

BC Student Outcomes

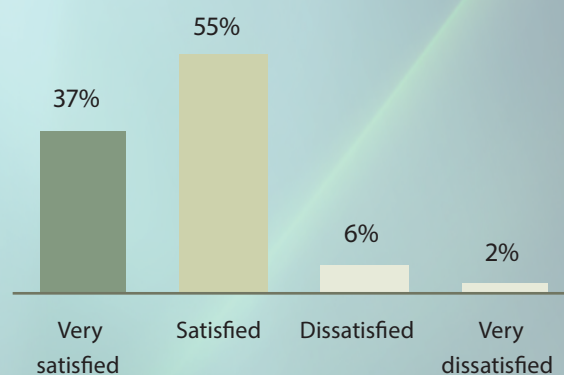
the 2018 highlights



Student Satisfaction

Student feedback is essential to ensure continued 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.

*In 2018, **92 percent** of the former post-secondary students surveyed were satisfied or very satisfied with the education or training they received.*



Key Findings

Every year, BC Student Outcomes collects feedback from former students who took post-secondary programs, including associate degree, diploma, or certificate programs; baccalaureate 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 B.C.'s public post-secondary institutions. In 2018, almost 29,000 former students were surveyed; key results from those surveys are presented here.



BACCALAUREATE GRADUATES

46% took further studies
90% were in the labour force
6.2% was the unemployment rate
85% of those working said the skills and knowledge they learned were useful for employment



DIPLOMA GRADUATES

91% were in the labour force
7.3% was the unemployment rate
Of those employed:
78% were in an education-related job
86% were working full-time



CERTIFICATE GRADUATES

94% were in the labour force
5.7% was the unemployment rate
Of those employed:
82% were in an education-related job
84% were working full-time



ASSOCIATE DEGREE & UNIVERSITY TRANSFER STUDENTS

78% took further studies
78% of those who took further studies received transfer credits
85% were satisfied with the transfer experience



APPRENTICESHIP STUDENTS

97% were in the labour force
4.3% was the unemployment rate
92% of those employed said their job was related to their training



TRADES-RELATED VOCATIONAL STUDENTS

95% were in the labour force
Of those employed:
95% had full-time jobs
80% said their job was related to their training



TRADES FOUNDATION STUDENTS

83% tried to find employment as an apprentice
74% of those who tried, became apprentices
Of those who became apprentices:
70% said their foundation program prepared them for apprenticeship training

Baccalaureate



BACCALAUREATE GRADUATES

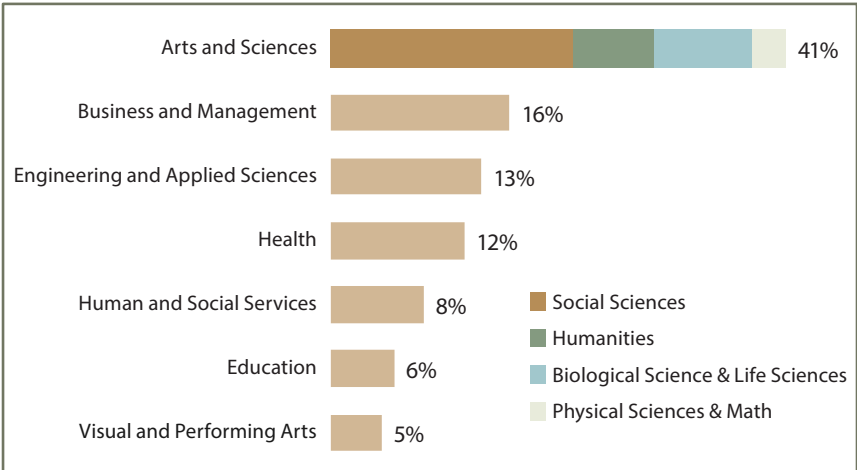
Eligible for survey	23,520
Respondents	10,676
Response rate	45%
Median age	26
% Female	61%

Note: Numbers are from the 2018 BC Student Outcomes Survey of Baccalaureate Graduates.

Baccalaureate students are surveyed within two years of graduation.

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.

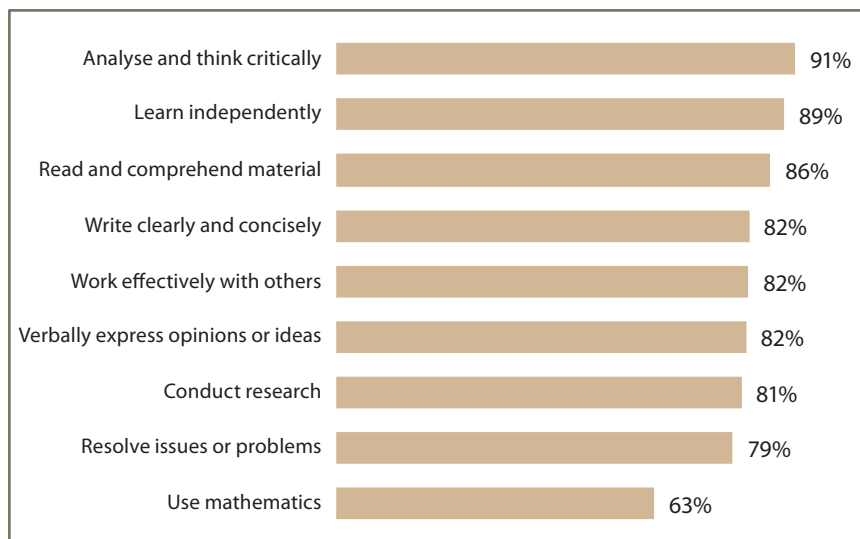


Note: Programs are grouped using the [BC CIP Cluster](#), a roll-up based on the Classification of Instructional Programs (CIP). The Arts & Sciences CIP was expanded to include Social Sciences, Humanities, Biological Science & Life Sciences, and Physical Sciences & Math.

Baccalaureate Programs
The largest group of baccalaureate graduates took Arts and Sciences programs.

Education Evaluations

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

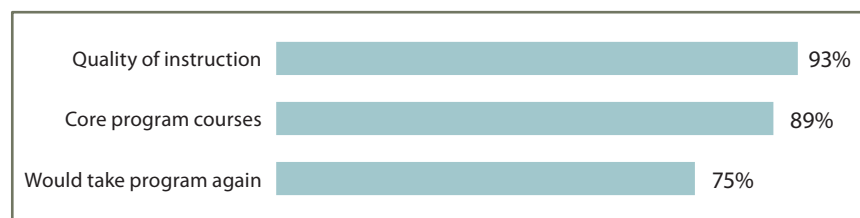


Note: Percentages are of those who said the institution was *very helpful* or *helpful* in developing the selected skill, based on respondents who gave a rating on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

Skills Developed

Graduates said their programs helped them develop skills.

Baccalaureate graduates were very likely to say the quality of instruction they received was *very good* or *good*. A large 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.

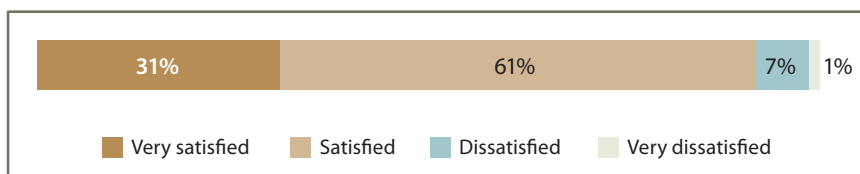


Notes: Percentages are of those who said the instruction and courses were *very good* or *good*, based on respondents who gave a rating on a four-point scale from *very good* to *very poor*, excluding those who said *not applicable*. The percentage of those who said they would take the same program again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

Program Ratings

Graduates gave high ratings to aspects of their programs.

