

2012 Developmental Student Outcomes Survey

# REPORT OF FINDINGS





# Contents

## Acknowledgements 5

## Highlights 7

Former ABE Students .....	7
Former ESL students.....	8

## Introduction 11

Developmental program delivery in the public post-secondary system.....	11
2012 Developmental Student Outcomes Survey .....	12
About this report .....	12

## Findings: Former ABE Students 13

Description of former ABE students .....	13
Reasons for enrolling.....	14
Evaluation of education .....	15
Student finances .....	19
Further education.....	21
Employment outcomes.....	23

## Findings: Former ESL Students 27

Description of former ESL students .....	27
Reasons for enrolling.....	29
Evaluation of education .....	30
Student finances .....	33
Further education.....	35
Employment outcomes.....	37

## Conclusion 41

Former ABE Students .....	41
Former ESL Students .....	42

## Appendix: Survey Methodology 45

Cohort .....	45
Data collection.....	45
Response rates by institution .....	47
Reporting.....	49
Questionnaire .....	49

# Acknowledgements

The Developmental Student Outcomes (DEVSO) Survey is one of four annual surveys that make up the BC Student Outcomes project ([outcomes.bcstats.gov.bc.ca/Default/Home.aspx](https://outcomes.bcstats.gov.bc.ca/Default/Home.aspx)). The DEVSO Survey focuses on former students who took Adult Basic Education and English as a Second Language programs. The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey collects information from former students who have taken 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 BC Student Outcomes surveys are conducted with funding from the Ministry of Advanced Education, Innovation and Technology and the participating B.C. post-secondary institutions. Additional funding for the DEVSO Survey is provided by Citizenship and Immigration Canada, through the Ministry of Jobs, Tourism and Skills Training, and for the APPSO Survey by the Industry Training Authority (ITA).

The BC Student Outcomes Research Forum ([outcomes.bcstats.gov.bc.ca/TheForum/ForumInfo.aspx](https://outcomes.bcstats.gov.bc.ca/TheForum/ForumInfo.aspx)) oversees all aspects of the project, 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 Senior Academic Administrators' Forum, 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 APPSO, BGS, DACSO, and DEVSO data and is responsible for providing operational support, day-to-day management, advice, and reports, as directed by the Forum.



# Highlights

## Former ABE Students

In 2012, 3,786 former Adult Basic Education (ABE) students from 18 public post-secondary institutions were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 1,762 respondents, making the ABE response rate 47 percent. The following are highlights from the survey, which was conducted January to April of 2012.

### *Description of former students*

- 56% of respondents were female
- 24 was the median age
- 19% of respondents were parents during their studies
- 83% were born in Canada
- 16% of Canadian-born respondents self-identified as Aboriginal
- 78% of respondents had a high school diploma or equivalent before their ABE studies

### *Reasons for enrolling*

- 77% enrolled to prepare for further study
- 10% enrolled to complete high school
- 6% enrolled to improve their employment situation
- 95% said their ABE courses helped them achieve their most important goal

### *Evaluation of education*

- 83% of respondents said their courses were *very helpful* or *helpful* to their development of math skills
- 79% said their courses were *very helpful* or *helpful* to their development of science skills
- 78% said their courses were *very helpful* or *helpful* to their development of skills to learn on their own
- 86% gave a *very good* or *good* rating to the quality of teaching
- 84% 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*

- 53% of respondents said employment was a main source of funding for their studies
- 23% of respondents applied for funding from the Adult Basic Education Student Assistance Program (ABESAP)

- 89% of those who applied, received ABESAP funding
- 12% of respondents had to interrupt their studies for financial reasons

### *Further education*

- 57% of respondents were enrolled in a program or taking courses other than ABE, at the time of the survey
- 71% of respondents were studying or had taken further studies since their ABE studies
- 47% of those who continued their studies enrolled in certificate or diploma programs
- 44% percent of those in further studies were pursuing a degree
- 93% of those who took further studies said they were *very well* or *somewhat prepared* by their ABE courses
- 70% of respondents said it was *very likely* they would enrol in more courses at a B.C. public post-secondary institution

### *Employment outcomes*

- 71% of respondents were in the labour force at the time of the survey
- 57% of respondents were employed
- 49% of those who were employed were working full-time
- 17% of employed respondents had more than one job
- \$13 was the median hourly wage
- 53% of employed respondents said the knowledge and skills they gained through their ABE courses helped them perform their jobs

## Former ESL students

In 2012, 1,518 former English as a Second Language (ESL) students from 16 public post-secondary institutions were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 746 respondents, making the ESL response rate 49 percent. The following are highlights from the survey, which was conducted from January to April 2012.

### *Description of former students*

- 68% of respondents were female
- 32 was the median age
- 40% of respondents were parents during their studies
- 97% were born outside Canada
- 52% of those from outside Canada had a degree (bachelor's or higher) from their country of origin

### *Reasons for enrolling*

- 52% of respondents enrolled to prepare for further study
- 33% enrolled to use English better in daily life



- 13% enrolled to improve their employment situation
- 95% said their ESL courses helped them achieve their most important goal

### *Evaluation of education*

- 86% of respondents said their courses were *very helpful* or *helpful* to their development of English writing skills
- 80% said their courses were *very helpful* or *helpful* to their development of English reading skills
- 78% said their courses were *very helpful* or *helpful* to their development of self-confidence
- 88% 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*
- 94% 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
- 49% of respondents applied for funding from the Adult Basic Education Student Assistance Program (ABESAP)
- 89% of those who applied, received ABESAP funding
- 22% of respondents had to interrupt their studies for financial reasons

### *Further education*

- 47% of respondents were enrolled in a program or taking courses other than ESL, at the time of the survey
- 63% of respondents were studying or had taken further studies since their ESL studies
- 57% of those who continued their studies enrolled in certificate or diploma programs
- 27% of those who continued their studies were pursuing a degree
- 89% of those who took further studies said they were *very well* or *somewhat prepared* by their ESL courses
- 58% of respondents 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
- 49% of respondents were employed
- 60% of those who were employed were working full-time
- 14% of employed respondents had more than one job
- \$13 was the median hourly wage
- 95% 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

The ability of the post-secondary education sector to provide learners with the education and training they need to succeed in today's knowledge-based economy will determine the economic prosperity of the province in the decade to come. The *British Columbia Labour Market Outlook (2010–2020)* estimates there will be over one million new job openings by 2020; over three-quarters of those openings will require some form of post-secondary education or training. Due to changing demographics, i.e., an aging population, the number of new labour market entrants is expected to decline, so filling these openings will depend on improving the education levels of adults, particularly new arrivals to the province, those who left school early, and people who lack specific skills.

For those who are not yet prepared 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 completion to meet 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 2012 Developmental Student Outcomes Survey targeted former students from Adult Basic Education and English as a Second Language programs.

Adult Basic Education (ABE) is a generic term and institutions choose to call it by many different names: college/university preparation, career preparation courses, developmental programs, access and career programs, etc. Adult Basic Education provides upgrading courses that will enable students to qualify for academic or career programs. ABE courses may lead to a high school diploma (BC Adult Graduation Diploma) and contribute to meeting prerequisites for post-secondary programs.

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.

## 2012 Developmental Student Outcomes Survey

The purpose of the 2012 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, 2010 and June 30, 2011 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, 2008 and June 30, 2011) and must not have enrolled in any ABE courses since July 1, 2011. A total of 3,786 former ABE students were included in the survey cohort.

Former domestic ESL students must have been enrolled in at least two ESL courses between July 1, 2008 and June 30, 2011. In addition, they must have been enrolled in at least one intermediate- or higher-level ESL course between July 1, 2010 and June 30, 2011 and must not have enrolled in any further ESL courses since July 1, 2011. In total, 1,518 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 a summary of the findings from the 2012 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 2012.

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

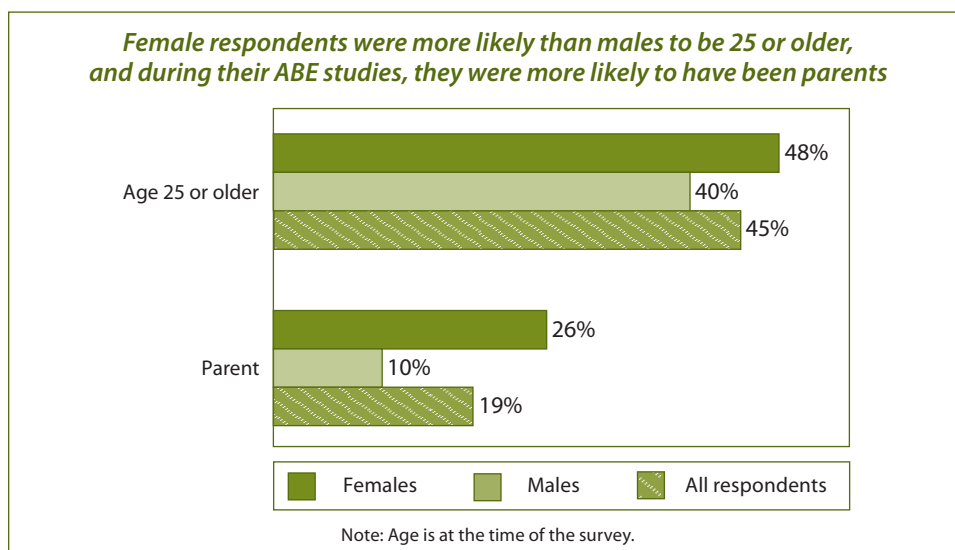
There were 1,762 former Adult Basic Education (ABE) students who responded to the Developmental Student Outcomes (DEVSO) Survey in 2012. The ABE response rate was 47 percent. (The number of eligible students and respondents by institution can be found in the Appendix.)

## Description of former ABE students

The DEVSO survey included a number of questions intended to collect information to help those who are responsible for developing programs and planning services for developmental students. Data on gender and age came from administrative records.

The median age for ABE respondents at the time of the survey was 24; this is similar to that of respondents to the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey.<sup>1</sup>

Over half (56 percent) of the ABE respondents were female, and almost one-fifth (19 percent) of all ABE respondents had children at the time of their studies. Compared with male respondents, females were much more likely to have been parents when they took their courses; they were also likely to be older. Over one-quarter (26 percent) of females were parents, and close to one-half (48 percent) were aged 25 or older.

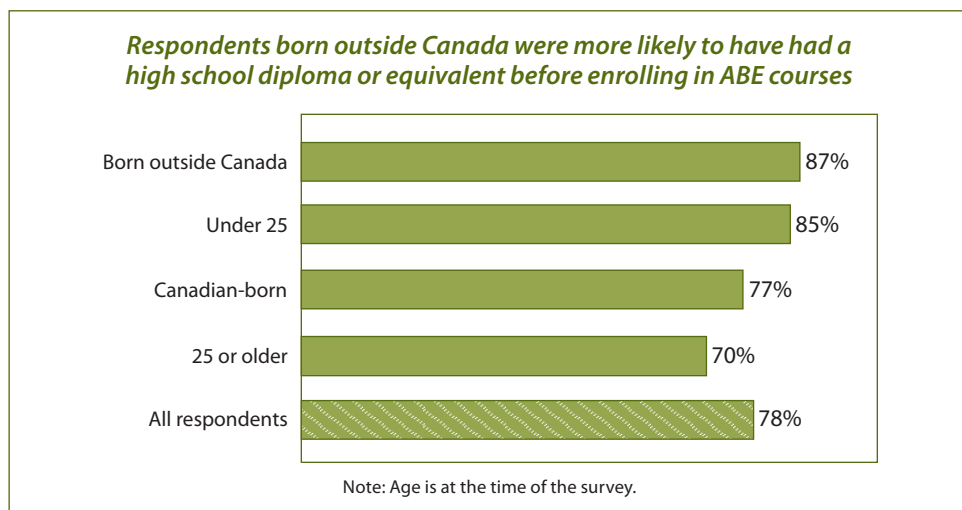


<sup>1</sup> The 2012 DACSO respondents had a median age of 25 at the time of the survey.

The majority (83 percent) of ABE respondents were born in Canada. Of these former students, 16 percent identified themselves as Aboriginal: 13 percent were First Nations and about 4 percent were Métis. In comparison with results from the DACSO Survey, the percentage of former ABE students identifying themselves as Aboriginal is much higher.

Of the 17 percent of ABE respondents whose country of origin was not Canada, 60 percent were citizens when they took their courses and 39 percent were permanent residents.

