

BC STUDENT OUTCOMES

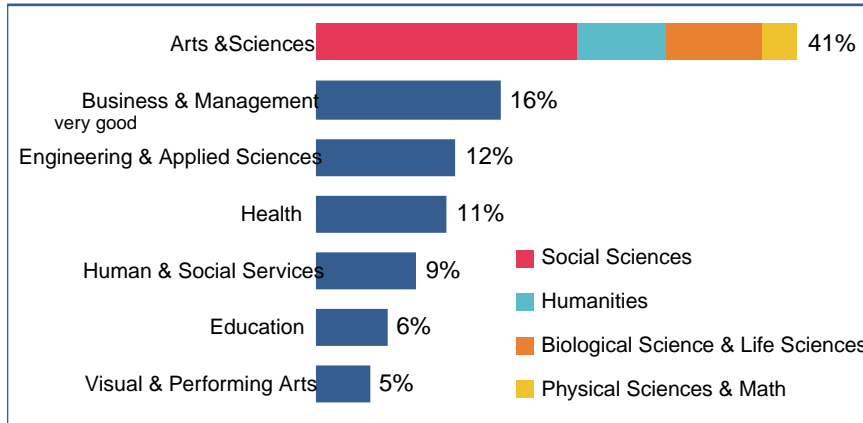
# the 2017 highlights



# Introduction

## Baccalaureate Programs

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



Note: Programs are grouped using a version of the [BC CIP Cluster](#)

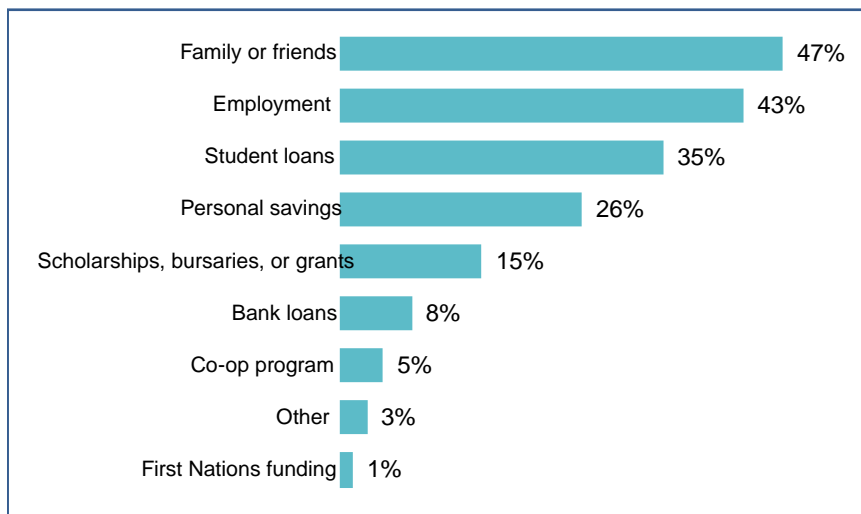
Respondents were very likely to say the quality of instruction they received was *very good* or *good*. A substantial majority said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Three-quarters said they would take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

Most (92 percent) of the graduates surveyed said they were *very satisfied* or *satisfied* with the overall education they received from their program.

## Funding

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 of respondents had government-sponsored student loan debt. Two years after

the two most important sources of funding for baccalaureate graduates were family or friends and employment.

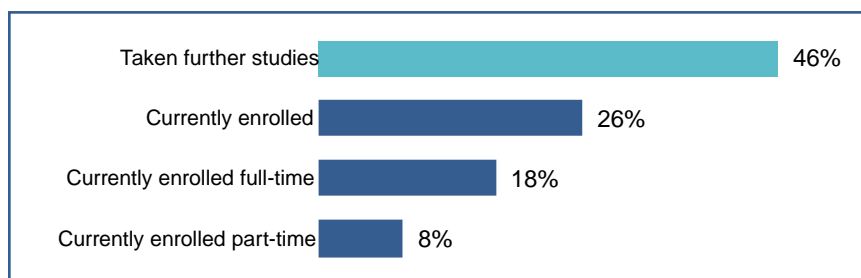


Graduates' sources of funding included family or friends and employment.