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

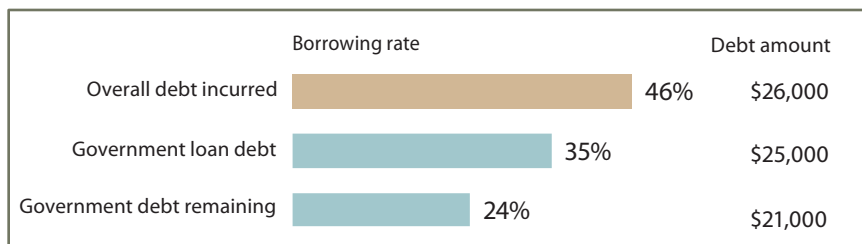


Overall Satisfaction

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 \$26,000. Slightly over one-third of respondents had government-sponsored student loan debt. Two years after graduation, almost one-quarter of respondents had government student loan debt remaining.

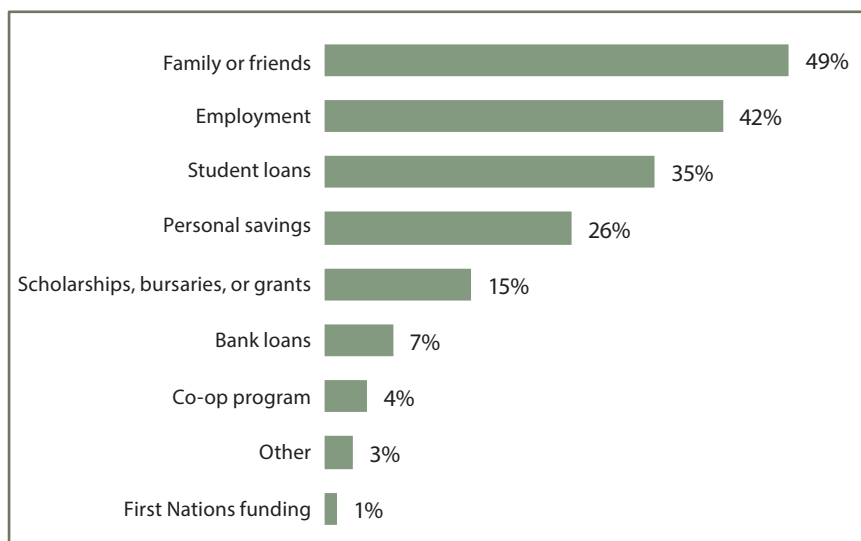


Notes: Percentages are based on respondents who gave valid answers to the finances questions. *Overall debt incurred* includes government student loan debt. *Government debt remaining* is at the time of the survey. Loan amounts shown are medians, based on those who had debt.

Borrowing and Debt

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

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



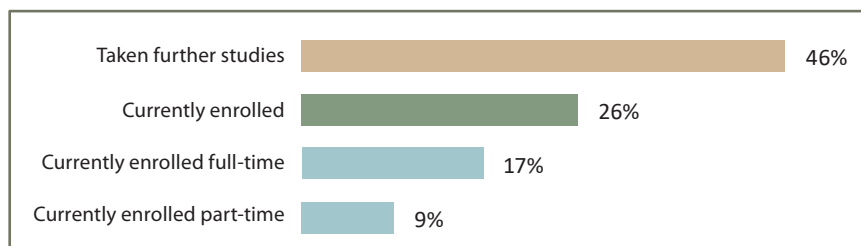
Note: Respondents could pick two top sources of funding, therefore percentages add to more than 100.

Sources of Funding

Graduates' top sources of funding were family or friends and employment.

Further Education

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

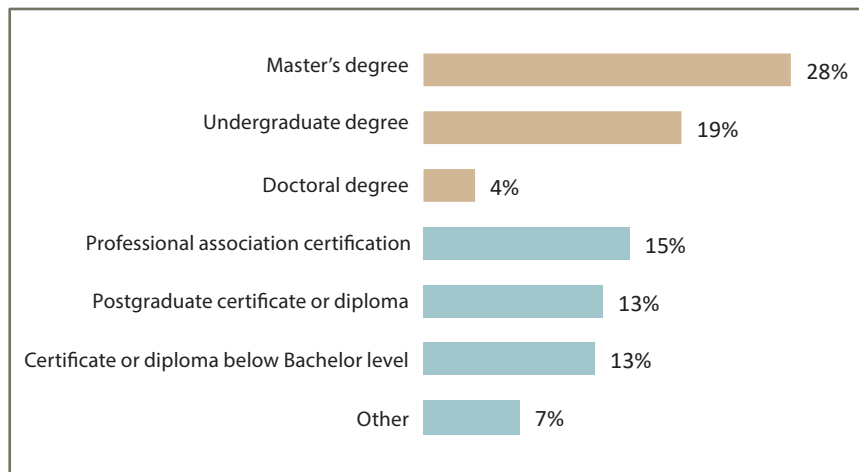


Notes: *Taken further studies* includes those currently enrolled. *Currently enrolled* means the respondent was enrolled at the time of the survey.

Further Education

Almost half of the graduates went on to further study.

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.



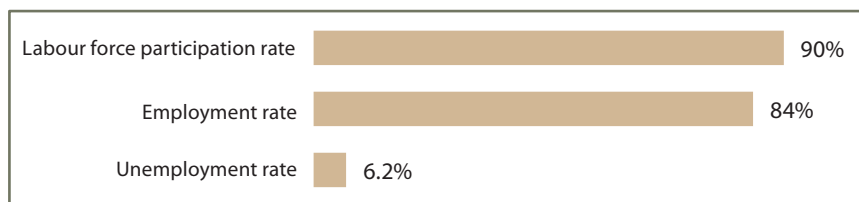
Note: Percentages are based on those who took further education.

Further Education Type

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

Employment

The labour force participation rate for baccalaureate graduates was high, with 90 percent of respondents in the labour force, working or looking for work.

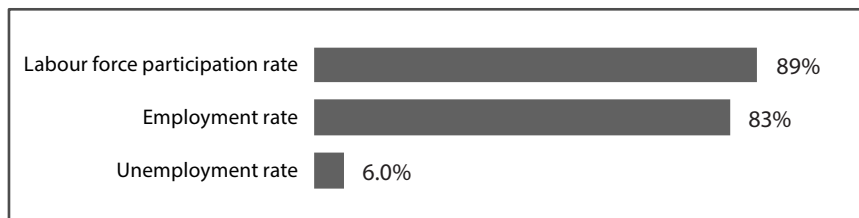


Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. The *employment rate* is the number employed as a percentage of all respondents. The *unemployment rate* is the number of unemployed as a percentage of respondents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

Employment Outcomes

Baccalaureate graduates had very good employment outcomes.

In the 2017 survey, baccalaureate graduates reported similar labour force and employment rates.

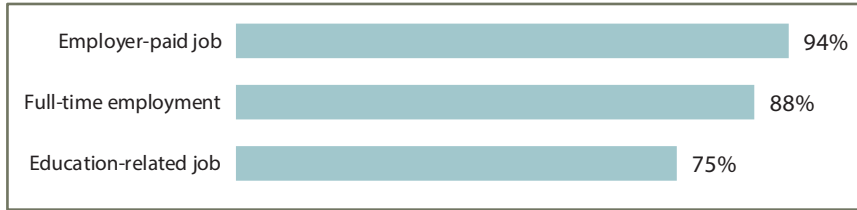


Note: Data are from the 2017 BC Student Outcomes Survey of Baccalaureate Graduates.

