

Client Views of Kimberley 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.

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 this link; www.kimberley.tafe.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.



Signed by
Robert Stratton
A/Managing Director
Kimberley TAFE

College's comments on performance indicators

Kimberley TAFE (the College) was established in 1994 with the amalgamation of a number of existing regional TAFE centres in the Kimberley. It is the main provider of vocational education and training in the Kimberley region of Western Australia responding to the challenges of meeting the needs of a remote and very diverse regional area.

The Kimberley region is a vast area of very hostile terrain; this could be considered to present some of the most difficult conditions in which to provide quality training in Western Australia. Our clientele range from very affluent industries to extremely poor groups of people living in very isolated communities who have been essentially disenfranchised from the benefits of mainstream Australia.

The disadvantaged position of the Aboriginal population is well documented, with high mortality rates, high unemployment rates, low numeracy and literacy levels and low education participation and retention rates.

The size and undeveloped nature of the area, the distance between centres of population and the distance from Perth coupled with the sparseness of the population are all factors that combine to present a challenge to the College. However, this challenge also presents the College with the potential to develop and implement a range of training and skills recognition services suitable to the region.

The College consults and works with a large cross section of the community to identify, develop and implement quality training that has a genuine impact on the social, economic, and environmental well being of the region, whilst endeavouring to empower the people living and working in the Kimberley. Stakeholders who have been consulted range from large and small businesses, such as Argyle Diamond Mine and individual retailers, to government instrumentalities, Indigenous communities and individuals.

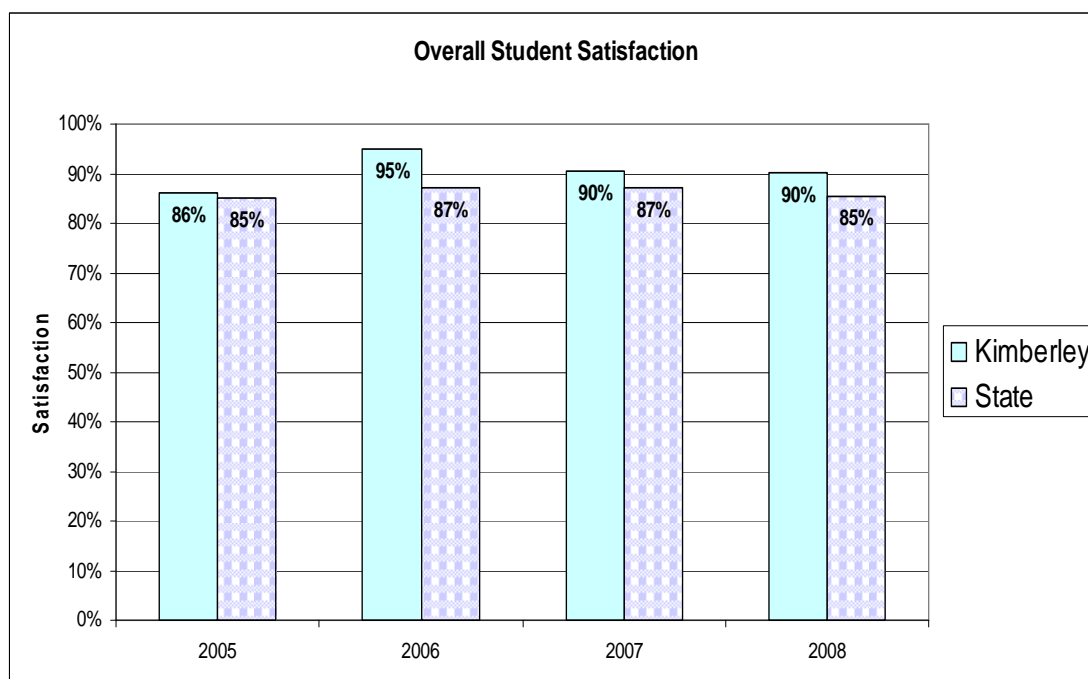
College Statistics

422,000 square kilometres to cover
7 Campuses and Centres in the Kimberley.
Head Office located in Kununurra
432,765 Student Curriculum Hours delivered in 2008
Over 130 Qualifications on the Colleges scope of delivery
41% of students were female in 2008
59% of students were male in 2008
27% were aged 15 to 24 years in 2008
32% were aged 40 years and over in 2008
89% were Indigenous in 2008
11% were non-Indigenous in 2008

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.



