

2011

Baccalaureate Graduates Survey Report of Findings The Class of 2006, Five Years After Graduation



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Executive Summary

In the 2011 BC Baccalaureate Graduates Survey (BGS), respondents were asked to provide information on their educational experiences, participation in further education, and labour force outcomes. A special set of questions focussed on social engagement, to gauge the extent to which students felt their educational experiences had influenced their social, environmental, and cultural engagement after graduation.

Of the 14,694 graduates who were eligible to participate in the 2011 web survey, 3,377 responded—a response rate of 23 percent. Eighty-seven percent of respondents were from the province's three large research-intensive universities: The University of British Columbia (UBC), Simon Fraser University (SFU), and University of Victoria (UVIC). The remaining respondents came from the University of Northern British Columbia, Thompson Rivers University, and Royal Roads University.

Overall, results from this survey show that obtaining an undergraduate degree provides significant value to students and helps them develop skills and abilities that are applicable both in the workplace and for further educational endeavours.

At the time of the survey, respondents ranged in age from 25 to 79, with a median age of 29. Just under two-thirds of survey respondents (64 percent) were female, although this varied by program area. For example, women made up a smaller proportion of Engineering respondents (19 percent), but comprised a majority of surveyed graduates in Health Professions (83 percent).

Core Survey Results

Satisfaction

Students were largely satisfied with the quality of their education, with an overwhelming majority (91 percent) stating that they were *very satisfied* or *satisfied* with the education they had received at their respective institutions. Results varied somewhat by program area, with graduates from Natural Resources (98 percent) and Business programs (95 percent) being the most likely to report being *very satisfied* or *satisfied*.

Labour Force Outcomes

Eighty-nine percent of survey participants were in the labour force (either working or seeking employment) at the time of the survey. The unemployment rate for respondents was 4.8 percent, considerably lower than the overall provincial population (7.5 percent) at the time of the survey. Of those respondents employed at the time of the survey, nine out of ten were working full-time.

More than two-thirds (71 percent) of working graduates said their job was *very* or *some-what related* to their program of study.

Income

The median total annual income of graduates working full-time was \$57,000, though there was significant variation by program area. For example, graduates from applied program areas such as Law, Engineering, Health Professions, Computing Science, and Business were earning between \$67,000 and \$97,000, on average, while graduates from Fine and Performing Arts programs had the lowest annual full-time income (median: \$39,000).

Skill Level and Skill Type of Jobs

Approximately 19 percent of graduates were employed in management-level positions five years after graduation, significantly more than the rate that was recorded two years after graduation (6 percent).

Education Financing and Debt

Almost three-quarters (74 percent) of respondents reported having no remaining student loan debt from their baccalaureate education. On average, graduates from Health Professions, Physical Sciences, and Humanities programs had the most debt remaining (median: \$20,000), and Engineering graduates had the least (median: \$10,000).

Social Engagement

In 2011, the survey introduced new measures to evaluate social engagement among university graduates in British Columbia. A summary of the key findings for each measure follows.

Educational Engagement

Most respondents (85 percent) mentioned that their course work had an impact on their lives. Just over three-quarters (76 percent) said the same for friendship and peer interactions, and over half (56 percent) also found interaction with faculty members to have been influential.

Civic Engagement

Voting in elections, making purchasing decisions based on values and using the Internet to raise awareness were among the most common civic engagement activities in which respondents participated.

Half of respondents said their education had affected their engagement in value-based purchasing (50 percent either *to a great extent* or *to some extent*). Although 89 percent of respondents reported having voted in elections, only 43 percent said their education had impacted their likelihood of voting.

Volunteering and Philanthropy

Overall, female respondents were more likely than their male counterparts to have contributed either time or money to charitable causes.

Nearly half of graduates (44 percent) stated that they had donated (either *a great deal* or *somewhat*) money and/or time to poverty organizations. Contributing to health and community organizations was also common.

More than a quarter of all male and female respondents (27 percent) stated that their involvement in any or all of charitable activities was influenced by their educational experience.

Social Entrepreneurship

When respondents were asked whether they consider themselves to be a “social entrepreneur,” those who graduated from Fine and Performing Arts programs were most likely to consider themselves as such (27 percent).

Goals

Over three-quarters of respondents (77 percent) stated that they achieved their goal of acquiring a good job after graduation. An even larger share of graduates (88 percent) reached the goal of obtaining a general education and appreciation of ideas.

Importance of being Actively Engaged

Measures were used to assess respondents’ educational experience with respect to being actively involved in civic engagement, environmental sustainability, social diversity, and lifelong learning. The findings of these measures are summarized below.

Civic Engagement

Despite the fact that over half of graduates (59 percent) maintained that civic engagement is important in their lives, only 39 percent said their educational experiences led to an increase in their level of engagement. Some respondents from certain program areas seemed to have been more influenced than others.

Environmental Sustainability

Most of the graduates surveyed (78 percent) indicated that it was important to be engaged in environmental sustainability. Many (50 percent) also claimed that their experiences at their respective institutions increased their level of engagement.

Social Diversity

About half of survey participants (52 percent) stated that their educational experience increased their level of engagement in social diversity. This was particularly true for Social Sciences graduates (61 percent).

Lifelong Learning

Perhaps the most notable finding of this section of the survey was that nearly all of respondents (95 percent overall) said that lifelong learning was important. Most (76 percent) also agreed that their level of engagement increased as a result of their educational experiences. In general, graduates from all institutions and all programs reported similarly positive levels of engagement in lifelong learning.

Introduction

In 2011, B.C. graduates who obtained their bachelor's degrees in 2006 were given an opportunity to participate in the BC Baccalaureate Graduates Survey (BGS) to provide feedback and comments on their educational experiences. The information provided by the graduates is vital to the institutions in their educational planning and also provides a basis for policy development and accountability for the government. Prospective students and academic advisers can also benefit from this information for their own educational programs and planning.

In the 2011 survey, baccalaureate graduates were asked to provide information on their satisfaction with their degree program, skills and abilities acquired, participation in further post-secondary education, labour force outcomes, and education financing and debt. New to the survey in 2011 was a special set of questions pertaining to social engagement and the importance of being actively engaged. These new questions aimed to gauge the extent to which students felt their educational experiences had influenced their social, environmental, and cultural engagement after graduation.

Social and civil engagement, whether it is as simple as voting or as multifaceted as the various forms of involvement in social and civil issues measured in this survey, is essential for the social and economic success of a nation. This survey of the class of 2006, five years after graduation begins the process of providing metrics toward a new era in B.C. post-secondary education. The graduates of 2006 experienced most of their university education in the early years of the 21st century. As B.C. universities prepare to move forward into this new century, they are currently in the process of implementing strategic plans that dramatically re-envision the nature of undergraduate education. Part of this process includes a renewed emphasis on social and civil engagement as part of every undergraduate's education. One of the primary purposes of this survey is to provide a baseline for these broad and difficult-to-measure outcomes as we move forward with our 21st century strategic plans.

Response Rates and System Overview

The eligible cohort for the 2011 survey was composed of baccalaureate graduates from 2006 who earned their degrees from the University of British Columbia (UBC), Simon Fraser University (SFU), University of Victoria (UVIC), University of Northern British Columbia (UNBC), Royal Roads University (RRU), or Thompson Rivers University (TRU).

The survey was implemented over the web. Of the 14,694 graduates who were eligible to participate in the survey, 3,377 responded—a response rate of 23 percent. Eighty-seven percent of respondents were from one of the three large research intensive universities: UBC, SFU, or UVIC. Because response rates were lower for these large institutions, their graduates comprised 13 percent of the respondents but only 11 percent of the eligible cohort.

Respondents and response rates by institution

Institution	Respondents (n)	Respondents (%)
UBC	1,492	44%
SFU	833	25%
UVIC	613	18%
TRU	172	5%
UNBC	168	5%
RRU	99	3%
Overall	3,377	100%

Program areas

The majority of the survey respondents were from Social Sciences (29 percent), followed by Humanities at 12 percent. Business, Life Sciences, and Education each represented 10 percent. The two programs, Natural Resources and Agriculture, and Health, Fitness and Kinesiology each represented 2 percent of all the respondents.

Respondents and response rates by program area

Program Area	Respondents (n)	Respondents (%)	Response Rate
Social Sciences	984	29%	22%
Humanities	403	12%	23%
Business	347	10%	24%
Life Sciences	329	10%	24%
Education	326	10%	19%
Health Professions	218	6%	23%
Physical Sciences	161	5%	29%
Engineering	151	4%	23%
Computing Science	118	3%	24%
Fine and Performing Arts	99	3%	19%
Law	87	3%	29%
Natural Resources	83	2%	35%
Health, Fitness and Kinesiology	71	2%	23%
Overall	3,377	100%	23%

Demographic breakdown

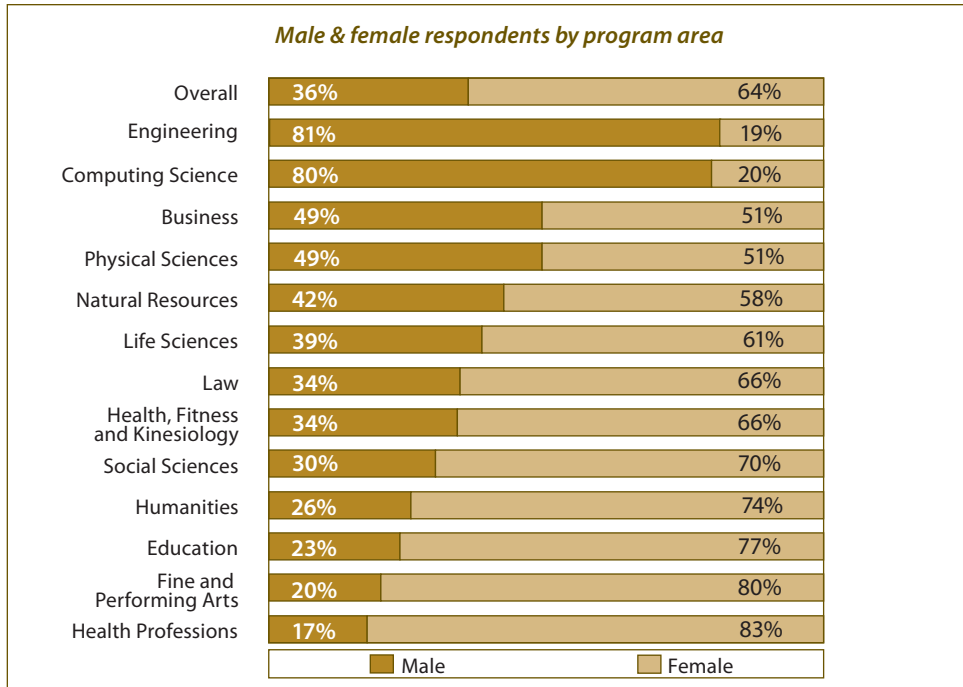
At the time of the survey, respondents ranged in age from 25 to 79. Only 18 percent of respondents were older than 34. The median age of the eligible cohort (30) was slightly higher than the median age of respondents (29).

