

the 2016 highlights

STUDENT FEEDBACK is essential to maintaining quality and ensuring relevance in the education system. BC Student Outcomes provides that feedback by surveying former post-secondary students who took apprenticeship technical training, baccalaureate programs, and associate degree, diploma, or certificate programs.

OUTCOMES 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 2016, over 28,000 former students were surveyed; key results from those surveys are presented here.

APPRENTICES (TRADITIONAL)

-  98% were in the labour force
-  8.5% was the unemployment rate
-  98% of those employed were working full time
-  93% said the knowledge and skills they learned were useful for employment

BACCALAUREATE GRADUATES

-  47% took further studies
-  89% were in the labour force
-  7.0% was their unemployment rate
-  82% of those employed were working full time
-  72% said their job was related to their education

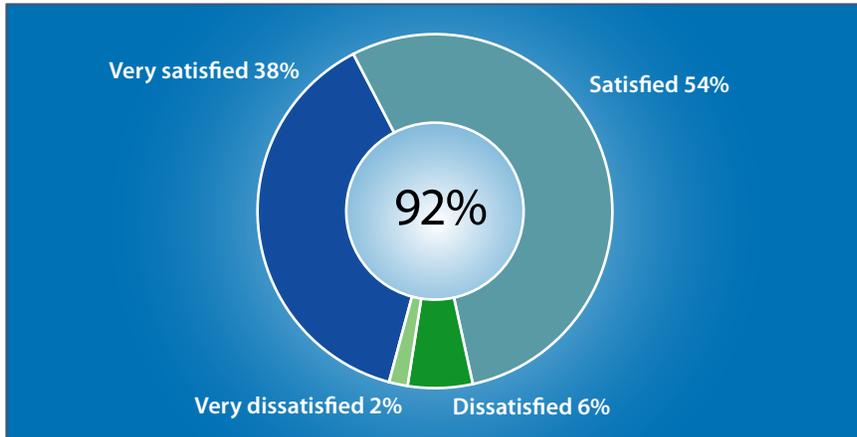
DIPLOMA & CERTIFICATE GRADUATES

-  92% were in the labour force
-  8.6% was their unemployment rate
-  85% of those employed were working full-time
-  85% said the knowledge and skills they learned were useful for employment

ASSOCIATE DEGREE & UNIVERSITY TRANSFER STUDENTS

-  80% took further studies
-  81% of those who took further studies received transfer credits
-  74% were studying at the time of the survey

STUDENTS' SATISFACTION with their education is associated with favourable education evaluations and successful labour market outcomes. Most of the former students surveyed in 2016 were satisfied with the education or training they received.



Overall, satisfaction with education was high.

Apprenticeship

Apprenticeship Students

The 2016 Apprenticeship Student Outcomes Survey had 2,565 respondents out of 4,787 former apprenticeship students who were eligible for the survey, making the response rate 54 percent. The median age of respondents was 29, and 94 percent were men. They were surveyed within two years of completing their in-school training.

A traditional apprenticeship consists of workplace and in-school training and usually takes a minimum of four years to complete. While workplace training accounts for the majority of that time, approximately 20 percent of an apprentice's time is spent on technical training, which is delivered through a public post-secondary institution or private training organization.

An apprentice in a traditional apprenticeship program who completes the required four or five 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).

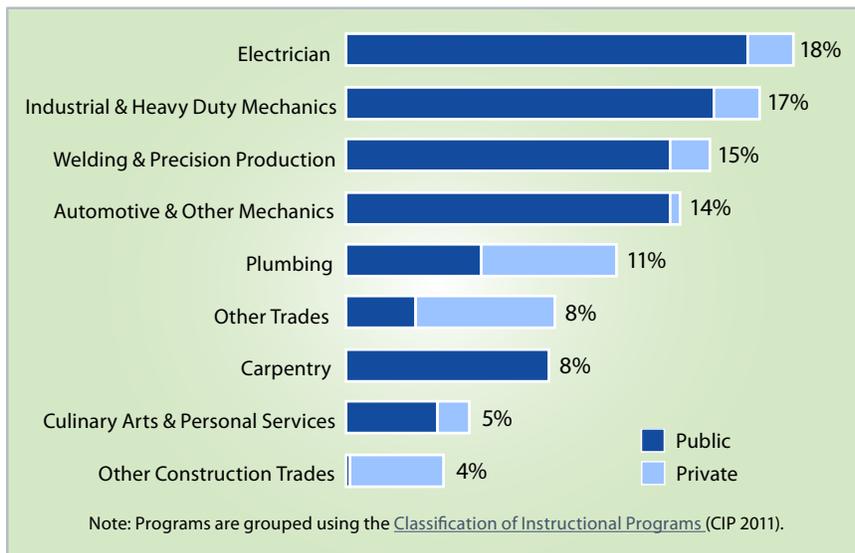
For certain programs, the ITA also offers apprenticeship certification for completion of each level of training in a traditional apprenticeship. These progressive credential programs provide both on-the-job training and in-school technical training.

Before the 2016 apprenticeship survey, many of the welding and cook programs that were previously eligible for a progressive credential were re-categorized as foundation programs (entry-level or pre-apprenticeship training). As a result, only 10 percent of the 2016 survey respondents had taken a progressive credential program, down from 23 percent the previous year.

At the time of the survey, 88 percent of respondents, from traditional and progressive credential programs, had received their Certificate of Qualification or “ticket” to practice their trade.

Trades programs

The majority (78 percent) of former apprentices surveyed took their technical training in a public post-secondary institution. Half of the respondents had apprenticed in one of the following trades: Electrician, Industrial & Heavy Duty Mechanics, or Welding & Precision Production.

