

Client Views of South West Regional College of TAFE

March 2009

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MANAGING DIRECTOR/GOVERNING COUNCIL CHAIR'S FOREWORD

The information contained in this report allows prospective students and other interested parties to make more informed assessments of the performance of the College.

Members of the community who require further information on the environment in which the College operates are invited to further explore our web site or contact the College on (08) 9780 7000.

In addition to the information contained in this report, the college has a range of performance information contained within its annual report. This is available on the web site of the College at this link; www.swrc.wa.edu.au.

We believe reporting the performance of our College is extremely important because it allows us to tell you how well we are performing and what is being achieved.



Wendy Burns
Managing Director

College Context

Covering an area of 23,970 square kilometres, the picturesque South West region of Western Australia currently has more than 146,000 people living in the region and with a growth rate higher than the national average, has one of the fastest growing populations of regional Western Australia.

The South West region continued to experience rapid growth in key industry sectors and particularly in the provision of housing, community infrastructure and services. The region has experienced a very low level of unemployment and continues to seek labour to fill new positions or vacancies created by movement of personnel to better paid roles. The demand for qualified tradespersons has been addressed by the College's strategic approach; the expansion of trades training, extension of training services to existing workers, and the development of pathway programs for school students.

The South West Regional College of TAFE services the South West region across its network of campuses in Bunbury, Busselton, Collie, Harvey, Manjimup and Margaret River and through agreements with regional Telecentres.

The College provides the facilities, expertise and resources required to offer high quality, vocational education for those seeking to embark upon a new career as well as those who are seeking to upgrade their skills or retrain for an alternative career. Industry relevant training enables graduates to gain portable qualifications in a wide range of disciplines that reflect the composition and employment needs of the regional economy.

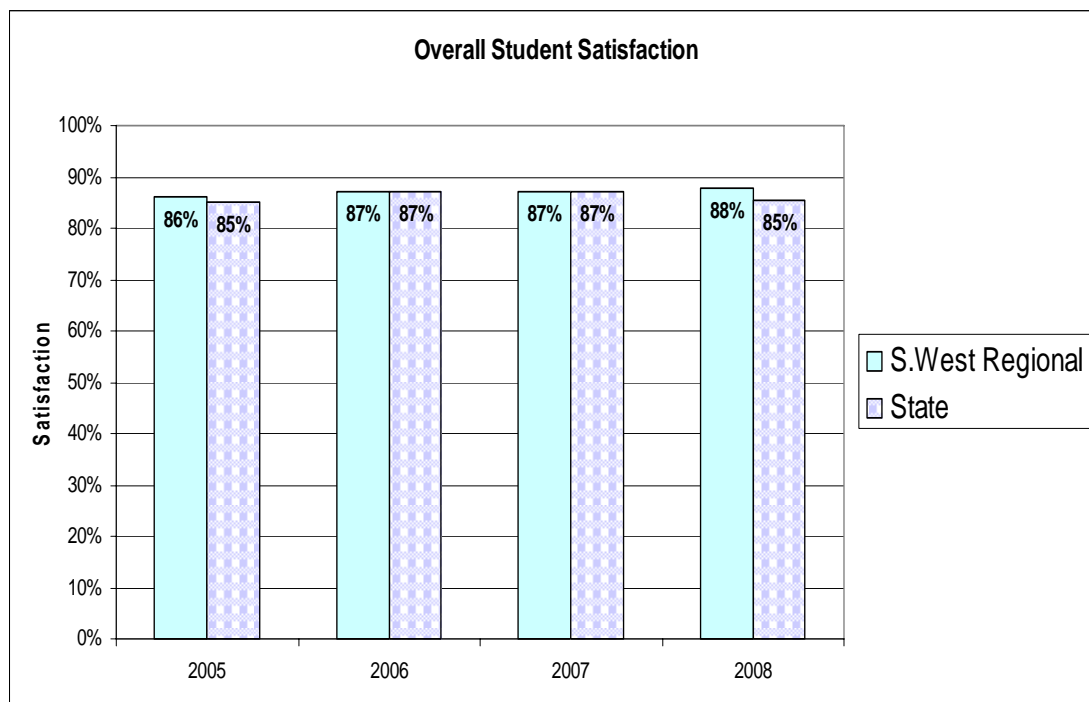
Reflecting the diversity of the region, the College offers some 240 qualifications covering a range of vocational occupations including art and design, applied science, building and construction, business management, commercial cookery, community services, education, child care, electrical studies, engineering, environmental studies, fashion, health and fitness, hospitality, metal trades, nursing, , occupational safety, surveying, tourism and viticulture.

