

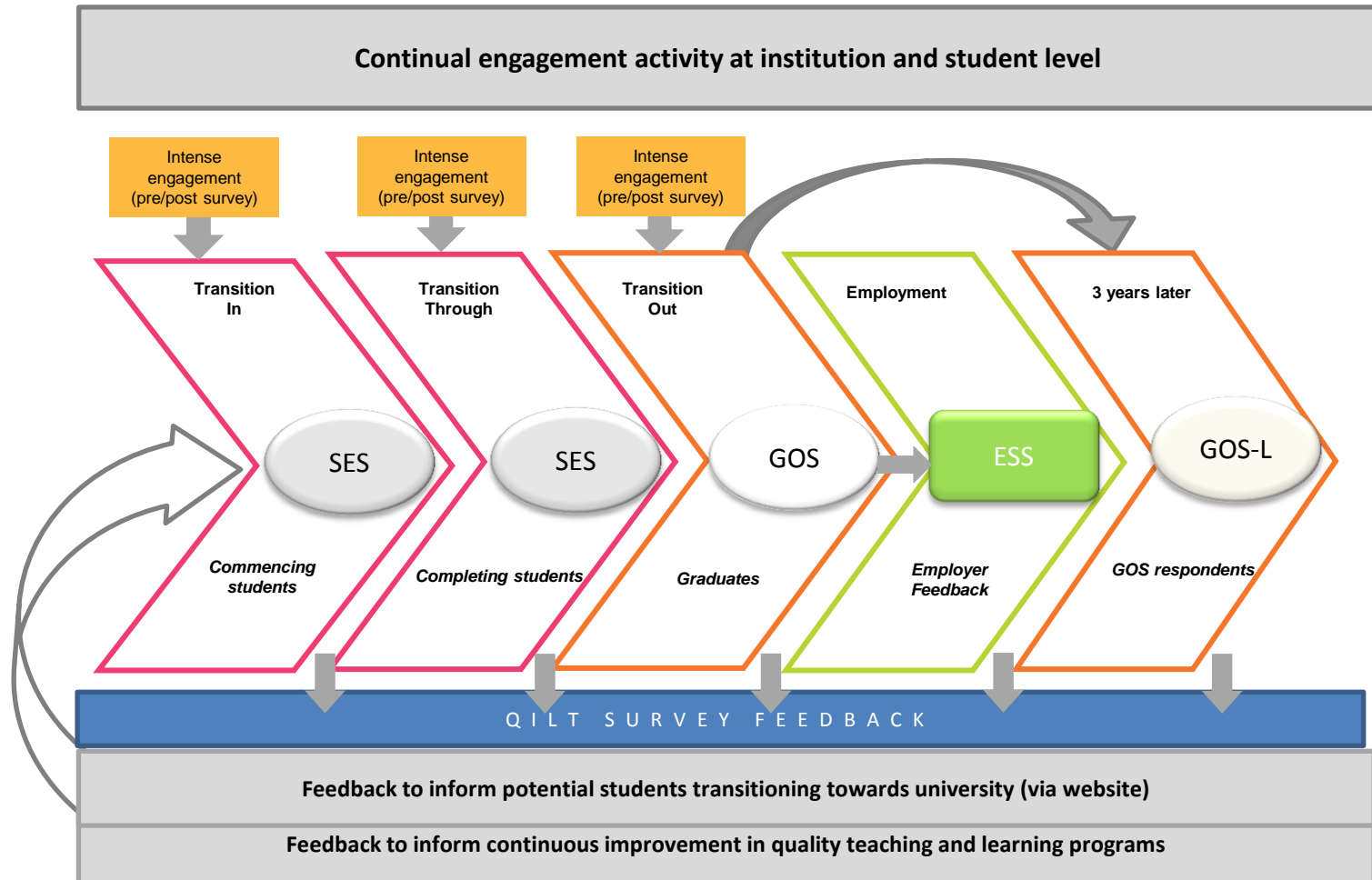
QILT Survey Operations

Natalie Ryan

QILT Workshop, AAIR SIG 2016



QILT survey life cycle



Survey cycles

| SES | GOS | GOS-L |
|--|---|------------------------|
| Annual - August | Bi-annual – May & November | Annual - February |
| 4 week online fieldwork period | | |
| Centralised data collection | | |
| National incentivisation | | |
| Optional CATI after online 'officially' closes | | |
| Small supplementary round in September | Small supplementary round in mid-February | No supplementary round |

