

AN EVALUATION OF AN  
EDUCATIONAL UPGRADING PROGRAM

by

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## ABSTRACT

This report gives the results of a comprehensive evaluation of the Advanced Pre-Vocational Adult Training Program (APVTP). The APVTP aimed to increase the employability of the chronically or cyclically unemployed by improving their educational level. Participants in the APVTP used the Invest and Pathfinder computer systems while studying to meet the requirements of the Adult Dogwood (grade 12 graduation).

The study covers the period from the program's initial admission of students in January, 1993 to July 31, 1995. Only students who had withdrawn or had graduated from the program by July 31, 1995 were considered. The information for the study was acquired from the agencies that developed and delivered the APVTP and from 63 questionnaires completed by former students.

Two hundred forty-eight former students of the APVTP were identified. Eighty-two percent of these students (204) completed the requirements for grade 10, and most of these (199) began work on grade 11 and 12 courses. Ninety-two students (37% of the original 248) met the requirements of the Adult Dogwood. On July 31, 1995, 47 of the 63 questionnaire respondents (75%) indicated they were either working and/or taking further training or education.

In general, the students were pleased with their experience in the APVTP and regarded it as a valuable opportunity. The study identifies aspects of the program the students liked and disliked. Student's suggestions for the improvement of the APVTP are given.

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<b>Doug MacLaren</b>	Manager, Prince George Community Skills Centre
<b>Bruce Johnston</b>	Employment Counsellor, Labor Market Information, HRDC

I would also like to thank my committee members, Dr. Ronald Lehr and Dr. Peter MacMillan. My supervisor, Dr. Bryan Hartman, the Education Programme Chair at the University of Northern British Columbia, deserves my special thanks for his patience and assistance.

## **THE ADVANCED PRE-VOCATIONAL ADULT TRAINING PROGRAM**

### **RATIONALE AND PRIMARY OBJECTIVE**

The Advanced Pre-Vocational Adult Training Program (APVTP) was developed jointly in the city of Prince George by three agencies: Human Resources Development Canada, Continuing Education School District No. 57, and the Open Learning Agency's Prince George Workplace Training Centre<sup>1</sup> (see Appendix A). The APVTP has the broad aim of getting unemployment insurance (UI) recipients back to work.

Although there are many other contributing factors, the APVTP identifies the lack of a grade 12 education as a significant barrier to many UI recipients who are trapped in a cycle of temporary, poor-paying jobs and unemployment. The APVTP provides financial support for selected UI recipients while they work toward the completion of the Provincial Adult Dogwood Certificate, which is a grade 12 completion certificate in British Columbia (see Appendix B). An adult student (19 or over) can enter Community Colleges and universities with the Adult Dogwood.

It should be noted that a combination of factors makes the Advanced Pre-Vocational Adult Training Program distinct from other training programs. First, the APVTP is designed to give its participants a general academic background. It does not attempt to provide skills specific to a particular job.

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<sup>1</sup>The Prince George Workplace Training Centre changed its name during the course of this study. It is now called the Prince George Community Skills Centre. In this study, the name, Prince George Workplace Training Centre, has been retained.

Second, the program is delivered with the close cooperation of three agencies representing a federal ministry and two provincial ministries. Human Resources Development Canada works with the B.C. Ministry of Education (through Continuing Education School District No. 57) and the B.C. Ministry of Skills, Training, and Labour (through the Prince George Workplace Training Centre).

Third, the APVTP is individualized. It uses two different computer programs to pace and track each participant. Lockstep, whole-group, classroom procedures are not used. Students can enter and exit the program at any time throughout the year.

Fourth, the successful graduates receive the Adult Dogwood Certificate in an annual graduation ceremony.

### **PARTNERS**

The three partners in the Advanced Pre-Vocational Adult Training Program perform different roles. Human Resources Development Canada selects the participants and provides the funding for the program. Continuing Education School District No. 57 provides all the instruction for the students. Instruction to the end of Grade 10 occurs at the Open Learning Agency's Prince George Workplace Training Centre. The instruction of the Grade 11 and 12 courses takes place at the Brunswick Learning Centre, which is operated by Continuing Education School District No. 57.

## **Human Resources Development Canada**

Human Resources Development Canada (HRDC) is responsible for the administration of Unemployment Insurance (UI) funds in the Prince George region. Part of these funds, the UI Developmental Funds, are earmarked for improving the employment opportunities of UI recipients. In this regard, HRDC funds a wide range of training programs that are located within both private businesses and publicly-funded institutions. These programs include personal career counselling, group training of job search skills, computer training, and secondary education.

Within the Prince George region, the Advanced Pre-Vocational Adult Training Program is one of two HRDC-funded initiatives which endeavor to provide adult participants with a grade 12 education. The other initiative is provided by the College of New Caledonia. It is beyond the scope of this study to detail the differences between the College of New Caledonia's program and the APVTP.

## **Prince George Workplace Training Centre**

The Prince George Workplace Training Centre is a part of the Open Learning Agency (OLA). The province of British Columbia funds the OLA to provide educational opportunities to citizens throughout the province. The OLA runs the Open University and offers degrees in Arts, Science, and Administration. The Knowledge Network is a television network operated by the Open Learning Agency. As part of its programming, the Knowledge Network, offers lectures for courses in various subject areas.

The Prince George Workplace Training Centre represents another facet of OLA's broad mandate. It cooperates with businesses and community agencies to produce and/or deliver training or education to meet specific needs. As an example, it offers computer-interactive instruction on a wide variety of work-related topics such as, hydraulics, mechanics, and computer networks.

Through its Prince George Workplace Training Centre, OLA is an integral part of the APVTP. It provides a computer lab equipped with the Invest Learning System (see Appendix C). This system provides individualized computer-assisted instruction in English and Mathematics up to the end of the grade 10 level. Teachers supplied through Continuing Education School District No. 57, provide instruction and supervision at the Prince George Workplace Training Centre. However, the technical, material, administrative, and clerical support needed for this component of the APVTP is supplied by the Prince George Workplace Training Centre.

### **Continuing Education School District No. 57**

Continuing Education School District No. 57 provides educational upgrading to adults in the Prince George region. It provides a wide variety of programs. Students can study for the General Educational Development tests (GED) or for grade 12 graduation. English as a Second Language (ESL) is offered to adults. Driving training is also available.

Continuing Education School District No. 57 cooperates with various agencies to tailor and deliver some of its programs. The APVTP is an example of this cooperation.

The Pathfinder Computer System (see Appendix C) is used at the Brunswick Learning Centre to organize and track the delivery of grade 11 and 12 subjects. Teachers supply instruction and guidance as necessary. The APVTP utilizes the Pathfinder computer software to guide its students through their studies.

## **IMPLEMENTATION**

The APVTP has three major phases. The first phase selects the participants and provides on-going monitoring. The second phase provides academic upgrading to a grade 10 level. The final phase provides the student with the necessary grade 11 and 12 courses to meet the requirements of the Adult Dogwood.

In the selection phase, an HRDC counsellor selects a possible candidate from the pool of UI recipients in the Prince George area. Criteria for this selection include the lack of a grade 12 education and chronic or cyclical unemployment. A potential participant is typically called in for a personal interview, during which the APVTP is explained and the suitability and willingness of the person is determined.

The HRDC counsellor explains that a student is expected to complete the program in 10 to 12 months. Each student is expected to study at the appropriate training site for about 5 hours a day - excluding breaks. The HRDC counsellor also explains that, if it is necessary, a participant is eligible for an extension of UI benefits while taking the APVTP. A waiver of the usual condition of being ready and willing to work each day is put into effect (Section 26 of the Unemployment Insurance Act).

The counsellor also explains the monitoring process done by HRDC. At about two month intervals, an HRDC counsellor checks the progress of each participant. Records of attendance and academic advancement are reviewed and usually an interview with each individual is arranged. If a student is making insufficient progress or not attending regularly, he/she may be withdrawn from the program.

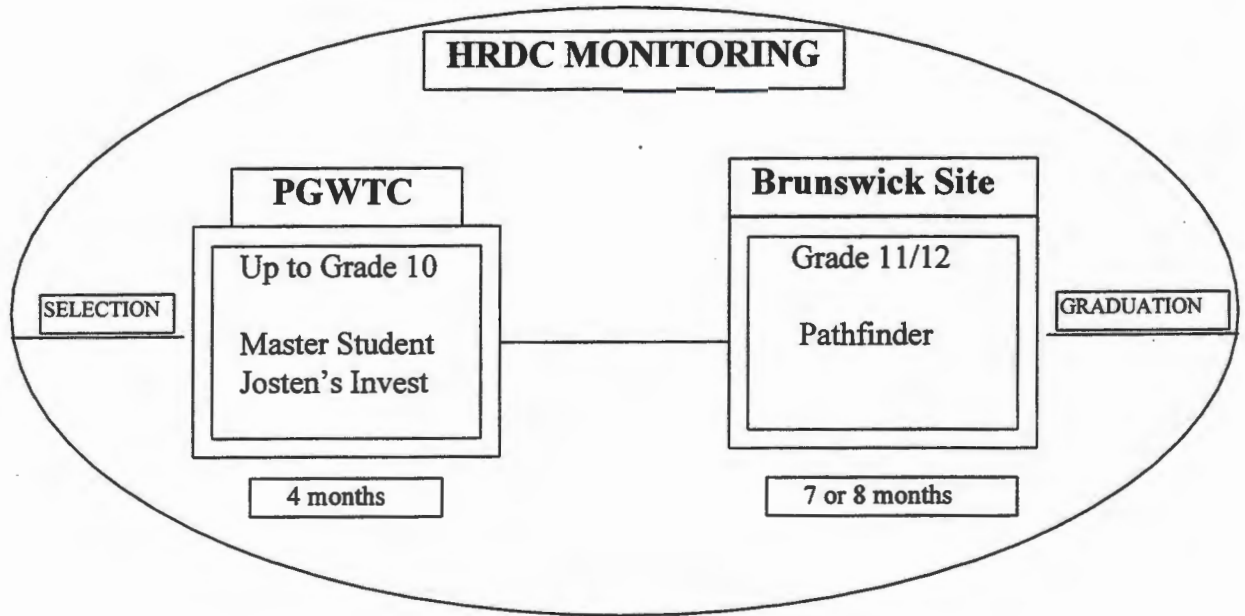
The next step for the potential participant is an interview with a qualified teacher and the completion of a battery of assessment and placement tests at the Prince George Workplace Training Centre,<sup>2</sup> using the Invest Learning Systems Software. With the information from the assessment and interview, a tentative projection can be made to estimate the length of time needed for the student to earn the Adult Dogwood. The average student is expected to take 12 months.

At this point the potential participant in the APVTP is considered to have become a student. The flow chart below summarizes the possible educational experiences of the student.

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<sup>2</sup>All instruction and assessment of APVTP students is done by teachers employed by Continuing Education School District No. 57.

**Figure 1**  
**A Student's Journey Through the APVTP**



**Figure 1** illustrates the main features of the Advanced Pre-Vocational Adult Training Program. After the selection and assessment phase, the typical student proceeds to the Prince George Workplace Learning Centre to upgrade his/her education to a Grade 10 level. This upgrading is expected to take about 4 months.

At the Prince George Workplace Learning Centre, the Master Student program (see Appendix C) is usually given to orient and prepare the student for the educational task ahead. The student works mainly on the Invest

Computer System concentrating on Math and English skills. A non-computerized component includes English workbooks and study of a novel.

When the student's skills are considered sufficient, a Grade 10 Completion Certificate, developed by Continuing Education School District No. 57, is issued. The student now proceeds to the Brunswick Learning Centre, where he/she is expected to take 7 or 8 months to complete the requirements of the Adult Dogwood.

At the Brunswick Learning Centre, the student uses the Pathfinder Learning System to guide his/her study of Grade 11 and 12 courses. The Pathfinder computer software directs the student to textbooks for reading and assignments. Teachers provide assistance, enrichment, and evaluation.

To meet the requirements of the Adult Dogwood certificate, students must complete a specified combination of seven grade 11 and 12 courses. At least one of these courses will require the writing of a provincial examination.

Students who successfully complete the requirements for the Adult Dogwood are invited to an annual graduation ceremony held by Continuing Education School District No. 57. Friends and relatives of the students are also invited.

## **THE PARAMETERS OF THIS EVALUATION**

The scope of this study was determined during a number of meetings with officials from HRDC, Continuing Education School District No. 57, and the Prince George Workplace Training Centre. The study covers the time from the APVTP's first acceptance of students in January, 1993 to July 31, 1995. The agreed parameters of the study are the following:

1) Outcomes

- The educational outcomes of all participants.
- The training/education and employment history of the participants since they left the APVTP.

2) Opinions/Attitudes

- The attitudes of the participants to the various components of the APVTP.
- The opinions of the participants as to how the APVTP has affected their lives.

