

DACSO Summary of Survey Results

Institutions: VCC (2011, 2010, 2009, 2008, 2007)

CPC Codes (internal institutional codes) (DGRD: Digital Graphic Design (CERT))

Number of Eligible Students: 150
 Number of Respondents: 98
 Response Rate: 65%

Description of Survey Respondents

Demographics

	Of Eligible Students:	Of Respondents:
Male	30%	27%
Female	70%	73%

Median age (yrs) 26.0 26.0

Aboriginal 2% *

Previous Education

Completed high school (not asked in '05, '06, '08, '10, '11)	95%
Of Those With a Previous Credential (not asked in '04, '06, '08)	N=40
Certificate or diploma	63%
Degree	43%

Respondents' Reason For Enrolling (not asked in '10, '11)

Job skills	68%
Credential	7% *
Credential & job skills	19%
Other	5% *

Graduate Status (institution-reported)

Graduate (data for years prior to '04 may not be reliable) 100%

Graduate Status (self-reported) (not asked in '10, '11)

Completed requirements for program credential 98%

Employment Outcomes

Of Valid Responses:

95% in the labour force
 80% employed

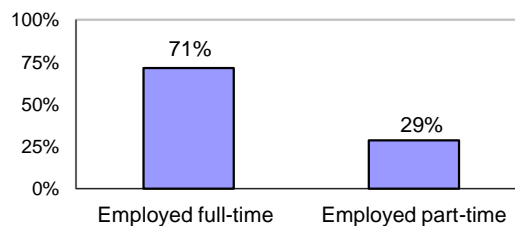
Of Those in the Labour Force:

15% unemployed

Of Those Employed:

82% employed in a **permanent** job
 53% employed in a **training-related** job
 27% had current job before/during studies

Of Employed Respondents Either Employed Full or Part-time: N= 77

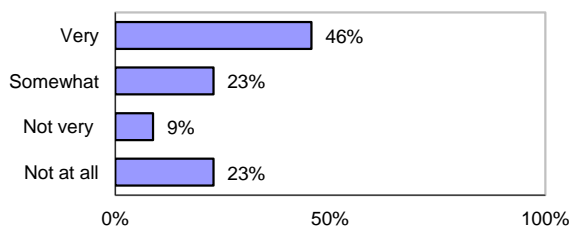


gross median monthly salary of **full-time** main job

\$16 gross median hourly wage of main job
 (Obtained hourly wage data since 2005. Monthly salary data only available before 2005.)

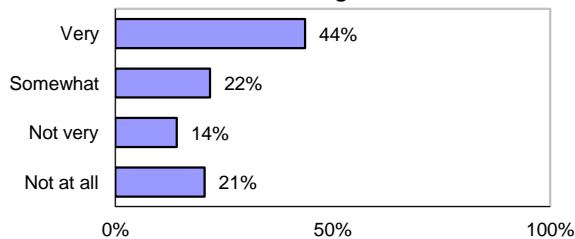
Usefulness of Studies

Usefulness of Education in Getting Job (obtained after studies)



N= 57

Usefulness of Knowledge and Skill Gain in Performing Job**



N= 78

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

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

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

NOTE: All percentages are rounded to whole numbers.

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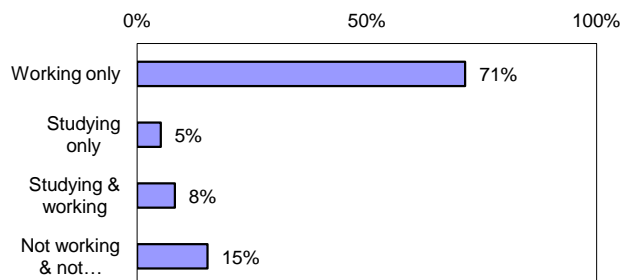
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Current Activity

Of All Respondents:



* Of Respondents Both Working and Studying: N= 8

- 50% * employed full-time and studying
- 50% * employed part-time and studying

Not asked in '11

- 29% * considered themselves to be a worker rather than a student
- 71% * considered themselves to be a student rather than a worker

Further Education Outcomes

Of Valid Responses:

- 13% were currently studying
- 19% have taken further studies (including those still attending the same institution)

