



2013 DEVELOPMENTAL STUDENT OUTCOMES SURVEY

report of findings

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Acknowledgments

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

The 2013 BC Student Outcomes surveys were conducted with funding from the Ministry of Advanced Education and the participating British Columbia post-secondary institutions. Additional funding for the 2013 DEVSO Survey was provided by Citizenship and Immigration Canada, through the Ministry of Jobs, Tourism and Skills Training, and for the 2013 APPSO Survey by the Industry Training Authority (ITA).

The British Columbia Student Outcomes Research Forum (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 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 2013, 3,883 former Adult Basic Education (ABE) students were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 1,735 respondents to the survey, making the ABE response rate 45 percent. The following are highlights from the survey, which was conducted January to April of 2013.

Description of former students

- 58% of respondents were female
- 24 was the median age
- 20% of respondents were parents during their studies
- 82% of those who completed the survey were born in Canada
- 18% of Canadian-born respondents self-identified as Aboriginal
- 79% 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

- 82% 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
- 79% said their courses were *very helpful* or *helpful* to their development of independent learning skills
- 78% said their courses were *very helpful* or *helpful* to their development of problem solving skills
- 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

- 55% of respondents said employment was a main source of funding for their studies
- 24% of respondents applied for funding from the Adult Basic Education Student Assistance Program (ABESAP)
- 89% of those who applied, received ABESAP funding
- 14% of respondents had to interrupt their studies for financial reasons

Further education

- 56% of respondents were enrolled in a program or taking courses other than ABE, at the time of the survey
- 70% of respondents were studying or had taken further studies since their ABE studies
- 48% of those who continued their studies enrolled in certificate or diploma programs
- 43% of those who continued their studies were pursuing a degree
- 94% 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

- 72% of respondents were in the labour force at the time of the survey
- 57% of respondents were employed
- 51% of those who were employed were working full-time
- 17% of employed respondents had more than one job
- \$13 was the median hourly wage
- 58% of employed respondents said the knowledge and skills they gained through their ABE courses helped them perform their jobs

Former ESL students

In 2013, 1,676 former English as a Second Language (ESL) students were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 804 respondents to the survey, making the ESL response rate 48 percent. The following are highlights from the survey, which was conducted from January to April 2013.

Description of former students

- 68% of respondents were female
- 33 was the median age of respondents
- 41% of respondents were parents during their studies
- 98% were born outside Canada
- 56% of those from outside Canada had a degree (bachelor's or higher) from their country of origin

Reasons for enrolling

- 53% of respondents enrolled to prepare for further study
- 30% enrolled to use English better in daily life
- 16% enrolled to improve their employment situation
- 96% said their ESL courses helped them achieve their most important goal

Evaluation of education

- 85% of respondents said their courses were *very helpful* or *helpful* to their development of English writing skills
- 82% said their courses were *very helpful* or *helpful* to their development of listening skills
- 80% said their courses were *very helpful* or *helpful* to their development of self-confidence
- 78% said their courses were *very helpful* or *helpful* to their development of independent learning skills
- 88% rated the usefulness of what they learned as *very good* or *good*
- 87% gave a *very good* or *good* rating to the quality of teaching
- 94% said they were *very satisfied* or *satisfied* with their ESL courses

Student finances

- 43% of respondents relied on family or friends for financial support during their studies
- 47% of respondents applied for funding from the Adult Basic Education Student Assistance Program (ABESAP)
- 87% of those who applied, received ABESAP funding
- 21% of respondents had to interrupt their studies for financial reasons

Further education

- 45% of respondents were enrolled in a program or taking courses other than ESL, at the time of the survey
- 62% of respondents were studying or had taken further studies since their ESL studies
- 60% of those who continued their studies enrolled in certificate or diploma programs
- 22% of those who continued their studies were pursuing a degree
- 92% of those who took further studies said they were *very well* or *somewhat prepared* by their ESL courses
- 55% of respondents said it was *very likely* they would enrol in more courses at a B.C. public post-secondary institution

Employment outcomes

- 73% of respondents were in the labour force at the time of the survey
- 55% of respondents were employed
- 62% of those who were employed were working full-time
- 12% 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

In less than a decade, an estimated one million new jobs will be available (according to the *British Columbia Labour Market Outlook 2010 – 2020*), and more than 750,000 of these new jobs will require applicants to have some post-secondary education or training. British Columbia's public post-secondary institutions offer programs aimed at developing students' capacity to attain such jobs and succeed in a knowledge-based economy. This training and education, in turn, will determine the economic prosperity of the province. The *British Columbia Labour Market Outlook 2010 – 2020* also notes that levels of new labour market participants are declining. In light of the need for more participants and the projection that the majority of job openings will require at least some post-secondary training, improving adult education levels will help to ensure the economic growth of the province.

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 certain courses as prerequisites.

The developmental programs delivered through the B.C. public post-secondary education system include Adult Basic Education, Adult Special Education, and English as a Second Language. The 2013 Developmental Student Outcomes Survey focussed on former students from Adult Basic Education and English as a Second Language programs.

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

About the 2013 Developmental Student Outcomes Survey

The purpose of the 2013 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, 2011 and June 30, 2012 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, 2009 and June 30, 2012) and must not have enrolled in any ABE courses since July 1, 2012. A total of 3,883 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, 2009 and June 30, 2012. In addition, they must have been enrolled in at least one ESL course at the Intermediate level or higher between July 1, 2011 and June 30, 2012 and must not have enrolled in any further ESL courses since July 1, 2012. In total, 1,676 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 2013 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 2013.

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.

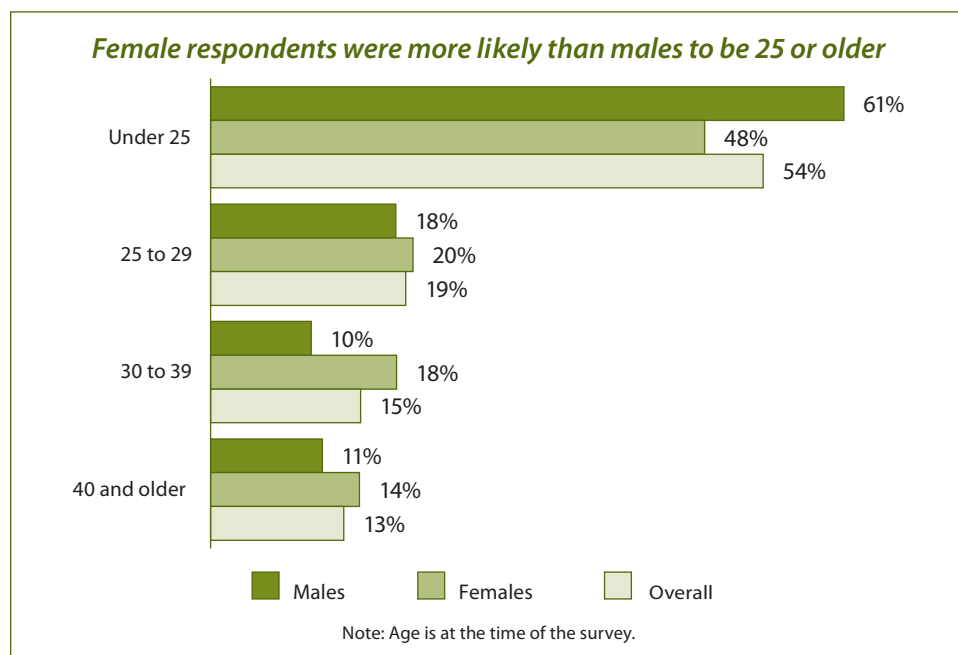
Findings: Former ABE Students

There were 1,735 former Adult Basic Education (ABE) students who responded to the 2013 Developmental Student Outcomes (DEVSO) Survey. The ABE response rate was 45 percent. (The number of eligible students and respondents by institution can be found in the Appendix.)

Description of former ABE students

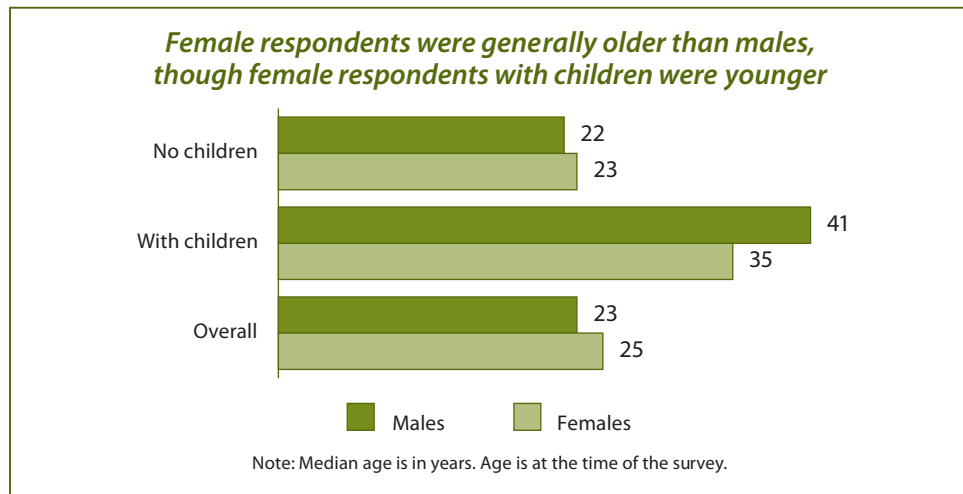
The DEVSO survey included a number of questions to collect information to aid in program development and planning services for developmental students. Gender and age data came from administrative records.

Over half (58 percent) of ABE respondents were female. The median age of ABE respondents at the time of the survey was 24, with male students more likely to be under 25 than female students.



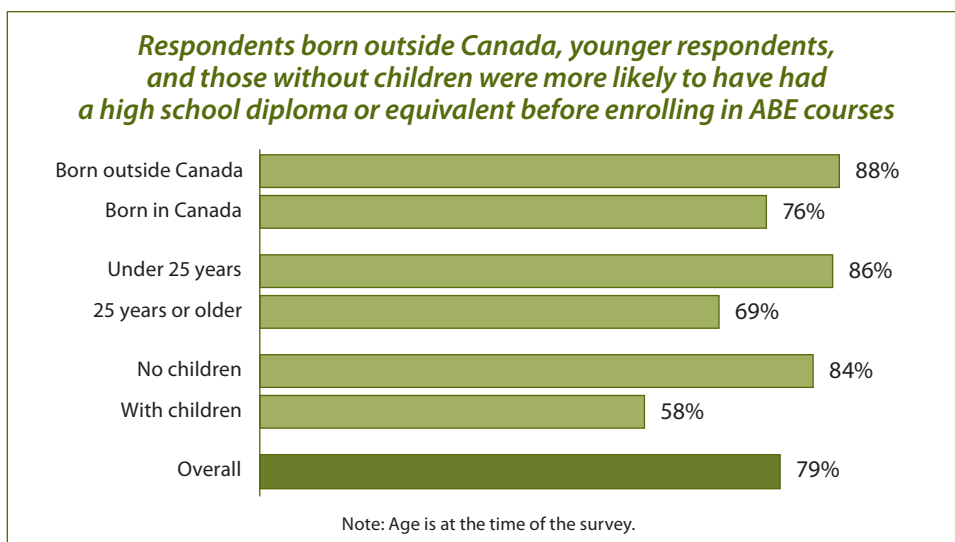
One-fifth (20 percent) of respondents were parents at the time they took their courses. Females were more likely to be parents than were males—26 percent of female respondents indicated they had children at the time of their ABE studies, compared with 12 percent of males.

Although females were, on average, older and more likely to have been parents, the median age of female ABE respondents who were parents was lower than the median age of male respondents with children.



The majority (82 percent) of ABE respondents were born in Canada. Of those who were born elsewhere, 60 percent were citizens at the time they took their coursework and 39 percent were permanent residents. Of the former students who were born in Canada, 18 percent identified themselves as Aboriginal: 15 percent were First Nations, 3 percent were Métis, less than 1 percent were Inuit, and less than 1 percent were both First Nations and Métis.

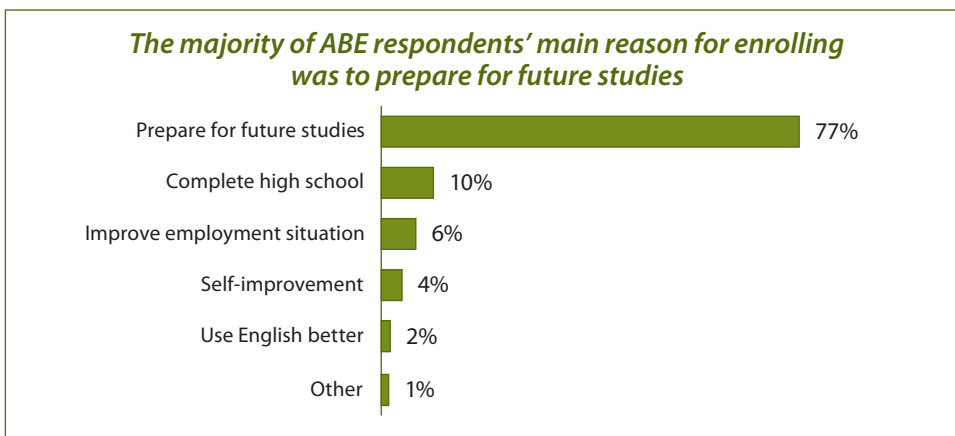
Before enrolling in their ABE studies, 79 percent of respondents had already achieved a high school diploma or equivalent. Respondents who were born outside Canada were more likely than those who were born in Canada to have this credential—88 percent had completed high school (compared to 76 percent of Canadians). Younger respondents and those with no children were also more likely to have completed high school.



