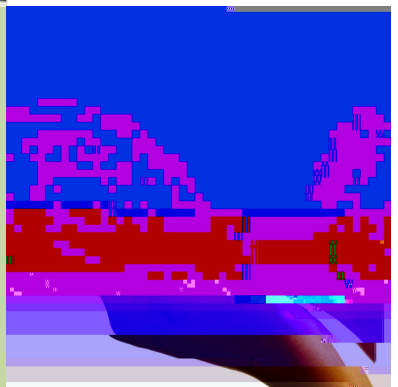
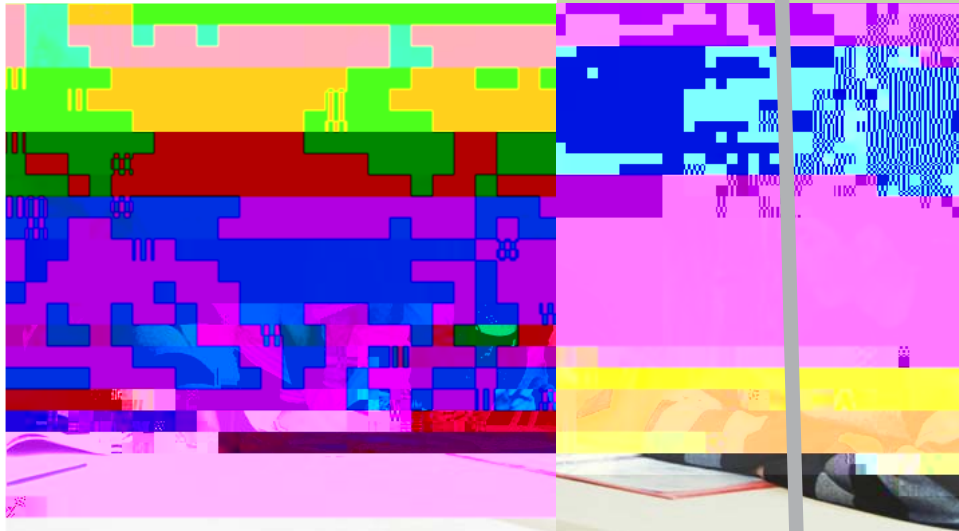


BCStud

# 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

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# Findings: Former ABE Students

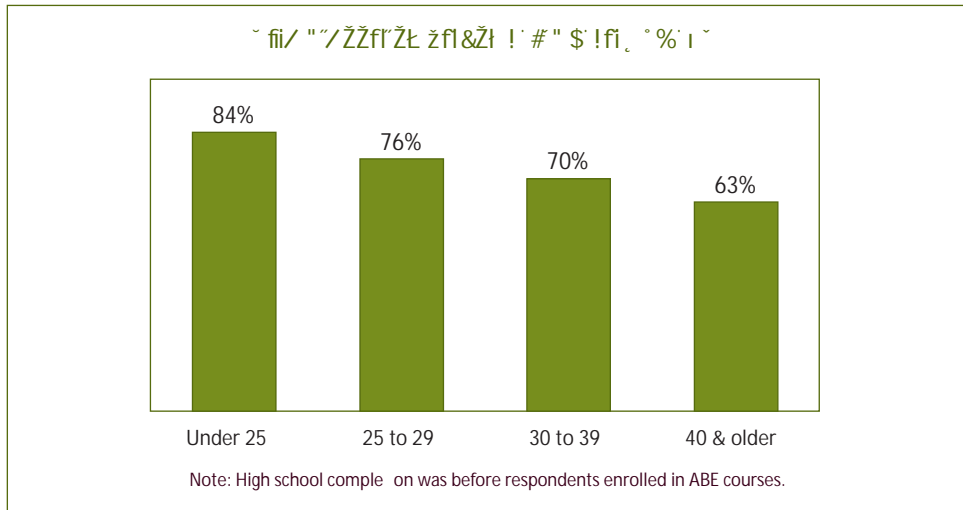
Based on the developmental Student Outcomes (DEVSO) Survey, for a response rate of 44 percent. (See [Appendix](#).)

## 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

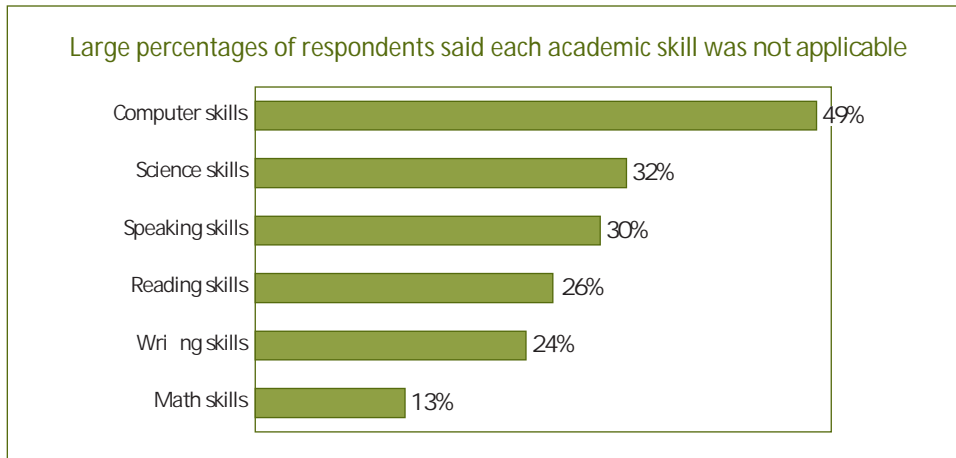
... or to pursue an interest.

