

Client Views of Pilbara TAFE

March 2009

TABLE OF CONTENTS

	<u>Page Number</u>
Managing Director's/Governing Council Chair's Foreword	1
College's comments on performance indicators	2
<u>Performance Indicators</u>	
Overall student satisfaction	3
Student satisfaction with quality of lecturers	4
Extent to which graduates achieved main reason for study	5
Proportion of graduates that would recommend their institution to others	6
Proportion of graduates satisfied with overall aspects of their training	7
Completion rate	8

MANAGING DIRECTOR'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.

When using this report it is important to note 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 this link:

www.pilbaratafe.wa.edu.au/about/annual-reports.asp

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.

Dr Barry McKnight
Managing Director

04 March 2009

College's comments on performance indicators

Pilbara TAFE is the largest training provider in the North West of Western Australia, with 6375 students. The college offers 169 courses, ranging from traditional trades through to Business and Information Technology, Hospitality and Childcare.

In 2008, the college recorded 33,595 modular enrolments and achieved 725,043 profile contact hours, with a total SCH of 900,211.

Located in a region spanning more than 500,000 square kilometres, Pilbara TAFE has campuses in Karratha, Hedland, Pundulmurra, Minurmarghali Mia, Newman and Tom Price, as well as training access centres in Pannawonica, Onslow, Paraburdoo and Jigalong.

The College provides students with the opportunity to learn in a variety of formats, through self-paced, flexible, face-to-face and on-line delivery across its campuses.

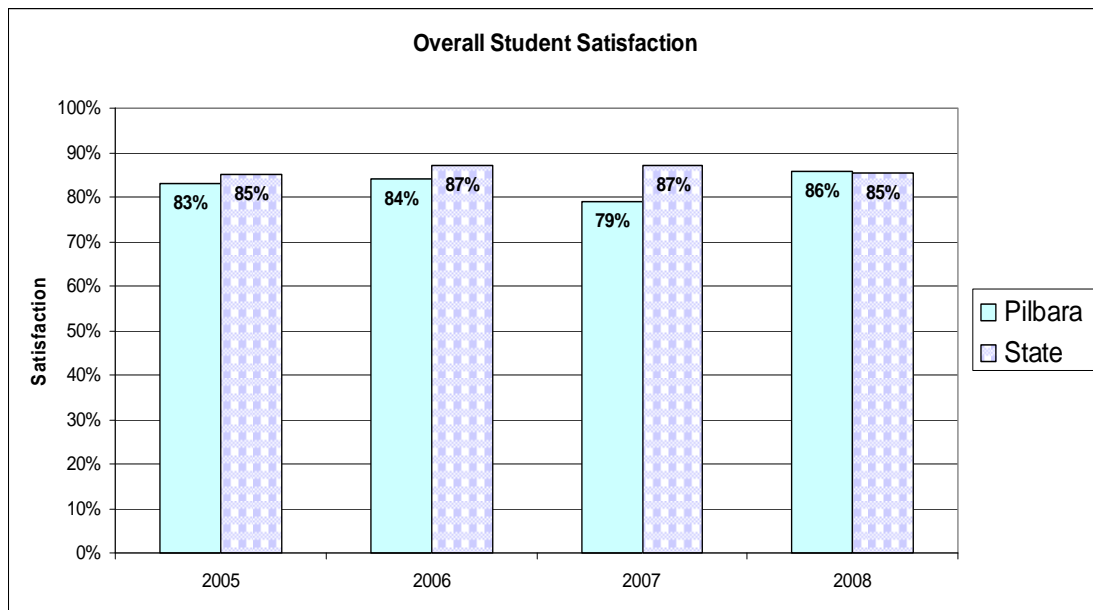
The number of young students (15-29) in all courses has increased from 2237 in 2007 to 2886 in 2008, making up 45% of the student population. At the same time, the number of students in the 26-60 age group has increased slightly from 2007 to 2008, now making up 53% of the total population. Student numbers in the +60 demographic have stayed the same at 2% of the population.

In terms of access and equity, 35% of the student population is female, while 21% is Indigenous.

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.



