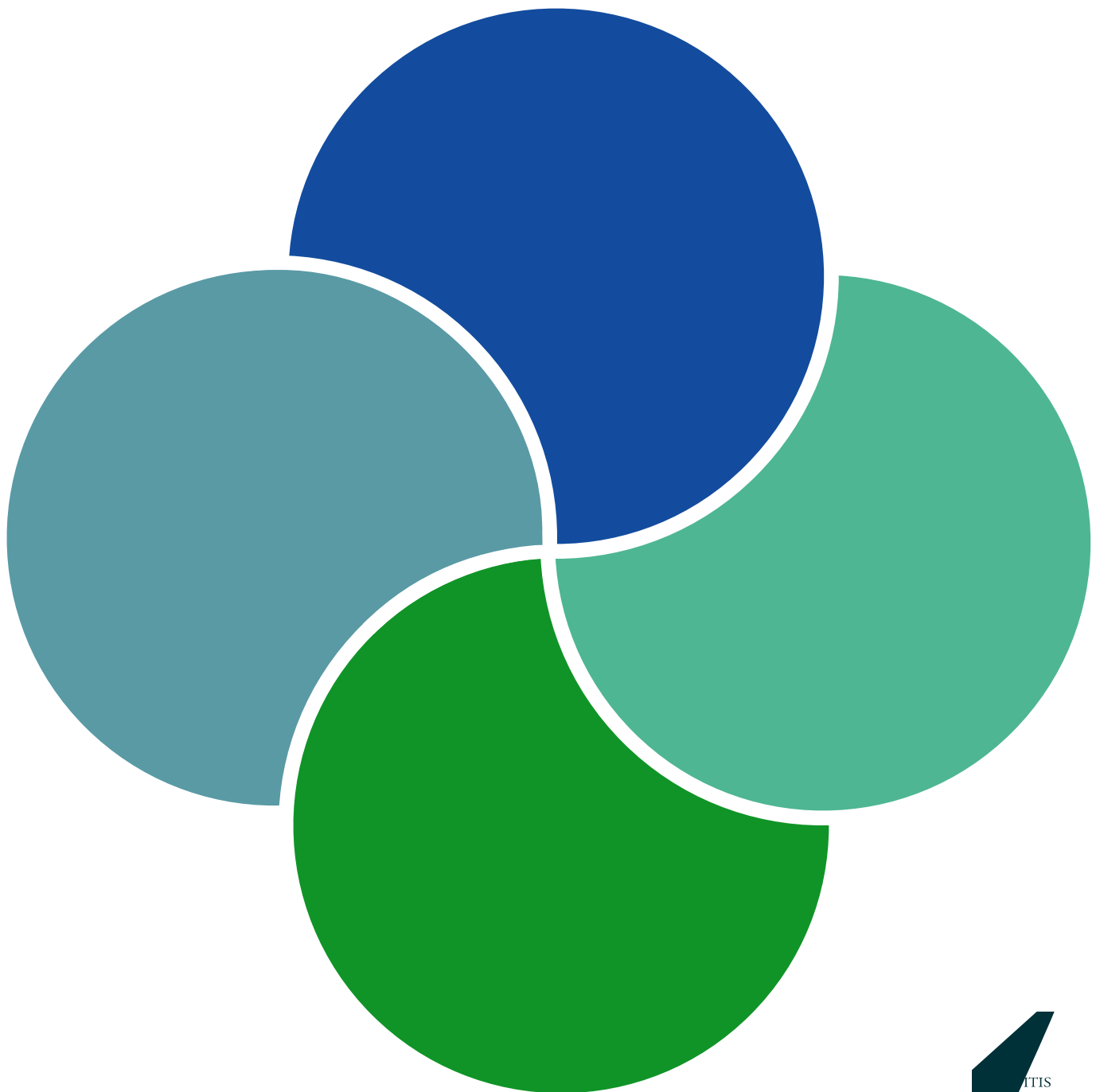
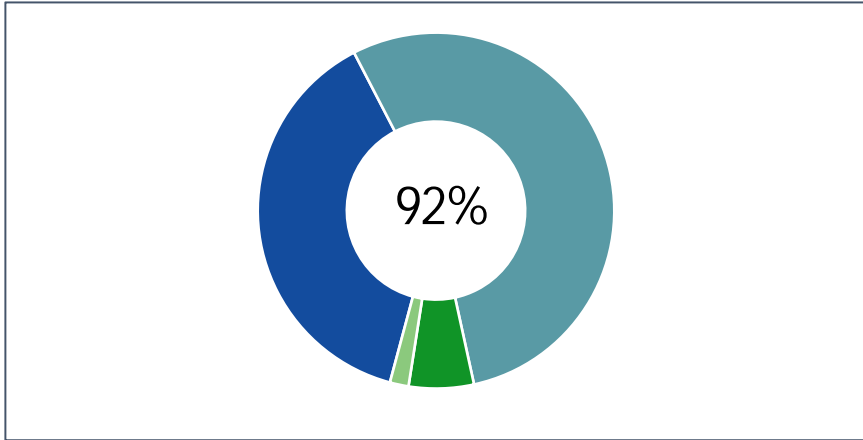


