

Innovative perspectives and approaches for enhancing the student experience Proposal for 2014 Strategic Priority Project: 21st Century Student Experience
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Aims

This study aims to bring about sustainable strategic change through improving institutional capacity to enhance the 21st century student experience by:

- building new concepts for understanding Australia's higher education students;
- identifying new data sources and approaches for measuring the student experience; and
- engaging institutions in enhancement work and new conversations about students.

Abstract

This project builds capacity of higher education institutions by developing new perspectives and approaches for enhancing the student experience. To effectively manage the student experience, institutions must understand who students are and what they expect from higher education. Students have changed in the 21st century and institutions need to understand and do different things to enhance their experience. Much current work has conceptual and technical limitations and is failing to deliver. This project steps ahead in both substantive and methodological ways. Through literature/context reviews and fieldwork it builds new conceptualisations of Australia's undergraduate students which go beyond stereotypes, generalities and dated assumptions. Through a scan of institutional practices it identifies new and under-utilised empirical options for understanding and enhancing the 21st century student experience. It brings these developments together into a model and enhancement framework. Further engagement activities are deployed to seed sustainable institutional adoption.

Keywords

institutional strategy; quality enhancement; institutional research; student experience; technology; student analytics; student learning and development; student identify; education policy

Project outcomes and rationale**Overview**

This proposal is submitted to the OLT in response to its 2014 request for proposals for Strategic Priority Commissioned Projects on 'Topic 2: 21st Century Experience'. The project is ambitious but feasible, and a team has been assembled that has the track record, capability and capacity.

To effectively manage the student experience, institutions must understand who students are and what they expect from higher education. Much current work has conceptual and technical limitations and is failing to yield useful information on how students experience higher education. Drawing together consultations with hundreds of experts in recent years, we propose a major new line of work into the undergraduate experience. This project will yield improved perspectives and approaches for institutions to understand students and enhance their experience.

The project will be conducted in three phases: development, validation and engagement. Each phase involves consultation and dissemination of deliverables. Overall, the project delivers reports and national engagement workshops that provide a model, enhancement framework with implementation guidelines, and institution case studies. The project is designed to initiate major strategic change by developing new conversations and information about students.

The project is a collaboration between the University of Melbourne, Indiana University, Janet Clarke Hall, Macquarie University, Navitas, University of Queensland, and University of Western Australia. The team brings together experts in institutional strategy, quality enhancement, institutional research, student experience, technology, student analytics, student learning and development, student identify and education policy.

Outcomes

A suite of reports will be delivered throughout the project, including: Detailed Project Plan, Background Research Report, New Perspectives and Prospects Report, National Engagement Workshops, Enhancement Framework, 21st Century Students Report, Project Website, three Progress Reports, and a Financial Acquittal. In terms of broader outcomes, the study will inform student experience policies and practices and yield:

- new constructs and profiles for understanding undergraduate students;
- expanded data sources and approaches for measuring the student experience; and

- a framework, guidelines and case studies for engaging institutions in quality enhancement.

Work of this scale necessarily builds capacity among the existing workforce and seeds development of new roles and capabilities. Though its conceptual and empirical contributions the project will deliver infrastructure and architecture for sustainably enhancing and expanding Australia's work in this field.

Rationale

This project advances institutional capacity by building new perspectives and approaches for enhancing the student experience. Effectively managing the student experience is essential to retention, support and education. Fundamentally, the prevailing means for conceptualising and assessing the student experience are out of date. Only around 20 per cent of students respond to surveys and only around 15 per cent of variability in the resulting data can be explained. By blending earlier work on students with more contemporary perspectives the project validates new psychographic constructs and profiles for understanding 21st century students. As summarised below, we will validate a suite of new constructs relating to student identity, expectations, wellbeing, engagement, values, opinions, attitudes, interests, commitments and lifestyles. By looking beyond current constructs and information the project exposes new options for institutions. Fundamentally, we seek to develop different means for enhancing the student experience because higher education is getting a lot more complicated. The system is undergoing radical change with disruptive innovation at its core (Christensen, 2011). New regulatory and funding arrangements are spurring new institutional forms, new qualifications and a larger and more diverse system than ever. Institutions are positioning in increasingly competitive markets, sub-degree programs are expanding, and private payments are increasing. Seeking excellence in all its diverse forms requires innovative ways of doing business.

As higher education changes, so too do the means by which institutions seek to monitor and improve students' experience. Effectively understanding and managing students' experience is vital. It is imperative that institutional recruitment and management systems target relevant facets of the student experience, are deployed in appropriate ways, and return robust data able to impel progress. In doing this they must make appropriate assumptions about the discourse between students and institutions.

Australian higher education has shown substantial leadership in understanding and enhancing the student experience over the last three decades. Myriad studies have been conducted (see: Coates, Tilbrook, Guthrie & Bryant, 2006; Radloff, Coates, Taylor, James & Krause, 2013), building on specific Anglo-American assumptions about 'the student' (e.g. Marton & Saljo, 1976; Pace, 1986). However, as we outline below, particularly given contemporary changes further investment in prevailing approaches now a generation old is yielding increasingly diminishing returns to practice and policy. There is a need to study different concepts and methods to understand contemporary higher education, and build productive and quality futures.

We therefore propose a major new line of work into the experience of our undergraduate students. Who are the individuals entering Australian higher education, and how can institutions better manage their experiences as they progress through study? How can we move beyond the suite of popular but limiting constructs on teaching, retention, experience and engagement to look instead at student profiles, types and segments? How can we get information on each and every student, not just the fifth who respond to surveys, and how can we explain more than a fraction of the variation in students' experience? These are deep and broad yet basic questions which require us to better understand how an increasing number and range of individuals approach higher education, students' identities and expectations, and how institutions can manage and enhance students. This fresh work will help sustain Australia's leadership in this area, with benefits for the sector, institutions and individuals.

We initiate this new line of enhancement work because system and institution changes make understanding students' higher education experience more important than ever before. In light of contemporary policy developments understanding how individuals choose among institutions and courses of study is increasingly complex. At the same time it seems that 'going to uni' is no longer what it once was— a seminal life event or stage, a coming of age almost. Students today source identity-building experiences from a broad range of study, lifestyle and employment opportunities. Such change drives a need to revisit basic assumptions about who students are, what they seek

from higher education, the expectations that shape their experience, and how institutions can best help students reach their potential. Yet surprisingly there has been no major cross-institutional study in Australia in recent years into how individuals approach higher education. The concepts that drive many student experience and 'lifecycle' models are similarly dated. The Australian Government has recently tendered for the development of a suite of national 'Quality Indicators for Learning and Teaching' without any overarching conceptualisation of the 21st century student.

The way in which we have studied students' experience also needs to change. We contend that rather than rest further weight on approaches designed for a previous era, a more productive way to study the experience of students in the 21st century is to shift from general statements about the broad experience of groups to a more individual focus. The now well-institutionalised focus on groups is largely an historical artefact of the methodological, analytical and processing limitations of the traditional student survey. With mobile technologies, people analytics and other techniques made possible by rapid advances in technology, we now have the tools and data required to overcome these limitations. Hence we propose a sustainable shift in focus using the powerful fields of business, behavioural and academic analytics, referenced as 'student analytics' in this project.

