

# BC STUDENT OUTCOMES

## the 2015 highlights

**S**tudent feedback is an essential component of a high-quality, relevant education system. BC Student Outcomes provides that feedback by surveying former post-secondary students who took baccalaureate programs, apprenticeship technical training, and diploma, certificate, or associate degree programs. The surveys are conducted with funding from the Ministry of Advanced Education, the Industry Training Authority, and from B.C.'s public post-secondary institutions. In 2015, almost 28,000 former students were surveyed; key results from those surveys are presented here.

### Of graduates from diploma and certificate programs

- 91% were in the labour force
- 9.3% was the unemployment rate
- 84% of those employed were working full-time
- 85% said the knowledge and skills they learned were useful for employment



### Of former students from associate degree programs (includes university transfer)

- 81% took further studies
- 92% of those who took further studies said they were prepared for those studies
- 73% were studying at the time of the survey

### Of former apprenticeship students

- 86% received their Certificate of Qualification to practice their trades
- 89% said their in-school training was related to their workplace experience
- 97% of those from a traditional apprenticeship program were in the labour force
- 6.2% was the unemployment rate for former traditional apprenticeship students
- 93% said the knowledge and skills they learned were useful for employment



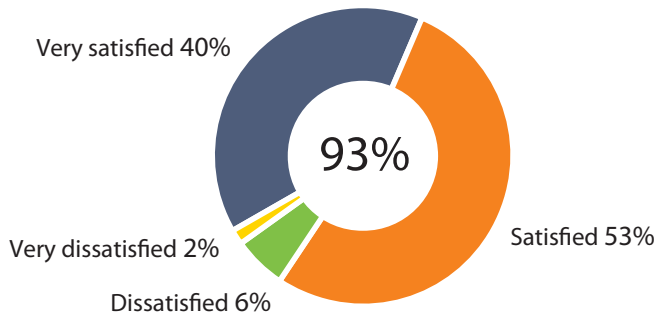
### Of baccalaureate graduates

- 47% went on to further study
- 89% were in the labour force
- 7.1% was the unemployment rate
- 85% of those employed were working full-time
- 85% said the knowledge and skills they learned were useful for employment



# Student Satisfaction

Most of the former students from all programs surveyed in 2015 were satisfied with the education or training they received.



Overall satisfaction with education was high, at 93%.

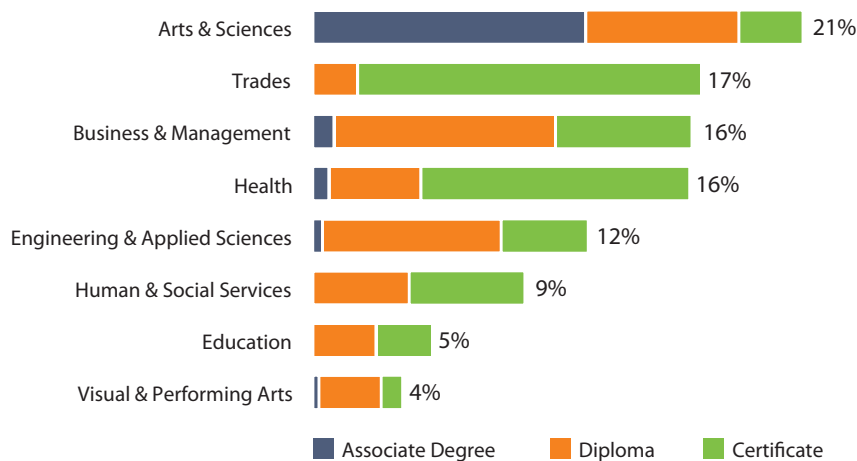
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## Diploma, Associate Degree, and Certificate Students

The 2015 Diploma, Associate Degree, and Certificate Student Outcomes Survey had 14,849 respondents, out of 27,684 former students who were eligible, making the response rate 54 percent. The former students were surveyed within two years of leaving their programs. The respondents' median age was 25, and 54 percent were women.

### Programs

Over one-fifth of the former students surveyed had been enrolled in Arts & Sciences programs and over half of the respondents from those programs were eligible for an associate degree credential. Most of the Trades programs (which include pre-apprenticeship training) and a large number of Health programs were eligible for certificates. Overall, about half of the respondents had been enrolled in certificate programs.

