

STUDENT EXPERIENCE SURVEY - HE QILT 2017

TRN - RMIT Training RMIT Training	AUSCY	Survey Population: 887 Respondents: 190 Response Rate: 21.4% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2013	0%	2017	66%	Yes	96%
2013	0%	2018 or later	34%	No	4%
2014	0%				
2015	2%				
2016	24%				
2017	74%				

Age		Gender		Citizenship	
<21	93%	Male	55%	% Australian	0%
21-24	6%	Female	45%	% Int Onshore	100%
25-34	1%			% Int Offshore	0%
35-44	0%				
45+	0%				

Program Type		Study Base		Online Study	
Bachelor	100%	One campus	81%	None	22%
Postgraduate (Coursework)	0%	Two or more campus	11%	About a quarter	43%
Other	0%	Mixed	7%	About half	27%
		External/Distance	1%	All or nearly all	7%

Average Grade		Location		Disability	
No results	2%	City	100%	Yes	2%
0 - 49%	2%	Bundoora	0%	No	98%
50 - 59%	5%	Brunswick	0%		
60 - 69%	27%	Point Cook	0%		
70 - 79%	43%	Singapore	0%		
80 -89%	16%	Hong Kong	0%		
90 -100%	5%	Other	0%		

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

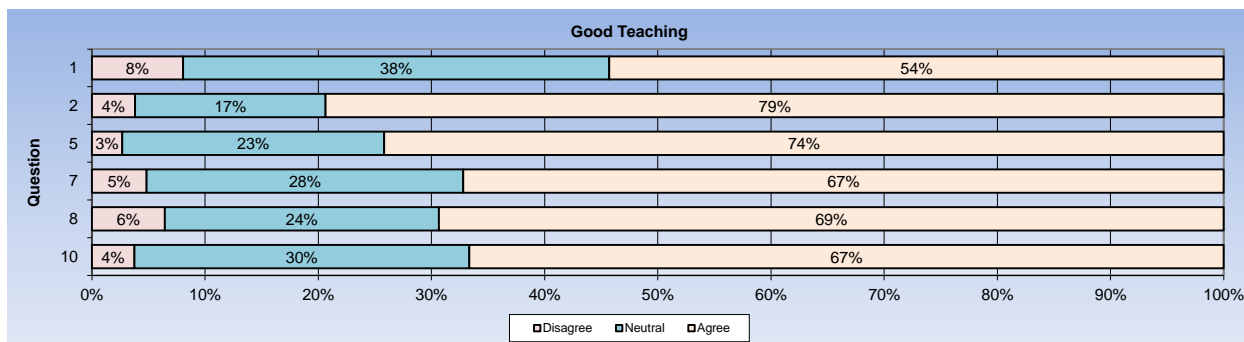
Percent Agree		Mean	
Good Teaching Scale	68.5%	Learner Engagement	55.0
Generic Skills Scale	69.6%	Teaching Quality	68.3
Clear Goals & Standard Scale	54.2%	Learning Resources	72.4
Overall Satisfaction	75.5%	Student Support	64.4
		Skills Development	67.4

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	82.3%	Learner Engagement	43.9%
Generic Skills Scale	82.8%	Teaching Quality	77.1%
Clear Goals & Standard Scale	77.4%	Learning Resources	87.5%
Overall Satisfaction	75.5%	Student Support	75.6%
		Skills Development	72.2%
		Overall Quality	78.1%

