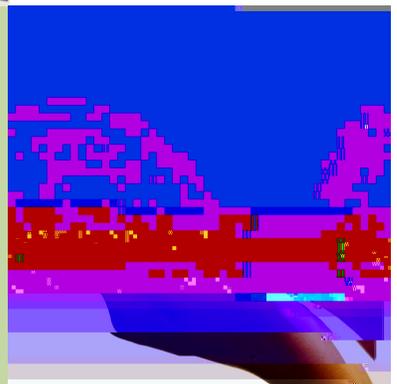


BCStud

2011 DEVELOPMENTAL STUDENT OUTCOMES SURVEY

Report of Findings



BCIT

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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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- 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.)

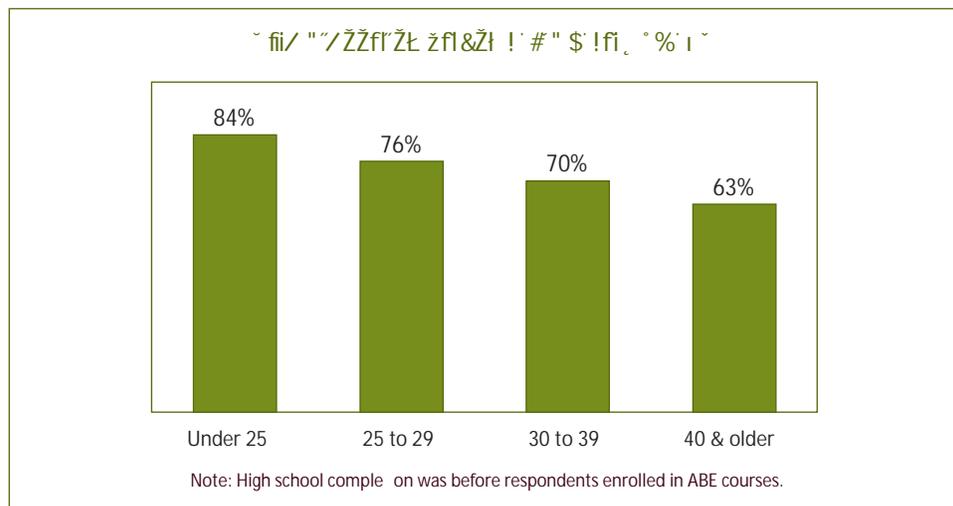
Description of former ABE students

Data on gender and age come from administrative records.

Data on the number of former ABE students who are currently employed, are currently in school, and are currently in the workforce are from the DEVSO Survey.

... (percent).

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



Reasons for enrolling

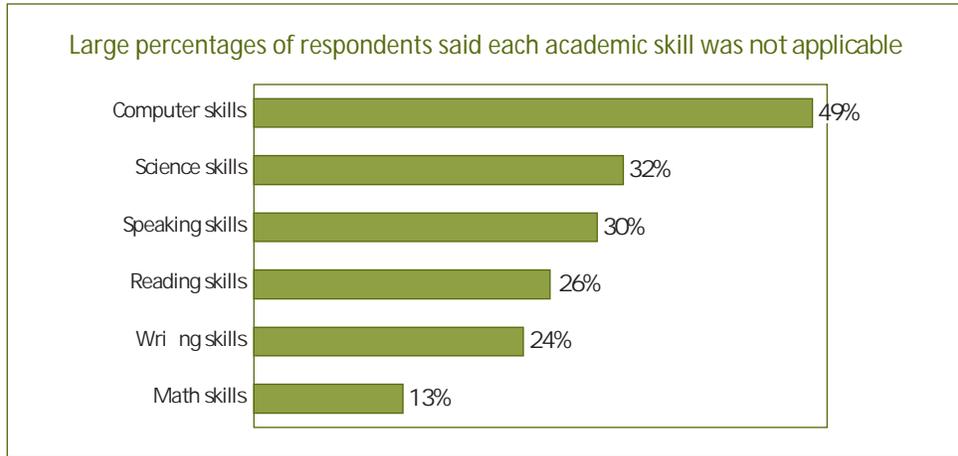
... or to pursue an interest.

