



**2014 BACCALAUREATE
GRADUATES SURVEY**

report of findings

The Class of 2012 Two Years After Graduation

The 2014 Baccalaureate Graduates Survey Report of Findings: The Class of 2012 Two Years After Graduation has been prepared by BC Stats for the BC Student Outcomes Research Forum.

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Acknowledgments

The Baccalaureate Graduates Survey (BGS) is directed at graduates from all public degree-granting institutions in British Columbia. It is one of the annual surveys that make up [BC Student Outcomes](#). The BC Student Outcomes surveys are conducted with funding from the Ministry of Advanced Education, the Industry Training Authority, and the participating British Columbia post-secondary institutions.

The Ministry of Advanced Education, the Research Universities' Council of British Columbia, and the BC Student Outcomes Research Forum (the Forum) collaborate on the BGS. The [BC Student Outcomes Research Forum](#) oversees the Student Outcomes 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 BC Council on Admissions and Transfer, the Council of Senior Student Affairs Leaders, and the BC Registrars' Association.

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

Highlights

Baccalaureate Graduates Survey

Nineteen public post-secondary institutions in British Columbia participated in the 2014 Baccalaureate Graduates Survey (BGS). There were 19,757 baccalaureate graduates eligible for the survey.¹ Of these, 8,883 graduates participated, resulting in a response rate of 45 percent. The following are highlights from the survey results, which was conducted from early September 2014 through January 2015.

Baccalaureate Graduates

- 23% of respondents graduated from Social Sciences programs
- 62% of respondents were female
- 27 was the median age at the time of the survey
- 62% 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
- 74% would select the same program again
- 40% had difficulty scheduling required courses
- Baccalaureate graduates generally found that their courses were *very helpful* or *helpful* with their development of the following skills:
 - Critical analysis & thinking: 92%
 - Independent learning: 90%
 - Reading & comprehension: 88%
 - Written communication: 84%
 - Verbal communication: 83%

Education Financing

- 46% of graduates said family or friends were a primary or secondary funding source
- 45% said employment was a primary or secondary funding source
- 48% incurred debt to pay for the program they graduated from in 2012
- \$22,000 was the median amount of incurred debt (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
- 25% of graduates who had used government student loans to help fund their education had no student loans left to repay two years post-graduation

¹ In 2014, international students were eligible to participate in the BGS for the first time. There were 1,506 international students in the cohort. Of these, 581 participated in the survey.

Further Education

- 49% had taken or were taking other formal post-secondary education or training since graduating with their baccalaureate degree
- 28% of respondents were enrolled in a program at the time of the survey
- 88% of graduates who were pursuing a master's or doctoral degree said they were well-prepared for their subsequent studies

Labour Force Outcomes

- 89% were in the labour force at the time of the survey
- Of employed respondents:
 - 85% were working full-time
 - 96% held salaried positions (i.e., were not self-employed)
 - 21% were employed at two or more jobs
 - \$50,000 was the median annual salary of respondents employed full-time
 - 72% said their main job was *very related* or *somewhat related* to their program of study
 - 53% were employed in professional occupations and 10% were in management occupations
 - 85% said the knowledge, skills, and abilities they had learned were *very useful* or *somewhat useful* in their work

Introduction

Students who get a baccalaureate in British Columbia experience an education that develops their intellectual and social capacity, while helping them to grow in their field and improve their economic prospects. Assessments of programs—and the institutions at which they are offered—are provided by graduates, who answer questions about the quality of their educational experience, skill development, relevance of education and skills, and about post-graduate outcomes such as employment, income, and incurred and remaining debt. Prospective students who are planning their future, as well as program and policy decision-makers, can benefit from graduates' insights about their education and post-graduation experiences.

About the Baccalaureate Graduates Survey

The Baccalaureate Graduates Survey (BGS) is part of BC Student Outcomes, which is an ongoing research program that gathers student outcomes information for B.C. 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 post-graduation.

The 2014 BGS is the 15th annual survey of former baccalaureate graduates. The survey is designed to gather information to meet the following objectives:

- meet the demand for post-secondary accountability at the system level in B.C.
- gather timely and relevant data for use in program evaluation and planning processes at the institution level
- 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 2014 survey of 2012 baccalaureate graduates. (In 2014, international students were eligible to participate in the survey for the first time.)

The two-year-out BGS instrument employs a set of standardized questions. The core questionnaire areas are:

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

In 2014, 19 public post-secondary institutions in British Columbia participated in the Baccalaureate Graduates Survey (BGS). Eleven of the institutions were classified as universities, six were colleges, and two were institutes. The majority of respondents were from universities (89 percent), and graduates from the three largest universities in B.C. made up 65 percent of respondents overall.

There were a total of 19,757 graduates who were eligible and invited to participate in the survey. Of these, 8,883 graduates completed the survey for an overall response rate of 45 percent.²

About the Report

Baccalaureate programs were organized into 10 program areas based on Classification of Instructional Programs (CIP) codes. Graduates were most likely to have taken Social Sciences or Business & Management programs.

Program Area	Program areas	
	Respondents	Percentage of Respondents
Business & Management	1,625	18%
Education	683	8%
Engineering & Applied Sciences	968	11%
Health	883	10%
Human & Social Services	583	7%
Visual & Performing Arts	463	5%
Arts & Sciences:		
Social Sciences	2,003	23%
Humanities	811	9%
Biological Science & Life Sciences	592	7%
Physical Sciences & Math	272	3%
Total Respondents	8,883	100%

Social Sciences was the most common program area among respondents.

This report presents a summary of the findings from the 2014 Baccalaureate Graduates Survey of 2012 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 2015 and are available in aggregate form on the [BC Student Outcomes](#) website.

System-wide summary analyses for the 10 post-secondary program areas are provided in this report. Included are the respondents' demographic characteristics, evaluation of their education, further education, labour force outcomes, and education financing and debt 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.

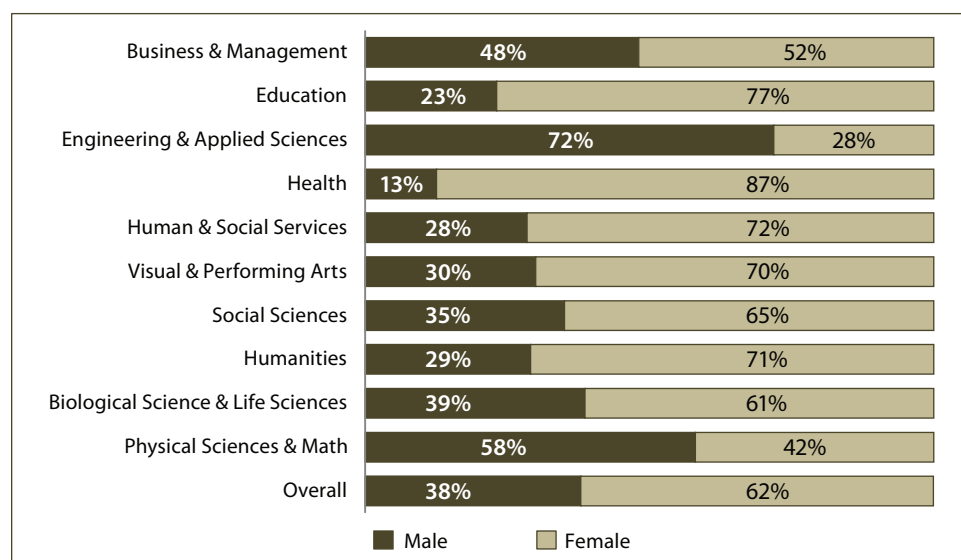
² There were 1,506 international students in the cohort. Of these, 581 participated in the survey.

Baccalaureate Graduates

Demographic Breakdown

Overall, and in all but a few program areas, graduates were predominantly women. Men were more likely to be graduates of Engineering & Applied Sciences; the gender split was fairly even in Business & Management and Physical Sciences & Math.

Gender



Though the majority of graduates were women, Engineering & Applied Sciences programs were more popular among men.

At the time of the survey, respondents' median age was 27 and ranged from 22 to 82. Education, Health, and Human and Social Services graduates tended to be older.

Median age

Program Area	Years
Business & Management	27
Education	29
Engineering & Applied Sciences	27
Health	29
Human & Social Services	29
Visual & Performing Arts	26
Social Sciences	26
Humanities	27
Biological Science & Life Sciences	26
Physical Sciences & Math	26
Overall	27

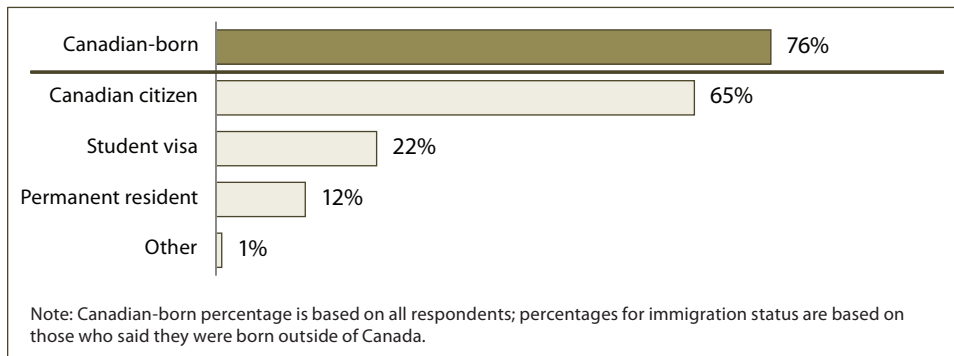
Median age varied by program area.

Note: Age is at the time of the survey.

Respondents were also 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, 5 percent said that they did.

The majority of respondents were born in Canada. Of the graduates whose country of origin was not Canada, almost two-thirds were citizens and nearly one-quarter were on a student visa at the time of their training.

Country of origin & immigration status

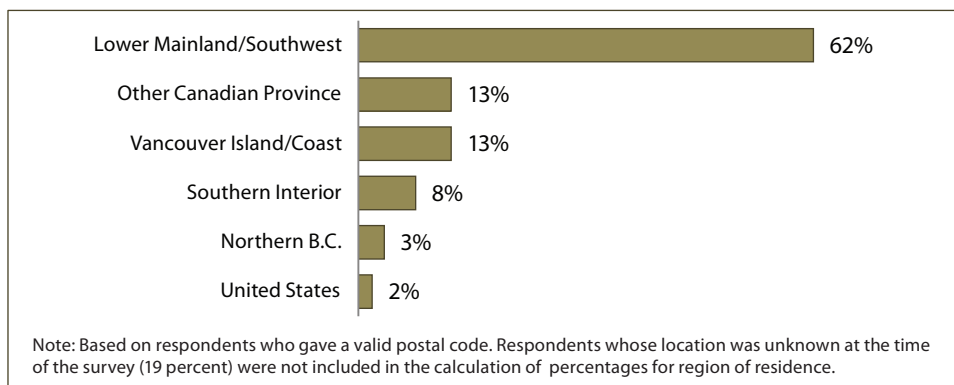


Typically, graduates were born in Canada.

Fewer than one out of twenty Canadian-born graduates (4 percent) identified themselves as an Aboriginal person (that is, First Nations, Métis, or Inuit). As in 2013, Human & Social Services programs had the largest proportion of graduates (7 percent) who self-identified as Aboriginal persons.

Respondents were also asked where they were currently living. The majority were living in the Lower Mainland/Southwest region two years after graduation. More than one out of ten who received a baccalaureate in B.C. were living elsewhere in Canada at the time of the survey.³

Current region of residence

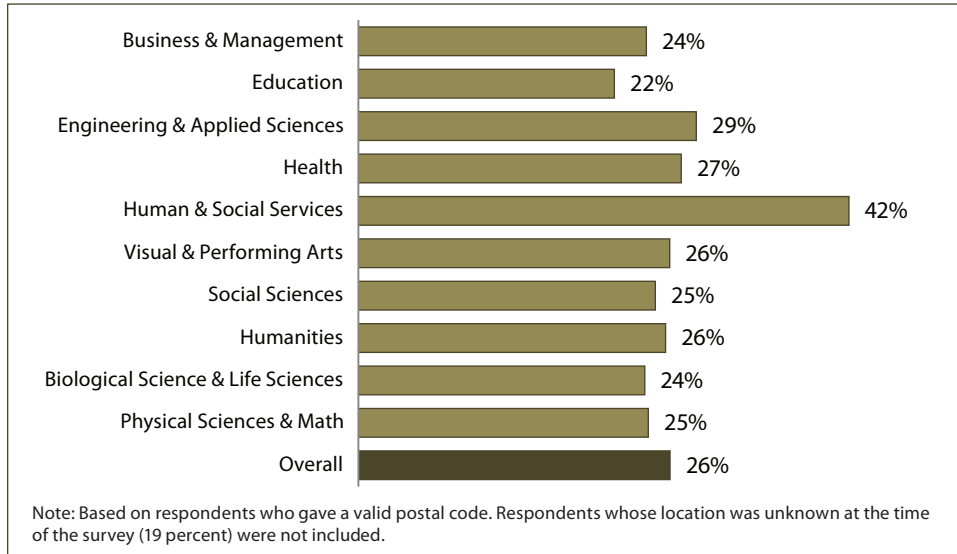


The Mainland/Southwest region is where more than half of graduates lived at the time of the survey.

³ Note: Students who left their study region may have been returning to the region they lived in prior to attending school. Also, students who remained in B.C. might have been easier to locate to participate in the survey.

At the time of the survey, just over one-quarter of respondents had moved away from the region where they completed their studies. As in 2013, Human & Social Services graduates were most likely to report moving post-graduation.

