

STUDENT EXPERIENCE SURVEY - HE QILT 2015

140H - Computer Science and Information Technology SEH	Survey Population: 1,605 Respondents: 356 Response Rate: 22.2%
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2011	1%	2015	27%	Yes	50%
2011	4%	2016 or later	62%	No	50%
2012	11%				
2013	18%				
2014	25%				
2015	31%				

Age		Gender		Citizenship	
<21	37%	Male	83%	% Australian	76%
21-24	32%	Female	17%	% Int Onshore	24%
25-34	25%			% Int Offshore	0%
35-44	4%				
45+	1%				

Program Type		Study Base		Online Study	
Bachelor	81%	One campus	83%	None	27%
Postgraduate (Coursework)	17%	Two or more campus	1%	About a quarter	22%
Other	1%	Mixed	3%	About half	24%
		External/Distance	1%	All or nearly all	16%

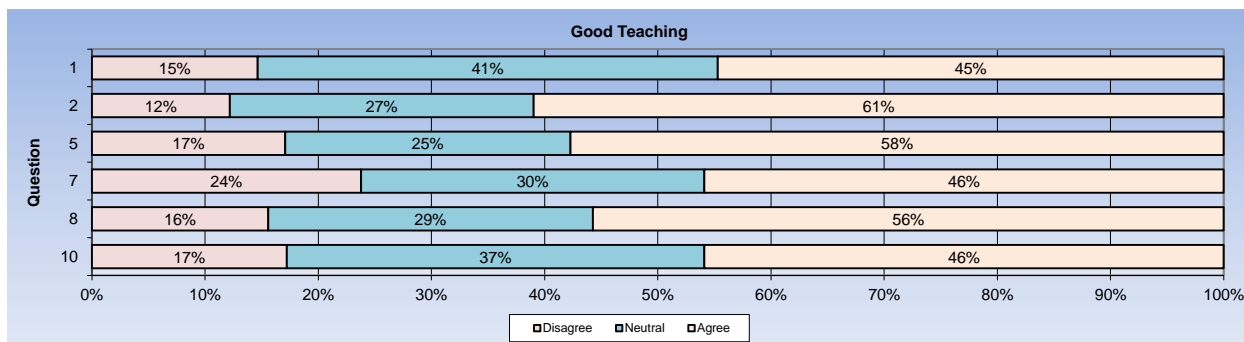
Average Grade		Location		Disability	
No results	3%	City	100%	Yes	8%
0 - 49%	2%	Bundoora	0%	No	92%
50 - 59%	4%	Brunswick	0%		
60 - 69%	14%	Point Cook	0%		
70 - 79%	29%	Singapore	0%		
80 -89%	31%	Hong Kong	0%		
90 -100%	6%	Other	0%		

Snapshot Scales 2015

Percent Agree		Mean	
Good Teaching Scale	51.8%	Learner Engagement	57.9
Generic Skills Scale	59.4%	Teaching Quality	61.6
Clear Goals & Standard Scale	48.8%	Learning Resources	67.4
Overall Satisfaction	58.2%	Student Support	57.9
		Skills Development	62.9