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

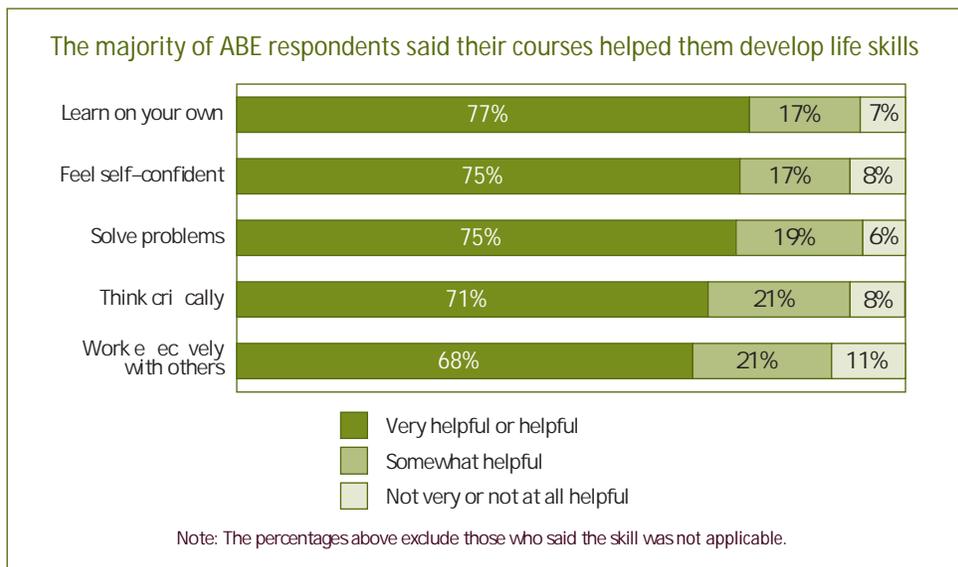
... please see ...

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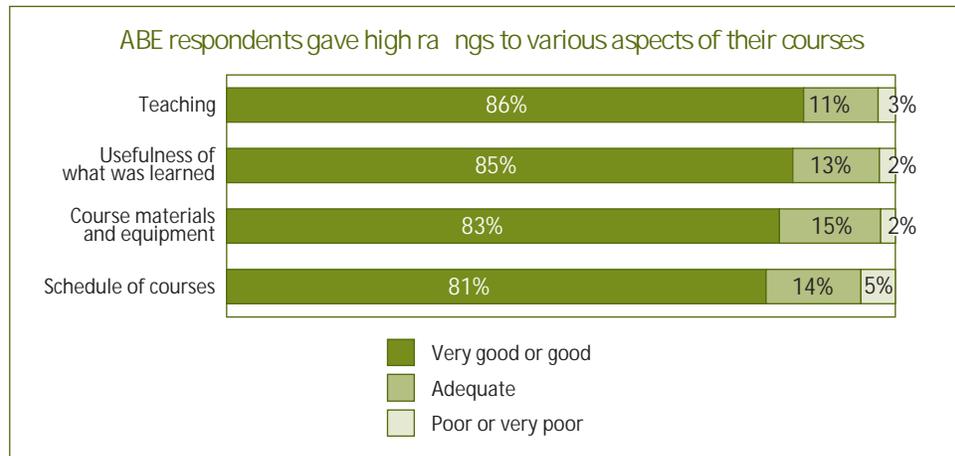
Large percentages of respondents said each academic skill was not applicable, indicating they thought the skill was not relevant to the courses they took. The percentages of respondents saying *not applicable* ranged from 13 percent (for math skills) to almost one-half of all respondents (for computer skills). (Percentages of those saying *not applicable* ranged from 4 percent for *solve problems* to 21 percent for *work effectively with others*. Large majorities of respondents said their courses helped them develop these life skills.



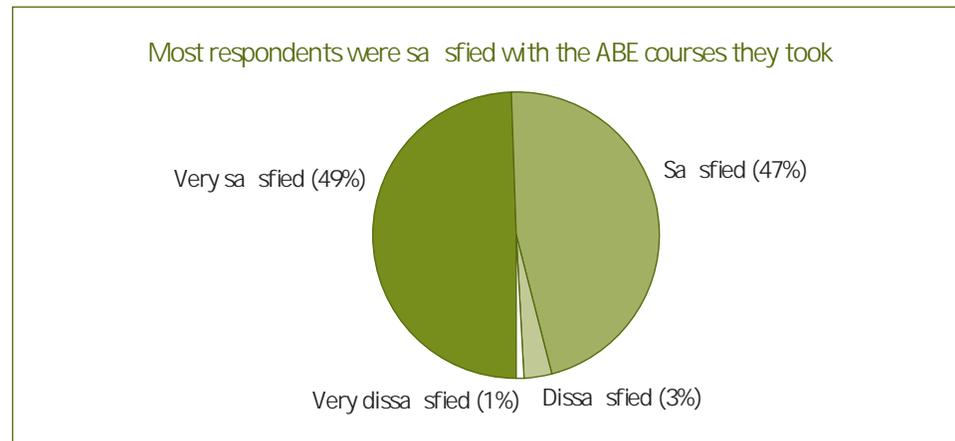
percentages of those saying *not applicable* ranged from 4 percent for *solve problems* to 21 percent for *work effectively with others*. Large majorities of respondents said their courses helped them develop these life skills.