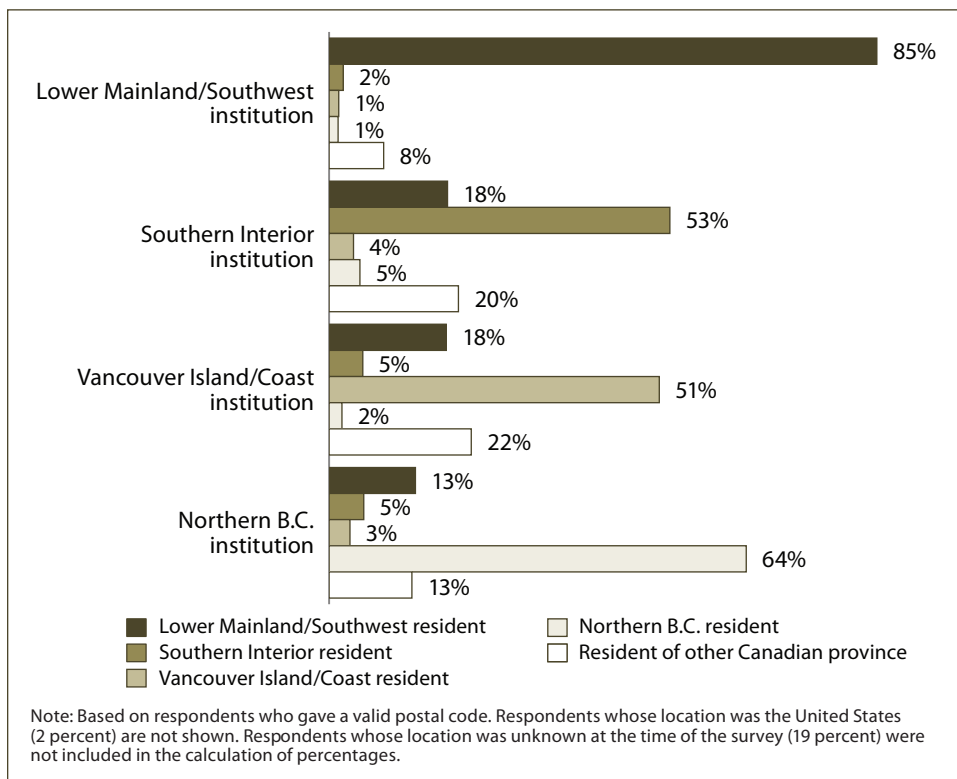
Post-graduation mobility



About one-quarter of graduates moved after completing their studies.

The majority of respondents who graduated from an institution in the Lower Mainland/Southwest region remained in this region two years post-graduation. Almost two-thirds of Northern B.C. graduates stayed in that area after they graduated. Southern Interior and Vancouver Island graduates were most likely to move to another Canadian province.

Study region compared to current region of residence



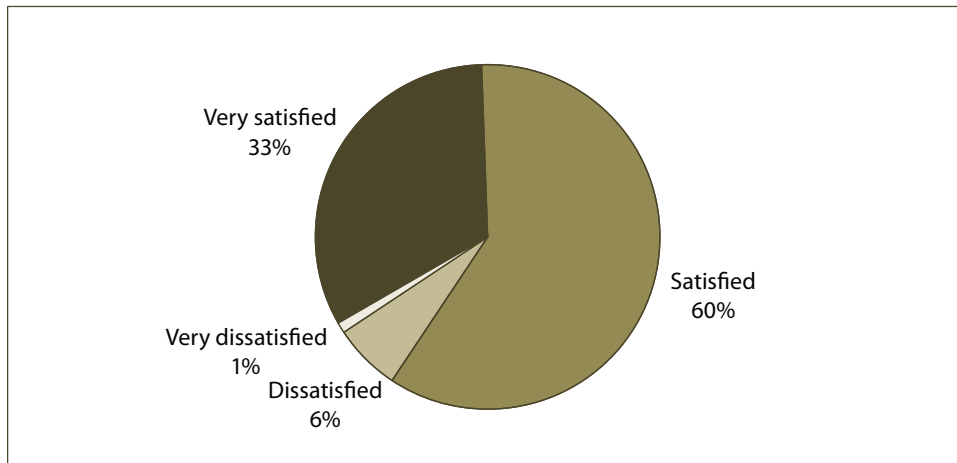
Graduates from Lower Mainland/Southwest institutions were most likely to stay in that region after finishing school.

Education Evaluation

Satisfaction

Two years after completing their degree, most graduates were *very satisfied* or *satisfied* with their baccalaureate education.

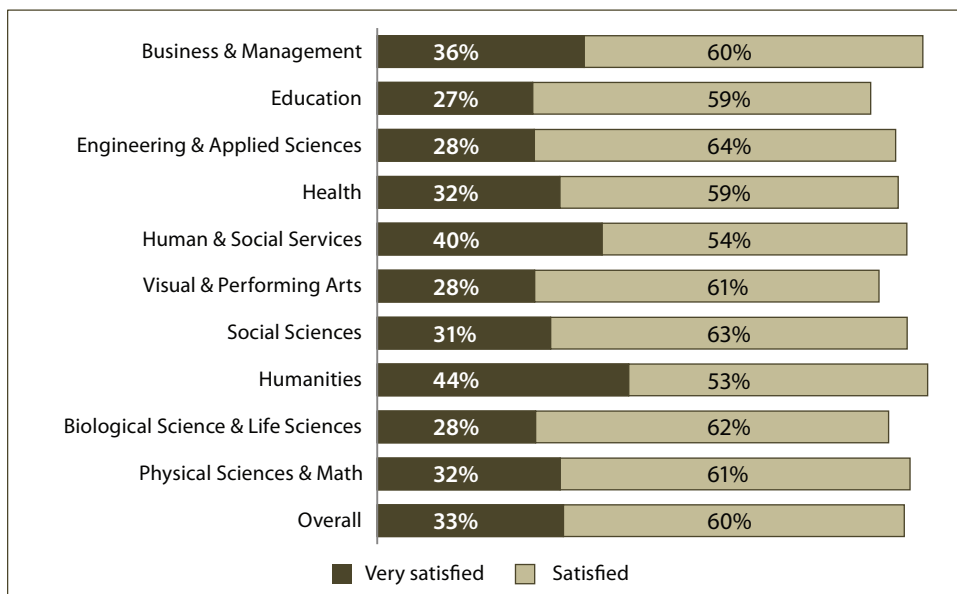
Satisfaction with education – overall



Most graduates reported satisfaction with their education.

Humanities and Business & Management graduates were most likely to report satisfaction with their education. Humanities graduates were also most likely to report being *very satisfied*.

Satisfaction with education

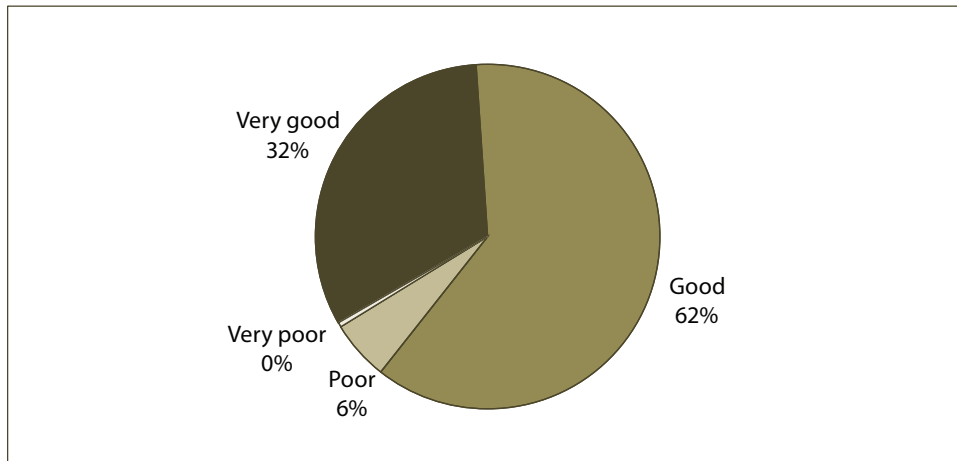


Humanities graduates were particularly pleased with their education.

Quality of Course Instruction

The quality of course instruction plays an important role in students' educational experience. Most graduates gave high ratings to this aspect of their education.

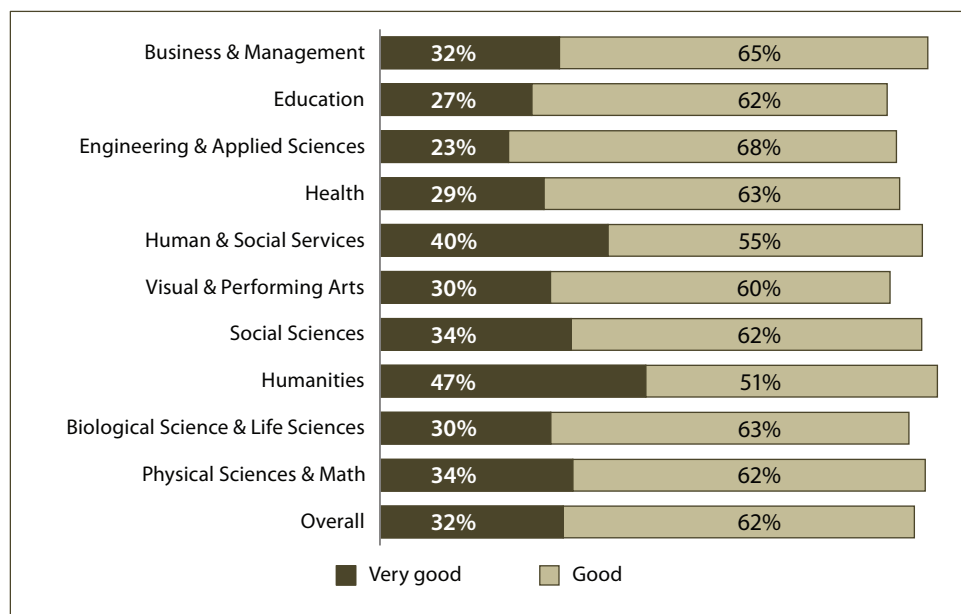
Quality of course instruction – overall



Quality of course instruction was highly rated.

Course instruction ratings were high across program areas. In particular, Humanities graduates gave the highest ratings, and were most likely to say that instruction was *very good*.

Quality of course instruction



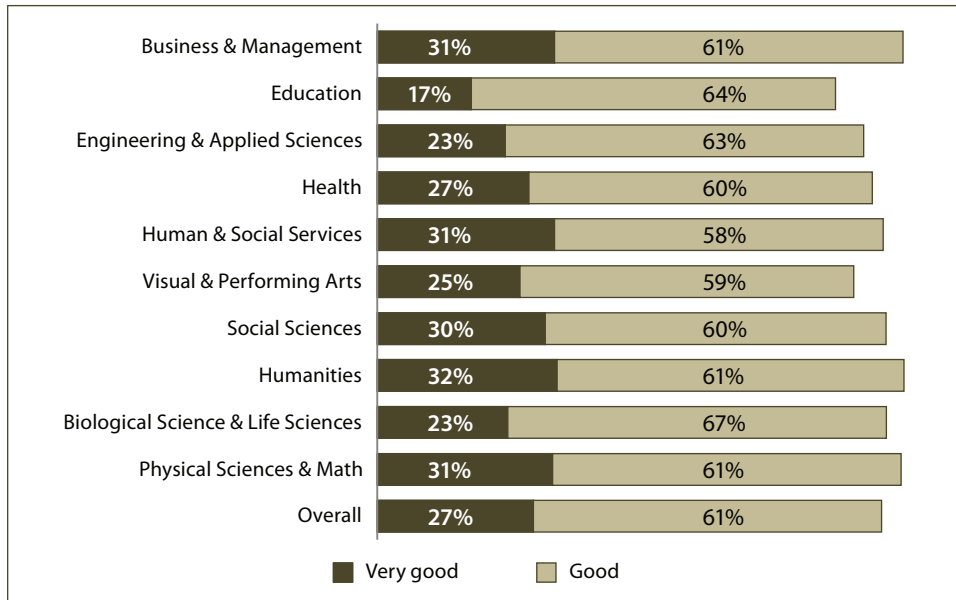
Across program areas, graduates thought highly of the quality of course instruction.

Quality of Education

Graduates were also asked to evaluate how well the core program of required courses provided a comprehensive understanding of their field of study. The majority of graduates said their core program was *very good* or *good*. The ratings varied by program area, although once again, Humanities graduates were most likely to give positive ratings (that is, *very good* or *good*) when asked about their core program. The percentage of respondents who said the

quality of their core program was *very good* also varied, ranging from fewer than one out of five Education graduates to almost one out of three graduates from Humanities programs.

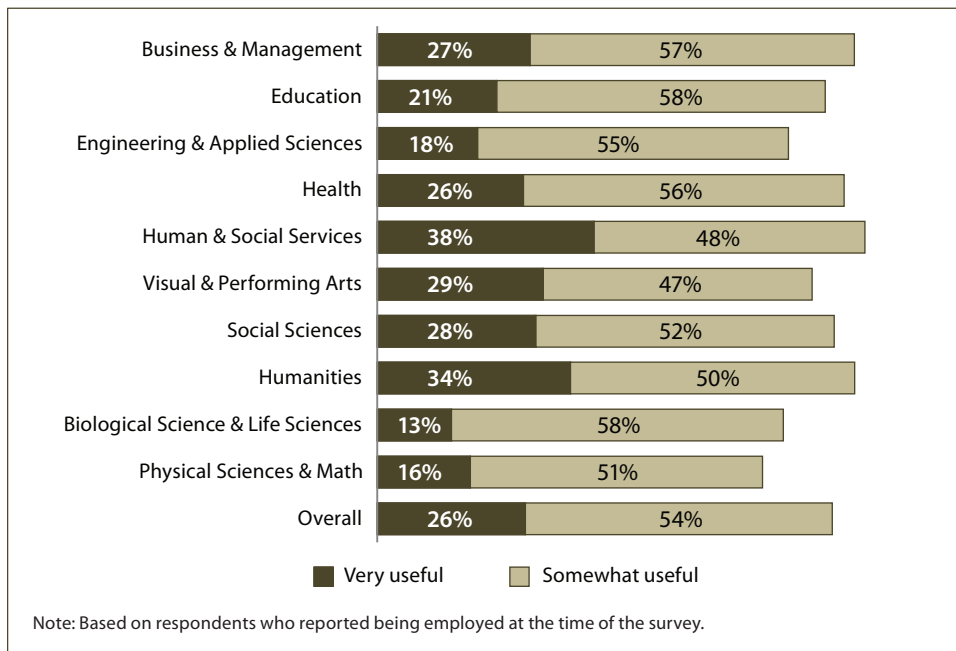
Quality of core program



The quality of the core program varied across program groups, with the highest ratings from Humanities graduates.

