2023 Student Experience Survey Methodological Report

November 2024

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 2023 Student Experience Survey (SES, 'the survey'), conducted on behalf of the Australian Government Department of Education ('the department') by the Social Research Centre. This report is organised into the following sections:

- Section 1 covers the survey background, objectives and provides a general overview.

- Section 2 describes the target audience and sample design.

- Section 3 documents the survey design and procedures for conducting the study.

- Section 4 outlines the questionnaire development phase, including changes made to the questionnaire in 2023 and an overview of the institution-specific items.

- Section 5 describes the data preparation process.

- Section 6 documents the final dispositions and response rate.

- Section 7 presents an analysis of response.

- Section 8 outlines key learnings and considerations for future iterations of the SES.

1.2. Background

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

1.3. Objectives

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

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

1. Skills Development.

2. Peer Engagement (formerly Learner Engagement).

3. Teaching Quality and Engagement (formerly Teaching Quality).

4. Student Support and Services (formerly Student Support).

5. Learning Resources.

The information collected helps higher education institutions and the government improve teaching and learning outcomes and provides the source data for the ComparED website. The ComparED website informs the choices of prospective students by facilitating a comparison of official study

experience and outcomes data from Australian higher education institutions, at the study area level within institutions.

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

1.4. Overview

Undergraduate and postgraduate coursework students in their first or final year of study at a participating Australian higher education institution were invited to take part in the 2023 SES.

A total of 142 higher education institutions participated in the 2023 SES, including all 42 universities and 100 non-university higher education institutions (NUHEIs). Historically, the SES was conducted once per year in August. A secondary round, conducted in early September, was introduced in 2017 to accommodate institutions with non-traditional academic calendars. In 2023, 100 institutions participated in the August collection round, with 42 institutions participating in the September collection round.

The sample for the survey was mainly sourced from the Tertiary Collection of Student Information (TCSI) data submission platform, whilst the participating higher education institutions provided information such as contact details for the selected students. A *Collection and Sample Guide* (refer to Appendix 1) was provided to institutions to help with their administration of the survey. Aside from questionnaire changes related to the SES Review (documented in *2023 SES Summary of questionnaire changes*), the 2023 SES questionnaire featured a new wellbeing module, developed in consultation with the sector in response to emerging data needs in this area.

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

Table 1 provides an overview of key statistics for the participating institutions. In total, 742,927 students were approached with 677,041 identified as in-scope to participate in the SES. A total of 253,588 online surveys were completed (unique student respondents) across the August and September collection rounds, giving a total response rate of 37.5% 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 267,268 surveys were completed at the course level.

Table 1   Key project statistics

	University	NUHEI	Total
Participating institutions (n)	42	100	142
Total sample (n)	657,728	85,199	742,927
Final in-scope students (n)	600,233	76,808	677,041
Surveys completed (student level)	224,930	28,658	253,588
Surveys completed (course level)	238,552	28,716	267,268
Response rate (%)	37.5	37.3	37.5

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

1.5. Project milestones

Table 2 provides a summary of the key project milestones for the 2023 SES.

Table 2   Key project milestones

Task	2023 SES
Establishment	
Questionnaire development	5-Jun-23 to 20-Jul-23
Sample preparation	9-Jun-23 to 3-Jul-23
Fieldwork	
August round	
Soft launch main online fieldwork	25-Jul-23
Start main online fieldwork	27-Jul-23
Main online fieldwork closes[*]	27-Aug-23
Post-field reminder calls[†]	28-Aug-23
Fieldwork closes[†]	12-Sep-23
September round	
Soft launch main online fieldwork	5-Sep-23
Start main online fieldwork	7-Sep-23
Main online fieldwork closes[*]	8-Oct-23
Post-field reminder calls[†]	9-Oct-23
Fieldwork closes[†]	16-Oct-23
Reporting	
Draft data and documentation to the department	20-Dec-23
Final data and documentation to the department	12-Jan-24
Data files and Tableau report to institutions	12-Jan-24

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

[†] Institutions that opted for post-field telephone reminders.

2. Sample preparation

2.1. Target population

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

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

2.1.1 Commencing students

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

- enrolled in an undergraduate or postgraduate by coursework course,

- studying onshore, or had intended to study onshore but were located offshore due to COVID-19 restrictions, and

- enrolled in and completed at least one full teaching period.

2.1.2 Later year students

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

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

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

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

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

- Part-time students qualify as later year students if their estimated cumulative load is 92 per cent of the total for the course.

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

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

2.1.3 Additional populations

Institutions were provided with the opportunity to include out-of-scope student populations such as offshore or middle-year students as additional populations in the SES on a fee-for-service basis.

In 2023, 14 institutions included additional populations (9 universities and 5 NUHEIs). This is a slight decrease from the 15 institutions which elected to include additional populations in the 2022 SES. These additional populations included middle years, offshore, foundation, non-award course and enabling students. Additional populations are not included in the *SES National Report* and do not appear in results presented in this report.

2.2. Institutional participation

The scope of the 2023 SES comprised all Australian higher education institutions, including non-HESA institutions*.

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

A total of 142 institutions participated in the 2023 SES, including 42 universities and 100 NUHEIs. Refer to Appendix 2 for a list of participating institutions.

*Before 2020, non-HESA approved providers could participate in SES for benchmarking and continuous improvement purposes, however, were excluded from all data presented in this report and nationally reported figures. In 2020, the scope of SES was extended to include non-HESA approved providers.

2.3. Sample frame

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

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

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

Commencing students with a Course of study commencement date (E534) up to and including 31 May 2023 were invited to participate in the survey. Module A of the questionnaire verifies commencing student eligibility for the SES by confirming that the student has completed at least one full teaching period.

2.4. Sampling preparation overview

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

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

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

The sampling process for the 2023 SES is summarised below.

2.4.1 Sample template distribution

For the 2023 SES, the department provided an extract of all TCSI submissions from institutions to the Social Research Centre. The Social Research Centre then reviewed this extract to identify records eligible to participate in the SES. Sample counts by institution were checked against historical submissions to ensure all expected TCSI submissions were included in the extract.

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

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

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

2.4.2 Sample template submission and population frame creation

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

Essential elements in the TCSI template consisted of expected course completion date, location information and student contact details (see Appendix 1, Table 2 for a complete list of essential and optional variables in the 2023 TCSI template).

Essential elements in the full population template included institution and course details, demographic details, EFTSL-related variables in the case of universities, and student contact details (see Appendix 1, Table 3 for a complete list of essential and optional variables in the 2023 full population template).

Submitted templates were then combined to create the population frame for the 2023 SES.

2.4.3 Sample review and selection

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

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

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

2.4.4 Institution level targets

The Social Research Centre set targets for completed surveys for each of the 45 study areas within each institution and determined the number of selections by stratum in accordance with a sample design agreed in consultation with the department. Further details on sections by stratum are presented in 2.4.9.1.

2.4.5 Derivations and exclusions

2.4.5.1 Derivations

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

- Age (E913) – calculated at 31 December in the year prior to the reference year.

- Concurrent/major course indicator (E331) – flagged 'the major course' in which students were enrolled for inclusion in the survey.

- Commencing student indicator (E922), flagging students with a commencement date (E534) in the current year.

- Groups excluded from the SES sample frame (EXCLUDE) – see the next section below.

- Extra quota group flag (EXTQUOTA) – identified additional populations for inclusion in the SES on a fee-for-service basis, along with the extra quota group description (EXTQUOTD).

- Commencing and final year student flag (STAGE) – undergraduate and postgraduate coursework students who met the agreed 'commencing' and 'later year' definitions.

- Sample frame categories (STRATA).

- 21, 45 and 73 study areas derived from E461 (AREA1, AREA451 and AREA731) and E462 (AREA2, AREA452 and AREA732).

2.4.5.2 Sample exclusions

Unless specifically identified for inclusion in the SES as an Additional Population (see Section 2.1.3) records were flagged for exclusion if they were:

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

- students in non-award courses (E310=30, 41, 42 or 50),

- offshore international students (broadly E358=5, see the following section for adjustments due to COVID-19),

- students in the middle of their course (i.e. not 'commencing' or 'later year'),

- a minor course for students with a concurrent enrolment (E331=3), or

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

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

2.4.6 Sample processing quality assurance

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

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

- manual naming of the returned file to meet version control conventions,

- archiving an original reference copy of each returned file version,

- a basic visual inspection of the file to ensure it aligns with the required format for automated checks,

- processing the file through an automated sample checking script (the 'auto-checker'). The auto-checker generated a summary report of the file structure, adherence to variable standards, completeness of the returned sample, record scoping, unit record logic checks, reviewing institution-provided course information against the Social Research Centre's master course list, and

- an extensive sample cleaning process on files validated by the auto-checker, before the files were operationalised for fieldwork.

2.4.7 Sample cleaning

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

- standardisation of sample return files – including compliance to a standard format,

- email address cleaning (e.g. correct domain formats, identification of non-personal emails, deduping),

- phone cleaning (e.g. leading zeros, country codes),

- name cleaning (e.g. correct capitalisation and salutations),

- address cleaning (e.g. standardisation of state), and

- various institution-specific corrections.

2.4.8 Offshore status adjustments due to COVID-19

Historically, offshore students were excluded from the SES in-scope population. However, as described in the *2021 SES Methodological Report*, students intending to study in Australia but actually located offshore due to the ongoing impacts of COVID-19 remain a key demographic area of interest in the survey. To ensure that these students were included in the in-scope population, institutions were asked to provide students' intended location in the "IntendedLocation" variable, and this was used in combination with E358 (Citizen resident code) to determine their final offshore status for the purposes

of the SES. Where students intended to study onshore but were currently flagged as code 5, residing outside of Australia, in E358, they were treated as onshore students for the purposes of the 2023 SES. Students' onshore/offshore status was recorded in the variable OFFSHORE. As shown in Table 3, this affected 6,708 records flagged with E358=5.

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

Citizen/resident indicator (E358)		Onshore	Offshore
1	Australian citizen	505,896	58
2	New Zealand citizen	8,782	59
3	Permanent visa	17,126	14
4	Temporary entry permit	200,177	1,719
5	Residing outside Australia	6,708	0
8	Permanent humanitarian visa	2,176	0

2.4.9 Sample review and selection

2.4.9.1 Stratum parameters

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

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

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

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

2.4.9.2 Setting strata targets

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

See Appendix 4 for details of the method used to derive the target number of completed surveys by stratum for the 2023 SES. When this information is overlaid with historical response rates it is apparent that the response rate target is aspirational for many strata.

Table 4 shows the number and proportion of strata in each target response rate band for university and NUHEI undergraduates and postgraduates. At the ±7.5 per cent level, less than half (47.0 per cent) of the university undergraduate strata have an 'achievable' response rate, where for the purpose of this table 'achievable' is regarded as a response rate of less than 50 per cent.

For university postgraduate coursework, NUHEI undergraduate and NUHEI postgraduate coursework strata, the proportion of strata with an 'achievable' response rate is 29.7, 15.2 and 22.5 per cent respectively. Overall, aspirational stratum level response rates were higher for NUHEIs, relative to universities.

Table 4   Strata count by target response rate category (±7.5 per cent precision)

Response rate category	University				NUHEI			
	Undergraduates		Postgraduate coursework		Undergraduates		Postgraduate coursework	
	n	%	n	%	n	%	n	%
100%	38	3.6	64	7.1	40	15.2	30	23.3
75% to 99%	214	20.0	255	28.2	108	40.9	48	37.2
50% to 74%	314	29.4	316	35.0	76	28.8	22	17.1
25% to 49%	308	28.8	210	23.3	34	12.9	18	14.0
Less than 25%	194	18.2	58	6.4	6	2.3	11	8.5
Total strata	**1,068**		**903**		**264**		**129**	
Net 'achievable' (<50%)	502	47.0	268	29.7	40	15.2	29	22.5

2.4.9.3 Selections

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

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

After sampling and verification procedures were concluded, the number of students approached for the 2023 SES was 677,041, comprising 600,233 university students (407,040 undergraduates and 193,193 postgraduate coursework students) and 76,808 NUHEI students (40,964 undergraduates and 35,844 postgraduate coursework students).

2.4.10 Institution level targets

Appendix 5 shows that target response rates for the 2023 SES differed greatly by individual university, from a low of 17.8 per cent to a high of 74.5 per cent. Response rate targets were aspirational and designed to shift institutions towards maximum reportability and representativeness. Response rate targets as presented to institutions were based on an expected proportion for the target variable of 50 per cent, a level of confidence of 90 per cent and a margin of error of 5 per cent (i.e. a higher level of precision than is required for stratum-level reporting of results).

By way of an example,

Table 5 shows the required response rate by stratum for a large institution. This institution has a large number of students but a comparatively small number of study areas. As a result, the overall required response rate is low at 17.6 per cent but the stratum level target response rate varies widely from 100.0 per cent to 14.1 per cent.

This institution could easily reach an overall response rate of 17.6 per cent but could fail to meet targets for each stratum unless this was closely monitored. Given that response rates above 50 per cent are unlikely at an individual stratum level, even institutions appearing to have an 'easy' overall response rate target may still fail to meet reporting thresholds for individual study areas.

Table 5   **Example of response rate targets for an institution with high student numbers and few study areas**

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

Table 6 provides an example of an institution with challenging response rate targets. This institution has a comparatively small number of enrolled students but has a broad course offering across several study areas. Targets range from a low of 24.1 per cent to a high of 87.5 per cent with an overall required response rate of 54.2 per cent. Institutions showing this pattern of response rate targets are typically in regional areas where a variety of courses are offered.

Table 6   **Example of response rate targets for an institution with low student numbers and many study areas**

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

3. Survey design and procedures

3.1 Institutional engagement

To build institutional engagement with the SES, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing and responsiveness. The Social Research Centre's institutional engagement strategy for the 2023 SES is described in this section and included:

- Planning resources such as the QILT Key Dates Calendar and Collection and Sample Guide.

- Communications inviting institutions to participate in the SES.

- Webinars and newsletters.

- An ongoing dialogue with survey managers to build rapport, including the offer of support during fieldwork.

- Supporting institutions to undertake response maximisation activity, such as awareness-raising emails, social media posts and lecture slides, through the *Collection and Sample Guide* and *Marketing Pack* (see Section 3.2).

3.1.1 Planning resources

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

A *Collection and Sample Guide* was made available to institutions via the QILT provider portal prior to the 2023 SES. A notification email was sent to all institutions advising of the release. The *Collection and Sample Guide* provided a standalone source of information to introduce the SES, provide timelines, outline the sample process, describe participation in the study, provide resources to assist in student engagement, outline response maximisation procedures and contact protocols, and document general conduct of the SES. The *2023 SES Collection and Sample Guide* (August round) is provided at Appendix 1. A separate version with relevant dates was distributed to institutions participating in the September round.

3.1.2 Invitation to participate

As noted in Section 2.2, prior to the 2023 SES, the Social Research Centre sent an email to all key contacts at each institution. The email asked recipients to confirm their institution's participation in the respective collection round and provide up to date contact information via the PASF. Institutions were also asked to nominate additional fee-for-service activities. The 2023 SES included the following fee-for-service activities:

- Additional populations (see Section 2.1.3),

- Institution-specific items in the SES questionnaire (see Section 4.4.1),

- Wellbeing Module (new addition in 2023),

- Additional SMS (see Section 3.3.4.1   Additional SMS3.3.4), and

- Post-field reminder calls (see Section 3.3.5).

3.1.3 Webinars and newsletters

As part of the institutional engagement strategy, a series of webinars and newsletters was provided to institutions throughout the 2023 SES collection. Newsletters were sent monthly covering information related to key QILT survey milestones, acting as a regular point of contact with institution stakeholders who subscribed.

Webinars were presented for institutions on a near monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process and to share technical, methodological and analytical insights. To ensure continued engagement and relevance, institutions were consulted to inform topics of interest for future webinars. Webinars relating directly to the 2023 SES covered topics such as sample preparation, authentication, changes to questions, response maximisation, fieldwork progress and analysis of prior year results.

3.1.4 Ongoing dialogue with institutions

An open dialogue with survey managers was maintained throughout the 2023 SES to build rapport, offer support, discuss fieldwork performance and better understand key issues that could impact the SES. The following engagement activities were conducted to connect with institutions:

- **Institutional outreach:** telephone contact was attempted with all participating universities and selected NUHEIs during fieldwork for the 2023 SES. A follow up email was sent when contact with an institution could not be made by telephone (e.g., following a voicemail). To assist with response maximisation, priority was given to contacting larger institutions and institutions with particularly high or low response rates. A more targeted approach could be taken in future years to engage with institutions that have had ongoing levels of low response rates, particularly those institutions with populations large enough to affect national response measurements.

- **Respondent Engagement Survey (RES):** A brief survey was sent to institution contacts after each fieldwork period, with a total of 51 institutions participating in the 2023 SES RES. The RES collected data to inform analysis on response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using the *2023 SES Marketing Pack*.

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

3.2   Student engagement

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

The *Collection and Sample Guide* for both rounds of the 2023 SES included further marketing information and an Engagement Activity Plan. The Engagement Activity Plan proposed a marketing campaign schedule that was aligned to the relevant SES fieldwork period and paired engagement activities with the appropriate *Marketing Pack* resource. The *Collection and Sample Guide* and the *Marketing Pack User Guide* are included at Appendix 1.

3.3   Contact protocol

The 2023 SES employed an extensive protocol of contact attempts, including an email invitation, ten email reminders and three SMS reminders. Additionally, institutions could opt-in to an extra SMS and/or post-field reminder calls on a fee-for-service basis. In each mode of contact there was provision to opt-out or unsubscribe from future contact, in alignment with obligations under the Australian Communications and Media Authority (ACMA) Spam Act. Students could also opt-out by contacting the SES helpdesk.

Table 7 shows the date of contact activity, as well the number of emails and SMS sent. A copy of the SES email and SMS invitation and reminders is provided at Appendix 6. Please see Section 3.3.4 for detail on the SMS 1a experiment.

Table 7   Invitation and reminder schedule

Contact activity	August 2023		September 2023	
	Day of send	Number sent	Day of send	Number sent
Email invitation (soft launch)	Tue, 25 Jul	687,614	Tue, 5 Sep	126,554
Email invitation (main launch)	Thu, 27 Jul		Thu, 7 Sep	
Email reminder 1	Sat, 29 Jul	635,191	Sat, 9 Sep	117,726
Email reminder 2	Mon, 31 Jul	595,234	Mon, 11 Sep	110,867
SMS 1a	Mon, 31 Jul	55,183	Mon, 11 Sep	12,659
Prize draw 1 closed	Mon, 31 Jul	N/A	Mon, 11 Sep	N/A
Email reminder 3	Thu, 3 Aug	555,297	Thu, 14 Sep	102,359
Email reminder 4	Mon, 7 Aug	534,319	Mon, 18 Sep	98,632
SMS 1	Mon, 7 Aug	462,933	Mon, 18 Sep	91,985
Prize draw 2 closed	Mon, 7 Aug	N/A	Mon, 18 Sep	N/A
Email reminder 5	Wed, 9 Aug	494,466	Wed, 20 Sep	94,839
Supplementary reminder±	Sat, 12 Aug	481,467	Sat, 23 Sep	92,992
Open up email reminders to Email 3 and Email 4 if available	Mon, 14 Aug	N/A	Mon, 25 Sep	N/A
Email reminder 6	Mon, 14 Aug	473,288	Mon, 25 Sep	91,783
SMS 2	Mon, 14 Aug	389,876	Mon, 25 Sep	77,021
Prize draw 3 closed	Mon, 14 Aug	N/A	Mon, 25 Sep	N/A
Email reminder 7	Fri, 18 Aug	447,615	Fri, 29 Sep	85,969
Email reminder 8	Mon, 21 Aug	439,521	Mon, 2 Oct	84,975
Prize draw 4 closed	Mon, 21 Aug	N/A	Mon, 2 Oct	N/A
SMS 3	Mon, 21 Aug	359,299	Mon, 2 Oct	70,761
SMS Fee-for-service	Thu, 24 Aug	62,337	Thu, 5 Oct	23,500
Email reminder 9	Thu, 24 Aug	419,991	Thu, 5 Oct	81,737
Online fieldwork closes*	Sun, 27 Aug	N/A	Sun, 8 Oct	N/A
Post-field reminder calls commenced†	Mon, 28 Aug	N/A	Mon, 9 Oct	N/A
Fieldwork closes†	Tue, 12 Sep	N/A	Tue, 24 Oct	N/A

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

† For institutions which commissioned post-field telephone activities.

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

3.3.1 Email invitation and reminders

At the beginning of each round within the 2023 SES collection cycle, the Social Research Centre sent an invitation email to participate in the survey to all in-scope sample members. The invitation email advised of their selection in the SES, summarised the survey objectives, outlined privacy provisions and communicated the value of participation. The invitation and reminders included a unique link that took the students directly into their survey. All emails referred to the QILT and SES webpages for further information about the SES, privacy provisions and prize draw terms and conditions. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence.

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

Figure 1   Example SES invitation email - Large screen device

Figure 2   Example SES invitation email - Small screen device
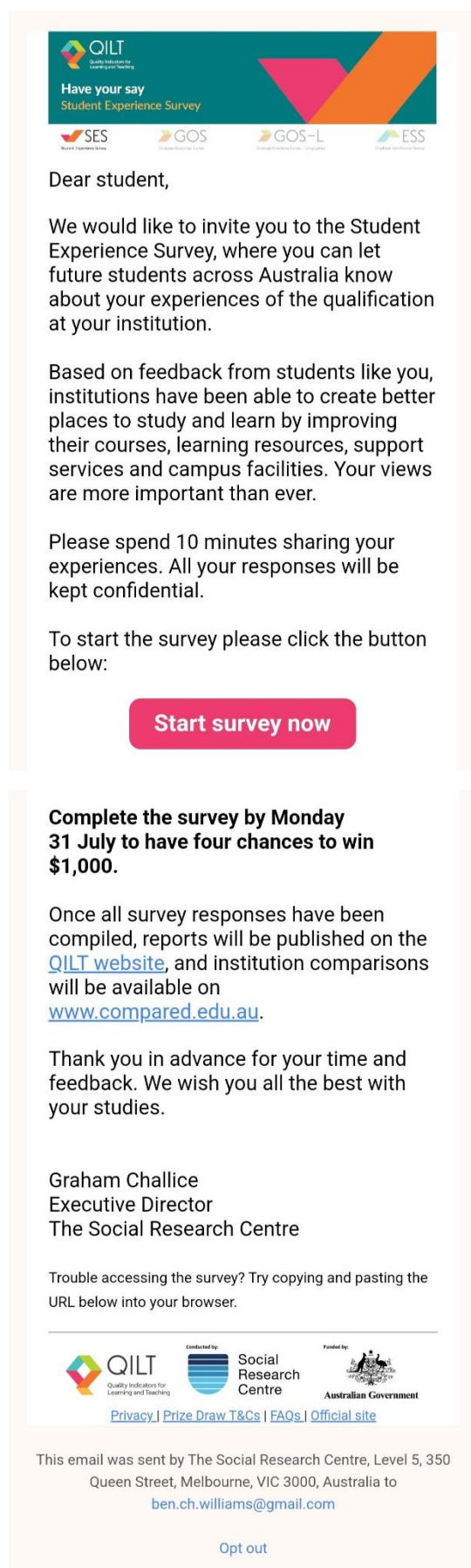
The email schedule was comprised of an invitation followed by up to ten email reminders. Sample members who had completed the survey, those who were disqualified from participating (i.e. screened out because they were not eligible) or who had unsubscribed, were removed from the next scheduled email reminder.

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

The following email send and bounce outcome protocol was used for the 2023 SES:

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

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

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

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

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

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

   b. They would have received at least one form of contact if a mobile number was available for them (i.e. they were included in SMS activity as described in Section 3.3.4).

   c. They may have been contacted if a phone number was provided for them and they were selected for post-field reminder calls (i.e. they were included in post-field reminder activity as described in Section 3.3.5).

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

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

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

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

The overarching objective of the email plan was to appeal to a wide and diverse audience. As such, the theme, length and tone of each email varied.

All emails featured text customised to the student and the content differed throughout the reminder schedule, mentioning average survey duration, confidentiality provisions and prize draw information where relevant.

In August, a more concise, simplified Invitation email was tested with domestic students from non-English speaking backgrounds, with positive results. This simplified email was adopted as standard for September and also yielded positive results. As such the simplified text will be implemented as standard for future SES email plans and across the other QILT surveys where appropriate.

Reminder 5 was updated to remove reference to COVID-19, instead appealing to importance of student experiences.

A Supplementary Reminder was utilised in 2023 due to response beginning to slow down after Reminder 5. The Supplementary Reminder was sent on the Saturday between Reminder 5 and Reminder 6 to assist in boosting response rate to be in line with previous collections.

To minimise the risk of complaints due to contact fatigue, Reminder 6 highlighted the unsubscribe mechanism.

The message intent for the SES emails is summarised in Table 8.

Table 8　　　　**2023 SES email plan message theme**

Round of activity	Message theme
Invitation	Awareness raising and invitation, have your say, your experiences matter
Reminder 1	Your feedback is important, let future students know.
Reminder 2	Encourage early completion with prize incentive, appreciate if you could spare the time, need more responses from your institution and study area
Reminder 3	Recognise student may be busy, emphasise how institutions can use findings to improve
Reminder 4	Grateful if you could spare the time to give feedback to benefit future students, have your say, prize incentive
Reminder 5	The Australian Government would still like to hear from you, your experiences as a student are important. Your feedback is important.
Supplementary Reminder±	Your unique opinion is valued, a little time can help build an understanding of how students prefer to study, improve higher education.
Reminder 6	Empathetic tone, acknowledge frequency of contact, improve course offerings at institution. Urgent appeal to prize draw incentive.
Reminder 7	Recognise student may be busy, reflect on your higher education experience to benefit current and future students
Reminder 8	Final prize draw closes tonight, still need to hear from more students from your course, last chance to win.
Reminder 9	Last appeal, final chance to complete, help improve the Australian Government's understanding of the student experience

± A supplementary email was sent between Reminders 5 and 6 due to low response.

A breakdown of email send outcomes by round of activity is provided at Table 9 and Table 10. These two tables indicate the number of unique email addresses that invitations were sent to. Given that many students provided multiple email addresses to contact, the number sent for the Invitation email does not match the total number of students approached for 2023 SES.

Since 2022, major companies such as Apple have enhanced email security measures that prevent the use of tracking pixels to measure open rates. This change has led traditional email Key Performance Indicators (KPIs), like open rates, to become increasingly unreliable and monitoring them more challenging. In response to these changes, 'clicked on link' has become the most important indicator of email performance.

The invitation email remained the most effective email in the schedule, achieving the highest 'clicked on link' rate in August and the second highest in September. Generally, 'clicked on link' rates decreased with each subsequent reminder, except for Reminder 4, which recorded a higher rate than the previous one in both August and September. Reminder 4, highlighting an upcoming prize draw in the subject line and message body, coincided with the first SMS, potentially contributing to the increased click-through rate.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2023 SES collection cycle was low. This indicates that at the national level, the quality of contact details provided was good and that the Social Research Centre-instigated email cleaning processes were effective. Additionally, opt-outs were less than one per cent at each send, suggesting the nature of the survey and the timing of sends were not a concern for students.

In the September collection, the slowdown in response rates toward the end of the collection period was primarily attributable to low response to the Reminder 7 email. A deliverability issue was observed for emails sent to recipients using Outlook, Hotmail, and institutions using Microsoft-based platform providers, with half of these emails flagged as spam. Unfortunately, new message themes were tested on Reminder 7 (as the student stage variations performed poorly in the August collection), and the deliverability issue limited meaningful analyses on this experiment. Deliverability was fine for the Reminder 8 email, indicating that this was an isolated event affecting Reminder 7 only.

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

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	Supp	R9
Total sent (n)	687,614	635,191	595,234	555,297	534,319	494,466	473,288	447,615	439,521	481,467	419,991
Clicked on link (%)	10.1	7.9	6.3	4.3	5.4	2.6	3.1	1.8	1.8	1.7	2.0
Opt-out from link (%)	0.3	0.4	0.5	0.6	0.5	0.6	0.6	0.5	0.4	0.5	0.4
Opened email (%)	56.6	53.1	52.7	52.6	50.9	52.5	49.0	49.3	50.2	49.7	49.4
Unopened (%)	32.7	38.4	40.4	42.4	43.0	43.3	45.1	46.1	47.0	45.9	45.8
Soft bounce (%)[1]	0.1	0.2	0.2	0.2	0.2	1.0	2.1	2.3	2.4	2.2	2.4
Hard bounce (%)[2]	0.2	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

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

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	Supp	R9
Total sent (n)	126,554	117,726	110,867	102,359	98,632	94,839	91,783	85,969	84,975	92,992	81,737
Clicked on link (%)	9.4	7.5	6.3	4.0	4.0	2.5	2.3	0.9	2.2	1.7	2.2
Opt-out from link (%)	0.4	0.4	0.6	0.6	0.6	0.8	0.7	0.5	0.4	0.8	0.4
Opened email (%)	60.7	57.2	56.2	57.1	54.1	55.0	51.9	52.4	52.6	54.5	53.0
Unopened (%)	29.0	34.6	36.6	38.0	41.0	41.4	44.7	45.8	44.4	42.8	44.1
Soft bounce (%)[1]	0.2	0.2	0.2	0.2	0.3	0.2	0.3	0.3	0.3	0.3	0.3
Hard bounce (%)[2]	0.4	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	0.1	0.1	<0.1	<0.1

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

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

3.3.2 Email deliverability testing

Following from substantial improvements to the email deliverability testing process for the 2022 SES, email deliverability processes for the 2023 SES focused on maximising student email engagement by ensuring that all emails had reduced deliverability to a spam or junk folder. Further, testing was conducted to optimise emails for deliverability to primary inboxes (e.g. 'primary' tab in Gmail, 'focused' inbox in Outlook).

Actions taken to optimise email deliverability included:

- a dedicated Internet Protocol (IP) address range used only by the Social Research Centre for bulk email delivery. The reputation of this range was maintained year-round to keep the IP addresses 'warm'. The dedicated range eliminated risks associated with bulk mailing from a shared IP pool (as was used during the 2020 SES),

- during sample cleaning, email addresses were validated to reduce bounce rates, thereby minimising the degradation of IP reputation,

- ongoing maintenance of technical services and policies to meet sender best practice,

- optimisation of all images, hyperlinks and HTML code used in emails to meet deliverability best practice,

- pre-field testing of emails across a broad range of mail clients, devices and providers to confirm and optimise compatibility, display and delivery, and

- in-field tracking of email deliverability using analytics tools.

With these actions we were able to catch particular words, often linked to themes like 'win' and 'prize draw', that may have directed emails to email spam folders (including 'Promotions') and tweak wording to ensure optimum delivery to primary inboxes, without altering the overall theme or message.

3.3.3 International engagement strategy

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

A customised email plan designed to appeal to 'international students' has been implemented since the 2020 SES collection. Outcomes from the 2022 implementation were reviewed, and learnings applied to the customised email plan prior to the 2023 collection.

New experimentation was conducted to examine whether text customised to international students fared better (in terms of open and click-through rates) than the standard content.

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

In September, after reviewing the two themes used for Reminder 5, the Australian Government theme was retained for both international and domestic students.

3.3.4 SMS reminders

SMS reminders were used during fieldwork to both compliment the email contact strategy and address email deliverability and respondent receptiveness issues that have become apparent across the broader QILT project in recent times. If an institution provided mobile numbers in their sample return, it was considered consent to contact students via SMS.
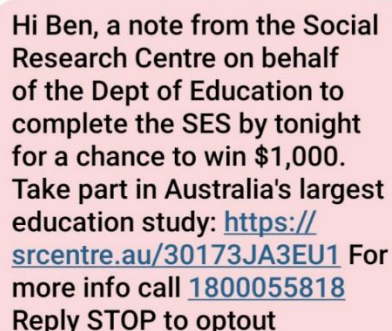
Three SMS were sent throughout each round as part of the standard QILT contact strategy. These messages were sent to all in-scope sample members with a valid Australian mobile number who had yet to complete the survey. Those who had already completed the survey or unsubscribed from email activity were excluded from the SMS sends.

In both the August and September rounds of fieldwork for 2023, there was experimentation with the timing of SMS reminder 1. A portion of the sample was sent SMS reminder 1 (SMS 1a) earlier in the contact strategy, to coincide with email reminder 2 (at the end of the first week of the data collection period) rather than the standard timing, with email reminder 4 (at the end of the second week of the data collection period).

The trial group had an initial boost in response rate, compared to the same period in 2022. This early improvement in response was sustained, leading to an overall increase in the response rate for the August collection for this group. The early send schedule for SMS 1 was implemented for the September round as a result of this experiment, which was similarly successful in leading to an initial boost in response rate.

The content of the SMS was aimed at driving survey completion and included a direct link to access the online survey, bypassing the need to provide login information. In compliance with the Australian Privacy Principles and the ACMA Spam Act 2003, all SMS messages identified the Social Research Centre as the sender, noted the study the SMS was referring to and had the functionality for recipients to unsubscribe. Sample members who replied 'STOP' to the SMS were opted-out of future communications, whilst all other responses were reviewed for further opt-outs and screen-outs. SMS content for all rounds is provided in Appendix 6. A copy of the first SMS message from the August round is provided in Figure 3 below.

Figure 3   Example SMS content

Hi Ben, a note from the Social Research Centre on behalf of the Dept of Education to complete the SES by tonight for a chance to win $1,000. Take part in Australia's largest education study: https://srcentre.au/30173JA3EU1 For more info call 1800055818 Reply STOP to optout

3.3.4.1 Additional SMS

Institutions were offered the opportunity to opt-in to an additional SMS ('F4S SMS') on a fee-for-service basis. The SMS was sent on the Thursday in the final week of field work for each round and featured an abbreviated version of the institution's name (see Figure 4 for an example of the message).

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

In total, 24 institutions across the two rounds opted to send an additional SMS.

Figure 4   Fee-for-service SMS content

Hi Ben, a final reminder from the Social Research Centre to let you know the SES closes this weekend. Share your experiences as a student at <abbreviated name of student's institution>: https://srcentre.au/30178FD6 UU4 For more info call 180055818 Reply STOP to optout

3.3.4.2 SMS reminder performance

Table 11 on the next page provides a summary of the number of SMS sent and the SMS outcomes. The rate of survey completions directly attributable to each SMS message ranged from 0.8 per cent to 2.8 per cent. Additionally, the F4S SMS in August experienced the highest open rate across all SMS sent (97.2 per cent). This may be due to the fact that the message featured the institution name, thereby piquing respondents' interest and potentially legitimising the survey and QILT brand. These results illustrate the relative receptiveness of sample members to SMS in comparison to email and provide justification for implementing further enhanced SMS strategies in future.

