

Department of Computing and Information Technology

1. Diploma of Information Technology (Network Engineering) (CICA50499)

Sample size:	32	
Total responses:	10 (31.25%)	
Responses by year:	2002: 0	2003: 10

Summary of findings:

This report provides information gathered through the Graduate Destination Survey conducted by SPS in June/July 2004. It includes summaries of the main reasons that respondents chose to do the Diploma of Information Technology (Network Engineering) course, their educational and work background, whether they felt they achieved their aims, their overall satisfaction with the course, and post-study work and educational outcomes.

Some 60% of respondents undertook the course for vocational reasons. The majority (80%) achieved their main aim, with 90% in paid employment by June/July 2004. Of those employed, 33% were in a job not related to their course. However, 75% of respondents felt that the course assisted them in getting their job, with five graduates obtaining significant career advancements in network engineering on completion and a further four going on to complete bachelor and master's degrees, including two at Swinburne. Overall, respondents felt they developed their knowledge and skills in network engineering and 40% of the comments made referred to good teaching practice. At the same time, 35% of respondent comments suggested improvements to course content and 41% mentioned a need for better facilities and resources.

Before the course:

Main reason for doing the course (n = 10)

Reason?	Responses
To get a job	20%
To develop an existing business	0%
To start a new business	0%
To get a different job	30%
To get a better job	0%
It was a requirement of my job	0%
To get extra skills for my job	10%
To get into further study	20%
Personal interest	0%
Other	20%

Respondents employed before the start of the course: 80% (8/10 respondents)

Educational background

	Year 12	Year 11	Year 10	Year 9 or below
Highest level of secondary schooling	90%	0%	10%	0%

Qualifications prior to starting the course

Completed TAFE qualification	30% (n=10)
Completed Australian Higher Education qualification	0% (n=10)
Started but did not complete Australian Higher Education qualification	10% (n=10)

After the course:

Course satisfaction

	Yes	Partly	No
Did you achieve your main aim for doing the course? (n = 10)	80%	10%	10%

How would you rank the quality of the course?

(1-2 = Poor, 3-4 Below Average, 5-6 Average, 7-8 Above Average, 9-10 Excellent)

Mean response for this course:	7.70 (n = 10)
Overall Swinburne mean all courses in this survey	7.84 (n = 739)
NCVER mean for 2002 Swinburne graduates	7.4

Current employment:

	Percentage	No/Responses
Respondents in paid employment at June/July 2004	90%	9/10
Total respondents in unpaid work (inc. those with paid work or study)	0%	0/10

Current job status	Full Time	Part Time	Casual	Other
	6	1	1	1

Current job related to the course?	Related	Somewhat related	Not related
	44.4%	22.2%	33.3%

Current job's relationship to job before the course	Same as previous job	Similar to previous job	Promotion or other improvement	Not related to previous job	Not employed before course
	11.1%	0%	11.1%	55.6%	22.2%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	75.0%	6/8
Did the course help you with the skills that you need in this job?	77.8%	7/9
Are you looking for additional work	11.1%	1/9
Are you looking for alternative work	22.2%	2/9

Further education

Four respondents (40% of the total) were enrolled in further study at the time of the survey, half of them at Swinburne.

Course details:

	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (n)	0	0	0	1	0	0	2	1	0

N=4	Full Time	Part Time
Study mode	75%	25%

N=4	Related to course	Somewhat related	Not related
New course relationship to completed course	100%	0%	0%

Respondents not in work or study:

All respondents (n = 10) were engaged in paid work and/or further study.

Additional qualitative information

List three things you gained personally from doing the course:

(NB Responses were grouped into 9 categories as indicated in the summary table below.)