As in past surveys, women were slightly more likely to have responded (24 percent) than men were (22 percent).

Almost two-thirds of respondents (64 percent) were female, though there were variations by program area. Only Business and Physical Sciences programs had approximately equal numbers of male and female respondents. Females made up a smaller proportion of Engineering (19 percent) and Computing Science (20 percent) graduates, but were a majority in Education (77 percent), Fine and Performing Arts (80 percent) and Health Professions (83 percent). Most Health Professions graduates had taken nursing—a program that traditionally attracts a female majority.

Median age by program area and institution

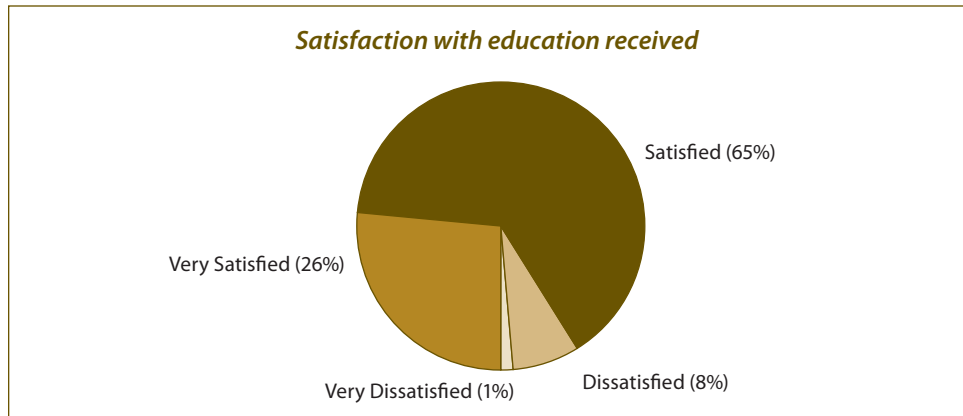
Program and Institution	Respondents	Cohort
Law	34	33
Health Professions	34	33
Education	32	32
Natural Resources	30	30
Fine and Performing Arts	29	29
Computing Science	29	29
Engineering	29	29
Health, Fitness and Kinesiology	29	29
Business	29	29
Social Sciences	29	29
Humanities	29	30
Physical Sciences	29	29
Life Sciences	28	29
RRU	34	33
TRU	32	30
SFU	30	31
UNBC	30	29
UVIC	30	30
UBC	29	30
Overall	29	30



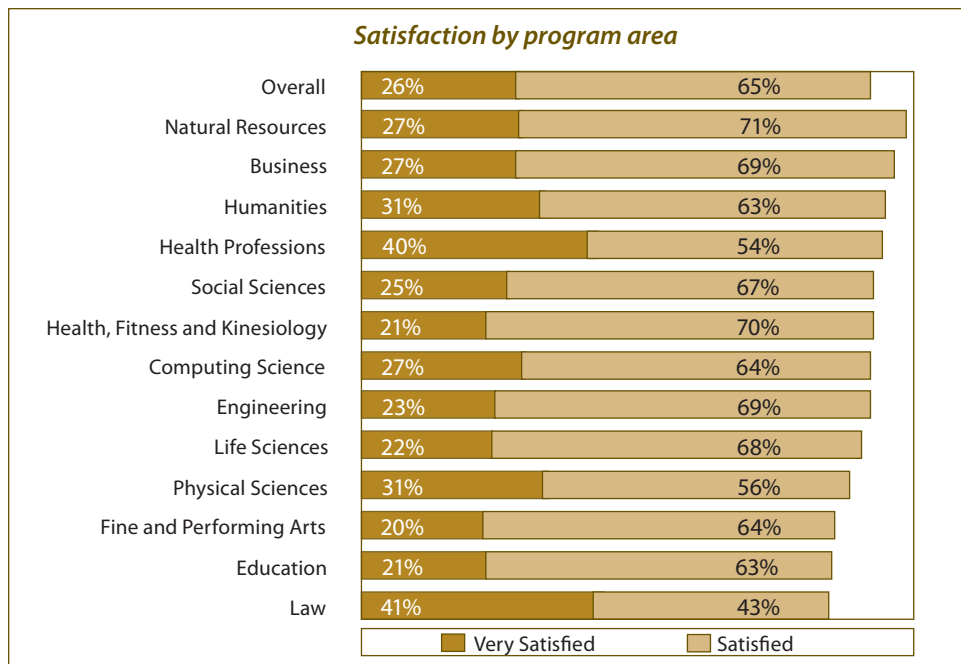
Core Survey Results

Satisfaction

A large majority of respondents (91 percent) said that they were *very satisfied* or *satisfied* with the education they had received.



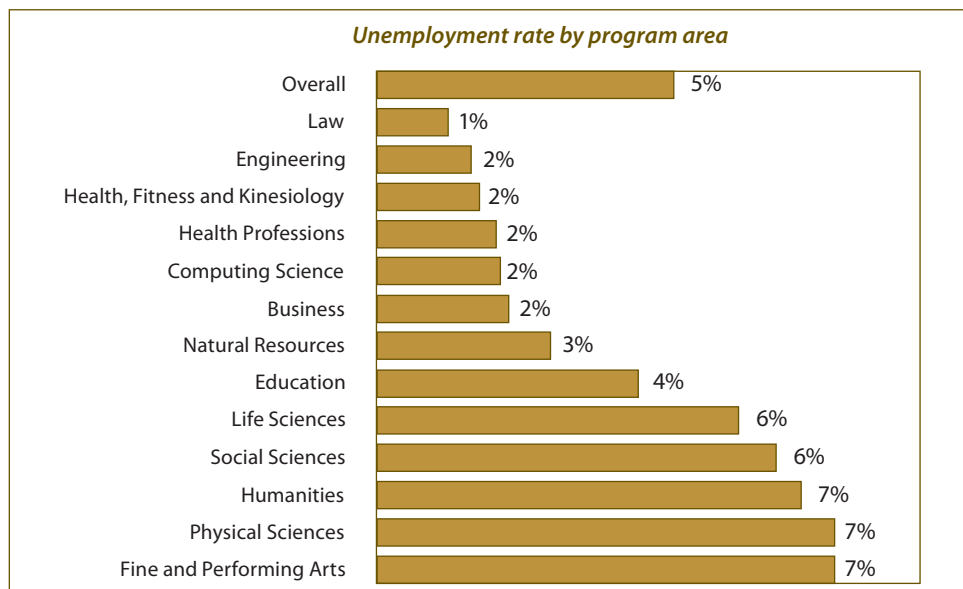
Results varied by program area. Graduates from Natural Resources (98 percent) and Business programs (95 percent) were the most likely to report being *very satisfied* or *satisfied*. Law graduates (84 percent) and Education graduates (84 percent) have the lowest combined percentage of those saying they were *very satisfied* or *satisfied*; however, Law graduates are the most likely to say they were *very satisfied* with their programs.



Labour Force Outcomes

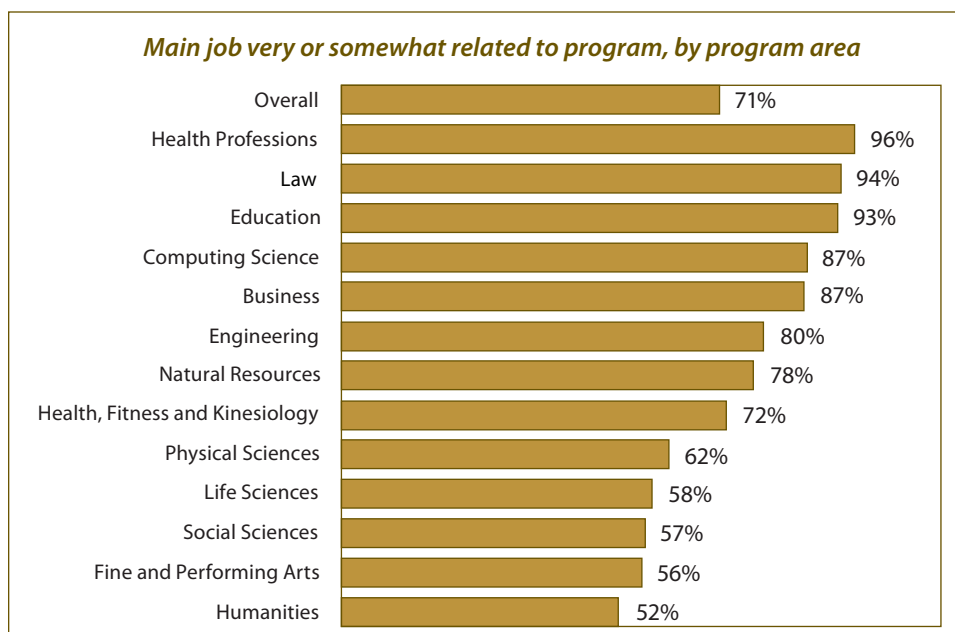
Eighty-nine percent of respondents were in the labour force—working or looking for work—at the time of the survey. Overall, the unemployment rate of respondents was 4.8 percent compared with 7.5 percent for the general population in B.C. and 7.4 percent for all of Canada (Source: Statistics Canada, Labour Force Survey prepared by BC Stats February 2012).

Unemployment rates varied by program area, but they were lower than the B.C. and Canada rates in every case.



Graduates from six of the thirteen program areas had unemployment rates of 2 percent or lower, five years after graduating. Those who were most likely to be unemployed were respondents from Fine and Performing Arts, Physical Sciences, and Humanities (7 percent each).

