

ASE Exit Survey Report

Phase III of the
2006 Adult Special Education
Cohort Study



Ministry of
Advanced Education

BCStats

ASE Exit Survey Report

Phase III of the 2006 Adult Special Education Cohort Study

Contents

Introduction.....	5
Methodology	7
Summary of Findings.....	9
<i>Program completion</i>	9
<i>Former students' immediate plans</i>	9
<i>Goal achievement</i>	10
<i>Program objectives</i>	11
<i>Helpfulness of program</i>	12
<i>How program helped</i>	13
Conclusion	15
Appendix A: Exit Survey Questionnaire	17
Appendix B: Respondents by Institution and Program	19

Introduction

Building the best system of supports for persons with disabilities is one of the Great Goals of the Province of British Columbia. The programs provided by public post-secondary institutions under the Adult Special Education (ASE) umbrella form an integral part of these supports.

In 2005/06, public post-secondary colleges and university colleges reported delivering 986.6 FTEs in Adult Special Education. With the current funding model, this amounts to approximately \$8 million annually in courses to BC learners who face barriers to success in post-secondary education because of a disability or a combination of learning difficulties.

The Ministry of Advanced Education (AVED) and the post-secondary institutions involved wanted to know more about the learners who access ASE courses and how well the needs of these individuals are being met. The Adult Special Education Cohort Study was undertaken to broaden understanding of the programs offered under the ASE umbrella, explore learners' reasons for applying to these programs, and ask what ASE students are doing after they leave their programs. The study was conducted in three phases.

Phase I Program Inventory (March 2006–June 2006)

The primary purpose of the program inventory was to provide detailed information about the ASE programs available in BC's public post-secondary institutions. This inventory gave AVED and the institutions a sense of the scope and range of ASE programs and was used to inform subsequent phases of the cohort study.

The ASE Program Inventory Report completed Phase I of the study. While this program inventory was compiled mainly for the use of the participating institutions and AVED, a version of the report is available to the public online at <http://outcomes.bcstats.gov.bc.ca/Publications/special.asp>. As well, potential students and their counsellors, families, and referral agencies have access to information on ASE programs and services through the [Resource Directory of Programs and Services for Students with Disabilities in Public Post-Secondary Institutions](#) on AVED's website.

Phase II Registrant Study (March 2006–March 2007)

The purpose of the registrant study was to provide clear, reliable, and detailed information about learners who register in ASE programs in BC's public post-secondary institutions. An online questionnaire was used to collect information about students. The questionnaire was completed by faculty within the institutions, often in collaboration with students, parents, and caregivers.

This study included students who were officially registered in an ASE program or course between September 1 and November 30, 2006; survey information was collected for 637 students. A report of findings was produced—The ASE Registrant Study Report—and is currently available at <http://outcomes.bcstats.gov.bc.ca/Publications/special.asp>. Information from the registrant study was used to determine the cohort for Phase III of the ASE Cohort Study.

Phase III Exit Survey (April 2007–September 2007)

This part of the study consisted of a brief exit survey that collected information from the students interviewed for Phase II, after they left their programs or courses. (See Appendix A: Exit Survey Questionnaire.) This document presents findings from that survey.

Methodology

The information for the Phase III Exit Survey was collected and submitted by ASE faculty in the public post-secondary institutions in BC that offer ASE programs and courses. They used a web-based interface, which was developed by BC Stats, in consultation with the ASE Steering Committee.

The ASE Exit Survey site went live on May 15, 2007. ASE faculty were asked to conduct the brief interviews with their students and enter their information by July 31, 2007. After the data were downloaded and cleaned, individual summary reports were prepared for each participating institution.

Limitations

The results of this Exit Survey may not be representative of all ASE students since the cohort was made up only of the students who were registered during a specific period and may not include all registered students at all institutions. Furthermore, not all of the former students in the Registrant Study were part of the cohort for the Exit Survey; many were continuing in their program or course and were, therefore, not eligible. Of those who were eligible, a significant number were not available to do the survey. (In some cases, there was no staff on hand at the institutions to conduct the interview, since the interview period was over the summer months.)

