

Prepared by Georgie Avar, Learning Transformations

A Snapshot of QILT (Quality Indicators for Learning & Teaching) Results (2017)

Full survey is available here: <https://www.qilt.edu.au/about-this-site/student-experience>

Overall student experience

78.2% (77.6% - 78.7%) compared to national average of 79.3% (11409 responses) 0.9 percentage points difference

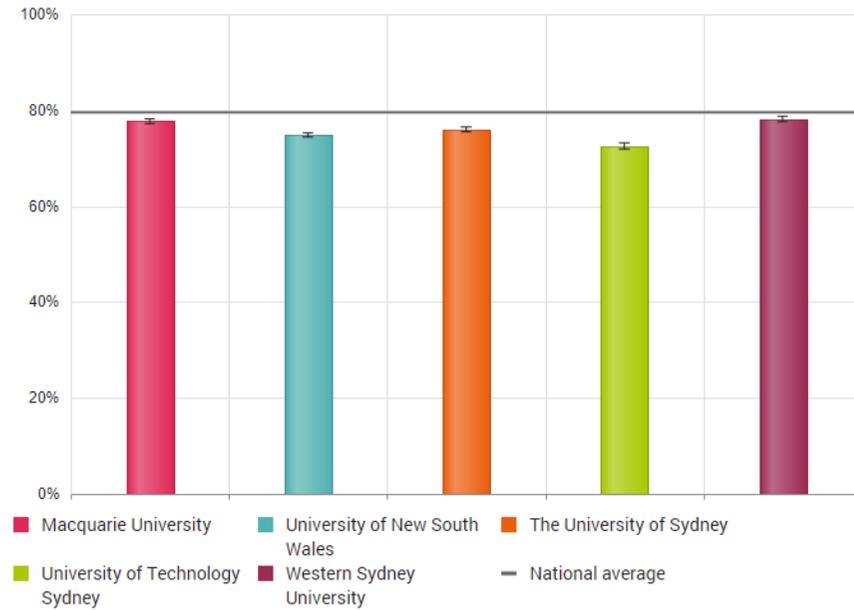
Our QILT results, even though they were close to the average of all university students experience shows that in comparison to the national average, we could improve more in student engagement and teaching quality.

However, we are performing better in our undergrad programs than all of our main city competitors.

Below are graphs showing our performance in comparison to our main competitors:

Student Experience - Undergraduate

Overall quality of educational experience 



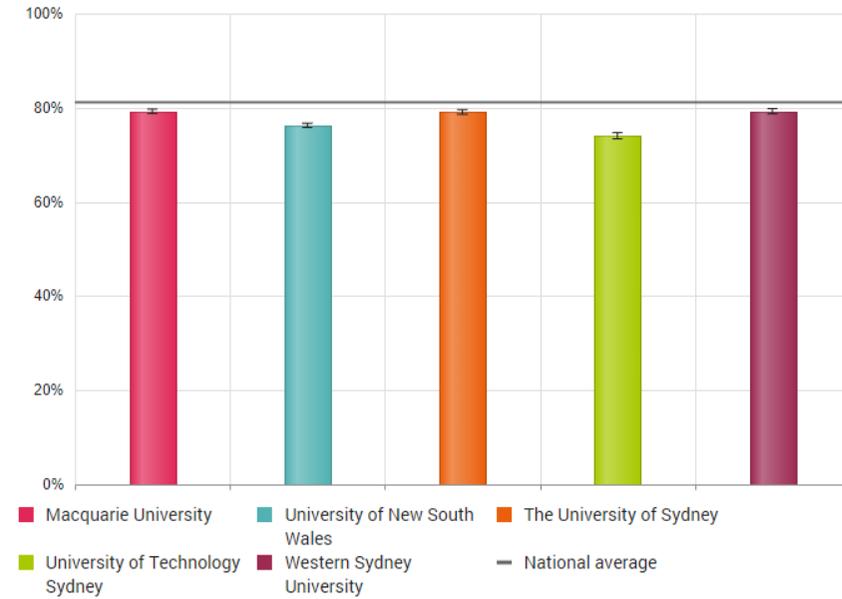
Data source: [Student Experience Survey 2016 and 2017](#)



