

STUDENT EXPERIENCE SURVEY - HE QILT 2016

155T - Vocational Health & Sciences College of Science, Engineering and Health	AUSCY	Survey Population: 689 Respondents: 264 Response Rate: 38.3% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2012	1%	2016	31%	Yes	63%
2012	1%	2017 or later	69%	No	38%
2013	3%				
2014	7%				
2015	31%				
2016	57%				

Age		Gender		Citizenship	
<21	68%	Male	68%	% Australian	68%
21-24	24%	Female	32%	% Int Onshore	32%
25-34	7%			% Int Offshore	0%
35-44	1%				
45+	0%				

Program Type		Study Base		Online Study	
Bachelor	100%	One campus	93%	None	16%
Postgraduate (Coursework)	0%	Two or more campus	5%	About a quarter	35%
Other	0%	Mixed	2%	About half	30%
		External/Distance	0%	All or nearly all	20%

Average Grade		Location		Disability	
No results	1%	City	100%	Yes	5%
0 - 49%	1%	Bundoora	0%	No	95%
50 - 59%	9%	Brunswick	0%		
60 - 69%	20%	Point Cook	0%		
70 - 79%	36%	Singapore	0%		
80 -89%	28%	Hong Kong	0%		
90 -100%	6%	Other	0%		

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

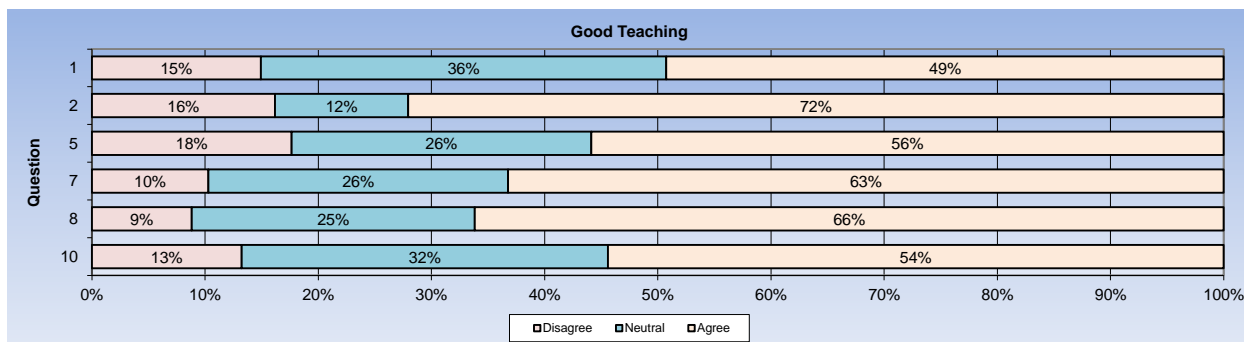
Percent Agree		Mean	
Good Teaching Scale	60.2%	Learner Engagement	59.5
Generic Skills Scale	58.8%	Teaching Quality	62.8
Clear Goals & Standard Scale	52.4%	Learning Resources	70.1
Overall Satisfaction	68.7%	Student Support	62.9
		Skills Development	65.6

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	76.5%	Learner Engagement	59.1%
Generic Skills Scale	73.5%	Teaching Quality	68.8%
Clear Goals & Standard Scale	76.5%	Learning Resources	82.5%
Overall Satisfaction	68.7%	Student Support	66.4%
		Skills Development	68.7%

