

# STUDENT EXPERIENCE SURVEY - HE QILT 2016

<b>160H - Medical Sciences</b> College of Science, Engineering and Health	<b>AUSBU</b>	<b>Survey Population: 1,943</b> <b>Respondents: 715</b> <b>Response Rate: 36.8%</b> <b>Reliability: Good</b>
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2012	1%	2016	33%	Yes	52%
2012	4%	2017 or later	67%	No	48%
2013	12%				
2014	21%				
2015	15%				
2016	47%				

Age		Gender		Citizenship	
<21	37%	Male	35%	% Australian	88%
21-24	37%	Female	65%	% Int Onshore	12%
25-34	21%			% Int Offshore	0%
35-44	4%				
45+	1%				

Program Type		Study Base		Online Study	
Bachelor	92%	One campus	89%	None	14%
Postgraduate (Coursework)	8%	Two or more campus	4%	About a quarter	48%
Other	0%	Mixed	4%	About half	26%
		External/Distance	2%	All or nearly all	11%

Average Grade		Location		Disability	
No results	1%	City	0%	Yes	5%
0 - 49%	1%	Bundoora	100%	No	95%
50 - 59%	6%	Brunswick	0%		
60 - 69%	27%	Point Cook	0%		
70 - 79%	40%	Singapore	0%		
80 - 89%	21%	Hong Kong	0%		
90 - 100%	3%	Other	0%		

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

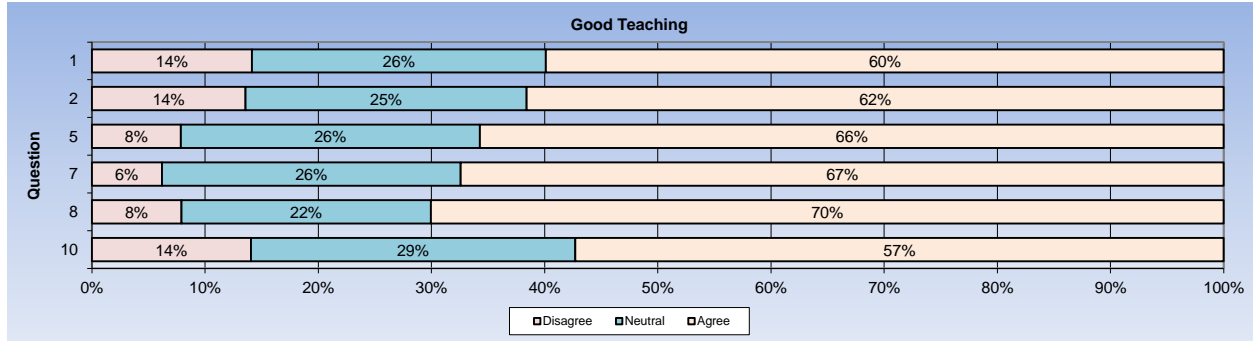
Percent Agree		Mean	
Good Teaching Scale	63.7%	Learner Engagement	65.0
Generic Skills Scale	74.2%	Teaching Quality	67.6
Clear Goals & Standard Scale	56.7%	Learning Resources	73.0
Overall Satisfaction	72.3%	Student Support	63.9
		Skills Development	72.4

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	75.3%	Learner Engagement	70.2%
Generic Skills Scale	86.0%	Teaching Quality	78.1%
Clear Goals & Standard Scale	71.9%	Learning Resources	84.7%
Overall Satisfaction	72.3%	Student Support	68.3%
		Skills Development	82.7%

