

STUDENT EXPERIENCE SURVEY - HE QILT 2016

145H - Mathematical & Geospatial Sciences College of Science, Engineering and Health	AUSCY	Survey Population: 672 Respondents: 196 Response Rate: 29.2% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2012	1%	2016	21%	Yes	31%
2012	3%	2017 or later	79%	No	69%
2013	7%				
2014	17%				
2015	28%				
2016	44%				

Age		Gender		Citizenship	
<21	22%	Male	75%	% Australian	87%
21-24	27%	Female	25%	% Int Onshore	13%
25-34	36%			% Int Offshore	0%
35-44	10%				
45+	6%				

Program Type		Study Base		Online Study	
Bachelor	66%	One campus	95%	None	27%
Postgraduate (Coursework)	34%	Two or more campus	3%	About a quarter	31%
Other	0%	Mixed	3%	About half	29%
		External/Distance	0%	All or nearly all	12%

Average Grade		Location		Disability	
No results	1%	City	100%	Yes	5%
0 - 49%	1%	Bundoora	0%	No	95%
50 - 59%	3%	Brunswick	0%		
60 - 69%	24%	Point Cook	0%		
70 - 79%	34%	Singapore	0%		
80 -89%	30%	Hong Kong	0%		
90 -100%	8%	Other	0%		

Snapshot Scales 2016 calculated using the original method of including all student responses

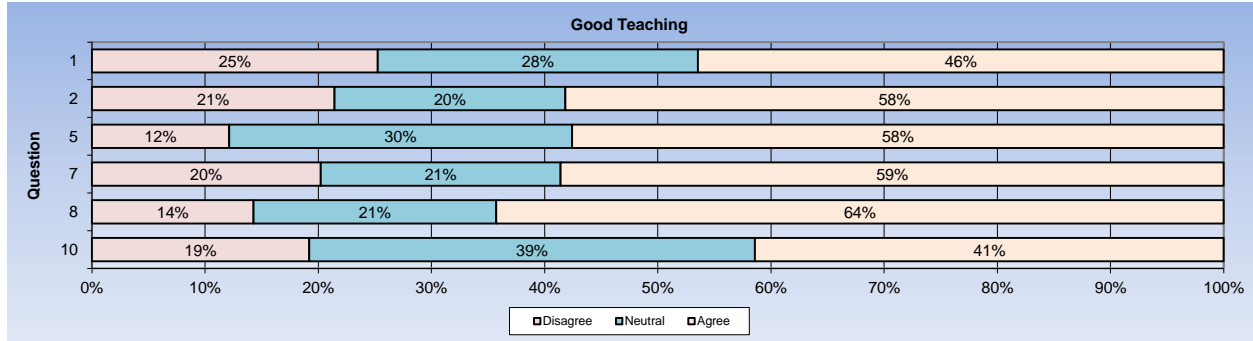
Percent Agree		Mean	
Good Teaching Scale	54.4%	Learner Engagement	58.5
Generic Skills Scale	67.5%	Teaching Quality	65.3
Clear Goals & Standard Scale	48.5%	Learning Resources	66.1
Overall Satisfaction	69.1%	Student Support	61.7
		Skills Development	65.6

Snapshot Scales 2016 using the new method (only students who answered a majority of the questions are included)

Percent Agree		Percent In Agreement	
Good Teaching Scale	60.6%	Learner Engagement	54.6%
Generic Skills Scale	79.8%	Teaching Quality	73.2%
Clear Goals & Standard Scale	62.6%	Learning Resources	76.9%
Overall Satisfaction	69.1%	Student Support	60.5%
		Skills Development	73.2%

