

BC STUDENT OUTCOMES

the 2014 highlights

In 2014 four province-wide surveys collected information from almost 30,000 former students who left diploma, associate degree, and certificate programs; baccalaureate programs; apprenticeship technical training; or the developmental studies of Adult Basic Education and English language training. The surveys were conducted with funding from the Ministry of Advanced Education, the Industry Training Authority, Citizenship and Immigration Canada through the Ministry of Jobs, Tourism and Skills Training, and from B.C.'s public post-secondary institutions.

In the Highlights

Of the former **diploma, associate degree, and certificate** students surveyed:

- 95% said the quality of instruction was *very good, good, or adequate*
- 71% of former Arts and Sciences students took further education
- 92% of graduates from applied programs were in the labour force; their unemployment rate was 8.6%

Of the **baccalaureate graduates** surveyed:

- 94% said the quality of instruction was *very good or good*
- 49% took further education; 18% were currently studying full-time
- 89% were in the labour force; 6% were unemployed and 1% had a job lined up

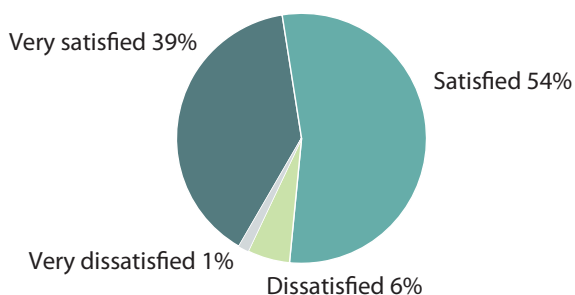
Of the former **apprenticeship** students surveyed:

- 96% said the quality of instruction was *very good, good, or adequate*
- 82% said their training covered the standards used in their field
- 96% were in the labour force; the unemployment rate was 7.6%

Of the former **developmental** students surveyed:

- 97% said the quality of teaching was *very good, good, or adequate*
- 68% of ABE respondents and 55% of ESL respondents pursued further education
- 93% said they were *very well or somewhat prepared* for further education

Student Satisfaction



Students' satisfaction with their education is associated with favourable education evaluations and successful labour market outcomes. Most of the former students surveyed in 2014 were satisfied with the education or training they received.

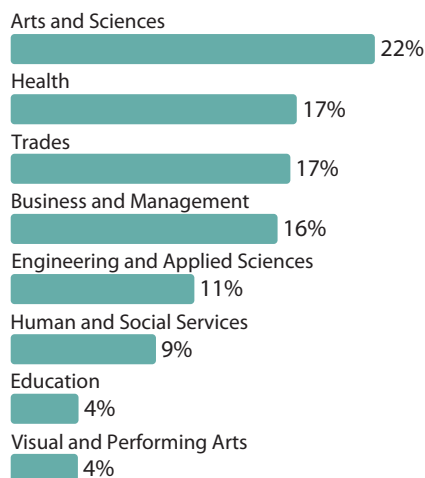
DACSO

Diploma, Associate Degree, and Certificate Students

In 2014, there were 28,268 former students eligible for the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey; 14,357 responded, making the response rate 51 percent. Over half (55 percent) were women; the median age was 25. These former students were surveyed 9 to 20 months after they left their programs.

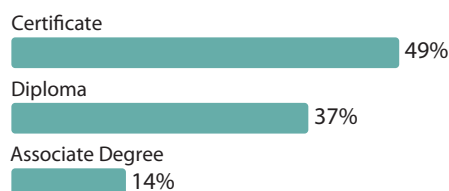
Programs

Over three-quarters (78 percent) of those surveyed had taken “applied” programs, such as business management or health technology, that are intended to lead to employment in a specific field. Arts and Sciences programs typically lead to further study.



Note: Programs are grouped using the BC CIP Cluster, a roll-up based on the Classification of Instructional Programs (CIP).

Almost half of the respondents had taken a program that offered a certificate as a credential.



Note: Associate Degree includes university transfer.