Before they enrolled in their ABE studies, 78 percent of respondents had already achieved a high school diploma or equivalent. Respondents who were born outside Canada were more likely to have this credential—87 percent had completed high school. Younger respondents were also more likely to have completed high school.



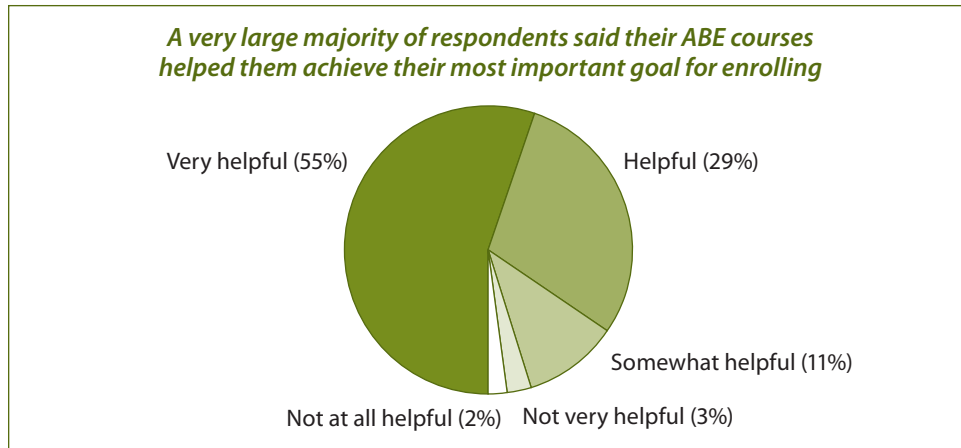
The demographic profile of 2012 ABE respondents is virtually identical to that of the 2011 respondents. The median age was 24, 57 percent of respondents were female, 19 percent were parents, 78 percent had completed high school, 81 percent were Canadian-born, and of those respondents, 15 percent identified themselves as Aboriginal.

## Reasons for enrolling

Survey respondents were asked to think back to when they first started their ABE courses and to state their most important goal or reason for enrolling. The majority (77 percent) said they enrolled to prepare for future education. Another 10 percent of respondents said they wanted to complete high school, while others wanted to improve their employment situation (6 percent) or their knowledge and skills (4 percent). The remaining 3 percent took ABE for personal reasons or to use English better in daily life.

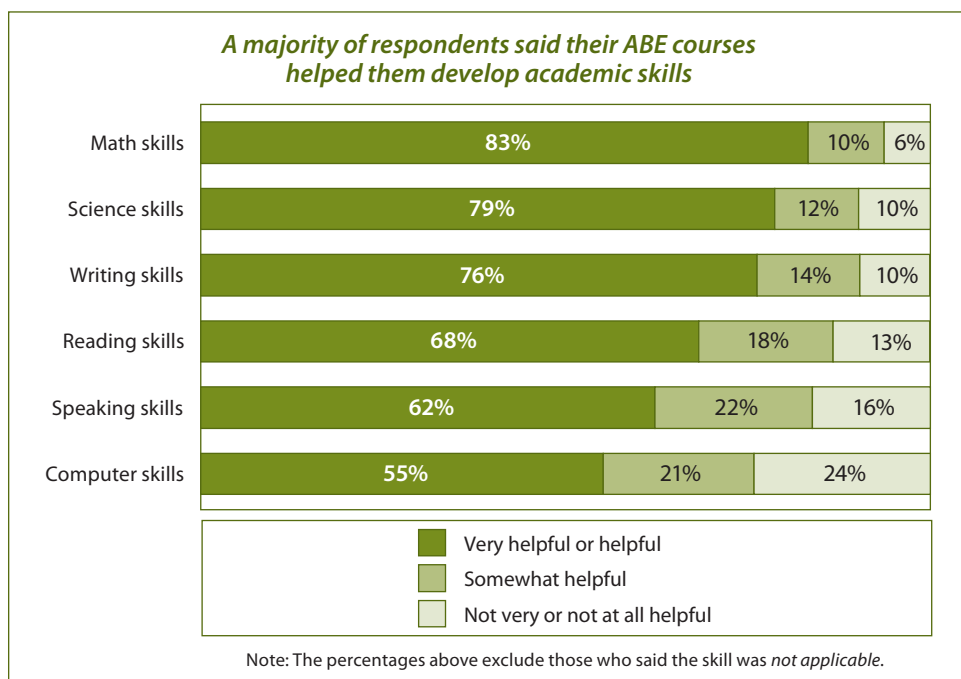
Whatever their reason for enrolling, a very large majority (95 percent) of the former ABE students surveyed said their courses were helpful (*very helpful*, *helpful*, or *somewhat helpful*)

in achieving their most important goal. The respondents whose goal had been to prepare for further education were as likely as those who had enrolled for other reasons to say their courses helped them reach their goal.

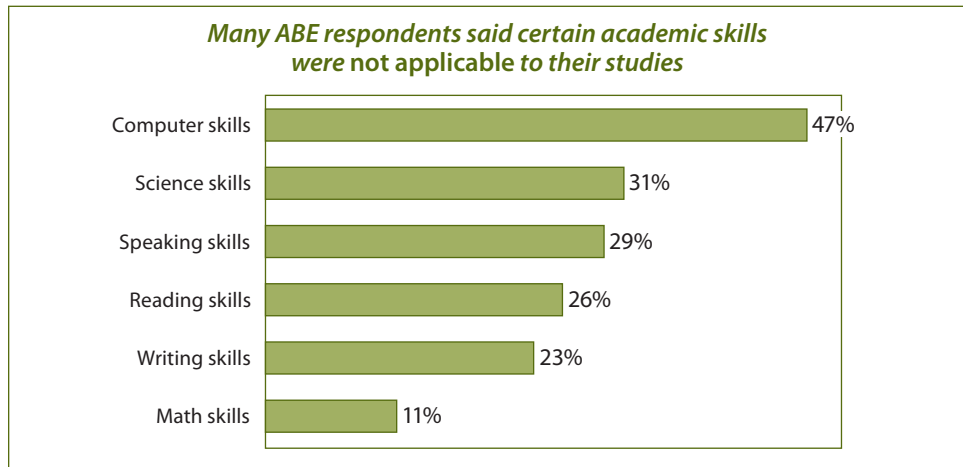


### Evaluation of education

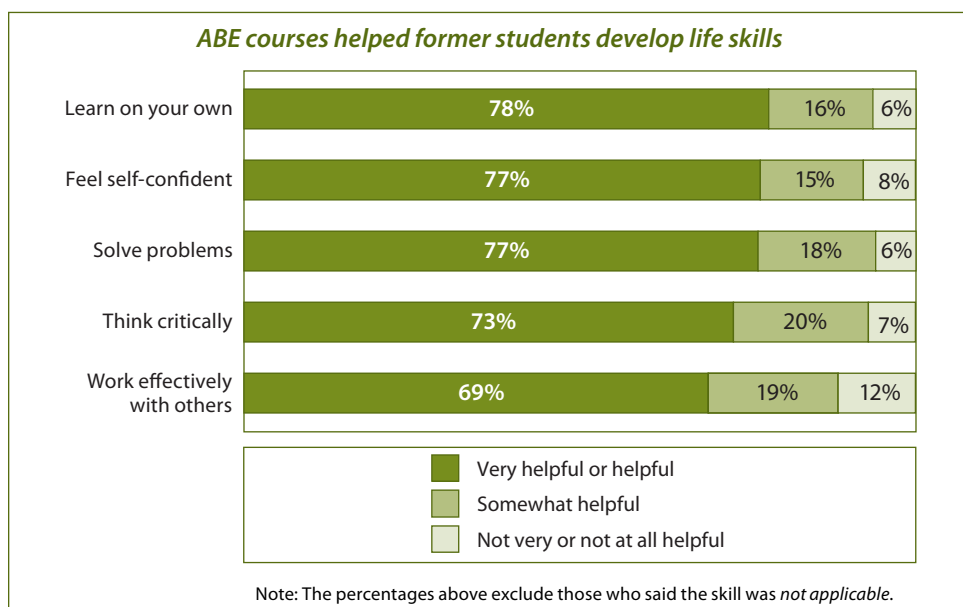
Former students were asked how helpful their ABE courses had been in their development of the following academic skills: writing, reading, speaking, math, computer, and science. They were asked to use a 5-point scale ranging from *very helpful* to *not at all helpful*. For each skill, a majority said their courses had been *very helpful* or *helpful*. Respondents were most likely to give high ratings to the help received developing math skills.



For each of these identified skills, significant numbers of respondents said *not applicable*, indicating that the skill was not relevant to the courses they took. The percentages of respondents saying *not applicable* varied by skill, representing from one-tenth (for math skills) to almost one-half of all respondents (for computer skills). This may be the result of students having been enrolled only in specific subject areas. Of the last courses taken by ABE respondents before leaving their studies, the largest portion were mathematics courses, followed by science, then English. Relatively few courses were in computing.

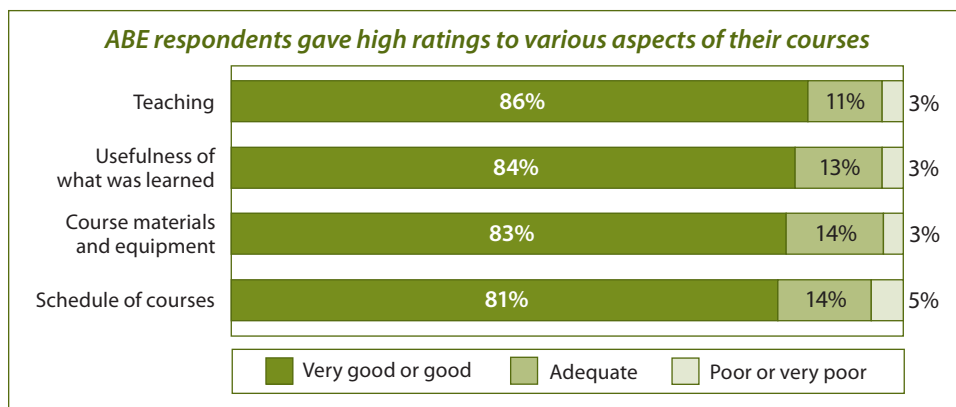


Respondents were also asked to rate a series of other skills that their ABE courses might have helped them develop: the abilities to think critically, solve problems, work effectively with others, learn on your own, and feel self-confident. Large majorities of respondents said their courses helped them develop these life skills. In most cases very few respondents said the skill was *not applicable* to their courses. The percentages of those saying *not applicable* ranged from 3 percent for learn on your own to 13 percent for work effectively with others.

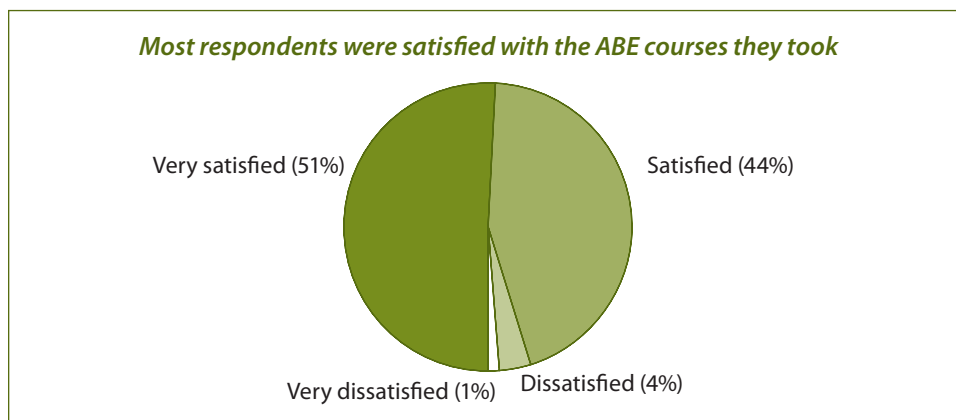




In addition to asking respondents to consider how their courses helped them develop skills, the survey asked them to rate certain aspects of their training, using the following scale: *very good, good, adequate, poor, or very poor*. The aspects of their courses that they were asked to rate were the usefulness of what was learned, the course materials and equipment, the schedule of courses, and the teaching. In each case, a large majority of respondents said the aspect was *very good or good*.



