



What happens to students after they complete a program at Camosun College?

Summary of student outcomes survey results,
2004-2009

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Educational Research and Planning

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October 2009

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ACKNOWLEDGEMENTS

Paul Merner, Director of Educational Research and Development at Camosun College and a long-standing member of the Outcomes Working Group (OWG), suggested pulling together a time-series report to examine the wealth of student outcomes data available. Paul framed the analysis of DACSO data by Applied and Arts programs and provided guidance on both graphical display of the data and analytical methods. BC Stats staff graciously provided support with respecting to extracting data from the Student Outcomes Reporting System (SORS).

Information about student outcomes only exists because of the time and effort of former students who respond to outcomes surveys either by phone or online. Their willingness to provide feedback for the use of new students, departments and institutions is invaluable.

Any errors or omissions are the responsibility of the writer of this report.

INTRODUCTION AND BACKGROUND

This document provides highlights of a more extensive report on student outcomes surveys published by Educational Research and Planning (ERP) entitled *What happens to students after they complete a program at Camosun College? Overview of student outcomes survey results, 2004-2009* (available from ERP and on the ERP website). In addition to more detailed display and analysis of the data referenced here, the full report also includes sections on On-line Education, Campus Services, and Student Finance.

This summary document covers three surveys conducted by BC Stats under the aegis of the Outcomes Working Group:

- **Diploma, Associate Degree and Certificate Student Outcomes (DACSO)—2004-2008**
 - **Applied** programs are designed to lead to employment in a specific field; some examples include engineering, business, nursing, education, social work, and criminology. In DACSO, they include programs of 3–6 months, 7–12 months, and 13–36 months whether the courses in the programs carry university transfer credit or not.
 - **Arts and Sciences** programs consist of courses in the liberal arts, humanities, and social or physical sciences and may lead to an associate or baccalaureate. They include lower division programs. For the sake of brevity, **this report uses the term “Arts” to refer to all of these programs.**
 - **Bachelor’s degree programs** are not covered by DACSO. The first graduates of Camosun’s relatively new Bachelor of Business Administration (BBA) program will give feedback on the **Baccalaureate Graduates Survey** in several years.
 - Includes a special section on Trades Foundations (formerly ELTT)—2005-2008
- **Apprenticeship Student Outcomes (APPSO)—2005-2009**
- **Developmental Student Outcomes (DEVSO)—ABE, 2005; DEVSO, 2009**

When reporting the results of **ratings questions**, percentages refer to the top two categories combined, for example percent reporting very satisfied plus percent reporting satisfied (or very well plus well, etc.). Percentages are based on those students who felt any given question was applicable to their program.

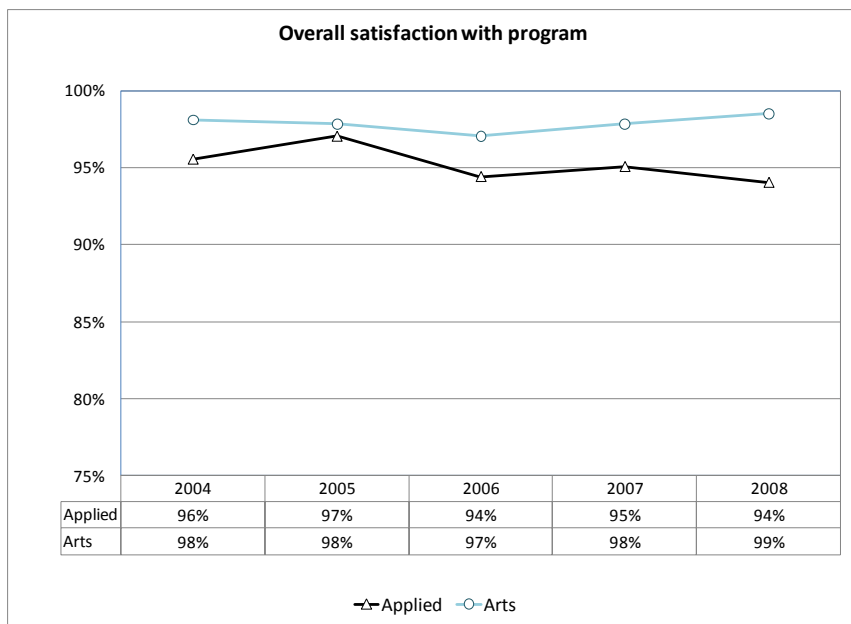
To protect student privacy, results from programs with fewer than five respondents are not reported.

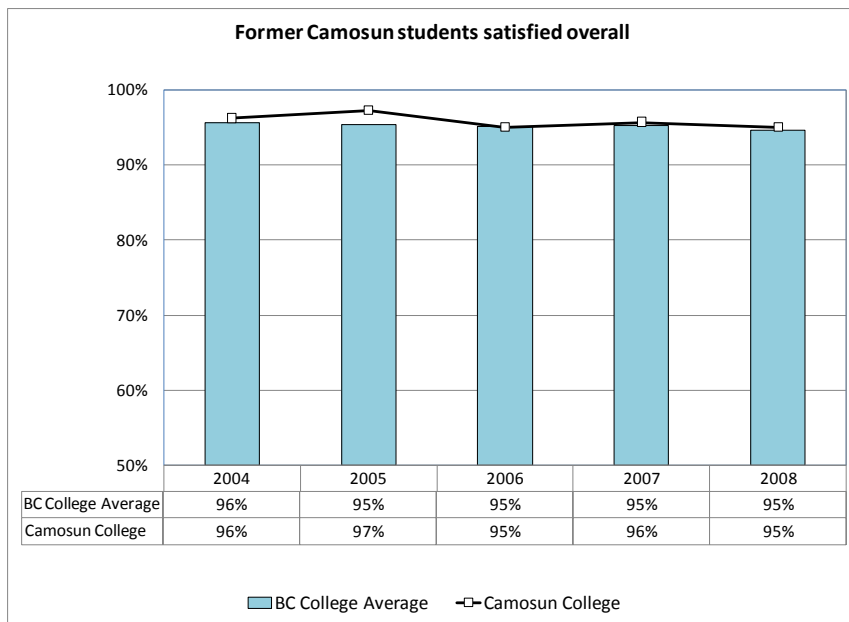
DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENT OUTCOMES (DACSO)

This section presents results from the Diploma, Associate Degree and Certificate Student Outcomes (DACSO) surveys from 2004 to 2008, with responses grouped into Applied and Arts programs. More than 6,000 students (56% of those eligible) have provided feedback in this time.

HIGH OVERALL SATISFACTION WITH PROGRAM

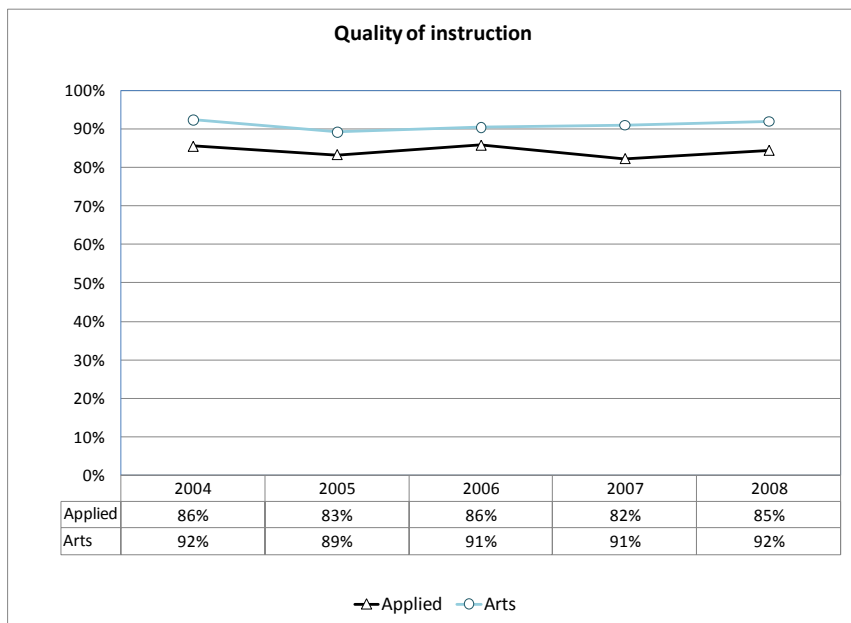
Virtually all former Arts students (ranging from 97% in 2006 to 99% in 2008) and the vast majority of former Applied students (ranging from 94% in 2008 to 97% in 2005) are either very satisfied or satisfied with their program overall. Camosun College’s results are higher than the BC-wide college average in 4 of 5 years and equivalent to it in one other year.



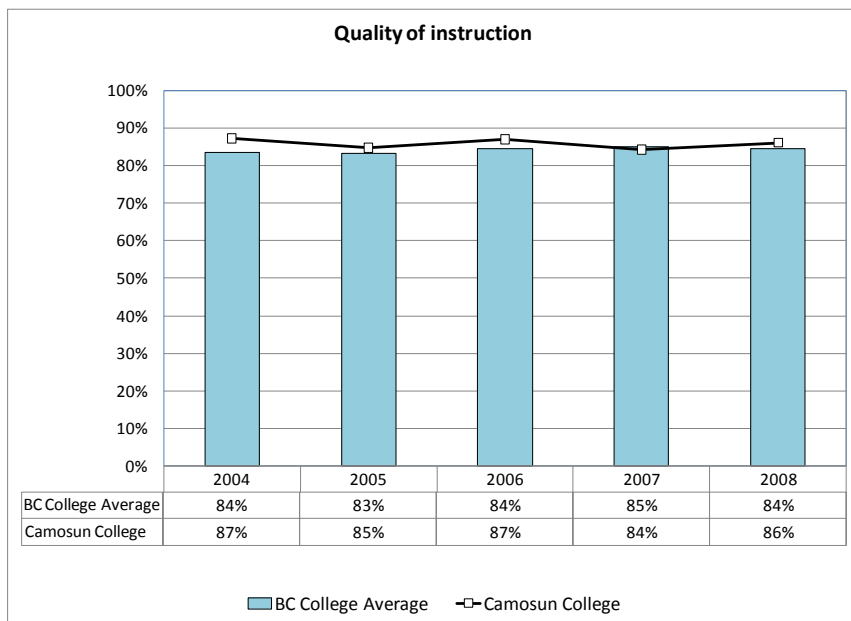


QUALITY OF INSTRUCTION

The vast majority of both Applied and Arts students rate quality of instruction as very good or good. Among Arts students, the share has been around 90% fairly consistently; among Applied students the proportion is 82% to 86%.

