BC Student Outcomes
APPSO • BGS • DACSO • DEVSO

Baccalaureate Graduates Survey
2012 REPORT OF FINDINGS

The Class of 2010, Two Years After Graduation

BRITISH COLUMBIA

Contents

Acknowledgements 5

Highlights 7

Baccalaureate Graduates Survey....7
Baccalaureate Graduates....7
Education Evaluation....7
Further Education....8
Labour Force Outcomes....8
Education Financing....8

Introduction 9

Background....9
About the Survey....9
About the Report....10

Baccalaureate Graduates 13

Demographic Breakdown....13

Education Evaluation 17

Satisfaction....17
Quality of Course Instruction....18
Quality of Education....19
Skill Development....22

Further Education 25

Type of Further Education....25

Labour Force Outcomes 27

Employment....27
Income....27
Program-related Employment....28
Usefulness of Education....29
Skill Level of Jobs....31

Education Financing 33
Sources of Funding 33
Incurred and Remaining Debt 35

Conclusion 37

Appendices 39
Appendix A—Survey Methodology 39
Appendix B—British Columbia CIP Program Clusters 41
Appendix C—National Occupational Classification (NOC) 43

Acknowledgements

The Baccalaureate Graduates Survey (BGS) is one of four annual surveys that make up the BC Student Outcomes Project (http://outcomes.bcstats.gov.bc.ca/Default/Home.aspx). The BGS is directed at graduates from all public degree-granting institutions in B.C. The Ministry of Advanced Education and the BC Student Outcomes Research Forum collaborate on the BGS.

The three other surveys that are part of the BC Student Outcomes Project are the Apprenticeship Student Outcomes (APPSO) Survey, the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey, and the Developmental Student Outcomes (DEVSO) Survey. The APPSO Survey targets former apprenticeship students who have completed the final level of their technical training; the DACSO Survey collects information from former students who took diploma, associate degree, and certificate programs; and the DEVSO Survey focuses on former students from Adult Basic Education and English as a Second Language programs.

The BC Student Outcomes surveys are conducted with funding from the Ministry of Advanced Education and the participating British Columbia post-secondary institutions. Additional funding for the APPSO Survey is provided by the Industry Training Authority (ITA) and for the DEVSO Survey by Citizenship and Immigration Canada, through the Ministry of Jobs, Tourism and Skills Training.

The British Columbia Student Outcomes Research Forum http://outcomes.bcstats.gov.bc.ca/TheForum/ForumInfo.aspx) oversees all aspects of the project, from data collection to the reporting of survey results. The Forum represents a longstanding partnership among the ministry responsible for post-secondary education, participating post-secondary institutions, and system-wide organizations, such as the Senior Academic Administrators' Forum, the Council of Senior Student Affairs Leaders, the BC Registrars' Association, and the BC Council on Admissions and Transfer.

The BC Student Outcomes Project is managed by BC Stats. BC Stats acts as steward of the APPSO, BGS, DACSO, and DEVSO data and is responsible for providing operational support, day-to-day management, advice, and reports, as directed by the Forum.

Highlights

Baccalaureate Graduates Survey

Twenty public post-secondary institutions in British Columbia participated in the Baccalaureate Graduates Survey (BGS). There were 17,948 baccalaureate graduates eligible to participate in the survey. Of these, 9,160 graduates participated in the survey, resulting in a response rate of 51 percent. The following are highlights from the survey results, which was conducted from September 13, 2012 into early January 2013.

Baccalaureate Graduates

- 44% of respondents graduated from Arts and Sciences programs
- 63% of respondents were female
- 27 was the median age at the time of the survey
- 61% lived in the Lower Mainland/Southwest region of B.C. at the time of the survey
- 26% had moved from their study region after graduating

Education Evaluation

- 93% of respondents were *very satisfied* or *satisfied* with their baccalaureate education
- 94% gave positive ratings to the quality of their course instruction
- 89% evaluated the core program of required courses positively
- 37% had difficulty scheduling required courses
- 76% would select the same program again
- 82% said the program helped develop their written communication skills
- 79% said the program helped develop their verbal communication skills
- 86% said the program helped develop their reading and comprehension skills
- 79% said the program helped develop their ability to work effectively with others
- 90% said the program helped develop their critical analysis skills
- 78% said the program helped develop their problem resolution skills
- 55% said the program helped develop their use of mathematics
- 74% said the program helped develop their ability to conduct research
- 89% said the program helped develop their ability to learn independently
- 43% participated in paid or unpaid work experience as part of their program

Further Education

- 55% had taken or were taking other formal post-secondary education or training since graduating with their baccalaureate degree
- 29% of respondents were enrolled in a program at the time of the survey
- 19% of respondents were enrolled in full-time studies
- 86% of graduates who were pursuing a master's or doctoral degree said they were well-prepared for their subsequent studies

Labour Force Outcomes

- 87% were in the labour force at the time of the survey
- 81% of respondents were employed
- 84% of those employed were working full-time
- 88% were paid workers
- $48,000 was the median annual salary of respondents employed full-time
- 56% were employed in professional occupations
- 22% were employed at two or more jobs
- 72% said their main job was *very related* or *somewhat related* to their program of study
- 84% said the knowledge, skills, and abilities they had learned were *very useful* or *somewhat useful* in their work
- 79% said the knowledge, skills, and abilities they had learned were *very useful* or *somewhat useful* in their day-to-day life

Education Financing

- 51% of graduates said employment was a primary or secondary funding source
- 50% said family/friends were a primary or secondary funding source
- 35% reported that government student loans were a primary or secondary funding source
- 49% incurred debt to pay for costs associated with the program they graduated from in 2010
- $20,000 was the median amount borrowed from all sources, by those who borrowed
- 36% of graduates received government student loans
- $20,000 was the median amount of government student loans borrowed by respondents who used this funding source
- 23% of graduates who had used government student loans to help fund their education had no student loans left to repay two years post-graduation

Introduction

Background

British Columbia's public post-secondary institutions offer programs aimed at developing students' intellectual and social capital as well as their financial outlook by providing them with opportunities to learn and gain experience in their chosen field. How well these institutions and programs perform can be assessed by asking graduates about the quality of their educational experience, skill development, relevance of education and skills, and about post-graduation outcomes, such as income and remaining debt load. This information not only assists institutions and programs, but informs prospective students who are trying to determine the next step in their education.

The Baccalaureate Graduates Survey (BGS) is part of the BC Student Outcomes Project, which is an ongoing research program that gathers student outcomes information for B.C.'s public post-secondary institutions and the Province of British Columbia. Since 2000, the BGS has been tracking the outcomes of baccalaureate graduates, both two and five years after graduation.

About the Survey

The Baccalaureate Graduates Survey (BGS) is designed to gather information on baccalaureate graduates' education satisfaction levels, financing and student debt, additional studies, and employment outcomes. The objectives of the research are:

- to meet the demand for post-secondary accountability at the system level in B.C.;
- to gather timely and relevant data for use in program evaluation and planning processes at the institution level; and
- to ensure that new, continuing, and prospective students are provided with information they can use to help them make informed decisions about education.

These objectives are met through a rigorous process of data collection, data management, and outcomes reporting. Outcomes data are collected from graduates through a mixed-mode survey (telephone and web). This report presents a summary of the main findings from the 2012 survey of 2010 baccalaureate graduates.

The two-year-out BGS survey instrument employed a set of standardized questions. The core questionnaire areas were:

- Education Evaluation and Skill Development
- Participation in Further Education Since Graduation
- Labour Market Participation
- Education Financing and Debt

In 2012, twenty public post-secondary institutions in British Columbia participated in the Baccalaureate Graduates Survey (BGS). Four of the institutions were classified as research universities, seven were teaching universities, six were colleges, and three were institutes. The majority of respondents were from research universities (73 percent), and the three largest universities in B.C. made up 68 percent of respondents overall.

There were a total of 17,948 graduates who were eligible and invited to participate in the survey. Of these, 9,160 graduates completed the 2012 Baccalaureate Graduates Survey of 2010 graduates for an overall response rate of 51 percent.

About the Report

For the purposes of this report, respondents were aggregated using the Classification of Instructional Programs (CIP) codes. A standard method of grouping CIP codes has been developed by the B.C. public post-secondary system for use across all reporting projects. The program groups are shown in the table below.

Forty-four percent of respondents graduated from Arts and Sciences programs, followed by Business and Management (15 percent). Education, Engineering and Applied Sciences, and Health each represented 10 percent of the graduates surveyed. The remaining two program areas—Human and Social Services and Visual and Performing Arts—represented 6 percent and 5 percent of the respondents, respectively.