Note: Respondents could pick two top sources of funding, therefore percentages add to more than 100.

## Further Studies

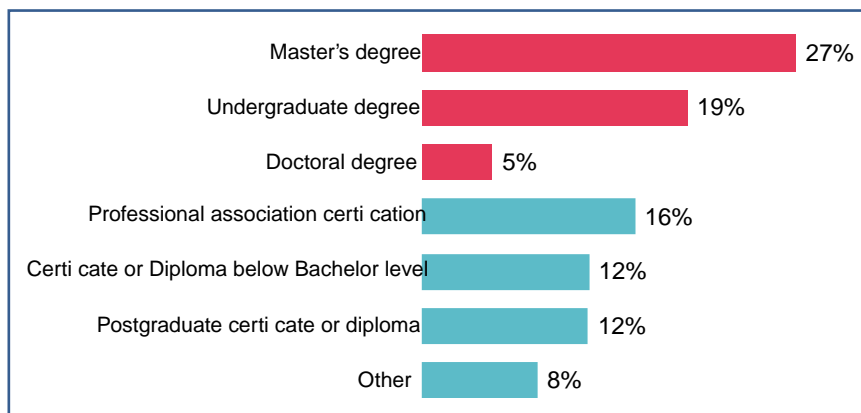
Since graduating, many respondents went on to further education; over one-quarter were studying at the time they were surveyed.



Almost half of the graduates went on to further study.

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

Over 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.

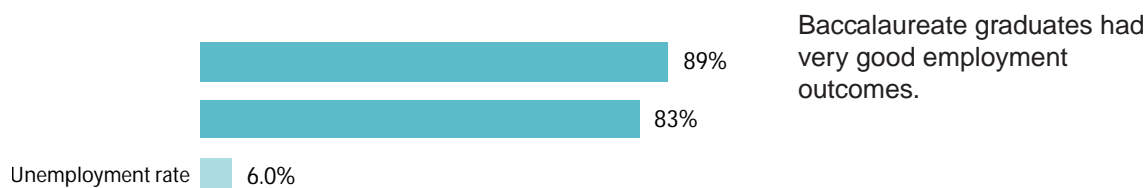


Over half of the graduates who continued their education went on to another degree program.

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

## Employment

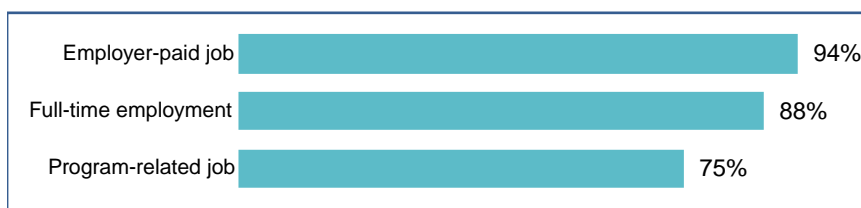
The labour force participation rate for baccalaureate graduates was high, with 89 percent of respondents in the labour force, working or looking for work.



Baccalaureate graduates had very good employment outcomes.

For graduates who were surveyed in 2016, the labour force participation and employment rates were the same, but the unemployment rate was 7.0%.

Graduates were likely working full-time in a job related to their baccalaureate education. Typically they worked for an employer—only 6 percent were self-employed.

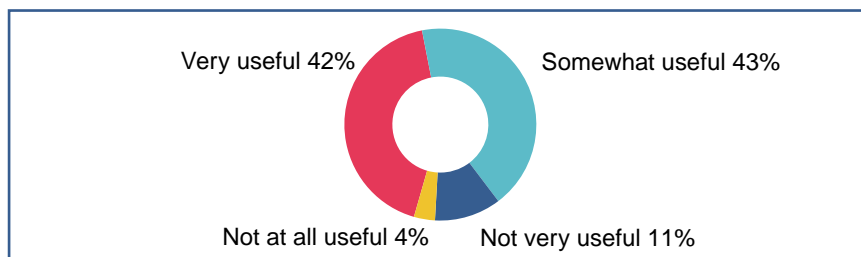


Employment characteristics for baccalaureate graduates were favourable.

