

Measuring Student Experience: Relationships between  
Teaching Quality Instruments (TQI) and Course  
Experience Questionnaire (CEQ)

Joe Hirschberg  
& Jenny Lye

December 2011

Research Paper Number 1135  
(Resource Document)

ISSN: 0819-2642

ISBN: 978-1-921856-74-7

# Contents

<b>APPENDIX A: INSTITUTIONAL PRACTICES - TQIs FROM AUSTRALIAN TERTIARY INSTITUTIONS .....</b>	<b>1</b>
Table A.1: Names and acronyms given to subject specific teaching questionnaires at.....	1
Australian tertiary institutions .....	1
Table A.2: Description of Australian TQIs.....	2
<b>APPENDIX B: DATA FOR THE ANALYSIS OF AUSTRALIAN TQIs .....</b>	<b>7</b>
Table B.3: The similarity or proximity matrix for the questions in the TQI questionnaires which shows the number of universities that use.....	9
questions from each type .....	9
<b>APPENDIX C: DESCRIPTION OF NEW SURVEY INSTRUMENTS .....</b>	<b>10</b>
Table C.1: Average responses for the CEQ and new TQI by University and Subject.....	10
Figure C.1: Questionnaire administered at Flinders University .....	11
Figure C.4: Questionnaire administered at the University of Tasmania .....	14
<b>APPENDIX D: FORM OF THE CEQ/GDS QUESTIONNAIRE .....</b>	<b>15</b>
Figure D.1: The Course Experience Questionnaire for both majors .....	15
Figure D.2: The Graduate Destination Survey, the student ID and Graduation Date as recorded in ... the part of the survey .....	15
Figure D.3: The set of responses for the questions entitled “YOUR COURSE” .....	16
Figure D.4: The set of questions on the Graduate Destination Survey entitled “ABOUT YOU” .....	17
Figure D.5: The course code as recorded in the portion of the survey.....	17
<b>APPENDIX E: DISTANCE MATRIX FOR RESPONSES TO CEQ AND NEW TQI SURVEY .....</b>	<b>18</b>
Table E.1: Distance table for CEQ questions based on the responses for The University of Melbourne .....	18
<b>APPENDIX F: DESCRIPTIONS OF DATA USED IN CHAPTER 5 .....</b>	<b>19</b>
Figure F.1: Distribution of the Individual continuous variables. ....	19
Figure F.2: Distribution of the Subject Specific continuous variables.....	20
Figure F.3: Distribution of the CEQ responses .....	21
Table F.1: Distribution of graduates by faculty .....	22
Table F.2: Distribution of responses for fixed effects used in Model #1 - Courses at The University of Melbourne .....	23
Table F.3: Distribution of responses for fixed effects used in Model # 2 - Duties at Job since course .. completion .....	25
Table F.4: Distribution of responses for fixed effects used in Model #3 - Industry in which the graduate ..... was currently employed.....	27
Table F.5: Distribution of responses for fixed effects used in Model # 4 - Major as defined by DEST Codes.....	28
Table F.6: Distribution of responses for fixed effects used in Model #5 - The University of Melbourne ..... department in which the majority of subjects were taken.....	29
Table F. 7: Distribution of responses for fixed effects used in Model #6 - Alternative DEST Major Code .....	30
Table F.8: Distribution of responses for fixed effects used in Model #7 - Faculty of course and the level..... of the degree.....	31
<b>APPENDIX G: RESULTS BY DEPENDENT VARIABLES ACROSS MODELS. ....</b>	<b>32</b>
Table G.1: Coefficient Estimates by CEQ Scale.....	32

Table G.2: R-square for each model..... 34  
Table G.3: Descriptive statistics of the variables used in the analysis. .... 34

**APPENDIX H: RESULTS BY MODEL ACROSS THE DEPENDENT VARIABLES. .... 35**

## APPENDIX A: INSTITUTIONAL PRACTICES - TQIs FROM AUSTRALIAN TERTIARY INSTITUTIONS<sup>1</sup>

**Table A.1: Names and acronyms given to subject specific teaching questionnaires at Australian tertiary institutions**

<b>Institution</b>	<b>Name of survey</b>	<b>Acronym</b>
<i>Australian Defence Force Academy (* also UNSW)</i>	Course and Teaching Evaluation and Improvement	CATEI
<i>Australian Graduate School of Management</i>	Did not participate in survey.	
<i>Bond University</i>	Teaching Evaluations	TEVALS
<i>Charles Darwin University</i>	Student Experience of Learning and Teaching	SELT
<i>Charles Sturt University</i>	Student Evaluation System	SES
<i>CQUniversity Australia</i>	Teaching Evaluation Questionnaire	TEQ
<i>Curtin University of Technology</i>	eVALUate	eVALUate
<i>Deakin University</i>	Student Evaluation of Teaching and Units	SETU
<i>Edith Cowan University</i>	Unit and Teaching Evaluation Instrument	UTEI
<i>Flinders University</i>	Student Evaluation of Teaching	SET
<i>Griffith University</i>	Student Experience of Teaching	SET
<i>James Cook University</i>	Student Feedback about Teaching	SFT
<i>La Trobe University</i>	Student Evaluation of Teaching	SET
<i>Macquarie University</i>	Learner Experience of Teaching	LET
<i>Monash University</i>	Monash Questionnaire on Teaching	MonQueST
<i>Murdoch University</i>	Student Surveys of Teaching	SST
<i>Queensland University of Technology</i>	Student Evaluation of Teaching (Individual)	SET
<i>RMIT University</i>	Student Experience Survey	SES
<i>Southern Cross University</i>	Student Evaluation of Teaching	SET
<i>Swinburne University of Technology</i>	Teaching Evaluation	TE
<i>The Australian National University</i>	Student Evaluation of Teaching	SET
<i>The University of Adelaide</i>	Student Experience of Learning and Teaching	SELT
<i>The University of Melbourne</i>	Quality of Teaching	QOT
<i>The University of New South Wales</i>	Course and Teaching Evaluation and Improvement	CATEI
<i>The University of Newcastle</i>	Student Evaluation of Teaching	SET
<i>The University of Notre Dame Australia</i>	Teacher and Course Evaluation	TCE
<i>The University of Queensland</i>	Teaching Evaluations	TEVAL
<i>The University of Sydney</i>	Unit of Study Evaluation	USE
<i>The University of Western Australia</i>	Student Perceptions of Teaching	SPOT
<i>University of Ballarat</i>	Student Evaluation of Teaching	SET
<i>University of Canberra</i>	Teaching Questionnaire	TQ
<i>University of New England</i>	Evaluation of Lecturer Teaching Performance	ELTP
<i>University of South Australia</i>	Student Evaluation of Teaching	SET
<i>University of Southern Queensland</i>	Student Feedback on Teaching and Courses	SFTC
<i>University of Tasmania</i>	Student Evaluation of Teaching and Learning	SETL
<i>University of Technology, Sydney</i>	The Student Feedback Survey	SFS
<i>University of the Sunshine Coast</i>	Student Feedback on Teaching	SFT
<i>University of Western Sydney</i>	Student Feedback on Teaching	SFT
<i>University of Wollongong</i>	Teacher Evaluation Student Questionnaire	TESQ
<i>Victoria University</i>	Student Evaluation of Teaching	SET

<sup>1</sup> This information was correct when surveyed (May-June 2006). Of course, institutional practices change regularly. The Australian Defence Force Academy uses the same evaluation form as The University of New South Wales. The Australian Catholic University does not currently evaluate teaching at present. Neither RMIT nor UTS responded to the survey. Information about their surveys was obtained from their web site.

**Table A.2: Description of Australian TQIs**

University name	Name of survey	Separate survey for Units/Subjects	Online or paper-based	Data collection period	Is survey compulsory?	Data available?	Number of questions on survey	Other questions?
Bond University	TEVALS	N	PB	16 years	Yes. (collected 3 times a year)		16 Likert qs: strongly agree – strongly disagree)	4 open questions plus an open response box
Charles Darwin University	Student Experience of Learning and Teaching (SELT)	Yes. HE and VET use marginally different surveys.  Previous systems were: Questionnaire on Student Perceptions on Teaching (QSPOT) ; and Questionnaire on Unit/Module Evaluation Feedback (QUMEF)	Both	2 years	<b>No</b> , except for <b>promotion purposes</b> .  There is also a separate <b>Teacher Evaluation survey</b> which is not compulsory.	No	8 Likert qs (7 = strongly agree; 1 strongly disagree)	2 open questions
Charles Sturt University	Student Evaluation System (SES)	No.	Online	1 year	<b>Yes every year.</b>	No. If there is a Memorandum of Understanding	11 Likert Qs 7 point scale	2 open questions
Central Queensland University Australia	Teaching Evaluation Questionnaire	N	PB		<b>Yes.</b> Once per year.		10 fixed Likert questions plus 10 other questions	
Curtin University of Technology	eVALUate	Y  Unit and teacher survey	OL	3 semesters from new system (Around 10 years old system)	<b>Unit – Y Teaching – N</b>	Unit – Y Teaching -No	For unit, 11 Likert (1 = strong disagree, to strong agree)	2 open questions
Deakin University	Student Evaluation of teaching and Unit	Y. There is one survey of 18 questions; questions 1-7 relate to the teaching of the unit (although not named teaching staff) while questions 8-18 are about the unit	OL. Phased in from 2004.	3 years	<b>Yes.</b> All units every semester	Case by case basis. Will need to run past Executive	5 Likert (1 = strongly disagree; 5 strongly agree)	One open question
Edith Cowan University	Unit and Teaching Evaluation Instrument (UTEI)	Y. UTEI in three-parts: Unit, lecturing and tutoring	PB	2002. "Authenticated" data since 2004.	Yes.	Raw data confidential but available for approved research.	11 Likert (strongly disagree; strongly agree)	2 open questions
Flinders University	Student Evaluation of Teaching	N	PB	10 years	<b>Yes, effectively mandatory.</b> No SETs no tenure or promotion. 2 year intervals.		11 Likert (7= strongly agree; 1 = strongly disagree)	2 open questions

University name	Name of survey	Separate survey for Units/Subjects	Online or paper-based	Data collection period	Is survey compulsory?	Data available?	Number of questions on survey	Other questions?
Griffith University	Student Experience of Teaching (SET)	N	PB	One year	Yes	Would need permission granted by DVC (Academic)	10 Likert qs, 10 optional from question bank	3 open questions for comment
James Cook University	Student Feedback about Teaching (SFT)	N	PB	6 years	Yes.		16 Likert (1 = completely unacceptable; 5 = outstanding) 4 additional qs	
La Trobe University	Student Evaluation of Teaching	Y- Quality Assurance of Units (QAU)	Both	12 years	Yes. Compulsory for new staff and those who are applying for promotion. Optional for existing staff.	No standard form. Staff choose own questions	Lectures choose to make own survey from q bank. 20 maximum. 5 Likert scale (5 = True all the time, 1 = True none of the time)	One open question.
Macquarie University	Learner Experience of teaching (LET)	Y – Learner experience of Unit	PB and OL	13 years.	No. In some divisions it is compulsory.	Confidential.	6 core Likert questions, up to 6 additional qs	2 open questions.
Monash University	MONash QUEstionnaire on Teaching (MonQueST)	Y- Student Evaluation of Units	OL	16 years	No. But needed for promotion	DVC permission needed	23 Likert questions (All or almost all – Entirely inappropriate)	1 open comment box
Murdoch University	Student Surveys of Teaching	Y. Student Surveys of Units	PB	Since 1993. (13 years)	No.	Confidential	15 Likert questions: strongly agree – strongly disagree	3 open-ended questions
Queensland University of Technology	(New) Student Evaluation of Teaching (Individual) (SET)	Y. Combined teaching and Unit Survey (SEUT) Quality of Unit and Teaching Student Survey (QUTSS). QUTSS is a mini-evaluation for each student and unit enrolled in	Both	9 years	Mandatory for all teaching staff who teach for minimum of 14 hours in a semester. Once a semester	Confidential	10 mandatory Likert questions and 10 optional 5 point scale?	Three open-ended comments
RMIT University	Student Experience Survey	N	PB	Did not respond to survey			6 Likert qs on good teaching scale	Other likert questions on generic skills, clear goals, overall satisfaction, workload, assessment, etc

University name	Name of survey	Separate survey for Units/Subjects	Online or paper-based	Data collection period	Is survey compulsory?	Data available?	Number of questions on survey	Other questions?
Southern Cross University	SET	N	OL	2 years	Yes	No, but future data may be made available.	6 Likert qs (1 = strongly disagree; 5 strongly agree). 8 additional likert qs from question bank	2 open questions.
Swinburne University of Technology	Teaching Evaluation	Y – Student Feedback on Subjects	PB, moving to OL	More than 10 years for SFS, SFT from 2006	No for Teaching Evaluation. Yes for Subject Evaluation	Raw data not available. Aggregated data may be made available.	12 Likert. Strongly disagree; strongly agree	4 open comment boxes (2 with Likert selection)
The Australian National University	SET	Y SET (Large group teaching) SET (course evaluation)	PB	Up to 11 years for some questions	No, but universal over a 2-3 year cycle.	No. Raw data is confidential.	7 Likert (1 = very poor; 7 excellent)	2 open questions
The University of Adelaide	Student Experience of Learning and Teaching (SELT). (Prior to 2001, SET)	Y (Course SELT)  Introducing a program SELT that makes to CEQ questions.	PB	13 years	Mandatory for promotion applications Teacher SELT every second year, course SELT every 3 <sup>rd</sup> year.	Y	7 Likert (1 = very poor-7 = outstanding)	2 comment boxes.
The University of Melbourne	Quality of Teaching (QOT)	N	PB	10 years	Yes	Yes – with ethics clearance	9 Likert qs (strongly agree – strongly disagree)	Additional comments box
The University of New South Wales	Course and Teaching Evaluation and Improvement (CATEI)	Y. CATEI Evaluation of a Course	PB	10 years	Yes. Every year in one course. Courses every two years.	N. Looking into deidentified data for course review.	10 Likert (strongly agree; strongly disagree)	2 comments boxes
The University of Newcastle	SET	N	PB	10 years	No.	No - Confidential	8 Standard question (Likert 5 = strongly agree; m1 = strongly disagree) Plus 4 + additional from question bank.	A separate page for written comments.
The University of Notre Dame Australia	Teacher and Course Evaluation (TCE)	N	PB, OL in 2-3 years	9 years (since 1997)	TCEs should be administered in all regular classes, but department chairs make the final decision. (In 2006 95% of courses were evaluated).	Confidential	13 Likert 5 scale: (No improvement needed; Major improvements are called for)	1 yes/no q, 4 additional Likert qs. 1 4 scale (Much more than average, less than average) 3 Likert 5 scale (Excellent, very poor)
The University of Queensland	Student Evaluation of Teaching (TEVAL)	Y.	PB	6 years	No. Only Course evaluation compulsory	No. Only if MOU	11 Likert questions (5 = strongly agree; 1 = strongly disagree)	