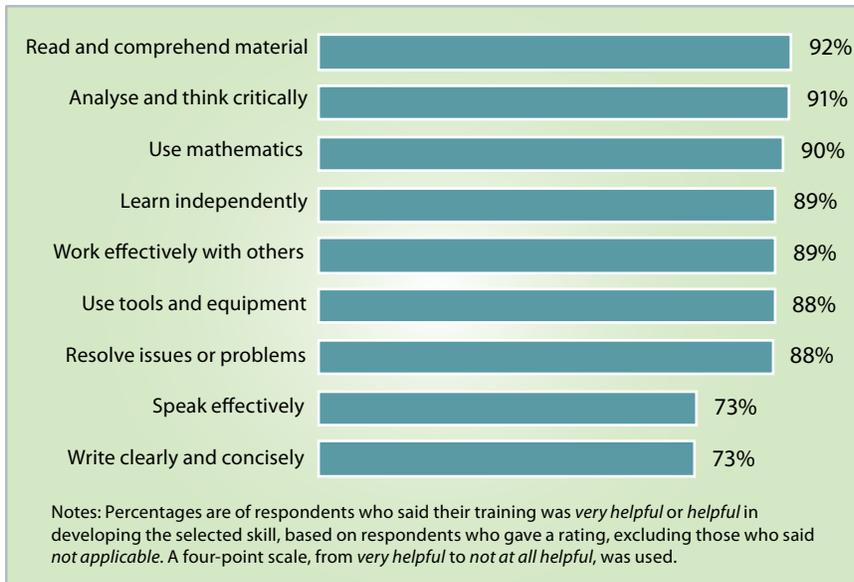


Apprenticeship in-school training programs were delivered through public post-secondary institutions and private training organizations.

In-school training

Almost all respondents (96 percent) said that the instruction they received for their in-school training 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 were likely to say that their in-school training helped them develop a number of important skills. A very large majority said the training was *very helpful* or *helpful* in developing their ability to read and comprehend material. The help given in developing abilities to analyse and think critically and use mathematics was also rated highly.



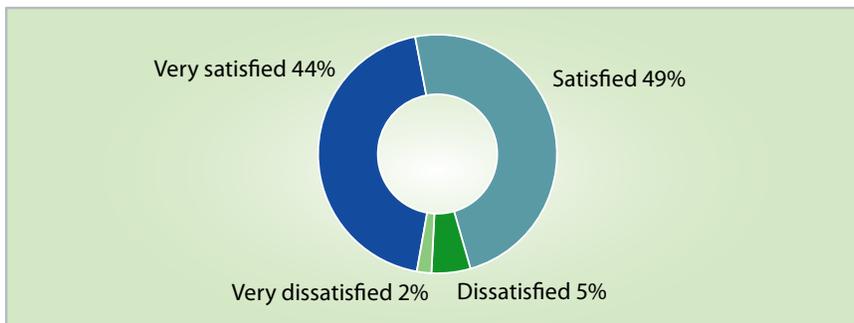
In-school training helped apprentices develop important skills for trades.

Former apprentices were also asked to rate certain aspects of their program and the content of their courses. A majority said that the tools and equipment they used in their training were *very good* or *good*. Many also gave similar ratings to the organization of the program and to the relevance of the topics covered in their courses.



Selected aspects of the programs and course content were rated very good or good.

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

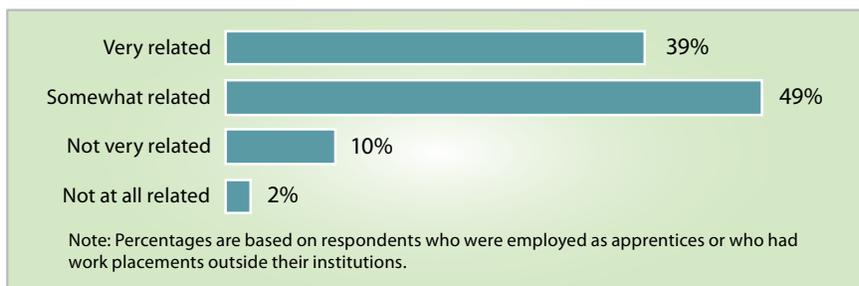


Satisfaction with in-school training was high.

Workplace training

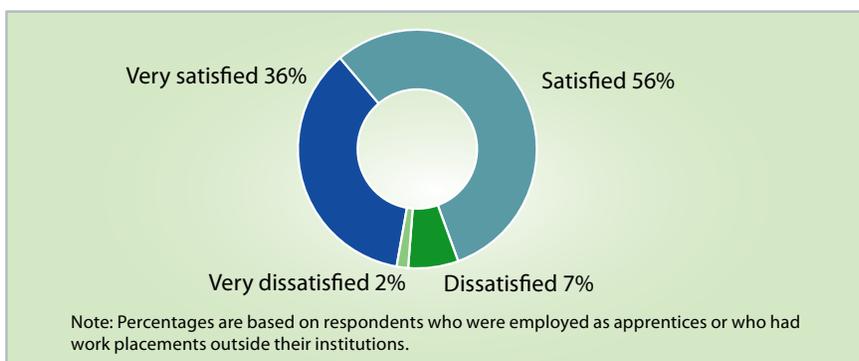
Of the former apprenticeship students surveyed, 93 percent were employed as an apprentice or had a work placement outside of their training institution.

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



In-school training was related to the workplace experience.

Most (92 percent) of the respondents who were employed as apprentices or had work placements were satisfied with the workplace training they received.

