BRIDGING DATA AND DECISIONS

2016 *AAIR* FORUM

14-16 NOVEMBER 2016, CROWNE PLAZA, COOGEE, NSW

CONFERENCE HANDBOOK

Leverage Altis' Higher Education Experience

altis

Altis is Australia and NZ's most experienced, vendor independent Information Management consultancy, partnering with Higher Education providers to reduce costs, improve decision making and efficiency, expedite strategic and regulatory reporting, and help improve the student journey.

Whether it's traditional BI, analytics, big data, or leveraging the cloud, Altis has the proven capability to deliver tangible outcomes across the Higher Education sector.

We draw on the experiences of our 90+ loyal team members to provide ideas and solutions across a range of meaningful initiatives in the Higher Education space that deliver tangible business outcomes including:

- Identifying students at-risk of leaving early,
- Measuring and highlighting student engagement,
- Measuring student recruitment pipeline performance and identifying leaks,
- Reporting on course viability.

Chat to Chris Kearns, Altis Higher Education practice lead, during or after the Forum to learn how Altis can help you.

Call 02 9211 1522 or 0419 277 452
Email chrisk@altis.com.au
Visit www.altis.com.au

Contents

CONFERENCE ORGANISING COMMITTEE

Don Johnston
Southern Cross University (chair)

Alison Byrne
The University of Sydney

Pamela Sarly
Australian Catholic University

Barbara Chmielewski
UNSW Australia

Nick Foster
Western Sydney University

Kerry Martin
University of Sunshine Coast

FORUM MANAGERS

Leishman Associates

113 Harrington Street, Hobart TAS 7000

170 Elgin Street, Carlton VIC 3053

P.   03 6234 7844 F. 03 6234 5958

E.   victoria@leishman-associates.com.au

W. leishman-associates.com.au

Welcome

On behalf of the Australasian Association for Institutional Research (AAIR) and the Organising Committee, welcome to the 2016 Annual AAIR Forum hosted in beautiful beachside Coogee, NSW, Australia. In the Bidigal language, the name 'Coogee' is said to be taken from a local Aboriginal word koojah which means 'smelly place'. Another version is koo-chai or koo-jah, both of which mean 'the smell of the seaweed drying' or 'stinking seaweed', a reference to the smell of decaying kelp washed up on the beach. But don't be put off by that reference. The Crowne Plaza, our home-away-from-home for the two days of the Forum plus the one day of the workshops, offers a beautiful beachside setting away from the hustle and bustle of Sydney's CBD…and without the unwanted 'smells'!

This year's Forum, 'Bridging Data and Decisions', will start with the pre-forum sessions—including special interest groups and a QILT workshop—and these will no doubt generate some interesting discussions. AAIR is again pleased to be working in conjunction with the Social Research Centre in holding this QILT session.

The program has some inspiring content, with presentations ranging from business intelligence and analytics, planning and policy, through to evaluation and surveys. We have the leading IR specialists speaking on the program, and so we encourage you to make the most of this fantastic opportunity to attend as many sessions as you can and to engage with each of the speakers.

The panel session on Wednesday is not to be missed. You will hear about 'The Future of Higher Education' from practitioners in the field of IR, including AAIR's very own President (elect), Kathie Rabel (Victoria University of Wellington); Steve Ivey (University of Southern Queensland); Abelardo Pardo (The University of Sydney); and Martin Hanlon (University of Technology, Sydney). We look forward to hearing from all panellists, and encourage attendees to participate in question time.

We wish to highlight our valued sponsors and exhibitors who continue to support the event, many of whom continue to participate in sessions and who are really a part of the fabric of the AAIR forums. Over many years, these sponsors have been assisting IR practitioners to develop their services through technological solutions or other forms of assistance. Thank you to this year's supporters: eXplorance, QILT/Social Research Centre and Altis

Consulting. Take the opportunity to speak with them as they are often working closely with a number of your colleagues in other institutions.

This year's social functions are a wonderful opportunity to relax after a busy day of sessions, so make the most of this opportunity to catch up with your fellow AAIRies. Whether it's at the welcome reception at the Crowne Plaza Coogee, or looking out over Coogee Beach from the Surf Life Saving Club, you're sure to enjoy the social aspects this Forum has to offer.

Behind every forum is a committed organising committee, and I'd like to thank each and every committee member for their contribution: Don Johnston (Southern Cross University); Alison Byrne (The University of Sydney); Pamela Sarly (Australian Catholic University); Barbara Chmielewski (UNSW Australia); Nick Foster (Western Sydney University); and Kerry Martin (University of the Sunshine Coast). Thank you for your support and advice in the planning of this event!

Now in its 27th year, the Forum continues to lead the way in institutional research in the tertiary education sector. AAIR is again proud to fulfil its credo, that is, to offer a forum
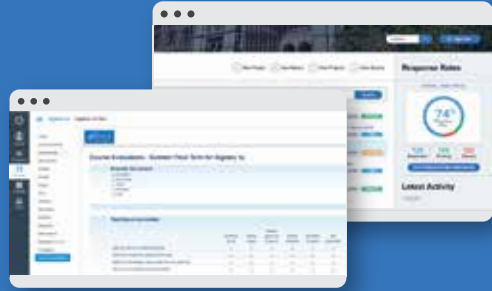
supporting effective decision-making. You should go back to your institutions inspired with a toolkit of newly acquired knowledge in your pocket, while having developed effective networks with your IR peers.

Welcome to Coogee where we will be Bridging Data and Decisions (without the 'smells')!

Dave Marr
AAIR President
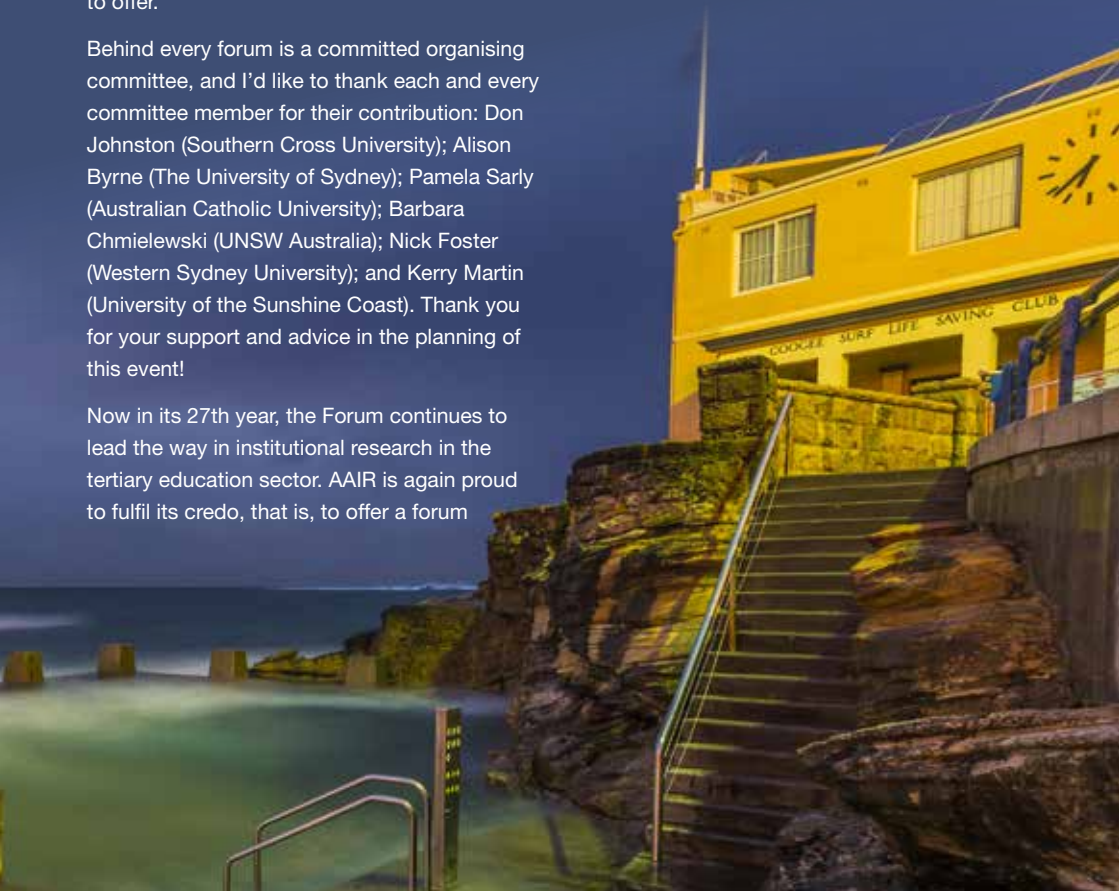
blue

COURSE EVALUATIONS

Blue - A Powerful All-In-One Assessment System

Blue course evaluations is a comprehensive and intuitive solution used by the University of New South Wales, Monash University, the University of Auckland and 300+ more institutions worldwide. Blue is built for growth and institutional situations like cross-listed courses, question branching, team taught courses, mobile form fill-out, and interpreting open-ended feedback with Blue Text Analytics.

canvas BY INSTRUCTURE   brightspace by D2L   ORACLE   ellucian.
moodle   Blackboard   JENZABAR   SQL

bluepulse 2

progress. together.

BLUEPULSE 2

Student success at your fingertips!

Bluepulse 2 is a live formative feedback platform built with student success in mind. From the first day of class to the last, Bluepulse 2 gathers real-time feedback so you can gauge student sentiment, understanding, and progress. It's never been easier to listen to your students and close learning gaps, improve outcomes, and raise engagement.

