



Australasian Survey of Student Engagement 2012 Institution Report



Introduction

Overview

This 2012 AUSSE Institution Report provides information that you can use to help enhance students' engagement with learning at your institution by providing evidence to help focus conversations on enhancing students' engagement in their education. We present the AUSSE Institution Report in a ring binder because it brings together a range of different materials on student engagement and want to invite you to use these materials in any way you see fit. We hope that this collection grows as your conversations about engagement take shape. The AUSSE is conducted by, for and with participating institutions. The intention is to provide institutions with new and significant perspectives for quality management and enhancement.

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AUSSE 2012 institutions

In total, 31 higher education and tertiary education institutions participated in the main 2012 AUSSE administration. This includes 20 universities, TAFEs and private higher education providers from Australia and 11 from New Zealand – six universities and five institutes of technology and polytechnics (ITPs).

In addition to this participation in the AUSSE, five institutions participated in the Staff Survey of Student Engagement (SSES). Eight institutions also participated in the Postgraduate Survey of Student Engagement (POSSE). These institutions are shown with '(SSES)' and '(POSSE)' in the following table.

Australian institutions

Bond University (POSSE)

Charles Darwin University (POSSE) (SSES)
Charles Sturt University
Flinders University
Holmesglen Institute of TAFE
James Cook University
La Trobe University (POSSE) (SSES)
Lincoln University
Macquarie University
Massey University
Northern Melbourne Institute of TAFE
Polytechnic West
Queensland University of Technology (POSSE)
Southern Cross University (POSSE) (SSES)
Tabor Adelaide
TAFESA
University of New England
University of Notre Dame (POSSE)
University of Queensland
University of Southern Queensland
University of Tasmania (POSSE) (SSES)
University of Wollongong

New Zealand institutions

Auckland University of Technology
Christchurch Polytechnic Institute of Technology
Lincoln University
Massey University
Otago Polytechnic
The Open Polytechnic of New Zealand
UNITEC New Zealand
University of Canterbury
University of Otago
University of Waikato (POSSE)
Wellington Institute of Technology

Review of this list indicates that it covers the range of Australia's universities and also includes some representation of private providers, TAFEs and institutes of technology and polytechnics. The representativeness of the AUSSE data is important, as it facilitates the production of meaningful benchmarks and provides a solid foundation for cross-institutional conversations.

Acknowledgements

A very warm thanks is extended to students and staff who responded to the 2012 AUSSE, POSSE and SSES. Student and staff participation in the survey is vital, as without their responses, we would not be able to further our understanding of student engagement.

Engagement depends on institutions putting in place conditions that facilitate people's involvement in education. A huge thanks to those institutions that supported the 2012 AUSSE through participating in the administration and involvement in enhancement activities.

The National Survey of Student Engagement (NSSE) team at Indiana University in the USA have played a highly supportive and significant role in the AUSSE. Particular thanks to Associate Professor Alexander McCormick, Professor George Kuh, Dr Robert Gonyea, Mr Todd Chamberlain, Dr Tom Nelson Laird, Dr Jillian Kinzie and Dr Judy Oimet among others. In addition to their more general guidance and support, items in questions 1 to 9, 11 to 12 and 15 to 17 in the AUSSE Student Engagement Questionnaire have been used with permission from The College Student Report, National Survey of Student Engagement, Copyright 2001–12 The Trustees of Indiana University. Items in the Staff Student Engagement Questionnaire have been used with permission from the Faculty Survey of Student Engagement, Center for Postsecondary Research, Copyright 2001-12 The Trustees of Indiana University.

AUSSE team and resources

A team of research and support staff manage the AUSSE at ACER. The team brings together individuals with considerable expertise in the design and management of large-scale surveys.

A team of research and support staff manage the AUSSE at ACER. Associate Professor Hamish Coates is the AUSSE Director and Ms Ali Radloff manages the AUSSE. Other staff at ACER who have provided support and input into this report include Ms Yan Bibby, Mr Jim Carrigan, Mr Ali Dawes, Dr Daniel Edwards, Ms Trish Freeman, Mr Craig Grose, Mr Rob Jinks, Ms Wendy McGregor, Mr Luis Macedo, Mr David Rainsford, Dr Sarah Richardson, Mr Xiaoxun Sun, Dr Ling Tan, Mr David Tran and Ms Karen Wilson.

This AUSSE Institution Report forms part of a suite of AUSSE resources. Other key resources include various national and international reports, including the Australasian Student Engagement Reports, various AUSSE Research Briefings, AUSSE Administration Manual, institutional data files, AUSSE Enhancement Guides, and workshops and meetings held to further our understanding of student engagement with learning.

For further information about the AUSSE, please contact:

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Background

A vital perspective

Introduction

Student engagement can be conceptualised as both students' participation in activities and conditions that research has linked to high-quality learning and outcomes and with how institutions support such engagement. Student engagement is increasingly being seen as a fundamental aspect of higher education.

The concept of student engagement provides a practical lens for assessing and responding to the significant dynamics, constraints and opportunities facing higher education and tertiary education institutions. It provides key insights into what students are actually doing, a structure for framing conversations about quality, and a stimulus for guiding new thinking about best practice.

Although central to many aspects of education, prior to the first administration of the AUSSE in 2007, information on student engagement had not been readily available to Australasian higher education institutions. Existing data collections tended to focus on satisfaction with provision and the broader aspects of the student experience. The lack of information on student engagement limited the potential to plan and improve key aspects of student learning and development.

Student engagement is an idea specifically focused on students and their interactions with their institution. The idea touches on aspects of teaching, the broader student experience, learners' lives beyond their institution, and institutional support. Students lie at the heart of conversations about student engagement; conversations that focus squarely on enhancing individual learning and development.

The concept of student engagement is based on the premise that learning is influenced by how an individual participates in educationally purposeful activities. While students are seen to be responsible for constructing their knowledge, learning is also seen to depend on institutions and staff generating conditions that stimulate and encourage involvement.

This perspective draws together decades of empirical research into higher education student learning and development. In addition to confirming the importance of ensuring appropriate academic challenge, this research has emphasised the importance of examining students' integration into institutional life and involvement in educationally relevant, 'beyond-class' experiences.

Measures of student engagement provide information about individuals' intrinsic involvement with their learning, and the extent to which they are making use of available educational opportunities. Such information also provides information on learning processes, is a reliable proxy for learning outcomes, and provides excellent diagnostic measures for learning enhancement activities.

Key AUSSE benefits

Several characteristics distinguish the AUSSE as a highly valuable quality enhancement activity in Australasian higher education.

Robust technical properties

- Psychometrically validated instruments
- Efficient and robust sampling strategy
- High-quality analysis and reporting practices

Significant new perspectives

- Evidence on student learning processes and institutional supports
- Proxy measures of key learning and development outcomes
- 'Learner-centred whole-of-institution' perspective
- Index of students' involvement in study

Quality-assured approach

- One of the world's most advanced institutional research activities
- Central management and collaboration with institutions
- Standardised survey support materials
- Quality-assured administration strategy

New opportunities

- Cross-institutional benchmarking
- Cross-national comparison
- Data on the support provided by institutions for student learning
- Information for attracting, engaging and retaining students

Australasian Survey of Student Engagement (AUSSE)

Overview of the AUSSE

The Australasian Survey of Student Engagement (AUSSE) provides data that Australian and New Zealand higher education institutions can use to attract, engage and retain students. The AUSSE reports on the time and effort students devote to educationally purposeful activities and on students' perceptions of the quality of other aspects of their educational experience.

The AUSSE is a quality enhancement activity managed for Australasian higher education institutions by the Australian Council for Educational Research (ACER). It builds on foundations laid by the North American National Survey of Student Engagement (NSSE). The AUSSE was conducted for the sixth time in 2012 with 31 institutions in Australia and New Zealand. By providing information that is generalisable and sensitive to institutional diversity, and with multiple points of reference, the AUSSE plays an important role in helping institutions monitor and enhance the quality of education.

The AUSSE measures student engagement through administration of the Student Engagement Questionnaire (SEQ) to a representative sample of first- and later-year students at each higher education institution, and to a representative sample of students studying at levels three through seven at participating New Zealand Institutes of Technology and Polytechnics (ITPs) and Private Training Establishments (PTEs). With formative links to the NSSE which has been deployed at more than 1,500 universities and colleges across the United States and Canada, the AUSSE provides data that complement and extend current collections of data that focus on satisfaction with the quality of teaching and the learning environment. It thereby makes available to higher education institutions an important means for measuring and monitoring the effectiveness of learning and teaching.

The AUSSE was developed to bring together existing work in the field and to leverage benefits from a collaborative, multi-institutional approach. It is critical that surveys involve validated instruments and processes so that they provide the kind of high-quality data that can be used to improve practice. Information on validation of the SEQ is summarised below. It is also critical to have meaningful points of reference such as cross-institutional and cross-national benchmarks to get the most value from reports, along with well-tested strategies for interpreting results and improving practice.

The cross-national comparisons facilitated by the AUSSE are important. While higher education is an increasingly internationalised activity, data limitations have to date constrained comparative analyses. Specifically, very little student-level and process- or outcomes-focused data is available. Through its links with the USA and Canadian NSSE, and with other collections in South Africa, China, Korea and Japan, the AUSSE represents a trend towards developing more educationally nuanced cross-national collections and interpretations. There has also been movement to begin collections in the Middle East, the UK and India in coming years.

The AUSSE is conducted by, for and with participating Australasian institutions. The intention is to provide institutions with new and significant perspectives for managing and enhancing the quality of education. Each participating institution is given an AUSSE Institution Report of its own results. The Australasian Student Engagement Report (ASER), AUSSE Research Briefings and other national and cross-national reports provide a broader cross-institutional and cross-national perspective of the results.

Student Engagement Questionnaire (SEQ)

The AUSSE survey instrument is called the Student Engagement Questionnaire (SEQ). The SEQ is based on the College Student Report, the instrument used with over 1,500 institutions in the NSSE in North America. Close links between these two instruments provide a basis for benchmarking.

The SEQ is designed for administration to undergraduate students in under 15 minutes online or in paper form. To manage and reduce levels of item-level non-response, sampled students were randomly distributed one of 12 different online versions, each containing different orderings of the items. All students who submit an

online form (over 90 per cent of all responses) are presented with an overview of student engagement and summary of key findings (see: <http://www.acer.edu.au/research/ausse/2011results>).

The survey instrument contains items that tap a range of key educational phenomena. A selection of these items group together psychometrically to measure these summary scales:

Academic Challenge	Extent to which expectations and assessments challenge students to learn
Active Learning	Students' efforts to actively construct their knowledge
Student and Staff Interactions	Level and nature of students' contact with teaching staff
Enriching Educational Experiences	Participation in broadening educational activities
Supportive Learning Environment	Feelings of legitimation within the institution
Work Integrated Learning	Integration of employment-focused work experiences into study

The SEQ also provides measurement of several outcome measures. The measure of average grade is captured through a single item on the SEQ. The other measures are composite measures which reflect responses to a group of items.

Higher-order Thinking	Participation in higher-order forms of thinking
General Learning Outcomes	Development of general competencies
General Development Outcomes	Development of general forms of individual and social development
Career Readiness	Preparation for participation in the professional workforce
Average Overall Grade	Average overall grade so far in course
Departure Intention	Non-graduating students' intentions on not returning to study in the following year
Overall Satisfaction	Students' overall satisfaction with their educational experience

ACER further developed and validated the College Student Report before deploying it in Australia and New Zealand as the Student Engagement Questionnaire (SEQ). A range of new and redesigned items were included in the Australasian SEQ. Validation

included focus groups, cognitive interviews, pilot testing and expert review. Psychometric and conceptual analyses were conducted. This work builds on the extensive validation in the USA of the College Student Report. The SEQ is a living resource. Within Australasia it has been deployed in close to 250 institutional replications and to over 900,000 students. ACER is continually consulting with people on ways to improve the instrument, and conducts a wide-range of experiments and validity tests.

A critical feature of the SEQ is its foundation in empirically based theories of student learning. Items in the SEQ are based on findings from decades of research on the activities and conditions linked with high-quality learning. This foundation helps assure the educational importance of the phenomena measured by the instrument.

The SEQ will grow with further development of the AUSSE. The form is analysed on a continuing basis, and assessed through myriad institutional and cross-institutional consultations and reviews. Evolution of the instrument depends on evidence of the kinds of engagement that are linked with high-quality learning outcomes.

Postgraduate Survey of Student Engagement (POSSE)

Overview of the POSSE

The Postgraduate Survey of Student Engagement (POSSE) complements the AUSSE, and provides data that Australian and New Zealand higher education institutions can use to attract, engage and retain postgraduate coursework students. Like the AUSSE, the POSSE reports on the time and effort students devote to educationally purposeful activities and on students' perceptions of the quality of other aspects of their educational experience.

The POSSE builds on foundations laid by the AUSSE survey and was conducted as a pilot study for the first time in 2009 with a handful of institutions. The POSSE measures student engagement among postgraduate coursework students through administration of the Postgraduate Student Engagement Questionnaire (PSEQ) to a representative sample of postgraduate coursework students at each participating institution. The POSSE, like the AUSSE, provides data that complement and extend current collections of data that focus on satisfaction with the quality of teaching and the learning environment.

Postgraduate Student Engagement Questionnaire (PSEQ)

The POSSE survey instrument is called the Postgraduate Student Engagement Questionnaire (PSEQ). The PSEQ has close links with the SEQ, allowing for comparisons to be made between undergraduate and postgraduate coursework students' engagement with learning.

The PSEQ is designed for administration to postgraduate coursework students in under 15 minutes, and is administered online only. To manage and reduce levels of

item-level non-response, sampled students were randomly distributed one of three different online versions of the PSEQ, each containing different orderings of the items. All students who submit an online form are presented with an overview of student engagement and summary of key findings upon submitting their survey (see: <http://www.acer.edu.au/research/ausse/2011results>).

Like the SEQ, the PSEQ contains items that tap a range of key educational phenomena. A selection of these items group together to measure these summary scales:

Academic Challenge	Extent to which expectations and assessments challenge students to learn
Active Learning	Students' efforts to actively construct their knowledge
Student and Staff Interactions	Level and nature of students' contact with teaching staff
Enriching Educational Experiences	Participation in broadening educational activities
Supportive Learning Environment	Feelings of legitimation within the institution
Work Integrated Learning	Integration of employment-focused work experiences into study

Like the SEQ, the PSEQ also provides measurement of several outcome measures which are listed below:

Higher-order Thinking	Participation in higher-order forms of thinking
General Learning Outcomes	Development of general competencies
General Development Outcomes	Development of general forms of individual and social development
Career Readiness	Preparation for participation in the professional workforce
Average Overall Grade	Average overall grade so far in course
Departure Intention	Non-graduating students' intentions on not returning to study in the following year
Overall Satisfaction	Students' overall satisfaction with their educational experience

Following a pilot with four institutions in 2009, the POSSE was administered at 15 institutions in 2010, at eight in 2011 and again with eight institutions in 2012. Close

to 15,000 postgraduate students across Australasia have responded to the PSEQ so far.

Staff Student Engagement Survey (SSES)

Overview of the SSES

The Staff Student Engagement Survey (SSES) complements the Australasian Survey of Student Engagement (AUSSE). In 2012, all institutions that participated in the AUSSE were invited to take part in the SSES. The SSES measures academics' expectations for student engagement in educational practices that have been linked empirically with high quality learning and development.

The SSES is a survey of academic staff about students. Technically, while academic staff are the respondents, the students that they teach remains the unit of analysis. The SSES focuses on:

- academics' perceptions of how often their students engage in different activities
- the importance they place on various areas of learning and development
- the nature and frequency of staff-student interactions
- how they organise their time, both in and out of the classroom.

The SSES builds directly on the Faculty Survey of Student Engagement (FSSE), a survey that has been run by Indiana University's Center for Postsecondary Research since 2004. To date, more than 140,000 academics from more than 590 universities and colleges have taken part in the FSSE.

Compared with student feedback, relatively little information from academic staff is collected in Australasian higher education. Such information can help:

- identify gaps between student engagement and staff expectations
- engage staff in discussions about student engagement
- provide information on staff awareness and perceptions of student learning
- enable benchmarking of staff responses across institutions.

The SSES is run as an online survey only. Emails inviting staff to take part in the survey are sent by each institution to their academic staff. Responses to the online survey are returned directly to ACER.

SSES reports follow those produced for the AUSSE. In summary, institutions are provided with a customised institution report containing staff response and norms (if possible given response characteristics), and a unit-record data file containing staff responses.

Ensuring the confidentiality of response plays a critical role in assuring the validity of survey outcomes. Only de-identified data and reports are provided to institutions. Where respondent numbers are very small, the data are made anonymous, which includes the removal of demographic data.

The SSES adds a new student-focused perspective to the data available for evidence-based quality enhancement of university education in Australasia. SSES data can be used in a range of ways to enhance educational practice, some of which are summarised in the AUSSE Enhancement Guides.

