



**SOUTH  
WEST TAFE**  
2006 STUDENT SURVEY



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# Introduction

The Student Satisfaction Survey was conducted late September through to early October 2006. Student response rate for the 2006 survey was good with 238 responses.

Responses were primarily received from students undertaking study on campus at the time of the survey. It has proven difficult to elicit feedback from students who have already completed a course of study or are undertaking study off-campus, in the workplace or online.

As an incentive to participate in the survey, respondents were given the option of entering a draw to win one of four prizes.

The 2006 Student Survey was distributed online from the student homepage and via email; however students did have the opportunity to access hard copies by downloading the survey or collecting a copy of the survey from each campus front office or the Student Association. Of the 238 survey responses received approximately two-thirds were received online. This reduced the need for double handling of information, helped reduced workload and ensured confidentiality.

The survey comprised 107 questions, covering perceptions of the Institute's course delivery, SLC support and website to views on student support service, facilities and front office. Students were asked to record their responses on a four-point scale: Strongly Disagree, Agree, Disagree and Strongly Agree, with a fifth option of Not Applicable. An opportunity was also provided for free-text responses. A synopsis of the free-text information has been included after each section of the survey report. Individual verbatim comments from students are included as examples when trends or themes have been identified from the free-text sections of the survey or where limited feedback was documented.

Feedback received was very positive with 94% of students indicating a positive learning experience. This result indicates that student satisfaction has been retained at a high level over the past three years. In general an upwards trend was reflected in the quantitative data compared with 2004 survey data. This trend was apparent statistically and in movement of responses from the Agree column to the Strongly Agree column.

References to 'positive responses' have been based on the sum of responses in the categories Strongly Agree and Agree.

In some instances high level of Not Applicable responses make analysis difficult however this feedback in itself is noteworthy.

Note that percentages have been rounded to the nearest whole number, which has resulted in some response totals calculating slightly higher or lower than 100%.

References to themes, issues and concerns are a reflection of the statistical feedback and repeated free-text responses.

The Student Satisfaction Survey is a valuable barometer of opinion and tool for planning. Rating trends and individual comments will be the basis for future action.

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# 1 Respondent profile

## 1. Course

Department		Department	
Arts	16	Health & Community Studies	21
Automotive	6	Hospitality & Tourism	24
Business & Information Technology	38	Off Campus	4
Building and Construction	12	Online	8
Engineering Technologies	6	Rural & Horticulture	12
General Education	33	Science and Food Technology	7

## 2. Campus

	Response percentage of campus population 2006	Response total 2006	Response percentage of campus population 2004	Response total 2004
Glenormiston	3%	6		
Hamilton	6%	14	9%	27
Portland	11%	25	21%	66
Warrnambool	73%	173	67%	208
Off-campus	5%	11	2%	5
On-line/Internet	3%	6		
Workplace	0%	1		
Skipped this question		2	1%	3
<b>Total respondents</b>		<b>238</b>	<b>100%</b>	<b>309</b>

## 3. Department

	Percentage of total responses 2006	Number of responses 2006	Percentage of total responses 2004	Number of responses 2004
Arts	7%	15	9%	29
Automotive and Transport	3%	6	3%	10
Building Industries	12%	26	20%	62
Business and Information	17%	37	19%	58
Engineering Technologies	6%	12	2%	5
General and Further Education	15%	32	20%	63
Health and Community Studies	18%	39	10%	30
Hospitality and Tourism	12%	26	6%	17
Rural and Horticulture	8%	17	7%	23
Science and Food Technology	5%	10		
Skipped this question		18	2%	7
<b>Total respondents</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>309</b>

Feedback was received from all campus's and departments with the exception of students studying in the workplace. Health and Community Studies and Business and IT were the major contributors to the survey. This may be due to the fact that these are large departments as well as the importance placed on participation in the survey by their teachers.

The majority of the responses were collected from courses that were running at the time the survey was being conducted as student feedback is difficult to capture from those who have already completed training.

## 2 You and your course

### 4. Do you study ...

	Percentage of total responses 2006	Number of responses 2006	Percentage of total responses 2004	Number of responses 2004
Full time	48%	112	44%	136
Part time	52%	123	55%	170
Skipped this question		3	1%	3
<b>Total respondents</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>309</b>

### 5. Do you study ...

	Percentage of total responses 2006	Number of responses 2006	Percentage of total responses 2004	Number of responses 2004
Day	67%	155	73%	227
Evening	14%	32	11%	35
Both day and evening	19%	44	12%	36
Skipped this question		7	4%	11
<b>Total respondents</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>309</b>

### 6. How is the course delivered? (Respondents were able to select more than one option)

	Percentage of total responses 2006	Number of responses 2006	Percentage of total responses 2004	Number of responses 2004
Classes at the Institute	77%	180	83%	257
Classes at the Institute and on-the-	16%	36	11%	34
Off-campus	8%	19	1%	4
Classes at the workplace	2%	5	1%	4
Completely on-the-job	1%	3	1%	3
Online/Internet	8%	18	1%	2
Other	6%	14	0%	1
Skipped this question		5	1%	4
<b>Total respondents</b>	<b>100%</b>	<b>280</b>		<b>309</b>

The majority of respondents to the survey are part-time on campus students. Students were provided with the opportunity to complete the survey via the student web page, email links and paper based distribution throughout the Institute. Promotional flyers and news items in the Missing Link and Institute Issues were also utilized. Teaching staff were provided with regular email reminders that the survey was being conducted.

Results from the survey indicated that teacher support for the survey is vital to ensure adequate student response across courses. It has also shown that it is difficult to access feedback from past students or students working in the workplace.

Other methods of delivery included the use of off-site locations such as at the show grounds and Windamara, work placements, video conferencing, school, clinical placements in healthcare facilities, practical experience such as working with Wunta, Fun for Kids Festival, learning via correspondence and online and a mix of flexible delivery options.

### 7. What was your main reason for doing this course?

Students were able to give more than one reason for undertaking their chosen course. The majority of respondents undertook training for vocational reasons with 45% indicating that they undertook training for the purpose of gaining employment. 38% undertook their course for interest or personal development.

	Percentage of total responses 2006	Number of responses 2006	Percentage of total responses 2004	Number of responses 2004
To get a job	45%	106	20%	61
To start your own business	9%	21		
To get a better job or promotion	9%	20	6%	17
To get extra skills for your job	31%	74	15%	47
It was a requirement of your job	14%	34	10%	30
To try for a different career	20%	48	10%	32
To get into another course of study	10%	23	9%	29
For interest or personal development	38%	89	25%	76
Other	6%	15	4%	11
Skipped this question		2	2%	6
<b>Total respondents</b>		<b>432</b>		<b>309</b>

### 8. Did you receive any recognition of prior learning (RPL)?

36% of respondents have applied or intended to apply for recognition of prior learning (RPL) while 39% have no intention of applying. Of the remaining survey respondents a concerning 21% were not aware that the opportunity existed to apply for RPL.