... their courses had helped them achieve their most important goal. (They said their ...)

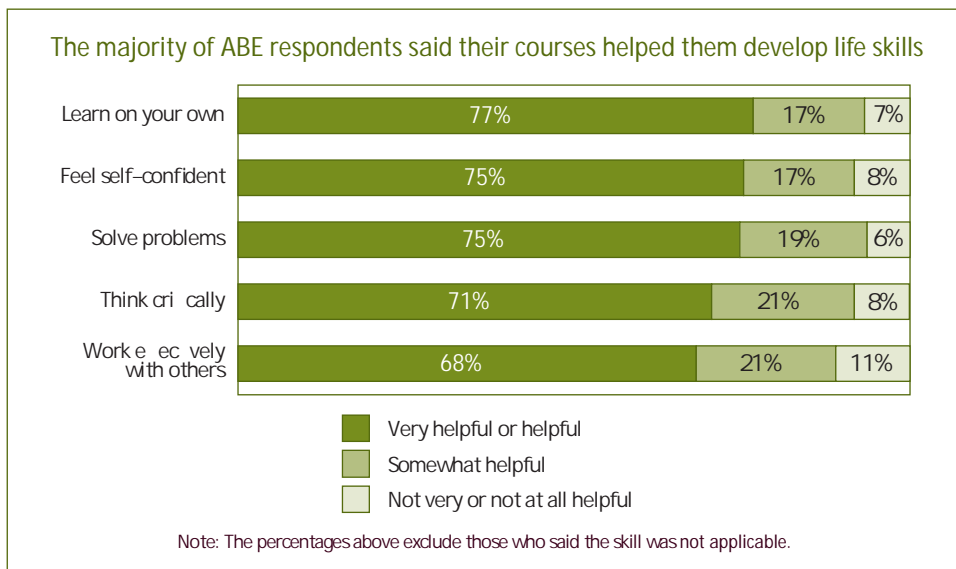
... please see ...

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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). (For speaking skills, 30 percent of respondents said the skill was not applicable.) Very few courses were in computing.

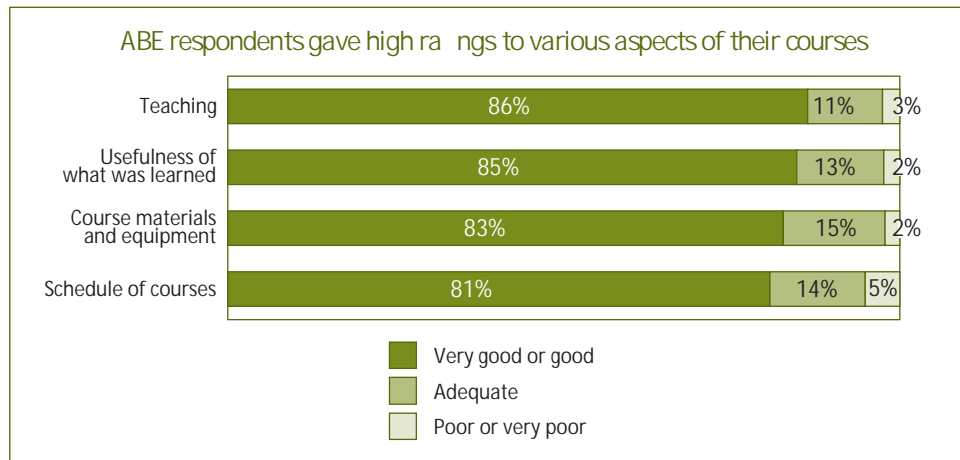


Large majorities of respondents said their courses helped them develop these life skills. The percentages of those saying *not applicable* ranged from 4 percent for *solve problems* to 11 percent for *work effectively with others*. Large majorities of respondents said their courses helped them develop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