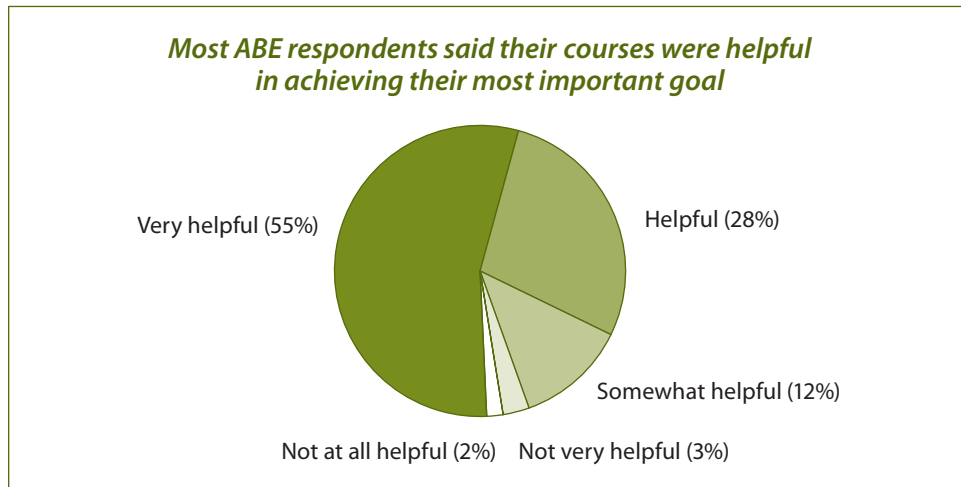
The 2013 demographic profile of ABE respondents was very similar to the profile of the 2012 respondents. In 2012, the median age was 24, over half (56 percent) of respondents were female, 19 percent were parents, 78 percent had completed high school, the majority (83 percent) were Canadian-born and, of those respondents, 16 percent identified themselves as Aboriginal.

Reasons for enrolling

Respondents were asked to think back to the time when they had first started their courses and indicate their most important goal or reason for enrolling. Over three-quarters (77 percent) said that their main goal was to prepare for future studies, and 10 percent reported that it was to complete high school. Another 6 percent said that they wanted to improve their employment situation, and 4 percent said they wanted to improve their knowledge or upgrade their skills. Of the remaining 3 percent, respondents typically said that their reason for enrolling was to use English better in their daily lives or to satisfy personal interest.

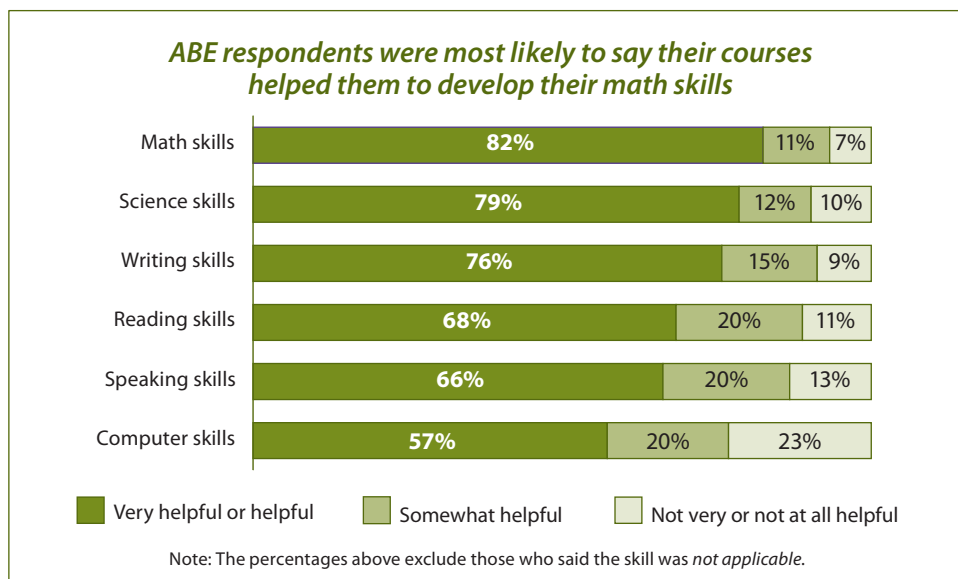


Next, survey respondents were asked how helpful their courses were in achieving their most important goal for enrolling. Almost all (95 percent) said that their courses were helpful (that is, *very helpful*, *helpful*, or *somewhat helpful*) in attaining their main goal. ABE respondents whose goal had been to prepare for further education were no more likely than those who had enrolled for other reasons to say their courses helped them reach their goal.



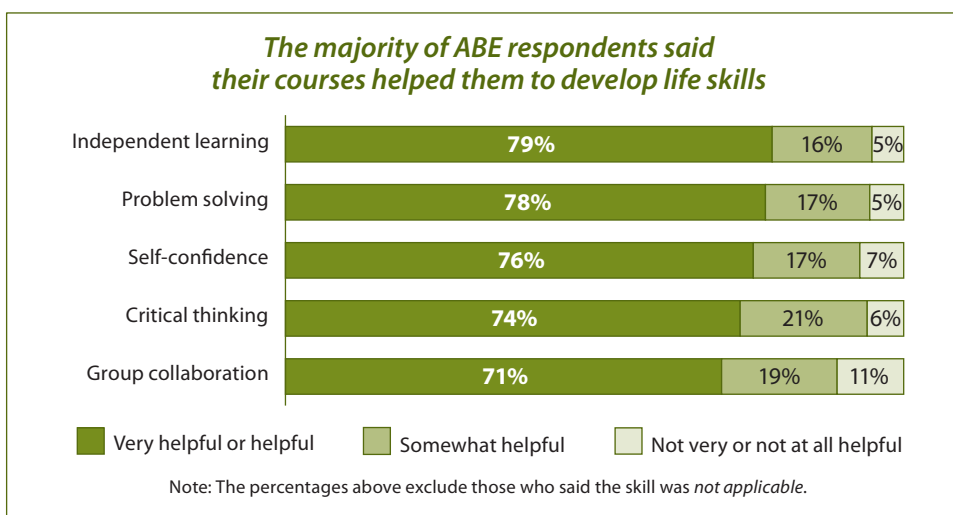
Evaluation of education

Former ABE students were asked how helpful their ABE courses had been in the development of skills in the following areas: 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*. More than three-quarters of respondents said that their ABE courses helped them to develop their math (82 percent), science (79 percent), and writing (76 percent) skills.

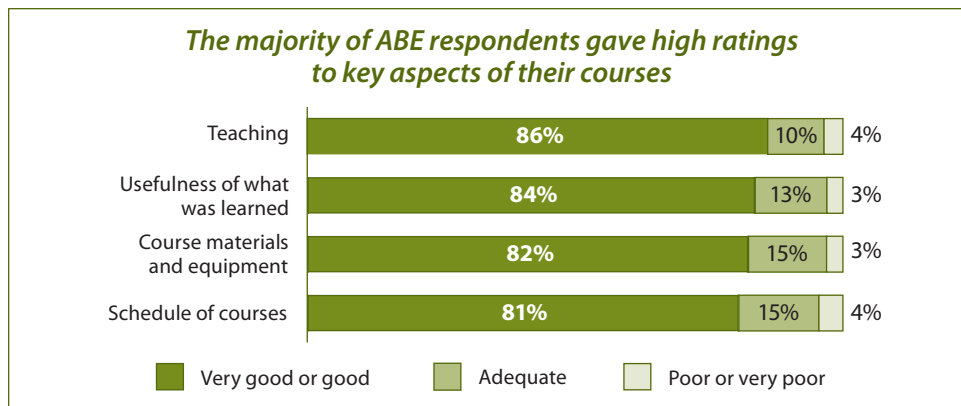


A number of respondents indicated that the skills were *not applicable* to the courses they took. Almost half (47 percent) of ABE respondents said that computer skills were *not applicable* to their courses, and one-third (33 percent) indicated that science skills were *not applicable*. The high percentage of former students who said that various skills were *not applicable* may be the result of students having been enrolled only in specific subject areas. Of the last courses taken by ABE respondents, the largest proportion was mathematics, followed by science and English. Very few courses were in computers.

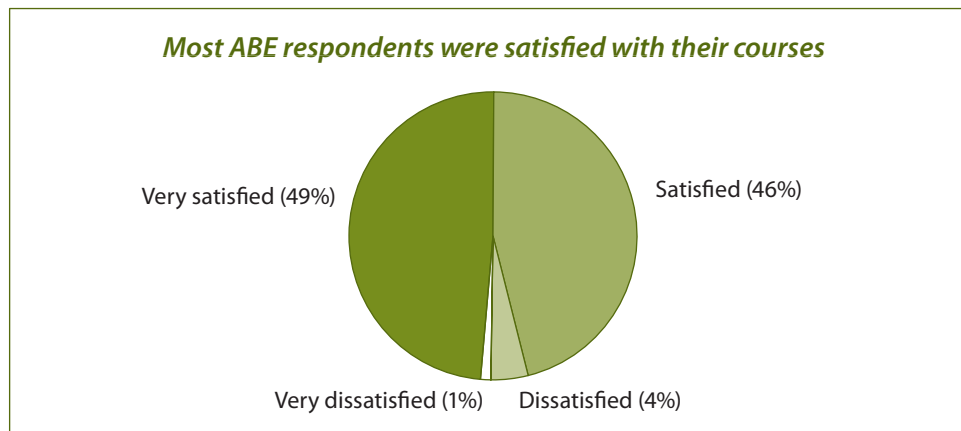
Survey respondents were also asked to what extent their courses helped them to develop five life skills—critical thinking, problem solving, group collaboration, independent learning, and self-confidence. The majority of ABE respondents said that their courses helped them develop these skills. Relatively few respondents—ranging from 3 percent (for the skills of independent learning and problem solving) to 10 percent (for working effectively with others)—said that these life skills were *not applicable* to their coursework.



In addition to asking about academic and life skills, survey respondents were asked about several aspects of their courses, including the usefulness of what was learned, course materials and equipment, the schedule, and the teaching. Respondents were asked to rate these characteristics on a 5-point scale from *very good* to *very poor*. The majority of ABE respondents rated each of these aspects of their education as *very good* or *good*.



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



After providing ratings for their courses, respondents were asked if they wanted to make any comments about their experience with their ABE studies—41 percent did. Well over half (61 percent) of the comments were entirely positive; in particular, former students praised their teachers.

The teachers were welcoming, effective, and generous with their free time. They were willing to help us in areas we struggled with and made themselves available often.

The teachers were devoted and incredibly helpful to anyone who needed assistance.

I found the teachers to be very helpful and patient with the students. They were wonderful, focussed, and generally pleasant to be around.

My instructors were incredible in their one-on-one instruction. They were all attentive with their listening of students and the feedback that followed.

I am entering into a ... program shortly and it's, in large part, due to the ABE program's excellent team.

The instructors were willing to go above and beyond to help me reach my goals. ABE instructors are amazing.

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

The courses were a very positive experience and prepared me well for my future studies.

Without those courses I would not be able to graduate and take the [program name]. It helped me further my life, my career, and my education.

It really helped me prepare for the program I took afterwards.

It was helpful in terms of preparing me for the degree program I am currently taking.

Some respondents (25 percent) made negative comments about their ABE experience. Most of the comments described complaints about the teaching, course content, class schedules and enrolment, and the cost of studying.

I was enrolled in self-paced studies and found it to be very discouraging because of the lack of help.

...the teacher was not helpful, did not explain topics or answer questions sufficiently, and did not seem to have a very good understanding of what we needed to evolve as students.

Some material was unnecessary for prerequisites.

The only thing I didn't like was the way the classes were scheduled. The hours of the classes didn't work very well for me.

...it did get hard to pay for the courses after a while as the costs for textbooks and course materials started getting too expensive for me.

Thirteen percent of the responses combined positive and negative observations, often with suggestions for improving the courses or course delivery.

The teachers were devoted and incredibly helpful to anyone who needed assistance. Sadly the available funds to the ABE program are inadequate, as our textbooks were often insufficient ... materials were heavily used or not available.

Very good teachers, schedule is hard to adjust to when having to also work during the day. ... I think the program would benefit from offering more correspondence courses to make scheduling more flexible.

A few of the teachers knew all of the material, but they were not good at teaching. They need to review how the teachers teach, not just what they know.