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. The majority of respondents were very satisfied (49%) or satisfied (47%).



After providing a rating of their satisfaction level, ABE respondents were asked if they were satisfied with the ABE courses they took. The majority of respondents were very satisfied (49%) or satisfied (47%).

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.

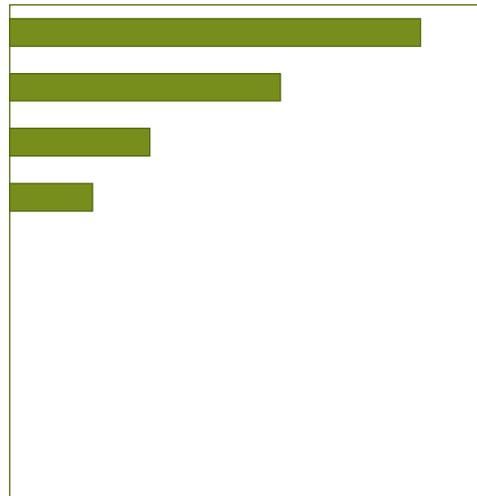
... it goes pretty fast. Maybe slow it down, or offer a pre-introduction course before we begin.

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

Student finances

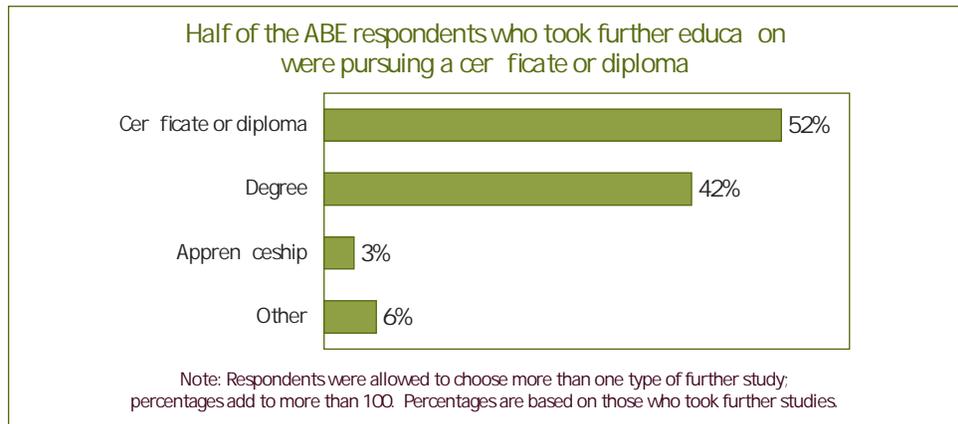
Students supported themselves during their studies. The majority of students (60%) supported themselves during their studies. Many others relied on the support of family or friends or used personal savings as a main source. Ten percent of respondents said that the state (income assistance, pension) as a main source of funding support for their studies.

State 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 (income assistance, pension) as a main source of funding support for their studies.