University name	Name of survey	Separate survey for Units/Subjects	Online or paper-based	Data collection period	Is survey compulsory?	Data available?	Number of questions on survey	Other questions?
The University of Sydney	Unit of Study Evaluation (USE)  * does not focus on one teacher specifically. Uses "feedback for teachers" survey for teaching feedback.	Y. Student Course experience Questionnaire (SCEQ) and Course experience Questionnaire (CEQ)	PB	5 years.	No, however SET is compulsory for subjects.	No. ILT staff only	11 Likert questions (1 = strong disagree, 5 = strongly agree)	Each question asks for comments to explain the reasons for ranking.
The University of Western Sydney	Student Feedback on Teaching (SFT) (SEEQ Survey)	N	PB	10 years	Yes Once per year.	N.	31 Likert. 1 = strongly disagree; 9 strongly agree) plus additional qs if wanted	2 comments boxes
University of Ballarat	SET	N	PB	7 years	Virtually compulsory within a rolling one-year period. Required for Performance Review and Development Plan	No – used for internal reporting only.	10 Likert questions	
University of Canberra	Teaching Questionnaire	Y. A Units questionnaire	PB	10 years	No.	No.	15 Likert qs. 12 optional questions.	5 open comment questions.
University of New England	Evaluation of Lecturer Teaching Performance	Y Student Feedback on Unit	PB	9 years	No – conducted at the request of the lecturer. But must be used for promotion and becoming more widespread for performance reviews.	No, but permission may be granted with all identifying information removed	15 Likert (1 = strongly disagree; 6 = strongly agree)	2 comment boxes.
University of South Australia	SET	Y. Course Evaluation Instrument	Both	More than 6 years	Effectively mandatory	Generally confidential, but can possibly be used	10 Likert 5-point scale -- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.	2 Open-ended questions
University of Southern Queensland	Student Feedback on Teaching and Courses (SFTC)	N	PB	10 + years	Until 2006 compulsory. Now "as appropriate"	No	11 Likert questions ( 5 = strongly agree; 1 = strongly disagree)	5 open comment questions
University of Tasmania	Student Evaluation of Teaching and Learning (SETL)	Y	PB	13 years	Yes Teaching staff every 2 years Units every 3.	No.	10 Likert qs (1 = strongly disagree; 5 strongly agree)	3 open questions.
University of Technology Sydney	Did not respond to survey						8	
University of the Sunshine Coast	Student Feedback on Teaching (SFT)	Y	PB	5 years (informally); 5 years formally	Yes Once per year.	No	20 Likert questions 10 core items and up to 10 from item bank 5 point scale	3 open questions.



University name	Name of survey	Separate survey for Units/Subjects	Online or paper-based	Data collection period	Is survey compulsory?	Data available?	Number of questions on survey	Other questions?
University of Western Australia	Student Perceptions of Teaching (SPOT)	Y – Student Unit's Reflective Feedback	PB	Since 1992 (14 years)	<b>N – strongly endorsed but not mandatory</b>	N	3 core Likert questions, rest chosen from item bank	
University of Wollongong	Teacher Evaluation Student Questionnaire	Y- Subject Evaluation Survey	PB, recently obtained approval for OL	14 years (since 1992)	<b>Yes, compulsory. 4-6 surveys when going for promotion/probation</b>	Y, permission from DVC	14 Likert. Strongly agree; Strongly disagree	2 open questions in separate mid-term Teacher Evaluation Student Questionnaire
Victoria University	Student Evaluation of Teaching (SET)	Y – Student Evaluation of Subjects (SES)	PB	6 Years	SET – <b>Not compulsory, but recommended</b> SES - Compulsory	No, but permission may be granted with all identifying information removed	Likert. 10 mandatory; 20 total.	

## APPENDIX B: DATA FOR THE ANALYSIS OF AUSTRALIAN TQIs

**Table B.1: Data used for each university**

University	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total Questions	Classified Questions	Is Survey compulsory	Separate Survey	Years used
Bond Univ.	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	0	1	16	11	1	0	16
Charles Darwin Univ.	1	0	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	9	7	0	1	2
Charles Sturt Univ.	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	1	0	9	9	1	0	1
CQUniv. Australia	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	0	1	0	9	9	1	0	.
Curtin Univ. of Technology	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1	11	9	0	1	10
Deakin Univ.	1	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	1	9	8	1	1	3
Edith Cowan Univ.	1	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	11	9	1	1	4
Flinders Univ.	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	12	10	1	0	10
Griffith Univ.	0	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	9	9	1	0	1
James Cook Univ.	0	1	1	1	0	1	1	0	0	0	1	1	0	1	0	1	0	1	12	10	1	0	6
La Trobe Univ.	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	6	4	1	1	12
Macquarie Univ.	0	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	6	4	0	1	13
Monash Univ.	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	0	0	12	11	0	1	16
Murdoch Univ.	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	0	15	11	0	1	13
Queensland Univ. of Technology	0	1	0	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	9	9	1	1	9
RMIT Univ.	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	0	0	1	7	7	0	0	.
Southern Cross Univ.	1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	8	6	1	0	2
Swinburne Univ. of Technology	0	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	12	10	1	1	10
The Australian National Univ.	0	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	9	7	0	1	11
The Univ. of Adelaide	0	1	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	8	6	0	1	13
The Univ. of Melbourne	1	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	8	7	1	0	10
The Univ. of New South Wales	0	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	8	6	1	1	10
The Univ. of Newcastle	1	0	1	0	0	1	0	1	1	0	0	1	1	0	0	0	0	1	8	8	0	0	10
The Univ. of Notre Dame Australia	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	0	13	11	1	0	9
The Univ. of Queensland	0	1	1	1	1	1	1	0	0	0	1	1	0	1	0	0	0	1	10	10	0	1	6
The Univ. of Sydney	1	1	1	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	12	9	1	1	5
The Univ. of Western Australia	0	1	1	1	0	1	1	0	1	0	1	0	0	1	0	0	0	1	9	9	0	1	14
Univ. of Ballarat	1	0	1	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	8	8	1	0	7
Univ. of Canberra	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	0	1	1	15	10	0	1	10
Univ. of New England	1	0	1	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	14	11	0	1	9
Univ. of South Australia	1	0	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	1	9	8	1	1	6
Univ. of Southern Queensland	1	1	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	1	12	8	1	0	10
Univ. of Tasmania	0	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	12	9	1	1	13
Univ. of Technology, Sydney	1	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	8	8	0	0	.
Univ. of the Sunshine Coast	1	1	0	1	0	0	1	0	0	0	0	1	1	1	1	0	0	1	8	8	1	0	4
Univ. of Western Sydney	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	18	15	1	0	10
Univ. of Wollongong	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	1	8	6	1	1	14
Victoria Univ.	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	0	1	9	9	1	1	6



Table B.3: The similarity or proximity matrix for the questions in the TQI questionnaires which shows the number of universities that use questions from each type<sup>3</sup>

Questions	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
<b>Q1-Clear Aims</b>	<b>25</b>																	
<b>Q2-Explanations</b>	14	<b>27</b>																
<b>Q3-Organised</b>	14	17	<b>22</b>															
<b>Q4-Motivation/Enthusiasm of Lecturer</b>	7	13	10	<b>15</b>														
<b>Q5-Respect</b>	5	9	8	6	<b>10</b>													
<b>Q6-Access</b>	12	13	14	9	8	<b>17</b>												
<b>Q7-Teacher Knowledge</b>	7	12	8	7	6	8	<b>14</b>											
<b>Q8-Overall Teaching Quality</b>	15	11	10	5	7	11	7	<b>19</b>										
<b>Q9-Motivation/Enthusiasm of Student</b>	10	7	5	4	2	6	5	6	<b>13</b>									
<b>Q10-Student Knowledge</b>	4	2	1	2	2	3	1	3	2	<b>4</b>								
<b>Q11-Stimulating/Interesting/Motivating</b>	15	19	16	9	6	13	10	13	9	2	<b>25</b>							
<b>Q12-Gave Feedback</b>	22	23	17	11	9	14	11	19	10	3	21	<b>32</b>						
<b>Q13-Assessment</b>	14	11	10	7	5	8	6	12	5	4	8	17	<b>18</b>					
<b>Q14-Students Needs and learning Skills</b>	18	21	17	15	9	11	13	14	10	3	19	24	14	<b>30</b>				
<b>Q15-Receives Feedback</b>	3	3	3	3	0	1	1	0	3	0	3	4	3	5	<b>5</b>			
<b>Q16-Teaching Method/Material/Aids used</b>	8	8	5	5	4	5	5	9	4	2	9	13	9	11	2	<b>13</b>		
<b>Q17-Workload</b>	5	4	4	2	2	4	1	4	2	1	4	5	4	4	0	2	<b>6</b>	
<b>Q18-Overall effectiveness</b>	20	22	17	11	6	12	13	13	12	2	21	25	14	25	5	11	4	<b>31</b>

<sup>3</sup> Note that the diagonals indicate the total number of universities that ask each question (these are the Russell & Rao (1940) similarity measures multiplied by 38)

## APPENDIX C: DESCRIPTION OF NEW SURVEY INSTRUMENTS

Table C.1: Average responses for the CEQ and new TQI by University and Subject

Questions	Flinders Melbourne		Wollongong	Tasmania					
	1	2		1	2	3	4	5	
<b>Course Evaluation Questionnaire (5 point scale)</b>									
C1: <i>The lecturers put a lot of time into commenting on my work</i>	3.5	2.8	2.6	2.9	2.9	3.0	2.9	3.1	3.2
C2: <i>The lecturers normally gave me helpful feedback on how I was going</i>	3.5	2.9	2.8	3.1	3.0	3.3	3.2	3.2	3.4
C3: <i>The lecturers of this course motivated me to do my best work</i>	3.9	3.3	3.1	3.1	3.0	3.4	3.3	3.7	3.4
C4: <i>My lecturers were extremely good at explaining things</i>	4.2	3.7	3.0	3.5	2.7	3.6	3.5	3.9	3.7
C5: <i>The lecturers worked hard to make their subjects interesting</i>	4.1	3.8	3.4	3.3	3.0	3.5	3.6	4.1	3.5
C6: <i>The lecturers made a real effort to understand difficulties I might be having with my work</i>	3.9	3.2	3.2	3.3	2.9	3.3	3.2	3.4	3.4
C7: <i>The course helped me develop my ability to work as a team member</i>	3.7	3.7	2.7	3.8	3.0	3.1	3.1	3.2	3.2
C8: <i>The course sharpened my analytic skills</i>	3.8	3.6	3.6	3.5	3.3	3.4	3.5	3.8	3.8
C9: <i>The course developed my problem-solving skills</i>	3.9	3.6	3.7	3.5	3.5	3.6	3.6	3.6	3.8
C10: <i>The course improved my skills in written communication</i>	3.8	3.3	3.0	3.8	3.2	3.4	3.4	3.8	3.7
C11: <i>As a result of my course, I feel confident about tackling unfamiliar problems</i>	3.8	3.3	3.4	3.4	3.1	3.4	3.5	3.6	3.6
C12: <i>My course helped me to develop the ability to plan my own work</i>	4.0	3.5	3.5	3.5	3.3	3.6	3.5	3.7	3.8
C13: <i>Overall, I was satisfied with the quality of this course</i>	4.2	3.7	3.6	3.4	3.0	3.5	3.7	4.1	3.9
<b>Teaching Quality Indicators (5 point converted from a 4 point scale)</b>									
N1: <i>I had a clear idea of what was expected of me in this subject</i>	4.3	3.6	3.7	3.7	2.9	3.5	3.5	3.6	4.0
N2: <i>The lecturer was good at explaining the subject matter</i>	4.2	4.0	3.1	3.4	2.4	3.6	3.7	4.2	4.1
N3: <i>The lecturer was well organised</i>	4.3	4.3	3.9	3.8	2.6	4.0	3.6	4.2	4.2
N4: <i>The lecturer communicated enthusiasm for the subject area</i>	4.3	4.1	3.4	3.7	2.9	3.8	3.6	4.4	3.6
N5: <i>The lecturer treated students with respect</i>	4.5	4.3	4.2	4.2	3.6	4.1	4.2	4.4	4.2
N6: <i>The lecturer has been available to discuss problems and questions relating to my assignments or examinations</i>	4.2	3.7	3.8	3.9	3.0	3.6	3.7	3.9	4.0
N7: <i>The lecturer knew the subject matter well</i>	4.6	4.4	4.2	4.2	3.5	4.2	4.4	4.5	4.4
N8: <i>This subject was intellectually stimulating</i>	3.9	3.5	3.8	3.2	2.6	3.4	3.3	4.2	3.4
N9: <i>The lecturer assisted me in gaining a good understanding of the subject matter</i>	3.9	3.7	3.4	3.5	2.6	3.4	3.6	4.0	3.8
N10: <i>The lecturer motivated me to learn</i>	3.8	3.3	2.9	3.0	2.3	3.3	3.3	3.7	3.4
N11: <i>I received helpful feedback on how I was going in this subject</i>	3.7	3.1	3.1	3.4	2.7	3.2	3.3	3.3	3.4
N12: <i>The lecturer clearly explained what I was required to do in assessment items</i>	4.3	3.7	3.5	3.8	2.3	3.7	3.7	3.7	4.1
N13: <i>Lecturers showed an interest in the academic needs of the students</i>	4.1	3.9	3.7	3.9	2.6	3.7	3.8	3.7	3.7
N14: <i>There was effective use of computer-based teaching materials in this subject</i>	4.3	3.8	3.9	3.6	3.3	3.4	3.5	3.9	3.9
N15: <i>The lecturer presented an appropriate amount of material for the time available</i>	4.3	4.0	4.0	3.7	3.5	3.9	3.5	4.0	4.1
<b>Number of responses</b>	55	465	125	166	35	52	35	41	48

Figure C.1: Questionnaire administered at Flinders University

FLINDERS

## Student Evaluation of Teaching

**IMPORTANT INSTRUCTIONS**

We are testing these questions to identify the best way of capturing feedback from students. Your input is very valuable. Please read each of the statements below and mark the box which is closest to your experience. Provide one response to each item on the form. Complete using a black or blue pen. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box.

