.au
www.srcentre.com.au/ses

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

*(CATI ONLY)

INT1

DO NOT ASK, INTERVIEWER PLEASE RECORD

Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

*(INSTITUTION1=2, NO LONGER ENROLLED)

TERM

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

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

*(INTRO=3 OR 4, REFUSED)

RR1

OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment/just hung up
2. Too busy
3. Not interested
4. Too personal/intrusive

5. Don't like subject matter
6. Don't believe surveys are confidential/privacy concerns
7. Don't trust surveys/government
8. Never do surveys
9. Survey is length too long
10. Get too many calls for surveys / telemarketing
11. Other (Please specify)

*(INTRO=3 OR 4, REFUSED)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back *(GO TO TERM2)
2. Possible conversion *(GO TO TERM2)

*(EM1=1 OR 2, AGREED TO COMPLETE ONLINE)

TERM1 Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

*(ALL LOTE)

TERM2 No worries, thanks very much for your help anyway.

*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INTRO=3 OR INTRO2=3	Household refusal	Refusal
3	INTRO=4 OR INTRO2=4	Respondent refusal	Refusal
4	INTRO=5 OR INTRO2=5	Language difficulty	Other contacts
5	EM=1 OR 2	Agreed to complete online	Other contacts
6	QET	Terminated midway	Refusal

*(TIMESTAMP 29)

Appendix 10b SES 2018 Questionnaire screen shots – desktop

3%

[Save and close](#)

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

[Start](#)

4%

[Save and close](#)

Congratulations on entering the final stage of your higher education course for 2018. As a student close to completing your studies, we are very interested to know how things have gone for you and how your institution supported you to achieve success in your course.

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

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

If you would like to go back to a previous question, please use the 'Previous' button within the survey. (Please **do not** use the browser 'Back' button to go back to a previous question).

Please press the 'Next' button below to continue.

[Previous](#)[Next](#)

6%

[Save and close](#)

Are you currently enrolled in a course at **Social Research Centre**?

- ☐ Yes
☐ No

[Previous](#)[Next](#)

9%

Save and close

Can you please confirm that you are currently enrolled in the following course?

Graduate Diploma of Nursing (Specialisation)?

- ☐ Yes
☐ No

Previous

Next

23%

Save and close

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

Previous

Next

25%

Save and close

At **Social Research Centre** during 2018, to what extent have you...

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

Previous

Next

26%

Save and close

Thinking about your **Graduate Diploma of Nursing (Specialisation)** course, overall how would you rate the quality of your entire educational experience this year?

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent

Previous

Next

29%

Save and close

At your institution during 2018, to what extent have you had a sense of belonging to **Social Research Centre**?

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

Previous

Next

31%

Save and close

Thinking about your **Graduate Diploma of Nursing (Specialisation)** course, in 2018, how frequently have you...

	Never	Sometimes	Often	Very often
Worked with other students as part of your study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with students outside study requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

Previous

Next

34%

Save and close

At your institution during 2018, to what extent have you been given opportunities to interact with local students?

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

Previous

Next

29%

Save and close

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

Previous

Next

31%

Save and close

Thinking of this year, overall at **Social Research Centre**, how would you rate the quality of the teaching you have experienced in your **Graduate Diploma of Nursing (Specialisation)** course?

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent

Previous

Next

34%

Save and close

During 2018, to what extent have the lecturers, tutors and demonstrators in your **Graduate Diploma of Nursing (Specialisation)** 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seemed helpful and approachable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set assessment tasks that challenge you to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged you actively in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated concern for student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided clear explanations on coursework and assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulated you intellectually?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

37%

Save and close

Thinking of this year, overall how would you rate the following learning resources provided for your **Graduate Diploma of Nursing (Specialisation)** course...?

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

Previous

Next

40%

Save and close

In 2018, to what extent has your study been delivered in a way that is...

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

Previous

Next

43%

Save and close

Thinking about your **Graduate Diploma of Nursing (Specialisation)** course, to what extent has your course developed your...

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

Previous

Next

46%

Save and close

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

Previous

Next

48%

Save and close

During 2018, to what extent have you found **careers advisors** to be...

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

Previous

Next

50%

Save and close

During 2018, to what extent have you found **administrative staff or systems** (e.g. online administrative services, frontline staff, enrolment systems) to be...

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

Previous

Next

51%

Save and close

During 2018, to what extent have you found **academic or learning advisors** to be...

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

Previous

Next

53%

Save and close

During 2018, to what extent have you found support services such as **counsellors, financial/legal advisors and health services** to be...

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

Previous

Next

54%

Save and close

At your institution during 2018, to what extent have you...

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

Previous

Next

56%

Save and close

What have been the best aspects of your **Graduate Diploma of Nursing (Specialisation)** course?

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

Previous

Next

59%

Save and close

What aspects of your **Graduate Diploma of Nursing (Specialisation)** course most need improvement?

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

Previous

Next

62%

Save and close

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

Previous

Next

64%

Save and close

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

- ☐ Before 2013
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018

Previous

Next

65%

Save and close

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

- ☐ 2018
- ☐ 2019 or later

Previous

Next

67%

Save and close

Where has your study been mainly based in 2018?

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

Previous

Next

68%

Save and close

Thinking about your **Graduate Diploma of Nursing (Specialisation)** course, how much of your study do you do online?

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

Previous

Next

70%

Save and close

Thinking about your **Graduate Diploma of Nursing (Specialisation)** course, which number between 0 and 100 represents your average grade so far in 2018?

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

Previous

Next

71%

Save and close

At **Social Research Centre** during 2018, to what extent have...

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

Previous

Next

73%

Save and close

During 2018, have you seriously considered leaving **Social Research Centre**?

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

Previous

Next

84%

Save and close

Please answer this series of statements regarding your **Graduate Diploma of Nursing (Specialisation)** course.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The course has provided the opportunity for putting theory into practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The skills developed in the course are relevant and useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course has developed current professional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I have learnt will benefit my future work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course has helped prepare me for the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

85%

Save and close

Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

Previous

Next

96%

Save and close

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

- ☐ Yes
- ☐ No
- ☐ Not sure

Previous

Next

100%

Save and close

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

Previous

Next

100%

Save and close

What is the best email address to send the notification to?

joebloggs@email.com

- ☐ Address as above
☐ Enter new email address

Previous

Next

100%

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

Next

Appendix 10c SES 2018 Questionnaire screen shots – mobile

3%

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

[Start](#)[Save and close](#)

4%

Congratulations on entering the final stage of your higher education program for 2018. 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 program.

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

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

If you would like to go back to a previous question, please use the 'Previous' button within the survey. (Please **do not** use the browser 'Back' button to go back to a previous question).

Please press the 'Next' button below to continue.

[Next](#)[Previous](#)[Save and close](#)

6%

Are you currently enrolled in a program at **Social Research Centre?**

☐ Yes☐ No[Next](#)[Previous](#)[Save and close](#)

9%

Can you please confirm that you are currently enrolled in the following program?

Bachelor of Medicine & Bachelor of Surgery?

- ☐ Yes
☐ No

Next

Previous

Save and close

23%

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

Next

Previous

Save and close

25%

At Social Research Centre during 2018, to what extent have you...

Received support from your institution to settle into study?

Not at all

Very little

Some

Quite a bit

Very much

Experienced efficient enrolment and admissions processes?

Not at all

Very little

Some

Quite a bit

Very much

Felt prepared for your study?

Not at all

Very little

Some

Quite a bit

Very much

Felt induction/orientation activities were relevant and helpful?

Not at all

Very little

Some

Quite a bit

Very much

Not applicable

Next

Previous

Save and close

26%

Thinking about your **Bachelor of Medicine & Bachelor of Surgery** program, overall how would you rate the quality of your entire educational experience this year?

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent

Next

Previous

Save and close

29%

At your institution during 2018, to what extent have you had a sense of belonging to **Social Research Centre**?

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

Next

Previous

Save and close

31%

Thinking about your **Bachelor of Medicine & Bachelor of Surgery** program, in 2018, how frequently have you...