3) Suggestions/Recommendations

- The suggestions of the participants as to how the APVTP can be improved.
- The summary statements of the researcher.
- The recommendations of the researcher.

Before being implemented, all aspects of this study were approved by the University of Northern British Columbia's Ethical Review Committee.

## **SOURCES OF DATA**

The quantitative data for this study came from two sources. The first and largest pool of data came from the agencies involved in the APVTP. Printouts of a form, called a 2270, were obtained from HRDC. These forms were filled out by an HRDC counsellor when a person was first being considered for entry into the APVTP. They were also periodically updated. The 2270's gave a wealth of information including the birth date, gender, marital status, last grade in school, months on UI, weekly UI rate, job classification, start and end date of the person in the APVTP, as well as other information. The Prince George Workplace Training Centre and Continuing Education School District No. 57 supplied educational data on the APVTP students. Using the data supplied by them, it was possible to determine which students had completed grade 10, and of those, which ones had met the requirements of the Adult Dogwood.

The other source of quantitative data was a questionnaire that was developed with the assistance of personnel from the three agencies involved with the APVTP. There was no opportunity to pretest the questionnaire on students.

The only qualitative data for this study came from the questionnaires. Respondents gave comments and answered a number of open-ended questions.

The questionnaire was mailed to all identified former students of the APVTP. The questionnaire was also administered over the telephone in an attempt to increase the return rate. A copy of the complete questionnaire package is included in Appendix D.

## **RESULTS OF THIS EVALUATION**

The results of the project are divided into two main sections. The first section, **Non-Questionnaire Data**, analyzes the data gathered from the records kept at the three agencies delivering the APVTP.

The second section, **Questionnaire Data**, analyzes the data collected from the returned questionnaires. Much of the questionnaire asked for the opinions of past students. The questionnaire's format allowed much of this subjective material to be analyzed in a quantitative manner; for example, response frequencies, means, and standard deviations have been calculated and reported.

Since only a small proportion of the questionnaire is open-ended, the amount of qualitative analysis was limited. Common themes and suggestions in the responses of the students were identified, tabulated, and reported.

## **NON-QUESTIONNAIRE DATA**

### **Direct Educational Outcomes**

This study used July 31, 1995 as the cut-off date; therefore, students must have left the APVTP, on or before July 31st, to be considered. It bears repeating that those students who were participating in the APVTP while the study was being conducted were not taken into account in any way. On July 31st, there were approximately 55 students currently completing the APVTP.

A total of 248 post-APVTP students were identified. According to the 2270 forms, the first 19 students began the program on January 4, 1993. By the end of January, an additional 27 students had been admitted to the program.

As of the end of July 1995, the APVTP had been admitting students for 31 months. Of the 248 students included in the study, 204 had earned grade 10 equivalency. Of these, 92 went on to meet the requirements of the Adult Dogwood Certificate.

A number of students were granted grade 10 credit after a week or less of assessment and orientation at the Prince George Workplace Training Centre. Non-questionnaire data were not available to determine the exact number of these students. It is known that 49 students came into the program reporting prior grade 10 credit.

**Table 1** summarizes the educational outcomes of the APVTP.

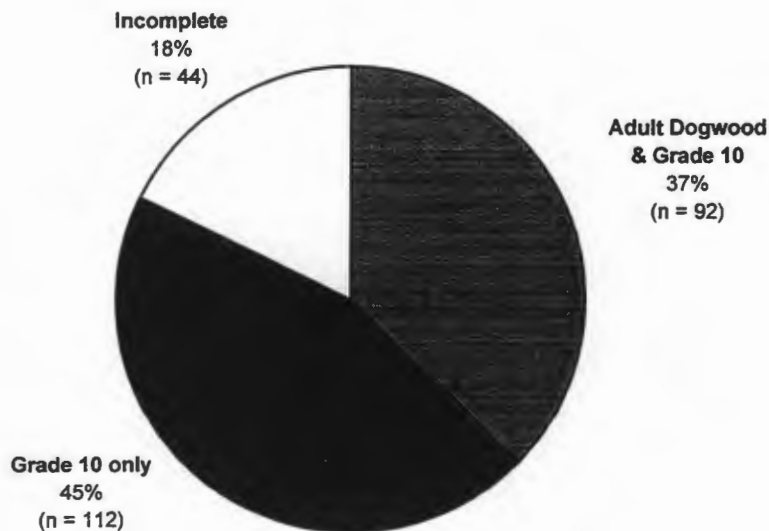
**Table 1**  
**Educational Outcomes of the APVTP Program**

<b>Educational Attainment</b>	<b>Number of Students Attaining This Outcome</b>
Adult Dogwood (Grade 12)	92
Grade 10 Equivalency Only	112
Incomplete	44
Total Identified Student Population	248

The 92 students meeting the requirements of the Adult Dogwood had, of course, also met the requirements for grade 10 completion (for a total of 204 grade 10 equivalencies). The table does not indicate that 107 of the 112 students who earned the grade 10 did proceed to the Brunswick Learning Centre to start studying grade 11 and 12 courses. It would be an interesting collateral study to investigate the number and variety of grade 11 and 12 courses completed by these 107 students before they left the program, and the number of these students who have subsequently completed the requirements for the Adult Dogwood.

The pie chart, presented as **Figure 2**, illustrates the proportion of students that met the requirements of the Adult Dogwood; those who received credit only for grade 10 completion; and those who left the program without either certificate. As can be seen, 82% of the 248 students received grade 10 credit and 37% met the requirements for the Adult Dogwood.

**Figure 2**  
**Percentages of the 248 APVTP Students Achieving Specific**  
**Educational Outcomes**



### Other Considerations

In the preceding section, **Direct Educational Outcomes**, it was emphasized that meeting the requirements for grade 10 was an important subsidiary outcome of the APVTP. It was also underscored that meeting the requirements of the Adult Dogwood presupposed the student had already met the requirements for grade 10 credit.

The remainder of this analysis of non-questionnaire data concentrates on the graduates of the APVTP, that is, those who met the requirements of the Adult Dogwood. Unless otherwise indicated, references to students who achieved grade 10 equivalency will subsequently refer solely to those students who completed only grade 10.

There were 136 males and 112 females in the APVTP for the period under study. The graduates consisted of 41 males and 51 females. Of the 112 who achieved or confirmed their grade 10 equivalency, 66 were male and 46 were female. **Table 2** summarizes the program attainments by gender.

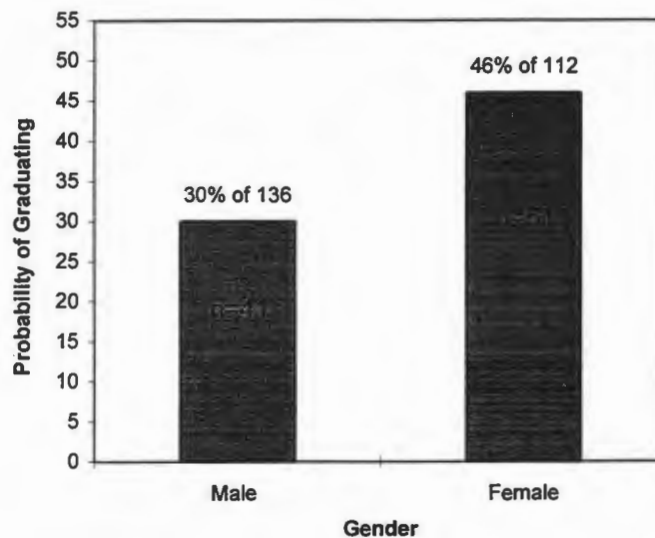
**Table 2**

#### **Achievements of APVTP Participants by Gender**

<b>Attainment</b>	<b>Number of Students Attaining This Goal</b>	<b># of Males</b>	<b># of Females</b>
Adult Dogwood	92	41	51
Grade 10 Equivalency	112	66	46
Incomplete	44	29	15
Total		136	112

**Figure 3** illustrates the probability of graduating for female and male students. Females have a 46% graduation rate, males have a 30% graduation rate. Another way of looking at these figures is that males had almost a 1 in 3 chance of graduating while females had almost a 1 in 2 chance. Please refer to **Table 2** for the numerical values used to construct **Figure 3**.

**Figure 3**  
**Probability of Graduating by Gender**

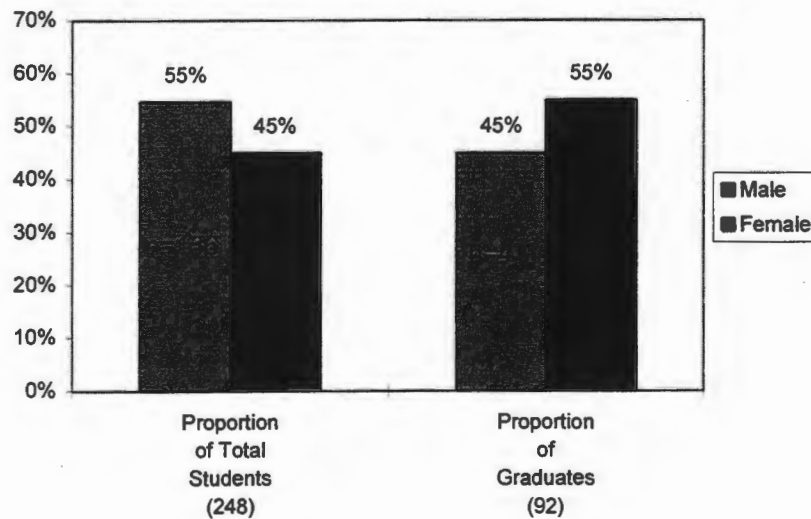


The 66 males achieving grade 10 represents 49% of the male students; the 46 females achieving grade 10 represents 41% of the female students.

**Figure 4** compares the gender composition of the total identified student body to the gender composition of graduates. It can be seen that the population of students (248) consisted of a higher number and a higher proportion of males; however, the graduates consisted of a higher number and a higher proportion of females. Please refer to **Table 2** for the numerical values used to construct **Figure 4**.

**Figure 4**

**Gender Composition of Students/Gender Composition of Graduates**



The 112 students acquiring only grade 10 credit consisted of a higher number and proportion of males. The 66 males comprised 59% of these students while the 46 females comprised 41%.

Before starting the APVTP, the students were asked if they were single or married (or the equivalent of married). Single students numbered 132, while 116 indicated they were in a marriage-like relationship. **Table 3** summarizes this information and compares it with the achievement of the Adult Dogwood. As can be seen, a higher percentage of married students achieved their Adult Dogwood. The most successful group was married females with 55% of their number graduating.

**Table 3**  
**Single and Married Status and Graduation**

<b>Descriptor</b>	<b>Male</b>	<b>Female</b>	<b>Both Genders</b>
# of single students	84	48	132
% single compared to all students	34%	19%	53%
# of singles who graduated	24	16	40
<b>% of each group of singles who graduated</b>	<b>29%</b>	<b>33%</b>	<b>30%</b>
# of married students	52	64	116
% married compared to all students	21%	26%	47%
# of married who graduated	17	35	52
<b>% of each group of married students who graduated</b>	<b>33%</b>	<b>55%</b>	<b>45%</b>

Fifteen participants indicated on the 2270 forms that they had been in training just prior to entering the APVTP. The type of training was not given. Seven of these 15 students graduated (47%). Another 14 participants indicated they had been attending a school upgrading program just prior to entering the APVTP. The nature of this schooling was not given. Nine of these 14 students graduated (64%).

When students entered the program, they also indicated the length of time that they had been on Unemployment Insurance. The average time participants indicated they had been on UI was 5.0 months, although there was a wide variation (standard deviation of 2.9). Again, keeping in mind that there was a lot of variation, the average time on UI for married students entering the program was 4.6 months, while for single students it was 5.4 months.

The students also reported the highest grade they attended at school.

**Table 4** summarizes this information and compares it to the various possible outcomes of the APVTP. There were two male students who did not provide this information; neither one graduated.