The final number of respondents is too small to permit analysis by program or by institution; the information summarized in this report is at the system level only. This type of presentation masks the differences that may exist between students in different programs. The programs under the ASE umbrella are very diverse and are taken by a broad range of students for many different reasons. (See the ASE Phase I Program Inventory and the ASE Phase II Registrant Study Report.) The results presented in this report should be interpreted with caution.

Data for this report

There were 637 students in the ASE Phase II Registrant Study who were potential candidates for the Exit Survey. Not all of those students were actually eligible for Phase III, because they were still in the same program or they intended to continue in the same program after a summer hiatus.

Information was entered electronically for a total of 354 former students; however, when the data were reviewed it was determined that some of the surveys were for ineligible students—they were actually continuing in the same program or course. The final number of exit surveys available for this analysis was 329 or 52 percent of the students in the Registrant Study.

The former students who answered the exit survey had recently left one of 36 programs or courses at one of 14 public post-secondary institutions that deliver ASE programming in BC. (See Appendix B for numbers of respondents per program and institution.)

For consistency and ease of presentation, the percentages in the report text, tables, and charts have been rounded and may not always add to 100. The missing values have been included with “Don’t know” or “unknown,” because it is not possible to distinguish between what was unknown to the student and what was unknown to the faculty entering the data.

Summary of findings

Program completion

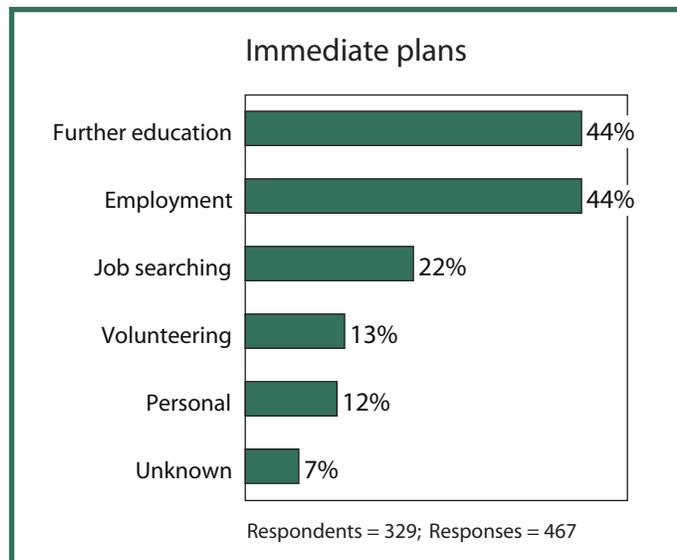
Of the 329 eligible former students who did the exit survey, 88 percent completed their program and 10 percent did not. Completion status for 2 percent was unknown.

For the students who did not complete their programs, the faculty were asked to provide a reason. The largest number, 13, withdrew for health or personal reasons, 9 didn't meet the criteria for completion, and 6 had difficulty with their work experiences. Reasons for the remaining 6 former students were not specific enough to code.

Former students' immediate plans

The former students were asked what their immediate plans were. Many gave more than one response. The largest number (146) said "further education"; although almost the same number (144) had "employment" as part of their plans. Other, less frequently-cited plans included job searching and volunteering, while others were personal. The plans for 7 percent of the respondents were unknown.