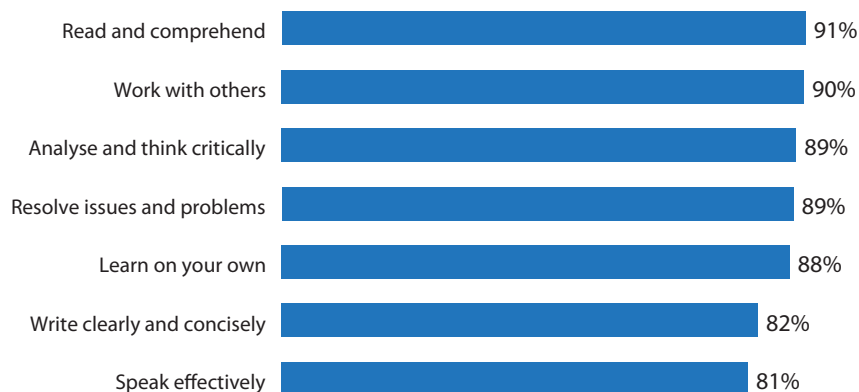


Certificate programs were taken by 47 percent of the former students surveyed.

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. Under *Trades*, 85 percent of respondents were in pre-apprenticeship or foundation programs.

## Evaluations

Large majorities of respondents said their program helped them develop certain skills. In particular, they found their program was *very helpful* or *helpful* in developing the ability to read and comprehend material appropriate to their fields of study.



*Diploma, associate degree, and certificate programs helped respondents to develop valuable skills.*

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

Most former associate degree, diploma, and certificate students gave a favourable rating to the quality of their instruction: 95 percent said it was *very good*, *good*, or *adequate*. (The ratings were on a five-point scale from *very good* to *very poor*; the mid-point adequate is not a neutral value.)

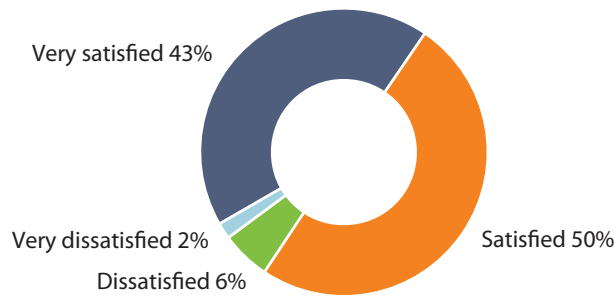
High ratings were given to course content, for example, the relevance of the topics covered. Other aspects relating to program delivery, such as the organization of the program, garnered favourable ratings from a majority.



*Course content was given high ratings by a majority.*

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, excluding those who said *not applicable*. A five-point scale (from *very good* to *very poor*) was used.

Most of the former students surveyed said they were *very satisfied* or *satisfied* with the education they received from their program of study.



*Satisfaction with diploma, associate degree, and certificate programs was high, at 93 percent.*

## Funding

Half of the respondents surveyed were randomly chosen to answer questions about how they funded their studies. Almost half of these respondents borrowed to finance their studies, either from the government student loan program or from another source. For those who borrowed from any source, the median amount was \$10,000.

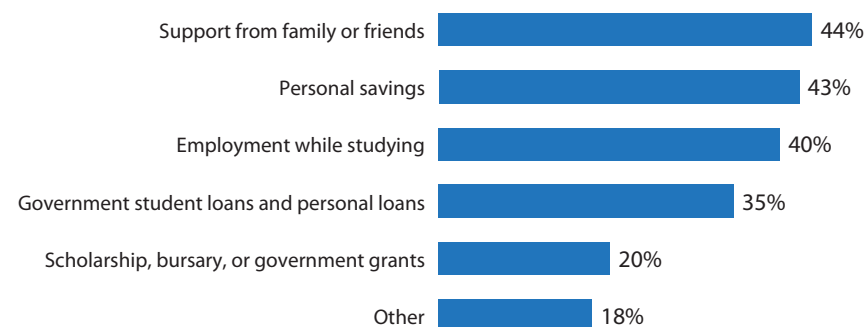
Over one-quarter of respondents borrowed from the government student loan program, and approximately one-third borrowed from another source. Some (12 percent) of the former students surveyed had both a government student loan and debt from other sources.

