

A Summary of Survey Results

Institutions: SEL (2009, 2008, 2007)

LCPC: CPC Codes (internal institutional codes) (CCSW: Classroom And Community Support Worker (CERT), CCSW-GF: Classroom & Community Suppc

Number of Eligible Students: 60
 Number of Respondents: 47
 Response Rate: 78%

Description of Survey Respondents

Demographics

	Of Eligible Students:	Of Respondents:
Male	8% *	4% *
Female	92%	96%

Median age (yrs) 38.5 38.0

Aboriginal 13% *

Previous Education

Completed high school (not asked in '05, '06, '08)	64%
Of Those With a Previous Credential (not asked in '04, '06, '08) N=11	
Certificate or diploma	73%
Degree (university)	45%

Respondents' Reason For Enrolling

Job skills	51%
Credential	19% *
Credential & job skills	26%
Other	4% *

Graduation Status

Completed requirements for program credential	87%
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Employment Outcomes

Of Valid Responses:

91% in the labour force
 89% employed

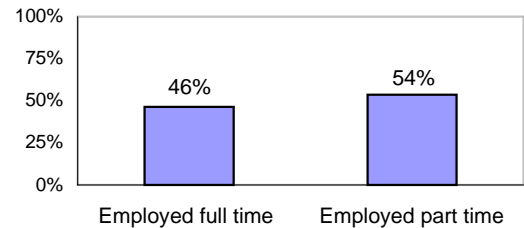
Of Those in the Labour Force:

2% * unemployed

Of Those Employed:

73% employed in a **permanent** job
 90% employed in a **training-related** job
 43% had current job before/during studies

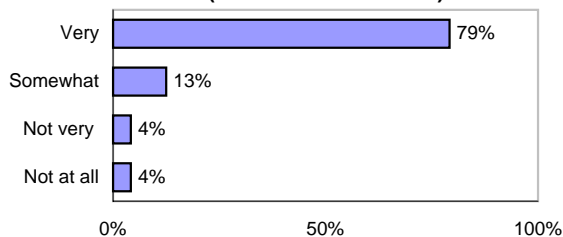
Of Employed Respondents Either Employed Full or Part Time: N=41



\$21 gross median monthly salary of **full-time** main job
 gross median hourly wage of main job
 (Collected hourly wage data since 2005. Monthly salary data only available before 2005.)

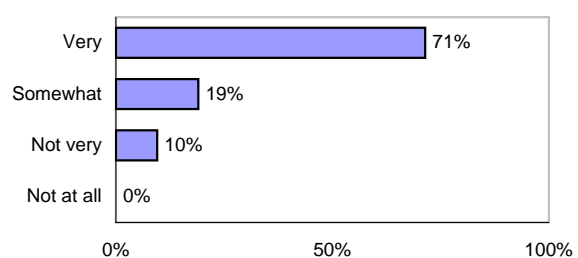
Usefulness of Studies

Usefulness of Education in Getting Job (obtained after studies)



N=24

Usefulness of Knowledge and Skill Gain in Performing Job**



N=42

* Sample size is less than ten, interpret with caution.

"n/a" Indicates the data are not shown to preserve confidentiality.

** In 2003 and 2002, asked of a 25% sample. Before 2002, this question was not asked.

NOTE: All percentages are rounded to whole numbers.

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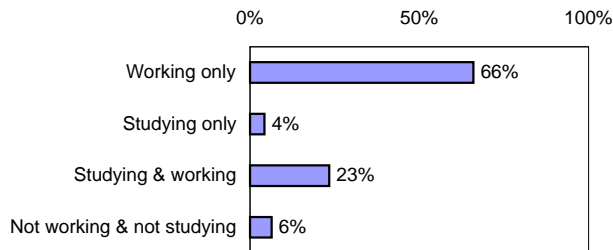
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Current Activity

Of *All* Respondents:



Of Respondents Both Working and Studying:

18% * employed full-time and studying
 82% * employed part-time and studying
 45% * considered themselves to be a worker rather than a student
 55% * considered themselves to be a student rather than a worker

Further Education Outcomes

Of *Valid Responses*:

28% were currently studying
 36% have taken further studies (including those still attending the same institution)

Of Those Who Have Taken Further Studies (including those still attending): N=17

88% have taken further studies at a B.C. public post-secondary institution

Of Respondents Who Expected to Transfer Credits:

100% * received the expected course transfer credits
 50% * felt **satisfied** or **very satisfied** with the transfer experience

Of Those Who Have Taken **Related** Further Studies (including those still attending): N = 14

50% * felt **very well prepared** for further study
 36% * felt **somewhat prepared** for further study

Where are you studying or where did you take further studies?

