

A Summary of Survey Results

Institutions: TRU (2008)

LCPC: CPC Codes (internal institutional codes) (EDDT: Engineering Design and Drafting Technology (DP))
 LCPR: Graduation Status (self-reported) (1: Completed program requirements)

Number of Eligible Students: 14
 Number of Respondents: 14
 Response Rate: 100%

Description of Survey Respondents

Demographics

	Of Eligible Students:	Of Respondents:
Male	86%	86%
Female	14% *	14% *
Median age (yrs)	27.0	27.0
Aboriginal		14% *

Respondents' Reason For Enrolling

Job skills	36% *
Credential	29% *
Credential & job skills	29% *
Other	7% *

Previous Education

Completed high school (not asked in '05, '06, '08)
 Of Those With a Previous Credential (not asked in '04, '06, '08)
 Certificate or diploma
 Degree (university)

Graduation Status

Completed requirements for program credential	100%
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Employment Outcomes

Of Valid Responses:

100% in the labour force
 100% employed

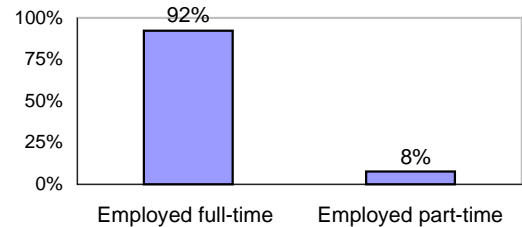
Of Those in the Labour Force:

0% unemployed

Of Those Employed:

100% employed in a **permanent** job
 93% employed in a **training-related** job
 14% * had current job before/during studies

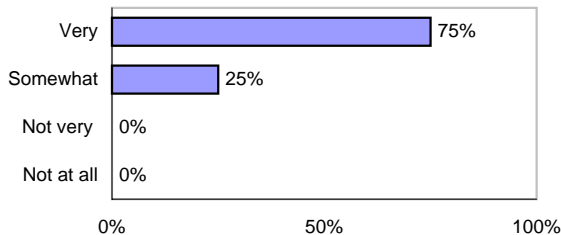
Of Employed Respondents Either Employed Full- or Part-Time: N=13



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

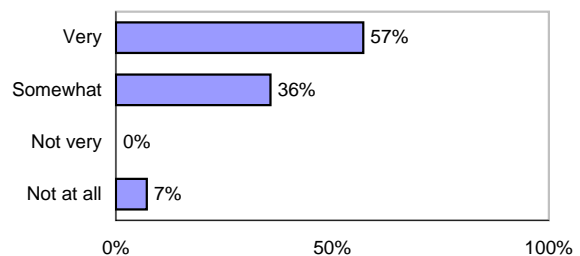
Usefulness of Studies

Usefulness of Education in Getting Job (obtained after studies)



N=12

Usefulness of Knowledge and Skill Gain in Performing Job**



N=14

* 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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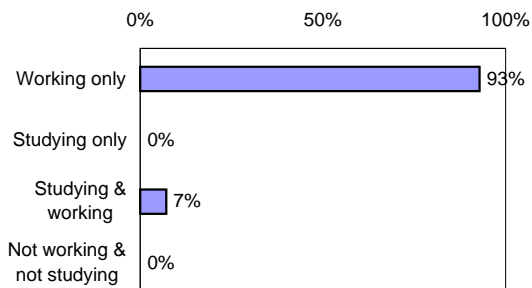
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Current Activity

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*:

7% were currently studying
 14% have taken further studies (including those still attending the same institution)

Of Those Who Have Taken Further Studies (including those still attending): N=2

100% have taken further studies at a BC public post-secondary institution

Of Respondents Who Expected to Transfer Credits:

n/a received the expected course transfer credits
 n/a felt **satisfied** or **very satisfied** with the transfer experience

Of Those Who Have Taken **Related** Further Studies (including those still attending): N = 0

0% felt **very well prepared** for further study
 0% 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
- ### Thompson Rivers University (formerly Univ. College of the Cariboo)
- 0% Thompson Rivers University - Open Learning (formerly BC Open Learning)
- 0% University of Victoria

0% Other

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 "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 Poor	
	Very Well	Well	Adequate	Poor			
Write clearly and concisely	21% *	29% *	43% *	7% *	0%	0%	0%
Speak effectively	7% *	50% *	43% *	0%	0%	0%	0%
Read and comprehend materials	50% *	36% *	14% *	0%	0%	0%	0%
Work effectively with others	50% *	50% *	0%	0%	0%	0%	0%
Analyze and problem solve (before '03)	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Analyze and think critically	36% *	57% *	7% *	0%	0%	0%	0%
Resolve issues or problems	50% *	50% *	0%	0%	0%	0%	0%
Use mathematics	64% *	36% *	0%	0%	0%	0%	0%
Use computers	71%	21% *	7% *	0%	0%	0%	0%
Use other tools and equipment	43% *	21% *	36% *	0%	0%	0%	0%
Find information (before '04)	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learn on your own	14% *	71%	0%	14% *	0%	0%	0%
Use entrepreneurial skills (before '04)	n/a	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

