

A Research Report on

Communication Of The Higher Education
Reforms “Our Universities: Backing
Australia’s Future” And Particularly Of
The "Going To Uni" Website
(Post Campaign Evaluation Wave)

prepared for

**Department of Education,
Science and Training**

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Executive Summary.

WHAT WE DID

600 telephone interviews were conducted with the following samples across Australia over the period of February 22 to March 3, 2005:

- 301 prospective university undergraduates
- 149 current university undergraduate and postgraduate university students
- 150 parents of the above.

This was a post-campaign monitoring study. Its results are compared with a benchmark measure of this study conducted immediately prior to the campaign communicating information about reforms to Higher Education announced in the Government's policy statement — "Our Universities: Backing Australia's Future".

We conveniently summarise the results of this post-campaign study in the following pages under a series of headings with references provided to tables of results to all questions asked which form our Detailed Findings.

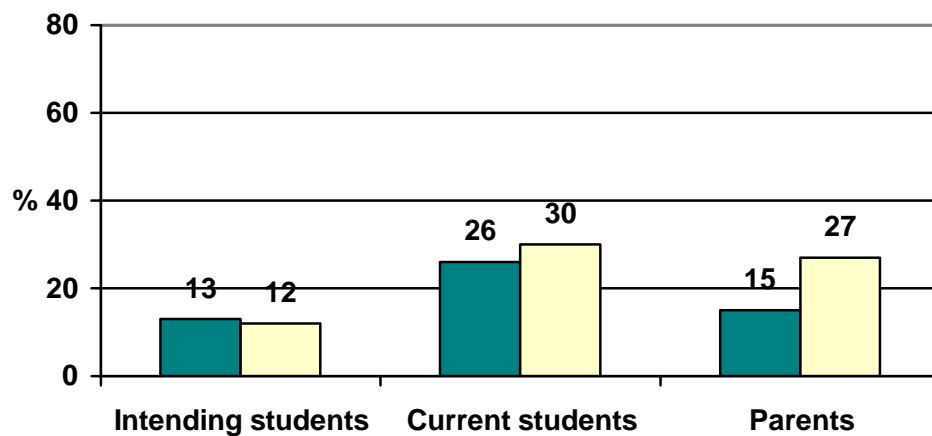
WHAT WE FOUND

1. Awareness of The Higher Education Reforms.

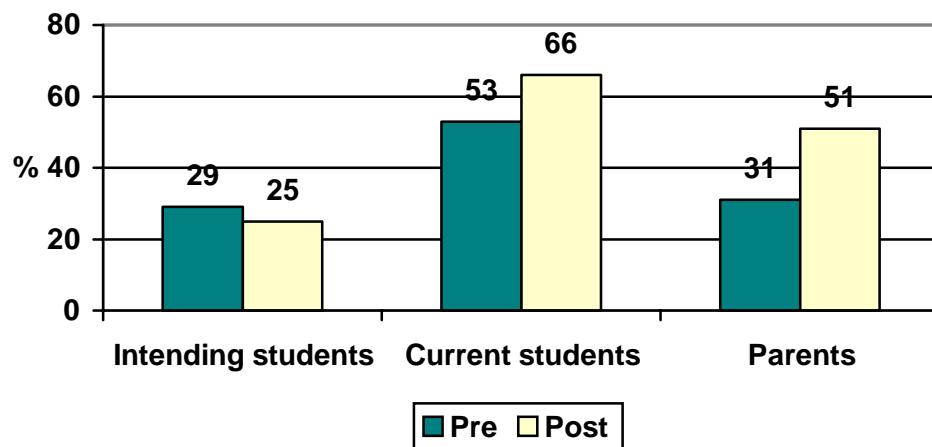
Awareness was sought by referring to the higher education reform package ‘Our Universities: Backing Australia’s Future’ and secondly following a brief description provided.

The charts below summarise the findings here.

Awareness of The Reforms without description provided.



with description provided



Awareness of the higher education reform package before providing any description has increased marginally during the period of the campaign (especially among parents).

However, prompted awareness (ie. with a description provided) has increased a little more (again, especially among current students and parents of students).

Current students exhibit the highest level of spontaneous and prompted awareness (over two in three current students) with around three in ten claiming to be spontaneously aware among:

- intending students; and
- parents.

When a brief description is provided, awareness increases substantially among current students and parents but not among intending students.

Current students remain not only those most aware of the changes but also generally better informed about them.

(Refer also Table 2 in Detailed Findings)

2. Source(s) Of Awareness Of The Higher Education Reforms.

Again, the major sources of awareness were television, print newsmedia and higher education institutions themselves.

Main Source Of Awareness – Post-Campaign.

	Pre-Campaign %	Post-Campaign %
Intending Students (25% aware)		
- Television	30	29
- Newspapers	24	32
- Universities	24	21
- Radio	3	17
- Family / friends	13	12
Current Students (66% aware)		
- Universities	61	44
- Television	24	23
- Newspapers	14	19
- University website	10	8
Parents (51% aware)		
- Television	37	30
- Newspapers	33	42
- Radio	13	11
- Universities	11	21

The **Going To Uni** website continues, after the campaign, to record minimal levels of spontaneous awareness (1% of total sample, 2% of current students) although there is also mention of:

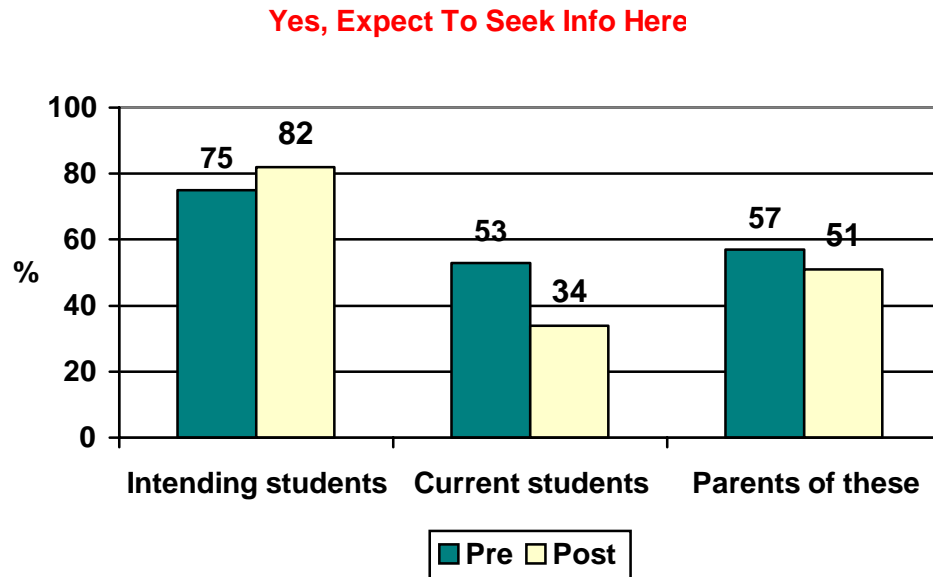
- direct communication (mail / letter); and
- brochures and leaflets

...about one in ten mentioning either of these sources.

(Refer also Table 3 in Detailed Findings)

3. Expectation of Seeking Information about These Reforms

Still significant proportions of each segment claim they'll seek information about the reforms "in the near future", as the chart below illustrates:



Intending students clearly recognise the greatest need.

Some attrition among **current students** may reflect their already better awareness and more informed status regarding the reforms.

With **parents**, there is little change in attitude of statistical relevance.

Among those claiming they would **not** expect to seek information about the changes, the chief reasons were as follows:

Main Reasons 'No'	
Intending Students	<ul style="list-style-type: none"> • Doesn't apply to me / assume it won't affect me (31%). • I know about it now / already got information about it / received a booklet (17%). • Not really interested / I'll just cop it / whatever happens, happens (13%).
Current Students	<ul style="list-style-type: none"> • Already know about it now / already obtained information / booklet (23%). • Doesn't apply to me / assume it won't affect me (21%). • Not really interested / whatever happens, happens (14%).
Parents	<ul style="list-style-type: none"> • My offspring will be seeking the information if necessary / it's up to them (27%). • Doesn't apply to me / assume it won't affect me (23%). • I know about it now / already got information about it / received a booklet (18%).