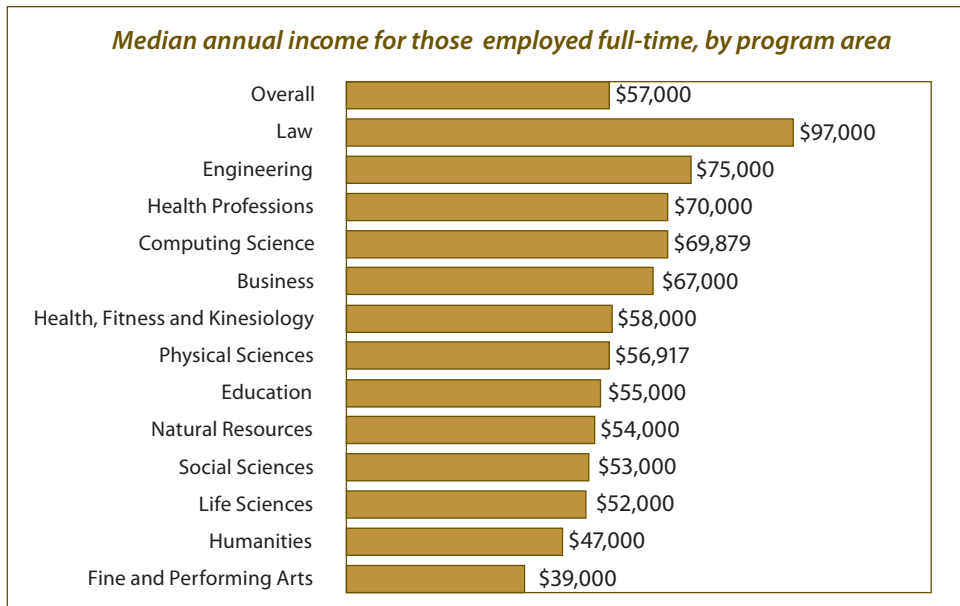
More than two-thirds (71%) of working graduates said their job was *very* or *somewhat related* to their baccalaureate program. Graduates from applied programs such as Health Professions (96 percent), Law (94 percent), and Education (93 percent) were most likely to be working in jobs related to their program of study, while graduates from programs in Humanities (52 percent), Fine and Performing Arts (56 percent), and Social Sciences (57 percent) were least likely to be working in jobs related to their programs.



Income

Of those respondents employed at the time of the survey, nine out of ten were working full-time. The median total annual income of graduates working full-time was \$57,000, though variations across program areas were large. Graduates from Law programs were making the most (median: \$97,000) while graduates from Fine and Performing Arts programs had the lowest annual full-time income (median: \$39,000).

About two-thirds of respondents (2,208 of 3,377) had been surveyed once already in 2008, two years after having received their baccalaureates. A substantial subset of these respondents (n=906) were working full-time and reported their annual income in both 2008 and 2011. Focussing on these respondents allows us to observe changes in income over time.



Overall, median annual income increased 25 percent between 2008 and 2011: from \$48,000 to \$60,000. There were differences by program area, but graduates from all program areas saw significant income gains.

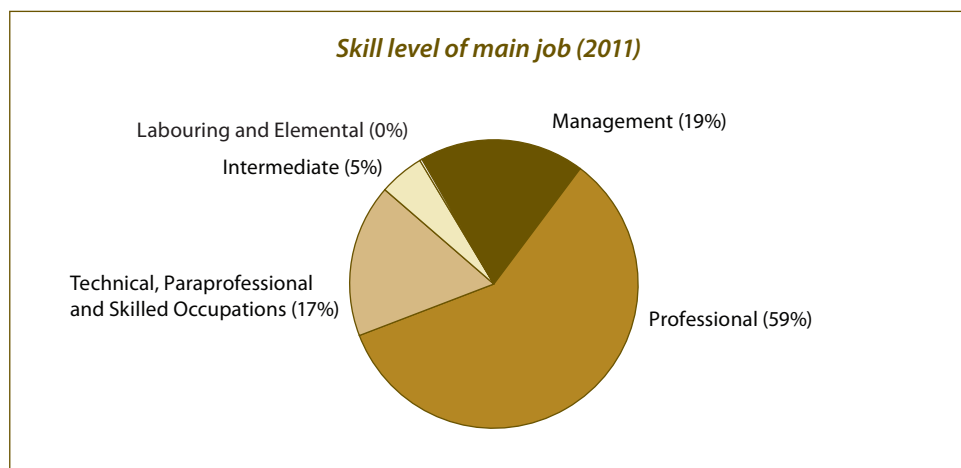
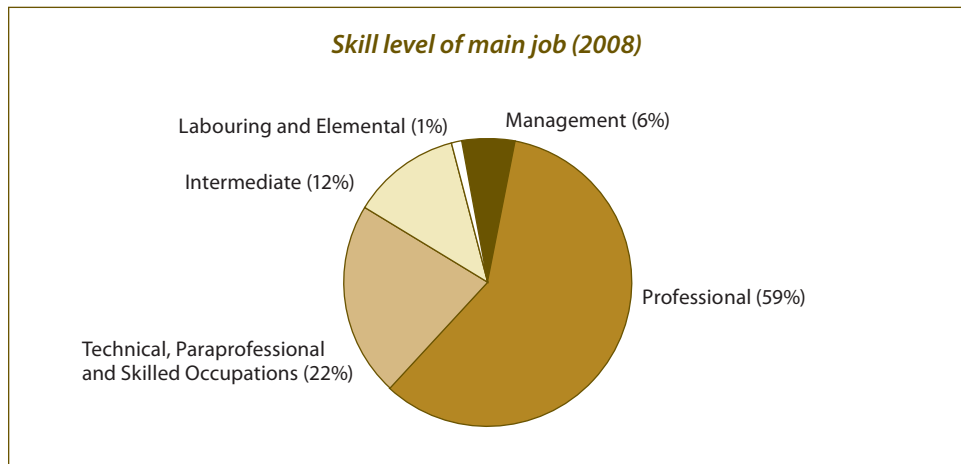
Change in median income for those working full-time in both 2008 and 2011

Program Area	(n)	Income in 2008	Income in 2011	Change in Income
Fine and Performing Arts	12	\$38,500	\$44,234	15%
Computing Science	37	\$45,360	\$73,000	61%
Engineering	58	\$60,000	\$77,000	28%
Education	80	\$45,500	\$55,000	21%
Law	37	\$70,000	\$100,000	43%
Health Professions	86	\$60,160	\$71,134	18%
Health, Fitness and Kinesiology	13	\$45,000	\$55,000	22%
Business	113	\$50,000	\$70,000	40%
Natural Resources	23	\$48,667	\$63,000	29%
Social Sciences	263	\$45,000	\$52,000	16%
Humanities	86	\$43,918	\$49,700	13%
Life Sciences	59	\$46,000	\$52,100	13%
Physical Sciences	39	\$44,928	\$57,896	29%
Overall	906	\$48,000	\$60,000	25%

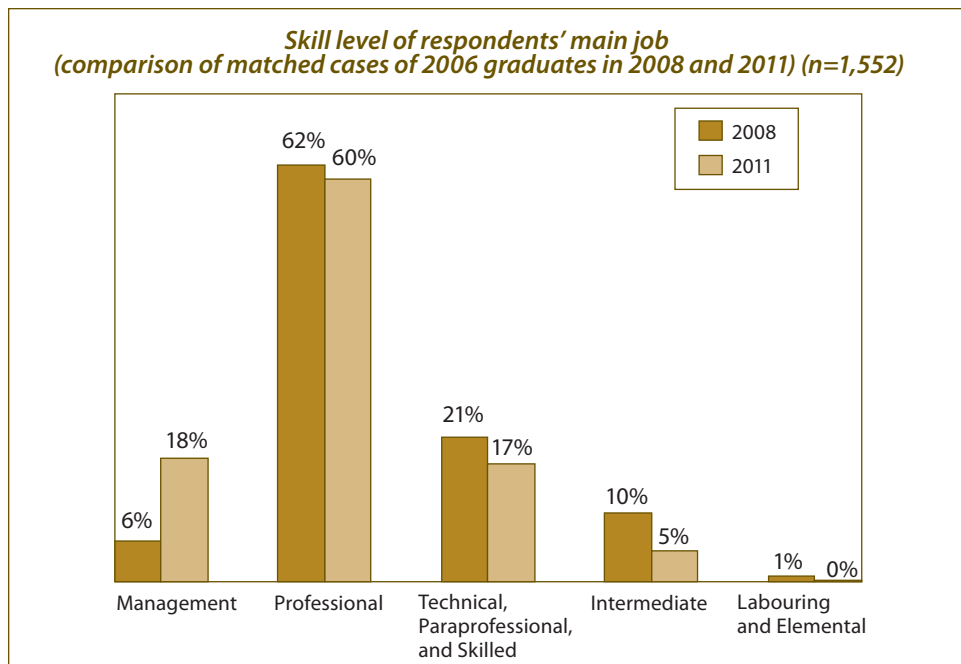
Computing Science graduates who reported full-time income in both the 2008 and 2011 surveys had the largest increase, percentage-wise: 61 percent, from \$45,360 to \$73,000. Law graduates had the largest increase in income from an annual median salary of \$70,000 to \$100,000—a 43 percent jump.

Skill Level and Skill Type of Jobs

The types of jobs held by graduates changed dramatically between 2008 and 2011 as well. Looking at the National Occupational Classification Skill Level of respondents' main jobs shows that the graduates were about three times as likely to be in Management jobs after five years (19 percent) than after only two years (6 percent).



The charts above include data from all employed respondents in both the 2008 and 2011 surveys, so they are not based on exactly the same group of people. By selecting those who provided employment information in both surveys, we can look at specific job transition trends.



Almost half of those in the comparison group (47 percent) were in Professional occupations in both 2008 and 2011. More than half (51 percent) of those in Management positions in 2011 had been in Professional positions in 2008.

Remaining Debt

Of the 3,377 graduates who completed the survey, only 875 (26 percent) reported outstanding student loan debt from the program they left five years before. The percentage who still had debt, and the amount owing, varied by program area.

Outstanding student loan debt by program area

Program Area	Outstanding Debt (n)	No Debt Remaining (n)	Outstanding Debt (%)	Median Outstanding
Fine and Performing Arts	34	65	34%	\$17,500
Computing Science	15	103	13%	\$12,000
Engineering	29	122	19%	\$10,000
Education	109	217	33%	\$15,000
Law	26	61	30%	\$19,500
Health Professions	53	165	24%	\$20,000
Health, Fitness and Kinesiology	17	54	24%	\$12,500
Business	55	292	16%	\$14,000
Natural Resources	23	60	28%	\$19,000
Social Sciences	292	692	30%	\$18,000
Humanities	112	291	28%	\$20,000
Life Sciences	73	256	22%	\$15,000
Physical Sciences	37	124	23%	\$20,000

Graduates from Health Professions, Physical Sciences, and Humanities programs had the most debt remaining, on average (median: \$20,000), while Engineering graduates had the least (median: \$10,000). Computing Science graduates were the least likely to have outstanding debt (13 percent) while Fine and Performing Arts graduates were the most likely to have student loans still owing (34 percent).

Social Engagement

This section of the report presents the social engagement findings of the 2011 BC Baccalaureate Graduates Survey. The 2011 Survey introduced new measures of assessment to evaluate social engagement among university graduates in British Columbia. In future years, it will be possible to monitor these key measures and to document changes in response to trends over time.

The survey used five key measures to evaluate respondents' educational experience as it pertains to social engagement: educational engagement, civic engagement, volunteering and philanthropy, social entrepreneurship, and goal achievement.