The ratings that respondents gave in the 2012 survey for their courses and their skills development are very similar to the ratings given by those who responded to the 2011 survey. Likewise the level of overall satisfaction with ABE courses is very close. This year, 95 percent of respondents said they were *very satisfied* or *satisfied* with their studies; in 2011, 96 percent said the same.



After providing ratings for their courses, respondents were asked if they wanted to make any comments about their experience with their ABE studies—41 percent did. Well over half (56 percent) of the comments were entirely positive; in particular, former students praised their instructors.

*The teachers were really amazing and that helped me to succeed.*

*The professors made the courses fun and interesting.*

*The instructors were very supportive and encouraging, and very helpful when you needed them.*

*Teachers were ... confident in their fields of teaching and helpful in explaining the material.*

*The teachers ... worked hard to make sure the students understood the material.*

Many respondents noted that their ABE experience helped prepare them for further studies.

*The course was very good in helping me to acquire what I needed to advance my education.*

*I had a good experience and it prepared me well for my subsequent program.*

*It was a really good experience re-learning how to study and how to learn.*

*The courses were very helpful and got me into the program I wanted.*

Some respondents (19 percent) made negative comments about their ABE experience. Most of the comments described personal problems, but there were some general complaints about the teaching, course content, class schedules, and the cost of studying.

*Some of the teachers were not that good. ... In some courses some instructors were not very organized.*

*I do not feel that these courses helped me in relation to the university courses I have since enrolled in.*

*The course I took did not fit my work schedule very well.*

*I really did not like the scheduling of my courses and having to do the same class every day.*

*There was not enough funding and I could not apply for a student loan.*

*I did not get to finish the course because the books were too costly.*

The remaining comments (26 percent of the responses) combined positive and negative observations, often with suggestions for improving the courses or course delivery.

*Some of the teachers were very prepared and helpful and others were not. ... I wish the school would take feedback about teachers more seriously.*

*It would help if you could go to either morning or evening classes of the same course, depending on variable work schedule.*

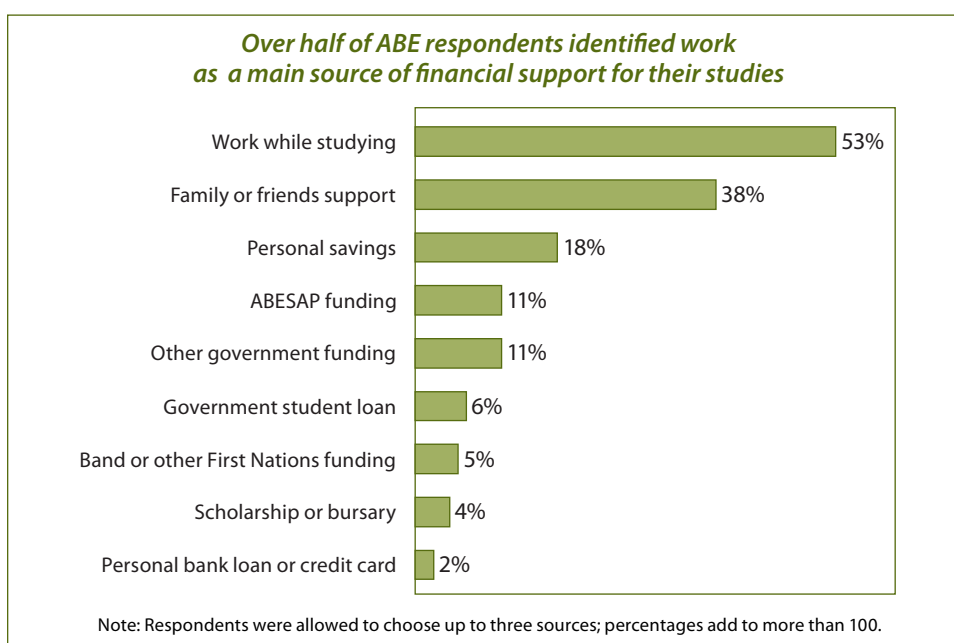
*... there should be increases in the amount of teachers and classes available. It's important for people with busy schedules, such as single parents.*

*... they should have a math course specifically for those going into a trade program. That way you get the math you need and do not waste a lot of time taking stuff you don't need.*

## 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. This information is used by post-secondary program planners and policy makers to develop and improve financial aid policies.

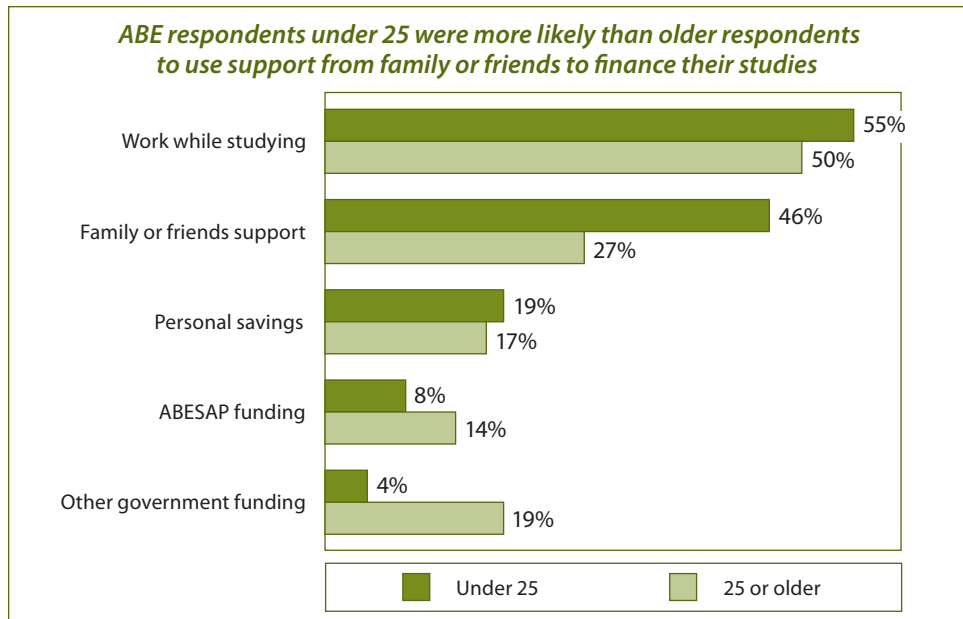
Over half (53 percent) of the ABE respondents said that employment while they studied was a main source of funding. Many others relied on the support of family or friends or used personal savings as a main source. Eleven percent of respondents said that the Adult Basic Education Student Assistance Program (ABESAP) was a main source of financial support.<sup>2</sup>



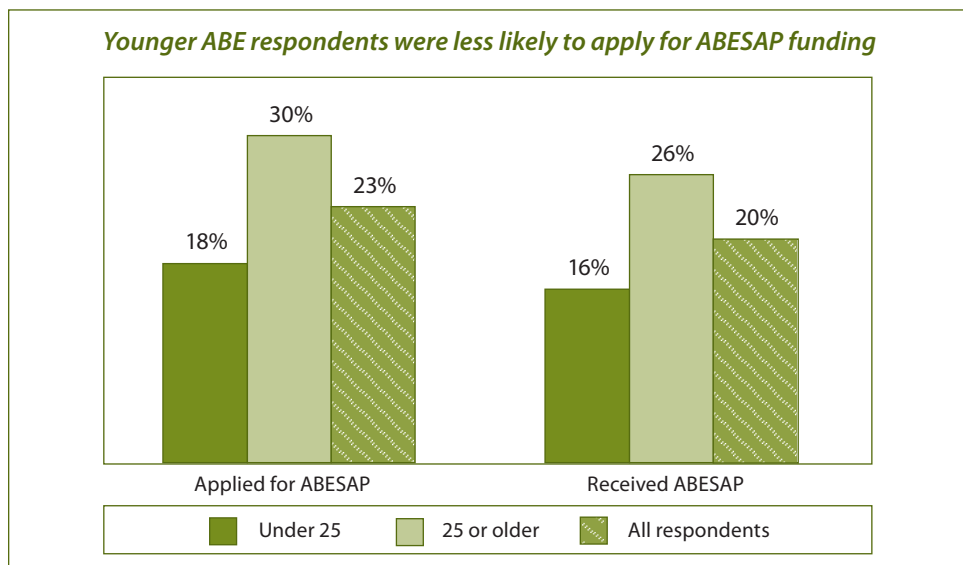
The percentages of respondents reporting their primary sources of financial support were very similar to what was reported in 2011, except for a slight increase in the percent of those reporting support from family or friends (from 34 to 38 percent).

Younger former students—those under 25 at the time of the survey—were more likely to have used support from family or friends than older respondents. They were also less likely to cite government funding (ABESAP and others, such as employment insurance, income assistance, pension) as a primary source of support for their studies.

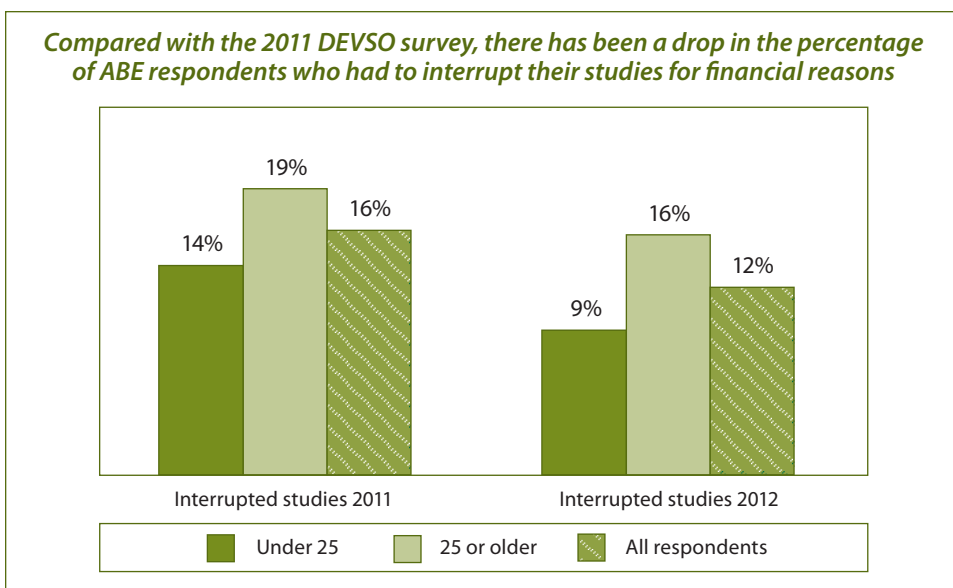
<sup>2</sup> The Adult Basic Education Student Assistance Program provides grants to help meet direct educational costs including tuition fees, books, supplies, and if applicable, transportation and unsubsidized childcare costs.



Respondents to the survey were asked directly if they had applied for assistance through ABESAP. Overall, 23 percent said they applied; of those who applied, the majority (89 percent) received the funding. Younger respondents were less likely to apply for this aid; as a consequence, the portion of respondents under age 25 that received ABESAP funding is lower than that of older respondents.



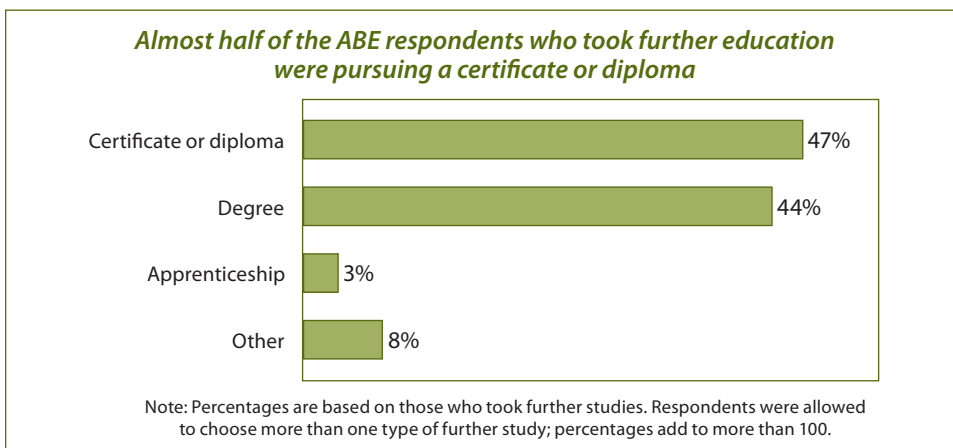
Former ABE students were asked if they ever had to interrupt their studies for financial reasons—12 percent said yes. Younger respondents were less likely than those 25 and older to have stopped studying at some point due to financial constraints. The percentage of respondents reporting an interruption has dropped slightly from what was reported in the 2011 survey; last year 16 percent of respondents said they interrupted their studies. Similar to last year’s results, there were differences between older and younger respondents.