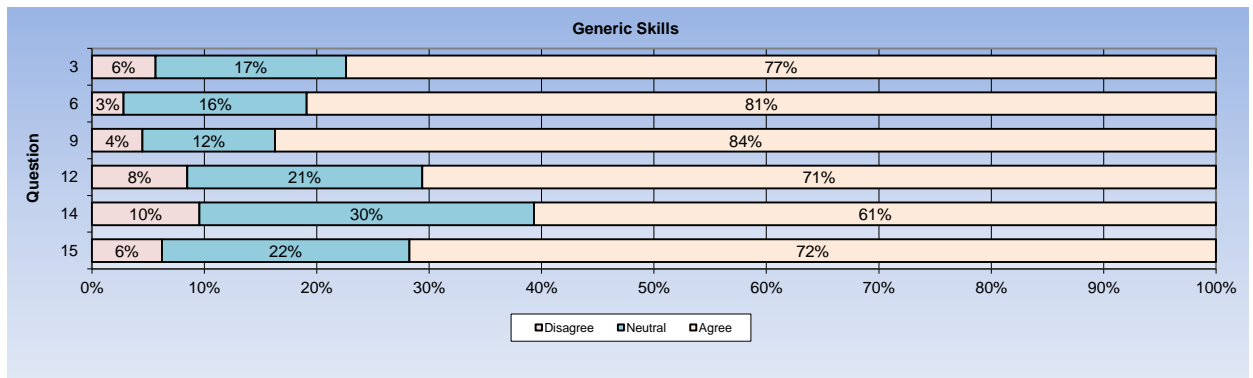
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 63.7%</b>						
<b>Calculated Using New Method = 75.3%</b>						
1. The staff put a lot of time into commenting on my work	3%	11%	26%	51%	9%	177
2. The teaching staff normally gave me helpful feedback on how I was going	3%	11%	25%	50%	12%	177
5. The teaching staff of this program motivated me to do my best work	2%	6%	26%	46%	20%	178
7. My lecturers were extremely good at explaining things	2%	4%	26%	55%	12%	178
8. The teaching staff worked hard to make their subjects interesting	2%	6%	22%	53%	18%	177
10. The staff made a real effort to understand difficulties I might be having with my work	4%	10%	29%	43%	14%	178



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 74.2%</b>						
<b>Calculated Using New Method = 86.0%</b>						
3. The program helped me develop my ability to work as a team member	1%	5%	17%	60%	17%	177
6. The program sharpened my analytic skills	1%	2%	16%	63%	18%	178
9. The program developed my problem-solving skills	2%	3%	12%	63%	20%	178
12. The program improved my skills in written communication	2%	6%	21%	54%	16%	177
14. As a result of my program, I feel confident about tackling unfamiliar problems	3%	7%	30%	49%	12%	178
15. My program helped me develop the ability to plan my own work	1%	6%	22%	54%	18%	177



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 72.3%</b>						
<b>Calculated Using New Method = 72.3%</b>						
17. Overall, I was satisfied with the quality of this program	5%	6%	18%	53%	19%	177

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 56.7%</b>						
<b>Calculated Using New Method = 71.9%</b>						
4. It was always easy to know the standard of work expected	4%	14%	25%	49%	8%	178
11. I usually had a clear idea of where I was going and what was expected of me in this program	2%	12%	24%	52%	10%	178
13. It was often hard to discover what was expected of me in this program ( * )	5%	37%	28%	27%	3%	178
16. The staff made it clear from the start what they expected from students	2%	11%	22%	53%	12%	177

## Section Two

160H - Medical Sciences

2016

### 1. Learner Engagement

Mean (Old): 65.03

Percent In Agreement (New): 70.21%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	2%	12%	22%	32%	30%	2%	698
Had a sense of belonging to RMIT	3%	11%	30%	35%	21%		712
Felt prepared for your study	2%	7%	24%	42%	25%		708
Participated in discussions online or face-to-face	7%	32%	37%	24%			715
Worked with other students as part of your study	2%	22%	36%	40%			714
Interacted with students outside study requirements	9%	32%	29%	30%			714
Interacted with students who are very different from you	6%	33%	37%	24%			715

### 2. Teaching Quality

Mean (Old): 67.57

Percent In Agreement (New): 78.06%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	5%	19%	54%	21%	711	
Entire education experience in your program	6%	16%	54%	23%	714	
<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	2%	7%	29%	46%	17%	709
Relevant to your education as a whole	1%	4%	24%	44%	27%	711
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	1%	7%	29%	43%	20%	708
Demonstrated concern for student learning	3%	9%	30%	40%	19%	708
Provided clear explanations on coursework and assessment	1%	10%	26%	42%	20%	711
Stimulated you intellectually	2%	6%	28%	45%	19%	710
Commented on your work in ways that help you learn	4%	16%	37%	31%	13%	710
Seemed helpful and approachable	1%	6%	24%	43%	26%	709
Set assessment tasks that challenge you to learn	1%	4%	20%	49%	27%	711

