

# A Summary of Survey Results

## Institutions: TRUOL (2008, 2007, 2006)

LCPC: CPC Codes (internal institutional codes) (600059: Advanced Certificate in Management (CF))  
 LCPR: Graduation Status (self-reported) (1: Completed program requirements)

Number of Eligible Students: 6  
 Number of Respondents: 6  
 Response Rate: 100%

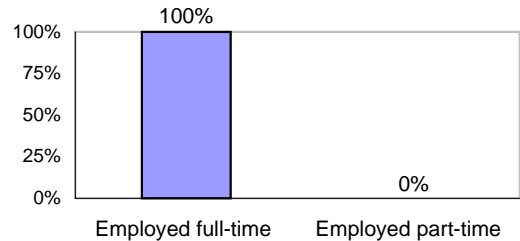
## Description of Survey Respondents

Demographics			Respondents' Reason For Enrolling	
	Of Eligible Students:	Of Respondents:		
Male	17% *	17% *	Job skills	0%
Female	83% *	83% *	Credential	100% *
			Credential & job skills	0%
			Other	0%
Median age (yrs)	38.0 *	38.0 *	<b>Graduation Status</b>	
Aboriginal		0%	Completed requirements for program credential	100% *
Previous Education				
Completed high school (not asked in '05, '06, '08)		67% *		
Of Those With a Previous Credential (not asked in '04, '06, '08) N=4				
Certificate or diploma		100%		
Degree (university)				

## Employment Outcomes

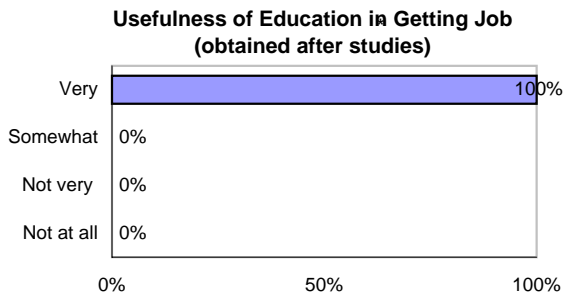
Of Valid Responses:	
100% *	in the labour force
100% *	employed
Of Those in the Labour Force:	
0%	unemployed
Of Those Employed:	
100% *	employed in a <b>permanent</b> job
100% *	employed in a <b>training-related</b> job
67% *	had current job before/during studies

Of Employed Respondents Either Employed Full- or Part-Time: N=6

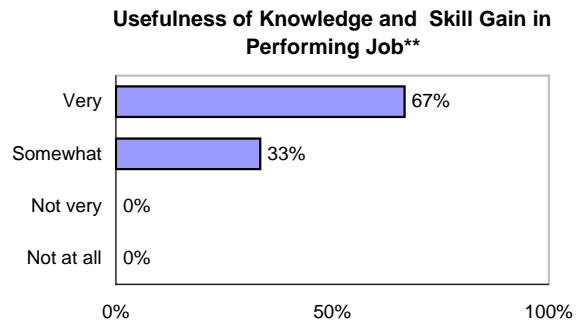


n/a \* gross median monthly salary of **full-time** main job  
 \$32 \* gross median hourly wage of main job  
 (Obtained hourly wage data since 2005. Monthly salary data only available before 2005.)

## Usefulness of Studies



N=2



N=6

\* Sample size is less than ten, interpret with caution.  
 \*\*\*Indicates the data are not shown to preserve confidentiality.

\*\* In 2003 and 2002, a 25% sample was asked this question. Before 2002, this question was not asked.  
 NOTE: All percentages are rounded to whole numbers.

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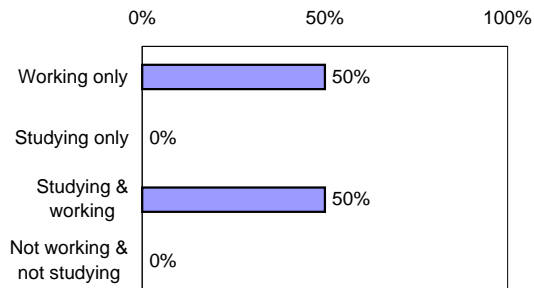
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## Current Activity

Of *All* Respondents:



Of Respondents Both Working and Studying :

100% \* employed full-time and studying  
 0% employed part-time and studying  
 100% \* considered themselves to be a worker rather than a student  
 0% considered themselves to be a student rather than a worker

## Further Education Outcomes

Of *Valid Responses*:

50% were currently studying  
 67% have taken further studies (including those still attending the same institution)

