

2014 DEVELOPMENTAL STUDENT OUTCOMES SURVEY

# report of findings

The 2014 Development Student Outcomes Survey Report of Findings has been prepared by BC Stats for the BC Student Outcomes Research Forum.

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# Acknowledgments

The Developmental Student Outcomes (DEVSO) Survey is one of the annual surveys that make up [BC Student Outcomes](#). The DEVSO Survey focusses on former students who took Adult Basic Education and English as a Second Language courses. The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey collects information from former students from diploma, associate degree, and certificate programs; the Apprenticeship Student Outcomes (APPSO) Survey targets former apprenticeship students who have completed the final level of their technical training; and the Baccalaureate Graduates Survey (BGS) is for baccalaureate graduates from all public degree-granting institutions.

The 2014 BC Student Outcomes surveys were conducted with funding from the Ministry of Advanced Education and the participating British Columbia post-secondary institutions. Additional funding for the 2014 APPSO Survey was provided by the Industry Training Authority (ITA) and for the 2014 DEVSO Survey by Citizenship and Immigration Canada, through the Ministry of Jobs, Tourism and Skills Training.

The additional funding provided by Citizenship and Immigration Canada was a significant support for the DEVSO Survey and allowed it to continue until 2014. The survey has been discontinued, but the collected data have provided valuable information and insights for participating institutions and the post-secondary education ministry.

The [BC Student Outcomes Research Forum](#) oversees the Student Outcomes program, from data collection to the reporting of survey results. The Forum represents a longstanding partnership among the ministry responsible for post-secondary education, participating post-secondary institutions, and system-wide organizations, such as the Council of Senior Student Affairs Leaders, the BC Registrars' Association, and the BC Council on Admissions and Transfer.

BC Stats acts as steward of the Student Outcomes data and is responsible for providing operational support, day-to-day management, advice, and reports.



# Highlights

## Former ABE students

In 2014, 3,363 former Adult Basic Education (ABE) students were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 1,394 respondents to the survey, making the ABE response rate 41 percent. The following are highlights from the survey, which was conducted January to April of 2014.

### *Description of former ABE students*

- 51% of respondents were female
- 24 was the median age
- 19% of respondents were parents during their studies
- 80% of those who completed the survey were born in Canada
- 18% of Canadian-born respondents self-identified as Aboriginal persons
- 80% of respondents had a high school diploma or equivalent before their ABE studies

### *Reasons for enrolling*

- 62% enrolled to prepare for further study, down 15 percentage points from 2013
- 22% enrolled to improve themselves, up 18 percentage points from 2013
- 8% enrolled to complete high school
- 5% enrolled to improve their employment situation
- 95% said their ABE courses helped them achieve their most important goal

### *Evaluation of education*

- Former ABE students generally found that their courses were *helpful* or *very helpful* in developing the following skills:
  - Math: 82%
  - Writing: 79%
  - Science: 78%
  - Independent learning: 76%
  - Problem solving: 75%
  - Self-confidence: 70%
- 89% gave a *very good* or *good* rating to the quality of teaching
- 85% rated the usefulness of what they learned as *very good* or *good*
- 95% said they were *very satisfied* or *satisfied* with their ABE courses

### *Student finances*

- 50% of respondents said employment was a main source of funding for their studies
- 21% applied for funding from the Adult Basic Education Student Assistance Program (ABESAP)
- 89% of those who applied, received ABESAP funding
- 15% had to interrupt their studies for financial reasons—a 3 percentage point increase over 2012

### *Further education*

- 55% of respondents were enrolled in a program or taking courses other than ABE, at the time of the survey
- 68% were studying or had taken further studies since their ABE studies
- 49% of those who continued their studies enrolled in certificate or diploma programs
- 41% of those who continued their studies were pursuing a degree
- 93% of those who took further studies said they were *very well* or *somewhat prepared* by their ABE courses
- 67% said it was *very likely* they would enrol in more courses at a B.C. public post-secondary institution

### *Employment outcomes*

- 70% of respondents were in the labour force at the time of the survey
- 57% of the former ABE students were employed
- 51% of those who were employed were working full-time
- 20% of employed respondents had more than one job
- \$13 was the median hourly wage

## Former ESL students

In 2014, 1,646 former English as a Second Language (ESL) students were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 906 respondents to the survey, making the ESL response rate 55 percent. The following are highlights from the survey, which was conducted from January to April 2014.

### *Description of former students*

- 61% of respondents were female, down 7 percentage points from 2013 and 2012
- 35 was the median age of respondents, which is older than in 2012 and 2013
- 47% were parents during their studies, which is higher than the previous two years
- 98% were born outside Canada
- 76% of those from outside Canada had previous post-secondary education
- 56% of those from outside Canada had a degree (bachelor's or higher) from their country of origin



### Reasons for enrolling

- 37% of respondents enrolled to prepare for further study, down 16 percentage points from 2013
- 42% enrolled to use English better in daily life, up 12 percentage points from 2013
- 13% enrolled to improve their employment situation
- 97% said their ESL courses helped them achieve their most important goal

### Evaluation of education

- Former ESL students generally found that their courses were *helpful* or *very helpful* in developing the following skills:
  - English writing: 84%
  - Reading: 82%
  - Listening: 82%
  - Self-confidence: 79%
  - Independent learning skills: 76%
- 89% gave a *very good* or *good* rating to the quality of teaching
- 87% rated the usefulness of what they learned as *very good* or *good*
- 95% said they were *very satisfied* or *satisfied* with their ESL courses

### Student finances

- 40% of respondents relied on family or friends for financial support during their studies
- 30% depended on employment income to finance their education, which is 6 percentage points lower than in 2013
- 31% applied for funding from the Adult Basic Education Student Assistance Program (ABESAP), which is down 16 percentage points since 2013
- 89% of those who applied, received ABESAP funding
- 17% had to interrupt their studies for financial reasons, which has decreased 5 percentage points since 2012

### Further education

- 39% of respondents were enrolled in a program or taking courses other than ESL, at the time of the survey, which was down 8 percentage points since 2012
- 55% were studying or had taken further studies since their ESL courses
- 68% of those who continued their studies enrolled in certificate or diploma programs
- 14% of those who continued their studies were pursuing a degree
- 92% of those who took further studies said they were *very well* or *somewhat prepared* by their ESL courses
- 54% said it was *very likely* they would enrol in more courses at a B.C. public post-secondary institution

*Employment outcomes*

- 72% of respondents were in the labour force at the time of the survey
- 54% of former ESL students were employed
- 61% of those who were employed were working full-time
- 14% of employed respondents had more than one job
- \$13 was the median hourly wage
- 92% of employed respondents used English at work
- 80% of those who spoke English at work said their ESL training helped them use the language

# Introduction

## Developmental Program Delivery in the Public Post-Secondary System

A looming skills shortage, increasing globalization, and rapidly-evolving technology are factors affecting the future of education in British Columbia. The post-secondary education system is tasked with preparing entrants for this changing and growing labour market: by 2022, there are expected to be one million job openings in B.C., and more than three-quarters of these jobs will require some post-secondary training.<sup>1</sup> Due to a projected decline in the number of young people entering the labour market, filling these openings will depend on improving the education levels of adults; in particular, new arrivals to the province, those who left school early, and people who lack specific skills.

For prospective students, who are not ready to enter post-secondary studies, a wide range of preparatory and remedial programs are available. These developmental programs are for adults who require additional skills to enter an academic or career program at a public post-secondary institution. Some developmental courses are available to students in other programs, if they have specific learning needs and would benefit from these studies, or if they require certain courses as prerequisites.

The developmental programs delivered through the B.C. public post-secondary education system include Adult Basic Education, Adult Special Education, and English as a Second Language. The 2014 Developmental Student Outcomes Survey focussed on former students from Adult Basic Education and English as a Second Language programs.

Adult Basic Education (ABE) is a generic term and institutions call it by many different names, such as career preparation courses, college/university preparation, developmental programs, and access and career programs. ABE provides upgrading<sup>2</sup> courses that enable students to qualify for vocational, career or academic programs. ABE courses could also lead to a high school diploma (BC Adult Graduation Diploma).

English as a Second Language (ESL) is also referred to as English as an Additional Language (EAL), English Language Training (ELT), English as a Second or Other Language (ESOL), or English Language Learning (ELL). ESL programs provide language instruction and information about Canadian culture, society, and the workplace to people who need higher levels of English to help them find jobs or enter vocational, career/technical, and academic programs.

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1 From the *British Columbia 2022 Labour Market Outlook*.

2 “Upgrading” is the term that is used by 11 of the 18 institutions that participate in the DEVSO Survey to refer to ABE courses.

## About the 2014 Developmental Student Outcomes Survey

The purpose of the 2014 Developmental Student Outcomes Survey was to ask former ABE and ESL students who studied at the intermediate level or higher to evaluate their educational experiences and to report on their transitions to the labour market and further education. This information is used by post-secondary institutions and the Province to:

- support post-secondary curriculum planning, policy development, and accountability;
- provide information for program and service evaluations and educational planning; and
- guide educational choices for future students.

To be eligible for the survey, former ABE students must have been enrolled as domestic students between July 1, 2012 and June 30, 2013 and have completed at least one course at the Intermediate level or higher. They must have completed at least three ABE courses (at any level) between July 1, 2010 and June 30, 2013 and must not have enrolled in any ABE courses since July 1, 2013. A total of 3,363 former ABE students were included in the survey cohort.

Former domestic ESL students must have completed at least two ESL courses between July 1, 2010 and June 30, 2013. In addition, they must have completed at least one ESL course at the Intermediate level or higher between July 1, 2012 and June 30, 2013 and must not have enrolled in any further ESL courses since July 1, 2013. In total, 1,646 former ESL students were eligible to participate in the survey.

(Refer to Appendix: Survey Methodology, for additional information on the survey cohort selection criteria.)

## About this report

This report presents the system-level findings from the 2014 Developmental Student Outcomes Survey. This report does not include an analysis of the results by institution; tabular reports were produced and distributed to the 18 participating institutions in May 2014.

The results included in the report were analysed by demographic characteristics and other factors. The differences noted in the report are those that were statistically significant—a statistically significant result is one that cannot reasonably be explained by chance alone. (Please see Appendix: Survey Methodology, for more details on the report analysis.)

The first part of the report focusses on former ABE students; the second part, on former ESL students. Each part of the report begins with a description of the respondents' demographic characteristics. This is followed by a presentation of the respondents' reasons or goals for enrolling, their evaluation of their education, and a discussion around how they financed their studies. The final sections centre on further education and employment outcomes—what former students did after they left their studies.

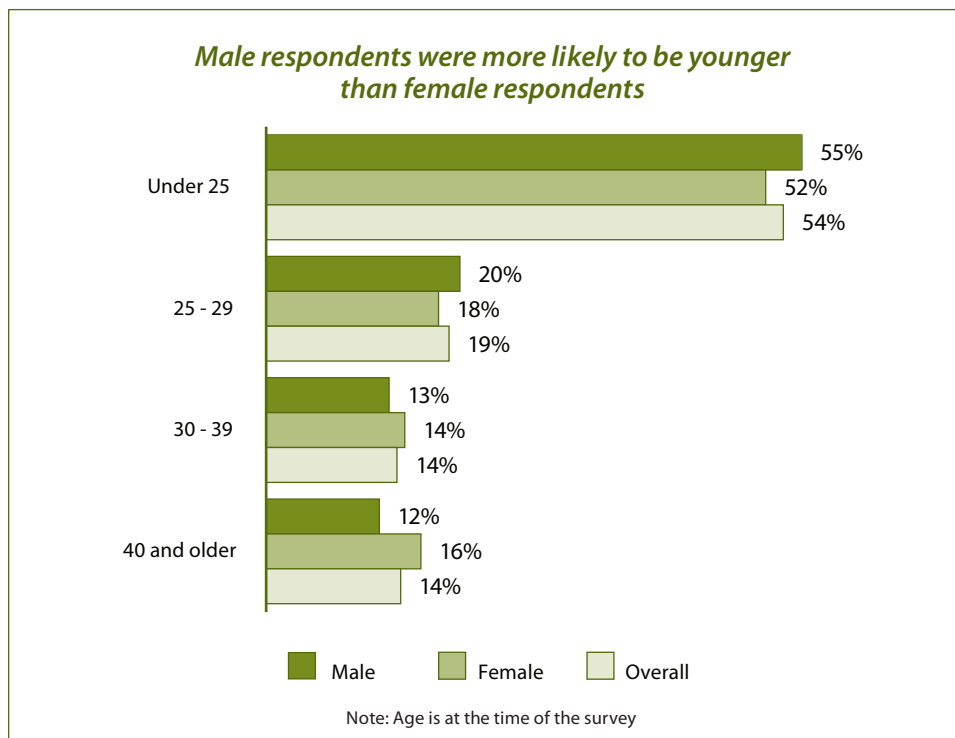
# Findings: Former ABE Students

There were 1,394 former Adult Basic Education (ABE) students who responded to the 2014 Developmental Student Outcomes (DEVSO) Survey. The ABE response rate was 41 percent. (The number of eligible students and respondents by institution can be found in the Appendix.)

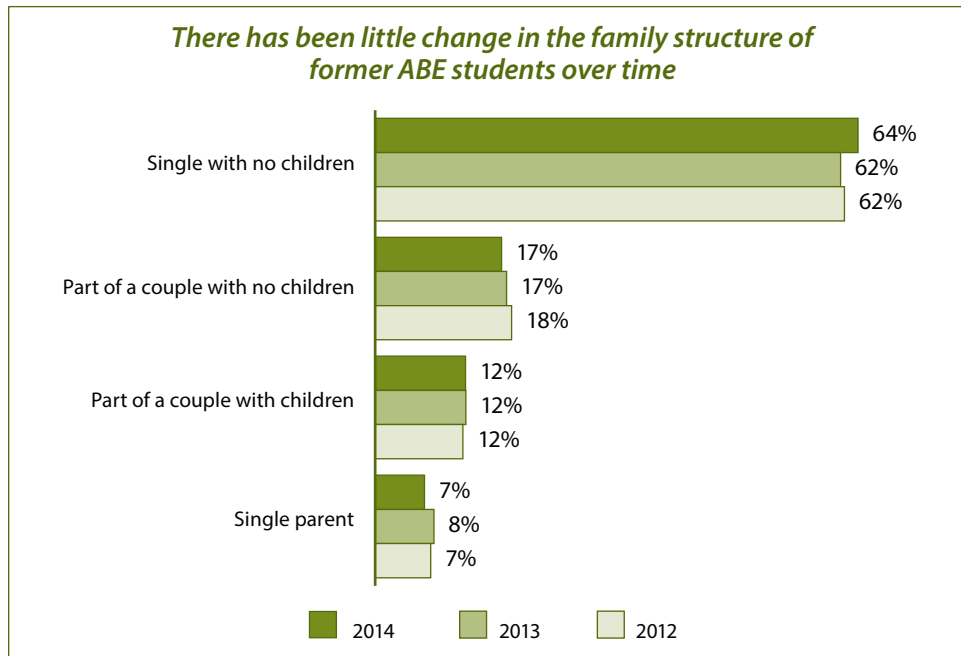
## Description of former ABE students

The DEVSO Survey included a number of questions to collect information to aid in developing programs and planning services for students taking developmental studies. Gender and age data came from administrative records.

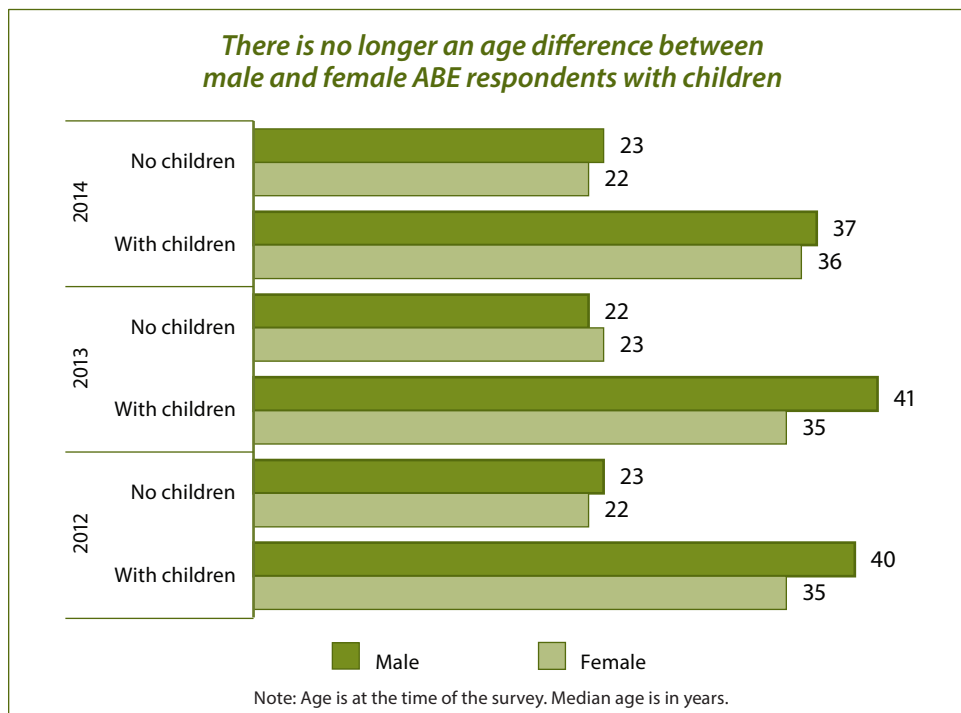
Men (49 percent) and women (51 percent) were fairly equally represented by ABE respondents. The median age of former ABE students at the time of the survey was 24, with the men more likely to be younger than the women.



