

 BC Student
 Outcomes

Baccalaureate Graduates Infographic Report

2022 BC Student Outcomes Survey of
Baccalaureate Graduates

Introduction

Every year, the BC Student Outcomes Program collects feedback from former students who took post-secondary programs at a participating B.C. post-secondary institution. Student feedback is essential to maintain quality and relevance in the education system. Outcomes surveys are conducted with funding from the Ministry of Post-Secondary Education and Future Skills, SkilledTradesBC (formerly the Industry Training Authority), and British Columbia's public post-secondary institutions. Baccaureate graduates are surveyed two years after graduating. The survey collects outcomes and evaluative information, which is used to improve the quality of training, meet accountability requirements, help with policy development, and inform prospective students.

About the Report

This report presents results for the 2022 BC Student Outcomes Survey of Baccaureate Graduates (BGS) of 2020 Baccaureate graduates. Twenty-two public post-secondary institutions in British Columbia participated—eleven universities, eight colleges, and three institutes. Eighty-seven percent of respondents were from universities, while eight percent were from institutes and five percent were from colleges. In total, 24,752 Baccaureate graduates were eligible for the survey. Of these, 9,423 completed the survey for an overall response rate of 38%.

Institutions	Eligible for survey	Respondents	Response rate
Universities	22,113	8,207	37%
Colleges	1,659	750	45%
Institutes	980	466	48%
Grand Total	24,752	9,423	38%

Baccaureate programs were organized into program areas based on Classification of Instructional Programs (CIP) codes.¹ Four of these program areas—Social Sciences, Humanities, Biological Science and Life Sciences, and Physical Sciences and Math—fall under the Arts and Sciences category.

Program Areas	Respondents	Percentage of respondents
Business and Management	1,457	15%
Education	376	4%
Engineering and Applied Sciences	1,569	17%
Health	976	10%
Human and Social Services	802	9%
Visual and Performing Arts	454	5%
Arts and Sciences		
Social Sciences	2,038	22%
Humanities	664	7%
Biological Science and Life Sciences	752	8%
Physical Sciences and Math	335	4%
Grand Total	9,423	100%

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

1 The Classification of Instructional Programs (CIP) is a standard taxonomy used to describe educational programs. A standard method of grouping CIP codes into CIP clusters has been developed for use by the B.C. public post-secondary system. CIP 2016 was used for this report.

Survey Methodology

Cohort

The eligible cohort consisted of 24,752 graduates from participating B.C. public universities, colleges, and institutes. In the cohort, 18% (n = 4,406) were identified by institutions as being international students. Graduates for whom no contact data were available were excluded.

There were 22 B.C. public post-secondary institutions that participated in this project. The following table lists the institutions, the number of graduates who were eligible for the survey, the number of respondents, and the response rates.

Institution	Cohort	Respondents	Response Rate
British Columbia Institute of Technology	909	426	47%
Camosun College	203	97	48%
Capilano University	455	202	44%
College of the Rockies	6	3	50%
Douglas College	483	207	43%
Emily Carr University of Art and Design	422	181	43%
Justice Institute of BC	45	23	51%
Kwantlen Polytechnic University	1,114	451	40%
Langara College	239	115	48%
Nicola Valley Institute of Technology	26	17	65%
North Island College	53	30	57%
Okanagan College	179	83	46%
Royal Roads University	286	133	47%
Simon Fraser University	5,252	2,037	39%
Thompson Rivers University	1,108	534	48%
University of British Columbia	6,879	2,273	33%
University of British Columbia Okanagan	1,320	453	34%
University of Northern British Columbia	543	227	42%
University of the Fraser Valley	1,076	390	36%
University of Victoria	3,286	1,158	35%
Vancouver Community College	74	34	46%
Vancouver Island University	794	349	44%
Grand Total	24,752	9,423	38%

Data Collection

The BC Student Outcomes Baccalaureate Graduates Survey was administered as a mixed-mode survey, with interviews conducted by telephone and online using an integrated Computer Assisted Telephone Interview (CATI) / Computer Assisted Web Interview (CAWI) system. A field test cohort of former students was randomly selected from the available institutional samples. Full telephone survey administration, and online survey administration, were undertaken from September through January for each survey.

A total of 9,423 survey completions were obtained, for a final response rate of 38%. There were 1,205 international graduates, representing 13% of the survey responses.

Approximately three-quarters (74%) of all surveys were completed online.

Analysis and Reporting

BC Stats is responsible for cleaning and validating the data received from the data collection contractor. Based on these data—the responses to the survey questionnaire—the necessary variables were derived for analysis and reporting. Results from the most recent survey are available at:

<http://outcomes.bcstats.gov.bc.ca>.

Limitations

The former students who responded to the survey—38% of those eligible—were those from the cohort who could be located and agreed to be surveyed. Students who remained in B.C. might have been easier to locate to participate in the survey. Those who responded to the survey may not be representative of all former students.

Percentages

For consistency and ease of presentation, most percentages in the report text, tables, and charts have been rounded and may not always add to 100.

Unless otherwise noted, each percentage is based on the number of students who gave a valid response to the question—those who refused to answer the question, or selected "Don't know", were not included in calculations.

Who were the Baccaureate graduates?



60%

identified as female



73%

were born in Canada



26

was the median age
at the time of the survey



10%

had taken preparatory classes or ESL
classes prior to, or during, their program



4%

self-identified as
Aboriginal

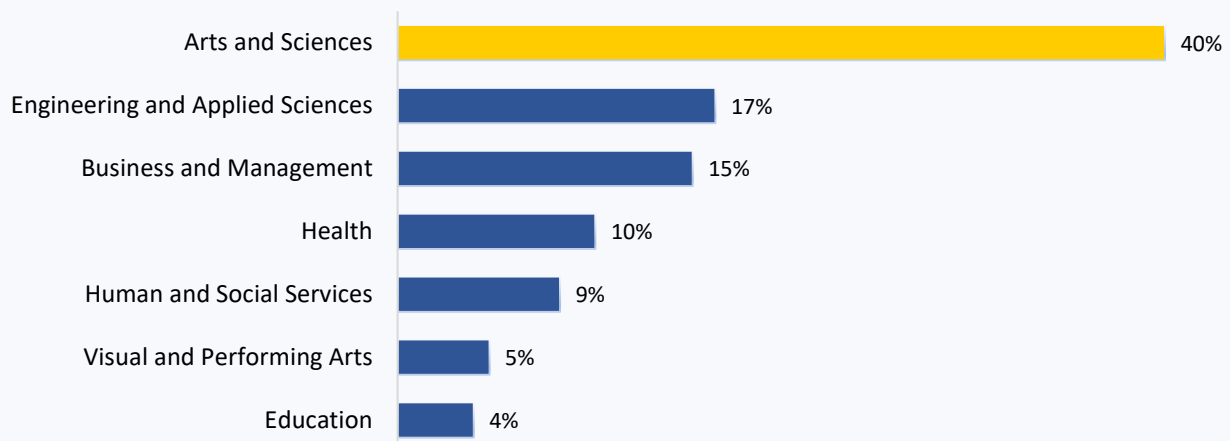


65%

resided in the Mainland/Southwest
region at the time of the survey

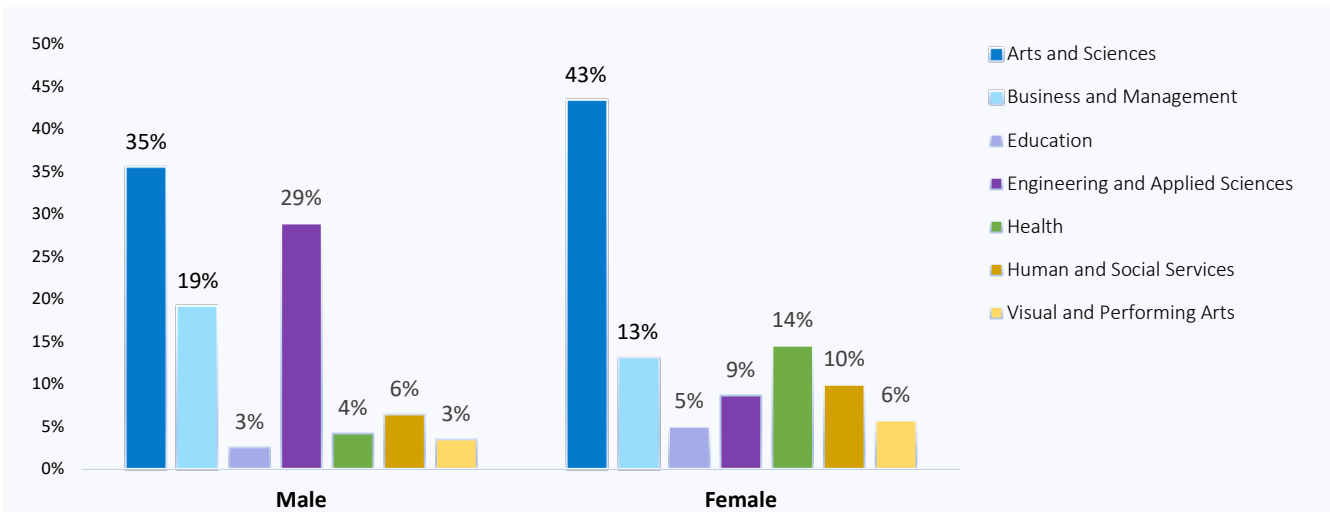
What programs did respondents take?

The most common program area was **Arts and Sciences**.



Did gender play a role in program selection?

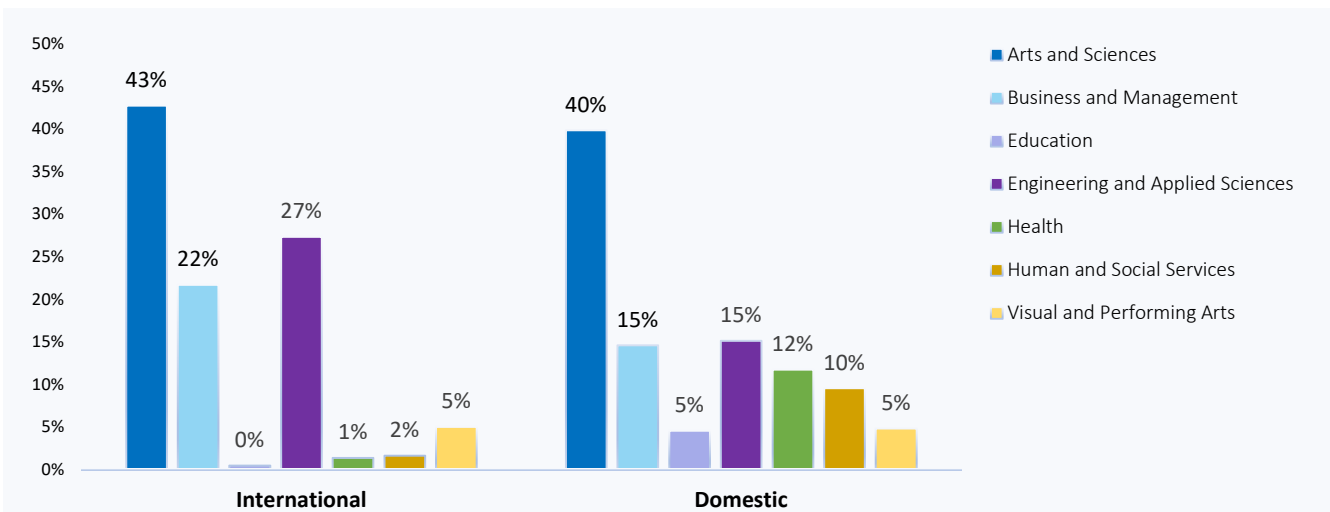
Arts and Sciences programs were most popular among both male and female respondents. **Health** programs were more popular among female respondents, while **Engineering and Applied Sciences** were more popular among male respondents.



Note: Non-binary and Unknown categories are omitted in the visualization due to less than 1% responses (n = 4).

What programs did international students choose?

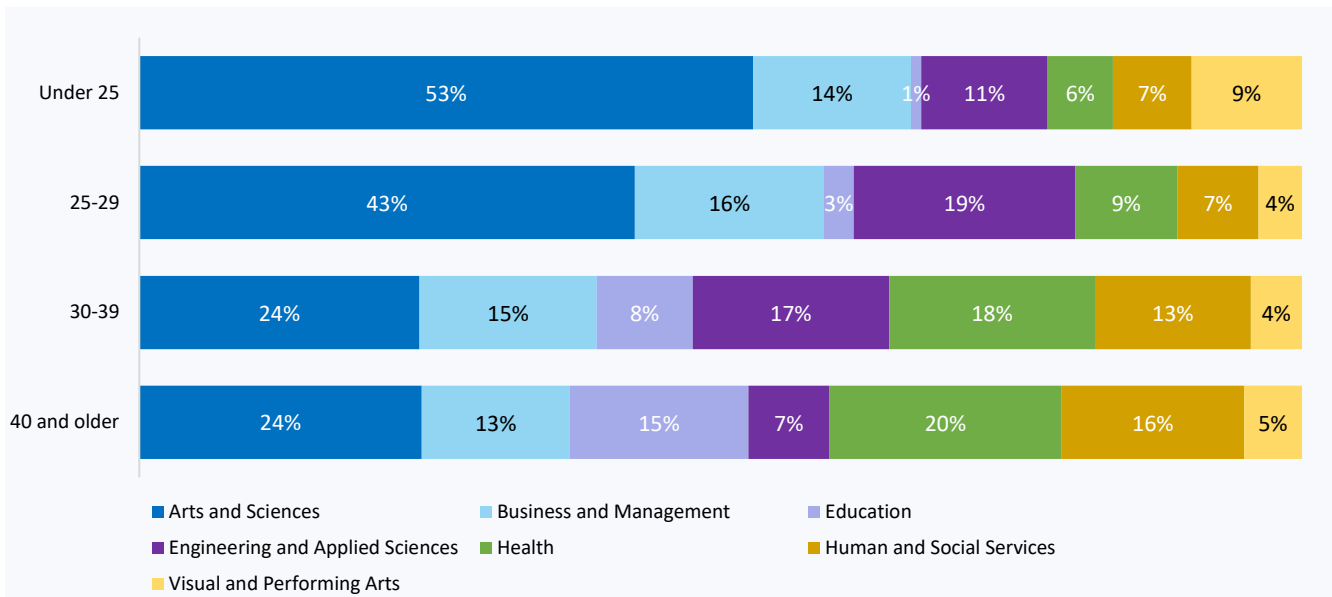
Arts and Sciences programs were most popular among domestic and international students, followed by **Engineering and Applied Sciences** programs.



