

STUDENT EXPERIENCE SURVEY - HE QILT 2017

145H - Mathematical & Geospatial Sciences College of Science, Engineering and Health	AUSCY	Survey Population: 658 Respondents: 193 Response Rate: 29.3% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2013	1%	2017	23%	Yes	41%
2013	4%	2018 or later	77%	No	59%
2014	12%				
2015	18%				
2016	29%				
2017	36%				

Age		Gender		Citizenship	
<21	23%	Male	70%	% Australian	79%
21-24	25%	Female	30%	% Int Onshore	21%
25-34	37%			% Int Offshore	0%
35-44	9%				
45+	6%				

Program Type		Study Base		Online Study	
Bachelor	53%	One campus	95%	None	27%
Postgraduate (Coursework)	47%	Two or more campus	2%	About a quarter	29%
Other	0%	Mixed	2%	About half	31%
		External/Distance	1%	All or nearly all	13%

Average Grade		Location		Disability	
No results	1%	City	100%	Yes	8%
0 - 49%	1%	Bundoora	0%	No	92%
50 - 59%	7%	Brunswick	0%		
60 - 69%	16%	Point Cook	0%		
70 - 79%	30%	Singapore	0%		
80 -89%	32%	Hong Kong	0%		
90 -100%	15%	Other	0%		

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

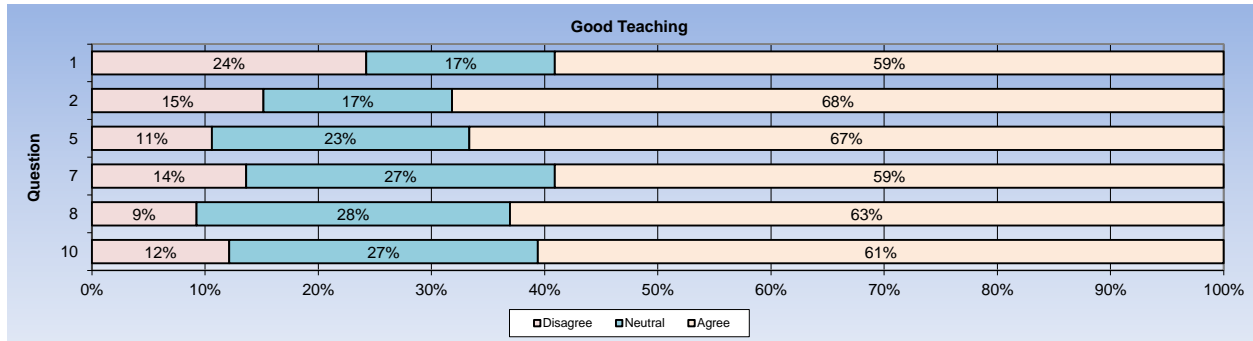
Percent Agree		Mean	
Good Teaching Scale	62.8%	Learner Engagement	61.5
Generic Skills Scale	69.4%	Teaching Quality	69.3
Clear Goals & Standard Scale	69.3%	Learning Resources	70.1
Overall Satisfaction	75.8%	Student Support	67.3
		Skills Development	67.7

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	74.2%	Learner Engagement	64.1%
Generic Skills Scale	77.3%	Teaching Quality	81.2%
Clear Goals & Standard Scale	81.8%	Learning Resources	82.6%
Overall Satisfaction	75.8%	Student Support	76.1%
		Skills Development	81.1%
		Overall Quality	78.6%