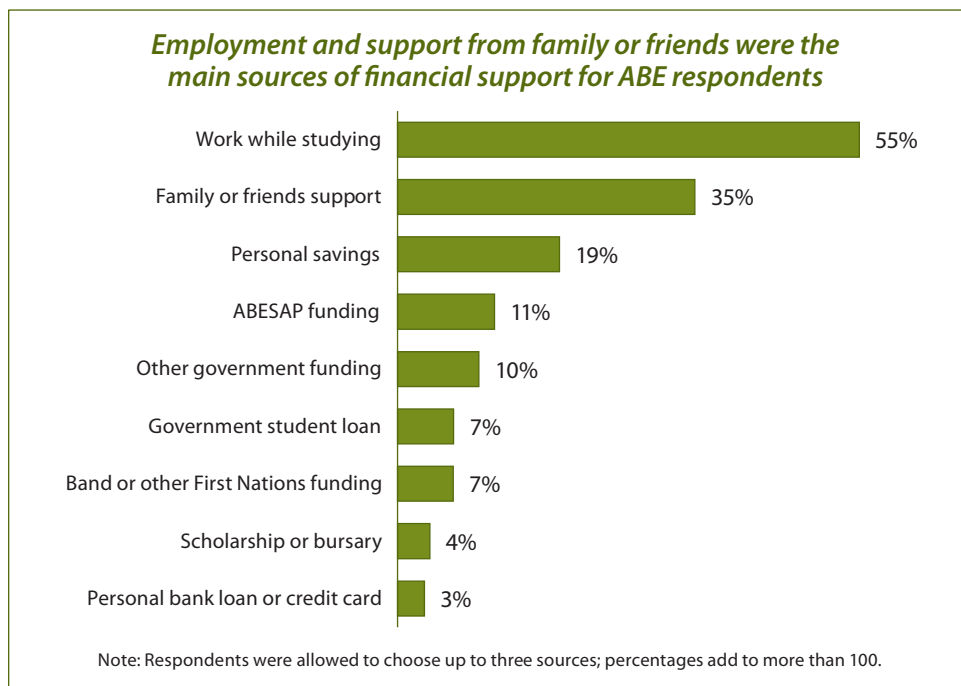
The instructors for the English and biology courses were amazing. ... For the math courses, I was enrolled in self-paced studies and found it to be very discouraging because of the lack of help. ... There should be more tutors available for the math courses.

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 (55 percent) of the ABE respondents supported themselves financially by working while studying, and over one-third (35 percent) said that support from family or friends was a main source of funds. Almost one-fifth (19 percent) relied on personal savings to support themselves while they were in school, and another 11 percent of respondents said that the Adult Basic Education Student Assistance Program (ABESAP) was a main source of financial support.¹

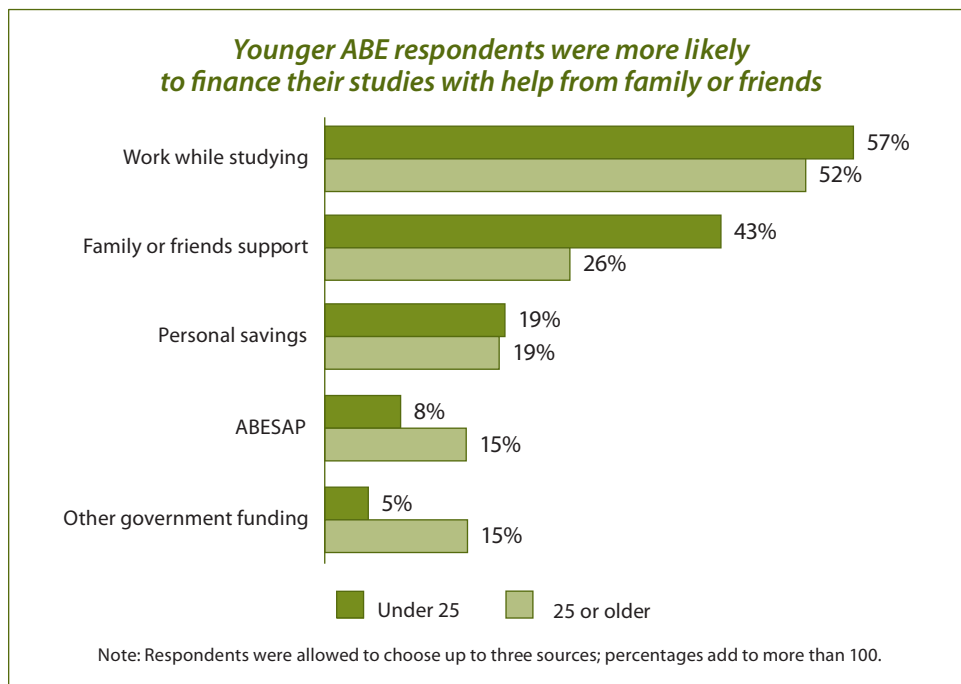
This pattern of responses has been consistent since 2011, with the exception of a slight fluctuation in the proportion who said they received support from family or friends (34 percent in 2011, 38 percent in 2012, and 35 percent in 2013).



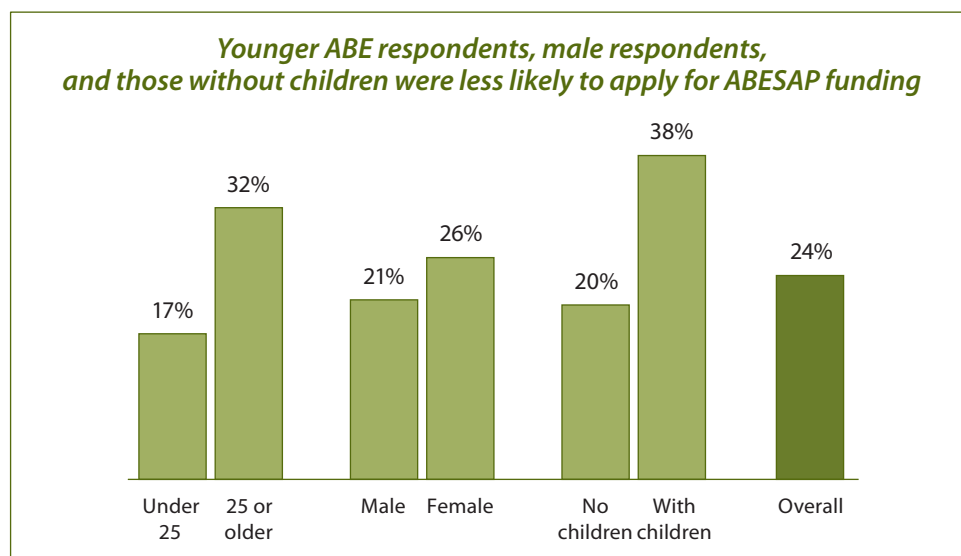
As in 2011 and 2012, former students under 25 at the time of the survey were more likely to have used support from family or friends than were older respondents. They were also

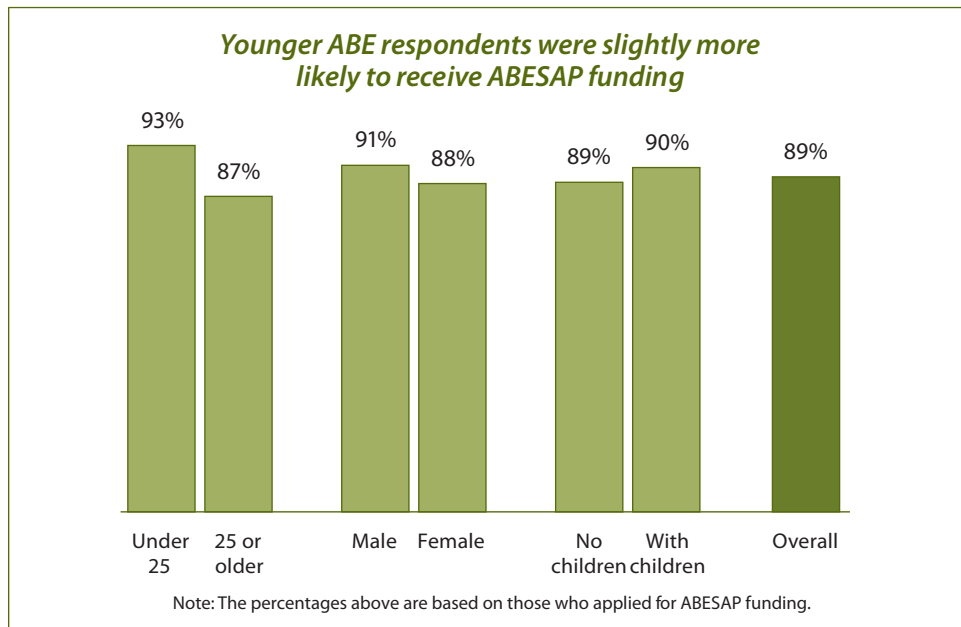
¹ The Adult Basic Education Student Assistance Program provides grants to help meet direct educational costs including tuition fees, books, supplies, and if applicable, transportation and unsubsidized childcare costs.

less likely to rely on government funding (including ABESAP, employment insurance, and income assistance) as a primary source of support for their studies.

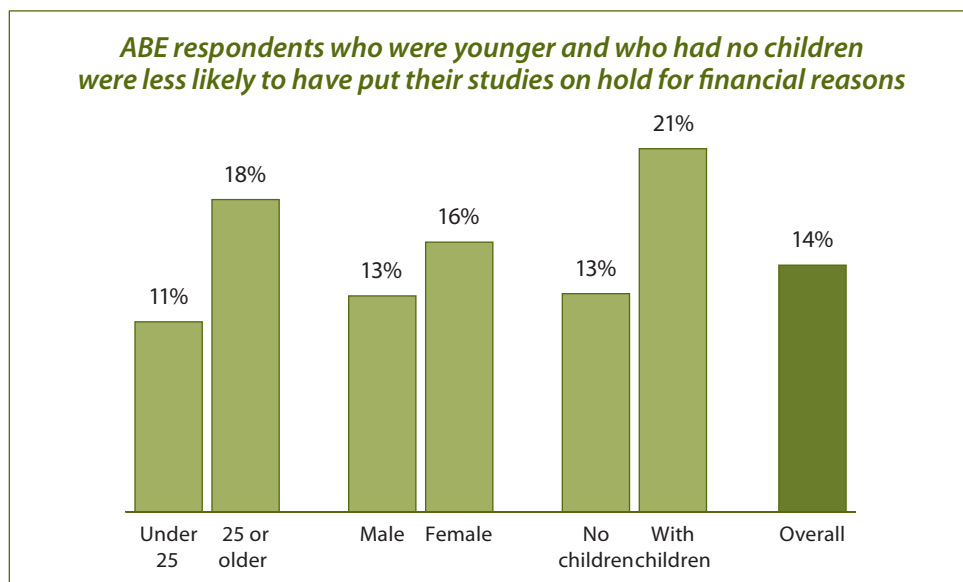


About one-quarter (24 percent) of ABE respondents had applied for ABESAP. Of those who applied, 89 percent received the funding. Male respondents, respondents without children, and those who were under 25 were less likely to apply for this funding. However, the younger ABE respondents who applied were slightly more likely than older respondents to receive ABESAP funding.





Former ABE students were asked if they had ever had to stop their studies due to financial reasons—14 percent said that they had. Younger respondents and respondents without children were less likely to have to put their studies on hold for financial reasons. Male ABE respondents were slightly less likely to have had their financial issues impact their studies.

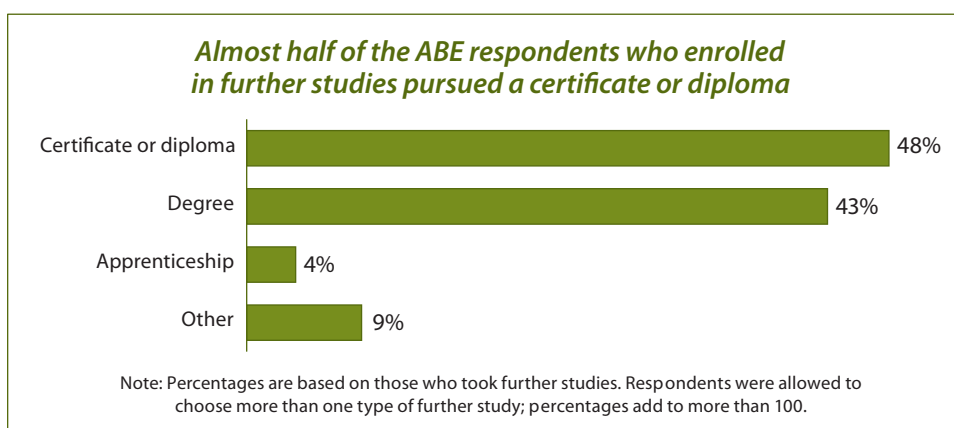


The percentage of ABE respondents who reported an interruption in their education has varied somewhat since 2011. In 2011, 16 percent of ABE respondents discontinued their studies for financial reasons; in 2012, this dipped to 12 percent, rising again to 14 percent in 2013.

