

STUDENT EXPERIENCE SURVEY - HE QILT 2017

660H - Graduate School of Business & Law College of Business	AUSCY	Survey Population: 492 Respondents: 174 Response Rate: 35.4% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2013	5%	2017	30%	Yes	41%
2013	2%	2018 or later	70%	No	59%
2014	15%				
2015	18%				
2016	35%				
2017	25%				

Age		Gender		Citizenship	
<21	0%	Male	49%	% Australian	84%
21-24	21%	Female	51%	% Int Onshore	14%
25-34	40%			% Int Offshore	1%
35-44	25%				
45+	14%				

Program Type		Study Base		Online Study	
Bachelor	0%	One campus	90%	None	36%
Postgraduate (Coursework)	100%	Two or more campus	7%	About a quarter	27%
Other	0%	Mixed	4%	About half	27%
		External/Distance	0%	All or nearly all	10%

Average Grade		Location		Disability	
No results	2%	City	100%	Yes	7%
0 - 49%	0%	Bundoora	0%	No	93%
50 - 59%	0%	Brunswick	0%		
60 - 69%	16%	Point Cook	0%		
70 - 79%	50%	Singapore	0%		
80 - 89%	29%	Hong Kong	0%		
90 - 100%	2%	Other	0%		

Snapshot Scales 2017 calculated using the original method of including all student responses

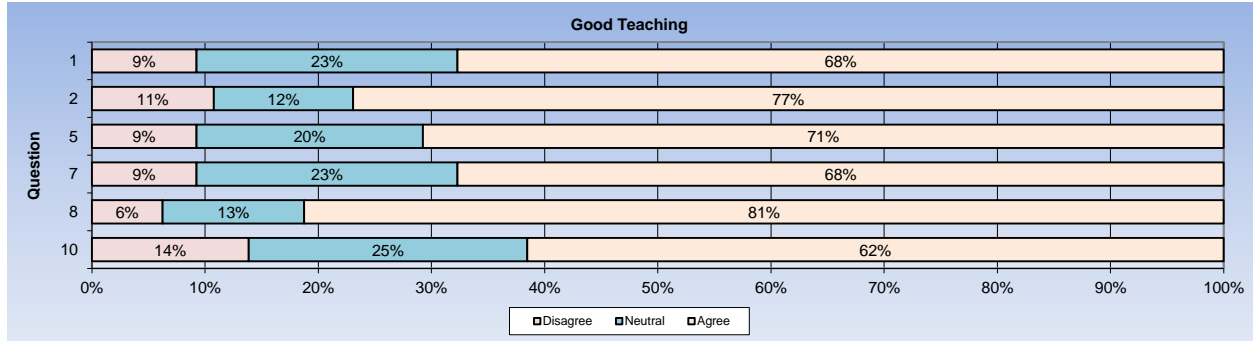
Percent Agree		Mean	
Good Teaching Scale	71.0%	Learner Engagement	63.7
Generic Skills Scale	71.7%	Teaching Quality	72.5
Clear Goals & Standard Scale	58.1%	Learning Resources	67.6
Overall Satisfaction	72.3%	Student Support	60.2
		Skills Development	75.5

Snapshot Scales 2017 using the new method (only students who answered a majority of the questions are included)

Percent Agree		Percent In Agreement	
Good Teaching Scale	78.5%	Learner Engagement	65.9%
Generic Skills Scale	80.0%	Teaching Quality	83.6%
Clear Goals & Standard Scale	72.3%	Learning Resources	73.8%
Overall Satisfaction	72.3%	Student Support	60.0%
		Skills Development	86.7%
		Overall Quality	75.3%