Consequently, the study steps ahead in both substantive and methodological ways:

- Substantively, we will investigate who students are and what they expect from higher education—inquiry that goes beyond stereotypes, generalities and dated assumptions about demography and contexts.
- Methodologically, we will develop sustainable new approaches for Australia to measure and report on these new constructs and profiles. We will develop the field of student analytics and help institutions leverage under-utilised existing data for quality enhancement.

Value and need for the project

Value for the sector, institutions and students

The project will create and capture new value for Australian higher education by:

- generating insights on students, including in areas that have not been considered;
- contributing more nuanced and evidence-based insights into student expectations;
- producing data-driven approaches for enhancing the student experience;
- contributing a model that details constructs and approaches, a framework with implementation guidelines, and institution case studies for enhancing student experience; and
- building institutional engagement with new concepts and approaches.

Moving beyond existing practice, policy and research

This work advances rather than replaces current work. Student surveys and the concepts they purport to measure have grown to play an important role in Australia. Yet increasingly they have been shaped to furnish information required for monitoring and quality assurance rather than the far more textured information required to more fully understand and continuously improve students' experience. The current work assumes that surveys will continue to play an important role but that there is an enormous need to look into new concepts and data sources.

There are myriad compelling reasons for changing tack and looking more broadly:

- While escalated via paper then online over the last three decades, the 'student survey' is an increasingly outdated means of capturing useful information on today's students. Response rates are in decline (typically around 20% (Radloff et al., 2013)), with evidence suggesting they are increasingly being ignored. More effective electronic footprints are available that students create through their interactions with courseware, social networking and other systems.
- Institutions and other stakeholders seem increasingly unresponsive to results from student experience surveys. There are various reasons for this, including that over the decades strategies have been developed for influencing and rationalising survey responses, that the phenomena measured have themselves become more standardised, that people get habituated to the results, and that almost invariably it is hard to explain statistically more than 15 per cent of variation in data (Coates & Ainley, 2007). Explanatory power is low as well generalizability.
- There is substantial evidence that the student experience is highly individual in nature, yet prevailing analytical approaches emphasise crude group-level statistical generalisations. As the

ubiquitous use of mobile technologies implies there is a need to deploy much more nuanced approaches, including through the use of business, academic and people analytics.

- Australia has substantial data on certain facets of student learning and development, yet is seriously lacking data on other important areas. There is a plethora of data on satisfaction and perceptions of teaching, for instance, yet little if any data on who students are, how people approach higher education, the ways in which they learn, and how people change as they progress. Such limitation is stifling innovation, and is in need of major and urgent improvement.
- Most work on this front is framed within the context of institutions and fields, but higher education is increasingly trans-disciplinary and trans-institutional in nature. The future learner is more likely to engage in episodic interactions with multiple institutions in the course of their completion of an undergraduate degree ('student swirl' (Sturtz, 2008)). Hence, to make any progress it is imperative to take the individual as the primary unit of analysis.

We have deliberately positioned this project to build squarely on Australia's excellent research, policy and practice in this field, to launch invigorating and expansive conversations about students' experience, and to help institutions monitor and improve the quality of education.

Impact, approach and dissemination

The project's impact

As team members have achieved in myriad studies, this project will be delivered to have widespread and sustainable impact in Australia and internationally. It will yield:

- national awareness of who students are and the expectations they bring to higher education;
- different conceptions and dialogues about Australia's higher education students;
- more effective student-focused means for institutions to monitor and enhance education;
- new discourses about students that provide foundations for substantial further work;
- national involvement in an area gaining serious momentum internationally; and
- papers in media and academic journals detailing the processes and outcomes of the project.

The project will be conducted in phases:

- Phase 1—Development: Detailed project planning, Background research;
- Phase 2—Validation: Student interviews, Institutional scan, Model development; and
- Phase 3—Engagement: Enhancement Framework including case studies, 21st Century Students Report, National Engagement Workshops.

Phase 1: Development

Detailed project planning

Detailed project planning will be conducted to specify/affirm: aim, focus and design; leadership and management responsibilities; institutions, participants, advisors and stakeholders; outcomes and deliverables; risks and methods and workflows; schedules and key dates; communication and engagement strategies. In practical terms, agreements will be confirmed, systems will be established, teams set up, the Project Website launched, the Project Reference Group (PRG) formed, launch meetings convened, and ethics applications made.

Background research

Background research will be conducted to construct definitions and concepts, review relevant contexts, and consult with experts and stakeholders.

We will synthesise existing insights on the student experience as a basis for creating new concepts. We will explore a suite of new constructs relating to student identity, expectations, wellbeing, engagement, values, opinions, attitudes, interests, commitments and lifestyles. We will form conceptualisations that go beyond looking at groups to instead focus on individual attributes, profiles and segments relevant to the higher education experience. We will blend earlier research on the student experience (Little, 1975; Chickering & Reisser, 1993; McInnis, Griffin, James & Coates, 2001; Krause, Hartley, James & McInnis, 2005; Scott, 2005; Coates, 2006) with more contemporary perspectives (Junco, Heiberger & Loken, 2010; Nguyen, 2013; Badge, Saunders & Cann, 2012; Hanson, 2014; Weidman, DeAngelo & Bethea, 2014; Borden, 2012; Koch, Borden, Berger, Brautigam, Culbertson, Rynearson, Siemens & Wang, 2013; Marginson, 2014; Stets & Serpe, 2014; Coates, 2013). We will work from existing contributions made in relation to the Course Experience Questionnaire (CEQ) (McInnis, et al. 2001), Australasian Survey of Student Engagement (AUSSE) (Coates, 2009), University Experience Survey (UES) (Radloff et al., 2013)

and Assessment of Higher Education Learning Outcomes (AHELO) (Coates & Richardson, 2012). The study will include, but go beyond, a traditional literature review as it will include a series of informal consultations that help position the project. It will also incorporate interrogation of relevant institutional and national datasets, largely designed by project leaders, which will provide a basis for subsequent triangulation. Extending earlier work we will explore the content-rich open-ended comments in particular (Scott, 2005; Radloff, et al., 2013).

As part of this background research we will take stock of existing technical work and contexts. We will draw together all insights gathered thus far in the project and build on previous OLT-funded projects (e.g. Fisher, Valenzuela, & Whale, 2014; Kennedy, Williams, Mulder, Khamis, Copeland, Corrin, Lockyer & Dawson, 2014; Dawson, Alexander, Gardiner, Lockyer, Rodgers, Gasevic, Corrin, Nelson, Fisher, Kennedy & Colvin, 2013). We will also review work underway in the field of business (e.g. LaValle, Lesser, Shockley, Hopkins, & Kruschwitz, 2013), behavioural (e.g. Phillips et al., 2011) and academic analytics (e.g. Baepler & Murdoch, 2010) to furnish cogent and new real-time student analytics about the education process. While some work to date has examined these issues and attempted integration of diverse collections of student-related data (e.g. Leece, 2012; Lodge, 2011), the main aim of these projects and models has been to support student transition and retention. The proposed project seeks to move beyond retention and transition issues towards a more holistic understanding of the student experience through data integration (Lodge & Lewis, 2012).