Almost one-fifth (19 percent) of former ABE students were parents at the time they took their courses. Women were more likely than men to be parents—25 percent of the women who responded to the survey said they had children at the time of their ABE studies, compared with 12 percent of men. Family status has not changed since 2012, with the majority of former ABE students reporting that they were single with no children when they were in school.



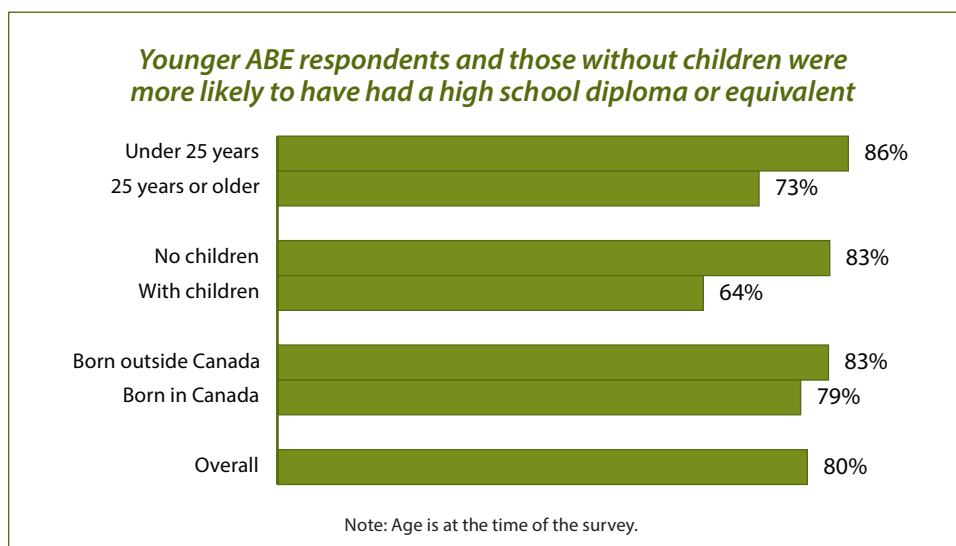
What has changed, though, is that there is no longer an age difference by gender for ABE respondents with children—in 2012 and 2013, the median age of female ABE respondents



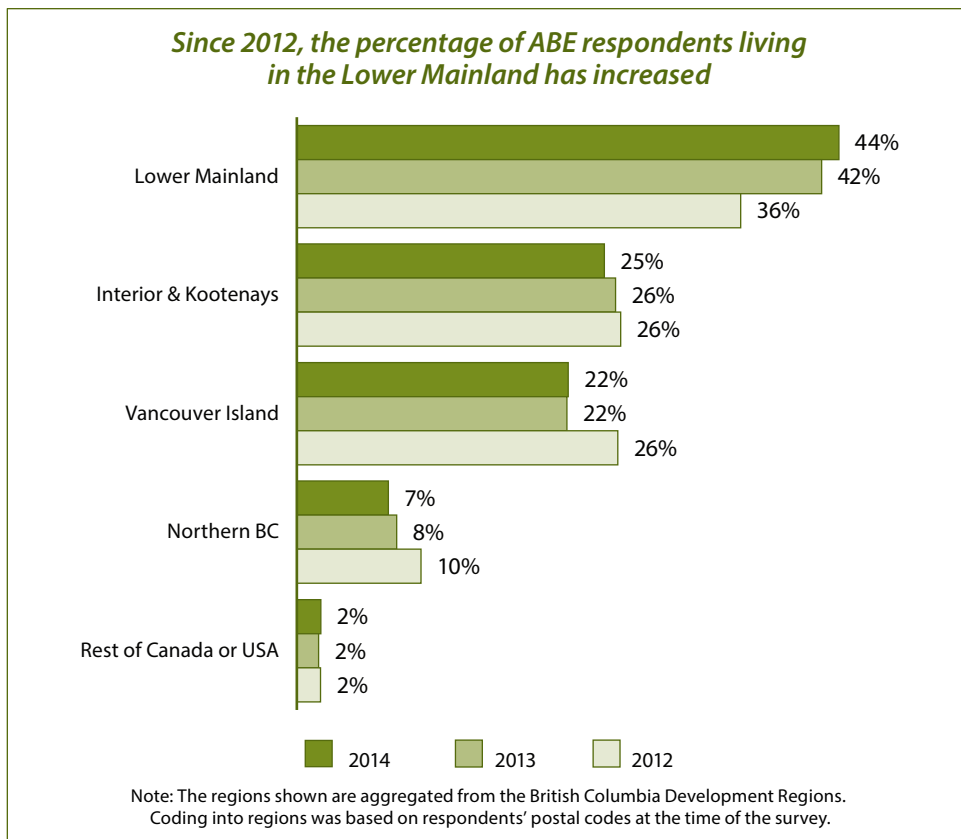
who were parents was lower than the median age of male respondents with children; in 2014 there was no age difference between males and females who were parents during their studies.

Eight out of ten (80 percent) former ABE students were born in Canada. Of those who were born elsewhere, 51 percent were citizens and 46 percent were permanent residents when they took their coursework. Of the former students who were born in Canada, 18 percent identified themselves as Aboriginal persons: 15 percent were First Nations and 3 percent were Métis.

Before enrolling in their ABE studies, 80 percent of respondents had already achieved a high school diploma or equivalent. Younger respondents and those with no children were more likely to have completed high school. Respondents who were born outside Canada were no more likely than those born in Canada to have this credential.



At the time of the survey, former ABE students were most likely living in the Lower Mainland (44 percent). One-quarter (25 percent) were living in the Interior & Kootenays region and slightly more than one-fifth (22 percent) were living on Vancouver Island. Region of residence has changed since 2012, with a growing proportion of respondents living in the Lower Mainland and fewer living on Vancouver Island or in Northern British Columbia.

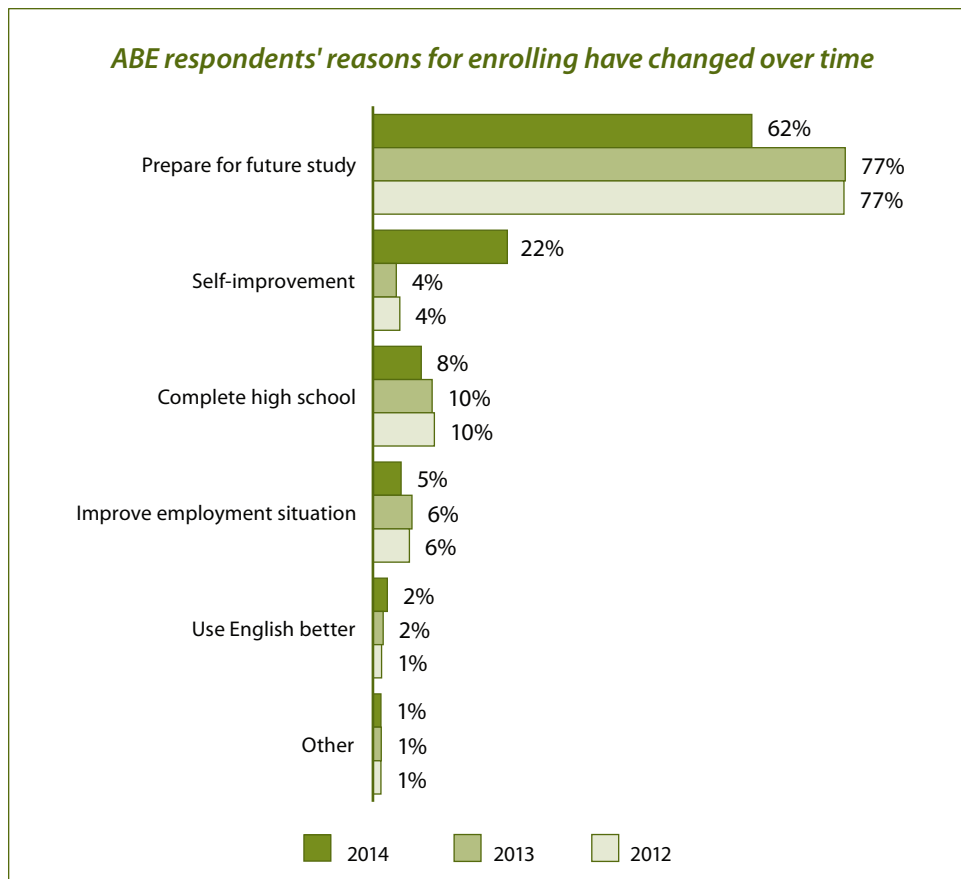


## Reasons for enrolling

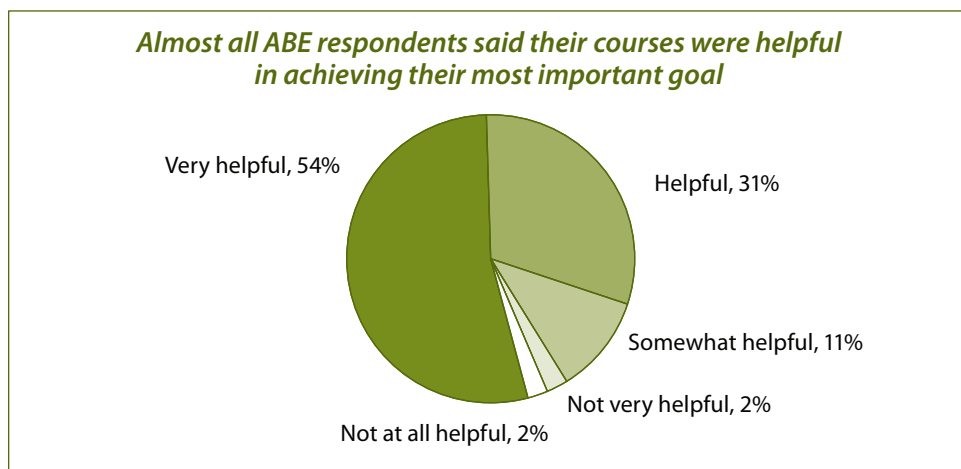
When respondents were asked to think back to the time when they had first started their courses and to indicate their most important goal or reason for enrolling, 62 percent said that their main goal was to *prepare for future studies*, and 22 percent said it was to *improve their knowledge or upgrade their skills*.

Former ABE students' reasons for enrolling have changed over time. In 2012 and 2013, over three-quarters of respondents said that they enrolled to *prepare for future study*. This figure dropped by 15 percentage points in 2014. During this same period, the proportion who said they enrolled to *upgrade their skills or improve their knowledge* increased from 4 percent to 22 percent.



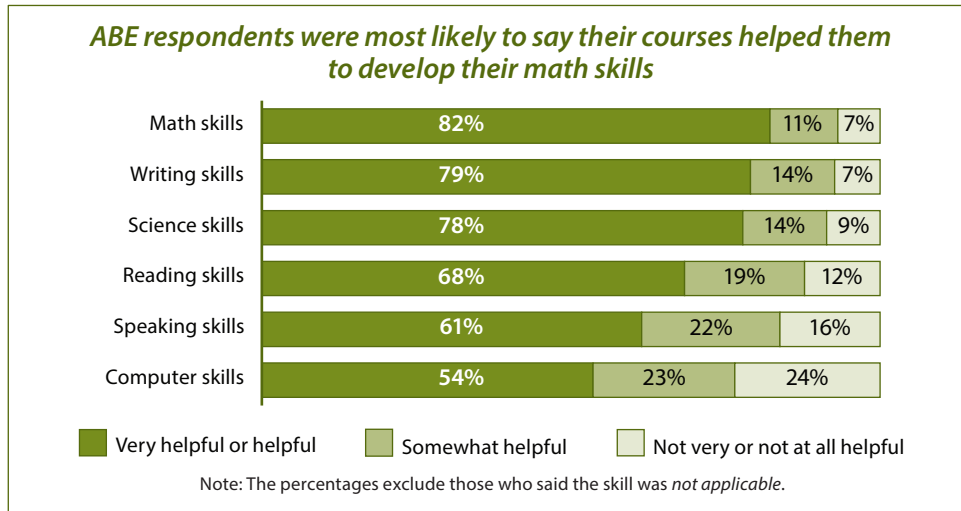


Former ABE students were asked how helpful their courses were in achieving their most important goal for enrolling. As in the previous two years, almost all 2014 respondents (95 percent) said that their courses were helpful (that is, *very helpful*, *helpful*, or *somewhat helpful*) in attaining their main goal.



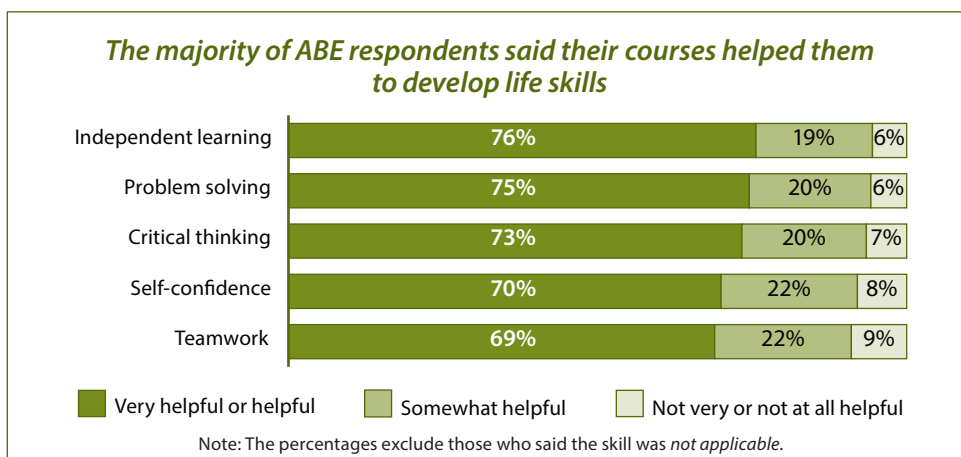
## Evaluation of education

Former ABE students were also asked how helpful their ABE courses had been in the development of skills in the following areas: writing, reading, speaking, science, math, and computers. More than three-quarters of respondents said that their ABE courses helped them to develop their math (82 percent), writing (79 percent), and science (78 percent) skills. These percentages have remained stable since 2012.



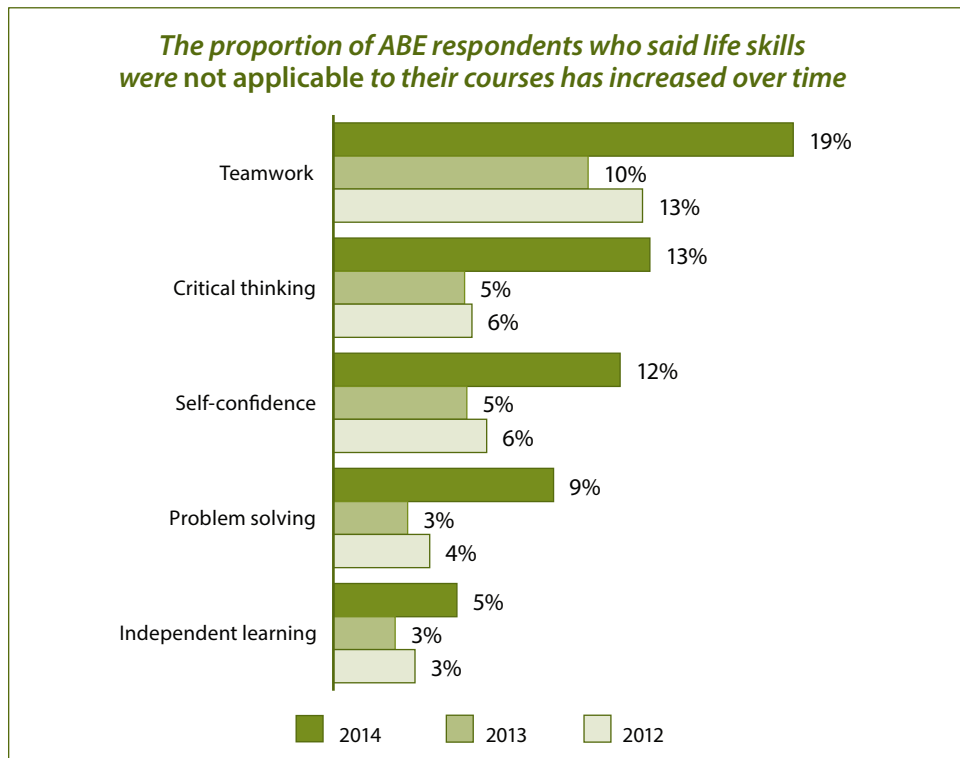
Many ABE respondents indicated that the skills were *not applicable* to the courses they took. Over half (52 percent) said that computer skills were *not applicable* to their courses, and more than one-third (38 percent) indicated that science skills were *not applicable*. This high percentage of *not applicable* ratings may be the result of students having been enrolled only in specific subject areas (e.g., mathematics, rather than computers).