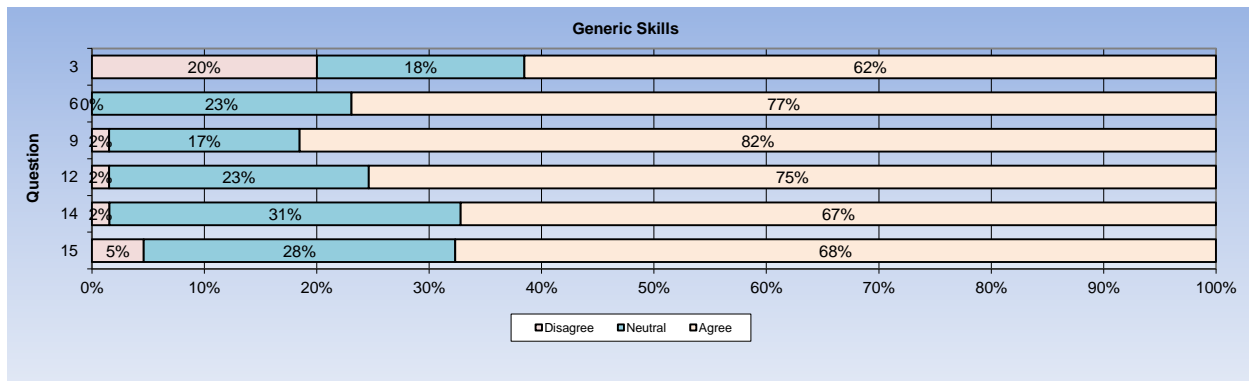
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 71.0%						
Calculated Using New Method = 78.5%						
1. The staff put a lot of time into commenting on my work	5%	5%	23%	55%	12%	65
2. The teaching staff normally gave me helpful feedback on how I was going	2%	9%	12%	63%	14%	65
5. The teaching staff of this program motivated me to do my best work	2%	8%	20%	52%	18%	65
7. My lecturers were extremely good at explaining things	2%	8%	23%	46%	22%	65
8. The teaching staff worked hard to make their subjects interesting	0%	6%	13%	52%	30%	64
10. The staff made a real effort to understand difficulties I might be having with my work	5%	9%	25%	42%	20%	65



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 71.7%						
Calculated Using New Method = 80.0%						
3. The program helped me develop my ability to work as a team member	5%	15%	18%	43%	18%	65
6. The program sharpened my analytic skills	0%	0%	23%	54%	23%	65
9. The program developed my problem-solving skills	0%	2%	17%	52%	29%	65
12. The program improved my skills in written communication	0%	2%	23%	54%	22%	65
14. As a result of my program, I feel confident about tackling unfamiliar problems	0%	2%	31%	52%	16%	64
15. My program helped me develop the ability to plan my own work	0%	5%	28%	55%	12%	65



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 72.3%						
Calculated Using New Method = 72.3%						
17. Overall, I was satisfied with the quality of this program	3%	8%	17%	54%	18%	65

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 58.1%						
Calculated Using New Method = 72.3%						
4. It was always easy to know the standard of work expected	8%	23%	16%	42%	11%	64
11. I usually had a clear idea of where I was going and what was expected of me in this program	2%	9%	15%	62%	12%	65
13. It was often hard to discover what was expected of me in this program (*)	5%	20%	28%	40%	8%	65
16. The staff made it clear from the start what they expected from students	2%	11%	30%	42%	16%	64

Section Two

660H - Graduate School of Business & Law

2017

1. Learner Engagement

Mean (Old): 63.70

Percent In Agreement (New): 65.90%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	4%	9%	24%	27%	33%	3%	168
Had a sense of belonging to RMIT	5%	15%	34%	29%	17%		170
Felt prepared for your study	3%	9%	28%	33%	27%		169
Participated in discussions online or face-to-face	2%	26%	38%	34%			173
Worked with other students as part of your study	4%	18%	29%	49%			173
Interacted with students outside study requirements	17%	43%	25%	15%			173
Interacted with students who are very different from you	8%	29%	38%	26%			173

