

BC STUDENT OUTCOMES

The 2022 Highlights

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.

Overall Results

In 2022, over **28,500** former students were surveyed. **90%** of the former post-secondary students surveyed were satisfied or very satisfied with the education or training they received.

Baccalaureate Graduates

- 44% took further studies
- 91% were in the labour force
- 89% of those employed were working full-time

Associate Degree & University Transfer Students

- 59% took further studies
- 78% of those who took further studies received transfer credits
- 78% were satisfied with their transfer experience

Diploma Students

- 90% were satisfied with their education
- 87% were employed
- 84% of employed graduates said the knowledge and skills gained were useful in their jobs

Certificate Students

- 91% were satisfied with their education
- 88% were employed
- 81% of employed graduates were in an education-related job

Apprenticeship Students

- 98% were in the labour force
- 2.6% was the unemployment rate
- 98% of those employed were working full-time

Trades Foundation Students

- 83% were employed
- 93% of those employed were working full-time
- 78% of those employed were in a training-related job

Trades-Related Vocational Students

- 94% were satisfied with their education
- 91% were employed
- 94% of those employed were working full-time

Baccalaureate Graduates



BACCALAUREATE GRADUATES

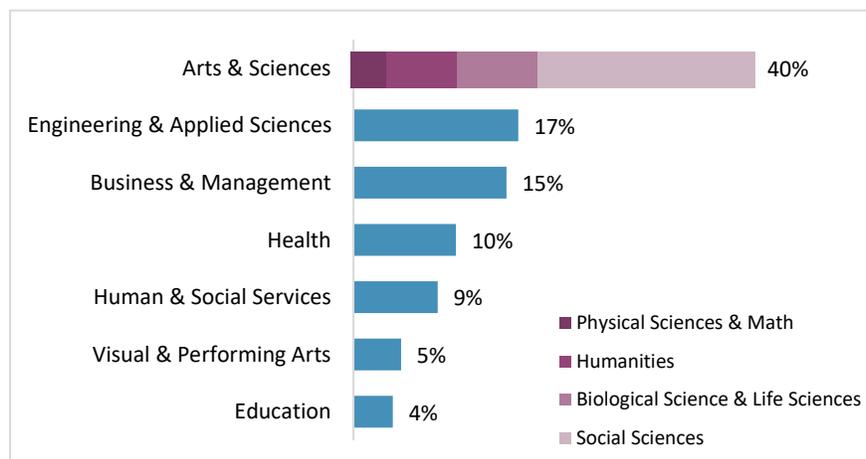
Eligible for survey	24,752
Respondents	9,423
Response rate	38%
Median age	26
% Female	60%

Baccalaureate students are surveyed two years after graduation.

Note: Data are from the 2022 BC Student Outcomes Survey of 2020 Baccalaureate Graduates.

Baccalaureate Programs

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

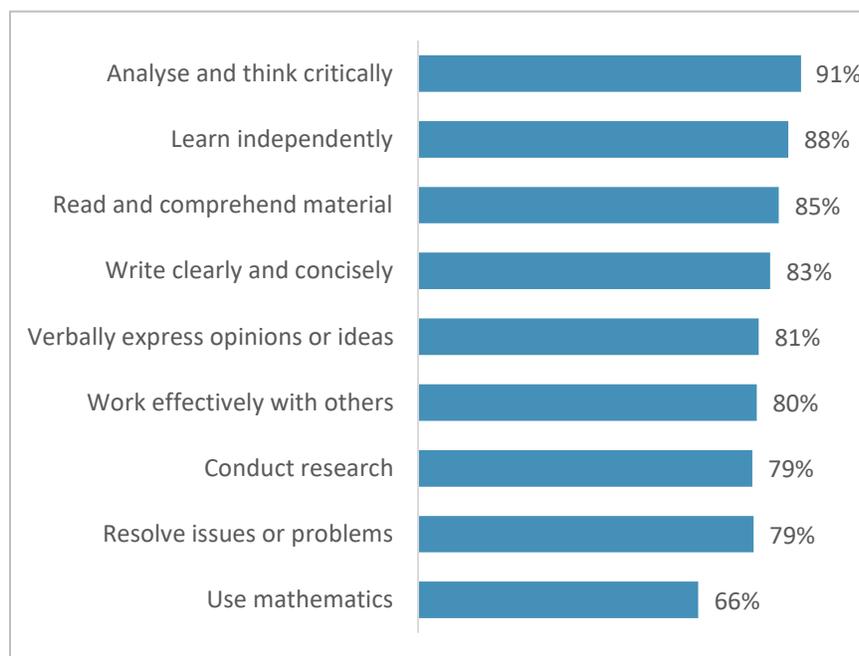


Baccalaureate Programs
The largest group of baccalaureate graduates took Arts and Sciences programs.

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

Education Evaluations

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

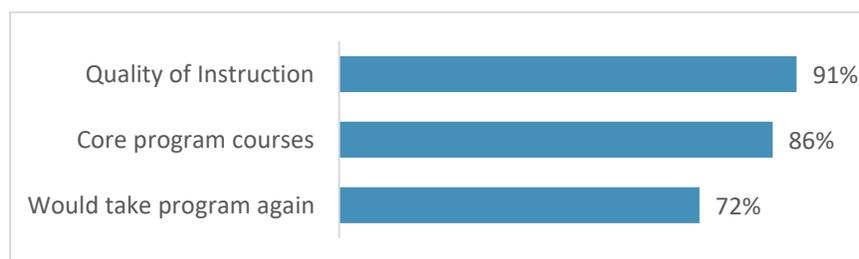


Skills Developed

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 said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Almost three-quarters said they would take the same program again.

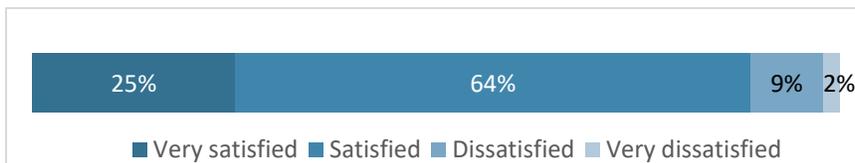


Program Ratings

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.

Most (89 percent) of the graduates surveyed said they were *very satisfied* or *satisfied* with the overall education they received from their program.

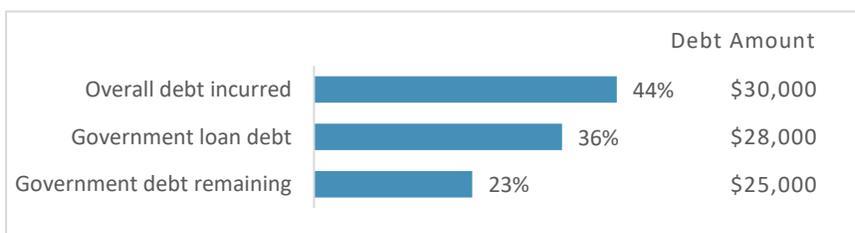


Overall Satisfaction

Baccalaureate graduates were satisfied with their education.

Funding

More than four in ten baccalaureate respondents incurred debt to fund their studies. For those who had incurred debt, the median total amount borrowed was \$30,000. About one-third of respondents had government-sponsored student loan debt. Two years after graduation, approximately one-fifth of respondents had government student loan debt remaining.