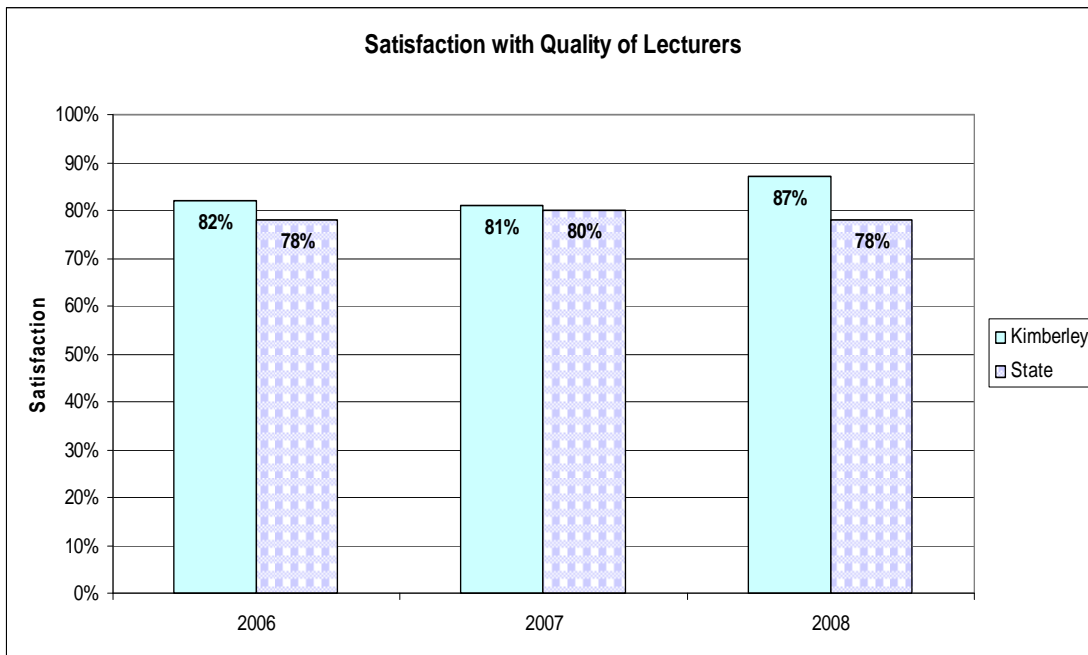
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2005, 2006, 2007 and 2008.

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.



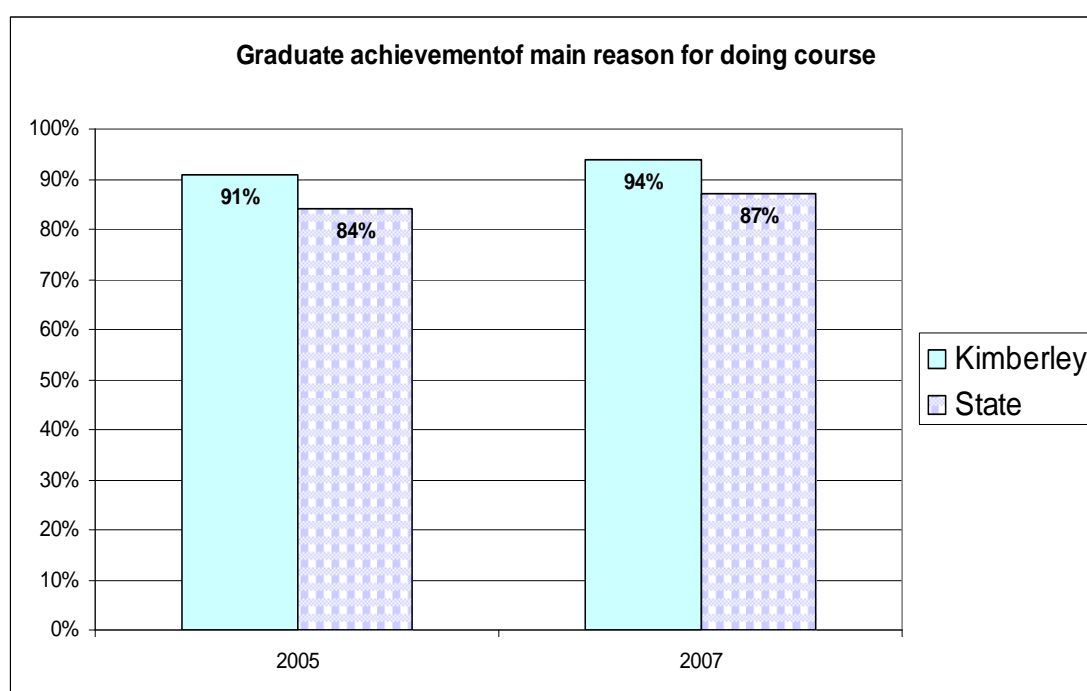
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2006, 2007 and 2008.