The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Undergraduate

Teaching quality 



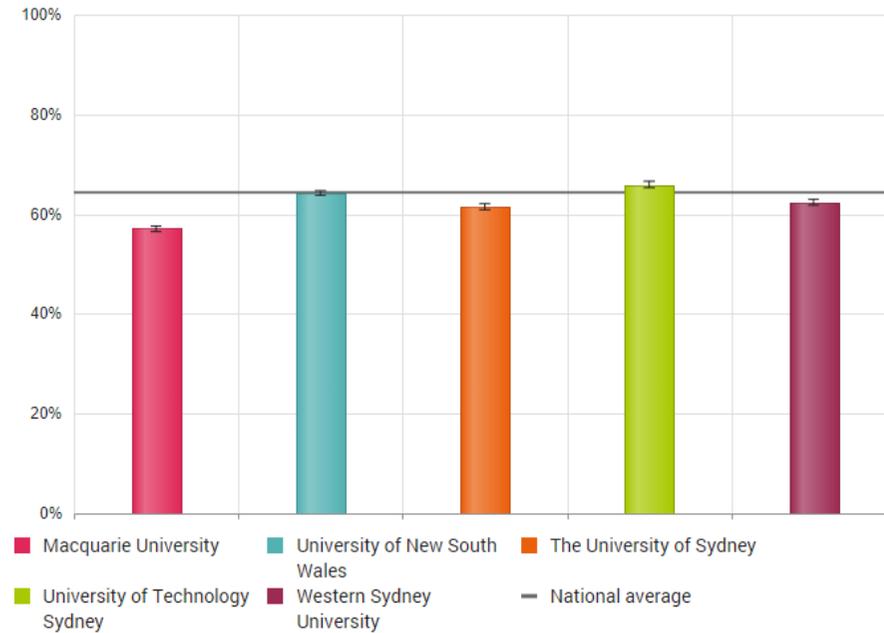
Data source: [Student Experience Survey 2016 and 2017](#)



The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Undergraduate

Learner engagement

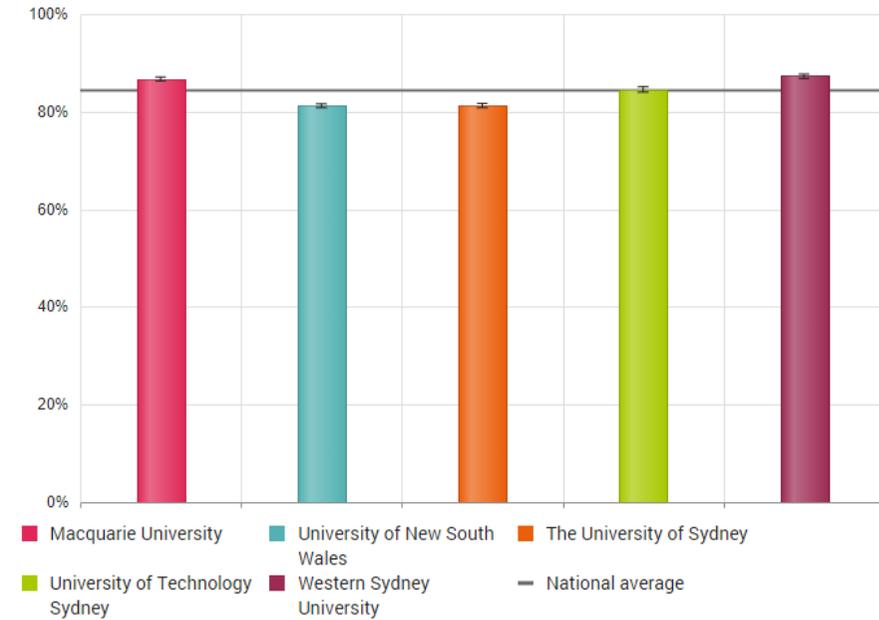


Data source: [Student Experience Survey 2016 and 2017](#)

