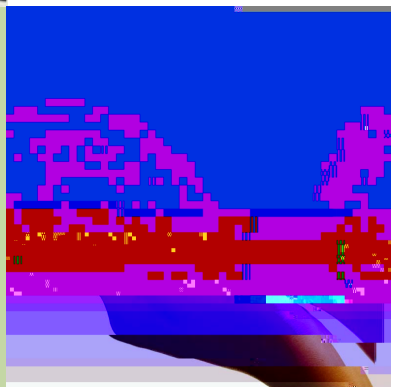


BCStud

2011 DEVELOPMENTAL STUDENT OUTCOMES SURVEY

Report of Findings



BCIT

Contents

Acknowledgements 5

Highlights 7

Former ABE students.....	7
<i>Descript on of former students</i>	7
<i>Reasons for enrolling</i>	7
<i>Evaluat on of educat on</i>	7
<i>Student finances</i>	7
<i>Further educat on</i>	8
<i>Employment outcomes</i>	8
Former ESL students.....	8
<i>Descript on of former students</i>	8
<i>Reasons for enrolling</i>	9
<i>Evaluat on of educat on</i>	9
<i>Student finances</i>	9
<i>Further educat on</i>	9
<i>Employment outcomes</i>	9

Introduct on 11

Developmental Program Delivery in the Public Post-Secondary System.....	11
2011 Developmental Student Outcomes Survey.....	11
About this Report	11

Findings: Former ABE Students 13

Descript on of f	
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Student finances.....	34
Further education.....	36
Employment outcomes	37

Conclusion 41

Former ABE Students	41
Former ESL Students	43

Acknowledgements

The Developmental Student Outcomes (DEVSO) Survey is one of four annual surveys that make up the BC Student Outcomes project. The DEVSO Survey targets former stu-

Highlights

Former ABE students

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- 47% of respondents reported that they were *very well* or *somewhat prepared* to take more courses at a community college.
- 63% of respondents reported that they were *very likely* or *somewhat likely* to take more courses at a community college.

Further education

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Employment outcomes

Reasons for enrolling

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- - šÿ° ; ÿ® ; ' ž ° ± ® ; - ; ÿ ; ÿ° ; © š°ÿ² ; ° ; ÿ® « - ° ÿ° - «® š° a° · f« š°

Evaluation of education

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- - š°ÿ ÿÿ «® ÿ° ÿÿ « a - ; « ÿš° «® ÿš° ÿš° - very good or good «® «ÿ 1
- fš² ; š° very good or good «® ÿÿ «° « ; - ± š°ÿµ « C ; š°ÿÿ
- - šÿ° ; ÿµ³ ; ® · or with their ESL courses

Student finances

«C® - «aÿi a°- « ÿÿ « a «® ÿµ «® «ÿ aÿ · «® ÿš° a «® ± - «® ÿ ± «® ÿÿ f° ; ÿµ - š°ÿ

- provide information for program and service evaluations and educational planning

Findings: Former ABE Students

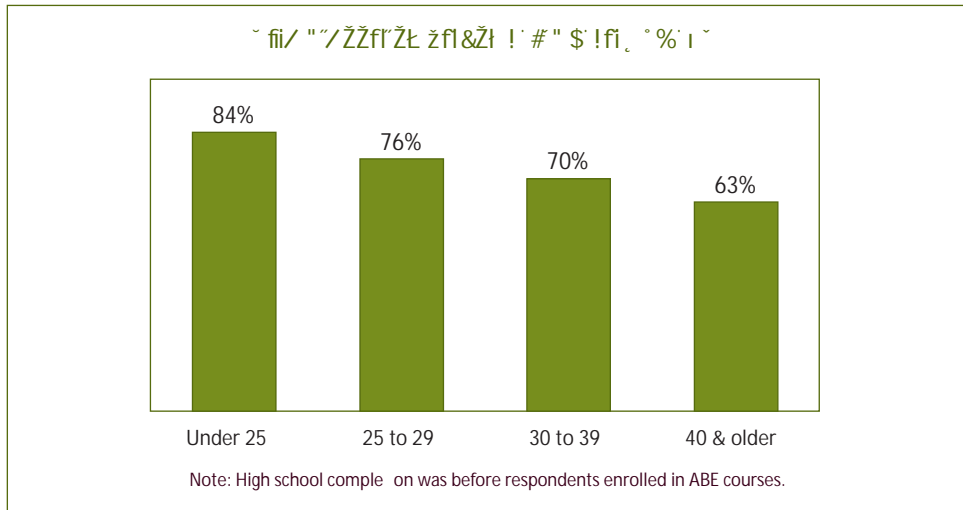
Based on the developmental Student Outcomes (DEVSO) Survey, for a response rate of 44 percent. (See Appendix.)

Description of former ABE students

Data on gender and age come from administrative records.

... percent).

... spondents were much more likely to say they had completed high school.



Reasons for enrolling

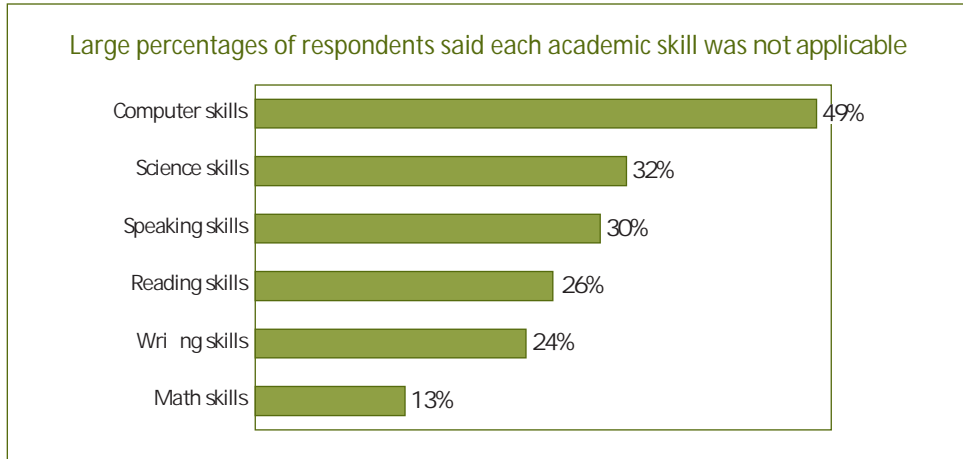
... or to pursue an interest.