Staff Student Engagement Questionnaire (SSEQ)

The SSES survey instrument is called the Staff Student Engagement Questionnaire (SSEQ). The SSEQ is based on the instrument used for the Faculty Survey of Student Engagement (FSSE) that has been run since 2004 by the Indiana University Center for Postsecondary Research. Links between the two instruments, and between the SSEQ and the SEQ, provide a basis for benchmarking.

The structure and content of the SSEQ closely mirrors the Student Engagement Questionnaire (SEQ) that is used for the AUSSE. Results for most of the SSEQ items can be compared directly to those for the SEQ. Participating staff are to respond to questions about student engagement based on the first-, later-year or coursework postgraduate students that they have taught during the last two academic years.

The SSEQ is designed for online administration to academic staff in under 15 minutes. This same SSEQ form is used for all academic staff. The instrument contains items that tap a range of key educational phenomena. A selection of these items are grouped together to measure the six summary scales.

Academic Challenge	Extent to which expectations and assessments challenge students to learn
Active Learning	Students' efforts to actively construct their knowledge
Student and Staff Interactions	Level and nature of students' contact with teaching staff
Enriching Educational Experiences	Participation in broadening educational activities
Supportive Learning Environment	Feelings of legitimation within the university community
Work Integrated Learning	Integration of employment-focused work experiences into study

The SSEQ also captures staff perceptions on student outcomes, including higher-order thinking, general learning outcomes, general development outcomes, career readiness and overall satisfaction.

The SSEQ was administered for the first time in 2008. Prior to its deployment in Australia and New Zealand, ACER further developed and validated the FSSE instrument in 2008, with additional validation undertaken in the following years. A range of new and redesigned items were included following further validation. Validation has included pilot testing and expert review. A range of psychometric and

conceptual analyses have been conducted. This work builds on the extensive validation in the USA of the FSSE instrument.

A quality-assured approach

The research and enhancement cycle

The AUSSE survey methodology is designed to be valid, efficient and innovative. It deploys approaches which hitherto have been rarely, if ever, used in Australasian higher education research.

The AUSSE reflects a collaboration between participating institutions and ACER. While largely centrally managed by ACER, key activities are conducted by institutions.

Preparation for the AUSSE is led by ACER. It involves refining and validating instruments and systems, securing any necessary approvals, liaising with participating institutions, drawing the student sample, and despatching materials to institutions. Institutions and the AUSSE Advisory Group play an important role in shaping key aspects of survey design and management.

The AUSSE is conducted according to the 2007 National Statement on Ethical Conduct in Human Research¹ and the Australian Council for Educational Research Code of Ethics. ACER routinely collects sensitive test, evaluation and other data and has well established and tested procedures for protecting sensitive materials. Participating institutions are responsible for securing internal human research ethics or other approvals.

AUSSE fieldwork is designed to be efficient and produce valid results. It involves an iterative and multimodal approach, which is sequenced to maintain the momentum of student and faculty participation and survey returns. From late July to early September, materials are sent from institutions to students and staff, and completed responses are returned directly to ACER (paper forms via NZCER for New Zealand institutions). ACER prepares and analyses the AUSSE data, and produces the institutional and cross-institutional reports.

Interpreting, analysing and acting on survey results are the most significant components of the AUSSE. This institution report provides ideas for how institutions might use the data for quality enhancement and improvement. As with all data collections, it is important that AUSSE results are used in technically and educationally appropriate ways. The AUSSE is intended to provide a source of evidence for each institution's conversations about engagement.

¹ National Health and Medical Research Council, Australian Research Council, Australian Vice-Chancellors' Committee (NHMRC, ARC, AVCC) (2007). *National Statement on Ethical Conduct in Human Research*. Canberra: Australian Government.

A valid and efficient sample

In most institutions efficient and robust sampling strategies are used to identify students and staff who are invited to take part in the AUSSE, POSSE and SSES. Stratified systematic sampling strategies are deployed to produce powerful, generalisable and representative estimates of first- and later-year (and, where applicable, postgraduate coursework) student engagement. These sampling strategies are important, as they reduce the number of students and staff that need to be approached, and build in scientific techniques that help ensure the quality of results.

ACER's management of sampling and administration provides assurance of the validity of AUSSE results. In summary, institutions supply ACER with a de-identified list of students in the AUSSE and, if applicable, POSSE target population. ACER validates these lists, draws the sample (or census), and returns the sampled lists to institutions. Institutions re-attach student contact details to the lists and prepares them for survey distribution. This same selection process is repeated for the staff survey. This sample verification process, and the conversations that surround it, is a major form of quality assurance in the survey design and fieldwork. In previous years, this methodology has prevented administrative errors at participating institutions.

The target population for the AUSSE is not the same as the total Australasian higher education student population. In 2012, the target population included 91,757 first-year students and 129,398 later-year students, with 221,212 students included in the overall target population across the 31 institutions that participated in the AUSSE survey. In broad terms, for higher education institutions this population consisted of:

- on-shore students in their first year of an undergraduate qualification who have not previously been involved in or completed a higher education qualification
- on-shore students in their third year of an undergraduate qualification who have completed around five full-time equivalent semesters of an undergraduate degree.

For New Zealand Institutes of Technology and Polytechnics (ITPs) and Private Training Establishments (PTEs) this population consisted of:

- on-shore students currently enrolled in study from levels three to seven who have not previously been involved in or completed a higher education qualification.

Different sample sizes were defined for different sizes of institution. Institution size was based on the number of first-year students. Up to 1,000 first-year and later-year students were surveyed at institutions with fewer than 500 first-year students enrolled. Up to 2,500 first-year and later-year students were surveyed at institutions with 1,500 or fewer first-year students. Up to 3,000 students were surveyed at institutions with between 1,500 and 5,000 first-year students, and up to 3,500 students were surveyed at institutions with more than 5,000 first-year students. A certain amount of oversampling is built into these specifications to reduce the need

for complex follow-up of replacement samples. In addition, an oversampling option was provided in 2012 to assist with the generation of estimates for specific demographic or institutional student subgroups. This expanded the sample size at many institutions, with a few conducting a census of all people in the target population.

Of the 221,212 students in the 2012 AUSSE target population, a total of 207,976 students at 31 institutions were invited to take part in the 2012 AUSSE. A small number of mail and email surveys were undeliverable and returned to ACER and institutions. The actual target population might be conservatively estimated to be around 200,000. A link to the online survey form was sent to all sampled students. Only five institutions opted to conduct the AUSSE survey using a mix of online and paper surveying.

For the AUSSE in 2012, a total of 46,854 usable responses were received prior to production of the final data file. This included 651 (1,707 in 2011) paper and 48,056 (20,023 in 2011) online responses.

The sample design for the student collection included a target response rate of 20 per cent. The secured Australasian response rate, not adjusted for undeliverable contacts, was 22.5 per cent. The response rate varied from around 10.9 per cent at one institution (up from a minimum of 9.9 per cent in 2011) to 75.9 per cent (up from 57.0 per cent in 2011) at another. In total, 22 of the 31 institutions participating in the AUSSE secured over the 20 per cent target response rate. The middle 70 per cent of institutions received response rates ranging between 17.4 and 36.6 per cent.

By way of comparison, the average institutional response rate in 2012 in North America was 32 per cent (down from 33 per cent in 2010) for institutions. 52 per cent of participating institutions in North America achieved a response rate of 30 per cent or higher.

Post-stratification weighting is used to ensure that responses represent the target population. As possible given available information, AUSSE weights account for year level, attendance type, and respondent sex.

The target population for the POSSE includes all on-shore postgraduate coursework students. In 2012, eight institutions chose to participate in the POSSE survey and the target population included 17,602 postgraduate coursework students.

Different sample sizes were defined for different sizes of institution. Institution size was based on the total number of postgraduate coursework students enrolled. Up to 500 students were surveyed at institutions with fewer than 500 postgraduate coursework students enrolled. Up to 1,000 students were surveyed at institutions with 500 to 1,500 postgraduate coursework students. Up to 2,000 students were surveyed at institutions with between 1,500 and 5,000 postgraduate coursework students, and up to 3,000 students were surveyed at institutions with more than 5,000 postgraduate coursework students enrolled. A certain amount of oversampling is built into these specifications to reduce the need for complex follow-up of

replacement samples. In addition, an oversampling option was provided in 2010 to assist with the generation of estimates for specific demographic or institutional student subgroups. This expanded the sample size at many institutions, with a few conducting a census of all students in the target population.

Of the 17,602 students in the 2012 POSSE target population, all were invited to take part in the 2012 POSSE. A small number of email surveys were undeliverable and returned to institutions, so the actual target population might be conservatively estimated to be around 16,500. The POSSE survey was conducted online only, and a link to the survey form was sent to all sampled students.

A total of 1,853 usable responses were received prior to production of the final data file. The sample design for the student collection included a target response rate of 20 per cent. The secured Australasian response rate, not adjusted for undeliverable contacts, was 10.5 per cent. The response rate varied from a very low 1.6 per cent at one institution to 39.6 per cent at another. In total, only one of the 8 institutions participating in the AUSSE secured over the 20 per cent target response rate.

As with the AUSSE, post-stratification weighting is used to ensure that the responses are representative of the target population of postgraduate coursework students. Data are weighted by qualification type, sex and attendance type.

The target population for the SSES is not the same as the total Australasian higher education population of academic staff. In broad terms, it consists of: on-shore academic staff working in faculties with the exception of adjunct or honorary staff, however casual academic staff are included in the population. In 2012 the target population used for the SSES included 5,716 staff.

The sample size for the SSES was calculated by taking account of technical considerations, institutional requirements, analysis and reporting processes, and survey response contexts. In summary, depending on the number of staff to be surveyed, the design sought to secure responses from either 150 staff (based on a survey of up to 750 staff) or 300 staff (based on a survey of up to 1,500 staff). These yields assume a 20 per cent target response rate. It is preferable to secure responses from at least 50 per cent of academic staff if there are fewer than 750 at an institution, and so a number of participating institutions chose to run a census of their academic staff.

The secured Australasian response rate, not adjusted for undeliverable contacts, was 21.8 per cent (up slightly from 20.9 per cent in 2011). The response rate varied from around 12.5 per cent (up from a 2011 minimum of 9.1 per cent) at one institution to 29.6 per cent (down from a 2011 high of 45.4 per cent) at another. In total, responses were secured from at least 20 per cent of sampled staff at three of the five participating institutions.

Like the student collection, post-stratification weighting is used to ensure that responses represent the target population. As possible given available information, the SSES data is weighted by level and sex.

As with all large-scale surveys, the AUSSE offers indicative rather than definitive evidence of the phenomena being measured. Results should be treated with caution, especially when respondent sample sizes are small.



Reports

Reports

Overview

AUSSE results must be interpreted in educationally and technically appropriate ways. The AUSSE uses statistical procedures to ensure the representativeness of sample estimates. These adjust, as possible given data availability, for year level, attendance type and respondent sex. Several reports summarise different aspects of students' perceptions of their engagement with university education. Data files are provided to institutions via a secure ACER website to facilitate analysis and reporting.

Key reports

Executive summary	A high-level overview of key institutional results which is included in the front of this report.
Student report	A summary report designed for adaptation and wide-scale dissemination to students.
Student engagement briefing	This report summarises key facets of students' engagement, providing snapshot results that can be used or converted for institutional reporting.
Student engagement briefing	This report provides information on key educational outcomes. It provides results that can be used or deployed for institutional reporting.
Respondent characteristics	Summary information on response, student and course characteristics.
Response categories	The weighted percentage of responses to the different response categories of all survey items. Results for your students and staff (where applicable) are provided and for benchmark groups.
Item statistics	Weighted means that summarise item results. Institutional and benchmark group results are provided. This report includes a 'traffic light'.
Scale statistics	Weighted means that summarise scale results. Results are provided for students at your institution, for staff where applicable, and for several comparison groups.
Subgroup statistics	Weighted means are reported of summary AUSSE scale statistics for key student subgroups and comparison groups. Due to sample size these results are less reliable than year-level estimates. This report also includes a 'traffic light' report.
Annual scale scores	Weighted means that summarise scale results at your institution, and across Australasia for each year of participation in the AUSSE. Results are provided for engagement scales and for student outcome measures.



Respondent characteristics



Response categories



Item statistics



Scale statistics



Subgroup statistics



Annual scale scores



Enhancement

Enhancement

Evidence-based quality improvement

'Student engagement' provides a practical lens for addressing the significant dynamics, constraints and opportunities facing higher education and tertiary education institutions. The lens of student engagement provides key insights into what students are actually doing, and these insights provide a structure for framing conversations about quality, and a stimulus for guiding new thinking into practice.

Developing strategies to use engagement data for continuous quality improvement is an important part of the AUSSE. Information about student engagement can play a valuable role in enhancing the quality of higher education, if only by stimulating conversations about how students engage in high-quality learning or exposing students and teaching staff to lists of good learning practices.

Institutions must make informed, professional decisions about what particular student engagement data they will act on and about how to take necessary action. A series of AUSSE Enhancement Guides have been produced which present a range of ideas to help specific stakeholders and institutions make the most of their AUSSE data and interpret the results.

The AUSSE Enhancement Guides are available online at: <http://www.acer.edu.au/research/ausse/enhancement> and selected copies are provided in this report.

As the AUSSE Enhancement Guides suggest, information on student engagement can provide guidance to many different stakeholders at higher education institutions as they have the ability to affect students' engagement with learning. There is also a set of enhancement guides which indicate how student engagement information can be used to provide information to potential students, for internal and external quality assurance activities, to help academic staff target their teaching, to understand how students are interacting with institutional resources, to inform employers about student characteristics and growth, and to manage particular student cohorts. Most importantly, understanding student involvement can be used to attract, engage and retain students in higher education.

A growing resource

Collecting and documenting information about how institutions are using student engagement information is an ongoing process. We would very much like to hear about how you are using your AUSSE data so that we can share best practice across Australia and New Zealand.

If you would like to send us specific examples of reports or brochures highlighting AUSSE data, usage strategies, and particular activities you have undertaken in relation to improving student engagement, please use our contact details below.

These examples will form a free, shared resource for universities and assist in our continuing efforts to improve the quality of the undergraduate experience for all students.

Please email ausse@acer.edu.au or send hard copy material to the following postal address: AUSSE, ACER, Private Bag 55, Camberwell, 3124, Victoria, Australia.

Using academic development to enhance student engagement

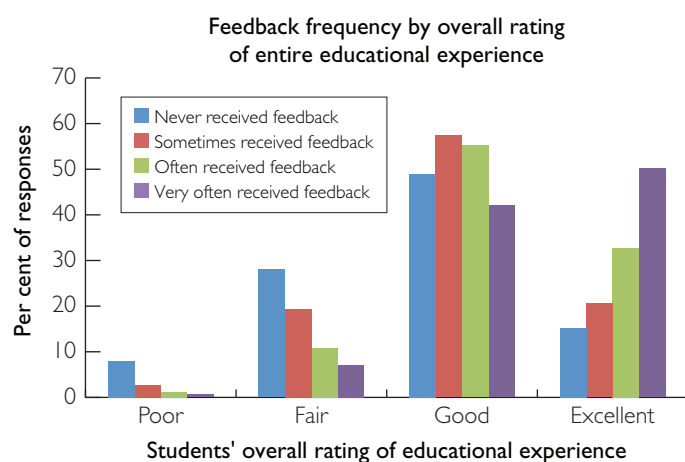
This AUSSE Enhancement Guide makes suggestions about how staff in academic development units can enhance student engagement.

How can academic development units advance student engagement?

The Council of Australian Directors of Academic Development (CADAD) cites seven domains common to many academic development units: strategy and planning, scholarship of teaching and learning, accredited tertiary teaching programs, university engagement, quality enhancement, professional development, and curriculum development. Each is relevant to student engagement.

Incorporate student engagement into strategy and planning processes

Get involved in policy development that can influence student engagement, especially policy about feedback and assessment. Choice in assessment tasks, and a clear vision of what is expected of students, are vital. Ensure assessment is linked to regular formative feedback, and with practices that promote self-reflection on learning. The graph below uses the Australasian data from the 2008 AUSSE to illustrate the relationship between the frequency with which students report receiving feedback from their teachers on their academic performance and their overall rating of their educational experience at university. As you can see, students who report receiving feedback most frequently are more likely to rate their overall experience as 'excellent'.



Be active in developing strategies to enhance student advising and build student support networks. These factors strongly influence the student experience and satisfaction, and ultimately engagement.

Student engagement and the scholarship of teaching and learning

Design large scale projects with student engagement as the focus. Encourage the university to offer teaching and learning development grants or scholarships with engagement as a focus. Lead, facilitate or participate in research into student engagement and what it means in differing contexts. Try cross-faculty comparisons of AUSSE data.

Influence the design of accredited programs for tertiary teaching

Ensure current thinking, practical hints and tips, and student engagement activities, are present in postgraduate certificates for tertiary teaching. Include tasks where participants evaluate their practice in a student engagement context.