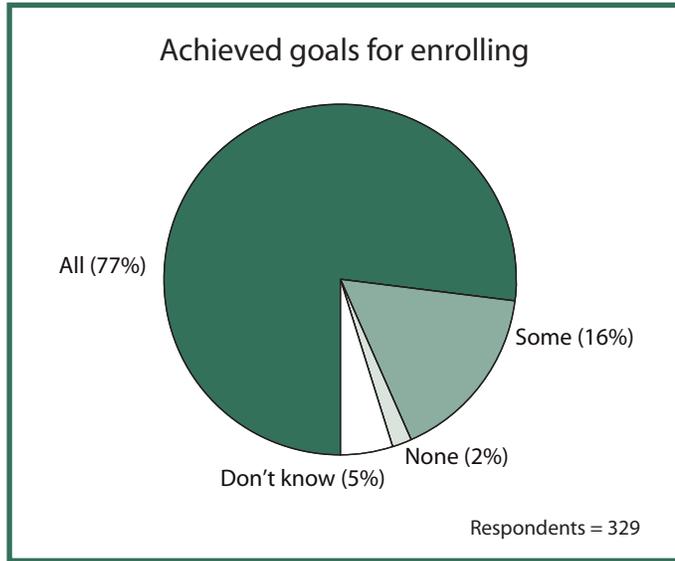
There was considerable overlap among the goals; for example, between the top two goals—employment and further education—49 respondents were planning to work and return to school. Also of those planning on further education, 24 were going to look for a job, and 17 intended to volunteer.



Goal achievement

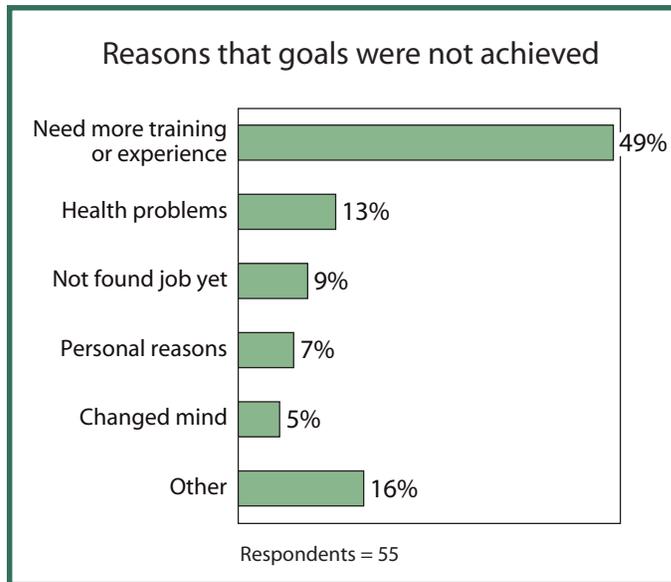
Former students were reminded of the goals they had said they had for enrolling in their programs—this information was captured for the Registrant Study—and then they were asked if they had achieved those goals. A large majority said yes. Less than one-fifth of respondents said they only achieved some of their goals, and very few said “no” meaning they achieved none of their goals.

At the time of the Registrant Study, employment had been the only goal or the primary goal (among some or several other goals) for 79 percent of the former students who did the exit survey. A much smaller percentage of former students had cited academic goals as their only or primary goal—this group had not had employment as a goal. Other primary goals included personal success and developing vocational skills. The following table shows the percentages of respondents who said they achieved all, some, or none of their goals, by the type of goal they had had 6 to 11 months earlier.



	n	Achieved Goals				
		All	Some	None	Unknown	
Academic Goals	33	73%	12%	6%	9%	100%
Employment Goals	259	77%	18%	1%	4%	100%
Personal Success	15	80%	13%	0%	7%	100%
Vocational Skills	14	86%	0%	7%	7%	100%
Other	8	75%	13%	0%	13%	100%

The former students who said they only achieved some of their goals or did not achieve any were asked to explain why not. Almost half said they needed more training or experience or were not ready for employment, other respondents cited health or personal reasons, some had not found a job yet, and a few changed their minds.



Program objectives

The programs or courses taken by ASE students usually had more than one objective, often including two, and sometimes all three, of the following purposes: employment preparation or vocational skills training, personal success or life skills development, and academic or literacy skills development. The

Program or course included objectives for:	Respondents	
	n	%
Employment preparation	270	82%
Personal success	192	58%
Academic skills	122	37%

majority of the programs or courses taken by the Exit Survey respondents had components on vocational skills or employment preparation, including job search and work experience. There was considerable overlap of objectives, so even though a large majority (82 percent) of respondents had taken a program to focus on employment preparation or vocational skills, over half were also studying for personal success.