B.C. Public Post-Secondary Institutions

0% BCIT
 0% Camosun College
 0% Capilano University (formerly Capilano College)
 0% College of New Caledonia
 0% College of the Rockies
 12% Douglas College
 0% Emily Carr University of Art and Design (formerly Emily Carr Institute of Art and Design)
 0% Institute of Indigenous Government
 0% Justice Institute of BC
 0% Langara College
 0% Nicola Valley Institute of Technology
 0% North Island College
 0% Northern Lights College
 0% Northwest College
 0% Okanagan College (formerly Okanagan Univ. College)
 65% Selkirk College
 0% Vancouver Community College

0% University of the Fraser Valley (formerly Univ. College of the Fraser Valley)
 0% Kwantlen Polytechnic University (formerly Kwantlen Univ. College)
 0% Vancouver Island University (formerly Malaspina Univ.-College)
 0% University of British Columbia/UBC Okanagan
 0% University of Northern British Columbia
 0% Simon Fraser University
 0% Royal Roads University
 0% Thompson Rivers University (formerly Univ. College of the Cariboo)
 6% Thompson Rivers University - Open Learning (formerly BC Open Learning)
 6% University of Victoria
 6% Other

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Skill Development and College Experience

Program Provided Opportunity for:

Skill Development

	Of respondents who felt skill was:						not applicable
	applicable					Very Poorly	
	Very Well	Well	Adequately	Poorly	Very Poorly		
Write clearly and concisely	32%	46%	15% *	7%	0%	13% *	
Speak effectively	46%	34%	20% *	0%	0%	13% *	
Read and comprehend materials	45%	40%	12% *	2%	0%	11% *	
Work effectively with others	71%	20% *	9%	0%	0%	4% *	
Analyze and problem solve (before '03)							
Analyze and think critically	60%	33%	7% *	0%	0%	4% *	
Resolve issues or problems	67%	22%	9% *	2%	0%	4% *	
Use mathematics	43% *	29% *	14% *	14% *	0%	85%	
Use computers	21% *	39%	32% *	4%	4% *	40%	
Use other tools and equipment	28%	33%	36%	3%	0%	23%	
Find information (before '04)							
Learn on your own	53%	36%	9% *	2%	0%	4% *	
Use entrepreneurial skills (before '04)							

Personal Development** (not asked in '05, '07, '08)

	Of respondents who felt aspect of development was:						not applicable
	applicable					Very Poorly	
	Very Well	Well	Adequately	Poorly	Very Poorly		
Decide career/education	43% *	14% *	43% *	0%	0%	0%	
Manage work effectively	57% *	29% *	14% *	0%	0%	0%	
Understand more about yourself	71% *	14% *	14% *	0%	0%	0%	
Develop community awareness	43% *	43% *	14% *	0%	0%	0%	
Appreciate the arts	100% *	0%	0%	0%	0%	86% *	
Increase understanding of society	67% *	17% *	0%	0%	17% *	14% *	

Satisfaction with Aspects of Your:

Program

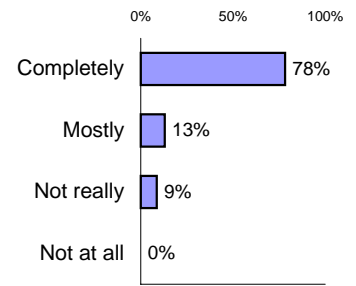
	Of respondents who felt aspect of program was:						not applicable
	applicable					Very Poorly	
	Very Good	Good	Adequate	Poor	Very Poorly		
Quality of instruction	64%	34%	2% *	0%	0%	0%	
Amount of practical experience	45%	30%	20% *	5%	0%	6% *	
Textbooks and learning materials	28%	46%	24%	2%	0%	0%	
Library materials	30%	43%	28%	0%	0%	11% *	
Quality of computers and software	32%	47%	21% *	0%	0%	28%	
Quality of other tools/equipment	24% *	51%	19% *	3%	3% *	21%	
Availability of instructors outside of class	67%	20% *	11% *	2%	0%	2% *	
Helpfulness of instructors outside of class	72%	22%	4% *	2%	0%	2% *	
Fair assessments (tests, papers)	62%	30%	9% *	0%	0%	0%	
Variety of assessments (not asked after 2006)							
Organization of program	40%	30%	26%	4% *	0%	0%	

Courses

	Of respondents who felt aspect of courses was:						not applicable
	applicable					Very Poorly	
	Very Good	Good	Adequate	Poor	Very Poorly		
Being up to date	52%	39%	9% *	0%	0%	0%	
Covering topics relevant to field	51%	34%	15% *	0%	0%	0%	
Covering standards used	43%	43%	15% *	0%	0%	0%	
Synthesizing information (not in '08)	50%	44%	3% *	3% *	0%	0%	
Encouraging to think in new ways (not in '08)	67%	30%	3% *	0%	0%	0%	
Opportunity for class discussion (not in '08)	91%	9% *	0%	0%	0%	0%	
Improve presentation skills (before '04)							

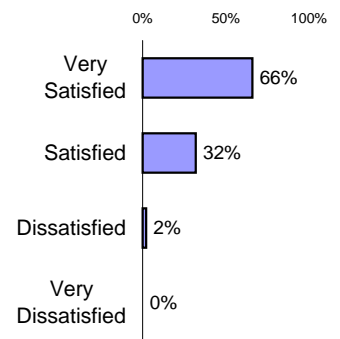
Overall Satisfaction

Was Main Reason for Enrolling Met?