Participated in discussions online or face-to-face?

Never

Sometimes

Often

Very often

Worked with other students as part of your study?

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

Interacted with students who are very different from you?

Never

Sometimes

Often

Very often

Next

Previous

Save and close

34%

At your institution during 2018, 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

Next

Previous

Save and close

29%

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

Next

Previous

Save and close

31%

Thinking of this year, overall at **Social Research Centre**, how would you rate the quality of the teaching you have experienced in your **Bachelor of Medicine & Bachelor of Surgery** program?

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent

Next

Previous

Save and close

34%

During 2018, to what extent have the lecturers, tutors and demonstrators in your Bachelor of Medicine & Bachelor of Surgery program...

Stimulated you intellectually?

Not at all

Very little

Some

Quite a bit

Very much

Commented on your work in ways that help you learn?

Not at all

Very little

Some

Quite a bit

Very much

Seemed helpful and approachable?

Not at all

Very little

Some

Quite a bit

Very much

Set assessment tasks that challenge you to learn?

Not at all

Very little

Some

Quite a bit

Very much

Engaged you actively in learning?

Not at all

Very little

Some

Quite a bit

Very much

Demonstrated concern for student learning?

Not at all

Very little

Some

Quite a bit

Very much

Provided clear explanations on coursework and assessment?

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close

37%

Thinking of this year, overall how would you rate the following learning resources provided for your Bachelor of Medicine & Bachelor of Surgery program...?

Computing/IT resources

Poor

Fair

Good

Excellent

Not applicable

Assigned books, notes and resources

Poor

Fair

Good

Excellent

Not applicable

Laboratory or studio equipment

Poor

Fair

Good

Excellent

Not applicable

Library resources and facilities

Poor

Fair

Good

Excellent

Not applicable

Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)

Poor

Fair

Good

Excellent

Not applicable

Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)

Poor

Fair

Good

Excellent

Not applicable

Student spaces and common areas

Poor

Fair

Good

Excellent

Not applicable

Online learning materials

Poor

Fair

Good

Excellent

Not applicable

Next

Previous

Save and close

40%

In 2018, to what extent has your study been delivered in a way that is...

Well-structured and focused?

Not at all

Very little

Some

Quite a bit

Very much

Relevant to your education as a whole?

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close

43%

Thinking about your Bachelor of Medicine & Bachelor of Surgery program, to what extent has your program developed your...

Critical thinking skills?

Not at all

Very little

Some

Quite a bit

Very much

Ability to solve complex problems?

Not at all

Very little

Some

Quite a bit

Very much

Ability to work with others?

Not at all

Very little

Some

Quite a bit

Very much

Confidence to learn independently?

Not at all

Very little

Some

Quite a bit

Very much

Written communication skills?

Not at all

Very little

Some

Quite a bit

Very much

Spoken communication skills?

Not at all

Very little

Some

Quite a bit

Very much

Knowledge of the field(s) you are studying?

Not at all

Very little

Some

Quite a bit

Very much

Development of work-related knowledge and skills?

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close

46%

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

Next

Previous

Save and close



48%

During 2018, to what extent have you found careers advisors to be...

Available?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Helpful?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close



50%

During 2018, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be...

Available?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Helpful?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close



51%

During 2018, to what extent have you found academic or learning advisors to be...

Available?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Helpful?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close

53%

During 2018, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be...

Available?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Helpful?

Had no contact

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close

54%

At your institution during 2018, to what extent have you...

Been offered support relevant to your circumstances?

Not at all

Very little

Some

Quite a bit

Very much

Not applicable

Received appropriate English language skill support?

Not at all

Very little

Some

Quite a bit

Very much

Not applicable

Next

Previous

Save and close

56%

What have been the best aspects of your Bachelor of Medicine & Bachelor of Surgery program?

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

Next

Previous

Save and close



59%

What aspects of your **Bachelor of Medicine & Bachelor of Surgery** program most need improvement?

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

Next

Previous

Save and close



62%

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

Next

Previous

Save and close



64%

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

- ☐ Before 2013
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018

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65%

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

- ☐ 2018
- ☐ 2019 or later

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67%

Where has your study been mainly based in 2018?

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

[Next](#)[Previous](#)[Save and close](#)

68%

Thinking about your **Bachelor of Medicine & Bachelor of Surgery** program, how much of your study do you do online?

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

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70%

Thinking about your **Bachelor of Medicine & Bachelor of Surgery** program, which number between 0 and 100 represents your average grade so far in 2018?

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

Next

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Save and close



71%

At Social Research Centre during 2018, to what extent have...

Paid work commitments negatively affected your study?

Not at all

Very little

Some

Quite a bit

Very much

Not applicable

Your living arrangements negatively affected your study?

Not at all

Very little

Some

Quite a bit

Very much

Your financial circumstances negatively affected your study?

Not at all

Very little

Some

Quite a bit

Very much

Next

Previous

Save and close



73%

During 2018, have you seriously considered leaving **Social Research Centre**?

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

Next

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Save and close

84%

Please answer this series of statements regarding your Bachelor of Medicine & Bachelor of Surgery program.

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

The program has provided the opportunity for putting theory into practice

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

The skills developed in the program are relevant and useful

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

The program has developed current professional skills

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

What I have learnt will benefit my future work

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

The program has helped prepare me for the workforce

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

Next

Previous

Save and close

85%

Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

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Save and close



96%

And lastly, do you expect to complete your program at the end of this semester?

- ☐ Yes
- ☐ No
- ☐ Not sure

Next

Previous

Save and close



100%

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

Next

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Save and close



100%

What is the best email address to send the notification to?

jbloggs@email.com

- ☐ Address as above
- ☐ Enter new email address

Next

Previous

Save and close

100%

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

Next

Appendix 11

National reporting module screen shots

	Sample	Refusal	Unsubscribe	Out of scope	Unusable	Final sample	Complete	Response rate	% of Target
National Overall	623,517	4,694	23,936	14,022	197	580,668	282,754	48.7	87.3
Universities Overall	564,652	4,338	21,750	11,879	95	526,590	255,421	48.5	88.0
Higher Education Providers Overall	58,865	356	2,186	2,143	102	54,078	27,333	50.5	81.7
Undergraduate Overall	429,038	3,235	17,740	7,596	116	400,351	193,817	48.4	89.2
Postgraduate Overall	194,479	1,459	6,196	6,426	81	180,317	88,937	49.3	84.0

Export Table as CSV

Provider Type	Institution Code	Institution	Sample	Refusal	Unsubscribe	Out of scope	Unusable	Final sample	Complete	% of Sample	Target	Capped complete	% of Target	Remaining	Last Year % of Target	Last Year Response rate
0	0	TOTAL	623,517	4,694	23,936	14,022	197	580,668	282,754	48.7	203,567	177,745	87.3	25,822	50.1	34.5

Appendix 12 SES 2018 Course change by institution

Course change by universities

Universities	Changed course n	As % completed surveys (course)
Australian Catholic University	67	0.9
Bond University	4	0.3
Central Queensland University	51	1.2
Charles Darwin University	22	1.0
Charles Sturt University	69	0.8
Curtin University	204	2.6
Deakin University	208	1.8
Edith Cowan University	118	1.9
Federation University Australia	5	0.2
Flinders University	80	1.4
Griffith University	60	0.6
James Cook University	1	0.0
La Trobe University	107	1.1
Macquarie University	275	2.4
Monash University	242	1.3
Murdoch University	61	2.0
Queensland University of Technology	14	0.2
RMIT University	107	0.9
Southern Cross University	3	0.2
Swinburne University of Technology	139	1.6
The Australian National University	164	3.9
The University of Adelaide	170	3.1
The University of Melbourne	111	0.8
The University of Notre Dame Australia	26	1.5
The University of Queensland	333	3.0
The University of Sydney	254	1.9
The University of Western Australia	64	1.6
Torrens University Australia	43	1.8
University of Canberra	104	2.7
University of Divinity	7	1.7
University of New England	18	0.6
University of New South Wales	5	0.0
University of Newcastle	158	2.4
University of South Australia	92	1.4
University of Southern Queensland	85	1.9
University of Tasmania	65	1.1
University of Technology Sydney	92	1.4
University of the Sunshine Coast	32	0.9
University of Wollongong	70	1.3
Victoria University	28	0.7
Western Sydney University	169	2.0
Total	3,927	1.4