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

Respondents who were full-time employees reported a median salary of \$52,000 per year; the median salary for part-time employees was \$22,000.

The majority (85 percent) 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.

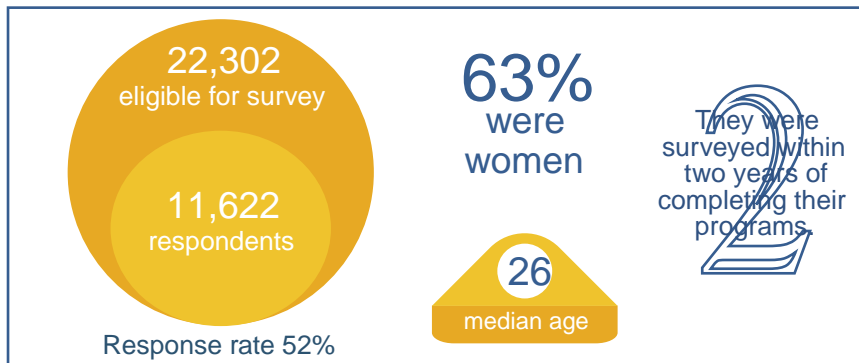


The knowledge and skills gained from baccalaureate programs were useful for employment.

Note: Percentages are based on employed respondents.

# Associate Degrees, Diplomas, Certificates

## Associate Degree, Diploma, and Certificate Students

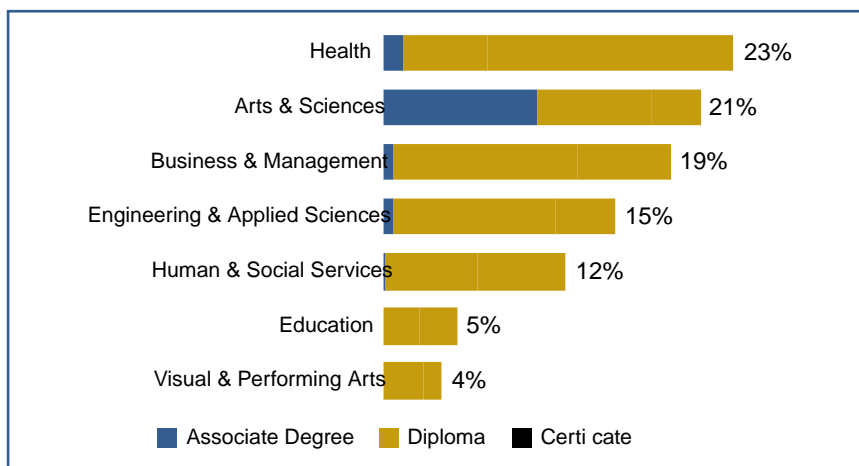


Information is from the 2017 Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

## Programs

*Note that there are no trades programs included with the diploma, associate degree, and certificate programs. Also note that associate degree includes university transfer programs.*

Almost a quarter (23 percent) of the former students surveyed had taken a Health program—these were largely certificate programs. The majority of former students who had taken associate degree programs studied Arts & Sciences. Two-thirds of the Business & Management programs and Engineering & Applied Sciences programs had a Diploma as a credential.

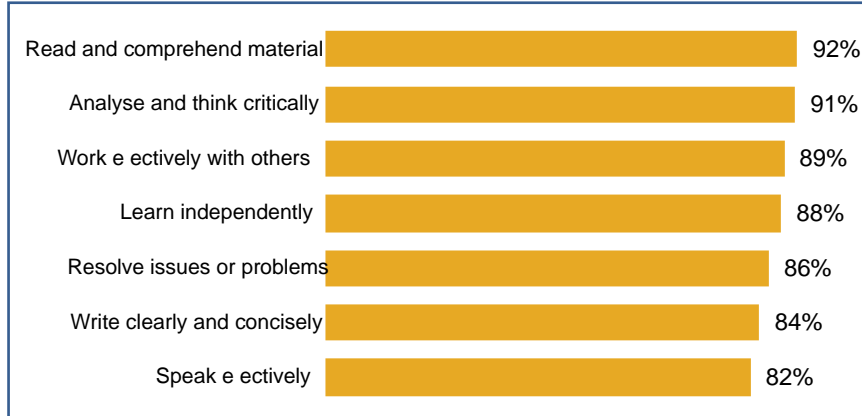


Health programs were a popular choice for former diploma, associate degree, and certificate students.

