



*What's
measured
now, matters
later...*

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Social Research Centre

About the Social Research Centre

- What we do: Inform decision making and advance our understanding of Australian Society through conducting world-class social research.
 - We are a private, for-profit company owned by ANU Enterprise (Australian National University)
 - Our services include: survey research, cognitive interviewing, qualitative research, statistical consulting, program and policy evaluation and data analytics.
- Contracted by the Australian Government Department of Education to administer and report of QILT (2017-2020)



What's measured matters

- What is QILT?
- What are the QILT surveys measuring?
 - The SES
 - The GOS
- Are they measuring what WE think is important?
- How do we change the conversation?





What are the QILT surveys?

- The QILT program consists of:
 - **Student Experience Survey (SES)** - measuring the educational experience and engagement of current commencing and completing UG & PGC students
 - **Graduate Outcomes Survey (GOS)** – examining graduates’ labour market outcomes in the short term and then again in the medium term (**GOS-Longitudinal**), and GOS Panel Maintenance
 - **Employer Satisfaction Survey (ESS)** – assessing employers’ opinions of how well the institution prepared graduates for work.

QILT Website comparison

Filter by:

Course level

☒ Undergraduate

☐ Postgraduate

Student Experience

[Overall quality of educational experience](#)
[Teaching quality](#)
[Learner engagement](#)
[Learning resources](#)
[Student support](#)
[Skills development](#)

Graduate Satisfaction

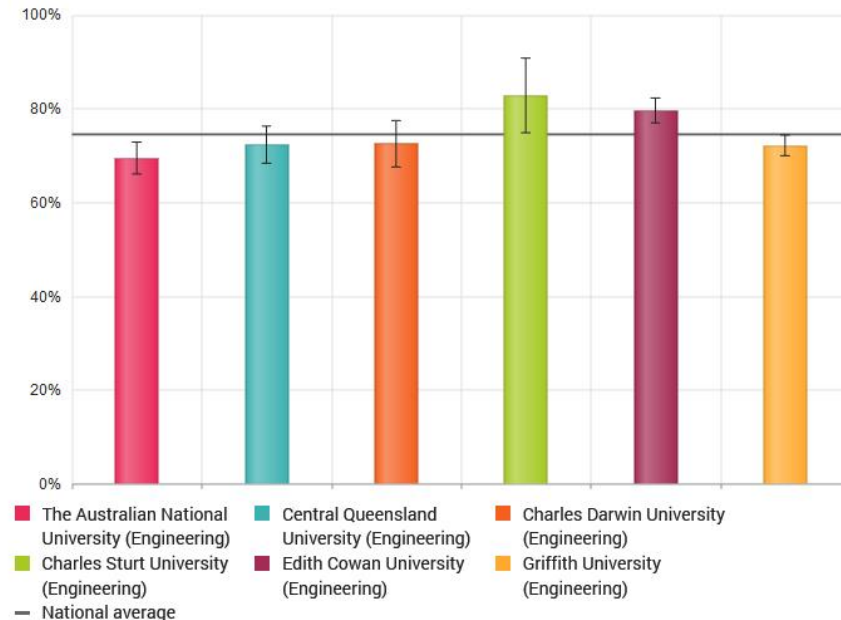
[Overall satisfaction](#)
[Teaching scale](#)
[Skills scale](#)

Graduate Employment

[Full-time employment](#)
[Overall employment](#)
[Full-time study](#)
[Median salary](#)
[Charts](#)
[Tables](#)

Student Experience - Undergraduate

Overall quality of educational experience ⓘ



Data source: [Student Experience Survey 2016 and 2017](#)



The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)



But it's data so it must be true...

- *"We are not predicting the future, we are causing the future"*
*"Ask for whom does **your algorithm** work? How does it work? Who are the stakeholders?"*
 - Cathy O'Neil Author of weapons of Math Destruction
- What is the implied educational philosophy and pedagogical framework?
- What is implied by the types of graduate outcomes that are measured and reported?"



The Student Experience
Survey

- Fully online survey of current commencing and “completing” undergraduate and postgraduate coursework students

What is the SES Measuring?



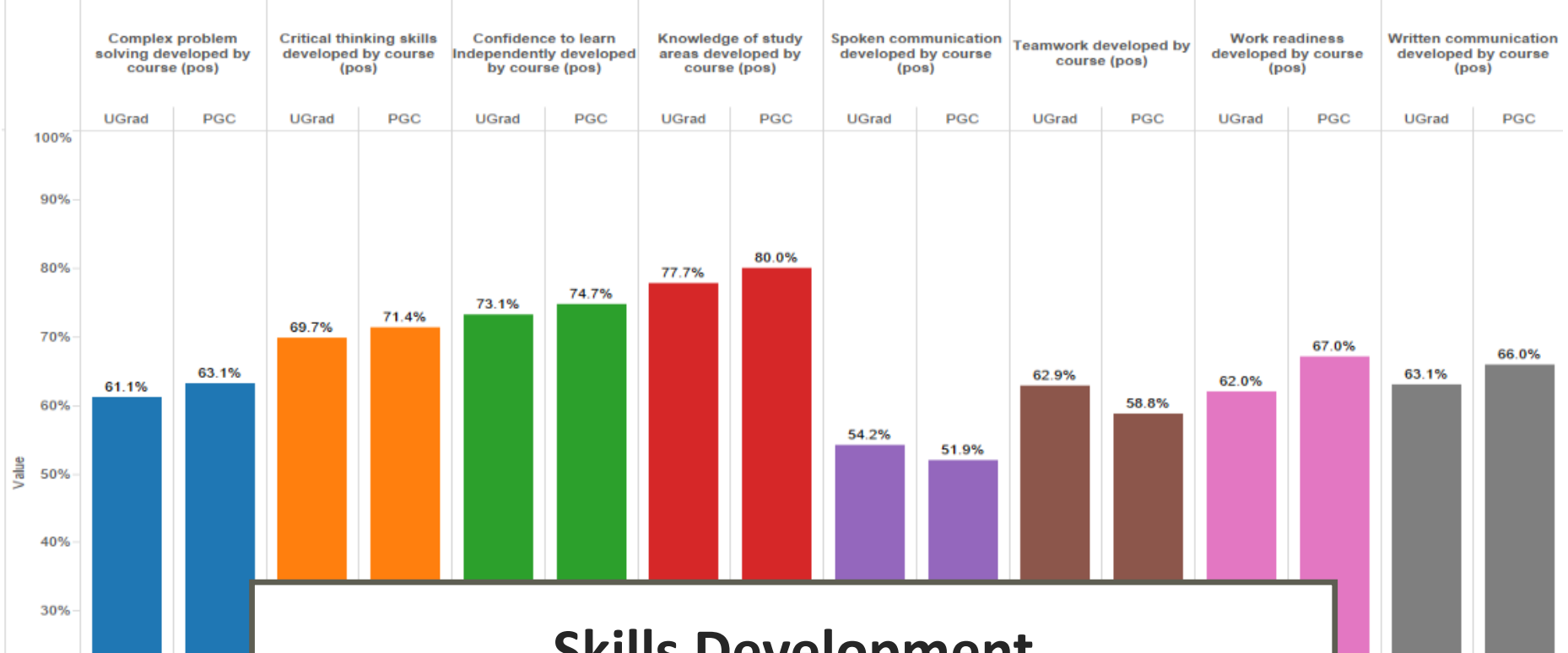
- The current SEQ domains include:
 - (Overall Educational Experience)
 - Skills Development
 - Learner Engagement
 - Teaching Quality
 - Learning Resources
 - Student Support



What is missing?

