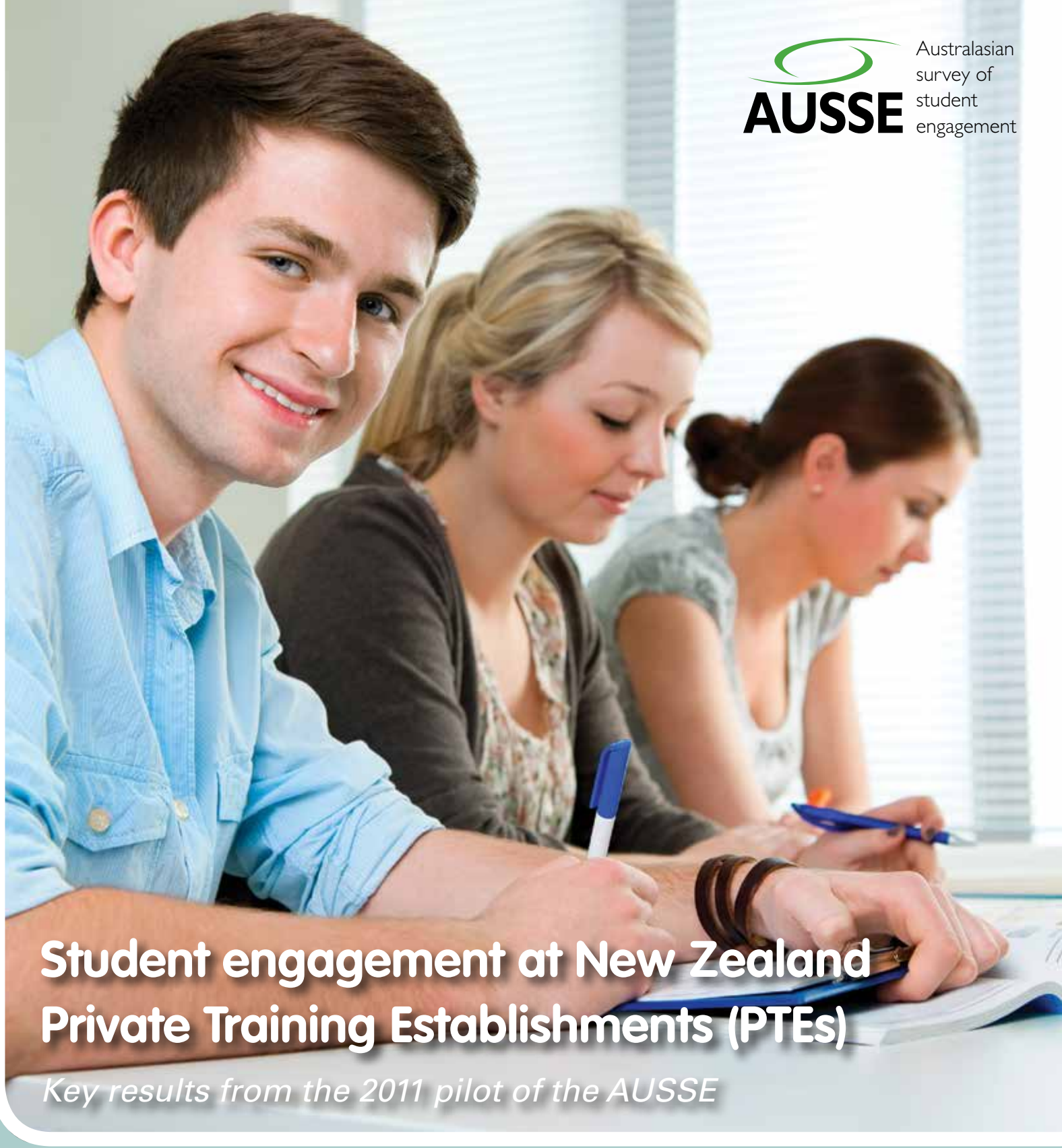


AUSSE Australasian survey of student engagement

Student engagement at New Zealand Private Training Establishments (PTEs)

Key results from the 2011 pilot of the AUSSE

Ali Radloff

AKO AOTEAROA NATIONAL CENTRE FOR TERTIARY TEACHING EXCELLENCE

nzapep New Zealand Association of Private Education Providers

ACER

Foreword

The Australasian Survey of Student Engagement (AUSSE) has an established pedigree in the university sector in both Australia and New Zealand as by far the most extensively used and highly validated measure of student engagement. It is designed to provide the evidence base for discussions about how institutions might enhance the student experience and support them to achieve better outcomes.

Much more than a satisfaction survey, the AUSSE provides a wealth of diagnostic information about what students are doing in the course of their studies and how well they are connected with their peers and staff of the institution. The survey also provides insights into how well satisfied students are with their study experience and what disincentivises them.

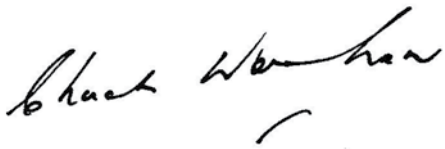
In 2010 Ako Aotearoa, New Zealand's National Centre for Tertiary Teaching Excellence, worked with a group of ten Institutes of Technology / Polytechnics in New Zealand to trial the AUSSE and demonstrate its applicability to this part of the tertiary sector. This trial showed us that the instrument is valid for students studying at all levels of our qualifications framework from Level 3 to degree level in the ITP sector. As a result of this, Ako Aotearoa agreed to fund a similar pilot for Private Education Providers, commonly referred to as Private Training Establishments (PTEs) with the active assistance of the New Zealand Association of Private Education Providers (NZAPEP).

Ten PTEs who are regarded by the Association as some of the leading institutions in the New Zealand PTE sector accepted the invitation to participate. This is but a small sample of the well over 300 diverse PTEs that are funded by New Zealand's Tertiary Education Commission, so we need to be cautious about generalising results. Nevertheless, it is clear that the PTEs participating in this study are doing a highly commendable job in terms of engaging students and the levels of student engagement at degree level study compare very well indeed with that of the public institutions evaluated.

This is the report on the collated data from that pilot and is placed in the context of how PTEs perform in general. The report collates the responses of 990 learners and makes interesting reading. This is students telling us about what they experience and what they think. It is strongly affirming of the role PTEs play in New Zealand's tertiary sector.

We would like to thank the Australian Council for Educational Research (ACER) for undertaking this work for us and doing so in such a collegial fashion. In particular, we would like to thank Ali Radloff who so ably led the work and Associate Professor Hamish Coates for his enthusiastic guidance. Our sincere thanks are also due to Keith Heathcote, NZAPEP Board Member whose energy and commitment inspired and facilitated the participation of the organisations concerned. Above all we thank these ten private providers for their participation and we thank their students for taking the time to complete the questionnaire and share their experiences of tertiary study with us.

Dr Peter Coolbear
Director, Ako Aotearoa



Chuck Wareham
Executive Director, NZAPEP

Acknowledgements

The Australian Council for Educational Research (ACER) offer their very warm thanks to the students and staff who have participated in the 2011 pilot of the Australasian Survey of Student Engagement (AUSSE) in New Zealand Private Training Establishments (PTEs). Without the involvement and support of participating tertiary education organisations across New Zealand we would not have the opportunity to learn about students' engagement with learning. Very warm thanks also to Ako Aotearoa who have been particularly supportive of the AUSSE in New Zealand and who funded this pilot study. Thanks also to NZAPEP who provided assistance and support with this project.

Since 2006, the National Survey of Student Engagement (NSSE) team at Indiana University in the USA has played a highly supportive and significant role in the AUSSE. Particular thanks to Associate Professor Alex McCormick, NSSE Director, for his support of the AUSSE, and many thanks as well to Professor George Kuh, Dr Robert Gonyea, Mr Todd Chamberlain, Dr Tom Nelson Laird, Dr Jillian Kinzie, and many other colleagues at Indiana University. In addition to more general guidance and support, items in questions 2 to 9, 11 to 12, and 15 to 17 in the Student Engagement Questionnaire (SEQ) have been used with permission from The College Student Report, National Survey of Student Engagement (copyright 2001–2012, The Trustees of Indiana University). The items were adapted and validated for New Zealand and Australia by ACER and further adapted for use with Institutes of Technology and Polytechnics (ITPs) and PTEs in New Zealand.

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

Please contact ACER if you would like further information about the AUSSE. The team can be contacted at ausse@acer.edu.au or on +61 3 9277 5742. Further information about the AUSSE is available at http://www.acer.edu.au/research/ausse.

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Executive Summary

The Australasian Survey of Student Engagement

The Australasian Survey of Student Engagement (AUSSE) provides tertiary education organisations with data that allow them to focus on the quality of education their students are receiving. Information collected through the AUSSE provides rich insights into how students are learning, what educational activities students are participating in and how they perceive their educational experience.

The AUSSE is a cross-national survey administered annually throughout New Zealand and Australian tertiary education organisations. First administered in 2007 with Australasian undergraduate university students, the AUSSE has since expanded to incorporate postgraduate coursework students and a linked survey of academic staff. The AUSSE has also expanded to include students undertaking study at certificate and diploma levels. Since 2007, responses have been received from well over 100,000 students.

In 2011, a pilot of the AUSSE was conducted with PTEs in New Zealand where funding was provided for the project by Ako Aotearoa and support also given by NZAPEP. This report focuses on the results from this pilot. Close to 1,000 responses were collected from students as part of the pilot at ten PTEs and included students undertaking qualifications from New Zealand Qualifications Authority levels three through seven – certificate level to bachelor degree level study.

While much is known about the rates of participation, attrition, retention and completion among students in tertiary education in New Zealand, collecting information on student engagement provides institutions and the sector with more insights into how students are learning, why they are satisfied or dissatisfied with their educational experience and why some students are dropping out of their study. Having information on these aspects of students' experience with learning can help improve student participation, attrition, retention and completion at individual institutions and across the sector.

It is important to note that the findings presented in this report are based on data aggregated across ten PTEs that participated in the pilot of the AUSSE in 2011. A variety of different PTEs participated in the pilot, and as a result there are diverse findings both within and across the different educational organisations; however, this report focuses on the average findings aggregated across these PTEs. It is also important to note that only a small number of PTEs were involved in the pilot – ten participated in the pilot out of 321 PTEs currently funded by the Tertiary Education Commission (TEC). This means that the findings presented in this report may not necessarily generalise to all institutions, but instead suggest some findings that may be worth further exploration.

General findings from the AUSSE PTE pilot

Overall, students studying at PTEs tend to be highly satisfied with their educational experience, with over three-quarters of students rating the overall quality of academic advising and overall experience as 'good' or 'excellent'. Over 80 per cent of students would attend the same PTE given the chance to start over again.

Student engagement and outcomes measured through the AUSSE tended to be higher among students studying at higher qualification levels. This was most marked for students' involvement in academically challenging activities, outside of formal learning enriching experiences and involvement in work-integrated learning.

A relatively large proportion of students indicated they had seriously considered leaving their institution, or planned to leave before finishing their study. Around 35 per cent of certificate level students, 34 per cent of bachelor level students and 26 per cent of diploma level students had seriously considered leaving before finishing. Although large proportions of students have departure intentions, the majority of students plan to continue their studies next year, with only three per cent of students planning to leave before finishing their current qualification.

Degree level study at PTEs, ITPs and universities in New Zealand

As the AUSSE has been conducted with students from universities, ITPs and PTEs studying at bachelor level, this provides a unique opportunity to benchmark findings across sub-sectors of tertiary education in New Zealand. Overall, PTE bachelor level students are significantly more engaged with learning and report greater outcomes than students at ITPs and universities.

The most striking differences between bachelor level students at New Zealand universities, ITPs and PTEs was their engagement with active forms of learning, work-integrated forms of learning, the quality of interactions with staff and the level of support given by their institution.

Findings from specific subgroups of students

This report also focuses on some specific subgroups of students studying at PTEs and their engagement with learning. These groups include Māori , Pasifika, part-time, external and international students.

While Māori students have higher levels of attrition and lower levels of completion than other students, few significant differences were uncovered in terms of Māori students' level of engagement with learning. Māori students are slightly less likely to be involved in active forms of learning and report slightly lower levels of support from their institutions. Pasifika students, although also having higher levels of attrition and lower levels of completion, report significantly higher levels of engagement than their peers.

Few differences were uncovered between extramural and on-campus students' engagement with learning; however, extramural students were more satisfied and reported lower levels of departure intentions than on-campus students. Part-time students reported lower levels of engagement than full-time students, and also have lower outcomes. Although less engaged than full-time students, part-time students are more satisfied and also are less likely to have seriously considered leaving their institution.

International students make up a substantial proportion of students studying at PTEs, with around one-quarter of all international students studying in New Zealand enrolled in a PTE (New Zealand Ministry of Education, 2011d). While international students are more engaged with learning than domestic peers, and also report substantially higher levels of career readiness, they are also less satisfied. Over a quarter of international students would 'probably' or 'definitely' not attend the same PTE given the chance to start over.

Introduction

The Australasian Survey of Student Engagement (AUSSE) helps stimulate evidence-based conversations about improving learning by providing data that tertiary providers throughout New Zealand can use to attract, engage and retain their students. The AUSSE measures the time and effort that students devote to educationally effective activities as well as the level of support provided to students and other aspects of students' experience in their education.

Instead of a focus on satisfaction with education provision, or on aspects of success such as retention, progress and completion, the AUSSE provides tertiary education organisations with data that allow them to focus on aspects of the quality of education students are receiving. Collecting data on how students learn and the outcomes they achieve allows organisations to understand what really matters in terms of quality. This information also allows providers to better understand the link between students' involvement in certain activities and their success, retention and satisfaction.

The AUSSE is a cross-national survey undertaken with higher education and tertiary education providers throughout New Zealand and Australia. Conducted on an annual basis and run in cooperation with participating tertiary education organisations, the AUSSE builds on the National Survey of Student Engagement (NSSE) developed by Indiana University's Center for Postsecondary Research and administered to students in North American colleges and universities. The NSSE survey instrument – the College Student Report – has been administered at more than 1,500 universities and colleges throughout North America, and over three million students have completed the survey since 2000. Before being administered at New Zealand and Australian tertiary providers as the Student Engagement Questionnaire (SEQ), the College Student Report was extensively revised, developed and validated for Australasian higher education.