Summary:

1. Qualifications	0	6. Career Path	2
2. Knowledge and Skills	8	7. Industry Understanding or experience	1
3. Connection with teachers & other students	0	8. Other	1
4. Satisfaction	0	9. No gain	0
5. Confidence	3	Total Comments (Up to 3 per respondent)	15

Category	Survey	Gained Personally from doing the course
2	666	Computer skills
2	666	Study skills
2	667	Greater IT knowledge
2	667	An understanding of computer networks
2	670	Ability to upgrade/repair C's
2	670	Programming experience in Visual Basic
2	670	A lot of Networking/Admin skills
2	673	Gained knowledge about networking/IT
5	666	self confidence due to excellent results
5	667	confidence to go into further study
5	673	Helped me deal with working with others
6	671	Stepping stone to uni
6	671	Step out of current career
7	673	Improvement in job searching skills
8	671	Back into study mode

List three things that you felt Swinburne did well in your time here.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

Summary:

1. Course Structure	2	6. Practical Industry Experience	1
2. Course Content	0	7. Other	3
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	4		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	12

Category	Survey	Things Swinburne did well
1	671	Considering our class were the first intake for a new course it was handled well
1	671	Good timetables
4	666	Some teachers knew their subjects well
4	667	Teachers easy to approach (some only)
4	671	Some excellent teachers
4	673	I was happy with the teachers
5	666	Facilities were very good
5	667	Adequate facilities
6	673	Most of all I was happy with the amount of practical work
7	667	Support of women in IT
7	670	Look, I enjoyed it overall, OK?
7	673	I was extremely happy with the course

Suggest three things that you believe are the most important things that Swinburne should do to improve the course.
(NB Responses were grouped into 8 categories as indicated in the summary table below.)

Summary:

1. Course Structure	1	6. Practical Industry Experience	0
2. Course Content	6	7. Happy – No comment	0
3. Course Administration	0	8. Other	1
4. Teaching Practice	2		
5. Facilities and Resources	7	Total Comments (Up to 3 per respondent)	17

Category	Survey	Suggested Improvements
1	671	Streamline some of the subjects that overlap
2	665	include more CISCO in the course - did not learn enough of this - make it a 4-yr course and include more on CISCO
2	665	Cert IV User and Workplace Training was also required after the course - include this within the course
2	666	greater Microsoft focus
2	666	in depth training in exchange and SGL
2	666	Reduced Linux focus
2	671	Go into more depth with UNIX, perhaps include MCSE certification
4	667	Look more closely at the teachers they employ - Can they interact with people well?
4	671	Pay careful attention to staff (some poor teachers; but also some excellent).
5	667	Better abilities to support people for whom English is a second language
5	668	More funding to provide better hardware & software - more money into resources
5	669	Improve equipment computers, printers etc
5	670	Sometimes comp hardware resources were lacking
5	670	MORE PARKING!!! <-very important!!
5	670	More Parking at Lilydale!
5	673	Better equipment eg hardware/software
8	672	More promotion of course, more student events - Lilydale isn't very student orientated like the other campuses

Respondents who indicated a willingness to be contacted again to help Swinburne improve its courses.

(Note that graduate contact details are available on ASCOL.)

ID	Surname	Given Name	Year Graduated
1192132	Matthews	Lynette	2003
1414216	Beythien	Ross	2003
1549049	Burke	Catherine	2003
1549618	Yeoh	Edwin	2003
1885103	Bayley	Mary	2003
1919741	Richards	Jason	2003
1944460	Ioannides	Peter	2003