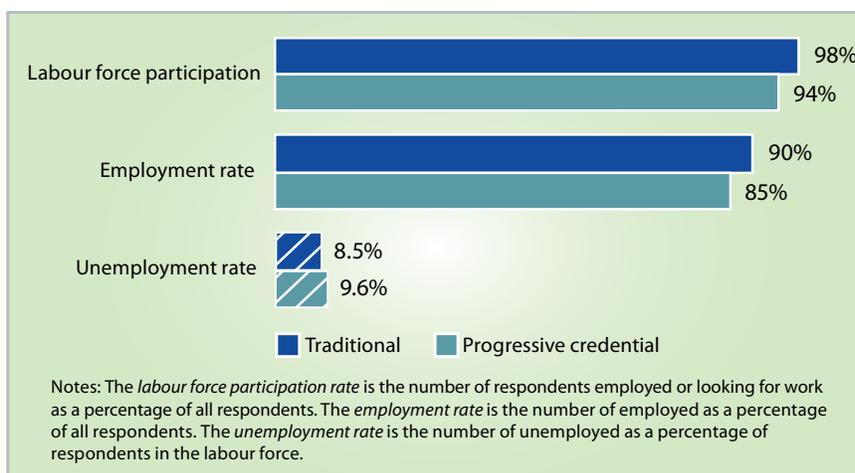


Satisfaction with the workplace experience was high.

Employment

The former students who completed training in a traditional apprenticeship have somewhat different employment outcomes than those who completed the training for a progressive credential.

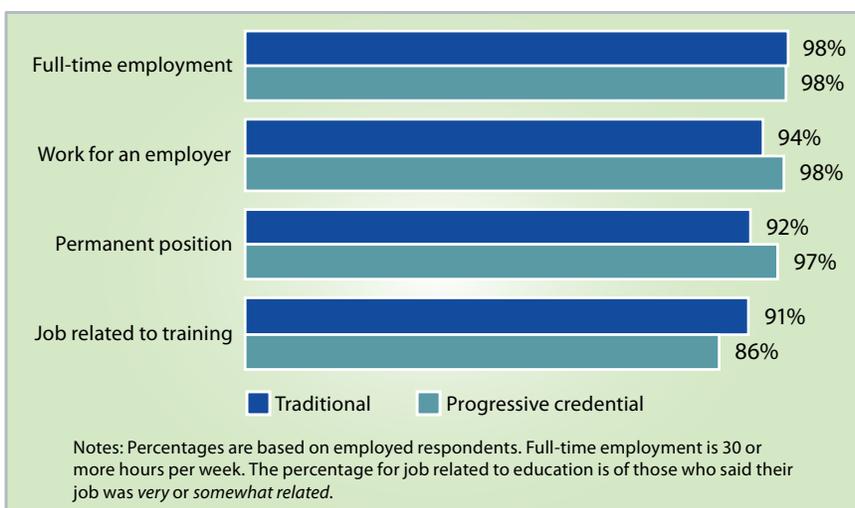
Whether respondents completed a traditional or progressive credential program, they were very likely to be in the labour force. However, those who had completed the longer, traditional training were more likely to be in the labour force and more likely to be employed.



Labour force participation and employment rates were excellent.

The employment outcomes of both traditional and progressive credential respondents were good. Almost all employed respondents were working full time, typically in a permanent position that was related to their training.

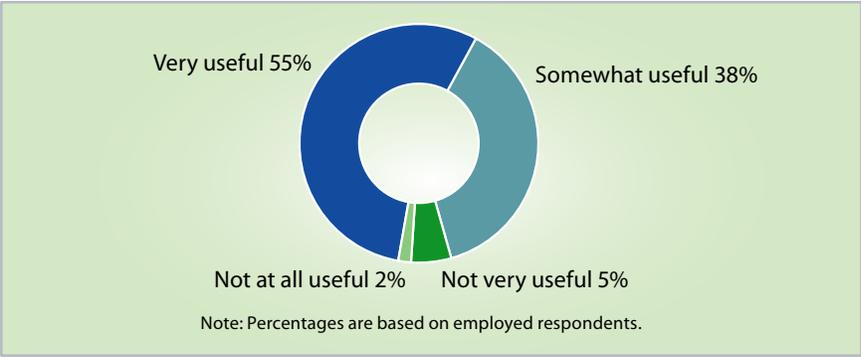
Compared with former traditional apprentices, the progressive credential apprentices were more likely to have a permanent position, but one that was less likely to be related to their training. Most former apprentices worked for an employer: only 6 percent of traditional and 2 percent of progressive credential respondents were self-employed.



Characteristics of employment were very favourable.

Former traditional apprentices earned more per hour than their progressive credential counterparts. The median hourly wage for those employed full time was \$32 for traditional program respondents and \$20 for those from progressive credential programs.

The majority (93 percent) of employed respondents from both traditional and progressive credential programs said that the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



The knowledge and skills learned were useful for employment.

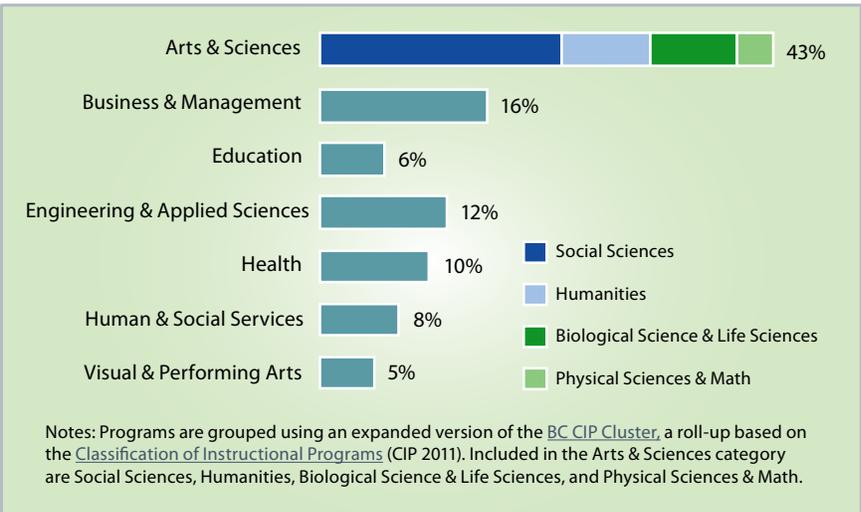
Baccalaureates

Baccalaureate Graduates

The 2016 Baccalaureate Graduates Survey of 2014 graduates had an overall response rate of 45 percent, with 10,669 respondents out of 23,642 former students who were eligible to be surveyed. The median age of respondents was 27, and 59 percent were women.