Those intending to seek information about the reforms will, again, this wave mainly use as a source, **universities** or the **internet** (in general).

Likely Sources Of Information.

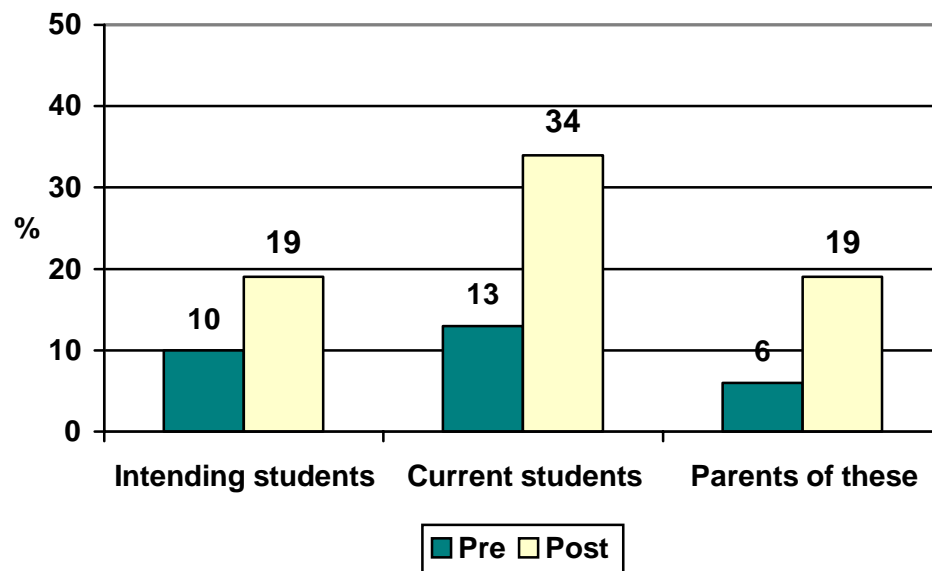
	Intending Students		Current Students		Parents of Students	
	Pre %	Post %	Pre %	Post %	Pre %	Post %
Universities	38	28	60	46	37	36
Internet in general	44	45	29	34	33	33
A university website	5	3	17	9	3	5
Going To Uni website	1	1	3	5	1	1

There has been very little change in mention of the **Going To Uni** website, although now mentioned by one in twenty current students.

(Refer also Tables 4 & 5 in Detailed Findings)

4. Total Awareness of 'Going to Uni' Website

By prompting the respondents with the name of the Going To Uni website, total awareness levels stand as follows:



This is a clear indication of a positive shift in awareness levels following the campaign, especially among current students.

The main sources of awareness (of the **Going To Uni** website) have been:

	Pre-Campaign			Post-Campaign		
	Intending Student %	Current Student %	Parents %	Intending Student %	Current Student %	Parents %
Television	-	32	22	7	10	-
Radio	-	11	-	2	4	7
Newspapers	-	-	-	16	12	3
Magazines	-	-	-	2	-	-
Universities	19	32	22	-	-	-
Internet in general	26	5	11	4	8	7
University website	-	5	-	2	10	3
Brochure / leaflet	13	11	11	4	20	7
School / careers adviser	22	5	22	19	6	3

The impact of the media campaign can be discerned (although at relatively low levels).

(Refer also Table 6 in Detailed Findings)

5. Awareness And Recall Of The Advertising Campaign.

At least seven in ten among any key target audience group could not recall either of the radio commercials and this was also largely true for the press advertising (where two-thirds of parents claimed not to recall this component).

However, nearly half of each target sub-group could recall exposure to at least some of the campaign advertising when prompted.

This is illustrated in the table below.

	Intending Students %	Current Students %	Parents %
Recall of radio advertising:			
Yes, both ads	7	4	3
Yes, female talking to guy	21	22	14
Yes, man talking to parents	2	2	-
No, neither	70	72	83
Recall of press advertising:			
Yes	20	28	34
No	80	72	66
Recall of <u>any</u> prompted advertising (radio or press):			
Yes	46	50	45
No	54	50	55

Main messages received from the advertising include:

- if you're going to uni use the website / website is informative / helpful (20%);
- pathways to university (17%);
- go to uni / uni is good (9%); and
- financial information regarding university (9%).

Around one-quarter of those recalling **some** advertising could not recall a message (higher among parents but lower among current students).

(Refer also Table 7 in Detailed Findings)

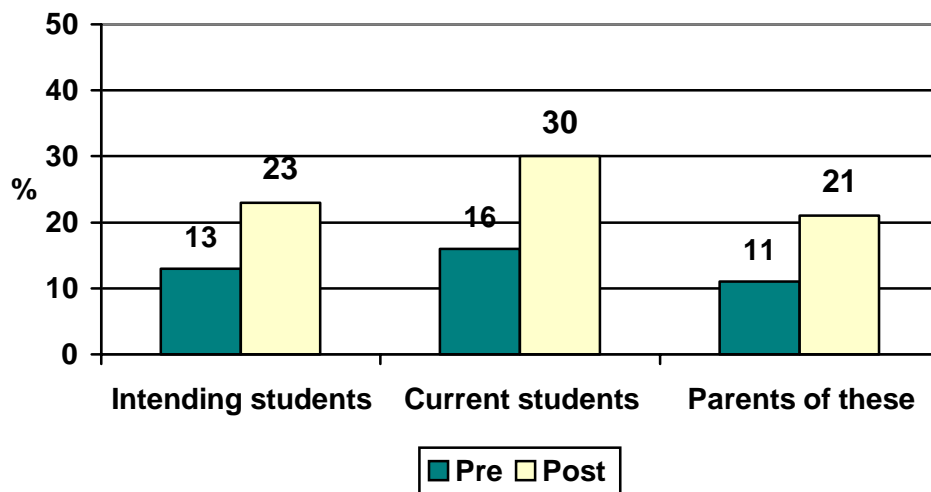
6. Use And Opinion Of The 'Going To Uni' Website.

Accessing of the Going to Uni website has risen among all target sub-groups but not necessarily substantially.

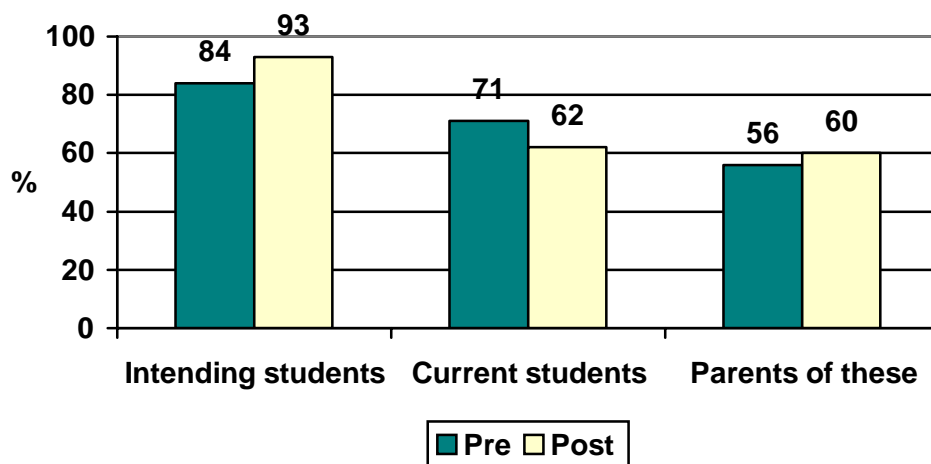
However, intentions to use the site continue to be very high for intending students.

Intention to re-use (if already accessed) is also strong but the bases of respondent types are very small here.

Accessed 'Going To Uni' Website So Far



Intend To Use 'Going To Uni' Website In Forseeable Future.



The actual numbers who have accessed the website remain very small (especially when broken down by sub-groups) which makes analysis problematic, particularly in regard to the influence of advertising upon accessing of the website.

However...

...most found it useful, informative and easy to understand.

(Refer also Table 8 in Detailed Findings)

An Overall Bottom Line.