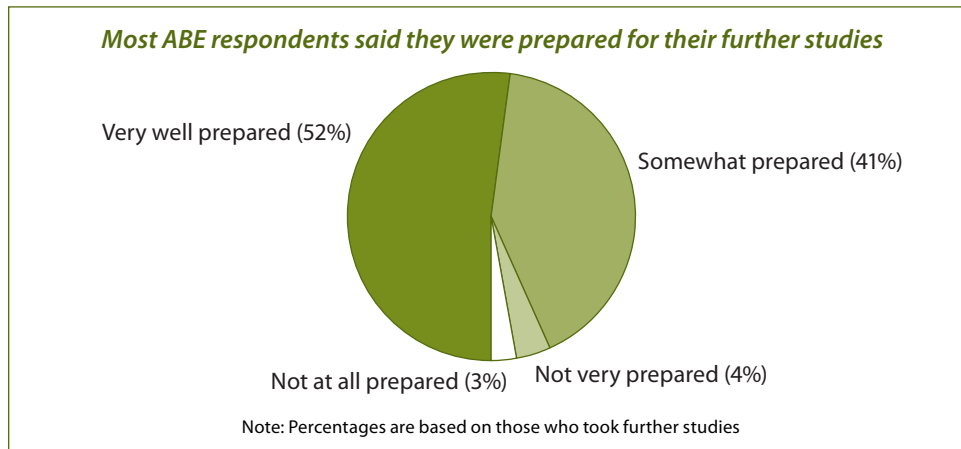
### Further education

When they were surveyed, over half (57 percent) of ABE respondents said they were currently enrolled in a program of study or taking courses other than ABE. Of the respondents who were not studying when surveyed, one-third (33 percent) had taken additional courses since leaving their ABE studies. In all, 71 percent of former ABE students pursued some form of further education. These rates of further education match the findings of the 2011 survey.

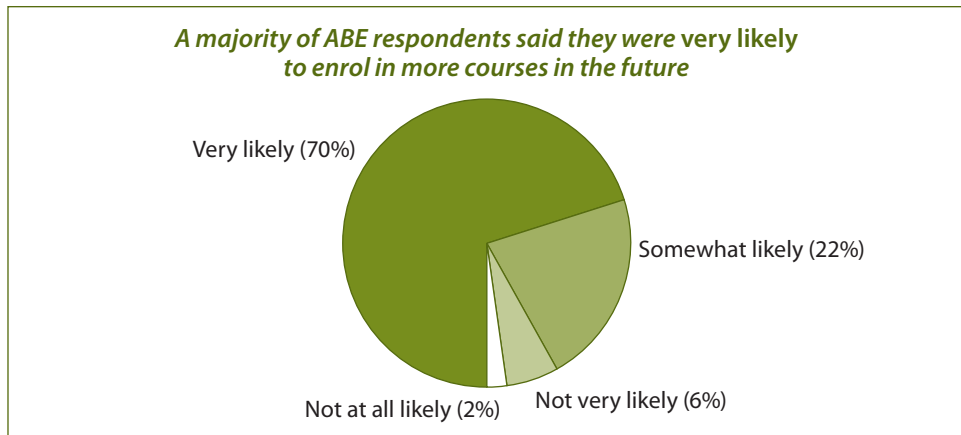
Almost half (47 percent) of the respondents who took or were taking further education were studying for a diploma or certificate. Almost as many were enrolled in degree programs. A small number of respondents went into apprenticeships; others took courses for employment or personal interest, and a few were taking prerequisites for unspecified programs.



Almost all of the respondents who took further education said their ABE studies had prepared them for the courses they enrolled in later: 93 percent said they were *very well* or *somewhat prepared*.



All respondents, including those who had already taken or were taking further studies, were asked to rate the likelihood that they would enrol in any more courses at a B.C. college, institute, or university in the future. A majority of 70 percent said it was *very likely*, and a further 22 percent said it was *somewhat likely*.

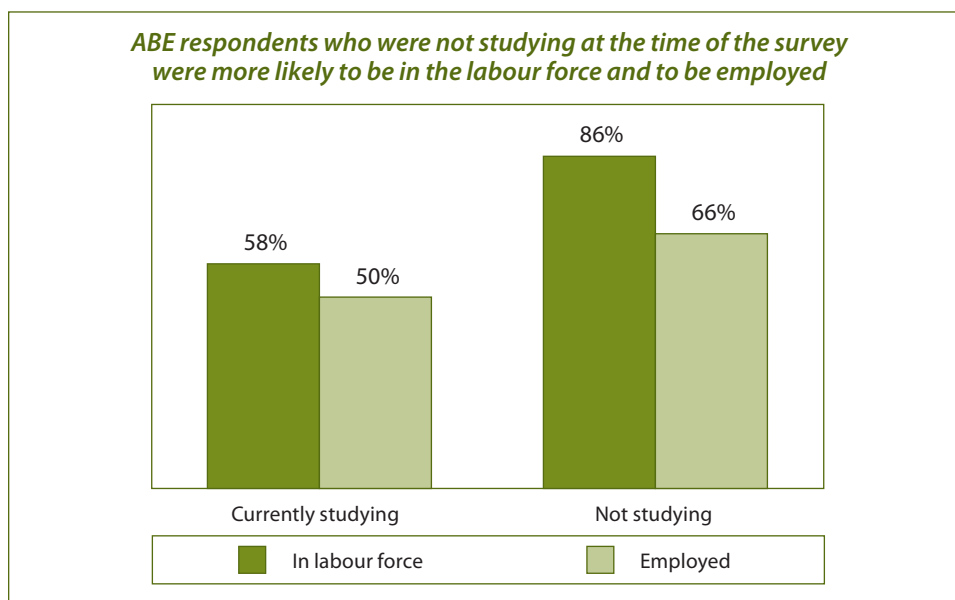


## Employment outcomes

When they were surveyed, 71 percent of the ABE 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 19 percent.<sup>3</sup>

Overall, 57 percent of the former ABE students were employed at the time of the survey. Of those who were employed, 49 percent were employed full-time. Respondents to the 2011 survey were somewhat more likely to report working full-time (54 percent); otherwise their employment outcomes were similar.

The number of respondents who were continuing their studies at the time of the survey rather than looking for employment affected the labour force participation rate. Of those who were not studying, 86 percent were in the labour force; however, of those who were studying only 58 percent were in the labour force. As a group, they were less likely to be employed, as well.



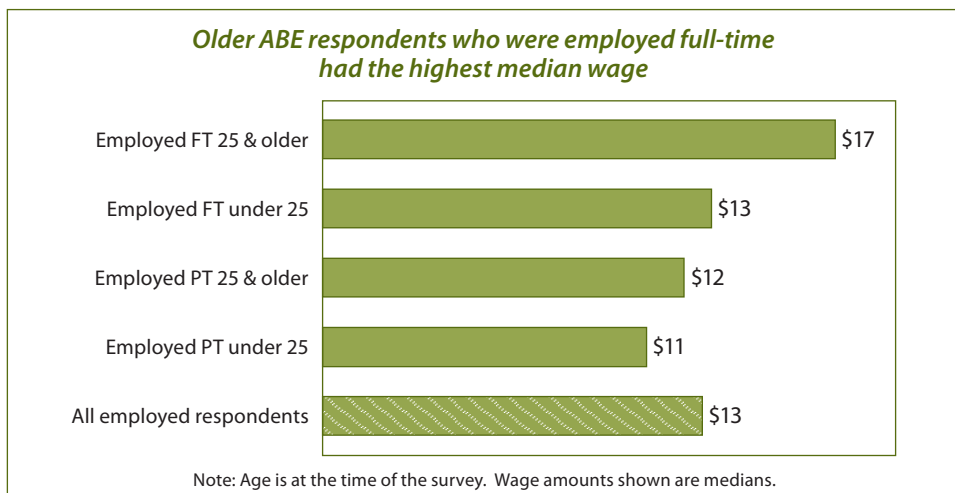
The ABE respondents who were working and studying at the time of the survey were much less likely to be working full-time: 22 percent worked full-time, compared with 75 percent of those who were not studying.

The majority (83 percent) of employed respondents had one job; 15 percent had two jobs, and 2 percent had three or more jobs. These findings are identical to what was reported in

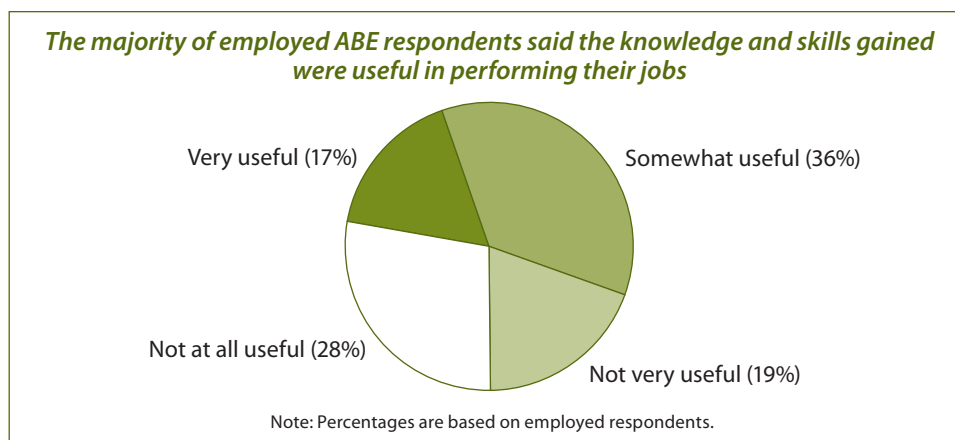
<sup>3</sup> The unemployment rate is the number of unemployed as a percentage of respondents in the labour force. Respondents' 2012 labour force participation and unemployment rates were not significantly different than the 2011 rates.

2011. In contrast to the 2011 findings, however, there were no significant differences in the number of jobs by age: the group of ABE respondents who were 25 to 29 when they were surveyed in 2011 were more likely than others to have more than one job—that was not the case in 2012.

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). The median wage of former ABE students was \$13 per hour. Respondents who were working full-time made more (\$15 per hour), while those who were working part-time made less (\$11 dollars per hour). Older respondents were likely to earn more: full-time employees who were 25 or older had a median wage of \$17 per hour.<sup>4</sup>



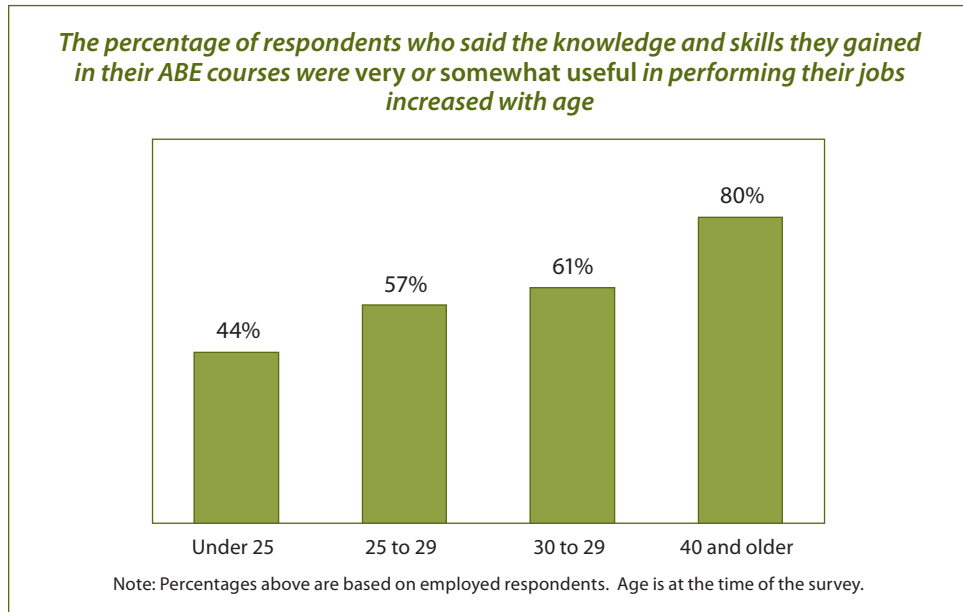
Employed respondents were asked how useful the knowledge and skills they gained in their ABE courses were in performing their jobs. Even though the majority of respondents had enrolled in their courses to prepare for further education not employment, over half (53 percent) of those who were asked this question said the courses had been *very* or *somewhat useful*.



