

STUDENT EXPERIENCE SURVEY - HE QILT 2017

155T - Vocational Health & Sciences College of Science, Engineering and Health	AUSCY	Survey Population: 424 Respondents: 172 Response Rate: 40.6% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2013	0%	2017	28%	Yes	58%
2013	2%	2018 or later	72%	No	42%
2014	2%				
2015	7%				
2016	35%				
2017	54%				

Age		Gender		Citizenship	
<21	71%	Male	68%	% Australian	84%
21-24	22%	Female	32%	% Int Onshore	16%
25-34	5%			% Int Offshore	0%
35-44	2%				
45+	1%				

Program Type		Study Base		Online Study	
Bachelor	100%	One campus	96%	None	19%
Postgraduate (Coursework)	0%	Two or more campus	4%	About a quarter	25%
Other	0%	Mixed	0%	About half	35%
		External/Distance	0%	All or nearly all	21%

Average Grade		Location		Disability	
No results	2%	City	100%	Yes	5%
0 - 49%	1%	Bundoora	0%	No	95%
50 - 59%	5%	Brunswick	0%		
60 - 69%	19%	Point Cook	0%		
70 - 79%	33%	Singapore	0%		
80 -89%	30%	Hong Kong	0%		
90 -100%	10%	Other	0%		

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

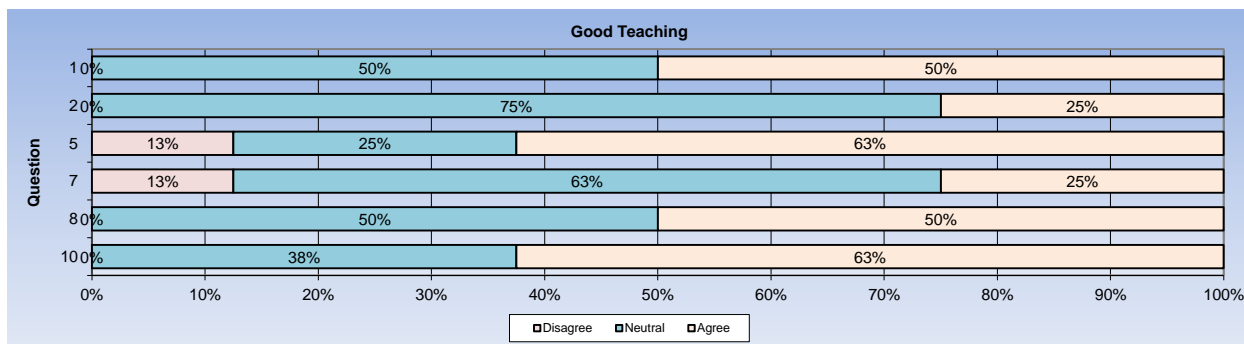
Percent Agree		Mean	
Good Teaching Scale	45.8%	Learner Engagement	60.8
Generic Skills Scale	47.9%	Teaching Quality	63.0
Clear Goals & Standard Scale	37.5%	Learning Resources	70.4
Overall Satisfaction	62.5%	Student Support	63.3
		Skills Development	64.7

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	62.5%	Learner Engagement	59.9%
Generic Skills Scale	62.5%	Teaching Quality	69.4%
Clear Goals & Standard Scale	62.5%	Learning Resources	83.3%
Overall Satisfaction	62.5%	Student Support	70.2%
		Skills Development	69.2%
		Overall Quality	68.0%