Notes: 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

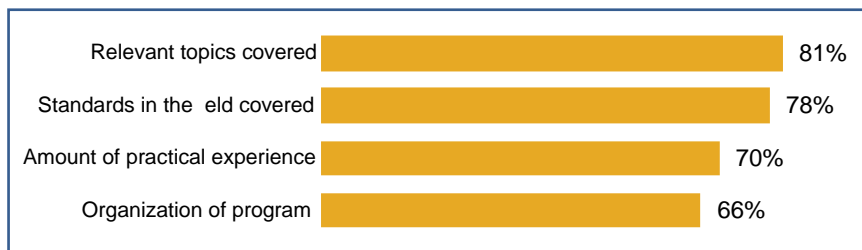
The majority of respondents said their program was *very helpful* or *helpful* in developing certain skills, especially the abilities to read and comprehend material and to analyse and think critically.



Notes: 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.

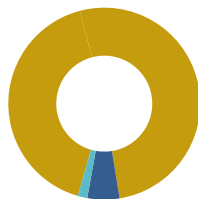
Most (95 percent) former diploma, associate degree, and certificate students surveyed said the quality of instruction was *very good*, *good*, or *adequate*.

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.



Notes: 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.

Overall satisfaction with their programs was high; most (93 percent) of the former students surveyed were *very satisfied* or *satisfied* with the education they received.





## Funding

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

Over half of the respondents from associate degree, diploma, and certificate

Overall, 70 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.

Associate Degree

Diploma

Employment outcomes for graduates of diploma and certificate programs were good: most respondents were working in an employer-paid position, typically full-time.

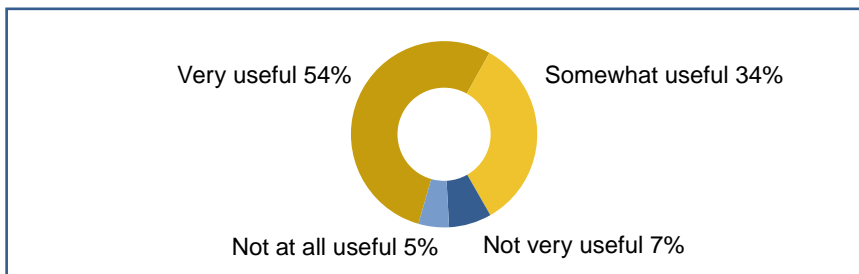


Employment characteristics for diploma and certificate graduates were favourable.

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

The median hourly wage for those employed full-time was \$22.00. For those employed part-time, it was \$20.00.

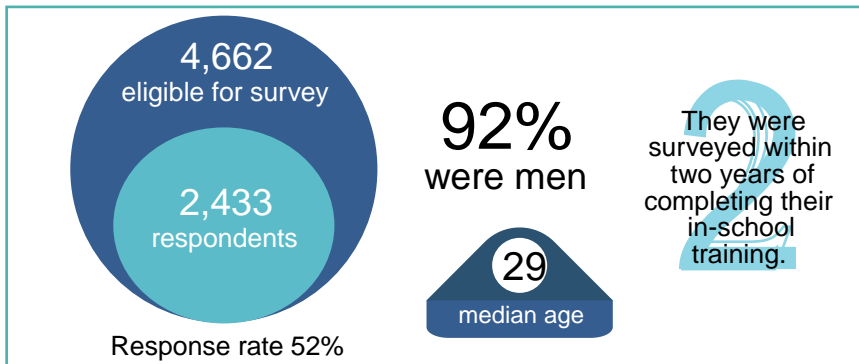
A large majority of diploma and certificate graduates said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