... their courses had helped them achieve their most important goal. (They said their courses were very helpful, helpful, or somewhat helpful.) The respondents whose

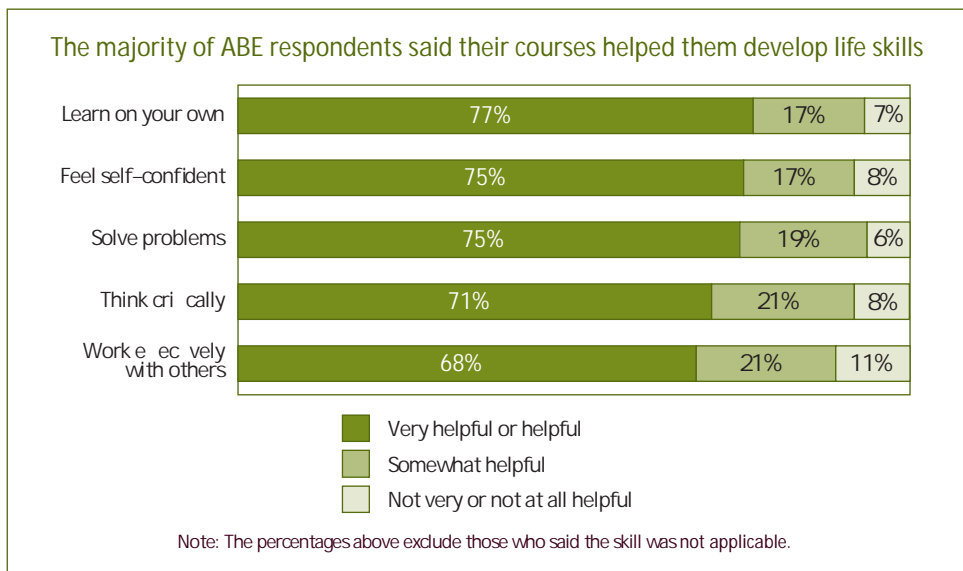
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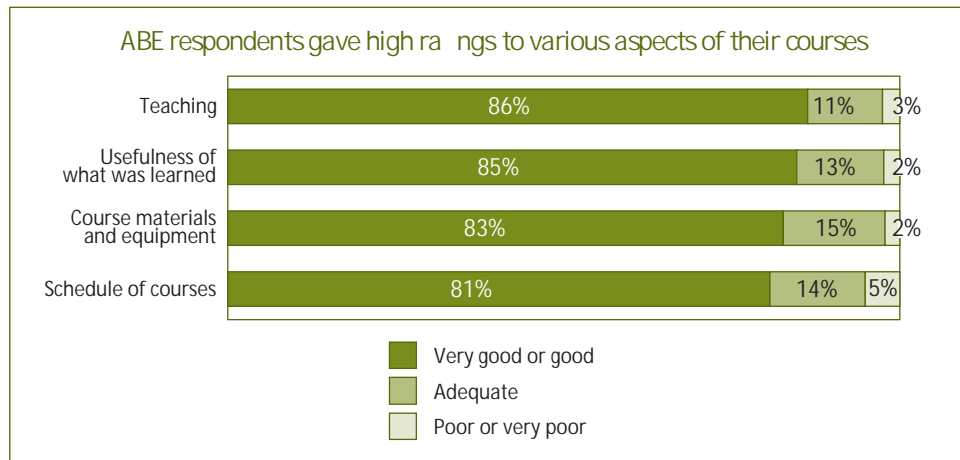
Large percentages of respondents said each academic skill was not applicable, indicating they thought the skill was not relevant to the courses they took. The percentages of respondents saying *not applicable* ranged from 13 percent (for math skills) to almost one-half of all respondents (for computer skills). (For speaking skills, 30 percent of respondents said the skill was not applicable.) Very few courses were in computing.



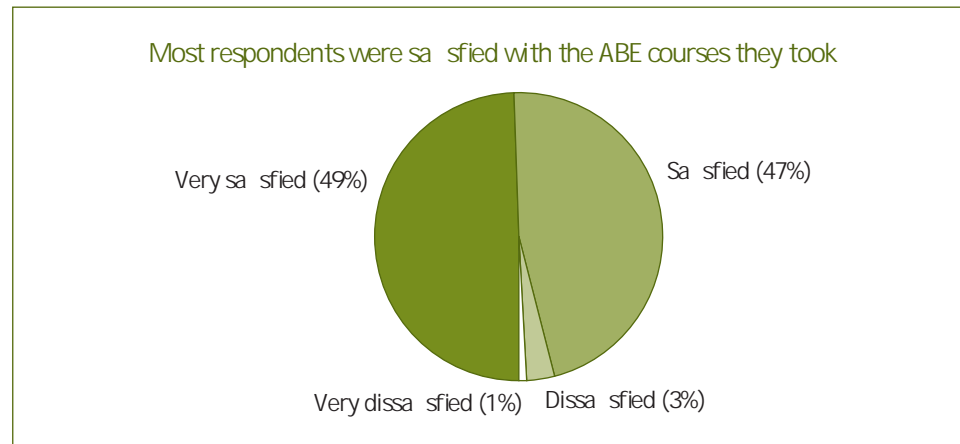
Large majorities of respondents said their courses helped them develop these life skills. The percentages of those saying *not applicable* ranged from 4 percent for *solve problems* to 11 percent for *work effectively with others*. Large majorities of respondents said their courses helped them develop these life skills.



After providing a rating of their satisfaction level, ABE respondents were asked if they were satisfied with the ABE courses they took. The aspects of their courses that they were asked to rate were the usefulness of what was learned, the course materials and equipment, and the schedule of courses. A large majority of respondents said the aspect was *very good* or *good*.