Note: International student status is based on institution-reported data.

Did program choice vary by age?

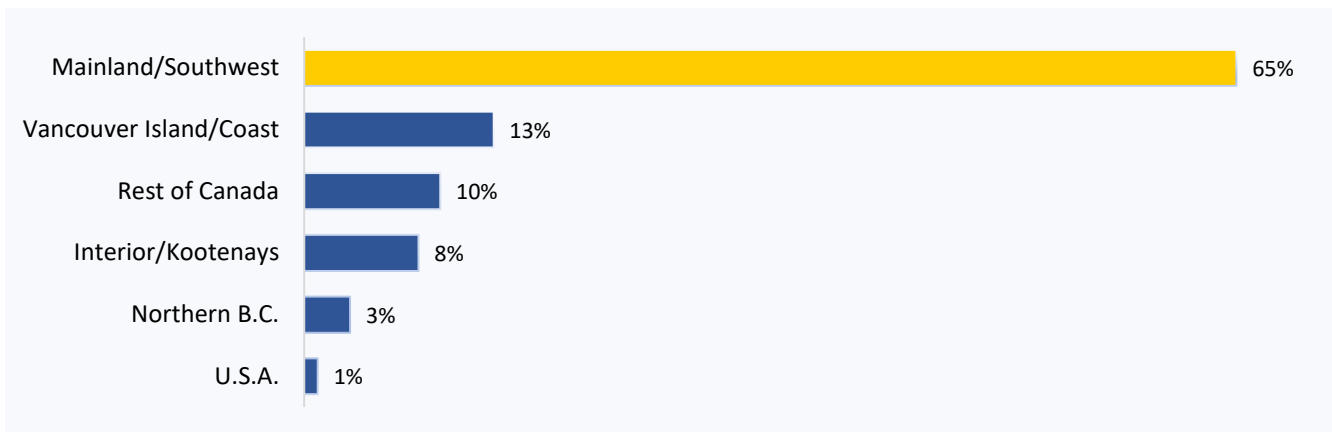
Arts and Sciences programs were more common among all age groups. **Health** programs were popular among those aged 30 and older, while **Engineering and Applied Sciences** programs were also popular among those aged 25-29.



Note: Age groups are derived from institution-reported data at the time of the survey.

Where were they living?

Approximately two-thirds of respondents lived in the **Mainland/Southwest** region at the time of the survey.



Note: Percentages are based on those respondents who provided a valid postal code.

What did they say about their education?



89%

said they were satisfied with their education



72%

of graduates would select the same program again



91%

said the quality of instruction was very good or good



52%

participated in paid or unpaid work experiences as part of their program



86%

said the core program of required courses provided a comprehensive understanding of their field of study



49%

expressed difficulty when scheduling classes

What skills did they develop?

The majority of respondents said their program was very helpful or helpful in developing a number of 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" (4) to "Not at all helpful" (1), excluding those who said not applicable.

Were they satisfied with their education?

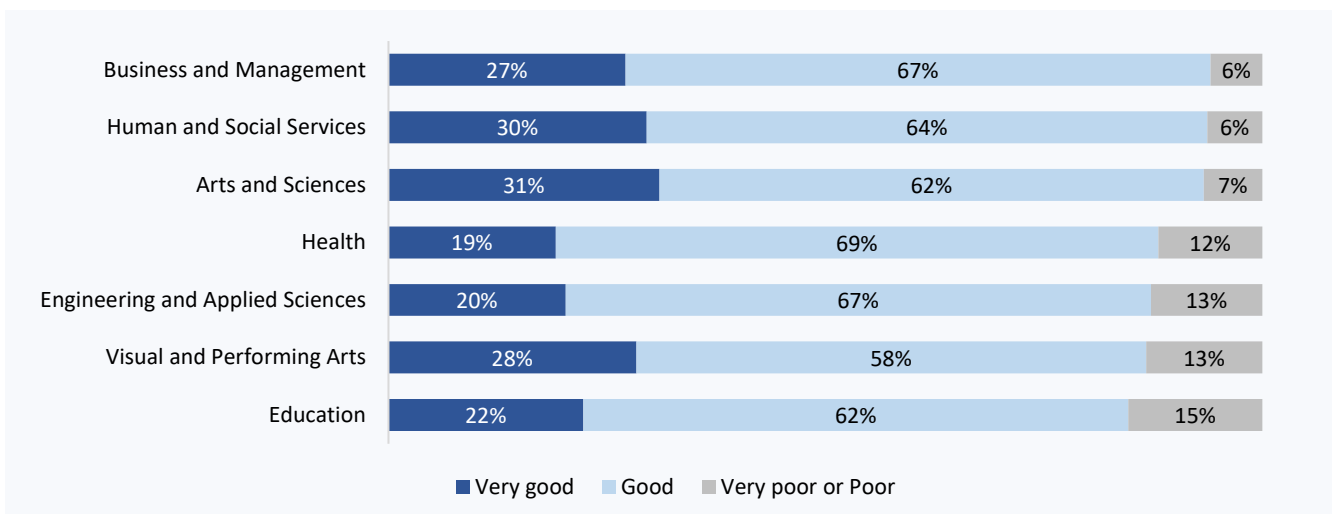
The vast majority (89 percent) of respondents were very satisfied or satisfied with the education they received. Most respondents from **Business and Management** programs reported satisfaction with their education.



Note: Percentages are of respondents who said they were "Very satisfied" or "Satisfied" with their education, received on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1), excluding those who said not applicable.

What did they think about the quality of course instruction?

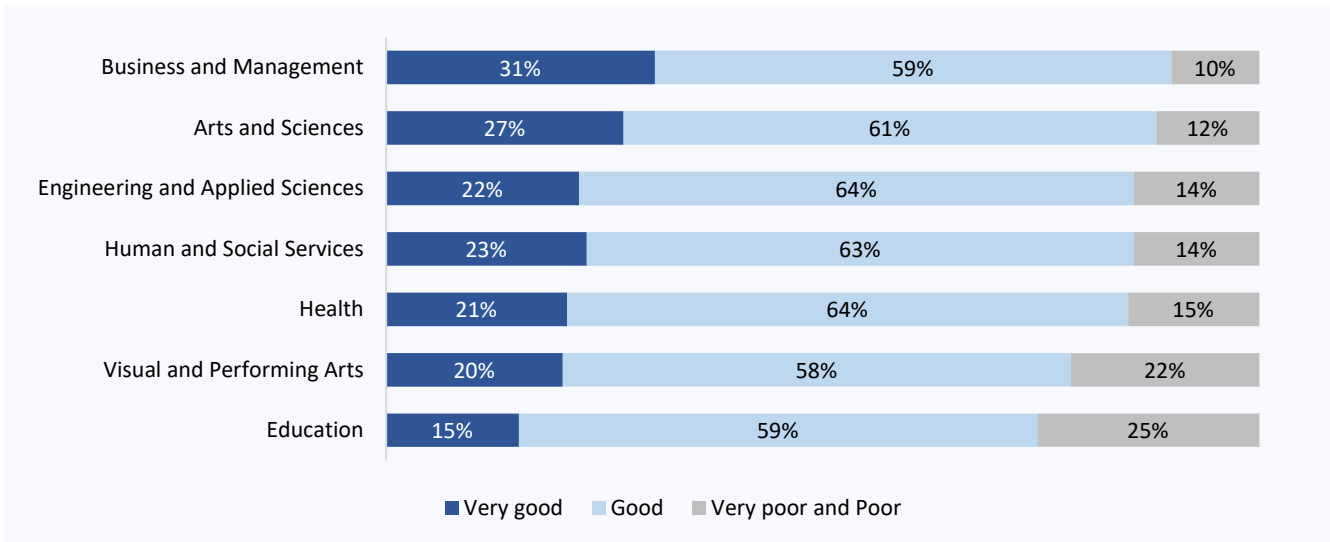
Nearly all respondents (91 percent) rated the quality of course instruction as very good or good.



Note: Percentages are of respondents who rated the quality of course instruction on a four-point scale from "Very good" (4) to "Very poor" (1), excluding those who said not applicable.

What did they think about the quality of core program courses?

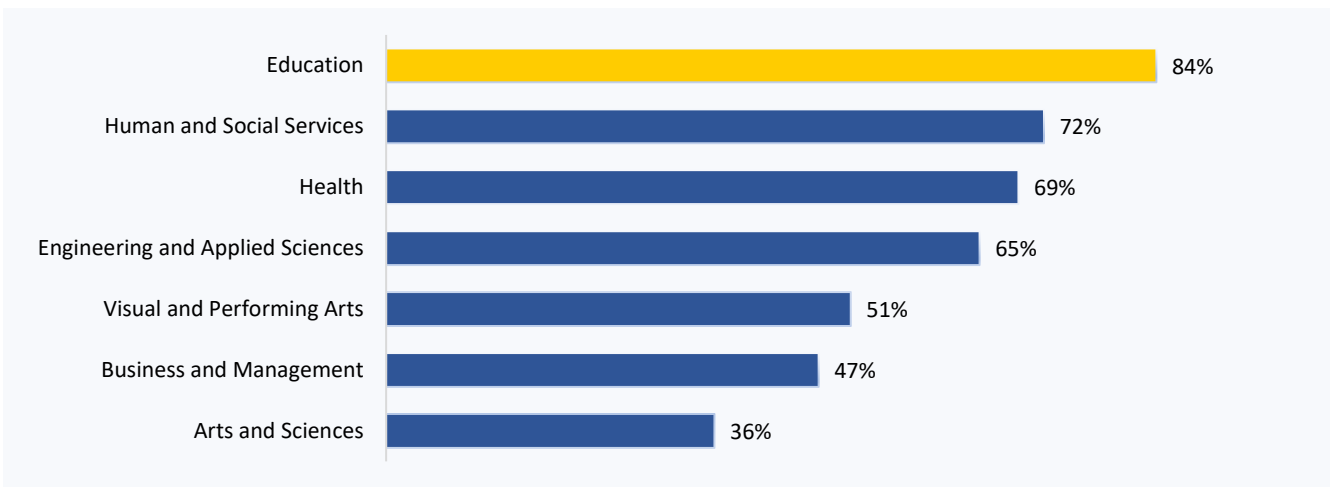
The majority of respondents (86 percent) said the quality of the core program of required courses provided a comprehensive understanding of their field of study.



Note: Percentages are of respondents who rated the core program of required courses on a four-point scale from "Very good" (4) to "Very poor" (1), excluding those who said not applicable.

Did they participate in work experience as part of the program?

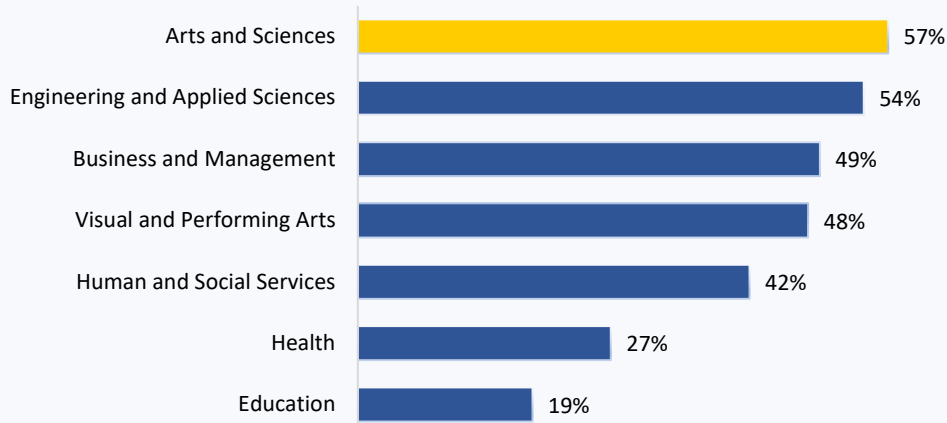
Respondents in **Education** programs were more likely to participate in paid or unpaid work experience as part of their program.



Note: Percentages are of respondents who said they participated in paid or unpaid work experience as part of their program.

Did they experience difficulty when scheduling classes?

Nearly half of the respondents (49 percent) had difficulty scheduling classes because they were either not available, not offered, always full or had restricted enrolment, particularly for **Arts and Sciences** program respondents.



Note: Percentages are of respondents who reported difficulty scheduling classes due to either: not available, not offered, always full, or had restricted enrollment policies.

Would they select the same program again?

Respondents from **Education** programs were more likely to say they would select the same program again.



Note: Percentages are of respondents who said they would select the same program again.

How did they finance their education?