Survey respondents were also asked to what extent their courses helped them to develop five life skills—critical thinking, problem solving, teamwork, independent learning, and self-confidence. ABE respondents typically said that their courses helped them develop these skills stable over time. The one exception was ratings of self-confidence. In 2014,

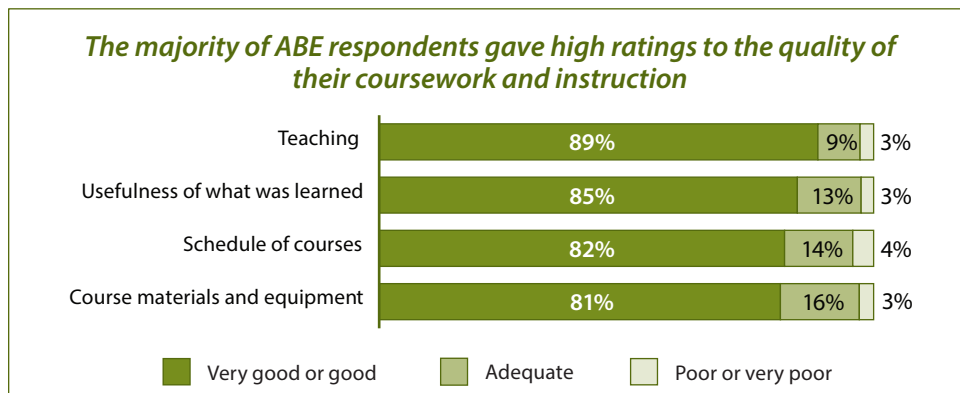


70 percent of former ABE students reported that their courses helped them to develop their self-confidence, which was down 6 percentage points from 2013 levels.

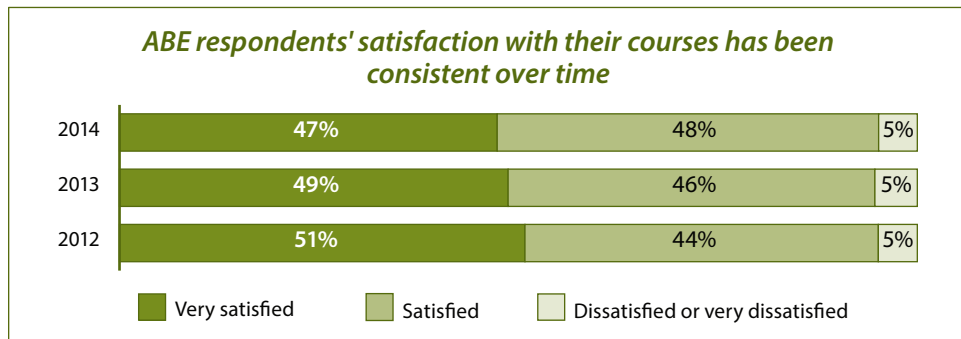
In 2013, relatively few respondents—between 3 percent and 10 percent in 2013—said that these life skills were *not applicable* to their coursework. However, by 2014, these percentages had increased—they now range from 5 percent (independent learning) to 19 percent (teamwork).



In addition to asking about academic and life skills, respondents were asked about several aspects of their courses: the usefulness of what was learned, course materials and equipment, the schedule, and the teaching. The majority of ABE respondents rated each of these aspects of their education as *very good* or *good*. Generally, former ABE students gave high ratings to the quality of their coursework and their instruction.



Overall, most (95 percent) ABE respondents were *very satisfied* or *satisfied* with their courses. The level of satisfaction was as high as it was in 2012 (95 percent) and 2011 (96 percent).



After providing ratings for their courses, respondents were asked if they wanted to make any comments about their experience with their ABE studies—38 percent did. Over two-thirds (67 percent) of the comments contained positive remarks, and half (59 percent) of all of the comments were entirely positive. In particular, former students praised their teachers.

*Teachers were very good....They were easy to talk to when you had questions. The teachers were helpful.*

*I found that the teachers were very helpful. They were easy to work with. They knew each student, what they were good at...didn't assume everyone learned the same.... They made it easier to understand than in high school.*

*The teachers there were friendly, supportive and qualified...it was mainly the teachers that made my experience good.*

*The teachers in the ABE program are an incredibly talented dedicated group.*

*The teaching. The instructors there were very, very good at what they did...the lectures were often at a university level of professionalism.*

A number of respondents noted that their ABE experience helped prepare them for further studies.

*The course prepared me for further stud[ies].... The material covered was very pertinent in preparing me for...upgrading.*

*It was very helpful for me. If not for that program, I would not be in the [program name] program now.*

*I found this program to be very useful to help me get into the course of studies that I am currently enrolled in.*

*Gave me the foundation I needed to go to University.*

Forty-one percent reported facing challenges during their ABE studies. Most of the comments described complaints about the teaching, course content, or class schedules and enrolment.

*My teachers never had time.*

*I found I didn't have the help I needed and was not able to get...[the] mark I needed.*

*There were some teachers that were unqualified to teach the courses....*

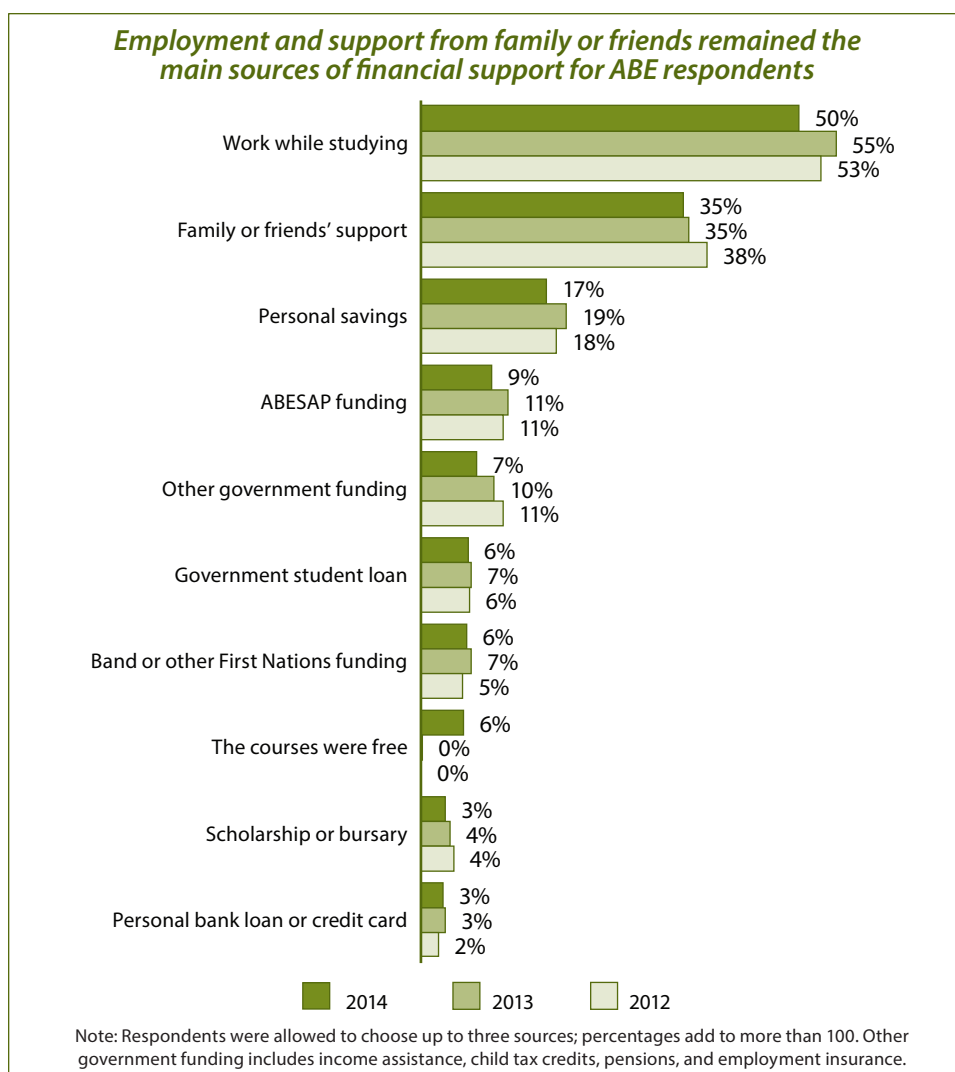
*Change the scheduling of classes because it does not allow students to work part-time.*

*They need to have courses more suitable for adults who want to upgrade.*

## Student finances

The former students who were surveyed were asked to provide information on how they financed their courses and how they supported themselves during their studies. Post-secondary program planners and policy makers use this information to develop and improve financial aid policies.

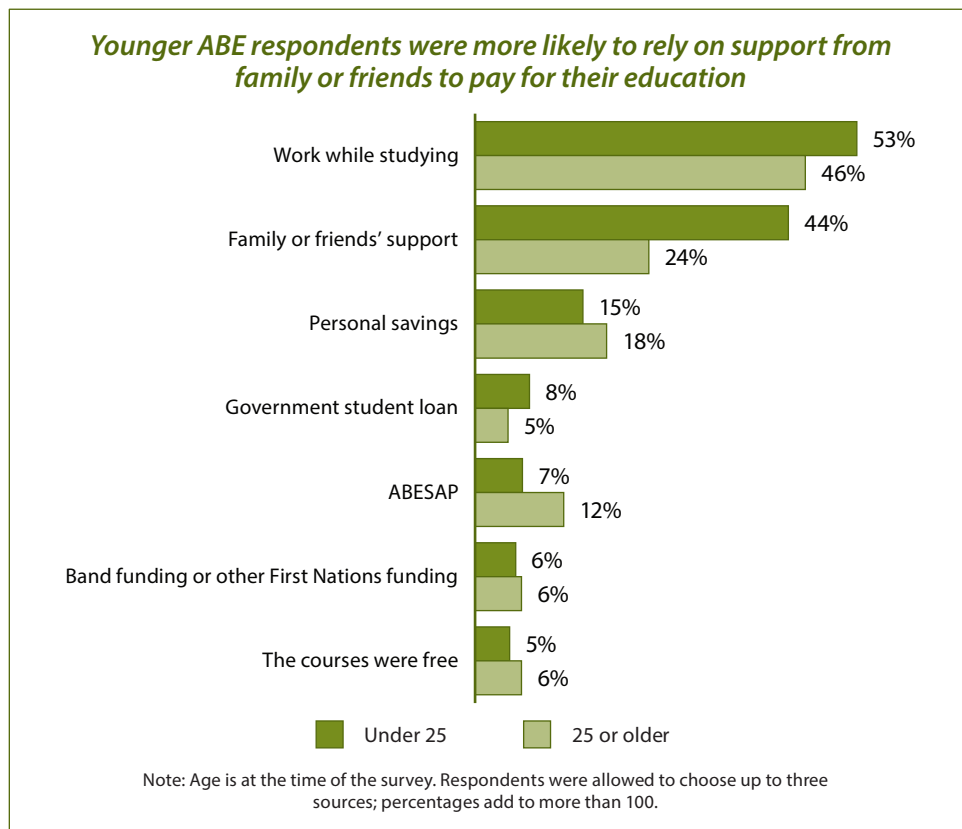
Half (50 percent) of former ABE students supported themselves by working while studying, and over one-third (35 percent) said that family or friends were a main source of funds. Just under one-fifth (17 percent) relied on personal savings while they were in school, and another 9 percent of respondents said that the Adult Basic Education Student Assistance Program (ABESAP) was a main source of financial support.<sup>3</sup>



<sup>3</sup> The Adult Basic Education Student Assistance Program provides grants to help meet direct educational costs including tuition fees, books, supplies, and if applicable, transportation and unsubsidized childcare costs.

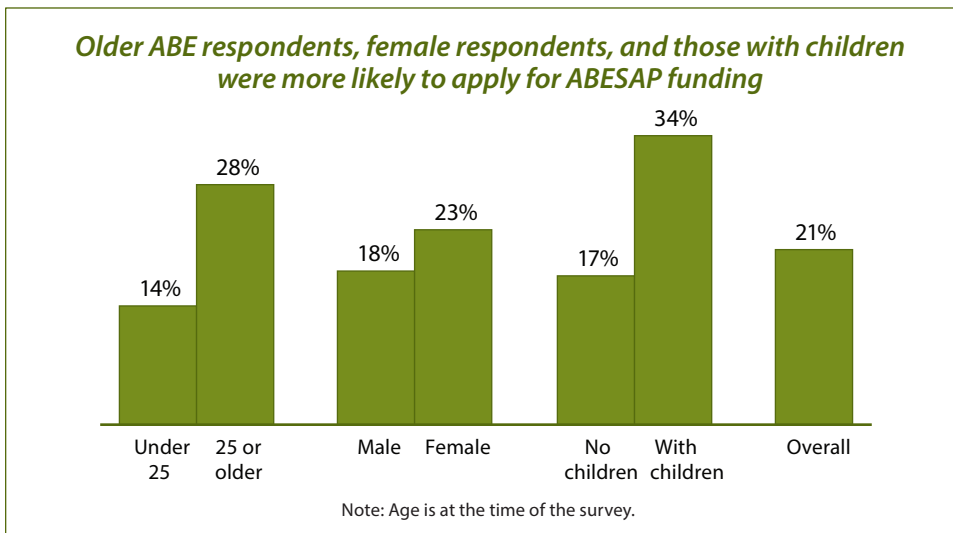
This pattern of responses has been fairly consistent over time, with the exception of a slight fluctuation in the proportion who said they received support from family or friends (34 percent in 2011, 38 percent in 2012, and 35 percent in 2013 and 2014) and a slight decrease in the proportion of former students who worked while studying (down 5 percentage points in 2014).

As in 2011 and 2012, former students under 25 at the time of the survey were more likely to have used support from family or friends than were older respondents. They were also less likely to rely on government funding (including ABESAP, employment insurance, and income assistance) as a primary source of support for their studies. The distributions were similar from year to year, although the percentage of younger ABE respondents who worked while studying and the percentage who used personal savings were both down 4 percentage points from 2013 levels. In addition, among older respondents, the proportion who relied on other government funding (that is, income assistance, child tax credits, pension, employment insurance) has declined somewhat over time, from 19 percent in 2012 to 15 percent in 2013 and 12 percent in 2014.

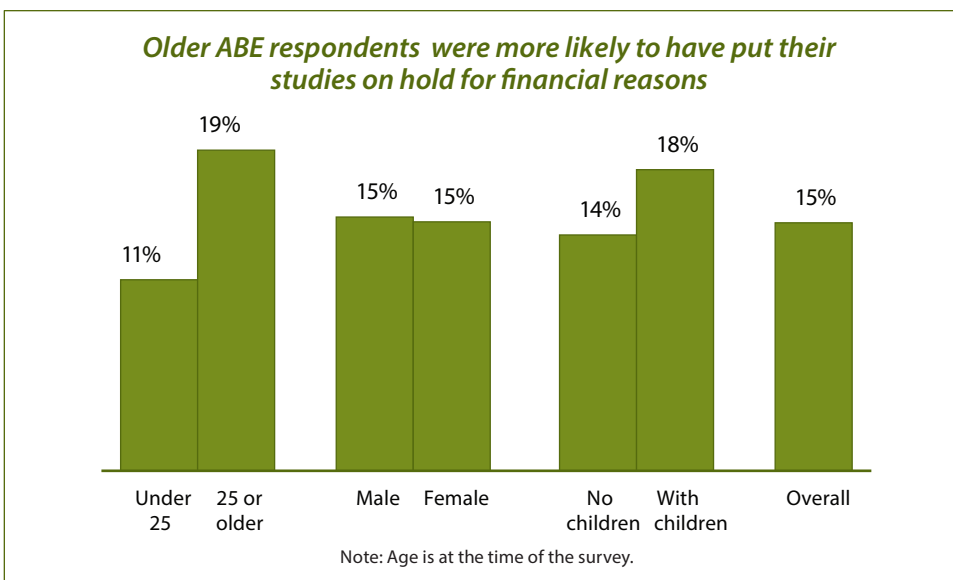


Just over one-fifth (21 percent) of ABE respondents had applied for ABESAP. The percentage of former ABE students who applied for ABESAP declined slightly from previous years (24 percent in 2013 and 23 percent in 2012). Of those who applied, 89 percent received the funding—this level of funding has remained stable since 2012. Female respondents,

respondents with children, and those who were 25 or older were more likely to apply for this funding. However, these groups were no more likely than their counterparts to receive this funding.