Table 11   SMS based follow up activity outcomes

Contact activity	August 2023		September 2023	
	n	%	n	%
SMS1				
Total Sent	462,933	100.0	91,985	100.0
Opened	444,954	96.1	86,753	94.3
Completed via SMS link	*12,842*	*2.8*	*2,081*	*2.3*
Other opened	*425,211*	*91.9*	*83,294*	*90.6*
Unsubscribed	*6,901*	*1.5*	*1,378*	*1.5*
Unopened	17,979	3.9	5,232	5.7
SMS2				
Total Sent	389,876	100.0	77,021	100.0
Opened	377,729	96.9	73,287	95.2
Completed via SMS link	*4,330*	*1.1*	*633*	*0.7*
Other opened	*365,685*	*93.8*	*71,182*	*92.4*
Unsubscribed	*7,714*	*2.0*	*1,472*	*1.9*
Unopened	12,147	3.1	3,734	4.8
SMS3				
Total Sent	359,299	100.0	70,761	100.0
Opened	347,972	96.8	67,310	95.1
Completed via SMS link	*5,321*	*1.5*	*816*	*0.9*
Other opened	*335,867*	*93.5*	*65,422*	*92.5*
Unsubscribed	*6,784*	*1.9*	*1,072*	*1.5*
Unopened	11,327	3.2	3,451	4.9
SMS fee-for-service				
Total Sent	62,337	100.0	23,500	100.0
Opened	61,879	99.3	23,314	99.2
Completed via SMS link	*840*	*1.3*	*321*	*0.3*

Other opened	*59,748*	*95.8*	*22,501*	*95.7*	
Unsubscribed	*1,291*	*2.1*	*492*	*2.1*	
Unopened	458	0.7	186	0.8	

3.3.5 Post-field reminder calls

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

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

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

- phone number available in the sample,

- not completed the survey,

- not opted-out of the 2023 SES (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the SES helpdesk), and

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

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

In 2023, a total of eight institutions opted for post-field reminder calls. Post-field reminder call activity was undertaken for 4.8 per cent of the total sample approached for the 2023 SES. Contact rates were broadly similar between undergraduate and postgraduate coursework sample members. Email addresses were confirmed or updated at a rate of 22.9 per cent for undergraduates and 24.5 per cent for postgraduates. Of the total sample initiated (i.e., where contact was attempted), 3.7 per cent completed the survey directly from the email sent during post-field reminder call activity. In 2023, a larger percentage of respondents completed surveys indirectly, notably through answering machine call outcomes leading to completions. This suggests a potential reluctance to answer calls, but a legitimate message left on voicemail may have prompted recipients to engage with the subsequent email or SMS.

Table 12   Post-field reminder calls outcome summary

	Undergraduate		Postgraduate		Total	
	n	**%**	**n**	**%**	**n**	**%**
Total sample initiated	**26,866**	**100.0**	**9,129**	**100.0**	**35,995**	**100.0**
Unusable sample	187	0.7	63	0.7	250	0.7
No contact	19,533	72.7	6,392	70.0	25,925	72.0
Total contacts	**7,146**	**26.6**	**2,674**	**29.3**	**9,820**	**27.3**
Collected graduate's email	6,153	22.9	2,236	24.5	8,389	23.3
Other contact type	993	3.7	438	4.8	1,431	4.0
Completed directly*	*975*	*3.6*	*340*	*3.7*	*1,315*	*3.7*

Completed indirectly [†]	_1,350_	_5.0_	_487_	_5.3_	_1,837_	_5.1_

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

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

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

3.3.6 Fieldwork briefing

Call centre operators selected to work on the 2023 SES post-field reminder calls project attended a briefing session delivered by the Social Research Centre project management team. Briefings were conducted prior to the commencement of post-field activities in each collection round. Additional briefings were conducted throughout fieldwork as required to meet operational needs. The briefings covered an overview of the SES and QILT, privacy and confidentiality policy, reminder call procedures, and fieldwork timelines.

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

3.3.7 Quality control

Quality monitoring techniques were applied and included:

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.

- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.

- Field team debriefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.

- Maintenance of a 'field team handout' document addressing any sample member engagement or data quality issues.

- Maintenance of a wiki with answers to common student queries.

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

3.3.8 Social media

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

Facebook and Instagram posts were shared on QILT social media accounts (https://www.facebook.com/QILT1, @qilt_src) to build a baseline social media presence.

The campaign included paid Facebook and Instagram ads purchased via Facebook Ad Manager that were timed to coincide with key fieldwork dates. Organic (i.e., unpaid) ads were also shared across the same platforms.

Ad content was tailored with calls to action appropriate to each stage of fieldwork (e.g., referencing a 'chance to win' during the prize draw period) and built upon themes introduced in the email reminder plan.

An example paid ad is shown at Figure 5.

Figure 5   Example social media advertisement
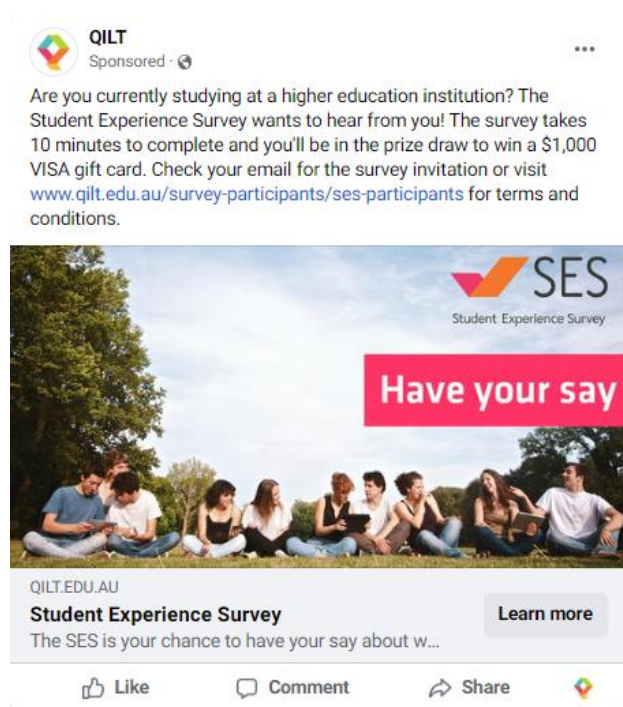
Paid ads were used to build awareness of the SES by reaching a larger audience than was possible via organic posts on the QILT social media accounts. Ads were targeted to Facebook and Instagram users aged 18 to 35 who matched a range of interests related to higher education. Example keywords for targeting included 'university', 'international students' and 'undergraduate study'. Delivery of the ads was determined by the lowest cost bid strategy and the campaign objective was to drive traffic to the link included in the posts.

Facebook campaign outcomes for the 2023 SES are shown in Table 13. This table presents data for 'impressions', that is, the number of times the ad was on screen, 'reach', that is, the number of people who saw the ad at least once and 'link clicks', that is, the number of people who clicked on the link[1]. This link led to the SES participant page of the QILT website, which included a 'Start the survey' button at the centre of the page.

The audience skewed towards males who comprised most of the impressions (73.6 per cent), reach (71.4 per cent) and link clicks (72.8 per cent). Future ad campaigns will continue to ensure that content appeals to relevant subsections of the selected audience, such as males, who were underrepresented in the 2023 collection (refer to Section 7.2).

Due to an error in activation, our Facebook campaign did not run for the same number of weeks in 2023 as it did in 2022 for both the August and September collections. This has resulted in a significantly reduced number of impressions and reach in 2023 compared to 2022, subsequently Link clicks were down by 15 clicks in total from 2022. This indicates that despite having just over half as much reach as 2022, the key outcome of Link clicks was not significantly impacted.

This process will be reviewed to optimise our social media audience in 2024. Social media is becoming an increasingly difficult area to effectively target students, with rapidly changing trends in

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

social media consumption, especially amongst young people. Social media activity is ultimately contributing a very small amount to improving overall response, even within targeted audiences.

Table 13 Facebook campaign outcomes by gender

Audience	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Total audience	**354,089**	**100.0**	**123,635**	**100.0**	**147**	**100.0**
Female	88,981	25.1	33,547	27.1	37	25.2
Male	260,638	73.6	88,256	71.4	107	72.8
Unknown	4,470	1.3	1,832	1.5	3	2.0

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

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

3.4 Data collection

3.4.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, via the SES landing page on the QILT website, via a redirect from the SES home page, by clicking the link in the SMS, or a redirect from social media ads.

Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the survey.

From the SES landing page, improvements were made to the authentication process for the 2023 SES, where in-scope students could validate fewer personal information (institution name, student ID number and contact information) against the sample information and opt to receive their direct survey link via email or SMS. Alternatively, in-scope students without the required Authentication information could access the survey by contacting the QILT Helpdesk.

A new survey template was used for 2023 to comply with Australian Government accessibility guidelines, ensuring easy access for individuals to complete the survey online. Standard online survey features included:

- optimisation for small screen devices (see Appendix 10),

- consistent presentation and placement of "Next" and "Previous" buttons,

- input controls and internal logic/validation checks,

- tailored error messages as appropriate,

- presenting long statement batteries over one screen to reduce the number of items that require vertical scrolling on a desktop,

- sizing the panels for free text responses commensurate with the level of detail required in the response,

- automatically 'saving' with progression to the next screen, and

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

The survey's look and feel was customised to be consistent with QILT branding guidelines, including the use of the SES logo and colour scheme. This ensured consistency with communications such as advertisements placed on social media and the QILT website. See Figure 6 and Figure 7 for examples

of the online survey look and feel on desktop and small screen device. A copy of the questionnaire is included at Appendix 8 with screenshots of the online survey included in Appendix 9.

Figure 6   Presentation of the SES online survey in desktop view
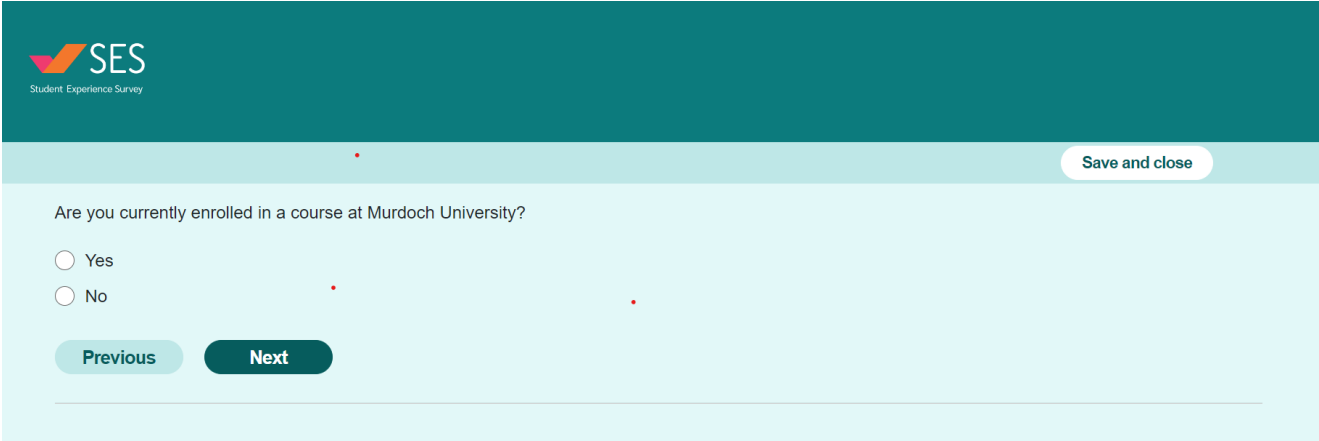
Figure 7   Presentation of the SES online survey on a small screen device
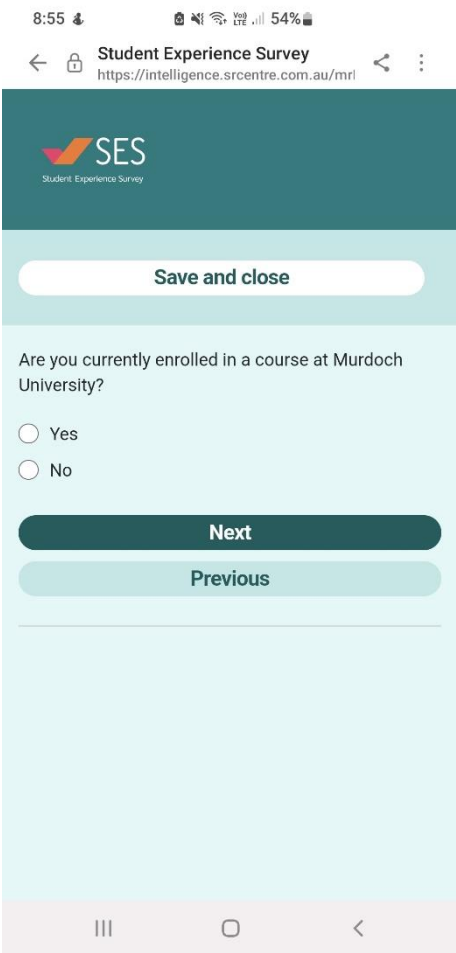
3.4.2 Survey testing

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

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

The survey was soft launched with a small proportion of both the university and NUHEI population. The purpose of this 'blended' soft launch was to better and more quickly identify any issues with email deliverability or incorrect domains.

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

3.4.3 Quality assurance and applicable standards

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

All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association (ADIA). All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange (SFX).

3.4.4 Monitoring and progress reporting

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

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

3.4.5 Live online reporting module

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

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

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

3.5 Student support

The Social Research Centre maintained a SES helpdesk for the duration of the 2023 SES fieldwork period to provide students with an avenue to contact the SES team. The helpdesk featured a 1800 number and a specialised ses@srcentre.com.au inbox. Team members responded to queries within one business day. The 1800 number was also available to offshore students (with an international dialling code). The helpdesk was staffed seven days a week during call centre operational hours. All calls outside these hours were routed to a voicemail service. Additionally, a general qilt@srcentre.com.au inbox is maintained year-round, managed by the QILT team and staffed during business hours.

The SES helpdesk team was briefed on the SES background, procedures and questionnaire to enable them to answer a wide range of queries. Helpdesk operators could look up sample member information and survey links. All requests to opt-out and out-of-scope notifications received via the helpdesk were removed from the in-scope sample to cease further contact with these students.

A summary of student enquiries to the SES helpdesk is provided at Table 14. In total, there were 949 helpdesk transactions during fieldwork, comprising 0.1 per cent of the overall sample approached for the 2023 SES. The majority of contact was made via email (77.9 per cent of the total contacts). The most popular reason for students to get in touch with the helpdesk was for assistance completing the survey online, followed by students requesting to be opted out of the survey. These results show that our survey communications are clear and self-explanatory to students, with the helpdesk assisting in a support and capacity and providing further legitimisation with ongoing concerns around email and SMS scams.

Table 14   Student enquiries to the SES helpdesk overall

Type of enquiry	1800 number		SES Inbox		Total	
	n	%	n	%	n	%
Total	**176**	**100.0%**	**739**	**100.0%**	**949**	**100.0%**
Survey query	79	44.9%	311	42.1%	390	41.1%
Opt out	12	6.8%	180	24.4%	192	20.2%
General query	57	32.4%	139	18.8%	196	20.7%
Out of scope	15	8.5%	90	12.2%	105	11.1%
Change of contact details	7	4.0%	14	1.9%	21	2.2%
Other query	6	3.4%	5	0.7%	11	1.2

Around 1% each of inbound calls (n=3) and inbound emails (n=10) are excluded here, due to the type of enquiry being very rare (such as data deletion requests and over-quota queries).
Around 10% (n=109) of all actions take are excluded here, due to being outbound follow-up activity (like calling back voicemails), actions taken on internal requests (such as to re-appoint or re-code a record), or very rare contact types (such as via the Client or an SMS).

3.6 Prize draw

The incentive strategy for 2023 SES was unchanged from the last few years. All respondents were entered into a four-week rolling prize draw, designed to encourage early survey completion by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first week, the respondent would be entered into all four prize draws). The terms and conditions of the prize draw were available on the Social Research Centre's website and provided in all email communications sent to sample members.

The total prize money available for the 2023 SES survey collection ($32,000) was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample.

Each prize draw in August consisted of the following incentives:

- first prize (four winners) received a $1,000 gift card
- second prize (four winners) received a $500 gift card each
- third prize (three winners) received a $250 gift card each.

Each prize draw in September consisted of the following incentives:

- first prize (one winner) received a $1,000 gift card
- second prize (one winner) received a $250 gift card each

Table 15 below details the prize draw pool and activity schedule.

Table 15   Prize draw schedule

	August 2023	September 2023
Prize pool		
Total weekly prize pool	$6,750	$1,250
Weekly $1,000 prize pool	$4,000	$1,000
Weekly $500 prize pool	$2,000	-
Weekly $250 prize pool	$750	$250*
Prize draw activity		
Prize draw period opens/Fieldwork starts	25-Jul-23	5-Sep-23
Prize draw 1 close	31-Jul-23	11-Sep-23
Prize draw 1 conducted	2-Aug-23	13-Sep-23
Prize draw 2 close	7-Aug-23	18-Sep-23
Prize draw 2 conducted	9-Aug-23	20-Sep-23
Prize draw 3 close	14-Aug-23	25-Sep-23
Prize draw 3 conducted	16-Aug-23	27-Sep-23
Prize draw 4 close	21-Aug-23	2-Oct-23
Prize draw 4 conducted	23-Aug-23	4-Oct-23

(*) With the number of institutions participating in the September collection increasing compared to 2022, a $250 prize was reallocated from the August collection to the September collection (second prize for this collection) for each prize draw week.

In compliance with State and Territory gaming and lottery legislation, prize draw winners were notified in writing, by phone (if necessary) and published on the QILT Facebook and Instagram pages. Winners were published on the same day as the prize draw was conducted. All prize winners received a prepaid VISA e-gift card.

The prize draw incentive has a significant role in improving response rates over both SES collection periods. For analysis of the impact of the prize draw on the pattern of response, refer to Figure 9 which illustrates the spike in response on Reminders linked to prize draw periods closing.

4. Questionnaire

4.1 Development

The 2023 SES questionnaire was based on the 2022 instrument, with standard operational updates made to align the questionnaire with current reference periods. ACER conducted a review of the SES in two phases in 2022-23, including a redevelopment of specific areas of focus and a re-drafting of questions.

The most significant change to the questionnaire in 2023 was the addition of a set of questions related to study mode, the removal of questions related to where students were based and the amount of study done online, and the redevelopment of two focus areas and one item. See Section 4.3 for more information about these items.

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

4.2 Overview

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

Table 16   SES module themes

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

4.3 Changes from 2022

The main changes to the core questionnaire were as follows:

- The addition of a set of questions related to study mode.

- The redevelopment of two focus areas and one item:
  - Peer Engagement focus area (previously known as the Learner Engagement focus area).
  - Student Support and Services focus area (previously known as the Student Support focus area).

- o Response options for the 'Seriously considered leaving' question.
- The removal of questions related to:
    - o where students' study is based and the amount of study done online.
    - o students' average grade.
    - o visa type.

The full details of the 2023 SES review can be found in the *2023 SES Summary of questionnaire changes* in Appendix 12.

4.4 Additional items

4.4.1 Institution items

A total of 17 institutions (14 universities and 3 NUHEIs) included institution specific items in the 2023 SES. Institution specific items can be the same or a variation of questions included in prior collection rounds of the SES, or new questions entirely. Content covered by institution specific items included questions relating to student support services, campus facilities, net promoter score, further study intentions, employability, perceptions of institutions' values, health and wellbeing, and reconciliation.

In addition to this, 11 institutions chose to include the Workplace Relevance Scale; seven institutions chose to include the at-risk item.

Aside from questionnaire changes related to the SES Review (documented in *2023 SES Summary of questionnaire changes*), the 2023 SES questionnaire featured a new wellbeing module, developed in consultation with the sector in response to emerging data needs in this area. The wellbeing module was offered on a fee for service basis, with 48 institutions participating. The module included gender/sexual identity items which are more nuanced than the TCSI E315 item. The performance of these items will be evaluated to inform discussion on potential questionnaire refinements for future surveys.

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

4.4.2 Stakeholder items

Stakeholders including Independent Higher Education Australia (IHEA) and Navitas included items in the 2023 SES. Content covered by the stakeholder items included reasons for choosing to study at the institution and use of education agents. Eligible institutions only were able to participate in these items.

5. Data preparation

5.1 Definition of the analytic unit

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

In the 2023 SES data set, a record was considered complete and valid if the student had:

- completed at least one unit in the course/program, and

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

- a minimum of one valid SEQ scale score for each course/program in a double degree if the course / programs were in different study areas.

Each scale covers a number of different items, for example the 'SUPPSERV' scale includes 7 items such as the availability of 'study or learning support services'. To be considered as valid, a scale requires the respondent to record at least one valid value (i.e. respondent selected at least one answer such as 'Very much', excluding the 'Not applicable' response) for a minimum number of items, depending on the scale, as outlined in the *SES Data Dictionary*.

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

5.2 Data cleaning and preparation

5.2.1 Respondent (student) level

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

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

All items in the body of the questionnaire were re-filtered to their respective bases to ensure there were no errant responses, and the appropriate missing data conventions (see the *2023 SES Data Dictionary* on the QILT website for more information) were applied.

After cleaning, normalised SEQ variables, SEQ scale variables, and consolidated demographic and analysis variables were derived as described in the *2023 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:

  1. the respondent level record minus course specific items completed for the second degree, and

  2. the respondent level record with course specific items completed for the first degree replaced with responses to course specific items completed for the second degree.

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

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

1. **Student.**

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

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

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

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

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

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

   No valid SEQ scale scores for this course component.

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

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

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

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

The *2023 SES Data Dictionary* lists the new or modified variables for the 2023 SES.

5.3 Course coding

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

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

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

Table 17 Resolution of coding anomalies

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

5.4 Coding and processing of open text responses

Spell checking and light cleaning of free text responses was applied to remove identifiers and expletives. Code frames were developed in conjunction with, and approved by the department, and remained mostly unchanged in 2023. Table 18 summarises those items which were coded using an external code frame as a source.

Table 18 Items coded and source for coding decisions

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

5.5 Data deliverables

The Social Research Centre provided institutions and the department the following data deliverables at the completion of the 2023 SES collection cycle:

- Institution data files and final population files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format.

- Department national data file and national final population file in CSV, SPSS and SAS format.

- Data dictionary and data map.

- Fieldwork and data package summary in MS Word format.

- Files in Tableau packaged workbook format at the national (department), institution, Universities Australia and Independent Higher Education Australia level.

- Files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level.

- ComparED Website Tables, National Report Tables, International Report Tables.

6. Final dispositions, response rates and reportable strata

6.1 Final dispositions and response rates

Table 19 shows the final survey dispositions at an overall level for the 2023 SES.

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

The final response rate for the 2023 SES was 37.5 per cent, which is a slight increase from 37.0 per cent in 2022. Results between NUHEIs and universities were comparable (37.5 per cent for universities versus 37.3 per cent for NUHEIs). When reviewing response by course level, a two percentage point difference is observed between the undergraduate and postgraduate by coursework response rate (36.9 per cent and 38.6 per cent respectively).

The opt-out rate in 2023 (6.9 per cent) was stable relative to the 2022 figure (7.2 per cent). Opt-out rates over time will continue to be closely monitored.

Final survey dispositions by institution for the 2023 SES and a summary of response rates over time by institution are provided at Appendix 11.

Table 19   Final survey dispositions

Institution	Sample provided	Unusable sample	Out of scope	Opted-out	Final sample	Surveys completed	Response rate (%)
2023 SES overall							
Total	742,927	566	14,679	50,641	677,041	253,588	37.5
Universities	657,728	418	12,263	44,814	600,233	224,930	37.5
NUHEIs	85,199	148	2,416	5,827	76,808	28,658	37.3
Course type							
Undergraduate	490,390	213	7,755	34,418	448,004	165,143	36.9
Postgraduate	252,537	353	6,924	16,223	229,177	88,445	38.6

6.2 Factors affecting response rate in 2023

Numerous factors are likely to have contributed to the slight increase in response rate observed in the 2023 SES collection, including growth in response amongst international students. However, the overall increase in response rate among international students was offset by a decline in response rates from some large institutions in the September collection, resulting in only a slight overall improvement on the 2022 SES collection. These factors are discussed in more detail below.

Response by citizenship status

In 2023, the tendency of international students to respond to the SES increased by 2.7 percentage points, leading to a slight improvement in the overall response rate in 2023. This may be attributed to a return of international students to campuses in-person in 2023 after the COVID-19 pandemic.

Notably however, domestic students did not experience the same increase in response rates. Table 20 provides a comparison of response rates by citizenship status between 2022 and 2023.

Table 20   Response rate comparison by citizenship status, 2022 to 2023

Citizenship status	2022 response rate (%)	2023 response rate (%)	Year on year change 22-23 (pp)
Domestic	38.1	37.9	-0.2
International	33.6	36.3	2.7
Total	**37.0**	**37.5**	0.4

Individual institution performance

In 2023, several universities experienced a decline in individual performance, with Western Sydney University showing the most significant difference in response rate. It dropped by 9.7 percentage points, decreasing from 37.1 percent in 2022 to 27.4 percent in 2023.

It is important to recognise that the September response rate tends to be more volatile, primarily due to the participation of a small number of large universities in this collection. While some smaller universities performed well in this period, the underperformance of more populous institutions likely influenced the overall national response rate.

6.3   Achievement of response rate targets

A total of 27 out of 42 universities and 23 out of 100 NUHEIs achieved the response rate target that was established as a result of the process described in Section 2.4.10. As mentioned previously, these were aspirational targets only and varied by institution based on the size of the target population. This explains why the proportion of NUHEIs that achieved the response rate target was much lower than for universities, which typically have much larger student populations. For some institutions, achieving the overall response rate target was challenging (for example, the Canberra Institute of Technology's response rate target was 100 per cent).

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

6.4   Strata meeting the desired level of precision

Table 21 shows the number and proportion of strata meeting the desired level of precision (±7.5 percentage points at the 90 per cent level of confidence) over time, by the Quality of entire educational experience (QOESAT) indicator, for undergraduates in full-time study. Strata are defined by institution at the 21 study area level.

For universities, three quarters (74.3 per cent) of the eligible strata in the 2023 SES met the desired level of precision. For NUHEIs, one quarter (27.6 per cent) of the eligible strata met the desired level of precision. Response maximisation initiatives will continue to seek to both enhance the overall representativeness of the achieved sample and maximise the proportion of strata meeting the desired level of precision.

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

	2020	2021	2022	2023
University				
Total strata (n)	613	627	625	628
Strata below minimum population (n)	<5	<5	<5	<5
Strata with no completed surveys (n)	<5	<5	<5	<5
Eligible strata for reportability (n)	612	626	624	626
Strata meeting the desired level of precision (n)	464	478	463	465
Strata meeting the desired level of precision (%)	75.8	76.4	74.2	74.3
NUHEI				
Total strata (n)	221	210	221	227
Strata below minimum population (n)	5	5	12	5
Strata with no completed surveys (n)	<5	<5	<5	<5
Eligible strata for reportability (n)	216	205	207	221
Strata meeting the desired level of precision (n)	87	69	52	61
Strata meeting the desired level of precision (%)	40.3	33.7	25.1	27.6

7. Response analysis

7.1 Response by time

Figure 8 illustrates the daily and cumulative response rates for the August and September rounds. Engagement activities (i.e. email invitation and email and SMS reminders) undertaken by the QILT team are overlayed. Note that the response rates shown in Figure 8 are raw and derived before post-field reminder calls are completed and data processing is undertaken. As a result, the raw response rates are slightly lower than the final rate presented in Table 1.

The pattern of response across all emails in the 2023 SES cycle was broadly similar to previous implementations. Both rounds followed a comparable trajectory, although numerous reminders in the first half of the schedule fared slightly better in the August round, relative to the September round, when defined by the cumulative response rate.

As observed in previous SES collections, the most effective response across both rounds occurred when two forms of communication (i.e., an email and SMS) were sent on the same day, as evidenced by the relative performance of R4/SMS1, R6/SMS2 and R8/SMS3.

The strong daily response of prize draw timed reminders (R2, R4, R6, R8) is visible in both rounds, though diminished by Reminder 6.

Response was front loaded in both rounds, with more than half of the final response (26.2 per cent of the final 37 per cent) achieved by the day of the Reminder 4 and SMS1 send, with the last six rounds of email activity and final two SMS sends accounting for the remainder. Figure 9 below shows that early August activities performed stronger than the corresponding September activities.

Figure 8   **Response rates by day (August and September rounds)**
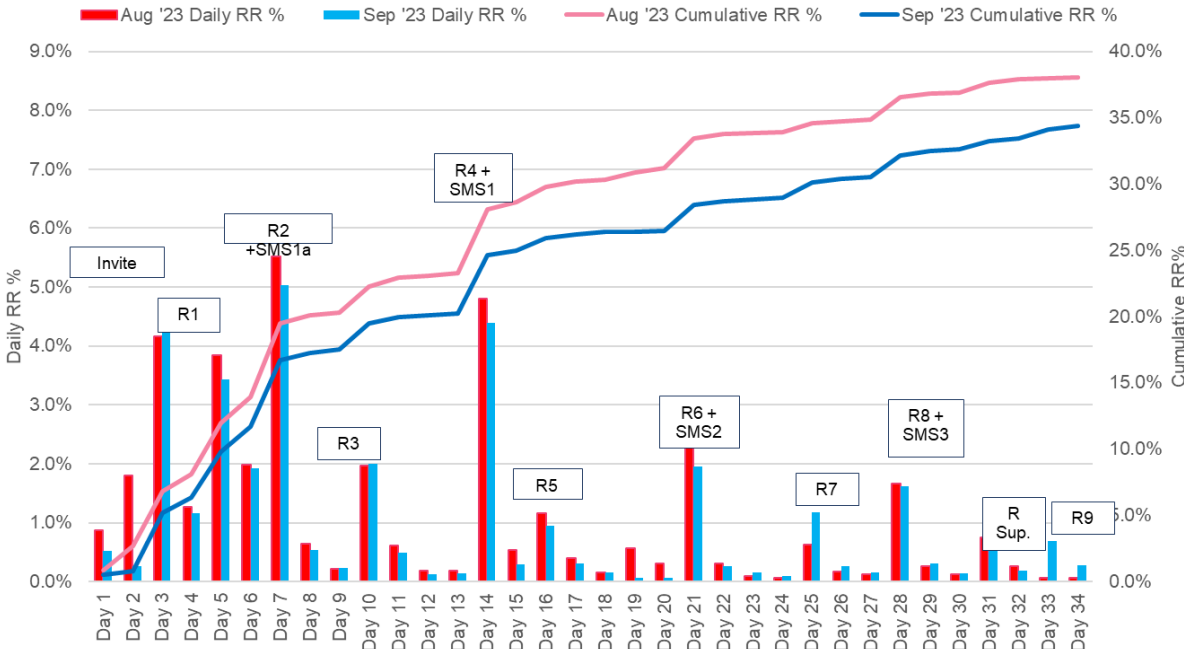
7.2 Non-response analysis

This section assesses the extent and impact of non-response bias on estimates made from the 2023 SES. Non-response bias occurs when persons who respond to the survey are systematically different from those who do not, leading to results that do not accurately reflect the population of interest. The following assessment is approached from several perspectives, by:

- Identifying administrative characteristics of students that are most different between respondents and non-respondents and that are most strongly associated with the propensity to respond to the survey,

- Determining if adjusting for non-response changes the key SES indicators, and

- Supplementing response rates with measures that account for the composition of respondents compared to the population.

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

7.2.1 Characteristics most different between respondents and non-respondents

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

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

Characteristic	# categories	Categories
Age group	10	Aged 19 or less, Aged 20-24, …, Aged 50-54, Aged 55+, Not stated
Birthplace	4	Australia, Other English-speaking countries, Non-English speaking countries, Unable to establish
Citizenship indicator	2	Domestic, Overseas
Course level	2	Undergraduate, Postgraduate (Coursework)
Disability indicator	2	No disability, Disability
Gender	3	Male, Female, Indeterminate/Intersex/Unspecified
Institution	46	-
Provider type	2	University (Table A-B), NUHEI (Private)
Indigenous indicator	2	Non-indigenous, Indigenous
Institute type	3	Group of 8, Other university, NUHEI
Institution size	5	1-7000 records, 7001-13500 records, 13501-20500 records, 20501-27500 records, 27501+ records
NESB indicator	2	English speaking background, Non-English speaking background
Stage of studies	3	Commencing, Middle years, Completing
Study area	21	-
Type of attendance code	3	Full-time, Part-time, No information

For a collection as large as the SES, notions of "statistical significance" are meaningless since even the most trivial of differences will be judged as significant by most commonly used statistical methods.

Instead, this analysis will be limited to categories where representation among respondents and non-respondents is most different, as shown in Table 23.

This table compares the relative frequencies of each demographic sub-group for the population as a whole, as well as for respondents and non-respondents. It includes the difference in proportions between the latter two groups. A negative difference means the student sub-group was under-represented among respondents, compared to non-respondents, whereas a positive difference means the sub-group was over-represented. For a survey where the respondents perfectly mirror the population, all the differences would be zero.

Given that the maximum differences across all sub-groups was just under 12 percentage points, only a small impact on overall survey outcomes could be expected due to non-response bias. The impact of this observation will be quantified later in this section.

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

Administrative variable	Population (%)	Respondents (%)	Non-respondents (%)	Difference (pp)
Age group				
Aged 19 or less	24.24	25.61	23.54	2.06
Aged 20-24	40.86	32.91	44.88	-11.97
Aged 25-29	14.91	14.94	14.89	0.05
Aged 30-34	7.15	8.69	6.37	2.32
Aged 35-39	4.76	6.17	4.04	2.13
Aged 40-44	3.22	4.43	2.61	1.82
Aged 45-49	2.13	3.06	1.66	1.40
Aged 50-54	1.37	2.05	1.02	1.03
Aged 55+	1.15	1.91	0.77	1.14
Gender				
Male	41.69	34.81	45.16	-10.35
Female	57.97	64.78	54.53	10.24
Indeterminate/Intersex/Unspecified	0.34	0.41	0.30	0.11
Stage of studies				
Commencing	48.68	52.60	46.69	5.91
Middle years	3.49	3.47	3.49	-0.03
Completing	47.67	43.74	49.66	-5.92

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

7.2.2 Characteristics most associated with student response propensity

While helpful as a first check, the above comparisons of respondents and non-respondents only enable characteristics to be considered one at a time. In reality, the relationship between characteristics and propensity to respond is complex and requires a more nuanced approach.

To provide greater insight to the joint effect that characteristics may have on student participation in the survey, a statistical model was employed to predict whether or not a student would respond to the survey, conditional on the characteristics listed at Table 22. The particular model used here, a binary logistic regression, quantifies the contribution of each category of each characteristic to predicting a student's participation in the survey. Some sub-groups (such as being aged 55+ years) might be associated with an increase in survey participation whereas others (such as part-time attendance) might be associated with a decrease in survey participation.

As well as quantifying the impact on non-response of a student being in a particular sub-group (such as being aged 55+ years), the model can also quantify the overall impact that a characteristic has on response propensity (that is, the average overall impact of age on response propensity). It does this by selectively adding or removing characteristics from the model, noting whether the ability to predict student participation is notably improved or worsened.

If excluding a characteristic entirely from the model reduces our ability[2] to predict student participation, the characteristic is judged to be relatively more important as a predictor of response. On the other hand, if excluding a characteristic from the model makes little difference in the predictions, it is judged to be relatively less important.