### 3. Learning Resources

Mean (Old): 73.02

Percent In Agreement (New): 84.74%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	2%	9%	42%	44%	2%	708
Student spaces and common areas	3%	16%	42%	36%	3%	706
Online learning materials	2%	13%	49%	35%	2%	707
Computing/IT resources	4%	21%	43%	29%	2%	704
Assigned books, notes and resources	3%	16%	52%	26%	3%	701
Laboratory or studio equipment	2%	9%	37%	47%	5%	701
Library resources and facilities	2%	9%	43%	43%	3%	706

#### 4. Student Support

Mean (Old): 63.89

Percent In Agreement (New): 68.33%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	43.9	19%	7%	13%	11%	9%	41%	614
Been offered support relevant to your circumstances	53.6	19%	14%	24%	22%	22%	0%	646
Felt induction/orientation activities were relevant and helpful	66.5	3%	11%	27%	27%	26%	6%	678
		<b>Not at all</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>		<b>Respondents</b>
Received support from your institution to settle into study	65.4	3%	10%	33%	33%	22%		713
To what extent have you experienced efficient enrolment and admissions processes	73.0	4%	9%	17%	33%	37%		711
		<b>Not at all</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>	<b>Had no contact</b>	<b>Respondents</b>
<b>Administrative staff or systems (eg. Online administrative services, frontline staff, enrolment systems)</b>								
Available?	66.0	2%	8%	25%	29%	17%	19%	705
Helpful?	66.9	2%	5%	27%	31%	16%	19%	704
<b>Career advisors</b>								
Available?	59.5	2%	7%	20%	17%	7%	48%	706
Helpful?	61.4	2%	6%	17%	15%	9%	50%	703
<b>Academic or learning advisors</b>								
Available?	68.1	2%	5%	23%	31%	17%	22%	701
Helpful?	68.6	1%	5%	24%	32%	17%	22%	700
<b>Support services such as counsellors, financial/legal advisors and health services</b>								
Available?	63.1	2%	4%	13%	13%	7%	61%	704
Helpful?	61.9	2%	4%	13%	13%	7%	60%	699

#### 5. Skills Development

Mean (Old): 72.44

Percent In Agreement (New): 82.65%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		1%	5%	29%	42%	24%	710
Ability to solve complex problems		1%	7%	31%	41%	19%	706
Ability to work with others		0%	5%	24%	40%	31%	707
Confidence to learn independently		1%	4%	21%	42%	32%	709
Written communication skills		1%	6%	29%	44%	21%	705
Spoken communication skills		1%	9%	31%	35%	23%	708
Knowledge of the field(s) you are studying		0%	2%	16%	46%	36%	709
Development of work-related knowledge and skills		0%	3%	22%	43%	32%	710

#### Other

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

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		23%	17%	22%	16%	11%	11%	664
		<b>Not at all</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very much</b>		<b>Respondents</b>
Living arrangements		34%	21%	18%	14%	12%		698
Financial circumstances		30%	21%	21%	16%	12%		700

## Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	18%	82%	698

### Reasons for leaving

	%
Academic exchange	5
Academic support	13
Administrative support	4
Boredom/lack of interest	13
Career prospects	16
Change of direction	16
Commuting difficulties	10
Difficulty paying fees	5
Difficulty with workload	19
Expectations not met	14
Family responsibilities	10
Financial difficulties	16
Gap year/deferral	9
Government assistance	2
Graduating	4
Health or stress	22
Institution reputation	7
Moving residence	2
Need a break	13
Need to do paid work	13
Other opportunities	5
Paid work responsibilities	7
Personal reasons	16
Quality concerns	8
Received other offer from another university/higher education institution	3
Social reasons	3
Standards too high	3
Study/life balance	15
Travel or tourism	6
Other reasons	7

### 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.