 The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Undergraduate

Learning resources

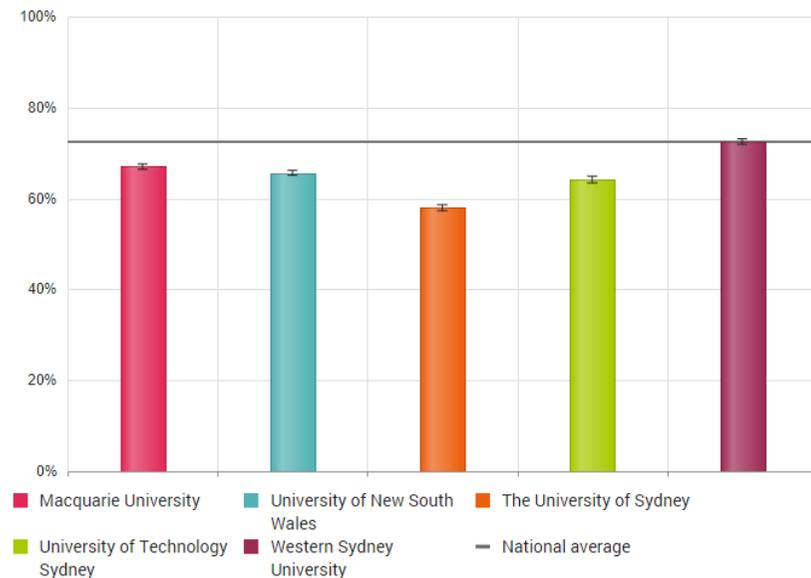


Data source: [Student Experience Survey 2016 and 2017](#)

 The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Undergraduate

Student support

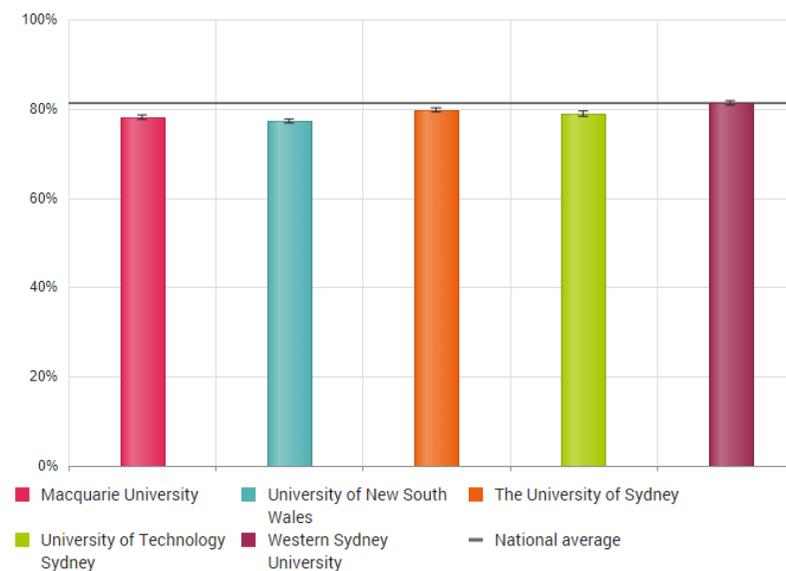


Data source: [Student Experience Survey 2016 and 2017](#)

 The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Undergraduate

Skills development



Data source: [Student Experience Survey 2016 and 2017](#)

 The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Western's Undergrad results

Those disciplines which fell below the average for student experience were:

Discipline results:

Computing & IT 68.1% (65.4% - 70.8%) compared to national average of 72.5% (514 responses) 4.4 percentage points difference

Prepared by Georgie Avard, Learning Transformations

Humanities, Culture & Social Services 79.3% (77.8% - 80.7%)	83% (534 responses)	3.7 percentage points difference
Law 76.8% (74.9% - 78.6%)	80% (930 responses)	3.2 percentage points difference
Medicine 79.3% (75.2% - 83.3%)	82.1% (135 responses)	2.8 percentage points difference
Psychology 81.2% (78.8% - 83.5%)	83.9% (409 responses)	2.7 percentage points difference
Teacher Education 76.1% (72.5% - 79.7%)	78.7% (197 responses)	2.6 percentage points difference
Social work 79.7% (77.0% - 82.3%)	82.2% (359 responses)	2.5 percentage points difference
Engineering 72.0% (69.3% - 74.7%)	74.2%(497 responses)	2.2 percentage points difference
Communications 78.6% (75.3% - 81.8%)	80.6% (294 responses)	2.0 percentage points difference
Science and Maths 80.2% (78.9% - 81.6%)	81.6% (1341 responses)	1.4 percentage points difference
Rehabilitation 86.6% (84.5% - 88.8%)	87.3% (337 responses)	0.7 percentage points difference
Agriculture & Environmental Studies 81.2% (76.4% - 85.9%)	81.8 (85 responses)	0.6 percentage points difference
Business & Management 76.5% (75.0% - 78.0%)	76.9% (1611 responses)	0.4 percentage points difference
Nursing 76.0% (74.5% - 77.4%)	76.4% (1610 responses)	0.4 percentage points difference

The following discipline areas had better student experience than the national average:

Health Services & Support

Tourism, Hospitality, Personal Services, Sport & Recreation

Architecture & Building

Creative arts

Postgrad results:

Across the nation , we are performing very poorly with Postgrad students.