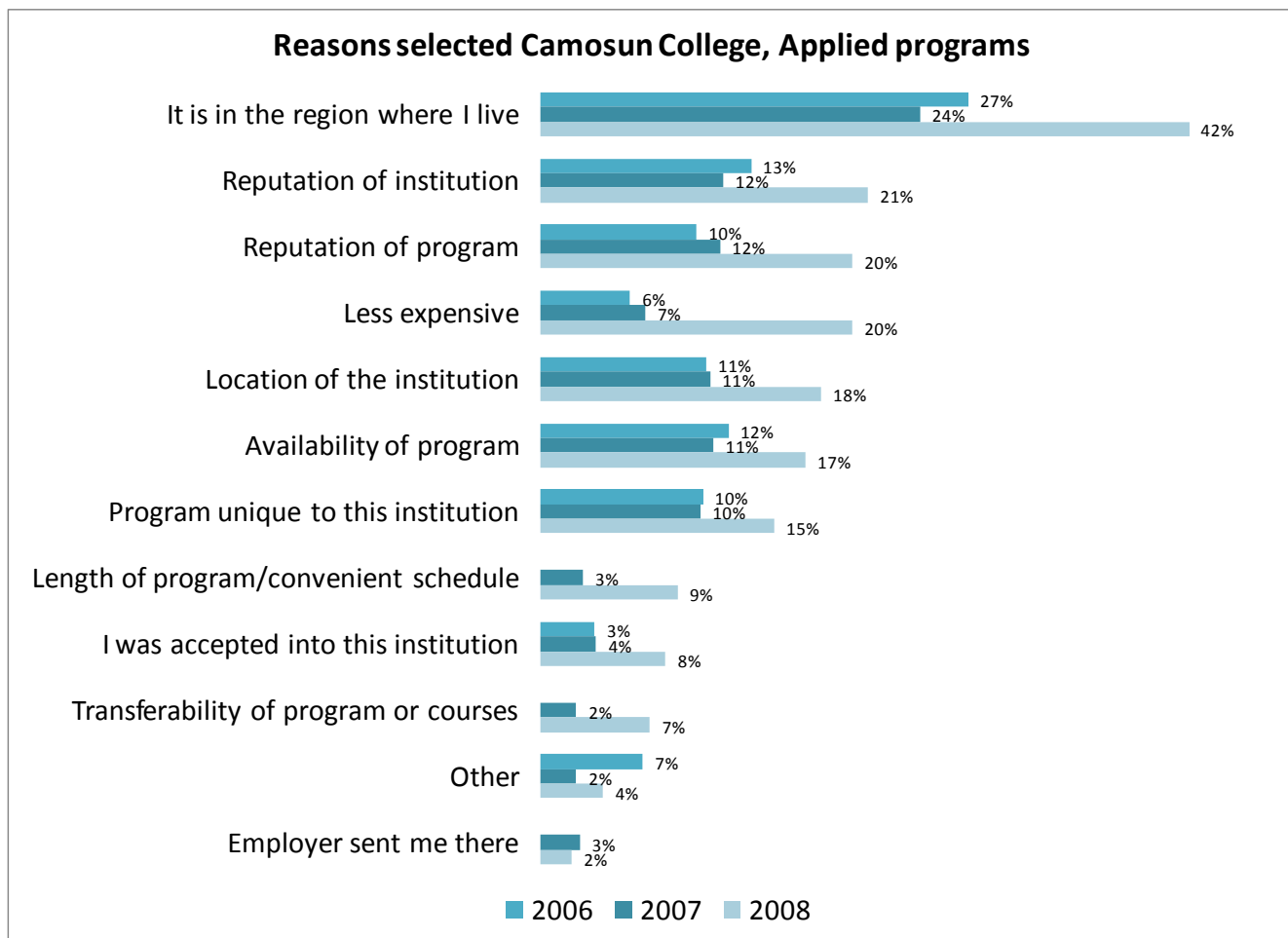


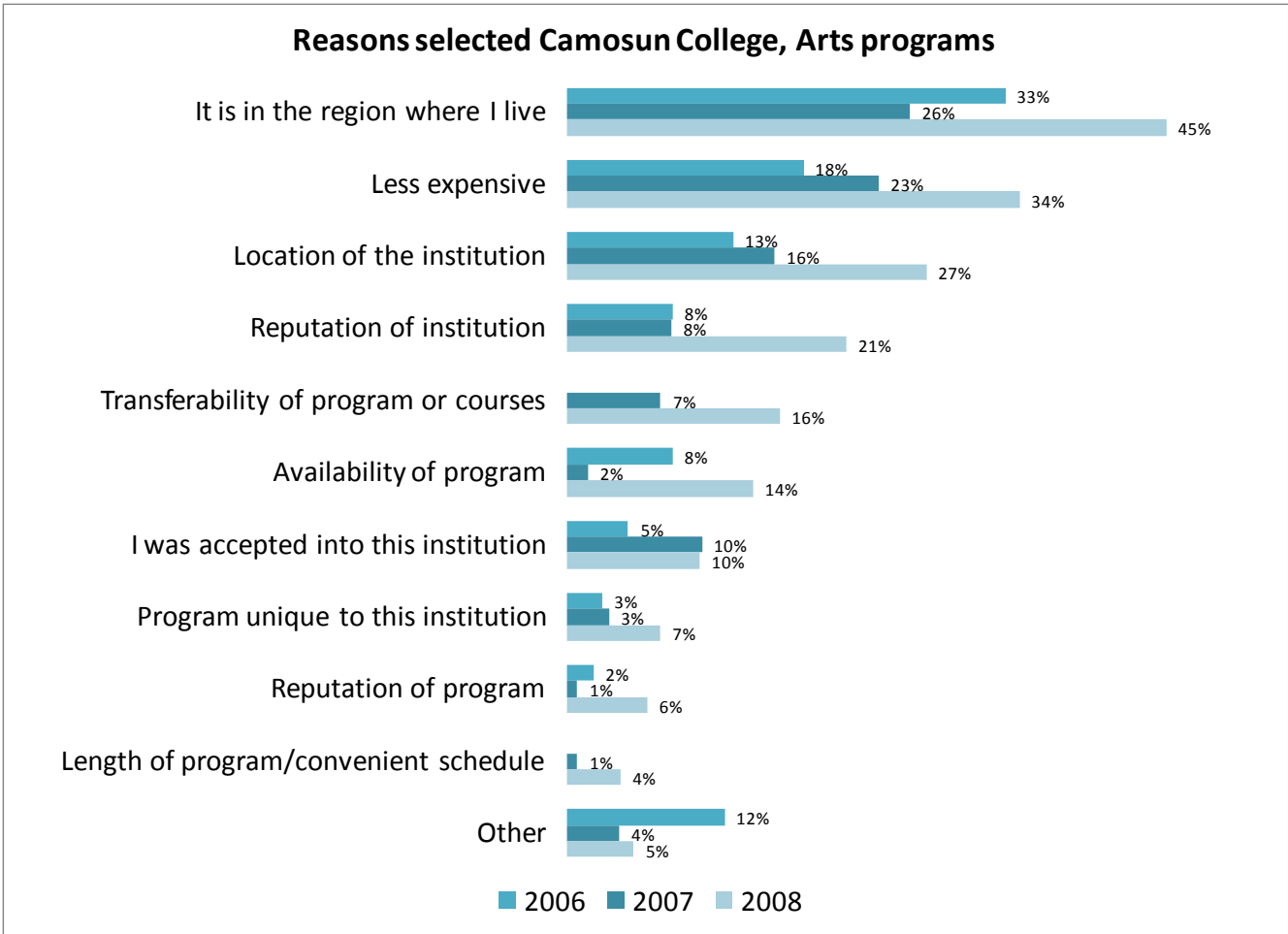
Camosun College ranks at or above the BC College Average on this measure in four of the past five years.



REASONS FOR SELECTING CAMOSUN COLLEGE

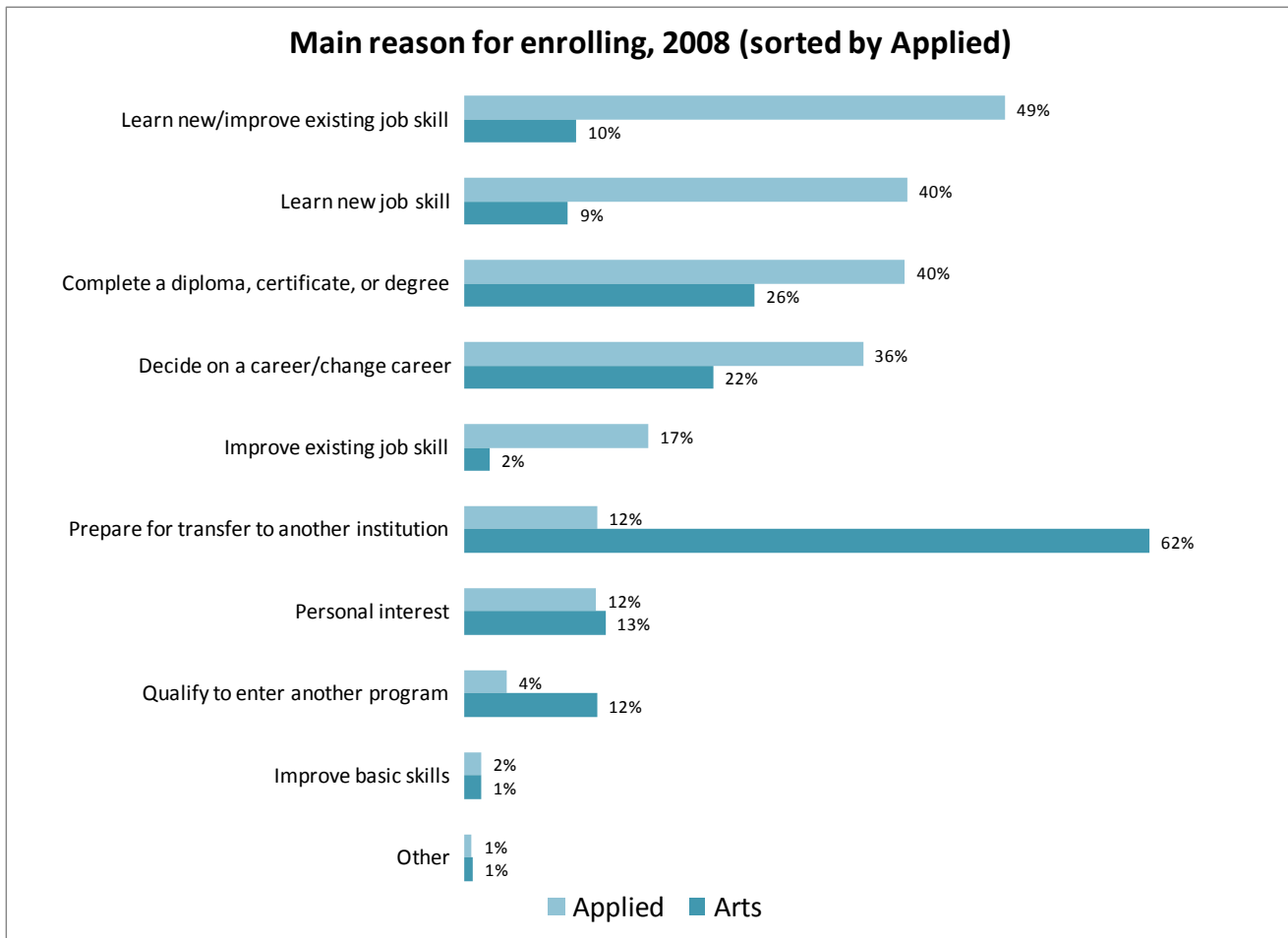
Students selected Camosun College for a variety of reasons. For both Arts and Applied students, “It is in the region where I live” was the top reason. “Reputation of the institution” and “Reputation of the program” were the next most common reasons for Applied students, in contract to Arts students, for whom the next most common reasons were “Less expensive” and “Location of the institution”.





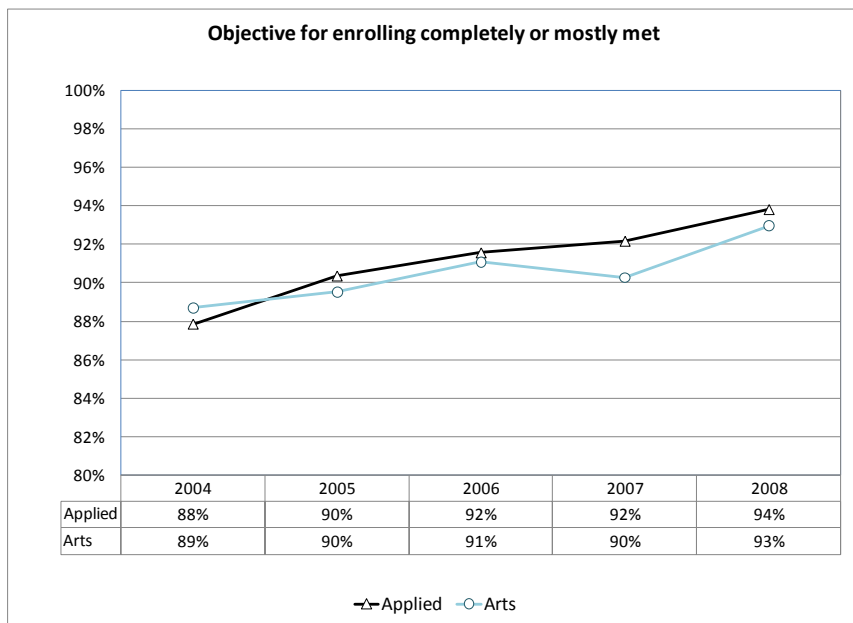
MAIN REASON FOR ENROLLING

Detailed analysis of students’ main educational or career goal for enrolling in their program is provided. In 2008, the most common reason given by Arts students was to prepare to transfer to another institution (62%) while for Applied students it was to learn a new job skill or improve an existing one (49%). Whatever their primary reason for attending, the vast majority of students report that their objective was either completely or mostly met, and this indicator has improved over time, from 88% for Applied in 2004 to 94% in 2008, and from 89% for Arts in 2004 to 93% in 2008.