The AUSSE was first administrated with 25 Australian and New Zealand universities in 2007 and since then participation has grown to include non-university higher education providers, including New Zealand Institutes of Technology and Polytechnics (ITPs). In 2011 a pilot was run with ten Private Training Establishments (PTEs) in New Zealand. Since 2007, all New Zealand universities have participated in the survey, as have a number of ITPs and PTEs. Nearly 150,000 students have participated in the AUSSE, or the related Postgraduate Survey of Student Engagement (POSSE) of postgraduate coursework students. In addition to this, close to10,000 teaching staff have completed the related Staff Student Engagement Survey (SSES), which was first administered in 2008.

In New Zealand, over 50 organisational replications of the AUSSE, POSSE and SSES have been conducted. More than 30,000 higher and tertiary education students have completed the surveys and over a thousand academic staff have provided input into the SSES. The data collected represent the largest survey activity in the New Zealand tertiary sector and provide a wealth of information to participating organisations.

This particular report focuses on the results of a pilot of the AUSSE survey undertaken with a sample of Private Training Establishments (PTEs). Ako Aotearoa provided support and funding for ACER to conduct this pilot with ten PTEs in 2011. This pilot followed the successful pilot administration of the AUSSE with ten Institutes of Technology and Polytechnics (ITPs) in 2010. Prior to the pilot in 2010 with ITPs, the AUSSE had focused solely on higher education students – specifically those studying at bachelor degree level in their first- or later-years of study. The ITP pilot and the subsequent PTE pilot of the AUSSE has broadened the target population of the AUSSE to include students undertaking study from certificate level (Level 3 and above) through to bachelor level study, specifically students undertaking qualifications from New Zealand Qualifications Authority levels three through seven – ranging from certificates to bachelor level study.

PTEs offer a range of different training courses to students ranging from short courses or staff training courses through to postgraduate qualifications. PTEs often provide specialised training in specific discipline or learning areas and are usually smaller in size than other tertiary providers. In 2010, over 75,000 students were enrolled in study at a New Zealand PTE (New Zealand Ministry of Education, 2011j). Student enrolments at PTEs represent around 16 per cent of all enrolments in tertiary education in New Zealand and nearly a quarter of all international student enrolments (around 14% of students at PTEs are international students) (New Zealand Ministry of Education, 2011j).

While only a very small proportion of students undertaking bachelor level study do so at a PTE (2.5%), a much larger proportion of enrolments at diploma level are at PTEs (34.3%) and at certificate level (21.2%) (New Zealand Ministry of Education, 2011j). Students studying at PTEs also study in a broad range of disciplines; however, far fewer students are enrolled in the broad fields of Science, Technology, Engineering and Mathematics (STEM) subjects than in the sector overall and more students are studying mixed fields and hospitality/personal services than overall (New Zealand Ministry of Education, 2011f).

Students studying at PTEs are also doing well in terms of attrition, retention and completion of study when compared with students in other sub-sectors of New Zealand tertiary education. PTE students have generally lower levels of first year attrition than students studying in other sub-sectors and very high levels of completion across different qualification levels (see Table 1). Overall, students studying at PTEs have an 18 per cent first-year qualification attrition rate. This compares with an average first year attrition rate of 26 per cent across all tertiary education providers in New Zealand (New Zealand Ministry of Education, 2011c).

Compared with other sub-sectors in New Zealand's tertiary education environment, PTEs are increasingly successful in delivering bachelor level education. Although only a decade ago, students studying at bachelor level at a PTE had relatively high levels of first-year attrition, attrition rates have dropped substantially over the past decade. This is especially apparent when compared with the change in first-year attrition among students studying at universities, ITPs and Wānanga (see Figure 1).

Table 1 First year attrition, course and qualification completion rates by qualification and provider type

	Certificate 1–3			Certificate 4		
	FY attrition	Course completion	Qualification completion	FY attrition	Course completion	Qualification completion
PTE	21%	77%	57%	18%	75%	56%
ITP	40%	70%	47%	31%	70%	33%
University	16%	62%	74%	23%	71%	70%
Wānanga	14%	77%	63%	29%	79%	61%
	Diploma 5–7			**Bachelor**		
	FY attrition	Course completion	Qualification completion	FY attrition	Course completion	Qualification completion
PTE	16%	77%	57%	15%	88%	52%
ITP	35%	73%	38%	26%	84%	49%
University	34%	76%	54%	15%	83%	66%
Wānanga	21%	64%	48%	30%	69%	35%

(New Zealand Ministry of Education, 2011b, 2011g, 2011h)

Notes:

- The first-year attrition rate indicates the proportion of students who started a qualification in 2009 who had not completed, or who were not enrolled in a qualification at the same or higher level in 2010.
- Course completion rate is calculated as the number of Effective Full Time Students (EFTS) who successfully completed a course, divided by the number of EFTS who enrolled in a course.
- Qualification completion rate is defined as the proportion of students who successfully completed a qualification at the same, or higher, level within eight years of commencing their qualification.

Rates of course completion have also risen among PTE students. In 2010 course completion rates were highest for bachelor level students studying at a PTE rather than for students studying in other tertiary education sub-sectors in New Zealand (see Figure 2).

Looking at qualification completion rates paints a slightly more complex picture. Students studying at PTEs have the highest rate of completions in the sector at Diploma level study and also have higher levels of completion of bachelor degrees than students at ITPs and Wānanga (see Table 1). Qualification completion rates when compared with other sub-sectors are not as strong for students studying at Certificate level, and overall the rates could be stronger with only 57 per cent of students who enrol in a tertiary qualification at a PTE completing this qualification or a higher qualification within an eight-year period (New Zealand Ministry of Education, 2011g).

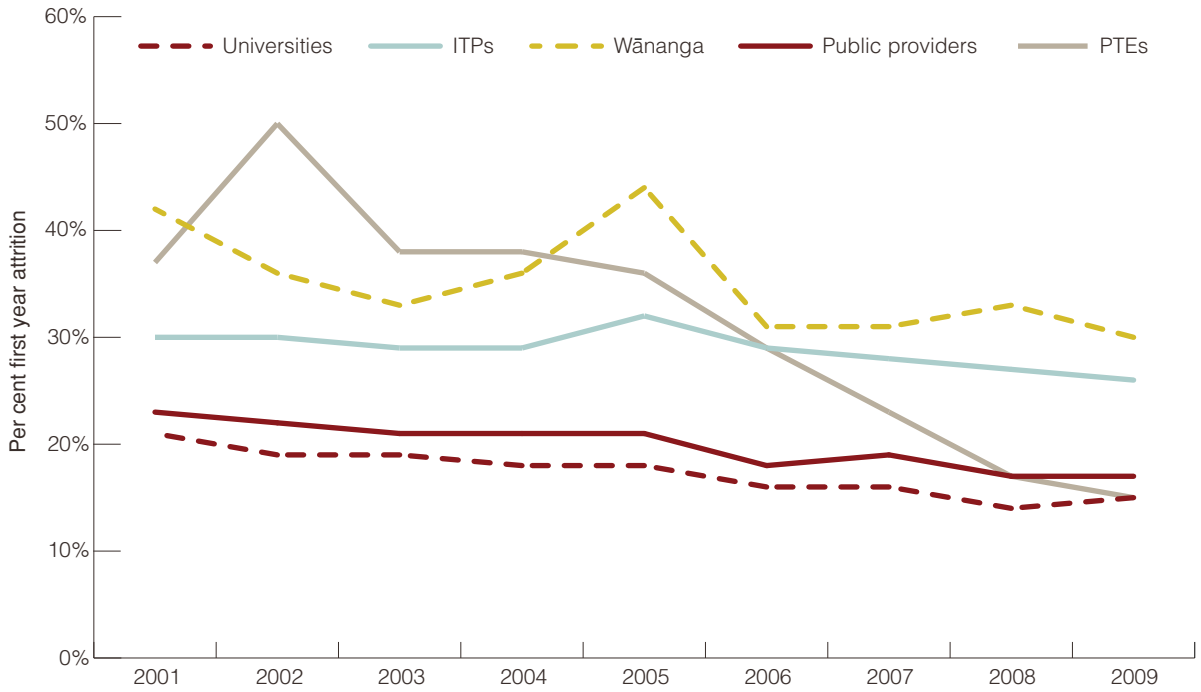

Figure 1 Change in first year attrition for bachelor level studies by provider type (New Zealand Ministry of Education, 2011h)

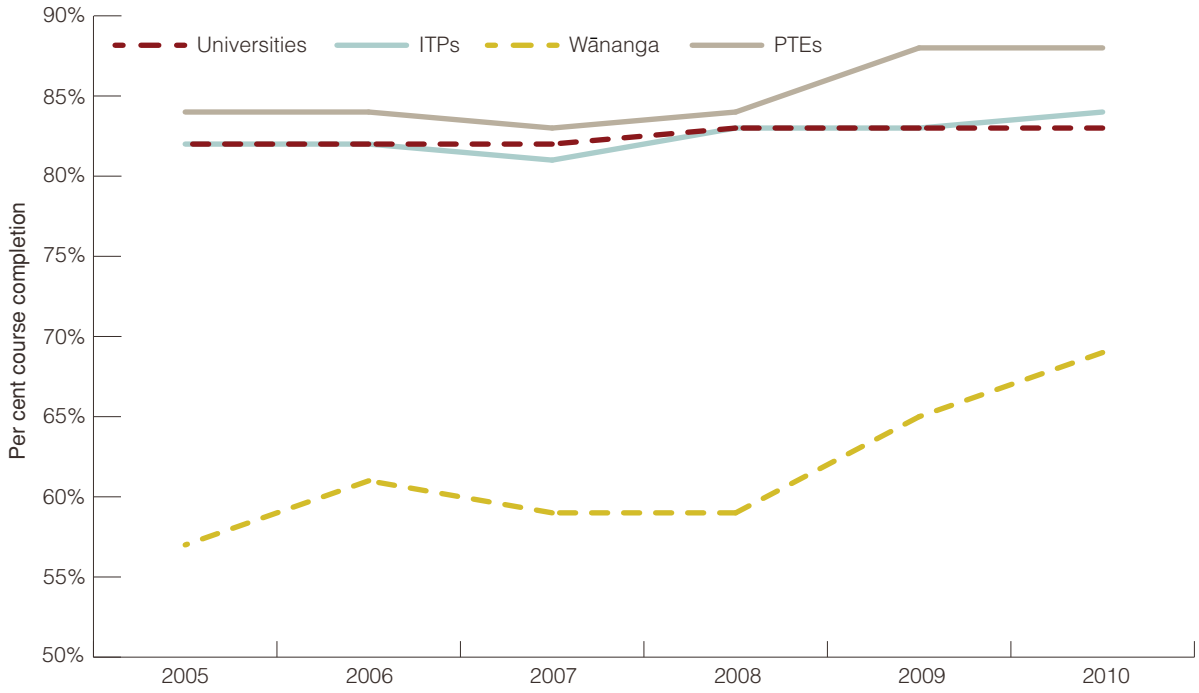

Figure 2 Change in course completion rate over time for bachelor students by organisation type (New Zealand Ministry of Education, 2011h)

Understanding the rates of participation, attrition, retention and completion among students in tertiary education in New Zealand provides useful information to assess the quality of education being offered to students. Along with this information – which focuses on the inputs and outputs of education – information on the processes of education can help round out the overall story of educational quality being offered to students. Processes include students' experiences with study, the ways in which they are learning, and their development of relevant knowledge and skills. The Australasian Survey of Student Engagement (AUSSE) helps assess the quality of these processes.

Measuring Student Engagement

Student engagement encompasses two aspects of student learning. The first is students' level of involvement with activities and conditions likely to generate high-quality learning. The second is how a tertiary education organisation provides students with the opportunities to participate in activities that are conducive to positive learning outcomes. Understanding and enhancing student engagement is increasingly being understood to be important ensuring student success. Measuring student engagement provides key insights into what students are and are not doing, and this information can be used to enhance students' experience at their organisation and for continuous quality improvement.

Student engagement is an idea which focuses on students and their interactions with their tertiary education organisation. Behaviourally, this concept could be considered in terms of 'time on task', but contemporary perspectives now incorporate aspects of teaching, broader student experience, organisational support and aspects of learners' lives beyond the classroom and formal study into the concept of student engagement. The concept of student engagement as defined in this report is built upon four decades of empirical research into tertiary education learning and development. This research has emphasised the importance of ensuring students are appropriately challenged and supported, as well as revealing the importance of examining students' integration into institutional life and their involvement in educationally relevant 'beyond class' experiences.

In other words, measures of student engagement provide information about students' involvement with learning and the extent to which they make use of educational opportunities available to them, both in the classroom, in their organisation and outside of their organisations. Information on students' engagement enhances our knowledge about how students learn, what they are doing and their motivations for doing what they are doing. The survey also provides proxy measures of students' learning outcomes and assesses the quality of education students are receiving.

The AUSSE measures six aspects of student engagement, which are described in Table 2. These include measures of organisational support as well as measures of students' involvement in different types of educational activities.

Table 2 AUSSE engagement scales

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

In addition to measuring these aspects of student engagement, the AUSSE also provides measurement of several outcomes. The seven outcome measures in the AUSSE focus on broader learning and development outcomes. These are described in Table 3.

Table 3 AUSSE outcome measures

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

The student engagement scales and outcomes measures are collections of key items in the AUSSE that measure aspects of student learning and experience that research has shown to have greater levels of influence on student learning and developmental outcomes. The scales allow users of the data collected to interpret the findings by making comparisons between different subgroups of students, different educational organisations and other groups of interest. Although the scale scores are represented on a 0 to 100 metric, they cannot be interpreted as simple percentages of engagement or outcomes, and as the aspects of engagement and student outcomes that are captured by each of the scales measure relatively distinct aspects of learning and development, it is not usually appropriate to compare results between different scales.

The items that make up each of the six student engagement scales and seven outcome measures are detailed in Appendix 2. It is important to note that there are also items included in the AUSSE that do not map onto one of these scales.