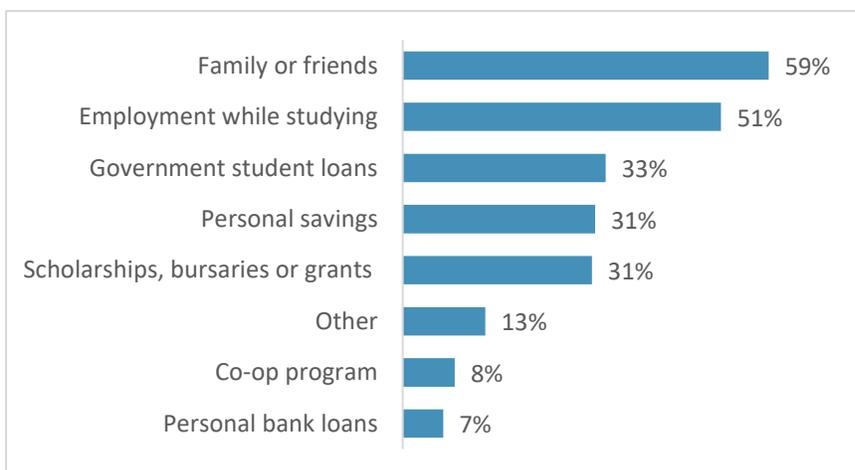


Borrowing and Debt

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. *Government debt remaining* is at the time of the survey. The loan amounts shown are medians, based on those who had debt.

The three most important sources of funding for baccalaureate graduates were family or friends, employment while studying, and government student loans.



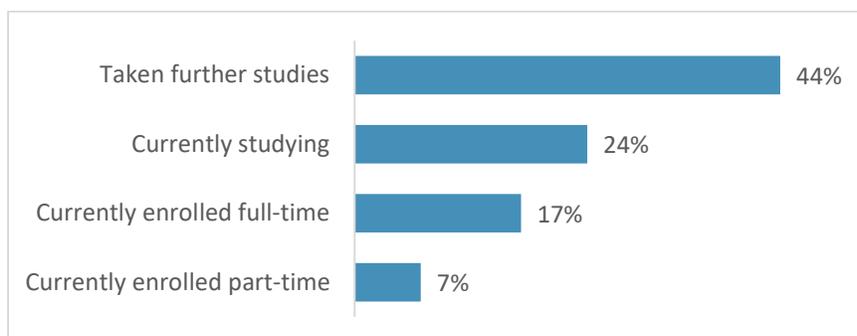
Sources of Funding

Graduates' top sources of funding were family or friends, employment while studying, and government student loans.

Note: Respondents could choose up to three top sources of funding; therefore, percentages add to more than 100.

Further Education

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

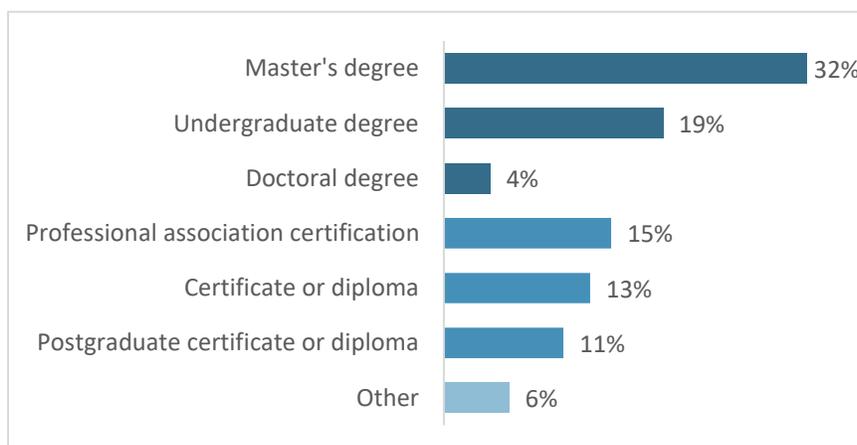


Notes: *Taken further studies* includes those currently enrolled. *Currently enrolled* means the respondent was enrolled at the time of the survey.

Further Education

Just over four in ten graduates went on to further study.

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



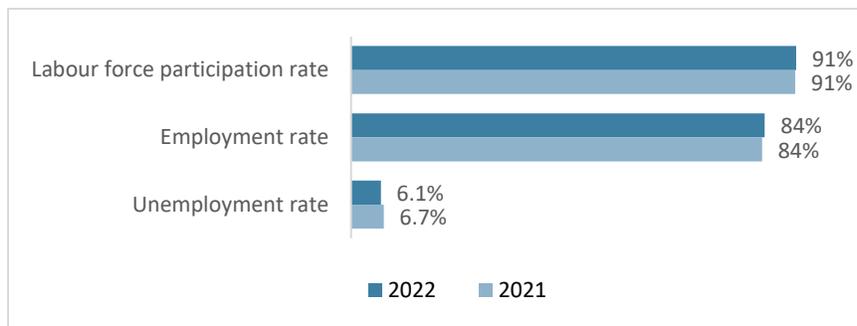
Note: Percentages are based on those who took further education.

Further Education Type

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

Employment

Compared to 2021, the labour force participation rate (those working or looking for work) and the employment rate (the number of employed out of all respondents) remained stable for baccalaureate graduates. The unemployment rate showed a slight decrease when compared to respondents' results from the 2021 survey. The 2021 survey was conducted from September 2021 to February 2022, during the COVID-19 pandemic.

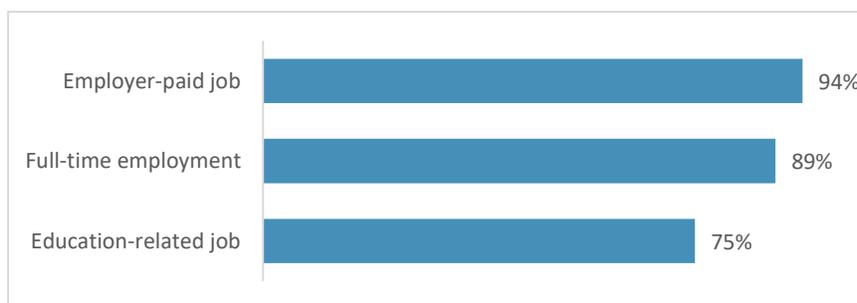


Employment Outcomes

The unemployment rate dropped slightly in 2022, compared to 2021.

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

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



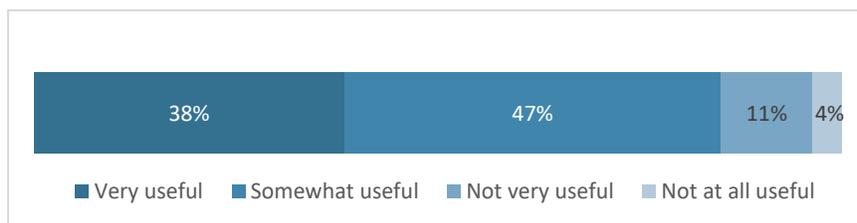
Employment Characteristics

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

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 \$63,000 per year; the median annual salary for part-time employees was \$23,382.

The majority of employed graduates (85 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.



Usefulness of Knowledge and Skills

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

Note: Percentages are based on employed respondents.