Through this process, it is possible to quantify[3] the average contribution that each characteristic makes in predicting survey response, as shown in Figure 9. The values in this figure represent each characteristic's relative contribution to the model's overall predictive ability, and thus sum to 100 percent. If one characteristic on its own could be used to predict response to the survey, it would have a relative contribution of 100%. If a characteristic had no impact on the model's predictions, it would have a relative contribution of 0%.

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

This use of regression modelling to quantify non-response is very valuable since it provides more insight than was evident from the simple comparisons of respondents and non-respondents in Table 23.

In particular, the model identified Institution as a strong predictor of response propensity, second only to age group. By contrast, differences between respondents and non-respondents for this characteristic were too small to be listed in Table 23. The same applies to Study area, albeit to a lesser extent.

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

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

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

Figure 9 **Relative contribution of selected administrative variables in predicting 2023 response (student level)**
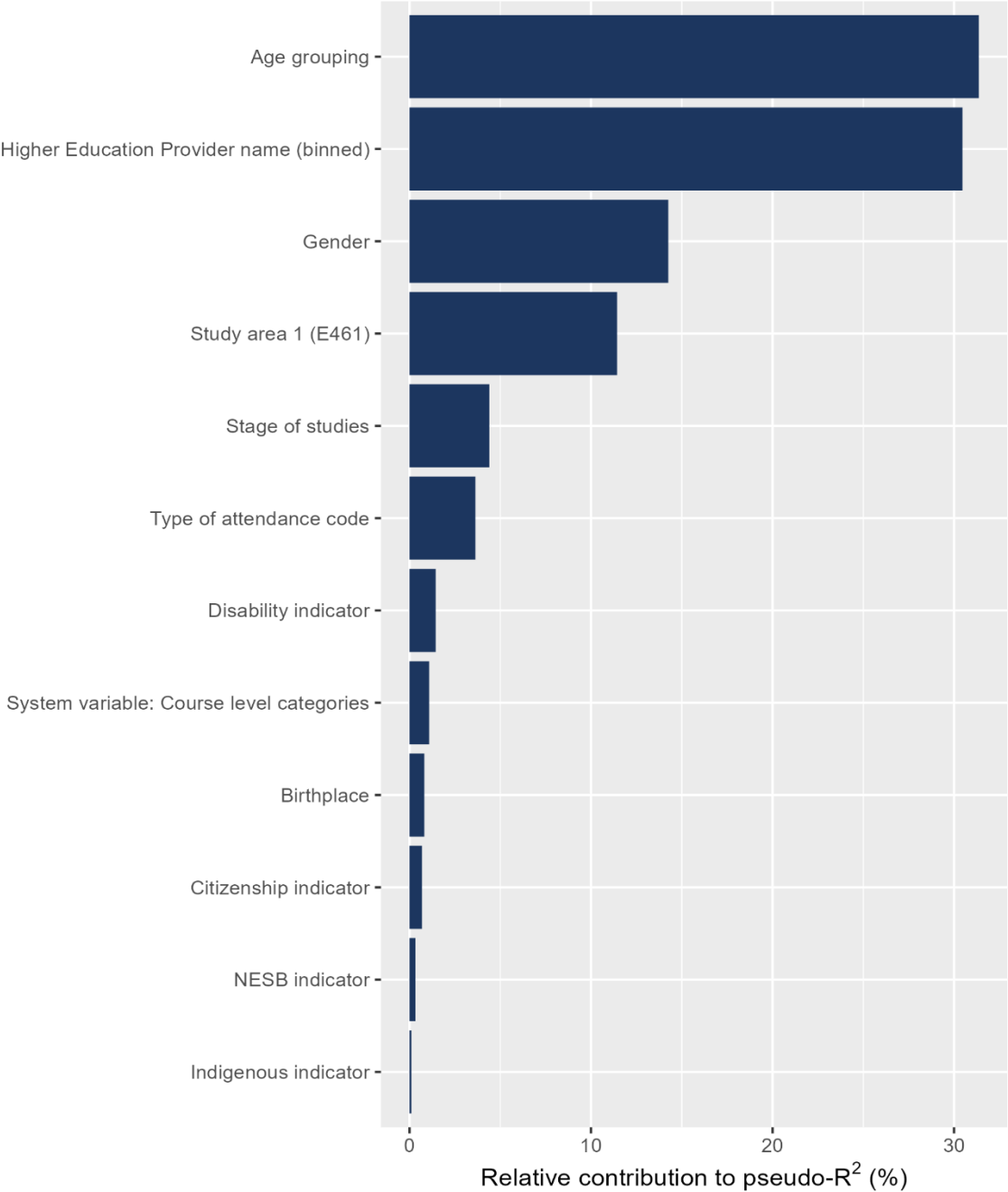
7.2.3 Adjusting for non-response

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

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

results of the survey represent the student population as closely as possible. This is a very common approach to deriving estimates from a subset of the population and is used the world over by official statistics agencies such as the Australian Bureau of Statistics.

Table 23 and Figure 9 together identify the characteristics that were most different between respondents and non-respondents as well as the characteristics that were most associated with response to the survey. On the basis of these results, a weight was calculated[5] for each responding student to account for imbalances in the following characteristics:

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

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

When exploring the extent and impact of any biases that may have occurred in the 2023 SES due to differences between survey respondents and the underlying population of students, some slight imbalances for several characteristics (notably age group, gender, institution, stage of studies, and study area) were identified. However, adjusting for non-response had only a minimal impact on the survey's key indicators.

Table 24 compares overall results for seven key indicators derived for the 2023 survey, using both simple counting of respondents along with summing of their weights[6]. Also included is the percentage point difference between the two methods, where a negative difference shows that the adjusted (weighted) calculation yielded a higher value for the indicator than the unadjusted calculation, and a positive value shows that the unadjusted calculated yielded a higher value than the adjusted calculation.

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

Indicator	Counting students (%)	Summing weights (%)	Difference
Skills development – positive rating	81.56	81.24	0.32
Peer engagement – positive rating	57.73	59.04	-1.31
Teaching quality – positive rating	81.44	80.47	0.97
Student support and services– positive rating	72.90	72.05	0.85
Learning resources – positive rating	84.10	83.68	0.42
Quality of entire educational experience – positive rating	76.88	75.70	1.18

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

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

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

Differences between the two methods are very small, all less than 1.5 percentage points, signifying that adjusting for non-response across the identified student characteristics made essentially no difference in indicators derived for the survey. Although not shown here, if the comparison was repeated for a range of sub-groups (Study area, Institution, and Stage of studies), the largest differences between unadjusted and adjusted indicators are all less than 3.5 percentage points with most differences being less than 1 percentage point.

7.2.4 Supplementing response rates with representativity indicators

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

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

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

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

- If it is completely random whether or not someone responds to the survey, there will be no systematic differences between respondents and non-respondents. In such a case, the modelled response propensities will be all the same, their standard deviation will be 0 and so R_ρ will be 1. This corresponds to a strongly <u>representative</u> sample.

- On the other hand, if there is a systematic pattern of non-response, respondents will be predictably different from non-respondents. In such a case, the modelled response propensities will group together near either 0 (for non-respondents) or 1 (for respondents), leading to a large value for the standard deviation so that R_ρ will be 0. This corresponds to a strongly <u>unrepresentative</u> sample.

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

In the same way that there is no threshold for what separates a "good" response rate from a "bad" one, there are no absolute standards for R-indicators. Their primary usefulness here is to judge if changes in response rates have impacted the representativeness of the responding sample.

The following table (Table 25) compares response rates and R-indicators for the 2021 SES, 2022 SES and 2023 SES. Using only response rate as a measure of quality, one might conclude that 2021 was "better" than 2022 and 2023 (44.1% versus 37.0% and 37.4% respectively). When looking at the R-indicators, however, it is apparent that the representativeness across the three survey years is very similar.

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

Year	Response rate %	R-indicator
2021	41.1	0.786
2022	37.0	0.797
2023	37.4	0.785

7.3 Sources of response

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

Table 26   Sources of response

	Total (%)	Gender		Stage of studies		Citizenship indicator		Age	
		Female (%)	Male (%)	Commencing (%)	Later year (%)	Domestic (%)	Inter-national (%)	Under 30 (%)	Over 30 (%)
Response rate	**37.5**	**41.7**	**31.4**	**39.7**	**35.2**	**37.9**	**36.3**	**34.6**	**50.4**
Authentication	1.6	1.5	1.8	1.8	1.5	1.7	1.5	1.8	1.0
Type in	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Survey link (email)	88.2	88.7	87.2	87.6	88.8	86.9	91.4	87.4	90.6
Survey link (SMS)	7.8	7.7	8.0	8.0	7.6	9.3	4.1	8.3	6.4
LMS	1.6	1.5	1.8	1.9	1.3	1.4	2.1	1.6	1.6
Post-field reminder calls	0.5	0.4	0.8	0.5	0.6	0.5	0.5	0.6	0.2
SMS fee-for-service	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.3	0.2

Survey completion via a link from an email communication was most popular for all sub-groups. Males were marginally less likely to respond via a link in an email communication than females (87.2 per cent versus 88.7 per cent).

Completing via the survey link in SMS was the next most popular method of response amongst all sub-groups. As was the case in 2022, males were more likely to complete via the SMS link than

females. Students aged under 30 were also more likely to complete via the SMS link compared to those aged over 30 (8.3 per cent vs 6.3 percent).

Additionally, completing via a link displayed on a student's Learning Management System (LMS) page was a relatively popular response mechanism for males (1.8 per cent vs 1.5 per cent for females) and international students (2.1 per cent vs 1.4 per cent for domestic students).

As stated in the *2022 SES Methodological Report*, this highlights the need to retain communication channels such SMS and LMS links, rather than rely exclusively on email contact for these sub-groups.

The surveys completed via the authentication link rose from 0.6% in 2022 to 1.6% of total survey completion in 2023. This is considered attributable to the revised version of the Authentication module that was deployed for the 2023 SES (refer to Section 3.4.1).

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

8. Considerations for future surveys

8.1 Refinement of the SMS protocol

In 2023, the SMS protocol was enhanced to incorporate three standard SMS reminders, and institutions showed a higher adoption of the fee-for-service SMS option.

Unlike the well-refined email protocol that has evolved through years of experimentation, variations to the SMS protocol remain relatively unexplored. This provides potential opportunities to enhance student engagement with SMS communications.

Consideration could be given to using the high performing institution themed fee-for-service SMS message as a standard component of the SMS protocol. This would involve gathering and managing institution names in an SMS-friendly format. An experimental design could be employed to determine the most effective way to integrate this theme into the current protocol, considering whether it complements or replaces existing SMS message themes (such as prize draw, Department of Education, or final chance to complete).

Experimentation across other QILT projects also offers learning opportunities and possible further options for refining the SMS protocol. These include:

- Experimenting with the placement of the SMS communications in the overall contact protocol (continue to assess the impact of sending SMS messages earlier in conjunction with reminder emails).

- Increased variation in the day an SMS is sent, currently all core SMS communications are sent on a Monday.

- Analysing past SMS response data to identify the optimal time(s) of day to send to students, with potential variation by demographic (such as age).

8.2 Expanded engagement with characteristics of interest

The non-response analysis (refer to Section 7.2) shows that age and gender are characteristics which had notable differences between respondents and non-respondents at the overall level.

In particular, respondents aged under 30 and male students were identified as underrepresented groups. Additionally, age, study area and higher education provider were identified as the three most important characteristics in predicting survey response.

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

8.3 Enhanced methods of accessing the survey

The revised authentication module for the 2023 SES (and 2024 GOS) reduced the amount of personal information students needed to provide for authentication (first name and date of birth are no longer required). This version allows the option to receive an SMS instead of an email, aiming to enhance support for engagement activities via social media, institution communications, and on-campus methods (e.g., QR codes).

While an initial rise in survey completion via this authentication module has been observed, ongoing evaluation and refinement is necessary to realise the full potential of the module.

The SRC will continue to invest in engaging and collaborating with institutions which are already integrating this module into their promotional activities.

Key areas of refinement will involve expanding the institution names lookup list and enhancing the user interface for students.

8.4 Questionnaire refinements

The SES instrument has undergone a review over 2022-23 to determine whether it was still appropriate for measuring the experience of higher education students and was meeting the needs of data users. Following this review, recommendations were made to improve the instrument, with a number of changes being made to the 2023 SES. Some further refinements are recommended:

- Consider a review of survey length over time and the impact, if any, this has had on changes in break off and the number of students completing the whole survey;

- Development of further add-on modules, e.g. related to work integrated learning;

- Development of a question bank so institutions can share items and benchmark;

- Consider recommendations from the Australian Universities Accord Final Report and whether the SES needs to capture additional data for the sector to meet their obligations.

List of abbreviations and terms

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

Appendix 1 Collection, sample and marketing guides

Student Experience Survey (SES) Collection and Sample Guide

2023 SES Collection

Contents

Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	24 May	Original version released
1.1	12 September	Revised coding queries dates for August and September post-field institutions
1.2	26 September	Revised 'CompletingFlag' description

Please note:

- Complete the Participation and Additional Services (PASF) form that will be sent separately to you the week commencing 22 May. The first step is to confirm your institution's participation and nominate key contacts using the PASF – this is your centralised place to confirm participation and nominate additional services.

- Key dates specific to the September collection are provided in Appendix F. If not stated otherwise, all other dates in this document reference the August collection or are shared between both collections.

- Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer 'Section 2 Target audience and sample provision').

- **There are some changes in the sample preparation process for the 2023 SES. See 'Section 2.1 An overview of the sample preparation process for the 2023 SES' for details.**

- Guidance has been prepared to assist with populating the sample file (refer 'Section 2.3 The TCSI template' and '2.4 The full population template').

- Keeping to timelines for provision of sample means the project can go to field on time – otherwise one institution's delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project:

  o Full templates and TCSI templates will be distributed on Wednesday 7 June via SFX.

  o We request that institutions return their sample file to the Social Research Centre by no later than Friday 23 June to allow for sample processing, testing and quality assurance checks. We are grateful if you can return the sample earlier than 23 June, which would allow more time for us to work with you to resolve any issues in your sample. In the event that final sample files are not received by the specified deadline, a late fee dependent on the length of the delay as well as the number of additional hours required to process and QA the late file will be applied. Please notify us as soon as possible if you anticipate any challenges to meeting the deadline.

  o Data collection must be ready to commence when Authentication opens on Tuesday 25 July for the August round and Tuesday 5 September for the September round. The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with Table 1.

- If your institution chooses to provide telephone numbers for students, it is considered that your institution consents to students receiving SMS during fieldwork. SMS reminder activity commences at the end of the second week of fieldwork.

- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens. This institution led contact adds a sense of legitimacy so when students receive an email or SMS they will not think it is spam. Contact with students should be advised to the Social Research Centre (refer 'Section 4 Response maximisation').

- To gain efficiencies during fieldwork set-up and to better plan for resourcing in the call centre, we are no longer offering full CATI as a fee-for-service option on QILT surveys. This change came into effect from 2023 GOS – November 2022 collection.

- We ask that qilt@srcentre.com.au is included in the send list for any communications. This enables us to effectively track supporting activities' impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.

- Please proactively manage your institution's social media so students are aware of the importance of the SES (Refer to 'Section 4.3 Engagement activity plan').

- Please update us via qilt@srcentre.com.au with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.

Checklist

Please note and ensure the following are completed:

❑ Confirmed participation and nominated additional fee-for-service activities.

❑ Send pre-survey awareness raising correspondence to students.

❑ Prepare social media, website, newsletters and LMS, etc.

❑ Use the comments sheet in the sample to provide context where appropriate to what you have provided (for example, if you can only provide one email address because your institution has introduced a new IT system, please include this).

❑ Return your final sample to the Social Research Centre by Friday 23 June.

❑ Ensure all contact details and course details are correct for the sample member, that is, the email, phone number and other details align with correct name. A simple way to check is manually review a selection of records at the top, in the middle and at the bottom of your sample.

    o Please note that errors in sample information provided, such as wrong names or email addresses, that are detected during field, may incur a charge to rectify.

❑ Liaise with your IT team to ensure whitelisting is in place.

❑ Minimise respondent burden by considering other potentially conflicting surveys of the student population.

❑ Advise the Social Research Centre of any possible contextual issues that should be considered as part of survey deployment.

❑ Commence engagement activities (such as posters and in lecture slides).

1.   Introduction and overview

1.1   Background and objectives

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

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

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

1. Skills development

2. Peer engagement

3. Teaching quality

4. Student support

5. Learning resources

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

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

For most institutions, the SES is conducted during an August collection. Unless stated otherwise, dates listed throughout this guide will refer to the August collection.

There is also a smaller September collection for institutions operating a trimester calendar – refer 'Section 2.2 In-scope audience and reference period' and see Appendix F of this guide for September collection timelines.

1.2   Summary timeline

The schedule for the 2023 SES collection is shown at Table 1. These timings may be required to change subject to stakeholder changes, methodological learnings, and operational requirements.

Table 1 2023 SES summary timeline (August collection)

Key milestones	Responsible	Date (2023 unless otherwise stated)
Participation and Additional Services Form distributed to institutions	SRC	Wednesday 24 May
Collection and Sample Guide distributed to institutions	SRC	Wednesday 24 May
Institutions to confirm participation in the SES and nominate key contacts	Institutions	Monday 29 May
Deadline to submit course enrolment data to TCSI	Institutions	Tuesday 30 May 17:00 AEST
Department to provide extract for records in the TCSI system	Department	Wednesday 31 May
Marketing Pack distributed to institutions	SRC	Week commencing 5 June
Additional populations nominated by institutions	Institutions	Monday 5 June
Additional questions nominated by institutions	Institutions	Monday 5 June
Sample population files and full templates distributed to institutions	SRC	Wednesday 7 June
Additional questions (MS Word) approved by institutions	Institutions	Friday 23 June
All completed templates to be returned by institutions (earlier returns much appreciated)	Institutions	Friday 23 June
Sample absolutely finalised by institutions (no additional samples to be added after this date)	Institutions	Friday 30 June
Additional questions scripted and online survey test link provided to institutions for testing	SRC	Monday 3 July
Additional questions survey test link approved	Institutions	Friday 7 July
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	Monday 10 July
Sample selections and targets distributed to institutions	SRC	Monday 10 July
Authentication survey entry opens	SRC	Tuesday 25 July
Soft launch – Online fieldwork	SRC	Tuesday 25 July
Main launch – Online fieldwork	SRC	Thursday 27 July
Telephone follow up & SMS nominated by institutions	Institutions	Monday 7 August
Main close – Online fieldwork period ends	SRC	Sunday 27 August
Course coding checks		
Online fieldwork - Coding queries sent to institutions	SRC	Friday 8 September
Post fieldwork - Coding queries sent to institutions	SRC	Wednesday 13 September
Online fieldwork - Coding queries to be returned	Institutions	Friday 15 September

Key milestones	Responsible	Date (2023 unless otherwise stated)
Post fieldwork - Coding queries to be returned	Institutions	Wednesday 20 September
Final institutional reports and data outputs		
Institutional files	SRC	Friday 12 January 2024
National Reports	SRC	TBC by Department
UA reports	SRC	Upon National Reports release
IHEA reports	SRC	Upon National Reports release

1.3 Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, The Research Society's Code of Professional Behaviour, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research[1]. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. Please contact qilt@srcentre.com.au if you require a copy of the deed.

1.4 Institutional support

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

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

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

2. Target audience and sample provision

2.1 An overview of the sample preparation process for the 2023 SES

- There is no change in the survey scope. See 'Section 2.2 In-scope audience and reference period'.

- For the majority of institutions, the 2023 SES sample will be sourced from TCSI. Full population templates will primarily be used by institutions that are not (or not yet) reporting to TCSI. If your institution has issues with the accuracy of your data in TCSI and would like to use the full population template instead of the extract, please contact the SRC as soon as possible to arrange.

- The full population template for universities includes four TCSI EFTSL variables that the Social Research Centre will use to calculate STAGE for survey scoping and reporting. Institutions are advised to refer to information on the TCSI website (links below) and Appendix C of this guide for further information on these variables if required.

  - E339 Equivalent full-time student load
  - E350 Course of study load
  - E560 Credit used value
  - E931 Aggregated EFTSL

- The full population template for NUHEIs does not contain the EFTSL related variables, and STAGE will be derived from CompletingFlag and E534 Course of study commencement date. However, if a NUHEI would prefer to use the template with EFTSL related variables, please contact the Social Research Centre ASAP to arrange.

- All completed full population templates and TCSI templates are required to be returned to the Social Research Centre by Friday 23 June.

- The Social Research Centre will process the templates, calculate STAGE from the full templates and cross-check against CompletingFlag.

- Once sample processing has been finalised, SRC will distribute the sample selections and targets to all institutions in the week beginning Monday 10 July. Institutions are asked to review the final STAGE estimation for records provided by full population templates, and contact the Social Research Centre as soon as possible if they spot any issues in the final STAGE estimation. See 'Section 2.5 STAGE estimate'.

2.2 In-scope audience and reference period

Students are in-scope for the 2023 SES if they are:

- enrolled in an undergraduate or a postgraduate by coursework course,

- international students studying onshore or had intended to study onshore but are currently located offshore studying online due to COVID-19 related reasons,

- enrolled in and have completed at least one full teaching period of the course (e.g. completed one semester or one trimester or one teaching block) at the commencement of

the field work period (this date is 25 July 2023 for the August collection and 5 September 2023 for the September collection), and

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

Students attending offshore campuses of Australian higher education providers and students who were residing overseas for the term / semester and undertaking an external program of study at the institution via distance education or online are not in-scope for the SES.

However, international students who had intended to study onshore in 2023 but are currently offshore and undertaking their studies online due to COVID-19 related reasons are in-scope for the 2023 SES. Students who are attending offshore campuses of Australian higher education providers and had not intended to study onshore in 2023 are to remain out-of-scope of the SES. However, they can be included in the survey as an additional population on a fee-for-service basis (see 'Section 3.3 Adding additional populations' for further information).

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

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

2.3   TCSI template

The 2023 SES uses a centralised approach to sampling by sourcing data from TCSI. **Institutions are asked to submit their in- scope records to TCSI no later than 5:00 P.M. AEST 30 May 2023 for them to be included in the survey.** The department will generate the extract on 31 May. Institutions not yet reporting to TCSI are asked to provide their sample data to the Social Research Centre using the full population template, as described in 'Section 2.4 The full population template'.

Commencing students with a Course of study commencement date (E534) up to and including 30 May 2023 who are in-scope will be invited to participate in the survey. The screening questions in Module A will be modified to screen out students who have not completed at least one teaching period at the commencement of field work.

2.3.1   An overview of the sample preparation process

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

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

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

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

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

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

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

Table 2 Data elements included in the 2023 SES TCSI sample template

Variable	Variable Label	Format	Comment
SESID	SES Identification Number	F8	Populated
E306	Provider code	F4	Populated
E306C	Higher Education Provider name	A75	Populated
E313	Student identification code	A10	Populated
E584	Unique Student Identifier	A10	Populated
E488	Commonwealth Higher Education Student Support Number (CHESSN)	A10	Populated
E307	Course code	A10	Populated
E308	Course name	A72	Populated
E310	Course of study type	F2	Populated
E350	Course of study load	F3	Populated
E314	Date of birth	A10	Populated
E315	Gender code	A1	Populated
E329	Mode of attendance code	F1	Populated
E330	Type of attendance code	F1	Populated
E534	Course of study commencement date	A10	Populated
E339	Equivalent Full-Time Student Load (*enrolments up to TCSI extract*)	F11.9	Populated – universities only
E931	Aggregated EFTSL since commencement (*up to and including first half of 2023*)	F11.9	Populated - universities only
E560	Total EFTSL from other sources (e.g., RPL, credit transfer)	F5.3	Populated – universities only
STAGE	Stage of studies as calculated by SRC	F1	Populated
CRSLEVEL	Course level categories	F1	Populated
AREA45	Study Area – 45 Categories	F2	Populated
EXCLUDE	Groups that are out of scope for the current SES	F1	Populated
CompletingFlag	Flag students who are expected to complete their course by 31 July 2024. This must be populated for *all* records, as it may affect scoping.	F1	Essential
ENRLSTAT	Current enrolment status	F1	Populated
IntendedLocation	Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.	F1	Essential
FACULTY	Faculty or Organisational Unit	A100	Optional*
CAMPUS	Campus where studies based	A100	Optional*
E403	Student given name - first	A100	Populated

Variable	Variable Label	Format	Comment
E402	Student surname	A100	Populated
E320	Residential address postcode	F4	Populated
E469	Residential address suburb	A100	Populated
E470	Residential address state	A100	Populated
E658	Residential address country code	F4	Populated
EMAIL1	Student email address	A100	Essential
EMAIL2	Student email address 2	A100	Essential
PHONE1	Student phone number	A20	Essential
PHONE2	Student phone number 2	A20	Optional
PHONE3	Student phone number 3	A20	Optional
PHONE4	Student phone number 4	A20	Optional

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

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

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

i. Once institutions have updated the TCSI template, please upload it to the **QILT Secure File Exchange (SFX)** where all survey managers should have an account. **To ensure the data security of any Personal Identifiable Information (PII), please do not email the file to the Social Research Centre or to the department.** It is critical that institutions return their completed TCSI template and/or Full template to us by Friday 23 June to allow for resolution of any sample queries.

ii. After the TCSI templates are returned, the Social Research Centre will be in touch with institutions as required to discuss and resolve issues in the file. All institutions are expected to have finalised their completed sample file by Friday 23 June. Although this the final due date, earlier returns are appreciated as they allow more time for the Social Research Centre to conduct quality checks and work with institutions to resolve issues. Please note that if sample preparation involves an excessive number of iterations as part of resolving the same or similar issues, the Social Research Centre may need to discuss a fee-for-service arrangement.

Step 4: Additional Steps

iii. If your institution needs to submit additional records not in the TCSI extract (either additional population or in-scope records), you will need to also submit a full population template, please read 'Section 2.4 The full population template' below. If not, you may proceed to 'Section 2.5 STAGE estimate'.

2.4   Full Population Template

Now that most institutions have migrated to TCSI, the full population template provided by the Social Research Centre will primarily be used only by institutions who are not (or not yet) reporting to TCSI.

The full population template contains all the data elements required for survey scoping and reporting. If your institution has issues with the quality of data in TCSI and would prefer to use the full population template instead of the TCSI extract, please contact the SRC as soon as possible to arrange.

Completed templates are due to be returned to the Social Research Centre via the QILT Secure File Exchange (SFX) by Friday 23 June. To ensure the data security of any Personal Identifiable Information (PII), please do not email the file to the Social Research Centre or to the department.

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

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

Table 3 Data elements required in the 2023 SES full population template

Variable	Variable Label	Format	Comment
E306	Provider code	F4	Essential
E306C	Higher Education Provider name	A75	Essential
E313	Student identification code	A10	Essential
E584	Unique Student Identifier	A10	Essential
E488	Commonwealth Higher Education Student Support Number (CHESSN)	A10	Essential
E307	Course code	A10	Essential
E308	Course name	A72	Essential
E310	Course of study type	F2	Essential
E350	Course of study load	F3	Essential
E455	Combined course of study indicator	F5	Essential
E461	Field of education code	F6	Essential
E462	Field of education supplementary code	F6	Essential
E314	Date of birth	A10	Essential
E315	Gender code	A1	Essential
E316	Aboriginal and Torres Strait Islander code	F1	Essential
E327	Basis for admission code	F2	Essential
E329	Mode of attendance code	F1	Essential
E346	Country of birth code	F4	Essential
E347	Year of arrival in Australia	A4	Essential
E348	Language spoken at home code	F4	Essential
E358	Citizen resident code	F1	Essential
E490	Student Status code	F3	Essential
E573	Highest educational attainment parent 1	F2	Essential
E574	Highest educational attainment parent 2	F2	Essential
E615	Disability code	F2	Essential
E330	Type of attendance code	F1	Essential
E534	Course of study commencement date	A10	Essential
ENRLSTAT	Current enrolment status	F1	Essential
IntendedLocation	Flag whether the student was enrolled as an onshore or offshore student, regardless of actual location.	F1	Essential
E339	CurrentEFTSL - Equivalent Full-Time Student Load (*enrolments up to TCSI extract*)	F11.9	Essential – universities only
E931	CurrentEFTSL + HistoricalEFTSL + E560 - Aggregated EFTSL since commencement (*up to and including first half of 2023*)	F11.9	Essential – universities only
E560	Total EFTSL from other sources (e.g. RPL, credit transfer)	F5.3	Essential – universities only

CompletingFlag	Flag students who are expected to complete their course by 31 July 2024. This must be populated for *all* records, as it may affect scoping.	F1	Essential
FACULTY	Faculty or Organisational Unit	A100	Optional*
CAMPUS	Campus where studies based	A100	Optional*
E403	Student given name - first	A100	Essential
E402	Student surname	A100	Essential
E320	Residential address postcode	F4	Optional
E469	Residential address suburb	A100	Optional
E470	Residential address state	A100	Optional
E658	Residential address country code	F4	Optional
EMAIL1	Student email address	A100	Essential
EMAIL2	Student email address 2	A100	Essential
PHONE1	Student phone number	A20	Essential
PHONE2	Student phone number 2	A20	Optional
PHONE3	Student phone number 3	A20	Optional
PHONE4	Student phone number 4	A20	Optional

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

2.4.1 Things to note when using the full population template

- Do not include new mid-year intakes in the full population template. These students are out-of-scope because they will not have completed at least one teaching period at the commencement of the survey. Please contact the Social Research Centre at qilt@srcentre.com.au if you are unsure about the in-scope population for the SES.

- Some students may withdraw from their original course in Semester 1 and transfer to another course in Semester 2. Please do not provide the students' Semester 2 course information in the template. Students will confirm the course of enrolment in the survey course screener questions in Module A.

- If students are concurrently enrolled in two different course codes, please include both enrolments as separate records.

- We want to avoid contacting students who are no longer enrolled at your institution. Our preference is for these students to be excluded from the template. However, if it is easier for you to include these students in the template, those that should not be contacted for the survey should be flagged in ENRLSTAT as appropriate.

- If your institution is considering post-field telephone activity and would like the Social Research Centre to target potential respondents by Faculty or Campus, these variables must be included in the sample file. If they are to be included, both Faculty and Campus must be provided in the sample file as a text value. Please note that there will be a cost involved if an institution does not provide Faculty and Campus information during sample preparation but would like the Social Research Centre to append this information to the output or population file (or to historical data files) after the survey data have been processed.

- Please ensure the enrolment information (E313, E584, E488, E307, E308, E310, E350, E455, E461, E462, E314, E315, E316, E327, E329, E346, E347, E348, E358, E490, E573, E574, E615, E330, E534, E339, E931, E560, E403, E402, E320, E469, E470, E658) that you provide in the population template aligns with the information that your institution is (or will be) submitting to TCSI.

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

Why is this essential?

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

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

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

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

Stage of Studies overview

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

Commencing student (STAGE = 1)

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

Completing / Final year students (STAGE = 2)

There is no indicator in TCSI that can be used to identify a completing or final year student. For the purposes of the 2023 SES, a completing or final year student is expected to complete their current course of study by 31 July 2024.

Middle year students (STAGE = 3)

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

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

Note: Institutions are not required to calculate STAGE.

2.5 STAGE estimate

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

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

For institutions using the TCSI extract data, the Social Research Centre will calculate STAGE and include it in your institution's TCSI template. Commencing students will have STAGE = 1, Completing students will have STAGE = 2, and Middle year students will have STAGE = 3. Institutions are asked to use the CompletingFlag variable to indicate whether the student is expected to complete their studies by 31 July 2024 (i.e., Completing students) or not – it should be populated for all records.

STAGE (calculated by the Social Research Centre) is included in the TCSI population templates so that institutions may review how it aligns with the institution-provided CompletingFlag.

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

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

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

3.   Data collection

3.1   The standard SES instrument

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

- Skills development

- Peer engagement

- Quality teaching

- Student support

- Learning resources.

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

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

3.2   Adding additional questions

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

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

3.2.1   Survey testing

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

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

3.3   Adding additional populations

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

4. Response maximisation

4.1 Basic principles

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

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

Some basic guidelines apply:

- Awareness raising and engagement:

  o Institutions should send a pre-survey awareness raising letter or email. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.

  o Institutions should not send actual survey links in any correspondence.

  o Any direct correspondence with sample members during the online fieldwork period should be discussed with the Social Research Centre and the materials provided.

- Prize draws:

  o Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.

  o No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in-scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.

  o Refer '4.6.4 Incentivisation' for more detail on the core prize draw process.

- Social media:

  o Proactively use your institution's social media to raise awareness of the importance of the SES and let students know they'll be receiving a survey invitation from the Social Research Centre.

  o Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:

    – pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important.

- in-field phase as part of thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.

- end of survey phase to thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.

4.2 Institutional engagement

4.2.1 Guide to marketing the SES

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

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

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

- Pre-survey awareness institution-branded letter, posted Tuesday 11 July at the earliest

- Pre-survey awareness campaign, Monday 17 – Friday 21 July

- SES now open messaging, Tuesday 25 July at the earliest

- Last chance to complete the SES, Monday 21 August

Engagement materials will be distributed to via the August and September collection Marketing Packs on the QILT Provider Portal. The Marketing Packs will include:

- Email templates: to be sent by institutions to complement the Social Research Centre's email engagement. There are templates for engaging with both staff and students at different time points during fieldwork.

- Letter template: an approach letter template to build awareness with students prior to fieldwork. For use by institutions preferring a hardcopy letter option.

- Lecture slides: a variety of slides with co-branding customisation options that can be displayed to students by faculty staff to build a tailored mode of engagement.

- Social media tiles: Artwork and copy for social media posts are available to be shared on institutional pages. There are a range of social media tiles with varying images and text, along with suggest text captions that can be used at different time points throughout fieldwork.

- Posters: Posters provided that are suitable for printing in A3 and A4 formats. The posters have the same text but different images, come in two different formats.

- QR code: A QR that directs to https://www.qilt.edu.au/ses. Included as a standalone image and embedded in other marketing materials, this QR code helps students access key survey information and provides a pathway to the survey via authentication.

- Web tiles: Multiple sizes of web tiles (MREC, Leaderboard, Skyscraper) featuring SES branding and messaging.

- LMS tiles: Three tiles that can be embedded on your LMS home page with a link to https://www.qilt.edu.au/ses.

- Pull up banners: Three pull up banners with varying images have been provided in high resolution format. The banners are suitable for professional printing and are recommended for display around campus.

Please refer to the Marketing Pack User Guide within each pack for a detailed description of the materials, including suggested timeframes and captions for social media engagement.

4.2.2 Pre-field awareness institution-branded letter or email

It is expected that institutions send an early awareness raising letter or email to assure students of the legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice Chancellor or faculty heads can be expected to have the biggest impact. This particular engagement activity can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to notify the Social Research Centre of the content and date of delivery of the letter or email. We also provide a template in the Marketing Pack.

4.3 Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during several trial QILT projects and iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the SES Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Refer to 'Section 1.2 Summary timeline' for the final date to propose variations to the engagement activity plan.