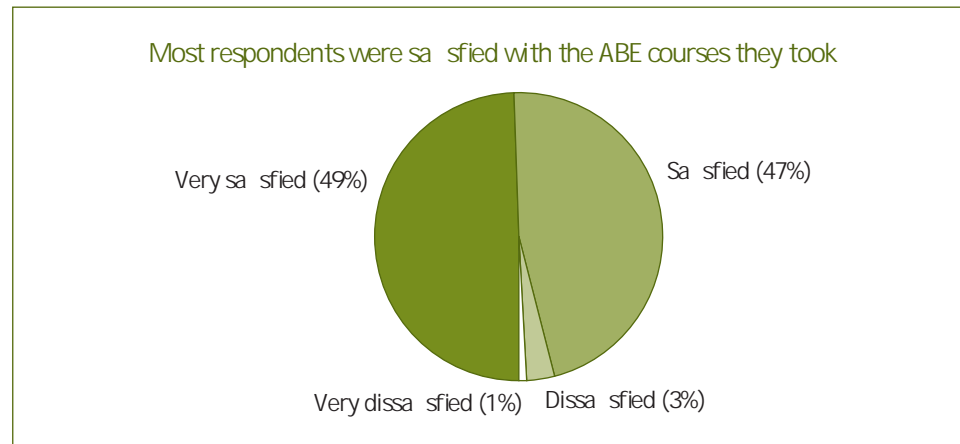




After providing a rating of their satisfaction level, ABE respondents were asked if they were satisfied with the ABE courses they took. The aspects of their courses that they were asked to rate were the usefulness of what was learned, the course materials and equipment, and the schedule of courses. A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

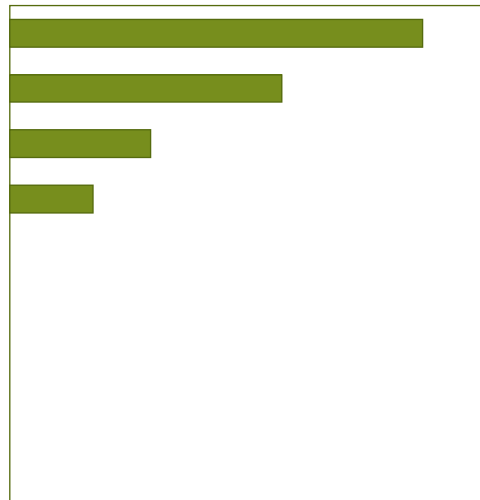
*... it goes pretty fast. Maybe slow it down, or offer a pre-introduction course before we begin.*

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

## Student finances

Students supported themselves during their studies. The most common source of funding was family support, followed by personal savings and income assistance. Other sources included pension, friends, and other financial support.

Family support 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.

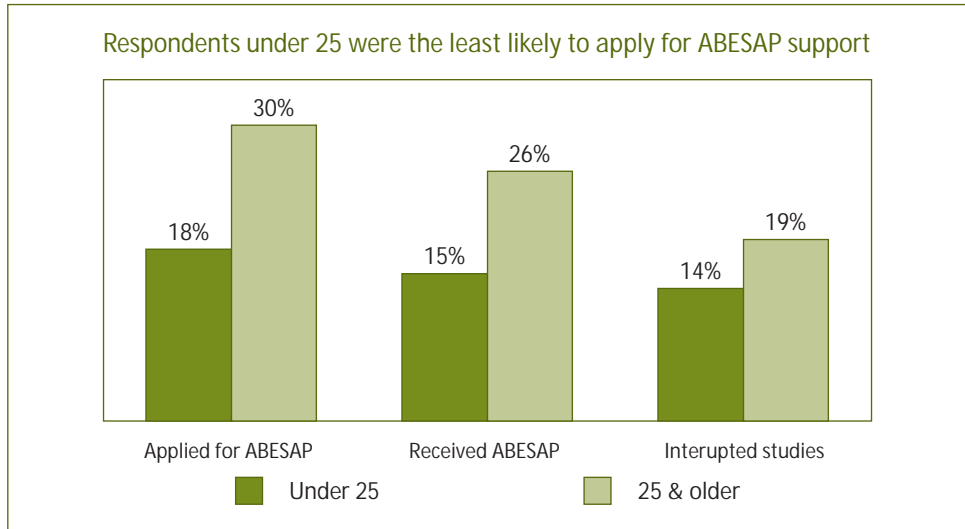


Income assistance, pension, and other financial support were also used as main sources of funding support for their studies. The state provided financial support for 10% of respondents.

(The state provided financial support for 10% of respondents, including income assistance, pension, and other financial support.)



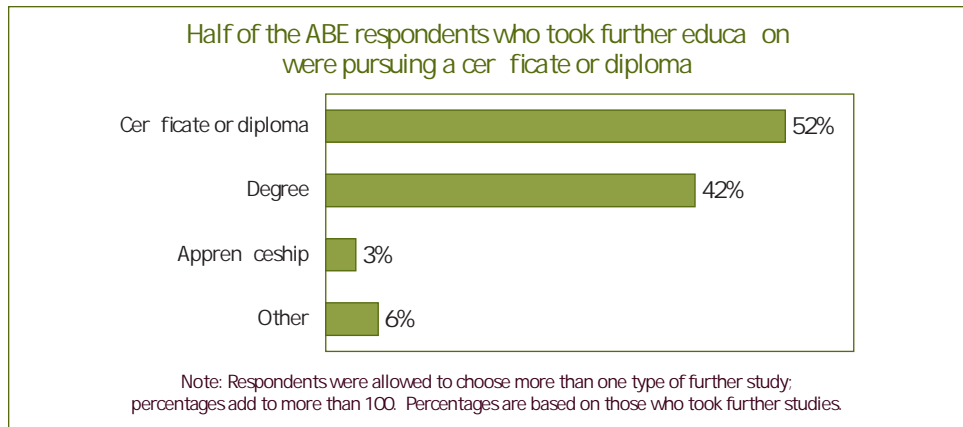
(The chart shows that respondents under 25 were less likely to apply for ABESAP support, receive it, and complete their studies compared to those aged 25 and older. The data is as follows: Applied for ABESAP (Under 25: 18%, 25 & older: 30%), Received ABESAP (Under 25: 15%, 25 & older: 26%), Interrupted studies (Under 25: 14%, 25 & older: 19%).)