<sup>4</sup> All wage amounts shown are medians.



Older respondents tended to give more positive ratings of the usefulness of the knowledge and skills gained. The percentage of those who said their courses were *very* or *somewhat useful* rose from 44 percent of those under age 25 to 80 percent of those 40 and older. This difference by age was evident in the 2011 results (going from 52 to 72 percent), but is even more pronounced in 2012.





# Findings: Former ESL Students

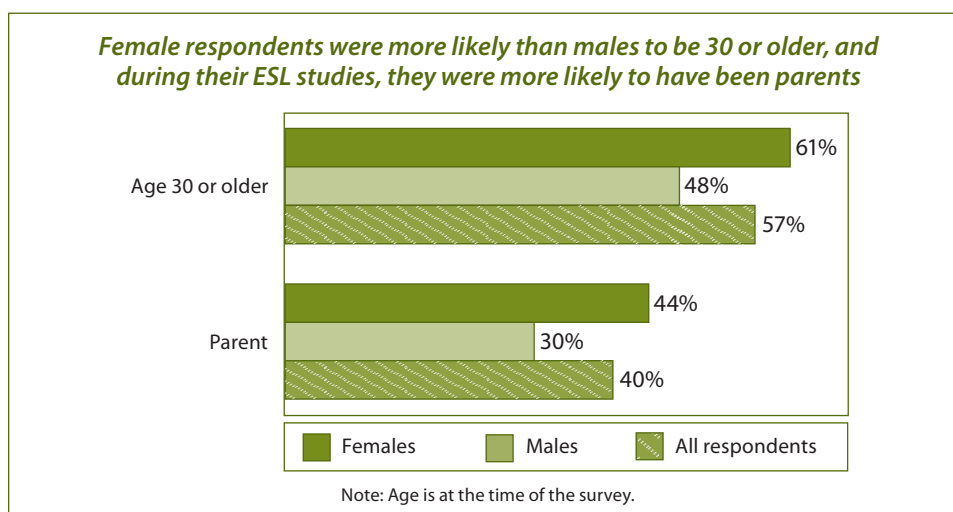
There were 746 former English as a Second Language (ESL) students who responded to the 2012 Developmental Student Outcomes (DEVSO) Survey. The ESL response rate was 49 percent. (The number of eligible students and respondents by institution can be found in the Appendix.)

## Description of former ESL students

The DEVSO survey included a number of questions intended to collect information to help those who are responsible for developing programs and planning services for developmental students. Data on gender and age came from administrative records.

The 2012 former ESL students were older, on average, than the ABE respondents to the DEVSO Survey; as a group, they are also significantly older than respondents to the 2012 Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey.<sup>5</sup> In comparison with 2011 ESL respondents, however, the former ESL students surveyed in 2012 were a little younger: their median age was 32, compared with 34 for last year's respondents. The proportion of respondents who were 30 and older was significantly higher in 2011: 66 percent versus 57 percent for 2012.

The proportion of respondents who were parents while they studied has changed as well. In 2011, 48 percent of respondents had children; in 2012, that dropped to 40 percent. For both years, 60 percent of ESL respondents were female. Females were more likely than males to be 30 or older and to have had children while they studied.



<sup>5</sup> The 2012 DACSO respondents had a median age of 25 at the time of the survey.

Unlike ABE respondents, almost all (97 percent) of the former students who took ESL courses were born outside Canada. Three countries accounted for 50 percent of respondents. In order, they were China, (including Hong Kong Special Administrative Region), the Islamic Republic of Iran, and India.

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

<b>Country of Origin</b>	
China and Hong Kong Special Administrative Region	31%
Islamic Republic of Iran	12%
India	9%
Taiwan	5%
Republic of Korea	4%
Russian Federation	4%
<b>Canada</b>	<b>3%</b>
Philippines	3%
Mexico	3%
Colombia	2%
Japan	2%
Romania	2%
Ukraine	2%
Brazil	1%
Viet Nam	1%
Thailand	1%
Turkey	1%
El Salvador	1%
France	1%
Peru	1%
Other	12%

The respondents who were born outside Canada were asked what their immigration status has been during their studies. A majority of 79 percent were permanent residents at the time, while 16 percent were naturalized Canadian citizens. The remaining 5 percent include those in the country on visas or holding live-in caregiver work permits and those who are refugees or refugee claimants.

The former ESL students whose country of origin was not Canada had high rates of previous post-secondary education. Over 70 percent had at least some post-secondary education, and 52 percent had a bachelor's degree or higher.

**Many ESL respondents had post-secondary education before coming to Canada**

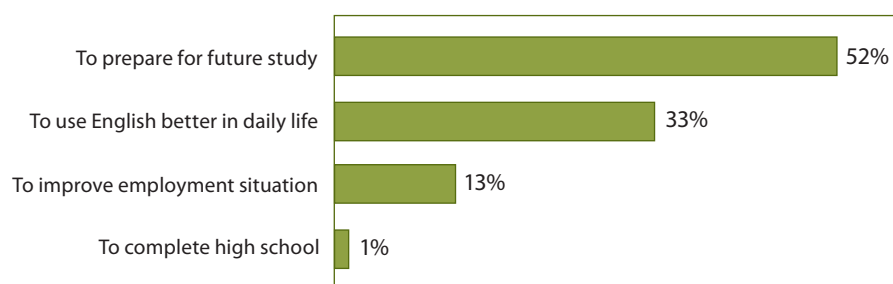
Highest Level of Education	
Masters, doctorate, law, medicine or other graduate degree	15%
Certificate or diploma above Bachelor's level	3%
Bachelor's degree	34%
Post-secondary certificate, diploma, or trades qualification	11%
Some post-secondary (no credential)	7%
High school diploma	24%
Some high school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

Note: Percentages are based on those born outside Canada.

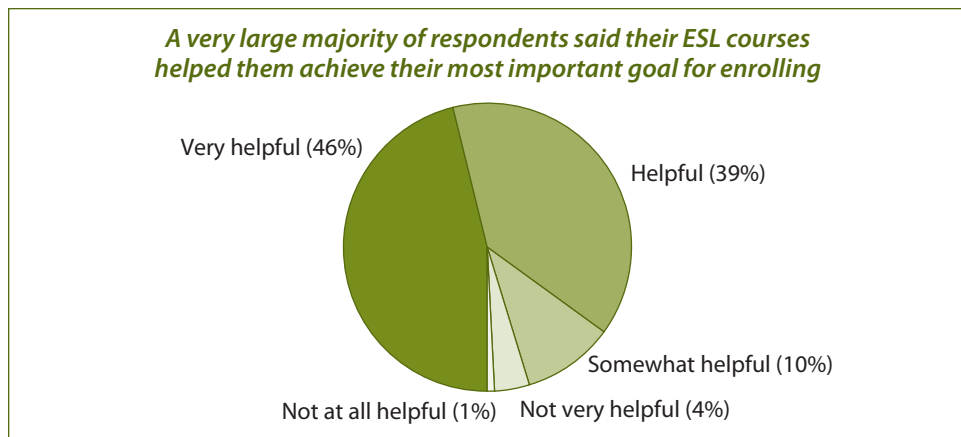
## Reasons for enrolling

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. Over half (52 percent) of the respondents who answered this question said they took the courses to prepare for future study. One-third (33 percent) said they studied to use English better in daily life.

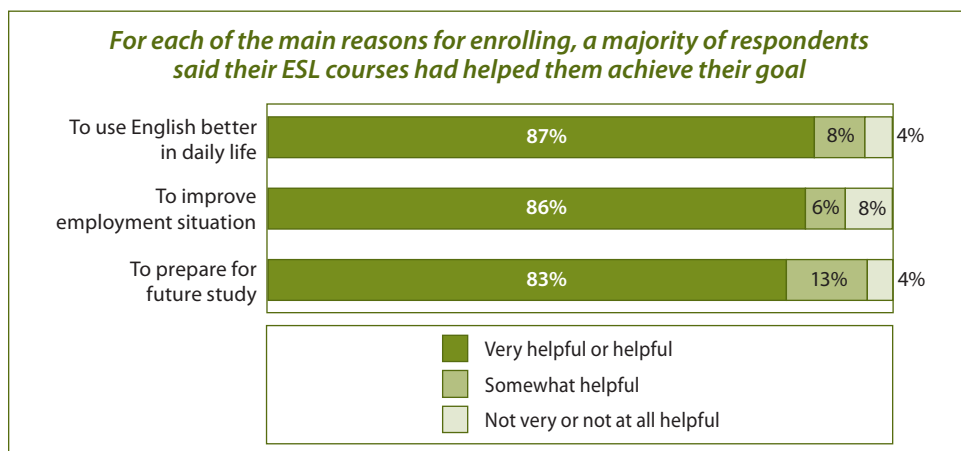
**Over half of the respondents said their main reason for enrolling in ESL courses was to prepare for future study**



A very large majority (95 percent) of respondents said their ESL courses were helpful (*very helpful, helpful, or somewhat helpful*) in achieving their most important goal.

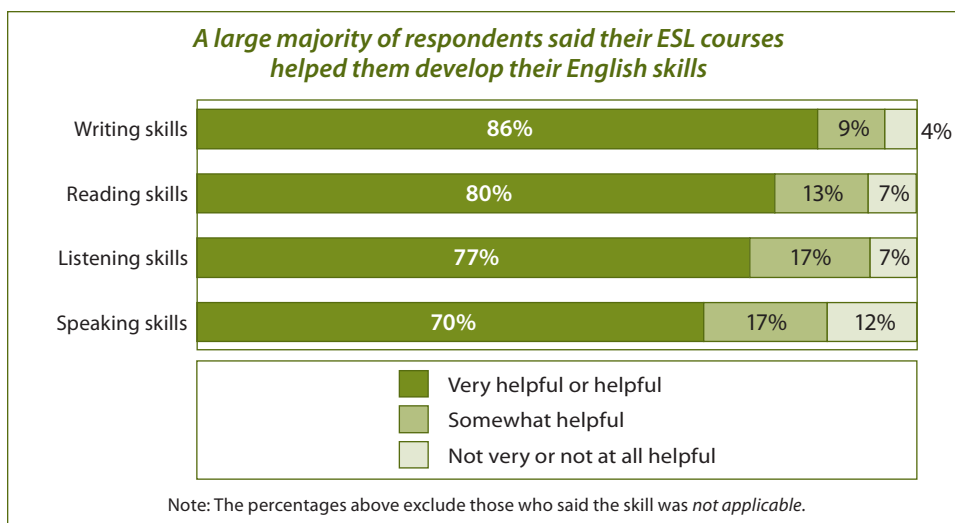


For each of the three main reasons for enrolling, most respondents said their courses helped them achieve that goal: 92 to 96 percent said their courses were *very helpful*, *helpful*, or *somewhat helpful*.