BC STUDENT OUTCOMES

the 2016 highlight





Apprenticeship

" Q Q S F O U J D F T I J Q 4 U V E F O U T

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

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 ap-

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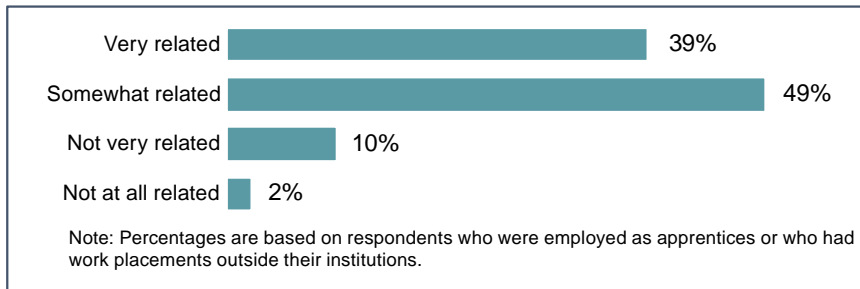
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Former apprentices were also asked to rate certain aspects of their program and the content of their courses. A majority said that the tools and equipment they used in their training were very good or good. Many also gave similar ratings to

Workplace training

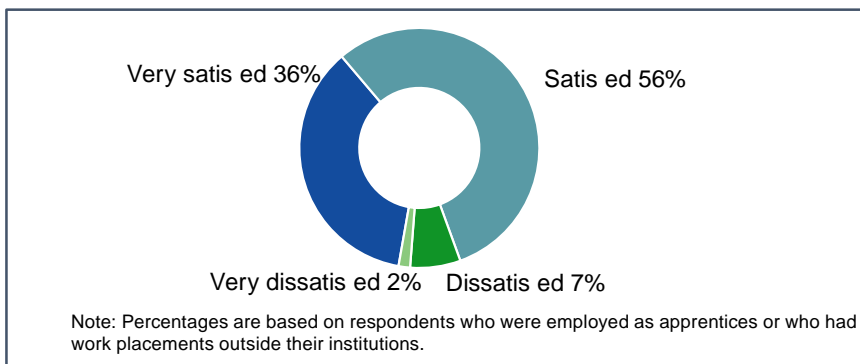
Of the former apprenticeship students surveyed, 93 percent were employed as an apprentice or had a work placement outside of their training institution.

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.