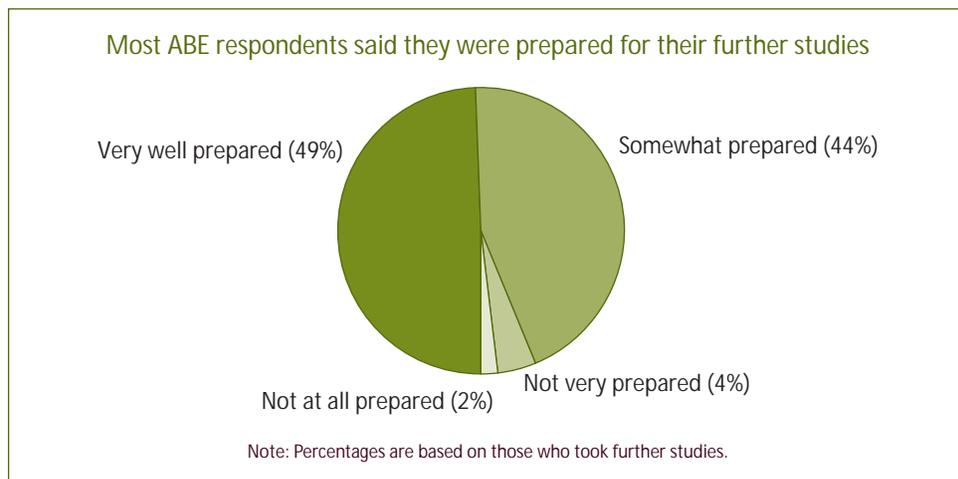


State (income assistance, pension) as a main source of funding support for their studies. Many others relied on the support of family or friends or used personal savings as a main source. Ten percent of respondents said that the state (income assistance, pension) as a main source of funding support for their studies.

(The majority of students (60%) supported themselves during their studies. 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 (income assistance, pension) 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*.



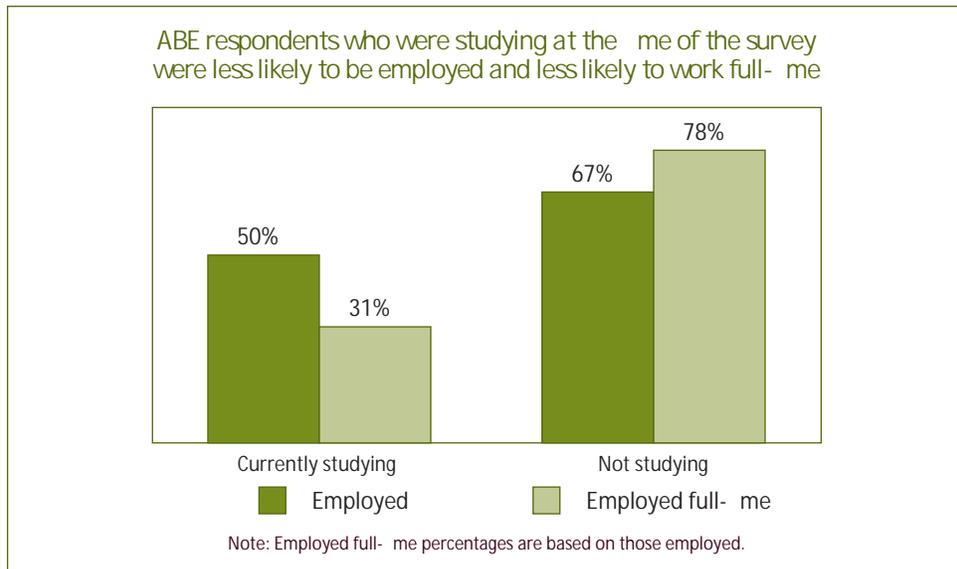
All respondents, including those who had already taken or were taking further studies, were asked to rate the likelihood that they would enrol in any more courses at a *very likely* or *somewhat likely*.

Employment outcomes

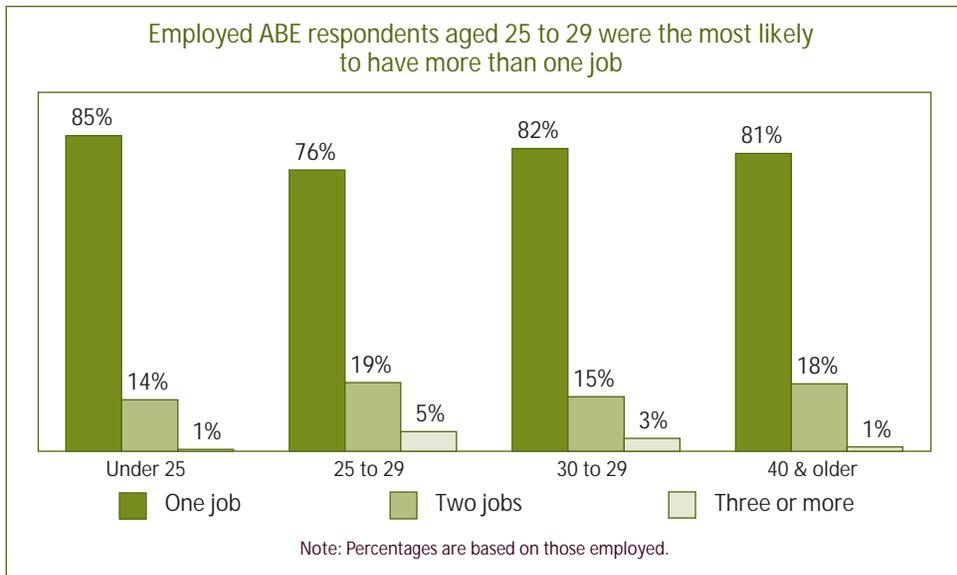
Of those respondents who were not currently employed, 53% (n=1,060) were looking for employment, while 47% (n=940) were not looking for employment.

