

# STUDENT EXPERIENCE SURVEY - HE QILT 2015

|  |   |
|--|---|
| <b>130T - Engineering TAFE<br/>SEH</b> | <b>Survey Population: 859<br/>Respondents: 186<br/>Response Rate: 21.7%</b> |
|--|---|

Demographics (% of total sample size)

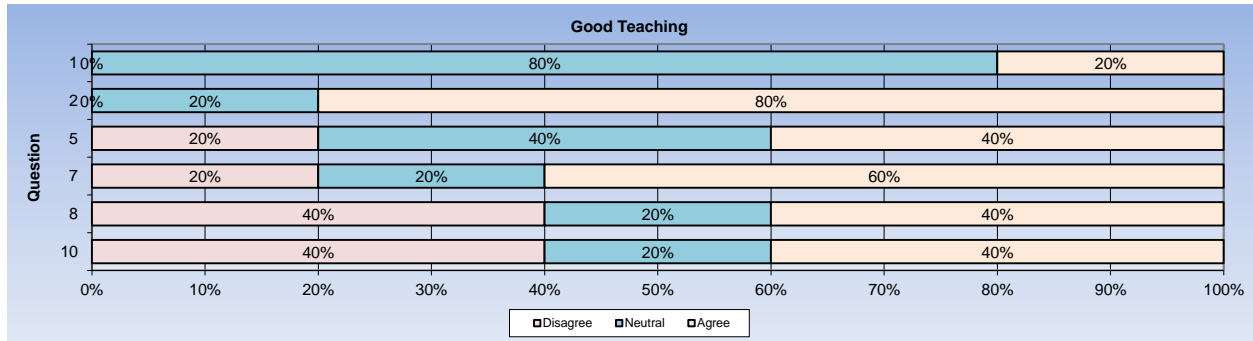
|                           |      |                                 |     |                     |     |
|---------------------------|------|---------------------------------|-----|---------------------|-----|
| <b>Commencement Year</b>  |      | <b>Completion Year Expected</b> |     | <b>LOTE</b>         |     |
| Pre 2011                  | 1%   | 2015                            | 24% | Yes                 | 56% |
| 2011                      | 1%   | 2016 or later                   | 56% | No                  | 44% |
| 2012                      | 3%   |                                 |     |                     |     |
| 2013                      | 9%   |                                 |     |                     |     |
| 2014                      | 26%  |                                 |     |                     |     |
| 2015                      | 40%  |                                 |     |                     |     |
| <b>Age</b>                |      | <b>Gender</b>                   |     | <b>Citizenship</b>  |     |
| <21                       | 70%  | Male                            | 85% | % Australian        | 80% |
| 21-24                     | 16%  | Female                          | 15% | % Int Onshore       | 20% |
| 25-34                     | 11%  |                                 |     | % Int Offshore      | 0%  |
| 35-44                     | 2%   |                                 |     |                     |     |
| 45+                       | 1%   |                                 |     |                     |     |
| <b>Program Type</b>       |      | <b>Study Base</b>               |     | <b>Online Study</b> |     |
| Bachelor                  | 0%   | One campus                      | 76% | None                | 20% |
| Postgraduate (Coursework) | 0%   | Two or more campus              | 3%  | About a quarter     | 30% |
| Other                     | 100% | Mixed                           | 0%  | About half          | 20% |
|                           |      | External/Distance               | 1%  | All or nearly all   | 10% |
| <b>Average Grade</b>      |      | <b>Location</b>                 |     | <b>Disability</b>   |     |
| No results                | 3%   | City                            | 95% | Yes                 | 4%  |
| 0 - 49%                   | 2%   | Bundoora                        | 0%  | No                  | 96% |
| 50 - 59%                  | 8%   | Brunswick                       | 0%  |                     |     |
| 60 - 69%                  | 19%  | Point Cook                      | 5%  |                     |     |
| 70 - 79%                  | 28%  | Singapore                       | 0%  |                     |     |
| 80 - 89%                  | 16%  | Hong Kong                       | 0%  |                     |     |
| 90 - 100%                 | 4%   | Other                           | 0%  |                     |     |

Snapshot Scales 2015

| <u>Percent Agree</u>         |       | <u>Mean</u>        |      |
|------------------------------|-------|--------------------|------|
| Good Teaching Scale          | 46.7% | Learner Engagement | 63.3 |
| Generic Skills Scale         | 46.7% | Teaching Quality   | 66.1 |
| Clear Goals & Standard Scale | 55.0% | Learning Resources | 70.9 |
| Overall Satisfaction         | 60.0% | Student Support    | 63.9 |
|                              |       | Skills Development | 66.6 |

