

STUDENT EXPERIENCE SURVEY - HE QILT 2015

150H - Health Sciences SEH	Survey Population: 2,738 Respondents: 644 Response Rate: 23.5%
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2011	1%	2015	27%	Yes	32%
2011	4%	2016 or later	64%	No	68%
2012	9%				
2013	16%				
2014	18%				
2015	44%				

Age		Gender		Citizenship	
<21	37%	Male	23%	% Australian	93%
21-24	26%	Female	77%	% Int Onshore	7%
25-34	21%			% Int Offshore	0%
35-44	10%				
45+	6%				

Program Type		Study Base		Online Study	
Bachelor	86%	One campus	78%	None	13%
Postgraduate (Coursework)	14%	Two or more campus	4%	About a quarter	35%
Other	0%	Mixed	4%	About half	28%
		External/Distance	5%	All or nearly all	14%

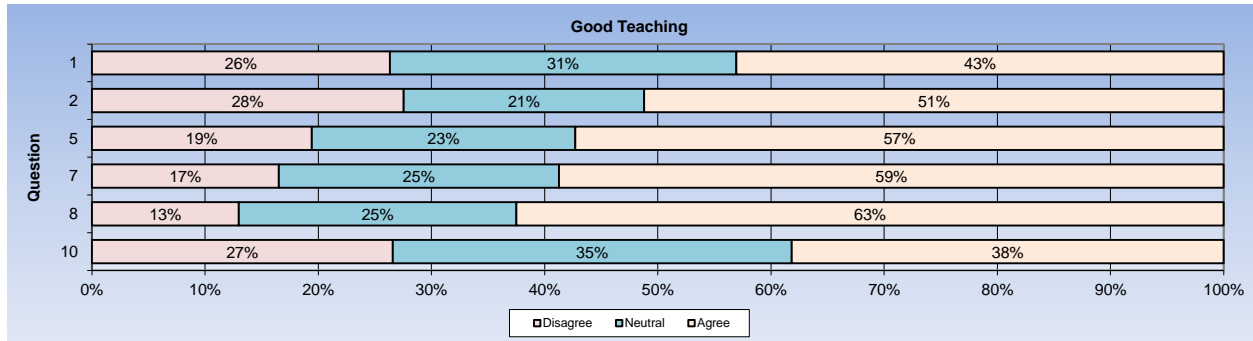
Average Grade		Location		Disability	
No results	1%	City	20%	Yes	6%
0 - 49%	1%	Bundoora	80%	No	94%
50 - 59%	5%	Brunswick	0%		
60 - 69%	19%	Point Cook	0%		
70 - 79%	39%	Singapore	0%		
80 -89%	25%	Hong Kong	0%		
90 -100%	1%	Other	0%		

Snapshot Scales 2015

Percent Agree		Mean	
Good Teaching Scale	51.8%	Learner Engagement	58.1
Generic Skills Scale	55.4%	Teaching Quality	65.3
Clear Goals & Standard Scale	42.6%	Learning Resources	70.1
Overall Satisfaction	61.1%	Student Support	62.4
		Skills Development	68.9

