

2010 Developmental Student Outcomes Survey  
Report of Findings from  
Former ESL Students





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# Highlights

In 2010, 1,839 former domestic English as a Second Language (ESL) students who studied at the intermediate level or higher were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 885 respondents to the survey, making the overall response rate 48 percent. The following are highlights from the survey, which was conducted in February and March of 2010.

## Description of former students

- 69 percent of respondents were female
- 34 was the median age for females; 32 for males
- 45 percent of respondents had children
- 98 percent were born outside Canada
- 49 percent of those from outside Canada had a degree (bachelor's or higher) from their country of origin

## Reasons for enrolling

- 52 percent enrolled to prepare for further study
- 19 percent enrolled to improve their employment situation
- 82 percent said their ESL courses helped them achieve their most important goal
- 86 percent of those who enrolled to improve their employment said their courses helped them achieve that goal

## Evaluation of education

- 83 percent of respondents said their courses helped them develop writing skills
- 79 percent said their courses helped them develop reading skills
- 77 percent said they were helped to develop the ability to work with others
- 85 percent rated the usefulness of what they learned as good or very good
- 83 percent gave a good or very good rating to the quality of their instruction
- 94 percent said they were satisfied or very satisfied with their ESL courses

## Student finances

- 43 percent of respondents applied for Adult Basic Education Student Assistance Program (ABESAP) funding
- 85 percent of those who applied received ABESAP funding
- 23 percent of respondents had to interrupt their studies for financial reasons

### Further education

- 46 percent of respondents were enrolled in a program or taking courses other than ESL, at the time of the survey
- 62 percent of respondents were studying or had taken further studies since their ESL studies
- 70 percent of those who continued their studies enrolled in certificate or diploma programs
- 22 percent of those in further studies were pursuing a degree
- 91 percent of those who took further studies said they were very well or somewhat prepared by their ESL courses
- 52 percent of respondents said it was very likely they would enrol in more courses at a B.C. public post-secondary institution

### Employment outcomes

- 69 percent of respondents were in the labour force
- 51 percent of respondents were employed
- 54 percent of those who were employed were working full time
- \$12 was the median hourly wage
- 13 percent of employed respondents had more than one job
- 97 percent of employed respondents used English at work
- 76 percent 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

Developmental programs are for adults who are not ready to enter an academic or career program at a public post-secondary college or institute. Some of the courses from these programs are made available to students in other programs who have specific developmental needs. Developmental courses, therefore, serve both preparatory and remedial functions.

Developmental programs delivered in the B.C. public post-secondary education system include:

- Adult basic education;
- Adult literacy;
- Adult special education; and
- English as a second language.

The 2010 Developmental Student Outcomes Survey targeted former students from English as a Second Language programs. English as a Second Language (ESL) is a generic term and the training is also referred to as: English as an Additional Language (EAL), English Language Training (ELT), English as a Second or Other Language (ESOL), English Language Learning (ELL), or English as a Foreign Language (EFL). ESL programs provide language instruction and information about Canadian culture to people who need higher levels of English to help them find jobs or enter vocational, career/technical, and academic programs.

## 2010 Developmental Student Outcomes Survey

The purpose of the 2010 Developmental Student Outcomes Survey was to ask former domestic 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 government 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 included in this survey, former students must have been a domestic student who enrolled in at least two ESL courses between July 1, 2006 and June 30, 2009. In addition, students must have been enrolled in at least one intermediate or higher level course between July 1, 2008, and June 30, 2009, and must not have enrolled in any further ESL courses since July 1, 2009. In total, 1,839 former 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 a summary of the findings from the 2010 Developmental Student Outcomes Survey. This report does not include an analysis of the results by institution; tabular reports were produced and distributed to the 16 participating institutions in May 2010.

The results included in the report were analyzed across demographic 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.)



# Findings

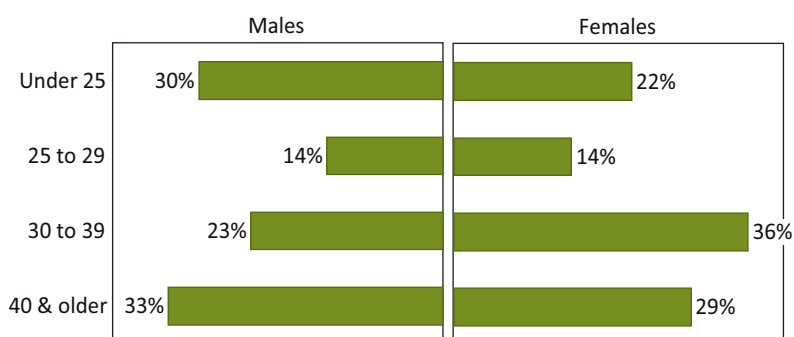
## Description of former ESL students

In 2010, 885 former English as a Second Language (ESL) students responded to the Developmental Student Outcomes (DEVSO) Survey, for an overall response rate of 48 percent. (The number of eligible students and respondents by institution can be found in the appendix.) Over one-third of the responses came from a single institution, Vancouver Community College.

Demographic information is essential to help program planners and policy makers improve their understanding of who ESL students are and to better plan for their needs. To that end, the survey included a few questions on family status and citizenship; gender and age data came from administrative records.

The majority of the 2010 DEVSO survey respondents were female (69 percent). Female respondents tended to be older—they were much more likely than males to be in the 30 to 39 year old range. The median age for females was 34, while the median age of males was 32.