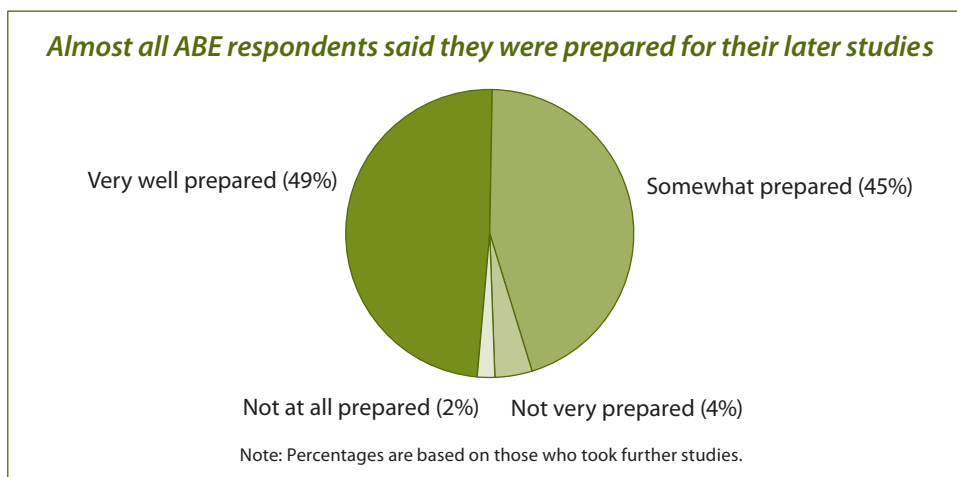
Further education

At the time of the survey, more than half (56 percent) of ABE respondents said they were currently enrolled in a program of study or taking courses other than ABE. Of those who were *not* pursuing further studies when they were surveyed, more than one-quarter (29 percent) had taken additional courses since leaving their ABE studies. This is down from one-third (33 percent) in 2012. Taking into account both those who were currently enrolled and those who had taken additional courses since leaving their ABE studies, 70 percent of former ABE students pursued some form of further education. These rates of further education have been approximately the same since 2011.

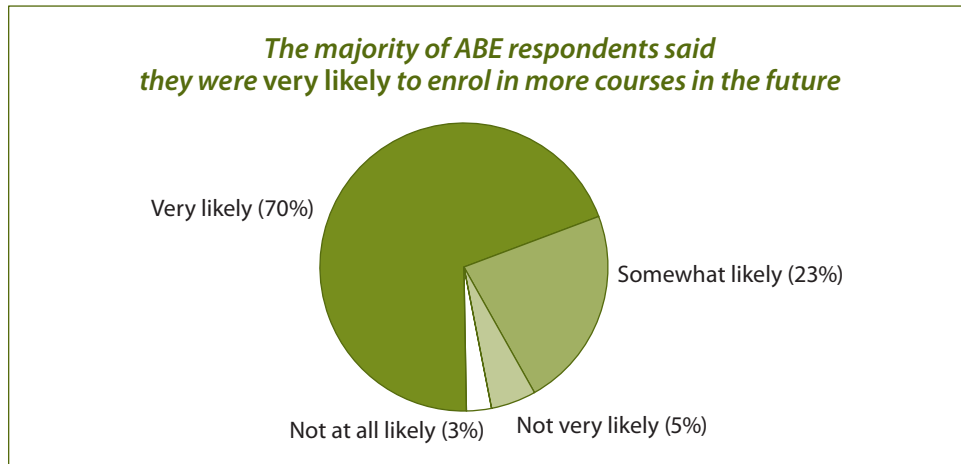
Almost half (48 percent) of the ABE respondents who took or were taking further education were studying for a certificate or diploma, and 43 percent were enrolled in degree programs. Nine percent went into other courses—for employment, personal interest, or prerequisites for unspecified programs—and 4 percent enrolled in apprenticeship programs.



Almost all (94 percent) respondents who took further education said their ABE studies had prepared them for the courses they had enrolled in subsequently.



All respondents, including those who had already taken or were taking further studies, were asked to indicate how likely they were to enrol in more courses at a B.C. college, institute, or university in the future. More than two-thirds (70 percent) said it was *very likely*, and almost one-quarter (23 percent) said that it was *somewhat likely*.



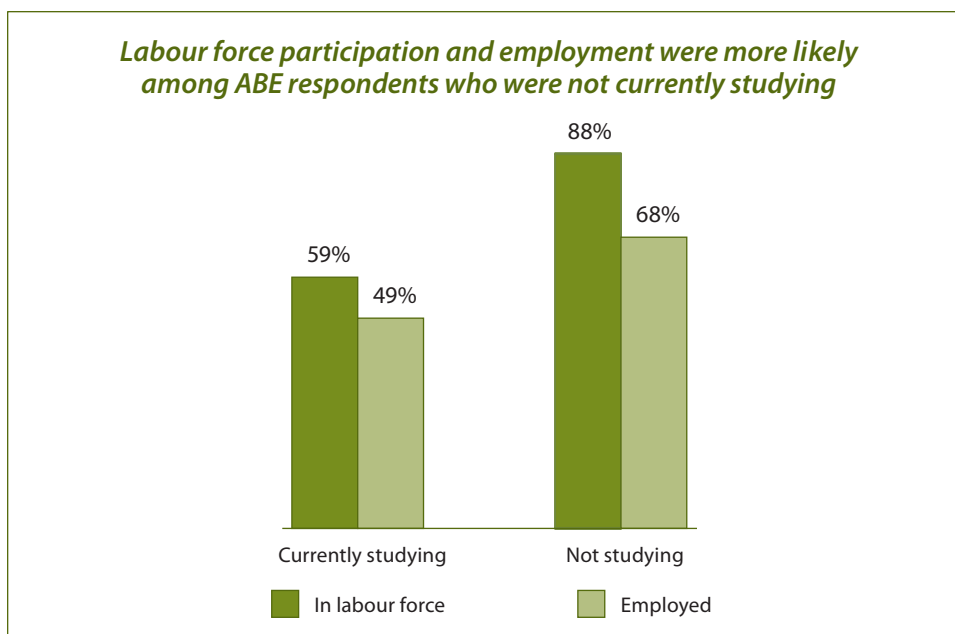
Employment outcomes

At the time of the survey, 72 percent of ABE respondents were in the labour force, that is, they were either employed or unemployed and looking for work. Based on those in the labour force, the unemployment rate was 19 percent.²

When they were surveyed, 57 percent of the former ABE students said they were employed. Of those who were employed, 51 percent were employed full-time (that is, at least 30 hours per week). In 2011, 54 percent were employed full-time and in 2012, 49 percent were fully employed.

Continuation of studies at the time of the survey affected the labour force participation rate. Eighty-eight percent of those who were *not* studying were in the labour force, compared with 59 percent of those who were *both* studying and participating in the labour force. Former ABE students who were currently studying were also less likely to be employed—68 percent of those who were *not* studying were employed, compared with 49 percent of those who were in school.

² The unemployment rate is the number of unemployed as a percentage of respondents in the labour force. Respondents' 2013 labour force participation and unemployment rates were not significantly different than the 2012 or 2011 rates.

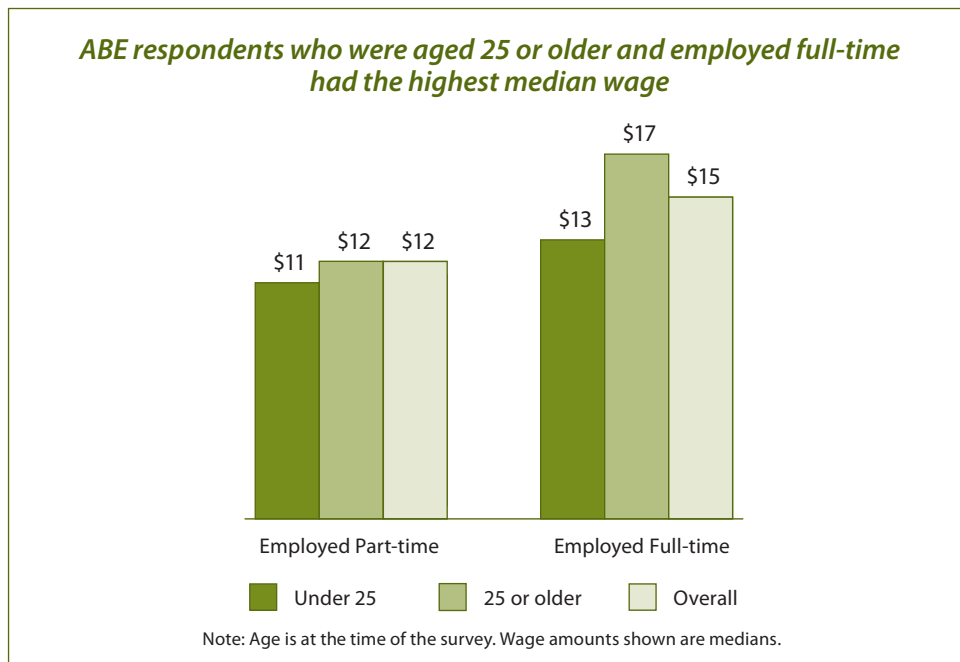


Not surprisingly, ABE respondents who were **both** working and studying at the time of the survey were much less likely to be working full-time. Over one-quarter (29 percent) of those who were studying were working full-time, compared with just under three-quarters (72 percent) of those who were not studying. However, the number of ABE respondents who were currently studying and working full-time has risen from 22 in 2012 to 29 percent in 2013.

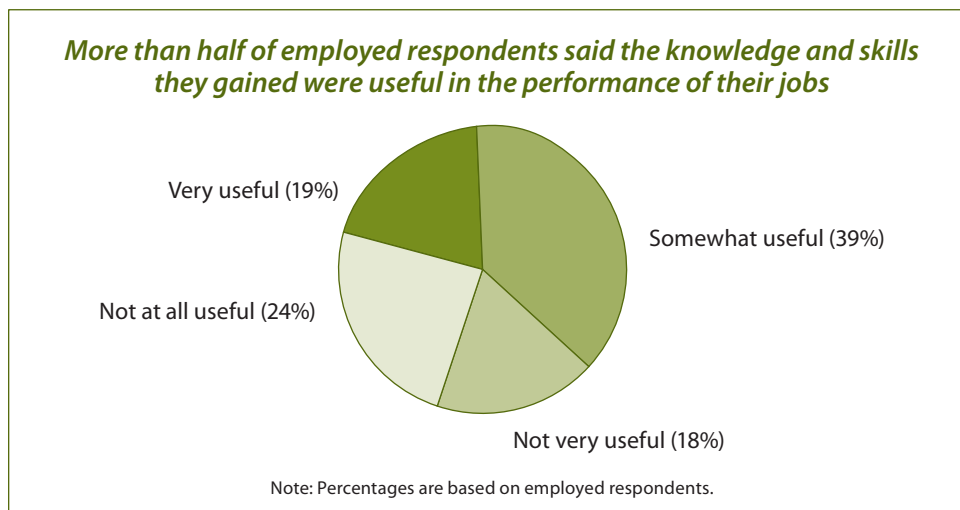
The majority (83 percent) of employed ABE respondents had one job. Fifteen percent had two jobs, and 2 percent had three or more jobs. These results have been stable since 2011.

Respondents who were employed were asked to supply their gross salary or hourly wage before deductions; if they had more than one job, they were asked to give the amount earned at their main job (the one at which they worked the most hours). Overall, the median wage of former ABE students was \$13 per hour. ABE respondents who were working part-time made less than those working full-time (\$12 per hour versus \$15 per hour). Older respondents were likely to earn more than their younger counterparts—full-time employees who were 25 or older had a median wage of \$17 per hour (versus \$13 for those under 25).³

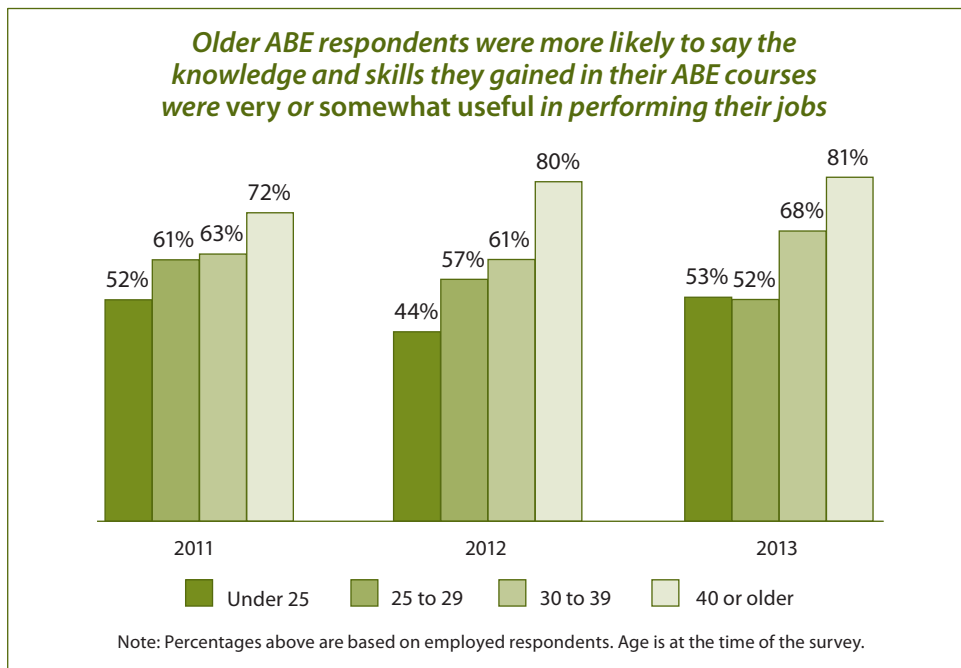
³ All wage amounts shown are medians.



Employed respondents were asked how useful the knowledge and skills they gained in their ABE courses were in performing their jobs. The ABE courses were valuable to former ABE students—more than half (58 percent) of employed ABE respondents said that the courses they took were *very* or *somewhat useful*—even though the majority of respondents had not specifically enrolled in courses to improve their employment situation.