Associate Degree, Diploma, and Certificate Students

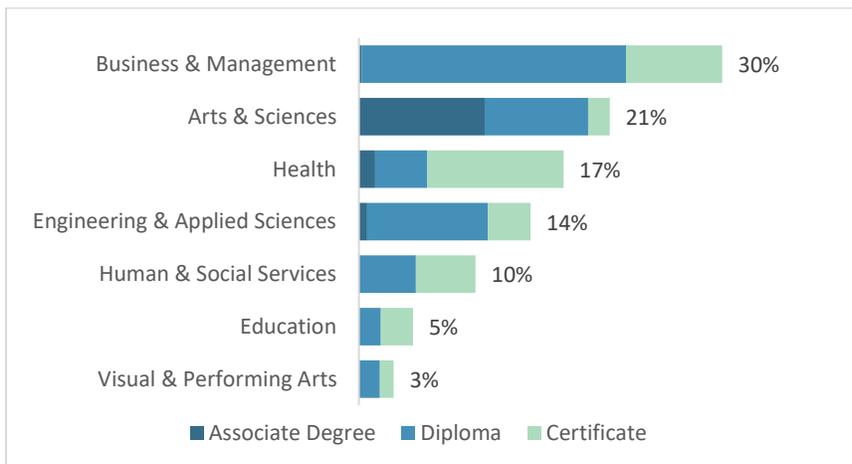
	 ASSOCIATE DEGREE & UNIVERSITY TRANSFER STUDENTS	 DIPLOMA STUDENTS	 CERTIFICATE STUDENTS
Eligible for survey	4,571	16,292	9,712
Respondents	1,909	8,004	5,069
Response rate	42%	49%	52%
Median age	23	25	31
% Female	64%	54%	73%

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

Note: Numbers are from the 2022 BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

Associate Degree, Diploma, and Certificate Programs

Thirty percent of the former students surveyed had taken a Business & Management program, of which a majority were diploma programs. Over half of Health programs were taken for a certificate credential, while in the Arts & Sciences, students tended to seek associate degree credentials.



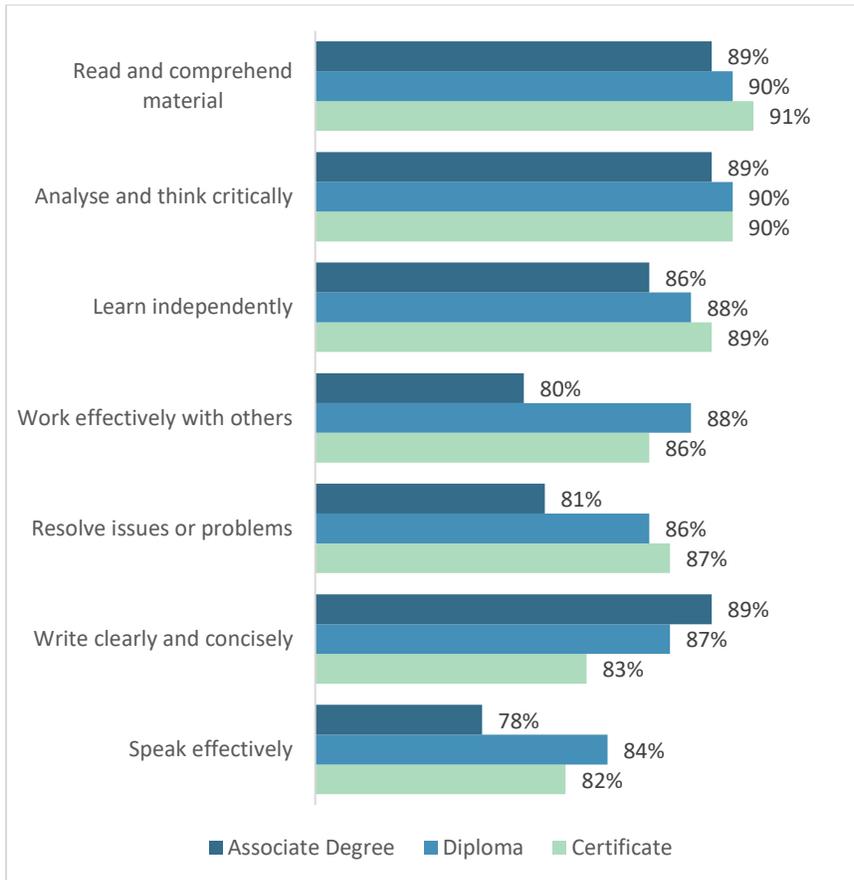
Programs Taken

Business & Management diplomas, Health certificates, and Arts & Sciences associate degrees 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 read and comprehend material and to analyse and think critically.

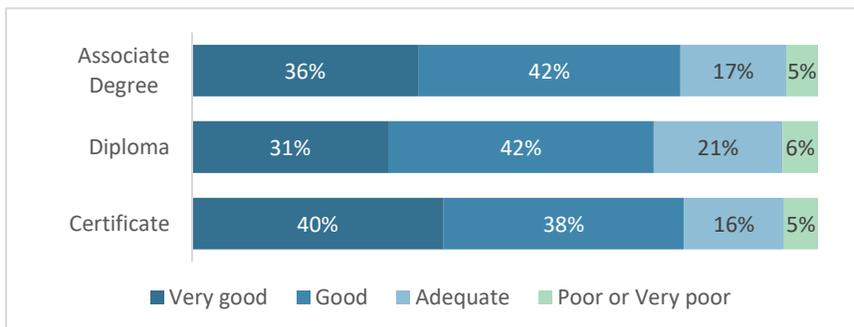


Skills Developed

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*.

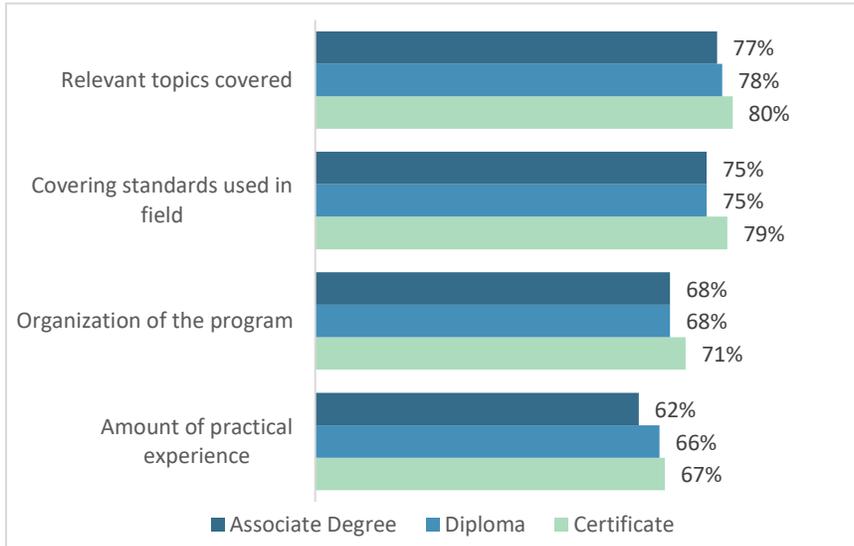
Most former students surveyed rated the quality of instruction *very good* or *good*.



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.

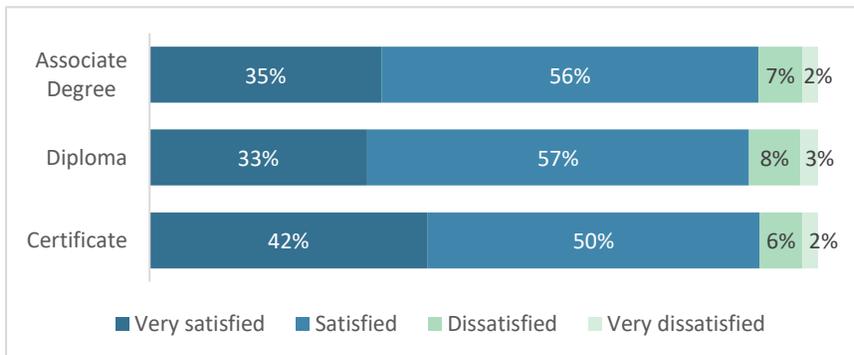


Program Ratings

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; most (90 percent) of the former students surveyed were *very satisfied* or *satisfied* with the programs they took.