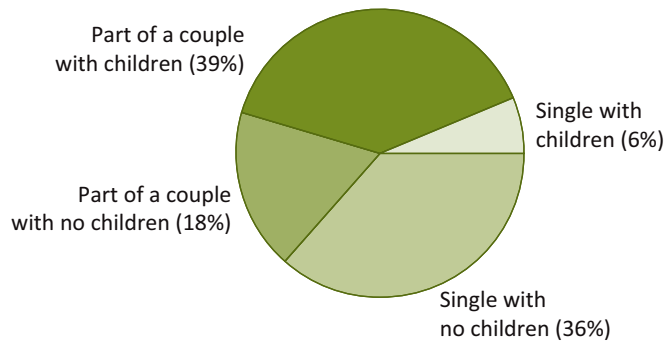
### *The majority of ESL respondents were older than 30*



Many former ESL students had families while they were studying: 45 percent had children, most as part of a couple, although 6 percent were single parents. In contrast, only 20 percent of the respondents to the 2010 Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey had children.<sup>1</sup>

<sup>1</sup> For more information on the Diploma, Associate Degree, and Certificate Student Outcomes Survey, see [http://outcomes.bcstats.gov.bc.ca/DACSO/DACSO\\_Info.aspx](http://outcomes.bcstats.gov.bc.ca/DACSO/DACSO_Info.aspx).

**Almost half of ESL respondents had children while they were studying**



Only 2 percent of former students surveyed were born in Canada; the largest proportions of respondents came from China, Iran, or India. Although these top three countries accounted for 57 percent of the responses, 72 countries were named in all.

**Almost all former ESL students were born outside Canada**

| Country of Origin                      |           |
|----------------------------------------|-----------|
| China (includes Hong Kong)             | 37%       |
| Iran                                   | 12%       |
| India                                  | 8%        |
| Taiwan                                 | 5%        |
| Korea, Republic of                     | 3%        |
| Philippines                            | 3%        |
| Japan                                  | 2%        |
| <b>Canada</b>                          | <b>2%</b> |
| Korea, Democratic People's Republic of | 2%        |
| Russian Federation                     | 2%        |
| Peru                                   | 2%        |
| Vietnam                                | 2%        |
| Colombia                               | 1%        |
| Ukraine                                | 1%        |
| Romania                                | 1%        |
| Other                                  | 16%       |

The respondents born outside Canada were asked what their citizenship or immigration status was when they took their ESL courses. Most (80 percent) of those who answered that question were permanent residents or landed immigrants. A significant number (17 percent) were naturalized Canadian citizens when they took their ESL courses.

### *The majority of ESL survey respondents were permanent residents*

| Immigration/Citizenship Status               | n   | %   |
|----------------------------------------------|-----|-----|
| Permanent resident /landed immigrant         | 670 | 80% |
| Canadian citizen                             | 144 | 17% |
| Other visa                                   | 15  | 2%  |
| International student/student visa           | 4   | 0%  |
| Permanent resident /refugee/Refugee claimant | 4   | 0%  |

Note: Percentages are based on those born outside Canada.

The former students whose country of origin was not Canada were asked to give the highest level of formal education they had before coming to Canada. Over 70 percent had studied at the post-secondary level and almost one-half had a degree (bachelor's or higher).

### *A large majority of former ESL students had studied at the post-secondary level before coming to Canada*

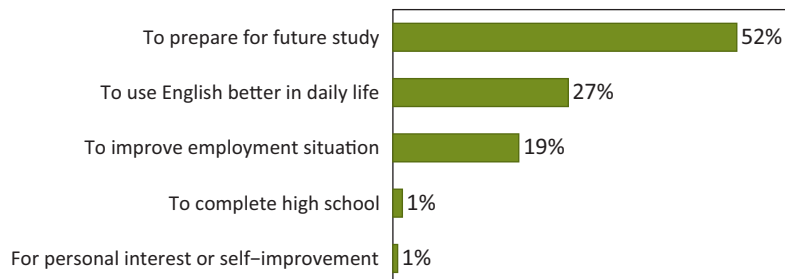
| Highest Level of Education Before Coming to Canada           | %   |
|--------------------------------------------------------------|-----|
| Did not complete high school                                 | 7%  |
| High school diploma                                          | 21% |
| Some post -secondary (no credential)                         | 7%  |
| Post-secondary certificate, diploma, or trades qualification | 15% |
| Bachelor's degree                                            | 34% |
| Certificate or diploma above bachelor's level                | 2%  |
| Master's, doctorate, law, or medicine degree                 | 15% |

Note: Percentages are based on those born outside Canada.

## Reasons for enrolling

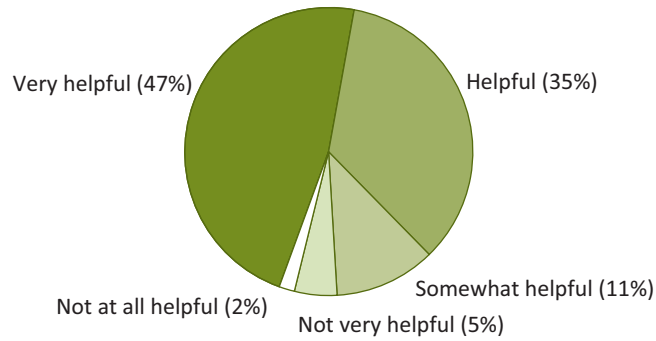
Former students were asked to think back to the time when they first started their ESL courses and to state their most important goal or reason for enrolling in those courses. Their responses were coded into four main categories. Over half of those who responded to the question said their main reason for enrolling was to prepare for future study. Fewer than one-fifth focussed on their employment situations.