Older ABE respondents were more likely to say the knowledge and skills they gained from their courses were *very* or *somewhat useful* in the performance of their jobs. In 2013, 53 percent of employed ABE respondents under the age of 25 said their courses were useful, while 81 percent of those age 40 and older said the skills and knowledge they gained were useful.



Findings: Former ESL Students

There were 804 former English as a Second Language (ESL) students who responded to the 2013 Developmental Student Outcomes (DEVSO) Survey. The ESL response rate was 48 percent. (The number of eligible students and respondents by institution can be found in the Appendix.)

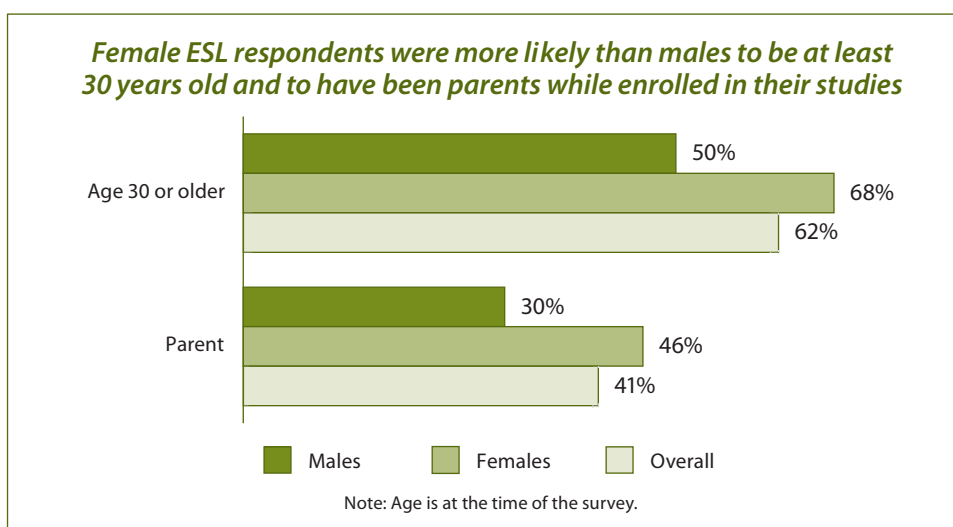
Description of former ESL students

The DEVSO survey included a number of questions intended to collect information to aid in program development and planning services for developmental students. Gender and age data came from administrative records.

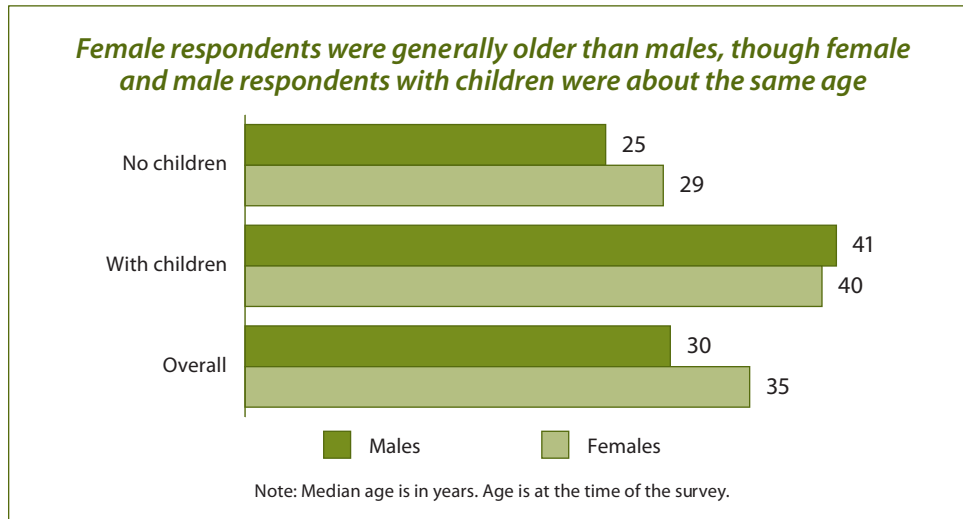
The median age of ESL respondents was 33. Slightly more than one-fifth (21 percent) were under 25, and a majority (62 percent) were aged 30 or older.

Forty-one percent of ESL respondents had children at the time of their studies. This proportion is approximately the same as it was in 2012 (40 percent), but it is lower than in 2011, when 48 percent of respondents had children.

Over two-thirds (68 percent) former ESL students were female. Females were more likely than males to be 30 or older and to have had children at the time they were enrolled in school.



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



Unlike ABE respondents, almost all (98 percent) former ESL students were born outside of Canada. Nearly one-third (32 percent) of respondents were from China and Hong Kong. Another 12 percent were from Iran. Eight percent were originally from India, 7 percent were born in the Philippines (3 percent in 2012), and 5 percent were from the Republic of Korea.

Almost all of the ESL respondents were born outside Canada

Country of Origin	Percentage
China and Hong Kong Special Administrative Region	32%
Islamic Republic of Iran	12%
India	8%
Philippines	7%
Republic of Korea	5%
Russian Federation	3%
Taiwan	2%
Canada	2%
Japan	2%
Mexico	2%
Peru	2%
Iraq	2%
Afghanistan	1%
Brazil	1%
Colombia	1%
Viet Nam	1%
Thailand	1%
Romania	1%
Ukraine	1%
Bulgaria	1%
Other	12%

ESL respondents who were born outside of Canada were asked what their immigration status had been during their studies. The majority of these respondents (80 percent) were permanent residents at the time, and 16 percent were naturalized Canadian citizens. The remaining 4 percent include those in the country on visas or holding live-in caregiver work permits and those who were refugees or refugee claimants.

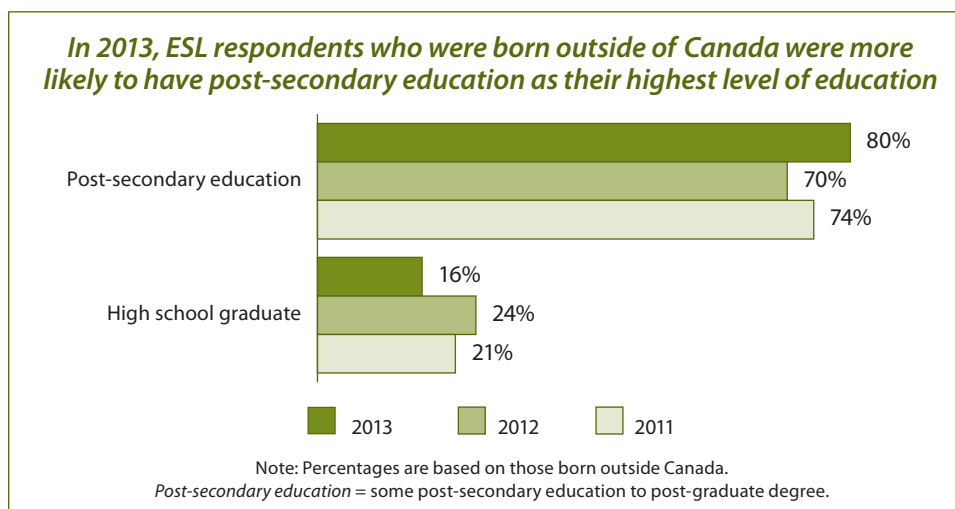
The former ESL students whose country of origin was not Canada had high rates of previous post-secondary education. The majority (80 percent) had at least some post-secondary education, and over half (56 percent) had a bachelor's degree or higher.

Many respondents had previous post-secondary education before coming to Canada

Highest Level of Education	2011	2012	2013
Masters, doctorate, law, medicine, or other graduate degree	14%	15%	16%
Certificate or diploma above Bachelor's level	2%	3%	2%
Bachelor's degree	41%	34%	37%
Post-secondary certificate, diploma, or trades qualification	11%	11%	15%
Some post-secondary (no credential)	7%	7%	8%
High school diploma	21%	24%	16%
Some high school	3%	5%	3%
Elementary or no formal education	2%	2%	2%

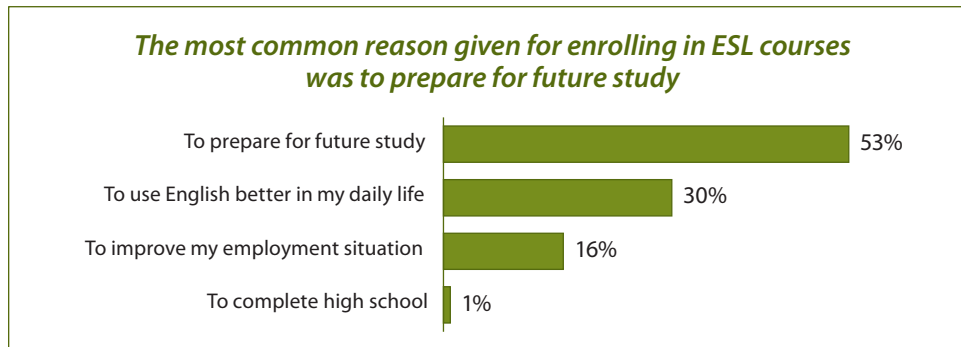
Note: Percentages are based on those born outside Canada.

In 2013, ESL respondents were more likely to have had post-secondary education when they came to Canada, compared with 2012 levels. The percentage of ESL respondents whose highest level of education before coming to Canada was post-secondary (from some post-secondary to post-graduate studies) was higher in 2013 (80 percent) compared with 2012 and 2011 (70 percent and 74 percent, respectively).

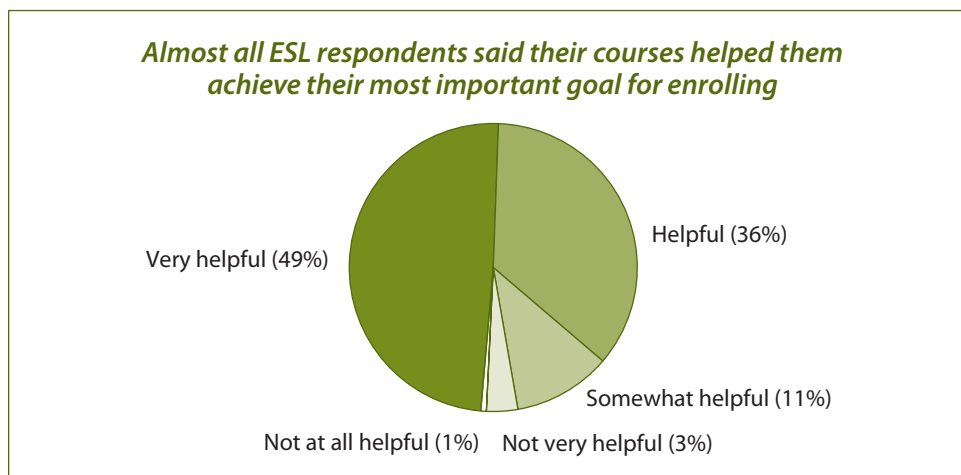


Reasons for enrolling

Former ESL students were asked to give their most important reason for enrolling in their courses. More than half (53 percent) said they enrolled to prepare for future study and almost one-third (30 percent) said they registered in ESL courses to use English better in their daily lives.



Almost all (96 percent) of respondents said their ESL courses were helpful (*very helpful*, *helpful*, or *somewhat helpful*) in achieving their most important goal.

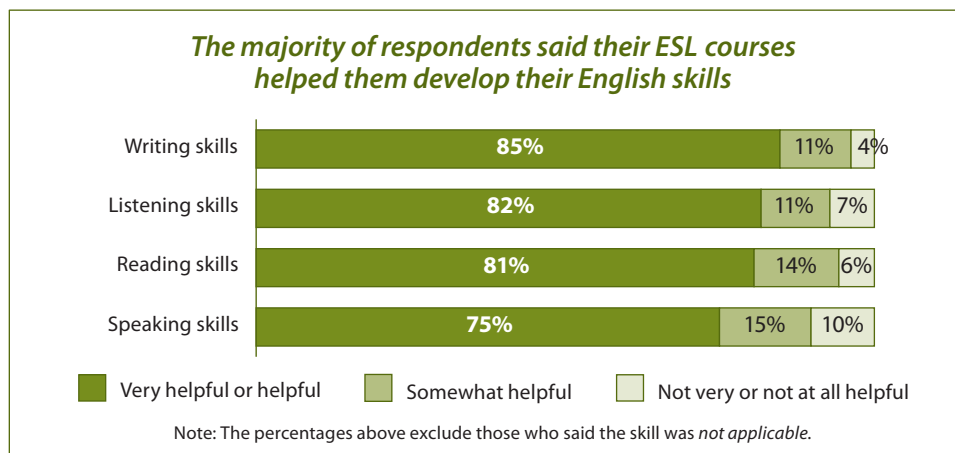


For each of the three main reasons for enrolling, most respondents said their courses helped them achieve that goal: 95 to 97 percent said their courses were *very helpful*, *helpful*, or *somewhat helpful*.