Most respondents were satisfied with the ABE courses they took. 49% were very satisfied, 47% were satisfied, 3% were dissatisfied, and 1% were very dissatisfied.



After providing a rating of their satisfaction level, ABE respondents were asked if they were satisfied with the ABE courses they took. The aspects of their courses that they were asked to rate were the usefulness of what was learned, the course materials and equipment, and the schedule of courses. A large majority of respondents said the aspect was *very good* or *good*.

Teachers were great, very helpful, and understanding.

I think the university has an awesome selection of professors and I look forward to my next semester.

The teachers were absolutely amazing.

The teachers were very helpful and very approachable.

Many said their experience was good and helped them prepare for further study.

Very helpful in setting up the basic foundation to continue with post-secondary education.

It was a good learning experience.

It helped prepare for university courses.

The courses got me over my fear of math.

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and long waiting lists.

Wrong courses. I was led astray and it didn't help with the GED.

The class size was too large, and the skill level of the students in the class were too varied.

I felt that when I signed up, the counselling could have been better.

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help.

They need more spaces available for students to take the courses. There is also a need for a greater variety in the scheduling of the courses.

adult students.

I felt rushed with the pace of the course. There was a lot of material to cover in the semester.

Should be more availability of courses at different times of day, especially in the evening.

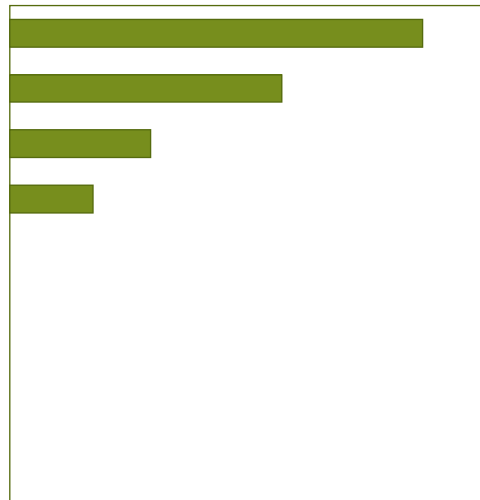
... it goes pretty fast. Maybe slow it down, or offer a pre-introduction course before we begin.

The quality was good, but I needed more individual teaching at the time.

Student finances

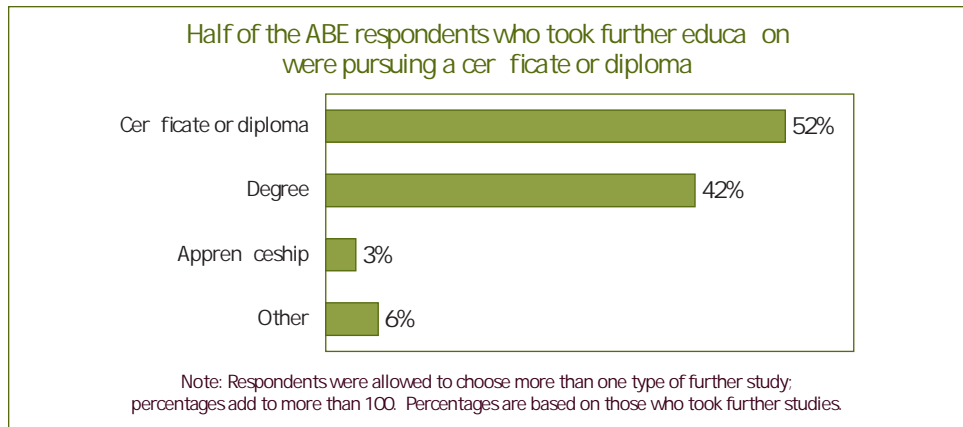
Students supported themselves during their studies. The main source of funding was family or friends, followed by personal savings. Ten percent of respondents said that the state provided financial support for their studies.

Family or friends was a main source of funding. Many others relied on the support of family or friends or used personal savings as a main source. Ten percent of respondents said that the state provided financial support for their studies.

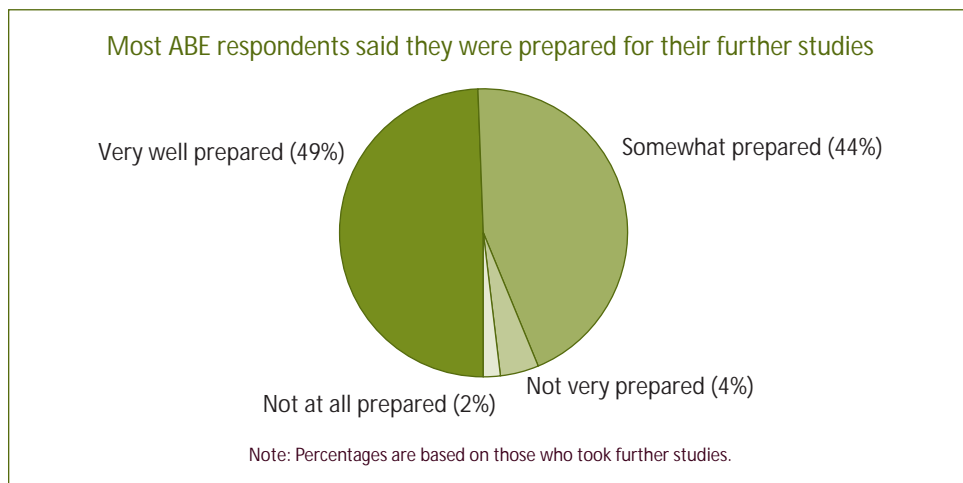


Students used family or friends, personal savings, and state financial support as main sources of funding support for their studies.

(The state provided financial support for their studies as a main source of funding support for their studies.)



Almost all of the respondents who took further education said their ABE studies had *very well or somewhat prepared*.



