

Post-Secondary Colleges and Institutions
British Columbia

ADULT BASIC EDUCATION (ABE)
STUDENT OUTCOMES PROJECT

1994-95 REPORT

Prepared for
ABE Student Outcomes Steering Committee

Prepared by
Berkowitz and Associates Consulting Inc.
4160 Staulo Crescent
Vancouver, B.C.
Canada, V6N 3S2

April 30, 1996

ABE STUDENT OUTCOMES STEERING COMMITTEE

Participation on the Steering Committee has varied throughout the period of the project. The following people were current members of the Steering Committee and/or local institutional contact persons at the completion of this phase of the project:

<i>Committee Chair</i>	Ted James	Douglas College
<i>Project Manager</i>	Kathleen Bigsby	Advanced Education Council of BC
<i>Project Coordinator</i>	Leslie Tenta	
<i>Members/Contacts</i>	Larry Bolingbroke Elizabeth Bordeaux Sarah Brodie Joseph Calado Jean Cockell Peter Herd Kathy Hamilton Jane Krul Darcy Mann Rod McNeill Roy Mironuck Dawn Repin Judy Rose Judy Sankey Marcia Timbres Wendy Watson Marvin Work	Northwest College Kwantlen University College North Island College Ministry of Education, Skills & Training Vancouver Community College Vancouver Community College Okanagan University College Malaspina University College Ministry of Education, Skills & Training BC Institute of Technology College of the Rockies Open Learning Agency Capilano College Capilano College College of New Caledonia University College of the Fraser Valley Selkirk College
<i>Data Analysis</i>	Murray Mackinnon Jonathan Berkowitz	Chartered Statistician Berkowitz & Associates Consulting Inc

ACKNOWLEDGEMENTS

The ABE Student Outcomes Steering Committee wishes to extend its warm thanks to all of the students who participated in this phase of the study at the British Columbia Institute of Technology, Capilano College, College of New Caledonia, College of the Rockies, Kwantlen University College, Malaspina University College, North Island College, Northwest Community College, Okanagan University College, Selkirk College, University College of the Fraser Valley, and Vancouver Community College.

April 30, 1996
ABE Outcomes Steering Committee

Table Of Contents

Chapter 1 - The Setting

1.1 Introduction

1.2 Objectives of this project

1.3 Limitations

1.4 Definitions

1.5 General cautionary notes

1.5.1 Percentages

1.5.2 Informal inference with percentages

1.5.3 Shifting denominator problem

1.5.4 p-values and statistics

1.6 Students and participating institutions

1.7 Overview of the remaining chapter contents

Chapter 2 - ABE/College Prep students and program

2.1 Profile of the students at the Point of Entry

2.1.1 Demographics

Age, gender and marital status

Dependents

2.1.2 Previous activities (Pre-ABE/ College Prep)

Education

Work/study status

2.1.3 ABE/College Prep student program information

Program level and intensity

Financial assistance

Current employment while enrolled in ABE/College Prep

2.2 Student Aims at Point of Entry

2.2.1 Goals and Reasons

2.2.2 Intended Activities

Chapter 3 - The program at six months

3.1 Respondents at six months

3.1.1 Demographics

Age, gender and marital status

Dependents

3.1.2 Previous activities (Pre-ABE/ College Prep)

Education

Work/study status

3.1.3 ABE/College Prep student program information

Program level and intensity

Financial assistance

3.1.4 Non-responder bias

3.2 Questions asked of Leavers and Continuers at the six-month Midpoint

3.2.1 Student services

3.2.2 Course information

3.2.3 Student life

3.3 Questions asked of Leavers only at the six-month Midpoint

3.3.1 Learning experience with the institution

3.3.2 Skills improved or increased by ABE program

3.4 Questions asked of Continuers only at the six-month midpoint

3.4.1 Program level and intensity

3.4.3 Study skills training

Other Program Information

3.5 Comparison of those in and those not in the program at the Midpoint

3.5.1 Demographics

Age, gender and marital status

Dependents

3.5.2 Previous activities (Pre-ABE/ College Prep)

Education

Work/study status

3.5.3 ABE/College Prep student program information

Program level and intensity

Financial assistance

3.5.4 Summary of Point of Entry association with Leavers and Continuers

Chapter 4 - The ABE/College Prep program outcome at 13 months

4.1 Comparison of completers and non completers for those attending 0-6 months (n=855)

4.1.1 Demographics

Age, gender and marital status

Dependents

4.1.2 Previous activities (Pre-ABE/ College Prep)

Education

Work/study status

4.1.3 ABE/College Prep student program information

Program level and intensity

Financial assistance

4.1.4 Current and Future Education

Current education (i.e. different program after ABE/College Prep)

Future education plans

4.1.5 Current employment/unemployment

Employment

Future plans for those employed

Unemployment

4.1.6 Student evaluation of the program

4.1.7 Summary of Point of Entry association with completion rates

4.2 Comparison of completers and non-completers for those in the program 7-13+ months (n=696)

4.2.1 Demographics

Age, gender and marital status

Dependents

4.2.2 Previous activities (Pre-ABE/ College Prep)

Education

Work/study status

4.2.3 ABE/College Prep student program information

Program level and intensity

Financial assistance

4.2.4 Current and Future Education

Current education (i.e. different program after ABE/College Prep)

Future education plans

4.2.5 Current employment/unemployment

Employment

Future plans for those employed

Unemployment

4.2.6 Student evaluation of the program

4.2.7 Summary of Point of Entry association with completion rates

4.3 Comparison of the 0-6 months and the 7-13+ months student profiles

4.3.1 Demographics

Age, gender and marital status

Dependents

4.3.2 Previous activities (Pre-ABE/ College Prep)

Education

Work/study status

4.3.3 ABE/College Prep student program information

Program level and intensity

Financial assistance

4.3.4 Current and Future Education

Current education (i.e. different program after ABE/College Prep)

Future education plans

4.3.5 Current employment/unemployment

Employment

Future plans for those employed

Unemployment

4.3.6 Student evaluation of the program

4.3.7 Summary of Point of Entry association with time attending the program

Chapter 5 - Discussion

5.1 Defining Outcomes

5.2 Two specific groups

5.3 Outcomes for this cohort

5.3.1 Completion

5.3.2 Moving forward

5.3.3 Employment

5.3.4 Increased Skills

5.3.5 Individual satisfaction

5.4 Problems

5.5 Implications

5.5.1 0-6 months attendees seeking complete 1-2 advanced courses

5.5.2 0-6 months attendees with more general educational goals and less advanced courses

5.5.3 7-13+ months attendees

5.6 Future ABE research areas

5.6.1 New areas that will be addressed in project C

5.6.2 Open research questions

5.7 Summary

Chapter 6 - Appendices

6.1 Data processing appendix

6.1.1 Data Collection

6.1.2 Data Linkage

6.1.3 Data Validation

6.1.4 Data processing glossary

6.2 Statistical appendix

6.2.1 Statistical methods

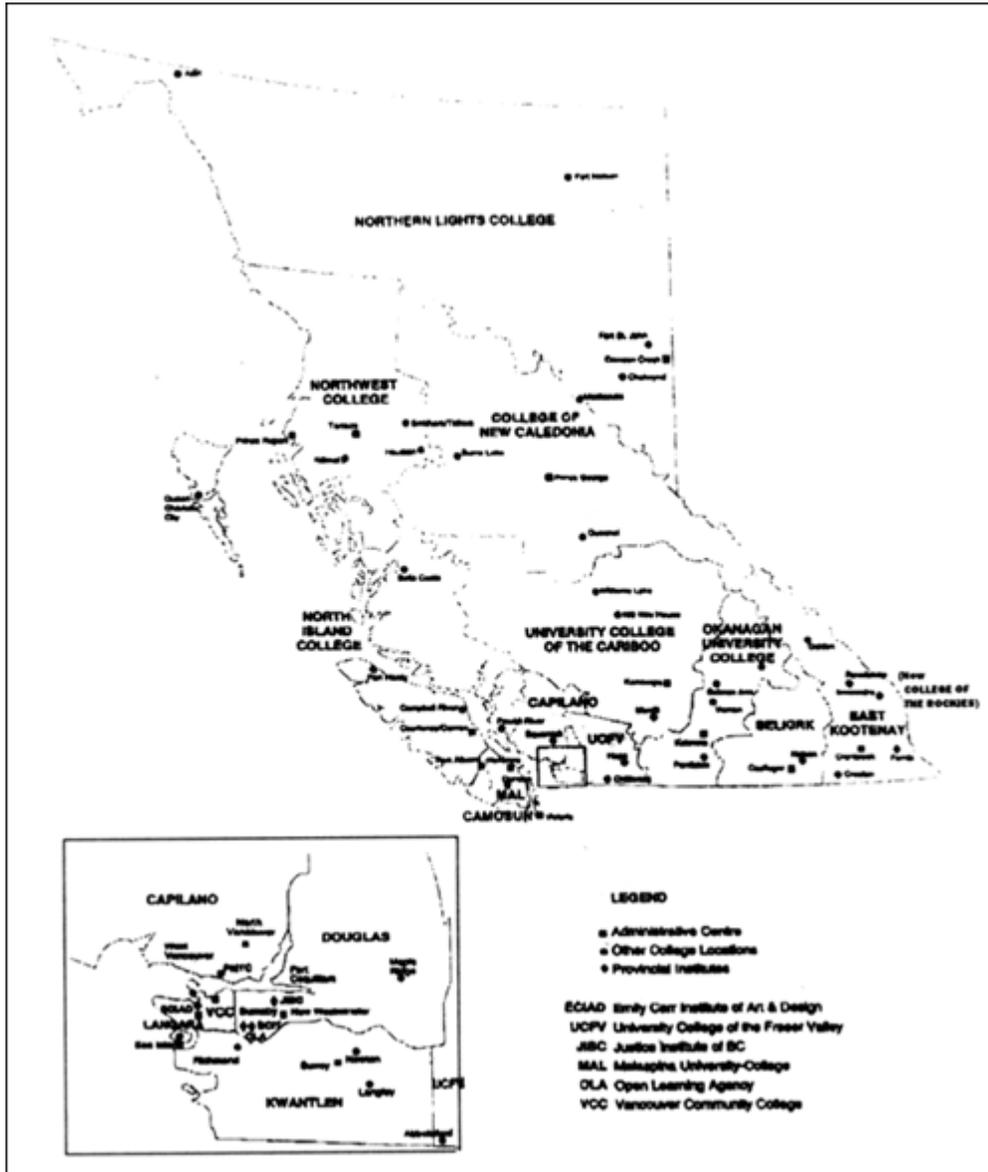
6.2.2 Statistical glossary

6.2.3 Normal approximation to the binomial

6.3 Data Dictionary

6.4 Survey Instruments Appendix

LOCATIONS OF BC COMMUNITY COLLEGES AND INSTITUTES



Chapter 1

The Setting

The chapter overviews this second phase of a review of the outcomes of Adult Basic Education and College Prep programs in the province of British Columbia.

Section one sketches the background leading up to this phase and gives brief details of the four surveys that were administered to the cohort of 2107 students over the thirteen month period.

The objectives of this current phase (project "B") are described in more detail in the second section, while the third section states some of the limitations associated with the analysis of the project B data,

Key definitions such as 0-6 months and 7-13 months attendees are described in the section four. The fifth section provides cautionary interpretive notes on items such as the accuracy and comparison of percentages.

The final section gives a breakdown of the numbers of students coming from the twelve institutions.

1.1 Introduction

This project is the second phase in a series of three. which review the outcomes of Adult Basic Education (ABE) and College Preparatory programs offered by public colleges/ institutions in the province of British Columbia in Canada. The first or -A- cohort outcomes are described in *BC ABE Student Outcomes Report 1993-1994 Pilot Project (1995)*. while the third phase is currently at the midpoint of the data collection process.

As is discussed in more detail in the 1995 report. ABE/ College Prep programs provide learning opportunities to "mature" students. who ostensibly wish to upgrade their education for credit or personal fulfilment. From a meeting of public post secondary educators to discuss ABE in 1991 and a subsequent literature search using ERIC, it was realized that there were no data to support the many anecdotal accounts and intuitive theories regarding the outcomes of these students. Thus, a steering committee, with representatives from public institutions in BC, the Ministry of Skills Training and Labour (now Ministry of Education. Skills and Training (MEST)), and the Advanced Education Council of BC (AECBC), was set up to initiate and guide this research. The aim of a series of projects, looking at annual intakes of new ABE/ College Prep students, was to profile the students. elicit their reasons for enrolling and see what effect the programs had on their lives. Thus, with this feedback it was hoped to improve/modify the programs and understand more about the students, the programs as they perceived them and the outcomes the), achieved.

Four survey instruments were designed in the pilot study and were modified and extended for use in this project. They are:

Point of Entry Survey - This was given in first two weeks of September 1994 to collect demographic, background, current course and goal information.

Early Leavers Survey - When the students were approximately three months into their programs in late November of 1994, Early Leavers were contacted by phone and asked to supply information on their reasons for leaving, attendance, student services and their subsequent employment status.

Midpoint Leavers and Continuers Surveys - These telephone interview surveys were conducted in mid-February of 1995, near the midpoint of a possible one year program. The Midpoint Leavers were asked the same questions as the Early Leavers, while the Midpoint Continuers were asked questions about their programs, their opinions of the course content, personal life on the campus, and the educational activities at their institution, and skills improved or increased by the program.

Follow-up Survey - This was also a telephone interview survey and was administered in October of 1995, which was approximately thirteen months after entry into the program. The students were asked about their ABE program duration, their course completion, their current activities and their achievements from the program. Information was also requested concerning their current and future employment and education.

Copies of the surveys as used are contained in the [Survey Instruments Appendix](#) (§6.4).

1.2 Objectives of this project

As planned the number of initial institutions (Capilano and Selkirk and Okanagan Colleges) was increased to twelve, by the inclusion of: BC Institute of Technology College of New Caledonia. East Kootenay Community College (now known as the College of the Rockies), Fraser Valley University College, Kwantlen University College, Malaspina University-College, North Island College, Northwest Community College, Okanagan University College and Vancouver Community College.

The scope remained the same:

- profile of the students
 - demographics
 - prior education
 - prior employment
 - program enrolled in
 - concurrent employment
 - financial assistance
- description of the program
 - student services
 - course information
 - student life
 - learning experiences at the institution
 - skills improved by the programs
- outcomes of the students
 - course completion
 - employment
 - benefits they perceived

Based on experience with project A and practical educational knowledge from the field, it was felt that there were two different profiles of students. The first was thought to be that of the more traditional ABE student, who was typically older and seeking to complete high school. The second profile was thought to be that of a younger student, more recently at school, who was taking additional courses or trying to improve his/her marks in courses already passed, with the object of entering other programs.

This report does not focus directly on comparing projects A and B; as this comparison will be the subject of a later report which will review projects A, B and C together. Also, the differences between ABE and College Prep themselves will be examined in project C.

1.3 Limitations

As was the case with project A, the sample of institutions used is not random, nor are the classes within the institutions sun-eyed, so that the conclusions reached in this survey cannot be said to completely describe ABE/ College Prep programs offered by public colleges/institutions as a whole within BC. There are also subtle reporting biases that creep in, and where possible these have been noted in the text.

The data analysts took over this project from the Office of Institutional Research at VCC, after the interim reports for the Midpoint surveys were completed. They are much indebted to the kind assistance of Shona Moody and Dr. Min Yao of that office, for the wealth of informative and carefully organized material that they provided. As such, it has been possible to reproduce the interim analyses and achieve a reasonable degree of comfort with the data. As is discussed in the [Data Processing Appendix](#) (§6.1), considerable work was required to actually link the survey records of the individual students, so that this report could be prepared. In fact it was possible to reduce the number of unlinked records from 15% down to less than 1%, which was deemed satisfactory, given the quality of the tracking information supplied by the students. Because of these link-age problems and some inconsistencies between survey records for individual students, the totals vary slightly from section to section. A related issue is that totals also vary within some sections and subsections, since students did not always answer all applicable questions.

Finally, the analysts note that, despite numerous conversations with all those involved, there may be errors in the report, due to misinterpretation of definitions, assumptions or conventions. As such, the data analysts bear some responsibility and will issue addenda, if necessary, to address such possible issues.

1.4 Definitions

The following are the definitions of terms used to describe various aspects of the study. Statistical terms are listed in the [Statistical Appendix](#) (§6.2)

ABE/ College-Prep: Since this project encompasses both the traditional Adult Basic Education and those programs that are intended for college preparation (i.e. grades 11 & 12), this abbreviation is used to refer to both groups.

Note:

1. The distinction between ABE and College Prep is not addressed in this project.

Cohort: Students enrolled for the first time in ABE/College Prep at their selected public college/institution and followed up subsequently. To be part of the cohort the student had to fill in a Point of Entry, survey.

Note:

1. This report deals with the 1994-1995 cohort. described here as the B cohort. The pilot study (1993-1994) is referred to as project A and the ongoing (1995-1996) study is referred to as project C. The labels A, B and C are used to avoid the possible ambiguity of using years. since they could be labelled by either the Point of Entry, year or the Follow-up year.

Survey: Systematic collection of information at a specific point in time, from either the whole population or a sample thereof.

Note:

1. In projects A and B, there were four time points for the collection of information:

Point of Entry.....0 months
Early Leavers.....3 months
Midpoint Leavers.....6 months
Midpoint Continuers.....6 months
Follow-up.....13 months

In project C, the Early Leavers' survey has been omitted.

2. In project B, the Early and Midpoint Leavers' survey results have been combined to parallel project C. This was desirable, due to the similarity of results found in both projects A and B and the small percentage of Early Leavers (75 in 695 Leavers).
3. The Point of Entry surveys in all projects are self administered by the students, whereas the Leavers' and Follow-up surveys in projects B and C were/will be administered by telephone.

Leaver/Continuer: This term is an artifact of the student still being in the program when the Midpoint (3 or 6 month) survey was carried out. Although the use of this term has been kept to a minimum, there are instances where "Continuers" or "Leavers" will be referred to as a group for the sake of convenience.

Note:

1. The classification of a student as a leaver is inappropriate, as there is a negative connotation implying that the student left because he or she did not complete, whereas they may well have completed or intend to re-enrol as many did.

Time attended (0-6 months, 7-13+ months): The length of time a student attended the program (as recorded in the Leavers' or Follow-up surveys) has been divided into two logical time spans (0-6 months and 7-13+ months, where the 13+ allows for those students still attending. The rationale is that the 0-6 month period fully captures those students attending for one term/semester, as opposed to those attending for longer periods.

Note:

1. The Leavers'/Continuers' surveys at 6 months and the Follow-up survey at 13 months do not provide the same logical partition as this "time attended" information. This is because there is room for overlap in time attended in both 6 and 13 month surveys. Specifically, there are Leavers who attended the program for 7-13+ months and Leavers in the 6 month period who were only located at the Followup. The former is probably due to the span of the interviewing process (a month) and the variable program start dates and lengths.
2. The time attended is used extensively in Chapter 4, which reviews the effects of various factors on completion for these two attendance periods.

Completers/non-completers: Again, this information was asked of students at either the 6 month time-point or at the 13 month Follow-up. For the purposes of this analysis the response to the question was regrouped to read "Did you complete some or all of your courses yes or no?".

Note:

1. The completion question at 6 months for the Leavers' had three options "Yes, all", "Yes, some of them" and "No". For the purposes of this analysis the first two categories were merged as "Yes/some". The completion question at the Follow-up appeared in two separate parts, depending on whether the student was continuing studies or not, at the 13 month time point. The former appeared as (completed some?: "Yes" or "No") and the latter as in the Leavers' survey. Hence the collapsing of the two "Yes" categories of the Leavers' survey made the responses match those of the Continuers.

Latest information: This term refers to the usage of the latest information a student reported (post Point of Entry) on a particular question (e.g. employment status), since some questions were asked at either the Midpoint or Follow-up time points. Moreover, a student may or may not have been a respondent at either of the time points. Hence if a student was not a respondent at the Follow-up, the information (if present) at the Midpoint would be used. Similarly if information was available from both time points, the Follow-up information would be used.

Note:

1. Latest information does need to be used with some caution, as there could be potential biases, if there is a lot of missing Follow-up information for some particular reason.
2. Where question responses changed (e.g. more options to avoid heavy usage of "Other", or providing for multiple responses where there had been categories) an attempt was made to reconcile the different coding systems to minimize the amount of information lost. Where this type of problem occurs, specific note is made in the text. (See also the data definition summary table in the [Data Dictionary Appendix](#) (§6.3)).
3. The latest information is heavily used in Chapter 4, where the completion rates of the 0-6 months and 7-13+ months groups are examined. Moreover, the stratification variables (i.e. time attending 0-6 & 7-13+) and course completion (yes or partial versus no) are themselves latest information variables.

1.5 General cautionary notes

1.5.1 Percentages

Percentages, such as completion rates, are quoted to one decimal place, solely for the arithmetic convenience of being able to have the totals add to 100% where this is relevant. However, this decimal place has no relationship at all to the level of accuracy that should be assigned to the percentages. As is indicated in the [Statistical Appendix](#) (§6.2) there are numerous issues (e.g. sample size) that affect the accuracy of the percentage and most desirably it should always be quoted with a confidence interval or range.

The following table gives the 95% confidence interval semi-widths that are associated with a percentage from a specified sample size. For instance, with a sample size of 15 students, a completion rate of 35% would lie 19 times in 20 (95%), within the range of $35\% \pm 24\%$, which is the interval 11% to 59%. If this interval has a lower limit that is negative, it is taken as zero and if the upper limit exceeds 100 it is taken to be 100. Note also that for small percentages (i.e. 5% or less and/or for small numbers (i.e. 20 or less) the confidence interval semi-widths are at best approximate. For more details, the reader is referred to the [Statistical Appendix](#) (§6.2).

n \ %	0-9 or 90-100	10-19 or 80-89	20-29 or 70-79	30-39 or 60-69	40-49 or 50-59
10-19	11.0%	18.1%	21.9%	24.1%	25.2%
20-29	8.5%	14.0%	17.0%	18.7%	19.5%
30-49	6.8%	11.1%	13.4%	14.8%	15.4%
50-99	4.9%	8.1%	9.8%	10.8%	11.3%
100-149	3.8%	6.3%	7.6%	8.4%	8.7%
150-199	3.2%	5.3%	6.4%	7.1%	7.4%
200-499	2.5%	4.0%	4.9%	5.4%	5.6%
500-999	1.6%	2.6%	3.1%	3.4%	3.6%

Note that because of symmetry the confidence interval semi-widths are the same for percentages on either sides of 50% (e.g. $n=15$ and $p=15\%$ has the same semi width of 18% as does $n=15$ and $p=85\%$).

1.5.2 Informal inference with percentages

Percentages, such as completion rates, need compared on the basis of their standard errors. This is similar to a test of a difference between two means, which uses the standard errors of the means. It is possible to rough comparison of two percentages by using the "average" confidence interval associated with them. In particular, if two percentages differ by more than a multiple of their average confidence interval then there is some evidence that they may be different. As explained in the [Statistical Appendix](#) (§6.2), this approximation is not valid when the sample sizes are small and other methods should be used.