The College makes use of its expertise and experience to provide additional training and value adding services on a full cost recovery basis, focusing on delivery of quality, specialised training, and complementing the activity of the small but active private provider sector, in what is a thin training market for many vocations. Our key commercial activities are based within the resources sector, particularly processing and maintenance as well as the community services and health sector.

Overall student satisfaction

Students are asked to respond to the question, "Overall, how satisfied were you with your course?" A five point scale ranging from 'very dissatisfied' to 'very satisfied' was used.

The following graph shows the proportion of respondents who were either very satisfied or satisfied with the overall aspects of their courses.



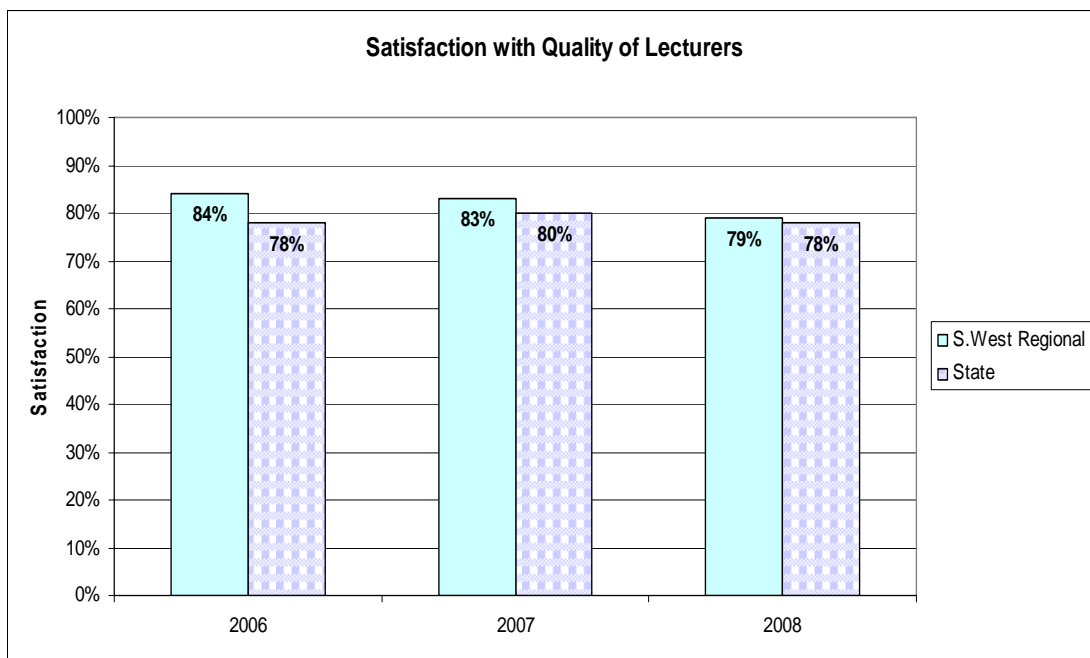
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2005, 2006, 2007 and 2008.

Student satisfaction with quality of lecturers

Students were asked to respond to the question, "Please rate how satisfied you are with the quality of lecturers".

A seven point scale was used, ranging from 'not all satisfied' to 'very satisfied'.

The following graph shows the proportion of respondents who were satisfied with the quality of lecturers.



