



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

Overview of student outcomes survey results,
2004-2009

Anny Schaefer

Educational Research and Planning

A large, abstract graphic at the bottom of the page consists of several overlapping, semi-transparent geometric shapes in shades of blue and grey, creating a layered, architectural effect.

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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.

EXECUTIVE SUMMARY

A companion document entitled *What happens to students after they complete a program at Camosun College: Summary of student outcomes survey results, 2004-2009* provides an overview of high-level results of student outcomes data. It is available from Educational Research and Planning and is also posted on the Educational Research and Planning website.

BACKGROUND

The student outcomes survey project¹ collects and distributes information from former post-secondary students who are asked to evaluate many aspects of their educational experience and to describe their subsequent employment and further education. Former students are surveyed approximately 9 to 20 months after they complete all, or a significant portion, of their programs. Camosun College, Vancouver Community College, BCIT and Capilano College started outcomes survey work in 1984 and there has been province-wide collection of post-secondary student outcomes information since 1988. Currently, the project includes three surveys: the Diploma, Associate Degree and Certificate Student Outcomes (DACSO) survey, the Apprenticeship Student Outcomes (APPSO) survey, and the Developmental Student Outcomes (DEVSO) survey. The British Columbia Outcomes Working Group (OWG) oversees all aspects of the DACSO, APPSO, and DEVSO surveys, from data collection to the reporting of survey results. The OWG is a partnership among post-secondary institutions, the Ministry of Advanced Education and Labour Market Development, and a number of system-wide organizations, including the Senior Academic Administrators' Forum, the Senior Educational Services Administrators' Forum, and the BC Council on Admissions and Transfer. Data collection is contracted to a professional survey research company and overseen by the OWG.

Program-level Performance Measures may be found on the Educational Research and Planning (ERP) website at http://erd.disted.camosun.bc.ca/erp/outcome/follow_up_reports.php. Outcomes data are also used each year in ERP's Program Benchmarks, available on the ERP website at <http://erd.disted.camosun.bc.ca/ERP/achieve/index.php>.

DEFINITIONS AND METHODS

The first section of this report examines DACSO results for 2004 to 2008 broken down into Applied and Arts and Sciences programs. The second section provides a high-level overview of APPSO results from 2005 to 2009, and the third presents DEVSO results for 2009.

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** this coming year.

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.

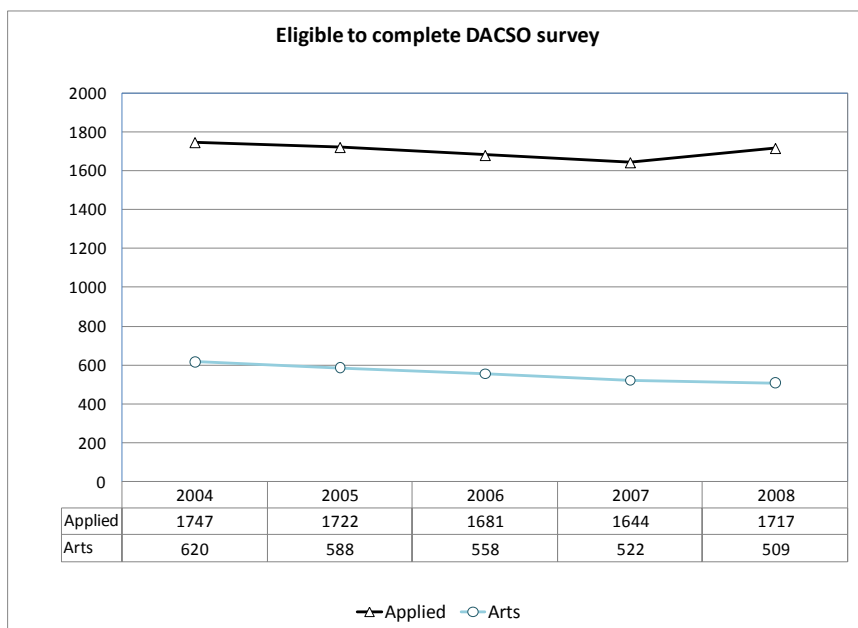
To protect student privacy, results from programs with fewer than five respondents are not reported.

¹ Formerly known as BC College and Institute Student Outcomes (CISO).

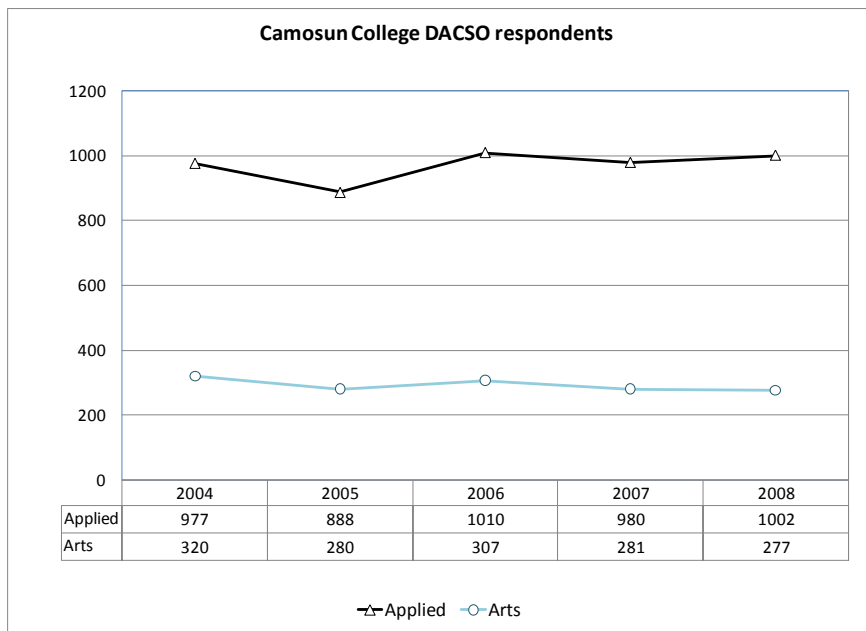
DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENT OUTCOMES (DACSO)

PARTICIPATION AND RESPONSE RATE

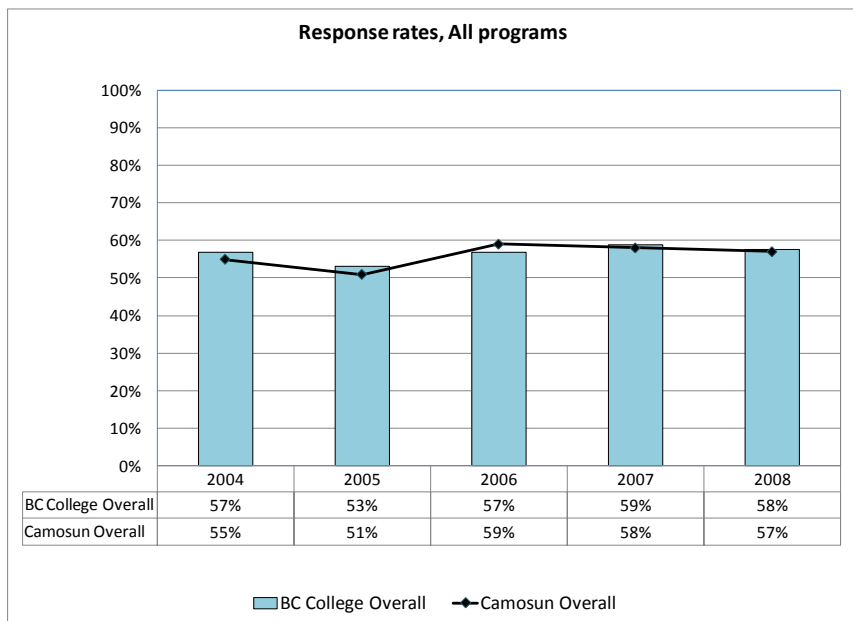
The number of former students eligible to complete the Diploma, Associate Degree and Certificate Student Outcomes (DACSO) survey remained fairly consistent for the five years from 2004 to 2008, although there was a slight decline in the number of eligible students from both Applied programs and a disproportionately larger drop in the number of eligible Arts students.



The number of former students who actually responded to the DACSO survey in both Applied and Arts programs has remained fairly consistent in the past five years, with the exception of a slight dip in numbers from both types of programs in 2005.



The overall college response rate has been just under 60% except for 2005, when it was 53%. These rates are very close to the average for all BC colleges.



EQUITY

ABORIGINAL IDENTITY

Former students were asked whether they are Aboriginal². Small numbers increase volatility, but the proportion of Aboriginal respondents in Applied programs is fairly consistently in the 4-5% range while it is slightly higher in Arts (6-7%).

	2004	2005	2006	2007	2008
Applied	3.9%	4.8%	5.5%	4.9%	3.7%
Arts	7.5%	6.5%	6.5%	7.1%	5.9%

PHYSICAL OR MENTAL CONDITION

In several years, students were asked about activity-limiting physical or mental conditions³. Again, small numbers increase volatility. The share of Applied respondents with physical or mental conditions ranges from 3.6% to 5.7%; for Arts, the share ranges from 3.5% to 6.2%.

	2004	2006	2008
Applied	5.7%	4.6%	3.6%
Arts	3.5%	6.2%	4.4%

PREFERRED SURVEY FORMAT

The Outcomes Survey has traditionally been conducted by land line calls to respondents' home telephones. The rise of cell phone use in recent years has been a challenge to response rates. In 2007 and 2008, a 50% sample was asked how they would prefer to complete this survey. The options were: On-line (on the web); By telephone; Prefer another format (other specify); Don't know; and Don't have a preference.

The preference for web-based surveys has increased dramatically. In 2007, 33% of Applied and 26% of Arts students preferred telephone surveys; these shares dropped to 22% and 17% respectively in 2008. On the other hand, 55% of Applied and 64% of Arts students preferred a web-based survey format in 2007; these proportions rose to 69% and 76% respectively in 2008.

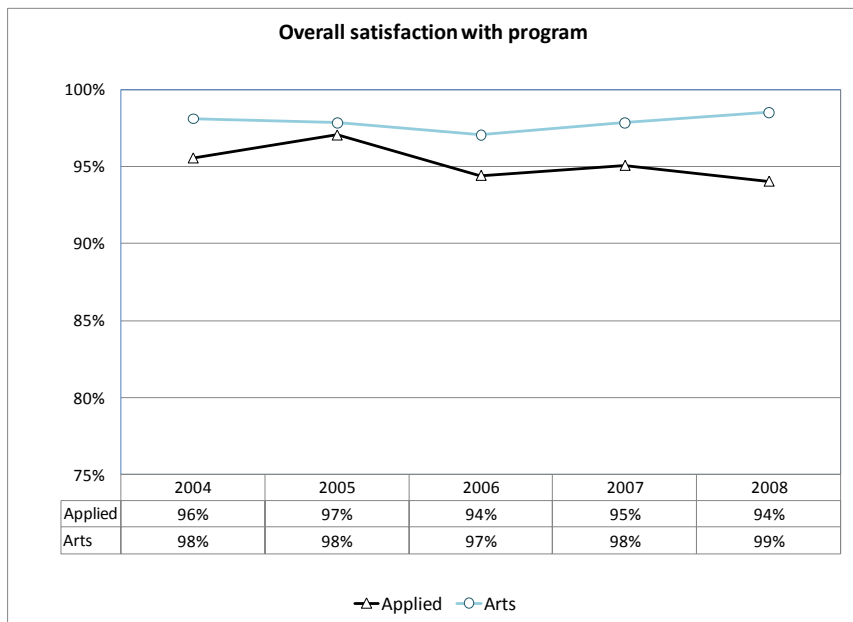
Provincially a small differential in responses is seen between telephone and online modes with average ratings somewhat higher from phone respondents on some variables.

² Question wording: "Are you an aboriginal person? That is, an indigenous person of Canada, including First Nations (status or non-status) or Métis or Inuit?" If yes, then: "Are you: Member of First Nation, Métis, Inuit, Other"

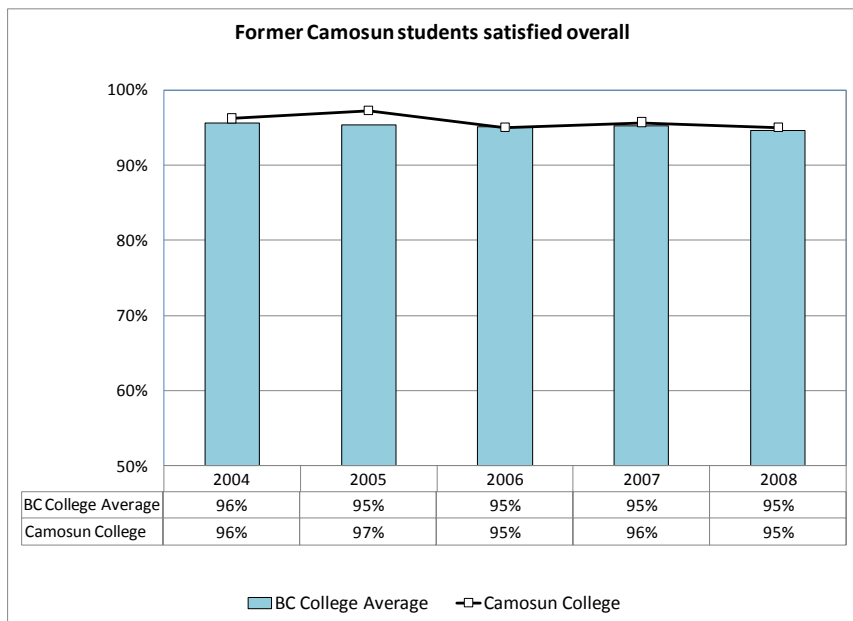
³ Do you have a long-term physical or mental health condition that limits the kind of activity that you can perform on a daily basis?

OVERALL SATISFACTION WITH PROGRAM

Virtually all former Arts students (97% in 2006 to 99% in 2008) and the vast majority of former Applied students (97% in 2005 and 94% in 2008) are either very satisfied or satisfied with their program.⁴



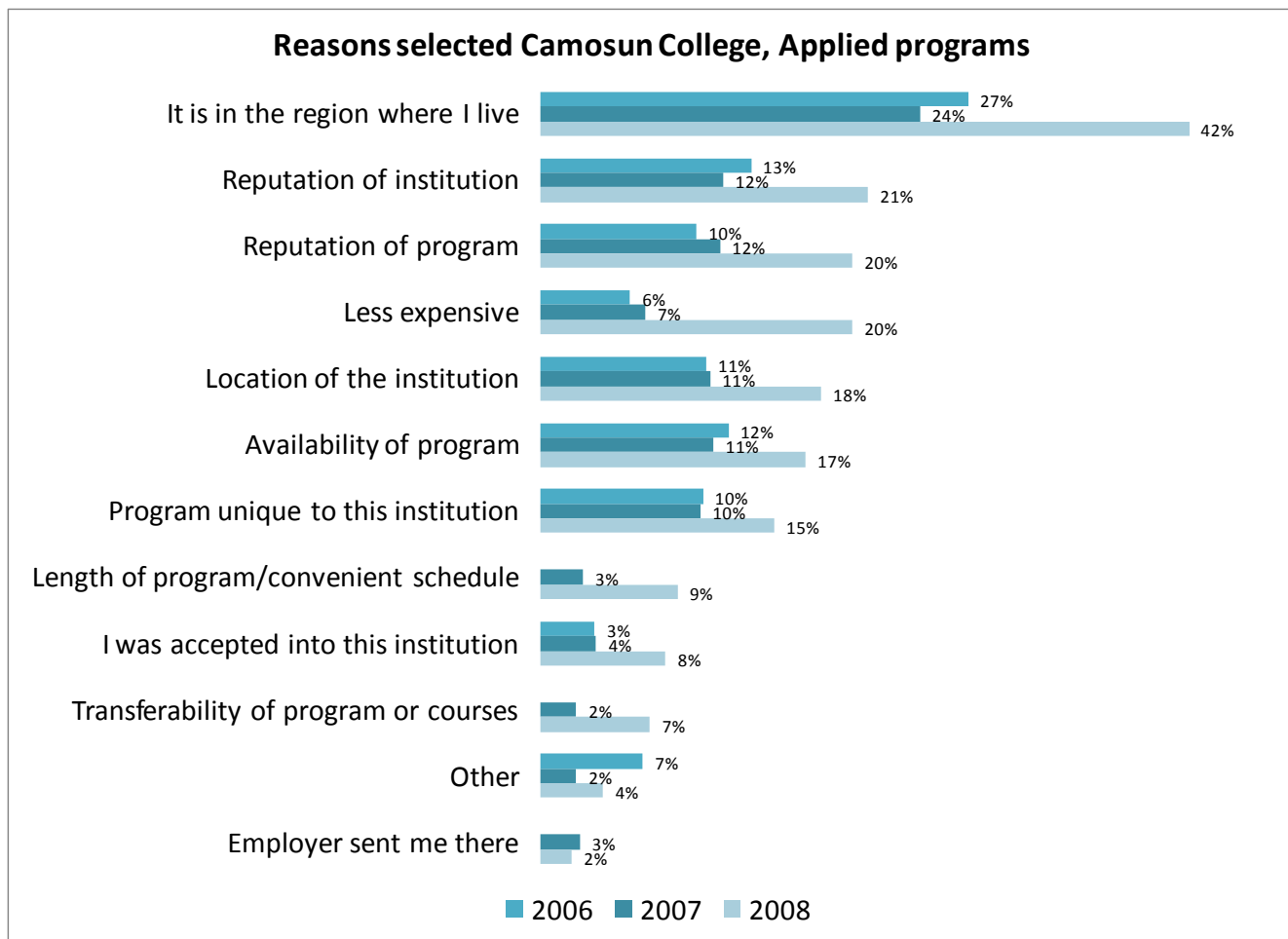
Camosun College’s results are higher than the BC-wide college average in 4 of 5 years and equivalent to it in one other year (2006).



⁴ This is a different response scale from previous SORS releases for Q49, only a 50% sample was asked in 2004 and 2005 using this scale.

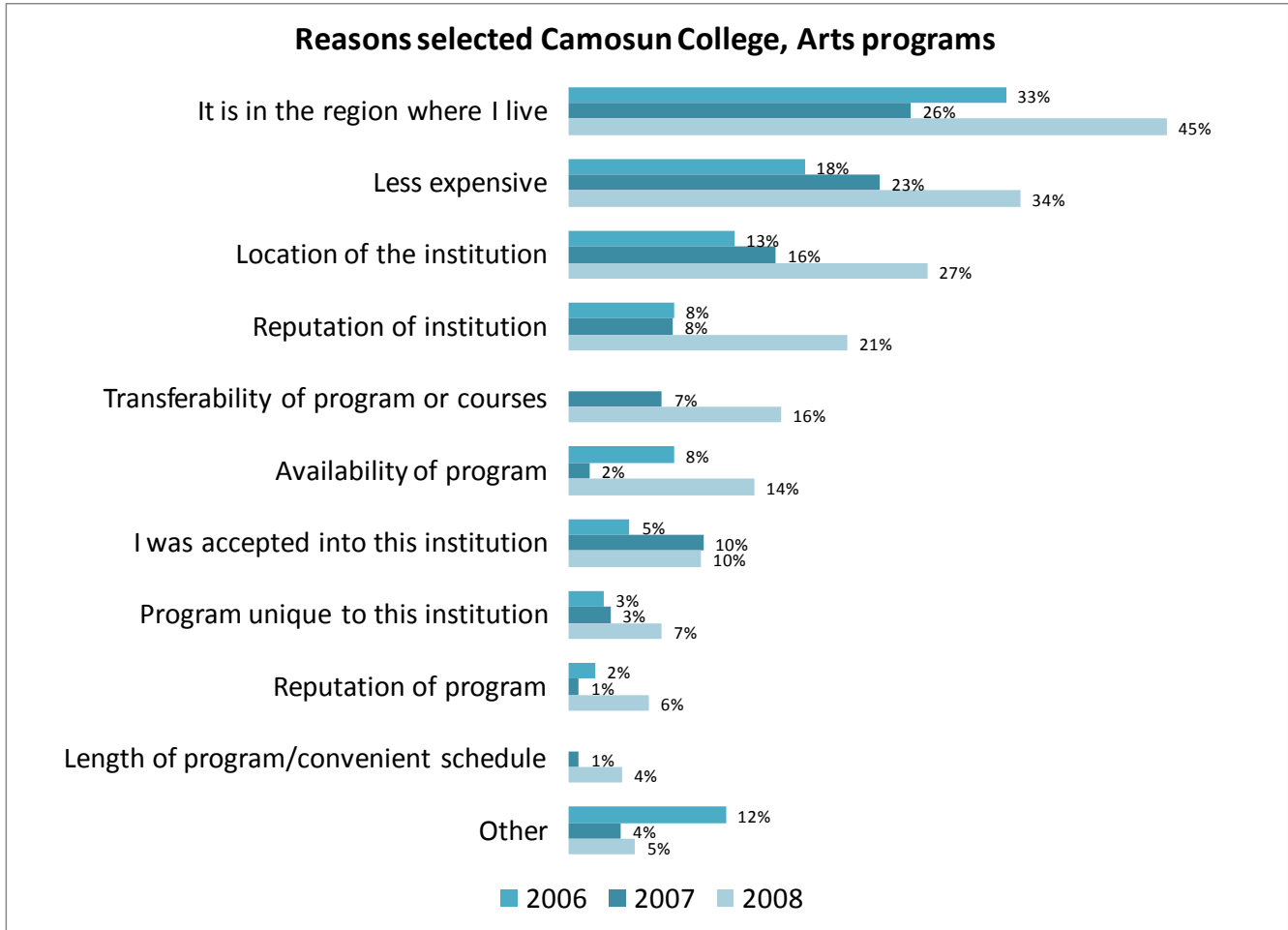
REASONS FOR SELECTING CAMOSUN COLLEGE

From 2006 to 2008, about half of the students taking the DACSO survey were asked why they chose Camosun College for their studies.⁵ Among former students of Applied programs, “It is in the region where I live” was the most commonly given reason (42% in 2008, 24% in 2007, 27% in 2006). The “Reputation of the College” was the next most frequently cited reason (21% in 2008, 12% in 2007, 13% in 2006), followed by “Reputation of the program”, “Less expensive”, “Location of the institution”, “Availability of the program” (including lack of a waitlist), and “Program unique to this institution”.



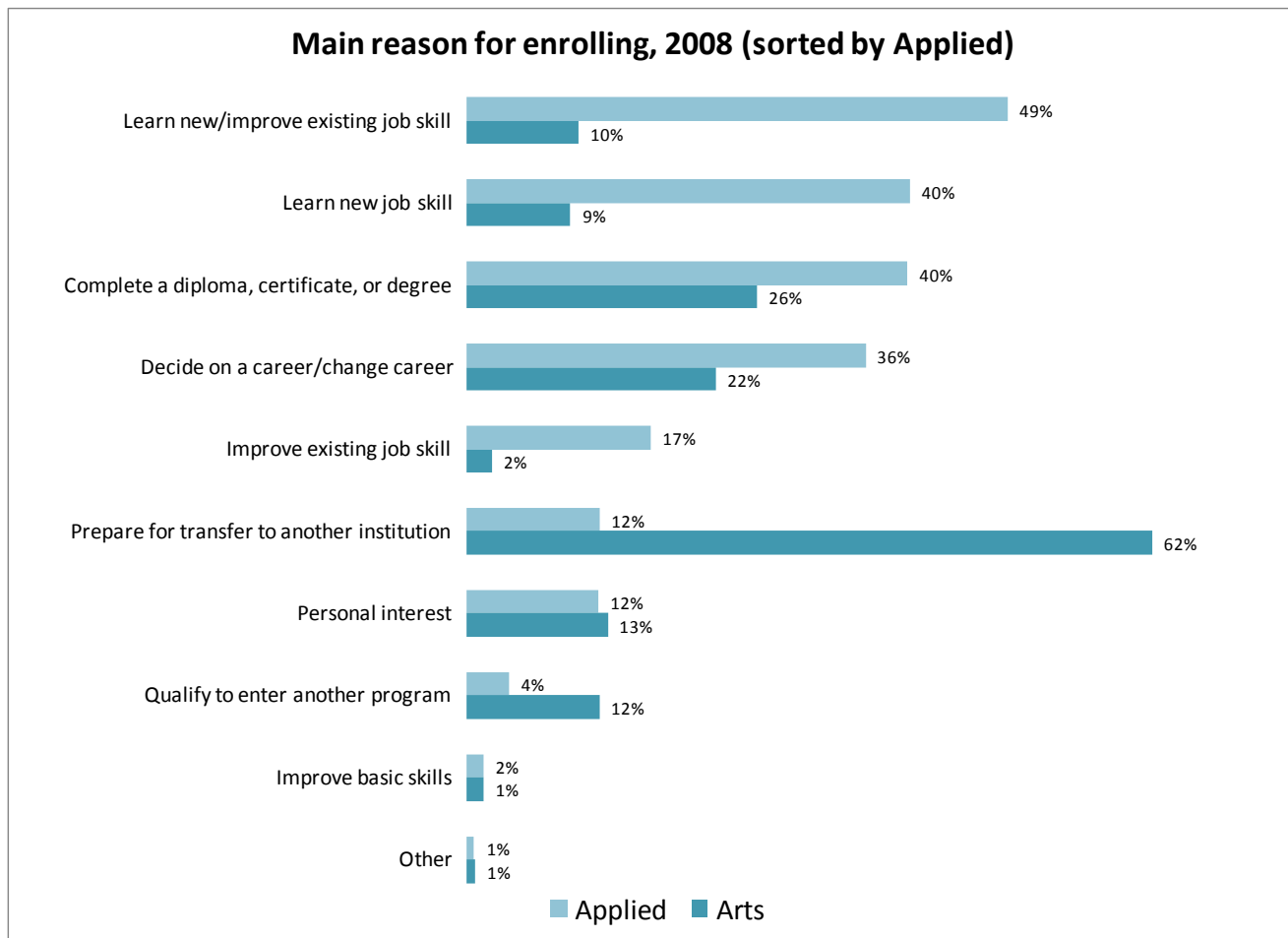
⁵ Note: All surveyed students were asked about their reasons for enrolling in their particular program and whether they met their primary objective. These results are presented in the Evaluation of Education section below.

In 2008, about half (45%) of former students of Arts programs selected Camosun because “It is in the region where I live”, up from 26% in 2007 and 33% in 2006. The next most common reason was “Less expensive” (34% in 2008, 23% in 2007, 18% in 2006), followed by “Location of the institution” (27%, 16% and 13% respectively) and “Reputation of the institution” (21% in 2008, 8% in 2007 and 2006).



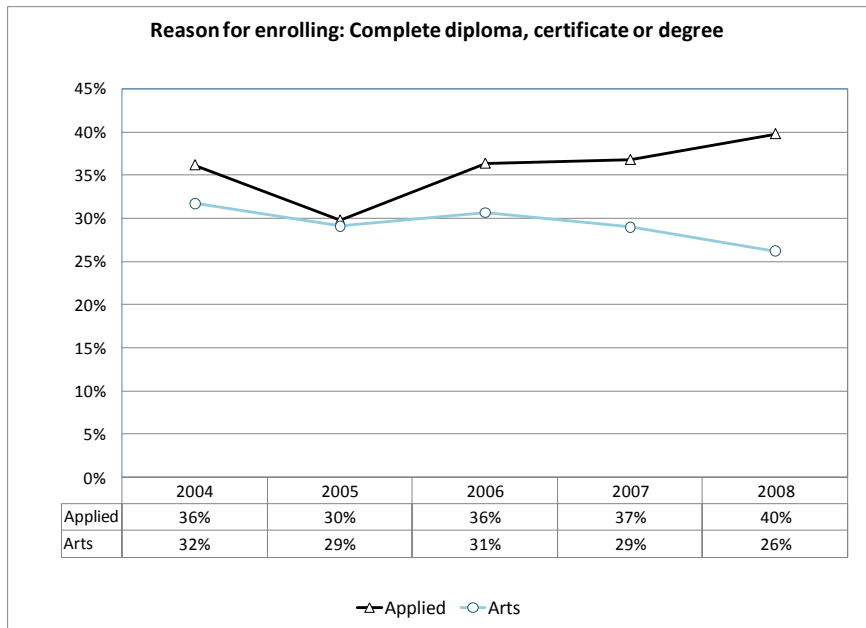
REASONS FOR ENROLLING IN PROGRAM

When asked for their main educational or career goal for enrolling in their specific program, the most common reason given by Arts students in 2008 was to prepare to transfer to another institution (62%), while for Applied program students it was to learn a new or improve an existing job skill (49%).

