

Contents

Acknowledgments 5

Highlights 7

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

Education Financing	37
Sources of funding	37
Incurred and Remaining Debt	39
Conclusion	43
Appendices	45
Appendix A—Survey Methodology	45
Appendix B—BC CIP Program Clusters.....	47
Appendix C—National Occupational Classification (NOC)	49

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](#)

Highlights

Baccalaureate Graduates Survey

Twenty public post-secondary institutions in British Columbia participated in the 2013 Baccalaureate Graduates Survey (BGS). There were 16,919 baccalaureate graduates eligible to participate in the survey. Of these, 8,802 graduates participated in the survey, resulting in a response rate of 52 percent. The following are highlights from the survey, which was conducted from September 23, 2013 through late December 2013.

Baccalaureate Graduates

- t 24% of respondents graduated from Social Sciences programs
- t 62% of respondents were female
- t 27 was the median age at the time of the survey
- t 62% lived in the Lower Mainland/Southwest region of B.C. at the time of the survey
- t 26% had moved from their study region after graduating

Education Evaluation

- t 93% of respondents were very satisfied with their baccalaureate education
- t 94% gave positive ratings to the quality of their course instruction
- t 89% evaluated the core program of required courses positively
- t 76% would select the same program again
- t 37% had difficulty scheduling required courses
- t 81% said the program helped develop their written communication skills
- t 79% said the program helped develop their verbal communication skills
- t 86% said the program helped develop their reading and comprehension skills
- t 78% said the program helped develop their ability to work effectively with others
- t 90% said the program helped develop their critical analysis skills
- t 79% said the program helped develop their problem resolution skills
- t 56% said the program helped develop their use of mathematics
- t 74% said the program helped develop their research skills
- t 88% said the program helped develop their ability to learn independently

Introduction

Background

Students who participate in British Columbia's public baccalaureate programs expand their intellectual and social resources and improve their economic prospects while gaining experience in their chosen field. To assess how well programs and institutions perform, graduates are asked about the quality of their educational experience, skill development, relevance of education and skills, and about post-graduate outcomes, such as employment, income and remaining debt load. This information can assist program and policy decision-makers, as well as inform prospective students who are trying to plan their future.

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.'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 post-graduation.

About the Survey

The BGS is designed to gather information to meet the following objectives:

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

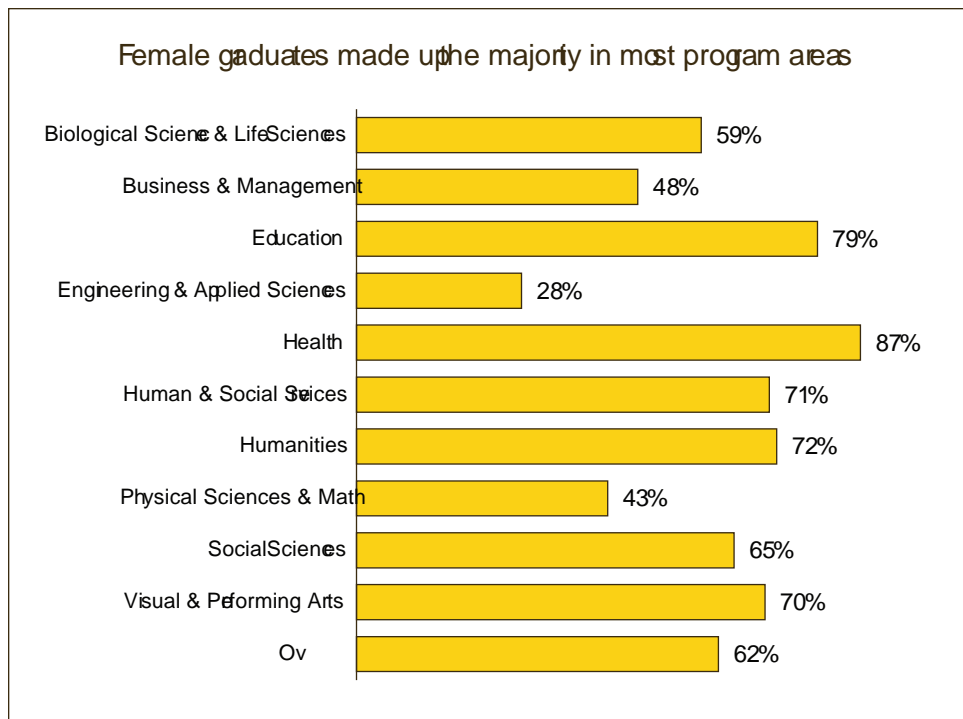
In 2013, twenty public post-secondary institutions in British Columbia participated in the Baccalaureate Graduates Survey (BGS). Four of the institutions were classified as research universities, seven were teaching universities, six were colleges, and three were institutes. The majority of respondents (71 percent) were from research universities, and the three largest universities in B.C. made up 68 percent of respondents overall.