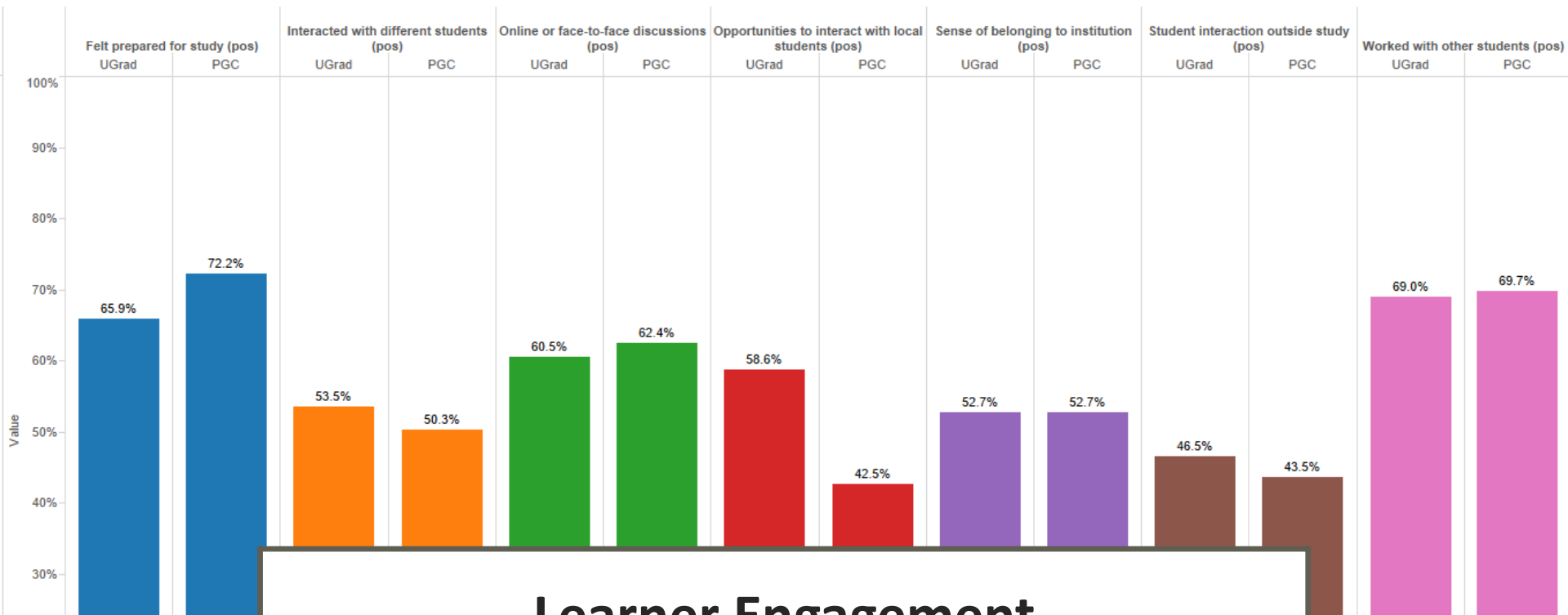
Questions to ask ourselves...

- What is important to us as an institution?
- What is our educational philosophy?
- What pedagogical principles do we value?
- What activities do we engage in that we think “add value” to the student experience?
- How are we different?
- What other information do we need to measure our performance?



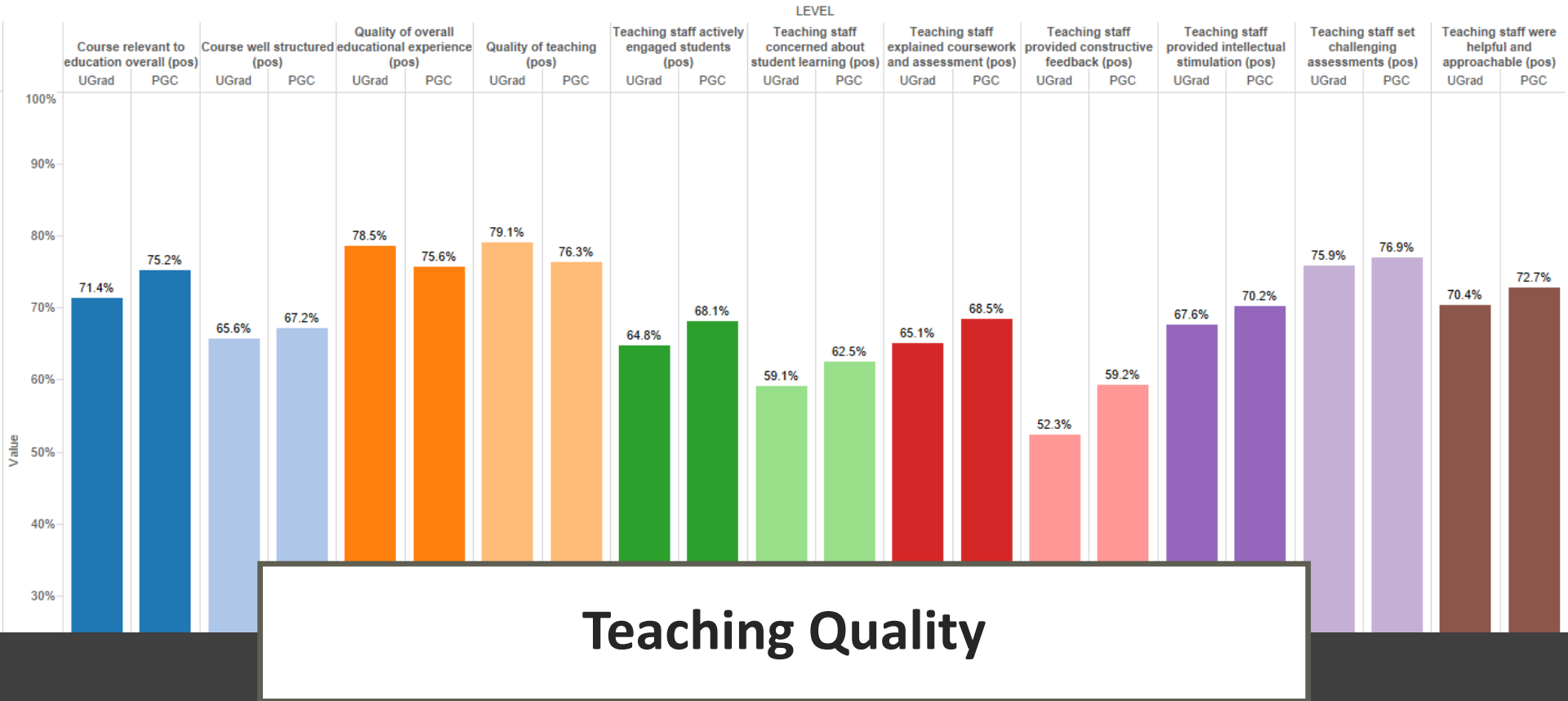
Skills Development

- Skills Development represents the “outcomes” of the course/program.
- Mainly generic skills but also work readiness and knowledge of study area
- Are these the main ones to measure? How does it align with the GAS in the GOS?
- PGC Lower outcomes in Spoken comms and teamwork likely associated with larger number of external students