* Of Respondents Who Expected to Transfer Credits: N= 2

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

Of Those Who Have Taken Further Studies (including those still attending): N= 19

- 89% have taken further studies at a B.C. public post-secondary institution

Of Those Who Have Taken **Related** Further Studies (including those still attending): N= 11

- 36% * felt **very well prepared** for further study
- 64% * felt **somewhat prepared** for further study

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

B.C. Public Post-Secondary Institutions

- 11% BCIT
- 0% Camosun College
- 16% Capilano University (formerly Capilano College)
- 0% College of New Caledonia
- 0% College of the Rockies
- 5% 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
- 37% 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)
- 11% Kwantlen Polytechnic University (formerly Kwantlen Univ. College)
- 0% Vancouver Island University (formerly Malaspina Univ.-College)
- 11% 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)
- 0% Thompson Rivers University - Open Learning (formerly BC Open Learning)
- 0% University of Victoria
- 11% Other (all other institutions)

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Skill Development and Post-Secondary Experience

Program Provided Opportunity for:

Skill Development

	Of respondents who felt skill was:					not applicable
	applicable					
	Very Well	Well	Adequately	Poorly	Very Poorly	
Write clearly and concisely	31%	42%	21%	3%	3%	32%
Speak effectively	30%	44%	24%	1%	1%	18%
Read and comprehend materials	49%	32%	16%	2%	0%	11%
Work effectively with others	55%	28%	15%	2%	0%	3%
Analyze and problem solve (before '03)	0%	0%	0%	0%	0%	0%
Analyze and think critically	49%	38%	12%	1%	0%	3%
Resolve issues or problems	38%	37%	23%	2%	0%	3%
Use mathematics	20%	52%	18%	9%	0%	55%
Use computers	73%	20%	6%	0%	0%	0%
Use other tools and equipment	51%	32%	16%	1%	0%	6%
Find information (before '04)	0%	0%	0%	0%	0%	0%
Learn on your own	52%	35%	11%	2%	0%	1%
Use entrepreneurial skills (before '04)	0%	0%	0%	0%	0%	0%

Personal Development** (not in '05, '07, '08, '10, '11)

	Of respondents who felt aspect of development was:					not applicable
	applicable					
	Very Well	Well	Adequately	Poorly	Very Poorly	
Decide career/education	10%	90%	0%	0%	0%	0%
Manage work effectively	20%	70%	10%	0%	0%	0%
Understand more about yourself	20%	80%	0%	0%	0%	0%
Develop community awareness	25%	38%	38%	0%	0%	20%
Appreciate the arts	50%	38%	13%	0%	0%	20%
Increase understanding of society	22%	56%	22%	0%	0%	10%

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	54%	31%	12%	3%	0%	0%
Amount of practical experience	26%	42%	24%	7%	1%	2%
Textbooks and learning materials	29%	38%	21%	10%	2%	1%
Library materials	13%	39%	33%	13%	1%	26%
Quality of computers and software	73%	23%	3%	0%	0%	0%
Quality of other tools/equipment	48%	42%	9%	1%	0%	6%
Availability of instructors outside of class (not in '10, '11)	39%	27%	25%	2%	6%	11%
Helpfulness of instructors outside of class (not in '10, '11)	52%	20%	19%	6%	4%	5%
Fair assessments (tests, papers) (not in '10, '11)	38%	48%	9%	5%	0%	0%
Variety of assessments (not asked after '06)	0%	0%	0%	0%	0%	0%
Organization of program	51%	32%	10%	6%	1%	0%

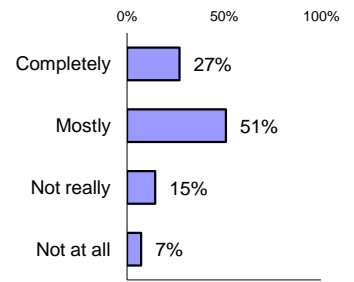
Courses

	Of respondents who felt aspect of courses was:					not applicable
	applicable					
	Very Good	Good	Adequate	Poor	Very Poor	
Being up to date	54%	33%	11%	1%	1%	0%
Covering topics relevant to field	50%	39%	6%	4%	1%	0%
Covering standards used	44%	37%	15%	4%	0%	0%
Synthesizing information (not in '08, '10, '11)	41%	49%	5%	5%	0%	0%
Encouraging to think in new ways (not in '08, '10, '11)	54%	29%	12%	5%	0%	0%
Opportunity for class discussion (not in '08, '10, '11)	54%	27%	17%	2%	0%	0%
Improve presentation skills (before '04)	0%	0%	0%	0%	0%	0%