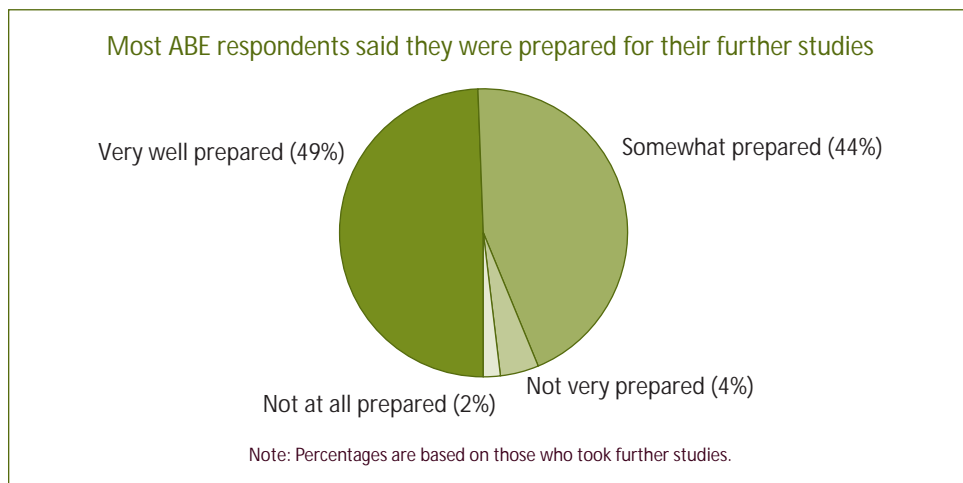
Further education on

Of the respondents who were in a program of study or taking courses other than ABE. Of the respondents who were aged 25 and older, 30% applied for ABESAP support, 26% received it, and 19% interrupted their studies. Of the respondents who were under 25, 18% applied for ABESAP support, 15% received it, and 14% interrupted their studies.

The chart shows that respondents under 25 were less likely to apply for ABESAP support, receive it, and complete their studies compared to those aged 25 and older. The data is as follows: Applied for ABESAP (Under 25: 18%, 25 & older: 30%), Received ABESAP (Under 25: 15%, 25 & older: 26%), Interrupted studies (Under 25: 14%, 25 & older: 19%).



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



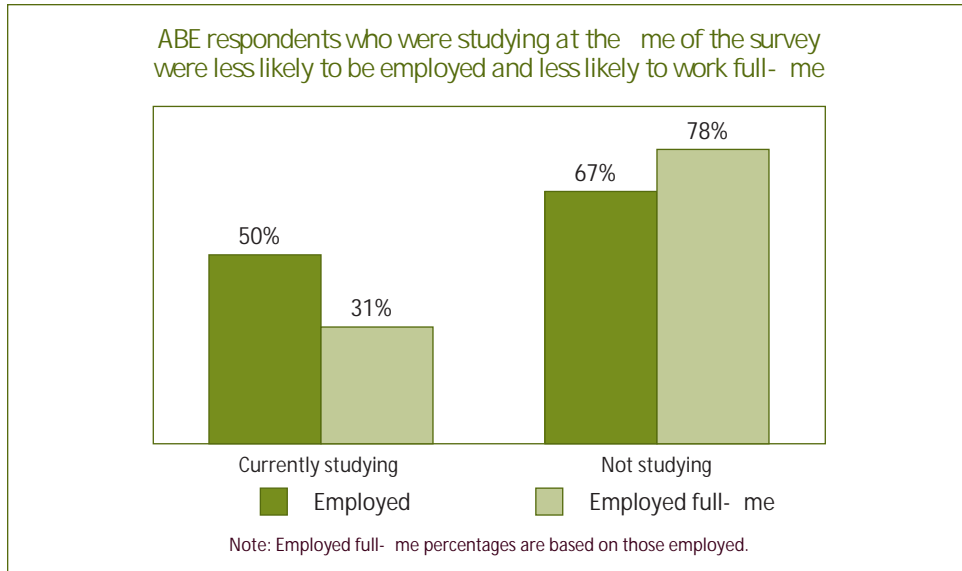
All respondents, including those who had already taken or were taking further studies, were asked to rate the likelihood that they would enrol in any more courses at a *very likely* or *somewhat likely*.