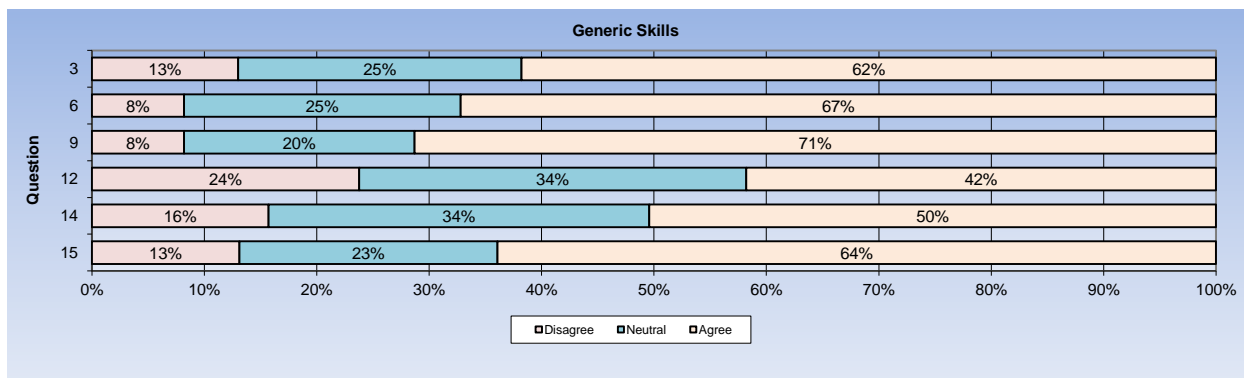
1. Good Teaching Scale

	% AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	51.8%					
1. The staff put a lot of time into commenting on my work	7%	8%	41%	41%	4%	123
2. The teaching staff normally gave me helpful feedback on how I was going	6%	7%	27%	54%	7%	123
5. The teaching staff of this program motivated me to do my best work	4%	13%	25%	47%	11%	123
7. My lecturers were extremely good at explaining things	7%	16%	30%	39%	7%	122
8. The teaching staff worked hard to make their subjects interesting	5%	11%	29%	43%	13%	122
10. The staff made a real effort to understand difficulties I might be having with my work	9%	8%	37%	40%	6%	122



2. Generic Skills Scale

	% AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	59.4%					
3. The program helped me develop my ability to work as a team member	7%	6%	25%	48%	14%	123
6. The program sharpened my analytic skills	2%	7%	25%	54%	13%	122
9. The program developed my problem-solving skills	3%	5%	20%	53%	18%	122
12. The program improved my skills in written communication	7%	16%	34%	34%	8%	122
14. As a result of my program, I feel confident about tackling unfamiliar problems	2%	13%	34%	38%	12%	121
15. My program helped me develop the ability to plan my own work	2%	11%	23%	47%	17%	122



3. Overall

	% AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	58.2%					
17. Overall, I was satisfied with the quality of this program	6%	10%	26%	47%	11%	122

4. Clear Goals and Standards Scale

	%AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	48.8%					
4. It was always easy to know the standard of work expected	6%	17%	28%	38%	11%	123
11. I usually had a clear idea of where I was going and what was expected of me in this program	6%	9%	31%	44%	11%	121
13. It was often hard to discover what was expected of me in this program (*)	2%	25%	36%	27%	9%	122
16. The staff made it clear from the start what they expected from students	6%	10%	30%	47%	8%	122

Section Two

1. Learner Engagement

Mean 57.89

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	No. of Students
Had opportunities to interact with local students	3%	11%	35%	29%	21%	0%	307
Had a sense of belonging to RMIT	3%	18%	40%	25%	14%		334
Felt prepared for your study	2%	10%	33%	39%	17%		333
Participated in discussions online or face-to-face	7%	39%	33%	20%			332
Worked with other students as part of your study	3%	26%	35%	36%			331
Interacted with students outside study requirements	16%	45%	26%	14%			332
Interacted with students who are very different from you	10%	43%	30%	17%			332

2. Teaching Quality

Mean 61.60

<i>The quality of...</i>	Poor	Fair	Good	Excellent	No. of Students	
The teaching overall at RMIT	9%	28%	51%	13%	327	
Entire education experience in the program	8%	28%	50%	14%	332	
<i>Your study was delivered in a way that is...</i>	Not at all	Very little	Some	Quite a bit	Very much	No. of Students
Well structured and focused	2%	8%	39%	42%	9%	323
Relevant to your education as a whole	1%	7%	36%	40%	16%	322
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	4%	11%	34%	39%	12%	327
Demonstrated concern for student learning	5%	10%	40%	31%	14%	326
Provided clear explanations on coursework and assessment	2%	10%	31%	38%	17%	328
Stimulated you intellectually	3%	10%	39%	35%	13%	327
Commented on your work in ways that help you learn	6%	17%	37%	29%	11%	326
Seemed helpful and approachable	3%	7%	28%	44%	18%	328
Set assessment tasks that challenge you to learn	2%	4%	24%	47%	23%	328

3. Learning Resources

Mean 67.43

<i>The quality of...</i>	Mean	Poor	Fair	Good	Excellent	Not applicable	No. of Students
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	73.7	3%	11%	47%	39%	0%	317
Student spaces and common areas	60.5	11%	22%	43%	25%	0%	310
Online learning materials	67.7	5%	17%	48%	30%	0%	315
Computing/IT resources	73.3	3%	13%	45%	39%	0%	317
Assigned books, notes and resources	59.2	4%	31%	47%	18%	0%	296
Laboratory or studio equipment	71.4	3%	15%	47%	35%	0%	276
Library resources and facilities	68.5	5%	15%	50%	30%	0%	278