44%

borrowed money to support their education



36%

received government student loans to fund their education



\$30,000

was the median amount borrowed for their education



\$28,000

was the median amount received in government student loans



11%

had to interrupt their studies for financial reasons

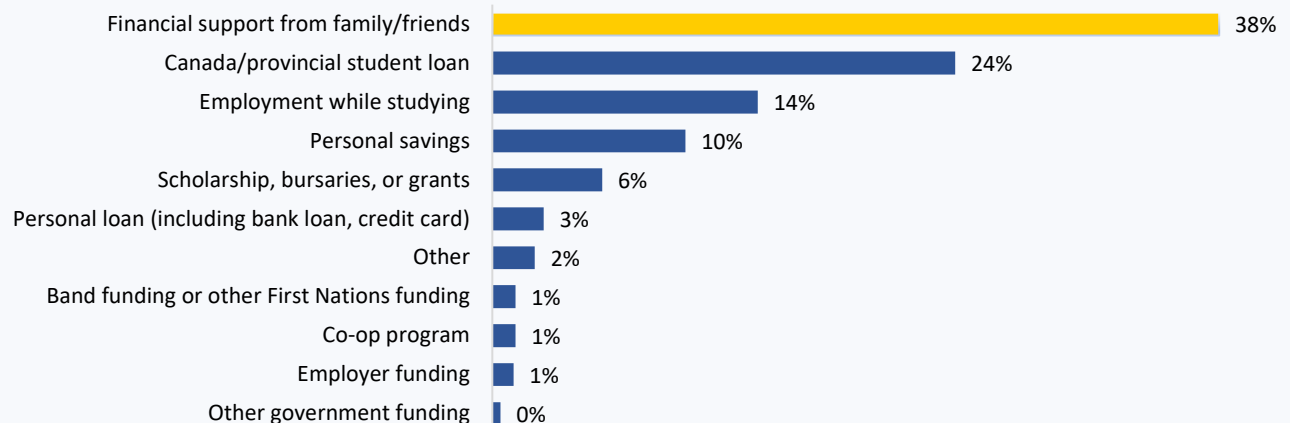


18%

took part, or all, of their program on a part-time basis for financial reasons

What were the primary sources of funding?

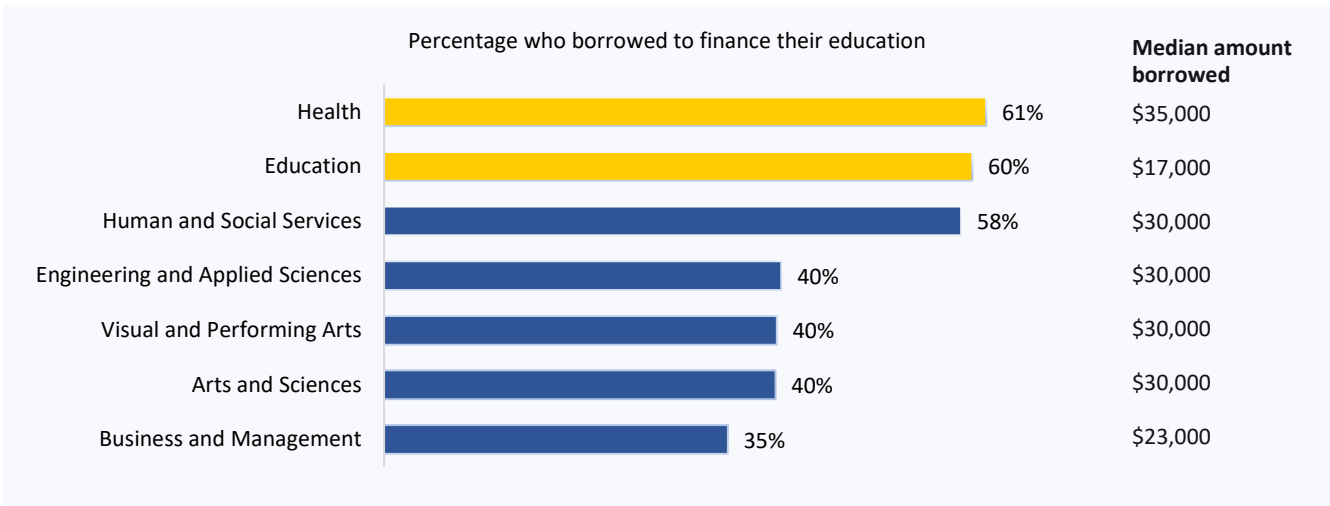
Financial support from family/friends was mentioned most often as the **most important or primary** source of funding.



Note: Other includes responses "Free or subsidized room and board" and "High school paid for or subsidized training."

Who borrowed to finance their education?

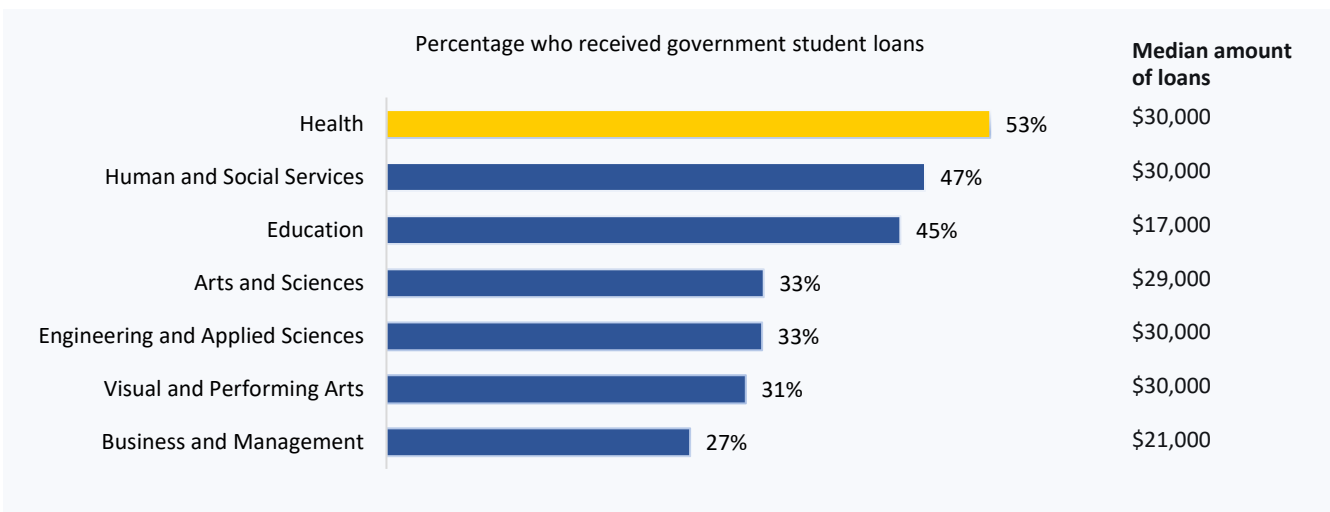
Respondents from **Health** and **Education** programs were more likely to have incurred some type of debt to finance their education.



Notes: Debt amounts are medians, based on those who gave a valid amount. The percentages shown are of respondents who said they incurred debt from borrowing from any source to fund their education.

Who received government student loans?

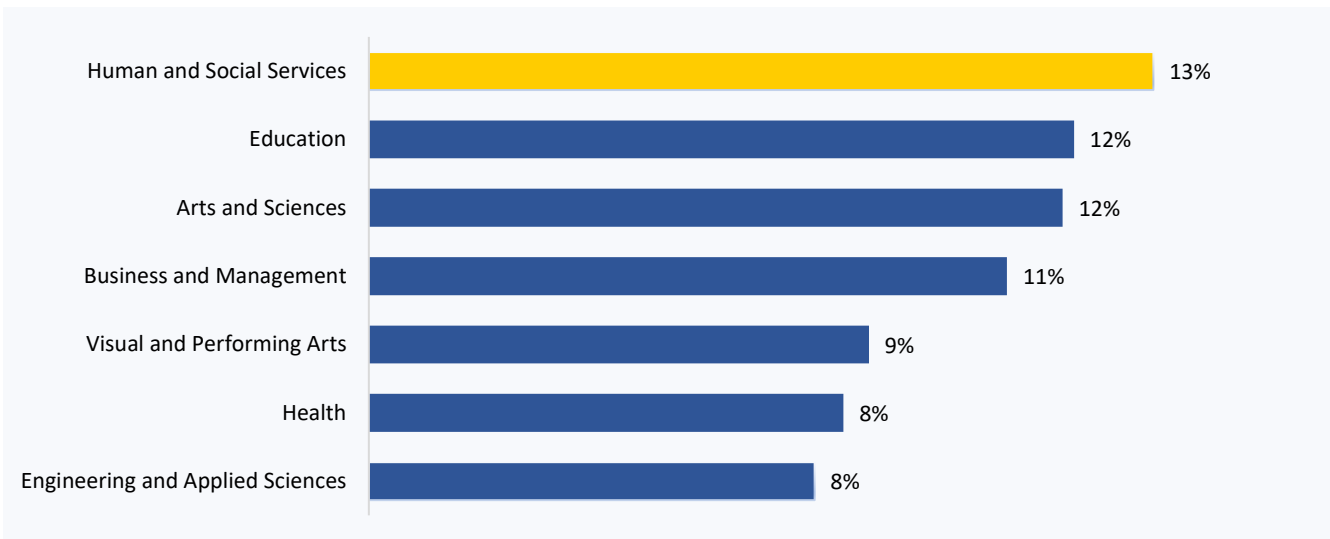
Respondents in **Health** programs were more likely to receive government student loans.



Notes: Loan amounts are medians, based on those who reported a valid loan amount. The percentages shown are of those who said they received government student loans to fund their education.

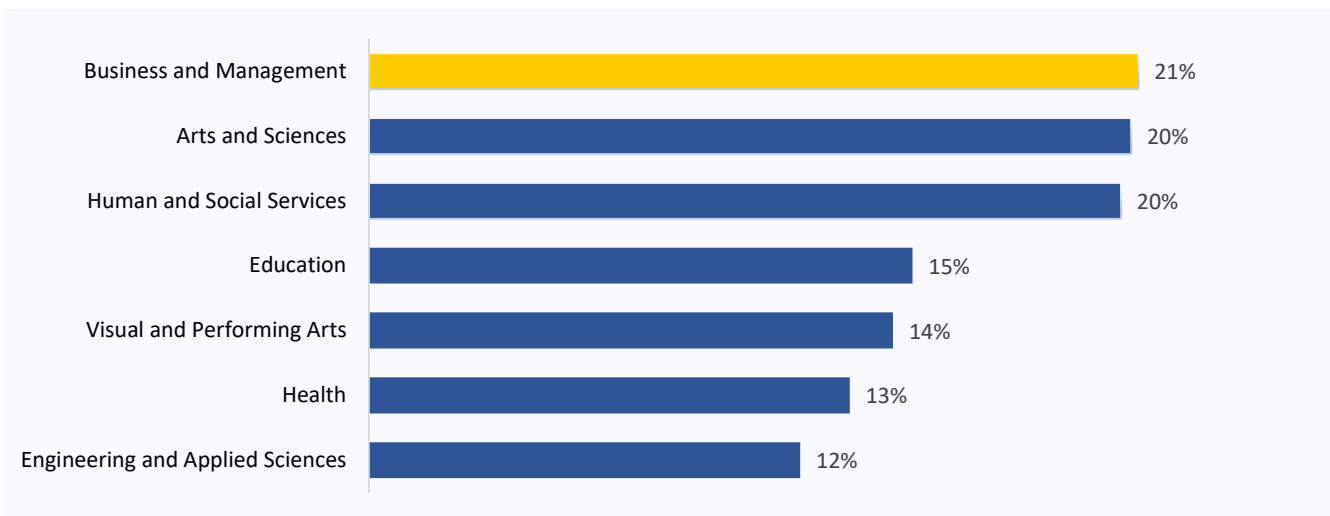
Were studies interrupted for financial reasons?

Human and Social Services program respondents had the highest rate of having to interrupt their studies for financial reasons.



Did they study part-time for financial reasons?

Respondents in **Business and Management** programs were the most likely to say they had to study part-time for financial reasons, followed very closely by those in Arts and Sciences, and Human and Social Services programs.



Have they taken further education?