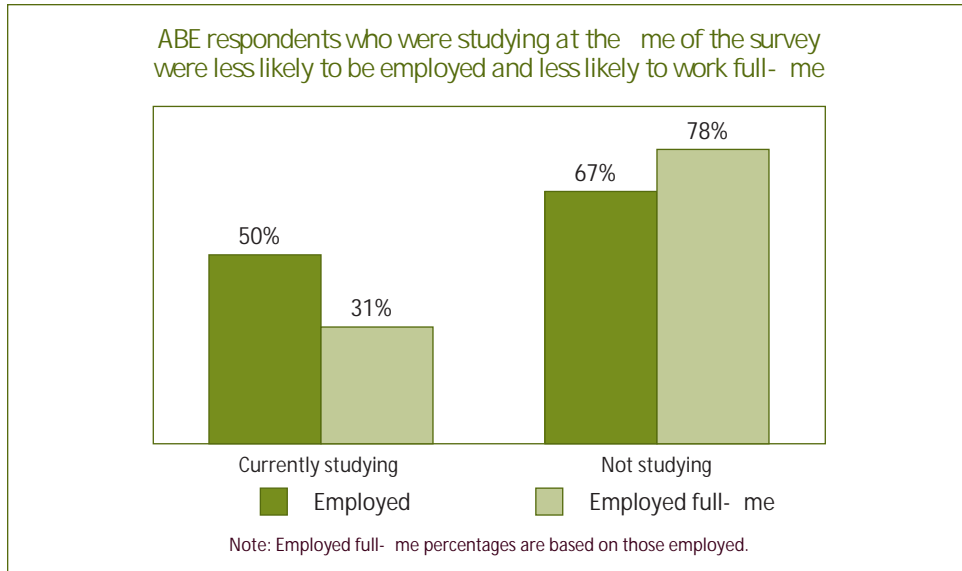
All respondents, including those who had already taken or were taking further studies, were asked to rate the likelihood that they would enrol in any more courses at a *very likely* or *somewhat likely*.

Employment outcomes

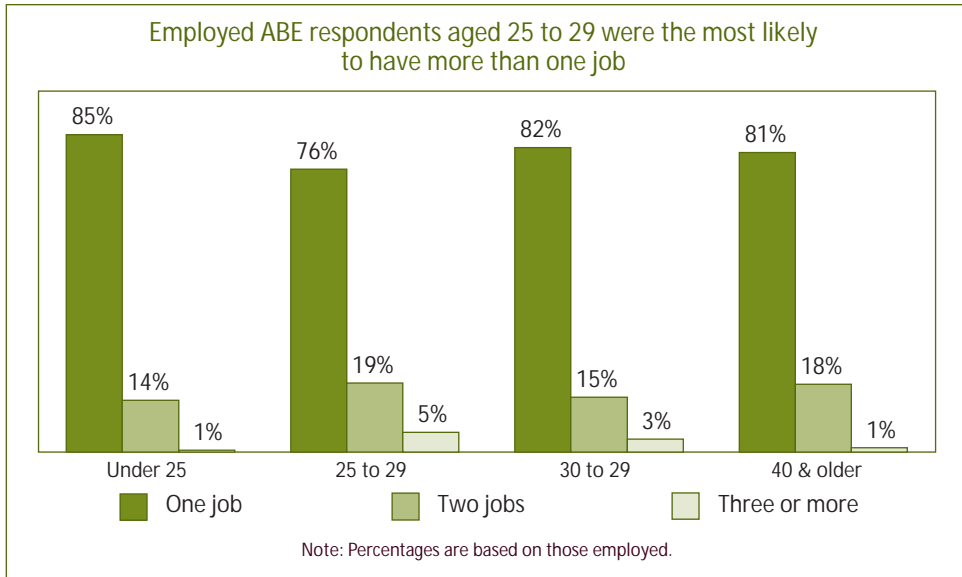
Of those who were not employed at the time of the survey, 53% (n=1,060) were employed full-time, 23% (n=450) were employed part-time, and 24% (n=480) were not employed.

(Of those who elected to continue their studies rather than look for employment. Of those who were *not* employed at the time of the survey, 53% (n=1,060) were employed full-time, 23% (n=450) were employed part-time, and 24% (n=480) were not employed.)

(+ 1% (n=20) of those respondents worked full-time.



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 Ÿ; a-³; «³; ®; µ«±aŸ; ®ša- Ÿ°®; °Ÿ; «°®; ±®; µ³; ®; ®; ; Ÿ-°-Ÿ; µ°« š²; ;
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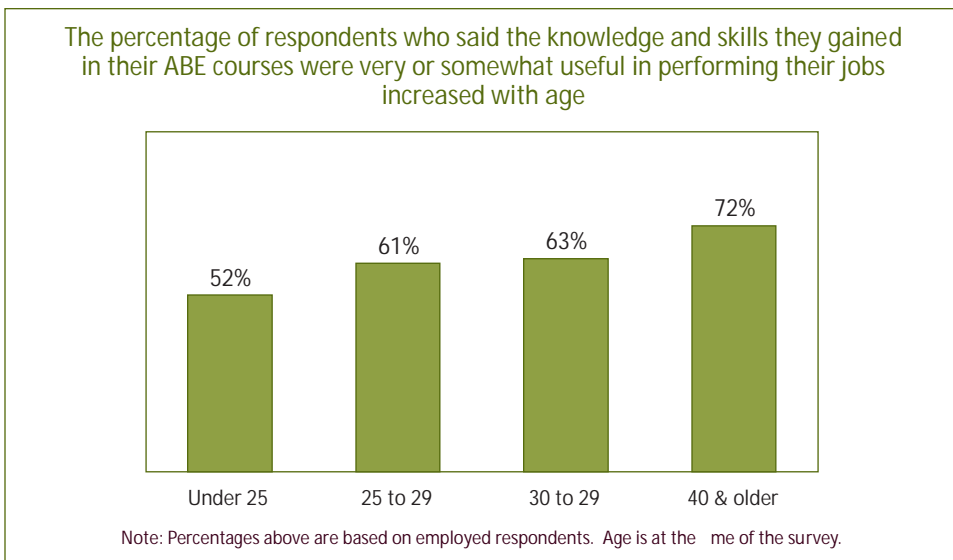
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 ; Ÿ®; Ÿš°®; ŸŸŸŸ;«» °®; «a; Ÿ-³; «Ÿ°®; µ³ «Ÿ; Ÿ°®; ©-°-«®±® (®; ©; ŸŸa-

Those who were working full-time
Those who were working part-time
Those who were not working

Employed respondents were asked how useful the knowledge and skills they gained
respondents had enrolled in their courses to prepare for further education not for em-
ployed respondents
very or somewhat useful.