Table 2 Standard 2023 SES Engagement Activity Plan (August collection)

The Social Research Centre	How institutions can help
In the lead-up to the launch: 10 July – 21 July – Awareness Campaign	
	• Send awareness letter/email from your institution to all in-scope selections with the aim of it landing during the week of 17 July. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to 'SES to students letter_Awareness' & 'SES to students email_Awareness' in the Marketing Pack and the 'Institutional hardcopy mail out fact sheet' on the QILT Provider Portal)
In the lead-up to the launch: 17 – 21 July – Awareness Campaign	
	• Create a web presence for SES (or update a previous SES information page) on institutional website under 'current surveys' or similar
	• Send an email to staff alerting to SES participation and encourage use of in-class slides (Refer to 'SES to staff email_Awareness' email and the 'Lecture Slides' folder in the Marketing Pack)
	• Send an email from the Vice Chancellor to students advising of the SES (Refer to 'SES to students email_Awareness')
	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram). Refer to Marketing Pack User Guide for social media tiles, suggested timings and captions or www.facebook.com/QILT1/)
	• Upload webtiles to your website for the duration of the fieldwork period (Refer to the user guide on how to use webtiles)
	• Place a general announcement on your institution's LMS for the duration of the fieldwork period (refer to the Marketing Pack User Guide on how to use LMS tiles)
	• Advertise the SES in newsletters (or similar) (Refer to Posters, Webtiles, or Lecture Slides)
	• Ensure whitelisting strategies are in place
Online survey launch: Week commencing 24 July – Open Campaign	

Thursday 27 July **Email invitation will be sent to all students sampled for inclusion in the SES** **Saturday 29 July** **The Social Research Centre Reminder email #1**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), raising awareness, explaining the purpose and why the research is so important
Week commencing Monday 31 July – Open Campaign	
Monday 31 July **The Social Research Centre Reminder email #2** **Thursday 3 August** **The Social Research Centre Reminder email #3**	• Post a reminder on your institution's website • Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), raising awareness, explaining the purpose and why the research is so important (see SES Marketing Pack User Guide for suggested caption and social media tiles) • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/)
• **Week commencing Monday 7 August – Open Campaign**	
Monday 7 August **The Social Research Centre Reminder email #4** **Reminder SMS #1** **Wednesday 9 August** **The Social Research Centre Reminder email #5**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/) • Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to 'SES to students email_mid_survey)
• **Week commencing Monday 14 August – Open Campaign**	
Monday 14 August **The Social Research Centre Reminder email #6** **Reminder SMS #2** **Friday 18 August** **The Social Research Centre Reminder email #7**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/) • Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to 'SES to students email_mid_survey')
• **Week commencing Monday 21 August – Closing Campaign**	
Monday 21 August **The Social Research Centre Reminder email #8** **Fee-for-service reminder SMS** **Thursday 24 August** **The Social Research Centre Reminder email #9** **Reminder SMS #3**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT and ComparED websites • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so. Refer to www.facebook.com/QILT1/) • Post a reminder on your website

4.4   Social media campaign

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

4.5   Institutional web presence

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

4.6   Standard QILT response maximisation activities

4.6.1   Email invitations and reminders

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

All institutions will follow the same fieldwork period for the 2023 SES; as such, the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications.

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

Table 3 2023 SES Response Maximisation Activities (August collection)

Activity	Date
Soft launch fieldwork starts / email invite sent	Tuesday 25 July
Main launch fieldwork starts / email invite sent	Thursday 27 July
Email reminder 1 preparation and sending	Saturday 29 July
Email reminder 2 preparation and sending	Monday 31 July
PRIZE DRAW 1 CLOSE	Monday 31 July (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 2 August
Email reminder 3 preparation and sending	Thursday 3 August
Email reminder 4 preparation and sending + SMS 1	Monday 7 August
PRIZE DRAW 2 CLOSE	Monday 7 August (11:59pm)
PRIZE DRAW 2 CONDUCTED	Wednesday 9 August
Email reminder 5 preparation and sending	Wednesday 9 August

Email reminder 6 preparation and sending + SMS 2	Monday 14 August
PRIZE DRAW 3 CLOSE	Monday 14 August (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 16 August
Email reminder 7 preparation and sending	Friday 18 August
Email reminder 8 preparation and sending + F4S SMS	Monday 21 August
PRIZE DRAW 4 CLOSE	Monday 21 August (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 23 August
Email reminder 9 preparation and sending	Thursday 24 August
Online collection closes	Sunday 27 August

4.6.2　Whitelisting and spam mitigation

All conduct related to email contact and follow up with students will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by students, institutions should follow the whitelisting processes as outlined below (else survey invitation and reminder emails may not be received by students):

- 'Whitelist' emails from the following domain: srcentre.com.au

- It can also help to whitelist the actual email address: ses@srcentre.com.au

- Whitelist server name that email originates from. Hostname ending in 'emdbms.com'

Other useful information:

- The return-path is 'research.srcentre.com.au'

- IP address ranges that the SES emails will be sent from:
  - 103.69.164.0/22 and
  - 118.127.20.128/25

- For Office 365 administrators, please direct the emails to "Focused" Inbox tab instead of "Other": https://support.office.com/en-us/article/Configure-Focused-Inbox-for-everyone-in-your-organization-613a845c-4b71-41de-b331-acdcf5b6625d?ui=en-US&rs=en-US&ad=US

Examples of relevant mail headers

- Return-Path: ca0a847.a83403.16000191.1@research.srcentre.com.au

- Received: from mail164-229.au164.emdbms.com (103.69.164.229) by …

- …. (envelope-from <ca0a847.a83403.16000191.1@research.srcentre.com.au>

- From: "The QILT team" ses@srcentre.com.au

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

- Authentication: Student Experience Survey – Your details have been verified

- Invitation: Student Experience Survey – Your experiences matter

- Reminder 1: Student Experience Survey – Let future students know

- Reminder 2: Student Experience Survey – Prize draw closes tonight

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[2] The Social Research Centre may vary subject lines depending on response maximisation needs.

- Reminder 3: Student Experience Survey – Help your say

- Reminder 4: Student Experience Survey – Win $1,000 for your feedback

- Reminder 5: Student Experience Survey – Australian Government wants your input

- Reminder 6: Student Experience Survey – Prize draw closes tonight!

- Reminder 7: Student Experience Survey – We need your insight

- Reminder 8: Student Experience Survey – Final prize draw closes tonight

- Reminder 9: Student Experience Survey closes this weekend

In the past twelve months we have noticed an anecdotal increase in the number of institutions using automatic link scanning software. The use of this software can result in a 100% click rate which in turn can put stress on our servers during launch. It would be greatly appreciated if you could check with your institution's IT team to see if such link scanning software is in place, and whether it can be voided for emails coming from srcentre.com.au domains.

4.6.3 SMS

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

4.6.4 Incentivisation

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

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at srcentre.com.au/sestcs (this will be updated prior to SES fieldwork). The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence. The key prize draw dates are included at 'Table 3 2023 SES Response Maximisation Activities'. If you refer to the prize draw in any institutional marketing activities a link to the terms and conditions must be included.

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

4.7   Fee-for-service response maximisation activities

The SES offers optional non-response follow up via telephone and SMS. The fee-for-service SMS will be in addition to the SMS messages sent as part of the standard response maximisation activities. Telephone non-response follow up takes place after the main online fieldwork period has closed, effectively extending the online survey period for your institution.

4.7.1   Additional SMS

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

4.7.2   Telephone non-response follow up

The Social Research Centre offers telephone follow up via a reminder call following the main online fieldwork period. The reminder call is designed to drive graduates to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website.

The Social Research Centre can provide a quote for telephone reminders on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to online fieldwork to enable the survey for telephone interviewing. Due to the set-up required, if telephone follow up is booked and then cancelled there will be a cancellation fee to cover these costs. Refer to Table 1 for the final date to nominate post-online fieldwork telephone activity. Remember to use your Participation and Additional Services Form to register for telephone-based activity. If you need this form sent to you again, please contact the Social Research Centre at qilt@srcentre.com.au.

5.   Fieldwork monitoring

5.1   Liaison

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

5.2   Real-time reporting

The Social Research Centre offers participating institutions real-time status reporting for the SES via the QILT Reporting Module (https://portal.srcentre.com.au). Once fieldwork commences, institutions can monitor the progress of data collection, and readily engage in a discussion with the Social Research Centre project management team regarding targeted non-response follow up activities, as appropriate.

The standard reporting link for the online survey features:

- A summary of progress, in table format, by key variables – for the SES this includes study area, gender, faculty, campus, undergraduate / postgraduate and domestic / international status.

- The capacity to download a csv file of survey progress for each student and analyse by domestic / international, gender, course code, study area, faculty, course level and campus. This output provides the flexibility to create tables or charts in Excel,

- The capacity to monitor completion status (completes, partial completes, disqualified). This allows for contact lists based on current survey outcome (e.g., to only include non-completers in an engagement communication).

To ensure the security of the QILT Reporting Module, the Social Research Centre administers individual user accounts, rather than centralised institution accounts. If you require any assistance accessing the QILT Reporting Module please get in touch via qilt@srcentre.com.au.

6. Deliverables

The following deliverables will be provided to institutions at the end of data processing for the 2023 SES collection.

6.1 Benchmarking data file

6.1.1 Universities Australia

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

6.1.2 Independent Higher Education Australia

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

6.2 Institutional data file

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

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

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

6.3 Tableau packaged workbooks

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

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

6.4 Verbatim responses

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

Appendix A Sampling methodology where applicable

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

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

Sample frame

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

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

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

Sample strata and students in combined/double degrees

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

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

Study area

The sample frame is based on 45 study areas which collapse to the 21 Study Areas used on the QILT website. The Fields of Education (E461) within each of the 45 Study Areas are listed in Appendix E.

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

Appendix B   Variables in the sample population templates

This section contains a brief description of the data required from both universities and NUHEIs for each student for the 2023 SES.

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

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

Institution details

E306 – Higher Education Provider Code

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

E306C – Higher Education Provider Name

Higher Education Provider name for the purpose of QILT reporting.

Student Identifiers

E313 – Student ID

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

E584 – Unique Student Identifier (USI)

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

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

E488 – Commonwealth Higher Education Student Support Number (CHESSN)

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

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

Course details

E307 – Course code

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

The course code format should follow TCSI submission format.

E308 – Course name

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

E310 – Course of study type code

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

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

E350 – Course of study load

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

Examples

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

- A standard one-year graduate diploma would have E350 = 1.0

Valid range for E350 is 0 – 9.9.

E455 – Combined course of study indicator

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

E461 – Field of education code

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

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

E462 – Field of education supplementary code

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

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

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

AREA45 – Study Area

A code identifying one of the 45 study areas which the higher education course corresponds to. These collapse into the 21 Study Areas used on the QILT website. The Fields of Education within each of the 45 Study Areas are listed in Appendix E.

CRSLEVEL – Course Level

A code denoting the level of study of the higher education course. It is derived from E310 and comprises the following values:

- 1 = Undergraduate

- 2 = Postgraduate (Coursework)

Student demographics

E314 – Date of birth

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

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

E315 – Gender code

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

E316 – Aboriginal and Torres Strait Islander code

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

E327 – Bases for admission code

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

E329 – Mode of attendance code

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

E346 – Country of birth code

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

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

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

E347 – Year of arrival in Australia

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

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

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

E348 – Language spoken at home code

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

- 0001 – Student speaks only English at permanent home residence

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

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

E358 – Citizen resident/indicator

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

E490 – Student status code

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

E573 – Highest educational attainment of parent/guardian 1

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

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

E574 – Highest educational attainment of parent/guardian 2

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

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

E615 – Disability code

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

See Disability code | TCSI Support.

Student enrolment details

E330 – Type of attendance code

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

E534 – Course of study commencement date

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

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

ENRLSTAT – Current enrolment status

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

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

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

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

0 = Enrolled

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

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

3 = Deferred or Leave of absence

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

If your student administration system does not have information to allow you to update the ENRLSTAT field, please leave it unchanged. Students who are not currently enrolled will have an opportunity to opt out of the survey and avoid multiple follow up emails inviting their participation. But please note that if we cannot exclude students who are no longer enrolled during sampling preparation, it may make it more difficult to achieve a target response rate for your institution.

IntendedLocation

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

1 = Onshore

2 = Offshore

STAGE

STAGE variable is derived and populated by SRC in the TCSI template (see section 2.5 for more details; see Appendix D for the STAGE algorithm) to indicate whether the student is commencing, middle year or completing. This variable is included in the TCSI templates for institutions to review and crosscheck against the institution-provided CompletingFlag variable.

EXCLUDE

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

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

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

- University students in the middle of their courses (i.e. not commencing and not in the final year)

- Concurrent enrolments (E331 = 3)
- Strata in which six or fewer students were enrolled

The variable EXCLUDE is labelled as follows:

    0 = In-scope for the SES

    1 = Not undergraduate or postgraduate coursework

    2 = Offshore undergraduate or postgraduate coursework

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

    4 = Onshore undergraduate or postgraduate coursework in concurrent course

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

CompletingFlag

Flag students who are expected to complete their course by 31 July 2024. This is only intended to be an estimate and should be calculated in whatever manner is easiest for your institution.

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

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

The permissible values for the CompletingFlag are:

- 0 = non-final year students

- 1 = final / completing year students (i.e. students who are expected to complete their course by 31 July 2024)

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

FACULTY and CAMPUS

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

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

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

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

Student contact details

E403 – Student given name first

The first given name of the student. This will be used to address students in communications and so E403 should not include middle names. See [Student given name first | TCSI Support](#)

E402 – Student family name

The family name of the student. See [Student family name | TCSI Support](#)

E320 – Residential address postcode

The Australian postcode of the student's residence. See [Residential address postcode | TCSI Support](#)

Use 0000 where there is no information on the residence.

E469 – Residential address suburb

The suburb of the student's residence. See [Residential address suburb | TCSI Support](#)

E470 – Residential address state

The Australian state or territory of the student's residence. See [Residential address state | TCSI Support](#)

E658 – Residential address country code

The overseas country code of the student's residence. See [Residential address country code | TCSI Support](#)

EMAIL1, EMAIL2 – Email addresses

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

PHONE1, PHONE2, PHONE3, PHONE4 – Phone numbers

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

SMS – the Social Research Centre uses SMS to complement email reminders throughout fieldwork. Institutions can also opt to send an additional SMS on a fee-for-service basis. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the students receiving SMS unless you instruct us otherwise.

Telephone reminder activity – reminder calls can be commissioned on a fee-for-service basis. These are conducted after the online fieldwork period.

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

Appendix C   EFTSL and related variables

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

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

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

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

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

E339 – Equivalent full-time student load

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

Examples

- A full-time student enrolled in four standard units of study in the first half of the year is likely to have E339 = 0.5

- A part-time student enrolled in two standard units of study in the first half of the year is likely to have E339 = 0.25

- A student enrolled in a full semester intensive placement in the first half of the year may have 0.5 EFTSL for a single unit of study

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

E931 – Aggregated EFTSL

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

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

E560 – Credit used value

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

Examples

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

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

Valid range for E350 is 0 – 9.9.

E350 – Course of study load

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

Appendix D   The algorithm for calculating STAGE

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

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

The permissible values for the STAGE variables are as followed:

Value	Description
1	Commencing
2	Completing
3	Middle years

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

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

Definitions

Commencing student (STAGE = 1)

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

Completing / Final year students (STAGE = 2)

There is no indicator in TCSI that can be used to identify a completing or final year student. For the purposes of the 2023 SES, a completing or final year student is expected to complete their current course of study by 31 July 2024.

Middle year students (STAGE = 3)

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

Variables used to derive STAGE

The Social Research Centre derive STAGE using the following variables:

Variable Name	Description
E306	Higher Education Provider code
E534	Course of study commencement date
E330	Type of attendance code
E350	Course of study load (the total EFTSL value for the course of study to meet the academic requirements for the course).
E339	EFTSL (current year)
E931	Aggregated EFTSL

E560	Total EFTSL from other sources (e.g. recognition of prior learning, credit transfers)

Definition of Commencing students (STAGE = 1)

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

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

See Commencing student | TCSI Support

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

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

Completing / Final year students (STAGE = 2)

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

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

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

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

$$\text{i.e. } (E931 + E339) / E350$$

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

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

Method 1

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

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

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

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

Method 2

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

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

Here is the SPSS syntax:

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

Limitations of the current methods of identifying final year students

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

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

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

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

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

…

…

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

See: Commencing student | TCSI Support

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

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

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

How to provide data for the CompletingFlag variable?

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

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

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

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

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

AREA		AREA45		Field of Education
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 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 F   2023 SES September collection

Table 4 2023 SES summary timeline (September collection)

Key milestones	Responsible	Date (2023 unless otherwise stated)
Participation and Additional Services Form distributed to institutions	SRC	Wednesday 24 May
Collection and Sample Guide distributed to institutions	SRC	Wednesday 24 May
Institutions to confirm participation in the SES and nominate key contacts	Institutions	Monday 29 May
Deadline to submit course enrolment data to TCSI	Institutions	Tuesday 30 May 17:00 AEST
Department to provide extract for records in the TCSI system	Department	Wednesday 31 May
Marketing Pack distributed to institutions	SRC	Week commencing 5 June
Additional populations nominated by institutions	Institutions	Monday 5 June
Additional questions nominated by institutions	Institutions	Monday 5 June
Sample population files and full templates distributed to institutions	SRC	Wednesday 7 June
Additional questions (MS Word) approved by institutions	Institutions	Friday 23 June
All completed templates to be returned by institutions (earlier returns much appreciated)	Institutions	Friday 23 June
Sample absolutely finalised by institutions (no additional samples to be added after this date)	Institutions	Friday 30 June
Additional questions scripted and online survey test link provided to institutions for testing	SRC	Monday 3 July
Additional questions survey test link approved	Institutions	Friday 7 July
Sample selections and targets distributed to institutions	SRC	Monday 10 July
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	Monday 21 August
Authentication survey entry opens	SRC	Tuesday 5 September
Soft launch – Online fieldwork	SRC	Tuesday 5 September
Main launch – Online fieldwork	SRC	Thursday 7 September
Telephone follow up & SMS nominated by institutions	Institutions	Monday 18 September
Main close – Online fieldwork period ends	SRC	Sunday 8 October
Course coding checks		
Online fieldwork - Coding queries sent to institutions	SRC	Friday 13 October
Post fieldwork - Coding queries sent to institutions	SRC	Wednesday 18 October

Key milestones	Responsible	Date (2023 unless otherwise stated)
Online fieldwork - Coding queries to be returned	Institutions	Friday 20 October
Post fieldwork - Coding queries to be returned	Institutions	Wednesday 25 October
Final institutional reports and data outputs		
Institutional files	SRC	Friday 12 January 2024
UA reports	SRC	TBC

Table 5 Standard 2023 SES Engagement Activity Plan (September collection)

The Social Research Centre	How institutions can help
In the lead-up to the launch: 21 August – 1 September – Awareness Campaign	
	• Send awareness letter/email from your institution to all in-scope selections with the aim of it landing during the week of 28 August. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to 'SES to students letter_Awareness' & 'SES to students email_Awareness' in the Marketing Pack and the 'Institutional hardcopy mail out fact sheet' on the QILT Provider Portal)
In the lead-up to the launch: 28 August – 1 September – Awareness Campaign	
	• Create a web presence for SES (or update a previous SES information page) on institutional website under 'current surveys' or similar • Send an email to staff alerting to SES participation and encourage use of in-class slides (Refer to 'SES to staff email_Awareness' email and the 'Lecture Slides' folder in the Marketing Pack) • Send an email from the Vice Chancellor to students advising of the SES (Refer to 'SES to students email_Awareness') • Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram). Refer to Marketing Pack User Guide for social media tiles, suggested timings and captions or www.facebook.com/QILT1/) • Upload webtiles to your website for the duration of the fieldwork period (Refer to the user guide on how to use webtiles) • Place a general announcement on your institution's LMS for the duration of the fieldwork period (refer to the Marketing Pack User Guide on how to use LMS tiles) • Advertise the SES in newsletters (or similar) (Refer to Posters, Webtiles, or Lecture Slides) • Ensure whitelisting strategies are in place
Online survey launch: Week commencing 4 September – Open Campaign	
Thursday 7 September **Email invitation will be sent to all students sampled for inclusion in the SES** **Saturday 9 September** **The Social Research Centre Reminder email #1**	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), raising awareness, explaining the purpose and why the research is so important
Week commencing Monday 11 September – Open Campaign	
Monday 11 September	• Post a reminder on your institution's website

The Social Research Centre Reminder email #2 Thursday 14 September The Social Research Centre Reminder email #3	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), raising awareness, explaining the purpose and why the research is so important (see SES Marketing Pack User Guide for suggested caption and social media tiles) • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/)
• **Week commencing Monday 18 September – Open Campaign**	
Monday 18 September The Social Research Centre Reminder email #4 Reminder SMS #1 **Wednesday 20 September** The Social Research Centre Reminder email #5	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/) • Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to 'SES to students email_mid_survey)
• **Week commencing Monday 25 September – Open Campaign**	
Monday 25 September The Social Research Centre Reminder email #6 Reminder SMS #2 **Friday 29 September** The Social Research Centre Reminder email #7	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to www.facebook.com/QILT1/) • Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to 'SES to students email_mid_survey')
• **Week commencing Monday 2 October – Closing Campaign**	
Monday 2 October The Social Research Centre Reminder email #8 Fee-for-service reminder SMS **Thursday 5 October** The Social Research Centre Reminder email #9 Reminder SMS #3	• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter, Instagram), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT and ComparED websites. • Check to see if your institution has any prize winners on the QILT Facebook page and share this if so. Refer to www.facebook.com/QILT1/) • Post a reminder on your website

Table 6 2023 SES Response Maximisation Activities (September collection)

Activity	Date
Soft launch fieldwork starts / email invite sent	Tuesday 5 September
Main launch fieldwork starts / email invite sent	Thursday 7 September
Email reminder 1 preparation and sending	Saturday 9 September
Email reminder 2 preparation and sending	Monday 11 September
PRIZE DRAW 1 CLOSE	Monday 11 September (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 13 September
Email reminder 3 preparation and sending	Thursday 14 September
Email reminder 4 preparation and sending + SMS 1	Monday 18 September

PRIZE DRAW 2 CLOSE	Monday 18 September (11:59pm)
PRIZE DRAW 2 CONDUCTED	Wednesday 20 September
Email reminder 5 preparation and sending	Wednesday 20 September
Email reminder 6 preparation and sending + SMS 2	Monday 25 September
PRIZE DRAW 3 CLOSE	Monday 25 September (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 27 September
Email reminder 7 preparation and sending	Friday 29 September
Email reminder 8 preparation and sending + F4S SMS	Monday 2 October
PRIZE DRAW 4 CLOSE	Monday 2 October (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 4 October
Email reminder 9 preparation and sending	Thursday 5 October
Online collection closes	Sunday 8 October

How to use
the pack

SES

Student Experience Survey

SES

Student Experience Survey

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

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

Social media tiles

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Example organic – Universities/Institutions

QILT
6 August at 22:16

Calling all [institution] students - how would you rate your university experience? By contributing your views and experiences, you're helping improve higher education for everyone - including current and future [institution] students.
Enter now at http://www.ses.edu.au/

SES

Student Experience Survey

Facebook example

QILT
6 August at 22:16 · 🌐

Calling all [Institution] students
How would you rate your university experience? Fill out the Student Experience Survey (SES) now for your chance to win $1000.

SES
Student Experience Survey

Win $1,000!

Example editable body

Twitter example

QILT - SRC @qilt_src · Feb 11

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

By contributing your views and experiences, you're helping improve higher education for everyone...

SES
Student Experience Survey

We need your input

♡ 2

Example editable body

Instagram example

SES
Student Experience Survey

We need your input

qilt_src

Calling all [Institution] students How would you rate your university experience? Fill out the Student Experience Survey (SES) now for your chance to win $1000.

Liked by studygoldcoast and 2 others
SEPTEMBER 28, 2020

Add a comment...   Post

Example editable body

SES
Student Experience Survey
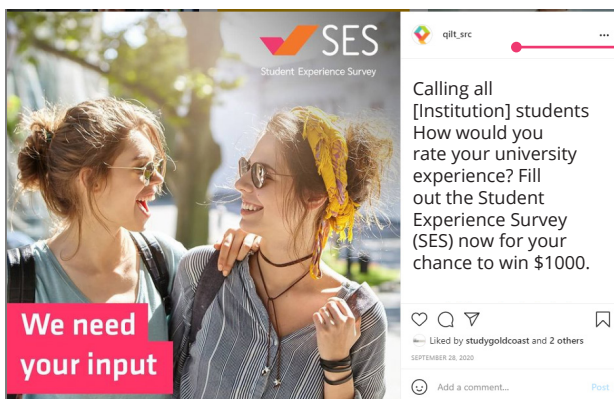
Social media tiles

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

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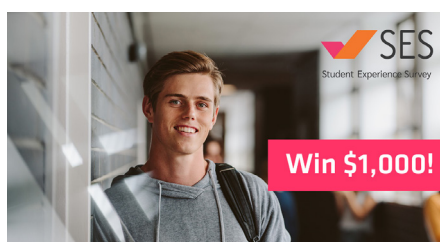
Tile B file name:
SES Social media tile 1200x628 B.jpg
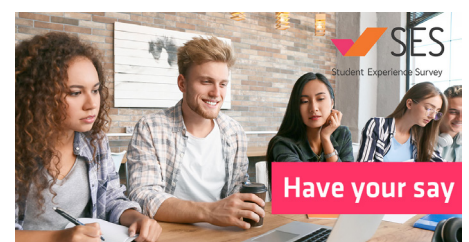
Tile C file name:
SES Social media tile 1200x628 C.jpg

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

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

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

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

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

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

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

Web tiles

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

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

mRec file name: mrec-hero
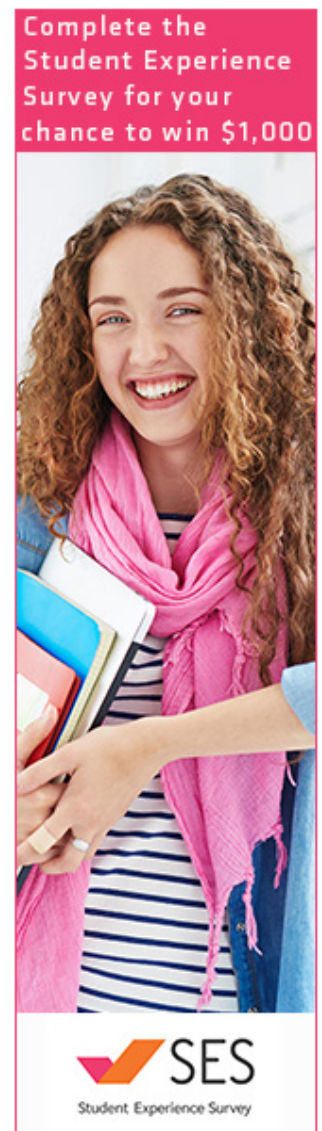
Skyscraper file name: skyscraper-hero

Leaderboard file name: leaderboard-hero

Learning Management System (LMS) tiles

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

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

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

Tile A file name:
SES LMS tile A.jpg

Tile B file name:
SES LMS tile B.jpg

Tile C file name:
SES LMS tile C.jpg

LMS tiles A & B can be used any time
Suggested caption:

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

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

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

LMS tile C can be used up until final prize draw
Suggested caption:

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

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

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

SES

A3 Posters

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

Co-branding area

Don't miss your chance to share your feedback and help shape the future of higher education in Australia.

qilt.edu.au/ses

Co-branding example

Don't miss your chance to share your feedback and help shape the future of higher education in Australia.

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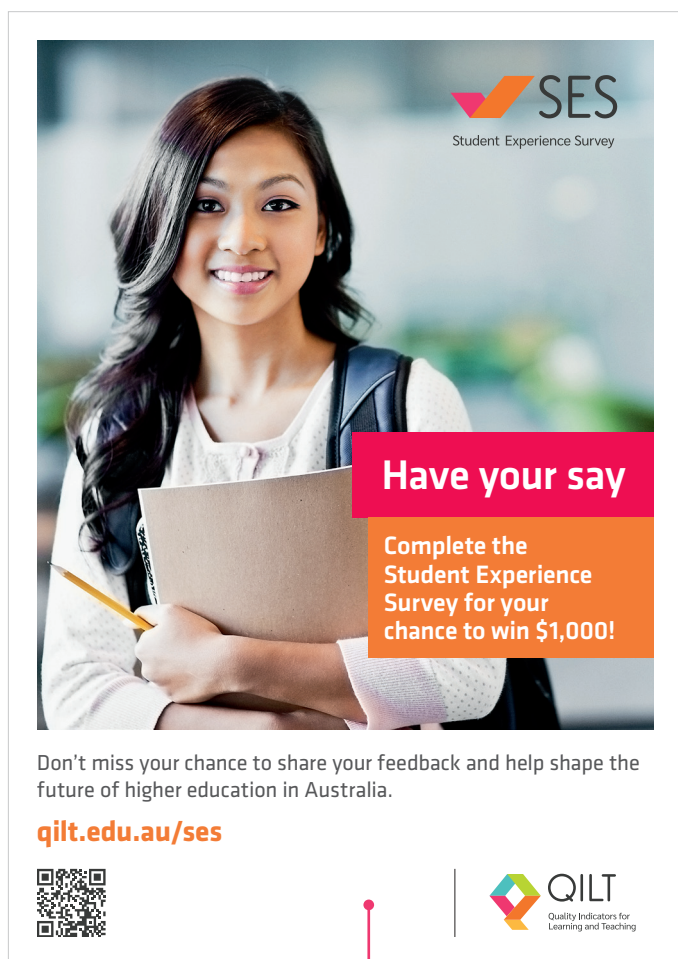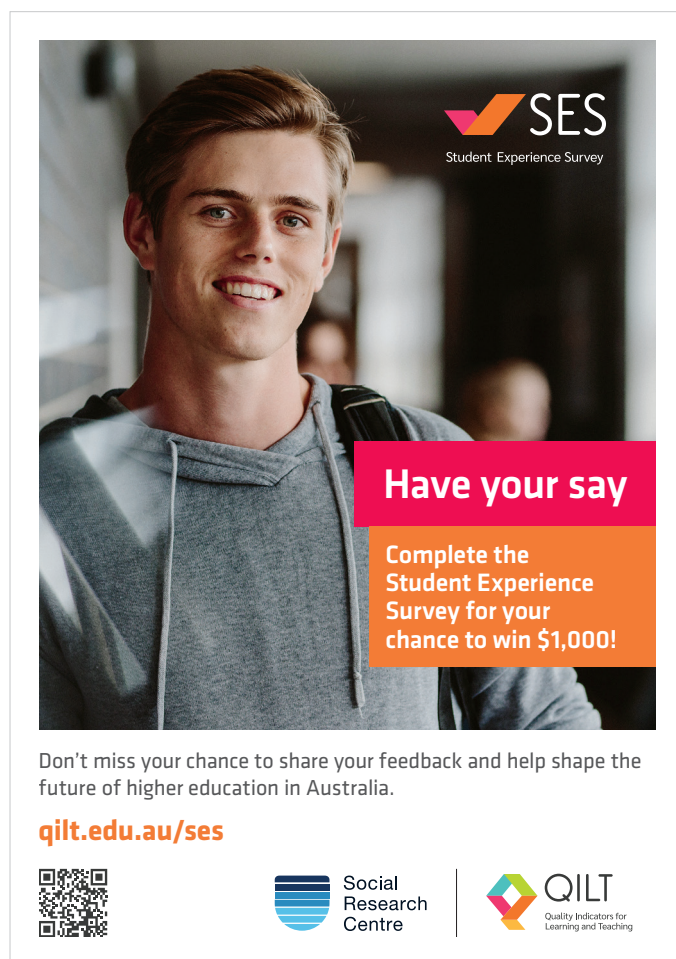
Area where Universities/Institutions can place their logo. The grey area is a rough indication of height and width the co-branded logo can be.

How to use the pack

A3 Posters

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

PDF (.pdf)

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

InDesign (.indd)

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

SES
Student Experience Survey

A3 Posters

Posters available:
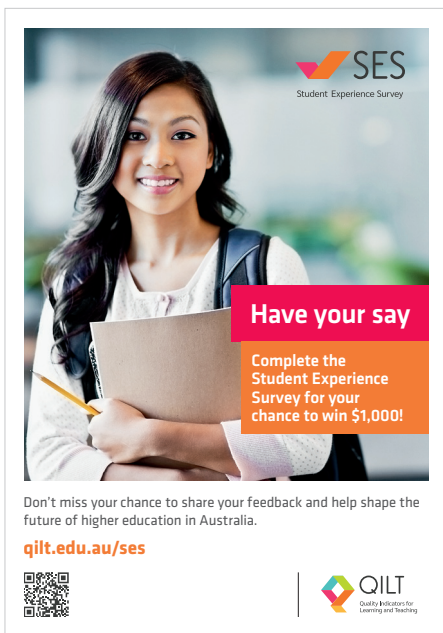
Poster A file name: SES co-branded poster A
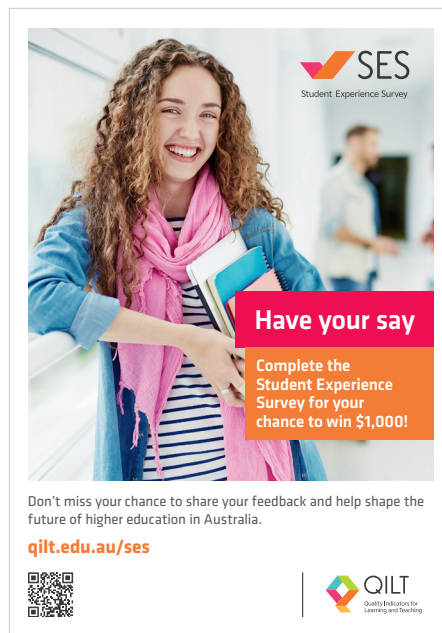
Poster B file name: SES co-branded poster B
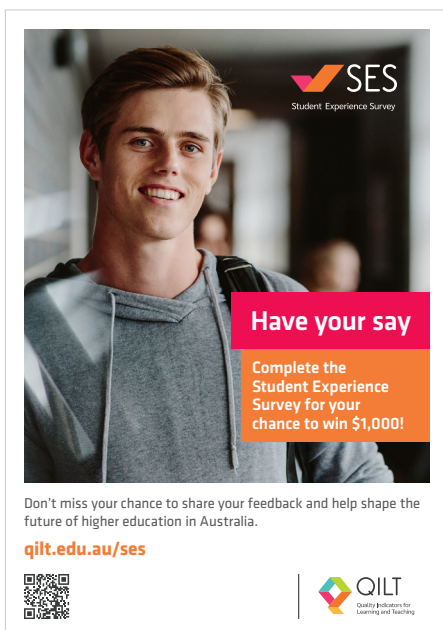
Poster C file name: SES co-branded poster C
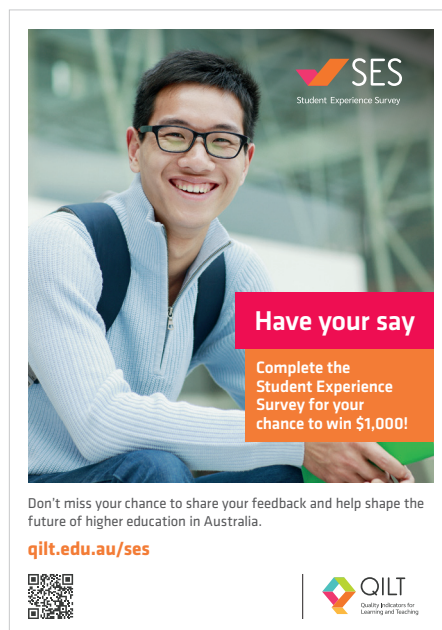
Poster D file name: SES co-branded poster D

Lecture slides

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

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

There are six versions of the lecture slides attached:

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

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

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

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

Lecture slides

Slide A file name: SES branded lecture slide A.pptm

Slide B file name: SES branded lecture slide B.pptm

Slide C file name: SES branded lecture slide C.pptm

Slide D file name: SES branded lecture slide D.pptm

Slide E file name: SES branded lecture slide E.pptm

Slide F file name: SES branded lecture slide F.pptm

Lecture slides

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

To use the co-branded slides:

• Place your institution logo over the co-branding area (ensure logo height matches the SES logo, and is left-aligned with the specified co-branding area)

• Insert text in the provided areas - ensure white text is used, with Tahoma font.