Take a whole-of-university approach

Form alliances with student organisations, campus facilities, student support services. Facilitate or partner projects that support student engagement. Build understanding of student engagement and how the university can respond holistically. You might support social and academic activities that bring first year students into sustained contact with other students, senior students, academics and professional staff.

Review quality enhancement frameworks

Align enhancement frameworks with student engagement ideas, principles and data. Populate statements about learning and teaching standards with language and terminology associated with student engagement. Include items on student engagement in teacher, unit and program evaluations. Analyse the data, look for significance, ask what it means.

Offer professional development that profiles student engagement

Good teaching includes consistency, organisation and promoting common values. Facilitate events that build awareness of how engagement impacts on different learner cohorts. Showcase best practice from your own and other universities. Develop capability in using social networking tools and learning management systems to support collaborative learning. Collaborative learning, supported by face-to-face and online activities, encourages formal and informal learning networks. Extend capacity to design and deliver culminating projects, expositions and capstones. These designs mobilise learning into an integrative and synthesised whole.

Bring together curriculum development and student engagement

Good teaching involves detailed, consistent, strategic program design. Advocate collegial approaches to curriculum design, including peer review and collaboration. Incorporate peer review into policy on course and teaching evaluation. Build understanding of how research and inquiry based learning and other experiential approaches advance student engagement. Actively support and profile teachers and professional staff who promote common and shared experiences that foster student belonging. Promote alternative forms of learning focused on attributes and capability, such as community and service learning, and learning beyond the classroom in authentic settings.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. This guide was written by Ian Solomonides, Director - Learning and Teaching Centre at Macquarie University. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

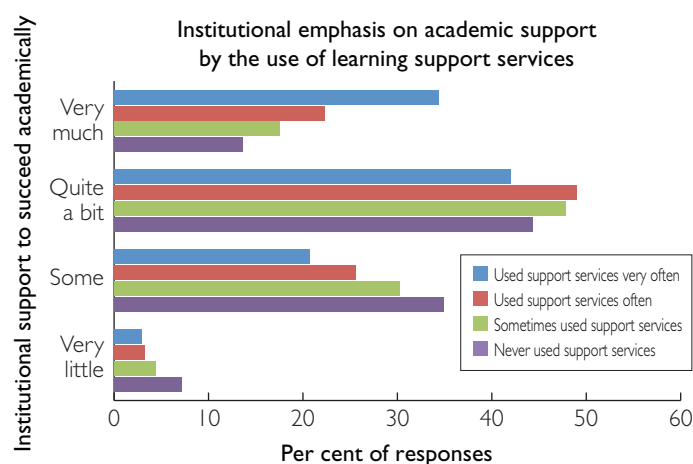
Engaging students through academic skills development

This AUSSE Enhancement Guide makes suggestions about how Language and Academic Skills advisers can enhance student engagement.



How can academic skills advisers advance student engagement?

Language and Academic Skills (LAS) Advisers help students' develop their capacity to participate effectively in learning. Our assistance may be direct, through the teaching of academic skills. It may be indirect, through a referral to other services that promote wider aspects of student engagement. Knowing about the range of services and other avenues that support student engagement is an important part of every LAS Adviser's role.



LAS Advisers may work one-to-one with a student, supporting them to develop strategies to more actively contribute to tutorial discussion: asking questions, critically analysing information, and volunteering answers. We can help students understand why attending lectures and reading materials before the tutorial are keys to effective participation. We might draw the attention of a shy or lonely first year student to university clubs and societies. We are in a position to identify for students volunteering opportunities that may help them develop confidence, make friends and feel more engaged with the university community.

The graph above uses the 2008 AUSSE data to illustrate the relationship between students' use of learning support services and how supported they feel to succeed academically.

Design language support programs to build student engagement

LAS Advisers can play an important role in student engagement by creating, and helping to maintain, support programs that extend beyond the traditional classroom or advisor relationship.

One possibility would be working with community agencies to integrate a volunteer component into language support programs. Through

community involvement, students can practice communication skills, develop wider personal networks and contribute directly to the university's engagement with its region.

Another example would be to design and support, perhaps in concert with a faculty or academic program team, a conversation club for international students that enlists domestic students as facilitators. LAS Advisers could provide training to the domestic students in how to lead the group effectively.

This kind of exchange is both fun and rewarding. International students can make connections with domestic students and learn more about local culture. Strategies like this have benefits for domestic students too. They become more engaged with university life through contact with fellow students, academic and professional staff. They develop professional skills that will benefit them in future study, work and community activities. Local students can gain valuable leadership experience, and at the same time develop cross-cultural awareness.

Offer writing support programs that generate interaction with other students

Connecting first year students with later year students produces higher engagement outcomes for both groups.

You could develop a peer writing program as an extension of traditional, and still important, one-to-one support services. Engage volunteers – later year students who are good writers – to talk with first year students about their academic writing. Your volunteers will need initial guidance about their role, what to look for, and how to refer first year students to other services. From time to time they may need your support.

LAS Advisers could extend the writing program for honours students by setting up a mini-conference for students to present their research. Teach oral presentation skills as a lead-up to the conference. Encourage peer feedback, questions and debate.

Formal programs like these frequently lead to informal contacts – friendships develop, wider personal support networks are established, and rich sources of feedback and collaborative learning emerge.

Put your advisory skills to work in clubs and societies

LAS Advisers have a range of capabilities that can directly support student engagement and academic skills development. We can connect our capabilities to the needs of clubs and societies and other student services. For example, if the student computing society or Malaysian students' club is planning an event, you could contribute by using their planning phase as an opportunity to teach team work and project management skills.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. This guide was written by Laurie Ransom, General Manager of the Academic Skills Unit, University of Melbourne. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

Engaging students' career development

This AUSSE Enhancement Guide makes suggestions about how staff working in student career development can enhance student engagement.

Encourage students' involvement in extracurricular activities

Employers recruit graduates who are well rounded and have a range of skills over and above those gained in the classroom. Encouraging students to engage in a variety of extracurricular activities, both at university and externally, will develop their skills in a range of key areas.

Extracurricular activities help students to develop the 'additional to academic skills' employers seek. These skills are often related to universities' graduate attributes and include communication, teamwork, problem solving and organisation among many other skills.

Participating in extracurricular activities helps to enhance students' resumes and interview content. Students can present evidence of participation in these activities to demonstrate they are well rounded and have a range of sought after skills.

Also, students' knowledge of themselves – their interests, aptitudes, values and strengths – grows enormously with exposure to a range of different activities and experiences. This in turn makes for more informed career decision making.

The best ways for students to get involved

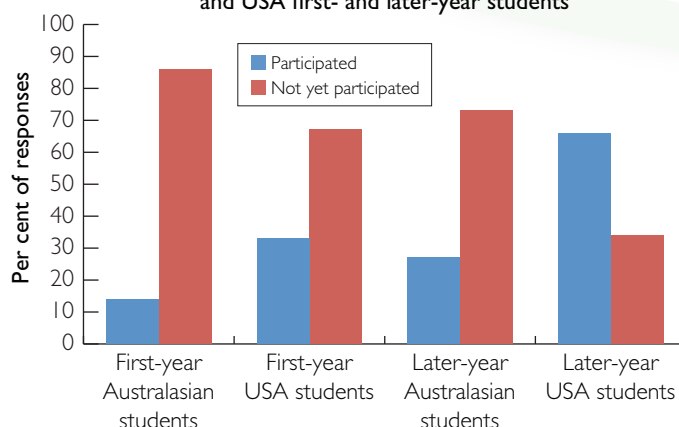
On campus, students can get involved in a number of ways. They can host new students during orientation, become a peer mentor, assist on open day, write for the student newspaper, serve as an office bearer for the student union, be actively involved in a club or society. Off campus, students can do volunteer work – this is especially useful if the work is related to the student's career goals. Many universities offer their students access to volunteer positions through Go Volunteer; SEEK Volunteer; Volunteering Australia and other local volunteer organisations.

Other activities that could be valuable in broadening students' lives and their development beyond university include sporting clubs, community groups, involvement in a range of interest areas, plus of course part-time or casual paid work. Students could also participate in the Duke of Edinburgh Award or Young Achievement Australia. All of these activities develop skills and knowledge and enable students to learn more about themselves and their interests, aptitudes, values and strengths.

A key role of the careers professional is to assist students to understand the value of participating in these activities, and to provide students with insight about the learning that can occur through involvement in them. Assisting them to see the relevance to later employment, and where careers may link in with these activities, is one of the key roles of the career professional.

This graph uses data from the 2008 AUSSE and 2008 NSSE to illustrate the low rate of participation in volunteer work by students from Australia and New Zealand when compared with US students' participation rates.

Rates of participation in volunteer work by Australasian and USA first- and later-year students



How to stimulate involvement

Get the message out to students, in whatever ways are possible on your campus, about the abundant opportunities open to them. You could try the following, which work well.

Put the message about broader involvement on your home page, highlighting alumni or graduate profiles in a highly visible spot (your alumni unit may be able to assist here). Contact past graduates and ask them to speak to students on campus. You can enlist the help of academic staff here too.

You could hold a volunteer day in addition to your careers fair; where you can advertise opportunities such as hosting or mentoring students and volunteering for various organisations. Emphasise the benefits to students. Repeat the benefits of getting involved in volunteering and other activities to your academic colleagues. Include a handout in orientation material about the value of getting involved.

Make sure your casual and part-time work page advertising opportunities for students also highlights why (in addition to financial gain) working casually or part-time is great for your career.

Work integrated learning

Work integrated learning is one of the key aspects of student engagement that is relevant to staff involved in student career development.

Work integrated learning provides many benefits to students, including:

- an opportunity to put theory into practice and gain valuable workplace knowledge and skills;
- an insight into an industry or career they may be interested in pursuing;
- a range of valuable experiences and insights that can be highlighted in the resume and during interviews; and
- better insight into, and appreciation of, theoretical content on return to the classroom.

Careers staff can best assist students to extract the most from work integrated learning by:

- assisting students to best understand what they have learned and experienced, and why that is valuable to employers;
- assisting students to optimally present both the skills and knowledge they have gained via their resume; and
- encouraging students to document their experiences in an e-portfolio when that option is available.

For other stakeholders, careers staff can also add to the value of work integrated learning by:

- working with academics to ensure they are assisting students to understand the value of work integrated learning;
- determining if a graduate employer may be prepared to take students on for a period of work experience;
- encouraging students who have undertaken work experience or another form of work integrated learning to speak to other students in class to convey the benefits and give other students advice; and
- linking with employers to see if they could take more students and students from other areas.



Clearly, there are myriad ways in which careers staff can encourage and help students participate in activities that enhance learning and development outcomes. This is important in and of itself. Encouraging students to participate in these types of activities helps students augment capabilities that will help them build their future careers.

What impact can careers guidance staff have on student engagement?

To enhance student engagement, careers guidance staff can:

- act as a key source of expert, current knowledge in the university about what employers are seeking in the way of skills and knowledge in addition to technical knowledge and classroom learning;
- collect resources relevant to this – there's no need to do it all yourself – collect resources from your campus or in your community and interpret it for the students;
- make these resources available and visible to students;
- promote the value of involvement to students (and academic staff) at every opportunity;
- publish good news stories of student endeavours wherever possible, using websites, university newspaper and flyers; and
- ensure your workshops and individual consultations with students highlight the importance of, and possibilities for, student involvement with relevant groups on and off campus.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. This guide was written by Di Rachinger, General Manager of Student Engagement at the University of Melbourne. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

How can the academic program coordinators advance student engagement?

This AUSSE Enhancement Guide makes suggestions about how academic program coordinators can enhance student engagement.



You make student engagement happen

Academic program coordinators are a pivot point for successful student engagement. They have a definitive influence over how student engagement is integrated into program design, and how it is reflected in teaching practice. They influence how the program actively links its students to learning skills support, student services and the wider life of the university. They influence the development of policy and processes so that they promote high quality learning outcomes for their students.

Put student engagement on the agenda when you review your program

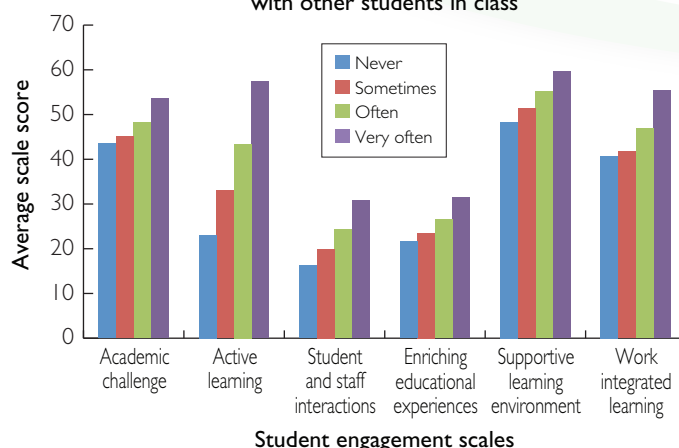
Program and course or unit reviews are great opportunities for shaping curriculum in ways that promote student engagement. Because so much learning goes on outside the classroom, a key area for focus may well be to influence the kind of learning that takes place outside the lecture, the tutorial or the laboratory. The AUSSE measures the occurrence of this kind of learning in several ways. The results for Australian and New Zealand students generally are low. For example, later year US students are twice as likely as Australasian students to do community service or volunteer work. These activities can be built in to learning and assessment designs. Only a third of Australasian students – whether in first year or in later years – report that they frequently prepare drafts of assessments. Preparing drafts can be integrated into tutorial work and group work, or made the focus of undergraduate seminars.

Support sessional staff to work with student engagement principles

Tutorials and laboratory sessions often rely on sessional teachers who may have limited knowledge of the principles that underpin student engagement. Yet sessional teachers are the academic staff with whom most students have the greatest level of interaction. Program coordinators can ensure that induction and professional learning opportunities for sessional teachers include reference to student engagement research and to the way in which student engagement principles are embedded in unit learning and assessment designs. They can ensure that sessional staff are introduced to ideas about how to promote student engagement in small group learning environments.

Tutorials provide ideal opportunities for structured peer learning activities which have additional benefits beyond the tutorial. Properly managed, they can foster beyond-classroom study groups, friendships and informal networks by bringing together students who may not know each other. Both peer learning and connectedness increase student engagement. This is evident in the graph here which uses the Australasian data from the 2008 AUSSE to show the relationship between the frequency with which students work with others during class and student engagement outcomes.

Student engagement by frequency of working with other students in class



Identify opportunities for staff-student interaction beyond the classroom

Creating opportunities for interaction between teachers and students is especially important for sustaining student engagement. Students value formal and informal interactions outside the classroom. Such interactions can reinforce motivation, a sense of purpose, a sense of connection. They contribute to student persistence and better academic performance.

Part of the challenge is to establish opportunities for frequent interaction with teachers. The evidence is that student-staff interactions have a significant impact on high quality learning. It is disconcerting that only one in five first year Australasian students, and one in four later year students, report meaningful and frequent interactions with teachers outside the classroom. Teachers see this differently. The Staff Student Engagement Survey – which investigates staff views on student engagement – shows that two in five staff believe they have meaningful and frequent interactions with students beyond the classroom. Exploring these perspectives with students and staff may clarify what is at the heart of such divergent views and provide a platform for insightful change.

The teaching-research nexus may be a fertile area for exploration. Only 2.2 per cent of Australasian first year students report working on a research project with a staff member outside coursework requirements. Is it possible to set a target for your program that would lift this to, say, 15 per cent? If there is no student organisation to which students in your program would readily belong – a microbiology students society or an international relations society – is it possible to actively support the establishment and maintenance of a student association? If there is such a society, how actively is it supported by teachers in your program, by the faculty, by student services? A student organisation may provide the structured opportunity for students to discuss research with academic staff, or to discuss their career aspirations.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

Developing a graduate engagement statement

This AUSSE Enhancement Guide makes suggestions about how universities can help students produce a student engagement report.



Documenting student activities

Participating in extracurricular activities plays an important role in developing high-quality graduate outcomes. 'Beyond-class' experiences make formal learning more relevant and provide valuable learning experiences of their own. Employers value graduates who have demonstrated their capacity to engage successfully in social and professional activities.

The recently implemented Australian Graduate Statement endorses the value of such experience. It encourages universities to list details of courses such as workplace learning, study abroad, independent learning, professional placements, and employability assessments. Universities can record individual achievements such as prizes, university or faculty medals, special distinctions, and university funded or outside funded scholarships based on academic merit. Only information that can be authenticated by the institution can be included.

Assessing student engagement provides a foundation for recording such achievement. It creates a culture that values students' overall development and a lens for classifying graduate success.

Developing the statement

Each university needs to decide which facets of students' educational experience best demonstrate graduate capability. This might be gleaned by review of course characteristics, consulting with the knowledge transfer or community engagement office, or speaking with graduates and employers. As well, the Student Engagement Questionnaire (SEQ) – the AUSSE's survey instrument – provides an inventory of many of the more significant beyond-class activities. Your institution's AUSSE results will provide useful insight into what your students are doing.