Evaluations

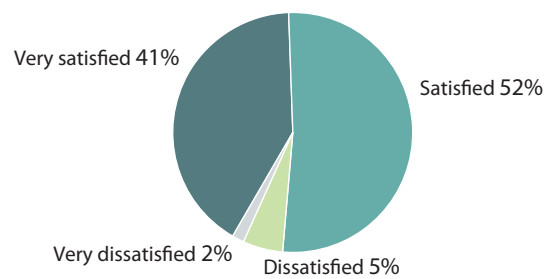
Most (95 percent) of the former students surveyed said the quality of instruction was *very good, good, or adequate*.*

They also gave high ratings to course content and other aspects of their programs.

Most respondents (93 percent) said they were *very satisfied* or *satisfied* with the education they received.

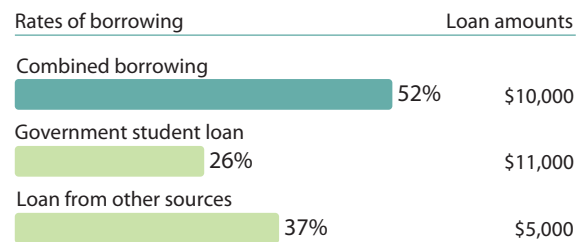


Note: Percentages are of those who said the content of their education was *very good* or *good*, based on respondents who gave a rating, excluding those who said *not applicable*. A five-point scale (from *very good* to *very poor*) was used.



Funding

Over half of the former diploma, associate degree, and certificate students surveyed had borrowed to finance their studies, either from a government student loan program or other sources. In addition, ten percent had both a government student loan *and* debt from other sources.

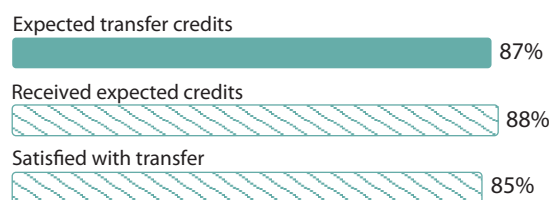


Note: Percentages are based on respondents who gave valid answers to the finances questions. Dollar amounts shown are medians, based on those who borrowed.

Further studies

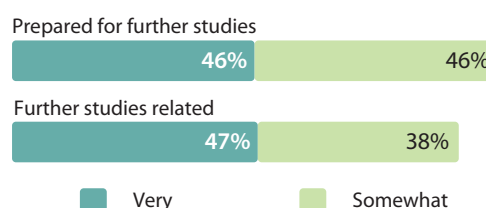
Most Arts and Sciences programs are intended to lead to further studies. At the time of the survey, 65 percent of the former Arts and Sciences students were enrolled in other programs; in all, 71 percent were taking or had taken further education.

Of the Arts and Sciences respondents who were studying at a different institution when surveyed, a large majority had expected to transfer course credits. Of those former students, the majority received the credits they expected and were *very satisfied* or *satisfied* with the transfer experience.



Note: Arts and Science respondents who were taking further studies at a different institution were asked the transfer questions. Questions about receiving credits and being satisfied with the transfer experience were asked of those who expected transfer credits.

Most of the respondents from Arts and Sciences programs who took further studies said they were *very* or *somewhat prepared* for those studies. They also said their further studies were *very* or *somewhat related* to their original studies.



Note: Percentages are based on Arts and Sciences respondents who took further studies.

Employment

Most of the respondents who graduated from applied programs—programs intended to lead to employment in a specific field—were either working or looking for work. Only 8 percent of these graduates were not participating in the labour force. The unemployment **rate** (8.6 percent) represents those in the labour force who are looking for work.



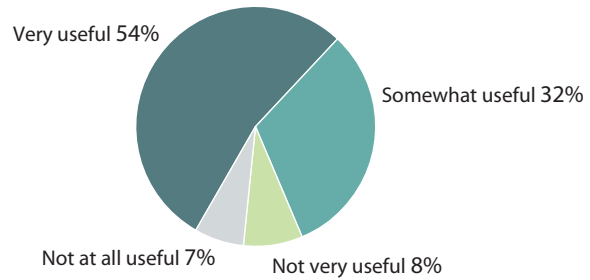
Note: Percentages are based on graduates from applied programs. The "Employment rate" is the number employed as a percentage of all respondents. The "Unemployment rate" is the number of unemployed as a percentage of respondents in the labour force.