• Please use similar language to the lecture slides that are not co-branded. We recommend including a reference to students checking their inbox for the email and prize draw information.

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

Lecture slides
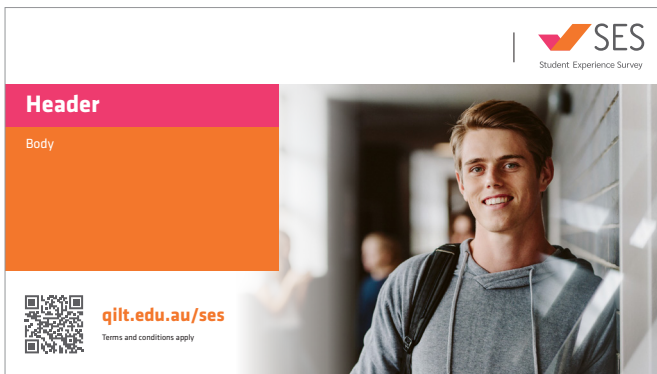
Slide A file name: SES co-branded lecture slide A.pptm

Slide B file name: SES co-branded lecture slide B.pptm
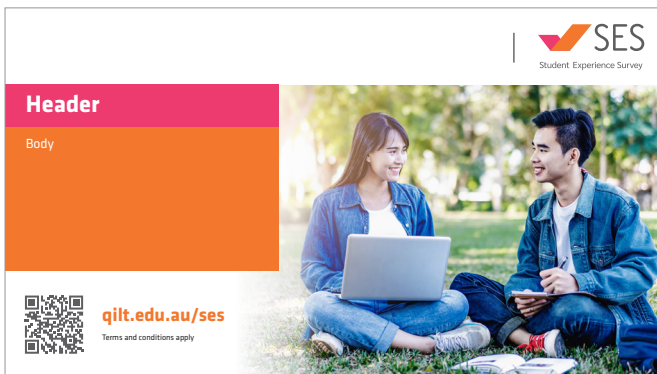
Slide C file name: SES co-branded lecture slide C.pptm

Slide D file name: SES co-branded lecture slide D.pptm

Slide E file name: SES co-branded lecture slide E.pptm
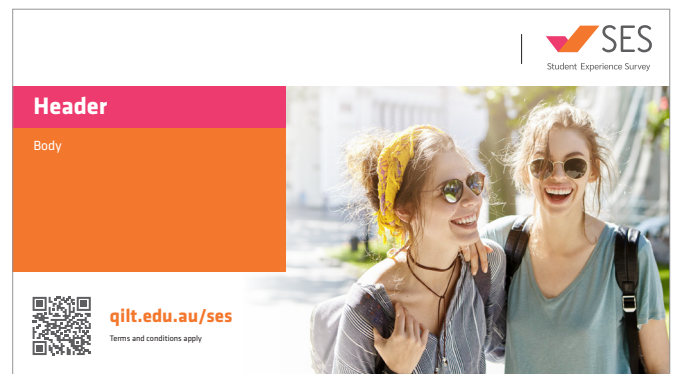
Slide F file name: SES co-branded lecture slide F.pptm

Pull up banners

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

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

Have your say
Student Experience Survey

Help transform the future of higher education in Australia.
qilt.edu.au/ses

Have your say
Student Experience Survey

Help transform the future of higher education in Australia.
qilt.edu.au/ses

Have your say
Student Experience Survey

Help transform the future of higher education in Australia.
qilt.edu.au/ses
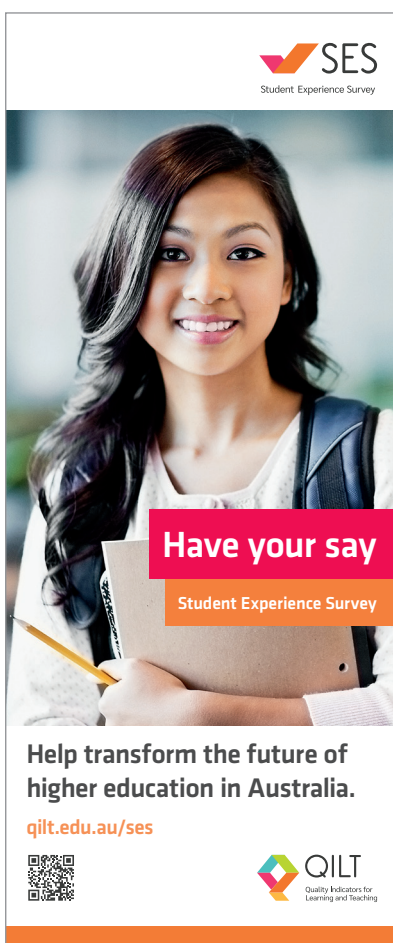
Banner A file name:
SES Pull up banner 2000x850 A.pdf
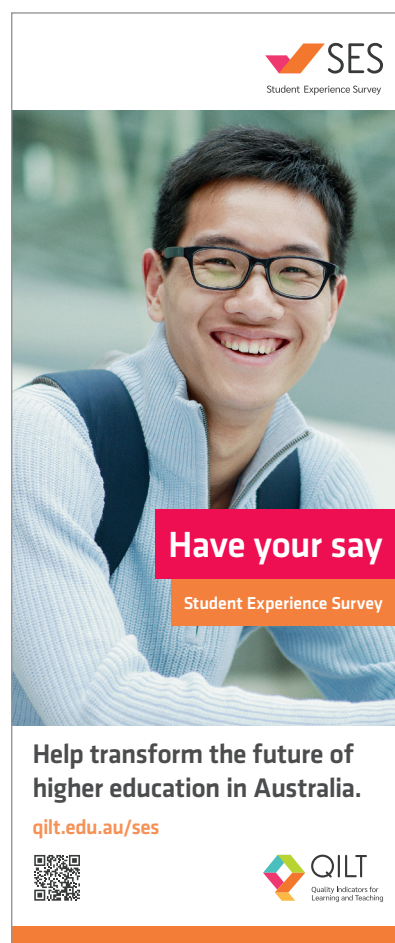
Banner B file name:
SES Pull up banner 2000x850 B.pdf
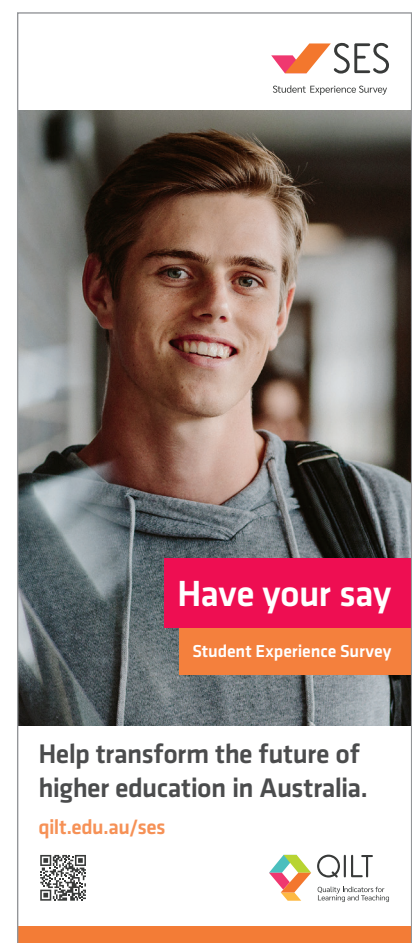
Banner C file name:
SES Pull up banner 2000x850 C.pdf

SES

Student Experience Survey

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

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

Appendix 2   Participating institutions

2023 SES – Participating institutions

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

Universities		NUHEIs	
Name	HESA	Name	HESA
		Leo Cussen Centre for Law	HESA
		Marcus Oldham College	HESA
		Melbourne Institute of Technology	HESA
		Melbourne Polytechnic	HESA
		MIECAT	HESA
		Monash College	HESA
		Montessori World Education Institute (Australia)	Non-HESA
		Moore Theological College	HESA
		Nan Tien Institute	HESA
		National Institute of Organisation Dynamics Australia	HESA
		Ozford Institute of Higher Education	HESA
		Perth Bible College	HESA
		Polytechnic Institute Australia	Non-HESA
		SAE Institute and Qantm College	HESA
		Sheridan Institute of Higher Education	Non-HESA
		South Australian Institute of Business and Technology	HESA
		Southern Cross Education Institute Higher Education	HESA
		Stanley College	HESA
		Stott's College	HESA
		Sydney Institute of Business and Technology	HESA
		Sydney International School of Technology and Commerce	Non-HESA
		Tabor College of Higher Education	HESA
		TAFE NSW	HESA
		TAFE Queensland	HESA
		TAFE SA	HESA
		The Academy of Information Technology	HESA
		The Australasian College of Health and Wellness	HESA
		The Australian College of Christian Studies	HESA
		The Australian College of Physical Education	HESA
		The Australian College of Theology	HESA
		The Australian Guild of Music Education	HESA
		The Australian Institute of Higher Education	Non-HESA
		The Australian Institute of Music	HESA
		The Australian Institute of Professional Counsellors	HESA
		The Cairnmillar Institute School	HESA
		The College of Law	HESA
		The Higher Education Leadership Institute	HESA
		The Holmes Institute	HESA
		The Institute of Creative Arts and Technology (formerly Macleay College)	HESA
		The Institute of Health and Management	Non-HESA
		The Institute of Internal Auditors Australia	Non-HESA
		The Jazz Music Institute	HESA
		The JMC Academy	HESA
		The National Art School	HESA
		The Sydney Institute of Traditional Chinese Medicine	HESA
		The Tax Institute Higher Education	Non-HESA
		The Whitehouse Institute	HESA
		Think Education Group	HESA

Universities		NUHEIs	
Name	HESA	Name	HESA
		TOP Education Group	HESA
		UOW College	HESA
		UTS College	HESA
		Western Sydney University International College	Non-HESA
		William Angliss Institute	HESA

Appendix 3 Study area concordance

SES 2023 Study area concordance

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

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

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

Appendix 4   Sample size formulae

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

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

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

where ϵ is the margin of error (the half-width of the confidence interval), $z_{\alpha/2}$ is the percentile of the standard normal distribution, n is the sample size and $\sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$ is the approximate standard error for the proportion $\hat{p}$. This can be re-arranged to yield the sample size required for a given level of precision:

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

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

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

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

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

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

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

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

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

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

Appendix 5   Response rates and targets by institution

2023 SES – Response rates and targets by institution

Target and actual response rate by universities

Institution	2022 required response rate (%)	2023 required response rate (%)	Difference 2022 to 2023 response rate target (percentage points)	Increased target for 2023?	Actual response rate 2023	Achieved 2023 response rate target	Actual response rate 2023 as % required response rate 2023	Percentage points difference - target vs actual response rate 2023
Australian Catholic University	20.1	21.0	0.9	Yes	41.4	Yes	197.0	20.4
Avondale University	72.2	74.5	2.3	Yes	48.7	No	65.5	-25.7
Bond University	55.9	56.4	0.5	Yes	33.8	No	59.8	-22.7
Central Queensland University	39.9	37.4	-2.6	No	44.2	Yes	118.3	6.8
Charles Darwin University	43.7	46.0	2.4	Yes	42.0	No	91.3	-4.0
Charles Sturt University	35.7	33.8	-1.9	No	42.1	Yes	124.5	8.3
Curtin University	31.7	30.2	-1.5	No	39.1	Yes	129.5	8.9
Deakin University	31.7	30.9	-0.9	No	38.0	Yes	123.1	7.1
Edith Cowan University	33.5	32.1	-1.4	No	50.2	Yes	156.4	18.1
Federation University Australia	40.7	41.3	0.6	Yes	40.0	No	96.9	-1.3
Flinders University	38.0	40.1	2.1	Yes	37.6	No	93.8	-2.5
Griffith University	31.1	27.6	-3.5	No	37.9	Yes	137.3	10.3
James Cook University	46.5	46.2	-0.3	No	41.9	No	90.6	-4.4
La Trobe University	29.7	29.9	0.2	Yes	39.2	Yes	131.1	9.3
Macquarie University	24.9	26.5	1.6	Yes	37.9	Yes	142.9	11.4
Monash University	22.0	19.9	-2.1	No	37.2	Yes	187.1	17.3
Murdoch University	45.0	41.9	-3.2	No	46.1	Yes	110.0	4.2
Queensland University of Technology	24.1	24.1	0.0	No	38.5	Yes	159.7	14.4
RMIT University	23.2	25.2	2.0	Yes	23.7	No	93.9	-1.5

Institution	2022 required response rate (%)	2023 required response rate (%)	Difference 2022 to 2023 response rate target (percentage points)	Increased target for 2023?	Actual response rate 2023	Achieved 2023 response rate target	Actual response rate 2023 as % required response rate 2023	Percentage points difference - target vs actual response rate 2023
Southern Cross University	39.2	42.8	3.6	Yes	40.3	No	94.0	-2.6
Swinburne University of Technology	29.0	27.4	-1.7	No	39.0	Yes	142.4	11.6
The Australian National University	44.9	39.6	-5.3	No	33.5	No	84.6	-6.1
The University of Adelaide	48.4	47.8	-0.5	No	39.1	No	81.7	-8.8
The University of Melbourne	19.0	17.8	-1.2	No	43.6	Yes	245.5	25.9
The University of Notre Dame Australia	33.8	37.2	3.5	Yes	45.9	Yes	123.3	8.7
The University of Queensland	28.8	28.2	-0.6	No	31.8	Yes	112.8	3.6
The University of South Australia	35.7	34.9	-0.7	No	35.6	Yes	101.9	0.7
The University of Sydney	28.5	24.9	-3.6	No	28.1	Yes	112.9	3.2
The University of Western Australia	27.7	28.9	1.2	Yes	47.9	Yes	165.5	18.9
Torrens University	32.5	38.3	5.8	Yes	53.2	Yes	138.9	14.9
University of Canberra	46.7	44.2	-2.5	No	41.9	No	94.8	-2.3
University of Divinity	39.5	39.6	0.1	Yes	52.6	Yes	132.9	13.0
University of New England	47.5	53.9	6.5	Yes	43.5	No	80.7	-10.4
University of New South Wales	20.8	20.1	-0.7	No	36.1	Yes	179.7	16.0
University of Newcastle	37.2	38.3	1.1	Yes	31.9	No	83.2	-6.4
University of Southern Queensland	36.9	41.2	4.3	Yes	45.9	Yes	111.3	4.7
University of Tasmania	34.1	41.6	7.5	Yes	46.8	Yes	112.7	5.3
University of Technology Sydney	25.3	23.1	-2.2	No	29.9	Yes	129.4	6.8
University of Wollongong	45.3	42.8	-2.5	No	36.1	No	84.4	-6.7
University of the Sunshine Coast	43.3	47.2	3.9	Yes	48.3	Yes	102.4	1.1
Victoria University	34.6	28.9	-5.7	No	41.1	Yes	142.1	12.2
Western Sydney University	29.1	28.0	-1.1	No	27.4	No	97.6	-0.7

2022 SES
Response rates and targets by institution

Target and actual response rate by NUHEIs

NUHEI	2022 required response rate (%)	2023 required response rate (%)	Difference 2022 to 2023 response rate target (percentage points)	Increased target for 2023?	Actual response rate 2023	Achieved 2023 response rate target	Actual response rate 2023 as % required response rate 2023	Percentage points difference - target vs actual response rate 2023
Academies Australasia Polytechnic Pty Limited	47.8	56.8	9.0	Yes	53.1	No	93.5	-3.7
Academy of Information Technology	51.7	52.1	0.3	Yes	48.4	No	92.9	-3.7
Adelaide Central School of Art	60.7	60.9	0.3	Yes	61.7	Yes	101.3	0.8
Adelaide Institute of Higher Education	100.0	78.8	-21.2	No	51.3	No	65.0	-27.6
Alphacrucis University College	42.5	50.6	8.1	Yes	39.5	No	77.9	-11.2
Asia Pacific International College	51.3	60.9	9.6	Yes	37.7	No	61.9	-23.2
Australasian College of Health and Wellness	53.6	46.1	-7.5	No	32.1	No	69.6	-14.0
Australia Advance Education Group Pty Ltd	44.6	75.1	30.5	Yes	29.3	No	39.0	-45.8
Australian Academy of Music and Performing Arts	85.0	80.0	-5.0	No	40.8	No	51.0	-39.2
Australian Chiropractic College Limited	80.6	69.7	-10.9	No	56.1	No	80.5	-13.6
Australian College of Applied Professions	27.8	26.8	-1.0	No	45.3	Yes	169.0	18.5
Australian College of Christian Studies	93.1	94.8	1.7	Yes	55.2	No	58.2	-39.6
Australian College of Nursing	20.8	21.1	0.3	Yes	33.5	Yes	158.4	12.3
Australian College of Theology Limited	24.1	24.1	-0.1	No	51.2	Yes	212.5	27.1
Australian Institute of Business Pty Ltd	22.0	21.7	-0.3	No	35.8	Yes	165.0	14.1
Australian Institute of Higher Education	36.9	44.5	7.6	Yes	36.2	No	81.3	-8.3
Australian Institute of Management Education & Training	18.3	23.9	5.5	Yes	38.8	Yes	162.8	15.0
Australian Institute of Professional Counsellors	55.2	44.1	-11.1	No	36.0	No	81.6	-8.1
Australian School of Accounting		78.5	78.5	Yes	42.6	No	54.3	-35.9
BBI - The Australian Institute of Theological Education	63.8	62.9	-0.9	No	37.4	No	59.5	-25.5
Box Hill Institute	79.8	80.9	1.2	Yes	38.0	No	46.9	-43.0
CIC Higher Education	78.1	83.5	5.4	Yes	40.7	No	48.7	-42.8
Campion College Australia	85.4	77.8	-7.6	No	47.8	No	61.4	-30.1

NUHEI	2022 required response rate (%)	2023 required response rate (%)	Difference 2022 to 2023 response rate target (percentage points)	Increased target for 2023?	Actual response rate 2023	Achieved 2023 response rate target	Actual response rate 2023 as % required response rate 2023	Percentage points difference - target vs actual response rate 2023
Chartered Accountants Australia and New Zealand		3.4	3.4	Yes	15.3	Yes	453.8	11.9
Chisholm Institute	82.9	86.3	3.4	Yes	43.3	No	50.1	-43.0
Christian Heritage College	74.0	82.8	8.7	Yes	42.6	No	51.5	-40.2
Collarts (Australian College of the Arts)	56.4	54.1	-2.4	No	35.8	No	66.1	-18.3
Crown Institute of Higher Education Pty Ltd		30.9	30.9	Yes	27.8	No	90.0	-3.1
Curtin College	62.8	67.9	5.1	Yes	35.3	No	52.0	-32.6
Deakin College	62.0	61.7	-0.3	No	33.4	No	54.1	-28.3
Eastern College Australia	100.0	98.6	-1.4	No	47.8	No	48.4	-50.8
Edith Cowan College	71.9	63.2	-8.7	No	46.2	No	73.1	-17.0
Endeavour College of Natural Health	13.4	11.8	-1.6	No	44.3	Yes	373.9	32.4
Engineering Institute of Technology	74.6	77.7	3.1	Yes	56.5	No	72.7	-21.2
Equals International	89.8	73.6	-16.2	No	31.3	No	42.6	-42.2
Excelsia College	54.6	43.5	-11.1	No	38.3	No	88.0	-5.2
Eynesbury College	80.9	88.4	7.5	Yes	40.0	No	45.3	-48.4
Gestalt Therapy Brisbane		89.3	89.3	Yes	64.8	No	72.6	-24.5
Governance Institute of Australia	47.7	48.6	0.9	Yes	44.7	No	92.0	-3.9
Griffith College	60.7	65.5	4.8	Yes	34.8	No	53.0	-30.8
HEPCO The Tax Institute Higher Education	61.7	61.9	0.2	Yes	25.4	No	41.0	-36.5
Health Education & Training Institute	70.2	72.6	2.4	Yes	26.5	No	36.6	-46.1
Holmes Institute	32.9	37.3	4.3	Yes	38.0	Yes	102.0	0.7
Holmesglen Institute	55.1	54.2	-0.9	No	29.3	No	54.0	-24.9
ICHM	83.1	78.8	-4.3	No	47.1	No	59.7	-31.7
ISN Psychology Pty Ltd	66.4	67.0	0.6	Yes	45.8	No	68.3	-21.2
Ikon Institute of Australia	51.2	46.2	-4.9	No	50.2	Yes	108.6	4.0
Institute of Health & Management Pty Ltd	70.7	60.9	-9.8	No	52.0	No	85.4	-8.9
International College of Management, Sydney	45.9	48.1	2.2	Yes	41.1	No	85.4	-7.0
Jazz Music Institute	86.6	84.4	-2.2	No	32.8	No	38.9	-51.6
Kaplan Business School	35.6	25.5	-10.1	No	46.5	Yes	182.5	21.0

2022 SES
Response rates and targets by institution

NUHEI	2022 required response rate (%)	2023 required response rate (%)	Difference 2022 to 2023 response rate target (percentage points)	Increased target for 2023?	Actual response rate 2023	Achieved 2023 response rate target	Actual response rate 2023 as % required response rate 2023	Percentage points difference - target vs actual response rate 2023
Kaplan Higher Education Pty Ltd	8.9	14.0	5.1	Yes	25.9	Yes	184.5	11.9
King's Own Institute	33.6	39.5	5.9	Yes	47.4	Yes	120.0	7.9
LCI Melbourne	56.0	63.9	7.9	Yes	44.9	No	70.2	-19.1
La Trobe College Australia	53.6	55.9	2.3	Yes	39.7	No	71.0	-16.2
Le Cordon Bleu Australia	78.3	77.2	-1.1	No	37.1	No	48.1	-40.0
Leaders Institute	74.8	98.4	23.6	Yes	77.8	No	79.0	-20.7
Lyons College		90.9	90.9	Yes	32.8	No	36.0	-58.2
Marcus Oldham College	64.6	65.8	1.1	Yes	76.7	Yes	116.7	11.0
Melbourne Institute of Technology	48.3	38.8	-9.4	No	42.0	Yes	108.1	3.1
Melbourne Polytechnic	77.8	80.8	3.0	Yes	25.9	No	32.1	-54.9
Monash College		55.6	55.6	Yes	28.7	No	51.6	-26.9
Moore Theological College	58.6	52.7	-5.9	No	53.9	Yes	102.2	1.1
Morling College	82.0	78.6	-3.4	No	49.6	No	63.1	-29.0
Nan Tien Institute	96.1	95.2	-0.8	No	72.9	No	76.5	-22.4
National Art School	41.3	45.2	3.8	Yes	44.7	No	99.0	-0.5
National Institute of Organisation Dynamics Aust	100.0	96.6	-3.4	No	88.9	No	92.1	-7.7
Ozford Institute of Higher Education	86.5	87.8	1.3	Yes	36.8	No	41.9	-51.0
Perth Bible College	95.1	96.4	1.2	Yes	49.0	No	50.8	-47.4
Photography Studies College (Melbourne)	78.3	82.7	4.5	Yes	53.5	No	64.7	-29.2
Polytechnic Institute Australia Pty Ltd	69.4	43.7	-25.6	No	30.7	No	70.2	-13.0
SAE Institute	32.6	30.0	-2.6	No	36.2	Yes	120.6	6.2
SP Jain School of Management	51.5	50.8	-0.7	No	76.9	Yes	151.5	26.1
Sheridan Institute of Higher Education	95.1	91.3	-3.8	No	78.1	No	85.6	-13.2
South Australian Institute of Business and Technology	76.5	74.0	-2.5	No	36.4	No	49.2	-37.6
Southern Cross Education Institute (Higher Education)		54.4	54.4	Yes	32.8	No	60.3	-21.6
Stanley College	75.8	60.3	-15.5	No	42.2	No	69.9	-18.1
Stott's College	24.8	14.9	-9.9	No	43.3	Yes	290.1	28.4
Sydney College of Divinity	57.6	38.8	-18.8	No	34.1	No	87.8	-4.7

NUHEI	2022 required response rate (%)	2023 required response rate (%)	Difference 2022 to 2023 response rate target (percentage points)	Increased target for 2023?	Actual response rate 2023	Achieved 2023 response rate target	Actual response rate 2023 as % required response rate 2023	Percentage points difference - target vs actual response rate 2023
Sydney Institute of Business and Technology	88.2	96.1	7.9	Yes	56.0	No	58.3	-40.1
TAFE NSW	46.4	46.9	0.5	Yes	45.3	No	96.5	-1.7
TAFE Queensland	74.3	68.1	-6.2	No	29.1	No	42.7	-39.0
TAFE South Australia	79.8	80.3	0.5	Yes	39.3	No	48.9	-41.0
Tabor College of Higher Education	78.7	80.3	1.6	Yes	43.5	No	54.1	-36.8
The Australian College of Physical Education	67.6	71.0	3.4	Yes	31.2	No	43.9	-39.8
The Australian Institute of Music	47.4	51.8	4.3	Yes	46.3	No	89.4	-5.5
The Cairnmillar Institute	48.3	54.7	6.4	Yes	54.3	No	99.3	-0.4
The College of Law Limited		5.1	5.1	Yes	22.9	Yes	448.3	17.8
The Institute of Creative Arts and Technology	62.3	65.7	3.4	Yes	42.8	No	65.2	-22.9
The JMC Academy	38.0	35.8	-2.2	No	41.8	Yes	116.9	6.1
The MIECAT Institute	64.7	55.6	-9.1	No	59.5	Yes	107.0	3.9
Think Education	77.5	89.0	11.5	Yes	54.4	No	61.1	-34.6
UOW College	85.0	78.2	-6.8	No	30.5	No	38.9	-47.8
UTS College	53.1	57.0	4.0	Yes	35.5	No	62.2	-21.6
Universal Business School Sydney	53.2	54.8	1.6	Yes	40.2	No	73.2	-14.7
VIT (Victorian Institute of Technology)	31.3	40.4	9.1	Yes	56.7	Yes	140.6	16.4
Wentworth Institute of Higher Education	82.1	60.5	-21.6	No	46.9	No	77.5	-13.6
Western Sydney University International College		75.4	75.4	Yes	27.4	No	36.4	-48.0
Whitehouse Institute of Design, Australia	46.1	57.5	11.4	Yes	54.1	No	94.1	-3.4
William Angliss Institute	46.4	50.4	4.0	Yes	30.8	No	61.2	-19.6

Appendix 6   Survey invitations and reminders

2023 Student Experience Survey (SES)

Email and SMS Plan: Invitation and reminder text

Table of Contents

1. AUGUST COLLECTION MESSAGES

1.1 Authentication Message - Tue 25 Jul to Sun 27 Aug

IMAGE: Have your say

Student Experience Survey - Your details have been verified

Dear %%E403**student%%,

Thank you for your interest in the Australian Government's Student Experience Survey.

Sharing your experiences at %%E306CTXT**your institution%% is important to improving Australian higher education.

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

To start the survey, please click the button below:

START SURVEY NOW(%%srvylink_auth%%)

The Student Experience Survey is the largest Australian study of education and part of the Quality Indicators for Learning and Teaching (QILT). Once all survey responses have been compiled, reports will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

By completing the survey you will enter the prize draw for the chance to win a $1,000 prepaid VISA e-gift card each week. Prize draws close each Monday from 31 July to 21 August. The earlier you submit your survey the more chances you have of winning the weekly prize!

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

Graham Challice

Executive Director

The Social Research Centre

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

1.2 Authentication SMS (301 characters) – Tue 25 Jul to Sun 27 Aug

Hi %%E403**there%%, thanks for confirming your details. This is a message from the Social Research Centre on behalf of the Australian Government inviting you to participate in the Student Experience Survey (SES). Your ideas and opinions are important to future students. It takes about %%INTLENGTH**10%% mins to complete. Please start the survey at %%SRVYLINK_SMSAUTH%% For more info call 1800055818 Reply STOP to optout

1.3 INVITATION - Tue 25 Jul/Thu 27 Jul

IMAGE: Have your say

Student Experience Survey - Your experiences matter

Dear %%E403**student%%,

DOMESTIC ENGLISH-SPEAKING BACKGROUND CONTROL GROUP (INV_SES_AUG_CONDITION=1)

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

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

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

To start the survey please click the button below:

DOMESTIC ENGLISH-SPEAKING BACKGROUND TREATMENT GROUP (INV_SES_AUG_CONDITION=2)

We would like to invite you to the Student Experience Survey. You are a current student of the %%QualName**qualification%% at %%E306CTXT**your institution%% and the Australian Government would like feedback on your %%Course**course%%.

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

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

To start the survey please click the button below:

INTERNATIONAL STUDENT OR DOMESTIC STUDENT FROM NON ENGLISH-SPEAKING BACKGROUND (INV_SES_AUG_CONDITION=3)

You are a current student of the %%QualName**qualification%% at %%E306CTXT**your institution%%. The Australian Government would like feedback on your %%Course**course%%.

Please complete the Student Experience Survey. You will be providing important information about your experiences as a student. This can help %%HEPTYPE_TXT**institutions%% create better places to study and learn.

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

ALL:

To start the survey please click the button below:

START SURVEY NOW(%%srvylink_inv%%)

Complete the survey by Monday 31 July to have four chances to win $1,000.

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

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

Graham Challice

Executive Director

The Social Research Centre

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

1.4 REMINDER 1 – Sat 29 Jul

IMAGE: Your feedback is important

Student Experience Survey - Let future students know

Dear %%E403**student%%,

ALL:

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

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

To get started, please click the button below:

TAKE THE SURVEY(%%srvylink_r01%%)

Complete the survey by Monday 31 July to have four chances to win $1,000.

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

Graham Challice

Executive Director

The Social Research Centre

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

%%srvylink_r01%%

1.5   REMINDER 2 - Mon 31 Jul

IMAGE: Complete today for a chance to win $1,000

Student Experience Survey - Prize draw closes tonight

Dear %%E403**student%%,

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

ALL:
Remember, complete the survey by tonight, Monday 31 July, to have four chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r02%%)

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

Graham Challice

Executive Director

The Social Research Centre

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

1.6   REMINDER 3 – Thu 03 Aug

IMAGE: Have your say

Student Experience Survey - Have your say

ALL:

Dear %%E403**student%%,

We understand that you are busy but we really want to ensure we speak to a good cross-section of students about their experiences at %%E306CTXT**your institution%%. Getting your views is important to the overall success of the Student Experience Survey.

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

Complete the survey by Monday 7 August to have three chances to win $1,000. To begin, please click the button below:

TAKE THE SURVEY(%%srvylink_r03%%)

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

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

Graham Challice

Executive Director

The Social Research Centre

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

%%srvylink_r03%%

1.7   REMINDER 4 – Mon 07 Aug

IMAGE: Complete today for a chance to win $1,000

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

Dear %%E403**student%%,

ALL:

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

Remember, complete the survey by tonight, Monday 7 August to have three chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r04%%)

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

Graham Challice

Executive Director

The Social Research Centre

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

%%srvylink_r04%%

1.8   SMS 1a (255 characters) - Mon 31 July

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

1.9   SMS 1 (255 characters) - Mon 07 Aug

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

1.10 REMINDER 5 – Wed 09 Aug

IMAGE: Your feedback is important

Subject: %%R5_SES_AUG_SUBJECT_TXT%%

Australian Government would like to hear from you in the Student Experience Survey

You can help guide change to Australian higher education

ALL:

Dear %%E403**student%%,

AUS GOV THEME (CONTROL GROUP) AND DOMESTIC STUDENT (R5_SES_AUG_CONDITION=1 AND DOMINT=1):

The Australian Government would still like to hear from you in the Student Experience Survey. Your feedback can help the Government better understand the support needed by students like yourself.

Have your say and join other students in Australia's largest study of higher education.

EMPOWERING CHANGE THEME (TREATMENT GROUP) AND DOMESTIC STUDENT (R5_SES_AUG_CONDITION=2 AND DOMINT=1):

Your experiences as a student at %%E306CTXT**your institution%% are important. By sharing your views in the Student Experience Survey you can help guide change to improve the quality of teaching, learning resources and support for students like yourself.

Have your say now and make your mark on Australian higher education.

AUS GOV THEME (CONTROL GROUP) AND INTERNATIONAL STUDENT (R5_SES_AUG_CONDITION=1 AND DOMINT=2):

The Australian Government would still like to hear from you in the Student Experience Survey. Your feedback can help the Government better understand the support needed by international students like yourself.

Have your say and join other international students in Australia's largest study of higher education.

EMPOWERING CHANGE THEME (TREATMENT GROUP) AND INTERNTATIONAL STUDENT (R5_SES_AUG_CONDITION=2 AND DOMINT=2):

Your experiences as an international student at %%E306CTXT**your institution%% are important. By sharing your views in the Student Experience Survey you can help guide change to improve the quality of teaching, learning resources and support for international students like yourself.

Have your say now and make your mark on Australian higher education.

ALL:
Please click the button below to begin:

TAKE THE SURVEY(%%srvylink_r05%%)

Complete the survey by Monday 14 August to have two chances to win $1,000.

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

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

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

Graham Challice

Executive Director

The Social Research Centre

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

1.11 REMINDER 6 – Mon 14 Aug

IMAGE: Complete today for a chance to win $1,000

Student Experience Survey - Prize draw closes tonight!

Dear %%E403**student%%,

ALL:

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

Complete the survey by tonight, Monday 14 August, to have two chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r06%%)

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

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

Graham Challice

Executive Director

The Social Research Centre

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

1.12 SMS 2 (292 characters) - Mon 14 Aug

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

1.13 REMINDER 7 - Fri 18 Aug

IMAGE: Improve higher education

Student Experience Survey - It's not too late to share your views

COMMENCING STUDENTS (STAGE=1):

Dear %%E403**student%%,

We understand that you are busy, but we'd greatly appreciate it if you could share your initial experiences of the%%QualName**qualification%%. Your feedback to the Student Experience Survey can be used to improve courses for both current and future students at %%E306CTXT**your institution%%.

MIDDLE YEARS OR CONTINUING NO EFTSL STUDENTS (STAGE=3 or 9)

Dear %%E403**student%%,

We understand that you are busy, but we'd greatly appreciate it if you could share your overall experiences of the %%QualName**qualification%%. Your feedback to the Student Experience Survey can be used to improve courses for both current and future students at %%E306CTXT**your institution%%.