### Employment outcomes

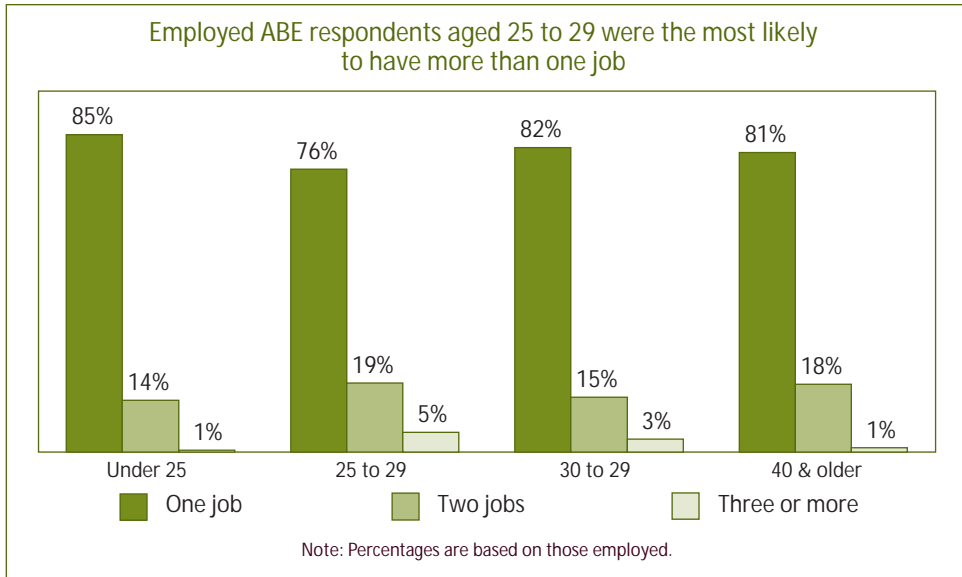
Of those respondents who were not currently employed, 53% (n=1,060) were looking for employment, while 47% (n=940) were not looking for employment.

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, 21% (n=220) were currently employed full-time, while 79% (n=830) were not currently employed full-time.



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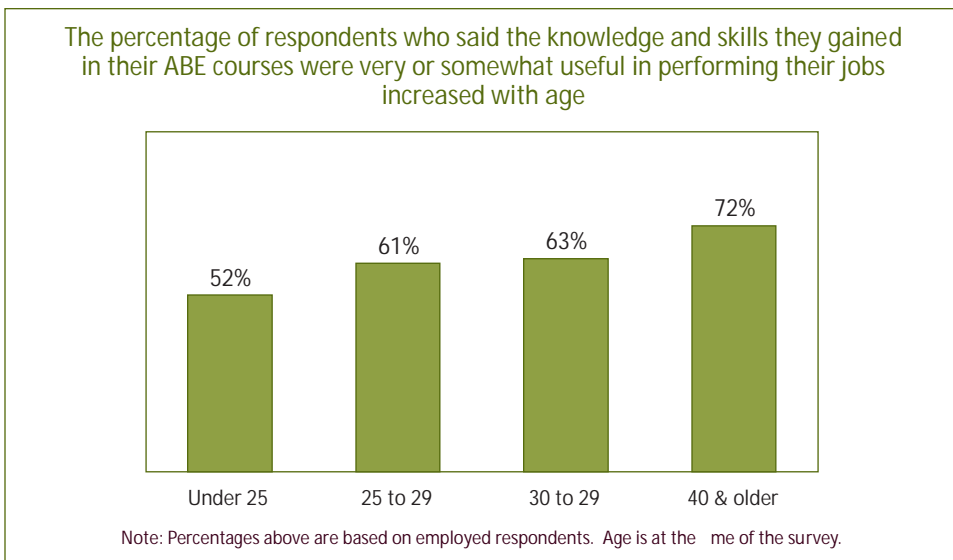


Those who were working full-time  
Those who were working full-time

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*

\_\_\_\_\_



# 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.

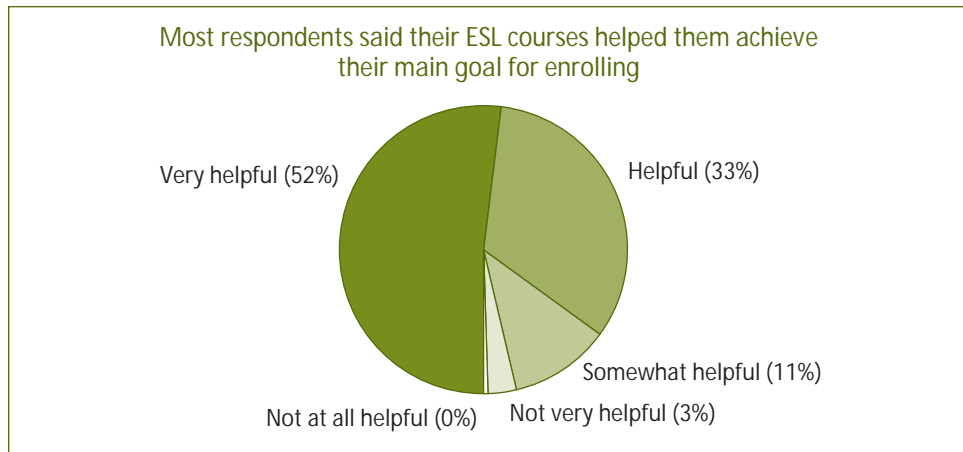
Compared with their ABE counterparts, The former ESL students who responded to . . . . .  
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. . . . .