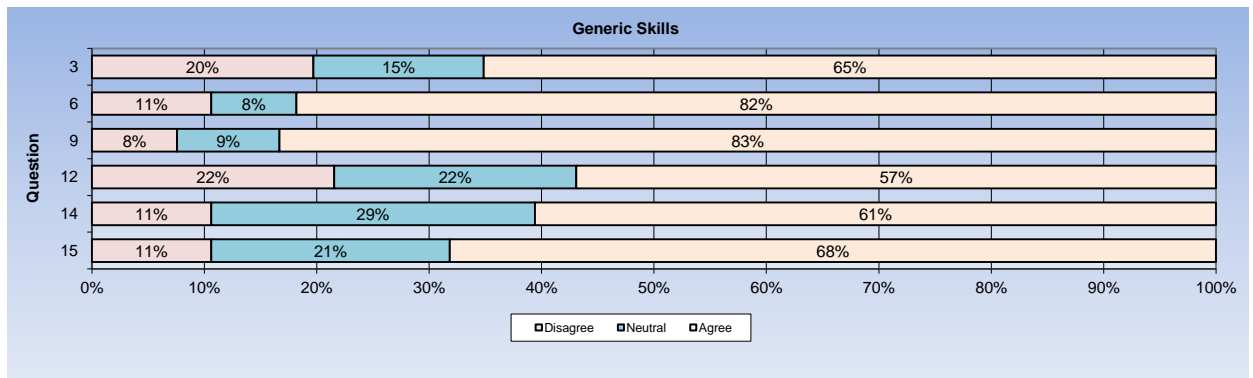
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 62.8%						
Calculated Using New Method = 74.2%						
1. The staff put a lot of time into commenting on my work	5%	20%	17%	47%	12%	66
2. The teaching staff normally gave me helpful feedback on how I was going	5%	11%	17%	48%	20%	66
5. The teaching staff of this program motivated me to do my best work	5%	6%	23%	50%	17%	66
7. My lecturers were extremely good at explaining things	5%	9%	27%	41%	18%	66
8. The teaching staff worked hard to make their subjects interesting	5%	5%	28%	40%	23%	65
10. The staff made a real effort to understand difficulties I might be having with my work	3%	9%	27%	44%	17%	66



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 69.4%						
Calculated Using New Method = 77.3%						
3. The program helped me develop my ability to work as a team member	6%	14%	15%	55%	11%	66
6. The program sharpened my analytic skills	2%	9%	8%	56%	26%	66
9. The program developed my problem-solving skills	3%	5%	9%	56%	27%	66
12. The program improved my skills in written communication	3%	18%	22%	42%	15%	65
14. As a result of my program, I feel confident about tackling unfamiliar problems	2%	9%	29%	52%	9%	66
15. My program helped me develop the ability to plan my own work	3%	8%	21%	59%	9%	66



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 75.8%						
Calculated Using New Method = 75.8%						
17. Overall, I was satisfied with the quality of this program	3%	12%	9%	52%	24%	66

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 69.3%						
Calculated Using New Method = 81.8%						
4. It was always easy to know the standard of work expected	6%	21%	8%	52%	14%	66
11. I usually had a clear idea of where I was going and what was expected of me in this program	2%	17%	5%	53%	24%	66
13. It was often hard to discover what was expected of me in this program (*)	3%	21%	21%	47%	8%	66
16. The staff made it clear from the start what they expected from students	3%	11%	6%	65%	15%	66

Section Two

145H - Mathematical & Geospatial Sciences

2017

1. Learner Engagement

Mean (Old): 61.52

Percent In Agreement (New): 64.06%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	3%	9%	25%	28%	31%	4%	184
Had a sense of belonging to RMIT	5%	14%	27%	37%	18%		191
Felt prepared for your study	2%	7%	24%	37%	31%		188
Participated in discussions online or face-to-face	7%	36%	35%	21%			192
Worked with other students as part of your study	6%	22%	34%	38%			190
Interacted with students outside study requirements	18%	38%	23%	21%			192
Interacted with students who are very different from you	8%	44%	27%	21%			192