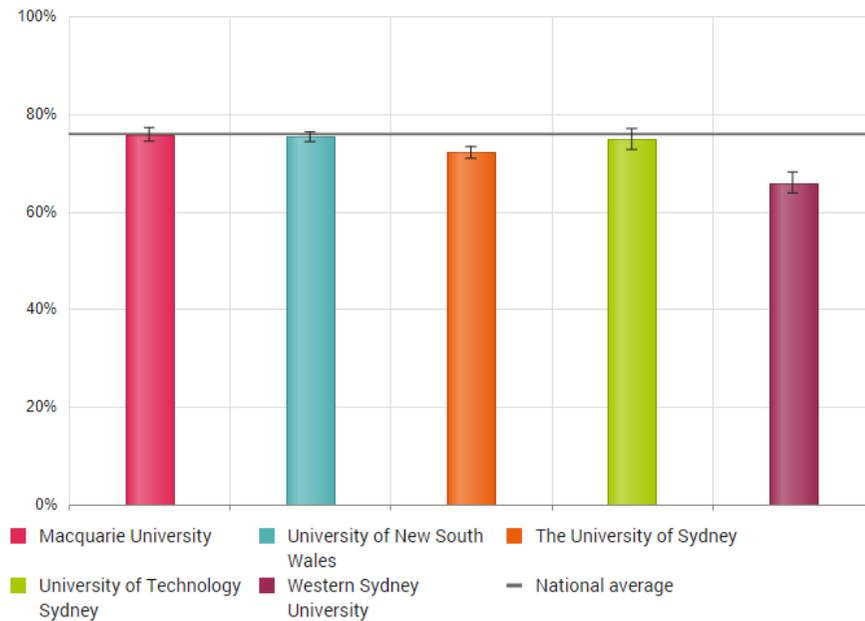
Overall student experience:

65.9% (63.8% - 68.1%) compared to national average of 75.6% (907 responses) 9.7 percentage points difference

When compared to our main city competitors, we are also performing poorly. Our teaching quality is the main aspect that let's us down.

Student Experience - Postgraduate Coursework

Overall quality of educational experience ⓘ

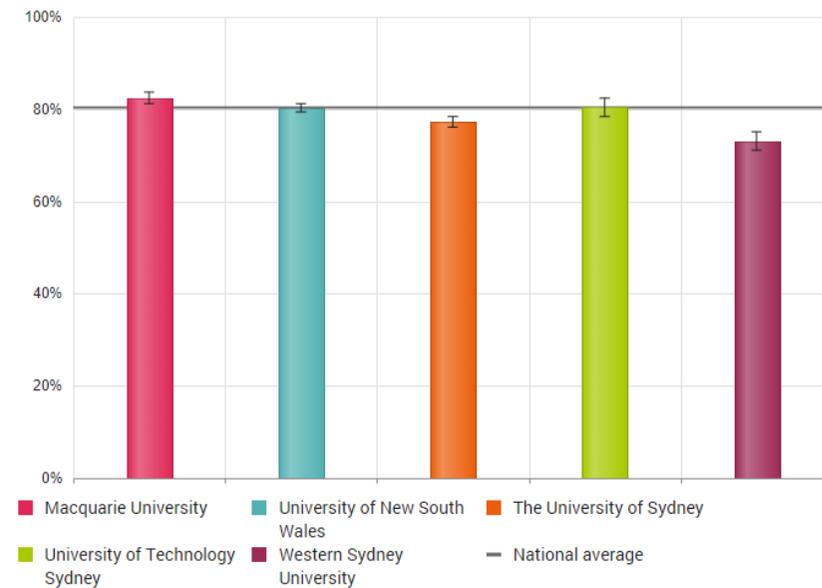


Data source: [Student Experience Survey 2016 and 2017](#)