Baccalaureate programs

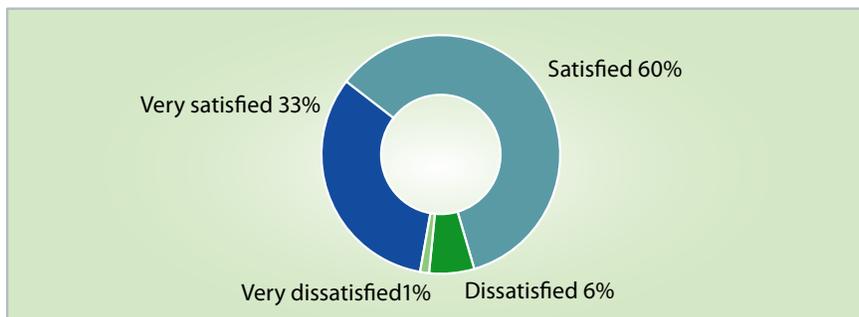
Baccalaureate graduates had taken a variety of programs, although the largest percentage took an Arts & Sciences program, which includes Social Sciences, Humanities, Biological Science & Life Sciences, and Physical Sciences & Math programs.



Arts & Sciences programs were a popular choice for baccalaureate students.

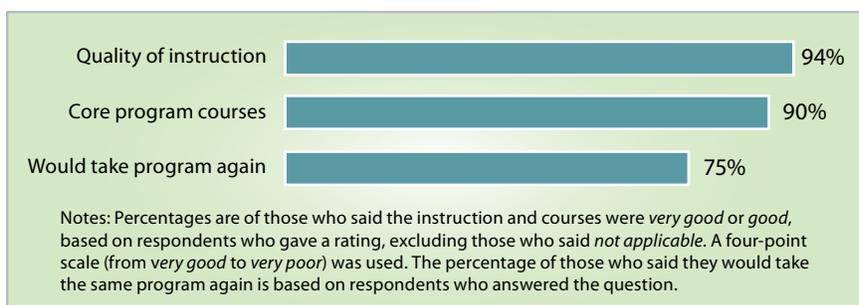
Evaluations

Most (93 percent) of the graduates surveyed said they were *very satisfied* or *satisfied* with the overall education they received from their program.



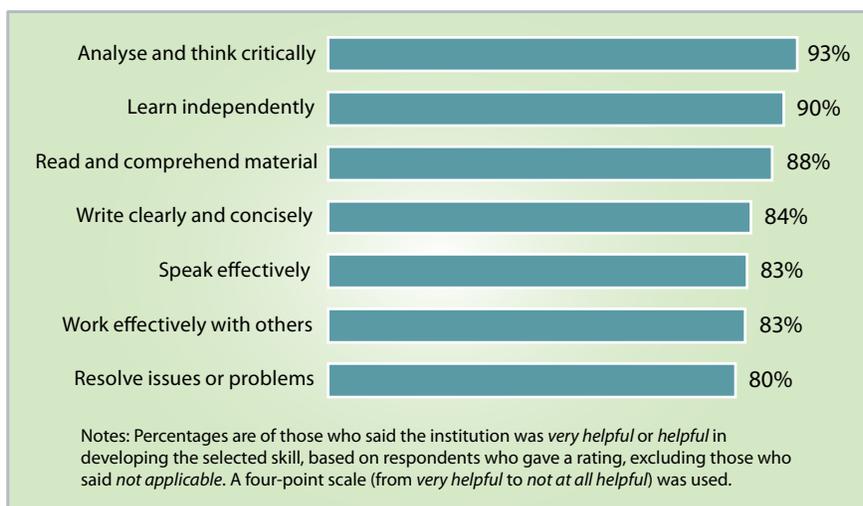
Satisfaction with baccalaureate education was high.

Respondents were very likely to say the quality of instruction they received was *very good* or *good*. A substantial majority said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Three-quarters said they would take the same program again.



The quality of instruction and core program courses got very high ratings.

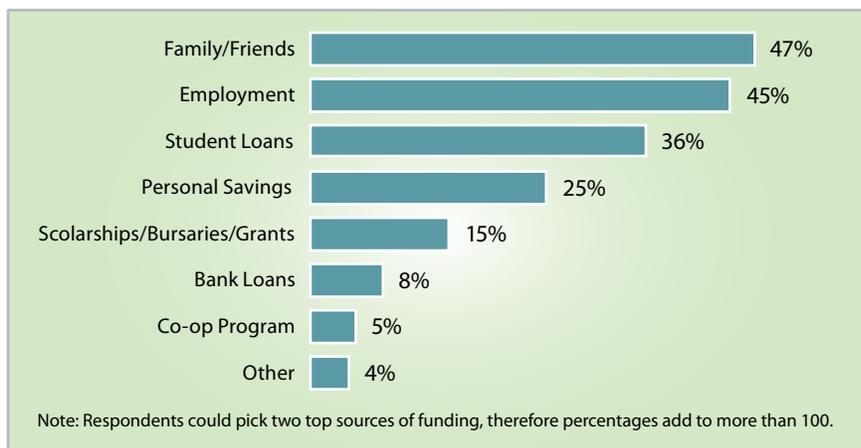
Most graduates said their programs helped them develop skills, especially the ability to analyse and think critically: 93 percent of respondents said they found their program was *very helpful* or *helpful* to their development of that skill.



Baccalaureate programs helped students develop valuable skills.