Older respondents gave more positive ratings of the usefulness of the knowledge and
skills gained. The percentage of those who said their courses were *very* or *somewhat*
useful

...



Findings: Former ESL Students

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[Appendix.](#))

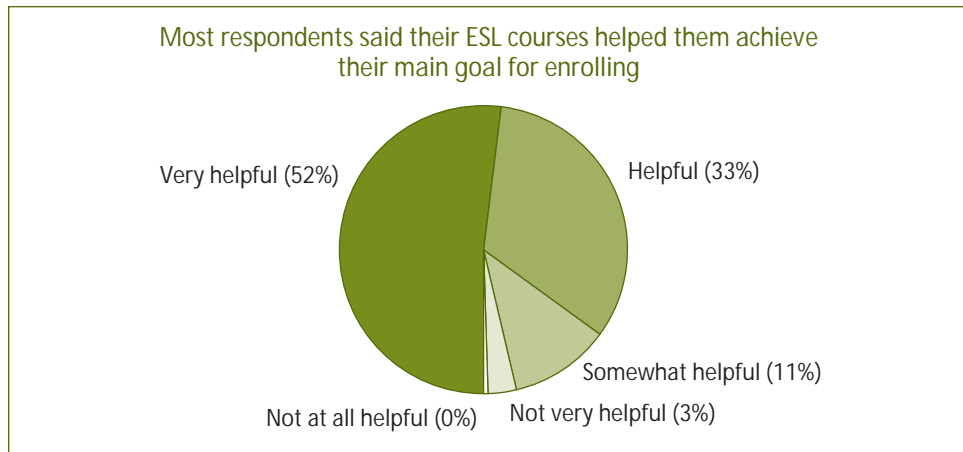
Description of former ESL students

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developmental students. Data on gender and age come from administrative records.

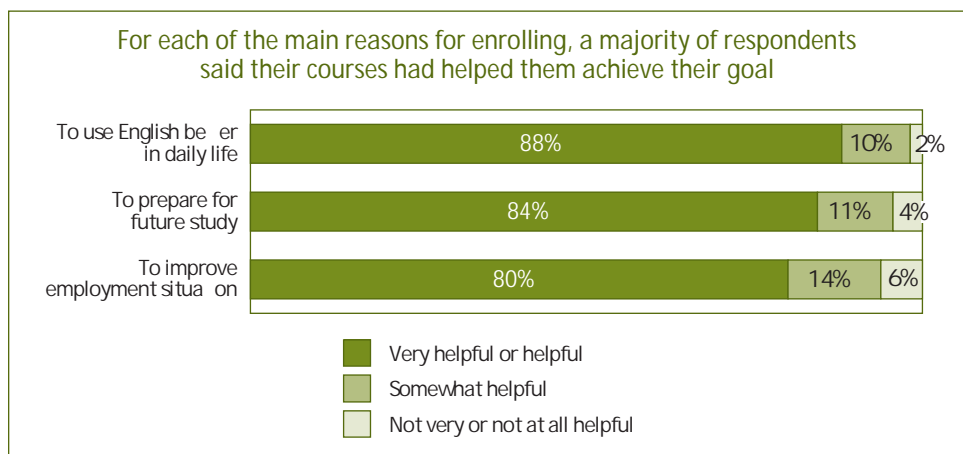
Compared with their ABE counterparts, The former ESL students who responded to
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respondents.

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 ; 2 j ° ° « & @ s ° ; Ÿ ± o š ° Ÿ a ° p š Ÿ > j i a > j @ @ ° ° p i μ o š @ i ° ° « ; š a š Ÿ š ° ° š @ ; @ š | « @ μ i ° °
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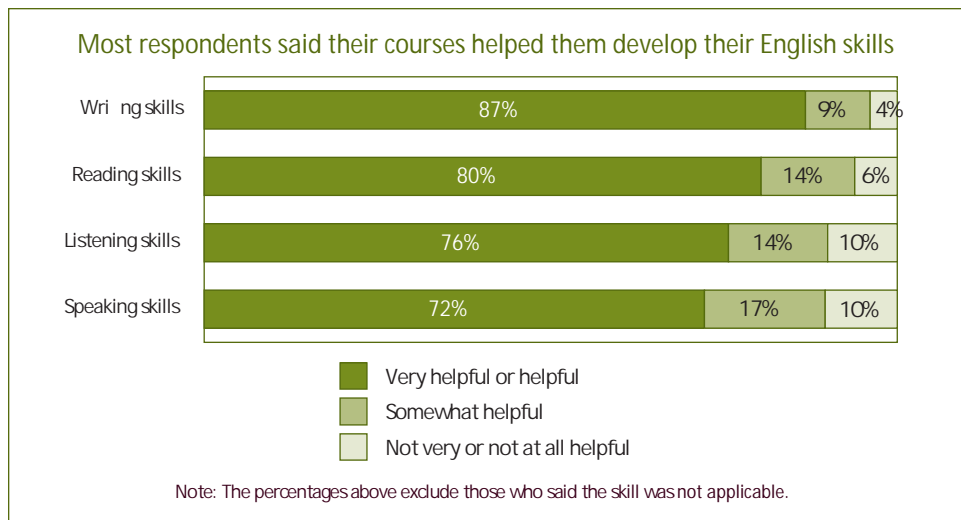


Over 90% of respondents said their ESL courses were *very helpful*, *helpful*, or *somewhat helpful*.