Almost half of survey respondents graduated from Arts and Sciences programs

Program area	Respondents	Percentage of respondents
Arts and Sciences	4,066	44%
Business and Management	1,348	15%
Education	944	10%
Engineering and Applied Sciences	938	10%
Health	887	10%
Human and Social Services	537	6%
Visual and Performing Arts	440	5%
Total Respondents	**9,160**	**100%**

This report presents a summary of the findings from the 2012 Baccalaureate Graduates Survey of 2010 graduates. This report does not include an analysis of the results by institution; data for each institution were distributed to the respective participating institutions in April 2013 and are available in aggregate form on the BC Student Outcomes website.

System-wide summary analyses for the seven post-secondary program areas are provided in this report. The report begins with a description of the respondents' demographic characteristics, followed by a presentation of their evaluation of their education and details on any further education they have pursued. Finally, the report turns to labour force outcomes and a discussion around how the respondents financed their studies and the debt they incurred.

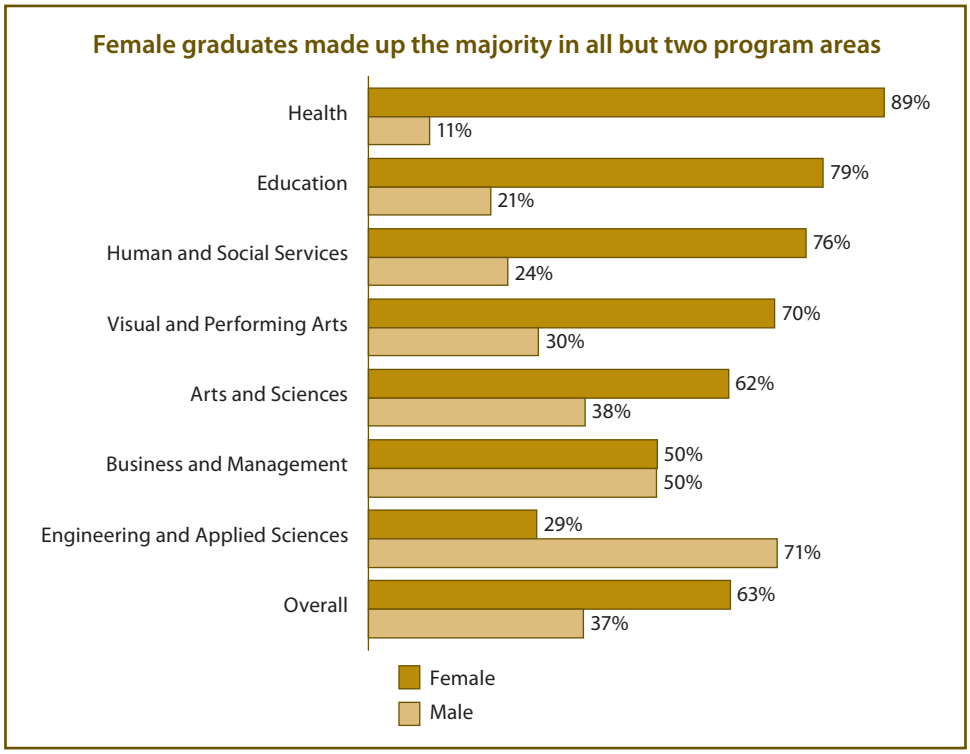
The percentages presented may not total to 100 or to associated subtotals, due to rounding.

Throughout this report, the word *graduates* is often used instead of *respondents*. For the purposes of this report, the two are synonymous.

Baccalaureate Graduates

Demographic Breakdown

As in previous years, the percentage of female graduates was significantly higher than the percentage of males (63 percent versus 37 percent). In just two program areas—Business and Management and Engineering and Applied Sciences—female graduates were not in the majority. Half (50 percent) of Business and Management graduates were males, and almost three-quarters (71 percent) of Engineering and Applied Sciences graduates were males.



The median age of respondents was 27 years at the time of the survey. The program areas with the highest median age among their graduates were Education (30 years), Health (29 years), and Human and Social Services (29 years). In each of the other program areas, the median age of graduates was 26 years.

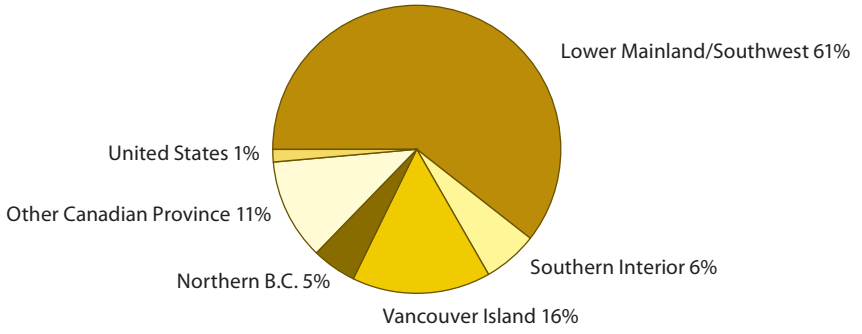
Education graduates' median age was highest

Program area	Median age (years)
Education	30
Health	29
Human and Social Services	29
Arts and Sciences	26
Business and Management	26
Engineering and Applied Sciences	26
Visual and Performing Arts	26
Overall	**27**

Respondents were asked if they identified themselves as an Aboriginal person (that is, First Nations, Métis, or Inuit). In total, 2.6 percent of respondents said yes. The largest proportion of respondents who self-identified as Aboriginal persons (6.9 percent) was among graduates of Human and Social Services programs.

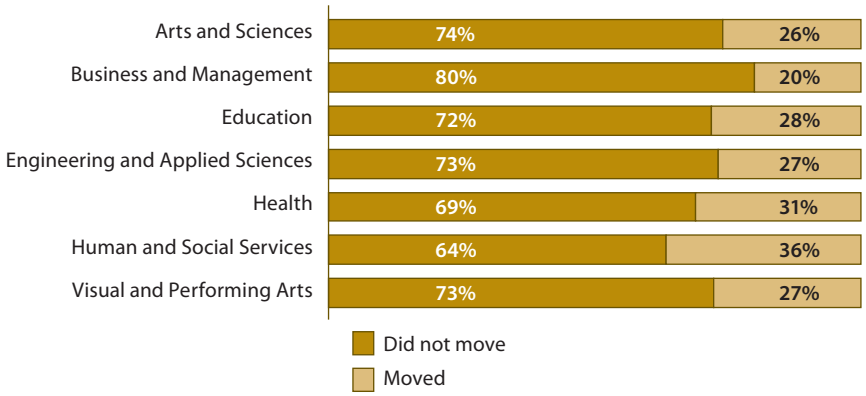
Respondents were also asked to indicate where they were currently living. The majority of graduates (61 percent) were living in the Lower Mainland/Southwest region two years post-graduation. About one out of eight respondents reported having moved out of British Columbia—11 percent of respondents had moved to another Canadian province and 1 percent had moved to the United States.

Most graduates lived in the Lower Mainland/Southwest region of B.C.



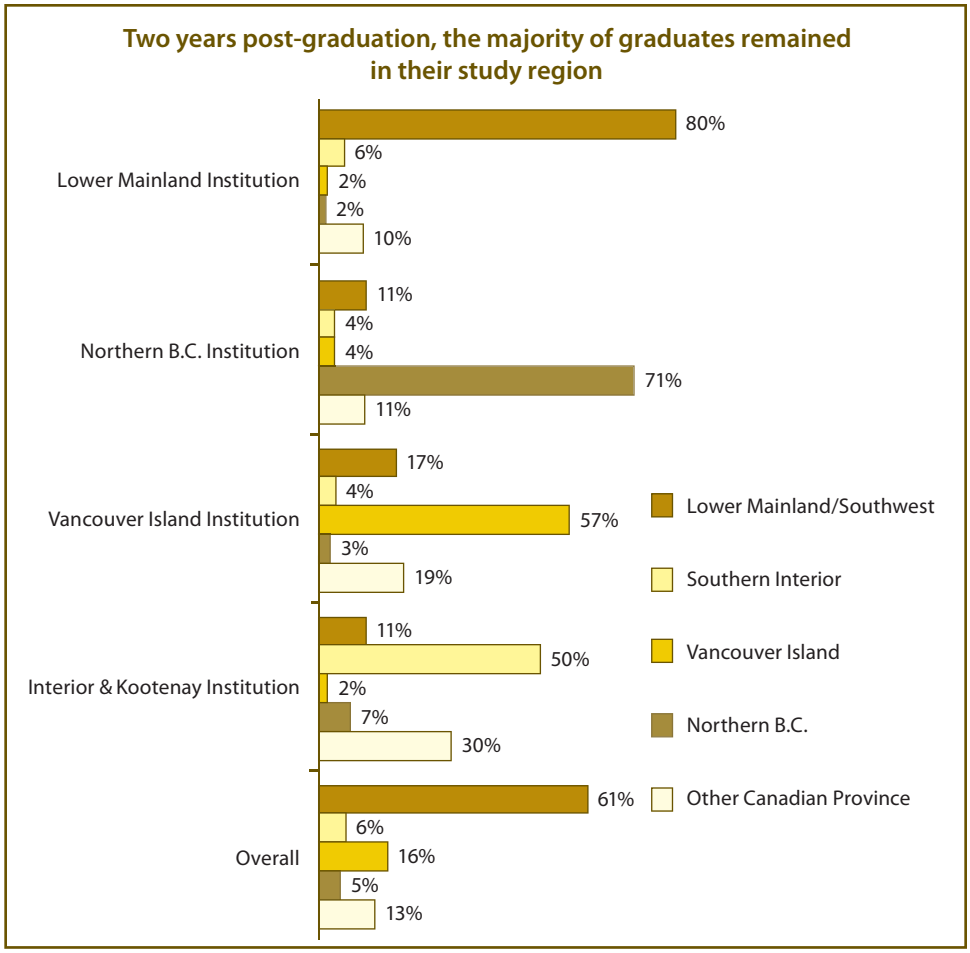
At the time of the survey, one-quarter (26 percent) of respondents had moved away from the region where they completed their studies. Human and Social Services graduates were most likely to report having moved (36 percent), followed by graduates from Health (31 percent) and Education (28 percent) programs. Business and Management graduates were least likely (20 percent) to report moving post-graduation.

