

Vocational Training
& Education Centre



Student Views of Curtin Vocational Training and Education Centre

March 2009

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DIRECTOR'S FOREWORD

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

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.

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. A big thank you to all students who took the time to complete the student satisfaction survey that provided us with this information.

A handwritten signature in cursive script that reads "Lyn Farrell". The signature is written in black ink and is positioned to the left of the printed name.

Lyn Farrell
Director

College's comments on performance indicators

Please take into account the following information on VTEC student numbers when reading the report.

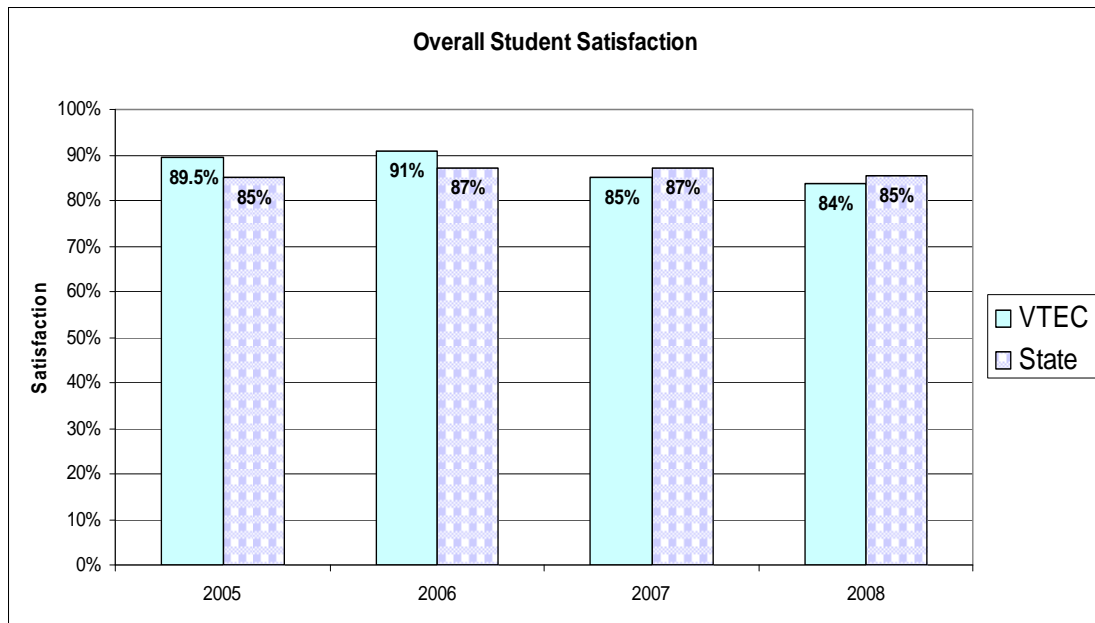
In the 2008 academic year, the following demographics were enrolled at Curtin VTEC:

- 2,080 students
- 16783 course enrolments
- 478,644 hours of training
- 108 courses
- 10 campuses and centres
- 44% of students are female
- 11.6% are Indigenous
- 62.2% are aged 15 to 24 years
- 15.7% are aged 40 years and over

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.



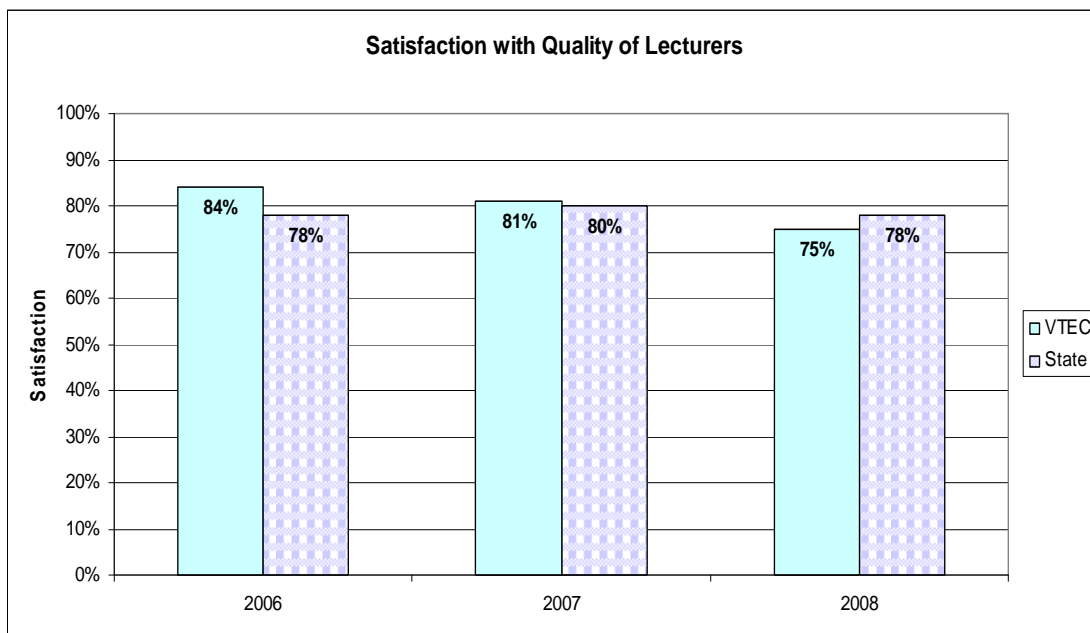
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2005, 2006, 2007 and 2008.