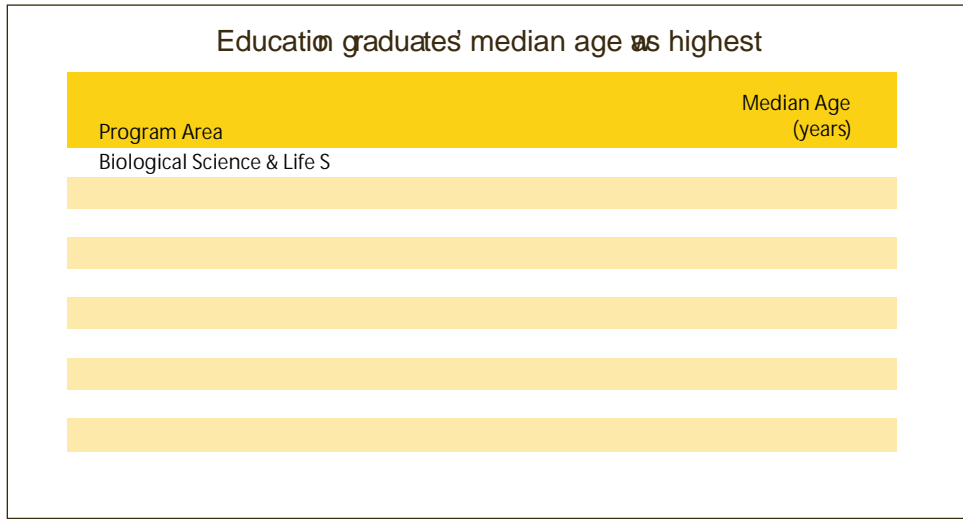
There were a total of 16,919 graduates surveyed.