Not surprisingly, older respondents were more likely to have participated in social engagement activities. Indeed, respondents aged 50 and over were the most likely to report all types of engagement as being important in their lives. This factor can influence results by program type, as well as by institution. For example, since older people are more likely to be actively involved in all types of social engagement, it makes sense that respondents from institutions with graduates of higher median age, such as Royal Roads University, have elevated engagement rates. The same could be said for graduates of particular programs where the median age is higher than others (e.g., Law). Although older respondents are more likely to be involved in social engagement activities and to consider them more important than their younger counterparts, the extent to which respondents felt that their educational experience influenced their social engagement did not differ considerably by age.

Social engagement appears to differ little by gender; however, female respondents were more likely to participate in social engagement activities, particularly those involving donating time or money to charitable organizations. Interestingly, there is less variation among male and female respondents when it comes to the influence of their education on their level of social engagement.

Educational Engagement

The first questions pertaining to social engagement dealt with sources of educational engagement. Specifically, participants were asked which aspects of their educational experience had the most impact on their life after graduation. The aspects most commonly mentioned as influential included course work, friendships and peer interactions, and interaction with faculty. On the other hand, even when factoring in the lower rate of participation in certain

activities, involvement in things such as student clubs, study abroad, and teaching assistantships appear to have been somewhat less influential.

The majority (85 percent) of respondents agreed that course work had *a strong impact* or *some impact* on their lives, while a little over three quarters (76 percent) said the same of friendship/peer interactions, and over half (56 percent) found interaction with faculty members to have been influential.

There was some variation in responses among graduates from different program areas. For example, graduates from Computing Science programs were the most likely (94 percent) to respond that their coursework had either *a strong impact* or *some impact* on their lives, compared to just 77 percent among those from Physical Sciences. In terms of friendships and peer interactions, Law graduates appear to have been influenced most notably (90 percent responding *strong* or *some impact*), while Natural Resources students were more heavily impacted by their interaction with faculty. Friendship and peer interactions seem to have been somewhat less important for graduates from Fine and Performing Arts (67 percent), and the impact of faculty interaction was lowest among Health, Fitness and Kinesiology graduates (46 percent).

Educational experiences had impact on life, by program area

Program Area	Course Work	Friendships/ Peer Interactions	Interaction with Faculty
Fine and Performing Arts	81%	67%	59%
Computing Science	94%	77%	52%
Engineering	86%	87%	53%
Education	82%	74%	59%
Law	90%	90%	58%
Health Professions	92%	72%	61%
Health, Fitness, Kinesiology	82%	78%	46%
Business	88%	77%	50%
Natural Resources	90%	89%	69%
Social Sciences	86%	75%	55%
Humanities	85%	68%	59%
Life Sciences	81%	83%	56%
Physical Sciences	77%	75%	58%
Overall	85%	76%	56%

Civic Engagement

The second set of questions pertaining to social engagement dealt with issues of public importance. Specifically, respondents were asked how frequently they take part in particular civic engagement activities and what impact their education has had on their levels of participation.

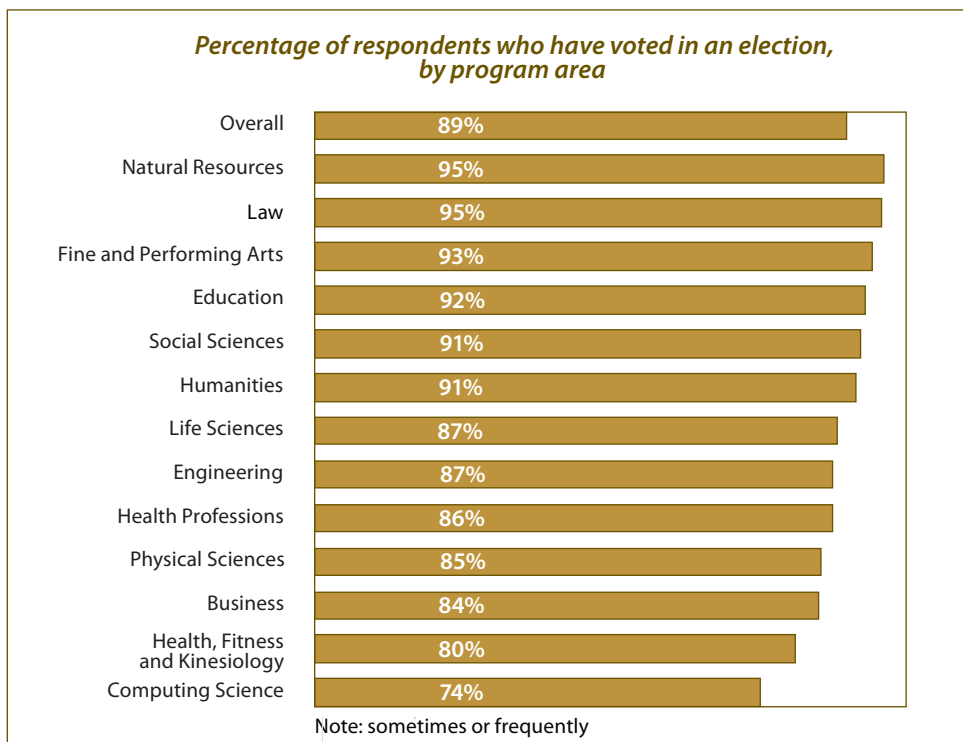
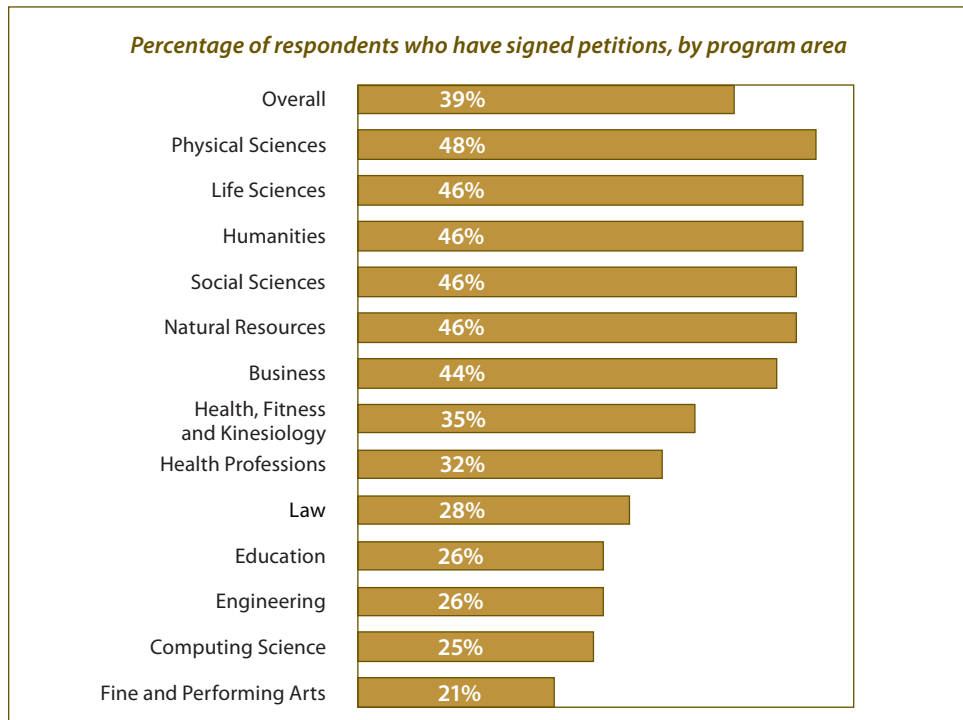
The majority (89 percent) of participants stated that they had (either *frequently* or *sometimes*) voted in elections, and a sizeable share (60 percent) made purchasing decisions based on values. Using the Internet to raise awareness was also quite prevalent. While *signing* petitions appeared to be relatively common (39 percent), comparatively few had *organized* a petition (5 percent). Similarly, a small share of graduates had sent letters to editors (10 percent), were involved in protests (11 percent), or led a public issue group (11 percent). The following figure illustrates the reported level of respondent participation in specific activities of public importance.

Rates of participation in activities of public importance, by frequency

Activity	Frequently	Sometimes	Rarely	Never
Given formal talks or demos	7%	21%	17%	55%
Organized petitions	1%	4%	9%	86%
Signed petitions	7%	32%	32%	28%
Letters to editor	1%	9%	15%	74%
Involved in protests	2%	9%	15%	73%
Voted in election	72%	17%	5%	6%
Contact w/ public official	6%	14%	19%	60%
Joined public issue group	9%	18%	19%	54%
Led public issue group	4%	7%	10%	79%
Value-based purchasing	27%	33%	15%	25%
Internet used to raise awareness	14%	25%	22%	39%
Canvassed, campaigned, fund-raised	7%	21%	19%	52%
Distributed food/necessities	7%	26%	26%	42%

There was considerable variation among graduates from different disciplines, particularly among those who had signed petitions and those who had voted in an election. Business graduates were the least likely to have signed a petition, while those from Computing Sciences had the lowest voter turnout.

The charts below illustrate the program area variations of two of the top issues of public importance mentioned by respondents: petition signing and voting.



Although it is important to measure participation in civic activities, it is of equal value to determine the degree to which the respondents feel their educational experience influenced their involvement in such activities.

There was notable variation in responses. The largest percentages of respondents maintained that their educational experiences had an impact on their involvement in voting in an election (43 percent either *to a great extent* or *to some extent*) and value-based purchasing (50 percent). Although fewer than half (45 percent) of respondents indicated that they had given formal talks or demos, a sizeable share expressed that their involvement in such activities was impacted by their educational experience (37 percent).

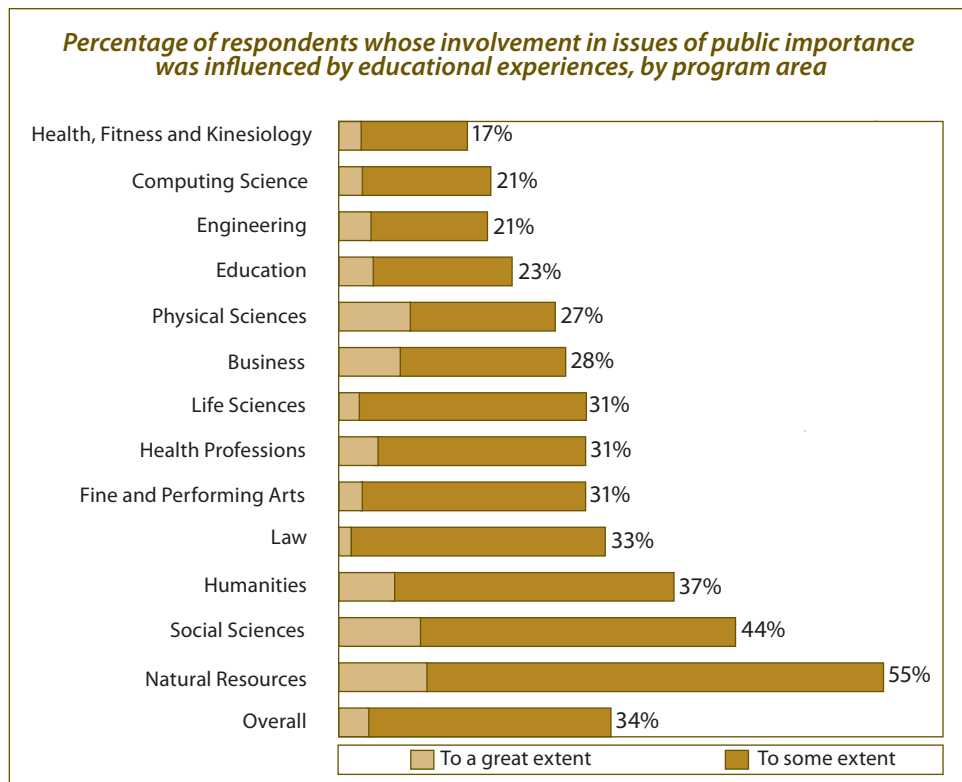
The following chart illustrates the percentage of graduates who indicated that their educational experience influenced (*to a great extent* or *to some extent*) their involvement in issues of public importance.