Course change by NUHEIs

NUHEI	Changed course n	As % completed surveys (course)
Academy of Design Australia	1	0.9
Academy of Information Technology	0	0.0
Adelaide Central School of Art	0	0.0
Alphacrucis College	3	0.4
Australian Academy of Music and Performing Arts	1	2.8
Australian College of Applied Psychology (Navitas Institute)	20	1.2
Australian College of Christian Studies	0	0.0
Australian College of Nursing	0	0.0
Australian College of Physical Education	7	2.6
Australian College of Theology	29	1.7
Australian Institute of Business	16	1.5
Australian Institute of Management Education and Training	0	0.0
Australian Institute of Music	5	1.2
Australian Institute of Professional Counsellors	0	0.0
Avondale College of Higher Education	10	1.7
BBi - The Australian Institute of Theological Education	0	0.0
Box Hill Institute	1	0.4
Campion College Australia	0	0.0
Canberra Institute of Technology	1	1.7
Chisholm Institute of TAFE	0	0.0
Christian Heritage College	10	2.8
College of the Arts	4	1.8
Eastern College Australia	0	0.0
Endeavour College	21	1.2
Excelsia College	1	0.6
Holmes Institute	6	0.2
Holmesglen Institute	4	0.7
Insearch	9	1.1
International College of Hotel Management	0	0.0
International College of Management, Sydney	28	5.0
Jazz Music Institute	0	0.0
Kaplan Business School	7	0.7
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Technology	0	0.0
King's Own Institute	2	0.1
Macleay College	7	4.7
Marcus Oldham College	0	0.0
Melbourne Institute of Technology	6	0.6
Melbourne Polytechnic	6	1.3
MIECAT	1	0.9
Moore Theological College	0	0.0
Nan Tien Institute	0	0.0
National Art School	0	0.0

North Metropolitan TAFE	1	1.9
Paramount College of Natural Medicine	0	0.0
Perth Bible College	2	4.3
Photography Studies College (Melbourne)	0	0.0
Raffles College of Design and Commerce	0	0.0
SAE Institute and Qantm College	3	0.3
SP Jain School of Management	0	0.0
Stott's Colleges	5	2.4
Study Group Australia	1	0.6
Sydney College of Divinity	8	2.0
Tabor College of Higher Education	5	1.5
TAFE NSW	5	0.7
TAFE Queensland	0	0.0
TAFE SA	1	1.3
The Cairnmillar Institute School	2	1.8
The College of Law	5	0.9
The JMC Academy	16	2.5
Think Education Group	27	2.3
Universal Business School Sydney	2	0.6
UOW College	0	0.0
VIT (Victorian Institute of Technology)	0	0.0
Wentworth Institute of Higher Education	8	4.7
Whitehouse Institute	0	0.0
William Angliss Institute	2	0.6
Total	299	1.0

Appendix 13 SES 2018 Response by institution

Response by universities

University Provider	Initial population	Dis-qualified %	Out of scope %	Opted-out %	Final sample	Responses	2018 Response Rate %	2017 Response Rate %	2016 Response Rate %	2015 Response Rate %
Australian Catholic University	15,132	0.2	0.1	2.4	14,738	7,553	51.2	47.3	44.0	46.1
Bond University	2,370	0.2	0.0	5.1	2,245	1,370	61.0	37.8	54.5	46.9
Central Queensland University	7,926	0.9	0.1	3.0	7,603	4,018	52.8	33.9	55.9	47.7
Charles Darwin University	4,153	5.3	0.3	4.8	3,724	1,927	51.7	46.0	51.7	45.2
Charles Sturt University	17,256	2.8	0.1	3.7	16,109	8,056	50.0	36.1	49.1	39.4
Curtin University	17,010	2.7	0.1	7.3	15,289	7,257	47.5	34.7	42.1	31.4
Deakin University	21,853	0.6	0.1	4.9	20,641	11,343	55.0	40.5	45.0	31.2
Edith Cowan University	11,631	4.2	0.2	6.4	10,378	5,677	54.7	37.5	45.2	39.8
Federation University Australia	4,721	2.0	0.1	4.3	4,416	2,415	54.7	38.3	42.2	36.4
Flinders University	11,731	3.0	0.2	5.6	10,710	5,372	50.2	39.3	49.4	40.3
Griffith University	22,096	4.1	0.2	5.7	19,879	8,904	44.8	37.1	46.9	38.1
James Cook University	6,561	2.0	0.3	5.1	6,075	3,011	49.6	32.1	48.8	41.2
La Trobe University	18,790	1.7	0.2	5.7	17,362	8,985	51.8	38.0	44.6	40.2
Macquarie University	21,525	3.9	0.1	5.5	19,491	10,272	52.7	38.4	39.4	38.4
Monash University	35,821	3.8	0.1	6.2	32,238	17,270	53.6	45.1	53.3	44.7
Murdoch University	6,532	3.0	0.1	5.3	5,983	2,823	47.2	37.1	47.6	45.6
Queensland University of Technology	19,597	0.1	0.1	2.6	19,040	7,861	41.3	27.4	41.4	37.0
RMIT University	25,502	0.4	0.1	3.1	24,588	11,818	48.1	29.9	46.2	30.3
Southern Cross University	4,956	0.1	0.2	2.4	4,823	1,627	33.7	27.6	44.5	36.8
Swinburne University of Technology	16,559	3.2	0.1	4.9	15,208	8,162	53.7	35.1	44.8	34.3
The Australian National University	10,181	0.6	0.1	2.8	9,821	4,091	41.7	36.7	46.2	38.8
The University of Adelaide	9,813	0.4	0.1	5.2	9,262	5,536	59.8	45.8	56.3	46.1
The University of Melbourne	24,591	0.6	0.1	4.7	23,269	13,390	57.5	46.3	52.3	43.4
The University of Notre Dame Australia	3,951	0.7	0.1	3.5	3,781	1,698	44.9	44.2	52.7	39.8

The University of Queensland	22,556	0.7	0.0	4.7	21,341	10,711	50.2	43.6	52.4	42.9
The University of Sydney	33,948	2.9	0.0	5.7	31,008	12,074	38.9	23.8	45.5	36.2
The University of Western Australia	10,482	2.8	0.0	2.5	9,923	3,697	37.3	28.4	48.1	37.4
Torrens University Australia	4,628	4.7	0.3	4.0	4,213	2,113	50.2	25.8	39.6	
University of Canberra	7,384	4.2	0.2	4.7	6,711	3,413	50.9	36.4	44.6	36.4
University of Divinity	649	2.3	0.0	5.1	601	393	65.4	51.2	60.8	55.2
University of New England	5,625	0.4	0.1	3.8	5,378	2,948	54.8	39.7	46.0	41.2
University of New South Wales	27,712	2.8	0.1	4.2	25,761	12,300	47.7	40.4	42.4	37.5
University of Newcastle	14,211	2.3	0.1	4.0	13,311	6,100	45.8	33.3	40.2	37.8
University of South Australia	14,063	1.3	0.2	3.0	13,438	6,170	45.9	26.3	44.4	37.8
University of Southern Queensland	8,783	4.6	0.2	3.8	8,027	3,980	49.6	42.1	53.0	44.3
University of Tasmania	11,154	0.6	0.1	4.9	10,527	6,062	57.6	44.2	44.8	38.8
University of Technology Sydney	14,775	0.9	0.1	2.6	14,245	6,114	42.9	23.6	40.5	31.0
University of the Sunshine Coast	6,480	2.5	0.2	3.6	6,074	3,439	56.6	46.6	53.5	48.1
University of Wollongong	11,489	1.0	0.2	5.1	10,771	5,104	47.4	26.6	42.5	36.6
Victoria University	8,740	0.5	0.0	5.5	8,215	3,774	45.9	32.0	35.1	27.0
Western Sydney University	21,715	1.2	0.2	3.1	20,734	8,162	39.4	31.1	42.2	29.1