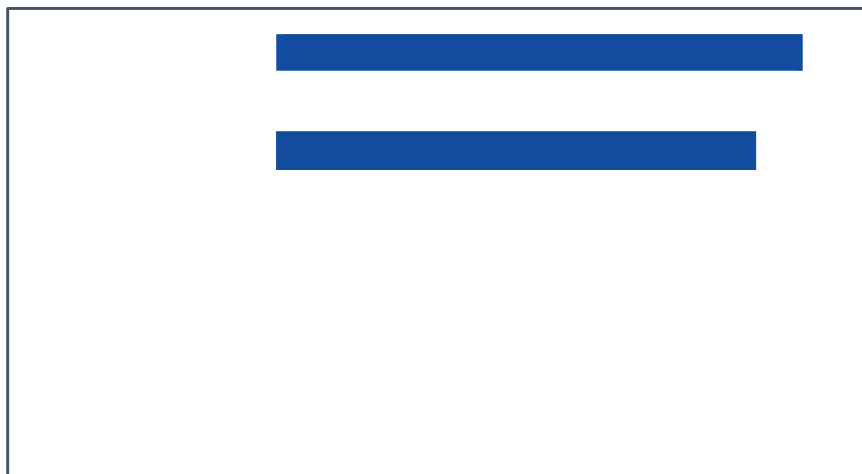


Satisfaction with the workplace experience was high.

Employment

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.

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 to the performance of their jobs.



The knowledge and skills learned were useful for employment.

Baccalaureates

B D D B M B V S F B U F (S B E V B U F T

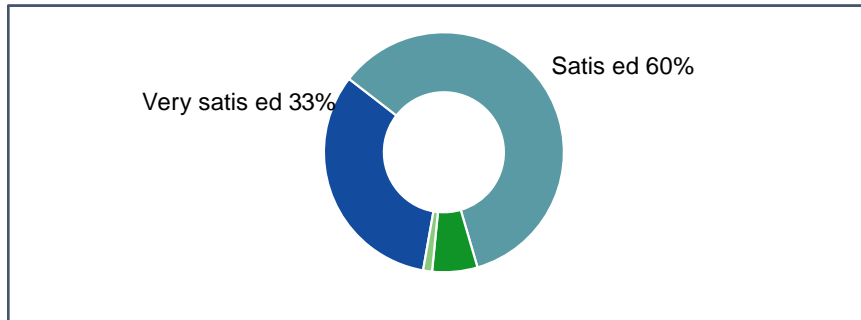
The 2016 Baccalaureate Graduates Survey of 2014 graduates had an overall response rate of 45 percent, with 10,669 respondents out of 23,642 former students who were eligible to be surveyed. The median age of respondents was 27, and 59 percent were women.

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.

Evaluations

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



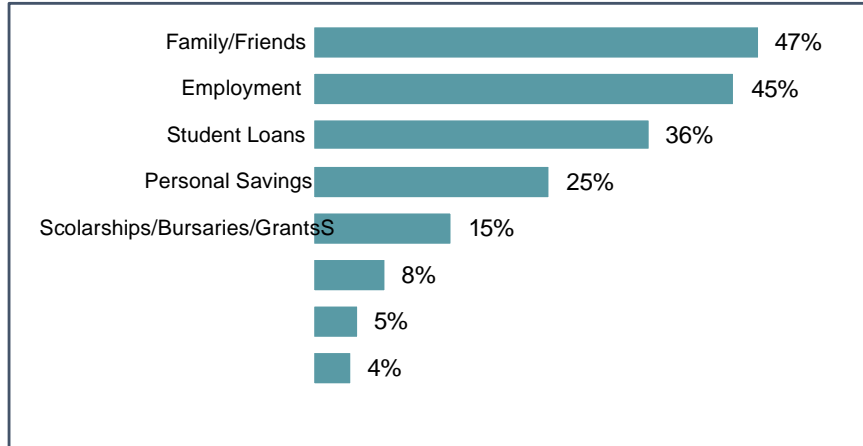
Satisfaction with baccalaureate education was high.

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.

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 helped their development of that skill.

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.

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.