Instruments

SES instrument – 10 to 12 minutes

| | |
|-----------------|---|
| Module 1 | Confirmation that the student is in-scope for the SES |
| Module 2 | Inclusion and Learner Engagement |
| Module 3 | Teaching and Educational Development |
| Module 4 | Support |
| Module 5 | Demographics |
| Module 6 | Additional Items (Departmental, institutional etc) |
| Module 7 | National Policy Issues |
| Module 8 | Course/Program Experience |

GOS instrument – 10 to 15 minutes

| | |
|-----------------|--|
| Module A | Confirmation that the graduate is in-scope for the GOS |
| Module B | Labour force |
| Module C | Further study |
| Module D | Graduate Attributes |
| Module Z | Graduate Preparation |
| Module E | Additional Items (Departmental, institutional etc) |
| Module F | Contact details |
| Module X | Recruitment for the Employer Satisfaction Survey |

ESS instrument – 7 minutes

| | |
|-----------------|---|
| Module A | Confirmation respondent is supervisor of graduate |
| Module B | Overall Graduate Preparation |
| Module C | Graduate Attributes |
| Module D | Emerging Policy Issues |
| Module E | Discipline Specific issues |
| Module F | Close |

GOS-L instrument – 10 minutes

| | |
|-----------------|--|
| Module A | Confirmation graduate is in-scope for the GOS and status in 2013 |
| Module B | Labour force |
| Module H | Employment History |
| Module C | Further Study |
| Module D | Graduate Attributes |
| Module Z | Graduate Preparation |
| Module E | Additional Items (Departmental, institutional etc) |
| Module F | Contact Details |

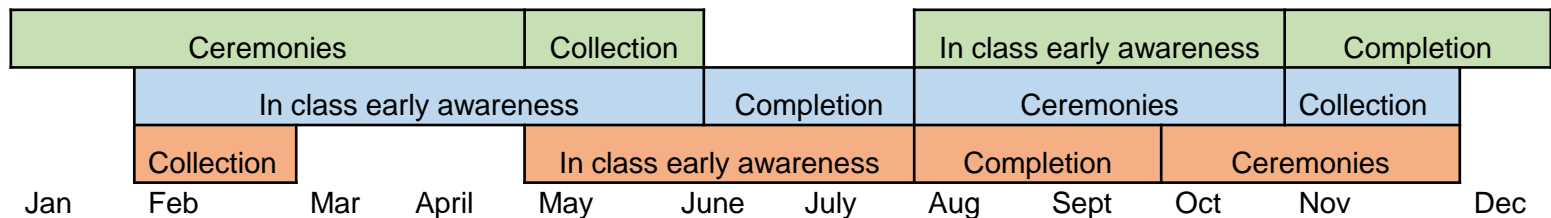
The SES cycle

- Building awareness for SES involves
 - Pre-survey awareness
 - On campus promotion (where possible)
 - Responsiveness on a week-by-week basis based on **target achieved**
 - Clear benefits can be seen in the transition to a centralised and combined fieldwork period, as evidenced in the exceptional response rate of 38%
 - Very low number of opt outs

The GOS cycle

- The GOS cycle is more complex than SES and involves:
 - In-class early awareness
 - Graduation Ceremony awareness
 - Pre-survey awareness

