

Every year, the BC Student Outcomes Program collects feedback from former students who took post-secondary programs. 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, and from British Columbia's public post-secondary institutions; key results from those surveys are presented here.

# The 2025 Highlights

## Overall Results

In 2025, over **20,500** former students were surveyed. **91%** of those surveyed were very satisfied or satisfied with the education or training they received.

## Baccalaureate Graduates

- 45% took further studies
- 90% were in the labour force
- 87% of those employed were working full-time

## Associate Degree & University Transfer Students

- 64% took further studies
- 82% of those who took further studies received transfer credits
- 85% were satisfied with their transfer experience

## Diploma Students

- 89% were satisfied with their education
- 84% were employed
- 82% of those employed said the knowledge and skills gained were useful in their jobs

## Certificate Students

- 92% were satisfied with their education
- 85% were employed
- 84% of those employed were in an education-related job

## Apprenticeship Students

- 98% were in the labour force
- 3.6% was the unemployment rate
- 99% of those employed were working full-time


## Trades Foundation Students

- 80% were employed
- 91% of those employed were working full-time
- 80% of those employed were in a training-related job

## Trades-Related Vocational Students

- 92% were satisfied with their education
- 82% were employed
- 92% of those employed were working full-time

# Baccalaureate Graduates



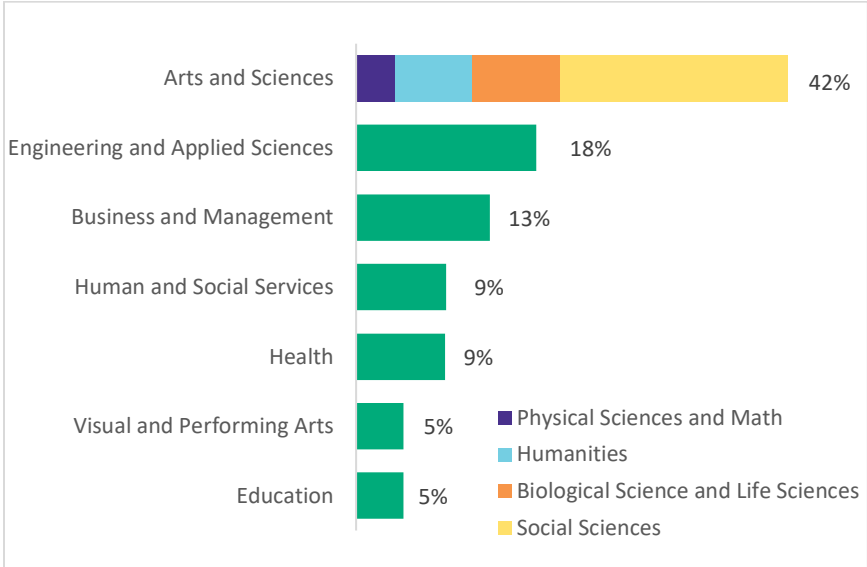
BACCALAUREATE GRADUATES	
Eligible for survey	24,306
Respondents	6,471
Response rate	27%
Median age	26
% Woman/Girl	58%

*Baccalaureate students are surveyed two years after graduation.*

Note: Data are from the 2025 BC Student Outcomes Survey of 2023 Baccalaureate Graduates.

## Baccalaureate Programs

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



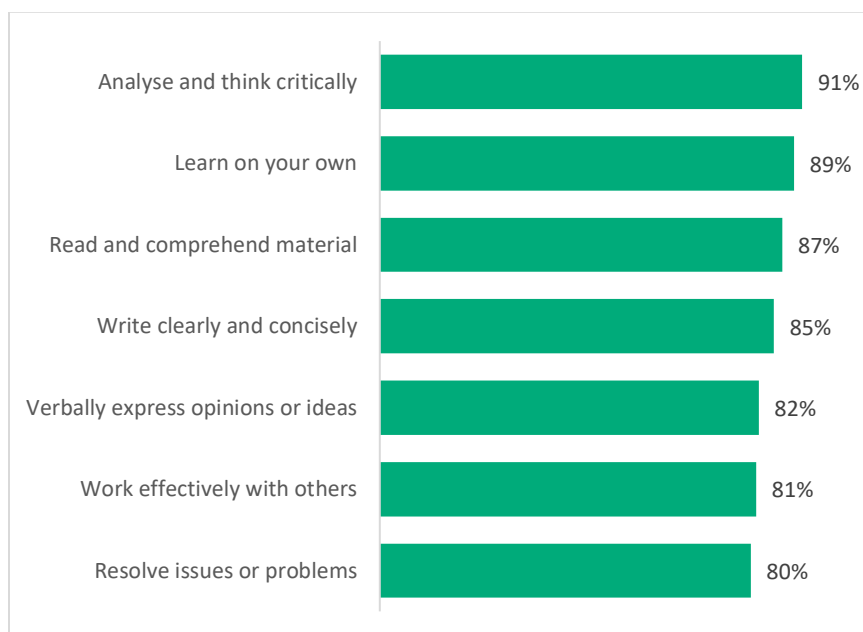
### Baccalaureate Programs Taken

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

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

## Education Evaluations

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



### **Skills Developed**

*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 rated on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

Baccalaureate graduates were very likely to say the quality of instruction they received was *very good* or *good*. A large majority (86 percent) said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Nearly three-quarters said they would take the same program again.

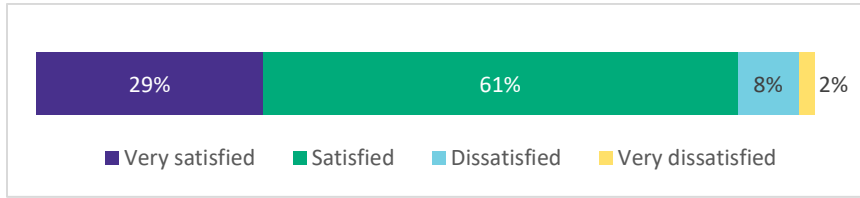


### **Program Ratings**

*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 all respondents who answered the question.

A substantial majority (90 percent) of the graduates surveyed said they were *very satisfied* or *satisfied* with the overall education they received from their program.

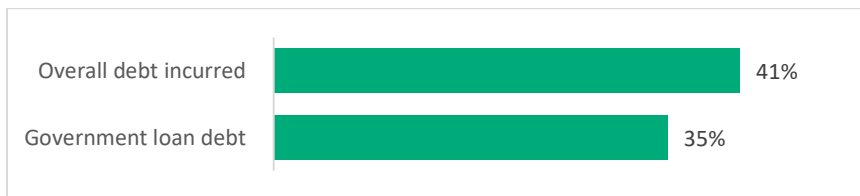


**Overall Satisfaction**

*Baccalaureate graduates were satisfied with their education.*

**Funding**

More than 4 in 10 baccalaureate respondents incurred debt to fund their studies. For those who had incurred debt, the median total amount borrowed was \$29,000. Over one-third of respondents had government-sponsored student loan debt.

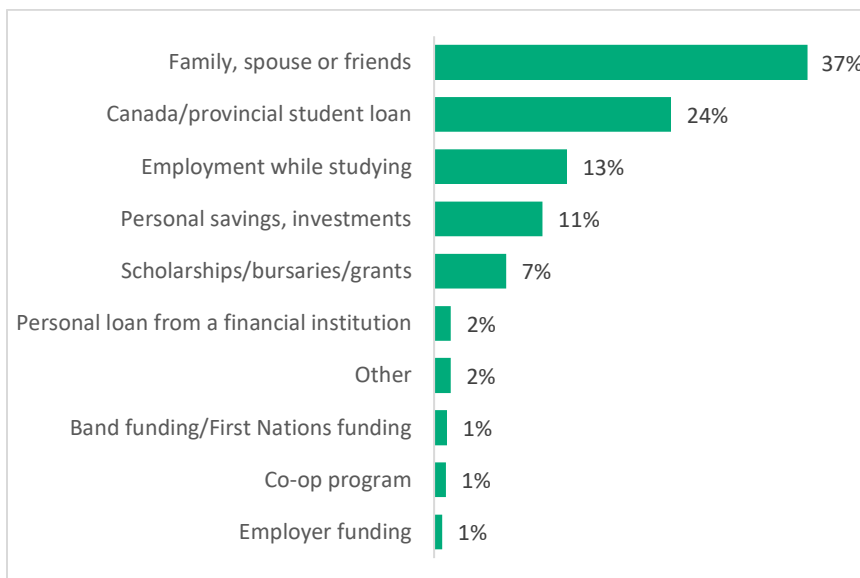


**Borrowing and Debt**

*More than 4 in 10 graduates incurred debt for their program.*

Notes: Percentages are based on respondents who gave valid answers to the questions about finances. *Overall debt incurred* includes government student loan debt.