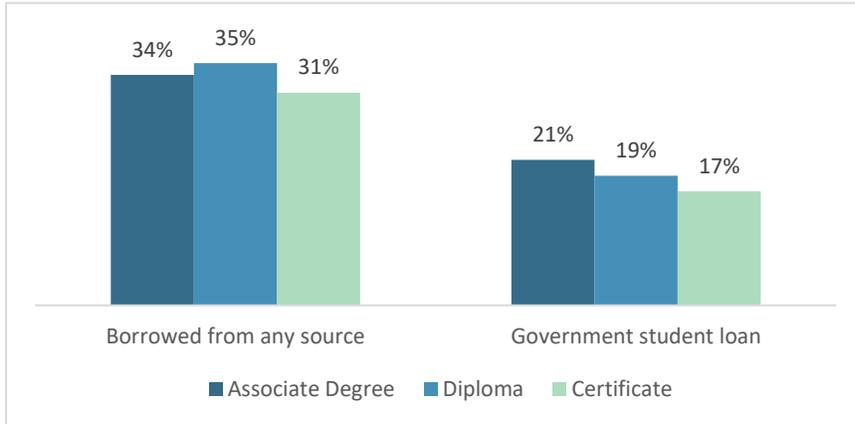


Overall Satisfaction

Most former students were satisfied with their education.

Funding

Just over one-third (34 percent) of the respondents from associate degree, diploma, and certificate programs had incurred financial debt to pay for their education. About 2 in 10 (19 percent) respondents had government-sponsored student loan debt.

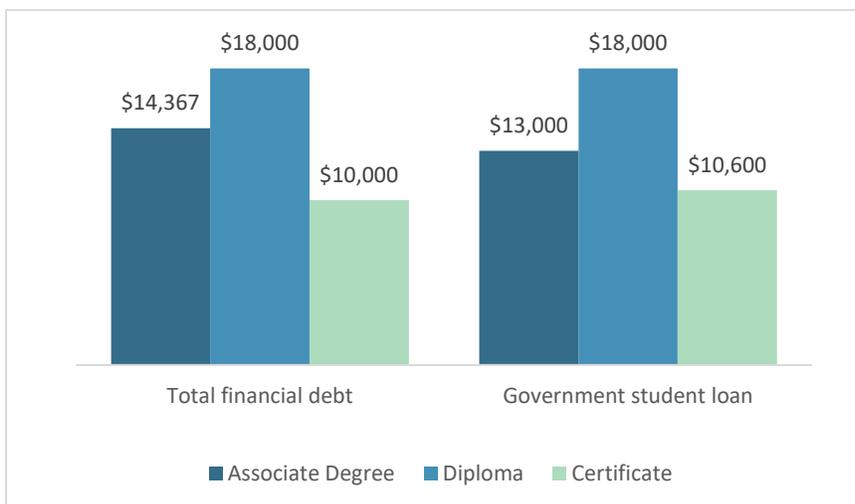


Borrowing Rates

About 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 \$14,000, and the median government student loan amount borrowed was \$14,500.

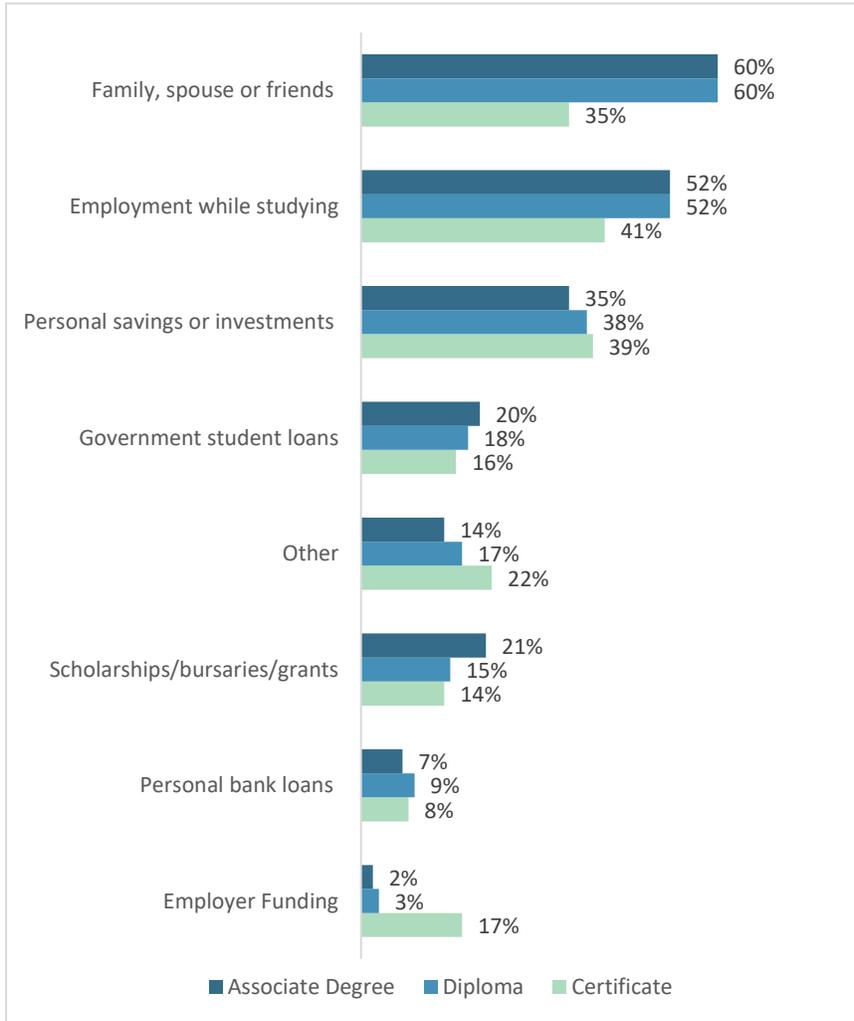


Loan Amounts

The median amounts borrowed varied by credential.

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

The three most important sources of funding for respondents from associate degree, diploma, and certificate programs were support from family, spouse, or friends (51 percent), employment while studying (48 percent), and personal savings (38 percent).



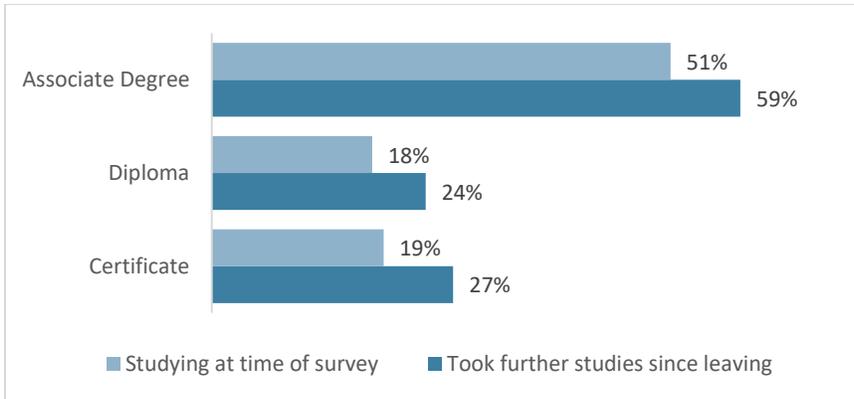
Sources of Funding

The top sources of funding were financial support from family, spouse, or friends, employment while studying, and personal savings.

Note: Respondents could choose up to three top sources of funding; therefore, percentages add to more than 100.