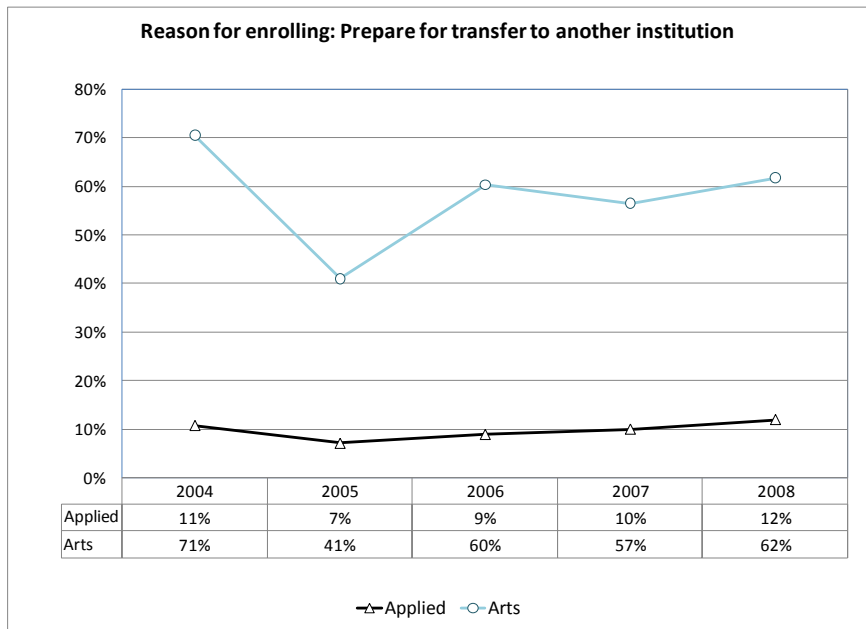


The following charts examine the most popular reasons for enrolling provided over the time period under study (2004 to 2008).

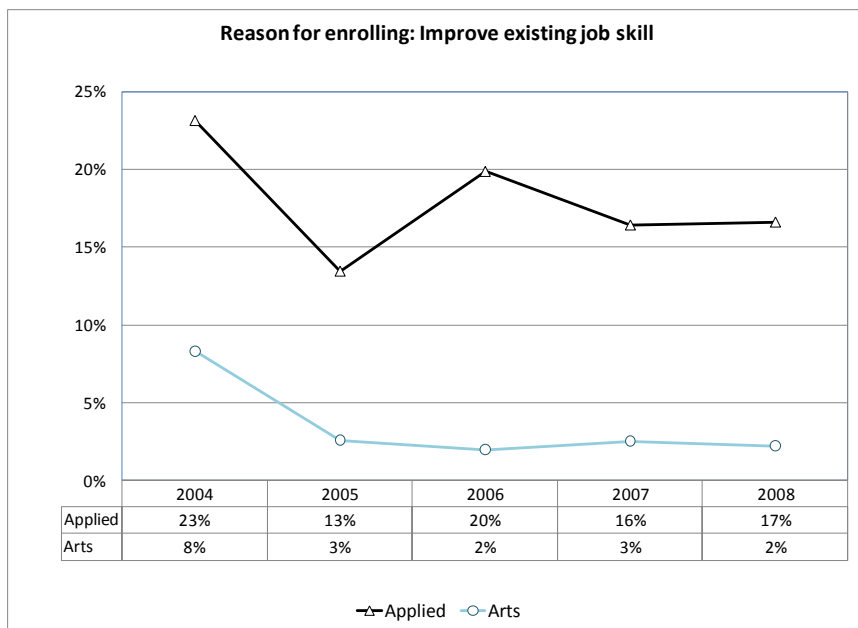
“Complete a credential” rose in popularity from 2004 to 2008 among Applied students (36% to 40%) but declined among Arts students (32% to 26%).



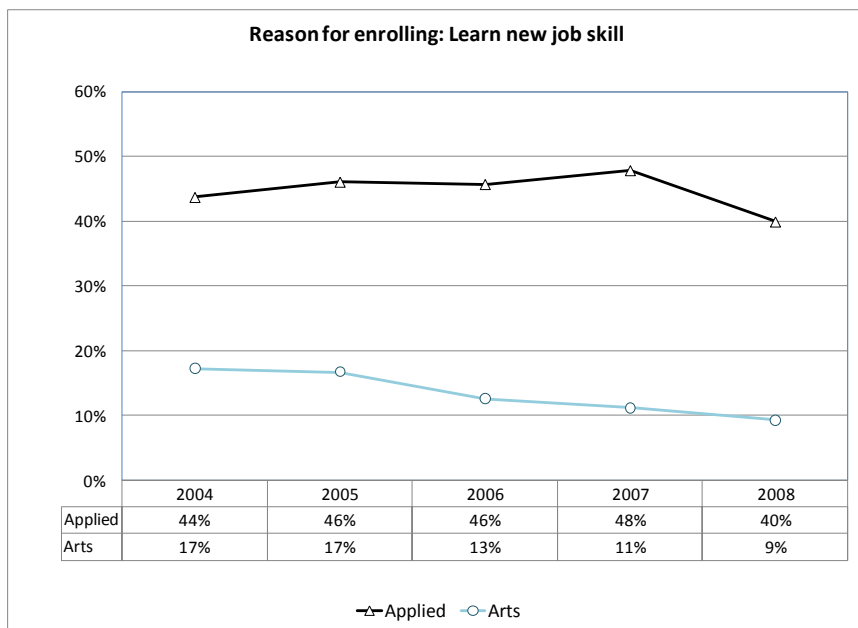
“Prepare for transfer to another institution” has remained steady for Applied students (around 10%) but fluctuated for Arts students, spiking at 71% in 2004 and going as low as 41% in 2005.



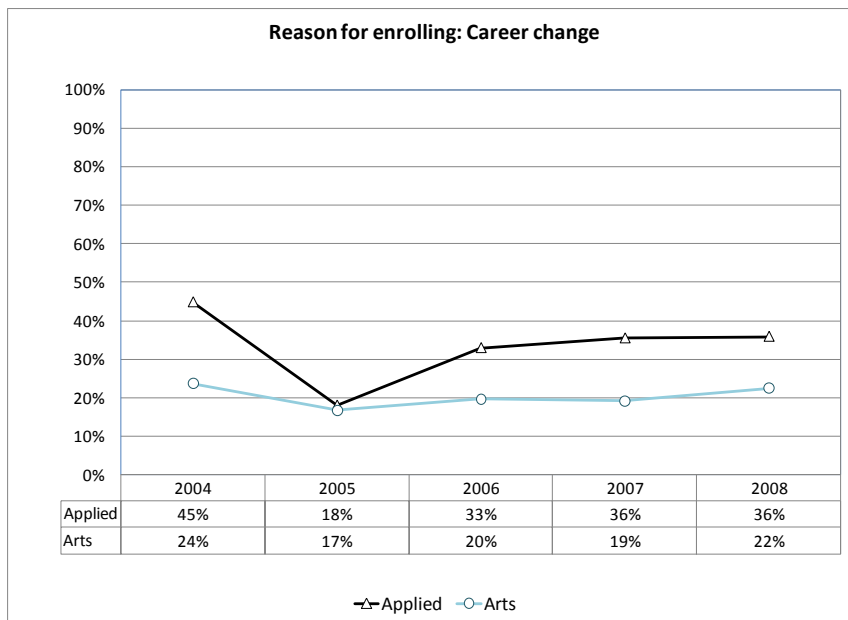
“Improve existing job skills” has declined among both Arts (8% to 2%) and Applied (23% to 17%) students.



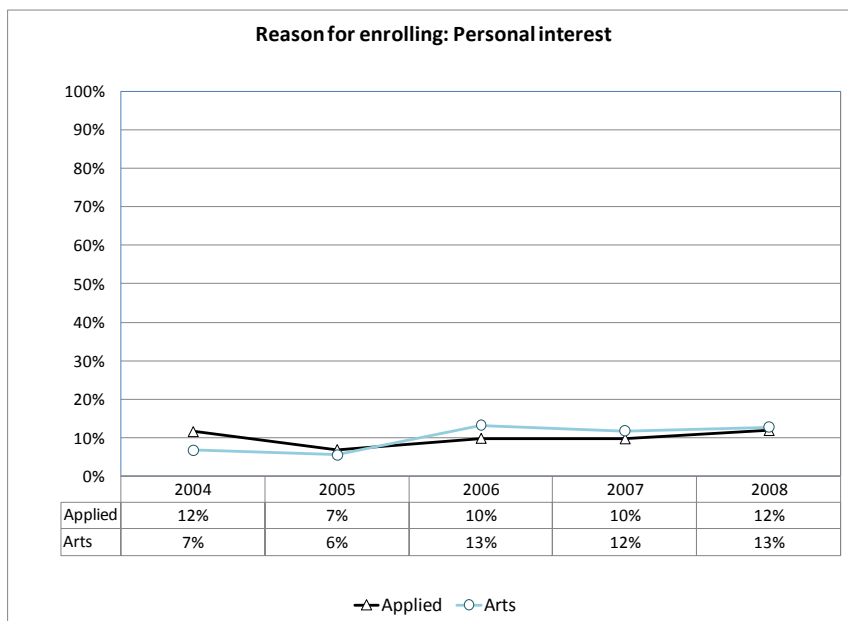
“Learn new job skills” has also declined slightly for Applied students (44% to 40%) and more for Arts students (17% to 9%).



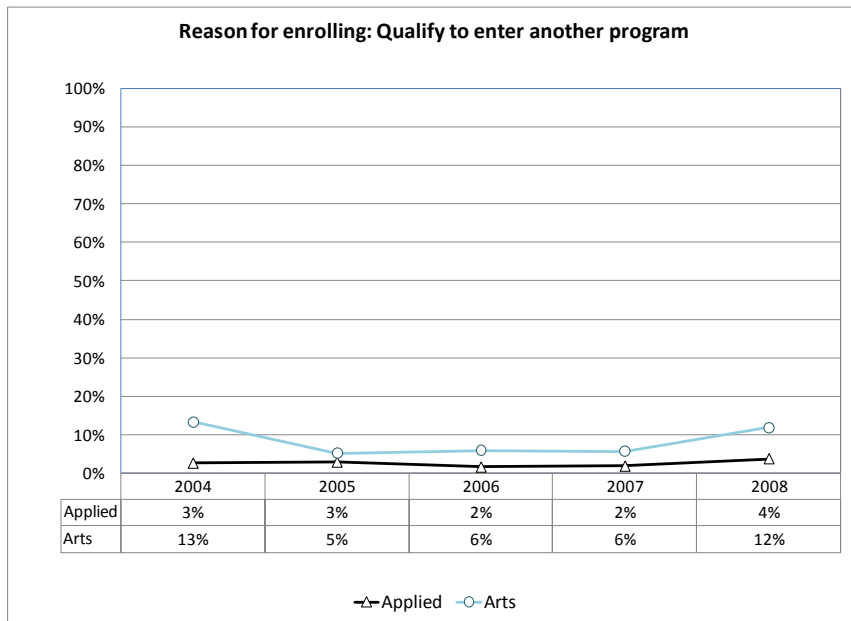
“Decide on a career/change careers” was the predominant reason for 45% of Applied students in 2004, dropping to 36% in 2008. The proportion of Arts students citing this as their main reason for enrolling was fairly steady at around 20%; however, in 2005, both groups had about the same share (18% of Applied, 17% of Arts).



Cited by about 10% of both types of students, “Personal interest” has remained fairly consistent for Applied students but nearly doubled in popularity among Arts students (7% to 13%).

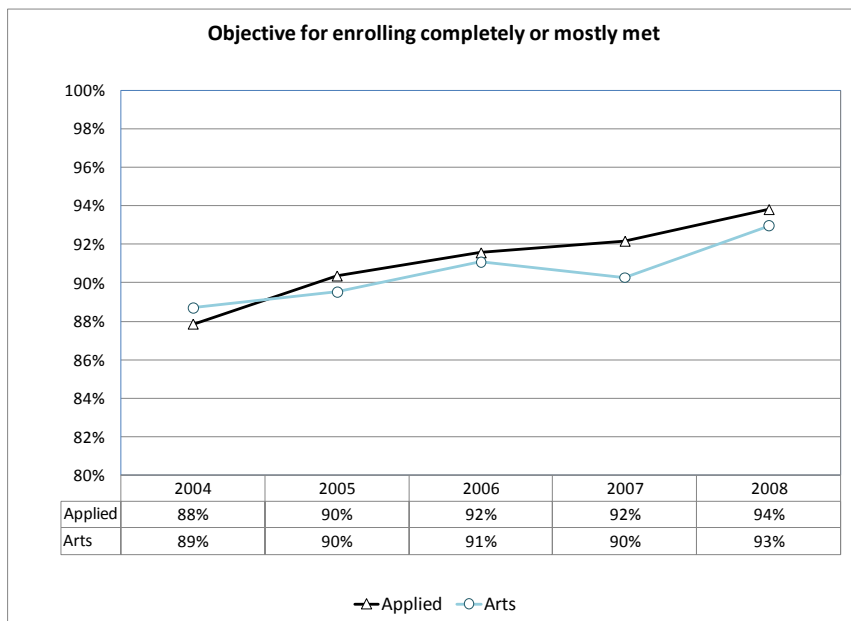


“Qualify to enter a program in another field” has been a less common reason for both Arts and Applied students, staying steady at around 3% for Applied students and fluctuating for Arts students from about 12% to 5% and back up again.

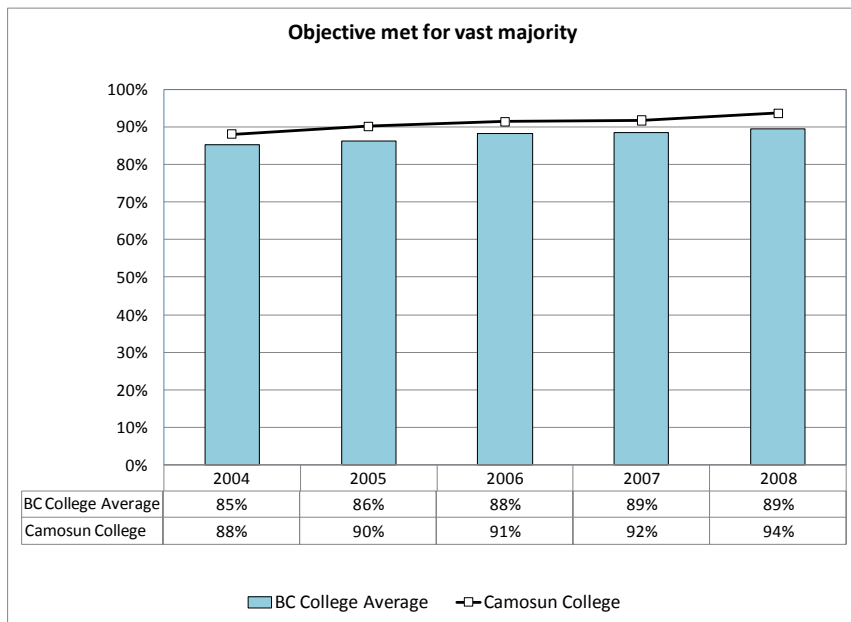


ENROLMENT OBJECTIVE MET FOR LARGE MAJORITY

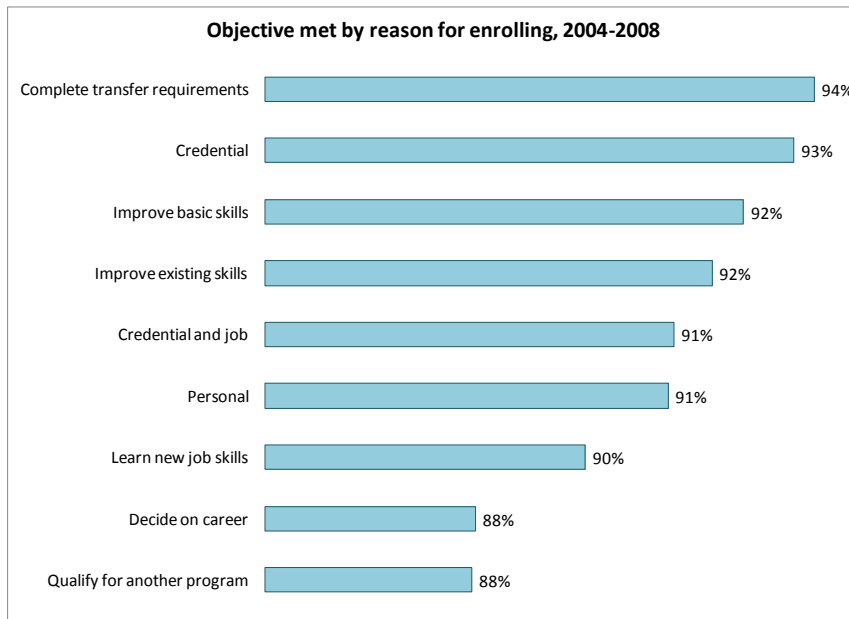
The vast majority of students in both types of programs either completely or mostly met their most important objective for enrolling in a program at Camosun College. Furthermore, achievement of objectives increased fairly steadily between 2004 and 2005. In 2004, 88% of former Applied and 89% of Arts 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 each of the years under study.



The following chart breaks down to what extent respondents' objectives were met by their reasons for entering a Camosun College program for all years of analysis (2004-2008). For example, among those who enrolled 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.



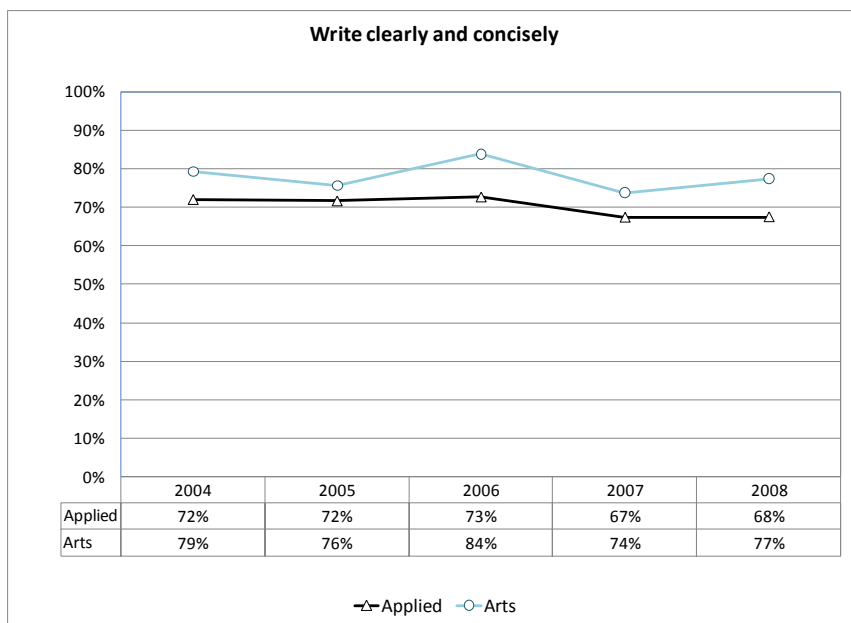
EVALUATION OF EDUCATION

This section examines former students' evaluation of the education they received at Camosun College. For those that are also performance measures, provincial comparisons are provided.

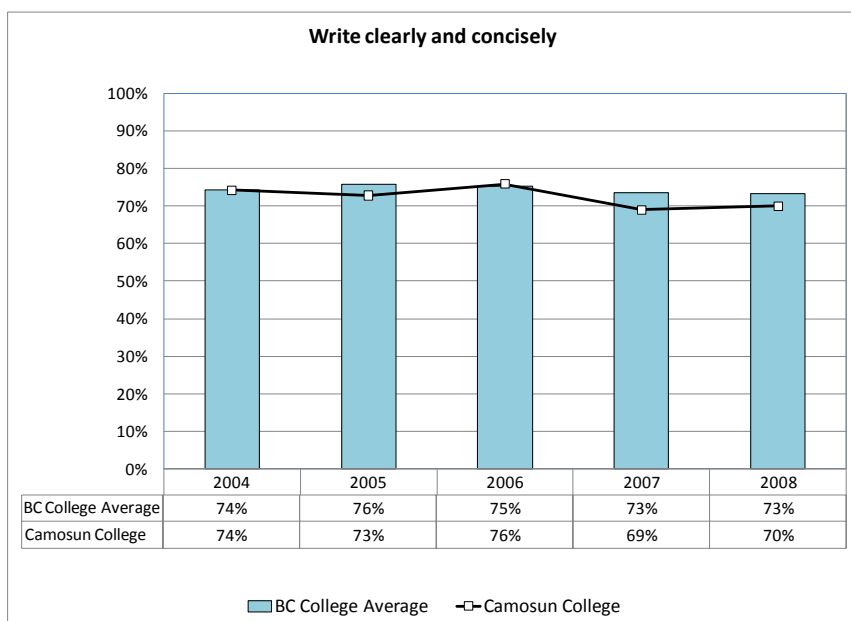
RATINGS OF SKILLS DEVELOPMENT

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.

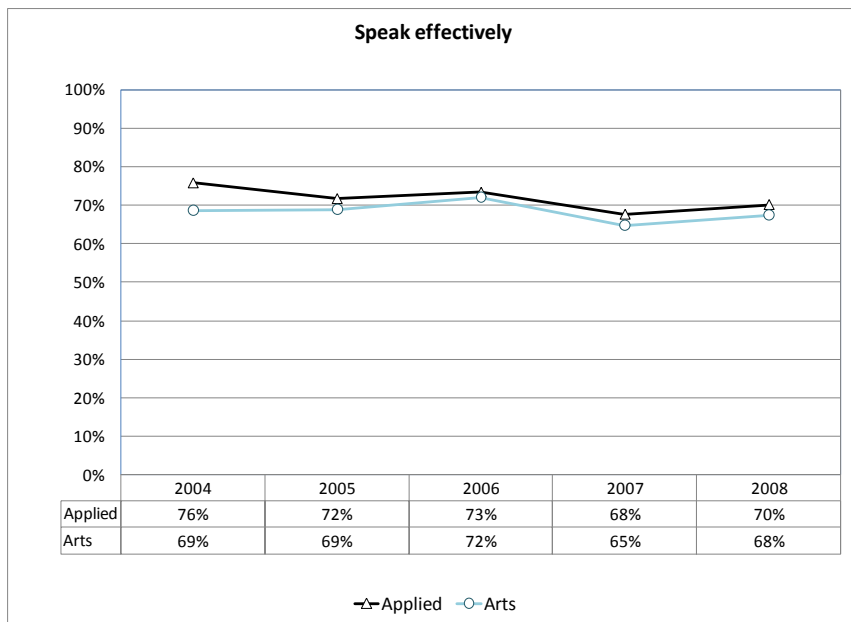
Generally more than three-quarters of students from Arts programs said their skill to write clearly and concisely was well developed by their program. There has been a slight downward trend since a jump to 84% in 2006. More than two-thirds of Applied program students report development of the ability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



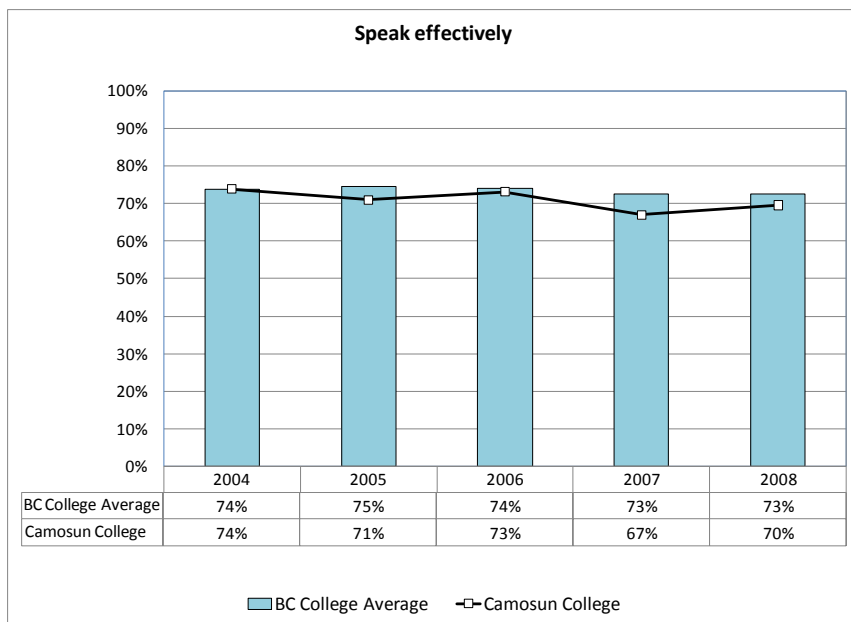
Camosun’s ratings on this measure fall close to the range of the BC College Average although they have dropped off slightly within the last couple of years.



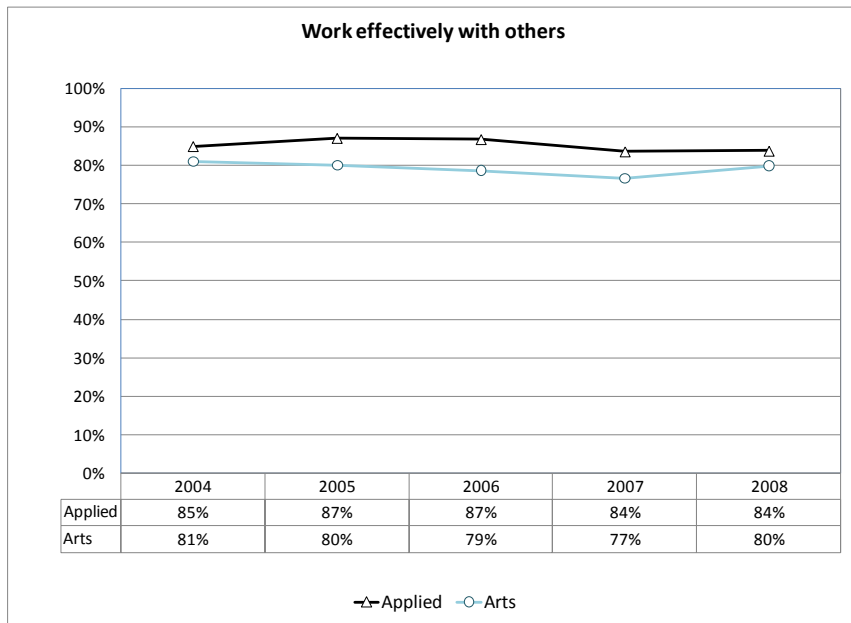
About two-thirds (approximately 70%) of both groups of students rate their program’s development of effective speaking skills very well or well. While the share has been stable for Arts, it has declined slightly for Applied, which had a rating of 76% in 2004.



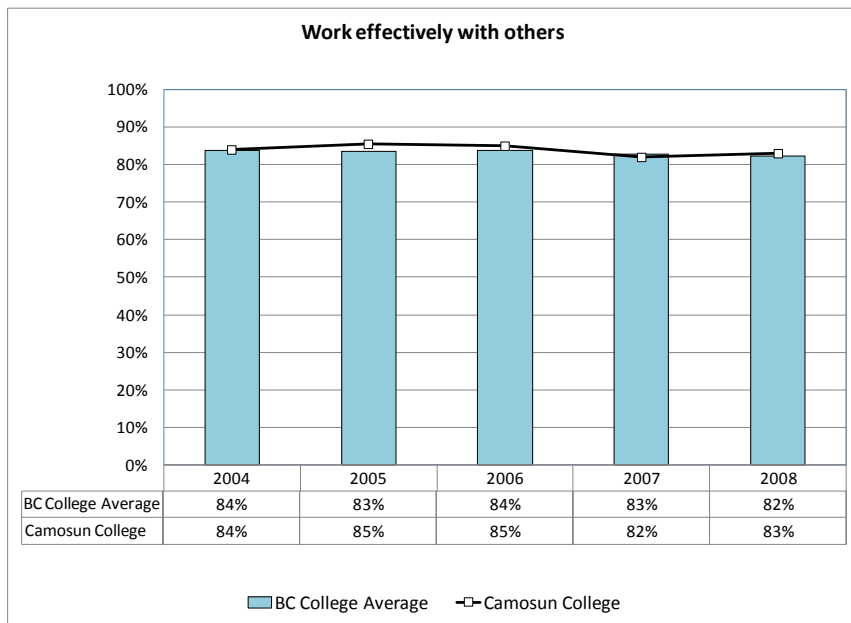
Camosun’s results are within the BC College Average range.



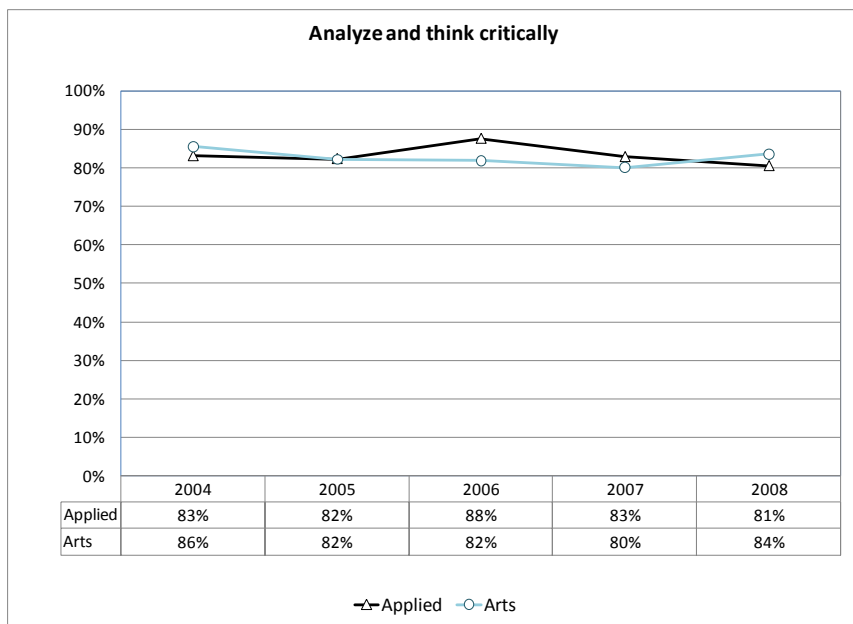
With some slight variation, around 85% of Applied students and 80% of Arts students highly rate their program’s development of the skill of working effectively with others.