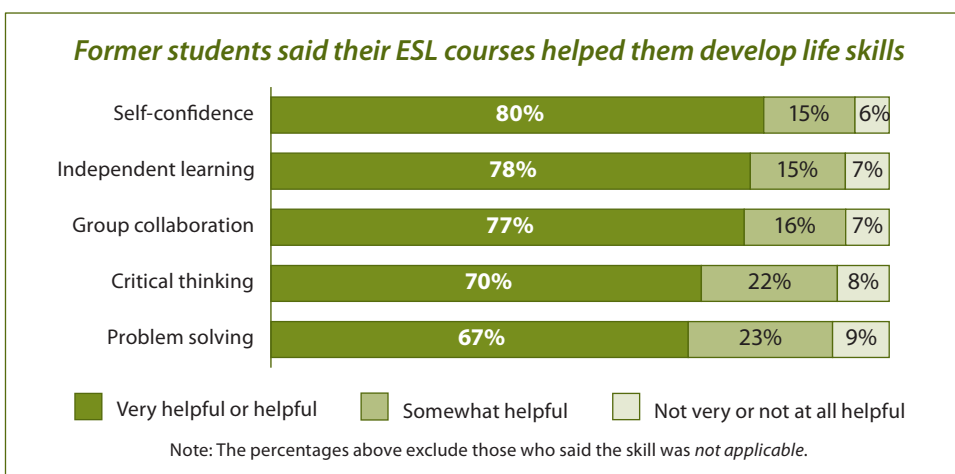


Evaluation of education

Former ESL students were asked to rate the helpfulness of their courses with regard to the development of English skills related to writing, reading, listening, and speaking. When asked about each skill, at least three-quarters of respondents said they found their courses to be *very helpful* or *helpful*. ESL respondents were most likely to say their courses were helpful in developing writing skills. For each of the English-related skills, very few respondents (1 to 3 percent) said that particular skill was not applicable to their studies.

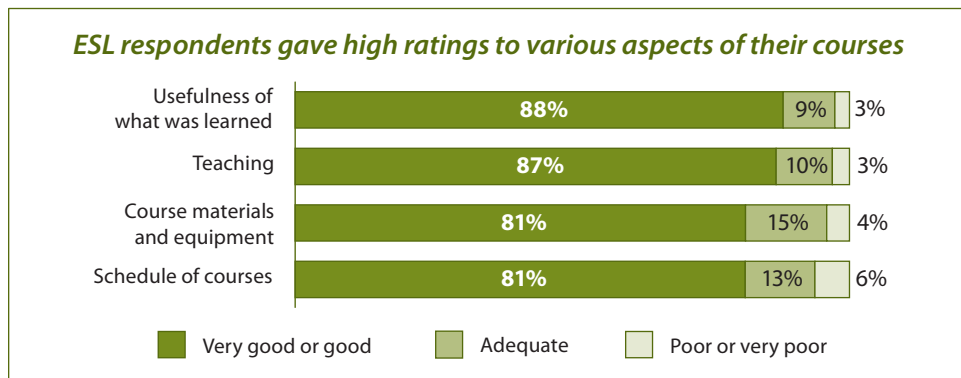


Survey respondents were also asked to rate how their ESL courses helped them develop a number of life skills, including self-confidence and problem solving. The majority of former ESL students rated their courses *very helpful* or *helpful* in the development of these skills. Few respondents said these skills were not applicable to their studies (1 to 3 percent for each skill).

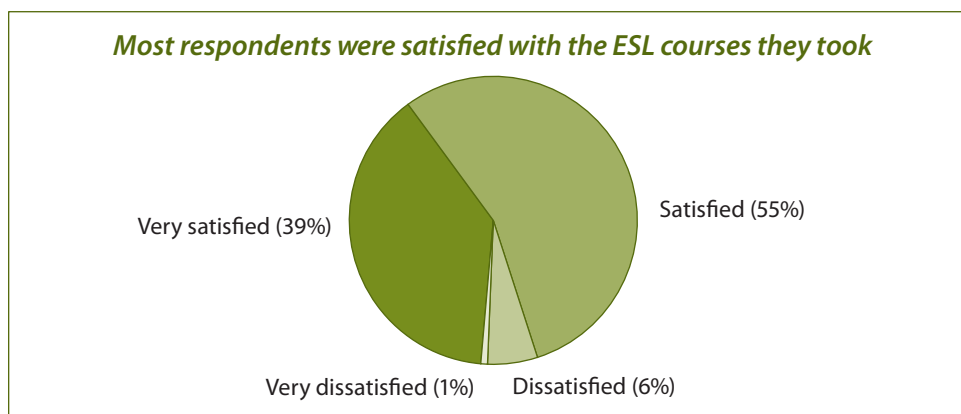


Former ESL students were also asked to rate certain aspects of their studies: the usefulness of what was learned, the course materials and equipment, the schedule of courses, and the teaching. Respondents typically gave high ratings (*very good* or *good*) to all items. The

majority of respondents said that the usefulness of what was learned (88 percent) and the teaching (87 percent) were *very good* or *good*.



ESL respondents’ overall level of satisfaction was high—94 percent said that they were *very satisfied* or *satisfied*. While the general level of satisfaction was consistent with 2012 (94 percent) and 2011 (95 percent) levels, there has been a shift in the proportion who reported being *very satisfied* versus *satisfied*. In 2011, 35 percent of ESL respondents said they were *very satisfied* and 61 percent said they were *satisfied* with the courses they took, compared with 2013, when 39 percent said they were *very satisfied* and 55 percent reported they were *satisfied*.



After providing ratings for their courses, respondents were asked if they wanted to make any comments about their experience with their ESL studies—half (50 percent) did. Of those who commented, 43 percent made remarks that were entirely positive; former students praised their teachers and wrote about how the courses had helped them.

I appreciate the teachers, they have helped me to learn and speak English clearly.

I was very happy that they talked about the culture and living in Canada; in addition to learning English, it was very helpful for me.

My instructor was a wonderful person with tons of experience. I was able to learn lots of communication skills from her.

I am glad I had a good instructor. It helped me to decide to pursue the courses I am going to take in the future....

The courses helped to make me confident. They also changed my thinking, giving me a positive outlook. They helped me think that I can start my life again and get a good job.

The teachers are very helpful.

The courses were very helpful in improving my English skills.

There were some respondents whose experience with ESL courses elicited negative comments—42 percent of those who made any comment. While many of these comments were specific to the individual respondent, others were about the course content, teachers, or scheduling.

The worst part of the course was the speaking portion. The class was too overcrowded and this gave less opportunity for students to express themselves.

The courses were always full and it was very difficult to schedule. They need to have more course offerings.

The teachers did not put a lot of time into explaining things at times, I know we need to work on our own but sometimes it seems as if there was little time for explanation.

The teaching was not very good. ... The teacher did not discuss the mistakes made and how to avoid doing them in the future.

I don't think the courses are serving their purpose and the advanced level is not as high as it should be.

It is not a good idea to have students at different levels in class together, it was time consuming and not useful.

Fifteen 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 skills, teaching, and class scheduling.

I found the speaking and listening course so useful, but not reading and writing. Also, the high cost of material sometimes deprives students of taking more courses.

The courses were too expensive. I would like to go back as the courses were very good.

The courses ... are helpful if your plan is take academic courses. But if you are planning to take ESL to learn and improve your English skills for other purposes, the course ... takes too long....

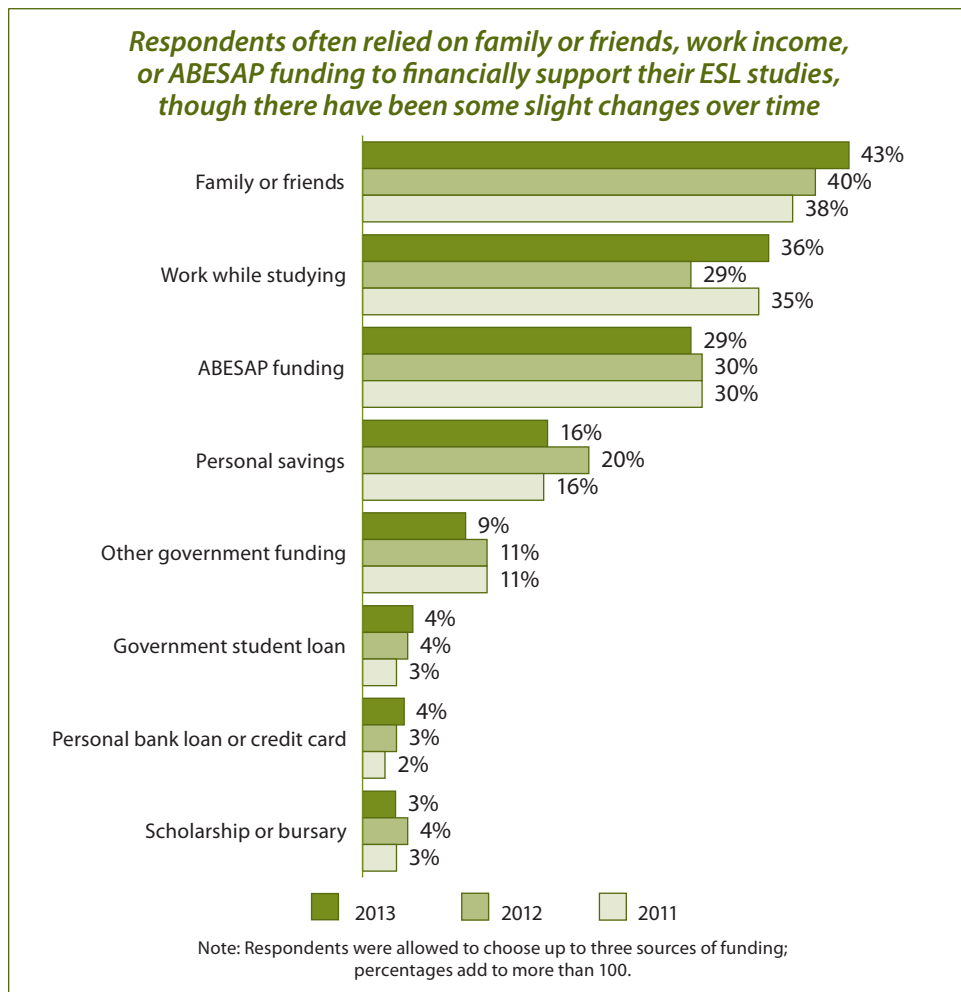
The course itself is good and is well developed, however they should improve upon the teaching of the course. ... The schedule should also be improved....

The courses should also be offered during the evenings to make it easier for students who have to work. More time should be allotted for the speaking component of the program. This would give students more confidence.

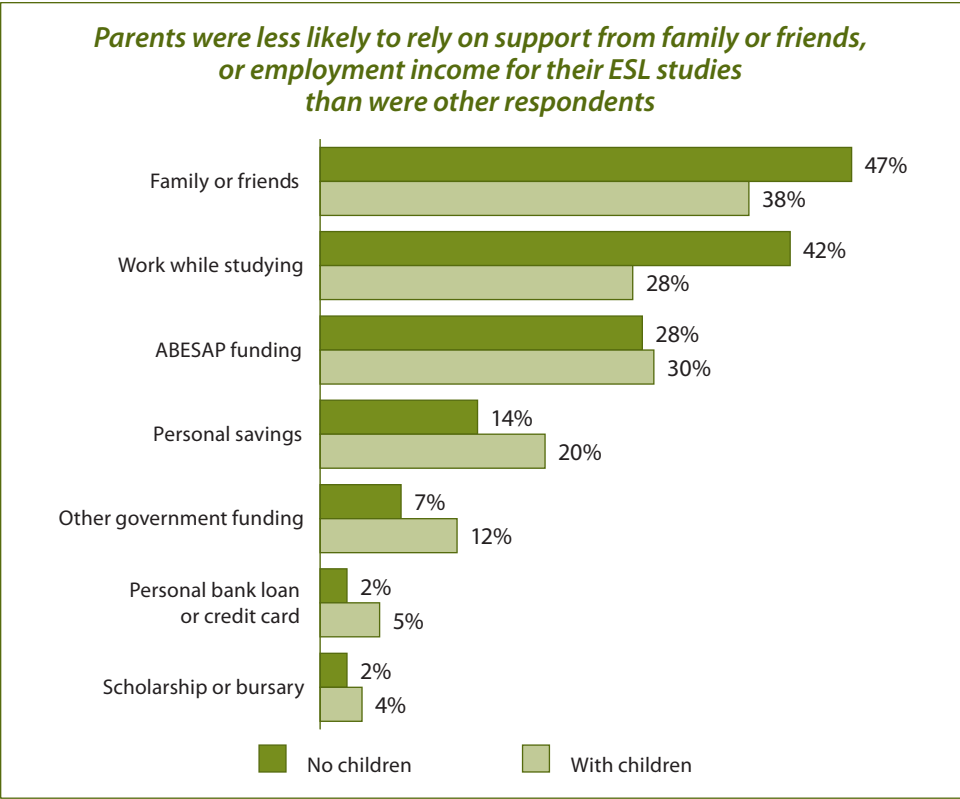
Student finances

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.