Of those respondents who were not currently employed and were looking for employment, 33% (n=345) were looking for full-time employment, while 67% (n=715) were looking for part-time employment.

Of those respondents who were not currently employed and were looking for employment, 23% (n=238) were looking for full-time employment, while 77% (n=797) were looking for part-time employment.



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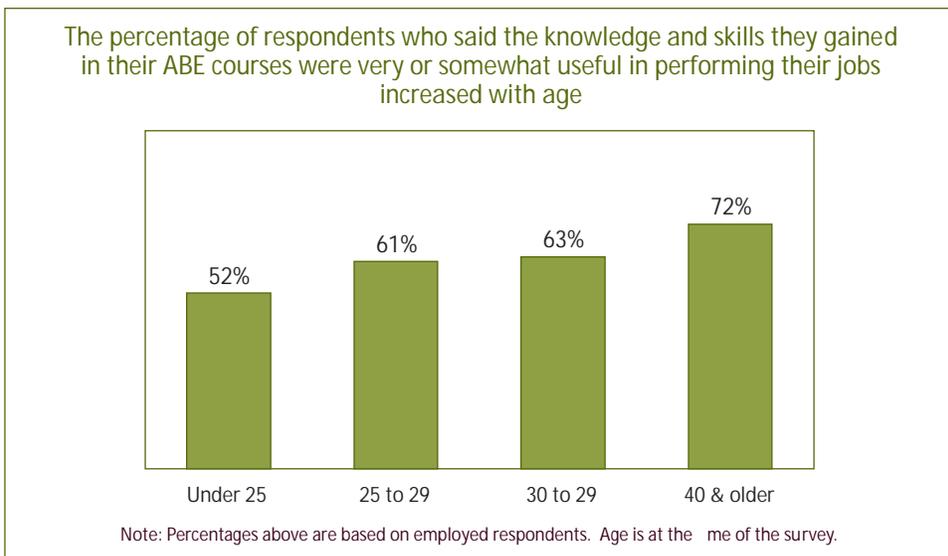
(°; i-°-«µ; Ÿ®-«aŸ; a-°-³; i®šš; Ÿ°«Ÿ; °; Ÿ®; Ÿ®-šš®; i«®±®µ³ šŸ; > i- «®; Ÿ; Ÿ±«Ÿ- i°°; iµšŸ©«®°°ša«a; '«» °; iµ³; i®šš; Ÿ°«Ÿ; °; Ÿ®; š©«±a°- iš®; Ÿš°°; Ÿ®šŸ'«» °; i«a; š°³ «Ÿ°°; iµ³ «š; Ÿ°; i- ©-°°«±® (°; i-°; ŸŸa-

Those who were working full-time
Those who were working full-time

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

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

Older respondents gave more positive ratings of the usefulness of the knowledge and skills gained.



Findings: Former ESL Students

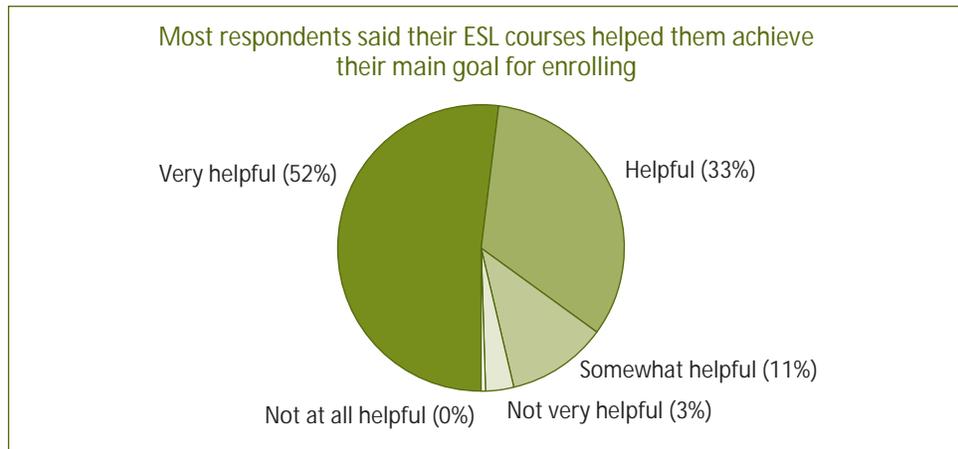
Figure 1. Former ESL students' performance on the ABE assessment. The data are presented in Appendix A. (Appendix.)