About **one in five** of the target audience exhibit some spontaneous awareness of the higher education reform package, higher among parents and current students.

Once prompted with a description, awareness rises across all groups except intending students and to **four in ten** of the sample total.

Awareness has, essentially, emanated from the media and tertiary institutions, with a little influence from schools.

The numbers expecting to seek further information about the higher education reforms have not risen dramatically as some feel adequately informed (or informed to their level of interest already), but would look to **universities** and the **internet** for further detail.

Awareness of the 'Going To Uni' website has increased to levels which should still be regarded as moderate.

Current students remain most aware of it.

Media (and perhaps the advertising) now begins to be regularly mentioned as a source of awareness of the site, along with other sources (universities, the internet).

The recent advertising campaign shows reasonable levels of awareness and recall. Any judgement needs to be made on the basis of:

- the type of media (eg. other than television, which is typically high impact);
- the media spend, duration and placement of the campaign; and
- the time of year during which it ran.

The radio and the press exhibited about the same level of prompted recall (about one-quarter of the sample). However, different media appealed to some different audiences evidenced by:

- the finding that **around half** of each audience recalled some of the advertising; and
- **radio** appeared marginally more effective with **intending students** and **press** more noticed by **parents**.

One radio script was clearly more successful than the other.

Messages derived from the advertising were, in the main, accurate but the research provides evidence of some need to perhaps continue a level of promotion of the site at appropriate times during the next twelve months to ensure that it becomes a more 'top of mind' information source.

Background & Aim.

“**Our Universities: Backing Australia’s Future**” is a major policy statement released by the Australian Government concerning reforms to higher education.

The greater part of these reforms were implemented at the start of 2005. In essence, the key changes signalled within the reforms include:

- changes to existing student support mechanisms (i.e. HECS, PELS, OLDPS, BOTPLS);
- introduction of a Student Learning Entitlement (SLE);
- availability of loans through HELP (the Higher Education Loan Program);
- availability of Commonwealth Learning Scholarships (CLS);
- flexibility for higher education providers in setting their own student contribution amounts (upon those courses that they deliver);
- students receiving Commonwealth assistance to have issued a Commonwealth Higher Education Student Support Number (CHESSN); and
- access to relevant information through HEIMS the *Going to Uni* website (www.goingtouni.gov.au).

These changes will affect students beginning study in the 2005 calendar year, but the majority of the changes will also apply to students already within the higher education system in 2004.

Other changes under the reforms include:

- changed eligibility requirements;
- a decrease in the discount for up-front payments (from 25% to 20%);
- a decrease in the bonus for voluntary repayments of HECS or HELP debts (from 15% to 10%); and
- an increase in the minimum threshold for compulsory repayment of HECS and HELP debts.

The introduction of these changes to higher education and the widespread effect upon students required an effective communication campaign.

Audiences for the intended campaign included:

- prospective higher education students;
- current under-graduate and post-graduate students; and
- parents and other influencers.

Originally the proposed communication campaign was intended to commence in October 2004 and run through to early 2005, however, the calling of a Federal election in September 2004 stalled this initial schedule.

This meant that the most prominent ‘media’ relating to the higher education changes was dedicated to the ‘Going to Uni’ website.

The media campaign consisted of press, radio and internet components and ran from December 2004 to early 2005.

A **benchmark** wave of research was conducted in December 2004. **This document reports on a subsequent evaluation / tracking research wave which was undertaken at the conclusion of the media campaign component in the first quarter of 2005.**

The Key Research Objectives.

The research was required to address the following key information requirements:

1. To determine the level of awareness among target audience groups of any changes to the higher education system in Australia.
2. To ascertain the source of any awareness of such changes.
3. To assess the level of awareness of any advertising or other communication/media with regard to such changes.
4. To identify the source / media channel of any of the above awareness.
5. To isolate the extent to which the communications:
 - contain clear messages – and what these were; and
 - provide information which was comprehensible and valuable – and what that information was.
6. To assess the level of awareness and usage (if relevant) of individual media channels, eg. ‘Going to Uni’ website.

Methodology.

As the research requirement had to measure the effectiveness of a communication strategy / campaign, it required a **quantitative** methodology.

The project as a whole encompassed **two** waves of research:

- an initial benchmark phase (essentially, pre-campaign conducted very close to the official launch of the website); and
- a subsequent monitoring or tracking research wave (conducted following the campaign advertising in early 2005).

Our recommendation for this quantitative study was to use the technique of **telephone interviewing**.

This was felt to be the most time and cost-effective means of satisfying the project objectives and was conducted via CATI (Computer Assisted Telephone Interviewing).

The recommended sample size was a total of **600 interviews**, split geographically and by target audience as follows:

	VIC No.	NSW No.	Other States*	TOTAL No.
Prospective under-graduates	100	100	100	300
Current under-graduates and post-graduate students.	50	50	50	150
Parents of current and prospective students	50	50	50	150
Total	200	200	200	600

(* combined)

A random sampling approach provided reasonable numbers of:

- males and females;
- students / parents of NESB status; and
- students (prospective and current) from a lower socio-economic status background.

The design allowed us to make some locational comparisons and the sample selection involved a roughly 2 to 1 metro to rural split.

Characteristics of the samples achieved can be found in Table 1 in the Detailed Findings which appear as tables summarising the responses to all questions asked in this survey. No interpretative commentary is provided there as it is provided in the Executive Summary up front. Some other findings about the Intending and Existing University studies not shown in Table 1 were:

Intending University Students (n=301)

- 36% attended a government school in 2005, 30% a private school; 16% worked, 6% had deferred and the rest included some TAFE students and those temporarily unemployed.
- 10% will be attending university in 2005 and the rest after 2005 (ie. 89%).
- 76% expect to become full-time university students.
- 10% expect to rely fully on parents for financial support, 19% mostly, 42% partly and 29% not at all. Those who will rely only partly or not at all on parents include 70% who will work and 10% on Austudy.

Existing Students (n=149)

- 74% were undergraduates and the rest in postgraduate study
- 13% rely fully on their parents for financial support, 17% rely mostly on them, 27% partly and 43% not at all.
- Those who rely on their parents for financial support only partly (27%) or not at all (43%) include...
 - ⇒ 59% who work
 - ⇒ 15% on Austudy
 - ⇒ 3% on scholarship
 - ⇒ 23% relying on savings or other means.

The benchmark fieldwork was conducted via CATI from February 22 to March 3, 2005 using the appended questionnaire.

The benchmark sample structure was replicated in the tracking / monitoring / evaluation phase in order to maintain the consistency required to gauge accurately any shifts in awareness, knowledge and/or behaviour.

Detailed Findings.

Table 1. Sample Details

		Intending Students (301) %	Current Students (149) %	Parents of Students (150) %
<u>Gender:</u>	Male	44	44	25
	Female	56	56	75
<u>Age:</u>	16 – 17 years	63	5	-
	18 – 21 years	16	47	-
	22 – 25 years	5	17	-
	26 – 35 years	8	13	1
	36 – 45 years	4	11	23
	Over 45 years	4	7	76
<u>Household size:</u>	One	4	NA	3
	Two	12	NA	15
	Three	22	NA	22
	Four	34	NA	32
	Five +	28	NA	26
<u>Occupation of M.I.E.:</u>	Upper white collar	18	NA	13
	Lower white collar	51	NA	55
	Upper blue collar	15	NA	13
	Lower blue collar	8	NA	7
	Not in paid employment	4	NA	9
	TOTAL WHITE COLLAR	69	NA	68
TOTAL BLUE COLLAR	23	NA	20	
<u>NESB/ATSI:</u>	Yes, NESB	22	21	17
	Yes, ATSI	0	2	1
	No, neither	78	77	82
<u>Household gross income p.a.:</u>	Under \$35,000	12	13	14
	\$35,000 to \$50,000	22	11	11
	Over \$50,000	46	67	67
	Don't know	19	4	4

Source: Detailed Tabular Results (Classification Section).

- Notes:
1. Any **blue** and **green** figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 2. Refusals not shown.
 3. NA = Not Asked / Not Applicable.
 4. M.I.E. = Main Income Earner in Household.
 5. 0 = under 1%.