44%

have taken further education after leaving their program



32%

have taken a Master's degree



24%

were studying at the time of the survey



13%

have taken a Certificate or diploma below Bachelor level



72%

of those taking further education were studying full-time

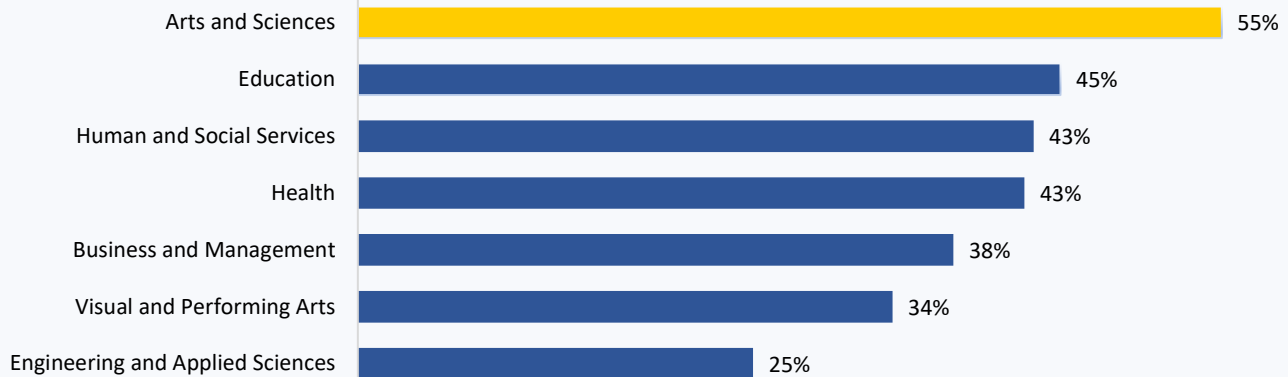


11%

have completed a Postgraduate certificate or diploma

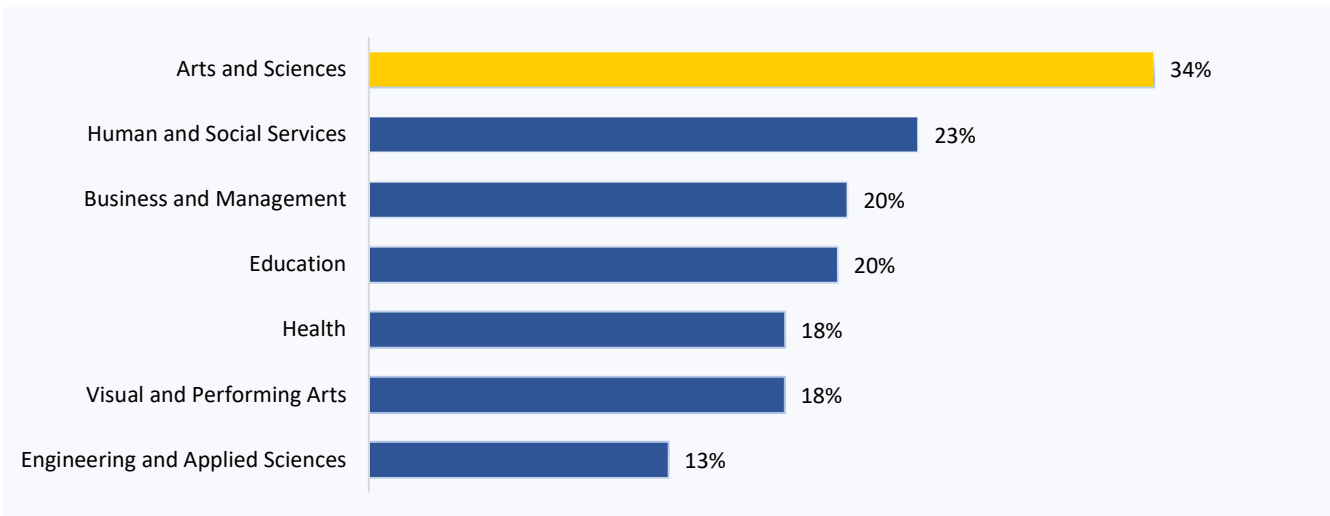
Who took further education?

Respondents in **Arts and Sciences** programs were more likely to enrol in further education, followed very closely by those in Education and Human and Social Services programs.



Who was studying at the time of the survey?

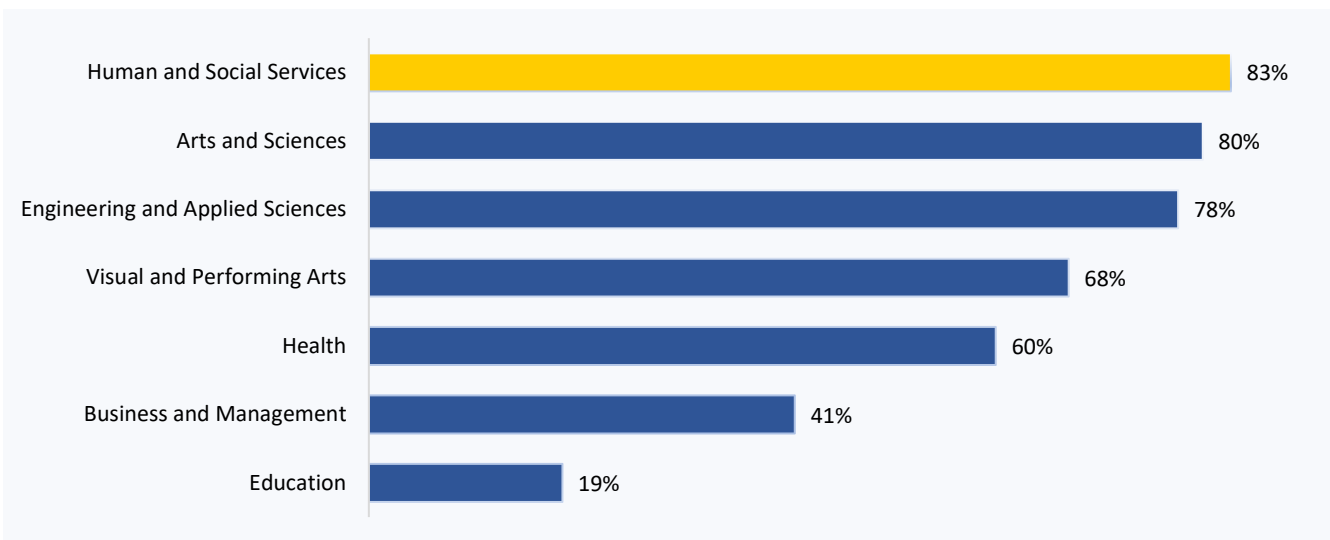
Of those who have taken further education, approximately one-third of respondents in **Arts and Sciences** programs said they were studying at the time of the survey.



Note: Percentages are of respondents who took further education.

Were they studying full-time?

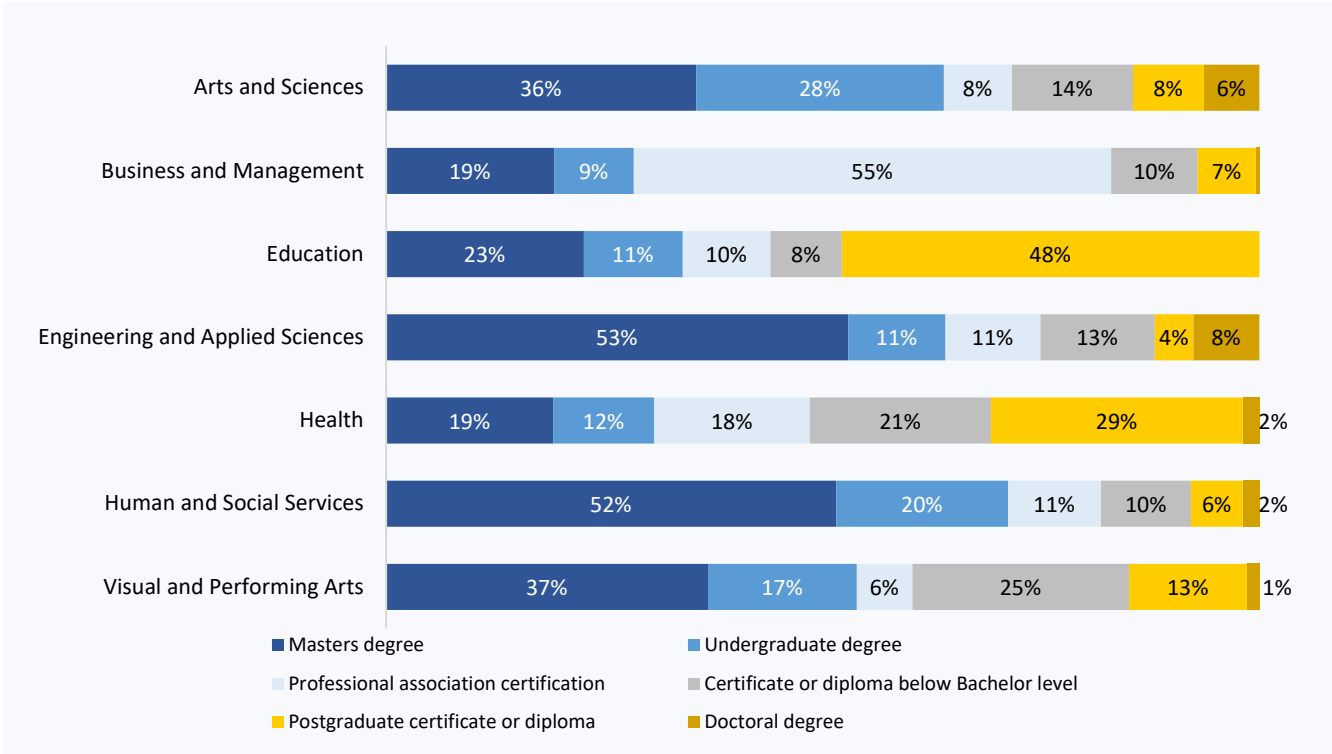
Human and Social Services program respondents who took further education tended to enrol in full-time education.



Note: Percentages are of respondents who took further education.

What type of further education did they take?

Of those who continued their education, 34 percent were enrolled in a Master's degree education, particularly for **Engineering and Applied Sciences** and **Human and Social Services** program respondents. More than half of **Business and Management** program respondents have taken Professional Association certification.



Note: Percentages are based on respondents who said they took further education after completing their bacculaureate program. The "Other" category has not been included in this chart.

What were the employment outcomes of Baccalaureate graduates?



91%

were in the labour force
(working or looking for work)



75%

were in a program-related
job



84%

of all respondents were
employed



89%

were working full-time
at their main job



6.1%

of those in the labour force
were unemployed



\$63,000

was the median annual
salary at their main job

Were respondents participating in the labour force?

Nearly all Baccalaureate graduates in **Education** programs were in the labour force at the time of the survey, followed closely by Business and Management and Health.



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

Were respondents employed?

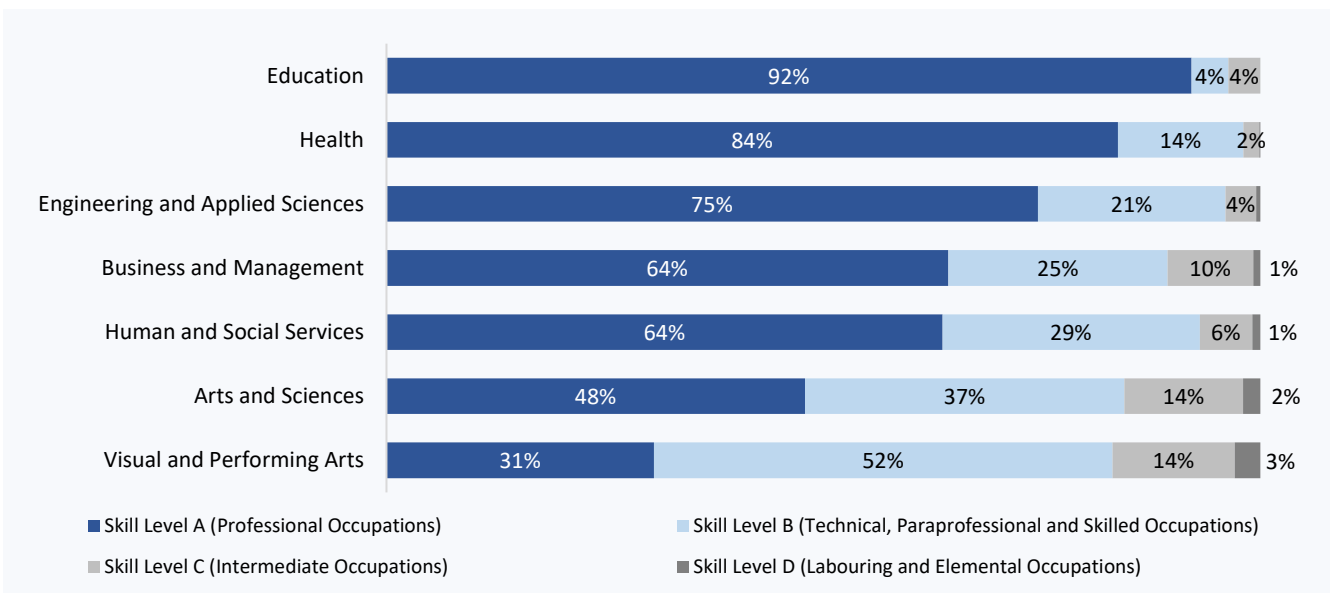
Respondents in **Education** programs reported the highest employment rates.



Notes: The employment rate is the number employed as a percentage of all respondents.

What was the skill level of their jobs?

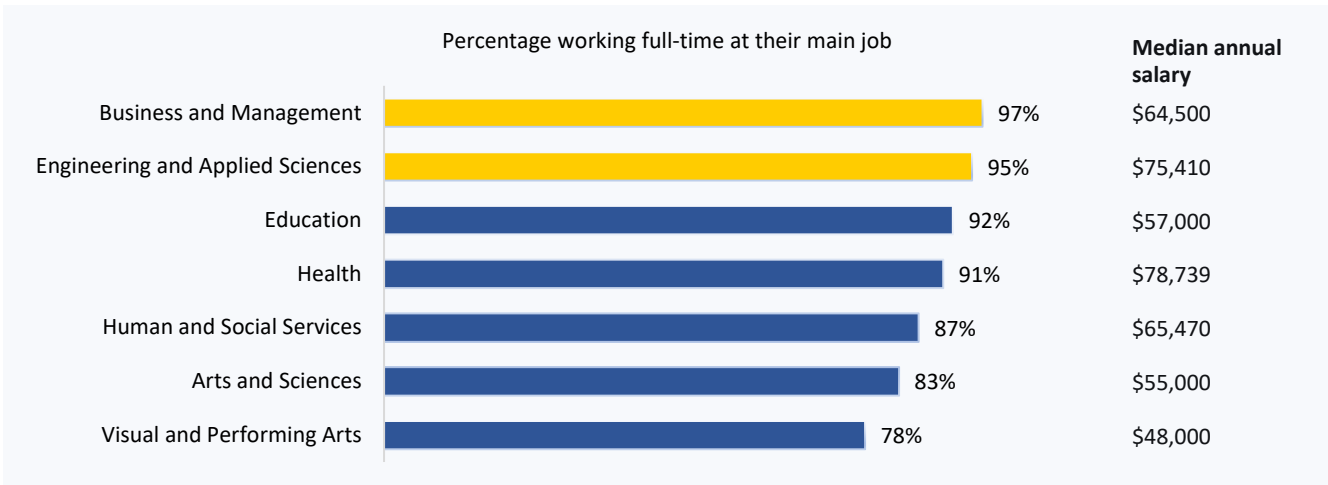
The majority of those employed were in **Skill Level A Professional occupations**.