Response by NUHEIs

Non-university Provider	Initial population	Dis-qualified %	Out of scope %	Opted-out %	Final sample	Responses	2018 Response Rate %	2017 Response Rate %	2016 Response Rate %	2015 Response Rate %
Academy of Design Australia	173	1.2	0.0	2.3	167	109	65.3	45.1	52.1	60.0
Academy of Information Technology	113	16.8	0.0	8.8	84	24	28.6	35.8	72.7	50.0
Adelaide Central School of Art	178	5.6	0.0	1.7	165	123	74.5	63.8	75.6	
Alphacrucis College	1,675	3.9	0.3	5.2	1,517	756	49.8	39.1	47.3	48.6
Australian Academy of Music and Performing Arts	66	0.0	0.0	7.6	61	36	59.0	51.5	48.8	
Australian College of Applied Psychology (Navitas Institute)	2,583	0.4	0.1	3.9	2,469	1,612	65.3	46.6	44.2	41.6
Australian College of Christian Studies	58	0.0	0.0	10.3	52	28	53.8	30.6	32.3	57.1
Australian College of Nursing	641	10.6	0.2	5.0	540	257	47.6			
Australian College of Physical Education	575	1.9	0.2	6.6	525	254	48.4	32.7	40.3	29.2
Australian College of Theology	2,683	4.2	0.0	4.7	2,444	1,608	65.8	53.0	46.4	43.2
Australian Institute of Business	2,033	2.1	0.1	5.1	1,883	1,032	54.8	36.5		
Australian Institute of Management Education and Training	513	4.1	0.0	6.2	460	252	54.8	41.1		
Australian Institute of Music	891	1.0	0.1	5.8	829	418	50.4	25.9	40.5	38.6
Australian Institute of Professional Counsellors	197	1.5	0.0	3.6	187	92	49.2	29.3	50.4	47.7
Avondale College of Higher Education	1,010	2.1	0.1	6.3	924	553	59.8	55.9	54.2	44.1
BBI - The Australian Institute of Theological Education	204	3.4	0.5	4.4	187	105	56.1	44.6		
Box Hill Institute	597	2.0	0.2	5.5	551	241	43.7	29.9	48.3	

Campion College Australia	74	0.0	0.0	1.4	73	57	78.1	80.5	79.7	
Canberra Institute of Technology	123	3.3	0.8	8.9	107	52	48.6	40.5		
Chisholm Institute of TAFE	206	4.9	0.0	3.9	188	104	55.3	40.7	45.0	46.5
Christian Heritage College	625	6.1	0.2	3.8	562	315	56.0	50.5	59.6	47.8
College of the Arts	477	1.3	0.2	3.4	454	216	47.6	46.4	59.9	
Eastern College Australia	122	2.5	0.0	3.3	115	73	63.5	60.9	61.1	56.5
Endeavour College	3,619	2.5	0.2	3.9	3,382	1,726	51.0	40.9	45.1	44.6
Excelsia College	234	0.4	0.4	2.6	226	152	67.3	77.4	66.2	44.7
Holmes Institute	7,098	5.8	0.2	3.8	6,404	2,194	34.3	21.1	30.9	18.6
Holmesglen Institute	1,176	4.1	0.3	3.7	1,081	484	44.8	43.2	54.1	45.5
Insearch	1,654	0.3	0.0	2.5	1,608	811	50.4			32.5
International College of Hotel Management	137	4.4	0.0	5.8	123	80	65.0			
International College of Management, Sydney	1,211	2.6	0.1	5.5	1,112	518	46.6	15.6	42.7	
Jazz Music Institute	60	0.0	0.0	1.7	59	17	28.8	40.3	44.4	43.5
Kaplan Business School	2,118	1.1	15.6	2.0	1,721	916	53.2	38.0	47.8	32.7
Kaplan Higher Education Pty Ltd trading as Murdoch Institute of Technology	897	1.4	0.2	9.8	794	368	46.3	34.7	69.7	71.7
King's Own Institute	1,992	2.9	0.1	1.5	1,903	1,358	71.4			
Macleay College	283	5.7	0.0	6.7	248	133	53.6	49.6	64.7	
Marcus Oldham College	211	0.5	0.0	2.4	205	182	88.8	69.9	73.9	69.6
Melbourne Institute of Technology	2,294	3.6	0.3	3.1	2,133	934	43.8	36.7	51.2	
Melbourne Polytechnic	1,026	3.2	0.2	2.8	962	432	44.9	36.5	44.0	31.8

MIECAT	146	6.2	0.0	2.1	134	101	75.4	66.4		
Moore Theological College	319	0.0	0.3	1.6	313	209	66.8	46.4		
Nan Tien Institute	54	5.6	0.0	1.9	50	36	72.0			
National Art School	468	0.9	0.2	3.0	449	268	59.7	55.7	59.2	56.8
North Metropolitan TAFE	106	7.5	0.0	8.5	89	41	46.1			
Paramount College of Natural Medicine	89	2.2	0.0	9.0	79	47	59.5	51.1	64.9	45.5
Perth Bible College	61	1.6	0.0	4.9	57	45	78.9	53.3		
Photography Studies College (Melbourne)	132	0.8	0.0	3.8	126	91	72.2	69.6	62.7	66.1
Raffles College of Design and Commerce	127	1.6	0.0	7.9	115	75	65.2	46.1	63.5	
SAE Institute and Qantm College	2,004	1.0	0.0	2.8	1,927	1,013	52.6	42.4	40.8	42.6
SP Jain School of Management	139	0.7	0.0	2.9	134	66	49.3			
Stott's Colleges	533	1.7	0.0	2.8	509	184	36.1			
Study Group Australia	364	8.5	0.3	2.7	322	118	36.6	31.5	38.1	
Sydney College of Divinity	987	2.7	0.1	5.6	904	370	40.9	37.8	49.0	
Tabor College of Higher Education	614	3.4	0.0	2.3	579	317	54.7	53.6	63.0	55.4
TAFE NSW	1,530	2.7	0.1	5.8	1,399	632	45.2	39.9	55.3	
TAFE Queensland	121	0.8	0.0	4.1	115	60	52.2	42.9	58.8	32.2
TAFE SA	119	5.0	0.0	3.4	109	70	64.2	77.3	55.3	37.1
The Cairnmillar Institute School	197	1.5	0.0	3.6	187	107	57.2			
The College of Law	1,569	6.2	0.0	12.7	1,273	472	37.1	20.7		
The JMC Academy	1,304	0.1	0.3	6.4	1,216	635	52.2	40.5		

Think Education Group	2,180	3.7	0.5	4.6	1,989	1,086	54.6	30.5	52.7	
Universal Business School Sydney	1,136	0.2	0.0	3.8	1,091	307	28.1	33.2	46.3	
UOW College	176	4.0	0.0	4.0	162	64	39.5	27.3	43.4	29.7
VIT (Victorian Institute of Technology)	926	0.2	0.1	1.5	909	613	67.4			
Wentworth Institute of Higher Education	314	5.4	0.0	1.3	293	147	50.2			
Whitehouse Institute	271	0.0	0.0	2.6	264	179	67.8	67.5	68.8	
William Angliss Institute	688	4.7	0.1	4.2	626	295	47.1	31.7	45.5	