Further Education

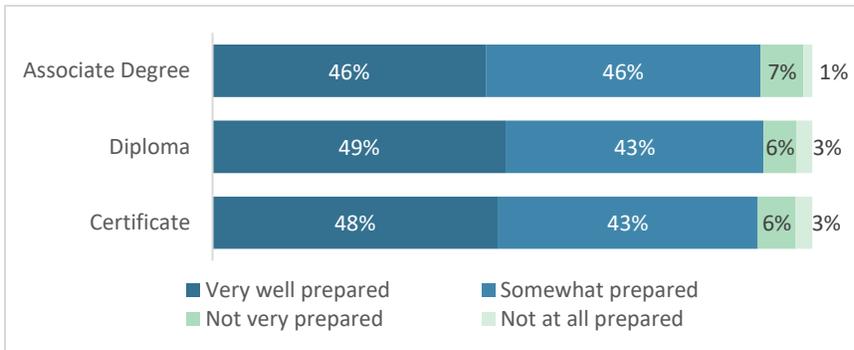
Since leaving their programs, 30 percent of former diploma, associate degree, and certificate students took further education. At the time of the survey, 23 percent of respondents were enrolled in further studies. Former associate degree students were the most likely to have pursued further education.



Further Education

The majority of former associate degree students continued their education.

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

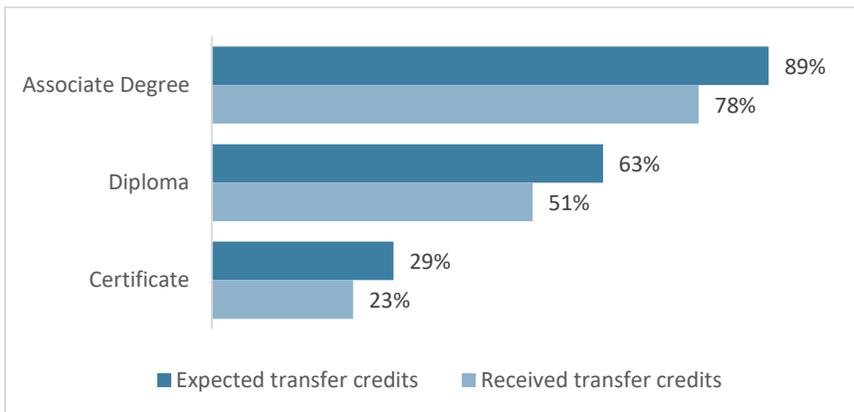


Prepared for Further Studies

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

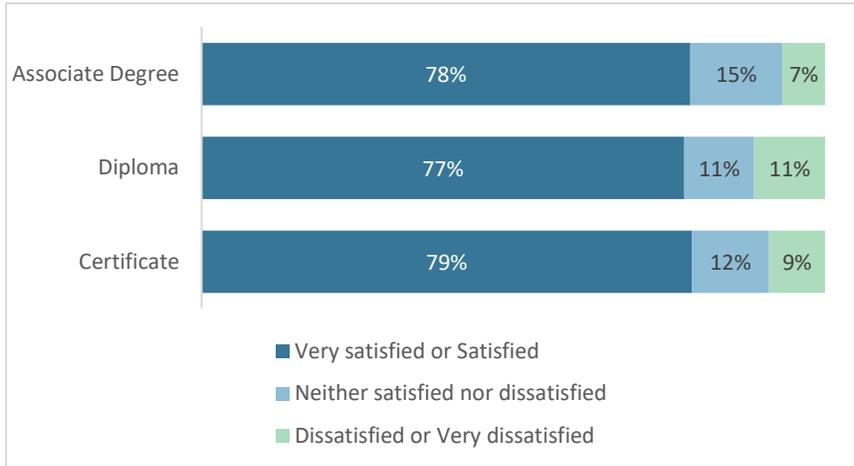


Transfer Credits

Most of the former associate degree students expected transfer credits.

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

Of those who expected transfer credits, a majority (78 percent) were *very satisfied* or *satisfied* with the experience.



Satisfied with Transfer

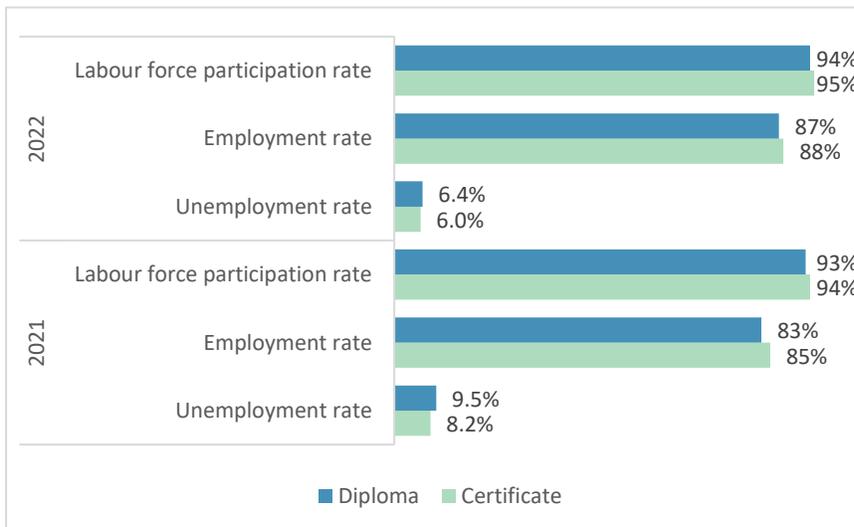
The majority of those who expected transfer credits were satisfied with the transfer experience.

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.

In 2022, most of the graduates from diploma and certificate programs were participating in the labour force at the time of the survey, and the unemployment rate was lower than the previous year.

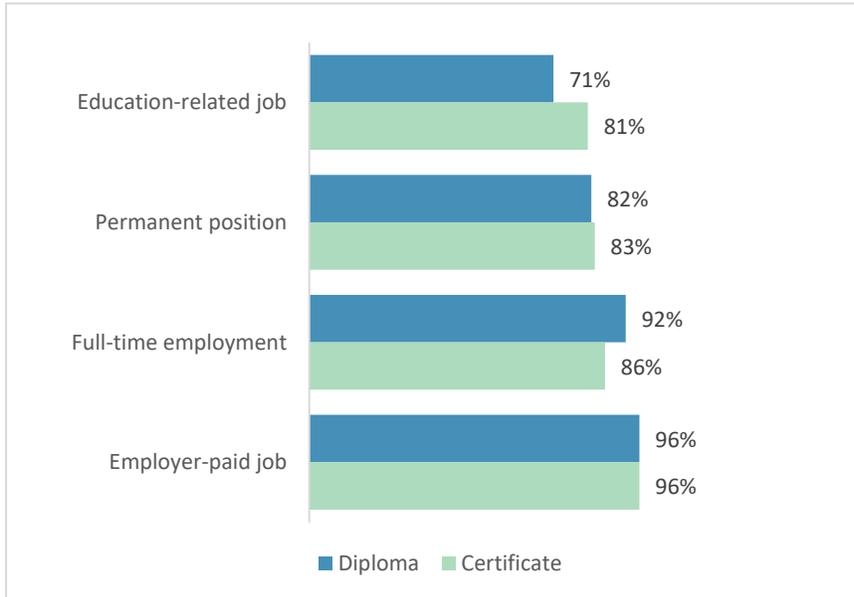


Employment Outcomes

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 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: most respondents were working in an education-related, employer-paid, permanent position, typically full-time. Approximately 4 percent were self-employed.



Employment Characteristics

Most of the 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 jobs* 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 \$24.05; for those employed part-time, it was \$23.58.

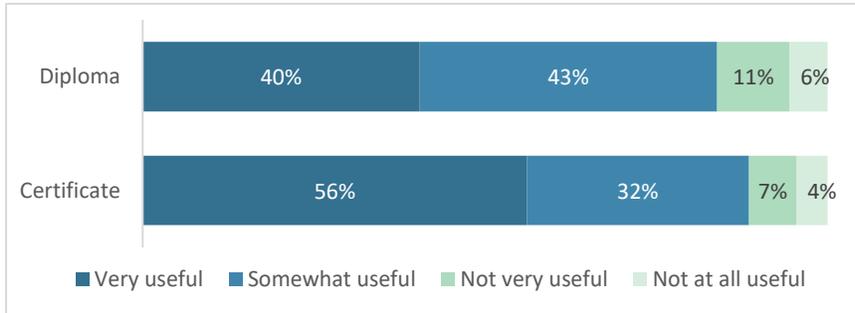


Hourly Wage

Median hourly wages were somewhat less for diploma respondents who were working part-time.