| |
|---------|
| GOS Feb |
| GOS May |
| GOS Nov |

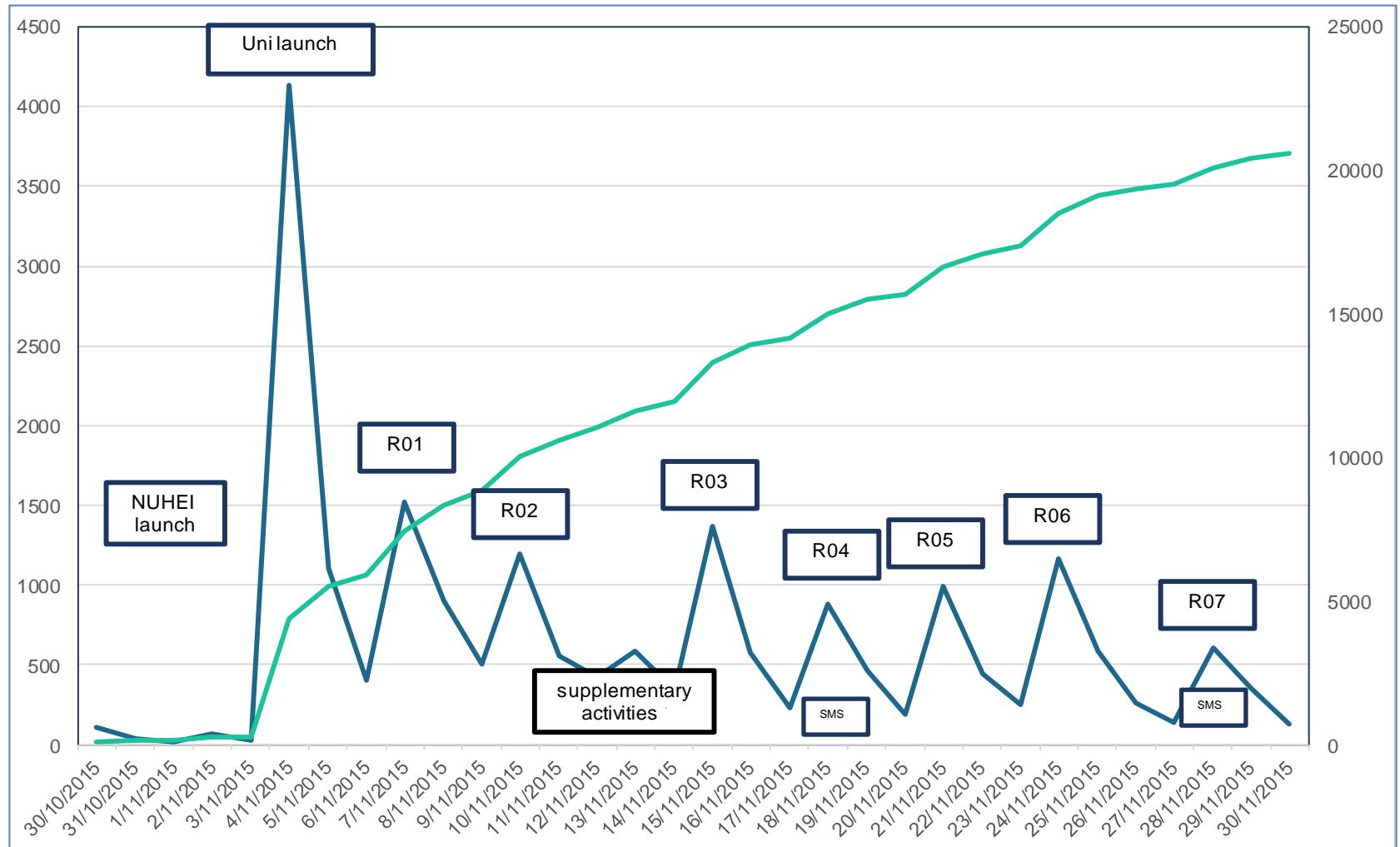


Response maximisation strategies

- Rolling prize draw for each of the four weeks of fieldwork
- Seven email reminders (ESS one email reminder only)
- Targeted reminder calls
- SMS reminder(s)
- Targeted email reminders
- (SES only) Survey links in Learning Management Systems
- Promotional materials – website tiles, PowerPoint slides for lectures, handouts & posters
- Social media campaign
- Institutional pre-awareness hard copy – needs QILT approval prior to sending