Percentage of respondents whose involvement in issues of public importance was influenced by educational experience, by activity

Activity	Influenced by Educational Experience
Given formal talks or demos	37%
Organized petitions	3%
Signed petitions	23%
Letters to editor	13%
Involved in protests	16%
Voted in election	43%
Contact w/ public official	18%
Joined public issue group	32%
Led public issue group	13%
Value-based purchasing	50%
Internet used to raise awareness	29%
Canvassed, campaigned, fund-raised	17%
Distributed food/necessities	17%

Note: to some extent or to a great extent

There is also a notable variation among respondents from different program areas. For example, 55 percent of Natural Resources graduates identified their educational experience as having affected their involvement in issues of public importance, a substantially higher rate than graduates from other disciplines. Similarly, respondents from the Social Sciences (44 percent responding as either *to a great extent* or *to some extent*) reported their education as having had an impact on their engagement in issues of public importance while graduates of Health, Fitness and Kinesiology were least likely to identify this impact (17 percent). Overall, 34 percent of all graduates reported that their involvement in issues of public importance was influenced by their educational experience.



Volunteering and Philanthropy

Graduates were asked about volunteering and philanthropy and the extent to which they donated time or money to a range of charitable causes.

In general, female respondents were more likely than their male counterparts to have donated to or volunteered for charitable causes. Just over a quarter (27 percent) of all respondents (male and female) stated that involvement in any or all of their charitable activities was influenced by their educational experience.

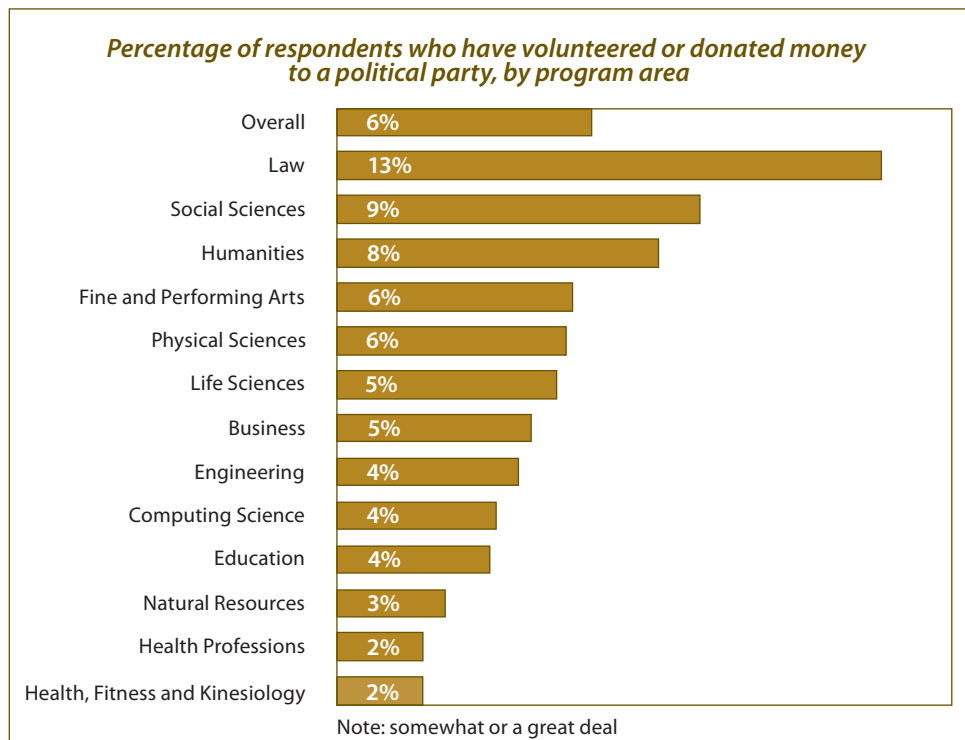
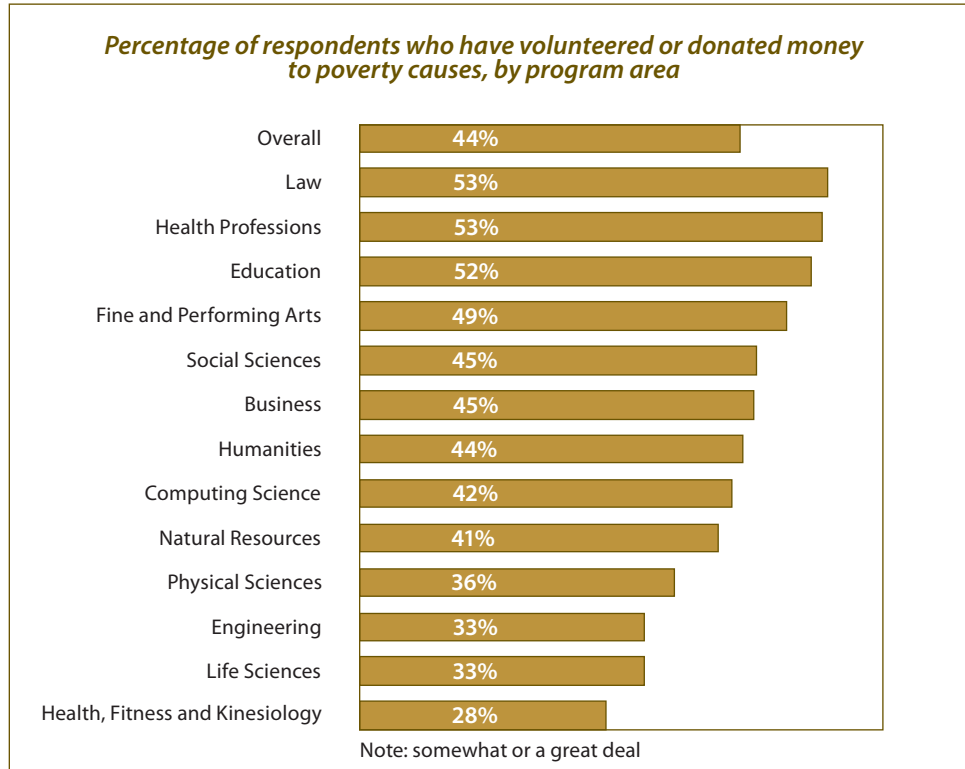
Overall, nearly half (44 percent) of respondents stated that they had donated money and/or time (either *a great deal* or *somewhat*) to poverty organizations. Volunteering and donating to health and community organizations was also common. At the other end of the scale, participants appear to be less likely to have contributed to political parties and religious groups.

*Extent to which respondents have volunteered or donated money,
by type of charitable organization*

Type of charity	A Great Deal	Somewhat	A Little	None
Arts	5%	13%	22%	60%
Community	13%	30%	29%	28%
Education	10%	23%	24%	43%
Environmental	5%	19%	27%	49%
Health	12%	28%	25%	35%
Human Rights	6%	17%	19%	57%
International Development	7%	16%	17%	61%
Natural Disasters	7%	26%	29%	38%
Political Parties	1%	5%	8%	86%
Poverty	10%	34%	33%	24%
Religion	7%	7%	9%	77%
Social Justice	6%	12%	16%	66%
Youth Organizations	7%	17%	26%	50%

Not surprisingly, graduates were more likely to have donated money to a charitable organization specifically related to their field of study. Natural Resources graduates, for example, had the highest rate of donation to environmental groups, while graduates from Health Professions and Life Sciences most commonly contributed to health charities. Similarly, Education graduates tended to donate to educational organizations, and Law and Social Science graduates were more likely to have volunteered for, or donated to, a political party than graduates from other disciplines. Overall, Law graduates donated the most frequently to charitable causes.

The following figures exemplify the substantial variation among respondents from different program types, by the most common type of charitable organization (poverty groups) and the least common (political groups).



Further to exploring respondents' charitable activities, the survey asked to what extent participants' educational experience influenced their involvement in these activities. There is considerable disparity among graduates from different programs in terms of the perceived impact of their educational experience on their participation in volunteering and philanthropy. Over one-third (37 percent) of graduates from Natural Resources programs indicated that their educational experience was quite influential. Conversely, Engineering graduates were the least likely to say they were influenced by their education in this capacity (14 percent).

Extent to which involvement in volunteering and philanthropy was influenced by educational experience, by program area

Program area	To a Great Extent	To Some Extent	To a Small Extent	To no Extent
Fine and Performing Arts	5%	26%	32%	38%
Computing Science	1%	15%	29%	55%
Engineering	2%	12%	32%	54%
Education	2%	15%	33%	50%
Law	4%	21%	22%	53%
Health Professions	2%	22%	36%	40%
Health, Fitness and Kinesiology	4%	12%	35%	49%
Business	2%	19%	35%	45%
Natural Resources	7%	30%	35%	28%
Social Sciences	6%	29%	37%	28%
Humanities	6%	24%	34%	36%
Life Sciences	3%	22%	37%	38%
Physical Sciences	4%	20%	35%	41%
Overall	4%	23%	35%	39%

Social Entrepreneurship

Parallel to the issues surrounding volunteering and philanthropy is the extent to which graduates are directly creating or influencing organizations for the public good. “Social entrepreneurship” is defined as involvement in creating new organizations which have social, environmental, or other public interest issues as the primary goal. It could also involve influencing a for-profit organization to channel more of its revenues for the good of these public issues. Respondents were asked whether they consider themselves to be a “social entrepreneur” and results were mixed.

Respondents who graduated from Fine and Performing Arts programs were most likely to consider themselves to be social entrepreneurs (27 percent), while graduates from Computing Science were the least likely to declare themselves as such (4 percent).