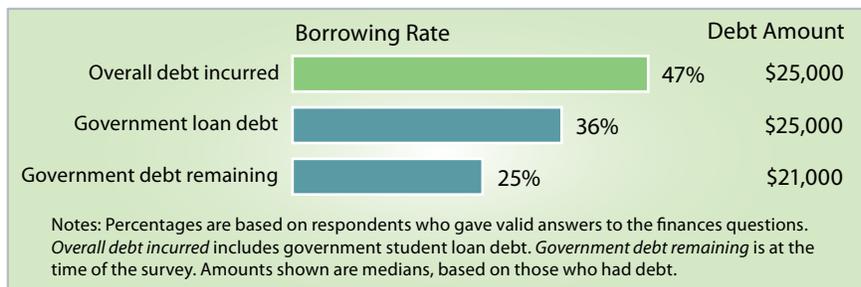
Funding

Baccalaureate graduates were asked questions about how they financed the studies they completed in 2014. The two most important sources of funding identified were family or friends and employment.



Top sources of funding for studies included family or friends and employment.

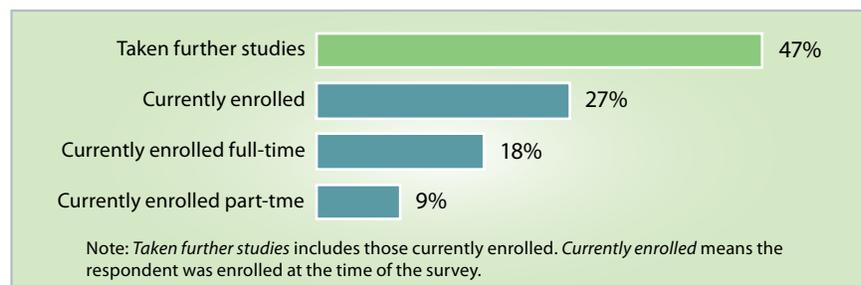
Fewer than half of baccalaureate respondents incurred debt for their studies. For those who had debt, the total median amount borrowed was \$25,000. Over one-third (36 percent) of respondents had government-sponsored student loan debt—their median debt was \$25,000. By the time of the survey, only one-quarter of respondents had government student loan debt remaining.



Debt was incurred by fewer than half of respondents.

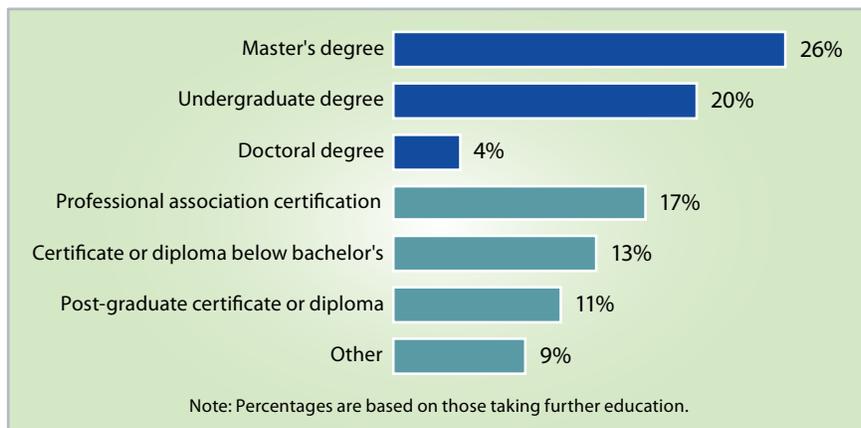
Further studies

Since graduating, many went on to further education: almost half of those surveyed had either taken further studies or were enrolled at the time of the survey. Over one-quarter (27 percent) were studying when surveyed.



Further studies were taken by almost half of graduates.

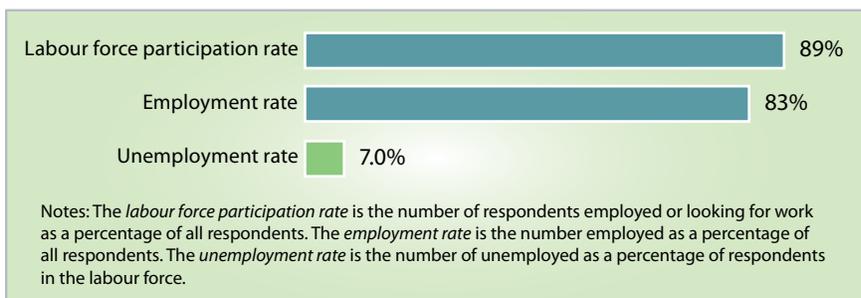
Half of the graduates who continued their education chose an advanced degree program or another undergraduate program. Many others studied for professional certification or took courses for certificates or diplomas.



Degree programs were the most popular choices of those continuing their education.

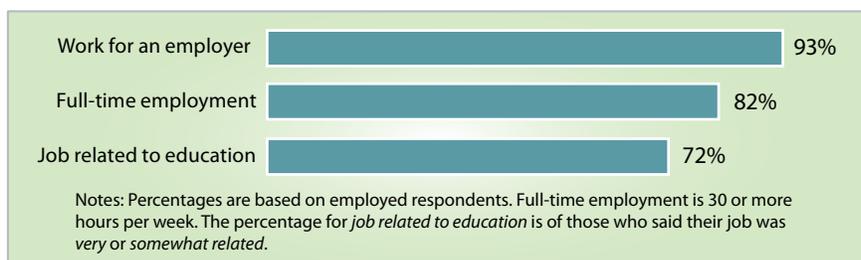
Employment

The labour force participation rate for baccalaureate graduates was high, with 89 percent of respondents in the labour force, working or looking for work. Three-quarters (76 percent) of the 11 percent of respondents not in the labour force were studying at the time of the survey. The employment and unemployment rates were also good.



Labour force participation and employment rates were quite good.