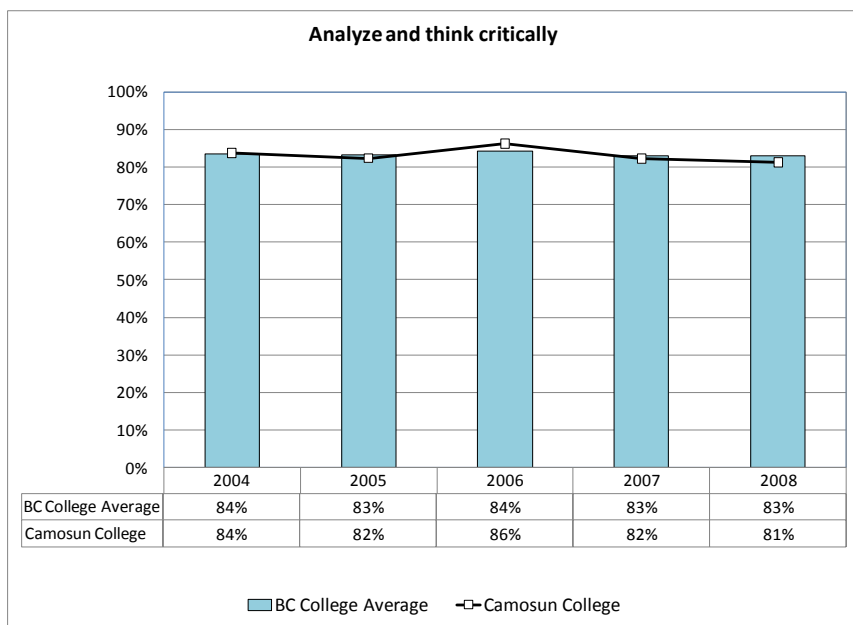
Both types of programs fall within the BC College Average range.



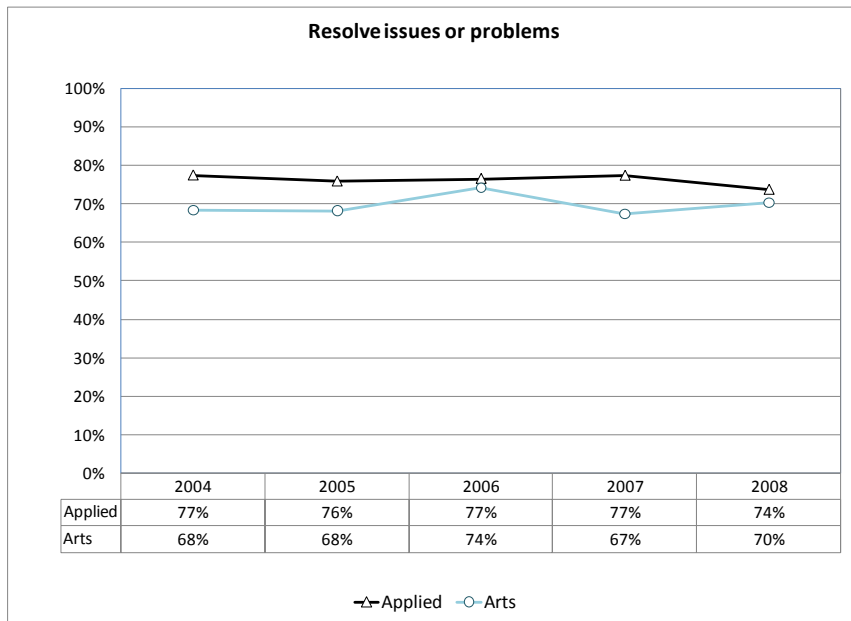
More than 80% of students from both types of programs highly rate development of skills to analyze and think critically.



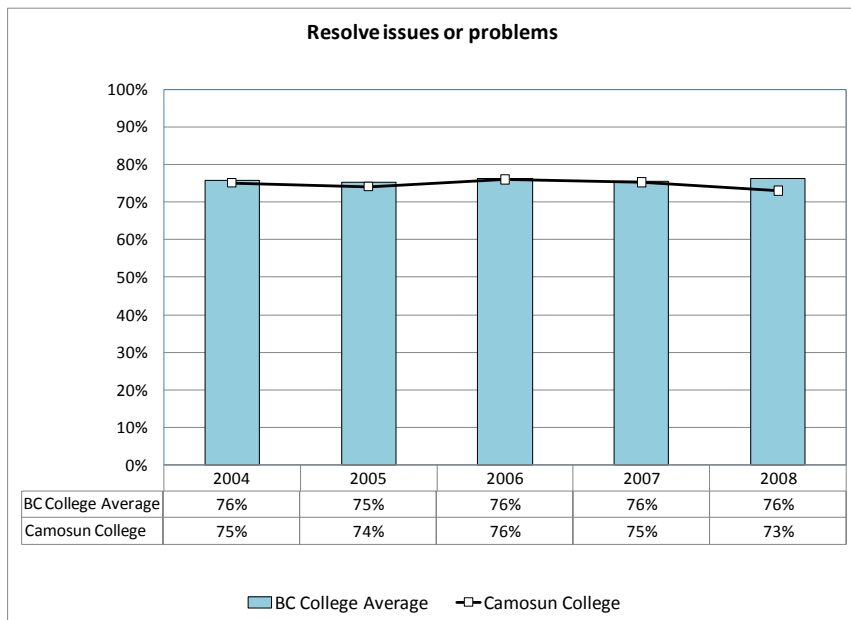
Camosun’s ratings on this measure fall within the range of the BC College Average.



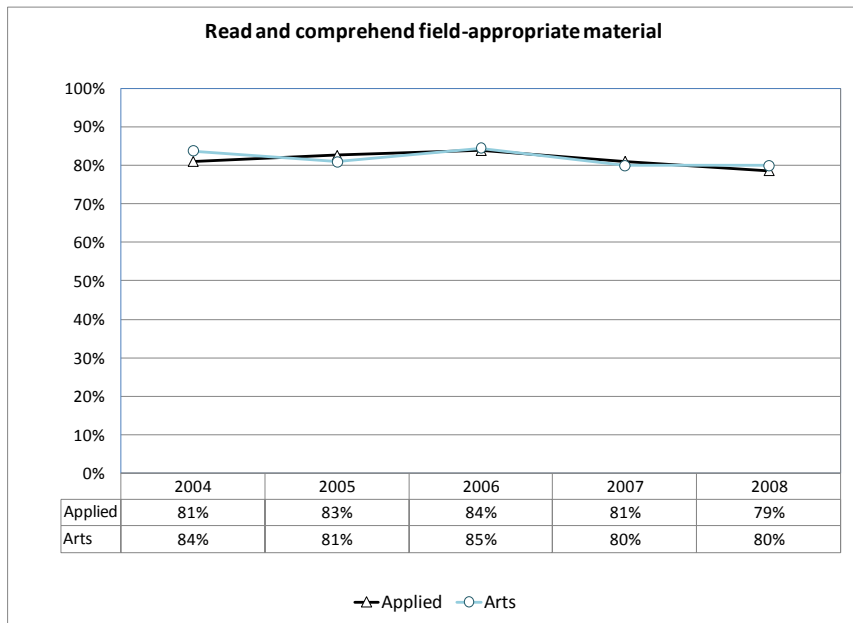
About three-quarters of Applied students report their program helped them develop skills in resolving issues or problems very well or well, with a slight downward dip in 2008, compared to about two-thirds of Arts students.



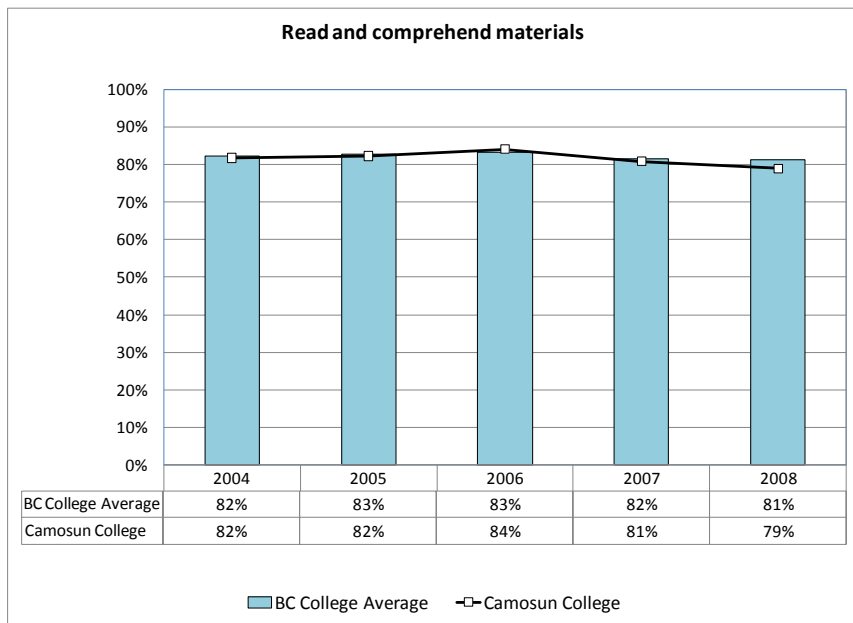
Camosun’s results on this measure are comparable to the BC College Average.



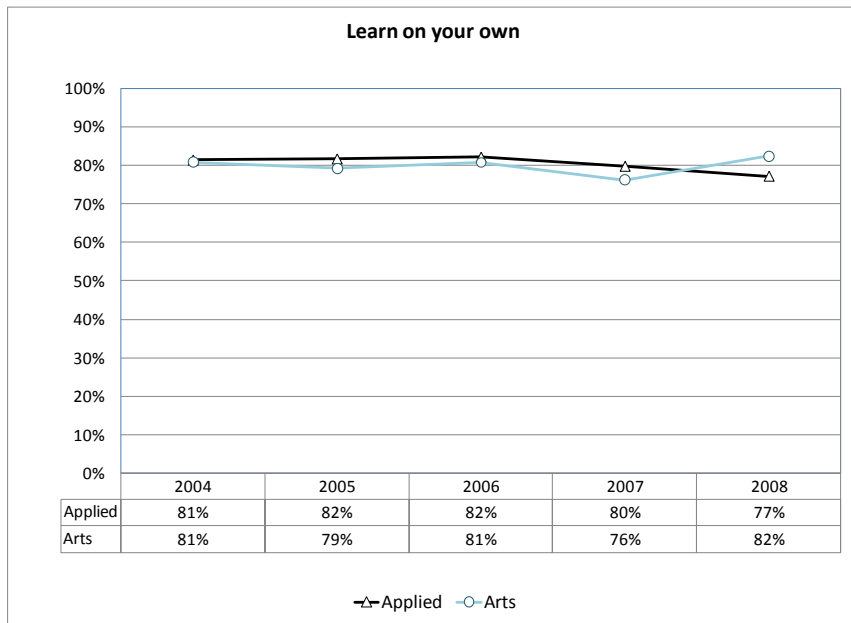
Four out of five students in both types of programs report their program helped develop reading and comprehension skills very well or well. This measure has dropped off slightly in recent years for Applied programs.



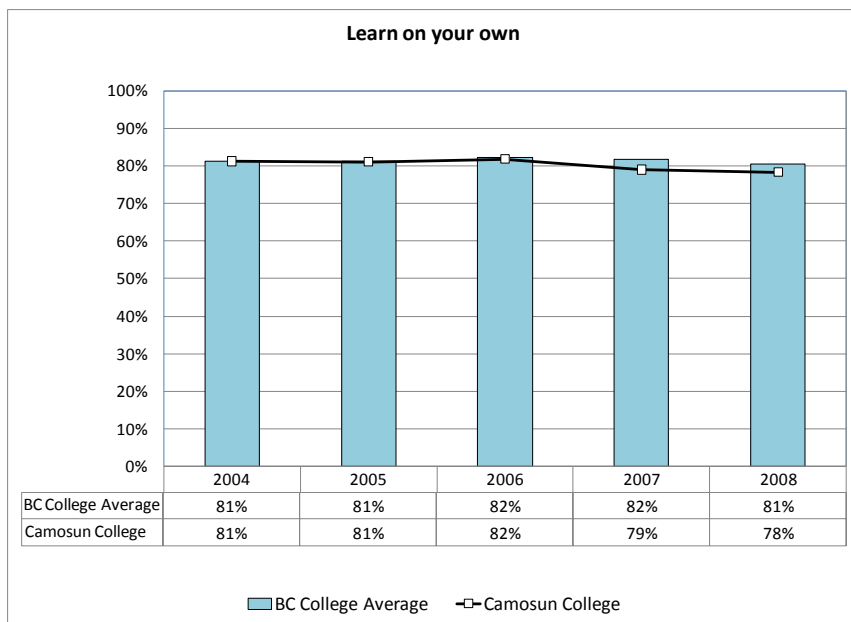
These results are within the BC College Average range.



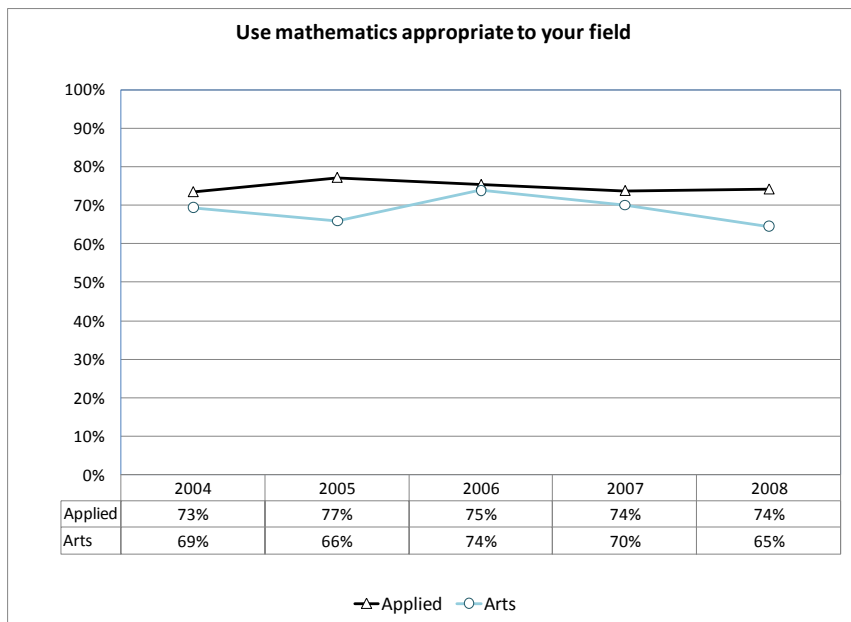
About four out of five students in both programs rate their program’s development of self-directed learning skills highly. There was a slight dip in 2008 for Applied students (77%) while Arts has been slightly more variable.



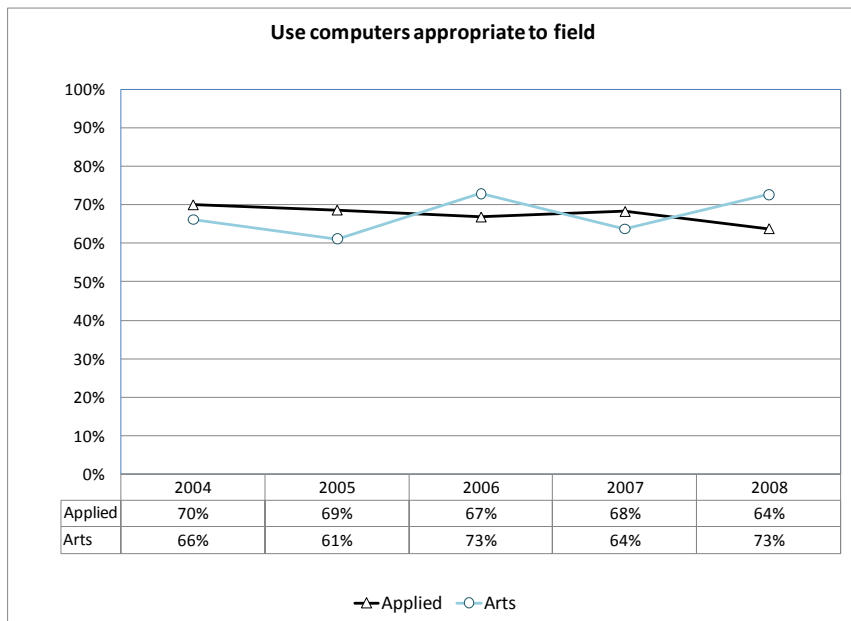
Camosun College’s results have been close to the BC College Average in each of the 5 years, although with some divergence in 2007 and 2008 as noted above.



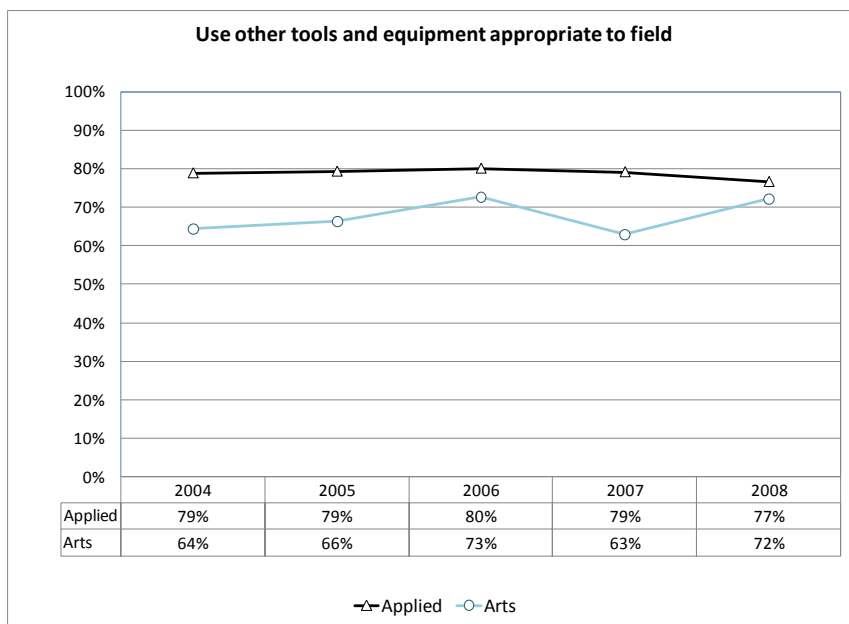
In each of the five years, about three-quarters of Applied students said their programs helped them develop mathematics skills well or very well. There was more variability among Arts students—in three years this proportion hovered around two-thirds, but it was higher in 2006 (74%) and 2007 (70%).



Rating of skills development in computer use among Applied program students has trended downward slightly from 70% in 2004 to 64% in 2008; in Arts, it has varied from a low of 61% in 2005 to a high of 73% in 2006 and 2008.



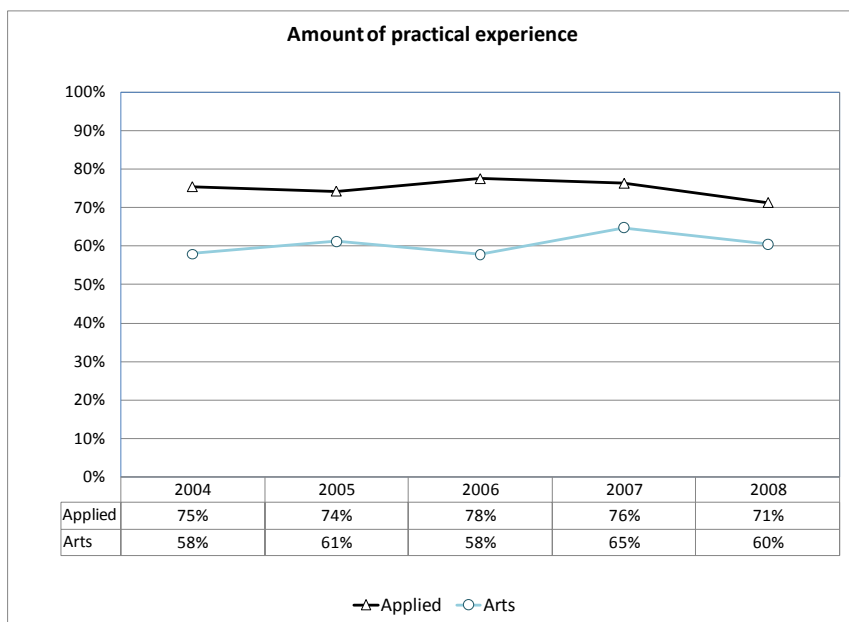
Ratings of use of tools and other equipment has hovered around the 80% mark for Applied students; for Arts students, it has varied from 64% in 2004 to a high of 73% in 2006.



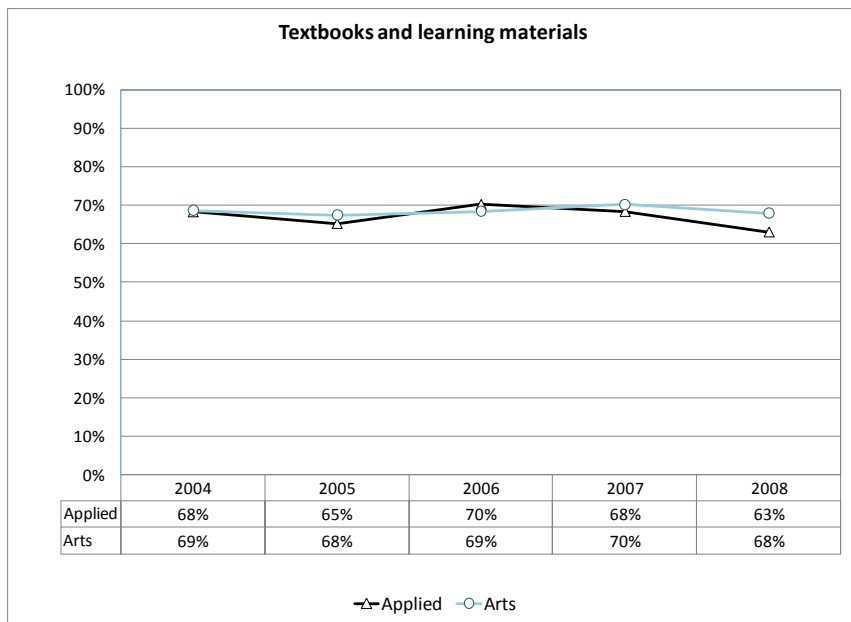
RATINGS OF OTHER ASPECTS OF PROGRAM

Former students were asked to rate 10 aspects of their program on a scale of very good to very poor. The following analysis presents the sum of “very good” and “good” for each aspect, excluding those who responded “not applicable.”

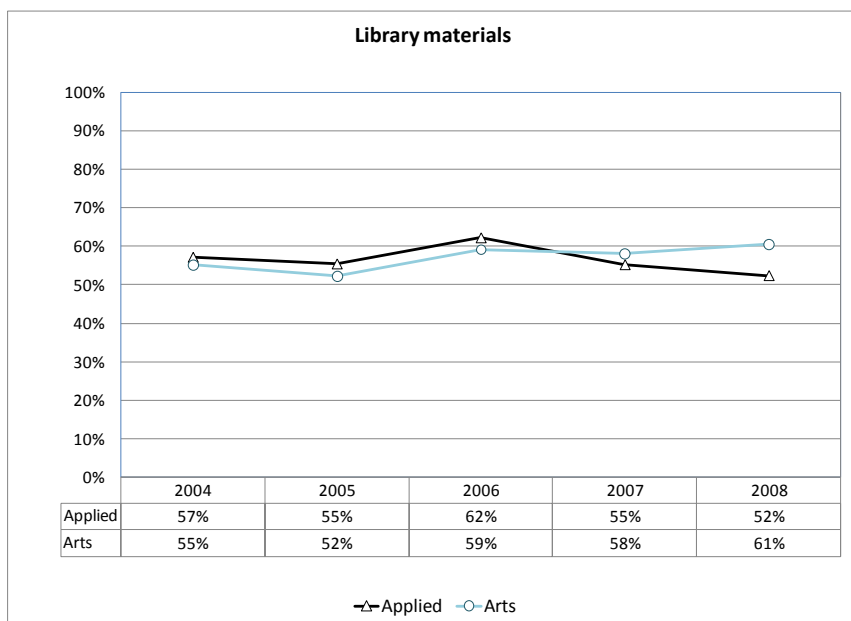
“Amount of practical experience” refers to the appropriate balance of practical experience and theoretical material and instruction. About three-quarters of Applied students rated their programs very good or good on this aspect; the share declined somewhat (to 71%) in 2008. Students in Arts programs rated practical experience at about 60%, rising to 65% in 2007.



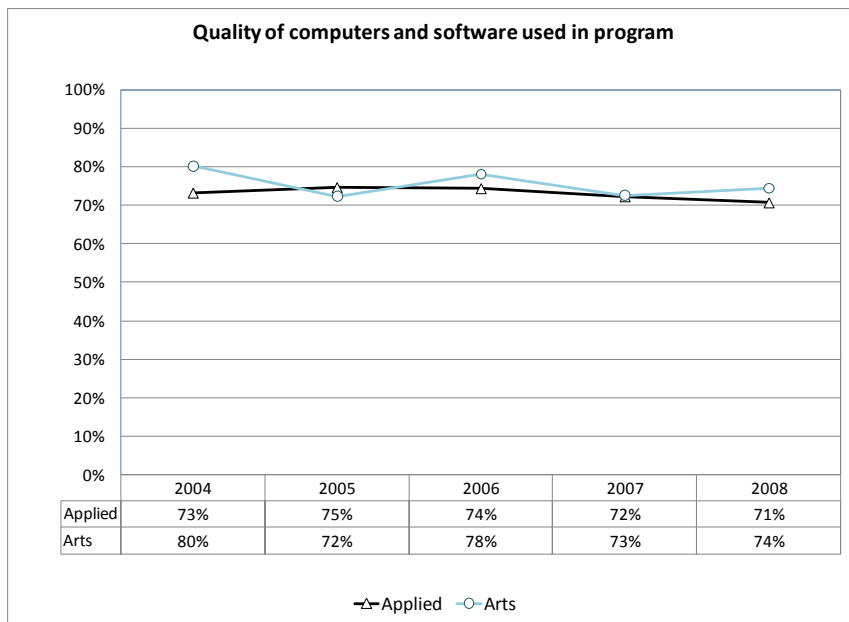
About two-thirds of both groups rated textbooks and learning materials highly in each of the five years, although the number dipped slightly (to 63%) in 2008 among former Applied program students.



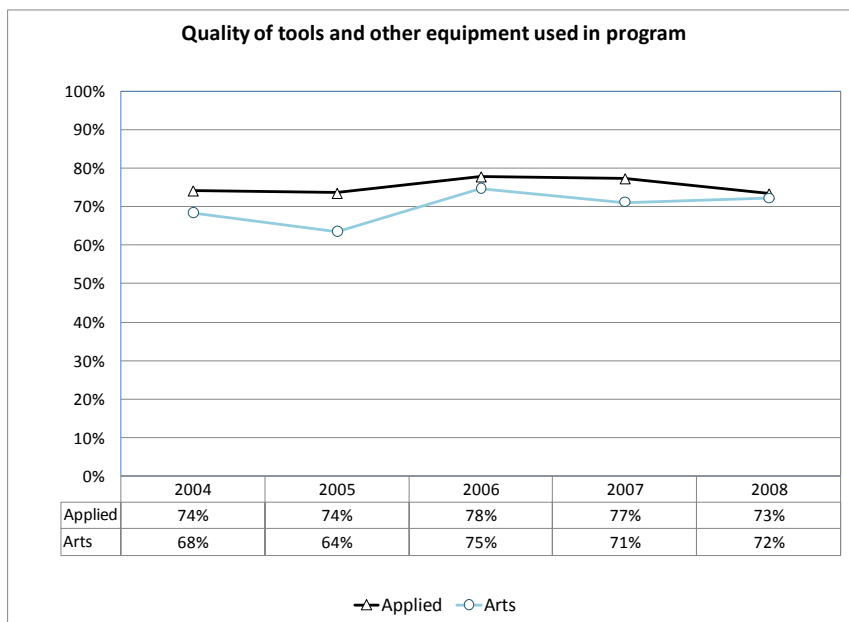
More than half of both Applied and Arts students rated library materials very good or good, although the share has dropped off for Applied since 2006, from 62% to 52%.