For instance, the taxonomy might divide student experiences into those concerning: cultural and international exchange; research; community service; leadership; professional experience; or creative or artistic expression. There may be other categories that link with your institution's location, mission or student profile.

For the graduate engagement statement to have legitimacy, there needs to be a robust process for gathering and authenticating students' achievement. Some universities will have procedures in place, though these may be concentrated within teaching departments or specific units such as exchange offices. Given the certification requirements of the Australian Graduate Statement there may be value in establishing a central process that takes carriage of this initiative on behalf of the institution. In many instances students will have already participated in relevant activities, and what is required is a means of encouraging them to report and validate their experiences.

Student participation in educational experiences at your institution



Stimulating active learning

Harnessing data on your students' broader achievements sends a message that your institution values such engagement. It can further stimulate participation in broader institutional activities, and demonstrate the capability and diversity of your learners and graduates. The process can develop authenticated reports that demonstrate your graduates' professional potential, and distinguish your graduates from others can greatly assist graduates demonstrate their professional capability.



About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

Enhancing engagement through institutional research

This AUSSE Enhancement Guide makes suggestions about how institutional researchers can support high quality learning outcomes and a positive student experience.



How can institutional researchers advance student engagement?

Institutional researchers play a vital role in analysing, interpreting and communicating AUSSE data. AUSSE results provide a variety of staff, and students, with a wealth of information. They can inform course reviews, support strategic analysis at the faculty and campus levels, and enrich reviews of support services offered by administrative divisions.

A considered approach to using AUSSE data ensures that the data and analyses are fully understood so that the greatest benefit from participating in the AUSSE is achieved. A considered approach includes reporting results to staff and to students, and on actions planned by the institution in response to survey outcomes.

Demystifying AUSSE data

Users of AUSSE data need clear information and advice about what the data and analysis does – and does not – tell them. Institutional researchers are key links between the Australian Council for Educational Research (ACER) and the institution. They can offer their colleagues a comprehensive understanding of the Student Engagement Questionnaire (SEQ). They can explain the methodologies used to develop the survey sample and to determine results.

Identifying and responding the data needs of different audiences

Reports and analyses based on AUSSE data need to be fashioned and presented so that they meet the needs and interests of different audiences. A summary university level report will offer a level of analysis and detail different to that provided for a course review. Similarly, a summary report for students of AUSSE findings and actions demands a particular focus.

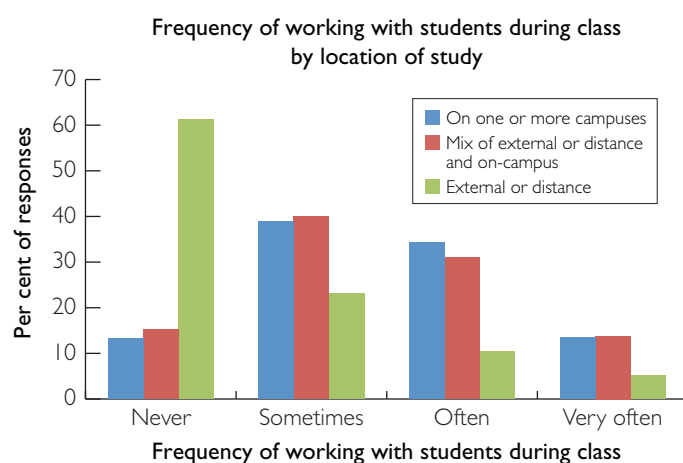
Responding to the specific needs of different audiences requires that summary tables and charts are supported by textual explanations to ensure understanding of what is being presented. Institutional researchers may provide support and advice to the interpretation of AUSSE data by: advising reference/steering groups; liaising with academic development units; contributing to resources developed to enhance the student experience.

Interpreting AUSSE data within an institutional context

Maximum benefit from AUSSE participation is gained through robust discussion of student engagement that is informed by AUSSE data analysed and interpreted within the context of an individual institution.

What is important to each institution at a point in time will depend on contextual factors relevant at that time. Interpretation of the data must recognise these contextual factors.

For example, some contexts may require careful interpretation of results for the SEQ item: 'Used an online learning system to discuss or complete an assignment'. If using such a system was a mandated requirement for all students at a particular institution, one would expect a high level of agreement with this item. Consider the SEQ item: 'Worked with other students on projects during class'. Results might be skewed at an institutional level by responses from a high proportion of students studying off campus. This graph illustrates this using data from the 2008 AUSSE.



Advanced analysis of student engagement data

Institutional researchers can support the nuanced application of AUSSE data in many ways:

- Benchmarking at the institution level, or at a lower level of disaggregation (faculty, school, course), depending on response rates and numbers of responses (see AUSSE Enhancement Guide on this topic).
- Linking with other data sets – the AUSSE data may be used to examine assertions made through analysing related data sets such as survey results, student load or enrolment patterns.
- Analysing AUSSE comments – two items in the AUSSE give respondents the opportunity to provide free form text comments. These items seek feedback about the 'best aspects' of the university's student engagement practices, and areas of potential 'improvement'. Perceived challenges in analysing qualitative comments should not deter universities from using these valuable sources of feedback on student engagement.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. This guide was written by Scott Nichols, Head of the Planning Unit at Deakin University. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

Engaging international students

This AUSSE Enhancement Guide makes suggestions about how international students and universities can enhance their engagement.

How can universities advance international student engagement?

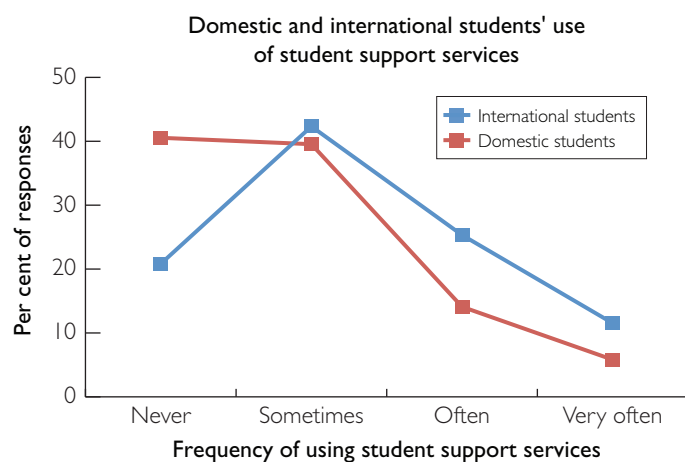
All staff who work with international students can help them engage in study. There is a strong positive relationship between international students' engagement and outcomes like achievement, graduate skills and satisfaction.

International students' overall perceptions of their university experience are closely linked to engagement in learning activities that are supportive, active, enriching, work-focused and academically challenging.

Accessing the university's supportive learning environment

One broad area of challenge for international students is the value they place on access to learning and lifestyle support. International students value their contact with academic and professional staff. This may be because their previous learning cultures and patterns are different from those they experience in Australia. Students may lack the confidence or self-efficacy to manage in their new learning environment. They value staff contact as a contribution to their learning journey, and in the form of career advice. Support that extends beyond formal learning environments plays a particularly important role in shaping learning and development.

This graph uses data from the 2008 AUSSE to show the frequency with which international and domestic students report using student support services.



International students can access learning support in a number of ways, including:

- seeking out university services that provide support for students to succeed academically, such as the library which will provide help with research and referencing;
- attending classes at learning centres to gain familiarity and confidence with using computing and information technologies, and to develop communication skills such as writing effectively, working in teams, and speaking clearly and effectively;
- being prepared to seek out academic staff to discuss academic performance; and
- talking about career plans with career counsellors or academic staff.

Stimulating active learning

Setting well-targeted learning expectations and creating conditions that foster active learning are important. They support each other because a stimulating environment will encourage students to engage. International students can build their sense of challenge, and their mastery of active learning, through:

- spending significant time on academic work;
- actively trying to learn what it means to apply theories or concepts, analyse, synthesise ideas and make judgements in their chosen discipline;
- asking questions; and
- seeking advice from academic staff.

International students value cultural exchange

Institutions can enhance all students' engagement by incorporating international or multicultural perspectives into course and assessment design, and by creating opportunities for students of diverse backgrounds to interact.

Evidence shows that international students benefit greatly from enriching educational experiences, particularly in the area of cultural diversity. Having conversations and contact with students from diverse backgrounds and ethnic groups are important to international students. Students benefit from interactions which encourage mixing with other people from diverse backgrounds.

International students can enrich their learning experiences in many ways, such as:

- choosing to work with students from different ethnic backgrounds; and
- having conversations with people from different backgrounds, whether they occur before or after tutorials, at social events run by clubs and societies, or in study groups.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. This guide has been written by academic staff of the Learning and Teaching Support Unit, University of Southern Queensland: Megan Kek, Sara Hammer, Henk Huijser, Lynne Hunt & Lindy Kimmins. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

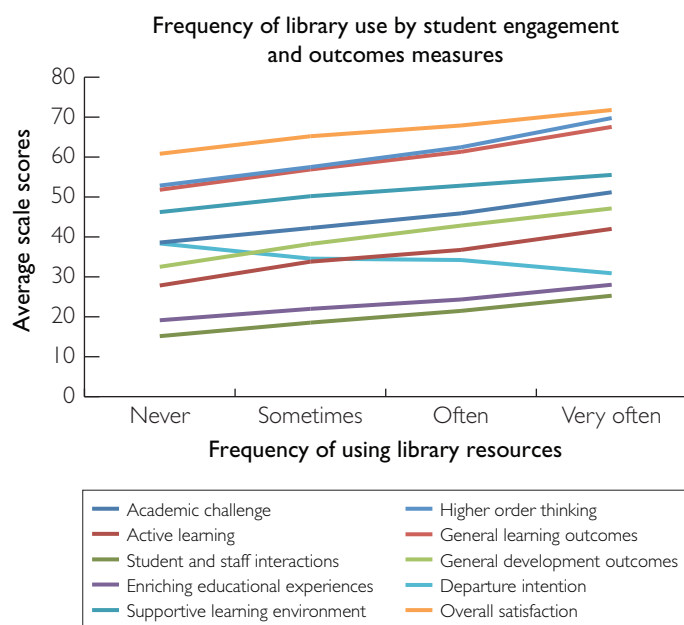
How libraries and librarians can support student engagement

This AUSSE Enhancement Guide makes suggestions about the role libraries and librarians have in enhancing student engagement.



How are libraries and librarians relevant to student engagement?

There's very strong evidence to suggest that students tend to be more engaged with learning on the whole if they engage with library resources, interact with library staff, and spend time using libraries. The graph below displays data from the Australasian Survey of Student Engagement (AUSSE) and provides insights into the link between using the library and student engagement. The graph uses data from the 2008 AUSSE to show that students who report using library resources on campus or online are often more highly engaged with university, and are less likely to have considered leaving their university before completion.

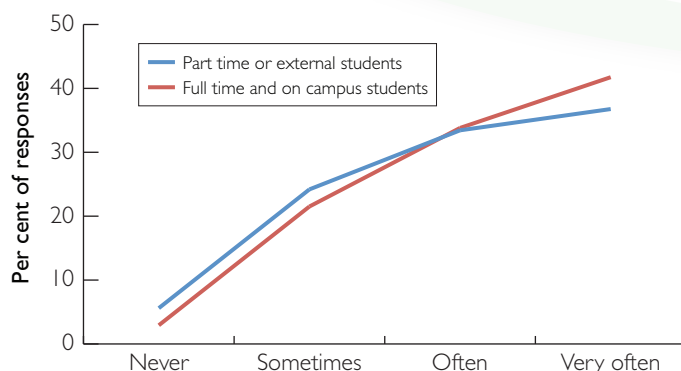


Libraries can engage students with learning in many ways. The physical space itself can be used to ensure that there are sufficient resources available to students, enough independent study areas, collaborative learning spaces and sufficient numbers of computers or wireless access areas. Libraries also exist in the virtual world, allowing distributed learning to take place, and allowing access for external, distance and online students, and for more flexible kinds of learning. Librarians also contribute to student engagement by providing expertise to students through formal workshops or tutorials and by providing guidance informally. Librarians help students learn the best ways to access and use quality information and resources, help them to enhance their study and research skills and explain how to use the latest technologies to enhance their learning.

Increasing student access to library resources

Increasingly, even at campus-based institutions, students are doing more study part-time, online, externally or by distance. As a result, university libraries increasingly are becoming distributed learning spaces to cater for more flexible learning, and for part-time, distance and external students.

Frequency of using library resources



Data from the 2008 AUSSE show that the majority of part-time or external students report using library resources often or very often. But we know that more is better, and there are many things libraries can do to try to increase the use of library resources, especially for students who are not campus based, or regularly on campus.

Many university libraries now keep their students up-to-date on new acquisitions, upcoming workshops and classes, and changes to opening hours via social networking sites, such as Facebook and Twitter. Students who add their university library to their Facebook or Twitter receive these updates as part of their newsfeed. Other universities use an RSS feed that keeps students updated, or send out targeted emails to students to keep them updated on what's happening at their library.

Allowing students to access databases and search the library catalogues wherever they are, and whenever they need to, is one way to encourage more students to access library resources. Students are now used to accessing library resources via the web whenever they want. Universities are making accessing library resources even easier and more flexible by allowing students to add their catalogue search function to iGoogle, or by letting students search the catalogue using Facebook for instance. Some universities have even created a mobile web version of their library website and catalogue, so students can literally access their library wherever they (and a good wireless connection) are.

Libraries also make it easier for students who can't come on campus to access librarians and their knowledge. Libraries do this in various ways, through online functionality like chat-to-a-librarian or Instant Messaging ask-a-question, online forums where they can ask library related questions, and through podcasts or vodcasts of classes or tips on researching, referencing and using library resources.

The physical library space

Although students increasingly are not campus-based, it is still important to consider how the physical library space can best engage students with the library and with learning. Are the collections easy to access? Do the opening hours meet students' needs? Are there enough computers or areas where students can connect to the internet wirelessly? Are the silent study areas and collaborative learning spaces adequate? How could they be improved?

A key focus for libraries is on the review and design of the physical library buildings to develop contemporary, attractive, flexible and accessible spaces that engage students and provide opportunities for meaningful learning experiences. Learning spaces are being designed and adapted to meet the changing needs of learners. Building functions are being rethought; for example, more libraries now include social spaces and areas for students to interact with each other. Also, more technology-enriched spaces are being incorporated into libraries to facilitate both individual and collaborative learning. These spaces allow students to have access to the latest computing equipment and easier access to institutional wireless networks, all of which supports students' learning.

Another key focus for libraries is to provide more opportunity for peer-to-peer connections and peer support within the library. Peer support programs may include roving student helpers who are employed by the library to help students with a wide range of library, IT and university inquiries. Having student rovers in the library also helps to break down barriers for new students, increases opportunities for peer-to-peer learning, and helps to create opportunities for interaction between students of different backgrounds, undertaking different courses and at different year levels. What's more, these programs enable the students who deliver the services to contribute to the academic success of fellow students, and at the same time they are building their own knowledge and developing future skills for the workplace.

Relationships between library and academic staff

Libraries actively contribute to students' awareness, understanding and capabilities in using, managing and working critically with information. Librarians can work in partnership with academics and others to enhance students' overall engagement with university.

Librarians can work with academics to develop programs, adapt curricula and create learning activities that expose students to information and resource discovery, and provide regular and ongoing opportunities for students to actively develop their information skills. Librarians' active engagement in faculty or department reviews of program design and quality creates opportunities for embedding contextual information literacy skills. Librarians and academics can also collaborate on the development of online learning materials and objects, such as self-paced interactive modules and tutorials to support flexible learning and information skills capacity building.

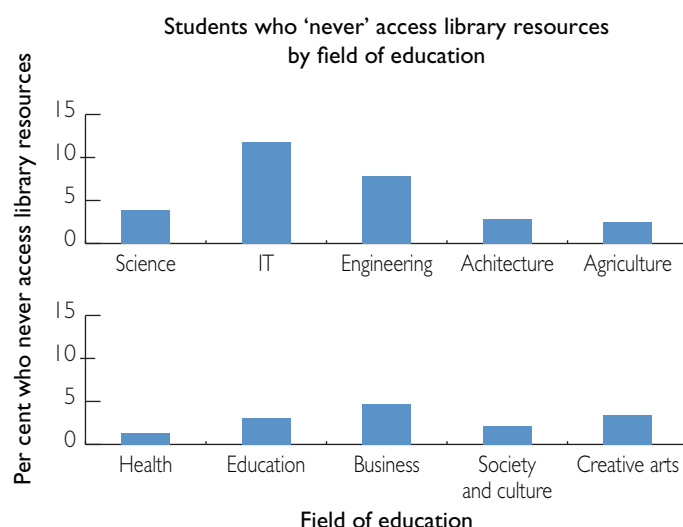
Academic staff can also speak with librarians about using emerging technologies to deliver their programs and learning activities in innovative ways. Another way librarians can enhance students' learning with the help of academic staff is to contribute to the development

of effective online learning environments by integrating relevant and recommended information and library resources, and supporting these training materials.