1.5.3 Shifting denominator problem

As in the validation section of the [Data Processing Appendix](#) (§6.1), there were problems experienced with the data files across surveys in terms of linkage of student's records, and so there are minor inconsistencies in the totals between some sections of this report. Also, as students did not always fill in the answers expected of them, and in some cases filled in sections that they were logically not meant to, the denominator shifts between items.

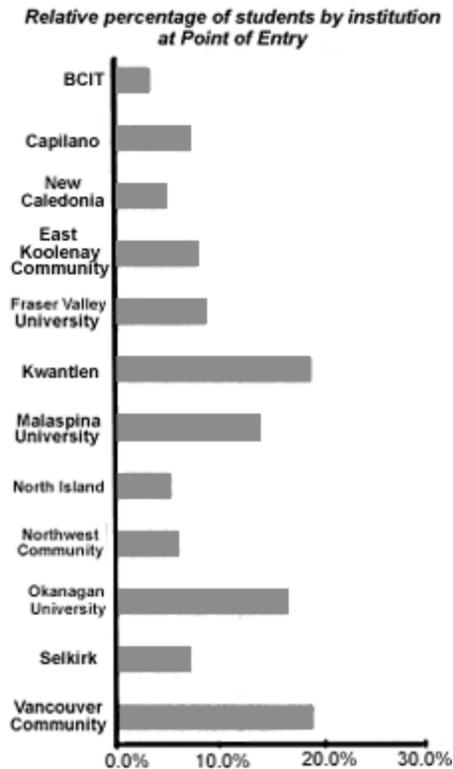
Note that, for ease of presentation in chapter 4, it was assumed that the skip question (e.g. were you employed?) was answered correctly and inapplicable responses were not used. An informal sensitivity analysis indicates that the results are relatively robust to this inconsistency problem.

1.5.4 p-values and statistics

While p-values are discussed in the [Statistical Appendix](#) (§6.2), they are used so frequently in the text that some cautionary notes are merited here. In the context of this report, a p-value is the likelihood that random chance or sampling variability could explain the difference between two quantities such as percentages - the smaller the pvalue, the more likely it is that the two quantities are in fact different. Note that all we can ever do is to seek evidence that shows that two statistics are different. From this perspective, the p-value should not be thought of as providing evidence that two statistics are equal. So if the reader sees a p-value of 0.0001 associated with a difference between two completion rates, the correct interpretation is that there is very strong evidence to suggest that the two groups are indeed different - it would only happen with one chance in a ten thousand given everything being equal.

1.6 Students and participating institutions

Twelve institutions, with an average of 176 students per institution completed Point of Entry surveys, giving a total of 2107 students in this B cohort.



As noted before, the Early Leavers were small in number (75) and had similar results to the Midpoint Leavers, so they were combined in all analyses. The numbers are presented in the following table. The Midpoint response rate was 74%, which is very high for surveys such as this, which typically have a telephone interview response rate of 50% or less. Similarly, the Follow-up response rate of 64% was also encouraging, given that thirteen months had elapsed, with changes of address being likely in a student population, which tends to be more mobile.

<i>Survey</i> <i>Institution</i>	Point of Entry	Early Leaver	Mid Point Leaver	Mid Point Continuer	Follow-up
BC Institute of Technology	57	3	33	2	35
Capilano College	128	8	27	60	86
College of New Caledonia	86	4	13	34	46
East Koolenay* Community College	138	2	49	65	101
Fraser Valley University College	153	12	31	74	109
Kwantlen College	336	13	154	83	240
Malaspina University College	247	9	70	114	149
North Island College	94	3	26	45	69
Northwest Community College	107	1	19	53	58
Okanagan University College	295	3	86	144	198
Selkirk College	127	4	21	62	81
Vancouver Community College	339	13	91	133	193
Total	2107	75	620	869	1365

*Please note that East Koolenay Community College is now known as the College of the Rockies.

1.7 Overview of the remaining chapter contents

This report is organized into major five chapters, preceded by an executive summary and ending with a set of four appendices. For ease of reading, each chapter has an introduction which gives the main results of the chapter. These introductory overview form the basis of the executive summary.

This chapter has described the outcomes study setting, the objectives of the project, limitations associated with the analysis, definitions used in the report, together with general cautionary notes related accuracy of reported results. As well a brief overview of the numbers of students and participating institutions is given.

Chapter two describes the ABE/ College Prep students, looking initially at their Point of Entry profiles, in terms of demographics, previous activities, and program information. It concludes by considering their enrolment aims and future intentions

Chapter three reviews the ABE/ College Prep program at six months. It first examines the representation of the sample interviewed at six months to ascertain what, if any biases, may exist in the group. The remainder of the chapter is subdivided on the basis of survey questions that were directed specifically at: all respondents respondents who left or completed during the first six months, and those who continued beyond the six-month Midpoint.

The fourth chapter first considers those students who attended 0-6 months and reviews Point of Entry factors, that may have effected their completion rates. The second section similarly reviews these factors for the 7-13+ month attendees. The final section compares the two attendance groups.

While the three preceding chapters (i.e. 2-4) concentrate on the results, chapter five speculates on possible reasons and consequences of some of the facts that have been observed.

The final chapter consists of four appendices. The first relates to the data processing of the survey information and addresses issues such as data collection, data linkage, and data validation. A short glossary of data processing terms is also included. The second appendix describes the statistical methods that were used and provides a glossary of epidemiological and statistical terms as they apply to this report. The third appendix is a data dictionary which gives a summary of the structure and type of the data in the surveys. The fourth appendix contains the survey questionnaires as they were used.

Chapter 2

The ABE/College Prep students

The cohort was defined to be the 2,107 students who actually responded to the Point of Entry survey. These students, as noted in the definition of cohort, are first-time ABE/ College Prep students at the enrolled institution.

The first section of this chapter provides a demographic profile of the students at Point of Entry. The students had a wide age range with about 30% being 30 or more years old. Females outnumbered males three to two. Two-thirds of the students were single/never married; two-thirds had no dependents. The students also had a wide range of work/study activities in the year prior to enrolment.

Almost 40% had last attended school within the last year, but almost 20% had not attended for more than 10 years. Three-quarters had enjoyed their previous school experience. For over 80% of the students, this was their first current ABE/College Prep enrolment. There was a fairly even distribution of students across program levels with Advanced programs having about one-quarter of the respondents. About half expected financial assistance, from a wide variety of sources, while attending ABE/College Prep, about 40% expected Ministry of Social Services funding and about 30% expected ABESAP support. About 40% were working while attending classes.

The students' aims at Point of Entry are reported in the second section. Three-quarters saw ABE/College Prep as a very important stepping-stone to

further education, career preparation or general future plans. Specific skill development rated slightly less important with the notable exception of increasing math skills. Three-quarters reported having a long-term occupational goal. About one-third intended to be exclusively involved as students 12 months after Point of Entry. About 80% to 90% intended to be involved in at least some part-time study, with roughly equal numbers aiming for more ABE, for career/technical programs, or university level programs.

2.1 Profile of the students at the Point of Entry

The cohort was defined to be the 2,107 students who actually responded to the Point of Entry survey, as opposed to those listed on the tracking databases supplied by the institutions. (see also the discussion in the [Data Processing Appendix](#) (§6.1). These students, as noted in the definition of cohort are first time ABE/ College Prep students at the enrolled institution.

2.1.1 Demographics

Age, gender and marital status

At Point of Entry, one-quarter (25.3%) of the respondents were under 20 years of age, and more than a quarter (29.9%) were between the ages of 2 and 24, so well over half (55.3%) of the respondents were under the age of 25. Also, one in five (19.9%) were between the ages of 30 and 39, and one in ten (9.7%) were 40 years of age or more.

Birth Year	Age	n	%
1975 +	under 20	527	(25.3)
1970-74	20-24	624	(29.9)
1965-69	25-29	317	(15.2)
1955-64	30-39	415	(19.9)
1945-54	40-49	157	(7.5)
< 1945	50 or over	46	(2.2)
Total		2086	(100.0)

Female ABE/ College Prep respondents outnumbered male respondents three to two, 57.3% females and only 42.7% males.

At Point of Entry, almost two-thirds (64.5%) of the respondents were single (never married) and another 21.5% were married or in a common-law relationship. The remaining 14.0% were widowed., separated or divorced.

Marital Status	%	n
Single/Never married	67%	1699
Married/Common-law	21%	522
Widowed/Seperated/Divorced	12%	306
Total		2527

Dependents

About two-thirds (68.0%) reported having no dependents. Of the remaining one-third, virtually all (31.7%) had dependent children, while fewer than 1% reported having other dependents. Threequarters of the respondents with dependent children had either one or two children (38.3% and 38.4%, respectively). The remaining quarter (23.3%) had three or more dependent children. These results are related to the relative youth of the respondents and the high percentage being single/never married.

Where are the dependents of respondents while the respondents are in class? About half (51.3%) of the respondents had their dependents in school, onequarter (23.3%) used daycare and one-third (33.2%) relied on their spouse or family member. Other locations were also reported by 17.2% of these respondents. The total percentage exceeds 100% since multiple locations may have been used.

2.1.2 Previous activities (Pre-ABE/College Prep)

Education

Almost two in five (38.9%) respondents last attended school less than twelve months before entering their current ABE/ College Prep program. Combining these with another 17.4% who last attended between one and two years previously, means more than half (56.3%) previously attended school within the last two years. About one-quarter (25.1%) attended 3 to 10 years earlier and about one in eight (12.6%) last attended 11 to 20 years earlier. And, 6.0% of the respondents had not been in school for more than 20 years.

<i>Last school attended</i>	<i>n</i>	<i>%</i>
Within the last year	817	(38.9)
1-2 years ago	365	(17.4)
3-5 years ago	282	(13.4)
6-10 years ago	246	(11.7)
11-20 years ago	264	(12.6)
21+ years ago	126	(6.0)
<i>Total</i>	2100	(100.0)

The last school attended was a secondary school for the majority (54.4%) of the respondents. Another third (31.1%) had previously attended college 13.0% reported previously attending some other type of institution. For the remaining 1.5%, their last experience had been at the elementary school level.

<i>Last type of school</i>	<i>n</i>	<i>%</i>
Elementary	31	(1.5)
Secondary	1138	(54.4)
College	651	(31.1)
Other	273	(13.0)
<i>Total</i>	273	(100.0)

Respondents were asked whether they enjoyed their previous school experience. Over three-quarters (75.5%) had positive experiences, with roughly equal numbers responding "Yes, very much" and "Yes, somewhat" (37.4% and 38.1%, respectively). Only one-quarter were negative: one in six (17.0%) "Seldom" enjoyed the experience and the remaining 7.4% "Did not enjoy it at all".

The current ABE/ College Prep enrolment was the first ABE/ College Prep experience for the vast majority, more than four in five (82.0%), of the respondents. Only 18.0% had previously enrolled in ABE classes, such as at other colleges, in community or school district programs, or in other continuing education programs.

Work/study status

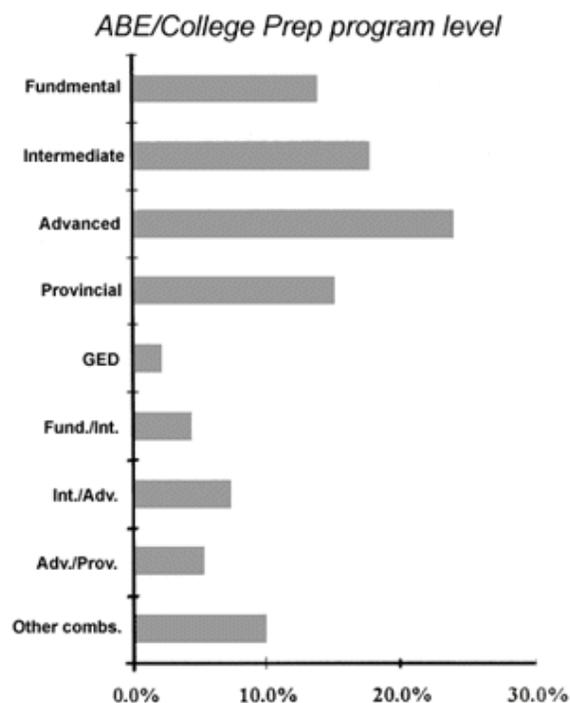
What were students' main activities during the last twelve months prior to enrolment in ABE? Half classified themselves as mainly being involved with a single activity, and half with a combination of activities. As can be seen from the table below, one in ten (11.4%) were students (mostly full-time, but a few part-time); one-quarter (25.0%) were employed, with 18.5% working 30 or more hours per week and 6.5% working less than 30 hours per week. Another 7.1% were unemployed, and 6.4% were occupied with full-time household/family duties. The other half were involved in a combination of study and family duties (2.1%), study and employment (26.2%, spread across various permutations of full- and parttime study and work), or other various activities (21.9%).

<i>Work/study status</i>	<i>n</i>	<i>%</i>
Student F/T	198	(9.6)
Student P/T	37	(1.8)
Employed P/T	133	(6.5)
Employed F/T	381	(18.5)
Unemployed/looking	100	(4.9)
Unemployed/not looking	45	(2.2)
Household F/T	132	(6.4)
P/T study, P/T family	43	(2.1)
P/T study, F/T employed	145	(7.1)
P/T study, P/T employed	133	(6.5)
F/T study, P/T employed	224	(10.9)
F/T study, F/T employed	34	(1.7)
Other	451	(21.9)
Total	2056	(100.0)

2.1.3 Program Information

Program level and intensity

Students were registered in all levels of ABE/ College Prep courses, with 14.0% in Fundamental, 17.8% in Intermediate, 24.1% in Advanced, 15.1% in Provincial, and 2.1% in GED. Also, 16.9% reported being in a "split-level" ABE/ College Prep program, with 4.4% in Fundamental/Intermediate, 7.2% in Intermediate/Advanced, and 5.3% in Advanced/Provincial. The remaining 10.0% reported taking some other combination of ABE/ College Prep classes.



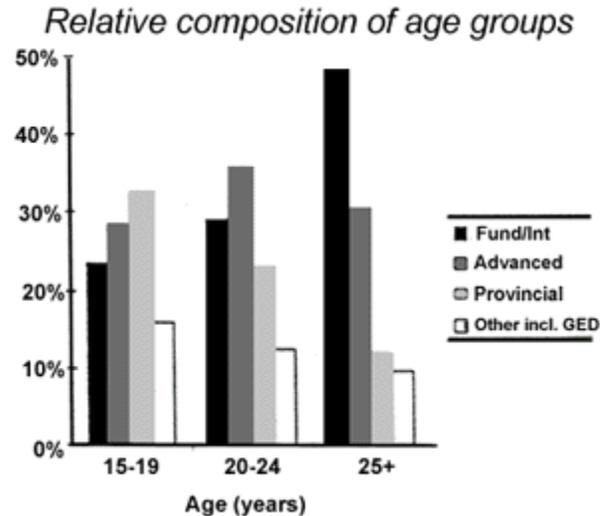
ABE/College Prep program level	n	%
Fundamental	278	(14.0)
Intermediate	354	(17.8)
Advanced	478	(24.1)
Provincial	301	(15.1)
GED	42	(2.1)
Fundamental/Intermediate	88	(4.4)
Intermediate/Advanced	143	(7.2)
Advanced/Provincial	105	(5.3)
Other	198	(10.0)
Total	1987	(100.0)

The highest level of ABE/ College Prep enrolled in is stratified in terms of age groups 15-19, 20-24 and 25 or more years old, as displayed in the table below.

Highest level enrolled \ Age	Age			Total
	15-19	20-24	25+	
Fundamental	39 (7.8%)	56 (9.5%)	179 (20.3%)	274
Intermediate	78 (15.7%)	114 (19.4%)	245 (27.8%)	437
Advanced	141 (28.3%)	211 (35.8%)	267 (30.3%)	619
Provincial	162 (32.5%)	135 (35.8%)	105 (11.9%)	402
GED	7 (1.4%)	8 (1.4%)	25 (2.8%)	40
Other	71 (14.3%)	65 (11.0%)	60 (6.8%)	196
Total	498	589	881	1968

Note: Numbers are reduced slightly due to missing ages

When Fundamental and Intermediate are grouped together and Other is extended to include GED in the following graph shows that more older students are taking the more basic courses.



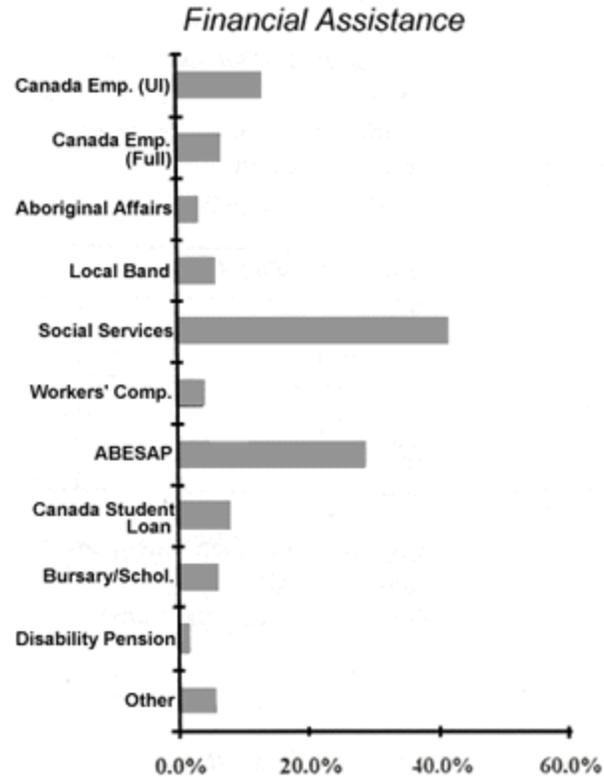
Just under one half (48.7%) of the respondents were enrolled for under ten hours per week. one in five (19.6%) for fewer than five hours per week. and another 29.1% for five to nine hours per week. At the other extreme. one in five (21.2%) were enrolled for more than 20 hours per week. The other 30.1% were enrolled in 10 to 20 hours of ABE/ College Prep classes per week.

<i>Hours attending ABE</i>	<i>n</i>	<i>%</i>
1 - 4 hours	402	(19.6)
5 - 9 hours	595	(29.1)
10 - 14 hours	303	(14.8)
15 - 20 hours	313	(15.3)
Over 20 hours	433	(21.2)
Total	2046	(100.0)

Slightly more than one-quarter (28.1%) are also taking non-ABE/ College Prep courses. (See Point of Entry open-ended questions).

Financial assistance

Expectations of financial assistance while attending ABE/ College Prep were split almost evenly: 48.7% did expect assistance. while 51.3% did not. For those who did expect financial assistance, the sources were varied. Note that the percentages reported are based on the 993 respondents who did expect to receive assistance, not the total cohort. The largest source was the Ministry of Social Services and Housing, reported by two in five (41.9%) respondents. Another 28.9% anticipated support from ABESAP and 19.8% from Canada Employment (either Unemployment Insurance or Full Sponsorship). Other sources. reported by under 10% of respondents, included: Department of Aboriginal Affairs (3.4%). Local Band (5.7%). Workers' Compensation Board (3.9%). Canada Student Loan (7.9%), Bursary/Scholarship/Grant (5.9%), and Disability Pension (1.6%); 5.5% also reported some other source. Since students could select multiple sources, the total percentage exceeds 100%.



<i>Financial assistance sources</i>	<i>n</i>	<i>%*</i>
Canada Employment (UI cheques)	132	(13.3)
Canada Employment (Full spons.)	65	(6.5)
Dept. of Aboriginal Affairs	34	(3.4)
Local Band	57	(5.7)
Ministry of Social Services	416	(41.9)
Workers' Compensation Board	39	(3.9)
ABE Student Assistance Program	287	(28.9)
Canada Student Loan	79	(7.9)
Bursary/Scholarship/Grant	59	(5.9)
Disability Pension	16	(1.6)
Other	55	(5.5)
Total	1239	(124.5)

* Percentages are based on 993 valid cases.

Current employment while enrolled in ABE/ College Prep

Two in five (41.2%) reported currently working while attending classes. Of those, the number of hours of work per week was less than 15 for about a third (30.5%), from 15 to 29 for another third (34.8%), and 30 to 40 for a quarter (24.7%). The remaining 10.0% worked more than 40 hours per week while attending school. Also, two in five (40.1%) of the employed respondents worked shiftwork.

Level of current employment	<i>n</i>	%
1 - 14 hours	259	(30.5)
15 - 29 hours	296	(34.8)
30 - 40 hours	210	(24.7)
Over 40 hours	85	(10.0)
Total	850	(100.0)

Three in five (59.1%) classified their job as permanent. just over a quarter (28.1%). classified it as temporary and 10.8% as seasonal.. 7.8% gave some other classification. Multiple selections were permitted (e.g. for the case of more than one job!), the total percentage exceeds 100% slightly suggesting that about 5% of the employed respondents reported more than one level of job status.

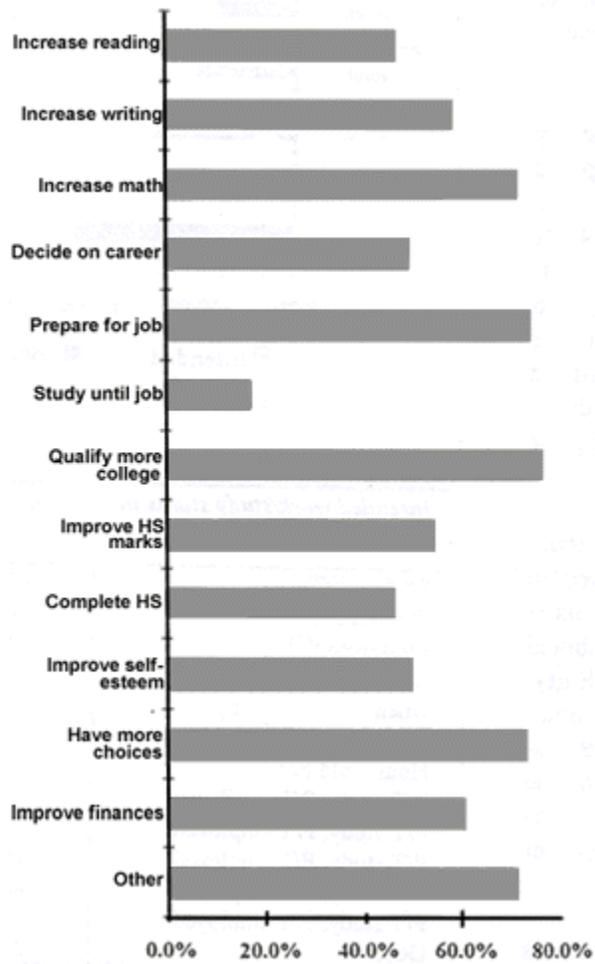
Many of the reported jobs were in typical students employment areas such as food service, tourist and service industries, and sales.

2.2 Student aims at Point of Entry

2.2.1 Goals and aims

What are the goals of ABE/ College Prep students? Respondents were asked to rate the personal importance of twelve often-stated goals of ABE/ College Prep, using a three-point scale of "Very important", "Somewhat important", or "Not at all important". About 85 to 90% of the total sample of respondents answered each item. The following graph provides a clear assessment of the relative importance of each reason.