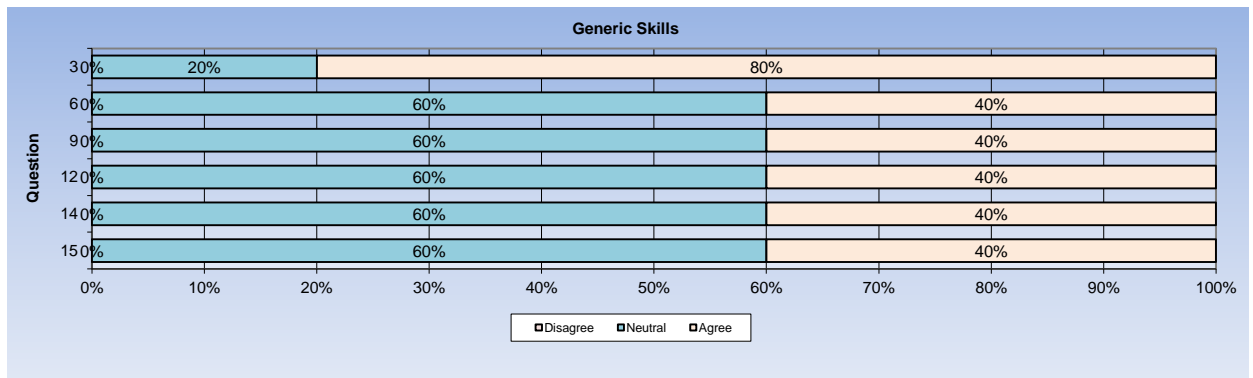
1. Good Teaching Scale

|  | % AGREE           |          |         |       |                | No. of   |
|--|-------------------|----------|---------|-------|----------------|----------|
|  | 46.7%             |          |         |       |                | Students |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |          |
| 1. The staff put a lot of time into commenting on my work                                  | 0%                | 0%       | 80%     | 0%    | 20%            | 5        |
| 2. The teaching staff normally gave me helpful feedback on how I was going                 | 0%                | 0%       | 20%     | 80%   | 0%             | 5        |
| 5. The teaching staff of this program motivated me to do my best work                      | 0%                | 20%      | 40%     | 40%   | 0%             | 5        |
| 7. My lecturers were extremely good at explaining things                                   | 0%                | 20%      | 20%     | 20%   | 40%            | 5        |
| 8. The teaching staff worked hard to make their subjects interesting                       | 0%                | 40%      | 20%     | 20%   | 20%            | 5        |
| 10. The staff made a real effort to understand difficulties I might be having with my work | 0%                | 40%      | 20%     | 40%   | 0%             | 5        |



2. Generic Skills Scale

|  | % AGREE           |          |         |       |                | No. of   |
|--|-------------------|----------|---------|-------|----------------|----------|
|  | 46.7%             |          |         |       |                | Students |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |          |
| 3. The program helped me develop my ability to work as a team member               | 0%                | 0%       | 20%     | 60%   | 20%            | 5        |
| 6. The program sharpened my analytic skills  | 0%                | 0%       | 60%     | 40%   | 0%             | 5        |
| 9. The program developed my problem-solving skills                                 | 0%                | 0%       | 60%     | 20%   | 20%            | 5        |
| 12. The program improved my skills in written communication                        | 0%                | 0%       | 60%     | 40%   | 0%             | 5        |
| 14. As a result of my program, I feel confident about tackling unfamiliar problems | 0%                | 0%       | 60%     | 40%   | 0%             | 5        |
| 15. My program helped me develop the ability to plan my own work                   | 0%                | 0%       | 60%     | 20%   | 20%            | 5        |



3. Overall

|   | % AGREE           |          |         |       |                | No. of   |
|---|-------------------|----------|---------|-------|----------------|----------|
|   | 60.0%             |          |         |       |                | Students |
|   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |          |
| 17. Overall, I was satisfied with the quality of this program | 0%                | 0%       | 40%     | 60%   | 0%             | 5        |

4. Clear Goals and Standards Scale

|   | %AGREE            |          |         |       |                | No. of   |
|---|-------------------|----------|---------|-------|----------------|----------|
|   | 55.0%             |          |         |       |                | Students |
|   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |          |
| 4. It was always easy to know the standard of work expected                                     | 0%                | 0%       | 60%     | 20%   | 20%            | 5        |
| 11. I usually had a clear idea of where I was going and what was expected of me in this program | 0%                | 20%      | 20%     | 40%   | 20%            | 5        |
| 13. It was often hard to discover what was expected of me in this program ( * )                 | 0%                | 40%      | 40%     | 20%   | 0%             | 5        |
| 16. The staff made it clear from the start what they expected from students                     | 0%                | 0%       | 0%      | 80%   | 20%            | 5        |