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

## Apprenticeship

### Apprenticeship Students

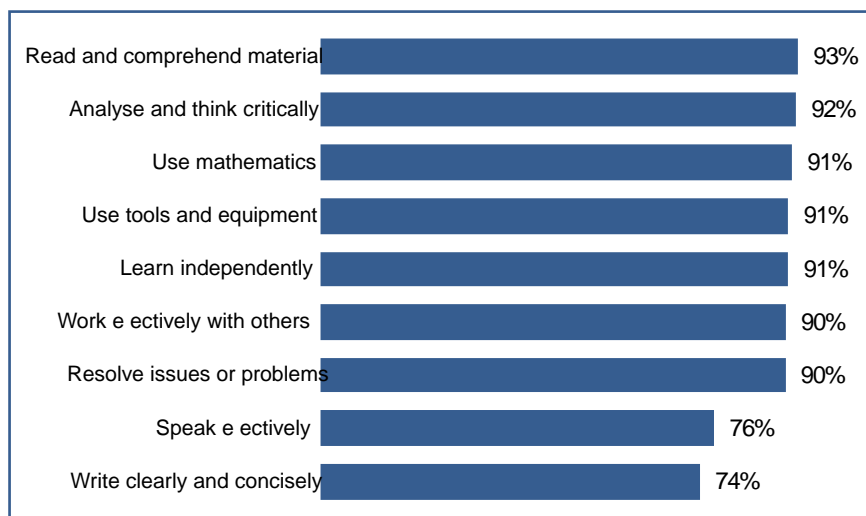


Information is from the 2017 Student Outcomes Survey of Apprenticeship Students.

An apprenticeship is a combination of on-the-job training and classroom learning that leads to a trades credential or “ticket” to practice a trade, usually in four years. 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 required levels of in-school training, passes exams, and receives a recommendation from a sponsoring employer will receive a Certificate of Qualification (C of Q) from the Industry Training Authority (ITA). For progressive credential programs, the

The majority of former apprenticeship students took their in-school training at a public post-secondary institution.



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

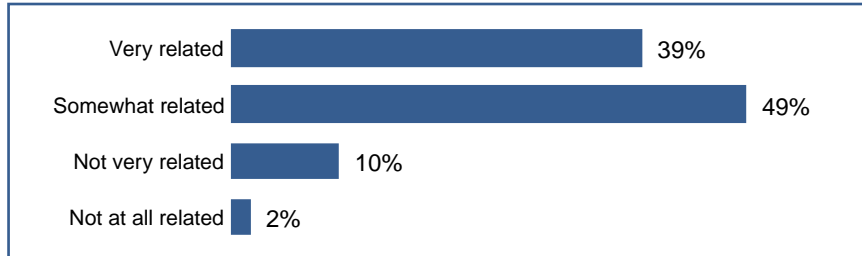
Almost all respondents (96 percent) said that the quality of instruction they received was *very good*, *good*, or *adequate*.

A majority of former apprenticeship students gave aspects of their training and course content *very good* or