Percentage of graduates who do or do not consider themselves to have been a social entrepreneur, by program area

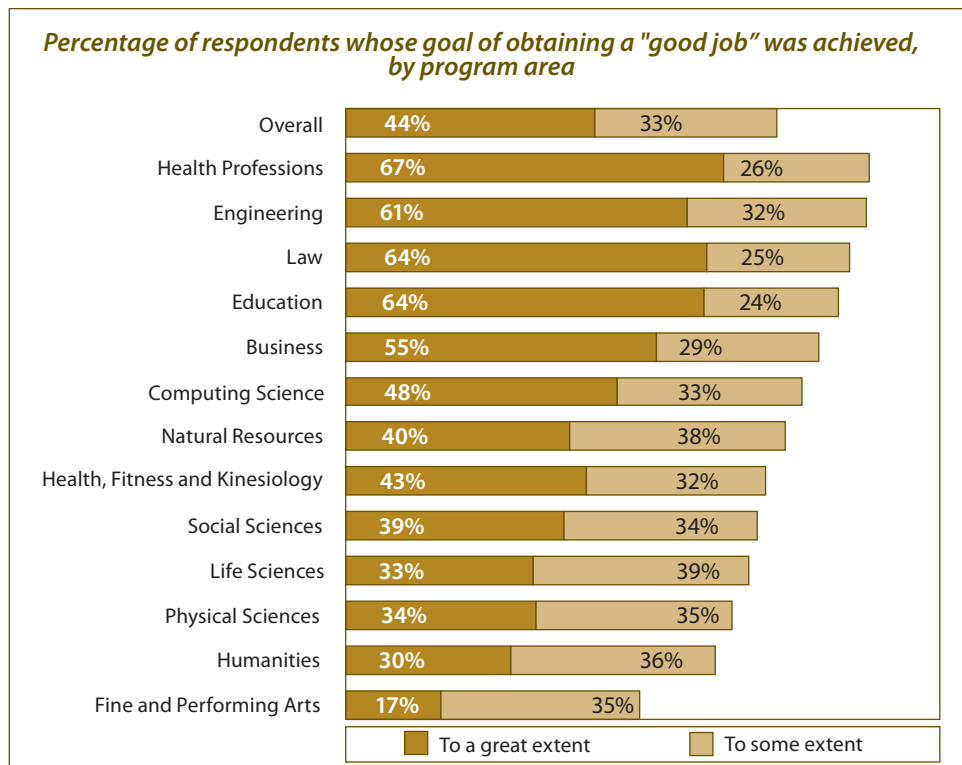
Program Area	No	Yes	Yes %
Fine and Performing Arts	59	22	27%
Natural resources	59	12	17%
Law	62	12	16%
Social Sciences	711	132	16%
Life Sciences	237	46	16%
Humanities	289	51	15%
Education	229	38	14%
Business	253	36	12%
Physical Sciences	124	17	12%
Health, Fitness, Kinesiology	54	7	11%
Health Professions	168	18	10%
Engineering	125	10	7%
Computing Science	100	4	4%
Overall	2,470	405	14%

Goals

There are some notable connections between goals achieved after graduation and social engagement. Respondents were asked a series of questions designed to gauge the types of goals they set for themselves, as well as the extent to which they felt their educational experience had helped them to achieve these goals.

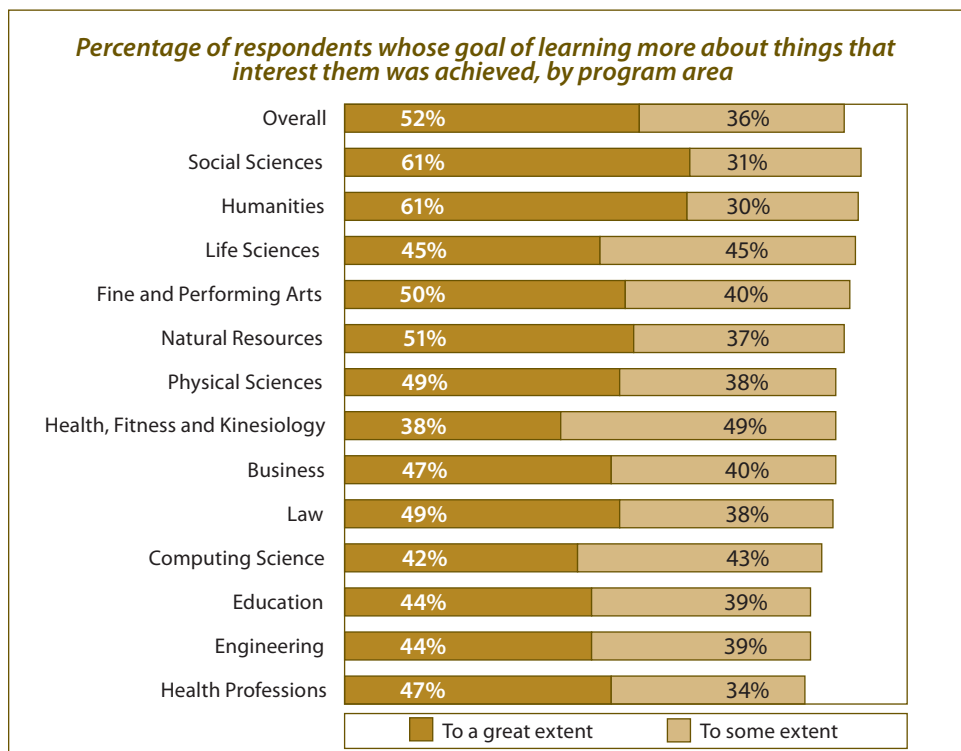
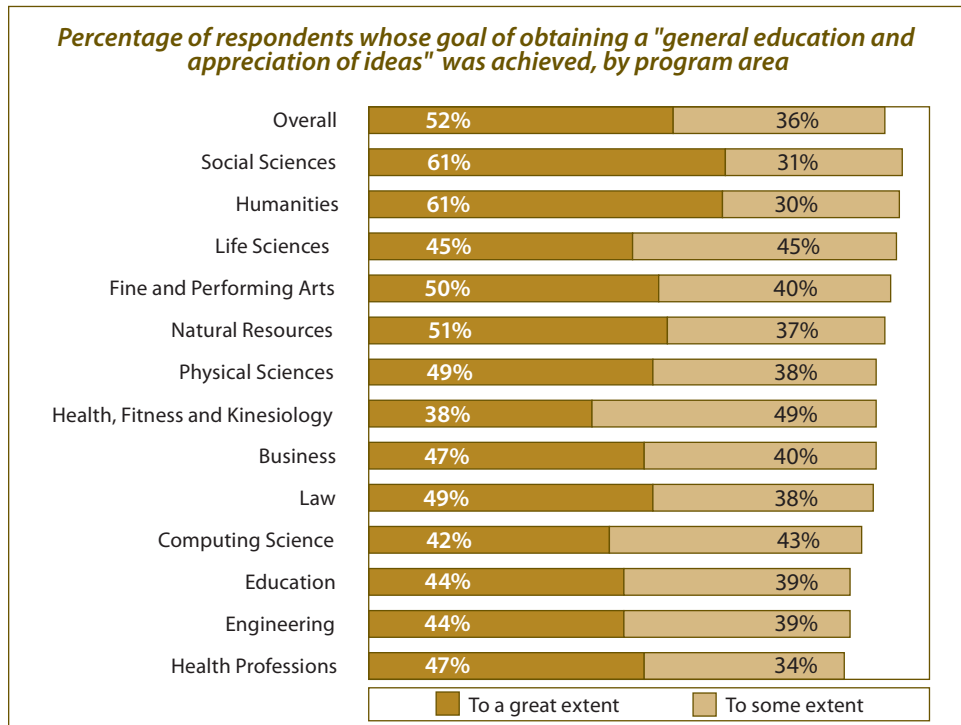
Generally speaking, the most commonly-achieved goals included to be able to get a good job, to gain a general education and appreciation of ideas, and to learn more about things of interest. Respondents were asked about their achievement of each goal category, whether or not they had chosen a specific goal; they were given a response option of *not applicable—never had this as a goal*.

More than three-quarters (77 percent) of respondents stated that they achieved their goal of acquiring a good job after graduation (*to a great extent* or *to some extent*). Rates were highest among graduates of Health Professions and Engineering (each 93 percent) and lowest among Fine and Performing Arts (52 percent).



Job placement is not the only important goal that drives student success. Somewhat more qualitative aspirations, such as fostering personal interest and an appreciation of ideas, also play a role. A large majority of graduates (88 percent) reached the goal of obtaining a general education and appreciation of ideas (*to a great extent* or *to some extent*). The proportion of students who had succeeded in this particular endeavor was notably high among graduates of Social Sciences (92 percent) and lowest among Health Professions (81 percent). Respondents' perception(s) of achievement in learning more about things of personal interest were similarly positive.

The following two figures show the variation of these somewhat qualitative goals. A more detailed breakdown is available in a table in the Appendix.

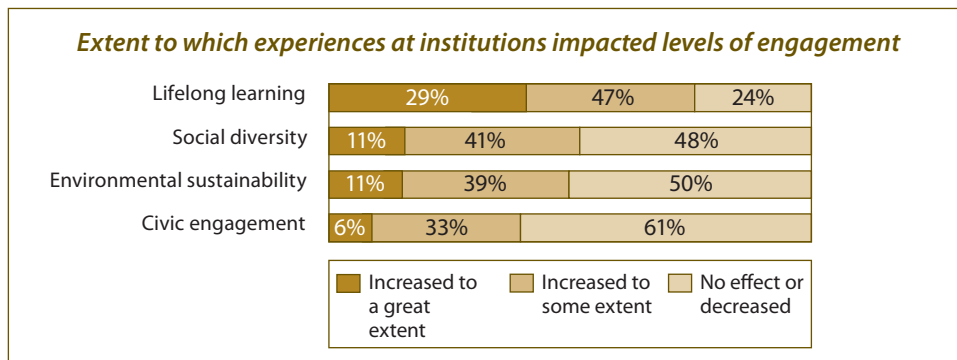


Importance of Being Actively Engaged

Four key measures were used to evaluate respondents' educational experience as it pertained to being actively involved in the areas of civic engagement, environmental sustainability, social diversity, and lifelong learning. Respondents were asked a series of questions designed to gauge the extent to which they felt being actively engaged was important and to determine what impact their educational experience had on their engagement.

Results show minimal differences by age and gender.

Overall, more than three-quarters (76 percent) of respondents said their educational experience increased their level of engagement in lifelong learning *to a great extent* (29 percent) or *to some extent* (47 percent). Interestingly, other categories of engagement did not appear to have been impacted as positively. For example, a majority (61 percent) of respondents stated that their educational experience was either inconsequential to, or had a negative effect on, their level of civic engagement.