When employed graduates were asked about the usefulness of the knowledge, skills, and abilities they acquired during their studies, almost nine out of ten Human & Social Services graduates said that what they gained was *very useful* or *somewhat useful* in their day-to-day lives. Just over two-thirds of Physical Sciences & Math graduates thought that what they learned in their program studies helped them in their daily lives.

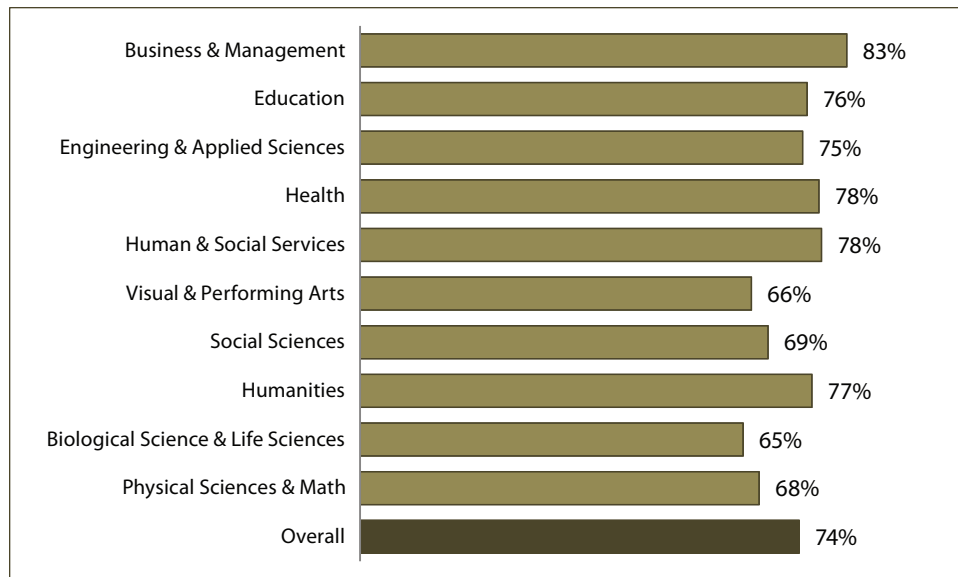
Usefulness of acquired skills and abilities in day-to-day life



Employed graduates tended to view their education as helpful in their daily lives.

About three-quarters of baccalaureate graduates said that given their experiences in their program, they would select the same program again. In particular, more than eight out of ten graduates from Business & Management programs reported that they would choose the same program again.

Would select same program again

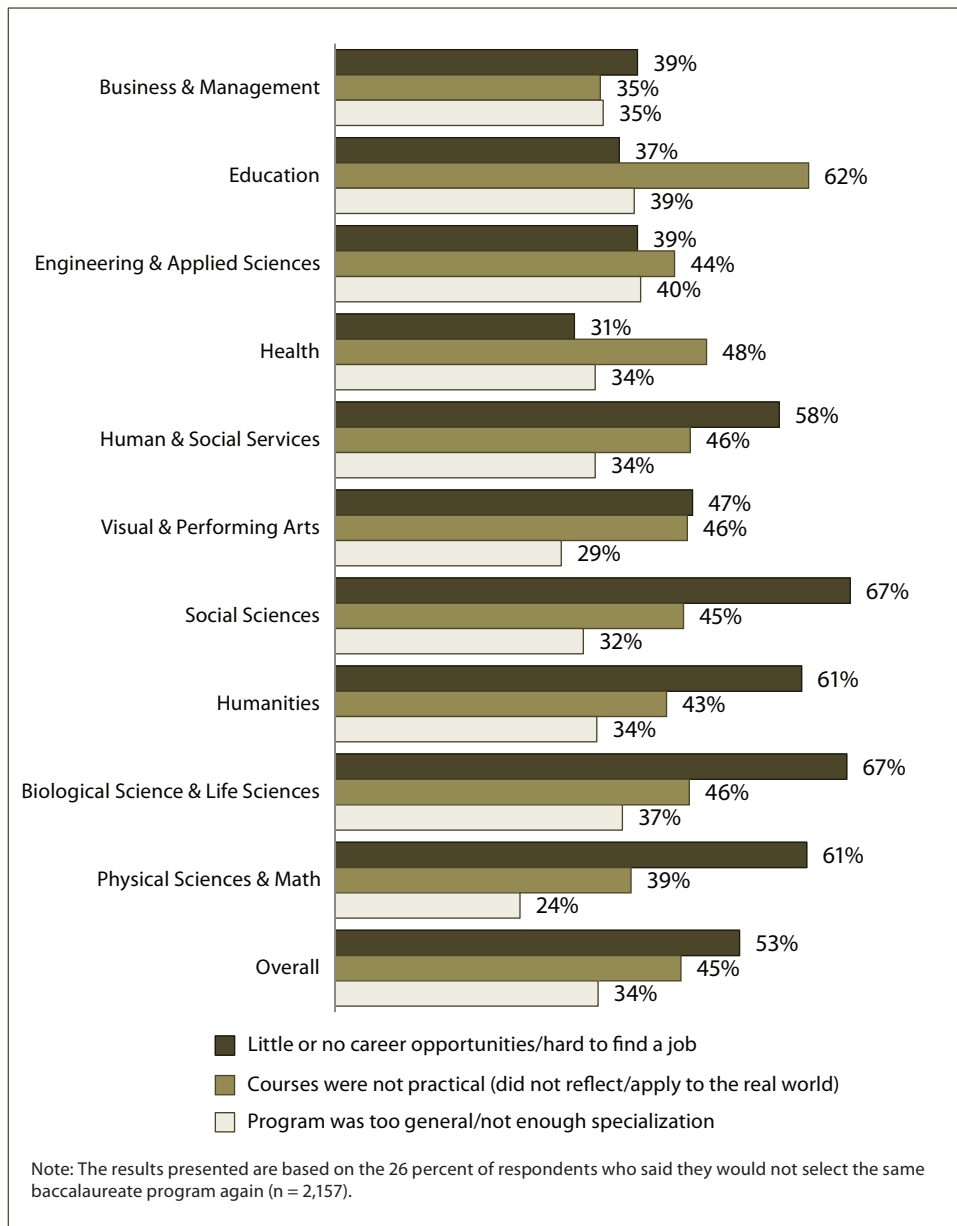


Business & Management graduates were most likely to say they would choose the same program again.

Graduates who said they would not select the same program again often said they thought there was a lack of career opportunities, courses were impractical, or the program was too general.

- More than half mentioned there were few career opportunities. Social Sciences and Biological Science & Life Sciences graduates cited this reason most frequently.
- Almost half said that their courses were not practical. Education graduates were more likely than those from other programs to give this reason.
- About one-third thought it was not specialized enough or was too general. Engineering & Applied Sciences graduates and those from Education programs mentioned this reason most often.

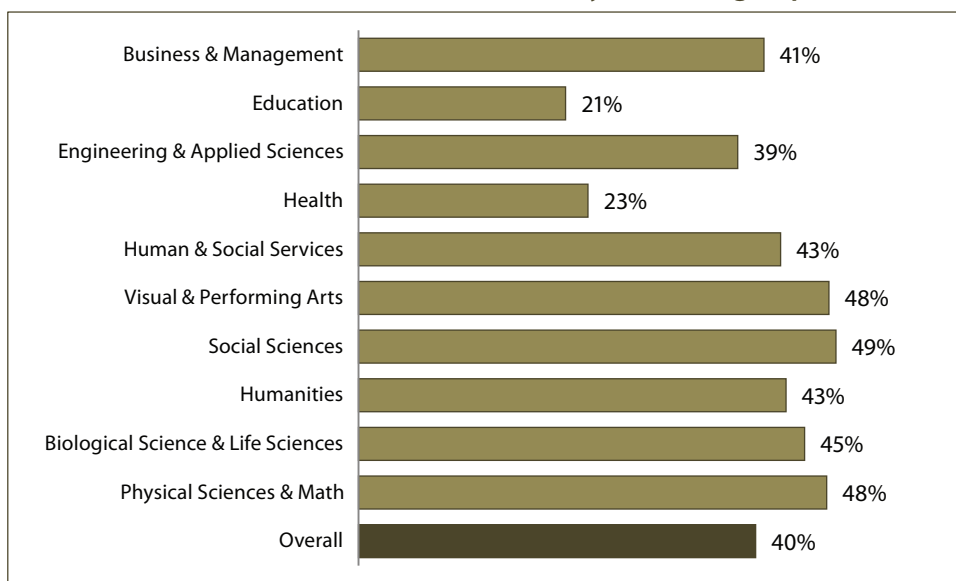
Reasons for not selecting the same program again



Too few career opportunities was the top reason why graduates would not choose the same program again.

Difficulty scheduling required courses because they were either not available, not offered, always full or had limited enrolment policies was an issue for two out of five graduates overall. The prevalence of scheduling problems varied by program area, with the issue most frequently reported by Visual & Performing Arts graduates and those from Arts and Sciences programs, particularly Social Sciences and Physical Sciences & Math. Scheduling issues were less common among Education and Health graduates.

Difficulty scheduling required courses



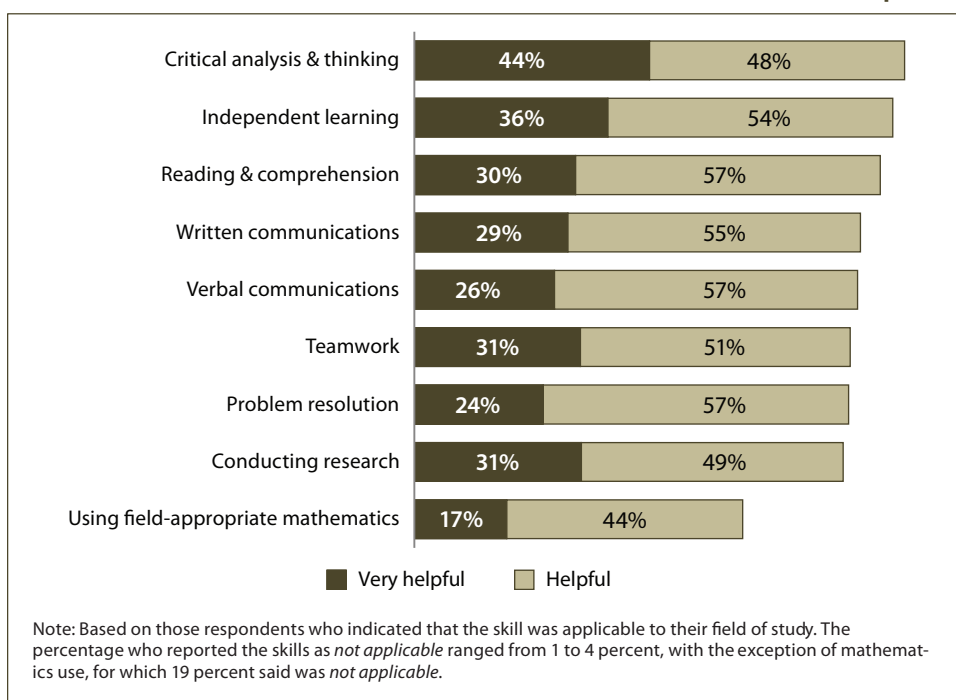
Scheduling difficulties were prevalent in a number of program areas.

Skills Development

Baccalaureate programs help to develop a student’s professional and social skills. When asked, the majority of respondents said that their institution had helped them to develop their abilities in these skills. Respondents provided ratings for only those skills they saw as being applicable to their field. Graduates were most likely to say that the use of mathematics was *not applicable* to their field (19 percent).

As in the previous two years, critical analysis & thinking and independent learning skills were rated the highest. More than six out of ten graduates who thought that using field-appropriate mathematics was a relevant skill gave it high ratings.

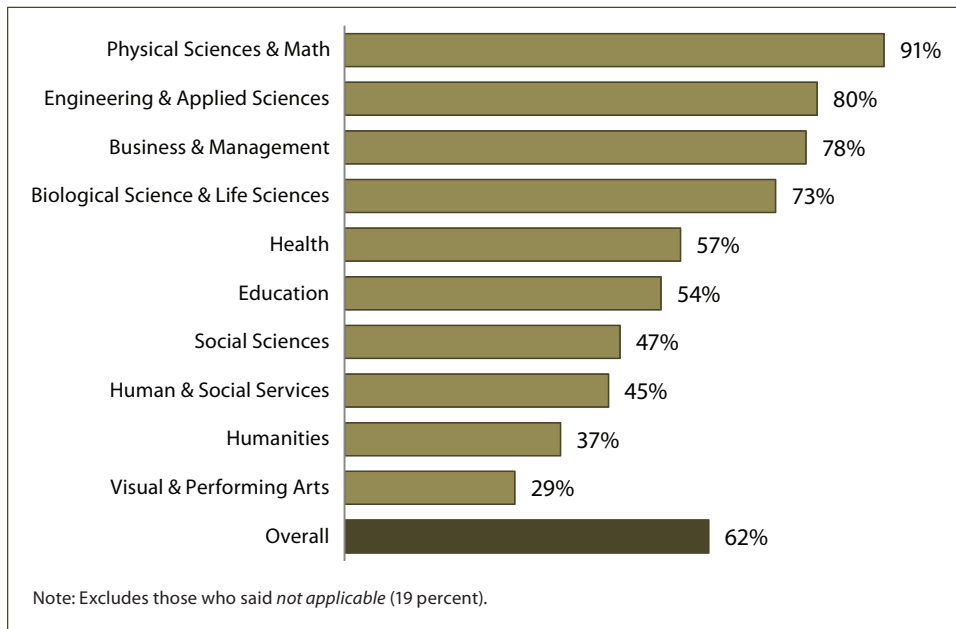
Skills development



The majority said their institution helped them develop a variety of skills.