	Percentage of total responses 2006	Number of responses 2006	Percentage of total responses 2004	Number of responses 2004
Yes, applied and got some	21%	45	16%	50
Have not applied but intend to	5%	11	6%	18
Was not aware of the opportunity	21%	45	22%	69
No, applied but did not get any	10%	21	5%	14
Have not applied and do not intend	39%	86	41%	128
Other	6%	12		
Skipped this question		18	10%	30
<b>Total respondents</b>	<b>100%</b>	<b>238</b>		<b>309</b>

Feedback received suggested that students are not always being encouraged by Teachers to undertake RPL due to the large amount of paperwork and effort required.

Students indicated that they were actively discouraged when enquiring about RPL as it is complicated and a long and difficult process with lots of paperwork.

Comment was made that SWTAFE has no formal RPL process, teachers/assessors are not motivated to visit the workplace to assess RPL and a huge burden of evidence is placed on the student.

Student statements also indicated that some students are not aware of the opportunity to undertake RPL.

Example: "I feel that since I had previous knowledge of nearly all the things that we covered (self taught) this course seemed very slow paced".

### 3 Overall rating

#### 9. How would you rate your course/unit/module at South West TAFE?

Feedback received was extremely positive with 94% of students indicating a positive learning experience. This result indicates that student satisfaction has been retained at a high level over the past three years.

	Percentage of total student responses 2006	Number of responses 2006	Percentage of total student responses 2004	Number of responses 2004
Excellent	29%	64	25%	78
Very good	58%	128	43%	133
Good	7%	17	28%	88
Fair	4%	9		
Poor	2%	4	2%	6
Skipped this question		16	0%	0
<b>Total respondents</b>	<b>100%</b>	<b>238</b>		

#### Additional comment and feedback

69 students took the opportunity to provide additional feedback on their course, with the majority highlighting a range of positive elements to their learning experience. I have listed some typical positive comments as well as specific issues of concern expressed by students.

#### Positive

- Material is well presented Student Services was accessible and helpful
- Great administration support
- Great variety of subjects offered. Committed and helpful tutor
- It is so much fun, a great learning experience. I'm so glad I took this opportunity.
- 10/10 fun, learning heaps, making friends, and getting keen to start working
- I have had a great first year studying at TAFE, I have found the teachers to be a great help and all my units easily accessible online
- The teachers in (VCAL) are very helpful and take the time to help you when you need it. It is also fun and the course has improved my social skills
- This course is fantastic the teachers are helpful fountains of knowledge
- Having previously worked in office administration I have been very impressed with how relevant my course has been. The extra knowledge that I have gained this year from my teachers and from my learning will give me a very helpful advantage in my future career
- I like the interaction on the stud farm and with the lecturers
- Excellent course with excellent teachers. All very supportive and I totally enjoy being with my classmates
- Colin Vale is an excellent teacher and if there are awards for the most encouraging teacher I would like to put a nomination in for Colin
- Both the tutors and the off campus staff are easy to communicate with and are definitely approachable
- I really like how it is run and have thoroughly enjoyed my time here so far. Thank you.

## Concerns

- OK but need a bit of extra help (falling behind)
- I do not like the video conferencing on alternate weeks
- Very concerned about cost of course and then the course not delivering student/teacher contact each week. If there are not enough teachers they should provide extra
- In my class we had a range of different skill level students. The class goes sometimes very slow and too easy for me
- Besides the lack of RPL, some of the material is out of date, and I have even being expected to learn things that under current Laws, is illegal. Most of the addition information links, are out of date, or take you to some page that doesn't explain anything of relevance to what I am trying to learn. Considering the Material was written and posted to the web site at least 4 Years ago, and hasn't been updated or changed, shows a complete lack of 'caring'.
- Book work is terrible to do, difficult to understand, way too long, would be better if there was 2-3 teachers in the workshop at a time, better learning would be experienced
- There are good and bad aspects of this course. However, the course provides us with great opportunities in the practical side (workplace) and course could be used as a pathway to many other potential employment fields.

## 4 Pre-enrolment and enrolment

Student feedback was excellent in this area with more than 90% of respondents indicating a high level of satisfaction to questions 11 – 15 concerning enrolment process and support from TAFE staff. Feedback was positive for questions relating to fees and support service availability and course orientation however a slight downward trend was evident from the previous survey in 2004.

### 11. You received all the information you needed to make choices about your course

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	75	135	12	3	3	<b>228</b>
Response percentage 2006	33%	59%	5%	1%	1%	
Response percentage 2004	25%	43%	28%	2%	0%	

### 12. The information given gave you a clear idea of where your course might lead in your future career and job prospects.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	73	130	17	3	3	<b>226</b>
Response percentage 2006	32%	58%	8%	1%	1%	
Response percentage 2004	27%	62%	6%	2%	3%	

### 13. The necessary staff were available when you needed course information.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	70	140	8	4	4	<b>226</b>
Response percentage 2006	31%	62%	4%	2%	2%	
Response percentage 2004	32%	59%	4%	1%	2%	

**14. Staff were helpful when you requested course information.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	85	128	7	2	5	227
Response percentage 2006	37%	56%	3%	1%	2%	
Response percentage 2004	35%	57%	3%	0%	3%	

**15. The enrolment process was easy.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	82	129	13	0	2	226
Response percentage 2006	36%	57%	6%	0	1%	
Response percentage 2004	34%	55%	7%	1%	2%	

**16. The fee structure was clear.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	66	128	20	3	6	223
Response percentage 2006	30%	57%	9%	1%	3%	
Response percentage 2004	28%	58%	7%	1%	3%	

**17. Fee payment options were fair.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	61	125	22	7	11	226
Response percentage 2006	27%	55%	10%	3%	5%	
Response percentage 2004	28%	53%	10%	1%	5%	

**18. Information was available on student support, e.g. Austudy, Student Association, counselling etc.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	44	117	34	6	20	221
Response percentage 2006	20%	53%	15%	3%	9%	
Response percentage 2004	21%	61%	6%	1%	8%	

**19. Orientation to the course was helpful.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	54	105	16	6	38	219
Response percentage 2006	25%	48%	7%	3%	17%	
Response percentage 2004	19%	58%	6%	1%	14%	

**Additional comment and feedback**

Student comments have been included verbatim. Comments were generally very positive with no particular themes evident.

- Students should be able to have a teacher in class each week! Video conferencing not too bad but being kicked out of the room 15 mins before session finishes. I was starting this course after completing VCE last year and found it easy to apply + enrol

- Some of short course brochures don't mention starting date and fee. I think it's better to be fully informed
- Our great teachers provided a range of support and information
- Off Campus students need to be recognised just as much as the in class generated students but we seem to be the forgotten few, even with the planning of activities we are always left out
- The workload was made clear, as well as the reason why the course had recently changed
- Again very happy all information was easy to access at any time
- The staff at Portland SWTAFE were very helpful

## 5 Flexible delivery

On average 20% of respondents felt that questions relating to flexible delivery and OnCourse were not applicable to them. Despite the high level of N/A responses it is a substantial decline from the number of N/A responses in 2004. Taking this into consideration feedback regarding OnCourse was generally positive and most students felt they had the computer skills needed to allow them to undertake online learning. 56 of the 151 respondents who use online learning did not seek help from the Student Lounge for OnCourse problems.