Appendix 14 Reportable strata

Reportable strata by undergraduate

Undergraduate	2015 NUHEI						2016 NUHEI						2017 NUHEI						2018 NUHEI					
	University Strata n	Report- able %	Strata n	Report- able %	Overall Strata n	Report- able %	University Strata n	Report- able %	Strata n	Report- able %	Overall Strata n	Report- able %	University Strata n	Report- able %	Strata n	Report- able %	Overall Strata n	Report- able %	University Strata n	Report- able %	Strata n	Report- able %	Overall Strata n	Report- able %
Learner engagement																								
21 Study Areas	614		84		698		606		129		735		608		132		740		611		147		758	
+/-7.5%	471	76.7	40	47.6	511	73.2	513	84.7	68	52.7	581	79.0	449	73.8	59	44.7	508	68.6	511	83.6	72	49.0	583	76.9
+/-5%	318	51.8	22	26.2	340	48.7	401	66.2	44	34.1	445	60.5	288	47.4	38	28.8	326	44.1	389	63.7	45	30.6	434	57.3
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207		1,048		174		1,222	
+/-7.5%	631	59.6	39	40.2	670	58.0	740	70.4	73	48.0	813	67.6	600	56.9	61	40.1	661	54.8	736	70.2	74	42.5	810	66.3
+/-5%	335	31.7	21	21.6	356	30.8	482	45.9	43	28.3	525	43.6	319	30.2	37	24.3	356	29.5	471	44.9	46	26.4	517	42.3
Teaching quality																								
21 Study Areas	614		84		698		606		129		735		608		132		740		611		147		758	
+/-7.5%	522	85.0	59	70.2	581	83.2	552	91.1	87	67.4	639	86.9	507	83.4	82	62.1	589	79.6	554	90.7	108	73.5	662	87.3
+/-5%	424	69.1	39	46.4	463	66.3	475	78.4	65	50.4	540	73.5	391	64.3	60	45.5	451	60.9	480	78.6	76	51.7	556	73.4
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207		1,048		174		1,222	
+/-7.5%	766	72.4	61	62.9	827	71.6	854	81.3	95	62.5	949	78.9	749	71.0	89	58.6	838	69.4	851	81.2	116	66.7	967	79.1
+/-5%	529	50.0	40	41.2	569	49.3	654	62.2	68	44.7	722	60.0	496	47.0	64	42.1	560	46.4	663	63.3	80	46.0	743	60.8
Learning resources																								
21 Study Areas	614		84		698		606		129		735		608		132		740		611		147		758	
+/-7.5%	522	85.0	43	51.2	565	80.9	540	89.1	73	56.6	613	83.4	502	82.6	61	46.2	563	76.1	537	87.9	80	54.4	617	81.4
+/-5%	426	69.4	28	33.3	454	65.0	463	76.4	46	35.7	509	69.3	373	61.3	38	28.8	411	55.5	456	74.6	55	37.4	511	67.4
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207		1,048		174		1,222	
+/-7.5%	790	74.7	42	43.3	832	72.0	837	79.6	80	52.6	917	76.2	753	71.4	64	42.1	817	67.7	831	79.3	85	48.9	916	75.0
+/-5%	567	53.6	28	28.9	595	51.5	650	61.8	49	32.2	699	58.1	501	47.5	39	25.7	540	44.7	621	59.3	58	33.3	679	55.6
Student support																								
21 Study Areas	614		84		698		606		129		735		608		132		740		611		147		758	
+/-7.5%	450	73.3	45	53.6	495	70.9	498	82.2	81	62.8	579	78.8	435	71.5	69	52.3	504	68.1	497	81.3	83	56.5	580	76.5
+/-5%	280	45.6	27	32.1	307	44.0	387	63.9	57	44.2	444	60.4	268	44.1	46	34.8	314	42.4	360	58.9	59	40.1	419	55.3
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207		1,048		174		1,222	
+/-7.5%	603	57.0	43	44.3	646	55.9	712	67.7	87	57.2	799	66.4	571	54.1	70	46.1	641	53.1	701	66.9	88	50.6	789	64.6
+/-5%	293	27.7	28	28.9	321	27.8	458	43.6	60	39.5	518	43.1	287	27.2	49	32.2	336	27.8	425	40.6	60	34.5	485	39.7
Skills development																								
21 Study Areas	614		84		698		606		129		735		608		132		740		611		147		758	
+/-7.5%	523	85.2	60	71.4	583	83.5	549	90.6	86	66.7	635	86.4	511	84.0	83	62.9	594	80.3	548	89.7	100	68.0	648	85.5
+/-5%	417	67.9	37	44.0	454	65.0	473	78.1	61	47.3	534	72.7	384	63.2	56	42.4	440	59.5	464	75.9	73	49.7	537	70.8
45 Study Areas	1,058		97		1,155		1,051		152		1,203		1,055		152		1,207		1,048		174		1,222	
+/-7.5%	756	71.5	62	63.9	818	70.8	837	79.6	96	63.2	933	77.6	734	69.6	89	58.6	823	68.2	834	79.6	107	61.5	941	77.0
+/-5%	496	46.9	36	37.1	532	46.1	621	59.1	64	42.1	685	56.9	484	45.9	61	40.1	545	45.2	633	60.4	74	42.5	707	57.9

Reportable strata by postgraduate

Postgraduate coursework	University		2017 NUHEI		Overall		University		2018 NUHEI		Overall	
	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %	Strata n	Reportable %
Learner engagement												
21 Study Areas	536		48		584		534		63		597	
+/-7.5%	240	44.8	21	43.8	261	44.7	331	62.0	32	50.8	363	60.8
+/-5%	124	23.1	12	25.0	136	23.3	215	40.3	20	31.7	235	39.4
45 Study Areas	865		54		919		873		72		945	
+/-7.5%	296	34.2	25	46.3	321	34.9	463	53.0	37	51.4	500	52.9
+/-5%	134	15.5	14	25.9	148	16.1	252	28.9	23	31.9	275	29.1
Teaching quality												
21 Study Areas	536		48		584		534		63		597	
+/-7.5%	297	55.4	32	66.7	329	56.3	384	71.9	53	84.1	437	73.2
+/-5%	189	35.3	20	41.7	209	35.8	284	53.2	39	61.9	323	54.1
45 Study Areas	865		54		919		873		72		945	
+/-7.5%	416	48.1	33	61.1	449	48.9	569	65.2	59	81.9	628	66.5
+/-5%	247	28.6	23	42.6	270	29.4	368	42.2	43	59.7	411	43.5
Learning resources												
21 Study Areas	536		48		584		534		63		597	
+/-7.5%	275	51.3	25	52.1	300	51.4	336	62.9	39	61.9	375	62.8
+/-5%	165	30.8	15	31.3	180	30.8	239	44.8	23	36.5	262	43.9
45 Study Areas	865		54		919		873		72		945	
+/-7.5%	410	47.4	30	55.6	440	47.9	527	60.4	44	61.1	571	60.4
+/-5%	238	27.5	18	33.3	256	27.9	354	40.5	28	38.9	382	40.4
Student support												
21 Study Areas	536		48		584		534		63		597	
+/-7.5%	211	39.4	26	54.2	237	40.6	294	55.1	44	69.8	338	56.6
+/-5%	113	21.1	17	35.4	130	22.3	176	33.0	27	42.9	203	34.0
45 Study Areas	865		54		919		873		72		945	
+/-7.5%	274	31.7	29	53.7	303	33.0	419	48.0	49	68.1	468	49.5
+/-5%	134	15.5	19	35.2	153	16.6	212	24.3	29	40.3	241	25.5
Skills development												
21 Study Areas	536		48		584		534		63		597	
+/-7.5%	300	56.0	27	56.3	327	56.0	380	71.2	42	66.7	422	70.7
+/-5%	187	34.9	18	37.5	205	35.1	287	53.7	29	46.0	316	52.9
45 Study Areas	865		54		919		873		72		945	
+/-7.5%	407	47.1	29	53.7	436	47.4	559	64.0	47	65.3	606	64.1
+/-5%	221	25.5	21	38.9	242	26.3	360	41.2	32	44.4	392	41.5