Note: The Skill Level is coded according to the National Occupational Classification (NOC). Professional occupations usually require a university education. Technical, paraprofessional, and skilled occupations usually require a college education or apprenticeship training. Intermediate occupations usually require secondary school and/or occupation-specific training. Labouring and elemental occupations are occupations for which on-the-job training is usually provided. Information on the 2016 NOC can be found here: <https://noc.esdc.gc.ca/>

Were they working full-time at their main job?

Nearly all Baccalaureate graduates in **Business and Management** and **Engineering and Applied Sciences** programs worked full-time at their main job.



Notes: Percentages are based on those respondents who reported being employed full-time at the time of the survey. Full-time employment is 30 or more hours per week. Annual salary amounts are medians, based on those who worked full-time at their main job.

Were they working in a program-related job?

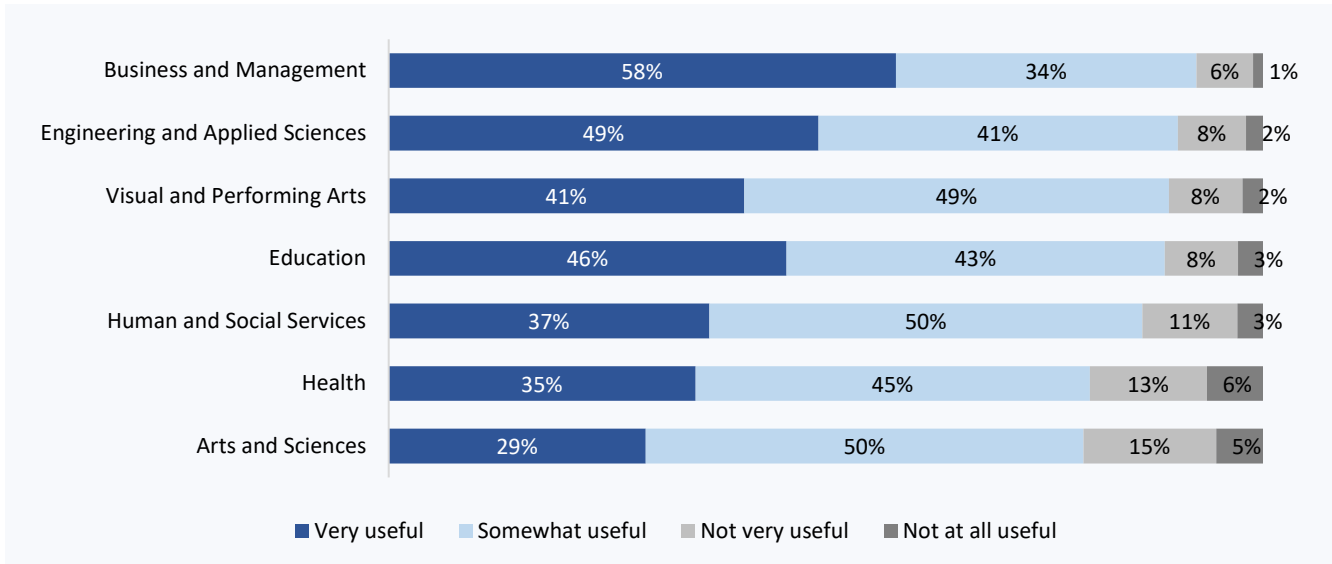
Compared to other programs, Baccalaureate graduates in **Education** programs were more likely to say their main job was related to their program of study.



Note: Percentages are of employed graduates from Baccalaureate programs who said their main job was "Very related" or "Somewhat related" to their program, based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1), excluding those who said not applicable.

How useful was their education in working at their main job?

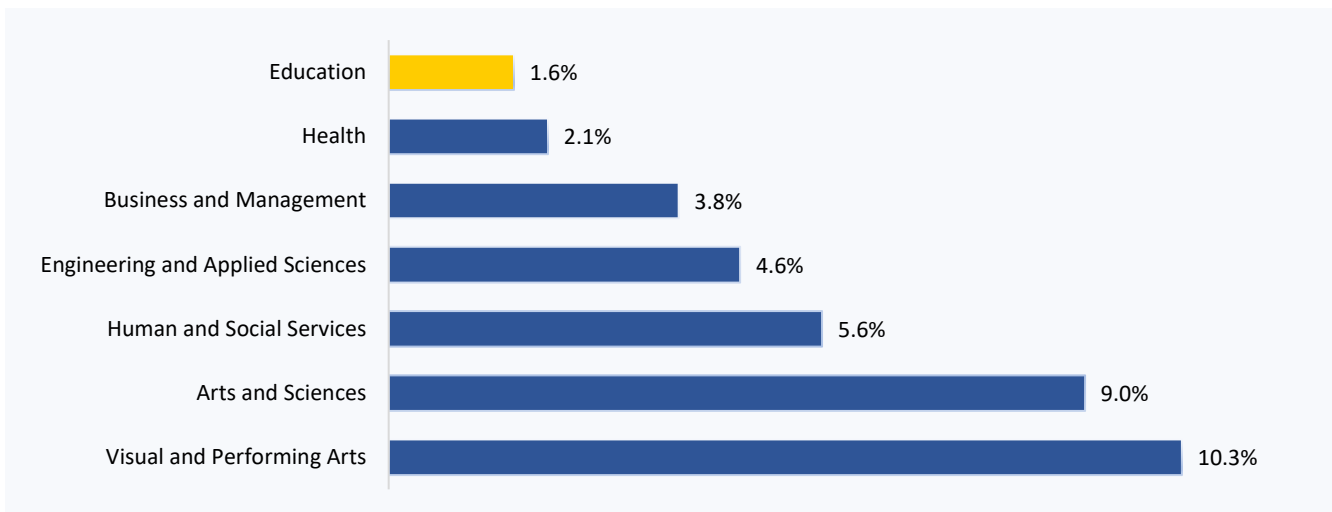
The majority of Baccaureate graduates (85 percent) said their education was very useful or somewhat useful in getting their main job.



Note: Percentages are of employed graduates from Baccaureate programs who rated their education on a four-point scale from "Very useful" (4) to "Not at all useful" (1) in working at their main job, excluding those who said not applicable.

What was the unemployment rate among programs?

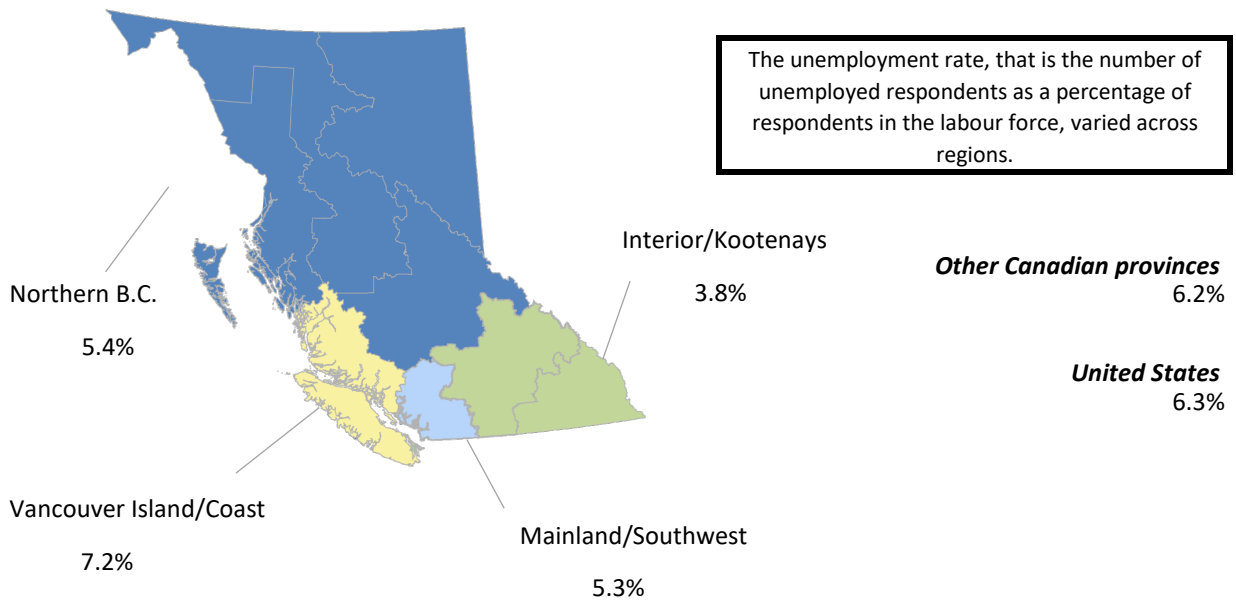
Baccaureate graduates in **Education** programs had the lowest unemployment rate.



Note: The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force.

What was the unemployment rate among B.C. regions?

Bacculaureate graduates residing in the **Interior/Kootenays** region at the time of the survey reported the lowest unemployment rate.



Notes: Percentages are based on employed graduates from Bacculaureate programs only. The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force. The unemployment rate for each region was based on respondents' postal code at the time of the survey. Those whose location was unknown at the time of the survey were not included in the analysis.

2018 to 2022 Baccaureate graduates: Were they different?

Trend Summary

This section presents descriptive trend summaries for the 2018, 2019, 2020, 2021, and 2022 BC Student Outcomes Survey of Baccaureate Graduates (BGS) (N = 118,632, n = 50,163). This section addresses significant results only, at a confidence level of 95%. For employment outcomes-related results, only respondents who were in the labour force and/or were employed full-time are included in the analysis.

Year	Eligible for survey	Respondents	Response Rate	Yearly Change in Response Rate
2018	23,520	10,676	45%	-
2019	22,900	10,035	44%	-3%
2020	23,600	10,506	45%	2%
2021	23,860	9,523	40%	-10%
2022	24,752	9,423	38%	-5%
Grand Total	118,632	50,163	42%	-

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

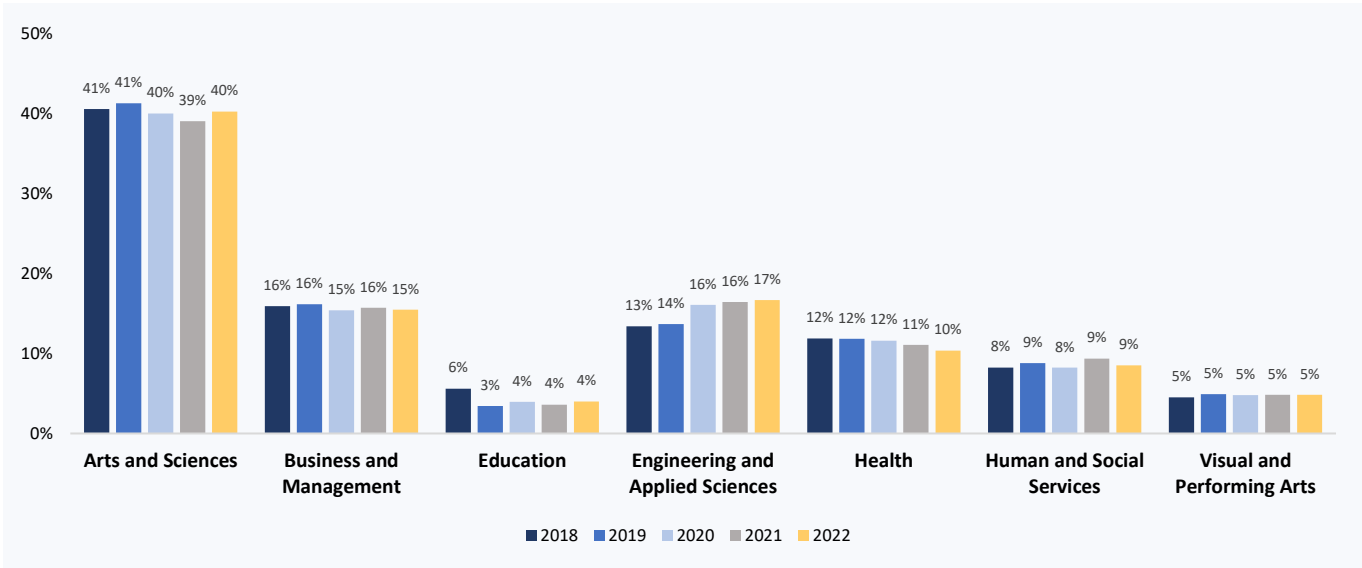
The analysis examines the changes and patterns in Demographic Profile, Education Satisfaction, Education Financing, and Employment Outcomes. The analysis shows no significant findings from Subsequent Education-related survey results and is therefore omitted in this section.

Results were organized into program areas based on Classification of Instructional Programs (CIP) codes. The following table lists the program areas, the number of graduates who were eligible for the survey, the number of respondents, and the response rates.