### *Over half of the former students said their main reason for taking ESL was to prepare for future study*



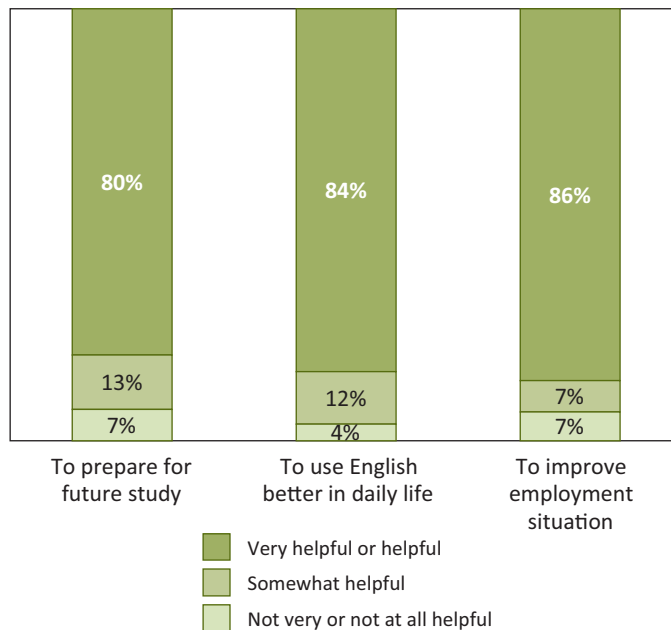
Most of the respondents said their ESL courses helped them achieve their most important goal for enrolling; overall, 82 percent said their courses were helpful or very helpful.

**Most respondents said their ESL courses helped them achieve their goal for enrolling**



Looking at the top three goals individually, 80 to 86 percent of respondents said their courses helped them achieve their most important goal.

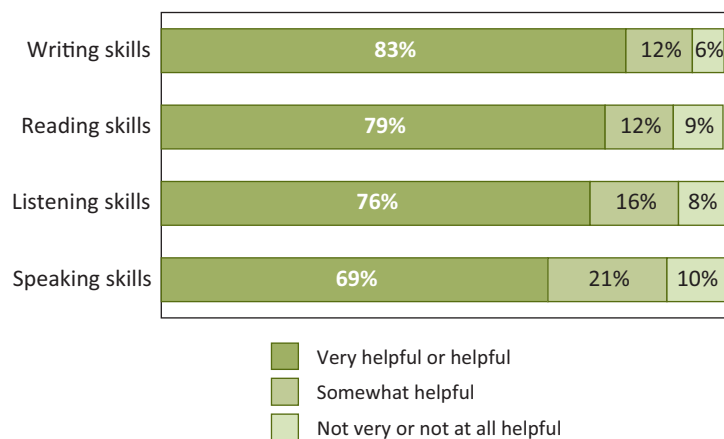
**Regardless of goal, the majority of respondents said their ESL courses helped them achieve it**



## Evaluation of education

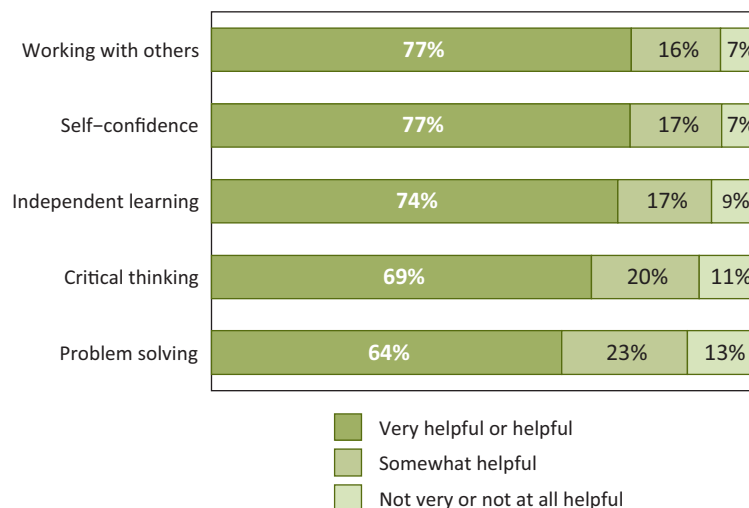
Former students were asked to rate the helpfulness of their courses with regard to development of English skills: writing, reading, listening, and speaking. Most respondents said they found their courses to be helpful or very helpful. They were most likely to give high ratings to the help they received developing writing skills. For each skill listed, a few respondents (1 to 3 percent) said that particular skill wasn't applicable to their studies.

### *Most respondents said their courses helped them develop their English skills*



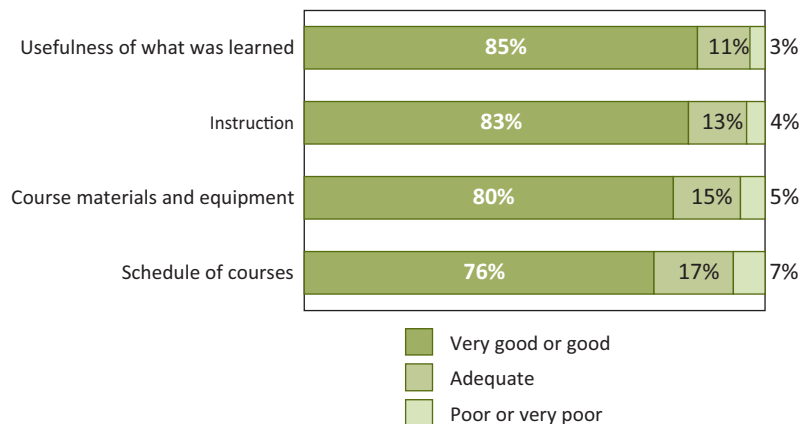
Survey respondents were also asked to rate how their courses helped them develop a range of other skills, including critical thinking and self-confidence. Again, in all cases, a majority of former students rated their courses helpful or very helpful. Not surprisingly, given the focus of the English language training courses taken, the ratings for these skills were not quite as high as those given to the development of English skills.