Evaluation of education

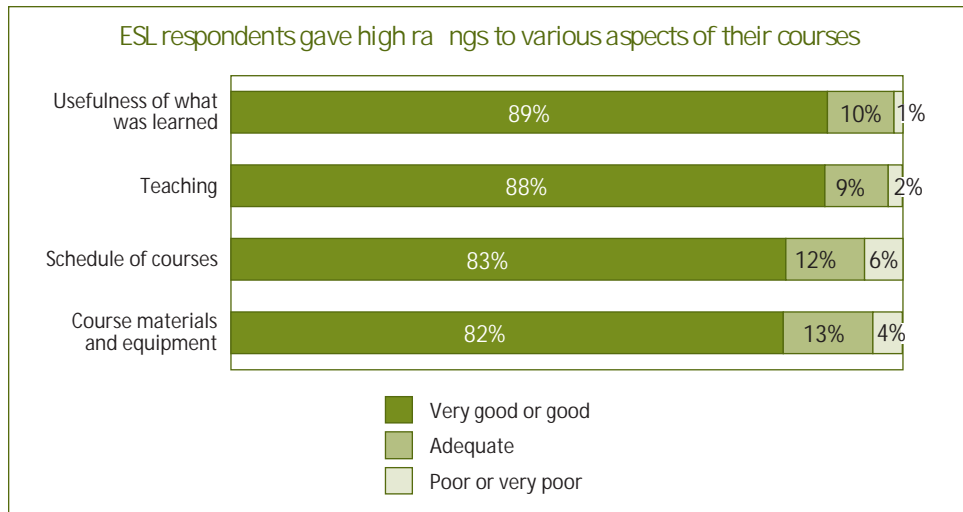
Over 90% of respondents said their ESL courses were *very helpful* or *helpful*. They were most likely to find their courses helpful for the goal of using English better in daily life. They were also most likely to find their courses helpful for the goal of preparing for future studies.



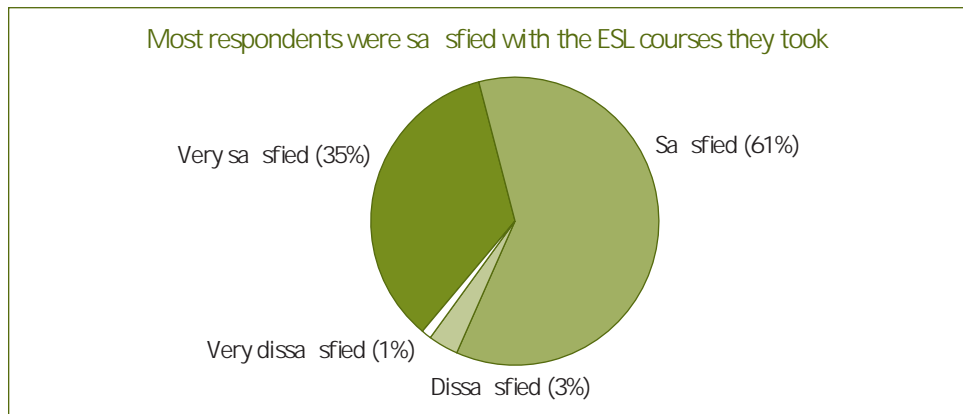
Survey respondents were also asked to rate how their courses helped them develop a range of skills. A majority rated their courses *very helpful* or *helpful*. The ratings were as high as those given to the development of English skills.



The majority of respondents gave ratings of *very good* or *good* for their courses, and the teaching. The majority of respondents gave ratings of *very good* or *good* for their courses, and the teaching.



ESL respondents gave high ratings to various aspects of their courses. This compares favorably to the overall student population. For example, 89% of ESL respondents rated the usefulness of what was learned as very good or good, compared to 78% of the overall student population. This compares favorably to the overall student population. For example, 89% of ESL respondents rated the usefulness of what was learned as very good or good, compared to 78% of the overall student population.



After providing a rating of their satisfaction level, respondents were asked if they had made a comment. Well over one-third (35%) of ESL respondents made a comment. Well over one-third of the comments (61%) were positive, stating that the courses and teaching methods were good.

The teachers were very helpful.

The courses helped me get a better job.

The teaching methods were helpful for newly immigrated students.

They really helped with my understanding of English grammar.

useful to me and it was a very good experience.

The courses were very helpful with my work, and everything I learned was very necessary for communicating on the job.

The ESL course was very helpful for entry into further studies.

While more than one-third of the comments were positive, fewer than one-third were more general comments showed frustration with the marking standards or administrative issues.

I feel uncomfortable speaking English and ESL [was] not very helpful.

I think the marking standards frustrated me ... I never knew why I failed.

The courses seemed like they were too easy at higher levels

Learning vocabulary by memorization is not effective

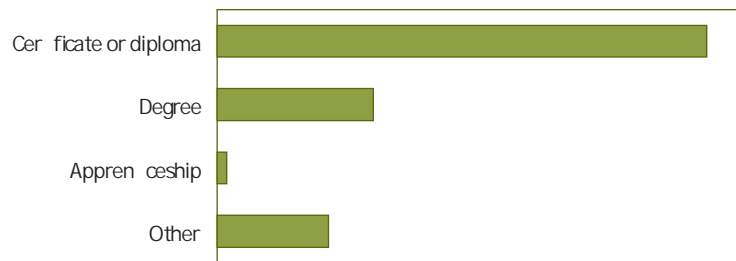
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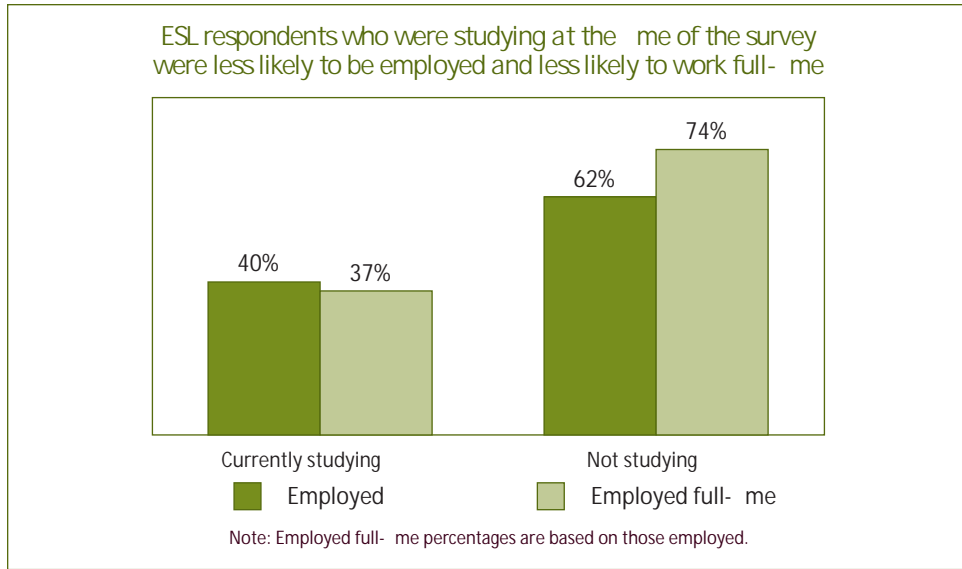
Further education