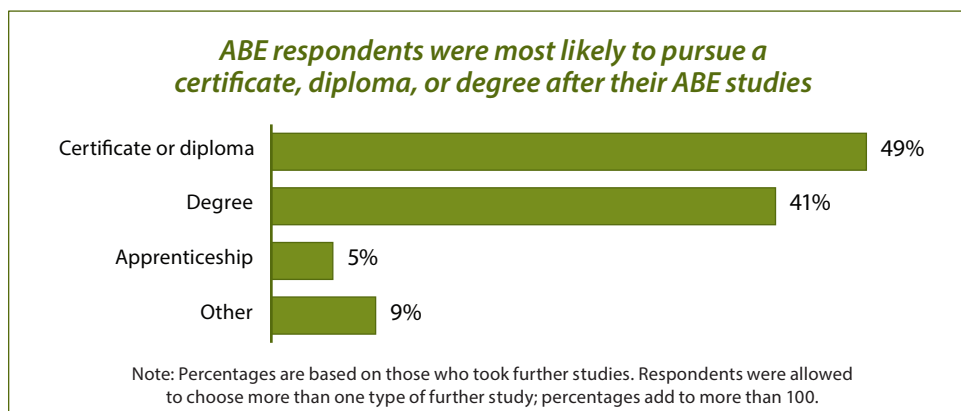
Former ABE students were asked if they had ever had to stop their studies due to financial reasons—15 percent said that they had. This has increased since 2012, when 12 percent reported having to take a break from their studies. Age had an impact on ABE respondents’ pursuit of their education—older respondents were more likely to have taken a break from their studies for financial reasons. Neither gender nor parenthood was related to having financial issues impact studies.



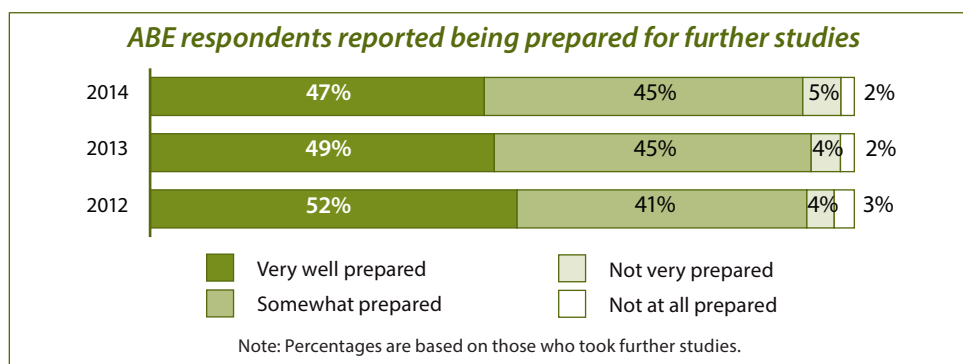
## Further education

At the time of the survey, more than half (55 percent) of ABE respondents said they were currently enrolled in a program of study or taking courses other than ABE. Of those who were not pursuing further studies when they were surveyed, more than one-quarter (27 percent) had taken additional courses since leaving their ABE studies. Although relatively unchanged since 2013, this is down from one-third (33 percent) in 2012. Taking into account both those who were currently enrolled and those who had taken additional courses since leaving their ABE studies, 68 percent of former ABE students pursued some form of further education. These rates of further education have declined slightly since 2012 when 71 percent reported further education.

Almost half (49 percent) of the ABE respondents who took or were taking further education were studying for a certificate or diploma, and 41 percent were enrolled in degree programs. Nine percent went into other courses—for employment, personal interest, or prerequisites for unspecified programs—and 5 percent enrolled in apprenticeship programs.

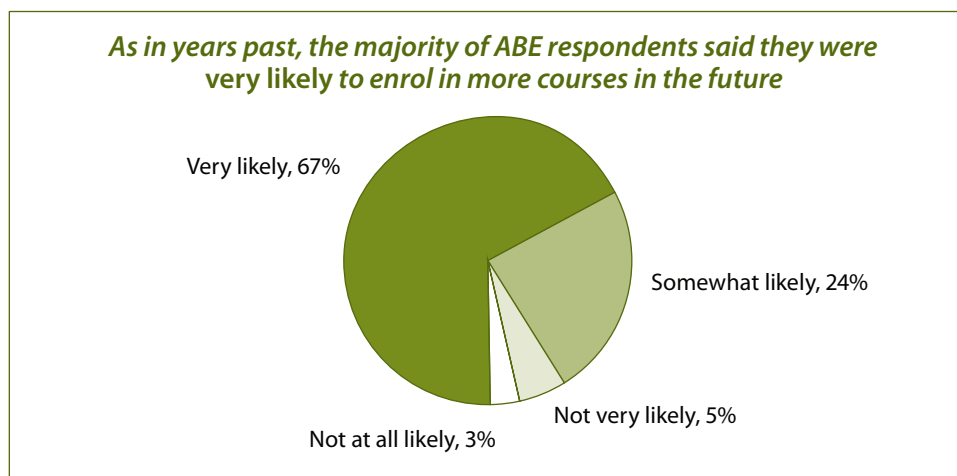


Almost all (93 percent) respondents who took further education said their ABE studies had prepared them for the courses they had enrolled in subsequently. Over the past three years, the proportion of ABE respondents who said that they had been *very well prepared* for later studies has declined slightly (from 52 percent in 2012 to 47 percent in 2014), while the proportion of those who indicated that they were *somewhat prepared* has increased slightly (from 41 percent in 2012 to 45 percent in 2014).





All respondents, including those who had already taken or were taking further studies, were asked to indicate how likely they were to enrol in more courses at a B.C. college, institute, or university in the future. More than two-thirds (67 percent) said it was *very likely*, and almost one-quarter (24 percent) said that it was *somewhat likely*. This level of interest in enrolling in further coursework has not changed over the past few years.

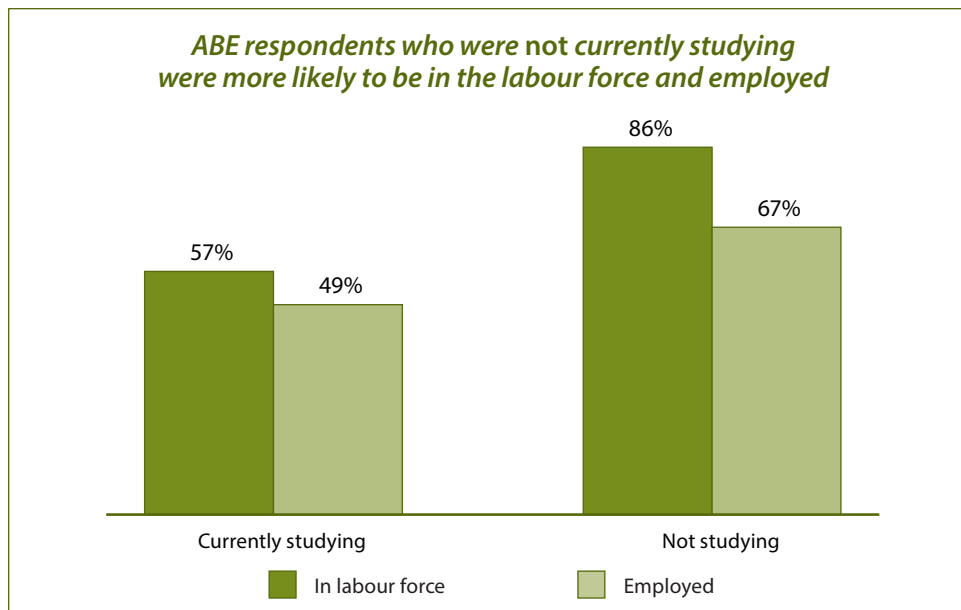


## Employment outcomes

At the time of the survey, 70 percent of ABE respondents were in the labour force, that is, they were either employed or unemployed and looking for work. When they were surveyed, 57 percent of the former ABE students said they were employed. Of those who were employed, 51 percent were employed full-time (that is, at least 30 hours per week). Based on those in the labour force, the unemployment rate was 17 percent.<sup>4</sup> These labour force outcomes have not changed significantly since 2012.

Continuation of studies at the time of the survey affected the labour force participation rate. Eighty-six percent of those who were not studying were in the labour force, compared with 57 percent of those who were studying. Former ABE students who were currently studying were also less likely to be employed—67 percent of those who were not studying were employed, compared with 49 percent of those who were in school.

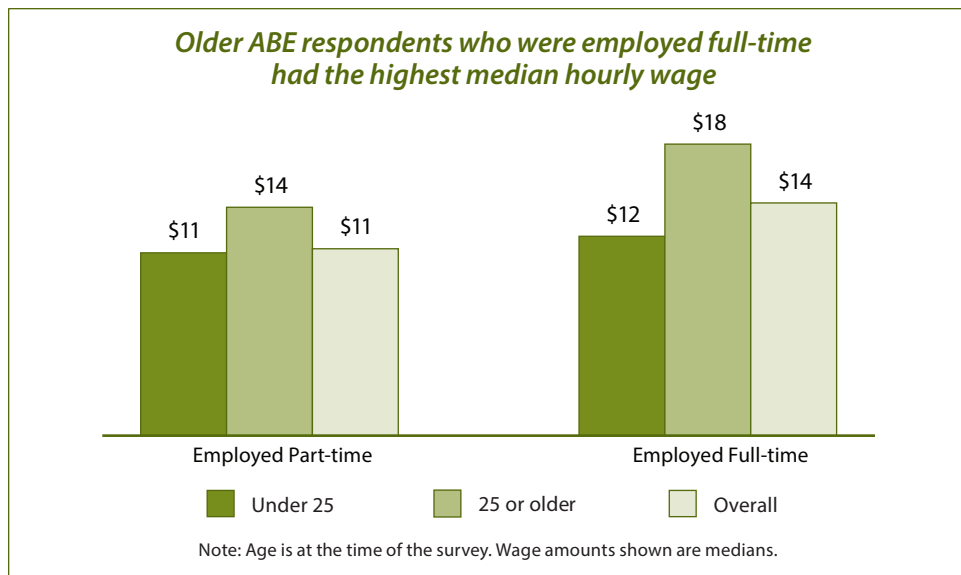
<sup>4</sup> The unemployment rate is the number of unemployed as a percentage of respondents in the labour force.



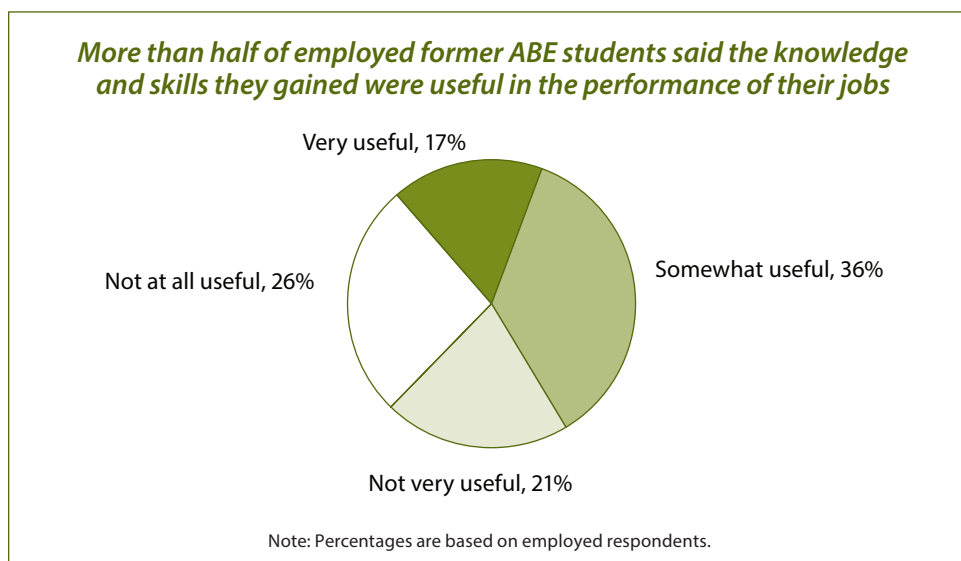
It is not surprising that ABE respondents who were **both** working and studying at the time of the survey were much less likely to be working full-time. Almost one-third (32 percent) of those who were studying were working full-time, compared with 70 percent of those who were not studying. ABE respondents' full-time employment rate while studying has increased with time—from 22 percent in 2012 to 32 percent in 2014.

Eight out of ten (80 percent) employed ABE respondents had one job. Eighteen percent had two jobs, and 2 percent had three or more jobs. These results have been relatively stable since 2012.

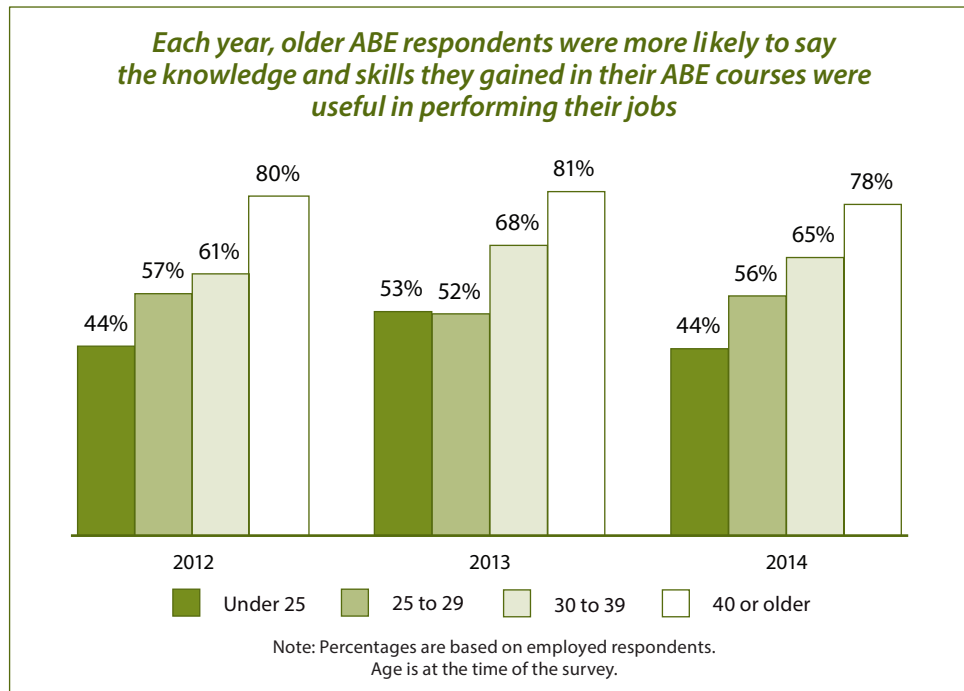
Respondents who were employed were asked to provide their gross salary or hourly wage before deductions. If they had more than one job, they were asked to give the amount earned at their main job (the one at which they worked the most hours). Overall, the median wage of former ABE students was \$13 per hour. ABE students who were working part-time made less than those working full-time (\$11 per hour versus \$14 per hour). Older respondents were likely to earn more than their younger counterparts: full-time employees who were 25 or older had a median wage of \$18 per hour, versus \$12 for those under 25. The median wages reported by ABE respondents were stable between 2012 and 2014.



Employed respondents were asked how useful the knowledge and skills they gained in their ABE courses were in performing their jobs. Even though the majority of respondents had not specifically enrolled in courses to improve their employment situation, 53 percent of employed ABE respondents said that the courses they took were *very* or *somewhat useful*. Respondents' ratings of this item have fluctuated over time; positive ratings peaked in 2013 at 58 percent, returning to the 2012 level in 2014.



Older ABE respondents were more likely to say the knowledge and skills they gained from their courses were *very* or *somewhat useful* in the performance of their jobs. In 2014, 44 percent of employed ABE respondents under the age of 25 said their courses were useful, while 78 percent of those aged 40 and older said the skills and knowledge they gained were useful. Across all age groups, respondents' 2014 usefulness ratings were similar to 2012 levels.



# Findings: Former ESL Students

There were 906 former English as a Second Language (ESL) students who responded to the 2014 Developmental Student Outcomes (DEVSO) Survey, which is a response rate of 55 percent. (The number of eligible students and respondents by institution can be found in the Appendix.) The response rate for ESL students was up 7 percentage points from the previous year.