Visit www.explorance.com/bluepulse for more information!

✉ tbrennan@explorance.com   ✆ +61 3 9900 6239   ✆ +1 (514) 938 2111 (International)

2016 AAIR FORUM PROGRAM

MONDAY, 14 NOVEMBER 2016

PRE FORUM WORKSHOPS AND SIGS

1100-1730	Registration Desk Open		📍 LOBBY
1115-1230	**SURVEY MANAGERS SESSION**		📍 CENTENNIAL ROOM
1230-1330	Lunch		

	📍 COOGEE ROOM	📍 BRONTE ROOM	📍 CENTENNIAL ROOM
1330-1500	**SPECIAL INTEREST GROUP 1** *Federal Government Reporting* Chair: Don Johnston	**SPECIAL INTEREST GROUP 2** *Business Intelligence /Data Warehousing* Chair: Togamau Te'o	**QILT WORKSHOP** *QILT Outcomes and Analysis* 1330 - 1700
1500-1530	Afternoon Refreshments		

	📍 CENTENNIAL ROOM	📍 BRONTE ROOM	
1530-1700	**SPECIAL INTEREST GROUP 3** *Forecasting and Load Management* Chair: Alison Byrne	**BLUENOTES DISCUSSION GROUP** 1530 – 1630	
1730-1930	**WELCOME RECEPTION**		📍 CROWNE PLAZA, COOGEE

TUESDAY, 15 NOVEMBER 2016

0800-1700	Registration Desk Open		📍 OCEANIC BALLROOM FOYER
0845-0915	**WELCOME TO THE 2016 ANNUAL AAIR FORUM**		📍 OCEANIC EAST BALLROOM
0915-1015	**KEYNOTE SPEAKER**		
1015-1030	**SPONSOR PRESENTATION - EXPLORANCE**		
1030-1100	Morning Refreshments		

	📍 OCEANIC EAST BALLROOM	📍 OCEANIC WEST BALLROOM	📍 COOGEE ROOM
1105-1145	**PARALLEL SESSION 1.1** *National Institutional Performance Assessment Schemes in Higher Education: an initial comparative analysis* Martin Hanlon, University of Technology Sydney	**PARALLEL SESSION 1.2** *We're Getting There – Continuously Improving a Team to "Get Stuff Done"* Emily Webber, University of New South Wales	**PARALLEL SESSION 1.3** *The Importance of Rating Importance* Rhianna Harker & Wayne Franklin, Charles Darwin University

Streams Key:

Planning	Business Intelligence	Surveys	Benchmarking	Student Evaluation/ Feedback

5

1150-1230	**PARALLEL SESSION 2.1**	**PARALLEL SESSION 2.2**	**PARALLEL SESSION 2.3**
	Messages from the Middle #2	*How UC are using dashboards to track improvement in their research capability*	*The Analysis of qualitative survey comments using a Thematic Content Analysis methodology*
	Anne Melano, University of Wollongong	Rebecca Armstrong, University of Canberra & Chris Dyne, Altis Consulting	Malcolm Rees, Massey University

1230-1330	Lunch		
	📍 OCEANIC EAST BALLROOM	📍 OCEANIC WEST BALLROOM	📍 COOGEE ROOM
1335-1415	**PARALLEL SESSION 3.1**	**PARALLEL SESSION 3.2**	**PARALLEL SESSION 3.3**
	Business Glossary development – tools and process	*Using Learning Analytics to enhance the student experience*	*Does national feedback about the student experience have the potential to improve teaching quality at a course level?*
	Alex Blagus, University of New South Wales	Jennifer Heath & David Fulcher, University of Wollongong	Sonia Whiteley, The Social Research Centre
1420-1500	**PARALLEL SESSION 4.1**	**PARALLEL SESSION 4.2**	**PARALLEL SESSION 4.3**
	Competitive Advantage: Aligning strategic management and business intelligence	*Factors impacting on graduate salary*	*Engaging Students Through Infographic 'Stories'*
	Stephen Ivey & Togamau Te'o, University of Southern Queensland	Gabrielle Hodgson, Department of Education and Training	Wendy Marchment, Deakin University

1500-1530	Afternoon Refreshments		
	📍 OCEANIC EAST BALLROOM	📍 OCEANIC WEST BALLROOM	📍 COOGEE ROOM
1535-1615		**PARALLEL SESSION 5.2**	**PARALLEL SESSION 5.3**
		2016 Employer Satisfaction Survey – First National Results	*Student Survey Feedback and Unit Grades: Is there a Relationship?*
		Phil Aungles, Department of Education and Training	Steven Collette, University of Tasmania

1620-1720	**NETWORKING AND SPONSOR INTERACTION SESSIONS**	
1900-2330	**FORUM DINNER**	📍 COOGEE SURF LIFE SAVING CLUB

Streams Key:

Planning	Business Intelligence	Surveys	Benchmarking	Student Evaluation/ Feedback

2016 *AAIR* FORUM PROGRAM

WEDNESDAY, 16 NOVEMBER 2016

0815-1700	Registration Desk Open

	📍 OCEANIC EAST BALLROOM	📍 OCEANIC WEST BALLROOM	📍 COOGEE ROOM
0905-0945	**PARALLEL SESSION 6.1** *Implementing a University ranking strategy, 2013-2016* Alistair Duncan, La Trobe University	**PARALLEL SESSION 6.2** *New Graduates in Australian Labour Market: Job Search Strategies* Bruce Guthrie, Graduate Careers Australia	**PARALLEL SESSION 6.3** *CQUniversity students are now 'having their say', so what are we doing about it?* Sharon Liddell, CQ University
0950-1030	**PARALLEL SESSION 7.1** *Experience to date with a modular Student Experience Survey and the use of data visualization tools to display the outcome.* Malcolm Rees, Massey University	**PARALLEL SESSION 7.2** *Higher degree by Research Survey – insights to help Deakin bridge the gap between expectations and experience?* Lyndal Vick, Deakin University	**PARALLEL SESSION 7.3** *Does early Feedback make a difference? A dynamic Change to Student Evaluation* Ada Wong & Alberto Mendez, University of Technology Sydney

1030-1100	Morning Refreshments

1105-1235	**PANEL SESSION: THE FUTURE OF HIGHER EDUCATION**

Chair: Stephen Matchett

Panellists: Abelardo Pardo, Associate Professor, School of Electrical and Information Engineering, The University of Sydney

Kathie Rabel, Manager, Institutional Analysis, Victoria University of Wellington

Martin Hanlon, Director, Planning and Quality Unit

1235-1300	**AAIR AGM**
1300-1400	Lunch

Streams Key:

Planning	Business Intelligence	Surveys	Benchmarking	Student Evaluation/ Feedback

2016 AAIR
FORUM PROGRAM

	⚲ OCEANIC EAST BALLROOM	⚲ OCEANIC WEST BALLROOM	⚲ COOGEE ROOM
1405-1445	**PARALLEL SESSION 8.1** *Moving from what so to so what* Stuart Terry, Otago Polytechnic	**PARALLEL SESSION 8.2** *Is SMS an SOS for online survey methodologies?* Daniela Iarossi, The Social Research Centre	**PARALLEL SESSION 8.3** *We are Entering the Cloud – Rules and perceptions* Wendy Marchment, Deakin University
1450-1530	**PARALLEL SESSION 9.1** *A revised approach to surveying students in response to increasing student satisfaction and retention* Andy Chong, Swinburne Institute of Technology	**PARALLEL SESSION 9.2** *Maximising the Effectiveness of online survey reminders* Jayde Grisdale, The Social Research Centre	**PARALLEL SESSION 9.3** Repeat session TBC
1535-1600	**ANNOUNCEMENT OF FOLLOWING YEAR FORUM** Awarding Prizes for Best Paper, Best Presentation and Best New Presenter 'Official' Forum close		

The AAIR Forum reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

Streams Key:

Planning	Business Intelligence	Surveys	Benchmarking	Student Evaluation/ Feedback

PRE-FORUM WORKSHOPS

MONDAY 14 NOVEMBER 2016, 11.15AM - 12.30PM
📍 CENTENNIAL ROOM

SURVEY MANAGERS SESSION

MONDAY 14 NOVEMBER 2016, 1.30PM - 5.00PM
📍 CENTENNIAL ROOM

QILT WORKSHOP

QILT Outcomes and Analysis

MONDAY 14 NOVEMBER 2016, 1.30PM - 3.00PM
📍 COOGEE ROOM

SPECIAL INTEREST GROUP 1

Title: **Federal Government Reporting**

Chair: **Don Johnston**

MONDAY 14 NOVEMBER 2016, 1.30PM - 3.00PM
📍 BRONTE ROOM

SPECIAL INTEREST GROUP 2

Title: **Business Intelligence /Data Warehousing**

Chair: **Togamau Te'o**

MONDAY 14 NOVEMBER 2016, 3.30PM - 5.00PM
📍 COOGEE ROOM

SPECIAL INTEREST GROUP 3

Title: **Forecasting and Load Management**

Chair: **Alison Byrne**

BLUENOTES DISCUSSION GROUP

MONDAY 14 NOVEMBER 2016, 3.30PM - 5.00PM
📍 BRONTE ROOM

SOCIAL PROGRAM

WELCOME RECEPTION

Crowne Plaza Coogee

Date: 14 November 2016
Time: 5.30pm – 7.30pm
Dress: Smart casual

Inclusive with all full registrations

Additional Tickets Cost: $70.00 per person

The Welcome Reception will be a great opportunity for all delegates to catch up.
Make sure you take the time to introduce yourself to people you haven't met before!