Table 2.1 Awareness of The Higher Education Reforms

Q1: "Firstly, before now have you heard of a package of reforms to higher education by The Australian Government which is called "Our Universities – Backing Australia's future'?"

Q2: "What do you know about this reform package?"

	Total Sample		Intending Students		Current Students		Parents of Students	
	Pre (600) %	Post (600) %	Pre (300) %	Post (301) %	Pre (150) %	Post (149) %	Pre (150) %	Post (150) %
<u>Aware of reform package (no description provided)...</u>								
Yes	17	20	13	12	26	30	15	27
No	83	80	87	88	74	70	84	73
<u>If 'yes', what is known (spontaneous)...</u>								
• Don't know much/just heard about it	(99)	(121)	(38)	(35)	(39)	(45)	(22)	(41)
• Not beneficial to students / university	39	36	56	37	23	36	41	34
• HECS fees being increased / up by 25%	-	10	-	6	-	7	-	17
• Increase in certain payments / higher fees for courses	10	9	8	9	10	11	14	7
• Helping students with uni costs	9	8	5	6	15	7	5	12
• More places for full fee payers/increased non-HECS places	-	6	-	3	-	9	-	5
• Changing way HECS works	7	2	5	3	10	2	5	2
• 20% discount if pay up front	6	4	-	-	13	11	5	-
• Up front discount reduced	6	2	5	-	5	4	9	-
• Change of name from HECS	-	4	-	-	-	7	-	5
• Financial reform (nfi)	-	3	-	6	-	4	-	-
• Changing HECS into Commonwealth loans scheme	-	2	-	-	-	2	-	5
• De-regulating unis so higher fees can be charged	3	1	-	3	5	-	-	-
• Changing the fee structures	3	1	-	-	8	2	-	-
• A user pays system rather than merit-based	-	1	-	3	-	-	-	-
	3	1	-	-	5	-	5	2

Source: Detailed Tabular Results (Tables 2 – 3).

- Notes: 1. Any **blue** and **green** figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
2. Multiple responses allowed in Q2.

Table 2.2. Awareness of The Higher Education Reforms (cont'd)

Q1: "Firstly, before now have you heard of a package of reforms to higher education by The Australian Government which is called "Our Universities – Backing Australia's future'?"

Q3: This particular reform package comes into force on January 1st, 2005 and involves changes to the ways in which people can finance and pay for their university education in Australia. They include changes to HECS and other deferred payment schemes offered by the Government. Had you heard anything before now about such changes that come into force on January 1st, 2005?"

	Total Sample		Intending Students		Current Students		Parents of Students	
	Pre (600) %	Post (600) %	Pre (300) %	Post (301) %	Pre (150) %	Post (149) %	Pre (150) %	Post (150) %
<u>Aware of reform package (no description provided)...</u>								
Yes	17	20	13	12	26	30	15	27
No	83	80	87	88	74	70	84	73
<u>Aware after description provided...</u>								
Yes	36	42	29	25	53	66	31	51
No	64	58	71	75	47	34	69	49

Source: Detailed Tabular Results (Tables 2 & 4).

Notes: 1. Any blue and green figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.

Table 3. Source(s) of Awareness of The Reform Package

Q4: "Where have you heard about these changes?"

	Total Sample		Intending Students		Current Students		Parents of Students	
	Pre (600) %	Post (600) %	Pre (300) %	Post (301) %	Pre (150) %	Post (149) %	Pre (150) %	Post (150) %
CLAIMED AWARENESS OF PACKAGE	36	42	29	25	53	66	31	51
Sources of Awareness...	(214)	(250)	(88)	(75)	(80)	(99)	(46)	(76)
<u>Media:</u>								
Television	29	27	30	29	24	23	37	30
Newspapers	22	30	24	32	14	19	33	42
Radio	6	12	3	17	5	10	13	11
NET MEDIA	(44)	(52)	(43)	(55)	(33)	(37)	(65)	(67)
<u>Government:</u>								
University(ies)	35	30	24	21	61	44	11	21
Centrelink	1	0	1	-	3	1	-	-
Dept. of Education	1	1	2	3	-	-	2	-
NET GOVERNMENT	(37)	(31)	(27)	(24)	(63)	(44)	(13)	(21)
<u>Internet/websites:</u>								
A university website	4	4	-	1	10	8	-	1
Internet (in general)	2	4	3	5	1	5	2	1
'Going to Uni' website	1	1	-	-	3	2	-	-
NET INTERNET	(7)	(8)	(3)	(5)	(13)	(14)	(2)	(3)
<u>Information products:</u>								
Mail / letter	6	3	1	-	9	7	9	1
Brochure / leaflet	5	6	3	4	8	8	4	4
NET INFORMATION PRODUCTS	(11)	(9)	(5)	(4)	(16)	(15)	(13)	(5)
<u>Other Sources:</u>								
School/careers advisor	2	2	5	4	-	1	-	-
School	2	5	5	9	-	5	-	1
Family/friends	7	8	13	12	1	7	4	7
All other	7	4	13	9	3	1	7	5
Don't recall	2	1	3	-	-	1	2	1

Source: Detailed Tabular Results (Table 5 & Special Table 1).

- Notes:
1. Any **blue** and **green** figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 2. Multiple responses allowed in Q4 but minor ones not shown.
 3. NET refers to the proportion of respondents mentioning these sources, not to the total number of responses.

Table 4. Whether Expect to Seek Information on These Reforms in Near Future & Why

Q5A: "Do you expect to seek any information about these changes in the near future?"

Q5B: "Why is that?"

	Total Sample		Intending Students		Current Students		Parents of Students	
	Pre (600) %	Post (600) %	Pre (300) %	Post (301) %	Pre (150) %	Post (149) %	Pre (150) %	Post (150) %
<u>Expect to seek info here...</u>								
Yes	65	62	75	82	53	34	57	51
No	33	38	22	18	47	66	43	49
Don't know	2	0	3	-	-	1	1	-
<u>Main reasons 'no'...</u>	(200)	(226)	(66)	(54)	(70)	(98)	(64)	(74)
• My offspring will be seeking the info if necessary/it's up to them	15	9	-	-	-	-	45	27
• I'm not really interested/I'll just cop it/whatever happens happens	15	12	21	13	17	14	5	7
• Doesn't apply to me/assume it won't affect me	13	24	8	31	21	21	8	23
• Just can't do anything about it anyway/ can't avoid paying	11	3	15	2	9	5	9	-
• I know about it now/already got info about it/received a booklet	11	20	11	17	19	23	3	18
• Haven't decided what I'll do about Uni yet	10	-	21	-	1	-	8	-
• I'm finishing my course/already at Uni	9	8	3	-	19	11	3	8
• Not aware of the changes/don't know what it is/haven't thought about it	8	3	9	7	7	3	8	-
• I will be paying up front/you have to pay for education anyway	7	10	6	9	9	11	6	8

Source: Detailed Tabular Results (Tables 6- 7).

- Notes:
- Any blue and green figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 - Multiple responses allowed in Q5B but minor ones not shown.

Table 5. Where Would Information on The Reforms Be Sought

Q6: "Assuming you did want to seek information about these changes in the near future, where would you seek such information?"