The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Postgraduate Coursework

Teaching quality ⓘ

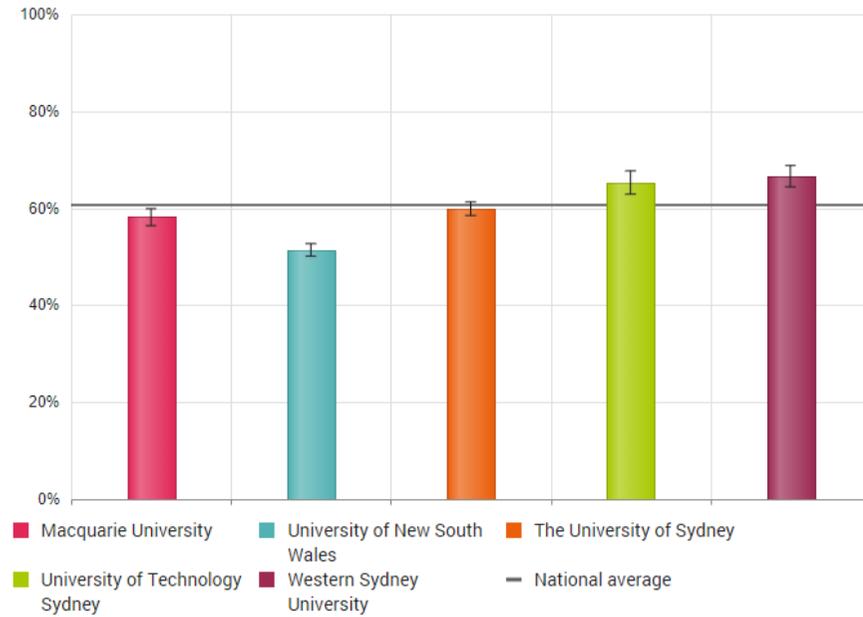


Data source: [Student Experience Survey 2016 and 2017](#)

The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

Student Experience - Postgraduate Coursework

Learner engagement ⓘ

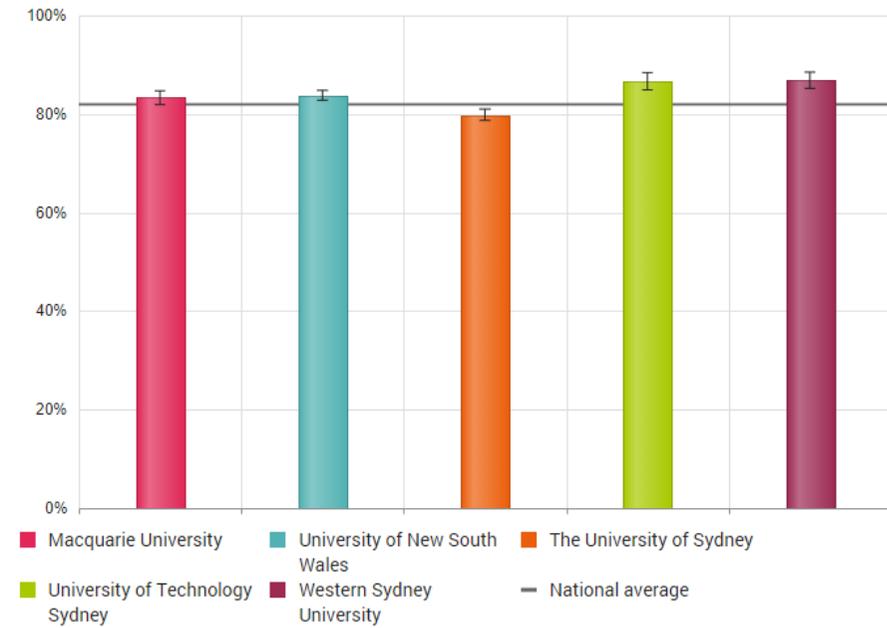


Data source: [Student Experience Survey 2016 and 2017](#)

 The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)