During this early phase priority will be given to connecting with and influencing: substantive and technical experts; OLT-project leaders; the Project Reference Group; and relevant institutional stakeholders. Two interstate consultations are budgeted.

After consultation with the PRG, Phase 1 will conclude with delivery via the Project Website of a Detailed Project Plan, a Background Research Report and a Progress Report.

Phase 2: Validation

The validation phase will involve empirical work with students and institutions, and model development. Through these activities we will explore new perspectives and approaches for enhancing the student experience in Australia.

Student interviews

We will interview students to develop insights into their experience. These interviews will help identify who students are and what they expect from higher education, how students present information on themselves, and what can be done to form conceptually and empirically integrated perspectives. Such work is important—it is the kind of intensive phenomenological inquiry not conducted since the 1970s and 1980s that gave rise to existing survey metrics. Students' authentic insights have intrinsic value and are essential to legitimating project outcomes.

The undergraduate student population will be formally defined. We will seek to interview a sufficient number of students from a broad range of Australia's institutions (nominally three students from at least 10 institutions across most states/territories). Interview questions will be derived from the background research. We will document the interviews in ways that will engage stakeholders in the evidence and outcomes. The documented interviews will assist in subsequent model and framework development, and institutional engagement.

Institutional scan

Along with the student interviews we will begin the process of identifying data available in higher education institutions of relevance to the student experience. Given the abundance of rich and under-used data in institutions we do not seek to build new instruments. Rather, building on work done in Phase 1 we will identify existing data sources that institutions might use to give persuasive new life to the student experience in ways most relevant to their own unique operating context.

We will consult widely with colleagues at higher education institutions to take stock of existing data systems and capabilities. This fresh consultation is important given variations in focus between this and other OLT projects on 'learning analytics', and particularly given our interest in the broader student experience (and 'student analytics'). Using approaches proven in prior studies (e.g. Coates, Edwards & Friedman, 2010; Radloff, et al., 2013), relevant executives at all public/private (around 170 total) Australian higher education providers will be asked to participate in a survey that assesses relevant policies, resources and practices. Working from earlier consultations we will

develop a brief inventory for distribution to relevant personnel at each institution that helps build a broad picture of data availability. The results of this institutional scan will be reviewed and form the basis of targeted interviews designed to shed further light on institutional practice. The scan will link potential indicators and metrics with specific facets of the student experience. The empirical work will provide a means of identifying plans and readiness for deployment and adoption.

Model development

This work draws together the background research, student interviews and institutional scan to develop a new model for advancing our understanding of Australia's higher education students. We will confirm concepts, indicators and metrics. Through Carrick/ALTC/OLT and other projects, team members have considerable experience contributing to the theory and practice of data driven approaches to understanding and enhancing the student experience (e.g. Coates, 2006, 2009; Scott, Coates & Anderson, 2008; Edwards, Wilkinson, Coates & Canny, 2012; Coates & Richardson, 2012; Radloff, et al., 2013; Corrin, Kennedy, & Mulder, 2013; Lodge, 2011; Lodge & Lewis, 2012; Siemens & Long, 2011; Borden, Calderon, Fourie, Lepori & Bonaccorsi, 2013).

Building actionable concepts for understanding and managing students is core to this project. While much applied data-focused student management and institutional research work is a-theoretical, we contend that taking a conceptual approach is critical for it helps people make educational and institutional sense of the phenomena under study. As evidenced through our leadership of innovations like CEQ, AUSSE, UES, AMAC, OLLS and AHELO (referenced above) we will define constructs which advance how individuals conceptualise higher education. We will examine and validate the perspectives with experts and practitioners involved in the development.

The indicators will provide important new analytical and actionable frames for discussion of the student experience in Australia. They will provide new means for correlating a range of demographic, contextual, or psychographic factors with various facets of the student experience. Specific metrics will be identified to underpin the indicators. The metrics will offer quantitative potential for giving life to the indicators. These will be defined from large and under-utilised storehouses of data held in institution's corporate systems (i.e. as per academic analytics (Siemens & Long, 2011)). Systems from which these data will be drawn will include but not be limited to student information systems and learning management systems. Both data-driven and theory-driven approaches will therefore be used to develop the model drawing on specific statistical and modelling expertise within the partner institutions and project team.

After consultation with the PRG, Phase 2 will conclude with the delivery via the Project Website of a New Perspectives and Prospects Report and a Progress Report.

Phase 3: Engagement

Enhancement Framework

Providing fresh perspectives on the student experience, exciting as they may be, is not sufficient to activate major strategic change. Hence we will build an Enhancement Framework which clarifies and exemplifies opportunities for sustainable adoption. This Framework will provide an architecture for linking the innovative perspectives formed through the project with what is undoubtedly a diverse suite of existing practices. The Framework will incorporate evidence-based case studies and good-practice guidelines showing how institutions can use new data and technologies to understand and enhance students' experience. It will include advice to help institutions communicate more effectively with prospective and current students.

Getting this high-level Framework right is vital to the project. As we have achieved in prior projects it must inspire the sector and add value to existing institutional and professional practice.

Accordingly, we will consult widely with relevant stakeholders and develop case studies of how the Framework can be translated into specific strategies, policies and practices. The team brings expertise to this assignment, but it is critical that the model is pitched and positioned well in order to build capacity and generate new conversations Australia needs about the student experience.

21st Century Students Report

A succinct Project Report (provisionally titled '21st Century Students Report') will be drafted that brings together all key insights and outcomes produced in the project. This Project Report will be written for a broad readership, and for the learning and teaching community to use as a reference. The Project Report will include the model with new concepts and data sources, the Enhancement Framework with implementation guidelines, and institutional case studies. In large part this final

Project Report will draw together much of the existing writing, but it will also for the first time elaborate the new ideas and techniques validated throughout the project to inform student experience practices and policies. It will include a high-level summary and recommendations for future work. A range of publicity materials will be developed, and technical materials will be placed in appendices. Resources will be delivered via the Project Website.

National Engagement Workshops

To further validate the project's developments we will seek further feedback from all Australian higher education institutions. In particular, with the draft Project Report in hand a series of National Engagement Workshops will be convened across five states/territories. The purpose of these meetings is to bring together all insights from the project, to discuss the findings, and to agree on priorities for further action and work. The Project Report will be revised given feedback and delivered. As the reference and prior project lists demonstrate we have delivered such workshops for many prior assignments for Carrick/ALTC/OLT, the Australian Government and institutions.