2017 Employment Outcomes

The employment outcomes from the 2017 survey show results similar to those of 2018.

Most employed graduates were working full-time when they were surveyed, typically in a job related to their baccalaureate education. The majority worked for an employer—only 6 percent were self-employed.



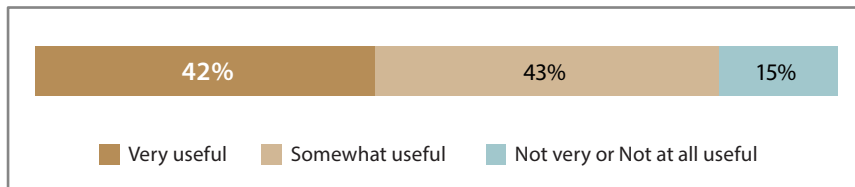
Notes: Percentages are based on employed respondents. Full-time employment is 30 or more hours per week. The percentage for *education-related job* is of those who said their job was *very* or *somewhat related*.

Employment Characteristics

Employed baccalaureate graduates worked in positions with very favourable characteristics.

Respondents who were full-time employees reported a median salary of \$55,000 per year; the median salary for part-time employees was \$24,000.

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.






Note: Percentages are based on employed respondents.

Usefulness of Knowledge and Skills Gained

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

Associate Degrees, Diplomas, Certificates

	 ASSOCIATE DEGREE & UNIVERSITY TRANSFER STUDENTS	 DIPLOMA GRADUATES	 CERTIFICATE GRADUATES
Eligible for survey	3,738	11,173	8,486
Respondents	1,719	5,879	4,901
Response rate	46%	53%	58%
Median age	22	25	30
% Female	60%	55%	73%

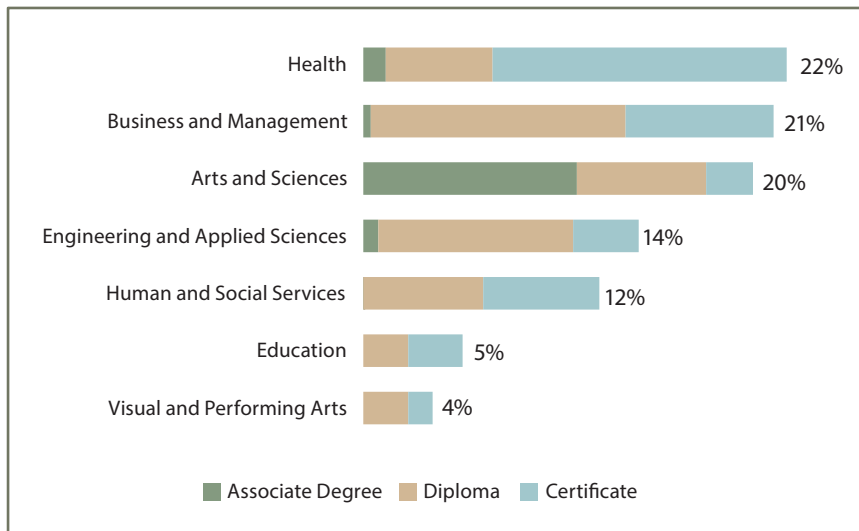
Note: Numbers are from the 2018 BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

Associate Degree, Diploma, and Certificate students are surveyed within two years of completing or leaving their programs.

Associate Degree, Diploma, and Certificate Programs

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

Over one-fifth (22 percent) of the former students surveyed had taken a Health program, including just over two-thirds who had taken certificate programs. Over half of the Business and Management programs were taken for a diploma credential, while the Arts and Sciences programs were largely associate degree.



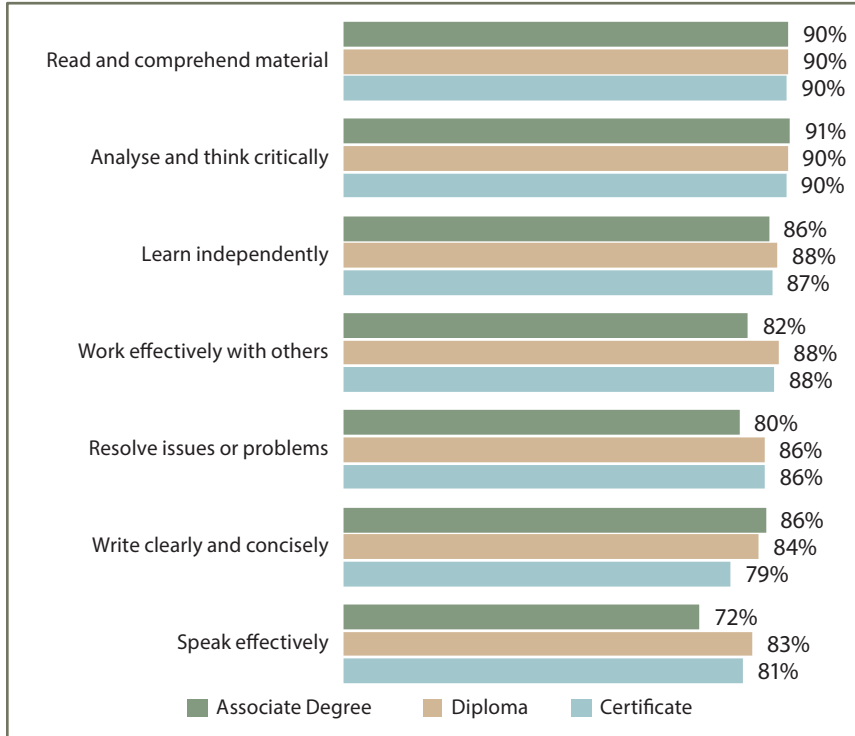
Programs Taken

Certificate Health programs comprised the largest group of respondents.

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

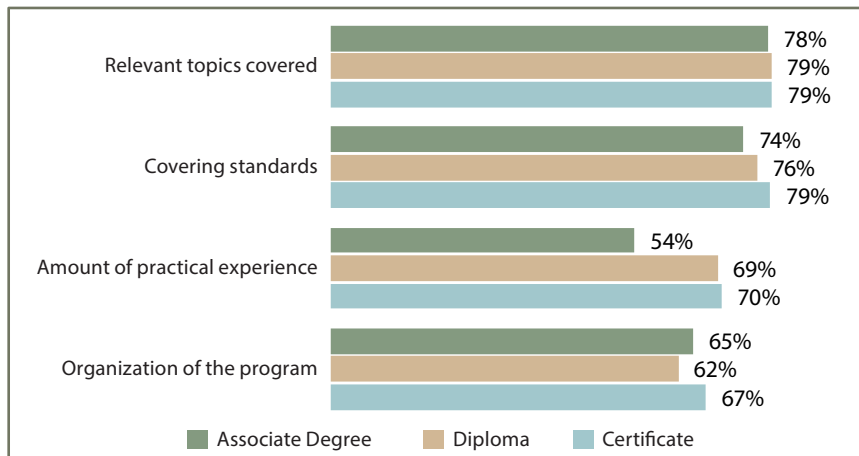
The majority of former students said their program was *very helpful* or *helpful* in developing certain skills, especially the abilities to read and comprehend material and to analyse and think critically.



Note: 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 former students surveyed said the quality of instruction was *very good*, *good*, or *adequate*, as follows: associate degree, 96 percent; diploma, 93 percent; and certificate, 94 percent. (Respondents chose from a 5-point scale, from *very good* to *very poor*.)

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.



Note: Percentages are of respondents who said the selected aspect of their training 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*.

