

BC STUDENT OUTCOMES

The 2015 highlights

Student feedback is an essential component of a high-quality, relevant education system. BC Student Outcomes provides that feedback by surveying former post-secondary students who took baccalaureate programs, apprenticeship technical training, and diploma, certificate

Of graduates from diploma and certificate programs

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

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

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

Of former apprenticeship students

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

Of baccalaureate graduates

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

Programs

Evaluations

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

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

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

Course content was given high ratings by a majority.

Funding

Half of the respondents surveyed were randomly chosen to answer questions

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

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

Further studies

Associate degree or university transfer programs only

Respondents who completed an associate degree or university transfer program and were surveyed in 2015 went on to further education at high rates.

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

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

Respondents from associate degree programs (including university transfer) who went on to take further studies were very likely to say their program had prepared them, very well.

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

Employment characteristics for

Satisfaction with baccalaureate education was high, at 92 percent.

Further studies

Employment

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

Only 6 percent of respondents were self-employed; most worked for an employer

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

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

In-school training

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

Almost all respondents (96 percent) said the quality of instruction they received ~~was~~ *very good, good, or adequate*. (The ratings were on a 5-point scale from *very good* to *very poor*; the mid-point *adequate* is not a neutral value.)

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

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

Employment

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

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

Typically, former apprentices were employed full-time and in a permanent position related to the training they took. Most worked for an employer, 95 percent were self-employed.

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