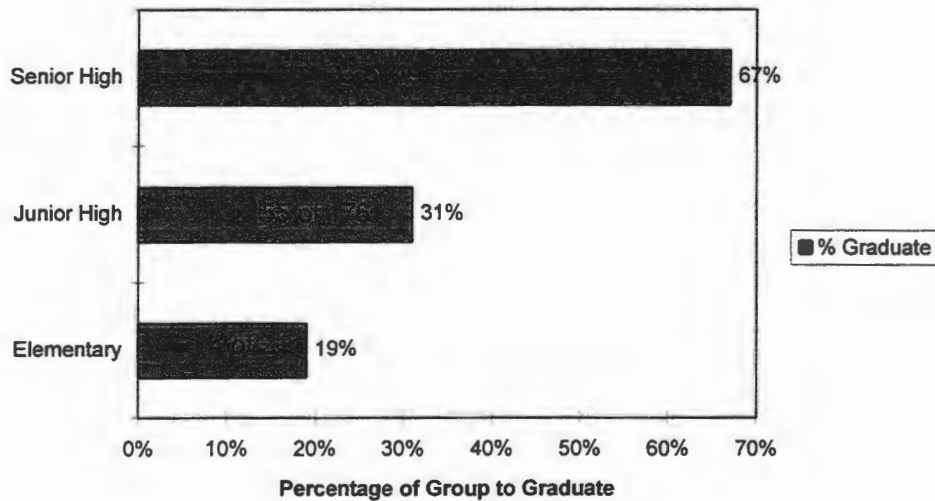
**Table 4**  
**Last Grade Reported and Graduation**

Descriptor	Elementary Up to Grade 7	Junior High Grades 8 to 10	Senior High Grades 11 & 12
# of Students (total # of 246)	21	176	49
# of each group who graduated	4	55	33
<b>% of each group who graduated</b>	<b>19%</b>	<b>31%</b>	<b>67%</b>
# of males	13	97	24
# of males graduating	2	26	13
<b>% of males graduating</b>	<b>15%</b>	<b>27%</b>	<b>54%</b>
# of females	8	79	25
# of females graduating	2	29	20
<b>% of females graduating</b>	<b>25%</b>	<b>37%</b>	<b>80%</b>

**Figure 5** accentuates some of the differences in achievement indicated in **Table 4**. There is a strong relationship between what a student reports as his or her last grade, and the probability of achieving the requirements of the Adult Dogwood.

**Figure 5**

**Grade Level Reported and Graduation**



There were 90 different occupational codes recorded on the 2270 forms for the APVTP students. These codes were used by the HRDC counsellor to categorize the primary occupation and the present occupation of the student.<sup>3</sup> There was very little difference between the primary and present categories so the following analysis is limited to the primary occupation category.

Most of the 90 occupational codes had no more than three students assigned to each of them. In contrast, the ten most represented occupations had at least twice this number of students. These ten most represented occupations are presented in **Table 5**.

**Table 5**

**Ten Most Represented Occupations of Students in the APVTP**

<b>Code #</b>	<b>Description</b>	<b># of Students</b>
7611	Construction Trades Helpers & Laborers	20
6421	Retail Salesperson	19
7452	Material Handler	12
6242	Cooks	11
9619	Other Laborers In Processing, Manufacturing, & Utilities	9
8422	Silvaculture And Forestry Workers	9
6611	Cashiers	8
6663	Janitors, Caretakers	7
9614	Laborers in Wood, Pulp, & Paper Processing	6
1111	Financial Auditors & Accountants	6

<sup>3</sup> The occupational codes and reason codes are derived from a series of manuals used by HRDC. These "EC" Manuals are binders which include a large number of bulletins that provide guidelines for the operations of HRDC. Outdated bulletins are periodically discarded and new bulletins are inserted in their place.

With the job classification information available on all 248 of the students, an interesting collateral study could be done to determine the changes in the types and duration of jobs done by APVTP graduates.

The 2270 forms also gave 'Reason Codes' to describe under what circumstances a student continued or left the program. These were amended at various times by an HRDC counsellor, usually in consultation with the student.

There were 22 different Reason Codes recorded on the copies of the 2270's used to compile this information. The printouts of the 2270's were made from the last amendment of the form. **Table 6** shows the 10 most frequently used Reason Codes; the number of students to which each code was applied and the number of students who graduated because of or irrespective of the Reason Code.

**Table 6**  
**The Most Frequently Used Reason Codes**

<b>Code #</b>	<b>Explanation of Code</b>	<b># of Students to Whom it Applied</b>	<b># of Students Who Graduated</b>
31	Course extended if trainee requires more time	79	50
57	Unsatisfactory progress, discipline problems, poor attendance	33	2
66	Unable to contact trainee after termination	20	1
12	Recommencement on different course	18	9
65	Took job unrelated to course content	13	0
59	Family responsibilities	12	0
11	Recommencement of the same course	9	6
62	Completed course successfully prior to scheduled date	8	8
55	Course unsuitable to trainee	6	0
61	Completed course duration, but was not able to meet course standards	6	2

The age of the participants varied widely. Participants ranged in age from 20 to 54. The exact age of each participant at the time of acceptance into the APVTP program was not calculated. Instead July 31, 1995 was used as a bench-mark date. Since participants could have started the program as early as January 1993, and others as late as early 1995, the age calculations are approximate. **Table 7** gives the number of students in certain age ranges.

**Table 7**  
**Age of APVTP Participants as of July 31, 1995**

Age Range (Years)	Number of Students
20's	74
30's	110
40's	51
50's	13
Total	248

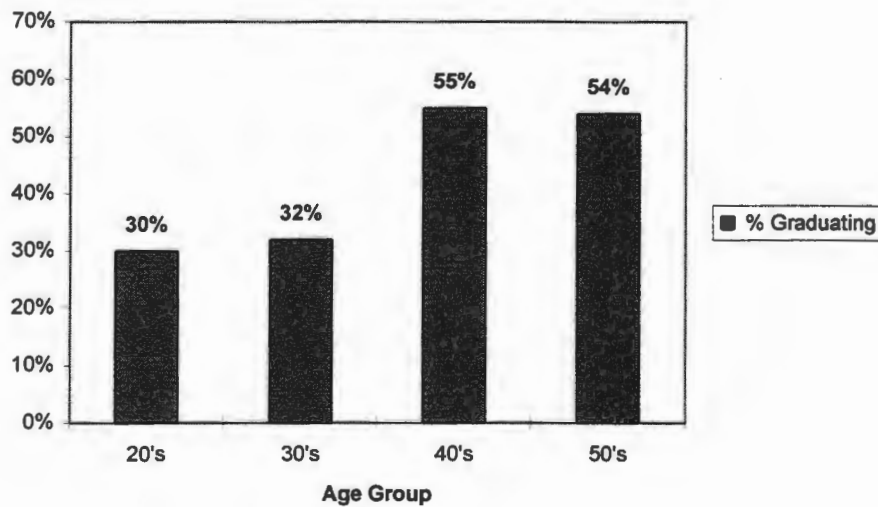
**Table 8** looks at age and educational outcomes in the APVTP. The number in each age group that achieved each outcome is given.

**Table 8**  
**Educational Outcomes and Age**

Age Group	# in Group	Incomplete	Grade 10 Equivalent	Adult Dogwood
20's	74	16	36	22
30's	110	20	55	35
40's	51	5	18	28
50's	13	3	3	7
Total		44	112	92

**Figure 6** shows the proportion of each age group who met the requirements for the Adult Dogwood. The numerical values on which the percentages are based are taken from **Table 8**.

**Figure 6**  
**Proportion of Each Age Group Who Graduated**



The APVTP provided a minimum level of monetary support set at \$121 per week. The maximum support received was \$426 per week. The data received from HRDC suggested that one or two individuals, because of special circumstances, may not have been receiving monetary support. The following table provides an indication of the different levels of support.

**Table 9**

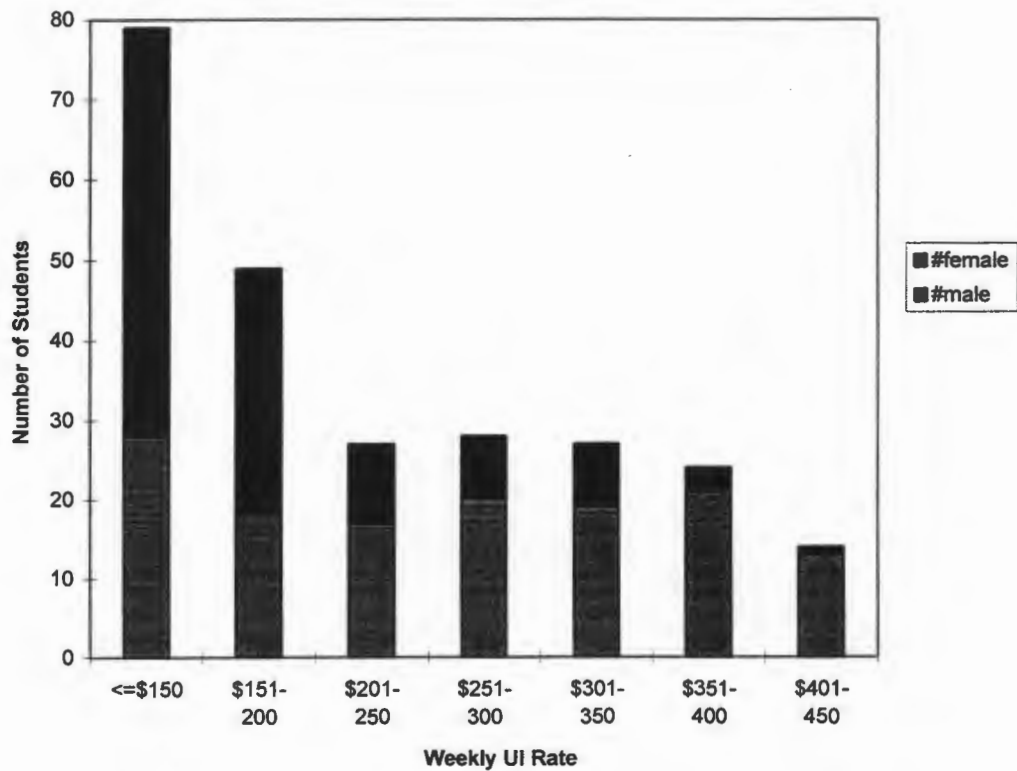
**Weekly Unemployment Insurance Received by APVTP Participants**

<b>Weekly UI Allowance</b>	<b>Number of Students</b>		
	<b>Males</b>	<b>Females</b>	<b>Total</b>
up to \$150	28	51	79
\$151 to 200	18	31	49
\$201 to 250	17	10	27
\$251 to 300	20	8	28
\$301 to 350	19	8	27
\$351 to 400	21	3	24
\$401 to 450	13	1	14
Total	136	112	248

The information in **Table 9** is translated into graphical form in **Figure 7**. The proportion of males and females in each group is indicated. Please refer to **Table 9** for the exact numerical values used in constructing the graph.

**Figure 7**

**Number of Students in Each Wage Group**



**Table 10** looks at income levels provided by the APVTP and the degree of educational success.

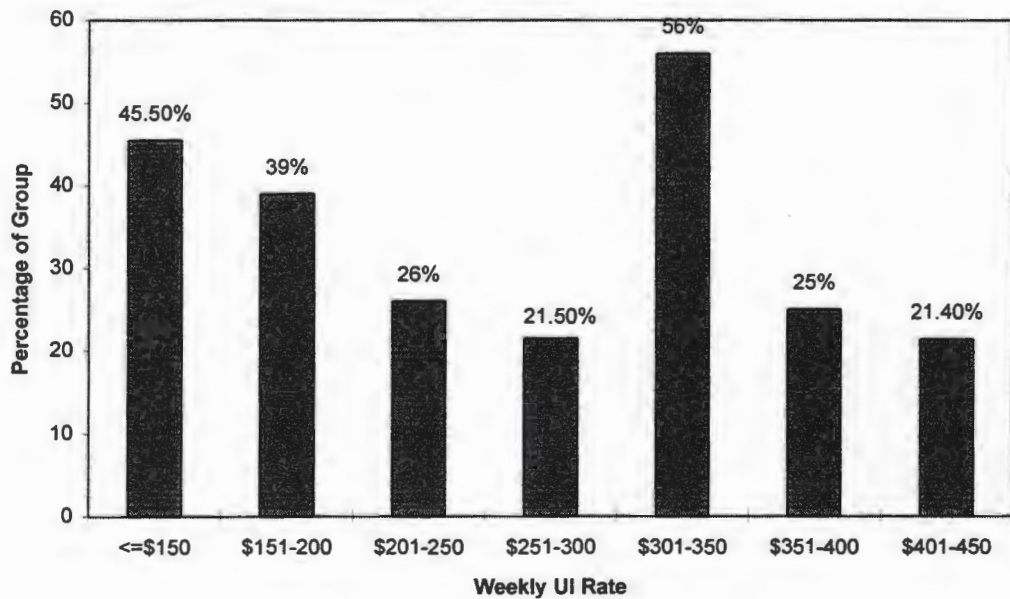
**Table 10**

**Weekly Unemployment Insurance Levels and Educational Outcome**

<b>Weekly UI Rate</b>	<b># of Students</b>	<b>Number of Students</b>		
		<b>Incomplete</b>	<b>Grade 10 Equiv.</b>	<b>Adult Dogwood</b>
up to \$150	79	11	32	36
151 to 200	49	9	21	19
201 to 250	27	7	13	7
251 to 300	28	6	16	6
301 to 350	27	3	9	15
351 to 400	24	6	12	6
401 to 450	14	2	9	3
Total		44	112	92

A graph of the percentage of each income group who attained the Adult Dogwood is given in **Figure 8**. Please refer to **Table 10** for the numerical values used.