Student goals rated "Very Important"



<i>Important student goals</i>	<i>n</i>	<i>%</i>
Qualify for more college	1481	(76.5)
Prepare for career or job	1419	(74.6)
Have more life choices	1390	(73.2)
Increase math skills	1364	(71.5)
Other	172	(70.8)
Improve financial skills	1134	(60.3)
Increase writing skills	1101	(58.3)
Improve high school marks	990	(54.6)
Improve self-esteem/confidence	926	(49.8)
Decide on career or job	903	(49.8)
Increase reading skills	886	(47.3)
Complete high school	832	(46.4)
Study until job available	298	(17.1)

(Note: Figures are the number and percent who rated an item as Very Important.)

Almost all of the twelve reasons were rated as important" by at least half of the respondents. but substantial variability can be seen. Three-quarters of the respondents saw ABE/ College Prep as a "Very important" stepping-stone to farther education, career preparation, or future plans in general. 76.5% rated "Qualify for another college program or course", 74.6% rated "Prepare for a career or job". and 73.2% rated "Have more choices in life" as "Very important". Less than 10% considered these reasons as "Not at all important".

Slightly fewer, three in five (60.3%), rated "Improve financial situation" as "Very important". Only half (49.8%) thought ABE/ College Prep was "Very important" for making a decision on a career or job. And only half (49.8%) considered improving self-esteem and confidence as "Very important". In fact, about one in five rated these three reasons as "Not at all important" (17.8%, 21.3%. and 19.1%. respectively).

Almost three-quarters (71.5%) of ABE/ College Prep students rated increasing math skills as important"; but fewer considered writing and reading skill improvement as "Very important" (58.3% and 47.3%, respectively). The importance of skill improvement is confirmed by the 54.6% who considered improving high school marks as "Very important".

Just under half (46.4%) felt ABE/ College Prep was "Very important" for completing high school. but almost the same number (41.6%) felt it was "Not at all important". Importance or unimportance presumably reflects whether the respondent had already completed high school. Only 12.0% gave this reason an ambivalent rating of "Somewhat important".

The lowest-rated reason was to study until a job becomes available, rated as "Not at all important" by over half (54.1%) of the respondents. About 10% of the sample also wrote in a wide selection of other reasons, which the majority of respondents considered "Very important" (likely explaining why they wrote in other reasons!).

Three-quarters (74.7%) responded positively that they do have a long-term occupational goal. This means, of course, that one-quarter do not!

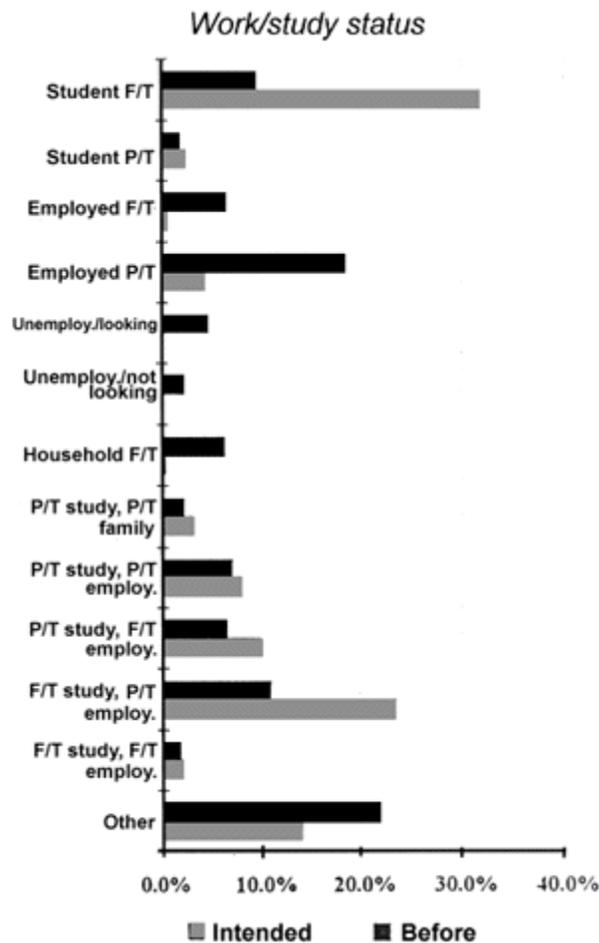
2.2.2 Intended activities

Students were asked about their intended activities 12 months after Point of Entry into ABE/ College Prep classes, a question parallel to one asking about their activities in the twelve months prior to enrolment. In general, students had optimistic views about their future activities.

About one-third (34.3%) expected to be exclusively involved as full- or part-time students, compared with only 11.4% who were already students before the current ABE/College Prep classes. Only 4.8% intended to be exclusively employed full- or part-time, compared with 25.0% at Point of Entry, who had been previously employed. Virtually no one intended to be unemployed or involved in full-time household duties, representing substantial drops from Point of Entry data for the activities of the prior twelve months, in these categories.

In addition to the "single activity" respondents, more than two in five (43.3%) intend to be involved in some combination of study and employment; this is higher than the 26.2% who were in combined study / employment situations at Point of Entry. Another 14.1% expect to be in various other combinations of activities (compared with 21.9% at Point of Entry). In total, about 80% to 90% of the respondents intended to be involved, at least part-time, in study, and 40% to 50% intend some level of employment 12 months from Point of Entry.

The following graph compares the work/study status of the cohort before the current ABE/ College Prep enrolment, with the intended status of the cohort twelve months after the Point of Entry.



<i>Intended work/study status in 12 months time</i>	<i>n</i>	<i>%</i>
Student F/T	631	(31.9)
Student P/T	48	(2.4)
Employed P/T	10	(0.5)
Employed F/T	86	(4.3)
Unemployed/looking	2	(0.1)
Unemployed/not looking	2	(0.1)
Household F/T	3	(0.2)
P/T study, P/T family	61	(3.1)
P/T study, F/T employed	158	(8.0)
P/T study, P/T employed	197	(9.9)
F/T study, P/T employed	465	(23.5)
F/T study, F/T employed	38	(1.9)
Other	280	(14.1)
Total	1981	(100.0)

Finally, of those respondents who intend to be a student 12 months after Point of Entry, almost one quarter (22.5%) plan to take more ABE/College Prep courses; 28.2% are planning for career or technical programs, 29.6% for a university level program and 6.8% for an apprenticeship, vocational or trade school program. The remaining 12.9% offered various other planned program areas.

<i>Future program in 12 months</i>	<i>n</i>	<i>%</i>
More ABE courses	420	(22.5)
Apparent./Voc./Trade school	127	(6.8)
Career or Technical program	527	(28.2)
University level program	553	(29.6)
Other	240	(12.9)
Total	1867	(100.0)

Chapter 3

The program at six months

This chapter describes the program as seen by the students, at the six month Midpoint.

The first section compares the Point of Entry profiles of the respondents and non-respondents at six months to assess possible non-responder bias. The most important difference between the groups is that the respondents are approximately a year and half older on average than the nonrespondents. There were slightly more females and slightly fewer single persons among the respondents. The other difference was that the respondents had not attended school as recently (68.7% versus 74.4% had attended within the last five years). With regard to other pre-ABE/ College Prep backgrounds, ABE/ College Prep courses pursued and finance, there was no evidence of a difference between the respondents and non-respondents.

The second section addresses questions relating to student services, course information and student life, that were asked of all respondents at the six month Midpoint. Students were asked whether they knew that various services were available, and if so, did they make use of them. A series of questions about experience in the classroom showed very high levels of satisfaction (over 80%) with pedagogic aspects, and most felt the course was taught at the tight level for them. The most frequently reported personal problems encountered during their program concerned the balance of household and family responsibilities while attending school.

Questions asked solely of the Midpoint Leavers are reported in the third section. Respondents were asked about their learning experience at the institution; most gave extremely positive ratings. They were also asked about skills improved or increased by the program; three-quarters reported improved self-confidence and about two-thirds reported increased math, writing and verbal skills.

The fourth section reports on questions about program level and study skills training asked of the Midpoint Continuers and not asked again during the follow-up survey. Percentages in each of the ABE/ College Prep levels were about the same as at Point of Entry, however, the Midpoint Continuers also reported slightly more hours of classes per, week. About four in ten had received study/learning skills training, and those that did found it useful.

The final section of this chapter compares the Point of Entry profiles of the Leavers and Continuers. It shows that the Point of Entry profiles for the two groups are quite different. The Leavers tend to be younger, taking more of the Advanced, Provincial and Other courses and more of them have workloads of 14 hours or less. Also, more of the Leavers tend to working while studying and less of them are expecting financial assistance, as compared to the Continuers.

3.1 Respondents at six months

This section briefly contrasts the Point of Entry profiles of the respondents and non-respondents at the six month Midpoint. The aim is to show that the respondents are representative of the overall cohort and point out where there may - be a possible nonresponse bias. As noted in the [Statistical Appendix](#) (§6.2), the samples are generally large, and so it is relatively easy to find a statistically significant difference that is of little practical importance. The following is based upon the 1561 six month respondents and the remaining 546 non-respondents.

3.1.1 Demographics

Age, gender and marital status

The respondents were 18 months older on average ($p=0.001$) with a mean age of 26.9 ± 0.24^1 years compared with the non-respondents' a mean age of 25.4 ± 0.35 years. There was some mild evidence ($p=0.02$) of more females among the respondents (58.9% compared to 53.0%). Similarly, there was some evidence ($p=0.05$) of fewer singles among the respondents (63.0% compared to 68.6%).

Dependents

There was no evidence of more students with dependents amongst the respondents (32.9% compared to 29.4%)

3.1.2 Previous activities (Pre-ABE/ College Prep)

Education

There was evidence ($p=0.008$) that respondents had attended school less recently. In particular, 68.7% of the respondents had attended school within the last five years compared with 74.4% of the nonrespondents. However, there was no reason to suppose there were differences between the respondents and nonrespondents with respect to taking ABE before, the type of school last attended or whether they enjoyed their last experience at school.

Work/study status

The respondents and non-respondents appeared to come from similar employment backgrounds.

3.1.3 Program information

Program level and intensity

Neither the highest level of education enrolled in., nor the hours per week of classes appeared to be different between¹ the groups. Similarly there was no difference with respect to taking non-ABE/ College Prep courses.

¹ The associated error is the standard error of the mean, as opposed to the standard deviation.

Financial Assistance

There was no evidence of a difference between the respondents and non-respondents, in their anticipation of receiving funding. This was generally confirmed, with three (UI (cheques), UI (full sponsorship), ABESAP) of the four major funders showing no differences. There was mild evidence ($p=0.04$) of the respondents being associated with less MSS funding (35.6% compared to 48.5%).

3.1.4 Non-responder bias

Given the high rate of return, and the relative lack of practical importance associated with the few statistically significant differences, there is no reason to suppose that non-responded bias will impact any of the planned analyses.

3.2 Questions asked of Leavers and Continuers at the six-month Midpoint

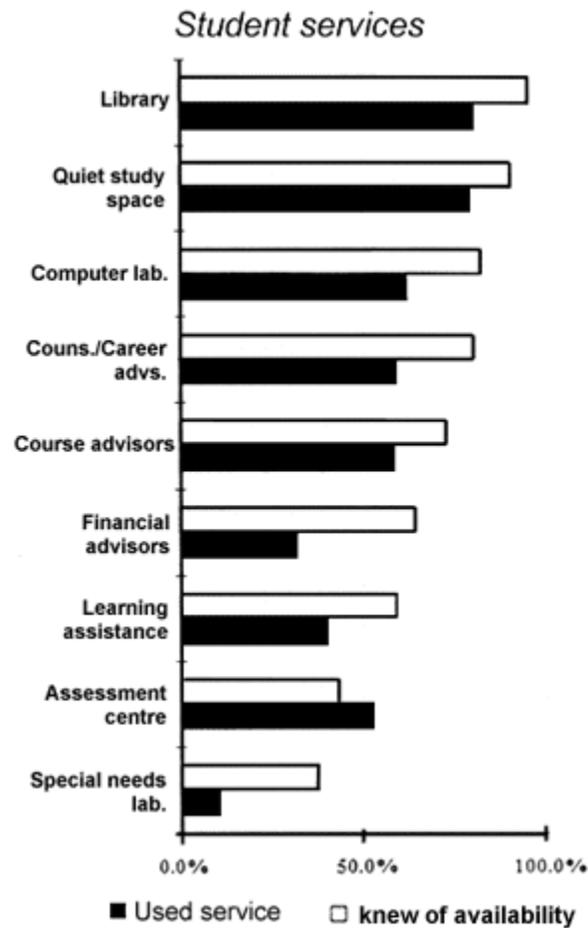
3.2.1 Student services

Both Leavers and Continuers were asked about the availability of a variety, of student services and whether the students used them. The following tables list the services from best to worst-known, and from most-used to least-used; that is. by the percentage of respondents who agreed that a service was available to them, and by the percentage of respondents who used them. Note in the following tables that the Library option was only presented in the Midpoint Continuers' survey.

<i>Knew of services available (%)</i>	<i>Yes</i>	<i>No</i>	<i>Didn't Know</i>	<i>n</i>
Library	95.0	4.2	0.9	695
Quiet study space	90.1	5.7	4.2	1415
Computer labratory	82.3	7.1	10.6	1425
Couns./Career advisors	80.1	9.3	10.61	1432
Course advisors	72.7	9.6	17.6	1441
Financial aid advisors	64.4	14.6	20.9	1420
Learning assistance	59.3	13.7	27.0	1308
Assessment centre	43.5	13.8	42.7	1406
Special needs assistance	38.1	15.3	46.6	1232

Each percentage in the following table is computed based on the number who knew that a service was available. However, not everyone who knew a service was available, responded to the "Used" question.

<i>Used services (%)</i>	<i>Yes</i>	<i>No</i>	<i>n</i>
Library	80.0	20.0	660
Quiet study space	78.6	21.4	1257
Computer labratory	61.5	38.5	1170
Couns./Career advisors	58.9	41.1	1127
Course advisors	58.3	41.7	1049
Financial aid advisors	31.8	68.2	936
Learning assistance	40.4	59.6	765
Assessment centre	52.1	47.9	651
Special needs assistance	10.6	89.4	451



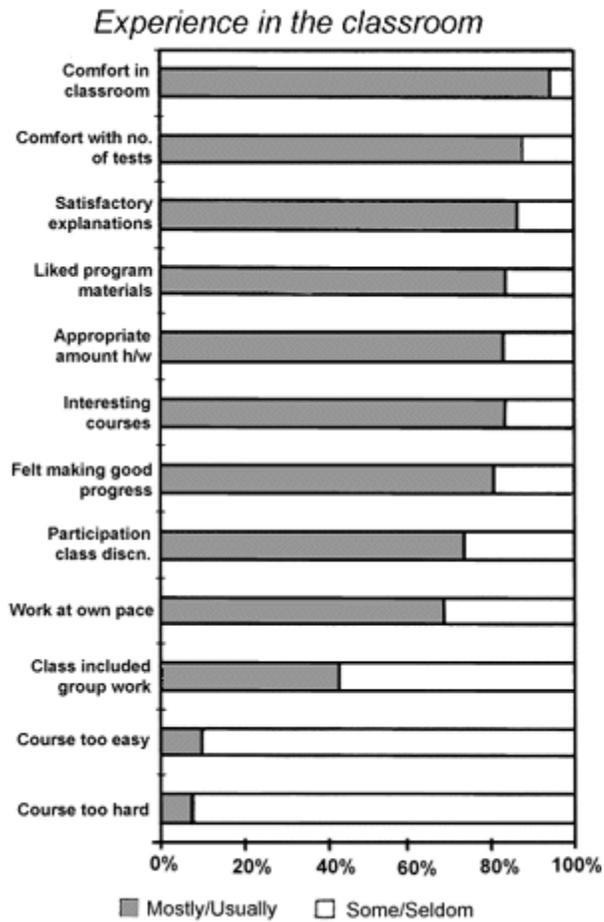
Nine in ten (90.1%) students knew that quiet study space was available to them, and over three-quarter of these students made use of the study space. Slightly fewer knew that Counsellor/Career Advisor and Course Advisors were available (80.1% and 72.7% respectively), and of those who knew, about six in ten used the services (58.9% and 58.3% respectively). Almost two thirds (64.4%) said that Financial Aid Advisors were available, but only one-third of these students actually used the Financial Aid Advisors. About six in ten (59.3%) knew that learning assistance was available and only 40.4% these students used it. Less than half (43.5%) were aware of the availability of the Assessment Centre and of these, about half (52.1%) made use of it. And finally, a little more than one-third (38.1%) knew about Special Needs Assistance, but only one in ten (10.6%) who knew it was available actually used it.

3.2.2 Course information

Respondents answered a series of thirteen questions about their experience in the classroom, using a four-point scale. For ease of understanding, the scale has been collapsed into two categories: "Mostly/Usually" and "Sometimes/Seldom".

Overall, students gave very high ratings of their classroom experiences. Virtually all (94.2%) were mostly or usually comfortable in the classroom. Pedagogic aspects were rated highly, with over 80% of the respondents being mostly or usually satisfied with course content, program materials, testing schedule, instructors' explanations, and amount of homework. About 70% said they mostly or usually participated in class discussions and were able to work at their own pace. Fewer than half said their class included group work.

The students felt the course content was appropriate. Only 10% felt the course was mostly or usually too easy, and less than 10% thought it was too difficult. Overall, about 80% of the respondents felt they were making good progress.



<i>Experience in the classroom (%)</i>	<i>Mostly/ Usually</i>	<i>Some/ Seldom</i>	<i>n</i>
Comfort in the classroom	94.2	5.8	1550
Comfort with number of tests	87.9	12.1	1535
Satisfactory explanations	86.7	13.3	1538
Liked program materials	83.9	16.1	1520
Appropriate amount h/work	83.5	16.5	1532
Interesting course content	83.3	16.2	1529
Felt making good progress	80.9	19.1	1519
Participation in class discns.	73.8	26.2	1537
Work at own pace	68.8	31.2	1523
Class included group work	43.3	56.7	1522
Course was too easy	10.7	89.3	1193
Course was too hard	8.1	91.9	1517

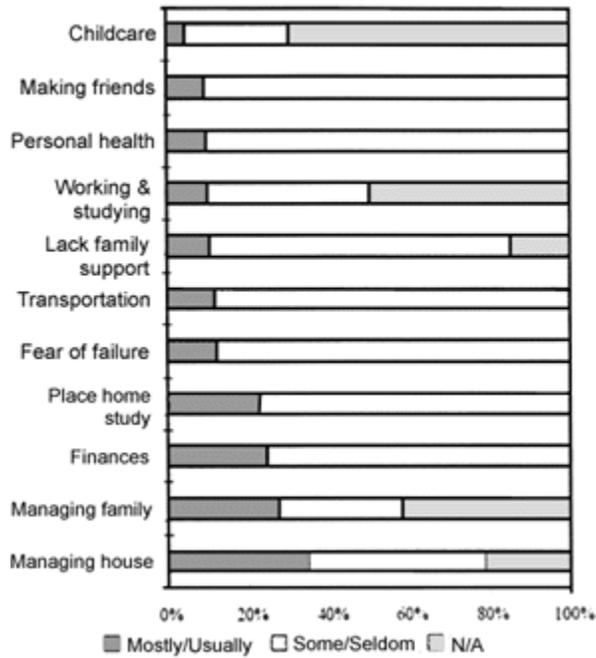
3.2.3 Student life

Respondents were also asked about personal problems experienced while enrolled in an ABE course. Once again, for ease of understanding, the four-point response scale has been collapsed into two categories: "Mostly/ Usually" and "Sometimes/ Seldom". Responses of N/A were combined with the "Sometimes/Seldom" category.

The most encountered problems concerned balancing household and family responsibilities while attending school; this was mostly or usually a problem for about one-third (34.8% and 27.1%) of the respondents. Also, about one-quarter (24.6%) reported that finances were mostly or usually a problem. Balancing home and school also appeared for almost one-quarter (22.4%) who reported mostly or usually having problems finding a quiet place at home to study.

Fear of not succeeding was a frequent problem for about one in eight (12.3%) respondents. Transportation was also mostly or usually a problem for one in eight (12.0%) respondents. Most respondents had spousal/family support, with only 10% reporting the lack of such support as a usual problem. Other less frequently reported problems (reported by fewer than 10% of respondents) were: working while attending classes, personal health concerns, making friends in ABE/ College Prep, and childcare arrangements.

Problems encountered



<i>Personal problems encountered during ABE/College Prep (%)</i>	<i>Mostly/ Usually</i>	<i>Some/ Seldom</i>	<i>N/A</i>	<i>n</i>
Managing home rep.	34.8	44.3	20.9	1525
Managing family rep.	27.1	31.3	41.6	1529
Finances	24.6	75.3	-	1468
Quiet home study	22.4	77.6	-	1478
Fear of not succeeding	12.3	87.7	-	1490
Transportation	12.0	88.0	-	1427
No spouse/fam. support	10.3	75.3	14.4	1503
Working & studying	9.9	40.3	49.8	1507
Personal health	9.6	90.3	-	1439
Making friends in ABE	8.9	91.1	-	1443
Childcare	4.5	26.3	69.2	1507

3.3 Questions asked of Leavers only at the six-month Midpoint

This section addresses questions asked of Leavers only and which were not asked again during the Follow-up survey. That is, it provides additional information collected only at the Midpoint of the project from a group of 695 Leavers.

3.3.1 Learning experience with the institution

Respondents were asked to answer a series of nine questions about their experience at the institution, using a four-point scale. For ease of understanding, the scale has been collapsed into two categories: "Mostly/Usually" and "Sometimes/Seldom". Overall, Leavers gave extremely positive ratings of their experiences at their institutions. Class location was mostly or usually suitable for over 95% of the respondents, and 95% could mostly or usually find their way around the institution. Also, over 95% mostly or usually felt welcome at the institution. However, respondents were evenly split on whether they had received an orientation; about 53% had, and 47% had not.

Availability of material about courses was also highly rated. About 90% were mostly or usually able to get the course information they needed. About 85% mostly or usually found the registration hours convenient, and found other services available when they were needed.

A somewhat contradictory finding is that, while 83% thought class times were mostly or usually appropriate, about 30% also responded that a different schedule would have been mostly or usually better.

<i>Experience at institution (%)</i>	<i>Mostly/ Usually</i>	<i>Some/ Seldom</i>	<i>n</i>
Suitability of class location	95.5	4.5	695
Could find way around	94.9	5.1	694
Felt welcome at the institution	93.4	4.6	695
Given an orientation	53.8	46.2	695
Able to get needed course info	90.0	10.0	695
Convenient registration hours	84.6	15.4	694
Other services available	84.6	15.4	669
Appropriateness of class times	84.4	15.6	695
Preferred different schedule	31.4	68.6	695

Note that since the cohort was defined as those people who got as far as completing a Point of Entry survey, there could be some self selection bias associated with this and other similar questions. That is, students who were unable to get information, or for whom home problems seemed unsurmountable and did not register; were not surveyed.

3.3.2 Skills improved or increased by ABE program

Three-quarters (74.1%) of the Midpoint Leavers felt that ABE had improved their self-confidence. Over two thirds (69.9%) reporting having improved math skills; 60.0% improved writing skills.. 58.1% improved verbal skills and 53. 1% increased reading ability.

About four in ten (39.9%) reported increased science knowledge; about a third (34.0%) felt their understanding of world events had increased due to ABE/ College Prep; and just under a third (31.4%) reported improved computer skills.