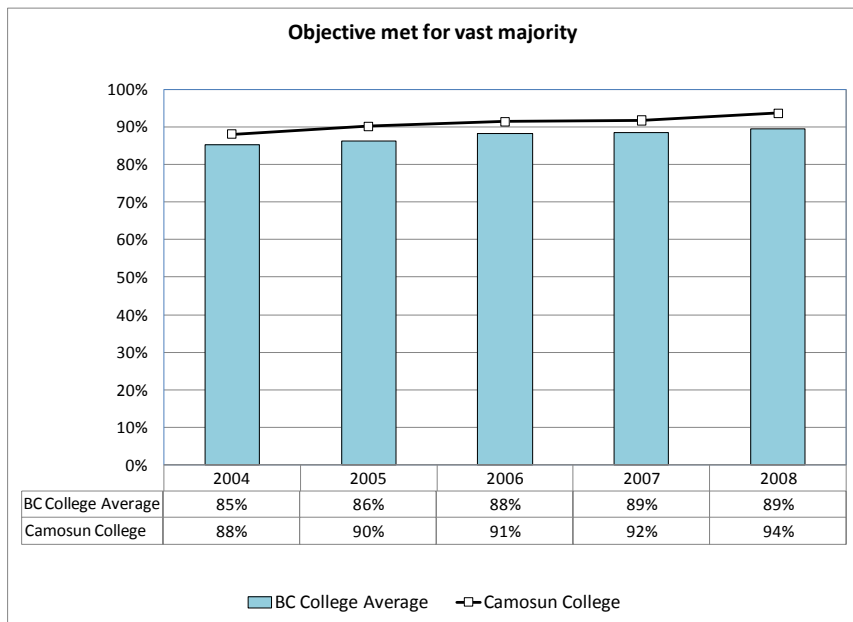


ENROLMENT OBJECTIVE MET FOR LARGE MAJORITY

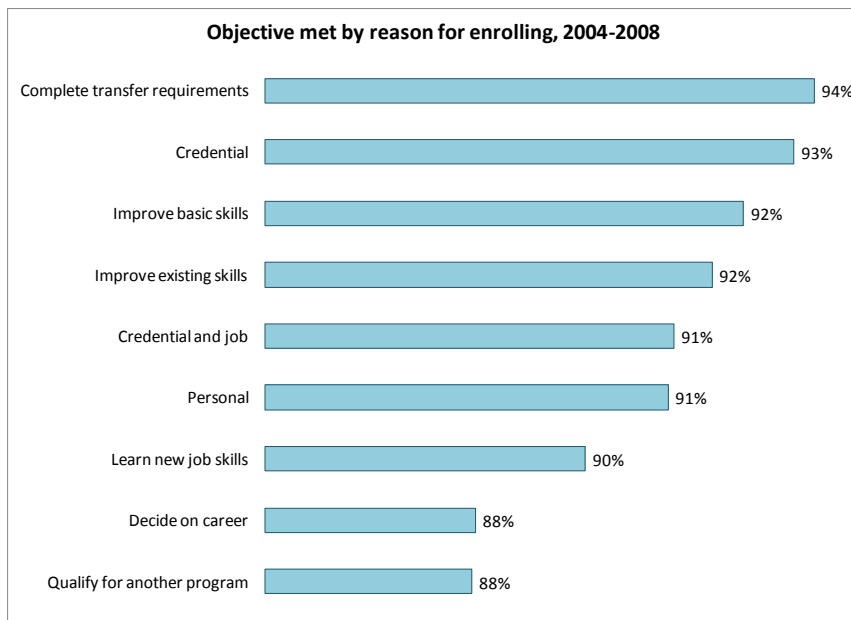
The vast majority of students in both types of programs either completely or mostly met their most important objective for enrolling in a program at Camosun College. Furthermore, achievement of objectives increased fairly steadily between 2004 and 2005. In 2004, 88% of former Applied and 89% of Arts students reported their most important objective was completely or mostly met; by 2008, 94% of Applied and 93% reported this result.



Camosun’s ratings on this measure exceed the BC College Average in all years.



Among all those who enrolled from 2004 to 2008 to complete transfer requirements, 94% report that their objective was either completely or mostly met, and among those who enrolled to qualify for another program, 88% state that their objective was either completely or mostly met.

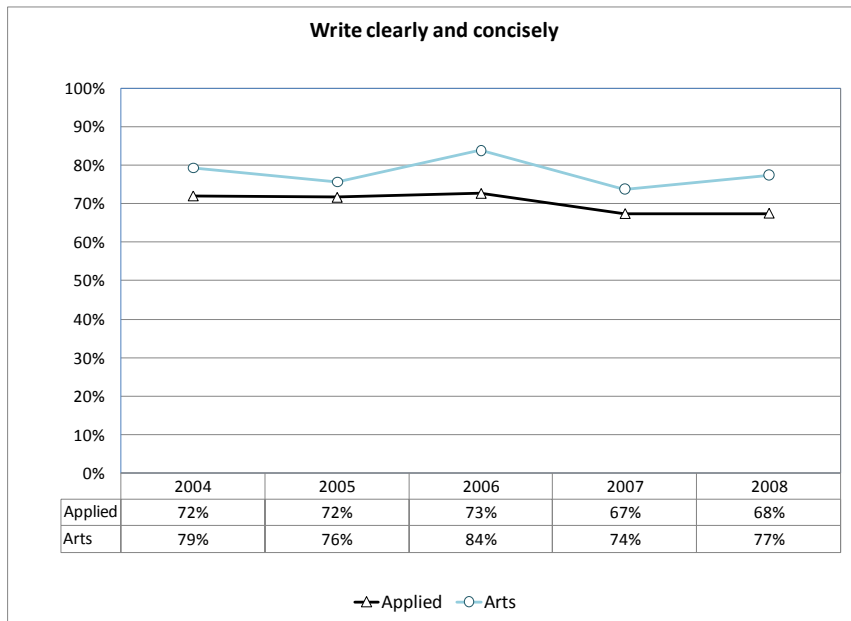


EVALUATION OF EDUCATION

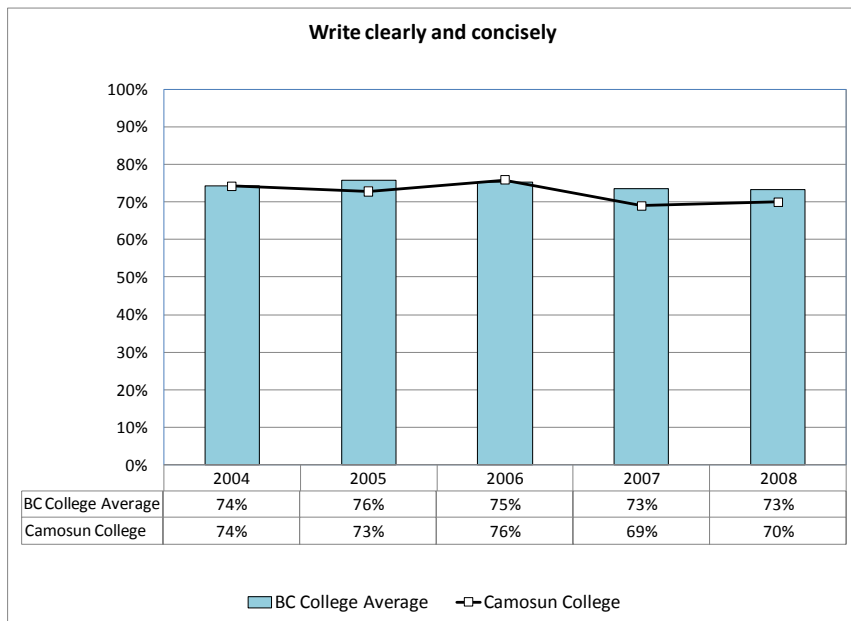
Former students were asked how well their program helped them develop their skills in 10 areas. The following analysis presents the sum of very well and well for each skill set, excluding those who responded not applicable.

At least 80% in each year and each group rated highly their program's development of the ability to analyze and think critically. Also rated very highly were the ability to learn on one's own, to work effectively with others, to read and comprehend field-appropriate material, and to write clearly and concisely.

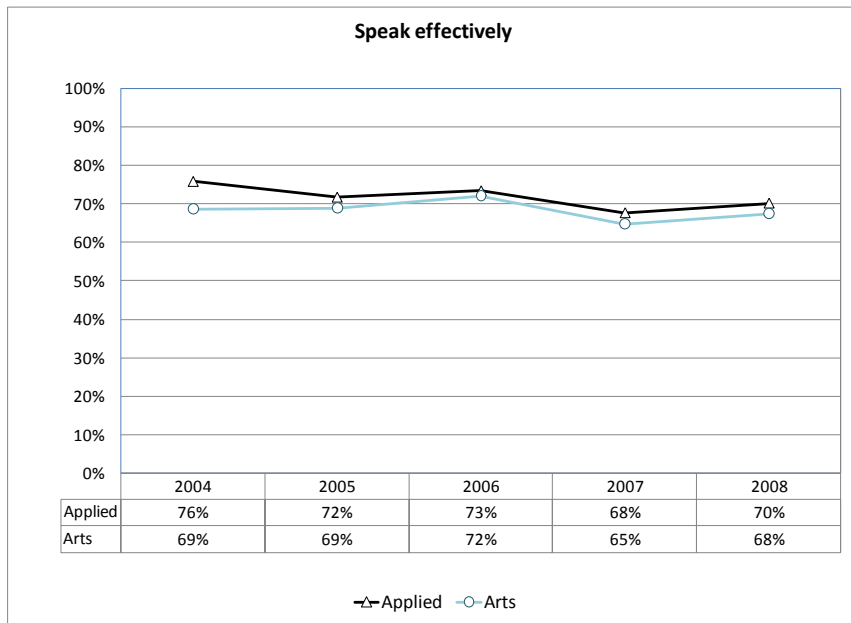
Generally more than three-quarters of students from Arts programs said their skill to write clearly and concisely was well developed by their program. There has been a slight downward trend since a jump to 84% in 2006. More than two-thirds of Applied program students reported development of the ability to write clearly and concisely, with a downward trend in 2007 and 2008.



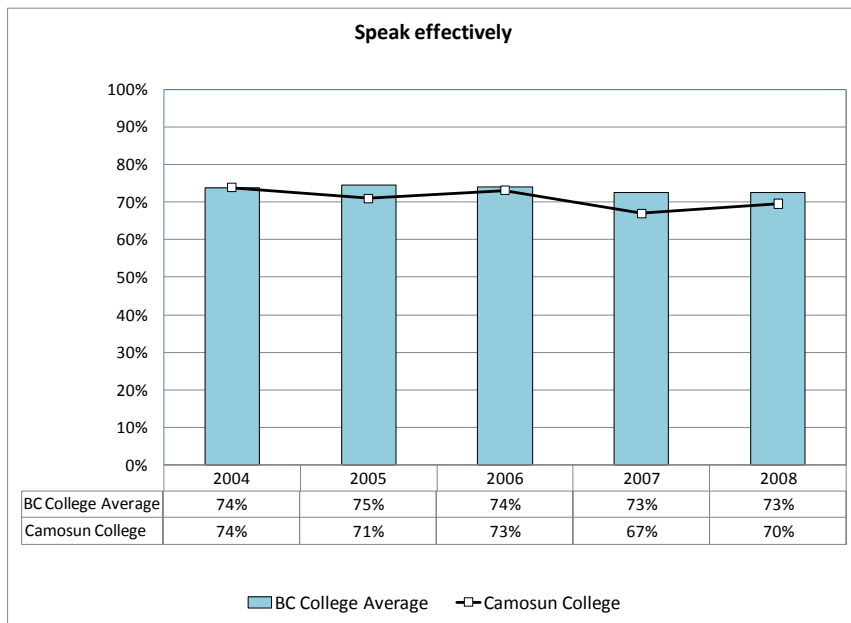
Camosun’s ratings fall within the range of the BC College Average.



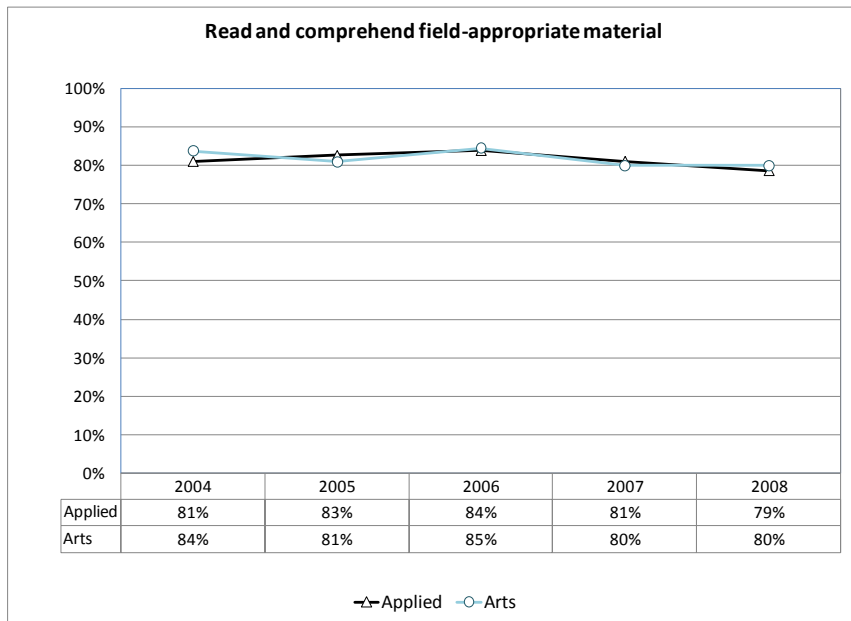
About two-thirds (approximately 70%) of both groups of students rated their program’s development of effective speaking skills very well or well. While the share has been stable for Arts, it has declined slightly for Applied.