Human and Social Services graduates were most likely to have moved from their study region



The majority (80 percent) of respondents who completed their studies in the Lower Mainland/Southwest region remained in this region two years post-graduation. More than two-thirds (71 percent) of respondents who attended school in the Northern region of B.C. stayed in this area after they graduated. A smaller proportion of respondents who attended school in the Vancouver Island region and the Interior and Kootenay region continued to live in the area once they had finished their studies (57 percent and 50 percent, respectively).

Interior and Kootenay graduates and those who studied on Vancouver Island were most likely (30 percent and 19 percent, respectively) to move to another Canadian province. About one out of five graduates (17 percent) who attended school on Vancouver Island reported living in the Lower Mainland/Southwest two years post-graduation.



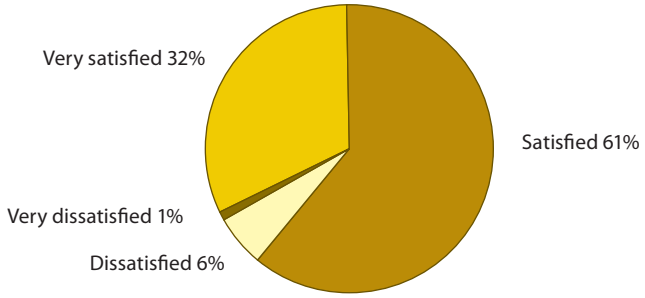
Finally, respondents were asked if they had a long-term physical or mental health condition that limits the kind of activity that they could perform on a daily basis. Overall, 4 percent indicated that this was the case.

Education Evaluation

Satisfaction

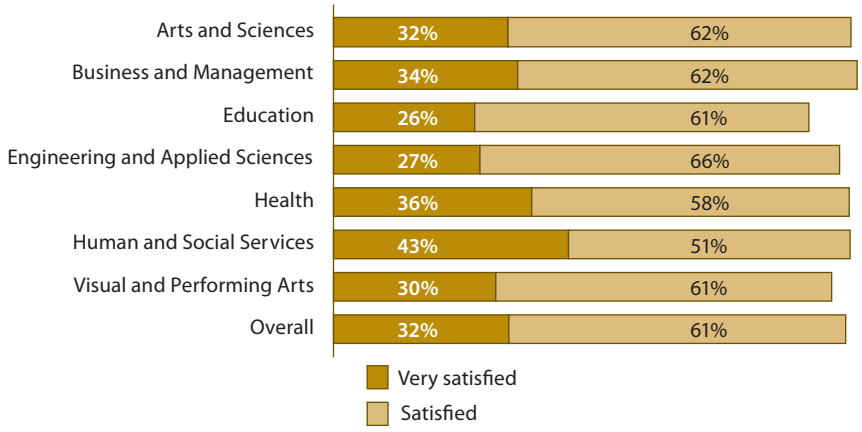
Graduates were asked about their overall satisfaction with their baccalaureate education two years after completing their degree. Almost all respondents were positive in their feedback—93 percent were *very satisfied* or *satisfied*, and only 7 percent of graduates said they were *dissatisfied* or *very dissatisfied* with the education they received.

Almost all graduates reported satisfaction with their education



Positive ratings (that is, *very satisfied* or *satisfied*) ranged from 87 percent for Education respondents to 95 percent for Business and Management graduates. There were also some differences by program area on the most positive end of the scale—those who said they were *very satisfied* with their education. Overall, 32 percent of respondents reported that they were *very satisfied* with the education they received. The percentage of graduates who reported being *very satisfied* with their education ranged from 26 percent for Education graduates to 43 percent for Human and Social Services graduates.

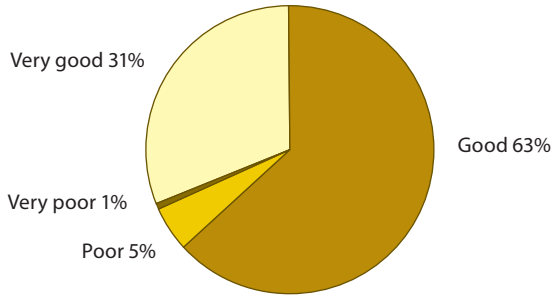
Graduates reported high levels of satisfaction across program areas



Quality of Course Instruction

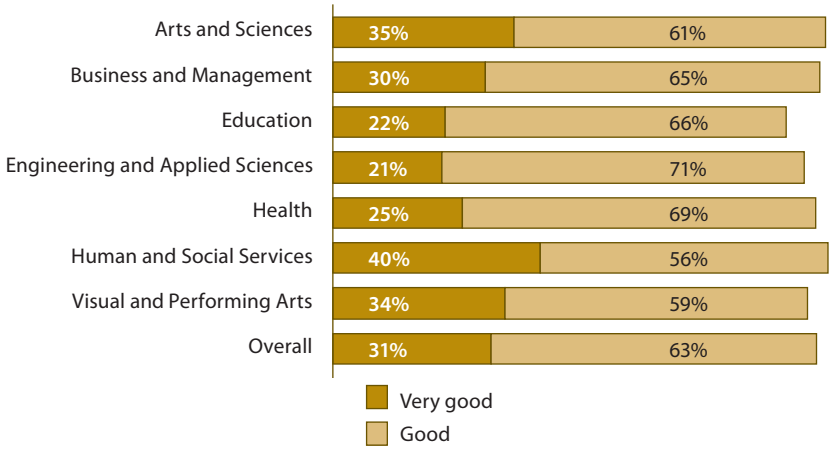
Quality of instruction is essential to students' educational experience. In the 2012 survey, graduates were asked to rate the quality of course instruction during their studies using the scale *very good*, *good*, *poor*, or *very poor*—positive ratings (that is, *very good* or *good*) were given by 94 percent of respondents overall.

Almost all graduates gave high marks to the quality of their course instruction



There was some variation in the results across program areas. Positive ratings ranged from 88 percent for Education respondents to 96 percent for both Arts and Sciences and Human and Social Services graduates. Further, the percentage of graduates who gave ratings of *very good* to the quality of course instruction ranged from 21 percent for Engineering and Applied Sciences graduates to 40 percent for Human and Social Services graduates.

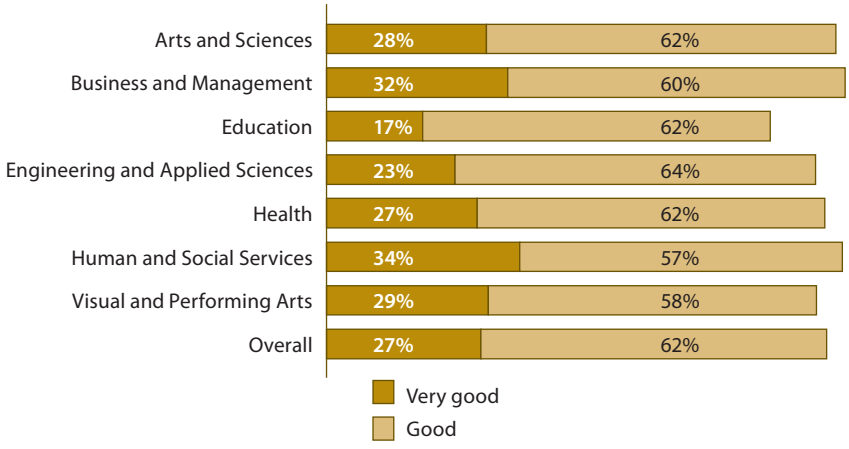
Human and Social Services graduates rated the quality of their course instruction the most favourably



Quality of Education

Graduates were asked to evaluate their program in terms of how well the core program of required courses provided a comprehensive understanding of the field of study. Most were positive—89 percent rated it as *very good* or *good*, with 27% of respondents rating their program as *very good*. There was variation by program area—positive ratings (that is, *very good* or *good*) ranged from 79 percent for Education respondents to 92 percent for graduates from both Business and Management and Human and Social Services. The percentage of respondents who rated the quality of their core program as *very good* also varied, ranging from 17 percent for Education respondents to 34 percent for Human and Social Services respondents.