Description of former ESL students

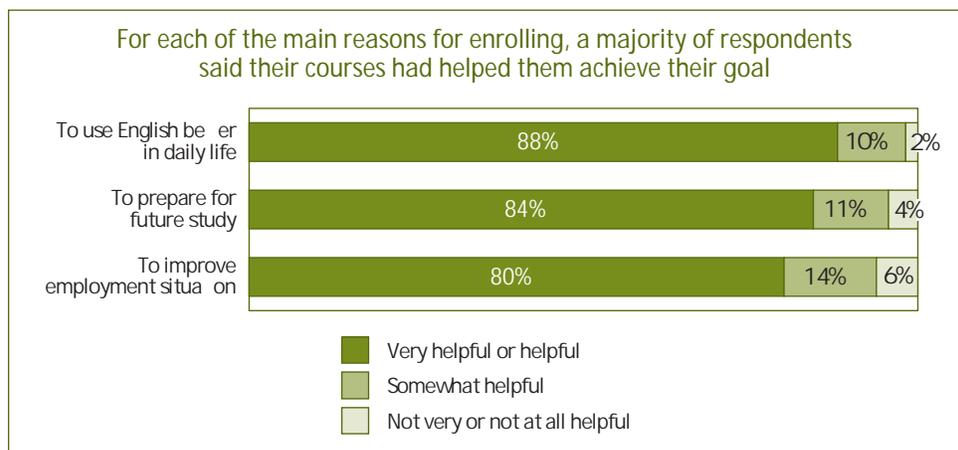
The former ESL students who responded to the ABE assessment were primarily developmental students. Data on gender and age come from administrative records.

Compared with their ABE counterparts, the former ESL students who responded to the ABE assessment were more likely to be female and younger. The former ESL students who responded to the ABE assessment were more likely to be younger than the ABE counterparts. The former ESL students who responded to the ABE assessment were more likely to be female than the ABE counterparts.

respondents.

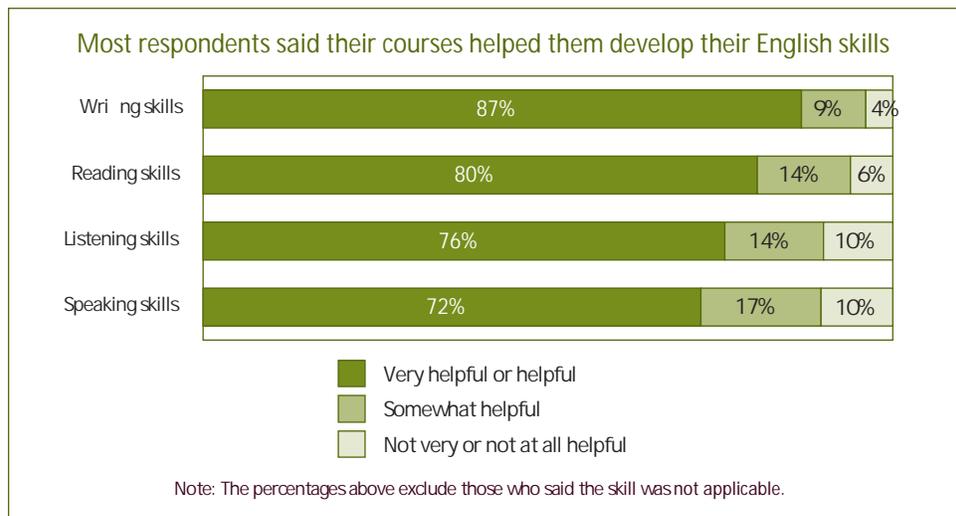


Over 90% of respondents said their ESL courses were *very helpful*, *helpful*, or *somewhat helpful*.