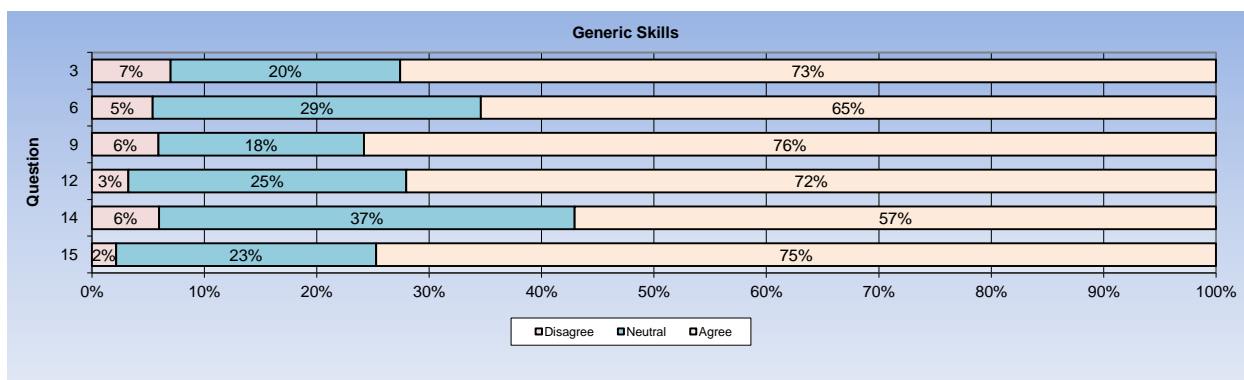
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 68.5%						
Calculated Using New Method = 82.3%						
1. The staff put a lot of time into commenting on my work	1%	8%	38%	47%	8%	186
2. The teaching staff normally gave me helpful feedback on how I was going	0%	4%	17%	59%	21%	184
5. The teaching staff of this program motivated me to do my best work	0%	3%	23%	58%	17%	186
7. My lecturers were extremely good at explaining things	2%	3%	28%	56%	11%	186
8. The teaching staff worked hard to make their subjects interesting	1%	6%	24%	54%	16%	186
10. The staff made a real effort to understand difficulties I might be having with my work	1%	3%	30%	54%	12%	186



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 69.6%						
Calculated Using New Method = 82.8%						
3. The program helped me develop my ability to work as a team member	1%	6%	20%	54%	18%	186
6. The program sharpened my analytic skills	0%	5%	29%	51%	15%	185
9. The program developed my problem-solving skills	0%	6%	18%	59%	17%	186
12. The program improved my skills in written communication	0%	3%	25%	59%	13%	186
14. As a result of my program, I feel confident about tackling unfamiliar problems	1%	5%	37%	52%	5%	184
15. My program helped me develop the ability to plan my own work	1%	1%	23%	60%	15%	186



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 75.5%						
Calculated Using New Method = 75.5%						
17. Overall, I was satisfied with the quality of this program	1%	3%	21%	65%	11%	184

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 54.2%						
Calculated Using New Method = 77.4%						
4. It was always easy to know the standard of work expected	1%	6%	34%	50%	9%	186
11. I usually had a clear idea of where I was going and what was expected of me in this program	1%	5%	31%	52%	11%	186
13. It was often hard to discover what was expected of me in this program (*)	5%	37%	35%	19%	3%	186
16. The staff made it clear from the start what they expected from students	0%	2%	26%	59%	13%	185

Section Two

TRN - RMIT Training

2017

1. Learner Engagement

Mean (Old): 55.01

Percent In Agreement (New): 43.92%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	37%	26%	19%	14%	4%	0%	186
Had a sense of belonging to RMIT	2%	6%	36%	39%	16%		188
Felt prepared for your study	2%	3%	28%	34%	33%		189
Participated in discussions online or face-to-face	14%	44%	30%	12%			189
Worked with other students as part of your study	2%	24%	45%	29%			189
Interacted with students outside study requirements	8%	47%	26%	19%			189
Interacted with students who are very different from you	8%	50%	27%	15%			188

