

Client Views of Central West TAFE

March 2009



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MANAGING DIRECTOR FOREWORD

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

When using this report it is important to be aware that the performance indicators do not on their own give the full picture of a College's performance. In addition, the performance indicators show the differences between years across a selection of specific activities, but they do not explain why these differences have arisen.

Members of the community who require further information on the environment in which the College operates should contact us for more details.

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 the following link:

[About Central West TAFE](#)

We believe reporting the performance of our College valuable in informing our clients as to you how well we are performing and what is being achieved.

Regards



Bert Beevers
Managing Director
Central West TAFE

COMMENTS ON PERFORMANCE INDICATORS

Central West TAFE is the leading provider of vocational education and training in the Central West region of Western Australia. The College services this vast region through major campuses located in Geraldton, Carnarvon and Exmouth and services delivered throughout the region facilitated by mobile training facilities and partnerships with community stakeholders. The College works with individuals, industry and community stakeholders to identify, develop and implement a range of high quality training and assessment services that meet the training and skills requirements of industry and the aspirations of individuals, families and communities.

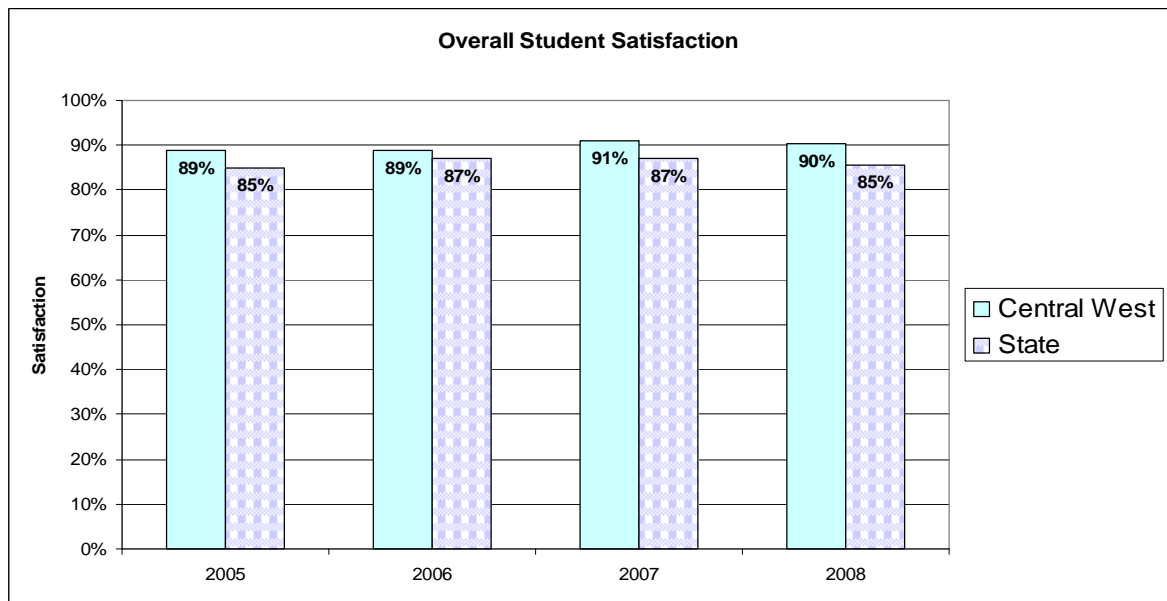
Central West TAFE has responded to the challenges of delivering high quality vocational education and training (VET) programs and services in a dynamic environment. The consistently high client satisfaction as presented in this report is a clear demonstration of this achievement. The College services clients from all areas of the region utilising a range of innovative and flexible delivery methods that have increased and improved client access to programs both on and off campus. Increasingly training delivery and assessment is being conducted in flexible ways including in the workplace, through recognition of prior learning, and community based training projects.