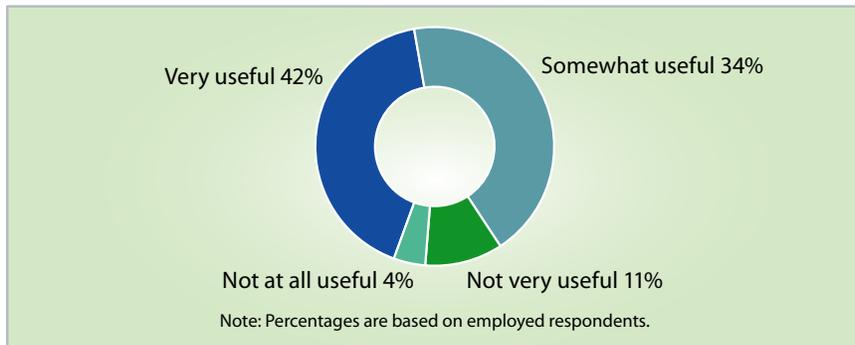
Graduates were likely working full-time in a job related to their baccalaureate education. Typically they worked for an employer—only 7 percent were self-employed.



Characteristics of employment were favourable.

Respondents who were full-time employees reported a median salary of \$50,000 per year; the median salary for part-time employees was \$24,000.

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



The knowledge and skills learned were useful for employment.

Associate Degrees, Diplomas, Certificates

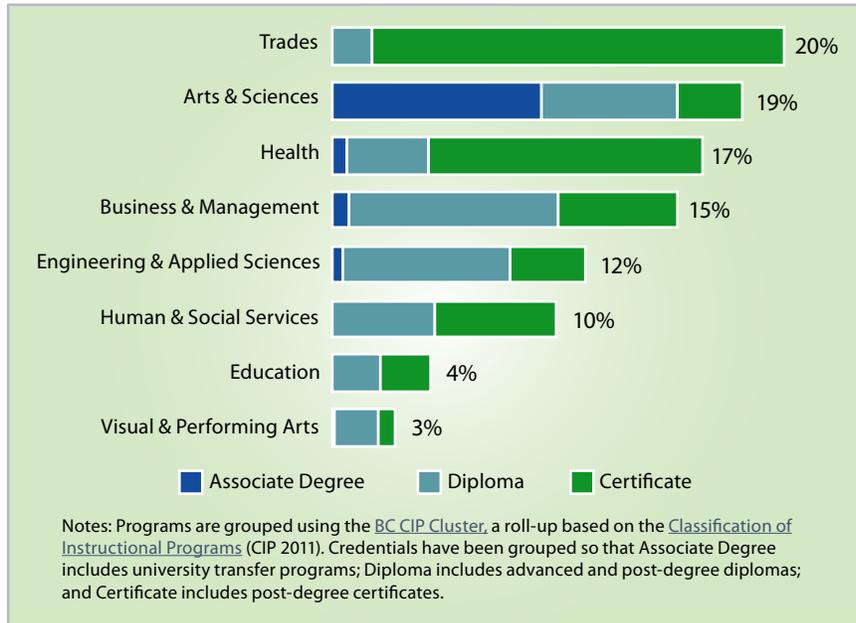
Associate Degree, Diploma, and Certificate Students

In 2016, there were 28,134 students eligible for the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey; 14,784 participated, for a response rate of 53 percent. Respondents had a median age of 25, and 53 percent were women. Unless otherwise specified, the following results include non-graduates who have almost completed their programs.

Programs

One-fifth of the former students surveyed had taken trades programs, which usually offered a certificate as a credential. The majority of those who took trades programs were taking foundation training, which is designed to help students prepare for entry to a particular trade and can often link to apprenticeship.

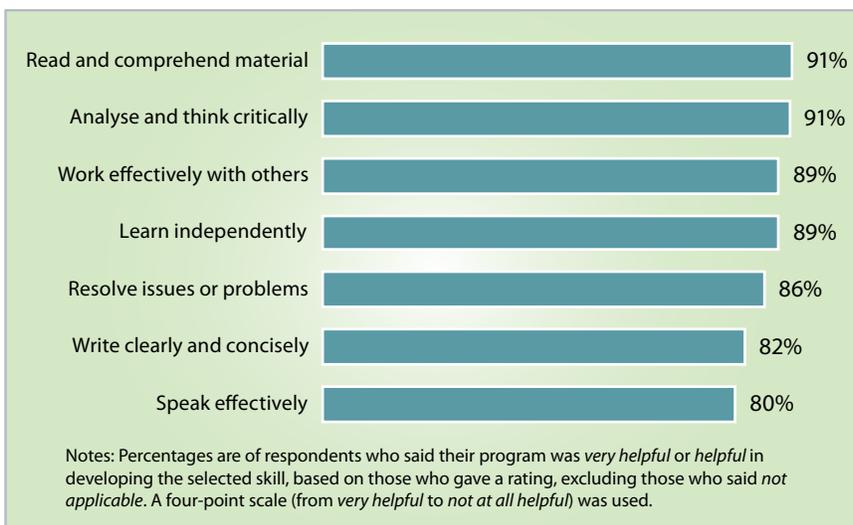
Arts & Sciences programs were taken by almost as many former students as were trades programs. Over half of the former Arts & Sciences students took programs that offered an associate degree or were university transfer programs. Overall, 51 percent of respondents took programs that offered a certificate as the credential, while 37 percent were in diploma programs.



Trades programs were a popular choice, followed by Arts & Sciences programs.

Evaluations

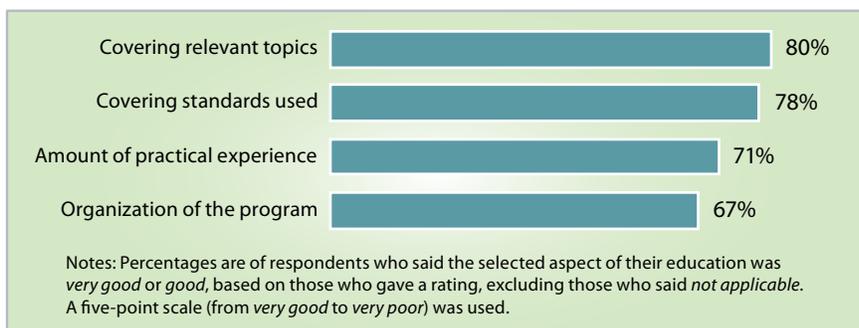
The respondents from associate degree, diploma, and certificate programs were asked to rate how helpful their education was in their skill development. Large majorities said their program was *very helpful* or *helpful* in developing certain skills, especially the abilities to read and comprehend material and to analyse and think critically.