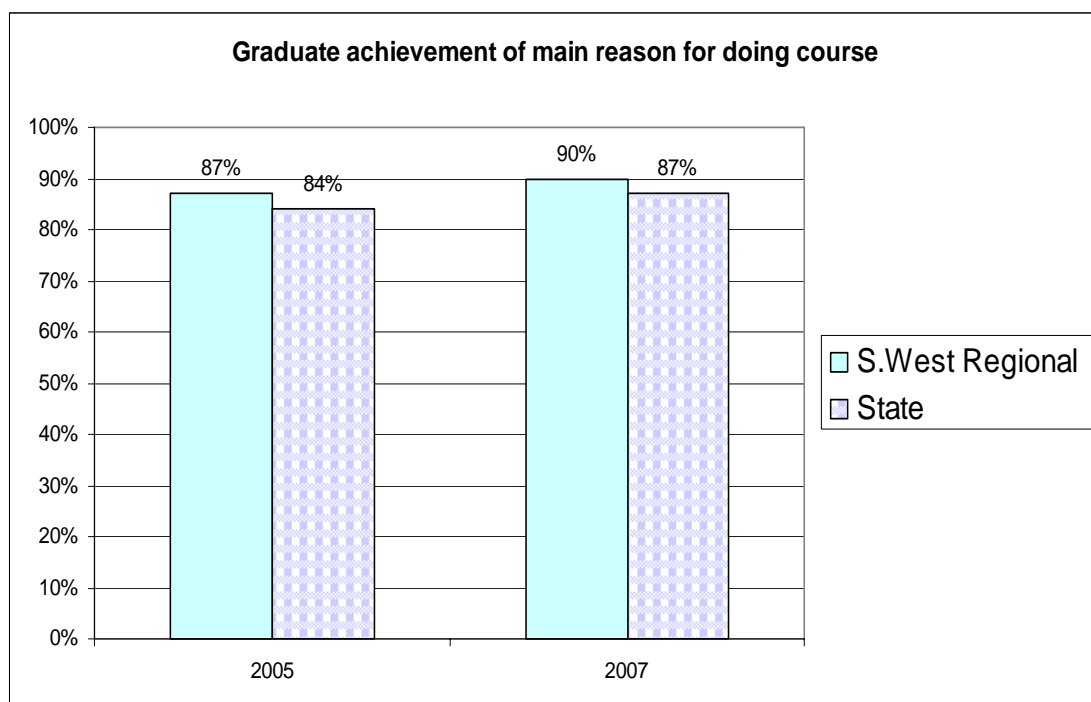
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2006, 2007 and 2008.

Note: This question was not asked in the 2005 survey.

Extent to which graduates achieved their main reason for study

Graduate achievement is defined as the number of TAFE graduates who indicated they had 'fully' or 'partly' achieved their main reason for doing their training, expressed as a percentage of the total number of TAFE graduates who responded to the question.

The graph below shows the proportion of graduates who achieved, either fully or partly, their main reason for undertaking their course.



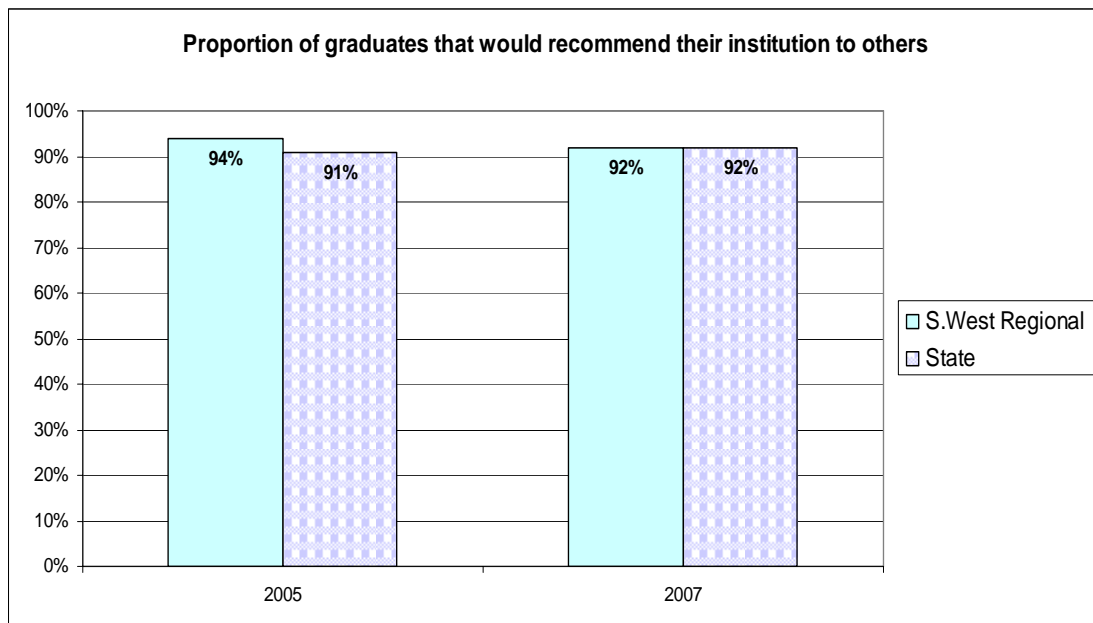
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

Proportion of graduates that would recommend their institution to others

Graduates were asked to respond to the following question. “Would you recommend the institution where you undertook the training to others?”