The three most important sources of funding for baccalaureate graduates were family, spouse, or friends, Canada or provincial student loan, and employment while studying.



**Sources of Funding**

*Graduates' top sources of funding were family, spouse, or friends, Canada or provincial student loan, and employment while studying.*

Note: Only the top 10 most important sources of funding are shown in the chart.

## Further Education

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

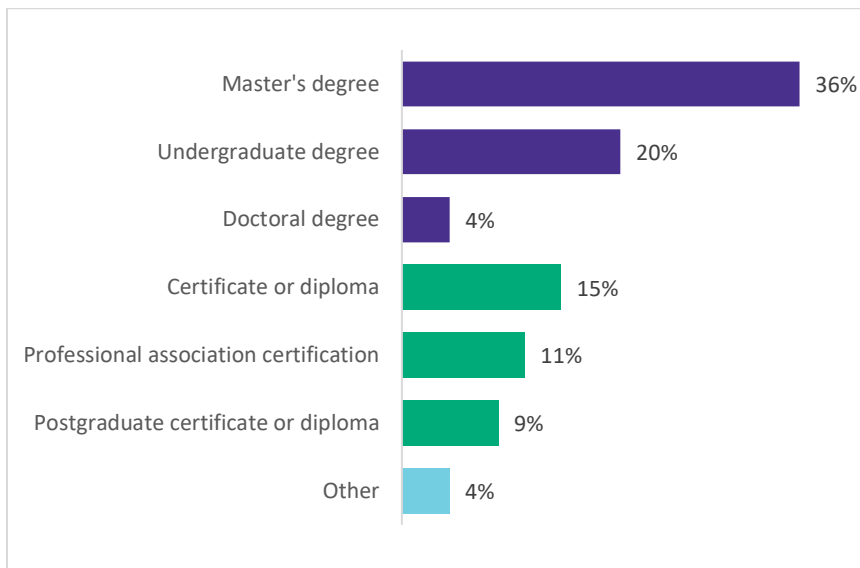


Note: Taken further studies includes those currently studying.

### Further Education

Over 4 in 10 graduates went on to further study.

Of the baccalaureate graduates who continued their education, 6 in 10 chose an advanced degree program or another undergraduate program. Many others studied for a certificate or diploma or took courses for professional certification.



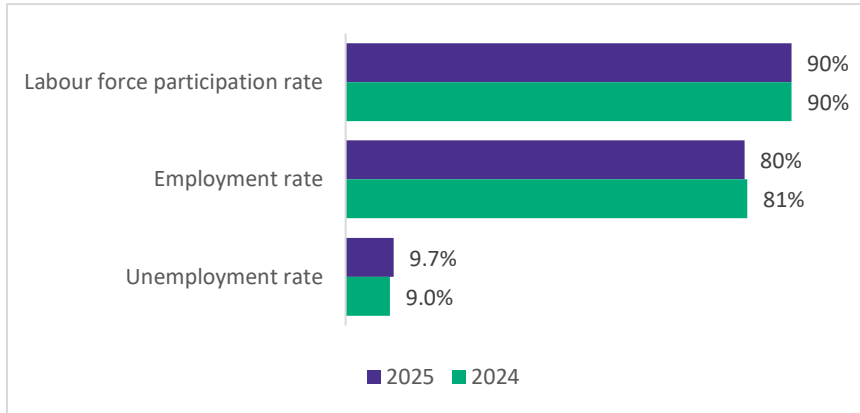
Note: Percentages are based on those who took further education.

### Further Education Type

6 in 10 graduates who continued their education went on to another degree program.

## Employment

Compared to 2024, the labour force participation rate (those working or looking for work), the employment rate (the number of employed out of all respondents), and the unemployment rate (the number of unemployed as a percentage of respondents in the labour force) remained stable for baccalaureate graduates.



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.

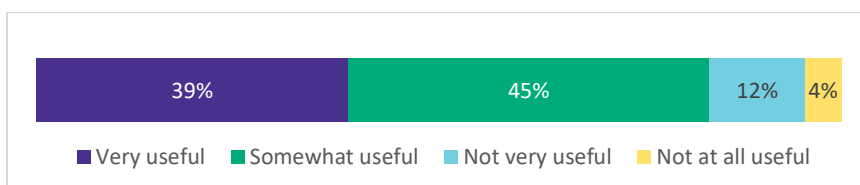
The majority of employed graduates were working full-time when they were surveyed, typically in jobs related to their baccalaureate education. Most worked for an employer—only 6 percent were self-employed.



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*.

Respondents who were full-time employees reported a median annual salary of \$71,000; the median annual salary for part-time employees was \$25,980.

The majority of employed graduates (84 percent) said that the knowledge and skills they had gained through their baccalaureate programs were *very* or *somewhat useful* in the performance of their jobs.



Note: Percentages are based on employed respondents.

**Employment Outcomes**

*The labour force participation rate, the employment rate, and the unemployment rate remained stable, compared to 2024.*




**Employment Characteristics**

*Employed baccalaureate graduates tended to work full-time in positions related to their education.*

**Usefulness of Knowledge and Skills**

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

# Associate Degree, Diploma, and Certificate Students

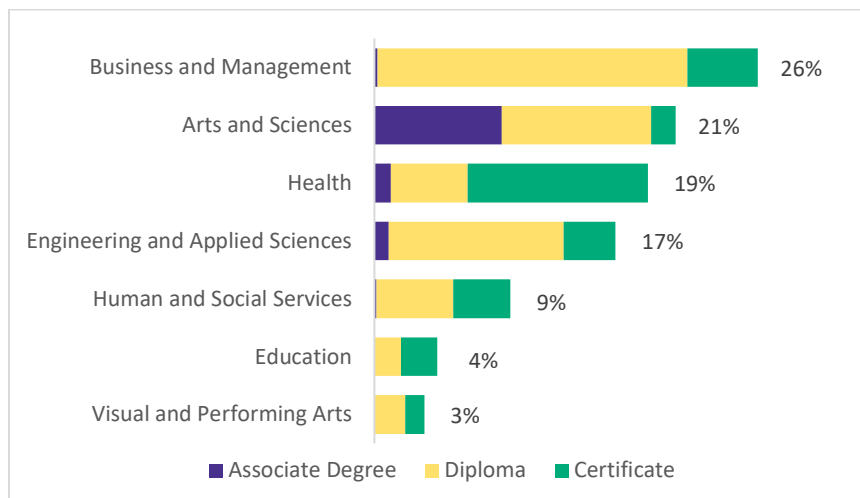
	 <b>ASSOCIATE DEGREE &amp; UNIVERSITY TRANSFER STUDENTS</b>	 <b>DIPLOMA STUDENTS</b>	 <b>CERTIFICATE STUDENTS</b>
Eligible for survey	3,600	17,622	9,113
Respondents	1,192	6,192	3,244
Response rate	33%	35%	36%
Median age	23	28	33
% Woman/Girl	61%	57%	71%

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

Note: Numbers are from the 2025 BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

## Associate Degree, Diploma, and Certificate Programs

Most Business and Management former students surveyed had taken a diploma program. Engineering and Applied Sciences diploma and Health certificate programs were also popular. In the Arts and Sciences, students tended to seek certificate or associate degree credentials.