## Description of former ESL students

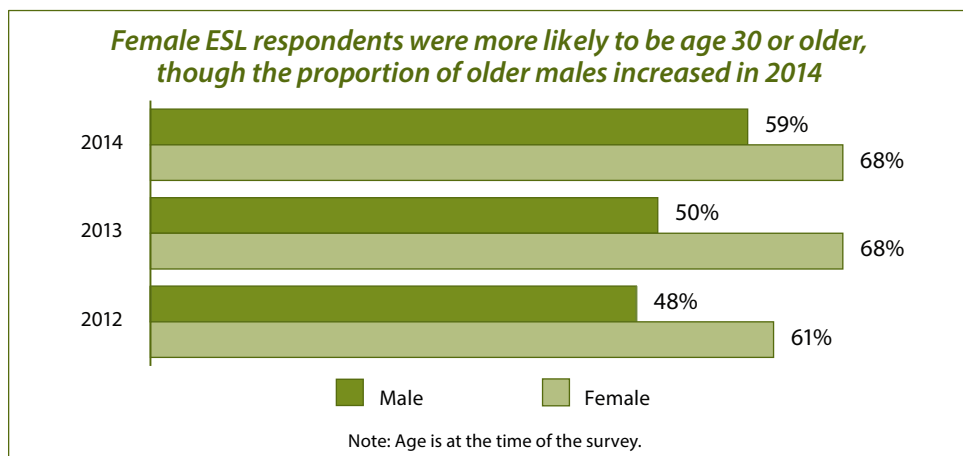
The DEVSO Survey included a number of questions intended to collect information to aid in developing programs and planning services for those who take developmental studies. Gender and age data came from administrative records.

At the time of the survey, the median age of ESL respondents was 35. One-fifth (20 percent) were under 25, and a majority (64 percent) were aged 30 or older. The 2014 respondents were older than those in 2012 (median 32) and 2013 (median 33).

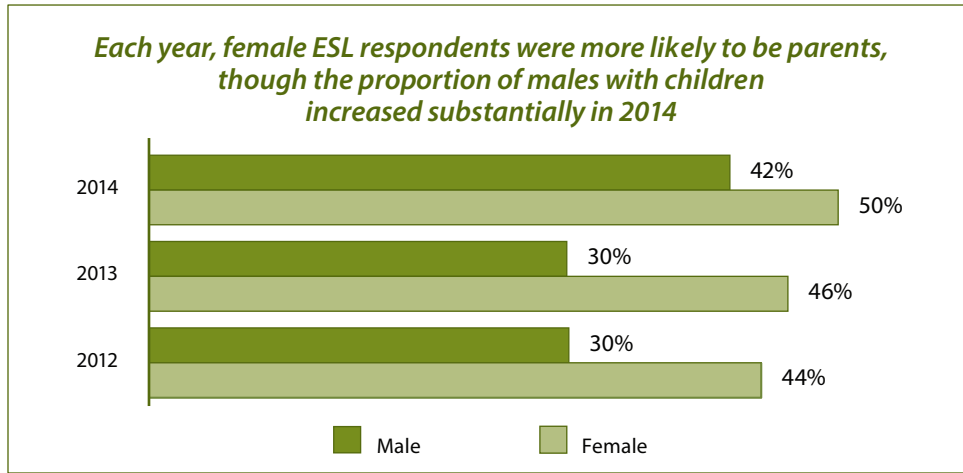
Just under half (47 percent) of ESL respondents had children at the time of their studies. This proportion has changed over time—in 2012 and 2013, approximately four out of ten respondents had children, whereas in 2011 and 2014, almost half had children.

Sixty-one percent former ESL students were female. There were proportionately fewer female respondents than males in 2014 than there were in previous years (68 percent in 2012 and 2013).

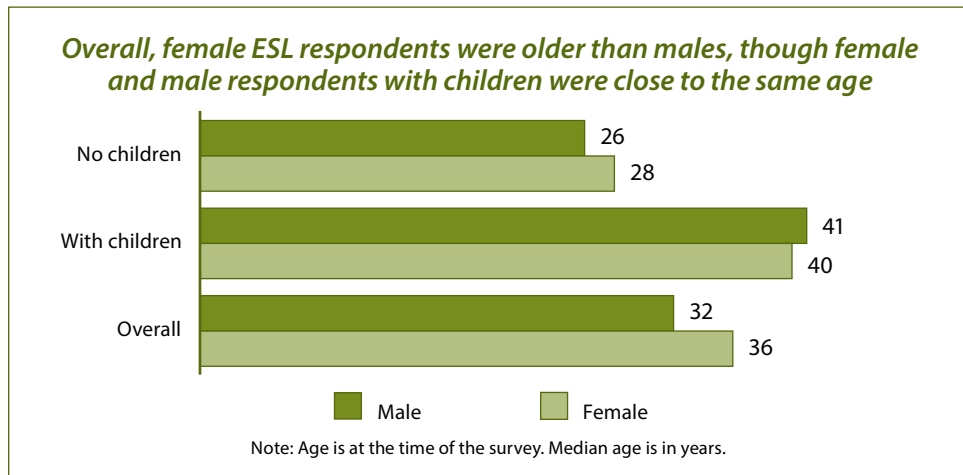
As in 2012 and 2013, females were more likely than males to be 30 or older and to have been parents at the time they were enrolled in school. In 2014, however, there were substantial increases in the proportion of male ESL respondents who were 30 or older.



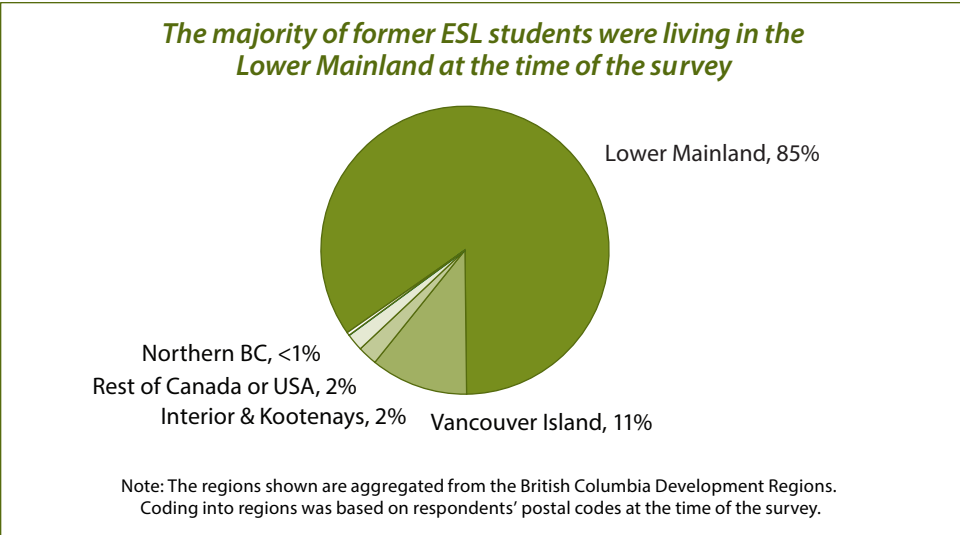
Also in 2014 there was a substantial increase in the proportion of male respondents who had children.



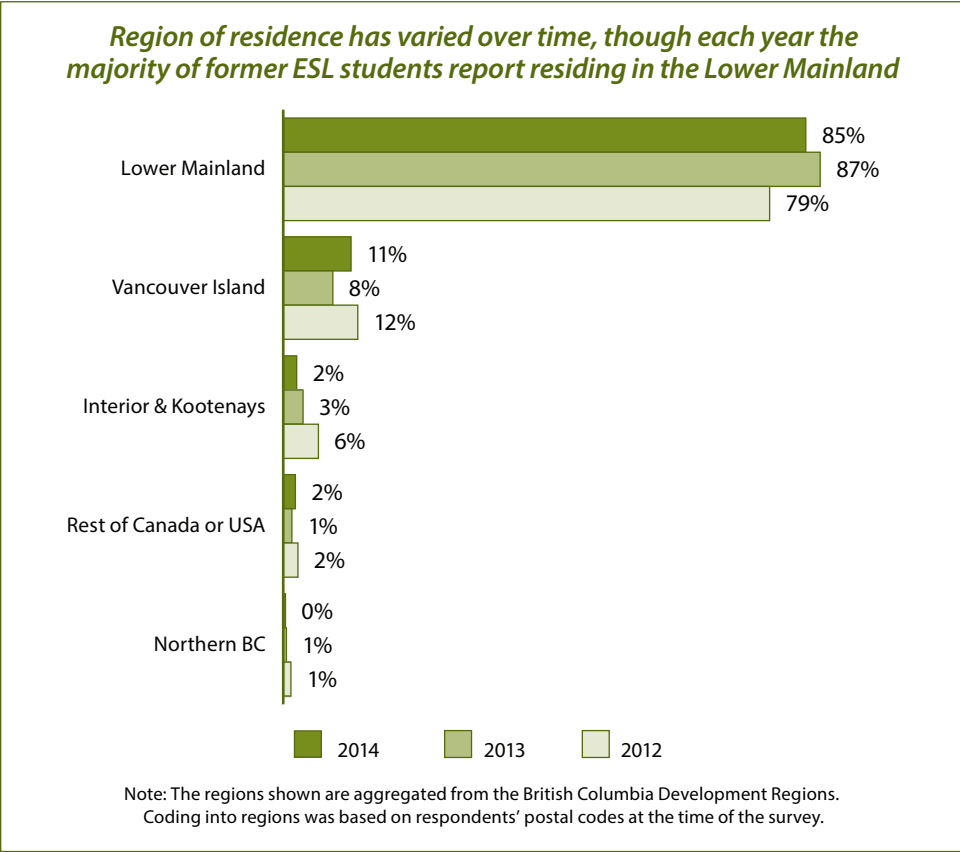
Although female ESL respondents were older, on average, than their male counterparts, former ESL students with children tended to be the same age.



At the time of the survey, the majority (85 percent) of ESL respondents were living in the Lower Mainland and about one out of ten (11 percent) were living on Vancouver Island.



There has been some change over time in the region of residence at the time of the survey—generally, a greater proportion of ESL respondents were living in the Lower Mainland in 2014, compared with 2012.



Unlike ABE respondents, almost all (98 percent) former ESL students were born outside of Canada. Just over one-third (34 percent) of respondents were from China and Hong Kong, 10 percent were from Iran, and 8 percent were originally from India. Over the past three years, the same three countries of origin have been the source of about half of ESL respondents.

***Most ESL respondents were born outside of Canada***

| <b>Country of Origin</b>                | <b>2014</b> | <b>2013</b> | <b>2012</b> |
|---|-------------|-------------|-------------|
| China & Hong Kong Administrative Region | 34%         | 32%         | 31%         |
| Islamic Republic of Iran                | 10%         | 12%         | 12%         |
| India                                   | 8%          | 8%          | 9%          |
| Republic of Korea                       | 5%          | 5%          | 4%          |
| Mexico                                  | 4%          | 2%          | 3%          |
| Philippines                             | 3%          | 7%          | 3%          |
| Taiwan                                  | 3%          | 2%          | 5%          |
| Russian Federation                      | 3%          | 3%          | 4%          |
| Ukraine                                 | 3%          | 1%          | 2%          |
| Japan                                   | 2%          | 2%          | 2%          |
| <b>Canada</b>                           | <b>2%</b>   | <b>2%</b>   | <b>3%</b>   |
| Colombia                                | 2%          | 1%          | 2%          |
| Iraq                                    | 1%          | 2%          | 1%          |
| Peru                                    | 1%          | 2%          | 1%          |
| Romania                                 | 1%          | 1%          | 2%          |
| Viet Nam                                | 1%          | 1%          | 1%          |
| Brazil                                  | 1%          | 1%          | 1%          |
| Afghanistan                             | 1%          | 1%          | 0%          |
| Sri Lanka                               | 1%          | 0%          | 1%          |
| Pakistan                                | 1%          | 1%          | 0%          |
| Turkey                                  | 1%          | 1%          | 1%          |
| Thailand                                | 1%          | 1%          | 1%          |
| Other                                   | 9%          | 11%         | 10%         |

ESL respondents who were born outside of Canada were asked what their immigration status had been during their studies. The majority of these respondents (78 percent) were permanent residents at the time, and 18 percent were naturalized Canadian citizens. The remaining 4 percent included those in the country on visas or holding live-in caregiver work permits and those who were refugees or refugee claimants.



**Prior to coming to Canada, many former ESL students had completed post-secondary education**

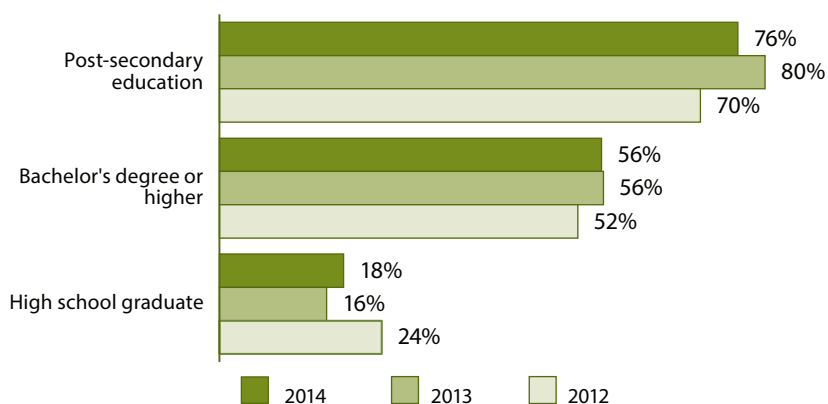
| Highest Level of Education                                   | 2014 | 2013 | 2012 |
|--|------|------|------|
| Masters, doctorate, law, medicine, or other graduate degree  | 13%  | 16%  | 15%  |
| Certificate or diploma above Bachelor's level                | 3%   | 2%   | 3%   |
| Bachelor's degree  | 39%  | 37%  | 34%  |
| Post-secondary certificate, diploma, or trades qualification | 13%  | 15%  | 11%  |
| Some post-secondary (no credential)                          | 7%   | 8%   | 7%   |
| High school diploma  | 18%  | 16%  | 24%  |
| Some high school   | 3%   | 3%   | 5%   |
| Elementary or no formal education                            | 3%   | 2%   | 2%   |

Note: Percentages are based on those born outside of Canada.

The former ESL students whose country of origin was not Canada had high rates of previous post-secondary education. More than three-quarters (76 percent) had at least some post-secondary education, and over half (56 percent) had a bachelor's degree or higher.

The proportion of former ESL students who had previous post-secondary education has fluctuated over the past three years, from a low of 70 percent in 2012 to a high of 80 percent in 2013. Further, the proportion of former ESL students who were high school graduates has declined over time, dropping 6 percentage points since 2012.

**Rates of post-secondary education and high school completion among former ESL students from outside of Canada have changed over the past three years**

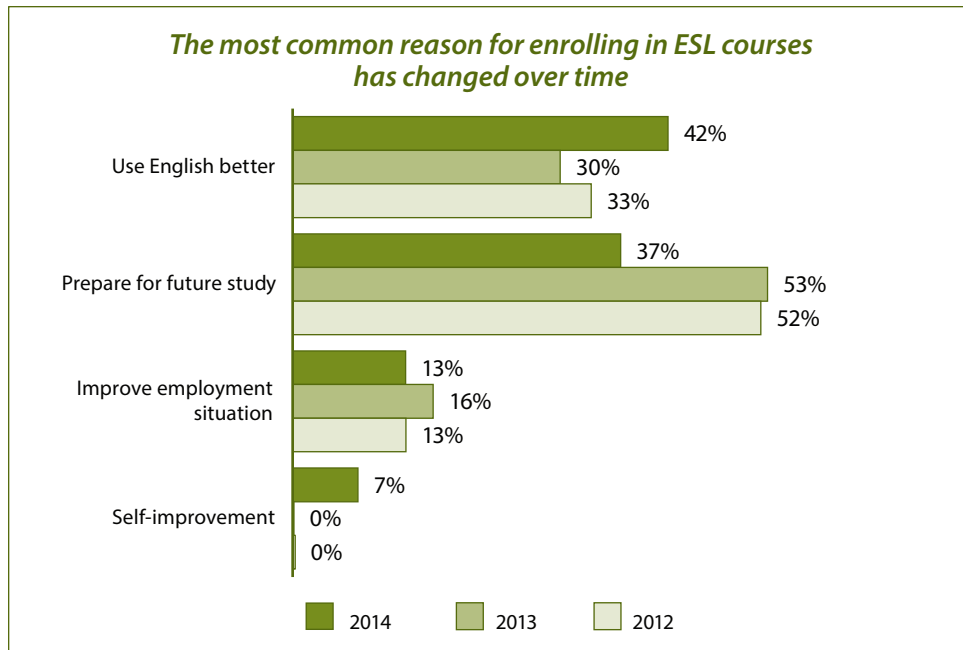


Note: Percentages are based on those born outside Canada.