4. Student Support

Mean 57.91

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	No. of Students
Received appropriate English language skill support	47.5	26%	13%	22%	23%	16%	0%	128
Been offered support relevant to your circumstances	52.7	17%	15%	27%	21%	20%	0%	205
Felt induction/orientation activities were relevant and helpful	55.2	8%	17%	36%	26%	14%	0%	254
		Not at all	Very little	Some	Quite a bit	Very Much		No. of Students
Received support from your institution to settle into study	56.1	7%	13%	41%	28%	11%		334
To what extent have you experienced efficient enrolment and admissions processes	69.6	3%	9%	21%	40%	27%		334
		Not at all	Very little	Some	Quite a bit	Very Much	Had no contact	No. of Students
Administrative staff or systems (eg. Online administrative services, frontline staff, enrolment systems)								
Available?	63.5	2%	10%	34%	39%	15%	0%	246
Helpful?	60.8	5%	13%	31%	36%	15%	0%	244
Career advisors								
Available?	55.1	6%	18%	39%	26%	12%	0%	153
Helpful?	52.7	7%	20%	39%	24%	10%	0%	146
Academic or learning advisors								
Available?	58.2	5%	15%	35%	33%	13%	0%	214
Helpful?	57.5	6%	16%	34%	32%	12%	0%	211
Support services such as counsellors, financial/legal advisors and health services								
Available?	54.9	13%	11%	36%	21%	18%	0%	107
Helpful?	52.7	16%	12%	34%	24%	15%	0%	103

5. Skills Development

Mean 62.94

		Not at all	Very little	Some	Quite a bit	Very much	No. of Students
Critical thinking skills		3%	7%	35%	40%	15%	321
Ability to solve complex problems		2%	8%	30%	42%	17%	321
Ability to work with others		4%	8%	34%	34%	20%	320
Confidence to learn independently		3%	8%	30%	35%	24%	321
Written communication skills		7%	19%	36%	29%	8%	318
Spoken communication skills		8%	18%	35%	30%	9%	320
Knowledge of the field(s) you are studying		2%	5%	26%	40%	28%	318
Development of work-related knowledge and skills		3%	10%	38%	30%	19%	320

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	No. of Students
Paid work commitments		28%	15%	26%	18%	12%	0%	240
		Not at all	Very little	Some	Quite a bit	Very much		No. of Students
Living arrangements		29%	20%	27%	16%	8%		314
Financial circumstances		29%	21%	24%	15%	10%		315

Considering leaving RMIT in 2015

	Yes	No	No. of Students
Seriously considered leaving	21%	79%	316

Reasons for leaving

	%
Academic exchange	9
Academic support	26
Administrative support	15
Boredom/lack of interest	33
Career prospects	18
Change of direction	18
Commuting difficulties	3
Difficulty paying fees	8
Difficulty with workload	23
Expectations not met	29
Family responsibilities	9
Financial difficulties	14
Gap year/deferral	8
Government assistance	5
Graduating	17
Health or stress	29
Institution reputation	8
Moving residence	5
Need a break	9
Need to do paid work	17
Other opportunities	8
Paid work responsibilities	12
Personal reasons	15
Quality concerns	27
Received other offer from another university/higher education institution	5
Social reasons	11
Standards too high	5
Study/life balance	26
Travel or tourism	8
Other reasons	18

Notes

This report aggregates data from the 2015 QILT SES and the RMIT SES. The QILT SES is a Federal Government mandated survey of HE undergraduate onshore commencing and completing students, administered by Social Research Centre. RMIT administered the QILT SES to all middle year HE undergraduate students, postgraduate coursework and international offshore students.

The CEQ questions apply to all middle year students and a small number of first and final year students.

Section one

The % agree is calculated as follows: sum of all agree/strongly agree responses divided by the total number of items answered by all respondents. Blanks or N/As are excluded.

This section excludes HE undergraduate onshore commencing students (QILT survey exclusion)

Section Two

Satisfaction level is the sum of the weighted score for all items across all respondents, divided by the total number of items answered across all respondents.

Blanks, N/As or had no contact are excluded.

Percentages represent the %age of the total valid responses per question, with the exception of the demographics section which represent the %age of total responses.

Charts are rescaled on valid responses to total 100%.

An asterisk (*) indicates a negatively worded question recoded to calculate % AGREE.

Values may rounded to 101 %.

Valid responses exclude N/A and blank responses.