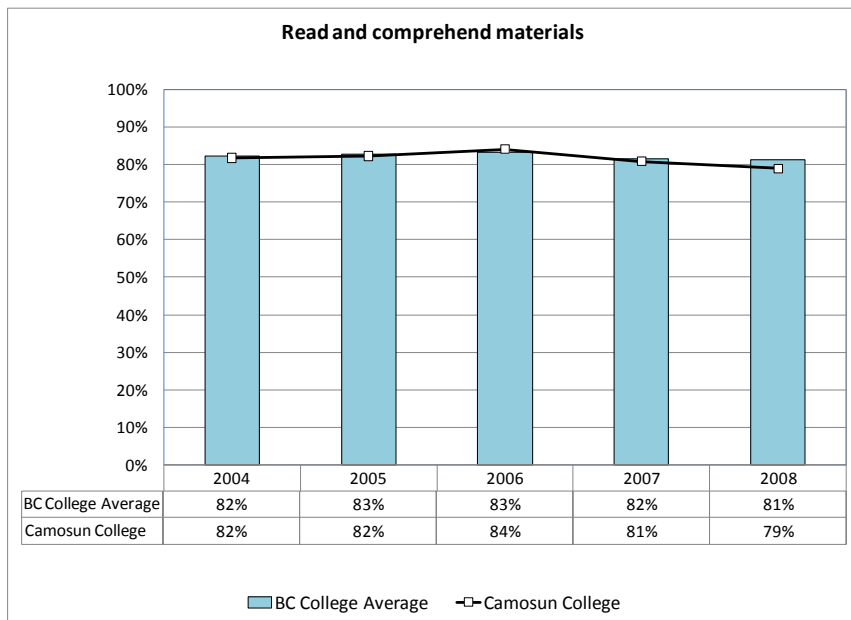
Camosun’s results are within the BC College Average range.



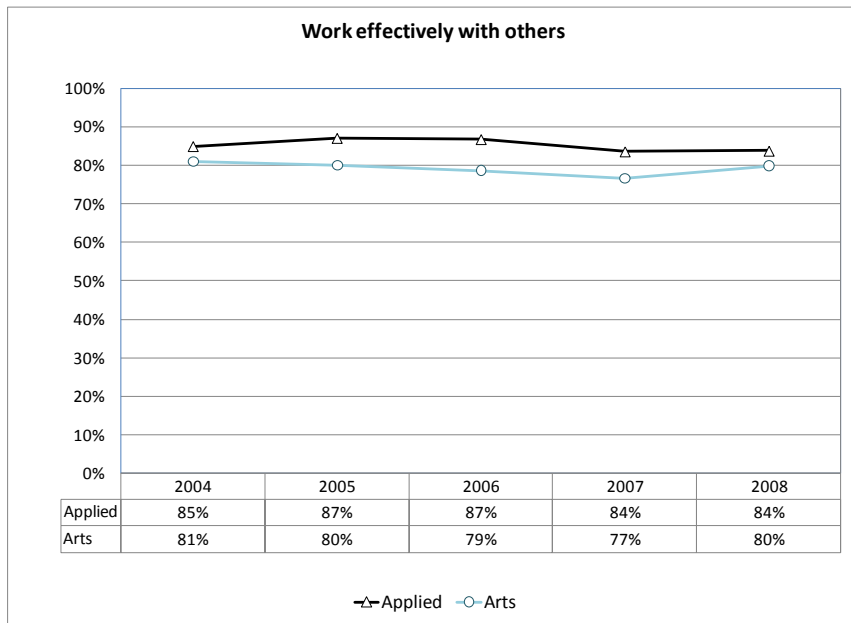
Four out of five students in both types of programs report their program helped develop reading and comprehension skills very well or well.



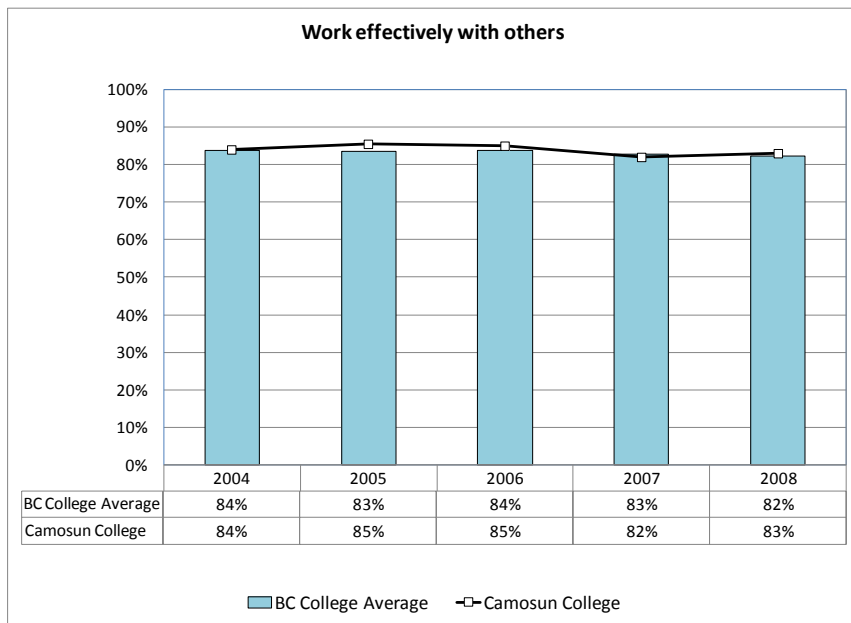
These results are within the BC College Average range.



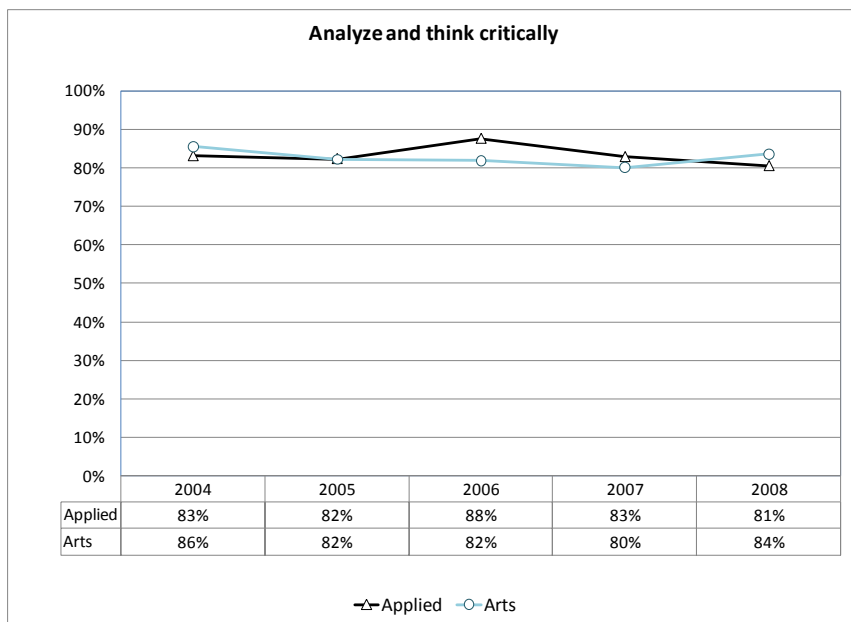
With some slight variation, around 85% of Applied students and 80% of Arts students highly rate their program’s development of the skill of working effectively with others.



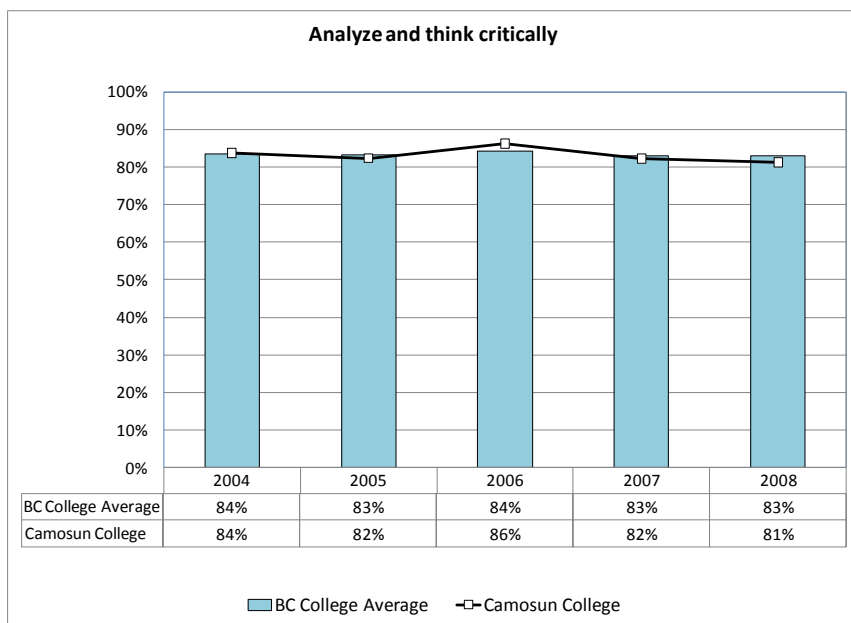
Both types of programs fall within the BC College Average range.



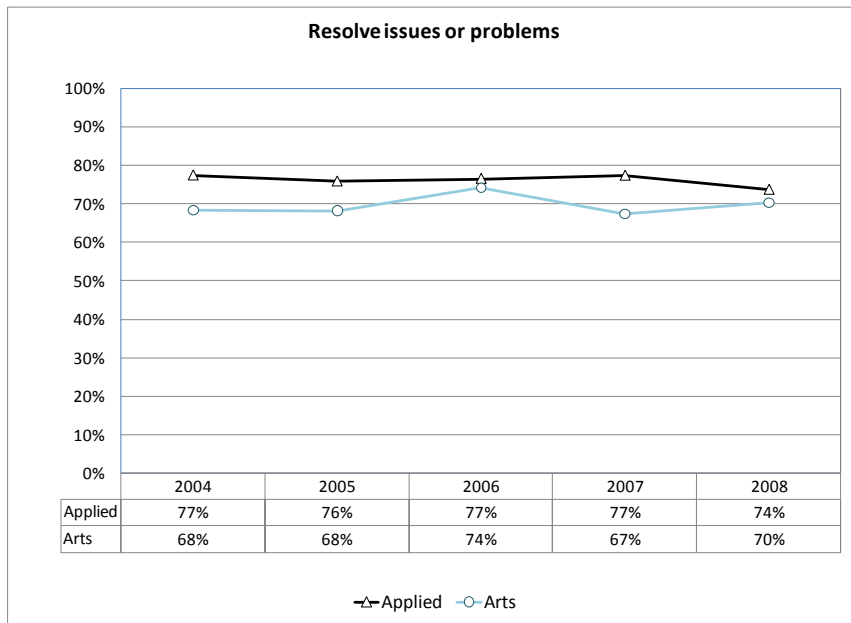
More than 80% of students from both types of programs rate development of skills to analyze and think critically highly.



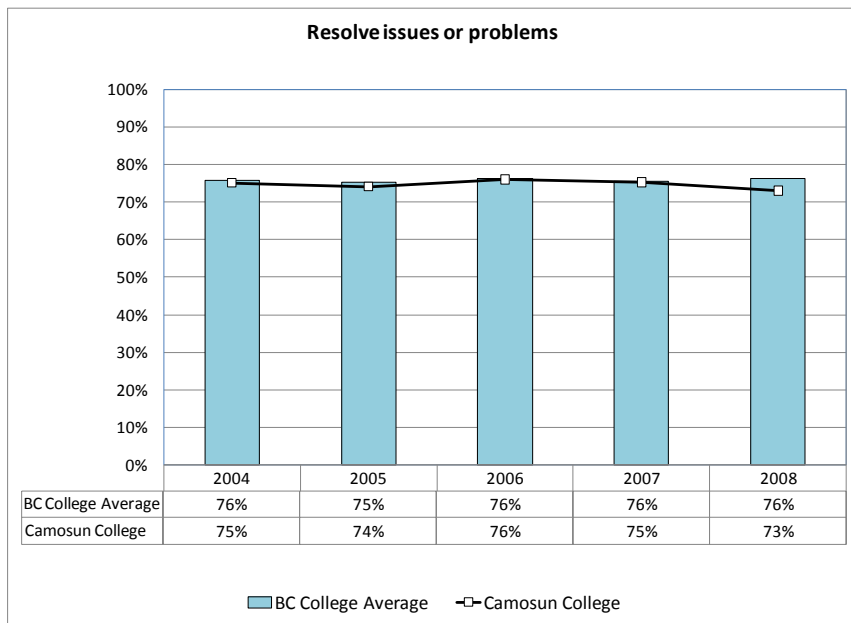
This is within the range of the BC College Average.