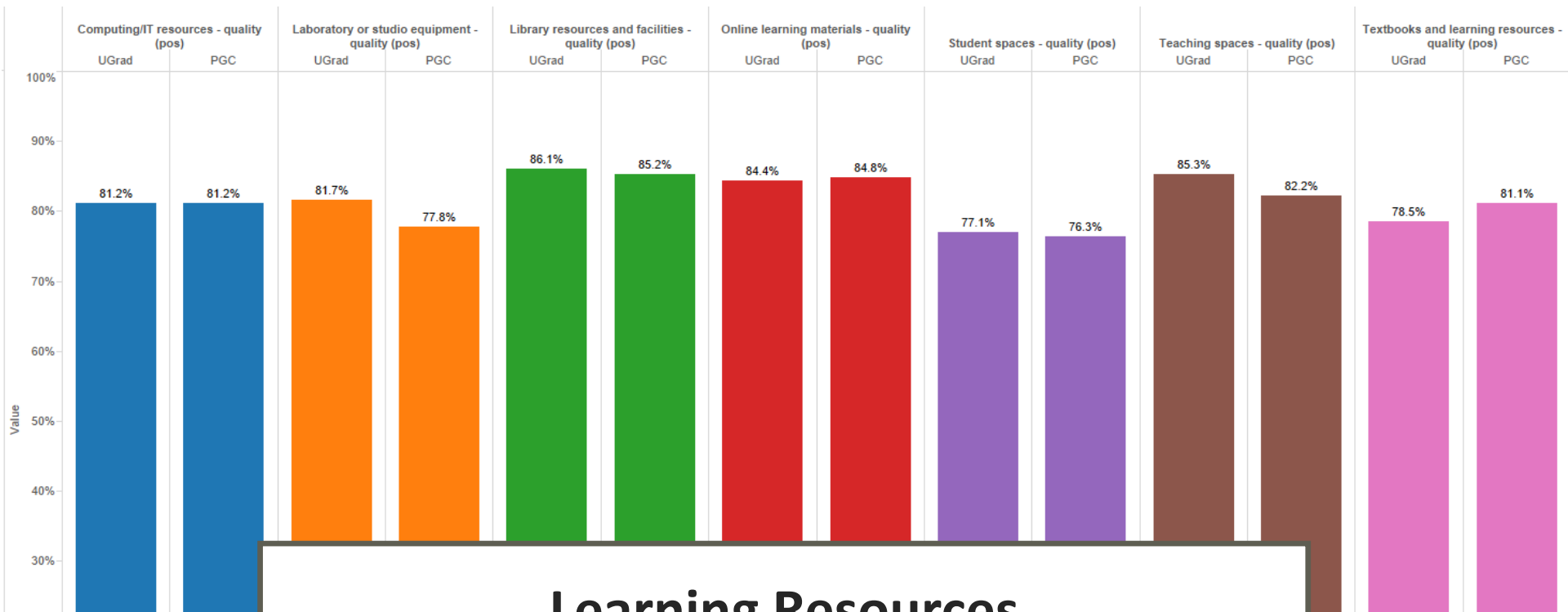


Learner Engagement

- Showing internal/multimode student only
- External students 20-30 per cent lower except for felt prepared for study. 47 per cent lower on worked with other students
 - “Learner Engagement” definition??
- Mainly about student collaborative learning, felt prepared and sense of belonging

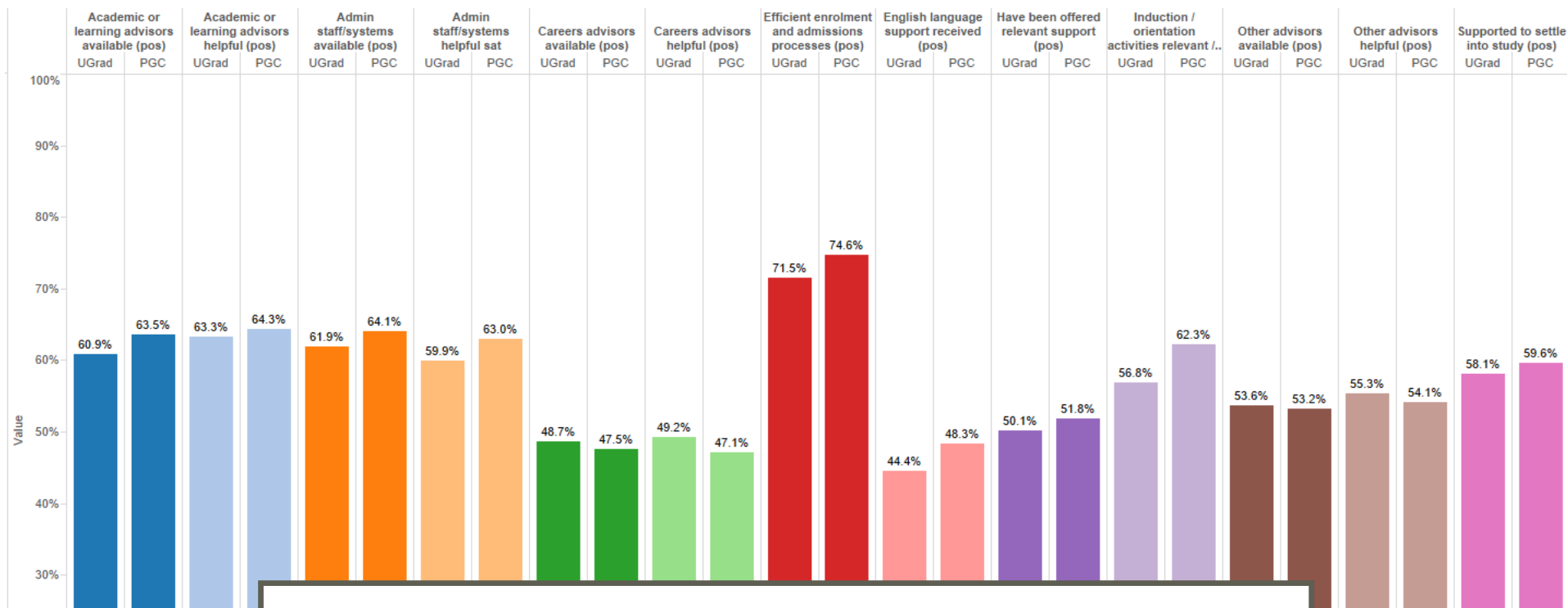


- Correlates most highly with Overall Student Experience and includes an item about course structure but mainly about teaching “behaviours”
- PGC students lower on overall experience rating but higher on teaching items



Learning Resources

- Computing, labs, library, student and teaching spaces, textbooks and online learning materials



Student Support

- Is this how student support is always offered?
- PGC students rated careers services lower than UG



What is missing?

- Work integrated learning (IBL, Cadetships, placements)
- Capstone projects
- Industry projects
- Theory vs practice – applied learning
- Relevance to industry, currency of content
- Real world learning
- Peer mentoring
- Volunteering
- Group work or team based assesement
- Careers events and relationships with potential employers
- Online learning
- Online counselling or study support
- *Etc.*

What is the GOS Measuring?

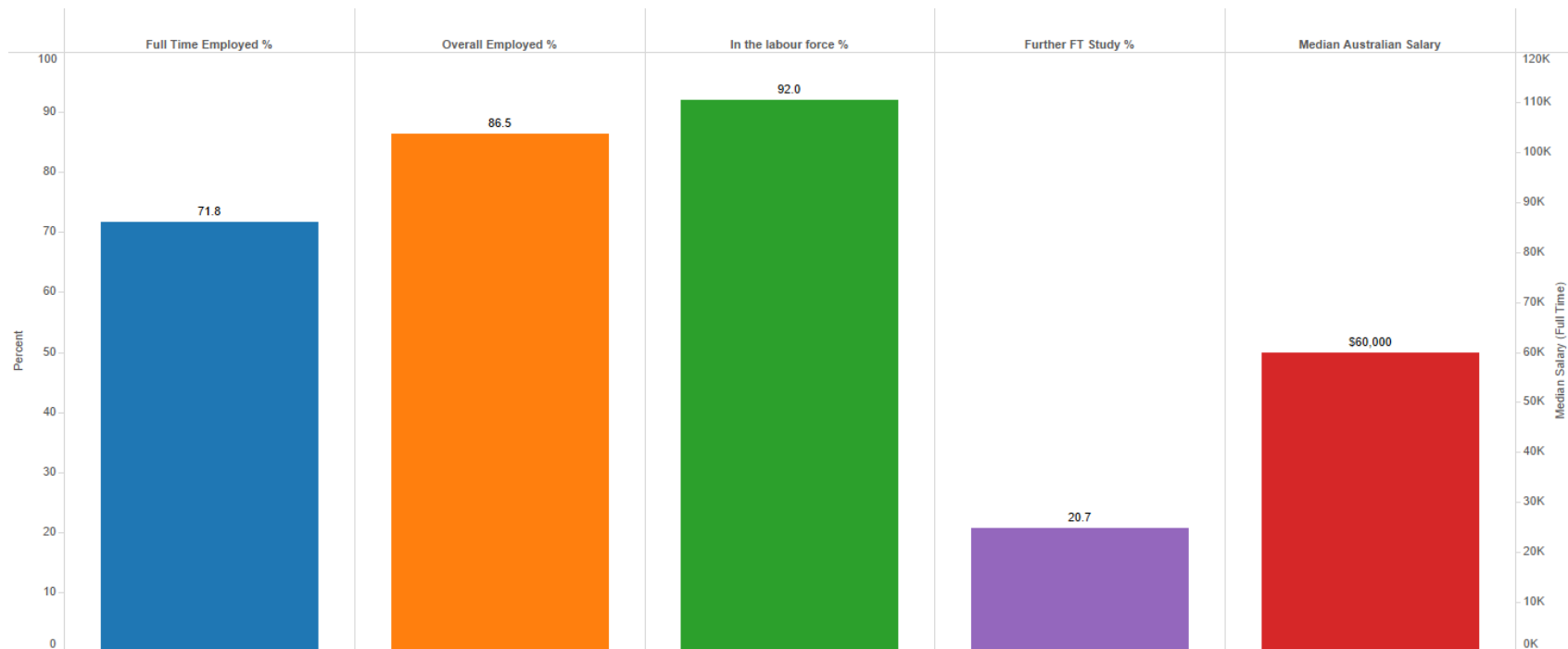


- The QILT Comparison website includes
 - Full time employment
 - Overall Employment
 - Full time study
 - Median full time salaries
 - CEQ/PREQ
- The National Report includes
 - Occupation level
 - Preparedness
 - Importance
 - Part-time (underemployment)
 - SPOQ