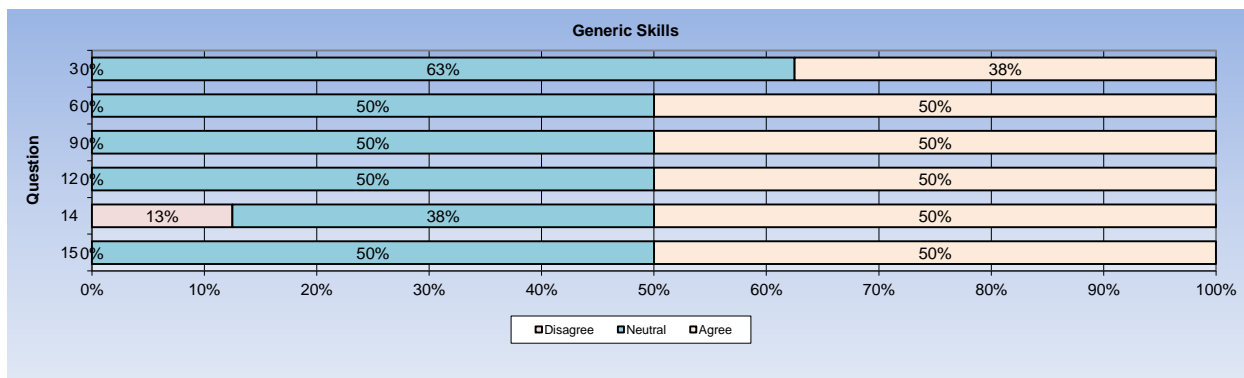
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 45.8%						
Calculated Using New Method = 62.5%						
1. The staff put a lot of time into commenting on my work	0%	0%	50%	38%	13%	8
2. The teaching staff normally gave me helpful feedback on how I was going	0%	0%	75%	25%	0%	8
5. The teaching staff of this program motivated me to do my best work	0%	13%	25%	50%	13%	8
7. My lecturers were extremely good at explaining things	0%	13%	63%	25%	0%	8
8. The teaching staff worked hard to make their subjects interesting	0%	0%	50%	38%	13%	8
10. The staff made a real effort to understand difficulties I might be having with my work	0%	0%	38%	50%	13%	8



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 47.9%						
Calculated Using New Method = 62.5%						
3. The program helped me develop my ability to work as a team member	0%	0%	63%	25%	13%	8
6. The program sharpened my analytic skills	0%	0%	50%	25%	25%	8
9. The program developed my problem-solving skills	0%	0%	50%	50%	0%	8
12. The program improved my skills in written communication	0%	0%	50%	38%	13%	8
14. As a result of my program, I feel confident about tackling unfamiliar problems	0%	13%	38%	38%	13%	8
15. My program helped me develop the ability to plan my own work	0%	0%	50%	25%	25%	8



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 62.5%						
Calculated Using New Method = 62.5%						
17. Overall, I was satisfied with the quality of this program	0%	13%	25%	50%	13%	8

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 37.5%						
Calculated Using New Method = 62.5%						
4. It was always easy to know the standard of work expected	0%	0%	50%	38%	13%	8
11. I usually had a clear idea of where I was going and what was expected of me in this program	0%	13%	38%	38%	13%	8
13. It was often hard to discover what was expected of me in this program (*)	13%	38%	50%	0%	0%	8
16. The staff made it clear from the start what they expected from students	0%	13%	38%	50%	0%	8

Section Two

155T - Vocational Health & Sciences

2017

1. Learner Engagement

Mean (Old): 60.83

Percent In Agreement (New): 59.88%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	4%	11%	30%	28%	23%	4%	171
Had a sense of belonging to RMIT	2%	9%	35%	36%	17%		170
Felt prepared for your study	1%	9%	24%	36%	29%		171
Participated in discussions online or face-to-face	9%	37%	35%	19%			172
Worked with other students as part of your study	3%	24%	39%	33%			172
Interacted with students outside study requirements	12%	38%	29%	20%			172
Interacted with students who are very different from you	9%	46%	23%	22%			172

2. Teaching Quality

Mean (Old): 62.98

Percent In Agreement (New): 69.41%

	Poor	Fair	Good	Excellent	Respondents
The quality of...					
The teaching in your program	4%	29%	56%	11%	170
Entire education experience in your program	6%	26%	53%	15%	172
Your study was delivered in a way that is...					
Well structured and focused	3%	8%	36%	42%	169
Relevant to your education as a whole	1%	2%	29%	46%	167
Lecturers, tutors and demonstrators					
Engaged you actively in learning	4%	7%	42%	36%	170
Demonstrated concern for student learning	2%	10%	38%	36%	170
Provided clear explanations on coursework and assessment	2%	9%	31%	44%	170
Stimulated you intellectually	4%	11%	41%	35%	170
Commented on your work in ways that help you learn	4%	9%	36%	38%	170
Seemed helpful and approachable	1%	5%	29%	45%	170
Set assessment tasks that challenge you to learn	4%	7%	31%	44%	170