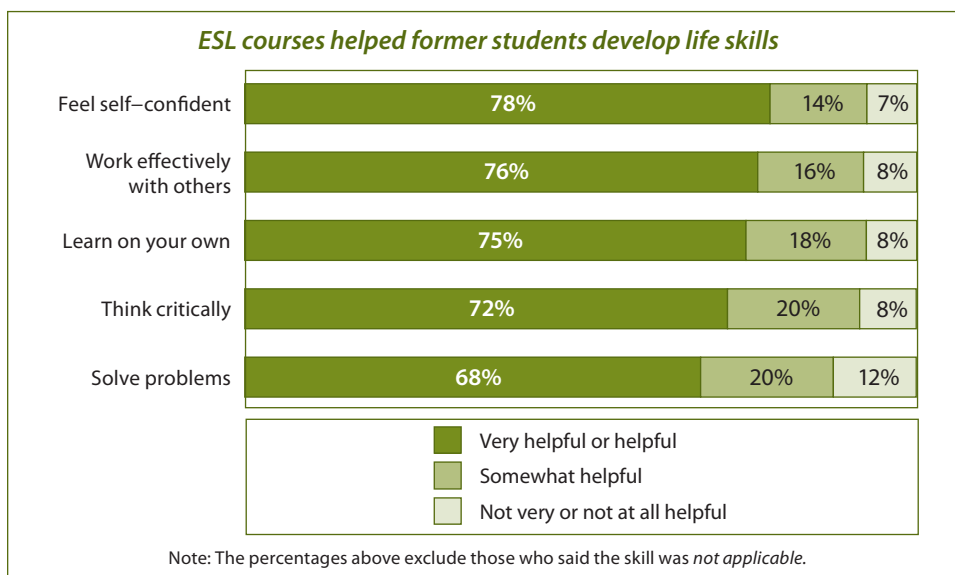


## Evaluation of education

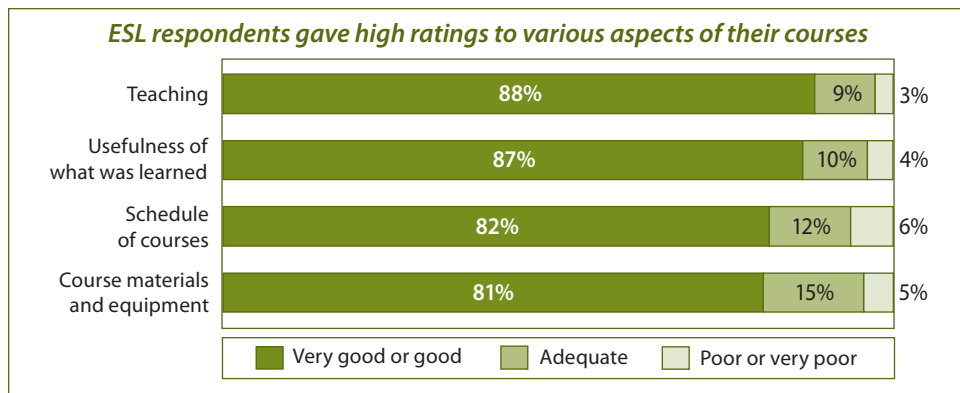
Former ESL students were asked to rate the helpfulness of their courses with regard to development of English skills: writing, reading, listening, and speaking. A large majority of respondents said they found their courses to be *very helpful* or *helpful*. They were most likely to give high ratings to the helpfulness of their courses in developing writing skills. For each skill listed, a few respondents (1 to 3 percent) said that particular skill was *not applicable* to their studies.



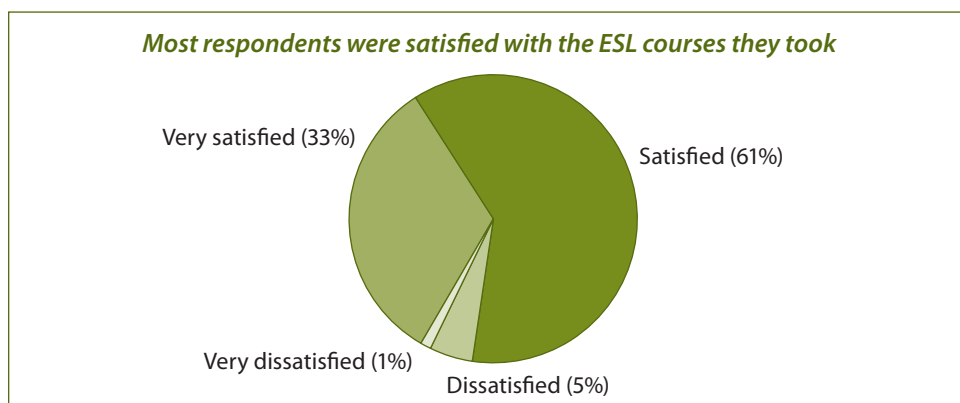
Survey respondents were also asked to rate how their ESL courses helped them develop a range of other skills, including critical thinking and self-confidence. Again in all cases, a majority rated their courses *very helpful* or *helpful*. Not surprisingly, given the focus of English language training courses, the ratings for these life skills were not quite as high as those given to the development of English skills. Only a small number of respondents said the skills were *not applicable* to their studies (1 to 4 percent per skill).



Former ESL students were also asked to rate certain aspects of their studies: the usefulness of what was learned, the course materials and equipment, the schedule of courses, and the teaching. The majority of respondents gave ratings of *very good* or *good* to all items; in particular, they gave high ratings to teaching—88 percent said it was *very good* or *good*.



The ratings that respondents to the 2012 survey gave to their courses and their skills development are very similar to the ratings given by those who responded to the 2011 survey. Likewise the level of overall satisfaction with ESL courses is very close. In 2012, 94 percent of respondents said they were *very satisfied* or *satisfied* with their studies; in 2011, 95 percent said the same.



After providing ratings for their courses, respondents were asked if they wanted to make any comments about their experience with their ESL studies—almost half (47 percent) did. Of those who commented, 42 percent made remarks that were entirely positive; former students praised their instructors and noted how the courses had helped them.

*The teachers were very good and the classes worked well for me.*

*The teachers were especially helpful as you could approach them any time you needed help.*

*Thanks to these courses I can communicate and get a job.*

*The courses were very helpful for ESL students for developing writing and speaking skills.*

*The courses improved my skills in reading and speaking and that's been useful to me.*

*Some teachers did a very good job. They helped us develop our listening skills ....*



There were some respondents whose experience with ESL courses elicited negative comments. About one-fifth (21 percent) of those who made a comment had complaints, and while many were specific to an individual, others were about the course content, teachers, class size, or equipment.

*A lot of the courses are not advanced enough.*

*The ESL courses are focused more on reading writing skills which may not be enough for communications; the program is not adequate for speaking skills improvement.*

*The courses were not relevant to the work place.*

*I think the class size was too large and it negatively impacted my learning experience.*

*The equipment was occasionally a barrier to my learning.*

*There is not enough practice with speaking and listening to the English language.*

About 37 percent of the comments made contained positive and negative observations, and many included suggestions to improve or change course content and delivery, particularly with regard to conversation skills and class scheduling.

*The teaching methods need to be improved and should focus more on speaking and listening skills instead of just the writing component.*

*It would be helpful to have more native English speakers to help us with understanding daily conversations, slang, short hand, expressions, and to translate movies.*

*... better to learn more useful expressions, daily vocabulary, and common phrasal verbs instead of academic vocabulary.*

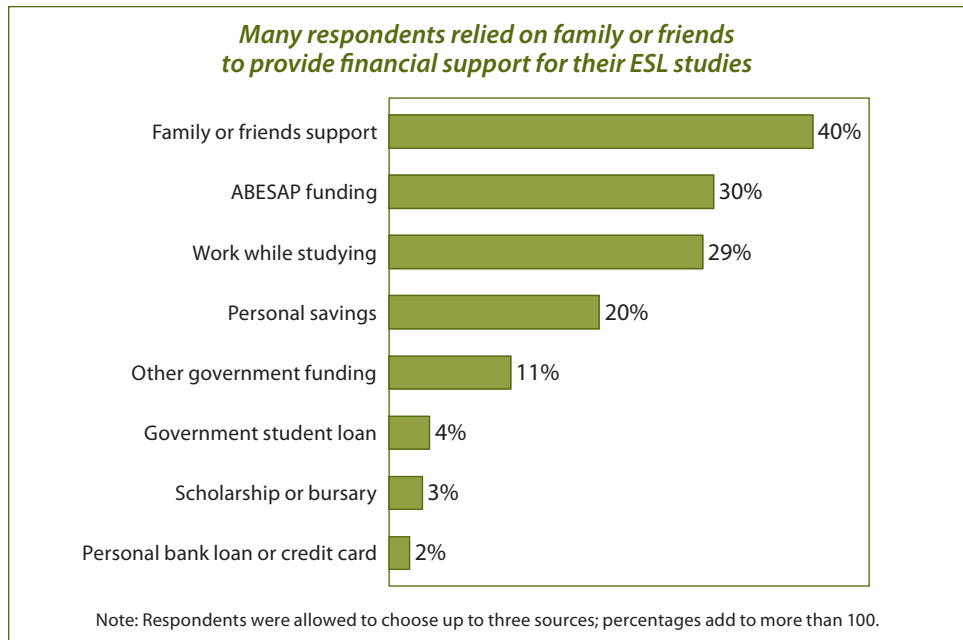
*The schedule of the courses was full day which is not good for those who are working. Offering the course on a part-time basis throughout the week would be better.*

*Although the courses are good, the timetable could offer more options. For example, they should also include night classes and weekend classes.*

## Student finances

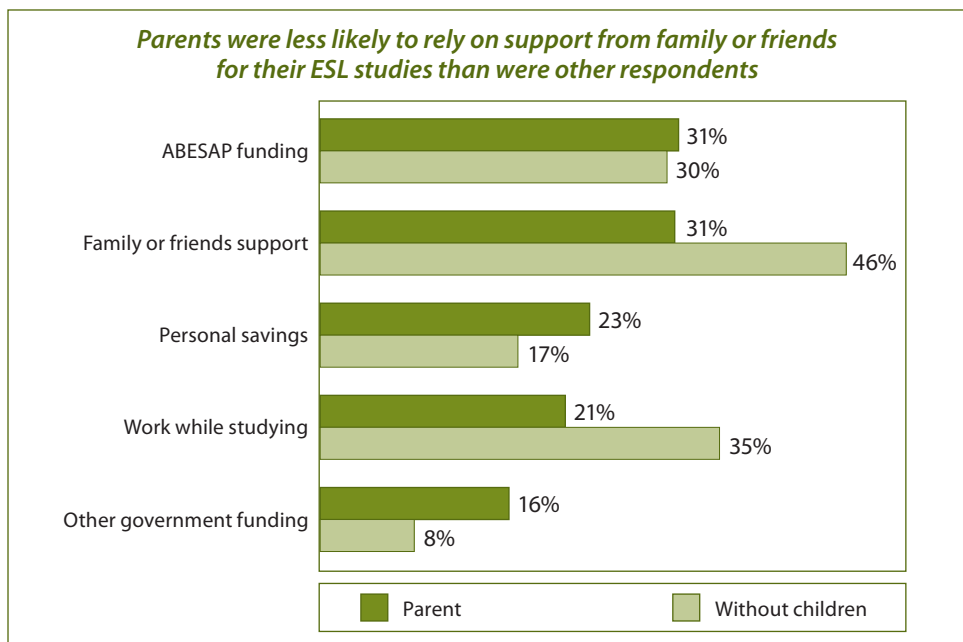
The former students who were surveyed were asked to provide information on how they financed their courses and how they supported themselves during their studies. This information is used by post-secondary program planners and policy makers to develop and improve financial aid policies.

The largest proportion (40 percent) of former ESL students said they relied on support from family or friends as a primary source of funding for their studies.



Compared with what respondents to the 2011 DEVSO survey reported as their top sources of funding, the pattern of responses above is similar, although there is a small drop in the percentage of those who said ABESAP was a primary source of support: from 35 percent in 2011 to 30 percent in 2012.

The ESL respondents who were parents while they studied were less likely to rely on family or friends for financial support. Age is a factor: younger respondents rely more heavily on family or friends, and they are less likely to have children than older respondents. Parents were also less likely to cite employment as a primary source of financial support while



studying; however, they do mention other government sources (child tax credits, income assistance, etc.) more often than other respondents do.

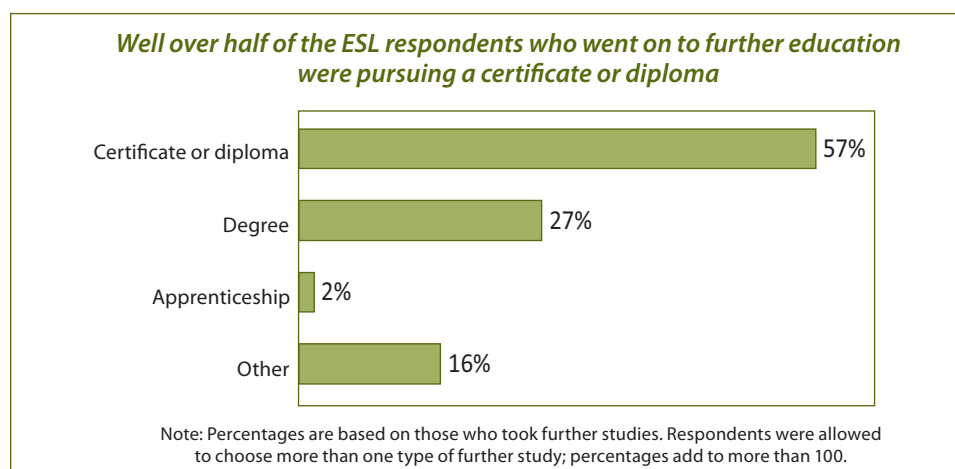
The survey asked respondents directly if they had applied for assistance from the Adult Basic Education Student Assistance Program (ABESAP)<sup>6</sup> offered through StudentAid BC. Almost half (49 percent) of all ESL respondents said they had applied; of those who applied, a large majority (89 percent) received the funding.