Evaluation of education

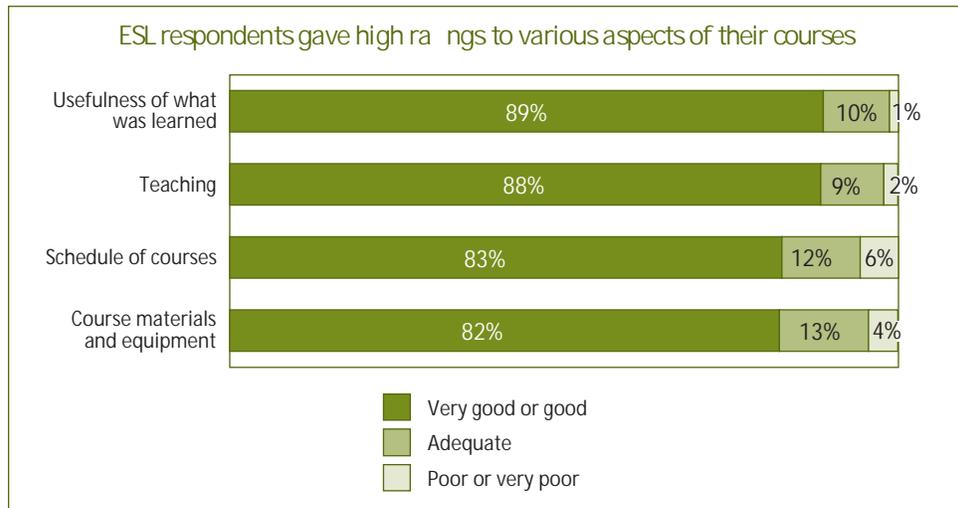
Over 90% of respondents said their ESL courses were *very helpful* or *helpful*. They were most likely to find their courses helpful for achieving their goal of using English better in daily life, preparing for future study, and improving their employment situation.



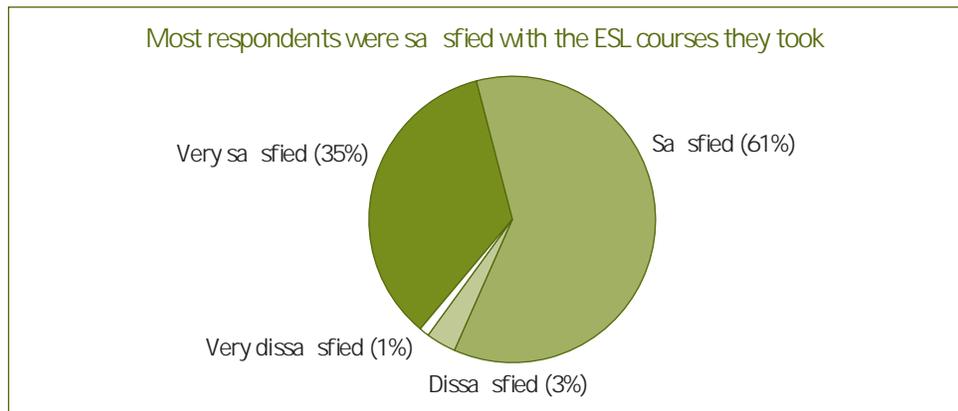
Survey respondents were also asked to rate how their courses helped them develop a range of skills. A majority rated their courses *very helpful* or *helpful*. The ratings were as high as those given to the development of English skills.



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.

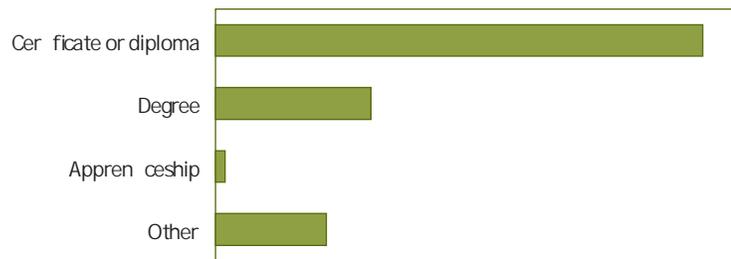
The courses seemed like they were too easy at higher levels