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

#	Reason to study	Before the Course				After the Course							
		Unempl.	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT
665	7	-	Nursing	Nursing - Assistant Unit Manager - bookwork as well	Health industry	Computer teaching	teaching	IT	Self Empl.				
666	4	Yes	-			Public Servant	Administrative tasks in tax office	Taxation	F/T				
667	4	No	Accounting assistant	Bookkeeping, assistant financial accounting	Utility Gas and Electric	Systems Administrator	Maintain a large billing system. IT Admin	Utility Gas and Electric	F/T		Masters	Master of Business IT	P/T
668	10	-	BP service station attendant	cash register operations, customer service	Retail	Sales executive at Clive Peters	Sales, customer service - product knowledge	Retail	F/T				
669	8	-	cinema worker	selling tickets, customer service	Entertainment	IT support staff	customer service helpdesk	Education	F/T				
670	1	No	Production worker	All aspects of manufacturing food products	Luxury food item supplier	Production worker (same job!!)	All aspects of manufacturing food products	Luxury food item supplier	P/T		Degree	Bachelor of Technology (IS)	F/T
671	4	No	Accounts clerk	Bookkeeping, debt collection, staff training	Marine distress flare manufacturing						Degree	Bachelor Applied Science (Information Technology)	F/T
672	8	-	Retail	sales assistant	Retail	systems administrator	maintain the network, staff support, technical support	Education	F/T		Diploma	Bachelor of IT Information Systems	F/T
673	1	No	Program Seller	Selling Programs	Sales	Analyst for Xerox products/machines	Installing Xerox multi-functional devices on customer networks	Sales and customer services/support	F/T			0	
674	10	No				Retail	Talking to customers, selling, stock	Retail	Casual				

2. Diploma of Information Technology (Software Development) (C2509AAC/S, CICA50299)

Sample size:	126	
Total responses:	25 (19.9%)	
Responses by year:	2002: 12	2003: 13

Introduction:

This report summarises the information gathered through the Graduate Destination Survey conducted by SPS in June/July 2004. It includes summaries of the main reasons that respondents chose to do the Diploma of IT (Software Development), their educational and work background, whether they felt they achieved their aims, their overall satisfaction with the course, and post-study work and educational outcomes.

Overall, 74% of respondents (n = 25) undertook the course for vocational reasons, with 32% having already completed a prior TAFE qualification. Nearly two-third (c. 66%) were in paid employment at June/July 2004, although many were in jobs with little direct relationship to their course. Some 40% of respondents were looking for alternative or additional work at the time of the survey, and many were in further study at degree level (half of them at Swinburne). Twenty-one respondents felt they had developed their knowledge and skills during the course, although many of the comments made (c. 56%) indicated that the course would be better with the inclusion of more industry experience.

Before the course:

Main reason for doing the course (n = 22):

Reason	Responses
To get a job	50.0%
To develop an existing business	5.3%
To start a new business	0.0%
To get a different job	13.6%
To get a better job	0.0%
It was a requirement of my job	0.0%
To get extra skills for my job	4.6%
To get into further study	18.2%
Personal interest	9.1%
Other	0.0%

Respondents employed before the start of the course: 56.0% (14/25 respondents).

Educational background (n=12)

	Year 12	Year 11	Year 10	Year 9 or below
Highest level of secondary schooling	89.5%	0%	5.3%	5.3%

Qualifications prior to starting the course

Completed TAFE qualification	32% (n=25)
Completed Australian Higher Education qualification	4% (n=25)
Started but did not complete Australian Higher Education qualification	8% (n=25)

After the course:

Course satisfaction:

n=23	Yes	Partly	No
Did you achieve your main aim for doing the course?	60.9%	21.7%	17.4%

How would you rank the quality of the course?

(1-2 = Poor, 3-4 Below Average, 5-6 Average, 7-8 Above Average, 9-10 Excellent)

Mean score for this course:	7.88 (n = 24)
Mean score for all courses in this survey	7.84 (n = 722)
NCVER Mean 2002 graduates	7.4

Current employment:

	Percentage	Responses (n)
Respondents in paid employment at June/July 2004	65.2%	25
Total respondents in unpaid work (inc. those with paid work or study)	12.5%	25

Current job status	Full Time	Part Time	Casual	Other
	7	3	3	2

Current job related to the course?	Related	Somewhat related	Not related
	13.3%	33.3%	53.3%

Current job's relationship to job before the course	Same as previous job	Similar to previous job	Promotion or other improvement	Not related to previous job	Not employed before course
	33.3%	6.7%	0%	26.7%	33.3%

	Yes %	Responses (n)
Did your TAFE course assist you to get this job?	40.0%	15
Did the course help you with the skills that you need in this job?	57.1%	14
Are you looking for additional work	13.3%	15
Are you looking for alternative work	30.8%	13

Further education

Fourteen respondents (58.3%, n = 25) were enrolled in further study, eight of them at Swinburne.