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.



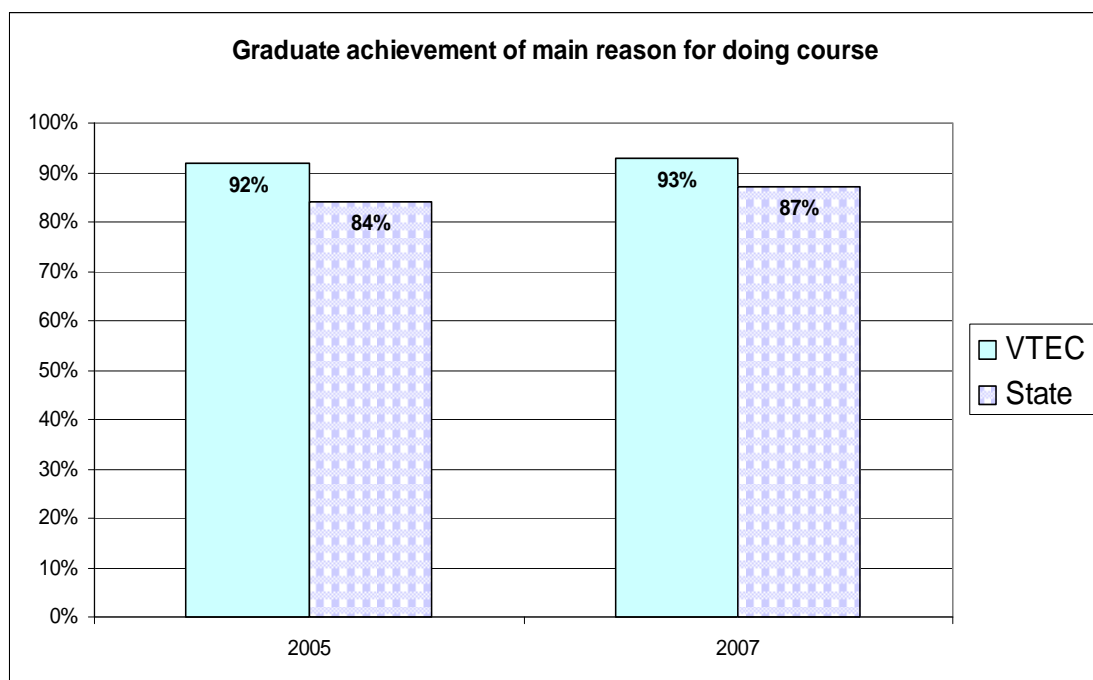
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2006, 2007 and 2008.

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.



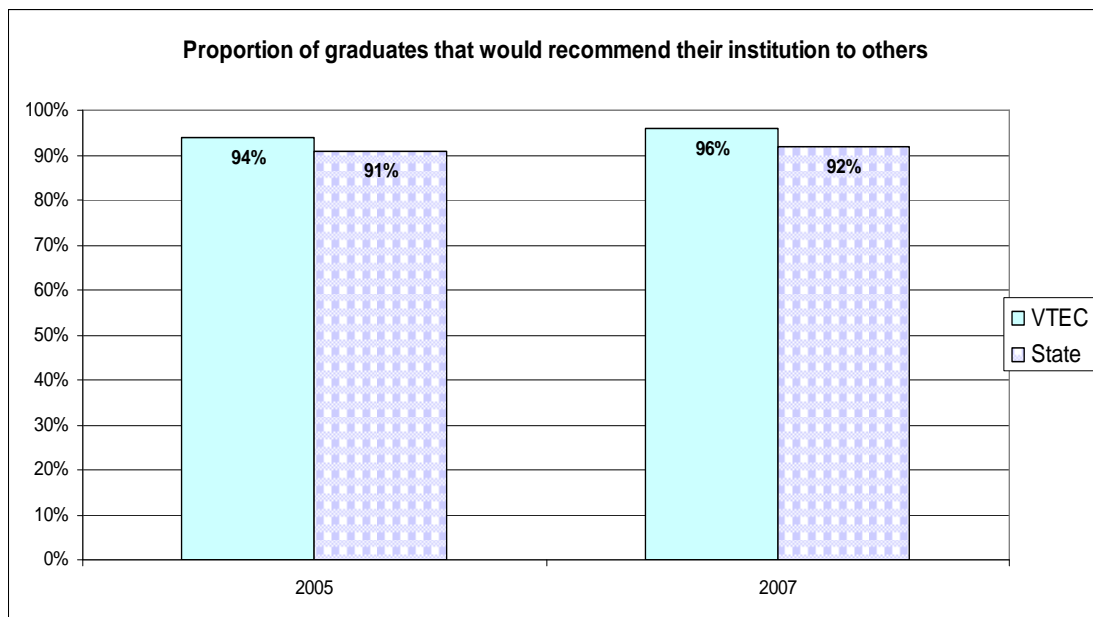
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

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.