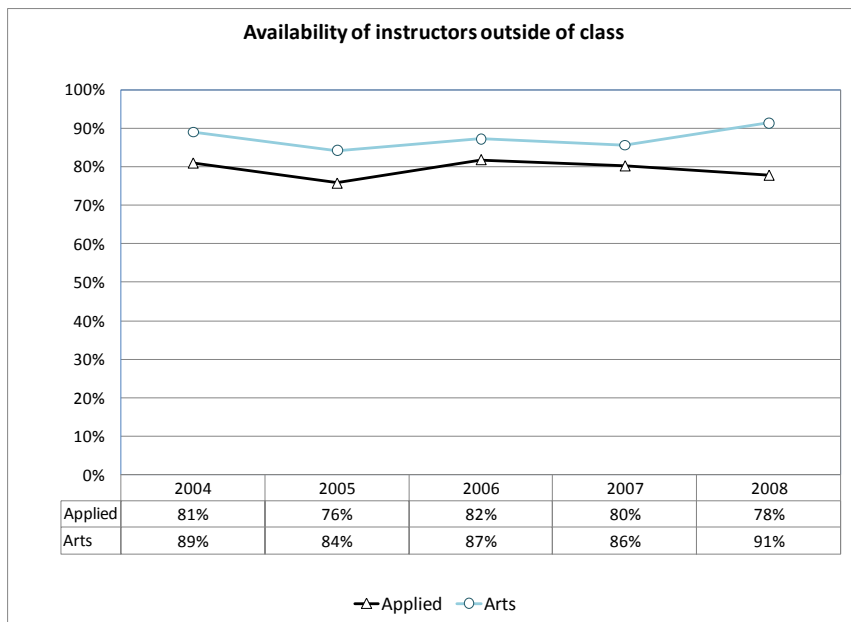
About three-quarters of former students in both types of programs rate the quality of computers and software used in their program as very good or good. The share for Arts has declined, however, from 80% in 2004 to 74% in 2008.



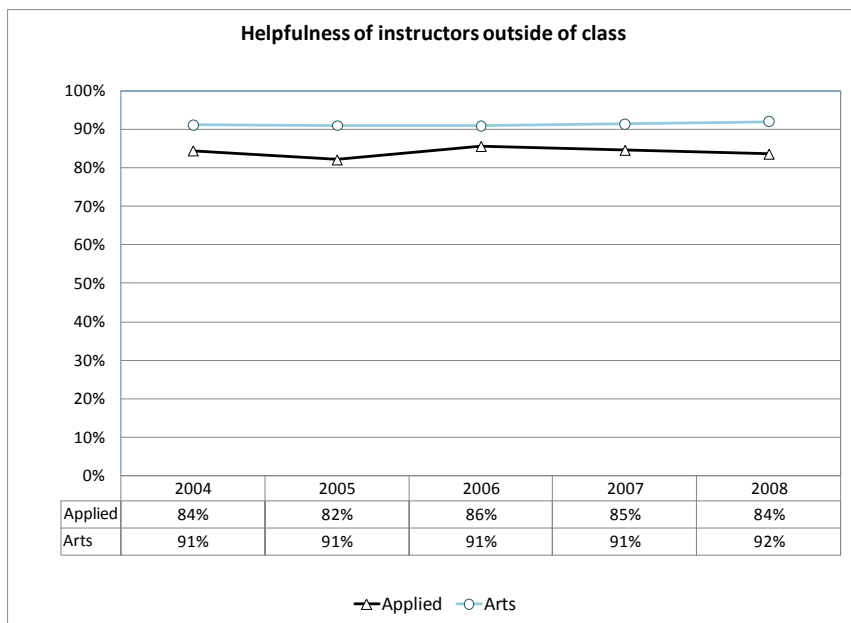
About three-quarters of former Applied program students rate the quality of other tools and equipment used in their program as very good or good; this share has changed little in five years. Among former Arts students, the share was just over two-thirds in 2004 (68%), dropped to 64% in 2005, peaked at 75% in 2006 and settled at just under three-quarters (72%) in 2008.



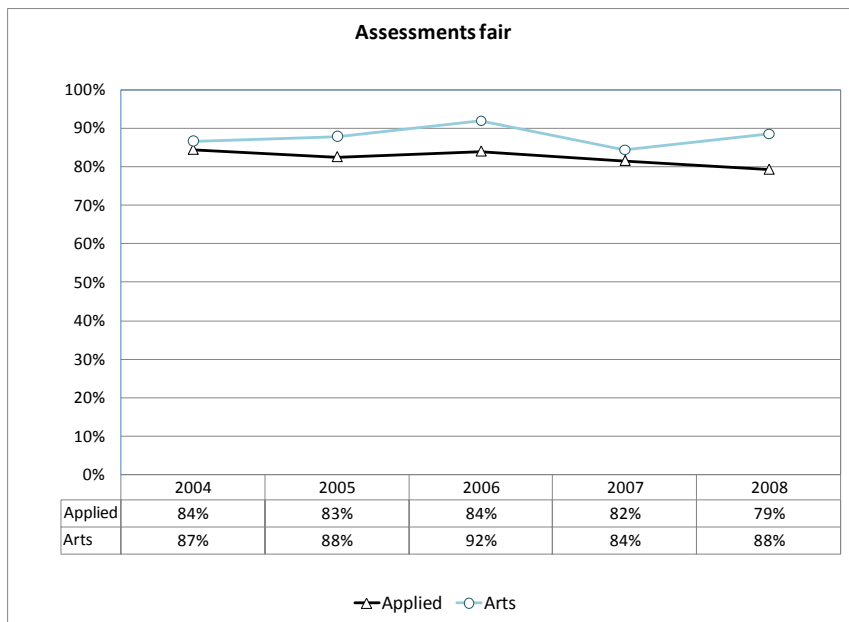
Almost 90% of Arts students rated availability of instructors for course help outside of class either very good or good. Although the proportion was lower in 2005 (84%) and 2007 (86%), it was higher in 2008 (91%) than in 2004 (89%). About three-quarters of Applied students also rated this aspect highly (81% in 2004, 78% in 2008).



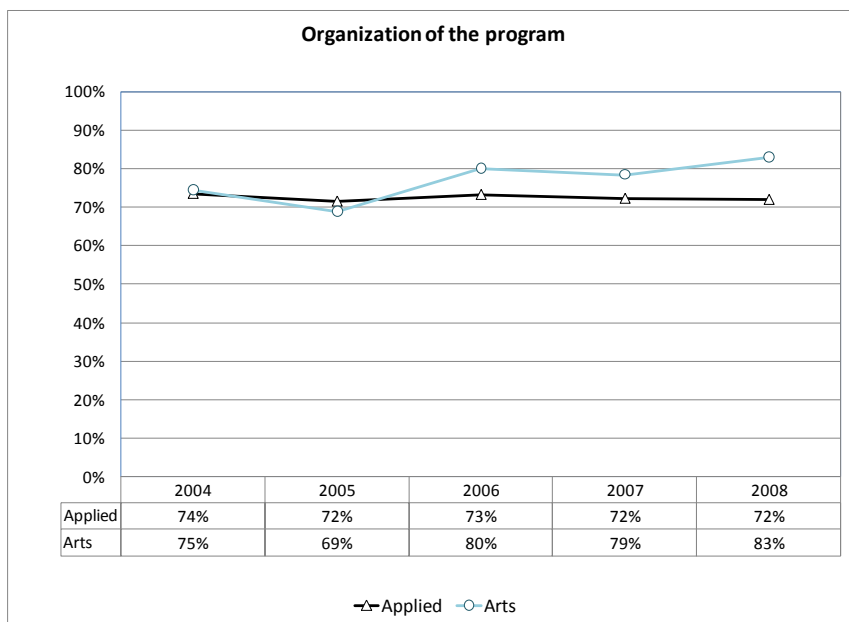
Among Arts students, more than 90% consistently rate helpfulness of instructors outside of class (on ideas, questions or assignments) as either very good or good. Among Applied students, the proportion is about 85%; it has fluctuated somewhat, dipping to 82% in 2005.



When asked to rate “the tests, papers, demonstrations or projects assigned fairly reflect the material taught”, close to 90% of Arts students and above 80% of Applied students replied very good or good. The proportion of Applied students has declined slightly since 2004—from 84% to 79%.

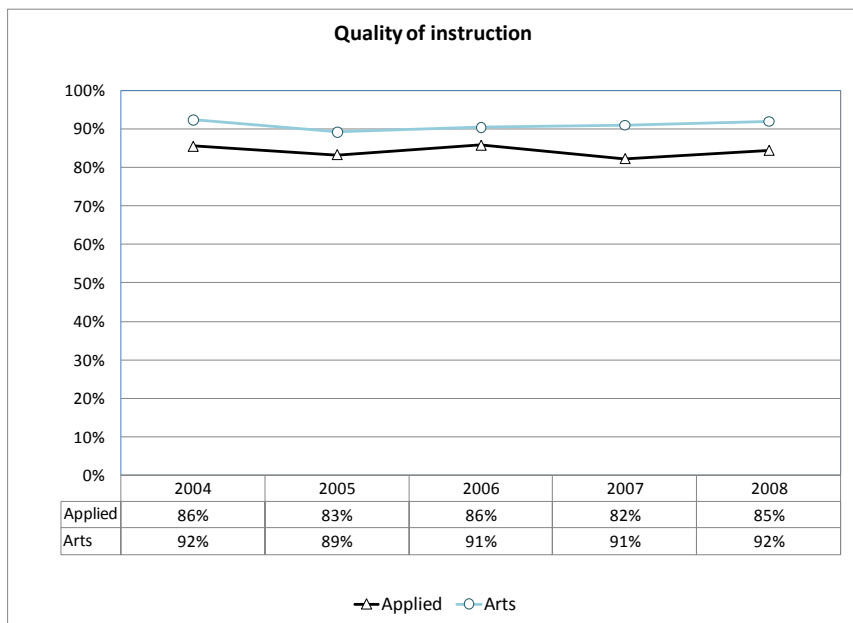


Arts students are increasingly satisfied with the organization of their programs—the share has risen from 75% in 2004 to 83% in 2008. The proportion of Applied students rating this aspect very good or good has remained fairly consistent at around three-quarters.

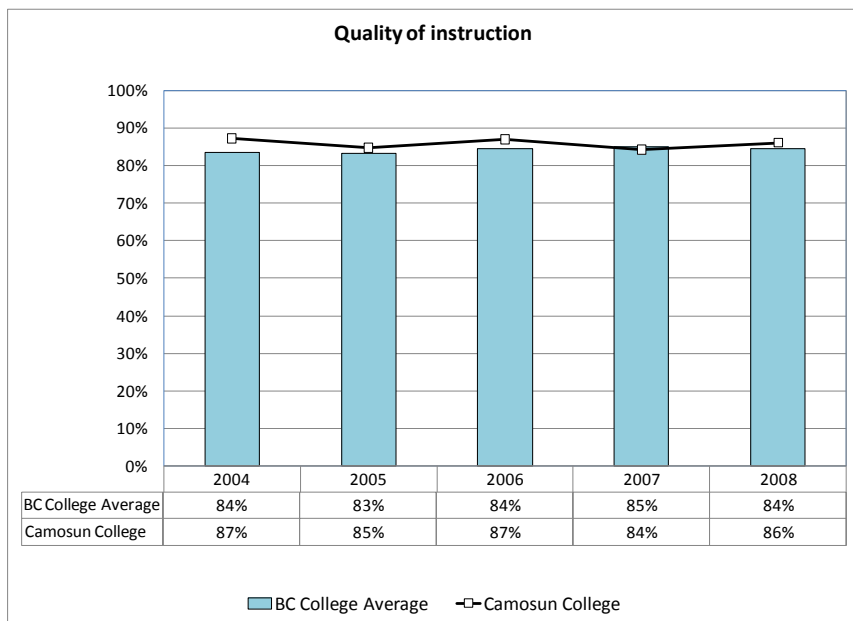


QUALITY OF INSTRUCTION

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%.

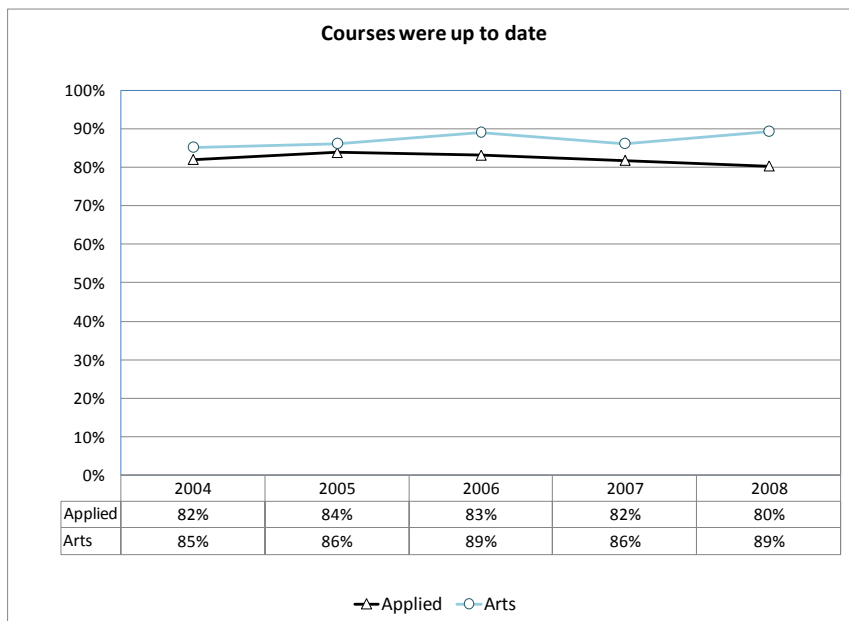


Camosun College ranks above the BC College Average on this measure in four of the past five years.

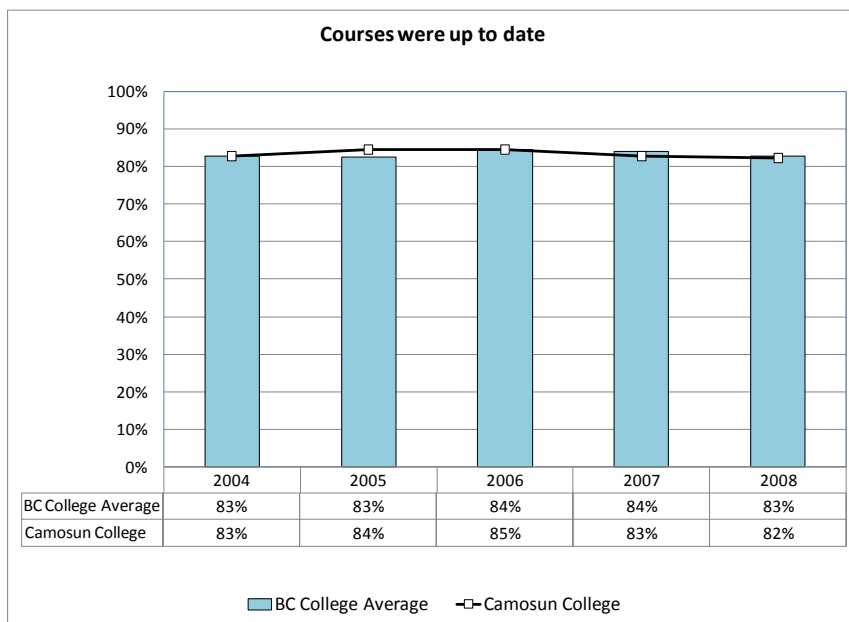


RATINGS OF PROGRAM’S COURSES

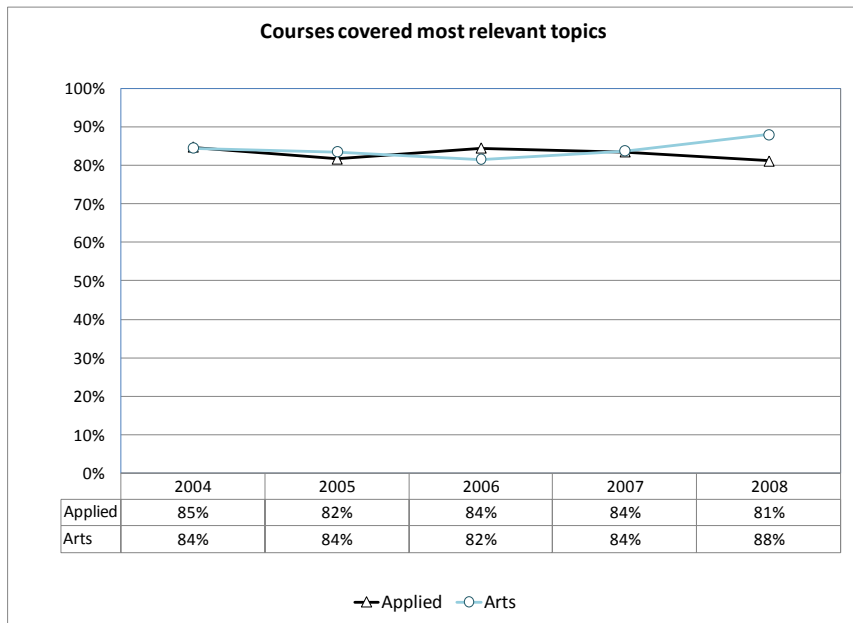
Former students were asked to rate their program’s courses in three areas, using the scale of very good to very poor. The following charts display the sum of very good and good ratings. Arts students’ ratings of their courses being up to date have trended upwards from 85% in 2004 to 89% in 2008. Applied students’ ratings have trended downward slightly, from 82% in 2004 to 80% in 2008, after peaking at 84% in 2005.



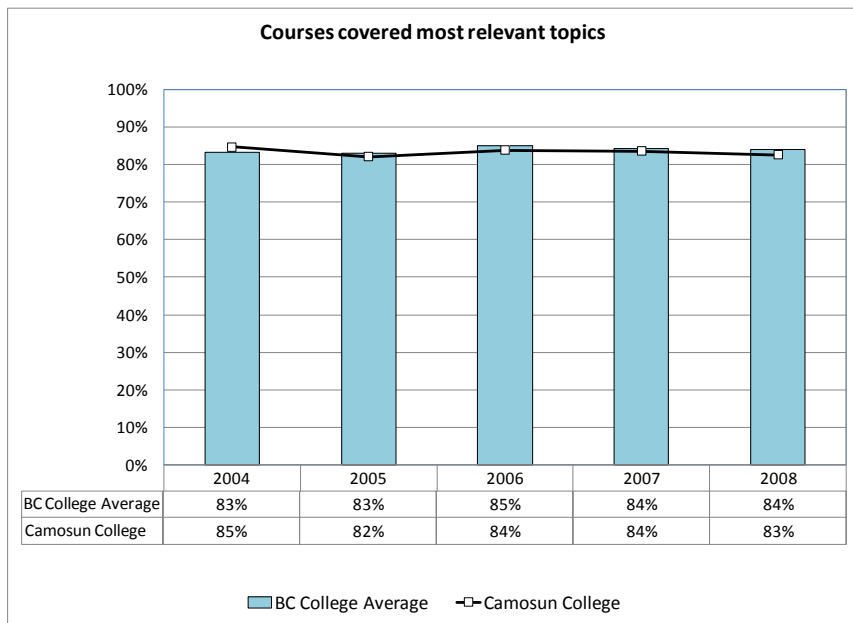
Camosun’s ratings on this measure are comparable to the BC College Average.



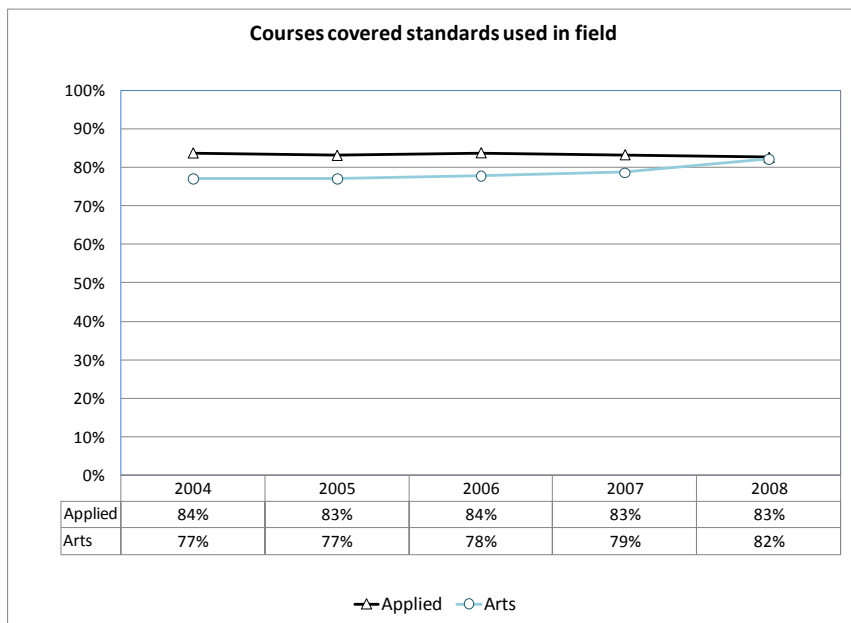
Arts students' ratings of their courses covering the topics most relevant to their field have trended upwards from 84% in 2004 to 88% in 2008. Applied students' ratings have trended downward slightly, from 85% in 2004 to 81% in 2008.



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

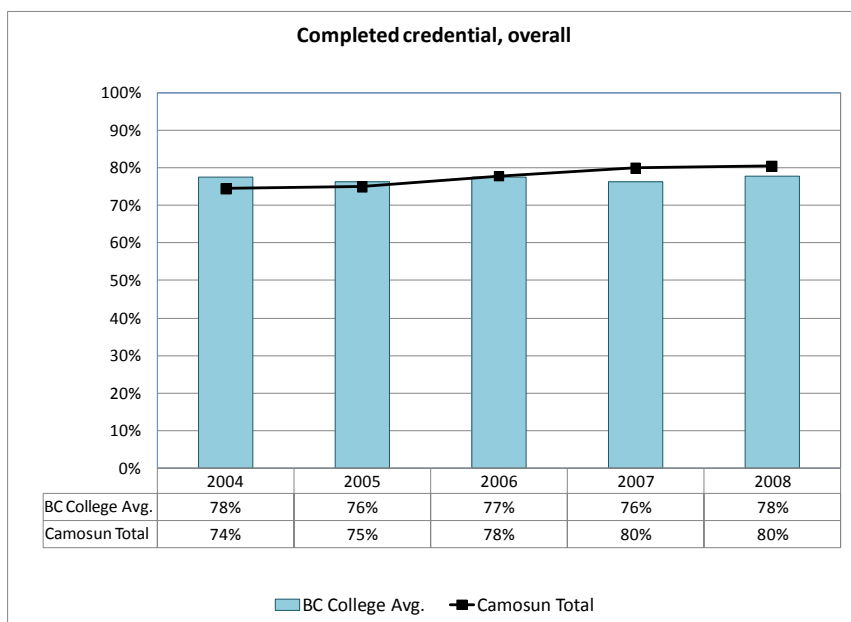


Arts students' ratings of their courses covering the standards being used in their field have trended upwards from 77% in 2004 to 82% in 2008. Applied students' ratings have remained consistently around 83%.

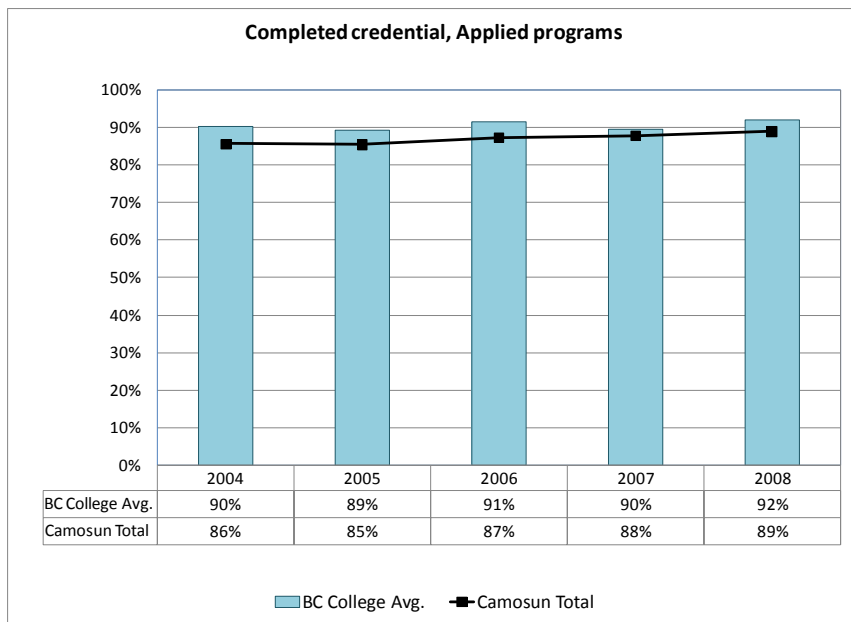


CREDENTIAL COMPLETION OR NON-COMPLETION

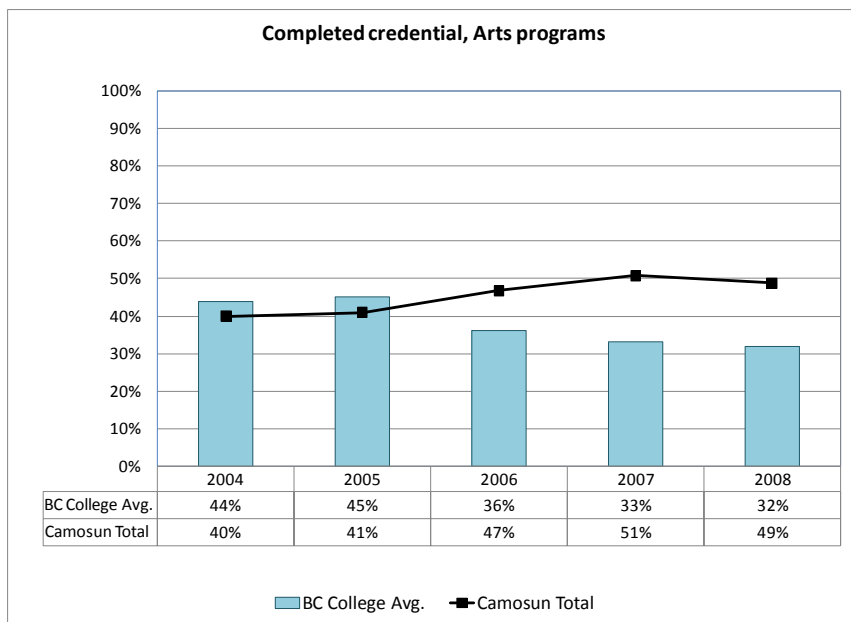
When they left Camosun College, three-quarters of respondents had completed the requirements for their credential. This share has trended upward, from 74% in 2004 to 80% in 2008. Camosun's results are similar to the BC College Average, exceeding it slightly in the three years from 2006 to 2008.



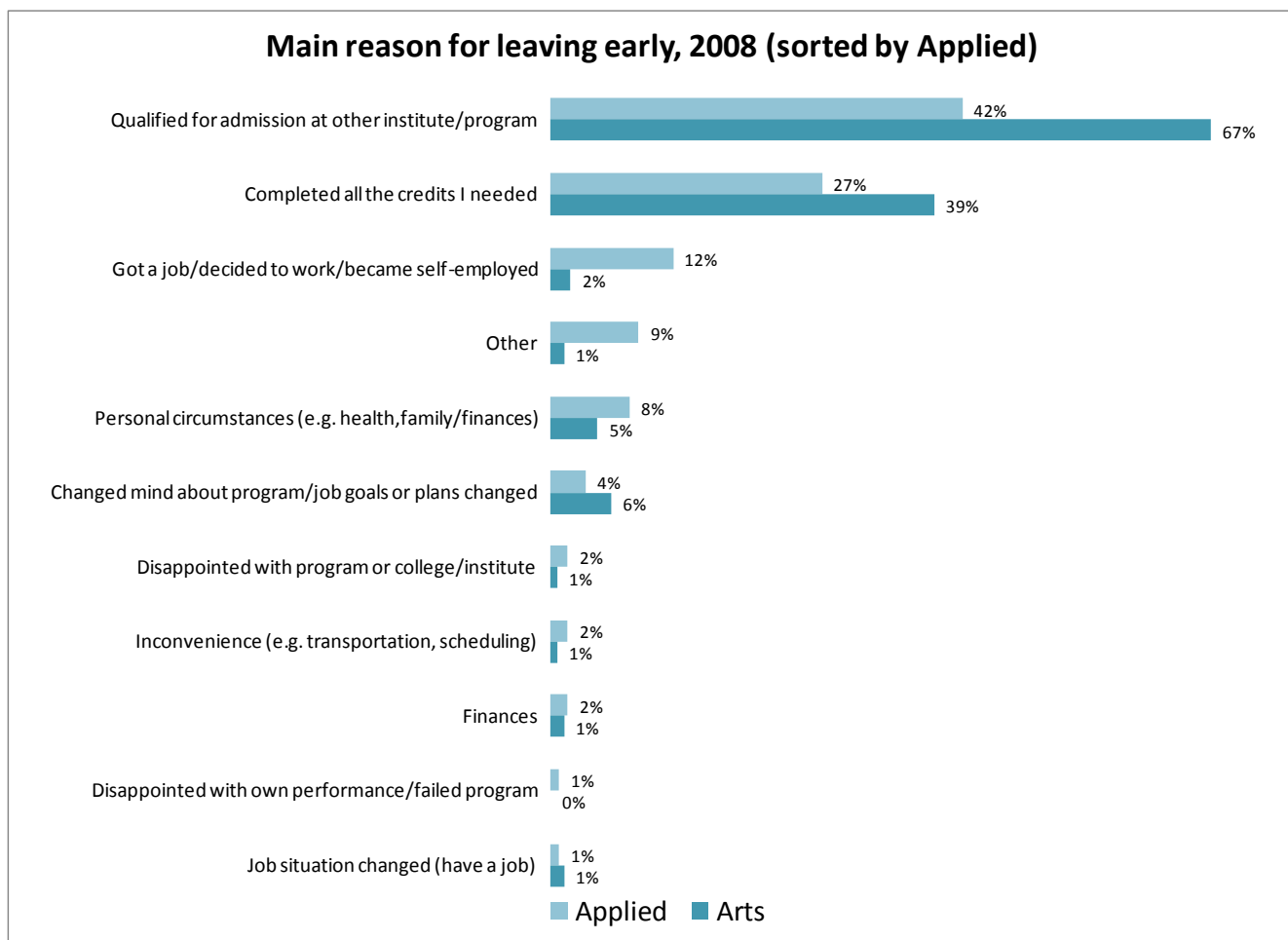
Completion of a credential by Camosun College Applied program respondents trended upwards from 86% in 2004 to 89% in 2009, nearly closing the small gap with the BC College Average.