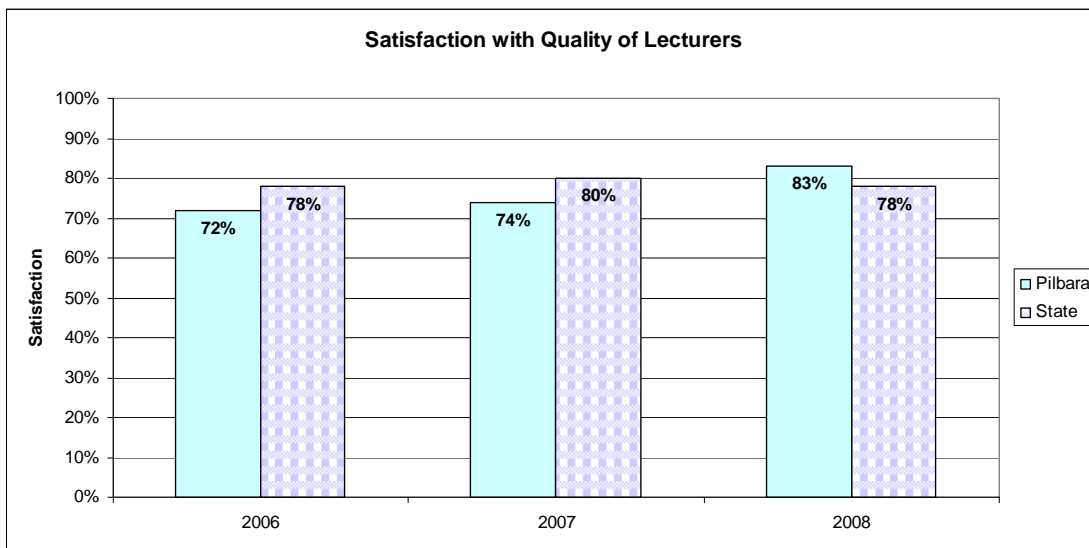
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2005, 2006, 2007 and 2008.

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.



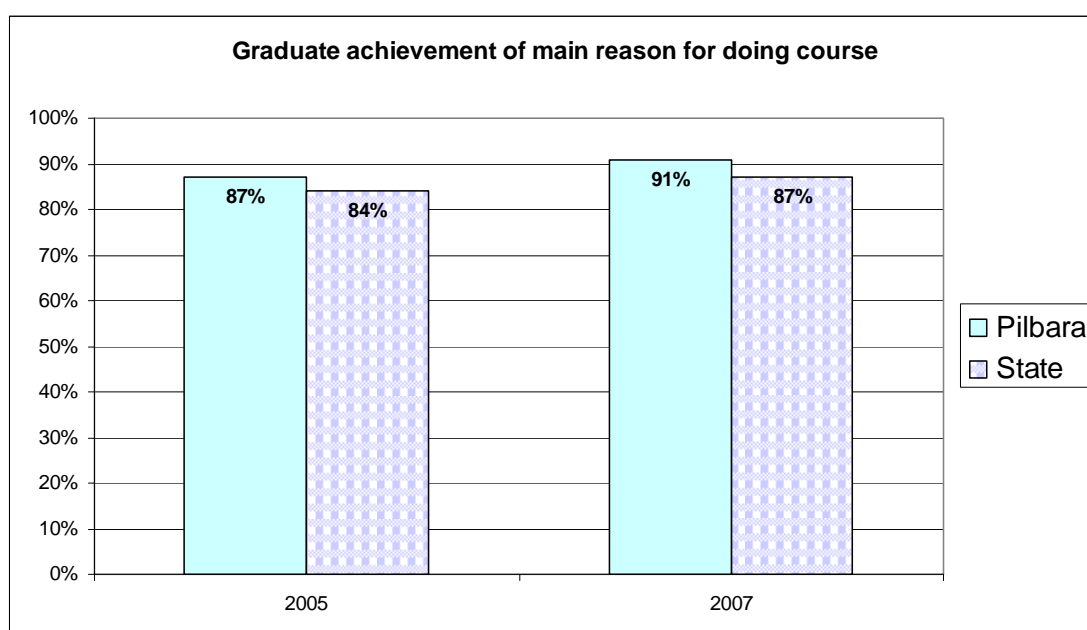
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2006, 2007 and 2008.

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.



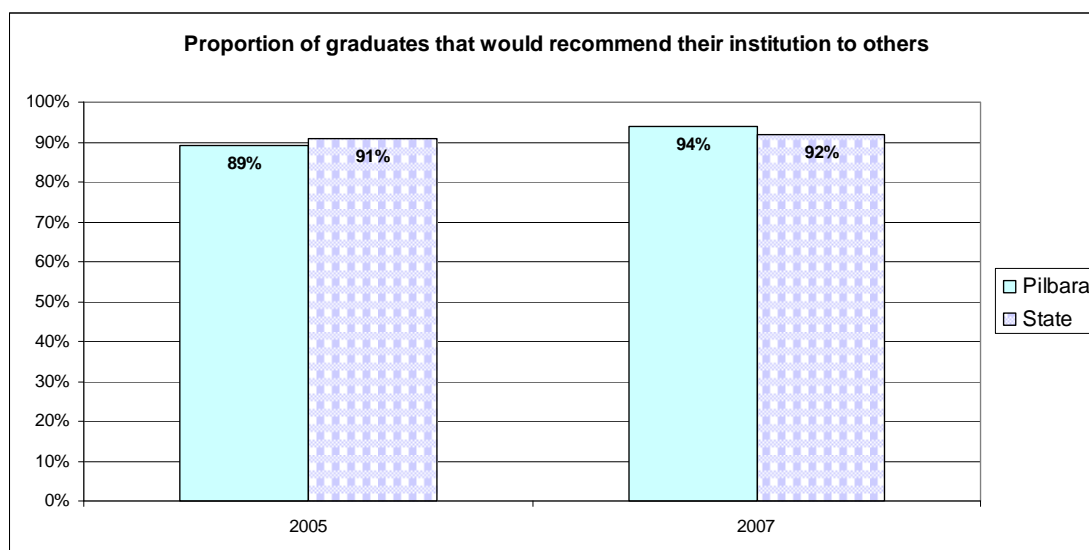
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