For math, computer and writing skills, reading ability, and science knowledge, respondents could answer N/A if their courses or program did not address these skills. About half the respondents who did not report an improvement or increase in any of these areas selected N/A rather than "No Improvement/Increase".

Skill area (%)	Mostly/ Usually	Some/ Seldom	N/A	n
Self-confidence	74.1	25.9	-	644
Math skills	69.9	13.7	16.4	695
Writing skills	60.0	18.3	21.7	695
Verbal skills	58.1	41.9	-	694
Reading ability	53.1	25.0	21.9	695
Science knowledge	39.9	20.0	40.1	695
World knowledge	34.0	65.9	-	694
Computer skills	31.4	28.3	40.3	695
Other	5.6	59.5	34.9	691

3.4 Questions asked of Continuers only at the six-month midpoint

This section addresses questions asked of Continuers only, and which were not asked again during the Followup survey. That is, it provides additional information collected only at the Midpoint of the project. This section is based on a sample of 869 Continuers.

3.4.1 Program level and intensity

Students still represented the spectrum of ABE/College Prep levels, with 12.3% in Fundamental, 16.4% in Intermediate, 25.3% in Advanced, 18.5% in provincial, and 1.3% in GED. Also, 19.2% reported combined levels, with 3.0% in Fundamental/Intermediate, 7.6% in Intermediate/Advanced and 8.6% in Advanced/Provincial; 6.8% reported some other level of ABE/College Prep classes. These percentages are very close to those reported by the whole sample at Point of Entry, with none differing by more than 3%.

Similar, but not identical, to Point of Entry data is the number of hours of enrolment in ABE/ College Prep classes. At six months, about one in five (22.9%) Continuers were still enrolled for more than 20 hours per week, the same as at Point of Entry. About one third (35.6%) were enrolled in 10 to 20 hours of ABE/ College Prep classes per week, up from 30.1% at Point of Entry. This is matched by a decrease in the percentage enrolled for under ten hours per week - 41.5% of the Continuers compared with 48.7% at Point of Entry. That is, Commuters had slightly more participation in ABE/ College Prep, as measured by hours of classes per week.

This observation is confirmed by noting that half (49.5%) of the respondents reported being in a different level of ABE/ College Prep than when they started the program. The overwhelming majority (91.7%) changed levels because they completed the previous level; only 3.2% reported that the change was due to incorrect assessment/placement and 5.1% reported various other reasons. The greater number of hours of classes per week may be due to the higher level courses actually requiring more hours per week.

Also, 30.7% reported taking non-ABE/ College Prep courses in addition, compared with 28.1% of the full sample at Point of Entry. Of those, almost half sample at Point of Entry (48.5%) are taking University Level or University Transfer courses; 13.1% are taking English Language Training and 13.1% are in Career or Technical programs. Small numbers are in Distance Education or Apprenticeship/ Vocational programs (2.7% and 6.5%, respectively); 18.1% also reported taking various other non-ABE/ College Prep courses, including community and general interest courses. The total percentage is slightly more than 100% since a handful of students are taking non-ABE courses of more than one type.

<i>Type of non-ABE course</i>	<i>%</i>	<i>n</i>
Apprent./Voc./Trade School	2.7	7
Career/Technical	13.1	34
English Language Training	13.1	34
University Level/Transfer	48.5	126
Correspondence/Distance Ed.	6.5	17
Other	18.1	47

(Percentages are based on 260 Continuers who reported taking non-ABE/ College Prep courses.)

3.4.3 Study skills training

Four in ten (40.4%) of Continuers reported receiving some training in study/learning skills. Of these, the majority (60.1%) received it as part of an ABE College Prep course; 23.2% got study skills training through a workshop or seminar, 10.3% as a credit course, and 20.5% through various other source Respondents could report multiple sources, so the total percentage exceeds 100%. Most responder (89.6%) found their new study/learning skills useful.

(Percentages are based on 341 Continuers reported receiving study skills training.)

<i>Where received study skills</i>	<i>%</i>	<i>n</i>
In a workshop/seminar	23.2	79
In a credit course	10.3	35
As part of an ABE course	60.1	205
Other	20.5	70

Other Program Information

One-quarter (26.4%) of the Midpoint Continuers reported that their occupational goal had changed since they began ABE/College Prep. Almost one third (30.4%) reported that they had thought of quitting.

3.5 Comparison of those in and those not in the program at the Midpoint

The following section considers . factors that differentiate between those in the program at the Midpoint (Continuers) and those no longer in the program (Leavers). As we do not know whether they decided initially to enroll in a longer program or chose to continue, no causal reasoning should be attempted. In other words, we cannot say that a factor (e.g. time since last attending school) was a reason for them choosing a "longer" program.

3.5.1 Demographics

Age, gender and marital status

Leavers were significantly younger ($p=0.0001$) (mean age = 24.9 ± 0.32^2 years) than Continuers (mean age, = 28.4 ± 0.34 years).

Female students were as likely as male students to continue. There was no evidence to suggest that single students were more likely to leave. However, those that were married or in common-law relationships were more likely to continue; six in ten (60.1%) did. Similarly, those that were widowed or separated were more likely to continue; nearly seven in ten (68.6%) did.

Dependents

Nearly two-thirds (64.8%) of those with dependents continued, while those without dependents were equally split between the Continuers and Leavers. The likelihood of continuing increased with the number of dependents.

² The associated error is the standard error of the mean, as opposed to the standard deviation.

3.5.2 Previous activities (Pre ABE/College Prep)

Education

The chance of continuing increased steadily ($p=0.00001$) with the time since last attending school; with a person 21 or more years away from school being twice as likely to continue (81.5% did) as opposed to a person at school within the last year (46.1% did).

Those who were last enrolled in more basic programs were more likely to continue, with over eight in ten (84.0%) with Elementary education continuing, in comparison to about half (54.1%) with College education. Those with "Other" education were in the middle at 60.4%.

There was some evidence ($p=0.003$) that those who did not enjoy their last experience at school were more likely to opt for the longer programs, with over six in ten (61.3%) choosing to do so as opposed to only one half (53.6%), who enjoyed their last experience.

Previous enrolment in ABE/College Prep programs had no bearing on whether they chose to continue or leave.

Work/study status

What activities in the twelve months prior to enrolment were associated with students continuing? The highest "continuation rates" were among parttime students (72.0% continued), persons unemployed but looking for work (72.0% continued) and those with full-time household responsibilities (72.4% continued). Those citing "other" as an activity were also more likely to continue (60.0% did), while those that were doing fulltime study and had part-time employment were less likely to continue (41.4% did). All other prior activities appeared to have no association with continuing/leaving.

3.5.3 Program Information

Program level and intensity

There was an obvious ($p=0.00001$) trend to continue if the programs chosen were of a more basic nature. For instance, nearly three-quarters (73.8%) of those enrolled in Fundamental programs continued whereas less than half (45.3%) of those enrolled in Provincial level education continued.

Students were more likely to continue in proportion to hours per week. For instance, less than one half (46.4%) of those attending one to four hours per week continued, while approximately two-thirds (68.9%) of those attending 20 hours or more continued.

Students were much less likely to continue if they were taking non-ABE/ College Prep courses. In fact, of those taking non-ABE/ College Prep courses, only four in ten (40.3%) continued, whereas six in ten (61.6%) of those taking purely ABE/College Prep courses continued.

Financial Assistance

Students indicating at enrolment that they expected to receive financial assistance tended to be associated with longer programs. Approximately two-thirds (65.2%) of those expecting assistance continued, compared with less than half (46.3%) who did not expect assistance.

The probability of continuing varied somewhat among the expected sources of funding. Those expecting funding from Canada Employment (either Unemployment Insurance or Full Sponsorship) (81.2% continued) and from Disability Pension (81.8% continued) had the highest chance of continuing. This was followed by Local Bands source (71.8%). Students expecting funding from the Ministry of Social Services and ABESAP were more likely to continue (67.9% and 66.7% did respectively), while 63.0% of those expecting funding from Aboriginal Affairs continued. Workers' Compensation Board, Scholarships/Bursaries/etc. and Other funding expectation made no difference to continuing or leaving. On the other hand, students obtaining funding from Canada Student Loan (n=29) were less likely to continue (28.8% did),.

The association between actual funding and continuing was similar to that with the anticipated funding, with 56.8% of students receiving funding choosing to continue. With respect to the major funding sources over eight in ten (80.8%) with Canada Employment funding continued, while nearly six in ten with Ministry of Social Service funding (57.5%) or ABESAP (58.9%) continued.

There was mild evidence ($p=0.04$) of differences between Continuers and Leavers in their perceptions of the adequacy of the funding they received. Over two thirds (68.8%) of those who considered their funding partially adequate continued; however only approximately half (54.5%) who considered their funding either adequate or inadequate continued.

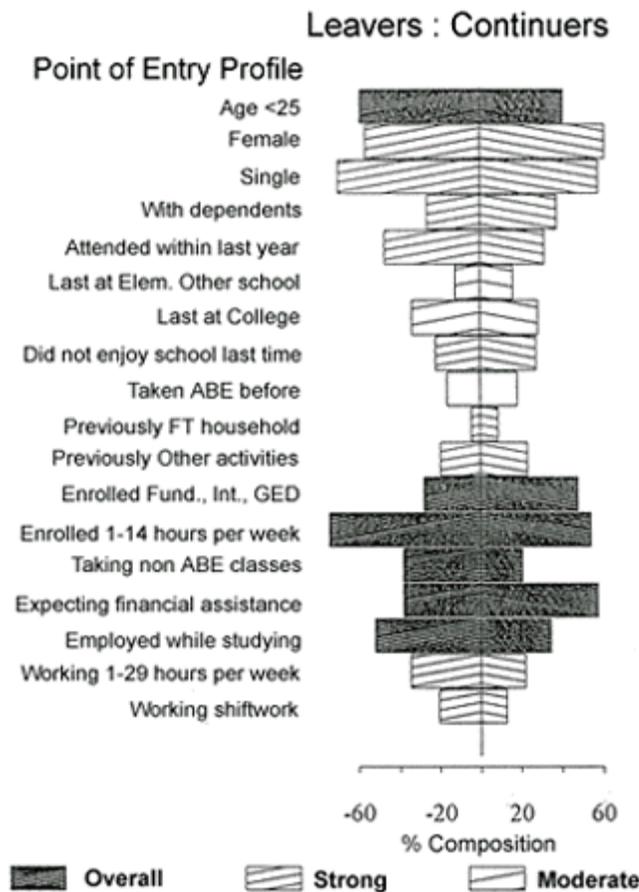
3.5.4 Summary of Point of Entry association with Leavers and Continuers

As mentioned in the [Point of Entry](#) (2.1.1) the age, gender, marital status and dependents demographic factors are all inter related. So it is natural to expect that while the composition of each factor is highly statistically different between Leavers and Continuers, it may be possible to differentiate between them by using just a few of these factors. In fact, age alone is sufficient to account for all the differences between Continuers and Leavers.

The mirror bar graph below shows the Point of Entry profiles for the Leavers and Continuers. Angled shading is used to mark those variables that are individually different between the two groups. As described in the [Statistical Appendix](#) (§6.2) *moderate* differences are where test p-values are in the range 0.001+ to 0.01 and *strong* evidence of differences occurs with p-values in the range 0.0001 to 0.001. When these Point of Entry variables are taken as a group, in a similar manner to the demographic variables, the variables that are needed *overall*, to differentiate between the Leavers and Continuers turn out to be:

- Age
- Level of ABE/ College Prep enrolled in
- Course hours per week
- Non-ABE/ College Prep courses in program
- Expecting financial assistance
- Employed while studying

These variables which also provided strong individual evidence are marked with the dark shading corresponding to *overall* in the legend. In particular, the levels Advanced, Provincial and Other are significantly higher in the Leavers, while significantly more Leavers have course loads of 14 or less hours per week. Thus the main factors differentiating the Leavers and Continuers appear to be summarized in terms of their age, all the factors relating to their current courses, whether they are expecting finance and whether they are employed while studying.



Note that strong and moderate refer to the types of differences when the variables are considered singly (univariately), while overall refers to the group of variables that accounts for the overall difference when all variables are considered together (multivariately).

Chapter 4

The ABE/College Prep program outcome at 13 months

The outcome, completion of some or a# of the student's courses, forms the basis of this chapter. Empirical knowledge has long suggested that there are differences between short and long term attendees, both in the nature of the composition of the groups (e.g. age) and the factors affecting their outcomes. Given the categorization of attendance used in the survey questionnaires, the split of 0-6 months versus 7-13+ months was used.



The factors associated with the completion of those attending 0-6 months only are described in the first section of this chapter. It turns out that this group, which has an overall completion rate of 68.0%, is extremely heterogeneous with respect to the factors that may be related to completion. In fact, there are highly statistically significant differences between the levels of most of the demographic, prior education and employment, current course program and

intensity, and concurrent employment factors. When the Point of Entry factors are taken as a group, those factors that differentiate overall between the completers and non-completers appear to be type of school last attended, enjoyment of the last school experience, the highest level of ABE/College Prep enrolled in, taking non ABE/ College Prep courses, and the number of hours concurrently worked per week.

The second section describes the factors related to the completion rates of the 7-13+ month attendees, whose overall completion rate was 88.6%. In strict contrast to the 0-6 months group, there appeared very few factors related to the completion rates. In fact, only the individual factors (the last type of school attended, enjoyment of it and the highest level of ABE/College Prep enrolled in) were associated with the completion rates for this group, could be reduced to just considering those taking Intermediate or lower programs versus higher level programs.

The third section of this chapter compares the 0-6 months and 7-13+ months groups. As was known from teaching experience, the group was different for most of the factors considered in the survey (i.e. demographic, prior and current education and employment). When the Point of Entry factors were considered as a group, those that were most important were age, highest level of ABE/ College Prep enrolled in, having taken ABE before, taking non-ABE/ College Prep course and the level of concurrent employment.

Finally, the reader is advised to read the cautions in Chapter One, regarding the accuracy and comparison of completion rates, reported as percentages. In particular, a confidence interval should always be quoted with a completion rate and percentages can only be informally compared, bearing in mind the widths of the confidence intervals. One further caution is that causality, although perhaps implied indirectly in some statements in this chapter, cannot be inferred. Only a designed experiment, or other corroborating evidence, can be used to infer a mechanism causing the association or difference observed.

4.1 Comparison of completers and non completers for those attending 0-6 months (n=855)

The overall completion rate was 68.0%. There was evidence of a very strong association between completion and attending classes for this group, with 97.1% attending among those who completed in contrast to 85.8% among those who did not complete some or all of their courses.

4.1.1 Demographics

Age, gender and marital status

Younger students were more likely to complete ($p=0.0004$) with more than seven in ten (72.4%) of those aged less than twenty-five completing, as opposed to only six in ten (60.5%) of those that were older. Gender had no effect upon completion. It is noticeable ($p=0.002$) that nearly three-quarters (71.4%) of those that were single completed as compared to only six in ten (59.3%) among the rest.

Dependents

Those with dependents were much less likely ($p=0.0001$) to complete. In fact, while only six in ten (57.3%) with dependents completed, slightly over seven in ten (72.4%) of those without dependents completed. There was no evidence to suggest that the number of dependents influenced the completion rate.

Changes while in the program

A change in residence did not appear to have any effect upon completion, and there was mild evidence ($p=0.03$) that students having a change in relationship experienced a lower completion-rate (61.5% compared to 72.8%). However, there was marked evidence ($p=0.0001$) that "Other" Changes may have caused students to fail to complete some or all of their courses. Specifically, only half (51.7%) with "Other" changes managed to complete, while three-quarters (75.4%) of those without "Other" changes managed to complete. The "Other" changes consisted of items such as bereavement, major health problems, work related changes, etc.

4.1.2 Previous activities (Pre-ABE/College Prep)

Education

As time since last attending school increased, the completion rate dropped ($p=0.0001$) as follows :

<i>Last attended</i>	<i>Completion rate</i>	<i>n</i>
Within the last year	75.9%	381
1-2 years ago	68.9%	151
3-5 " "	52.7%	112
6-10 " "	67.1%	79
11+ " "	56.6%	29
Total	67.8%	852

Note that the lowest completion rate is amongst those that last attended school 3-5 years ago.

There is no evidence to suggest that the type of school last attended had any effect on the completion rate of these students.

There is strong reason ($p=0.0001$) to support the conclusion that those students who enjoyed (totally or somewhat) their last experience at school were more likely to complete. In particular, nearly three quarters (71.7%) of those who enjoyed their last experience completed, compared to slightly more than half (53.8%) of those who did not enjoy school.

Previous enrolment in ABE/College Prep. appeared to have no effect upon completion rate.

Work/study status

Activities in the twelve months prior to enrolment had an impact ($p=0.006$) on completion rate. Higher completion rates were observed among the previously full-time students who were working as well and among those studying part-time while running a household. The lowest completion rate was for those non-students who had been unemployed during the period.

Activity in previous 13 months	Completion rate	n
FT study and FT work	88.9%	18
FT study and PT work	82.9%	117
PT study and PT family	78.9%	19
Student full-time (FT)	70.7%	75
Employed part-time	68.4%	57
PT study and PT work	68.3%	63
PT study and FT work	67.2%	61
Other combinations	64.8%	165
Household full-time	63.4%	41
Employed full-time	61.6%	164
Student part-time (PT)	55.6%	9
Unemployed/looking	53.6%	28
Unemployed/not looking	50.0%	22
Total	67.8%	839

4.1.3 Program information

Program level and intensity

The completion rates among these 0-6 months attendance students increased markedly ($p=0.0001$) with the level of the program they were taking, with only half (47.5%) completing some or all of their Fundamental courses, while over three-quarters (76.7%) of those taking Provincial courses completed some or all of their courses.

Highest level of program enrolled in	Completion rate	n
Fundamental	47.5%	80
Intermediate	62.5%	152
Advanced	69.0%	277
Provincial	76.7%	180
GED	58.5%	17
Atypical combinations	81.0%	105
Total	68.7%	811

There was no evidence of a possible linkage between completion rate and hours attended for these students.

It is noticeable ($p=0.000.01$) that nearly eight out of ten (79.1%) students taking non ABE courses completed, while only six out ten (61.2%) taking just ABE/ College Prep courses completed.

Also of note, is the fact that there was no relationship between the completion rates of these students and the reasons they gave for enrolling (e.g. to increase reading skills, improve finances, etc.).

Financial assistance

There is evidence ($p=0.01$) that those who did not expect to receive funding did better, with 70.9% completing; as opposed to 62.1% of those who expected to receive funding.

There appeared no differences among the completion rates of students, when viewed in terms of the ir expected sources of funding, with students anticipating funding from ABESAP, Nfinistry of Social Services, Workers' Compensation Board and Local Band sources having completion rates in the range 46% to 58% in contrast to the others which have rates in the range of 68% to 76%.

Expected source of funding	Completion rate	n
Canada Employment (UI cheques)	75.9%	29
Aboriginal Affairs	73.3%	15
Other	72.0%	25
UI full sponsorship	70.0%	10
Canada Student Loan	70.0%	47
Scholarship/Bursary/...	68.0%	25
ABESAP	57.5%	87
Ministry of Social Services	54.8%	115
Workers' Compensation Board	52.6%	19
Local band	46.2%	13
Disability Pension		2
Total		387

There is mild evidence ($p=0.05$) that those who actually did not receive funding did better, which supports the association noted with the expectation of receiving funding. In particular, seven in ten (70.2%) who did not receive funding, completed-, while only a little over six in ten (63.5%) who received funding completed.

The association between the source of actual funding and completion was similar to that with the expected source. Again, considering the four major sources, those students funded by unemployment insurance (not full sponsorship) had higher completion rates with over eight in ten (81.8%) completing as opposed to six in ten (56.9%) from the other sources.

Actual source of funding	Completion rate	n
Unemployment Insurance (UI)	81.8%	22
UI full sponsorship	66.7%	6
Ministry of Social Services	51.9%	104
ABESAP	63.8%	69

There was no reason to suppose completion rates for these students were related to the adequacy of funding.

Of the 365 reasons cited for not completing some or all of their courses, the following are the major reasons listed in order of frequency.

Reason for non completion	%	n
Other reasons	22.8%	83
Got a job	13.4%	49
Health	12.1%	44
Too busy	10.1%	37
Finance	7.1%	26
Too hard	6.9%	25
Not needed	6.0%	22
Childcare difficulties	4.1%	15
Conflicts with job	3.0%	11
Miscellaneous	14.5%	48
Total	100.0%	365

4.1.4 Current and Future Education

Current education (i.e. different program after ABE/College Prep)

Students still currently studying showed much higher ($p=0.00001$) completion rate than those who were now involved in some other activity. Specifically, over eight in ten (83.6%) still studying completed some or all of their courses, in contrast to approximately half (53.7%) of those no longer studying. The fact that the study may currently be full-time or part-time was weakly associated ($p=0.04$) with completion rates, with 87.0% completion rate for full-time versus 78.6% for part-time.

The students' current program appeared to be indicative ($p=0.001$) of their ABE/ College Prep completion rates, with those choosing Career/Technical and University options having higher completion rates.

<i>Current program enrolled in</i>	<i>Completion rate</i>	<i>n</i>
Career/Technical	90.6%	96
University	88.8%	152
More ABE	73.5%	83
App./Voc./Trade	71.0%	38
ESL/ELT		4
Total	84.2%	373

Future education plans

There was no evidence of a difference in completion rates between those intending to return to school and those not intending to return.

Of the 451 students who specified a time for returning to school, 334 were within one year. Those students intending to return sooner (e.g. within 0-3 months) had lower completion rates. The following are the completion rates associated with the times.

<i>Intention to return</i>	<i>Completion rate</i>	<i>n</i>
0-3 months	52.5%	122
4-12 months	64.2%	212
Don't know	44.6%	56
1-5 years	65.7%	35
When can afford	52.6%	20
Miscellaneous	14.3%	7
Total	57.4%	451

In looking at the subset of those students who intended to re-enrol, the reasons they gave for not completing, were pervasive and unfocussed.

Those with better completion rates intend to go on to University or Career/Technical education.

<i>Future program intended</i>	<i>Completion rate</i>	<i>n</i>
Career/Technical	76.0%	104
University	68.7%	67
App./Voc./Trade	59.3%	54
More ABE	46.2%	186
ESL/ELT	30.0%	10
Total	58.4%	421

Of those intending to return to school, nearly twothirds (62%) intended to return to the same institution.

4.1.5 Current employment/ unemployment

Current employment status did not appear to be associated with completion rates for these students.

Employment

Those students whose current jobs had longer hours were also the ones with lower completion rates ($p=0.0007$).

Hours employed	Completion rate	n
1-14 hours per week	80.9%	89
15-29 hours per week	73.9%	142
30-40 hours per week	67.2%	204
41+ hours per week	52.8%	72
Total	69.4%	507

Shift-work had no association with the completion rates.

The coding of current employment was revised and improved in later surveys. In this analysis similar items were reconciled where this was possible. However, despite the lack of consistency, it does appear those who now have "temporary" jobs were somewhat more likely to -have had a higher completion rate ($p=0.05$).

Type of current employment	Completion rate	n
Temporary	81.1%	127
Casual/relief/etc.	72.2%	97
Contract	69.0%	29
Permanent	67.2%	329
Family business	65.7%	35
Seasonal	60.4%	48
Total	70.0%	665

Future plans for those employed

Those contemplating change in employment had the highest success rates.