Example:     or

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Mildly disagree</b>	<b>Undecided</b>	<b>Mildly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
Activities within the subject provided relevant learning experiences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood the concepts presented in this subject		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The subject content was presented at an appropriate pace		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The subject content was presented at an appropriate level of difficulty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching materials and resources were helpful in directing my learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching materials and resources were culturally inclusive		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject helped me develop my thinking skills (e.g. problem solving, analysis)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to work independently has increased		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood the assessment requirements of the subject		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received useful feedback on my learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to access quality support (e.g. from lecturers, other students, the university) when appropriate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall I was satisfied with the quality of this subject		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strongly disagree</b>								
<b>Disagree</b>								
<b>Agree</b>								
<b>Strongly agree</b>								
I had a clear idea of what was expected of me in this subject		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was good at explaining the subject matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was well organised		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer communicated enthusiasm for the subject area		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer treated students with respect		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer has been available to discuss problems and questions relating to my assignments or examinations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer knew the subject matter well		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject was intellectually stimulating		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer assisted me in gaining a good understanding of the subject matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer motivated me to learn		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received helpful feedback on how I was going in this subject		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer clearly explained what I was required to do in assessment items		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers showed an interest in the academic needs of the students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was effective use of computer-based teaching materials in this subject		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer presented an appropriate amount of material for the time available		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strongly disagree</b>								
<b>Disagree</b>								
<b>Undecided</b>								
<b>Agree</b>								
<b>Strongly agree</b>								
<b>Please respond to these items by reflecting on your overall course</b>								
The lecturers put a lot of time into commenting on my work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers normally gave me helpful feedback on how I was going		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers of this course motivated me to do my best work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My lecturers were extremely good at explaining things		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers worked hard to make their subjects interesting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers made a real effort to understand difficulties I might be having with my work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course helped me develop my ability to work as a team member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course sharpened my analytic skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course developed my problem-solving skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course improved my skills in written communication		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of my course, I feel confident about tackling unfamiliar problems		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My course helped me to develop the ability to plan my own work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I was satisfied with the quality of this course		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure C.2: Questionnaire administered at Wollongong University

WOLLONGONG

## Subject Evaluation Questionnaire

**IMPORTANT INSTRUCTIONS**

We are testing these questions to identify the best way of capturing feedback from students. Your input is very valuable. Please read each of the statements below and mark the box which is closest to your experience. Provide one response to each item on the form. Complete using a black or blue pen. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box.

Example:     or

	Strongly disagree	Disagree	Mildly disagree	Mildly agree	Agree	Strongly agree	Unable to judge	N/A
In this subject the learning objectives were made clear to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment criteria were clearly stated at the beginning of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on my work was provided to me in time to prepare for other assessment tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject helped me gain a better understanding of an area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My learning in this subject was well supported by access to lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My learning in this subject was well supported by access to other assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My learning in this subject was well supported by learning tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My learning in this subject was well supported by learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My learning in this subject was well supported by eLearning (if used)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall I was satisfied with the quality of this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree
I had a clear idea of what was expected of me in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was good at explaining the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was well organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer communicated enthusiasm for the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer treated students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer has been available to discuss problems and questions relating to my assignments or examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer knew the subject matter well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject was intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer assisted me in gaining a good understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer motivated me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received helpful feedback on how I was going in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer clearly explained what I was required to do in assessment items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers showed an interest in the academic needs of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was effective use of computer-based teaching materials in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer presented an appropriate amount of material for the time available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please respond to these items by reflecting on your overall course**

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The lecturers put a lot of time into commenting on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers normally gave me helpful feedback on how I was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers of this course motivated me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My lecturers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers worked hard to make their subjects interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers made a real effort to understand difficulties I might be having with my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course helped me develop my ability to work as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course improved my skills in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My course helped me to develop the ability to plan my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I was satisfied with the quality of this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure C.3: Questionnaire administered at The University of Melbourne

## Quality of Teaching Student Feedback Questionnaire

MELBOURNE

**IMPORTANT INSTRUCTIONS**

The Quality of Teaching Questionnaire uses standard questions to survey and compare subjects across all courses at The University of Melbourne. Your responses are an important contribution to the improvement of our courses. Provide one response to each item on the form. Complete using a black or blue pen. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box. Example:     or

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>Please respond to these statements about the quality of teaching and challenges of the subject.</b>					
I had a clear idea of what was expected of me in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject was well taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject was intellectually stimulating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please comment on your progress and involvement with other students and staff.</b>					
I received helpful feedback on how I was going in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this subject, lecturers showed an interest in the academic needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt part of a group of students and lecturers committed to learning in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please comment on whether there was good use made of computer-based teaching resources, e.g. interactive materials, a web-based home page for the subject, etc.</b>					
There was effective use of computer-based teaching materials in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web-based materials for this subject were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Finally, take all of these and other aspects of the subject into account.</b>					
Overall, I was satisfied with the quality of the learning experience in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree
I had a clear idea of what was expected of me in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was good at explaining the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was well organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer communicated enthusiasm for the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer treated students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer has been available to discuss problems and questions relating to my assignments or examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer knew the subject matter well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject was intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer assisted me in gaining a good understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer motivated me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received helpful feedback on how I was going in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer clearly explained what I was required to do in assessment items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers showed an interest in the academic needs of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was effective use of computer-based teaching materials in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer presented an appropriate amount of material for the time available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
<b>Please respond to these items by reflecting on your overall course</b>					
The lecturers put a lot of time into commenting on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers normally gave me helpful feedback on how I was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers of this course motivated me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My lecturers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers worked hard to make their subjects interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers made a real effort to understand difficulties I might be having with my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course helped me develop my ability to work as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course improved my skills in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My course helped me to develop the ability to plan my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I was satisfied with the quality of this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Figure C.4: Questionnaire administered at the University of Tasmania

## Student Evaluations of Learning and Teaching

TASMANIA

**IMPORTANT INSTRUCTIONS**

We are testing these questions to identify the best way of capturing feedback from students. Your input is very valuable. It is important that your responses are honest and serious with respect to your teaching and learning experiences. Please read each of the statements below and mark the box which is closest to your experience. Provide one response to each item on the form. Complete using a black or blue pen. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box.

Example:     or

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The unit addressed the learning outcomes stated in the Unit Outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria for each assessment component were clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workload in this unit was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was reasonable opportunity for interaction with lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given useful feedback on my assessment work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submitted work was returned to me in a reasonable time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The unit stimulated my interest in the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained a good understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enhanced my skills in this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The unit was well taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Agree	Strongly agree	
I had a clear idea of what was expected of me in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was good at explaining the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer was well organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer communicated enthusiasm for the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer treated students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer has been available to discuss problems and questions relating to my assignments or examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer knew the subject matter well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This subject was intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer assisted me in gaining a good understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer motivated me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received helpful feedback on how I was going in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer clearly explained what I was required to do in assessment items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers showed an interest in the academic needs of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was effective use of computer-based teaching materials in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer presented an appropriate amount of material for the time available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
<b>Please respond to these items by reflecting on your overall course</b>					
The lecturers put a lot of time into commenting on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers normally gave me helpful feedback on how I was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers of this course motivated me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My lecturers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers worked hard to make their subjects interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers made a real effort to understand difficulties I might be having with my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course helped me develop my ability to work as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course improved my skills in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My course helped me to develop the ability to plan my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I was satisfied with the quality of this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# APPENDIX D: FORM OF THE CEQ/GDS QUESTIONNAIRE

Figure D.1: The Course Experience Questionnaire for both majors

**COURSE EXPERIENCE QUESTIONNAIRE**

The purpose of these questions is to collect graduates' perceptions of their university study experience. Please complete the following questions on the basis of your most recent program of study.

*The term 'course' in this context refers either to the degree you have just completed or to the major field/s of study which made up that degree.*

If you have completed a degree in a single major or field of study only (for example, medicine, engineering, architecture, pharmacy, education, law, physiotherapy), please use the left hand column of numbers only (headed "Major 1"). Name the field to which your responses apply (please write on the dotted line) and circle your responses to the statements below.

If you completed a double degree (such as arts/law or commerce/law) or a double major (for example, English and history, computer science and mathematics, psychology and sociology, biology and zoology), please use both columns of numbers. **Name one field at the top of each column** (please write on the dotted line) and circle your relevant response to the statements below.

	Major 1 <small>(please write on dotted line below)</small>					Major 2 <small>(please write on dotted line below)</small>						
	CEQ major 1 code <small>office use, 200-205</small>					CEQ major 2 code <small>office use, 206-211</small>						
	[ ( ) ( ) ( ) ( ) ( ) ]					[ ( ) ( ) ( ) ( ) ( ) ]						
	Strongly disagree				Strongly agree	Strongly disagree				Strongly agree		
The staff put a lot of time into commenting on my work	1	2	3	4	5	200	1	2	3	4	5	206
I found my studies intellectually stimulating	1	2	3	4	5	201	1	2	3	4	5	206
The teaching staff normally gave me helpful feedback on how I was going	1	2	3	4	5	202	1	2	3	4	5	207
The course helped me develop my ability to work as a team member	1	2	3	4	5	203	1	2	3	4	5	207
I found the course motivating	1	2	3	4	5	204	1	2	3	4	5	207
It was always easy to know the standard of work expected	1	2	3	4	5	205	1	2	3	4	5	207
The teaching staff of this course motivated me to do my best work	1	2	3	4	5	206	1	2	3	4	5	208
The library resources were appropriate for my needs	1	2	3	4	5	207	1	2	3	4	5	208
Overall, my university experience was worthwhile	1	2	3	4	5	208	1	2	3	4	5	208
The course sharpened my analytic skills	1	2	3	4	5	209	1	2	3	4	5	209
My lecturers were extremely good at explaining things	1	2	3	4	5	210	1	2	3	4	5	209
The teaching staff worked hard to make their subjects interesting	1	2	3	4	5	211	1	2	3	4	5	210
I felt part of a group of students and staff committed to learning	1	2	3	4	5	212	1	2	3	4	5	210
Students' ideas and suggestions were used during the course	1	2	3	4	5	213	1	2	3	4	5	210
I learned to explore ideas confidently with other people	1	2	3	4	5	214	1	2	3	4	5	210
The course developed my problem-solving skills	1	2	3	4	5	215	1	2	3	4	5	211
The staff made a real effort to understand difficulties I might be having with my work	1	2	3	4	5	216	1	2	3	4	5	211
I usually had a clear idea of where I was going and what was expected of me in this course	1	2	3	4	5	217	1	2	3	4	5	211
I felt I belonged to the university community	1	2	3	4	5	218	1	2	3	4	5	211
The course improved my skills in written communication	1	2	3	4	5	219	1	2	3	4	5	211
The study materials were clear and concise	1	2	3	4	5	220	1	2	3	4	5	211
The course has stimulated my interest in the field of study	1	2	3	4	5	221	1	2	3	4	5	211
It was made clear what resources were available to help me learn	1	2	3	4	5	222	1	2	3	4	5	211
It was often hard to discover what was expected of me in this course	1	2	3	4	5	223	1	2	3	4	5	211
Course materials were relevant and up to date	1	2	3	4	5	224	1	2	3	4	5	211
As a result of my course, I feel confident about tackling unfamiliar problems	1	2	3	4	5	225	1	2	3	4	5	211
My course helped me to develop the ability to plan my own work	1	2	3	4	5	226	1	2	3	4	5	211
I was able to explore academic interests with staff and students	1	2	3	4	5	227	1	2	3	4	5	211
The staff made it clear right from the start what they expected from students	1	2	3	4	5	228	1	2	3	4	5	211
Where it was used, the information technology in teaching and learning was effective	1	2	3	4	5	229	1	2	3	4	5	211
Overall, I was satisfied with the quality of this course	1	2	3	4	5	230	1	2	3	4	5	211

Figure D.2: The Graduate Destination Survey, the student ID and Graduation Date as recorded in the part of the survey

Please give your name so that it can be deleted from the mailing list for follow-up questionnaires. It will not be disclosed to any outside organisation or individual.

Family name [include previous name if relevant] ..... Other name(s) .....

Student number ..... Graduation ceremony date .....

Email address .....

Postal Address .....