Some concerns regarding access to OnCourse from outside of the Institute were evident from both the statistical data and the free text feedback.

### 21. OnCourse helps you with your studies.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	46	97	25	4	39	211
Response percentage 2006	22%	46%	12%	2%	19%	
Response percentage 2004	14%	41%	10%	2%	28%	

### 22. OnCourse is easy to use.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	49	107	15	4	37	212
Response percentage 2006	23%	51%	7%	2%	18%	
Response percentage 2004	13%	49%	3%	1%	28%	

### 23. Being able to access enrolment information, results and personal details via OnCourse is useful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	61	96	13	4	36	210
Response percentage 2006	29%	46%	6%	2%	17%	
Response percentage 2004	15%	46%	6%	1%	28%	

### 24. When you have problems with OnCourse you seek help in the Student Lounge.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	25	70	42	14	59	210
Response percentage 2006	12%	33%	20%	7%	28%	
Response percentage 2004	5%	37%	11%	3%	38%	

**25. You access OnCourse from outside the Institute.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	39	80	28	11	53	<b>211</b>
Response percentage 2006	19%	38%	13%	5%	25%	
Response percentage 2004	7%	37%	10%	2%	38%	

**26. Your computer skills are good enough to allow you to learn online.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	74	96	16	4	23	<b>213</b>
Response percentage 2006	35%	45%	8%	2%	11%	
Response percentage 2004	19%	48%	13%	2%	28%	

**Additional comment and feedback**

Despite the positive statistical feedback, various concerns relating to OnCourse were documented. Most issues related to access and maintenance. The following list outlines the concerns expressed in the free-text feedback:

- OnCourse is often down when students try to access it resulting in frustration
- OnCourse needs to be better maintained
- Students who have emailed for assistance and have never received a reply (website and maintenance)
- Lack of computer support for students having difficulty accessing OnCourse
- Difficulties accessing the website externally
- Students indicating that they are not aware of what OnCourse is. e.g. "What the heck is a student lounge to somebody who lives' 150+ kms from the campus???"

## 6 Timetabling

Feedback suggested that in most instances timetabling is reliable and available when needed. 40 of 179 respondents who felt the question was applicable to them did not feel that they received sufficient warning of the cancellation or postponement of classes. Free-text responses suggest that this has resulted in confusion and frustration. A slight downward trend was reflected in feedback to questions 28 and 29.

**28. Timetables were available when you needed them.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	68	95	21	8	25	<b>217</b>
Response percentage 2006	31%	44%	10%	4%	12%	
Response percentage 2004	32%	49%	8%	1%	8%	

**29. Timetables are reliable.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	50	108	28	4	26	<b>216</b>
Response percentage 2006	23%	50%	13%	2%	12%	
Response percentage 2004	28%	48%	12%	3%	7%	

### 30. There was sufficient advance warning of the cancellation or postponement of classes.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	41	98	31	9	38	217
Response percentage 2006	19%	45%	14%	4%	18%	
Response percentage 2004	22%	50%	12%	3%	11%	

#### Additional comment and feedback

Free-text feedback indicates a number of concerns regarding timetabling:

- Last minute changes
- Lack of communication with students about changes
- Repeated and regular changes
- Students travelling distances only to find out that class has been cancelled
- Timetables not addressing the needs of students with children.

#### Examples of typical verbatim feedback

- Change of rooms, sometimes unknown
- Timetables are not always family friendly - evening classes + clinics
- We have had our timetable changed 3 times this year, not too much of a hassle, but did lead to confusion and students missing class.
- Classes have often been changed without the knowledge of part-time students
- I live over an hour away and on two occasions I arrived to hear my teacher had cancelled and not let me know. To his credit, many other times he cancelled he rang me
- The next years timetables could be released earlier
- Yes the timetable structure helped me a lot when I first started class, if TAFE never had timetables up on the pin up board I would have missed several classes
- If your not a full-time student you sometimes get forgotten
- As an enrolled on campus student the timetables were constantly inaccurate or in short supply to the students
- Sometimes, if a class was cancelled I wouldn't find out until I showed up for it
- There have been a few instances where changes have occurred in the class structure and room allocation, as well as tutor absence where it has caused some confusion
- Sometimes the staff would not have all students email addresses or phone numbers and therefore these students would not even get notified, so no there was not
- We did not have very many cancelled classes, and were informed as soon as possible when there would be no class
- Some classes have been cancelled on the day, after travelling.

## 7 Teaching and learning

Excellent feedback for this section indicates that students undertaking study at South West TAFE find their learning experience to be extremely valuable and believe their teacher to be demonstrating a high level of professional competence. Positive responses averaged 87% for the 17 questions relating to teaching and learning with an average of 5% of staff indicating that the questions were not applicable. This suggests that approximately 90% of respondents gained a high level of satisfaction from their teaching and learning experience at South West Institute of TAFE.

An increase in positive responses for most questions was received compared with the 2004 survey with excellent feedback documented regarding the value of industry placement (it is important to note that 29% of respondents indicated this question was not applicable). Some dissatisfaction was noted against question 45 with 21% of respondents indicating that assessments are not being marked and returned promptly. 13% of respondents also feel that a better balance of theory and practice is needed.

### 32. You were given a clear idea of what you could achieve by the end of your course.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	73	122	15	1	4	215
Response percentage 2006	34%	57%	7%	1%	2%	
Response percentage 2004	33%	57%	7%	0%	1%	

### 33. Your course is interesting.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	95	104	13	4	1	217
Response percentage 2006	44%	48%	6%	2%	1%	
Response percentage 2004	28%	60%	8%	1%	2%	

### 34. Your course is sufficiently challenging.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	89	110	14	2	1	216
Response percentage 2006	41%	51%	7%	1%	1%	
Response percentage 2004	29%	62%	6%	1%	0%	

### 35. The skills developed in your course match the skills you will need on the job.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	80	107	13	4	10	214
Response percentage 2006	37%	50%	6%	2%	5%	
Response percentage 2004	28%	56%	5%	1%	9%	

### 36. Your teachers have good knowledge of the subject.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	105	94	7	3	5	214
Response percentage 2006	49%	44%	3%	1%	2%	
Response percentage 2004	42%	50%	5%	0%	1%	

**37. Your teachers communicate effectively.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	81	109	13	4	6	<b>213</b>
Response percentage 2006	38%	51%	6%	2%	3%	
Response percentage 2004	39%	52%	5%	2%	1%	