<i>Employed future plans</i>	<i>Completion rate</i>	<i>n</i>
Work & go to school	81.3%	166
Look for another job	73.9%	23
Change occupation	72.3%	101
Quit → school	71.9%	57
Continue present	57.4%	94
Other	57.1%	14
Don't know	46.2%	24
Quit → unemployed	0.0%	0
Total		507

Unemployment

Of those students currently unemployed (348), those permanently laid off and those currently study, had the highest ABE/College Prep completion rates.

<i>Unemployment reason</i>	<i>Completion rate</i>	<i>n</i>
Permanently laid off	100%	5
Attending school	87.2%	133
Other	70.0%	30
Unable to find work	60.0%	55
Disability	60.0%	10
Have not tried	60.0%	5
Miscellaneous	57.1%	5
Temporarily laid off	55.6%	9
FT home	50.0%	40
Need more education	36.4%	33
Health problems self	19.0%	21
Total	65.8%	346

The highest completion rates among those unemployed were with those continuing with studies and continuing/looking, while the lowest was with those contemplating changing careers.

<i>Unemployed future plans</i>	<i>Completion rate</i>	<i>n</i>
Continue with studies	71.0%	231
Other	66.7%	19
Continue looking	62.3%	53
Stay home with family	56.3%	16
Don't know	48.0%	25
Change occupation	35.7%	14
Total	65.8%	348

4.1.6 Student evaluation of the program

Interestingly, the reasons the students gave for initially enrolling (e.g. increase maths. improves finances. etc.) were not mirrored by their thoughts on what they had achieved from the course. Furthermore, there no agreement either between the initial enrollment reasons and those at the Midpoint. save for completing high school.

There was considerable evidence ($p=0.00001$) of an association between the completion rate and the reported degree of usefulness of ABE/ College Prep.

<i>Did you get what you wanted from the ABE/College Prep program?</i>	<i>Completion rate</i>	<i>n</i>
Yes	86.0%	484
Yes/somewhat	55.6%	234
No	25.5%	137
Total		855

With a similar natural reasoning, those that would recommend it to a friend had a much higher ($p=0.00002$) completion rate (69.9%) than the non-recommenders (43.3%)

4.1.7 Summary of Point of Entry association with completion rates

Previous sections have compared completion rates for those attending 0-6 months, from the perspective of most of the Point of Entry variables. This is summarized in the following Mirror graph, which indicates some of the more pronounced differences in completion rates between levels of the individual variables. Using age as an example, 72.4% of those under 25 years of age completed as opposed to 60.5% of those aged 25 or over. Some variables, such as last school attended, have multiple levels and so only the most pronounced. or illustrative contrast is displayed - the reader is referred to the previous sections for more detail.

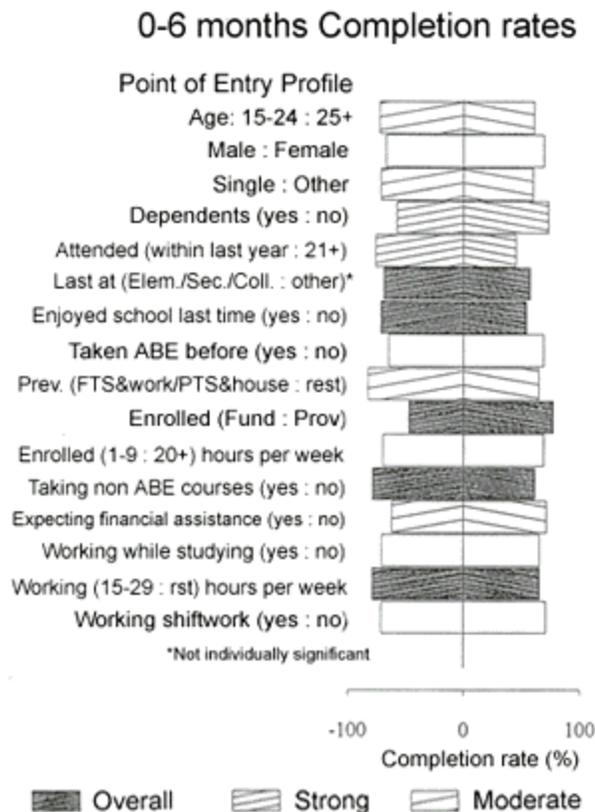
Angled shading is used to mark those variables whose levels had different completion rates. As described in more detail in the [Statistical Appendix](#) (§6.2), *moderate* differences correspond to test p-values in the range 0.001+ to 0.01, while strong evidence corresponds to p-values in the range 0.0001 to 0.01

When the Point of Entry variables are taken as a group. the variables whose levels differentiate those who completed from those who failed to complete are as follows

- last type of school attended
- enjoyment of last school experience
- highest level of education enrolled in
- taking non-ABE / College Prep courses
- hours worked per week while studying

In particular, the Other types of previous school were important in differentiation, as were Advanced, Provincial and Other enrolments, together with working 15-29 hours versus not at all or other hours. These variables, which provided overall differentiation are marked with the dark shading corresponding to *overall* in the legend. Note that in all but one case, those variables that provided overall differentiation were also strong individual differentiators. The exception was the type of last schooling, whose levels had no differences in completion rates.

Note also that the differences in the completion rates between the levels of the variables in the overall comparison are not necessarily the same as when the variables are examined individually. That is due to the inter-relationships between the variable and is discussed in more detail under logistic regression in the [Statistical Appendix](#) (§6.2).



Note that strong and moderate refer to the types of differences when the variables are considered singly (univariately), while overall refers to the group of variables that accounts for the overall difference when all variables are considered together.

4.2 Comparison of completers and noncompleters for those in the program 7-13+ months (n=696)

The overall completion rate for those attending 7-13+ months was 88.6%. Again, attending classes was associated ($p=0.002$) with higher completion rates, with 97.6% of those attending classes completing some or all of their courses, in contrast to only 91.1% of those who did not attend all classes.

4.2.1 Demographics

Age, gender and marital status

None of these demographic factors had an effect upon completion rates for students attending 7-13+ months.

Dependents

Having dependents to look after had no effect on completion rates.

Changes while in the program

Neither changes in residence, in relationship, nor other sorts of changes seemed to make any difference to the completion rates of these students.

4.2.2 Previous activities (Pre-ABE/ College Prep)

Education

The time since last attending school also seemed to have no effect upon completion rates of students attending 7-13+ months.

There was, however, some mild indication ($p=0.05$) that those coming from elementary schooling (n=16) had a lower completion rate (68.8% opposed to 89.1%).

Although somewhat counter-intuitive, there was evidence ($p=0.01$) to suppose that those who enjoyed their last experience at school (totally or somewhat) were less likely to complete (86.8% versus 94.0%).

Previous enrolment had no effect upon completion rate for these students.

Work/study status

Part-time students including those who were also working (either full-time or part-time) and those who were unemployed but not looking during the twelve months prior to enrolment tended to have completion rates in the range of 60% to 80%, in contrast to the others who had rates of 90% or more.

Activity in previous 12 months	Completion rate	n
FT study and FT work	100%	6
Employed full-time	94.3%	123
PT study and PT family	92.3%	13
Employed part-time	90.9%	44
Unemployed/looking	90.9%	33
Other	90.4%	157
Student full-time (FT)	90.1%	71
Household full-time	89.8%	58
PT study and PT work	89.7%	68
PT study and FT work	82.4%	51
FT study and PT work	81.8%	33
Unemployed/not looking	75.0%	8
Student part-time (PT)	60.0%	10
Total	89.5%	676

4.2.3 Program information

Program level and intensity

Success rates increased ($p=0.0001$) with the level of course enrolled in. For instance, while nearly three quarters (73.3%) of Fundamental students completed some or all of their courses, over nine in ten (93.8%) students taking Provincial programs completed some or all of their courses.

Highest level of education enrolled in	Completion rate	n
Fundamental	73.3%	105
Intermediate	84.4%	167
Advanced	94.9%	197
Provincial	93.8%	129
GED	100%	13
Atypical combinations	93.3%	45
Total	88.6%	656

There was no evidence of an association between completion and hours attended, for this group of students.

Similarly, taking non ABE/ College Prep courses appeared to have no effect upon the completion rates.

Also for these students there was no association between the reasons they gave for enrolling (e.g. to increase reading skills, improve finances, etc.) and completion rates.

Financial assistance

There was no reason to conclude that those who did not expect to receive financial assistance fared better than those who expected to.

There appeared little difference among the completion rates of those who expected to receive funding from the various sources.

Expected source of funding	Completion rate	n
Aboriginal Affairs	100%	9
Unemployment insurance (UI)	96.8%	63
Scholarship/Bursary/...	95.0%	20
UI full sponsorship	94.9%	39
Canada Student Loan	94.1%	17
Other	91.7%	12
Workers' Compensation Board	90.0%	10
Local band	90.0%	20
Disability Pension	88.9%	9
Ministry of Social Services	87.8%	148
ABESAP	83.5%	103
Total	89.8%	450

Similarly, completion rates did not differ with respect to the actual source of funding received.

Actual source of funding	Completion rate	n
Unemployment Insurance (UI)	94.6%	56
UI full sponsorship	96.4%	28
Ministry of Social Services	90.7%	129
ABESAP	85.0%	113

Finally, there was no evidence of a relationship between the adequacy of funding and completion for these students.

For the 137 that cited reasons for not completing some or all courses), the following are the major reasons listed in order of frequency.

<i>Reason for non completion</i>	<i>%</i>	<i>n</i>
Other reasons	12.4%	17
Health	12.4%	17
Too hard	8.8%	12
Got a job	8.8%	12
Too busy	8.0%	11
Scheduling conflicts	6.6%	9
Conflicts with job	6.6%	9
Got behind	5.8%	8
Finance	5.8%	8
Don't know	5.8%	8
Not needed	5.1%	7
Lost interest/motivation	5.1%	7
Childcare difficulties	3.7%	5
Miscellaneous	5.1%	7
Total	100.0%	137

4.2.4 Current and future education

Current education

Current student status (i.e. post ABE/ College Prep) had no association with completion rate for these students. Likewise, there was no difference in completion rates between those students intending to return to school and those not intending to do so.

Those currently enrolled in ES/ELT programs had ($p=0.008$) lower completion rates.

<i>Current program enrolled in</i>	<i>Completion rate</i>	<i>n</i>
Career/Technical	95.9%	98
University	92.5%	134
App./Voc./Trade	90.9%	22
More ABE	86.6%	261
ESL/ELT	73.9%	23
Total	89.4%	538

Future education

Of the 202 intending to return to school, 160 intended to return within one year. The following are the times listed in order of increasing frequency.

Intention to return	Completion rate	n
0-3 months	85.9%	85
4-12 months	86.7%	75
1-5 years	100.0%	12
6+ years		2
Don't know	88.2%	17
When I can afford	90.0%	10
Total	87.6%	201

In looking at the subset of those students who intended to return, the reasons they gave for not completing could not be broken down into any major categories.

Those contemplating University or Career/Technical courses had the higher completion rates.

Future program intended	Completion rate	n
University	95.3%	45
App./Voc./Trade	93.8%	16
More ABE	85.0%	100
Career/Technical	79.3%	29
ESL/ELT	60.0%	5
Total	86.7%	195

Of those returning to school, over two-thirds (68%) intended to return to the same institution.

4.2.5 Current employment/ unemployment

There was no evidence of a difference in completion rates between those currently employed and those currently unemployed.

Employed

There was no evidence that hours per week currently worked was associated with the ABE/ College Prep completion rate. Likewise current shiftwork was unrelated to completion rate.

There was no evidence of a difference in completion rates between those with different types of employment. As noted before, it was only partially possible to reconcile the categories in this question, since the initial coding was revised in later surveys.

<i>Type of employment</i>	<i>Completion rate</i>	<i>n</i>
Family bus	89.2%	37
Temporary	87.7%	57
Permanent	87.8%	213
Contract	87.0%	23
Casual/relief/etc.	85.3%	68
Seasonal	83.3%	30
Total	87.2%	428

Those contemplating change in their future employment had the highest success rates.

<i>Employed future plans</i>	<i>Completion rate</i>	<i>n</i>
Don't know	94.4%	18
Work & go to school	90.1%	131
Quit → school	86.2%	29
Look for another job	87.5%	16
Continue present	86.4%	44
Change occupation	82.6%	46
Other	70.0%	10
Miscellaneous		1
Total	87.5%	295

Unemployed

Currently unemployed students with high completion rates were to be found among those attending school and those unable to find work.

<i>Unemployment reason</i>	<i>Completion rate</i>	<i>n</i>
Miscellaneous	100.0%	11
Unable to find work	92.9%	42
Attending school	91.8%	244
Other	90.9%	11
Need more education	85.7%	14
Disability	84.6%	13
Health problems - self	83.3%	18
Have not tried	81.8%	11
Retired	80.0%	5
FT home	74.3%	35
Total	89.3%	404

Future plans for those unemployed

Those seeking to change careers had the lowest completion rates.

<i>Unemployed future plans</i>	<i>Completion rate</i>	<i>n</i>
Other	100%	9
Continue with studies	90.9%	309
Don't know	86.7%	30
Continue looking	78.7%	47
Change occupation		4
Stay home with family		3
Total		402

4.2.6 Student's evaluation of the program

Interestingly, the reasons the students gave for initially enrolling (e.g. increase basic skills) were not the same as their thoughts on what they had achieved from the course. Furthermore, there no agreement either, between the initial enrollment reasons and those at the Midpoint, save for completing high school.

There was strong evidence ($p=0.00001$) of an association between completion rate and degree of usefulness of ABE.

<i>Did you get what you wanted from the ABE/College Prep program?</i>	<i>Completion rate</i>	<i>n</i>
Yes	92.6%	476
Yes/somewhat	83.8%	185
No	60.0%	35
Total		696

It was also somewhat more likely ($p=0.04$) that a student completing some or all of his courses would recommend the program (89.1% compared with 73.7%).

4.2.7 Summary of Point of Entry association with completion rates

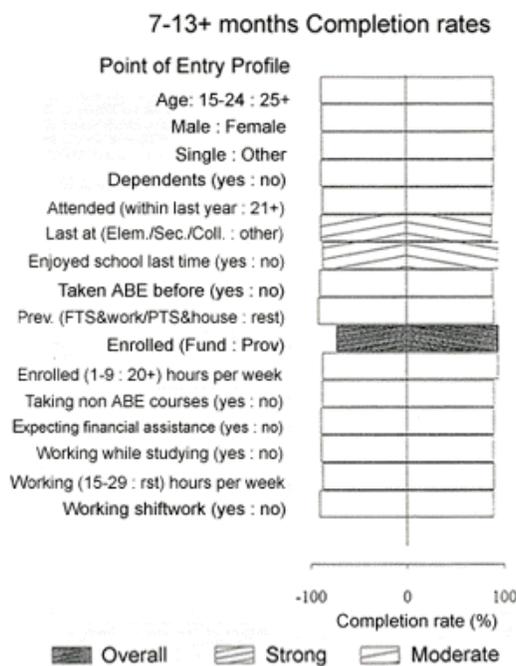
Previous sections have compared completion rates for those attending 7-13+ months, from perspective of most of the Point of Entry variables. This is summarized in the following mirror graph, which indicates some of the more pronounced differences in completion rates between levels of the individual variables. Using age as an example, 88.3% of those under 25 years of age completed as opposed to 88.9% of those aged 25 or over. Some variables, such as last school attended have multiple levels and so only the most pronounced, or illustrative contrast is displayed, the reader is referred to the previous sections for more detail.

Angled shading is used to mark those variables whose levels had different completion rates. As described in more detail in the [Statistical Appendix](#) (§6.2), *moderate* differences correspond to test pvalues in the range 0.001+ to 0.01. while *strong* evidence corresponds to pvalues in the range 0.0001 to 0.01. When the Point of Entry variables are taken as a group, only one variable was needed to differentiate those who completed from those who failed to complete some or all of their courses:

- highest level of education enrolled in

In particular, being enrolled in a Fundamental course was the Point of Entry item that was different between the groups. This variable, which also was a strong individual differentiator, is marked with the dark shading corresponding to *overall* in the legend.

Note that the differences in the completion rates between the levels of the variables in this overall comparison are not necessarily the same as when the variables are examined individually. This is due to the inter-relationships between the variables (see logistic regression in the [Statistical Appendix](#) (§6.2) for more detail).



Note that strong and moderate refer to the types of differences when the variables are considered singly (univariately), while overall refers to the group of variables that accounts for the overall difference when all variables are considered together.

4.3 Comparison of the 0-6 months and 713+ months student profiles

For the purposes of convenience, the term "attendance groups", will be used to describe the groups with respect to the length of time they attended (i.e. 0-6 months or 7-13+ months). Also for convenience, the groups may be referred to as the 0-6 months and 7-13+ months groups.

The major outcome, course completion, was markedly higher ($p=0.00001$) in the 7-13+ months group. In particular, nearly nine in ten (88.6%) of the 7-13+ months group completed some or all of their courses, while only two in three (68.0%) completed in the 0-6 months Program. There was also evidence ($p=0.004$) of a difference in class attendance between the two groups, with 93.5% of those in the 0-6 months group attending while 96.8% of those in the 7-13+ month group attended.

4.3.1 Demographics

The age composition of the two attendance groups was quite different ($p=0.001$), with the 0-6 months group having younger students (mean age = 25.0 ± 0.28 years 3), in comparison to the 7-13+ months group (mean age = 28.6 ± 0.39 years). It is informative to look at the age strata in the following table. where the strata have been amalgamated over the five-year intervals when there was no difference in composition. The younger students (1524 years inclusive) accounted for nearly two-thirds (63.3%) of the students in the 0-6 months group, but only for well under half (45.2%) in the 7-13+ months group. This imbalance steadily reversed itself with increasing age, with students aged forty-five or more accounting for only 2.8% of the 0-6 months group in contrast to 8.1% of the 7-13+ months group.

Age (years)	0-6 months	7-13+months	Total
15-24	536 (63.3%)	312 (45.2%)	848
25-34	183 (21.6%)	200 (29.0%)	383
35-44	104 (12.3%)	122 (17.7%)	226
45-99	24 (2.8%)	56 (8.1%)	80
Total	847	690	1537

The females outnumbered the males in both groups, but slightly more so ($p=0.04$) in the 7-13+ months group, where they accounted for 62.3% of the group, in contrast to 57.0% of the 0-6 months group.

There was a very marked difference ($p=0.00001$) between the two groups, with respect to marital status. Singles accounted for nearly seven in ten (68.9%) of the 0-6 months group, but only for about six in ten (57.4%) of the 7-13+ months group. Conversely those who were married, in common-law relationships, widowed or separated tended to be in the 7-13+ months group.

Dependents

Considerably fewer ($p=0.0001$) students with dependents were in the 0-6 months group, which is related to the relative age of that group. In fact, those with dependents accounted for just over one-quarter (27.0%) of the 0-6 months group, whereas nearly four in ten (38.5%) of the 7-13+ months group had dependents.

Changes while in the program

There was some evidence ($p=0.009$) that those in the 0-6 months group had fewer changes of residence (13.8% to 19.1% respectively). However, this could well be due to the time period itself, rather than to other factors such as age.

The groups were equally split with respect to both changes in relationships and "Other" changes.

4.3.2 Previous activities (Pre ABE/College Prep)

Education

The way in which time since last attending school differed between the groups mirrors the previous differences in age, as shown in the following table. It is noticeable ($p=0.00001$) that four in ten (40.4%) had attended school within the last year and of these, more were in the 0-6 months group.

<i>Time post school (years)</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
Within last year	381 (44.7%)	243 (35.5%)	624
1-2	151 (17.7%)	115 (16.6%)	266
3-5	112 (13.1%)	81 (11.7%)	193
6-10	79 (9.3%)	90 (13.0%)	169
11-20	100 (11.7%)	96 (13.9%)	196
21+	29 (3.4%)	68 (9.8%)	97
<i>Total</i>	852	693	1545

The type of school last attended also differed ($p=0.007$) between the groups. Its main effect appeared to be among those coming from Elementary levels ($n=23$), who were to be found more in the 7-13+ months group (16/23), while the Secondary ($n=846$) were found more in the 0-6 months group (488/846).

There appears to be no difference between the groups among those who totally (i.e. as opposed to partially) enjoyed their last experience at school. However, there seemed ($p=0.003$) to be an increasing trend with dissatisfaction of their last experience in the 7-13+ month group. Possibly this subset was more motivated to make a success of it this time.

<i>Enjoyed last school experience</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
Yes/Very much	320 (37.7%)	276 (39.9%)	596
Yes/Somewhat	347 (40.9%)	232 (33.6%)	579
No/Seldom	135 (15.9%)	118 (17.1%)	253
No/Not at all	47 (5.5%)	65 (9.4%)	112
<i>Total</i>	849	691	1540

The 7-13+ months program had nearly double the fraction of previous ABE/ College Prep students that the 0-6 months program did. (P=0.00001) Specifically only one in eight (12.3%) of those in the 0-6 months group had enrolled before in ABE, in contrast to just under one-quarter (22.5%) in the 7-13+ months group.

Work/study status

There were differences ($p=0.002$) in the prior employment backgrounds of the two groups. Most noticeably, the 7-13+ months group had a higher percentage of persons coming from full-time household responsibilities (8.7% to 4.9%) and "Other" (23.2% to 19.7%). Conversely, the 0-6 months group had relatively more people coming from part-time employment coupled with either full- or part-time study (21.5% versus 14.9%). That breakdown is as *follows* :

Work/study status	0-6 months	7-13+months	Total
Student FT	75 (8.9%)	71 (10.5%)	146
Student PT	9 (1.1%)	10 (1.5%)	19
Employed PT	57 (6.8%)	44 (6.5%)	101
Employed FT	164 (19.5%)	123 (18.2%)	287
Unemployed/looking	28 (3.3%)	33 (4.9%)	61
Unemployed/looking	22 (2.6%)	8 (1.2%)	30
Household FT	41 (4.9%)	59 (8.7%)	100
PT study & PT household	19 (2.3%)	13 (1.9%)	32
PT study & FT work	61 (7.3%)	51 (7.5%)	112
PT study & PT work	63 (7.5%)	33 (4.9%)	96
FT study & PT work	117 (13.9%)	68 (10.1%)	185
FT study & FT work	18 (2.1%)	6 (0.9%)	24
Other	165 (19.7%)	157 (23.2%)	322
Total	839	676	1515

4.3.3 Program Information

Program level and intensity

The highest level of education that a student was enrolled in differed between the groups, with relatively more ($p=0.0001$) Fundamental and Intermediate students in the 7-13+ group. There were approximately equal proportions of Advanced, Provincial and GED students in both groups, but more "Other" students in the 0-6 months group (12.9% to 6.9%).

Highest level enrolled	0-6 months	7-13+months	Total
Fundamental	80 (9.9%)	105 (16.0%)	185
Intermediate	152 (18.7%)	167 (25.5%)	319
Advanced	277 (34.2%)	197 (30.0%)	474
Provincial	180 (22.2%)	129 (19.7%)	309
GED	17 (2.1%)	13 (2.0%)	30
Other	105 (12.9%)	45 (6.9%)	150
Total	811	695	1467

There were also highly significant ($p=0.0001$) differences between the two groups with respect to the hours attended. In fact, nearly six in ten (59.0%) in the 0-6 months group attended only 1-9 hours in contrast to just over four in ten (43.7%) in the 7-13+ months group. Conversely, only one-quarter (26.7%) of the 0-6 months group attended more than 20 hours, and this was roughly half the 43.6% in the 7-13+ months group.