This is a new address, please update my records [ ]

Figure D.3: The set of responses for the questions entitled “YOUR COURSE”

1. YOUR COURSE		CEQ	3036	1-4			
[a] Title in full of the award for which you qualified in 2004 (e.g., Bachelor of Science, Diploma of Education):							
.....							
[b] What were your major fields of study (e.g., initial teacher education, civil engineering, drama, pure maths, French, anthropology, medicine, law)?							
Give at least one (write on dotted lines below):							
[i]	.....	[ ]	[ ]	[ ]	[ ]	[ ]	5-10
			Office use only				
[ii]	.....	[ ]	[ ]	[ ]	[ ]	[ ]	11-16
			Office use only				
[c] Level of award for which you qualified in 2004 (please tick one only):							
	Pass bachelor degree	[ ]	[ ]	[ ]	[ ]	[ ]	17-18
	Honours bachelor degree	[ ]	[ ]	[ ]	[ ]	[ ]	
	Graduate entry bachelor	[ ]	[ ]	[ ]	[ ]	[ ]	
	Graduate certificate	[ ]	[ ]	[ ]	[ ]	[ ]	
	Grad./PG diploma	[ ]	[ ]	[ ]	[ ]	[ ]	
	Postgrad. qualifying/prelim.	[ ]	[ ]	[ ]	[ ]	[ ]	
	Masters: coursework	[ ]	[ ]	[ ]	[ ]	[ ]	
	Doctorate: coursework, other	[ ]	[ ]	[ ]	[ ]	[ ]	
	Associate degree	[ ]	[ ]	[ ]	[ ]	[ ]	
	Advanced diploma or diploma	[ ]	[ ]	[ ]	[ ]	[ ]	
	Other award course	[ ]	[ ]	[ ]	[ ]	[ ]	
[d] Is this award part of a combined or double degree (e.g., BA/LLB., BSc/BE)?							
	Yes	[ ]	[ ]	[ ]	[ ]	[ ]	19
	No	[ ]	[ ]	[ ]	[ ]	[ ]	
[e] Which of the following best describes your situation for the award just completed (please tick one only):							
	I was a HECS student and ...						
	I paid all my HECS upfront	[ ]	[ ]	[ ]	[ ]	[ ]	20
	I deferred some or all of my HECS debt	[ ]	[ ]	[ ]	[ ]	[ ]	
	I was an international fee-paying student	[ ]	[ ]	[ ]	[ ]	[ ]	
	I was an Australian fee-paying student	[ ]	[ ]	[ ]	[ ]	[ ]	
[f] In what year did you commence this award?							
	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	21-24
[g] Type of attendance for the award you have just completed (please tick one only):							
	Wholly or mainly full-time	[ ]	[ ]	[ ]	[ ]	[ ]	25
	Wholly or mainly part-time	[ ]	[ ]	[ ]	[ ]	[ ]	
[h] Mode of study for the award you have just completed (please tick one only):							
	Wholly or mainly internal (on-campus)	[ ]	[ ]	[ ]	[ ]	[ ]	26
	Wholly or mainly external	[ ]	[ ]	[ ]	[ ]	[ ]	
[i] Did you receive any credit or advanced standing toward the award you have just completed? (please tick one only)							
	No	[ ]	[ ]	[ ]	[ ]	[ ]	27
	Yes, for study at TAFE	[ ]	[ ]	[ ]	[ ]	[ ]	
	Yes, from another institution	[ ]	[ ]	[ ]	[ ]	[ ]	
	Yes, for other reasons	[ ]	[ ]	[ ]	[ ]	[ ]	

Figure D.4: The set of questions on the Graduate Destination Survey entitled “ABOUT YOU”

7. ABOUT YOU		
[a] Sex:	Male [ ] 1      Female [ ] 2	130
[b] Age at 31 October 2004:	[ ][ ] years	131-132
[c] Are you a permanent resident of Australia?	Yes [ ] 1 No [ ] 2	133
If Australia, postcode:	[ ][ ][ ][ ]	134-137
If overseas, country .....	[ ][ ][ ][ ]	138-141
	<small>Office use only</small>	
[d] Where were you on 31 October 2004?	Australia [ ] 1 Overseas [ ] 2	142
[e] Would you describe yourself as having a disability?	Yes, physical [ ] 1 Yes, sensory [ ] 2 Yes, other [ ] 3 No [ ] 4	143
[f] Are you of Aboriginal or Torres Strait Islander origin?	No [ ] 1 Yes, Aboriginal [ ] 2 Yes, Torres Strait Islander [ ] 3 Yes, Aboriginal and Torres Strait Islander [ ] 4	144
[g] Main language spoken at home:	English [ ] 1 Other [ ] 2	145

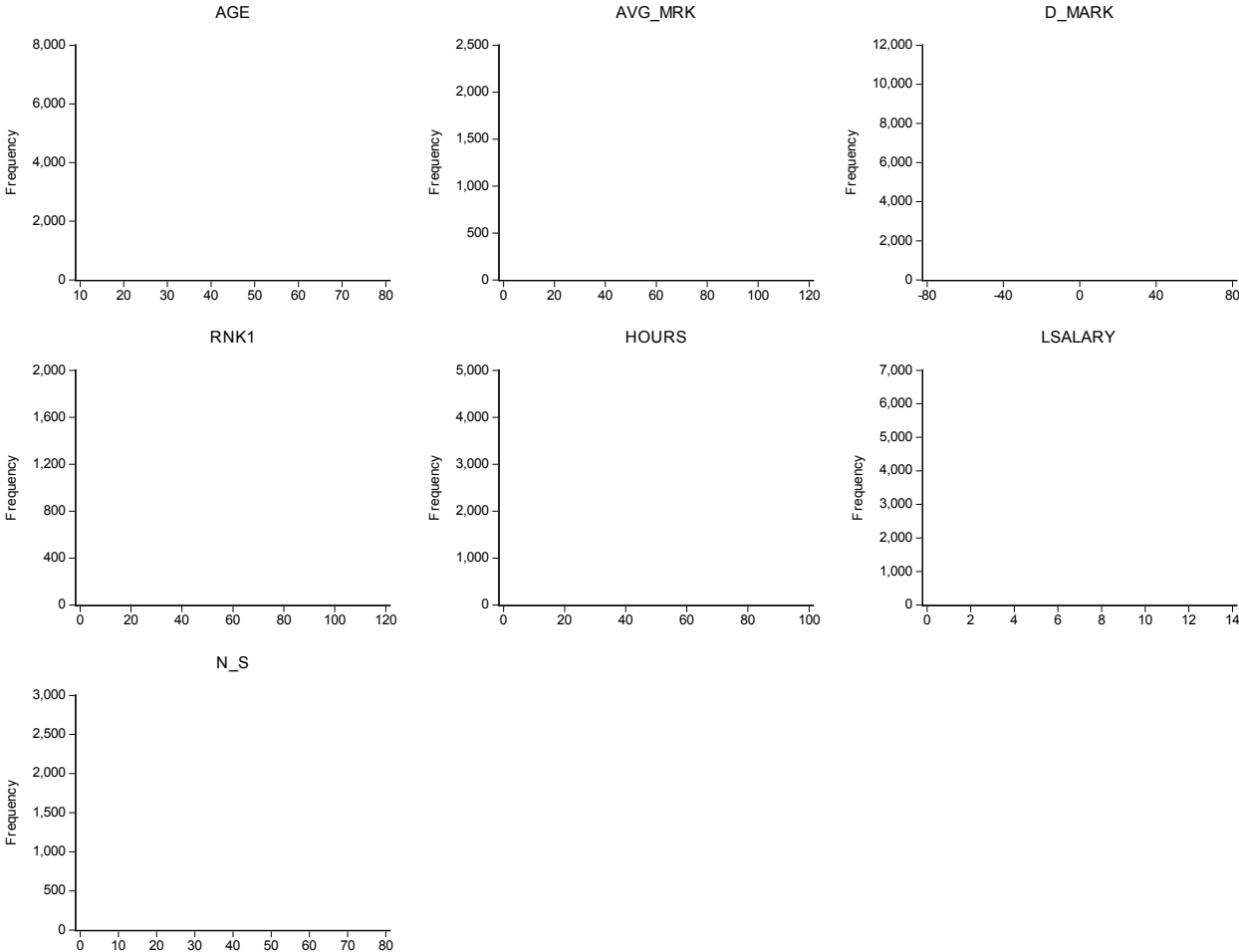
Figure D.5: The course code as recorded in the portion of the survey

<small>Office use only</small>	
Course code [ ][ ][ ][ ][ ][ ][ ][ ][ ] - Source [ ] - Other variable/s: .....	
<small>170-179</small>	<small>180</small>

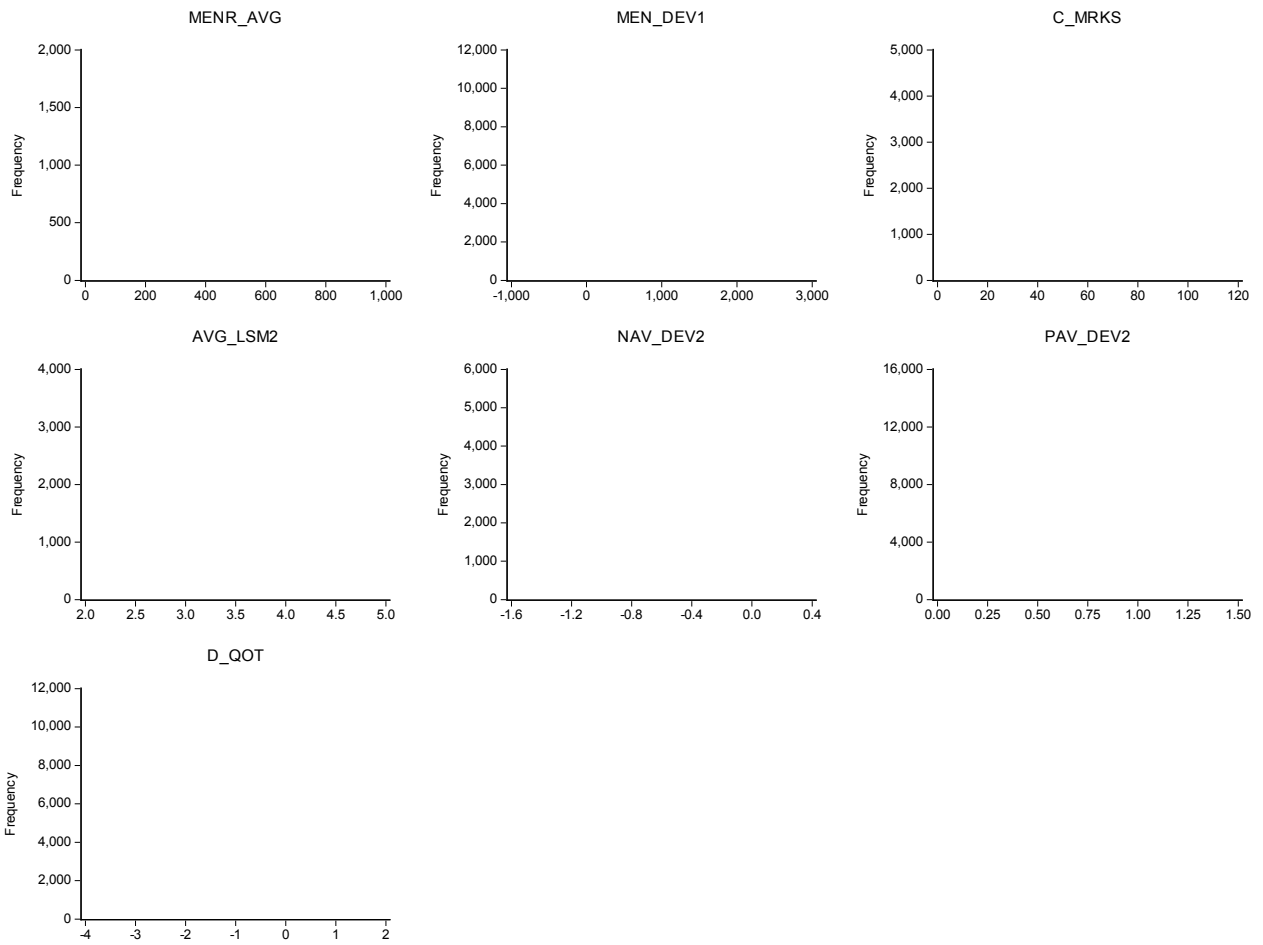


# APPENDIX F: DESCRIPTIONS OF DATA USED IN CHAPTER 5

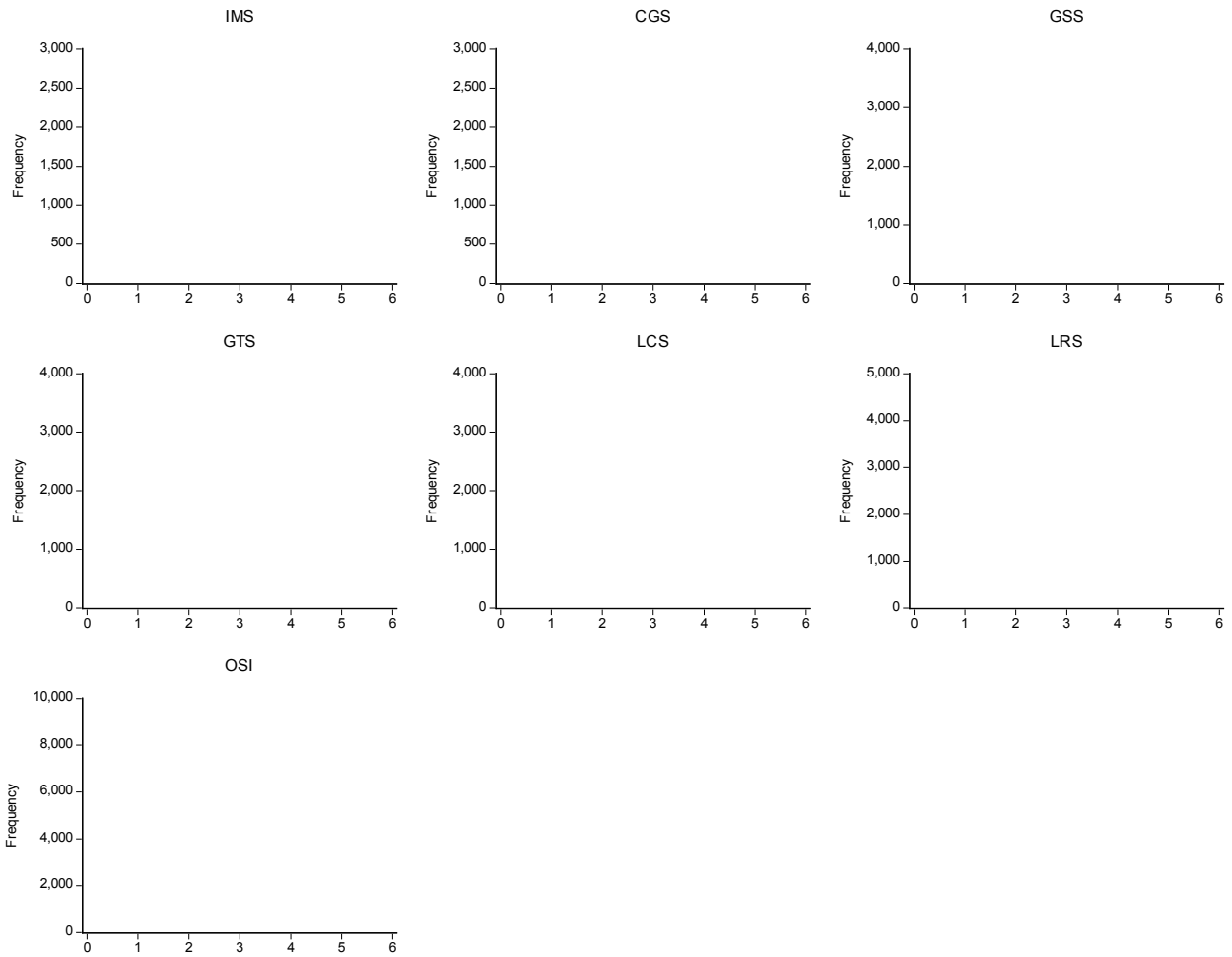
Figure F.1: Distribution of the Individual continuous variables.