There was some variability, but all program areas had very positive core program ratings



Graduates from baccalaureate programs were asked, given their experiences in their program, whether they would select the same program again; over three-quarters of graduates (76 percent) indicated that they would. In particular, over 80 percent of graduates from Health, Human and Social Services, and Business and Management programs reported that they would select the same program again.

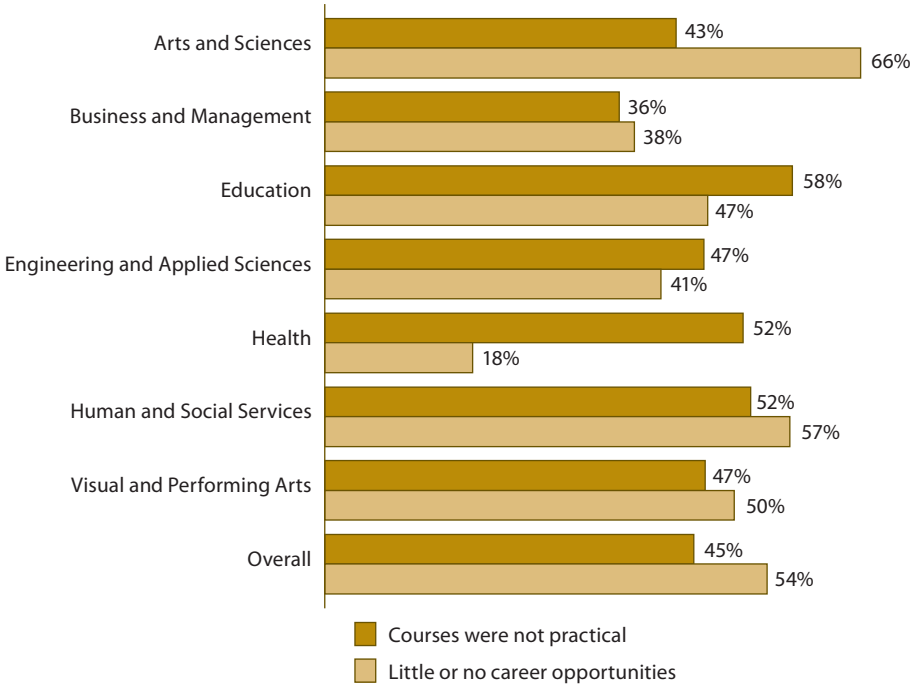
Most graduates would select the same program again

Program	Percentage
Arts and Sciences	71%
Business and Management	83%
Education	77%
Engineering and Applied Sciences	77%
Health	84%
Human and Social Services	83%
Visual and Performing Arts	72%
Overall	**76%**

The 24 percent of graduates who said they would not select the same baccalaureate program gave a variety of reasons—most having to do with limited career opportunities and the impracticality of their studies. The majority gave reasons related to a lack of career opportunities or the difficulty finding a job. This was especially prevalent among Arts and Sciences graduates who indicated they would not choose the same program again. Among Health graduates who would not select the same program again, just one out of five said this was due to limited career opportunities.

Almost half of the graduates who would not select the same program again cited reasons related to the limited practicality of their courses. Education graduates, Human and Social Services graduates, and those from Health programs tended to give this reason for not selecting the same program again. Approximately one-third (36 percent) of graduates who would not choose the same program thought their program was too general or did not have enough specialization. This reason was most prevalent among Business and Management graduates.

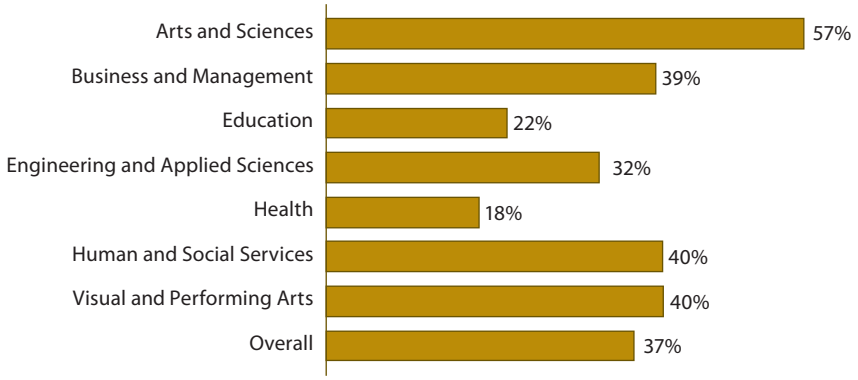
Among those who would not choose the same program, limited career opportunities and impracticality of coursework were top reasons why



Note: These results presented are based on the 24 percent of respondents who said they would not select the same baccalaureate program again (n = 1,984).

Finally, respondents were asked if there were required courses that they had difficulty scheduling because the courses were either not available, not offered, always full or had limited enrolment policies. Over one-third (37 percent) said that they had difficulty scheduling required courses. Difficulty scheduling required courses was more common among Arts and Sciences respondents (57 percent) and less common among Engineering and Applied Sciences (32 percent), Education (22 percent), and Health (18 percent) respondents.

Required courses were seen as difficult to schedule by respondents from many program areas

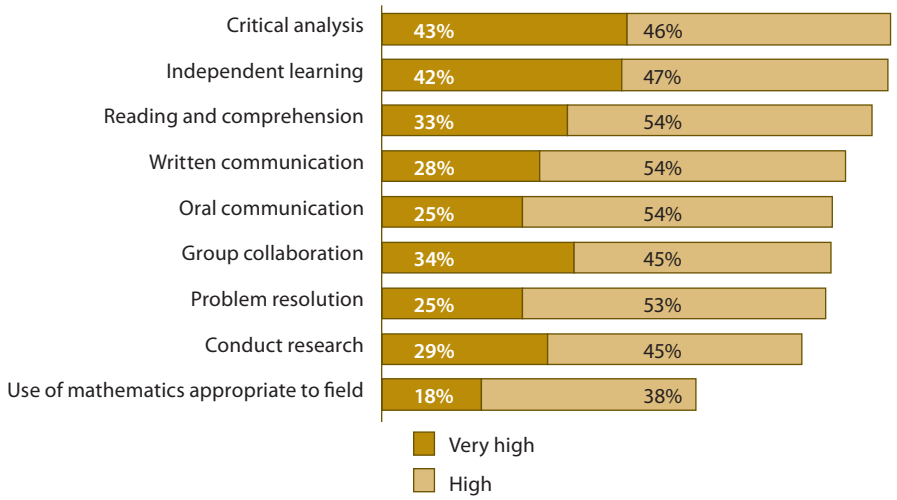


Skill Development

One of the primary objectives of a baccalaureate education is students' development of intellectual and social skills. Generally, over 95 percent of respondents reported that their institution had helped them to develop a variety of such skills (respondents provided ratings for only those skills they saw as being applicable to their field). Notably, respondents most frequently cited the use of mathematics as not applicable to their field (23 percent).

The skills associated with critical analysis and independent learning were rated the highest (90 and 89 percent *very high* or *high*, respectively). Communication skills—reading and comprehending material, writing clearly and concisely, and verbally expressing opinions or ideas—were also highly rated. Almost nine out of ten graduates (86 percent) gave reading comprehension the highest ratings, and eight out of ten graduates gave the highest ratings to the skills associated with clear and concise writing (82 percent) and verbal communication (79 percent). A similar proportion gave *very high* or *high* ratings to skills associated with group collaboration (working effectively with others, 79 percent) and problem resolution (78 percent). A slightly smaller proportion assigned the highest ratings to conducting research (74 percent). As in previous years, skill development related to the use of mathematics in their field of study was given *very high* or *high* ratings by just over half of the graduates (55 percent).

Graduates saw critical analysis and independent learning as key skills



Note: The results presented are based on those respondents who indicated that the skill was applicable to their field of study.

The range of skill ratings was quite diverse when results were compared across program areas. For example, 79 percent of graduates overall gave *very high* or *high* ratings to group collaboration. Among the program areas, however, the ratings ranged from 69 percent for Arts and Sciences to 91 percent for Business and Management.