A considerably higher ($p=0.00001$) fraction were taking non ABE courses in the 0-6 months (36.0%) group compared with the 7-13+ months group (23.8%).

Financial assistance

Whereas over half (53.1%) of the 7-13+ months group expected to receive funding, it was noticeable ($p=0.00001$) that only four in ten (38.4%) in the 0-6 months group expected to receive funding.

More of the 7-13+ months group expected to receive funding from Unemployment Insurance (either cheques or full sponsorship), while more of the 0-6 months group expected to obtain funding from Canada Student Loan and Other sources.

<i>Expected funding source</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
Unemp. Insur. (cheques)	29 (7.5%)	63 (14.0%)	92
Unemp. Insur. (full)	10 (2.6%)	39 (8.7%)	49
Aboriginal Affairs	15 (3.9%)	9 (2.0%)	24
Local Band	13 (3.4%)	20 (4.4%)	33
Ministry of Social Services	115 (29.7%)	148 (32.9%)	263
Workers' Compensation	19 (4.9%)	10 (2.2%)	29
ABESAP	87 (22.5%)	103 (22.9%)	190
Canada Student Loan	47 (12.1%)	17 (3.8%)	64
Bursary/Scholarship	25 (6.5%)	20 (4.4%)	45
Disability Pension	2 (0.5%)	9 (2.0%)	11
Other	25 (6.5%)	12 (2.7%)	37
<i>Total</i>	387	450	873

In keeping with their expectations, a far higher ($p=0.0001$) proportion in the 7-13+ month group actually received funding. In fact, over half (53.1%) did, in contrast to just four in ten (38.4%) in the 0-6 months group.

There were differences ($p=0.004$) between the groups with those receiving funding from the four major bodies. More in the 0-6 months group got funding from Unemployment Insurance and the Ministry of Social Services, while the proportion obtaining funding from ABESAP was approximately equal in both groups.

Actual funding source	0-6 months	7-13+months	Total
Unemp. Insur. (cheques)	22 (10.9%)	56 (17.2%)	78
Unemp. Insur. (full)	6 (3.0%)	28 (8.6%)	34
Ministry of Social Services	104 (51.7%)	129 (39.6%)	233
ABESAP	69 (34.3%)	113 (34.7%)	182
Total	201	326	527

There was marginal evidence ($p=0.04$) of differing opinions between the two groups on the adequacy of funding, with proportionally more who thought funding was adequate in the 0-6 months group (70.6% to 64.5%).

Adequacy of funding	0-6 months	7-13+months	Total
Yes	199 (70.6%)	225 (64.5%)	424
Somewhat	35 (12.4%)	70 (20.1%)	105
No	48 (17.0%)	54 (15.5%)	102
Total	282	349	631

Reasons for not continuing

The reasons for not continuing with studies differed between the two groups as follows:

<i>Reason for not continuing</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
Health	44 (12.1%)	17 (12.4%)	61
Conflict with job	11 (3.0%)	9 (6.6%)	20
Got a job	49 (13.4%)	12 (8.8%)	61
Schedule conflicts	1 (0.3%)	9 (6.6%)	10
Not needed	22 (6.0%)	7 (5.6%)	29
Dissatisfied with instructor	8 (2.2%)	2 (1.5%)	10
Dissatisfied with course	10 (2.7%)	2 (1.5%)	12
Too easy	5 (1.4%)	0 (0.0%)	5
Too hard	25 (6.8%)	12 (8.8%)	37
Lost interest/motivation	8 (2.2%)	7 (5.1%)	15
Childcare difficulties	15 (4.1%)	5 (3.6%)	20

<i>Reason for not continuing</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
Transport	5 (1.4%)	2 (1.5%)	7
Finance	26 (7.1%)	8 (5.8%)	34
Goal change	8 (2.2%)	0 (0.0%)	8
Got behind	0 (0.0%)	8 (5.8%)	8
Too busy	37 (10.1%)	11 (8.0%)	48
Job change	4 (1.1%)	1 (0.7%)	5
Don't know	4 (1.1%)	8 (5.8%)	12
Other	83 (22.7%)	17 (12.4%)	100
Total	365	137	502

4.3.4 Current and Future Education

Current Education

About seven in ten (69.8%) of 7-13+ months students were still studying, as opposed to under half (47.4%) in the 0-6 months group. Among those still continuing, there was no difference in the groups between the fractions that were full-time or parttime. It was noticeable ($p=0.0001$) that nearly half (48.5%) of the 713+ months group were still enrolled in ABE/ College Prep and, conversely, over four in ten (40.8%) of the 06 months group were now at university. Also, the proportions now in apprenticeship/ vocational/trade fields and career/technical fields were higher in the 0-6 months group.

<i>Current program(s) enrolled in</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
More ABE	83 (22.2%)	261 (48.5%)	344
App./Voc./Trade	38 (10.2%)	22 (4.1%)	60
Career/Technical	96 (25.7%)	98 (18.2%)	194
ESL/ELT	4 (1.1%)	23 (4.3%)	27
University	152 (40.8%)	134 (24.9%)	286
<i>Total</i>	373	538	911

Future Education

There was some evidence ($p=0.04$) of more intending to return to school in the 7-13+ months group (92.2% versus 86.9%). The difference in the time until they intended to return to school also differed between the groups, with four in ten (42.3%) of the 7-13+ months group intending to go back within three months as opposed to just under three in ten (27.1%) in the 0-6 months group. In contrast, 47.0% of those in the 0-6 months group intended to return within four to twelve months, compared with only 37.3% in the 7-13+ months group.

<i>Intention to return</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
0-3 months	122 (27.1%)	85 (42.3%)	207
4-12 months	212 (47.0%)	75 (37.3%)	287
1-5 years	35 (7.8%)	12 (6.0%)	47
6+ years	3 (0.7%)	2 (1.0%)	5
When afford	19 (4.2%)	10 (5.0%)	29
Don't know	56 (12.4%)	17 (8.5%)	73
Miscellaneous	4 (0.8%)	0 (0.0%)	4
<i>Total</i>	451	201	652

The fraction intending to return to ABE was higher in the 7-13+ months group (51.2% versus 44.2%), and also among those intending to go to University (23.1% versus 15.9%). However the 0-6 months group did contain proportionally more of those intending to follow Apprenticeship/ Vocational/ Trade fields and Career/Technical fields.

<i>Future program intended</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
More ABE	186 (44.2%)	100 (51.2%)	286
App./Voc./Trade	54 (12.8%)	16 (8.2%)	70
Career/Technical	104 (24.7%)	29 (14.9%)	133
ESL/ELT	10 (2.4%)	5 (2.6%)	15
University	67 (15.9%)	45 (23.1%)	112
<i>Total</i>	421	195	616

4.3.5 Current employment/ unemployment

A strong association ($p=0.00001$) between being currently employed and the attendance group was evidenced.

Employed

There were more currently employed in the 0-6 months group. Specifically, nearly six in ten (59.3%) were employed in the 0-6 months groups, but only just over four in ten (42.4%) were employed in the 7-13+ months group. This may well have a temporal explanation, in that the 0-6 month group had longer to seek employment.

There was no evidence that hours per week now currently worked differed between the groups. However, there was some mild evidence to suggest that there were fewer currently working shiftwork in the 7-13+ months group (39.8% versus 45.6%).

There appeared to be little difference between the groups with respect to the type of current employment.

Type of current employment	0-6 months	7-13+months	Total
Permanent	329 (49.5%)	213 (49.8%)	542
Temporary	127 (19.1%)	57 (13.3%)	184
Casual/relief/etc	97 (14.6%)	68 (15.9%)	165
Seasonal	48 (7.2%)	30 (7.9%)	78
Contract	29 (4.4%)	23 (5.3%)	52
Family business	35 (5.3%)	37 (8.6%)	72
Total	665	428	1093

A higher ($p=0.02$) percentage (44.4%) of those in the 713+ months group wanted to work and go to school, in contrast to only 32.7% of the 0-6 months group.

Future plans for those employed

Employed future plans	0-6 months	7-13+months	Total
Continue present	94 (18.5%)	44 (14.9%)	138
Quit → school	57 (11.2%)	29 (9.8%)	86
Work & go to school	166 (32.7%)	131 (44.4%)	297
Look for another job	23 (4.5%)	16 (5.4%)	39
Change occupation	101 (19.9%)	56 (15.6%)	147
Other	14 (2.8%)	10 (3.4%)	24
Don't know	52 (10.3%)	18 (6.1%)	70
Miscellaneous		1	1
Total	507	295	802

Unemployed

Of those unemployed, there were noticeably more still attending school in the 7-13+ months group.

<i>Reason unemployed</i>	<i>0-6 months</i>	<i>7-13+months</i>	<i>Total</i>
Unable to find work	55 (15.8%)	42 (10.6%)	97
FT home	40 (11.6%)	35 (8.7%)	75
Need more education	33 (9.5%)	14 (3.5%)	47
Health problems - self	21 (6.1%)	18 (4.5%)	39
Temp. laid off	9 (2.6%)	4 (1.0%)	13
Perm. laid off	5 (1.4%)	3 (0.7%)	8
Have not tried	5 (1.4%)	11 (2.7%)	16
Attending school	133 (38.4%)	244 (60.4%)	377
Retired	3 (0.8%)	5 (1.2%)	8
Disability	10 (2.9%)	13 (3.2%)	23
Other	30 (8.6%)	11 (2.7%)	41
Miscellaneous	2	4	6
<i>Total</i>	346	404	750

Of those unemployed, the percentage in the 7-13+ months group who intend to continue with their studies. is slightly higher (76.8% compared with 66.4%).

Future plans for those unemployed

Unemployed future plans	0-6 months	7-13+months	Total
Continue looking	53 (15.2%)	47 (11.7%)	100
Change occupation	14 (4.0%)	4 (1.0%)	18
Continue with studies	231 (66.4%)	309 (76.8%)	540
Stay home with family	16 (4.5%)	3 (0.7%)	19
Don't know	25 (7.2%)	30 (7.5%)	55
Other	9 (2.6%)	9 (2.2%)	18
Total	348	402	750

4.3.6 Student evaluation of the program

While nearly seven in ten (68.4%) of the 7-13+ months group considered ABE/ College Prep useful to them, only 56.6% of the 0-6 months students considered it of definite use. The proportions considering it of some use were approximately equal.

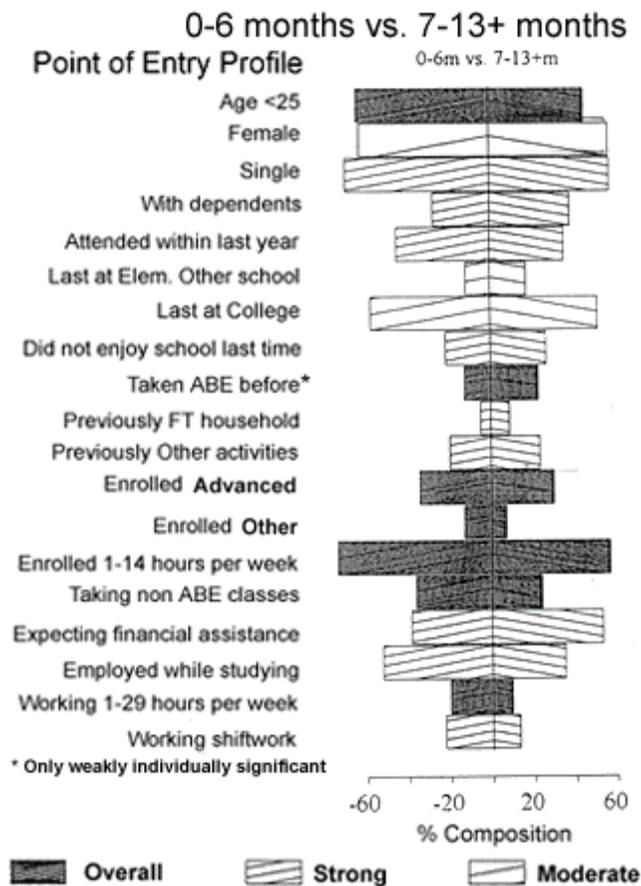
A closely correlated finding is that 97.3% of the 7-13+ months group would recommend the program to a friend, compared with 93.0% among the 0-6 months group ($p=0.00001$).

4.3.7 Summary of Point of Entry association with time attending the program

The differences between the 0-6 month attendance and 7-13+ months attendance groups, have been viewed from most of the Point of Entry variables in the preceding sections. This is summarized in the following mirror graph, which indicates some of the more pronounced differences in completion rates between levels of the individual variables. Using age as an example, 63.3% of those attending 0-6 months were less than 25 years old, while the proportion was 45.2% in the 7-13+ months group. Since some variables have multiple levels, only the more pronounced contrasts are shown, and the reader is referred to the previous sections for further details.

Angled shading is used to mark those variables that are individually different between the two groups. As described in the [Statistical Appendix](#) (§6.2), *weak* differences can be considered to correspond to p values in the range of 0.01+ to 0.05, *moderate* differences to the range 0.001+ to 0.01 and *strong* evidence of differences occurs with p-values in the range 0.0001 to 0.001. When these Point of Entry variables are taken as a group, the variables that are needed *overall* to differentiate between the attendance groups are

- Age
- Having taken ABE/ College Prep before
- Highest level of education enrolled in
- Hours per week enrolled
- Non ABE/ College Prep courses in program
- Hours working per week



Note that strong and moderate refer to the types of differences when the variables are considered singly (univariately), while overall refers to the group of variables that accounts for the overall difference when all variables are considered together.

These variables, which also provided strong individual evidence, are marked with the dark shading corresponding to overall in the legend. The exception was taking ABE/ College Prep before which was only a weak discriminator by itself. In particular, being less than 25, the current highest education levels Advanced and Other, course loads of 14 or less hours per week, and working 15-29 hours per week as opposed to none or other hours, were important in this overall profile. Thus the main factors differentiating the 0-6 months and 7-13+ months attendees appear to be summarized in terms of their age, having taken ABE before, all the factors relating to their current courses, and working a mid load of 15-29 hours per week.

It is to be noted that the differences in the completion rates between the levels of the variables in this overall comparison are not necessarily the same as when the variables are examined individually. This is due to the inter-relationships between the variables (see logistic regression in the [Statistical Appendix](#) (§6.2) for more detail).

Chapter 5

Discussion



5.1 Defining Outcomes

How is success measured for an ABE/ College Prep student? Before student outcomes can be deemed satisfactory, a general understanding of appropriate end-points or outcomes for students is essential.

The data collected from the 556 students in the Pilot Study and from the 2107 students in the B (94/95) study clearly indicate that ABE/ College Prep is an access point to further education and training toward a desired occupation. ABE/ College Prep is not seen as a completion of something incomplete, but rather as a potential, as a concrete move to the future - that is, the goal is not to complete high school per se, but rather to qualify for another program or course, thereby preparing for a career. It is graphically shown in [§2.2.2](#) of this report that students perceive their first year in the program as a bridge to further study, not to immediate employment. These students do not anticipate staying at the same level of employment they may have had prior to enrolling in ABE/College Prep; they are preparing themselves for future, presumably improved, employment opportunities via education. The quantitative data are well supported by the responses to the openended survey questions. Representative responses that give insight to the people behind the statistics have been included throughout this chapter.

"I used to be a labourer now I'd like to get into a skilled trade."

"Now I have more motivation. I'm interested in finding something better than waitressing."

"When I began the program I was thinking more in the short term. Now I feel that I have to have a long term plan and a much broader education in order to respond to the demands of the job market."

"I want to retrain to get a better job."

Strong similarities exist between this understanding of ABE/College Prep as part of a continuum of learning and the Wellness Concept of Health. Halbert Dunn (1956) first defined "wellness" as a dynamic process of continuously moving toward one's potential for optimal functioning. In Dunn's view, wellness involves personal initiative, action and support networks; wellness is not defined by the person's position on the continuum, but by the direction and progress of the person's movement. Further, in *Contemporary Health Issues* (Banister et al., 1988), definitions of wellness are reported as concerning the quality of life:

Wellness may be said to begin when a person sees him/herself as a growing, changing person. High level wellness means giving care to the physical self, using the mind constructively, channeling stress energies positively, expressing emotions effectively, becoming creatively involved with others, and staying in touch with the environment. (in Banister et al., p.8, from Carroll and Miller (1986) and Travis (1977))

The very act of enrolling in an ABE/ College Prep program is movement toward an individual's potential for optimal functioning, seeing oneself as a growing changing person.

"(My goals changed) from not really having a goal to wanting to further educate myself."

"(I changed) from being unmotivated to being completely in focus on my life."

"My ideas of what's possible have broadened."

"(My goals changed) from getting anything to getting an education that will give me more opportunities."

Can we then regard adult basic education in its various forms as a continuum whose endpoint or outcome is measured by each individual's satisfaction with progress on both the learning and wellness continua? Specific progress can be measured by looking at course completions, by movement ahead into further education and training, and by improved employability skills. These skills may not be apparent until the further education and training, to which ABE/ College Prep is a bridge, are completed. Less easily measured progress can be found in enhanced self-confidence, verbal abilities, study/learning skills, plus problem-solving and coping skills which often result in improved family and life management.

"(My goal changed) from just wanting to try, to getting serious about school, because now I know I have ability to do well."

"It changed in that I want more than when I started out because my confidence increased."

"(My goal changed) just by the fact that I proved to myself that I could achieve the marks I did, so it has given me more confidence in taking my studies further."

"Now that I've had some success, I'd like (to) try for more."

"Originally wished to complete high school but now I am going to enter an apprenticeship."

"It (ABE/ College Prep) builds up your self-esteem and makes you feel good about yourself. You don't have to stay home and be a housewife."

5.2 Two specific groups

The findings of project B definitely point to the existence of two specific categories of students within the ABE/College Prep population. These categories are naturally defined by the length of time spent in ABE/College Prep. One group comprises students attending the program for up to six months (0-6 months); the other group comprises students attending seven to thirteen months or more (7-13+ months). The profiles of these two groups are very different, and as such, most of the results of this study need to be discussed within the framework of these two groups, rather than as one overall group.

Chapter 4 of this report provides outcome data analyzed in time-attended groups: [§4.3](#) provides detailed comparisons of the student profiles in the groups, summarized by the figure in [§4.3.7](#).

5.3 Outcomes for this cohort

5.3.1 Completion

The data quantitatively reinforce the positive outcomes of course completion and forward movement towards more education. Remember that students were surveyed at their point of entry into ABE/College Prep, at the six month point, and at the thirteen month point. For the analyses of Chapter four, which focuses on completion rates, the latest information is taken from the second or third surveys completed by any particular student. (See [§1.1](#), [§1.4](#).)

If one considers the follow-up data for the entire cohort, an overall completion of some or all enrolled courses can be given as 77%. However, this shows only a small part of the picture and really does a disservice to the reader and to the use of these valuable data for the benefit of ABE/College Prep as a whole. Here's why: In the 0-6 months group, 69% of the students completed some or all of their enrolled courses with the completion rate varying widely among this group. The variables are analyzed in detail in [§4.1](#) and will be commented on further in the discussion. The completion rate for the 7-13+ months group ([§4.2](#)) was very significantly higher at 89%! Specific progress on the learning continuum is shown by these completion rates, and attention to the information in Chapter 4 will enable us to help students further.

5.3.2 Moving forward

"For people who haven't been in school for some time, it's like a stepping stone to college, it gets you back in the school system and teaches you how to study. I learned how to prepare for exams."

"I'm more capable of learning things than I thought I was. This program has inspired me to go further than I originally thought I could. They have a great inspirational learning atmosphere."

"I'm trying to go to college."

"I'm taking more courses so that I will be able to get into the Forestry Technician Program at the College. I hadn't planned on going that far before."

ABE/ College Prep students are continuing with their studies. Latest information indicates that 58% of the total respondents were still students. As with the completion rate, this current education figure is more meaningful when looked at in the time-attended groups as described above: 48% of the 0-6 months group were still students, while 70% of the 7-13+ months group were still studying (see §4.3.4). The current student information includes those who were students only and those in a work/study combination. In what programs were these students enrolled?

0-6 months group: The 48% of this group who are still students are enrolled in:

University Level	40.8%
Career/Technical	25.7%
More ABE	22.2%
Apprenticeship/Vocational/Trade	10.2%
ESL/ELT	1.1%

See [§4.1.4](#) for details of latest education information and ABE/College Prep completion rates for the 0-6 months group. Not surprisingly, those who have gone on to University courses and Career/Technical programs had the highest completion rate in ABE/College Prep (89%).

7-13+ months group: The 70% of the group who are still students are enrolled in

More ABE	48.5%
University Level	24.9%
Career/Technical	18.2%
Apprenticeship/Vocational/Trade	4.1%
ESL/ELT	4.3%

See [§4.2.4](#) for details of latest education information and ABE/ College Prep completion rates for the 7-13+ months group. You will see that those who have gone on to University courses and Career/Technical programs had the highest completion rate in ABE/ College Prep (93% and 95%) with Trades students at 9 1% completion, and 86% of those still in ABE had completed some or all their original ABE courses. Interestingly, it appears that almost two-thirds of the respondents still attending school have enrolled at the same institution where they took their ABE/College Prep, in both groups, approximately 90% of the non-students intended to return to their education. most likely within the next year.

As the profiles of the two groups would intuitively suggest, the courses/programs in which the students are enrolled at their follow-up point varies. The 0-6 months group has younger students, with a higher level of previous education, who have enrolled in Advanced and Provincial ABE/ College Prep levels. Although only 48% of the 0-6 months group are still students. of that number, 70% have qualified for, and are enrolled in, University Level courses, Career/ Technical or Apprenticeship/ Vocational Training. Also, 22% of the 0-6 months group returned to ABE/ College Prep to continue on the learning path they had set for themselves the previous year.

However a smaller percentage of those still studying in the 7-13+ months group had completed their preparation for other programs, as only 47% of them are in University Level courses, Career/ Technical or Apprenticeship/ Vocational training programs. In fact, nearly half (49%) are continuing with ABE/ College Prep again. The group profile for 7-13+ months attendees suggests that these students had a longer path to travel on their learning continuum to reach their chosen program or goal.

In both groups, over a third of the original Point of Entry participants, have gained access to further education within one year. 10% of 0-6 months group are continuing with ABE/ College Prep while this figure is 38% for the 7-13+ months group.

"A lot of the courses are a good prerequisite for career goals."

"It's (ABE/ College Prep) really helpful to advance the overall improvement in life."

"It gets you where you want to go."

"It helped me a lot. It brought me a long way to learning."

"The courses prepare you for higher learning."

The 48% of current students for the 0-6 months group parallels the 43% of respondents in this group who reported having been students in the year prior to enrolling in ABE/ College Prep. However, the current student information for the 7-13+ months group shows a marked increase from 37% to 70%. Again the demographic profiles of these two groups as discussed in [§4.3](#) offer an explanation - see in particular the figure that concludes [§4.3.7](#).

