

**Project:** Tertiary Entrance Procedures Authority Resources  
Evaluation.

---

**Report on stakeholder perceptions of the quality and  
effectiveness of current resources**

---

**Document preparation:** Sonja Whiteley

**Status:** Uncontrolled (Draft)

**Last revision:** 27/3/1996

**Location:** t:\sonja\info\report.doc

**Copy printed:** 11/11/99

## **Tertiary Entrance Procedures Authority Resources Evaluation**

Report on stakeholder perceptions of the quality and effectiveness of current resources

### **1.0 Introduction**

This report presents the findings of a survey conducted by TEPA to complement the information contained in the “Report on the resources supplied to school communities to inform them of SEP and tertiary entrance procedures”. A questionnaire based on a previous investigation, was distributed in order to provide some insight into the views of stakeholders with regard to the SEP and tertiary entrance information resources provided by TEPA. It is recommended that this report is read in conjunction with the larger scale study as it contains relevant background and research method information.

### **2.0 Research Method**

The survey distributed to school personnel and interest groups was a shortened version of a previous questionnaires developed specifically for teachers and parents. As illustrated in Appendix 1, the materials evaluated were the *Student Education Profile (SEP)*, *From Year 10 to Tertiary Entrance*, *SEP: Facts for Parents*, *Calculation of OPs and FPs*, *Making Good Decisions on Tertiary Entrance*, and *Applying for Visual and Performing Arts*. Respondents were requested to rate the comprehensiveness, accuracy, relevance, readability, presentation and layout of these resources. With regard to *Applying for Visual and Performing Arts*, questions were asked relating to whether this recent publication had been seen and distributed. Overall ratings of user satisfaction with availability, accessibility and timing of distribution of resource materials were also obtained. Respondents were requested to provide further comments if they wished.

The surveys were sent to a number of target groups, including guidance officers, parents, Year 10 and 12 coordinators and administrators, at the end of December 1995. Those surveyed were not randomly selected, but were chosen to be representative of TEPA’s client group.

### **3.0 Results**

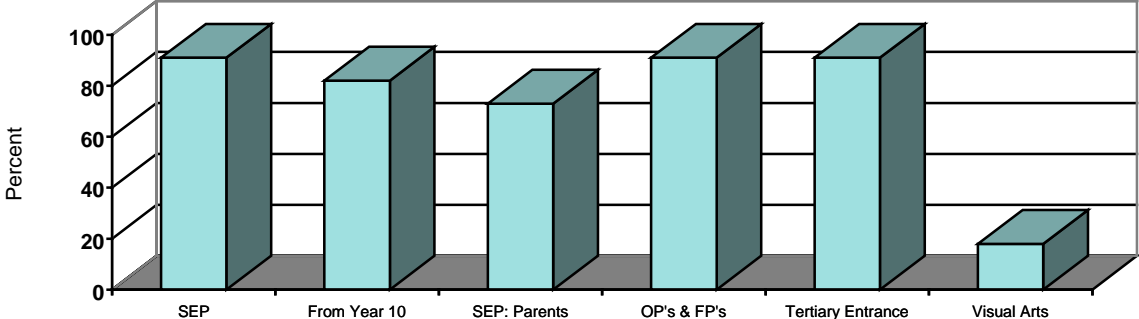
Of the 37 surveys distributed, 11 were returned, representing a 30% response rate. Due to the small number of responses, the categories of ‘good’ and ‘very good’ have been collapsed to reflect an overall positive rating. As no resource was perceived to be ‘very poor’, a similar aggregation was unnecessary for negative replies.

#### **3.1 General Comments**

It is apparent from Figure 1 that those who responded had not sighted all of the resources being evaluated as part of the survey and is interesting to note that there was not one resource that all respondents had seen. The majority (91%) were able to evaluate the quality and effectiveness of the *SEP*, *Calculation of FPs & OPs*, and *Making good*

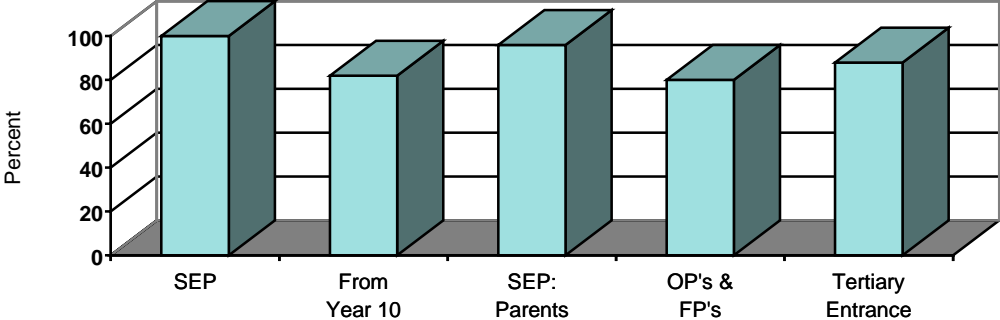
*Decisions on Tertiary Entrance.* Fewer (82%) had seen *From Year 10 to Tertiary Entrance* and *SEP:Facts for Parents* (73%). As expected, due to the fact that it was a very recent publication, only 18% of those who responded has seen *Applying for Visual and Performing Arts*.

