

BC STUDENT OUTCOMES

the 2017 highlights

Student feedback is essential to maintaining quality and relevance in the education system. Through surveying former students, BC Student Outcomes provides the information needed to help shape post-secondary education in British Columbia.

- ★ 91% were in the labour force
- ★ 7.1% was the unemployment rate
- ★ 81% of those employed were in a training-related job
- ★ 83% of those employed were working full-time

DIPLOMA & CERTIFICATE GRADUATES



- ★ 46% took further studies
- ★ 89% were in the labour force
- ★ 6.0% was the unemployment rate
- ★ 85% of those working said the knowledge and skills they learned were useful for employment

BACCALAUREATE GRADUATES



- ★ 77% took further studies
- ★ 82% of those who took further studies at a different institution received transfer credits
- ★ 85% of those who expected credits were satisfied with the transfer experience

ASSOCIATE DEGREE & UNIVERSITY TRANSFER STUDENTS



- ### TRADES FOUNDATION STUDENTS
- ★ 82% tried to find employment as an apprentice
 - ★ 65% of those who tried, became apprentices
 - ★ 78% of those employed said the knowledge and skills they gained from training were useful in the performance of their jobs

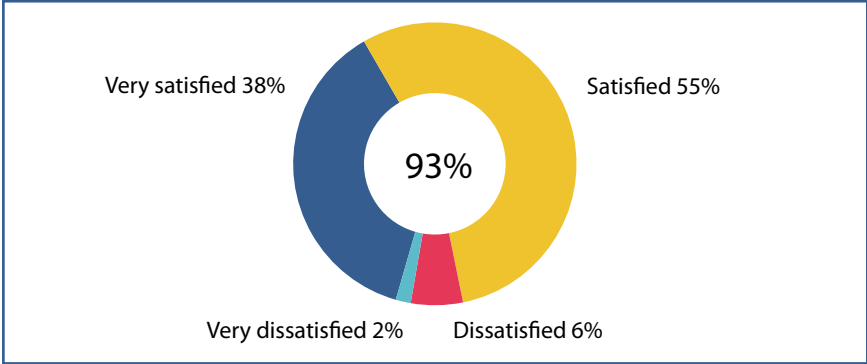
- ### APPRENTICESHIP STUDENTS
- ★ 88% said their in-school training was related to their workplace experience
 - ★ 98% were in the labour force
 - ★ 5.7% was the unemployment rate
 - ★ 90% of those employed said their job was related to their training

Introduction

Every year, BC Student Outcomes collects feedback from former students who took post-secondary programs, including baccalaureate programs; associate degree, diploma, or certificate programs; and apprenticeship, trades foundation or trades-related vocational training.

Outcomes surveys are conducted with funding from the Ministry of Advanced Education, Skills and Training, the Industry Training Authority, and from British Columbia's public post-secondary institutions. In 2017, almost 28,000 former students were surveyed; key results from those surveys are presented here.

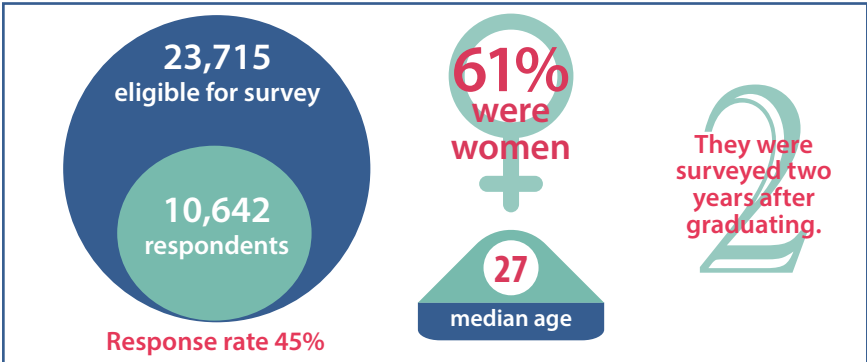
Students' satisfaction with their education is associated with favourable education evaluations and successful labour market outcomes. Most (93 percent) of the former students surveyed in 2017 were *satisfied* or *very satisfied* with the education or training they received.



Overall satisfaction with post-secondary education was high.

Baccalaureate

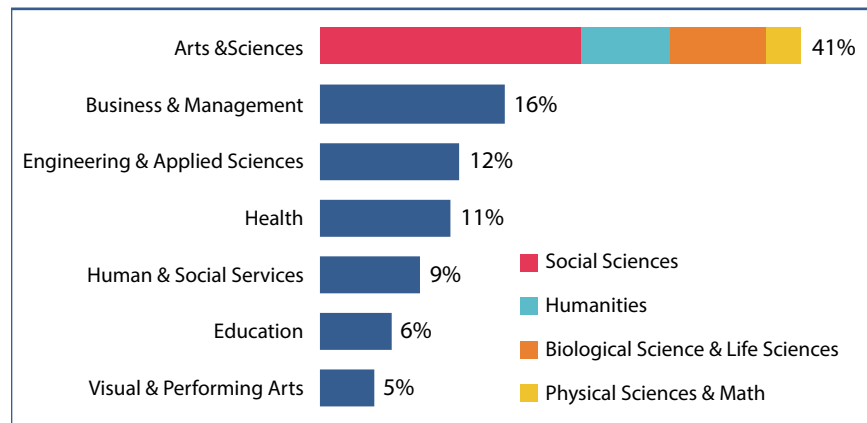
Baccalaureate Graduates



Information is from the 2017 Student Outcomes Survey of 2015 Baccalaureate Graduates.

Baccalaureate Programs

The largest percentage of the baccalaureate graduates who were surveyed took an Arts & Sciences program, which includes Social Sciences, Humanities, Biological Science & Life Sciences, and Physical Sciences & Math programs.

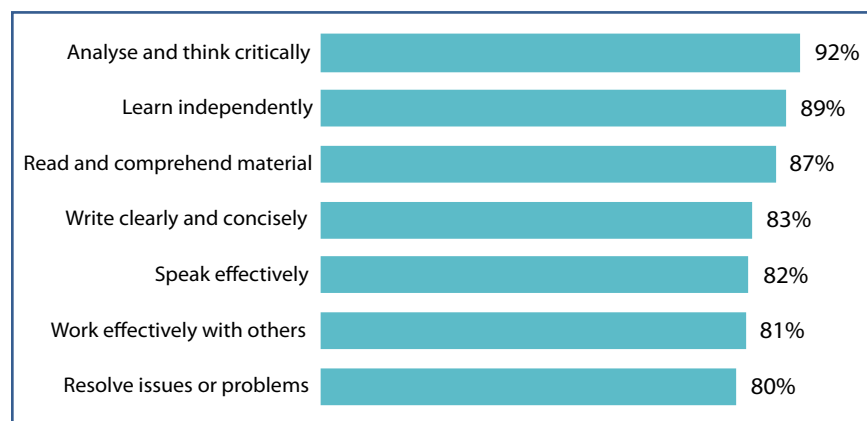


Arts & Sciences was the largest group of baccalaureate programs.

Note: Programs are grouped using a version of the [BC CIP Cluster](#), a roll-up based on the Classification of Instructional Programs (CIP), which was expanded to include Social Sciences, Humanities, Biological Science & Life Sciences, and Physical Sciences & Math.

Education Evaluations

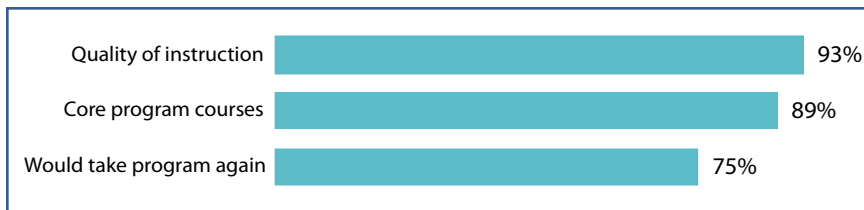
Most graduates said their programs helped them develop skills, especially the ability to analyse and think critically.



Graduates said their programs helped them develop skills.