The project team members have substantial experience disseminating outcomes in ways that build awareness, appreciation and change. We will use diverse and sustained dissemination media and channels to ensure that practice changes in the sector. Sustained effort will be put into informal dissemination through the team's professional networks. In addition to the formal products specified in this proposal, dissemination will include conference contributions and articles for professional and sector publications. A priority will be to ensure the widest geographic and institutional dissemination.

After consultation with the PRG, Phase 3 will deliver National Engagement Workshops, the Enhancement Framework, the 21st Century Students Report, the final Project Website, a Progress Report, and the Acquittal.

Project management

A collaborative project team

The proposed project is a collaboration between seven geographically and diverse higher education institutions (see overview). Figure 1 (see attachment) shows the management structure. The Project Management Group (PMG) includes Professor Hamish Coates (Project Director) and Marian Mahat (Project Manager/Researcher). Hamish and Marian will report to OLT and the Project Reference Group (PRG). The PMG will link with experts at other institutions (Professor Sid Nair, Professor Vic Borden, Professor Phillip Long, Dr Damien Powell, Professor David Wilkinson and Helen Zimmerman), a group of core CSHE researchers (Dr Linda Corrin, Dr Jason Lodge, Dr Ryan Naylor), and support personnel (Molly McKew). The team brings together experts in institutional strategy, quality enhancement, institutional research, student experience, technology, student analytics, student learning and development, student identify and education policy. Marian Mahat, Linda Corrin, Dr Jason Lodge and Dr Ryan Naylor are high-potential early career researchers. CSHE has well-established infrastructure for managing large projects such as this and will provide a range of corporate services. Figure 2 (see attachment) outlines personnel, their main contributions and the days they will allocate to the project. Project team CVs are included in the attachment.

Engagement strategies

As the approach illustrates ongoing consultation is woven into this project as part of our broader aim of engendering evidence-based change and forging ongoing partnerships. A number of engagement strategies are central to this project and are designed to involve institutions in Australia as widely as possible. Working from proven approaches we will:

- produce a stakeholder engagement plan and activate engagement;
- establish the PRG representing stakeholders and experts;
- collaborate with the OLT's assigned project evaluation team;
- sustain ongoing consultation via meetings, interviews, interim reports and workshops;
- engage students, academics and professional staff via the fieldwork; and
- build relationships with institutions via review of various indicators and metrics.

Project outputs and reporting

The following project deliverables will be produced: Detailed Project Plan, Background Research Report, New Perspectives and Prospects Report, National Engagement Workshops, Enhancement

Framework, 21st Century Students Report, Project Website, three Progress Reports, and a Financial Acquittal.

Various forms of reporting will be used throughout the project:

- The project director and team will report to OLT formally/informally as requested, verbally and in writing. Progress Reports will be delivered to OLT after six months, one year and 18 months.
- As indicated, a suite of interim reports will be released on a staged basis.
- A series of National Engagement Workshops will be convened along with relatively informal reports via interviews and consultations.
- Project team meetings will be scheduled regularly and detailed minutes taken.
- The Financial Acquittal will be provided to OLT as required.

Capability and experience

Through a large range of major projects, including for OLT and its predecessors, the CSHE has proven its capacity to deliver innovative and quality outcomes on time and within budget. The CSHE undertakes research, development and consultancy in the field of higher education and is one of the longest-established centres of its kind in the world. CSHE brings together researchers at the cutting edge of their field, with research interests in areas such as internationalisation, quality assurance, policy and strategy, and education systems. The sustained research focus means that it is a repository for a major body of data in relation to higher education. Staff have extensive experience in both quantitative, survey-based data collection and analysis, and interview-based research. The CSHE has an impressive track record of commissioned studies which have influenced policy and practice. CSHE is recognised internationally, and researchers are regularly called on for high-level advice and expert commentary. Relevant prior projects involving team members in leadership roles include:

- Enacting Strategies for Graduate Employability; OLT; 2013–15;
- Australian Medical Assessment Collaboration; OLT; 2012–14;
- Learning Gain Research; Higher Education Funding Council for England; 2014–14;
- Registrar Satisfaction Survey; General Practice Education and Training; 2012–14;
- University Experience Survey; Department of Education, Employment and Workplace Relations; 2011–13;
- Completing the Loop: Meaningful learning analytic data to teachers; OLT; 2013–15;
- Enhancing interaction between domestic and international students; OLT; 2011–13
- National Assessment of Medical Student Learning Outcomes; ALTC; 2011–12
- Course Redesign and Academic Productivity; ALTC; 2010–12;
- Student Evaluation of Teaching Review; Flinders University; 2010–10;
- Assessment of Higher Education Learning Outcomes (AHELO); OECD; 2009–13;
- National Leadership Capability Framework for Australian VET; LH Martin Institute; 2008–09;
- Australasian Survey of Student Engagement (AUSSE); Australasian universities; 2007–13;
- Graduate Pathways Survey; Department of Education and Workplace Relations; 2008–09;
- Course Experience Questionnaire; Graduate Careers Australia; 2006–10;
- Postgraduate Research Experience Questionnaire; Graduate Careers Australia; 2006–10;
- Student Aptitude Test for Tertiary Admission; Department of Education, Employment and Workplace Relations; 2008–10;
- Leadership Capability Framework for Australian Higher Education; Carrick Institute for Learning and Teaching in Higher Education; 2006–09;
- Online Leadership Learning System; ALTC; 2008–09;
- Analysis of Teaching Quality Indicators; Carrick Institute for Learning and Teaching in Higher Education; 2008–09;
- Refinement of the Learning and Teaching Performance Fund Adjustment Process; Department of Education, Employment and Workplace Relations; 2007;
- Australian Technology Network of Universities Academic Standards Model; ATN; 2007;
- AQTF Quality Indicators; Department of Education and Workplace Relations; 2006–12;
- Graduate Destination Survey Enhancement Project; Department of Education, Science and Training; 2005–06; and
- Evaluation of Learning Management Systems; University of Melbourne; 2003.

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Project management

Structure and personnel

Figure 1 shows the management structure. Figure 2 outlines personnel, their main contributions and the days they will allocate to the project. Together, these figures refer to the:

- Project Management Group (PMG): Hamish Coates (HC) and Marian Mahat (MM);
- Project Reference Group (PRG): potential members noted below;
- Researchers: Linda Corrin (LC), Jason Lodge (JL) and Ryan Naylor (RN);
- Support: Molly McKew (MM); and
- Experts: Sid Nair (SN), Vic Borden (VB), Phillip Long (PL), Damien Powell (DP), David Wilkinson (DW) and Helen Zimmerman (HZ).



