

STUDENT EXPERIENCE SURVEY - HE QILT 2017

140H - Computer Science & Information Technology College of Science, Engineering and Health	AUSCY	Survey Population: 1,536 Respondents: 465 Response Rate: 30.3% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2013	2%	2017	25%	Yes	57%
2013	2%	2018 or later	75%	No	43%
2014	11%				
2015	14%				
2016	34%				
2017	37%				

Age		Gender		Citizenship	
<21	37%	Male	83%	% Australian	64%
21-24	37%	Female	17%	% Int Onshore	36%
25-34	23%			% Int Offshore	0%
35-44	3%				
45+	1%				

Program Type		Study Base		Online Study	
Bachelor	74%	One campus	96%	None	21%
Postgraduate (Coursework)	26%	Two or more campus	2%	About a quarter	19%
Other	0%	Mixed	2%	About half	33%
		External/Distance	0%	All or nearly all	26%

Average Grade		Location		Disability	
No results	2%	City	100%	Yes	5%
0 - 49%	1%	Bundoora	0%	No	95%
50 - 59%	7%	Brunswick	0%		
60 - 69%	24%	Point Cook	0%		
70 - 79%	38%	Singapore	0%		
80 - 89%	23%	Hong Kong	0%		
90 - 100%	5%	Other	0%		

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

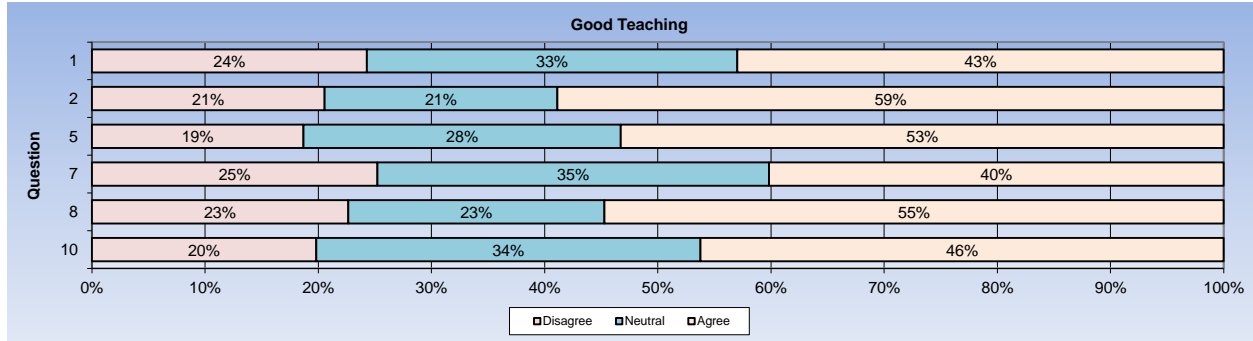
Percent Agree		Mean	
Good Teaching Scale	49.4%	Learner Engagement	61.5
Generic Skills Scale	59.9%	Teaching Quality	63.5
Clear Goals & Standard Scale	45.0%	Learning Resources	72.4
Overall Satisfaction	60.4%	Student Support	63.0
		Skills Development	66.4

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	56.1%	Learner Engagement	63.7%
Generic Skills Scale	72.6%	Teaching Quality	71.5%
Clear Goals & Standard Scale	51.9%	Learning Resources	85.0%
Overall Satisfaction	60.4%	Student Support	67.5%
		Skills Development	73.9%
		Overall Quality	67.4%