BRIDGING DATA AND DECISIONS

SOCIAL PROGRAM

FORUM DINNER
Coogee Surf Lifesaving Club

Date: 15 November 2016
Time: 6.45pm – 11.30pm
Dress: Smart casual

Inclusive with all full registrations

Additional Tickets Cost: $125.00 per person

The Forum dinner is the social highlight of the program and should not be missed. Come and join us for another chance to meet with colleagues, whilst enjoying a great night of food, wine and entertainment.

How to get there

Coogee Surf Life Saving Club is a 3 minute walk from Crowne Plaza Coogee. Delegates are asked to make their own way there. A 'walking bus' will depart from the foyer of Crowne Plaza Coogee at 6:45pm. If you need special access or have mobility requirements please visit the registration desk or contact the forum organisers and they'll be happy to arrange transport.

Dinner Seating

Seating and table allocation for the forum dinner will be by way of sticker allocation, as in previous years. All delegates registered to attend the forum dinner (included in full registration) will receive a sticker to be placed on the table sheets near the registration desk. These sheets will be available from Tuesday morning and will be taken down at the end of lunch on Tuesday 15th. If you do not have a sticker please see the registration desk staff, do not write your name directly on the board, as you may not be allocated a seat.

PANEL SESSION

THE FUTURE OF HIGHER EDUCATION

Chair: **Stephen Matchett**
Campus Morning Mail

Panellists: **Abelardo Pardo**
Associate Professor, School of Electrican and Information Engineering,
The University of Sydney

Kathie Rabel
Manager, Institutional Analysis, Victoria University of Wellington

Martin Hanlon
Director, Planning and Quality Unit

Steve Ivey
Executive Director of Sustainable Business Management and Improvement,
University of Southern Queensland

CHAIR, STEPHEN MATCHETT

Stephen Matchett writes Campus Morning Mail. He has a doctorate in history from the University and has spent years writing about higher education.

BRIDGING DATA AND DECISIONS

KEYNOTE SPEAKER 🎤

PAUL ORMONDE-JAMES

TUESDAY 15 NOVEMBER, 9.15AM – 10.15AM

Driving a Culture of Analytics and Data Driven Enterprise

Paul has a distinguished career working with some of the World's largest multinationals. With a focus on enabling effective decision making, he has headed Business Intelligence, advanced analytics & data Science functions, including managed significant deployment of leading edge technologies and data governance/data quality. One of his greatest challenges was at The World Bank, Washington DC, during the Global Financial Crisis Heading Global Business Intelligence.

He is also well known for his vision and insights. He regularly gives presentations on future trends and impacts, in Big Data, decision making, predictive analytics and machine learning. He is an analytic specialist in his own right, his Moto "R is right".

His journey began as a cybernetics (Robotics) Engineer specialising in Artificial Intelligence & machine learning, with an MBA, legal and management qualifications. He can inspire, build and lead teams to make science fiction become science fact for profit.

PANELLISTS

ABELARDO PARDO

Associate Professor, the School of Electrical and Information Engineering, The University of Sydney

Abelardo Pardo is Associate Professor of Software for Educational Environments at The University of Sydney, Australia, and holds a PhD in Computer Science from University of Colorado at Boulder. He is the director of the Learning and Affect Technologies Engineering Research Laboratory, co-director of the Learning Analytics Research Group, and co-director of the Faculty of Engineering and IT Education Innovation Unit. His research interests are in the area of educational technology, learning analytics, personalized learning, use of technology for student support, and digital learning   experiences.

He is the author of over 150 technical papers in scholarly journals and international conferences in the area of educational technology. He is currently associate editor of the IEEE Transactions on Learning Technologies, member of the executive board of the Society for Learning Analytics Research (SoLAR) and senior member of ACM.

KATHIE RABEL

Manager, Institutional Analysis, Victoria University of Wellington

Kathie Rabel is currently Manager, Institutional Analysis at Victoria University of Wellington in New Zealand where she has worked since 2007. She is also Vice President of the Australasian Association for Institutional Research. Kathie has long standing experience in the tertiary sector having worked in universities for most of her life including 20 years at the University of Otago. She has a BSc from St. Lawrence University and a Master of Environmental Management from Duke University.

PANELLISTS

MARTIN HANLON
Director, Planning and Quality Unit

Martin Hanlon is Director of the Planning and Quality Unit at the University of Technology, Sydney (UTS), Australia. In this role, Martin leads a unit responsible for coordinating the university's strategic planning, performance reporting, process-focused improvement projects, information analysis, student and stakeholder surveys, compliance reporting, data governance and university rankings. During his time at UTS, Martin has contributed to the broader higher education sector by co-authoring various international publications and presenting at conferences in the field of institutional research. He has also chaired a recent annual conference of the Australasian Association for Institutional Research (AAIR). Martin has fifteen years of combined experience heading corporate planning and reporting teams, including his prior role as Director of Corporate Planning and Performance at the NSW Environment Protection Authority, Australia. Martin has an interest in not-for-profit organisations and is currently a non-Executive Director on two Boards.

STEPHEN IVEY
Executive Director of Sustainable Business Management and Improvement at the University of Southern Queensland

Stephen Ivey is currently an Executive Director of Sustainable Business Management and Improvement at the University of Southern Queensland. He at present manages the USQ Business Intelligence / Data Warehouse function as well as Audit and Risk and Corporate Reporting, Records and Communications.

Prior to USQ, Steve has undertaken a broad range of IT systems development and infrastructure projects across many industry sectors. Steve has worked for Suncorp Bank, Ergon Energy, Telstra and SMS Management Consulting Group as well as QUT and USQ.

His particular area of interest is data analytics and business intelligence.

CONCURRENT SESSIONS AND ABSTRACTS

Session types

Oral Presentation

40 minute presentation and Q & A session

These presentations share research, innovative applications, creative and effective practices, and professional work products. The role of the presenter(s) is to convey information about the session topic. At least 10 minutes should be reserved for questions and audience participation.

CONCURRENT SESSION 1

TUESDAY 15 NOVEMBER, 11.05AM - 11.45AM

SESSION 1.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

NATIONAL INSTITUTIONAL PERFORMANCE ASSESSMENT SCHEMES IN HIGHER EDUCATION: AN INITIAL COMPARATIVE ANALYSIS
MARTIN HANLON, UNIVERSITY OF TECHNOLOGY SYDNEY & DR MARIAN MAHAT, THE UNIVERSITY OF MELBOURNE

BIO:

Martin Hanlon is Director of the Planning and Quality Unit at the University of Technology, Sydney (UTS), Australia. In this role, Martin leads a unit responsible for coordinating the university's strategic planning, performance reporting, process-focused improvement projects, information analysis, student and stakeholder surveys, compliance reporting, data governance and university rankings. During his time at UTS, Martin has contributed to the broader higher education sector by co-authoring various international publications and presenting at conferences in the field of institutional research. He has also chaired a recent annual conference of the Australasian Association for Institutional Research (AAIR). Martin has fifteen years of combined experience heading corporate planning and reporting teams, including his prior role as Director of Corporate Planning and Performance at the NSW Environment

CONCURRENT SESSIONS

Protection Authority, Australia. Martin has an interest in not-for-profit organisations and is currently a non-Executive Director on two Boards.

ABSTRACT:

In the 1990s, the rise of new management approaches, coupled with the influence of the major structural 'Dawkins Reforms' (Commonwealth of Australia, 1988) and the Higher Education Funding Act of 1988 (Commonwealth of Australia, 1988), as well as advances in computing technology, saw changes in performance assessments and accountability arrangements in Australian higher education. Indeed, the early 1990s saw the creation and institutionalization of several new national data collections focused on staff, finance, students and graduates (Linke, 1991; Martin, 1994) to service a suite of institutional and national requirements. These resulted in a growth in planning-related research activities in higher education institutions.

In the years that follow, attention turned to examining how to use statistical information to monitor quality and performance and increasingly, for performance funding, for instance, in the Learning and Teaching Performance Fund (Commonwealth of Australia, 2003) and as part of external quality reviews (Australian Universities Quality Agency (AUQA), 2011). Most notably in the late 2000s, Australian higher education saw the development and implementation of various education and research metrics in order to provide various forms of evidence to lead and manage higher education.

This paper will contribute to higher education policy and research by providing a critical review of two national institutional performance assessments in learning and teaching and research in Australia: the Quality Indicators in Learning and Teaching (QILT) and the Excellence in Research for Australia (ERA). In brief, the Quality Indicators for Learning and Teaching (QILT) is a suite of government endorsed surveys for Australian higher education, which cover the student life cycle from commencement to employment. In tandem, the Excellence in Research for Australia (ERA) is a quality evaluation of all research produced in Australian universities against national and international benchmarks.

With deep reference to international practices and contexts, the paper will discuss the impact the two national schemes have had on performance assessment and accountability in Australian higher education, and the implications they have had on benchmarking and collaborative partnerships in institutional research. The paper concludes by projecting future opportunities and challenges, while pertinent to the Australian context, can also be read with broader relevance to other systems and institutions.

SESSION 1.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

WE'RE GETTING THERE - CONTINUOUSLY IMPROVING A TEAM TO "GET STUFF DONE"
EMILY WEBBER & THOMAS CHOW, UNIVERSITY OF NEW SOUTH WALES

BIO:

Emily is a business intelligence specialist with experience in the higher education sector

CONCURRENT SESSIONS

since 2008 in roles at Griffith University and UNSW. In her current role at UNSW as Assistant Director (Business Analytics) in the Business Reporting & Intelligence, and Data Governance (BRIDG) unit, she manages a team responsible for the operations of data warehousing, analytics, and business intelligence services for over 800 active users at UNSW. Emily has been a champion of change within BRIDG and has been an integral component of the initiative to modernise business intelligence in the past three years. In addition to this, Emily is leading the design and development of the UNSW Scorecards and Metrics dashboards in 2016.