Figure 1: Project management structure

Phase	Activity	PMG		Researchers			Support	Experts						Total
		HC	MM	LC	JL	RN	MM	SN	VB	PL	DP	DW	HZ	
1	Detailed project planning	8	30	5	4	5	8	5	2	2	2	2	2	75
1	Background research	8	30	15	5	10	8	9	5	5	5	4	3	107
2	Student interviews	8	30	13	1	10	8	8	2	0	2	0	5	87
2	Institutional scan	8	30	8	5	8	8	7	2	1	0	2	1	80
2	Concept model development	8	30	2	5	4	8	12	4	2	1	2	1	79
3	Enhancement framework	8	30	2	5	5	8	5	5	4	3	3	4	82
3	Project Report	8	30	15	5	12	8	7	6	3	2	2	3	101
3	National Engagement Workshops	8	30	5	5	9	8	6	7	0	3	4	3	88
Total		64	240	65	35	63	64	59	33	17	18	19	22	699

Figure 2: Personnel, contributions and days

A Project Reference Group (PRG) will be established at the start of the project and consulted frequently. The project team will draw from the hundreds of experts consulted so far and chose members for their substantive, technical and practical expertise. Potential members include:

- Professor Pascale Quester (University of Adelaide);
- Professor Philippa Pattison (University of Sydney);
- Professor Alex McCormick (Indiana University, student experience, quality assurance);
- Dr Dan Guhr (Illuminate Associates, student expectations and analytics);
- Professor Richard James (University of Melbourne, quality enhancement, student experience).

Project plan and timeline

The project will run for 18 months, commencing in late 2014. Figure 3 provides an overview of the timeline showing phases and activities, with deliverables shaded black.

Phase	Activity	2014-2016																	
		1 Nov	2 Dec	3 Jan	4 Feb	5 Mar	6 Apr	7 May	8 Jun	9 Jul	10 Aug	11 Sep	12 Oct	13 Nov	14 Dec	15 Jan	16 Feb	17 Mar	18 Apr
1: Development	Project initiation																		
	Detailed project planning																		
	Background Research Report																		
	PRG meeting, Progress Report																		
2: Validation	Student interviews																		
	Institutional scan																		
	Model development																		
	New Perspectives and Prospects Report																		
3: Engagement	PRG meeting, Progress Report																		
	Enhancement Framework																		
	21st Century Students Report																		
	Project Website																		
	National Engagement Workshops																		
	PRG meeting, Progress Report, Acquittal																		

Figure 3: Project timeline

Budget

Project budget

The total cost of this project is \$646,000 (ex GST) as detailed in Table 1. Of this cost, the OLT is requested to fund \$323,000 (503%), with \$323,000 (50%) being non-renumerated time contributions from the institutions at which the project team members are based. The budget is divided into two phases, the first lasting 12 months and the second six months.

Table 1: Project budget 2014 to 2016

		Budget Stage 1/Year 1			Budget Stage 2/Year 2		
		OLT	Other	Total	OLT	Other	Total
A. PERSONNEL							
	Project Director: Hamish Coates (Level E, 0.2 FTE)		44,626	44,626		22,313	22,313
	Project Manager/Researcher: Marian Mahat (Level A, 0.8 FTE)	89,257		89,257	44,628		44,628
	Project Researcher: Linda Corrin (Level B, 0.2 FTE)	27,893		27,893	13,946		13,946
	Project Researcher: Jason Lodge (Level B, 0.1 FTE)		13,946	13,946		6,973	6,973
	Project Researcher: Ryan Naylor (Level B, 0.2 FTE)	13,946	13,946	27,893	6,973	6,973	13,946
	Project support: Molly McKew (HEW 4, 0.2 FTE)	8,040	8,040	16,079	4,020	4,020	8,040
	Expert: Sid Nair (Level E, 0.2 FTE)		44,626	44,626		22,313	22,313
	Expert: Vic Borden (Level E, 0.2 FTE)	22,313	22,313	44,626	11,156	11,156	22,313
	Expert: Phillip Long (Level E, 0.05 FTE)		11,156	11,156		5,578	5,578
	Expert: Damian Powell (Level E, 0.05 FTE)		11,156	11,156		5,578	5,578
	Expert: David Wilkinson (Level E, 0.05 FTE)		11,156	11,156		5,578	5,578
	Expert: Helen Zimmerman (Level E, 0.05 FTE)		11,156	11,156		5,578	5,578
	Sub total for section A	161,449	192,122	353,571	80,724	96,061	176,785
B. PROJECT SUPPORT							
	Teleconferencing (project plus reference group)		1,000			453	
	University library resources, subscriptions and support		3,000			1,000	
	Sub total for section B		4,000			1,453	
C. PROJECT ACTIVITIES							
	Travel for 2 face-to-face meeting (3 members x domestic flights x 2 meetings)	6,000		6,000			
	Travel for institutional consultations (2 members x 2 interstate consultation visits)	2,400		2,400			
	Travel for student interviews (1 member x 3 interstate)	1,800		1,800			
	Travel to national engagement workshops (2 members to five Australian capital cities)				6,000		6,000
	International travel for national engagement workshop (1 member)				3,000		3,000
	Catering/venue national engagement workshops (5 venues x 40 participants x \$40 each)				13,000		13,000
	Design, desktop publishing and printing of brochures/materials	2,000		2,000	2,000		2,000
	Online publishing - website design and development	5,000		5,000	2,000		2,000
	Incidentals: materials, postage etc.		3,000	3,000		1,000	1,000
	Conference attendance (2 conference for 2 members)	3,000		3,000	3,000		3,000
	Sub total for section C	20,200		23,200	29,000		30,000
D. OLT COMPULSORY ITEMS							
	Attendance at OLT events	3,000		3,000			
	Editing costs				3,000		3,000
	Sub total for section D	3,000		3,000			
E. INSTITUTIONAL OVERHEAD LEVY		17,655	19,612	37,267	10,972	9,751	20,724
	Sub total for section E	17,655	19,612	37,267	10,972	9,751	20,724
	Total per Stage/Year	202,303	215,734		120,697	107,265	227,509
		OLT	Other	Total			
	TOTAL PROJECT BUDGET	323,000	323,000	646,000			

Budget justification

Personnel

The Project Director Professor Hamish Coates (CSHE, University of Melbourne) will spend 0.2 full-time equivalent (FTE) days on this project, all of which will be absorbed by the University as an in-kind contribution. Professor Coates will lead the entire project from initiation to completion. He will ensure that project processes and outcomes are of the highest standard.

There are six project experts—academics and researchers renowned in their areas of expertise who will provide broad leadership in different phases of the project. Professors Sid Nair (University of Western Australia) and Vic Borden (Indiana University) will provide 0.2 FTE days each on the project. Professor Phillip Long (University of Queensland), Dr Damian Powell (Janet Clarke Hall), Professor David Wilkinson (Macquarie University) and Helen Zimmerman (Navitas) will provide expert advice and input throughout the project and each will contribute 0.05 FTE days.

Project researchers—Dr Linda Corrin (0.2 FTE), Dr Jason Lodge (0.1 FTE) and Dr Ryan Naylor (0.2 FTE)—will conduct the bulk of the implementation with high level support and management from Marian Mahat (Project Manager/Researcher, 0.8 FTE). All are early career researchers from the University of Melbourne and have been involved in large-scale education research projects, writing reports/background reviews, in case study and survey methodologies, and in running symposia for tertiary stakeholders, which are their roles within this project. Molly McKew (University of Melbourne) will provide 0.2 FTE days of administrative support for the project.

