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Highlights

In 2010, 1,839 former domestic English as a Second Language (ESL) students who studied at the intermediate level or higher were eligible to participate in the Developmental Student Outcomes (DEVSO) Survey. There were 885 respondents to the sur-

Further educa

Introduction

Developmental program delivery in the public post-secondary system

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

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

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

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

2010 Developmental Student Outcomes Survey

The purpose of the 2010 Developmental Student Outcomes Survey was to ask former domestic ESL students, who studied at the intermediate level or higher, to evaluate their educational experiences and to report on their transitions to the labour market and further education. This information is used by post-secondary institutions and government to:

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

Findings

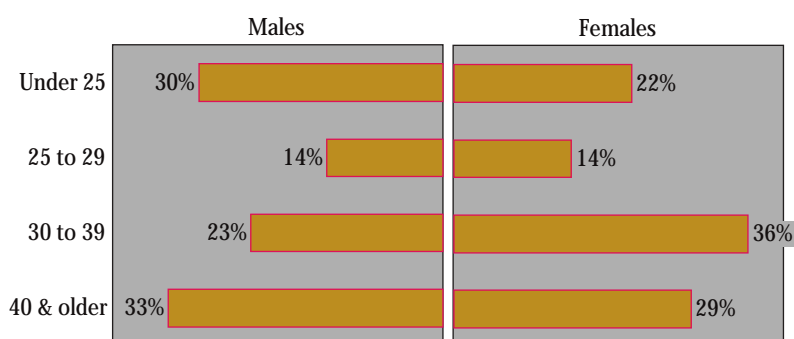
Description of former ESL students

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

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

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

The majority of ESL respondents were older than 30



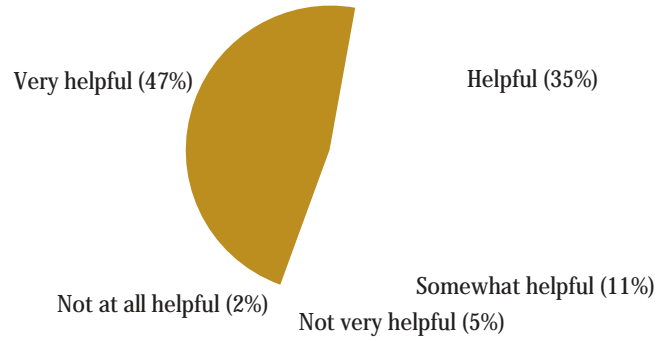
Many former ESL students had families while they were studying: 45 percent had children, most as part of a couple, although 6 percent were single parents. In contrast, only 20 percent of the respondents to the 2010 Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey had children.¹

¹ For more information on the Diploma, Associate Degree, and Certificate Student Outcomes Survey,

Only 2 percent of former students surveyed were born in Canada; the largest proportions of respondents came from China, Iran, or India. Althou

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

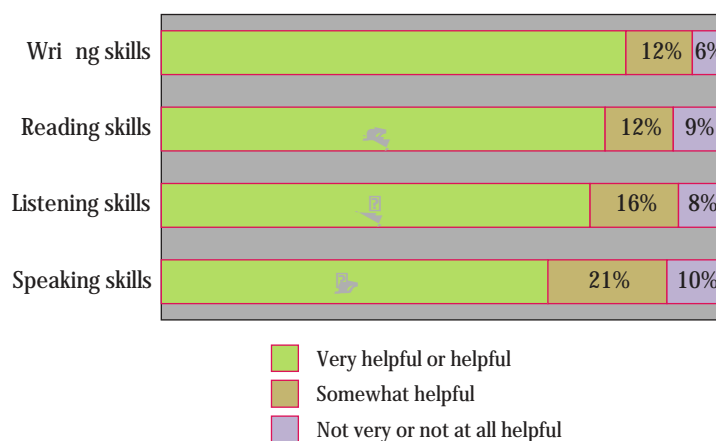
Most respondents said their ESL courses helped them achieve their goal for enrolling



Evaluation of education

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

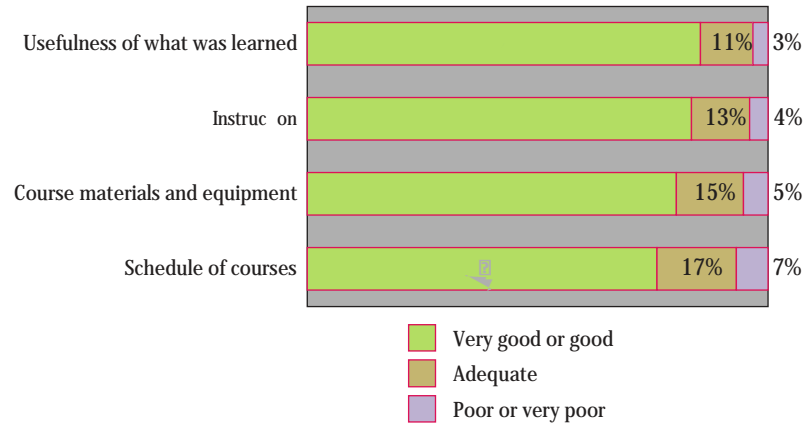
Most respondents said their courses helped them develop their English skills



Survey respondents were also asked to rate how their courses helped them develop a

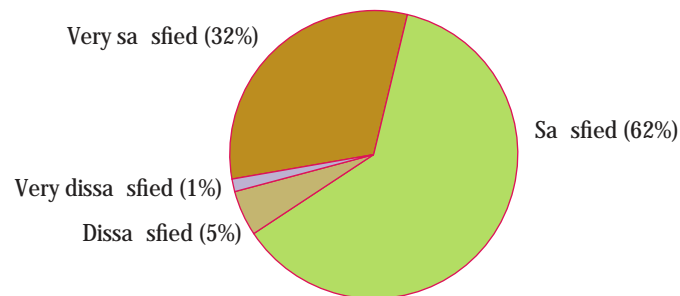
Survey respondents were also asked to rate certain aspects of their studies: the quality of instruction, the course materials, etc. The majority of respondents gave ratings of good or very good to all items; in particular, they gave high ratings to the usefulness of what they learned—85 percent said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