**Figure F.2: Distribution of the Subject Specific continuous variables**



**Figure F.3: Distribution of the CEQ responses**





**Table F.1: Distribution of graduates by faculty**

Faculty	%
ARCH	4.71
ARTS	21.77
ECON	10.16
EDUC	5.01
ENGI	7.21
LAW	5.18
AGRI	4.30
MEDI	7.07
MUSI	2.04
SCI	29.03
VET	1.48
VCA	2.06

**Table F.2: Distribution of responses for fixed effects used in Model #1 - Courses at The University of Melbourne**

<i><b>AWDSTRM1</b></i>	<i><b>%</b></i>	<i><b>AWDSTRM1</b></i>	<i><b>%</b></i>
BA	10.15	B.IS	0.40
BCom	6.71	MB BS(GE)	0.40
BSc	4.98	B.Teach(Prim)	0.39
B.Arts	4.58	BE(Mechtrc)	0.39
B.A. AA	3.81	B.E.(Mech&Mnfg) AF	0.38
BSc(Hons)	3.27	B.V.Sc. VS	0.38
BA(Hons)	3.25	B.Plan&Des(Arch)	0.38
B.Com. AA	2.84	B.A. ZA	0.37
B.Com	2.26	B.Ed.(Prim.) CC	0.36
B.Sc. BB	1.78	B.Mus	0.35
B.A.(Hons) AA	1.72	B.BiomedScience AA	0.35
B.Sc	1.71	B.Physio	0.34
B.Sc.(Hons) AA	1.61	BPD(Arch)	0.34
BMedSc	1.36	B.Ed(Prim)	0.33
B.Sc(Hons)	1.27	BSW	0.33
B.Arts(Hons)	1.23	B.Eng(Mechtrc)	0.32
BCom(Hons)	1.21	BCA	0.32
MB BS	1.14	BCreative Arts CA	0.32
B.BiomedSc	0.98	B.DSc	0.31
BArch	0.95	B.BiomedSc	0.30
BCS	0.94	B.I.S. AA	0.30
LLB	0.91	B.Mus. AA	0.28
BIS	0.77	BAgr	0.28
BMus	0.71	B.Eng(Chem)	0.27
BPhysio	0.68	BGeomE	0.26
B.Com.(Hons) AA	0.66	B.CreatArts	0.25
M.B.& B.S. AA	0.64	AdvDipAgr	0.24
BE(Prim)	0.63	B.EarlyChildStud	0.24
BTeach(Prim)	0.63	B.Eng(Civil)	0.24
BE(SoftEng)	0.62	B.Optom. AB	0.24
BVSc	0.59	B.VetSc	0.23
B.Sc. AA	0.55	B.AgrSc	0.23
BA(Media&Comm)	0.55	B.Agr.Sc. AA	0.22
BAgrSc	0.47	B.Optom	0.22
MBBS	0.47	AdvDipHort	0.21
B.Arch	0.46	B.CompSc	0.21
B.Arch. AA	0.46	B.E.(Software) SE	0.21
BASc	0.46	BOptom	0.21
BECS	0.46	BPC	0.21
BE(Mech&ManufEng)	0.45	BPD(PC)	0.21
B.Com(Hons)	0.45	B.E.(Civil) AV	0.21
B.Physio. AA	0.44	B.Prop&Constr. PC	0.21
LL.B. AA	0.44	B.Arts(Media&Comm)	0.20
BE(ChemEng)	0.42	B.C.S. AA	0.20
BE(CivEng)	0.42	B.D.Sc. AA	0.20
BE(ElecEng)	0.41	B.SocWrk	0.20
B.P.D.(Arch) AA	0.41	BCom(Mgt)	0.20
B.Teach.(Prim.) PR	0.41	BE(CompEng)	0.20
B.E.(Chem) AC	0.40	B.For.Sc. AA	0.19

<b>AWDSTRM1</b>	<b>%</b>
B.MedSc	0.19
Dip.IS	0.19
B.P.D.(P&C) PC	0.19
BUPD	0.19
B.AppSc(Agr)	0.18
B.Eng(Sftwr)	0.17
B.E.(Electric.) EE	0.17
B.E.Child.St. BB	0.16
BE(EnvEng)	0.16
BNSc(Acclrt)	0.16
BVSc(PV)	0.16
Adv.Dip.Hort. AA	0.16
B.GeoEng	0.16
B.Teach.(Sec.) SC	0.16
BEd & Training AA	0.16
BPPM(Hons)	0.16
B.Plan&Des(PC)	0.15
BAgrSc(Hons)	0.15
BSc(Hons)(Psych)	0.15
B.PC	0.15
BGeoEng EG	0.15
BPubPol&Man(Hn) HN	0.15
BSc(Hon)(Psych) PY	0.15
BEd&Tr	0.14
AdvDipForMgt	0.13
B.DentSc	0.13
B.S.W. AA	0.13
B.Sc(Hons)(Psych)	0.13
BAnimScMgt	0.13
BECS(PathwayProg)	0.13
BPPM	0.13
B.E.(Envir.Eng. AR	0.13
BMusPerf(OrchInstrm)	0.13
BResMgt	0.13
B.Eng(Mech&Manuf)	0.12
BA(Psych)(Hons)	0.12

<b>AWDSTRM1</b>	<b>%</b>
BDramArt	0.12
BForSc	0.12
B.Com(Mgt)	0.11
B.Teach(Sec)	0.11
BMus(Thrpy)	0.11
BUrbPlan&Dev AA	0.11
DipIS	0.11
B.App.Sc.(Agr) DA	0.10
B.C.S.(Hons) AA	0.10
B.Eng(Elec)	0.10
AdvDip.Agr	0.10
B.A.(Med&Comm) MC	0.10
BMusPerf(Hons)	0.10
DipOHT(DentThrpy)	0.10
B.App.Sc.(Hort) BH	0.09
B.Arts&Sc	0.09
B.I.S (Hons) AA	0.09
B.Mus.Per-Or.In Ol	0.09
B.VetSc(PV)	0.09
BA(Media&Comm)(Hons)	0.09
BDance	0.09
BDramArt(Prod)	0.09
BPC(Hons)	0.09
DipOHT(DentHyg)	0.09
AdvDip.Hort	0.09
BCreatArts(Hon) CA	0.09
BMusPerf(Improv)	0.09
Dip.M.L.-French FR	0.09
B.Agr	0.08
B.ForSc	0.08
BHort	0.08
BResMgt(Hons)	0.08
BSW(Hons)	0.08
BTeach(Sec)	0.08
All Others	4.97

**Table F.3: Distribution of responses for fixed effects used in Model # 2 - Duties at Job since course completion**

<i>Duties</i>	<i>%</i>
UNKNOWN	24.73
Int/Element Sales	4.76
Oth Bus, Info Prof	3.15
Int/Element Clerical	2.47
Computing Prof	2.24
Accountants, Auditors	2.12
Lawyer	2.05
Building and Plumbing	1.88
Primary Sch Teacher	1.78
Other Business and In	1.77
General Medical Pract	1.75
Uni Lecturer, Tutor	1.66
Int/Element Service	1.60
Bus/Admin Assoc Prof	1.45
Other Engineer	1.23
Adv Cleric, Serv Work	1.18
Physiotherapist	1.14
Business, Org Analys	1.07
Air Transport Profess	1.07
Environ, Ag Sci Prof	1.06
Architect, Lndsc Arch	1.04
Veterinarian	1.04
Chiropractors and Ost	1.02
Accountants	0.98
Human Resource Profes	0.98
Oth Tech, Assoc Prof	0.96
Mngng Superv SaleSvc	0.94
Secondary Sch Teacher	0.93
Extra-Systemic Teach	0.89
Bldg/Arch/Surv TechO	0.89
Social, Comm Worker	0.79
Primary School Teache	0.75
Tradesperson	0.69
Medical Sci Prof	0.68
Civil Engineer	0.68
Admin Assoc Prof	0.67
Optometrist	0.62
Visual Arts and Craft	0.62
Mech. Engineer	0.60
Prod/Transport Work	0.59
University Lecturers	0.57
Other Professional	0.55
Business and Organisa	0.55
Waiters	0.55
Auctioneers, and Stoc	0.46
Specialist Manager	0.44
Dental Practitioner	0.42
Life Scientist	0.39
Veterinarians	0.39

<i>Duties</i>	<i>%</i>
Other Social Prof	0.38
Artistic Directors, a	0.38
Policy Analyst	0.35
Marketing Specialist	0.35
Finance Assoc Prof	0.35
Middle School Teacher	0.34
Pre-Primary Teacher	0.33
Voc Ed Teacher	0.33
Other Social Professi	0.33
Oth Nat, Phys Sci	0.33
Financial Brokers	0.32
Dental Practitioners	0.32
Mechanical, Productio	0.31
Cartographer, Surv	0.30
Elect. Engineer	0.30
Other Building and En	0.30
Journalist, Related	0.29
Personnel Specialist	0.28
Musician, Composer	0.28
Other Managing Superv	0.28
Mathematician, Stat	0.28
Receptionists	0.26
Education Advisers an	0.26
Urban & Reg Planner	0.25
Sci Tech, Tech/Off	0.25
Other Professionals	0.25
Physiotherapists	0.25
Psychiatrists	0.24
Other Miscellaneous T	0.24
Journalists and Other	0.23
Electrical and Electr	0.23
Medical Technicians	0.23
Author, Related Prof	0.22
Photographers	0.22
Economist	0.20
Market Res Analyst	0.18
Medical Scientists	0.18
Film, Television, Rad	0.18
Mathematicians, Stati	0.18
Architectural, Buildi	0.18
Fashion, Industrial a	0.18
Geologist	0.17
Technical Sales Rep	0.17
Auditors, Company Sec	0.17
Early Childhood (Pre-	0.17
Manager, Admin	0.17
Dieticians	0.17
Checkout Operators an	0.16
Advertising Prof	0.15

<b>Duties</b>	<b>%</b>
Vis Arts, Crafts Prof	0.15
Farmer, Farm Manager	0.15
Chemist	0.15
Gallery, Library and	0.15
Bar Attendants	0.14
Quantity Surveyor	0.13
Contract, Program and	0.13
Children's Care Worker	0.13

<b>Duties</b>	<b>%</b>
Actuary	0.12
Med Tech, Tech/Off	0.12
Other Sales Support W	0.12
Farm Hands	0.11
Accounting Clerks	0.10
All Others	4.95

**Table F.4: Distribution of responses for fixed effects used in Model #3 - Industry in which the graduate was currently employed**

<i>Industry</i>	<i>%</i>
Unknown	24.71
Agriculture nfd	9.48
Wholesale & Retail	5.27
Higher Education	3.61
Hospital, Nursing Homes	3.07
Manufacturing	2.53
Legal and Accounting	2.17
Accounting Servs	2.17
Sheep, Beef Cattle &	2.09
Fruit & Tree Nut Grow	2.00
Accommodation, Cafe, Restaurants	1.99
Legal Services	1.98
Architectural Services	1.79
State Government	1.68
Primary Education	1.62
Hospitals and Nursing	1.58
Veterinary Services	1.45
Mushroom & Vegetable	1.37
Government Administration	1.36
Consultant Eng Services	1.25
Post School Education	1.24
Secondary Education	1.00
Dairy Cattle Farming	0.98
Federal/Community Government	0.94
Construction	0.92
Ag, Forest, Fishing	0.84
Medical, Dent Service	0.76
Packaging Services	0.76
Marketing and Business	0.73
Computer Services	0.71
Primary & Secondary Education	0.67
Technical Services	0.66
Cafes and Restaurants	0.66

<i>Industry</i>	<i>%</i>
Local Government	0.65
Communications Services	0.65
School Education: Primary	0.65
Other Personal Services	0.58
Technical Services: A	0.45
Medical and Dental Services	0.44
Central Government Administration	0.44
Other Crop Growing	0.43
Mining	0.42
Other Business Services	0.41
Airport Operations &	0.39
Water Transport Support	0.39
Supermarket and Grocery	0.38
Electric, Gas, Water	0.38
Other Education	0.36
Accommodation	0.35
Interest Groups	0.35
Scientific Research	0.33
Transport, Storage	0.33
School Education: Sec	0.32
Other Health Services	0.31
Recreational Good Ret	0.30
Specialised Food Retail	0.29
Pre-school, Kinder	0.28
Sport	0.24
Supermarket & Grocery	0.23
Services to Agriculture	0.22
Computer & Electronic	0.22
School Education: Com	0.20
All Others	4.98

**Table F.5: Distribution of responses for fixed effects used in Model # 4 - Major as defined by DEST Codes**

<i>maj1</i>	%
Teacher Education:	4.73
History	4.44
Psychology	4.40
Accounting	4.20
Banking & Finance	3.34
Political Science	3.20
Literature	2.85
Architecture	2.83
General Medicine	2.76
Law	2.55
Music	2.11
Computer Science	2.07
Electronic Engineer	1.99
Biological Sciences	1.95
Information Systems	1.91
Economics	1.88
Medical Science	1.79
Biochemistry & Cell	1.77
Agricultural Scienc	1.75
Zoology	1.67
Genetics	1.58
Microbiology	1.57
Veterinary Science	1.47
Criminology	1.47
Physiotherapy	1.45
Mathematics	1.39
Southern Europe Lan	1.36
Philosophy	1.31
Insurance & Actuarial	1.16
Chemical Sciences	1.06
Communication and M	1.05
Business Management	1.04
Horticulture	1.04
Fine Arts	1.04
Marketing	0.97
Chemical Engineering	0.95

<i>maj1</i>	%
Pharmacology	0.94
Audio Visual Studies	0.94
Eastern Asian Language	0.94
Civil Engineering	0.91
Mechanical Engineer	0.90
Physics	0.87
Human Geography	0.86
Building	0.84
Social Work	0.81
Anthropology	0.77
Written Communication	0.73
Pathology	0.70
Electrical Engineer	0.68
Optometry	0.67
Dentistry	0.67
Human Biology	0.65
Business & Management	0.62
Northern Europe Lan	0.56
Linguistics	0.55
Botany	0.54
Policy Studies	0.52
Earth Sciences	0.51
Forestry Studies	0.51
Archaeology	0.46
Urban Design & Regi	0.46
Drama & Theatre Stu	0.46
Animal Husbandry	0.45
Geomatics Engineering	0.44
Computer Engineering	0.43
Geology	0.39
Studies in Human So	0.38
Environmental Engineering	0.37
Land, Parks and Wildlife	0.32
Sociology	0.31
All Others	4.79