	Rates of Borrowing	Loan Amounts
Combined borrowing	49%	\$10,000
Government student loan	27%	\$11,000
Loan from other sources	34%	\$5,000

*Fewer than half of respondents borrowed to pay for their education.*

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

The top sources of funding used by former associate degree, diploma, and certificate students to pay for their education were financial support from family or friends, personal savings, and employment while studying.



*Top sources of funding include family or friends, personal savings, and employment.*

Note: Respondents could pick three top sources of funding, therefore percentages add to more than 100. Other sources include employer funding, free room and board, Band or First Nations funding, and other government funding.

## Further studies

*Associate degree or university transfer programs only*

The respondents who left associate degree or university transfer programs and were surveyed in 2015 went on to further education at high rates.



*Respondents from Associate Degree programs went on to further studies.*

Note: Percentages are based on respondents from Associate Degree or university transfer programs.

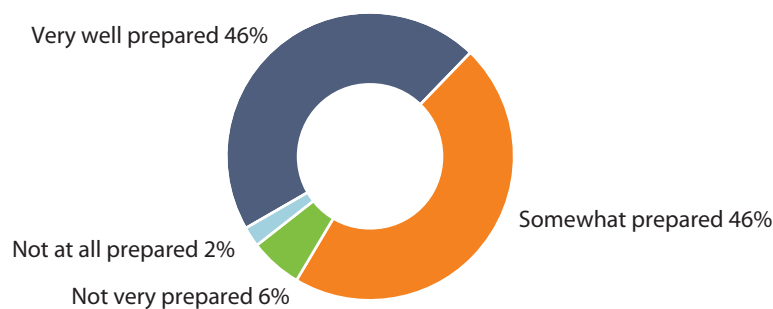
The respondents who took further studies at a different institution were asked if they had expected to transfer course credits—the majority said yes. Of those respondents, very large majorities received the credits they expected and said they were satisfied with the experience.



*The majority of those who went on to further studies expected transfer credits.*

Note: Percentages are based on respondents from associate degree or university transfer programs who took further studies at a different institution; percentages of *received expected credits* and *satisfied with transfer experience* are based on those who expected to transfer course credits. Percentage of *satisfied with transfer experience* equals those who said *very satisfied* or *satisfied*.

The respondents from associate degree programs (including university transfer) who went on to take further studies were very likely to say their program had prepared them—*very well* or *somewhat*—for further education.



*Most, 92 percent, who went on to further studies said they were prepared.*

Note: Percentages are based on respondents from Associate Degree or university transfer programs who took further studies.

## Employment

*Diploma and certificate programs only*

Former students who graduated from diploma and certificate programs were likely to transition directly to the labour force. The labour force consists of those who are employed or looking for work. Only 9 percent of the graduates surveyed in 2015 were not participating in the labour force.



*Nine out of ten diploma and certificate graduates were in the labour force.*

Note: Percentages are based on graduates of diploma and certificate programs. The *employment rate* is the number employed as a percentage of all respondents. The *unemployment rate* is the number of unemployed as a percentage of respondents in the labour force.

Typically, graduates from diploma and certificate programs had favourable employment characteristics. The majority were working full-time in permanent positions that were related to their education. Most worked for an employer; 5 percent were self-employed.

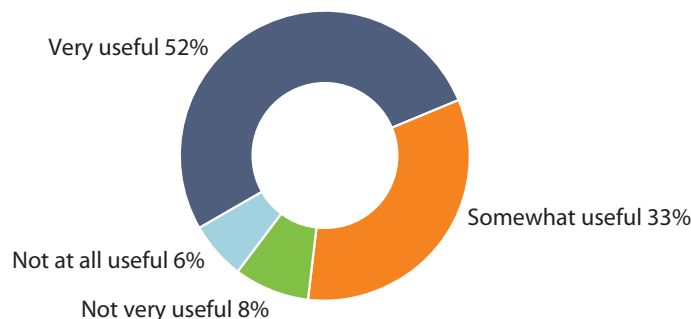


*Employment characteristics for the majority were favourable.*

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

The median hourly wage for those who worked full-time was \$20; for part-time workers it was \$19.