Post-secondary programs helped respondents develop valuable skills.

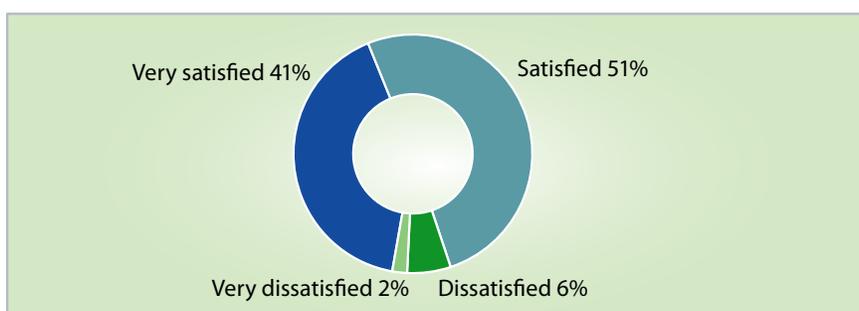
The quality of instruction got high ratings from most former students: 94 percent of those surveyed said it was *very good*, *good*, or *adequate*. (The ratings were on a five-point scale from *very good* to *very poor*; the mid-point *adequate* is not a neutral value.)

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.



Favourable ratings were given to course content and certain aspects of the programs.

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



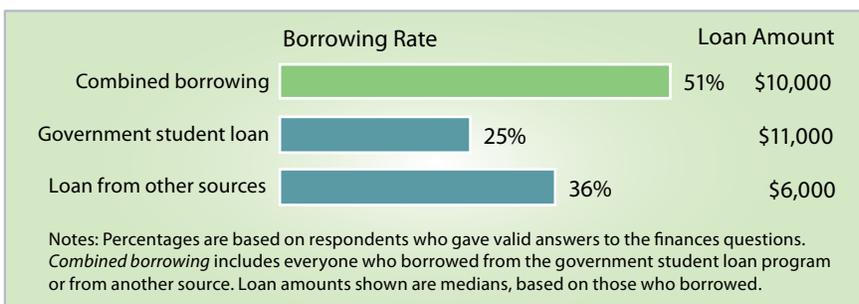
Overall satisfaction with education was high.

Funding

Financial questions were asked of a 50-percent random sample of former associate degree, diploma, and certificate students.

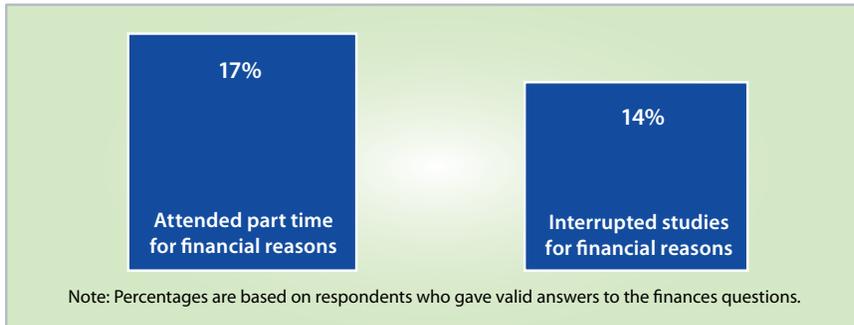
Over half of the respondents who answered the questions about finances had borrowed to fund their education. For those who borrowed, the median amount was \$10,000.

One-quarter of former students received government student loans, while over one-third borrowed from other sources—10 percent had both government loans and loans from other sources. Although fewer respondents borrowed from the student loan program, their median loan amount was higher than the median amount borrowed from other sources.



Government student loan borrowing rates were lower than borrowing rates for other sources.

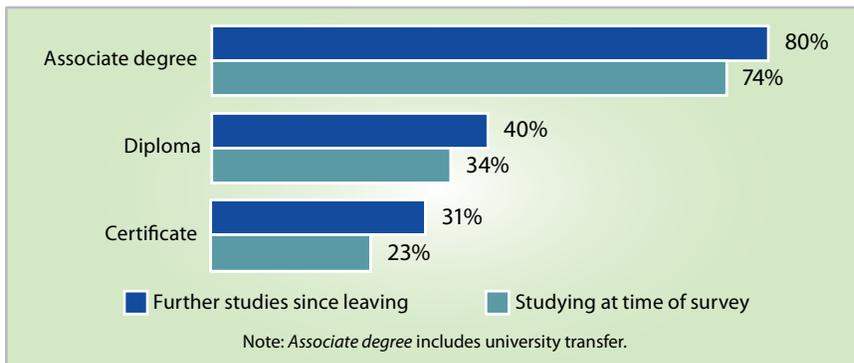
Relatively few respondents reported that they had studied part time or interrupted their studies for financial reasons.



Adjustments to studying were sometimes made for financial reasons.

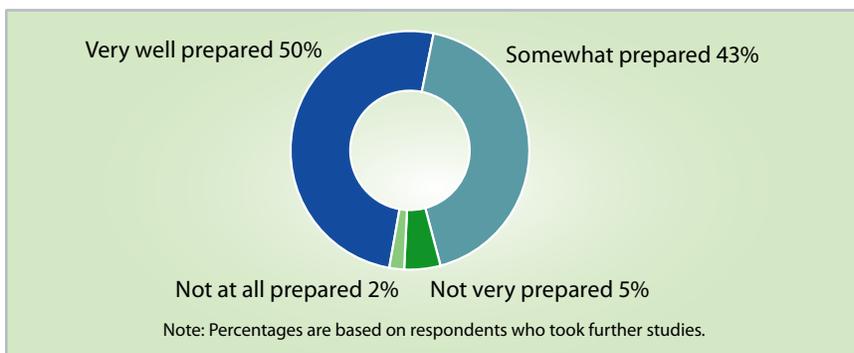
Further studies

Since leaving their programs, 40 percent of former students took some form of further education. At the time of the survey, 34 percent were enrolled in further studies. There were differences in the rates of further study by credential type, with former associate degree students being the most likely to continue their education.