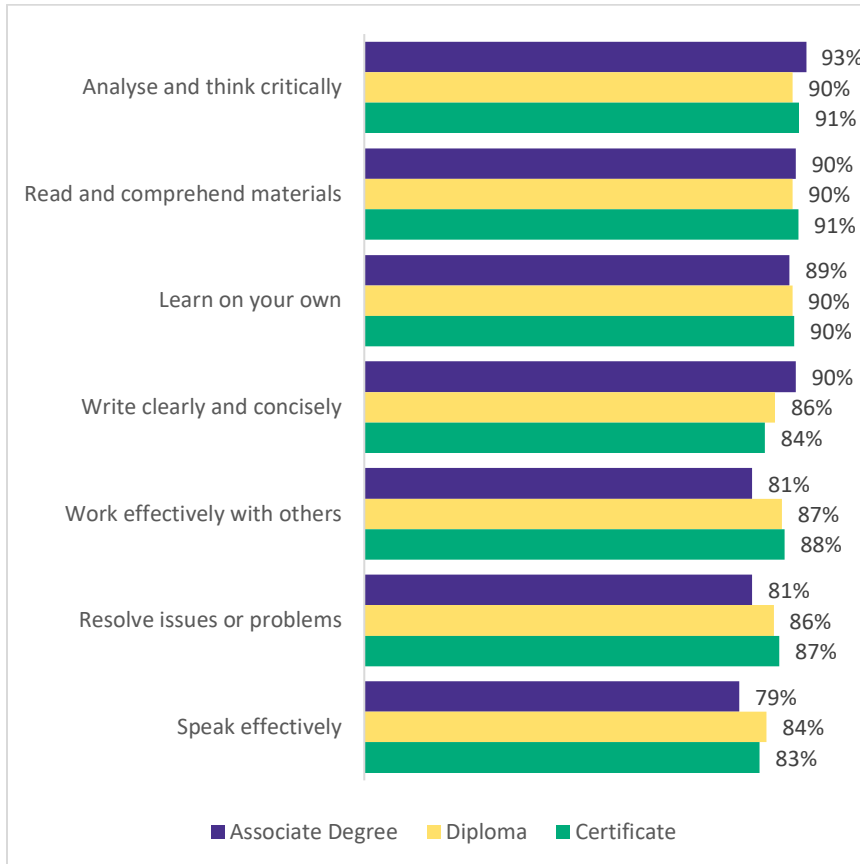
### Programs Taken

*Business and Management diplomas, Health certificates, and Engineering and Applied Sciences diplomas were the most commonly taken programs.*

Note: 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 analyse and think critically and to read and comprehend materials.

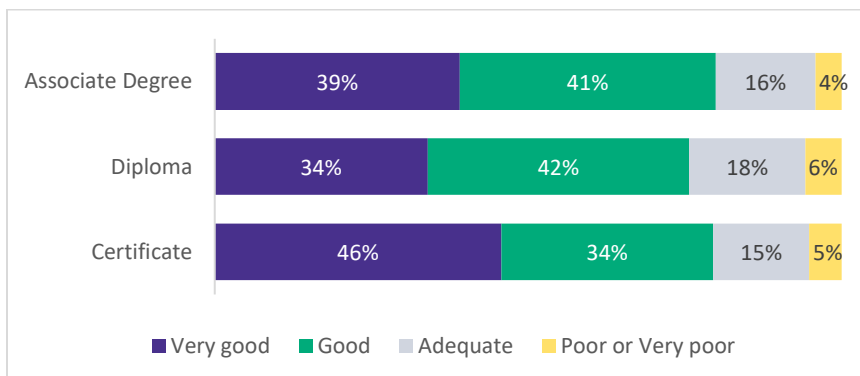


### Skills Developed

Former students said their programs helped them develop useful 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*.

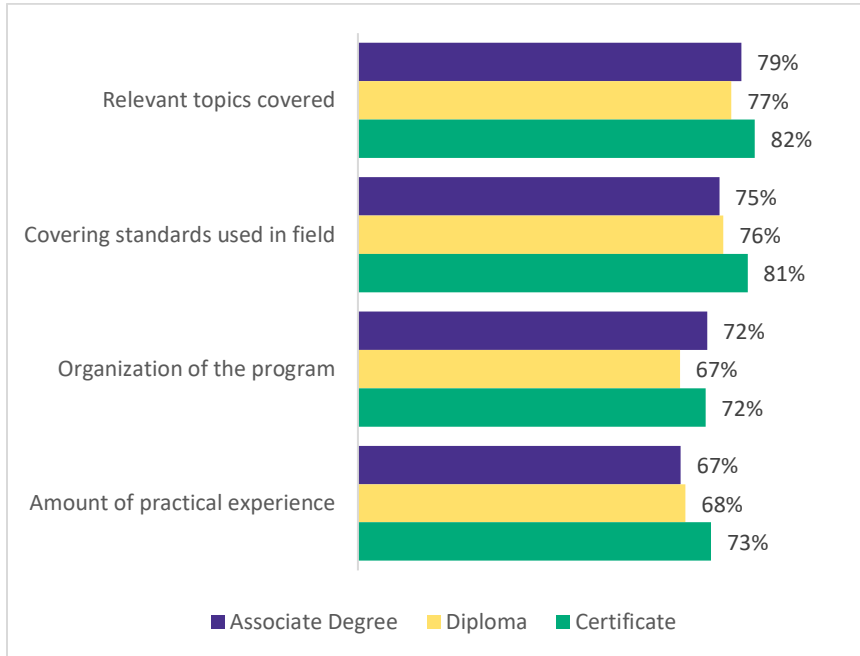
Most former students surveyed rated the quality of instruction *very good* or *good*.



### Quality of Instruction

Former students rated the quality of instruction favourably.

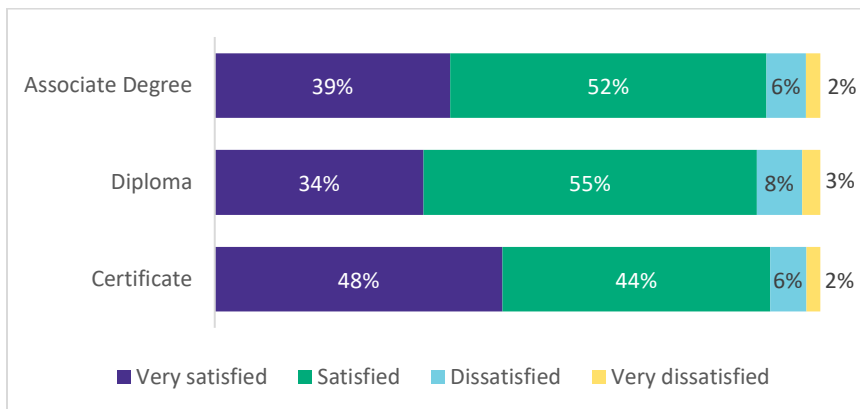
Many former associate degree, diploma, and certificate students gave favourable ratings to aspects of their programs and to course content, especially the relevance of the topics covered to their field of study and covering the standards used in their field.



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

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*.

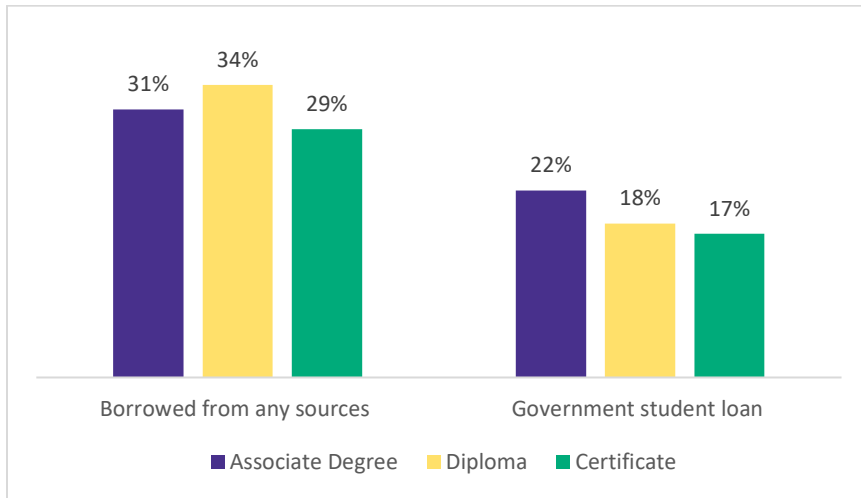
Overall satisfaction with education was high; a very large majority (90 percent) of the former students surveyed were *very satisfied* or *satisfied* with the programs they took.



**Overall Satisfaction**  
Most former students were satisfied with their education.

## Funding

Almost one-third (32 percent) of the respondents from associate degree, diploma, and certificate programs had incurred financial debt to pay for their education. About 2 in 10 (18 percent) respondents had government-sponsored student loan debt.

