

# STUDENT EXPERIENCE SURVEY - HE QILT 2017

171H - Science College of Science, Engineering and Health	AUSCY	Survey Population: 32 Respondents: 14 Response Rate: 43.8% Reliability: Sufficient
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Demographics (% of total sample size)

Commencement Year	Completion Year Expected	LOTE
Pre 2013	2017	Yes
2013	2018 or later	No
2014		
2015		
2016		
2017		

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

Program Type	Study Base	Online Study
Bachelor	One campus	None
Postgraduate (Coursework)	Two or more campus	About a quarter
Other	Mixed	About half
	External/Distance	All or nearly all

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

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

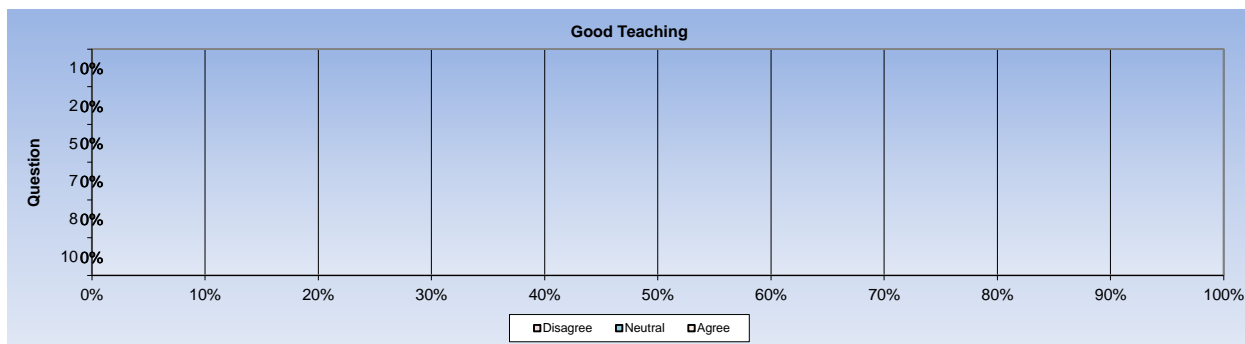
Percent Agree	Mean
Good Teaching Scale	Learner Engagement 59.3
Generic Skills Scale	Teaching Quality 69.3
Clear Goals & Standard Scale	Learning Resources 66.3
Overall Satisfaction	Student Support 60.2
	Skills Development 72.1

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	Learner Engagement 57.1%
Generic Skills Scale	Teaching Quality 78.6%
Clear Goals & Standard Scale	Learning Resources 66.7%
Overall Satisfaction	Student Support 55.6%
	Skills Development 84.6%
	Overall Quality 64.3%

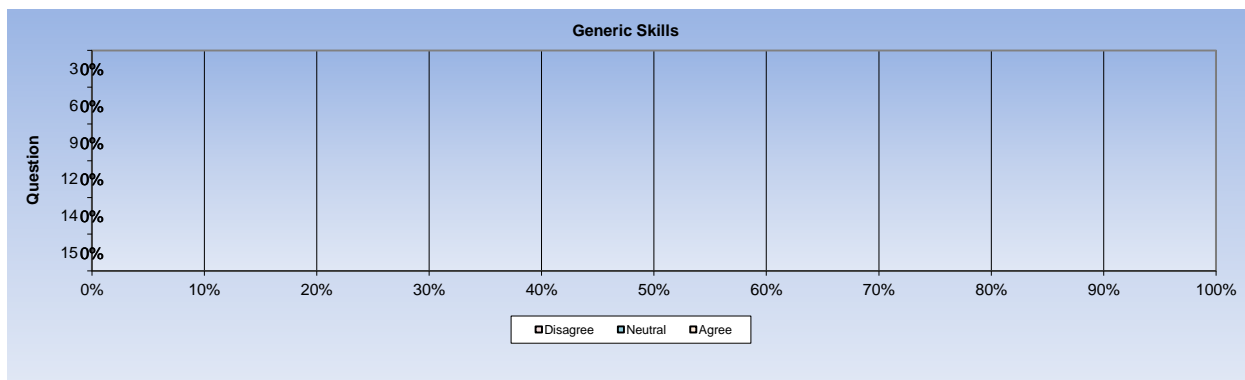
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = -</b>						
<b>Calculated Using New Method = -</b>						
1. The staff put a lot of time into commenting on my work	-	-	-	-	-	0
2. The teaching staff normally gave me helpful feedback on how I was going	-	-	-	-	-	0
5. The teaching staff of this program motivated me to do my best work	-	-	-	-	-	0
7. My lecturers were extremely good at explaining things	-	-	-	-	-	0
8. The teaching staff worked hard to make their subjects interesting	-	-	-	-	-	0
10. The staff made a real effort to understand difficulties I might be having with my work	-	-	-	-	-	0



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = -</b>						
<b>Calculated Using New Method = -</b>						
3. The program helped me develop my ability to work as a team member	-	-	-	-	-	0
6. The program sharpened my analytic skills	-	-	-	-	-	0
9. The program developed my problem-solving skills	-	-	-	-	-	0
12. The program improved my skills in written communication	-	-	-	-	-	0
14. As a result of my program, I feel confident about tackling unfamiliar problems	-	-	-	-	-	0
15. My program helped me develop the ability to plan my own work	-	-	-	-	-	0



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = -</b>						
<b>Calculated Using New Method = -</b>						
17. Overall, I was satisfied with the quality of this program	-	-	-	-	-	0