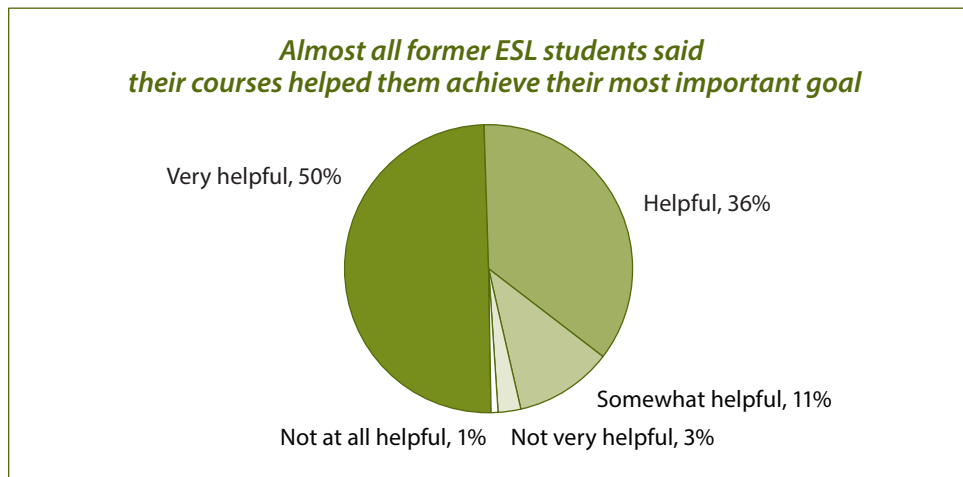
Post-secondary education = from some post-secondary education to a post-graduate degree.

## Reasons for enrolling

Former ESL students were asked to give their most important reason for enrolling in their courses. Approximately four out of ten (42 percent) said they enrolled to *use English better in their daily lives* and more than one-third (37 percent) said they registered in ESL courses to *prepare for further study*. This reverses the pattern of responses from the previous two years, when *preparing for further study* was the most popular.



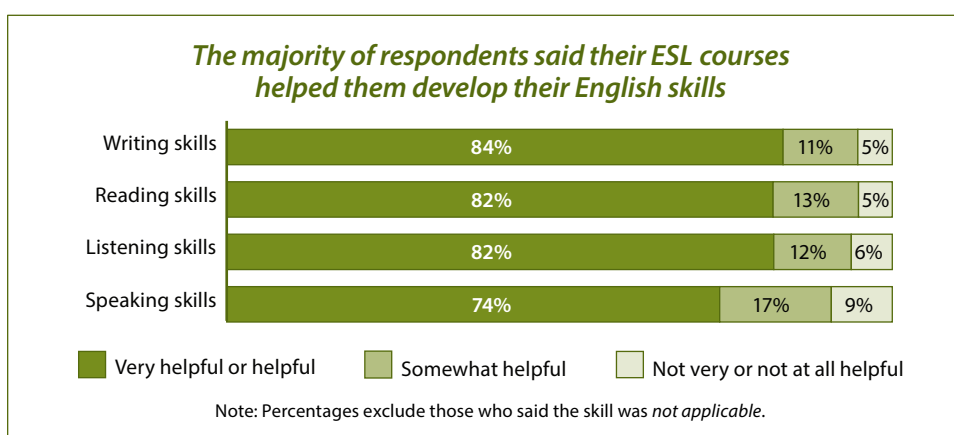
Almost all (97 percent) of respondents said their ESL courses were helpful (*very helpful, helpful, or somewhat helpful*) in achieving their most important goal. These proportions have changed little over time.



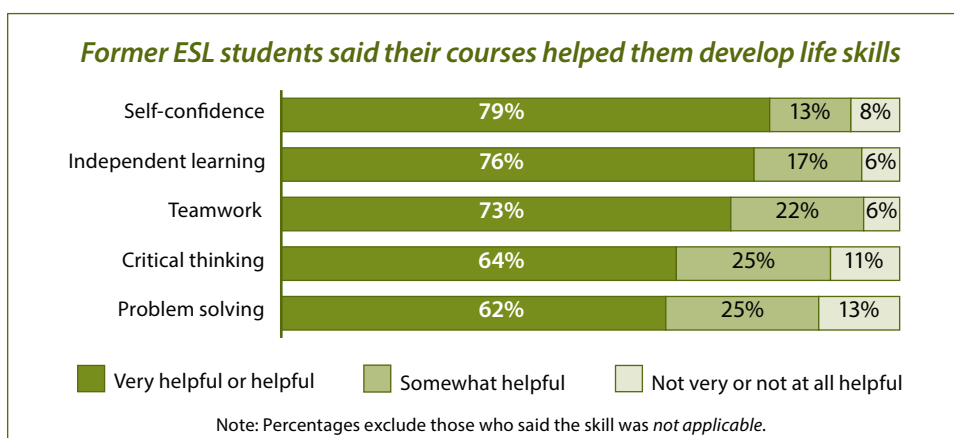
## Evaluation of education

Former ESL students were asked to rate the helpfulness of their courses with regard to the development of English skills related to writing, reading, listening, and speaking. When asked about writing, reading, and listening skills, at least eight out of ten ESL respondents said they found their courses to be *very helpful* or *helpful*. Almost three-quarters of former ESL students said that their courses were *very helpful* or *helpful* with regard to their speaking skills. These results have been fairly consistent since 2012.

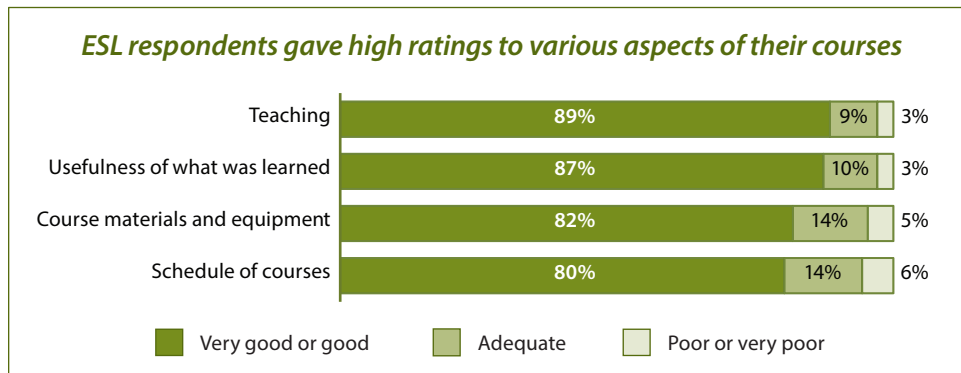
For each of the English-related skills, very few respondents (1 to 3 percent) said that particular skill was *not applicable* to their studies. These proportions have not changed over time.



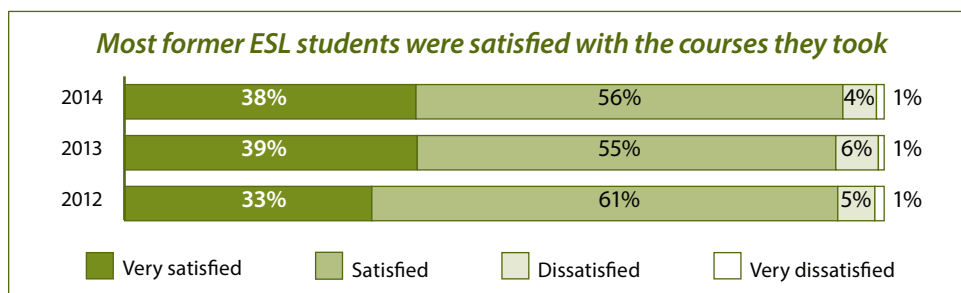
Respondents were also asked to rate how their ESL courses helped them develop a number of life skills, including self-confidence and critical thinking. The majority of former ESL students rated their courses *very helpful* or *helpful* in the development of these skills. These results have been fairly consistent over time. Few respondents said these skills were *not applicable* to their studies (2 to 8 percent for each skill).



ESL respondents were also asked to rate the following aspects of their studies: the usefulness of what was learned, the course materials and equipment, the schedule of courses, and the teaching. Generally, former ESL students gave high ratings (*very good* or *good*) to all items. The majority of respondents (89 percent) said that the teaching was *very good* or *good*. ESL respondents' ratings did not change over the past three years.



Former ESL students' overall level of satisfaction was high—95 percent said that they were *very satisfied* or *satisfied*. The general level of satisfaction was consistent with 2012 (94 percent) and 2013 (94 percent) levels; however, since 2013, a slightly larger proportion have reported being *very satisfied* versus *satisfied*.



After providing ratings for their courses, respondents were asked if they wanted to make any comments about their experience with their ESL studies—38 percent did. Of those who commented, 49 percent made positive remarks; former students praised their teachers and wrote about how the courses had helped them.

*My teacher was very good and really made you participate in the class and be active.*

*Instructor was very good and helpful. ...the program demanded excellence...and I felt motivated about that.*

*Teachers were excellent. It helps me to communicate at...work. That was very useful.*

*The courses I took were very helpful for me because I was new to Canada.*

*It's been [X] years I've been living in Canada, and I'm very confident to speak to those in Canada at work and...every person I talk to.*

*It was good for newcomers to Canada to improve their communication skills.*

However, just over half of those who provided feedback reported facing challenges during their studies. While many of these comments were specific to the individual respondent, others were about the course content, teachers, or scheduling.

*My experience was quite different depending on the teacher I had.*

*I can't really say the classes were all that useful for me.*

*I want to learn more...give students more time to practice reading, speaking, listening...*

*The schedule of courses was not very flexible.*

*Sometimes I have to wait...to ask...questions to teacher, so I think they need more teachers or...longer hours because they're short of time.*

*If they could offer more choices, that would be good so you don't have to wait.*

## Student finances

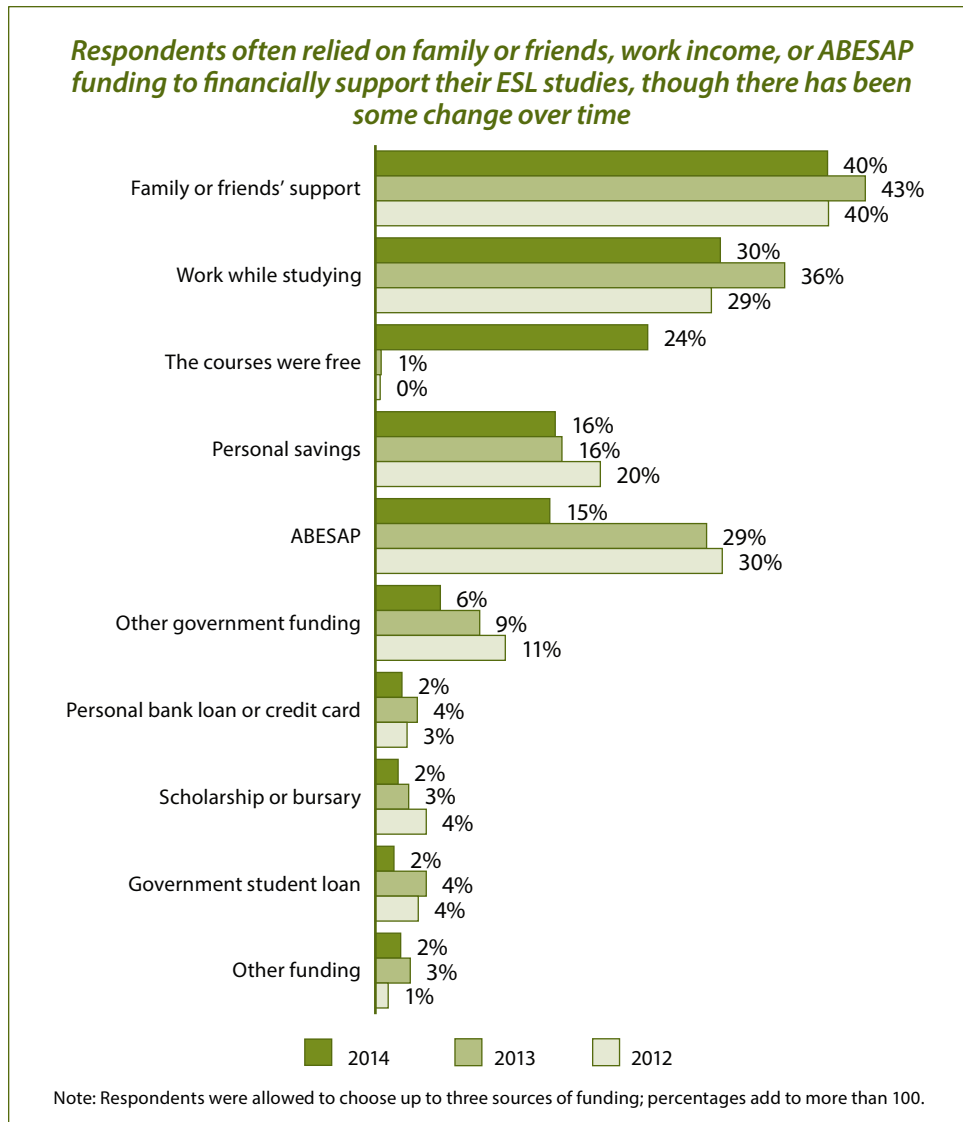
The former students who were surveyed were asked to provide information on how they financed their courses and how they supported themselves during their studies. Post-secondary program planners and policy makers use this information to develop and improve financial aid policies.

The three most common sources of education funding for former ESL students were family or friends (40 percent), work while studying (30 percent), and free courses (24 percent). There was a substantial increase in the proportion of respondents who said their courses were free.<sup>5</sup> Several of the other reported sources of support have changed over the past three years, as well. A smaller proportion of respondents relied on employment in 2014 than in 2013—this proportion dropped 6 percentage points, returning to 2012 levels. Since 2012, there was also a 14 percentage point drop in the proportion of former ESL students who said that they relied on Adult Basic Education Assistance Program (ABESAP)<sup>6</sup> funding, and a 5 percentage point decline in other government funding (that is, income assistance, child tax credits, pension, and employment insurance) as a main funding source.

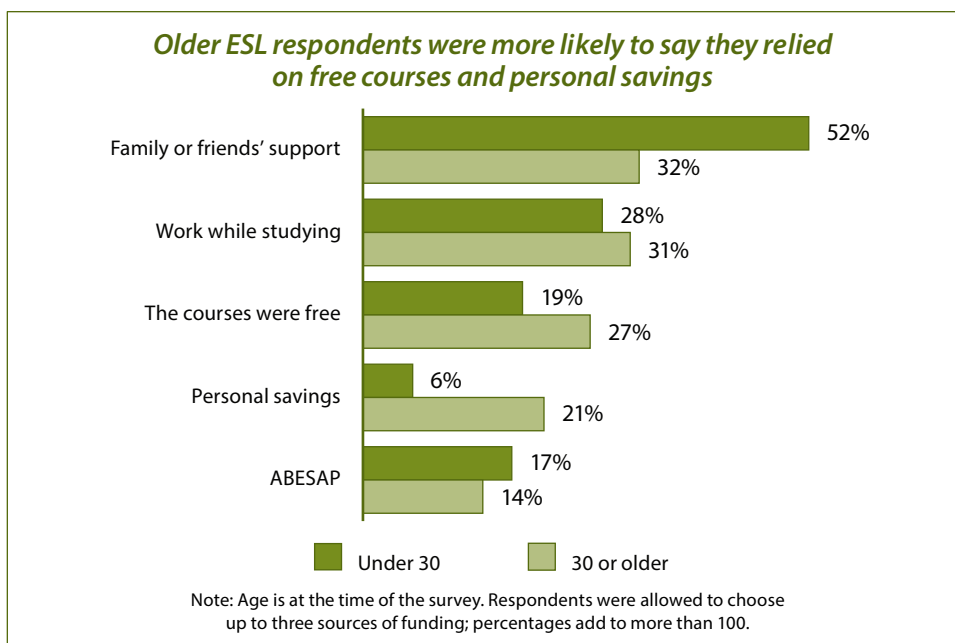
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5 The Province implemented an ESL tuition-free policy on April 1, 2012, which continued to January 1, 2015. Between those dates the 17 institutions that deliver ESL did not have the option to charge tuition fees for ESL courses.

6 The Adult Basic Education Student Assistance Program provides grants to help meet direct educational costs including tuition fees, books, supplies, and if applicable, transportation and unsubsidized childcare costs.

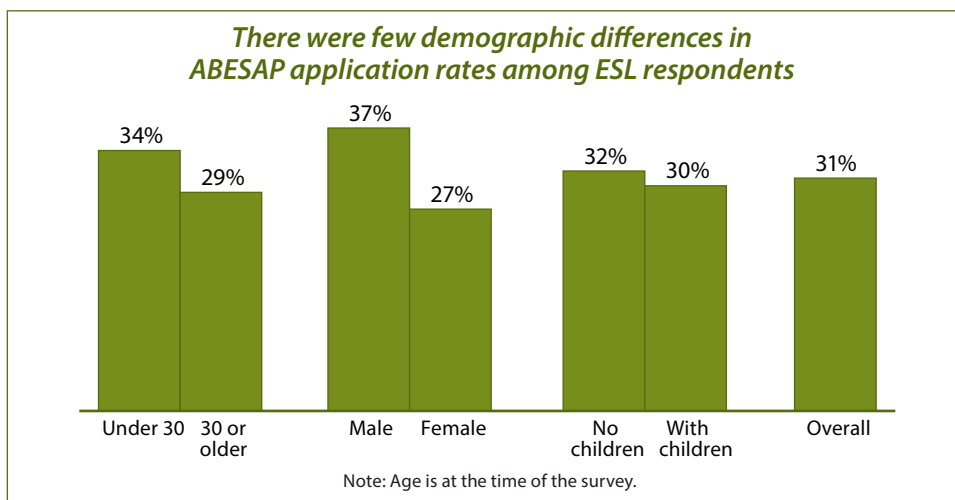


The sources of financial support varied with respondent age—older respondents were less likely to say they depended on family or friends and more likely to report they relied on free courses and personal savings.



