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

Learner engagement

- Macquarie University
- University of New South Wales
- The University of Sydney
- University of Technology Sydney
- National average

Student Experience - Undergraduate

Learning resources

- Macquarie University
- University of New South Wales
- The University of Sydney
- University of Technology Sydney
- Western Sydney University
- National average

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.
Prepared by Georgie Avard, Learning Transformations

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

**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.
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

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

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).
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.
• 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.