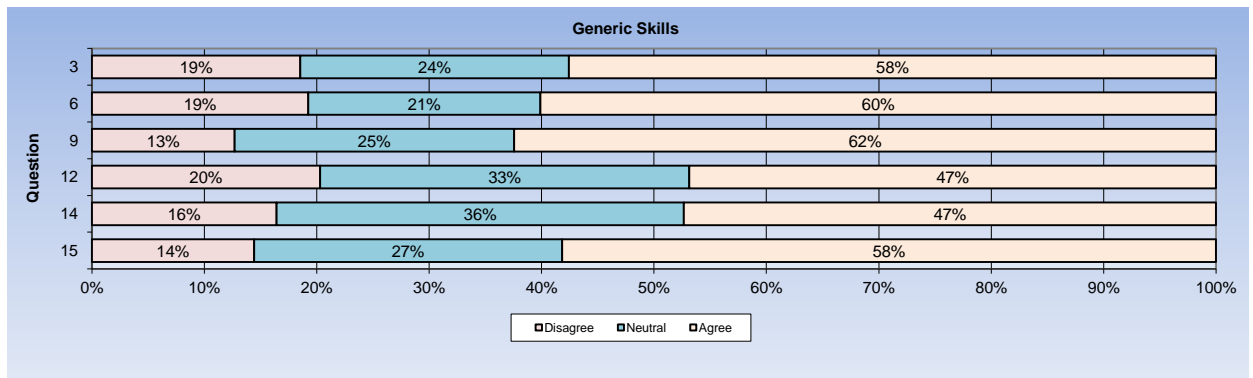
1. Good Teaching Scale

	% AGREE					No. of
	51.8%					Students
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1. The staff put a lot of time into commenting on my work	10%	17%	31%	33%	10%	209
2. The teaching staff normally gave me helpful feedback on how I was going	7%	20%	21%	40%	11%	207
5. The teaching staff of this program motivated me to do my best work	6%	14%	23%	42%	15%	206
7. My lecturers were extremely good at explaining things	5%	11%	25%	48%	11%	206
8. The teaching staff worked hard to make their subjects interesting	4%	9%	25%	43%	20%	208
10. The staff made a real effort to understand difficulties I might be having with my work	10%	17%	35%	30%	8%	207



2. Generic Skills Scale

	% AGREE					No. of
	55.4%					Students
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
3. The program helped me develop my ability to work as a team member	6%	12%	24%	49%	9%	205
6. The program sharpened my analytic skills	4%	15%	21%	50%	11%	208
9. The program developed my problem-solving skills	4%	9%	25%	54%	9%	205
12. The program improved my skills in written communication	6%	14%	33%	40%	7%	207
14. As a result of my program, I feel confident about tackling unfamiliar problems	7%	9%	36%	41%	6%	207
15. My program helped me develop the ability to plan my own work	4%	10%	27%	47%	12%	208



3. Overall

	% AGREE					No. of
	61.1%					Students
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
17. Overall, I was satisfied with the quality of this program	9%	16%	13%	48%	13%	208

4. Clear Goals and Standards Scale

	%AGREE					No. of
	42.6%					Students
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
4. It was always easy to know the standard of work expected	13%	29%	16%	34%	9%	208
11. I usually had a clear idea of where I was going and what was expected of me in this program	11%	20%	18%	43%	8%	207
13. It was often hard to discover what was expected of me in this program (*)	12%	30%	27%	22%	9%	208
16. The staff made it clear from the start what they expected from students	12%	17%	25%	38%	8%	208

Section Two

150H - Health Sciences

2015

1. Learner Engagement

Mean 58.05

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	No. of Students
Had opportunities to interact with local students	5%	14%	31%	27%	23%	0%	576
Had a sense of belonging to RMIT	5%	14%	36%	32%	14%		624
Felt prepared for your study	3%	7%	29%	42%	19%		624
Participated in discussions online or face-to-face	8%	43%	31%	18%			622
Worked with other students as part of your study	4%	32%	37%	27%			622
Interacted with students outside study requirements	14%	38%	27%	21%			623
Interacted with students who are very different from you	11%	41%	32%	17%			622

2. Teaching Quality

Mean 65.32

<i>The quality of...</i>	Poor	Fair	Good	Excellent	No. of Students	
The teaching overall at RMIT	6%	21%	53%	20%	610	
Entire education experience in the program	7%	21%	54%	18%	628	
<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	5%	8%	28%	45%	15%	601
Relevant to your education as a whole	1%	6%	23%	44%	27%	599
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	2%	8%	31%	39%	20%	612
Demonstrated concern for student learning	4%	12%	35%	32%	17%	610
Provided clear explanations on coursework and assessment	4%	11%	27%	41%	17%	611
Stimulated you intellectually	2%	6%	28%	41%	22%	610
Commented on your work in ways that help you learn	5%	16%	36%	31%	11%	611
Seemed helpful and approachable	2%	8%	25%	39%	26%	606
Set assessment tasks that challenge you to learn	1%	4%	22%	47%	25%	612