**Table F.6: Distribution of responses for fixed effects used in Model #5 - The University of Melbourne department in which the majority of subjects were taken**

<i>UOM Department of Major</i>	<i>%</i>
School of Culture and Communication	5.81
Law	4.44
Arch Build & Plan	4.33
School of Behavioural Science	4.26
School of Politics, Sociology and Criminology	4.11
School of Historical Studies	3.84
Medicine	3.82
Economics	3.58
Information Systems	3.31
Accounting & Business Info Systems	2.96
Mathematics & Statistics	2.69
Comp Science & Software Eng	2.57
Science & Math Education	2.45
Asia Institute	2.33
Management	2.31
Inst. of Land & Food Resources	2.18
Mechanical & Manufacturing Eng	2.18
Biochemistry & Molecular Biology	2.05
Music	2.03
Zoology	1.80
Civil & Environmental Eng	1.79
School of Social and Environmental Inquiry	1.65
Electrical & Electronic Eng	1.48
School of Languages & Linguistics	1.36
Chemical & Biomolecular Eng	1.31
School of Physiotherapy	1.29
Microbiology & Immunology	1.26
Chemistry	1.24
Vic Coll of the Arts	1.22

<i>UOM Department of Major</i>	<i>%</i>
Anatomy & Cell Biology	1.03
Science	1.03
French, Italian and Spanish Studies	1.02
Physiology	1.01
Genetics	0.99
AHCCA (Sch Arts Hist Cin Class & Archeo)	0.93
Physics	0.93
School of Dental Science	0.89
Social Work	0.88
Veterinary Science	0.88
School of Philosophy	0.87
School of Creative Arts	0.77
Finance	0.76
Learning & Education Development	0.73
Optometry & Vision Sc	0.70
Earth Sciences	0.69
Geomatics	0.60
Mathematics & Statistics	0.58
Learning & Education Development	0.57
Pathology	0.49
Lang Literacy & Arts Education	0.48
Agriculture & Resource Mgt	0.46
Voc Education & Training	0.44
Botany	0.44
School of Music (VCA)	0.44
Pharmacology	0.42
German & Swedish Studies	0.42
All Others	4.87



**Table F. 7: Distribution of responses for fixed effects used in Model #6 - Alternative DEST Major Code**

n_ceqmj	%	n_ceqmj	%
Psychology	3.97	Eastern Asian Languages	0.91
History	3.94	Social Work	0.91
Law General	3.39	Audio Visual Studies	0.88
Accounting	3.33	Mechanical Engineering	0.86
Banking and Finance	3.27	Civil Engineering General	0.85
Architecture	2.76	Human Geography	0.84
Teacher Education: Primary	2.74	Anthropology	0.83
General Medicine	2.68	Written Communication	0.81
Literature	2.63	Teacher Education: Secondary	0.70
Political Science	2.62	Dentistry	0.69
Computer Science General	2.51	Optometry	0.67
Information Systems General	2.24	Northern European Languages	0.64
Music	2.20	Pathology	0.63
Economics	1.93	Business & Management General	0.63
Medical Science	1.88	Electrical Engineering	0.62
Biochemistry and Cell Biology	1.86	Human Biology	0.57
Zoology	1.71	Archaeology	0.52
Agricultural Science	1.66	Policy Studies	0.52
Genetics	1.58	Studies in Human Society nec	0.52
Electronic Engineering	1.56	Biological Sciences General	0.51
Mathematics	1.55	Botany	0.50
Biological Sciences nec	1.54	Linguistics	0.49
Microbiology	1.48	Earth Sciences General	0.48
Criminology	1.46	Forestry Studies	0.48
Veterinary Science	1.46	Drama and Theatre Studies	0.46
Physiotherapy	1.45	Computer Engineering	0.44
Southern European Languages	1.39	Animal Husbandry	0.42
Philosophy	1.37	Teacher Education: Vocational	
Business Management	1.13	Education and Training	0.42
Building General	1.05	Geomatic Engineering General	0.41
Pharmacology	1.05	Urban Design and Regional Planning	0.39
Fine Arts	1.03	Geology	0.36
Physics	1.03	Environmental Engineering	0.34
Insurance and Actuarial Studies	1.03	Environmental Studies nec	0.33
Teacher Education: Early Childhood	1.02	Southeast Asian Languages	0.33
Horticulture	1.00	Sociology	0.32
Chemical Sciences General	0.99	Land, Parks and Wildlife Management	0.31
Marketing	0.99	Ecology and Evolution	0.29
Communication and Media Studies nec	0.93	All Others	4.79
Chemical Engineering	0.92		

**Table F.8: Distribution of responses for fixed effects used in Model #7 - Faculty of course and the level of the degree**

<b><i>Faculty</i></b>	<b><i>Level of Degree</i></b>	<b><i>%</i></b>
FAC_SCI	Bachelor degree (pass)	21.95
FAC_ARTS	Bachelor degree (pass)	14.71
FAC_ECON	Bachelor degree (pass)	7.74
FAC_SCI	Bachelor degree (honours)	7.09
FAC_ENGI	Bachelor degree (pass)	6.98
FAC_MEDI	Bachelor degree (pass)	6.65
FAC_ARTS	Bachelor degree (honours)	6.62
FAC_LAW	Bachelor degree (pass)	4.81
FAC_EDUC	Bachelor degree (pass)	3.00
FAC_AGRI	Bachelor degree (pass)	2.67
FAC_ARCH	Bachelor degree (graduate)	2.42
FAC_ECON	Bachelor degree (honours)	2.37
FAC_ARCH	Bachelor degree (pass)	1.92
FAC_MUSI	Bachelor degree (pass)	1.81
FAC_EDUC	Bachelor degree (graduate)	1.74
FAC_VCA	Bachelor degree (pass)	1.65
FAC_VET	Bachelor degree (pass)	1.49
All Others		4.39

# APPENDIX G: RESULTS BY DEPENDENT VARIABLES ACROSS MODELS.

Table G.1: Coefficient Estimates by CEQ Scale

Model	1	2	3	4	5	6	7	Effect	Type
<b>CGS Clear Goals and Standards</b>									
0.001703	0.004108**	0.004473***	0.002731	0.002493	0.002755	0.004859***		AGE _ Age based on census date	CE <sup>4</sup>
4.341511***	2.424957***	2.994222***	5.063023***	2.942186***	2.945535***	3.155126***		Intercept	CE
-0.10804**	0.063163*	0.060109*	0.019035	0.033876	0.007148	-0.00804		avg_lsm2 _ Avg q2 by LSMEAN	CE
0.000678	0.002831*	0.002894*	0.001239	0.001911	0.001164	0.00245		avg_mrk _ Avg Mark over all subjects taken	CE
-0.0008	-0.00099	-0.00087	-0.00078	-0.00088	-0.0009	-0.00105		c_mrks _ % of Close marks in subjects taken	CE
-0.00317**	-0.00241*	-0.00258**	-0.00309**	-0.00292**	-0.00307**	-0.00277**		d_mark _ Change in avg mark for last year	CE
0.05449**	0.039946	0.060915**	0.046285*	0.04119	0.037227	0.054616**		d_qot _ Change in avg qot for last year	CE
-0.00014	-0.00106	-0.00129**	-0.00041	0.000121	-0.00017	-0.00002		hours _ WORKING HOURS	CE
0.003227*	-0.00074	0.000652	0.003442*	0.003153*	0.003612*	0.004103**		lsalary _ Log (+1) of starting salary	CE
0.000162	0.00018*	0.000173	0.000154	0.000154	0.000122	0.000159		men_dev1 _ enrol - enr_avg	CE
-0.00006	-5.65E-6	-0.00003	9.772E-6	0.000122	0.000016	-0.00009		menr_avg _ Average Enrolment over yrs	CE
-0.00034	0.000963	0.001067	0.000433	0.000555	0.000812	0.001109		n_s _ number of subjects taken	CE
0.21634**	0.239376***	0.223167***	0.266412***	0.348355***	0.250695***	0.206623***		nav_dev2 _ diff < 0 avg qot q2	CE
-0.0713	0.118294	0.117526	0.03998	-0.00285	0.11042	0.093734		pav_dev2 _ diff > 0 avg qot q2	CE
0.000471	0.00003	0.000085	0.000509	0.000219	0.000569	0.000204		rnk1 _ Avg rnk for last year	CE
12.8743***	11.31167***	10.60796***	11.53076***	11.36743***	11.17371***	11.44184***		Country*SEX	FS <sup>5</sup>
9.070961***	69.47192***	75.26123***	79.42349***	78.39164***	81.67337***	74.63006***		SURYR _ Year survey conducted	FS
57.16642***	57.77282***	58.02907***	56.22154***	54.38779***	57.4899***	58.69312***		attend*fywork	FS
2.48454***	2.362881**	2.096974**	2.417832***	2.551313***	2.722356***	3.027431***		furlev _ LEVEL OF Further STUDY	FS
1.571499	3.439222***	1.954272*	1.425228	1.068119	1.683117	1.034779		level _ LEVEL OF QUAL	FS
9.30233***	10.87345***	11.97488***	9.504901***	8.269449**	9.38832***	10.48892**		n_cour _ number of courses reported on	FS
-0.12266	-0.01629	-0.02507	0 .	0 .	0 .	0 .		a_erb	RE <sup>6</sup>
1.098619**	0.955627***	0.987385***	0.943463***	0.92764***	0.936618***	0.942891***		a_erb*a_erb	RE
<b>GSS Generic Skills</b>									
-0.00574***	-0.00332**	-0.00357***	-0.00402***	-0.0047***	-0.00525***	-0.00433***		AGE _ Age based on census date	CE
3.265503***	203.644	3.869551***	3.743075***	-129.148***	-117.074***	3.127843***		Intercept	CE
0.031405	-0.07607**	-0.08356***	-0.03995	0.067968	-0.00936	0.040509		avg_lsm2 _ Avg q2 by LSMEAN	CE
0.001166	0.000174	0.000335	0.000624	0.000133	0.000365	0.001712		avg_mrk _ Avg Mark over all subjects taken	CE
0.000237	-0.0003	-0.0002	-0.00005	-0.00022	-0.00006	0.000056		c_mrks _ % of Close marks in subjects taken	CE
-0.00224**	-0.00232**	-0.00218**	-0.00207*	-0.00294***	-0.00222**	-0.00166		d_mark _ Change in avg mark for last year	CE
-0.00729	0.005879	0.011906	-0.008	-0.01901	-0.01727	0.007516		d_qot _ Change in avg qot for last year	CE
0.000523	0.000442	0.001019*	0.000465	0.000467	0.0002	0.000544		hours _ WORKING HOURS	CE
0.004163**	0.003132	0.003757**	0.004186***	0.003934**	0.004507***	0.004**		lsalary _ Log (+1) of starting salary	CE
0.00003	0.000024	0.000043	0.000053	8.581E-8	0.000071	0.000034		men_dev1 _ enrol - enr_avg	CE
-0.00001	-0.00007	-0.00012**	-0.00006	0.000071	0.000029	-0.00006		menr_avg _ Average Enrolment over yrs	CE
0.000806	0.001488**	0.001673***	0.001405**	0.001791**	0.000643	0.001333**		n_s _ number of subjects taken	CE
0.002534	-0.01006	-0.11394*	0.043226	0.140092*	0.132787*	-0.09875		nav_dev2 _ diff < 0 avg qot q2	CE
0.073336	0.115236	0.211811**	0.137519	-0.00481	0.098431	0.175771		pav_dev2 _ diff > 0 avg qot q2	CE
0.002303***	0.002406***	0.002385***	0.002446***	0.002579***	0.002474***	0.00203***		rnk1 _ Avg rnk for last year	CE
1.781679*	1.747816*	1.748716*	1.79597*	1.72415*	1.624495	1.882622**		Country*SEX	FS
2.572622*	2.184481*	2.73415**	6.015676***	5.204099***	5.883906***	7.348119***		SURYR _ Year survey conducted	FS
3.124967***	3.290158***	3.638817***	3.181121***	3.398851***	2.829381**	4.065102***		attend*fywork	FS
1.729066*	2.388648**	2.827344***	2.202101**	1.889342**	1.667487*	2.285072**		furlev _ LEVEL OF Further STUDY	FS
3.970604***	36.63712***	11.49133**	10.72528**	16.5953***	16.28055**	2.230191*		level _ LEVEL OF QUAL	FS
1.604675	2.338981*	2.386519*	2.294242*	1.774152	2.390511*	2.068275		n_cour _ number of courses reported on	FS
1.457218**	1.522703***	1.561415**	1.490666**	1.513482**	1.477938**	1.523163***		a_erb	RE
-0.13901	-0.25029**	-0.28926**	-0.22053**	-0.25048**	-0.20541**	-0.24481**		a_erb*a_erb	RE

<sup>4</sup> Levels of significance denoted by asterisks : \* α = .1, \*\* α = .05, \*\*\* and α = .01.

<sup>5</sup> The values reported are the *F*-statistics for the composite hypothesis that all estimated parameters are zero.

<sup>6</sup> Levels of significance denoted by asterisks : \* α = .1, \*\* α = .05, \*\*\* and α = .01.