Another example of the range of results among program areas is the development of mathematics skills. Generally, just over half of the graduates (55 percent) who saw this as a relevant skill rated their skill development in this area as *very high* or *high*. Across program areas, however, the positive ratings ranged from 26 percent for Visual and Performing Arts to 77 percent for Engineering and Applied Sciences.

Within program areas there were also several patterns that emerged. Business and Management graduates tended to assign high ratings across areas of skill development, whereas Education graduates tended not to assign high ratings when asked about their skill development.

Another aspect of skill development involves skills learned in practical settings. As in past cycles of the BGS, respondents were asked whether they had participated in paid or unpaid work experience as part of their program. Approximately four out of ten (43 percent) reported that they had. More than half of the graduates from Human and Social Services (61 percent), Education (58 percent), Health (58 percent), and Engineering and Applied Sciences (65 percent) reported that they had participated in program-related work experience.

Work experience (paid or unpaid) was fairly common among graduates from some program areas

Program area	Percentage
Arts and Sciences	30%
Business and Management	40%
Education	58%
Engineering and Applied Sciences	65%
Health	58%
Human and Social Services	61%
Visual and Performing Arts	41%
Overall	**43%**

Further Education

Type of Further Education

At the time of the survey, over half of the respondents (55 percent) reported that they had taken or were taking other formal post-secondary education or training since graduating with their baccalaureate degree. Twenty-nine percent of respondents said that they were currently enrolled in a program, and 19 percent of respondents indicated that they were enrolled in full-time studies.

Participation in additional studies varied across program areas. Arts and Sciences graduates were most likely to have pursued further studies (65 percent). Education graduates were least likely to have taken on further education, followed by Engineering and Applied Sciences graduates and Human and Social Services graduates (33 percent, 40 percent, and 46 percent, respectively).

Pursuing further education was most common among Arts and Sciences graduates

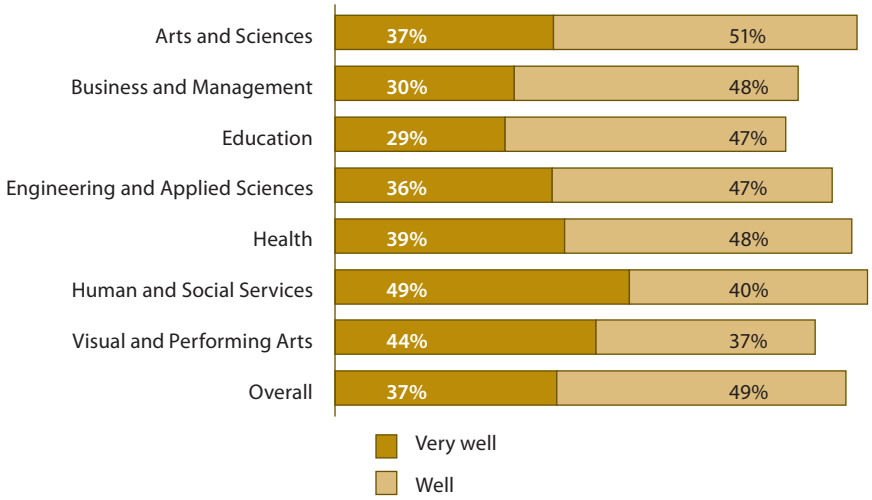
Program area	Percentage
Arts and Sciences	65%
Business and Management	54%
Education	33%
Engineering and Applied Sciences	40%
Health	54%
Human and Social Services	46%
Visual and Performing Arts	49%
Overall	**55%**

Of those who reported participating in further education or training, 22 percent were in another undergraduate program, 25 percent were taking a master's degree, 16 percent were working on their applied program certification, and another 16 percent were being certified by a professional association.

The type of additional education or training that the respondents pursued varied widely by program of study. For example, 20 percent of Arts and Sciences graduates pursued another undergraduate degree and 17 percent sought a master's degree. In comparison, among Business and Management graduates, one-third (33 percent) sought professional association certification, such as an accounting designation.

The majority (86 percent) of respondents who reported pursuing a master's or doctoral degree indicated that their previous degree program had prepared them *very well* or *well* for their subsequent program. This varied somewhat by program of study—ranging from 89 percent for Human and Social Services graduates to 76 percent for Education graduates.

The majority of graduates felt well prepared for their subsequent studies



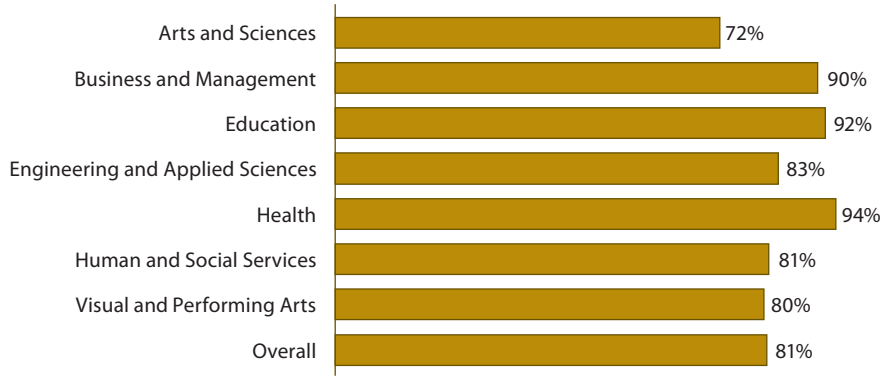
Note: The results presented are based on those respondents who reported pursuing further education—specifically a master's or doctoral degree—after graduating from their baccalaureate program in 2010.

Labour Force Outcomes

Employment

At the time of the survey, 81 percent of graduates were working, 1 percent had a paid job lined up, 5 percent were unemployed but looking for work, and 13 percent were out of the labour force (that is, not employed and not looking for employment). The percentage of currently employed graduates ranged from 72 percent for Arts and Sciences to 94 percent for graduates from Health programs. Of those who were employed, 84 percent reported working full-time (i.e., 30 or more hours a week).

Health, Education, and Business and Management graduates were most likely to report being currently employed



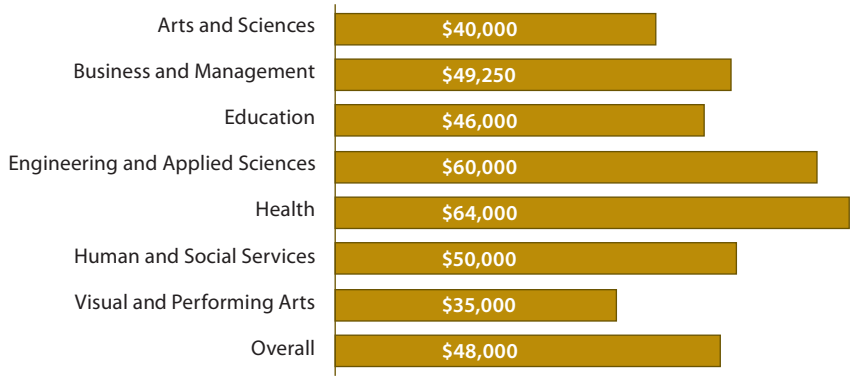
Of those who reported being currently employed, 88 percent indicated that they are paid workers, 5 percent said they are self-employed, and 7 percent reported being both a paid worker and self-employed. Almost one-quarter of respondents (22 percent) indicated that they were currently employed at more than one job or business. Further, of those who said they hold more than one job, 77 percent held two jobs and 23 percent worked at three or more jobs.

Income

Full-time salaries for graduates have remained fairly stable since 2008. In 2008, baccalaureate graduates working full-time were earning a median income of $47,000 two years post-graduation. In 2012, the median annual salary of graduates was $48,000.

Salary results for baccalaureate graduates varied by program area. The lowest median earnings were reported by graduates of Visual and Performing Arts programs ($35,000) and Arts and Sciences programs ($40,000). Health graduates had the highest median full-time earnings ($64,000), followed by those from Engineering and Applied Sciences ($60,000).