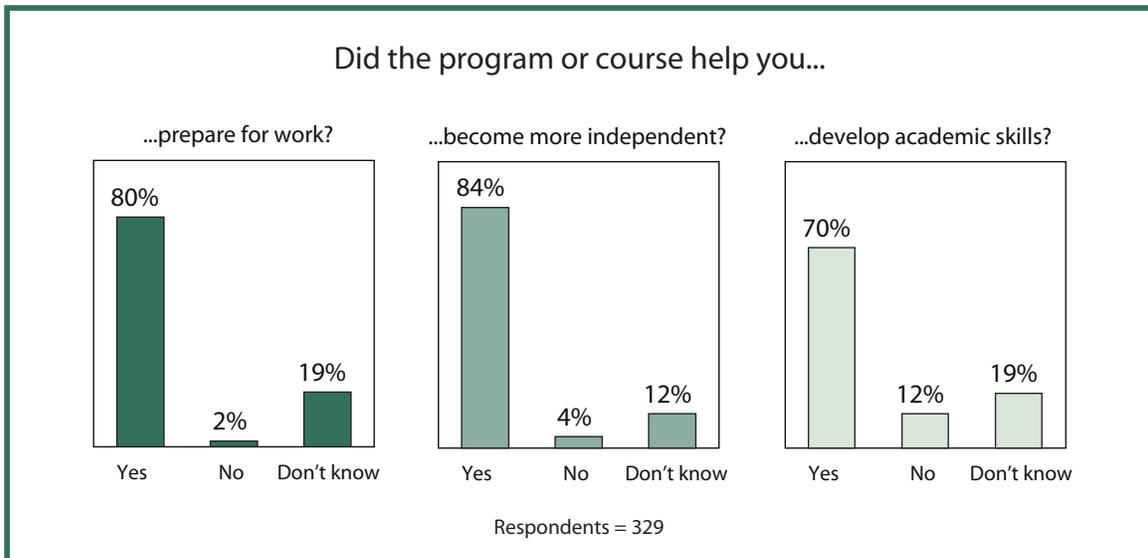
Helpfulness of program

The former students were asked the following questions, according to the objectives of the program or course they had taken:

- Did the program or course help you prepare for work?
- Did the program or course help you become more independent?
- Did the program or course help you develop your academic or literacy skills?

Overall, large majorities said they had been helped. Of the former students who took a program or course that had employment preparation or vocational skills training as stated objectives, 80 percent said their studies helped them prepare for work. An even higher percentage—84 percent—of those who took a program or course that included personal success or life skills development as goals said they were helped to become more independent. And 70 percent of those who took a program or course with academic or literacy skills development as objectives said it helped them develop those skills.

Not very many former students gave negative responses to these questions; however, 12 percent of those who took a program or course that included academic skills said they were not helped to develop academic or literacy skills.



How program helped

All respondents were asked to say how their program or course helped them. Almost every former student surveyed answered this question—302 out of the 329 in the dataset. The differences in responses reflected the differences in students and emphasize once again the range of students that these programs accommodate.

Although the programs or courses had overlapping goals, the following responses are sorted according to the three main groupings of program objectives: employment preparation or vocational skills training, personal success or life skills development, and academic or literacy skills development.

Many of the former students whose program or course emphasized employment or vocational skills said they learned job skills, got good work experience, or even that they found employment as a result of their training. A large component of what they learned was self-confidence; this was mentioned a number of times and was important to students regardless of their skill level or abilities.

Before the program I was spending time at home and helping my Mom and after the program I am getting out more, and working and I go to places to see people to help me to find a job. The program helped me a lot.

Confident about finding a job, better interview skills.

Found full-time employment, financially independent.

Helped me get over my shyness. Helped me think I can get a job and keep it.