	Total Sample		Intending Students		Current Students		Parents of Students	
	Pre (600) %	Post (600) %	Pre (300) %	Post (301) %	Pre (150) %	Post (149) %	Pre (150) %	Post (150) %
Information source(s) on reforms...								
<u>Media:</u>								
Television	3	1	3	1	3	1	3	1
Newspapers	2	3	2	2	1	4	2	6
Radio	0	1	-	0	1	1	1	1
Magazines	0	0	-	-	-	1	1	1
NET MEDIA	(5)	(4)	(4)	(2)	(3)	(6)	(6)	(7)
<u>Government:</u>								
University(ies)	44	34	38	28	60	46	37	36
Dept. of Education	6	5	5	6	5	3	9	5
Centrelink	3	1	3	1	1	1	4	3
NET GOVERNMENT	(50)	(39)	(44)	(32)	(62)	(49)	(47)	(41)
<u>Internet/websites:</u>								
Internet (in general)	38	39	44	45	29	34	33	33
A university website	8	5	5	3	17	9	3	5
'Going to Uni' website	1	2	1	1	3	5	1	1
NET INTERNET	(45)	(46)	(49)	(48)	(46)	(48)	(37)	(38)
<u>Information products:</u>								
Brochure/leaflet	1	2	-	1	1	4	3	1
Mail/letter	1	1	1	1	1	1	1	3
Fact sheet	0	0	0	-	-	1	-	-
NET INFORMATION PRODUCTS	(2)	(3)	(1)	(1)	(1)	(5)	(5)	(3)
<u>Other Sources:</u>								
School	5	8	8	13	-	-	5	7
School/careers Advisor	4	8	8	16	1	-	-	1
Student Info Centre/Services	1	2	-	-	2	7	1	-
Family/friends	4	4	5	4	1	1	5	7
All other	3	5	2	4	1	5	4	5
Don't recall	4	3	3	5	1	1	9	3

Source: Detailed Tabular Results (Table 8 & Special Table 2).

- Notes:
1. Any **blue** and **green** figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 2. Multiple responses allowed in Q2 but minor ones not shown.
 3. 0 = Under 1%.
 4. NET refers to the proportion of respondents mentioning these sources, not to the total number of responses.

Table 6. Awareness of 'Going to Uni' Website & Source of Awareness

Q7A: "Have you heard of the 'Going to Uni' website before?"

Q7B: "Where did you hear about the 'Going to Uni' website?"

	Total Sample		Intending Students		Current Students		Parents of Students	
	Pre (600) %	Post (600) %	Pre (300) %	Post (301) %	Pre (150) %	Post (149) %	Pre (150) %	Post (150) %
<u>Aware of this website...</u>								
Yes	10	23	10	19	13	34	6	19
No	90	78	90	81	87	66	94	81
<u>Source(s) of Awareness...</u>								
Media:	(59)	(135)	(31)	(56)	(19)	(50)	(9)	(29)
Television	14	7	-	7	32	10	22	-
Newspapers	3	4	-	2	11	4	-	7
Radio	-	12	-	16	-	12	-	3
Magazines	-	1	-	2	-	-	-	-
NET MEDIA	(15)	(22)	(-)	(25)	(37)	(26)	(22)	(10)
Government:								
University(ies)	20	21	19	-	32	-	22	-
Centrelink	2	2	-	-	-	5	-	-
Dept. of Education	2	3	3	5	-	2	-	-
NET GOVERNMENT	(24)	(24)	(19)	(23)	(32)	(22)	(22)	(28)
Internet/websites:								
Internet (in general)	17	26	26	4	5	8	11	7
A university website	2	5	-	2	5	10	-	3
NET INTERNET	(19)	(11)	(26)	(5)	(11)	(18)	(11)	(10)
Information products:								
Brochure / leaflet	12	10	13	4	11	20	11	7
Mail / letter	3	1	3	-	5	2	-	-
NET INFORMATION PRODUCTS	(14)	(11)	(13)	(4)	(16)	(22)	(11)	(7)
Other Sources:								
School careers adviser	12	3	16	5	5	-	11	3
School	5	8	6	14	-	6	11	-
Family / friends	7	19	13	-	-	-	-	-
All other	6	5	-	6	-	2	22	10
Don't recall	8	2	13	4	5	-	-	3

Source: Detailed Tabular Results (Tables 12 – 13 & Special Table 3).

- Notes:
- Any **blue** and **green** figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 - Multiple responses allowed in Q7B but minor ones not shown.
 - NET refers to the proportion of respondents mentioning these sources, not to the total number of responses.
 - Caution: some sub-samples in Q7B very small.

Table 7. Recall of Recent Radio & Press Advertising & Main Messages Received

Q7C: "There have actually been two radio ads recently about the 'Going to Uni' website. One featured a female talking to a guy about going to university in 2005 and in the other a man is talking to parents of students going to university in 2005. Do you recall hearing either or both of those radio ads recently?"

Q7D: "There has also been some newspaper advertising about the 'Going to Uni' website which features a picture of a whole lot of university graduation hats up in the air and some writing underneath. Have you noted that newspaper advertising recently?"

Q7E: (IF YES) "What were the main messages you received from that advertising?"

	Total Sample (135) %	Intending Students (56) %	Current Students (50) %	Parents of Students (29) %
<u>Recall of radio advertising...</u>				
Yes, both ads	5	7	4	3
Yes, female talking to guy ad only	20	21	22	14
Yes, man talking to parents ad only	1	2	2	-
No, neither	73	70	72	83
<u>Recall of press advertising...</u>				
Yes	26	20	28	34
No	74	80	72	66
<u>Recall of 'any' prompted advertising...</u>				
Yes	47	46	50	45
No	53	54	50	55
<u>Main messages received...</u>				
• If you're going to uni use the website/ informative / helpful	20	19	20	23
• Pathways to university	17	23	16	8
• Go to uni / uni is good	9	8	16	-
• Financial information regarding uni	9	4	8	23
• There are changes being made	5	12	-	-
• There are changes to HECS (NFI)	3	8	-	-
• Go on-line for HECS information	2	-	4	-
• Other	13	8	20	8
• Don't know	27	27	20	38

Source: Detailed Tabular Results (Tables 14, 15 & 18).

- Notes:
1. Q7C/D. asked of those claiming to be aware of 'Going to Uni' website in Q4, Q6 or Q7A.
 2. Any blue and green figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 3. Multiple responses allowed in Q7E but minor ones not shown.

Table 8.1 Use & Opinion of 'Going to Uni' Website

(IF AWARE) Q8A: "Have you accessed the 'Going to Uni' website yet?"

Q8B: "Did you find this website useful?"

Q8C: "Why was that?"

	Total Sample %		Intending Students %		Current Students %		Parents of Students %	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>Accessed it so far...</u>	(59)	(135)	(31)	(56)	(19)	(50)	(9)	(29)
Yes	14	25	13	23	16	30	11	21
No	86	75	87	77	84	70	89	79
<u>If 'yes', was it useful?</u>	(8)	(34)	(4)	(13)	(3)	(15)	(1)	(6)
Yes	63	71	75	77	67	60	-	83
No	38	29	25	23	33	40	100	17
<u>If useful, 'why'?</u>	(5)	(24)	(3)	(10)	(2)	(9)	(-)	(5)
• Easy to understand	40	13	67	20	-	11	-	-
• Had lot of info I wanted to know	40	88	33	90	50	78	-	100
• Easy to access the info	20	13	33	20	-	-	-	20
• Helps transition from school to Uni	20	-	-	-	50	-	-	-
<u>If not useful, 'why not'?</u>	(3)	(10)	(1)	(3)	(1)	(6)	(1)	(1)
• It's more for those starting Uni	67	-	-	-	100	-	100	-
• Confusing to find what you want	-	50	-	33	-	50	-	100
• Nothing new / already had info	-	30	-	33	-	33	-	-

Source: Detailed Tabular Results (Pre: Tables 14 – 19; Post: Tables 19 – 24).

- Notes:
1. Any blue and green figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 2. Multiple responses allowed in Q8C.
 3. Caution: some sub-samples very small.

Table 8.2 Use & Opinion of 'Going to Uni' Website (cont'd)

Q8D: "Were you influenced to use this website by the advertising you noticed?"

Q9A: "The 'Going to Uni' website has been designed to provide information about higher education in Australia, including the changes to HECS and other deferred payment schemes for university students. Can you see yourself accessing this website in the foreseeable future?"

Q9B: "Do you expect to be accessing the 'Going to Uni' website again in the foreseeable future?"