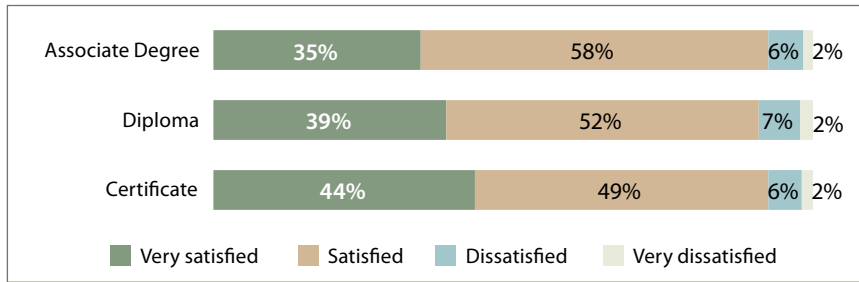
Skills Developed

Former students said their programs helped them develop skills.

Program Ratings

Former students gave favourable ratings to many aspects of their programs.

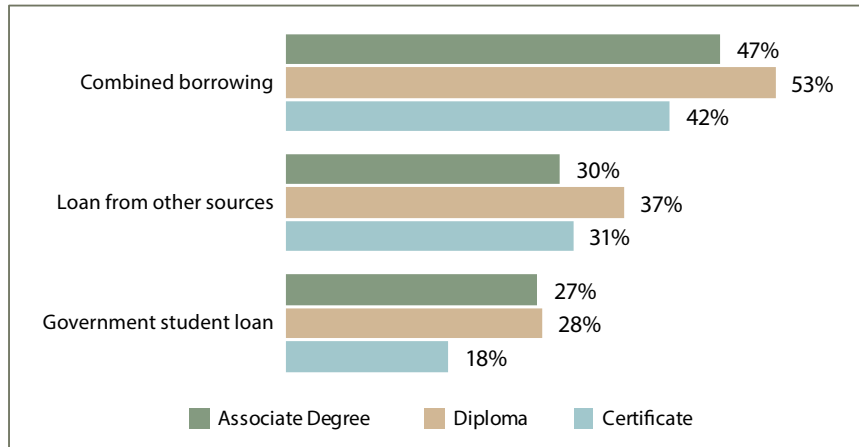
Overall satisfaction with education was high; most (92 percent) of the former students surveyed were *very satisfied* or *satisfied* with the programs they took.



Overall Satisfaction
Most former students were satisfied with their education.

Funding

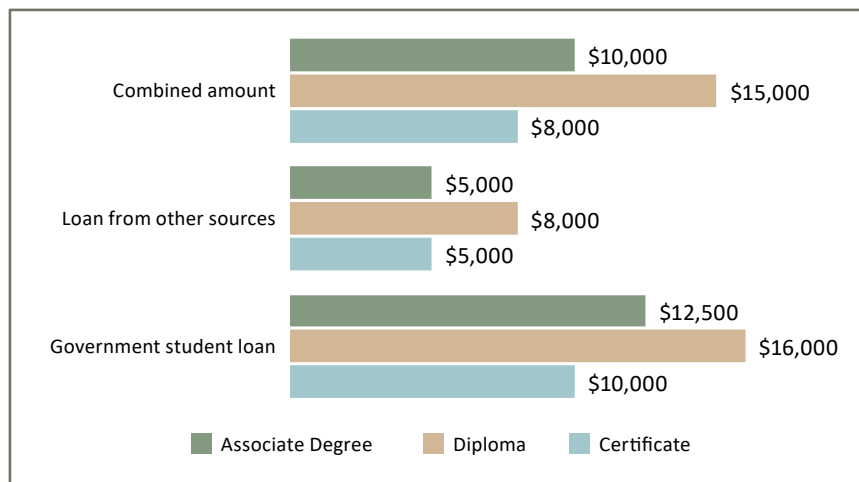
Almost half (48 percent) of the respondents from associate degree, diploma, and certificate programs had borrowed to fund their education: 24 percent had received government student loans, and 34 percent borrowed from other sources—10 percent had both government loans and loans from other sources.



Borrowing Rates
Approximately half of the former students surveyed had borrowed to fund their studies.

Note: Combined borrowing includes everyone who borrowed, whether from the government student loan program or from another source or both.

The amount borrowed varied by the type of loan and by credential. Overall, the median amounts borrowed were as follows: \$14,000 for government student loans, \$5,000 for loans from other sources, and \$10,000 for combined borrowing.

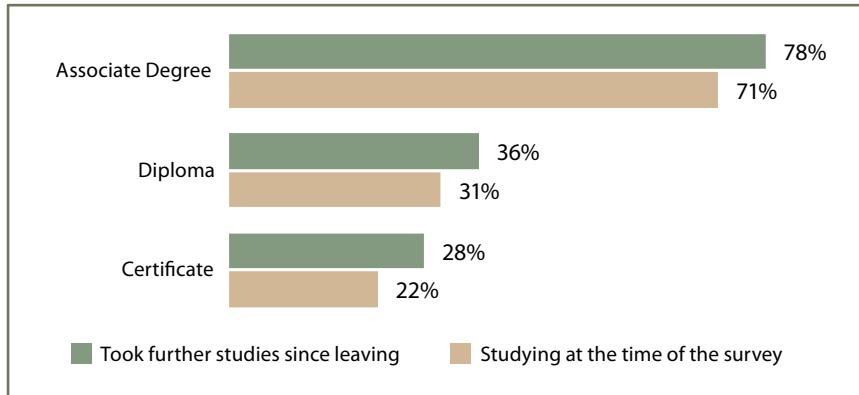


Loan Amounts
The median amounts borrowed varied by credential.

Note: Loan amounts are medians, based on those who borrowed. Combined amount includes all borrowed amounts, whether from the government student loan program or from another source or both.

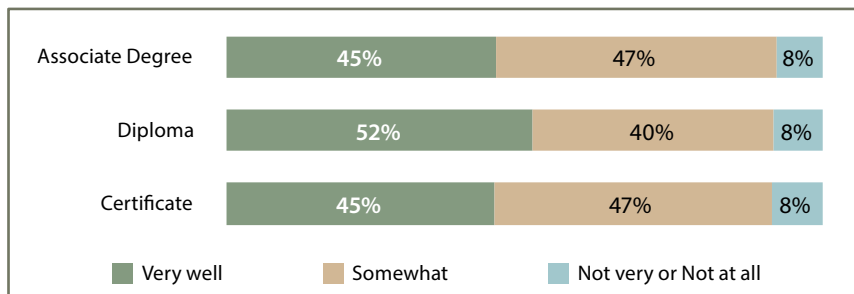
Further Education

Since leaving their programs, 39 percent of former students took further education. At the time of the survey, 33 percent of respondents were enrolled in further studies. Former associate degree students were the most likely to continue their studies.



Further Education
The majority of former associate degree students continued their education.

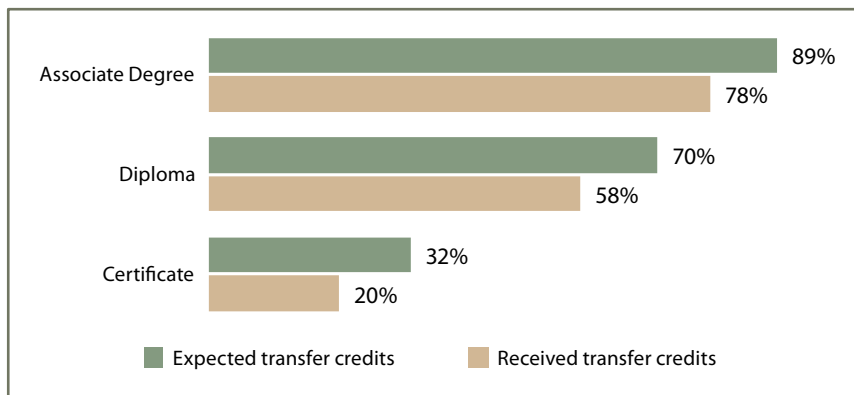
Most (92 percent) of the respondents who took further studies said they were *very well* or *somewhat* prepared by their program.