Of Those Who Have Taken Further Studies (including those still attending): N=4

75% have taken further studies at a BC public post-secondary institution

Of Respondents Who Expected to Transfer Credits:

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

Of Those Who Have Taken **Related** Further Studies (including those still attending): N = 4

75% \* felt **very well prepared** for further study  
 25% \* felt **somewhat prepared** for further study

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

#### BC Public Post-Secondary Institutions

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

0% University of the Fraser Valley (formerly Univ. College of the Fraser Valley)  
 0% Kwantlen Polytechnic University (formerly Kwantlen Univ. College)  
 0% Vancouver Island University (formerly Malaspina Univ.-College)  
 0% University of British Columbia / UBC Okanagan  
 0% University of Northern British Columbia  
 0% Simon Fraser University  
 0% Royal Roads University  
 0% Thompson Rivers University (formerly Univ. College of the Cariboo)  
 75% Thompson Rivers University - Open Learning (formerly BC Open Learning)  
 0% University of Victoria

25% Other

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NOTE: All percentages are rounded to whole numbers.  
 "n/a" indicates that there are no valid responses for this year.

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### Skill Development and College Experience

#### Program Provided Opportunity for:

##### Skill Development

	Of respondents who felt skill was:					not applicable
	applicable					
	Very Well	Well	Adequate	Poor	Very Poor	
Write clearly and concisely	33% *	50% *	17% *	0%	0%	0%
Speak effectively	33% *	50% *	17% *	0%	0%	0%
Read and comprehend materials	33% *	50% *	17% *	0%	0%	0%
Work effectively with others	67% *	17% *	17% *	0%	0%	0%
Analyze and problem solve (before '03)	n/a	n/a	n/a	n/a	n/a	n/a
Analyze and think critically	33% *	50% *	17% *	0%	0%	0%
Resolve issues or problems	33% *	50% *	17% *	0%	0%	0%
Use mathematics	0%	50% *	50% *	0%	0%	33% *
Use computers	50% *	50% *	0%	0%	0%	33% *
Use other tools and equipment	40% *	60% *	0%	0%	0%	17% *
Find information (before '04)	n/a	n/a	n/a	n/a	n/a	n/a
Learn on your own	83% *	17% *	0%	0%	0%	0%
Use entrepreneurial skills (before '04)	n/a	n/a	n/a	n/a	n/a	n/a

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

	Of respondents who felt aspect of development was:					not applicable
	applicable					
	Very Well	Well	Adequate	Poor	Very Poor	
Decide career / education	n/a	n/a	n/a	n/a	n/a	n/a
Manage work effectively	n/a	n/a	n/a	n/a	n/a	n/a
Understand more about yourself	n/a	n/a	n/a	n/a	n/a	n/a
Develop community awareness	n/a	n/a	n/a	n/a	n/a	n/a
Appreciate the arts	n/a	n/a	n/a	n/a	n/a	n/a
Increase understanding of society	n/a	n/a	n/a	n/a	n/a	n/a

#### Satisfaction with Aspects of Your:

##### Program

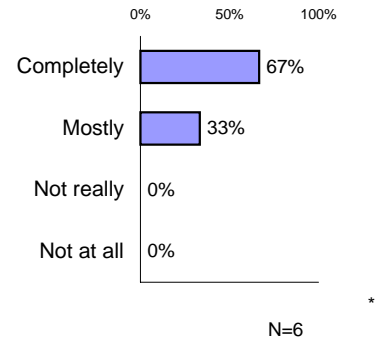
	Of respondents who felt aspect of program was:					not applicable
	applicable					
	Very Good	Good	Adequate	Poor	Very Poor	
Quality of instruction	50% *	33% *	17% *	0%	0%	0%
Amount of practical experience	60% *	40% *	0%	0%	0%	17% *
Textbooks and learning materials	50% *	50% *	0%	0%	0%	0%
Library materials	0%	100% *	0%	0%	0%	33% *
Quality of computers and software	67% *	33% *	0%	0%	0%	50% *
Quality of other tools / equipment	0%	100% *	0%	0%	0%	50% *
Availability of instructors	33% *	33% *	33% *	0%	0%	0%
Helpfulness of instructors	67% *	17% *	17% *	0%	0%	0%
Fair assessments (tests, papers)	67% *	33% *	0%	0%	0%	0%
Variety of assessments (not asked in '07, '08)	n/a	n/a	n/a	n/a	n/a	n/a
Organization of program	67% *	17% *	17% *	0%	0%	0%