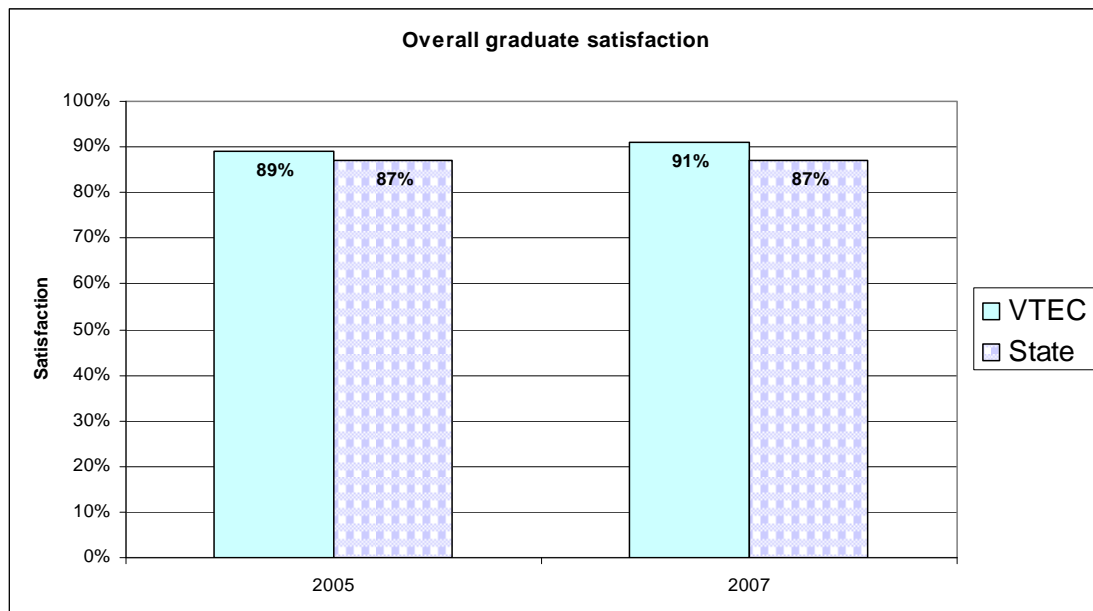
Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

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.



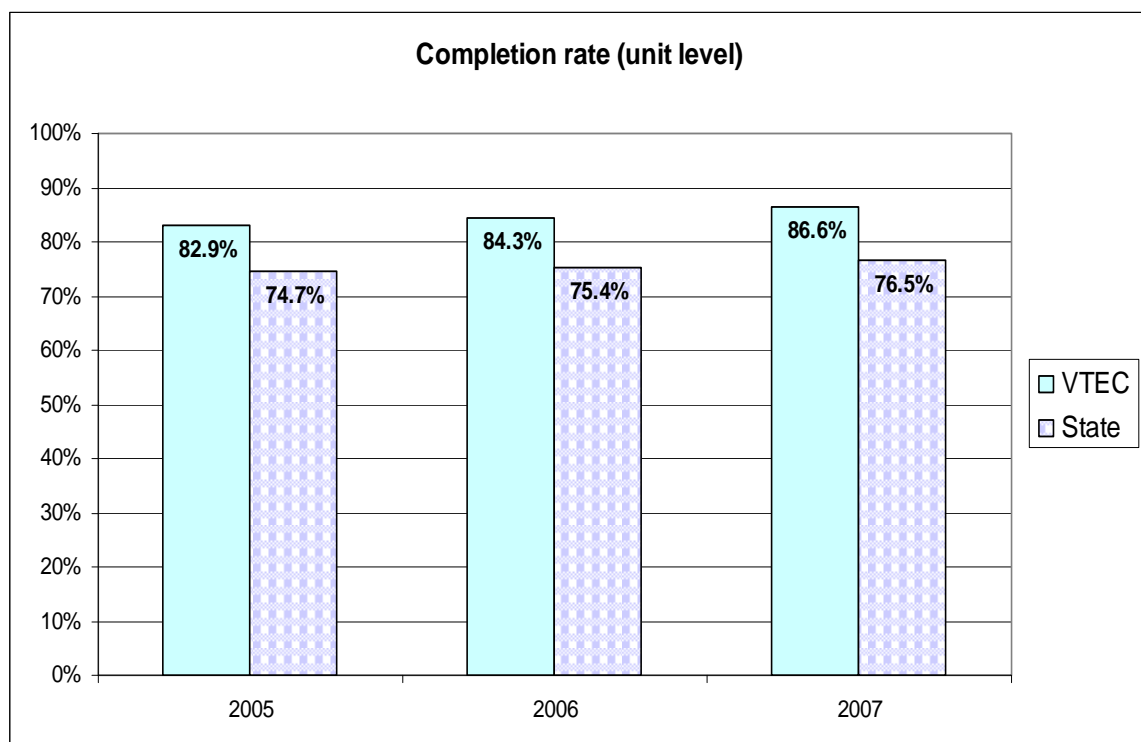
Source: *Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.*

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