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



*The knowledge and skills learned were useful for employment, according to 85 percent of those who were employed.*

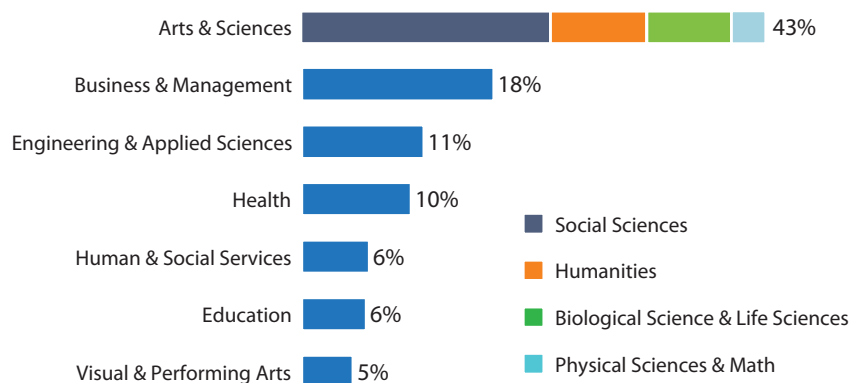
Note: Percentages are based on employed graduates from diploma and certificate programs.

## Baccalaureate Graduates

The 2015 Baccalaureate Graduates Survey of 2013 graduates had a response rate of 44 percent, with 9,964 respondents out of 22,495 who were eligible for the survey. The respondents' median age was 27, and 60 percent were women.

### Baccalaureate programs

A large percentage of baccalaureate graduates had taken a program in the Arts & Sciences group, which is made up of Social Sciences, Humanities, Biological & Life Sciences, and Physical Sciences & Math.



Graduates were most likely to have taken an Arts & Sciences program.

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

### Evaluations

Graduates were likely to say their post-secondary programs had helped them develop skills; in particular, a substantial majority said their program was *very helpful* or *helpful* in developing the ability to analyse and think critically.



Baccalaureate graduates gave high ratings to the help they received developing a number of valuable skills.

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

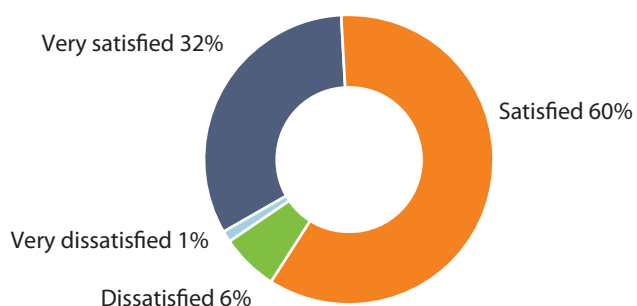
Most respondents said the quality of course instruction in their program was *very good* or *good*. Many also said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Three-quarters said they would take the same program again.



*The quality of instruction and comprehensiveness of courses got high ratings.*

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

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

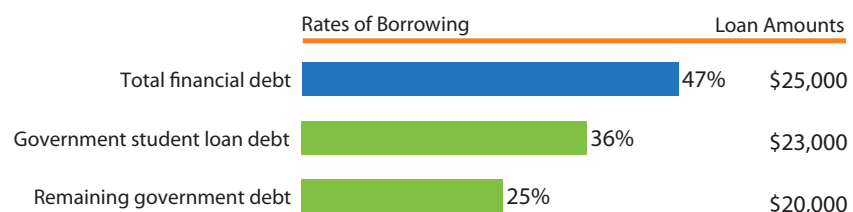


*Satisfaction with baccalaureate education was high, at 92 percent.*

## Funding

Fewer than half of the 2015 graduates who were surveyed incurred debt for their baccalaureate studies. The median amount of debt from all sources incurred by those who borrowed was \$25,000.

Over one-third of respondents incurred debt from the government student loan program. By the time of the survey, only one-quarter of respondents reported having any government student loan debt remaining to repay.