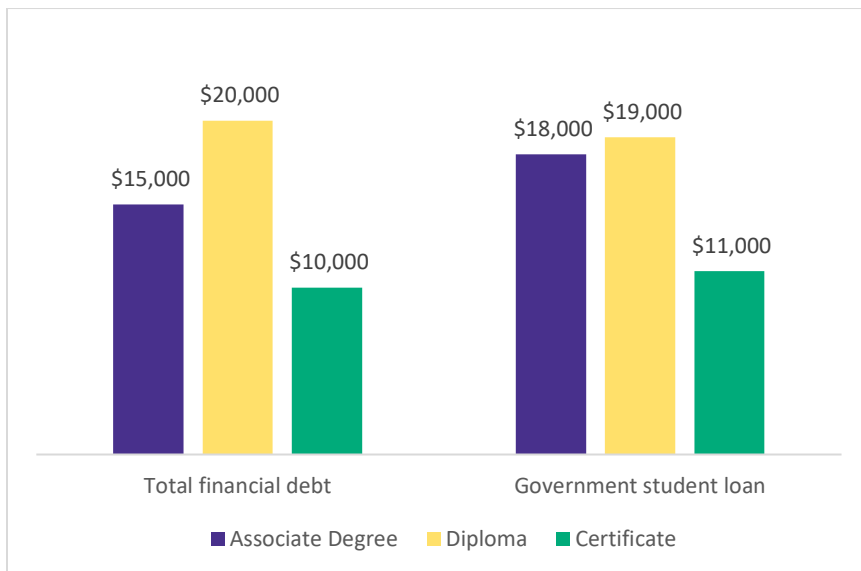


### **Borrowing Rates**

*Almost one-third of former students surveyed had borrowed to fund their studies.*

Note: *Borrowed from any source* includes everyone who borrowed, whether from the government student loan program, from another source, or both.

The amount borrowed varied by the type of loan and by credential. Overall, the median amount borrowed was \$15,000, and the median government student loan amount borrowed was \$16,000.

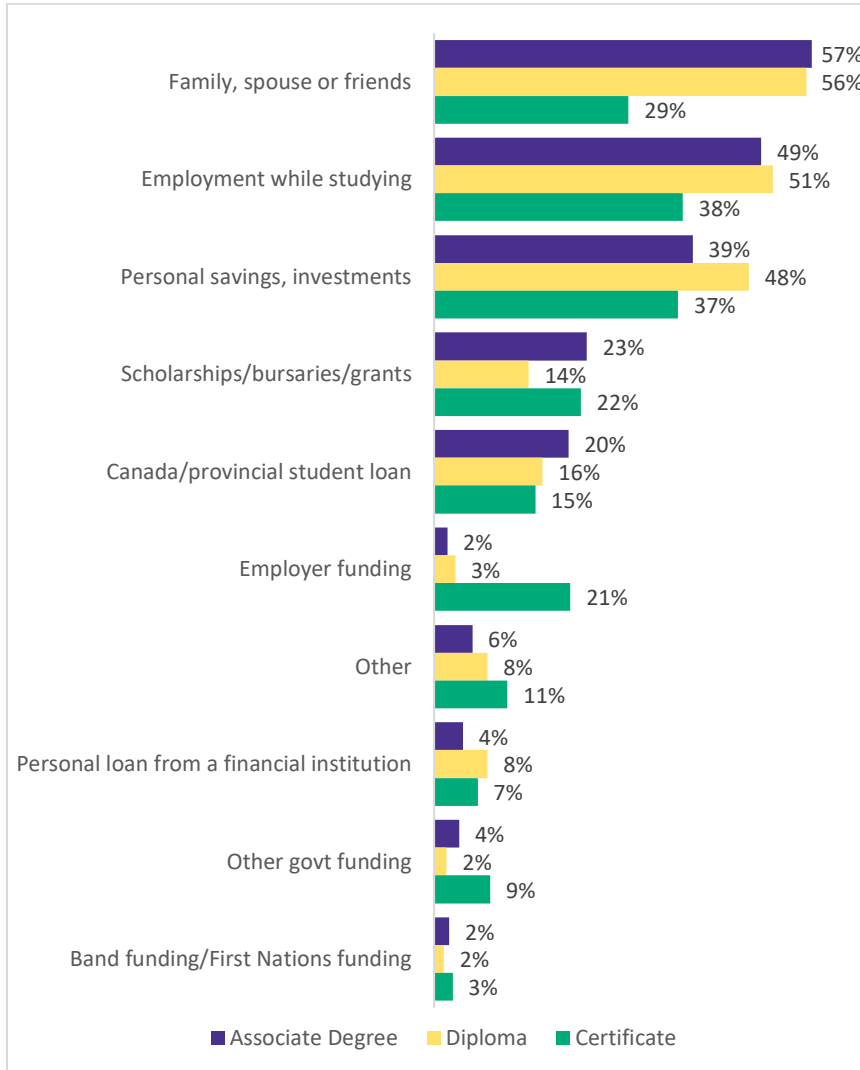


### **Loan Amounts**

*The median amounts borrowed varied by credential.*

Notes: Median loan amounts are based on respondents who gave valid answers to the questions about finances. *Total financial debt* includes government student loan debt.

Overall, the three most important sources of funding for respondents from associate degree, diploma, and certificate programs were family, spouse, or friends (48 percent), employment while studying (47 percent), and personal savings and investments (43 percent).



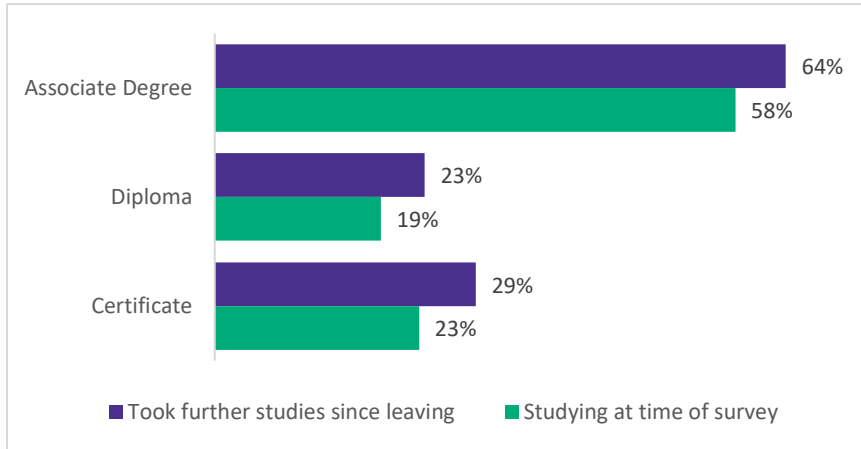
**Sources of Funding**

*The top sources of funding were family, spouse, or friends, employment while studying, and personal savings and investments.*

Notes: Respondents could choose up to three top sources of funding; therefore, percentages add to more than 100. Only the top 10 most important sources of funding are shown in the chart.

**Further Education**

Since leaving their programs, 30 percent of former associate degree, diploma, and certificate students took further education. At the time of the survey, 24 percent of respondents were enrolled in further studies. Former associate degree students were the most likely to have pursued further education.

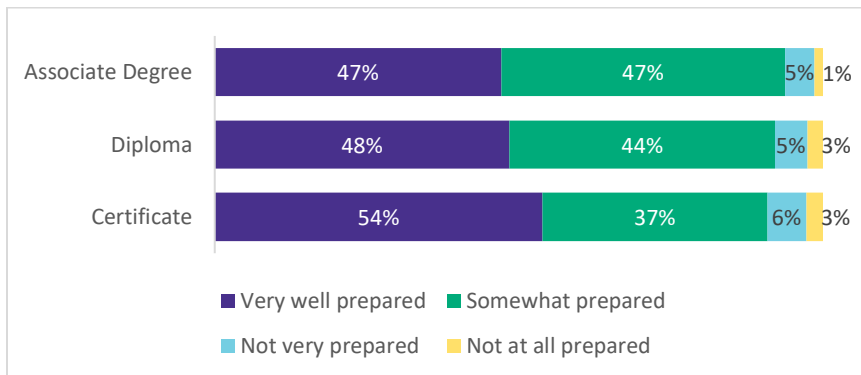


**Further Education**

*The majority of former associate degree students continued their education.*

Note: Took further studies since leaving includes those studying at time of survey.