Improving students' engagement with the library

Because students' engagement with learning is related to students' engagement with their university library, increasing access to the library, and encouraging students to use quality information and library resources may help increase students' overall engagement with university.

Look at the AUSSE data – this will tell you whether there are certain students who are not accessing library resources as frequently as others. Perhaps a large number of students in a particular degree are reporting 'never' using the library. It may be that they feel the library is not addressing their needs as a student, or perhaps they simply are not aware of the resources and the help that are available.



Bringing librarians in early in the cycle of course development, discussing student learning needs and developing curricula that foster information skill development will support engagement over the long term. To address particular needs, - special workshops or training opportunities conducted as part of the academic program introducing students to the library and the resources they need for their study could be designed in conjunction with their course co-ordinator or other teaching staff. Teachers could facilitate student attendance and attend themselves. Students who are using the library resources often could be asked to be advocates of the library and give first-year students guided tours of the library during orientation.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Many thanks to Anne Horn, University Librarian, Deakin University and Bernadette Lingham, Manager, Faculty Library Services, Deakin University who contributed greatly to this guide. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

Using student engagement data for marketing

This AUSSE Enhancement Guide makes suggestions about how marketing staff can use survey results.



How can marketing staff use student engagement data?

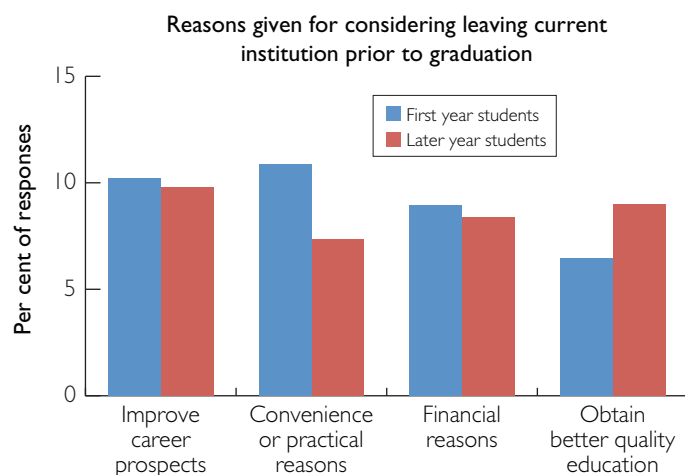
Surveying student engagement provides one of the best measures of how students encounter university. This includes students' perceptions about the education and services that universities deliver, and about what students themselves actually do. Interpreting and using information about student engagement empowers universities to understand and promote many facets of their core business.

Data on student engagement can be very useful for marketing personnel, both in understanding key stakeholders and in promoting your institution's strengths. It offers a truly student-focused source of insight into how to advance your institution's positioning and growth.

Understanding what students do

The AUSSE survey instrument – the Student Engagement Questionnaire (SEQ) – taps into around 100 distinct aspects of student engagement. The data provides insight into how students make use of valuable resources, different patterns and types of interaction with university, and student preferences and accomplishments.

This graph uses data from the 2008 AUSSE to show the reasons students give for considering leaving their university prior to finishing their degree. Data like these can provide a greater understanding of what students are seeking from university, and why they may decide to leave.



Analysing the rich source of information provided by the AUSSE helps universities build understanding of their student profile, and of how to attract new students, engage current learners, and stimulate high-quality graduate outcomes.

The AUSSE provides a range of data on many points, such as how supported students feel by staff and fellow students. It provides data on whether students are using careers services and engaging in extracurricular experiences like exchanges, internships and service learning. It taps their broader experience and satisfaction with university.

Of course, better understanding your current students – who they are and what they are doing – offers important insights for positioning your institution at a time when higher education is becoming more competitive and student centred.



Promoting your university

As a rich source of evidence on the core business of the academy, you can use student engagement data to:

- promote positive and distinctive aspects of the university's student experience and educational practice;
- publicise your institution's international standing, drawing on close links with the US National Survey of Student Engagement (NSSE);
- demonstrate student outcomes and successes;
- engage future students with insights on how they could become involved with your university;
- demonstrate to current students that your university listens to their views and takes their learning and development seriously; and
- as independent evidence that enhances perceptions of your university's quality and standing.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

How parents and partners can support student engagement

This AUSSE Enhancement Guide makes suggestions about how parents and partners can support high quality learning outcomes and a positive student experience.



How can parents and partners support high quality learning?

Student engagement is about students' involvement with activities and conditions likely to generate high quality learning, and how institutions support students' involvement.

A large body of research evidence highlights the positive effect that student engagement has on desirable learning outcomes such as critical thinking and good grades. Greater engagement with university also means a more enjoyable experience for the student.

Awareness of the importance of university student engagement is growing in Australia. As a result there is growing interest in the role that parents and partners might play in enhancing students' engagement with study.

The 'activities' likely to generate high quality learning include things like: doing the set pre-reading for class; regular private study outside of class; working hard to meet or exceed staff expectations; and getting involved in active learning such as working with other students on a project.

There are many ways that parents and partners can contribute to students' engagement with such activities and with their university experience and learning.

This guide provides some initial pointers. You can find out more by visiting www.acer.edu.au/ausse.

Show empathy and understanding

Starting university can be exciting for students and, at the same time, it can also be daunting. The environment is new and there are many unfamiliar systems and practices with which a student must come to terms. The amount of information related to administrative and academic requirements that a student needs to absorb can be overwhelming for many.

Parents and partners can help by providing an empathetic ear. They can be that 'non-judgemental someone' with whom students can debrief as they come to terms with what university study and learning entails. Students don't necessarily need advice about what to do – but subtly conveyed empathy for the challenges they are facing can help them persist and overcome them.

Even after students move into the later years of study, it can be very helpful to have someone outside the university environment to talk to about their experiences. Parents and partners can have a key role here.

Demonstrate interest

Parents and partners can contribute to student engagement by showing interest in what students are learning at university. Ask questions about the topics covered, what happened in classes that day, and what their assignments are about. These are all useful ways to start a conversation and demonstrate interest. As well, helping people link their study with other parts of their life enhances the depth and relevance of learning.

One benefit of discussing the concepts students are learning is that doing so will help them clarify and understand the ideas better. And

parents and partners are often pleasantly surprised at how interested they become in the subjects being studied.

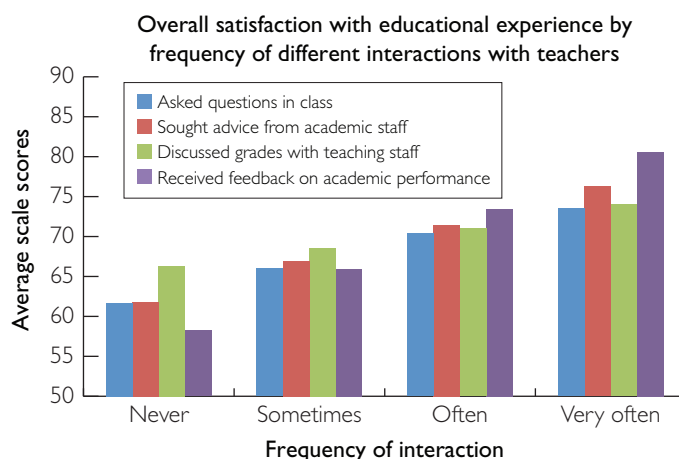
Encourage involvement

Asking questions in class or online is one simple strategy students can use to better engage with their study. Parents and partners can play an important role in encouraging student involvement through suggesting strategies like these. Remind students that if they don't understand something, the chances are that others probably don't either. This kind of observation can be reassuring, and it may help them summon the courage to ask a question to help themselves and their classmates.

Parents and partners can encourage students to get involved in other ways. For example, students can be encouraged to take up some tutoring, perhaps of high school students or university students in earlier years. Tutoring helps sharpen one's own understanding of topics. Tutoring also helps develop the tutor's communication and interpersonal skills – all useful for learning and for future employment prospects.

Interacting with university staff is a good way for students to become, and feel, engaged. Parents and partners can encourage students to make an appointment during the available times to discuss grades or other feedback on assignments with teaching staff. Suggest that students ask teaching staff to explain why marks have been lost, and how the next assignment might be improved. These strategies will encourage students to interact meaningfully with staff and to learn from the experience.

This graph uses data from the 2008 AUSSE to show the relationship between students' overall satisfaction with university and the frequency with which they ask questions during class, seek advice from academic staff, discuss their grades with teaching staff, and receive feedback on academic performance. As you can see, students who indicate that they never have had these types of interactions tend to be much less satisfied overall than students who have these types of interactions with teachers more frequently.



Parents and partners can also encourage students to join, or form and invite others to join, a study group. Together, the group members can help each other through the study experience by providing

support, advice and encouragement for each other. Such groups assist students with completing assignments. They can also provide valuable opportunities to develop critical thinking and discussion skills, and skills in speaking, presenting, writing, and in working in groups and teams. Parents and partners can help facilitate such groups by allowing use of an appropriate and comfortable space at home, and by providing sustenance for hardworking students.

Encourage engagement through paid work and other opportunities

AUSSE 2008 results suggest that around two-thirds of all undergraduate students work while studying. Part-time work can be very helpful to engagement with university study. It provides financial support, and it can also provide learning opportunities and experience that can add value to the formal study being undertaken. But it is important that paid employment supplements rather than detracts from university study. Encouraging students to minimise the number of paid work shifts they undertake each week, particularly at busy and critical times, can help facilitate ongoing engagement with study. Parents and partners can also encourage students to discuss their career options and plans with teaching, careers and other student services staff as they move through their degree.

Another idea that parents and partners might suggest is for students to seek out opportunities to participate in 'work-integrated-learning' through, for example, a practicum, an internship, fieldwork, industry placement, work experience or a clinical placement. All universities will offer opportunities of this kind, depending on the area of study, and encouragement to find and pursue these opportunities will provide immediate and lifelong benefits to students.

Similarly, many universities provide opportunities to study abroad or participate in an overseas exchange program. Parents and partners can encourage students to ask lecturers about the particular opportunities available at their university.



Acknowledge success

Finally, parents and partners have an important role to play in helping students stay engaged. Acknowledge small successes such as handing in all first semester assignments on time. Celebrate bigger successes such as doing well on exams and other assessments. Acknowledgement and celebration can be very encouraging for students, particularly when the demands of university study are at their peaks.

Study is hard. Parents and partners are well placed to acknowledge this and to remind students of how well they have done and can do.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. This guide was written by Professor Marcia Devlin, Chair in Higher Education Research, Deakin University. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

How university planning managers can advance student engagement

This AUSSE Enhancement Guide makes suggestions about how university planning managers can enhance student engagement.



Benchmarking using AUSSE data

University planning managers need reliable, contextualised data on which to base their contributions to strategic and operational decision-making, quality assurance, policy development, and monitoring and review processes – and much else besides! A valuable source of such data is the AUSSE Student Engagement Questionnaire completed by undergraduate students, and benchmarked against national and international data for the same items and scales.

Benchmarking is an activity that planning managers and their teams have the skills and knowledge to support. Productive benchmarking depends on nuanced interrogation of data. Comparisons within and between institutions must account for variations in cohort composition such as relative proportions of part time and full time students, or of international and domestic students. These variations have a significant influence on an institution's student engagement outcomes.

Supporting an institutional focus on student retention

Load management is complex. That complexity is frequently deepened by shifts in government and institutional policy objectives, and adjustments to funding models. Much relies on good load management – the allocation of scarce resources is heavily influenced by the forecasts you and your team produce.

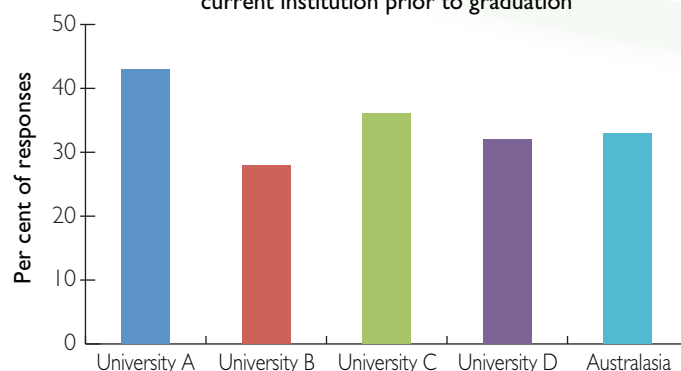
Retention rates are a key consideration in load management, at both institutional and program levels. Historical data simply replicate the past in a load management model. Planning units can change the course of history.

Planning managers are in a prime position to support strategic and operational decision-making by monitoring and reporting on AUSSE data. They can highlight areas in which attrition can be minimised through action at the institutional, faculty and divisional levels. Higher retention rates have many benefits. Students benefit by completing; there is a link between having a qualification and improved life chances. There is a pay-off for the investment of funds by governments. Institutions have more resources to allocate because more students complete their entire academic program.

The impact of student engagement on retention rates

In 2008, 33.1 per cent of Australasian students reported they were seriously considering leaving their institutions in the 2008 academic year. It is important to note that that the rate varied from 22.0 per cent at one institution to 44.9 per cent at another. In an era where funding models and policy emphasise access and higher levels of participation, there is concern that these figures may rise without focussed effort to alter institutional practices in ways that the evidence tells us build student resilience and persistence.

Students who have seriously considered leaving their current institution prior to graduation



Student engagement has a direct effect on student retention. AUSSE data demonstrates correlations between supportive learning environments and retention. Students are more likely to persist when their programs have high levels of academic challenge and support, and when their learning is enriched by participation in experiences outside the classroom.

Linking AUSSE data and research evidence to improve retention

'One size fits all' prescriptions for improving student engagement are flawed. Planning managers can marshal data, and report it, in a way that prompts deep thinking about differential interventions.

For example, AUSSE data confirms important differences in the perceived level of challenge between disciplines. Students in the fields of general management and information systems give a low rating to academic challenge. Students in education and justice and law enforcement give high ratings to academic challenge. Differences of this kind need to be reported in an accessible way. The correlation between academic challenge and retention needs to be made clear. The impact of attrition on funding needs to be starkly drawn. Again, benchmarking is a powerful tool for highlighting discipline areas in need of attention, and for identifying pockets of student-assessed good practice worthy of investigation.

Improving knowledge of student engagement in planning teams

Knowing how best to interrogate student engagement data, and knowing how best to interpret them, relies on familiarity with student engagement theory and evidence. Context-free statistical analysis is unlikely to be insightful and subtle enough to capture what is important and to convey the key messages clearly. Planning managers can ensure that their team members have opportunities to expand their understanding of student engagement and its impact on the student experience.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

How can quality assurance staff advance student engagement?

This AUSSE Enhancement Guide makes suggestions about how those working in quality assurance roles can enhance student engagement.



New perspectives on quality

The idea of measuring and monitoring student engagement took shape through research in the US on how to provide the most pertinent data for institutional assessment. As a measure of what students actually do and how they are supported, engagement data provides important insights on key dimensions of institutional practice. These insights can stimulate enhancement and improvement initiatives.

Use student engagement data in organisational review processes

The AUSSE presents a rich lode of data for organisational review purposes. AUSSE data brings the student voice to the heart of organisational reviews. The AUSSE's Student Engagement Questionnaire (SEQ) asks students to respond to items that cover things like:

- During the current academic year about how often have you improved knowledge and skills that will contribute to your employability?
- To what extent do your examinations during the current academic year challenge you to do your best work?
- To what extent does your institution emphasise providing the support you need to help you succeed academically?
- In this current academic year have you seriously considered leaving your current institution?
- What is the quality of your relationships with teaching staff, and administrative personnel and services?

This small sample of the areas covered by the SEQ demonstrates the breadth of the student engagement construct. The dot points above traverse generic skills development, assessment designs, access to academic support services, overall satisfaction, and responsiveness of administrative staff.

The individual items can illuminate your review as much as the scale scores. As the series extends, these data make possible longitudinal analysis which supports cyclic review schedules.

Ensure student engagement is part of institutional quality assurance policy

Quality assurance staff have a persuasive influence on policy development about the institution's quality objectives, and the principles and processes that will underpin monitoring and review. Policies may need review to incorporate student engagement, given the relatively recent introduction of the AUSSE into many Australasian institutions. Processes for organisational review, and annual monitoring of and reporting about quality, may need ongoing adjustment to ensure that the AUSSE items or scales pertinent to your institution are considered.

Annual monitoring processes can require close attention to AUSSE data, or to specific items and scales. Policy can require that

improvement plans resulting from organisational reviews must have specific reference to student engagement practices within the unit under review. Improvement plans can suggest collection of additional data to complement AUSSE data.

Usually, improvement plans are targeted at lifting performance in a particular organisational unit. It can also be worth building into policy that good performance in one unit will be explored further and reported to other units. For example, AUSSE data may show that part-time students across your institution are unhappy with the learning skills support they receive, except for those part-time students in the school of business at a regional campus. Conducting focus group interviews and staff surveys, documenting the practice of advisers, could be ways in which to extend an understanding of good practice as reported by students, and to promote adoption of that practice elsewhere within the university.