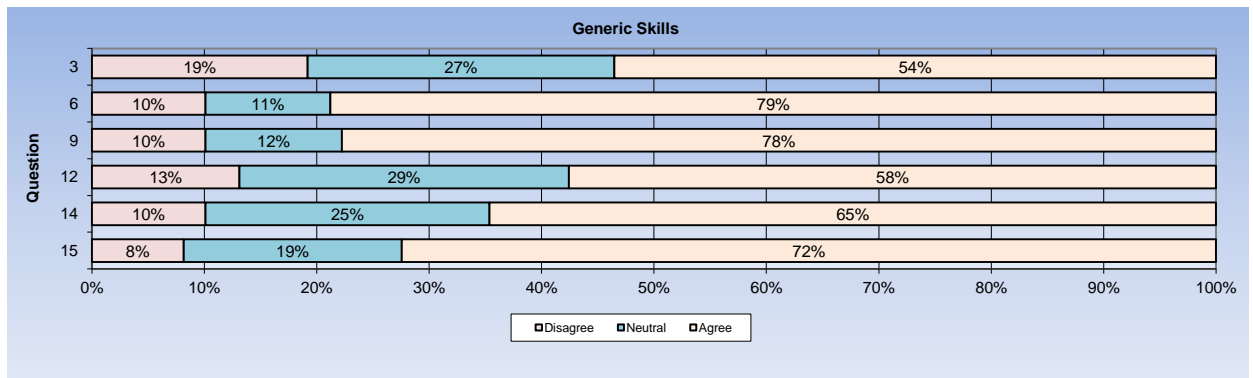
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 54.4% Calculated Using New Method = 60.6%						
1. The staff put a lot of time into commenting on my work	8%	17%	28%	35%	11%	99
2. The teaching staff normally gave me helpful feedback on how I was going	6%	15%	20%	45%	13%	98
5. The teaching staff of this program motivated me to do my best work	5%	7%	30%	45%	12%	99
7. My lecturers were extremely good at explaining things	4%	16%	21%	41%	17%	99
8. The teaching staff worked hard to make their subjects interesting	5%	9%	21%	45%	19%	98
10. The staff made a real effort to understand difficulties I might be having with my work	3%	16%	39%	28%	13%	99



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 67.5% Calculated Using New Method = 79.8%						
3. The program helped me develop my ability to work as a team member	5%	14%	27%	43%	10%	99
6. The program sharpened my analytic skills	1%	9%	11%	55%	24%	99
9. The program developed my problem-solving skills	3%	7%	12%	55%	23%	99
12. The program improved my skills in written communication	2%	11%	29%	51%	7%	99
14. As a result of my program, I feel confident about tackling unfamiliar problems	4%	6%	25%	54%	11%	99
15. My program helped me develop the ability to plan my own work	4%	4%	19%	61%	11%	98



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 69.1% Calculated Using New Method = 69.1%						
17. Overall, I was satisfied with the quality of this program	4%	8%	19%	51%	19%	97

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 48.5% Calculated Using New Method = 62.6%						
4. It was always easy to know the standard of work expected	4%	26%	25%	38%	6%	99
11. I usually had a clear idea of where I was going and what was expected of me in this program	4%	11%	20%	55%	10%	99
13. It was often hard to discover what was expected of me in this program (*)	4%	21%	28%	40%	6%	99
16. The staff made it clear from the start what they expected from students	4%	12%	24%	49%	10%	99

Section Two

145H - Mathematical & Geospatial Sciences

2016

1. Learner Engagement

Mean (Old): 58.47

Percent In Agreement (New): 54.59%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	2%	11%	27%	34%	24%	2%	180
Had a sense of belonging to RMIT	4%	14%	35%	29%	18%		194
Felt prepared for your study	4%	8%	26%	43%	20%		194
Participated in discussions online or face-to-face	10%	37%	33%	20%			195
Worked with other students as part of your study	8%	23%	34%	35%			195
Interacted with students outside study requirements	17%	39%	28%	16%			196
Interacted with students who are very different from you	11%	47%	30%	12%			196

2. Teaching Quality

Mean (Old): 65.27

Percent In Agreement (New): 73.20%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	6%	24%	50%	20%	194	
Entire education experience in your program	7%	24%	49%	19%	196	
<i>Your study was delivered in a way that is...</i>	Not at all	Very little	Some	Quite a bit	Very much	Respondents
Well structured and focused	3%	8%	31%	44%	13%	194
Relevant to your education as a whole	2%	4%	25%	48%	21%	193
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	3%	11%	32%	37%	17%	193
Demonstrated concern for student learning	2%	11%	40%	29%	18%	194
Provided clear explanations on coursework and assessment	3%	7%	33%	36%	21%	192
Stimulated you intellectually	3%	7%	28%	41%	21%	194
Commented on your work in ways that help you learn	6%	13%	40%	28%	12%	194
Seemed helpful and approachable	3%	4%	27%	38%	28%	193
Set assessment tasks that challenge you to learn	2%	4%	20%	45%	30%	193