Among Arts respondents, the proportion who completed their credential has also risen, from 40% in 2004 to a peak of 51% in 2007, dropping back slightly to 49% in 2008. Since 2006, Camosun College has exceeded the BC College Average on the proportion of Arts program respondents who completed their credential.

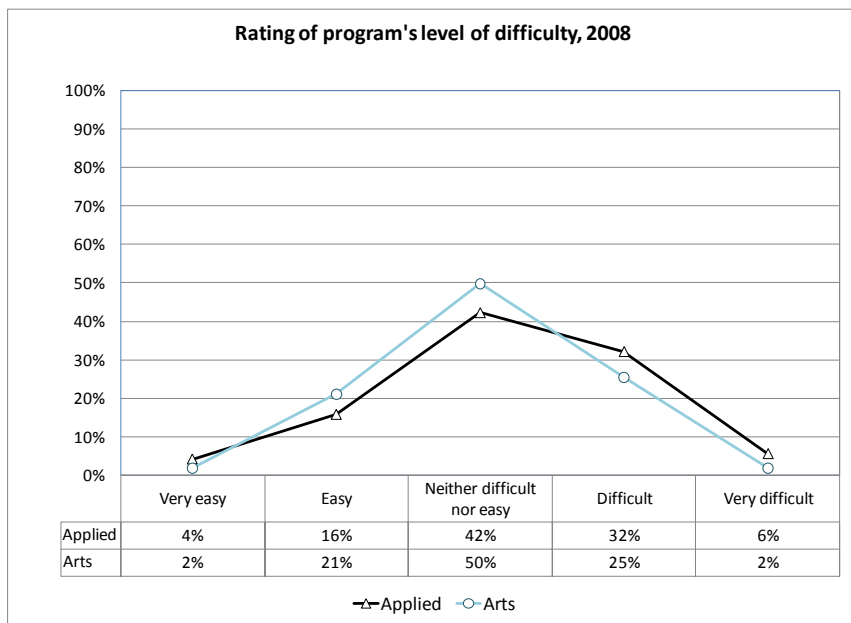


Of those who did not complete a credential before leaving the program (2008 cohort only), the most common reason among former students was that they transferred to (or qualified for) admission at another institution or in another program (Applied, 42%; Arts, 67%), followed by “completed all the credits I needed” (Applied, 27%; Arts, 39%). Other reasons provided by Applied program students included getting a job (12%), “personal circumstances, e.g. health, family/finances” (8%) and “changed mind about program/job goals or plans changed” (4%). Other common reasons provided by Arts program students included changing one’s mind (6%) and personal circumstances such as health or family (5%).



DIFFICULTY OF PROGRAM

More than one-third of students in Applied programs rated their program as difficult or very difficult in 2008 (38%), compared to just over one-quarter of Arts students (27%).⁶

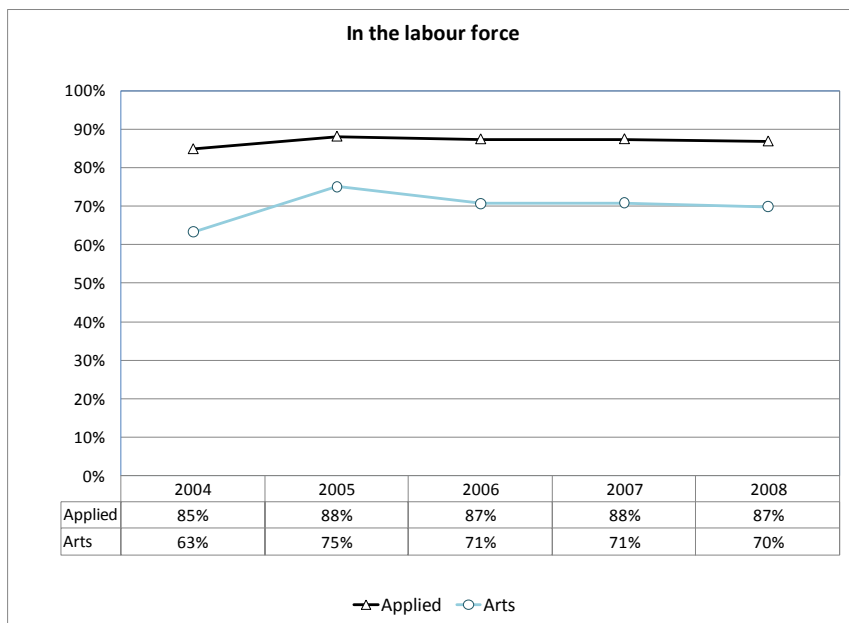


⁶ In previous years, this question was not asked of all students so results are not comparable.

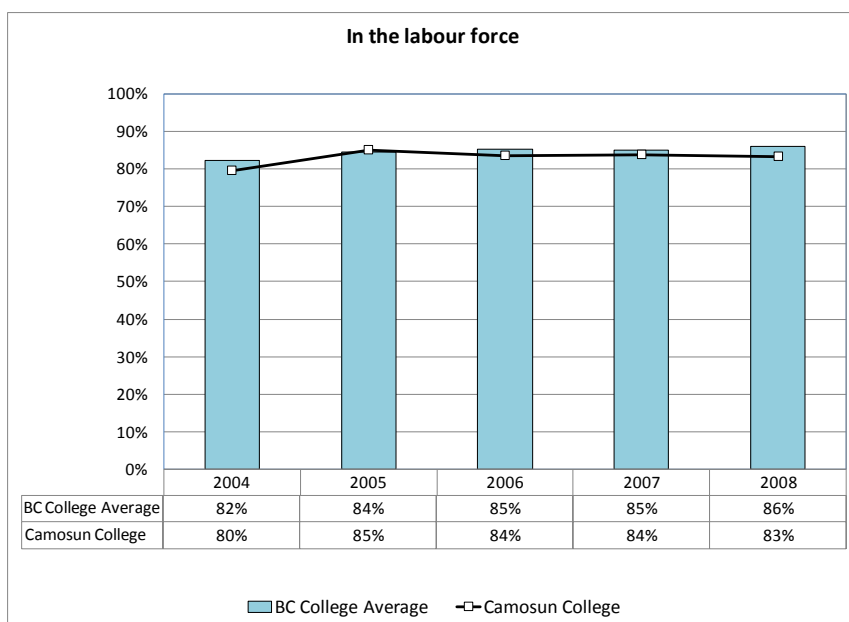
LABOUR MARKET OUTCOMES

LABOUR FORCE PARTICIPATION

The share of former Applied respondents in the labour force ranged from 85% to 88% from 2004 to 2008, while that for Arts students rose from 63% in 2004 to 70% in 2008. For both types of programs, labour market participation was highest in 2005.

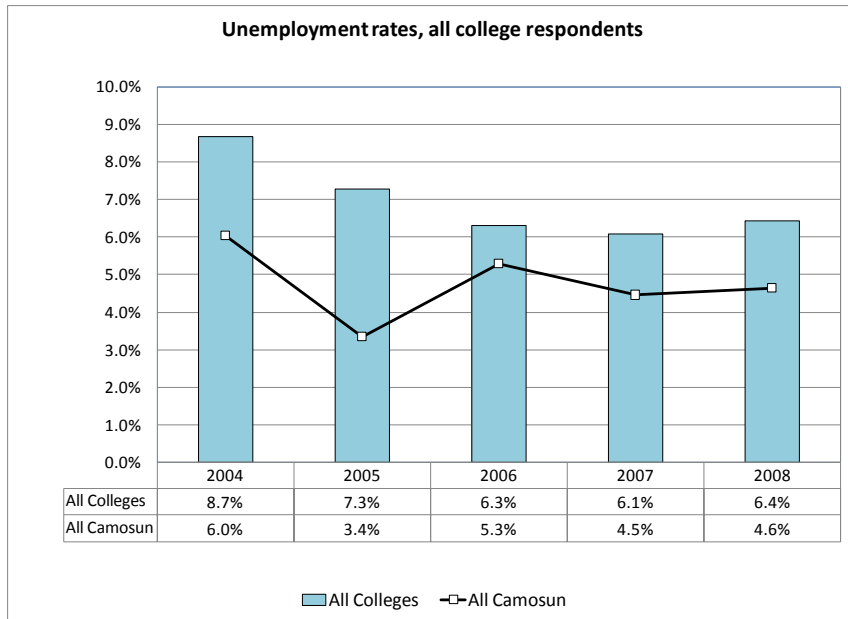


Camosun’s results are similar to the BC College Average.



UNEMPLOYMENT RATE

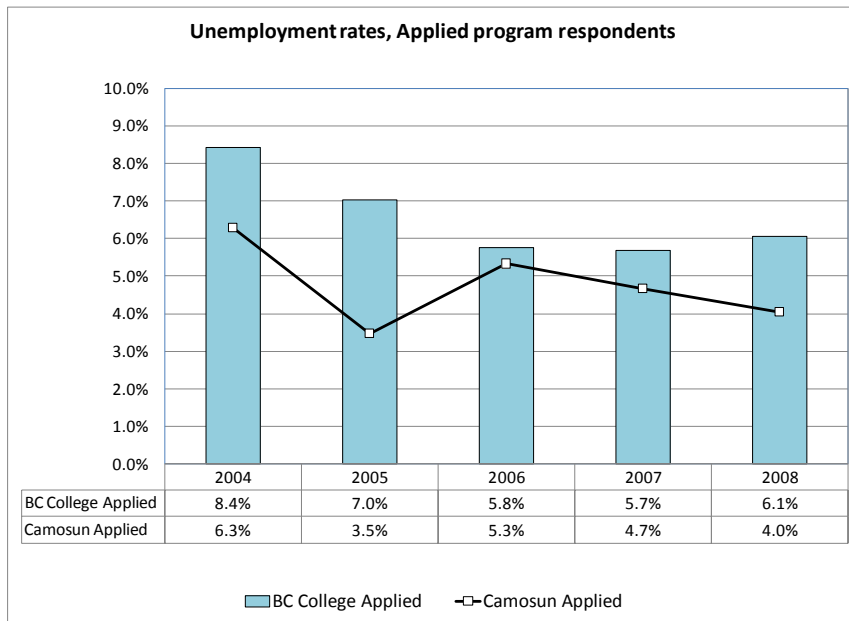
The unemployment rate⁷ among former Camosun College students who were surveyed for DACSO has consistently been lower than that for respondents from all BC colleges. In 2008, for example, 4.6% of all Camosun College respondents were unemployed compared to 6.4% of all BC college respondents.



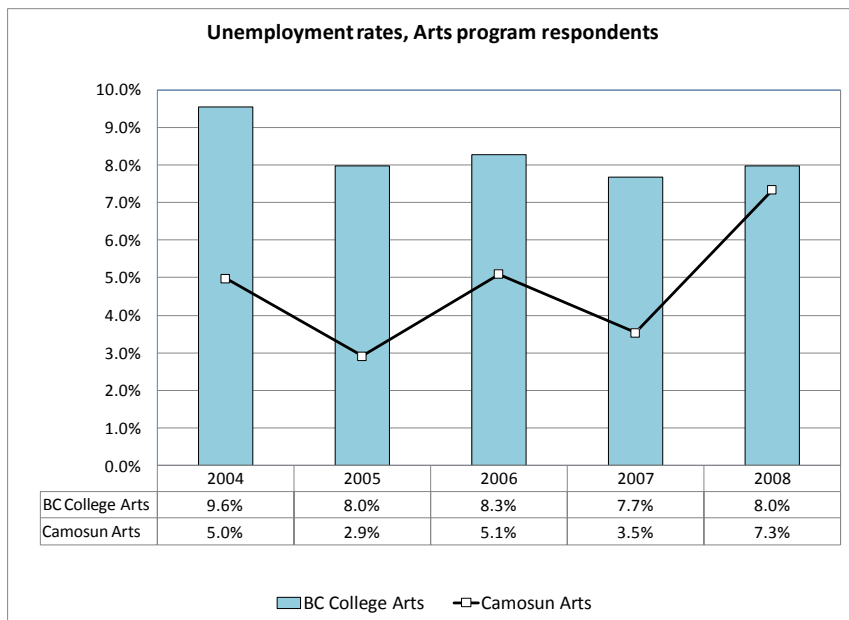
For both Applied and Arts program respondents, unemployment rates are consistently lower for former Camosun College students than for former students from BC colleges as a whole, as displayed in the following two charts.

⁷ The unemployment rate is defined as the number of unemployed divided by the total number working and those available for and looking for work.

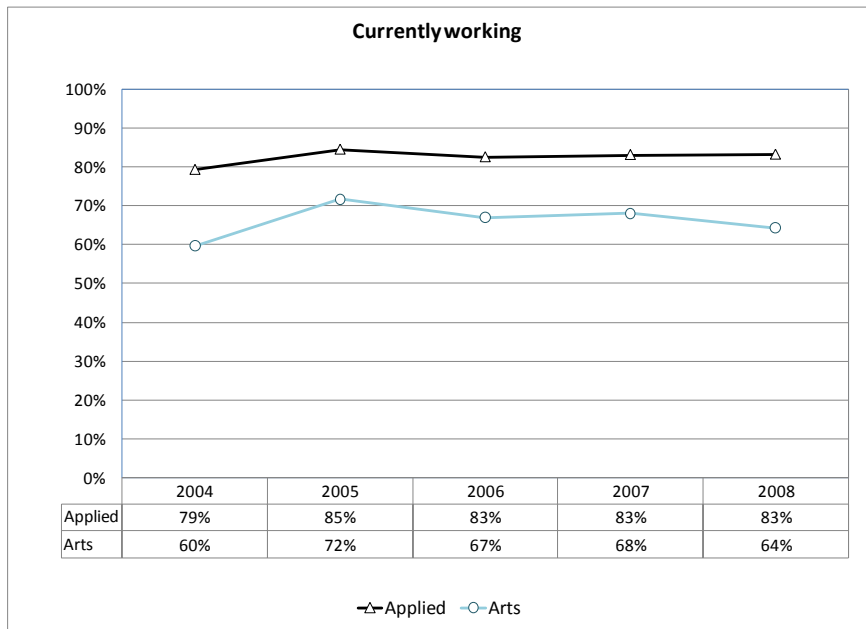
In 2008, for example, the unemployment rate among former Applied program respondents was 6.1% for all BC colleges and only 4% for Camosun College.



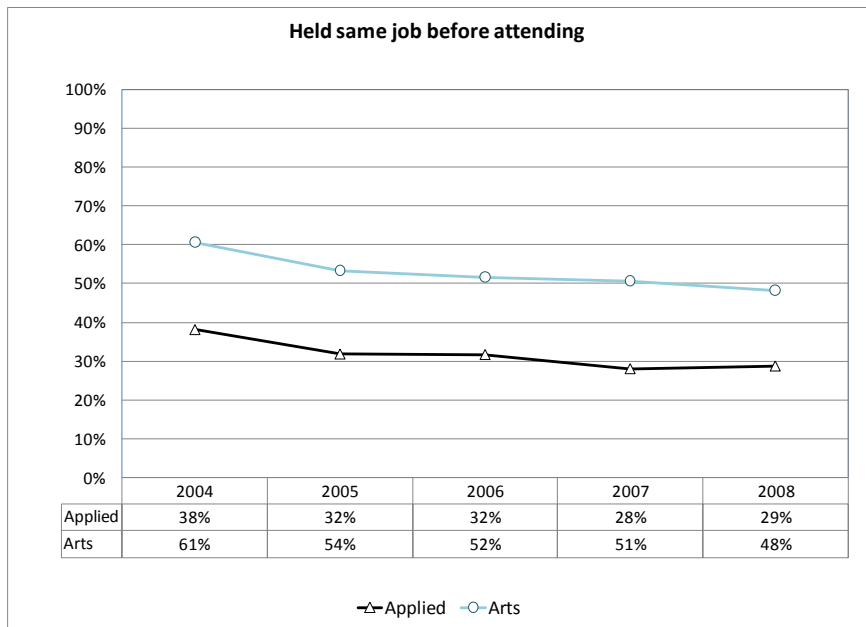
Similarly, the unemployment rate among former Arts program respondents was 9.6% for all BC colleges and only 5% for Camosun College in 2004; a similar relationship held in 2005 to 2007.



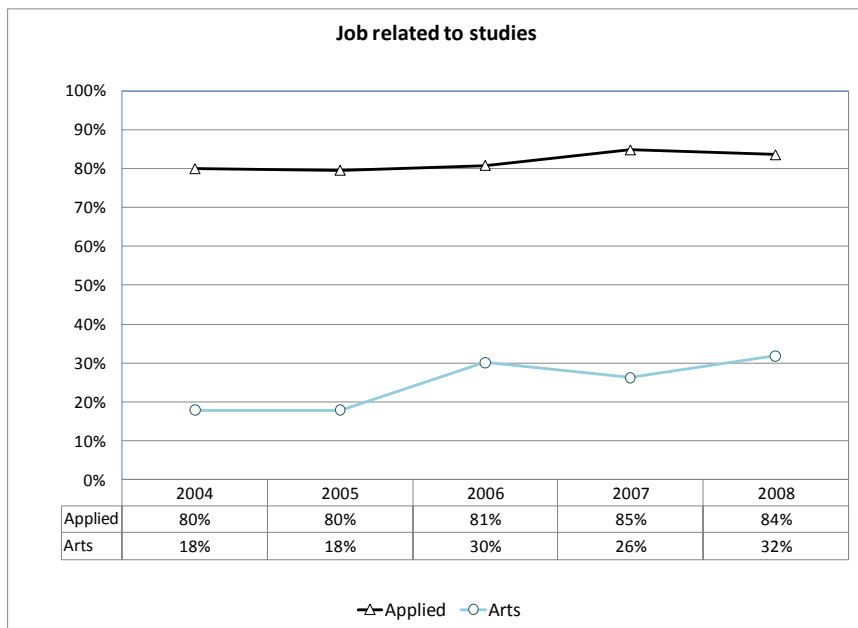
The proportion of former students who were currently working at the time of the survey has remained between 60% and 72% for students in Arts program, and 79% and 85% for students in Applied programs.



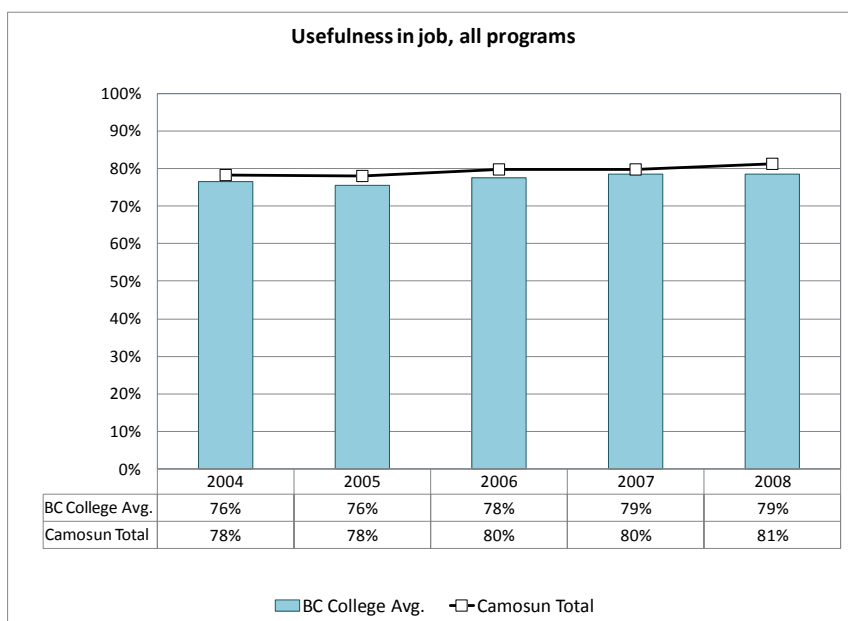
The share of students working at the same job they had before or while attending Camosun has declined since 2004. Among Applied students, this proportion dropped from 38% in 2004 to 29% in 2008. Arts students experienced a similar decline—from 61% in 2004 to 48% in 2008. Several explanations are possible for these results, including mobility to higher paying jobs or further study.



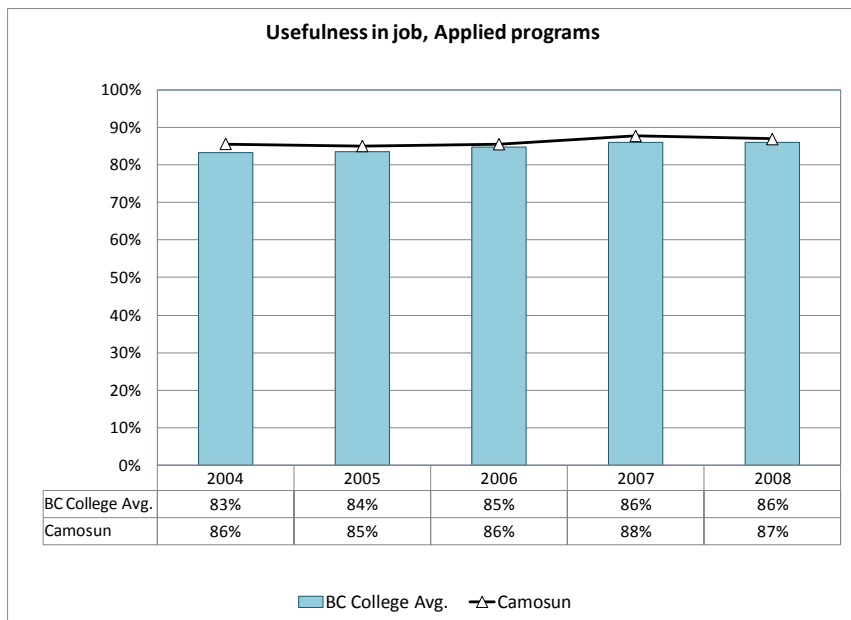
Four of every five former Applied program students (who are employed) are working in a job related to their studies. The proportion has trended upward from 80% in 2004 to 84% in 2008. The proportion of former Arts program students in a job related to their studies has increased from one in five (18%) in 2004 to one in three (32%) in 2008.



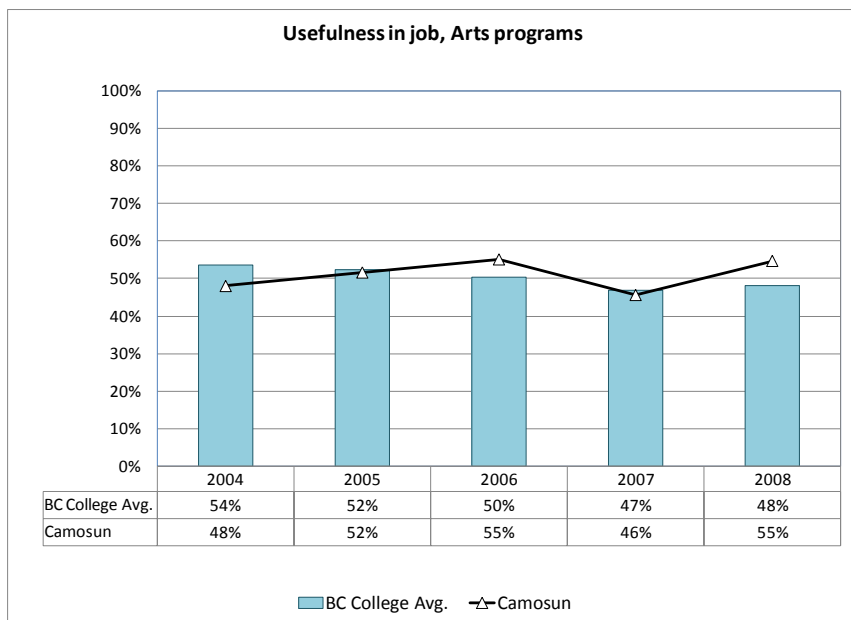
Respondents were asked to rate the knowledge and skills they gained in their program. Close to 4 out of 5 of former Camosun students from both Arts and Applied programs combined responded either very useful or somewhat useful in each of the 5 years under study, and the proportion has risen, from 76%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



As would be expected, most former students in Applied programs rate the knowledge and skills they gained in their program as either very useful or somewhat useful in their job. This figure has been consistently high (between 85% and 88%) for each of the past five years. The rates also exceed those of the BC College Average by a slight margin.

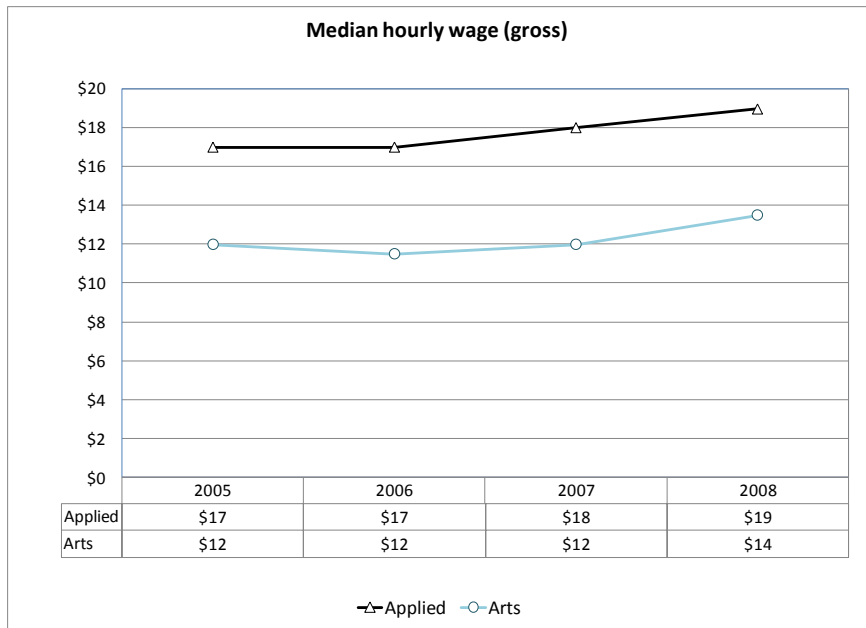


Not surprisingly, a smaller proportion of Arts students (about half) respond similarly. The figure for Arts students has fluctuated more, from 48% in 2004 to a high of 55% in 2006 and 2008 and a low of 46% in 2007. The proportion is very close to the BC College Average—the same in 1 year, lower in 2 years and higher in 2 years.



Between 2005⁸ 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.

For comparison purposes, the average hourly wage of all workers in British Columbia rose 11% between 2005 and 2008— from \$19.36 to \$21.46.⁹

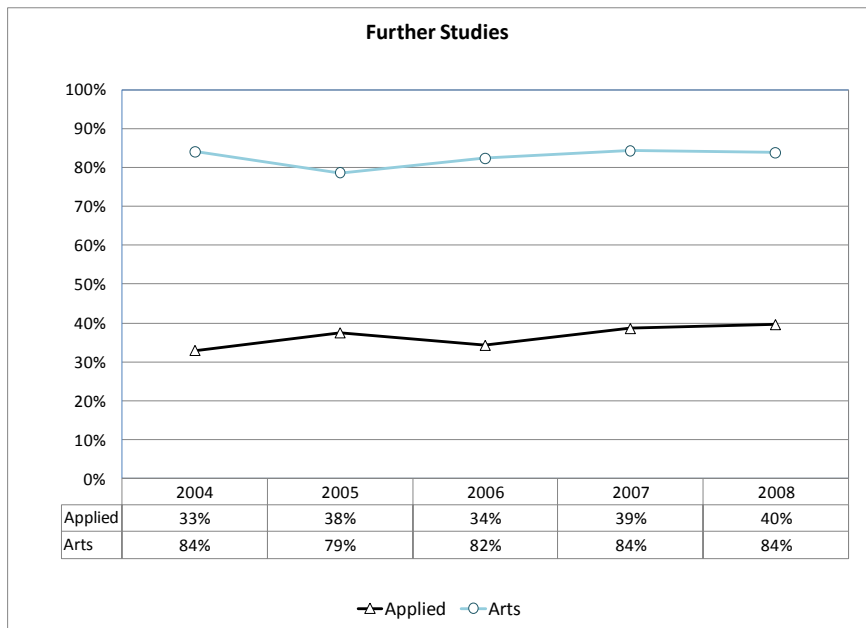


⁸ Before 2005, respondents were asked for monthly salary; hourly wage was asked starting in 2005.