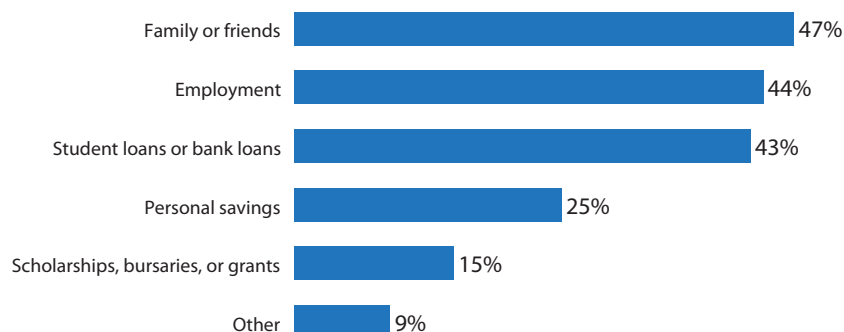


*Fewer than half of graduates surveyed incurred debt for their studies.*

Note: Percentages are based on respondents who gave valid answers to the finances questions. *Remaining government debt* is at the time of the survey. Loan amounts shown are medians, based on those who had debt.



Respondents were asked to identify the top sources of funding they used to help pay for the educational program they completed in 2013. The majority reported that family or friends and employment were the most important sources of funds.

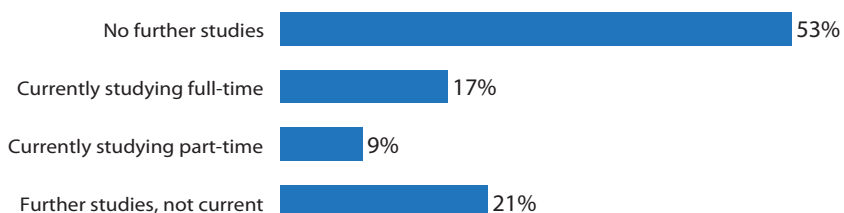


*Top sources of funding include family or friends and employment.*

Note: Respondents could pick two top sources of funding, therefore percentages add to more than 100. Other sources include co-op program, and First Nations funding.

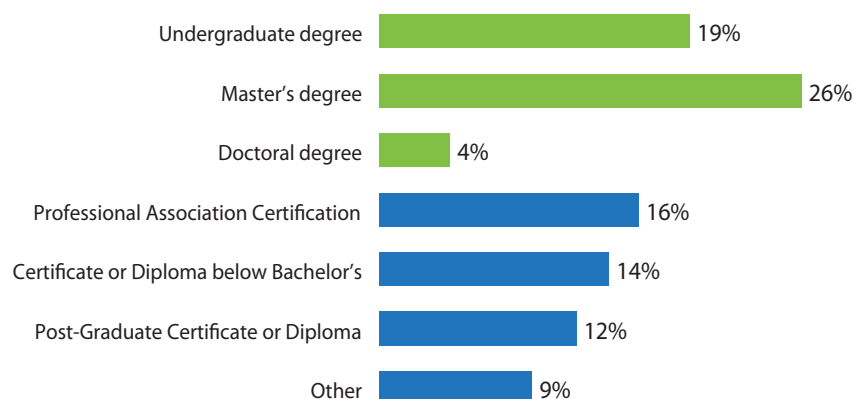
## Further studies

After graduating from their baccalaureate program, 47 percent of respondents went on to further studies; over half of those graduates were still studying at the time of the survey.



*Close to half of graduates surveyed went on to further studies.*

The respondents who went on to further studies took a variety of programs; however, approximately half enrolled in another degree program. Of those enrolled in degree programs, some took another undergraduate degree, while a majority went on to an advanced degree. Others took professional associate certification or a variety of different certificate and diploma programs.



*Almost half, 49 percent, of those taking further education were in a degree program.*

Note: Percentages are based on those taking further education.

## Employment

The majority of graduates surveyed were in the labour force; only 11 percent were neither working nor looking for work. The employment rate shows that a large majority of respondents were employed, while the unemployment rate reflects the number of graduates in the labour force who were looking for work.



*The majority of respondents were in the labour force.*

Note: The labour force includes those who were employed and those looking for work. 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.

Only 6 percent of respondents were self-employed; most worked for an employer where they were likely to be working full-time and in a job related to their baccalaureate program.