3. Learning Resources

Mean (Old): 66.06

Percent In Agreement (New): 76.88%

<i>The quality of...</i>	Mean	Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	61.1	11%	19%	43%	25%	1%	194
Student spaces and common areas	62.6	7%	23%	44%	25%	0%	189
Online learning materials	69.8	5%	14%	48%	33%	1%	192
Computing/IT resources	65.8	7%	16%	50%	27%	1%	189
Assigned books, notes and resources	66.5	4%	19%	48%	25%	4%	189
Laboratory or studio equipment	66.7	4%	19%	45%	26%	7%	171
Library resources and facilities	70.6	3%	13%	50%	29%	5%	180

4. Student Support

Mean (Old): 61.69

Percent In Agreement (New): 60.51%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	43.0	20%	4%	13%	8%	10%	44%	134
Been offered support relevant to your circumstances	45.9	26%	12%	29%	17%	16%	0%	160
Felt induction/orientation activities were relevant and helpful	61.7	9%	10%	25%	26%	22%	8%	167
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	59.2	9%	11%	31%	33%	16%		195
To what extent have you experienced efficient enrolment and admissions processes	71.9	4%	6%	20%	38%	32%		196
		Not at all	Very little	Some	Quite a bit	Very Much	Had no contact	Respondents
Administrative staff or systems (eg. Online administrative services, frontline staff, enrolment systems)								
Available?	66.1	2%	5%	25%	28%	15%	25%	192
Helpful?	66.8	2%	4%	27%	29%	15%	23%	192
Career advisors								
Available?	61.5	2%	4%	12%	13%	6%	62%	191
Helpful?	60.7	2%	6%	10%	13%	6%	63%	191
Academic or learning advisors								
Available?	66.9	3%	4%	19%	30%	14%	31%	193
Helpful?	65.5	3%	5%	20%	30%	12%	31%	192
Support services such as counsellors, financial/legal advisors and health services								
Available?	61.4	2%	1%	9%	8%	4%	76%	193
Helpful?	59.5	2%	2%	10%	8%	4%	74%	193

5. Skills Development

Mean (Old): 65.59

Percent In Agreement (New): 73.20%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		2%	6%	30%	42%	21%	194
Ability to solve complex problems		2%	7%	25%	46%	20%	192
Ability to work with others		5%	13%	22%	44%	15%	194
Confidence to learn independently		2%	4%	28%	44%	22%	194
Written communication skills		5%	11%	38%	34%	12%	194
Spoken communication skills		8%	15%	38%	30%	9%	193
Knowledge of the field(s) you are studying		3%	4%	19%	41%	34%	194
Development of work-related knowledge and skills		5%	6%	30%	40%	19%	194

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		20%	20%	23%	18%	11%	9%	181
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		40%	22%	22%	12%	4%		193
Financial circumstances		43%	19%	21%	9%	8%		193

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	11%	89%	194

Reasons for leaving

	%
Academic exchange	7
Academic support	21
Administrative support	7
Boredom/lack of interest	24
Career prospects	14
Change of direction	14
Commuting difficulties	0
Difficulty paying fees	7
Difficulty with workload	7
Expectations not met	34
Family responsibilities	14
Financial difficulties	14
Gap year/deferral	7
Government assistance	0
Graduating	7
Health or stress	14
Institution reputation	10
Moving residence	0
Need a break	3
Need to do paid work	17
Other opportunities	3
Paid work responsibilities	7
Personal reasons	14
Quality concerns	24
Received other offer from another university/higher education institution	3
Social reasons	3
Standards too high	0
Study/life balance	7
Travel or tourism	10
Other reasons	17

Notes

This report aggregates data from the 2016 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.

The Social Research Centre (SRC) uses a new method to evaluate scales such as the Good Teaching Scale (GTS). The original method simply added the number of responses which were "Strongly Agree" or "Agree" for all 6 GTS questions and divided this by the number of actual responses. This is the Percent Agree value for the scale.

The new method counts students rather than responses. Firstly, students who did not answer at least 4 of the 6 questions are excluded from the calculation.

Responses for the remaining students are then converted to a value between 0 and 100 (Strongly Disagree=0, Disagree=25, Neither=50, Agree=75, Strongly Agree=100) with an average below 55 are regarded as "Not In Agreement".

The Percent Agree value is then the number of students In Agreement expressed as a percentage of all students that were not excluded.

The Reliability measure is a function of the number of responses and the survey population. Three levels may be reported: Good, Sufficient and Insufficient.

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.