Civic Engagement

More than half (59 percent) of the graduates surveyed said that civic engagement was either very or somewhat important in their lives. Not quite as many (39 percent) said their educational experience resulted in an increase in their level of engagement. This could be an indication that students were already quite engaged on a civic level before entering their respective programs, so their educational process was not a driving force in this engagement. Not having been influenced by their institutions does not mean that graduates were not aware of civic issues. Note also that results could be impacted by the program mix, as well as median age of graduates from their respective institutions.

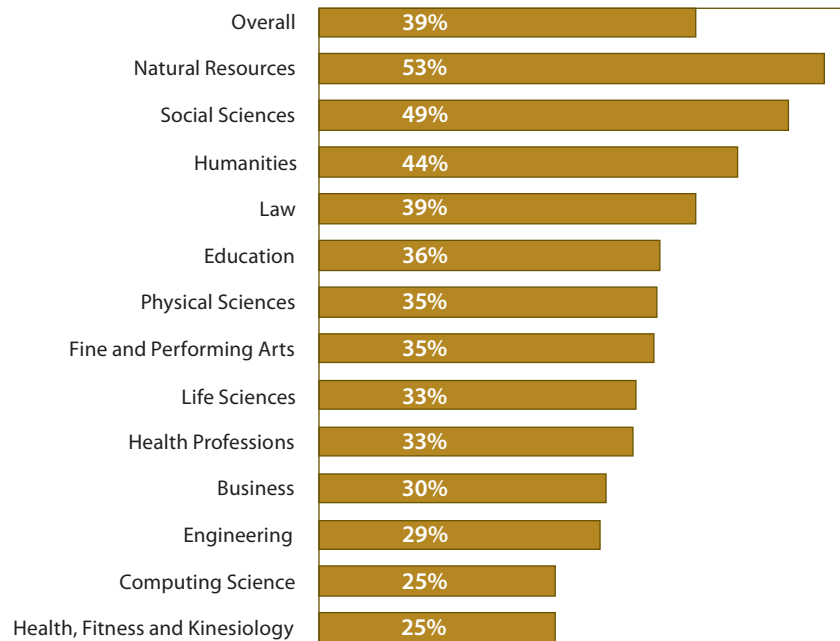
Percentage of graduates who consider it important to be civically engaged and those whose educational experience increased this engagement, by institution

Institution	Important	Increased
RRU	63%	40%
SFU	57%	36%
TRU	58%	38%
UBC	58%	38%
UNBC	58%	44%
UVIC	67%	45%
Overall	59%	39%

Note: Very important or somewhat important and increased to some extent or to a great extent

Certain program areas seem to have been more likely to have influenced graduates in their civic engagement. Natural Resources and Social Sciences graduates were, by far, the most likely to attribute an increase to their educational experience. On the other hand, graduates from Computing Science and Health, Fitness and Kinesiology found their studies to have had less of an impact in this capacity.

Educational experience increased respondents' civic engagement, by program area



Environmental Sustainability

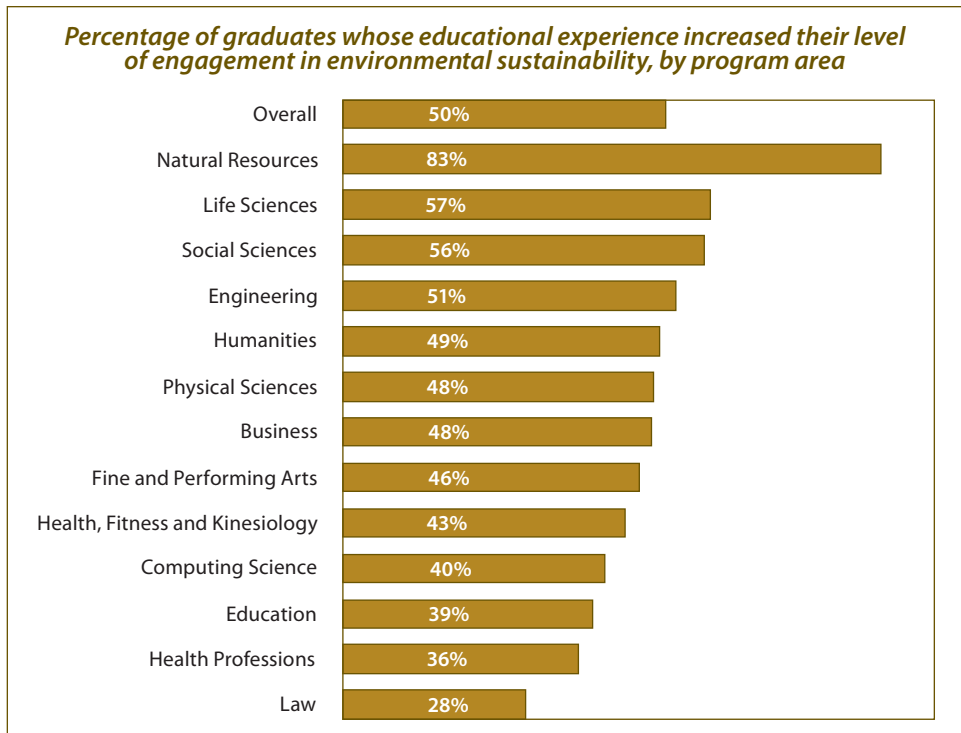
Respondents were asked a series of questions intended to measure their perceptions of environmental sustainability. The majority of graduates (78 percent) stated that it was important to be engaged in environmental sustainability and many (50 percent) also claimed that their experiences at their respective institutions increased their level of engagement.

Percentage of graduates who consider it important to be engaged in environmental sustainability and those whose educational experience increased this engagement, by institution

Institution	Important	Increased
RRU	84%	62%
SFU	75%	41%
TRU	84%	53%
UBC	77%	50%
UNBC	80%	57%
UVIC	83%	55%
Overall	78%	50%

Graduates from Education (88 percent *very* or *somewhat important*) and Natural Resources (90 percent) programs placed the most importance in engaging in environmental sustainability, while Law (65 percent) and Computing Science (67 percent) graduates seem to have attached the least value to such practices.

Certain program areas also appear to be more likely to influence students in environmental sustainability. Eighty-three percent of graduates from a Natural Resources program claimed that their engagement in environmental sustainability was increased *to a great extent* or *to some extent* by experiences at their respective institutions, compared with just 50% of respondents overall. At the other end of the scale, graduates from Law and Health Professions programs (28 and 36 percent, respectively) were the least likely to affirm that their educational experience played a role in their engagement in sustainable practices.



Social Diversity

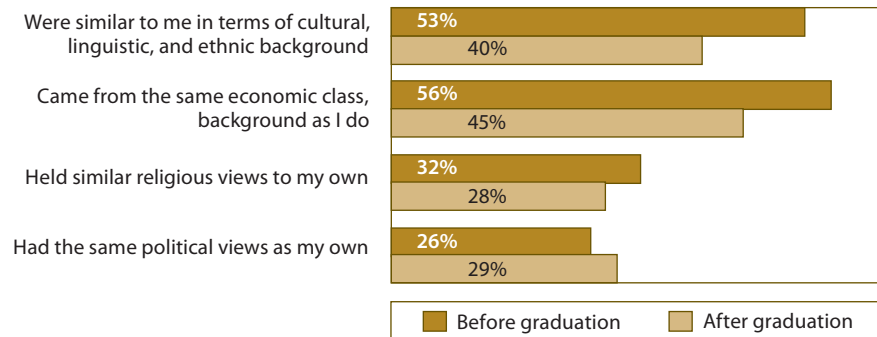
Through a series of questions about social diversity, participants were asked to speak to some characteristics of their social circles, *before* pursuing their post-secondary education as compared with *after* (five years post-graduation).

Specifically, respondents were asked if most of their close friends held political and religious views that were similar to their own and if they were from the same socioeconomic class and had similar cultural, linguistic, and ethnic backgrounds.

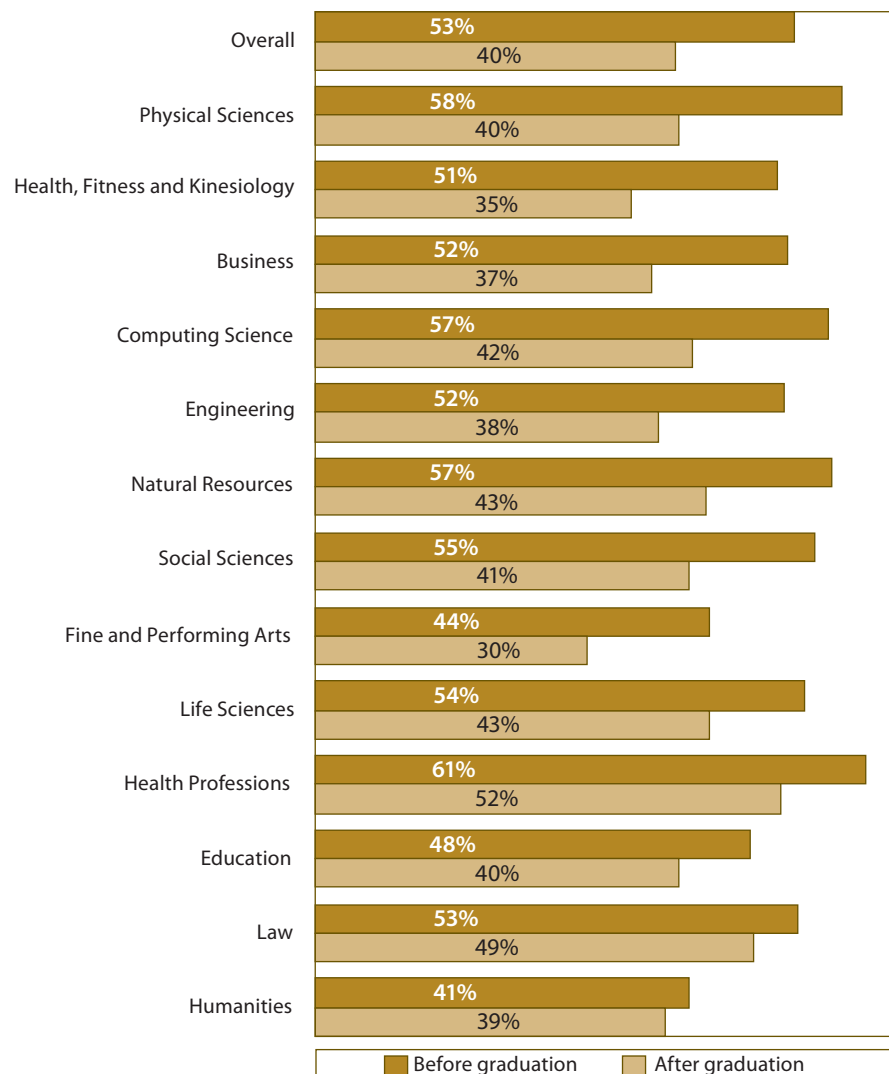
The only variable that appears to have increased after graduation is “holding the same political views.” At the time of the survey, approximately 29 percent of participants stated that most of their friends held similar political views, up from 26 percent before they entered their programs.