**Figure 1. Percentage of respondents who sighted each resource.**



The resource that was rated most positively was the *SEP*, which achieved either ‘good’ or ‘very good’ responses in all categories. The *SEP: Facts for Parents* was also very highly regarded with an overall positive rating of 96%. Figure 2 also shows that most respondents thought that *Making Good Decisions on Tertiary Entrance* was a useful publication with 88% rating it in a positive manner. The lowest overall ratings were obtained by the resources *From Year 10 to Tertiary Entrance* (82%) and *Calculation of FPs & OPs* (80%). In relation to these two materials, it should be noted that ratings for *From Year 10 to Tertiary Entrance* were consistently low, whereas *Calculation of FPs & OPs* obtained a distinct range of ratings.

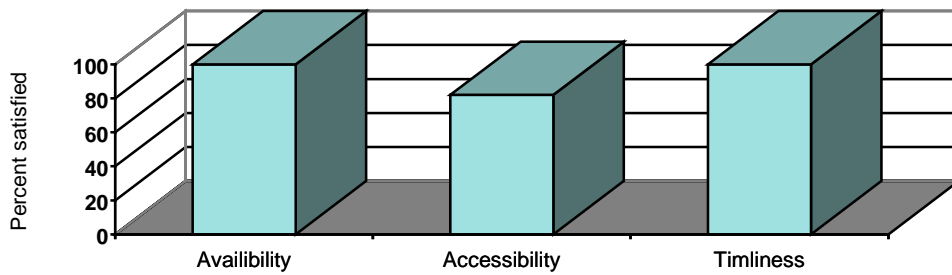
**Figure 2. Overall rating of resources.**



**3.2 Satisfaction with resource materials**

Overall satisfaction with the provided resources was high with 100% of respondents indicating that they were either satisfied or very satisfied with the availability of resource materials and the timeliness of provision. From Figure 3, it is evident that satisfaction ratings relating to ease of access to materials was not as high, with 82% of those who responded being either satisfied or very satisfied. All those who had seen the brochure relating to visual and performing arts indicated that they had distributed the resource and that they perceived it to be useful.

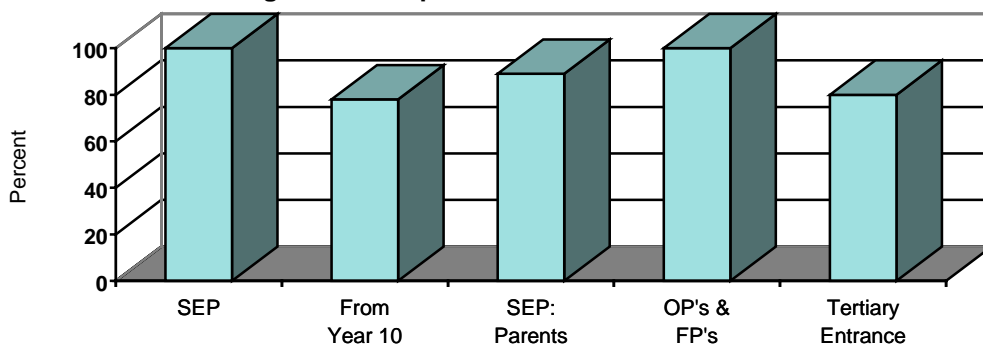
**Figure 3. Overall satisfaction with availability, accessibility and timeliness.**



### 3.3 Comprehensiveness of resource materials

In relation to the *SEP* and *Calculation of OPs and FPs* publications, it can be seen from Figure 4 that all respondents gave a positive rating when asked about the comprehensiveness of the content. Fewer respondents (89%) thought that good or very good described the content comprehensiveness of the *SEP: Information for Parents*. The lowest ratings were given to *From Year 10 to Tertiary Entrance* (78%) and *Making Good Decisions About Tertiary Entrance* (80%), indicating that the content of these resources was perceived to be the least comprehensive of those evaluated.