Prepared for Further Education
Most of those who took further studies said their programs prepared them for further education.

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

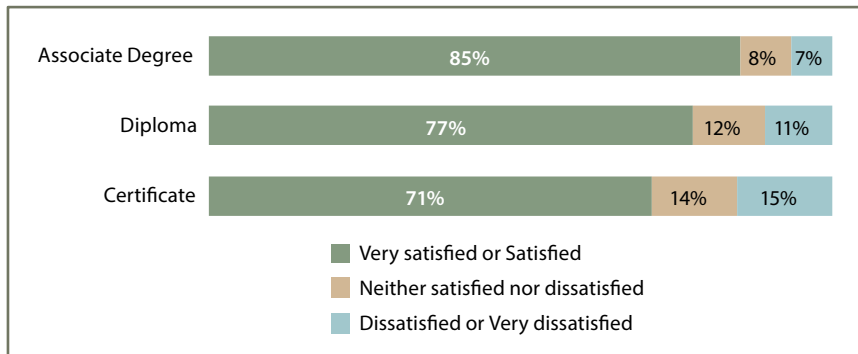
Overall, 69 percent of the respondents who took further education at a different post-secondary institution said they expected to get transfer credits. The majority of those who expected credits, received them.



Transfer Credits
Most of the former associate degree students expected transfer credits.

Note: Percentages are based on respondents who continued their education at a different institution.

Of those who expected transfer credits, a majority (81 percent) were *very satisfied* or *satisfied* with the experience.



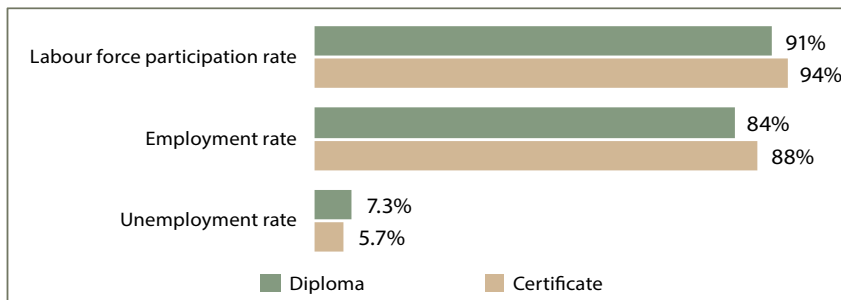
Note: Percentages are based on respondents who expected transfer credits.

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

Employment

Results are reported for Diploma and Certificate graduates only. Associate degree students are less likely to be in the labour market and more likely to pursue further education.

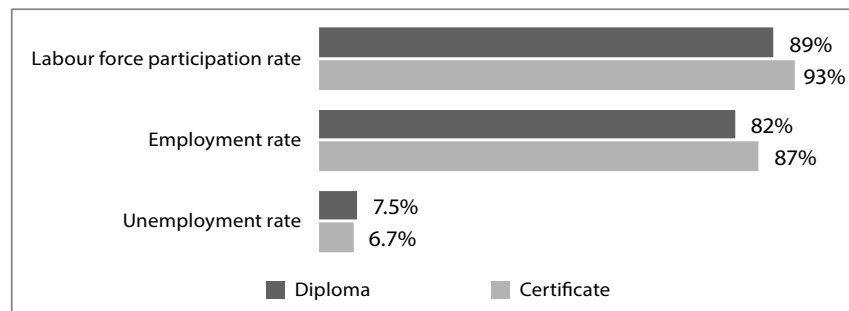
Most of the graduates from diploma and certificate programs (91 percent and 94 percent, respectively) were participating in the labour force at the time of the survey; that is, they were working or looking for work. Employment rates were also high; 88 percent of certificate graduates were employed and 84 percent of those from diploma programs were employed. The unemployment rate among diploma graduates was 7.3 percent, while the unemployment rate among certificate graduates was 5.7 percent.



Notes: Percentages are based on graduates of diploma and certificate programs only. 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.

Employment Outcomes
Diploma and certificate graduates had high labour force participation and employment rates.

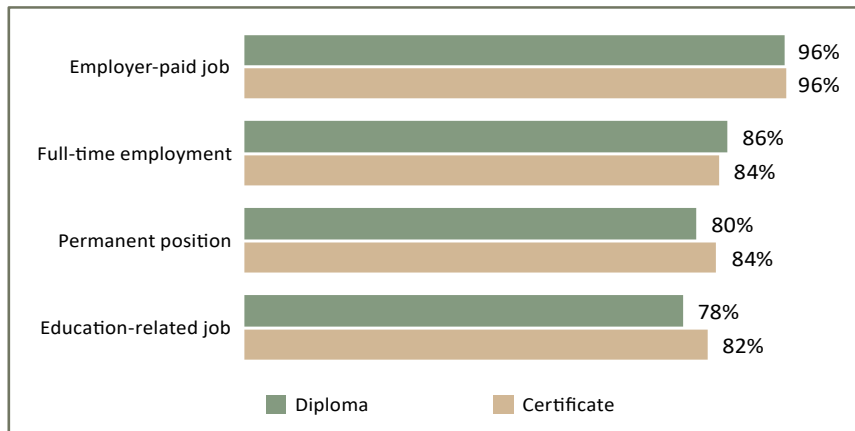
In the 2017 survey, diploma and certificate graduates reported similar labour force and employment outcomes.



Note: Data are from the 2017 BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

2017 Employment Outcomes
The employment outcomes from the 2017 survey show results similar to those of 2018.

Employment outcomes for graduates of diploma and certificate programs were good: most respondents were working in an employer-paid, permanent position, typically full-time. Approximately 4 percent were self-employed.

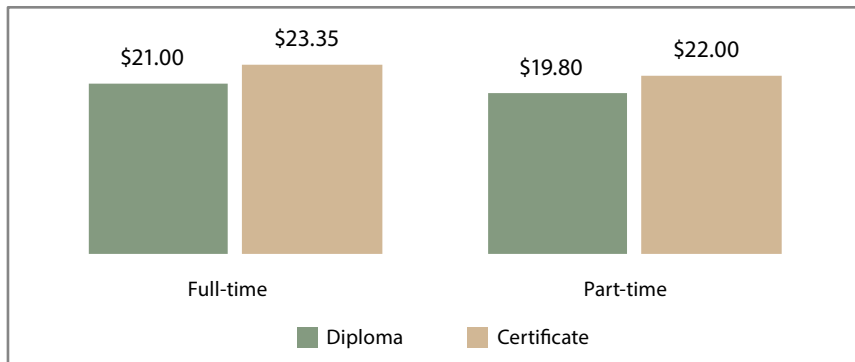


Notes: Percentages are based on employed graduates of diploma and certificate programs only. Full-time employment is 30 or more hours per week. The percentages for *education-related job* are of those who said their job was *very* or *somewhat* related.

Employment Characteristics

Most of the employed diploma and certificate graduates had jobs with very favourable characteristics.

The median hourly wage for diploma and certificate graduates employed full-time was \$22.38; for those employed part-time, it was \$20.96.