Respondents were also asked if they ever had to interrupt their studies for financial reasons—22 percent said yes. The percentages of former ESL students who applied for and received ABESAP or who had to stop studying due to finances are not appreciably different from what was reported in the 2011 DEVSO survey.

## Further education

At the time of the survey, almost half (47 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 surveyed, almost one-third (30 percent) had taken additional courses since leaving their ESL studies. In all, 63 percent of ESL respondents said they pursued some form of further education.

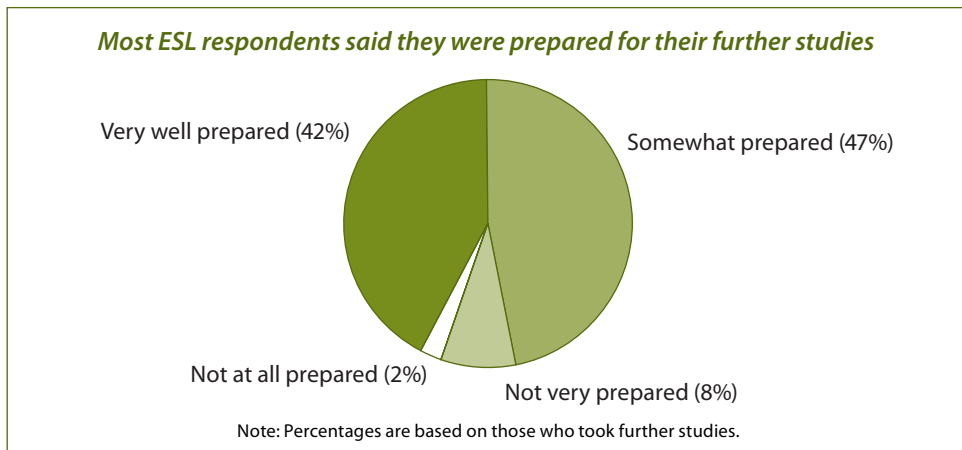
Well over half (57 percent) of those who took or were taking further education were studying for a diploma or certificate. A significant number were enrolled in degree programs, and many others were in courses for employment or personal interest or taking prerequisites for unspecified programs.



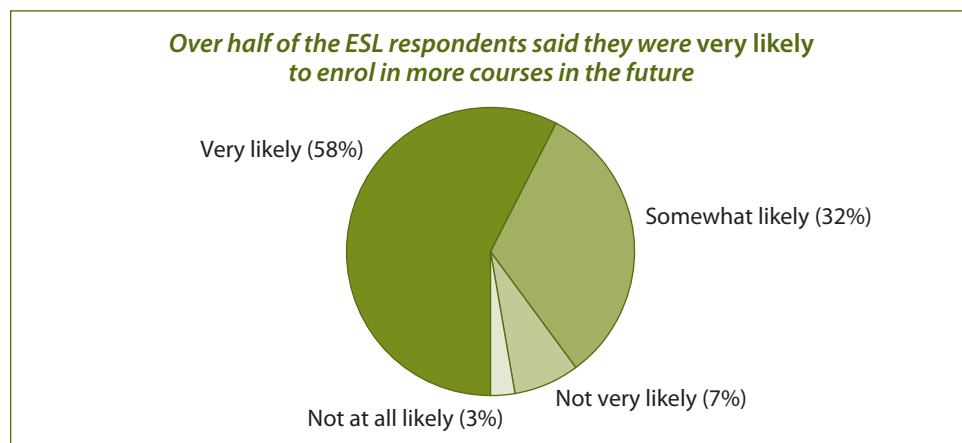
<sup>6</sup> The Adult Basic Education Student Assistance Program provides grants to help meet direct educational costs including tuition fees, books, supplies, and if applicable, transportation and unsubsidized childcare costs.

Compared with the findings of the 2011 survey, the percentage of respondents who entered certificate or diploma programs dropped a little (from 65 to 57 percent) and the percentage of those who enrolled in degree programs climbed (from 21 to 27 percent).

The majority of respondents in further education said their ESL studies had prepared them for the courses they enrolled in since: 89 percent said they were *very well* or *somewhat prepared*.



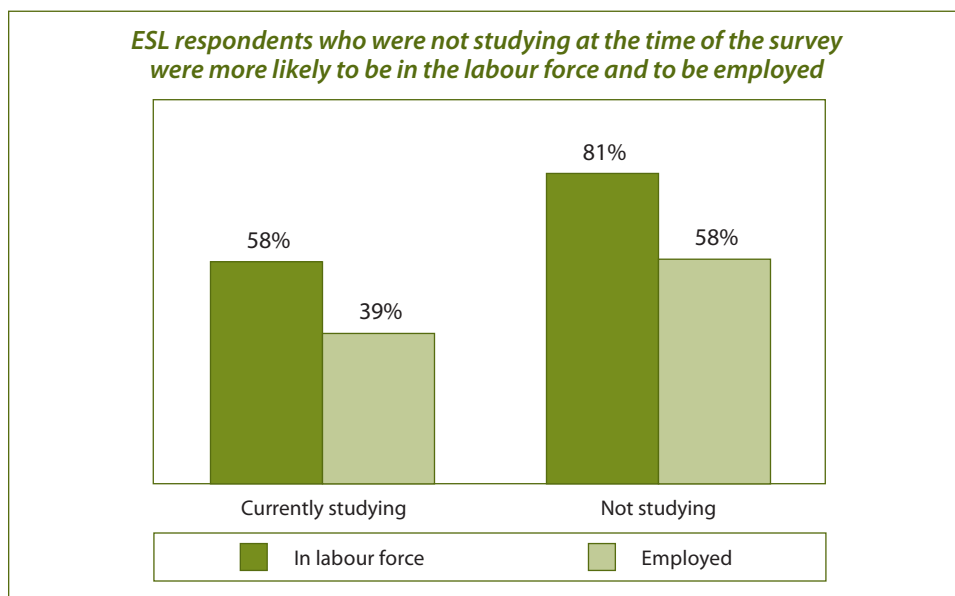
All respondents, including those who had already taken or were taking further studies, were asked to rate the likelihood that they would enrol in any more courses at a B.C. college, institute, or university in the future. A majority of 58 percent said it was *very likely*, and a further 32 percent said it was *somewhat likely*.



## Employment outcomes

At the time of the survey, 70 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 28 percent.<sup>7</sup> Overall, 49 percent of the former ESL students were employed at the time of the survey. Of those who were employed, 60 percent were employed full-time. Findings from the 2011 survey were similar.

The number of respondents who were continuing their studies at the time of the survey rather than looking for employment affected the labour force participation rate. Of those who were **not** studying, 81 percent were in the labour force; however, those who were studying were considerably less likely to be in the labour force (58 percent). As a group, they were less likely to be employed, as well.



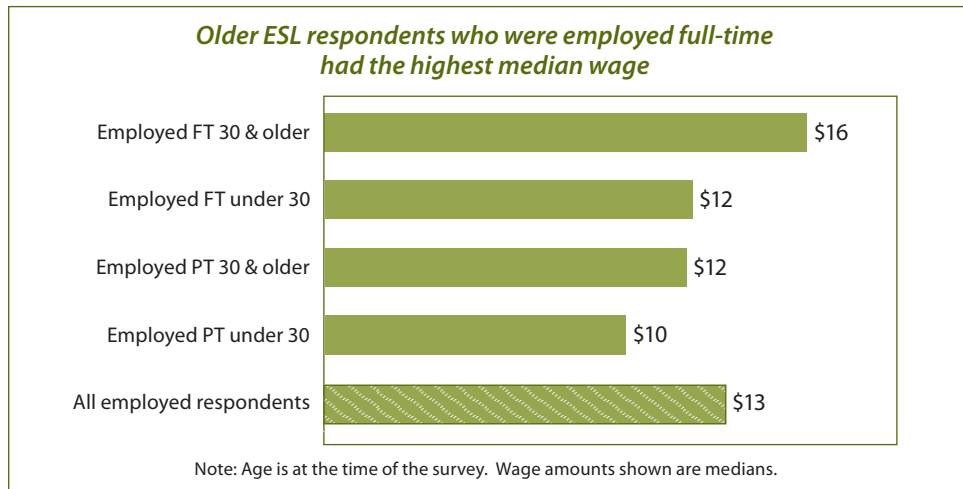
The ESL respondents who were working **and** studying at the time of the survey were much less likely to be working full-time: 37 percent worked full-time, compared with 72 percent of those who were not studying.

The majority (86 percent) of employed respondents had one job; 14 percent had two jobs, and less than 1 percent had three or more jobs. There were no significant differences in the number of jobs by age. These findings are similar to what was reported in 2011.

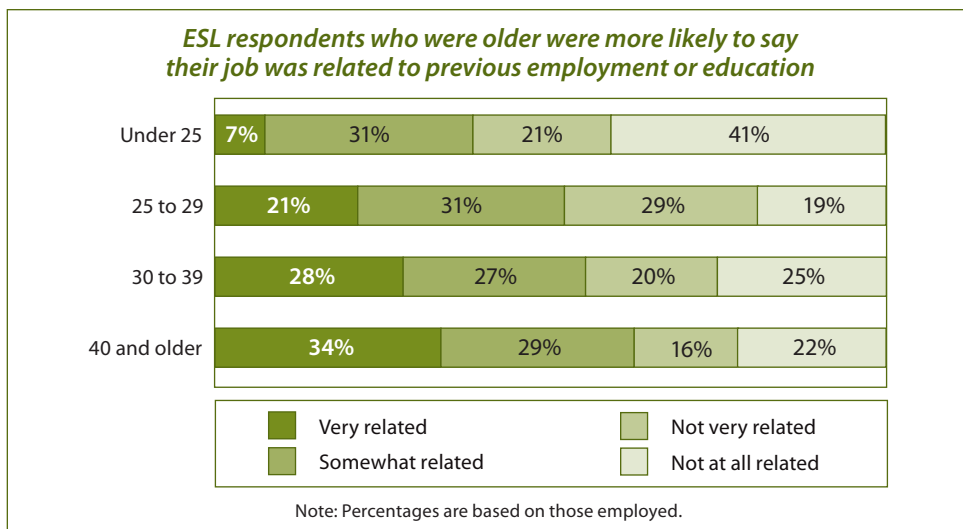
Employed respondents were asked to give their gross salary or hourly wage before deductions; if they had more than one job, they were asked to give the amount earned at their

<sup>7</sup> The unemployment rate is the number of unemployed as a percentage of respondents in the labour force. Respondents' 2012 labour force participation and unemployment rates were not significantly different from the 2011 rates.

main job (the one at which they worked the most hours). The median wage of former ESL students was \$13 per hour. Respondents who were working full-time made more (\$15 per hour), while those who were working part-time made less (\$10 dollars per hour). Older respondents were likely to earn more: full-time employees who were 30 or older had a median wage of \$16 per hour.<sup>8</sup>

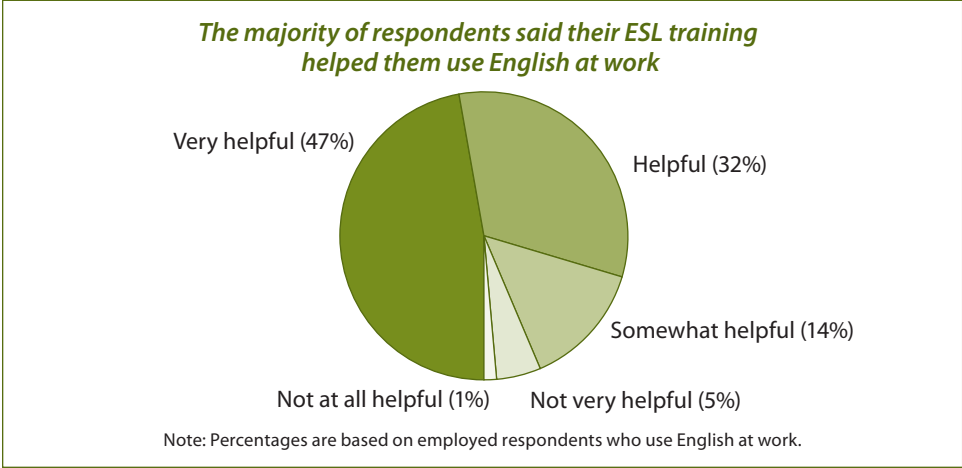


Employed ESL respondents were asked if their current job was related to any education or employment they had before they began their English studies at a B.C. post-secondary institution. (If they had more than one job, they were asked to think about their main job—the one at which they worked the most hours.) Over half (54 percent) said it was *very* or *somewhat related*. Older students were more likely than younger ones to have jobs that were related to previous education or employment: 34 percent of those 40 and older said their job was *very related* and 29 percent said it was *somewhat related*.