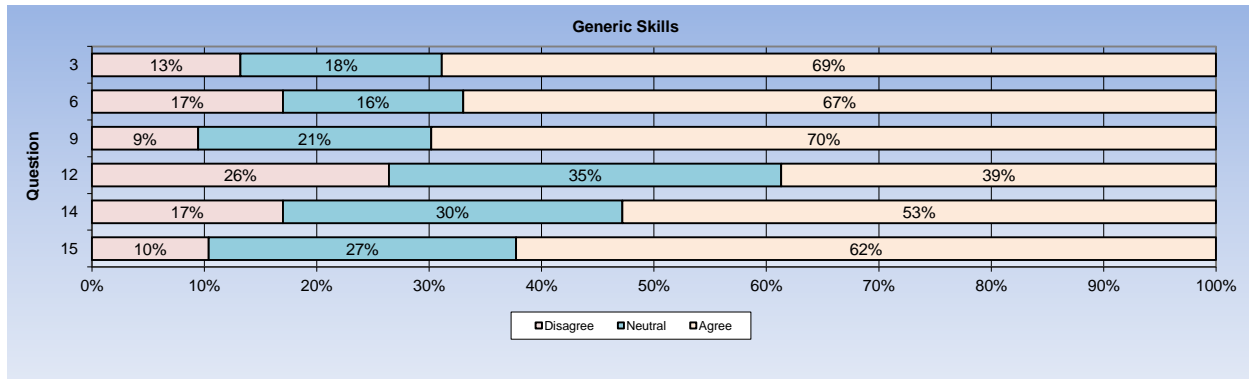
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 49.4%						
Calculated Using New Method = 56.1%						
1. The staff put a lot of time into commenting on my work	5%	20%	33%	36%	7%	107
2. The teaching staff normally gave me helpful feedback on how I was going	5%	16%	21%	50%	9%	107
5. The teaching staff of this program motivated me to do my best work	2%	17%	28%	43%	10%	107
7. My lecturers were extremely good at explaining things	7%	18%	35%	33%	7%	107
8. The teaching staff worked hard to make their subjects interesting	7%	16%	23%	43%	11%	106
10. The staff made a real effort to understand difficulties I might be having with my work	5%	15%	34%	38%	8%	106



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 59.9%						
Calculated Using New Method = 72.6%						
3. The program helped me develop my ability to work as a team member	6%	8%	18%	53%	16%	106
6. The program sharpened my analytic skills	3%	14%	16%	48%	19%	106
9. The program developed my problem-solving skills	5%	5%	21%	49%	21%	106
12. The program improved my skills in written communication	6%	21%	35%	34%	5%	106
14. As a result of my program, I feel confident about tackling unfamiliar problems	3%	14%	30%	46%	7%	106
15. My program helped me develop the ability to plan my own work	2%	8%	27%	50%	12%	106



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 60.4%						
Calculated Using New Method = 60.4%						
17. Overall, I was satisfied with the quality of this program	4%	12%	24%	45%	15%	106

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 45.0%						
Calculated Using New Method = 51.9%						
4. It was always easy to know the standard of work expected	4%	27%	21%	39%	9%	107
11. I usually had a clear idea of where I was going and what was expected of me in this program	3%	20%	26%	39%	12%	106
13. It was often hard to discover what was expected of me in this program (*)	3%	35%	31%	19%	12%	106
16. The staff made it clear from the start what they expected from students	1%	16%	33%	36%	13%	105

Section Two

140H - Computer Science & Information Technology

2017

1. Learner Engagement

Mean (Old): 61.51

Percent In Agreement (New): 63.71%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	2%	17%	26%	25%	27%	3%	453
Had a sense of belonging to RMIT	2%	15%	34%	33%	16%		461
Felt prepared for your study	2%	6%	24%	40%	28%		458
Participated in discussions online or face-to-face	7%	37%	36%	20%			464
Worked with other students as part of your study	2%	16%	39%	44%			464
Interacted with students outside study requirements	15%	41%	27%	17%			463
Interacted with students who are very different from you	8%	40%	34%	18%			462