Health graduates had the highest annual median income two years post-graduation

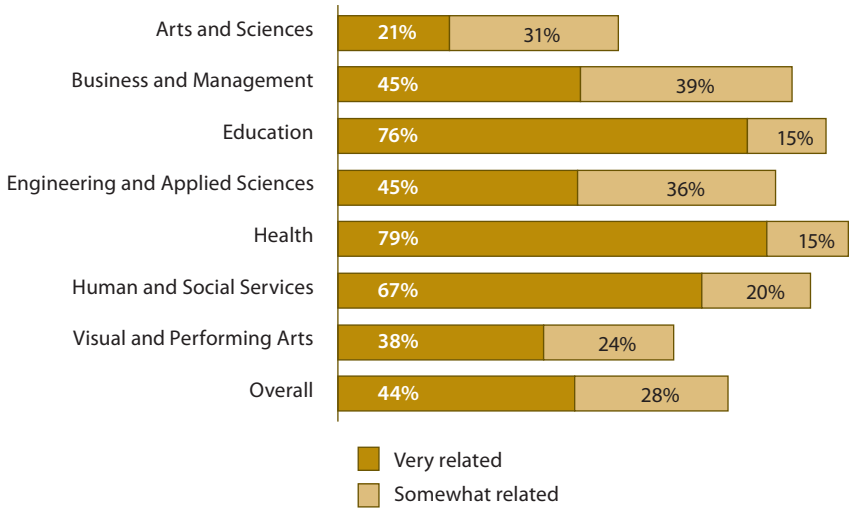


Note: The results presented are based on those respondents who reported being employed full-time at the time of the survey.

Program-related Employment

Survey respondents were asked how related their main job is to the program from which they graduated. Almost three-quarters (72 percent) of employed respondents said their job was *very related* or *somewhat related* to their program of study . The degree to which respondents' jobs were related to their program varied across program areas. Health and Education graduates were most likely to report that their main job was *very* or *somewhat related* to the program they studied (95 percent and 90 percent, respectively). Visual and Performing Arts graduates and those who graduated from Arts and Sciences programs were least likely to report that their jobs were related to their program of study (62 percent and 52 percent, respectively).

The majority of Health and Education graduates were employed in jobs very related to their program areas



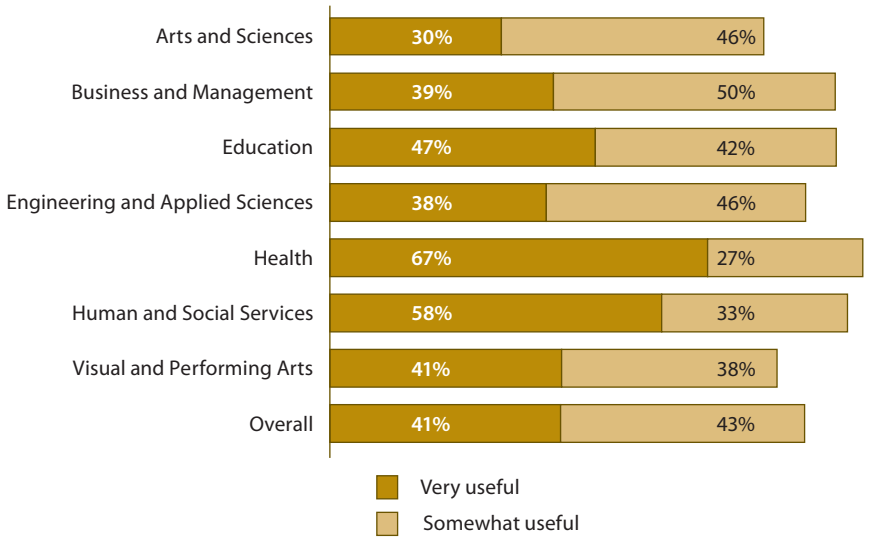
Note: The results presented are based on those respondents who reported being currently employed at the time of the survey.

Usefulness of Education

Employed graduates were also asked to rate the usefulness of knowledge, skills, and abilities they acquired during their baccalaureate education in both their work and their day-to-day life. The knowledge, skills, and abilities graduates learned were deemed *very useful* or *somewhat useful* in their work by 84 percent of graduates, and determined to be *very useful* or *somewhat useful* in their day-to-day life by 79 percent of graduates.

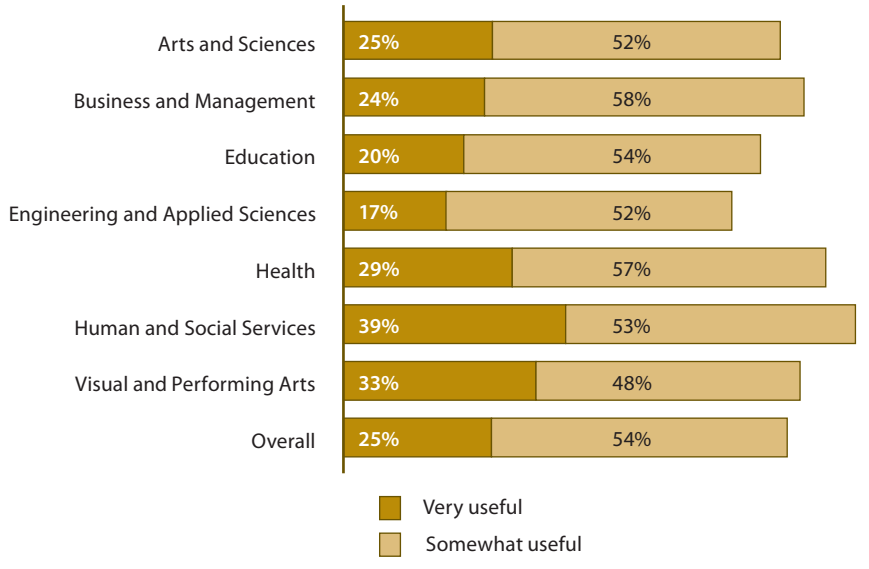
Health graduates and those from Human and Social Services were most likely to say that the knowledge, skills, and abilities they acquired were *very useful* or *somewhat useful* in their work (94 percent and 91 percent, respectively). Graduates of Arts and Sciences programs and Visual and Performing Arts programs were least likely to indicate that skills they acquired during their studies were useful in their work (76 percent and 79 percent, respectively).

Graduates from Arts and Sciences and Visual and Performing Arts programs were least likely to say the knowledge, skills, and abilities they acquired were useful in their work



Health graduates and those from Human and Social Services were also most likely to say that the knowledge, skills, and abilities they acquired were *very useful* or *somewhat useful* in their day-to-day life (86 percent and 91 percent, respectively). Graduates of Engineering and Applied Sciences programs and those from Education programs were least likely to report that the knowledge, skills, and abilities they acquired were useful in their day-to-day life (69 percent and 74 percent, respectively).

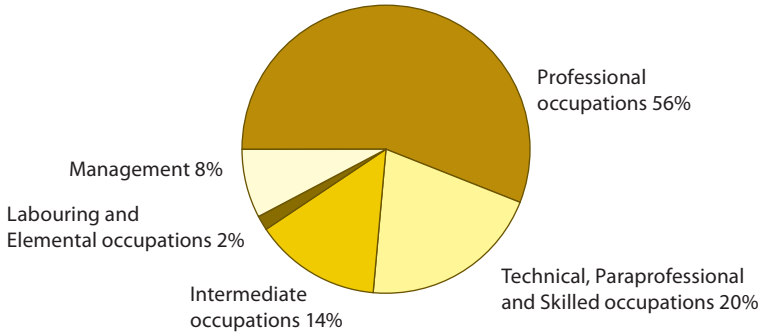
Graduates from Human and Social Services programs and Health programs were most likely to say the knowledge, skills, and abilities they acquired were useful in their day-to-day life



Skill Level of Jobs

The National Occupational Classification (NOC) provides a standardized language for describing the work performed by Canadians in the labour market. It gives statisticians, labour market analysts, career counselors, employers, and individual job seekers a consistent way to collect data and describe and understand the nature of work.[1]

Over half of graduates were employed in professional occupations two years post-graduation



Note: The results presented are based on those respondents who reported being currently employed at the time of the survey.

The NOC is used to classify occupations into one of four skill levels that correspond to the training or education (kind and/or amount) required for going into an occupation. Though not separated in the NOC skill levels, management occupations have been separated out here for descriptive purposes.

Looking at the NOC skill level of respondents' main jobs shows that the majority of employed respondents were in professional occupations (56 percent) at the time of the survey. Another 20 percent of graduates were in technical, paraprofessional and skilled occupations two years post-graduation.

1 More information about the NOC can be found at: http://www.hrsdc.gc.ca/eng/jobs/lmi/noc/index.shtml.

Education Financing

Sources of Funding

Graduates were asked to indicate both the primary and secondary sources of funding that they relied on to help pay for the education they completed in 2010. Overall, half of the graduates indicated that employment was a top source of funding. Half of the graduates also stated that family/friends were one of their top two funding sources. Just over one-third said that student loans were a primary or secondary resource.

