

BC STUDENT OUTCOMES

he 2015 highligh s

Sudent feedback is an seemal 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, certi

Of graduates from diploma and certicate 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

apprenticeship students

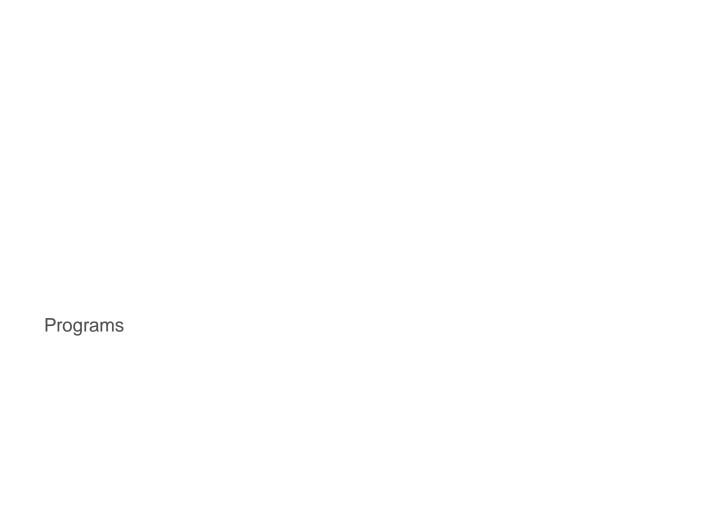
Of former

- h 86% received their Certi cate of Quali cation to practice their trades
- h 89% said their inschool 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







Evaluations

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

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

Most former associate degree, diploma, and contest students gave a favourable rating to the quality of their instruction: 95 percent said it was good, good, or ade. uate. (e ratings were on ave-point scale from 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



e respondents who leassociate degree or university transfer programs and were surveyed in 2015 went on to further education at high rates.

e respondents who took further studies at ædent 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 satised with the experience.

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

e 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

e majority of graduates surveyed were in the labour force; only 11 percent were neither working nor looking for work. e employment rate shows that a large majority of respondents were employed, while the unemployment rate 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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e 2015 Apprenticeship Student Outcomes Survey had a 51 percent response rate of 5,616 former apprentices eligible for the survey, 2,889 responded. e respondents' median age was 28, and 88 percent were men. ey 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 Certaite of Qualication (C of Q) from the Industry Training Authority (ITA). e ITA also oers apprenticeship completion and certi cation at di erent levels for certain programs ese progressive credential programs provide both on-the-job training and in-school technical training and result in certication 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 helpful or helpful in developing the ability to read and comprehend material appropriate to the kills 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 wasvery good, good, or ade_uate. (e ratings were on ave-point scale fromery 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 <code>very good</code> or <code>good</code>. Many also said the courses covered the topics most relevant to their eld.

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

Employment

e 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 participation rate of those from a traditional program was a little higher than that of those from a progressive credential program. e employment and unemployment rates bothediaccording 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, 5 percent were self-employed.

Hourly wage di

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