5.3.3 Employment

As detailed in [§4.3.5](#), latest information indicates that 59% of the 0-6 months group were employed, while 42% of the 7-13+ months group were working. In both groups, half of those employed reported their work as being permanent. Note that the employment numbers include work/study combinations. These figures are similar to figures given for activities in the year prior to ABE/ College Prep enrolment, being slightly higher for the 0-6 months group (was 57%) and lower for the 7-13+ months group (was 48%). (See [§4.3.2](#)) This 12% drop in employment must be juxtaposed with the 110% increase in educational involvement for this group. The respondents in this group lived up to their intention to still be students one year after enrolment in ABE/College Prep; they are on their learning continuum.

See [§4.1.5](#) and [§4.2.5](#) for analysis of employment details tied to their ABE/ College Prep completion for both groups. As a corollary of the larger percentage of current students in the 7-13+ months group, 60% of those unemployed in that group were attending school compared to only 38% of the unemployed in the 0-6 months group. Latest information provided by respondents who left ABE/ College Prep without completing any courses shows higher combined work-related and financial difficulties for this 0-6 months group (about 26%) than for the 7-13+ months group (about 21%). Did these combined financial and employment demands account for the lower completion and lower current student rates in the 0-6 months attendance group? The next most reported reason for non-completion was health, at 12% for both groups, which follows as a reason for unemployment as well; for example, health is expressed as the reason for unemployment by 19% of the 0-6 months group. The C phase (95/96) of the Outcomes Study will analyze employment patterns in more detail, including job change, progression and stability.

5.3.4 Increased Skills

Adult Basic Education provides more than book learning for students. Increased self-esteem and confidence, development of better study skills and learning habits, and feelings of more choices in life were all ranked as positive outcomes by threequarters of the respondents. They are better equipped to move forward on both their learning and wellness continua. Self-esteem and confidence, study and learning skills, and feeling positive about life choices are all solid employability skills, as are the more tangible skills of improved reading, writing, math and science skills.

"It (ABE/ College Prep) boosts your self-esteem. It provides you with confidence, helps you prepare for work by giving you knowledge."

"It brings your confidence and self-esteem back when you've been away from school for a while, and everyone was nice."

"It basically helped me get into College. It helped develop better reading and studying skills for me."

"I just wanted to learn something. Now that I have attended school I will go back as soon as my family duties allow it."

"I figured I would just be a minimum wage type of job but I went on to become a medical office assistant."

"It opens up more doors to future career opportunities, also it boosts up your self esteem."

"It prepared me for what I'm doing today."

5.3.5 Individual satisfaction

Overall, satisfaction with ABE/College Prep was expressed by about 95% of the respondents: 97% of the 7-13+ months group would recommend the program to a friend as would 93% of the 0-6 months group. When asked if they got what they wanted from the ABE/College Prep program, about 68% of the 7-13+ months group said "yes", while only about 57% of the 0-6 months group said as opposed to "yes/somewhat" or "no".

"Environment was motivating, enthusiastic teachers and patient and good on a personal level. Worked well with having a family life."

"For anybody that needs that particular type of upgrading the course is good. You can do it at your own pace and also I think you regain confidence in yourself if you have been away from school for long."

"It (ABE/ College Prep) helped me to get what I want. It gave me a direction to where I want to go for an education."

"It allows you to go into different areas career-wise."

"It betters a person if they don't have the skills."

5.4 Problems

The colleges and institutions received an extremely positive rating from students overall. The majority of the students felt comfortable with the registration process, location of classes., scheduling and so on. Classroom experiences as reported at the six-month survey point are elaborated in [§3.2.2](#).

However, a bias quite likely exists here in that dissatisfaction may be expected to be higher in those who dropped out or did not respond. The cohort in this study is made up of people who were physically in an ABE/ College Prep classroom during the first week of the Fall, 1995 term. The cohort is made up of those who were able to navigate the system; our respondents had arranged their finances, childcare if needed, transportation, made it through registration, course selection and dealt with scheduling. If any of these issues were insurmountable. the potential students would not have made it through the registration process and therefore were not surveyed. By the very definition of the cohort in this study, we do not survey those who have been unable to access adult basic education in the Colleges and Institutes of BC.

Respondents were also asked about personal problems experienced while attending ABE/ College Prep. As detailed in [§3.2.3](#), about one-third of the respondents reported problems concerning balancing household and family responsibilities while attending school. Onequarter reported problems with finances and finding a quiet place to study at home. Only about one-half were working while attending classes, and about one in five of these reported it to be a problem. Childcare was a problem for less than 5% of the respondents, but the issue was not applicable for about 70% of the respondents. Transportation and fear of not succeeding were frequent problems for one in eight respondents

5.5 Implications

One of the four stated purposes of the ABE/ College Prep Outcomes Study project was to "provide information leading to improvements in the ABE/ College Prep curriculum". The information drawn from most of the data items in this study support much of what ABE/ College Prep instructors and administrators have intuitively sensed about their students.

How might the analysis of factors affecting course completion be used to assist ABE/ College Prep students in their quest for education? The clear distinctions between those attending 0-6 months and those attending 7-13+ months emphasizes important implications for colleges, institutions and those providing financial assistance. In addition, because of the high degree of heterogeneity within the 0-6 months group, a further subdivision of these shorterterm attendees according to their educational needs will be useful.

5.5.1 0-6 month attendees seeking to complete 1-2 advanced courses

These are the young students seeking to complete one or two advanced or provincial level courses to gain immediate access to another program or course. The data and open-ended survey comments show that attention to the following matters is important:

1. Careful articulation between the ABE/ College Prep and the University, Career/Technical or Vocational courses being targeted
2. Confirmation of prerequisites by academic and career advisors before students embark on their ABE/ College Prep course (finding that a course was not needed was given as the reason for noncompletion by 6% of this group.)
3. Preparation regarding expectations and style of instruction and response at the next level
4. Encouragement and support for these young students to help them maintain their own motivation
5. Investigation into modifications to Canada Student Loan regulations. ABE/ College Prep students carry a full university level course load to qualify for the loan and then must take the ABE/ College Prep course in addition, making for a very heavy course load. This may account for the comparatively lower course completion rate (70%) for ABE students with a Canada(BC) Student Loan.

5.5.2 0-6 month attendees with more general educational goals and less advanced courses

Some, students in this group may be in ABE/ College Prep because of parental pressure and/or pressure from funding agencies. Young students who are unsuccessful in ABE/ College Prep frequently are not responding to their own personal initiative. Certain activities in the year prior to enrolment appear to be strong indicators of this distinct lack of commitment. For example, those who had been unemployed and not looking for work- or part-time, unemployed single students did not fare well in ABE.

The data suggest the continued importance of these matters:

- Point of Entry counselling regarding goals, reasons for enrolment, financial support, childcare arrangements etc. It may not be the appropriate time for some students to start on the learning continuum. Data support the intuitive view that people are successful when something is seen as personally useful. Students who did not perceive the ABE/College Prep program as useful had a very low (25%) completion rate.
- Clear information about time-requirements so students do not over-extend themselves regarding hours of study, work, family needs etc. Not unexpectedly, those with full time jobs had lower completion rates.
- A supportive environment for those students commencing study at the Fundamental and Intermediate, levels. The completion rates for 0-6 months students at these levels is 47% and 62% respectively. They have a long way to go on their leanLing continuum and the goals may seem unattainable and the difficulties not worth the hassle.
- Time to settle in and come to terms with difficulties in their personal lives is required by many students before they can truly see themselves as successful students. Counselling, self-esteem building, funding, childcare assistance and an opportunity to develop selfconfidence and the routine of learning is needed for many students. Help is required so they are able to "hang in" for more than a few months in ABE. The data shows that many of the variables (see Chapter 4) which seem to indicate that a student will be at a high risk for non-completion in ABE are nullified if the student can stay in ABE beyond the sixth month point. The completion rates affected by these variables in the short term rise significantly to 85-90% for those students who remained in ABE for the 7-13 month time period.

5.5.3 7-13+ months attendees

This group, described in section 4.3, is far more homogeneous than the 0-6 months group. This group is comprised largely of students with more general educational goals and less advanced courses who stayed with ABE beyond the six month period. The data for this group clearly shows the success for these students. The implication for colleges, institutions and those providing financial support is to enable students to remain in ABE despite troubled beginnings, or to encourage an opportunity to return.

Halbert Dunn described wellness in terms of personal initiative.. action and a support network. It appears that success in ABE can be described in the same terms.

5.6 Future ABE research areas

There are many questions left unanswered with this current phase of research into ABE/ College Prep outcomes in the province of British Columbia. Some of these will be addressed- in the third phase (project Q, while others are beyond the scope of this project and must remain open research questions.

5.6.1 New areas that will be addressed in project C

The C phase contains more detail on employment, asking specifically about job changes from the year prior to ABE/ College Prep enrolment and during, the 13 month duration of the study.

The six month time period incorporates at least one term or semester at most institutions and was a time breakdown available from the current survey data. It may be informative, in the light of the results gleaned in Chapter 4 concerning the short and long term attendees, to consider specifically short term attendees (i.e. 0-3 months) and compare them to the 4-6 months attendees.

5.6.2 Open research questions

Because it takes a long time for the indirect effects of an ABE/ College Prep program to make changes to a student's life, a thirty month check-up survey has been undertaken with the A cohort. This survey will indicate the feasibility of the 30 month survey process itself and provide more information about the employability of the students and their continuing education.

5.7 Summary

Students are very optimistic when they enter ABE/ College Prep. They have educational and occupational goals; they envision themselves in a positive move forward in their lives. ABE/ College Prep students have their own endpoints or outcomes in mind; naturally these outcomes vary between students. Perhaps the best outcome indicator for ABE/ College Prep programs is each student's own estimate of personal success in moving forward. One student commented succinctly about ABE/ College Prep :

The instructors are good
Self-esteem boost
Meeting new friends
Stepping stone to a career

References:

Banister, Eric W.; Murray Allen, Samia Fadl, Gordon Bhakthan, Dawn Howard. *Contemporary Health Issues*. Boston, Maine.: Jones and Bartlett Publishers, Inc. 1988.

Dunn, Halbert L. *High-Level Wellness*. Thorofare, N.J.: Charles B. Slack, 1977.

Chapter 6

Appendices



This chapter consists of four appendices. The first concerns the data processing that was associated with the surveys. In particular it considers, the data collection process, details of linking the individual student survey records, and the validation of the data. The second appendix deals with the statistical aspects of the survey and analysis, giving an overview of the methods used and a glossary of terms for general reference purposes. The third appendix is a data dictionary that describes all the survey items, indicating their type, structure and interrelationships. The fourth appendix provides copies of the four survey questionnaires as they were actually used.

6.1 Data processing appendix

6.1.1 Data Collection

The Point of Entry survey was filled in by the students themselves. This survey had a preliminary section, reporting tracking information, which was detached from the survey form, processed by the institutions using a database package and submitted to the data coordination centre at VCC for entry into the dBASE IV tracking database.

The Early Leavers, Midpoint Leavers, Midpoint Continuers and Follow-up surveys were telephone interviews administered by Points of View, a Vancouver-based survey house.

The data were recorded in ASCII format and stored in separate files for each survey.

6.1.2 Data Linkage

The strategy of getting the institutions to submit databases with the student tracking information for later use in following up the students, consumed more time than it saved. The lack of computer expertise on the part of the staff to whom the work was delegated was a major problem. This was to some extent, complicated by the diversity of packages used and the heavy workload of the staff involved. This workload also led to a delay of many weeks in obtaining the tracking information. Even with the benefits of the learning curve from this project, the same process was equally cumbersome in project C.

These problems were not as great as the loss of information caused by the physical separation of the tracking information from the Point of Entry survey in cases where the identifying information differed. There was also a loss of information from the poorer quality of information due to the lack of standardization of tracking field values.

The Office of Institutional Research at VCC coordinated the data collection process and produced interim analyses for all surveys, except the Follow-up. While anticipating some of the potential problems, the Office did not attempt to link, the surveys of individual student records and did not link the survey data back to the tracking database. This linkage bookkeeping exercise was a substantial effort, since over fifteen percent of the records would not link directly and needed some modification/correction to the linkage information. It was possible to reduce the 15% to 1%, which was deemed as good as possible given the natural state of the linkage information as supplied by the students.

The major problems in linking the data were survey records which had incomplete/invalid linkage information, duplicate records, and the data entry errors made in re-entering the tracking information into the new survey files (e.g. Early Leavers onwards). This later problem, has been partially addressed in project C by assigning a check digit based on the institution, campus and campus survey codes, plus a unique identifier given to each Point of Entry survey form.

6.1.3 Data Validation

The data files received from the Office of Educational Research at VCC were in good order, and the current data analysts were able to reproduce their interim analyses, using the data dictionaries, informative user notes and SPSS data structures supplied by the Office.

There was considerable improvement in the quality of the data achieved with the telephone interviews and the associated software that was used for the later surveys compared with the self administered Point of Entry. The online data entry system used in the interview was programmed by Points of View to accept only valid responses or codes (e.g. yes/no) and forced skip patterns to be obeyed (e.g. if not employed then all variables in the employment section were skipped). Both of these were problems in the Point of Entry survey. Note that in Chapter 4, skip patterns were rigidly enforced by only limiting the valid responses to be those that were applicable by assuming the skip question to be true.

There was a small percentage of records that had data inconsistencies. The major problem was with several openended question responses, which appeared as though they could have been naturally classified in terms of the existing codes. However, without knowledge of the interview itself, it was felt unwise to change these responses. The other problem was with the file linkage, where it was difficult and sometimes impossible to resolve problems such as duplicate records for a student in a survey and students who had both Midpoint Leavers and Continuers records. The decision was made to analyze the data as it was after the obvious linkage problems had been resolved. Hence the reader will encounter minor inconsistencies in totals at various points due to linkage difficulties.

6.1.4 Data processing glossary

ASCII - acronym for American Standard Code for Information. It is a standard for saying information, usually words and numbers, so that most programs can read it. Hence an ASCII file can be listed on a screen as it contains no formatting symbols or special characters.

field - a basic unit of information (e.g. a survey item)

file - a collection of records (e.g. student survey records). It is usually associated with a computer file, which can be stored on magnetic media such as a floppy disk or a harddrive.

identifier - a field in a survey form or computer record that is used for identification. Typically it is a survey code.

key - another term for an identifier, but usually with reference to standard computer file, or a file (table) of a relational database. A key is often defined to be unique. The key used in linking the four files was a composite one consisting of the institution code, campus code and campus survey code.

linkage - refers to the joining of computer records pertaining to an individual from separate computer files, in this case from the four survey files.

record - this term is used to describe a collection of information that is unique to an object, which is here a student. It can be used with respect to the paper form (questionnaire) or the actual survey information for a student stored on magnetic media. A record consists of a set of fields (survey items) and a set of records is termed a file.

relational database - a collection of stored information for an enterprise, which is perceived by the user as consisting of a series of linked files (tables). The tables are constructed according to a rigid set of rules and can be operated upon by a series of operators such as subset and join.

6.2 Statistical appendix

6.2.1 Statistical methods

Project B is essentially an exploratory study, since little was known about ABE prior to the A study. which was a pilot study having only three institutions. Hence descriptive statistics, such as frequency tables and means, are used for the bulk of the reporting.

However, because of practical knowledge and intuition through work in the ABE field in BC, it was strongly felt that there was a difference between short term attendees and longer term attendees. Hence some limited exploratory testing has been done to see what factors differentiated. not only the shorter term attendees from the rest. but to see if there was a difference in the way these factors affected the completion rates of the two groups. Initially, the factors were examined individually (univariately), using chi-squared tests for the factors with categorical levels (e.g. highest level of education enrolled in) and t-tests for factors that were continuous (e.g. age).

Note carefully, that the evidence supplied by this testing is exploratory. Besides the subtle biases that may creep (e.g. due to the split (0-6 months versus 713+months) chosen for convenience purposes), there are a large number of factors tested and so the possibility for false positive results is quite large.

In examining the differences between the short term and long term attendees and those between the Leavers and Continuers, it was found useful to try and artificially see what factors were most responsible for the observed differences between the groups. The technique used to perform these analyses was logistic regression, which is described in the Statistical Appendix below. This technique was also used to see what factors most affected the completion rate within the 0-6 and 7-13+ months groups. Logistic regression as used here closely follows the more traditional multiple regression and successively extracts the important factors, bearing in mind the contribution made by those factors already considered.

The kappa statistic is used in cases where it is desired to see the association between two related items, such as initial and final objectives. This statistic views the evidence from an individual student viewpoint, rather than comparing before and after population rates, which may be misleading.

6.2.2 Statistical glossary

association - the statistical dependence between two or more variables. An association means that the probability of occurrence of one characteristic depends on the occurrence of other characteristics. The terms association and relationship are often used interchangeably: For measurement scale variables, association is usually measured by the correlation coefficient.

causality - the assignment of causes to the effects they produce. Causality is not the same as correlation; correlation means that two characteristics move in concert with one another. while causality means that one characteristic actually caused the other. Causality cannot be concluded from correlations in observational studies.

cohort - any designated group of persons who are followed over a specific period of time.

confirmatory study - study designed to use formal (but not necessarily more sophisticated) techniques to test theories and hypotheses. Relationships among variables have already been tentatively established and await confirmation. (See exploratory study)

confounding - occurs when, in a relationship between an effect and two or more causal factors observed in a data set, it is not possible to separate out the effect of any single causal factor.

dependent variable - a variable which is dependent on the effect of other variables (i.e. independent variables) in the relationship under study; also called the. outcome or response variable.

explanatory variable - a variable that causally explains the association or outcome under study (a.k.a. independent variable)

exploratory study - one that seeks to describe and summarize data; it may suggest hypotheses which can be examined formally in future studies (see confirmatory study). Relationships between variables are not explicitly stated beforehand, but are uncovered during the investigation.

factor - a characteristic or event that brings about or explains a change in some defined outcome, it can also be thought of as a categoric independent variable. The levels of a factor identify different groups.

hypothesis testing - examines which of two competing statements (i.e. hypotheses) about a population is more convincingly supported by the observed data. Hypothesis testing, also called significance testing, is the process of inferring from the partial information contained in the sample to the complete but unknown or unavailable population. (See p-value)

kappa statistic - a measure of nonrandom agreement between observers or measurements of the same categoric variable. For example, consider the question of whether a student's intended activity agrees with his/her actual activity. Simple agreement would be the ratio of the number of students who really are doing what they intended to the total number of students. The kappa statistic adjusts this ratio by taking into account the agreement that could be expected to happen simply by chance.

logistic regression - whereas multiple linear regression assumes a measurement scale response variable, logistic regression provides a modelling strategy, for a binary or dichotomous response variable. For the binary outcome variable, completion or non-completion of an ABE course, logistic regression can be used to find a set of factors that differentiate between students who did complete and students who did not. Further details of logistic regression and associated model building may be found in Hosmer and Lemeshow (1989).

multiple regression - a modelling strategy for exploring the relationship between a single response variable and one or several explanatory variables. The response variable must be of measurement scale, but the explanatory variables can be a combination of measurement and categoric variables.

p-value - a quantity which assesses the statistical significance of a result; that is, could random chance variation account for any observed difference or is the observed difference real? The smaller the p-value (under 0.05), the more convincing the evidence that something other than chance is operating to make the observed difference. Note, however, that statistical significance is not the same as practical significance. The former assesses whether a result is real. the latter assesses whether the result is meaningful in practical terms.

prospective survey - involves the observation of a population for a long enough period of time to detect some outcome measure or rate of occurrence of a characteristic. It is also called a cohort study or longitudinal study.

response - another term for the dependent variable or outcome variable. it is the measured result of observed or controlled factors.

standard error - the standard deviation of an estimate; that is, how much would the quantity (e.g. percentage or mean) computed from the sample data be expected to change if the entire study were repeated with another randomly drawn sample.

stratum/strata - subgroup(s) within the population or sample. For example, the total ABE cohort can be subdivided into two strata. those attending for 0-6 months and those attending for 7-13+ months.

t-test - a statistical hypothesis test used to assess whether the difference between two (observed) sample means is likely due to sampling variability (i.e. chance error), or whether the difference is real and would persist even if other random samples of the same size were taken.

variable - any attribute, phenomenon or event that can have different values. that is, any quantity that varies.

6.2.3 Normal approximation to the binomial

It is mentioned repeatedly that confidence intervals and inference, such as the comparison of rates (e.g. expressed as percentages) rely upon the so called normal approximation to the binomial. It can be shown that for large samples (say 30 or more) where the rate is not extreme (i.e. between 0.05 and 0.95), then approximating the binomial distribution of the rate by an equivalent normal distribution is an excellent approximation.

However for the comparison of small samples (say with sample sizes of 20 or less) it is necessary to use other tests, such as the common chi-squared test, or Fisher's exact test. The reader is referred to elementary statistical texts for more details.

Further, in calculating the 95% confidence intervals of small samples, the normal approximation is again inadequate and the reader is referred to methods described in [§6.2.3](#) and §6.2.4 of Hahn and Meeker (1991).

References

Hahn GJ, Meeker WQ. *Statistical intervals - a guide for practitioners*. John Wileys & Sons, New York (1991).

Hosmer DW, Lemeshow S. *Applied logistic regression*. John Wiley & Sons, New York (1989).

The data dictionary on the previous page is presented in an extremely compact form and really needs the survey questionnaires of Appendix 6.4, in order to fully understand it.

The aim of the data dictionary is summarize all the data items from the surveys and as well to attempt to bring them together in a systematic fashion. As such the variables have been grouped under the major headings of demographics, pre-ABE/ College Prep background, Program Information and Outcomes. Note the major outcome, course completion is to be found under Program Information. Note also, that the three and six month Leavers surveys are combined in a single column. since there were few differences between them.

The structure of the data items is also summarized in the data dictionary using the following notation, which we illustrate by considering the following examples

- year (Point of Entry) 1(#)

the 1 refers to question 1 in the Point of Entry survey and the code # with the parentheses is used to indicate a numeric variable

- have dependents (Point of Entry) 4aa(yn)

the 4ac refers to question 4ac in the Point of Entry Survey and the yn code is short for a Yes/No response

- classroom (Leavers) 8ba-8bm(13(4c)+o)

the 8ba-8bm refers to questions 8ba-8bm of the Leavers' survey, that dealt with experience in the classroom. The complex code 13(4c)+o is shorthand for 13 questions each having 4 categories, with one of the questions being an open-ended "Other" type response.

By referring to the questionnaires, the notation should become obvious. The reader will note that in many instances questions were revised, and a "best match" between versions was used to compare information across surveys.

6.4 Survey Instruments Appendix

These are the actual survey questionnaires

**1994/95 ABE OUTCOMES STUDY
POINT OF ENTRY SURVEY**

Institution Code: _____
Campus Code: _____

Student ID Number: _____
Survey Code: _____

*This survey is a very important tool to determine the needs of ABE student. Your participation is voluntary, and if you do not wish to complete the survey, please return the form to your instructor. To complete the form, please read the instructions for each question carefully and then fill in the circle beside the answer you choose. Please print clearly if a written answer is required. Complete all sections. **All responses will be kept confidential.** Identification codes are needed to match participants for the three different surveys. Thanks you.*

1. In what year were you born?

19__

2. What is your gender?

Male

Female

3. What is your marital status?

Single - never married

Married/common law

Widowed/separated/divorced

4. A. Do you have any dependents children living with you?

Yes, I have _____ dependent children

Yes, I have _____ other dependents

No (If No, please GO TO Question 5.)