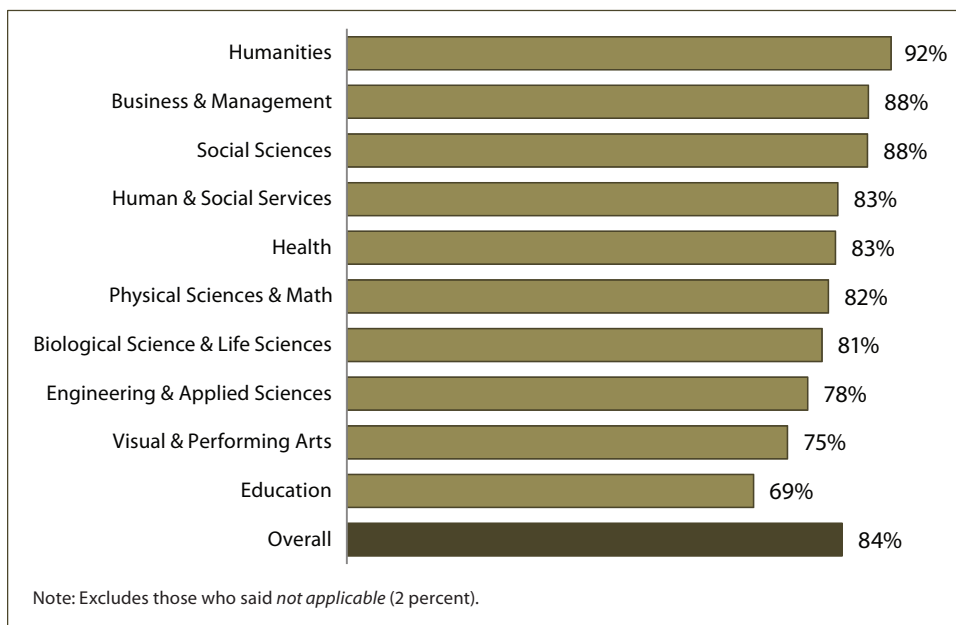
Skill ratings varied widely across program areas. When the *very helpful* and *helpful* ratings were combined and compared by program area, the variation ranged from a 10 percentage point difference for independent learning (83 to 93 percent) to a 63 percentage point difference associated with using field-appropriate mathematics (29 to 91 percent). The range was greatest for use of field-appropriate mathematics, followed by written communication, teamwork, conducting research, and reading & comprehension.

Field-appropriate mathematics



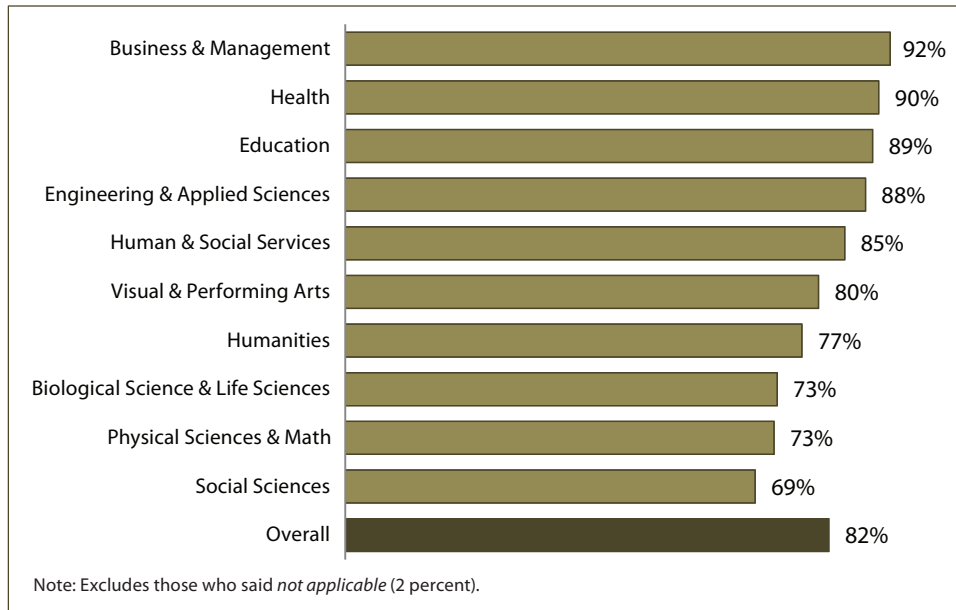
Ratings associated with field-appropriate mathematics skill development varied widely.

Written communication



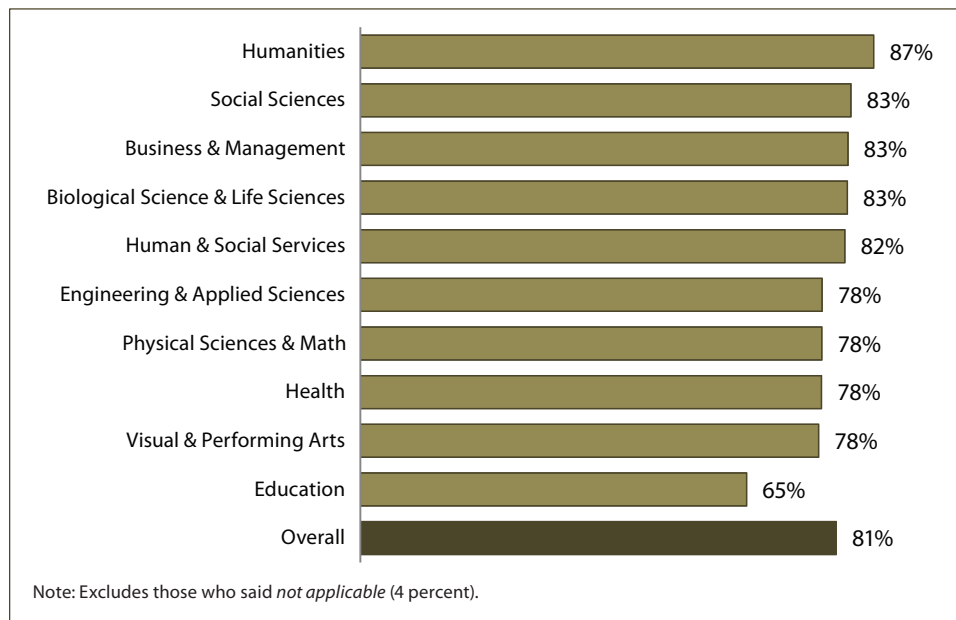
Humanities graduates gave the highest ratings to written communication skill development.

Teamwork



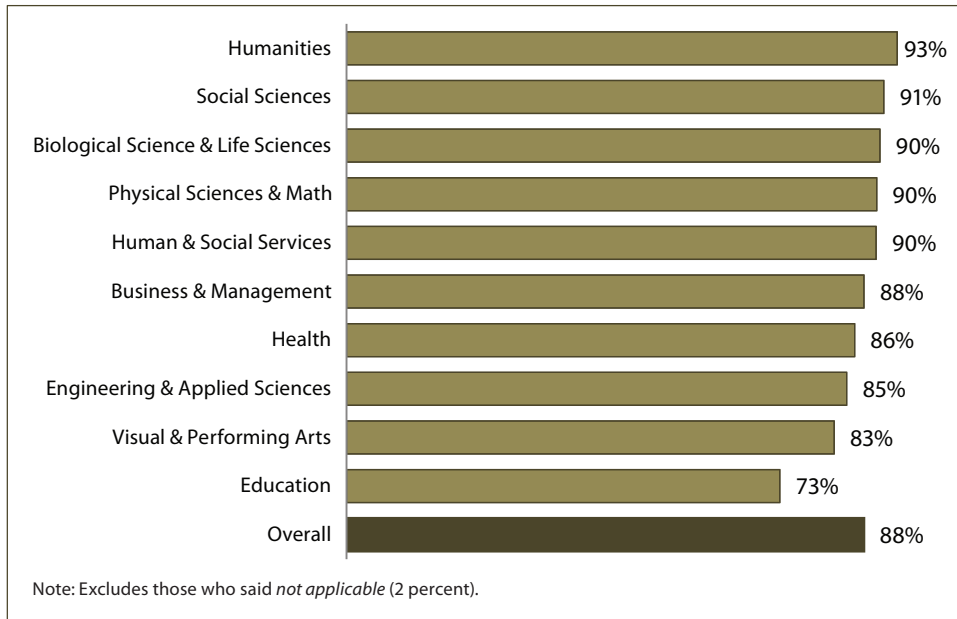
Business & Management programs ranked the highest in teamwork development.

Research skills



Humanities programs were seen as helpful in developing research skills.

Reading comprehension

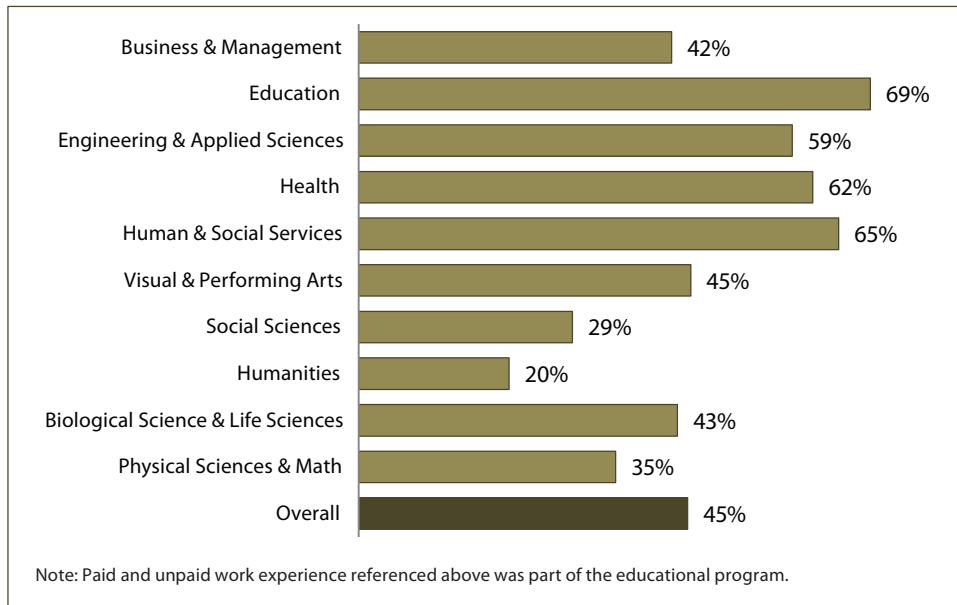


Humanities programs were highly rated for helping to develop reading comprehension.

Within program areas there were several patterns that were evident. With the exception of field-appropriate mathematics and independent learning skills, the highest ratings in each skill development area were given by Humanities or Business & Management graduates. Across skill development areas, Education graduates were less likely to assign high ratings when asked about their skill development.

In addition to in-school training, almost half of the respondents participated in paid or unpaid work experience as part of their program. Program-related work experience was relatively common in Education, Human & Social Services, and Health programs, but infrequent in Humanities and Social Sciences programs.

Participation in paid or unpaid work experience



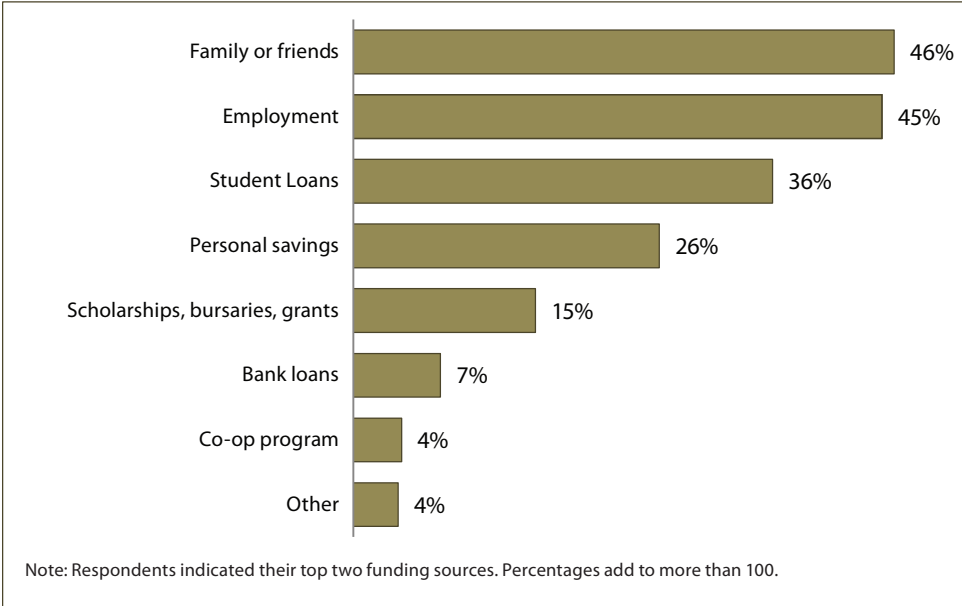
Program-related work experience was fairly common in some program areas.

Education Financing

Sources of Funding

Graduates were asked to indicate the primary and secondary sources of funding that they relied on to help pay for the education they completed in 2012. Employment, family or friends, and student loans were the most commonly cited top sources of funding. The proportion of graduates citing personal savings as a primary or secondary source of funding has more than doubled over the previous year, while the percentages for family or friends and employment have declined.