Former students gave high ratings to various aspects of their courses



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

Most respondents were satisfied with the ESL courses they took



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

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

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

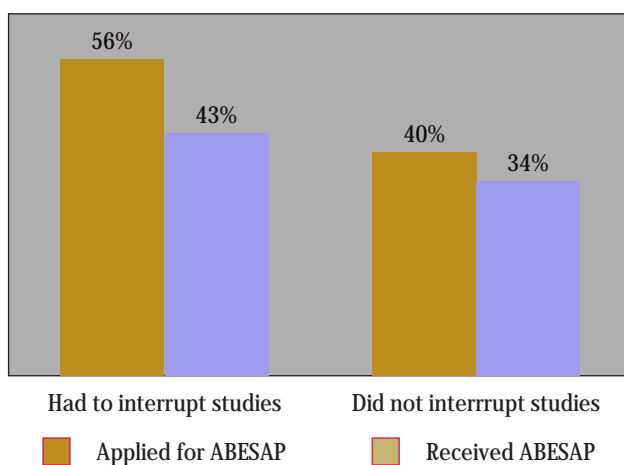
Student finances

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

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

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

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



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

Further education

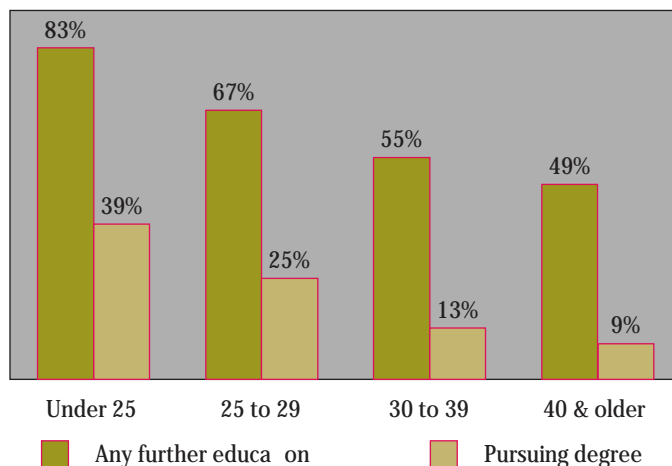
At the time of the survey—from 8 to 18 months after leaving their ESL courses—46 percent of former students were enrolled in a program of study or taking courses other than ESL. Of those who were not studying again when surveyed, 28 percent had taken courses since leaving their ESL studies. In all, 62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

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

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

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

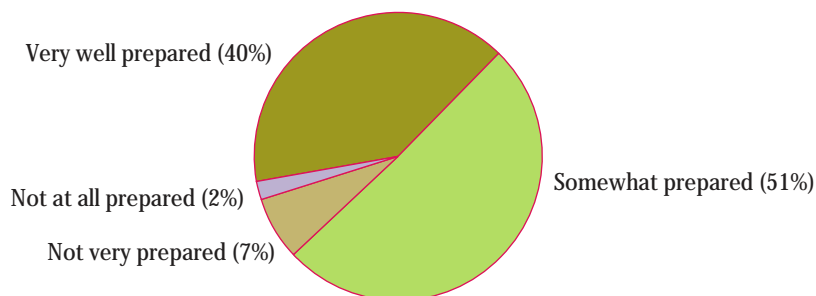
Most of the former students under age 25 returned for further education



Note: Percentages "Pursuing degree" are based on those who have taken any further education

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

Most former students said they were prepared for further studies



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

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

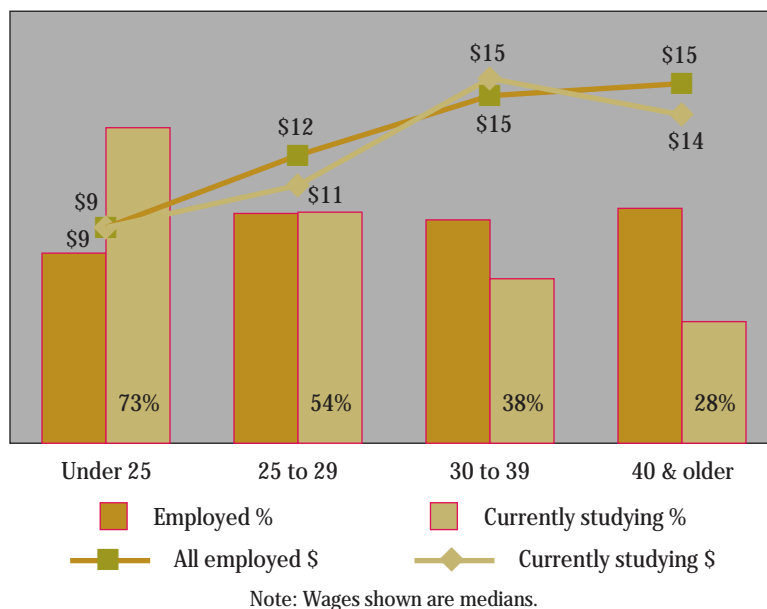
Employment outcomes

At the time of the survey, 69 percent of former students were in the labour force, that

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

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

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



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

Appendix: Survey methodology

Cohort

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

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

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

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

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

Response rates by institution

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

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),

For consistency and ease of presentation, most percentages in t



For more informa