The College is also focused on developing initiatives that support the empowerment of Indigenous Australians, provide opportunities for people with disabilities to sample TAFE life and training and enhance the learning opportunities for people from culturally and linguistically diverse backgrounds. Students from diverse backgrounds have many reasons for undertaking training one of which may be to attain a range of skills or a full qualification however often the greatest achievement is participation. The completion rates on page nine should be read with this in mind.

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.



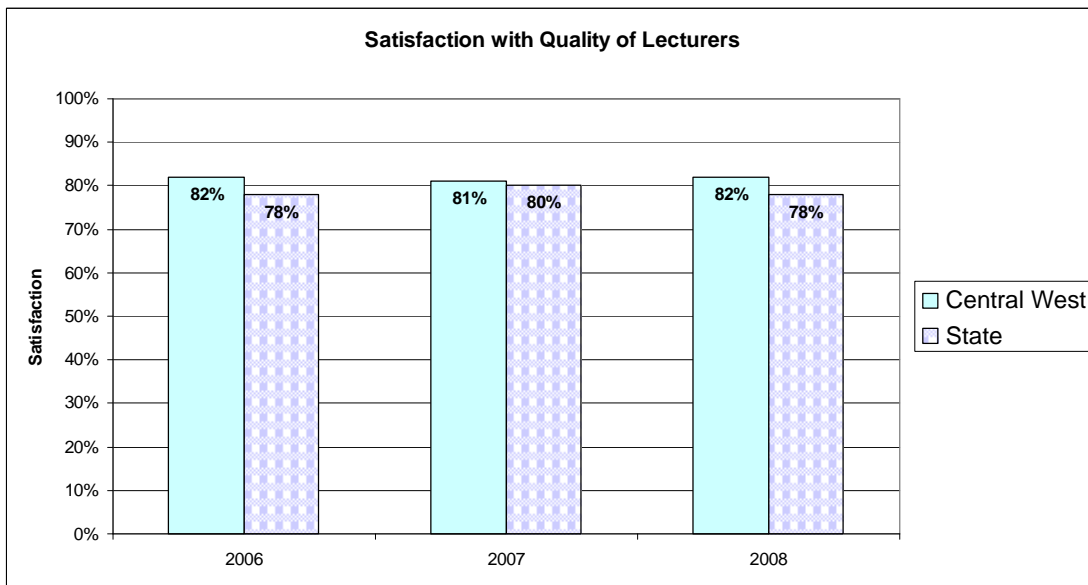
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2005, 2006, 2007 and 2008.

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.



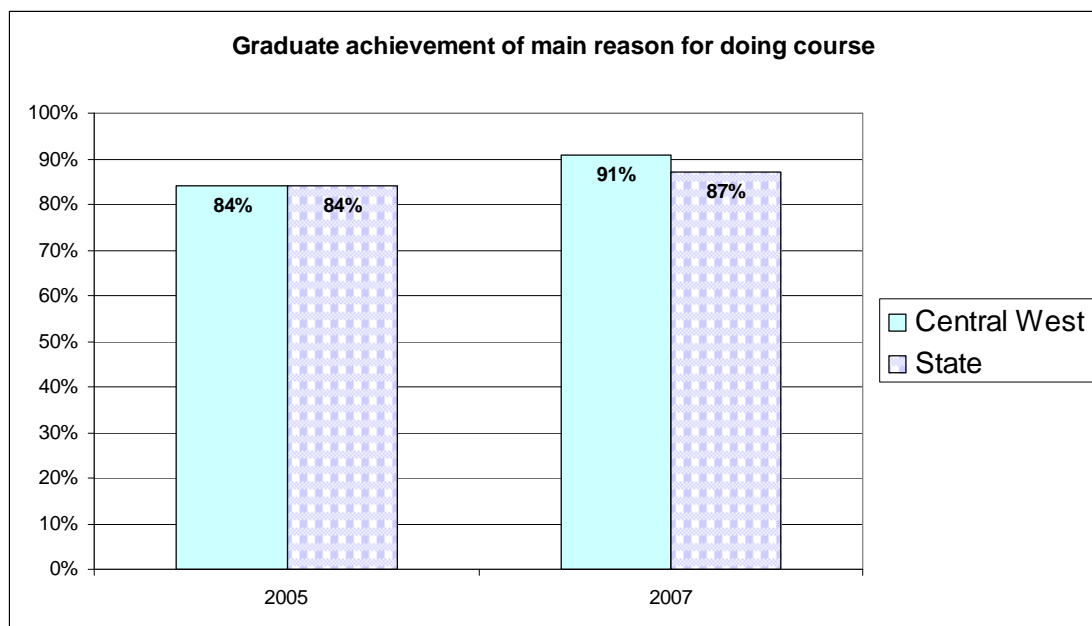
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2006, 2007 and 2008.