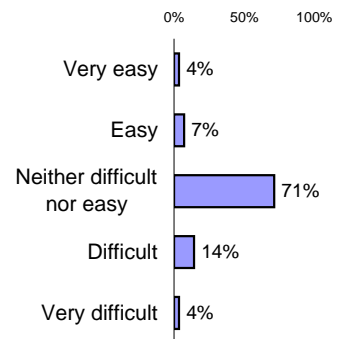
N=46

How Satisfied with Education?***



N=47

Level of Difficulty (Not asked before 2005. 2005 - 2007 asked of trades-training respondents only. Since 2008, asked of all respondents.)



N=28

*Sample size is less than ten, interpret with caution.
 NOTE: All percentages are rounded to whole numbers.
 **Personal development questions asked of a 50% sample.

***A 50% sample was asked in 2004 and 2005. A different version of the question was asked before 2004 (not shown on this report).

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Reasons for choosing the institution

Why did you choose the institution? (Multiple response version of Q53A first asked in 2008. Asked of a 50% sample.)

- 56% It is in the region where I live
- 25% Availability of program
- 0% Program unique to this institution
- 13% Reputation of institution/went there before
- 19% Reputation of program
- 19% Less expensive
- 6% I was accepted into this institution
- 44% Location of institution
- 0% Transferability of course or program
- 6% Employer sent me
- 13% Length of program/convenient schedule/online courses
- 6% Small institution or class size
- 6% Other

Note: In 2008, the "Why did you choose the institution?" question was changed to allow multiple responses. Please refer to the Evaluation of Education filtered report to see data for this question in the old non-multiple response format.

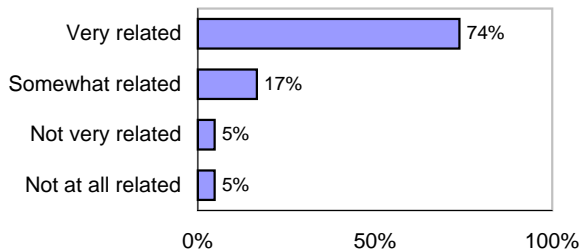
Jobs Obtained

10 Most Common Training-Related Occupations

		Employed in This Occupation	% of those Employed ***	Median Hourly Wage**	Median Weekly Hours Worked
6472	Elementary & Secondary School Teacher Assistants	19	45%	\$21	22
4212	Community & Social Service Workers	6 *	14%	\$18	35
6471	Visiting Homemakers, Housekeepers & Related Occupations	5 *	12%	\$15	24
3413	Nurse Aides & Orderlies	2 *	5%	n/a	43
5125	Translators, Terminologists and Interpreters	1 *	2%	n/a	33
4164	Social Policy Researchers	1 *	2%	n/a	30
4141	Secondary School Teachers	1 *	2%	n/a	16
4122	Post-Secondary Teaching & Research Assistants	1 *	2%	n/a	3
1243	Medical Secretaries	1 *	2%	n/a	35
4143	School & Guidance Counsellors	1 *	2%	n/a	15
	All Training-Related Occupations	38	90%	\$21	24
	Unrelated Occupations	4 *	10%	n/a	n/a
	Unclassified Occupations	0	0%	n/a	n/a
	Total Currently Employed	42	100%	\$21	24
	Total Not Currently Employed	1 *			
	Total in Labour Market	43			

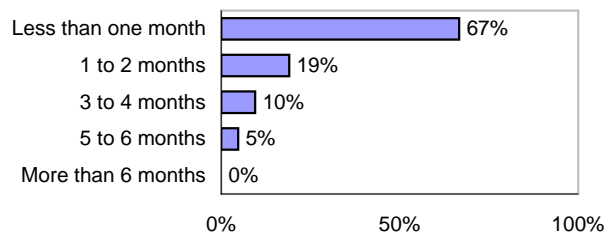
Of Those Currently Employed:

Relationship of Employment to Training



N=42

How Long Did it Take to Find Current Training-Related Employment?



N=21

* Sample size is less than ten, interpret with caution.

** Hourly wage data not available before 2005.

"n/a" Indicates the data are not shown to preserve confidentiality.

NOTE: All percentages are rounded to whole numbers.

***Percentage is out of all employed, not just those employed in training-related jobs.