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = -</b>						
<b>Calculated Using New Method = -</b>						
4. It was always easy to know the standard of work expected	-	-	-	-	-	0
11. I usually had a clear idea of where I was going and what was expected of me in this program	-	-	-	-	-	0
13. It was often hard to discover what was expected of me in this program ( * )	-	-	-	-	-	0
16. The staff made it clear from the start what they expected from students	-	-	-	-	-	0

## Section Two

171H - Science

2017

### 1. Learner Engagement

Mean (Old): 59.28

Percent In Agreement (New): 57.14%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	0%	0%	57%	21%	14%	7%	14
Had a sense of belonging to RMIT	0%	21%	29%	29%	21%		14
Felt prepared for your study	0%	0%	14%	43%	43%		14
Participated in discussions online or face-to-face	14%	29%	36%	21%			14
Worked with other students as part of your study	7%	29%	50%	14%			14
Interacted with students outside study requirements	36%	21%	29%	14%			14
Interacted with students who are very different from you	14%	29%	36%	21%			14

### 2. Teaching Quality

Mean (Old): 69.26

Percent In Agreement (New): 78.57%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	7%	14%	50%	29%	14	
Entire education experience in your program	14%	21%	36%	29%	14	
<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	14%	7%	21%	36%	21%	14
Relevant to your education as a whole	0%	14%	21%	43%	21%	14
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	7%	0%	7%	57%	29%	14
Demonstrated concern for student learning	7%	0%	21%	57%	14%	14
Provided clear explanations on coursework and assessment	0%	14%	7%	57%	21%	14
Stimulated you intellectually	0%	21%	7%	43%	29%	14
Commented on your work in ways that help you learn	7%	7%	7%	57%	21%	14
Seemed helpful and approachable	7%	0%	14%	50%	29%	14
Set assessment tasks that challenge you to learn	0%	7%	0%	57%	36%	14

### 3. Learning Resources

Mean (Old): 66.28

Percent In Agreement (New): 66.67%

<i>The quality of...</i>		Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	61.5	7%	21%	43%	21%	7%	14
Student spaces and common areas	69.4	0%	14%	50%	21%	14%	14
Online learning materials	61.5	14%	14%	36%	29%	7%	14
Computing/IT resources	69.4	14%	0%	36%	36%	14%	14
Assigned books, notes and resources	66.7	7%	14%	43%	29%	7%	14
Laboratory or studio equipment	66.7	7%	14%	36%	29%	14%	14
Library resources and facilities	69.7	7%	7%	36%	29%	21%	14

#### 4. Student Support

Mean (Old): 60.23

Percent In Agreement (New): 55.56%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	30.0	21%	0%	7%	0%	7%	64%	14
Been offered support relevant to your circumstances	42.9	21%	0%	7%	14%	7%	50%	14
Felt induction/orientation activities were relevant and helpful	58.3	14%	0%	29%	29%	14%	14%	14
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	51.8	7%	14%	50%	21%	7%		14
To what extent have you experienced efficient enrolment and admissions processes	82.1	0%	14%	0%	29%	57%		14
		Not at all	Very little	Some	Quite a bit	Very Much	Had no contact	Respondents
<b>Administrative staff or systems (eg. Online administrative services, frontline staff, enrolment systems)</b>								
Available?	61.4	7%	0%	36%	21%	14%	21%	14
Helpful?	59.1	7%	0%	36%	29%	7%	21%	14
<b>Career advisors</b>								
Available?	57.1	7%	0%	21%	14%	7%	50%	14
Helpful?	46.4	7%	0%	36%	7%	0%	50%	14
<b>Academic or learning advisors</b>								
Available?	65.6	7%	7%	0%	29%	14%	43%	14
Helpful?	65.6	7%	7%	0%	29%	14%	43%	14
<b>Support services such as counsellors, financial/legal advisors and health services</b>								
Available?	75.0	0%	0%	7%	7%	7%	79%	14
Helpful?	91.7	0%	0%	0%	7%	14%	79%	14

#### 5. Skills Development

Mean (Old): 72.12

Percent In Agreement (New): 84.62%

	Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills	0%	8%	8%	46%	38%	13
Ability to solve complex problems	0%	0%	15%	62%	23%	13
Ability to work with others	8%	15%	54%	15%	8%	13
Confidence to learn independently	8%	0%	8%	46%	38%	13
Written communication skills	0%	0%	46%	23%	31%	13
Spoken communication skills	8%	15%	38%	23%	15%	13
Knowledge of the field(s) you are studying	0%	0%	0%	54%	46%	13
Development of work-related knowledge and skills	0%	8%	0%	54%	38%	13

#### Other

##### Study negatively affected by...

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments	14%	7%	29%	21%	14%	14%	14
	Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements	54%	23%	15%	0%	8%		13
Financial circumstances	46%	31%	15%	8%	0%		13

## Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	29%	71%	14

### Reasons for leaving

	%
Academic exchange	40
Academic support	40
Administrative support	20
Boredom/lack of interest	0
Career prospects	0
Change of direction	0
Commuting difficulties	0
Difficulty paying fees	0
Difficulty with workload	0
Expectations not met	60
Family responsibilities	0
Financial difficulties	0
Gap year/deferral	0
Government assistance	0
Graduating	0
Health or stress	0
Institution reputation	0
Moving residence	0
Need a break	0
Need to do paid work	0
Other opportunities	0
Paid work responsibilities	0
Personal reasons	0
Quality concerns	60
Received other offer from another university/higher education institution	20
Social reasons	0
Standards too high	0
Study/life balance	0
Travel or tourism	0
Other reasons	0

### 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.

With a population of 32 at least 23 responses are needed to be rated as Good

### 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.