Baccalaureate Graduates

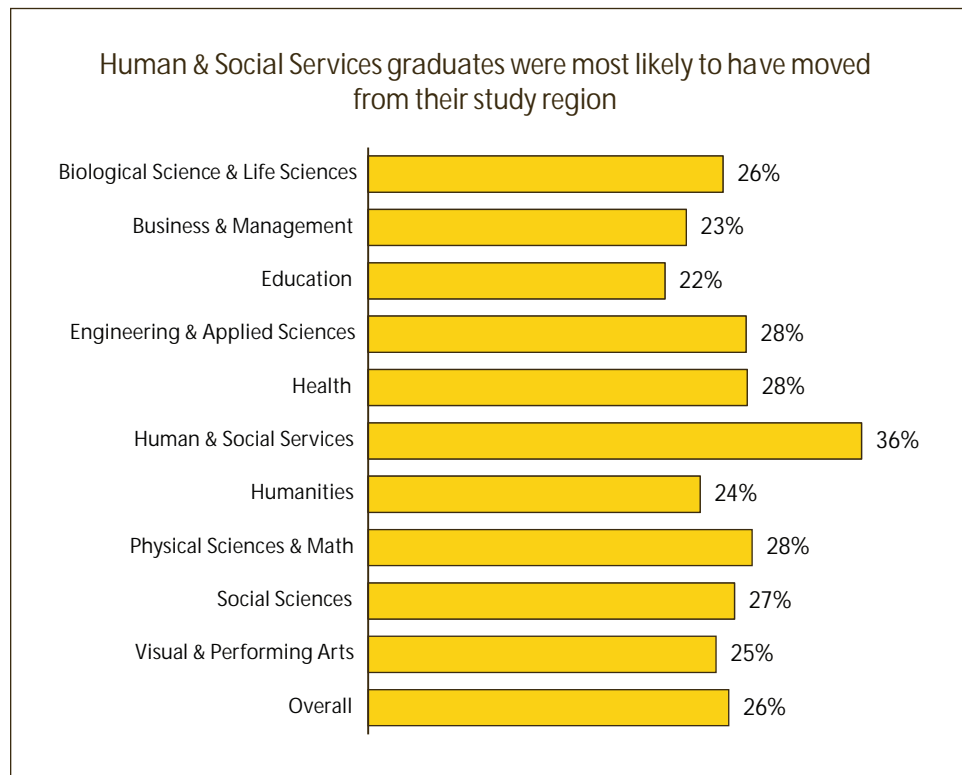
Demographic Breakdown

As in previous years, the percentage of female graduates was significantly higher than the percentage of males (62 percent versus 38 percent). Female graduates were in the majority in all but three program areas—Business & Management, Physical Science & Math, and Engineering & Applied Sciences. Just over half of Business & Management and Physical Sciences & Math graduates were males (52 and 57 percent, respectively), and almost three-quarters of Engineering & Applied Sciences graduates were males (72 percent).