**38. Your teachers are available to talk to when required.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	79	108	20	2	5	<b>214</b>
Response percentage 2006	37%	51%	9%	1%	2%	
Response percentage 2004	39%	51%	6%	2%	1%	

**39. Your teachers are well organised.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	63	124	20	4	6	<b>217</b>
Response percentage 2006	29%	57%	9%	2%	3%	
Response percentage 2004	30%	57%	7%	1%	2%	

**40. Teachers are up to date with skills required in the workplace.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	86	106	8	1	10	<b>211</b>
Response percentage 2006	41%	50%	4%	1%	5%	
Response percentage 2004	33%	56%	5%	0%	3%	

**41. Learning materials are helpful.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	75	124	11	3	1	<b>214</b>
Response percentage 2006	35%	58%	5%	1%	1%	
Response percentage 2004	29%	62%	5%	2%	1%	

**42. You received a good balance of theory and practice.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	69	104	22	7	12	<b>214</b>
Response percentage 2006	32%	49%	10%	3%	6%	
Response percentage 2004	30%	59%	6%	2%	2%	

**43. Your industry placement was valuable.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>	<b>Total</b>
Response total 2006	64	83	3	2	63	<b>215</b>
Response percentage 2006	30%	39%	1%	1%	29%	
Response percentage 2004	21%	39%	4%	0%	34%	

**44. Assessment requirements were clear.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	65	123	19	3	4	<b>214</b>
Response percentage 2006	30%	58%	9%	1%	2%	
Response percentage 2004	26%	60%	6%	1%	6%	

**45. Assessment were marked and returned promptly.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	45	115	39	6	11	<b>216</b>
Response percentage 2006	21%	53%	18%	3%	5%	
Response percentage 2004	21%	58%	10%	2%	7%	

**46. Feedback on assessment was constructive.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	54	130	17	4	9	<b>214</b>
Response percentage 2006	25%	61%	8%	2%	4%	
Response percentage 2004	29%	58%	5%	0%	6%	

**47. The course was a valuable learning experience.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	93	110	12	2	1	<b>218</b>
Response percentage 2006	43%	51%	6%	1%	1%	
Response percentage 2004	39%	52%	3%	1%	2%	

**48. The course was value for money.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	78	105	21	3	9	<b>216</b>
Response percentage 2006	36%	49%	10%	1%	4%	
Response percentage 2004	35%	51%	6%	1%	5%	

**Additional comment and feedback**

Feedback received regarding teaching and learning was excellent however some concerns were raised. I have listed below the themes addressed by the free-text feedback:

- Teachers needing to upgrade industry skills
- The value of quality relevant practical work experience
- Varied organisational skills of teachers
- The need to provide support for older learners
- Lack of feedback on assessments
- Problems with Business & IT text books
- Tutors unavailable for extended periods without being replaced

## Examples of typical verbatim feedback

- The ability to do both theory and practical work is very helpful and has allowed me to understand the parts of the course that I really enjoy. It has also allowed me to find out what I would like to do as a job in the future. As well as contributing to my learning as I am a hands on person I am given the ability to do what I am best at
- It's a really interesting course that helps give an understanding of the tourism industry. Also it gives a lot of practical work like Fun4Kids and the Port Fairy Folk Festival where you wouldn't get otherwise
- Teachers in some subjects were well below any standard - no idea what they were teaching
- Absolutely, having a great learning experience. Always keen to come to school. Always learning something new
- Whether I can enjoy class or not depends on the teacher. Some teacher is well organised but some teacher is not good. And class level is changed by each teacher.
- Although ageing I needed to be integrated into 2nd year class, coming as I did from another TAFE. Teacher socialised well with other mature women. Little support from lecture. No allowance, regarding attendance..... Praise for my completing work despite problems was grudging. Pressure to attend despite problems, led me to defer; ..... Self esteem of older students is at least as fragile as that of young students. We might not be job market fodder but we put bums on seats!
- Industry placement of 8 weeks is too long! Part-time students are required to do full-time placement causing financial difficulties + problems with other commitments
- Ken Radley should get a gold star. He remembers everything about each individual student and acts promptly on anything you have suggested or need. Ken has been the best co-ordinator and teacher this year
- Seemed unorganised at times and test results sometimes are never told
- Assessments were sometimes not marked and given back for a long period of time
- In general the course has been very good, however there have been a few areas where studies have been a problem. The text has contained material which was wrong (accounting / Information Technology). This problem along with tutors being absent for extended periods without a substitute tutor to assist with work that was left for students to carry out, created many problems for students.
- If teachers were able to spend a bit more time in the classrooms, communication and knowledge of the job would be better off
- Some of the ways that were taught to me were not to my satisfaction as I do not find that teachers just reading out the answers from the work book and watching videos as valuable as others may
- Poor staffing at Portland has resulted in students not getting the information that is required nor being able to see the results of their labours
- When one has to sit and wait for an hour for assistance it is not good value for money and very frustrating!!
- More industry involvement would be good. Maybe a few more excursions to IT businesses and talks from guests from industry would be useful
- Difficult to answer the above questions if you have one teacher less organised than a brilliantly organised teacher. One of our teachers marks assignments incredibly fast another is slower but still reasonable and another is very slow.

## 8 Classroom facilities

More than  $\frac{3}{4}$  of the feedback received from this section was positive however a downward trend was evident from the 2004 survey. 26% of respondents expressed concern regarding intrusive noise levels when in class and 19% indicated that classroom equipment is not in good working order.

### 50. Up to date equipment was available.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	55	120	26	3	10	214
Response percentage 2006	26%	56%	12%	1%	5%	
Response percentage 2004	27%	54%	11%	2%	4%	

### 51. Classroom equipment is in good working order.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	42	119	34	7	12	214
Response percentage 2006	20%	56%	16%	3%	6%	
Response percentage 2004	23%	60%	10%	1%	3%	

### 52. Equipment and supplies are there when needed.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	48	119	31	5	11	214
Response percentage 2006	22%	56%	15%	2%	5%	
Response percentage 2004	24%	56%	13%	1%	3%	

### 53. The classroom environment is comfortable for learning.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	49	115	31	7	13	215
Response percentage 2006	23%	54%	14%	3%	6%	
Response percentage 2004	26%	62%	7%	2%	2%	

### 54. Classroom furnishings are in good condition.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	43	123	26	7	13	212
Response percentage 2006	20%	58%	12%	3%	6%	
Response percentage 2004	23%	63%	9%	0%	2%	

### 55. Classrooms are free from intrusive noise.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	34	105	45	11	17	212
Response percentage 2006	16%	50%	21%	5%	8%	
Response percentage 2004	18%	58%	17%	3%	4%	

### Additional comment and feedback

Feedback received on classroom facilities was generally good however some concerns were raised. I have listed below the themes addressed by the free-text feedback:

- Poor heating and cooling in classrooms. (This theme was most evident)
- Noisy heating systems disrupting learning Inappropriate and uncomfortable chairs
- Wangoom facilities are out of date, inappropriate and not maintained
- Noise from adjoining classrooms and VET students