Almost all of the ESL respondents were born outside of Canada.

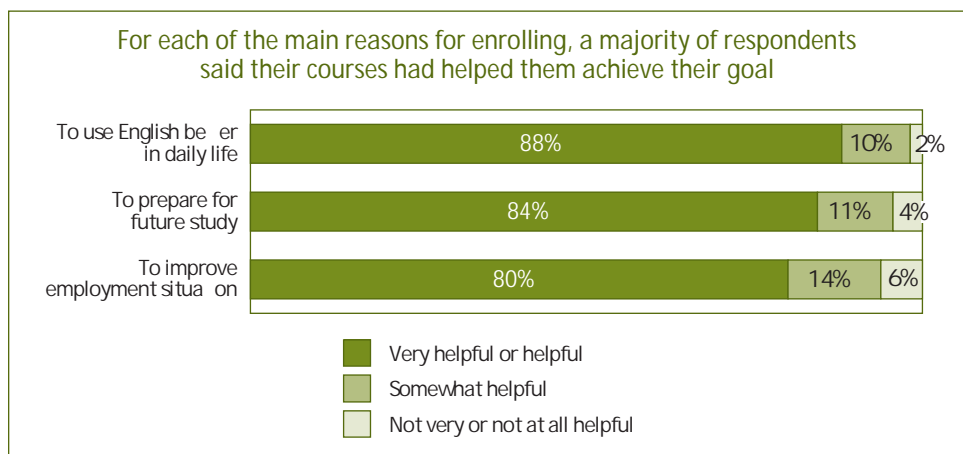
| Almost all of the ESL respondents were born outside of Canada |     |
|---|-----|
| Country of Origin   |     |
| China and Hong Kong Special Administrative Region             | 35% |
| Iran  | 12% |
| India   | 9%  |
| Philippines   | 4%  |
| Korea, South  | 4%  |
| Russian Federation  | 4%  |
| Taiwan  | 3%  |
| Mexico  | 2%  |
| Ukraine   | 2%  |
| Canada  | 2%  |
| Colombia  | 2%  |
| Romania   | 2%  |
| Japan   | 1%  |
| Peru  | 1%  |
| Thailand  | 1%  |
| Viet Nam  | 1%  |
| Belarus   | 1%  |
| Brazil  | 1%  |
| Chile   | 1%  |
| Germany   | 1%  |
| Korea, North  | 1%  |
| Serbia  | 1%  |
| Guatemala   | 1%  |
| Turkey  | 1%  |
| Other   | 10% |

(The data shows that almost all of the ESL respondents were born outside of Canada. The most common country of origin was China and Hong Kong Special Administrative Region at 35%, followed by Iran at 12% and India at 9%.

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; 2; '«©©©š; ; Ÿ±2š°Ÿ a ; 2šŸ > ; a > ; ©® °2; μ2©; i °« ; š a š Ÿš °° š©; ©š; ©Ÿμ ;  
-; ©p a° ; 2šŸ°±ŸŸŸš°°2; -«°-; 2e a° šŪ A «©© ; Ÿ±2š A 2šŸ°±ŸŸŸ

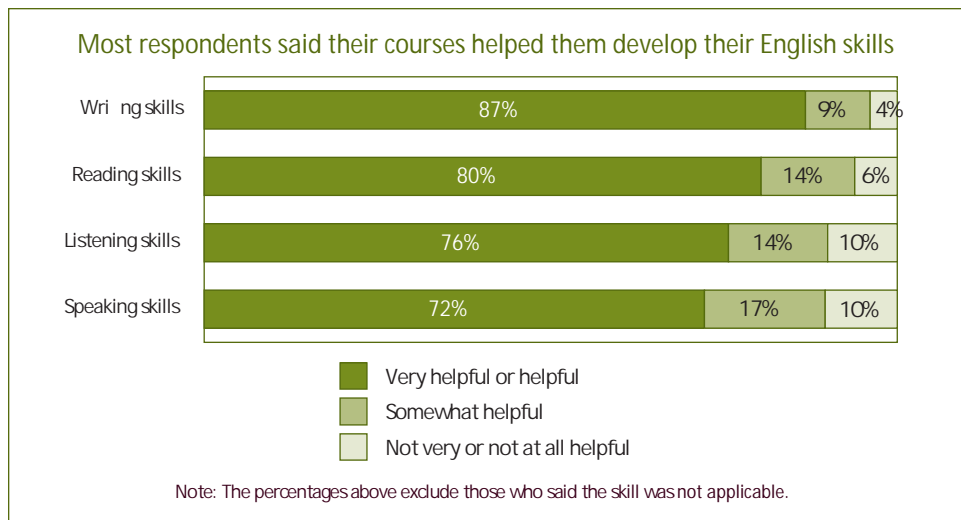


Over 90% of respondents said their ESL courses were *very helpful*, *helpful*, or *somewhat helpful*.