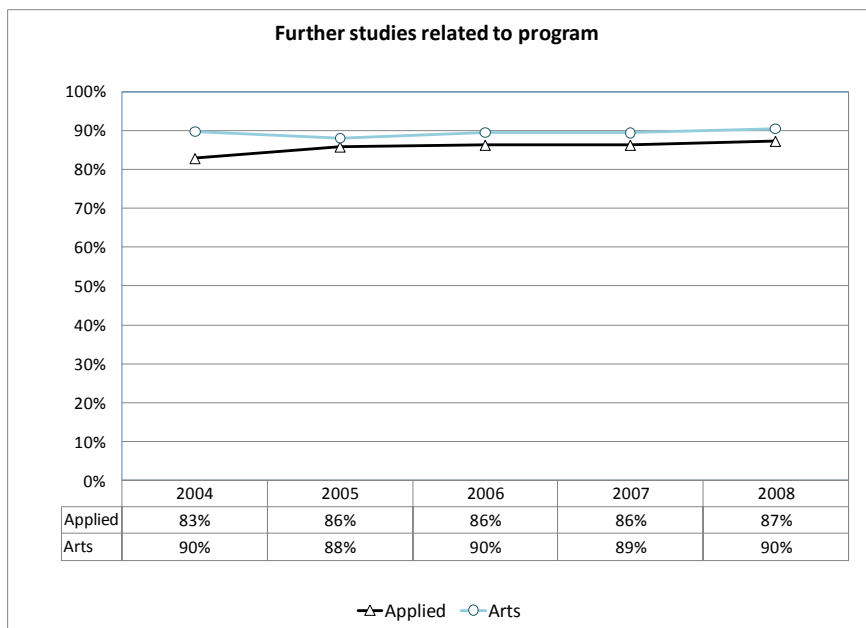
⁹ Source: BC Stats.

FURTHER STUDIES

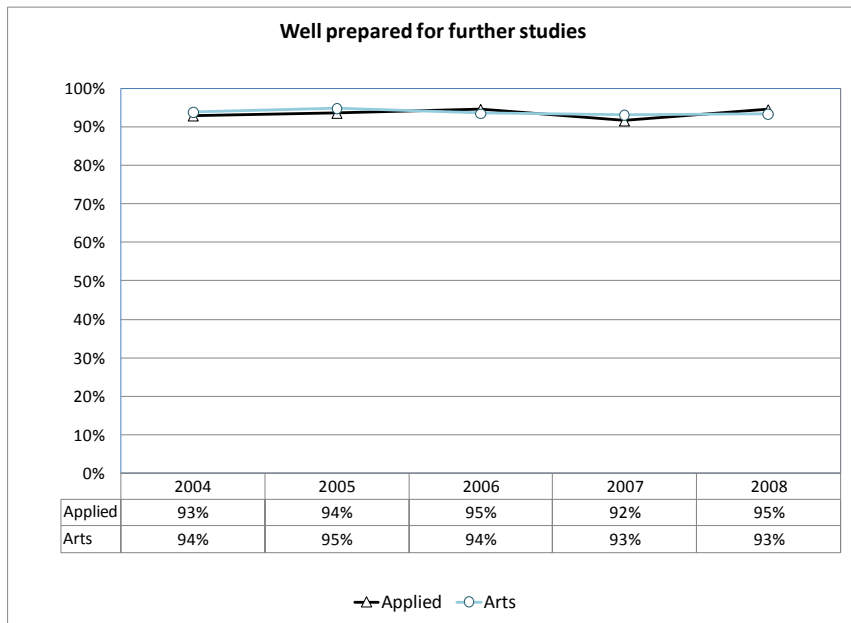
The share of students from Applied programs who proceed to further studies has ranged from 33% in 2004 to 40% in 2008. Arts students have continued to proceed to further studies at a rate of 82% to 84%, with a slight downturn to 79% in 2005.



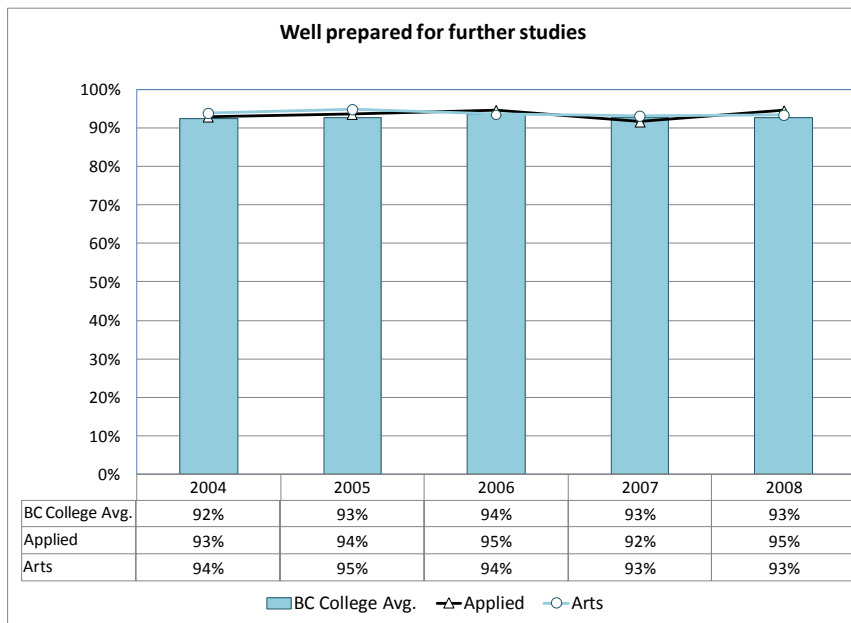
Further studies for both groups are very related or somewhat related to their original Camosun program of studies. For Arts students, the relationship is about 90% in most years; for Applied students, the proportion is also quite high (86% in most years), and is trending upwards.



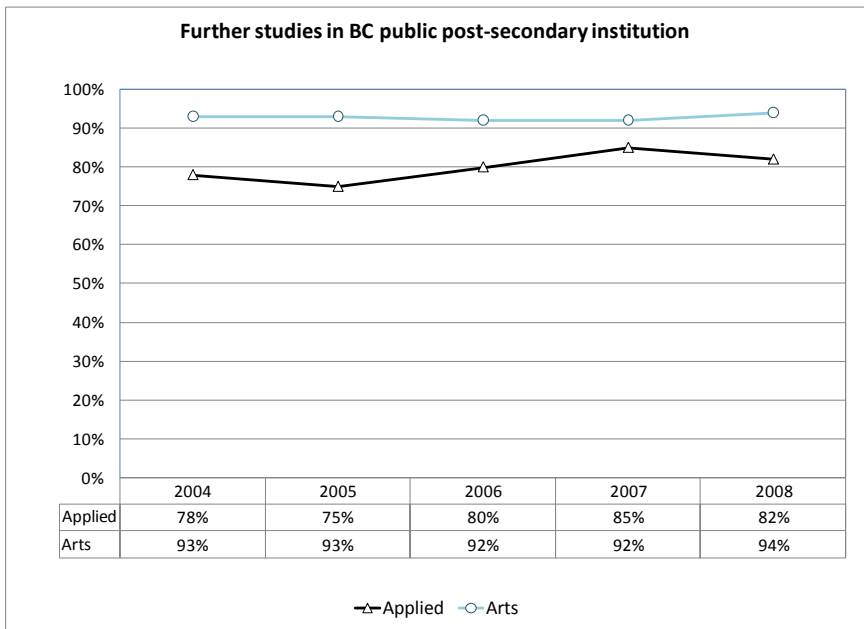
The vast majority of both Arts and Applied respondents—more than 90% for each group in each year—consider themselves either very well prepared or somewhat prepared for their further studies.



In 4 of 5 years, Camosun meets or exceeds the BC College Average for both Arts and Applied programs.



Of those who continued to further studies, the largest numbers—more than 90% of Arts students and around 80% of Applied students—attended BC public post-secondary institutions.



For the first time in the five-year period being examined, Camosun College was the most popular destination for further studies in 2008 for students from Applied programs. The share of Applied students choosing Camosun College for further studies increased from 24% in 2005 to 34% in 2008. Between 2004 and 2007, the University of Victoria topped the list (30% to 34%). In 2008, just over one-quarter (27%) of Applied students who reported further studies went on to the University of Victoria, 7% to Royal Roads University, 6% to the University of British Columbia, and 4% to BCIT.

Top institutions for further studies, Applied programs

	2004	2005	2006	2007	2008
Camosun College	25%	24%	29%	31%	34%
University of Victoria	32%	30%	33%	34%	27%
Royal Roads University	6%	6%	6%	6%	7%
University of British Columbia	3%	4%	6%	4%	6%
BCIT	1%	2%	1%	3%	4%

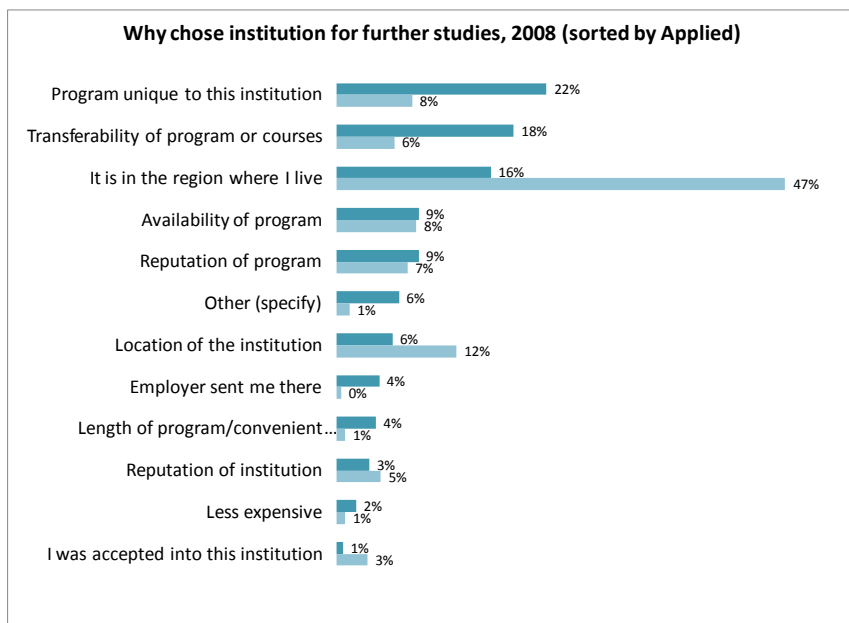
Three-quarters (74%) of 2008 Arts students who went on to further studies chose the University of Victoria. This proportion has increased from just over two-thirds (67%) in 2004. Conversely, the proportion who continued at Camosun College has dropped by one-half, from 14% in 2004 to 7% in 2008. UBC, SFU and RRU each received small shares of Arts students who are continuing their studies.

Top institutions for further studies, Arts programs

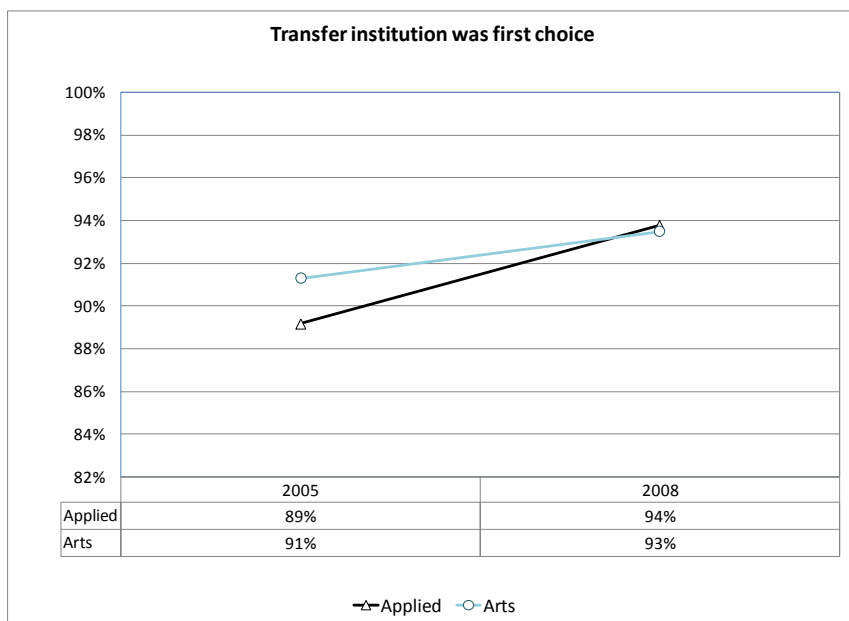
	2004	2005	2006	2007	2008
University of Victoria	67%	72%	72%	71%	74%
Camosun College	14%	7%	6%	5%	7%
University of British Columbia	2%	5%	3%	4%	4%
Simon Fraser University	2%	1%	3%	3%	3%
Royal Roads University	1%	1%	4%	4%	1%

Students who attended another institution for further studies since taking their last course at Camosun College were asked why they chose that particular institution. In 2008, among Applied students, the main reason was Program unique to this institution (22%), followed by Transferability of program or courses (18%), It is in the region where I live (16%), Availability of program (9%) and Reputation of program (9%).

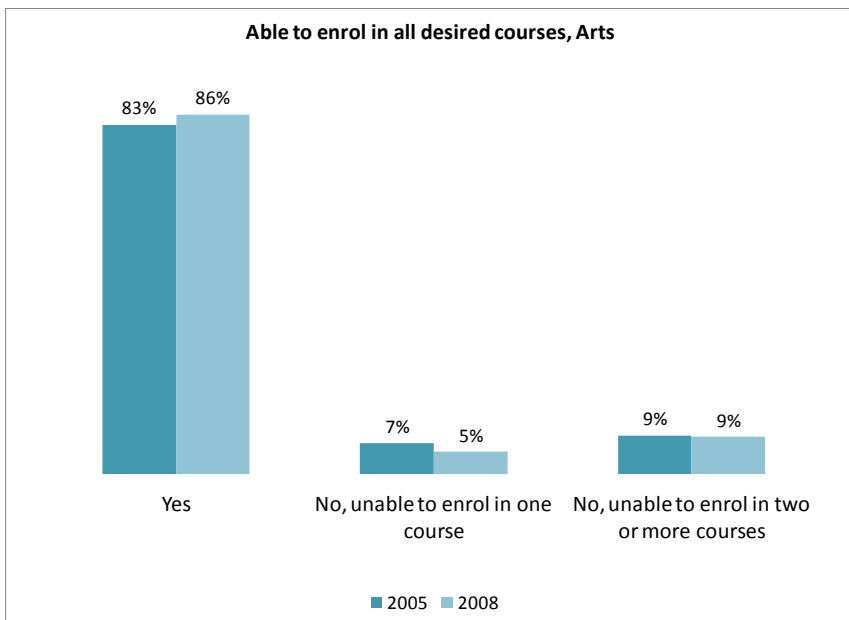
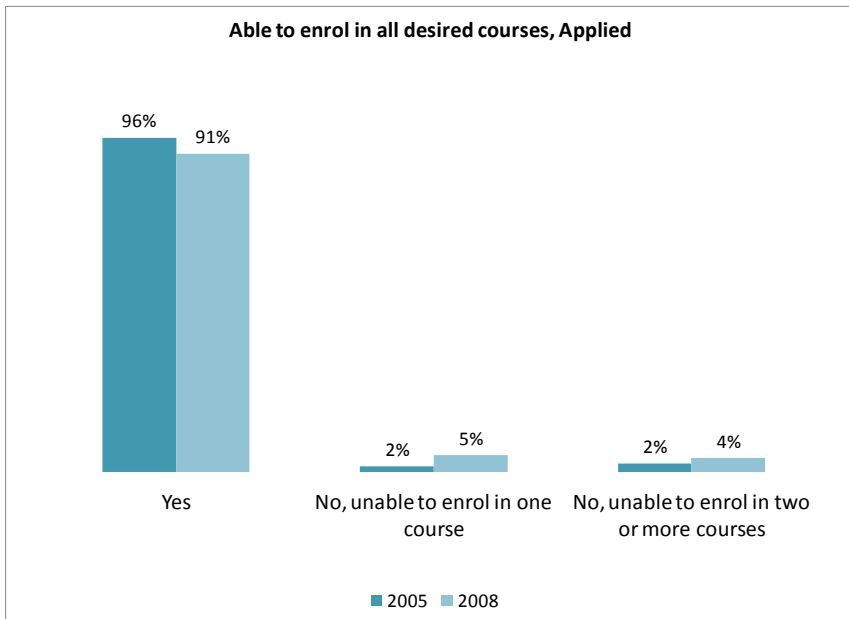
Among Arts students in 2008, the most common reason, cited by almost half (47%), was It is in the region where I live, followed by Location of the institution (12%), Availability of program (8%), Program unique to this institution (8%), Reputation of program (7%), and Transferability of program or courses (6%).



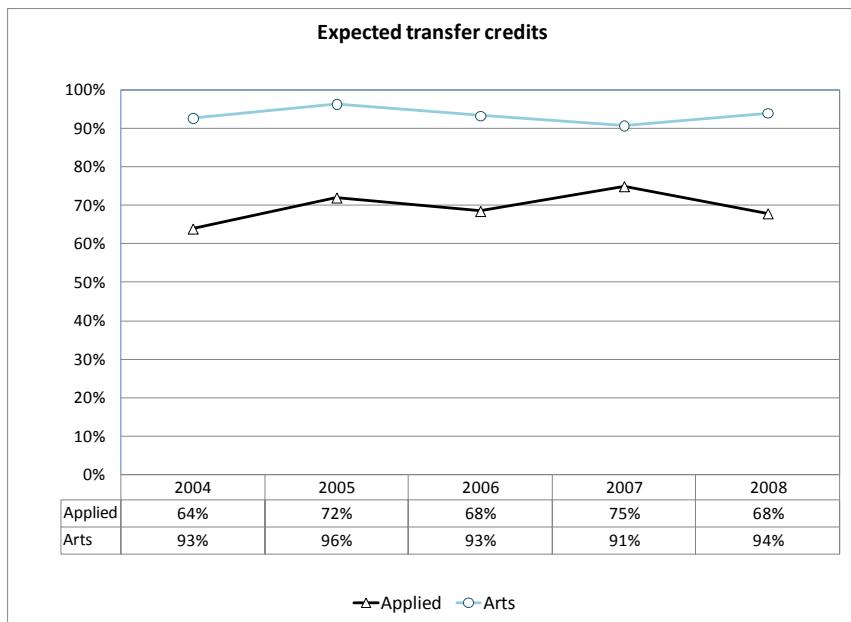
Most students in both types of programs who were taking further studies, were admitted to the institution that was their first choice. Among Applied students, the share rose from 89% in 2005 to 94% in 2008. Among Arts students, the share was 91% in 2005 and 93% in 2008. This question was not asked in the other years.



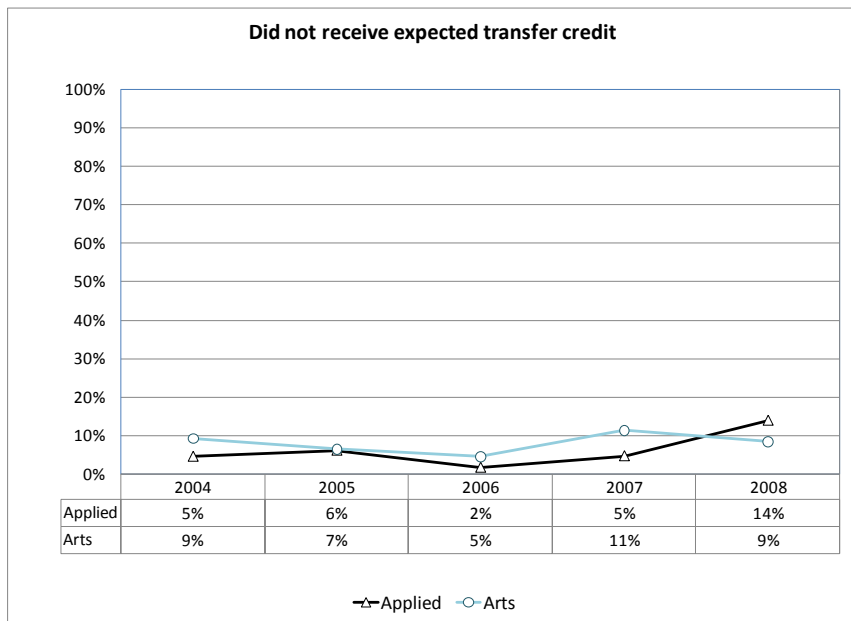
Almost all students who transferred to another institution were accepted into the program they wanted: 99% of Applied students in both 2005 and 2008, 99% of Arts students in 2008 and 95% in 2005. Almost all students in Applied programs (96% in 2005 declining to 91% in 2008) and a large majority of those in Arts programs (83% in 2005 rising to 86% in 2008) were able to enrol in all the courses they desired during their first semester. In both 2005 and 2008, almost one in ten (9%) of Arts students were unable to enrol in two or more desired courses.



Almost all Arts students (93% in 2004 to 94% in 2008, with a peak of 96% in 2005) expected to receive transfer credits at their new institution. Two-thirds (64%) of Applied students expected transfer credits in 2004, compared to 75% in 2007 and 68% in 2008.

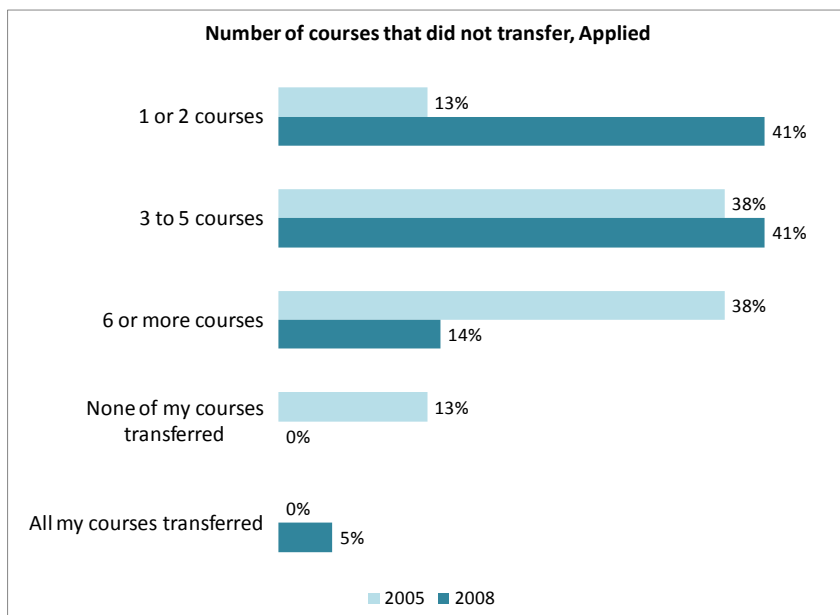


Small numbers of Applied and Arts students did not receive expected transfer credit, although the share rose for Applied students, from 5% in 2004 to 14% in 2008.

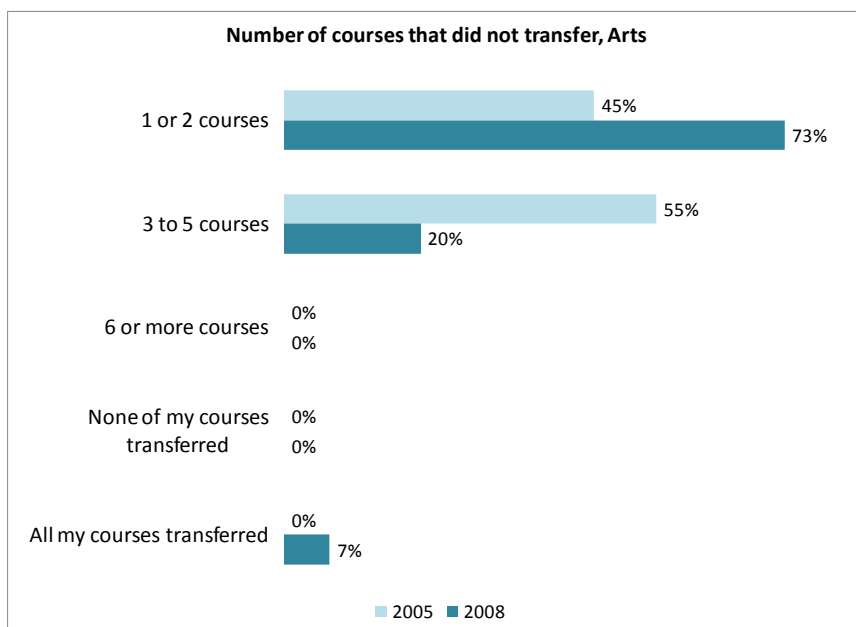


In 2005 and 2008, students who had gone on to further studies but had not received expected transfer credit were asked how many courses of those they expected to transfer did not actually transfer. Note: The numbers for both groups of programs are small—22 courses in 2008 and 8 in 2005 for Applied programs, 11 in 2005 and 15 in 2008 for Arts programs.

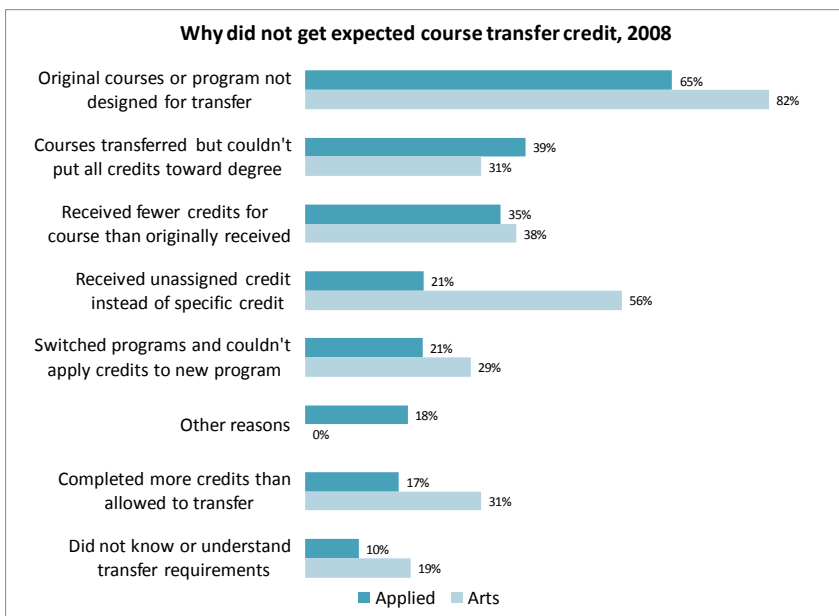
For Applied programs, the number of courses that did not transfer in 2008 was split between 1 or 2 (41%), 3 to 5 (41%), and 6 or more (14%).



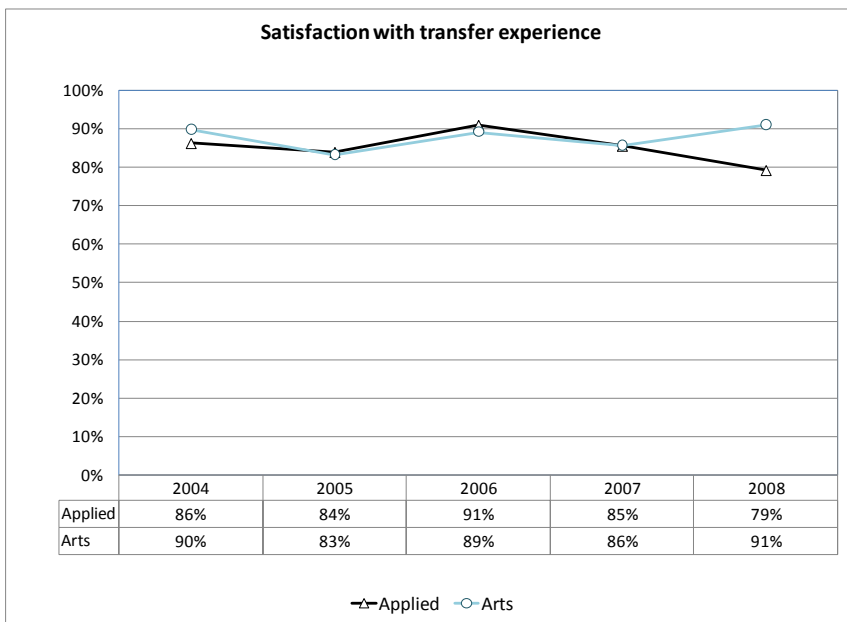
For Arts programs in 2008, the number of courses that did not receive expected transfer credit was 1 or 2 (73%) or 3 to 5 (20%).