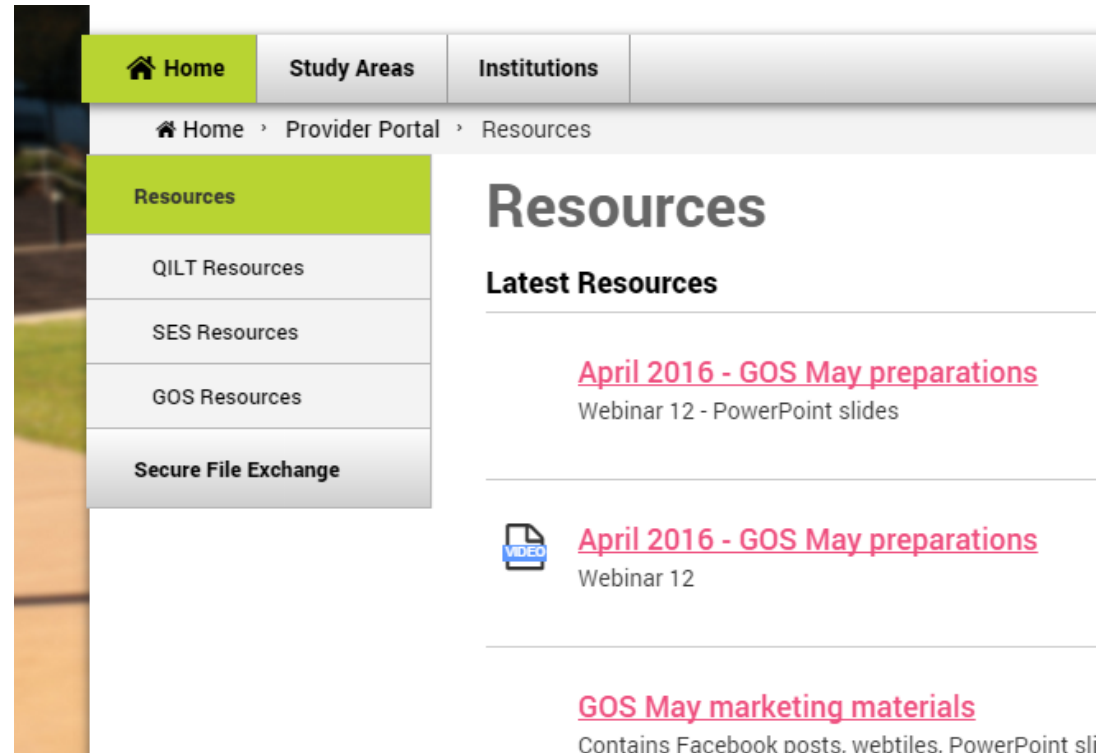
Source: <https://www.qilt.edu.au/>

GOS - centralised & fixed schedule




Resources

- Sent directly to contacts
- Available on the QILT website in provider portal



The screenshot shows the QILT Provider Portal interface. At the top, there is a navigation bar with 'Home', 'Study Areas', and 'Institutions'. Below this is a breadcrumb trail: 'Home > Provider Portal > Resources'. A left-hand menu is visible with the following items: 'Resources' (highlighted in green), 'QILT Resources', 'SES Resources', 'GOS Resources', and 'Secure File Exchange'. The main content area is titled 'Resources' and features a section for 'Latest Resources'. Three items are listed:

- [April 2016 - GOS May preparations](#)
Webinar 12 - PowerPoint slides
-  [April 2016 - GOS May preparations](#)
Webinar 12
- [GOS May marketing materials](#)
Contains Facebook posts, webtiles, PowerPoint slides

Source: <https://www.qilt.edu.au/>

How can you help response maximisation?

- Best quality contact information possible
 - Multiple emails and mobile phone numbers if possible
- Follow the engagement plan
- Actively monitor while in field
 - SES targets
 - GOS & GOS-L response rates
- Keep your eye on the fortnightly newsletter
 - Updates and notifications
- Webinars for survey preparations
 - Recordings <https://www.qilt.edu.au/provider-portal/resources/qilt-resources/webinars>

Social Media Campaigns

- The QILT website is the start and the end point for all survey activity
- A background campaign runs throughout the year
- QILT branding is designed to address representativeness & build a nationally recognisable brand
- Survey specific campaigns with advertising and sharable social media content are run during fieldwork

QILT branding



**KEEP
AN EYE ON
YOUR INBOX**



**FINISHED
STUDYING?**



HAVE YOUR SAY, NOW

Your GOS survey is now
in your inbox.