	Total Sample %		Intending Students %		Current Students %		Parents of Students %	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>Influence of advertising to use...</u>	-	(15)	-	(7)	-	(6)	-	(2)
Yes	NA	47	NA	57	NA	33	NA	50
Yes	NA	53	NA	43	NA	67	NA	50
<u>If not accessed it yet, will do so?</u>	(592)	(566)	(296)	(288)	(147)	(134)	(149)	(144)
Yes	74	77	84	93	71	62	56	60
No	25	23	15	7	29	38	42	40
Don't know	1	-	1	-	-	-	2	-
<u>If accessed it will do so again?</u>	(8)	(34)	(4)	(13)	(3)	(15)	(1)	(6)
Yes	50	74	75	85	33	53	-	100
No	50	26	25	15	67	47	100	-

Source: Detailed Tabular Results (Pre: Tables 14 – 19; Post: Tables 19 – 25).

- Notes:
1. Any **blue** and **green** figures denote statistically significant results respectively above and below the total sample to at least the 90% confidence level.
 2. Multiple responses allowed in Q8C but minor ones not shown.
 3. NA = Not asked.
 4. Caution: Some sub-samples very small.

Appendix: The Questionnaire

(18/2/05)

NOTE RE STUDY:

3 TARGETS EXIST HERE:

- A) THOSE INTENDING TO GO TO UNIVERSITY IN 2005 AGED 16+ — 300 INTERVIEWS.
- B) CURRENT UNIVERSITY STUDENTS (UNDERGRADUATES OR POST GRADUATES) STILL ATTENDING IN 2005 — 150 INTERVIEWS.
- C) PARENTS OF BOTH THE ABOVE — 150 INTERVIEWS.

WE WILL SEEK THE ABOVE AT RANDOM AND VIA REFERRALS. A ROUGHLY EVEN MALE/FEMALE SPLIT IS DESIRED FOR THE STUDENTS.

LOCATION QUOTAS:

A	<u>INTENDING STUDENTS:</u>	SYDNEY (65)01	OTHER NSW (35).....02
		MELBOURNE (65)03	OTHER VIC (35).....04
		BRISBANE (25)05	OTHER QLD (15).....06
		ADELAIDE (20)07	OTHER SA (10).....08
		PERTH (20)09	OTHER WA (10).....10
B	<u>CURRENT STUDENTS:</u>	SYDNEY (30)01	OTHER NSW (15).....02
		MELBOURNE (30)03	OTHER VIC (15).....04
		BRISBANE (16)05	OTHER QLD (8).....06
		ADELAIDE (12)07	OTHER SA (6).....08
		PERTH (12)09	OTHER WA (6).....10
C	<u>PARENTS:</u>	SYDNEY (30)01	OTHER NSW (15).....02
		MELBOURNE (30)03	OTHER VIC (15).....04
		BRISBANE (16)05	OTHER QLD (8).....06
		ADELAIDE (12)07	OTHER SA (6).....08
		PERTH (12)09	OTHER WA (6).....10

INTRODUCTION:

GOOD MORNING / AFTERNOON / EVENING. MY NAME ISFROM WORTHINGTON DI MARZIO. WE ARE AN INDEPENDENT MARKET RESEARCH FIRM BASED IN MELBOURNE CONDUCTING A SURVEY FOR THE DEPARTMENT OF EDUCATION, SCIENCE AND TRAINING ABOUT UNIVERSITY STUDY.

FOR THIS SURVEY WE NEED TO SPEAK TO (READ)...

- PEOPLE INTENDING TO GO TO UNIVERSITY IN THE NEXT YEAR OR TWO, OR..... 1
- PEOPLE STUDYING AT UNIVERSITY NOW WHO WILL STILL BE STUDYING IN 2005, OR 2
- PARENTS OF SUCH PEOPLE 3
- (REFERRAL) (NONE OF THE ABOVE HERE) 4

DO YOU OR ANYONE ELSE THERE FIT ANY OF THOSE THREE DESCRIPTIONS? (RECORD ABOVE)

IF 'YES': ASK TO SPEAK TO THAT PERSON AND REINTRODUCE IF NECESSARY

IF 'NO':

CAN YOU REFER ME ON TO ANYONE YOU KNOW WHO FITS ANY OF THOSE DESCRIPTIONS?

- (RECORD DETAILS) YES 1
- (CLOSE) NO 2

REFERRAL NAME:

REFERRAL PHONE NO:

CONFIDENTIALITY:

PLEASE BE ASSURED THAT ALL THE INFORMATION AND OPINIONS YOU PROVIDE WILL BE USED ONLY FOR RESEARCH PURPOSES AND WE ABIDE BY THE PRINCIPLES OF THE NEW PRIVACY ACT. WHILE WE'D PREFER YOU ANSWER ALL THE QUESTIONS, IF THERE ARE ANY YOU'D RATHER NOT ANSWER, THAT'S FINE. JUST LET ME KNOW. IF YOU WOULD LIKE TO CHECK ON OUR COMPANY YOU COULD CALL THE MARKET RESEARCH SOCIETY SURVEY LINE ON 1300 364 830.

MONITORING CLAUSE:

MY SUPERVISOR MAY BE MONITORING THIS INTERVIEW FOR QUALITY CONTROL PURPOSES. IF YOU DO NOT WISH THIS TO OCCUR, PLEASE LET ME KNOW.

Q1. FIRSTLY, BEFORE NOW HAVE YOU HEARD OF A PACKAGE OF REFORMS TO HIGHER EDUCATION BY THE AUSTRALIAN GOVERNMENT WHICH IS CALLED "OUR UNIVERSITIES – BACKING AUSTRALIA'S FUTURE"?

(Q2.) YES 1
(Q3.) NO 2

IF 'YES' IN Q1.

Q2. WHAT DO YOU KNOW ABOUT THIS REFORM PACKAGE? (*PROBE*)

.....
.....
.....
.....

ASK ALL

Q3. THIS PARTICULAR REFORM PACKAGE CAME INTO FORCE ON JANUARY 1ST, 2005 AND INVOLVED CHANGES TO THE WAYS IN WHICH PEOPLE CAN FINANCE AND PAY FOR THEIR UNIVERSITY EDUCATION IN AUSTRALIA. THEY INCLUDE CHANGES TO HECS AND OTHER DEFERRED PAYMENT SCHEMES OFFERED BY THE GOVERNMENT. HAVE YOU HEARD ANYTHING BEFORE NOW ABOUT SUCH CHANGES THAT CAME INTO FORCE ON JANUARY 1ST, 2005?

(Q4.) YES 1
(Q5.) NO 2

IF 'YES' IN Q3. ASK Q.4.

Q4. WHERE HAVE YOU HEARD ABOUT THESE CHANGES? (*MULTIPLE RESPONSES OK*) (**DO NOT AID.**)

MEDIA: TV 01
RADIO 02
NEWSPAPERS 03
MAGAZINES 04

GOVERNMENT: DEPT OF EDUCATION 05
CENTRELINK 06
UNIVERSITY(IES) 07

INTERNET / WEBSITES: INTERNET (IN GENERAL) 08
GOING TO UNI WEBSITE 09
A UNIVERSITY WEBSITE 10

INFORMATION PRODUCTS: MAIL / LETTER 11
BROCHURE / LEAFLET 12
FACT SHEET 13

OTHER: (*SPECIFY*) 14

DON'T RECALL 20

Q.5A DO YOU EXPECT TO SEEK ANY INFORMATION ABOUT THESE CHANGES IN THE NEAR FUTURE?

(Q.6) YES 1
(Q.5B) NO 2

Q.5B. WHY IS THAT? (PROBE)

.....
.....

Q.6 ASSUMING YOU DID WANT TO SEEK INFORMATION ABOUT THESE CHANGES IN THE NEAR FUTURE, WHERE WOULD YOU SEEK SUCH INFORMATION? (MULTIPLE RESPONSES OK) (DO NOT AID.)	<u>MEDIA:</u>	TV.....	01	
		RADIO.....	02	
		NEWSPAPERS.....	03	
		MAGAZINES.....	04	
		<u>GOVERNMENT:</u>	DEPT OF EDUCATION.....	05
			CENTRELINK.....	06
			UNIVERSITY(IES).....	07
		<u>INTERNET / WEBSITES:</u>	INTERNET (IN GENERAL).....	08
			GOING TO UNI WEBSITE.....	09
			A UNIVERSITY WEBSITE.....	10
		<u>INFORMATION PRODUCTS:</u>	MAIL / LETTER.....	11
			BROCHURE / LEAFLET.....	12
			FACT SHEET.....	13
			OTHER: (SPECIFY).....	14

		DON'T RECALL.....	20	

CHECK Q.4 AND Q.6.
IF 'GOING TO UNI' WEBSITE 'NOT' MENTIONED THERE, ASK Q.7A. OTHERWISE GO TO Q.7B.