When asked why they did not receive expected course transfer credit, the most common reason for Applied students in 2008 was that their original course or program was not designed for transfer (65%), followed by 39% who said their courses transferred but they could not put all credits towards a degree and 35% who received fewer credits for course(s) than were originally received; about one-fifth each (21%) either received unassigned instead of specific credit, or switched programs and could not apply credits to their new program. The most common reasons among Arts students were that their original course was not designed for transfer (82%), followed by receiving unassigned instead of specific credit (56%), receiving fewer credits than originally received (38%), and transferred but could not put all courses toward degree or completed more credits than allowed to transfer (31% each)



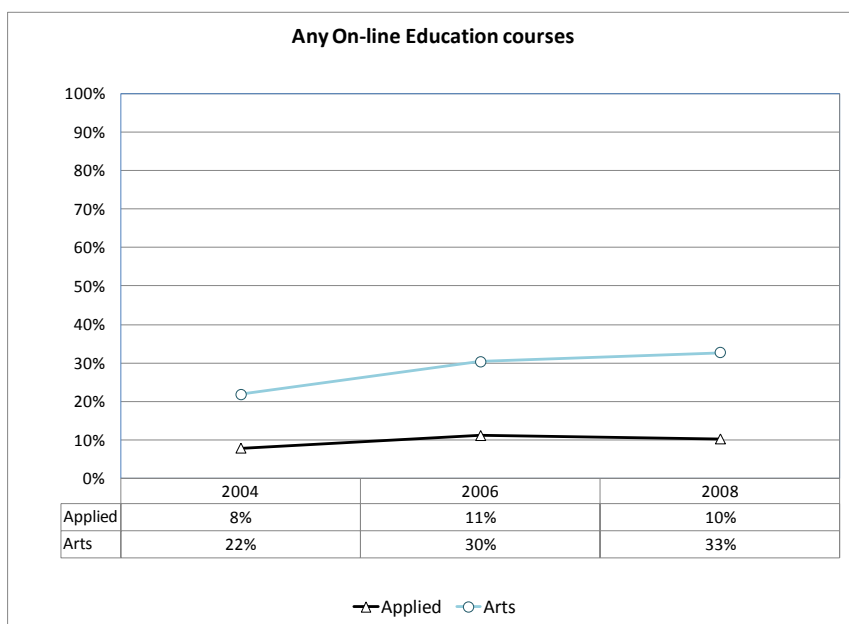
Applied students were slightly less satisfied (very satisfied plus satisfied) in 2008 (79%) than in 2004 (86%) while Arts students were at about the same level (90% in 2004 dropping to 83% in 2005 but back up to 91% in 2008).



ON-LINE EDUCATION

A series of question concerning On-line education (OE) was asked in 2004, 2006 and 2008 of students who responded “Yes” to the following: “Did you take any courses at Camosun College that were taught entirely on-line partially on-line, through videoconferencing, radio or TV based, or through some other technology?”¹⁰

The proportion of respondents in Applied programs who had taken at least one OE course ranged from 8% in 2004 to 11% in 2006 and 10% in 2008. Among Arts respondents, 22% had taken OE courses in 2004, 30% in 2006 and 33% in 2008.



Number of respondents who had taken at least one OE course by type of technology

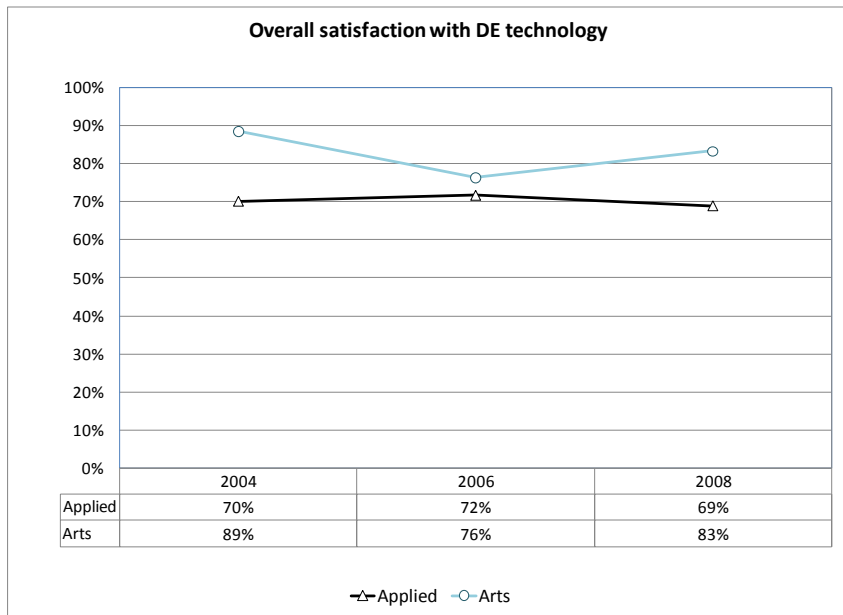
Type of technology	Applied			Arts		
	2004	2006	2008	2004	2006	2008
Partially online	55	88	58	36	66	43
Entirely online	22	28	47	38	37	56
Radio or TV based	5	6	9	13	8	7
Delivered or enhanced through another technology	3	2	8	4	5	3
Delivered through video-conferencing	0	0	2	1	0	0
TOTAL*	77	113	103	70	93	90

* Respondents could choose more than one type of technology.

¹⁰ Note: Does not include obtaining in-class notes electronically or submitting assignments by email.

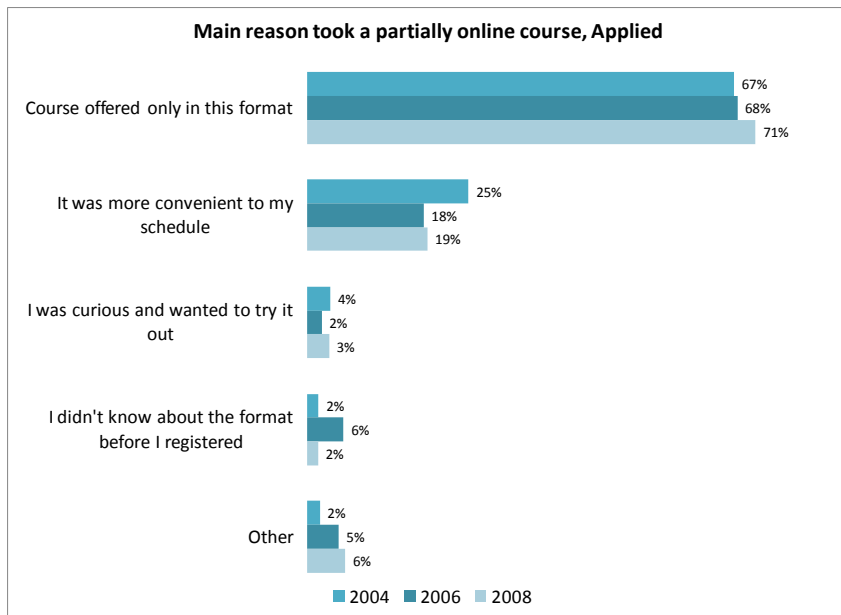
OVERALL SATISFACTION WITH ON-LINE EDUCATION TECHNOLOGY

In 2004, 2006 and 2008, students who had taken courses with an OE component were asked “Overall, how satisfied were you with taking courses using any of these technologies?” The proportion who were either very satisfied or satisfied remained consistently approximately 70% for Applied students in each of the three years. Among Arts students, the proportion declined somewhat from a high of 89% in 2004 to 76% in 2006, going back up to 83% in 2008.



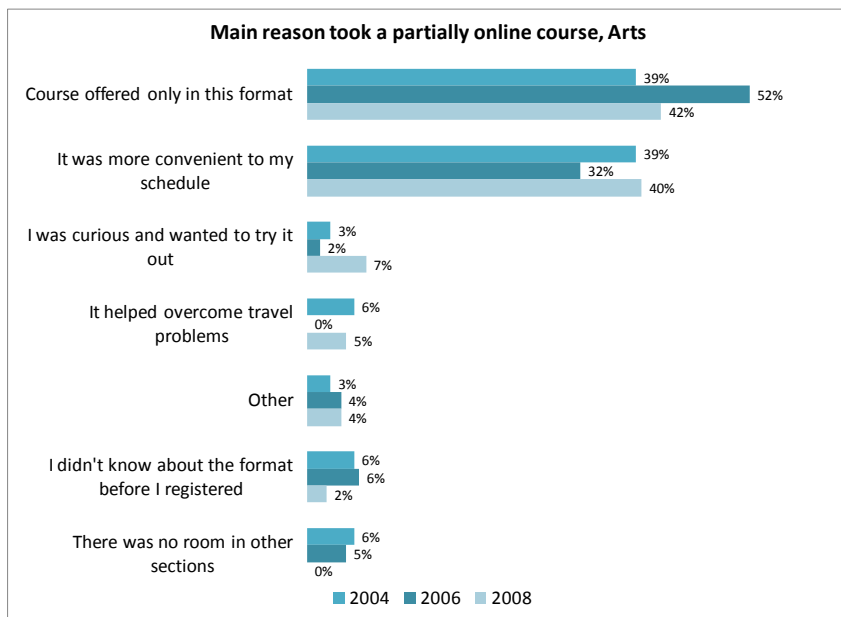
PARTIALLY ON-LINE OR WEB-BASED OE COURSE

The main reason former Applied students took a partially online course was “Course offered only in this format”; the proportion was consistently close to 70% in each of the three years. The next most common reason was “Convenience”, but it was down from 25% in 2004 to 19% in 2008.



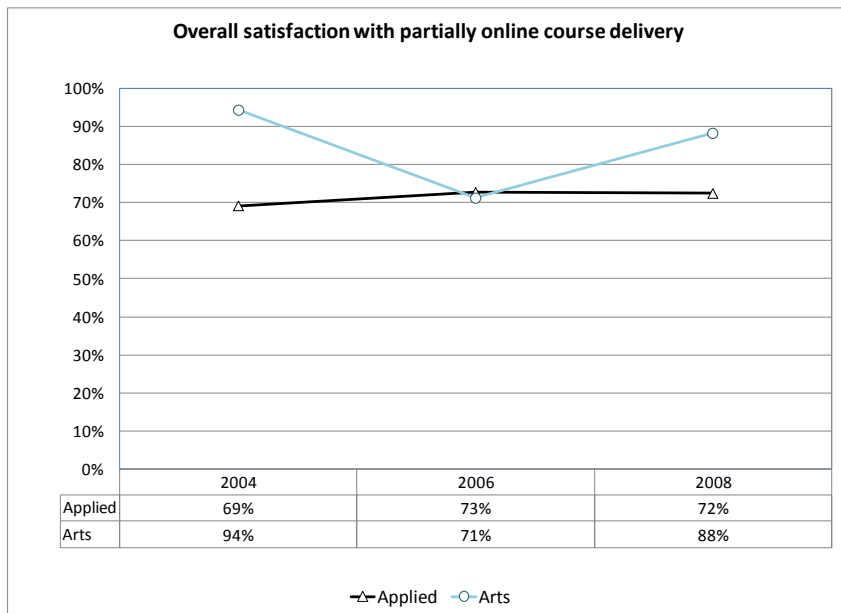
what liked best

Among former Arts students, “Course offered only in this format” was the most common reason in each of the three years, spiking at just over half (52%) in 2006 but otherwise around 40%. It was followed closely by “Convenience” (around 40% in 2004 and 2008, down to 32% in 2006).



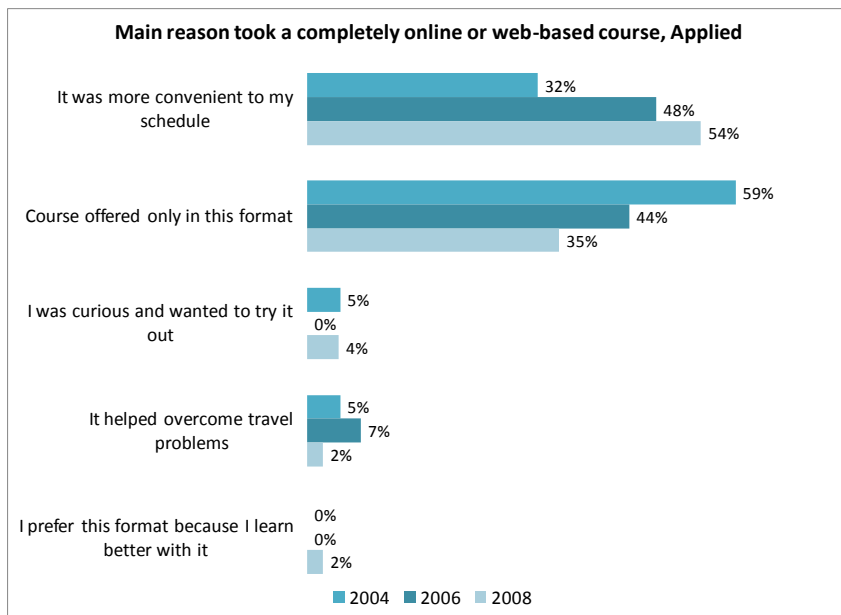
OVERALL SATISFACTION WITH PARTIALLY ONLINE OR WEB-BASED COURSE

Just under three-quarters of Applied students who had taken a partially online course were very satisfied or satisfied with the format (69% in 2004, 73% in 2006, 72% in 2008). Among Arts students who had taken partially online courses, there was somewhat more volatility, with 94% either very satisfied or satisfied with the format in 2004, dropping to 71% in 2006 then rising to 88% in 2008.

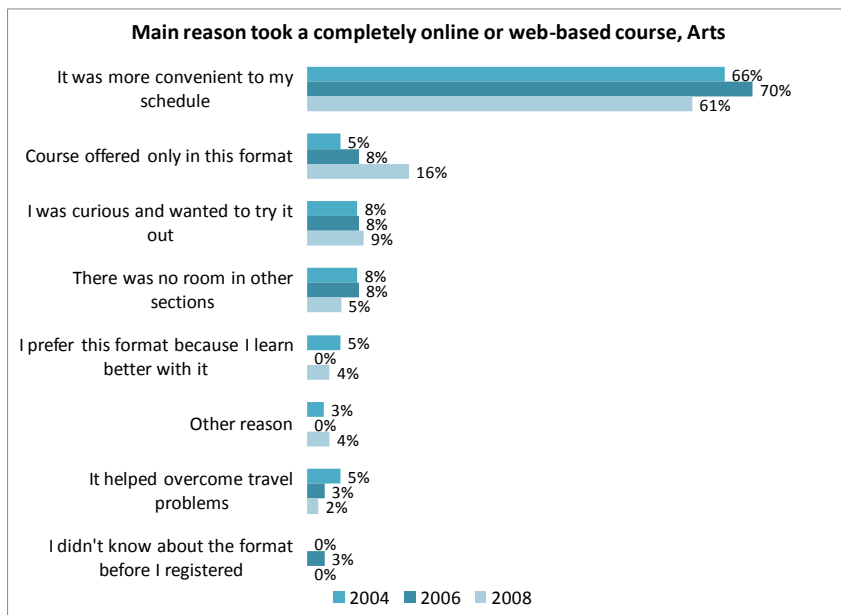


ENTIRELY ON-LINE OR WEB-BASED OE COURSE

“Convenience” was the most commonly cited main reason for taking a course that was entirely on-line or web-based by Applied students in 2008 (54%), up from 32% in 2004 and 48% in 2006. The second most popular reason in 2008 was “Course offered only in this format” (35%), down from 59% in 2004 and 44% in 2006.

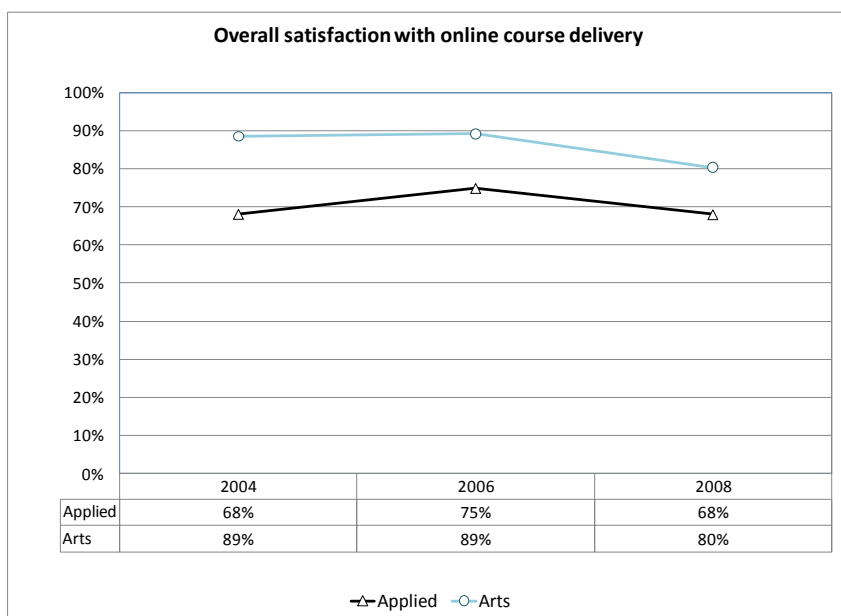


“Convenience” was also the top reason cited by Arts students for taking a course with this technology in all 3 years (66% in 2004, 70% in 2006, 61% in 2008). By 2008, “Course offered only in this format” was the second most popular reason (up from 5% in 2004 to 16% in 2008). “Curiosity” (8% in 2004 and 2006, 9% in 2008) and “There was no room in other sections” (8% in 2004 and 2006, down to 5% in 2008) followed.



OVERALL SATISFACTION WITH ENTIRELY ONLINE OR WEB-BASED COURSE

Among Applied students, the share who were either very satisfied or satisfied was steady at 68% in 2004 and 2008 (75% in 2006). Arts students had higher levels of satisfaction with the delivery format (89% in 2004 and 2006), although declining somewhat in 2008 (80%).

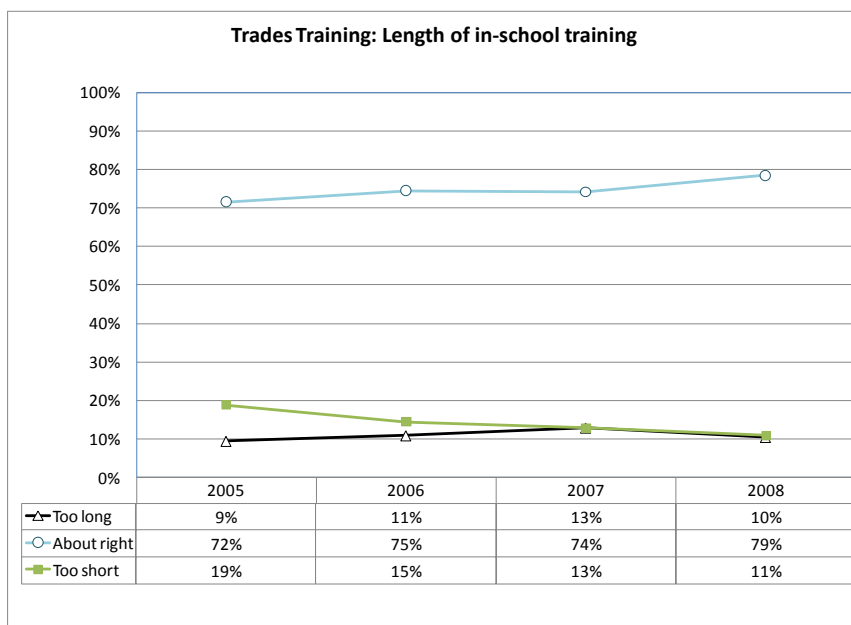


SPECIAL SECTION ON TRADES FOUNDATIONS

Starting in 2005, former Foundation Trades Training¹¹ students were asked a series of specific questions.¹² The following table summarizes the number of eligible students, respondents and response rate in each of the four years.

	2005	2006	2007	2008
Number of Eligible Students:	302	356	350	413
Number of Respondents:	155	199	204	215
Response Rate:	51%	56%	58%	52%

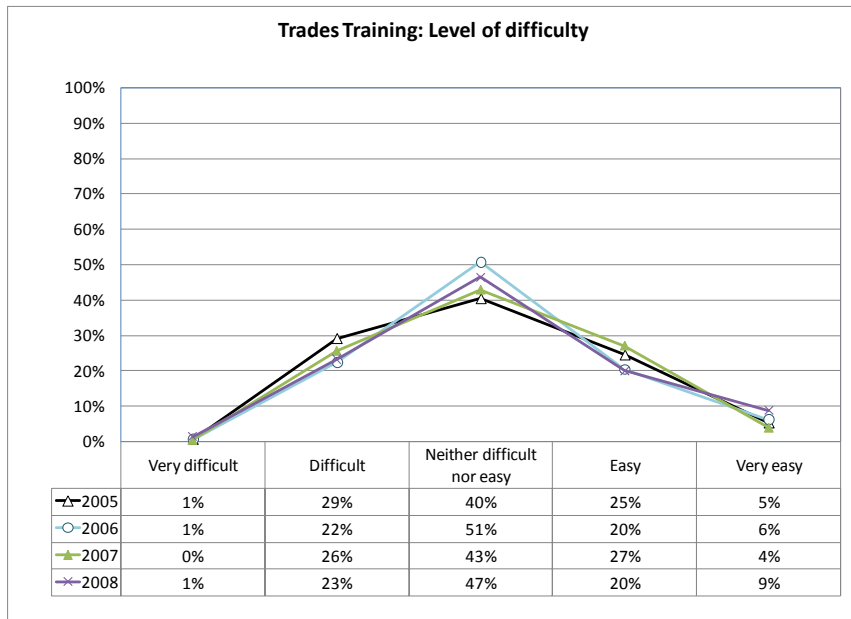
Around three-quarters of former students say their in-school training was just about long enough (trending upward from 72% in 2005 to 79% in 2008). The share saying it was Too short declined from 19% in 2005 to 11% in 2008. There has been no clear trend in those saying it is Too long—it has hovered around 10% except for 13% in 2007.



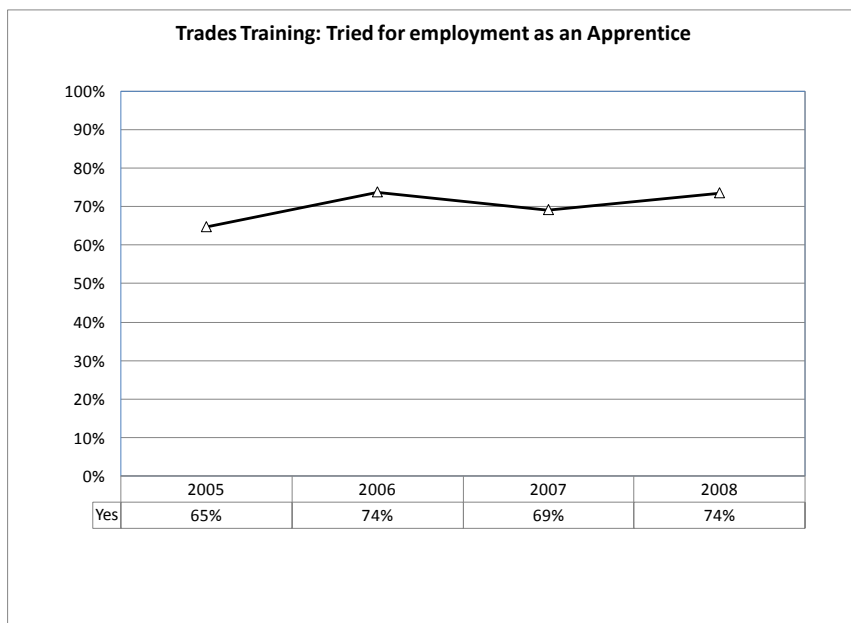
¹¹ Foundation Trades Training Programs were previously called Entry Level (ELTT) or pre-apprenticeship (pre-app) trades training. These programs provide trainees with the basic knowledge and skills needed for entry into a particular occupation or apprenticeship and generally give credit for the first level of technical training for apprenticeship. Typically conducted in a classroom or shop setting, they do not involve any significant work-based training component; trainees do not require an employer/sponsor to participate.

¹² See also the section of this report on Apprenticeship Student Outcomes.

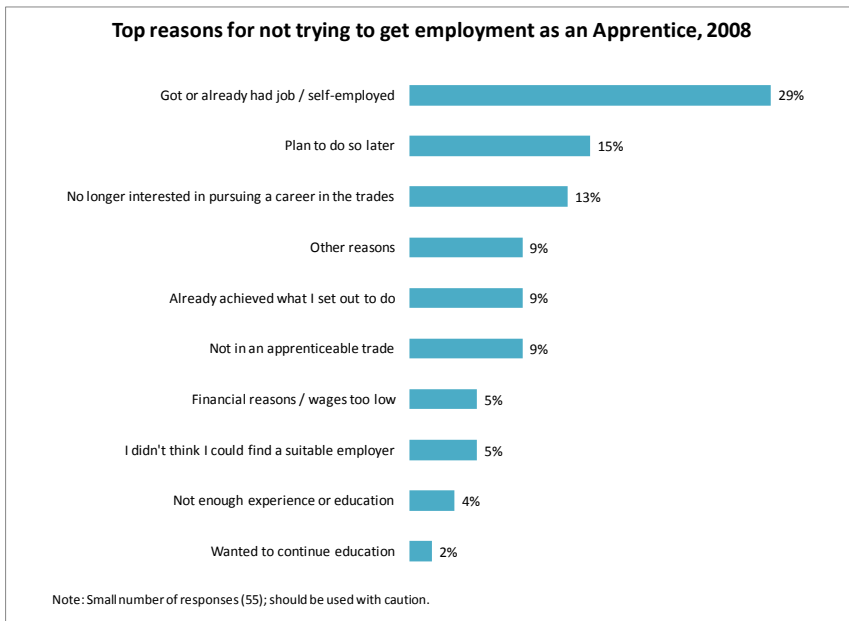
In each of the four years, the largest group of students rates their Trades Training program as Neither difficult nor easy—ranging from 40% in 2005 to 47% in 2008, with a peak of 51% in 2006. Generally, slightly more students choose a rating of Difficult than Easy (for example, in 2008 23% rated their program Difficult while 20% rated it Easy), and more rate their program very easy than very difficult (for example, in 2008 9% rated their program very easy while 1% rated it very difficult).



Students were asked if they tried to get employment as an Apprentice after leaving their program. In 2005, about two-thirds (65%) tried to obtain employment as an Apprentice, while in 2008, about three-quarters (74%) tried to do so.



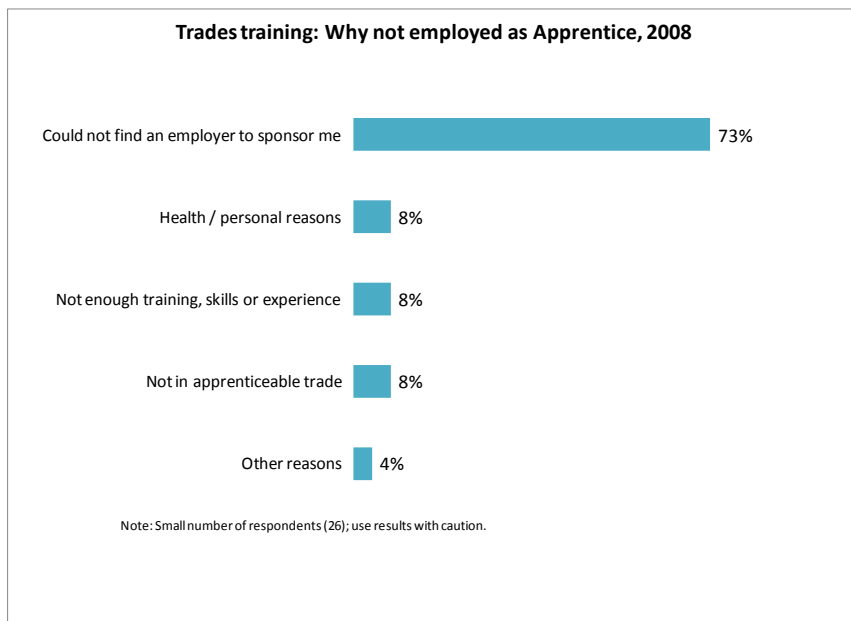
Among those who did not try to get employment as an Apprentice in 2008 (n=55), the largest group (29%) either already had a job or were self-employed; the next largest group (15%), planned to do so later, followed by 13% who were no longer interested in pursuing a career in the trades. About one in ten (9%) each had other reasons, had already achieved their goals, or were not in an apprenticeable trade. About one in ten (9%) each had other reasons, had already achieved their goals, or were not in an apprenticeable trade.



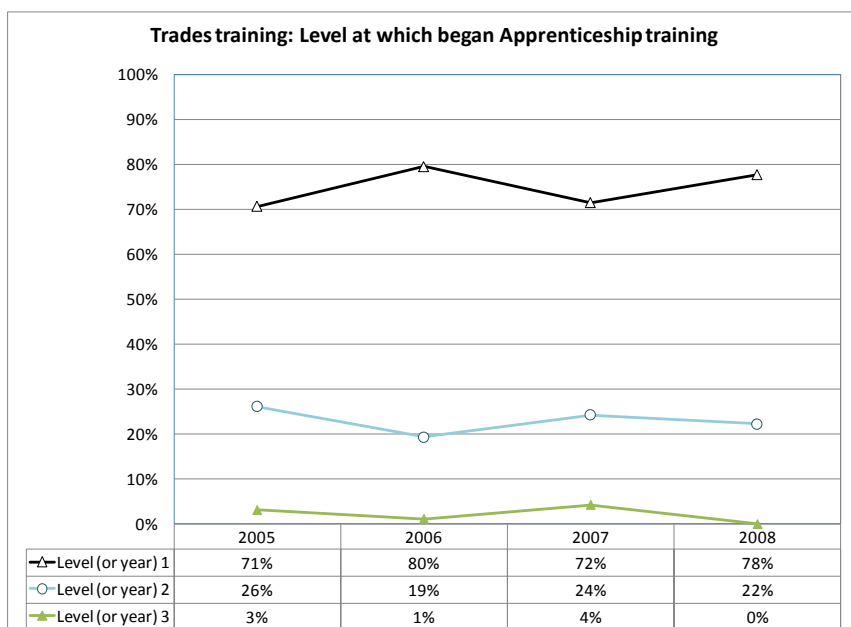
Among those who tried to obtain employment as an Apprentice, three-quarters (74%) were successful in 2005, rising to 82% in 2008.