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

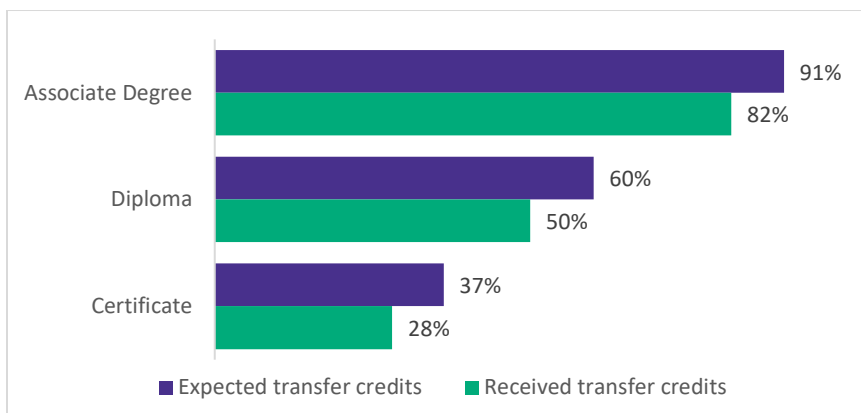


**Prepared for Further Studies**

*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, 65 percent of the respondents who took further education at a different post-secondary institution said they expected to get transfer credits. The majority (56 percent) of those who expected credits received them.

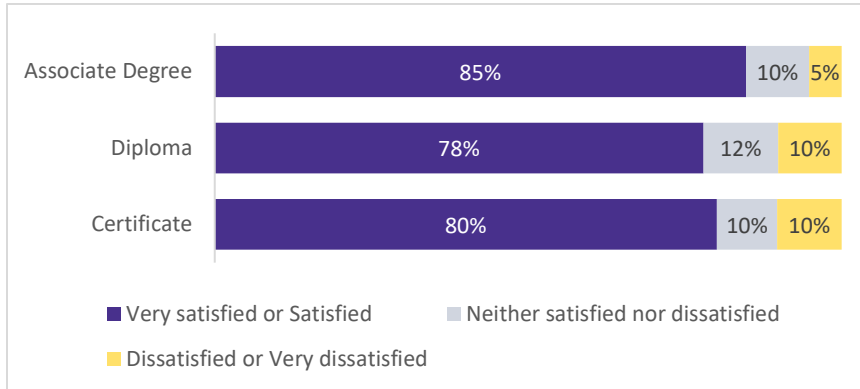


**Transfer Credits**

*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.



**Satisfied with Transfer**

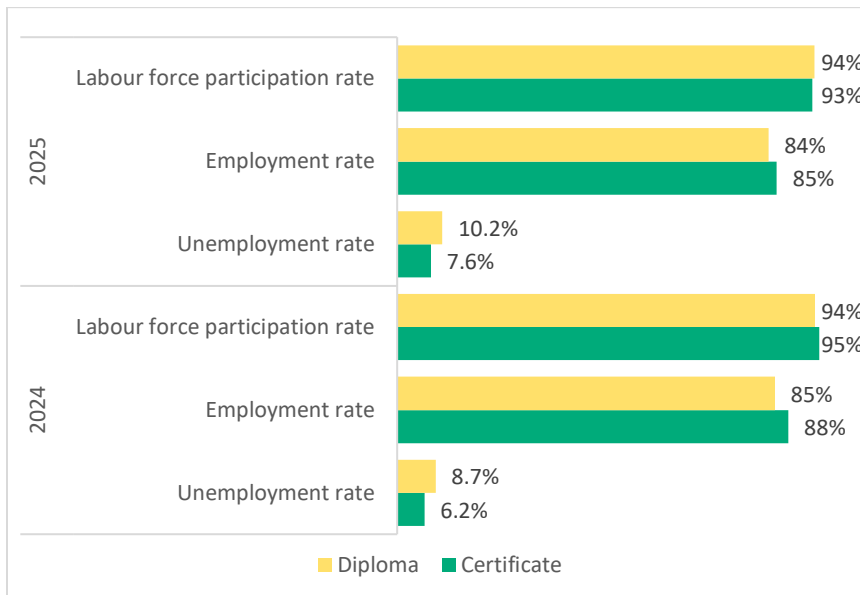
*The majority of those who expected transfer credits were satisfied with the transfer experience.*

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

**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 (94 percent) of the graduates from diploma and certificate programs were participating in the labour force at the time of the survey. Overall, the unemployment rate was significantly higher than the previous year (9.3% in 2025 vs. 7.7% in 2024).

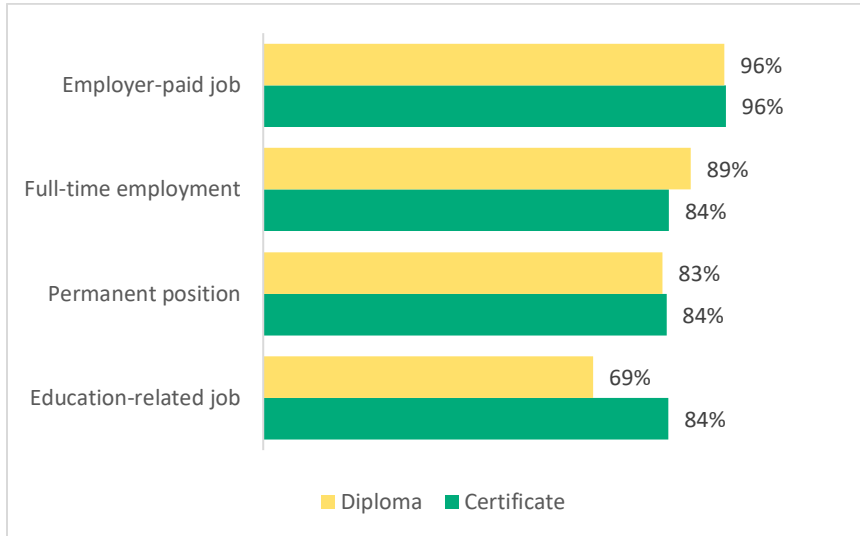


**Employment Outcomes**

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

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

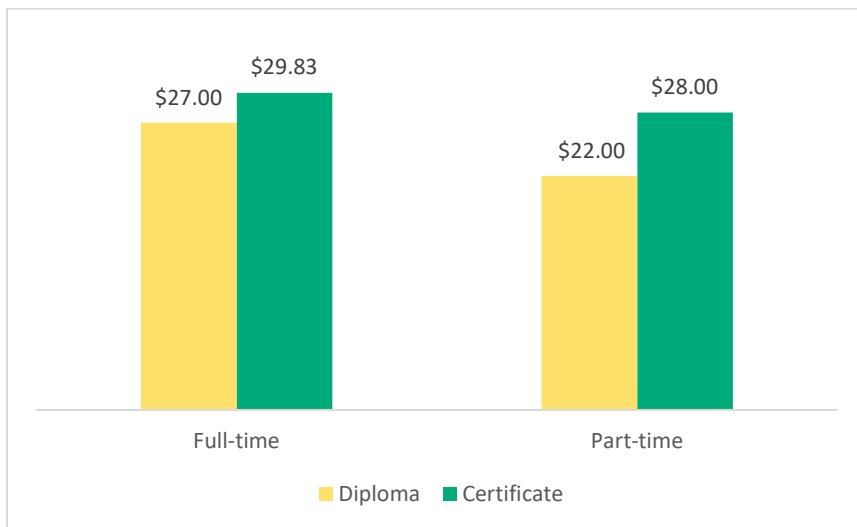


**Employment Characteristics**

*The majority of employed diploma and certificate graduates worked in a permanent, full-time position in a field that was related to their educational program.*

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.

The median hourly wage for diploma and certificate graduates who were employed full-time was \$28.75; for those employed part-time, it was \$25.85.

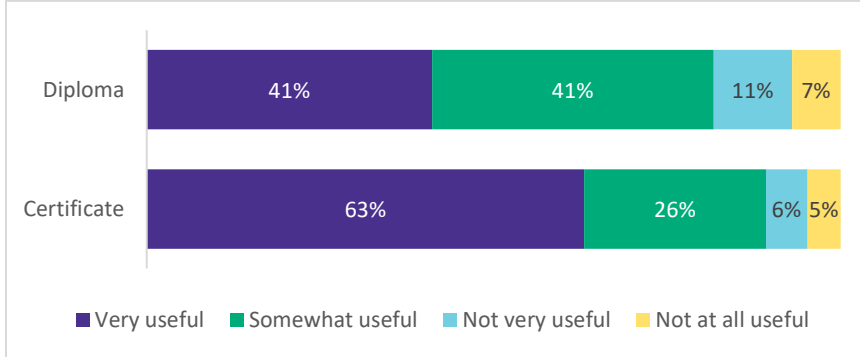


**Hourly Wage**

*Median hourly wages were somewhat less for diploma respondents.*

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

The majority of diploma and certificate graduates (82 percent and 89 percent, respectively) said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.