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

A large majority of diploma and certificate graduates (84 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

	 APPRENTICESHIP	 TRADES FOUNDATION	 TRADES-RELATED VOCATIONAL
Eligible for survey	5,128	3,486	380
Respondents	2,405	1,607	221
Response rate	47%	46%	58%
Median age	29	22	27
% Female	9%	26%	21%

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

Note: Numbers are from the 2022 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. Almost all (92 percent) of the respondents to the 2022 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.

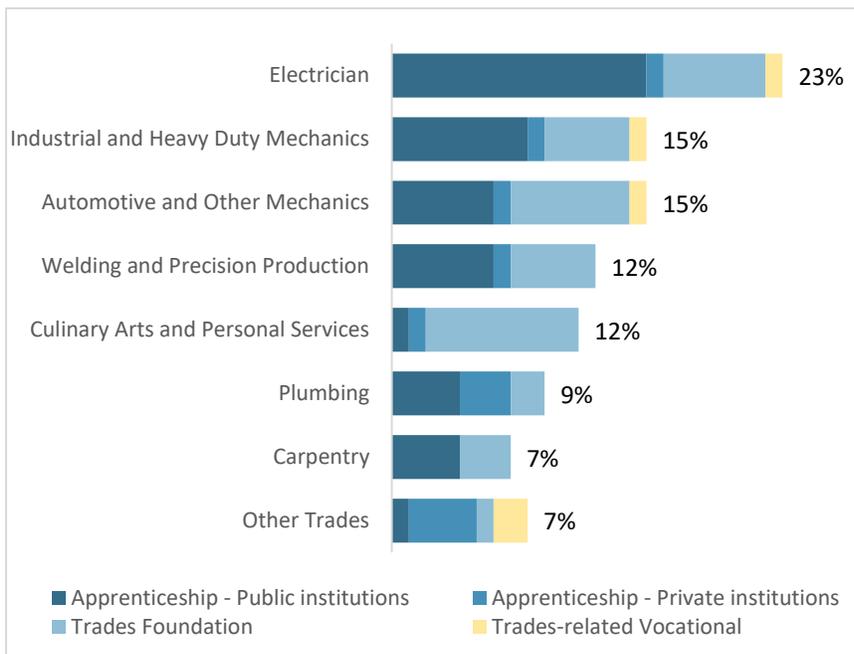
Trades-related vocational training programs offer a broader educational experience than that found in an apprenticeship or trades foundation program. These types of training programs do not usually connect to, or provide credit toward, an apprenticeship in a skilled trades profession.

Programs

More trades survey respondents took Electrician programs than any other trades program. The largest group of apprentices trained as electricians, and while many trades foundation students took Electrician programs as well, slightly larger portions trained in Automotive and Other Mechanics programs and Culinary Arts and Personal Services programs.

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

The majority of former apprentices took their training in a public post-secondary institution, although 20 percent did their in-school studies at a private training organization.



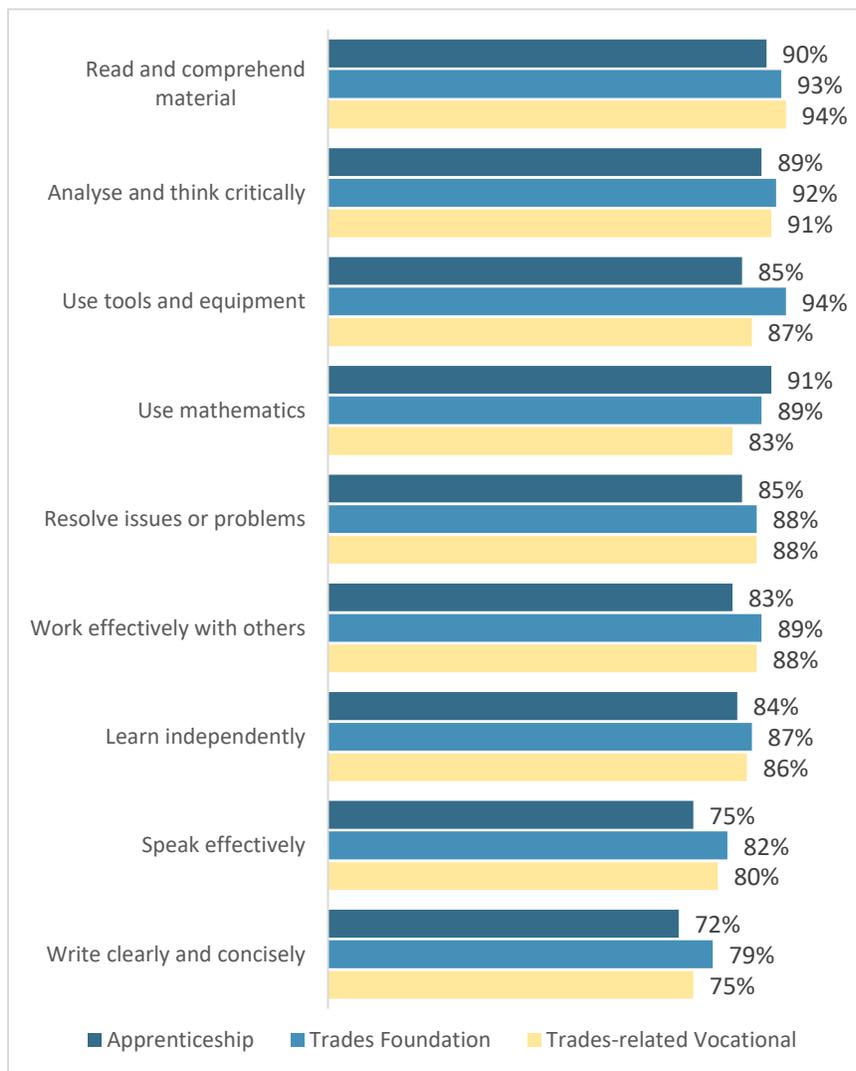
Trades Programs Taken

More than one-fifth of all the former trades students surveyed had taken Electrician programs.

Note: Trades programs were grouped using the [Classification of Instructional Programs \(CIP\)](#).

In-School Training Evaluations

The majority of the former trades students surveyed gave high ratings to their program or in-school training for helping them develop skills. In particular, a large majority of former apprentices said their training helped them develop the skills to read and comprehend material appropriate to their field, analyse and think critically, and to 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 read and comprehend material appropriate to their field.