ABSTRACT:

The fast-moving world of business intelligence and reporting is evolving day by day. Innovative technologies are constantly being introduced to support us in discovering insights and communicating them effectively using data. However, the technology alone is not enough - simply adopting a new BI tool may not necessarily add value. In the University of New South Wales' (UNSW) experience, success depends on the people behind the scenes and it is essential that they are organised appropriately to keep up with the rapid pace of change and are able to leverage emerging technologies.

The Business Reporting, Intelligence, and Data Governance (BRIDG) unit at UNSW recognises the importance of having a team structure with the right people in the right roles at the right time and has embarked on a transformation program over the past two years. In order to make this a reality, a phased approach was adopted to foster change and to target key priorities within the team, these have included:

- Stabilisation of BI infrastructure
- Improving flexibility through the adoption of agile principles
- "Breaking down the walls" by flattening the hierarchy

This presentation will explore the phases in the transformational journey so far as well as the upcoming initiatives from both an organisational and technological perspective. We will share the rationale behind the thought process, the insights we've gained along the way, as well as the lessons learned.

SESSION 1.3
 COOGEE ROOM

ORAL PRESENTATION

THE IMPORTANCE OF RATING IMPORTANCE
RHIANNA HARKER & WAYNE FRANKLIN, CHARLES DARWIN UNIVERSITY

BIO:

Rhianna Harker and Wayne Franklin have been employed by CDU for 10 years and 8 years respectively and have been CDU's survey team for the past 4 years.

Together they manage CDU's daily survey requirements, data collection, analysis and reporting. Rhianna was the project manager for CDU's student feedback review; coordinating external consultants and a wide ranging and transparent consultation process.

CONCURRENT SESSIONS

Wayne's extensive data interrogation skills combined with Rhianna's organisational skills has enabled them to implement the project from end to end using new software and exploring how the MyView evaluation tool can be applied and used effectively to improve the learning and teaching outcomes for CDU students.

ABSTRACT:

CDU is strongly committed to working with student feedback to continuously improve the quality of course and unit design, content, teaching activities and assessment. Late in 2014, the University commenced a review and redevelopment of its Student Evaluation of Learning and Teaching (SELTs) system. This process recognised that the nature of the teaching and learning experience had changed significantly since SELT began in 2005 and the instrument was no longer relevant or engaging.

With assistance from external consultants an extensive consultation process across the University with staff, students and other interested stakeholders was conducted. The overwhelming response was that the SELT had become a pro forma exercise with little to no impact on unit quality or teaching behaviour and that the name should change. From this 'MyView' was born.

The implementation of the Blue X software system enabled this new evaluation tool to go online with greater flexibility than ever before for CDU. Stakeholder led question development led to a core question bank combined with teacher questions, optional question banks, bespoke questions and qualitative responses. The most significant development however was the inclusion of the dual rating scale, measuring satisfaction and importance for question asked. The paired question rating system has not been widely adopted by the sector but we believe it has provided greater context to our student feedback.

Now with five iterations of MyView complete we have a clearer understanding of what is truly important to our students. Information which can not only be paired with the question ratings but also analysed against mode of study, field of education and a range of demographics. Being able to recognise the areas of low ratings but high priority allow for informed decision making within Learning and Teaching. Being able to measure what is important to our students also allows us to modify our survey instrument to ensure its relevance long into the future.

For the development of the MyView evaluation tool it was important to consider its relationship to other CDU internal surveys and surveys mandated by the Australian Government. A recent analysis of the QILT Student Engagement Survey (SES) identified areas of less than satisfactory performance for CDU however when the low rating SES questions were compared to the same MyView question it can be determined that those factors are of low importance to our students.

CONCURRENT SESSIONS

CONCURRENT SESSION 2

**TUESDAY 15 NOVEMBER,
11.50AM – 12.30PM**

SESSION 2.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

MESSAGES FROM THE MIDDLE #2
**ANNE MELANO, UNIVERSITY OF
WOLLONGONG**

BIO:

*Anne Melano is a professional writer and
researcher for the Learning, Teaching and
Curriculum division of the University of
Wollongong and a current PhD candidate at
Monash University. Her institutional work has
included research and reports on transnational
teaching, first year transition, student
experience, student evaluations, student equity
and pathways and learning and teaching
quality assurance. Anne's publications include
Melano, A, Bell, M and Walker, R, (2014)
Transnational Teaching and Learning, HERDSA,
Sydney, 2014, Booth, S, Melano, A, Sainsbury,
H & Woodley, L,(2011) "Articulating and
Comparing Standards through Benchmarking
of Assessment", 10th Annual Australian Quality
Forum (AUQF), AUQA, Melbourne and several
articles relating to literature and textual theory.*

ABSTRACT:

How universities select students for admission
has been very topical in the popular press. "We
need to scrap the ATAR" one headline
proclaimed, based on cautionary remarks from
a GO8 university that ATAR is not the only
indicator of talent.

My previous analysis of students admitted just
below cut-off at the University of Wollongong
(AAIR 2015) found that ATAR or NCEA is a
much less significant predictor of first year
student success in the 'middle bands' than for
high-ranking students. In particular, students
just below cut-off and who were from low
socio-economic status backgrounds,
disadvantaged high schools or who had taken
a gap year, in many cases performed better in
their first year of university than peers who
were just above.

This paper follows the same cohort into
second year. It analyses student performance
by weighted average mark (WAM) against their
ATAR at the time of admission; shows how and
for which groups the ATAR / university-WAM
correlation appears to hold, and for which it
starts to disappear once students have made
the transition to university study. Of particular
relevance to the current debate is the success
of middle band students; and, in particular,
those from low socio-economic status
communities and schools.

SESSION 2.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

HOW UC ARE USING DASHBOARDS TO TRACK IMPROVEMENT IN THEIR RESEARCH CAPABILITY
**REBECCA ARMSTRONG, UNIVERSITY OF
CANBERRA & CHRIS DYNE, ALTIS
CONSULTING**

BIOS:

*Rebecca Armstrong is the Deputy Director,
Projects and Innovation within the University's
central IT portfolio. Rebecca has been at the*

CONCURRENT SESSIONS

University since September 2012 and was the Project Manager for the Research Reports Project in 2013 and 2014. In 2015 she moved into her current role and had oversight of the project delivery, as well as the project delivery for other key university projects.

Rebecca has previous Project Management and Business Analysis experience from her time in the federal government. In 2016 her team is embarking on new challenges, including the deployment of a new Research Management System which will enable UC to better manage its research activity towards strategic objectives, and continued work on UC's learning analytics and dashboards.

Chris Dyne is a long-serving Business Intelligence Consultant specialising in the Microsoft and SAP technology stacks. Chris executes BI Projects for his clients wholly from start-to-finish; leveraging his experience and capabilities right from the inception and design phase. Chris's skill offerings continue to the implementation, testing and release of the Data Warehouse solution, through to final delivery of reports and predictive analytics.

Chris was Lead Developer for UC's two most recent and high profile BI Projects; Interface: an Education Analytics Project that predicts student success and offers assistance to high risk students and their respective Unit Convenors, and Research Dashboards: measuring UC's performance against Times Higher Education KPIs to assist in strategic decision making.

When not striving to secure his client's success, Chris relaxes by working his 200-acre "hobby" sheep farm while raising his two infant daughters and a lassie dog named Polly.

ABSTRACT:

In 2013 the University of Canberra (UC) developed 'Breakthrough', its bold vision for the future, a celebration of its history and a transformational journey.

Of the key focuses, UC identified that it needed to improve its research capability, and the KPI for this was world ranking as a young university. This objective, and the need to be able to monitor and report on progress towards its, kicked off a significant 'intelligence' project which was delivered successfully in late 2015, with results already demonstrated as UC has been ranked in the Times Higher Education and Quacquarelli Symonds rankings.

The presentation will run through the business problem, each element of the solution and how they were defined, the agile delivery of the project and the technology used (and why!). The presentation will also show how we are tracking our research outputs to support our strategy throughout the year, and discuss some of the more complex decisions we made. E.g. how do we rebuild citation counts over 4 years.

CONCURRENT SESSIONS

SESSION 2.3
📍 COOGEE ROOM

ORAL PRESENTATION

THE ANALYSIS OF QUALITATIVE SURVEY COMMENTS USING A THEMATIC CONTENT ANALYSIS METHODOLOGY
MALCOLM REES, MASSEY UNIVERSITY

BIO:

Malcolm Rees is the Manager of the Student Survey and Evaluation Unit at Massey University, New Zealand. This unit is responsible for all course and teaching evaluations across the university plus also the large university-wide student surveys. All staff from this unit are closely involved with survey design, administration or reporting. That includes our use of data visualisation tools and or the coding and reporting qualitative data.

ABSTRACT:

This presentation describes the analysis and integration of qualitative comments into our overall survey datasets using a Thematic Content Analysis methodology and appropriate analytical software.

The presentation explores the various data issues, including data cleaning, the establishment of themes, coding models, the establishment of connections between data themes plus the possibility of undertaking data queries across the demographic variables from the survey itself.