**Figure 8**  
**Percentage of Graduates in Each Income Group**



**Table 11** gives information on graduation, UI income levels and gender.

**Table 11**  
**Income Levels of Graduates by Gender**

Weekly UI Allowance	Number of Students Graduating		
	Males	Females	Total
up to \$150	12	24	36
\$151 to 200	7	12	19
\$201 to 250	4	3	7
\$251 to 300	2	4	6
\$301 to 350	8	7	15
\$351 to 400	5	1	6
\$401 to 450	3	0	3
Total	41	51	92

Students were informed when they started the APVTP that they had 12 months to complete the program. By examining the start and end dates given on the printouts of 2270's, the actual time it took graduates to complete the program can be estimated. A number of the start and end dates were only a couple of weeks apart which suggests they were altered when a Reason Code was adjusted, or they were adjusted for some other reason. Nevertheless, most start and end dates seemed to give a reasonable duration to the program.

Using the start and end dates as given in the 2270 printouts gives the following information on the 92 graduates in the APVTP. The column '# of Students' refers to the number of graduates who completed the program in a

specific time frame. The '% of Students' refers to the proportion of the graduating students who completed the program in a specific time frame. As can be seen, 86% of the students who successfully completed the course did so in a year or less. The longest period of time spent by a successful student to complete the APVTP was just under 15 months.

**Table 12**

**Time Taken by APVTP Students to Achieve Their Adult Dogwood**

<b># of Months</b>	<b># of Students</b>	<b>% of Students</b>
Finished in 4 months or less	15	16%
Finished in 4 - 8 months	20	22%
Finished in 9 - 12 months	44	48%
Finished in 13 - 15 months	13	14%
Total	92	

This brings to a close the analysis of the non-questionnaire data.

## **QUESTIONNAIRE DATA**

There were 248 students identified for the purposes of this study. In mid-October 1995, questionnaires were mailed to the students using the most recent addresses known to HRDC. The questionnaire package included a self-addressed return envelope. By December 15, 1995, thirty-six completed questionnaires were returned by the respondents. Thirty-three questionnaires that could not be delivered were returned unopened by the post office.

Over a period of 3 weeks in November 1995, an attempt was made to contact by telephone those students who had not returned a questionnaire. Upon making contact, either a reminder was given to return the questionnaire or the questionnaire was given over the phone. Twenty-seven questionnaires were presented by telephone.

The total number of completed questionnaires received was 63 (36 by mail plus 27 by telephone). This number produced a return of 25%. Most of the questionnaires returned by mail were from graduates (24 out of 36), while 17 of the 27 questionnaires given over the phone were given to non-graduates. Overall, 34 of the 63 returned questionnaires were from graduates (54%).

This over-representation of graduates may be a source of bias in the questionnaire responses. A number of comparisons of graduate and non-graduate responses are given in the data analysis that follows. Possible differences in responses between the questionnaires returned by mail and those presented over the telephone are not addressed in this analysis.

**Table 13** summarizes the data concerning the return of the questionnaire. The questionnaire was counted as returned whether it was mailed back or it was acquired by telephone contact.

**Table 13**

**Summary of Information Regarding the Return of the Questionnaire**

<b>Explanation/Description</b>	<b>Number</b>
Total number of questionnaires returned - by mail & by phone	63
Questionnaires returned by mail	36
Questionnaires acquired through phone contact	27
Questionnaires returned by males	31
Questionnaires returned by females	32
Questionnaires returned by graduates (17 males, 17 females)	34
Questionnaires returned by non-graduates (14 males, 15 females)	29
Questionnaires returned by students who attended the Brunswick Learning Centre	55
Questionnaires returned by students who attended only the PGWTC	7
Questionnaires returned by students who never attended PGWTC or Brunswick Learning Centre	1
Questionnaires returned by students who were given assessment and orientation at PGWTC, then sent to the Brunswick Learning Centre. These students were given credit for grade 10.	11

There was one discrepancy noted between a former student's questionnaire and the records available from Continuing Education. This student reports attending the Brunswick Learning Centre for a significant period of time but the non-questionnaire data received from Continuing Education contained no record of this student. The discrepancy was

allowed and was not corrected. In other words, the non-questionnaire data was not adjusted and the questionnaire was accepted as received.

### **Employment/Education Situation**

Pages 3 and 4 of the questionnaire examine the employment, training, and financial circumstances of former APVTP students. Page 3 pinpoints the former students' situation on a specific date: July 31, 1995.

A number of questionnaires had parts of page 3 or 4 left blank or crossed out. Some students reported being involved in a combination of circumstances. One student, for example, could be working, taking part-time courses, and receiving support from family or friends. In a number of instances, there were discrepancies between pages 3 and 4. The judgment of the researchers was used to interpret and adjust for any discrepancies.

**Table 14** presents the data given on page 3 of the questionnaires.

**Table 14**

#### **'Snapshot' of July 31, 1995**

# Not Working	# Working Full-time	# Working Part-time	# Volunteering	
25	31	6	1	
In the case of employment, all 63 respondents could be categorized. 5 of the 37 respondents working on July 31st, also reported receiving UI or welfare support, and 7 reported receiving assistance from family or friends.				
# in Full-time College or University Course	# in Full-time Training Course or Apprenticeship	# in Part-time or Correspondence College or University Course	# in Part-time Training Course or Apprenticeship	
2	3	5	9	
Number of respondents receiving financial assistance from:				
UI	Welfare	Student Loan	Family/Friends	Other
10	8	1	12	2

The information on page 3 can be compiled differently to yield the simplified table below. The '# Working' column refers to the number of students who were working part or full-time on July 31st. Nine of these students were also taking part or full-time training or were involved in educational upgrading. The '# Taking Training/Not Working' refers to those who were unemployed on July 31st, but were taking some form of training or further education. The '# Not Working/Not Taking Training' refers to those students not working and not taking further training or education.

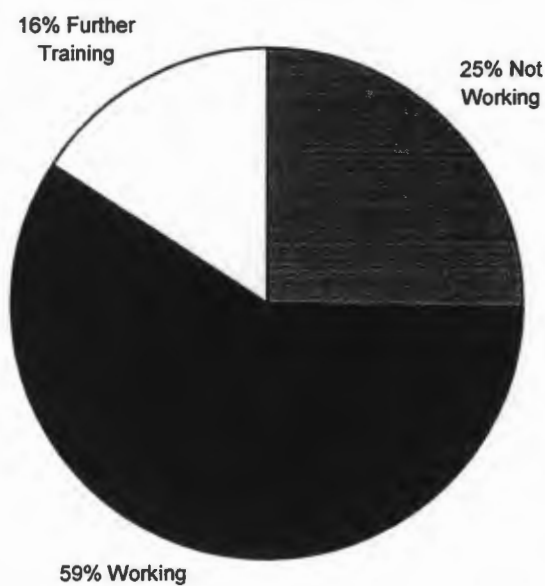
**Table 15**  
**Simplified 'Snapshot' of July 31, 1995**

<b># Working</b>	<b># Taking Training/ Not Working</b>	<b># Not Working/Not Taking Training</b>
37	10	16

**Table 15** is represented graphically in **Figure 9**. The label 'Further Training' refers to the 10 students taking some form of training or educational upgrading and not working. The 'Not Working' refers to those who are not employed and not taking some form of training/education.

**Figure 9**

**Employment/Training Situation on July 31, 1995**



A comparison can be made between the 'snapshots' of APVTP graduates and non-graduates. There were 29 respondents to the questionnaire who had not graduated and 34 respondents who had graduated. The following table compares the July 31, 1995, situation of the non-graduates with the situation of the graduates.

**Table 16**  
**Comparison Between APVTP Graduates and Non-Graduates**  
**on July 31, 1995**

# of Non-Graduates	Description	# of Graduates
13	Not Working	12
15	Working Full-time	16
1	Working Part-time	5
1	Taking Full-time Educational Training	4
6	Taking Part-time Educational Training	8
4	Receiving Unemployment Insurance	6
4	Receiving Welfare Assistance	4
4	Receiving Financial Assistance from Family/Friends	8
0	Receiving Assistance from a Student Loan	1
1	Receiving Some Other Form of Financial Assistance	1

Page 4 of the questionnaire was included to allow a more general picture to be developed of the financial, employment, and educational situation of the respondents. However the usefulness of the data on page 4 was restricted by a number of circumstances. In some cases, the

information on page 4 contradicted information given elsewhere in the questionnaire. In other cases, page 4 was not filled out at all, or was only partially completed, or was completed in such a manner that exact dates and activities could not be determined. As a consequence, the amount of useful information obtained from page 4 was limited.

It was possible to determine some general information from page 4. It seems that 22 of the 63 respondents acquired a job soon after leaving the APVTP and continued to be employed up to July 31, 1995. Twelve students did not acquire any form of employment after leaving the program. Twenty-seven people had or were taking some sort of further training.

A breakdown of the further training taken by the 27 former students is given below. It was not possible to determine precisely the type of courses taken or judge accurately the degree of success experienced.

**Table 17**  
**Further Training/Educational Experiences**

Type of Training or Educational Experience	Number
Attempting/attempted to finish grade 12	7
Taking/took one or more college or university level courses	6
Taking/took correspondence courses at the university/college level	2
Taking/took some sort of computer training program, on the job training, or apprenticeship program	12

## **Explanation of the Analysis of the Scale Questions**

A large proportion of the questionnaire was devoted to 'scale' questions which directed the former students to indicate on a scale that ranged from 1 to 5 their agreement or disagreement with a particular statement. The circling of 1 meant strong agreement with the statement; circling 2 meant agreement; 3 meant undecided; 4 meant disagreement; and, 5 meant strong disagreement.

All the scaled questions were worded positively; that is to say, they were constructed to reflect a positive attitude about some aspect or result of the APVTP. For example, question 15 states: "The instructor/s was/were friendly and approachable."

These two aspects of the scaled questions (positive wording and invariant meaning given to the numbers) allows the responses to the questions to be analyzed quantitatively. A mean (average) of all the responses to a question is a good indication of the degree of agreement of the entire sample of respondents with a particular statement. For example, a mean of 1.50 for question 15 would indicate a relatively strong positive regard for the instructors, while a mean of 4.00 would indicate a negative regard.

The standard deviation of the mean is a measure of the variation of the responses about the mean (approximately two-thirds of the responses will be within +/- one standard deviation from the mean). For question 15, a standard deviation of 2.00 would indicate a greater range of opinion than a standard deviation of 1.25.

An illustration and explanation of the analysis of the scaled questions is given in the figure below.

**Figure 10**

**Explanation/Example of the Analysis of a Scale Question**

Total	___
F1	___ (strongly agree)
F2	___ Mean ___
F3	___
F4	___ StDev ___
F5	___ (strongly disagree)

**Total**

**F1, F2 ...**

**Mean**

**StDev**

**(strongly agree)**

**(strongly disagree)**

this is the total number of responses

these are the number of responses to each of the scale numbers, 1 to 5

the average of the responses

the standard deviation

**F1** means strong agreement

**F5** means strong disagreement

## Human Resources Development Canada

The analysis of the HRDC questions starts below. The questions are reproduced along with the question number they were assigned in the questionnaire.

**Table 18**  
**Analysis of HRDC Questions**

5) <u>Before</u> you were asked to take the APVTP, it was clearly explained to you the amount of time and effort it would take. Comment:	Total 62 F1 33 (strongly agree) F2 19 Mean 1.74 F3 05 F4 03 StDev. 1.02 F5 02 (strongly disagree)
6) <u>Before</u> you were asked to take the APVTP, you were given information about how the program would improve your job and educational opportunities. Comment:	Total 61 F1 18 (strongly agree) F2 15 Mean 2.44 F3 16 F4 07 StDev. 1.26 F5 05 (strongly disagree)
7) You felt your Unemployment Insurance benefits <u>would not be affected</u> , in any way, by your decision to take or not to take the APVTP? Comment:	Total 60 F1 20 (strongly agree) F2 12 Mean 2.55 F3 12 F4 07 StDev. 1.44 F5 09 (strongly disagree)
8) The Unemployment Insurance benefits you received, while taking the APVTP, provided adequate income for you to finish the program. Comment:	Total 62 F1 17 (strongly agree) F2 14 Mean 2.77 F3 11 F4 06 StDev. 1.52 F5 14 (strongly disagree)
<If you never actually started classwork in the APVTP, skip now to question 11.> 9) As you studied in the program, an employee of Human Resources Development Canada kept track of your progress. You could be withdrawn from the program for lack of progress or for lack of attendance. You found this monitoring helpful. Comment:	Total 55 F1 11 (strongly agree) F2 11 Mean 2.95 F3 13 F4 10 StDev. 1.39 F5 10 (strongly disagree)
<If you never actually started classwork in the APVTP, skip this question.> 10) The APVTP included components which prepared you for re-entering the job market or taking advantage of further educational opportunities. Comment:	Total 55 F1 18 (strongly agree) F2 10 Mean 2.64 F3 10 F4 08 StDev. 1.48 F5 09 (strongly disagree)

As a rule, the closer the mean is to 1, the more satisfied or pleased the former students were with a particular aspect of the APVTP. A mean close to 3 would indicate ambivalence, while a mean of 4 or more would show a degree of dissatisfaction.