Helped with independence, and learned to listen more; helped me get a job through work experience.

I feel that I have a better chance at getting a job now. I am also more able to make my own decisions I am also smarter now.

I learned how to be more independent. I learned about what employers want from a worker (i.e. be on time; act in a mature way). I got to explore a variety of jobs and meet different kinds of people in the workplace.

It gave me job skills and more confidence.

It got me a job!

It helped me in a lot of ways with my confidence and self esteem. It grew so much. It helped me realize the goals I wanted and how to achieve them and basically what career I wanted and how to pursue it to get there.

The majority of former students had taken programs or courses that included elements of personal success or life skills development. These skills are essential for any other education or employment.

Made me more confident in myself - opened me up to what is out there - for employment.

Improved my skills - brought up my abilities - improved my patience and my behaviour - communication skills have improved.

Friends; connecting with others; lifelong learning is crucial and adds another dimension to everyday life; love going to school; a good experience.

Helped me decide what kind of job I want and helped me get signed up for a computer program.

Helped me get over my shyness. Helped me think I can get a job and keep it.

Helped me to know when I need help and the right words to ask for help.

I am better at organizing and more able to communicate with people. I am able to keep my job and don't worry so much about getting a new job.

I am much better at keeping a job. Also I am more confident to do other things and I get along with people better. I know more about how smart I am and I am getting better at reading and writing.

I learned how to read a bus schedule and to take the bus. I know about job readiness and to be on time. I really liked working.

I liked to be able to learn how to do things on my own.

It gave me new ways to deal with work and personal problems. It also boosted up my confidence by learning about different skills.

Made new friends. Made me less shy.

Former students who had taken a program or course that included academic or literacy goals were likely to say their studies had improved their reading, writing, and comprehension skills; they also improved their English language, math, and computer skills.

I'm reading much better.

Helped me get better at reading and writing. My mom was surprised I could read a banner at the parade.

Counting money, learning math and flyers and how much things cost.

I got a computer and can use it independently at home.

I got my GED and improved my vocabulary. I learned word processing skills too.

I learned Braille. I practiced my writing skills. I learned a lot about word processing.

My English is better and I have better computer skills.

My math skills are getting better, a little bit.

My reading is better. I like to read. I read at home. I got books for my birthday.

Reading comprehension and math skills have improved.

Update my computer skills at my own pace in a non intimidating atmosphere. Added certain amount of structure & routine into my schedule. Valuable, transferable skills.

Conclusion

The ASE Phase III Exit Survey was undertaken to find out what former students were doing immediately after leaving their Adult Special Education programs or courses. The former students who were eligible for the Exit Survey were those who had been enrolled in an ASE program or course sometime between September 1 and November 30, 2006 and who had left by the time they completed the Exit Survey. The majority of survey respondents completed their program or course.

Upon leaving, most of the former students planned to seek employment or pursue further education. Over three-quarters said they achieved all their goals for enrolling. Those who had vocational skills or personal success as their goals were particularly likely to say they had achieved them. Of the respondents who did not achieve all their goals, half thought they needed more training.

Large majorities agreed that their program or course helped them prepare for work, develop academic skills, and become more independent. Many former students noted that they had increased their independence and developed self-confidence—important steps toward achieving any goal, and particularly for finding employment. A number of respondents said they had found employment as a result of their course work.

While the former students surveyed were a little less likely to agree that their program or course helped them develop academic skills, as compared with work or life skills, many said they had improved their reading, writing, and math skills, and had learned computer skills. These skills are important for employment training as well as preparation for further education.

Most of the ASE programs and courses taken by the exit survey respondents had an employment or vocational skills focus, although they usually had other purposes as well; for example, an employment preparation program could include a certain amount of academic upgrading and a significant focus on life skills development. Life skills or personal growth development is vital for the majority of students who take ASE courses.

ASE programming is complicated, but it must address the challenges of servicing a diverse student body with an enormous range of problems and conditions. For the most part, these challenges are being met: the majority of the former students who provided information for the Exit Survey said that the programs or courses they took helped them to develop academic skills, prepare for work, and, above all, to become more independent.

