

STUDENT EXPERIENCE SURVEY - HE QILT 2015

160H - Medical Sciences SEH	Survey Population: 1,848 Respondents: 483 Response Rate: 26.1%
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Demographics (% of total sample size)

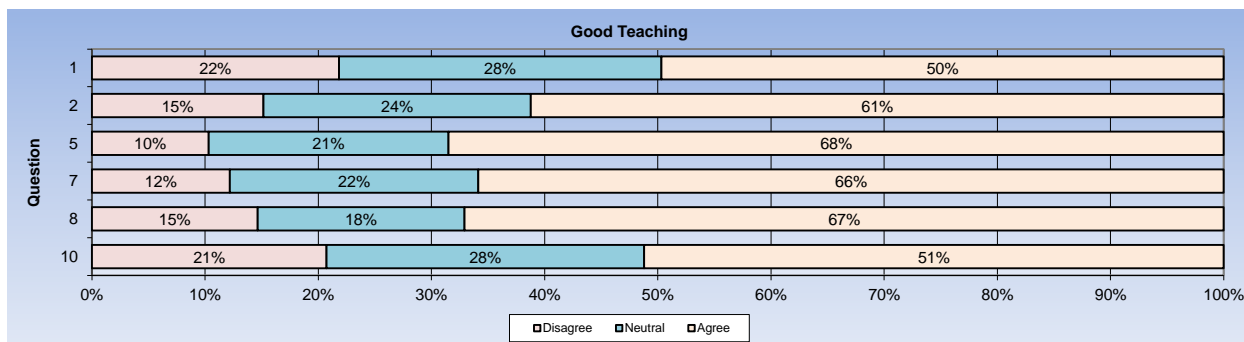
Commencement Year		Completion Year Expected		LOTE	
Pre 2011	1%	2015	30%	Yes	53%
2011	3%	2016 or later	63%	No	47%
2012	12%				
2013	20%				
2014	20%				
2015	37%				
Age		Gender		Citizenship	
<21	47%	Male	33%	% Australian	87%
21-24	33%	Female	67%	% Int Onshore	13%
25-34	15%			% Int Offshore	0%
35-44	5%				
45+	1%				
Program Type		Study Base		Online Study	
Bachelor	87%	One campus	82%	None	25%
Postgraduate (Coursework)	13%	Two or more campus	5%	About a quarter	41%
Other	0%	Mixed	4%	About half	20%
		External/Distance	2%	All or nearly all	8%
Average Grade		Location		Disability	
No results	2%	City	0%	Yes	5%
0 - 49%	1%	Bundoora	100%	No	95%
50 - 59%	7%	Brunswick	0%		
60 - 69%	19%	Point Cook	0%		
70 - 79%	37%	Singapore	0%		
80 -89%	21%	Hong Kong	0%		
90 -100%	6%	Other	0%		

Snapshot Scales 2015

Percent Agree		Mean	
Good Teaching Scale	60.6%	Learner Engagement	66.1
Generic Skills Scale	74.0%	Teaching Quality	69.7
Clear Goals & Standard Scale	55.9%	Learning Resources	72.3
Overall Satisfaction	69.3%	Student Support	64.9
		Skills Development	74.5