The analysis of the HRDC questions shows no mean above 3. The most frequent number choice (the mode) in five of the six questions was 1. The analysis reveals a considerable degree of acceptance of the role of HRDC.

Question 9 generated the highest mean. This is not an unexpected result. The monitoring of an individual's progress - a process which could result in removal from the APVTP - is bound to produce some level of concern and stress. Many students commented on this aspect of the APVTP and made suggestions on ways the monitoring could be improved. These concerns will be dealt with later, in the section, **Qualitative - Likes, Dislikes, Suggestions.**

The 63 completed questionnaires came from 34 graduates and 29 non-graduates of the APVTP. A comparison of the responses of these two groups to Question 9 is given in the table below. The question itself, as well as the analysis of the overall response is duplicated for convenience. The lack of a marked difference between the two groups is the most remarkable feature.

**Table 19**  
**Comparison of Responses to Question 9 of Graduates**  
**and Non-Graduates**

9) As you studied in the program, an employee of Human Resources Development Canada kept track of your progress. You could be withdrawn from the program for lack of progress or for lack of attendance. You found this monitoring helpful.											
All Responses				Analysis of Non-Grad Responses				Graduate Responses			
Total 55				Total 24				Total 31			
<i>F1</i>	11	(strongly agree)		<i>F1</i>	03	(strongly agree)		<i>F1</i>	08	(strongly agree)	
<i>F2</i>	11	Mean	2.95	<i>F2</i>	06	Mean	2.96	<i>F2</i>	05	Mean	2.94
<i>F3</i>	13			<i>F3</i>	09			<i>F3</i>	04		
<i>F4</i>	10	StDev.	1.39	<i>F4</i>	01	StDev.	1.30	<i>F4</i>	09	StDev.	1.48
<i>F5</i>	10	(strongly disagree)		<i>F5</i>	05	(strongly disagree)		<i>F5</i>	05	(strongly disagree)	

The questionnaire included Question 10 in the HRDC section because of HRDC's obvious interest in getting people back to work. Question 10 asks if the APVTP prepared the former student for re-entering the job market or for furthering his/her education. A comparison of responses to this question from the non-working and working respondents yielded a fair difference in satisfaction with this role of the APVTP. This result was not surprising. The working group included 21 graduates and 14 non-graduates while the non-working group was composed of 10 graduates and 10 non-graduates.

**Table 20**  
**Comparison of Responses to Question 10 from the Employed**  
**and Unemployed Respondents**

10) The APVTP included components which prepared you for re-entering the job market or taking advantage of further educational opportunities.											
All Respondents				Analysis of				Unemployed Respondents			
All Respondents				Unemployed Respondents				Employed Respondents			
Total 55				Total 20				Total 35			
<i>F1</i>	18	(strongly agree)		<i>F1</i>	04	(strongly agree)		<i>F1</i>	14	(strongly agree)	
<i>F2</i>	10	Mean	2.64	<i>F2</i>	04	Mean	3.10	<i>F2</i>	06	Mean	2.37
<i>F3</i>	10			<i>F3</i>	03			<i>F3</i>	07		
<i>F4</i>	08	StDev.	1.48	<i>F4</i>	04	StDev.	1.52	<i>F4</i>	04	StDev.	1.42
<i>F5</i>	09	(strongly disagree)		<i>F5</i>	05	(strongly disagree)		<i>F5</i>	04	(strongly disagree)	

## Prince George Workplace Training Centre

The analysis of the scaled questions relating to the PGWTC is given below.

The question numbers are taken from the questionnaire.

**Table 21**  
**Analysis of PGWTC Questions**

13) The Master Student Program was a valuable aid to your learning. Comment:	Total 52 F1 28 (strongly agree) F2 10 Mean 1.88 F3 08 F4 04 StDev. 1.17 F5 02 (strongly disagree)
14) The physical facilities - things like the air quality, the heating system, the decor, the furniture - made it a comfortable and pleasant place to study. Comment:	Total 54 F1 30 (strongly agree) F2 16 Mean 1.67 F3 04 F4 04 StDev. 0.91 F5 00 (strongly disagree)
15) The instructor/s was/were friendly and approachable. Comment:	Total 55 F1 47 (strongly agree) F2 07 Mean 1.16 F3 01 F4 00 StDev. 0.42 F5 00 (strongly disagree)
16) The instructor/s was/were good at explaining things. Comment:	Total 55 F1 38 (strongly agree) F2 15 Mean 1.35 F3 02 F4 00 StDev. 0.55 F5 00 (strongly disagree)
17) The Jostens' Invest computer system was a valuable aid to your learning. Comment:	Total 50 F1 28 (strongly agree) F2 10 Mean 1.76 F3 09 F4 02 StDev. 1.02 F5 01 (strongly disagree)
18) The non-teaching staff members were helpful. Comment:	Total 53 F1 26 (strongly agree) F2 16 Mean 1.79 F3 08 F4 02 StDev. 0.97 F5 01 (strongly disagree)
19) Your studies were assisted by the support you received from your fellow students. Comment:	Total 52 F1 25 (strongly agree) F2 13 Mean 1.90 F3 09 F4 04 StDev. 1.07 F5 01 (strongly disagree)
20) Overall, you found your studies to be interesting and rewarding. Comment:	Total 54 F1 33 (strongly agree) F2 11 Mean 1.67 F3 06 F4 03 StDev. 1.01 F5 01 (strongly disagree)

The analysis of the questions relating to the PGWTC show the students to be quite pleased with their experience. All questions had fairly low means and standard deviations. In all cases, number 1 is the most frequent response. Question 20 has a mean of 1.67 and a standard deviation of 1.01; in short, most students judged their “studies to be interesting and rewarding.”

The positive attitude of former students to their PGWTC experience seems to hold whether or not they completed their grade 10 requirements. There were only 5 responses to Question 20 from students who were unsuccessful at the PGWTC. All 5 of these responses were 1.

The table below compares the responses to Question 20 of students who completed the requirements for the Adult Dogwood to the responses of students who didn’t graduate.

**Table 22**  
**Comparison of Responses to Question 20 of Graduating**  
**and Non-Graduating Students**

20) Overall, you found your studies to be interesting and rewarding. (at the PGWTC)											
All Responses				Responses of Non-Grads				Responses of Graduates			
Total 54				Total 24				Total 30			
F1	33	(strongly agree)		F1	14	(strongly agree)		F1	19	(strongly agree)	
F2	11	Mean	1.67	F2	05	Mean	1.71	F2	06	Mean	1.63
F3	06			F3	03			F3	03		
F4	03	StDev.	1.01	F4	02	StDev.	1.00	F4	01	StDev.	1.03
F5	01	(strongly disagree)		F5	00	(strongly disagree)		F5	01	(strongly disagree)	

## Continuing Education School District No. 57

The analysis of the scaled questions relating to the Brunswick Learning Centre is given below.

### Table 23

#### Analysis of Brunswick Learning Centre Questions

22) The physical facilities - things like the air quality, the heating system, the decor, the furniture - made it a comfortable and pleasant place to study. Comment:	Total 48 <i>F1</i> 19 (strongly agree) <i>F2</i> 20 Mean 1.96 <i>F3</i> 04 <i>F4</i> 02 StDev. 1.11 <i>F5</i> 03 (strongly disagree)
23) The instructor/s was/were friendly and approachable. Comment:	Total 49 <i>F1</i> 28 (strongly agree) <i>F2</i> 14 Mean 1.63 <i>F3</i> 05 <i>F4</i> 01 StDev. 0.91 <i>F5</i> 01 (strongly disagree)
24) The instructor/s was/were good at explaining things. Comment:	Total 49 <i>F1</i> 28 (strongly agree) <i>F2</i> 07 Mean 1.82 <i>F3</i> 11 <i>F4</i> 01 StDev. 1.11 <i>F5</i> 02 (strongly disagree)
25) The Pathfinder computer system was a valuable aid to your learning. Comment:	Total 49 <i>F1</i> 16 (strongly agree) <i>F2</i> 13 Mean 2.41 <i>F3</i> 09 <i>F4</i> 06 StDev. 1.34 <i>F5</i> 05 (strongly disagree)
26) The non-teaching staff members were helpful. Comment:	Total 48 <i>F1</i> 28 (strongly agree) <i>F2</i> 14 Mean 1.58 <i>F3</i> 05 <i>F4</i> 00 StDev. 0.85 <i>F5</i> 01 (strongly disagree)
27) Your studies were assisted by the support you received from your fellow students. Comment:	Total 49 <i>F1</i> 21 (strongly agree) <i>F2</i> 16 Mean 1.94 <i>F3</i> 08 <i>F4</i> 02 StDev. 1.07 <i>F5</i> 02 (strongly disagree)
28) Overall, you found your studies to be interesting and rewarding. Comment:	Total 49 <i>F1</i> 27 (strongly agree) <i>F2</i> 12 Mean 1.78 <i>F3</i> 05 <i>F4</i> 04 StDev. 1.07 <i>F5</i> 01 (strongly disagree)

The fairly low means show that the former students felt positively about their experiences at the Brunswick Learning Centre. Some of the means are slightly higher than the comparable ones generated from questions relating to the PGWTC. This is to be expected. It is likely that the PGWTC benefited from students being new to the entire program. It is also likely that the Brunswick Learning Centre ratings reflected the increased difficulty and demands of the course work for grades 11 and 12.

The highest mean of 2.41 was found for Question 25: "The Pathfinder computer system was a valuable aid to your learning." Eleven respondents disagreed that the "Pathfinder system was a valuable aid," while 9 respondents were undecided.

Both graduates and non-graduates valued their experience at the Brunswick Learning Centre. A comparison between their responses to Question 28 is given below.

**Table 24**  
**Comparison of Responses to Question 28 of Graduates**  
**and Non-Graduates**

28) Overall, you found your studies to be interesting and rewarding. (at the Brunswick Learning Centre)											
Analysis of											
All Responses				Responses of Non-Grads				Responses of Graduates			
Total 49				Total 16				Total 33			
F1	27	(strongly agree)		F1	08	(strongly agree)		F1	19	(strongly agree)	
F2	12	Mean	1.78	F2	04	Mean	1.88	F2	08	Mean	1.73
F3	05			F3	02			F3	03		
F4	04	StDev.	1.07	F4	02	StDev.	1.09	F4	02	StDev.	1.07
F5	01	(strongly disagree)		F5	00	(strongly disagree)		F5	01	(strongly disagree)	

## Quantitative - General Opinions and Attitudes

The analysis of the questions measuring former students' impressions about how the APVTP affected their lives in general is given below.

**Table 25**

### Analysis of General Opinions and Attitudes

29) You feel the Advanced Pre-Vocational Adult Training Program has improved your self-esteem. Comment:	Total 60 <i>F1</i> 25 (strongly agree) <i>F2</i> 11 Mean 2.20 <i>F3</i> 13 <i>F4</i> 09 StDev. 1.23 <i>F5</i> 02 (strongly disagree)
30) You feel the Advanced Pre-Vocational Adult Training Program has improved your ability to get a job. Comment:	Total 60 <i>F1</i> 16 (strongly agree) <i>F2</i> 07 Mean 2.88 <i>F3</i> 14 <i>F4</i> 14 StDev. 1.42 <i>F5</i> 09 (strongly disagree)
31) You feel the Advanced Pre-Vocational Adult Training Program has given you a more positive attitude about your future. Comment:	Total 59 <i>F1</i> 23 (strongly agree) <i>F2</i> 11 Mean 2.39 <i>F3</i> 10 <i>F4</i> 09 StDev. 1.40 <i>F5</i> 06 (strongly disagree)

In different ways, the three questions above ask former students to judge whether the Advanced Pre-Vocational Adult Training Program has made a positive difference in their lives. The answer is a "yes," but it needs to be qualified. The means, especially for Question 30, are decidedly higher than would be expected considering the satisfaction expressed with the education provided at the PGWTC and the Brunswick Learning Centre. Indeed, the mean of 2.88 for Question 30 is the second highest mean reported for the evaluation; the highest mean being 2.95 for Question 9 - concerning monitoring of student progress by HRDC.

Despite the relatively high means for Questions 29 through 31, it should not be overlooked that the means are below 3 (undecided), and the most common choice for all three questions was 1.