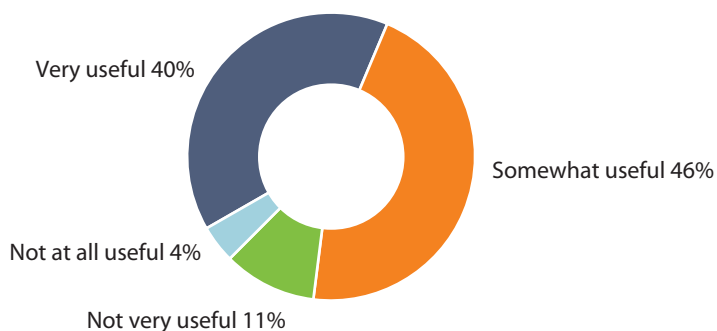


*Employment characteristics were favourable.*

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

The median annual salary for those who worked full-time was \$50,000, and for those who worked part-time, it was \$24,000.

The majority of employed respondents said that the knowledge and skills they gained through their baccalaureate studies were *very* or *somewhat useful* to them in their work.



*The knowledge and skills gained were useful for employment.*

Note: Percentages are based on employed respondents.

## Apprenticeship Students

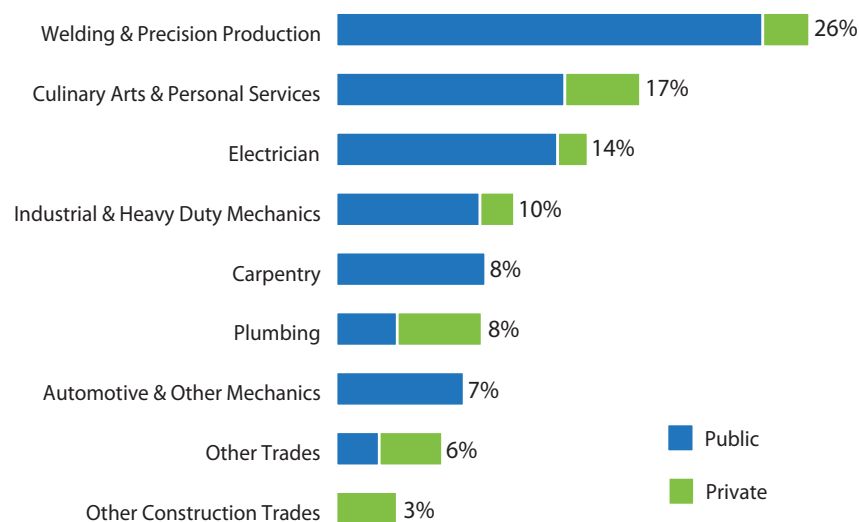
*The 2015 Apprenticeship Student Outcomes Survey had a 51 percent response rate: of 5,616 former apprentices eligible for the survey, 2,889 responded. The respondents' median age was 28, and 88 percent were men. They were surveyed within two years of completing their in-school training.*

A traditional apprenticeship usually requires a minimum of four years to complete. Workplace training accounts for the majority of that time, while approximately 20 percent is in-school technical training, delivered through a public post-secondary institution or private training organization. An apprentice who completes the required levels of in-school training, passes exams, and is recommended by a sponsoring employer will receive a Certificate of Qualification (C of Q) from the Industry Training Authority (ITA). The ITA also offers apprenticeship completion and certification at different levels for certain programs. These progressive credential programs provide both on-the-job training and in-school technical training and result in certification upon completion of what was once one level of training in a traditional apprenticeship—23 percent of respondents had been in progressive credential programs.

At the time of the 2015 survey, 86 percent of respondents (from traditional and progressive credential programs) said they had received their Certificate of Qualification.

### Trade programs

Welding & Precision Production programs had the largest number of apprentices: over one-quarter of those surveyed. Culinary Arts & Personal Services and Electrician were also popular choices. Overall, 78 percent of respondents did their training in a public post-secondary institution.



*The majority of former apprentices took their in-school training in a public post-secondary institution.*

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

## In-school training

Most of the former apprentices surveyed said their in-school training helped them develop skills; in particular they said it was *very helpful* or *helpful* in developing the ability to read and comprehend material appropriate to their field. The skills required to use tools and equipment, analyse and think critically, and use mathematics were also given high ratings.