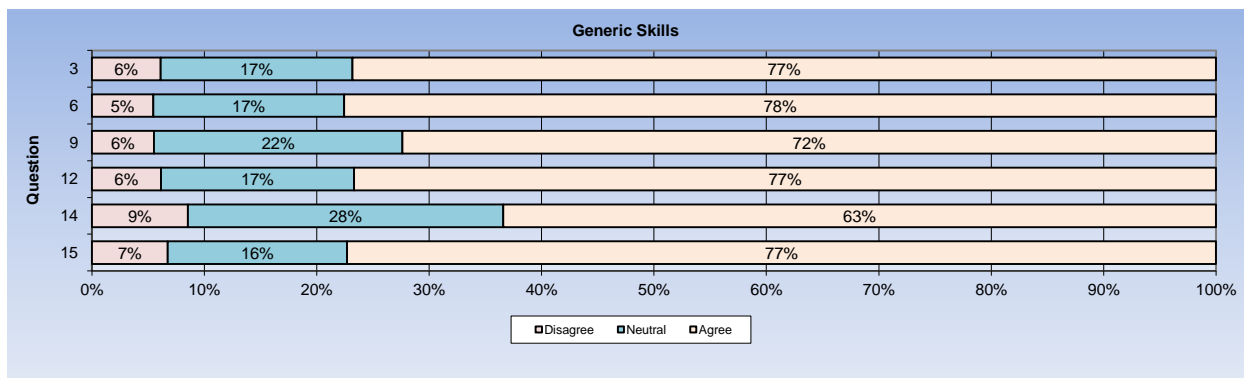
1. Good Teaching Scale

	% AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	60.6%					
1. The staff put a lot of time into commenting on my work	2%	20%	28%	42%	7%	165
2. The teaching staff normally gave me helpful feedback on how I was going	2%	13%	24%	52%	10%	165
5. The teaching staff of this program motivated me to do my best work	2%	8%	21%	50%	18%	165
7. My lecturers were extremely good at explaining things	4%	8%	22%	49%	16%	164
8. The teaching staff worked hard to make their subjects interesting	2%	13%	18%	51%	16%	164
10. The staff made a real effort to understand difficulties I might be having with my work	5%	15%	28%	38%	13%	164



2. Generic Skills Scale

	% AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	74.0%					
3. The program helped me develop my ability to work as a team member	2%	4%	17%	56%	21%	164
6. The program sharpened my analytic skills	1%	4%	17%	61%	16%	165
9. The program developed my problem-solving skills	2%	4%	22%	57%	15%	163
12. The program improved my skills in written communication	2%	4%	17%	60%	17%	163
14. As a result of my program, I feel confident about tackling unfamiliar problems	1%	8%	28%	54%	9%	164
15. My program helped me develop the ability to plan my own work	1%	6%	16%	61%	17%	163



3. Overall

	% AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	69.3%					
17. Overall, I was satisfied with the quality of this program	3%	10%	17%	51%	18%	163

4. Clear Goals and Standards Scale

	%AGREE					No. of
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Students
	55.9%					
4. It was always easy to know the standard of work expected	4%	15%	27%	44%	11%	165
11. I usually had a clear idea of where I was going and what was expected of me in this program	2%	10%	25%	50%	12%	163
13. It was often hard to discover what was expected of me in this program (*)	6%	22%	30%	37%	5%	164
16. The staff made it clear from the start what they expected from students	3%	12%	21%	46%	19%	164

Section Two

160H - Medical Sciences

2015

1. Learner Engagement

Mean 66.09

	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%	24%	30%	32%	0%	431
Had a sense of belonging to RMIT	2%	9%	26%	39%	24%		468
Felt prepared for your study	1%	6%	24%	43%	25%		470
Participated in discussions online or face-to-face	7%	28%	36%	29%			469
Worked with other students as part of your study	2%	22%	34%	42%			469
Interacted with students outside study requirements	6%	30%	36%	28%			469
Interacted with students who are very different from you	7%	35%	35%	22%			469

2. Teaching Quality

Mean 69.75

<i>The quality of...</i>	Poor	Fair	Good	Excellent	No. of Students	
The teaching overall at RMIT	3%	21%	48%	28%	459	
Entire education experience in the program	4%	21%	49%	25%	471	
<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%	5%	29%	42%	23%	456
Relevant to your education as a whole	0%	3%	21%	38%	37%	457
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	1%	6%	25%	44%	25%	459
Demonstrated concern for student learning	3%	8%	26%	39%	25%	460
Provided clear explanations on coursework and assessment	2%	7%	25%	42%	25%	461
Stimulated you intellectually	2%	5%	27%	44%	22%	457
Commented on your work in ways that help you learn	3%	14%	29%	36%	19%	459
Seemed helpful and approachable	2%	5%	20%	46%	27%	457
Set assessment tasks that challenge you to learn	2%	3%	19%	47%	29%	461