A comparison of graduate and non-graduate responses to these three questions shows the non-graduates to be the least satisfied. The graduates, however, seem to be expressing a lower level of satisfaction than might be expected considering their success and their satisfaction with the PGWTC and Brunswick Learning Centre.

**Table 26**

**Comparison of Responses to Questions 29 to 31 of Graduates  
and Non-Graduates**

29) You feel the Advanced Pre-Vocational Adult Training Program has improved your self-esteem.

All Responses	Responses of Non-Grads	Responses of Grads
Total 60	Total 26	Total 34
F1 25 (strongly agree)	F1 09 (strongly agree)	F1 16 (strongly agree)
F2 11 Mean 2.20	F2 05 Mean 2.42	F2 06 Mean 2.03
F3 13	F3 06	F3 07
F4 09 StDev. 1.23	F4 04 StDev. 1.33	F4 05 StDev. 1.14
F5 02 (strongly disagree)	F5 02 (strongly disagree)	F5 00 (strongly disagree)

30) You feel the Advanced Pre-Vocational Adult Training Program has improved your ability to get a job.

All Responses	Responses of Non-Grads	Responses of Grads
Total 60	Total 26	Total 34
F1 16 (strongly agree)	F1 04 (strongly agree)	F1 12 (strongly agree)
F2 07 Mean 2.88	F2 03 Mean 3.31	F2 04 Mean 2.56
F3 14	F3 06	F3 08
F4 14 StDev. 1.42	F4 07 StDev. 1.38	F4 07 StDev. 1.40
F5 09 (strongly disagree)	F5 06 (strongly disagree)	F5 03 (strongly disagree)

31) You feel the Advanced Pre-Vocational Adult Training Program has given you a more positive attitude about your future.

All Responses	Responses of Non-Grads	Responses of Grads
Total 59	Total 25	Total 34
F1 23 (strongly agree)	F1 06 (strongly agree)	F1 17 (strongly agree)
F2 11 Mean 2.39	F2 03 Mean 2.96	F2 08 Mean 1.97
F3 10	F3 07	F3 03
F4 09 StDev. 1.40	F4 04 StDev. 1.46	F4 05 StDev. 1.22
F5 06 (strongly disagree)	F5 05 (strongly disagree)	F5 01 (strongly disagree)

Some possible factors that may contribute to the higher means for Question 29 to 30, for the Pathfinder Question (#25), and for the questions relating to the role of the HRDC are specified by the former students themselves in their questionnaire comments and suggestions. The following section, **Qualitative - Likes, Dislikes, Suggestions** presents these comments and suggestions in an organized fashion.

### **Qualitative - Likes, Dislikes, Suggestions**

The 63 questionnaires that were returned by mail or by telephone were not uniformly complete. The directions accompanying the questionnaire encouraged the respondents to leave out questions they didn't wish to answer and some respondents took advantage of this option. A number of respondents answered only those parts of the questionnaire that could be done with a check mark or circle. Other respondents offered many comments, and took great pains to offer praise, criticism, and suggestions. The variability among questionnaires in the amount and content of suggestions and opinions presented a challenge in determining a method of presentation.

The questionnaire attempted to structure the comments and suggestions with four open-ended questions, Questions 32 to 35. In essence, these questions asked the respondents what they liked; what they disliked; what could be improved; and what the questionnaire had missed. It was possible to organize all the comments and suggestions under the structure provided by Questions 32, 33, and 34, and a number of broad categories or issues.

It was possible, for example, to count the number of different positive comments about computers and computer learning and place that count under the category 'computers' in a table dedicated to Question 32. Care was taken to count similar comments only once for each respondent. If a respondent made two different comments about 'computers,' then both comments would be counted. This method relied heavily on the judgment

of the researcher to accurately distinguish real differences between comments.

The following three tables present the substance of the comments and suggestions found in the 63 returned questionnaires. The numbers indicate the number of different comments directed to a particular category or issue. Each table has a column of 'Specifics'. The words and phrases given in the 'Specifics' column are derived from the words and phrases used by the respondents. Issues of concern to only a single student are not included. Each table organizes the subjects from the most to the least mentioned.

**Table 27**

**The Best Liked Aspects of the APVTP**

32) List 1 to 3 things that you <u>liked best</u> about the Advanced Pre-Vocational Adult Training Program.		
#	General Area	Specifics About What Was Liked
35	Computers	The computer based learning ... was good; was helpful; was easy; was fun; was interesting; was a great asset; liked the individualized instruction; liked learning at one's own pace.
24	Teachers	Teachers were ... helpful; friendly; respectful; honest.
20	Opportunity	Thankful ... for the opportunity to finish Grade 12; for the opportunity to better oneself; for the opportunity for further education or a better job.
12	Students	Meeting people; the support of others.
11	General	Liked ... the work; studying; the challenge; reading; videos; a specific subject.
7	Hours	Flexibility of hours.
6	Setting	Comfortable; quiet; nice atmosphere.
5	Location	Convenient location; downtown; close to library.

Table 28

**The Most Disliked Aspects of the APVTP**

33) List 1 to 3 things that you <u>disliked most</u> about the Advanced Pre-Vocational Adult Training Program.		
#	General Area	Specifics About What Was Disliked
25	Monitoring <sup>4</sup>	Not flexible enough overall; too rigidly applied; unreasonable time restrictions; pushy; disrespectful; insensitive; too much pressure.
22	Teachers	Teachers too busy; long waits to get help; not enough teachers who could help with the difficult high school subjects; substitute teachers who didn't know subject area or computer system; some teachers were not as friendly as others.
14	Computers	Computer programs had glitches ... wrong answers; narrow answers; used too much paper; exams based on random questions which left gaps in what was tested; exams sometimes not tied closely enough to computer program; bounced around a subject; sent you to five different texts; need more computers.
10	General	Supplies, books were very limited; not allowed to take books home; need to photocopy many sheets.
6	Students	Not enough students at the same level or taking the same subject; forced to work alone; lack of group instruction; some students were negative; whiny students; students just going along for the ride.
5	Setting	Shortage of quiet working areas.
4	Location	Parking was difficult.
4	Money	Not enough money.

<sup>4</sup> Monitoring is negatively commented on by a considerable number of respondents. This is not surprising since the threat of a student's withdrawal from the APVTP was both an educational and a financial issue. If a student's UI benefit period was being extended by the taking of the APVTP, being withdrawn from the program would mean the loss of UI funds after a 3 week grace period. The researcher was informed by HRDC that careful monitoring had proven necessary for the APVTP. When the APVTP was begun the monitoring process was less rigorous than it came to be later in the program. The reason for the change was that without careful monitoring of the students' participation, neither their attendance nor their achievement were satisfactory.

Table 29

**Suggestions for Improving the APVTP**

34) Give 1 to 3 suggestions on how the Advanced Pre-Vocational Adult Training Program can be improved.		
#	General Area	Specifics about Suggested Improvements
23	Monitoring	Time extensions should be given more frequently and for longer periods; time requirements for specific courses should be more flexible; needs to be more sensitive and respectful; needs to be more sensitive to individual needs; criteria should be based more on progress than on attendance.
11	Career Counselling <sup>5</sup>	Students should be provided with more, on-going counselling regarding what the APVTP can and cannot do for them; students can have false or unrealistic hopes.
11	Teachers	Acquire more teachers who are able to assist students with the harder high school subjects (at the Brunswick Learning Centre); limit the number of students.
8	Computers	Supplement the Pathfinder System with more classroom instruction; correct the glitches in the Pathfinder system; provide more structure for the advanced courses.
6	Counselling	Students should be provided with a clearer picture of the nature of the APVTP, and the effort and time required.
5	Access to program <sup>6</sup>	Non-UI recipients should be allowed to take the program without cost. Part-time workers should be able to take the program more easily or with less penalty.
4	General	Improve the library; increase the number of books.
2	Hours	Keep the sites open for day and evenings.
2	Money	Amount of money given to each student should not be based solely on past contributions to Unemployment Insurance; flexibility should be build in regarding transportation costs and baby-sitting costs.
2	Subjects	Offer a greater selection of electives.

<sup>5</sup> The APVTP does provide the opportunity for career counselling by HRDC counsellors. As UI recipients, students can request counselling from HRDC counsellors; they also have the periodic monitoring sessions at which they can voice their concerns. After leaving the APVTP, former students can request guidance from HRDC counsellors.

<sup>6</sup> Although the APVTP is a program accessible only to UI recipients, at no cost adults can take courses leading to grade 12 graduation from Continuing Education School District No. 57. The researcher was informed that a number of former APVTP students have returned to Continuing Education to take courses towards their graduation.

**Tables 27, 28, and 29** deal with a number of issues. The relative importance of each issue to the former students can be estimated by adding up how many times the General Area topic appears in the three tables. The top five issues are:

Computers	57
Teachers	57
Monitoring	48
General	25
Opportunity	20.

To give an indication of the variety and quality of the suggestions and comments, from which **Tables 27 to 29** were constructed, this section will conclude with a number of quotations taken directly from the questionnaires. The quotations are organized under the five most important issues for the former students. The spelling has been corrected but the phrasing has been retained.

- Computers:
- "... [liked] learning on computer."
  - "... get the errors on Pathfinder system corrected."
  - "Good content - high standards on the computer."
  - "Computer glitches very frustrating."
  - "... [liked] work at your own pace."
  - "... [disliked] piecemeal fashion of going through subjects."
  - "The use of computer in class did help me for the job ..."
  - "... system could be circumvented easily by generating same test over and over until pass."
  - "The Pathfinder system is one of the best teaching aids I have ever seen."
  - "Pathfinder shouldn't be used by itself."

## Teachers:

- "I was given respect as a person."
- "... [need] more teaching staff to help with studies."
- "... some problems with subs."
- "... [liked] the one-on-one tutoring."
- "... teachers were really friendly."
- "... not enough qualified instructors."
- "The teachers were very helpful ..."
- "... had compassion for teachers at Brunswick -  
overworked."
- "The instructors going out of their way to explain ..."
- "I found the ability to get instructors' attention more  
time consuming than studies."

## Monitoring:

- "... [need to ] allow dedicated students to continue."
- "... we were told we could work at our own pace, but that  
was basically a lie."
- "The whole staff support from U.I.C. to the janitor  
encouraged me ..."
- "... handing in work and doing it ... so attendance  
shouldn't be so important."
- "... down your back too much."
- "... perhaps understand that some people do take longer  
to learn ... but they are learning."
- "... demeaning to us."
- "Monitoring of student progress and efforts must be  
enforced more closely."
- "... though not a personal problem, tension from CEC  
was always a concern ... created tension  
throughout the site."
- "... [need] less pressure from CEC ... A slightly more  
"human" approach ... would be a benefit."

## General:

- "The secretaries were very personable."
- "... had to photocopy too many pages (not enough books)."
- "Everything was at your fingertips."
- "... [disliked] not allowed to take books home."
- "... enjoyed the math."
- "... exams were really lengthy - bit ridiculous."
- "The testing papers could have covered more ground."
- "Students really should get free coffee!"
- "Exams could be improved the way they were given."
- "... lack of reference materials."

## Opportunity:

- "... glad to get grade 12."
- "... very much enjoyed the schooling."
- "... thankful for the opportunity even if I didn't finish."
- "... opened opportunities for further training."
- "... really beneficial."
- "Got grade 12."
- "Great for people who really want it."
- "... achieving my goal to graduate."
- "Gave me a chance to get my Diploma."
- "It gave me the opportunity to get my Adult Dogwood which was a goal of mine for a long time."

## **DISCUSSION AND RECOMMENDATIONS**

### **Goals of the APVTP**

In a Proposal For Human Resources Development Canada Advanced Pre-Vocational Adult Training Program (Boyle & MacLaren, 1995), the primary and intermediate goals of the APVTP are stated in the following manner:

[the] program's overall focus is on leading adults toward the acquisition of the Adult Dogwood with an intermediate goal point of the G.E.D. [grade 10]. (p. 3)

All of the 248 identified former students in the APVTP were UI recipients who had not previously achieved grade 12 graduation. Many of these students had not completed junior high school requirements when they entered the APVTP. They ranged in age from the early 20's to middle 50's. Some had been out of school for many years. To compound these differences, they came into the APVTP with a wide range of financial support from UI.

Despite these challenges, the APVTP enabled 92 of the 248 students to meet the requirements of the Adult Dogwood. A further 112 achieved a grade 10 level. Considered another way, 82% of the participants met either the primary goal of the Adult Dogwood (37%) or the intermediate goal of grade 10 equivalency (45%). In addition, many of the students who attained a grade ten level also acquired one or more courses leading towards grade 12 graduation.

Generally, the students were pleased with their educational experience. All the means of the responses to the questionnaire's scaled questions about HRDC, the PGWTC, and the Brunswick Learning Centre were below 3 - indicating a positive orientation. All but one of the means of the responses to questions about the PGWTC and the Brunswick Learning Centre were below 2 - a strong indication of satisfaction with these educational agencies. This positive regard held for graduates and non-graduates considered separately.