Course details:

	CII	CIII	CIV	Dip	ADip	Grad Cert	Degree	Masters	Other
Course level (n)	0	0	1	0	0	0	10	0	1

Study mode (n = 13)	Full Time	Part Time
	84.6%	15.4%

New course relationship to completed course (n = 12)	Related to course	Somewhat related	Not related
	91.7%	0%	8.3%

Respondents not in work or study:

Only two (of 25) respondents were not enrolled in further study or in paid work at the time of the survey.

Additional qualitative information

List three things you gained personally from doing the course.

(NB Responses were grouped into 9 categories as indicated in the summary table below.)

1. Qualifications	2	6. Career Path	0
2. Knowledge and Skills	21	7. Industry Understanding or experience	2
3. Connection with teachers & other students	1	8. Other	1
4. Satisfaction	1	9. No gain	0
5. Confidence	6	Total Comments (Up to 3 per respondent)	34

Category	Survey	Gained Personally from doing the course
1	648	The Diploma qualification has given me credibility
1	658	Dip Cert
2	640	Knowledge
2	643	Extra design skills
2	643	Animation skills
2	648	Knowledge that I was intelligent & could gain very high marks for my knowledge & interest in IT
2	649	Knowledge
2	649	Skills
2	651	Programming in different languages
2	651	Negotiating with clients
2	651	Take my skills to the next level
2	652	Patience/Knowledge
2	655	I learnt computer languages, programming
2	655	Few useful business skills
2	656	Use website skill
2	656	Use Microsoft office
2	656	Improve English
2	658	Comp Skills
2	659	Problem solving skills
2	660	Better English
2	660	Learned group work
2	660	Learned good programming skill
2	661	Skill
3	658	Friendship
4	659	Satisfaction of completing
5	640	Self Confidence
5	648	I am more confident in my own personal abilities
5	649	Confidence
5	652	Leadership
5	652	Responsibility
5	655	I found my confidence
7	643	Experience
7	661	Experience
8	640	Ability to learn new things

List three things that you felt Swinburne did well in your time here:

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	0	6. Practical Industry Experience	1
2. Course Content	12	7. Other	1
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	6		
5. Facilities and Resources	6	Total Comments (Up to 3 per respondent)	26

Category	Survey	Things Swinburne did well
2	640	Broad variety of programming languages
2	640	Possibility to learn the most recent technology
2	648	Quality of the curriculum was really good. I learned heaps in the 2 years I was there.
2	651	The material at Swinburne is very dynamic and flexible
2	651	There is a lot of help and tutorials for students and lots of hands on experience
2	651	Teaching material - from the ground up
2	652	Course structure
2	655	Level of knowledge
2	659	Subjects not to easy
2	660	Course structure
2	661	Good IT experience
2	661	Strong in IT teaching

Suggest three important things that Swinburne should do to improve the course.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	7	6. Practical Industry Experience	14
2. Course Content	2	7. Happy – No comment	1
3. Course Administration	1	8. Other	2
4. Teaching Practice	5		
5. Facilities and Resources	8	Total Comments (Up to 3 per respondent)	40

Category	Survey	Suggested Improvements
1	651	Students should be allowed to select their subjects like in universities
1	655	Less subjects, which you never use, more main subjects
1	656	More assignment
1	657	semester basis
1	662	Choice of what they wanted to do project on.
1	663	Moving from Diploma to degree repeated same work
1	663	1st year needs to be upped more to keep interest. Big jump in 2nd year
2	640	More hours for programming languages subjects
2	642	some subject content irrelevant
3	658	Admin process
4	640	More pro teachers
4	654	instructors - main issue
4	655	Teaching level
4	658	Teacher's skills
4	664	some teachers weren't so good
5	642	up to date technology should be available
5	646	text books - relevant and useful
5	655	More material and help
5	658	Quality of Facilities
5	660	Faster speed of internet
5	660	Higher quality of computers
5	660	More parking
5	661	Facilities!!
6	640	Work experience (real)