Note: Percentages are of those who said the institution was *very helpful* or *helpful* in developing the selected skill, based on respondents who gave a rating on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

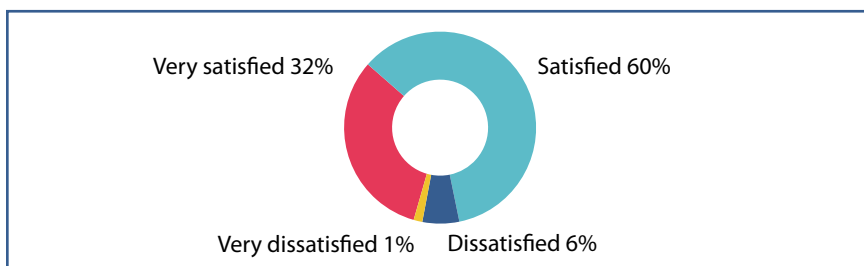
Respondents were very likely to say the quality of instruction they received was *very good* or *good*. A substantial majority said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Three-quarters said they would take the same program again.



Graduates gave high ratings to aspects of their programs.

Notes: Percentages are of those who said the instruction and courses were *very good* or *good*, based on respondents who gave a rating on a four-point scale from *very good* to *very poor*, excluding those who said *not applicable*. The percentage of those who said they would take the same program again is based on respondents who answered the question.

Most (92 percent) of the graduates surveyed said they were *very satisfied* or *satisfied* with the overall education they received from their program.



Baccalaureate graduates were satisfied with their education.

Funding

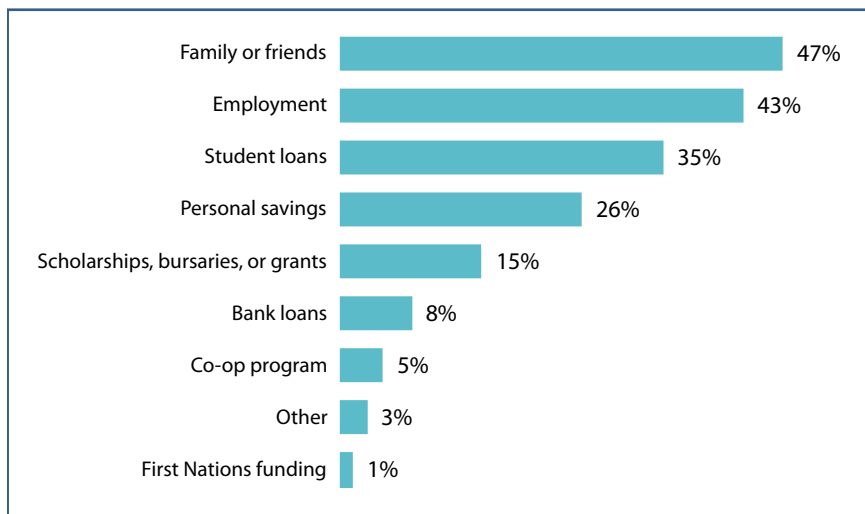
Fewer than half of baccalaureate respondents incurred debt for their studies. For those who had debt, the total median amount borrowed was \$25,000. Over one-third of respondents had government-sponsored student loan debt. Two years after graduation, one-quarter of respondents had government student loan debt remaining.

	Borrowing rate	Debt amount
Overall debt incurred	47%	\$25,000
Government loan debt	35%	\$25,000
Government debt remaining	25%	\$22,000

Fewer than half of the graduates incurred debt for their program.

Notes: Percentages are based on respondents who gave valid answers to the finances questions. *Overall debt incurred* includes government student loan debt. *Government debt remaining* is at the time of the survey. Debt amounts shown are medians, based on those who had debt.

The two most important sources of funding for baccalaureate graduates were family or friends and employment.

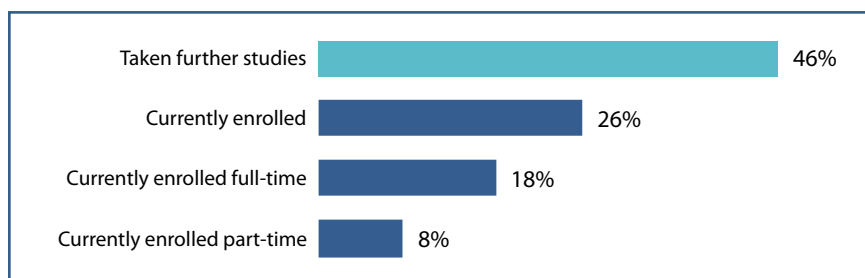


Graduates' sources of funding included family or friends and employment.

Note: Respondents could pick two top sources of funding, therefore percentages add to more than 100.

Further Studies

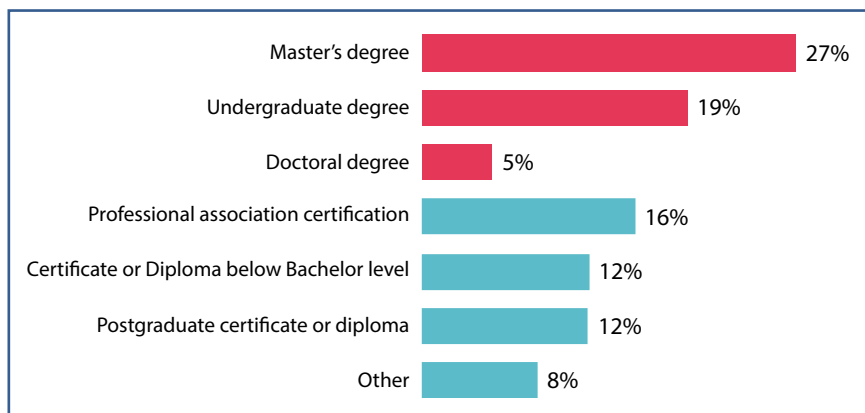
Since graduating, many respondents went on to further education; over one-quarter were studying at the time they were surveyed.



Almost half of the graduates went on to further study.

Notes: *Taken further studies* includes those currently enrolled. *Currently enrolled* means the respondent was enrolled at the time of the survey.

Over half of the graduates who continued their education chose an advanced degree program or another undergraduate program. Many others studied for professional certification or took courses for certificates or diplomas.

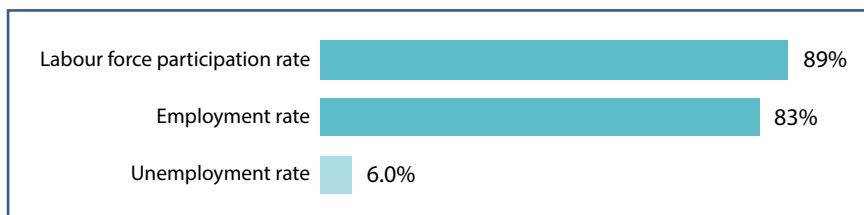


Over half of the graduates who continued their education went on to another degree program.

Note: Percentages are based on those who took further education.

Employment

The labour force participation rate for baccalaureate graduates was high, with 89 percent of respondents in the labour force, working or looking for work.

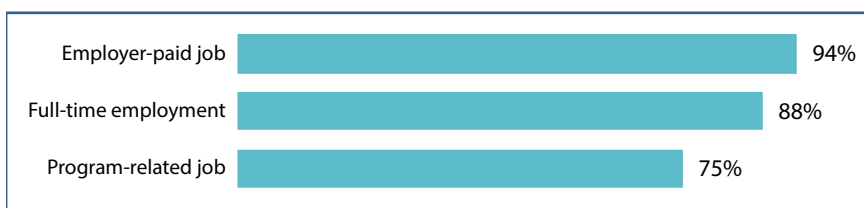


Baccalaureate graduates had very good employment outcomes.

Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. 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.

For graduates who were surveyed in 2016, the labour force participation and employment rates were the same, but the unemployment rate was 7.0%.

Graduates were likely working full-time in a job related to their baccalaureate education. Typically they worked for an employer—only 6 percent were self-employed.