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.



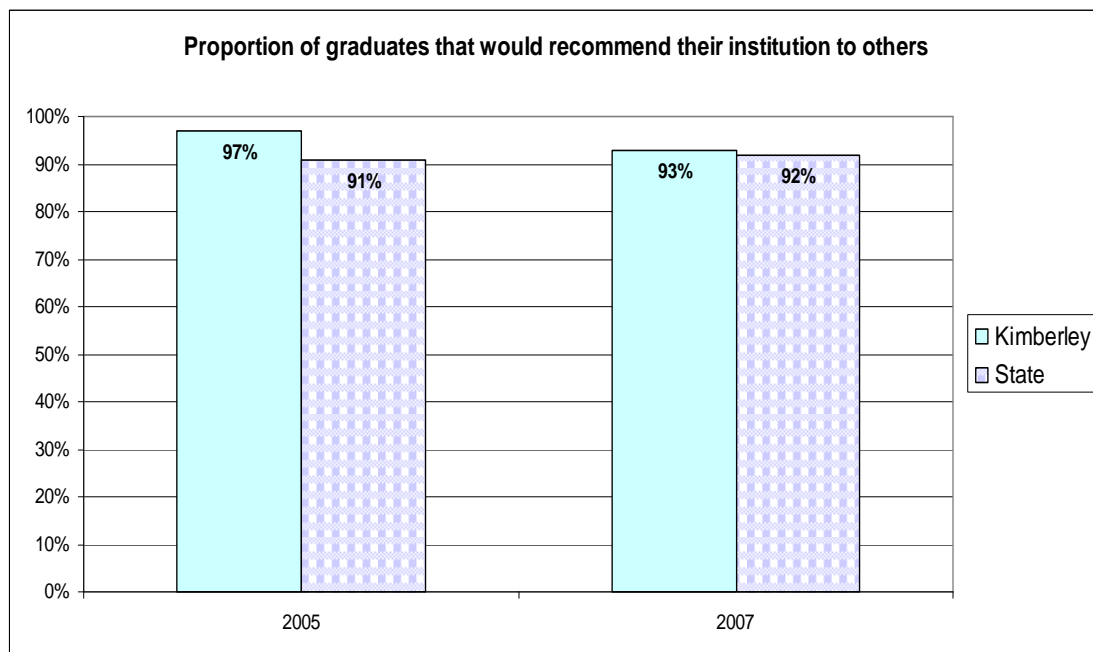
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