***Usefulness of Knowledge and Skills***

*Diploma and certificate graduates gave high ratings to the usefulness of the knowledge and skills they acquired in relation to performing their jobs.*

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

# Trades Students

	 <b>APPRENTICESHIP</b>	 <b>TRADES FOUNDATION</b>	 <b>TRADES-RELATED VOCATIONAL</b>
Eligible for survey	4,415	4,450	313
Respondents	1,700	1,629	144
Response rate	39%	37%	46%
Median age	30	22	28
% Woman/Girl	12%	30%	21%

*Apprenticeship, Trades Foundation, and Trades-related Vocational students are surveyed within two years of completing their programs.*

Note: Numbers are from the 2025 BC Student Outcomes Surveys of Apprenticeship, Trades Foundation, and Trades-related Vocational Students.

## Trades Training in B.C.

Education in the skilled trades professions can be offered through three different skilled trades programs: apprenticeship, trades foundation, or a trades-related vocational training program. Each of these programs offers both technical and practical education components.

An apprenticeship is an education pathway that usually takes four years to complete, with learners receiving about 80 percent of their education through paid, on-the-job training with a sponsoring employer and 20 percent through in-class/online technical training. After successfully completing all requirements, often involving four levels of education, apprentices are awarded a credential called a Certificate of Qualification. Some trades, called progressive trades, offer a certificate after each level of training. The majority (96 percent) of the respondents to the 2025 Survey of Apprenticeship Students were from traditional apprenticeship programs.

Trades foundation programs provide students with key knowledge and skills in a specific trades profession, often resulting in credit towards the first level of apprenticeship training. Education is delivered through in-class/online technical training and practical education through an in-shop environment.

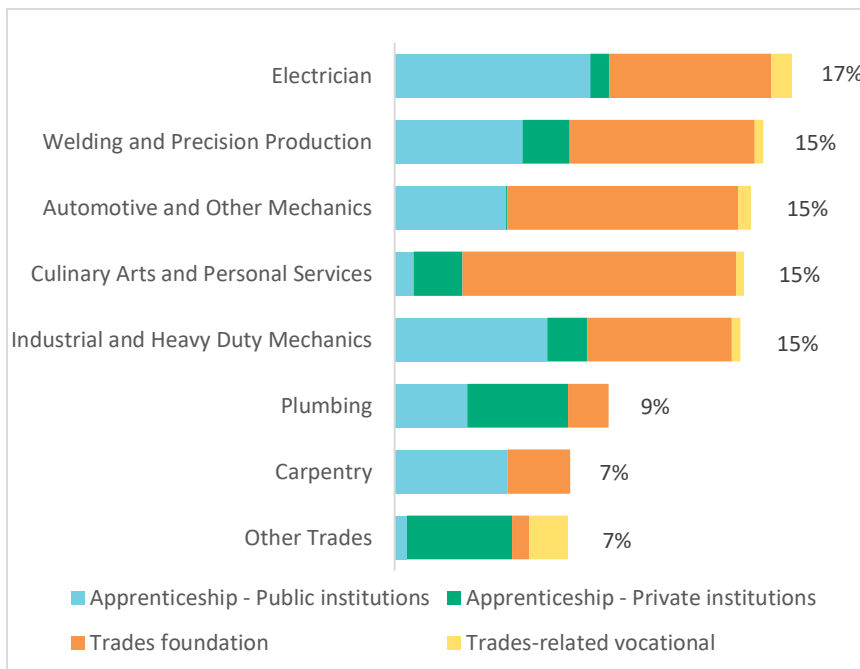
Trades-related vocational training programs offer a broader educational experience than that found in an apprenticeship or trades foundation program. These types of training programs do not usually connect to, or provide credit toward, an apprenticeship in a skilled trades profession.

## Programs

More trades survey respondents took Electrician programs than any other trades program. The largest group of apprentices trained as electricians. The most popular programs for trades foundation students were Culinary Arts and Personal Services programs and Automotive and Other Mechanics programs.

The largest group of programs for trades-related vocational students was classified as Other Trades, which includes a range of different programs, from Construction (Estimating, Operations, and Supervision) and Building Manager to Telecommunications Systems Technician.

A majority of former apprentices took their training in a public post-secondary institution, although 31 percent did their in-school studies at a private training organization.

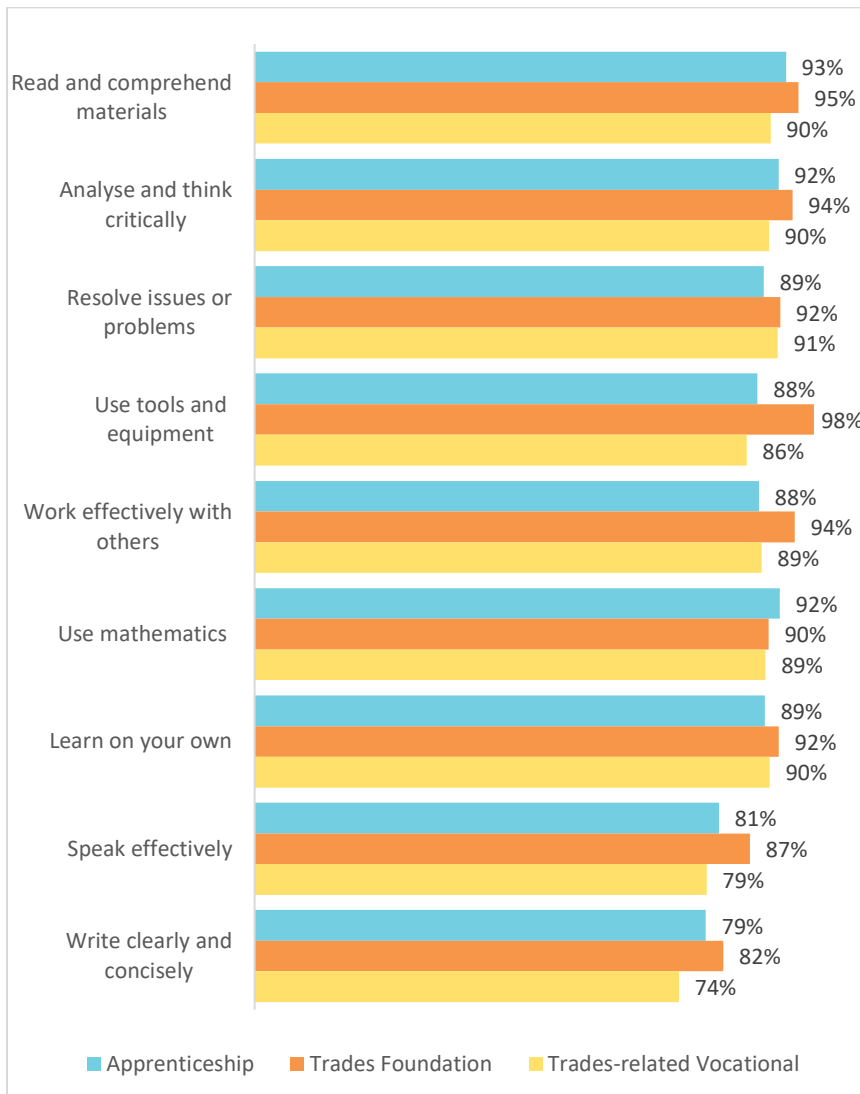


**Trades Programs Taken**  
*Nearly one-fifth of all the former trades students surveyed had taken Electrician programs.*

Note: Trades programs were grouped using the [Classification of Instructional Programs \(CIP\)](#). The program groups of "Other Construction Trades" and "Other Trades" are grouped as "Other Trades" throughout the report due to low numbers.

## 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 materials appropriate to their field, analyse and think critically, and use mathematics. 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 resolve issues or problems.