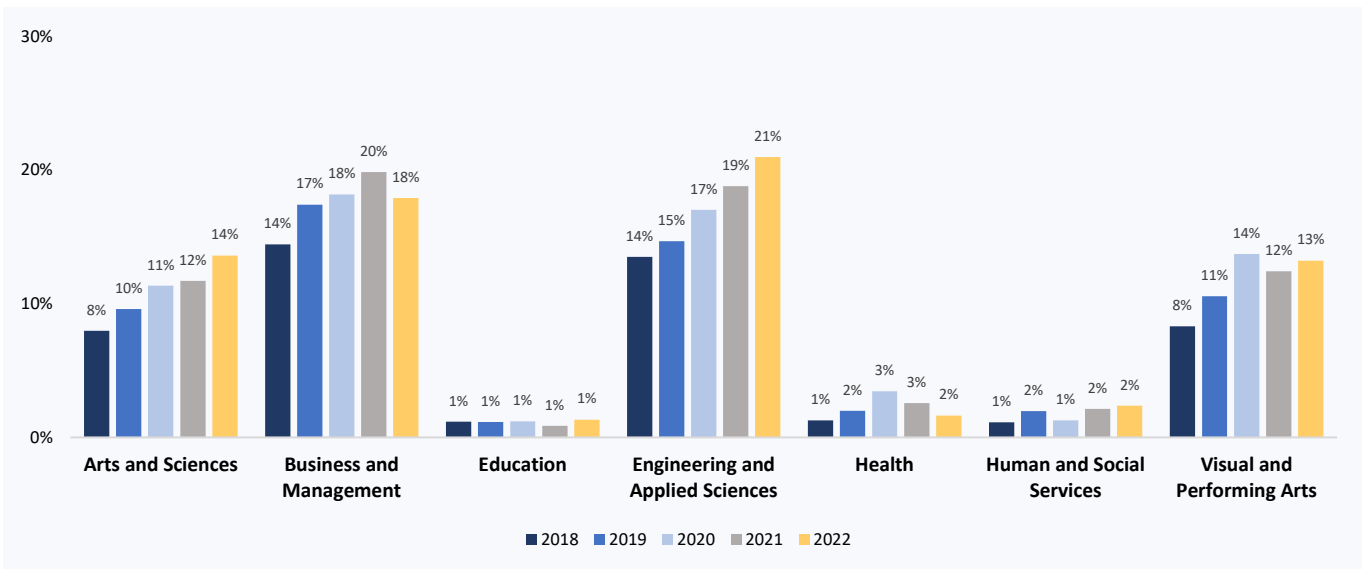
Program Areas	Respondents (Response Rate %)				
	2018	2019	2020	2021	2022
Business and Management	1,696 (40%)	1,619 (38%)	1,618 (39%)	1,496 (36%)	1,457 (35%)
Education	598 (41%)	345 (46%)	417 (47%)	344 (42%)	376 (41%)
Engineering and Applied Sciences	1,429 (48%)	1,370 (44%)	1,687 (47%)	1,565 (42%)	1,569 (40%)
Health	1,265 (51%)	1,187 (49%)	1,219 (47%)	1,053 (44%)	976 (40%)
Human and Social Services	880 (52%)	880 (48%)	863 (48%)	892 (44%)	802 (40%)
Visual and Performing Arts	481 (49%)	494 (51%)	503 (49%)	459 (46%)	454 (43%)
Arts and Sciences	4,327 (45%)	4,140 (43%)	4,199 (44%)	3,714 (38%)	3,789 (37%)

Change in Demographic Profile

Respondents from **Engineering and Applied Sciences** increased significantly since 2020, while the **Arts and Sciences** program is the largest respondent group from 2018 to 2022.



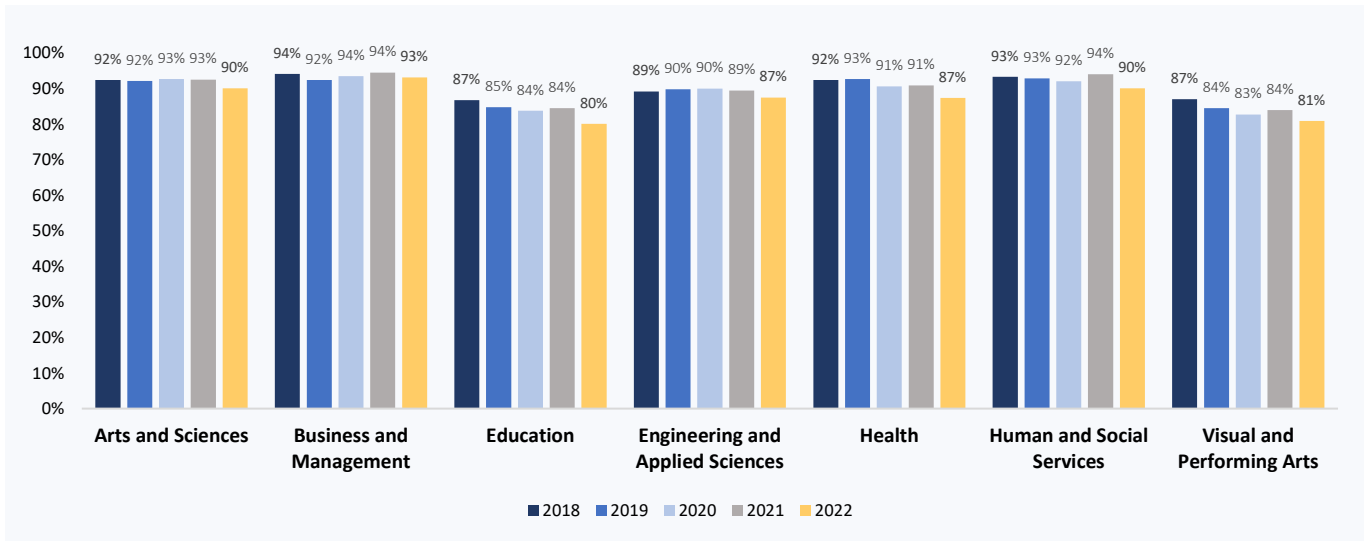
The proportion of international respondents increased steadily over the last five years. **Engineering and Applied Sciences** programs have become more popular among international students since 2020.



Note: International student status is based on institution-reported data.

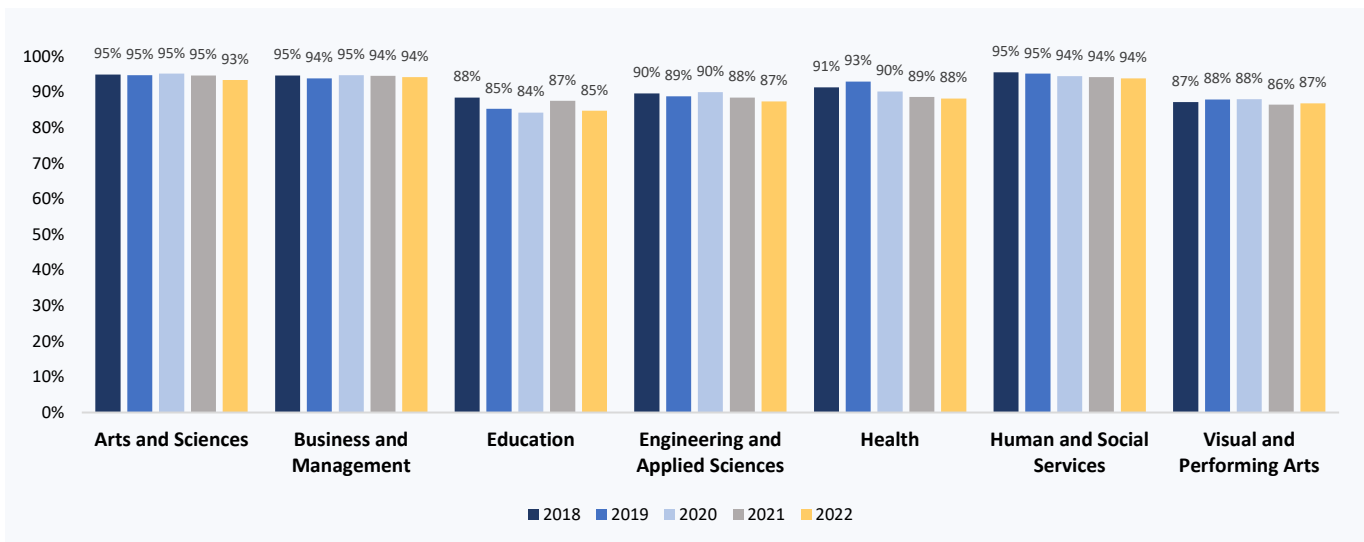
Change in Education Satisfaction

Overall, fewer respondents in the 2022 cohort were satisfied with their education. **Health** and **Education** respondents in the 2022 cohort were significantly less likely to say they were very satisfied or satisfied with their education.



Note: Percentages are of respondents who said they were "Very Satisfied" or "Satisfied" with the education received, on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1), excluding those who said not applicable.

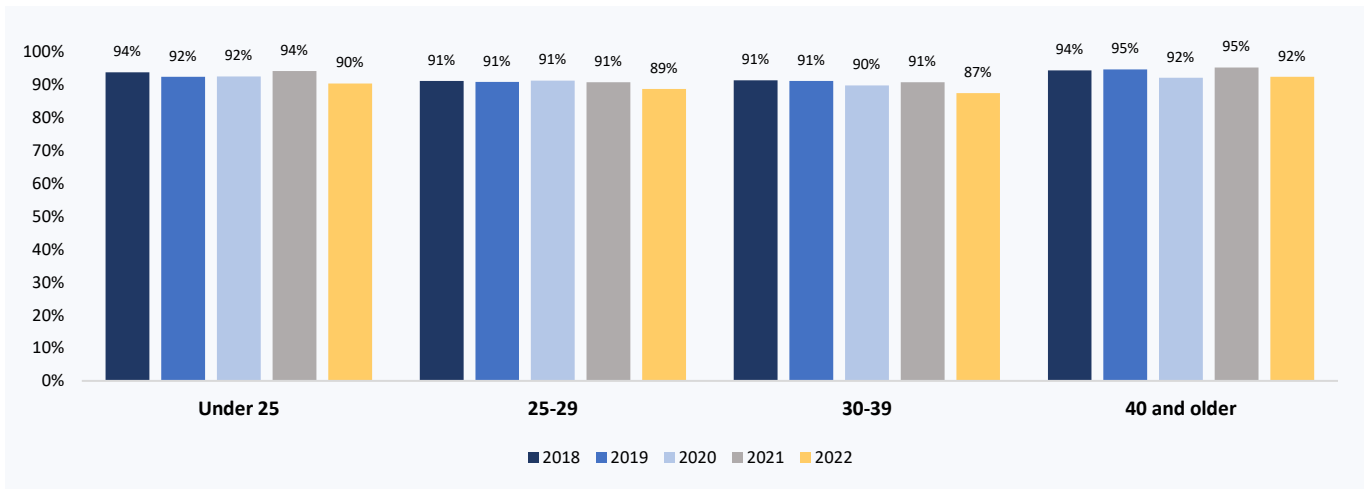
Compared to other cohorts, respondents in the 2022 cohort were significantly less likely to rate the quality of instruction as very good or good. **Education** programs have the lowest five-year average at 85%.



Note: Percentages are of respondents who rated the quality of course instruction as "Very Good" or "Good", on a four-point scale from "Very good" (4) to "Very poor" (1), excluding those who said not applicable.

Change in Education Satisfaction (Cont.)

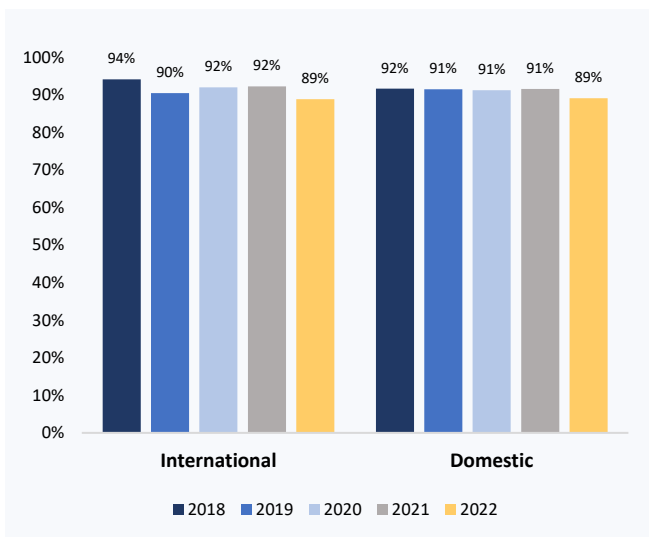
There is a significant decline in education satisfaction among respondents under 40 years of age. The lowest rating for these groups is in 2022, which was the first class to graduate in the pandemic.



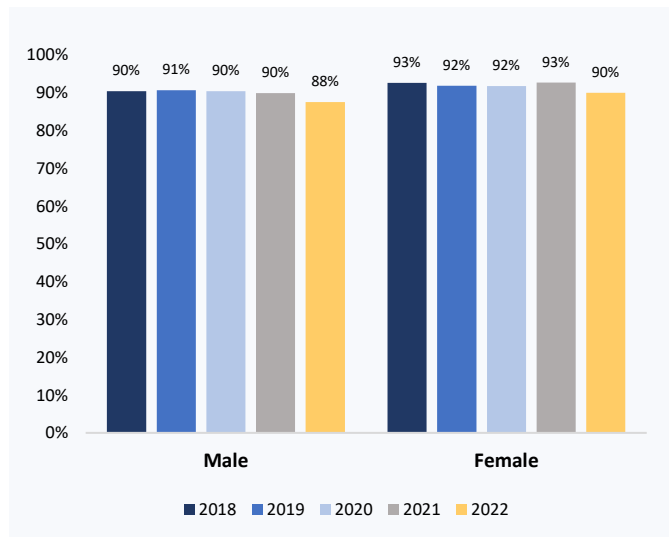
Note: Percentages are of respondents who said they were "Very Satisfied" or "Satisfied" with the education received, on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1), excluding those who said not applicable.

International respondents' satisfaction with their education has dropped significantly from 94% in 2018 to 89% in 2022.

Both male and female respondents reported a significantly lower rating of education satisfaction in 2022, compared to other cohorts.