Only 5 percent of the employed applied program graduates were self-employed; most worked for an employer. Typically, working graduates had full-time employment in a permanent position that was related to their employment. The median hourly wage for graduates was \$20; for those who worked part-time, it was \$18.50.



Note: Percentages are based on employed graduates from applied programs.

The majority of the employed graduates said that the skills and knowledge they gained through their applied programs were *very* or *somewhat useful* in the performance of their jobs.



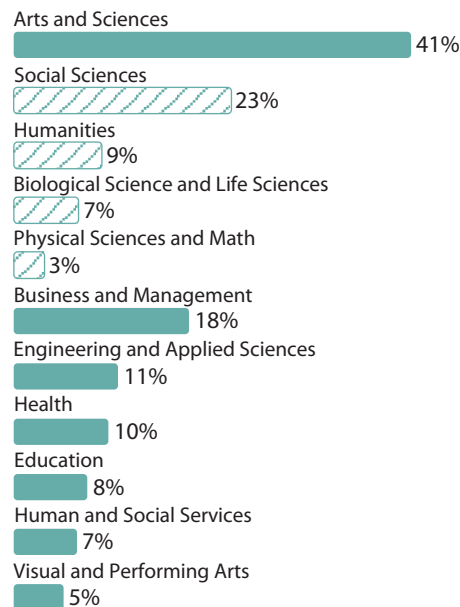
Note: Percentages are based on employed graduates from applied programs.

Baccalaureate Graduates

There were 8,883 respondents to the 2014 Baccalaureate Graduates Survey (BGS) out of 19,757 who graduated in 2012 and were eligible for the survey. The median age of respondents was 27, and 62 percent were women.

Baccalaureate programs

The largest proportion (41 percent) of baccalaureate graduates had taken a program in Arts and Sciences: Social Sciences, Humanities, Biological Science and Life Sciences, or Physical Sciences and Math.



Note: Programs are grouped using an expanded version of the BC CIP Cluster, a roll-up based on the Classification of Instructional Programs (CIP). Included in the Arts and Sciences category are Social Sciences, Humanities, Biological Science and Life Sciences, and Physical Sciences and Math.

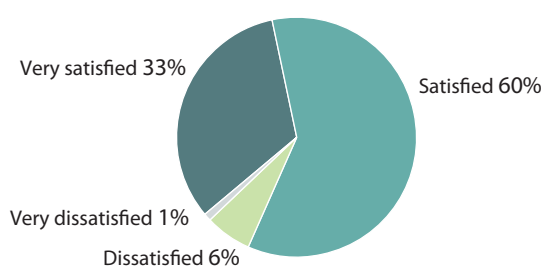
Evaluations

Most respondents said the quality of instruction they received was *very good* or *good*. Likewise, a very large majority said their core program courses were *very good* or *good* at providing a comprehensive understanding of their field of study. When asked if they would select the same program again, almost three-quarters of respondents said yes.

Most of the graduates surveyed said they were *very satisfied* or *satisfied* with the education they received in their program.



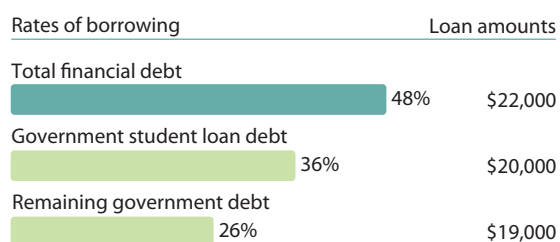
Note: Percentages are of those who said the instruction and courses were very good or good, based on respondents who gave a rating, excluding those who said not applicable. A four-point scale (from very good to very poor) was used. The percentage of those who said they would take the same program again is based on all respondents.



Funding

Fewer than half of the baccalaureate respondents incurred debt to pay for the educational program they completed in 2012. For those who had debt, the median amount was \$22,000.