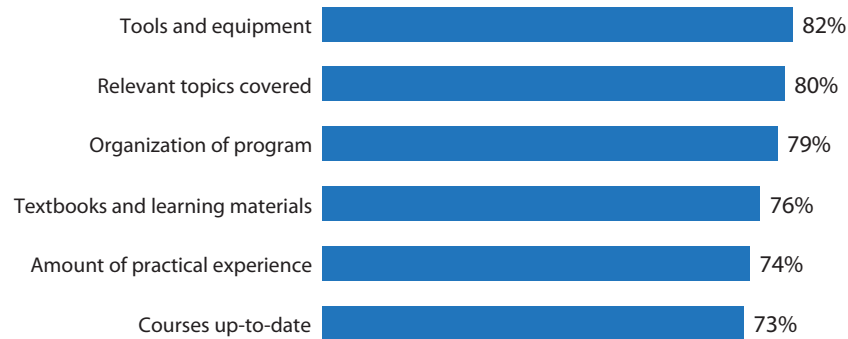


*In-school training helped develop important skills.*

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

Almost all respondents (96 percent) said the quality of instruction they received was *very good*, *good*, or *adequate*. (The ratings were on a five-point scale from *very good* to *very poor*; the mid-point *adequate* is not a neutral value.)

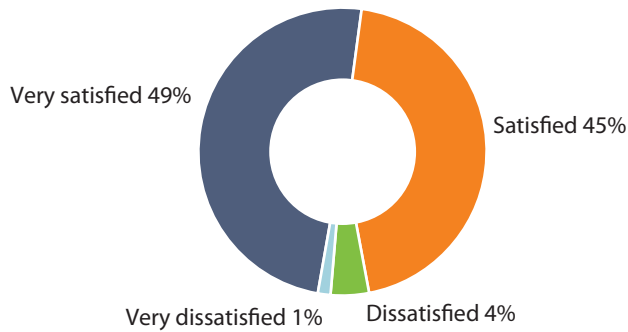
Former apprentices rated many aspects of the content and delivery of their programs. A large majority said the quality of the tools and equipment used in the program were *very good* or *good*. Many also said the courses covered the topics most relevant to their field.



*Many gave high ratings to program content and delivery.*

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

Almost all of the former apprentices surveyed said they were *very satisfied* or *satisfied* with the education they received during the in-school portion of their training.

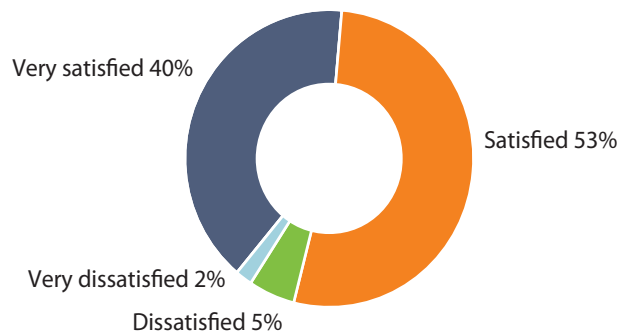


Respondents' satisfaction with in-school training was high at 94 percent.

## Workplace training

Of the former apprenticeship students who were surveyed, 89 percent were employed as an apprentice or had a work placement outside of their training institution.

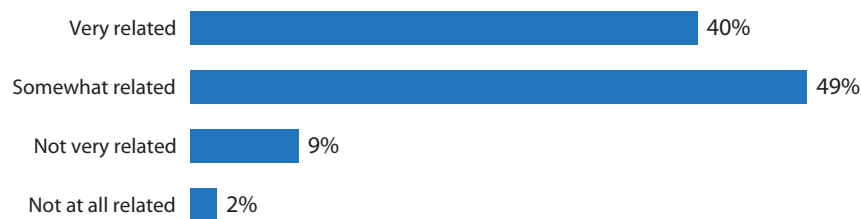
Most of the respondents who worked for an employer or had a placement outside of their training institution were *very satisfied* or *satisfied* with their workplace experience.



The workplace experience satisfied 93 percent of respondents.

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

A very large majority reported that their in-school training was *very related* or *somewhat related* to their workplace experience.