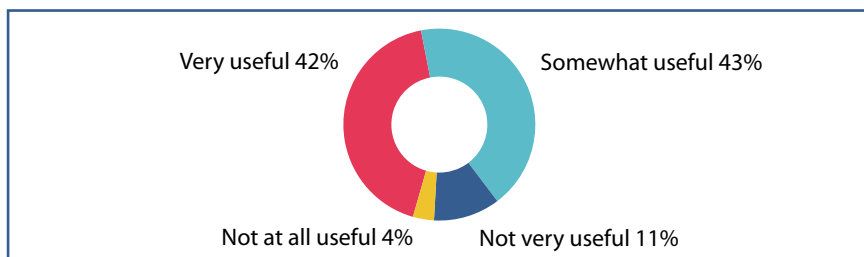


Employment characteristics for baccalaureate graduates were favourable.

Notes: Percentages are based on employed respondents. Full-time employment is 30 or more hours per week. The percentage for *program-related job* is of those who said their job was *very* or *somewhat* related.

Respondents who were full-time employees reported a median salary of \$52,000 per year; the median salary for part-time employees was \$22,000.

The majority (85 percent) of employed graduates said that the knowledge and skills they gained through their baccalaureate programs were *very* or *somewhat useful* in the performance of their jobs.

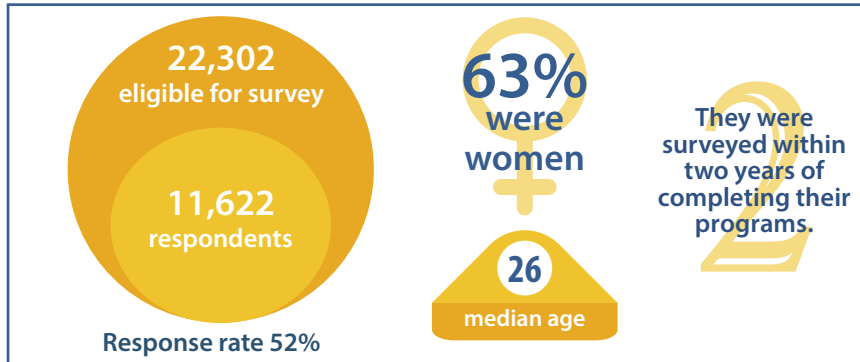


The knowledge and skills gained from baccalaureate programs were useful for employment.

Note: Percentages are based on employed respondents.

Associate Degrees, Diplomas, Certificates

Associate Degree, Diploma, and Certificate Students

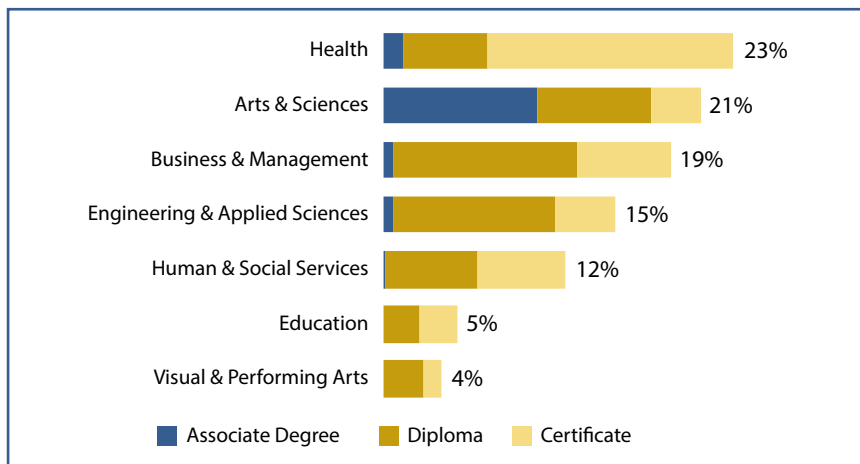


Information is from the 2017 Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

Programs

Note that there are no trades programs included with the diploma, associate degree, and certificate programs. Also note that associate degree includes university transfer programs.

Almost a quarter (23 percent) of the former students surveyed had taken a Health program—these were largely certificate programs. The majority of former students who had taken associate degree programs studied Arts & Sciences. Two-thirds of the Business & Management programs and Engineering & Applied Sciences programs had a Diploma as a credential.

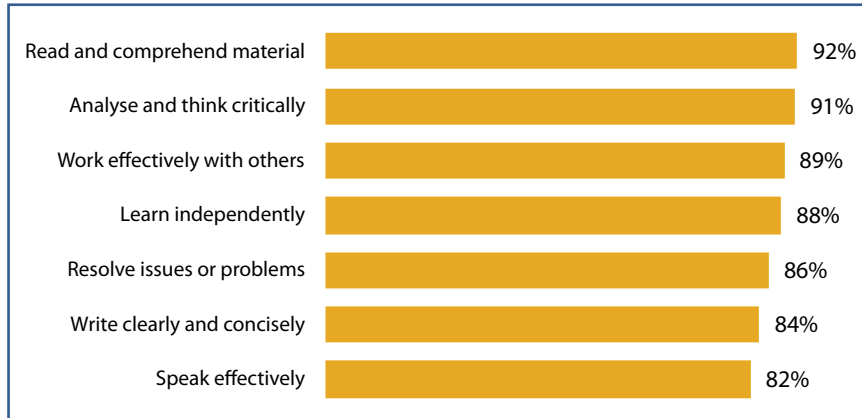


Health programs were a popular choice for former diploma, associate degree, and certificate students.

Notes: Programs are grouped using the [BC CIP Cluster](#), a roll-up based on the Classification of Instructional Programs (CIP). Credentials have been grouped so that associate degree includes university transfer programs; diploma includes advanced and post-degree diplomas; certificate includes post-degree certificates.

Education Evaluations

The majority of respondents said their program was *very helpful* or *helpful* in developing certain skills, especially the abilities to read and comprehend material and to analyse and think critically.



Former students said their programs helped them develop skills.

Notes: Percentages are of respondents who said their program was *very helpful* or *helpful* in developing the selected skill, based on those who gave a rating on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

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

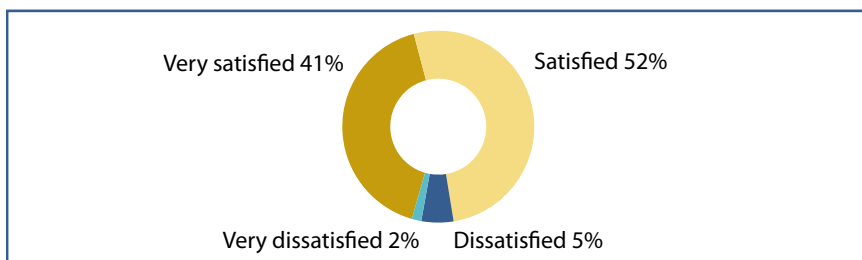
Many former associate degree, diploma, and certificate students gave favourable ratings to aspects of their programs and to course content, especially the relevance of the topics covered to their field of study.



Former students gave favourable ratings to aspects of their programs.

Notes: Percentages are of respondents who said the selected aspect of their education was *very good* or *good*, based on those who gave a rating on a five-point scale from *very good* to *very poor*, excluding those who said *not applicable*.

Overall satisfaction with their programs was high; most (93 percent) of the former students surveyed were *very satisfied* or *satisfied* with the education they received.

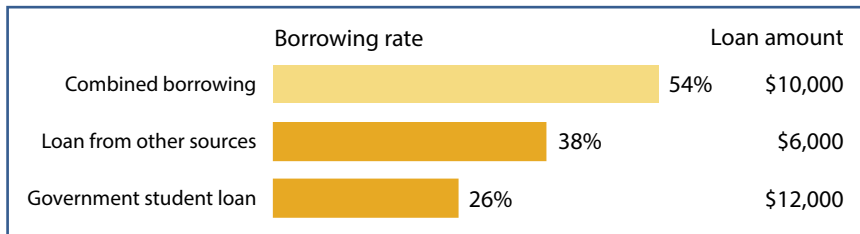


Former diploma, associate degree, and certificate students were satisfied with their education.

Funding

Financial questions are asked of a 50-percent random sample of former diploma, associate degree, and certificate students.