Fill it out for a chance
at **winning \$1000*** AND
help us make higher
education better.



Reporting Module

[AUJ https://data.srcentre.com.au/qilt/gosl/reporting/inst/](https://data.srcentre.com.au/qilt/gosl/reporting/inst/)



Institution Name

Study Area ▾

Refresh Table

Export Table as CSV

Export Data as CSV

Table loaded: 09/06/2016 15:04

For all enquiries contact:
qilt@srcentre.com.au

| Study Area | Completes/Sample | % of Sample | Partial | Out of Scope |
|---|------------------|-------------|---------|--------------|
| Science and mathematics | 308/667 | 46.2 | 23 | 0 |
| Rehabilitation | 25/61 | 41.0 | 3 | 0 |
| Teacher education | 287/694 | 41.4 | 29 | 2 |
| Business and management | 476/2197 | 21.7 | 74 | 2 |
| Humanities, culture and social sciences | 312/736 | 42.4 | 27 | 2 |
| Social work | 45/80 | 56.3 | 4 | 0 |
| Psychology | 144/336 | 42.9 | 19 | 0 |
| Law and paralegal studies | 84/234 | 35.9 | 14 | 0 |
| Creative arts | 88/292 | 30.1 | 19 | 1 |
| Computing and Information Systems | 80/319 | 25.1 | 10 | 0 |
| Communications | 71/247 | 28.7 | 13 | 3 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 8/21 | 38.1 | 1 | 0 |
| Engineering | 167/446 | 37.4 | 11 | 0 |
| Architecture and built environment | 13/62 | 21.0 | 2 | 0 |
| Agriculture and environmental studies | 6/27 | 22.2 | 2 | 0 |
| Health services and support | 119/238 | 50.0 | 2 | 0 |
| Medicine | 102/214 | 47.7 | 10 | 1 |
| Nursing | 127/301 | 42.2 | 13 | 0 |
| Pharmacy | 74/195 | 37.9 | 12 | 0 |

Facebook: QILT1

QILT
quality indicators for learning and teaching

QILT @QILT1

Sign Up

Timeline About Photos Likes Videos

Education

Search for posts on this Page

PEOPLE >

2,898 likes

ABOUT >

<http://www.qilt.edu.au/>

PHOTOS >

QILT
1 June at 22:01 · 🌐

These are the winners from the GOS May 31st prize draw:
Week 4
Major prize winners of \$1000 prepaid VISA cards:... See more

OOOH!
THE GOS FINAL
ROUND WINNERS
ARE HERE!

WIN A \$100 VISA CASH CARD*

YOUR FEEDBACK IS VALUABLE

WIN A \$10 VISA CASH CARD*

Twitter: @QILT_SRC

Home Moments Notifications Messages Search Twitter

QILT - SRC
@qilt_src
Joined October 2015

Tweet to QILT - SRC

18 Photos and videos

Tweets Tweets & replies Media

QILT - SRC @qilt_src · May 28
Complete the Graduate Outcomes Survey now for your last chance to win \$1,000. T&Cs: srcentre.com.au/gostcsb

QILT - SRC @qilt_src · May 27
So far, there have been 54 very lucky Graduate Outcomes Survey prize winners! Check out the latest group! bit.ly/24atF81 #gos #qilt

QILT - SRC @qilt_src · May 25
Hurry! The Graduate Outcomes Survey is closing soon, complete it now to have your say! gos.edu.au #gos

Telephone (CATI) follow-up for fee

- Full CATI
 - Entire survey is completed over the phone
 - All Full CATI completes are included in institutional data files but **not** used in national QILT reporting
- Reminder Calls
 - Respondent is called and reminded to go online to complete survey (confirming or updating preferred email)
 - All online completes as a result of reminder calls are included in institutional data files and **is** also used in national QILT reporting
 - This is on top of the reminder calls that will be undertaken, targeting poor performing areas while online is open

Additional services for fee

- Additional populations – including out of scope students/graduates. E.g..
 - SES: Postgraduate coursework and others
 - SES: Middle years
 - SES & GOS: Australian Higher Education non-accredited courses
 - SES & GOS: International institutions
 - SES & GOS: Offshore students
- Additional questions
 - Institution specific
 - Not shared with other institutions or Department unless data-sharing agreement made with all parties