2. Teaching Quality

Mean (Old): 72.52

Percent In Agreement (New): 83.63%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	2%	19%	47%	32%	171	
Entire education experience in your program	5%	20%	48%	27%	174	
<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	1%	5%	27%	47%	20%	168
Relevant to your education as a whole	1%	2%	17%	40%	40%	169
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	1%	6%	20%	42%	30%	171
Demonstrated concern for student learning	2%	6%	26%	36%	30%	171
Provided clear explanations on coursework and assessment	1%	5%	29%	35%	31%	171
Stimulated you intellectually	1%	5%	20%	42%	31%	171
Commented on your work in ways that help you learn	2%	11%	27%	35%	25%	171
Seemed helpful and approachable	1%	2%	20%	40%	36%	171
Set assessment tasks that challenge you to learn	2%	3%	19%	38%	38%	171

3. Learning Resources

Mean (Old): 67.60

Percent In Agreement (New): 73.78%

<i>The quality of...</i>	Mean	Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	64.9	11%	15%	41%	32%	1%	171
Student spaces and common areas	69.3	6%	15%	43%	35%	1%	169
Online learning materials	70.2	4%	15%	47%	33%	1%	170
Computing/IT resources	66.0	7%	15%	45%	27%	7%	166
Assigned books, notes and resources	66.3	5%	18%	48%	28%	1%	170
Laboratory or studio equipment	66.7	1%	11%	35%	13%	40%	123
Library resources and facilities	69.3	5%	14%	46%	32%	2%	166

4. Student Support

Mean (Old): 60.24

Percent In Agreement (New): 60.00%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	40.5	19%	1%	9%	5%	9%	57%	116
Been offered support relevant to your circumstances	48.1	20%	8%	18%	8%	18%	27%	142
Felt induction/orientation activities were relevant and helpful	60.2	9%	9%	25%	24%	20%	13%	140
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	56.0	13%	14%	29%	24%	20%		168
To what extent have you experienced efficient enrolment and admissions processes	64.9	7%	12%	21%	32%	27%		169
		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?	58.8	9%	10%	19%	23%	16%	23%	162
Helpful?	60.0	6%	9%	25%	25%	14%	22%	162
Career advisors								
Available?	56.8	4%	4%	11%	10%	5%	67%	165
Helpful?	55.9	4%	4%	9%	11%	5%	67%	165
Academic or learning advisors								
Available?	73.8	2%	5%	10%	23%	23%	37%	162
Helpful?	72.3	2%	4%	15%	19%	23%	37%	163
Support services such as counsellors, financial/legal advisors and health services								
Available?	63.6	1%	4%	5%	4%	7%	80%	163
Helpful?	62.5	1%	4%	4%	4%	6%	80%	164

5. Skills Development

Mean (Old): 75.51

Percent In Agreement (New): 86.75%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		0%	5%	15%	42%	38%	165
Ability to solve complex problems		3%	4%	17%	43%	33%	166
Ability to work with others		2%	7%	21%	37%	33%	165
Confidence to learn independently		1%	7%	12%	39%	41%	166
Written communication skills		2%	8%	14%	40%	36%	166
Spoken communication skills		2%	8%	24%	36%	30%	165
Knowledge of the field(s) you are studying		1%	2%	13%	41%	43%	167
Development of work-related knowledge and skills		1%	6%	22%	35%	36%	166

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		19%	9%	26%	18%	23%	5%	159
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		45%	22%	15%	13%	5%		165
Financial circumstances		46%	17%	17%	12%	9%		163

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	16%	84%	165

Reasons for leaving

	%
Academic exchange	0
Academic support	19
Administrative support	23
Boredom/lack of interest	15
Career prospects	12
Change of direction	0
Commuting difficulties	4
Difficulty paying fees	4
Difficulty with workload	23
Expectations not met	50
Family responsibilities	15
Financial difficulties	19
Gap year/deferral	0
Government assistance	0
Graduating	0
Health or stress	15
Institution reputation	27
Moving residence	4
Need a break	4
Need to do paid work	19
Other opportunities	0
Paid work responsibilities	27
Personal reasons	8
Quality concerns	50
Received other offer from another university/higher education institution	4
Social reasons	0
Standards too high	0
Study/life balance	15
Travel or tourism	0
Other reasons	12

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.