AUSSE background and methodology

The AUSSE measures student engagement through the administration of the Student Engagement Questionnaire (SEQ) to a representative sample (or a census) of students, at participating organisations. The AUSSE is a way of measuring and monitoring the effectiveness of learning and teaching available to tertiary organisations throughout Australia and New Zealand. Similar instruments are used throughout North and Central America, many Asian countries, South Africa and the UK, with instruments currently being developed for Middle Eastern countries. The availability of data from organisations around the world helps provide international perspectives on student engagement and also allows organisations to benchmark results globally.

The SEQ was initially designed for administration to undergraduate students in the first- or later-year of their bachelor degree. Students are invited to participate in the survey (which takes an average of around 15 minutes to complete) using either online or paper survey forms. All students are presented with the same questions, but to reduce levels of item-level non-response, sampled students are randomly allocated one of three different rotations of the online survey form which each contain different rotated orderings of the same items.

The SEQ is based on the College Student Report, a survey instrument that has been used at nearly 1,500 colleges and universities in North America who have participated in the National Survey of Student Engagement (NSSE). NSSE was developed and is managed by the Center for Postsecondary Research at Indiana University. The Australian Council for Educational Research (ACER) further validated and developed the College Student Report before deploying it as the SEQ to undergraduate students studying at university in Australia and New Zealand. Validation included item design and development, expert consultation and conducting focus groups, cognitive interviews, and pilot tests with students.

The AUSSE was first administered to students studying at Australian and New Zealand universities in 2007 and has been run annually ever since. In 2010 a pilot was undertaken, with support from Ako Aotearoa, of the SEQ with

students studying at New Zealand Institutes of Technology and Polytechnics (ITPs). As part of this the SEQ was adapted slightly for use with students studying qualifications at non-Bachelor levels. Two additional items were included, and items that were deemed irrelevant to the New Zealand context were excluded. The additional items asked students whether their experience at their organisation helped them develop a better understanding of the Treaty of Waitangi and to contribute to living in a sustainable way.

Along with these additions and deletions, some minor changes were made to the wording of some items in the questionnaire. The minor changes helped to increase the suitability of the survey for students studying at ITPs; however, because the changes were only quite minor, the responses provided by ITP students could still be compared with responses from students in Australian and New Zealand universities as well as with international benchmarks. The ITP SEQ was developed through a series of consultations with Ako Aotearoa, tertiary education experts and representatives from each of the ITPs that participated in the pilot study.

In 2011, following interest from the New Zealand Association of Private Education Providers (NZAPEP), Ako Aotearoa supported a further pilot of this adapted version of the SEQ with another sub-sector of tertiary education in New Zealand – Private Training Establishments (PTEs).

Sample of students studying at Private Training Establishments

A total of ten Private Training Establishments (PTEs) in New Zealand participated in the 2011 AUSSE pilot (see Table 4). All students enrolled from qualification levels three through seven were surveyed as part of the pilot, which took place in August 2011. A census of all students was undertaken because of the small number of enrolments in qualifications from levels three through seven at PTEs involved in the study, which ranged from 21 students enrolled at the New Zealand Institute of Education, to 656 at Computer Power Institute.

Table 4 New Zealand PTEs that participated in the 2011 AUSSE pilot

AIS St Helen's
AMES IT Academy
Avonmore Tertiary Institute
Bethlehem Tertiary Institute
Catholic Institute of Aotearoa New Zealand
Computer Power Institute
Information Technology Training Institute (ITTI)
New Zealand Institute of Education
South Pacific College of Natural Therapies
Wellpark College of Natural Therapies Limited

As shown in Table 5, a total of 2,918 students were invited to participate in the pilot study, and 990 students completed the survey, giving an overall response rate of 34 per cent. Overall in 2011, over 100,000 students were invited to participate and over 25,000 students throughout Australasia completed the survey, giving an overall response rate of 25 per cent. The response rate among PTEs ranged from 14 per cent to 57 per cent (see Table 6). For the AUSSE, a response rate of 20 per cent is sought. This level of response usually provides a sufficient number of responses for data analysis to occur at an overall educational organisational level as well as within smaller subgroups of students. The response secured from PTE students in the pilot was relatively strong and ensured that results at both a national and institutional level, and in many instances for different student subgroups, would be valid and reliable.

Table 5 Population and response statistics

	New Zealand PTEs	Australasia
Population	2,918	191,628
Sampled students	2,918	103,518
Responses	990	25,649
Response rate	33.9%	24.8%

Table 6 Population and response statistics by participating PTEs

Organisation	Population	Response	Response rate
AIS St Helen's	551	132	24.0%
AMES IT Academy	170	68	40.0%
Avonmore Tertiary Institute	323	184	57.0%
Bethlehem Tertiary Institute	418	120	28.7%
Catholic Institute of Aotearoa New Zealand	260	114	43.8%
Computer Power Institute	656	172	26.2%
Information Technology Training Institute (ITTI)	68	15	22.1%
New Zealand Institute of Education	21	3	14.3%
South Pacific College of Natural Therapies	176	91	51.7%
Wellpark College of Natural Therapies Limited	275	91	33.1%

Table 7 provides a summary of the demographic characteristics of students studying at the participating PTEs, and Table 8 provides a summary of these students' educational contexts and backgrounds. The figures presented in these tables show that responding students had similar demographic and educational characteristics as the overall population of students at these PTEs.

Table 7 Population and sample demographic characteristics

		Population		Secured response		
		N	%	n (unweighted)	n (weighted)	% (weighted)
Sex	Male	1460	50.0	470	1680	52.1
	Female	1458	50.0	490	1543	47.9
Age	Under 25	-	-	305	1059	36.0
	25 or over	-	-	583	1885	64.0
Residency	Domestic	1756	63.9	711	2231	69.2
	International	992	36.1	249	993	30.8
Language background	English	-	-	685	2097	70.4
	Not English	-	-	212	881	29.6
Māori	Māori	-	-	102	301	10.2
	Non-Māori	-	-	786	2636	89.8
Pasifika	Pasifika	-	-	67	258	8.8
	Non-Pasifika	-	-	812	2666	91.2
Disability	Disability	-	-	106	320	10.9
	No disability	-	-	777	2608	89.1

Table 7 shows that around two-thirds of surveyed students would be considered mature-aged (aged 25 or older). There were also relatively large groups of students from a non-English speaking background (29.6%) as well as quite a large proportion of international students with close to one-third of all surveyed students not a permanent resident or citizen of New Zealand or Australia (see Table 7). Small, but still significant numbers of students reported being from a Māori background (10.2%) or from a Pasifika background (8.8%); however, these proportions were lower than among the overall PTE student population. Overall in 2010, 25.5 per cent of students enrolled at certificate level one to three through to bachelor level in PTEs were Māori and a further 13.3 per cent were Pasifika (New Zealand Ministry of Education, 2011f). This suggests that many of the organisations involved in the pilot survey had slightly lower representation of Māori and Pasifika students than the average PTE in New Zealand.

Table 8 Population and sample educational characteristics

		Population		Secured response		
		N	%	n (unweighted)	n (weighted)	% (weighted)
Qualification	Bridging or certificate	221	7.5%	82	257	8.3%
	Diploma	1807	61.9%	584	1874	60.2%
	Bachelor	869	29.8%	260	968	31.1%
	Postgraduate	21	0.7%	6	12	0.4%
Award Level	Level Three	194	6.6%	0	0	0.0%
	Level Four	27	0.9%	6	26	1.3%
	Level Five	745	25.5%	159	503	25.2%
	Level Six	1062	36.4%	225	799	40.0%
	Level Seven	869	29.8%	195	657	32.9%
	Level Nine	21	0.7%	6	12	0.6%
Field of Education	Science	0	0.0%	1	1	0.0%
	IT	1084	37.7%	300	1017	34.7%
	Engineering	29	1.0%	34	142	4.8%
	Architecture	0	0.0%	0	0	0.0%
	Agriculture	0	0.0%	1	2	0.1%
	Health	451	15.7%	166	419	14.3%
	Education	271	9.4%	83	298	10.2%
	Business	519	18.0%	141	622	21.2%
	Humanities	386	13.4%	124	317	10.8%
	Creative Arts	0	0.0%	2	6	0.2%
	Hospitality and Personal Services	136	4.7%	32	109	3.7%
Student year	First year	1051	36.0%	443	1300	39.1%
	Later year	1867	64.0%	547	2028	60.9%
Attendance mode	Internal	2614	89.6%	663	2585	81.0%
	Extramural/ mixed mode	304	10.4%	284	606	19.0%
Attendance type	Part time	-	-	304	880	29.9%
	Full time	-	-	581	2064	70.1%

The participating PTEs offered programmes primarily in the broad fields of Information Technology, Business, Health, Humanities, Education, and Hospitality and Personal Services (see Table 8). The qualifications offered ranged from bridging programmes or certificate level to bachelor level study and beyond. A large proportion of students surveyed in the AUSSE were undertaking bachelor level study (31.1%), with the vast majority surveyed undertaking diploma level study (60.2%). The remaining students were enrolled in certificate or bridging level programmes (8.3%), with a handful of students currently undertaking postgraduate study.

Although the AUSSE does not usually include postgraduate coursework students in the survey (instead these students are surveyed using the Postgraduate Survey of Student Engagement [POSSE]), 21 students enrolled in postgraduate coursework study at one education provider – Catholic Institute of Aotearoa New Zealand – were requested to be included in the sample of students. Six of these students responded to the survey; however, their results have been excluded from the analyses in this report.

The vast majority of students were studying internally, with around one-fifth studying externally or by distance or via a mixed-mode of study. Around 30 per cent of students surveyed were studying part-time (see Table 8).

Table 9 Degree level students: Demographics and educational contexts by organisation type

	Female	25 or older	International	Non-English	Māori	Pasifika
PTE	66.4%	72.6%	27.6%	32.2%	9.6%	13.3%
ITP	54.2%	50.4%	3.1%	4.9%	9.0%	5.2%
NZ University	58.8%	22.8%	6.2%	17.4%	11.7%	7.8%

	Disability	First in family	Extramural	Part time	Online study	Live on campus
PTE	8.1%	52.0%	19.9%	22.5%	70.9%	1.1%
ITP	12.7%	57.8%	27.2%	31.4%	77.9%	1.1%
NZ University	5.9%	41.2%	11.5%	15.8%	79.8%	13.9%

Note: data presented in this table is based on weighted figures.

As the AUSSE has now collected information from students studying at bachelor level in three of New Zealand's tertiary education sub-sectors, this allows for the comparison of differences in the demographic and educational contexts of students for each of these sub-sectors. Table 9 compares some of the key demographic and educational contexts for bachelor level students who participated in the 2011 PTE pilot, the 2010 ITP pilot and in the 2010 AUSSE at New Zealand universities. Comparing these three sub-sectors suggests that PTEs have a larger proportion of mature-aged students, international students and students from a non-English speaking background than students at universities or ITPs. There also appear to be more students who are the first in their family to attend PTEs compared with university students, and more part-time and extramural students.

Student engagement and outcomes at PTEs

This section firstly looks more deeply at the differences and similarities in the way in which students enrolled at New Zealand PTEs are engaging in their study. Then we explore the differences in the ways in which students enrolled in different qualifications at PTEs are engaged in study. A subsequent section then looks at the differences between bachelor level students' engagement at PTEs, ITPs and universities in New Zealand. The report finally turns its focus on to some student groups of interest, including Māori students, Pasifika students, part-time students, external students and international students.

It is important to note that only ten PTEs participated in the AUSSE pilot, out of around 300 PTEs currently offering Student Achievement Component (SAC) funded programmes in New Zealand. PTEs are also highly diverse in terms of size, the study options they offer and their student demographics. This means that the findings produced in this report may not necessarily be generalisable to all PTEs, but they do suggest some interesting findings and differences that may be worth further exploration. The findings presented in this report are aggregated across the ten PTEs that participated in the 2011 pilot. For tertiary providers interested in looking into the ways in which their students are engaging in study, it would be useful to look at their own findings from the AUSSE and compare them with the summaries presented in this report.

Throughout the remainder of the report, benchmark figures from New Zealand Institutes of Technology, New Zealand universities and Australian universities are referenced. The data included in these benchmark figures is taken from the 2010 AUSSE for results from New Zealand university students and for New Zealand ITP students – data from the 2010 AUSSE collection was used as a greater number of New Zealand universities and ITPs participated in the 2010 collection than in 2011 and so these findings were more representative of these sub-sectors. Data included for Australian university students were taken from the 2011 AUSSE collection. Data included from USA and Canadian universities and colleges were taken from the 2011 North American National Survey of Student Engagement (NSSE) administration, and data from South African universities were taken from a pilot of the South Africa Survey of Student Engagement (SASSE) conducted in 2009.

Qualification levels and student engagement

As might be expected, students studying at different qualification levels report differing levels of engagement with their study. Generally, students studying at higher qualification levels tend to also report higher levels of engagement with study. As shown in Figure 3, students studying bachelor level programmes at PTEs report somewhat higher levels of engagement with learning than students studying at diploma or certificate levels. This is especially marked for students' level of engagement in academically challenging activities, work-integrated forms of learning and participation in enriching educational activities (explained in more detail below). There appear to be few differences between students studying different qualification levels for students' engagement in active forms of learning, the frequencies and quality of student and staff interactions and the level of support offered to students in different qualifications.

