

# STUDENT EXPERIENCE SURVEY - HE QILT 2017

125H - Electrical & Computer Engineering #N/A	VNMRI	Survey Population: 154 Respondents: 63 Response Rate: 40.9% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2013	0%	2017	8%	Yes	100%
2013	0%	2018 or later	92%	No	0%
2014	2%				
2015	26%				
2016	29%				
2017	44%				

Age		Gender		Citizenship	
<21	73%	Male	86%	% Australian	0%
21-24	22%	Female	14%	% Int Onshore	0%
25-34	3%			% Int Offshore	100%
35-44	2%				
45+	0%				

Program Type		Study Base		Online Study	
Bachelor	86%	One campus	82%	None	10%
Postgraduate (Coursework)	0%	Two or more campus	10%	About a quarter	18%
Other	14%	Mixed	8%	About half	40%
		External/Distance	0%	All or nearly all	32%

Average Grade		Location		Disability	
No results	3%	City	0%	Yes	0%
0 - 49%	2%	Bundoora	0%	No	100%
50 - 59%	6%	Brunswick	0%		
60 - 69%	13%	Point Cook	0%		
70 - 79%	44%	Singapore	0%		
80 - 89%	29%	Hong Kong	0%		
90 - 100%	3%	Other	100%		

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

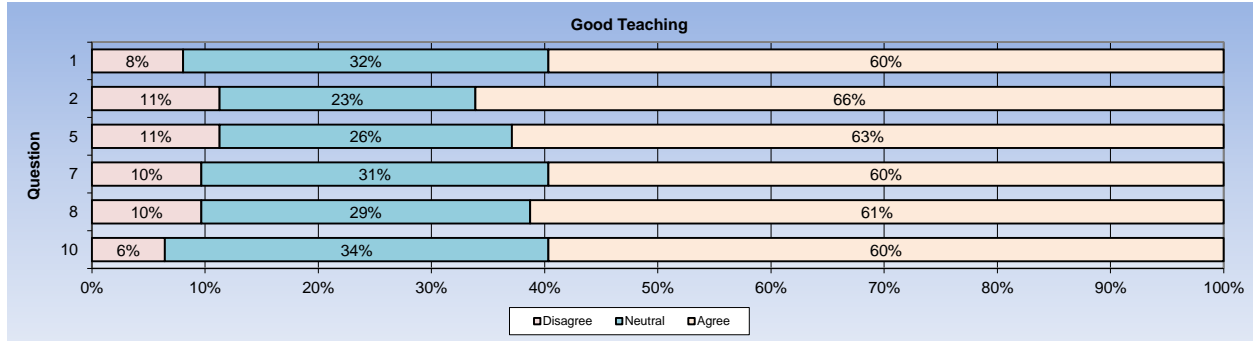
Percent Agree		Mean	
Good Teaching Scale	61.6%	Learner Engagement	64.2
Generic Skills Scale	64.2%	Teaching Quality	67.0
Clear Goals & Standard Scale	53.0%	Learning Resources	67.2
Overall Satisfaction	61.3%	Student Support	63.1
		Skills Development	72.1

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	50.0%	Learner Engagement	0.0%
Generic Skills Scale	50.0%	Teaching Quality	50.0%
Clear Goals & Standard Scale	50.0%	Learning Resources	0.0%
Overall Satisfaction	50.0%	Student Support	0.0%
		Skills Development	100.0%
		Overall Quality	58.7%