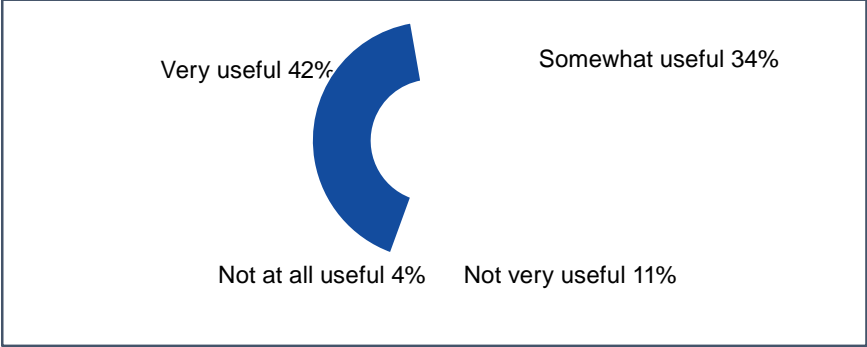


Degree programs were the most popular choices of those continuing their education.

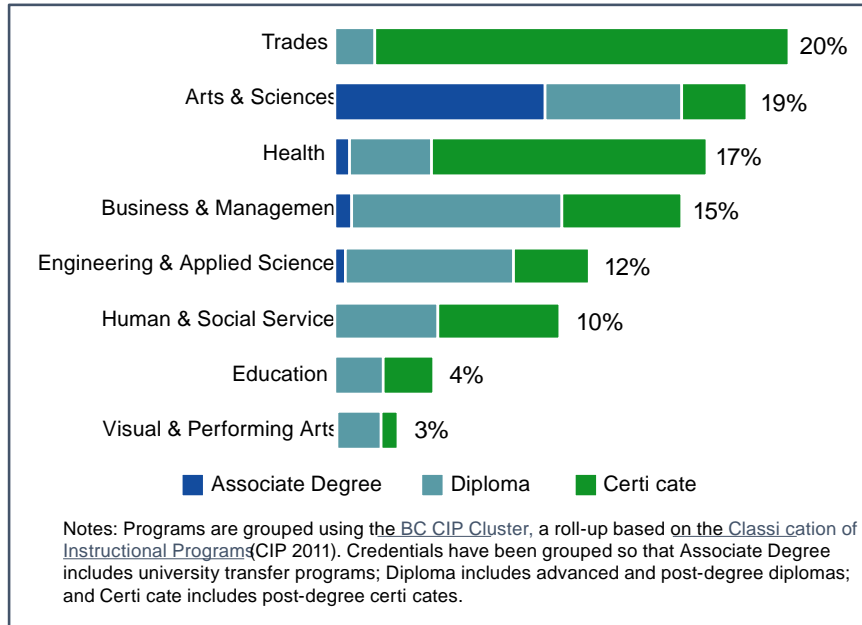
Employment

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.

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.



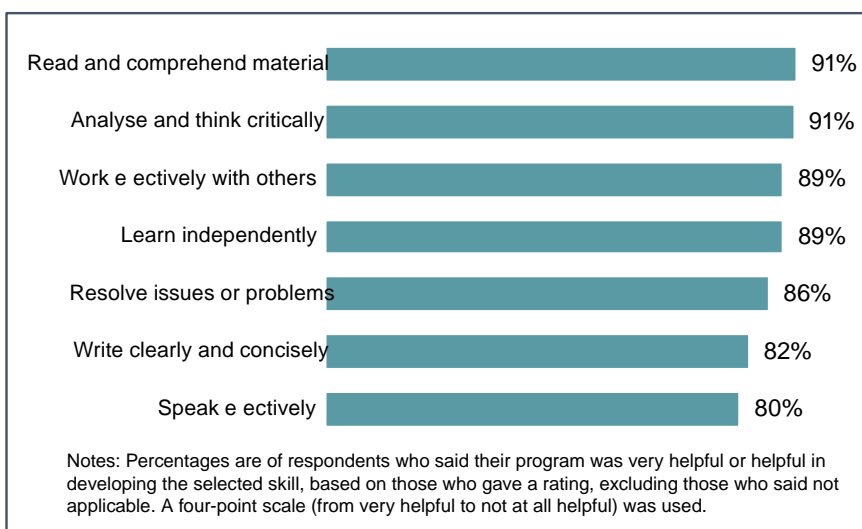
The knowledge and skills learned were useful for employment.