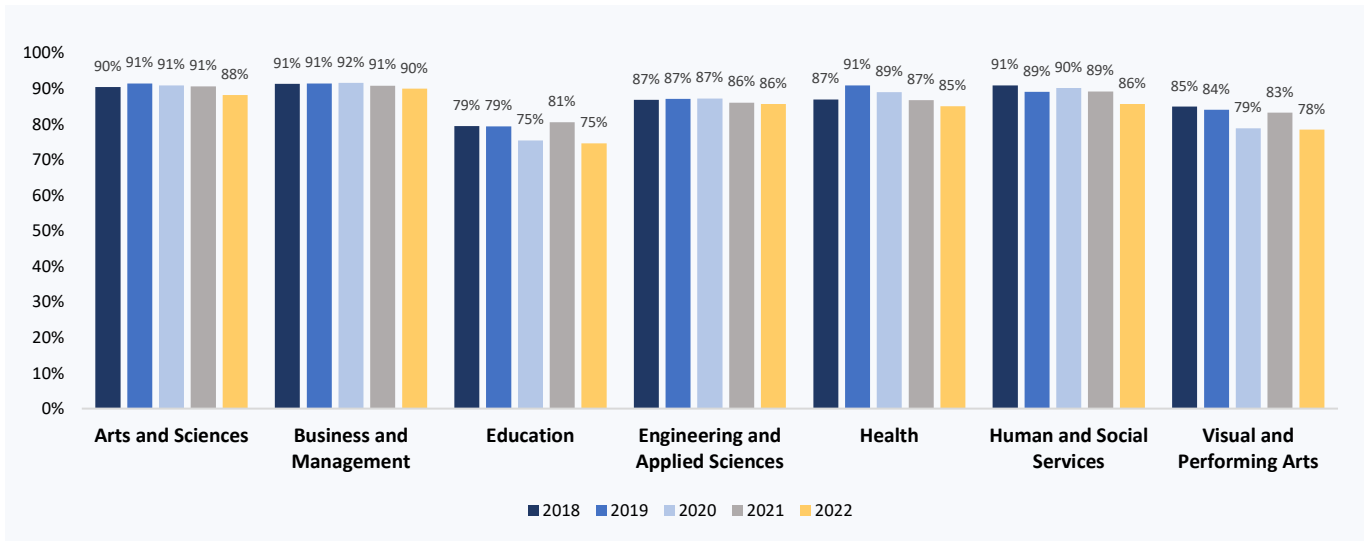
Note: International student status is based on institution-reported data.



Note: Non-binary and Unknown categories are omitted in the visualization due to less than 1% responses (n = 4).

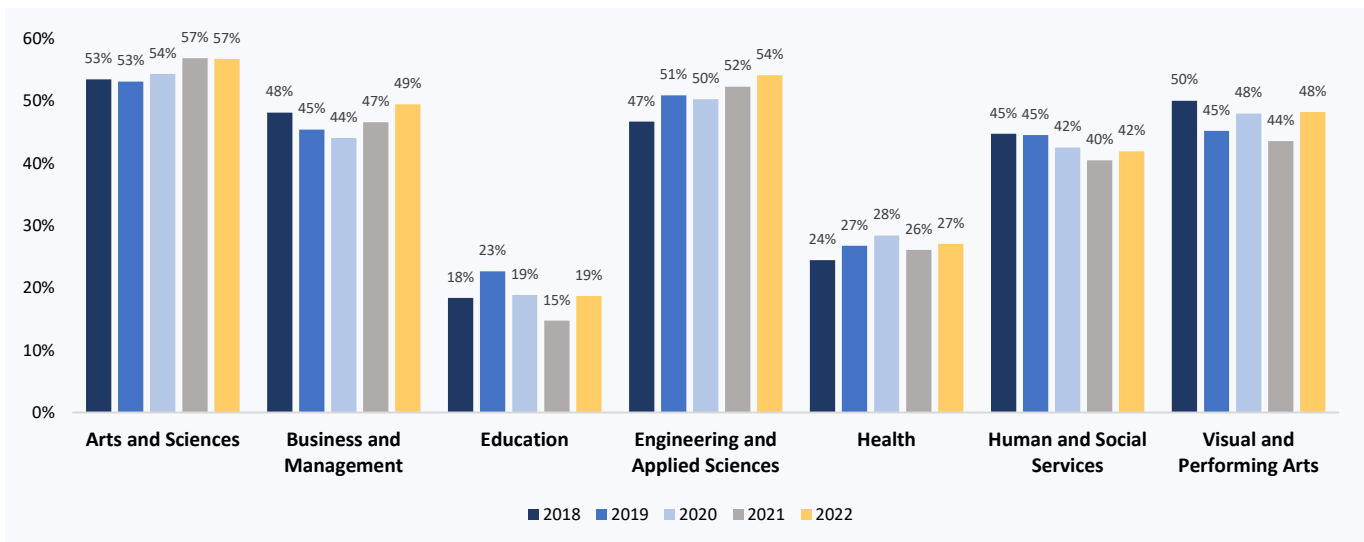
Change in Education Satisfaction (Cont.)

Among the five cohorts, there is a decreasing trend in respondents' rating of the core program of required courses as very good or good. Particularly, the rating of all programs reached its lowest point in 2022.



Note: Percentages are of respondents who said the core program of required courses was "Very good" or "Good", based on those who gave a rating on a four-point scale from "Very good" (4) to "Very poor" (1), excluding those who said not applicable.

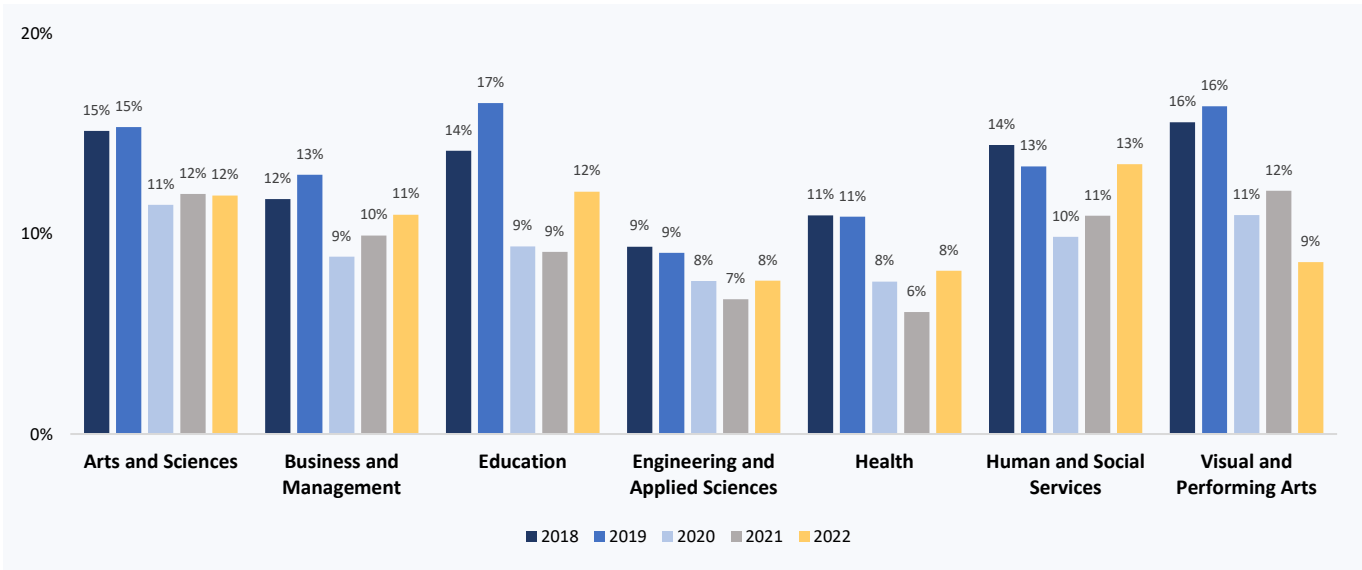
There is an increasing trend in reported experiences of difficulty scheduling classes over the last five years. **Engineering and Applied Sciences** and **Arts and Sciences** program respondents were more likely to report difficulties scheduling classes.



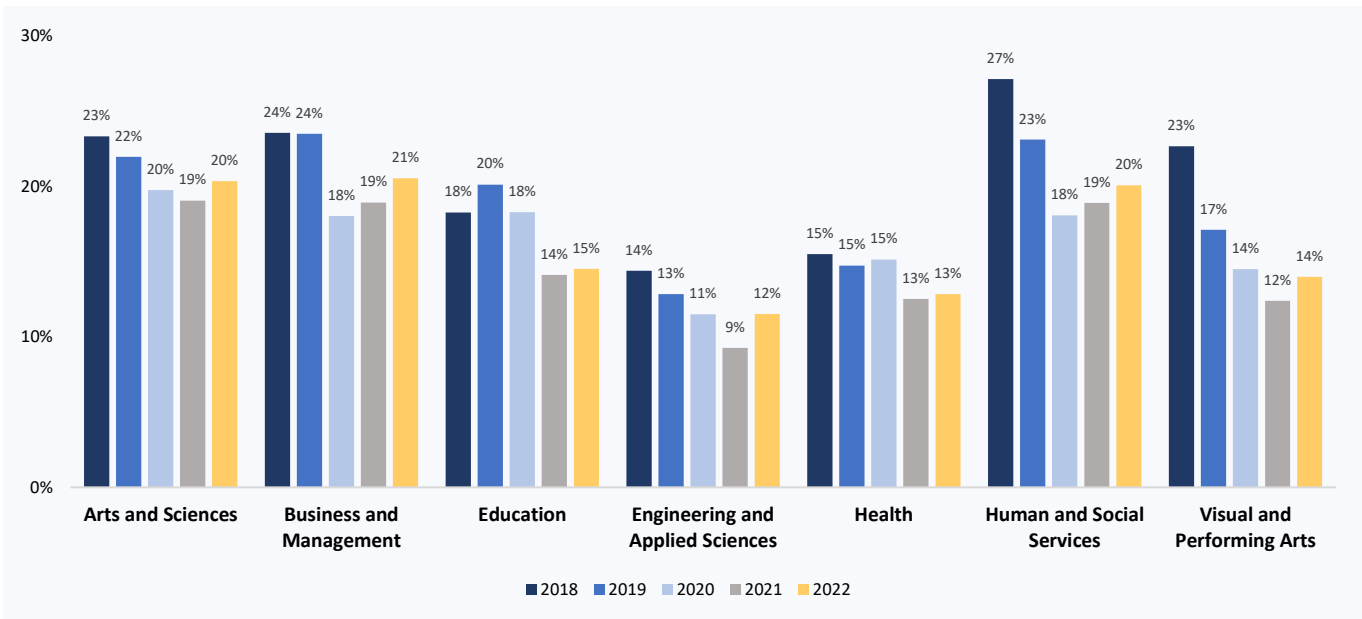
Note: Percentages are of respondents who reported difficulty scheduling classes due to either: not available, not offered, always full, or had restricted enrollment policies.

Change in Education Financing

Since 2020, there were generally fewer reports of respondents interrupting studies due to financial reasons, although there was a slight increase in 2022.

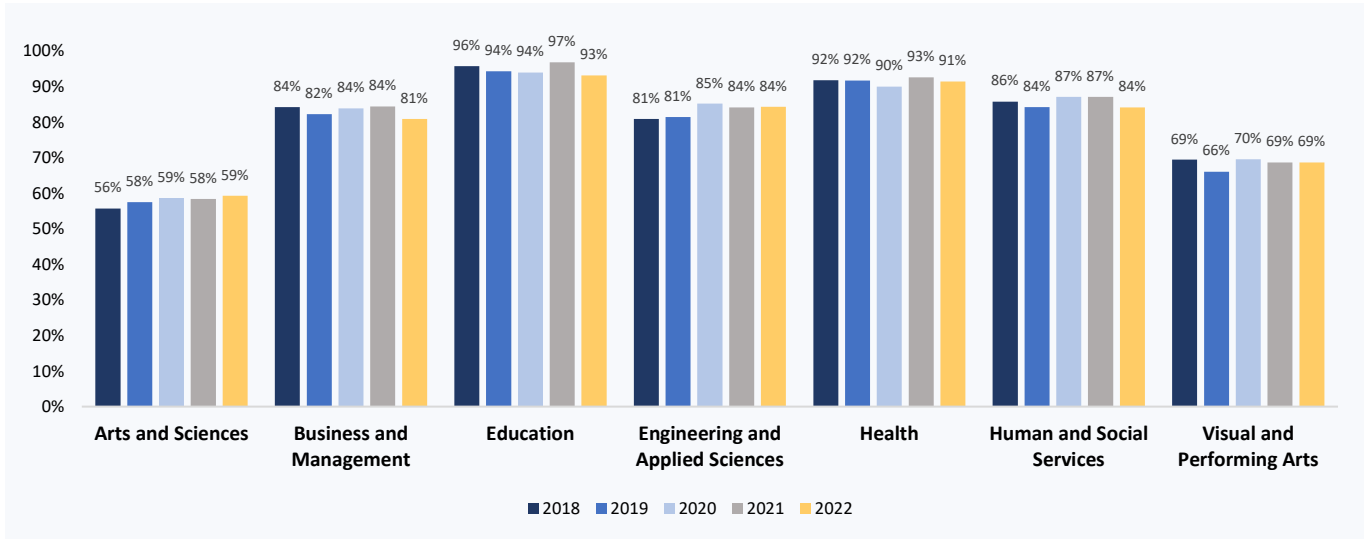


There is a significant decline in reported experience of part-time education due to financial reasons from 2018 to 2021, but it increased slightly in 2022 to an overall average of 18%.