### **Examples of typical verbatim feedback**

- Lots of extra cost involved every week to supply own equipment and resources
- Tables shabby, seats - need more padding
- Computer Room 2 in the winter is freezing and in the summer is boiling
- One guy in our class makes constant noise and others that enter the classroom are disruptive and noisy
- Excellent facility in Portland!
- Our class room doesn't have heating equipment. We are frozen every morning
- We need proper chairs for computers
- The heating is dodgy in room 212
- Some equipment out of date
- The facilities at Wangoom are disgusting
- Vet students for example are very disruptive to other students study needs, I am in the library most of the time and they are constantly loud and at times rude when asked to be quiet
- Air-conditioner/heater is noisy. Need to run during breaks, and then turn off during class
- In F Block, many of the classrooms were unbearably hot because of the heating system. The trade school students often make too much noise that can be heard in the classrooms of F block.
- Sometimes the tradies were a bit noisy
- The heating system still needs to be repaired as it is so hot in one of the class rooms as there are no windows and it is right next to the kitchen. This is unsatisfactorily and really needs to be fixed as it is a health and safety hazard
- Air con and heating at Portland would be a welcome change. It is ALWAYS either to hot or to cold to allow for effective study
- The computer rooms in D block need proper foot rests and book rests for students. We have learnt a lot about OH&S this year and unfortunately these rooms do not meet the standards
- The chairs in the multimedia room need update because they don't provide the right support
- F block classrooms need better sound barriers
- Fix air conditioning/ keep it working as it is intended (i.e. cooler on hot days and warmer on cold days)
- We watch a lot of videos per destination class and it is difficult to spend 2 or more hours with your head turned sideways - a larger TV in the centre of the room would be better
- Having plants in the library / LRC gave the library a great feel - as I am off campus I consider this my classroom!!

## 9 SLC (Library) facilities

Excellent feedback was received concerning the level of satisfaction regarding SLC facilities. It should be noted that an average of 21% of respondents indicated a not applicable response to questions in this section.

The level of positive response was generally consistent with the 2004 survey however 16% of feedback to question 61 indicated that SLC computers were not available when needed. This is an increase of 10% on 2004. This issue was also reflected in the free-text section.

### 57. SLC online services and products are useful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	49	109	8	0	41	<b>207</b>
Response percentage 2006	24%	53%	4%	0	20%	
Response percentage 2004	18%	53%	3%	0%	24%	

### 58. The SLC has the information you need.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	44	112	15	1	38	<b>210</b>
Response percentage 2006	21%	53%	7%	1%	18%	
Response percentage 2004	15%	53%	7%	2%	2%	

### 59. SLC hours meet your needs.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	47	105	15	5	38	<b>210</b>
Response percentage 2006	22%	50%	7%	2%	18%	
Response percentage 2004	18%	54%	7%	0%	18%	

### 60. SLC staff are helpful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	55	101	7	1	44	<b>208</b>
Response percentage 2006	26%	49%	3%	1%	21%	
Response percentage 2004	25%	52%	2%	1%	18%	

### 61. SLC computers are available when you need them.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	41	92	27	6	41	<b>207</b>
Response percentage 2006	20%	44%	13%	3%	20%	
Response percentage 2004	19%	55%	5%	1%	19%	

### 62. Computer equipment and software is up to date.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	51	109	12	1	33	<b>206</b>
Response percentage 2006	25%	53%	6%	1%	16%	
Response percentage 2004	18%	55%	6%	2%	18%	

### 63. The photocopier is available when you need it.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	50	105	8	2	40	205
Response percentage 2006	24%	51%	4%	1%	20%	
Response percentage 2004	22%	53%	4%	2%	18%	

### 64. SLC training courses are valuable.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	33	86	10	0	77	206
Response percentage 2006	16%	42%	5%	0%	37%	
Response percentage 2004	11%	45%	4%	0%	38%	

#### Additional comment and feedback

Quantitative feedback received on SLC (Library) facilities was excellent however the high level of not applicable responses is concerning. This issue is reflected in the free text feedback. The need for additional computers in the SLC was also another obvious theme from the free-text feedback. Listed below are examples of typical feedback against the evident themes.

#### Examples of typical verbatim feedback

##### Positive feedback

- Excellent facility!
- A very small, but friendly library, in lovely old building. DO NOT DEMOLISH!
- The library is a good resource for study. I don't go there a lot but when I do the library sources and software are always available to me.

##### Students not using SLC facilities

- What is the SLC?
- Not really used
- Didn't use SLC
- SLC ????? Sideways Learning Company ?????
- I didn't know there was any SLC training courses
- Don't use the SLC much at all.

##### Computers

- Can always get done what I need to do when in library. Sometimes not enough computers
- Computers don't have multilingual software. I can't type my own language to send e-mail to my family
- Need Flash updated and same with Photoshop CS
- Need more computers
- Maybe need to add a few more computers
- Not all programs are on the laptops

- I often used the library computers after classes and there was usually one available. The only issue at times was the amount of noise around the computer area with people talking and phones going off which was quite distracting.
- Difficult to get on a computer at lunchtimes.

### Photocopy facilities

- The price of the photocopier is quite cheap
- At the Hamilton Library we don't have a photocopier in there but our librarian is happy to do it for us on the Institute photocopier. It would be really handy to have a photocopier in the library!!

### SLC hours

- Library would be better if hours were extended later (e.g. 6pm). Class finishes at 5pm. No chance to achieve extra study
- The hours for the library here at Glenormiston are horrible 2pm-6pm Mon-Thurs and 10am-2pm Fridays; these hours do not suit students what so ever and would be good to be made earlier.

## 10 Computer facilities and services

Feedback received for this section was positive when the level of not applicable responses is considered.

It is important to note that 27% of respondents indicated that question 69 was not applicable which may indicate that students do not see ICT staff as a source of assistance with computer concerns. On average 13% indicated not applicable for the remaining questions.

13% felt that computer facilities are not available when need. This issue is also reflected in data collect in the previous section.

### 66. Computer facilities are available when you need them.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	48	110	22	5	22	207
Response percentage 2006	23%	53%	11%	2%	11%	
Response percentage 2004	22%	54%	8%	1%	12%	

### 67. Classroom computer equipment is in good working order.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	43	111	21	2	32	209
Response percentage 2006	21%	53%	10%	1%	15%	
Response percentage 2004	21%	59%	3%	0%	16%	

### 68. Computer equipment and software is up to date.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	45	115	17	4	27	208
Response percentage 2006	22%	55%	8%	2%	13%	
Response percentage 2004	22%	53%	6%	1%	17%	

### 69. ICT staff are helpful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	34	104	9	3	56	<b>206</b>
Response percentage 2006	17%	51%	4%	2%	27%	
Response percentage 2004	20%	53%	4%	1%	21%	

#### Additional comment and feedback

- Limited free-text feedback was collected and did not reflect any themes. An example of verbatim comment has been included.