When they were surveyed, 44 percent of ESL respondents said they were enrolled in a program of study or taking courses other than ESL. Of those who were not studying for a certificate or diploma, 33 percent were in degree programs, and many others were in courses for employment or personal interest.

Of those who were not studying for a certificate or diploma, 33 percent were in degree programs, and many others were in courses for employment or personal interest.

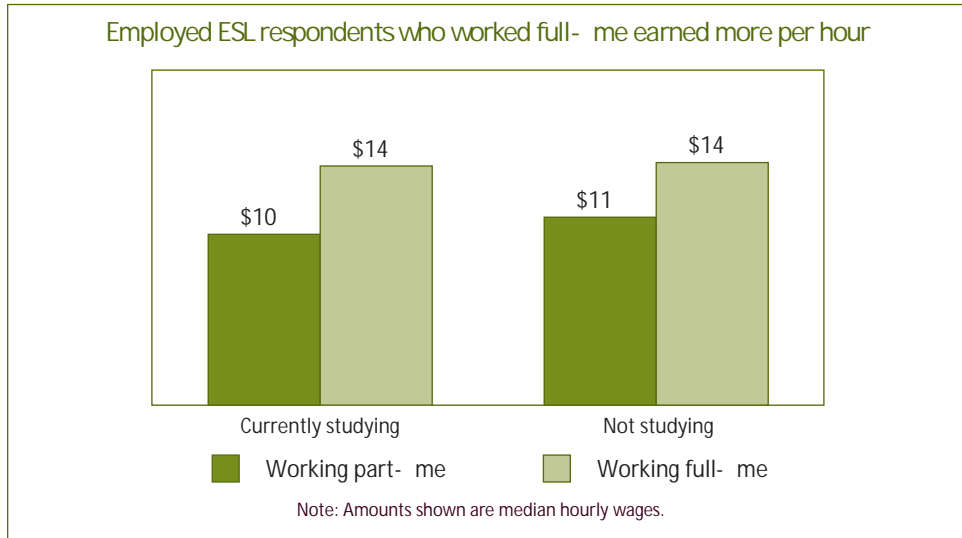


Almost all of the respondents in further education said their ESL studies had prepared them *very well* or *somewhat prepared*.



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(µ; j ©-«µ; Ÿ®-«aŸi a°-° j® š-š; Ÿ°« fŸ; °µ; Ÿ®®-°-ššµ; «®µ«±®µ³ šf; > j-«® Ÿi Ÿ±œŸ a- f°µ; µ; µšŸ©«® °µš°a'«a; 'k» °µ; µ³ j® š-š; Ÿ°« fŸ; °µ; š©«±a° jš®; Ÿš°°µ; Ÿ®šŸ'k» °µ; «a; š°³ µŸ°°µ; µ³ «š; Ÿ°µ; ©«-°µ«±® (µ; ©; ŸŸ a°³ šf; «q' ž®-«aŸi a°-° š-° -; ®µ«±® Those who were working full-time made šŸŸ°; ©«® -; ®µ«±® ©-«µ; Ÿ®-«aŸi a°-° µ«³ j® -°±ŸµŸ fš°°µ; °Ÿ; 'c-±®; µš°aŸ³ «šŸ f-š® °Ÿ; ©šŸi -; -; -; ®µ«±®



°°°³ šf; š©«±a°-°µ«³ a š® ©; ŸŸ a-

1 ©-«μ; Ÿ1 'ž®-«aŸ; a°-3 ;® š-S; ŸŸ°; Ƴœ®® a°;|«> 3 š-®š°; Ÿ°«š^aμ; Ÿ±œ-

Almost all respondents said they were very or with their courses.

... A ... 1 /

Former ESL Students

(1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100)

Over two-thirds were female and almost half were parents during their studies. Virtually all respondents were from outside Canada and had post-secondary education. The majority of respondents said that preparation for further study was the reason they enrolled in ESL.

The majority of the ESL respondents who were from outside Canada had post-secondary education. The majority of respondents said that preparation for further study was the reason they enrolled in ESL.

Appendix: Survey methodology

Cohort

(« » j i ÿ cæ ÿ i ÿ ÿ ÿ ° ð j i ~ 1 * # ' ± ® j i µ œ ð « ® ~ ° ± ÿ i a ° ð ð ÿ ÿ « ~ ÿ ° ÿ q i « ± ® j i i œ tion criteria.