B. If you have dependents, where are they when you're in class? (Check as many as appropriate)

School

Daycare

With spouse or family member

④ Other (please specify) _____

SECTION B: PREVIOUS ACTIVITIES

5. When did you last attend school?

Within the last year

1 - 2 years ago

3 - 5 years ago

6 - 10 years ago

11 - 20 years ago

21 or more years ago

6. What type of school did you last attend?

Elementary school

Secondary school

College

Other (*please specify*) _____

7. Did you enjoy your experience at your last school?

Yes, I enjoyed it very much

Yes, I enjoyed it somewhat

No, I seldom enjoyed it

No, I didn't enjoy it at all

8. A. Have you enrolled in ABE classes before?

Yes if yes, please go to Question 8B.

No if no, please go to Question 9.

B. If, yes

Which Town/city: _____

Which Province: _____

Which Institution: _____

9. Choose the answer that **BEST** describes your activities during the last 12 months:

- | | |
|--------------|--|
| STUDENT | Full-time student |
| | Part-time student |
| EMPLOYED | Employed part-time (29 hours or less per week) |
| | <input type="radio"/> 4 Employed full-time (30 hours or more per week) |
| NOT EMPLOYED | <input type="radio"/> 5 Not employed but looking for a job |
| | <input type="radio"/> 6 Not employed and not looking for a job |
| | <input type="radio"/> 7 Full-time household/family duties |
| COMBINATION | <input type="radio"/> 8 Part-time study and part-time family duties |
| | <input type="radio"/> 9 Part-time study and full-time employment |
| | <input type="radio"/> 10 Part-time study and part-time employment |
| | <input type="radio"/> 11 Full-time study and part-time employment |
| | Full-time study and full-time employment |
| | <input type="radio"/> 13 Other (<i>please explain</i>): |

SECTION C: PROGRAM INFORMATION

10. What level of ABE/College Prep are you enrolled in?

Check all that apply

Fundamental

Intermediate

Advanced

4 Provincial

5 GED

11. How many hours of ABE or College Prep are you enrolled in per week?

1 - 4 hours

4 - 9 hours

10 - 14 hours

4 15 - 20 hours

5 more than 20 hours

12. A. Are you taking any non-ABE classes?

Yes *If yes, please go to Question 12B.*

No *If no, please go to Question 13A.*

B. If yes, which ones?

13. A. Do you expect to receive financial assistance while attending ABE?

Yes *If yes, please go to Question 13B.*

No *If no, please go to Question 14A. B. If yes, from whom? (Check as many as apply)*

Canada Employment (UI cheques)

Canada Employment (Full Sponsorship)

Department of Aboriginal Affairs

④ Local Band

⑤ Ministry of Social Services and Housing

⑥ Ministry of Social Services - tuition & books

⑦ Workers' Compensation Board

⑧ ABE Student Assistance Program (ABESAP)

⑨ Canada Student Loan

⑩ Bursary/Scholarship/Grant

⑪ Disability Pension

Disability Pension

⑬ Other (*please specify*):

14. A. Are you currently working while attending classes?

Yes *If yes, please go to Question 14B.*

No *If no, please go to Question 15 .*

B. *If you are working, what is your job title?*

C. How many hours per week do you work?

1 - 14 hours per week

15 - 29 hours per week

30 - 40 hours per week

more than 40 hours per week

D. Do you work shiftwork?

Yes No

E. Is the job.... *(please check as many as apply.)*

Permanent

Temporary

Casual/on-call relief

Seasonal

Contract work

Self-employed/family business

15. Do you have a long-term occupational goal?

Yes *If yes, what?* _____

No

SECTION D: GOALS

15. We are interested in the reasons you enrolled in ABE. We have listed many of the reasons why people enrol in ABE and College Prep. Please indicate how important *each* of these reasons is to you by choosing one option for each.

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT AT ALL IMPORTANT
a)	Increase my reading skills		
b)	Increase my writing skills		
c)	Increase my math skills		
d)	Decide on a career or job		
e)	Prepare for a career or job		
f)	Study until a job become available		
g)	Qualify for another college program/course		
h)	Improve my high school marks		
i)	Complete high school		
j)	Improve my self-esteem and confidence		
k)	Have more choices in life		
l)	Improve my financial situation		
m)	Other (<i>please specify</i>):		

16. A. Do you have a long-term occupational goal?

Yes *If yes, please go to Question 16B.*

No *If no, please go to Question 17.*

B. If yes, what is that goal?

17. Choose the answer that **BEST** describes what you intend to be doing 12 months from now?

- | | |
|--------------|--|
| STUDENT | Full-time student |
| | Part-time student |
| EMPLOYED | Employed part-time (29 hours or less per week) |
| | ④ Employed full-time (30 hours or more per week) |
| NOT EMPLOYED | ⑤ Not employed but looking for a job |
| | ⑥ Not employed and not looking for a job |
| | ⑦ Full-time household/family duties |
| COMBINATION | ⑧ Part-time study and part-time family duties |
| | ⑨ Part-time study and full-time employment |
| | ⑩ Part-time study and part-time employment |
| | ⑪ Full-time study and part-time employment |
| | Full-time study and full-time employment |
| | ⑬ Other (<i>please explain</i>): |

18. If you intend to be a student 12 months from now, please indicate your planned program area:

More ABE or College Prep courses

Apprenticeship, vocational or trade school program

Career or technical program

④ University level courses

⑤ Other (*please specify*): _____

20. Please use the following lines to describe any final comments or thoughts you would like to share with us:

*Thank you for participating in this study.
We will be contacting you in November or February to answer the next survey.*

**ABE OUTCOMES STUDY
6 MONTH LEAVERS' SURVEY
(To Be Administered by Telephone)**

Institution Code: _____
Campus Code: _____

Student ID Number: _____
Survey Code: _____

NOTE: Please assure the student that participation is voluntary and all responses will be kept confidential. To complete the survey, please read the instructions for each question carefully and indicate the students' responses by checking the appropriate circle where applicable. If a written response is required, please write legibly and complete all pertinent sections. Identification codes are to match participants with their previous survey(s). Notes in bold are to be stated to the students; however, notes in ITALICS are special instructions to survey administrators. Thank you.

1. How long were you in ABE and/or College Prep.?

Less than one month

1 to 3 months

4 to 6 months

More than 6 months

2. A. In that time, did you go to most of your classes?

Yes

No

B. *If NO, Explain:*

3. Did you complete the ABE course(s) you enrolled in?

Yes, all (*Go to Question 4.*)

Yes, some of them (*Go to Question 3A and 3B.*)

No (*Go to Question 3A and 3B.*)

A. What was your main reason for leaving your ABE course(s)?
(Wait for response then choose appropriate answer. Please clarify answer with student.)

- | | |
|---------------------------|-------------------------|
| Finances | ⑧ Did not like course |
| Transportation | ⑨ Too hard |
| Childcare | ⑩ Too easy |
| ④ Got a job | ⑪ I didn't have time |
| ⑤ Job changed | Not the course I needed |
| ⑥ Health | ⑬ I changed my goal |
| ⑦ Did not like instructor | ⑭ Other (specify): |
-

B. Do you intend to re-enrol in the uncompleted courses?

Yes

No *If No*, why not? _____

I am going to mention a number of services which are sometimes available to students at a College...
(With each service, please ask if the service was available, then ask if it was used. eg. 4Aa, then 4Ba.)

4. A. Were any of the following services available to you?
B. If yes, did you use them?

	YES	NO	DON'T KNOW		YES	NO	N/A
(a)	Number 1	Number 2	Number 3	Course Advisors	Number 1	Number 2	Number 3
(b)	Number 1	Number 2	Number 3	Assessment Centre	Number 1	Number 2	Number 3
(c)	Number 1	Number 2	Number 3	Financial Aid Advisor	Number 1	Number 2	Number 3
(d)	Number 1	Number 2	Number 3	Counsellor/ Career Advisor	Number 1	Number 2	Number 3
(e)	Number 1	Number 2	Number 3	Learning Assistance	Number 1	Number 2	Number 3
(f)	Number 1	Number 2	Number 3	Assistance for People with Special Needs	Number 1	Number 2	Number 3
(g)	Number 1	Number 2	Number 3	Library	Number 1	Number 2	Number 3
(h)	Number 1	Number 2	Number 3	Quiet Study Space	Number 1	Number 2	Number 3
(i)	Number 1	Number 2	Number 3	Computer Lab	Number 1	Number 2	Number 3

5. What were your main reasons for enrolling in ABE?

(Wait for a response, then choose appropriate answer(s). please clarify answer(s) with student.)

- a) Increase my reading skills
- b) Increase my writing skills
- c) Increase my math skills
- d) 4 Decide on a career or job
- e) 5 Prepare for a career or job
- f) 6 Study until a job becomes available
- g) 7 Qualify for another college program/course
- h) 8 Improve my high school marks
- i) 9 Complete high school
- j) 10 Improve my self-esteem and confidence
- k) 11 Have more choices in life
- l) Improve my financial situation
- m) 13 Other (please specify):

6. Did you get what you wanted from the program?

Yes, definitely

Yes, to some extent

No

7. Would you recommend the course or program to a friend?

Yes

A. If YES, why? _____

No

B. If NO, why not? _____

8. We are very interested in your learning experience. Please answer the following questions:

(For surveyor: No "Yes" or "No" responses allowed for questions 8 and 9).

A. About the institution:

		Most of the time	Usually	Some times	Seldom
a]	Do you feel welcome at the institution?	1	2	3	4
b]	Were you able to get the course info. that you needed?	1	2	3	4
c]	Were you given an orientation?	1	2	3	4
d]	Could you find your way around?	1	2	3	4
e]	Were the hours of registration convenient for you?	1	2	3	4
f]	Were the times of the classes appropriate for you?	1	2	3	4
g]	Would a different schedule have been better for you?	1	2	3	4
h]	Was the location of the class suitable to you?	1	2	3	4
i]	Were other services available when you needed them?	1	2	3	4

8. B. In the classroom: (If you were in several ABE classes, please give an overall general impression of your ABE classroom(s))

		Most of the time	Usually	Some times	Seldom
a]	Did you feel comfortable (welcome/secure) in the classroom?	1	2	3	4
b]	Did you participate in class discussions?	1	2	3	4
c]	Did the course content interest you?	1	2	3	4
d]	Did you like the program materials? (Texts, videos, lab equip., etc.)	1	2	3	4
e]	Was the course too difficult? (If "4" go to [f] otherwise go to [g])	1	2	3	4
f]	Was the course too easy?	1	2	3	4
g]	Did you work at your own pace?	1	2	3	4
h]	Did your class include group work?	1	2	3	4
i]	Were you satisfied with the way the instructor(s) explained information?	1	2	3	4
j]	Was the amount of homework appropriate for you?	1	2	3	4
k]	Were you comfortable with the number of tests?	1	2	3	4
l]	Did you feel that you were making good progress?	1	2	3	4

m]	<i>Other comments:</i> _____ _____ _____	1	2	3	4
----	---	---	---	---	---

		Most of the time	Usually	Some times	Seldom	N/A
a]	Making friends in ABE	1	2	3	4	
b]	Fear of not succeeding	1	2	3	4	
c]	Finding a quiet place to study at home	1	2	3	4	
d]	Transportation	1	2	3	4	
e]	Your health	1	2	3	4	
f]	Finances	1	2	3	4	
g]	Lack of spousal/family support (eg. encouragement, etc)	1	2	3	4	5
h]	Do you have family responsibilities? If no, N/A. If yes, ask "were these responsibilities a problem for you?"	1	2	3	4	5
i]	If you have children, was childcare a problem?	1	2	3	4	5
j]	Do you have household responsibilities? If no, N/A. If yes, ask "were these responsibilities a problem for you?"	1	2	3	4	5
k]	Did you work while attending classes? If no, N/A. If yes, ask "was it a problem working and attending classes?"	1	2	3	4	5
l]	Do you have problems which have not been mentioned? If no, N/A. If yes, please ask student to specify: Specify: _____ _____ _____	1	2	3	4	5

10. A. Did you receive financial assistance while attending ABE?

Yes

10B. *If YES*, From whom?

(Please indicate student's response then go to 10C)

Canada Employment (UI) cheques

Canada Employment (Full Sponsorship)

Department of Aboriginal Affairs

④ Local band

⑤ Ministry of Social Services and Housing

⑥ Workers' Compensation Board

⑦ ABE Student Assistance (ABESAP)

⑧ Canada Student Loan

⑨ Bursary/Scholarship/Grant

⑩ Disability Pension

⑪ Other *(please specify)*:

No *If NO*, go to Question 11A.

C. Was it adequate?

Yes No Somewhat

11. A. Are you currently a student?

Yes No *If NO*, please *CONTINUE* with Question 12.

B. *If YES*, are you Full-time OR Part-time

If YES, continue to 11C and 11D, then go to Question 15.

C. What type of program are you currently taking?

More ABE/College Prep

- Apprenticeship, vocational, trade school
- Career or Technical program
- 4 English Language Training (ESL, ELT)
- 5 University Level/University Transfer
- 6 Correspondence, distance education courses
- 7 Other. *Please specify:* _____

D. From what institution are you taking your program?
Administrator, please refer to the attached list of insitutions and write the insitution number in the first blank.)
 Insitution Number (from list): _____
 Other Institution (not on list): _____

12. Do you plan to go back to school? *Please wait for a response.*

Yes *If YES, please CONTINUE*

No *If NO, please go to Question 15.*

Unsure *If UNSURE, please go to Question 15.*

13. When do you plan to go back to school?
(Wait for a response, then choose an appropriate answer. Please clarify answer with student.)

Within the next three months

Within the next year

When the children are older

- 4 When I can afford
- 5 Within the next five years
- 6 Don't know
- 7 Other: *Please specify:* _____

14. A. What program do you intend to take when you return to school?
(Wait for a response, then choose the appropriate answer. Please clarify answer with student.)

More ABE/College Prep

Apprenticeship, vocational, trade school

Career or technical program

- 4 English Language Training (ESL, ELT)
- 5 University Level/University Transfer
- 6 Correspondence, distance education courses

⑦ Don't know

⑧ Other. Please specify: _____

B. From what institution are you taking your program?

Administrator, please refer to the attached list of institutions and write the institution number in the first blank.)

Don't know

Institution Number (from list): _____

Other Institution (not on list): _____

15. Are you currently employed?

Yes If YES, CONTINUE (Do both 16A and 16B.)

No If NO, go to 16A only, then continue with questions 17 and 18.)

16. A. Did you improve or increase the following in your ABE program?

B. How often do you use the following in your job?

When 16B is finished, go to Question 19.

	YES	NO	DON'T KNOW		Frequently	Some times	Not at all
a]	Number 1	Number 2	Number 3	Math Skills	Number 1	Number 2	Number 3
b]	Number 1	Number 2	Number 3	Writing Skills	Number 1	Number 2	Number 3
c]	Number 1	Number 2	Number 3	Reading Ability	Number 1	Number 2	Number 3
d]	Number 1	Number 2	Number 3	Science Knowledge	Number 1	Number 2	Number 3
e]	Number 1	Number 2	Number 3	Understanding of World Events	Number 1	Number 2	Number 3
f]	Number 1	Number 2	Number 3	Verbal Skills	Number 1	Number 2	Number 3
g]	Number 1	Number 2	Number 3	Self-confidence	Number 1	Number 2	Number 3
h]	Number 1	Number 2	Number 3	Computer Skills	Number 1	Number 2	Number 3
i]	Number 1	Number 2	Number 3	Other	Number 1	Number 2	Number 3

Please specify other: _____

17. What is the main reason you are UNEMPLOYED?

(Wait for a response, then choose the appropriate answer. Please clarify answer with student.)

Unable to find work

Transportation problems

Full time household/family duties

4 Need more education/training

5 Temporarily laid-off

6 In poor health

7 Necessity of re-locating

8 Have not tried to find a job

9 Student attending classes

10 I have a disability

11 Other: *Please specify:* _____

18. If UNEMPLOYED, what do you plan to do?

What is the main reason you are UNEMPLOYED?

(Wait for a response, then choose the appropriate answer. Please clarify answer with student.)

Keep looking for a job

Change careers. (If so, what areas/profession: _____)

Continue with my studies

4 Stay home with family

5 Don't know

6 Other: *Please specify:* _____

EMPLOYMENT QUESTIONS *If a Student Answered YES to Question 15)*

19. How many hours per week do you work?

1-14 hours per week

15-29 hours per week

30-40 hours per week

4 More than 40 hours per week

20. What is your job title? _____

21. A. Is the job... (please check one response.)

Permanent

Temporary

Seasonal

4 Casual

5 Permanent/Seasonal

6 Temporary/Seasonal

B. Do you work shiftwork? Yes No

22. In terms of employment, what do you intend to do in the future?

(Please let student respond, then choose the appropriate answer. Please clarify each response.)

Continue at present job

Quit this job to be a full time homemaker

Quit this job and return to school/get more training

4 Look for a similar job somewhere else

5 Look for a different job

6 Change to part-time work so I can go back to school

7 Quit this job even if I will be unemployed

8 Change occupation. If so, what areas/profession: _____

9 Start my own business

10 Don't know

11 Other: Please specify: _____

COMMENTS

23. Do you have anything else you would like to tell us about your experience as an ABE student?

No, everything fine

24. When you were in your ABE program, was there anything else the college or instructor(s) could have done to assist you?

No, everything fine

Listing of Institutions:

For Questions 11D and 14B, please write the institution code from the following list that matches exactly what students state as their response. If student mentions an institution that is not listed, please use "OTHER" space provided in the pertinent question(s) to write in the name of the institution.

1. BLANK
2. B.C.I.T.
3. Camosun
4. Capilano College
5. Cariboo (University College)
6. New Caledonia (College)
7. Douglas College
8. Emily Carr College of Art & Design
9. East Kootenay Community College (also called College of the Rockies)
10. Fraser Valley (University College)
11. Kwantlen College
12. Langara College
13. Malaspina University College
14. North Island College
15. Northern Lights College
16. Northwest Community College
17. Okanagan University College
18. Open Learning Agency
19. Selkirk College
20. S.F.U. (Simon Fraser University)
21. Trinity Western University
22. U.B.C. (University of B.C.)
23. U.N.B.C. (University of Northern B.C.)
24. U.Vic. (University of Victoria)
25. V.C.C (Vancouver Community College)
26. Other

**ABE OUTCOMES STUDY
UPDATE SURVEY**

Institution Code: _____

Student ID Number: _____

Campus Code: _____

Survey Code: _____

*This is the second part of the ABE OUTCOMES study. Participation is voluntary, and if you do not wish to complete the survey, please return the form to your instructor. As in the previous survey, please fill in the appropriate circle where applicable, and if a written answer is required, please print to ensure that your answer is legible. We appreciate your help and sure you that all responses will be kept confidential.
Thank you.*

SECTION A: PROGRAM/STUDENT INFORMATION

1. What level of ABE are you enrolled in?
(If unsure, please check with your instructor)
 - Fundamental
 - Intermediate
 - Advanced
 - 4 Provincial
 - 5 GED
 - 6 Fundamental and Intermediate
 - 7 Intermediate and Advanced
 - 8 Advanced and Provincial
 - 9 Other. *Please specify:* _____

2. How many hours of ABE are you enrolled in per week?
 - 1 - 4 hours
 - 5 - 9 hours
 - 10 - 14 hours
 - 4 15 - 20 hours
 - 5 More than 20 hours

3. A. Do you go to most of your classes?

Yes

No

B. *If NO, please explain:*

4. A. Are you in a different level of ABE than when you started?

Yes

No

B. *If YES, why did you change levels:*

Completed other level

Because I was incorrectly assessed and placed

Other. *Please specify:*

5. A. Are you taking non-ABE courses?

Yes

No

B. What type of non-ABE courses are you taking?

Apprenticeship, vocational, trade school

Career or Technical program

English Language Training (ESL, ELT)

④ University Level/University Transfer

⑤ Correspondence, distance education course

⑥ Other. *Please specify:* _____

6. A. Are you currently working while attending classes?

Yes

No *If NO, please go to Question 8A.*

B. *If YES, how many hours per week?*

1 - 14 hours

15 - 29 hours

30 - 40 hours

More than 40 hours

C. Do you work shift work?

Yes

No

7. If you are working, what is your job title?

SECTION C: COURSE INFORMATION

9. In the classroom: *(Please give an overall general impression of your ABE classroom).*

		Most of the time	Usually	Some times	Seldom
a]	Do you feel comfortable (<i>welcome/secure</i>) in the classroom?	1	2	3	4
b]	Do you participate in class discussions?	1	2	3	4
c]	Does the course content interest you?	1	2	3	4
d]	Do you like the program materials? (Texts, videos, lab equip., etc.)	1	2	3	4
e]	Is the course too difficult? (<i>If "4" go to [f] otherwise go to [g]</i>)	1	2	3	4
f]	Is the course too easy?	1	2	3	4
g]	Do you work at your own pace?	1	2	3	4
h]	Does your class include group work?	1	2	3	4
i]	Are you satisfied with the way the instructor(s) explain information?	1	2	3	4
j]	Is the amount of homework appropriate for you?	1	2	3	4
k]	Are you comfortable with the number of tests?	1	2	3	4
l]	Do you feel that you were making good progress?	1	2	3	4
m]	<i>Other comments:</i> <hr/>				

SECTION D: STUDENT LIFE

10. Are any of the following a problem for you while you are attending your ABE program?

		Most of the time	Usually	Some times	Seldom	N/A
a]	Making friends in ABE	1	2	3	4	
b]	Fear of not succeeding	1	2	3	4	
c]	Finding a quiet place to study at home	1	2	3	4	
d]	Transportation	1	2	3	4	
e]	Your health	1	2	3	4	
f]	Finances	1	2	3	4	
g]	Lack of spousal/family support (eg. encouragement, etc)	1	2	3	4	5
h]	Do you have family responsibilities? <i>If no, choose '5' otherwise chose '1' to '4'.</i>	1	2	3	4	5
i]	If you have children, how often is childcare a problem? <i>If DO NOT have children, choose '5'.</i>	1	2	3	4	5
j]	Do you have household responsibilities? <i>If no, choose '5', otherwise choose '1' to '4'.</i>	1	2	3	4	5
k]	If you work, is it a problem working and attending classes? <i>If you DO NOT work, choose '5', otherwise choose '1' to '4'.</i>	1	2	3	4	5
l]	Other problem(s):	1	2	3	4	5
Specify:						

SECTION E: OTHER INFORMATION

11. Have there been any important changes in your life in the following areas since you started in the ABE program? If the answer is yes, please explain briefly.

YES NO

Residence: _____

Marital/Relationship Status: _____

Other. Please specify: _____

12. A. Have your occupational goals changed since you began ABE?

Yes

No

B. If *YES*, please explain:

13. A. Did you receive any training in study/learning skills?

Yes

No

B. If *YES*, how did you receive it? (Mark all that apply).

In a workshop/seminar

In a credit course

As part of an ABE course

Other. Please specify: _____

C. Have the study/learning skills you gained been useful?

Yes

No

14. A. Have you ever thought of quitting?

Yes

No

B. If *YES*, why?

C. What made you stay?

15. Please add anything else you would like to say about your experiences as an ABE student:

Thank you for completing the survey. We will contact you by telephone again in seven months for the Follow-up Survey.