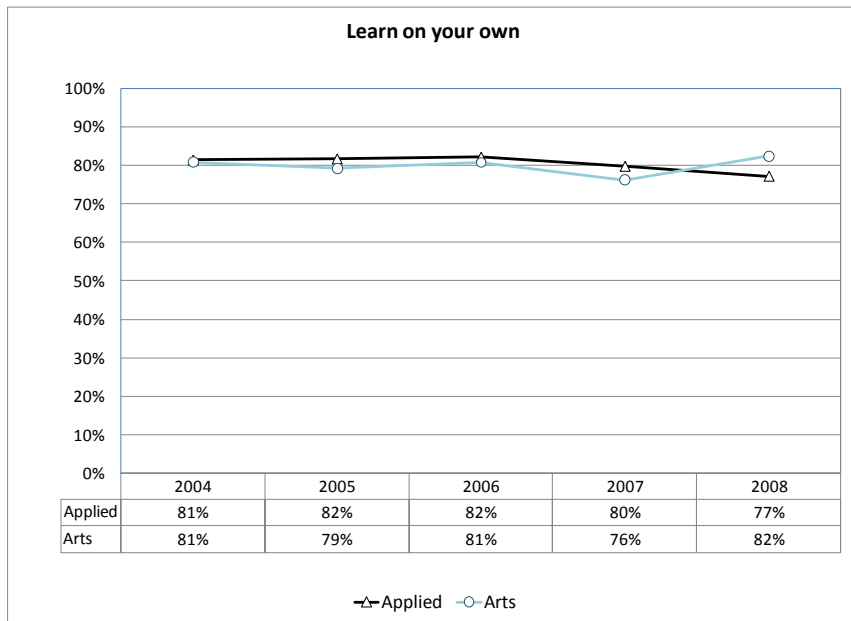
About three-quarters of Applied students reported their program helped them develop skills in resolving issues or problems very well or well, with a slip downward dip in 2008, compared to about two-thirds of Arts students.



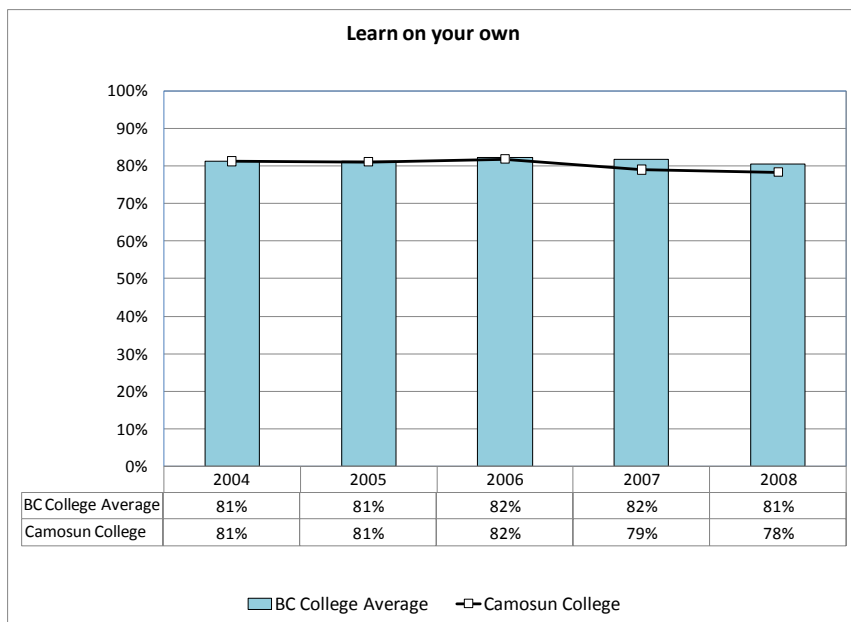
These results are comparable to the BC College Average.



About four out of five students in both programs rate their program’s development of self-directed learning skills highly. There was a slight dip in 2008 for Applied students (77%) while Arts has been slightly more variable.

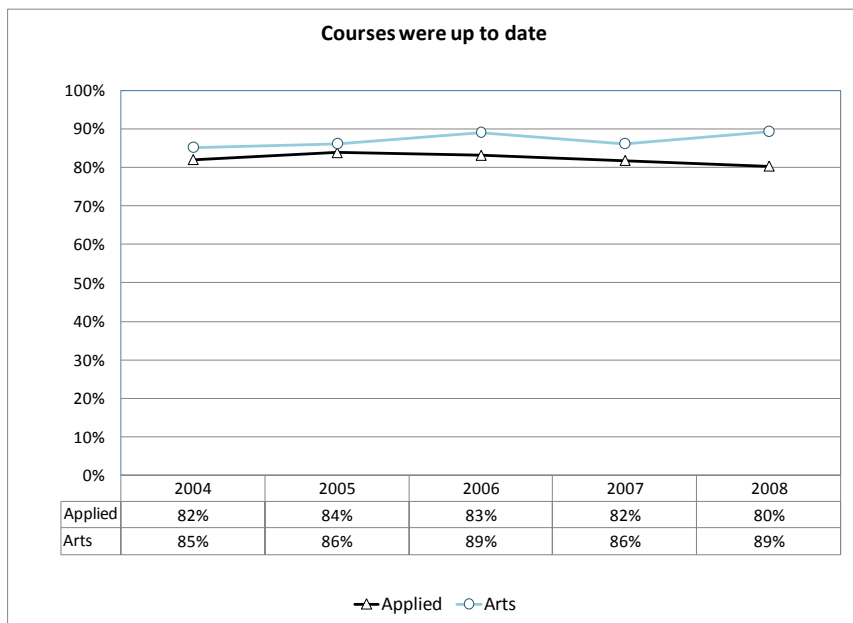


Camosun College’s results have been close to the BC College Average in each of the 5 years, although with some divergence in 2007 and 2008 as noted above.

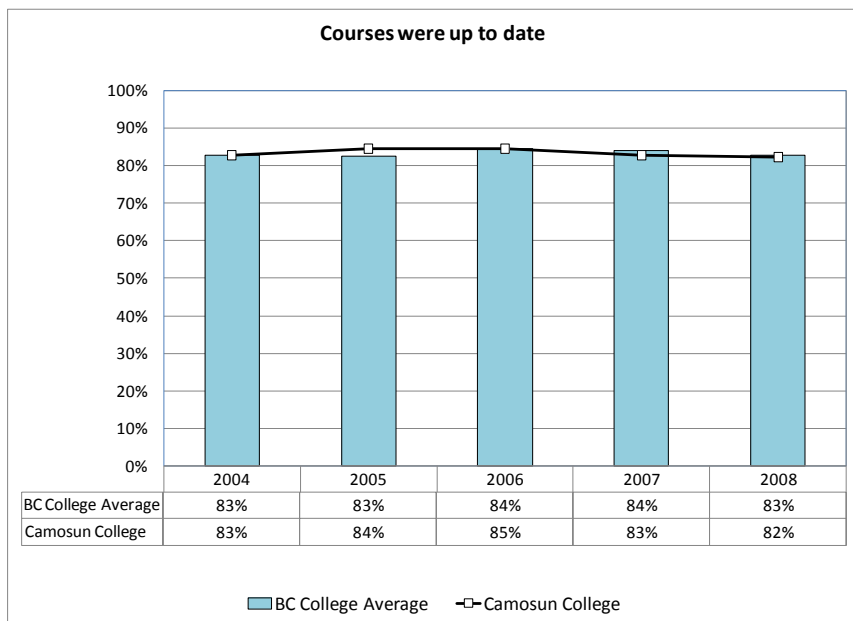


COURSES UP TO DATE

Generally more than 80% of former students say their courses were up to date and that they covered most relevant topics.

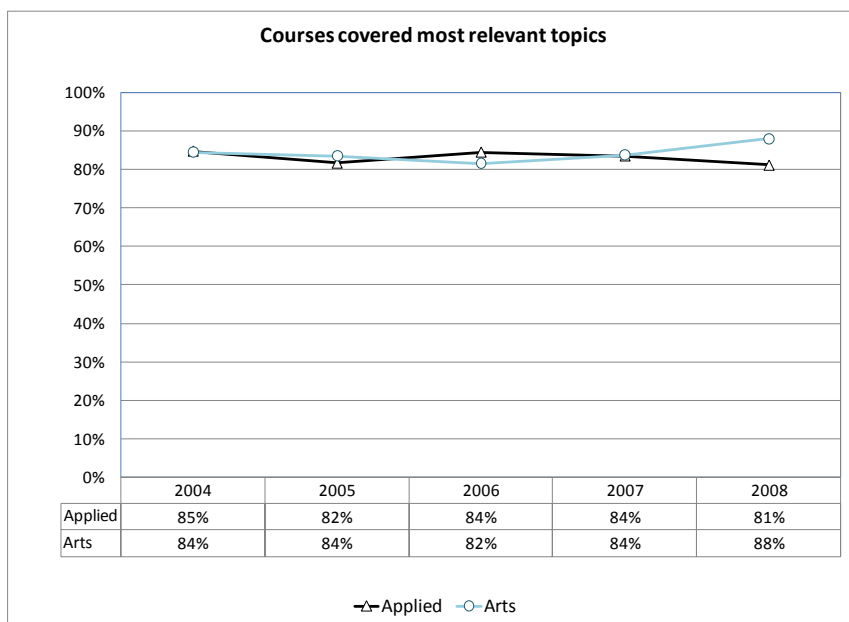


Camosun ratings are comparable to the BC College Average.

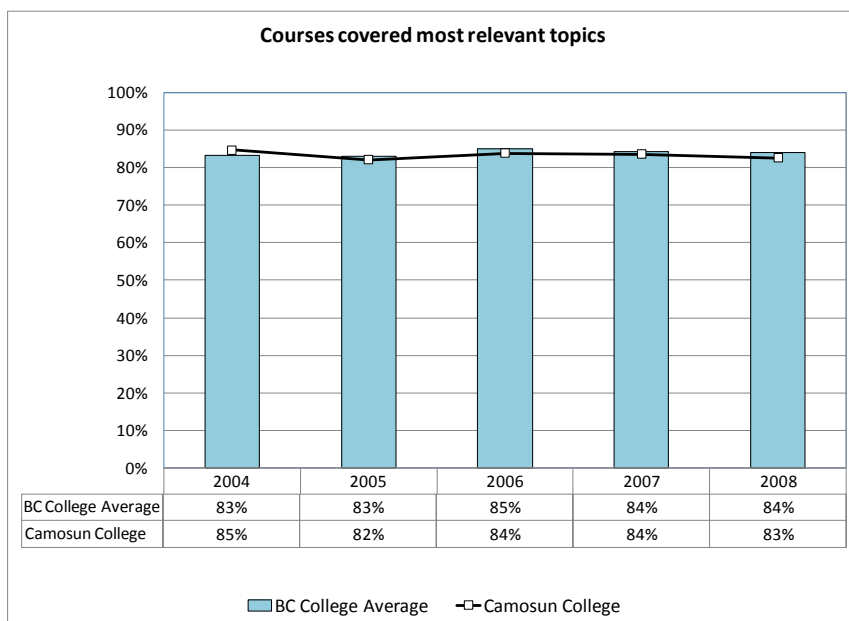


RELEVANCE OF COURSES

Arts students' ratings of their courses covering the topics most relevant to their field have trended upwards from 84% in 2004 to 88% in 2008. Applied students' ratings have trended downward slightly, from 85% in 2004 to 81% in 2008.

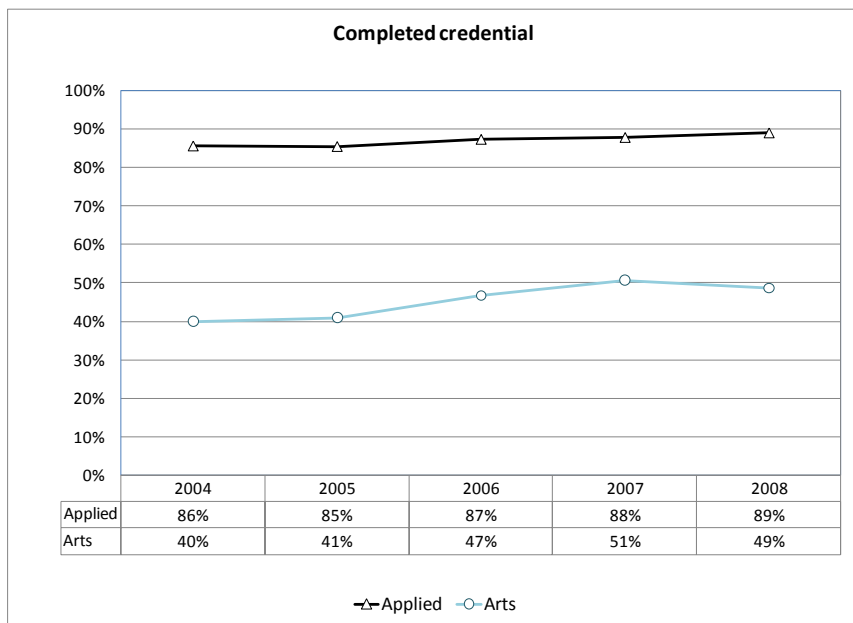


Camosun's ratings are comparable to the BC College Average.