Project support

Project support, including teleconferencing, library resources etc., are provided to the project as in-kind contribution by the University of Melbourne.

Project activities

The project budget includes travel costs for the project team to meet face-to-face twice over the period of the project (International partners will Skype in). These costs have been kept to a minimum, with the majority of communication between project partners taking place via email and telephone, and no face-to-face meetings of the Project Reference Group. Additionally, Skype meetings will be organised regularly as needed. Team members frequently travel interstate and will use these opportunities to meet face-to-face whenever possible, including the alignment of meetings with national forums at which the project can be shared with/presented to colleagues.

Funding is also requested to cover the cost of conducting student interviews, institutional consultations and national engagement workshops. These are essential consultations, which will contribute rich resources and data for the project. Other costs include design and desktop publishing of printed materials, brochures as well as website development. A small cost has been included for the dissemination of project outcomes at two national conferences.

Letters of endorsement

Letters of endorsement from participating Australian institutions are included at the end of this proposal.

CVs for project team

Hamish Coates (University of Melbourne; Project Director)

Professor Hamish Coates (BA(Hons), BSc, MEd, PhD) has a Chair of Higher Education at the Centre for the Study of Higher Education (CSHE), University of Melbourne. He was Founding Director of Higher Education Research at the Australian Council for Educational Research (ACER) from 2006 to 2013, and between 2010 and 2013 also Program Director at the LH Martin Institute for Tertiary Leadership and Management. Hamish completed his PhD in 2005 at the University of Melbourne, and executive training at INSEAD in 2012. Through research and development Hamish focuses on improving quality and productivity. Interests include large-scale evaluation, tertiary education policy, institutional strategy, outcomes assessment, learner engagement, academic work and leadership, quality assurance, and tertiary admissions. From his first higher education project in 1999 to develop the Course Experience Questionnaire he has initiated and led many successful projects, including as Founding Director of the Australasian Survey of Student Engagement, University Experience Survey, and OECD's Assessment of Higher Education Learning Outcomes Feasibility Study (AHELO) Feasibility Study. As consultant and researcher Hamish has worked on a number of Carrick Institute, ALTC and OLT projects, including: Development of a Leadership Capability Framework for Australian Higher Education (2006-09), Online Leadership Learning System (2008-09), Analysis of Teaching Quality Indicators (2008-09), Course Redesign and Academic Productivity (2010-12), How universities can best support students to develop generic skills: Enacting strategies for graduate employability (2013-2015) [0 days outstanding] and Australian Medical Assessment Collaboration (2012-14) [0 days outstanding]. He is evaluating the OLT project Work-based assessment of teamwork in healthcare: an inter-professional approach (2012-14) [5 days outstanding]. He is an expert advisor to the OLT project Collaborative development of shared assessment items for embedding economics learning standards in higher economics education (2014-15) [3 days outstanding]. In collaboration with RAND Europe he is conducting the project Learning Gain Research for the Higher Education Funding Council for England (HEFCE). Hamish will contribute 20 per cent of his time to this project.

Vic Borden (Indiana University; Expert)

Professor Vic Borden is professor of educational leadership and policy studies and a senior advisor to the university executive for academic affairs. In this latter capacity, he works with colleagues to develop enhancement systems to improve student development and learning. Recent advances have included the development of an early warning system and an analytically based course advising system. Dr Borden has 30 years of experience in developing and leading institutional research offices at major United States research universities and is a past president of the United States Association for Institutional Research. His recent research projects focus on developing inquiry- and analytically-based institutional capacities to improve student success.

Linda Corrin (University of Melbourne; Researcher)

Dr Linda Corrin (LLB, BInfoTech(Hons), PGCertLTHE) joined the CSHE in 2012 as Lecturer in Higher Education. Her role focuses on research, curriculum development and academic development in the areas of educational technology and eLearning. Linda's research interests include examining students' engagement with technology in everyday and academic contexts, learning analytics, feedback, mixed methods research, and learning design. Prior to joining the CSHE, Linda worked at the Graduate School of Medicine, University of Wollongong as a lecturer in educational development. Linda's PhD research examines student learning through technologies.

Jason Lodge (University of Melbourne; Researcher)

Dr Jason Lodge (BPsych(Hons), GCertEd, MEd, PhD) is a psychological scientist and Research Fellow in the Science of Learning Research Centre and CSHE. Jason's research concentrates on the application of the learning sciences and educational technology to higher education. Specifically, he investigates the cognitive and emotional factors that influence learning and behaviour and how research findings from the learning sciences can be used to enhance learning design, teaching practice and the student experience. Jason has over a decade of experience in teaching in Australian universities and has previously been a team member on an OLT-funded project investigating the student experience. He is also a former Chair of the Queensland branch of the Higher Education Research and Development Society of Australasia and is currently serving as a member of the New Media Consortium Horizon Project Australia Advisory Board.

Phillip Long (University of Queensland; Expert)

Professor Phillip Long (AB(Hons), PhD) is Professor of Innovation and Educational Technology in the School of ITEE, founding director of the Centre for Educational Innovation and Technology (CEIT) at the University of Queensland, dedicated to research on learning environments that have the potential to innovate teaching, learning and creativity. This work has been transformed into a new stage as Executive Director of Innovation and Analytics in a merger of units to become the Institute for Teaching and Learning Innovation (ITALI). His work includes research, development, and dissemination of educational innovation through the strategic use of space (physical and virtual) and technology for learning and research collaboration. ITALI houses the UQx Project, directed by Professor Long, representing the university's engagement with Massive Open Online Courses, in partnership with edX (founded by Harvard and the Massachusetts Institute of Technology) but with a primary goal of understanding how online learning tools can enhance primarily place-based university learning experiences. Professor Long's current research interests focus on designing built pedagogies, physical and virtual to support active learning and collaboration. He retains a role as Visiting Researcher in the Centre for Educational Computing Initiatives at MIT where he was also the Senior Strategist for Academic Technologies.

Marian Mahat (University of Melbourne; Project Manager/Researcher)

Marian Mahat (DipBus, BSc(Hons), MEd, PhD(in progress)) has significant experience in developing evidence-based strategic policy, providing advice to institutional leaders and policy makers as well as conducting analyses of issues affecting the tertiary education sector. She has over fifteen years' experience in higher education management and policy, and more recently with Australia's independent national regulator of the tertiary education sector, Tertiary Education Quality and Standards Agency (TEQSA) and has made a significant contribution to the higher education sector both at institutional and national levels. Her PhD research explores the emerging dynamics and prospects for programmatic diversity between institutions using differentiating indicators of learning outcomes.