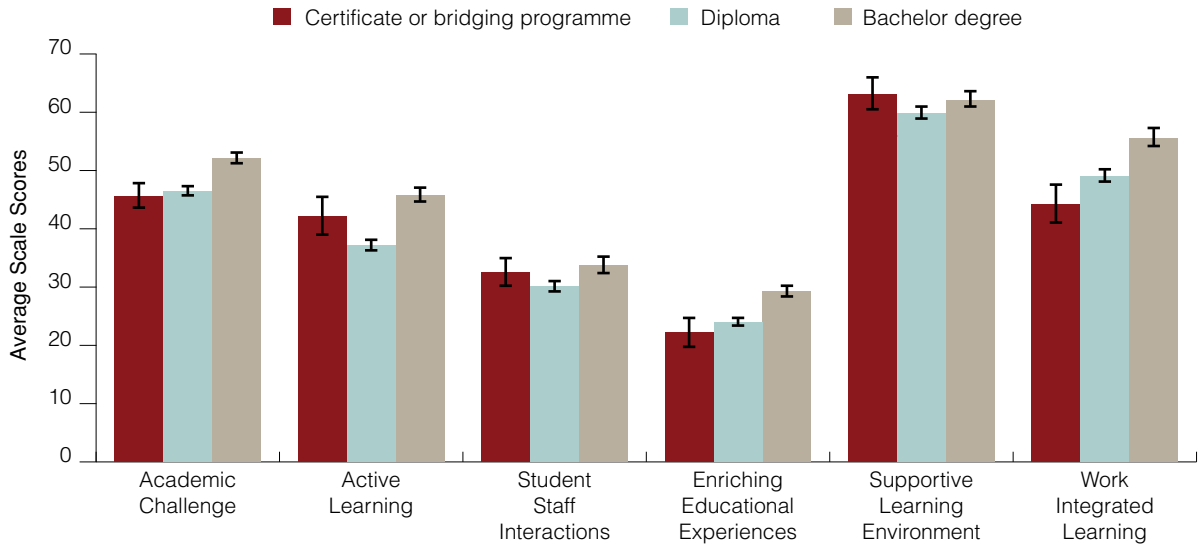

Figure 3 Average student engagement scale scores by qualification type

Note: Error bars included in this graph represent standard error of the mean.

As noted above, participation in academically challenging activities by qualification level is significantly higher among students studying at bachelor level than students enrolled in diploma or lower qualification levels. Academic Challenge encompasses the time students spend preparing for classes, the extent to which organisations encourage students to focus on academic work, how much effort students put into their study and the types of higher order levels of thinking that students do. These all vary by qualification levels.

The amount of time students spend preparing for class and on study varied greatly for students enrolled in different qualifications. Full-time students studying at bachelor level spent an average of 14 hours per week preparing for class, while full-time diploma students spent on average 12 hours per week studying and full-time certificate students spent eight hours studying in a typical week. Almost half of full-time bachelor students (48.8%) spent more than 10 hours per week on study, compared with 44.0 per cent of full-time diploma students and only 22.6 per cent of full-time certificate students.

Bachelor level students are also more likely to report that their organisation places emphasis on spending significant amounts of time on study, with 35.7 per cent saying that their organisation places 'very much' emphasis on this. This compares with 31.1 per cent of diploma students and 23.5 per cent of certificate students. A total of 58.9 per cent of bachelor level students say that they 'often' or 'very often' worked harder than they thought they could to meet a teacher's expectation. This compares with a somewhat smaller, but still substantial proportion of diploma students (50.3%) and certificate students (45.3%).

In addition to these differences between students studying at different qualification levels, there is also a clear difference that emerges between different qualification levels and the types of thinking emphasised by students' coursework. The level to which students' coursework emphasises analysing, making judgements about the value of information, and synthesising and organising ideas is highest among students studying at bachelor degree level.

Students studying at higher qualification levels were also more likely to have participated in enriching educational experiences, such as involvement in extracurricular activities and interacting with students who are from different ethnic and social backgrounds. Students studying at bachelor level are more likely to have participated in a study group or learning community, practicum or internship or been involved in volunteer work than students studying at diploma or certificate level. There appears to be little difference between students studying at different qualification levels for their involvement in study abroad schemes, independent study, or foreign language learning.

The extent to which students are engaged in work integrated forms of learning also differs by qualification level. Students at certificate level are much less likely to have completed a work placement or work experience with only 12.4 per cent of certificate students reporting that they had done this. A total of 18.1 per cent of diploma students and 25.8 per cent of bachelor students have participated in work experience. The differences in involvement in work integrated forms of learning is also reflected in students' responses when asked to what extent their experience at their organisation has contributed to the development of job- or work-related knowledge and skills. While 45.1 per cent of bachelor students feel that their experience in their study has contributed 'very much' to their development in this area, only 19.8 per cent of certificate level students feel the same way.

International and sub-sector comparisons of engagement

Comparing PTE students' level of engagement with that of students studying in different types of tertiary providers in New Zealand and in other countries provides an interesting perspective to the findings in this pilot. Figure 4 compares results from bachelor students studying at New Zealand PTEs with results for students studying at New Zealand ITPs, and universities in Australia, New Zealand, South Africa, and USA and Canada. This shows clearly that students at New Zealand PTEs seem to be significantly more engaged in learning than other New Zealand tertiary students, as well as more engaged than students in Australia and South Africa. Overall, students from North America tend to report substantially greater levels of engagement across the board than students in all other countries.

Students studying at bachelor level at PTEs are significantly more engaged across the board than students in most other countries. This appears to be most marked for students' engagement in active forms of learning, student and staff interactions, and the level of support provided to students by their organisations.

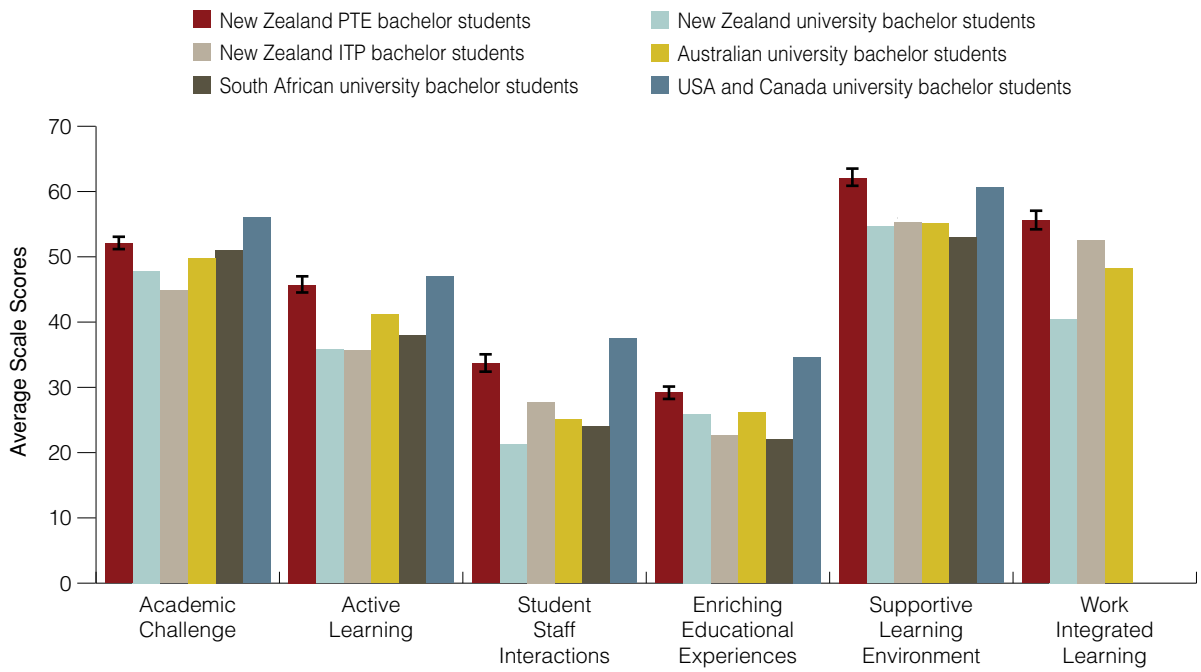

Figure 4 Average engagement scale scores – cross-sector and international comparisons

Note: Error bars included in this graph represent standard error of the mean.

Qualification levels and student outcomes

While there are many differences that appear in respect to engagement between students studying at different qualification levels in PTEs, there are fewer obvious differences or patterns in the outcomes reported by students between qualification levels. As shown in Figure 5, students studying at higher qualification levels tend to report higher levels of higher order thinking and slightly higher levels of development of general learning skills. There are few differences between students' level of overall satisfaction with their experience and students' average overall grade. There is a clear pattern that emerges, however, between students' level of study and their general development.

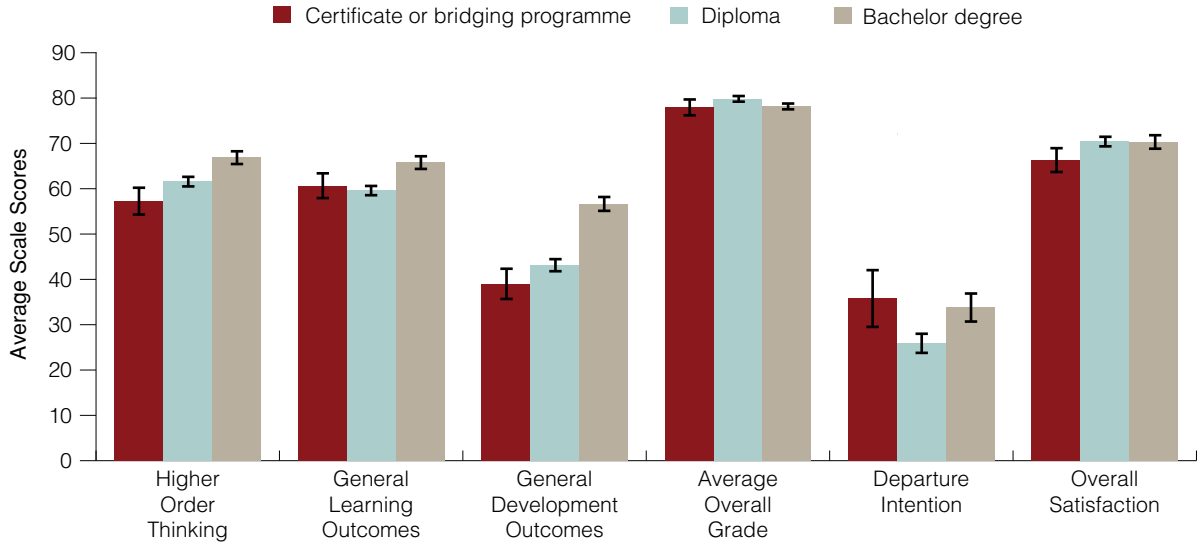

Figure 5 Average student outcomes scale scores by qualification type

Note: Error bars included in this graph represent standard error of the mean.

Students studying at certificate level or diploma level are far less likely to report that their experience at their organisation has contributed to them being able to better understand themselves, understanding people from different ethnic backgrounds, developing a personal code of ethics or to help them contribute towards the welfare of their community. Table 10 highlights the differences in student reports of general development by qualification level. Certificate and diploma students are far more likely to report that their experience at their organisation has contributed 'very little' to their general development. This is most marked for the extent to which students report that their experience and development has helped them contribute to the welfare of their community.

Table 10 'Very little' general development outcomes by qualification level

	Certificate or Bridging Program	Diploma	Undergraduate degree
Understanding yourself	11.0%	15.8%	5.7%
Understanding people of other ethnic backgrounds	36.3%	32.3%	10.2%
Developing a personal code of ethics	20.5%	19.2%	9.2%
Contributing to the welfare of your community	40.3%	35.9%	18.8%
Solving complex real-world problems	11.3%	19.0%	13.0%

Linked with this, students at PTEs were asked a couple of additional questions about the extent to which their experience at their organisation has contributed to their understanding of the Treaty of Waitangi and their ability to live sustainably. While 72.3 per cent of bachelor level students said that their experience at their organisation has helped improve their understanding of the Treaty of Waitangi at least somewhat, this goes down to 41.9 per cent of diploma students and 28.7 per cent of certificate or bridging students. Differences in response to the extent to which students' experience had contributed to their ability to contribute to sustainable living are less marked, but bachelor students are more likely to report that their experience has contributed at least 'quite a bit' to this (48.5%) compared to diploma students (41.9%) or certificate or bridging level students (26.3%).

Departure intentions and overall satisfaction

Exploring differences in students' level and reasons for considering leaving their organisation before completing their study provides useful insights into students' experience at their organisation. At the certificate or bridging programme level, 35.8 per cent of students have seriously considered leaving their current organisation or plan to leave before completing their study. This compares with 33.8 per cent of bachelor students and 25.9 per cent of diploma students.

The top five reasons given by PTE students who have seriously considered leaving their current organisation are reasons of health or stress (27.4%), quality concerns (22.8%), difficulties with balancing study and life (22.2%), difficulty with the workload (21.5%) and financial difficulties (20.4%). The top five reasons for certificate students were because they wanted to defer study or take a gap year, difficulty with commuting to campus, career prospects, needing paid work, and family responsibilities. The top reasons among diploma students were quality concerns, health or stress, difficulty with workload, boredom and difficulty balancing study and life. For bachelor students, similar reasons emerged – the top reasons being health or stress, balancing study with other commitments, personal reasons, financial difficulties and quality concerns.

The large proportion of students citing quality concerns as a reason for seriously considering leaving is something worth more attention. The proportion of students seriously considering leaving ranged from less than ten per cent at a few organisations to around 35 per cent of all surveyed students at one organisation, and the proportion of these students who note that 'quality concerns' is one of the reasons for seriously considering leaving ranged from 0 per cent to around 40 per cent by organisation. This suggests that there are great differences in departure intention and reasons for this between organisations. While other reasons cited by students are arguably outside of the direct influence of organisations, successful providers offer effective motivation and support to maximise the opportunities for students to continue and succeed despite external pressures.

Although a substantial number of students surveyed have seriously considered leaving their current organisation before completing, the majority of students do not plan to leave their organisation before finishing their qualification. Around three-quarters of certificate or bridging programme students, over 80 per cent of diploma students and just over 90 per cent of bachelor level students indicate that in 2012 they plan to either continue their current study or leave after finishing their study. Five percent of students plan to shift to a different organisation, six per cent plan to shift to a different qualification, five per cent plan to take some time off, and around one-third plan to leave to do paid work. Only three per cent of students plan to leave before finishing their current qualification. The AUSSE does not, of course, capture data from students who have elected to leave their programme of study before the SEQ was administered.

The vast majority of PTE students are satisfied with their overall experience at their organisation. A total of 79.1 per cent of students rate the quality of academic advice as 'good' or 'excellent' and 80.4 per cent rate the overall quality of education they experience as 'good' or 'excellent'. Only five per cent of students indicated that they would 'definitely not' attend the same organisation given the chance to start over again, whilst 82.1 per cent of students indicated that they would either 'definitely' or 'probably' attend the same organisation if they had the chance to start over.