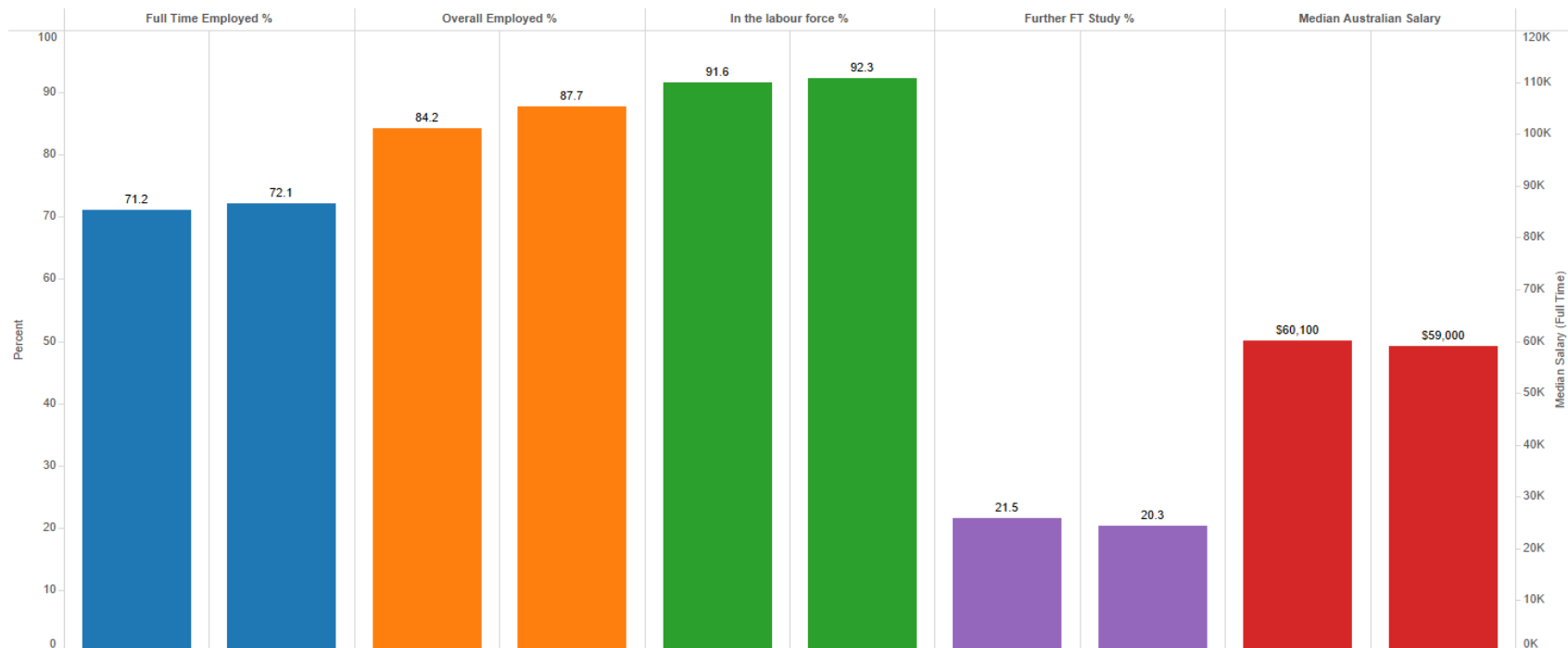
What is missing? *Questions to ask ourselves...*

- What is important to us as an institution?
- What are our students' goals?
- What outcomes do we/they value?
- What activities do we engage in that we think "add value" to our graduates' outcomes?
- What other information do we need to measure our performance?