Appendix 15 SES 2018 Item non-response

Item-level non-response count and percentage, Universities

		2015 - Uni				2016 - Uni				2017 - Uni Undergraduate				2017 - Uni Postgraduate				2018 - Uni Undergraduate				2018 - Uni Postgraduate			
Variable	Description	First		Second		First		Second		First		Second		First		Second		First		Second		First		Second	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
SES scale items base		136,830	100.0	11,744	100.0	164,764	100.0	14,177	100.0	136,172	100.0	12,118	100.0	52,910	100.0	205	100.0	176,521	100.0	14,795	100.0	80,469	100.0	276	100.0
qlttech	Quality of teaching	1,398	1.0	152	1.3	1,146	0.7	150	1.1	1,876	1.4	262	2.2	407	0.8	5	2.4	1,579	0.9	211	1.4	639	0.8	3	1.1
qltvedu	Quality of entire educational experience	26	0.0	30	0.3	92	0.1	56	0.4	744	0.5	163	1.3	55	0.1	8	3.9	126	0.1	70	0.5	50	0.1	1	0.4
* asidliv	Living arrangements affected study	9,285	6.8	1,124	9.6	7,746	4.7	1,018	7.2	8,263	6.1	1,133	9.3	2,973	5.6	12	5.9	10,276	5.8	1,367	9.2	4,197	5.2	15	5.4
* asidfin	Financial circumstances affected study	9,277	6.8	1,123	9.6	7,741	4.7	1,022	7.2	8,267	6.1	1,135	9.4	2,952	5.6	12	5.9	10,284	5.8	1,369	9.3	4,169	5.2	15	5.4
* asidwor	Paid work affected study	9,154	6.7	1,112	9.5	7,616	4.6	1,006	7.1	8,041	5.9	1,121	9.3	2,792	5.3	12	5.9	10,071	5.7	1,347	9.1	4,003	5.0	14	5.1
* offsup	Offered relevant support	7,540	5.5	929	7.9	7,523	4.6	930	6.6	6,068	4.5	824	6.8	2,109	4.0	9	4.4	7,731	4.4	1,073	7.3	3,094	3.8	9	3.3
* opploc	Opportunities to interact with local students	817	0.6	36	0.3	708	0.4	40	0.3	605	0.4	29	0.2	247	0.5	0	0.0	721	0.4	49	0.3	313	0.4	0	0.0
* englang	Received appropriate English language skill	7,628	5.6	929	7.9	5,862	3.6	788	5.6	6,143	4.5	834	6.9	2,116	4.0	10	4.9	7,825	4.4	1,086	7.3	3,121	3.9	9	3.3
* indorien	Induction/orientation activities relevant and helpful	199	0.1	7	0.1	264	0.2	16	0.1	200	0.1	11	0.1	116	0.2	1	0.5	181	0.1	9	0.1	133	0.2	0	0.0
* qltchspc	Quality of teaching spaces	4,189	3.1	527	4.5	3,407	2.1	519	3.7	4,269	3.1	561	4.6	1,379	2.6	14	6.8	4,109	2.3	666	4.5	1,692	2.1	7	2.5
* qltdspc	Quality of student spaces and common areas	4,239	3.1	535	4.6	3,443	2.1	519	3.7	4,308	3.2	561	4.6	1,372	2.6	13	6.3	4,157	2.4	666	4.5	1,725	2.1	7	2.5
* qlonlmat	Quality of online learning materials	4,255	3.1	536	4.6	3,418	2.1	518	3.7	4,236	3.1	562	4.6	1,346	2.5	14	6.8	4,134	2.3	663	4.5	1,669	2.1	7	2.5
* qlcompit	Quality of computing/IT resources	4,303	3.1	540	4.6	3,524	2.1	520	3.7	4,288	3.1	564	4.7	1,378	2.6	13	6.3	4,134	2.3	673	4.5	1,727	2.1	7	2.5
* qltbtbook	Quality of assigned books, notes and resources	4,293	3.1	526	4.5	3,481	2.1	525	3.7	4,294	3.2	558	4.6	1,382	2.6	13	6.3	4,162	2.4	663	4.5	1,694	2.1	6	2.2
* qllequip	Quality of laboratory or studio equipment	4,403	3.2	550	4.7	3,522	2.1	528	3.7	4,333	3.2	568	4.7	1,394	2.6	14	6.8	4,214	2.4	680	4.6	1,750	2.2	7	2.5
* qltlibres	Quality of library resources and facilities	4,426	3.2	548	4.7	3,620	2.2	531	3.7	4,426	3.2	566	4.7	1,388	2.6	14	6.8	4,244	2.4	671	4.5	1,727	2.1	7	2.5
stdstruc	Study well-structured and focused	4,810	3.5	619	5.3	4,333	2.6	609	4.3	4,440	3.3	667	5.5	1,304	2.5	13	6.3	5,026	2.8	767	5.2	1,984	2.5	5	1.8
stdrelev	Study relevant to your education as a whole	4,567	3.3	603	5.1	3,516	2.1	538	3.8	4,205	3.1	663	5.5	1,215	2.3	13	6.3	4,734	2.7	755	5.1	1,897	2.4	5	1.8
** admavai	Administrative staff or systems: available	7,780	5.7	913	7.8	6,334	3.8	783	5.5	6,423	4.7	814	6.7	2,383	4.5	10	4.9	7,416	4.2	1,025	6.9	2,932	3.6	9	3.3
** admhelp	Administrative staff or systems: helpful	7,768	5.7	915	7.8	6,383	3.9	783	5.5	6,480	4.8	825	6.8	2,352	4.4	10	4.9	7,508	4.3	1,036	7.0	2,955	3.7	10	3.6
** caravai	Careers advisors: available	7,277	5.3	895	7.6	5,512	3.3	764	5.4	5,298	3.9	759	6.3	1,860	3.5	10	4.9	6,839	3.9	999	6.8	2,684	3.3	9	3.3
** carhelp	Careers advisors: helpful	7,473	5.5	892	7.6	5,921	3.6	772	5.4	5,472	4.0	773	6.4	1,874	3.5	11	5.4	7,111	4.0	1,018	6.9	2,786	3.5	10	3.6
** acdavai	Academic or learning advisors: available	7,914	5.8	928	7.9	6,222	3.8	799	5.6	6,431	4.7	828	6.8	2,330	4.4	10	4.9	7,541	4.3	1,054	7.1	3,043	3.8	9	3.3
** acdhelp	Academic or learning advisors: helpful	7,978	5.8	932	7.9	6,313	3.8	800	5.6	6,505	4.8	847	7.0	2,279	4.3	10	4.9	7,649	4.3	1,070	7.2	3,057	3.8	10	3.6
** supavai	Support services: available	7,891	5.8	939	8.0	6,148	3.7	796	5.6	6,312	4.6	821	6.8	2,273	4.3	10	4.9	7,647	4.3	1,061	7.2	3,059	3.8	9	3.3
** suphelp	Support services: helpful	7,987	5.8	941	8.0	6,215	3.8	799	5.6	6,349	4.7	828	6.8	2,279	4.3	11	5.4	7,768	4.4	1,065	7.2	3,105	3.9	9	3.3
expthink	Higher education experience developed: critical thinking	6,658	4.9	882	7.5	4,631	2.8	756	5.3	5,236	3.8	826	6.8	1,477	2.8	15	7.3	5,934	3.4	1,018	6.9	2,233	2.8	9	3.3
exptriblv	Higher education experience developed: ability to learn	6,649	4.9	880	7.5	4,632	2.8	752	5.3	5,217	3.8	831	6.9	1,499	2.8	15	7.3	5,916	3.4	1,014	6.9	2,243	2.8	9	3.3
expwrkoth	Higher education experience developed: ability to work with others	6,643	4.9	882	7.5	4,662	2.8	758	5.3	5,222	3.8	836	6.9	1,481	2.8	15	7.3	5,919	3.4	1,013	6.8	2,253	2.8	9	3.3
expconfind	Higher education experience developed: confidence	6,610	4.8	884	7.5	4,648	2.8	757	5.3	5,214	3.8	830	6.8	1,490	2.8	14	6.8	5,930	3.4	1,011	6.8	2,233	2.8	9	3.3
expwritng	Higher education experience developed: writing	6,631	4.8	883	7.5	4,628	2.8	756	5.3	5,213	3.8	834	6.9	1,493	2.8	14	6.8	5,899	3.3	1,016	6.9	2,232	2.8	9	3.3
expspeak	Higher education experience developed: speaking	6,635	4.8	883	7.5	4,630	2.8	751	5.3	5,236	3.8	829	6.8	1,488	2.8	14	6.8	5,905	3.3	1,017	6.9	2,241	2.8	9	3.3
expknowl	Higher education experience developed: knowledge	6,613	4.8	879	7.5	4,664	2.8	748	5.3	5,236	3.8	827	6.8	1,489	2.8	14	6.8	5,926	3.4	1,018	6.9	2,233	2.8	10	3.6
expwrkskill	Higher education experience developed: developing skills	6,633	4.8	880	7.5	4,647	2.8	757	5.3	5,262	3.9	831	6.9	1,495	2.8	14	6.8	5,952	3.4	1,013	6.8	2,235	2.8	9	3.3
* supsettle	Received support from university to settle in	214	0.2	9	0.1	337	0.2	24	0.2	344	0.3	24	0.2	180	0.3	2	1.0	281	0.2	13	0.1	192	0.2	2	0.7
* uniservices																									
sensebelong	Had a sense of belonging to your institution	151	0.1	5	0.0	137	0.1	7	0.0	544	0.4	15	0.1	216	0.4	1	0.5	250	0.1	12	0.1	175	0.2	0	0.0
* effenrolm	Experienced efficient enrolment and admission	216	0.2	3	0.0	271	0.2	18	0.1	259	0.2	9	0.1	159	0.3	2	1.0	235	0.1	9	0.1	169	0.2	1	0.4
* feelprepared	Felt prepared for your study	316	0.2	13	0.1	318	0.2	19	0.1	339	0.2	18	0.1	199	0.4	2	1.0	240	0.1	16	0.1	180	0.2	1	0.4
partdiscus	Participated in discussions online or face-to-face	124	0.1	41	0.3	170	0.1	82	0.6	805	0.6	159	1.3	77	0.1	9	4.4	147	0.1	58	0.4	105	0.1	2	0.7
worktothers	Worked with other students as part of your course	120	0.1	46	0.4	162	0.1	87	0.6	796	0.6	157	1.3	70	0.1	9	4.4	169	0.1	67	0.5	83	0.1	2	0.7
interactoth	Interacted with students outside study requirements	118	0.1	37	0.3	156	0.1	80	0.6	797	0.6	157	1.3	76	0.1	9	4.4	179	0.1	63	0.4	86	0.1	2	0.7
interactdiff	Interacted with students who are very different	150	0.1	41	0.3	169	0.1	84	0.6	808	0.6	156	1.3	95	0.2	10	4.9	193	0.1	60	0.4	100	0.1	2	0.7
tchactiveng	Teachers engaged you actively in learning	2,611	1.9	350	3.0	2,056	1.2	354	2.5	2,687	2.0	398	3.3	709	1.3	7	3.4	2,569	1.5	475	3.2	1,074	1.3	5	1.8
tchconlm	Teachers demonstrated concern for student learning	2,682	2.0	354	3.0	2,026	1.2	343	2.4	2,707	2.0	398	3.3	745	1.4	7	3.4	2,619	1.5	468	3.2	1,107	1.4	5	1.8
tchlexpec	Teachers provided clear explanations on course content	2,511	1.8																						