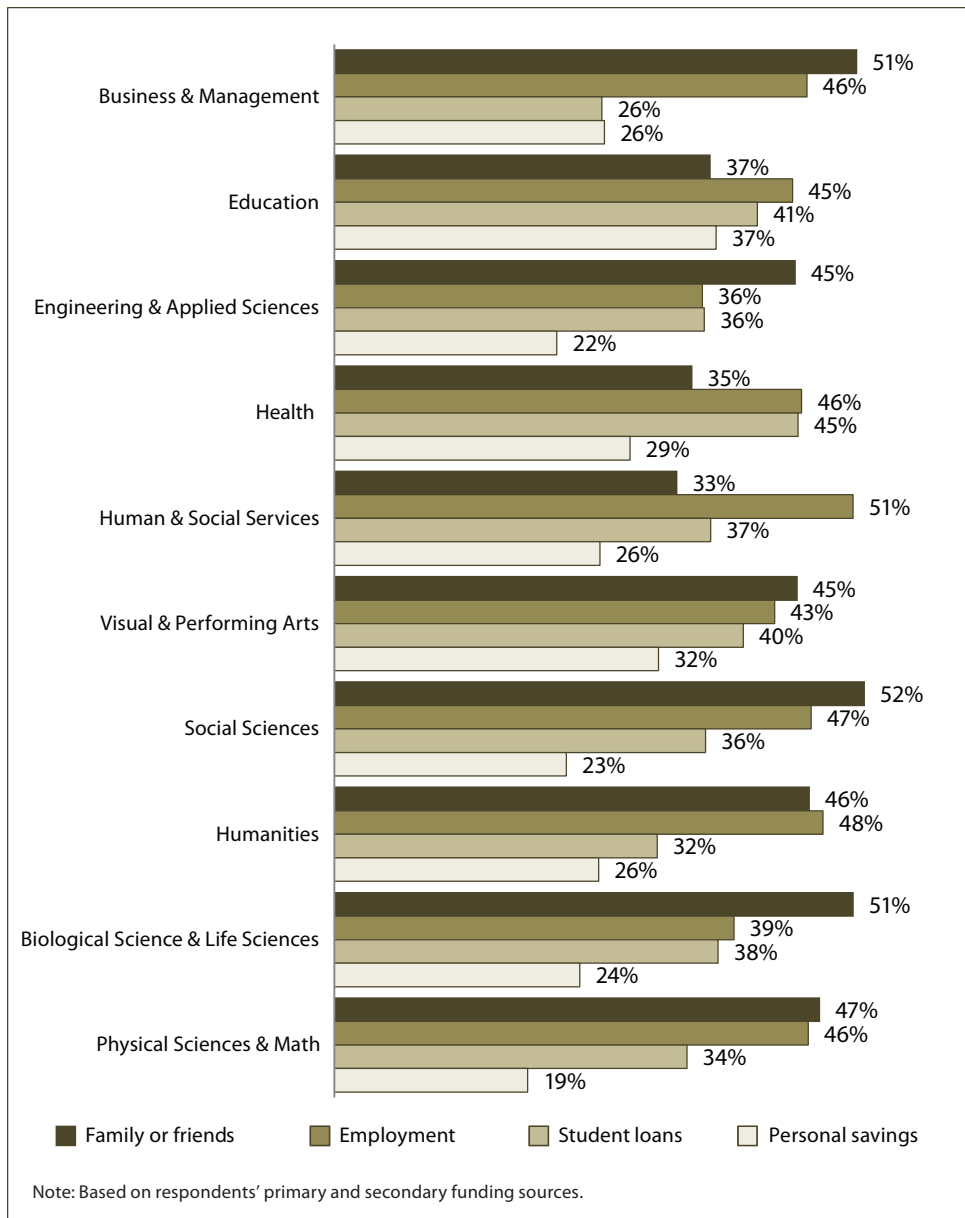
Top funding sources



Family or friends and employment were graduates' top sources of funding.

Across program areas, graduates' assessments of the most important funding sources varied. For example, Business & Management graduates tended to rely on family or friends and employment, while Health graduates said employment and government student loans were two of their main funding sources. Personal savings were a top source of funding for more than one-third of Education graduates; Physical Sciences & Math graduates were less likely to rely on personal savings.

Top funding sources

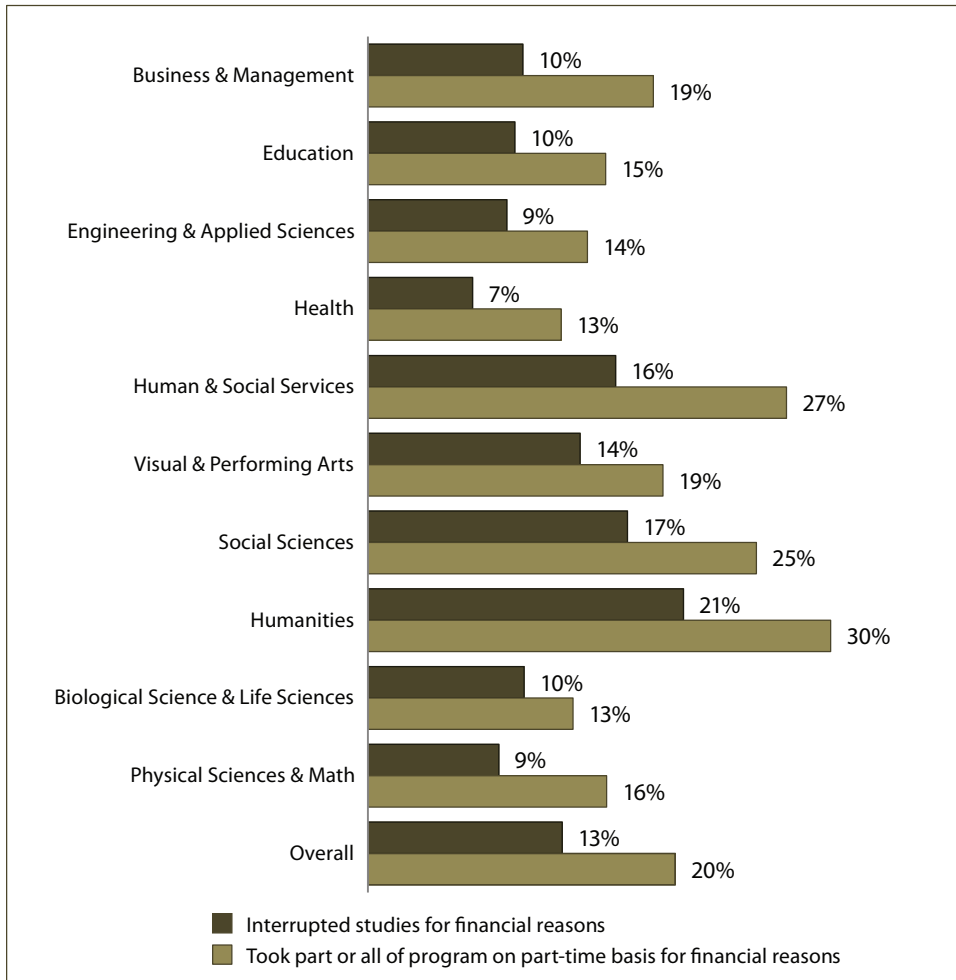


Each program area had a different profile of key funding sources.

Sometimes, students have to suspend their studies due to financial strain. More than one out of ten graduates said they had interrupted their studies for financial reasons, and one out of five said that they had to take at least some of their program on a part-time basis due to finances.

The impact of students' financial difficulties ranged widely across program areas. For example, Health graduates were least likely to report having faced financial setbacks – fewer than one out of ten had to interrupt their studies and just slightly more than one out of ten took some or all of their program on a part-time basis. Financial challenges were more prevalent among Humanities graduates, with two out of ten having interrupted their studies and almost one-third taking at least part of their program on a part-time basis due to finances.

Impact of financial difficulties



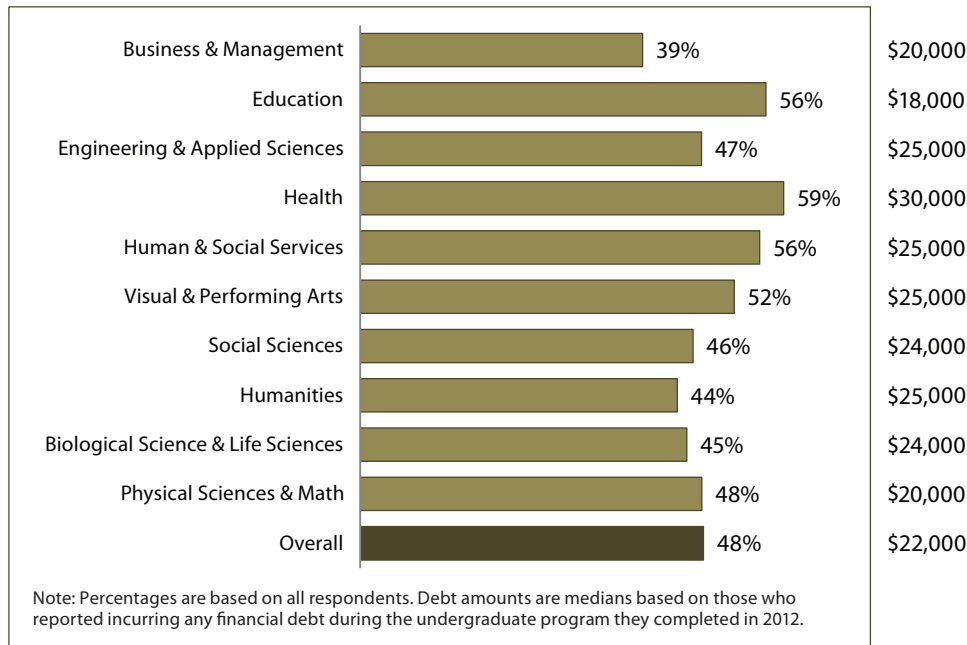
Financial challenges were prevalent among Humanities graduates.

Incurred and Remaining Debt

Fewer than half of the baccalaureate graduates incurred debt to pay for the education and living expenses associated with the program they graduated from in 2012. Graduates from Health programs were most likely to have borrowed, and graduates from Business & Management were least likely.

For those who did accrue debt, the median amount borrowed from all sources (including student loan debt and other personal loans or debts) was \$22,000. The median amount borrowed by Education graduates was the lowest across the program areas. Health graduates incurred the greatest amount of debt; they accumulated almost twice as much debt as their colleagues from Education programs.

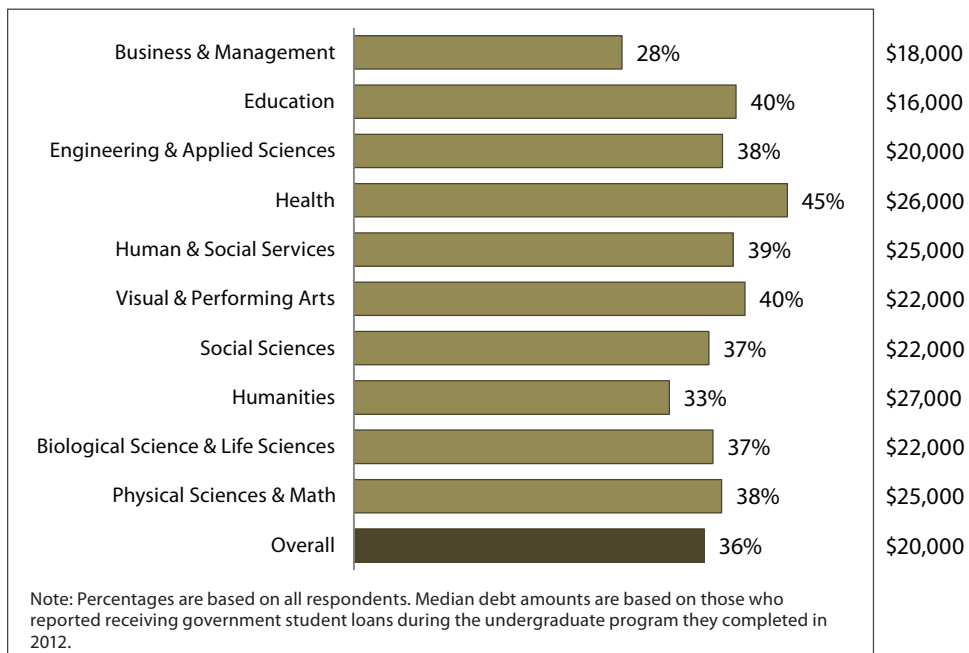
Incurred debt



Health graduates were among the most likely to accrue debt and they incurred the highest median debt.

More than one-third of graduates reported receiving government student loans. For those who had government student loans, the median amount borrowed by respondents who graduated in 2012 was \$20,000. Government student loan debt was the highest for Humanities and Health graduates (the latter also had the highest overall debt). Education graduates borrowed the least amount in the form of government student loans. The median amount of government student loans borrowed was higher than the previous year for Physical Sciences & Math graduates and for Humanities graduates.

Government student loan debt incurred

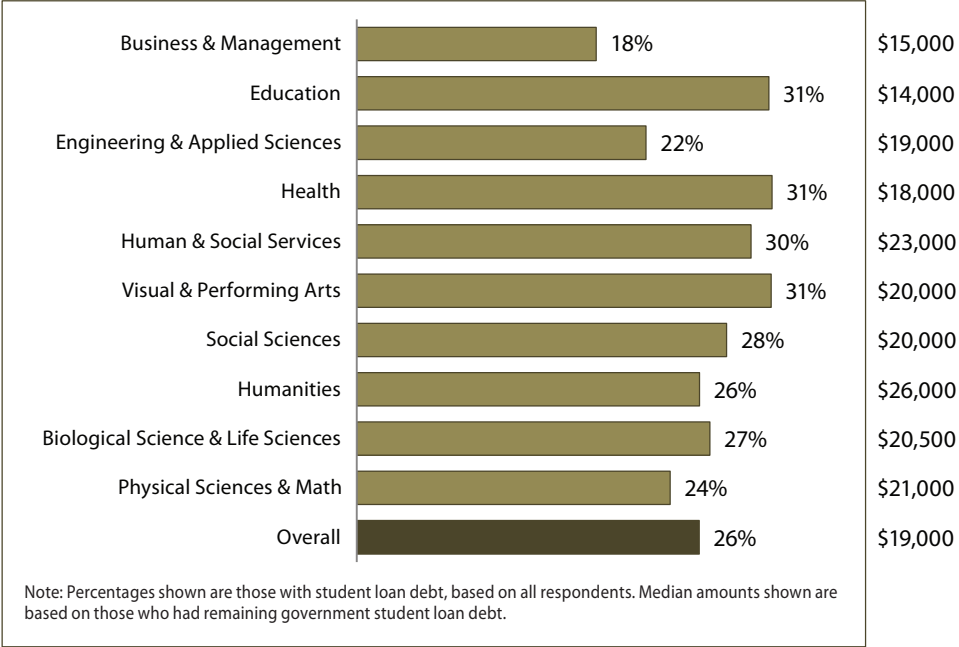


More than one-third of graduates had borrowed from the government.