The embedding of this previously unstructured data within the overall survey dataset provides us with a coherent contribution of this data in a way that was previously not possible. It has improved the overall utility of the data through identifying more precisely the issues and themes than may not necessarily be evident in the quantitative metrics.

CONCURRENT SESSIONS

CONCURRENT SESSION 3

**TUESDAY 15 NOVEMBER,
1.35PM – 2.15PM**

SESSION 3.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

BUSINESS GLOSSARY DEVELOPMENT - TOOLS AND PROCESS
ALEX BLAGUS, UNIVERSITY OF NEW SOUTH WALES

BIO:

Dr Blagus implemented the data governance tool in the Data Governance Office at UNSW. He draws upon this experience for this talk.

ABSTRACT:

Business glossaries are a critical tool within any university. Dr Blagus will share his experience in the processes required for successful delivery of business glossaries. He will also share a case study of the use of the Collibra Data Governance tool in the Student Load Planning project.

SESSION 3.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

USING LEARNING ANALYTICS TO ENHANCE THE STUDENT EXPERIENCE
JENNIFER HEATH & DAVID FULCHER, UNIVERSITY OF WOLLONGONG

BIO:

Dr Jennifer Heath holds the role of Director Student Support and Education Analytics at the University of Wollongong, Australia. This role was established in mid-2015 and one of the primary responsibilities relates to the proactive use of learning analytics insights for provision of student support. Prior to this role Dr Heath has held leadership positions in diverse areas of higher education including business analysis, learning analytics, social inclusion and outreach. Dr Heath was a tenured academic for many years in an Informatics Faculty at the University of Western Sydney. She holds post graduate qualifications in both data management and education domains. Dr Heath worked in various roles in industry for more than a decade prior to joining the higher education sector. The focus of Dr Heath's PhD research is the establishment of privacy frameworks for secondary uses of data.

ABSTRACT:

The development of Learning Analytics (LA) capabilities at the University of Wollongong (UOW) has been undertaken using an ambitious institution wide approach. There are diverse challenges faced when adopting such an approach. Establishing a clear vision for LA, implementing foundation technology and addressing ethical aspects are but some of these challenges. The key challenge focussed on here is the management of organisational change particularly around engagement with the academic community and the organisation of work structures when rolling out the LA strategy. Early academic adopters and establishment of communities of practice have been useful in navigating organisational change associated with the adoption of

CONCURRENT SESSIONS

learning analytics. In addition, non-faculty organisation structure realignments in the Deputy Vice Chancellor Academic (DVCA) portfolio have brought together analytics and student support staff to help foster a more data informed culture to help optimise the student learning experience. The management of organisational change has at all times been focussed on the academic endeavour and not driven by technology and data management concerns.

SESSION 3.3
COOGEE ROOM

ORAL PRESENTATION

DOES NATIONAL FEEDBACK ABOUT THE STUDENT EXPERIENCE HAVE THE POTENTIAL TO IMPROVE TEACHING QUALITY AT A COURSE LEVEL?
SONIA WHITELEY, THE SOCIAL RESEARCH CENTRE

BIO:

Sonia Whiteley is the Executive Director, Research Strategy, Social Research Centre and an Adjunct Senior Research Fellow, ANU Centre for Social Research & Methods. She specialises in large-scale research programs to support evidence based decision making about policy and practice in education, welfare reform, housing and justice.

ABSTRACT:

Within a continuous improvement framework, student input can be conceptualised as part of an action-feedback cycle that 'closes the loop' for survey participants. It is currently unclear how this cycle could be usefully implemented using national assessments of teaching quality and the student experience. Questions arise about the extent to which student responses to a national survey can be translated into actionable feedback for institutions. Declining response rates to surveys and the alignment, or misalignment, between national and institutional agendas relevant to improving teaching quality and the student experience also have the potential to restrict the usefulness of national data at a course level.

The current research investigated the extent to which national student experience data could be usefully used to provide feedback about teaching quality and learner engagement at a disaggregated level. Findings in relation to the qualitative items included in the 2015 Student Experience Survey suggest that the nature of the responses provided tend to echo the content of the quantitative items rather than provide new information. The 'qualitative data is typically very general in nature which makes it challenging to identify actionable feedback for those teaching specific courses.

CONCURRENT SESSIONS

CONCURRENT SESSION 4

SESSION 4.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

COMPETITIVE ADVANTAGE: ALIGNING STRATEGIC MANAGEMENT AND BUSINESS INTELLIGENCE
STEPHEN IVEY & TOGAMAU TE'O, UNIVERSITY OF SOUTHERN QUEENSLAND

BIOS:

Stephen Ivey is currently an Executive Director of Sustainable Business Management and Improvement at the University of Southern Queensland. He at present manages the USQ Business Intelligence / Data Warehouse function as well as Audit and Risk and Corporate Reporting, Records and Communications.

Prior to USQ, Steve has undertaken a broad range of IT systems development and infrastructure projects across many industry sectors. Steve has worked for Suncorp Bank, Ergon Energy, Telstra and SMS Management Consulting Group as well as QUT and USQ.

His particular area of interest is data analytics and business intelligence.

Togamau Te'o is the manager of strategic information services at the University of Southern Queensland. He manages the section responsible for the development, operations, and support of the DW/BI function as well as the collaboration platform at the University.

Togamau's expertise is in the area of business intelligence and analytics.

ABSTRACT:

In an increasingly complex, competitive and volatile higher education sector, universities are becoming increasingly dependent on their significant data resources. These resources are used by decision makers to obtain the information required to make timely, evidence-based decisions which inform strategic planning processes. Having accurate data to support the life cycle of strategic planning is a critical element of a contemporary strategic management framework. This presentation will demonstrate how USQ aligns its data warehouse and business intelligence platform to inform and facilitate the University's strategic management process.

SESSION 4.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

FACTORS IMPACTING ON GRADUATE SALARY
GABRIELLE HODGSON, DEPARTMENT OF EDUCATION AND TRAINING

BIO:

Gabrielle Hodgson is a statistician who works in the Performance and Analysis Unit at the Department of Education and Training. She has worked on a range of projects at the Department since 2007 including the Quality Indicators for Learning and Teaching (QILT), MyUniversity and the Learning and Teaching Performance Fund.

CONCURRENT SESSIONS

ABSTRACT:

The initial Graduate Outcome Survey – Longitudinal (GOS-L) was run in February 2016. The data from this survey will be used to answer the question 'What factors impact on graduate full-time salary three years out from graduation?'. A regression analysis will be used to estimate the effect of a range of student and course characteristics on salary of graduates in full-time employment.

The presentation intends to identify the most significant variables for determining graduate full-time salary and to what extent salary is determined by personal characteristics such as gender, age, Indigenous status and whether they were from a non-English speaking background; course characteristics such as narrow field of education; method of study such as part time vs full-time study, internal vs external or mixed mode of study; or other variables such as employment and study status in the Graduate Destination Survey (GDS) 3 months after graduation and institution grouping.

SESSION 4.3
 COOGEE ROOM

ORAL PRESENTATION

ENGAGING STUDENTS THROUGH INFOGRAPHIC 'STORIES'
WENDY MARCHMENT, DEAKIN UNIVERSITY

BIO:

Wendy has been a member of AAIR since its inception in 1988. In 2011 she was acknowledged for her many and varied contributions to the association with an AAIR Life Membership.

Wendy's career in the higher education sector spans over 25 years at seven universities across five states. Since 2011 she has worked at Deakin University's Geelong Waterfront campus in the Strategic Intelligence and Planning Unit. Currently her position is Manager, Institutional Research and Surveys.

ABSTRACT:

At Deakin we introduced infographics as a student engagement tool, in closing the loop to students in regard to surveys as well as sending some 'messages' to key staff. The latest round of the Graduate Outcomes Survey (GOS) indicates that this has been extremely successful in lifting online response rates, as introducing an infographics in direct communication was the only thing we changed in regard to promotion of the GOS (and its predecessor the Australian Graduate Survey).

The infographics developed had an iterative development with input from all four staff in the surveys team, whom have a variety of strengths and skills. This presentation will endeavour to be part workshop and give some tips in regards to what we believed worked, which may assist others looking at going down a similar path.

CONCURRENT SESSIONS

CONCURRENT SESSION 5

**TUESDAY 15 NOVEMBER,
3.35PM – 4.15PM**

SESSION 5.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

2016 EMPLOYER SATISFACTION SURVEY – FIRST NATIONAL RESULTS
PHIL AUNGLES, DEPARTMENT OF EDUCATION AND TRAINING

BIO:

Phil Aungles works in the Performance and Analysis Unit at the Department of Education and Training which has responsibility for measuring and examining the performance of Australia's higher education system. Phil has worked on the development of the Quality Indicators for Learning and Teaching (QILT) initiative. Prior to that he worked in student income support and the development of NAPLAN in the department.

Abstract:

The first national Employer Satisfaction Survey was conducted in conjunction with the 2016 Graduate Outcomes Survey. It gathered over 3,000 responses from direct supervisors enquiring about their satisfaction with the generic skills, technical skills and work readiness of graduates. All Australian universities and over thirty non-university higher education institutions (NUHEIs) participated in the survey. Preliminary results from the 2016 Employer Satisfaction Survey will be discussed including the representativeness of data. Results by personal, study and employment characteristics will also be shown.

SESSION 5.3
📍 COOGEE ROOM

ORAL PRESENTATION

STUDENT SURVEY FEEDBACK AND UNIT GRADES: IS THERE A RELATIONSHIP?
STEVEN COLLETTE & DARREN PULLEN, UNIVERSITY OF TASMANIA

BIO:

Mr Steven Collette has worked at the University of Tasmania for nine years, with the last three years in the survey space administering the internal and external surveys to students and liaising with other areas of the university. Prior project work includes Learning Management System and ePortfolio implementation projects, plus system administration within Information Technology Services.