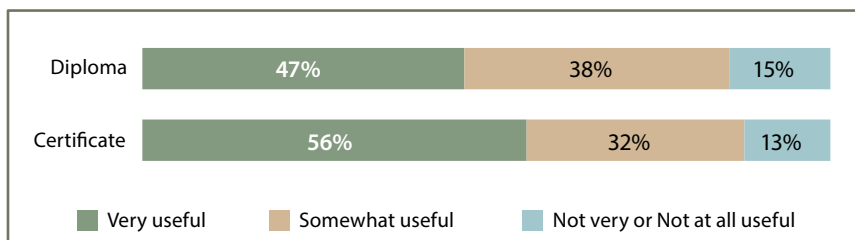


Notes: Amounts are medians, based on employed graduates of diploma and certificate programs only. Full-time employment is 30 or more hours per week.

Hourly Wage

Median hourly wages were somewhat less for those with part-time jobs.




A large majority of diploma and certificate graduates (85 percent and 87 percent, respectively) said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



Notes: Percentages are based on employed graduates of diploma and certificate programs only.

Usefulness of Knowledge and Skills Gained

Diploma and certificate graduates gave high ratings to the usefulness of the knowledge and skills they acquired.

	 APPRENTICESHIP STUDENTS	 TRADES FOUNDATION	 TRADES-RELATED VOCATIONAL
Eligible for survey	4,756	5,441	534
Respondents	2,619	2,598	294
Response rate	55%	48%	55%
Median age	29	22	30
% Female	7%	20%	18%

Apprenticeship, Trades Foundation, and Trades-Related Vocational students are surveyed within two years of completing or leaving their programs.

Note: Numbers are from the 2018 BC Student Outcomes Surveys of Apprenticeship, Trades Foundation, and Trades-Related Vocational Students.

Trades Training in B.C.

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 within 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 (94 percent) of the apprenticeship respondents to the 2018 survey were from traditional apprenticeship programs.

By the time they were surveyed in 2018, 88 percent of former apprentices, from traditional and progressive credential programs, had received their C of Q.

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.

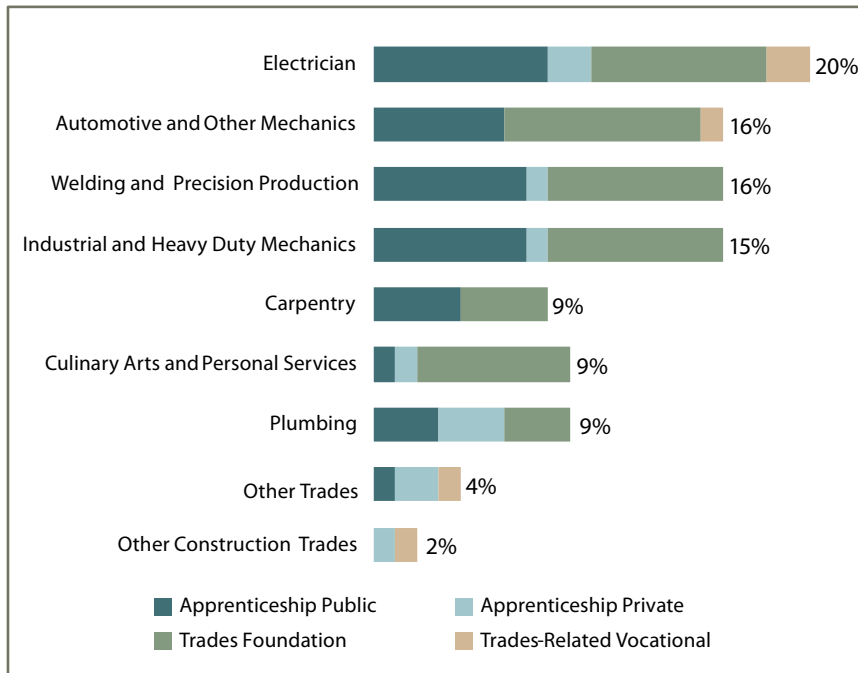
Trades-related vocational programs are those that are not part of the apprenticeship pathway. They offer a blend of academic and practical skills and provide expertise that is broader than foundation training.

Programs

More trades survey respondents took Electrician programs than any other trades program. The largest group of apprentices trained as an electrician, and while many trades foundation students took Electrician programs as well, a slightly larger portion trained in Automotive and Other Mechanics.

The largest group of programs for trades-related vocational students was Electrician and consisted of programs related to power engineering. The group Other Trades includes a range of different programs, from Railway Conductor and Plant Operator to Wireless Communications Technician.

The majority of former apprentices from traditional and progressive credential programs took their training in a public post-secondary institution, although approximately 22 percent did their in-school studies at a private training organization. The private institutions trained a large number of plumbers as well as electricians.



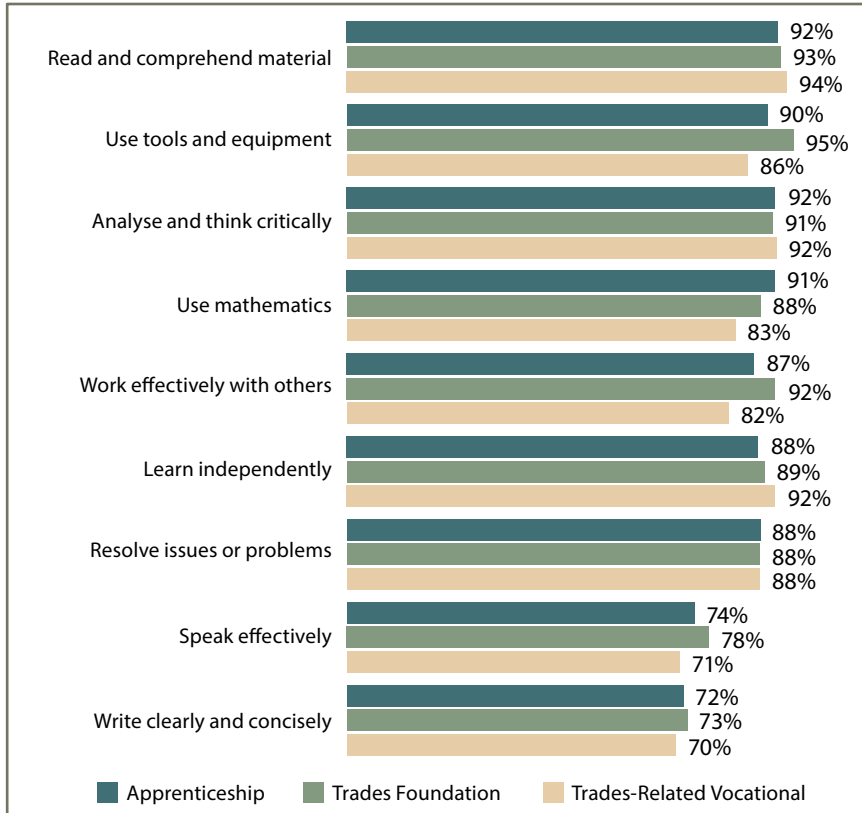
Trades Programs Taken

One-fifth of all the trades students surveyed had taken Electrician programs.

Note: Programs are grouped using the Classification of Instructional Programs.

In-School Training Evaluations

The majority of the former trades students surveyed gave high ratings to their program or in-school training for helping them develop skills. In particular, a large majority of former apprentices said their training helped them develop the skills to read and comprehend material appropriate to their field and to analyse and think critically. Former trades foundation students were most likely to say they were helped to develop skills using tools and equipment, while former trades-related vocational students most often said their training helped them develop skills to read and comprehend material.