Conversely, the percentage of graduates who stated that most of their close friends were similar to themselves in terms of “cultural, linguistic and ethnic background” declined from 53 percent to 40 percent. Declines persisted across all program areas, with Engineering graduates reporting the biggest decrease over the period.

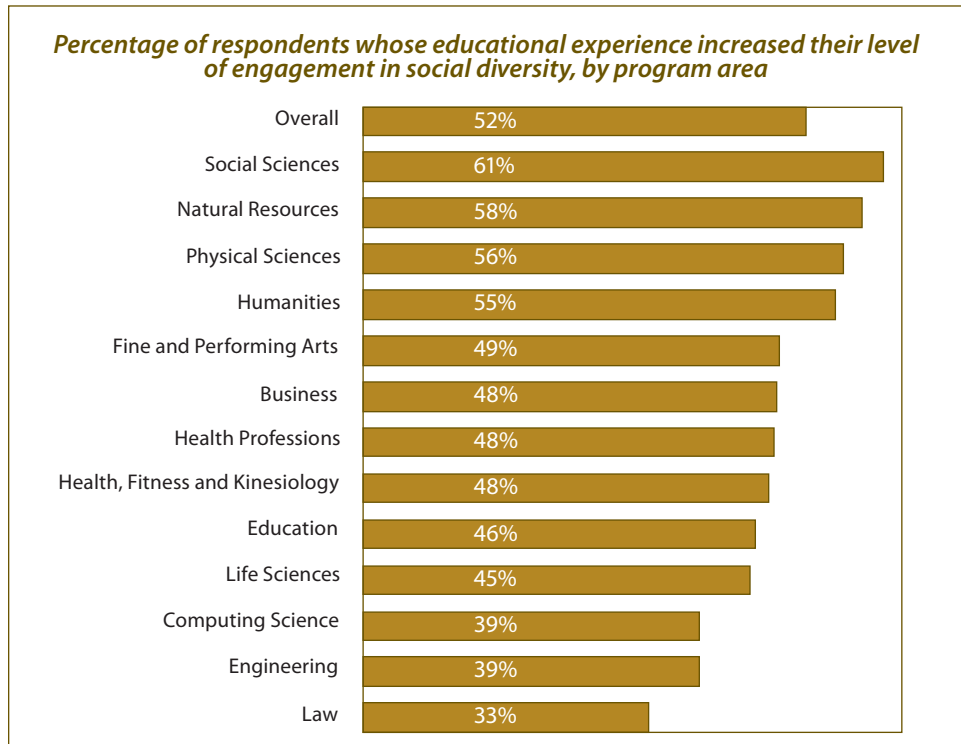
Before and after graduation, percentage of respondents who stated that most of their close friends had similar political and religious views and were from the same economic class and cultural, linguistic, and ethnic backgrounds



Percentage of respondents whose close friends are primarily of similar cultural, linguistic and ethnic background, before and after graduation, by program area



Over half (52 percent) of respondents stated that their educational experience increased their level of engagement in social diversity (either “to some extent” or “to a great extent”). This was particularly true for Social Sciences graduates (61 percent). The lowest rate was reported by Law graduates (33 percent).



Lifelong Learning

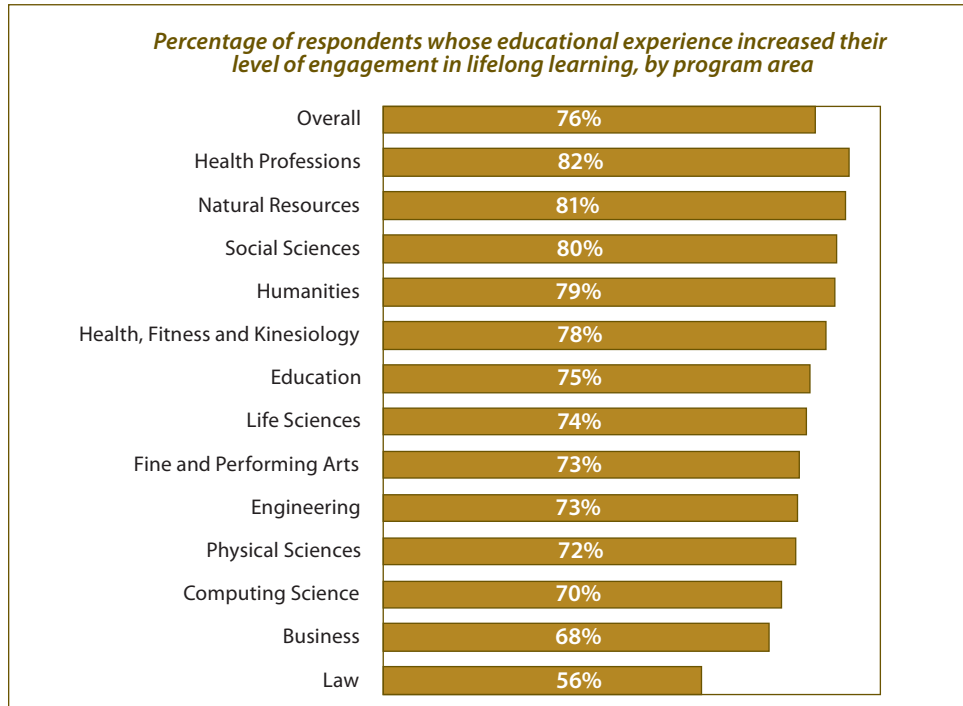
Nearly all (95 percent overall) of respondents said that lifelong learning is important to them (either *somewhat important* or *very important*) and most (76 percent) agreed that their level of engagement has increased (*to some extent* or *to a great extent*) as a result of their educational experiences. Graduates from all institutions reported similarly positive levels of engagement in lifelong learning.

Percentage of respondents who consider it important to be actively engaged in lifelong learning and those whose educational experience increased this engagement, by institution

Institution	Considered Important*	Increased as a Result of Education**
RRU	98%	83%
SFU	95%	75%
TRU	98%	75%
UBC	95%	76%
UNBC	93%	75%
UVIC	95%	76%
Overall	95%	76%

*Very or somewhat important
 **To a great extent or to some extent

Respondents who had graduated from Health Professions (82 percent), Natural Resources (81 percent), and Social Sciences (80 percent) programs were the most likely to report that their educational experience increased their engagement in lifelong learning. Law graduates, on the other hand, appear to have been the least influenced (56 percent).



Conclusion

The graduates of British Columbia's baccalaureate programs acquire considerable benefits from their educational experiences, many of which are used in all facets of post-graduation life. To a large extent, results from the 2011 Baccalaureate Graduates Survey of the Class of 2006, Five Years After Graduation show patterns similar to those found in previous surveys. This survey, however, included an exploration of social and civic issues that provided vital information to post-secondary institutions for strategic planning.

Nearly all respondents gave high marks to the education they had received (91 percent were satisfied), with only slight fluctuation across program areas. Generally speaking, the most commonly-achieved goals among graduates included finding a good job, gaining a general education and appreciation of ideas, and learning more about things of interest.

Eighty-five percent of survey participants agreed that the course work taken throughout the duration of their degree program had an impact on their lives. About three-quarters said the same of friendship or peer interactions, and over half found interaction with faculty members to have been influential.

Over a third of all graduates reported that their involvement in issues of public importance was influenced by their educational experience, and many considered themselves to be social entrepreneurs.

Overall, nearly half of respondents stated that they contributed money and/or time to poverty organizations; volunteering and donating to health and community organizations were also common. Participants were less likely to have contributed to political parties and religious groups. In terms of the perceived impact of their educational experience on their participation in volunteering and philanthropic endeavors, there was considerable disparity among graduates from different programs.

A majority of respondents from the 2011 survey said that their educational experience increased their level of engagement in lifelong learning *to a great extent* or *to some extent*.

This survey provides clear evidence that university education contributes to social engagement. Not only did a significant fraction of the graduates report the connection between their educational experience and their engagement, but the pattern of variation among disciplines also shows the connection between educational content and the type of social engagement.

The largest impact, by far, has been on lifelong learning. This finding has several policy implications. First, lifelong learning is closely related to economic growth and productivity: a university education not only provides students with the education needed for the current labour market but also provides an essential foundation for continued progress and participation in a changing knowledge-based economy.

Second, graduates from all program areas indicated that their educational experience encouraged their drive for lifelong learning—a successful outcome that goes beyond the simple teaching of knowledge to the ultimate goals of higher education: to impart habits of thinking and action for a lifetime. This subtle impact of university education has rarely been measured. Finally, this demand for lifelong learning suggests current directions in policy are correct: the university-educated population thinks it is important to extend their learning, and universities have a major role in this extension. The expansion of programs, where graduates can continue to learn over their lifetimes is an important and well-founded policy goal.

Information accumulated from this survey is a valuable resource to both post-secondary institutions and the provincial government. Results of this survey can be used for policy development, post-secondary curriculum planning, program and service evaluations, and educational choices for future students of B.C.'s baccalaureate programs.

Appendix

Percentage of respondents whose goals were achieved, by goals and program areas

Program Area	Be able to get a good job	General education	Become a more cultured person	Make more money	Learn about things of interest	Training for a specific career	Prepare for graduate school	Satisfy parents
Fine & Performing Arts	52%	90%	80%	35%	86%	47%	50%	26%
Computing Science	81%	85%	51%	73%	87%	71%	31%	44%
Engineering	93%	83%	55%	86%	88%	78%	44%	49%
Education	88%	83%	55%	74%	85%	93%	57%	28%
Law	89%	87%	42%	84%	83%	91%	32%	32%
Health Professions	93%	82%	54%	84%	85%	90%	60%	29%
Health, Fitness & Kinesiology	75%	87%	41%	57%	86%	51%	49%	29%
Business	84%	87%	61%	81%	78%	66%	53%	49%
Natural Resources	78%	88%	55%	56%	88%	59%	42%	28%
Social Sciences	73%	92%	71%	64%	90%	48%	55%	44%
Humanities	66%	91%	77%	56%	91%	41%	55%	41%
Life Sciences	72%	91%	56%	58%	88%	60%	68%	45%
Physical Sciences	69%	87%	59%	60%	88%	56%	51%	42%
Overall	77%	88%	63%	67%	87%	61%	54%	40%

Note: To some extent or to a great extent. Percentages cited are of those who responded to a great extent, to some extent, to a small extent, or to no extent. Responses of N/A-never had this as a goal were excluded.



For more information on the Baccalaureate Graduates Survey,
see http://outcomes.bcstats.gov.bc.ca/BGS/BGS_Info.aspx.