3. Learning Resources

Mean (Old): 70.40

Percent In Agreement (New): 83.33%

		Poor	Fair	Good	Excellent	Not applicable	Respondents
The quality of...							
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	67.1	7%	14%	49%	28%	2%	169
Student spaces and common areas	72.7	4%	11%	45%	37%	2%	169
Online learning materials	71.7	2%	12%	52%	32%	1%	169
Computing/IT resources	72.0	2%	17%	41%	37%	3%	169
Assigned books, notes and resources	63.2	7%	18%	46%	21%	8%	169
Laboratory or studio equipment	70.6	4%	14%	41%	31%	11%	169
Library resources and facilities	75.5	1%	8%	47%	35%	8%	169

4. Student Support

Mean (Old): 63.26

Percent In Agreement (New): 70.16%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	46.2	17%	10%	12%	14%	10%	38%	167
Been offered support relevant to your circumstances	56.3	10%	8%	21%	18%	14%	28%	167
Felt induction/orientation activities were relevant and helpful	63.0	6%	11%	22%	30%	19%	12%	171
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	66.6	4%	10%	26%	37%	24%		172
To what extent have you experienced efficient enrolment and admissions processes	73.8	3%	7%	18%	36%	36%		172
		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?	64.4	2%	7%	28%	26%	14%	24%	168
Helpful?	65.0	1%	9%	26%	26%	15%	24%	167
Career advisors								
Available?	59.6	2%	6%	20%	14%	7%	51%	167
Helpful?	58.8	1%	8%	21%	11%	7%	52%	167
Academic or learning advisors								
Available?	67.5	0%	2%	28%	21%	13%	36%	168
Helpful?	65.7	0%	5%	26%	22%	11%	36%	167
Support services such as counsellors, financial/legal advisors and health services								
Available?	64.2	0%	5%	16%	14%	8%	57%	168
Helpful?	60.4	1%	7%	17%	11%	7%	57%	167

5. Skills Development

Mean (Old): 64.71

Percent In Agreement (New): 69.23%

		Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills		3%	8%	36%	38%	15%	169
Ability to solve complex problems		4%	9%	37%	36%	14%	169
Ability to work with others		1%	5%	30%	41%	22%	169
Confidence to learn independently		4%	7%	24%	44%	21%	169
Written communication skills		5%	15%	40%	30%	10%	168
Spoken communication skills		4%	12%	38%	34%	12%	169
Knowledge of the field(s) you are studying		1%	5%	24%	49%	22%	169
Development of work-related knowledge and skills		2%	7%	30%	41%	20%	169

Other

Study negatively affected by...

		Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments		26%	18%	16%	13%	5%	22%	165
		Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements		38%	19%	24%	14%	5%		165
Financial circumstances		32%	23%	19%	16%	9%		165

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	21%	79%	165

Reasons for leaving

	%
Academic exchange	18
Academic support	5
Administrative support	10
Boredom/lack of interest	31
Career prospects	8
Change of direction	18
Commuting difficulties	3
Difficulty paying fees	0
Difficulty with workload	8
Expectations not met	28
Family responsibilities	8
Financial difficulties	15
Gap year/deferral	3
Government assistance	0
Graduating	8
Health or stress	31
Institution reputation	3
Moving residence	0
Need a break	21
Need to do paid work	21
Other opportunities	5
Paid work responsibilities	8
Personal reasons	18
Quality concerns	23
Received other offer from another university/higher education institution	5
Social reasons	0
Standards too high	0
Study/life balance	10
Travel or tourism	0
Other reasons	8

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.