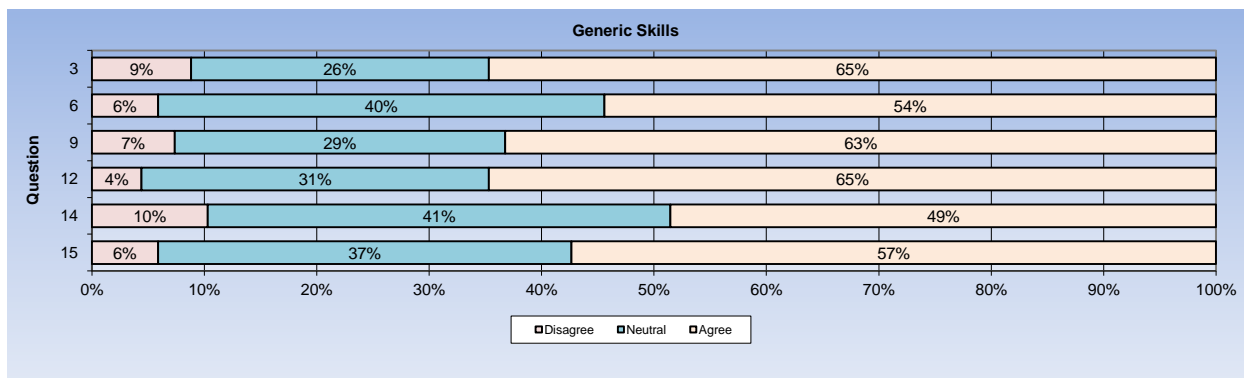
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 60.2%						
Calculated Using New Method = 76.5%						
1. The staff put a lot of time into commenting on my work	1%	13%	36%	40%	9%	67
2. The teaching staff normally gave me helpful feedback on how I was going	3%	13%	12%	56%	16%	68
5. The teaching staff of this program motivated me to do my best work	6%	12%	26%	38%	18%	68
7. My lecturers were extremely good at explaining things	6%	4%	26%	41%	22%	68
8. The teaching staff worked hard to make their subjects interesting	6%	3%	25%	41%	25%	68
10. The staff made a real effort to understand difficulties I might be having with my work	4%	9%	32%	46%	9%	68



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 58.8%						
Calculated Using New Method = 73.5%						
3. The program helped me develop my ability to work as a team member	1%	7%	26%	49%	16%	68
6. The program sharpened my analytic skills	1%	4%	40%	41%	13%	68
9. The program developed my problem-solving skills	3%	4%	29%	49%	15%	68
12. The program improved my skills in written communication	3%	1%	31%	49%	16%	68
14. As a result of my program, I feel confident about tackling unfamiliar problems	1%	9%	41%	38%	10%	68
15. My program helped me develop the ability to plan my own work	3%	3%	37%	44%	13%	68



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 68.7%						
Calculated Using New Method = 68.7%						
17. Overall, I was satisfied with the quality of this program	3%	4%	24%	55%	13%	67

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 52.4%						
Calculated Using New Method = 76.5%						
4. It was always easy to know the standard of work expected	1%	7%	37%	34%	21%	68
11. I usually had a clear idea of where I was going and what was expected of me in this program	3%	4%	31%	52%	9%	67
13. It was often hard to discover what was expected of me in this program (*)	10%	22%	44%	22%	1%	68
16. The staff made it clear from the start what they expected from students	3%	6%	29%	46%	16%	68

Section Two

155T - Vocational Health & Sciences

2016

1. Learner Engagement

Mean (Old): 59.52

Percent In Agreement (New): 59.09%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	12%	14%	28%	27%	17%	2%	261
Had a sense of belonging to RMIT	2%	9%	37%	40%	12%		263
Felt prepared for your study	1%	5%	23%	44%	27%		263
Participated in discussions online or face-to-face	14%	35%	35%	16%			264
Worked with other students as part of your study	4%	24%	42%	30%			264
Interacted with students outside study requirements	8%	44%	31%	16%			264
Interacted with students who are very different from you	6%	38%	35%	21%			263