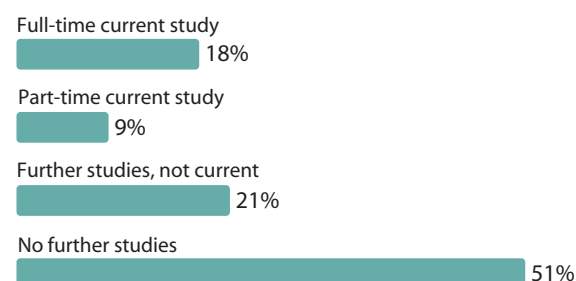
Over one-third of respondents said they had borrowed from a government student loan program; however, by the time of the survey, only about one-quarter of respondents had student loan debt remaining.



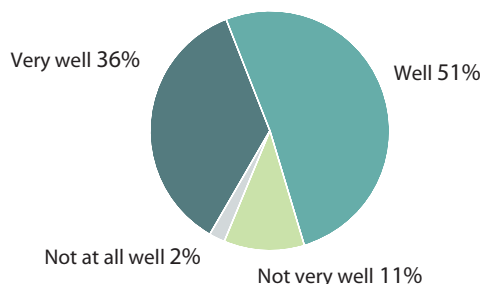
Note: Percentages are based on respondents who gave valid answers to the finances questions. Dollar amounts shown are medians, based on those who had the debt.

Further studies

Since they graduated in 2012, almost half (49 percent) of the baccalaureate respondents had enrolled in further studies, and over half of those respondents were studying at the time of the survey.



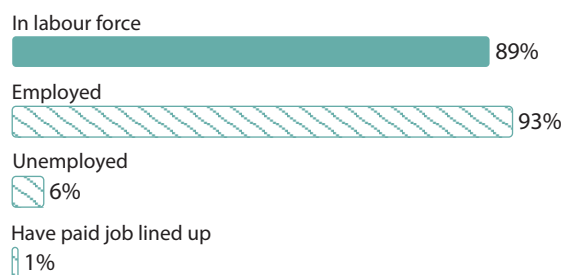
Approximately half (49 percent) of those who went on to further education entered a degree program (undergraduate, master's, or doctoral). A large majority said they had been *very well* or *well prepared* for these further studies by their baccalaureate program.



Note: Percentages are based on respondents who went on to further education in a degree program.

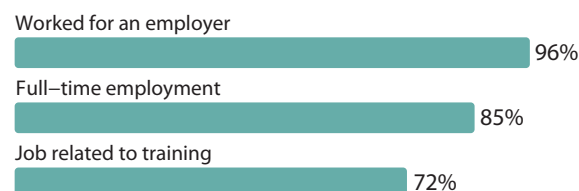
Employment

The majority of the graduates surveyed were in the labour force—only 11 percent were neither working nor looking for work. Of those in the labour force, most were employed.



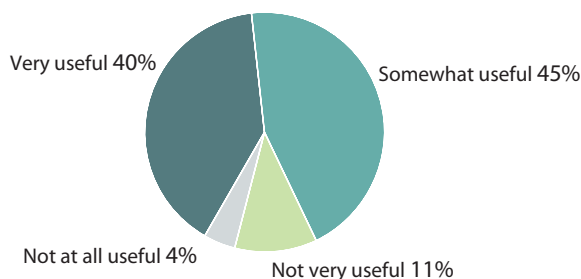
Note: Percentages of "Employed," "Unemployed," and "Have paid job lined up" are based on respondents in the labour force.

At the time of the survey, 82 percent of respondents were working. Typically, they worked for an employer; 4 percent were solely self-employed, however, 8 percent worked for someone else *and* were self-employed. The majority worked full-time (30 or more hours per week) and were likely to say that their employment was *very* or *somewhat related* to their baccalaureate program. The median annual salary for those who worked full-time was \$50,000; for graduates who were employed part-time it was \$20,000.



Note: Percentages are based on employed respondents only. "Worked for an employer" includes those who were employed by someone else *and* were self-employed.