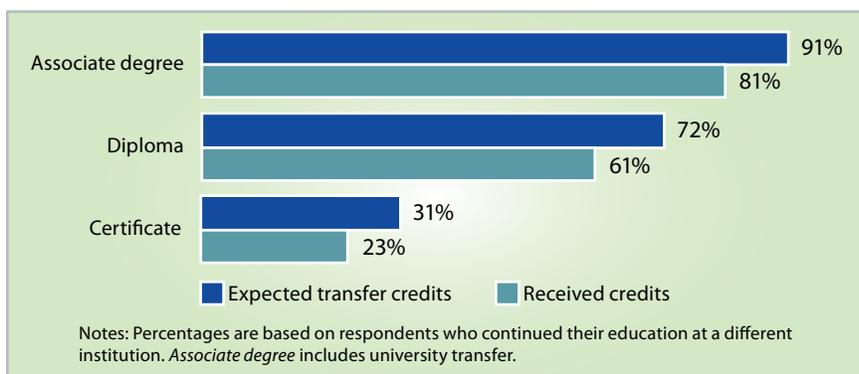
Rates of further education were highest for former associate degree students.

Half (50 percent) of those who took further studies said they were *very well prepared* by the program they took.



Preparation for further education was given high marks.

The respondents who went on to further studies at a different institution were asked if they had expected to transfer course credits; two-thirds said yes. A substantial majority of those who expected credits, received them.



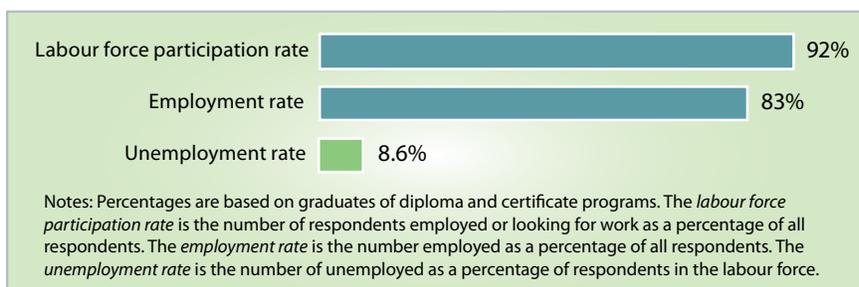
Transfer credits were usually expected and received by former associate degree students.

Of those who expected transfer credits, a large majority (83 percent) said they were *very satisfied* or *satisfied* with the transfer experience; in fact, for each credential group, approximately 36 percent said they were *very satisfied*.

Employment

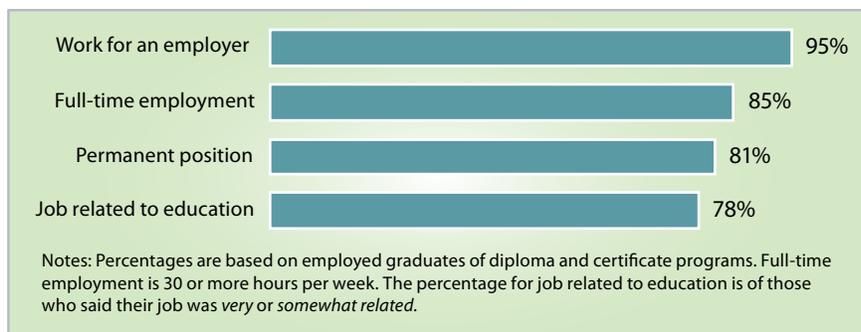
Results are reported for Diploma and Certificate graduates only.

Most of the graduates from diploma and certificate programs were participating in the labour force at the time of the survey; that is, they were working or looking for work. Many of the diploma and certificate programs are intended to lead to employment in a specific field, and the high labour force participation rate reflects this.



Labour force participation and employment rates were very good.

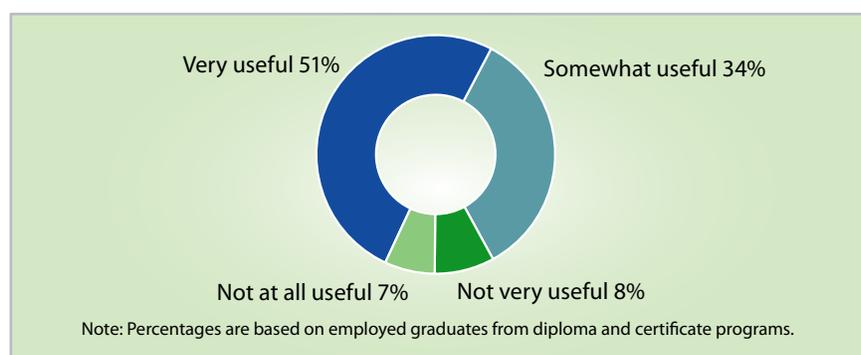
The characteristics of employment were favourable for these graduates: typically they worked in full-time, permanent jobs that were related to their education. Most graduates were working for an employer; only 5 percent were self-employed.



Characteristics of employment were favourable for most diploma and certificate graduates.

Full-time employees earned a median wage of \$20 an hour. The median amount for part-time employees was \$19 an hour.

A large majority (85 percent) of employed graduates said that the knowledge and skills they acquired in their programs were useful in the performance of their jobs.



The knowledge and skills learned were useful for employment.

About BC Student Outcomes

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