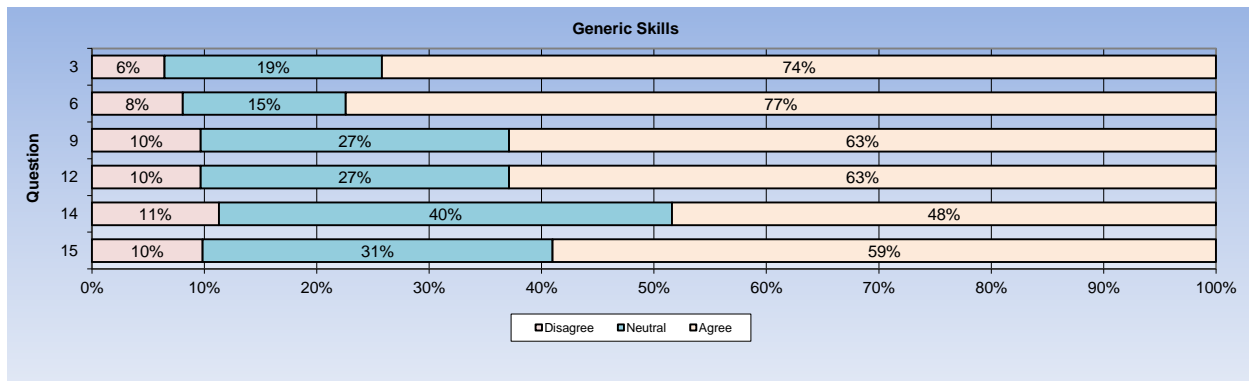
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 61.6%</b>						
<b>Calculated Using New Method = 50.0%</b>						
1. The staff put a lot of time into commenting on my work	3%	5%	32%	50%	10%	62
2. The teaching staff normally gave me helpful feedback on how I was going	2%	10%	23%	50%	16%	62
5. The teaching staff of this program motivated me to do my best work	3%	8%	26%	48%	15%	62
7. My lecturers were extremely good at explaining things	2%	8%	31%	53%	6%	62
8. The teaching staff worked hard to make their subjects interesting	2%	8%	29%	42%	19%	62
10. The staff made a real effort to understand difficulties I might be having with my work	2%	5%	34%	47%	13%	62



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 64.2%</b>						
<b>Calculated Using New Method = 50.0%</b>						
3. The program helped me develop my ability to work as a team member	2%	5%	19%	55%	19%	62
6. The program sharpened my analytic skills	2%	6%	15%	60%	18%	62
9. The program developed my problem-solving skills	2%	8%	27%	47%	16%	62
12. The program improved my skills in written communication	0%	10%	27%	53%	10%	62
14. As a result of my program, I feel confident about tackling unfamiliar problems	3%	8%	40%	42%	6%	62
15. My program helped me develop the ability to plan my own work	0%	10%	31%	48%	11%	61



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 61.3%</b>						
<b>Calculated Using New Method = 50.0%</b>						
17. Overall, I was satisfied with the quality of this program	3%	6%	29%	48%	13%	62

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>Calculated Using Original Method = 53.0%</b>						
<b>Calculated Using New Method = 50.0%</b>						
4. It was always easy to know the standard of work expected	3%	11%	31%	49%	5%	61
11. I usually had a clear idea of where I was going and what was expected of me in this program	2%	6%	34%	52%	6%	62
13. It was often hard to discover what was expected of me in this program ( * )	10%	32%	42%	16%	0%	62
16. The staff made it clear from the start what they expected from students	2%	6%	34%	47%	11%	62

## Section Two

125H - Electrical & Computer Engineering

2017

### 1. Learner Engagement

Mean (Old): 64.16

Percent In Agreement (New): 0.00%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	4%	7%	16%	25%	49%	0%	57
Had a sense of belonging to RMIT	5%	10%	26%	35%	24%		62
Felt prepared for your study	6%	6%	31%	19%	37%		62
Participated in discussions online or face-to-face	14%	38%	25%	22%			63
Worked with other students as part of your study	0%	14%	33%	52%			63
Interacted with students outside study requirements	10%	27%	37%	27%			63
Interacted with students who are very different from you	14%	46%	24%	16%			63