## Evaluation of education

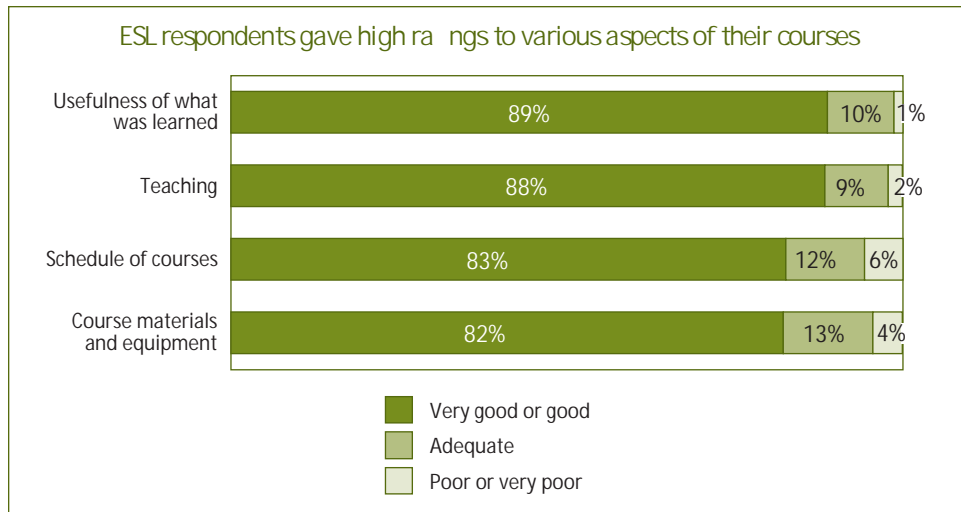
Over 90% of respondents said their ESL courses were *very helpful* or *helpful*. They were most likely to find their courses helpful for achieving their goal of using English better in daily life, preparing for future study, and improving their employment situation.



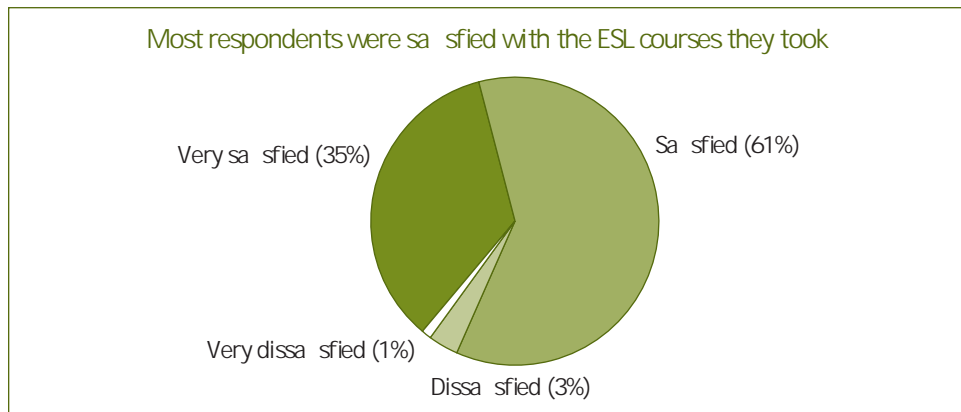
Survey respondents were also asked to rate how their courses helped them develop a range of skills. A majority rated their courses *very helpful* or *helpful*. The ratings were as high as those given to the development of English skills.



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 a comment. 61% (percent) of ESL respondents made a comment. Well over one-third of the comments (35%) stated 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*

