

STUDENT EXPERIENCE SURVEY - HE QILT

2019

Design and Social Context	AUSCY	Survey Population: 8,941 Respondents: 3,523 Response Rate: 39.4% Reliability: Good
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Demographics (% of total sample size)

Commencement Year

Pre 2015	1%
2015	3%
2016	8%
2017	19%
2018	17%
2019	52%

Completion Year Expected

2019	37%
2020 or later	63%

LOTE

Yes	42%
No	58%

Age

<21	48%
21-24	29%
25-34	15%
35-44	5%
45+	3%

Gender

Male	33%
Female	67%

Citizenship

% Australian	72%
% Int Onshore	28%
% Int Offshore	0%

Program Type

Bachelor	66%
Postgraduate (Coursework)	30%
Other	4%

Study Base

One campus	91%
Two or more campus	4%
Mixed	3%
External/Distance	2%

Online Study

None	30%
About a quarter	32%
About half	25%
All or nearly all	13%

Average Grade

No results	1%
0 - 49%	1%
50 - 59%	3%
60 - 69%	16%
70 - 79%	43%
80 - 89%	33%
90 - 100%	3%

Location

City	100%
Bundoora	0%
Brunswick	0%
Point Cook	0%
Online (RMIT Online)	0%
Online (OUA)	0%
Other	0%

Disability

Yes	11%
No	89%

Snapshot Scales 2019 (See notes on Page 4)

<u>Mean</u>		<u>Percent In Agreement</u>	
Learner Engagement	63.5	Learner Engagement	68.0%
Teaching Quality	71.7	Teaching Quality	82.3%
Learning Resources	70.8	Learning Resources	81.9%
Student Support	64.7	Student Support	69.9%
Skills Development	72.0	Skills Development	83.8%
Overall Quality	68.6	Overall Satisfaction	80.4%

1. Learner Engagement

Percent In Agreement: 67.99% Based on 3,521 Included Responses

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	2%	11%	25%	29%	30%	3%	3,495
Had a sense of belonging to RMIT	3%	12%	34%	34%	18%		3,515
Felt prepared for your study	1%	6%	23%	42%	29%		3,517
	Never	Sometimes	Often	Very often			Respondents
Participated in discussions online or face-to-face	5%	25%	37%	33%			3,520
Worked with other students as part of your study	3%	25%	36%	36%			3,521
Interacted with students outside study requirements	14%	42%	27%	17%			3,519
Interacted with students who are very different from you	6%	38%	36%	20%			3,521

2. Teaching Quality

Percent In Agreement: 82.33% Based on 3,441 Included Responses

<i>The quality of...</i>	Poor	Fair	Good	Excellent		Respondents
The teaching in your program	3%	16%	50%	31%		3,473
Entire education experience in your program	3%	16%	52%	29%		3,523
<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	1%	5%	27%	48%	19%	3,349
Relevant to your education as a whole	1%	4%	23%	43%	29%	3,366
<i>Lecturers, tutors and demonstrators</i>						
Engaged you actively in learning	1%	5%	25%	43%	27%	3,438
Demonstrated concern for student learning	1%	7%	28%	39%	24%	3,439
Provided clear explanations on coursework and assessment	1%	6%	27%	42%	24%	3,441
Stimulated you intellectually	1%	4%	25%	40%	29%	3,436
Commented on your work in ways that help you learn	1%	6%	28%	38%	26%	3,439
Seemed helpful and approachable	1%	4%	22%	39%	34%	3,437
Set assessment tasks that challenge you to learn	1%	3%	18%	45%	33%	3,441

3. Learning Resources

Percent In Agreement: 81.87% Based on 3,232 Included Responses

<i>The quality of...</i>	Poor	Fair	Good	Excellent	Not applicable	Respondents
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	5%	14%	43%	36%	3%	3,392
Student spaces and common areas	7%	17%	41%	30%	4%	3,393
Online learning materials	3%	12%	47%	36%	2%	3,395
Computing/IT resources	4%	15%	43%	30%	8%	3,395
Assigned books, notes and resources	3%	16%	47%	29%	6%	3,395
Laboratory or studio equipment	4%	12%	30%	27%	26%	3,395
Library resources and facilities	2%	10%	41%	42%	5%	3,388