#### Examples of typical verbatim feedback

- Programs for building assessments sometimes not appropriate therefore creating low pass rates!
- I haven't had a lot of contact with these computers, I mainly use library
- The fact that your account expires if you don't use it frequently enough is annoying
- Run out of computers a fair bit
- What is ICT?
- Portland seems to get the rejects from the other campuses. We have to argue and nag for resources which is a considerable pain when attempting to complete an assignment
- ICT is doing an excellent job
- We have too many computers that keep breaking down, we have been having problems with the internet, and the web sense won't let you look up certain things for school. For example: racing, you can't look at to much because it has "gambling" involved in it.

## 11 The Institute website

Good feedback was received regarding the Institute website. Results are an improvement on those received in the 2004 survey. This may suggest positive evolution of the Institute website and a more computer savvy client group.

10% of respondents indicated that questions in this section were not applicable and 14% felt that the website was difficult to navigate.

### 71. The Institute website is easily accessible.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	60	106	15	4	20	<b>205</b>
Response percentage 2006	29%	52%	7%	2%	10%	
Response percentage 2004	27%	51%	4%	0%	13%	

### 72. The website is easy to navigate.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	55	106	22	6	9	<b>208</b>
Response percentage 2006	26%	51%	11%	3%	9%	
Response percentage 2004	19%	57%	4%	0%	14%	

### 73. Website content is useful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	54	112	14	3	21	<b>204</b>
Response percentage 2006	27%	55%	7%	2%	10%	
Response percentage 2004	16%	57%	7%	0%	15%	

#### Additional comment and feedback

Limited free-text feedback was collected. Issues relating to difficulty navigating the site are documented however further themes were not evident from this section. An example of verbatim comment has been included.

#### Examples of typical verbatim feedback

- Very hard to navigate unless you can know the paper course details
- Found it difficult personally. Used to my own lap top
- It is very useful and easy to use
- Website somewhat confusing
- When the power goes out the site needs to get online quicker for students who need to email assignments
- As I'm thinking about leaving the area I found it difficult to find out through this site if there were other Tafe's in other parts of Victoria
- I found learning to use email was very easy and straight-forward on the website, and then found it easier to set up my own email
- Login is hard to find unless you are accustomed to using the page
- Side-bar/title-links-bar with more links on homepage would make site easier to navigate. Site is nice and pretty however.

## 12 Student services

Excluding question 75 approximately 44% of respondents indicated that questions in this section were not applicable to them. Taking this into consideration responses to questions relating to student services were very positive.

### 75. Information on student services is freely available.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	51	115	20	1	22	<b>209</b>
Response percentage 2006	24%	55%	10%	1%	11%	
Response percentage 2004	17%	47%	7%	1%	25%	

### 76. Childcare provisions are relevant to the needs of the students.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	23	55	13	6	109	<b>206</b>
Response percentage 2006	11%	27%	6%	3%	53%	
Response percentage 2004	8%	31%	4%	2%	50%	

**77. Student counselling services are readily available.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	33	82	18	5	69	<b>207</b>
Response percentage 2006	16%	40%	9%	2%	33%	
Response percentage 2004	15%	45%	6%	2%	29%	

**78. Student counselling services are helpful.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	30	63	10	6	94	<b>203</b>
Response percentage 2006	15%	31%	5%	3%	46%	
Response percentage 2004	14%	40%	5%	2%	36%	

**79. Support for students with a disability is good.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	40	65	6	6	89	<b>206</b>
Response percentage 2006	19%	32%	3%	3%	43%	
Response percentage 2004	15%	41%	4%	2%	36%	

**Additional comment and feedback**

Limited free-text feedback was collected and did not reflect any themes. An example of verbatim comment has been included.

**Examples of typical verbatim feedback**

- Childcare is problem I need teachers to help me
- I have obtained the counselling service and it helped me a lot
- If I had known about Counselling, I would have contacted them 6 months ago...
- Having been in class with some people who have a disability, I became quite aware of disability services around TAFE, and in general, they are quite good
- Shelley is fantastic but teachers need to be more understanding.

## 13 Student Association

High levels of satisfaction were recorded against all questions however approximately one third of respondents indicated that questions in this section were not applicable. This is a small increase from the 2004 survey.

Results for question 84 are difficult to interpret with 19% responding in the negative and 24% indicating that they felt the questions was not applicable. This may suggest that 43% of respondents do not read the Missing Link regularly or at all.

**81. Student views are effectively represented.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	34	104	19	6	44	<b>207</b>
Response percentage 2006	16%	50%	9%	3%	21%	
Response percentage 2004	15%	54%	7%	1%	19%	

**82. The Student Association staff are helpful in dealing with concerns and queries.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	40	94	11	4	58	<b>207</b>
Response percentage 2006	19%	45%	5%	2%	28%	
Response percentage 2004	13%	46%	6%	2%	29%	

**83. The activities provided by the Student Association are good.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	43	93	15	3	52	<b>206</b>
Response percentage 2006	21%	45%	7%	2%	25%	
Response percentage 2004	14%	55%	5%	2%	19%	

**84. You read the Missing Link regularly.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	54	66	26	12	50	<b>208</b>
Response percentage 2006	26%	32%	13%	6%	24%	
Response percentage 2004	19%	39%	11%	4%	22%	

**85. The information in the Missing Link is interesting and useful.**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	48	75	15	11	58	<b>207</b>
Response percentage 2006	23%	36%	7%	5%	28%	
Response percentage 2004	12%	47%	9%	2%	26%	

**Additional comment and feedback**

Free-text feedback highlighted a number of themes relating to the Student Association and the Missing Link Newsletter. Comments generally suggests that students who read the Missing Link feel it is a valuable source of information and sharing while others are unaware or not able to access a copy of the newsletter. Examples of verbatim comment have been included below.

**Examples of typical verbatim feedback**

- There is always cool stuff going on
- We had a students rep in class she was helpful
- Breakfasts are great service! So are the cappuccino stall and tea and coffee making facility?
- Never see student association. Have tried to find out stuff and they have been rude and didn't know BBQ's are held when we are in class
- Missing Link is not always available. Some issues were not put in F building
- Information should be provided for all age groups not just the teen student
- I've read the missing link 2 times and I think the booklet tells you information you might not know about around TAFE, so it's good in that way
- Not sure what missing link is
- This is something rather random, but the headings "wots on in ....." really bugs me. W-h-a-t not mobile spelling w-o-t-s

- I felt more comfortable finding out about activities and events through the Missing Link than asking people, and there have been some interesting events through the year
- Rarely if ever see the missing link due to attending 1 day per week
- There should have been more BBQ's on Fridays. The SA should get more funding from the Institute for more things
- The Student Association is vital thing for students. It looks out for them and gives them a strong and clear voice. Students too lazy or busy to be involved with it should have no qualms with it. The Association is there for all students and any problems/concerns/suggests they have, all they need to do is voice them (preferably to the SWITSA first)
- It is the best thing that has happened for the students
- The Missing Link is always a great read and I look forward to reading it. At Hamilton we don't seem to have nearly as many good and interesting activities as Warrnambool and Portland do. (I read this information from the Wot's On!! area's in the missing link)Where is our potato salad at the BBQ's!!!