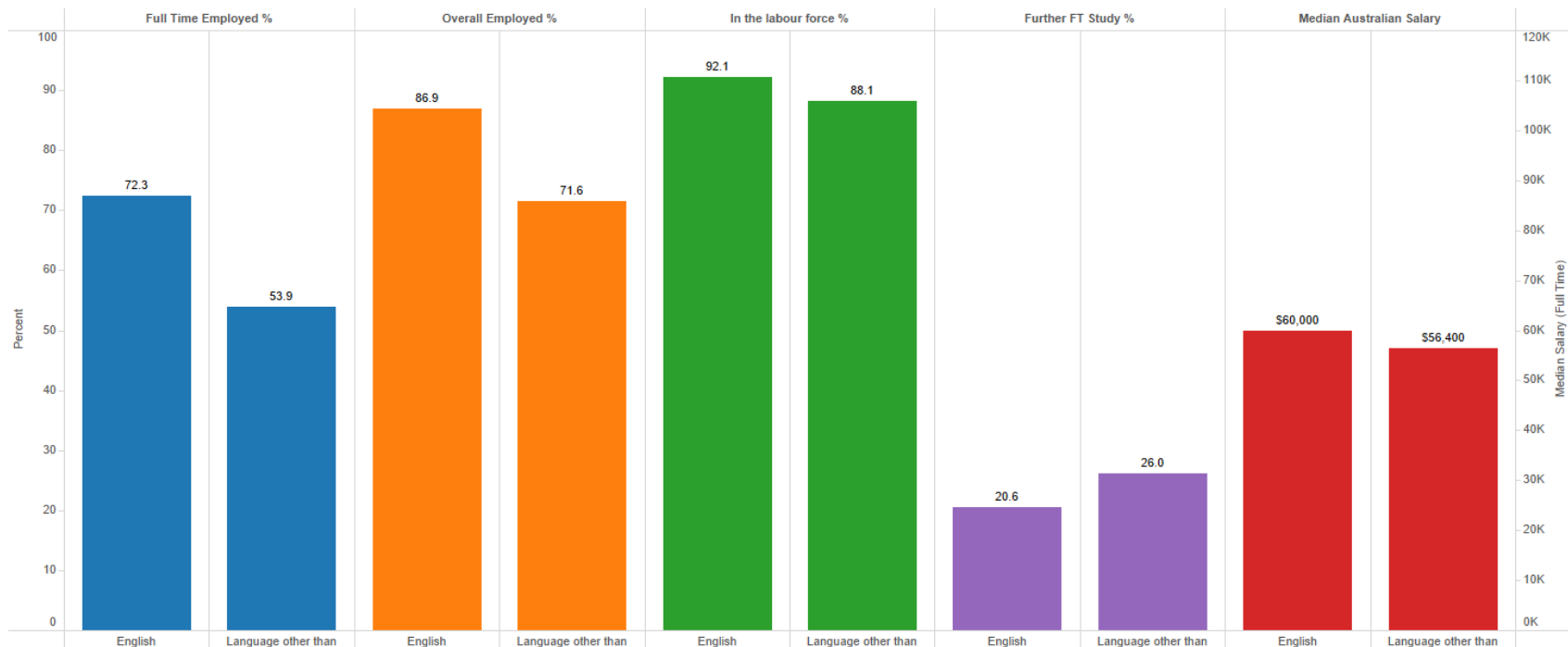
GOS Outcomes

- Labour force outcomes



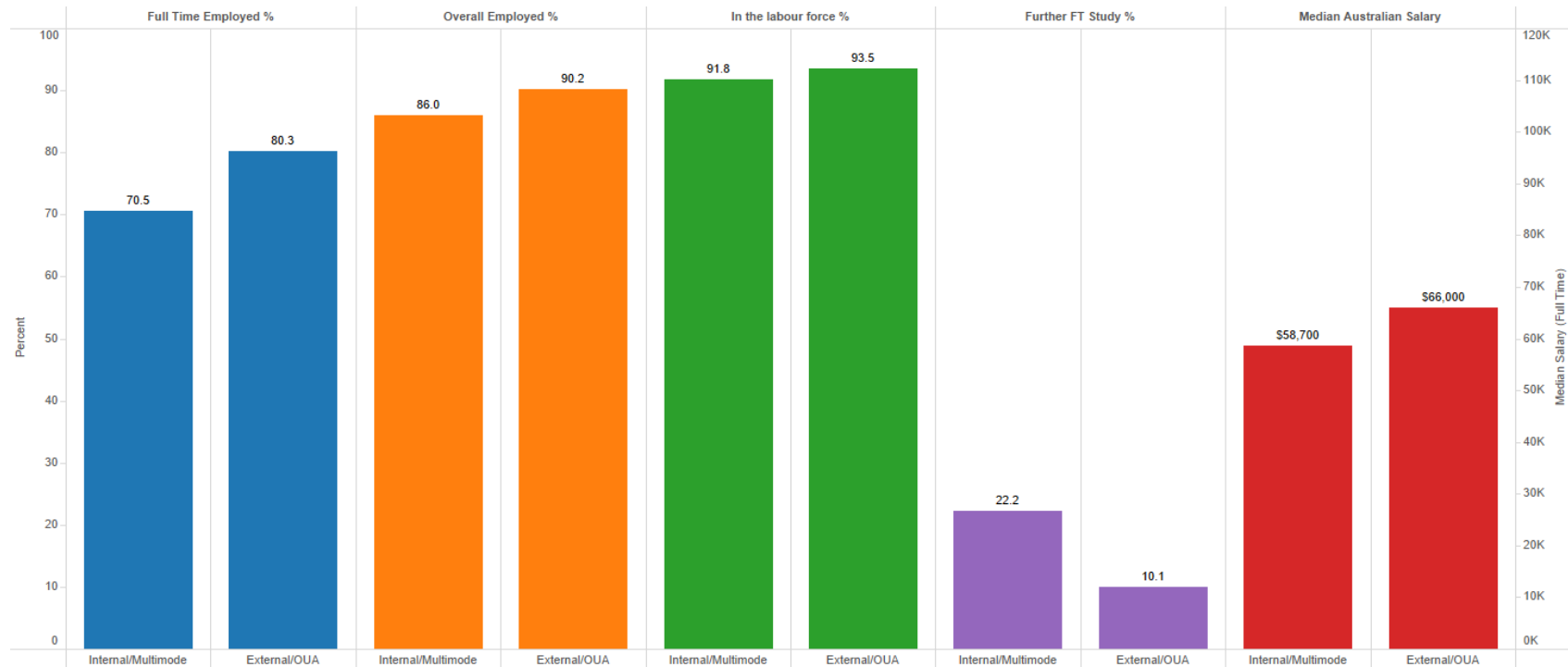
GOS Outcomes

- Labour force outcomes by gender



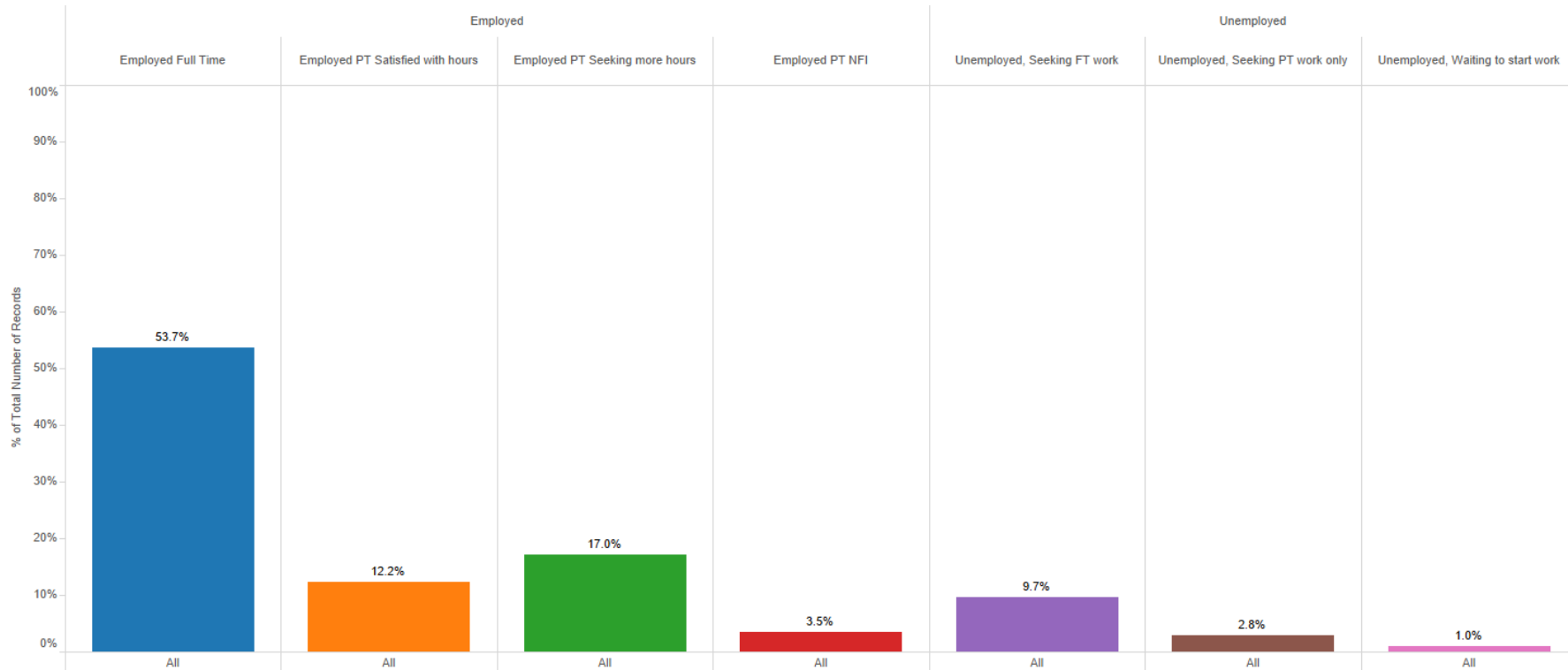
GOS Outcomes

- Labour force outcomes by Home Language



GOS Outcomes

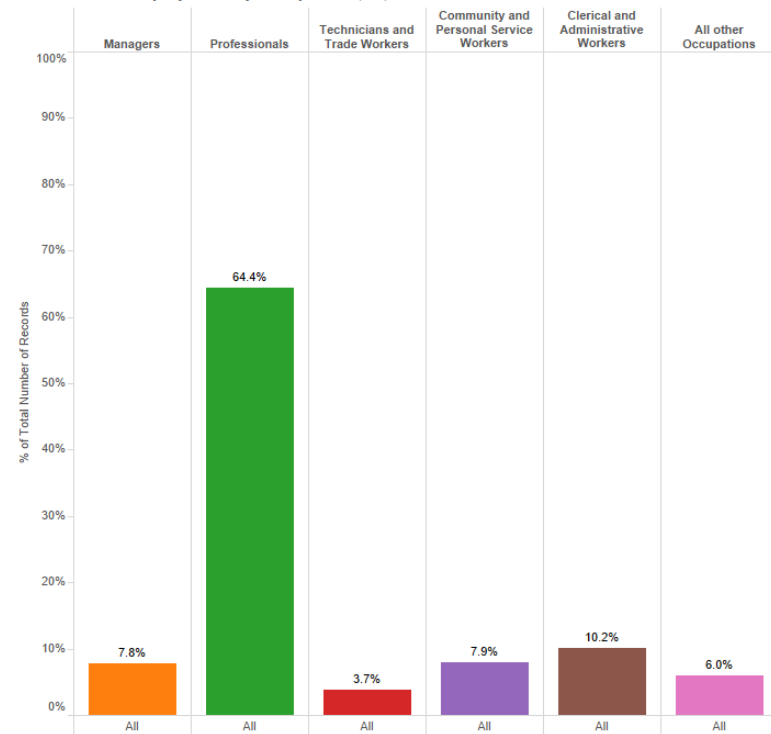
- Labour force outcomes by study mode



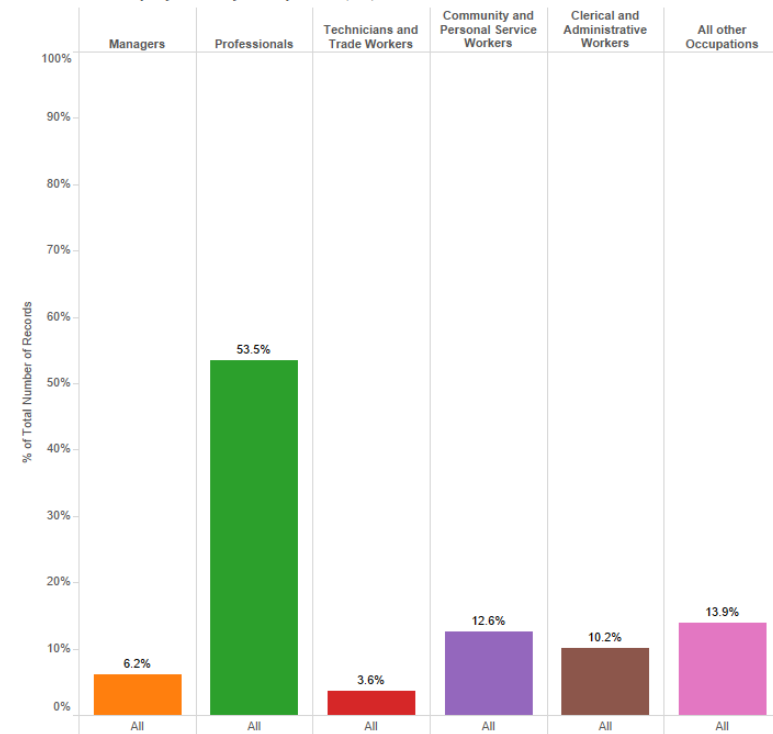
GOS Outcomes

- Labour force information is more extensive in the data files and reports