4. Student Support

Percent In Agreement: 69.91% Based on 2,768 Included Responses

	Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	10%	4%	11%	9%	10%	57%	3,268
Been offered support relevant to your circumstances	10%	8%	18%	15%	20%	29%	3,263
Felt induction/orientation activities were relevant and helpful	3%	10%	25%	28%	24%	10%	3,519
	Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	3%	10%	28%	30%	28%		3,517
To what extent have you experienced efficient enrolment and admissions processes	2%	7%	22%	32%	37%		3,516
	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?	2%	9%	31%	33%	17%	8%	2,971
Helpful?	3%	9%	29%	34%	17%	8%	2,962
Career advisors							
Available?	4%	14%	33%	25%	12%	12%	1,887
Helpful?	6%	11%	31%	25%	14%	12%	1,850
Academic or learning advisors							
Available?	2%	7%	28%	36%	19%	9%	2,789
Helpful?	2%	5%	26%	35%	22%	9%	2,775
Support services such as counsellors, financial/legal advisors and health services							
Available?	7%	11%	29%	23%	15%	16%	1,636
Helpful?	6%	9%	28%	23%	18%	16%	1,571

5. Skills Development

Percent In Agreement: 83.83% Based on 3,327 Included Responses

	Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills	1%	4%	22%	42%	32%	3,327
Ability to solve complex problems	1%	6%	30%	42%	21%	3,324
Ability to work with others	1%	6%	26%	40%	27%	3,325
Confidence to learn independently	1%	3%	20%	42%	33%	3,322
Written communication skills	1%	6%	29%	39%	25%	3,322
Spoken communication skills	2%	7%	30%	37%	24%	3,322
Knowledge of the field(s) you are studying	1%	3%	20%	43%	34%	3,326
Development of work-related knowledge and skills	1%	7%	27%	40%	25%	3,326

Other

Study negatively affected by...

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments	18%	16%	24%	17%	13%	10%	3,188
	Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements	33%	23%	21%	13%	11%		3,179
Financial circumstances	28%	19%	24%	14%	14%		3,182

Considering leaving RMIT in 2019

	Yes	No	Respondents
Seriously considered leaving	18%	82%	3,179

Reasons for leaving	%
Academic exchange	1
Academic support	2
Administrative support	1
Boredom/lack of interest	3
Career prospects	3
Change of direction	2
Commuting difficulties	1
Difficulty paying fees	1
Difficulty with workload	3
Expectations not met	3
Family responsibilities	2
Financial difficulties	3
Gap year/deferral	1
Government assistance	0
Graduating	1
Health or stress	7
Institution reputation	1
Moving residence	1
Need a break	3
Need to do paid work	4
Other opportunities	1
Paid work responsibilities	2
Personal reasons	3
Quality concerns	2
Received other offer from another university/higher education institution	1
Social reasons	1
Standards too high	1
Study/life balance	3
Travel or tourism	1
Other reasons	1

Notes

To calculate Mean Scores and Percent In Agreement values, responses given by students are converted to a score between 0 and 100.

e.g., Not at all=0, Very little=25, Some=50, Quite a bit=75, Very much=100, for 5 point scales

e.g., Never=0, Sometimes=33.33, Often=66.67, Very often=100, for 4 point scales

Mean values for a scale are determined by calculating the weighted average of these scores

e.g., the mean for a set of questions with responses of Never, Sometimes, Often and Very often is calculated as follows:

The number of "Never" responses multiplied by 0 plus the number of "Sometimes" responses multiplied by 33.33 plus the number of "Often" responses multiplied by 66.67 plus the number of "Very often" responses multiplied by 100. This is then divided by the total number of responses.

The result can be thought of as representing the position of the average response within the range of possible responses.

Percent in Agreement is calculated as follows. First, students who did not answer a significant proportion of the questions in a set are excluded from the calculations for that set, e.g., for the Learner Engagement scale, students who answer fewer than 5 of the 7 questions in this set are excluded.

The average score is then calculated for remaining students; those with an average score equal to or above 55 are regarded as being "In Agreement" while those with an average score below 55 are regarded as being "Not in agreement" with this set of questions.

The Percent in Agreement value is then the number of students found to be "In Agreement" divided by the number of students that were included.

The number of responses is shown for each question and the number of students included in the calculation for each set is also shown.

Overall Quality is based on the question: "Overall how would you rate the quality of your entire educational experience this year?"

Some values may appear as 101 % due to rounding.

Valid responses exclude N/A and blank responses.