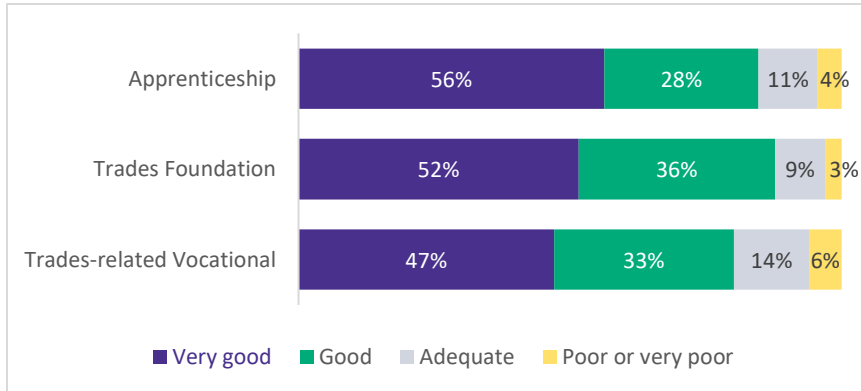


### Skills Developed

*Former students said their programs helped them develop a variety of skills.*

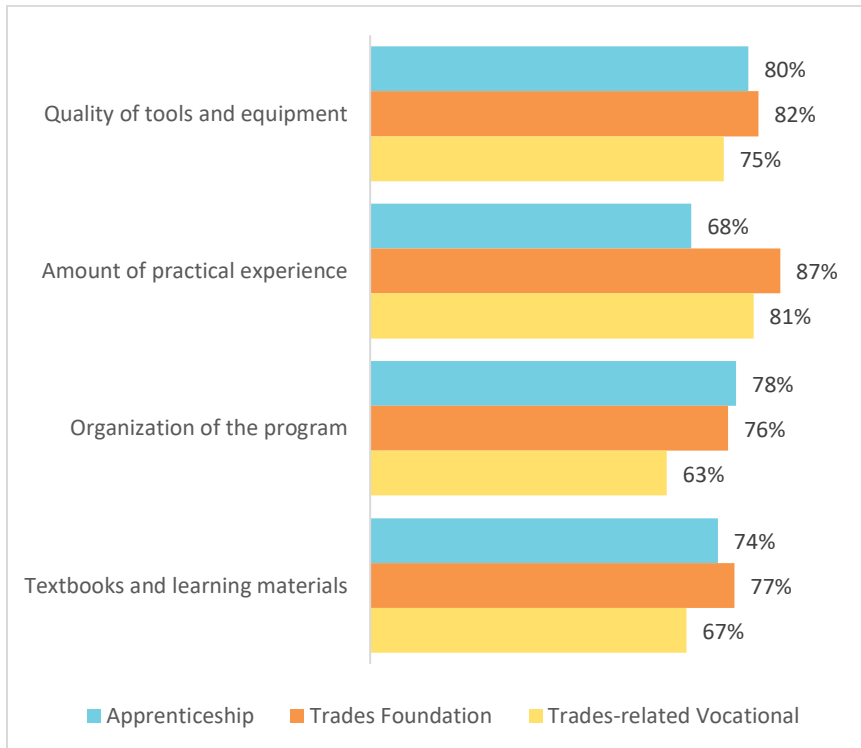
Note: Percentages are of respondents who said their program was *very helpful* or *helpful* in developing the selected skill, based on those who gave a rating on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

Most (86 percent) former trades students surveyed rated the quality of instruction *very good* or *good*.



**Quality of Instruction**  
Former trades students rated the quality of instruction favourably.

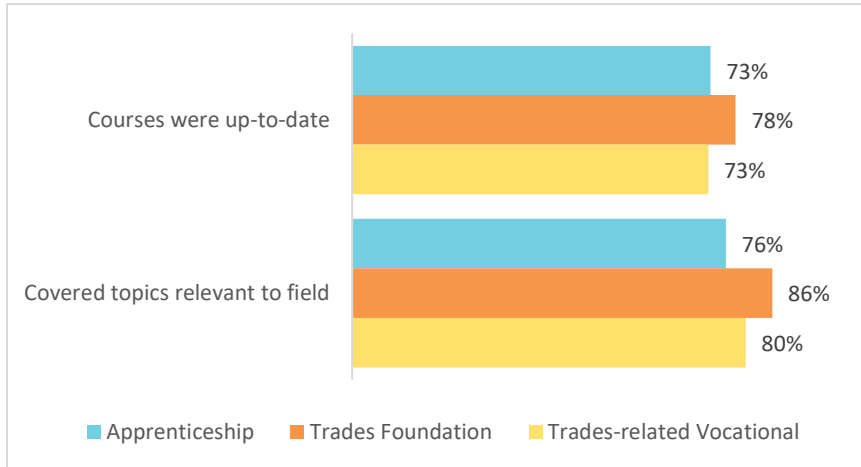
A majority of the former trades students rated certain aspects of their programs *very good* or *good*.



**Program Ratings**  
Selected aspects of training were also 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 received *very good* or *good* ratings. In particular, former trades foundation students and trades-related vocational students gave favourable ratings to their program courses' coverage of topics relevant to their fields.

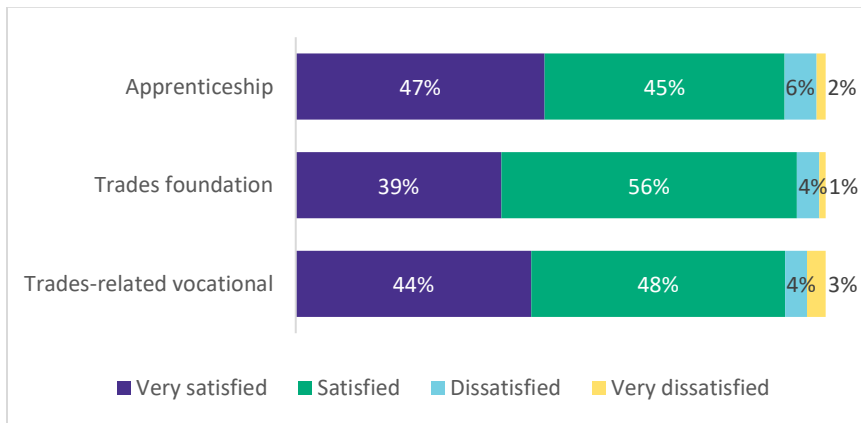


**Course Ratings**

*Former trades foundation and trades-related vocational students gave high ratings to their courses' coverage of 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) trades survey respondents were *very satisfied* or *satisfied* with their program or in-school training.



**Overall Satisfaction**

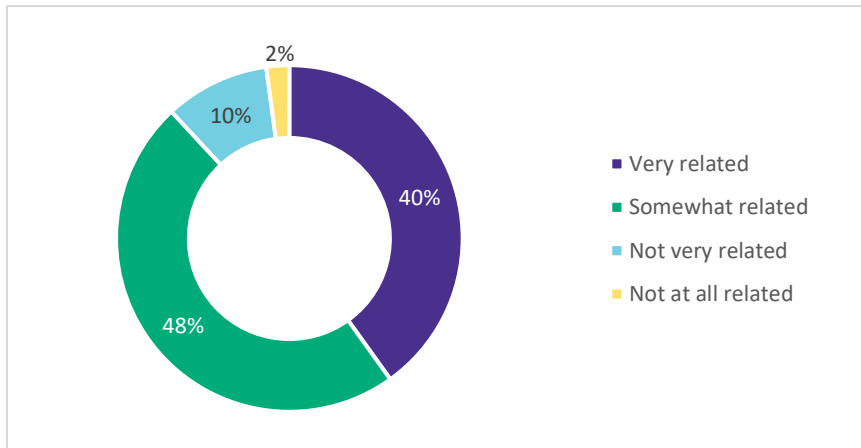
*Most former trades students were satisfied with their training.*

**Workplace Training**

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

Of the former apprenticeship students surveyed, 97 percent had been employed as an apprentice or had a work placement outside their training institution.