## 14 Bookshop services

Results indicate that 34% of students who responded to the survey do not utilise the bookshop service. With this in mind results are good however a downward trend is reflected against most questions. 22% of respondents felt that the bookshop hours were not suitable. While 13% felt that book availability and prices were issues of concern.

### 87. Bookshop hours are suitable.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	19	75	30	14	69	<b>207</b>
Response percentage 2006	9%	36%	15%	7%	33%	
Response percentage 2004	14%	42%	9%	3%	28%	

### 88. Required books are available.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	28	92	15	8	63	<b>206</b>
Response percentage 2006	14%	45%	7%	4%	31%	
Response percentage 2004	11%	50%	8%	2%	26%	

### 89. Services are helpful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	34	88	13	5	65	<b>205</b>
Response percentage 2006	17%	43%	6%	2%	32%	
Response percentage 2004	13%	52%	5%	1%	26%	

### 90. Prices are competitive.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	25	89	20	6	66	<b>206</b>
Response percentage 2006	12%	43%	10%	3%	32%	
Response percentage 2004	14%	48%	6%	3%	27%	

## 91. Buying and selling second hand books is useful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	35	76	8	4	84	207
Response percentage 2006	17%	37%	4%	2%	41%	
Response percentage 2004	9%	39%	11%	3%	34%	

### Additional comment and feedback

Free-text feedback supports the quantitative data documented above. The issues expressed include

- Students are not aware of the services available from the Bookshop
- Students unaware that the Bookshop deals in second-hand books
- Students not using the service
- Bookshop opening hours inappropriate or limiting practically for students attending in the evening or from other campuses
- Lack of book shop service at regional campuses
- Cost of books.

### Examples of typical verbatim feedback

- Never open during school hours. Never had second hand books available. When I received building code - course finished!
- Girls at our front desk Lily & Dale are really helpful and have the books on time for us
- The Financial accounting book not updated & company accounting. Office Tax book missing the up to date supplements.
- I do, evening TAFE and offices are closed
- The bookshop is open at stupid times
- Never used the bookshop
- I haven't had to use this much, but it is quite good value for students.
- I haven't use the bookshop yet I didn't know there is a bookshop
- There did not seem to be any art books.
- What second hand books didn't know there was any. Books for our classes are not available through bookshop
- Bookshop can seem little dear
- One course book was not available until towards the end of the unit.
- I don't think the Hamilton campus has a second hand book store. If there is then no one in my class knows about it.
- What second hand books? The book shop prices are far too high too.
- Because of my courses, I had to buy all new books but would assume it is very helpful for other courses. Hours were always difficult, because of class times and having to remember all the different times that the shop was open.
- What bookshop, I'm in Portland

- Buying and selling second hand books would be extremely useful!! I didn't know that TAFE had the facilities to do this!! Do they?? And if so where can they be found??

## 15 General facilities

Results for this section were positive an upwards trend evident against most questions. Excellent feedback was received regarding Institute signage and the Institute as a safe environment.

High numbers of not applicable responses during 2004 make comparative analysis of results for questions 95 and 96 difficult however 14% felt that security was inadequate.

### 93. Buildings and facilities are well maintained.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	46	133	19	3	8	<b>209</b>
Response percentage 2006	22%	63%	9%	1%	4%	
Response percentage 2004	30%	61%	5%	0%	2%	

### 94. The Institute is cleaned well.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	59	125	13	2	7	<b>206</b>
Response percentage 2006	29%	61%	6%	1%	3%	
Response percentage 2004	30%	63%	3%	0%	2%	

### 95. Lighting is adequate.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	51	133	14	1	9	<b>208</b>
Response percentage 2006	25%	64%	7%	1%	4%	
Response percentage 2004	17%	49%	5%	1%	28%	

### 96. Security is adequate.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	45	115	22	7	17	<b>206</b>
Response percentage 2006	22%	56%	11%	3%	8%	
Response percentage 2004	15%	42%	10%	1%	30%	

### 97. Signage is easy to follow.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	42	132	11	6	12	<b>203</b>
Response percentage 2006	21%	65%	5%	3%	6%	
Response percentage 2004	24%	60%	7%	2%	5%	

### 98. The Institute provides a safe environment.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	53	137	5	2	9	<b>206</b>
Response percentage 2006	26%	67%	2%	1%	4%	
Response percentage 2004	31%	61%	4%	0%	3%	

## Additional comment and feedback

The issues expressed include:

- Lack of cleaning at Wangoom
- Heating and cooling problems
- Toilets need to be cleaned more regularly.

## Examples of typical verbatim feedback

- Pete & Mark do a really fantastic job in keeping our TAFE clean, they are also friendly and are generally the first smiling faces I see in the morning "Good Work Guys"
- Heating & cooling a problem in F building. Some maintenance required
- Never feel unsafe, TAFE always looks great
- Some lovely buildings, I hope will only be enhanced by new buildings. Have seen a disastrous TAFE design or two (see Wonthaggi)
- Toilets are horrible sometimes
- Cleaning at Wangoom is not as common as at Warrnambool
- Needs more lighting at night time
- Room 106 is too hot needs better ventilation
- Facilities at Portland are so lax it is no longer a joke, when students are over heating or getting chill blains due to lack of heating or cooling the equipment is sub-standard
- The best cleaner's is Bernie Gardner and Jack O'Conner. I feel safe at TAFE.

# 16 Student information and results

Feedback for this section is positive however comparative analysis with 2004 statistics is difficult due to the high percentage of not applicable records in 2004

88% of students participating in the survey have found their results accurate and easy to understand however 16% feel that results could be provided in a timelier manner.

### 100. Results are provided in a timely manner.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	43	117	29	5	14	<b>208</b>
Response percentage 2006	21%	56%	14%	2%	7%	
Response percentage 2004	17%	51%	3%	0%	24%	

### 101. Results are accurate.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	46	136	6	3	16	<b>207</b>
Response percentage 2006	22%	66%	3%	1%	8%	
Response percentage 2004	12%	58%	3%	0%	23%	

## 102. Results are easy to understand.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	51	130	9	2	15	<b>207</b>
Response percentage 2006	25%	63%	4%	1%	7%	
Response percentage 2004	15%	55%	0%	0%	23%	

### Additional comment and feedback

Comments reflect the quantitative data documented above. The issues expressed include:

- Results not given to students
- Results and assessment slow to be returned

### Examples of verbatim feedback

- Teacher's assessment sheets accurate and easy to understand
- Sometimes they can take a little too long
- Sometimes results not given
- Some assignments handed in early in the year have taken months to be returned and some results of courses completed have not been recorded up to four months later
- Haven't seen any results all year, or last for that matter
- Some lecturers hand writing is extremely hard to read therefore we may have to take time to visit lecturers instead of doing homework ASAP
- Still waiting on results from the start of the year.