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

Evaluations

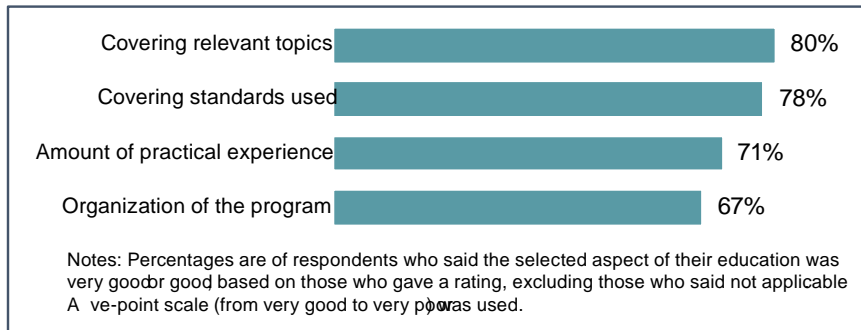
Respondents from associate degree, diploma, and certificate programs were asked to rate how helpful their education was in their skill development. Large majorities said their program was very helpful or helpful in developing certain skills, especially the abilities to read and comprehend material and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



Post-secondary programs helped respondents develop valuable skills.

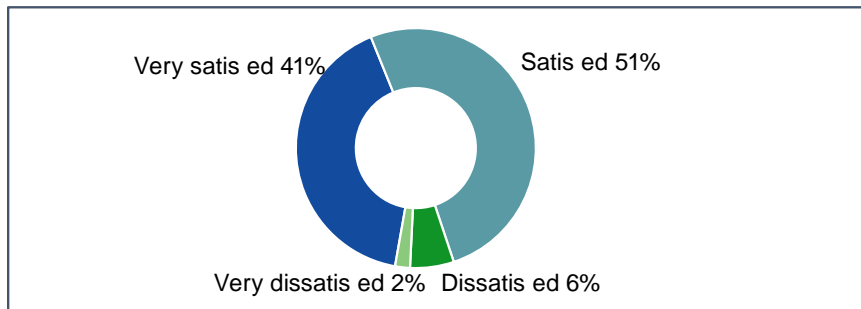
The quality of instruction got high ratings from most former students: 94 percent of those surveyed said it was very good, good or adequate (the ratings were on a five-point scale from very good to very poor; the mid-point adequate is not a neutral value.)

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.



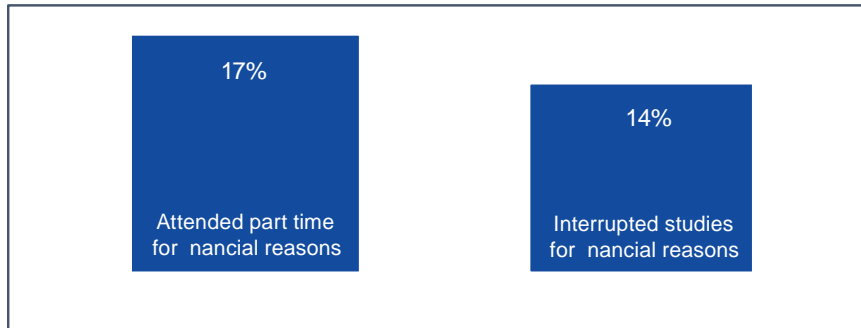
Funding

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.

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.

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

Some 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 sub-