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.



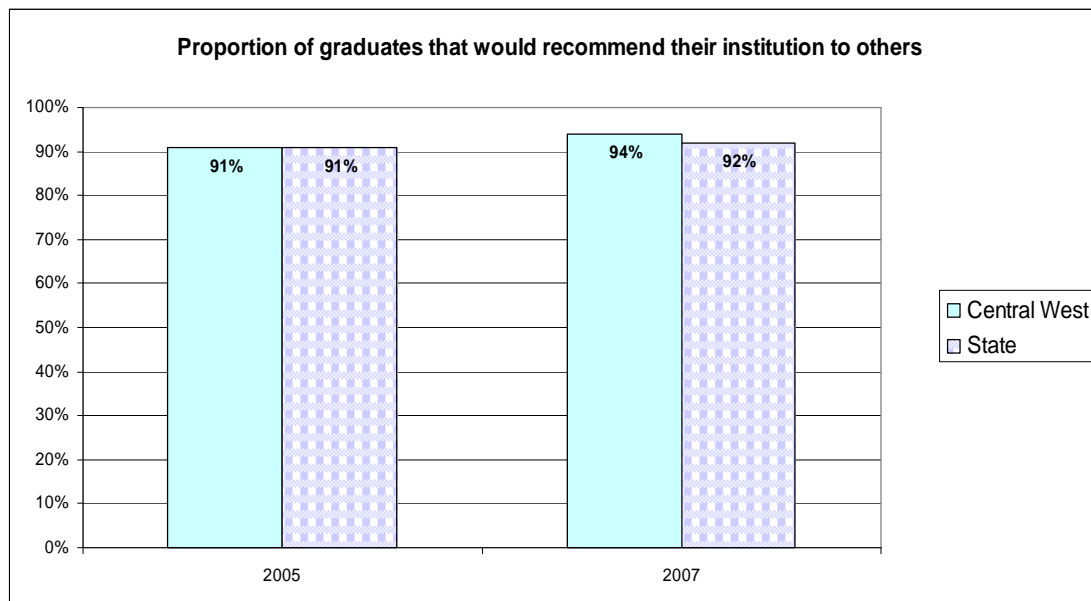
Source: *Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.*

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.