COMPLETING STUDENTS (STAGE= 2)

Dear %%E403**student%%,

We understand that you are busy, but we'd greatly appreciate it if you could share your overall experiences of the %%QualName**qualification%%. Your feedback to the Student Experience Survey can be used to improve courses for both current and future students at %%E306CTXT**your institution%%.

ALL:

It only takes %%IntLength**10%% minutes to complete, please click the button below to begin:

TAKE THE SURVEY(%%srvylink_r07%%)

Complete the survey by Monday 21 August for a final chance to win $1,000.

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

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

Graham Challice

Executive Director

The Social Research Centre

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

1.14 REMINDER 8 – Mon 21 Aug

IMAGE: Last chance to win

ALL:

Student Experience Survey - Final prize draw tonight

Dear %%E403**student%%,

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

Complete the survey by tonight, Monday 21 August, to be part of the final prize draw to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r08%%)

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

Graham Challice

Executive Director

The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r08%%

1.15   SMS 3 (278 characters) – Mon 21 Aug

Hi %%E403**there%%, a reminder from the Social Research Centre to complete the SES by tonight for a last chance to win $1,000! Don't miss this chance to tell the Dept of Education about your higher education experience %%srvylink_sms3%% For more info call 1800055818 Reply STOP to optout

1.16 SMS F4S (255 characters) – Thu 24 Aug

Hi %%E403**there%%, a final reminder from the Social Research Centre to let you know the SES closes this weekend. Share your experiences as a student at %%E306C_SMS%%: %%srvylink_smsf4s%% For more info call 1800055818 Reply STOP to optout

1.17 REMINDER 9 – Thu 24 Aug

IMAGE: Survey closing soon

Student Experience Survey - Last opportunity to complete

Dear %%E403**student%%,

ALL:

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. The Australian Government is interested in understanding more about your experiences of the %%QualName**qualification%%. Your feedback can go a long way to helping %%HEPTYPE_TXT**institutions%% improve their courses for both current and future students.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r09%%)

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

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r09%%

1.18 CATI Reminder (post-field)

IMAGE: Have your say

Student Experience Survey - Invitation to complete online

Dear %%E403**student%%,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your %%QualName**qualification%% at %%E306CTXT**your institution%%.

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

To complete the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

The Student Experience Survey is the largest Australian study of education and part of the Quality Indicators for Learning and Teaching (QILT). Once all survey responses have been compiled, reports will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

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

Graham Challice

Executive Director

The Social Research Centre

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

1.19 Supplementary Reminder – Sat 12 Aug

IMAGE: Improve higher education

Subject: Student Experience Survey – Your opinion is valued

Hi %%E403**there%%,

A reminder that you've been invited to participate in the Student Experience Survey, an important survey run by the Social Research Centre on behalf of the Department of Education.

Your unique opinion is valued. By taking as little as %%IntLength**10%% minutes to complete the Student Experience Survey you will help build an understanding of how students like yourself prefer to learn and study.

Results will support the continuous improvement of higher education in Australia.

Your responses are confidential. To begin the survey, please click the button below:

TAKE THE SURVEY(%%srvylink%%)

Complete the survey by Monday 14 August to be in the draw for $1,000.

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

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

Graham Challice
Executive Director
The Social Research Centre

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

2. September COLLECTION MESSAGES

2.1 Authentication Message - Tue 05 Sep

IMAGE: Have your say

Student Experience Survey - Your details have been verified

Dear %%E403**student%%,

Thank you for your interest in the Australian Government's Student Experience Survey.

Sharing your experiences at %%E306CTXT**your institution%% is important to improving Australian higher education.

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

To start the survey, please click the button below:

START SURVEY NOW(%%srvylink_auth%%)

The Student Experience Survey is the largest Australian study of education and part of the Quality Indicators for Learning and Teaching (QILT). Once all survey responses have been compiled, reports will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

By completing the survey you will enter the prize draw for the chance to win a $1,000 prepaid VISA e-gift card each week. Prize draws close each Monday from 11 September to 2 October. The earlier you submit your survey the more chances you have of winning the weekly prize!

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

Graham Challice

Executive Director

The Social Research Centre

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

%%srvylink_auth%%

2.2   Authentication SMS (301 characters) – Tue 05 Sep

Hi %%E403**there%%, thanks for confirming your details. This is a message from the Social Research Centre on behalf of the Australian Government inviting you to participate in the Student Experience Survey (SES). Your ideas and opinions are important to future students. It takes about %%INTLENGTH**10%% mins to complete. Please start the survey at %%SRVYLINK_SMSAUTH%% For more info call 1800055818 Reply STOP to optout

2.3 INVITATION - Tue 05 Sep/Thu 07 Sep

IMAGE: Have your say

Student Experience Survey - Your experiences matter

Dear %%E403**student%%,

DOMESTIC ENGLISH-SPEAKING BACKGROUND (DOMINT=1 AND E941=0):

We would like to invite you to the Student Experience Survey. You are a current student of the %%QualName**qualification%% at %%E306CTXT**your institution%% and the Australian Government would like feedback on your %%Course**course%%.

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

INTERNATIONAL STUDENT OR DOMESTIC STUDENT FROM NON ENGLISH-SPEAKING BACKGROUND (DOMINT=2 OR (DOMINT=1 AND E941=1)):

You are a current student of the %%QualName**qualification%% at %%E306CTXT**your institution%%. The Australian Government would like feedback on your %%Course**course%%.

Please complete the Student Experience Survey. You will be providing important information about your experiences as a student. This can help %%HEPTYPE_TXT**institutions%% create better places to study and learn.

ALL:

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

To start the survey please click the button below:

START SURVEY NOW(%%srvylink_inv%%)

Complete the survey by Monday 11 September to have four chances to win $1,000.

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

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

Graham Challice

Executive Director

The Social Research Centre

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

2.4 REMINDER 1 – Sat 09 Sep

IMAGE: Your feedback is important

Student Experience Survey – Let future students know

Dear %%E403**student%%,

ALL:

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

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

To get started, please click the button below:

TAKE THE SURVEY(%%srvylink_r01%%*)*

Complete the survey by Monday 11 September to have four chances to win $1,000.

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

Graham Challice

Executive Director

The Social Research Centre

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

2.5 REMINDER 2 - Mon 11 Sep

IMAGE: Complete today for a chance to win $1,000

Student Experience Survey - Prize draw closes tonight

Dear %%E403**student%%,

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

Remember, complete the survey by tonight, Monday 11 September, to have four chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r02%%)

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

Graham Challice
Executive Director
The Social Research Centre

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

2.6   REMINDER 3 – Thu 14 Sep

IMAGE: Have your say

Student Experience Survey - Have your say

ALL:

Dear %%E403**student%%,

We understand that you are busy but we really want to ensure we speak to a good cross-section of students about their experiences at %%E306CTXT**your institution%%. Getting your views is important to the overall success of the Student Experience Survey.

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

Complete the survey by Monday 18 September to have three chances to win $1,000. To begin, please click the button below:

TAKE THE SURVEY(%%srvylink_r03%%)

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

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

Graham Challice

Executive Director

The Social Research Centre

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

%%srvylink_r03%%

2.7   REMINDER 4 – Mon 18 Sep

IMAGE: Complete today for a chance to win $1,000

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

Dear %%E403**student%%,

ALL:

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

Remember, complete the survey by tonight, Monday 18 September to have three chances to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r04%%)

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

Graham Challice

Executive Director

The Social Research Centre

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

%%srvylink_r04%%

2.8   SMS 1a (255 characters) - Mon 11 Sep

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

2.9   SMS 1 (255 characters) - Mon 18 Sep

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

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

2.10 REMINDER 5 – Wed 20 Sep

Subject: Student Experience Survey – Australian Government wants your input

Dear %%E403**student%%,

AUS GOV THEME DOMESTIC STUDENT DOMINT=1):
The Australian Government would still like to hear from you in the Student Experience Survey. Your feedback can help the Government better understand the support needed by students like yourself.

Have your say and join other students in Australia's largest study of higher education.

AUS GOV THEME INTERNATIONAL STUDENT DOMINT=2):
The Australian Government would still like to hear from you in the Student Experience Survey. Your feedback can help the Government better understand the support needed by international students like yourself.

Have your say and join other international students in Australia's largest study of higher education.

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

TAKE THE SURVEY(%%srvylink_r05%%)

Complete the survey by Monday 25 September to have two chances to win $1,000.

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

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

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

Graham Challice

Executive Director

The Social Research Centre

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

2.11 REMINDER 6 – Mon 25 Sep
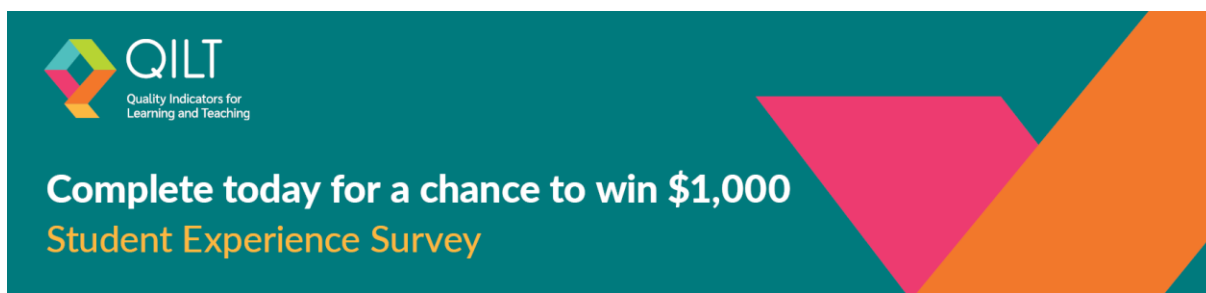
IMAGE: Complete today for a chance to win $1,000

Student Experience Survey - Prize draw closes tonight!

Dear %%E403**student%%,

AUS GOV THEME (R6_SES_SEP_CONDITION=1):

We know you've received several emails, however it's important for the Australian Government to hear the experiences of as many students as possible so that higher education can best reflect student needs.

Students like you, completing the Student Experience Survey, are the reason that %%HEPTYPE_TXT **institutions%% have been able to respond to survey feedback and improve their course offerings.

Complete the survey by tonight, Monday 25 September, to have two chances to win $1,000.

REFLECT/NOW THEME (R6_SES_SEP_CONDITION=2):

Now is the time to reflect on your educational experiences at %%E306CTXT**your institution%%. By sharing your views in the Student Experience Survey you will be providing important feedback on the quality of your %%QualName**qualification%%.

For your two chances to win $1,000, take our survey by tonight, Monday 25 September, and help contribute to change in higher education experiences.

ALL:

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r06%%)

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

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

Graham Challice

Executive Director

The Social Research Centre

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

2.12 SMS 2 (292 characters) – Mon 25 Sep

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

2.13 REMINDER 7 - Fri 29 Sep

IMAGE: Improve higher education

Student Experience Survey – %%R7_SES_SEP_SUBJECT_TXT%%

You can help guide change to Australian higher education

Share your experiences to help students at %%E306CTXT%%

Dear %%E403**student%%,

LEGITIMACY (R7_SES_SEP_CONDITION=1)
This is a reminder that you are invited to participate in the Student Experience Survey, a national study of education and part of the Quality Indicators for Learning and Teaching (QILT). The survey is conducted annually by the Social Research Centre on behalf of the Department of Education.

Your feedback will help us understand the higher education experiences at Australian institutions like %%E306CTXT%%. Aggregated findings from this study will be published on the QILT website and used to guide the ongoing improvement of teaching and learning resources.

DIRECT OPINION THEME (R7_SES_SEP_CONDITION=2)
Do you want to help shape students' %%COURSE**course%% experiences at %%E306CTXT**your institution%%?

You still have the chance to give your opinion through the Student Experience Survey. Your views are important and can be used to improve higher education for current and future students.

ALL:

It only takes %%IntLength**10%% minutes to complete, please click the button below to begin:

TAKE THE SURVEY(%%srvylink_r07%%*)*

Complete the survey by Monday 2 October for a final chance to win $1,000.

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

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

Graham Challice
Executive Director
The Social Research Centre

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

2.14 REMINDER 8 – Mon 02 Oct

IMAGE: Last chance to win

ALL:

Student Experience Survey - Final prize draw tonight

Dear %%E403**student%%,

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

Complete the survey by tonight, Monday 2 October, to be part of the final prize draw to win $1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r08%%*)*

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

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r08%%

2.15 SMS 3 (254 characters) – Thu 2 Oct

Hi %%E403**there%%, a reminder from the Social Research Centre to complete the SES by tonight for a last chance to win $1,000! Don't miss this chance to tell the Dept of Education about your higher education experience %%srvylink_sms3%% For more info call 1800055818 Reply STOP to optout

2.16 SMS F4S (255 characters) – Thu 5 Oct

Hi %%E403**there%%, a final reminder from the Social Research Centre to let you know the SES closes this weekend. Share your experiences as a student at %%E306C_SMS%%: %%srvylink_smsf4s%% For more info call 1800055818 Reply STOP to optout

2.17 REMINDER 9 – Thu 5 Oct

IMAGE: Survey closing soon

Student Experience Survey - Last opportunity to complete

Dear %%E403**student%%,

ALL:

This is the very last email we will send you about the Student Experience Survey, as it closes this weekend. The Australian Government is interested in understanding more about your experiences of the %%QualName**qualification%%. Your feedback can go a long way to helping %%HEPTYPE_TXT**institutions%% improve their courses for both current and future students.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink_r09%%)

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

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.
%%srvylink_r09%%

2.18 CATI Reminder (post-field)

IMAGE: Have your say

Student Experience Survey - Invitation to complete online

Dear %%E403**student%%,

We recently spoke to you on the phone about completing the Student Experience Survey and providing feedback about your experiences of your %%QualName**qualification%% at %%E306CTXT**your institution%%.

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

To complete the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

The Student Experience Survey is the largest Australian study of education and part of the Quality Indicators for Learning and Teaching (QILT). Once all survey responses have been compiled, reports will be published on the QILT website, and institution comparisons will be available on www.compared.edu.au.

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

Graham Challice

Executive Director

The Social Research Centre

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

2.19 Supplementary Reminder – Sat 23 September

IMAGE: Improve higher education

Subject: Student Experience Survey – Your opinion is valued

Hi %%E403**there%%,

A reminder that you've been invited to participate in the Student Experience Survey, an important survey run by the Social Research Centre on behalf of the Department of Education.

Your unique opinion is valued. By taking as little as %%IntLength**10%% minutes to complete the Student Experience Survey you will help build an understanding of how students like yourself prefer to learn and study.

Results will support the continuous improvement of higher education in Australia.
Your responses are confidential. To begin the survey, please click the button below:

TAKE THE SURVEY(%%srvylink%%)

Complete the survey by Monday 25 September to be in the draw for $1,000.

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

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

Graham Challice
Executive Director
The Social Research Centre

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

Appendix 7   Briefing slides for telephone follow-up activities

2023 SES collection
Briefing slides

Quality Indicators for Learning and Teaching (QILT)

Briefing overview

- **SES**
  - Project background
  - Privacy and confidentiality
- **Reminder Calls**
  - Project overview
  - Ops performance
  - Survey procedures
  - Engagement techniques

Project background

- The Student Experience Survey (SES) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education

- The SES falls within the Quality Indicators for Learning and Teaching (QILT) survey suite.

- Students undertake the SES twice:

  ➢ Once in the first year of their course

  ➢ Once in the final year of their course

  ➢ Students at non-university higher education institutions (NUHEIs) can also undertake the SES in the middle years of their course.

The QILT journey

- The QILT suite of surveys takes snapshots of students in their first and final years of study, 6 months after they graduate, and finally 3 years after that.
- The SES is the first stage of that journey.

Social Research Centre

Project background

- The SES is designed to measure levels of engagement and the student experience amongst current higher education students in Australia.

- It's an extremely important, national benchmarking study for institutions to be able to improve their courses and the outcomes of students.

- The Department uses the results to make key decisions about the future of institutions and monitor course quality.

- SES data is also available to students on the ComparED website (https://www.compared.edu.au/) to help students compare official study experience and student experience outcomes data from Australian higher education institutions to assist decision making when applying for undergraduate or postgraduate courses.

Housekeeping

- As there are a number of SES projects in field at once, please keep track of which one you are rostered to work on each shift

- Different project numbers are used for various iterations of SES

  ➢ Make sure you're working on the project you have been assigned to.

Privacy and confidentiality

- All records are provided by the institutions themselves.

- The survey is voluntary.

- The Social Research Centre complies with the Australian Privacy Principles.

- No direct identifying information (such as name or phone number) forms part of the final data - unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website.

Privacy and confidentiality cont.

- There is a privacy information handout available for interviewers.

- Please contact the Project Coordinator (Josh) if you have any queries or concerns about privacy and confidentiality.

- General information about the Student Experience Survey can be found here: www.ses.edu.au

- The SRC's SES page provides answers to commonly asked questions from respondents: https://www.srcentre.com.au/our-research/ses

- No need to answer complicated privacy questions on the spot – let the QR know you'll get back to them and follow up with ICS or Research; or refer them to the QILT helpdesk via 1800 055 818.

Post-field reminder calls

Project overview

- Post-field reminder calls are an additional fee-for-service activity offered to institutions on an opt-in basis

- The job is different to others at SRC in that no actual interviewing will be done

- Instead, the **purpose of the reminder call is to collect a current email from the QR** so we can send them an email invitation to complete the survey.

Introductions – who we are

- It is important that we are clear with students about where we are calling from and how we received their contact information

- We should never mention that we are calling *from* the institution – i.e. 'I'm calling from University of Melbourne'

- Some example text for how to handle further queries about who we are and where we are calling from:

➢ 'We're calling from the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Student Experience Survey'

Project overview

- Fieldwork dates

  - **Post-field:** 17th August – 12th September

  - RMIT only sample from 17th to 28th August

- Sample selections

  - **Post-field:** Typically all non-completers with valid telephone contact information. Some institutions have prioritised dialling low performing study areas.

Survey procedures

- We will be leaving a short pre-recorded answering machine message.

- No LOTEs.

- Be mindful of time zones when calling as some sample may have WA or international numbers

- **True measure of success is how many reminder calls translate into completes.**

- Vital that we address any student queries/concerns and collect a current and accurate email address.

Engagement techniques – Post-field

- Emphasis the fact that survey is closing soon.

- This is the last chance for students to have their say.

- We're only calling because their institution still needs feedback from students like them.

- **Final prize draw closes on Mon 21 August. Don't mention after this date. Normally prize draw closes before PFR starts, so not in script.**

- Make sure to listen and respond to respondent questions or concerns.

- Respondents are likely to have had a lot of contact from SRC by post-field, some refusals are expected. Make an attempt to avert refusals, but respect the respondent and *do not reappoint refusals.*

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

What the email looks like

Sent from ses@srcentre.com.au

Questionnaire

Module A: Introduction and screening

Module B: Inclusion and learner engagement

Module C: Teaching and education development

Module D: Support

Module E: Demographics

Module F: Institution specific items

Module G: Course experience

Module H: International student items

Example items asked in survey

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

1. *Poor*

2. *Fair*

3. *Good*

4. *Excellent*

During 2023, to what extent have the lecturers, tutors and demonstrators in your **course…**

- Engaged you actively in learning?

- Demonstrated concern for student learning?

- Provided clear explanations on coursework and assessment?

- Stimulated you intellectually?

- Commented on your work in ways that help you learn?

- Seemed helpful and approachable?

- Set assessment tasks that challenge you to learn?

Thank you

Any questions?

✉ PO Box 13328
   Law Courts Victoria 8010

☎ 03 9236 8500

Social Research Centre

Appendix 8   Core questionnaire

3017 2023 Student Experience Survey (SES) mixed mode questionnaire

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
Email	Student email	Sample	Module F, Module G
STAGE	Student Stage	Stage = 1, student is COMMENCING Stage = 3, student is neither commencing or completing (e.g., middle year) Stage = 2, student is COMPLETING Stage = 9, stage unknown	Module A, Module F, Module G, Module H
QUALNUMS	Number of Qualifications	QUALNUMS = 1 (one qualification in the sample) QUALNUMS = 2 (two qualifications in the sample)	Module A
E306	Institution code	TCSI institution code	Throughout survey
E306CTXT	Institution Name	Institution name	Throughout survey
E307	Course code		Module F
E308A	Course	Course name for qualification 1	Module A Module F
E308B	Course	Course name for qualification 2	Module A Module F
<units>	Variation in what the institution call units, plural	courses, subjects, subjects/units, units	Module A
<course>	Variation in what the institution call course, singular	course, program	Throughout survey
E310	Study area	Detailed course level that comes from TCSI	Module A Module F Module G
OFFSHORE	Off shore or onshore	1=Offshore 2=Onshore	Module F
E940	Indigenous indicator	0=Non-indigenous 1=Indigenous	Module F
E942	Citizenship indicator	0=Domestic 1=Overseas	Module F
WRS	Workplace Relevance Scheme eligibility	Flag for sample records to see WRS items 1=Yes 2=No	Module F
INTLENGTH	Interview length	20 for E306=3035 and INTMOD=1 15 for E306=3035 15 for INTMOD=1 10 for all other institutions	Module A
MUFOUNDYEAR	Flag for Monash University Foundation Year students	1=Foundation Year student	Module F
E943	Disability indicator	0=Not disability 1=Disability	Module F
INSTLMS_TXT	Name of Learning Management System (LMS)	Institution provided	Module C Module D
INTMOD	Flag for International student module elegibility	1=Eligible for International student items 2=Not eligible for International student items	Module H
SURVEYYEAR	Reporting year of survey	1=2023	Throughout survey
IHEAFLAG	Institutions participating in IHEA items	1=Eligible to receive IHEA items	Module F

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
DUMNAVITAS	Institutions participating in Navitas items	1=Eligible to receive Navitas items	Module F
WBMFLAG	Institutions participating in Wellbeing Module items	1=Eligible to receive Wellbeing Module items	Module F
NAHGOTFLAG	Institution participating in the NAHGOT items	1=Eligible to receive NAHGOT items	Module F
WWCC_FLAG	Working with children check flag. Flags if student is aged under 18 years at date of fieldwork launch.	0 = Aged 18 years or older 1 = Aged under 18 years	Module G
E996	State/Territory in which the institution is located		Module G
PERIOD	Survey collection period	1=August 2=September	Module A Module G

GENERAL PROGRAMMING NOTES

- Text if 'Save and close' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before 27 August.'

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

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

- Statements within EXPINTROA and EXPINTROB, and PEER ENGAGEMENT AND STUDENT SUPPORT focus area items should rotate randomly based on sample. Rotation of statements is only applied to these items in 2023.

*SRC LOGO AND SES LOGO
*(TIMESTAMP)

AUTHENTICATION TEXT

*(BEFORE SURVEY OPENS)
Thank you for your interest in the Student Experience Survey (SES).

The SES starts in a few days, opening from 27 July until 27 August, so please check back then.

*(INPUT SCREEN)
Please type in your details below.

*(SUCCESSFUL AUTHENTICATION)
Thanks, you have now been sent an email with your username and password to your nominated email address.

If you have not received this email within the next hour, please call us on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or email at ses@srcentre.com.au.

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

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

*(DENIED AUTHENTICATION)
Sorry but your details don't match our records. Please check your details and try again.

*DISPLAY INPUT OPTIONS

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

*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS PARTICIPATING IN THE AUGUST COLLECTION IS 27 AUGUST AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS PARTICIPATING IN THE AUGUST COLLECTION 12 SEPTEMBER

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

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

MODULE A: INTRODUCTION AND SCREENING

*(ONLINE)
CONFIRM   *(DISPLAY IF STAGE=1) Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on starting your current higher education studies in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. As a new student this year, we are very interested to know how things are going for you and how your institution is supporting you to achieve success in your <course>.

*(DISPLAY IF STAGE=2) Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on entering the final stage of your higher education <course> in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. As a student close to completing your studies, we are very interested to know how things have gone for you and how your institution supported you to achieve success in your <course>.

*(DISPLAY IF STAGE=3 OR 9) Thank you for agreeing to take part in the Student Experience Survey (SES). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. We are very interested to know how things are going for you in your current higher education studies and how your institution is supporting you to achieve success in your <course>.

*((IF PERIOD=1, DISPLAY IF DATE <=21 Aug <SURVEYYEAR>) OR (IF PERIOD=2, DISPLAY IF DATE <= 2 Oct <SURVEYYEAR>) Complete now to be entered into all remaining weekly prize draws with a chance to win $1,000.

Most people take approximately <INTLENGTH> minutes to complete all the questions, depending on their answers.

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

Please **do not** use the browser 'BACK' button to go back to a previous question.

Please press the 'Next' button below to continue.

*(ALL)

INSTITUTION

*PROGRAMMER NOTE: IF E306=3044 AND E310=30 SHOW ii ELSE SHOW i
i.   Are you currently enrolled in a <course> at <E306CTXT>?

ii.   The University of Notre Dame would like you to answer the survey about your Tertiary Pathway Program.

Are you currently or were you previously enrolled in a Tertiary Pathway Program at <E306CTXT>?

1.   Yes *(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO PREVUNI)
2.   No *(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO TERM)

*(INSTITUTION=2, NOT CURRENTLY ENROLLED)
INSTITUTION1 Just to confirm, you are not enrolled in any <course> at <E306CTXT>?

1.   Actually, I am still enrolled at <E306CTXT>
2.   I am definitely no longer enrolled at <E306CTXT> *(GO TO TERM)

*(INSTITUTION=1 OR INSTITUTION1=1, CURRENTLY ENROLLED)
COURSESCREEN1

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

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

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

 (RESPONSE FRAME)
1.   Yes
2.   No

*(COURSESCREEN1=1 AND STAGE=1, COURSE DISPLAYED CORRECTLY AND COMMENCING
        STUDENT)
COMMENCESCREEN1

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

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

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

(SINGLE RESPONSE)

1.   Yes
2.   No

*(COMMENCESCREEN1=2, HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES
        INPUT AT COMMENCESCREEN1)
COMMENCESCREEN2

In this survey we'll be asking you about your <course>/s, including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these?

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

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

(SINGLE RESPONSE)

1. Yes
2. No *(GO TO TERM3)

*(COURSECREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN2

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

(RESPONSE FRAME)
1.   Yes
2.   No

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN3

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

*(IF COURSESCREEN2=1 OR 2, DISPLAY TEXTBOX): **Course A:**

*(IF COURSESCREEN2=1, DISPLAY TEXTBOX): **Course B:**

*PROGRAMMER NOTE: CREATE FINALCOURSEA, FINALCOURSEB HERE.

PROGRAMMER NOTE: CREATE COURSENUM HERE.
COURSENUM=1 IF QUALNUMS=1 AND COURSESCREEN1=1 OR
COURSESCREEN2=2, OR QUALNUMS=2 AND COURSESCREEN2=2.

COURSENUM=2 IF QUALNUM_S = 2 AND COURSESCREEN1=1,
OR QUALNUM_S = 1 AND COURSESCREEN2=1.

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

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

*(E308B CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1, AND
COURSESCREEN3 IS NOT BLANK)
LEVEL2   And is <E308B> a…

1.   Higher Doctorate
2.   Doctorate by Research
3.   Doctorate by Coursework
4.   Master Degree by Research
5.   Master Degree by Coursework
6.   Graduate Diploma
7.   Graduate Certificate
8.   Bachelor (Honours) Degree
9.   Bachelor (Pass) Degree
10.   Advanced Diploma
11.   Associate Degree
12.   Diploma

13. Non-award course
14. Bridging or Enabling course

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN4

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

*PROGRAMMER NOTE: DISPLAY AS GRID

*(DISPLAY): **<COURSESCREEN3_COURSEA>**

*(IF COURSENUM=2 DISPLAY): **<COURSESCREEN3_COURSEB>**

(RESPONSE FRAME)

1. Yes
2. No

*(COURSESCREEN4=2 FOR ALL COURSES INPUT AT COURSESCREEN3, HAVE NOT
        COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT COURSESCREEN3)
COURSESCREEN6

In this survey we'll be asking you about your <course>/s including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these?

*(DISPLAY): **Course A: <COURSESCREEN3_COURSEA>**

*(IF COURSENUM=2 DISPLAY): **Course B: <COURSESCREEN3_COURSEB>**

(RESPONSE FRAME)

1. Yes
2. No

*PROGRAMMER NOTE: IF COURSESCREEN6=2, USE POPULATION COURSE INFORMATION E308A/E308B

*(COURSESCREEN4=1 FOR ANY OR COURSESCREEN6=1, HAVE COMPLETED AT LEAST ONE
        UNIT IN COURSE INPUT AT COURSESCREEN3 OR HAVE ENOUGH EXPERIENCE
        IN NEW COURSE TO RESPOND)
CONFIRMNEWCOURSE

Please respond to the Student Experience Survey on the basis of the <course>/s you are currently doing, that is, the:

*(DISPLAY): **Course A: <COURSESCREEN3_COURSEA>**

*(DISPLAY IF COURSENUM=2) **Course B: <COURSESCREEN3_COURSEB>**

*(IF COURSESCREEN6=2, DO NOT HAVE ENOUGH EXPERIENCE IN NEW COURSE TO
        RESPOND)
CONFIRMORIGINALCOURSE

Please respond to the Student Experience Survey on the basis of your original course, that is, the:

*(DISPLAY IF-QUALNUMS=1) **CourseA: <E308A>**
*(DISPLAY IF QUALNUMS=2) **Course B: <E308B>**

*PROGRAMMER NOTE: FOR STAGE=1 OR 3 OR 9 AND COURSENUM=2, AUTO CODE RESPONSE FROM COURSESCREEN4 AT STARTED. IF COURSESCREEN4=1 FOR BOTH COURSE A AND COURSE B ASSIGN STARTED=1, IF COURSESCREEN4=1 FOR COURSE A AND 2 FOR COURSE B ASSIGN STARTED=2, IF COURSESCREEN4=1 FOR COURSE B AND 2 FOR COURSE A ASSIGN

STARTED=3, IF COURSESCREEN4=2 FOR BOTH COURSE A AND COURSE B AND
COURSESCREEN6=1 ASSIGN STARTED=4

*(STAGE=1 OR 3 OR 9 AND COURSENUM=2, COMMENCING OR MIDDLE YEARS STUDENTS
AND TWO COURSES)

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

1. Yes, I have completed <units> in both <course>s
2. No, I have only completed <units> in my <E308A> <course>
3. No, I have only completed <units> in my <E308B> <course>
4. No, I have not completed <units> in either my <E308A> <course> or <E308B>
<course>

*(STAGE=1 OR (INSTITUTION=1 AND E306 = 3044 AND E310=30), COMMENCING STUDENTS
OR CURRENTLY ENROLLED FROM NOTRE DAME DOING STUDY AREA 30)

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

1. Yes, I was enrolled in a different <course> at <E306CTXT>
2. Yes, I was enrolled at **another university or higher education institution**
3. No, this is the first time I have enrolled in a university or higher education <course>

*PROGRAMMER NOTE: CREATE DVQUALNUM HERE.

Qualification criteria	Definition	FinalCourseA	FinalCourseB	DVQUALNUM
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=2	One qualification, completing student	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=2	Two qualifications, completing student	FinalCourseA	FinalCourseB	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=1 OR 3 OR 9	One qualification, commencing or middle years student	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=1 OR 4	Two qualifications, commencing or middle years student, started both courses	FinalCourseA	FinalCourseB	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=2	Two qualifications, commencing or middle years student, started course A only	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=3	Two qualifications, commencing or middle years student, started course B only	FinalCourseB	missing	1

*(ALL)

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

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

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

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

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

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

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

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

*(TIMESTAMP)

MODULE B: INCLUSION AND PEER ENGAGEMENT

*(ALL)
OVERALLA Thinking about your **<FINALCOURSEA>** <course>, overall, how would you rate the quality of your entire educational experience this year?

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

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)

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

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

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

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

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

*(ALL)
INTERACTINTROA Thinking about your **<FINALCOURSEA>** <course>, in <SURVEYYEAR>, how frequently have you…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

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

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

discussb_rev	Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)

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

(RESPONSE FRAME)

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

*(ALL)
PEERENGAGE Peer engagement scale score for COURSEA

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

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

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

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

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

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

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP)

MODULE C: TEACHING AND EDUCATIONAL DEVELOPMENT

*(ALL)
YEAEDUDINTRO The next questions are about the quality of the teaching and learning resources provided to you.

*(ALL)
QLTEACHA Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your **<FINALCOURSEA>** <course>?

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
QLTEACHB Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your **<FINALCOURSEB>** <course>?

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

*(ALL)
TCHINTROA During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your **<FINALCOURSEA>** <course>…

    *PROGRAMMER NOTE: DISPLAY AS GRID

    (STATEMENTS) (ROTATE)

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

    (RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
TCHINTROB During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your **<FINALCOURSEB>** <course>…

    *PROGRAMMER NOTE: DISPLAY AS GRID

    (STATEMENTS) (ROTATE)

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

    (RESPONSE FRAME)

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

*(ALL)
QLINTROA Thinking of this year, overall how would you rate the following learning resources provided for your **<FINALCOURSEA>** <course>…?

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

*(ALL)
RESOURCE   Learning resources scale score

RECODE QLTSPACE QLSSPACE QLONLINE QLCOMPUT QLTBOOK QLEQUIP QLLIBRY
 (1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTSPACER QLSSPACER QLONLINER QLCOMPUTR QLTBOOKR QLEQUIPR QLLIBRYR

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

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
QLINTROB Thinking of this year, overall how would you rate the following learning resources provided for your **<FINALCOURSEB>** <course>…?

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)

RESOURCEb   Learning resources scale score

RECODE QLTSPACEB QLSSPACEB QLONLINEB QLCOMPUTB QLTBOOKB QLEQUIPB QLLIBRYB
 (1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTSPACERB QLSSPACERB QLONLINERB QLCOMPUTRB QLTBOOKRB QLEQUIPRB QLLIBRYRB

COMPUTE RESOURCEB = MEAN.5(QLTSPACERB, QLSSPACERB, QLONLINERB, QLCOMPUTRB, QLTBOOKRB, QLEQUIPRB, QLLIBRYRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)
STINTROA In <SURVEYYEAR>, to what extent has *(IF DVQUALNUM=1 DISPLAY: your study, IF DVQUALNUM=2 DISPLAY: your **<FINALCOURSEA>** <course>) been delivered in a way that is…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

Stdstruc   Well-structured and focused?
stdrelev   Relevant to your education as a whole?

(RESPONSE FRAME)

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

*(ALL)
TEACH   Teaching quality and engagement scale score

RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI TCHFEEDB TCHHELP TCHASSCH
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
STDSTRUCR STDRELEVR TCHACTIVR TCHCONLRR TCHCLEXPR TCHSTIMIR TCHFEEDBR TCHHELPR TCHASSCHR

RECODE QLTEACH OVERALL
(1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTEACHR OVERALLR.