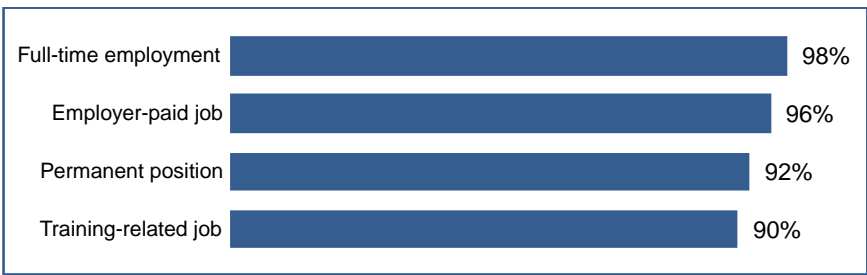
## Workplace Training

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

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

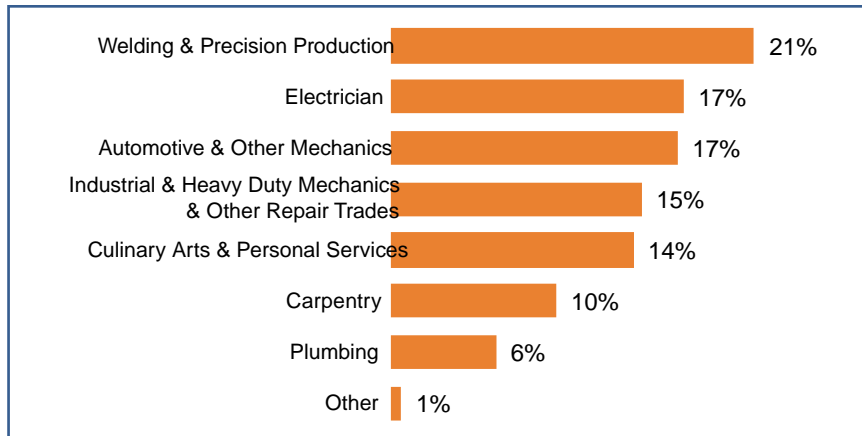


Note: Percentages are based on respondents who were employed as apprentices or who had worked for Tfu



## Foundation Programs

Over one- h of the former trades foundation students surveyed had taken a Welding & Precision Production program.

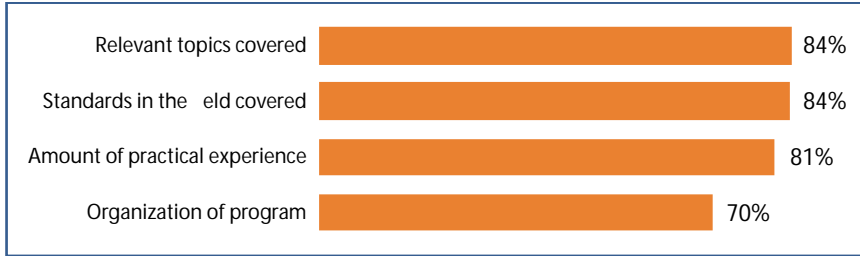


Note: Programs are grouped using the [Classification of Instructional Programs](#) (CIP 2011).

## In-School Training Evaluations

Many former foundation students said their programs helped them develop skills.

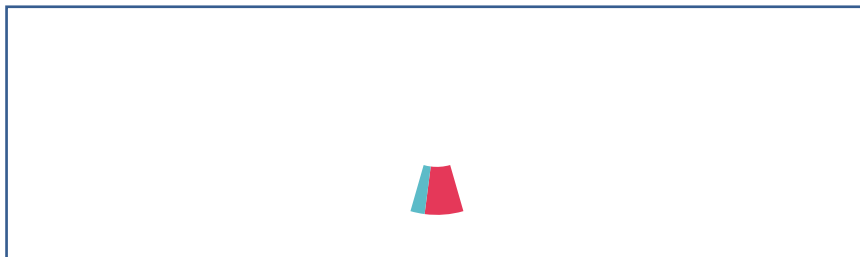




Former trades foundation students gave favourable ratings to aspects of their programs.

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

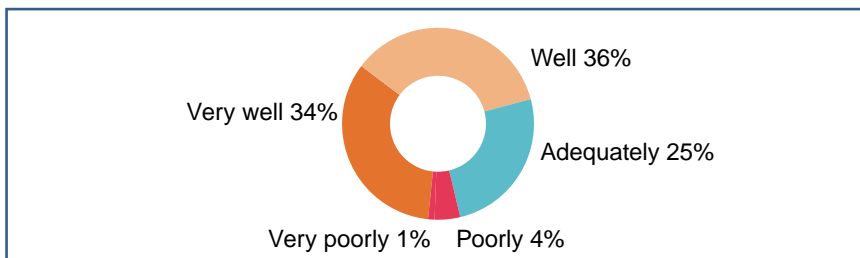
A large majority (91 percent) were very satisfied or satisfied with the training they received from their program.



Former trades foundation students were satisfied with their training.

### Pathway to Apprenticeship

After finishing their foundation programs, 82 percent of respondents tried to find employment as an apprentice. Of those former students, 65 percent were successful and became apprentices. A majority of those who became apprentices said their program prepared them very well for their apprenticeship training.