### *ESL courses helped former students develop a range of skills*



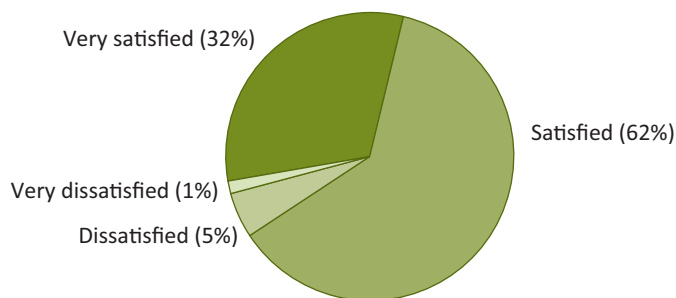
Survey respondents were also asked to rate certain aspects of their studies: the quality of instruction, the course materials, etc. The majority of respondents gave ratings of good or very good to all items; in particular, they gave high ratings to the usefulness of what they learned—85 percent said it was good or very good.

**Former students gave high ratings to various aspects of their courses**



Former students were asked to give an overall satisfaction rating to the courses they took—94 percent said they were satisfied or very satisfied. (This level of satisfaction compares favourably to the satisfaction ratings collected from other outcomes surveys; 94 percent of the respondents to the 2010 DACSO survey said they were satisfied or very satisfied with the education they received.)

**Most respondents were satisfied with the ESL courses they took**



After rating their overall satisfaction, respondents were asked if they had any other comments about their experience with the courses they took; 52 percent provided a comment.

The majority of those who commented were happy with their experience and what they learned in their courses, although a large number felt they didn't have enough speaking practice, especially with native English speakers.

*In general the classes were very good. I am very pleased with the teaching, and the human aspect of the learning process, the interaction with the professor and the other classmates.*

*It was a great experience. My English improved a lot. I could barely speak or read and now I speak very well and read very well. I understand almost everything and can communicate much better.*

*The courses were excellent. They had a huge effect on my writing skills. I have suggested most of my friends, who are new immigrants, to go for these classes.*

*I would like to see more of a chance to speak with those who speak the native English language, so we can get more practice.*

*The English that we learn at school is very different from when you talk with the people. A lot of the slang versus the technical English is where I still have difficulties. I would like to see a class of real English speaking, where students interact with people who live here in Canada and speak the native English.*

*I think that students need to have more of an opportunity to practice their English with native English speakers.*

Many respondents praised the teachers they had. There were a few complaints about the quality of instruction, but most of the negative comments focussed on the amount of work expected.

*The teachers were very nice in nature, and their style of teaching and coaching was very beneficial to improving my English writing, speaking, and listening skills.*

*The teachers were great and what I learned was very useful.*

*My teacher really made all the difference because she focused on one-on-one training, and she would always have an answer for my and the other students' questions. Due to her teaching I was able to get a job right away.*

*I like the way they teach there they are very good. The teachers are friendly and helpful.*

*It was stressful as there was a lot of work to do in the time available. It was very hard for beginners.*

*I received too much homework; this made my studies rather stressful.*

There were those that praised the flexibility of course scheduling; a few others said the schedule wasn't flexible enough.

*I think the program was very good because it had a different schedule for those who wanted an intensive course with an option to finish at your own pace.*

*The only thing I had a problem with is the scheduling. I was not able to get into all courses due to scheduling conflict with the hours I work my job.*

*More ESL evening courses should be available to students.*

A number of respondents commented on the cost of their courses.

*Tuition is too expensive.*

*I found the program to be rather expensive; otherwise it has been helpful for my career.*

*I would like the courses to be more affordable. I didn't take courses earlier because I couldn't afford to pay for them.*

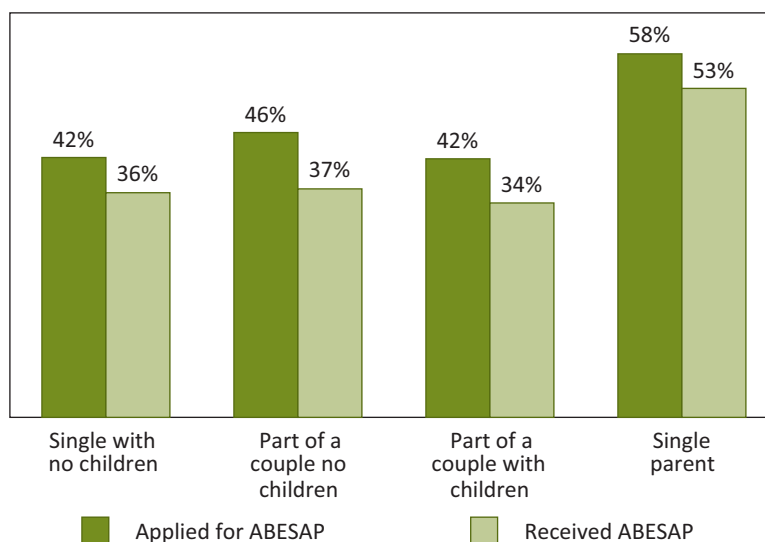
## Student finances

Former students were asked if they had applied to receive financial assistance through the Adult Basic Education Student Assistance Program (ABESAP) offered through StudentAid BC. Students taking English as a Second Language courses at B.C. public post-secondary institutions may be eligible for the ABESAP program, which provides funding in the form of a non-repayable grant to students enrolled in development programs who can demonstrate financial need. Students can receive funding for tuition fees, books and supplies, and in some cases, transportation and child care expenses.

In the 2010 survey, 43 percent of ESL respondents said they had applied for ABESAP funding. Of those who applied, 85 percent received funding—overall, this means that 36 percent of respondents received ABESAP funding.

As a group, single parents were the most likely to apply for and receive ABESAP—over half of this group received the assistance.