International comparisons of outcomes

Comparing the reported outcomes among New Zealand PTE bachelor students with those from ITPs and universities provides an important perspective on the higher education sector in New Zealand. Data are also reported for Australian university students.

Figure 6 reports average outcome measure scores for bachelor level students studying in New Zealand at PTEs, ITPs and universities, and also for those at Australian universities. The data reported here show few differences in the level of higher order thinking, overall satisfaction and average overall grade. PTE students appear to report slightly better general learning outcomes than students in New Zealand ITPs and universities and also greater levels of career readiness than university students. The most marked difference though is for students' general development – PTE students report substantially higher levels of general development than other students in New Zealand or Australia. This is an interesting finding that needs further investigation.

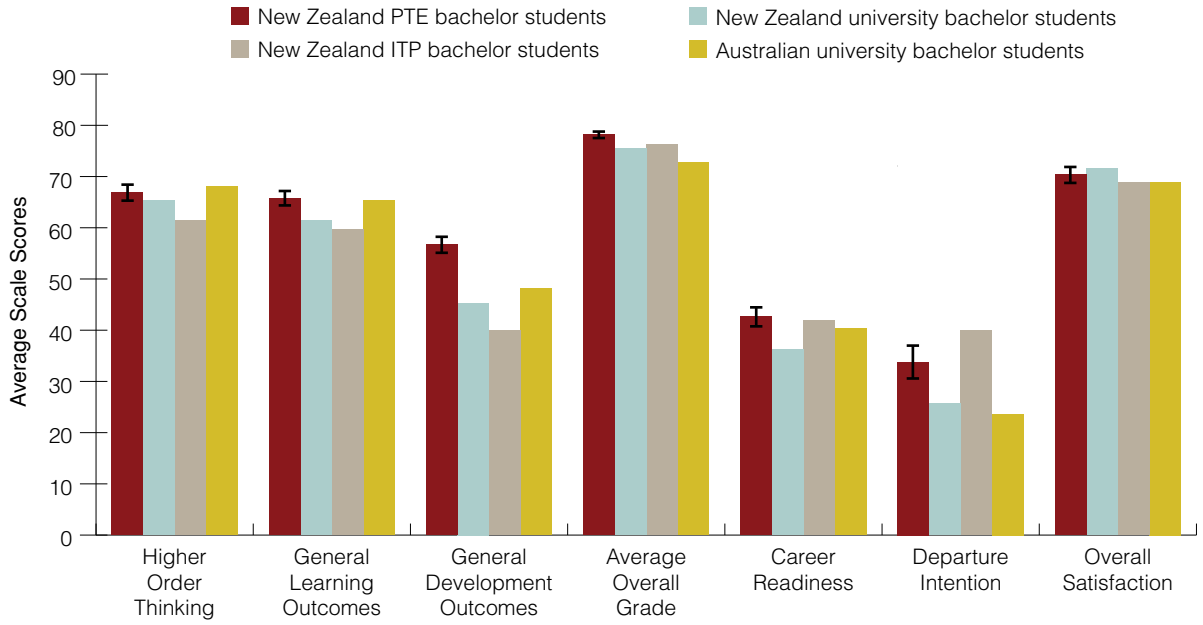

Figure 6 Average outcome measure scores – cross-sector and international comparisons

Bachelor level students – a closer look

Comparing the way in which bachelor students from PTEs, ITPs and universities engage with learning and their perceived outcomes from study provides a useful perspective on the quality of higher education in New Zealand and gives an opportunity for organisations from all sub-sectors to learn from each other and work together to enhance student engagement and learning outcomes for all students in New Zealand. This section of the report focuses on bachelor level students in New Zealand studying at PTEs, ITPs and universities and provides a summary of similarities and differences between these sub-sectors in terms of the level of student engagement and reported outcomes.

Figure 7 shows a summary of the differences between New Zealand bachelor students studying in different sub-sectors of tertiary education. This shows a striking difference between PTE, ITP and university bachelor students in New Zealand. Overall, PTE bachelor students tend to be significantly more engaged across the board and also report significantly higher outcomes.

PTEs are significantly more engaged with academically challenging activities, active forms of learning, and work integrated forms of learning than students studying at ITPs or universities in New Zealand. PTE students are also more likely to be involved with enriching educational activities, and report greater frequency and quality of interactions with staff members and a higher level of support than students studying at ITPs or universities. Students studying at PTEs also report greater general learning and general development outcomes than other New Zealand students.

Students in all three sectors report similar levels of emphasis on higher order thinking in their coursework and similar levels of overall satisfaction and grades. Students at PTEs also report similar levels of career readiness to students at ITPs (both being significantly higher than among New Zealand university students). PTE students also report slightly lower levels of intention to depart than ITP students, but this is higher than the departure intentions reported by university students.

Focusing on academic challenge, bachelor students studying at PTEs spend more time on average preparing for classes, with full-time students spending an average of 14 hours per week studying. ITP and university students spend an average of around 11 and half hours on study each week. PTE students also report reading a much larger number of textbooks and programme-related reading materials over the course of the year than ITP and university students – 16.2 per cent of PTE students report reading more than 20 subject-related assigned texts, compared with 9.2 per cent of university students and only 5.4 per cent of ITP students. PTE students also report preparing more written assessments and assignments than ITP and university students and also report that their coursework emphasises higher order forms of thinking more than students studying at other types of organisations.

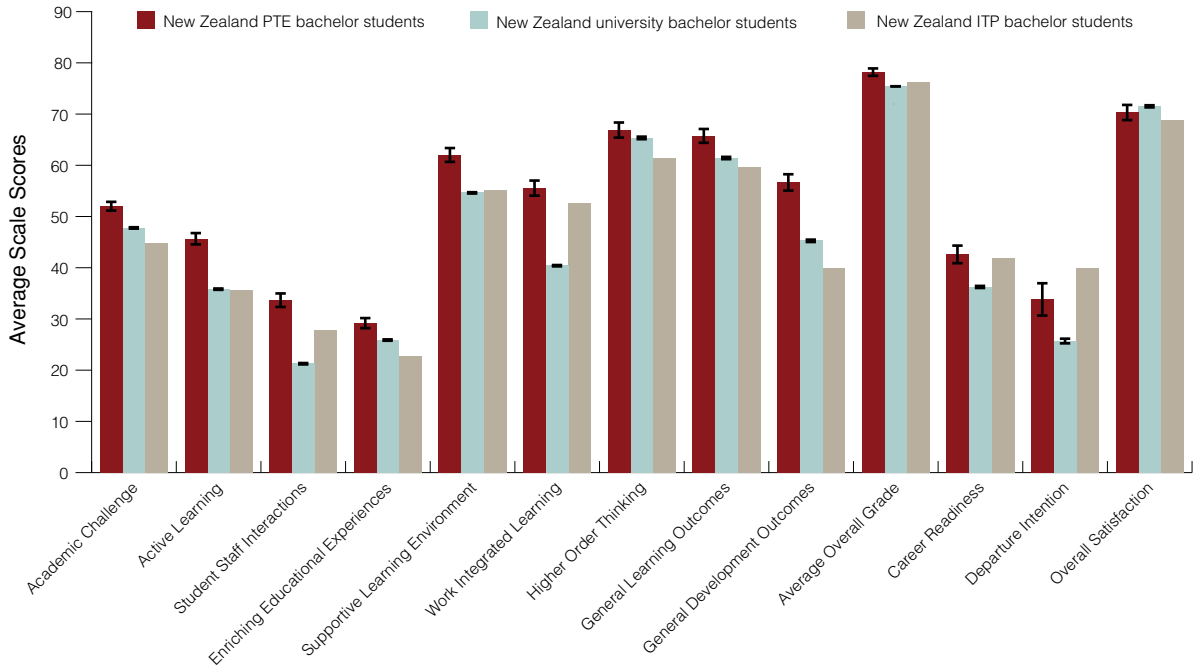

Figure 7 Average bachelor level students' engagement and outcomes scores by sub-sector

Note: Error bars included in this graph represent standard error of the mean.

One of the most striking differences between PTE bachelor level students and students in other types of organisations is their engagement in active forms of learning. Table 11 shows the proportion of bachelor level students at PTEs, ITPs and universities who report 'often' or 'very often' engaging in active forms of learning. While PTE students report working with students outside of class and discussing ideas from their classes with others less frequently than university students, they are more likely to have participated in a community based project, to have tutored other students than university students and to have made a class or online presentation. While more likely to report making presentations in class or online than their peers in other sub-sectors of New Zealand tertiary education, less than one-third of students at PTEs report doing this 'often' or 'very often', which is still worrying low.

The most marked differences are for the frequency with which PTE students work with other students during class and for the frequency with which PTE students ask questions or contribute to discussions in class or online – six out of ten PTE students do so frequently, compared with less than four in ten university students.

Table 11 Students who 'often' participate in active learning – by sub-sector

	PTE	ITP	University
Asked questions	61.1%	50.0%	38.5%
Made a presentation	28.3%	25.7%	21.6%
Worked with students during class	52.1%	43.0%	40.7%
Worked with students outside class	32.9%	34.1%	47.2%
Discussed ideas from your classes with others	51.5%	47.8%	57.7%
Tutored other students	17.9%	15.5%	9.3%
Participated in a community based project	18.7%	14.9%	8.5%

Looking at students' interactions with staff, PTE students are less likely to report 'never' receiving feedback on their academic performance, discussing grades with teaching staff, discussing ideas from classes with teaching staff or talking about career plans with teaching staff, than students studying at ITPs or universities (see Table 12).

Table 12 Students who 'never' interact with teachers – by sub-sector

	PTE	ITP	University
Received feedback from teaching staff	7.0%	7.6%	14.7%
Discussed grades with teaching staff	16.6%	28.7%	42.6%
Discussed ideas from classes with teaching staff	33.8%	44.7%	48.8%
Worked with teaching staff on activities other than coursework	52.0%	75.3%	75.8%
Talked about career plans with teaching staff or advisors	31.6%	46.4%	54.4%
Worked on a research project with staff member outside of coursework requirements	25.3%	24.4%	21.5%

PTE students are also more likely to have participated in many enriching educational experiences that research has linked with high-quality learning outcomes. While around one-in-ten New Zealand university students have participated in a practicum or internship, this rises to one-in-five ITP bachelor students and nearly one-third of PTE bachelor students. PTE students are also more likely to have participated in a study group and community service or volunteer work than ITP students and university students.

In terms of the level of support offered to students by their organisation, PTE students report significantly higher levels of support than their peers at ITPs and universities. Students at PTEs are more than twice as likely to report very positive relationships with administrative personnel and teaching staff than university students, and nearly twice as likely to report very positive relationships with other students. While students at PTEs report similar levels of support to succeed academically and socially than at other types of organisations, they report much greater levels of support to cope with non-academic responsibilities than students at ITPs and universities.

Students at PTEs also report relatively high levels of engagement with work integrated forms of learning. Although the differences in work integrated learning are less marked between PTE and ITP students, there are greater differences with university students. PTE students are more likely to report frequently exploring how to apply their learning to the workforce (62.2% of PTE students compared with 38.3% of university students), improving their knowledge and skills that will contribute to employability (73.2% compared with 54.9%), and blending academic learning with workplace experience (53.2% compared with 25.3%). Nearly 80 per cent of PTE bachelor students report that their experience at their organisation has contributed at least 'quite a bit' to their development of job- and work-related knowledge and skills.

Looking at the differences and similarities in students' development of learning skills, there are more mixed patterns. PTE students are less likely than university students to report that their experience at their organisation has contributed to their development of a broad general education, and their ability to analyse quantitative information, but are much more likely to report their experience has helped develop their ability to speak clearly and effectively and to work effectively with others. Students from PTEs and universities report similar levels of development of independent learning and critical thinking.

Bachelor level students at PTEs are far more likely to report that their experience at their organisation has contributed to their development of general learning skills than students at universities and ITPs. This difference is most marked for students' development of a personal code of ethics or values and the extent to which they feel they can contribute to their community.

As shown in Figure 7, students at both PTEs and ITPs report significantly higher departure intentions than bachelor students at New Zealand universities. Around one-third of PTE bachelor students, four in ten ITP bachelor students and one-quarter of university students have seriously considered or plan to leave their current organisation. The high proportion of PTE students with departure intentions does not necessarily reflect a dire situation, for while many students have seriously considered leaving, the vast majority plan to continue their current study next year (62.2%) or leave after completing their study (29.1%). Only three per cent plan to leave before finishing their qualification. This compares with 1.4 per cent of university students and around nine per cent of ITP bachelor level students who plan to leave before completing study.

The top reasons given for seriously considering leaving their organisation by students undertaking bachelor level study in New Zealand PTEs, ITPs and universities are summarised in Table 12. Interestingly, while boredom is the number one reason cited by students at New Zealand universities and ITPs for seriously considering leaving, this was only the eighth most cited reason (15.4%) among PTE students with departure intentions. Although not among the top ten reasons given by university students for seriously considering leaving, a significant proportion of PTE and ITP students cite 'quality concerns' as a reason for seriously considering leaving their organisation.

Table 13 Top reasons given for seriously considering leaving by sub-sector

PTE		ITP		Universities	
Health or stress	27.4%	Boredom	31.9%	Boredom	25.4%
Quality concerns	22.8%	Quality concerns	29.7%	Personal reasons	23.1%
Study–life balance	22.2%	Needing a break	22.0%	Change of direction	18.6%
Difficulty with workload	21.5%	Personal reasons	19.8%	Study–life balance	18.2%
Financial difficulties	20.4%	Health or stress	19.1%	Health or stress	17.7%

Findings for student subgroups

Engaging Māori and Pasifika students in PTEs

Increasing the success of Māori and Pasifika students in tertiary qualifications is a key priority for New Zealand that is set out in the New Zealand Government's Tertiary Education Strategy 2010–2015 (Office of the Minister for Tertiary Education, 2010). Much improvement has been seen in recent years in terms of the proportion of the Māori and Pasifika population who have attained a tertiary qualification – with around one-third of the Māori population and over one-fifth of the Pasifika population aged over 15 years holding a non-degree tertiary qualification, and a further 7.5 per cent of Māori and 5.9 per cent of Pasifika holding a bachelor degree in 2009 (New Zealand Ministry of Education, 2010). There has also been growth in the number of Māori and Pasifika students enrolling in tertiary qualifications over the past couple of years. The overall growth in enrolments in tertiary education was two per cent from 2009 to 2010. Among Māori enrolments the growth was four per cent in the same period and for Pasifika the growth was higher still at six per cent (New Zealand Ministry of Education, 2011e).