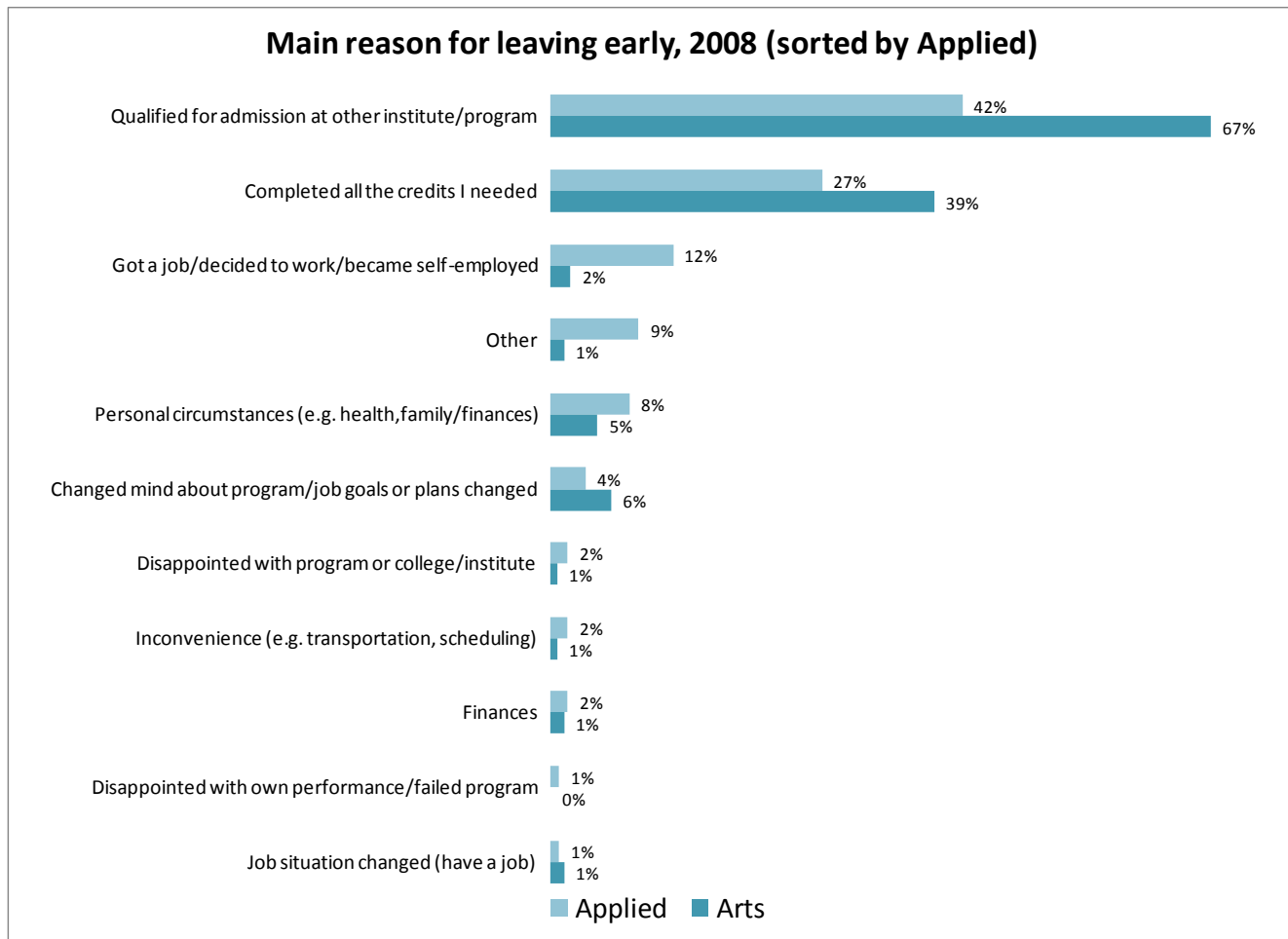


COMPLETION OF CREDENTIAL AND REASONS FOR LEAVING EARLY

Nearly 9 out of 10 Applied program respondents completed their credential requirements. While less than half of Arts students completed their credential, the share has been trending upward.

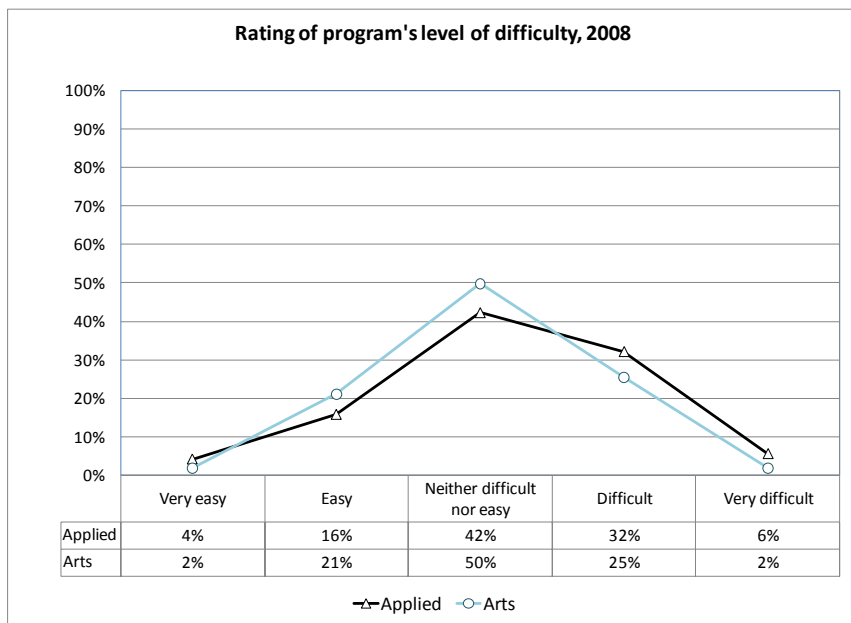


Qualifying for admission at another institute or in another program was the reason given by two-thirds of Arts students (67%) and 42% of Applied students in the 2008 cohort who didn't complete their credential. The second most common reason was "Completed all the credits I needed", cited by 39% of Arts students and 27% of Applied students in 2008.



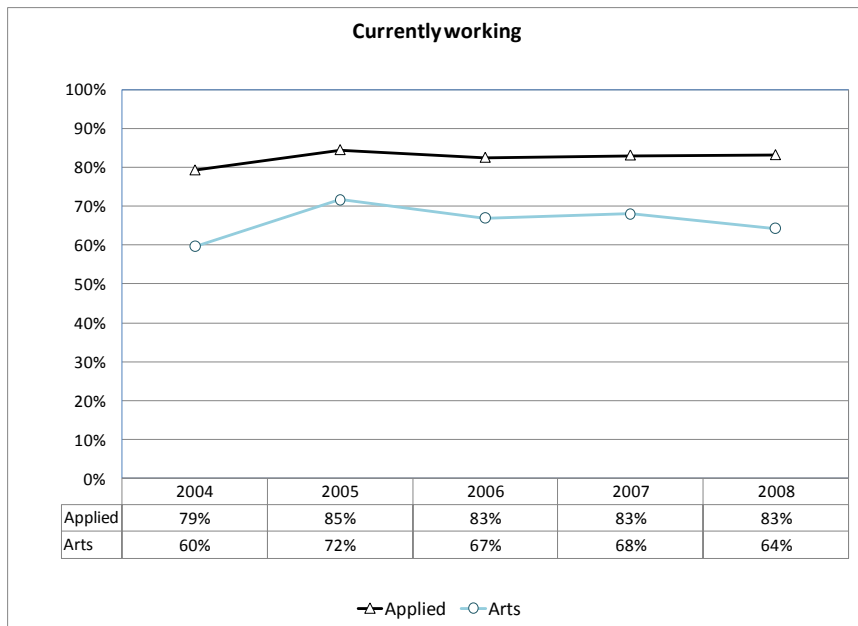
DIFFICULTY OF PROGRAM

In 2008, nearly 4 in 10 (38%) of Applied students rated their program as either Difficult or Very Difficult, compared to just over one-quarter of Arts students (27%).

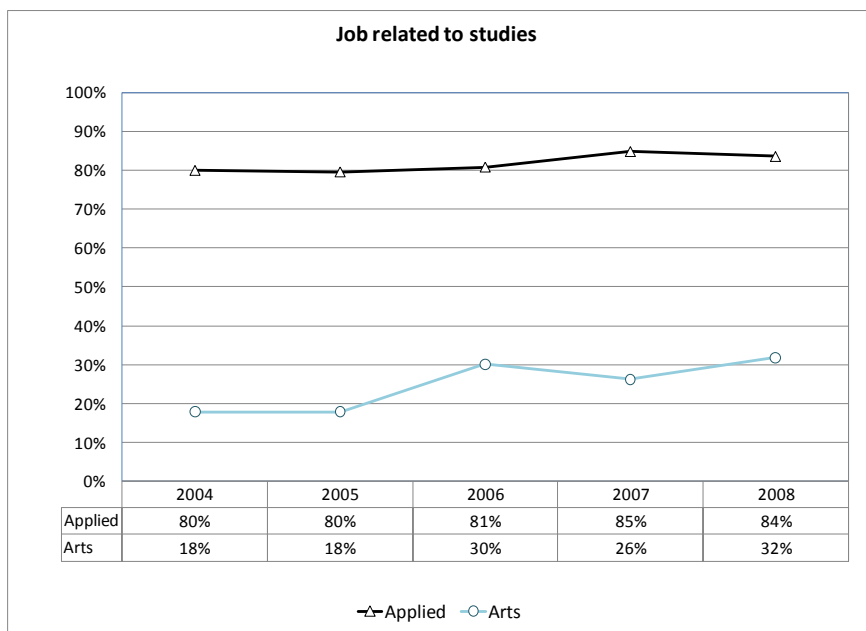


LABOUR MARKET OUTCOMES

Nearly 9 out of 10 former Applied students are in the labour force (either looking for work or working), compared to about 7 out of 10 former Arts students. Generally more than 80% of former Applied students and about 70% of former Arts students were working at the time of the survey.



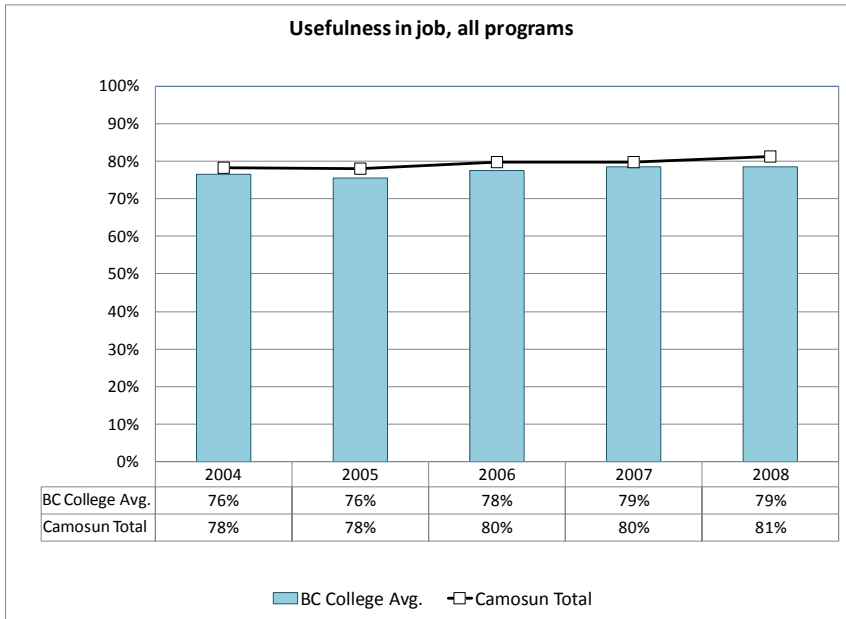
At least 80% of employed former Applied programs students are working in a job related to their studies, while the proportion of former Arts programs students in a job related to their studies increased from one in five (18%) in 2004 to one in three (32%) in 2008.