COMPUTE TEACH = MEAN.8(STDSTRUCR, STDRELEVR, TCHACTIVR, TCHCONLRR, TCHCLEXPR, TCHSTIMIR, TCHFEEDBR, TCHHELPR, TCHASSCHR, QLTEACHR, OVERALLR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
STINTROB In <SURVEYYEAR>, to what extent has your **<FINALCOURSEB>** <course> been delivered in a way that is…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

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

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
TEACHb   Teaching quality and engagement scale score

RECODE STDSTRUCB STDRELEVB TCHACTIVB TCHCONLRB TCHCLEXPB
TCHSTIMIB TCHFEEDBB TCHHELPB TCHASSCHB
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
STDSTRUCRB STDRELEVRB TCHACTIVRB TCHCONLRRB TCHCLEXPRB
TCHSTIMIRB TCHFEEDBRB TCHHELPRB TCHASSCHRB

RECODE QLTEACHB OVERALLB
(1=0) (2=33.33) (3=66.66) (4=100) INTO
QLTEACHRB OVERALLRB.

COMPUTE TEACHB = MEAN.8(STDSTRUCRB, STDRELEVRB, TCHACTIVRB,
TCHCONLRRB, TCHCLEXPRB, TCHSTIMIRB, TCHFEEDBRB, TCHHELPRB,
TCHASSCHRB, QLTEACHRB, OVERALLRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)
EXPINTROA Thinking about your **<FINALCOURSEA>** <course>, to what extent has your <course>
developed your…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

*(ALL)
DEVELOP   Skills development scale score

RECODE EXPTHINK EXPPRBSL EXPTMWRK EXPCONF EXPWRITE EXPSPEAK
EXPKNOW EXPWORK
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
EXPTHINKR EXPPRBSLR EXPTMWRKR EXPCONFR EXPWRITER EXPSPEAKR
EXPKNOWR EXPWORKR.

COMPUTE DEVELOP = MEAN.6(EXPTHINKR, EXPPRBSLR, EXPTMWRKR, EXPCONFR, EXPWRITER, EXPSPEAKR, EXPKNOWR, EXPWORKR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)
EXPINTROB And thinking about your **<FINALCOURSEB>** <course>, to what extent has your <course> developed your…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

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

*(DVQUALNUM=2, TWO QUALIFICATIONS)
DEVELOPb Skills development scale score

RECODE EXPTHINKB EXPPRBSLB EXPTMWRKB EXPCONFB EXPWRITEB EXPSPEAKB EXPKNOWB EXPWORKB
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
EXPTHINKRB EXPPRBSLRB EXPTMWRKRB EXPCONFRB EXPWRITERB EXPSPEAKRB EXPKNOWRB EXPWORKRB.

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

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP)

MODULE D: SUPPORT

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

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

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

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

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

*(ALL)
SUPPORTREV Student support scale score

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

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

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)
BAA   What have been the best aspects of your **<FINALCOURSEA>** <course>?

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

1. (verbatim text box)

*(DVQUALNUM=2, TWO QUALIFICATIONS)
BAB   What have been the best aspects of your **<FINALCOURSEB>** <course>?

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

1. (verbatim text box)

*(ALL)
NIA   What aspects of your **<FINALCOURSEA>** <course> most need improvement?

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

1. (verbatim text box)

*(DVQUALNUM=2, TWO QUALIFICATIONS)
NIB   What aspects of your **<FINALCOURSEB>** <course> most need improvement?

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

1. (verbatim text box)

*(TIMESTAMP)

*(ALL)
FOEX   The following statements are about freedom of expression on-campus at <E306CTXT>.

Freedom of expression can be part of the academic and social aspects of your student experience.

How strongly do you agree or disagree that…

(STATEMENTS)

foexa I am free to express my views at <E306CTXT>
foexb Academics are free to express their views at <E306CTXT>
foexc I am free from discrimination, harm or hatred at <E306CTXT>

(RESPONSE FRAME)
1.   Strongly disagree
2.   Disagree
3.   Neither disagree or agree
4.   Agree
5.   Strongly agree

*(TIMESTAMP)

MODULE E: DEMOGRAPHICS

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

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

1.   Before <SURVEYYEAR-4 YEARS>
2.   <SURVEYYEAR-4 YEARS>
3.   <SURVEYYEAR-3 YEARS>
4.   <SURVEYYEAR-2 YEARS>
5.   <SURVEYYEAR-1 YEAR>
6.   <SURVEYYEAR>

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

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

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

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

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

(RESPONSE FRAME)

1.   Not at all
2.   Very little

3. Some
4. Quite a bit
5. Very much
6. Not applicable *(ONLY DISPLAY FOR ASTDWOR)

*(ALL)
CONSIDCHG During <SURVEYYEAR>, have you seriously considered leaving <E306CTXT>?

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

*(CONSIDCHG=1, HAVE SERIOUSLY CONSIDERED LEAVING)
CHINTRO   Please indicate your reasons for seriously considering leaving your current institution in <SURVEYYEAR>. *Please select all that apply.*

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

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

*(ALL)
LOCATINTRO   The following questions are related to where you live.

*(ALL)
CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURSTATE In which state or territory do you currently live?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURPCODE   What is the postcode or suburb where you currently live?

1.   (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2.   Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)
OSCOUNTRY   In which country do you currently live?

1.   (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY
LIST

*(TIMESTAMP)

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

MODULE H: INTERNATIONAL STUDENT ITEMS

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)
INTINTRO   The following questions are related to your experience as an international student in
Australia.

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)
INTAUS   When deciding to study in Australia, how important was….

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

a) The reputation of Australia's education system?
b) Your personal safety and security?
i) The cost of living?
c) The ability to work part-time?
d) The opportunity to study in an English-speaking country?
e) Having friends and family already in Australia?
f) The chance to experience a new culture/lifestyle?
g) The possibility of migrating to Australia?
h) The weather/climate?

(RESPONSE FRAME)

1.   Extremely important
2.   Important
3.   Not important
4.   Not at all important

98. Don't know

INTINST   When you were deciding to apply to <E306CTXT>, how important was…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

a)   The reputation of the education provider?
b)   The reputation of the qualification?
c)   <E306CTXT> offered the course I wanted to study?
d)   The course fee?
e)   Employment opportunities after completing the course?
f)   <E306CTXT> had a partnership with my local institution?
g)   The location of the institution?

(RESPONSE FRAME)

1.   Extremely important
2.   Important
3.   Not important
4.   Not at all important
98. Don't know

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTSAT   How satisfied are you with each of the following aspects of living in Australia?

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

a)   Employment while studying
b)   Improving your English skills
c)   Getting work experience in your field of study
d)   Transport
e)   Personal safety on-campus
f)   Personal safety off-campus
g)   Making friends
h)   Overall living experience in Australia

(RESPONSE FRAME)

1.   Very satisfied
2.   Satisfied
3.   Dissatisfied
4.   Very dissatisfied
97. Not applicable

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)
INTAGENT When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?

1.   Yes
2.   No

*(INTAGENT=1, USED AN AGENT)

INTSERV   How would you rate the overall service provided by the agent?

    1. Very good
    2. Good
    3. Poor
    4. Very poor

*(DUMNAVITAS=1 AND STAGE=1 AND INTSERV=3 OR 4, PARTICIPATING NAVITAS
        INSTITUTION, COMMENCING STUDENTS WHO GAVE POOR OR VERY POOR
        RATING)
XQ_9000_NAV_AG9   Why did you give that rating?

    1.   RECORD VERBATIM: <text box>

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTLIVE   Which of the following best describes your current living arrangements?

    1.   University or college halls of residence
    2.   Student house or flat controlled by university
    3.   Private halls or student hostel
    4.   Private rented house/flat/room
    5.   Homestay with a family not related to you
    7.   Living with parents
    6.   With friends or relatives in their accommodation
    90. Other (please specify)

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS
INTLIVSAT Overall, how satisfied are you with your current living arrangements?

    1.   Very satisfied
    2.   Satisfied
    3.   Dissatisfied
    4.   Very dissatisfied

*(INTLIVSAT=3 OR 4, DISSATISFIED WITH LIVING ARRANGEMENTS)
INTLIVEDISN   Why are you dissatisfied with your current living arrangements?

    (MULTIPLE RESPONSE)
    1. Too expensive
    2. Not enough space
    3. Too noisy
    4. I am lonely
    5. Issues with housemates
    6. Issues with landlord or agent
    7. Dirty
    8. Old / bad condition
    9. Slow internet
    10. Located too far from institution
    97. Other (please specify)

MODULE G: <course> EXPERIENCE

*(STAGE=2 OR 3 OR 9, MIDDLE YEARS OR COMPLETING STUDENT)
COMPSEM And lastly, do you expect to complete your <course> at the end of this semester?

    1.   Yes
    2.   No
    3.   Not sure

*(COMPSEM=1, EXPECTS TO COMPLETE COURSE)
PEMAIL   Congratulations on being so close to finishing your studies. You will be contacted again next year to take part in the Graduate Outcomes Survey and we would like to make sure we can stay in touch with you. Please provide a long-term (private) email address so we can contact you in the future. This information will be held securely and will only be used for the purpose of sending you an invitation to participate in the Graduate Outcomes Survey.

1.   Email address (Please specify) *(KICKBOX VALIDATION REQUIRED)
2.   Prefer not to provide email address

*(ALL)
CONTACT   The Department of Education is undertaking some research into why students chose their current <course>s. Do you consent to being contacted in future to participate in this research?

1.   Yes
2.   No

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

1.   Yes
2.   No

*(C4=1 OR CONTACT=1, WANTS TO BE NOTIFIED OF RESULTS OR RECONTACTED BY DEPARTMENT)
NTFEMAIL   What is the best email address to contact you on?

*PROGRAMMER NOTE: IF PEMAIL=2 SHOW SAMPLE EMAIL. IF PEMAIL=1 SHOW PEMAIL . IF STAGE=1 OR (STAGE=2 OR 3 AND COMPSEM=2 OR 3) SHOW SAMPLE EMAIL

<email>

1.   Address as above
2.   Enter new email address

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

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

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

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

*(TIMESTAMP)

END

*(DISPLAY IF ONLINE)

> Thank you for your responses.
>
> Please click '**Submit**' to finalise your survey and be redirected to our homepage.
>
> Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:
> - Beyond Blue on 1300 22 46 36
> - Lifeline on 13 11 14
>
> www.ses.edu.au – The survey home page with links to key information.
> www.srcentre.com.au/ses – A list of SES FAQs with detailed information.
> www.compared.edu.au – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.
>
> **SUBMIT**
> *PROGRAMMER NOTE: FOR ONLINE SUBMIT BUTTON LINKS TO HTTPS://WWW.QILT.EDU.AU/SURVEYS/STUDENT-EXPERIENCE-SURVEY-(SES)

*((INSTITUTION=2 AND E306 = 3044 AND E310=30) OR INSTITUTION1=2), NO LONGER ENROLLED)

TERM   *(IF ONLINE) Unfortunately you do not qualify to complete this survey. If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or via email at ses@srcentre.com.au.

*(COMMENCESCREEN=2, HAVE NOT COMPLETED ENOUGH OF COURSE)

TERM3   As you have indicated that you have not completed at least one <unit> of your <course>, you do not qualify to complete the survey at this time. Thank you for your interest in the Student Experience Survey.

If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or via email at ses@srcentre.com.au.

*(TIMESTAMP)

*(ALLTERM)

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

Appendix 9   Survey screenshots

2023 Student Experience Survey (SES) – Survey screen shots

This appendix provides examples of the different item styles displayed in the online survey.

Introduction

Thank you for agreeing to take part in the Student Experience Survey (SES) and congratulations on entering the final stage of your higher education course in 2023. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. As a student close to completing your studies, we are very interested to know how things have gone for you and how your institution supported you to achieve success in your course.

Most people take approximately 10 minutes to complete all the questions, depending on their answers.

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

Please **do not** use the browser 'BACK' button to go back to a previous question.

Please press the 'Next' button below to continue.

Yes/No item with radio buttons

Multiple response item with radio buttons

Grid item

How **helpful** have you found the following **supports and services** provided by your institution during 2023?

	Not at all helpful	A little helpful	Somewhat helpful	Quite helpful	Very helpful	Not applicable
Enrolment processes and support	○	○	○	○	○	○
Induction/orientation activities	●	●	●	●	●	●
Online learning platform (i.e. Learning Management System, Blackboard)	○	○	○	○	○	○
Career development services (including employability, skill development, careers advice and planning)	●	●	●	●	●	●
Study or learning support services	○	○	○	○	○	○
Counsellors and/or health services	●	●	●	●	●	●
Financial and/or legal advisors	○	○	○	○	○	○

Previous   Next

Free text response item

SES
Student Experience Survey

Save and close

What have been the best aspects of your **Bachelor of Dental Health Science** course?

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

Previous   Next

Close screen

SES
Student Experience Survey

Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

www.ses.edu.au – The survey home page with links to key information.
www.srcentre.com.au/ses – A list of SES FAQs with detailed information.
www.compared.edu.au – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

Submit

Appendix 10   Small screen optimisation

Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2023 SES and the QILT suite of surveys more broadly. Online survey presentation was informed by the literature and accessibility guidelines.

Small screen optimisation principles

Some of the device effects associated with completing online surveys via small screen devices, as reported in Callegaro et al. (2015), include longer questionnaire completion times, but quicker response times, higher break off rates, shorter answers to open ended questions, increased primacy effects and increased use of responses that appear on the screen without the need for vertical or horizontal scrolling. Small screen optimisation is the term used to try and mitigate some of these potential device effects. For the QILT suite of surveys, the Social Research Centre had sought to ensure that the surveys were optimised for small screen devices. Based on Callegaro, et al., (2015), the Social Research Centre adopted a set of basic guidelines for designing online surveys for completion on small screen devices. These included:

- Keeping the subject, content and survey link short in the email invitation, as long subject lines will create multiple lines of text requiring the respondent to scroll.

- Removing or reducing all non-essential, non-question content in question pages as these take longer to load. Information such as the Social Research Centre's privacy statement, and survey frequently asked questions, were made available as links at the bottom of email invitations and reminders and were not presented on screen by default.

- Minimising the use of grid / table format for questions as tables require respondents to zoom and scroll horizontally just to read the text. The current iteration of the survey had all grid statements presented as a set of items on small screen devices, so respondents only had to scroll vertically and were not required to zoom or scroll horizontally.

- Optimising the size and orientation of the navigation (Previous and Next) and Save buttons for small screen devices. The small screen layout stacked the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons were also increased to assist with selection and reduce the need for scrolling.

- Drag and drop format questions (as often used for ranking) may not work well on a small screen device and are best avoided. There were no drag and drop format questions in the 2023 SES questionnaire, but this is a consideration for the future.

- Consider splitting long bipolar scales into two questions, first the two main options (satisfied or dissatisfied) and then the level within each option (e.g. extremely, very, somewhat), particularly for scales with 7 or more points (this was not applied to items used for the QILT suite of surveys indicators to date).

- Continuing to avoid videos and large pictures wherever possible as they can be problematic and take a long time to load.

Optimisation within the SES

Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type.

Several elements of the online survey were changed for small screen users. The size of pictures (such as the SES logo) were scaled for optimal display on small screens and grid items were optimised to ensure response options on the right-hand side of the grid do not fall off-screen, leading to response error. The size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.

Font types and sizes were customised for small screen display and there were subtle differences in the user interface between touchscreen and non-touch enabled devices. For touchscreen devices proportionally larger buttons were used to reduce margin of error for selecting a response option, with the software being able to determine which response option was intended to be selected where a user had touched near, but not perfectly on the response option.

Grid (also known as table or matrix) items were reconfigured to display over multiple screens (navigated by vertical scrolling) on a small screen device. See Figure 1 and Figure 2 for comparison of small screen and desktop grid item display.

Figure 1 Grid item display on small screen device

Figure 1 Grid item display on small screen device
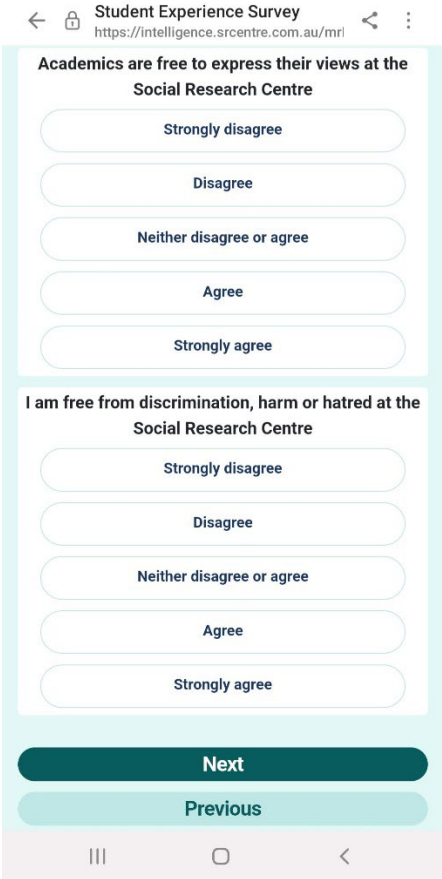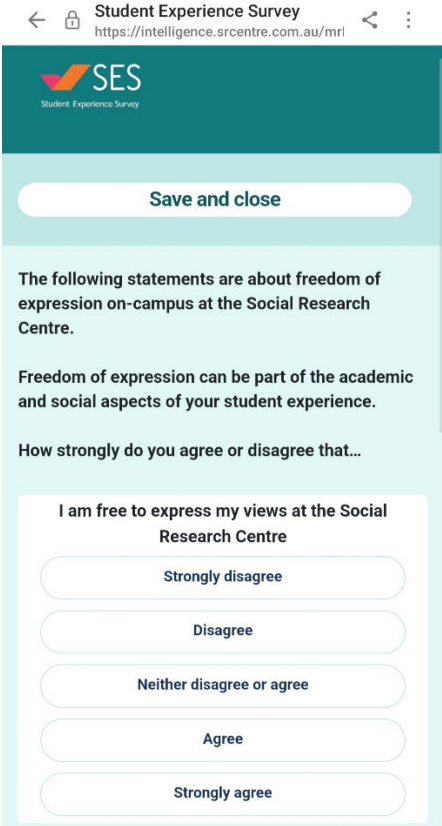
Figure 2 Grid item display on desktop device

The following statements are about freedom of expression on-campus at the Social Research Centre.

Freedom of expression can be part of the academic and social aspects of your student experience.

How strongly do you agree or disagree that…

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
I am free to express my views at the Social Research Centre	○	○	○	○	○
Academics are free to express their views at the Social Research Centre	●	●	●	●	●
I am free from discrimination, harm or hatred at the Social Research Centre	○	○	○	○	○

Previous   Next

References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.

Appendix 11 Response by institution

2023 SES – Response by institution

University	Initial population	Dis-qualified	Out-of-scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Australian Catholic University	19,232	73	58	1,330	17,844	7,652	42.9	47.0	49.2	45.9	43.9
Avondale University	474	0	2	33	439	218	49.7	49.8	53.4	56.0	58.2
Bond University	3,591	6	69	379	3,143	1,104	35.1	35.9	35.7	41.6	47.6
Central Queensland University	10,348	12	241	568	9,539	4,425	46.4	43.0	47.6	49.3	44.9
Charles Darwin University	6,152	0	164	374	5,614	2,465	43.9	43.4	44.6	43.2	46.8
Charles Sturt University	14,217	30	310	1,006	12,901	5,560	43.1	37.1	39.2	39.8	40.6
Curtin University	21,119	<5	532	1,499	19,088	7,836	41.1	36.3	38.8	43.1	40.3
Deakin University	21,254	0	429	1,524	19,301	7,560	39.2	40.8	49.1	49.7	45.2
Edith Cowan University	15,807	0	424	947	14,436	7,368	51.0	41.4	42.1	48.0	46.4
Federation University Australia	7,269	0	189	392	6,688	2,806	42.0	34.0	44.3	45.8	45.5
Flinders University	13,916	0	234	880	12,802	4,988	39.0	26.2	41.6	46.5	44.1
Griffith University	26,958	0	617	1,842	24,499	9,811	40.0	34.1	36.9	40.4	34.0
James Cook University	8,623	<5	172	567	7,884	3,498	44.4	29.1	40.9	48.8	46.7
La Trobe University	20,447	5	271	1,376	18,800	7,653	40.7	38.7	40.8	43.5	41.7
Macquarie University	23,708	<5	428	993	22,287	8,772	39.4	36.2	44.2	48.2	47.4
Monash University	44,189	<5	826	4,608	38,755	15,047	38.8	35.3	40.8	45.2	46.4
Murdoch University	7,195	0	157	425	6,613	3,147	47.6	37.0	38.8	42.4	38.7
Queensland University of Technology	22,534	<5	652	1,316	20,566	8,229	40.0	33.8	43.5	48.3	33.0
RMIT University	30,737	10	394	1,827	28,516	7,160	25.1	22.7	25.3	39.6	35.7
Southern Cross University	6,853	0	212	468	6,173	2,578	41.8	41.7	47.5	47.0	44.6
Swinburne University of Technology	18,939	<5	374	1,197	17,368	7,156	41.2	42.0	45.6	50.9	44.6
The Australian National University	10,828	<5	219	355	10,254	3,572	34.8	31.8	33.4	41.4	34.7
The University of Adelaide	10,298	0	36	646	9,616	3,881	40.4	41.0	46.3	50.3	53.1
The University of Melbourne	28,731	229	66	2,105	26,560	11,854	44.6	43.4	45.8	51.7	48.7
The University of Notre Dame Australia	6,275	<5	121	489	5,665	2,678	47.3	34.6	43.4	47.3	47.4
The University of Queensland	28,014	0	751	1,825	25,438	8,451	33.2	31.9	34.3	39.4	43.1

University	Initial population	Dis-qualified	Out-of-scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
The University of South Australia	17,032	0	296	857	15,879	5,894	37.1	38.2	37.1	42.5	38.6
The University of Sydney	32,961	0	937	2,523	29,501	8,659	29.4	30.8	40.4	33.1	29.8
The University of Western Australia	15,041	<5	352	957	13,732	6,769	49.3	41.7	43.0	32.5	33.2
Torrens University	5,114	11	16	213	4,885	2,706	55.4	50.1	49.9	50.7	45.9
University of Canberra	9,467	<5	284	679	8,504	3,749	44.1	40.2	41.6	44.6	45.8
University of Divinity	712	1	21	42	649	348	53.6	47.8	57.9	59.8	57.7
University of New England	4,447	0	143	364	3,940	1,771	44.9	41.7	47.8	51.1	50.2
University of New South Wales	40,504	12	578	2,751	37,175	14,178	38.1	35.8	41.6	42.0	46.6
University of Newcastle	14,660	0	306	1,118	13,236	4,394	33.2	31.6	40.2	36.1	45.4
University of Southern Queensland	7,253	0	315	433	6,505	3,063	47.1	43.2	42.8	55.9	53.1
University of Tasmania	9,066	0	184	548	8,334	3,984	47.8	44.6	47.0	46.3	50.6
University of Technology Sydney	25,711	0	246	1,986	23,479	7,312	31.1	32.8	37.4	35.6	43.8
University of the Sunshine Coast	5,488	0	30	288	5,170	2,560	49.5	43.9	54.3	52.7	52.8
University of Wollongong	12,162	6	161	863	11,138	4,165	37.4	37.5	43.5	50.6	49.0
Victoria University	9,911	0	158	587	9,166	4,065	44.3	35.2	43.4	43.8	41.9
Western Sydney University	20,491	0	288	1,634	18,569	5,335	28.7	37.1	38.0	34.9	42.4

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Academies Australasia Polytechnic Pty Limited	285	0	20	9	256	149	58.2	29.7	29.2	n/a	n/a
Academy of Information Technology	584	0	38	29	517	259	50.1	40.1	45.3	43.1	28.6
ACAP and NCPS	3,908	0	32	252	3,624	1,723	47.5	46.9	51.7	53	65.3
Adelaide Central School of Art	192	0	4	13	175	112	64.0	64.9	78.8	73.3	74.5
Adelaide Institute of Higher Education	85	0	3	2	80	41	51.3	n/a	n/a	n/a	n/a
Alphacrucis College	1,564	5	45	125	1,394	583	41.8	38.7	41.5	44.5	49.8
Asia Pacific International College	570	0	11	18	541	220	40.7	44.3	34.1	n/a	n/a
Australian Academy of Music and Performing Arts	110	1	0	6	104	45	43.3	43.1	49.4	56.3	59
Australian Chiropractic College Limited	109	0	0	11	98	56	57.1	n/a	n/a	n/a	n/a
Australian College of Christian Studies	96	0	3	6	87	51	58.6	63.9	48.6	53	53.8
Australian College of Nursing	904	6	102	94	708	240	33.9	39.4	36.8	35.6	47.6
Australian College of Theology Limited	1,977	0	77	174	1,726	895	51.9	56.7	56.0	57.4	65.8
Australian Institute of Business Pty Ltd	1,841	0	29	168	1,644	611	37.2	40.7	48.5	39.6	54.8
Australian Institute of Higher Education	901	2	31	31	839	328	39.1	39.9	40.6	n/a	n/a
Australian Institute of Management Education & Training	897	5	24	80	793	313	39.5	47.5	35.1	47	54.8
Australian Institute of Professional Counsellors	830	3	42	40	748	275	36.8	40.8	40.8	44.4	49.2
Australian School of Accounting	135	0	5	1	129	64	49.6	n/a	n/a	n/a	n/a
BBI - The Australian Institute of Theological Education	194	0	8	15	171	64	37.4	44.5	46.1	42.2	56.1
Box Hill Institute	362	0	8	17	337	132	39.2	46.4	47.9	41.9	43.7
Cambridge International College Australia	188	0	6	10	172	74	43.0	n/a	n/a	n/a	n/a

| NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Campion College Australia	158	4	4	14	140	69	49.3	45.3	44.5	71.2	78.1
Chisholm Institute	197	0	11	8	178	83	46.6	66.5	47.8	56.7	55.3
Christian Heritage College	464	0	5	34	425	185	43.5	48.3	47.6	47.1	56
Collarts (Australian College of the Arts)	1,320	1	23	85	1,212	468	38.6	45.2	49.3	48	47.6
Crown Institute of Higher Education Pty Ltd	1,222	0	63	45	1,114	353	31.7	n/a	n/a	n/a	n/a
Curtin College	826	0	98	20	708	268	37.9	37.1	39.1	40.5	n/a
Deakin College	877	0	15	35	827	297	35.9	32.1	47.1	47.3	n/a
Eastern College Australia	71	0	2	2	67	32	47.8	54.7	49.6	47.1	63.5
Edith Cowan College	734	0	118	14	602	296	49.2	37.5	56.1	35.1	n/a
Elite Education Institute	2,602	0	41	279	2,282	1,035	45.4	12.9	18.8	n/a	n/a
Endeavour College of Natural Health	529	0	11	24	494	294	59.5	41.0	40.8	41.5	51
Equals International	121	0	3	3	115	37	32.2	25.0	53.8	n/a	n/a
Excelsia College	1,294	0	53	39	1,202	503	41.8	42.4	54.7	64.3	67.3
Eynesbury College	86	0	3	3	80	35	43.8	30.3	65.6	64.8	n/a
Gestalt Therapy Brisbane	84	0	2	11	71	46	64.8	50.7	n/a	n/a	n/a
Governance Institute of Australia	381	0	18	43	320	144	45.0	48.4	47.0	n/a	n/a
Griffith College	986	0	54	40	892	332	37.2	30.7	44.0	23.7	n/a
Health Education & Training Institute	124	1	5	20	99	26	26.3	31.9	39.4	37.5	n/a
HEPCO The Tax Institute Higher Education	147	0	3	18	126	32	25.4	n/a	n/a	n/a	n/a
Holmes Institute	2,220	0	83	66	2,071	904	43.7	33.5	26.0	35.6	34.3
Holmesglen Institute	795	0	8	60	727	221	30.4	35.7	46.7	34.9	44.8
Ikon Institute of Australia	798	0	11	64	723	375	51.9	59.9	74.2	n/a	n/a
INSEARCH	987	0	17	59	911	342	37.5	n/a	n/a	n/a	n/a
Institute of Chartered Accountants in Australia	10,352	24	98	934	9,320	1,495	16.0	n/a	n/a	n/a	n/a
Institute of Health & Management Pty Ltd	248	0	11	12	225	124	55.1	43.0	35.6	n/a	n/a

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
International College of Hotel Management	179	0	6	3	170	86	50.6	49.1	67.0	51.5	65
International College of Management, Sydney	1,063	0	21	51	991	431	43.5	34.6	49.3	58.3	46.6
ISN Psychology Pty Ltd	288	0	6	20	262	121	46.2	61.1	62.1	68.1	n/a
Jazz Music Institute	64	0	0	3	61	20	32.8	42.6	43.8	34.4	28.8
Kaplan Business School	5,249	1	136	137	4,976	2,448	49.2	38.6	44.9	43.6	53.2
Kaplan Higher Education Pty Ltd	2,144	9	51	289	1,804	474	26.3	32.2	32.1	37	46.3
King's Own Institute	2,135	0	65	56	2,014	1,014	50.3	44.9	46.4	53.8	71.4
La Trobe College Australia	714	0	23	18	673	282	41.9	41.1	38.6	35.5	n/a
LCI Melbourne	122	1	6	8	108	50	46.3	53.2	55.5	69.5	65.3
Le Cordon Bleu Australia	149	0	3	6	140	52	37.1	31.9	31.8	41.8	n/a
Leaders Institute	64	1	0	0	64	52	81.3	64.3	60.7	n/a	n/a
Lyons College	66	0	5	3	58	19	32.8	n/a	n/a	n/a	n/a
Macleay College	300	0	14	22	264	120	45.5	35.3	43.2	36.3	53.6
Marcus Oldham College	187	0	1	14	172	133	77.3	66.4	57.3	83.5	88.8
Melbourne Institute of Technology	1,968	0	47	45	1,876	852	45.4	28.8	43.3	43.1	43.8
Melbourne Polytechnic	806	0	28	29	749	213	28.4	35.3	41.0	41.5	44.9
MHM Higher Education	423	2	17	30	376	124	33.0	n/a	n/a	n/a	n/a
Monash College	759	0	10	21	728	227	31.2	n/a	n/a	n/a	n/a
Moore Theological College	366	0	2	41	323	179	55.4	69.1	70.8	60.6	66.8
Morling College	140	0	6	9	125	64	51.2	48.0	52.5	55.3	n/a
Nan Tien Institute	63	0	3	1	59	44	74.6	66.7	61.0	57.7	72
National Art School	571	0	7	34	530	245	46.2	48.1	44.2	48.2	59.7
National Institute of Organisation Dynamics Aust	29	0	1	1	27	24	88.9	72.0	n/a	n/a	n/a
Ozford Institute of Higher Education	148	0	7	8	133	55	41.4	37.5	44.3	n/a	n/a
Perth Bible College	55	0	3	3	49	25	51.0	47.2	52.5	60	78.9
Photography Studies College (Melbourne)	110	0	1	10	99	55	55.6	66.4	52.6	54.2	72.2
Polytechnic Institute Australia Pty Ltd	807	6	18	8	781	282	36.1	30.4	22.6	n/a	n/a

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
SAE Institute	2,880	0	111	190	2,579	973	37.7	34.3	43.7	48.8	52.6
Sheridan College Inc.	69	0	4	1	64	50	78.1	78.2	n/a	n/a	n/a
South Australian Institute of Business and Technology	412	0	9	10	393	151	38.4	43.2	49.9	39.7	n/a
Southern Cross Education Institute (Higher Education)	482	8	25	22	435	151	34.7	n/a	n/a	n/a	n/a
SP Jain School of Management	325	0	3	6	316	246	77.8	57.8	79.7	47.6	49.3
Stanley College	219	0	8	7	204	96	47.1	n/a	n/a	n/a	n/a
Stott's College	2,545	0	11	50	2,484	1,154	46.5	39.0	40.1	42.2	36.1
Sydney College of Divinity	958	14	28	92	838	294	35.1	42.1	41.4	41.1	40.9
Sydney Institute of Business and Technology	103	0	2	1	100	58	58.0	45.1	54.8	37	n/a
Sydney International School of Technology and Commerce	173	0	11	5	157	55	35.0	n/a	n/a	n/a	n/a
Tabor College of Higher Education	564	0	18	33	513	225	43.9	50.7	53.3	52.7	54.7
TAFE NSW	1,763	0	49	112	1,602	739	46.1	44.8	49.1	41.9	45.2
TAFE Queensland	276	0	12	20	244	73	29.9	40.1	41.2	44.4	52.2
TAFE South Australia	193	0	9	16	168	69	41.1	39.8	42.9	55.2	64.2
The Australian College of Physical Education	679	0	5	52	622	198	31.8	32.0	40.2	40.8	48.4
The Australian Institute of Music	510	0	4	24	482	229	47.5	40.9	53.1	47.9	50.4
The Cairnmillar Institute	468	0	3	36	429	238	55.5	55.8	52.2	57.6	57.2
The College of Law Limited	4,427	9	190	990	3,247	791	24.4	33.9	n/a	n/a	n/a
The JMC Academy	2,190	4	49	135	2,006	872	43.5	47.5	43.3	38.7	52.2
The MIECAT Institute	196	27	3	8	185	96	51.9	61.9	65.4	63.6	75.4
Think Education	73	0	1	4	68	37	54.4	60.2	60.5	52.5	54.6
Universal Business School Sydney	560	2	10	20	530	228	43.0	37.7	36.6	30.9	28.1
UOW College	202	0	21	7	174	59	33.9	43.5	44.7	29.2	39.5
VIT (Victorian Institute of Technology)	1,028	12	39	13	976	592	60.7	52.0	55.7	50.9	67.4
Wentworth Institute of Higher Education	813	0	39	21	753	377	50.1	45.7	56.1	54.9	50.2
Western Sydney University International College	118	0	2	3	113	31	27.4	n/a	n/a	n/a	n/a

NUHEI	Initial population	Disqualified	Out of scope	Opted-out	Final sample	Responses	2023 Response Rate %	2022 Response Rate %	2021 Response Rate %	2020 Response Rate %	2019 Response Rate %
Whitehouse Institute of Design, Australia	254	0	0	10	244	136	55.7	64.9	62.5	62.6	67.8
William Angliss Institute	395	0	15	36	344	113	32.8	29.1	44.4	41	47.1

Appendix 12 2023 SES Summary of questionnaire changes
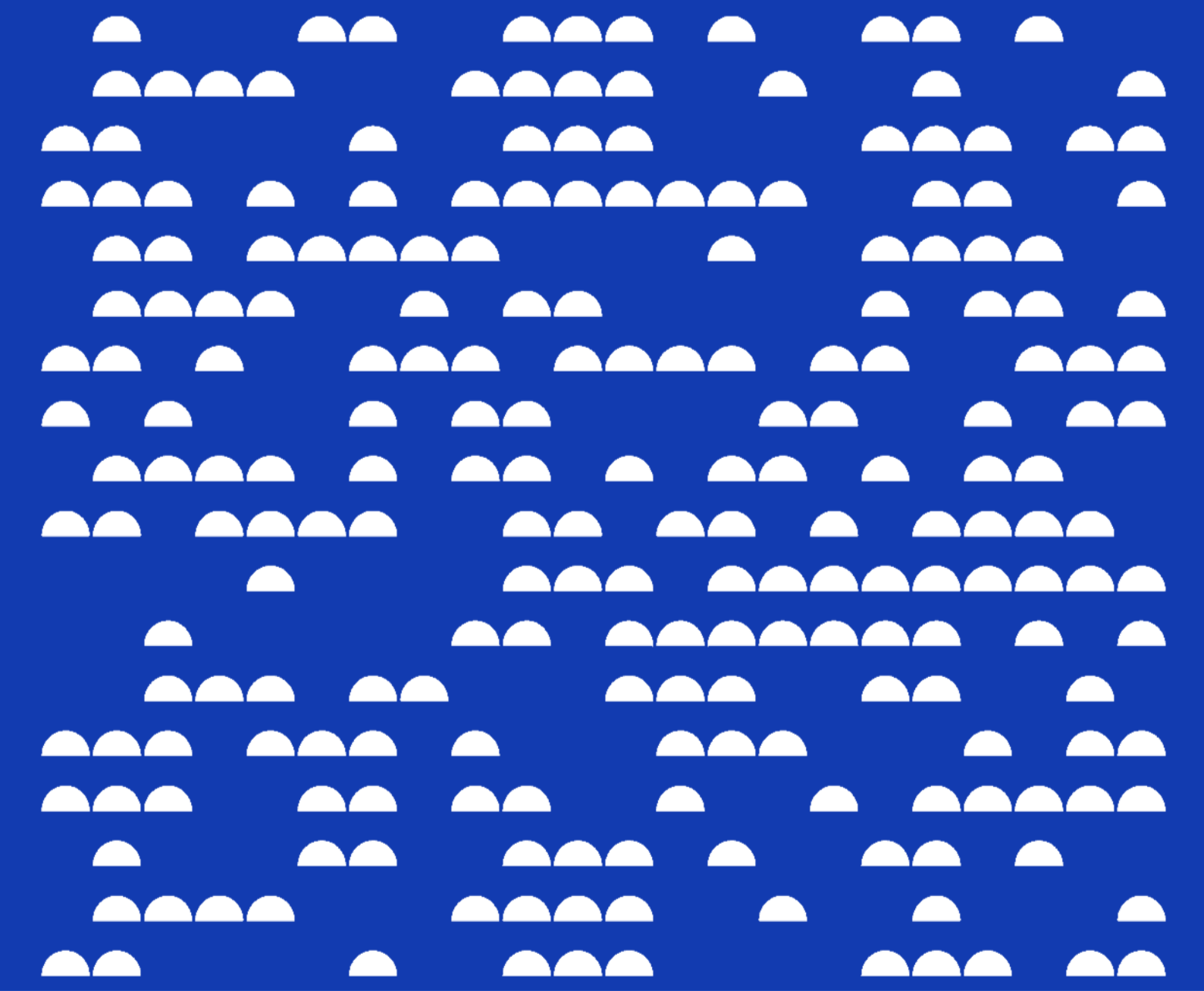
Summary of Changes to the 2023 Student Experience Survey

Review of the SES | Information paper 1

August 2023

Acknowledgements

We acknowledge the Wurundjeri People who are the Traditional Custodians of the lands on which our company is located, and the Traditional Custodians of country throughout Australia, where we conduct our business. We pay our respects to Elders, past, present and emerging. The Social Research Centre is committed to honouring First Nations peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

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Version: 1 | 10 August 2023

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1.   Introduction

The Student Experience Survey (SES) provides a national architecture for collecting data on key aspects of the higher education student experience. The SES focuses on measurable aspects of the student experience that are linked with learning and development outcomes, and potentially able to be influenced by institutions.