The means of responses to questions pertaining to HRDC were generally higher than the means of responses to questions pertaining to the PGWTC or the Brunswick Learning Centre. The difference is very likely due to the fact that it was HRDC that assumed responsibility for monitoring the progress of the students and dismissing those who failed to attend and/or achieve satisfactorily. However, all of the HRDC questions' means were still below 3 - indicating a degree of positive regard. Student comments suggested there was a tension between thankfulness to HRDC for the opportunity provided by the APVTP and dissatisfaction with the HRDC's handling of its responsibilities, in particular, the monitoring of student progress. Interestingly, this mixture of positive and negative regard for the role of HRDC is shared by those who achieved grade 12 graduation and those who did not.<sup>7</sup>

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<sup>7</sup> In general, this result is similar to the ambivalence most students express about the mixed roles of all teachers. They like the teacher as educator but they dislike the teacher as evaluator and disciplinarian. However, as any experienced teacher knows, student success requires the careful integration of both roles.

Underlying the educational goals of the APVTP is a more general goal of increasing the employability/trainability of the students. Boyle and MacLaren (1995) state:

Ultimately, learners have the chance to make a positive step towards getting back to work and the opportunity to discover transferable skills and vocational options. They also build the confidence and skills needed to play a more active role in the retraining process. (p. 6)

This employability/trainability aspect of the APVTP was not integrated into the educational component of the program. HRDC counsellors were in periodic contact with students for monitoring purposes, and their services could be requested for career counselling. Teachers provided guidance and advice on an informal and individual basis.

The questionnaire provides information on the post-APVTP educational and job experiences of the students. Questions 10 and 30 specifically explored the opinions of students regarding the employability enhancement/career counselling component of the APVTP. Unfortunately, there is no control group available whose experiences can be compared to that of the former APVTP students. The study must rely solely on the questionnaire data from the 63 respondents.

Of the 63 questionnaire respondents, 47 were either working and/or taking further educational upgrading on July 31, 1995. This represents 75% of the respondents. Overall, 27 students (43%) were identified as taking some form of training or educational program since leaving the APVTP. Eight of the 63 respondents (13%) were accessing or had accessed courses on a college or university level.

The responses to Questions 10 and 30 on the questionnaire indicate the students are positive in their assessment of the APVTP's effectiveness at improving their employability and educational opportunities. The comments and suggestions of the students indicate they see the need for more career counselling.

To this point, this study has not given examples of students' comments on this aspect of the APVTP. This section will close with a sampling of these comments.

"The idea of getting my grade 12 with the Adult Dogwood was a lucky break for me to move on in the job field and experience the great feeling of looking for work with more confidence" ... "[Need] more direction for future studies" ... "A pep talk should be given occasionally on how education will improve their confidence when looking for work" ... "[Need to] gear the courses towards college entry, e.g. taking Math 11 instead of trade Math" ... "[The APVTP doesn't improve your ability to get a job] if it doesn't take you to Gr. 12 level" ... "Very few students leaving this program can start at college without more upgrading" ... "This big thing about grade 12 is a crock because you need a degree for anything now" ... "many people took the course to do post-secondary education."

The following and final section of this report will make some general observations and recommendations concerning the APVTP.

## Final Considerations

The preceding discussion of the APVTP's goals has set the stage for a few summary statements which are based on the analysis of the information from the agencies involved and from the questionnaires.

Observation 1: Students, whatever their educational accomplishment in the APVTP, place a high value on their experience and the improvement they have made in their level of education.

Observation 2: The APVTP provides an enlivening intellectual and social atmosphere for its students. The students in the APVTP are school dropouts and chronic or cyclic UI recipients.

Observation 3: The APVTP fills many of its students with renewed hope for the future and a desire to positively change their lives.

Observation 4: A majority of former students are employed and a significant proportion are taking further training. A number are accessing university and college programs.

Observation 5: Former students want the APVTP to continue, and they offer their suggestions and comments in the hope that they will be used to improve the APVTP.

Observation 6: The students' comments and suggestions can be categorized into a relatively small number of common themes, which are summarized in **Tables 27, 28, and 29.**

The last two observations make it possible to generate a small number of recommendations for the continuation and improvement of the APVTP.

These recommendations are derived from the feedback of the students who experienced the APVTP. However, the students work and study in the program, they do not deliver it, and some of the recommendations may be impractical for a variety of reasons. The agencies that created and deliver the APVTP are the best judges to decide what is valuable and practical in the following recommendations.

Recommendation 1: The APVTP should continue with the computer-based, individualized instruction. This system, despite some problems, is highly praised by the students.

Recommendation 2: The APVTP should continue to provide respectful, high quality, one-on-one instruction. The personal attention and positive regard of the teachers are potent agents of positive change in the lives of the students.

Recommendation 3: The APVTP should consider broadening its scope to better reconcile educational upgrading with the goal of improved employability, increased job search skills, and enhanced future educational opportunities.

Recommendation 4: The APVTP should consider making ongoing career counselling, of individuals and of groups, an integral part of the APVTP experience. Skills of job searching, information to promote realistic job/education expectations, ways of maintaining self-esteem and optimism in the face of disappointment, role playing, group formation and support - all the many facets of career counselling should be included to augment the educational upgrading.

Recommendation 5: The APVTP should consider ways of changing the perception of students regarding the necessary monitoring of their progress. Students do not protest the need for monitoring, but they see the monitoring process as inflexible and insensitive.

Recommendation 6: The APVTP should consider extending its mandate to include the support of former students in their pursuit of employment and/or further education. This support should be promoted as an integral part of the program and should include a variety of forms such as, individual career counselling, regular phone checks, and group get-togethers.

Recommendation 7: The APVTP should consider ways of better coordinating its record keeping between agencies. With the computer software available, it should be possible to keep accurate, up to date, extensive, and easily accessible computer files on every participant. Regular polling of participants by means of standardized questionnaires - polling that students would expect to continue long after they have left the sites housing the program - would generate a continuous supply of useful information.

The final recommendation is that the agencies involved in the APVTP should definitely continue the program. This recommendation is based on the general positive regard of the questionnaire respondents and the statistics which have been discussed throughout this study. Students feel the program is valuable and they want it to continue. Over 80% of students

who enter the program achieve a grade 10 level, and over 35% of them attain grade 12 graduation. Students feel the program has improved their chances of getting a job or continuing their education. Almost 60% of former students were working on July 31, 1995, and fully 75% were working and/or furthering their education.

This study has found that the APVTP has achieved a significant degree of success in its primary and intermediate goals ( grade 12 graduation and grade 10 equivalency) for its participants. The APVTP has also been successful in its more general goal of improving the employability and the educational opportunities of its participants.

## **Appendix A: Names and Addresses**

Continuing Education School District No. 57

1894 Ninth Avenue

Prince George, B.C. V2M 1L7

Phone (604) 564-6574

Fax (604) 563-5487

Manager/Principal: C. J. Boyle

Human Resources Development Canada

1190 Second Avenue

Prince George, B.C. V2L 3B2

Phone (604) 561-5200

Fax (604) 561-5504

Manager: M. Winkelaar

Employment Counsellor: R. B. Johnston

Prince George Community Skills Centre

(formerly the Prince George Workplace Training Centre)

1445 Tenth Avenue

Prince George, B.C. V2L 2L2

Phone (604) 565-4428

Fax (604) 565-4441

Manager: D. MacLaren

University of Northern British Columbia

Education Programme

Faculty of Health and Human Sciences

3333 University Way

Prince George, B.C. V2N 4Z9

Phone (604) 960-6647

Education Programme Chair: B. Hartman

## **Appendix B: Educational Achievements**

### **Adult Dogwood Certificate (Adult B.C. Certificate of Graduation)**

Students must be 19 years or older. They must complete a total of seven courses. Three courses are required: a mathematics course at the grade 11 level, Socials Studies 11, and English 12 or Communications 12. Only one of the remaining four courses can be at the grade 11 level.

### **GED**

The initials GED stand for General Educational Development. This series of 5 tests, commonly known as the GED, can be written by students who wish to obtain a B.C. Secondary School Equivalency Certificate. The GED Secondary School Equivalency Certificate is not equivalent to a Regular or Adult Dogwood.

### **Regular Dogwood (B.C. Certificate of Graduation)**

The APVTP attempts to upgrade its participants to the Adult Dogwood level. For the sake of comparison, the regular high school graduation certificate, the Regular Dogwood, is currently awarded for the completion of 13 courses at the grade 11 and grade 12 level.

## **Appendix C: Master Student, Invest, and Pathfinder**

### **Master Student**

A study skills program based on the book, Becoming a Master Student, by David B. Ellis. Copies of this book and further information can be obtained by contacting the publisher: College Survival, Inc.

P.O. Box 8306

Rapid City, SD 57709

### **Invest Learning System**

The computer system utilized at the Prince George Community Skills Centre is part of a larger instructional management system. More information can be obtained by contacting: Invest Learning

9920 Pacific Heights Blvd., Suite 100

San Diego, CA 92121-4300

Phone (Canada) 1-800-363-6220

### **Pathfinder Learning Systems**

The Pathfinder system was used extensively at the Brunswick Learning Centre. More information can be obtained by contacting:

Pathfinder Learning Systems Corporation

555 Richmond Street West, Suite 700

Toronto, Ontario

M5V 3B1

Phone (Canada) 1-800-461-0462

## **Appendix D: Questionnaire Package**

The questionnaire and accompanying documents were mailed from the HRDC offices. The questionnaire package contained a stamped, self-addressed, return envelope addressed to:

Education Programme  
Faculty of Health and Human Sciences  
University of Northern British Columbia  
3333 University Way  
Prince George, B.C. V2N 4Z9

The modifications of the questionnaire made to facilitate being given over the telephone are not included here.

The questionnaire documents, as sent to the APVTP participants, are as follows: 1) a letter from the manager of HRDC in Prince George,

- 2) a consent form,
- 3) a form to request a summary of the study,<sup>8</sup>
- 4) a letter from the UNBC researcher,
- 5) the questionnaire.<sup>9</sup>

A copy of these documents follow this page.

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<sup>8</sup> Forty-eight respondents requested a summary of the study. These were mailed out from the HRDC offices at the conclusion of the study.

<sup>9</sup> The page numbers at the bottom of the letter from the UNBC researcher and the questionnaire are the original page numbers. These page numbers are used throughout the study when referring to the questionnaire.



Canada Employment Centre  
1190 2nd Avenue  
Prince George, B.C.  
V2M 3B2

October 12, 1995

Dear Student/Participant:

Enclosed you will find a fairly detailed questionnaire assembled by members of the Human Sciences Faculty of the University of Northern British Columbia. The survey has been commissioned by Human Resources Development Canada (the Prince George Canada Employment Centre), the Workplace Training Centre and School District #57 as a means of determining the success of the program you participated in and the ways and means by which it can be improved.

As you know the program was and still is a pilot project in the sense that it is not conducted in the traditional school room fashion, it uses computer technology extensively both as a learning mechanism and as a learning management tool, it allowed you to progress from your individual starting level and achieve a level of education up to and including the Adult Dogwood Certificate. This is the only program of its type in British Columbia but you have made it a model that other centres wish to try and duplicate. Before that can happen we have to demonstrate its success, its strengths and its weaknesses. We felt it would be to the advantage of the program to have the people who participated in it to make those judgements. That is the reason for all the questions and the manner in which they are broken down.

We have worked closely with the University researchers and under strict guidelines to protect your privacy and confidentiality, that is why the CEC is sending out the questionnaire and we ask you to return it to the University for compilation and collation purposes. We recognize that it appears very extensive and maybe even intimidating but the information is essential to gather the results that will demonstrate the program's worthiness.

Some of you may wish to provide additional information about your experiences before, during and after the program, we do not wish to discourage you. Your anecdotal information will be as important to us as the answers to the survey - in other words feel free to tell it like it was/is.

It is our hope to present this information to the Provincial Ministry of Education and to the Federal Minister of Human Resources Development Canada, the Honourable Lloyd Axworthy. The impact could be far reaching in that adjustments to federal and provincial policies, regulations and legislation could be realized opening the door to this kind of initiative to literally thousands of individuals across Canada.

As would be expected, we have a tight time frame on this project and seek your replies as soon as possible. Would you please take the time, even this evening, to go through the survey and mail it (in the self addressed pre stamped envelope) tomorrow morning. Your strongest supporters such as Frank, Dave, Bruce, Elsie, Doug, Chris and myself will be anxiously awaiting your replies.