Base (Considered leaving)		22,926	16.8	1,745	14.9	28,379	17.2	2,093	14.8	25,169	18.5	1,965	16.2	9,061	17.1	31	15.1	31,963	18.1	2,237	15.1	13,153	16.3	38	13.8
chaexch	Change due to academic exchange	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chasupp	Change due to academic support	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chadsup	Change due to administrative support	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chbored	Change due to boredom/lack of interest	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chpros	Change due to career prospects	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chdirec	Change due to change of direction	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chcommu	Change due to commuting difficulties	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chfees	Change due to difficulty paying fees	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chwrkld	Change due to difficulty with workload	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chspec	Change due to expectations not met	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chfamly	Change due to family responsibilities	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chldiff	Change due to financial difficulties	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chgapyr	Change due to gap year/deferral	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chgvtas	Change due to government assistance	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chgradu	Change due to graduating	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chhealt	Change due to health or stress	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chreput	Change due to institution reputation	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chmove	Change due to moving residence	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chbreak	Change due to need a break	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chpwork	Change due to need to do paid work	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chopp	Change due to other opportunities	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chwrkp	Change due to paid work responsibilities	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chprsnl	Change due to personal reasons	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chqacrn	Change due to quality concerns	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chothof	Change due to received other offer	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chsocrn	Change due to social reasons	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chshgstd	Change due to standards too high	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chblnce	Change due to study/life balance	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chtravl	Change due to travel or tourism	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0
chother	Change due to other reasons	80	0.3	3	0.2	284	1.0	23	1.1	161	0.6	10	0.5	76	0.8	0	0.0	257	0.8	8	0.4	192	1.5	0	0.0