The following graph shows the proportion of respondents who stated “yes” they would recommend their institution to others.



Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

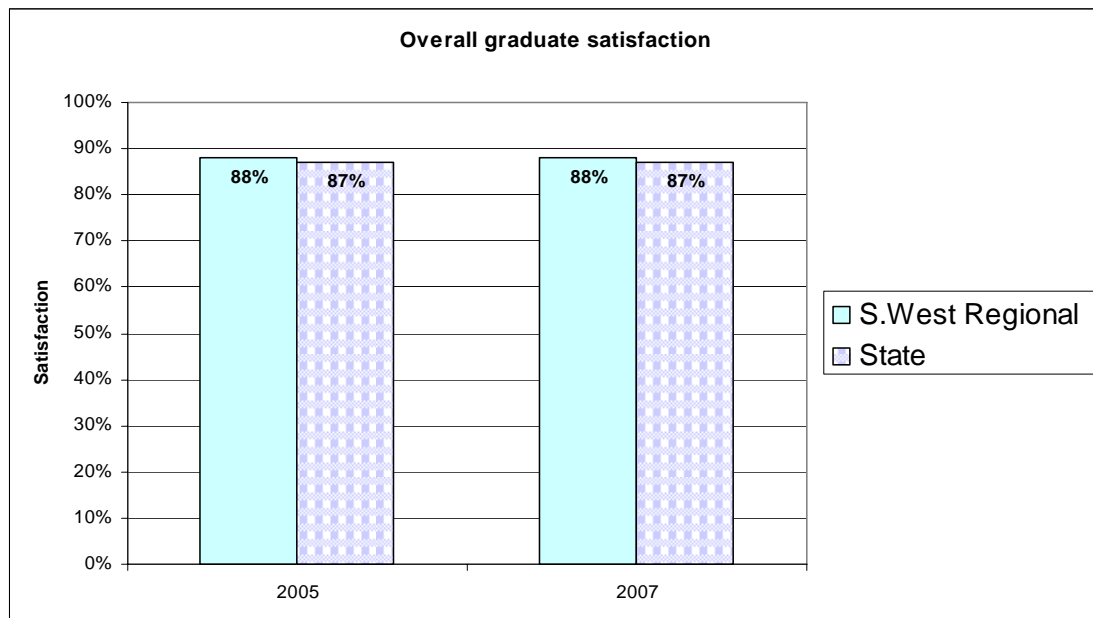
Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

Proportion of graduates satisfied with the overall aspects of their training

Graduates were asked, “How would you rate, on average, your satisfaction with the overall quality of the training?”

A seven point scale was used, ranging from ‘strongly disagree’ to ‘strongly agree’.

The graph below shows the proportion of graduates to agree that they were satisfied with the overall quality of their training.