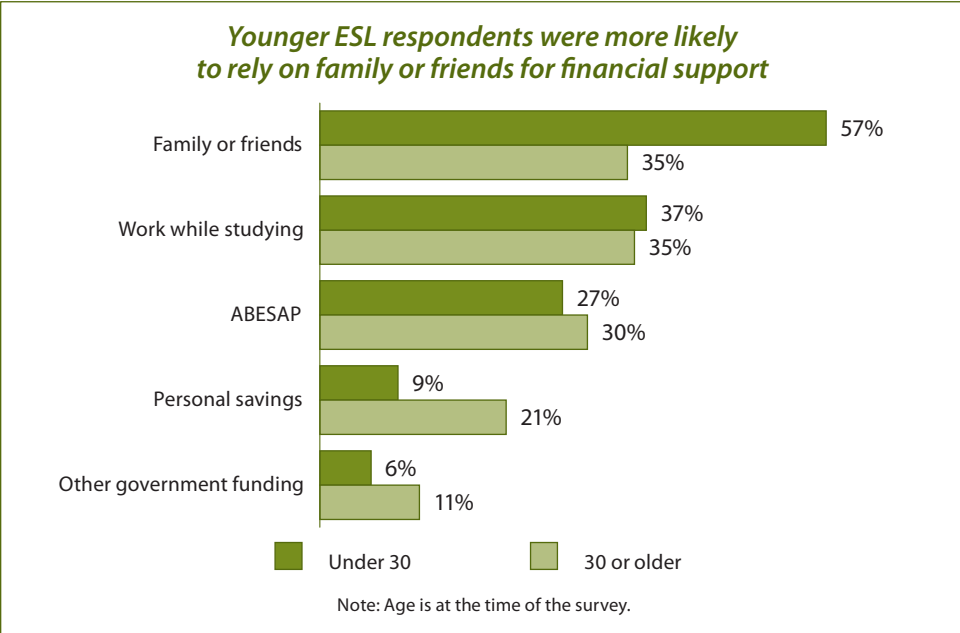
The three most common sources of education funding for former ESL students were family or friends (43 percent), work while studying (36 percent), and ABESAP funding (29 percent). Compared with what respondents to the 2011 and 2012 DEVSO surveys reported as their top sources of funding, the pattern of responses above is similar. However, over time the percentage who relied on family or friends for support has increased slightly from 38 percent in 2011 to 43 percent in 2013. There have also been some fluctuations in the proportions who said they relied on work income and personal savings.



ESL respondents who were parents during their studies were less likely to rely on family or friends or work income for financial support. They were more likely, though, to rely on personal savings or other government funding (child tax credits, income assistance, etc.).



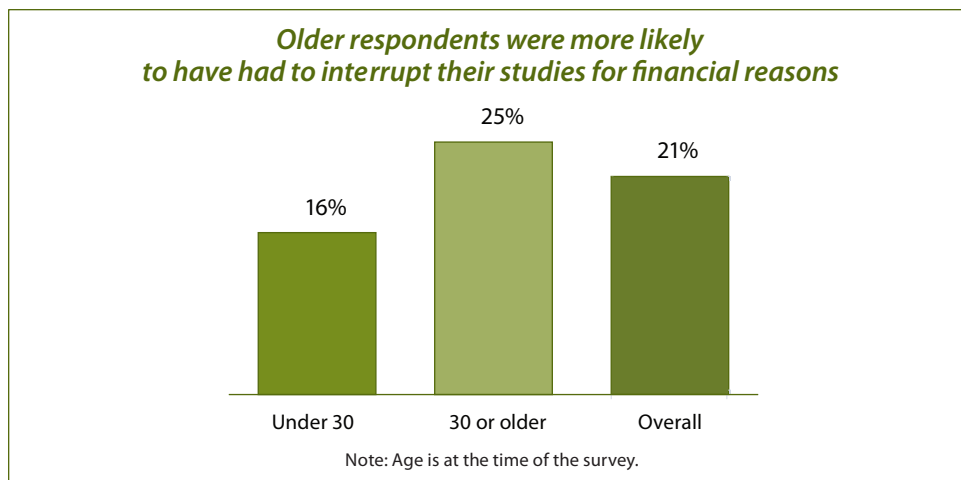
Age plays a role in these relationships—younger respondents relied more heavily on family or friends and less on personal savings and other government funding.



Respondents were asked specifically if they had applied for assistance from the Adult Basic Education Student Assistance Program (ABESAP)⁴ offered through StudentAid BC. Almost half (47 percent) of all ESL respondents said they had applied; of those who applied, a large majority (87 percent) received the funding.

ESL respondents who were under the age of 25 were more likely than older students to apply for ABESAP funding (49 percent versus 40 percent); however, both groups were equally likely to receive funding if they applied for it (86 percent and 87 percent, respectively).

Respondents were also asked if they ever had to interrupt their studies for financial reasons—21 percent said yes. Respondents who were 30 years old or older were more likely to have had to stop their studies for financial reasons—one-quarter of respondents 30 or older had to put their studies on hold, while 16 percent of those under 30 had to interrupt their studies due to finances.⁵



The proportion of former ESL students who applied for or received ABESAP has remained stable since 2011. Likewise, the percentage who had to stop studying due to finances has remained stable since 2011.

Further education

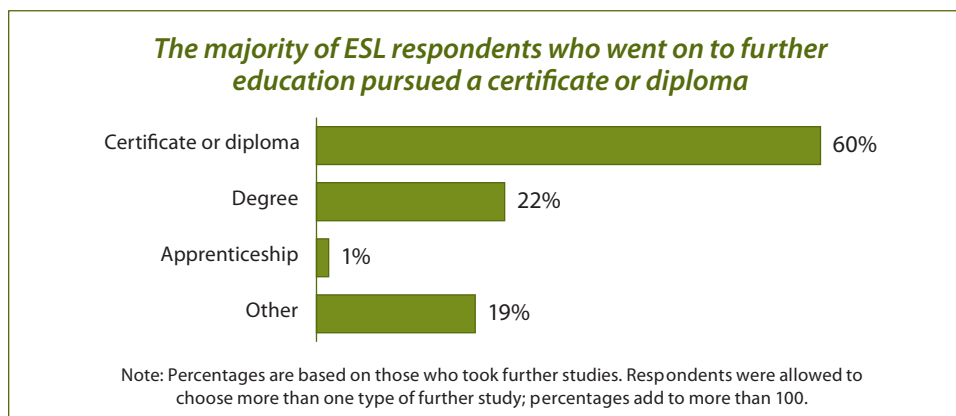
At the time of the survey, 45 percent of ESL respondents said they were enrolled in a program of study or taking courses other than ESL. Of those who were *not* studying when they were surveyed, 31 percent had taken additional courses since leaving their ESL studies. In

4 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.

5 Respondents with and without children were approximately equally likely to report interrupting their studies for financial reasons.

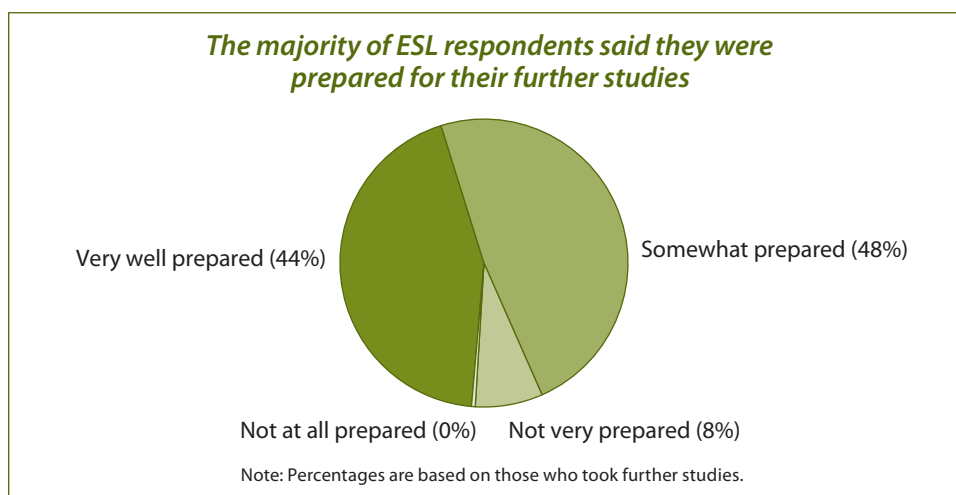
all, 62 percent of ESL respondents said they pursued some form of further education. This finding is consistent with the results from 2011 and 2012.

Well over half (60 percent) of the ESL respondents who took or were taking further education were studying for a diploma or certificate. Almost one-quarter (22 percent) were enrolled in degree programs, and many others were in courses to improve their employment, to satisfy personal interest, or to complete prerequisites for unspecified programs.

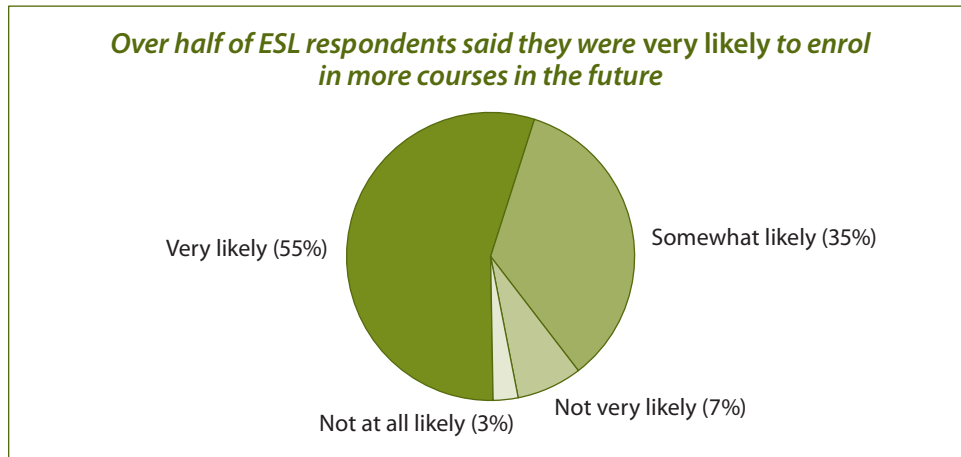


The percentage of respondents who enrolled in certificate or diploma programs varied somewhat over time, as did the percentage who took degree programs. In 2011, 65 percent of ESL respondents entered certificate or diploma programs. This percentage dipped slightly in 2012 and then rose a little in 2013 (65 percent, 57 percent, and 60 percent respectively). In 2013, 22 percent enrolled in degree programs, and a similar proportion (21 percent) was enrolled in such programs in 2011.

The majority of respondents who enrolled in further education said their ESL studies had prepared them for the courses they enrolled in since: 92 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. Over half (55 percent) said it was *very likely*, and an additional 35 percent said it was *somewhat likely*.



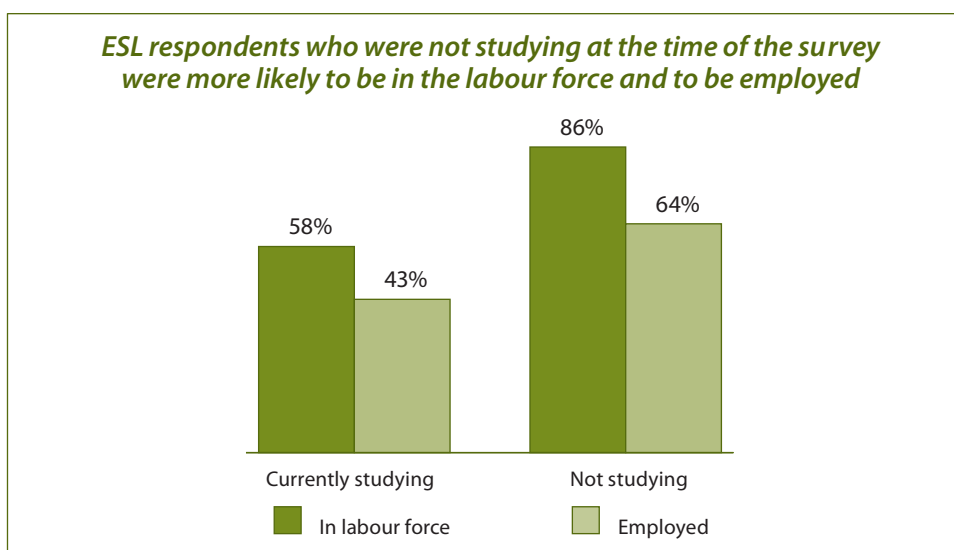
Employment outcomes

At the time of the survey, almost three-quarters (73 percent) of ESL respondents were in the labour force; that is, they were employed or looking for work. Based on those in the labour force, the unemployment rate was 24 percent.⁶

Over half (55 percent) of former ESL students were employed at the time of the survey. Of those who were employed, almost two-thirds (62 percent) were employed full-time. These results have been consistent since 2011.

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, 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.

⁶ The unemployment rate is the number of unemployed as a percentage of respondents in the labour force. Respondents' 2013 labour force participation and unemployment rates were not significantly different than the 2011 rates.