2. Teaching Quality

Mean (Old): 68.27

Percent In Agreement (New): 77.13%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	1%	19%	61%	19%	188	
Entire education experience in your program	5%	17%	64%	14%	187	
<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%	4%	36%	44%	16%	187
Relevant to your education as a whole	1%	7%	41%	34%	18%	187
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	3%	4%	32%	40%	21%	189
Demonstrated concern for student learning	1%	6%	33%	39%	20%	188
Provided clear explanations on coursework and assessment	0%	5%	22%	46%	26%	189
Stimulated you intellectually	3%	5%	34%	40%	19%	188
Commented on your work in ways that help you learn	1%	6%	29%	39%	24%	188
Seemed helpful and approachable	1%	4%	27%	41%	28%	188
Set assessment tasks that challenge you to learn	1%	6%	31%	37%	26%	189

3. Learning Resources

Mean (Old): 72.44

Percent In Agreement (New): 87.50%

<i>The quality of...</i>		Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	71.5	2%	13%	54%	31%	0%	187
Student spaces and common areas	73.6	4%	10%	46%	39%	0%	183
Online learning materials	71.7	2%	15%	50%	33%	0%	180
Computing/IT resources	69.7	4%	15%	48%	33%	0%	184
Assigned books, notes and resources	72.0	3%	12%	52%	33%	0%	180
Laboratory or studio equipment	71.1	2%	15%	52%	31%	0%	172
Library resources and facilities	77.4	2%	9%	44%	45%	0%	183

4. Student Support

Mean (Old): 64.38

Percent In Agreement (New): 75.60%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	69.6	4%	6%	30%	28%	32%	0%	179
Been offered support relevant to your circumstances	63.4	8%	7%	33%	27%	25%	0%	179
Felt induction/orientation activities were relevant and helpful	70.9	3%	5%	31%	27%	34%	0%	183
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	68.5	3%	5%	31%	34%	26%		185
To what extent have you experienced efficient enrolment and admissions processes	71.8	2%	6%	29%	28%	35%		188
		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?	65.3	3%	9%	28%	25%	20%	16%	188
Helpful?	65.3	3%	7%	29%	27%	19%	15%	187
Career advisors								
Available?	54.7	5%	9%	30%	17%	7%	32%	188
Helpful?	57.2	3%	12%	26%	17%	10%	32%	189
Academic or learning advisors								
Available?	63.5	1%	7%	34%	20%	16%	23%	186
Helpful?	60.8	3%	6%	35%	21%	13%	22%	186
Support services such as counsellors, financial/legal advisors and health services								
Available?	59.7	3%	6%	30%	21%	10%	30%	186
Helpful?	57.1	4%	10%	28%	20%	9%	30%	186

5. Skills Development

Mean (Old): 67.39

Percent In Agreement (New): 72.19%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		2%	6%	36%	34%	22%	187
Ability to solve complex problems		2%	7%	34%	37%	21%	188
Ability to work with others		2%	6%	28%	37%	27%	188
Confidence to learn independently		1%	5%	30%	36%	27%	188
Written communication skills		2%	7%	36%	35%	21%	188
Spoken communication skills		2%	7%	35%	30%	27%	188
Knowledge of the field(s) you are studying		1%	10%	32%	37%	20%	189
Development of work-related knowledge and skills		4%	10%	37%	29%	20%	186

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		43%	18%	24%	7%	7%	0%	162
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		24%	21%	33%	16%	6%		188
Financial circumstances		32%	27%	24%	12%	4%		188

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	13%	87%	187

Reasons for leaving

	%
Academic exchange	11
Academic support	20
Administrative support	9
Boredom/lack of interest	9
Career prospects	11
Change of direction	11
Commuting difficulties	7
Difficulty paying fees	13
Difficulty with workload	11
Expectations not met	11
Family responsibilities	4
Financial difficulties	11
Gap year/deferral	4
Government assistance	4
Graduating	7
Health or stress	7
Institution reputation	7
Moving residence	7
Need a break	7
Need to do paid work	2
Other opportunities	4
Paid work responsibilities	2
Personal reasons	13
Quality concerns	9
Received other offer from another university/higher education institution	13
Social reasons	7
Standards too high	9
Study/life balance	9
Travel or tourism	7
Other reasons	11

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.