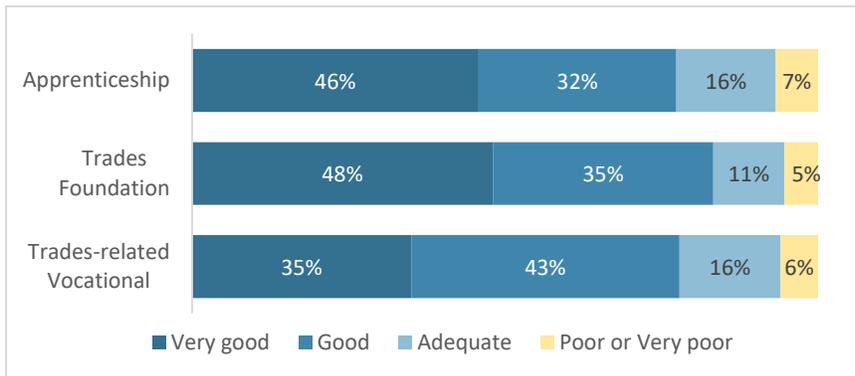


Skills Developed

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

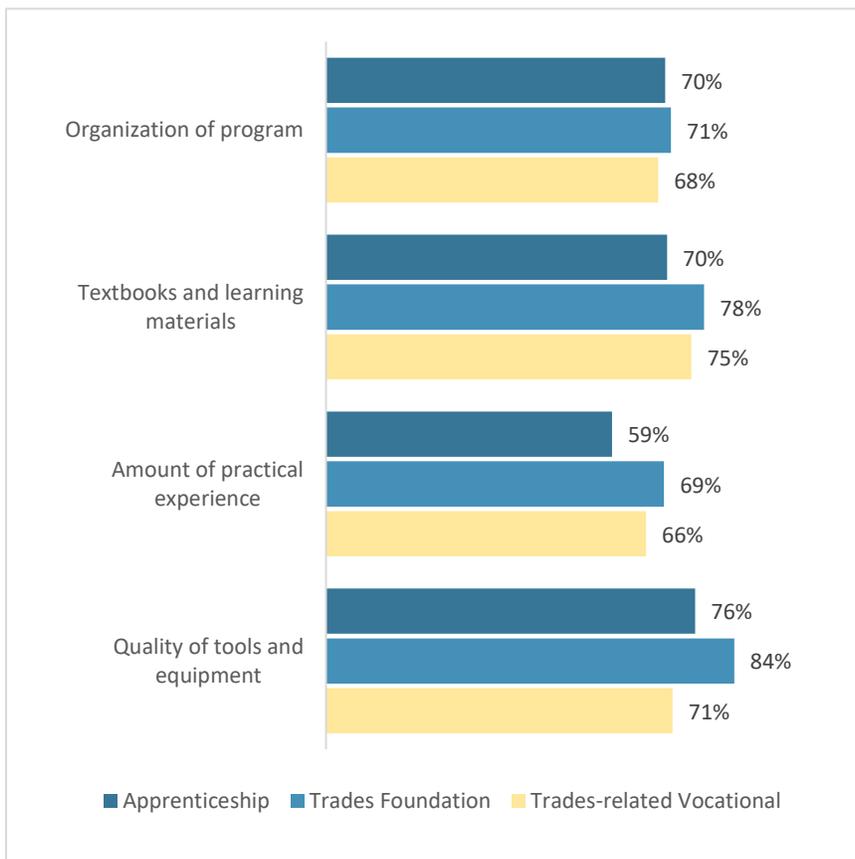
Note: Percentages are of respondents who said their program was *very helpful* or *helpful* in developing the selected skill, based on those who gave a rating on a four-point scale from *very helpful* to *not at all helpful*, excluding those who said *not applicable*.

Most 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*.

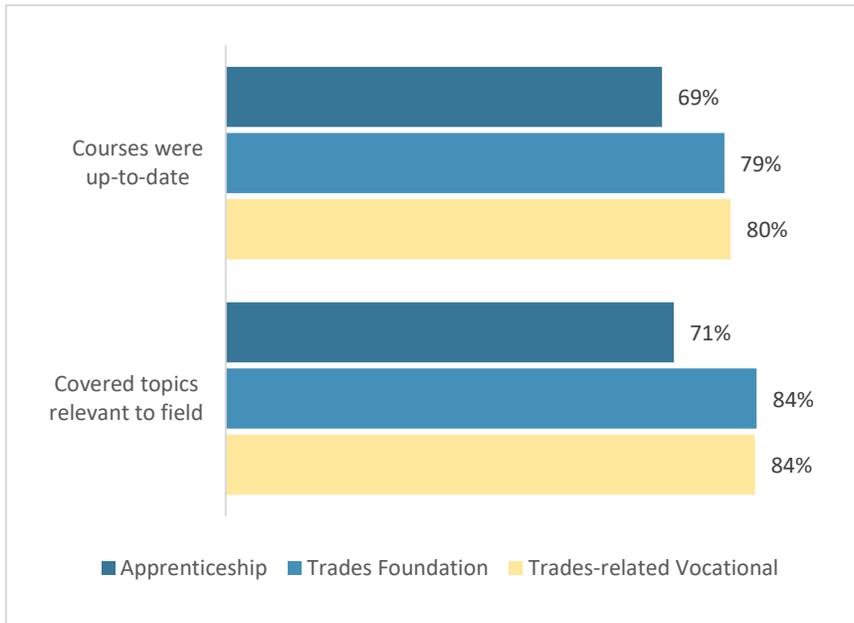


Program Ratings
Selected aspects of training were given favourable ratings.

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 and trades-related vocational students gave

favourable ratings to their program courses' coverage of topics relevant to their fields.

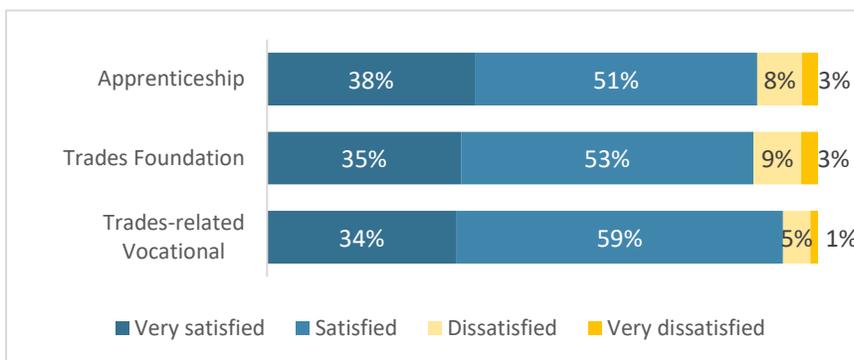


Course Ratings

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



Overall Satisfaction

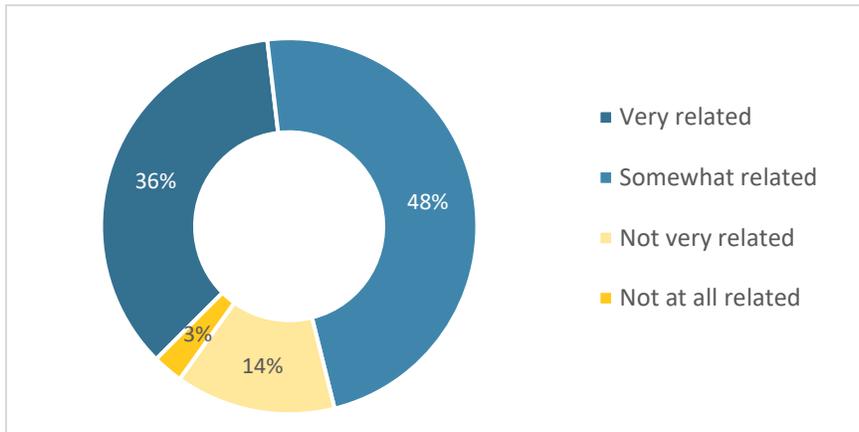
Most former trades students were satisfied with their training.

Workplace Training

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

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

A large majority (84 percent) said their in-school training was *very or somewhat related* to their workplace experience.