Respondents were asked to rate the knowledge and skills they gained in their program. Close to 4 out of 5 of former Camosun students from both Arts and Applied programs combined responded either very useful or somewhat useful in each of the 5 years under study, and the proportion has risen, from 76% in 2004 to 79% in 2008. Camosun’s rates are slightly higher than the BC College Average.

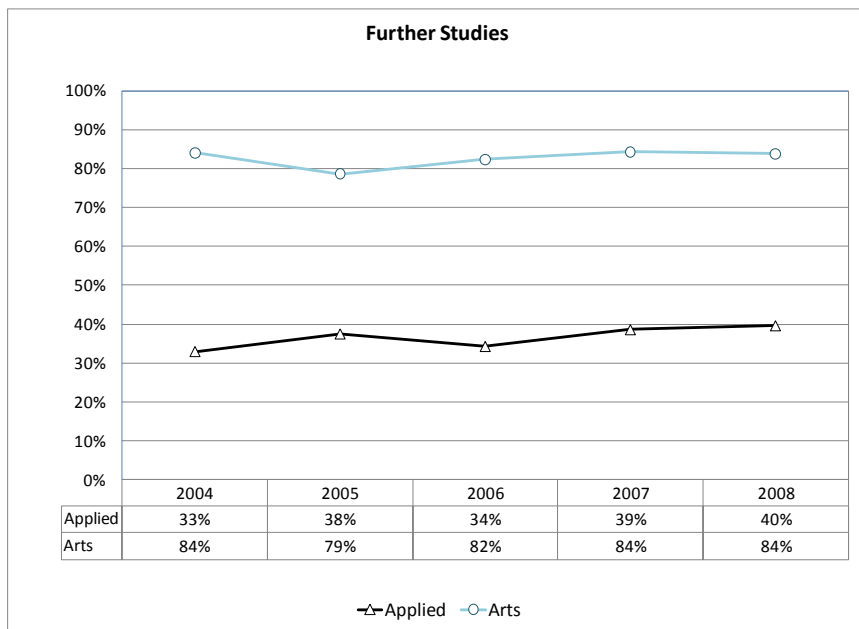
Between 2005¹ and 2008, the median hourly wage rose by 12% for students from Applied programs—from \$17 to \$19. For students from Arts programs, the median hourly wage rose by 13%—from \$12 to \$14. During the same period, the average hourly wage for all workers in British Columbia rose 11%.

¹ Source: BC Stats. Before 2005, respondents were asked for their “Gross median monthly salary”.

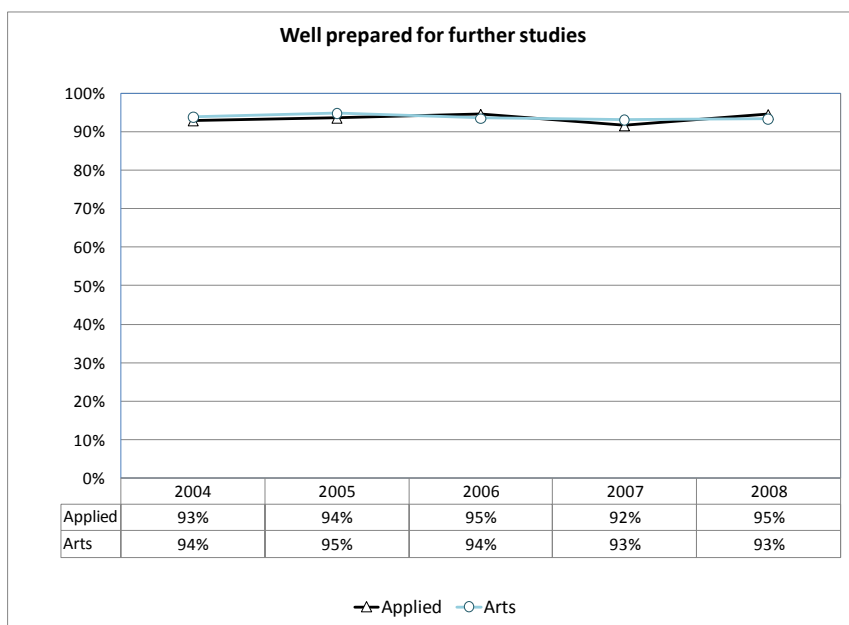


FURTHER STUDIES

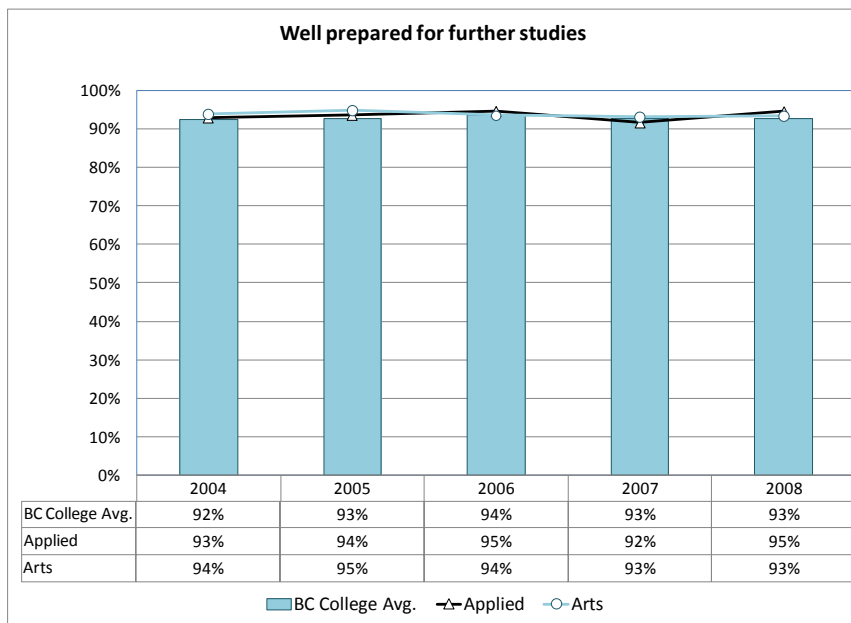
Four out of five Arts students and about one-third of Applied program students have continued their studies. Further studies are highly related to the students' original program of studies at Camosun for close to 90% of both Arts and Applied students. About 9 out of 10 students transferred into an institution that was their first choice, and almost all were accepted into the program they wanted; more than 90% of Arts students and about two-thirds of Applied students received expected transfer credits. Further studies are highly related to their original Camosun program of studies for both groups (close to 90%).



More than 90% of those who continued consider themselves well prepared for further studies.

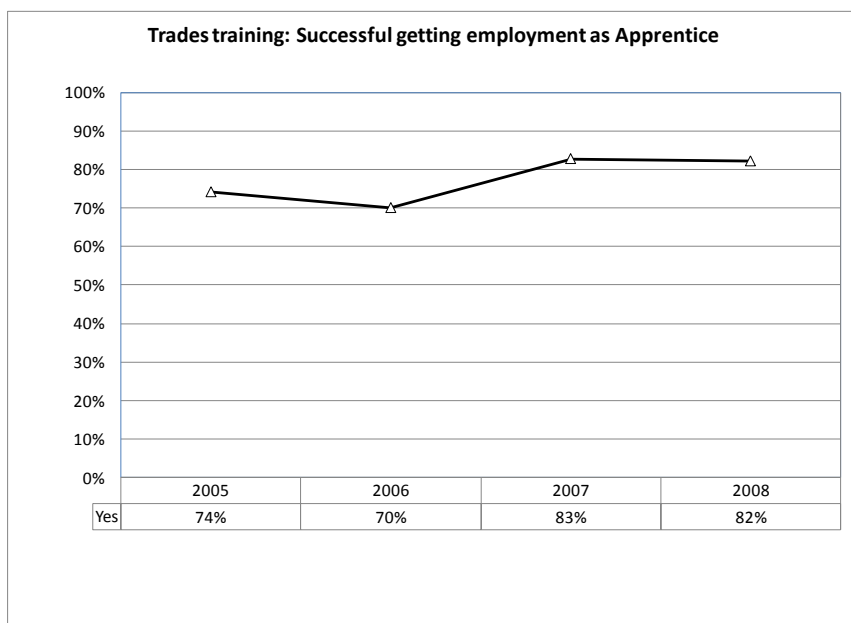


In four of five years, Camosun meets or exceeds the BC College Average for both Arts and Applied programs on this measure.



TRADES FOUNDATIONS EMPLOYMENT

Of those who tried to obtain employment as an apprentice, three-quarters (74%) were successful in 2005, rising to 82% in 2008. Among those who did not seek an apprenticeship, the largest group (29%) already had a job or were self-employed, 15% planned to do so later, 13% were no longer interested in a career in the trades, and 9% were not in an apprenticeable trade. Among the small group who wanted employment as an Apprentice but were unable to obtain it, three-quarters (73%) could not find an employer to sponsor them.



About three-quarters of those who went on to Apprenticeship training say their ELTT or Foundations program prepared them either very well or well for their Apprenticeship.



APPRENTICESHIP STUDENT OUTCOMES (APPSO)

Results are presented for the Apprenticeship Student Outcomes (APPSO) survey for the years 2005 to 2009. In that time frame, 509 of 901 eligible students responded to the survey for an overall response rate of 56%. The following trades areas were represented: Automotive Mechanics, Carpentry, Culinary Arts (small cohorts), Electrician, Pipefitter and Sprinkler Fitter (2006 only, small cohort), Plumbing and Steel Fabrication and Welding.

From 2005 to 2007, just under one-third (30-31%) of former Apprentices relocated from their home community to attend training at Camosun College; the share was 21% in 2008 and 24% in 2009. Most (84%-91%) had completed high school before beginning their apprenticeship training. In 2009, one-third (33%) had also completed some type of non-trades post-secondary credential beforehand (19% in 2008). About 85% of apprentices paid for their training themselves.

Previous education

	2005	2006	2007	2008	2009
Completed high school before starting apprenticeship program	84%	91%	94%	89%	88%
Was in a high school apprenticeship program	7%	9%	9%	10%	8%
Received technical credit for high school training	40%	56%	67%	42%	67%
Took entry-level trades training, a trades foundation course, or other pre-apprenticeship training	N/A	36%	30%	40%	29%
Entry-level trades training in same trade as apprenticeship training	N/A	N/A	83%	91%	89%
Took other post-secondary education before starting apprenticeship training	36%	42%	36%	52%	39%
Completed a previous post-secondary credential	50%	69%	57%	36%	60%
<i>Certificates, diplomas, or degrees completed before apprenticeship training (mark all that apply)</i>					
Did not complete any	50%	31%	43%	64%	40%
Trades Qualification (TQ) or Certificate of Qualification (CQ), or Inter-Provincial (IP) certification in a different field	5%	8%	7%	4%	9%
Trades program citation, certificate, or diploma	0%	17%	18%	7%	18%
Non-trades college, university college or institute certificate, diploma, or associate degree	32%	31%	25%	19%	33%
University certificate or diploma below bachelor level	5%	8%	4%	1%	4%
Baccalaureate degree(s) (e.g., B.A., B.Sc., LL.B.)	9%	10%	11%	7%	4%
University degree or certificate/diploma above bachelor level	0%	0%	4%	0%	0%

EVALUATION OF EDUCATION

As the following table indicates, former Apprentices' overall satisfaction with their education at Camosun College is extremely high. The sum of Very satisfied and Satisfied is at least 94% in each of the past 5 years.

Overall satisfaction with education received

Very satisfied plus Satisfied	2005	2006	2007	2008	2009
Camosun Total	100%	94%	96%	95%	96%
Automotive Mechanics	100%	88%	100%	87%	92%
Carpentry	100%	100%	95%	100%	97%
Culinary Arts	100%	90%	...	100%	100%
Electrician	100%	95%	100%	94%	97%
Plumbing	100%	85%	86%	100%	96%
Pipefitter & Sprinkler Fitter		100%			
Steel Fabrication & Welding	100%	100%	100%	92%	94%

Satisfaction with the overall workplace training experience is also high. The sum of Very satisfied and Satisfied stood at 99% in 2005 (in that year, this question was only asked of a 50% sample), dropping to 86% in 2009.

Workplace Training: Very satisfied plus Satisfied	2005*	2006	2007	2008	2009
Overall workplace training experience	99%	94%	90%	89%	86%

* Asked of a 50% sample in 2005.

RATINGS OF OPPORTUNITIES FOR SKILL DEVELOPMENT IN PROGRAM

The following table displays ratings of Very Well plus Well combined for those respondents who felt the item was applicable. The most highly rated skills were “Use mathematics,” “Analyze and think critically” and “Read and comprehend materials”. “Use computers” was lowest rated.