Over half of the respondents from associate degree, diploma, and certificate programs had borrowed to fund their education. Over one-quarter had received government student loans, while well over one-third borrowed from other sources—10 percent had both government loans and loans from other sources.

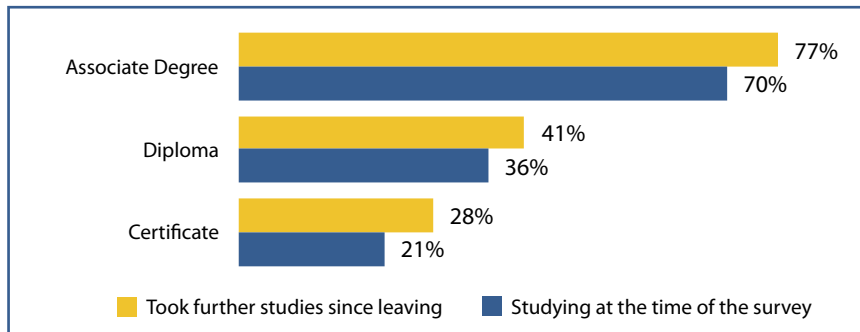


Just over half of the former students borrowed for their program.

Notes: Percentages are based on respondents who gave valid answers to the finances questions. *Combined borrowing* includes everyone who borrowed from the government student loan program or from another source. Loan amounts shown are medians, based on those who borrowed.

Further Studies

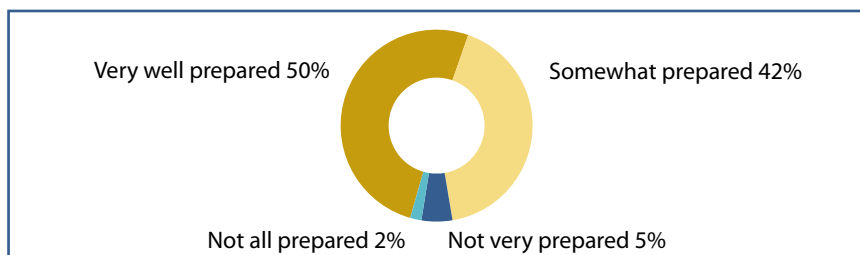
Since leaving their programs, 40 percent of former students took further education. At the time of the survey, 34 percent of respondents were enrolled in further studies. Former associate degree students were the most likely to continue their studies.



Over three-quarters of former associate degree students took further education.

Note: *Associate degree* includes university transfer.

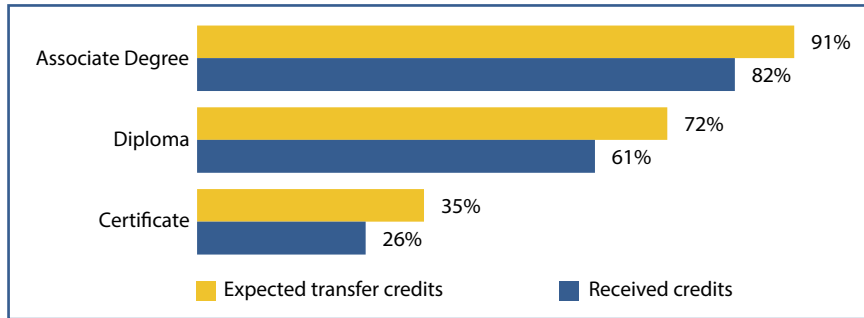
Most (93 percent) of the respondents who took further studies said they were *somewhat* or *very well prepared* by their program.



Most former students who continued their studies said they were prepared for further education.

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

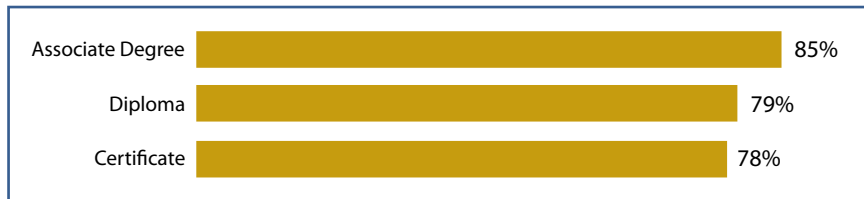
Overall, 70 percent of the respondents who took further education at a different post-secondary institution said they expected to get transfer credits. The majority of those who expected credits, received them.



Many students who went on to further education expected and received transfer credits.

Notes: Percentages are based on respondents who continued their education at a different institution. Associate Degree includes university transfer.

Of those who expected transfer credits, a majority (82 percent) were *very satisfied* or *satisfied* with the experience.



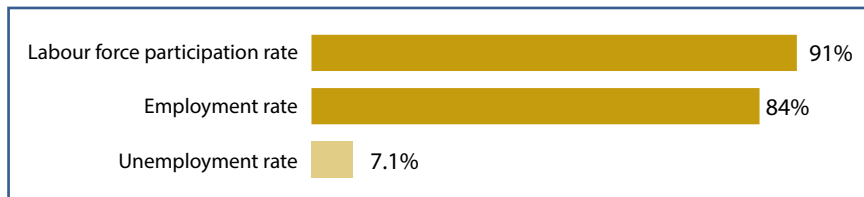
The majority of those who expected transfer credits were satisfied with the transfer experience.

Notes: Percentages are based on respondents who continued their education at a different institution and expected to transfer credits. Associate Degree includes university transfer.

Employment

Results are reported for Diploma and Certificate graduates only.

Most of the graduates from diploma and certificate programs were participating in the labour force at the time of the survey; that is, they were working or looking for work.

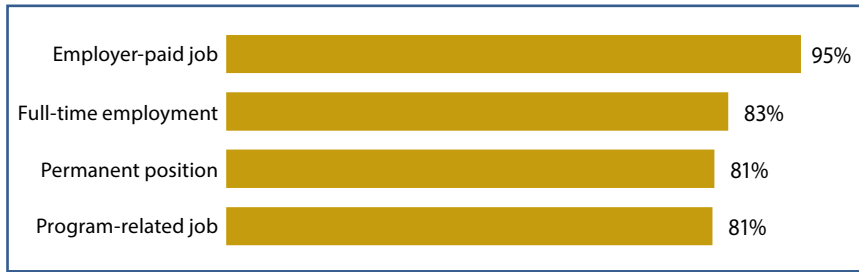


Diploma and certificate graduates had robust employment outcomes.

Notes: Percentages are based on graduates of diploma and certificate programs. The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. 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.

In last year's survey, the diploma and certificate graduates (not including trades foundation) reported similar employment outcomes—the unemployment rate was 7.4 percent.

Employment outcomes for graduates of diploma and certificate programs were good: most respondents were working in an employer-paid position, typically full-time.

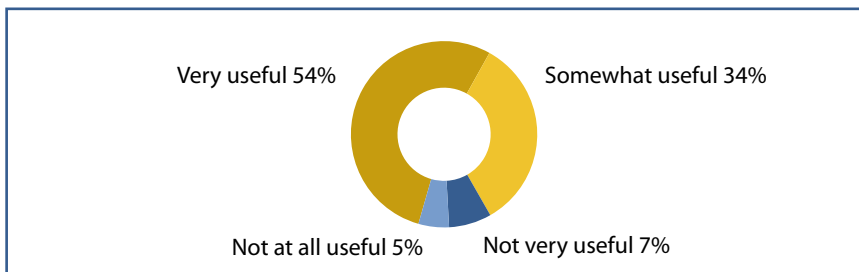


Employment characteristics for diploma and certificate graduates were favourable.

Notes: Percentages are based on employed graduates of diploma and certificate programs. Full-time employment is 30 or more hours per week. The percentage for *program-related job* is of those who said their job was *very* or *somewhat* related.

The median hourly wage for those employed full-time was \$22.00. For those employed part-time, it was \$20.00.