2. Teaching Quality

Mean (Old): 62.76

Percent In Agreement (New): 68.82%

	Poor	Fair	Good	Excellent	Respondents	
The quality of...						
The teaching in your program	5%	32%	48%	15%	262	
Entire education experience in your program	5%	31%	50%	14%	264	
Your study was delivered in a way that is...						
Well structured and focused	2%	8%	40%	39%	11%	258
Relevant to your education as a whole	1%	3%	34%	44%	18%	261
Lecturers, tutors and demonstrators						
Engaged you actively in learning	2%	7%	36%	44%	11%	261
Demonstrated concern for student learning	2%	12%	37%	34%	16%	263
Provided clear explanations on coursework and assessment	2%	9%	35%	39%	14%	262
Stimulated you intellectually	2%	10%	46%	33%	10%	263
Commented on your work in ways that help you learn	3%	11%	37%	34%	15%	262
Seemed helpful and approachable	2%	6%	31%	41%	20%	263
Set assessment tasks that challenge you to learn	2%	5%	35%	41%	17%	262

3. Learning Resources

Mean (Old): 70.13

Percent In Agreement (New): 82.54%

		Poor	Fair	Good	Excellent	Not applicable	Respondents
The quality of...							
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	64.7	5%	22%	46%	25%	3%	260
Student spaces and common areas	67.3	5%	18%	42%	30%	4%	261
Online learning materials	71.0	3%	14%	49%	33%	2%	258
Computing/IT resources	70.7	2%	21%	39%	36%	2%	254
Assigned books, notes and resources	66.5	5%	17%	43%	26%	10%	260
Laboratory or studio equipment	74.1	2%	11%	42%	36%	9%	255
Library resources and facilities	77.0	1%	9%	42%	40%	7%	257

4. Student Support

Mean (Old): 62.93

Percent In Agreement (New): 66.38%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	54.7	14%	5%	20%	16%	15%	29%	246
Been offered support relevant to your circumstances	55.4	16%	12%	27%	25%	21%	0%	252
Felt induction/orientation activities were relevant and helpful	65.4	2%	12%	28%	27%	22%	8%	259
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	65.5	2%	8%	36%	31%	22%		264
To what extent have you experienced efficient enrolment and admissions processes	71.9	2%	7%	22%	40%	29%		263
		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?	64.2	3%	7%	30%	32%	16%	11%	257
Helpful?	66.6	2%	6%	30%	33%	19%	10%	256
Career advisors								
Available?	58.9	3%	8%	22%	15%	10%	40%	259
Helpful?	55.5	4%	9%	25%	13%	8%	42%	257
Academic or learning advisors								
Available?	65.5	2%	4%	31%	27%	15%	22%	254
Helpful?	64.3	2%	4%	31%	27%	13%	22%	255
Support services such as counsellors, financial/legal advisors and health services								
Available?	61.0	2%	6%	20%	13%	10%	49%	256
Helpful?	61.5	2%	6%	20%	14%	10%	49%	255

5. Skills Development

Mean (Old): 65.62

Percent In Agreement (New): 68.73%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		2%	8%	40%	36%	14%	259
Ability to solve complex problems		2%	8%	41%	36%	12%	259
Ability to work with others		1%	4%	29%	44%	22%	259
Confidence to learn independently		1%	3%	30%	43%	23%	259
Written communication skills		3%	12%	37%	34%	14%	259
Spoken communication skills		3%	12%	35%	34%	16%	258
Knowledge of the field(s) you are studying		1%	6%	27%	44%	23%	259
Development of work-related knowledge and skills		0%	10%	32%	39%	18%	259

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		35%	16%	18%	6%	8%	16%	237
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		34%	19%	21%	16%	9%		254
Financial circumstances		35%	24%	18%	13%	11%		255

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	18%	82%	255

Reasons for leaving

	%
Academic exchange	9
Academic support	10
Administrative support	5
Boredom/lack of interest	16
Career prospects	14
Change of direction	19
Commuting difficulties	9
Difficulty paying fees	7
Difficulty with workload	12
Expectations not met	16
Family responsibilities	10
Financial difficulties	16
Gap year/deferral	12
Government assistance	0
Graduating	3
Health or stress	24
Institution reputation	7
Moving residence	5
Need a break	14
Need to do paid work	24
Other opportunities	7
Paid work responsibilities	9
Personal reasons	19
Quality concerns	14
Received other offer from another university/higher education institution	3
Social reasons	2
Standards too high	5
Study/life balance	16
Travel or tourism	3
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.