There were small numbers who wanted to get employment as an Apprentice but were unsuccessful. In 2008, for example, 26 former students fell in this category. The primary reason, cited by three-quarters of them (73%) was that they could not find an employer to sponsor them. Small groups (8% each, n=2) cited Health or personal reasons, Not enough training, skills or experience, or Not in an apprenticeable trade.



The largest group (about three-quarters) of former students who went on to Apprenticeship started their in-school Apprenticeship training at Level 1. The share ranged from 71% in 2005 to 78% in 2008. About one-quarter started at Level 2: 26% in 2005 to 22% in 2008.



Of those who went on to Apprenticeship training, just under three-quarters say their ELTT or Foundations program prepared them either very well or well for their Apprenticeship. There has been a slight downward trend in this figure, from 72% in 2005, down to 69% in 2008, with a peak of 75% in 2006.



RATINGS OF CAMPUS SERVICES

In 2003, 2005 and 2007¹³, about one-half of DACSO survey respondents were given the opportunity to evaluate various college services. In this section, ratings are the sum of very good plus good among those who used and rated each service.¹⁴ Two summary tables (top-ranked services and services most in need of improvement) and complete data tables for Arts and Applied respondents are presented here.

Note: DACSO’s Special Section on Student Services is limited because of sample size and currency (most recent was 2007) and therefore complements the College’s extensive surveying, monitoring and benchmarking of many services. Contact Educational Research and Planning or visit <http://camosun.ca/> for more recent and more detailed information.

SUMMARY OF TOP SERVICES, 2007

Both Arts and Applied students rated the College’s harassment- and discrimination-free climate the highest service in 2007, followed by “A sense of safety and security at night”. “Registration procedures” were third highest rated by Arts students (seventh by Applied) while Applied students rated “Financial aid services” third (eighth by Arts).

		Arts	Applied
A climate free of harassment and discrimination	Highest rated (by Arts) → lowest rated	1	1
A sense of safety and security at night		2	2
Registration procedures		3	7
Website information and services		4	
Classroom facilities		5	8
Learning support services		6	
Library services		7	5
Financial aid services		8	3
Admission services and application processes		9	9
Personal counselling services		10	6
Orientation session			4
Help in transferring to another institution			10

SUMMARY OF SERVICES MOST IN NEED OF IMPROVEMENT, 2007

The following table summarizes services with combined very good and good ratings of less than 50% in 2007. Both Arts and Applied students gave the “Gymnasium/fitness facilities” the lowest ratings in 2007. Arts students also found the following services wanting: “Help in finding employment”, “Food services”, and “Career counselling services”. Applied students did not rate any other services less than 50% in 2007.

	Relative rank	Arts	Applied
Gymnasium/fitness facilities	Lower	10	10
Help in finding employment when you left your program	↓	9	N/A
Food services		8	N/A
Career counselling services	Higher	7	N/A

¹³ Because the Special Section on Student Services was not asked in 2004, results from 2003 are used here, predating the rest of the analysis by one year. Furthermore, most recent data is from 2007, not 2008.

¹⁴ Large numbers of students did not use certain services (the proportion for each service is shown in the “Not used” column). “Not Used” responses are divided by all responses to the question; ratings of very good and good are divided by respondents who felt it was applicable. In addition, depending on the service in question, only those students (in the 50% sub-sample) whose classes were entirely on campus may have been asked.

SERVICES RATED BY FORMER APPLIED STUDENTS

Among Applied students, ratings of Climate free of harassment and discrimination are consistently high (rated very good or good by more than 90% in each of the three years). Gymnasium/fitness facilities are consistently rated relatively low and declined from 2003 to 2007 (rated very good or good by 47% in 2003, 32% in 2005 and 36% in 2007). The following table provides details of each service rated in each of the three years.

Services rated by former Applied students

Service	2003			2005			2007		
	Not Used	Very good plus good	# who rated	Not Used	Very good plus good	# who rated	Not Used	Very good plus good	# who rated
Career counselling services				63%	67%	164	65%	70%	166
Personal counselling services (asked in 2005/07)				75%	71%	111	78%	79%	106
Career and personal counselling services	60%	68%	186						
Registration procedures	1%	60%	460	1%	70%	440	2%	76%	471
Classroom facilities	0%	72%	459	1%	73%	434	0%	75%	478
Places to study	12%	68%	401	15%	68%	369	14%	66%	403
A climate free of harassment and discrimination	2%	93%	434	4%	91%	411	1%	93%	463
Library services	22%	77%	351	25%	75%	326	25%	79%	353
Hours library open (asked in 2001, 2003)	20%	61%	337						
Financial aid services	53%	79%	219	59%	72%	182	62%	80%	181
Food services	13%	65%	397	12%	66%	385	10%	61%	430
Gymnasium / Fitness Facilities	59%	47%	186	58%	32%	182	61%	36%	183
Places on campus for socializing	21%	64%	359	18%	62%	353	14%	63%	396
A sense of safety and security at night	24%	83%	333	21%	80%	324	18%	85%	353
Help in finding employment when you left your program	40%	58%	278	39%	53%	266	41%	61%	283
Help in transferring to another institution	65%	66%	159	66%	70%	150	71%	75%	137
Website information and services	29%	73%	328	25%	76%	331	15%	75%	409
Program advising	33%	75%	311	40%	77%	264	40%	74%	286
Admission services and application processes	3%	64%	451	4%	71%	424	4%	75%	463
Orientation session	27%	77%	329	26%	74%	320	29%	79%	326
Learning support services	66%	72%	158	67%	72%	143	72%	73%	134
Drop-in computer work stations (asked in 2001, 2003)	31%	69%	311						
The condition of buildings and grounds (asked in 2001, 2003)	0%	87%	458						
Availability of public transit to campus (asked in 2001, 2003)	31%	84%	314						
Availability of texts in the bookstore (asked in 2001, 2003)	4%	76%	446						

SERVICES RATED BY FORMER ARTS STUDENTS

Among Arts students, ratings of Climate free of harassment and discrimination are very high (rated very good or good by 94% in 2003, 95% in 2005, but dropping to 89% in 2007). Gymnasium/fitness facilities are consistently rated very low and are declining (rated very good or good by only 29% in 2003, 27% in 2005 and 23% in 2007). The following table provides details of each service rated in each of the three years.

Services rated by former Arts students

Service	2003			2005			2007		
	Not Used	Very good plus good	# who rated	Not Used	Very good plus good	# who rated	Not Used	Very good plus good	# who rated
Career counselling services				55%	60%	63	46%	42%	73
Personal counselling services (asked in 2005/07)				72%	65%	39	69%	65%	41
Career and personal counselling services	52%	57%	60						
Registration procedures	0%	45%	129	0%	68%	140	0%	75%	142
Classroom facilities	0%	72%	129	1%	71%	136	0%	73%	138
Places to study	1%	61%	127	2%	58%	136	1%	51%	138
A climate free of harassment and discrimination	0%	94%	124	4%	95%	128	2%	89%	135
Library services	2%	67%	126	4%	63%	134	4%	70%	134
Hours library open (asked in 2001, 2003)	2%	55%	119						
Financial aid services	52%	80%	61	57%	76%	60	53%	67%	63
Food services	5%	47%	122	7%	33%	129	8%	36%	128
Gymnasium / Fitness Facilities	52%	29%	62	51%	27%	67	44%	23%	75
Places on campus for socializing	6%	61%	121	9%	61%	125	8%	54%	127
A sense of safety and security at night	13%	89%	112	9%	88%	124	7%	82%	125
Help in finding employment when you left your program	78%	39%	28	79%	45%	29	64%	29%	46
Help in transferring to another institution	22%	66%	100	31%	73%	96	18%	63%	115
Website information and services	19%	75%	103	9%	78%	124	8%	74%	131
Program advising	18%	53%	106	16%	62%	118	15%	58%	121
Admission services and application processes	0%	54%	129	1%	62%	137	0%	66%	143
Orientation session	52%	61%	58	62%	71%	51	61%	62%	53
Learning support services	57%	76%	55	60%	90%	55	61%	71%	52
Drop-in computer work stations (asked in 2001, 2003)	13%	72%	112						
The condition of buildings and grounds (asked in 2001, 2003)	0%	87%	129						
Availability of public transit to campus (asked in 2001, 2003)	17%	92%	107						
Availability of texts in the bookstore (asked in 2001, 2003)	1%	72%	128						

STUDENT FINANCES

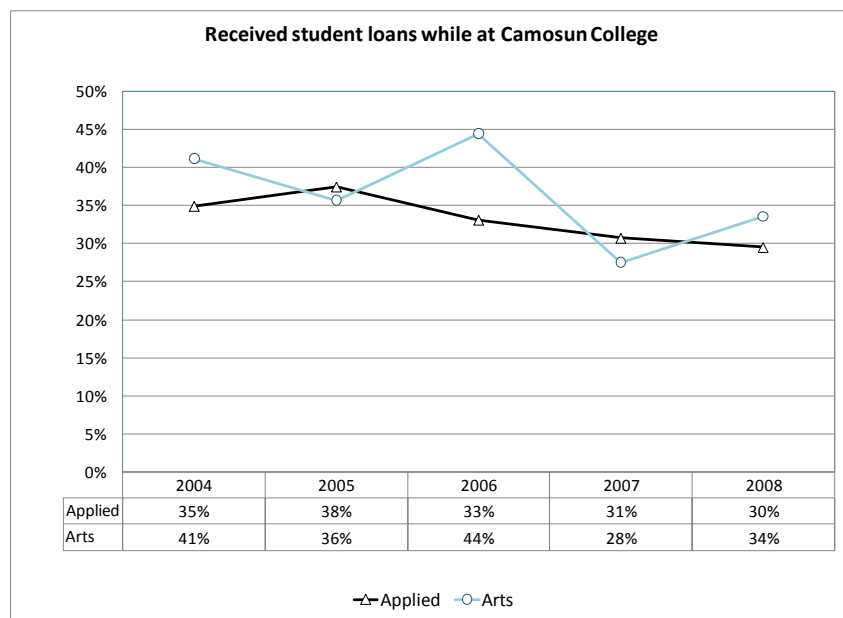
In each of the past five years, one-half of all DACSO respondents were selected to answer a set of question on student finances. The following table displays the number of respondents in Arts and Applied in each of 2004 to 2008; for example, in 2008, there were 476 respondents from Applied programs and 137 from Arts programs. The relatively smaller numbers of Arts respondents in the sub-sample imply that any Arts results should be interpreted cautiously.

Questions on student finances: Sample sizes

	Applied	Arts
2004	476	160
2005	441	140
2006	515	153
2007	492	138
2008	476	137

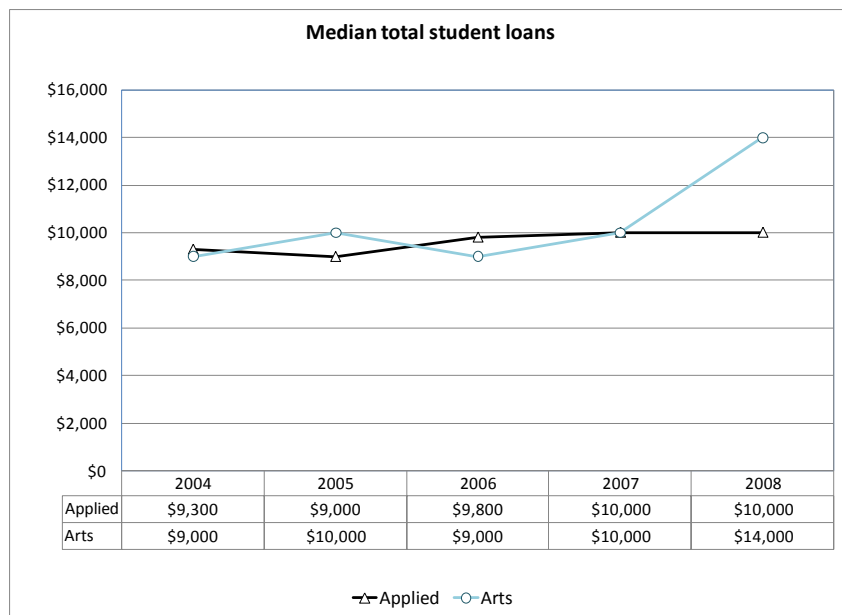
PROPORTION OF STUDENTS RECEIVING GOVERNMENT STUDENT LOANS

With the exception of a slight uptick in 2005 to 38%, the share of respondents from Applied programs who received any government student loans while attending their program at Camosun College has declined steadily from 35% in 2004 to 30% in 2008. The share of respondents from Arts programs who received student loans has been more volatile but is generally trending downwards, declining from 41% in 2004 to 34% in 2008.



MEDIAN STUDENT LOAN

The median total government student loan¹⁵ has increased for both Applied and Arts respondents. Among Applied respondents, the median amount rose from \$9,300 in 2004 to \$10,000 in 2008, while for Arts respondents, the median rose from the range of \$9,000 to \$10,000 between 2004 and 2007, to \$14,000 in 2008.



STUDENT LOAN REDUCTION/REMISSION

Small numbers of students responded to questions about BC Student Loan reduction or remission, therefore results should be used with caution.

Sub-sample numbers, Student Loan reduction or remission

	2004	2005	2006	2007	2008
Applied	17	51	31	38	38
Arts	10	12	15	14	16

As shown in the following table, the proportion of Applied respondents who received Student Loan reduction or remission ranged from 25% in 2006 up to 40% in 2008; among Arts students, the proportion ranged from 28% in 2006 to 59% in 2007 and 52% in 2008.¹⁶

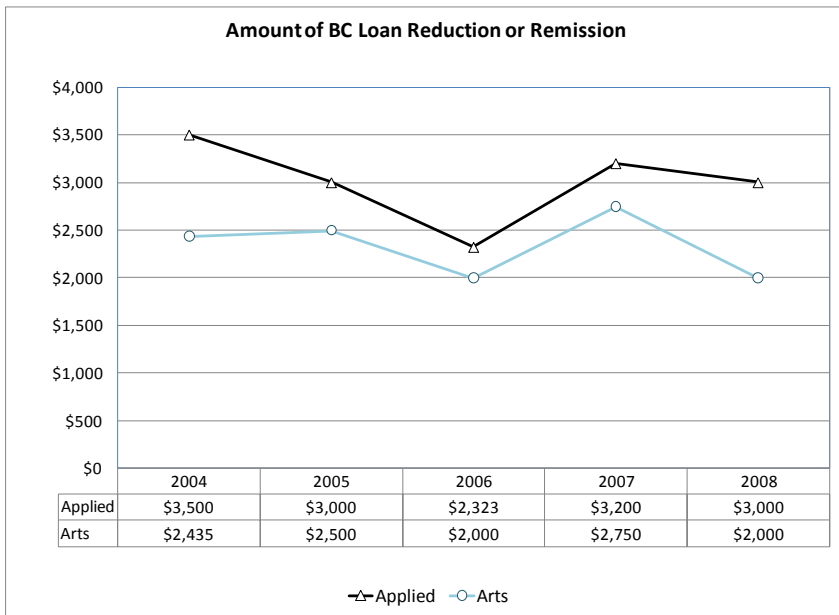
Proportions that received Student Loan reduction or remission, 2006 to 2008

	2006	2007	2008
Applied	25%	36%	40%
Arts	28%	59%	52%

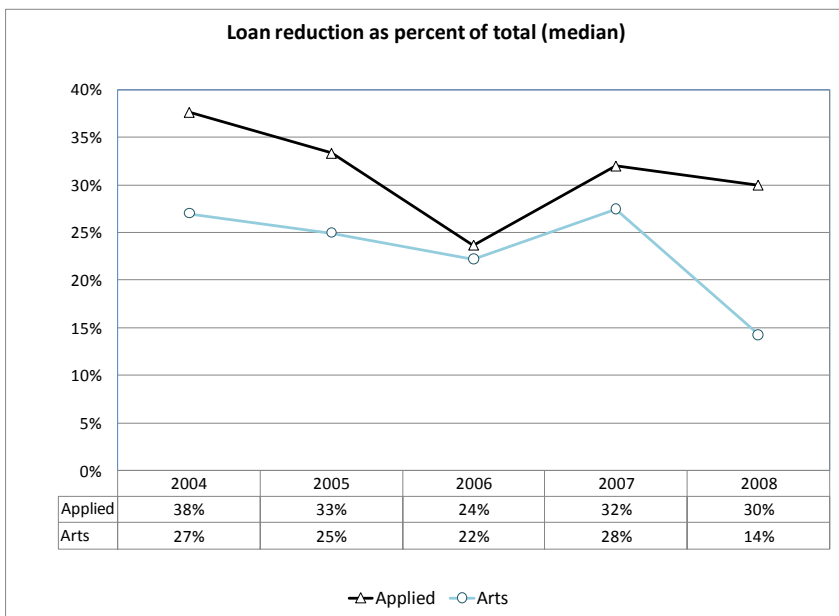
¹⁵ The actual question wording was: “What is the total amount of government student loans that you received while taking your program? Please do not deduct loan payments made, remission, or reduction you received.”

¹⁶ This question was first asked in 2006.

The amount of BC Loan reduction or remission for Applied students shows no clear pattern between 2004 and 2008, with a low point in 2006 of \$2,300 and a high point in 2004 of \$3,500, which is comparable to the amount in 2007 (\$3,200). By the same token, there was no clear pattern for Arts students—the amount of reduction was highest in 2007 (\$2,750) and lowest in 2006 and 2008 (\$2,000).



When the median BC Loan reduction or remission as a share of total amount of student loans is calculated, however, a generally downward trend is evident for both Applied and Arts students, as well as a higher proportion of loan reduction/remission granted to Applied students.



OTHER BORROWING

Starting in 2005, students in the sub-sample were asked whether they had borrowed money for their education from other sources.¹⁷ Generally speaking, the proportion of both Arts and Applied students who borrowed from other sources increased between 2005 and 2008. For example, in 2005, 29% of Applied students borrowed from other sources; in 2008, this share was 37%.

	2005	2006	2007	2008
Applied	29%	25%	41%	37%
Arts	29%	20%	34%	38%

The amount Applied students borrowed from other sources was steady at around \$5,000 between 2005 and 2008, while the amount Arts students borrowed varied more, from a low of \$3,000 in 2006 to a high of \$6,000 in 2007. This variability may be a result in part of small sample sizes.

Median amount borrowed from other sources

	2004	2005	2006	2007	2008
Applied	\$4,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>n</i>	117	106	114	173	147
Arts	\$3,500	\$5,000	\$3,000	\$6,000	\$5,000
<i>n</i>	40	33	25	29	39

PREVIOUS POST-SECONDARY DEBT

Respondents were asked whether they had any outstanding debt from previous post-secondary education when they enrolled in their program at Camosun College. Just over one-in 10 of Applied students had such debt in each of the years from 2004 to 2008. The median amount of previous post-secondary debt among former Applied students rose from \$7,150 in 2004 to \$9,000 in 2008.

The share of Arts students with previous post-secondary debt when they started their studies at Camosun College was generally lower, ranging from 6% in 2004 to 8% in 2008, although it reached a high of 12% in 2006. The median amount ranged from a low of \$4,000 in 2005 to a high of \$9,500 in 2007. Note: These figures should be used with caution because of small sample size resulting in increased variability.

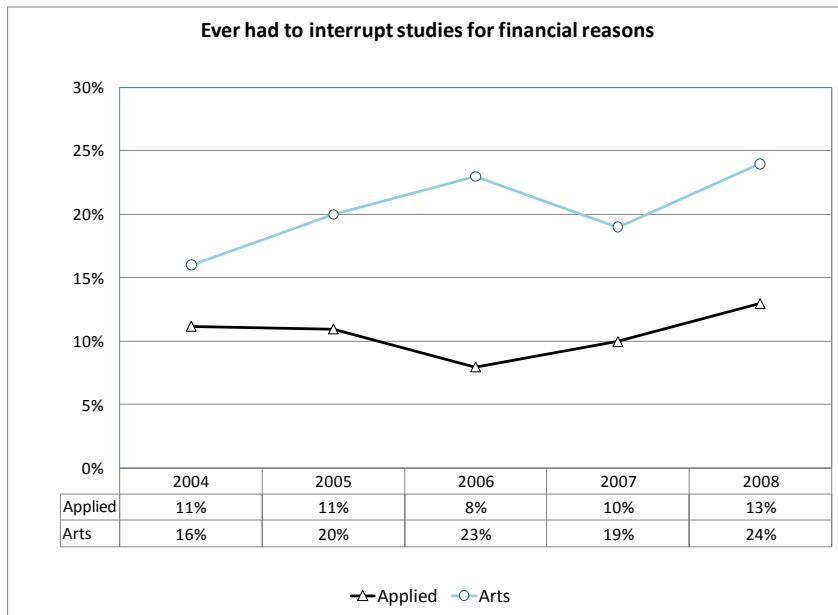
Previous post-secondary debt at beginning of Camosun College: Share, median amount and sample size

	2004	2005	2006	2007	2008
Applied	11%	13%	11%	12%	12%
Median amount	\$7,150	\$8,000	\$9,000	\$8,800	\$9,000
<i>n</i>	46	49	48	52	50
Arts	6%	9%	12%	7%	8%
Median amount	\$7,000	\$4,000	\$7,000	\$9,500	\$6,000
<i>n</i>	9	11	17	8	8

¹⁷ The actual question wording was: "Did you borrow from other sources to support your education while taking [NAME OF PROGRAM], for example, credit card debt, personal bank loan, loans from family or friends?"

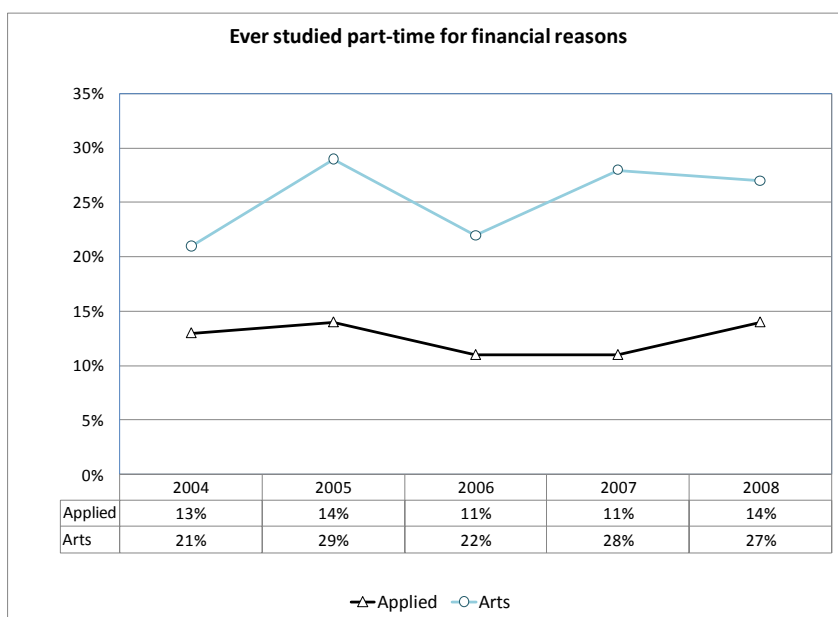
STUDIES EVER INTERRUPTED FOR FINANCIAL REASONS

Former students were asked whether they had ever had to interrupt their studies for financial reasons. The proportion of Applied students who ever had to do so was fairly steady from 2004 to 2008, ranging from 11% in 2004 to 13% in 2008, with a low of 8% in 2006. Among Arts students, however, there has been a more pronounced upward trend, from 16% in 2004 to 24% in 2008.



STUDIES EVER PART-TIME FOR FINANCIAL REASONS

Respondents were also asked if they had ever had to take part or all of their program on a part-time basis for financial reasons. The proportion of Applied students in this category was fairly steady from 2004 to 2008 (a low of 11% in 2006 and 2007, a high of 14% in 2002008). Among Arts students, the rate trended upwards from 21% in 2004 to 27% in 2008.



APPRENTICESHIP STUDENT OUTCOMES (APPSO)

This section consists of tables displaying Apprenticeship Student Outcomes (APPSO) survey results from 2005 to 2009 by trade program grouping, where available.

The “Special section on Trades Foundations” in the DACSO portion of this report also contains information pertinent to Apprenticeship outcomes.

The percentages shown are the sum of very satisfied and satisfied. When the number of respondents is less than 5, data are suppressed for privacy reasons. Results from smaller cohorts should be interpreted cautiously.

PARTICIPATION AND RESPONSE RATE

OVERALL PARTICIPATION IN APPSO

	2005	2006	2007	2008	2009
Number of Eligible Students	153	186	131	215	216
Number of Respondent:	67	114	77	132	119
Response Rate	44%	61%	59%	61%	55%

ABORIGINAL IDENTITY

Self-identify as an Aboriginal person (First Nations, Métis, or Inuit)

2005	4%
2006	4%
2007	3%
2008	2%
2009	6%

APPSO PARTICIPATION BY TRADE PROGRAM GROUPING

The following table displays the number of eligible students ("Eligible Cohort"), actual number of respondents, and response rate for each trade program grouping in each of the years 2005 to 2009.

	Eligible Cohort	Respondents	Response Rate
Camosun College total			
2009	216	119	55%
2008	215	132	61%
2007	131	77	59%
2006	186	114	61%
2005	153	67	44%
Automotive Mechanics			
2009	17	13	76%
2008	32	23	72%
2007	16	10	63%
2006	23	17	74%
2005	14	7	50%
Carpentry			
2009	55	30	55%
2008	41	22	54%
2007	31	20	65%
2006	26	15	58%
2005	36	19	53%
Culinary Arts			
2009	15	6	40%
2008	15	8	53%
2007	10	4	40%
2006	26	10	38%
2005	28	13	46%
Electrician			
2009	70	30	43%
2008	77	47	61%
2007	33	20	61%
2006	55	40	73%
2005	27	12	44%
Pipefitter & Sprinkler Fitter			
2006	7	6	86%
Plumbing			
2009	35	24	69%
2008	33	20	61%
2007	24	14	58%
2006	28	13	46%
2005	30	7	23%
Steel Fabrication & Welding			
2009	24	16	67%
2008	17	12	71%
2007	17	9	53%
2006	14	9	64%
2005	18	9	50%

APPRENTICE RESPONDENT PROFILES

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. About 85% of apprentices paid for their training themselves.

Relocated from home community to attend training at Camosun College

2005	31%
2006	30%
2007	31%
2008	21%
2009	24%

The following table summarizes previous education of surveyed Apprentices. 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 (19% in 2008).

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, ranging from 94% in 2006 to 100% in 2005.

OVERALL SATISFACTION WITH EDUCATION RECEIVED

Overall satisfaction with education: 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, but has declined somewhat in the past few years— from 99% in 2005 (when it was asked only of a 50% sample) to 86% in 2009.

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

* In 2005, this question was only asked of a 50% sample.

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 to protect privacy (n<5)

EARNINGS

EARNINGS OVERALL

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 respondents 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

Overall certification results

	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.

...: Suppressed to protect privacy (n<5)

STUDENT FINANCES

Respondents 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 respondents (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)¹⁸ students are invited to take the Developmental Student Outcomes Survey (DEVSO) in order to evaluate their educational experiences and to report on their transitions to the labour market and further education. DEVSO first official survey was in 2009; previous surveys of former ABE and ESL students include the 2005 Adult Basic Education Survey, The Adult Special Education 2006 Cohort Study, and the 2007 English as a Second Language Student Outcomes Survey, as summarized in the following table.

DEVELOPMENTAL STUDENT OUTCOMES SURVEYING, 2005-2009

Year	Survey Name	Group	Eligible for survey	Number of responses	Response rate
2005	Adult Basic Education Survey	ABE	1,499	315	21%
2006	Adult Special Education 2006 Cohort Study	ASE	18	15	83%
2007	ESL Student Outcomes Survey	ESL	276	123	45%
2009	DEVSO	ABE	305	103	34%
2009	DEVSO	ESL	41	17	41%

For comparability reasons, this section presents results from only the 2005 Adult Basic Education Survey and the 2009 DEVSO results for Adult Basic Education (ABE) (highlighted in blue in table above)¹⁹.

DEMOGRAPHICS AND FURTHER STUDIES

Four out of five ABE respondents had a high school diploma before enrolling (81% in 2005, 83% in 2009), and just under one-half (44%) had previous post-secondary education. Most had not taken further studies (82% in 2005, 93% in 2009).

	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%

¹⁸ At Camosun College, ESL is generally known as English Language Development (ELD).

¹⁹ In some cases, questions had slightly different wording in the 2005 and 2009 surveys, but the meaning and intent were essentially the same. Detailed information can be found on the BC Developmental Student Outcomes website at

<http://outcomes.bcstats.gov.bc.ca/DEVSO/Publications.aspx>.

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%

LABOUR MARKET OUTCOMES

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%