They borrowed a median amount of \$20,000.

Two years post-graduation, almost three-quarters of graduates had no government student loan debt—they had either repaid their debt or had not borrowed any government student loans. Among those with remaining debt, the median balance owing was \$19,000. Humanities graduates reported the highest amount of remaining government student loan debt, and Education graduates reported the lowest remaining debt.

Remaining government student loan debt



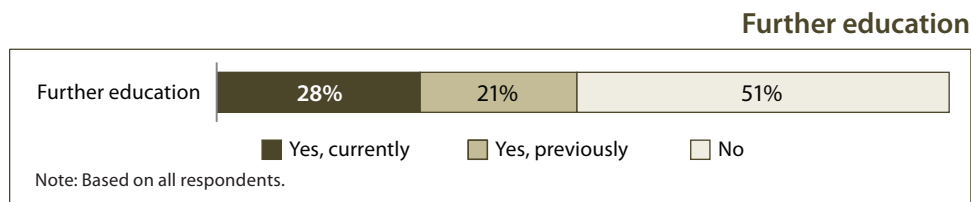
Two years post-graduation, about one-quarter were carrying student loan debt from their programs.

Government student loan borrowers with remaining debt had a median balance due of \$19,000.

Further Education

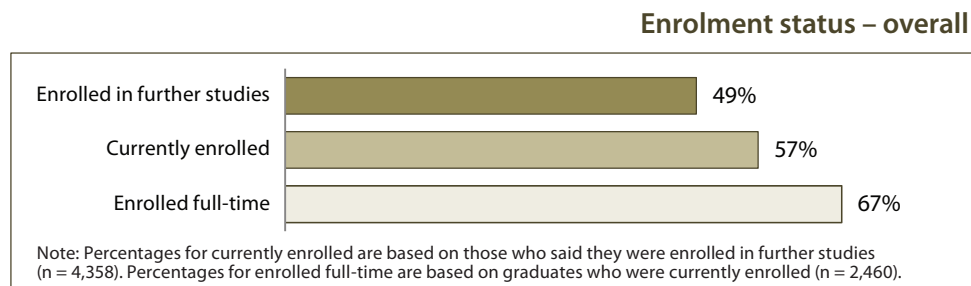
Enrolment in Further Education

At the time of the survey, almost half of the graduates said they had taken or were taking other formal post-secondary education or training since completing their baccalaureate program.



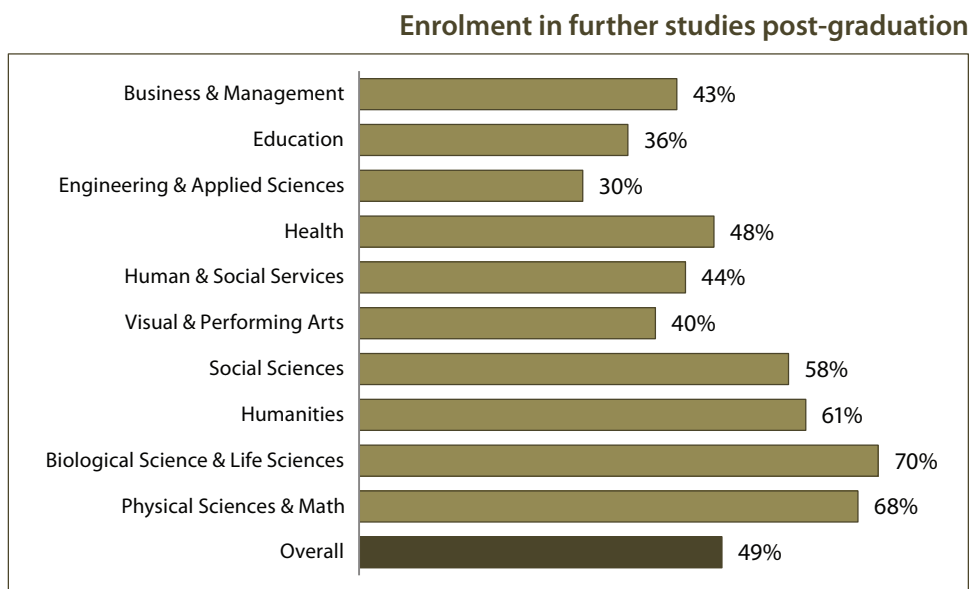
About half of graduates had enrolled in further studies.

Of those who had enrolled in further studies, almost six out of ten were currently enrolled in a program; two-thirds of those currently enrolled were studying full-time.



More than half of those who enrolled in further studies were currently in school.

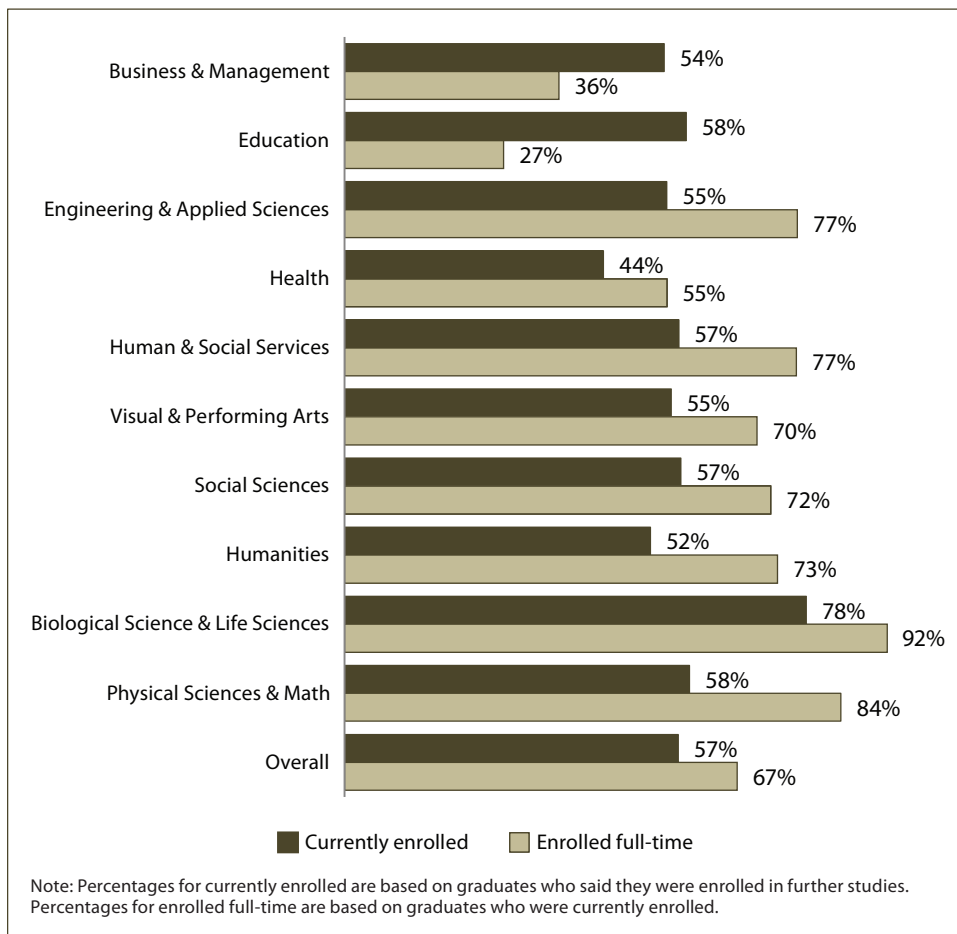
Enrolment in further education varied by program area. Graduates from the four Arts and Sciences program areas were most likely to have pursued further studies, while those from Engineering & Applied Sciences were least likely.



Graduates from Arts & Sciences programs often enrolled in further education.

Current enrolment also varied by program area, with Biological Science & Life Sciences graduates most likely to be in school at the time of the survey and Health graduates least likely. In most program areas, the majority of those who were currently enrolled were studying full-time. However, Business & Management and Education graduates were more likely to be pursuing their education on a part-time basis.

Enrolment status

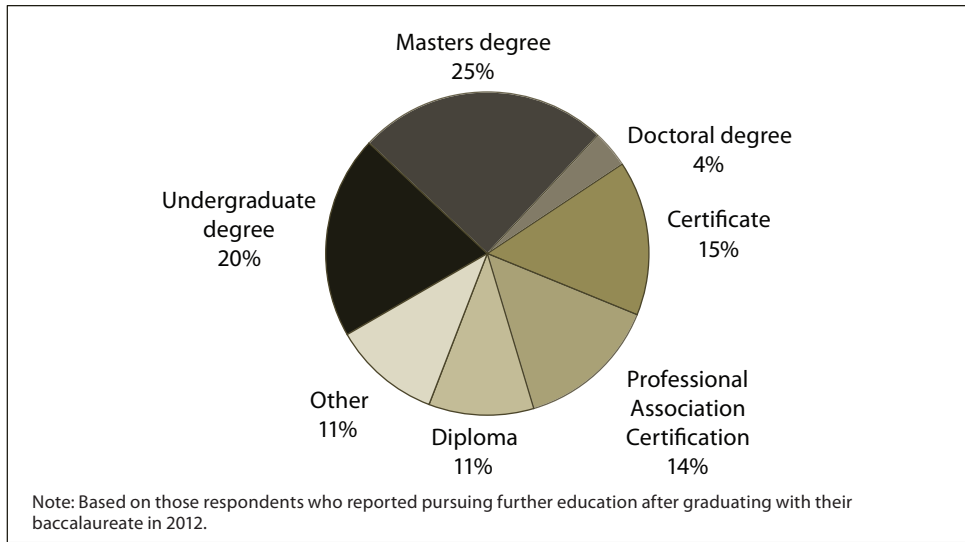


In most program areas, the majority of currently enrolled students were studying full-time.

Type of Further Education

Of those who reported they had taken or were taking further education or training, one-quarter were working on a master’s degree and one out of five were in another undergraduate program.

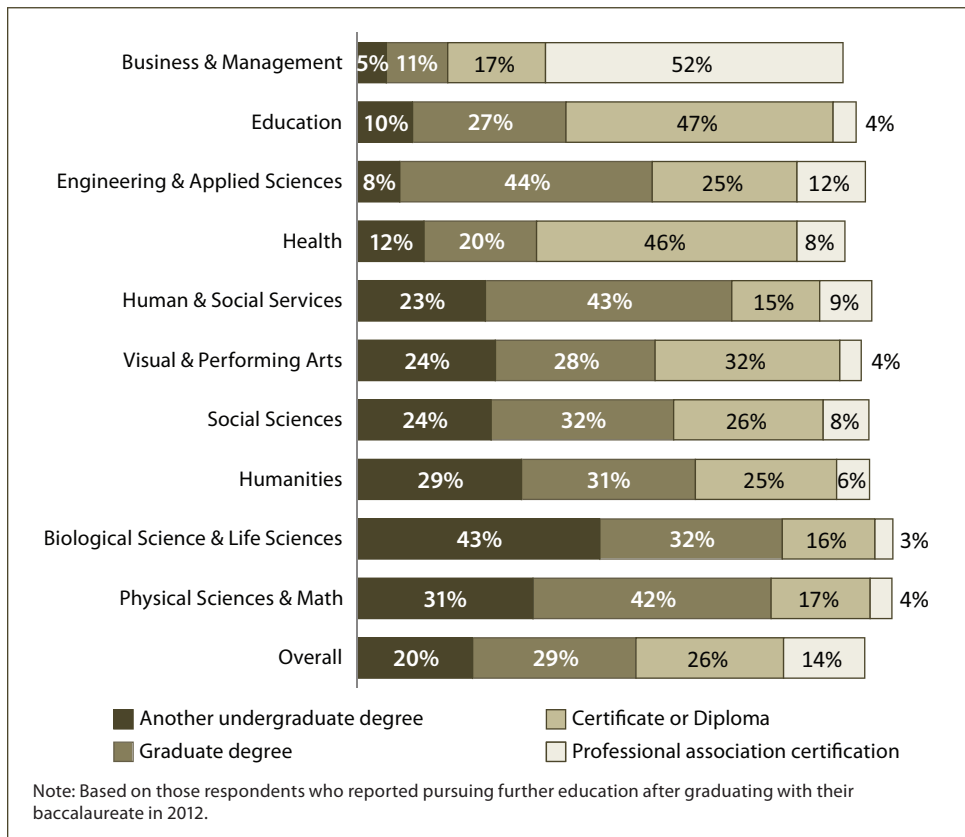
Type of further education pursued post-graduation – overall



One out of five of those pursuing further education were working on another undergraduate degree.

The type of further education pursued by respondents varied widely by program area. For example, more than half of Business & Management graduates pursued professional association certification, but only one out of twenty enrolled in another undergraduate program. In comparison, more than half of Arts and Sciences graduates—particularly those from Biological Science & Life Sciences and Physical Sciences & Math—sought another undergraduate degree or a graduate degree.