Sid Nair (University of Western Australia; Expert)

Professor Sid Nair (PhD) is Professor of Higher Education Development at the Centre for the Advancement of Teaching and Learning (CATL). His current role looks at the quality of teaching and learning at UWA. Prior to this he was Interim Director and Quality Advisor at the Centre for Higher Education Quality at Monash University. In this role he headed the evaluation unit at Monash University where he restructured the evaluation framework at the university. He was instrumental in the development of the Monash Employers Survey. Professor Nair is a Chemical Engineer by training but his interest in helping students succeed in the applied sciences in higher education led him to further specialise in education. This led him to his many works in improving student life. His research work lies in the areas of quality in the higher education system, classroom and school environments, and the implementation of improvements from stakeholder feedback. He has extensive lecturing experience in the applied sciences in Canada, Singapore and Australia. He is an international consultant in quality and evaluations in higher education.

Ryan Naylor (University of Melbourne; Researcher)

Dr Ryan Naylor is an Early Career Academic at the CSHE and Visiting Fellow at the National Centre for Student Equity in Higher Education. His current research focuses primarily on student equity and the student experience. Major projects he is currently undertaking include the First Year Experience Survey, a national survey of first year university students that has been operating for 20 years. This project builds on his previous work in examining the student experience and will be directly relevant to strengthening this project. Ryan is also a participant in the OLT commissioned project *Academic Workforce 2020: Framing a National Agenda for Professionalising University Teaching* and led the *Critical Interventions Framework*, a national framework for equity initiatives commissioned by the Federal Government. His work on those projects, as well as his experience in the design and delivery of professional development programs, will add value to this project.

Damien Powell (Janet Clarke Hall; Expert)

Dr Damian Powell is Principal of Janet Clarke Hall, and a Senior Fellow in the School of Philosophical and Historical Studies within the University of Melbourne. As Head of a Residential College, Dr Powell has worked extensively on the student experience. Twice Chair of the Melbourne Heads of Colleges, he was National Secretary of University Colleges Australia and

current serves on the Board of Ballarat and Queen's Anglican Grammar School. Within the University of Melbourne, Dr Powell served from their inception on the Melbourne Experience Working Party and the Kwong Lee Dow Scholarships Program. Dr Powell was a member of the Expert Review Panel for Australian Sex Discrimination Commissioner Elizabeth Broderick's Reviews into the Treatment of Women at the Australian Defence Force Academy and within the Australian Defence Force. He has helped to run a yearly national forum that brings together students from ADFA, the Australian Institute of Sport, the Australian Federal Police, and from each of the Group of Eight Universities. He recently addressed a Triennial Meeting of the Colleges and Universities of the Anglican Communion (CUAC) on 'Ethical Decision Making: lessons from the ADFA Skype Scandal'.

David Wilkinson (Macquarie University; Expert)

Professor David Wilkinson (BSc(Hons), MBChB, MSc, MD, PhD, DSc, FRCP) is Deputy Vice Chancellor (Corporate Engagement & Advancement) at Macquarie University. Part of his portfolio includes the Future Students Team responsible for all domestic student recruitment, and support to international recruitment. He was awarded ALTC and OLT grants to support the development of the Australian Medical Assessment Collaboration, and a 2012 OLT National Senior Teaching Fellowship on Nationwide Assessment of Medical Student Learning Outcomes. He is also a recipient of an ALTC Award for Australian University Teaching. He has published over 220 peer reviewed papers, included several on teaching and learning matters, and is the recipient of several ARC and NHMRC grants.

Helen Zimmerman (Navitas; Expert)

Ms Helen Zimmerman (BA(Hons), GradDipEd, GradDipAdultEd, FAICD) has worked in leadership roles in Australian public and private education for over 30 years. She is currently a senior executive of Navitas Limited, an Australian ASX Top 100 Company and global education provider that delivers higher education, English language training and settlement services, creative media education, workforce and professional education, and student recruitment. Helen is currently Navitas Group General Manager of Government and Stakeholder Relations. Previously she led the English Division of Navitas, having also established the Workforce Division (now Professional and English Programs). Prior to joining Navitas Helen was Managing Director of the ACL Group of companies, the largest private provider of English language education in Australia. Helen is President of the International Education Association of Australia and has served on the boards of a number of peak professional education associations and regulatory bodies. She is an Honorary Senior Fellow of the LH Martin Institute of the University of Melbourne, a Fellow of the Australian Institute of Company Directors and a director of the Australian Business and Community Network, a national partnership of highly committed business leaders and companies creating business and education partnerships through mentoring and coaching programs. In 2010 Helen was one of five national finalists for the award of Leading CEO for the Advancement of Women.



29 August 2014

Ms Di Weddell
Office for Learning and Teaching
Level 10, 225 Elizabeth Street
Sydney NSW 2000

Dear Ms Weddell

RE: 2014 Strategic Priority Commissioned Project: 21st Century Student Experience

Project Title: Innovative perspectives and approaches for enhancing the student experience

Project Director: Professor Hamish Coates, Chair of Higher Education, Centre for the Study of Higher Education, University of Melbourne

Team members:

- Ms. Linda Corrin, Lecturer in Higher Education, Centre for the Study of Higher Education
- Dr. Jason Lodge, Research Fellow (Learning Sciences), Centre for the Study of Higher Education
- Ms. Marian Mahat, Research Fellow, Centre the for Study of Higher Education
- Dr. Ryan Naylor, Lecturer in Higher Education, Centre for the Study of Higher Education

This study aims to build institutional capacity to enhance the student experience by:

- building new conceptualisations of Australia's higher education students;
- advancing insight into what students expect from higher education;
- developing innovative empirical perspectives on the student experience; and
- designing new approaches for enhancing the student experience.

I am pleased to endorse and support the attached application for this project led by Professor Hamish Coates. The institution will support the time commitment of the team members from University of Melbourne as listed above if the project is successful.

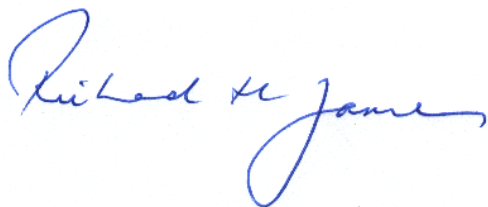
If funded, this project will contribute to the University of Melbourne's Teaching and Learning strategies to enhance the student experience. Consequently, the project will be of value and will be supported by us.

I certify that the application:

- meets the eligibility criteria as specified in the relevant 2014 program and operational information, and application instruction;

- complies with the relevant 2014 program and operational information, and application instructions and if the application is successful the University of Melbourne agrees to abide by the terms of the funding agreement;
- the University of Melbourne will notify OLT if there are any changes in the project leader's circumstances which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal.

Yours sincerely,

A handwritten signature in blue ink, reading "Richard James".