Q.7A HAVE YOU HEARD OF THE 'GOING TO UNI' WEBSITE BEFORE?	(Q.7B/C)	YES.....	1
	(Q.9)	NO.....	2

Q.7B WHERE DID YOU HEAR ABOUT THE 'GOING TO UNI' WEBSITE? (MULTIPLE RESPONSES OK) (DO NOT AID.)	<u>MEDIA:</u>	TV.....	01	
		RADIO.....	02	
		NEWSPAPERS.....	03	
		MAGAZINES.....	04	
		<u>GOVERNMENT:</u>	DEPT OF EDUCATION.....	05
			CENTRELINK.....	06
			UNIVERSITY(IES).....	07
		<u>INTERNET / WEBSITES:</u>	INTERNET (IN GENERAL).....	08
			A UNIVERSITY WEBSITE.....	10
		<u>INFORMATION PRODUCTS:</u>	MAIL / LETTER.....	11
			BROCHURE / LEAFLET.....	12
			FACT SHEET.....	13
			OTHER: (SPECIFY).....	14

		DON'T KNOW.....	20	

Q.7C THERE HAVE ACTUALLY BEEN TWO RADIO ADS RECENTLY ABOUT THE 'GOING TO UNI' WEBSITE. ONE FEATURED A FEMALE TALKING TO A GUY ABOUT GOING TO UNIVERSITY IN 2005 AND IN THE OTHER, A MAN IS TALKING TO PARENTS OF STUDENTS GOING TO UNIVERSITY IN 2005.

YES, BOTH ADS 1
YES, FEMALE TALKING TO GUY AD ONLY 2
YES, MAN TALKING TO PARENTS AD ONLY .3
NO, NEITHER 4
DON'T KNOW D

DO YOU RECALL HEARING EITHER OR BOTH OF THESE RADIO ADS RECENTLY?

Q.7D THERE HAS ALSO BEEN SOME NEWSPAPER ADVERTISING ABOUT THE 'GOING TO UNI' WEBSITE WHICH FEATURES A PICTURE OF A WHOLE LOT OF UNIVERSITY GRADUATION HATS UP IN THE AIR AND SOME WRITING UNDERNEATH.

YES 1
NO 2
DON'T KNOW D

HAVE YOU NOTICED THAT NEWSPAPER ADVERTISING RECENTLY?

CHECK Q.7C/D – IF ANY 'YES SEEN' IN Q.7C/D, ASK Q.7E. OTHERWISE GO TO Q.8

Q.7E WHAT WERE THE MAIN MESSAGES YOU RECEIVED FROM THAT ADVERTISING? (*PROBE*)

.....
.....
.....

CHECK Q.7A - IF 'AWARE' OF THE 'GOING TO UNI' WEBSITE, ASK Q.8A.

Q.8A HAVE YOU ACCESSED THE 'GOING TO UNI' WEBSITE YET? (Q.8B) YES 1
(Q.9) NO 2

Q.8B DID YOU FIND THIS WEBSITE USEFUL? YES 1
NO 2

Q.8C WHY WAS THAT? (*PROBE*)

.....
.....
.....

CHECK Q.7C/D – IF ANY 'YES SEEN', ASK Q.8D.

Q.8D WERE YOU INFLUENCED TO USE THIS WEBSITE BY THE ADVERTISING YOU NOTICED FOR IT? YES 1
NO 2
DON'T KNOW 3

IF 'NO' TO Q.8A, ASK Q.9A.
IF 'YES' IN Q.8A, ASK Q.9B.

Q.9A THE 'GOING TO UNI' WEBSITE HAS BEEN DESIGNED TO PROVIDE INFORMATION ABOUT HIGHER EDUCATION IN AUSTRALIA INCLUDING THE CHANGES TO HECS AND OTHER DEFERRED PAYMENT SCHEMES FOR UNIVERSITY STUDENTS. CAN YOU SEE YOURSELF ACCESSING THIS WEBSITE IN THE FORESEEABLE FUTURE?

YES 1
NO 2
DON'T KNOW 3

Q.9B DO YOU EXPECT TO BE ACCESSING THE 'GOING TO UNI' WEBSITE AGAIN IN THE FORESEEABLE FUTURE?

YES 1
NO 2
DON'T KNOW 3

CLASSIFICATION QUESTIONS FOR PARENTS

THANK YOU. I WOULD NOW LIKE TO FINISH OFF WITH SOME QUESTIONS ABOUT YOURSELF FOR STATISTICAL PURPOSES.

PA.	<u>GENDER</u> (<i>RECORD</i>)	MALE	1
		FEMALE	2
PB.	<u>YOUR AGE GROUP</u> FIRSTLY, IN WHICH OF THESE AGE GROUPS ARE YOU? (<i>READ OUT</i>)	UNDER 35	1
		36 – 45	2
		OVER 45.....	3
		(REFUSED)	R
PC.	INCLUDING YOURSELF, HOW MANY PEOPLE LIVE IN YOUR HOUSEHOLD?	ONE	01
		TWO.....	02
		THREE.....	03
		FOUR.....	04
		FIVE PLUS.....	05
PD.	WHICH OF THESE BEST DESCRIBES YOUR MARITAL STATUS? (<i>READ OUT</i>)	NEVER MARRIED	01
		A COUPLE WITHOUT DEPENDENT CHILDREN	02
		A COUPLE WITH DEPENDENT CHILDREN	03
		A COUPLE WHOSE CHILDREN HAVE LEFT HOME	04
		A SINGLE PARENT WITH DEPENDENT CHILDREN AT HOME....	05
		WIDOWED / DIVORCED / SEPARATED	06
PE.	ARE YOU THE MAIN INCOME EARNER IN YOUR HOUSEHOLD?	YES	01
		NO.....	02
PF.	AND WHAT IS YOUR OCCUPATION / OCCUPATION OF THE MAIN INCOME EARNER? (<i>PROBE FOR INDUSTRY AND POSITION TOO.</i>)		
PG.	DO YOU HAVE EITHER A NON-ENGLISH SPEAKING OR ABORIGINAL/TORRES STRAIT ISLANDER BACKGROUND?	YES , NON-ENGLISH SPEAKING	01
		YES, ABORIGINAL/TORRES STRAIT ISLANDER....	02
		NO, NEITHER.....	03
PH.	FINALLY, WHICH OF THESE GROUPS BEST DESCRIBES THE ANNUAL GROSS INCOME OF YOUR HOUSEHOLD? (<i>READ OUT</i>)	UNDER \$35,000 PA	01
		\$35,000 TO \$50,000 PA	02
		OVER \$50,000 PA.....	03
		REFUSED.....	04

PI. CAN YOU REFER US TO ANYONE YOU KNOW GOING TO UNIVERSITY NEXT YEAR OR AT UNIVERSITY THIS YEAR WHO WE COULD ALSO INTERVIEW? YES 01
NO..... 02

IF YES, OBTAIN DETAILS

NAME:

PHONE NO.:

CLASSIFICATION QUESTIONS FOR EXISTING UNI STUDENTS

THANK YOU. I WOULD NOW LIKE TO FINISH OFF WITH SOME QUESTIONS ABOUT YOURSELF FOR STATISTICAL PURPOSES.