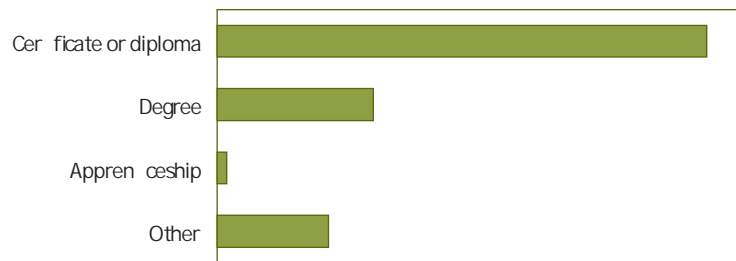




## Further education

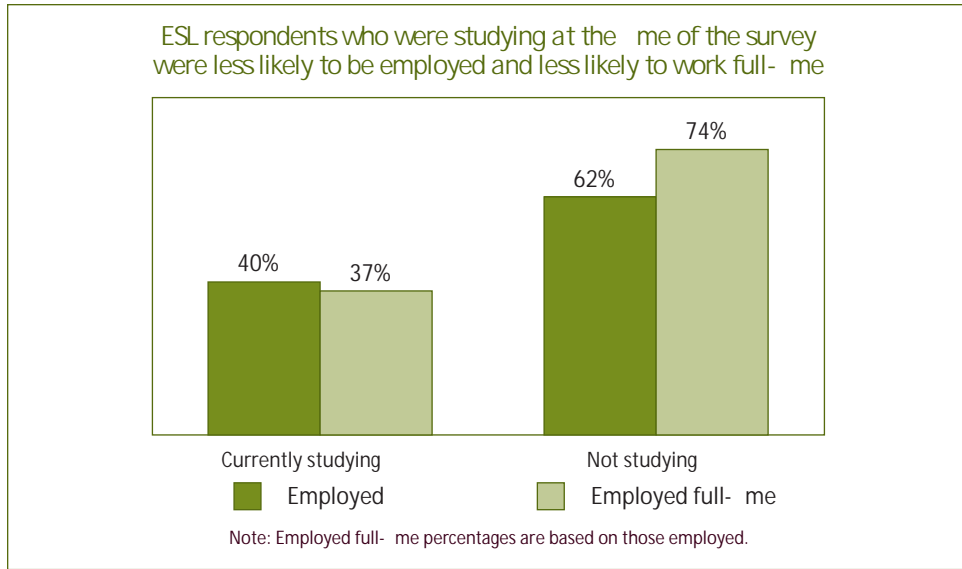
When they were surveyed, 44 percent of ESL respondents said they were enrolled in a program of study or taking courses other than ESL. Of those who were not studying further education, 13 percent were in certificate or diploma programs, 31 percent were in degree programs, and many others were in courses for employment or personal interest.

Of those who were studying further education, 44 percent were in certificate or diploma programs, 31 percent were in degree programs, and many others were in courses for employment or personal interest.



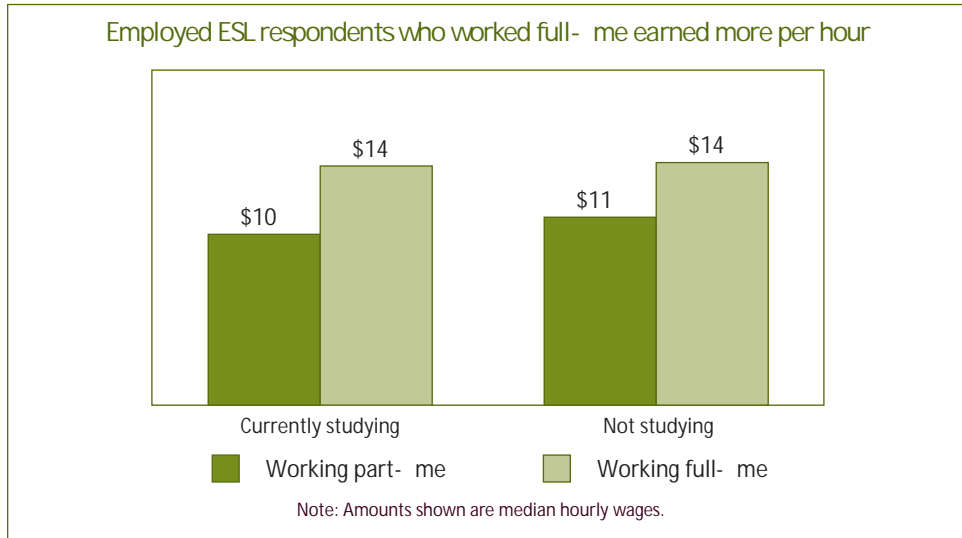
Almost all of the respondents in further education said their ESL studies had prepared them *very well* or *somewhat prepared*.





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(µ; j ©-«µ; Ÿ®-«aŸi a°-° j® š-š; Ÿ°« fŸ; °µ; Ÿ®-ššµ; «®«±®µ³ šf; > j-«® Ÿi Ÿ±œŸ a- f°µ; µ; «šŸ©«® °š«a; 'k» °µ; µ³ j® š-š; Ÿ°« fŸ; °µ; š©«±a° jš®; Ÿš°°µ; Ÿ®šŸ'k» °µ; «a; š°³ «Ÿ°°µ; µ³ «š; Ÿ°µ; ©«-°«±® (µ; ©; ŸŸ a°³ šf; «q' ž®-«aŸi a°-° š- -; ®«±® Those who were working full-time made šŸŸ°; ©«® -; ®«±® ©-«µ; Ÿ®-«aŸi a°-° «šŸ©«® °š«a° µ; Ÿ®-ššµŸ fš°°µ; °Ÿ; 'c-±® µš«Ÿ³ «šŸ f-š® °Ÿ; ©šŸi -; -; -; ®«±®



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

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### 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.







## 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<br>Cohort | Respond-<br>ents | Response<br>Rate | Telephone<br>Rate | Web<br>Rate |
|--------------------------------|----------------|------------------|------------------|-------------------|-------------|
| BC Institute of Technology ABE | 100            | 56               | 56.0%            | 47.0%             | 9.0%        |



## Report ng

“...” sa mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong.

(Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong.)

... ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong. Ang mga sumali sa survey ay nagpapakita ng pagkakaibang mga pakiramdam sa pagpapaliwanag ng mga tanong.

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