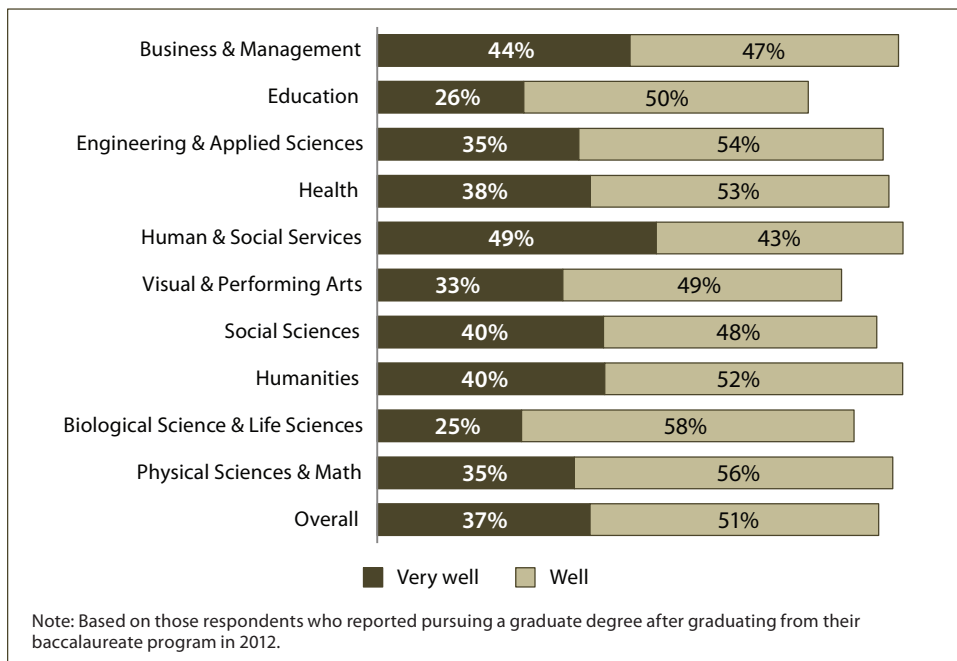
Type of further education pursued



Biological Science & Life Sciences graduates were most likely to pursue another undergraduate degree.

The majority of respondents who were pursuing a master’s or doctoral degree said that their previous degree program had prepared them *very well* or *well* for their subsequent program. This varied somewhat by program of study, and was highest for Business & Management, Human & Social Services, and Humanities graduates. Education graduates were least likely to report feeling well-prepared for their graduate work.

Prepared for graduate work

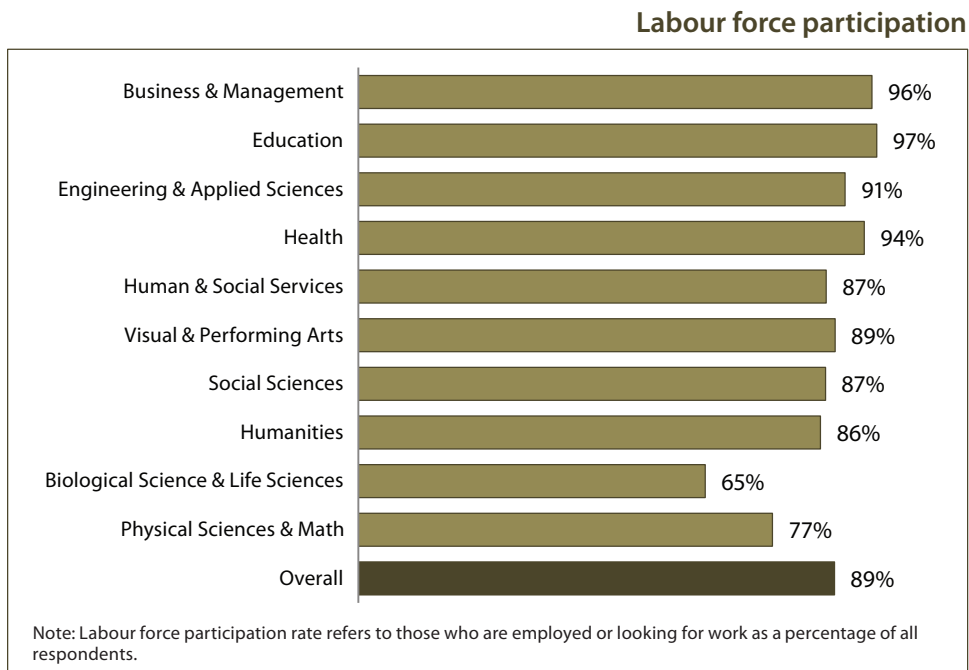


The majority of graduates felt well-prepared for their graduate work.

Labour Force Outcomes

Labour Force Participation

At the time of the survey, almost nine out of ten graduates were in the labour force (that is, employed or looking for employment). Almost all Education and Business & Management graduates were in the labour force, while slightly less than two-thirds of Biological Science & Life Sciences graduates were participating in the labour force.

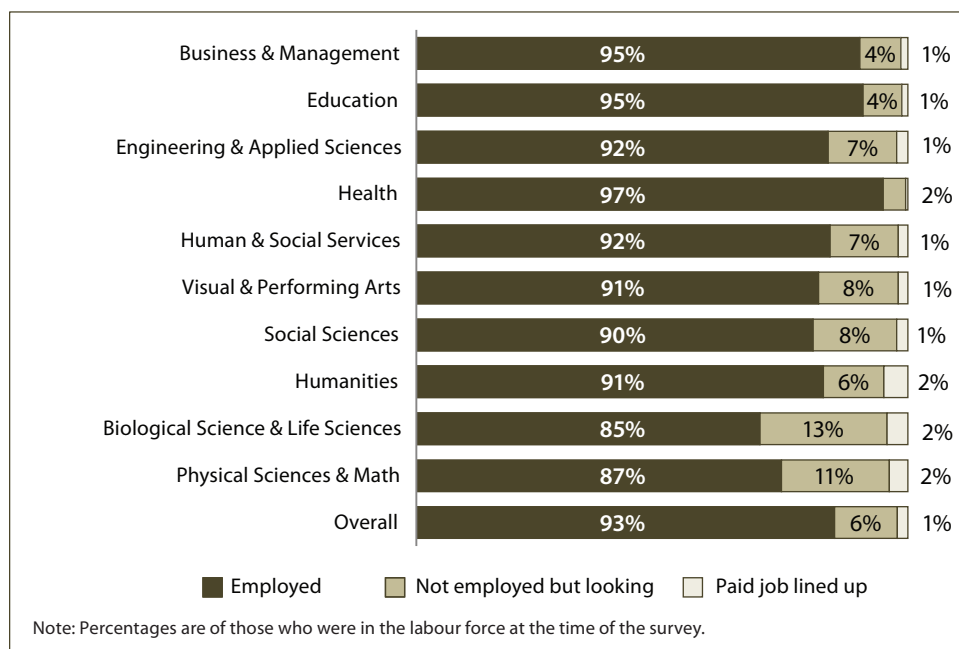


Labour force participation was high in most program areas.

Employment

Of those in the labour force, most were employed at the time of the survey, while a small percentage were looking for work or had a paid job lined up.

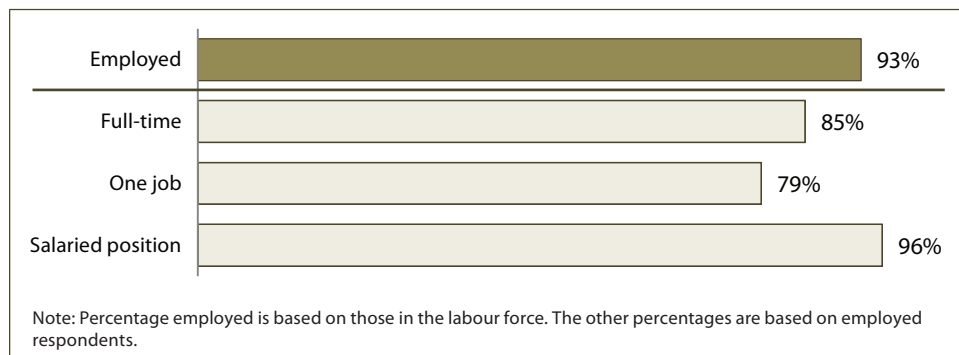
Employment



In most program areas, at least 9 out of 10 graduates who were in the labour force were employed two years post-graduation.

A majority of employed graduates held just one, full-time (i.e., 30 or more hours a week) job. They tended to be employed full-time, and the majority held salaried positions (that is, they were employed by someone else rather than being self-employed).

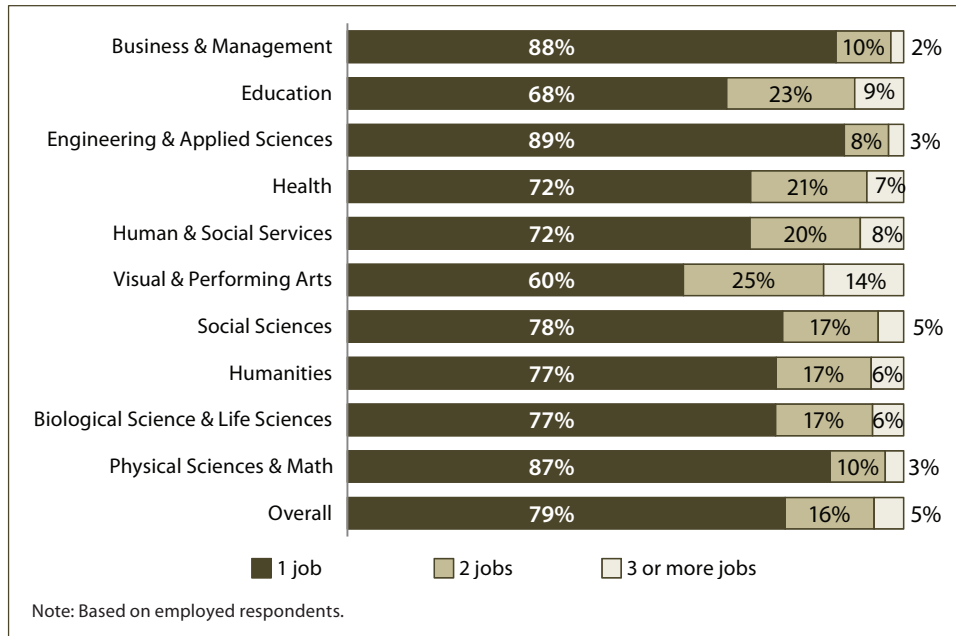
Employment status



Graduates were typically employed in a single, full-time salaried position.

While the majority of employed graduates had just one job, it's notable that one out of five had two or more jobs. Two out of five Visual & Performing Arts graduates held more than one job, and almost one out of three Education graduates held down two or more jobs.

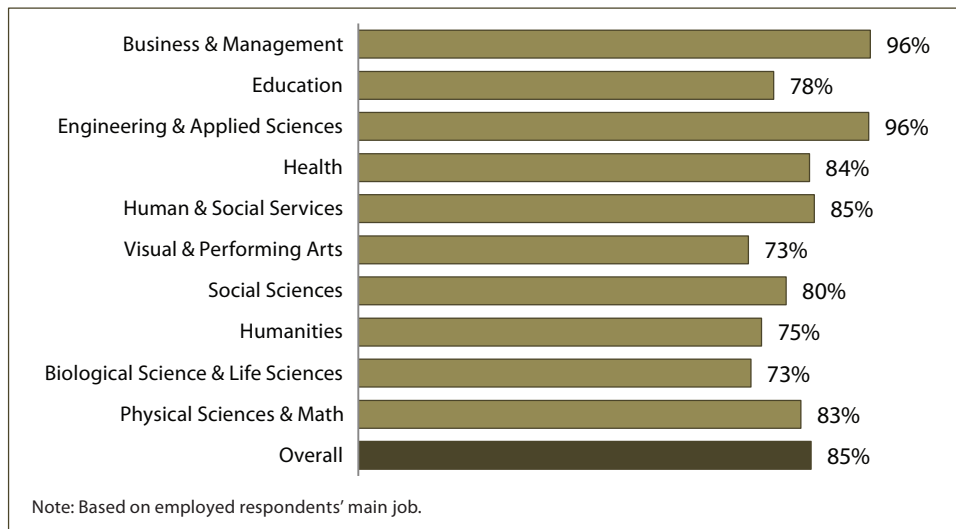
Number of jobs



Visual & Performing Arts graduates were most likely to have two or more jobs.

Almost all employed Business & Management and Engineering & Applied Sciences graduates were working full-time. Fewer than three-quarters of employed Visual & Performing Arts and Biological & Life Sciences graduates were working more than 30 hours a week at their main job.

Full-time employment

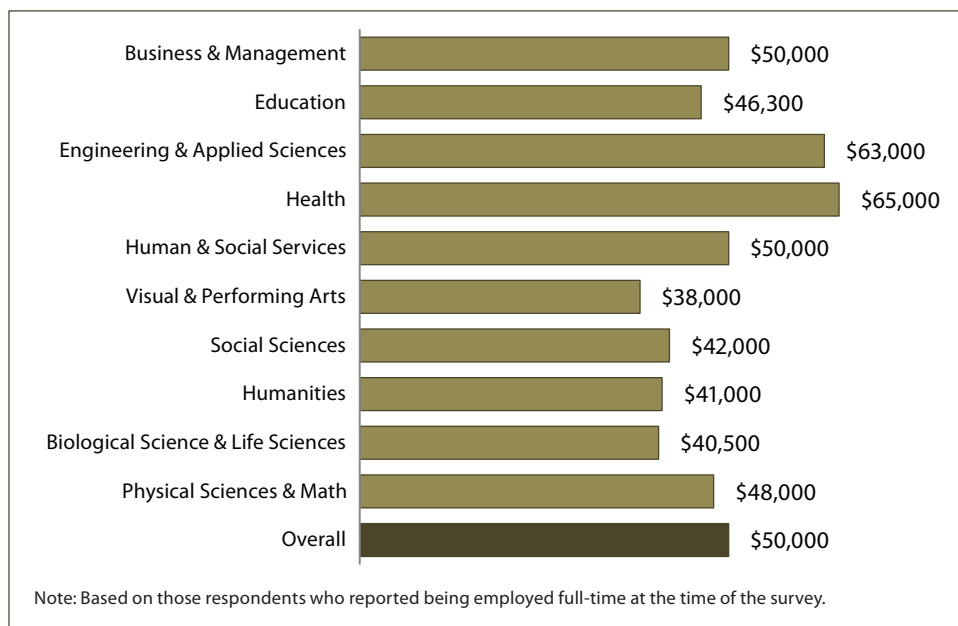


Almost all employed Business & Management and Engineering & Applied Sciences graduates were working full-time.