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.*

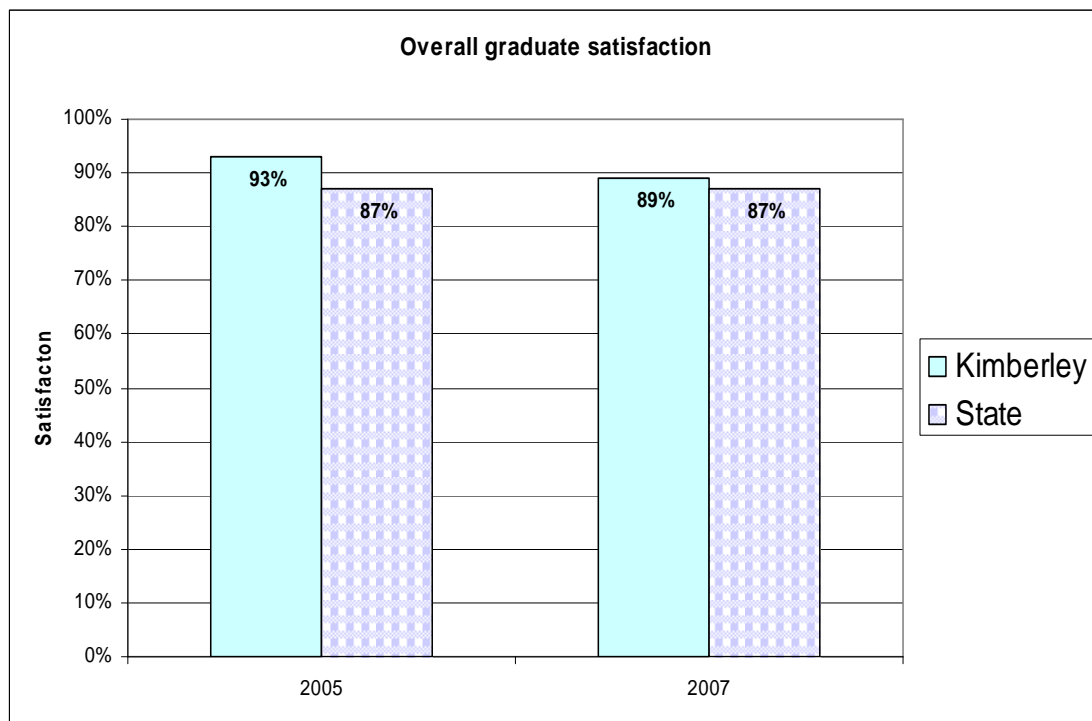
Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

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.



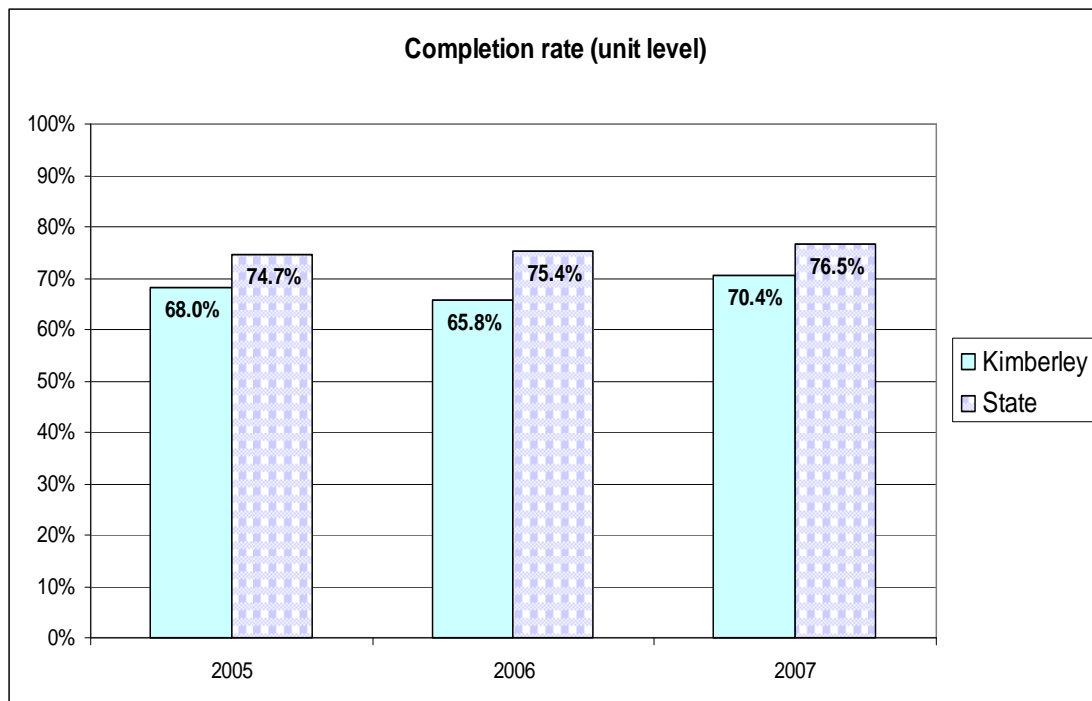
Source: *Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.*

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