* Treats 'Not applicable' as a valid non-missing response

** Treats 'Had no contact' as a valid non-missing response

Item-level non-response count and percentage, NUHEIs

		2015 - NUHEI				2016 - NUHEI				2017 - NUHEI undergraduate				2017 - NUHEI postgraduate				2018 - NUHEI undergraduate				2018 - NUHEI postgraduate			
Variable	Description	First		Second		First		Second		First		Second		First		Second		First		Second		First		Second	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
SES scale items base		8,552	100.0	69	100.0	13,695	100.0	101	100.0	11,954	100.0	125	100.0	5,085	100.0	0	-	17,399	100.0	151	100.0	8,871	100.0	0	-
qlttech	Quality of teaching	99	1.2	0	0.0	99	0.7	5	5.0	121	1.0	11	8.8	45	0.9	-	-	137	0.8	6	4.0	86	1.0	-	-
qlvledu	Quality of entire educational exp	3	0.0	1	1.4	8	0.1	1	1.0	14	0.1	9	7.2	1	0.0	-	-	19	0.1	4	2.6	10	0.1	-	-
* astdiv	Living arrangements affected st	639	7.5	5	7.2	743	5.4	7	6.9	776	6.5	5	4.0	351	6.9	-	-	1,049	6.0	17	11.3	519	5.9	-	-
* astfin	Financial circumstances affecte	640	7.5	5	7.2	749	5.5	7	6.9	777	6.5	6	4.8	351	6.9	-	-	1,053	6.1	17	11.3	519	5.9	-	-
* astdwor	Paid work affected study	626	7.3	5	7.2	736	5.4	7	6.9	759	6.3	6	4.8	333	6.5	-	-	1,028	5.9	17	11.3	508	5.7	-	-
* offsup	Offered relevant support	497	5.8	5	7.2	652	4.8	6	5.9	537	4.5	4	3.2	239	4.7	-	-	740	4.3	10	6.6	368	4.1	-	-
* opploc	Opportunities to interact with loc	69	0.8	0	0.0	78	0.6	1	1.0	78	0.7	0	0.0	23	0.5	-	-	78	0.4	0	0.0	53	0.6	-	-
* englang	Received appropriate English la	509	6.0	5	7.2	528	3.9	5	5.0	558	4.7	4	3.2	241	4.7	-	-	745	4.3	10	6.6	378	4.3	-	-
* indorien	Induction/orientation activities re	21	0.2	0	0.0	53	0.4	0	0.0	48	0.4	0	0.0	23	0.5	-	-	42	0.2	0	0.0	17	0.2	-	-
* qltchspc	Quality of teaching spaces	291	3.4	3	4.3	330	2.4	6	5.9	339	2.8	13	10.4	154	3.0	-	-	386	2.2	12	7.9	194	2.2	-	-
* qlstdspc	Quality of student spaces and o	291	3.4	3	4.3	321	2.3	6	5.9	344	2.9	11	8.8	154	3.0	-	-	391	2.2	10	6.6	204	2.3	-	-
* qlonlmat	Quality of online learning materi	290	3.4	4	5.8	326	2.4	6	5.9	335	2.8	11	8.8	153	3.0	-	-	386	2.2	11	7.3	190	2.1	-	-
* qlcompit	Quality of computing/IT resouro	299	3.5	3	4.3	336	2.5	8	7.9	346	2.9	11	8.8	153	3.0	-	-	387	2.2	9	6.0	193	2.2	-	-
* qltbook	Quality of assigned books, noter	297	3.5	3	4.3	318	2.3	6	5.9	349	2.9	11	8.8	153	3.0	-	-	396	2.3	10	6.6	196	2.2	-	-
* qllequp	Quality of laboratory or studio ec	310	3.6	3	4.3	351	2.6	6	5.9	352	2.9	11	8.8	157	3.1	-	-	392	2.3	10	6.6	207	2.3	-	-
* qlibres	Quality of library resources and	304	3.6	3	4.3	342	2.5	6	5.9	350	2.9	11	8.8	154	3.0	-	-	389	2.2	10	6.6	201	2.3	-	-
stdstruc	Study well-structured and focus	305	3.6	2	2.9	368	2.7	7	6.9	331	2.8	11	8.8	151	3.0	-	-	444	2.6	9	6.0	222	2.5	-	-
stdrelev	Study relevant to your education	296	3.5	2	2.9	330	2.4	6	5.9	306	2.6	11	8.8	145	2.9	-	-	441	2.5	10	6.6	222	2.5	-	-
** admavai	Administrative staff or systems:	512	6.0	4	5.8	598	4.4	5	5.0	591	4.9	5	4.0	259	5.1	-	-	669	3.8	10	6.6	344	3.9	-	-
** admhelp	Administrative staff or systems:	516	6.0	5	7.2	612	4.5	5	5.0	594	5.0	5	4.0	258	5.1	-	-	680	3.9	10	6.6	344	3.9	-	-
** caravai	Careers advisors: available	476	5.6	3	4.3	496	3.6	5	5.0	459	3.8	4	3.2	211	4.1	-	-	585	3.4	9	6.0	304	3.4	-	-
** carhelp	Careers advisors: helpful	506	5.9	3	4.3	554	4.0	5	5.0	483	4.0	4	3.2	214	4.2	-	-	636	3.7	10	6.6	323	3.6	-	-
** acdavai	Academic or learning advisors: i	512	6.0	4	5.8	580	4.2	5	5.0	588	4.9	6	4.8	271	5.3	-	-	695	4.0	11	7.3	363	4.1	-	-
** acdhelp	Academic or learning advisors: l	521	6.1	4	5.8	609	4.4	5	5.0	579	4.8	6	4.8	263	5.2	-	-	704	4.0	11	7.3	368	4.1	-	-
** supavai	Support services: available	526	6.2	4	5.8	586	4.3	5	5.0	582	4.9	5	4.0	260	5.1	-	-	744	4.3	10	6.6	380	4.3	-	-
** suphelp	Support services: helpful	543	6.3	4	5.8	599	4.4	5	5.0	588	4.9	5	4.0	258	5.1	-	-	748	4.3	10	6.6	386	4.4	-	-
expthink	Higher education experience de	430	5.0	3	4.3	416	3.0	5	5.0	366	3.1	14	11.2	174	3.4	-	-	520	3.0	12	7.9	246	2.8	-	-
expprtslv	Higher education experience de	420	4.9	3	4.3	420	3.1	6	5.9	367	3.1	14	11.2	174	3.4	-	-	518	3.0	12	7.9	250	2.8	-	-
expwrkoth	Higher education experience de	423	4.9	3	4.3	424	3.1	5	5.0	367	3.1	14	11.2	174	3.4	-	-	519	3.0	13	8.6	252	2.8	-	-
expconfin	Higher education experience de	425	5.0	3	4.3	408	3.0	5	5.0	363	3.0	14	11.2	172	3.4	-	-	517	3.0	12	7.9	244	2.8	-	-
expwriting	Higher education experience de	428	5.0	3	4.3	405	3.0	5	5.0	358	3.0	14	11.2	172	3.4	-	-	516	3.0	13	8.6	242	2.7	-	-
expspeak	Higher education experience de	427	5.0	3	4.3	408	3.0	5	5.0	359	3.0	14	11.2	180	3.5	-	-	523	3.0	12	7.9	253	2.9	-	-
expknowl	Higher education experience de	420	4.9	3	4.3	410	3.0	6	5.9	365	3.1	14	11.2	176	3.5	-	-	520	3.0	12	7.9	248	2.8	-	-
expwrkskil	Higher education experience de	422	4.9	3	4.3	414	3.0	5	5.0	375	3.1	15	12.0	174	3.4	-	-	520	3.0	12	7.9	254	2.9	-	-
* supsettle	Received support from universit	19	0.2	0	0.0	53	0.4	0	0.0	61	0.5	0	0.0	26	0.5	-	-	42	0.2	0	0.0	17	0.2	-	-
* uniservices	Used university services to support your study																								
sensebelong	Had a sense of belonging to you	6	0.1	0	0.0	29	0.2	0	0.0	66	0.6	0	0.0	34	0.7	-	-	59	0.3	0	0.0	50	0.6	-	-
* effenrolm	Experienced efficient enrolment	20	0.2	0	0.0	54	0.4	0	0.0	63	0.5	0	0.0	28	0.6	-	-	54	0.3	0	0.0	19	0.2	-	-
* feelprepared	Felt prepared for your study	23	0.3	0	0.0	68	0.5	0	0.0	68	0.6	0	0.0	31	0.6	-	-	53	0.3	0	0.0	29	0.3	-	-
partidiscus	Participated in discussions onlr	3	0.0	1	1.4	34	0.2	2	2.0	31	0.3	12	9.6	13	0.3	-	-	24	0.1	2	1.3	17	0.2	-	-
workothers	Worked with other students as g	1	0.0	1	1.4	29	0.2	2	2.0	29	0.2	12	9.6	10	0.2	-	-	25	0.1	3	2.0	21	0.2	-	-
interactoth	Interacted with students outside	2	0.0	1	1.4	34	0.2	2	2.0	28	0.2	12	9.6	13	0.3	-	-	32	0.2	2	1.3	16	0.2	-	-
interactdiff	Interacted with students who are	5	0.1	1	1.4	37	0.3	2	2.0	34	0.3	12	9.6	13	0.3	-	-	32	0.2	2	1.3	22	0.2	-	-
tchactlveng	Teachers engaged you actively i	189	2.2	1	1.4	210	1.5	4	4.0	203	1.7	11	8.8	92	1.8	-	-	250	1.4	6	4.0	126	1.4	-	-
tchconlrm	Teachers demonstrated concern	186	2.2	1	1.4	212	1.5	4	4.0	199	1.7	10	8.0	94	1.8	-	-	251	1.4	7	4.6	129	1.5	-	-
tchclexpec	Teachers provided clear explan	174	2.0	1	1.4	188	1.4	4	4.0	188	1.6	10	8.0	91	1.8	-	-	238	1.4	7	4.6	119	1.3	-	-
tchststimt	Teachers stimulated you intellec	184	2.2	1	1.4	216	1.6	4	4.0	198	1.7	10	8.0	101	2.0	-	-	257	1.5	7	4.6	126	1.4	-	-
tchfeedbck	Teachers commented on your w	174	2.0	1	1.4	200	1.5	4	4.0	195	1.6	10	8.0	95	1.9	-	-	253	1.5	8	5.3	127	1.4	-	-
tchhelpapp	Teachers seemed helpful and a	181	2.1	1	1.4	201	1.5	4	4.0	193	1.6	10	8.0	90	1.8	-	-	250	1.4	7	4.6	125	1.4	-	-
tchassching	Teachers set assessment tasks	180	2.1	1	1.4	195	1.4	4	4.0	194	1.6	10	8.0	95	1.9	-	-	243	1.4	7	4.6	127	1.4	-	-
Average			3.5		3.5		2.4		4.3		2.7		6.8		2.9		-		2.4		5.5		2.3		-
Demographic variables																									
sex	Sex</																								

- * Treats 'Not applicable' as a valid non-missing response
- ** Treats 'Had no contact' as a valid non-missing response