Student Information ***Note that the web form will automatically show the student information***

Student ID:	<Institutional-assigned student ID>
Last name:	<Student's last name>
First name:	<Student's first name>
Institution	<Institution>
Program:	<Program name>

<User name>, please ask the student who is leaving (or has left) their program the following questions.

Phase III ASE Exit Survey Questions

1. What are your immediate plans?
(Please enter a one or two word response, such as: "employment", "job searching", "volunteering", "further education", or "personal")

Check this box if immediate plans are unknown

2. When you started the program or course you said that your goal(s) for enrolling was/were:
 <The web form will automatically show the student's goal(s) from the ASE registrant study>

Did you achieve that goal/these goals?

Yes (all)
 No
 Some
 Don't know

If achieved only some or no goals, why not?

3. The program objective(s) was/were:
 <The web form will automatically show the program objective(s) from the ASE program inventory>

*If one of the program objectives was **employment preparation** or **vocational skills training**, please ask the following question:*

a. Did the program or course help you to prepare for work?

Yes
 No
 Don't know

Student ID: _____

Phase III ASE Exit Survey Questions continued...

*If one of the program objectives was **personal success (life skills development)**, please ask the following question:*

b. Did the program or course help you to become independent?

- Yes
- No
- Don't know

*If one of the program objectives was **academic skills development** or **literacy skills**, please ask the following question:*

c. Did the program or course help you to develop your academic or literacy skills?

- Yes
- No
- Don't know

*If the answer to **any part of question 3a, b, or c** was **Yes**, please ask the following question, otherwise skip to the next section (Faculty/Instructor Questions)*

4. How did the program or course help you? *(Please record response verbatim)*

Instructor/Faculty Questions

Did the student complete the program or course?

- Yes
- No
- Don't know

If the student did not complete the program or course, why not?

Appendix B: Respondents by Institution and Program

Appendices

Camosun College	15
ASE Employment Training Program	15
Capilano College	25
Alternative Career Training Program	12
Pre Occupational Skills Training Program	11
SARAW (Speech-Assisted Reading and Writing Program)	2
College of New Caledonia	3
Job Education and Training (JET)	3
College of the Rockies	3
Access Education Transitions Program	3
Douglas College	66
Basic Occupational Education Program	25
Career and Employment Preparation Program	9
Consumer and Job Preparation Program	12
Customer Service and Cashier Training Program	11
Light Warehouse Training Program	9
Kwantlen University College	34
Access Programs for People with Disabilities Career Awareness Program	14
Access Programs for People with Disabilities Job Preparation Program	13
APPD Vocational Skills Training - Child Care Aide Option	4
APPD Vocational Skills Training - Food Services Assistant Option	3
Malaspina University-College	8
Employment and Life Skills Training Program - Nanaimo campus	8
North Island College	10
Access for Students with Disabilities	2
Employment Transition	8
Northwest Community College	8
Workplace Skills Training	8
Okanagan College	18
Independent Living Skills	8
PACE Program (Preparing for Access to Careers and Education)	9
SAME Program (Supported Access to Modified Education)	1
Selkirk College	9
Transitional Training - Castlegar	9
Thompson Rivers University (TRU)	34
Education and Skills Training Certificate Program - Career Exploration	10
Education and Skills Training Certificate Program - Skills Options	11
Part-Time Life Skills	9
Work Skills Training Program (Williams Lake Campus)	4
University College of the Fraser Valley	10
Workplace TASK	10
Vancouver Community College	86
ASE Part-time Literacy Courses	35
Career Awareness Program	11
English Upgrading (with the Program for Deaf and Hard of Hearing Adults)	3
Food Service Careers	8
Retail Food and Supermarket Careers	8
Speechreading (with the Program for Deaf and Hard of Hearing Adults)	2
Visually Impaired Information Technology	3
Vocational Orientation for the Visually Impaired	16