2. Teaching Quality

Mean (Old): 63.50

Percent In Agreement (New): 71.46%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	9%	27%	49%	15%	460	
Entire education experience in your program	7%	26%	51%	16%	463	
<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%	36%	43%	12%	451
Relevant to your education as a whole	2%	6%	27%	47%	19%	449
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	3%	10%	31%	41%	14%	458
Demonstrated concern for student learning	3%	14%	34%	37%	12%	460
Provided clear explanations on coursework and assessment	2%	8%	35%	40%	15%	460
Stimulated you intellectually	3%	10%	34%	37%	15%	460
Commented on your work in ways that help you learn	4%	14%	37%	32%	13%	457
Seemed helpful and approachable	3%	5%	28%	44%	20%	459
Set assessment tasks that challenge you to learn	2%	4%	22%	49%	24%	459

3. Learning Resources

Mean (Old): 72.41

Percent In Agreement (New): 85.03%

<i>The quality of...</i>	Mean	Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	76.7	2%	9%	45%	42%	1%	455
Student spaces and common areas	75.9	4%	11%	35%	47%	3%	453
Online learning materials	69.0	2%	20%	45%	32%	1%	455
Computing/IT resources	76.4	2%	10%	44%	42%	2%	455
Assigned books, notes and resources	61.6	4%	26%	43%	19%	8%	450
Laboratory or studio equipment	74.4	2%	9%	43%	35%	11%	445
Library resources and facilities	72.5	4%	12%	40%	36%	9%	442

4. Student Support

Mean (Old): 63.04

Percent In Agreement (New): 67.54%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	49.4	14%	6%	10%	13%	10%	46%	374
Been offered support relevant to your circumstances	55.5	13%	9%	16%	22%	15%	25%	411
Felt induction/orientation activities were relevant and helpful	61.4	5%	11%	26%	26%	18%	13%	442
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	63.6	5%	13%	25%	33%	23%		455
To what extent have you experienced efficient enrolment and admissions processes	76.3	3%	5%	18%	33%	41%		459
		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?	66.3	3%	7%	23%	29%	19%	19%	442
Helpful?	68.1	3%	7%	20%	31%	21%	18%	444
Career advisors								
Available?	57.5	3%	8%	18%	13%	8%	50%	444
Helpful?	56.7	3%	8%	17%	13%	7%	52%	447
Academic or learning advisors								
Available?	63.3	4%	6%	22%	22%	14%	32%	442
Helpful?	62.7	3%	7%	23%	23%	12%	32%	441
Support services such as counsellors, financial/legal advisors and health services								
Available?	59.7	3%	5%	13%	10%	8%	61%	437
Helpful?	60.4	3%	5%	13%	13%	7%	60%	439

5. Skills Development

Mean (Old): 66.41

Percent In Agreement (New): 73.88%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		1%	9%	29%	39%	20%	449
Ability to solve complex problems		2%	6%	30%	41%	21%	449
Ability to work with others		4%	6%	22%	43%	26%	449
Confidence to learn independently		3%	7%	25%	36%	29%	448
Written communication skills		6%	16%	36%	33%	9%	448
Spoken communication skills		5%	16%	39%	28%	12%	448
Knowledge of the field(s) you are studying		1%	5%	21%	43%	31%	448
Development of work-related knowledge and skills		2%	7%	29%	39%	23%	448

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		24%	14%	21%	14%	10%	17%	419
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		35%	22%	21%	14%	7%		441
Financial circumstances		34%	20%	17%	18%	10%		441

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	19%	81%	442

Reasons for leaving

	%
Academic exchange	9
Academic support	14
Administrative support	10
Boredom/lack of interest	20
Career prospects	14
Change of direction	6
Commuting difficulties	9
Difficulty paying fees	6
Difficulty with workload	14
Expectations not met	22
Family responsibilities	4
Financial difficulties	14
Gap year/deferral	3
Government assistance	2
Graduating	8
Health or stress	18
Institution reputation	8
Moving residence	3
Need a break	10
Need to do paid work	14
Other opportunities	8
Paid work responsibilities	6
Personal reasons	16
Quality concerns	22
Received other offer from another university/higher education institution	4
Social reasons	4
Standards too high	3
Study/life balance	14
Travel or tourism	2
Other reasons	13

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.