Income

In 2014, two years post-graduation, baccalaureate graduates who were working full-time earned a median income of \$50,000 from their main job. Health graduates earned the highest median income, while those from Visual & Performing Arts reported the lowest annual earnings from their main job.

Median income

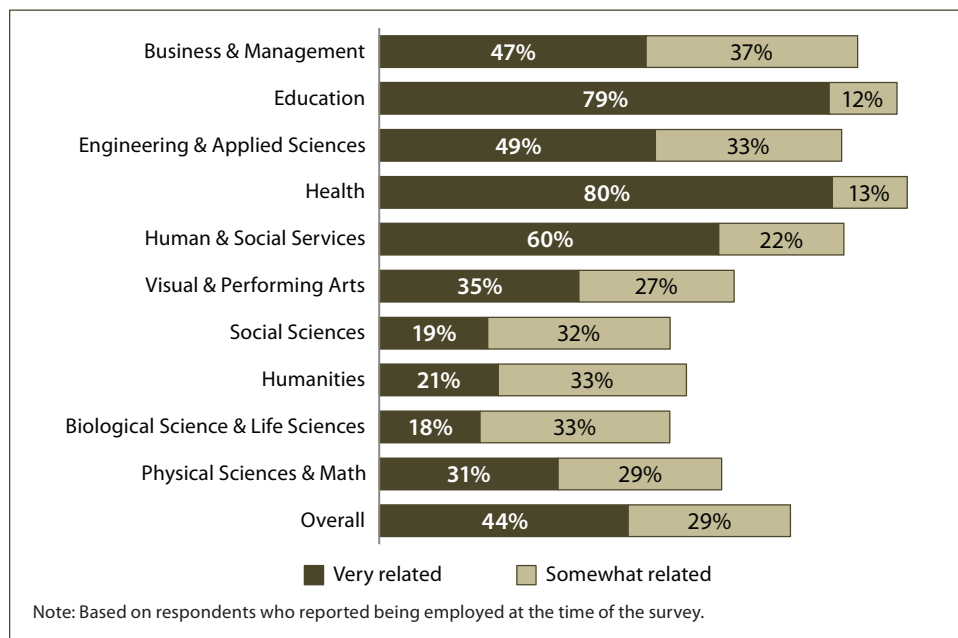


Health graduates had the highest median income two years post-graduation.

Program-Related Employment

Almost three-quarters of employed graduates said that their job was *very related* or *some-what related* to their program of study. The degree to which graduates' jobs and programs were related ranged widely across program areas. While most Health and Education graduates said their job was related to the program they studied, only about half of those from Social Sciences and Biological Science & Life Sciences reported that their jobs were related to their program of study.

Employment related to program



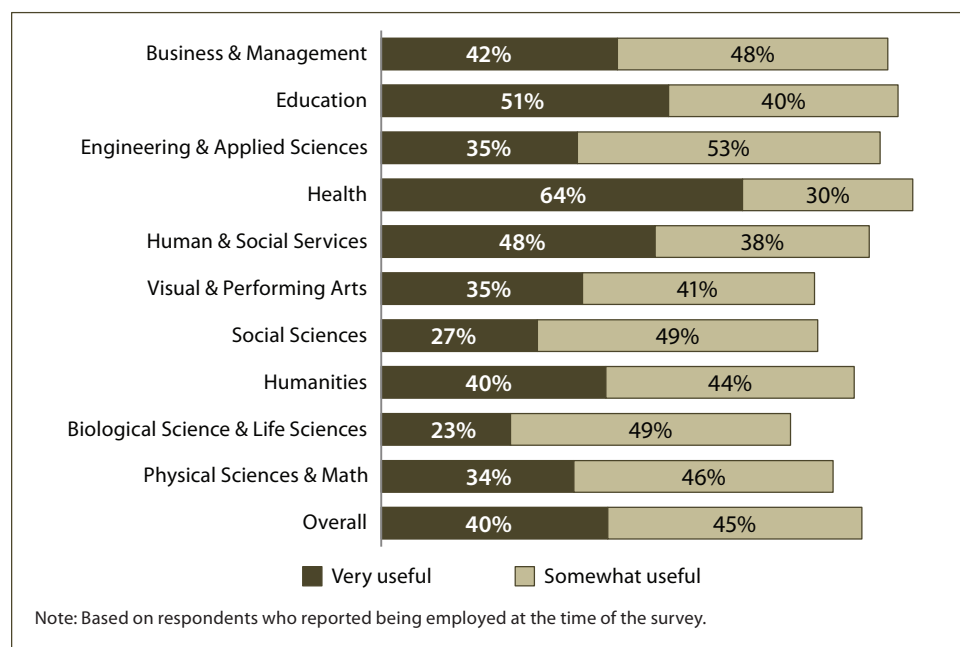
In Arts & Sciences programs, graduates' jobs were less likely to be related to their program of study.

Usefulness of Education

Employed respondents rated the usefulness of knowledge, skills, and abilities they acquired during their baccalaureate education in their work. The majority of graduates said that what they learned was *very useful* or *somewhat useful* in their work.

Most Health and Education graduates said that the knowledge, skills, and abilities they acquired were *very useful* or *somewhat useful* in their work, while fewer than three-quarters of Biological Science & Life Sciences graduates thought that what they acquired during their studies was useful in their work.

Usefulness of education in work



The majority of employed graduates saw their education as useful in their work.

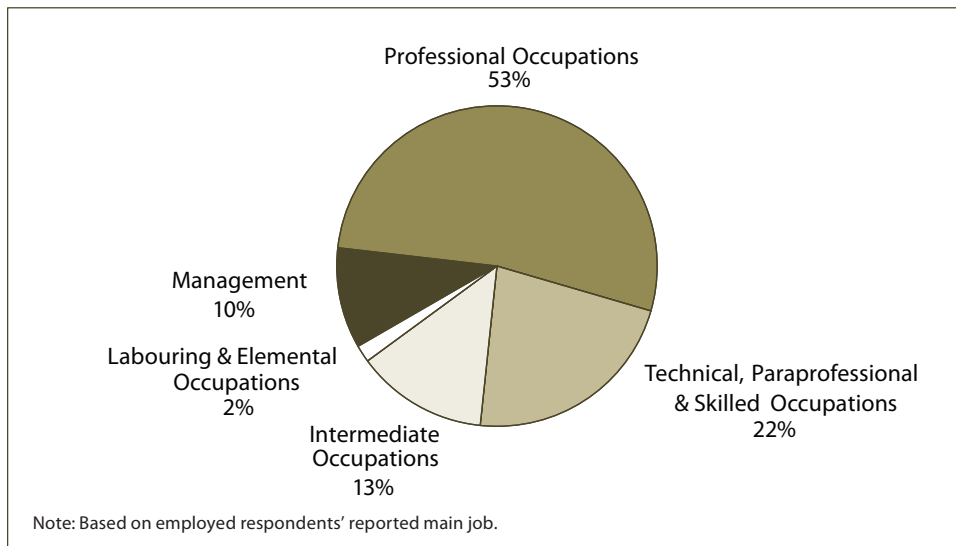
Skill Level of Jobs

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.⁴ 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 designated in the NOC skill levels, management occupations are displayed here for descriptive purposes.

More than half of the employed respondents were in professional occupations at the time of the survey. Almost one-quarter were in technical, paraprofessional, and skilled occupations two years post-graduation, and one out of ten were in management.

⁴ More information about the 2011 NOC can be found at: <http://www.esdc.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>.

Skill level of jobs



More than half of employed graduates were working in professional occupations.

Conclusion

Graduates from nineteen public post-secondary institutions participated in the 2014 Baccalaureate Graduates Survey (BGS). Their responses inform prospective students, enable institutions to evaluate programs more effectively, and ensure post-secondary accountability.

The graduates surveyed were predominantly female and living in the Lower Mainland/Southwest region of British Columbia; their median age was 27. They were typically still living in their study region two years post-graduation, particularly if they attended an institution in the Lower Mainland/Southwest region. Social Sciences and Business & Administration programs were the most common among respondents.

The quality of course instruction and the core program of required courses typically received high ratings from graduates, as did their baccalaureate education overall, and a majority said they would select the same program again. Those who would not choose the same program most often mentioned a lack of career opportunities, impractical coursework, and a program that was too general.

A baccalaureate education is designed to help students develop a number of professional and social skills, including critical thinking, independent learning, and teamwork. Overall, graduates reported that their program had helped them to develop these skills, with critical analysis & thinking and independent learning skills receiving the highest ratings.

For some, their education was impacted by financial difficulties. Some had to interrupt their studies for financial reasons or take at least part of their program on a part-time basis due to finances.

Almost half of all respondents incurred debt to pay for the program they graduated from in 2012, with a median of \$22,000 borrowed. Family or friends, employment, and government student loans were important sources of funding for former students.

More than one-third took out government student loans to fund their education, borrowing a median amount of \$20,000 from this source. Among those who had received government student loans, a majority had repaid this debt within two years of graduation. Those who still had government student loan debt at the time of the survey owed a median amount of \$19,000.

Since graduating with their baccalaureate degree, almost half of the graduates surveyed had taken or were taking other formal post-secondary education or training. Those who pursued further education often went on to another undergraduate degree or a Master's degree. Graduates who went on to a Master's or doctoral degree program typically said they were well-prepared for their graduate work.

Two years post-graduation, more than nine out of ten graduates who were in the labour force were employed. The majority of employed graduates were working full-time and in a job related to their program. Graduates who were employed full-time were earning a median annual income of \$50,000, mainly from professional occupations. Just over one-fifth of employed respondents had two or more jobs.

Graduates typically said their main job was related to their program of study and that the knowledge, skills, and abilities they had learned were useful in their work.

Baccalaureate graduates from public post-secondary institutions in British Columbia are well-prepared to enter the work force or pursue further education. They report high satisfaction with the quality of their education, well-developed and useful skills and abilities, and strong labour market outcomes.

Appendices

Appendix A—Survey Methodology

Cohort

The 2014 Baccalaureate Graduates Survey collected feedback from B.C. baccalaureate graduates, two years after they completed their degree. The valid survey cohort consisted of 19,757 baccalaureate graduates from B.C. public universities, colleges, and institutes. Unlike previous years, international students were eligible to participate in the survey. There were 1,506 international students in the cohort. Graduates living outside North America were excluded, as were graduates for whom no contact data were available.

There were 19 B.C. post-secondary institutions that participated in this project—eleven were classified as universities, six were colleges, and two 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.

2014 Response rates by institution

Institution	Cohort	Respondents	Response rate
University of British Columbia	6,120	2,556	42%
Simon Fraser University	4,388	1,954	45%
University of Victoria	3,075	1,260	41%
Thompson Rivers University	910	419	46%
Vancouver Island University	742	401	54%
British Columbia Institute of Technology	713	389	55%
University of the Fraser Valley	708	366	52%
Kwantlen Polytechnic University	640	291	45%
University of Northern British Columbia	507	232	46%
Emily Carr University of Art and Design	354	167	47%
Royal Roads University	331	195	59%
Douglas College	284	147	52%
Langara College	242	140	58%
Okanagan College	216	100	46%
Capilano College	209	95	45%
Camosun College	144	84	58%
Vancouver Community College	116	52	45%
North Island College	42	29	69%
Nicola Valley Institute of Technology	16	6	38%
Overall	19,757	8,883	45%

Note: University of British Columbia includes both the Okanagan and Vancouver campuses.

Data Collection

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

Field-testing was conducted from Tuesday, September 9, 2014 to Sunday, September 13, 2014. Call attempts were made to 3,212 survey cases to obtain 200 survey completions. The field test had a gross completion rate of 6.2 percent.

The 2014 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 survey administration, and online survey administration, was undertaken from September 15, 2014 through January 31, 2015.

A total of 8,883 survey completions were obtained, for a final response rate of 45 percent. There were 531 international student respondents.

More than two-thirds (68 percent) of all surveys were completed over the web. This is up from 59 percent in 2013.

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. Results from the 2014 survey were first released in April 2015 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.

Limitations

The former students who responded to the survey—45 percent of those who were eligible—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 calculations.

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 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/introduction-eng.htm>

CIP Cluster: Business & Management

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

CIP Cluster: Health

2-Digit CIP Code	Title
51	Health professions and related clinical sciences

CIP Cluster: Engineering & Applied Sciences

2-Digit CIP Code	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

CIP Cluster: Education

2-Digit CIP Code	Title
13	Education

CIP Cluster: Human & Social Services

2-Digit CIP Code	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 & Performing Arts

2-Digit CIP Code	Title
50	Visual and performing arts

CIP Cluster: Arts & Sciences, subgroup Social Sciences

2-Digit CIP Code	Title
09	Communication, journalism and related programs
10	Communications technologies/technicians and support services
42	Psychology
45	Social sciences
54	History

CIP Cluster: Arts & Sciences, subgroup Humanities

2-Digit CIP Code	Title
05	Area, ethnic, cultural, gender, and group studies
16	Aboriginal and foreign languages, literatures and linguistics
23	English language and literature/letters
24	Liberal arts and sciences, general studies and humanities
38	Philosophy and religions studies
55	French language and literature/letters

CIP Cluster: Arts & Sciences, subgroup Biological Science & Life Sciences

2-Digit CIP Code	Title
26	Biological and biomedical sciences
30	Multidisciplinary/interdisciplinary studies

CIP Cluster: Arts & Sciences, subgroup Physical Sciences & Math

2-Digit CIP Code	Title
27	Mathematics and statistics
40	Physical sciences



BCStats

Go to the [BC Student Outcomes](#) website for more information on the [Baccalaureate Graduates Survey](#).