Learning vocabulary by memorization is not effective

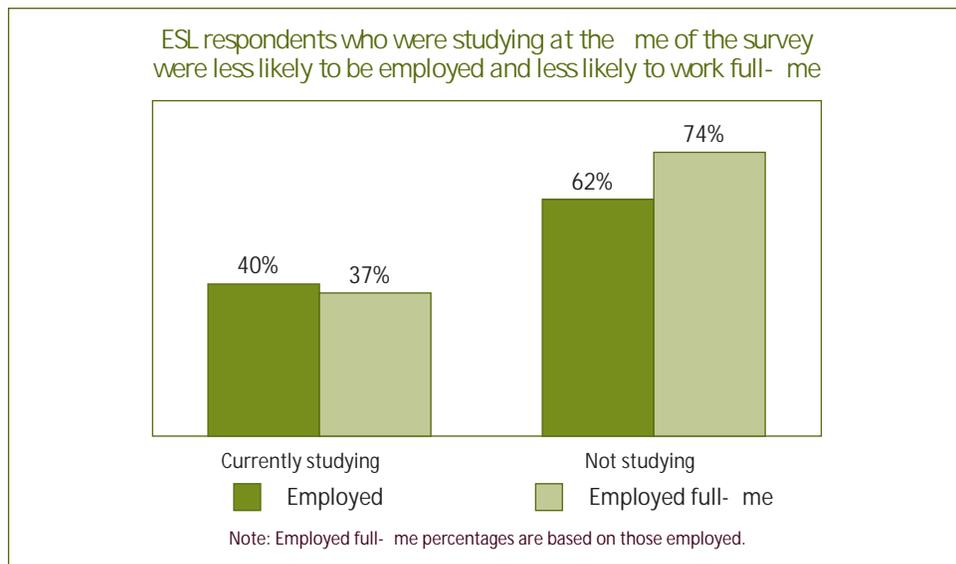
Further education

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.

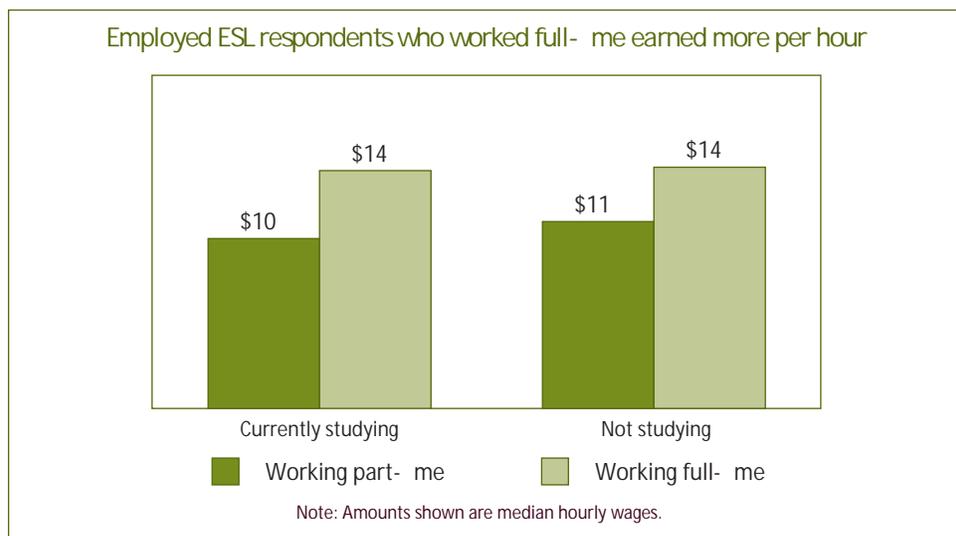


Almost all of the respondents in further education said their ESL studies had prepared them *very well* or *somewhat prepared*.



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(µ; j ©-«µ; Ÿ®-«aŸi a°-³ j® š-š; Ÿ°« ƒŸ; °µ; µ®®-°-ššµ; «®µ«±®µ³ šƒ; > j-«® Ÿi Ÿ±œŸa- ƒc°µ; µµšŸ©«® °µš°a'«a; 'k» °µ; µ³ j® š-š; Ÿ°« ƒŸ; °µ; š©«±a° jš®; Ÿš°°µ; µ®šŸ'k» °µ; «a; š°³ µŸ°°µ; µ³ «š; Ÿ°µ; ©«-°µ«±® (µ; ©; ŸŸa'³ šƒ; «q' ž®-«aŸi a°-³ š-° -; ®µ«±® Those who were working full-time made šŸŸ°; ©«® -; ®µ«±®i ©-«µ; Ÿ®-«aŸi a°-³ µ«³ j® -°±ŸµŸƒš°°µ; °Ÿ; 'c-±®; µš°aŸ³ «šŸƒ-š® °Ÿ; ©šŸi -; -; -; ®µ«±®



° ° ° ° šƒ; š©«±a°-°µ«³ a š® ©; ŸŸa-

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

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% |