## Section Two

130T - Engineering TAFE

2015

### 1. Learner Engagement

Mean 63.34

|  | Not at all | Very little | Some | Quite a bit | Very much | Not applicable | No. of Students |
|--|------------|-------------|------|-------------|-----------|----------------|-----------------|
| Had opportunities to interact with local students        | 3%         | 10%         | 27%  | 32%         | 27%       | 0%             | 153             |
| Had a sense of belonging to RMIT                         | 4%         | 10%         | 32%  | 33%         | 21%       |                | 164             |
| Felt prepared for your study                             | 2%         | 7%          | 23%  | 36%         | 32%       |                | 166             |
| Participated in discussions online or face-to-face       | 16%        | 30%         | 32%  | 22%         |           |                | 163             |
| Worked with other students as part of your study         | 2%         | 21%         | 33%  | 44%         |           |                | 163             |
| Interacted with students outside study requirements      | 15%        | 33%         | 32%  | 20%         |           |                | 163             |
| Interacted with students who are very different from you | 5%         | 39%         | 32%  | 25%         |           |                | 163             |

### 2. Teaching Quality

Mean 66.10

| <i>The quality of...</i>                                 | Poor       | Fair        | Good | Excellent   | No. of Students |                 |
|--|------------|-------------|------|-------------|-----------------|-----------------|
| The teaching overall at RMIT                             | 5%         | 32%         | 43%  | 20%         | 157             |                 |
| Entire education experience in the program               | 5%         | 26%         | 50%  | 19%         | 165             |                 |
| <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                              | 1%         | 9%          | 32%  | 41%         | 17%             | 152             |
| Relevant to your education as a whole                    | 0%         | 5%          | 28%  | 43%         | 24%             | 152             |
| <i>Lecturers, tutors and demonstrators</i>               |            |             |      |             |                 |                 |
| Engaged you actively in learning                         | 1%         | 10%         | 33%  | 31%         | 24%             | 157             |
| Demonstrated concern for student learning                | 3%         | 9%          | 31%  | 34%         | 24%             | 157             |
| Provided clear explanations on coursework and assessment | 0%         | 8%          | 32%  | 38%         | 22%             | 156             |
| Stimulated you intellectually                            | 3%         | 10%         | 32%  | 37%         | 18%             | 155             |
| Commented on your work in ways that help you learn       | 4%         | 16%         | 29%  | 35%         | 17%             | 156             |
| Seemed helpful and approachable                          | 1%         | 10%         | 28%  | 34%         | 27%             | 157             |
| Set assessment tasks that challenge you to learn         | 0%         | 6%          | 27%  | 45%         | 22%             | 156             |

### 3. Learning Resources

Mean 70.93

| <i>The quality of...</i>  | Poor | Fair | Good | Excellent | Not applicable | No. of Students |
|---|------|------|------|-----------|----------------|-----------------|
| Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) | 3%   | 16%  | 42%  | 39%       | 0%             | 148             |
| Student spaces and common areas                                       | 9%   | 13%  | 44%  | 34%       | 0%             | 149             |
| Online learning materials   | 3%   | 16%  | 45%  | 36%       | 0%             | 148             |
| Computing/IT resources  | 5%   | 18%  | 35%  | 42%       | 0%             | 149             |
| Assigned books, notes and resources                                   | 4%   | 22%  | 42%  | 32%       | 0%             | 148             |
| Laboratory or studio equipment  | 7%   | 12%  | 40%  | 41%       | 0%             | 142             |
| Library resources and facilities                                      | 4%   | 10%  | 40%  | 46%       | 0%             | 140             |