Dr Darren Pullen is a Lecturer in Health Science and Information and Communications Technology in the Faculty of Education. He is interested in the role that technology plays in our lives, learning and work practices. Darren's field of study and practice has centred on working with multi-professional teams including practitioners, managers, ICT technicians and end users in effecting integrated organisational development and change.

CONCURRENT SESSIONS

ABSTRACT:

In September 2012, the University of Tasmania transitioned to a fully online internal student evaluation system. Following this change, teaching staff have repeatedly expressed concern regarding the calibre of students choosing to participate in Unit Surveys. A common assumption is that only students who have achieved either very high, or very low, final grades choose to provide feedback, while students who receive a pass/credit provide little to no feedback, leading to survey bias.

The aim of this study is to:

- investigate if final student grades affect the rating of feedback received
- identify groups of students (i.e. pass, credit, etc.) providing positive or negative feedback through Unit Survey responses
- identify groups of students (i.e. pass, credit, etc.) who do not provide feedback through Unit Surveys
- provide evidence to inform teaching staff and student engagement strategies/ processes

This pilot project maps the final grades and demographic data (e.g. age, gender, campus, mode of study, etc.) from the Masters of Teaching and Masters of Education 2014 and 2015 Unit Survey responses against the feedback received. Feedback will be studied by sentiment analysis to identify whether there is any linear relationship between students' final grades and the type of feedback received (i.e. positive or negative).

This presentation will discuss the methodology and preliminary findings of the pilot project. Data gathered will inform a larger university-wide analysis of survey responses and further data mining capabilities.

CONCURRENT SESSIONS

CONCURRENT SESSION 6

**WEDNESDAY 16 NOVEMBER
9.05AM – 9.45AM**

SESSION 6.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

IMPLEMENTING A UNIVERSITY RANKING STRATEGY, 2013-16
ALISTAIR DUNCAN, LA TROBE UNIVERSITY

BIO:

Alistair Duncan joined La Trobe University in July 2013 as Manger, International Rankings, and is now Senior Manager, Research Performance. He leads the Research Performance team in the research office, which incorporates research performance analysis and information systems, advises on research strategy and planning, and oversees the University rankings strategy.

He previously worked in a range of roles at the University of Melbourne's University Planning Office, Business Projects Group, and Institutional Planning and Performance. These roles encompassed institutional performance, international benchmarking and rankings, Faculty and divisional business planning, quality reviews, major projects and submissions, University business consulting, and student experience reporting and improvement.

ABSTRACT:

In 2013 La Trobe University began implementation of its institutional ranking strategy. Focused on ensuring that increases to research quantity, quality, and impact were reflected in improvement in the University's international rankings, the ranking strategy was designed to clearly communicate strategic priorities, improve research culture, and transform capacity in data management, including research information management and ranking submission design.

Three years from the commencement of implementation, it is possible to identify promising early results. Rapid planning and implementation in 2013 included the development and delivery of communications and the launch of a flagship incentive scheme. The strategy was refined and in 2014 alongside a significant university restructure, and integrated into the University's planning and performance frameworks and academic workload planning system in 2015. Alongside investments in research capability and new partnerships, this has driven significant increases performance that have started to flow through to improved rankings performance.

This paper will discuss the components of the strategy, refinements made, opportunities that arose, challenges to implementation, actual and potential synergies with other university initiatives, critical success factors, and quantified results to date.

CONCURRENT SESSIONS

SESSION 6.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

NEW GRADUATES IN THE AUSTRALIAN LABOUR MARKET: JOB SEARCH STRATEGIES
BRUCE GUTHRIE, POLICY AND STRATEGY ADVISER, GRADUATE CAREERS AUSTRALIA

BIO:

Bruce Guthrie is the Policy and Strategy Adviser for Graduate Careers Australia. He has been associated with the Graduate Destination Survey since 1985 and has worked with Graduate Careers Australia since 1989.

During that period he has managed or worked on the Australian Graduate Survey (AGS), which includes the Graduate Destination Survey (GDS), the Course Experience Questionnaire (CEQ) and the Postgraduate Research Experience Questionnaire (PREQ).

He has worked with GCA and the Australian higher education sector to develop AGS methodology, ensure the dissemination of AGS results and data, and advise on the ways in which the results are best used and reported. In every year since 1990 he has written or edited AGS reports analysing the data, and encouraged broader use of the results across the sector.

ABSTRACT:

Graduate Careers Australia's (GCA) Graduate Destination Survey (GDS) gathers data about the immediate (four months after course completion) post-study activities of new graduates (including full- and part-time employment and other labour market activity, further study being undertaken, job search methods, and the relationship between employment and higher education qualifications).

Increasingly, and perhaps belatedly in some cases, Australian institutions are making additional efforts to ensure their graduates have the best possible entry to work after graduation, including assistance with their job search.

Using data gathered via the GDS, this presentation will explore the job search strategies employed by new domestic bachelor degree graduates in recent years. The aim of this presentation is to encourage institutional data analysts to put their data to work by providing insights into successful job search strategies for their institutions' students and new graduates and for those professionals who advise them on their entry to the Australian labour market.

This will include a consideration of the strategies used by those graduates who were in full-time employment at the time of the survey and those who were still seeking a full-time position, examining the range of strategies used and the single strategy assessed as most successful by employed graduates.

Job search strategies can differ depending on the field of education undertaken by the graduate, and analysis taking this study choice into account will reveal the extent and nature of such differences.

The GDS also gathers employed graduates' views on the strength of the relationship

between their jobs and their degrees. A comparative analysis of job search behaviour demonstrated by graduates who felt their degrees were strongly related to their employment against those used by graduates who felt there was little relationship between their degrees and their jobs could prove instructive.

SESSION 6.3
 COOGEE ROOM

ORAL PRESENTATION

CQ UNIVERSITY STUDENTS ARE NOW 'HAVING THEIR SAY', SO WHAT ARE WE DOING ABOUT IT?
SHARON LIDDELL & JULIE FLEMING, CQ UNIVERSITY

BIO:

Sharon Liddell is Surveys Coordinator and Analyst in the office of Learning and Teaching Services of the Higher Education Division at CQUniversity. Sharon has worked in many administrative roles and enjoys the challenges of supporting the continuous improvement in the student experience and outcomes for graduates at CQUniversity.

ABSTRACT:

Harvey states that "to make an effective contribution to internal improvement processes, views of students need to be integrated into a regular and continuous cycle of analysis, reporting, action and feedback" (2003, p. 4). Students are therefore critical stakeholders in the unit evaluation process by providing meaningful feedback about their experience, leading to improvements in learning and teaching. At CQUniversity, we have increased our response rate from 3 percent in 2010 to an average of 53 percent in 2015. With such a significant increase in unit evaluation data, it is important to ensure that all stakeholders (students, educators, senior managers) utilise the data and listen to the stories we are being told about our learning and teaching. This presentation will unpack our successfully integrated online unit evaluation process and will then showcase how this data feeds into a number of quality practices.

Harvey, E. (2005). Student Feedback. Quality in Higher Education, 9(1), 3-20. doi: 10.1080/13538320308164

CONCURRENT SESSIONS

CONCURRENT SESSION 7

**WEDNESDAY 16 NOVEMBER,
9.50AM – 10.30AM**

SESSION 7.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

EXPERIENCE TO DATE WITH A MODULAR STUDENT EXPERIENCE SURVEY AND THE USE OF DATA VISUALIZATION TOOLS TO DISPLAY THE OUTCOME.
MALCOLM REES & JUDITH NAYLOR, MASSEY UNIVERSITY

BIO:

Malcolm Rees is the Manager of the Student Survey and Evaluation Unit at Massey University, New Zealand. This unit is responsible for all course and teaching evaluations across the university plus also the large university-wide student surveys. All staff from this unit are closely involved with survey design, administration or reporting. That includes our use of data visualisation tools and or the coding and reporting qualitative data.

ABSTRACT:

Massey University deploys a modular Student Experience Survey (SES) that incorporates content from both a standardized high level institutional block of questions about the student experience (similar to that used in Australia), as well as an additional series of sub-blocks that are included usually only for one year. This approach offers staff and service providers the opportunity to engage in the process by collecting student-based data for their own specific projects or topics through the inclusion of a sub-block of questions whilst we retain the basic structure of a typical SES at the higher level.

Since 2013 seventeen different sub-blocks have been included and reported along with the main survey results. An approach we focus on throughout the design process is the diagnostic utility of survey items and a mix of both quantitative and qualitative items. The first part of this presentation discusses the strengths, weaknesses and challenges of the modular design.

What if you could be more targeted in how you engage staff in the vast amount of data on students you collected with the SES? Despite great progress in our ability to gather student experience data, we're still "missing the boat" if we don't communicate the results effectively.

Since the completion of the 2015 SES, we have distributed over 250 different views of the results to staff, mostly for different purposes.

The second component of this presentation will explore our journey from traditional laborious static reporting to a more efficient practice with web-based interactive dashboards.

SESSION 7.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

HIGHER DEGREE BY RESEARCH SURVEY - INSIGHTS TO HELP DEAKIN BRIDGE THE GAP BETWEEN EXPECTATIONS AND EXPERIENCE?
LYNDAL VICK, DEAKIN UNIVERSITY

CONCURRENT SESSIONS

BIO:

Lyndal started her career in the Higher Education sector as a Zoology PhD student and science demonstrator at La Trobe University. A career change in 2011 led to professional staff roles at Deakin University, with her current position being the Surveys Analyst and Coordinator within the Strategic Intelligence and Planning Unit.