A large majority of those who were employed said that the knowledge and skills they acquired during their baccalaureate education were *very* or *somewhat useful* to them in their work.



Note: Percentages are based on employed respondents only.

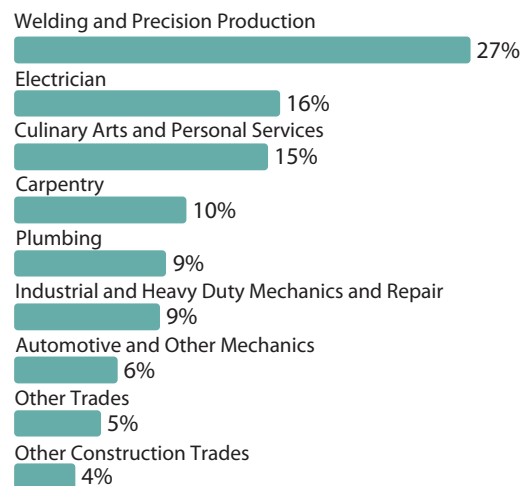
Apprenticeship Students

The response rate for the 2014 Apprenticeship Student Outcomes (APPSO) Survey was 53 percent: of 5,698 eligible former apprenticeship students, 3,046 responded. The majority (89 percent) of respondents were men, and the median age was 27. These former apprentices were surveyed 8 to 18 months after finishing their in-school training.

Workplace training accounts for the greater part of an apprenticeship, while approximately 20 percent is done through a public post-secondary institution or a private training organization. Well over three-quarters (79 percent) of the former apprentices surveyed took their in-school training in a public institution. In addition to completing in-school technical training, apprentices must complete a specified number of workplace hours, and write exams to qualify. By the time they were surveyed in 2014, most respondents (87 percent) had received their certificate of qualification, which is their “ticket” to practice their trade.

Trade programs

Over one-quarter of those surveyed had taken a welding or precision production program. Other popular programs included electrician, culinary arts, and carpentry.

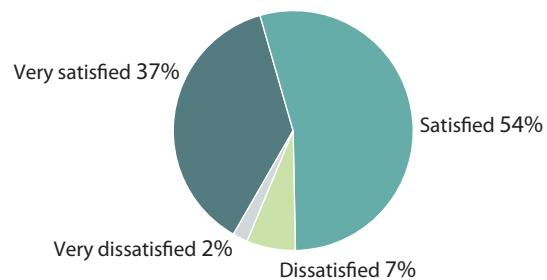


Note: Programs are grouped using the Classification of Instructional Programs (CIP).

Workplace training

Of the former students surveyed, 89 percent had been employed as apprentices or had work placements outside of their institution. The majority of those respondents said their in-school training was related to their workplace training: 41 percent said *very related* and 48 percent said *somewhat related*.

When asked how satisfied they were with their overall workplace training experience, 91 percent said they were *very satisfied* or *satisfied*.



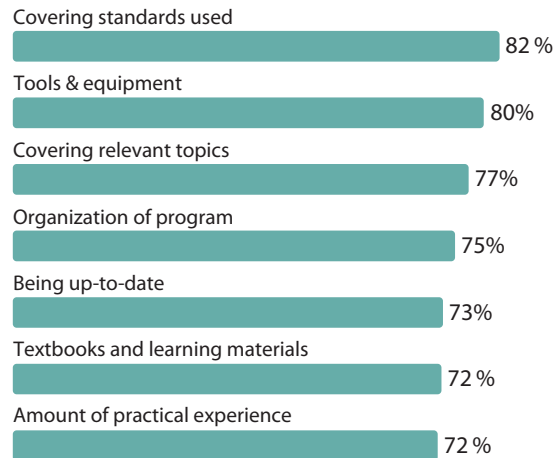
Note: Percentages are based on respondents who were employed as apprentices or who had work placements outside their institutions.