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.*

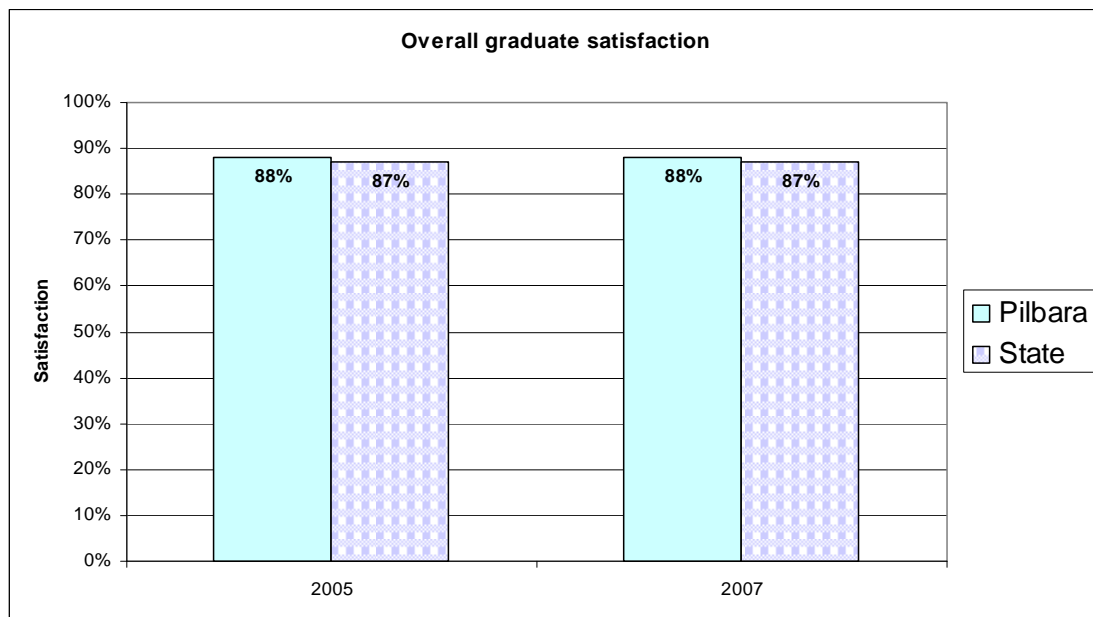
Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

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.



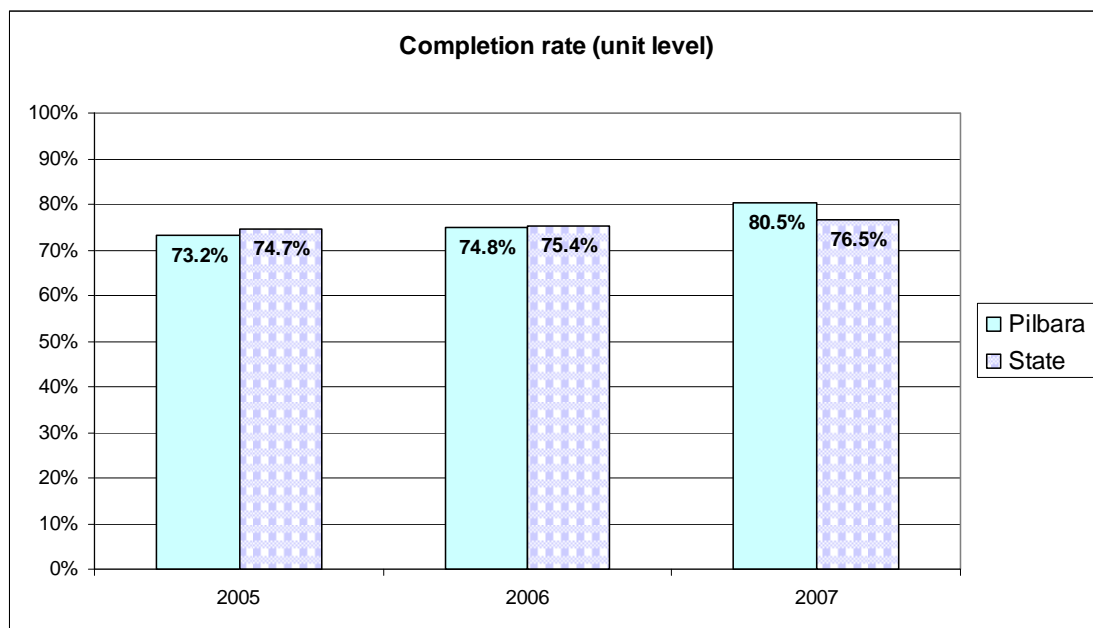
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

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