Half of all graduates said employment and family/friends were primary or secondary funding sources

Funding source	Percentage
Employment	51%
Family/friends	50%
Student loans	35%
Scholarships, bursaries, grants	16%
Personal savings	12%
Bank loans/credit cards	8%
Co-op program	5%
First Nations funding	1%

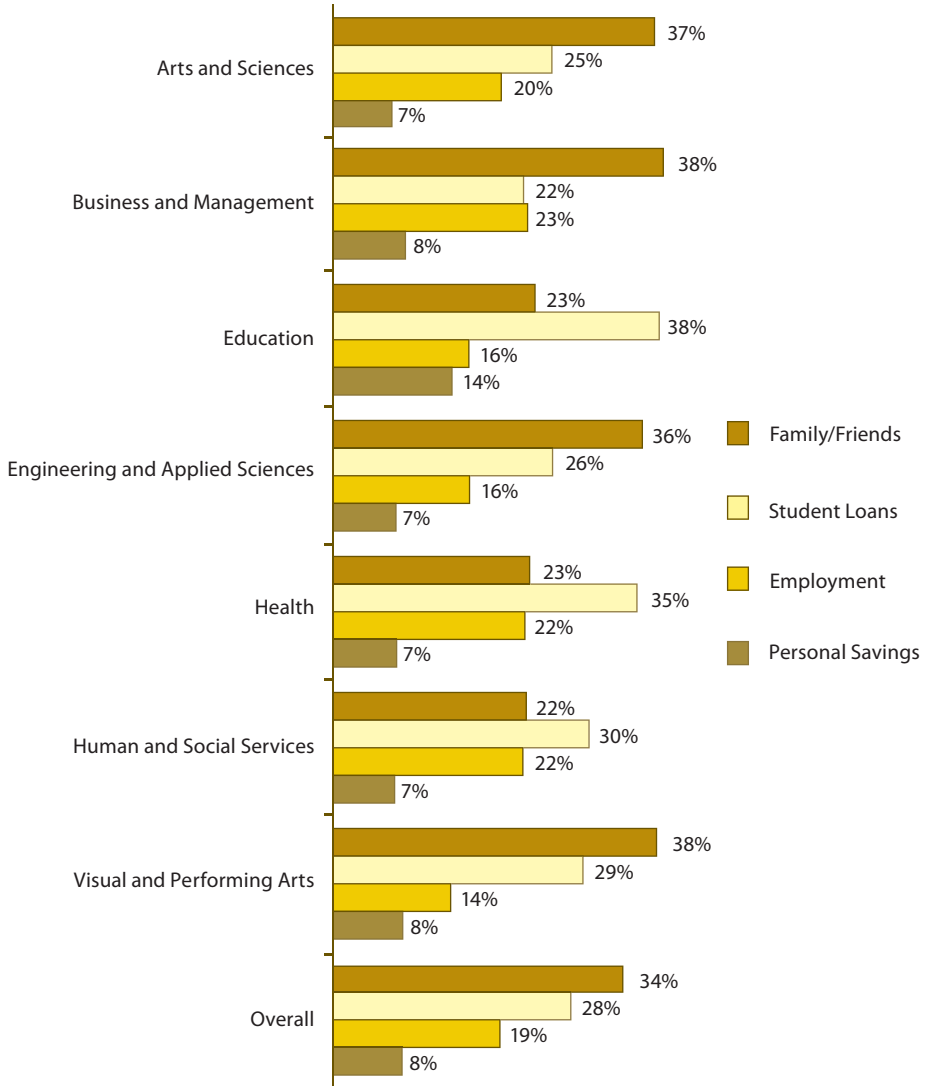
Note: Percentages based on up to two responses

When asked to identify the most important source of funding they relied on to pay for their educational program, over one-third of graduates (34 percent) said that family and friends were the most important source. Student loans were cited by 28 percent of graduates as being the prime source of funding for their undergraduate program. The use of employment income as the most important resource was reported by less than one-fifth of survey respondents (19 percent).

Across program areas, graduates' assessments of the most important funding sources were fairly consistent. The differences among program areas that did emerge were related to the proportion of graduates who said family/friends or student loans were their primary funding source. Less than one-quarter of graduates from Education, Health, and Human and Social Services programs reported that their primary source of funding was family or

friends (23 percent, 23 percent, and 22 percent, respectively). Student loans were seen as the most important funding source predominantly among Education and Health graduates (38 and 35 percent, respectively).

Health and Education graduates looked predominantly to student loans for financial support

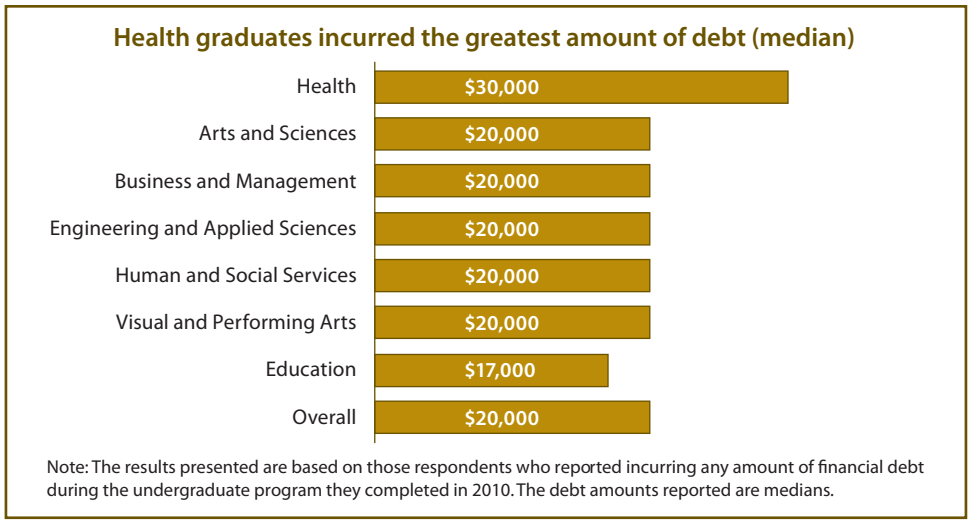


Note: Results presented are based on respondents' reports of the most important or primary source of funding that they relied on to help pay for the educational program they completed in 2010.

Sometimes, students have to suspend their studies due to financial difficulties. Just over one in ten graduates (12 percent) reported that they had interrupted their studies for financial reasons.

Incurred and Remaining Debt

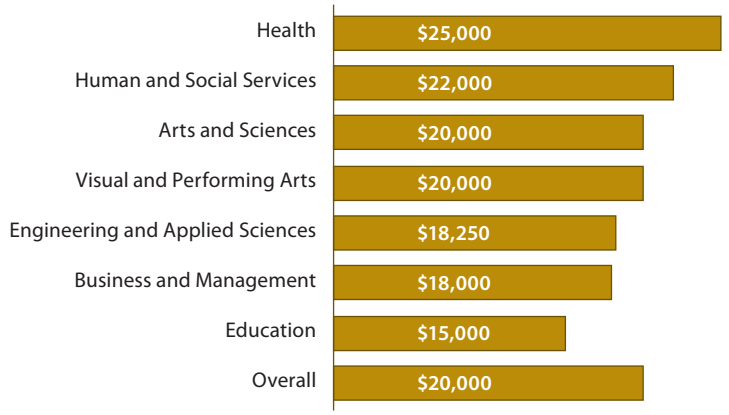
For those who incurred debt to pay for the education and living expenses associated with the educational program they graduated from in 2010 (49 percent), the median amount borrowed from all sources (including student loan debt and other personal loans/debts) was $20,000 overall. The greatest amount of debt was incurred by Health graduates—the median amount they borrowed from all sources was $30,000. The median amount borrowed by Education graduates was the lowest among the program areas at $17,000.



Thirty-six percent of graduates reported receiving government student loans. This percentage has decreased since the 2006 survey of 2004 graduates when 40 percent of graduates reported receiving government student loans.

The median amount of government student loans borrowed by respondents who graduated in 2010 was $20,000. As with overall debt, Health graduates also had the greatest amount of government student loan debt at $25,000 (median). Education graduates borrowed the least amount in the form of government student loans—a median of $15,000.

Health graduates incurred the greatest amount of government student loan debt (median)



Note: The results presented are based on those respondents who reported incurring government student loan debt during the undergraduate program they completed in 2010. The debt amounts reported are medians.

Among baccalaureate graduates who had government student loans, the median amount that graduates had left to pay back two years post-graduation was $12,000. Three program areas—Arts and Sciences, Human and Social Services, and Visual and Performing Arts—reported the median amount remaining to pay off was $15,000. Engineering and Applied Sciences graduates reported the lowest median amount of remaining student loan debt: $7,000.

Overall, 23 percent of graduates who had received government student loans had no student loan balance left to repay. Across program areas, Engineering and Applied Sciences graduates were the most successful at paying off the student loans they incurred during the program they graduated from in 2010—39% had no remaining government student loan debt. Almost one out of five graduates in Arts and Sciences (18 percent), Education (19 percent), and Visual and Performing Arts (19 percent) had no remaining government student loan debt from the baccalaureate program they graduated from in 2010.