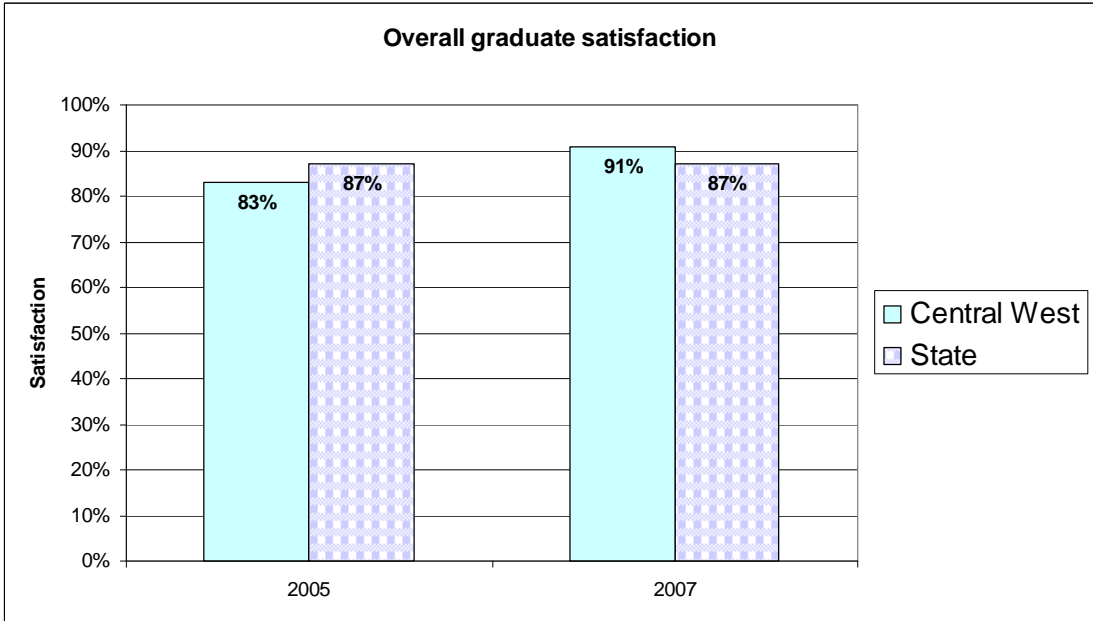
Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

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.



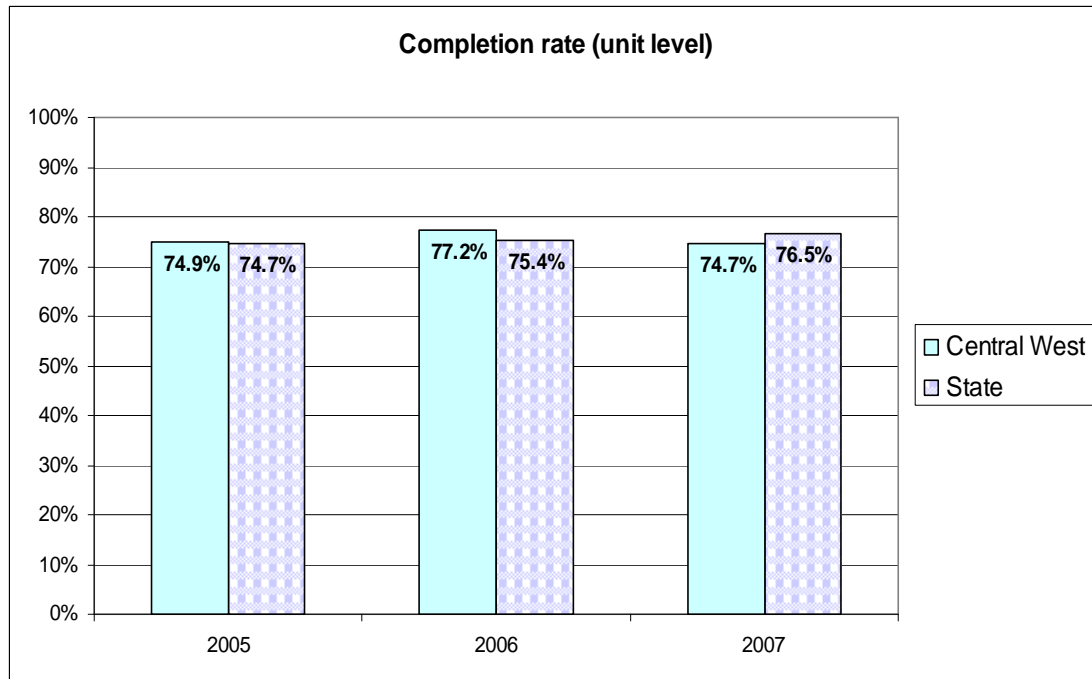
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

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