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

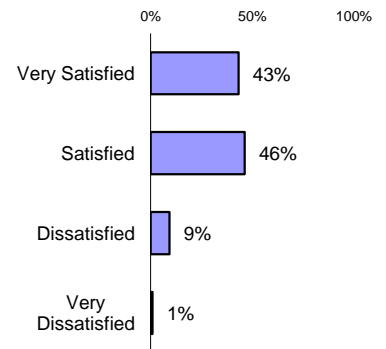
Overall Satisfaction

Was Main Reason for Enrolling Met?



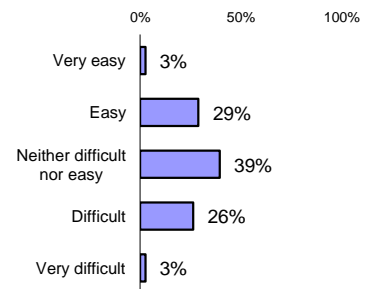
N= 96

How Satisfied with Education?***



N= 97

Level of Difficulty (Asked after 2004. In 2005 - 2007 asked of trades-training respondents only. Since 2008, asked of all respondents. Not asked in 2010 and 2011.)



N= 38

***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? N= 22

(Multiple response version of Q53A first asked in 2008. Asked of a 50% sample. Not asked in 2010 and 2011.)

- 23% It is in the region where I live
- 9% Availability of program
- 9% Program unique to this institution
- 18% Reputation of institution/went there before
- 45% Reputation of program
- 73% Less expensive
- 9% I was accepted into this institution
- 23% Location of institution
- 5% Transferability of course or program
- 0% Employer sent me

- 41% Length of program/convenient schedule/online courses
- 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 Evaluation of Education filtered report to see data for this question in the old non-multiple response format.

Jobs Obtained

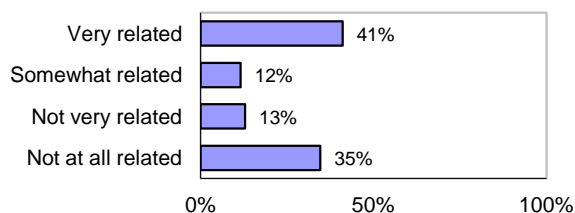
10 Most Common Training-Related Occupations

5241	Graphic Designers & Illustrating Artists
2175	Web Designer and Developers
1423	Typesetters & Related Occupations
1452	Correspondence, Publication & Related Clerks
9471	Printing Machine Operators
5122	Editors
5124	Occupations in Public Relations & Communications
5136	Painters & Other Visual Artists
5223	Graphic Arts Technicians
6421	Retail Salespersons

Occupation	Employed in This Occupation	% of those Employed	Median Hourly Wage**	Median Weekly Hours Worked
	26	33%	\$20	40
	2 *	3%	n/a	38
	2 *	3%	n/a	14
	1 *	1%	n/a	30
	1 *	1%	n/a	32
	1 *	1%	n/a	40
	1 *	1%	n/a	40
	1 *	1%	n/a	10
	1 *	1%	n/a	40
	1 *	1%	n/a	32
All Training-Related Occupations	41	53%	\$19	38
Unrelated Occupations	37	47%	\$11	34
Training-Related Status Unknown	0			
Currently Employed	78	100%	\$16	35
Unemployed and Looking for Work	14			
Total in Labour Market	92			

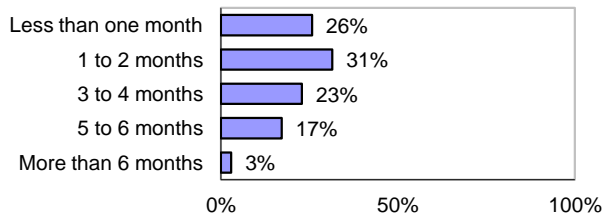
Of Those Currently Employed:

Relationship of Employment to Training



N= 78

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



N= 35

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

** Hourly wage data not available before 2005.

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