Conclusion

The 2012 Baccalaureate Graduates Survey (BGS) of 2010 graduates provides valuable information to ensure post-secondary accountability, help institutions evaluate programs, and inform prospective students. Twenty public post-secondary institutions participated; the majority of respondents were from research universities, and over two-thirds of respondents graduated from the three largest universities in B.C. Overall, 51 percent of eligible graduates participated in the survey.

Almost half of the respondents were from Arts and Sciences programs, and about one out of seven respondents were Business and Management graduates. Respondents' median age was 27 years old, and the majority of respondents were female and living in the Lower Mainland/Southwest region of B.C. Graduates, particularly those from the Lower Mainland/Southwest region tended to remain in their study region two years post-graduation.

Overall, graduates gave high ratings to their baccalaureate education, quality of course instruction, and core program of required courses. Despite these positive ratings, one-quarter of graduates said they would not select the same program again, many citing limited career opportunities and impractical coursework.

Graduates were asked to think about their educational experience and how well their program had helped to develop their skills. Graduates gave high ratings to almost all of the skills about which they were asked, and almost half participated in paid or unpaid work experience as part of their program. Respondents indicated that critical analysis skills and the ability to learn independently were key skills they had developed. Among respondents who indicated the use of mathematics was an applicable skill, over half said it had been highly developed.

For many, an undergraduate degree is a stepping stone to further education. Over half (55 percent) of graduates surveyed had taken or were taking other formal post-secondary education or training since graduating with their baccalaureate degree. Master's degrees and additional undergraduate degrees were common next steps for graduates. The majority (86 percent) of respondents who went on to pursue a master's or doctoral degree said they were well-prepared for their subsequent studies.

Two years post-graduation, more than 8 out of 10 graduates were employed, with the large majority working full-time. Those employed full-time were earning a median annual income of $48,000, predominantly from professional occupations. Notably, almost one-quarter were employed at two or more jobs.

Most graduates said their main job was *very related* or *somewhat related* to their program of study and the large majority said the knowledge, skills, and abilities they had learned were *very useful* or *somewhat useful* in their work and in their day-to-day life.

Employment, family/friends, and government student loans were important primary and secondary funding sources for many respondents. Almost half incurred debt to pay for costs associated with the program they graduated from in 2010, with a median of $20,000 borrowed. Over one-third received government student loans to fund their education—they borrowed a median amount of $20,000 in the form of government student loans. Two years post-graduation, almost one-quarter of graduates had repaid the government student loan debt they had incurred. Those who still had government student loan debt at the time of the survey owed a median amount of $12,000.

B.C. public post-secondary institutions provide a quality education that receives high ratings of satisfaction from graduates. Graduates from these institutions develop skills and abilities that leave them well-prepared whether they join the workforce or enter into further education.

Appendices

Appendix A—Survey Methodology

Cohort

The 2012 Baccalaureate Graduates Survey collected feedback from B.C. baccalaureate graduates, two years after their 2010 degree completion. The survey cohort consisted of 17,948 baccalaureate graduates from B.C. public research universities, teaching universities, colleges, and institutes (see Appendix D for a list of participating institutions). International students and those living outside North America were excluded, as were graduates for whom no contact data were available.

There were twenty B.C. post-secondary institutions that participated in this project—four were classified as research universities, seven were teaching universities, six were colleges, and three were institutes. The following table lists the participating institutions, the number of graduates who were eligible for the survey, the number of respondents, and the response rate.

BGS 2012 Response Rates by Institution

	Cohort	Respondents	Gross Response Rate
University of British Columbia	6,242	2,836	45%
Simon Fraser University	3,655	2,018	55%
University of Victoria	2,887	1,418	49%
Vancouver Island University	762	468	61%
Thompson Rivers University	755	400	53%
University of the Fraser Valley	595	323	54%
University of Northern British Columbia	588	377	64%
Kwantlen Polytechnic University	508	249	49%
British Columbia Institute of Technology	461	252	55%
Royal Roads University	299	166	56%
Douglas College	267	148	55%
Emily Carr University of Art and Design	266	126	47%
Langara College	204	112	55%
Capliano College	166	88	53%
Okanagan College	104	64	62%
Camosun College	83	52	63%
Vancouver Community College	53	28	53%
North Island College	36	26	72%
Nicola Valley Institute of Technology	15	7	47%
Justice Institute of British Columbia	2	2	100%
OVERALL	17,948	9,160	51%

Note: University of British Columbia includes both the Okanagan and Vancouver campuses. Thompson Rivers University includes Thompson Rivers University Open Learning.

Data Collection

A field test cohort of former students was randomly selected for the BGS survey from the available institutional samples.

Field-testing was conducted from Tuesday, August 28, 2012 to Thursday, August 30, 2012 between the hours of 1700 and 2100. Call attempts were made to 3,304 survey cases to obtain 290 survey completions. The field test was characterized by a gross completion rate of 8.8 percent.

The 2012 survey was administered as a mixed-mode survey, with interviews conducted by telephone and online using an integrated Computer Assisted Telephone Interview (CATI)/ Computer Assisted Web Interview (CAWI) system. Full telephone and web survey administration was undertaken from September 13, 2012 into early January 2013.

A total of 9,160 survey completions were obtained, for a final response rate of 51 percent. More than half (57 percent) of all surveys were completed over the web.

Analysis and Reporting

BC Stats was responsible for cleaning and validating the data received from the data collection contractor. Based on these data—the responses to the survey questionnaire—the necessary variables were derived for analysis and reporting. Data from the 2012 survey were first released in April 2013 online and are available at http://outcomes.bcstats.gov.bc.ca/BGS/BGS_Info.aspx.

Analysis for this report included frequencies, crosstabs, and comparisons of medians and means. A statistically significant result is one that cannot reasonably be explained by chance alone.

Limitations

The former students who were interviewed—51 percent of those eligible for surveying—were those from the cohort who could be located and who agreed to be surveyed. They may not be representative of all former students.

Percentages

For consistency and ease of presentation, most percentages in the report text, tables, and charts have been rounded and may not always add to 100.

Unless otherwise noted, each percentage is based on the number of students who gave a valid response to the question—those who refused the question, or said don't know, were not included in the calculation.

Appendix B—British Columbia CIP Program Clusters

The Classification of Instructional Programs (CIP) is a standard taxonomy used to describe educational programs. A standard method of grouping CIP codes into CIP clusters has been developed for use by the Student Outcomes Project and the B.C. public post-secondary system.

For more information about the CIP, visit: http://www.statcan.gc.ca/subjects-sujets/standard-norme/cip-cpe/2011/index-indexe-eng.htm

CIP Cluster: Arts and Sciences

Arts and Sciences 2-digit CIP Codes	Title
05	Area, ethnic, cultural, and gender studies
09	Communications, journalism and related programs
10	Communications technologies/technician and support services
16	Foreign languages, literatures, and linguistics
23	English Language and literature/letters
24	Liberal arts and sciences, general studies and humanities
26	Biological and biomedical sciences
27	Mathematics and statistics
30	Multi/interdisciplinary studies
38	Philosophy and religious studies
39	Theology and religious vocations
40	Physical sciences
42	Psychology
45	Social sciences
54	History
55	Langue et literatures française/letters

CIP Cluster: Business and Management

Business and Management 2-digit CIP Code	Title
52	Business, management, marketing and related support services

CIP Cluster: Education

Education 2-digit CIP Codes	Title
13	Education
25	Library services

CIP Cluster: Engineering and Applied Sciences

Engineering and Applied Sciences 2-digit CIP Codes	Title
01	Agriculture, agriculture operations and related sciences
03	Natural resources and conservation
04	Architecture and related services
11	Computer and information sciences and support services
14	Engineering
15	Engineering technologies/technicians
41	Science technologies/technicians

CIP Cluster: Health

Health 2-digit CIP Code	Title
51	Health professions and related clinical sciences
60	Residency programs

CIP Cluster: Human and Social Services

Human and Social Services 2-digit CIP Codes	Title
19	Family and consumer sciences/human sciences
22	Legal Professions and studies
31	Parks, recreation, leisure, and fitness studies
43	Security and protective services
44	Public administration and social service professionals

CIP Cluster: Visual and Performing Arts

Visual and Performing Arts 2-digit CIP Code	Title
50	Visual and performing arts

Appendix C—National Occupational Classification (NOC)

The National Occupational Classification (NOC) provides a standardized language for describing the work performed by Canadians in the labour market. It gives statisticians, labour market analysts, career counselors, employers, and individual job seekers a consistent way to collect data and describe and understand the nature of work. More information about the NOC can be found at: http://www.hrsdc.gc.ca/eng/jobs/lmi/noc/index.shtml.

The NOC matrix is available at: http://www5.hrsdc.gc.ca/noc/english/noc/2011/pdf/Matrix.pdf