## 17 Campus front office

Results for this section are excellent with 92% of respondents indicating that campus front office staff are friendly and helpful. Results are consistent with the 2004 survey indicating a constant level of customer service.

### 104. Hours of operation are suitable.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	53	124	9	1	15	<b>202</b>
Response percentage 2006	26%	61%	5%	1%	7%	
Response percentage 2004	35%	54%	5%	1%	3%	

### 105. Staff are friendly and helpful.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	68	117	8	0	9	<b>202</b>
Response percentage 2006	34%	58%	4%	0%	5%	
Response percentage 2004	41%	51%	3%	0%	3%	

### 106. Staff are well informed.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Total
Response total 2006	54	121	13	0	11	199
Response percentage 2006	27%	61%	7%	0%	6%	
Response percentage 2004	33%	57%	4%	0%	4%	

#### Additional comment and feedback

Comments in this section were limited with no obvious theme. Students indicated that front office staff are friendly and helpful however there were a number of people who indicated they did not know where the front office was currently located.

## 18 Suggestions for improvement

### Computers / ICT

- More computers for students
- Stop power outages. Also update Flash to current version. Also update Photoshop CS to Photoshop CS2
- Need more computers in the library

### Car park

- Car park 2 small
- Car parking inadequate
- Need bigger car park
- No car parks ever I have received around \$200 in fines over the past 2 years
- Definitely need more car parks. The train station is way too far to walk from to get to class
- Bigger car park
- Car parks needed

### Smoking

- Allow smoking on campus apart from that everything is A/Ok
- Yes build a smokers room for out of the rain & sunshine and no I'm not a smoker but all my TAFE colleagues are
- An undercover area for the smokers.

### Timetables

- Consider mums of school age children in timetable
- Timetables for next year earlier
- School should finish at a normal school hour. 9:00 to 3:25.

## Enrolment

- When I enrolled I had 3 goes over 3 lunch hours. Everyone enrolled some same time and there was a queue which moved very slowly because people in line had lots of questions. Staff seemed helpful but progress of queue very slow. On heavy enrolment days provide more than 2 staff in front office
- More career advice - ALOT more information about the course you are doing, I came to do a TAFE course so that I could operate a business.....the course I was placed into is Business Admin and is almost pointless for what I want to be doing

## Courses

- Provide more courses (especially Diploma in Multimedia) at night
- I am pleased to see that the Institute is introducing the Diploma of Visual Arts next year. I think the humanities and language area needed this welcomed boost. These areas can provide a great opportunity for the Institute to attract new students and I would like to see the area expanded. cheers
- Need more variety of courses such as web making
- Good but can be more informational at times and doesn't offer advanced courses such as certificate 4
- I don't like the structure of mingling all different units into one week. It gets confusing and I loose track of whets happening. Not very punctual, our classes start at 9:00am, but we normally don't start until around about 9:30-9:45am
- Based too much on netball and swimming. To much legal. Too much after school activities and commitments. Teachers start new work without giving enough time to finish pervious work
- Whether you are doing the course all year or in a semester, everyone in the class has been pushed to get all the work finished. It has been too stressful doing it this way
- We need more assistance than we are able to get
- I really hate it how we don't have our own room it is a multi-purpose room, it makes all of us girls feel really unwelcome and way out of the road here, we would like to have our own room but it has some coxswain class
- For correspondence/flexible delivery, you miss a lot of the class notes, so I think there should be more info available

## Business & IT

- Basically the staff present themselves (Over the phone or e-mail) as we will help you, but have no idea on how to 'teach'. After all, laws have changed, so has information technology, and material that is being taught is out of date. As previously stated, some of the OH&S Material being taught is now ILLEGAL, and I'll be passing this along to the relevant authorities
- If I have any problem at all it is with the fact that we don't have any recent/current law books in our libraries which makes easy accessing of current rulings almost impossible without the use of the internet which has given me plenty of grief this year with being blocked from much needed sites
- I would like to see more hours available for the Business Administration class as it is a fairly tight schedule which we have to work with
- I would recommend that text books that are being used, particularly for accounting and information technology are read well and trials done on the content to ensure it is correct. I would also recommend that substitute teachers are allocated when tutors are sent overseas for extended periods. I paid for a tutor for full time courses, and feel that I was let down in a few areas

- Accounting I feel is not in-depth enough, as well as not enough hours allocated

### **Horticulture**

- Let's move the Horticulture Department to Deakin ASAP
- A move from Wangoom or redevelopment would be a step in the right direction
- Bulldoze Wangoom
- Wangoom campus has some issues regarding men's toilet facilities, lack of IT equipment but has strong points in regards to plant species and course equipment

### **Cafe**

- Canteen food seems very expensive for subsidised food. The same chocolate bar is 40 cents dearer than 20 steps away in the vending machine? Unusual occurrence!
- Cafe food and prices
- Cleaner toilets Subsidised canteen

### **Teachers**

- Have enjoyed the course but sometimes feel as though some teachers are not considerate of us student's circumstances
- I believe that the teachers need to have more understanding for students with children and family commitments also injuries/disabilities and sickness
- Staff in the Business Department to understand about a student's personal life having first priority and study coming second. I also feel that they need to be more understanding of students with a disability

### **OHS**

- The kitchen needs windows as it is dangerous for the chefs that learn there as well as the hospitality students. The room in d block needs windows as it is a dangerous environment for the students for it is too hot!

### **Facilities**

- The buildings heating system needs to be looked into as individual rooms cannot be altered to teacher and student needs. Windows need better system for covering to prevent glare and sun during computer use and PowerPoint presentations (D building)
- The new buildings will be a big improvement
- More outdoor/shaded seating needed
- It will be good when demolition and new buildings are completed

### **Miscellaneous**

- Upgrading Plumbing and Building sectors
- Good old fashioned off campus paperwork for us oldies!
- They should have more activities for student to participant
- Make it more people friendly, it is so cold and uninviting here, you need some bright colors around
- Don't let Barrie Baker Leave as he is an excellent Director and he will be missed

- I also think some of the websites older men look at in the library are inappropriate given that they are sitting next to girls barely out of their teens. It doesn't feel comfortable
- Have the survey every year so some students that only have 1 yr courses don't miss out
- You didn't have one don't let Barrie Baker leave
- Lazy boys in the top floor of d block
- I wish the library would be open longer hours so that those how wish to access them after work hours have the chance to do so. This may also make further education more appealing to full time workers
- It is way to expensive
- Congratulations on a well run ship!
- Don't make students organise their own awards presentation. That's a joke!
- I am very happy at ESL course and it makes me feel comfortable to be at class. At another course I don't feel comfortable as same as ESL due to language barrier
- More help for disabilities