3. Learning Resources

Mean 72.32

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Not applicable	No. of Students
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	3%	10%	47%	40%	0%	451
Student spaces and common areas	8%	19%	44%	29%	0%	446
Online learning materials	2%	12%	48%	38%	0%	449
Computing/IT resources	4%	16%	48%	32%	0%	441
Assigned books, notes and resources	3%	14%	53%	29%	0%	443
Laboratory or studio equipment	2%	10%	39%	48%	0%	431
Library resources and facilities	2%	11%	45%	42%	0%	444

4. Student Support		Mean	64.89						
			Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	No. of Students
Received appropriate English language skill support	45.6		29%	12%	25%	15%	19%	0%	195
Been offered support relevant to your circumstances	52.8		22%	11%	25%	18%	24%	0%	304
Felt induction/orientation activities were relevant and helpful	67.4		3%	11%	26%	31%	28%	0%	408
			Not at all	Very little	Some	Quite a bit	Very Much		No. of Students
Received support from your institution to settle into study	67.4		3%	9%	28%	37%	23%		471
To what extent have you experienced efficient enrolment and admissions processes	75.4		2%	6%	17%	41%	35%		470
			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?	67.6		1%	8%	29%	43%	19%	0%	366
Helpful?	66.5		2%	9%	31%	37%	21%	0%	364
Career advisors									
Available?	58.6		5%	17%	33%	28%	17%	0%	215
Helpful?	60.0		7%	12%	36%	25%	20%	0%	207
Academic or learning advisors									
Available?	69.3		1%	7%	29%	39%	23%	0%	354
Helpful?	70.4		3%	6%	26%	35%	29%	0%	350
Support services such as counsellors, financial/legal advisors and health services									
Available?	60.8		4%	19%	31%	25%	22%	0%	162
Helpful?	61.9		5%	14%	31%	27%	23%	0%	153

5. Skills Development		Mean	74.46						
			Not at all	Very little	Some	Quite a bit	Very much		No. of Students
Critical thinking skills			0%	6%	24%	45%	24%		455
Ability to solve complex problems			1%	6%	26%	44%	23%		454
Ability to work with others			1%	3%	19%	41%	36%		454
Confidence to learn independently			1%	2%	20%	45%	33%		454
Written communication skills			1%	7%	25%	41%	27%		454
Spoken communication skills			2%	9%	27%	36%	26%		452
Knowledge of the field(s) you are studying			0%	2%	14%	39%	45%		454
Development of work-related knowledge and skills			1%	4%	16%	41%	38%		454

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%	23%	26%	13%	10%	0%	366
			Not at all	Very little	Some	Quite a bit	Very much		No. of Students
Living arrangements			37%	19%	20%	14%	11%		449
Financial circumstances			30%	25%	22%	13%	11%		449

Considering leaving RMIT in 2015

	Yes	No	No. of Students
Seriously considered leaving	20%	80%	449

Reasons for leaving

	%
Academic exchange	14
Academic support	23
Administrative support	14
Boredom/lack of interest	15
Career prospects	21
Change of direction	12
Commuting difficulties	18
Difficulty paying fees	5
Difficulty with workload	23
Expectations not met	32
Family responsibilities	18
Financial difficulties	25
Gap year/deferral	5
Government assistance	1
Graduating	4
Health or stress	42
Institution reputation	9
Moving residence	7
Need a break	13
Need to do paid work	16
Other opportunities	5
Paid work responsibilities	7
Personal reasons	21
Quality concerns	19
Received other offer from another university/higher education institution	7
Social reasons	5
Standards too high	4
Study/life balance	18
Travel or tourism	4
Other reasons	21

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.