Thank you,

Martin Winkelaar  
Manager

Canada

**CONSENT FORM**  
Research Questionnaire/Interview Agreement

**YES.**

I, \_\_\_\_\_ agree to participate in this  
Please Print  
evaluation of the Advanced Pre-Vocational Adult Training Program. I understand that  
the research is being done to evaluate the APVTP. I understand that my participation in  
this study is entirely voluntary. I further understand that the researchers have made  
provisions to ensure that my identity is not linked to any information I give in the  
questionnaire.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**NO.**

I, \_\_\_\_\_ do not wish to participate in  
Please Print  
this evaluation of the Advanced Pre-Vocational Adult Training Program. I understand  
that my participation in this study is entirely voluntary. I further understand that the  
researchers have made provisions to ensure that my decision to not participate in this  
study will not be revealed to the agencies involved with the APVTP.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Study Results Summary Request

If you would like to receive a summary of the results of this study of the Advanced Pre-Vocational Adult Training Program please print your name and mailing address in the spaces provided below and return this page with your completed questionnaire.

**Name:**

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**Address:**

---

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---

**Postal Code:**

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3333 University Way  
Prince George, B.C.  
Canada V2N 4Z9  
Tel.: (604) 960-5555  
Fax: (604) 960-5794



### Advanced Pre-Vocational Adult Training Program (APVTP)

Dear Former APVTP Student:

Hello. My name is Seth Raymond. I am a graduate student at the University of Northern British Columbia and I am conducting a study of the effectiveness of the Advanced Pre-Vocational Adult Training Program (APVTP) as part of the research requirement for a Master of Education degree. This study has the support and approval of Human Resources Development Canada, Continuing Education - School District 57, and the Prince George Workplace Training Center. These agencies are interested in finding out what students thought of the APVTP and what effects - positive or otherwise - it has had on students' lives and job prospects. To obtain this information, I would like to request approximately twenty minutes of your time to complete the questionnaire that accompanies this letter.

It is necessary to use your name in order to contact you and organize your information. However, I want to assure you that your completed questionnaire will not be seen by Human Resources Development Canada, Continuing Education - School District 57 or the Prince George Workplace Training Centre. You will notice that the self-addressed, stamped envelope used to return the questionnaire is sent to UNBC rather than to any of the agencies. Once the information has been copied from your questionnaire, your name will no longer be associated with the information that you have provided. This procedure will make it possible for the agencies to receive a report of the information provided by the students without identifying any of the students who provided that information. The completed questionnaires will be stored at the university until the study is completed, then they will be shredded and discarded.

While the task of completing this questionnaire is entirely voluntary, I would like to encourage you to participate in this study. As a former student of the adult training program, your opinions about that program are very important for the success of this study. They will be used to gain a better understanding of the strengths and weaknesses of the program so that it can be improved. Whether you liked or disliked the program, whether you did or did not complete it, your opinions are valuable because they will help to improve the program. If you are not comfortable answering a question, simply draw a line through that question and consider the next one.

When you have finished answering the questionnaire please place it in the stamped, self-addressed envelope and mail it. I would like to request that you mail the completed questionnaire not later than Friday October 20, 1995 so that I will be able to complete the study before the end of this year. If you have any questions that you would like to ask about the study, please call me at 563-3172 or Dr. Bryan Hartman, at UNBC (960-6629). If you would like to receive a summary of the results of the study when it is completed please complete the address form attached and return it with your questionnaire.

Thank you for your attention and assistance. Your cooperation is appreciated.

Yours truly,

A handwritten signature in cursive script that reads 'Seth Raymond'.

Seth Raymond

## Advanced Pre-Vocational Adult Training Program Evaluation Questionnaire

**Note:** The Advanced Pre-Vocational Adult Training Program (APVTP) was given in two sites: at the Open Learning Agency's Prince George Workplace Training Center for upgrading to the grade 10 level, and at the Continuing Education Center on Brunswick Street for the grade 11 and 12 courses. All instructors were provided by Continuing Education School District #57. Your experience at each of the sites may have been quite different, so I have asked separate questions about each location.

Name: \_\_\_\_\_  
last
first
middle initials

If you used a nickname, or your name changed since you were recommended to take the APVTP, please give the other name you used. \_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_

Current Address

Current Phone # \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***Put a check mark beside the correct or best choice.***

Your age as of July 31, 1995 was:

- \_\_\_\_\_ a) 20 or under.  
 \_\_\_\_\_ b) 21 to 30.  
 \_\_\_\_\_ c) 31 to 40.  
 \_\_\_\_\_ d) 41 to 50.  
 \_\_\_\_\_ e) over 50.

Please indicate which of the following choices most closely describes the manner in which you left the Advanced Pre-Vocational Adult Training Program.

- \_\_\_\_\_ a) You were assessed at the Prince George Workplace Training Center, and filled out the necessary forms at Human Resources Development Canada, but you never actually started studying.  
 \_\_\_\_\_ b) You started studying at the Prince George Workplace Training Center but dropped or were withdrawn before you finished there.  
 \_\_\_\_\_ c) You finished at the Prince George Workplace Training Center (or were given credit), and were sent over to the Continuing Education (Brunswick) site to start grade 11 and 12 courses, but you didn't go.  
 \_\_\_\_\_ d) You started studying some grade 11 and 12 courses at the Continuing Education (Brunswick) site, but dropped or were withdrawn before you finished the requirements for the Adult Dogwood.  
 \_\_\_\_\_ e) You finished the requirements for the Adult Dogwood at the Continuing Education (Brunswick) site.

**{I} Outcomes**

**Please check which of the following employment situations applies to you, and fill in the appropriate blanks.**

1) As of July 31, 1995, which option most closely describes your situation:

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> a) working full time (30 or more hours a week).            | Hourly rate? <input type="text"/>    |
| <input type="checkbox"/> b) working part time. Hours per week? <input type="text"/> | Hourly rate? <input type="text"/>    |
| <input type="checkbox"/> c) working without pay (volunteering).                     | Hours per week? <input type="text"/> |
| <input type="checkbox"/> d) not working.  |                                      |

**If you checked a, b, or c in question 1 above, please answer the following:**

1a) If you were working or volunteering as of July 31, 1995, please describe the type of work you are doing. It is not necessary that the name of your employer be given. For example: you may be working as a secretary/receptionist in a real estate office, or as a tree planter. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please check which of the following training situations applies to you, and fill in the blank - if appropriate.**

2) As of July 31, 1995, which option most closely describes your situation:

- ☐ a) taking a full time training course or educational course load (20 hours or more per week).
- ☐ b) taking a part time training course or educational course load. Hours per week?
- ☐ c) not taking any form of job training or educational course.

**If you checked a or b in question 2 above, please answer the following:**

2a) If you were taking a form of job training or furthering your education as of July 31, 1995, please describe the type of training or educational upgrading you were taking. It is not necessary to give the name of the instructor or institution at which you were studying. For example: you may have been taking a mechanics course at a college, or a computer skills course at a private training school, or an accounting correspondence course from a university. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please check Yes or No for each of the following options.**

3) As of July 31, 1995, you were receiving financial support from:

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| a) Employment Income                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) Unemployment Insurance                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c) Welfare                                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d) Student loan                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e) Family or Friends                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f) Some other form of financial assistance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If yes for f, please explain \_\_\_\_\_

\_\_\_\_\_

4) Below I have prepared a chart which starts when you left the Advance Pre-Vocational Adult Training Program and ends July 31, 1995. The chart has three columns: an activity list, a start date, and a final date. This is perhaps the most difficult question in the questionnaire so I have provided a detailed example.

*Example:* Jane Doe withdrew from the APVTP in June 1994. She immediately started a full time job as a bookkeeper, but was laid off at Christmas 1994. She collected Unemployment Insurance (UI) until March 1995, then got a part time job as a loader operator at a sawmill. Because the job was only part time, UI supplemented her wage. She was still working as a loader operator at the end of July 1995. Jane also started a night class about computer software in February 1995, and the course was still going as of the end of July 1995.

Activity	Start Date	Final Date
1) withdrew from the APVTP	XXXXXXX	June, 1994
2) full-time bookkeeper	June, 1994	December, 1994
3) job seeking with Unemployment Insurance support	January, 1995	March, 1995
4) part time loader operator, UI supplement	April, 1995	July, 1995
5) night class about Word, Word Perfect	February, 1995	July, 1995

**Your Activity Chart:**

Activity	Start Date	Final Date
1) you left/graduated from the APVTP	XXXXXXXX	
2)		
3)		
4)		
5)		
6)		
7)		

{II} What did you think of the Advanced Pre-Vocational Adult Training Program?

*General Directions for All Questions of this type.*

*The questions have a range of numbers: 1 2 3 4 5. Beneath 1, 3 & 5 is a short word or two to explain what they mean. Circle the number from 1 to 5 that best fits your attitude or opinion. If you wish, you can also use the comment space to add additional information to your answer.*

**Example:** The weather this summer has been wonderful.

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

**Questions 5 to 10 refer to**

**Human Resources Development Canada**

**Circle a Number**

5) Before you were asked to take the APVTP, it was clearly explained to you the amount of time and effort it would take.

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

6) Before you were asked to take the APVTP, you were given information about how the program would improve your job and educational opportunities.

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

7) You felt your Unemployment Insurance benefits would not be affected, in any way, by your decision to take or not to take the APVTP?

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

8) The Unemployment Insurance benefits you received, while taking the APVTP, provided adequate income for you to finish the program.

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

<If you never actually started classwork in the APVTP, skip now to question 11.>

9) As you studied in the program, an employee of Human Resources Development Canada kept track of your progress. You could be withdrawn from the program for lack of progress or for lack of attendance. You found this monitoring helpful.

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

<If you never actually started classwork in the APVTP, skip this question.>

10) The APVTP included components which prepared you for re-entering the job market or taking advantage of further educational opportunities.

Comment:

1	2	3	4	5
strongly agree		undecided		strongly disagree

*If you studied at the Prince George Workplace Training Center please go now to question 12. Don't answer question 11.*

*If you never actually started at the Prince George Workplace Training Center - in other words, you were approved for the APVTP but you never actually started studying - answer question 11, then skip to question 32.*

11) Please comment on your reasons for not starting the program. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12) *Check Yes or No, then follow the instructions.*

Did you take the Master Student Program at Prince George Workplace Training Center?

\_\_\_\_\_ Yes. If Yes, continue on to question 13.

\_\_\_\_\_ No. If No, then skip now to question 14.

**Questions 13 to 20 refer to the  
Prince George Workplace Training Center**

**Circle a Number**

13) The Master Student Program was a valuable aid to your learning. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
14) The physical facilities - things like the air quality, the heating system, the decor, the furniture - made it a comfortable and pleasant place to study. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
15) The instructor/s was/were friendly and approachable. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
16) The instructor/s was/were good at explaining things. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
17) The Jostens' Invest computer system was a valuable aid to your learning. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
18) The non-teaching staff members were helpful. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
19) Your studies were assisted by the support you received from your fellow students. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
20) Overall, you found your studies to be interesting and rewarding. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree

If you did not complete the requirements at the Prince George Workplace Training Center, please skip now to question 29.

If you finished the requirements at the Prince George Workplace Training Center, but didn't go on to Continuing Education (Brunswick site), please go now to question 21.

If you went on to study at the Continuing Education (Brunswick) site, please skip now to question 22.

21) Please explain your reason(s) for not continuing on with the program. *Then skip to question 29.*

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**Questions 22 to 28 refer to the  
Continuing Education (Brunswick) Site**

**Circle a Number**

22) The physical facilities - things like the air quality, the heating system, the decor, the furniture - made it a comfortable and pleasant place to study. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
23) The instructor/s was/were friendly and approachable. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
24) The instructor/s was/were good at explaining things. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
25) The Pathfinder computer system was a valuable aid to your learning. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
26) The non-teaching staff members were helpful. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
27) Your studies were assisted by the support you received from your fellow students. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
28) Overall, you found your studies to be interesting and rewarding. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree

{III} General Opinions and Attitudes**Circle a Number**

29) You feel the Advanced Pre-Vocational Adult Training Program has improved your self-esteem. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
30) You feel the Advanced Pre-Vocational Adult Training Program has improved your ability to get a job. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree
31) You feel the Advanced Pre-Vocational Adult Training Program has given you a more positive attitude about your future. Comment:	1 strongly agree	2	3 undecided	4	5 strongly disagree

{IV} Suggestions for Improvement

32) List 1 to 3 things that you liked best about the Advanced Pre-Vocational Adult Training Program.

(i) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

33) List 1 to 3 things that you disliked most about the Advanced Pre-Vocational Adult Training Program.

(i)

(ii)

(iii)

34) Give 1 to 3 suggestions on how the Advanced Pre-Vocational Adult Training Program can be improved.

(i)

(ii)

(iii)

### {V} Loose Ends?

**35) Any questionnaire must limit what it asks. If this questionnaire has missed something important about the Advanced Pre-Vocational Adult Training Program, please explain below. Use the back of this sheet if necessary.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Thank you for your assistance with this evaluation!

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