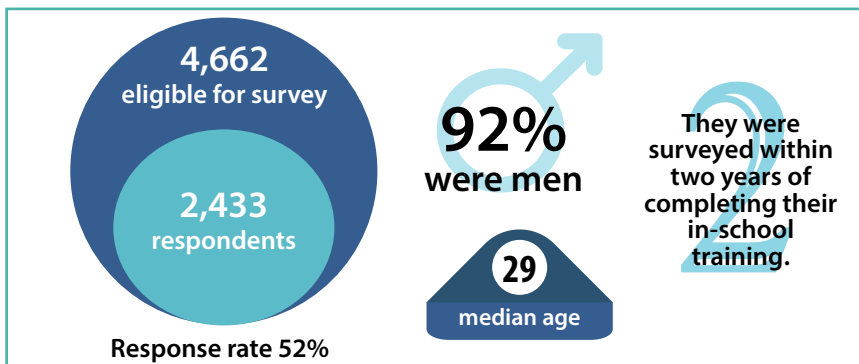
A large majority of diploma and certificate graduates said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



The knowledge and skills gained from diploma and certificate programs were useful for employment.

Apprenticeship

Apprenticeship Students



Information is from the 2017 Student Outcomes Survey of Apprenticeship Students.

An apprenticeship is a combination of on-the-job training and classroom learning that leads to a trades credential or “ticket” to practice a trade, usually in four years. Approximately 20 percent of an apprentice’s time is spent on technical training, which is delivered through a public post-secondary institution or private training organization.

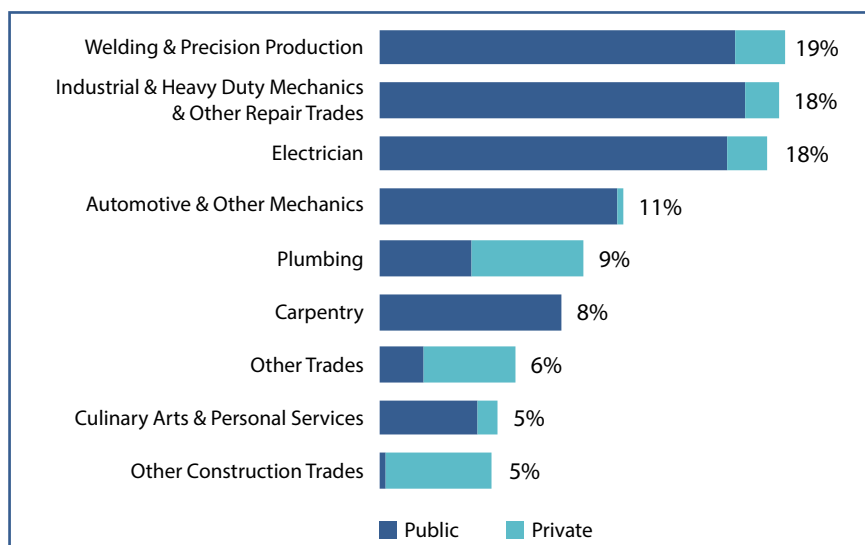
An apprentice in a traditional apprenticeship program who completes required levels of in-school training, passes exams, and receives a recommendation from a sponsoring employer will receive a Certificate of Qualification (C of Q) from the Industry Training Authority (ITA). For progressive credential programs, the ITA offers apprenticeship certification for completion of each level of training in a traditional apprenticeship. Almost all (95 percent) of the respondents to the 2017 survey were from traditional apprenticeship programs.

At the time of the 2017 survey, 87 percent of respondents, from traditional and progressive credential programs, had received their Certificate of Qualification.

Note that the apprenticeship survey findings that follow include both traditional and progressive credential programs.

Apprenticeship Programs

The majority (79 percent) of the former apprentices surveyed took their training in a public post-secondary institution. Well over half of the survey respondents trained in Welding & Precision Production, Industrial & Heavy Duty Mechanics & Other Repair Trades, or Electrician programs.

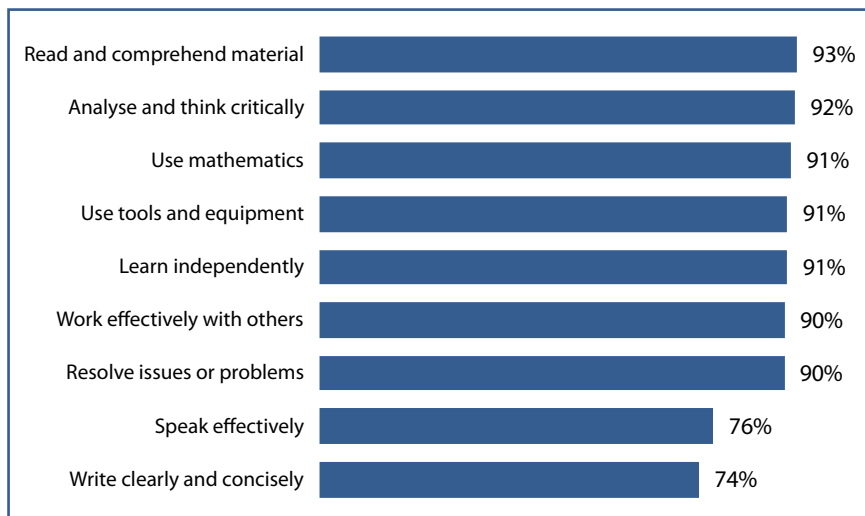


The majority of former apprenticeship students took their in-school training at a public post-secondary institution.

Note: Programs are grouped using the [Classification of Instructional Programs \(CIP 2011\)](#).

In-School Training Evaluations

The majority of former apprentices gave high ratings to the skills their in-school training helped them develop. In particular, most said the training was *very helpful* or *helpful* toward their development of the ability to read and comprehend material appropriate to their field.

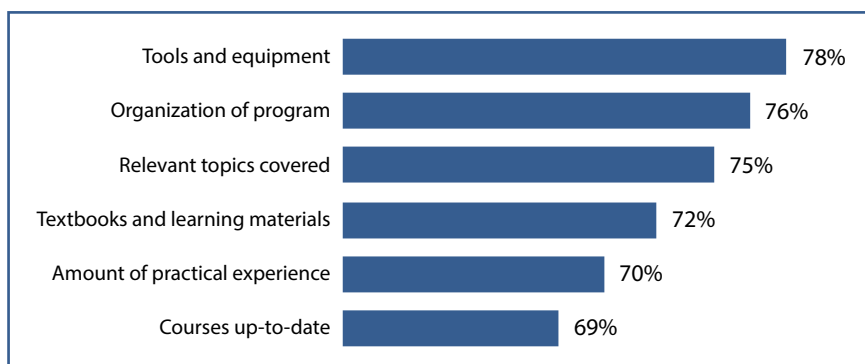


Former apprenticeship students said their training helped them develop skills.

Notes: Percentages are of respondents who said their training was *very helpful* or *helpful* in developing the selected skill, based on respondents who gave a rating on a four-point scale, from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

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

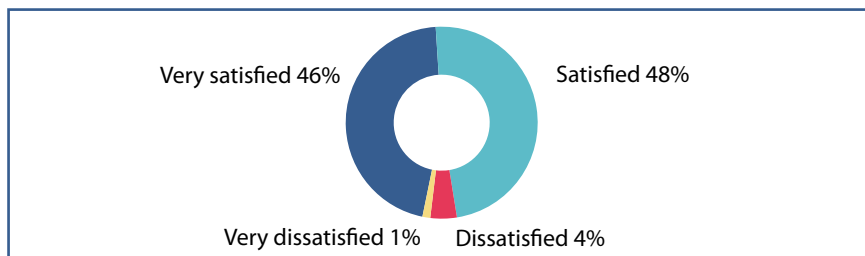
A majority of former apprenticeship students gave aspects of their training and course content *very good* or *good* ratings.



Former students gave favourable ratings to aspects of their in-school training.

Notes: Percentages are of those who said the selected aspect of their training was *very good* or *good*, based on respondents who gave a rating on a five-point scale from *very good* to *very poor*, excluding those who said *not applicable*.

Most (94 percent) of the survey respondents were *very satisfied* or *satisfied* with the in-school training they received.