Originally developed as the University Experience Survey (UES) in 2011, the SES was renamed in 2015 to facilitate the inclusion of students from non-university higher education institutions (NUHEIs).

Prior to 2020, other than minor changes in wording to ensure the survey instrument was relevant to all higher education students, the survey questionnaire had remained essentially unchanged from the 2015 SES. In 2020, a new international student module was added to measure broader aspects of the international student experience including living and accommodation experience and reasons for choosing to study in Australia. In 2021, a set of items measuring students' perceptions of freedom of expression on campus was added.

In 2022, the Australian Council for Educational Research (ACER), in collaboration with the Social Research Centre (SRC), was commissioned by the Australian Government Department of Education (the Department) to review the SES instrument to determine whether it was still appropriate for measuring the experience of higher education students and was meeting the needs of data users. Following this review, recommendations were made to improve the instrument, resulting in a number of changes being made to the 2023 SES. These changes, approved by the Department and endorsed by the QILT Working Group, are summarised in this document.

The changes to the 2023 SES will have implications on the structure of the data files institutions receive. Institutions with data warehouses should notify their IT departments in advance so they can be ready to make the necessary updates once the changes are confirmed.

A separate document outlining the changes to the institutional data files will be distributed in mid-October 2023, prior to the delivery of institution data files in January 2024.

1.1.   Review of the SES

ACER conducted the review of the SES in two phases in 2022-23. Phase 1 consisted of a review of the literature and policy, psychometric and statistical analyses of existing SES data, and a broad consultation with current data users and other stakeholders in the Australian higher education sector. Phase 1 concluded with the submission of an interim report to the Department that included options for making changes to the SES which could be pursued in Phase 2 of the review.

Phase 2 of the review involved the redevelopment of specific areas of focus identified in Phase 1. Questions were re-drafted and focus areas realigned with the aim of ensuring the instrument reflects current experiences of students and remains clear and useful for stakeholders and data users.

New or modified questions were cognitively tested in February 2023 with current higher education students and refined based on student feedback. A pilot study was conducted in March and April 2023 using the redeveloped instrument. A total of 2,718 surveys were completed by current higher education students at Australian universities. The responding population included a mix of students from different course levels, study areas and demographic backgrounds.

ACER conducted psychometric and statistical analyses of the pilot data before preparing recommendations in a final report submitted to the Department.

For further details on the review process and rationale for the changes made to the 2023 SES, slides and recordings of webinars presented by ACER at the conclusion of Phase 1 and Phase 2 of the review are available to download from the QILT provider portal. Refer to QILT Webinar – 23 March and QILT Webinar – 5 July from the provider resources.

1.2.   Changes to the SES instrument

Based on findings from the review of the SES, the following changes were made to the 2023 SES instrument:

- The addition of a set of questions related to study mode.
- The redevelopment of two focus areas and one item:
  o Peer Engagement focus area (previously known as the Learner Engagement focus area)
  o Student Support and Services focus area (previously known as the Student Support focus area)
  o Response options for the 'Seriously considered leaving' question.
- The removal of questions related to:
  o where students' study is based and the amount of study done online
  o students' average grade
  o visa type.

These changes are outlined in further detail below. A complete item summary of the 2023 SES is available in Appendix 1.

1.1.1.   Peer Engagement focus area – previously known as Learner Engagement

Phase 1 of the review of the SES found that the original Learner Engagement focus area and underlying items had statistical issues, stakeholders expressed that the findings for this focus area were difficult to communicate, and many felt that the aspects of learner engagement currently included in the focus area were too narrow and not important to students. This focus area was redeveloped to better align the items included in this focus area and to ensure that items focus on one factor psychometrically.

OPPLOC (*At your institution during 2022, to what extent have you been given opportunities to interact with local students?*) and FEELPREP (*At your institution during 2022, to what extent have you felt prepared for your study?*) were removed from the 2023 SES instrument. Analysis from Phase 1 of the review found OPPLOC was mostly relevant to international students only and FEELPREP was more closely associated with items in the Student Support focus area.

BELONG (*At your institution during 2022, to what extent have you had a sense of belonging to your institution?*), a benchmark and KPI for many institutions, was moved out of the focus area but retained in the SES instrument to be reported separately.

The name of this focus area was changed to Peer Engagement to better reflect the items being interrogated.

Variable	Question	Response options
INTERACTINTROA	Thinking about your <FINALCOURSEA> <course> in <SURVEYYEAR>, how frequently have you…	1. Never 2. Rarely 3. Sometimes 4. Often 5. Always
	(STATEMENTS)	
DISCUSS_REV	a) Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)	
WRKOTHER_REV	b) Worked with other students as part of your <COURSE>? (e.g. group assignments, in-class collaboration)	
INTERHELP	c) Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study)	
INTEROUR_REV	d) Interacted socially with other students outside of your study?	
INTERDIVER	e) Interacted with a diverse range of students?	
INTERACTINTROB	Thinking about your <FINALCOURSEB> <course> in <SURVEYYEAR>, how frequently have you…	1. Never 2. Rarely 3. Sometimes 4. Often 5. Always
	(STATEMENTS)	
DISCUSSB_REV	a) Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)	
WRKOTHERB_REV	b) Worked with other students as part of your <COURSE>? (e.g. group assignments, in-class collaboration)	
INTERHELPB	c) Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study)	
INTEROURB_REV	d) Interacted socially with other students outside of your study?	
INTERDIVERB	e) Interacted with a diverse range of students?	

1.1.2. Student Support and Services focus area – previously known as Student Support

Analysis of the Student Support focus area conducted in Phase 1 of the review identified some statistical issues. It also became apparent through the consultation process that the items were focused on students' interactions with traditional centralised support services and did not capture the many different types of support currently available and how students access them.

The Student Support focus area was redeveloped to ensure the items were relevant to the way student support and services are delivered in 2023 and beyond, as well as to address the psychometric issues found with this focus area. The response options were also updated to ensure they answered the question being asked. Additionally, all the items found in this focus area were given the same question and answer format to streamline the responses and reduce respondent burden.

The name of this focus area was changed to Student Support and Services to better reflect the underlying items measured.

Table 2 New Student Support and Services focus area items

Variable	Question	Response options
SUPPSERV	How helpful have you found the following supports and services provided by your institution during 2023?	1. Not at all helpful
		2. A little helpful
		3. Somewhat helpful
	(STATEMENTS)	4. Quite helpful
SUP_ENROL	a) enrolment processes and support	5. Very helpful
SUP_INDUCT	b) induction/orientation activities	97. Not applicable
SUP_LMS	c) online learning platform (i.e. Learning Management System)	
SUP_CARDEV	d) career development services (including employability skill development, careers advice and planning)	
SUP_STUDY	e) study or learning support services	
SUP_HEALTH	f) counsellors and/or health services	
SUP_FINLEG	g) financial and/or legal advisors	

1.1.3. Teaching Quality and Engagement focus area – previously known as Teaching Quality

No changes were made to the underlying items within the Teaching Quality focus area, however, the name was expanded to Teaching Quality and Engagement to better reflect what this focus area measures.

1.1.4. Learning Resources

No changes were made to the underlying items within the Learning Resources focus area, however, 'Online Learning Platform' (i.e. Learning Management System), which was added to the 2020 SES but never included in the Learning Resources focus area score, has moved and will now be included as part of the new Student and Support Services focus area items (refer to Table 2).

1.1.5. Study mode

Mode of study is an important variable in understanding differences in students' educational experiences. Over the past 10 years since the instrument was first developed, there has been a rapid increase in students studying online. There has also been a proliferation of flexible study options available to students. This has made it increasingly difficult for institutions to record accurate study mode data for students. Throughout the consultation process of the review, it was apparent that there was a need for more accurate data related to students' mode of study.

A set of items was developed for the 2023 SES that could be used to derive mode of study outcomes for students. The aim of these three multi-layer questions is to derive five modes of study: on-campus, blended – less than half online, hybrid – half or more online, all online – with some or all synchronous and all online – asynchronous.

To provide additional context to data users, an additional item related to the proportion of students' course time spent on work-integrated learning was also added to the 2023 SES. It is expected that this data will provide additional nuance when analysing results.

Table 3 New study mode questions

Variable	Question	Response options
CONTENT	Which of these best describes how you participated in your classes in <SURVEYYEAR>? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.	1. All online, i.e. all students and teachers are online 2. All on-campus, i.e. students and teachers in the same physical place at the same time 3. Blended / hybrid, i.e. a mix of online and on-campus
ONLINE_REV	In <SURVEYYEAR>, what proportion of all your classes did you participate in online? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.	1. None 2. Some 3. About half 4. Most 5. All
ONLINETYP	In <SURVEYYEAR>, which best describes your online <course>?	1. My <course> requires me to participate in classes with teachers and other students at the same time 2. My <course> requires me to access content in my own time. I don't have classes with other teachers or students 3. My <course> is a mix of the above. Some <units> have classes with students and teachers in them at the same time. Some <units> have no classes and I access content in my own time. 4. Other (please describe)
WIL	In <SURVEYYEAR>, what proportion of your <course> involved activities such as placements, internships or work integrated learning?	1. None 2. Some 3. About half 4. Most 5. All

1.1.6.   Considered leaving

Students are asked in the SES if they have seriously considered leaving their institution in the survey year and if so, they can provide their reasons from a list displayed in survey, or they can write in their reason if an appropriate option is not available. There were several response options in the previous list that were ambiguous or overlapped (e.g., 'Difficulty paying fees' and 'Financial difficulties'). In addition, the most common reason chosen by approximately half of respondents was 'Health or stress' which was difficult to interpret as it potentially covered three separate reasons.

Response options were reviewed and updated ahead of the 2023 SES. In some cases, previous response options were retained but clarifying text was added. For example, 'Career prospects' was updated to 'Lack of career prospects'. Some options were removed, such as 'Graduating', which did not make sense in the context of the question asked.

'Health or stress' was replaced with three new options: 'My physical health', 'My mental health', and 'My stress levels'. This change is intended to provide institutions with more nuanced information they can utilise to better support students.

Respondents can continue to write in other reasons. These will be monitored and used to inform future refinement to this list of response options.

Table 4 List of the old and new response options for reasons considered leaving

Old response options		New response options	
Variable	**Label**	**Variable**	**Label**
chaexch	Academic exchange	chbored	Boredom/lack of interest
chasupp	Academic support	chcommu	Commuting difficulties
chadsup	Administrative support	chreput_rev	Concerns about my institution's reputation
chbored	Boredom/lack of interest	chexpec_rev	<course> expectations not met
chpros	Career prospects	chwrkld_rev	Difficulty with study workload
chdirec	Change of direction	chfamly_rev	Family caring responsibilities
chcommu	Commuting difficulties	chfdiff	Financial difficulties
chfees	Difficulty paying fees	chgapyr	Gap year/deferral
chwrkld	Difficulty with workload	chasupp_rev	Lack of academic support
chexpec	Expectations not met	chadsup_rev	Lack of administrative support
chfamly	Family responsibilities	chpros_rev	Lack of career prospects
chfdiff	Financial difficulties	chconn	Lack of connection to my institution
chgapyr	Gap year/deferral	chtech	Limited access to technology
chgvtas	Government assistance	chgrade	Low or failing grades
chgradu	Graduating	chmove	Moving residence
chhealt	Health or stress	chothinst	Moving to another institution
chreput	Institution reputation	chcrsdiff	My <course> is too difficult
chmove	Moving residence	cheng	My English language skills
chbreak	Need a break	chmhlth	My mental health
chpwork	Need to do paid work	chphlth	My physical health
chopp	Other opportunities	chstress	My stress levels
chwrkrp	Paid work responsibilities	chwrkrp	Paid work responsibilities
chprsnl	Personal reasons	chqacrn	Quality concerns
chqacrn	Quality concerns	chsocrn	Social reasons
chothof	Received other offer from another university or higher education institution	chblnce	Study/life balance
chsocrn	Social reasons	chjoboff	To pursue a career or job offer
chshgstd	Standards too high	chtravl_rev	To travel
chblnce	Study/life balance	chother	Other reasons (please specify)
chtravl	Travel or tourism		
chother	Other reasons (please specify)		

1.1.7.   Removed items

Table 5 below provides a complete summary of all items removed from the 2023 SES.

Table 5 Summary of items removed from the 2023 SES

Variable	Question stem	Response options
ADMININTRO SETTLE EFFENROL FEELPREP INDUCT	At your institution during <SURVEYYEAR>, to what extent have you… (STATEMENTS) a) Received support from your institution to settle into study? b) Experienced efficient enrolment and admissions processes? c) Felt prepared for your study? d) Felt induction/orientation activities were relevant and helpful?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable
OPPLOC	At your institution during <SURVEYYEAR>, to what extent have you been given opportunities to interact with local students?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable
QLLMS / QLLMSB	Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEA> / <FINALCOURSEB> <course>…? (STATEMENT) h) Online Learning Platform (i.e. Learning Management System, <INSTLMS_TXT>)	1. Poor 2. Fair 3. Good 4. Excellent 5. Not applicable
CARINTRO	During <SURVEYYEAR>, to what extent have you found careers advisors to be… a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much
ADMINTRO	During <SURVEYYEAR>, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be… a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much
ACDINTRO	During <SURVEYYEAR>, to what extent have you found academic or learning advisors to be… a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much
SUPINTRO	During <SURVEYYEAR>, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be…	1. Had no contact 2. Not at all 3. Very little 4. Some

Variable	Question stem	Response options
	a) Available? b) Helpful?	5. Quite a bit 6. Very much
SERVINTRO	At your institution during <SURVEYYEAR>, to what extent have you… a) Been offered support relevant to your circumstances? b) Received appropriate English language skill support?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable
CAMPUSR	Where has your study been mainly based in <SURVEYYEAR>?	1. On one campus 2. On two or more campuses 3. Mix of external, distance and on-campus 4. External/Distance
ONLINEA / ONLINEB	Thinking about your <FINALCOURSEA / FINALCOURSEB> <course>, how much of your study do you do online?	1. None 2. About a quarter 3. About half 4. All or nearly all
GRADEA / GRADEB	Thinking about your <FINALCOURSEA / FINALCOURSEB> <course>, which number between 0 and 100 represents your average grade so far in <SURVEYYEAR>?	1. No results 2. 0-49% 3. 50-59% 4. 60-69% 5. 70-79% 6. 80-89% 7. 90-100%
INTVISA	What type of Australian visa do you currently hold?	1. Student visa (Subclass 500) 2. Temporary graduate visa (Subclass 485) 3. Bridging visa (awaiting outcome of substantive visa application) 90. Other

.

Appendix 1:   2023 SES Item Summary

Variable	Item Label	Values	Base
Module	**Module A: Introduction and Screening**		
INSTITUTION	Are you currently enrolled in a <course> at <E306CTXT>?	1. Yes 2. No	ALL
INSTITUTION1	Just to confirm, you are not enrolled in any <course> at <E306CTXT>?	1. Actually, I am still enrolled at <E306CTXT> 2. I am definitely no longer enrolled at <E306CTXT>	NOT CURRENTLY ENROLLED AT INSTITUTION
COURSESCREEN1	Can you please confirm that you are currently enrolled in the following <course>/s? <E308A> <E308A>/<E308B>	1. Yes 2. No	CURRENTLY ENROLLED
COMMENCESCREEN1	Have you completed at least one <unit> in the following <course>/s? *(IF QUALNUMS=1 DISPLAY): <E308A> *(IF QUALNUMS=2 DISPLAY): <E308A> / <E308B>	1. Yes 2. No	COURSE DISPLAYED CORRECTLY AND COMMENCING STUDENT
COMMENCESCREEN2	In this survey we'll be asking you about your <course>/s, including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these? *(IF QUALNUMS=1 DISPLAY): <E308A> *(IF QUALNUMS=2 DISPLAY): <E308A> / <E308B>	1. Yes 2. No *(GO TO TERM3)	HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT COMMENCESCREEN1
COURSESCREEN2	Are you currently enrolled in a double degree and/or two courses simultaneously?	1. Yes 2. No	COURSE DISPLAYED NOT CORRECT
COURSECREEN3	Please specify which <course>/s you are currently doing.	<text box>	COURSE DISPLAYED NOT CORRECT

Variable	Item Label	Values	Base
LEVEL1	And is <E308A> a…	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging or Enabling course	E308A CORECTED OR NO MATCH FOR COURSE NAME
LEVEL2	And is <E308B> a…	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging or Enabling course	E308B CORECTED OR NO MATCH FOR COURSE NAME AND COURSESCREEN 3 NOT BLANK
COURSECREEN4	Have you completed at least one <unit> in the following <course>/s? <COURSESCREEN3_COURSEA> <COURSESCREEN3_COURSEB>	1. Yes 2. No	COURSE DISPLAYED NOT CORRECT

Variable	Item Label	Values	Base
COURSESCREEN6	In this survey we'll be asking you about your course including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these?	1. Yes 2. No	HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT COURSESCREEN3
CONFIRMNEWCOURSE	Please respond to the Student Experience Survey on the basis of the course you are currently doing, that is, the: Course A: <COURSESCREEN3_COURSEA> Course B: <COURSESCREEN3_COURSEB>	N/A	HAVE COMPLETED AT LEAST ONE UNIT IN COURSE INPUT AT COURSESCREEN3 OR HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND
CONFIRMORIGINALCOURSE	Please respond to the Student Experience Survey on the basis of your original course, that is, the: Course A: <E308A> Course B: <E308B>	N/A	DO NOT HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND
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>	COMMENCING OR MIDDLE YEARS STUDENTS AND TWO COURSES
PREVUNI	Before you enrolled in your current <course>(s) had you ever undertaken any university or higher education studies (even if you didn't complete the <course>)?	1. Yes, I was enrolled in a different <course> at <E306CTXT> 2. Yes, I was enrolled at another university or higher education institution 3. No, this is the first time I	COMMENCING STUDENTS OR CURRENTLY ENROLLED FROM NOTRE DAME DOING STUDY AREA 30

Variable	Item Label	Values	Base
		have enrolled in a university or higher education <course>	
CONTENT	Which of these best describes how you participated in your classes in <SURVEYYEAR>? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.	1. All online, i.e. all students and teachers are online 2. All on-campus, i.e. students and teachers in the same physical place at the same time 3. Blended / hybrid, i.e. a mix of online and on-campus	ALL
ONLINE_REV	In <SURVEYYEAR>, what proportion of all your classes did you participate in online? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.	1. None 2. Some 3. About half 4. Most 5. All	BLENDED OR HYBRID PARTICIPATION, i.e MIX OF ONLINE AND ON-CAMPUS
ONLINETYP	In <SURVEYYEAR>, which best describes your online <COURSE>?	1. My <COURSE> requires me to participate in classes with teachers and other students at the same time 2. My <COURSE> requires me to access content in my own time. I don't have classes with other teachers or students 3. My <COURSE> is a mix of the above. Some <units> have classes with students and teachers in them at the same time. Some <units> have no classes and I access content in my own time. 4. Other (please describe)	ALL ONLINE PARTICIPATION

Variable	Item Label	Values	Base
WIL	In <SURVEYYEAR>, what proportion of your <COURSE> involved activities such as placements, internships or work integrated learning?	1. None 2. Some 3. About half 4. Most 5. All	ALL
Module	**Module B: Inclusion and Peer Engagement**		
OVERALLA	Thinking about your <FINALCOURSEA> <course>, overall, how would you rate the quality of your entire educational experience this year?	1. Poor 2. Fair 3. Good 4. Excellent	ALL
OVERALLB	And thinking about your <FINALCOURSEB> <course>, overall, how would you rate the quality of your entire educational experience this year?	1. Poor 2. Fair 3. Good 4. Excellent	STUDYING TWO QUALIFICATIONS
INLERENINTRO	The next questions are about how included and engaged you feel you have been in general with your current studies.	N/A	ALL
BELONG	At your institution during <SURVEYYEAR>, to what extent have you had a sense of belonging to <E306CTXT>?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	ALL
INTERACTINTROA	Thinking about your <FINALCOURSEA> <course> in <SURVEYYEAR>, how frequently have you… a) Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards) b) Worked with other students as part of your <COURSE>? (e.g. group assignments, in-class collaboration) c) Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study) d) Interacted socially with other students outside of your study? e) Interacted with a diverse range of students?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Always	ALL

Variable	Item Label	Values	Base
INTERACTINTROB	And thinking about your <FINALCOURSEB> <course>, in <SURVEYYEAR>, how frequently have you… a) Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards) b) Worked with other students as part of your <COURSE>? (e.g. group assignments, in-class collaboration) c) Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study) d) Interacted socially with other students outside of your study? e) Interacted with a diverse range of students?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Always	STUDYING TWO QUALIFICATIONS
Module	**Module C: Teaching and Educational Support**		
YEAEDUDINTRO	The next questions are about the quality of the teaching and learning resources provided to you.	N/A	
QLTEACHA	Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your <FINALCOURSEA> <course>?	1. Poor 2. Fair 3. Good 4. Excellent	ALL
QLTEACHB	Thinking of this year, overall at <E306CTXT>, how would you rate the quality of the teaching you have experienced in your <FINALCOURSEB> <course>?	1. Poor 2. Fair 3. Good 4. Excellent	STUDYING TWO QUALIFICATIONS
TCHINTROA	During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your <FINALCOURSEA> <course>… a) Engaged you actively in learning? b) Demonstrated concern for student learning? c) Provided clear explanations on coursework and assessment? d) Stimulated you intellectually? e) Commented on your work in ways that help you learn? f) Seemed helpful and approachable? g) Set assessment tasks that challenge you to learn?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	ALL

Variable	Item Label	Values	Base
TCHINTROB	During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your <FINALCOURSEB> <course>… a) Engaged you actively in learning? b) Demonstrated concern for student learning? c) Provided clear explanations on coursework and assessment? d) Stimulated you intellectually? e) Commented on your work in ways that help you learn? f) Seemed helpful and approachable? g) Set assessment tasks that challenge you to learn?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	STUDYING TWO QUALIFICATIONS
QLINTROA	Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEA> <course>…? a) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) b) Student spaces and common areas c) Online learning materials d) Computing/IT resources e) Assigned books, notes and resources f) Laboratory or studio equipment g) Library resources and facilities	1. Poor 2. Fair 3. Good 4. Excellent 5. Not applicable	ALL
QLINTROB	Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEB> <course>…? a) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) b) Student spaces and common areas c) Online learning materials d) Computing/IT resources e) Assigned books, notes and resources f) Laboratory or studio equipment g) Library resources and facilities	1. Poor 2. Fair 3. Good 4. Excellent 5. Not applicable	STUDYING TWO QUALIFICATIONS
STINTROA	In <SURVEYYEAR>, to what extent has your study/your <FINALCOURSEA> <course> been delivered in a way that is… a) Well-structured and focused? b) Relevant to your education as a whole?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	ALL

Variable	Item Label	Values	Base
STINTROB	In <SURVEYYEAR>, to what extent has your <FINALCOURSEB> <course> been delivered in a way that is… a) Well-structured and focused? b) Relevant to your education as a whole?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	STUDYING TWO QUALIFICATIONS
EXPINTROA	Thinking about your <FINALCOURSEA> <course>, to what extent has your <course> developed your… a) Critical thinking skills? b) Ability to solve complex problems? c) Ability to work with others? d) Confidence to learn independently? e) Written communication skills? f) Spoken communication skills? g) Knowledge of the field(s) you are studying? h) Development of work-related knowledge and skills?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	ALL
EXPINTROB	Thinking about your <FINALCOURSEB> <course>, to what extent has your <course> developed your… a) Critical thinking skills? b) Ability to solve complex problems? c) Ability to work with others? d) Confidence to learn independently? e) Written communication skills? f) Spoken communication skills? g) Knowledge of the field(s) you are studying? h) Development of work-related knowledge and skills?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much	STUDYING TWO QUALIFICATIONS
Module	**Module D: Support**		
INTROSUPP	The next questions are about your overall experience of the support services provided by your institution.	N/A	ALL

Variable	Item Label	Values	Base
SUPPSERV	How helpful have you found the following supports and services provided by your institution during <SURVEYYEAR>? a) Enrolment processes and support b) Induction/orientation activities c) Online learning platform (i.e. Learning Management System, <INSTLMS_TXT>) d)Career development services (including employability, skill development, careers advice and planning) e) Study or learning support services f) Counsellors and/or health services g) Financial and/or legal advisors	1. Not at all helpful 2. A little helpful 3. Somewhat helpful 4. Quite helpful 5. Very helpful 97. Not applicable	ALL
BAA	What have been the best aspects of your <FINALCOURSEA> <course>?	1. <verbatim text box>	ALL
BAB	What have been the best aspects of your <FINALCOURSEB> <course>?	1. <verbatim text box>	STUDYING TWO QUALIFICATIONS
NIA	What aspects of your <FINALCOURSEA> <course> most need improvement?	1. <verbatim text box>	ALL
NIB	What aspects of your <FINALCOURSEB> <course> most need improvement?	1. <verbatim text box>	STUDYING TWO QUALIFICATIONS
FOEX	The following statements are about freedom of expression on campus at <E306CTXT>. Freedom of expression can be part of the academic and social aspects of your student experience. How strongly do you agree or disagree that… a) I am free to express my views at <E306CTXT> b) Academics are free to express their views at <E306CTXT> c) I am free from discrimination, harm or hatred at <E306CTXT>	1. Strongly disagree 2. Disagree 3. Neither disagree or agree 4. Agree 5. Strongly agree	ALL
Module	**Module E: Demographics**		
DEMOINTRO	The next questions are about your current <course>(s) progress and factors affecting your study.	N/A	ALL
YRENROL	In what year did you first start your current <course>(s)?	1. <SURVEYYEAR-4 YEARS> 2. <SURVEYYEAR-4 YEARS> 3. <SURVEYYEAR-3 YEARS> 4. <SURVEYYEAR-2 YEARS> 5. <SURVEYYEAR-1 YEAR> 6. <SURVEYYEAR>	ALL

Variable	Item Label	Values	Base
YRCOMP	When do you expect to complete your current <course>(s)?	1. <SURVEYYEAR> 2. <SURVEYYEAR + 1 YEAR> or later	ALL
ASTDINTRO	At <E306CTXT> during <SURVEYYEAR>, to what extent have… a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) Paid work commitments negatively affected your study?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable *(ONLY DISPLAY FOR ASTDWOR)	ALL
CONSIDCHG	During <SURVEYYEAR>, have you seriously considered leaving <institution>?	1. Yes, I have seriously considered leaving 2. No, I have not seriously considered leaving	ALL

Variable	Item Label	Values	Base
CHINTRO	Please indicate your reasons for seriously considering leaving your current institution in <SURVEYYEAR>. Please select all that apply.	a) Boredom/lack of interest b) Commuting difficulties c) Concerns about my institution's reputation d) <course> expectations not met e) Difficulty with study workload f) Family caring responsibilities g) Financial difficulties h) Gap year/deferral i) Lack of academic support j) Lack of administrative support k) Lack of career prospects l) Lack of connection to my institution m) Limited access to technology n) Low or failing grades o) Moving residence p) Moving to another institution q) My <course> is too difficult r) My English language skills s) My physical health t) My mental health u) My stress levels v) Paid work responsibilities w) Quality concerns x) Social reasons y) Study/life balance z) To pursue a career or job offer aa) To travel ab) Other reasons (please specify)	HAVE SERIOUSLY CONSIDERED LEAVING
LOCATINTRO	The following questions are related to where you live.	N/A	ALL

Variable	Item Label	Values	Base
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas	ALL
CURSTATE	In which state or territory do you currently live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT	LIVES IN AUSTRALIA
CURPCODE	What is the postcode or suburb where you currently live?	1. <verbatim text box> 2. Not sure	LIVES IN AUSTRALIA
OSCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box>	LIVES OVERSEAS
Module	**MODULE H: International Student Items**		
INTINTRO	The following questions are related to your experience as an international student in Australia.		
INTAUS	When deciding to study in Australia, how important was…. a) The reputation of Australia's education system? b) Your personal safety and security? i) The cost of living? c) The ability to work part-time? d) The opportunity to study in an English-speaking country? e) Having friends and family already in Australia? f) The chance to experience a new culture/lifestyle? g) The possibility of migrating to Australia? h) The weather/climate?	1. Extremely important 1. Important 3. Not important 4. Not at all important 98. Don't know	DECISION TO STUDY IN AUSTRALIA (ONSHORE INTERNATIONAL STUDENT)

Variable	Item Label	Values	Base
INTINST	When you were deciding to apply to <E306CTXT>, how important was… a) The reputation of the education provider? b) The reputation of the qualification? c) <E306CTXT> offered the course I wanted to study? d) The course fee? e) Employment opportunities after completing the course? f) <E306CTXT> had a partnership with my local institution? g) The location of the institution?	1. Extremely important 1. Important 3. Not important 4. Not at all important 98. Don't know	DECISION TO STUDY IN AUSTRALIA (ONSHORE INTERNATIONAL STUDENT)
INTSAT	How satisfied are you with each of the following aspects of living in Australia? a) Employment while studying b) Improving your English skills c) Getting work experience in your field of study d) Transport e) Personal safety on-campus f) Personal safety off-campus g) Making friends h) Overall living experience in Australia	1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied 97. Not applicable	SATISFACTION ONSHORE INTERNATIONAL STUDENT
INTAGENT	When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?	1. Yes 2. No	AGENT ONSHORE INTERNATIONAL STUDENT
INTSERV	How would you rate the overall service provided by the agent?	1. Very good 2. Good 3. Poor 4. Very Poor	AGENT ONSHORE INTERNATIONAL STUDENT
INTLIVE	Which of the following best describes your current living arrangements?	1. University or college halls of residence 2. Student house or flat controlled by university 3. Private halls or student hostel 4. Private rented house/flat/room 5. Homestay with a family not related to you 7. Living with parents	LIVING ARRANGEMENT ONSHORE INTERNATIONAL STUDENT

Variable	Item Label	Values	Base
		6. With friends or relatives in their accommodation 90. Other (please specify)	
INTLIVSAT	Overall, how satisfied are you with your current living arrangements?	1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied	LIVING ARRANGEMENT SATISFACTION ONSHORE INTERNATIONAL STUDENT
INTLIVEDISN	Why are you dissatisfied with your current living arrangements?	1. Too expensive 2. Not enough space 3. Too noisy 4. I am lonely 5. Issues with housemates 6. Issues with landlord or agent 7. Dirty 8. Old / bad condition 9. Slow internet 10. Located too far from institution 97. Other (please specify)	LIVING ARRANGEMENT SATISFACTION ONSHORE INTERNATIONAL STUDENT
Module	**MODULE G: <COURSE> Experience**		
COMPSEM	And lastly, do you expect to complete your <course> at the end of this semester?	1. Yes 2. No 3. Not sure	MIDDLE YEARS OR COMPLETING STUDENT
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	1. Email address (Please specify) *(KICKBOX VALIDATION REQUIRED) 2. Prefer not to provide email address	EXPECTS TO COMPLETE COURSE THIS SEMESTER

Variable	Item Label	Values	Base
	will be held securely and will only be used for the purpose of sending you an invitation to participate in the Graduate Outcomes Survey.		
CONTACT	The Department of Education is undertaking some research into why students chose their current <COURSE>s. Do you consent to being contacted in future to participate in this research?	1. Yes 2. No	ALL
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No	ALL
NTFEMAIL	What is the best email address to contact you on? <email>	1. Address as above 2. Enter new email address	WANTS TO BE NOTIFIED OF RESULTS OR RECONTACTED BY DEPARTMENT
PRIZEU18SA	Parental consent is required by the South Australian Government for persons in South Australia aged under 18 years to be entered into the SES prize draw. Terms and conditions for the SES prize draw are published here. Do you have parental consent to be entered into the SES prize draw?	1. Yes 2. No 3. Not applicable, I am not aged under 18 years and in South Australia	SOUTH AUSTRALIAN STUDENTS UNDER 18 YEARS OF AGE
<END SURVEY>			

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