##### Courses

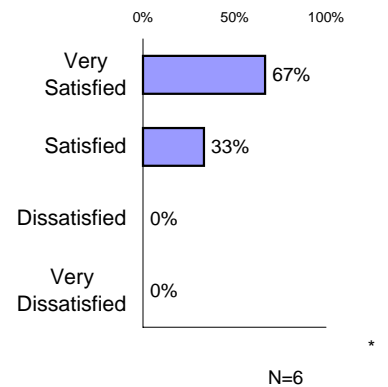
	Of respondents who felt aspect of courses was:					not applicable
	applicable					
	Very Good	Good	Adequate	Poor	Very Poor	
Being up to date	83% *	0%	0%	17% *	0%	0%
Covering topics relevant to field	67% *	0%	33% *	0%	0%	0%
Covering standards used	50% *	17% *	33% *	0%	0%	0%
Synthesizing information (not in '08)	60% *	20% *	20% *	0%	0%	0%
Encouraging to think in new ways (not in '08)	60% *	40% *	0%	0%	0%	0%
Opportunity for class discussion (not in '08)	50% *	50% *	0%	0%	0%	60% *
Improve presentation skills (before '04)	n/a	n/a	n/a	n/a	n/a	n/a

### Overall Satisfaction

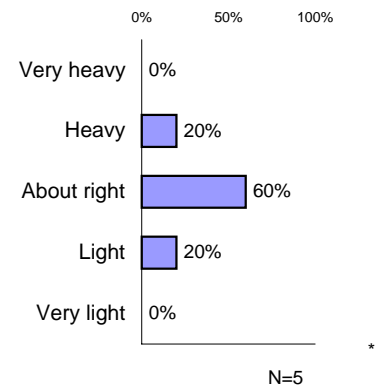
#### Was Main Reason for Enrolling Met?



#### How Satisfied with Education?\*\*\*



#### Workload (not asked in '04, '06, '08; only asked of non-trades training respondents in '07)



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

NOTE: All percentages are rounded to whole numbers. "n/a" indicates there are no valid responses.

\*\*Personal development questions asked of a 50% sample.

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

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## Reasons for choosing the institution

**Why did you choose the institution?** (First asked in 2006; question wording changed slightly in 2007)

- n/a It is in the region where I live
- 25% Availability of program
- n/a Program unique to this institution
- n/a Reputation of institution / went there before
- n/a Reputation of program
- n/a Less expensive
- n/a I was accepted into this institution
- n/a Location of institution
- n/a Transferability of course or program
- n/a Employer sent me

- 75% Length of program / convenient schedule
- n/a Small institution or class size
- n/a Other

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

## Jobs Obtained

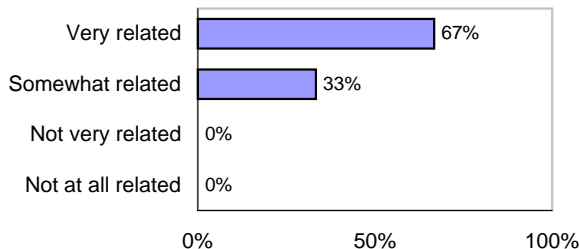
### 10 Most Common Training-Related Occupations

		Employed in This Occupation	% of those Employed ***	Median Hourly Wage**	Median Weekly Hours Worked
0621	Retail Trade Managers	3 *	50%	n/a	50
5124	Occupations in Public Relations & Communications	1 *	17%	n/a	55
0114	Other Administrative Services Managers	1 *	17%	n/a	40
0412	Government Managers-Econ. Analysis, Policy Dvlpmnt & Prog. Ac	1 *	17%	n/a	38

<b>All Training-Related Occupations</b>	6 *	100%	\$	32	45
<b>Unrelated Occupations</b>	0	0%		n/a	n/a
<b>Unclassified Occupations</b>	0	0%		n/a	n/a
<b>Total Currently Employed</b>	6 *	100%	\$	32	45
<b>Total Not Currently Employed</b>	0				
<b>Total in Labour Market</b>	6 *				

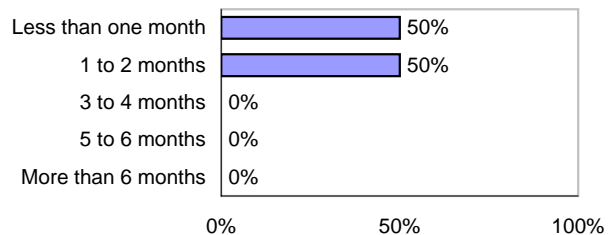
Of Those Currently Employed:

### Relationship of Employment to Training



N=6

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



N=2

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

\*\* Hourly wage data not available before 2005.

"n/a" indicates there are no valid responses

NOTE: All percentages are rounded to whole numbers.

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