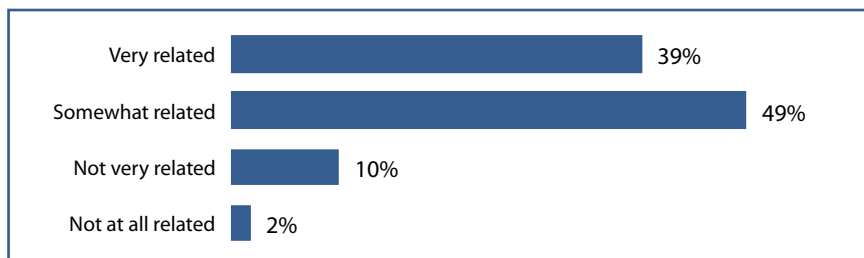


Former apprenticeship students were satisfied with their in-school training.

Workplace Training

Of the former apprenticeship students surveyed, 93 percent had been employed as an apprentice or had had a work placement outside their training institution.

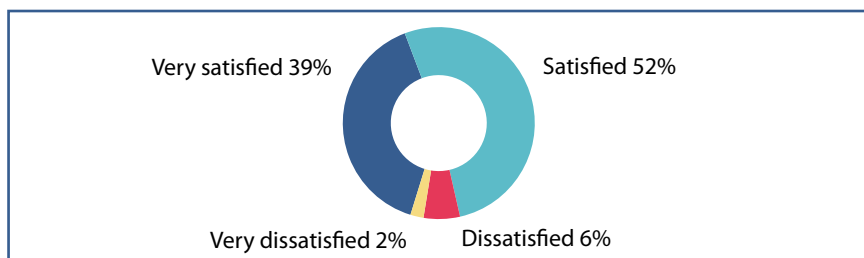
A large majority (88 percent) said their in-school training was *very* or *somewhat related* to their workplace experience.



Former apprenticeship students said their in-school training was related to their workplace experience.

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

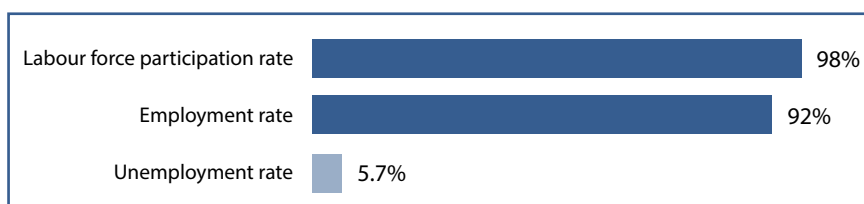
Most of the respondents who were employed as apprentices or who had work placements outside their institutions were *very satisfied* or *satisfied* with their workplace training.



Former apprenticeship students were satisfied with their workplace training.

Employment

Former apprenticeship students had a very high labour force participation rate and low unemployment rate.



Former apprenticeship students had excellent employment outcomes.

Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. 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.

For apprenticeship students surveyed in 2016, the labour force participation was the same; however, the employment rate was 89 percent and the unemployment rate was 8.6 percent.

The employment outcomes of the former apprentices were good: almost all were employed full-time, and most were in a permanent position that was related to their training.

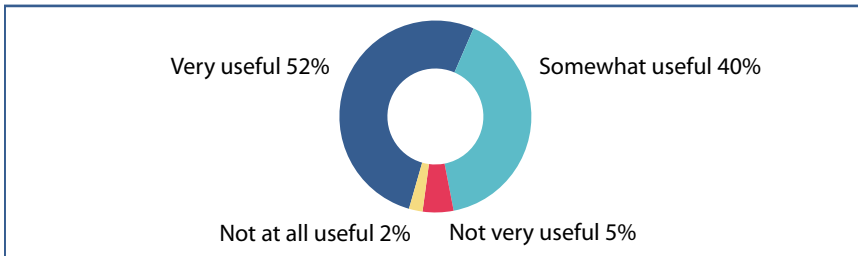


Employment characteristics for former apprenticeship students were very favourable.

Notes: Percentages are based on employed respondents. Full-time employment is 30 or more hours per week. The percentage for *training-related job* is of those who said their job was *very* or *somewhat related*.

The median hourly wage for those employed full-time was \$31.00; it was \$23.00 for those working part-time.

Most employed respondents said that the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.

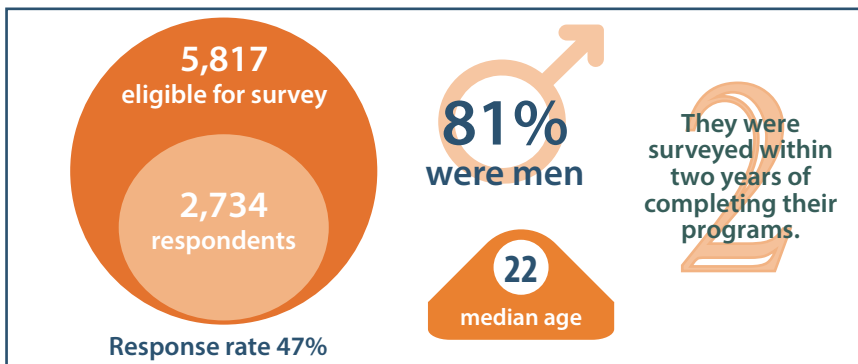


The knowledge and skills gained from apprenticeship training were useful for employment.

Note: Percentages are based on employed respondents.

Trades Foundation

Trades Foundation Students



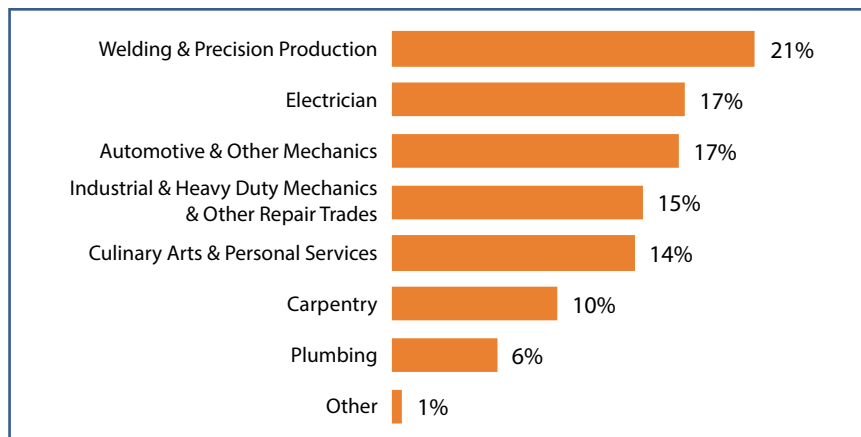
Information is from the 2017 Student Outcomes Survey of Trades Foundation Students.

Trades foundation programs, which usually offer training in both classrooms and in-shop settings, are designed to give students the key skills and knowledge needed for entry into a particular trade. Most foundation programs link to apprenticeship and can provide credit for the first level of technical training and for some of the work-based training hours that are required to complete an apprenticeship.

Note that Trades Foundation Students included graduates only.

Foundation Programs

Over one-fifth of the former trades foundation students surveyed had taken a Welding & Precision Production program.

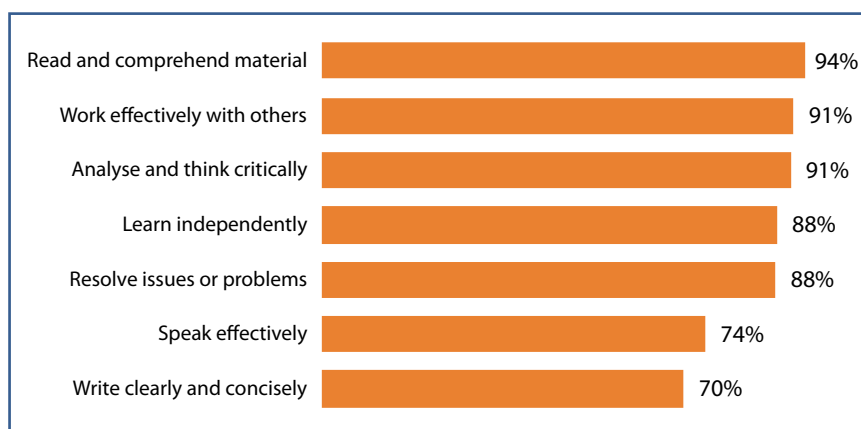


Welding & Precision Production programs were popular with trades foundation students.