Model								Effect	Type
1	2	3	4	5	6	7			
<b>OSI Overall Satisfaction</b>									
-0.00408*	-0.00261	-0.00178	-0.00186	-0.00257	-0.00231	-0.00226	AGE _ Age based on census date	CE	
4.691054	-2.61544***	3.574119***	-4.39494***	3.078296***	13.33883	2.366437***	Intercept	CE	
0.184715***	0.083809*	0.102834**	0.083487	0.078259	-0.11984*	0.264366***	avg_lsm2 _ Avg q2 by LSMEAN	CE	
0.003906**	0.002655	0.002333	0.003915**	0.003196	0.004102**	0.004772**	avg_mrk _ Avg Mark over all subjects taken	CE	
0.000162	-0.00032	-0.00034	-0.00022	-0.00038	-0.00034	-0.00013	c_mrks _ % of Close marks in subjects taken	CE	
-0.00308**	-0.00351**	-0.00328**	-0.00275*	-0.00355**	-0.00298*	-0.0024	d_mark _ Change in avg mark for last year	CE	
-0.00568	0.001247	0.023906	0.011667	0.002123	-0.0003	0.025185	d_qot _ Change in avg qot for last year	CE	
0.000578	0.001024	0.001526*	0.000613	0.000739	0.000612	0.000548	hours _ WORKING HOURS	CE	
0.006102***	0.005272*	0.005267**	0.00621***	0.006095***	0.006556***	0.006347***	lsalary _ Log (+1) of starting salary	CE	
-0.00003	-0.00009	-0.00006	-0.00004	-0.00013	-0.00001	-0.00005	men_dev1 _ enrol - enr_avg	CE	
-0.00009	-0.00013	-0.00015*	-0.00003	0.000019	-0.00004	-0.00004	menr_avg _ Average Enrolment over yrs	CE	
-0.00059	0.000157	0.000069	0.000457	0.000402	0.000825	0.000293	n_s _ number of subjects taken	CE	
0.403102***	0.46559***	0.397554***	0.396062***	0.447859***	0.27171***	0.374579***	nav_dev2 _ diff < 0 avg qot q2	CE	
-0.07389	-0.07409	0.042997	0.037962	0.055283	0.12255	0.059955	pav_dev2 _ diff > 0 avg qot q2	CE	
0.003026***	0.003033***	0.003147***	0.002921***	0.003117***	0.003032***	0.002489***	rnk1 _ Avg rnk for last year	CE	
1.134225	0.835894	0.88413	0.81946	1.001547	0.91608	0.989681	Country*SEX	FS	
0.748619	0.982842	0.972741	2.451933*	2.405507*	2.267893*	2.59079*	SURYR _ Year survey conducted	FS	
4.701615***	5.139738***	6.221694***	5.135022***	4.668304***	5.205842***	5.588696***	attend*fywork	FS	
1.533271	1.873728*	1.761072*	1.817907*	1.531761	1.641802*	1.375226	furlev _ LEVEL OF Further STUDY	FS	
1.995007*	49.88052***	2.176664*	0.99854	1.986615*	1.268993	0.30871	level _ LEVEL OF QUAL	FS	
1.031647	1.560942	1.560363	1.07436	0.684343	0.810987	0.878207	n_cour _ number of courses reported on	FS	
1.34916***	1.37898***	1.373116***	1.337631***	1.332579***	1.325031***	1.363555***	a_erb	RE	
0	-0.03081	0	0	0	0	0	a_erb*a_erb	RE	

**Table G.2: R-square for each model**

Dependent Variable		Model						
		1	2	3	4	5	6	7
CGS	Clear Goals and Standards	0.18	0.16	0.14	0.14	0.15	0.14	0.13
IMS	Intellectual Motivation	0.21	0.20	0.19	0.19	0.20	0.21	0.18
LRS	Learning Resources	0.21	0.18	0.17	0.18	0.19	0.19	0.17
GSS	Generic Skills	0.23	0.21	0.20	0.20	0.21	0.22	0.19
GTS	Good Teaching	0.26	0.24	0.23	0.24	0.24	0.26	0.22
OSI	Overall Satisfaction	0.17	0.15	0.14	0.14	0.15	0.15	0.13

**Table G.3: Descriptive statistics of the variables used in the analysis.**

Variable	Label	Observations	Mean	StdDev	Min	Max
GTS	Good Teaching	17218	3.38	0.81	0.00	5.00
GSS	Generic Skills	17217	3.73	0.73	0.00	5.00
OSI	Overall Satisfaction	17167	3.84	0.98	0.00	5.00
CGS	Clear Goals and Standards	12899	3.13	0.70	0.00	5.00
IMS	Intellectual Motivation	17216	3.98	0.84	0.00	5.00
LRS	Learning Resources	17207	3.71	0.70	0.00	5.00
n_s	number of subjects taken	17223	19.92	12.85	1.00	71.00
n_cour	number of courses reported on	17223	1.55	0.69	1.00	4.00
num	number of questions answered	17223	30.43	2.98	0.00	32.00
own_cm	Proportion of close marks received	17223	0.08	0.06	0.00	0.50
avg_mrk	Avg Mark over all subjects taken	17223	72.60	8.14	2.00	100.00
rnk1	Avg rnk for last year	17223	58.06	21.72	0.50	100.00
d_mark	Change in avg mark for last year	17092	1.39	5.73	-57.00	74.00
c_mrks	% of Close marks in subjects taken	17223	11.54	11.96	0.00	100.00
avg_lsm2	Avg q2 by LSMEAN	16341	3.94	0.25	2.11	4.89
nav_dev2	diff < 0 avg qot q2	16341	-0.10	0.12	-1.25	0.00
avg_lsm2	Avg q2 by LSMEAN	16341	3.94	0.25	2.11	4.89
pav_dev2	diff > 0 avg qot q2	16341	0.03	0.08	0.00	1.48
d_qot	Change in avg qot for last year	16957	0.05	0.25	-3.27	1.69
men_dev1	enrol - enr_avg	13931	26.39	68.70	-646.79	2337.36
mh1_avg	Average proportion H1s over yrs	13931	0.20	0.10	0.02	0.89
menr_avg	Average Enrolment over yrs	13931	169.00	131.28	3.25	987.67
hours	Working Hours	16230	25.20	19.44	0.00	99.00
lsalary	Log (+1) of starting salary	16230	6.63	4.94	0.00	13.38
a_erb	Avg Extreme response style Factor (all surveys)	17200	0.23	0.20	0.00	1.00

# APPENDIX H: RESULTS BY MODEL ACROSS THE DEPENDENT VARIABLES.

<i>Effect</i>	<i>type</i>	<i>CGS</i>	<i>GSS</i>	<i>GTS</i>	<i>IMS</i>	<i>LRS</i>	<i>OSI</i>
<b>Model 1</b>							
<i>AGE</i> _ Age based on census date	CF <sup>7</sup>	0.001703	-0.00574***	0.002881*	0.002722	-0.00287*	-0.00408*
<i>Intercept</i>	CF	4.341511***	3.265503***	1.564621*	3.055064***	65.15527	4.691054
<i>avg_lsm2</i> _ Avg q2 by LSMEAN	CF	-0.10804**	0.031405	0.180542***	0.119377**	-0.00665	0.184715***
<i>avg_mrk</i> _ Avg Mark over all subjects taken	CF	0.000678	0.001166	0.002449	0.00277*	0.002836**	0.003906**
<i>c_mrks</i> _ % of Close marks in subjects taken	CF	-0.0008	0.000237	-0.00138**	-0.0001	-0.00081	0.000162
<i>d_mark</i> _ Change in avg mark for last year	CF	-0.00317**	-0.00224**	-0.00347***	-0.00329**	0.000038	-0.00308**
<i>d_qot</i> _ Change in avg qot for last year	CF	0.05449**	-0.00729	0.01694	0.003721	-0.01856	-0.00568
<i>hours</i> _ WORKING HOURS	CF	-0.00014	0.000523	-0.00012	0.001268**	-0.00076	0.000578
<i>lsalary</i> _ Log (+1) of starting salary	CF	0.003227*	0.004163**	0.002139	0.003038	0.006822***	0.006102***
<i>men_dev1</i> _ enrol - enr_avg	CF	0.000162	0.00003	0.00019*	0.000064	-0.00003	-0.00003
<i>menr_avg</i> _ Average Enrolment over yrs	CF	-0.00006	-0.00001	-0.00021***	-0.00004	0.000209***	-0.00009
<i>n_s</i> _ number of subjects taken	CF	-0.00034	0.000806	0.000255	0.0001	0.00016	-0.00059
<i>nav_dev2</i> _ diff < 0 avg qot q2	CF	0.21634**	-0.02534	0.382225***	0.315805***	0.340942***	0.403102***
<i>pav_dev2</i> _ diff > 0 avg qot q2	CF	-0.0713	0.073336	-0.01771	-0.06734	-0.17533	-0.07389
<i>rnk1</i> _ Avg rnk for last year	CF	0.000471	0.002303***	0.002578***	0.003474***	-0.00012	0.003026***
<i>Country*SEX</i>	FS <sup>8</sup>	12.8743***	1.781679*	0.651064	0.917909	1.731831*	1.134225
<i>SURYR</i> _ Year survey conducted	FS	9.070961***	2.572622*	0.326603	1.834845	1.053991	0.748619
<i>attend*fywork</i>	FS	57.16642***	3.124967***	4.358575***	3.352842***	2.830001**	4.701615***
<i>furlev</i> _ LEVEL OF Further STUDY	FS	2.48454***	1.729066*	3.196024***	2.145381**	0.50712	1.533271
<i>level</i> _ LEVEL OF QUAL	FS	1.571499	3.970604***	4.584582***	3.584497***	0.693196	1.995007*
<i>n_cour</i> _ number of courses reported on	FS	9.30233***	1.604675	12.94179***	1.40218	2.022536	1.031647
<i>a_erb</i>	RE <sup>9</sup>	-0.12266	1.457218***	0.395139***	1.990333***	1.11947***	1.34916***
<i>a_erb*a_erb</i>	RE	1.098619***	-0.13901	1.290638***	-1.03621***	0.20225**	-
<b>Model 2</b>							
<i>AGE</i> _ Age based on census date	CF	0.004108**	-0.00332**	0.004527***	0.003516**	-0.00255*	-0.00261
<i>Intercept</i>	CF	2.424957***	203.644	1.588202**	3.226691***	4.058089***	-2.61544***
<i>avg_lsm2</i> _ Avg q2 by LSMEAN	CF	0.063163*	-0.07607**	0.249703***	0.118775***	-0.05631*	0.083809*
<i>avg_mrk</i> _ Avg Mark over all subjects taken	CF	0.002831*	0.000174	0.002679*	0.001993	0.001762	0.002655
<i>c_mrks</i> _ % of Close marks in subjects taken	CF	-0.00099	-0.0003	-0.00135**	-0.00015	-0.00126**	-0.00032
<i>d_mark</i> _ Change in avg mark for last year	CF	-0.00241*	-0.00232**	-0.00318***	-0.00342***	-0.00009	-0.00351**
<i>d_qot</i> _ Change in avg qot for last year	CF	0.039946	0.005879	-0.00205	-0.00408	0.000636	0.001247
<i>hours</i> _ WORKING HOURS	CF	-0.00106	0.000442	-0.00035	0.00037	-0.00071	0.001024
<i>lsalary</i> _ Log (+1) of starting salary	CF	-0.00074	0.003132	-0.00082	0.002205	0.004761**	0.005272*
<i>men_dev1</i> _ enrol - enr_avg	CF	0.00018*	0.000024	0.000011	-0.00004	-0.0001	-0.00009
<i>menr_avg</i> _ Average Enrolment over yrs	CF	-5.65E-6	-0.00007	-0.00027***	-0.00008	0.000335***	-0.00013
<i>n_s</i> _ number of subjects taken	CF	0.000963	0.001488**	0.000835	0.000153	0.000249	0.000157
<i>nav_dev2</i> _ diff < 0 avg qot q2	CF	0.239376***	-0.01006	0.549736***	0.347249***	0.400135***	0.46559***
<i>pav_dev2</i> _ diff > 0 avg qot q2	CF	0.118294	0.115236	-0.01946	-0.03613	-0.04785	-0.07409
<i>rnk1</i> _ Avg rnk for last year	CF	0.00003	0.002406***	0.002427***	0.003411***	0.000158	0.003033***
<i>Country*SEX</i>	FS	11.31167***	1.747816*	0.537277	0.647405	1.42128	0.835894
<i>SURYR</i> _ Year survey conducted	FS	69.47192***	2.184481*	0.685733	0.863069	0.368083	0.982842
<i>attend*fywork</i>	FS	57.77282***	3.290158***	4.965811***	3.483593***	2.098589*	5.139738***
<i>furlev</i> _ LEVEL OF Further STUDY	FS	2.362881**	2.388648**	3.135484***	2.91479***	1.339092	1.873728*
<i>level</i> _ LEVEL OF QUAL	FS	3.439222***	36.63712***	13.07881***	12.04744***	0.323884	49.88052***
<i>n_cour</i> _ number of courses reported on	FS	10.87345***	2.338981*	11.196***	1.438656	4.596993***	1.560942
<i>a_erb</i>	RE	-0.01629	1.522703***	0.486829***	2.086075***	1.175391***	1.37898***
<i>a_erb*a_erb</i>	RE	0.955627***	-0.25029**	1.185695***	-1.1497***	0.07175	-0.03081

<sup>7</sup> Levels of significance denoted by asterisks : \*  $\alpha = .1$ , \*\*  $\alpha = .05$ , \*\*\* and  $\alpha = .01$ .

<sup>8</sup> The values reported are the *F*-statistics for the composite hypothesis that all estimated parameters are zero.

<sup>9</sup> Levels of significance denoted by asterisks : \*  $\alpha = .1$ , \*\*  $\alpha = .05$ , \*\*\* and  $\alpha = .01$ .