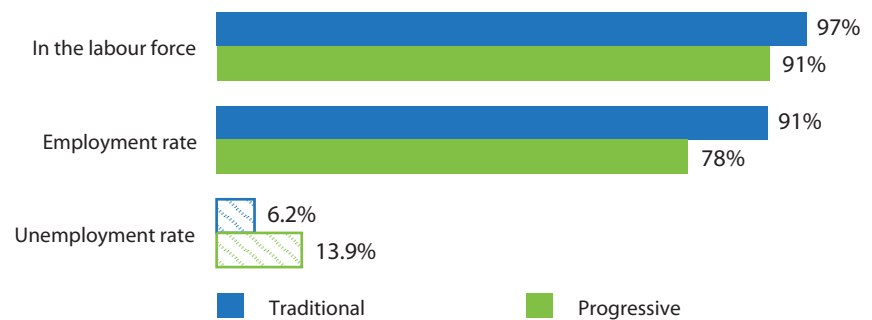
In-school training was related to the workplace experience, according to 89 percent.

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

## Employment

The respondents who completed their training for a traditional apprenticeship and those who have done progressive credential apprenticeships have somewhat different employment outcomes.

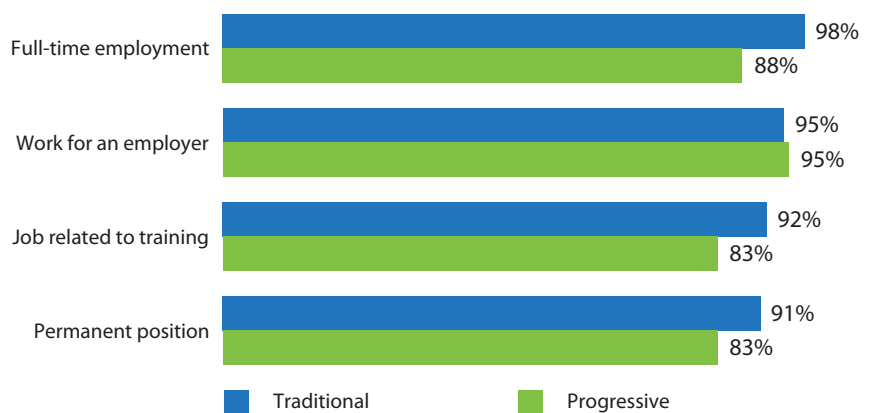
Most former apprentices were in the labour force. The participation rate of those from a traditional program was a little higher than that of those from a progressive credential program. The employment and unemployment rates both differ according to program type.



*Labour force participation rates were high for apprentices who completed training.*

Note: The *labour force* includes those who were employed and those looking for work. 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.

Typically, former apprentices were employed full-time and in a permanent position related to the training they took. Most worked for an employer—5 percent were self-employed.

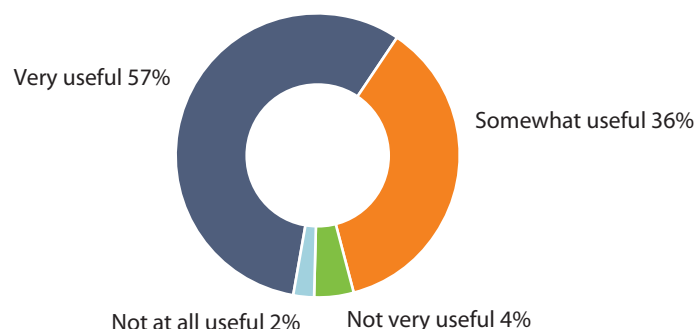


*Employment characteristics were good, especially for those from traditional apprenticeship programs.*

Note: Percentages are based on employed respondents.

Hourly wage differed considerably between those from traditional and progressive credential apprenticeship programs. The median hourly wage for those employed full-time was \$32 for traditional apprenticeship respondents and \$19 for progressive credential apprenticeship respondents.

Most respondents, whether from traditional or progressive credential programs, said that the knowledge and skills they gained in their training were useful performing their jobs.



Note: Percentages are based on employed respondents.

*The usefulness of the knowledge and skills gained was acknowledged by 93 percent of former apprenticeship students.*

## About BC Student Outcomes

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