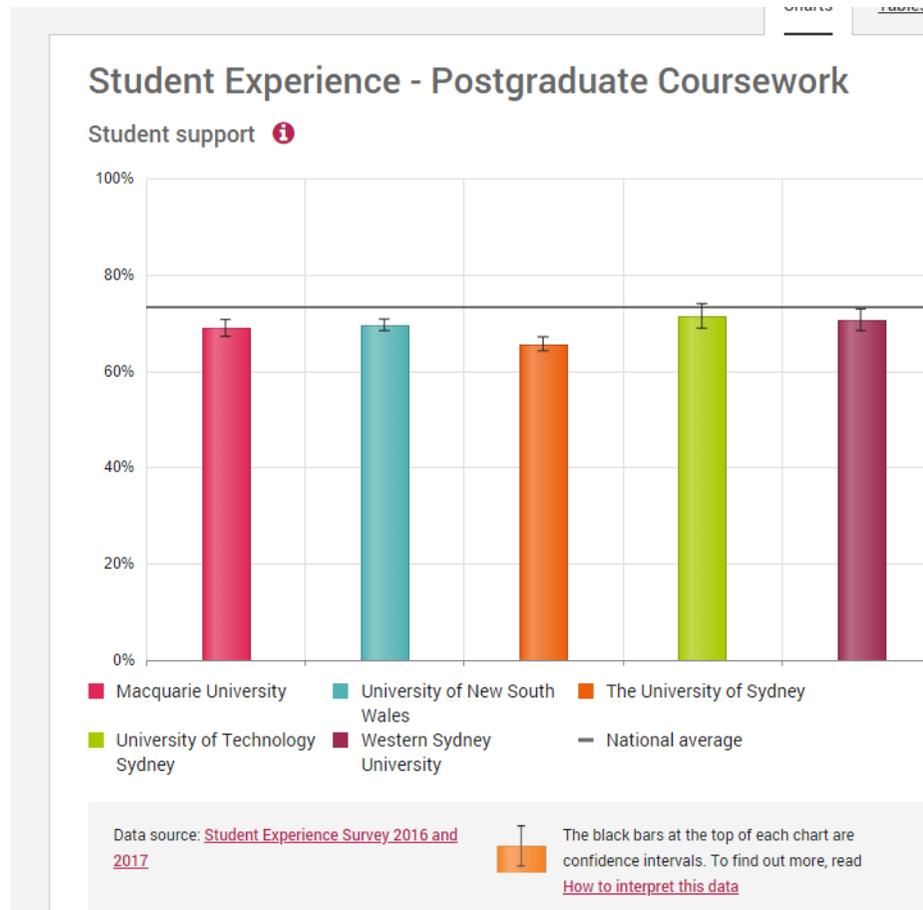
Student Experience - Postgraduate Coursework

Learning resources ⓘ



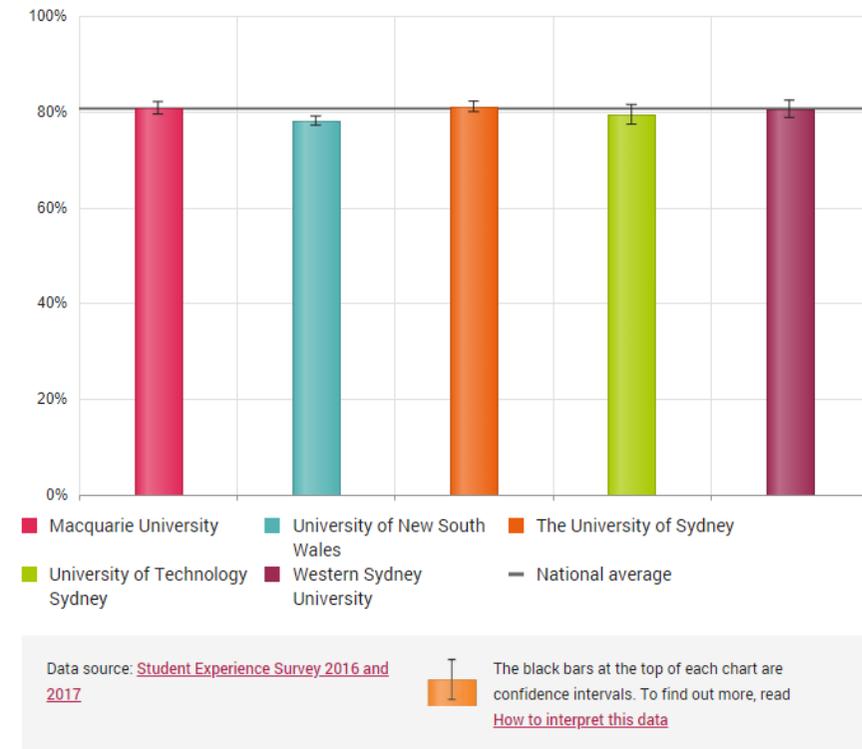
Data source: [Student Experience Survey 2016 and 2017](#)