Note: Programs are grouped using the [Classification of Instructional Programs \(CIP 2011\)](#).

In-School Training Evaluations

Many former foundation students said their programs helped them develop skills. Most said their programs were *very helpful* or *helpful* in their development of the skill to read and comprehend material appropriate to their field.

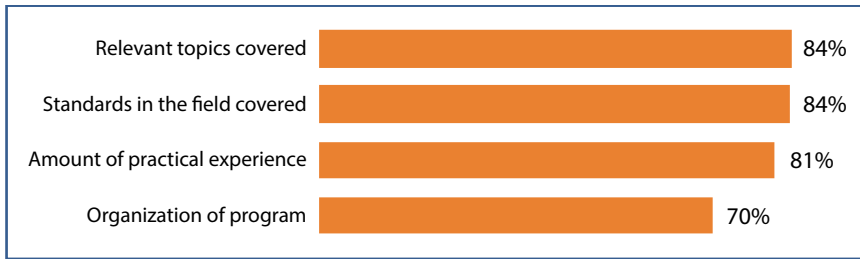


Former trades foundation students said their programs helped them develop skills.

Notes: Percentages are of respondents who said their training was *very helpful* or *helpful* in developing the selected skill, based on respondents who gave a rating on a four-point scale, from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

Most (93 percent) of respondents said that the instruction they received was *very good*, *good*, or *adequate*.

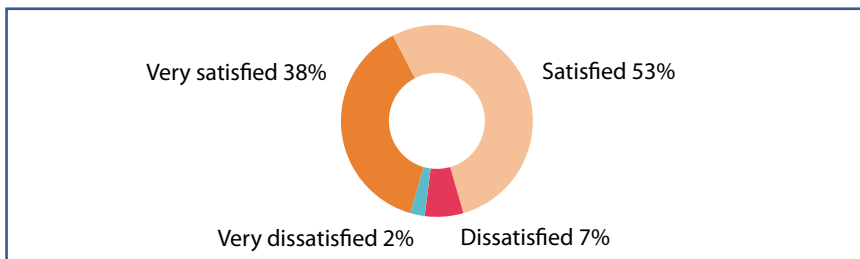
A majority of former foundation students gave aspects of their training and course content *very good* or *good* ratings.



Former trades foundation students gave favourable ratings to aspects of their programs.

Notes: Percentages are of those who said the selected aspect of their training was *very good* or *good*, based on respondents who gave a rating on a five-point scale from *very good* to *very poor*, excluding those who said *not applicable*.

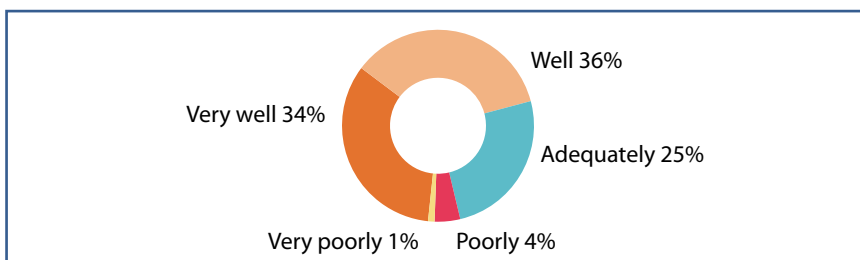
A large majority (91 percent) were *very satisfied* or *satisfied* with the training they received from their program.



Former trades foundation students were satisfied with their training.

Pathway to Apprenticeship

After finishing their foundation programs, 82 percent of respondents tried to find employment as an apprentice. Of those former students, 65 percent were successful and became apprentices. A majority of those who became apprentices said their program prepared them *very well* or *well* for their apprenticeship training.

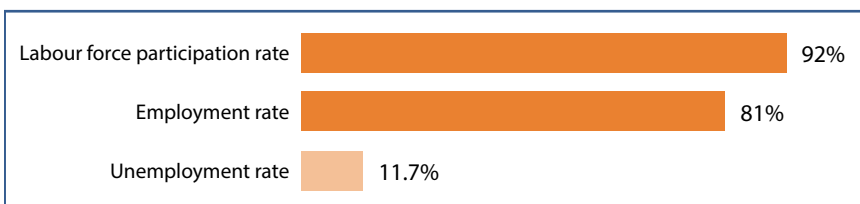


A majority of the trades foundation students who became apprentices were prepared for apprenticeship.

Note: Percentages are based on respondents who became apprentices.

Employment

The labour force participation rate for former trades foundation students was high; the majority of respondents were working or looking for work.

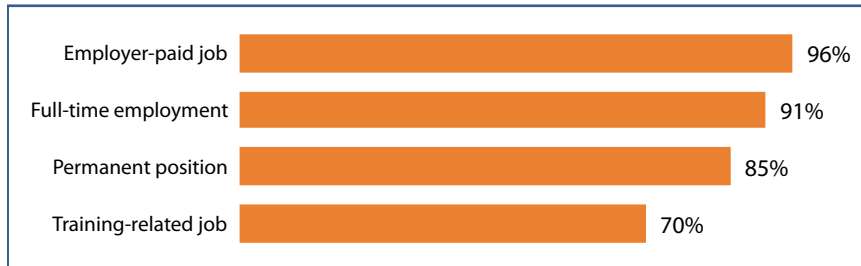


Former trades foundation students had mixed employment outcomes.

Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. 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.

The trades foundation students who were surveyed in 2016 had the same labour force participation rate, but their employment rate was 79 percent and their unemployment rate was 12.9 percent.

The majority of employed respondents worked full-time for an employer.

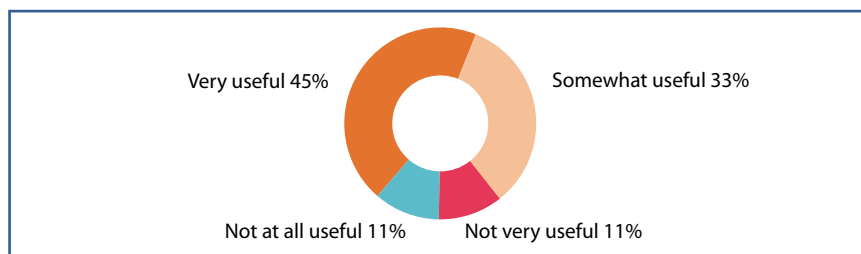


Employment characteristics for former trades foundation students were promising.

Note: Percentages are based on employed respondents. Full-time employment is 30 hours or more per week. The percentage for *training-related job* is of those who said their job was *very* or *somewhat* related.

The median hourly wage for those employed full-time was \$17.00. For those working part-time, it was \$13.00.

Over three-quarters (78 percent) of employed respondents said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.

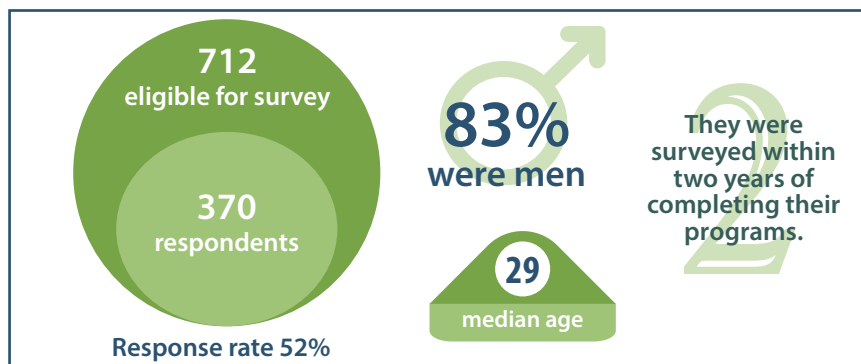


The knowledge and skills gained from trades foundation programs were useful for employment.

Note: Percentages are based on employed respondents.