In-school training

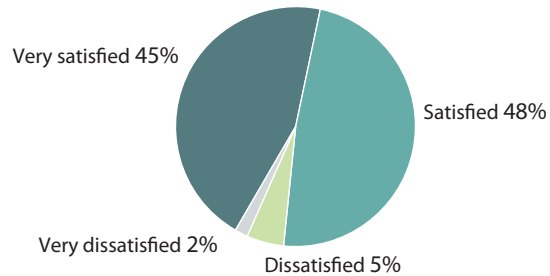
Almost all respondents (96 percent) said the quality of the instruction they received was *very good, good, or adequate*.*

Former apprentices also gave high ratings to many aspects of their in-school training. In particular, a large majority said their in-school training did a *very good or good* job at covering the standards used in their field.

As well, most respondents (93 percent) said they were *very satisfied or satisfied* with the in-school training they received.



Note: Percentages represent those who said the content of their training was *very good or good*, based on respondents who gave a rating, excluding those who said *not applicable*. A five-point scale (from *very good* to *very poor*) was used.



Employment

Almost all former apprentices were in the work force after completing their in-school training. The labour force participation rate includes those who are employed and those who are looking for work. The unemployment rate reflects the number that are looking for work.

Typically, former apprentices were employed full-time, in a permanent position that was related to the training they took. Only 5 percent were self-employed. The median hourly wage for all employed respondents was \$28.

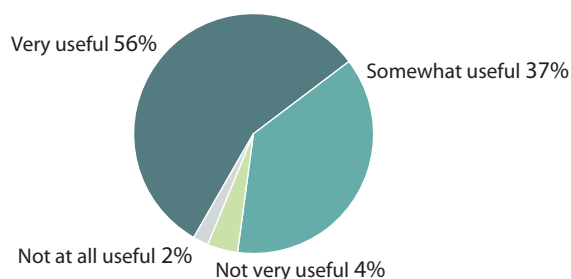


Note: The "Employment rate" is the number of employed as a percentage of all respondents. The "Unemployment rate" is the number of unemployed as a percentage of respondents in the labour force.



Note: Percentages are based on employed respondents.

Former respondents were likely to say the knowledge and skills they gained through their in-school training were useful in the performance of their jobs.



Note: Percentages are based on employed respondents.

Developmental Students

The 2014 Developmental Student Outcomes (DEVSO) Survey was conducted with 1,394 former Adult Basic Education (ABE) and 906 English as a Second Language (ESL) students, who had studied at the intermediate level or higher. The respondents left their studies 8 to 18 months before they were surveyed.

The median age of ABE respondents was 24 at the time of the survey, and 51 percent were women. The former ESL students were older and more likely to be female: their median age was 35, and 61 percent were women. Most (98 percent) of the ESL respondents were born outside Canada. At the time of their studies, 79 percent were permanent residents and 18 percent were naturalized Canadians.

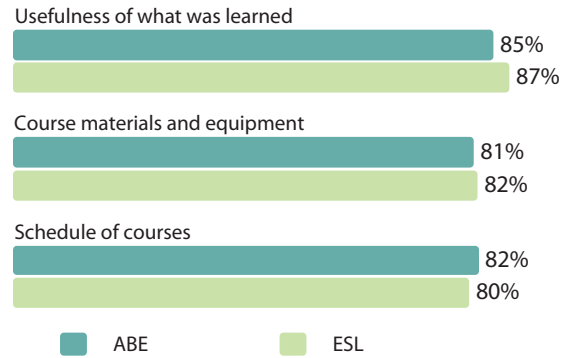
Developmental courses

The former Adult Basic Education (ABE) students who were surveyed in 2014 had taken several upgrading courses, at least one at the intermediate level, which is approximately equivalent to Grade 10. ABE courses enable students to qualify for academic or career programs or meet prerequisites for other post-secondary studies.

English as a Second Language (ESL) courses provide students with the language skills they need to enter other post-secondary programs. They also provide information on Canadian culture, society, and the workplace. The former ESL students surveyed had taken a number of courses, at least one that articulated to Canadian Language Benchmark Level 5.