### **Single parents were more likely than others to apply for ABESAP**

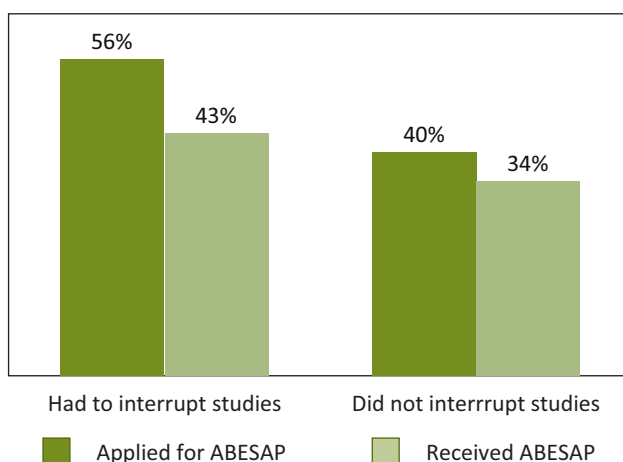


Note: Percentages for both groups (Applied and Received ABESAP) are based on all respondents.



The survey respondents were also asked if they ever had to interrupt or stop their studies for financial reasons: 23 percent said yes. These former students were more likely to have applied for ABESAP funding than were those who never had to interrupt their studies because of finances. Of all the respondents who interrupted their studies for financial reasons, 43 percent received ABESAP assistance, while of those who did not have to interrupt, just over one-third received ABESAP.

***Former students who had to interrupt their studies for financial reasons were more likely to have applied for ABESAP***



Note: Percentages for both groups (Applied and Received ABESAP) are based on all respondents.

## Further education

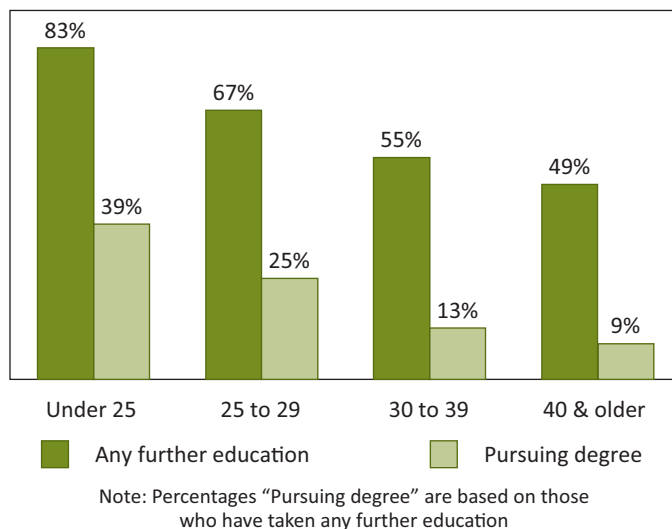
At the time of the survey—from 8 to 18 months after leaving their ESL courses—46 percent of former students were enrolled in a program of study or taking courses other than ESL. Of those who were not studying again when surveyed, 28 percent had taken courses since leaving their ESL studies. In all, 62 percent of respondents pursued some form of further education after leaving their ESL studies.

This level of participation in further studies reflects respondents' reasons for enrolling—the most important goal for a majority of those who answered the question was to prepare for additional education.

Over two-thirds (70 percent) of those who continued their studies enrolled in courses or programs that lead to a certificate or diploma, and 22 percent were enrolled in degree programs. The remainder were in a range of other programs or courses.

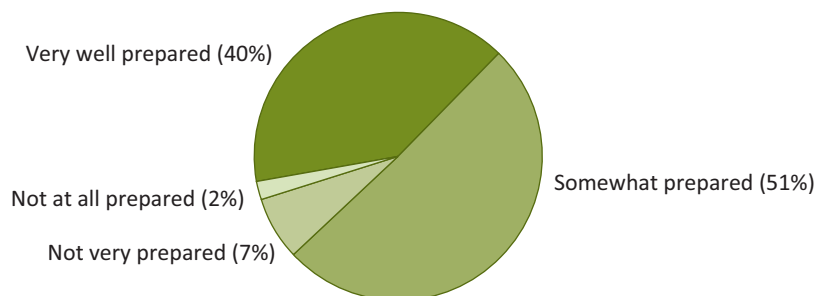
Younger students—those under 25 at the time of the survey— were the most likely to continue their studies, and the most likely to be pursuing a degree. Of the respondents under 25 who continued their education, 39 percent enrolled in degree programs, compared with 25 percent of those who were 25 to 29 years old.

**Most of the former students under age 25 returned for further education**



Most (91 percent) of the former students who took any further education said they had been very well or somewhat prepared for the studies they enrolled in after leaving their ESL courses.

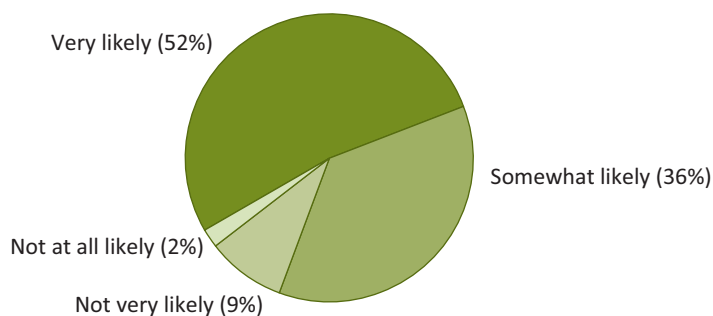
**Most former students said they were prepared for further studies**



Of the largest group of students, those who were studying for an additional certificate or diploma, 92 percent said they were prepared for their further studies. Of those who were enrolled in degree programs, 86 percent said they were very well or somewhat prepared.