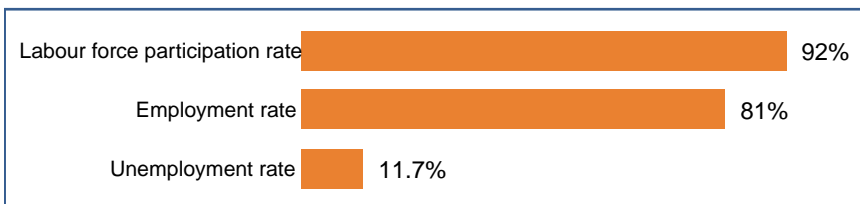


A majority of the trades foundation students who became apprentices were prepared for apprenticeship.

Note: Percentages are based on respondents who became apprentices.

### Employment

The labour force participation rate for former trades foundation students was high; the majority of respondents were working or looking for work.

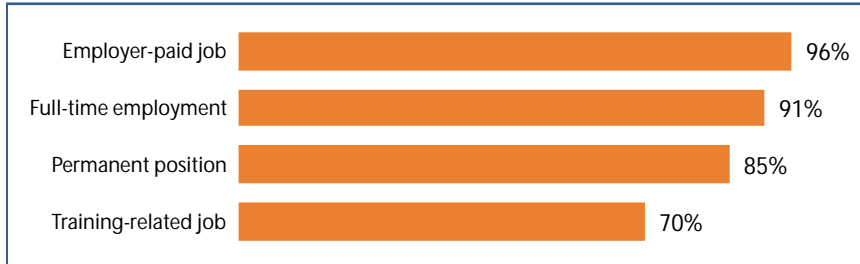


Former trades foundation students had mixed employment outcomes.

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 trades foundation students who were surveyed in 2016 had the same labour force participation rate, but their employment rate was 79 percent and their unemployment rate was 12.9 percent.

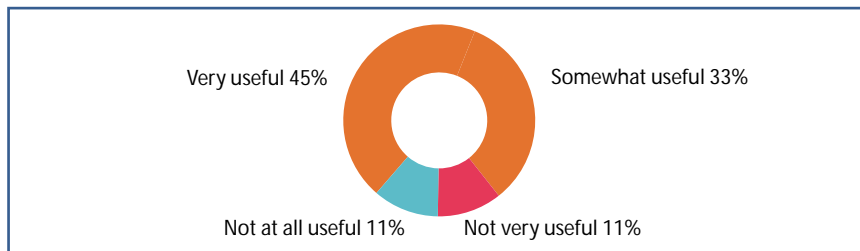
The majority of employed respondents worked full-time for an employer.



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

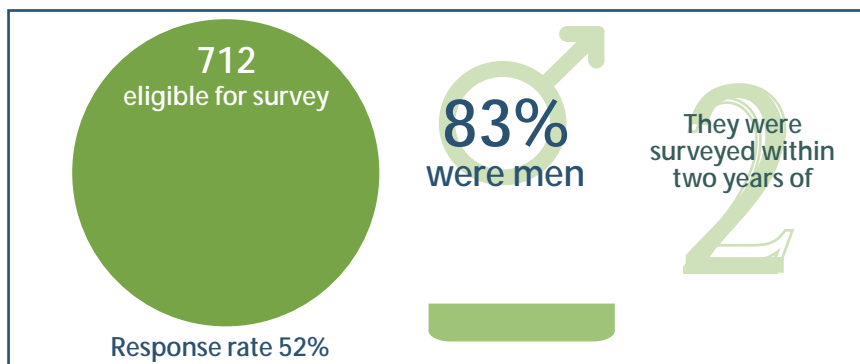
The median hourly wage for those employed full-time was \$17.00. For those working part-time, it was \$13.00.