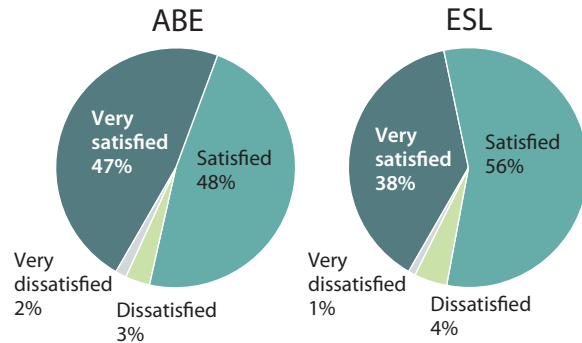
Evaluations

Almost all (97 percent) of the ABE and ESL respondents said the quality of teaching was *very good, good* or *adequate*.^{*} They also gave high ratings to aspects of their courses. In particular, both ABE and ESL respondents said the usefulness of what they learned was *very good* or *good*.



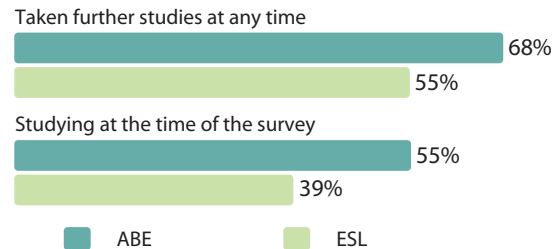
Note: Percentages are of those who said the aspect was *very good* or *good*, based on those who gave a rating, excluding those who said *not applicable*. A five-point scale from *very good* to *very poor* was used.

Most respondents (95 percent) said they were satisfied with the ABE or ESL courses they took. While the combined percentages of *very satisfied* or *satisfied* were the same for ABE and ESL, ABE respondents were more likely to say they were *very satisfied*.

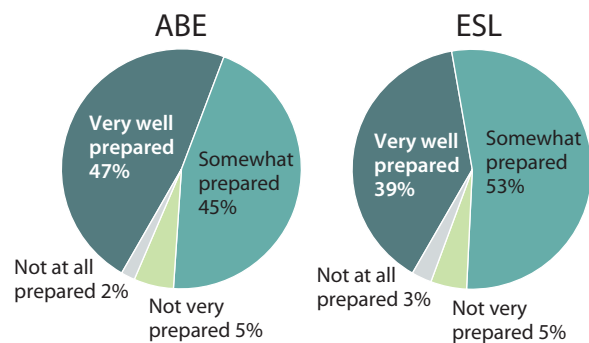


Further education

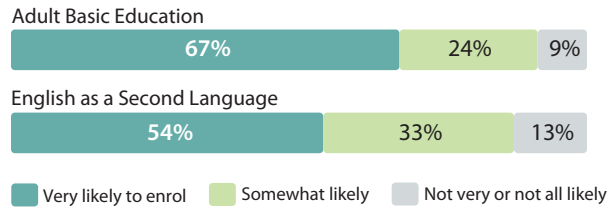
Former ABE and ESL students were very likely to have taken further studies after their developmental courses. Just over two-thirds of ABE respondents went on to take further education; over half were enrolled at the time of the survey.



Most of the former developmental students who went on to further education said they had been *very well prepared* or *somewhat prepared* by their ABE or ESL studies. While the overall percentages were similar, ABE respondents were more likely to say they had been *very well prepared*.



All respondents were asked how likely they were to enrol in more courses in a B.C. college, institute, or university in the future; most said that they were *very likely* or *somewhat likely*. In particular, former ABE students were *very likely* to take more studies.



About BC Student Outcomes

Findings from the Student Outcomes surveys are used by the Province of B.C. for labour market analysis, policy development, and accountability. Post-secondary institutions use the data to improve programs and services; their academic and career counsellors draw on the results to advise prospective and continuing students. Students, parents, and the general public can view outcomes information on the [BC Student Outcomes website](#), through the BC Student Outcomes Executive Dashboard.

Endnote

*The quality of instruction rating is based on a five-point scale, from *very good* to *very poor*. The mid-point, *adequate*, is not a neutral value and its inclusion makes the results roughly equivalent to the positive results on the four-point scale used in the BGS.