Policy can require benchmarking. Because you have access to data across your institution, you can benchmark one organisational unit with other selected units, and distinguish areas of good, uncertain and poor performance. Benchmarking is a powerful aid to quality improvement provided that the benchmarked data are reliable – the SEQ has been carefully validated, the survey methodology is robust, and analysis is reported only when all necessary parameters (such as institutional sample sizes) are met. If institutional policy requires cross-institutional benchmarking, AUSSE data is a primary stock of evidence.

Profile good student engagement practice

Promoting student engagement is not limited to interpreting AUSSE data. University staff working in quality assurance roles have the privilege open to few others of being familiar with good practice across their institutions. There is no-one better placed than you to profile good student engagement practice. Building the student engagement good practice network can be a key part of your role in prompting innovative solutions and responses to the student experience.

For example, AUSSE data, supplemented by some additional research, may reveal that the way in which tutors in a first year engineering subject have linked tutorial groups via a wiki has had a remarkable impact on student engagement. Tutors in a first year linguistics subject, who are struggling with student engagement, may never hear about the engineers' wiki. Unless you let them know. Systematically profiling good student engagement practice, across institutions, across campuses, across faculties and departments, is a key element of your role.

Student Engagement Enhancement Database

Over time, ACER is developing the Student Engagement Enhancement Database (SEED). This database provides links to several resources on student engagement. The database can be found at: <http://www.acer.edu.au/ausse/seed.html>

About this guide

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How can the university's senior leaders advance student engagement?

This AUSSE Enhancement Guide makes suggestions about how those in institutional leadership positions can enhance student engagement.



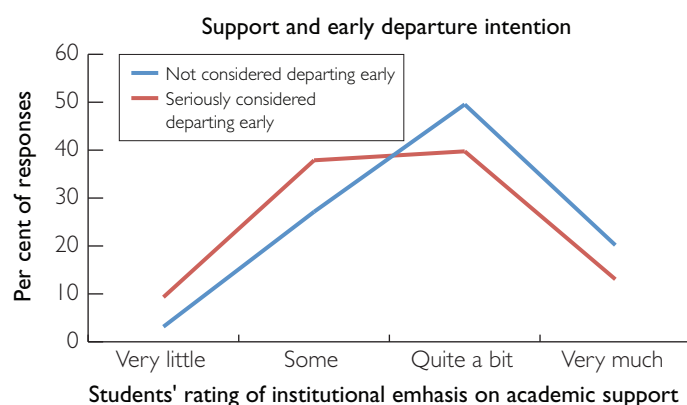
Student engagement is a strategic choice

Adopting student engagement as a primary attribute of a university is a strategic choice. It has significant influences on formulating and implementing strategy in many areas: curriculum design, resource allocation, structure of student services, teaching-research nexus, load planning, library services, industry and community engagement, among others.

Promoting values that support student engagement

Student engagement has institution-wide impacts. Advancing student engagement relies on your leadership. The manner in which the values and principles of student engagement are embodied in institutional practice must vary in response to the characteristics of the student body which differ from university to university, and from campus to campus. Leadership is always practiced in context – student engagement is all about context.

Student engagement research tells us students are more likely to persist, and to improve their academic performance, when the institution supports learning through enhanced and integrated relationships with peers, academics, student services and the broad intellectual and social domains of university life. This is highlighted by the graph below which uses Australasian data from the 2008 AUSSE to show the relationship between students' feelings of academic support and whether they have considered departing university. These kinds of relationships prosper when the institution privileges values that focus on the pursuit of high quality learning. University leaders have a central role in promoting those values and embedding them in practice.



The 2008 *Australasian Student Engagement Report* discusses the role that university culture has in promoting student engagement. Using Graham Little's typology of four university learning climates (see Little's book, *Faces on Campus*, 1975), the report distinguishes the characteristics of each learning climate through the prism of the AUSSE data. Cultivating climates build student engagement. Neglecting, training and indulging climates diminish student engagement. Leaders are best

placed to assess what the prevailing values of the institution are, and what the consistency of value sets is across the institution. Leaders are best placed to prompt necessary changes in policy and practice so that the predominant values are those that produce a cultivating climate.

Using AUSSE data to support evidence-based decision-making

The characteristics of any university's learning community are always evolving. The pace of evolution is likely to quicken. Many institutions are contemplating changes in the profile of their student bodies as expanded opportunities for access and participation inform policy objectives, funding models and institutional strategy. Changing student characteristics will require frequent review of student engagement practices to ensure that those practices continue to be responsive and constructive. For leaders, this means sensitising academic and professional staff to the need for ongoing change.

AUSSE data is a crucial input to effective review: it supports continuous improvement. Leaders can convey the importance of AUSSE data by referring to it in formal and informal contexts, by drawing on it as an aid in decision-making, by asking academic and professional staff to investigate it in support of their own decision-making, and in their monitoring and review processes.

Working across institutional boundaries

The nature of senior leadership roles in organisations as complex as universities inevitably involves boundary-spanning activity in pursuit of strategic objectives. Advancing student engagement requires just that: working across divisional and disciplinary boundaries and communicating direction. Good student engagement practice requires that academic and general staff take a joined-up approach to learning, student support and student services.

An example of this joined up approach can be found in the way that the university supports students to explore and define their career aspirations and options. Some 60.8 per cent of first year Australasian students, and 46.0 per cent of later year students, report never talking about their career plans with either teachers or advisors. This is despite the continuing emphasis on work integrated learning, rapidly changing employment roles and opportunities, and the longstanding role of universities in professional education.

In circumstances like these, university leaders are best-placed to explore what impediments there are to these discussions occurring, given that student engagement research underlines the importance of students interacting purposefully with teachers and professional staff on matters like their future careers. It is likely that the most productive response will range across matters like curriculum design, teaching practice, links between academic programs and careers and student advisers, support for student associations, and industry engagement.

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This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.

Getting involved with university

What can I do to be more engaged with university?

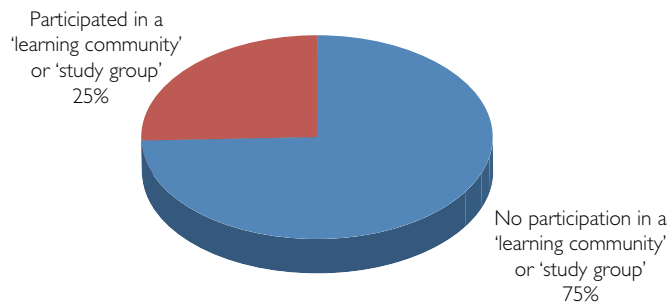
Student engagement is an idea focused on how learners interact with university. Student engagement is increasingly seen as being important for high quality learning and education.

There are a number of ways that you can become more engaged with learning, and get more out of your university experience, both in and out of the classroom. There are also many ways that your university can help you get more engaged.

Seek help and advice

Your lecturers, tutors and other university staff want you to succeed and get the most out of university. If you're struggling with classes, or want to improve on the results you've been getting, don't be afraid to ask for help. Your teachers are there to provide you with feedback and advice, and there are also many other staff who you can turn to for assistance. Student services staff can help you in many ways. Learning skills staff can help you improve your writing skills, the counselling service can teach you ways to manage your time better and deal with exam stress, and librarians can help teach you ways to use library resources more effectively.

Participation in a 'learning community' or 'study group'



A great way to help you learn and get more out of your classes, while meeting new people, is to participate in a study group. If there's not a study group for the unit or programme that you're studying, it's easy enough to start one – just speak with your lecturer or tutor and they can help you organise one, or if you use an online forum, put an ad up there. The graph above uses information from the 2008 Australasian Survey of Student Engagement (AUSSE) to show the large proportion of students who have not yet participated in a study group or learning community.

Enhance your educational experience

Although it seems that most of what you learn at university takes place within a lecture or tutorial or lab, there are many experiences outside the classroom that enhance your learning. Taking part in study abroad or student exchange programs, volunteering for your community, doing

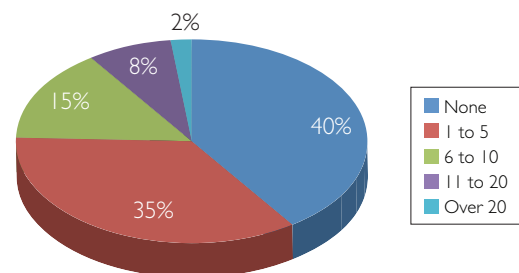
an industry placement or work experience, and even working on- or off-campus all have been shown to enhance learning.

Strike a balance between study and fun

There's more to uni than studying all the time and it's important to get the balance between studying and having fun. There are plenty of opportunities to get involved in extracurricular activities at uni.

There are heaps of clubs and events that you can join and with clubs for people interested in everything from mountain climbing to chocolate to musical theatre, there's really something for everyone. Joining a club gives you a chance to meet other students outside your classes, and can be a lot of fun.

Hours per week spent participating in extracurricular activities



University sports are another way to get involved and have fun while keeping fit too. You don't have to be a gym nut to take part – there are plenty of fun activities from yoga to ultimate frisbee to hockey to dance that you can get involved with. You'll have fun, meet new people and keep fit while doing it. The pie chart above uses data from the 2008 AUSSE to show the number of hours students spend each week participating in extracurricular activities. How many hours do you spend per week?

What can your university do?

There's plenty that your uni can do to help increase students' engagement. The following are suggestions from students who've taken part in the Australasian Survey of Student Engagement (AUSSE) that ACER runs in collaboration with universities from Australia and New Zealand:

- include interactive activities in lectures and tutorials;
- ensure lecturers and tutors are engaged teachers;
- link learning with current industry trends;
- provide more support for first-year students;
- ensure students know how and where to access student services;
- have clear learning outcomes for units and provide lots of feedback to students;
- lecturers and tutors should let students know of their availability; and
- encourage students to get involved in extracurricular activities.

About this guide

This AUSSE Enhancement Guide forms part of the suite of resources developed by ACER and the broader AUSSE community to enhance students' engagement in effective educational practices. Visit www.acer.edu.au/ausse for further information about the Australasian Survey of Student Engagement.



Attachments



Australasian Survey of Student Engagement

Australasian Survey of Student Engagement

The Australasian Survey of Student Engagement (AUSSE) is developed and managed by the Australian Council for Educational Research (ACER) to stimulate evidence-focused conversations about students' engagement in university study. By providing information that is generalisable and sensitive to institutional diversity, the AUSSE plays an important role in helping institutions monitor and enhance the quality of education.

The AUSSE has introduced new and advanced survey methodologies into Australasian higher education. It involves administration of the state-of-the-art Student Engagement Questionnaire (SEQ) to a representative sample of first-year and later-year students at participating institutions. ACER has developed procedures to manage the quality of survey processes and hence the integrity of survey outcomes. Contemporary analytical methodologies are used to manage, analyse and report AUSSE data.

The AUSSE has formative links with the United States National Survey of Student Engagement (NSSE), a collection developed in the mid-1990s that has been run in over 1,300 US and Canadian higher education institutions since then. AUSSE results can be benchmarked with NSSE results, providing powerful perspectives for internationally focused higher education institutions.

Value of the AUSSE

Student engagement is defined as students' involvement in activities and conditions that are linked with high-quality learning. A key assumption is that learning is influenced by how an individual participates in educationally purposeful activities. While students are seen to be responsible for constructing their knowledge, learning is also seen to depend on institutions and staff generating conditions that stimulate student involvement.

Understanding and effectively managing students' engagement in education plays a significant role in enhancing learning processes and outcomes. AUSSE data:

- provides real-time information on learning processes
- offers the most reliable proxy measures of learning outcomes
- provides excellent diagnostic measures for enhancement activities
- helps identify how to attract and, importantly, retain students
- can be benchmarked against international and institutional points of reference
- highlights the value of a university experience
- helps manage resources, and monitor programs and services



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Staff Student Engagement Survey (SSES)

All institutions that participate in the AUSSE are invited to take part in the Staff Student Engagement Survey (SSES). The SSES measures academics' expectations for student engagement in effective educational practices.

The SSES is a survey of academic staff about students. While academic staff are the respondents, the student remains the 'unit of analysis'. The SSES focuses on:

- academics' perceptions of how often students engage in different activities
- the importance staff place on various areas of learning and development
- the nature and frequency of staff-student interactions
- how academics organise their time, both in and out of the classroom

The SSES builds directly on the Faculty Survey of Student Engagement (FSSE), a survey that has been run since 2004 by the Indiana University Center for Postsecondary Research. To date, more than 100,000 academics from more than 600 universities have taken part in the FSSE.

Compared with student feedback, relatively little information is collected from academic staff in Australasian higher education. Such information is important, as it can help:

- identify relationships and gaps between student engagement and staff expectations
- engage staff in discussions about student engagement and in student feedback processes
- provide information on staff awareness and perceptions of student learning
- enable benchmarking of staff responses across institutions

Survey instruments

The Student Engagement Questionnaire (SEQ) is the AUSSE measurement instrument. The parallel Staff Student Engagement Questionnaire (SSEQ) is used to survey staff and the Postgraduate Student Engagement Questionnaire (PSEQ) is used to survey postgraduate coursework students.

The SEQ, SSEQ and PSEQ are designed for administration in under 15 minutes. They are based on the NSSE and FSSE instruments and are validated for use in Australasian higher education. They measure six target areas:

- Active Learning - students' efforts to actively construct knowledge
- Academic Challenge - the extent to which expectations and assessments challenge students to learn
- Student and Staff Interactions - the level and nature of students' contact and interaction with teaching staff
- Enriching Educational Experiences - students' participation in broadening educational activities
- Supportive Learning Environment - students' feelings of support within the university community
- Work Integrated Learning - integration of employment-focused work experiences with study

Information is also reported on these outcomes: self-reported learning and development outcomes; average overall grades; retention intentions; career readiness; overall satisfaction; and a range of individual demographics and educational contexts.

Instrument validation has involved focus groups, expert consultations, cognitive interviews, pilot testing, expert reviews, and psychometric analyses. These activities build on the extensive validation activities undertaken by the NSSE. Like the phenomenon of student engagement, the instruments will grow with further development.

Reporting and enhancement

ACER provides institutions with a carefully designed AUSSE Institution Report. Reports contain an overview of the AUSSE, a range of tables and graphs, and materials to help institutions make the most use of their AUSSE results. Each institution receives a validated set of their own data.

The AUSSE is designed to stimulate evidence-based conversations about student engagement. It provides a basis for engagement-focused meetings, the development of enhancement resources, and a range of collaborations. Resources and insights will evolve as institutions make use of AUSSE data to interpret and enhance practice.

Developing the AUSSE

The AUSSE was developed to bring together existing work in student engagement and leverage benefits from a collaborative, multi-institutional approach. It is critical that surveys involve valid instruments and processes to provide the kind of contextualised and high-quality data that can be used to improve practice. It is vital to have well-tested strategies for embedding results into practice.

Development of the AUSSE is an ongoing process. A team of staff is led by Dr Hamish Coates at ACER. Guidance is provided by the AUSSE Advisory Group, and NSSE staff provide input into survey design and development. Institutions play a formative and critical role in shaping AUSSE resources and methodologies, and in generating conversations about student engagement. The AUSSE continues to grow through workshops and seminars, institutional activities, formal reviews and publications.



Further information

At any stage, please make contact with the ACER team if you would like further information about the AUSSE. The team can be contacted at ausse@acer.edu.au or +61 3 9277 5487. Summary information is available at www.acer.edu.au/ausse.

Summary features

Several characteristics distinguish the AUSSE as a highly valuable quality enhancement activity in Australasian higher education:

Robust technical properties

- Psychometrically validated Student Engagement Questionnaire
- Efficient and robust sampling strategy
- High-quality analysis and reporting practices

Significant new perspectives

- Evidence on student learning processes and institutional supports
- Proxy measures of key learning and development outcomes
- 'Learner-centred whole-of-institution' perspective
- Index of students' involvement in study

Quality-assured approach

- One of the world's most advanced institutional research activities
- Central management and collaboration with institutions
- Standardised survey support materials
- Quality-assured administration strategy

New opportunities

- Cross-institutional benchmarking
- Cross-national comparison
- Data on the support provided by institutions for student learning
- Information for attracting, engaging and retaining students

... By providing information that is generalisable and sensitive to institutional diversity, the AUSSE plays a very important role in helping institutions monitor and enhance the quality of education.