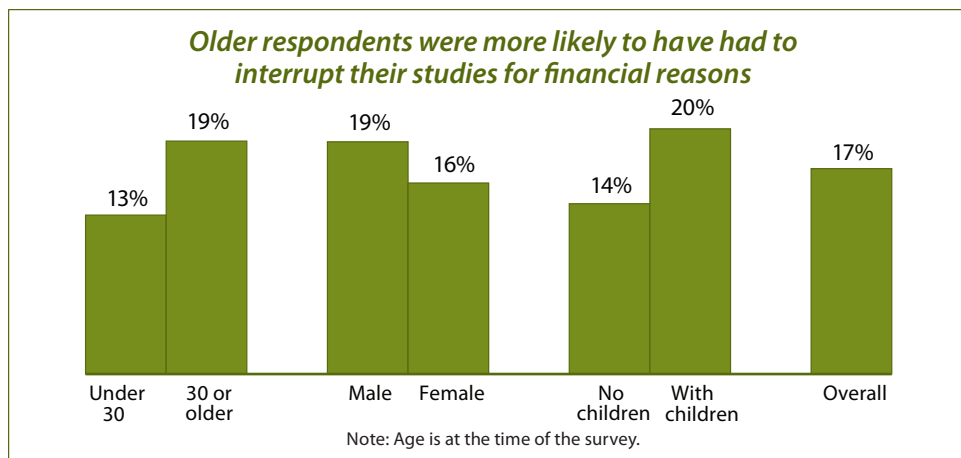
Respondents were asked specifically if they had applied for assistance from the ABESAP offered through StudentAid BC. This year, ABESAP application rates reported by former ESL students were much lower than in the previous two years. In 2014, fewer than one-third (31 percent) reported they had applied for this funding, compared with almost half in the previous two years (2013: 47 percent; 2012: 49 percent). Despite the application rates being lower, of those who applied, approximately the same proportion reported receiving the funding each year (89 percent in 2014 and 2012 and 87 percent in 2013).

In 2014, male ESL respondents were more likely to report having applied for ABESAP funding than were their female counterparts (37 percent versus 27 percent, respectively), but equally likely to report having received it.



Respondents were also asked if they ever had to interrupt their studies for financial reasons—17 percent said yes. This proportion has decreased 5 percentage points over the past three years.

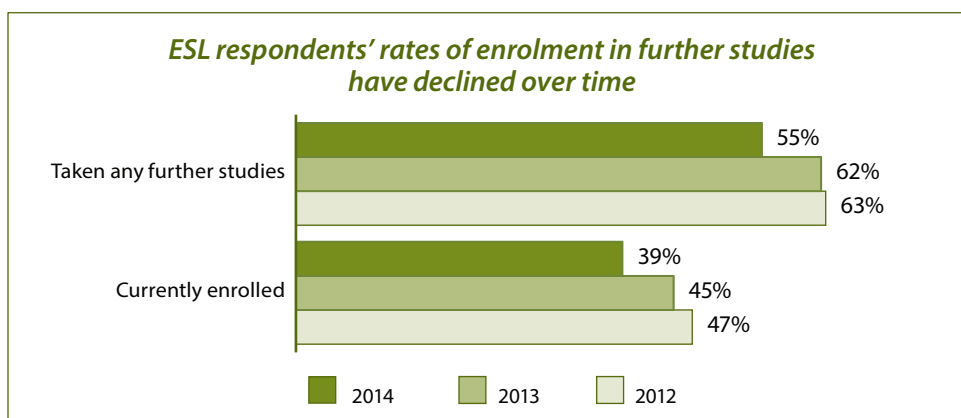
Respondents who were 30 or older were more likely to have had to stop their studies for financial reasons—19 percent of respondents age 30 or older had to put their studies on hold, compared with 13 percent of those under 30. ESL respondents with children were also more likely than those without children to report having to interrupt their studies for financial reasons (20 percent versus 14 percent, respectively).



## Further education

At the time of the survey, 39 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 when they were surveyed, just over one-quarter (27 percent) had taken additional courses since leaving their ESL studies. In all, 55 percent of former ESL students said they pursued some form of further education.

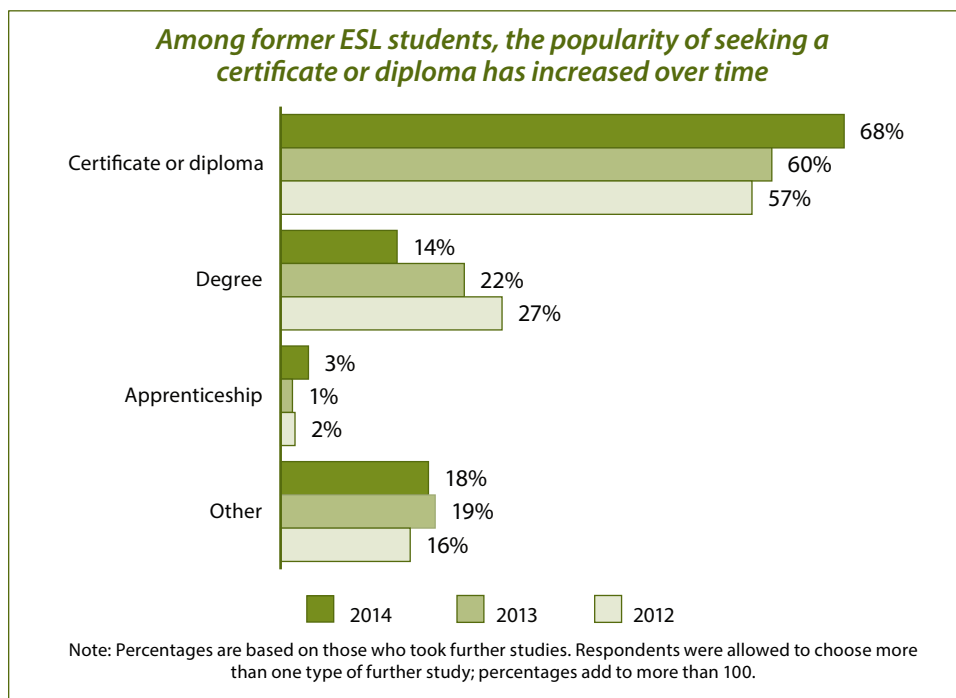
There has been some change over time regarding further education. The proportion of former ESL students who were studying at the time of the survey and the overall percentage who pursued some form of further education have both declined 8 percentage points since 2012.



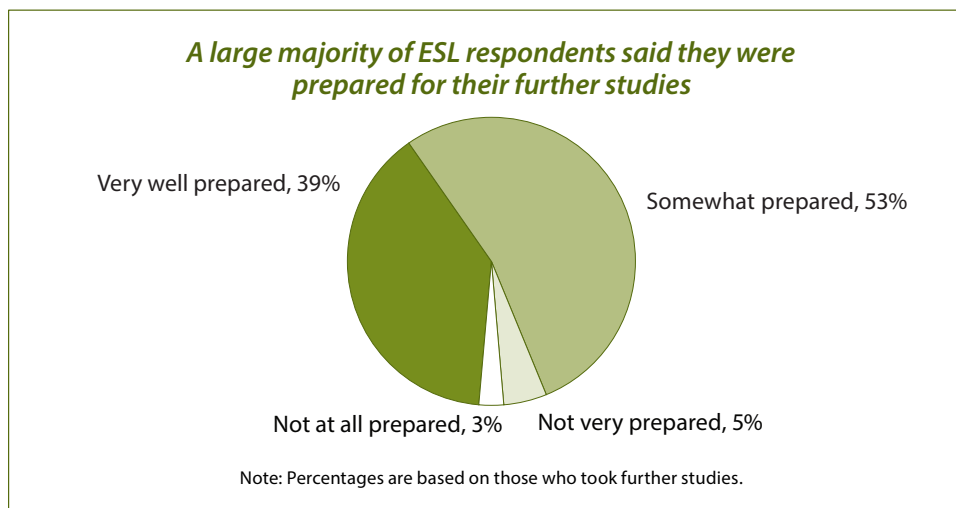


Of those who took or were taking further education, almost seven out of ten (68 percent) were studying for a diploma or certificate. An additional 14 percent were enrolled in degree programs, and many others were in courses to improve their employment, to satisfy personal interest, or to complete prerequisites for unspecified programs.

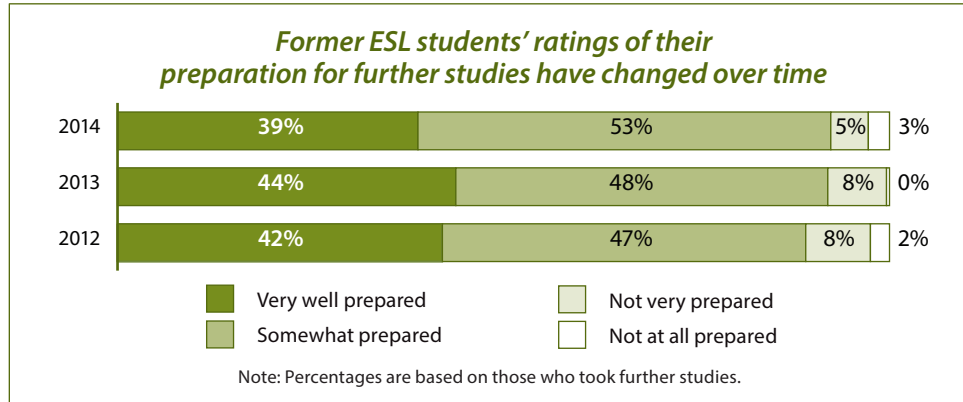
The popularity of pursuing a certificate or diploma has increased over time, while the prevalence of seeking a degree has declined in the past three years.



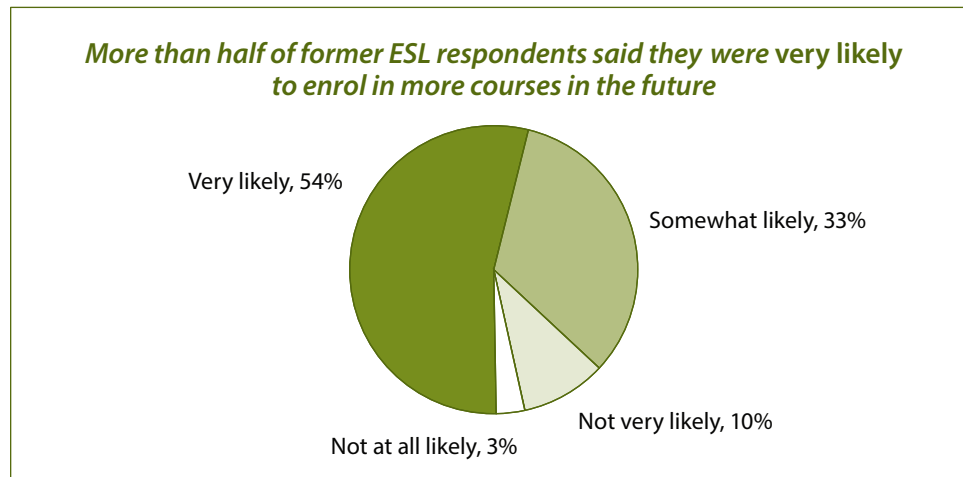
The majority of respondents who enrolled in further education said their ESL studies had prepared them for the courses they enrolled in: 92 percent said they were *very well* or *somewhat prepared*.



While the overall percentage who said they were prepared for their later studies has remained stable over the past three years, responses have shifted from *very well prepared* toward *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 B.C. college, institute, or university in the future. Over half (54 percent) said it was *very likely*, and an additional 33 percent said it was *somewhat likely*.

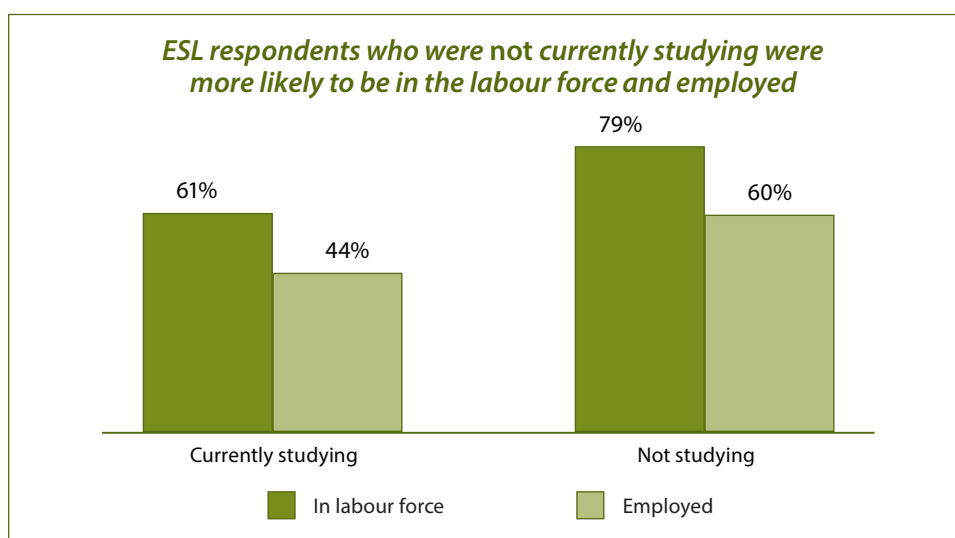


## Employment outcomes

At the time of the survey, almost three-quarters (72 percent) of ESL respondents were in the labour force; that is, they were employed or looking for work. Based on those in the labour force, the unemployment rate was 24 percent.<sup>7</sup> These rates have not changed over the past three years.

Over half (54 percent) of former ESL students were employed at the time of the survey. The employment rate has increased slightly since 2012 (49 percent). Of those who were employed, almost two-thirds (61 percent) were employed full-time. These results have been consistent over time.

The number of respondents who were continuing their studies at the time of the survey rather than looking for employment impacted the labour force participation rate. Of those who were not studying, 79 percent were in the labour force; however, those who were studying were considerably less likely to be in the labour force (61 percent). As a group, they were also less likely to be employed. The labour force participation rate and the employment rate for former ESL students currently studying have been stable since 2012.



Among ESL respondents who were *not* studying at the time of the survey, labour force participation has fluctuated over the past three years—from a high of 86 percent in 2013 to a low of 79 percent in 2014.

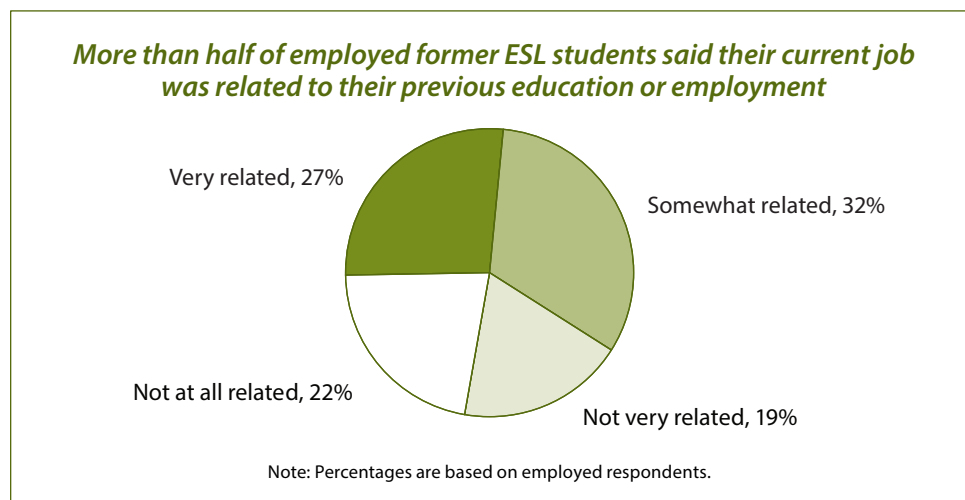
<sup>7</sup> The unemployment rate is the number of unemployed as a percentage of respondents in the labour force.

The ESL respondents who were working **and** studying at the time of the survey were much less likely to be working full-time: 35 percent worked full-time, compared with 74 percent of those who were not studying.

The majority (86 percent) of employed respondents had one job, another 13 percent had two jobs, and 1 percent had three or more jobs. These percentages have been stable over the past three years.

