# Quality Indicator annual summary report

## Learner engagement and employer satisfaction surveys

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| **RTO No.** | **RTO legal name** |
| 21800 | Jesuit Community College, Jesuit Social Services |

1. Survey response rates

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|  | **Surveys issued (SI)** | **Surveys received (SR)** | **% response rates**  **= SR \*100 / SI** |
| Learner engagement | 1043 | 776 | 74% |
| Employer satisfaction |  |  |  |

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| **Trends of response statistics:**   * which student/employer cohorts provided high/low response rates * how did response rates compare with previous years (if applicable) |
| We reported last year that we have been moving to expand analysis from a sample of responses to all responses. Jesuit Community College is very pleased to report an overall improvement in response rates from 68 percent in 2018 to 74 percent in 2019. This increase is particularly pleasing given that the greater proportion of our students-- around 80 percent -- engage intraining as a referral from Employment Service Providers.  There were 804 survey forms returned, but a relatively high number of respondents (28) did not complete any questions. This left 776 valid responses for analysis. |

1. Survey information feedback

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| **What were the expected or unexpected findings from the survey feedback?** |
| Jesuit Community College courses target vulnerable populations, typically from lower socioeconomic groups, and culturally and linguistically diverse backgrounds. A high proportion are disengaged from learning and employment. Ninety percent of the College's 2019 student population were unemployed -- 67 percent were seeking full-time work, and 23 percent were seeking part-time work -- and had been referred to the College through jobactive agencies or other employment service providers for foundation literacy and numeracy training. About 40 percent reported having either a physical, intellectual or learning disability. Only around two-fifths have completed schooling to Year 12, and another two-fifths have completed only to Year 10.  Despite the high levels of disengagement, respondents who completed the AQTF reported a high level of satisfaction with their learning. As we have found in previous years, percentage agreement of each of the ten scales is at or above 90 percent, and there is 95 percent agreement for the Overall Satisfaction scale. Highest levels of agreement were for the Trainer Quality scale (98.4 percent), Effective Assessment scale (97.3 percent), and Effective Support Scale (96.6 percent).  The lowest result was for the Active Learning Scale, which we believe reflects the generally lower levels of confidence of vulnerable students. For example, there was only 84 percent agreement for the questions "I set high standards for myself in this training" and "I looked for my own resources to help me learn."  The College is especially pleased that respondents rated Trainers highly, confiming that trainers are engaging well with the cohort: around 98 percent agreed that trainers encouraged them to ask questions, made the subject interesting, had excellent knowledge of content and explained things clearly. Respondents also agreed (98 percent) that they could approach trainers if they needed help. This is borne out by comments (for example, "The trainer was fantastic"; The trainer was able to encourage all students to get the most out of the course regardless of their skills or desires", "We had the best trainer, she knew exactly what to do, taught us so much, prepared us well"; and "Being able to talk or ask questions without judgements". |

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| **What does the survey feedback tell you about your organisation’s performance?** |
| Comparison of 2019 results with those from 2018 and 2017 shows that the College's performance has improved overall with 60% completion rates in 2018 to 70% in 2019.This has contributed to our consistently high results for the Trainer Quality, Effective Support and Competency Development scales and strong response rate to the individual questions that make up the scales. Jesuit Community College has been careful to appoint trainers who have demonstrated good rapport working with disengaged and vulnerable populations, and is pleased to have such good feedback on their capabilities and support for our target students. The high levels of agreement are matched by positive comments about trainers, as noted above. The College is also pleased to have received a large number of comments that show that students felt they had developed useful skills, for example, "Building my confidence. Gaining skills to solve problems"; "Learning different strategies in communication, behaviour and interview skills"; "Made new friends, improved my skills, able to be more confident at interviews".  Areas of concern we highlighted in previous years -- for example stimulating students to take more responsibility for their learning -- are still of concern, but have nonetheless improved from 24 percent disagreement in 2017 reducing to 15 percent disagreement in 2019. Another area of weakness is the response on up-to-date equipment, facilities and materials. Improvement in satisfaction of equipment was 94% compared to 87% in 2017. We have invested and will continue to invest to keep our equiment upgraded.  The largest number of "Need Improvement" comments (28 percent of over 500 improvement comments) were in fact a general positive comment -- "All good"; "The course is perfect". This is an improvement over 2018, where we saw 14 percent of general positive comments under "Needs Improvement".  We are pleased to note the overall improvement in quantitative and qualitative results over time, but understand there are still areas that require action (see below). |

1. Improvement actions

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| **What preventive or corrective actions have you implemented in response to the feedback?** |
| During 2019, in response to comments made in 2018, and following feedback from trainers, we embarked on a process to review and update all course resources. This task is still in process. Around 14 percent of comments suggest that learning resources can be improved further. 86%of the students comments were satisfied with our learning resources. As part of our continuous improvement we are constantly updating our learning resources to keep our students engaged. |

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| **How will/do you monitor the effectiveness of these actions?** |
| We will continue work to update and revise workbooks, and seek feedback from trainers to ensure resoures are valid, current and relevant to the course and our student's learning needs. We will also continue working with our partners to ensure accessible and comfortable venues, facilites and equipment -- particularly IT equipment -- are available to students. |