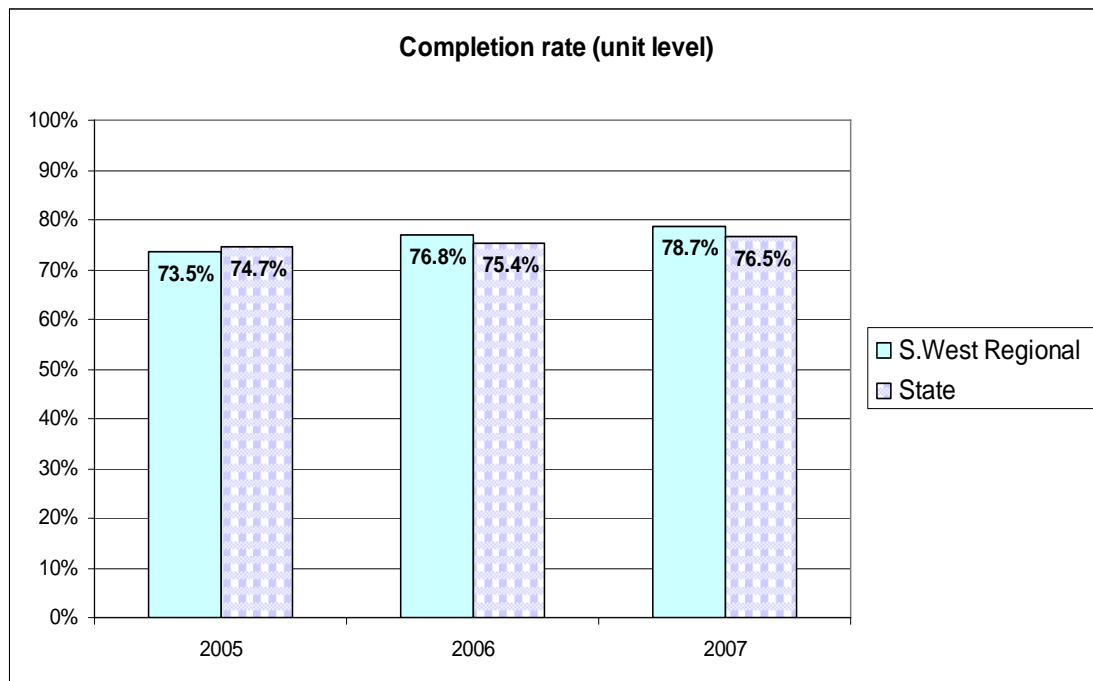
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

Completion rate (module level)

The completion rate provides an indication of the proportion of modules/units that were successfully completed by students. The successfully completed modules are assessed as 'passed' or 'no assessment, satisfactory completion of class hours' or 'status (or credit) granted through Recognition of Prior Learning'.

The graph directly below shows the proportion of modules/units that were successfully completed.



Source: Vocational education and training provider collection, Department of Education and Training

2008 TAFEWA Student Satisfaction Survey

Certificate I in Information Technology	I have thoroughly enjoyed going to TAFE as a mature age student. My lecturer has been great. It is something that I am glad that I have done. I enjoy Monday evenings, when my course comes around.
Certificate II in Information Technology	The location of the TAFE College next to Manjimup SHS was an excellent concept and the co-operation between the MSHS being aware of our TAFE as are all current MSHS students. As an older student with uni degrees, I feel I am in a position to compliment those responsible for achieving a highly successful TAFE campus, but please note: the need for growth of the campus needs to be factored in also.
Certificate in Business Administration	I have found the lecturers on this course to be very helpful and particularly understanding, especially when it came to fast tracking me in some of my units.
Certificate III in Carpentry (Housing)	Overall I was happy with my training at TAFE. The course was very flexible and any suggestions or questions I had were answered while attending my course. The course will definitely further my skills and employment options.
Certificate III in Engineering – Fabrication Trade	As a young person I really enjoy TAFE. It gives me time to be with people my own age and catch up at lunchtime with friends. Our lecturer in Metal Works is a top bloke and knows his stuff, and makes learning the trade interesting.
Certificate III in Teacher Assistant	Have been very satisfied with the quality of teaching as well as the flexibility of being able to complete the course during my chosen times with the assistance of my lecturer.
Certificate III in Teacher Assistant	My lecturer is fantastic, helps with all areas of our course, helps with questions, and makes it interesting and fun.
Certificate IV in Aged Care Work	This is my 2 nd year of study at Busselton TAFE. The lecturers, staff and other students couldn't have made my time there any more pleasant than it has been. Going back to study after about 25 years was hard to contemplate, but everyone has made it very rewarding.
Certificate IV in Business (Small Business Management)	The Certificate IV in Small Business Management at Margaret River Education Campus allowed me to balance my studies with my work, family, and sport commitments. Margaret River TAFE offers flexible courses, the staff, lecturers, administration and set up at the College is an asset the Margaret River Region. I have thoroughly enjoyed resuming my studies and I look forward to updating my work skills with the other courses being offered at Margaret River Education Campus.
Certificate IV in Financial Services (Accounting)	The administration assistant for the external studies section was very helpful and very efficient when enrolling in new subjects. I would always get my textbooks and assignments the very next day after phoning her.