Employed respondents were asked to give their gross salary or hourly wage before deductions; if they had more than one job, they were asked to give the amount earned at their main job (the one at which they worked the most hours). Overall, the median wage of former ESL students was \$13 per hour. Respondents who were working full-time made more (\$15 per hour) than those who were working part-time (\$11 per hour).<sup>8</sup>

Employed ESL respondents were asked if their current job was related to any education or employment they had before they began their English studies at a B.C. public post-secondary institution. Almost 60 percent of employed former ESL students said it was very or somewhat related to their previous education or employment. These results have been consistent over the past three years.

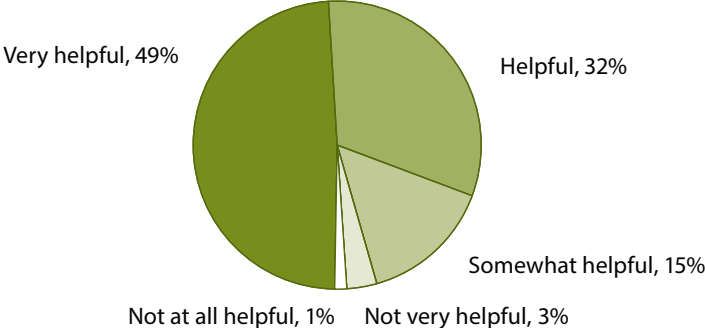


Employed ESL respondents were also asked if they spoke English at work, and if so, how their English language training helped them in the workplace. Most (92 percent) said they spoke English at work, and the majority (80 percent) of those respondents said their ESL training was *very helpful* or *helpful*. These results have been very stable over time.

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<sup>8</sup> All wage amounts shown are medians.

***The majority of former ESL students said their English language training has been helpful at work***



Note: Percentages are based on employed respondents.



# Conclusion

Developmental programs, which offer preparatory or upgrading courses and language training, are designed for prospective students who are not ready to enter post-secondary education. Adult Basic Education (ABE) helps those who need to upgrade their academic skills before they can enrol in post-secondary programs, and English as a Second Language (ESL) training focusses on those who are learning English as an additional language, to help them prepare for employment or further education.

The 2014 Developmental Student Outcomes (DEVSO) Survey was conducted with 2,300 former ABE and ESL students. This survey collected information for the Province and public post-secondary institutions that will help develop the programs and services that these students need to achieve educational, and ultimately, employment success. This is the final year that the DEVSO Survey will be conducted.

## Former ABE students

Former ABE students who were surveyed were typically born in Canada, had a high school diploma or equivalent prior to enrolling in their ABE studies, and had enrolled to prepare for further education. The majority of respondents said their courses helped them achieve their goal.

Respondents rated the help they received to develop specific academic and life skills. In academics, math skills were rated high by the largest portion of respondents, followed by writing and science skills. In the area of life skills, the majority of respondents said that their ABE courses helped them to develop a variety of abilities, including independent learning, problem solving, and self-confidence.

Former ABE students were happy with key aspects of their studies, particularly the quality of teaching and the usefulness of what they learned. A large majority of respondents said they were *very satisfied* or *satisfied* with their courses.

Respondents who commented about their ABE experiences noted outstanding teachers and coursework, and how they were well prepared for further study. Those with negative comments focussed on teaching, course content, and class schedules.

Half of the respondents funded their studies through employment. About one-fifth applied for Adult Basic Education Student Assistance Program (ABESAP) funding and, of those, the majority received it.

Over two-thirds of ABE respondents went on to further education. A very large majority of those who were studying said their ABE courses helped prepare them for their further studies. Whether they were studying or not at the time of the survey, almost three-quarters said they were likely to enrol in more post-secondary courses in the future.

Continuing studies at the time of the survey affected respondents' participation in the labour force and employment status. Those who were not studying at the time of the survey had higher labour force participation and employment rates than those continuing their studies. More than half of employed ABE respondents said that the courses they took were useful in the performance of their jobs—even though the majority had not specifically enrolled in courses to improve their employment situation.

As in years past, respondents' educational goals and achievements correspond with both their reasons for enrolling and the development-based purpose of ABE studies. ABE course completion provides a valuable foundation for later post-secondary education and labour market participation.

## Former ESL students

Former ESL students who responded to the DEVSO Survey had a median age of 35 at the time of the survey. Approximately two-thirds were female and almost half were parents at the time of their studies. Most ESL respondents were born outside of Canada; at the time they took their ESL courses, all but a few were permanent residents or naturalized Canadian citizens.

More than half of the former ESL students surveyed had a bachelor's degree or higher from their country of origin at the time they started their ESL courses. Just over 40 percent enrolled to improve their use of English in their day-to-day life. Despite already being highly educated, more than one-third of respondents enrolled in ESL courses to *prepare for further study*. Regardless of their reason for enrolling, almost all respondents said their courses helped them achieve their goal.

The majority of ESL respondents said their courses helped them develop English writing, reading, listening, and speaking skills. Former ESL students also gave high ratings to how their courses helped them develop a number of life skills, especially self-confidence and independent learning. These ratings, and respondents' comments about their experiences, indicate that ESL courses do more than help people develop English language skills.

Former ESL students typically gave high ratings to key aspects of their courses, including the quality of the teaching and the usefulness of what they learned. Respondents' comments largely confirmed the ratings—they praised their teachers and wrote about how the courses had helped them. There were some respondents whose experience with ESL courses prompted negative comments, including complaints about course content, how course time was spent, teachers, and scheduling.



When asked about financial support, ESL respondents most often relied on family or friends and employment income to fund their studies. Almost one-third of the ESL respondents had applied for ABESAP assistance, and the majority of those who applied received this grant. Despite financial support, almost one-fifth of ESL respondents had to interrupt their studies at some point for financial reasons.

More than half of former ESL students pursued further education after leaving their ESL courses. A large majority of those who continued their studies felt prepared by their ESL courses. Most former ESL students said they were likely to enrol in more post-secondary education in the future.

ESL respondents who were studying at the time of the survey were less likely to be in the labour force and less likely to be employed. Most employed ESL respondents spoke English at work, and the majority of those said their ESL training helped them use the language.

Whether they have gone on to employment or continued their studies, the confidence, independence, and language skills that former ESL students gained from their English language training will help them to succeed.



# Appendix: Survey Methodology

## Cohort

To be included in the 2014 DEVSO Survey cohort, students had to satisfy four selection criteria.

These criteria for the ABE cohort are:

1. Enrolled as a domestic student between July 1, 2012 and June 30, 2013. (Students identified as International students on the basis of their tuition fee are excluded.)
2. Completed at least **three ABE** courses (at any level) in the past three years (between July 1, 2010 and June 30, 2013).
3. Completed at least one **upper-level\*** ABE course between July 1, 2012 and June 30, 2013.
4. Absent from ABE courses from July 1, 2013 to date of extraction (can be taking non-ABE courses during that period at the Institution)

These criteria for the ESL cohort are:

1. Enrolled as a domestic student between July 1, 2012 and June 30, 2013. (Students identified as International students on the basis of their tuition fee are excluded.)
2. Completed at least **two ESL** courses (at any level) in the past three years (between July 1, 2010 and June 30, 2013).
3. Completed at least one **upper-level\*** ESL course between July 1, 2012 and June 30, 2013.
4. Absent from ESL courses from July 1, 2013 to date of extraction (can be taking non-ESL courses during that period at the Institution)

\*For the purposes of this cohort, former 'upper-level' students are defined as follows:

- ABE includes ABE/College Prep courses at Intermediate level (roughly equivalent to grade 10) or higher.
- ESL Intermediate level (articulates to Access level 6 or Canadian Language Benchmark level 5) or higher.

## Data collection

The 2014 Developmental Student Outcomes (DEVSO) Survey was delivered by mixed-mode: telephone and web. Field testing of the survey instrument was conducted by telephone January 14 through January 16, 2014, resulting in 150 completed telephone surveys and 4 completed via online submissions.

Full telephone survey administration began January 24 continuing through April 28, 2014, with the emailing of survey invitations starting January 24. Online survey administration was undertaken concurrently with telephone surveying and continued through to the end of the survey period.

The target response rate overall and for each of the 18 participating institutions was 45 percent. The data collection contractor made use of quota management features and prioritized targeting of institutions with low response rates to reach the target. Efforts were undertaken to attempt to reach potential respondents still in the calling queue: call back initial refusals, and source new numbers for those who initially had invalid telephone numbers.

The data collection contractor undertook a number of activities to contact former students and maximize response rates:

- If former students contacted by telephone were reluctant to complete the survey over the phone, or preferred to do it on-line, survey interviewers sent them an individual email invitation for the online survey.
- Messages giving out a toll-free number were left on voice mail/answering machines or with friends and family of the former student, if they were unwilling to give our updated contact information. Staff members were available to accept call-ins to the toll-free number at a variety of times outside regularly scheduled survey shifts.
- Email invitations and reminders were periodically sent to former students who had not been surveyed or disqualified. The email provided the link to the survey and the toll-free number for the survey should they wish to complete the survey via telephone.
- Interviewers with multiple language skills were available to communicate with people at the given phone number in order to reach the former student.
- Survey interviewer training was led by the project manager and senior supervisory staff. Surveyor debriefings were held periodically to obtain feedback from survey interviewers, to clarify issues encountered during administration of the survey, and to reinforce the training. Telephone surveying took place with regular voice/data monitoring by staff.

Representatives from BC Stats monitored a subsample of survey calls and, throughout the survey administration period, received regular status reports (overall, by institution, and by ABE or ESL) from the data collection contractor.

In total, 2,300 surveys were completed, and of these, 1,527 were completed by telephone and 773 were completed online. Of the surveys conducted by telephone, the average survey administration time was 14.9 minutes (13.2 minutes for ABE respondents and 17.6 minutes for ESL respondents). The online survey took 12.4 minutes to complete, on average.

The following table shows the final call dispositions of the survey cohort that was submitted for data collection.

| Call Result                          | n            | % of Cohort |
|--------------------------------------|--------------|-------------|
| <b>Telephone Completion</b>          | <b>1,527</b> | <b>30%</b>  |
| <b>Web Completion</b>                | <b>773</b>   | <b>15%</b>  |
| Not in service/wrong number          | 668          | 13%         |
| Respondent refusal                   | 429          | 9%          |
| Non-qualifier                        | 282          | 6%          |
| Soft appointment                     | 275          | 5%          |
| No phone number/Incomplete number    | 266          | 5%          |
| No answer/busy signal                | 210          | 4%          |
| Hard appointment                     | 114          | 2%          |
| Answering machine - no message left  | 98           | 2%          |
| Moved/Contact information unknown    | 68           | 1%          |
| Respondent wants to do survey online | 62           | 1%          |
| Household/Gatekeeper refusal         | 51           | 1%          |
| Travel/moved for study duration      | 51           | 1%          |
| DA searching all new leads incorrect | 49           | 1%          |
| Incomplete survey (WON'T CONTINUE)   | 48           | 1%          |
| Incomplete survey (WILL CONTINUE)    | 13           | <1%         |
| Language case                        | 12           | <1%         |
| Serious illness/incapable/deceased   | 5            | <1%         |
| Business (not employed there)        | 4            | <1%         |
| Fax/Modem line                       | 3            | <1%         |
| Answering machine - message left     | 1            | 0%          |
| <b>Total</b>                         | <b>5,009</b> | <b>100%</b> |

## Response rates by institution

In total, 5,009 former developmental students (3,363 ABE and 1,646 ESL) were eligible to participate in the survey. Of these, 2,300 completed the survey, yielding an overall response rate of 46 percent. The ABE response rate was 41 percent (1,394 respondents) and the ESL rate was 55 percent (906 respondents).

|   | Cohort       | Respondents  | Rate       | Telephone  | Web        |
|---|--------------|--------------|------------|------------|------------|
| BC Institute of Technology - ABE            | 98           | 56           | 57%        | 39%        | 18%        |
| BC Institute of Technology - ESL            | 181          | 121          | 67%        | 40%        | 27%        |
| Camosun College - ABE                       | 309          | 140          | 45%        | 27%        | 18%        |
| Camosun College - ESL                       | 145          | 91           | 63%        | 39%        | 24%        |
| Capilano University - ABE                   | 255          | 88           | 35%        | 26%        | 8%         |
| Capilano University - ESL                   | 42           | 26           | 62%        | 40%        | 21%        |
| College of New Caledonia - ABE              | 128          | 58           | 45%        | 30%        | 16%        |
| College of New Caledonia - ESL              | 7            | 3            | 43%        | 43%        | 0%         |
| College of the Rockies - ABE                | 43           | 14           | 33%        | 21%        | 12%        |
| College of the Rockies - ESL                | 6            | 1            | 17%        | 0%         | 17%        |
| Douglas College - ABE                       | 115          | 56           | 49%        | 37%        | 12%        |
| Douglas College - ESL                       | 143          | 87           | 61%        | 41%        | 20%        |
| Kwantlen Polytechnic University - ABE       | 325          | 134          | 41%        | 31%        | 10%        |
| Kwantlen Polytechnic University - ESL       | 186          | 105          | 56%        | 32%        | 24%        |
| Langara College - ABE                       | 70           | 26           | 37%        | 26%        | 11%        |
| Langara College - ESL                       | 88           | 56           | 64%        | 26%        | 38%        |
| Nicola Valley Institute of Technology - ABE | 135          | 47           | 35%        | 26%        | 9%         |
| North Island College - ABE                  | 83           | 46           | 55%        | 30%        | 25%        |
| North Island College - ESL                  | 11           | 7            | 64%        | 36%        | 27%        |
| Northern Lights College - ABE               | 41           | 12           | 29%        | 12%        | 17%        |
| Northern Lights College - ESL               | 2            | 1            | 50%        | 50%        | 0%         |
| Northwest Community College - ABE           | 23           | 14           | 61%        | 43%        | 17%        |
| Okanagan College - ABE                      | 412          | 158          | 38%        | 26%        | 12%        |
| Okanagan College - ESL                      | 32           | 18           | 56%        | 47%        | 9%         |
| Selkirk College - ABE                       | 173          | 74           | 43%        | 32%        | 11%        |
| Selkirk College - ESL                       | 13           | 7            | 54%        | 8%         | 46%        |
| Thompson Rivers University - ABE            | 265          | 100          | 38%        | 28%        | 10%        |
| Thompson Rivers University - ESL            | 14           | 4            | 29%        | 21%        | 7%         |
| University of the Fraser Valley - ABE       | 230          | 118          | 51%        | 33%        | 18%        |
| University of the Fraser Valley - ESL       | 111          | 60           | 54%        | 42%        | 12%        |
| Vancouver Community College - ABE           | 321          | 127          | 40%        | 27%        | 13%        |
| Vancouver Community College - ESL           | 647          | 312          | 48%        | 30%        | 18%        |
| Vancouver Island University - ABE           | 337          | 126          | 37%        | 27%        | 11%        |
| Vancouver Island University - ESL           | 18           | 7            | 39%        | 39%        | 0%         |
| <b>TOTAL ABE</b>                            | <b>3,363</b> | <b>1,394</b> | <b>41%</b> | <b>29%</b> | <b>13%</b> |
| <b>TOTAL ESL</b>                            | <b>1,646</b> | <b>906</b>   | <b>55%</b> | <b>34%</b> | <b>21%</b> |
| <b>TOTAL DEVSO</b>                          | <b>5,009</b> | <b>2,300</b> | <b>46%</b> | <b>30%</b> | <b>15%</b> |

## Reporting

BC Stats was responsible for cleaning and validating the data received from the data collection contractor. Based on these data (the responses to the survey questionnaire), the necessary variables were derived for analysis and reporting. Summary reports were produced and distributed to post-secondary institutions and the Ministry of Advanced Education in May 2014. The reports presented the results of most survey questions and of derived labour market indicators.

The former students who were interviewed—46 percent of those eligible for surveying—were those from the cohort who could be located and who agreed to be surveyed. They may not be representative of all former developmental students.

Although interviewers with multiple language skills were available to help ESL respondents with understanding, the survey interviews were conducted in English. The quality of data obtained is reliant on the abilities of respondents to understand, interpret, and respond to survey questions in the English language.

Analysis for this report included frequencies, crosstabs, and comparison of means; in addition, several tests were used to determine if the observed differences between groups were statistically significant. A statistically significant result is one that cannot reasonably be explained by chance alone.

For consistency and ease of presentation, most percentages in the report text, tables, and charts have been rounded; as a result, totals may not always add to 100. For charts with a smaller scale, some differences between charted data points that have the same rounded value label may be noticeable, because data were plotted using one to three decimal places.

Unless otherwise noted, each percentage is based on the number of students who responded to the question—those who refused the question or said *don't know* were not included in the calculation.

## Questionnaire

A copy of the 2014 Development Student Outcomes Survey questionnaire is available on the BC Student Outcomes website, under [Questionnaires for Annual Surveys](#).



For more information on the Developmental Student Outcomes Survey,  
see [outcomes.bcstats.gov.bc.ca/AnnualSurveys/DEVSO.aspx](https://outcomes.bcstats.gov.bc.ca/AnnualSurveys/DEVSO.aspx)