### 2. Teaching Quality

Mean (Old): 67.03

Percent In Agreement (New): 50.00%

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Respondents	
The teaching in your program	7%	28%	48%	18%	61	
Entire education experience in your program	13%	29%	48%	11%	63	
<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	3%	11%	35%	35%	16%	63
Relevant to your education as a whole	2%	8%	30%	44%	16%	63
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	2%	3%	37%	29%	29%	62
Demonstrated concern for student learning	3%	13%	25%	32%	27%	63
Provided clear explanations on coursework and assessment	2%	11%	25%	37%	25%	63
Stimulated you intellectually	3%	8%	30%	33%	25%	63
Commented on your work in ways that help you learn	3%	8%	17%	43%	29%	63
Seemed helpful and approachable	3%	3%	21%	40%	33%	63
Set assessment tasks that challenge you to learn	2%	3%	17%	33%	44%	63

### 3. Learning Resources

Mean (Old): 67.21

Percent In Agreement (New): 0.00%

<i>The quality of...</i>		Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	69.9	8%	13%	40%	39%	0%	62
Student spaces and common areas	64.5	11%	15%	44%	31%	0%	62
Online learning materials	69.4	2%	19%	48%	31%	0%	62
Computing/IT resources	67.7	6%	22%	33%	38%	0%	63
Assigned books, notes and resources	64.5	8%	20%	43%	30%	0%	61
Laboratory or studio equipment	68.9	7%	18%	38%	38%	0%	61
Library resources and facilities	65.5	8%	22%	34%	36%	0%	59

#### 4. Student Support

Mean (Old): 63.12

Percent In Agreement (New): 0.00%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	66.4	9%	13%	16%	27%	35%	0%	55
Been offered support relevant to your circumstances	63.3	12%	10%	20%	30%	28%	0%	60
Felt induction/orientation activities were relevant and helpful	66.5	3%	15%	22%	31%	29%	0%	59
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	69.8	3%	10%	24%	32%	32%		63
To what extent have you experienced efficient enrolment and admissions processes	69.4	2%	15%	24%	24%	35%		62
		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?	62.7	3%	11%	28%	31%	16%	10%	63
Helpful?	65.2	2%	11%	25%	33%	17%	11%	61
<b>Career advisors</b>								
Available?	57.5	5%	13%	25%	27%	10%	21%	63
Helpful?	55.3	7%	8%	31%	25%	7%	23%	61
<b>Academic or learning advisors</b>								
Available?	63.0	3%	11%	20%	30%	15%	21%	63
Helpful?	60.8	3%	14%	22%	27%	14%	19%	61
<b>Support services such as counsellors, financial/legal advisors and health services</b>								
Available?	58.3	8%	13%	17%	27%	15%	20%	62
Helpful?	57.4	8%	13%	18%	34%	10%	18%	60

#### 5. Skills Development

Mean (Old): 72.07

Percent In Agreement (New): 100.00%

	Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills	2%	5%	32%	32%	30%	63
Ability to solve complex problems	2%	3%	32%	29%	35%	63
Ability to work with others	3%	0%	23%	32%	42%	62
Confidence to learn independently	0%	3%	30%	32%	35%	63
Written communication skills	3%	6%	24%	43%	24%	63
Spoken communication skills	2%	10%	30%	32%	27%	63
Knowledge of the field(s) you are studying	2%	3%	29%	35%	32%	63
Development of work-related knowledge and skills	2%	6%	30%	35%	27%	63

#### Other

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

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments	54%	11%	13%	13%	9%	0%	54
	Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements	23%	29%	19%	24%	5%		62
Financial circumstances	36%	23%	20%	13%	8%		61

## Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	15%	85%	62

### Reasons for leaving

	%
Academic exchange	21
Academic support	14
Administrative support	7
Boredom/lack of interest	14
Career prospects	7
Change of direction	14
Commuting difficulties	0
Difficulty paying fees	0
Difficulty with workload	21
Expectations not met	29
Family responsibilities	0
Financial difficulties	0
Gap year/deferral	0
Government assistance	0
Graduating	7
Health or stress	14
Institution reputation	7
Moving residence	7
Need a break	14
Need to do paid work	7
Other opportunities	21
Paid work responsibilities	7
Personal reasons	7
Quality concerns	29
Received other offer from another university/higher education institution	14
Social reasons	0
Standards too high	7
Study/life balance	7
Travel or tourism	0
Other reasons	14

### 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.