All: Full-time employment by occupation (All)



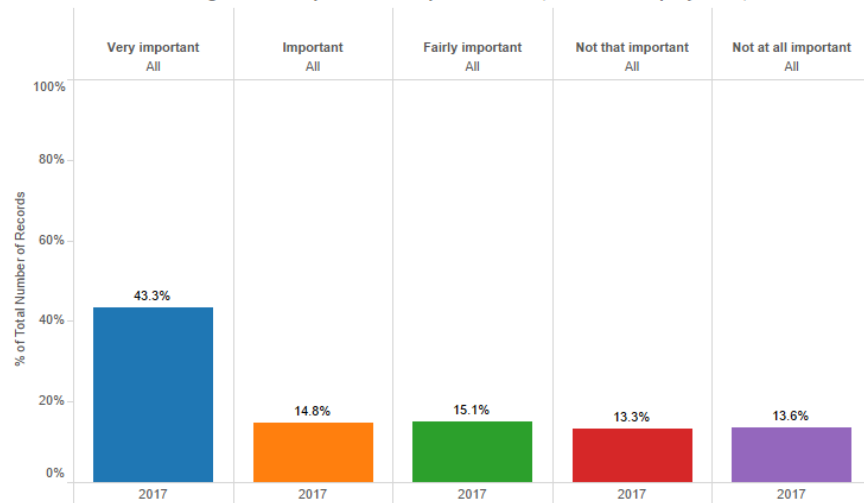
All: Overall employment by occupation (All)



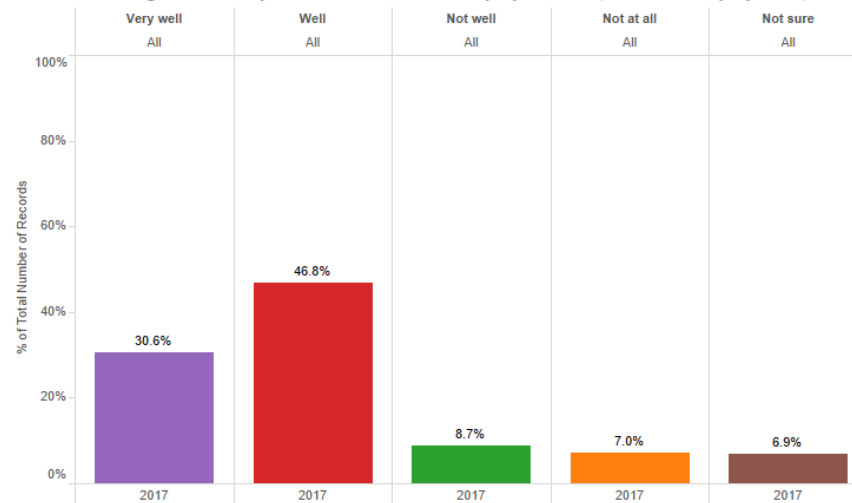
GOS Outcomes

- Occupation – Full time employed and all employed

2017 - Undergraduate Importance of qualification (Full-time employment) All -



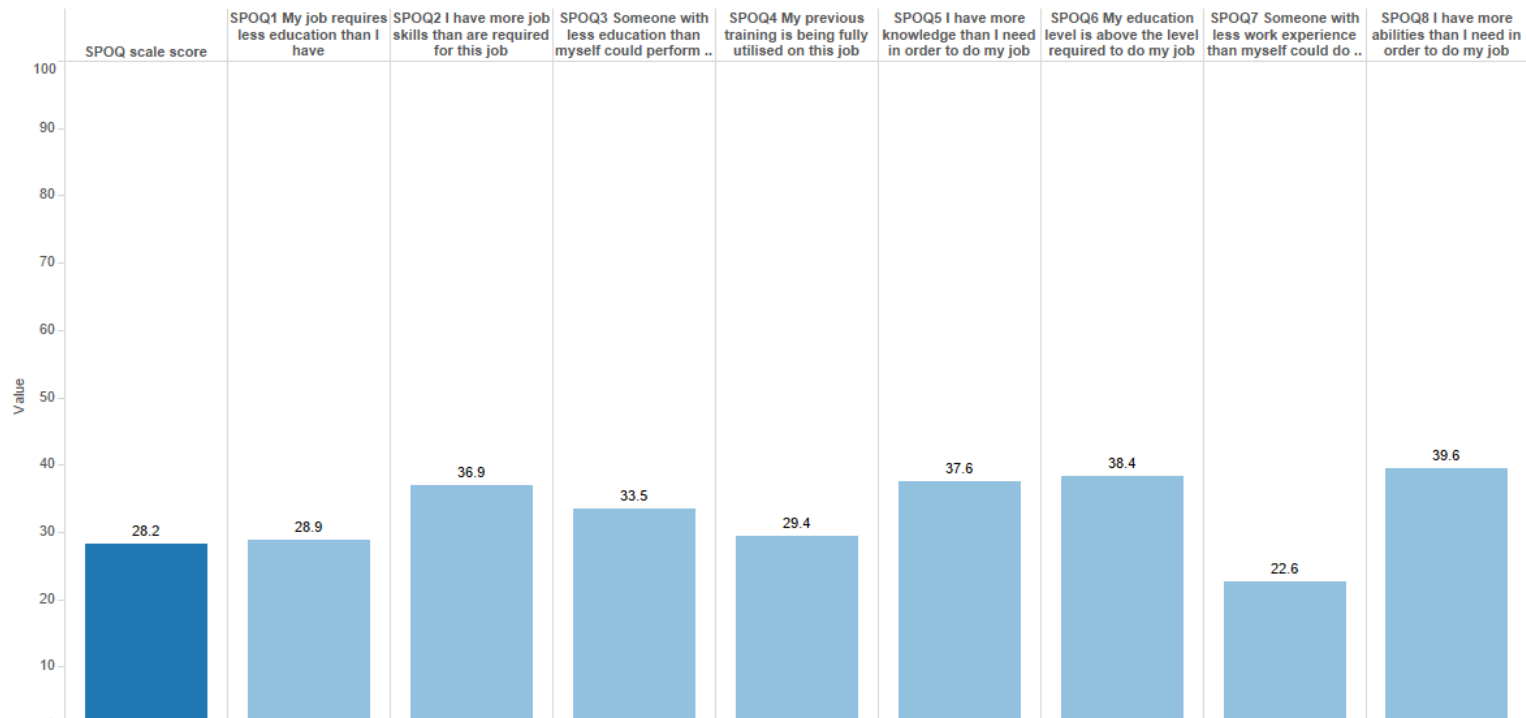
2017 - Undergraduate Preparedness for current employment in (Full Time employment) All -