Professor Richard James
Pro Vice-Chancellor (Academic)
Director, Centre for the Study of Higher Education
The University of Melbourne



Centre for the Study of Higher Education
Melbourne Graduate School of Education
The University of Melbourne
Victoria 3010 Australia
Telephone: +61 3 8344 4605
Fax: +61 3 8344 7576
<http://www.cshe.unimelb.edu.au>



Janet Clarke Hall

THE UNIVERSITY OF MELBOURNE
www.jch.unimelb.edu.au

Wednesday 27 August 2014

Office of Learning and Teaching
Level 10, 225 Elizabeth Street
Sydney NSW 2000

Dear Office of Learning and Teaching

RE: 2014 Strategic Priority Commissioned Project: 21st Century Student Experience

Project Title: Innovative perspectives and approaches for enhancing the student experience

Project Director: Professor Hamish Coates, Chair of Higher Education, Centre for the Study of Higher Education, University of Melbourne

This study aims to build institutional capacity to enhance the student experience by:

- building new concepts for understanding Australia's higher education students;
- identifying new data sources for measuring the student experience; and
- engaging institutions in enhancement approaches and a new program of work.

I am pleased to endorse and support the attached application for this project led by Professor Hamish Coates. The institution will support the time commitment of Dr Damian Powell from Janet Clarke Hall as listed in the budget sections of the proposal if the project is successful.

If funded, this project will contribute to Janet Clarke Hall's Teaching and Learning strategies to enhance the student experience. Consequently, the project will be of value and will be supported by us.

I certify that:

- if the application is successful Janet Clarke Hall agrees to abide by the terms of the funding agreement
- Janet Clarke Hall will notify OLT if there are any changes in the team member from Janet Clarke Hall's circumstances which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal.

Yours sincerely,

Ms Virginia Glenn
Bursar and Company Secretary

Janet Clarke Hall
The University of Melbourne



27 August 2014

Office of Learning and Teaching
Level 10, 225 Elizabeth Street
Sydney NSW 2000

Dear Office of Learning and Teaching

RE: 2014 Strategic Priority Commissioned Project: 21st Century Student Experience

Project Title: Innovative perspectives and approaches for enhancing the student experience

Project Director: Professor Hamish Coates, Chair of Higher Education, Centre for the Study of Higher Education, University of Melbourne

This study aims to build institutional capacity to enhance the student experience by:

- building new concepts for understanding Australia's higher education students;
- identifying new data sources for measuring the student experience; and
- engaging institutions in enhancement approaches and a new program of work.

I am pleased to endorse and support the attached application for this project led by Professor Hamish Coates. The institution will support the time commitment of Professor David Wilkinson, Deputy Vice-Chancellor Corporate Engagement and Advancement from Macquarie University as listed in the budget sections of the proposal if the project is successful.

If funded, this project will contribute to the Macquarie University's Teaching and Learning strategies to enhance the student experience. Consequently, the project will be of value and will be supported by us.

I certify that:

- if the application is successful Macquarie University agrees to abide by the terms of the funding agreement
- Macquarie University will notify OLT if there are any changes in the team member(s)' from the Macquarie University circumstances which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal.

Yours sincerely

Professor John Simons
Deputy Vice-Chancellor (Academic)

Wednesday 27 August 2014

Office of Learning and Teaching
Level 10, 225 Elizabeth Street
Sydney NSW 2000

Dear Office of Learning and Teaching

RE: 2014 Strategic Priority Commissioned Project: 21st Century Student Experience

Project Title: Innovative perspectives and approaches for enhancing the student experience

Project Director: Professor Hamish Coates, Chair of Higher Education, Centre for the Study of Higher Education, University of Melbourne

This study aims to build institutional capacity to enhance the student experience by:

- building new concepts for understanding Australia's higher education students;
- identifying new data sources for measuring the student experience; and
- engaging institutions in enhancement approaches and a new program of work.

I am pleased to endorse and support the attached application for this project led by Professor Hamish Coates. The institution will support the time commitment of Helen Zimmerman, Group General Manager Government and Stakeholder Relations from Navitas Ltd as listed in the budget sections of the proposal if the project is successful.

If funded, this project will contribute to Navitas' Teaching and Learning strategies to enhance the student experience. Consequently, the project will be of value and will be supported by us.

I certify that:

- if the application is successful Navitas agrees to abide by the terms of the funding agreement
- Navitas will notify OLT if there are any changes in the team member(s)' from Navitas' circumstances which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal.

Yours sincerely,

A handwritten signature in black ink, appearing to be "HJ", with a long horizontal line extending to the right.

Helen Zimmerman
Group General Manager
Government and Stakeholder Relations

helen.zimmerman@navitas.com

Office of Learning and Teaching
Level 10, 225 Elizabeth Street
Sydney NSW 2000

28 August 2014

Dear Office of Learning and Teaching

RE: 2014 Strategic Priority Commissioned Project: 21st Century Student Experience

Project Title: Innovative perspectives and approaches for enhancing the student experience

Project Director: Professor Hamish Coates, Chair of Higher Education, Centre for the Study of Higher Education, University of Melbourne

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- identifying new data sources for measuring the student experience; and
- engaging institutions in enhancement approaches and a new program of work.

I am pleased to endorse and support the attached application for this project led by Professor Hamish Coates. The institution will support the time commitment of Prof Phillip D. Long, Exec. Dir. Innovation and Analytics from The University of Queensland as listed in the budget sections of the proposal if the project is successful.

If funded, this project will contribute to the University of Queensland's Teaching and Learning strategies to enhance the student experience. Consequently, the project will be of value and will be supported by us.

I certify that:

- if the application is successful The University of Queensland agrees to abide by the terms of the funding agreement
- The University of Queensland will notify OLT if there are any changes in the team member(s)' from the University of Queensland's circumstances which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal.

Yours sincerely,



Prof. Joanne Wright
Deputy Vice Chancellor Academic
The University of Queensland



THE UNIVERSITY OF
WESTERN AUSTRALIA

OFFICE OF THE VICE-CHANCELLOR

DEPUTY VICE-CHANCELLOR (EDUCATION)

Professor Alec Cameron
BSc BE Syd., DPhil Oxon., MS NYU., FAICD

25 August 2014

Ms Natalie Laifer
Director of Grants and Fellowships
Office for Learning and Teaching
Level 10, 255 Elizabeth Street
Sydney NSW 2000

Dear Ms Laifer

**RE: OLT Commissioned Project, OLT Commissioned Project, 21st Century Student Experience
Innovative perspectives and approaches for enhancing the student experience**

I am writing to endorse the project **Innovative perspectives and approaches for enhancing the student experience** as submitted by The University of Melbourne project team led by Professor Hamish Coates, Project Director.

The project team includes Professor Sid Nair from the University of Western Australia.

This study aims to build institutional capacity to enhance the student experience by:

- building new conceptualisations of Australia's higher education students;
- advancing insight into what students expect from higher education;
- developing innovative empirical perspectives on the student experience; and
- designing new approaches for enhancing the student experience.

The project fits within UWA's strategic objective 'To improve the quality of the student learning experience.'

The University of Western Australia will support the time commitment of Professor Sid Nair as indicated in the budget justification.

I certify that:

- The University of Western Australia agrees to abide by the terms of the funding agreement
- The University of Western Australia will notify OLT if there are any changes in the circumstances of the team member(s) from the University of Western Australia which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal.

Alec Cameron
Deputy Vice-Chancellor (Education)

Sid Nair
UWA project member(s)