Item stem	Response options
<p>In your experience at your institution during the current academic year, about how often have you done each of the following?</p> <ul style="list-style-type: none"> - Asked questions or contributed to discussions in class or online - Sought advice from academic staff - Made a class or online presentation - Worked hard to master difficult content - Prepared two or more drafts of an assignment before handing it in - Used library resources on campus or online - Worked on an essay or assignment that required integrating ideas or information from various sources - Used student learning support services - Blended academic learning with workplace experience - Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments - Came to class having completed readings or assignments - Kept up to date with your studies - Worked with other students on projects during class - Worked with other students outside class to prepare assignments - Put together ideas or concepts from different subjects when completing assignments or during class discussions - Tutored or taught other university students (paid or voluntary) - Participated in a community-based project (e.g. volunteering) as part of your study - Used an online learning system to discuss or complete an assignment - Used email or a forum to communicate with teaching staff - Discussed your grades or assignments with teaching staff - Talked about your career plans with teaching staff or advisors - Discussed ideas from your readings or classes with teaching staff outside class - Received prompt written or oral feedback from teachers/tutors on your academic performance - Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations - Worked with teaching staff on activities other than coursework (e.g. students, family members, co-workers, etc.) - Discussed ideas from your readings or classes with others outside class (e.g. students, family members, co-workers, etc.) - Had conversations with students of a different ethnic group than your own - Had conversations with students who are very different to you in terms of their religious beliefs, political opinions or personal values 	<p>1 Never 2 Sometimes 3 Often 4 Very often</p>
<p>During the current academic year, how much has your coursework emphasised the following intellectual activities?</p> <ul style="list-style-type: none"> - Memorising facts, ideas or methods from your subjects and readings - Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components - Synthesising and organising ideas, information or experiences into new, more complex interpretations and relationships - Making judgements about the value of information, arguments or methods, such as examining how other gather and interpret data and assessing the soundness of their conclusions - Applying theories or concepts to practical problems or in new situations 	<p>1 Very little 2 Some 3 Quite a bit 4 Very much</p>
<p>In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?</p> <ul style="list-style-type: none"> - Number of pieces of work that take one hour or less to complete - Number of pieces of work that take more than one hour to complete 	<p>1 None 2 1 to 2 3 3 to 4 4 5 to 6 5 More than 6</p>

Item stem	Response options
<p>During the current academic year, about how much reading and writing have you done?</p> <ul style="list-style-type: none"> - Number of assigned textbooks, books or book-length packs of subject readings - Number of books read on your own (not assigned) for personal enjoyment or academic enrichment - Number of written assignments of fewer than 1,000 words - Number of written assignments of between 1,000 and 5,000 words - Number of written assignments of more than 5,000 words 	<p>1 None 2 1 to 4 3 5 to 10 4 11 to 20 5 More than 20</p>
<p>Which box best represents the extent to which your examinations during the current academic year have challenged you to do your best work?</p>	<p>1 Very little 2 2 3 3 4 4 5 5 6 6 7 Very much</p>
<p>During the current academic year, about how often have you done each of the following?</p> <ul style="list-style-type: none"> - Attended an art exhibition, play, dance, music, theatre or other performance - Exercised or participated in physical fitness activities - Examined the strengths and weaknesses of your own views on a topic or issue - Improved knowledge and skills that will contribute to your employability - Developed communication skills relevant to your discipline - Explored how to apply your learning in the workplace - Tried to better understand someone else's views by imagining how an issue looks from their perspective - Learned something that changed the way you understand an issue or concept - Spent time keeping your resume up-to-date - Thought about how present yourself to potential employers - Explored where to look for jobs relevant to your interests - Used networking to source information on job opportunities - Set career development goals and plans 	<p>1 Never 2 Sometimes 3 Often 4 Very often</p>
<p>Which of the following have you done or do you plan to do before you graduate from your institution?</p> <ul style="list-style-type: none"> - Practicum, internship, fieldwork or clinical placement - Industry placement or work experience - Community service or volunteer work - Participate in a study group or learning community - Work on a research project with a staff member outside of coursework requirements - Study a foreign language - Study abroad or student exchange - Culminating final-year experience (e.g. honours thesis, capstone project, comprehensive exam, etc.) - Independent study or self-designed major - Consult a university careers service for advice - Hold a leadership position in a university group or the community 	<p>1 Do not know about 2 Have not decided 3 Do not plan to do 4 Plan to do 5 Done</p>
<p>Which of these boxes best represent the quality of your relationships with people at your institution?</p> <ul style="list-style-type: none"> - Relationships with other students 	<p>1 Unfriendly, unsupportive, sense of alienation 2 2 3 3 4 4 5 5 6 6 7 Friendly, supportive, sense of belonging</p>
<p>Which of these boxes best represent the quality of your relationships with people at your institution?</p> <ul style="list-style-type: none"> - Relationships with teaching staff 	<p>1 Unavailable, unhelpful, unsympathetic 2 2 3 3 4 4</p>

Item stem	Response options
	5 5 6 6 7 Available, helpful, sympathetic
Which of these boxes best represent the quality of your relationships with people at your institution? - Relationships with administrative personnel	1 Unhelpful, inconsiderate, rigid 2 2 3 3 4 4 5 5 6 6 7 Helpful, considerate, flexible
Which of these boxes best represent the quality of your relationships with people at your institution? - Relationships with student support services	1 Unfriendly, unavailable, unsympathetic 2 2 3 3 4 4 5 5 6 6 7 Friendly, available, sympathetic
About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply. - Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities) - Working for pay on campus - Working for pay off campus - Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.) - Relaxing and socialising (e.g. watching TV, partying, etc.) - Providing care for dependents living with you (e.g. parents, children, spouse, etc.) - Managing personal business (e.g. housework, shopping exercise, health needs, etc.) - Travelling to campus (e.g. driving, walking, etc.) - Being on campus, including time spent in class - Being on campus, excluding time spent in class	1 None 2 1 to 5 3 6 to 10 4 11 to 15 5 16 to 20 6 21 to 25 7 26 to 30 8 Over 30
If you are working for pay, how much is this work related to your field of study?	1 Not at all 2 Very little 3 Some 4 Quite a bit 5 Very much 6 Not in paid work
To what extent does your institution emphasise each of the following? - Spending significant amounts of time studying and on academic work - Providing the support you need to help you succeed academically - Encouraging contact among students from different economic, social and ethnic backgrounds - Helping you cope with your non-academic responsibilities (e.g. work, family, etc.) - Providing the support you need to socialise - Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.) - Using computers in academic work	1 Very little 2 Some 3 Quite a bit 4 Very much
To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? - Acquiring a broad general education - Acquiring job-related or work-related knowledge and skills - Writing clearly and effectively - Speaking clearly and effectively - Thinking critically and analytically - Analysing quantitative problems - Using computing and information technology - Working effectively with others - Voting informedly in local, state or national elections - Learning effectively on your own - Understanding yourself - Understanding people of other racial and ethnic backgrounds	1 Very little 2 Some 3 Quite a bit 4 Very much

Item stem	Response options
<ul style="list-style-type: none"> - Solving complex, real-world problems - Developing a personal code of values and ethics - Contributing to the welfare of your community - Securing relevant work after graduation 	
<p>In this academic year have you seriously considered leaving your current institution? Mark all that apply.</p> <ul style="list-style-type: none"> - No, I have not considered a change - Yes, please select reason 	<p>1 Selected 2 Not selected</p>
<ul style="list-style-type: none"> - Academic exchange - Academic support - Administrative support - Boredom/lack of interest - Career prospects - Change of direction - Commuting difficulties - Difficulty paying fees - Difficulty with workload - Family responsibilities - Financial difficulties - Gap year/deferral - Government assistance - Graduating - Health or stress - Institution reputation - Moving residence - Need a break - Need to do paid work - Other opportunities - Paid work responsibilities - Personal reasons - Quality concerns - Received other offer - Social reasons - Standards too high - Study/life balance - Travel or tourism - Other: Please specify 	<p>1 Selected 2 Not selected</p> <p><ONLY SHOWN IF STUDENT SELECTED 'Yes, please select reason' IN PREVIOUS ITEM></p>
<p>What are your plans for next year? Mark all that apply.</p> <ul style="list-style-type: none"> - Continue with current study - Shift to another university - Move to vocational education and training - Leave before finishing qualification - Change to another qualification - Leave having completed qualification - Leave to do paid work - Leave to take time off 	<p>1 Selected 2 Not selected</p>
<p>Overall, how would you evaluate the quality of academic advice that you have received at your institution?</p>	<p>1 Poor 2 Fair 3 Good 4 Excellent</p>
<p>How would you evaluate your entire educational experience at this institution?</p>	<p>1 Poor 2 Fair 3 Good 4 Excellent</p>
<p>If you could start over again, would you go to the same institution you are now attending?</p>	<p>1 Definitely no 2 Probably no 3 Probably yes 4 Definitely yes</p>
<p>Are you male or female?</p>	<p>1 Male 2 Female</p>
<p>Where has your study been mainly based in the current academic year?</p>	<p>1 On one or more campuses 2 Mix of external/distance and on-campus 3 External/distance</p>

Item stem	Response options
In what year did you first start university?	0 Before 2008 1 2008 2 2009 3 2010 4 2011 5 2012
How many years of your qualification have you completed?	1 None, in first year 2 One year 3 Two years 4 Three years 5 More than three years
Since starting at university, have you been enrolled mainly part time or full time?	1 Part time 2 Full time
What is your major area of study (e.g. accounting, primary education; psychology, law)?	Open-ended
What is your student identification number? Please write in the following box. No individual is identified in any analyses or reports.	Open-ended
Do you have a government funded university place (e.g. HECS, CSP, NZ Student Loan Scheme)?	1 No 2 Yes
In the current academic year have you received any direct financial payments from the government?	1 No 2 Yes
In the current academic year, have you received any financial assistance from your university (e.g. scholarships, loans, stipends, etc.)?	1 No 2 Yes
Which category best represents your average overall grade so far?	1 No results 2 0 to 49 3 50 to 54 4 55 to 59 5 60 to 64 6 65 to 69 7 70 to 74 8 75 to 79 9 80 to 84 10 85 to 89 11 90 to 94 12 95 to 100
Are you a permanent resident or citizen of either Australia or New Zealand?	1 No 2 Yes
What is your country of permanent residence?	Open-ended
What is the main language you speak in your home?	1 English 2 Language other than English
What is the highest level of education completed by your parents? Mark one box per row. - Father - Mother	1 No school or primary school 2 Some or all of secondary school 3 Vocational certificate or diploma 4 Undergraduate university degree or diploma 5 Postgraduate university degree or diploma 6 Not sure
What is your home postcode and locality/suburb? Write postcode opposite and locality/suburb below.	Open-ended
Are you of Aboriginal or Torres Strait Islander origin?	1 No 2 Yes
Are you of Maori descent?	1 No 2 Yes
Are you of Pasifika (Pacific Island) descent?	1 No 2 Yes
How old are you in years?	Open-ended
Do you consider yourself to have a disability, impairment or long-term condition?	1 No 2 Yes
How much of your study do you do online?	1 None 2 About a quarter 3 About half

Item stem	Response options
	4 All or nearly all
Which of the following describes your current living arrangement? Select the option that best applies to you.	1 On campus in a university college or hall of residence 2 Off campus student accommodation 3 Living with friends or in a share house 4 Living with parents or guardians 5 Living by yourself 6 Living with a partner or children 7 Other
What are the BEST ASPECTS of how your university engages students in learning?	Open-ended
What could be done to IMPROVE how your university engages students?	Open-ended

Item stem	Response options
What is the name of your university?	<<DROPDOWN LIST>>
In what level of qualification are you enrolled?	1 Graduate certificate 2 Graduate/postgraduate diploma 3 Masters degree by coursework 4 Masters degree by research 5 Doctorate by coursework 6 Doctorate by research
Are you male or female?	1 Male 2 Female
Where has your study been mainly based in the current academic year?	1 On one or more campuses 2 Mix of external/distance and on-campus 3 External/distance
In what year did you first start your current postgraduate degree?	0 Before 2007 1 2007 2 2008 3 2009 4 2010 5 2011
How many years of your current postgraduate qualification have you completed?	1 None, in first year 2 One year 3 Two years 4 Three years 5 More than three years
Since starting your current postgraduate degree, have you been enrolled mainly part time or full time?	1 Part time 2 Full time
What is your major area of study (e.g. accounting, primary education, psychology, law)?	<<OPEN-ENDED RESPONSE>>
What is your student identification number? Please write in the following box. No individual is identified in any analyses or reports.	<<OPEN-ENDED RESPONSE>>
Do you have a government funded university place?	1 No 2 Yes
In the current academic year, have you received any direct financial payments from the government?	1 No 2 Yes
In the current academic year, have you received financial assistance from your university (e.g. scholarships, loans, stipends etc.)?	1 No 2 Yes
Which category best represents your average overall grade so far?	1 No results 2 0 to 49 3 50 to 54 4 55 to 59 5 60 to 64 6 65 to 69 7 70 to 74 8 75 to 79 9 80 to 84 10 85 to 89 11 90 to 94 12 95 to 100
Are you a permanent resident or citizen of either Australia or New Zealand?	1 No 2 Yes
What is your country of permanent residence?	<<OPEN-ENDED RESPONSE>>
What is the main language you speak in your home?	1 English 2 Language other than English
What is the highest level of education completed by your parents? - Father - Mother	1 No school or primary school 2 Some or all of secondary school 3 Vocational certificate or diploma 4 Undergraduate university degree or diploma 5 Postgraduate university degree or

Item stem	Response options
	diploma 6 Not sure
What is your home postcode and locality/suburb? - Postcode - Locality	<<OPEN-ENDED RESPONSE>>
Are you of Aboriginal or Torres Strait Islander origin?	1 No 2 Yes
Are you of Māori descent?	1 No 2 Yes
Are you of Pasifika (Pacific Island) descent?	1 No 2 Yes
How old are you in years?	<<OPEN-ENDED RESPONSE>>
Do you consider yourself to have a disability, impairment or long-term condition?	1 No 2 Yes
How much of your study do you do online?	1 None 2 About a quarter 3 About half 4 All or nearly all
Which of the following describes your current living arrangement? Select the option that best applies to you.	1 On campus in a university college or hall of residence 2 Off campus student accommodation 3 Living with friends or in a share house 4 Living with parents or guardians 5 Living by yourself 6 Living with a partner or children 7 Other
In your experience at your institution during the current academic year, about how often have you done each of the following? Mark your answers in the boxes. Leave blank if the item does not apply. - Asked questions or contributed to discussions in class or online - Sought advice from academic staff - Made a class or online presentation - Worked hard to master difficult content - Prepared two or more drafts of an assignment before handing it in - Used library resources on campus or online - Worked on an essay or assignment that required integrating ideas or information from various sources - Used student learning support services - Blended academic learning with workplace experience - Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments - Came to class having completed readings or assignments - Kept up to date with your studies - Worked with other students on projects during class - Worked with other students outside class to prepare assignments - Put together ideas or concepts from different subjects when completing assignments or during class discussions - Tutored or taught other university students (paid or voluntary) - Participated in a community-based project (e.g. volunteering) as part of your study - Used an online learning system to discuss or complete an assignment - Used email or an online forum to communicate with teaching staff - Discussed grades or assignments with teaching staff - Talked about career plans with teaching staff or advisors - Discussed ideas from your readings or classes with teaching staff outside class - Received prompt written or oral feedback from teachers/tutors on your academic performance - Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations - Worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organisations, etc.) - Discussed ideas from your readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	1 Never 2 Sometimes 3 Often 4 Very often

Item stem	Response options
<ul style="list-style-type: none"> - Had conversations with students of a different ethnic group than your own - Had conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values 	
<p>During the current academic year, how much has your coursework emphasised the following intellectual activities?</p> <ul style="list-style-type: none"> - Memorising key facts, ideas, or methods from your subjects and readings - Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components - Synthesising and organising ideas, information, or experiences into new, more complex interpretations and relationships - Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of his or her conclusions - Applying theories or concepts to practical problems or in new situations 	<p>1 Very little 2 Some 3 Quite a bit 4 Very much</p>
<p>In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?</p> <ul style="list-style-type: none"> - Number of pieces of work that take one hour or less to complete - Number of pieces of work that take more than one hour to complete 	<p>1 None 2 1 to 2 3 3 to 4 4 5 to 6 5 More than 6</p>
<p>During the current academic year, about how much reading and writing have you done?</p> <ul style="list-style-type: none"> - Number of assigned textbooks, books or book-length packs of subject readings - Number of books read on your own (not assigned) for personal enjoyment or academic enrichment - Number of written assignments of fewer than 1,000 words - Number of written assignments of between 1,000 and 5,000 words - Number of written assignments of more than 5,000 words 	<p>1 None 2 1 to 4 3 5 to 10 4 11 to 20 5 More than 20</p>
<p>Which box best represents the extent to which your examinations during the current academic year have challenged you to do your best work?</p>	<p>1 Very little 2 3 4 5 6 7 Very much</p>
<p>During the current academic year, about how often have you done each of the following?</p> <ul style="list-style-type: none"> - Attended an art exhibition, play, dance, music, theatre or other performance - Exercised or participated in physical fitness activities - Examined the strengths and weaknesses of your own views on a topic or issue - Improved knowledge and skills that will contribute to your employability - Developed communication skills relevant to your discipline - Explored how to apply your learning in the workplace - Tried to better understand someone else's views by imagining how an issue looks from their perspective - Learned something that changed the way you understand an issue or concept - Spent time keeping your resume up-to-date - Thought about how to present yourself to potential employers - Explored where to look for jobs relevant to your interests - Used networking to source information on job opportunities - Set career development goals and plans 	<p>1 Never 2 Sometimes 3 Often 4 Very often</p>
<p>Which of the following have you done or do you plan to do before you graduate from your institution?</p> <ul style="list-style-type: none"> - Practicum, internship, fieldwork or clinical placement - Industry placement or work experience - Community service or volunteer work - Participate in a study group or learning community 	<p>1 Do not know about 2 Have not decided 3 Do not plan to do 4 Plan to do 5 Done</p>