Known benefits of response maximisation - Tanya

Supporting Improvement

Using QILT Outputs and Reports



QILT Website

- How are survey results reported on the site
 - National Reports and supporting documentation
 - Comparative charts and tables
 - Minimum responses
 - Confidence intervals
 - Aggregation
 - When is data updated?
- Provider Portal and Secure File Exchange

QILT Website

About this site | For Institutions | For students | Feedback | Contact us | f | t

Choose a university or higher education institution that is best for you.

Compare undergraduate student experience and graduate employment.

Help me get started

[View transcript](#)

Home Study Areas Institutions **★ My Shortlist** 0 ↓

Find a study area

OR

Find an institution

Thinking about higher education institutions and study areas? Wish you could ask someone about their experience?

With QILT, you can do side by side comparisons of the quality of the higher education institutions and the study areas that you're interested in.

You can trust QILT results, because they are based on thousands of surveys completed by students across Australia. The results are up to date, because the surveys are completed every year.

Where does this data come from?

- [Student Experience Survey \(SES\)](#) →
- [Graduate Destination Survey \(GDS\)](#) →
- [Course Experience Questionnaire \(CEQ\)](#) →
- [Employer Satisfaction Survey \(ESS\)](#) →

The QILT website helps you compare official study experience and employment outcomes data from Australian higher education institutions. Create your own shortlist to compare different study areas and institutions.

SES Outputs (Sent through SFX)

- Institutional Data File for checking
 - Pay particular attention where students have changed courses
- 2012-201X Institutional Data Files
 - SPSS, CSV, SAS (on request)
 - Data Dictionary, Data Map
 - Autocoder SEQuery – comment analysis tool
- Tableau Institution Reports (includes additional pops)
 - User Instructions and information
- UA Benchmark Data Files
 - (Institution must be signed up to the agreement and also have requested the data through the QILT Website <https://www.qilt.edu.au/for-institutions/data-request> Include names of people who will access the files through the SFX)
 - Files expire after seven days!
- UA Benchmark Tableau Report (as per data files)
- Make sure the right people have access to the SFX in your institution

SES Outcomes

Engaging Staff and Students

- SES Results Fact Sheet in staff rooms or notice boards
 - (on provider portal) <https://www.qilt.edu.au/login>
- QILT Website – publicise to staff and students
- Tableau Institution Report and/or Tableau UA Report*
 - Generate reports for faculties, relevant management areas (such as library, IT, administration, facilities and services etc.)
 - Ensure Faculty and Campus information is accurate in the 2016 sample files
 - Publicise improvement activities to current students
 - You said ... and we listened
- Incorporate performance indicators into strategic planning cycle and course/program improvement cycles

Tableau Reports

- Opportunity to drill in to your own data
- Free reader (<http://www.tableau.com/products/reader>)
- Identify areas for improvement or further investigation
 - Focus on what is important to your students
 - Target activities for highest impact
 - Not enough data in the SES or need more information?
 - Response rates and representativeness
 - Additional questions or populations
 - Target “problem” areas through analysis of internal feedback mechanisms (ie teaching surveys, focus groups etc.)

Workplace Relevance Scale items

Please answer this series of statements regarding your <E308A/E308B> <course>.*

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

- wrs1a The <course> has provided the opportunity for putting theory into practice.
- wrs2a The skills developed in the <course> are relevant and useful.
- wrs3a The <course> has developed current professional skills.
- wrs4a What I have learnt will benefit my future work.
- wrs5a The <course> has helped prepare me for the workforce.
- wrs6a My subjects have given me opportunities to apply my learning to real workplace situations or case studies

Please use the space below for any comments you would like to make about the extent to which your course has prepared you for the workplace.

(Full open)

**students studying two courses will be asked questions twice*

Comparing Results (Caveat!)

- League tables and rankings are simplistic.
- Institutions are different beasts.
 - Study area profiles
 - Student demographics
- Take your context into account when analysing your data!

Thanks

Questions?

qilt@srcentre.com.au