Trades-Related Vocational Students

Trades-Related Vocational Students

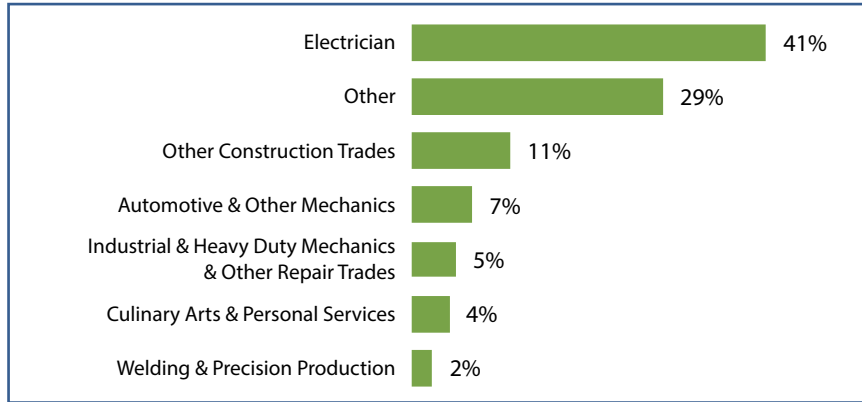


Information is from the 2017 Student Outcomes Survey of Trades-Related Vocational Students.

Trades-related vocational programs are those that are not part of the apprenticeship pathway. They offer a blend of academic and practical skills and provide expertise that is broader than foundation training.

Trades-Related Vocational Programs

The largest group of programs was for Electricians and consists of programs related to power engineering. The group *Other* includes a range of different programs, from Railway Conductor and Plant Operator to Wireless Communications Technician.

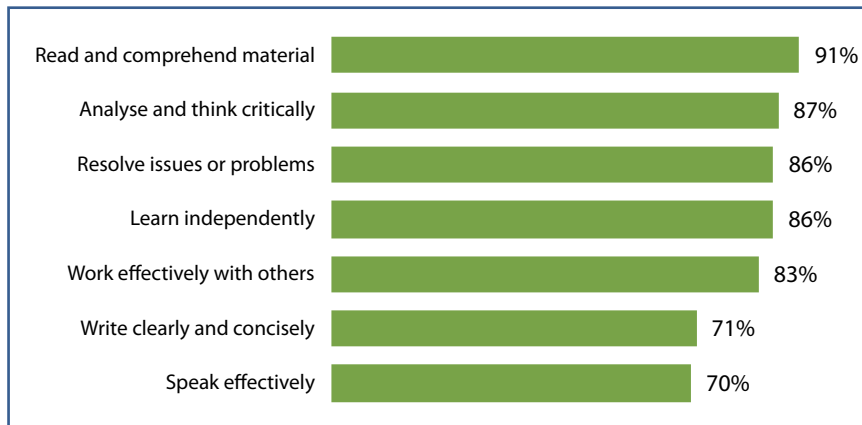


The largest group of trades-related vocational programs was for Electricians.

Note: Programs are grouped using the [Classification of Instructional Programs](#) (CIP 2011).

In-School Training Evaluations

The former students from trades-related vocational programs gave high ratings to the help they received developing a number of skills. The majority said their program was *very helpful* or *helpful* in the development of reading and comprehension skills.

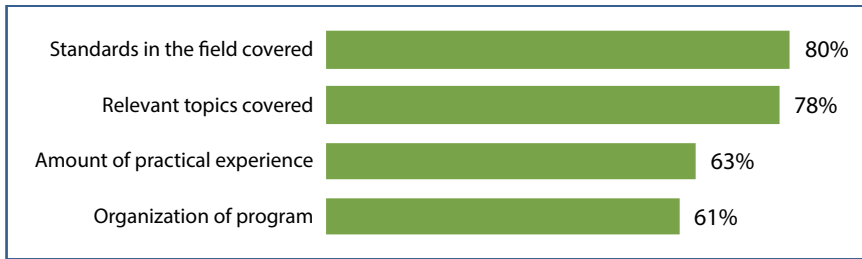


Former students said their trades-related vocational programs helped them develop skills.

Notes: Percentages are of respondents who said their training was *very helpful* or *helpful* in developing the selected skill, based on respondents who gave a rating on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

The majority (90 percent) of respondents said that the instruction they received was *very good*, *good*, or *adequate*.

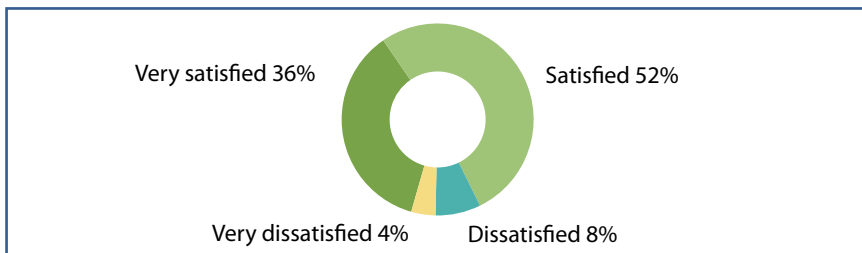
When asked to rate certain aspects of their training and course content, a majority of the former trades-related vocational students gave *very good* or *good* ratings.



Former students gave favourable ratings to aspects of their trades-related vocational programs.

Notes: Percentages are of those who said the selected aspect of their training was *very good* or *good*, based on respondents who gave a rating on a five-point scale from *very good* to *very poor*, excluding those who said *not applicable*.

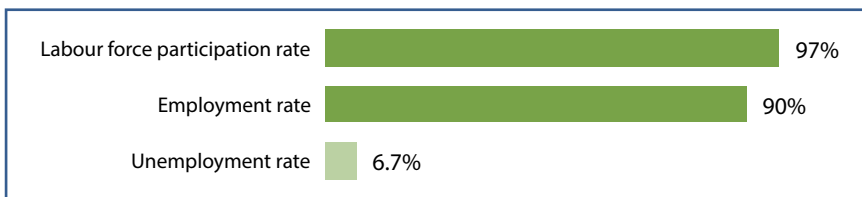
The majority (88 percent) of respondents were *very satisfied* or *satisfied* with the training they received from their program.



Former students from trades-related vocational programs were satisfied with their training.

Employment

The former students who took trades-related vocational programs had high rates of labour force participation and employment.



Former students from trades-related vocational programs had strong employment outcomes.

Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. 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.

Most employed respondents were working full-time, typically in a permanent, employer-paid position.

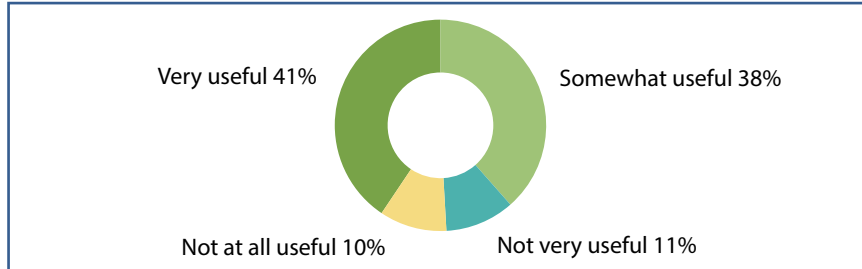


Employment characteristics for former students from trades-related programs were favourable.

Note: Percentages are based on employed respondents. Full-time employment is 30 hours or more per week. The percentage for *training-related job* is of those who said their job was *very* or *somewhat related*.

The median hourly wage for the former students from trades-related vocational programs employed full-time was \$29.50. It was \$14.00 for those working part-time.

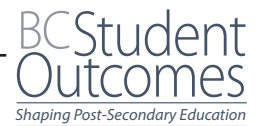
A large majority (79 percent) said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



The knowledge and skills gained from trades-related vocational programs were useful for employment.

Note: Percentages are based on employed respondents.

About BC Student Outcomes



Findings from the Student Outcomes surveys are used by the Province of British Columbia for labour market analysis, policy development, and accountability. Post-secondary institutions use the data to improve programs and services and 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 Dashboard](#).