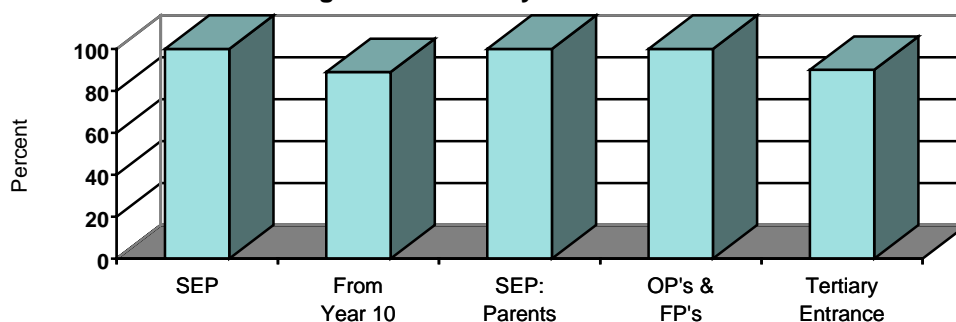
**Figure 4. Comprehensiveness of content.**



### 3.4 Accuracy of resource materials

From Figure 5 it is evident that the majority of the resources that were being evaluated were seen to be accurate. *SEP*, *SEP: Facts for Parents*, and *Calculation of OPs and FPs* received positive ratings in all cases with regard to content accuracy. In relation to *From Year 10 to Tertiary Entrance* and *Making Good Decisions on Tertiary Entrance*, respondents appeared to believe that there may be some inaccuracies, with these resources receiving ratings of 89% and 90% respectively.

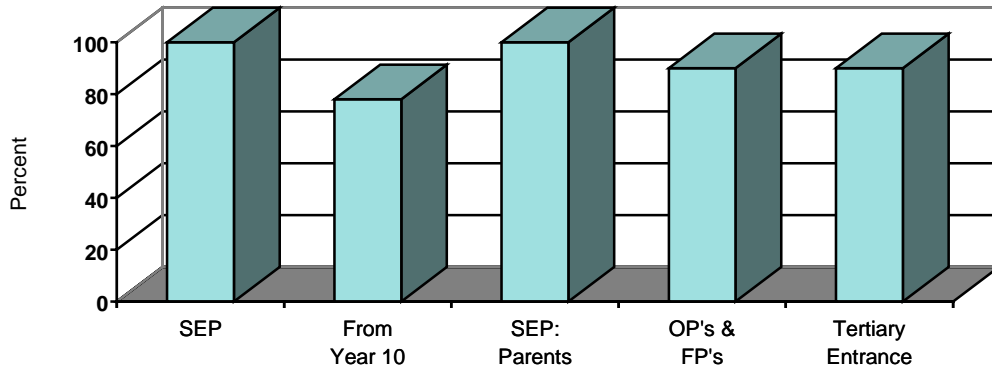
**Figure 5. Accuracy of content.**



### 3.5 Relevance of resource materials

As indicated by Figure 6, both resources relating to the SEP obtained very high ratings with regard to content relevance. *OPs & FPs* and *Making Good Decisions about Tertiary Entrance* were seen to be slightly less relevant, both obtaining a rating of 90%. *From Year 10 to Tertiary Entrance* was perceived to be the least relevant resource, with only 78% of respondents rating it positively.

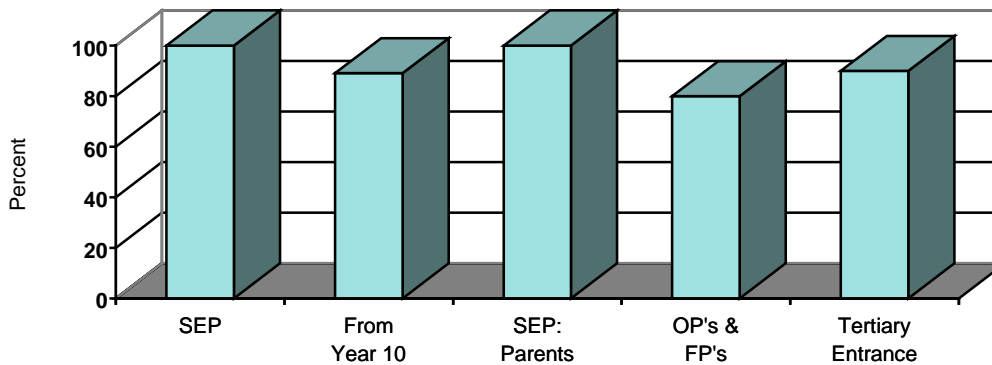
Figure 6. Relevance of content.



### 3.6 Readability of resources

All respondents made very positive ratings in relation to the readability of the *SEP* and *SEP: Facts for Parents*, as shown in Figure 7. The language used in *From Year 10 to Tertiary Entrance* and *Making Good Decisions on Tertiary Entrance* was rated as less clear and readable with slightly lower ratings (89% and 90% respectively). Respondents indicated that the least readable resource was *OPs & FPs*, with only 80% rating it in a positive manner.