All respondents (including those who had already taken further studies) were asked to rate the likelihood that they would enrol in any more courses at a B.C. public post-secondary institution in the future. Just over half (52 percent), said it was very likely that they would enrol again, and a further 36 percent said it was somewhat likely.

**Over half of the survey respondents said it was very likely they would enrol in more courses**



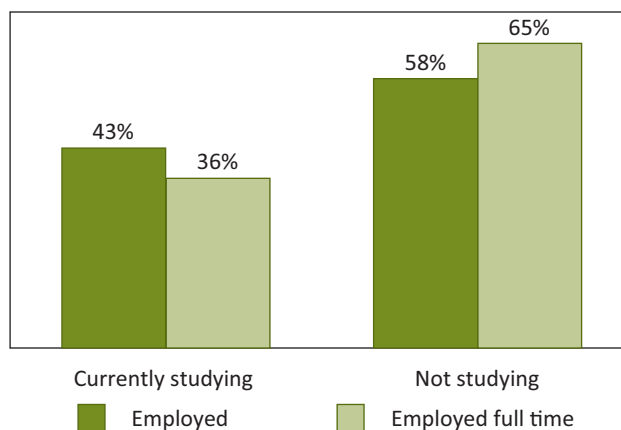
## Employment outcomes

At the time of the survey, 69 percent of former students were in the labour force, that is, employed or looking for work. Based on those in the labour force, the unemployment rate was 25 percent.

Over half of respondents (51 percent) were employed at a job or business. The respondents who were not studying at the time of the survey were more likely to be working (58 percent of non-studying respondents were employed).

Of those who were employed, 54 percent were employed full time (30 or more hours per week). Those employed respondents who were not studying when surveyed were working full time at a higher rate: 65 percent were employed full time.

**Respondents who were studying at the time of the survey were less likely to be employed and less likely to be working full time**

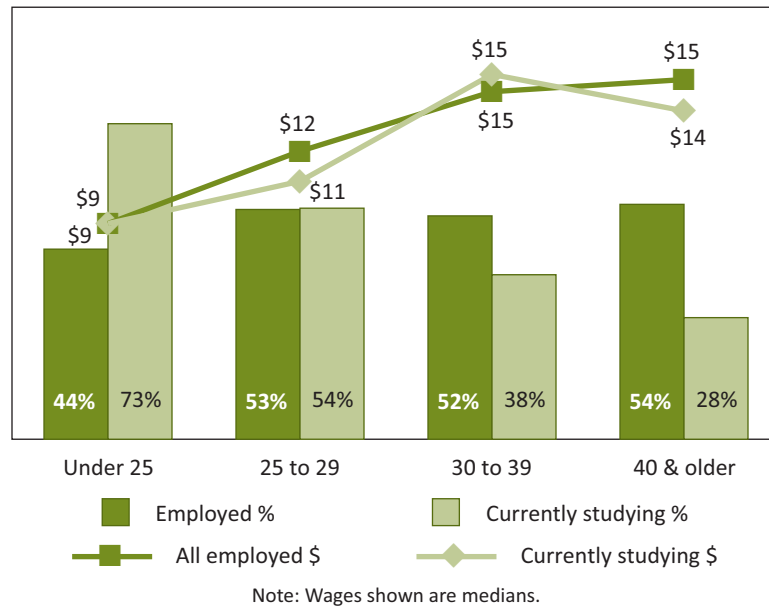


Note: Employed FT percentages are based on those employed.

The former students were asked to give their gross hourly wage. If they had more than one job, they were asked to provide the wage earned at their main job (the one at which they worked the most hours). On average, the hourly wage was \$12—that’s the median wage for all employed respondents. Those who were employed full time made more per hour: \$14. Those who were also studying at the time of the survey reported earnings of \$10 per hour.

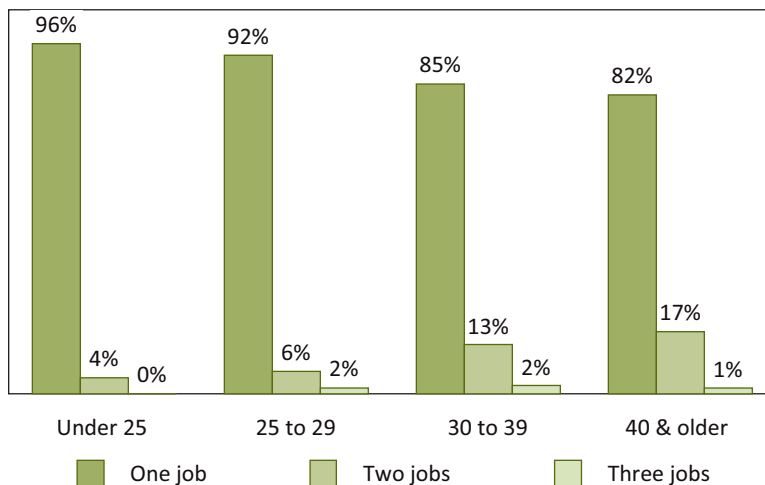
Older respondents made more per hour; in fact wage increases steadily with age. Those aged 30 to 39 had a median wage of just under \$15 per hour, while those 40 and older reported an even \$15 per hour. This trend is evident even for older students who were studying; they reported higher earnings, particularly those in the 30 to 39 age group. Rates of employment also increased with age, although the main difference was between those under 25 and those older. The percentage of former students who were studying again at the time of the survey dropped dramatically from the youngest to the oldest age group.