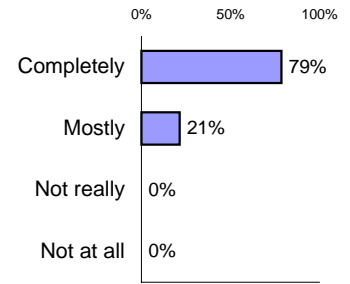
	Of respondents who felt aspect of program was:						not applicable
	applicable					Very Poor	
	Very Good	Good	Adequate	Poor			
Quality of instruction	50% *	29% *	21% *	0%	0%	0%	0%
Amount of practical experience	7% *	36% *	29% *	29% *	0%	0%	0%
Textbooks and learning materials	21% *	57% *	14% *	7% *	0%	0%	0%
Library materials	0%	46% *	31% *	23% *	0%	7% *	0%
Quality of computers and software	50% *	43% *	7% *	0%	0%	0%	0%
Quality of other tools / equipment	7% *	57% *	29% *	7% *	0%	0%	0%
Availability of instructors	50% *	36% *	14% *	0%	0%	0%	0%
Helpfulness of instructors	50% *	36% *	14% *	0%	0%	0%	0%
Fair assessments (tests, papers)	36% *	50% *	7% *	7% *	0%	0%	0%
Variety of assessments (not asked in '07, '08)	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Organization of program	29% *	36% *	14% *	21% *	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	29% *	57% *	14% *	0%	0%	0%
Covering topics relevant to field	36% *	50% *	7% *	7% *	0%	0%
Covering standards used	29% *	57% *	14% *	0%	0%	0%
Synthesizing information (not in '08)	n/a	n/a	n/a	n/a	n/a	n/a
Encouraging to think in new ways (not in '08)	n/a	n/a	n/a	n/a	n/a	n/a
Opportunity for class discussion (not in '08)	n/a	n/a	n/a	n/a	n/a	n/a
Improve presentation skills (before '04)	n/a	n/a	n/a	n/a	n/a	n/a

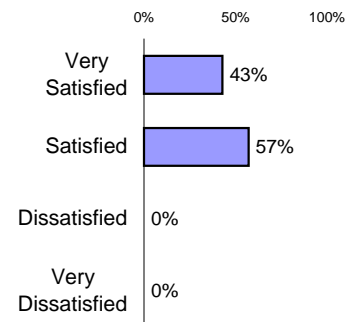
Overall Satisfaction

Was Main Reason for Enrolling Met?



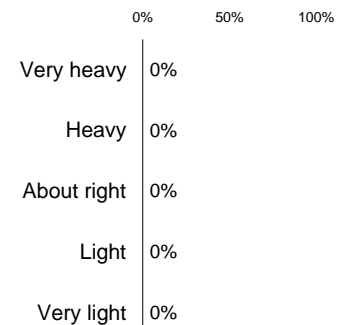
N=14

How Satisfied with Education?***



N=14

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



N=

*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)

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

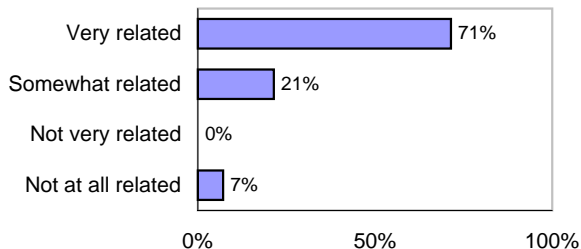
10 Most Common Training-Related Occupations

		Employed in This Occupation	% of those Employed ***	Median Hourly Wage**	Median Weekly Hours Worked
2253	Drafting Technologists & Technicians	5 *	36%	\$ 21	40
2231	Civil Engineering Technologists & Technicians	2 *	14%	n/a	41
7271	Carpenters	1 *	7%	n/a	40
2251	Architectural Technologists & Technicians	1 *	7%	n/a	0
5242	Interior Designers	1 *	7%	n/a	40
2154	Land Surveyors	1 *	7%	n/a	50
2131	Civil Engineers	1 *	7%	n/a	40
2232	Mechanical Engineering Technologists & Technicians	1 *	7%	n/a	40

All Training-Related Occupations	13	93%	\$ 20	40
Unrelated Occupations	1 *	7%	n/a	n/a
Unclassified Occupations	0	0%	n/a	n/a
Total Currently Employed	14	100%	\$ 21	40
Total Not Currently Employed	0			
Total in Labour Market	14			

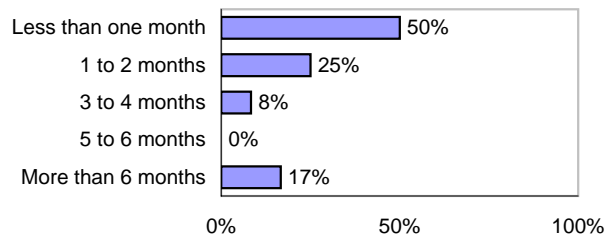
Of Those Currently Employed:

Relationship of Employment to Training



N=14

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



N=12

* 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.