3. Learning Resources

Mean 70.08

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Not applicable	No. of Students
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	4%	11%	46%	39%	0%	575
Student spaces and common areas	6%	18%	48%	28%	0%	573
Online learning materials	4%	18%	43%	34%	0%	588
Computing/IT resources	5%	16%	50%	29%	0%	571
Assigned books, notes and resources	4%	18%	49%	29%	0%	587
Laboratory or studio equipment	4%	14%	44%	39%	0%	477
Library resources and facilities	3%	11%	46%	40%	0%	585

4. Student Support		Mean	62.36						
			Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	No. of Students
Received appropriate English language skill support	49.4		30%	7%	20%	22%	21%	0%	244
Been offered support relevant to your circumstances	52.1		22%	14%	21%	20%	23%	0%	410
Felt induction/orientation activities were relevant and helpful	62.7		8%	12%	28%	29%	24%	0%	539
			Not at all	Very little	Some	Quite a bit	Very Much		No. of Students
Received support from your institution to settle into study	59.3		5%	14%	36%	27%	17%		630
To what extent have you experienced efficient enrolment and admissions processes	74.2		3%	7%	18%	36%	36%		625
			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?	67.3		3%	8%	27%	41%	21%	0%	476
Helpful?	64.7		4%	10%	28%	38%	20%	0%	468
Career advisors									
Available?	60.4		7%	12%	32%	30%	19%	0%	225
Helpful?	59.9		8%	12%	33%	27%	20%	0%	217
Academic or learning advisors									
Available?	64.1		3%	11%	31%	37%	18%	0%	430
Helpful?	65.4		4%	9%	28%	38%	21%	0%	423
Support services such as counsellors, financial/legal advisors and health services									
Available?	62.7		6%	12%	29%	30%	23%	0%	202
Helpful?	62.4		9%	11%	26%	31%	23%	0%	192

5. Skills Development		Mean	68.94					
			Not at all	Very little	Some	Quite a bit	Very much	No. of Students
Critical thinking skills			1%	7%	21%	48%	23%	592
Ability to solve complex problems			1%	7%	33%	41%	18%	592
Ability to work with others			2%	6%	29%	41%	21%	591
Confidence to learn independently			2%	6%	23%	42%	28%	591
Written communication skills			2%	10%	31%	39%	18%	592
Spoken communication skills			4%	11%	32%	36%	16%	590
Knowledge of the field(s) you are studying			1%	5%	17%	44%	34%	592
Development of work-related knowledge and skills			2%	8%	25%	40%	24%	593

Other			Not at all	Very little	Some	Quite a bit	Very much	Not applicable	No. of Students
Study negatively affected by...									
Paid work commitments			20%	15%	28%	20%	17%	0%	522
			Not at all	Very little	Some	Quite a bit	Very much		No. of Students
Living arrangements			34%	19%	23%	14%	10%		581
Financial circumstances			28%	18%	20%	18%	16%		582

Considering leaving RMIT in 2015

	Yes	No	No. of Students
Seriously considered leaving	20%	80%	582

Reasons for leaving

	%
Academic exchange	5
Academic support	30
Administrative support	13
Boredom/lack of interest	18
Career prospects	8
Change of direction	14
Commuting difficulties	10
Difficulty paying fees	3
Difficulty with workload	28
Expectations not met	36
Family responsibilities	18
Financial difficulties	25
Gap year/deferral	11
Government assistance	1
Graduating	4
Health or stress	46
Institution reputation	9
Moving residence	3
Need a break	23
Need to do paid work	24
Other opportunities	8
Paid work responsibilities	16
Personal reasons	30
Quality concerns	28
Received other offer from another university/higher education institution	6
Social reasons	3
Standards too high	5
Study/life balance	23
Travel or tourism	8
Other reasons	14

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.