While the growth in enrolments is certainly positive, Māori and Pasifika students both have somewhat lower rates of completion than European/Pakeha and Asian New Zealand students. Of students that began a tertiary qualification in 2001, 51.8 per cent had completed this qualification or a higher qualification by 2010 (New Zealand Ministry of Education, 2011i). This was slightly lower among Māori students (50.1%) and Pasifika students (46.6%). As shown in Table 14, differences in completion rates are most marked among students in diploma level and higher study – while the overall ten-year completion rate was 43.6 per cent overall for diploma level study, among Māori and Pasifika students the completion rates were 39.0 per cent and 36.8 per cent respectively (New Zealand Ministry of Education, 2011i). Although the overall completion rate for bachelor level study was 59.1 per cent, the rate of completions was substantially lower among Māori students (44.0%) and Pasifika students (43.3%). This pattern of lower rates of qualification completions appears among both part-time and full-time Māori and Pasifika students.

Table 14 Ten year qualification completion rates for domestic students by qualification level, ethnic group and full- or part-time study

	Certificates 1–3			Certificate 4		
	Full time	Part time	Total	Full time	Part time	Total
European	74.7%	40.6%	48.6%	70.5%	34.9%	44.2%
Māori	77.5%	47.8%	53.6%	64.6%	41.5%	48.9%
Pasifika	70.7%	44.3%	51.6%	55.%	33.7%	42.0%
Asian	82.8%	57.7%	66.6%	58.5%	45.9%	50.6%
Total	75.4%	43.8%	51.2%	67.0%	37.3%	45.9%

	Diplomas 5–7			Bachelor degree		
	Full time	Part time	Total	Full time	Part time	Total
European	68.9%	34.3%	43.9%	82.2%	47.7%	61.5%
Māori	54.7%	28.8%	39.0%	58.9%	35.2%	44.0%
Pasifika	50.9%	29.9%	36.8%	56.3%	36.9%	43.3%
Asian	72.9%	43.3%	52.4%	83.3%	54.6%	67.2%
Total	65.5%	34.2%	43.6%	78.9%	46.3%	59.1%

(New Zealand Ministry of Education, 2011i)

Course completion rates are slightly higher among Māori and Pasifika students studying at universities than those studying in other sub-sectors (New Zealand Ministry of Education, 2011a). Māori students have a course completion rate of 71 per cent across all sub-sectors and Pasifika students have an overall course completion rate of 70 per cent. As shown in Table 15, course completion rates are highest for Māori students studying at universities and lowest for Māori students studying at ITPs. Pasifika students have the highest rate of course completions at PTEs and the lowest at ITPs.

Table 15 Course completion rate by ethnic group and sub-sector

	European	Māori	Pasifika	Asian	Total
University	86.5%	77.7%	68.7%	83.4%	84.2%
ITPs	76.4%	65.6%	65.0%	78.3%	74.1%
PTEs	81.3%	69.2%	73.4%	83.2%	77.4%
All providers	82.2%	70.8%	69.6%	82.8%	79.4%

(New Zealand Ministry of Education, 2011a)

While students discontinue their studies for many different reasons, many of which may be outside of the direct control of organisations, the low levels of completion for Māori and Pasifika students deserve attention, and how this might be related to their engagement with learning is worth exploration. While the AUSSE provides some useful insights into the reasons why students seriously consider dropping out of study, many students may have already dropped out of study at the time of surveying and will not be included in the AUSSE, as this survey is only administered to current students.

Although Māori students have slightly higher levels of attrition, and lower levels of course and qualification completion than students from other ethnic groups within PTEs (see Table 15), Figure 8 shows few differences between Māori and students of other ethnic groups in terms of engagement or outcomes. Māori students are slightly less likely to report involvement in active forms of learning and also report slightly lower levels of support from their organisation.

Interestingly, although Pasifika students have lower levels of completion and higher levels of attrition compared with students from other ethnic groups, findings from the AUSSE suggest that Pasifika students are significantly more engaged and have better general learning and development outcomes than other students (see Figure 9). This is a rather unusual finding and may be due in part to the low numbers of Pasifika students who participated in the AUSSE pilot, or may be due to other factors, such as the survey not capturing responses from Pasifika students who may have already dropped out of study or possibly some form of cultural bias in terms of the way in which Pasifika students respond to the survey items. As it is unclear why Pasifika students report significantly higher levels of engagement and outcomes than other students, at the same time as having higher rates of attrition and lower levels of qualification and course completion, this finding would be worth exploring in more detail through future research.

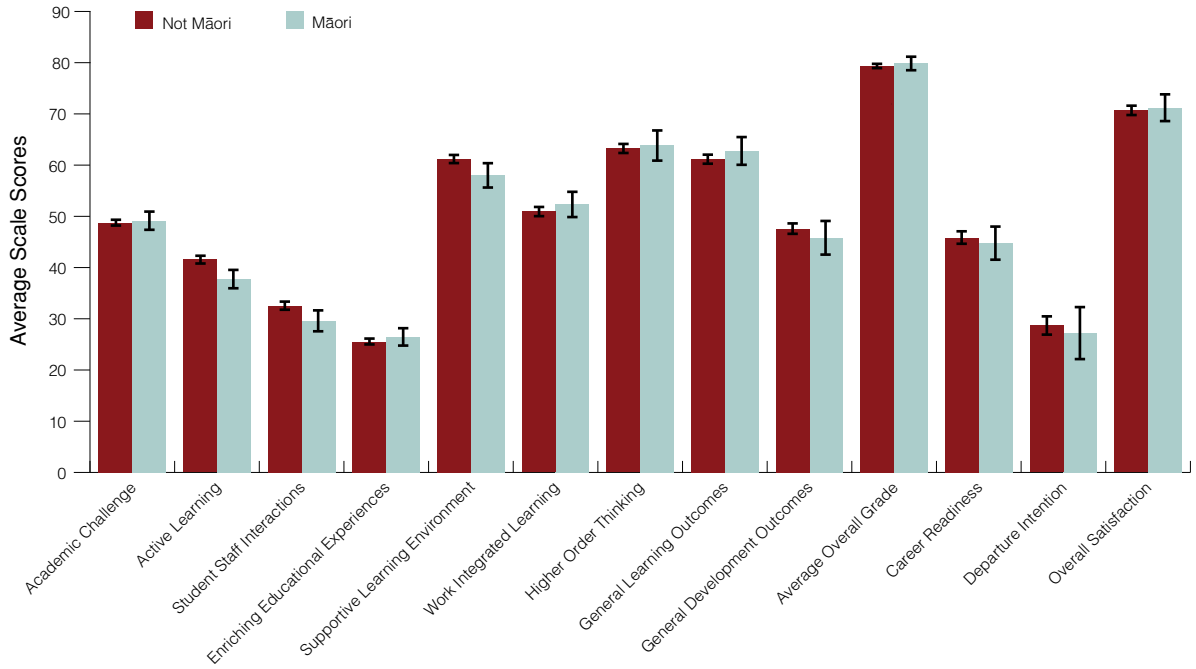

Figure 8 Average engagement and outcomes among Māori students

Note: Error bars included in this graph represent standard error of the mean.

Because of the higher levels of attrition among Māori and Pasifika students in New Zealand tertiary education, looking at the levels of departure intention among these students can provide some insights into why students may be leaving at higher rates. Although Māori and Pasifika students studying at PTEs have higher levels of attrition than other students, this is not reflected in the level of departure intentions they reported in the AUSSE. A total of 28.7 per cent of Māori students surveyed had seriously considered leaving or planned to leave their current organisation, compared with 27.2 per cent of non-Māori students. This very slightly higher proportion of Māori students with departure intentions is not a significant difference. A much higher proportion of Pasifika students surveyed had departure intentions – 35.4 per cent. This compares with 28.2 per cent among other students. Although Pasifika students report higher levels of departure than other students, again this is not a significant difference.

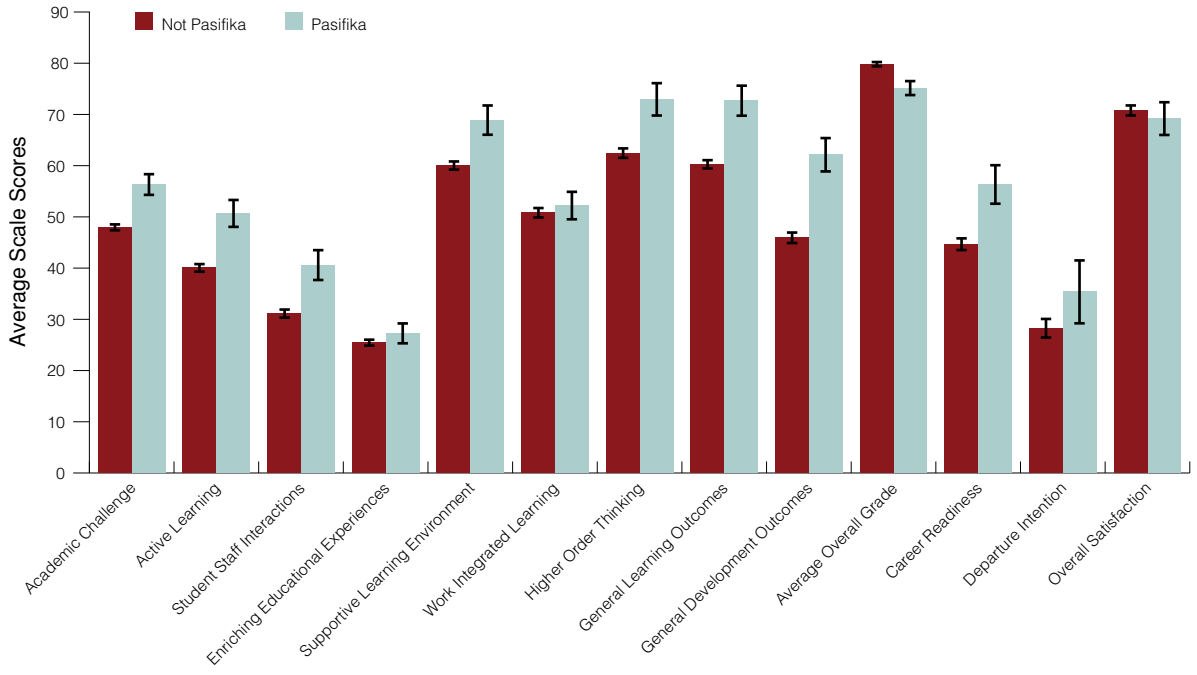

Figure 9 Average engagement and outcomes among Pasifika students

Note: Error bars included in this graph represent standard error of the mean.

Exploring the top reasons cited by Māori and Pasifika students for seriously considering leaving provides some insights into the factors influencing attrition among these groups. Among Māori students the top five reasons given for seriously considering leaving include: study–life balance, quality concerns, health or stress, personal reasons and having other opportunities present themselves. Among Pasifika students the top five reasons given for seriously considering leaving also include: quality concerns, personal reasons and other opportunities, as well as family responsibilities and concerns with the organisation's reputation.

Although many of these reasons for seriously considering leaving may, at face value, be considered to be outside of a provider's control or influence, the link between organisational support and departure intentions is clear (see Figure 10). Students who report having serious departure intentions tend to be less likely to report having high levels of support from their provider, suggesting that proactively providing students with greater levels of academic and non-academic support may help mitigate attrition to some extent.

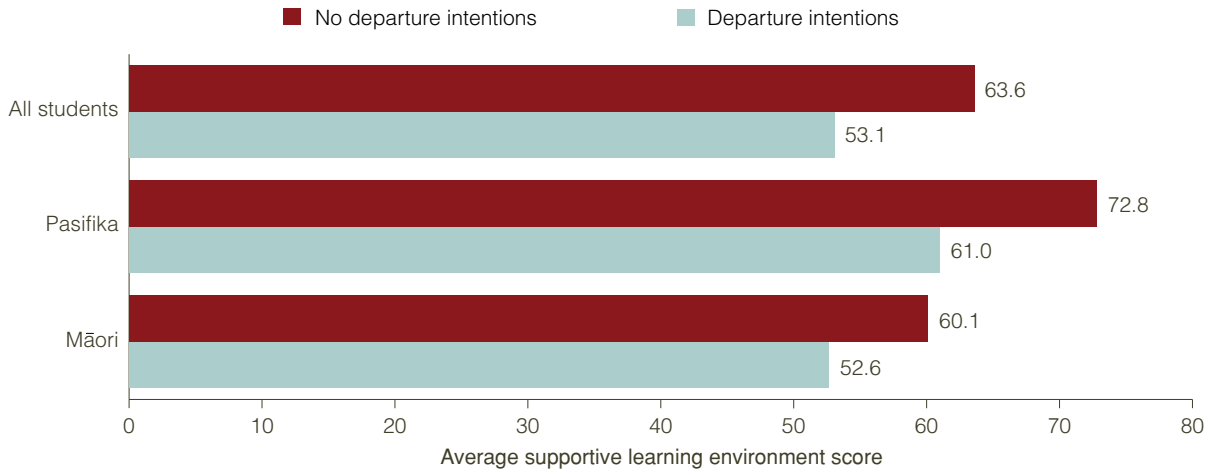

Figure 10 Average supportive learning environment score by departure intention and ethnic group

Note: Error bars included in this graph represent standard error of the mean.

Engaging extramural and part-time students at PTEs

A significant proportion of students studying at PTEs – 19.0 per cent of those surveyed – are studying extramurally or via mixed mode of study. In addition to this, 34.4 per cent of PTE students surveyed indicated they were studying part-time. Because of the significant numbers of students studying extramurally and part-time, and the different experience these students have with their organisation and with their study compared with traditional full-time, on-campus students, it is important to investigate these students' experience and engagement with learning more thoroughly.