 The black bars at the top of each chart are confidence intervals. To find out more, read [How to interpret this data](#)



Student Experience - Postgraduate Coursework

Skills development ⓘ



Western's Postgrad results:

Discipline results:

Social work 54.7% (47.4% - 62.0%)

73.0% (64 responses) 18.3 percentage points difference

Prepared by Georgie Avard, Learning Transformations

Psychology 60.0% (52.6% - 67.4%)	77.1% (70 responses)	17.1 percentage points difference
Health and support services 68.0% (60.5% - 75.5%)	80.0% (75 responses)	12 percentage points difference
Humanities, Culture and Social sciences 75.0% (64.3% - 85.7%)	84.7% (28 responses)	9.7 percentage points difference
Teacher Education 63.6% (60.1% - 67.1%)	72.7% (368 responses)	9.1 percentage points difference
Nursing 67.7% (59.6% - 75.8%)	74.7 (65 responses)	7.0 percentage points difference
Business and management 68.8% (62.1% - 75.4%)	75.2% (80 responses)	6.4 percentage points difference
Creative Arts 75.0% (65.9% - 84.1%)	76.3% (40 responses)	1.3 percentage points difference
Computing and Information systems 74.1% (62.3% - 85.9%)	75.2% (27 responses)	1.1 percentage points difference

The following discipline had better student experience results better

Computing and Information systems

All other disciplines had no or low survey numbers.

I have highlighted the following findings from the QILT report that is related to T&R:

Undergrad

- 20 per cent of undergraduates indicated that they had considered leaving, (2 percentage points higher than the previous year)
- Undergraduate students who reported low grades were most likely to have considered early departure, including around 31 per cent of those with grades between 50 and 59 per cent and nearly half of those averaging below 50 per cent.
- Other data re considering leaving uni: Undergraduate Indigenous students (29 per cent); students with a disability (28 per cent); older students (22 per cent for those between 25 and 39 years of age and 24 per cent for those aged 40 years and over).

Prepared by Georgie Avar, Learning Transformations

- Students from low socio-economic backgrounds were more likely
- to have considered leaving in 2017 by 4 percentage points
- The most common reasons given for undergraduate students considering early departure were health, or stress, difficulties relating to finances and workload, and study/life balance.
- the most common institutional factor indicated by students was that their expectations had not been met (23 per cent) and career prospects (19 per cent), which may indicate that further analysis of student expectations and the goals of their higher education experience would be beneficial in discussions around attrition and retention.

Postgrad

- The total percentage of students who indicated that they had considered leaving in 2017 was lower for postgraduate coursework students, at 18 per cent of respondents, compared with 20 per cent for undergraduates.
- Postgraduate coursework students who reported having a disability were also more likely to have considered leaving their institution than students who did not report having a disability by 12 percentage points.
- Students who spoke a language other than English as their main language at home were more likely to consider leaving their institution than those who spoke English at home by 5 percentage points.
- International students were considerably less likely to have considered early departure by 6 percentage points compared with domestic students.
- Students over forty years of age were more likely to have considered leaving than those under 25 by 7 percentage points, which may reflect increasing financial and care responsibilities of older students which can affect their study/life balance.
- those studying externally were 5 percentage points more likely than internal/mixed mode students to have considered early departure.
- Postgraduate coursework students whose previous university experience was at the current institution were more likely to have considered departure than those whose experience was at another institution by 3 percentage points and more likely than those who were new to higher education by 7 percentage points.

Prepared by Georgie Avard, Learning Transformations

- Those from low SES areas were more likely than those from high SES areas to have considered early departure by 5 percentage points, 24 per cent compared with 19 per cent respectively.
- postgraduate coursework students who reported achieving lower grades were much more likely to consider early departure than students achieving high grades. This is most apparent for students achieving a grade of less than 50 per cent, of whom 49 per cent considered early departure.
- The most common reasons for considering departure relate to health or stress (35 per cent), study/life balance (27 per cent), difficulties relating to workload (25 per cent), financial difficulties (21 per cent), the need to do paid work and paid work responsibilities (both 20 per cent).
- One area of difference between postgraduate coursework students and undergraduates is the proportion of those who indicated that their expectations were not met and quality concerns as reasons for early departure with 30 per cent and 22 per cent respectively compared with 23 per cent and 16 per cent for undergraduates indicating that further analysis among postgraduate coursework students of their goals and expectations would be beneficial in discussions around attrition and retention.