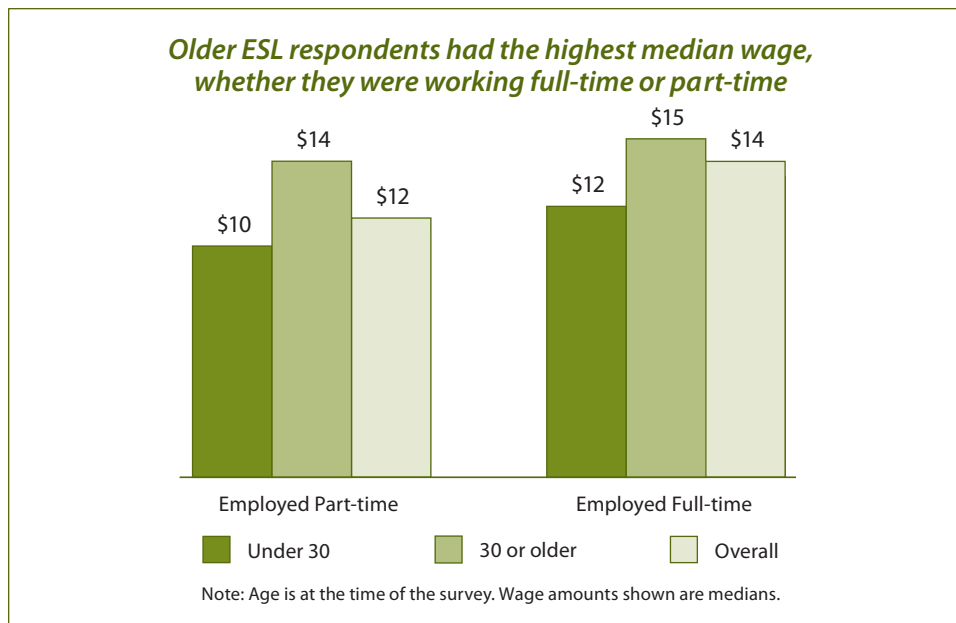


The ESL respondents who were working *and* studying at the time of the survey were much less likely to be working full-time: 43 percent worked full-time, compared with 72 percent of those who were not studying.

The majority (88 percent) of employed respondents had one job, another 10 percent had two jobs, and 1 percent had three or more jobs. ESL respondents aged 30 or older were more likely to have had more than one job than were younger respondents (15 percent versus 5 percent). This differs from the 2011 and 2012 findings—previously there were no differences by age.

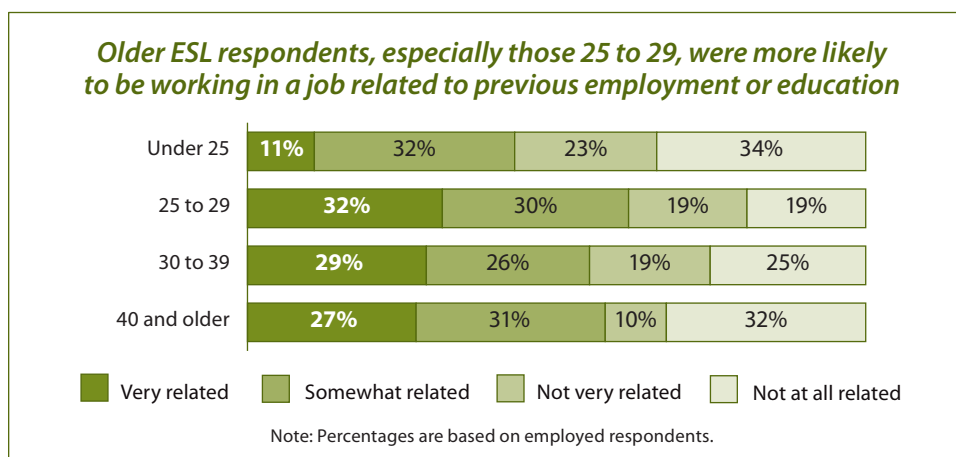
Employed respondents were asked to give their gross salary or hourly wage before deductions; if they had more than one job, they were asked to give the amount earned at their main job (the one at which they worked the most hours). Overall, the median wage of former ESL students was \$13 per hour. Respondents who were working full-time made slightly more (\$14 per hour), while those who were working part-time made somewhat less (\$11.50 per hour). Older respondents were likely to earn more: full-time employees who were 30 or older had a median wage of \$15 per hour.⁷

⁷ All wage amounts shown are medians.



Employed ESL respondents were asked if their current job was related to any education or employment they had *before* they began their English studies at a B.C. public post-secondary institution. (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 (55 percent) said it was *very* or *somewhat related*.

Former ESL students who were 25 and older were more likely than those under 25 years old to have jobs that were related to previous education or employment. Those who were 25 to 29 years old were the most likely to say they were working in jobs related to their previous experience—62 percent were in jobs that were *very related* or *somewhat related* to their previous employment or education. This result has changed over time, with respondents in the 25 to 29 year old age group more likely to be working in jobs related to their past experience in 2013 (62 percent) than they were in 2012 (52 percent).



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

Prospective students who are not ready to enter post-secondary education can complete developmental programs that 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 focusses on those who are learning English as an additional language, to help them prepare for employment or further education.

The 2013 Developmental Student Outcomes (DEVSO) Survey was conducted with 2,539 former ABE and ESL students. This survey collected information for the Province and public post-secondary institutions that will help develop the programs and services that these students need to achieve educational, and ultimately, employment success.

Former ABE students

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

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

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

Respondents who commented about their ABE experiences noted outstanding teachers and coursework, and how they were well prepared for further study. Some respondents had negative comments that focussed on teaching, course content, class schedules, and the cost of studying. Some respondents provided suggestions for improvement, including greater variety in class schedules to allow for working students and students with children and course modifications to enhance learning or teaching.

Over half of the respondents said that employment was a main source of funding for their studies. Family and friends were also important sources of financial support for ABE students, particularly those who were younger. Male respondents, respondents without children, and those who were younger were less likely to apply for financial aid from the Adult Basic Education Student Assistance Program.

The majority of respondents went on to further education, and most pursued a post-secondary credential. A large majority of those who were studying said their ABE courses helped prepare them for their further studies. Whether they were studying or not at the time of the survey, most respondents said they were *very likely* or *somewhat likely* to enrol in more courses at a B.C. public post-secondary institution in the future.

Continuation of studies at the time of the survey affected the labour force participation rate and employment rate. Those who were *not* studying were more likely than those who were studying to be in the labour force and to be employed. The ABE courses were valuable to former ABE students—more than half of employed ABE respondents said that the courses they took were useful in the performance of their jobs—even though the majority of respondents had not specifically enrolled in courses to improve their employment situation.

Respondents' educational aspirations and achievements align not only with their reasons for enrolling but also the development-based purpose of ABE studies. ABE course completion lays the needed groundwork for success in post-secondary education and labour market attachment.

Former ESL students

Former ESL students who responded to the DEVSO survey had a median age of 33 at the time of the survey. Over two-thirds were female and well over one-third were parents at the time of their studies. Almost all ESL respondents were not Canadian-born; at the time they took their ESL courses, all but a few were permanent residents or naturalized Canadian citizens.

More than half of the former ESL students surveyed had a bachelor's degree or higher from their country of origin at the time they started their ESL courses. Despite being highly educated, more than half of the respondents said they had enrolled in ESL courses to prepare for further study. Others wanted to become more fluent in English or improve their employment situation. Regardless of their reason for enrolling, almost all respondents said their courses helped them achieve their goal.

The majority of ESL respondents said their courses helped them develop English writing, reading, listening, and speaking skills. English writing skills received the highest percentage of *very helpful* or *helpful* ratings, followed by listening, reading, and speaking skills.

Former ESL students also gave high ratings to how their courses helped them develop several life skills, especially self-confidence and independent learning. These ratings, and the comments respondents gave when asked about their experiences, indicate that ESL courses do much more than help people develop a proficiency in the English language.

Like their ABE counterparts, former ESL students typically gave high ratings to key aspects of their courses, most notably the quality of the teaching and the usefulness of what they learned. Respondents' comments largely confirmed the ratings—they praised their teachers and wrote about how the courses had helped them. There were some respondents, whose experience with ESL courses elicited negative comments, including complaints about course content, how course time was spent, teachers, and scheduling. Others provided suggestions for improving or changing course content and delivery, particularly with regard to skill development, teaching, and class scheduling.

ESL respondents had most often relied on family or friends, ABESAP, and employment to fund their studies. Almost half of the ESL respondents had applied for assistance from ABESAP, and the majority of those who applied received this financial aid. Despite financial support, over one-fifth of ESL respondents had to interrupt their studies at some point for financial reasons.

Many former ESL students pursued further education—almost two-thirds took further studies after leaving their ESL courses. A large majority of the respondents who continued their studies said they had been *very well* or *somewhat prepared* by their ESL courses. Most respondents, including those who had taken or were taking further studies, said they were likely to enrol in more courses at a B.C. public post-secondary institution in the future.

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

Former ESL students rated the language training they received as useful. Many continued their studies, despite already having post-secondary achievements. This additional education will help them to contribute to the economic growth of the province.

Appendix: Survey methodology

Cohort

To be included in the 2013 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, 2011 and June 30, 2012. (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, 2009 and June 30, 2012).
3. Completed at least one **upper-level*** ABE course between July 1, 2011 and June 30, 2012.
4. Absent from ABE courses from July 1, 2012 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, 2011 and June 30, 2012. (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, 2009 and June 30, 2012).
7. Completed at least one **upper-level*** ESL course between July 1, 2011 and June 30, 2012.
8. Absent from ESL courses from July 1, 2012 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 2013 Developmental Student Outcomes (DEVSO) Survey was delivered by mixed-mode: telephone and web. Field testing of the survey instrument was conducted by telephone January 14 through January 20, 2013, resulting in 169 completed telephone surveys and 2 completed via online submissions.

Full telephone survey administration began January 25 continuing through April 15, 2013, with the emailing of survey invitations starting January 25 to 26. Online survey administration was undertaken concurrently with telephone surveying and continued through to the end of the survey period.

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

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

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

In total, 2,539 surveys were completed, and of these, 1,755 were completed by telephone and 784 were completed online. Of the surveys conducted by telephone, the average survey administration time was 12.8 minutes (11.6 minutes for ABE respondents and 15.6 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
Telephone Completion	1,755	32%
Web Completion	784	14%
Not in Service or Wrong Number	830	15%
Left Message or Call Again	564	10%
Respondent Refusal	412	7%
Non Qualifier	380	7%
DA Searched, New Leads Incorrect	238	4%
No Phone Number or Incomplete Number	134	2%
No Answer	112	2%
Soft Appointment	77	1%
DA searched, New Leads to Be Called	65	1%
Language Barrier	48	1%
Respondent Wants to Do Online	43	1%
Travel/Moved out of Canada/US	27	0%
Fax/Modem Line	20	0%
Household/Gatekeeper Refusal	15	0%
Moved or Left Toll-Free Number	12	0%
Incomplete Survey	11	0%
Travel Within Canada/US	11	0%
Busy Signal	8	0%
Problem Communicating with Respondent	5	0%
Hard Appointment	5	0%
Serious Illness or Incapable or In Prison or In Shelter	3	0%
Total	5,559	100%

Response rates by institution

In total, 5,559 former developmental students (3,883 ABE and 1,676 ESL) were eligible to participate in the survey. Of these, 2,539 completed the survey, yielding an overall response rate of 46 percent. The ABE response rate was 45 percent (1,735 respondents) and the ESL rate was 48 percent (804 respondents).

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	Cohort	Respondents	Rate	Telephone	Web
BC Institute of Technology ABE	98	63	64%	40%	24%
BC Institute of Technology ESL	126	85	67%	44%	24%
Camosun College ABE	282	140	50%	30%	19%
Camosun College ESL	112	62	55%	29%	27%
Capilano University ABE	279	126	45%	34%	11%
Capilano University ESL	45	26	58%	33%	24%
College of New Caledonia ABE	123	61	50%	35%	15%
College of New Caledonia ESL	9	4	44%	22%	22%
College of the Rockies ABE	66	31	47%	29%	18%
College of the Rockies ESL	13	3	23%	8%	15%
Douglas College ABE	127	46	36%	28%	9%
Douglas College ESL	153	85	56%	36%	20%
Kwantlen Polytechnic University ABE	377	151	40%	32%	8%
Kwantlen Polytechnic University ESL	185	94	51%	35%	16%
Langara College ABE	91	33	36%	27%	9%
Langara College ESL	67	35	52%	30%	22%
Nicola Valley Institute of Technology ABE	163	66	40%	34%	6%
North Island College ABE	112	59	53%	31%	21%
North Island College ESL	7	4	57%	29%	29%
Northern Lights College ABE	53	24	45%	32%	13%
Northwest Community College ABE	48	24	50%	40%	10%
Okanagan College ABE	479	215	45%	34%	11%
Okanagan College ESL	58	27	47%	36%	10%
Selkirk College ABE	162	80	49%	35%	14%
Selkirk College ESL	12	4	33%	17%	17%
Thompson Rivers University ABE	300	121	40%	31%	10%
Thompson Rivers University ESL	12	3	25%	17%	8%
TRU Open Learning ABE	3	2	67%	67%	0%
University of the Fraser Valley ABE	306	141	46%	34%	12%
University of the Fraser Valley ESL	88	34	39%	28%	10%
Vancouver Community College ABE	371	157	42%	30%	12%
Vancouver Community College ESL	772	333	43%	29%	15%
Vancouver Island University ABE	443	195	44%	27%	17%
Vancouver Island University ESL	17	5	29%	6%	24%
TOTAL ABE	3,883	1,735	45%	32%	13%
TOTAL ESL	1,676	804	48%	31%	17%
TOTAL DEVSO	5,559	2,539	46%	32%	14%

Reporting

BC Stats was responsible for cleaning and validating the data received from the data collection contractor. Based on these data (the responses to the survey questionnaire), the necessary variables were derived for analysis and reporting. Summary reports were produced and distributed to post-secondary institutions and the Ministry of Advanced Education in May 2013. The reports presented the results of most survey questions and of derived labour market indicators.

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

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

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

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

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

Questionnaire

A copy of the 2013 Development Student Outcomes Survey questionnaire is available at: 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.