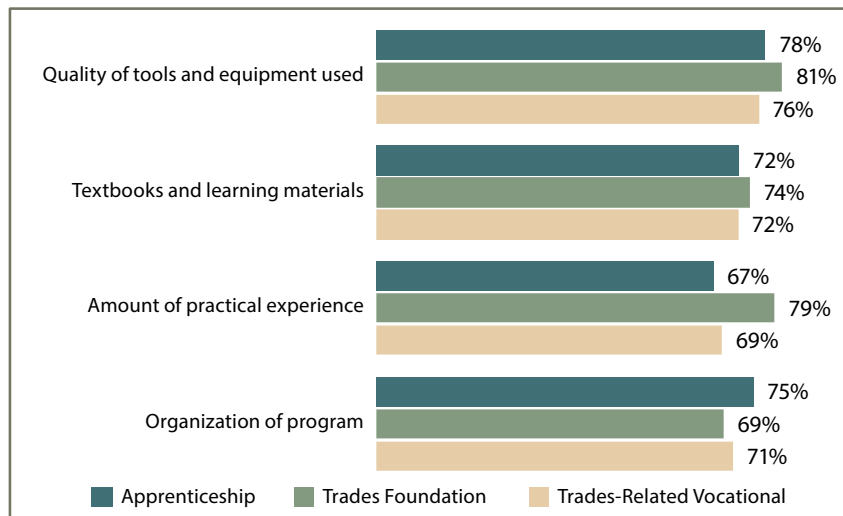
Skills Developed

Former students said their programs helped them develop skills.

Note: 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 former trades students surveyed said the quality of instruction was *very good*, *good*, or *adequate*, as follows: apprenticeship, 95 percent; trades foundation, 93 percent; and trades-related vocational, 92 percent. (Respondents chose from a 5-point scale, from *very good* to *very poor*.)

A majority of the former trades students rated certain aspects of their programs *very good* or *good*.

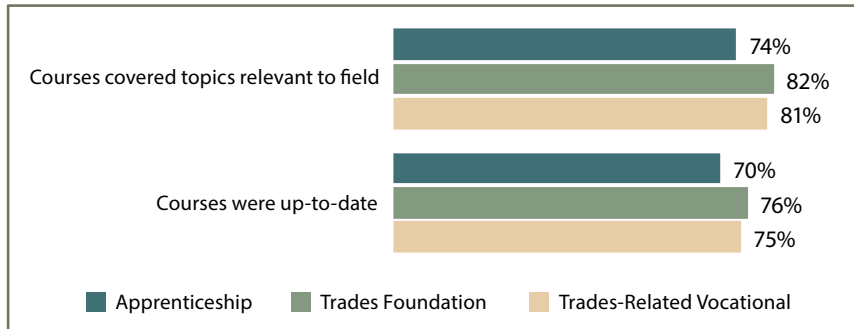


Program Ratings

Selected aspects of training were given favourable ratings.

Note: 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*.

Likewise, there were aspects of their training courses that got *very good* or *good* ratings; covering topics relevant to their fields was favoured.

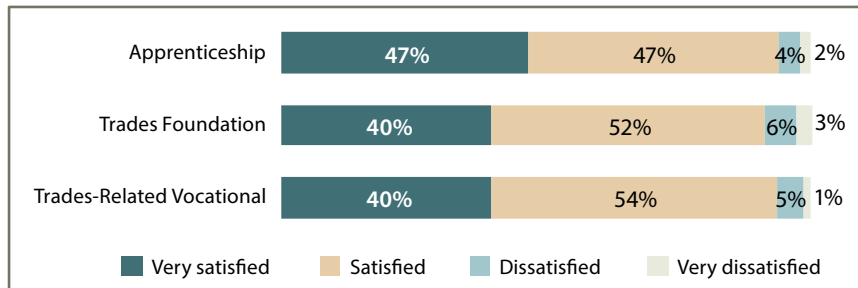


Course Ratings

Courses got high marks for covering relevant topics.

Note: 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*.

Most (93 percent) of the trades survey respondents were *very satisfied* or *satisfied* with their program or in-school training.



Overall Satisfaction

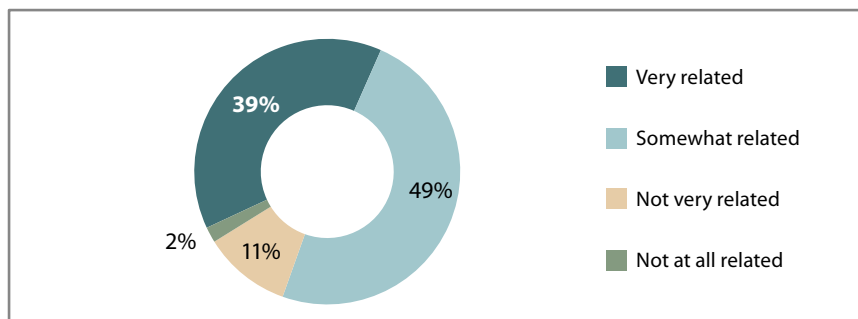
Most former trades students were satisfied with their training.

Workplace Training

Questions about workplace experiences are asked of former apprenticeship students only.

Of the former apprenticeship students surveyed, 96 percent had been employed as an apprentice or had had a work placement outside their training institution.

A large majority (87 percent) said their in-school training was *very* or *somewhat related* to their workplace experience.

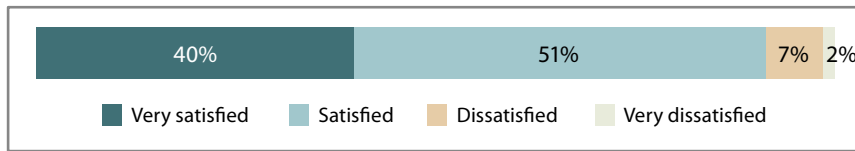


In-School Training Related

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 (91 percent) of the respondents who were employed as apprentices or who had work placements outside their institutions were *very satisfied* or *satisfied* with their workplace experience.



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

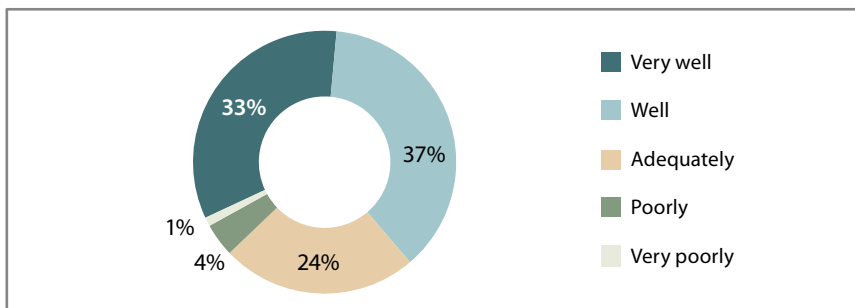
Satisfied with Workplace
Former apprenticeship students were satisfied with their workplace training.

Pathway to Apprenticeship

Questions about getting an apprenticeship are asked of trades foundation students only.

After finishing their foundation programs, 83 percent of respondents tried to find employment as apprentices. Of those former students, 74 percent were successful and became apprentices.

A majority (71 percent) of those who became apprentices said their program prepared them *very well* or *well* for their apprenticeship training.

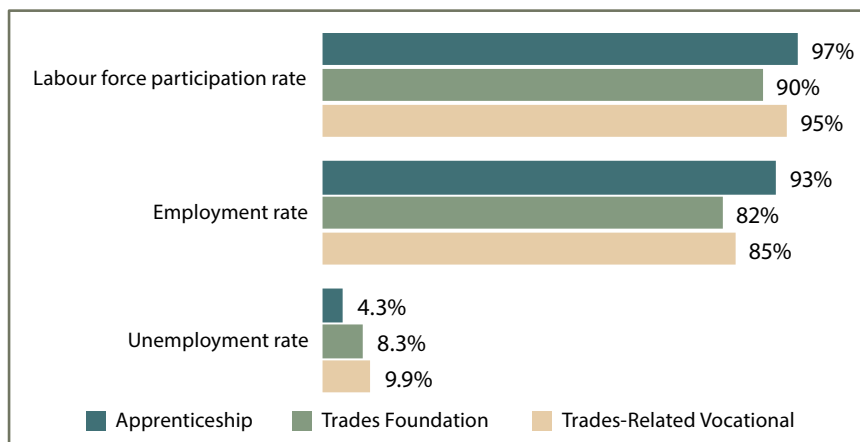


Note: Percentages are based on respondents who became apprentices.