GOS Outcomes

- Importance and Preparedness – F/T employed

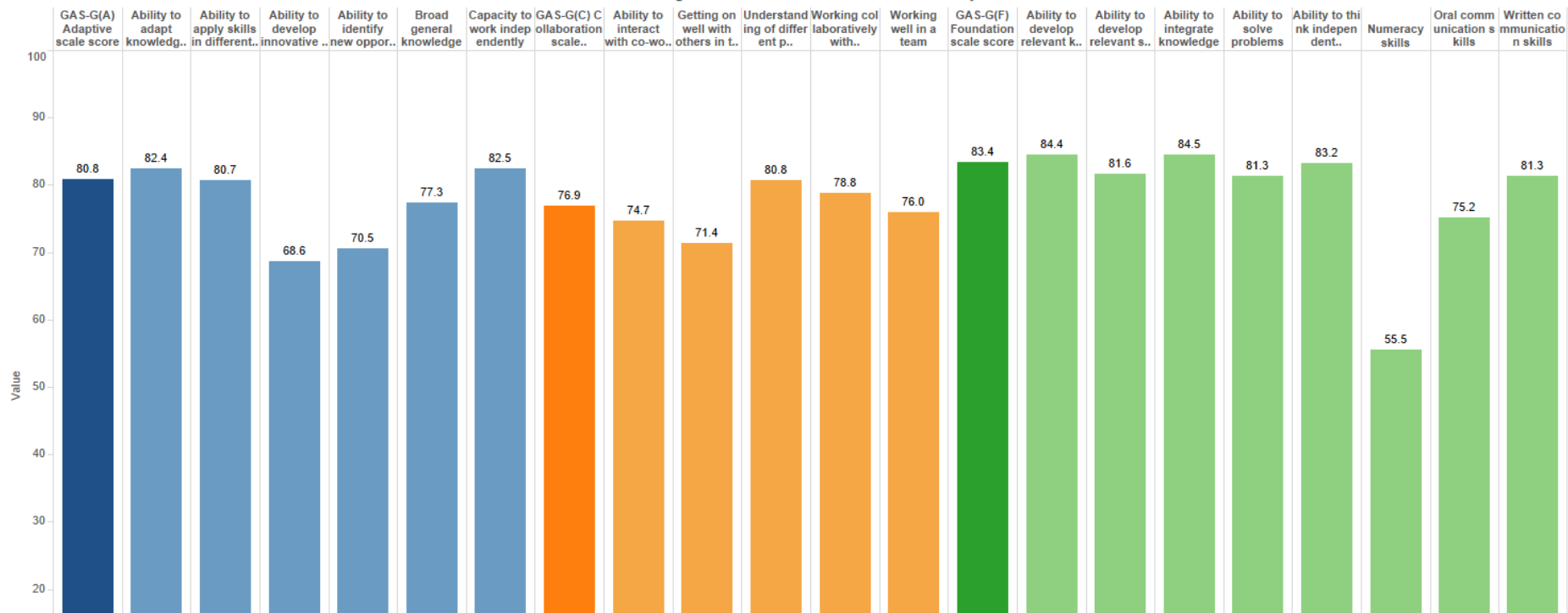
2017 - Undergraduate SPOQ Scale Scores -In full time work by All -



GOS Outcomes

- Scale of perceived overqualification FT & Overall employed

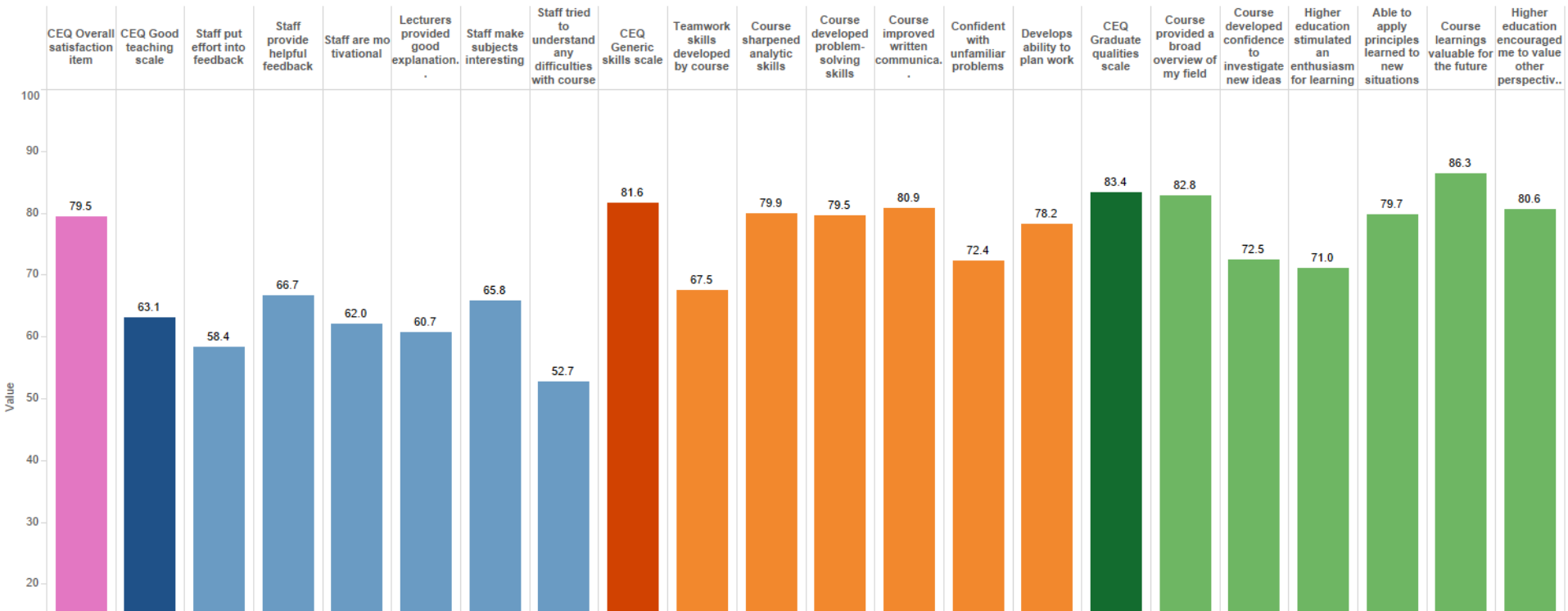
2017 - Undergraduate Graduate Outcomes Scale by All



GOS Outcomes

- Graduate Outcomes Scale (GAS) – all employed

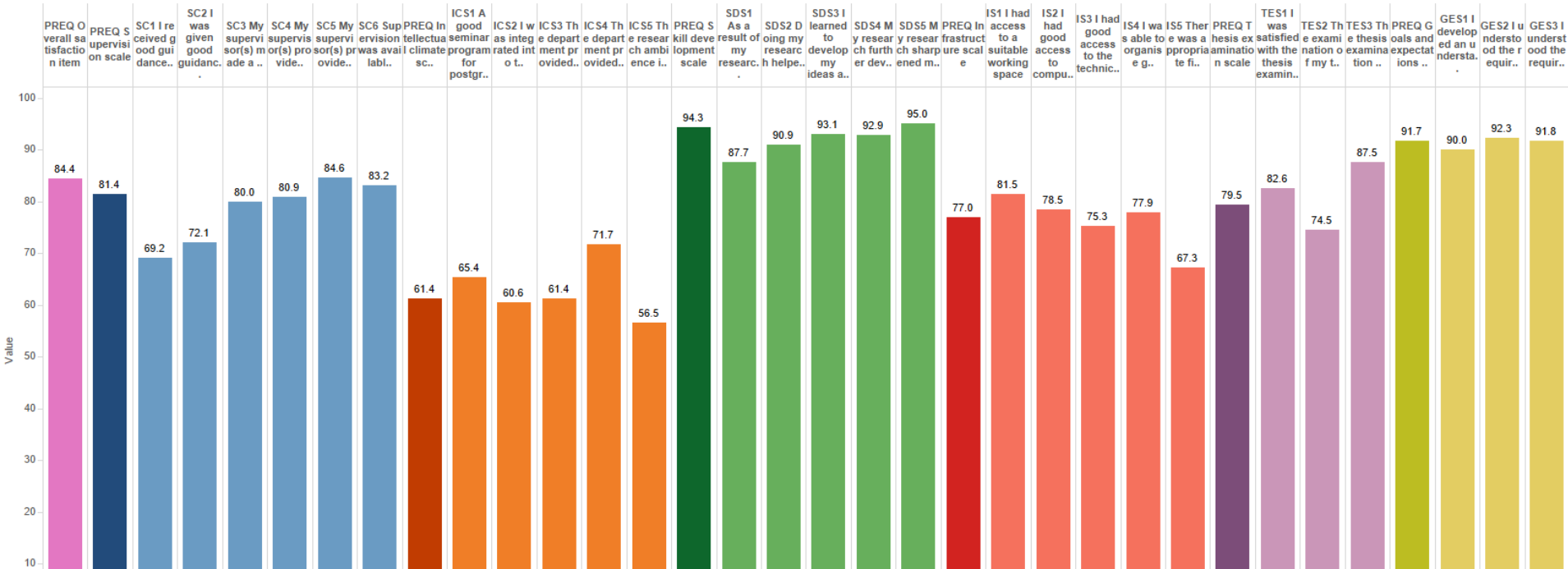
2017 - Undergraduate CEQ Scale Scores by All -