Item stem	Response options
<ul style="list-style-type: none"> - Work on a research project with a staff member outside of coursework requirements - Study a foreign language - Study abroad or student exchange - Culminating final-year experience (e.g. honours thesis, capstone project, comprehensive exam, etc.) - Independent study or self-designed major - Consult a university careers service for advice - Hold a leadership position in a university group or the community 	
<p>Which of these boxes best represent the quality of your relationships with people at your institution?</p> <ul style="list-style-type: none"> - Relationships with other students 	<p>1 Unfriendly, unsupportive, sense of alienation</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 Friendly, supportive, sense of belonging</p>
<ul style="list-style-type: none"> - Relationships with teaching staff 	<p>1 Unavailable, unhelpful, unsympathetic</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 Available, helpful, sympathetic</p>
<ul style="list-style-type: none"> - Relationships with administrative personnel and services 	<p>1 Unhelpful, inconsiderate, rigid</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 Helpful, considerate, flexible</p>
<ul style="list-style-type: none"> - Relationships with student support staff 	<p>1 Unfriendly, unavailable, unsympathetic</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 Friendly, available, sympathetic</p>
<p>About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply.</p> <ul style="list-style-type: none"> - Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities) - Working for pay on campus - Working for pay off campus - Participating in extracurricular university activities (e.g., campus publications, student associations, clubs and societies, sports, etc.) - Relaxing and socialising (e.g. watching TV, partying, etc.) - Providing care for dependents living with you (e.g. parents, children, spouse, etc.) - Travelling to campus (e.g. driving, walking, etc.) - Being on campus, including time spent in class - Being on campus, excluding time spent in class 	<p>1 None</p> <p>2 1 to 5</p> <p>3 6 to 10</p> <p>4 11 to 15</p> <p>5 16 to 20</p> <p>6 21 to 25</p> <p>7 26 to 30</p> <p>8 Over 30</p>
<p>If you are working for pay, how much is this work related to your field of study?</p>	<p>1 Not at all</p> <p>2 Very little</p> <p>3 Some</p> <p>4 Quite a bit</p> <p>5 Very much</p> <p>6 Not in paid work</p>
<p>To what extent does your institution emphasise each of the following?</p> <ul style="list-style-type: none"> - Spending significant amounts of time studying and on academic work - Providing the support you need to succeed academically - Encouraging contact among students from different economic, social and 	<p>1 Very little</p> <p>2 Some</p> <p>3 Quite a bit</p> <p>4 Very much</p>

Item stem	Response options
<ul style="list-style-type: none"> ethnic backgrounds - Helping you cope with your non-academic responsibilities (e.g. work, family, etc.) - Providing you the support you need to socialise - Encouraging students to attend campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.) - Using computers in academic work 	
<p>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</p> <ul style="list-style-type: none"> - Acquiring a broad general education - Acquiring job-related or work-related knowledge and skills - Writing clearly and effectively - Speaking clearly and effectively - Thinking critically and analytically - Analysing quantitative problems - Using computing and information technology - Working effectively with others - Voting informedly in local, state or national elections - Learning effectively on your own - Understanding yourself - Understanding people of other racial and ethnic backgrounds - Solving complex, real-world problems - Developing a personal code of values and ethics - Contributing to the welfare of your community - Securing relevant work after graduation 	<p>1 Very little 2 Some 3 Quite a bit 4 Very much</p>
<p>In this academic year have you seriously considered leaving your current institution? Mark all that apply.</p> <ul style="list-style-type: none"> - No, I have not considered a change - Yes, please select reason 	<p>1 Selected 2 Not selected</p>
<ul style="list-style-type: none"> - Academic exchange - Academic support - Administrative support - Boredom/lack of interest - Career prospects - Change of direction - Commuting difficulties - Difficulty paying fees - Difficulty with workload - Family responsibilities - Financial difficulties - Gap year/deferral - Government assistance - Graduating - Health or stress - Institution reputation - Moving residence - Need a break - Need to do paid work - Other opportunities - Paid work responsibilities - Personal reasons - Quality concerns - Received other offer - Social reasons - Standards too high - Study/life balance - Travel or tourism - Other: Please specify 	<p>1 Selected 2 Not selected</p>
<p>What are your plans for next year? Mark all that apply.</p> <ul style="list-style-type: none"> - Continue with current study - Shift to another university - Move to vocational education and training - Leave before finishing qualification - Change to another qualification - Leave having completed qualification 	<p>1 Selected 2 Not selected</p>

Item stem	Response options
<ul style="list-style-type: none"> - Leave to do paid work - Leave to take time off 	
Overall, how would you evaluate the quality of academic advice that you have received at your institution?	1 Poor 2 Fair 3 Good 4 Excellent
Overall, how would you evaluate the quality of careers advice that you have received from people outside university (e.g. employers, professional associations, personal networks etc.)?	1 Poor 2 Fair 3 Good 4 Excellent
How would you evaluate your entire educational experience at this institution?	1 Poor 2 Fair 3 Good 4 Excellent
If you could start over again, would you go to the same institution you are now attending?	1 Definitely no 2 Probably no 3 Probably yes 4 Definitely yes
What are the BEST ASPECTS of how your university engages students in learning?	<<OPEN-ENDED RESPONSE>>
What could be done to IMPROVE how your university engages students?	<<OPEN-ENDED RESPONSE>>

Item stem	Response options
What is the name of your institution?	<<DROPDOWN LIST>>
What is your main work function?	1 Teaching only 2 Mainly teaching, some research 3 Mainly research, some teaching 4 Research only <<finish survey here if response is "Research only">>
What is your current level of appointment?	1 Level A (Assistant Lecturer) 2 Level B (Lecturer) 3 Level C (Senior Lecturer) 4 Level D (Associate Professor) 5 Level E (Professor) 6 Other (e.g. tutor, sessional teacher etc.)
Which one of the following best describes your employment at your institution this year?	1 Temporary or casual 2 Fixed-term contract up to 12 months 3 Fixed-term contract more than 12 months 4 Permanent or open-ended contract
Are you employed part time or full time at your institution in the current academic year?	1 Part time 2 Full time
Are you currently enrolled in a postgraduate qualification?	1 No 2 Yes, coursework qualification 3 Yes, research qualification
In what teacher training have you been involved? Mark all that apply. <ul style="list-style-type: none"> - No teacher training - Teaching/education qualification - Non-award teacher/education training - Informal advice or support 	1 Selected 2 Not selected
In what teaching/education qualifications have you been involved? Mark all that apply. <ul style="list-style-type: none"> - Doctoral or masters degree - Graduate/postgraduate diploma - Graduate certificate - Bachelor degree - Associate degree - Advanced diploma - Diploma - Other: please specify 	1 Selected 2 Not selected
In what non-award teacher/education training have you been involved? Mark all that apply. <ul style="list-style-type: none"> - Mandatory general short course (e.g. induction sessions) - Voluntary general short course (e.g. induction sessions) - Mandatory short course on specific facet (e.g. assessment, class preparation) - Voluntary short course on specific facet (e.g. assessment, class preparation) - Other: please specify 	1 Selected 2 Not selected
From which sources have you received informal advice or support? Select all that apply. <ul style="list-style-type: none"> - Academic staff - Administrative staff - Professional networks - Postgraduate students - Teaching advisors - Education support staff - Other: please specify 	1 Selected 2 Not selected
How old are you in years?	1 20 to 29 2 30 to 39

Item stem	Response options
	3 40 to 49 4 50 to 59 5 60 to 65 6 66 or over
Are you male or female?	1 Male 2 Female
Please write your email in this box if you would like to be REMOVED from follow-up emails. Your email will only be used to manage the survey. ACER will only supply de-identified survey data back to institutions, removing demographic data where necessary. No individual is identified in any analyses or reports.	<<SHORT TEXT RESPONSE>>
About how many WEEKS IN TOTAL do you expect to teach in the current academic year?	<<numerical response>>
About how many HOURS PER WEEK do you teach during teaching weeks?	<<numerical response>>
Where has your teaching been mainly based in the current academic year?	On one or more campuses Mix of on-campus and external/distance/online/off-campus External/distance/online/off-campus
What is your main area of teaching (e.g. accounting, primary education, psychology, law)?	<<short text response>>
If you have taught undergraduate or postgraduate coursework students in the last two years, please answer all remaining questions in relation to either your first-year undergraduate, later-year undergraduate (i.e. 2 nd , 3 rd or 4 th year) or postgraduate coursework (i.e. graduate diploma or masters). Which group have you chosen to focus on?	1 First-year undergraduate students 2 Later-year undergraduate students 3 Postgraduate coursework students 4 I have not taught students in the last two years <<FINISH SURVEY IF NOT TAUGHT STUDENTS IN LAST TWO YEARS >>
What is the total number of undergraduate or postgraduate coursework students that you have taught during this current academic year?	1 1 to 19 2 20 to 49 3 50 to 99 4 100 to 199 5 200 to 499 6 500 or more
What percentage of your teaching time is spent on each of the following activities? - Lecturing - Teacher-led discussions - Seminars, discussion groups, etc. - Student computer use - Small group activities - Student presentations - In-class writing - Testing and assessment - Studio practice in applied and fine arts (e.g. dance, drama, music) - Laboratory or clinical practice (e.g. labs, field work, art exhibits, etc.)	1 0% 2 1-9% 3 10-19% 4 20-29% 5 30-39% 6 40-49% 7 50-74% 8 75% or more
How important are each of the following aspects of higher education for students? - Developing environments which challenge students to learn - Engaging in active learning practices - Interacting with peers - Participating in enriching educational experiences - Providing environments which support learning and development - Participating in work-integrated forms of learning - Developing higher-order thinking - Developing general learning outcomes - Promoting student retention - Overall satisfaction with the entire experience	1 Not important 2 Somewhat important 3 Important 4 Very important
Please respond to the following questions by reflecting on the students you have taught in the current academic year. As far as you can tell, about what percentage of your students have done each of the following? - Asked questions or contributed to discussions in class or online - Sought advice from you - Made a class or online presentation - Worked hard to master difficult content - Prepared a draft of an assignment before handing it in	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say

Item stem	Response options
<ul style="list-style-type: none"> - Used library resources on campus or online - Worked on an essay or assignment that required integrating ideas or information from various sources - Used student learning support services - Blended academic learning with workplace experience - Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments - Came to class having completed readings or assignments - Kept up to date with their studies - Worked with other students on projects during class - Worked with other students outside class to prepare assignments - Put together ideas or concepts from different subjects when completing assignments or during class discussions - Tutored or taught other university students (paid or voluntary) - Participated in a community-based project as part of their study - Used an online learning system to discuss or complete an assignment - Used email or an online forum to communicate with you - Discussed grades or assignments with you or another teacher - Talked about career plans with you or advisors - Discussed ideas from their readings or classes with you outside class - Received prompt written or oral feedback from you on their academic performance - Worked harder than usual to meet your standards or expectations - Worked with you on activities other than coursework (e.g. committees, orientation, student organisations, etc.) - Discussed ideas from their readings or classes with others outside class (e.g. students, family members, co-workers, etc.) - Had conversations with students of a different ethnic group than their own - Had conversations with students who are very different from them in terms of their religious beliefs, political opinions or personal values 	
<p>During the current academic year, to what extent do you believe your teaching of students has emphasised the following intellectual activities?</p> <ul style="list-style-type: none"> - Memorising key facts, ideas, or methods from your subjects and readings - Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components - Synthesising and organising ideas, information, or experiences into new, more complex interpretations and relationships - Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of his or her conclusions - Applying theories or concepts to practical problems or in new situations 	<p>1 Very little 2 Some 3 Quite a bit 4 Very much</p>
<p>In a typical week during teaching periods, how many assessable tasks (exercises, lab reports, problem sets and tutorial questions) do you set your students?</p> <ul style="list-style-type: none"> - Number of pieces of work that take one hour or less to complete - Number of pieces of work that take more than one hour to complete 	<p>1 None 2 1 to 2 3 3 to 4 4 5 to 6 5 More than 6</p>
<p>During the current academic year, about how much reading and writing have you assigned your students?</p> <ul style="list-style-type: none"> - Number of assigned textbooks, books or book-length packs of subject readings - Number of written assignments of fewer than 1,000 words - Number of written assignments of between 1,000 and 5,000 words - Number of written assignments of more than 5,000 words 	<p>1 None 2 1 to 4 3 5 to 10 4 11 to 20 5 More than 20</p>
<p>Which box best represents the extent to which examinations and assessments you have set during the current academic year have challenged your students to do their best work?</p>	<p>1 Very little 2 3 4 5 6 7 Very much</p>
<p>From your perspective, how important is it that your students have done each of the following during this academic year?</p>	<p>1 Not important 2 Somewhat important</p>

Item stem	Response options
<ul style="list-style-type: none"> - Attended an art exhibition, play, dance, music, theatre or other performance - Exercised or participated in physical fitness activities - Examined the strengths and weaknesses of their views on a topic or issue - Improved knowledge and skills that will contribute to their employability - Developed communication skills relevant to their discipline - Explored how to apply their learning in the workplace - Tried to better understand someone else's views by imagining how an issue looks from their perspective - Learned something that changed the way they understood an issue or concept 	3 Important 4 Very important
How important is it that students in your field do the following? <ul style="list-style-type: none"> - Practicum, internship, fieldwork or clinical placement - Industry placement or work experience - Community service or volunteer work - Participate in a study group or learning community - Work on a research project with a staff member outside of coursework requirements - Study a foreign language - Study abroad or student exchange - Culminating final-year experience (e.g. honours thesis, capstone project, comprehensive exam, etc.) - Independent study or self-designed major - Consult a university careers service for advice - Hold a leadership position in a university group or the community 	1 Not important 2 Somewhat important 3 Important 4 Very important
What percentage of your students would you predict would report that they find you and your teaching colleagues "available, helpful, and sympathetic"?	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say
What percentage of your students would you predict would report that they find other students "friendly and supportive"?	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say
What percentage of your students would you predict would report that they find administrative personnel and services "helpful, considerate and flexible"?	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say
What percentage of your students would you predict would report that they find student support services staff "friendly, available and sympathetic"?	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say
If you were offering full-time students advice on succeeding in your program, about how many hours per seven-day week would you recommend they spend on each of the following activities? <ul style="list-style-type: none"> - Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities) - Working for pay on campus - Working for pay off campus - Participating in extracurricular university activities (e.g., campus publications, student associations, clubs and societies, sports, etc.) - Spending time on campus, including time spent in class (campus-based students only) - Spending time on campus, excluding time spent in class (campus-based students only) 	1 None 2 1 to 5 3 6 to 10 4 11 to 15 5 16 to 20 6 21 to 25 7 26 to 30 8 Over 30
As a whole, to what extent does your program, faculty or department encourage each of the following? <ul style="list-style-type: none"> - Spending significant amounts of time studying and on academic work 	1 Very little 2 Some 3 Quite a bit

Item stem	Response options
<ul style="list-style-type: none"> - Providing students the support they need to help them succeed academically - Encouraging contact among students from different economic, social and ethnic backgrounds - Helping students cope with their non-academic responsibilities (e.g. work, family, etc.) - Providing students the support they need to socialise - Encouraging students to attend campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.) - Encouraging students to use computers in their academic work 	4 Very much
<p>To what extent is your teaching intended to contribute to your students' knowledge, skills, and personal development in the following areas?</p> <ul style="list-style-type: none"> - Acquiring a broad general education - Acquiring job-related or work-related knowledge and skills - Writing clearly and effectively - Speaking clearly and effectively - Thinking critically and analytically - Analysing quantitative problems - Using computing and information technology - Working effectively with others - Voting informedly in local, state or national elections - Learning effectively on their own - Understanding themselves - Understanding people of other racial and ethnic backgrounds - Solving complex, real-world problems - Developing a personal code of values and ethics - Contributing to the welfare of their community - Securing relevant work after graduation 	1 Very little 2 Some 3 Quite a bit 4 Very much
Please estimate the percentage of your students this year who you think have seriously considered leaving your institution before graduation.	1 None 2 1-9% 3 10-19% 4 20-29% 5 30-39% 6 40-49% 7 50-74% 8 75% or more 9 Not sure
Predict the percentage of your students who would rate the quality of academic advice they received from your institution as 'excellent'.	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say
Predict the percentage of your students who would rate the quality of their entire educational experience at your institution as 'excellent'.	1 0-20% 2 21-40% 3 41-60% 4 61-80% 5 81-100% 6 Cannot say
What are the best aspects of how your institution engages students in learning?	<<OPEN-ENDED RESPONSE>>
What could be done to improve how your institution engages students?	<<OPEN-ENDED RESPONSE>>



Australasian Survey of Student Engagement