Prepared for Apprenticeship
A majority of the trades foundation students who became apprentices were well prepared.

Employment

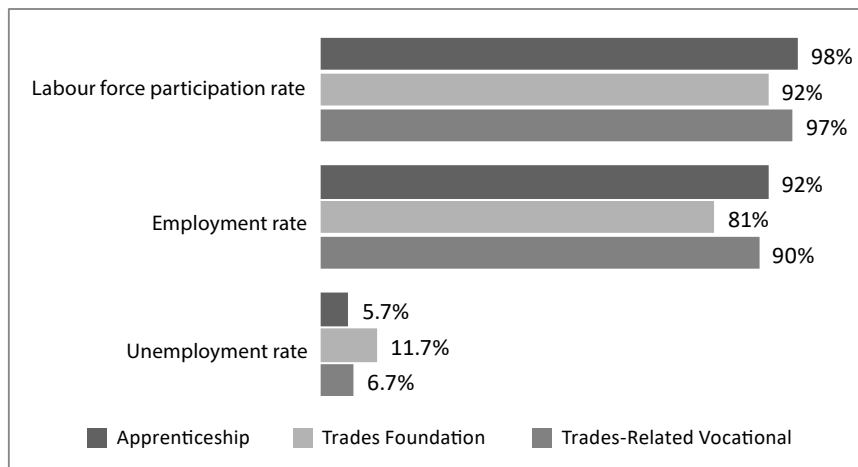
Former apprenticeship students had a very high labour force participation rate; almost all respondents were working or looking for work. The participation rates for former trades foundation and trades-related vocational students were also high. Employment rates varied a little more, but were good overall.



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.

Employment Outcomes
Former trades students participated in the labour force at high rates.

The former students who were surveyed in 2017 had the following results.

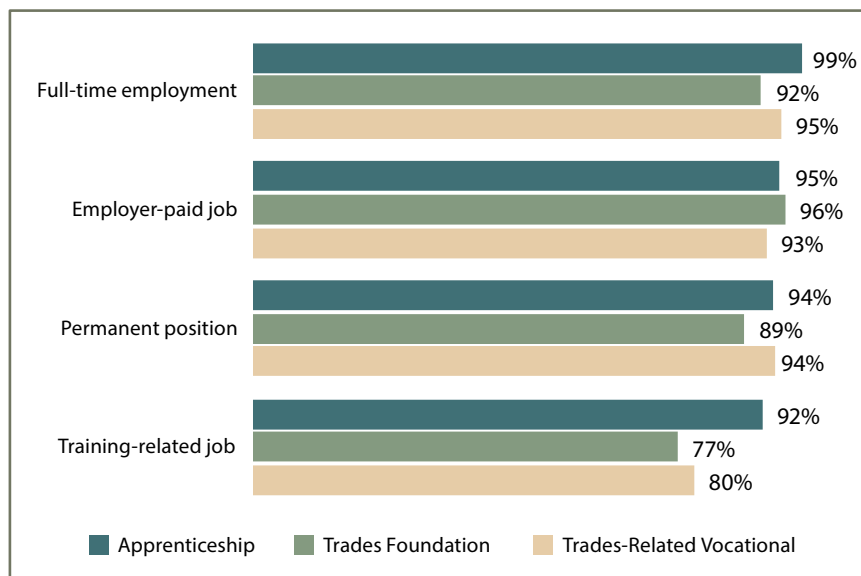


Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. The *employment rate* is the number of employed as a percentage of all respondents. The *unemployment rate* is the number of unemployed as a percentage of respondents in the labour force. Data are from the 2017 BC Student Outcomes Surveys of Apprenticeship, Trades Foundation, and Trades-Related Vocational Students.

2017 Employment Outcomes

There were some slight differences in employment outcomes between the results of the 2017 survey and the 2018 survey.

The characteristics of employment for trades respondents were very good. Almost all jobs were full-time and most were permanent positions, typically employer-paid. Self-employment rates were as follows: apprenticeship, 5 percent; trades foundation, 4 percent; trades-related vocational, 7 percent.

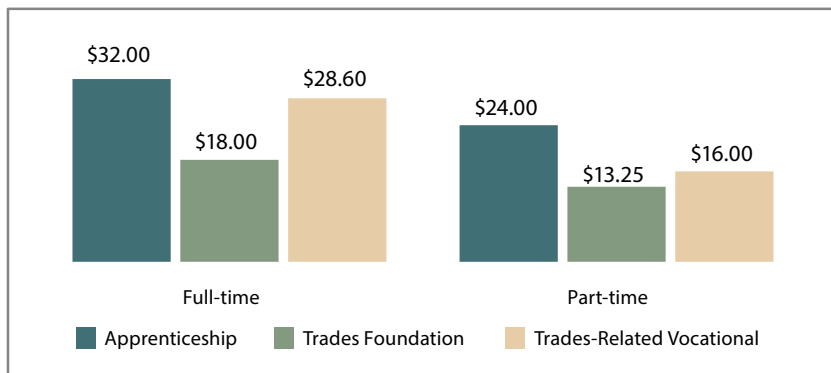


Notes: Percentages are based on employed respondents. Full-time employment is 30 or more hours per week. The percentages for *training-related job* are of those who said their job was *very* or *somewhat* related.

Employment Characteristics

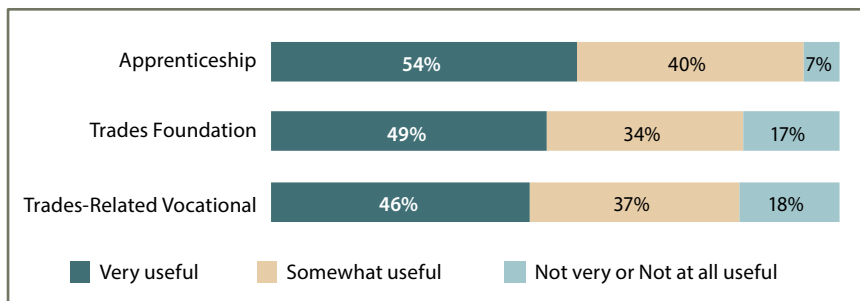
The characteristics of former trades students' employment were very favourable.

The median hourly wage varied considerably, depending on the level of training completed. Not surprisingly, those who completed their apprenticeship training earned more per hour than the former trades foundation students, who were just starting their apprenticeships or other employment.



Note: Amounts are medians, based on employed respondents. Full-time employment is 30 or more hours per week.

Most employed trades respondents (apprenticeship: 94 percent; trades foundation: 83 percent; trades-related vocational: 82 percent) said that the knowledge and skills they gained from their training were *very* or *somewhat useful* in the performance of their jobs. (Respondents chose from a 4-point scale, from *very useful* to *not at all useful*.)



Note: Percentages are based on employed respondents.

Hourly Wage

Median hourly wages differed among the trades groups, varying according to the amount of training and experience of the former students.

Usefulness of Knowledge and Skills Gained

Former trades students gave high ratings to the usefulness of the knowledge and skills they gained through their training.

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](#).