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

The 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 (95 percent) said they spoke English at work, and the majority (80 percent) of those respondents said their ESL training was *very helpful* or *helpful*.







# Conclusion

Post-secondary education and training are necessary prerequisites to the majority of new labour market openings that will become available in the next decade. For prospective students who are not ready to enter post-secondary education, developmental programs offer preparatory or upgrading courses and language training. 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 focuses on those who are learning English as an additional language, to help them prepare for employment or further education.

The 2012 Developmental Student Outcomes (DEVSO) Survey was conducted with 2,508 former ABE and ESL students, collecting information for the Province and post-secondary institutions that will help develop the programs and services that these students need to achieve educational success.

## Former ABE Students

The majority of former ABE students who were surveyed had already completed high school and they enrolled in their courses to prepare for further education. They needed to upgrade skills or complete specific credits to be able to apply for post-secondary studies. Whatever their reason for enrolling, most respondents said their courses helped them achieve their goal.

Respondents were asked to rate the help they received to develop specific academic skills. Math skills were rated high by the largest portion of respondents, followed by science skills, then writing. The ratings parallel the proportions of students who took courses in those subject areas: the largest number of courses taken was in mathematics, followed by science courses, then English or writing courses.

Large majorities of respondents said their ABE courses helped them develop life skills, such as the ability to learn on their own, feel self-confident, and solve problems. They also gave high ratings to some general aspects of their studies, especially to the quality of teaching and the usefulness of what they learned. Almost all respondents said they were *very satisfied* or *satisfied* with their courses.

When asked if they wanted to make comments about their ABE experiences, respondents supported the ratings they gave to aspects of their courses—there were many compliments

to instructors and many notes about being well prepared for further study. Some respondents had negative comments about inadequate course content, poor class scheduling, and lack of funding, while others turned their comments into suggestions for improvement: schedule classes around working hours, tailor courses more specifically for programs, and pay attention to student feedback.

More flexibility in scheduling would be especially helpful for those who were working while they studied—over half of the respondents said that employment was a main source of financial support for their studies. Support from family or friends was also important for ABE students, especially for those who were younger. Older students were more likely than younger ones to request financial aid from the Adult Basic Education Student Assistance Program.

A majority of respondents went on to further education, most to pursue a post-secondary credential. Almost all 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, most respondents said they were very likely or somewhat likely to enrol in more courses at a B.C. college, institute, or university in the future.

The high rate of further education had an impact on the labour force participation rate and on the percentage of respondents who were employed when they were surveyed. The employment rate of those who were **not** studying at the time of the survey was significantly higher than the rate of those who were. Despite the ABE focus on education, the majority of employed respondents noted that the knowledge and skills they gained through their courses were useful in the performance of their jobs. Older respondents (40 and older) were much more likely than younger respondents (under 25) to say what they learned was useful for their employment.

Respondents' high rates of further education and their stated interest in future studies reflect their reasons for enrolling and are aligned with the purpose of ABE studies: to prepare students for further education. For many, the completion of ABE courses will lead to achieving higher-level post-secondary credentials and eventual success in B.C.'s knowledge-based economy.

### Former ESL Students

Almost all of the former ESL students surveyed were born outside Canada, and the majority of these students had post-secondary credentials when they started their ESL courses. In spite of their high level of education, over half of the respondents said that preparation for further study was the reason they enrolled in ESL courses. Others wanted to become more fluent in English or improve their employment situation. Whatever their reason for enrolling, almost all respondents said their courses helped them achieve their goal.

ESL respondents were very likely to say their courses helped them develop the basic English skills of writing, reading, listening, and speaking. English writing skills received the highest percentage of *very helpful* or *helpful* ratings, followed by reading skills. Somewhat smaller percentages of respondents said their courses helped them develop listening and speaking skills.

Former ESL students also gave high ratings to how their courses helped them develop a number of life skills, particularly the abilities to feel self-confident and work with others. The positive ratings given for the development of these skills suggest that the benefits of ESL courses extend beyond the improvement of language skills.

ESL respondents were very likely to give high ratings to specific aspects of their courses, particularly the quality of the teaching and the usefulness of what they learned. The comments made by many respondents confirmed the ratings: they praised their teachers and said that the courses had helped them develop the skills they needed. On the other hand, some respondents complained about class size or equipment and noted that they could have used more practice speaking. Most of the suggestions for improvement focussed on requests for more conversational support.

The most-often cited sources of funding used by respondents during their studies were family or friends, ABESAP, and employment. Almost half of the ESL respondents had applied for assistance from ABESAP, and the majority of those who applied received the aid. In spite of reported financial support from a variety of sources, over one-fifth of ESL respondents had to interrupt their studies at some point for financial reasons.

Many former ESL students were successful in pursuing further education—almost two-thirds took further studies after leaving their ESL courses. Nearly all of the respondents who continued their studies said they had been very well or somewhat prepared by their ESL courses. Whether they were studying or not at the time of the survey, most respondents said it was likely they would enrol in more courses at a B.C. college, institute, or university in the future.

As with the former ABE students, 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. Respondents who were employed were asked if they spoke English at work, and if so, how their English language training helped them in the workplace; most spoke English at work, and the majority said their ESL courses helped them.

The former ESL students surveyed have confirmed the usefulness of the language training they received. Despite their already high level of post-secondary credential achievement, they have high rates of further education—education that will allow them to contribute to the economic prosperity of the province in the decade to come.



# Appendix: Survey Methodology

## Cohort

To be included in the 2012 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, 2010 and June 30, 2011. (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, 2008 and June 30, 2011).
3. Completed at least one upper-level\* ABE course between July 1, 2010 and June 30, 2011.
4. Absent from ABE courses from July 1, 2011 to date of extraction (can be taking non-ABE courses during that period at the Institution)

These criteria for the ESL cohort are:

5. Enrolled as a domestic student between July 1, 2010 and June 30, 2011. (Students identified as International students on the basis of their tuition fee are excluded.)
6. Completed at least two ESL courses (at any level) in the past three years (between July 1, 2008 and June 30, 2011).
7. Completed at least one upper-level\* ESL course between July 1, 2010 and June 30, 2011.
8. Absent from ESL courses from July 1, 2011 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 2012 Developmental Student Outcomes (DEVSO) Survey was delivered by mixed-mode: telephone and web. Field testing of the survey instrument was conducted by telephone, on January 20 and 21, 2012, resulting in 90 completed surveys. The data collection contractor noted that ESL respondents were having difficulty with some of the language used; as a result, two minor changes to the survey were adopted. The wording of an explanatory note was simplified and a question for ESL respondents only was reworded.

Full telephone survey administration began January 27 continuing through April 12, 2012, with the emailing of survey invitations starting January 27 to 30. 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. Institutions with lower response rates were also flagged as priorities for sourcing of new telephone numbers from telephone directories.

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 out updated contact information. Staff was 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 that 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 on-site supervision and regular voice/data monitoring by staff.

Representatives from BC Stats conducted site visits to monitor survey calls and, throughout the survey administration period, received regular call status reports (overall, by institution, and by program quota group) from the data collection contractor.

In total, 2,508 surveys were completed, and of these, 1,836 were completed by telephone and 672 were completed by web. Of the surveys conducted by telephone, the average survey administration time was 11.8 minutes (11.0 minutes for ABE respondents and 13.9 minutes for ESL respondents).

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

Call Result	Cohort (n)	% of Cohort
<b>Telephone Completion</b>	<b>1,836</b>	<b>35%</b>
<b>Web Completion</b>	<b>672</b>	<b>13%</b>
Left Message/Call Again	623	12%
Not in Service/Wrong Number	605	11%
Non Qualifier	328	6%
Respondent Refusal	258	5%
DA searched, new leads incorrect	239	5%
DA searched, new leads unconfirmed	195	4%
No Phone Number/Incomplete Number	137	3%
Respondent Wants to Do Online	106	2%
Soft Appointment	99	2%
No Answer	88	2%
Language Case	34	1%
Travel/Moved out of Canada/US	32	1%
Moved/Left Toll-Free Number	12	0%
Incomplete Survey	9	0%
Problem Communicating with Respondent	7	0%
Busy Signal	6	0%
Hard Appointment	5	0%
Fax/Modem Line	5	0%
Serious illness/Deceased	5	0%
Travel Within Canada/US	3	0%
<b>Total</b>	<b>5,304</b>	<b>100.0%</b>

## Response rates by institution

In total, 5,304 former developmental students (3,786 ABE and 1,518 ESL) were eligible to participate in the survey. Of these, 2,508 completed the survey, yielding an overall response rate of 47 percent. The ABE response rate was 47 percent (1,762 respondents) and the ESL rate was 49 percent (746 respondents).

*Response Rates by Institution*

	Cohort	Respondents	Rate	Telephone	Web
BC Institute of Technology - ABE	98	60	61%	45%	16%
BC Institute of Technology - ESL	117	70	60%	41%	19%
Camosun College - ABE	479	227	47%	36%	11%
Camosun College - ESL	145	81	56%	35%	21%
Capilano University - ABE	294	127	43%	37%	6%
Capilano University - ESL	34	19	56%	47%	9%
College of New Caledonia - ABE	143	87	61%	44%	17%
College of New Caledonia - ESL	15	9	60%	40%	20%
College of the Rockies - ABE	55	28	51%	36%	15%
College of the Rockies - ESL	8	2	25%	13%	13%
Douglas College - ABE	97	47	49%	41%	7%
Douglas College - ESL	158	83	53%	40%	13%
Kwantlen Polytechnic University - ABE	350	151	43%	35%	8%
Kwantlen Polytechnic University - ESL	183	85	46%	36%	11%
Langara College - ABE	84	33	39%	29%	11%
Langara College - ESL	111	64	58%	25%	32%
Nicola Valley Institute of Technology - ABE	89	29	33%	25%	8%
North Island College - ABE	140	72	51%	35%	16%
North Island College - ESL	10	6	60%	50%	10%
Northern Lights College - ABE	51	28	55%	37%	18%
Northern Lights College - ESL	1	1	100%	100%	0%
Northwest Community College - ABE	80	43	54%	38%	16%
Okanagan College - ABE	518	245	47%	31%	16%
Okanagan College - ESL	63	37	59%	41%	18%
Selkirk College - ABE	160	84	53%	40%	13%
Selkirk College - ESL	10	8	80%	30%	50%
Thompson Rivers University - ABE	301	126	42%	30%	12%
Thompson Rivers University - ESL	11	5	46%	36%	9%
TRU Open Learning - ABE	9	2	22%	11%	11%
University of the Fraser Valley - ABE	244	117	48%	46%	2%
University of the Fraser Valley - ESL	122	62	51%	48%	3%
Vancouver Community College - ABE	200	83	42%	28%	14%
Vancouver Community College - ESL	524	210	40%	27%	13%
Vancouver Island University - ABE	394	173	44%	31%	14%
Vancouver Island University - ESL	6	4	67%	33%	33%
<b>TOTAL ABE</b>	<b>3,786</b>	<b>1,762</b>	<b>47%</b>	<b>35%</b>	<b>12%</b>
<b>TOTAL ESL</b>	<b>1,518</b>	<b>746</b>	<b>49%</b>	<b>34%</b>	<b>15%</b>
<b>TOTAL DEVSO</b>	<b>5,304</b>	<b>2,508</b>	<b>47%</b>	<b>35%</b>	<b>13%</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, Innovation and Technology in May 2012. The reports presented the results of most survey questions and of derived labour market indicators.

The former students who were interviewed—47 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 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 2012 Development Student Outcomes Survey questionnaire is available at: [outcomes.bcstats.gov.bc.ca/DEVSO/DEVSOQuestionnaire.aspx](https://outcomes.bcstats.gov.bc.ca/DEVSO/DEVSOQuestionnaire.aspx).



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