Very well plus Well	2005	2006	2007	2008	2009
Number of responses (including N/A)	67	114	77	132	119
Write clearly and concisely	78%	72%	83%	74%	75%
Speak effectively	70%	79%	76%	65%	72%
Read and comprehend materials	84%	81%	81%	80%	81%
Analyze and think critically	88%	83%	88%	88%	84%
Work effectively with others	84%	80%	78%	77%	73%
Resolve issues or problems	85%	75%	72%	75%	74%
Use mathematics	94%	85%	84%	90%	93%
Use computers	38%	38%	52%	52%	42%
Use other tools & equipment	88%	73%	84%	77%	78%
Learn on your own	84%	76%	85%	79%	78%

PROGRAM RATINGS

The following table displays ratings of Very Good plus Good combined for those respondents who felt the item was applicable. Quality of instruction was highly rated (lowest point of 83% in 2007, highest of 94% in 2005 and 92% in 2009) while Amount of practical experience and Quality of other tools/equipment were more variable; in most years about two-thirds of former Apprentices rated these as Very good or Good.

Very good plus Good	2005	2006	2007	2008	2009
Number of responses (including N/A)	67	114	77	132	119
Quality of instruction	94%	86%	83%	86%	92%
Amount of practical experience	81%	63%	65%	65%	65%
Quality of other tools/equipment	86%	69%	85%	67%	69%

LABOUR MARKET OUTCOMES

The vast majority of former Apprentices are in the labour force, are employed full-time, and have a main job that is very related or somewhat related to the training they received in their program at Camosun College.

Employment status

	2005	2006	2007	2008	2009
Responses	67	114	77	132	119
In the labour force	93%	97%	100%	98%	98%
Employed	90%	95%	95%	96%	87%
Unemployed	3%	3%	5%	2%	12%
Employed in a training-related job	95%	94%	97%	98%	93%
Employed full time	100%	98%	100%	100%	97%
Employed part time	0%	2%	0%	0%	3%

Overall at least 93% of former Apprenticeship program students rate the knowledge and skills gained in their Camosun College training as either very useful or somewhat useful in performing their job. In 2009, the highest ratings were virtually unanimous.

Usefulness of skills from Camosun College training in job

	2005	2006	2007	2008	2009
Very useful plus somewhat useful	95%	95%	93%	96%	99%
Number of Responses	60	108	73	127	103

LABOUR MARKET INDICATORS BY TRADE PROGRAM GROUPING

The following table displays four labour market-related indicators for each trade program grouping.

	2005	2006	2007	2008	2009
Training-Related Job					
Automotive Mechanics	100%	100%	100%	100%	100%
Carpentry	94%	93%	95%	100%	96%
Culinary Arts	92%	100%	...	86%	83%
Electrician	100%	95%	100%	96%	92%
Pipefitter & Sprinkler Fitter		100%			
Plumbing	100%	82%	92%	100%	94%
Steel Fabrication & Welding	86%	89%	100%	100%	87%
Knowledge and Skills Very/ Somewhat Useful in Performing Job					
Automotive Mechanics	100%	100%	100%	96%	100%
Carpentry	94%	93%	90%	100%	100%
Culinary Arts	100%	100%	...	71%	100%
Electrician	90%	95%	95%	96%	100%
Pipefitter & Sprinkler Fitter		100%			
Plumbing	100%	91%	83%	100%	100%
Steel Fabrication & Welding	86%	100%	100%	100%	93%
Very Satisfied/ Satisfied with Workplace Training Experience					
Automotive Mechanics	100%	88%	100%	87%	85%
Carpentry	100%	100%	90%	100%	90%
Culinary Arts	92%	90%	...	75%	60%
Electrician	100%	93%	85%	89%	83%
Pipefitter & Sprinkler Fitter		100%			
Plumbing	100%	100%	86%	85%	88%
Steel Fabrication & Welding	100%	100%	89%	92%	94%
Unemployed*					
Automotive Mechanics	0%	6%	10%	0%	8%
Carpentry	0%	0%	0%	0%	4%
Culinary Arts	0%	0%	...	0%	0%
Electrician	9%	0%	0%	2%	13%
Pipefitter & Sprinkler Fitter		0%			
Plumbing	0%	15%	14%	5%	29%
Steel Fabrication & Welding	13%	0%	11%	8%	6%

* Unemployed: Percentage is out of those in the labour force

...: Data suppressed as n<5

EARNINGS

The gross median hourly wage rose 27% from \$22 in 2005 to \$28 in 2009.

	2005	2006	2007	2008	2009
Responses	52	98	70	116	96
Gross median hourly wage	\$22	\$24	\$26	\$28	\$28

EARNINGS BY TRADE PROGRAM GROUPING

Trade Program Grouping	Currently Employed	Hourly Wage of Main Job*					Hours/Week**			
		n	High	Low	Average	Median	n	Average	Median	
Automotive Mechanics										
2009	12	11	\$29	\$17	\$23	\$22	12	42	40	
2008	23	22	\$39	\$15	\$22	\$21	22	41	40	
2007	9	8	\$29	\$20	\$23	\$22	9	44	40	
2006	16	13	\$29	\$15	\$22	\$23	16	41	40	
2005	6	5	\$27	\$10	\$18	\$18	6	39	40	
Carpentry										
2009	27	26	\$32	\$19	\$27	\$27	27	44	40	
2008	21	19	\$40	\$25	\$30	\$29	20	44	40	
2007	20	20	\$38	\$22	\$28	\$28	20	40	40	
2006	14	14	\$45	\$16	\$26	\$25	13	43	40	
2005	18	17	\$30	\$15	\$23	\$22	18	43	40	
Culinary Arts										
2009	6	6	\$18	\$14	\$16	\$17	6	34	39	
2008	7	7	\$18	\$11	\$15	\$15	7	40	40	
2007	
2006	9	9	\$17	\$10	\$13	\$14	9	44	42	
2005	13	10	\$15	\$11	\$13	\$13	12	46	40	
Electrician										
2009	26	23	\$60	\$22	\$30	\$29	26	44	40	
2008	46	41	\$37	\$23	\$28	\$28	46	41	40	
2007	20	18	\$33	\$22	\$27	\$28	20	44	40	
2006	39	35	\$34	\$21	\$26	\$25	39	40	40	
2005	10	8	\$31	\$19	\$24	\$23	10	41	40	
Pipefitter & Sprinkler Fitter										
2006	6	5	\$25	\$19	\$21	\$20	6	40	40	
Plumbing										
2009	17	15	\$38	\$20	\$31	\$32	16	38	40	
2008	19	19	\$36	\$20	\$30	\$30	19	42	40	
2007	12	12	\$60	\$22	\$31	\$28	12	40	40	
2006	11	11	\$55	\$15	\$25	\$24	11	41	40	
2005	6	5	\$27	\$21	\$24	\$23	6	43	40	
Steel Fabrication & Welding										
2009	15	15	\$38	\$21	\$29	\$29	15	40	40	
2008	11	8	\$33	\$27	\$30	\$30	11	41	40	
2007	8	8	\$28	\$20	\$25	\$25	8	42	40	
2006	9	8	\$29	\$23	\$26	\$27	9	42	40	
2005	7	7	\$27	\$20	\$24	\$25	7	41	40	

* Hourly wage from main job can be full time or part time.

** Hours/week refers to weekly hours from main job.

CERTIFICATION AND FURTHER STUDIES

FURTHER STUDIES

The proportion of former apprenticeship students who have taken any further studies since they left their training ranges from 9% in 2005 to 15% in 2008. Note: 2009 completers have not had time for further studies.

Further studies since leaving training

2005	9%
2006	18%
2007	18%
2008	15%
2009	8%

CERTIFICATION

	2005	2006	2007	2008	2009
Achieved TQ, CQ or IP certification	84%	83%	89%	85%	83%
Responses	67	113	76	131	118

Usefulness of knowledge and skills gained on the job during apprenticeship in preparing to write the TQ or IP exam

	2005	2006	2007	2008	2009
Very useful plus somewhat useful	82%	85%	81%	76%	N/A
Responses	67	113	76	132	0

CERTIFICATION RESULTS BY TRADE PROGRAM GROUPING

	2005	2006	2007	2008	2009
Obtained TQ, CQ or IP Certification*					
Automotive Mechanics	86%	94%	80%	70%	100%
Carpentry	84%	73%	90%	91%	90%
Culinary Arts	62%	90%	...	100%	83%
Electrician	92%	88%	95%	87%	80%
Pipefitter & Sprinkler Fitter		67%			
Plumbing	86%	69%	93%	80%	83%
Steel Fabrication & Welding	100%	75%	88%	92%	63%
Workplace Exp. Very/Somewhat Useful for Writing TQ, CQ, or IP Exam**					
Automotive Mechanics	100%	94%	89%	87%	N/A
Carpentry	84%	87%	75%	77%	N/A
Culinary Arts	85%	80%	...	75%	N/A
Electrician	75%	80%	85%	62%	N/A
Pipefitter & Sprinkler Fitter		100%			
Plumbing	100%	85%	71%	95%	N/A
Steel Fabrication & Welding	56%	89%	78%	83%	N/A

* TQ refers to "Trades Qualification"; CQ refers to "Certificate of Qualification"; IP refers to "Inter-provincial" certification.

** Not asked in 2009.

STUDENT FINANCES

Students were asked to specify who paid for their in-school training, including tuition, relocation costs, text books, and so on. Multiple responses were allowed so columns will add to more than 100%. Most apprenticeship students (82%-85%) provided funds for in-school training themselves.

Source of funds for in-school training

	2005	2006	2007	2008	2009
Myself	85%	82%	84%	85%	85%
Employer	19%	32%	19%	22%	21%
Union or other association	3%	5%	8%	6%	13%
Employment insurance	12%	18%	8%	16%	8%
Indian band funding	0%	1%	0%	0%	1%
Other funding from government, including ITA (Industry Training Authority)	9%	13%	4%	0%	3%
Bursary or scholarship	0%	3%	3%	2%	4%
Training was free	3%	0%	0%	0%	0%
Parents/family	0%	4%	9%	7%	4%
Other	0%	1%	0%	2%	1%
Responses	67	114	77	132	119

DEVELOPMENTAL STUDENT OUTCOMES (DEVSO)

Former Adult Basic Education (ABE) and English as a Second Language (ESL)² students are invited to take the Developmental Student Outcomes (DEVSO) Survey to evaluate their educational experiences and to report on their transitions to the labour market and further education. DEVSO first official run was in 2009; some results from a similar survey of former ABE students run in 2005 are comparable.

DEMOGRAPHICS AND FURTHER STUDIES

	ABE 2005	DEVSO 2009
Number of Eligible Students	1,499	305
Number of Respondents	315	103
Response Rate	21%	34%
Median age	24	24
Single parent	8%	7%
Aboriginal	10%	9%
Had high school diploma before enrolling	81%	83%
Previous post-secondary education		44%
Further education		
Enrolled in further ABE courses	6%	8%
Taken further studies since leaving ABE courses	49%	70%
Certificate or diploma	49%	44%
Associate degree, university transfer, or general studies	23%	25%
Bachelor's program	18%	13%
Other	11%	10%
Very well or somewhat prepared for further studies taken	85%	91%

LABOUR MARKET OUTCOMES

	ABE 2005	DEVSO 2009
In the labour force	81%	77%
Employed	72%	73%
Unemployment rate	11%	5%
Skills gained Very useful or Somewhat useful in performing job	43%	55%

² At Camosun College, ESL is generally known as English Language Development (ELD).

EVALUATION OF STUDIES

	ABE 2005	DEVSO 2009
Overall satisfaction with ABE courses taken	93%	98%
Courses Very helpful or Helpful in achieving most important goal	66%	84%
Courses helped develop skills	Very well or Well	Very helpful or Helpful
Writing skills	78%	75%
Reading skills	71%	44%
Speaking skills	71%	39%
Math skills	73%	74%
Computer skills	64%	40%
Science skills		64%
Think critically	76%	61%
Solve problems	74%	56%
Work effectively with others	73%	57%
Learn on your own	78%	63%
Feel self confident		65%
Aspects of ABE courses	Very good or Good	Very good or Good
Up-to-date courses	84%	
Appropriate course materials	82%	
Tools and Equipment	80%	
Variety of assignments	73%	
Fair tests	84%	
The usefulness of what you learned		84%
The course materials and equipment		88%
The schedule (of your courses)		82%
The teaching/Quality of instruction	80%	92%
Resources		Very helpful or Helpful
Library		83%
Counselling and advising services		77%
Admissions and Student Services		78%
Learning support services		77%
Financial aid services		74%
Aboriginal support services		46%
Health services		63%
Disability support services		85%

STUDENT FINANCES

	ABE 2005	DEVSO 2009
Employed while studying	31%	72%
Direct financial support from family/friends	18%	28%
Applied for financial aid	23%	6%
Received financial aid	74%	50%
Experienced financial difficulties while studying	24%	
Stopped studies at Camosun College for financial reasons		14%