ABSTRACT:

A Higher Degree by Research (HDR) is a recognised qualification for an academic career as well as an entry to diverse work opportunities in the public and private sector domestically and internationally. The pursuit of a HDR represents a major investment by the individual student as well as the University which is striving to maximise the quality of supervision, academic and personal supports, and career outcomes.

In 2015 Deakin reviewed its internal HDR survey to gain new insights into the experience of students throughout their candidature. Given the decreasing employment outcomes of recent graduates (source: Australian Graduate Survey), the objectives were broadened to look at aspects related to employment such as: career aspirations, experiences gained during study, awareness/ use of career support and perception of preparedness for various careers following the degree.

This presentation details some of the survey results along with actions devised following significant discussion of the report at a major committee meeting.

SESSION 7.3
 COOGEE ROOM

ORAL PRESENTATION

DOES EARLY FEEDBACK MAKE A DIFFERENCE? A DYNAMIC CHANGE TO STUDENT EVALUATION
ADA WONG & ALBERTO MENDEZ, UNIVERSITY OF TECHNOLOGY SYDNEY

BIO:

Ada is the Survey Officer for the Information, Analysis and Surveys (IAS) team at the UTS Planning and Quality Unit (PQU). She has a primary support role within PQU in administration and analysis of general surveys to assist UTS in informed decision making and planning. Her main responsibilities include the Student Feedback Surveys (SFS) and general student surveys. Ada was part of the 2014 SFS Review Project Team and has assisted implementation of Review recommendations. She has previously been involved in qualitative analysis of student comments to support decision making and improvement projects.

Alberto is the Survey Coordinator with the IAS team at PQU. He is responsible for survey administration, analysis and information reporting, as contributing to UTS's strategic decision making and planning processes. He manages the suite of official UTS student surveys. Alberto previously worked in physics education and has extensive knowledge of the tertiary education sector.

ABSTRACT:

UTS conducted a comprehensive review of its Student Feedback Survey (SFS) of subjects (or

CONCURRENT SESSIONS

units of study) in 2014. The Review recommended that a new Early Feedback Survey (EFS) be conducted in week 4 of the academic session and a new survey instrument for the Student Feedback Survey (SFS) conducted at the end of the academic session.

The core questions in the EFS and SFS are similar, and the new SFS contains questions specifically designed for different learning modes such as Professional Practice Mode, Inquiry-Based Mode, Research-Integrated Mode, Critique-Based Mode, etc. All questions were tested through pilot and reviewed by Rasch analysis before finalisation.

The presentation focuses on the analysis of the EFS and SFS results. The EFS is supposed to provide an early indication of student feedback such that teaching staff can respond where appropriate within the academic session. The

satisfaction level in the SFS should therefore correlate closely to the actions / inactions of the academics after the EFS.

The presentation also covers:

- the changes in EFS results from the trial in Autumn 2015 to the full rollout from Spring 2015
- whether the new SFS instrument gives very different overall satisfaction results compared with the old survey
- correlation, if any, between the learning mode items and overall satisfaction of the subject

The presentation will touch on the response rates of the EFS and SFS, the promotion strategies and incentives. Hopefully it will give a useful reference to other universities considering implementation of an EFS.

CONCURRENT SESSIONS

CONCURRENT SESSION 8

SESSION 8.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

MOVING FROM WHAT SO TO SO WHAT
STUART TERRY, OTAGO POLYTECHNIC

BIO:

Stuart Terry has been the Organisational Researcher at Otago Polytechnic since 2007 and has research interests in the fields of quality systems, increasing student engagement and improving student satisfaction with their learning experience in the institute of technology and polytechnic sector of tertiary education. Prior to working for Otago Polytechnic he was an evaluator with the Tertiary Education Commission.

ABSTRACT:

Today quality assurance in the New Zealand tertiary education sector is focused on review and evaluation. In New Zealand the New Zealand Qualifications Authority (NZQA) is responsible for the quality assurance of non-university tertiary education organisations and their programmes using external evaluation and review as a key component of the Evaluative Quality Assurance Framework. NZQA makes judgements on an institution's capability in self assessment to understand its performance and how to bring about improvement.

Otago Polytechnic is one of only four Institutes of Technology and Polytechnics (ITP) recognised by NZQA as a top performing institution where it awards a rating of highly confident in educational performance and also capability in self assessment.

A significant contributing factor to the achievement of the highly confident rating of the institution's capability in self-assessment was the use of evaluative conversations based on evidence and data to understand educational performance and bring about improvements through application of self-assessment.

This presentation discusses the characteristics of evaluative conversations and the steps taken to develop and embed an internal peer review process based on those evaluative conversations. Emphasis is placed on how the use of multiple sources of data informs evaluative conversations which are used to self evaluate the effectiveness of academic programmes and associated support services against key performance criteria.

Developing the capacity to self review using evaluative conversations based on the analysis of multiple sources of evidence based data and self-reflection required a sustained and focus shift for both academic and service area teams.

The result of increasing the capacity of academic schools and service teams to undertake evaluative conversations enabled them to engage in the external evaluation and review process with confidence and this was a significant contributing factor to the institution's retention of its rating.

CONCURRENT SESSIONS

The presentation discusses the steps to engage leaders, staff, students, internal customers and stakeholders in the evaluative conversation process and the resulting effects for each of those groups.

A strong focus and commitment from senior leaders, who assess their own processes and activities, and active support from staff have been key factors in developing the internal capacity for rigorous self-assessment, evaluation and review within the organisation based on evaluative conversations.

This presentation offers insights into how the use of evaluative conversations has contributed to the on-going recognition of Otago Polytechnic by NZQA as a top performing institution and the resulting benefits for all staff and students.

Key Words: Developing capacity, self-assessment, evaluation, evaluative conversation, data

SESSION 8.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

IS SMS AN SOS FOR ONLINE SURVEY METHODOLOGIES?
DANIELA IAROSSI, THE SOCIAL RESEARCH CENTRE

BIO:

Daniela has brought her knowledge from industry and academia – having previously worked with Q&A Market Research, Deakin University and the Australian Catholic University – to the Social Research Centre and now works in the Education & Training stream

within the Quality Indicators for Learning and Teaching (QILT) survey suite. Her areas of expertise are in survey operations and project management. She has prior experience with the QILT survey predecessors the University Experience Survey (UES) and Australian Graduate Survey (AGS) which has held her in good stead for the Student Experience Survey (SES), the Graduate Outcomes Survey (GOS) – including the longitudinal component GOS-L, and the Employer Satisfaction Survey (ESS) which form the QILT survey suite. Daniela holds a Bachelor of Social Science (Sociology/ Psychology) and honours in Psychological Science.

ABSTRACT:

Maximising responses to online survey methodologies lends itself to utilising other modes of communication to alert, invite or remind participants that their response to a given survey is desired. One such means of communicating with participants is through use of mobile text messaging - or SMS - which is growing as a viable method of communication within survey research designs (De Bruijne & Wijnat, 2014). This paper will explore the outcomes of SMS use in Quality Indicators in Learning and Teaching (QILT) higher education surveys; specifically evaluating the use of SMS as an alert to a recently sent email and as an alternate means of providing survey access. Findings are discussed in the context of the Total Survey Error framework with respect to gains in survey responses and effectiveness converting traditionally non-responding demographics.

CONCURRENT SESSIONS

SESSION 8.3
📍 COOGEE ROOM

ORAL PRESENTATION

WE ARE ENTERING THE CLOUD - RULES AND PERCEPTIONS
WENDY MARCHMENT, DEAKIN UNIVERSITY

BIO:

Wendy has been a member of AAIR since its inception in 1988. In 2011 she was acknowledged for her many and varied contributions to the association with an AAIR Life Membership.

Wendy's career in the higher education sector spans over 25 years at seven universities across five states. Since 2011 she has worked at Deakin University's Geelong Waterfront campus in the Strategic Intelligence and Planning Unit. Currently her position is Manager, Institutional Research and Surveys.

ABSTRACT:

There's a big push at many universities to give students 'options' in regards to their study with many aspects of units being offered in part or wholly online. For example you can attend the lecture in person or view it at a later time online.

The Student Experience Survey (SES) population file utilises downloaded student data and attributes from the Higher Education Information Management System (HEIMS). One of these fields is attendance mode which is derived from the Mode of Attendance associated with the units of study that the student is enrolled in. Mode can be Internal, External or Multi-modal. After investigation by the SRC, on the QILT website students who were identified as External were removed from the Learner Engagement scale outcomes.

In the SES instrument, there is a question which relates to student's perceptions of the proportion of study done online. Analysis will be presented in regards to the SES which raises various questions, including how data may be presented and whether some definitions/assumptions are still valid.

CONCURRENT SESSIONS

CONCURRENT SESSION 9

**WEDNESDAY 16 NOVEMBER,
2.50PM – 3.30PM**

SESSION 9.1
📍 OCEANIC EAST BALLROOM

ORAL PRESENTATION

A REVISED APPROACH TO SURVEYING STUDENTS IN RESPONSE TO INCREASING STUDENT SATISFACTION AND RETENTION.
ANDY CHONG, SWINBURNE UNIVERSITY OF TECHNOLOGY

BIO:

Andy Chong is the Evaluation Services Manager at Swinburne University of Technology, where he coordinates the implementation of a range of student feedback services for both the Higher Education and VET sectors of the University. These services relate primarily to data gathering via online surveys and complementary processes, data analysis, and the production of reports to support the University's quality management system, a range of external requirements, and the continuous improvement of units, programs and the overall student experience. His research interests include the effectiveness of online student feedback systems and the use of student feedback systems for supporting student retention and student satisfaction. His other research interests include contract law and intellectual property law. Andy earned his Bachelor of Business with Honours at La Trobe and a Master of Law (Juris Doctor) from Monash University.