UA. GENDER (RECORD) MALE 1
FEMALE 2

UB. YOUR AGE GROUP 16 – 17 1
FIRSTLY, IN WHICH OF THESE AGE GROUPS ARE YOU? 18 – 21 2
(READ OUT) 22 – 25 3
26 – 35 4
36 – 45 5
OVER 45 6
(REFUSED) R

UC. HAVE YOU BEEN UNDERTAKING AN UNDER-GRADUATE OR POST-GRADUATE UNIVERSITY QUALIFICATION IN 2004? UNDER-GRADUATE 01
POST-GRADUATE 02

UD. FINANCIALLY SPEAKING, DO YOU RELY ON YOUR PARENTS FULLY OR MOSTLY, ONLY PARTLY OR NOT AT ALL (FOR YOUR FINANCIAL SUPPORT)? FULLY 01
(UF) { MOSTLY 02
{ PARTLY 03
(UE) { NOT AT ALL 04

UE. WHAT IS YOUR MAIN SOURCE OF FINANCIAL SUPPORT? I WORK 01
SCHOLARSHIP 02
AUSTUDY 03
SAVINGS 04
OTHER (SPECIFY) 10

IF CODES 1OR 2 IN UD ASK UF

UF. WHAT IS THE OCCUPATION OF YOUR MAIN INCOME EARNING PARENT?
(PROBE FOR INDUSTRY AND POSITION TOO.)
.....
.....
.....

IF WORK IN UE ASK UG.

UG. WHAT SORT OF WORK DO YOU DO?
.....
.....
.....

UH.	WHICH OF THESE BEST DESCRIBES YOUR MARITAL STATUS? (<i>READ OUT</i>)	NEVER MARRIED	01
		A COUPLE WITHOUT DEPENDENT CHILDREN	02
		A COUPLE WITH DEPENDENT CHILDREN	03
		A COUPLE WHOSE CHILDREN HAVE LEFT HOME	04
		A SINGLE PARENT WITH DEPENDENT CHILDREN AT HOME....	05
		WIDOWED / DIVORCED / SEPARATED	06

UI.	DO YOU HAVE EITHER A NON-ENGLISH SPEAKING OR ABORIGINAL/TORRES STRAIT ISLANDER BACKGROUND?	YES , NON-ENGLISH SPEAKING	01
		YES, ABORIGINAL/TORRES STRAIT ISLANDER....	02
		NO, NEITHER.....	03

CHECK UD – IF CODES Q OR 2 ASK UJ. OTHERWISE ASK UK

UJ.	WHICH OF THESE GROUPS BEST DESCRIBES THE ANNUAL GROSS INCOME OF YOUR HOUSEHOLD? (<i>READ OUT</i>)	UNDER \$35,000 PA	01
		\$35,000 TO \$50,000 PA	02
		OVER \$50,000 PA.....	03
		REFUSED.....	04

IF ANSWERED UE. ASK UK.

UK.	FINALLY, WHICH OF THESE GROUPS BEST DESCRIBES YOUR OWN ANNUAL GROSS INCOME FROM ALL SOURCES? (<i>READ OUT</i>)	UNDER \$35,000 PA	01
		\$35,000 TO \$50,000 PA	02
		OVER \$50,000 PA.....	03
		REFUSED.....	04

UL.	CAN YOU REFER US TO ANYONE YOU KNOW GOING TO UNIVERSITY NEXT YEAR OR AT UNIVERSITY THIS YEAR WHO WE COULD ALSO INTERVIEW?	YES	01
		NO.....	02

IF YES, OBTAIN DETAILS

NAME:

PHONE NO.:

CLASSIFICATION QUESTIONS FOR INTENDING STUDENTS

THANK YOU. I WOULD NOW LIKE TO FINISH OFF WITH SOME QUESTIONS ABOUT YOURSELF FOR STATISTICAL PURPOSES.

A. **GENDER (RECORD)** MALE 1
FEMALE 2

B. **YOUR AGE GROUP** 16 – 17 1
FIRSTLY, IN WHICH OF THESE AGE GROUPS ARE YOU?
(READ OUT) 18 – 21 2
22 – 25 3
26 – 35 4
36 – 45 5
OVER 45 6
(REFUSED)R

C. THIS YEAR, HAVE YOU BEEN..... ?
(READ OUT) A SECONDARY SCHOOL STUDENT AT A
PRIVATE SCHOOL 01
A SECONDARY SCHOOL STUDENT AT A
GOVERNMENT SCHOOL 02
A DEFERRED UNIVERSITY STUDENT 03
A FULL-TIME TAFE STUDENT 04
WORKING, OR 05
OR, TEMPORARILY UNEMPLOYED 06
(DON'T READ) OTHER (SPECIFY):

D. DO YOU EXPECT TO BE ATTENDING UNIVERSITY IN 2005 01
2005 OR AFTER THAT? AFTER 2005 02

E. AND WILL THAT BE FULL-TIME OR PART-TIME? FULL-TIME 01
PART-TIME 02

F. WHEN YOU ARE AT UNIVERSITY, DO YOU EXPECT TO
RELY ON YOUR PARENTS FULLY, MOSTLY, PARTLY OR
NOT AT ALL FOR FINANCIAL SUPPORT? (H.) { FULLY 01
MOSTLY 02
(G.) { PARTLY 03
NOT AT ALL 04

IF CODES 3 OR 4 IN F. ASK G.

G. WHAT WILL BE YOUR MAIN SOURCE(S) OF FINANCE WORK 01
WHEN YOU ARE AT UNIVERSITY? SCHOLARSHIP 02
AUSTUDY 03
SAVINGS 04
OTHER (SPECIFY) 19

H.	INCLUDING YOURSELF, HOW MANY PEOPLE LIVE IN YOUR HOUSEHOLD NOW?	ONE	01
		TWO.....	02
		THREE.....	03
		FOUR.....	04
		FIVE PLUS.....	05

I. AND WHAT IS THE OCCUPATION OF THE MAIN INCOME EARNER IN YOUR HOUSEHOLD?
(PROBE FOR INDUSTRY AND POSITION TOO.)

.....
.....
.....

J.	DO YOU HAVE EITHER A NON-ENGLISH SPEAKING OR ABORIGINAL/TORRES STRAIT ISLANDER BACKGROUND?	YES , NON-ENGLISH SPEAKING	01
		YES, ABORIGINAL/TORRES STRAIT ISLANDER....	02
		NO, NEITHER.....	03

K.	FINALLY, WHICH OF THESE GROUPS BEST DESCRIBES THE ANNUAL GROSS INCOME OF YOUR HOUSEHOLD? (READ OUT)	UNDER \$35,000 PA	01
		\$35,000 TO \$50,000 PA	02
		OVER \$50,000 PA.....	03
		REFUSED.....	04

L.	CAN YOU REFER US TO ANYONE YOU KNOW GOING TO UNIVERSITY NEXT YEAR OR AT UNIVERSITY THIS YEAR WHO WE COULD ALSO INTERVIEW?	YES	01
		NO.....	02

IF YES, OBTAIN DETAILS

NAME:

PHONE NO.:

CLOSING SCRIPT:

THAT'S THE END OF THE INTERVIEW. AS THIS IS MARKET RESEARCH, IT IS CARRIED OUT IN COMPLIANCE WITH THE PRIVACY ACT AND THE INFORMATION YOU PROVIDED WILL ONLY BE USED FOR RESEARCH PURPOSES. THANK YOU VERY MUCH FOR YOUR CO-OPERATION WITH OUR SURVEY.

IN CASE MY SUPERVISOR NEEDS TO CONTACT YOU TO CHECK THE VALIDITY OF THIS INTERVIEW, COULD I PLEASE ASK FOR YOUR NAME? **(DO NOT ENTER THE NAME TILL YOU HANG UP.)**

AND CAN I JUST CONFIRM THE PHONE NUMBER I HAVE CALLED? **(READ OUT)**

IN CASE YOU MISSED IT EARLIER, MY NAME IS FROM WORTHINGTON DI MARZIO. IF YOU WOULD LIKE TO CONTACT MY SUPERVISOR TO CHECK THE VALIDITY OF THIS STUDY, YOU CAN CALL WORTHINGTON DI MARZIO ON (03) 9686 8688.

THANK YOU AGAIN FOR YOUR TIME.

THANK SUITABLY AND CLOSE

I HEREBY CERTIFY THAT THIS IS AN ACCURATE AND COMPLETE INTERVIEW, TAKEN IN ACCORDANCE WITH MY INSTRUCTIONS AND THE ICC/ESOMAR INTERNATIONAL CODE.

NAME:	SIGNATURE:	DATE:
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