2. Teaching Quality

Mean (Old): 69.30

Percent In Agreement (New): 81.15%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	5%	24%	51%	21%	192	
Entire education experience in your program	5%	16%	61%	18%	192	
<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%	5%	28%	48%	17%	190
Relevant to your education as a whole	2%	7%	22%	45%	24%	190
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	1%	8%	24%	47%	21%	191
Demonstrated concern for student learning	2%	6%	31%	39%	21%	191
Provided clear explanations on coursework and assessment	1%	7%	24%	43%	25%	191
Stimulated you intellectually	2%	9%	25%	38%	26%	191
Commented on your work in ways that help you learn	2%	11%	30%	38%	19%	191
Seemed helpful and approachable	1%	4%	18%	44%	33%	190
Set assessment tasks that challenge you to learn	2%	2%	15%	45%	36%	191

3. Learning Resources

Mean (Old): 70.09

Percent In Agreement (New): 82.58%

<i>The quality of...</i>	Mean	Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	65.9	9%	16%	41%	32%	2%	187
Student spaces and common areas	72.9	4%	15%	39%	40%	2%	186
Online learning materials	75.2	2%	15%	37%	45%	1%	188
Computing/IT resources	69.0	7%	14%	42%	35%	2%	187
Assigned books, notes and resources	69.5	3%	14%	45%	29%	8%	181
Laboratory or studio equipment	67.7	6%	10%	46%	26%	12%	175
Library resources and facilities	69.9	3%	15%	47%	29%	6%	178

4. Student Support

Mean (Old): 67.28

Percent In Agreement (New): 76.12%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	41.1	20%	5%	8%	7%	10%	50%	139
Been offered support relevant to your circumstances	55.7	16%	4%	12%	20%	16%	32%	161
Felt induction/orientation activities were relevant and helpful	62.5	8%	12%	19%	25%	22%	14%	173
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	62.8	5%	14%	27%	31%	22%		187
To what extent have you experienced efficient enrolment and admissions processes	78.0	2%	6%	15%	34%	44%		186
		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?	70.3	2%	5%	16%	28%	20%	29%	187
Helpful?	70.1	1%	4%	19%	32%	16%	29%	187
Career advisors								
Available?	67.2	1%	4%	11%	15%	9%	61%	188
Helpful?	64.6	1%	5%	10%	16%	7%	61%	187
Academic or learning advisors								
Available?	74.8	0%	2%	15%	29%	17%	38%	185
Helpful?	74.3	0%	1%	15%	30%	16%	38%	185
Support services such as counsellors, financial/legal advisors and health services								
Available?	73.3	0%	1%	7%	9%	6%	77%	186
Helpful?	70.5	0%	1%	7%	12%	4%	76%	187

5. Skills Development

Mean (Old): 67.67

Percent In Agreement (New): 81.05%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		2%	5%	30%	43%	20%	190
Ability to solve complex problems		2%	5%	23%	48%	22%	190
Ability to work with others		5%	8%	29%	36%	22%	190
Confidence to learn independently		3%	5%	19%	43%	31%	189
Written communication skills		5%	11%	27%	46%	11%	190
Spoken communication skills		6%	18%	29%	34%	12%	190
Knowledge of the field(s) you are studying		1%	2%	22%	42%	34%	189
Development of work-related knowledge and skills		3%	9%	27%	35%	25%	190

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		21%	16%	20%	19%	15%	11%	178
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		38%	23%	20%	13%	6%		183
Financial circumstances		43%	22%	17%	11%	8%		181

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	14%	86%	184

Reasons for leaving

	%
Academic exchange	6
Academic support	9
Administrative support	6
Boredom/lack of interest	15
Career prospects	18
Change of direction	12
Commuting difficulties	6
Difficulty paying fees	9
Difficulty with workload	18
Expectations not met	18
Family responsibilities	9
Financial difficulties	9
Gap year/deferral	9
Government assistance	0
Graduating	3
Health or stress	33
Institution reputation	9
Moving residence	3
Need a break	15
Need to do paid work	15
Other opportunities	0
Paid work responsibilities	21
Personal reasons	6
Quality concerns	18
Received other offer from another university/higher education institution	6
Social reasons	0
Standards too high	3
Study/life balance	24
Travel or tourism	9
Other reasons	6

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.