*Hourly wage increased with age; those studying at the time of the survey tended to earn somewhat less*



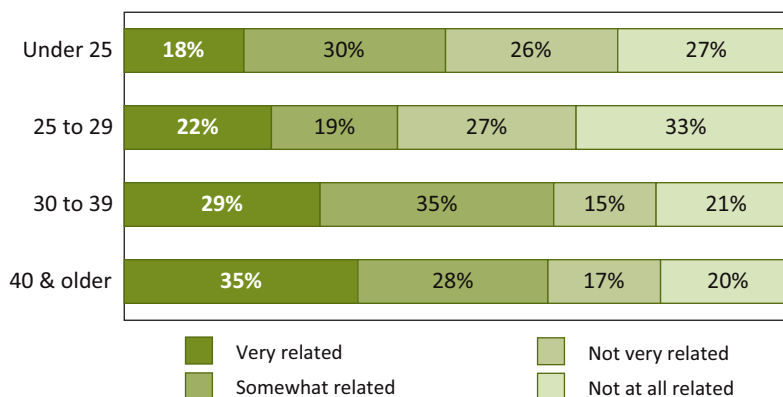
Thirteen percent of employed respondents had more than one job. The older the respondent, the more likely they were to have more than one job.

**Almost all employed respondents under 25 had only one job**



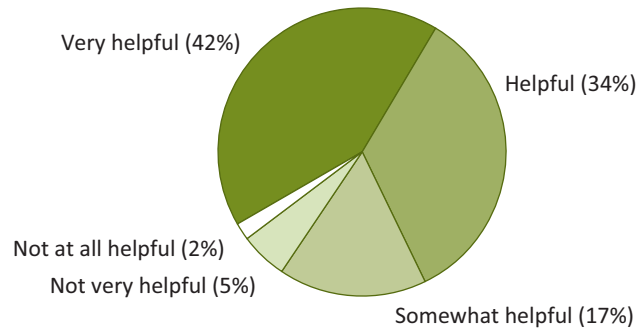
The survey respondents were asked if their current employment was related to any education or employment they had before beginning their recent ESL studies. (Again, if they had more than one job, they were asked to think about their main job—the one at which they worked the most hours.) Well over half of employed respondents (57 percent) said it was very or somewhat related. Older students were much more likely than younger ones to have jobs that were related to previous education or employment: 63 percent of those 30 and older said their job was related to work or studies from before their ESL courses.

**Former students who were older were more likely to say their job was related to previous employment or education**



Respondents were asked to confirm that they spoke English at work, and then, if their English language training had helped them use English in their jobs. Almost all (97 percent) of respondents spoke English at work, and of them, 76 percent said they found their ESL training helpful or very helpful in using the language at work.

***The majority of former students said their ESL training helped them use English at work***



## Conclusion

The students who take English as a Second Language (ESL) courses differ from other groups of post-secondary students in several ways. Overall, the ESL respondents to the 2010 Developmental Student Outcomes Survey were older than typical post-secondary students, and they were much more likely to be parents. Even though the majority of students attending post-secondary institutions are female, this proportion is even higher for ESL students: more than two-thirds of the survey respondents were female.

Almost all of the former students surveyed originated from a country other than Canada; at the time they took ESL training, the majority were permanent residents, although a significant proportion were naturalized Canadian citizens. In comparison with other post-secondary students, their rates of previous post-secondary experience were higher and they were more than twice as likely to already have a post-secondary credential.

At the time of the survey, the majority of respondents were still focussed on education. Over half said their main reason for enrolling in ESL was to prepare for further education, while fewer than one-fifth took the courses to improve their employment situation. Whatever their reasons, they were likely to say their courses helped them achieve their most important goal.

Since ESL training focuses on developing the skills of writing, reading, listening, and speaking English, it is good to know that a large majority of former students report that their courses helped them develop those skills. They were most likely to say their courses helped them improve their writing skills. A smaller proportion (although still a majority) said they were helped with speaking skills.

The comments respondents provided bore out their ratings: many noted they developed good academic skills, while expressing some concern about their speaking skills. By and large however, their experiences were positive: they praise their teachers, they say they have learned a lot, and they note how they have benefitted from their studies. Some offered suggestions for improvements in course delivery; in particular, they would like more practice with native English speakers.

A few of the former students who commented on their experiences expressed some concern around the cost of ESL courses. When asked, almost one-quarter of all respon-

dents said they had to interrupt their studies for financial reasons. This percentage is significantly higher than the similar statistic for post-secondary students who were enrolled in non-ESL diploma, associate degree, and certificate programs. On the other hand, over one-third of ESL respondents said they received ABESAP funding for their studies—a type of funding that is not available for most post-secondary studies.

The large portion—almost two-thirds—of former ESL students who go on to further education reflects their reasons for taking language training and is a testament to the success of that training. Employed respondents also report successes in the workplace: three-quarters of those who use English at work said they found their ESL training helped them.

Students who require ESL training present considerable challenges to post-secondary institutions, since they must design programs for students who are already highly educated but who may be starting with very limited English communication skills. ESL students often face barriers and difficulties that other students don't; however, as they complete their training, they can realize significant benefits—as can institutions, since so many ESL graduates pursue further post-secondary education.



# Appendix: Survey methodology

## Cohort

To be included in the 2010 ESL survey cohort, students had to satisfy four selection criteria:

1. Enrolled as a domestic student between July 1, 2008 and June 30, 2009. (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, 2006 and June 30, 2009).
3. Completed at least one upper-level\* ESL course between July 1, 2008 and June 30, 2009.
4. Absent from ESL courses from July 1, 2009 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 were defined as follows:

- ESL Intermediate level (articulates to Access level 6 or Canadian Language Benchmark level 5) or higher.

## Data collection

The 2010 Developmental Student Outcomes (DEVSO) Survey was delivered by mixed-mode: telephone and web. Field testing of the survey instrument was conducted between January 20 and 23, 2010, resulting in 75 completed surveys. The data collection contractor suggested some minor modifications to the questionnaire, to enhance the flow of the survey and to increase the clarity of certain questions.