ABSTRACT:

Two issues of major concern to universities are student satisfaction and retention. To that end, Swinburne University of Technology (Swinburne) has completely revised its approach to surveying students in units. Major changes involved introducing a Check-in Survey early in semester and rationalising the number of questions in the end of semester survey.

Identifying when students are unhappy or at risk early enough to intervene can be difficult. In response to this, in semester one 2015 Swinburne began trialling the Check-in Survey which is administered to all commencing students in week four of semester. The survey asks two quantitative questions; one asking students to rate their satisfaction on their units and the second designed to identify students likely to fail. Students may also make qualitative suggestions for unit improvement. This information is used to identify first-year students at high risk of failing, ensuring early intervention and support services are available to students in their studies. This also allows academic staff to implement changes to improve the student experience with the current cohort of students.

Swinburne also substantially changed its end of semester student survey. Major changes included halving the number of questions, the use of rotational strategic questions, extending the opening period and changing the introduction of a 10-point scale. These changes have resulted in an increase in the response rate to 40% and greater acceptance of the quality of the data by faculties allowing them to make informed decisions about

CONCURRENT SESSIONS

improving the quality of their units and teaching.

SESSION 9.2
📍 OCEANIC WEST BALLROOM

ORAL PRESENTATION

MAXIMISING THE EFFECTIVENESS OF ONLINE SURVEY REMINDERS
JAYDE GRISDALE, THE SOCIAL RESEARCH CENTRE

BIO:

Jayde has over 4 years' experience in the research industry. In previous roles Jayde was involved in and responsible for the day-to-day running of both tracking and ad-hoc research projects over a number of industries.

Jayde joined the Social Research Centre in May 2015 working on Quality Indicators for Learning and Teaching (QILT) projects including the Graduate Outcomes Survey(GOS), Student Experience Survey (SES) and Graduate Outcomes Survey – Longitudinal (GOS-L). She has worked extensively to help to increase response maximisation and streamline the survey processes. Jayde has experience with all aspects of the research process from questionnaire design to data management, analysis and report writing.

Jayde holds a Bachelor of Science with a major in Psychology from the University of Melbourne and a Graduate Diploma of Psychology from Deakin University

ABSTRACT:

Online surveys are increasingly becoming the main mode of data collection, however they suffer lower response rates compared with other survey methods. Literature suggests that by changing the wording of email reminders over a survey reminder schedule, the odds that a participant responds increases by more than 30% (Sauerman and Roach, 2012). It is thought that changing reminder text helps maintain respondent attention and legitimises the sender. This research investigates, using QILT Graduate Outcome Survey (GOS) data, the effect of changing text across reminder emails and the type of text that is most effective compared to a control group.

SPEAKER GIFTS

This year, in lieu of speaker gifts the organising committee are donating to the Coogee Surf Life Saving Club on behalf of session speakers.

NOTES

BRIDGING DATA AND DECISIONS

GENERAL INFORMATION

AAIR MEMBERSHIP

Benefits of AAIR membership include:

- A reduced members' registration fee to the Annual Forum
- A monthly e-newsletter
- Journal of Institutional Research
- Access to an Australasian network of IR specialists
- The opportunity to join one of the AAIR Special Interest Groups:
    - Data Warehouse SIG
    - Survey and Evaluation SIG
    - Load Management SIG

Affiliation with the US Association for Institutional Research (AIR), the European Association for Institutional Research (EAIR), Southern African Association for Institutional Research (SAAIR), and South-East Asian Association for Institutional Research (SEAAIR)

To Join AAIR:

A full registration to the 2016 AAIR Forum includes a one year membership of AAIR. Further information on membership is available from the AAIR website at www.aair.org.au

ACCOMMODATION

If you have any queries relating to your accommodation booking first speak to the staff at your hotel or, alternatively, Leishman Associates staff at the registration desk.

Your credit card details have been supplied to the hotel you have selected, as security for your booking. If you have arrived 24 hours later than your indicated arrival day you may find that you have been charged a fee. You will be responsible for all room and incidental charges on check out and may be asked for an impression of your credit card for security against these charges. This is standard policy in many hotels.

BANKING

The nearest bank is a Westpac or Commonwealth bank and ATM is on Coogee Bay Road, a 5 minute walk from Crowne Plaza Coogee. Please see Concierge for directions.

GENERAL INFORMATION

DISCLAIMER

The 2016 AAIR Forum reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

DRESS

Dress throughout the day is smart casual or informal business.

EMERGENCY MEDICAL CARE

The Australia-wide '000' emergency telephone number connects with the 24 hour communications centre for emergency response from ambulance, fire brigade and police services anywhere in Australia.

ENTRY TO FORUM SESSIONS

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat.

FORUM NAME BADGES

All delegates and exhibitors will be provided with a name badge, please wear your name badge at all times as it will be your entry into all sessions and all social functions.

MOBILE PHONES

As a courtesy to other delegates, please ensure that all mobile phones are turned off or in a silent mode during all sessions and social functions.

REGISTRATION DESK

Please direct any questions you may have regarding registration attendance, accommodation or social functions to the Leishman Associates staff at this desk. During the forum, the desk will be located at the Oceanic Ballroom foyer.

The registration desk will be open at the following times:

Monday 14th November 2016   11.00am – 5:30pm
Tuesday 15th November 2016   8:00am – 5:00pm
Wednesday 16th November 2016   8:15am – 5:00pm

BRIDGING DATA AND DECISIONS

GENERAL INFORMATION

SMOKING

Smoking is not permitted in any of the venues associated with the forum. Designated smoking areas are available at each venue. Delegates should check with the venue staff.

SPEAKERS AND SPEAKERS PREPARATION ROOM - IMPORTANT INFORMATION

All speakers should present themselves to the speakers preparation area at the registration desk at the hotel at least three hours before their scheduled presentation time, to upload their presentation.

Speakers are requested to assemble in their session room five minutes before the commencement of their session, to meet with their session chair and to familiarise themselves with the room and the audio visual equipment. For information on the chairperson attending your session, please see the registration desk.

A technician will be present in the speaker's preparation room during registration hours. There will be facilities to test and modify your presentation as required.

Any speaker who sends their presentation via Dropbox up until midday on Monday 14th of November will have their presentation pre-loaded in the room.

SPECIAL DIETS

All catering venues have been advised of any special diet preferences you have indicated on your registration form. Please identify yourself to venue staff as they come to serve you and they will be pleased to provide you with all pre-ordered food. For day catering, there may be a specific area where special food is brought out, please check with catering or forum staff.

NOTES

BRIDGING DATA AND DECISIONS

SPONSORS

PLATINUM SPONSOR

eXplorance

eXplorance is a Learning Experience Management (LEM) solutions provider that empowers institutions in making the right decisions with fact-based learning analytics. Their offerings Blue® and Bluepulse® help instill a culture of continuous improvement by analyzing needs, expectations, skills, knowledge, and competencies. Founded in 2003, eXplorance is headquartered in Montreal, Canada with offices worldwide. Some of eXplorance's clients include Auckland University of Technology, James Cook University, RMIT University, the University of Melbourne, and the University of New South Wales.

www.explorance.com.au

BARISTA CART & AWARD SPONSOR

Social Research Centre

The Social Research Centre is a full service research agency. We have extensive experience in telephone, on-line, mail, face-to-face and mixed mode survey research and a specialist qualitative research team with expertise in designing and conducting rigorous research using the full range of methods. The SRC is the independent administrator of QILT (Quality Indicators for Learning and Teaching) under contract to the Australian Government Department of Education and Training.

www.srcentre.com.au

QILT

QILT (Quality Indicators for Learning and Teaching) is a coherent suite of Australian national, higher education surveys endorsed by the Australian Government Department of Education and Training, that covers the student life cycle from commencement to employment. These surveys include the Student Experience Survey (SES), Graduate Outcomes Survey (GOS) and GOS- Longitudinal and the Employer Satisfaction Survey (ESS). The Social Research Centre (SRC) is the independent administrator of QILT.

www.qilt.edu.au

EXHIBITORS

Altis Consulting

Our team of 90 dedicated and highly-skilled staff covers all aspects of the Information Management value chain, from strategy to toolset selection, architecture to project management, delivery, training and Managed Services and skills transfer to managing your operations. Employing a proven combination of technical skill, expertise, communication and listening skills, we deliver results that will maximise your business performance.

www.altis.com.au

eXplorance

eXplorance is a Learning Experience Management (LEM) solutions provider that empowers institutions in making the right decisions with fact-based learning analytics. Their offerings Blue® and Bluepulse® help instill a culture of continuous improvement by analyzing needs, expectations, skills, knowledge, and competencies. Founded in 2003, eXplorance is headquartered in Montreal, Canada with offices worldwide. Some of eXplorance's clients include Auckland University of Technology, James Cook University, RMIT University, the University of Melbourne, and the University of New South Wales.

www.explorance.com.au

WITH THANKS TO OUR SPONSORS & EXHIBITORS

AAIR
Australasian Association for Institutional Research

explorance®
Improvement at heart.