Despite the differences in their location of study and the way in which extramural students undertake their study, Figure 11 shows that there appear to be few differences in the level of engagement that extramural students have with that of campus-based students. Interestingly, extramural students report slightly higher levels of general development, slightly higher satisfaction with their experience at their organisation and somewhat lower levels of departure intentions.

Comparing the engagement and outcomes of part-time students and full-time students reveals some more obvious differences. Part-time students, perhaps unsurprisingly, report lower levels of engagement across the board than full-time students, and also report slightly lower levels of outcomes (see Figure 12). Although somewhat less engaged than full-time students, part-time students are significantly more satisfied with their experience at their organisation and much less likely to have seriously considered leaving their organisation.

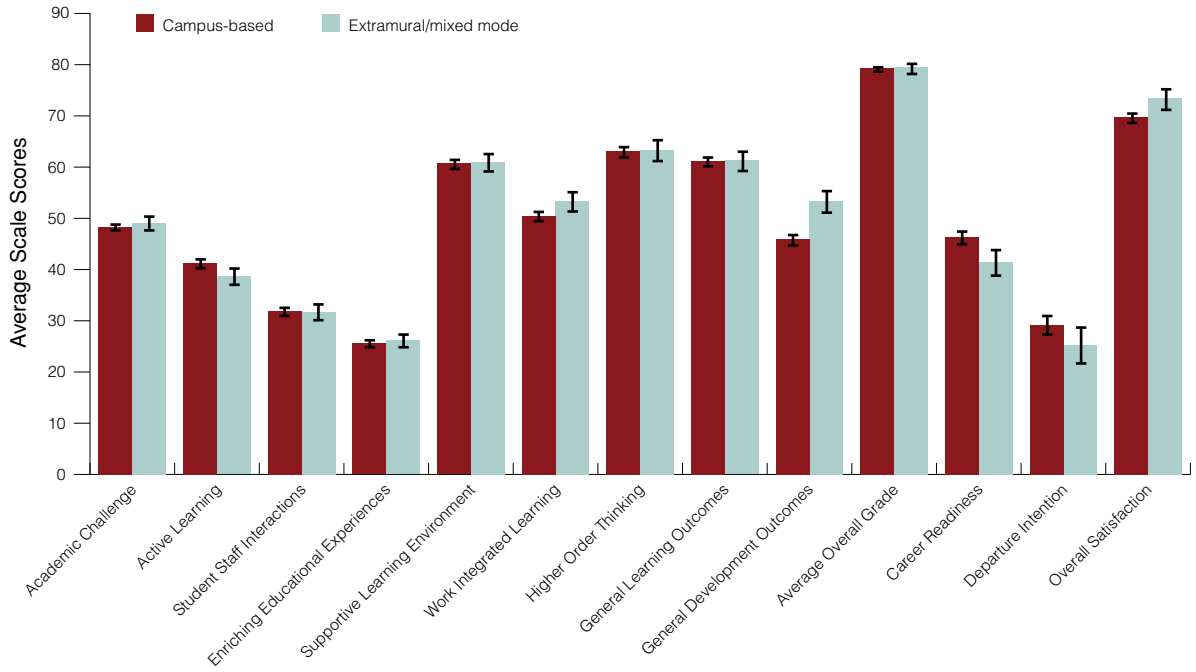

Figure 11 Average engagement and outcomes by location of study

Note: Error bars included in this graph represent standard error of the mean.

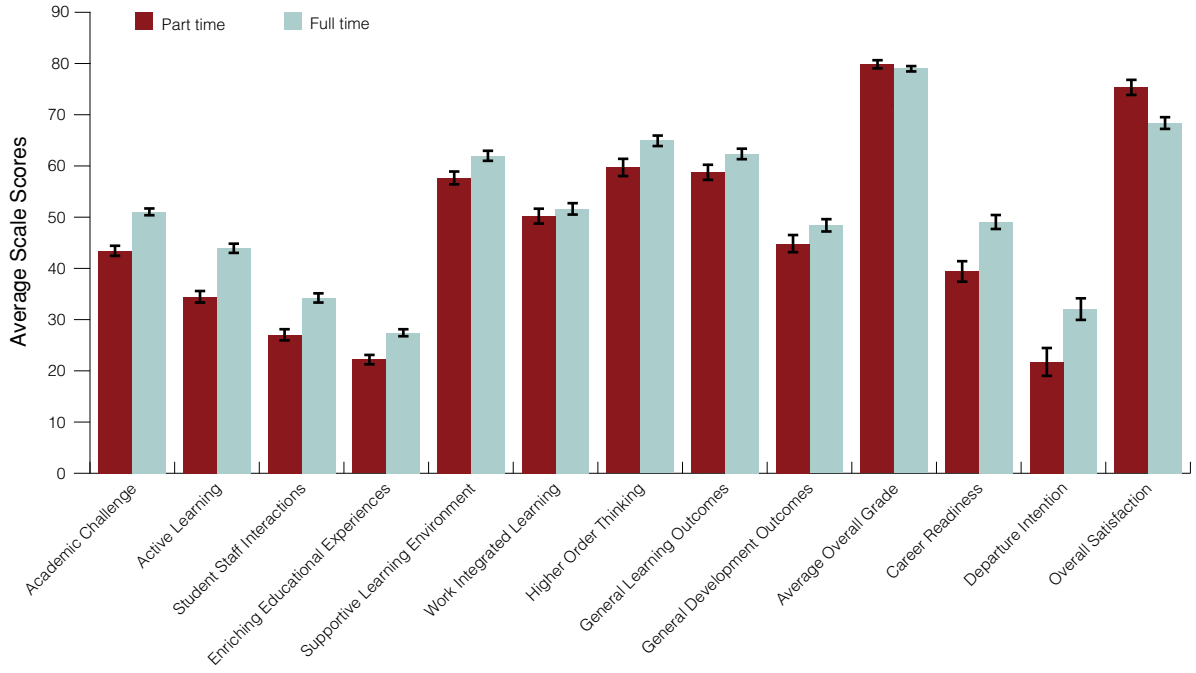

Figure 12 Average engagement and outcomes by mode of study

Note: Error bars included in this graph represent standard error of the mean.

Engaging international students at PTEs

There are a significant number of international students studying in New Zealand currently. Around 45,000 international students were enrolled to study in New Zealand in 2010, and while just over half of these students were enrolled in a university (50.3%) around one-quarter, close to 11,000 students, were enrolled in a PTE, representing around 14 per cent of all enrolments in these organisations (New Zealand Ministry of Education, 2011d).

Figure 13 shows that international students are somewhat more engaged in their study than domestic students and also report greater outcomes than domestic students; however, they are less satisfied than domestic students. While 87.1 per cent of domestic students indicated that given the chance to start over, they would 'probably' or 'definitely' attend the same organisation, only 72.5 per cent of international students would attend the same organisation given the chance to start over.

One marked difference between international and domestic students is students' career readiness – international students are significantly more prepared for their current or future careers report frequently updating their resume. Only 17.9 per cent of domestic students report frequently updating their resume, whilst 42.3 per cent of international students do the same. International students are also more likely to set career development goals and plans, network to gain job opportunities, and explore where to look for jobs and how to present themselves to potential employers than domestic students.

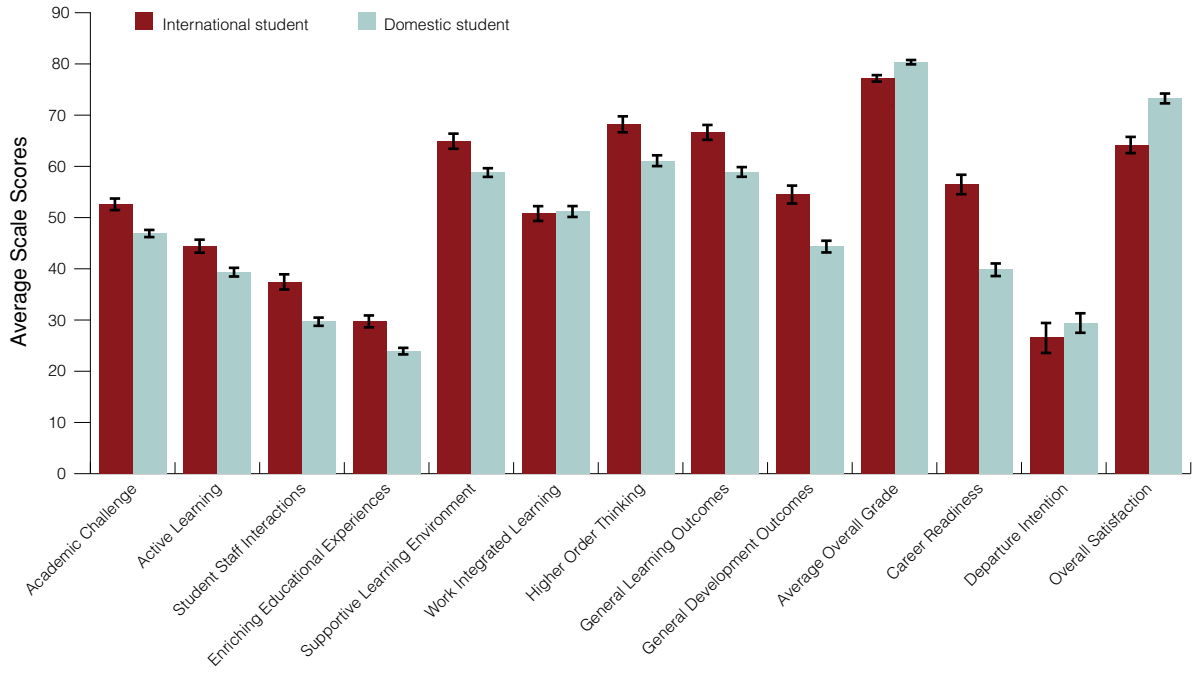

Figure 13 Average engagement and outcomes among international and domestic students

Note: Error bars included in this graph represent standard error of the mean.

Final thoughts

This report has taken a snapshot of student engagement and outcomes at New Zealand Private Training Establishments and has briefly explored the similarities and differences between different subgroups of students studying within PTEs. It has also made comparisons between PTE students and those studying in different sub-sectors within New Zealand and overseas. Overall, the findings suggest that the PTEs in this pilot are performing well relative to other sub-sectors of tertiary education in New Zealand and internationally. It is important to emphasise that as only a small proportion of the hundreds of PTEs currently teaching students in New Zealand participated in the 2011 AUSSE pilot, the results reported here might not be fully generalisable across all PTEs.

The findings presented in this report suggest that although students studying at New Zealand PTEs are quite highly engaged compared with their peers studying at ITPs and universities, students at these organisations have somewhat higher levels of departure intentions than students at universities throughout Australasia. More exploration should be undertaken to better understand the reasons why around one-third of PTE students have seriously considered leaving or plan to leave before completing their study.

Taken altogether, the findings from the PTE pilot of the AUSSE provide some insights into how students at PTEs are learning and the differences between PTEs and other types of organisations in New Zealand. By continuing to collect and share information on students' engagement and outcomes from learning, tertiary education organisations in New Zealand will gain a better understanding of how their students are learning, what they are gaining from education and the quality of education students are getting. This evidence base provides a powerful starting point for discussions on ways to enhance tertiary education across New Zealand.

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Appendix 1: Private Training Establishment (PTE) Student Engagement Questionnaire

Your study experience

ACER AUSSE Australasian survey of student engagement

1 **In your experience at your institution during the current year of study, about how often have you done each of the following? Mark your answers in the boxes. Leave blank if the item does not apply.**

	Never	Some-times	Often	Very often
Asked questions or contributed to discussions in class or online	☐	☐	☐	☐
Sought advice from teachers/tutors	☐	☐	☐	☐
Made a class or online presentation	☐	☐	☐	☐
Worked hard to master difficult content	☐	☐	☐	☐
Prepared two or more drafts of an assignment/assessment before handing it in	☐	☐	☐	☐
Used library resources on campus or online	☐	☐	☐	☐
Worked on an assignment/assessment that required integrating ideas or information from various sources	☐	☐	☐	☐
Used student learning support services	☐	☐	☐	☐
Blended course/programme study with workplace experience	☐	☐	☐	☐
Included diverse perspectives (e.g. different ethnicities, religions, genders, political beliefs, etc.) in class discussions or written assignments/ assessments	☐	☐	☐	☐
Came to class having completed readings or assignments/assessments	☐	☐	☐	☐
Kept up to date with your studies	☐	☐	☐	☐
Worked with other students on projects **during class**	☐	☐	☐	☐
Worked with other students **outside class** to prepare assignments/ assessments	☐	☐	☐	☐
Put together ideas or concepts from different subjects when completing assignments/assessments or during class discussions	☐	☐	☐	☐
Tutored or taught other students (paid or voluntary)	☐	☐	☐	☐
Participated in a community-based project (e.g. volunteering) as part of your study	☐	☐	☐	☐
Used an online learning system to discuss or complete an assignment/ assessment	☐	☐	☐	☐
Used email or a forum to communicate with teachers/tutors	☐	☐	☐	☐
Discussed your grades or assignments with teachers/tutors	☐	☐	☐	☐
Talked about your career plans with teachers/tutors or advisors	☐	☐	☐	☐
Discussed ideas from your readings or classes with teachers/tutors outside class	☐	☐	☐	☐
Received prompt written or oral feedback from teachers/tutors on your performance	☐	☐	☐	☐
Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations	☐	☐	☐	☐
Worked with teachers/tutors on activities other than coursework (e.g. committees, orientation, student organisations, etc.)	☐	☐	☐	☐
Discussed ideas from your readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	☐	☐	☐	☐
Had conversations with students of a different ethnic group than your own	☐	☐	☐	☐
Had conversations with students who are very different to you in terms of their religious beliefs, political opinions or personal values	☐	☐	☐	☐

2 **During the current year of study, how much has your coursework emphasised the following intellectual activities?**

	Very little	Some	Quite a bit	Very much
Memorising facts, ideas or methods from your subjects and readings	☐	☐	☐	☐
Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	☐	☐	☐	☐
Organising ideas, information or experiences into new, more complex interpretations and relationships	☐	☐	☐	☐
Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions	☐	☐	☐	☐
Applying theories or concepts to practical problems or in new situations	☐	☐	☐	☐