Full telephone survey administration began February 3 continuing through March 25, 2010, with the e-mailing of survey invitations starting February 4.

The data collection contractor undertook a number of steps to contact former students, including:

- for records with multiple phone numbers, calling all numbers to determine the correct number;
- leaving a voice mail and toll-free number for the former students to call at their convenience;
- using a number of directories to trace former students whose contact information was missing or incorrect;

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- asking for a forwarding number, where possible;
- using interviewers with multiple language skills to communicate with people at the given phone number in order to reach the former student; and
- sending e-mail invitations, where possible (invitations included both a link to the web survey and a toll-free telephone number for students wishing to participate by telephone).

In total, 885 surveys were completed, and of these, 702 were completed by telephone and 183 were completed by web. Of the surveys conducted by telephone, the average survey administration time was 14.6 minutes.

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

| Call Result                           | n            | % of Cohort   |
|---------------------------------------|--------------|---------------|
| Completion                            | 885          | 48.1%         |
| Incomplete Survey                     | 4            | 0.2%          |
| Respondent Refusal                    | 81           | 4.4%          |
| Hard Appointment                      | 5            | 0.3%          |
| Soft Appointment                      | 28           | 1.5%          |
| Respondent Wants to Do Online         | 19           | 1.0%          |
| No Phone Number/Incomplete Number     | 28           | 1.5%          |
| Not in Service/Wrong Number           | 174          | 9.5%          |
| Fax/Modem Line                        | 6            | 0.3%          |
| Business (Not Employed There)         | 1            | 0.1%          |
| Busy Signal                           | 6            | 0.3%          |
| No Answer                             | 39           | 2.1%          |
| Moved/Left Toll-Free Number           | 2            | 0.1%          |
| Left Message/Call Again               | 234          | 12.7%         |
| Problem Communicating with Respondent | 2            | 0.1%          |
| Language Case                         | 61           | 3.3%          |
| DA searched, new leads unconfirmed    | 94           | 5.1%          |
| DA searched, new leads incorrect      | 22           | 1.2%          |
| Travel Within Canada/US               | 2            | 0.1%          |
| Travel/Moved out of Canada/US         | 38           | 2.1%          |
| Non Qualifier                         | 108          | 5.9%          |
| <b>Total</b>                          | <b>1,839</b> | <b>100.0%</b> |

### Response rates by institution

In total, 1,839 former ESL students were eligible to participate in the survey. Of these, 885 completed the survey, yielding an overall response rate of 48 percent.

| Institution                     | Eligible for survey | Number of respondents | Response rate | Telephone respondents | Telephone rate | Web respondents | Web rate     |
|---------------------------------|---------------------|-----------------------|---------------|-----------------------|----------------|-----------------|--------------|
| BCIT                            | 184                 | 116                   | 63.0%         | 90                    | 48.9%          | 26              | 14.1%        |
| Camosun College                 | 151                 | 69                    | 45.7%         | 52                    | 34.4%          | 17              | 11.3%        |
| Capilano University             | 75                  | 46                    | 61.3%         | 37                    | 49.3%          | 9               | 12.0%        |
| College of New Caledonia        | 9                   | 7                     | 77.8%         | 4                     | 44.4%          | 3               | 33.3%        |
| College of the Rockies          | 4                   | 2                     | 50.0%         | 2                     | 50.0%          | 0               | 0.0%         |
| Douglas College                 | 134                 | 69                    | 51.5%         | 52                    | 38.8%          | 17              | 12.7%        |
| Kwantlen Polytechnic University | 207                 | 105                   | 50.7%         | 89                    | 43.0%          | 16              | 7.7%         |
| Langara College                 | 94                  | 62                    | 66.0%         | 41                    | 43.6%          | 21              | 22.3%        |
| North Island College            | 12                  | 6                     | 50.0%         | 5                     | 41.7%          | 1               | 8.3%         |
| Northwest Community College     | 3                   | 3                     | 100.0%        | 2                     | 66.7%          | 1               | 33.3%        |
| Okanagan College                | 40                  | 17                    | 42.5%         | 15                    | 37.5%          | 2               | 5.0%         |
| Selkirk College                 | 11                  | 8                     | 72.7%         | 5                     | 45.5%          | 3               | 27.3%        |
| Thompson Rivers University      | 9                   | 3                     | 33.3%         | 3                     | 33.3%          | 0               | 0.0%         |
| University of the Fraser Valley | 120                 | 55                    | 45.8%         | 51                    | 42.5%          | 4               | 3.3%         |
| Vancouver Community College     | 777                 | 313                   | 40.3%         | 252                   | 32.4%          | 61              | 7.9%         |
| Vancouver Island University     | 9                   | 4                     | 44.4%         | 2                     | 22.2%          | 2               | 22.2%        |
| <b>Total</b>                    | <b>1,839</b>        | <b>885</b>            | <b>48.1%</b>  | <b>702</b>            | <b>38.2%</b>   | <b>183</b>      | <b>10.0%</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 and Labour Market Development in May 2010. The reports presented the results of most survey questions and of derived labour market indicators.

The former students who completed the survey—48 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 ESL former students.

Although interviewers with multiple language skills were available to help respondents with understanding, the survey interviews were conducted in English. The quality of data obtained is reliant on the abilities of former ESL students 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 2010 Development Student Outcomes Survey questionnaire is available at: <http://outcomes.bcstats.gov.bc.ca/DEVSO/DEVSOQuestionnaire.aspx>





BCStats

For more information on the Developmental Student Outcomes Survey,  
see <http://outcomes.bcstats.gov.bc.ca/DEVSO/DEVSOHome.aspx>