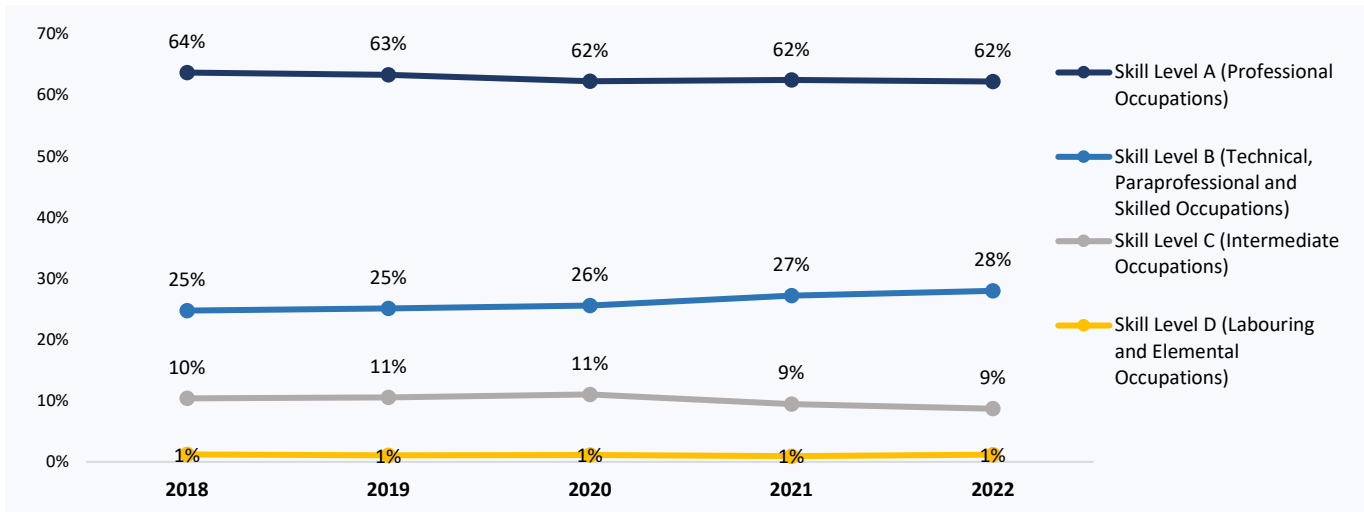
Change in Employment Outcomes

On average, 75% of respondents of all cohorts worked in a program-related job. Respondents in **Education** programs were the most likely to work in a program-related job, compared to other programs.



Note: Percentages are of employed graduates from Bacculaureate programs who said their main job was "Very related" or "Somewhat related" to their program, based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1), excluding those who said not applicable.

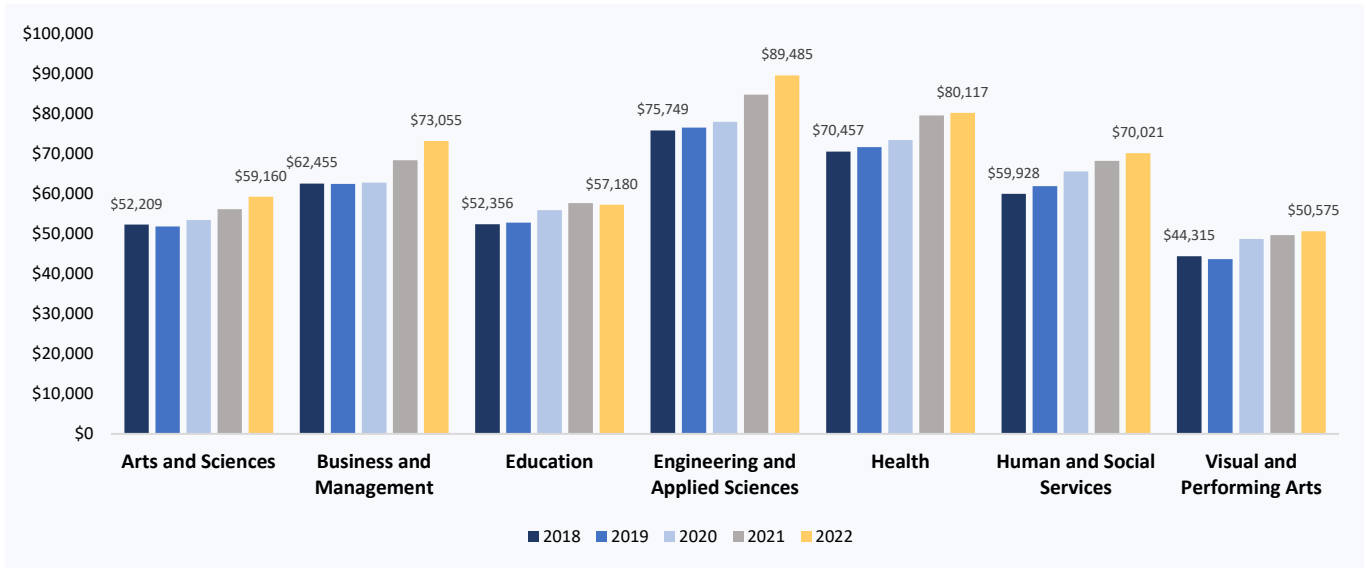
Respondents in the 2021 and 2022 cohorts were more likely to work in Skill Level B occupations, compared to other cohorts.



Note: The Skill Level is coded according to the National Occupational Classification (NOC). Professional occupations usually require a university education. Technical, paraprofessional, and skilled occupations usually require a college education or apprenticeship training. Intermediate occupations usually require secondary school and/or occupation-specific training. Labouring and elemental occupations are occupations for which on-the-job training is usually provided. Information on the 2016 NOC can be found here: <https://noc.esdc.gc.ca/>

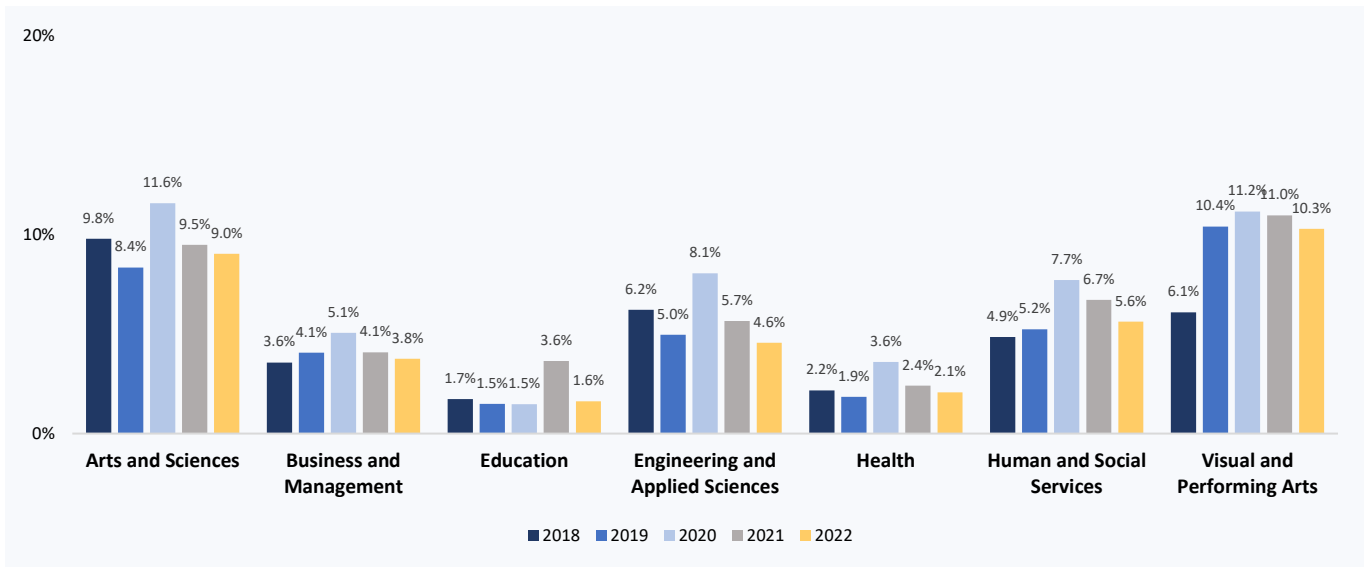
Change in Employment Outcomes (Cont.)

Overall, the mean annual income has been trending upward. The majority of programs show an increase in 2022, except for Education programs, which decreased slightly by 0.7%.



Note: Full-time employment is 30 or more hours per week. Annual salary amounts are medians, based on those who worked full-time at their main job.

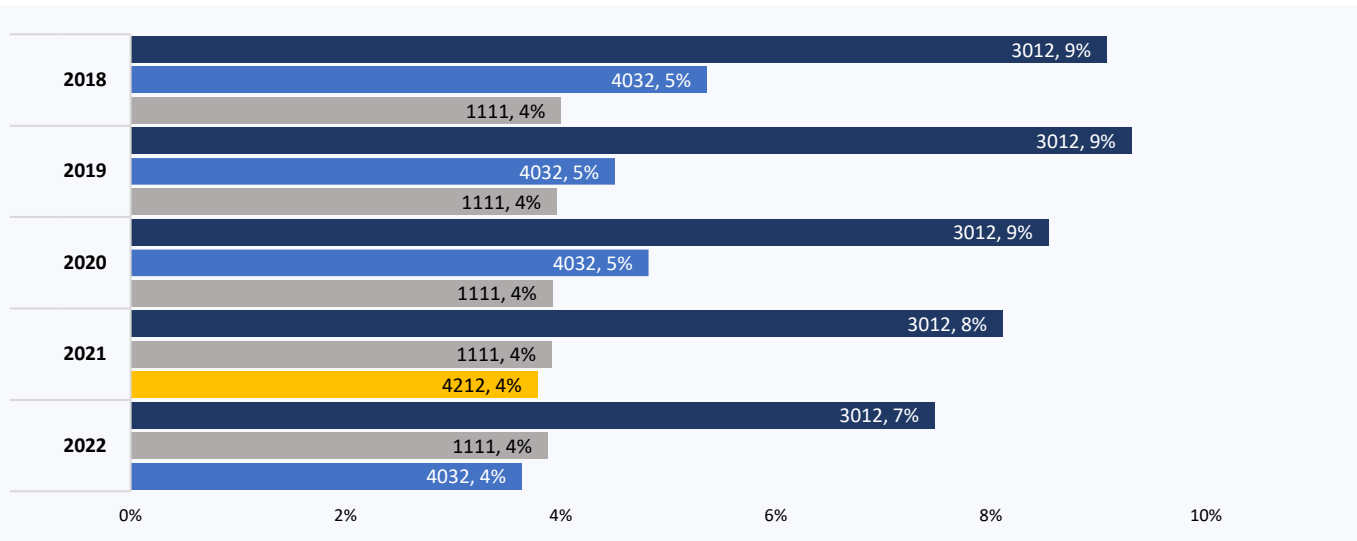
Overall, the unemployment rate has declined significantly since 2021, after peaking in 2020 at 8.2%.



Notes: Percentages are based on employed graduates from Baccalaureate programs only. The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force.

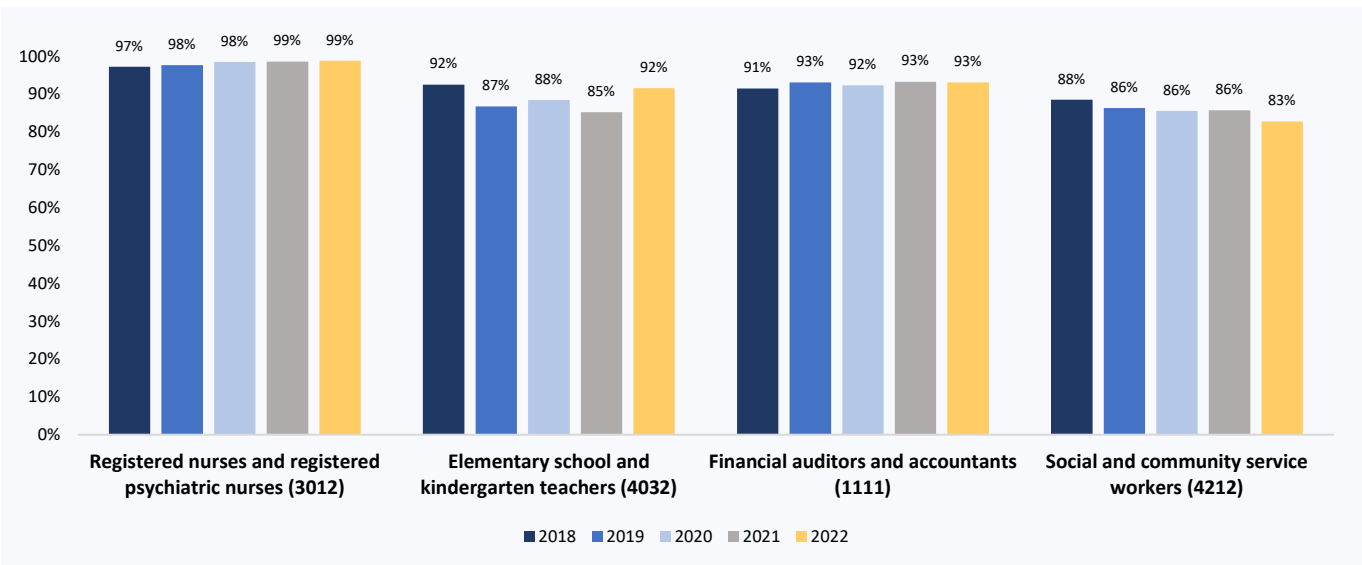
Change in Employment Outcomes (Cont.)

The top three NOC occupations were Registered nurses and registered psychiatric nurses (3012), Elementary school and kindergarten teachers (4032), Financial auditors and accountants (1111) and Social and community service workers (4212) in 2021.



Notes: Percentages are based on employed graduates from Bacculaureate programs only.

Among respondents, Registered nurses and registered psychiatric nurses (3012) were most likely to work in a program-related job, with a five-year average of 98%.



Note: Percentages are of employed graduates from Bacculaureate programs who said their main job was "Very related" or "Somewhat related" to their program, based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1), excluding those who said not applicable.