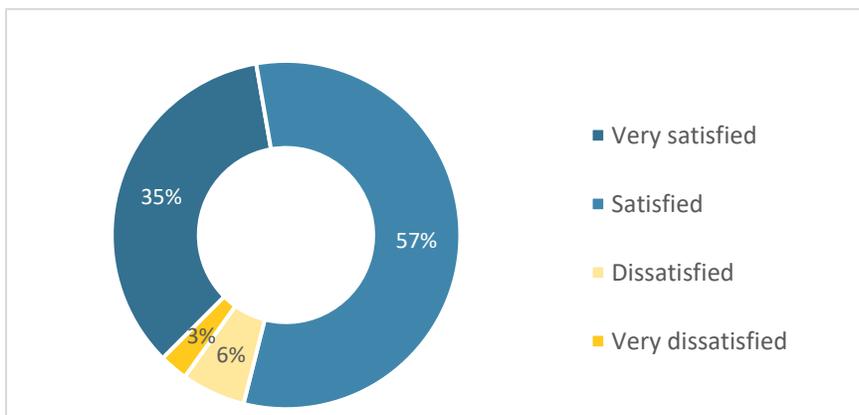


In-School Training Related

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

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

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



Satisfied with Workplace

Former apprenticeship students were satisfied with their workplace training.

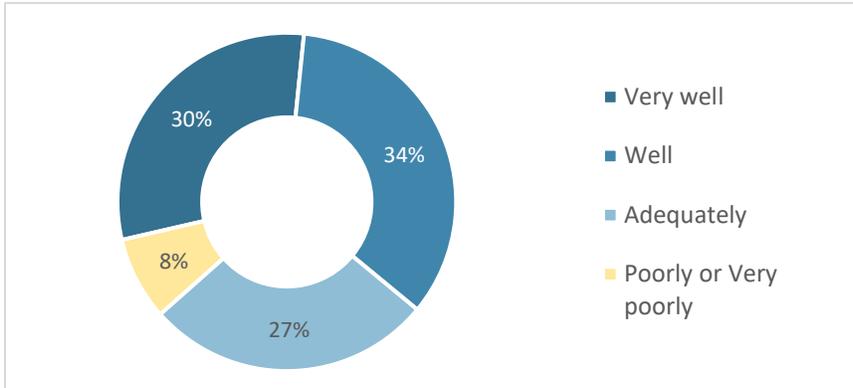
Note: Percentages are based on respondents who were employed as apprentices or who had work placements outside their institutions.

Pathway to Apprenticeship

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

After finishing their foundation programs, 81 percent of former trades foundation students tried to find employment as apprentices. Of those former students, 80 percent were successful in getting employment as an apprentice.

A majority (65 percent) of those who became apprentices said their program prepared them *very well* or *well* for their apprenticeship training.



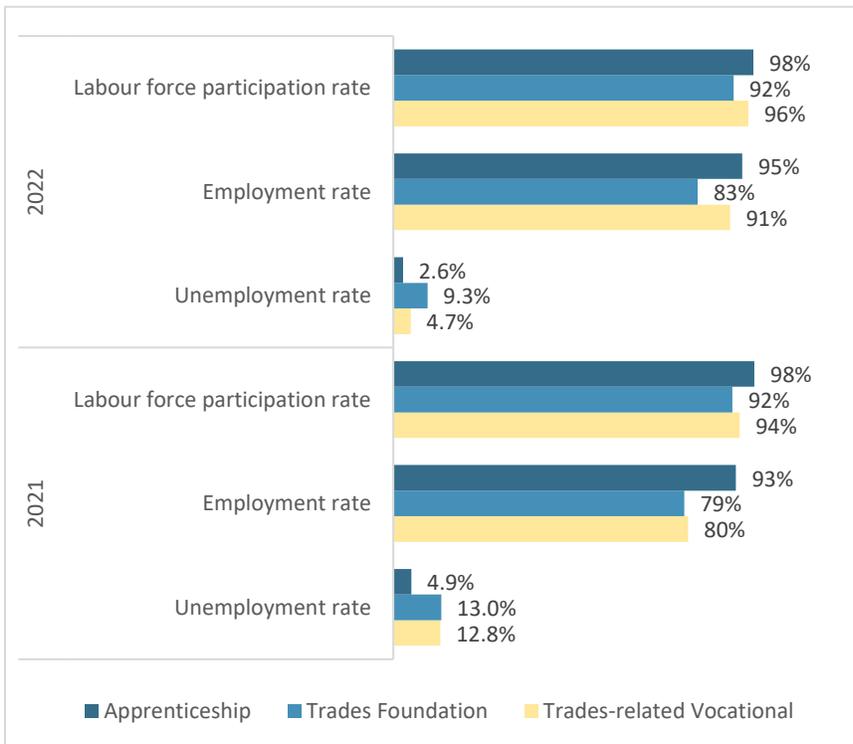
Prepared for Apprenticeship

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

Note: Percentages are based on respondents who became apprentices.

Employment

Most former trades students were participating in the labour force at the time they were surveyed, and their unemployment rates were lower than the previous year.

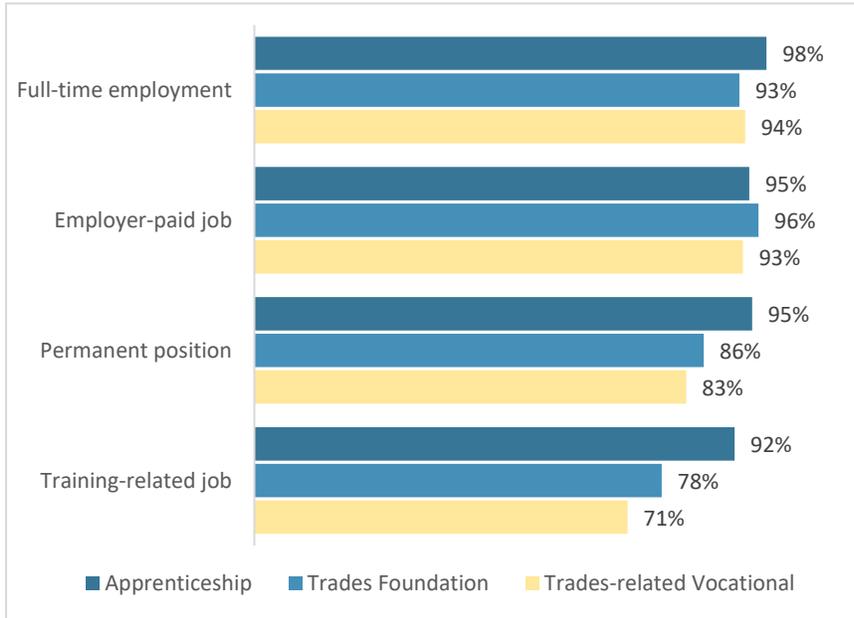


Employment Outcomes

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 working full-time, and most were in permanent positions, typically employer-paid. The majority of former trades students had training-related jobs.



Employment Characteristics

Most of the employed trades respondents worked in a permanent, 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.

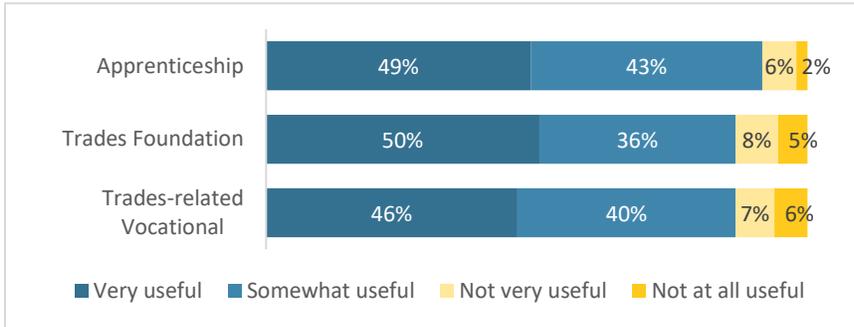


Hourly Wage

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 (apprenticeship: 92 percent; trades foundation: 87 percent; trades-related vocational: 87 percent) said that the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



Notes: Percentages are based on employed respondents.

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](#).