ACER AUSSE Australasian survey of student engagement

| Item stem | Response options |
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| What is the name of your institution? | <<DROPDOWN LIST>> |
| What is your main work function? | 1 Teaching only<br>2 Mainly teaching, some research<br>3 Mainly research, some teaching<br>4 Research only<br>*<<finish survey here if response is "Research only">>* |
| What is your current level of appointment? | 1 Level A (Assistant Lecturer)<br>2 Level B (Lecturer)<br>3 Level C (Senior Lecturer)<br>4 Level D (Associate Professor)<br>5 Level E (Professor)<br>6 Other (e.g. tutor, sessional teacher etc.) |
| Which one of the following best describes your employment at your institution this year? | 1 Temporary or casual<br>2 Fixed-term contract up to 12 months<br>3 Fixed-term contract more than 12 months<br>4 Permanent or open-ended contract |
| Are you employed part time or full time at your institution in the current academic year? | 1 Part time<br>2 Full time |
| Are you currently enrolled in a postgraduate qualification? | 1 No<br>2 Yes, coursework qualification<br>3 Yes, research qualification |
| In what teacher training have you been involved? Mark all that apply.<br>- No teacher training<br>- Teaching/education qualification<br>- Non-award teacher/education training<br>- Informal advice or support | 1 Selected<br>2 Not selected |
| In what teaching/education qualifications have you been involved? Mark all that apply.<br>- Doctoral or masters degree<br>- Graduate/postgraduate diploma<br>- Graduate certificate<br>- Bachelor degree<br>- Associate degree<br>- Advanced diploma<br>- Diploma<br>- Other: please specify | 1 Selected<br>2 Not selected |
| In what non-award teacher/education training have you been involved? Mark all that apply.<br>- Mandatory general short course (e.g. induction sessions)<br>- Voluntary general short course (e.g. induction sessions)<br>- Mandatory short course on specific facet (e.g. assessment, class preparation etc.<br>- Other: please specify | 1 Selected<br>2 Not selected |
| From which sources have you received informal advice or support? Select all that apply.<br>- Academic staff<br>- Administrative staff<br>- Professional networks<br>- Postgraduate students<br>- Teaching advisors<br>- Education support staff<br>- Other: please specify | 1 Selected<br>2 Not selected |
| How old are you in years? | 1 20 to 29<br>2 30 to 39<br>3 40 to 49<br>4 50 to 59 |

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

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

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

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