Over three-quarters (78 percent) of employed respondents said the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



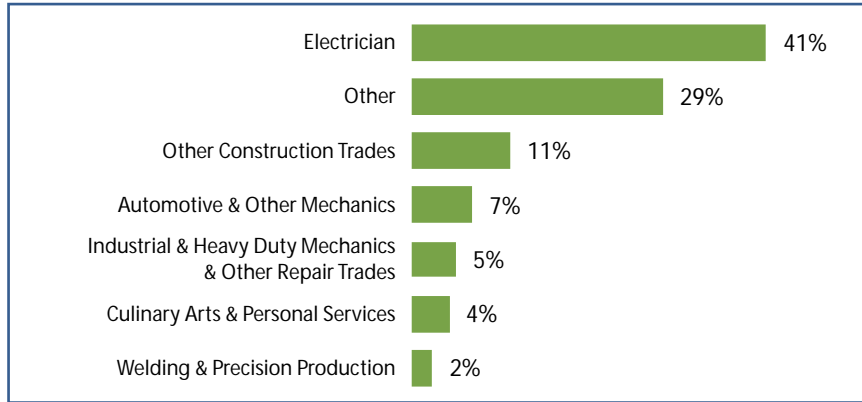
Note: Percentages are based on employed respondents.

## Trades-Related Vocational Students



## Trades-Related Vocational Programs

The largest group of programs was for Electricians and consists of programs related to power engineering. The group *Other* includes a range of different programs, from Railway Conductor and Plant Operator to Wireless Communications Technician.

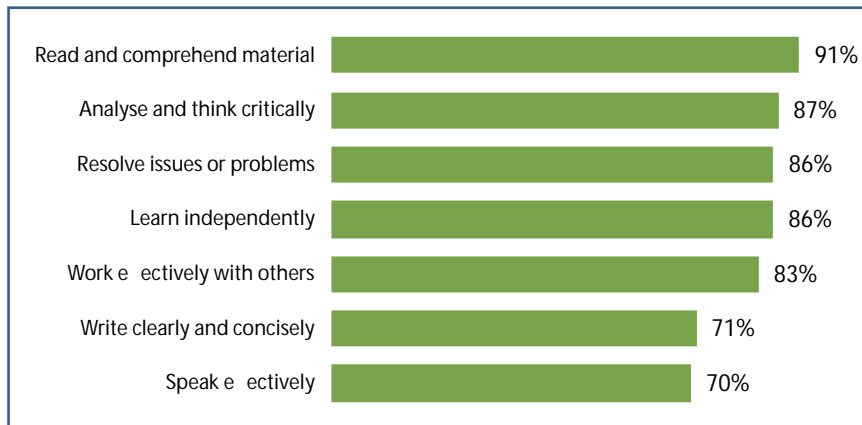


Note: Programs are grouped using the [Classification of Instructional Programs](#) (CIP 2011).

The largest group of trades-related vocational programs was for Electricians.

## In-School Training Evaluations

The former students from trades-related vocational programs gave high ratings to the help they received developing a number of skills. The majority said their program was *very helpful* or *helpful* in the development of reading and comprehension skills.

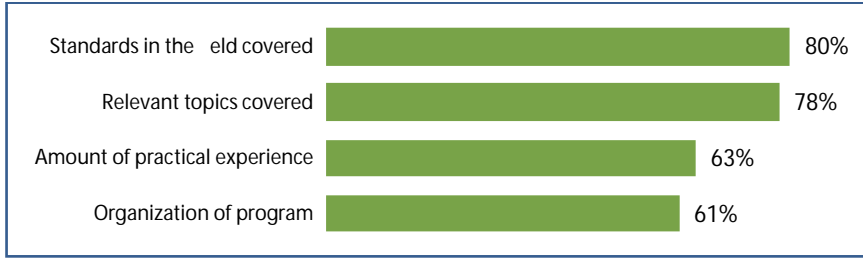


Notes: Percentages are of respondents who said their training was very helpful or helpful in developing the selected skill, based on respondents who gave a rating on a four-point scale from very helpful to not at all helpful, excluding those who said not applicable.

Former students said their trades-related vocational programs helped them develop skills.

The majority (90 percent) of respondents said that the instruction they received was *very good*, *good*, or *adequate*.

When asked to rate certain aspects of their training and course content, a majority of the former trades-related vocational students gave *very good* or *good* ratings.



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

The majority (88 percent) of respondents were very satisfied with the

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