Effect	type	CGS	GSS	GTS	IMS	LRS	OSI
<b>Model 3</b>							
AGE _ Age based on census date	CF	0.004473***	-0.00357***	0.004939***	0.003915**	-0.00358***	-0.00178
Intercept	CF	2.994222***	3.869551***	-23.5364	3.096371***	-118.511***	3.574119***
avg_lsm2 _ Avg q2 by LSMEAN	CF	0.060109*	-0.08356***	0.281099***	0.097735***	-0.04142	0.102834**
avg_mrk _ Avg Mark over all subjects taken	CF	0.002894*	0.000335	0.002496*	0.002168	0.002036	0.002333
c_mrks _ % of Close marks in subjects taken	CF	-0.00087	-0.0002	-0.00132**	-0.00011	-0.00104*	-0.00034
d_mark _ Change in avg mark for last year	CF	-0.00258**	-0.00218**	-0.0031***	-0.00334***	0.000215	-0.00328**
d_qot _ Change in avg qot for last year	CF	0.060915**	0.011906	0.020355	0.003947	0.000026	0.023906
hours _ WORKING HOURS	CF	-0.00129**	0.001019*	9.419E-6	0.001577**	-0.0007	0.001526*
lsalary _ Log (+1) of starting salary	CF	0.000652	0.003757**	0.000442	0.002771	0.005477***	0.005267**
men_dev1 _ enrol - enr_avg	CF	0.000173	0.000043	0.000024	-0.00007	-0.00011	-0.00006
menr_avg _ Average Enrolment over yrs	CF	-0.00003	-0.00012**	-0.00033***	-0.00012*	0.000359***	-0.00015*
n_s _ number of subjects taken	CF	0.001067	0.001673***	0.000741	0.00007	0.000393	0.000069
nav_dev2 _ diff < 0 avg qot q2	CF	0.223167***	-0.11394*	0.495093***	0.290072***	0.304168***	0.397554***
pav_dev2 _ diff > 0 avg qot q2	CF	0.117526	0.211811**	0.032588	-0.0022	-0.02266	0.042997
rnk1 _ Avg rnk for last year	CF	0.000085	0.002385***	0.002501***	0.003485***	0.000034	0.003147***
Country*SEX	FS	10.60796***	1.748716*	0.469341	0.601506	1.502509	0.88413
SURYR _ Year survey conducted	FS	75.26123***	2.73415**	0.874295	1.049899	0.334011	0.972741
attend*fywork	FS	58.02907***	3.638817***	5.573659***	4.584911***	2.264128**	6.221694***
furlev _ LEVEL OF Further STUDY	FS	2.096974**	2.827344***	2.701773***	2.73104***	1.851902*	1.761072*
level _ LEVEL OF QUAL	FS	1.954272*	11.49133***	10.64448***	12.47725***	1.638925	2.176664*
n_cour _ number of courses reported on	FS	11.97488***	2.386519*	10.45325***	1.712892	4.312789***	1.560363
a_erb	RE	-0.02507	1.561415***	0.512436**	2.139788**	1.195888**	1.373116***
a_erb*a_erb	RE	0.987385***	-0.28926***	1.166777***	-1.19002***	0.061105	-

<b>Model 4</b>							
AGE _ Age based on census date	CF	0.002731	-0.00402***	0.004009**	0.003948**	-0.00287**	-0.00186
Intercept	CF	5.063023***	3.743075***	2.109228***	2.964209***	3.721679***	-4.39494***
avg_lsm2 _ Avg q2 by LSMEAN	CF	0.019035	-0.03995	0.060578	0.039944	0.004924	0.083487
avg_mrk _ Avg Mark over all subjects taken	CF	0.001239	0.000624	0.003493**	0.003066*	0.002976**	0.003915**
c_mrks _ % of Close marks in subjects taken	CF	-0.00078	-0.00005	-0.00162**	-0.00026	-0.0009	-0.00022
d_mark _ Change in avg mark for last year	CF	-0.00309**	-0.00207*	-0.00304**	-0.00307**	0.000504	-0.00275*
d_qot _ Change in avg qot for last year	CF	0.046285*	-0.008	0.013455	0.000672	-0.01462	0.011667
hours _ WORKING HOURS	CF	-0.00041	0.000465	-0.00002	0.001071*	-0.00066	0.000613
lsalary _ Log (+1) of starting salary	CF	0.003442*	0.004186***	0.002658	0.003289*	0.006211***	0.00621***
men_dev1 _ enrol - enr_avg	CF	0.000154	0.000053	0.000199*	0.000018	-0.00004	-0.00004
menr_avg _ Average Enrolment over yrs	CF	9.772E-6	-0.00006	-0.00017**	2.17E-6	0.000181***	-0.00003
n_s _ number of subjects taken	CF	0.000433	0.001405**	0.000871	0.000285	0.000677	0.000457
nav_dev2 _ diff < 0 avg qot q2	CF	0.266412***	0.043226	0.405835***	0.271013***	0.349574***	0.396062***
pav_dev2 _ diff > 0 avg qot q2	CF	0.03998	0.137519	0.012563	0.027401	-0.10227	0.037962
rnk1 _ Avg rnk for last year	CF	0.000509	0.002446***	0.002174**	0.003325***	-0.00004	0.002921***
Country*SEX	FS	11.53076***	1.79597*	0.748808	0.552202	1.526438	0.81946
SURYR _ Year survey conducted	FS	79.42349***	6.015676***	0.749992	5.709488***	1.540899	2.451933*
attend*fywork	FS	56.22154***	3.181121***	3.969243***	3.360223***	1.995246*	5.135022***
furlev _ LEVEL OF Further STUDY	FS	2.417832***	2.202101**	3.805717***	2.504144***	0.532893	1.817907*
level _ LEVEL OF QUAL	FS	1.425228	10.72528***	12.98081***	9.633226***	0.92584	0.99854
n_cour _ number of courses reported on	FS	9.504901***	2.294242*	9.236193***	2.19203*	2.317466*	1.07436
a_erb	RE	-	1.490666***	0.492315***	2.044726***	1.157806***	1.337631***
a_erb*a_erb	RE	0.943463***	-0.22053**	1.143996***	-1.12377***	0.11062	-

<i>Effect</i>	<i>type</i>	<i>CGS</i>	<i>GSS</i>	<i>GTS</i>	<i>IMS</i>	<i>LRS</i>	<i>OSI</i>
<b>Model 5</b>							
<i>AGE</i> _ Age based on census date	CF	0.002493	-0.0047***	0.003868**	0.004381**	-0.00264*	-0.00257
<i>Intercept</i>	CF	2.942186***	-129.148***	11.67913***	8.990654	3.543853***	3.078296***
<i>avg_lsm2</i> _ Avg q2 by LSMEAN	CF	0.033876	0.067968	0.07873	0.07381	0.031665	0.078259
<i>avg_mrk</i> _ Avg Mark over all subjects taken	CF	0.001911	0.000133	0.002955*	0.003262**	0.002725**	0.003196
<i>c_mrks</i> _ % of Close marks in subjects taken	CF	-0.00088	-0.00022	-0.00176***	-0.00056	-0.00101*	-0.00038
<i>d_mark</i> _ Change in avg mark for last year	CF	-0.00292**	-0.00294***	-0.00339***	-0.00387***	0.000068	-0.00355**
<i>d_qot</i> _ Change in avg qot for last year	CF	0.04119	-0.01901	-0.0095	0.003068	-0.01683	0.002123
<i>hours</i> _ WORKING HOURS	CF	0.000121	0.000467	-0.0001	0.001277**	-0.00055	0.000739
<i>lsalary</i> _ Log (+1) of starting salary	CF	0.003153*	0.003934**	0.002902	0.003677*	0.006021***	0.006095***
<i>men_dev1</i> _ enrol - enr_avg	CF	0.000154	8.581E-8	0.000102	-0.00003	-0.00008	-0.00013
<i>menr_avg</i> _ Average Enrolment over yrs	CF	0.000122	0.000071	-0.00018**	0.000028	0.000189**	0.000019
<i>n_s</i> _ number of subjects taken	CF	0.000555	0.001791**	0.00129	0.001352	0.000924	0.000402
<i>nav_dev2</i> _ diff < 0 avg qot q2	CF	0.348355***	0.140092*	0.50249***	0.297194***	0.352681***	0.447859***
<i>pav_dev2</i> _ diff > 0 avg qot q2	CF	-0.00285	-0.00481	0.041911	-0.02824	-0.22363*	0.055283
<i>rnk1</i> _ Avg rnk for last year	CF	0.000219	0.002579***	0.002356***	0.003405***	-0.00004	0.003117***
<i>Country*SEX</i>	FS	11.36743***	1.72415*	0.60338	0.688049	1.501209	1.001547
<i>SURYR</i> _ Year survey conducted	FS	78.39164***	5.204099***	0.786987	6.920656***	1.735658	2.405507*
<i>attend*fywork</i>	FS	54.38779***	3.398851***	4.335034***	3.606825***	2.13246*	4.668304***
<i>furlev</i> _ LEVEL OF Further STUDY	FS	2.551313***	1.889342**	3.237493***	1.797663*	0.724267	1.531761
<i>level</i> _ LEVEL OF QUAL	FS	1.068119	16.5953***	23.87362***	4.731295***	0.82812	1.986615*
<i>n_cour</i> _ number of courses reported on	FS	8.269449***	1.774152	8.485062***	1.223573	2.958351**	0.684343
<i>a_erb</i>	RE	-	1.513482***	0.497142***	2.045564***	1.137979***	1.332579***
<i>a_erb*a_erb</i>	RE	0.92764***	-0.25048***	1.136349***	-1.12969***	0.14421*	-

<b>Model 6</b>							
<i>AGE</i> _ Age based on census date	CF	0.002755	-0.00525***	0.002974*	0.003489**	-0.00224	-0.00231
<i>Intercept</i>	CF	2.945535***	-117.074***	-11.5734	3.649911***	86.35321	13.33883
<i>avg_lsm2</i> _ Avg q2 by LSMEAN	CF	0.007148	-0.00936	-0.14645***	-0.11811**	-0.02522	-0.11984*
<i>avg_mrk</i> _ Avg Mark over all subjects taken	CF	0.001164	0.000365	0.004643***	0.003528**	0.002957**	0.004102**
<i>c_mrks</i> _ % of Close marks in subjects taken	CF	-0.0009	-0.00006	-0.00175***	-0.00045	-0.00075	-0.00034
<i>d_mark</i> _ Change in avg mark for last year	CF	-0.00307**	-0.00222**	-0.00277**	-0.00304**	0.00019	-0.00298*
<i>d_qot</i> _ Change in avg qot for last year	CF	0.037227	-0.01727	0.001205	-0.00728	-0.01148	-0.0003
<i>hours</i> _ WORKING HOURS	CF	-0.00017	0.0002	0.00012	0.001094**	-0.00079*	0.000612
<i>lsalary</i> _ Log (+1) of starting salary	CF	0.003612*	0.004507***	0.002959*	0.003771**	0.006484***	0.006556***
<i>men_dev1</i> _ enrol - enr_avg	CF	0.000122	0.000071	0.000216**	0.000051	-0.00005	-0.00001
<i>menr_avg</i> _ Average Enrolment over yrs	CF	0.000016	0.000029	0.000013	0.000039	0.000097	-0.00004
<i>n_s</i> _ number of subjects taken	CF	0.000812	0.000643	0.001773***	0.000581	0.000641	0.000825
<i>nav_dev2</i> _ diff < 0 avg qot q2	CF	0.250695***	0.132787*	0.29327***	0.182621**	0.269265***	0.271711***
<i>pav_dev2</i> _ diff > 0 avg qot q2	CF	0.11042	0.098431	0.152073	0.080784	-0.08969	0.12255
<i>rnk1</i> _ Avg rnk for last year	CF	0.000569	0.002474***	0.002083***	0.003389***	-0.00005	0.003032***
<i>Country*SEX</i>	FS	11.17371***	1.624495	0.606922	0.522607	1.316382	0.91608
<i>SURYR</i> _ Year survey conducted	FS	81.67337***	5.883906***	0.375465	5.478554***	1.402005	2.267893*
<i>attend*fywork</i>	FS	57.4899***	2.829381**	4.258501***	3.340098***	2.074052*	5.205842***
<i>furlev</i> _ LEVEL OF Further STUDY	FS	2.722356***	1.667487*	3.354316***	1.913471**	0.5336	1.641802*
<i>level</i> _ LEVEL OF QUAL	FS	1.683117	16.28055***	19.76571***	8.451837***	0.956667	1.268993
<i>n_cour</i> _ number of courses reported on	FS	9.38832***	2.390511*	6.471596***	2.420748*	2.9801**	0.810987
<i>a_erb</i>	RE	-	1.477938***	0.475554***	2.015706***	1.156826***	1.325031***
<i>a_erb*a_erb</i>	RE	0.936618***	-0.20541**	1.144269***	-1.10043***	0.121848	-



<b>Effect</b>	<b>type</b>	<b>CGS</b>	<b>GSS</b>	<b>GTS</b>	<b>IMS</b>	<b>LRS</b>	<b>OSI</b>
<b>Model 7</b>							
<i>AGE</i> _ Age based on census date	CF	0.004859***	-0.00433***	0.003958***	0.003533**	-0.00363***	-0.00226
<i>Intercept</i>	CF	3.155126***	3.127843***	15.81737***	2.147863***	3.733014***	2.366437**
<i>avg_lsm2</i> _ Avg q2 by LSMEAN	CF	-0.00804	0.040509	0.326559***	0.229061***	0.011429	0.264366***
<i>avg_mrk</i> _ Avg Mark over all subjects taken	CF	0.00245	0.001712	0.00389***	0.003239**	0.003141**	0.004772**
<i>c_mrks</i> _ % of Close marks in subjects taken	CF	-0.00105	0.000056	-0.00144**	-0.00017	-0.00068	-0.00013
<i>d_mark</i> _ Change in avg mark for last year	CF	-0.00277**	-0.00166	-0.0028**	-0.00299**	0.000667	-0.0024
<i>d_qot</i> _ Change in avg qot for last year	CF	0.054616**	0.007516	0.017791	0.003215	-0.0081	0.025185
<i>hours</i> _ WORKING HOURS	CF	-0.00002	0.000544	-0.00003	0.001047*	-0.00087*	0.000548
<i>lsalary</i> _ Log (+1) of starting salary	CF	0.004103**	0.004**	0.002853	0.003877**	0.006808***	0.006347***
<i>men_dev1</i> _ enrol - enr_avg	CF	0.000159	0.000034	0.000083	-0.00004	-0.0001	-0.00005
<i>menr_avg</i> _ Average Enrolment over yrs	CF	-0.00009	-0.00006	-0.00019***	-0.00003	0.000222***	-0.00004
<i>n_s</i> _ number of subjects taken	CF	0.001109	0.001333**	0.001181*	0.000518	0.000258	0.000293
<i>nav_dev2</i> _ diff < 0 avg qot q2	CF	0.206623***	-0.09875	0.432878***	0.350838***	0.263062***	0.374579***
<i>pav_dev2</i> _ diff > 0 avg qot q2	CF	0.093734	0.175771	0.064957	0.02804	-0.0722	0.059955
<i>rnk1</i> _ Avg rnk for last year	CF	0.000204	0.00203***	0.002064***	0.00322***	-0.00036	0.002489***
<i>Country</i> *SEX	FS	11.44184***	1.882622**	0.497383	0.623687	1.795387*	0.989681
<i>SURYR</i> _ Year survey conducted	FS	74.63006***	7.348119***	0.931374	6.357691***	2.082244	2.59079*
<i>attend</i> *fywork	FS	58.69312***	4.065102***	4.304005***	3.707348***	2.457055**	5.588696***
<i>furlev</i> _ LEVEL OF Further STUDY	FS	3.027431***	2.285072**	2.515054***	1.917217**	0.775762	1.375226
<i>level</i> _ LEVEL OF QUAL	FS	1.034779	2.230191*	1.930027	0.92235	2.108181*	0.30871
<i>n_cour</i> _ number of courses reported on	FS	10.48892***	2.068275	8.210803***	1.77872	2.096269*	0.878207
<i>a_erb</i>	RE	-	1.523163***	0.513163***	2.107754***	1.153682***	1.363555***
<i>a_erb</i> * <i>a_erb</i>	RE	0.942891***	-0.24481**	1.14589***	-1.18153***	0.13162	-