(ð j i cœ i ð s © ð ð ð i ' œ ð « ® s © j i a © ÿ i ÿ s ~ ÿ © i ~ ° ÿ e ° ± ÿ i a ° » i ° s j i a h ± µ j i s a ÿ l ± a j i ~ ° ± ÿ i a ° ÿ ÿ i a ° ÿ ÿ ÿ s ° l a ° i « s ° ÿ a s ~ ° ± ÿ i a ° » « a ° ð j i s ~ ÿ « c ° ð j i ÿ ð ± ÿ ÿ a ° ç j i s © j i cæ ÿ i ÿ i « c ~ j i ÿ s ° j i s ~ ° ð ð j i ~ i ' œ ± ® j i ~ s ° s a µ j i j i ~ ÿ ° ð j i ÿ s ~ ° ð ð j i µ s ® » j i ° s j i a h ± µ j i s a ÿ l ± a j i ~ ° ± ÿ i a ° ÿ i « c ~ j i ÿ s ° j i s ~ ° « a i ± ± j i ® j i j i ~ i ' œ ± ® j i » i ° s j i a h ± µ j i s a ÿ l ± a j i

4. > j i a ° ð « c ~ i ' œ ± ® j i ~ ® c h ± µ j i ~ ° « ÿ s ° i « ç j i ° ð œ ÿ a ° œ s a » j i ° s ÿ ÿ ÿ ÿ a « a ~ i ' œ ± ® j i ÿ ÿ ± ® ÿ ÿ ° ð s ~ j i « ÿ ÿ s ° ð j i l a ° ÿ ± ° ÿ a

(ð j i cœ i ð s © ð ð ð i ' ž ' œ ð « ® s © j i a © ÿ i ÿ s ~ ÿ © i ~ ° ÿ e ° ± ÿ i a ° » i ° s j i a h ± µ j i s a ÿ l ± a j i ~ ° ± ÿ i a ° ÿ ÿ i a ° ÿ ÿ ÿ s ° l a ° i « s ° ÿ a s ~ ° ± ÿ i a ° » « a ° ð j i s ~ ÿ « c ° ð j i ÿ ð ± ÿ ÿ a ° ç j i s © j i cæ ÿ i ÿ i « c ~ j i ÿ s ° j i s ~ ° « i ' ž ' œ ± ® j i ~ s ° s a µ j i j i ~ ÿ ° ð j i ÿ s ~ ° ð ð j i µ s ® » i ° s j i a h ± µ j i s a ÿ l ± a j i ~ ° ± ÿ i a ° ÿ i « c ~ j i ÿ s ° j i s ~ ° « a i ± ± j i ® j i j i ~ i ' ž ' œ ± ® j i » i ° s j i a h ± µ j i s a ÿ l ± a j i

4. > j i a ° ð « c ~ i ' ž ' œ ± ® j i ~ ® c h ± µ j i ~ ° « ÿ s ° i « ç j i ° ð œ ÿ a ° œ s a » j i ° s ÿ ÿ ÿ ÿ a « a i ' ž ' œ ± ® j i ÿ ÿ ± ® ÿ ÿ ° ð s ~ j i « ÿ ÿ s ° ð j i l a ° ÿ ± ° ÿ a

/ « ® ° ð j i ~ ± ® « ~ j i ~ « c ° ð ÿ ' œ ð « ® ð ç ® j i ® ± ± j i ® j i j i ~ ° ± ÿ i a ° ð ð ÿ ÿ ÿ j i ÿ ÿ j i ÿ ÿ s ~ « ~ » s ~

~ i ' ÿ cæ ÿ i ~ ° i « ~ j i ÿ j i s © j i ~ œ ± ® j i ~ s ° l a ° i ® j i ÿ ÿ s ° j i j i ~ ° ® ± ® µ j i ~ ± ÿ ÿ j i a ° ° « ÿ ÿ ÿ j i ~ « ® ð ÿ ð ð i ® i ' ž l a ° i ® j i ÿ ÿ s ° j i j i ~ s ® ÿ ÿ e ÿ s ° i ~ ° « œ ð ~ j i j i ~ « ® ç s a ÿ ÿ s a ž s a l ± s ÿ j i a œ - c ø s ® j i j i ~ « ® ð ÿ ð j i ®

Data Collect on

(ð j i ~ j i j i ~ « ~ c i a ° s ~ ° ± ÿ i a ° # ± ° œ © i ~ ~ 1 * # ' ± ® j i µ s ÿ ÿ i ÿ j i ® ÿ j i µ c ÿ j i ÿ cœ ÿ i i j i ~ ð « a j i s a ÿ s j i » / ÿ ÿ ÿ i ~ ÿ ÿ ÿ « c ° ð j i ~ ± ® j i µ ÿ ~ ° © j i a ° s ÿ cæ ÿ i a œ ÿ ÿ j i

Response rates by institution

£ 0.05 ... 0.001 0.002 0.003 0.004 0.005 0.006 0.007 0.008 0.009 0.010 0.011 0.012 0.013 0.014 0.015 0.016 0.017 0.018 0.019 0.020 0.021 0.022 0.023 0.024 0.025 0.026 0.027 0.028 0.029 0.030 0.031 0.032 0.033 0.034 0.035 0.036 0.037 0.038 0.039 0.040 0.041 0.042 0.043 0.044 0.045 0.046 0.047 0.048 0.049 0.050 0.051 0.052 0.053 0.054 0.055 0.056 0.057 0.058 0.059 0.060 0.061 0.062 0.063 0.064 0.065 0.066 0.067 0.068 0.069 0.070 0.071 0.072 0.073 0.074 0.075 0.076 0.077 0.078 0.079 0.080 0.081 0.082 0.083 0.084 0.085 0.086 0.087 0.088 0.089 0.090 0.091 0.092 0.093 0.094 0.095 0.096 0.097 0.098 0.099 0.100

2011 Developmental Student Outcomes Survey Report of Findings

| | 2011
Cohort | Respond-
ents | Response
Rate | Telephone
Rate | Web
Rate |
|-------------------------------|----------------|------------------|------------------|-------------------|-------------|
| BC Ins tute of Technology ABE | 100 | 56 | 56.0% | 47.0% | 9.0% |

Report ng

“...” sa mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan.

(Mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan.)

... ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan.

Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan.

Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan.

Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pananaw sa mga aspeto ng mga serbisyo ng mga tanggapan ng lokal na pamahalaan.