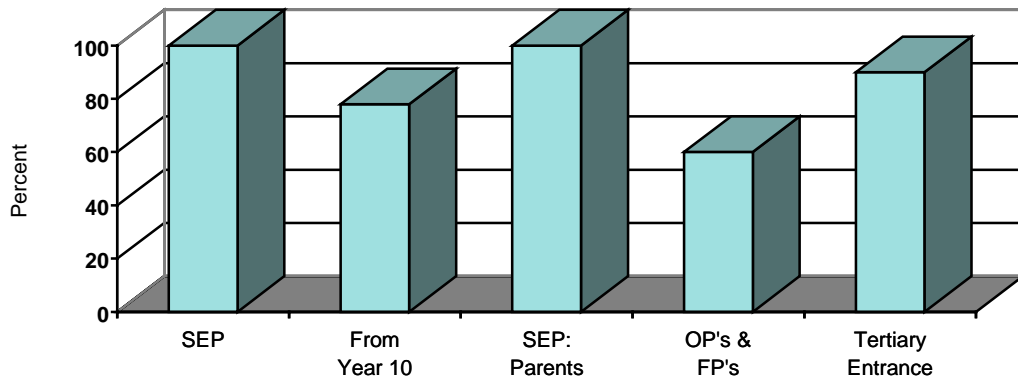
Figure 7. Readability of resource



### 3.7 Presentation of resources

As can be seen in Figure 8, the presentation of the SEP-related materials was seen in a highly positive manner by all respondents. Presentation ratings were still very positive for *Making Good Decisions on Tertiary Entrance* (90%), but decreased for *From Year 10 to Tertiary Entrance* (78%). The presentation of *Calculation of OPs & FPs* was rated positively by only 60% of respondents, indicating that it was the resource seen to be the most poorly presented of those evaluated.

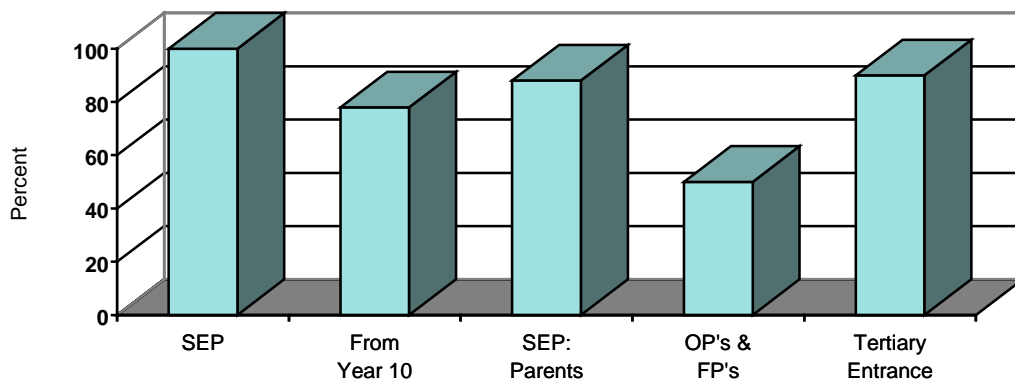
Figure 8. Presentation of resource.



### 3.8 Layout of resources

The layout of the *SEP* resource was rated very positively by all respondents. Ratings of layout were also high for both the for *Making Good Decisions on Tertiary Entrance* (90%) and the *SEP: Facts for Parents* (88%) publications. A slightly less positive rating of 78% was made in regard to the layout of *From Year 10 to Tertiary Entrance*. The *Calculation of Calculation of OPs and FPs* received the lowest rating of the survey for its layout, with only 50% of respondents indicating that the layout of the document as 'good' or 'very good'.

Figure 9. Layout of resource.



### 4.0 Summary

Both the *SEP* and *SEP: Facts for Parents* were very highly regarded by all respondents who sighted them, reflecting results found in previous evaluations of these materials. Many respondents also found that *Making Good Decisions on Tertiary Entrance* was a useful source of information. The results did not show any evidence of previous concerns about the resource's layout, while ratings relating to comprehensiveness of content were slightly lower than in past evaluations. Concerns raised about the presentation, layout and readability of *Calculation of OPs and FPs* in a previous study were also considered to be issues that need to be addressed by the respondents in this investigation. In contrast to previous findings, *From Year 10 to Tertiary Entrance* did not appear to be a resource that was highly regarded.

It is not possible to make any recommendations on the basis of these findings due to the fact that the sample was small and the response rate low. For the most part, this investigation mirrored the results of a previous study, with the exception of the ratings made in relation to *From Year 10 to Tertiary Entrance*.