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

Category	Survey	Suggested Improvements
6	641	connected to industry
6	645	more help in looking for a job at the end. Pointers needed and prior info about the course
6	645	More practical work wanted. Last six months in the last year
6	648	keep it up to date! A lot of the information we were taught was several years behind... This is difficult in the IT industry, but crucial! Other than that, the course was fine.
6	649	More Real-world teaching
6	649	Less theory - more prac
6	649	Focus on specific areas of working industry
6	651	The point in doing the course is to get a job
6	652	Get more involved with the industry
6	656	More speaking practice
6	656	More working exp outside
6	662	Make the projects more exciting. More related to job.
6	662	More prac work very good
7	654	content
8	659	Friends
8	661	Time management

Respondents who indicated a willingness to be contacted again to help Swinburne improve its courses.

(Note that graduate details are available on ASCOL.)

ID	Surname	Given Name	Year Graduated
0814199	Miteaguina	Irina	2003
1136941	Karan	Rajko	2003
1225812	Fryer	Christopher	2002
1413066	Sinclair	Lee	2002
1464973	Bilios	George	2003
1471546	Hore	Michael	2003
1538896	Chirkin	Svetlana	2003
1600419	Handaya	Inge	2002
1899562	Lai	Ka Pik	2003
1943871	Barakat	Alen	2003
1944606	Cunliffe	Scott	2003

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

		Before the Course				After the Course							
#	Reason for study	Unemp.	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT
640	1	No	Programmer	Programming	Rateway? Finances	Software dev	Programming	Oil production, earth moving machinery	F/T			0	
641	1	-									?? unclear		
642	1	-	office admin	office duties	media	web page design			Casual	Yes	Degree	Science in computing	P/T
643	2	Yes	Website developer	Programming	Creating websites	Website Developer	Programming/Design	Website Development	Self Empl			0	
644	1	Yes				Web page designer			Self Empl		Cert IV	Prof Writing and Editing	P/T
645	1	No											
646	8	-	sales assistant	sales	electronics	sales assistant	sales	electronics	P/T		Degree	Management & Information systems	F/T
647	1	No				shop assistant	customer service	retail	Casual		Degree	multimedia and network computing	F/T
648	-	No	Shop Assistant (in family business) and home duties	Customer Service	Convenience store (fast food and petrol, gas etc) Retail	PA to senior management	software development, proposal/report writing, artistic design and graphics, secretarial, travel arrangements, data entry and so much more.	Transport	F/T				
649	8	No	Shop assistant	Sales/orders/phones	Motorcycles						Degree	Bach of Info Sys	F/T
651	-	No	Blank	Blank	Blank					Yes	Degree	Bachelor of Computing (Computer Science) (Software Development)	F/T
652	9	No	Kitchen Hand	Cooking	Fast Food						Other	Express IT Master Program with Excom Education	F/T
653	1	Yes				Computer forensics with animals		Consultative	F/T				
654	4	-	technician	technician		computing			F/T				
655	1	Yes											
656	7	No				Office clerk	Bookkeeping administrative, take orders, invoices, etc.	Import business	F/T				

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

657	4	-	administration	administration	retailing	customer services	customer service	retailing	F/T				
658	9	No									Degree	Bach Info Sys	F/T
659	1	No				Customer Service		Retail	Casual		Degree	Bachelor Science (Computing)	F/T
660	1	No									Degree	Bachelor of Computer Science	F/T
661	8	No									Degree	Bach of Info System	F/T
662	8	-	Retail	manager	electronics	Retail	manager	electronics	P/T		Degree	Bachelor of Science (computing)	F/T
663	1	-	Quality Control	Shift supervisor, product checking	Carpet underlay	Quality Control	Shift supervisor, product checking	Carpet underlay	P/T		Degree	Bachelor of Science in computing	F/T
664	4	-	sales electronics			Sales electronics			F/T	Yes			