#### 4. Student Support

Mean 63.91

|   |      | Not at all | Very little | Some | Quite a bit | Very Much | Not applicable | No. of Students |
|---|------|------------|-------------|------|-------------|-----------|----------------|-----------------|
| Received appropriate English language skill support   | 51.1 | 27%        | 7%          | 25%  | 17%         | 24%       | 0%             | 92              |
| Been offered support relevant to your circumstances   | 60.4 | 12%        | 12%         | 26%  | 21%         | 28%       | 0%             | 123             |
| Felt induction/orientation activities were relevant and helpful   | 65.5 | 3%         | 11%         | 35%  | 25%         | 27%       | 0%             | 150             |
|   |      | Not at all | Very little | Some | Quite a bit | Very Much |                | No. of Students |
| Received support from your institution to settle into study   | 66.4 | 4%         | 10%         | 27%  | 36%         | 23%       |                | 165             |
| To what extent have you experienced efficient enrolment and admissions processes                                | 73.8 | 4%         | 2%          | 22%  | 36%         | 35%       |                | 166             |
|   |      | Not at all | Very little | Some | Quite a bit | Very Much | Had no contact | No. of Students |
| <b>Administrative staff or systems (eg. Online administrative services, frontline staff, enrolment systems)</b> |      |            |             |      |             |           |                |                 |
| Available?  | 70.3 | 2%         | 6%          | 29%  | 32%         | 30%       | 0%             | 127             |
| Helpful?  | 69.8 | 2%         | 8%          | 26%  | 34%         | 29%       | 0%             | 125             |
| <b>Career advisors</b>  |      |            |             |      |             |           |                |                 |
| Available?  | 60.5 | 3%         | 16%         | 30%  | 35%         | 15%       | 0%             | 86              |
| Helpful?  | 57.0 | 5%         | 17%         | 39%  | 23%         | 16%       | 0%             | 82              |
| <b>Academic or learning advisors</b>  |      |            |             |      |             |           |                |                 |
| Available?  | 65.7 | 3%         | 9%          | 32%  | 35%         | 21%       | 0%             | 110             |
| Helpful?  | 65.4 | 3%         | 10%         | 31%  | 35%         | 21%       | 0%             | 109             |
| <b>Support services such as counsellors, financial/legal advisors and health services</b>                       |      |            |             |      |             |           |                |                 |
| Available?  | 57.3 | 8%         | 16%         | 31%  | 29%         | 16%       | 0%             | 75              |
| Helpful?  | 55.6 | 10%        | 17%         | 33%  | 22%         | 18%       | 0%             | 72              |

#### 5. Skills Development

Mean 66.64

|  |  | Not at all | Very little | Some | Quite a bit | Very much | No. of Students |
|--|--|------------|-------------|------|-------------|-----------|-----------------|
| Critical thinking skills                         |  | 1%         | 5%          | 34%  | 42%         | 17%       | 151             |
| Ability to solve complex problems                |  | 1%         | 7%          | 32%  | 43%         | 17%       | 150             |
| Ability to work with others                      |  | 1%         | 5%          | 31%  | 38%         | 25%       | 151             |
| Confidence to learn independently                |  | 3%         | 2%          | 33%  | 36%         | 26%       | 151             |
| Written communication skills                     |  | 2%         | 14%         | 43%  | 26%         | 15%       | 150             |
| Spoken communication skills                      |  | 3%         | 11%         | 42%  | 30%         | 13%       | 151             |
| Knowledge of the field(s) you are studying       |  | 1%         | 3%          | 26%  | 48%         | 23%       | 151             |
| Development of work-related knowledge and skills |  | 0%         | 7%          | 36%  | 40%         | 17%       | 150             |

#### Other

##### Study negatively affected by...

|                         |  | Not at all | Very little | Some | Quite a bit | Very much | Not applicable | No. of Students |
|-------------------------|--|------------|-------------|------|-------------|-----------|----------------|-----------------|
| Paid work commitments   |  | 30%        | 21%         | 25%  | 9%          | 15%       | 0%             | 128             |
|                         |  | Not at all | Very little | Some | Quite a bit | Very much |                | No. of Students |
| Living arrangements     |  | 31%        | 20%         | 22%  | 14%         | 13%       |                | 147             |
| Financial circumstances |  | 31%        | 15%         | 18%  | 17%         | 20%       |                | 147             |

## Considering leaving RMIT in 2015

|                              | Yes | No  | No. of Students |
|------------------------------|-----|-----|-----------------|
| Seriously considered leaving | 18% | 82% | 147             |

### Reasons for leaving

|   | %  |
|---|----|
| Academic exchange   | 7  |
| Academic support  | 26 |
| Administrative support  | -  |
| Boredom/lack of interest  | 26 |
| Career prospects  | 11 |
| Change of direction   | 11 |
| Commuting difficulties  | 11 |
| Difficulty paying fees  | 15 |
| Difficulty with workload  | 22 |
| Expectations not met  | 37 |
| Family responsibilities   | 11 |
| Financial difficulties  | 37 |
| Gap year/deferral   | 19 |
| Government assistance   | 4  |
| Graduating  | 7  |
| Health or stress  | 37 |
| Institution reputation  | 7  |
| Moving residence  | 4  |
| Need a break  | 19 |
| Need to do paid work  | 26 |
| Other opportunities   | -  |
| Paid work responsibilities  | 19 |
| Personal reasons  | 30 |
| Quality concerns  | 30 |
| Received other offer from another university/higher education institution | 11 |
| Social reasons  | 11 |
| Standards too high  | 4  |
| Study/life balance  | 30 |
| Travel or tourism   | 7  |
| Other reasons   | 7  |

### 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.