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

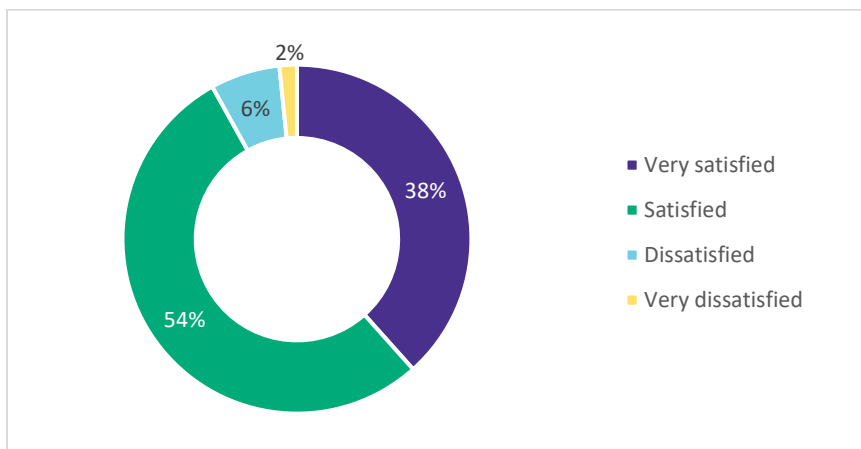


***In-School Training Related***

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



***Satisfied with Workplace***

*Former apprenticeship students were satisfied with their workplace training.*

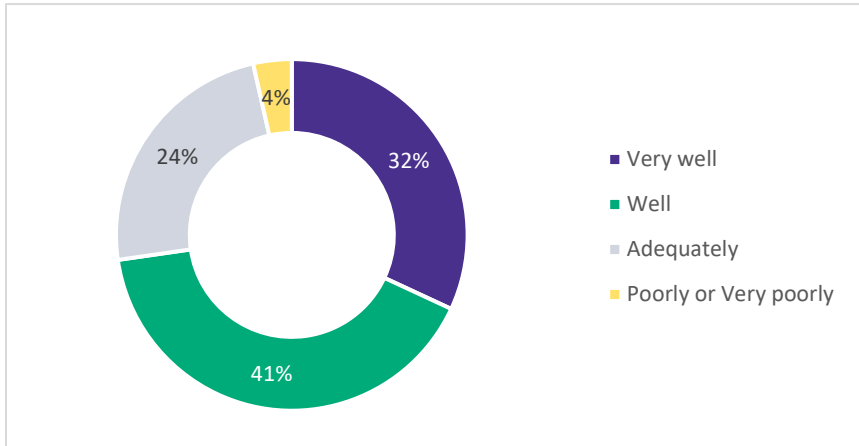
Note: Percentages are based on respondents who were employed as apprentices or who had work placements outside their institutions.

**Pathway to Apprenticeship**

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

After finishing their foundation programs, 84 percent of former trades foundation students tried to find employment as apprentices. Of those former students, 78 percent were successful in getting employment as an apprentice.

A majority (73 percent) of those who became apprentices said their program prepared them *very well* or *well* for their apprenticeship training.



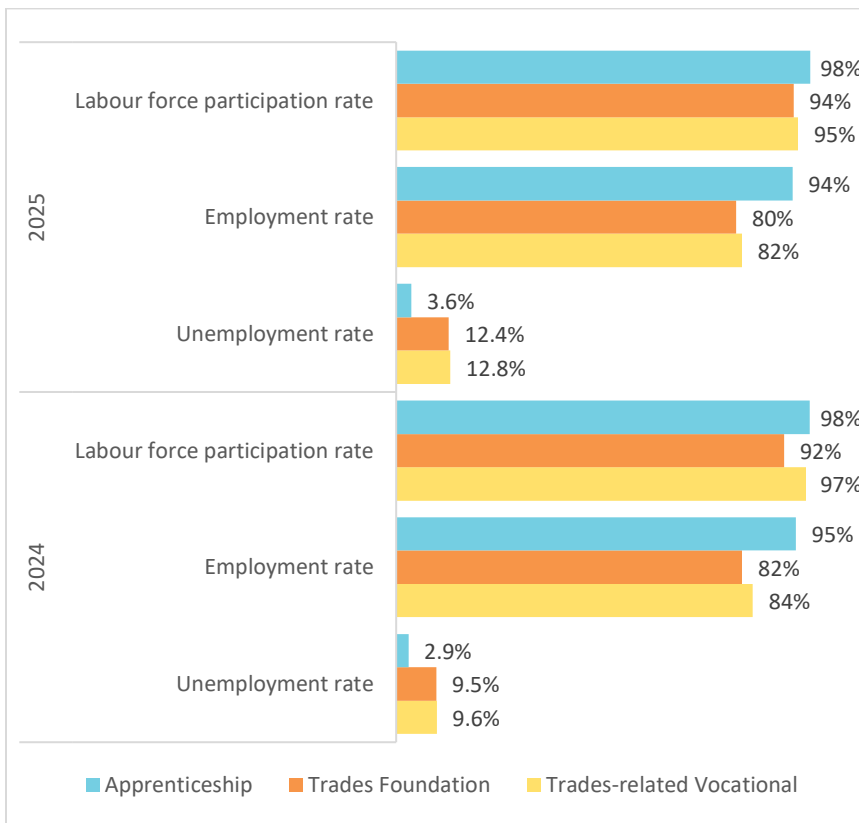
Note: Percentages are based on respondents who became apprentices.

**Prepared for Apprenticeship**

*A majority of the trades foundation students who became apprentices were well prepared.*

**Employment**

Most (96 percent) former trades students were participating in the labour force at the time they were surveyed. The overall unemployment rate was significantly higher than the previous year (8.0% in 2025 vs. 6.2% in 2024).

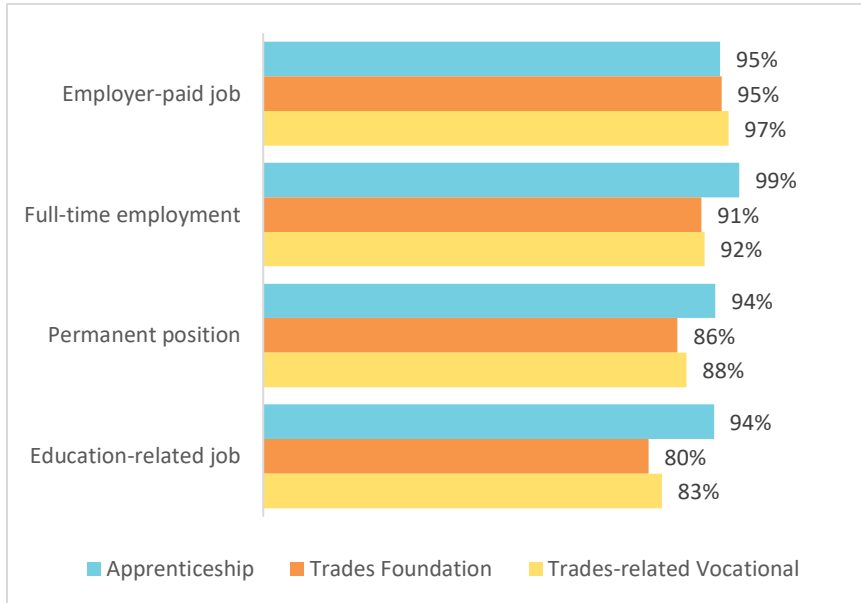


**Employment Outcomes**

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

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 characteristics of employment for trades respondents were very good. Nearly all employed respondents were employer-paid and working full-time. Most former trades students were in permanent positions and had training-related jobs.



**Employment Characteristics**  
 Most of the employed trades respondents worked in a permanent, employer-paid, full-time position in a field that was related to their training.

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.

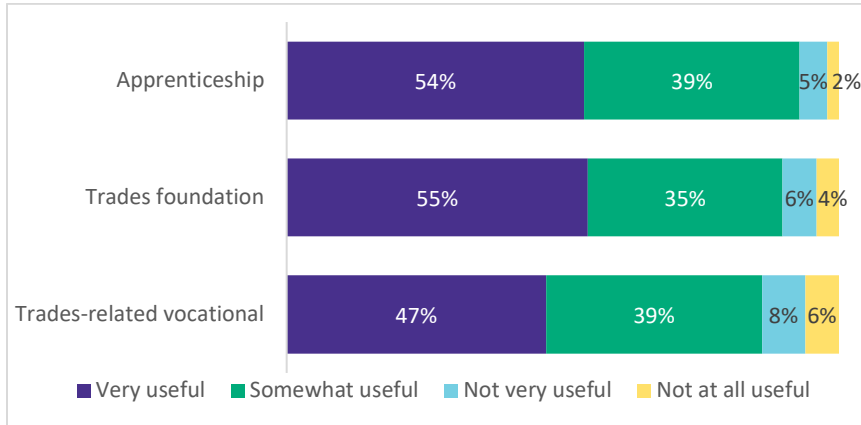
The median hourly wage varied considerably, depending on the type of training completed. Not surprisingly, those who completed their apprenticeship training earned more per hour than the former trades foundation students, who were just starting their apprenticeships or other employment.



**Hourly Wage**  
 Median hourly wages differed among the trades groups, varying according to the amount of training and level of experience.

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

Most employed trades respondents said that the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs (apprenticeship: 93 percent; trades foundation: 90 percent; trades-related vocational: 86 percent).



***Usefulness of Knowledge and Skills***

*Former trades students gave high ratings to the usefulness of the knowledge and skills they gained through their training in relation to performing their jobs.*

# About BC Student Outcomes

Findings from the BC 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](#).