3 **In a typical week, how many assessment tasks (e.g. exercises, quizzes, practical tests, problem sets, etc.) do you complete?**

	None	1 to 2	3 to 4	5 to 6	More than 6
Number of pieces of work that take **one hour or less** to complete	☐	☐	☐	☐	☐
Number of pieces of work that take **more than one hour** to complete	☐	☐	☐	☐	☐

4 **During the current year of study, about how much reading, writing and other assignments/assessments have you done?**

	None	1 to 4	5 to 10	11 to 20	More than 20
Number of assigned textbooks, books or book-length packs of subject readings	☐	☐	☐	☐	☐
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	☐	☐	☐	☐	☐
Number of written assignments/ assessments of **fewer than 1,000 words**	☐	☐	☐	☐	☐
Number of written assignments/ assessments of **between 1,000 and 5,000 words**	☐	☐	☐	☐	☐
Number of written assignments/ assessments of **more than 5,000 words**	☐	☐	☐	☐	☐
Number of practical assignments/assessments (e.g. design briefs, finished art work, media-based assignments and other practical projects)	☐	☐	☐	☐	☐

5 **Which box best represents the extent to which your examinations and assignments/assessments during the current year of study have challenged you to do your best work?**

Very little ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Very much

6 **During the current year of study, about how often have you done each of the following?**

	Never	Some-times	Often	Very often
Gone to a band, exhibition, play, dance, theatre or other performance	☐	☐	☐	☐
Exercised or participated in physical fitness activities	☐	☐	☐	☐
Examined the strengths and weaknesses of your own views on a topic or issue	☐	☐	☐	☐
Improved knowledge and skills that will contribute to your employability	☐	☐	☐	☐
Learned how to communicate in ways relevant to your future career	☐	☐	☐	☐
Explored how to apply your learning in the workplace	☐	☐	☐	☐
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	☐	☐	☐	☐
Learned something that changed the way you understand an issue or concept	☐	☐	☐	☐

7 **Which of the following have you done or do you plan to do before you finish your course or programme?**

	Do not know about	Have not decided	Do not plan to do	Plan to do	Done
Practicum, internship, fieldwork or clinical placement	☐	☐	☐	☐	☐
Industry placement or work experience	☐	☐	☐	☐	☐
Community service or volunteer work	☐	☐	☐	☐	☐
Participate in a study group or learning community	☐	☐	☐	☐	☐
Work on a project with a staff member outside of coursework requirements	☐	☐	☐	☐	☐
Study a foreign language	☐	☐	☐	☐	☐
Study abroad or student exchange	☐	☐	☐	☐	☐
Culminating final-year experience (e.g. honours thesis, capstone project, comprehensive exam, etc.)	☐	☐	☐	☐	☐
Independent study or self-designed major	☐	☐	☐	☐	☐
Consult your institution's careers service for advice	☐	☐	☐	☐	☐
Hold a leadership position in a group at your institution or in the community	☐	☐	☐	☐	☐

8 **Which of these boxes best represent the quality of your relationships with people at your institution?**

Relationships with **other students**

Unfriendly, unsupportive, sense of alienation ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Friendly, supportive, sense of belonging

Relationships with **teaching staff**

Unavailable, unhelpful, unsympathetic ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Available, helpful, sympathetic

Relationships with **administrative personnel and services**

Unhelpful, inconsiderate, rigid ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Helpful, considerate, flexible

Relationships with **student support services staff**

Unfriendly, unavailable, unsympathetic ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Friendly, available, sympathetic

9 **About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply.**

Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Working for pay **on campus**

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Working for pay **off campus**

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Relaxing and socialising (e.g. watching TV, partying, etc.)

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Providing care for dependents living with you (e.g. parents, children, spouse, etc.)

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Managing personal business (e.g. housework, shopping, exercise, health needs, etc.)

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Travelling to campus (e.g. driving, walking, etc.)

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Being on campus, **including** time spent in class

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

Being on campus, **excluding** time spent in class

☐ None ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30

10 If you are working for pay, how much is this work related to your field of study?

☐ Not at all ☐ Very little ☐ Some ☐ Quite a bit ☐ Very much ☐ Not in paid work

11 To what extent does your institution emphasise each of the following?

	Very little	Some	Quite a bit	Very much
Spending significant amounts of time studying and on class work	☐	☐	☐	☐
Providing the support you need to help you succeed in your course or programme	☐	☐	☐	☐
Encouraging contact among students from different economic, social and ethnic backgrounds	☐	☐	☐	☐
Helping you cope with your non-study related responsibilities (e.g. work, family, etc.)	☐	☐	☐	☐
Providing the support you need to socialise	☐	☐	☐	☐
Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)	☐	☐	☐	☐
Using computers in your course or programme	☐	☐	☐	☐

12 To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

	Very little	Some	Quite a bit	Very much
Acquiring a broad general education	☐	☐	☐	☐
Acquiring job-related or work-related knowledge and skills	☐	☐	☐	☐
Writing clearly and effectively	☐	☐	☐	☐
Speaking clearly and effectively	☐	☐	☐	☐
Thinking critically and analytically	☐	☐	☐	☐
Analysing quantitative problems	☐	☐	☐	☐
Using computing and information technology	☐	☐	☐	☐
Working effectively with others	☐	☐	☐	☐
Voting informedly in local or national elections	☐	☐	☐	☐
Learning effectively on your own	☐	☐	☐	☐
Understanding yourself	☐	☐	☐	☐
Developing a greater understanding of the Treaty of Waitangi	☐	☐	☐	☐
Understanding people of other racial and ethnic backgrounds	☐	☐	☐	☐
Solving complex, real-world problems	☐	☐	☐	☐
Developing a personal code of values and ethics	☐	☐	☐	☐
Contributing to living in a sustainable way	☐	☐	☐	☐
Contributing to the welfare of your community	☐	☐	☐	☐
Securing relevant work after graduation	☐	☐	☐	☐

13 During the current academic year have you seriously considered leaving your current institution?

☐ No, I have not considered a change

☐ Yes, please specify reason below:

14 What are your plans for next year? Mark all that apply.

☐ Continue with current study
☐ Shift to university study
☐ Change to another course/ programme
☐ Shift to another institution
☐ Leave before completing your course or programme
☐ Leave having completed course or programme
☐ Leave to do paid work
☐ Leave to take time off

15 Overall, how would you evaluate the quality of academic advice that you have received at your institution?

☐ Poor ☐ Fair ☐ Good ☐ Excellent

16 How would you evaluate your entire educational experience at this institution?

☐ Poor ☐ Fair ☐ Good ☐ Excellent

17 If you could start over again, would you go to the same institution you are now attending?

☐ Definitely no ☐ Probably no ☐ Probably yes ☐ Definitely yes

18 Are you male or female?

☐ Male ☐ Female

19 Where has your study been mainly based in the current year of study?

On one or more campuses	Mix of external/ distance and on-campus	External/ distance
☐	☐	☐

20 In what year did you first start your current course or programme?

Before 2008	2008	2009	2010	2011	2012
☐	☐	☐	☐	☐	☐

21 How many years of your course or programme have you completed?

None, in first year	One year	Two years	Three years	More than three years
☐	☐	☐	☐	☐

22 Since starting at this institution, have you been enrolled mainly part time or full time? ☐ Part time ☐ Full time

23 In what level of course or programme are you currently enrolled?

☐ Bridging programme ☐ Diploma

☐ Certificate ☐ Undergraduate degree

24 What is your major area of study (e.g. BUSINESS, GRAPHIC DESIGN, TOURISM, HAIRDRESSING, AUTOMOTIVE)? Print neatly in CAPITAL letters.

25 What is your student identification number? Please write in the following box. No individual is identified in any analyses or reports.

26 In the current year of study, have you received any financial assistance from your institution (e.g. scholarships, loans, stipends etc.)? ☐ No ☐ Yes

27 Which category best represents your average overall grade so far?

No results	Compe-tent	0-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

28 Are you a permanent resident or citizen of New Zealand or Australia? ☐ No ☐ Yes

29 What is your country of permanent residence?

30 What is the main language you speak in your home? ☐ English ☐ Language other than English ☐ Māori

31 What is the highest level of education completed by your parents? Mark one box per row.

	No school or primary school	Some or all of secondary school	Vocational certificate or diploma	Under-graduate degree or diploma	Post-graduate degree or diploma	Not sure
Father	☐	☐	☐	☐	☐	☐
Mother	☐	☐	☐	☐	☐	☐

32 What is your home postcode and locality/ suburb? Write postcode opposite and locality/suburb below.

33 Are you of Māori descent? ☐ No ☐ Yes

34 Are you of Pasifika (Pacific Island) descent? ☐ No ☐ Yes

35 How old are you in years?

36 Do you consider yourself to have a disability, impairment or long-term condition? ☐ No ☐ Yes

37 How much of your study do you do online?

None	About a quarter	About half	All or nearly all
☐	☐	☐	☐

38 Which of the following describes your current living arrangement? Select the option that best applies to you.

On campus student accommodation	☐	Living with parents or guardians	☐
Off campus student accommodation	☐	Living by yourself	☐
Living with friends or in a share house	☐	Living with a partner or children	☐
		Other	☐

39 What are the BEST ASPECTS of how your institution engages students in learning?

40 What could be done to IMPROVE how your institution engages students?

Thank you for sharing your views. After completing the questionnaire, please put it in the supplied reply-paid envelope and deposit it in any mailbox. For further information, see: www.acer.edu.au/ausse

Appendix 2: AUSSE Engagement and Outcomes Scales

Table 16 AUSSE engagement scale descriptions and items

Engagement scale	SEQ item
Academic Challenge The extent to which expectations and assessments challenge students to learn	Worked harder than you thought you could to meet a teacher's / tutor's standards or expectations
	Analysing the basic elements of an idea
	Synthesising and organising ideas
	Making judgements about value of information
	Applying theories or concepts
	Number of assigned textbooks, books or book-length packs of subject readings
	Number of written assignments of fewer than 1,000 words
	Number of written assignments of between 1,000 and 5,000 words
	Number of written assignments of more than 5,000 words
	Time spent preparing for class
	Encouraged to spend significant amounts of time on studying and on academic work
Active Learning Students' efforts to actively construct knowledge	Asked questions or contributed to discussions in class or online
	Made a class or online presentation
	Worked with other students on projects during class
	Worked with other students outside class to prepare assignments
	Tutored or taught other students (paid or voluntary)
	Participated in a community-based project (e.g. volunteering) as part of your study
	Discussed ideas from your readings or classes with others outside class
Student and Staff Interactions The level and nature of students' contact and interactions with teaching staff	Discussed your grades or assignments with teaching staff
	Talked about your career plans with teaching staff or advisors
	Discussed ideas from your readings or classes with teaching staff outside class
	Received prompt written or oral feedback from teachers on performance
	Worked with teaching staff on activities other than coursework
	Work on a project with a staff member outside of coursework requirements
Enriching Educational Experiences Students' participation in broadening educational activities	Used an online learning system to discuss or complete an assignment
	Had conversations with students of a different ethnic group than your own
	Had conversations with students who are very different
	Participated in a practicum, internship, fieldwork or clinical placement
	Participated in community service or volunteer work
	Participated in a study group or learning community
	Studied a foreign language
	Participated in a study abroad or student exchange scheme
	Participated in a culminating final-year experience
	Participated in independent study or self-designed major
	Time spend participating in extracurricular activities
	Encouraging contact among students from different economic, social and ethnic backgrounds
Supportive Learning Environment Students' feelings of support within the ITP community	Relationships with other students
	Relationships with teaching staff
	Relationships with administrative personnel and services
	Institution provides support to succeed academically
	Institution helps cope with non-academic responsibilities
	Institution provides support to socialise
Work Integrated Learning Integration of employment-focused work experiences into study	Blended academic learning with workplace experience
	Improved knowledge and skills that will contribute to employability
	Developed communication skills relevant to your discipline
	Explored how to apply learning in the workforce
	Participated in industry placement or work experience
	Acquiring job-related or work-related knowledge and skills

Table 17 AUSSE outcomes measure descriptions and items

Outcome measure	SEQ item
Higher Order Thinking Participation in higher-order forms of thinking	Analysing the basic elements of an idea
	Synthesising and organising ideas
	Making judgements about value of information
	Applying theories or concepts
General Learning Outcomes Development of general competencies	Acquiring a broad general education
	Acquiring job-related or work-related knowledge and skills
	Writing clearly and effectively
	Speaking clearly and effectively
	Thinking critically and analytically
	Analysing quantitative problems
	Using computing and information technology
	Working effectively with others
	Learning effectively on your own
General Development Outcomes Formation of general forms of individual and social development	Voting informedly in local, state or national elections
	Understanding yourself
	Understanding people of other racial and ethnic backgrounds
	Solving complex real-world problems
	Developing a personal code of values and ethics
	Contributing to the welfare of your community
Career Readiness Preparation for participation in the professional workforce	Kept resume up-to-date
	Thought about how to present yourself to employers
	Explored where to look for jobs relevant to your interests
	Used networking to source information on job opportunities
	Set career development goals and plans
Average Overall Grade Average overall grade so far in course	Which category best represents your average overall grade so far?
Departure Intention Non-graduating students' intentions of not returning to their institution in the following year	Not considered change (reverse coded)
	Graduating (reverse coded)
	Academic exchange
	Academic support
	Administrative support
	Boredom/lack of interest
	Career prospects
	Change of direction
	Commuting difficulties
	Difficulty paying fees
	Difficulty with workload
	Family responsibilities
	Financial difficulties
	Gap year/deferral
	Government assistance
	Health or stress
	Institution reputation
	Moving residence
	Need a break
	Need to do paid work
	Other opportunities
	Paid work responsibilities
	Personal reasons
	Quality concerns
	Received other offer
	Social reasons
	Standards too high
	Study/life balance
	Travel or tourism
	Other: Please specify
	Continue with current study (reverse coded)
	Move to university study
	Leave institution before finishing qualification
Overall Satisfaction Students' overall satisfaction with their educational experience	Quality of academic advice received at institution
	Satisfaction with entire educational experience
	Attend same institution if starting over

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