GOS Outcomes

- CEQ

2017 - Postgraduate (Research) PREQ Scale Scores by All -



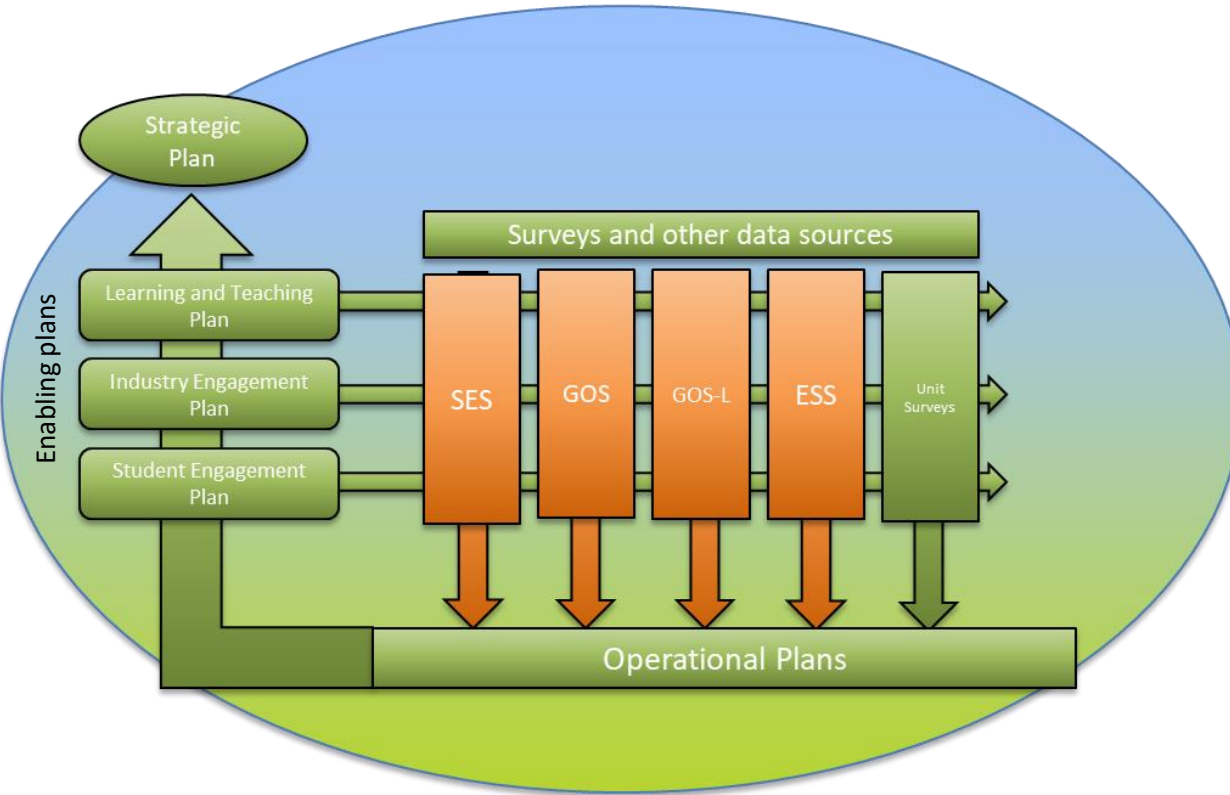
GOS Outcomes

- PREQ



What is missing?"

- What are our students' goals in terms of employment or other?
- What is the employment environment for different areas?
- What effort have they made to find work
 - AAGE # applications, # interviews, #offers
- What are other "successful" outcomes?
- What activities did your institution undertake that "added value"?
 - WIL
 - Community engagement & volunteers
 - Careers services, activities and support
- Skills development for professional accreditation
- Are graduates looking for other work – different occupation, industry or employer
- Etc...



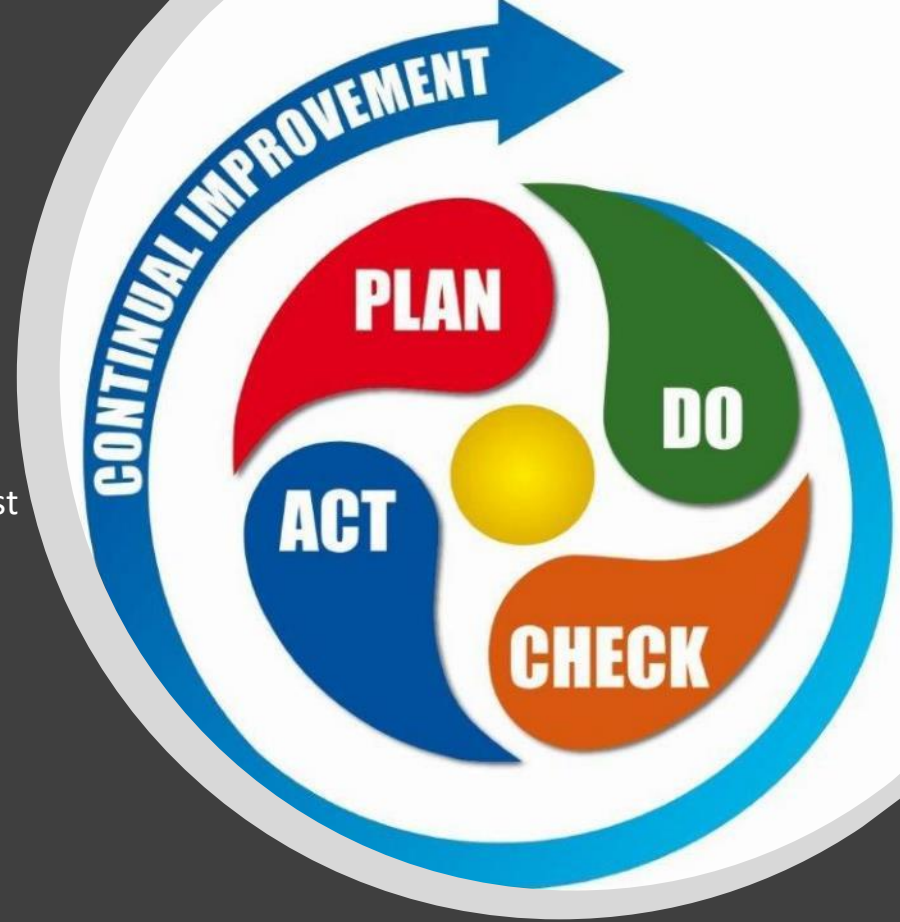
Integrating and embedding QILT

- Map the QILT survey items to institutional performance indicators as articulated in your strategic plans, enabling plans, operational plans etc.
- Set targets.
- Add to the suite where there are gaps!

What's
measured
matters!

Making the most of the QILT surveys!

- Performance Indicators
 - Alignment with strategic plans, quality systems, continuous improvement, governance (Academic Boards) etc.
 - What is MISSING! Additional questions in surveys
 - Crowded survey space – making the most of contacts
- Telling a nuanced story! (Customising QILT)
 - Evaluating strategic initiatives
 - Online student counselling
 - Online or blended learning
 - Volunteer programs
 - Common first year
 - Academic calendar
 - Work integrated learning
 - Capstone projects
 - How do you know that these are working?





QILT customisation

- Flexibility for institutions
 - Additional populations
 - Off shore, middle years
 - Accommodation for different academic calendars and census dates
 - Additional items
 - Performance indicators for strategic initiatives
 - Consortia and multi institution items
 - Charge first year and then no cost for subsequent years if no coding
 - Top up telephone surveying
 - To assist with maximizing responses in strategic areas

Take advantage of the high response rates and representativeness of QILT!

Thank You

If you have any questions
please contact us at QILT

qilt@srcentre.com.au



QILT

quality indicators for
learning and teaching