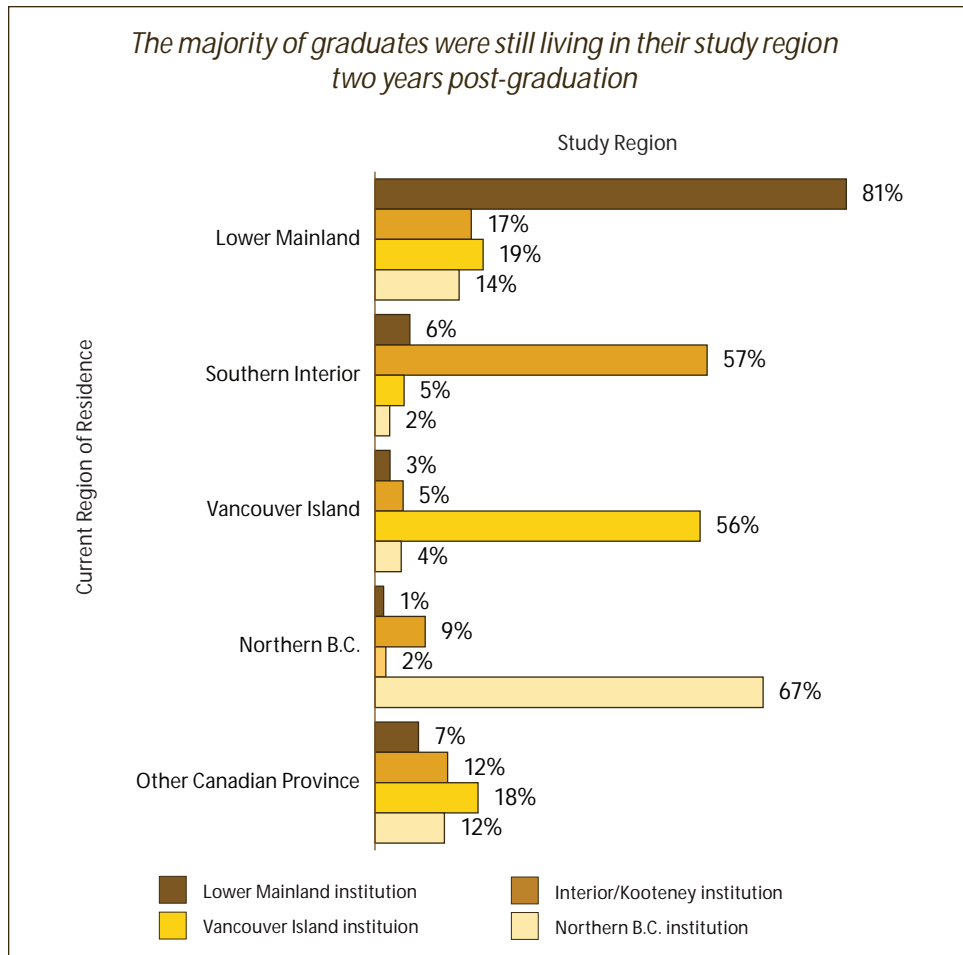


At the time of the survey, just over one-quarter (26 percent) of respondents had moved away from the region where they completed their studies. Human & Social Services graduates were most likely to have moved out of the region where they completed their studies (36 percent), followed by graduates from Engineering & Applied Sciences (28 percent), Health (28 percent), and Physical Sciences & Math (28 percent) programs. Business & Management (23 percent) and Education (22 percent) graduates were least likely to report moving post-graduation.



The majority of graduates (81 percent) who completed their studies in the Lower Mainland/Southwest region remained in this region two years post-graduation. Two-thirds (67 percent) of those who attended school in Northern B.C. stayed in this area after they graduated. A smaller proportion of respondents who attended school in the Interior and Kootenay region and the Vancouver Island region continued to live in these areas once they had finished their studies (57 percent and 56 percent, respectively).

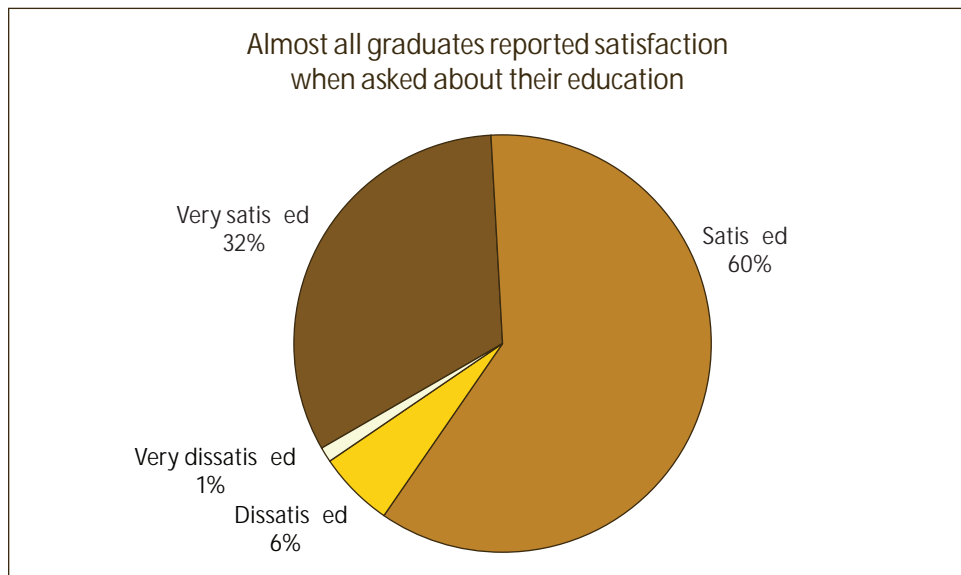
Vancouver Island graduates were most likely (18 percent) to move to another Canadian province. A smaller proportion of graduates from Lower Mainland institutions (7 percent) left B.C. for elsewhere in Canada.



Education Evaluation

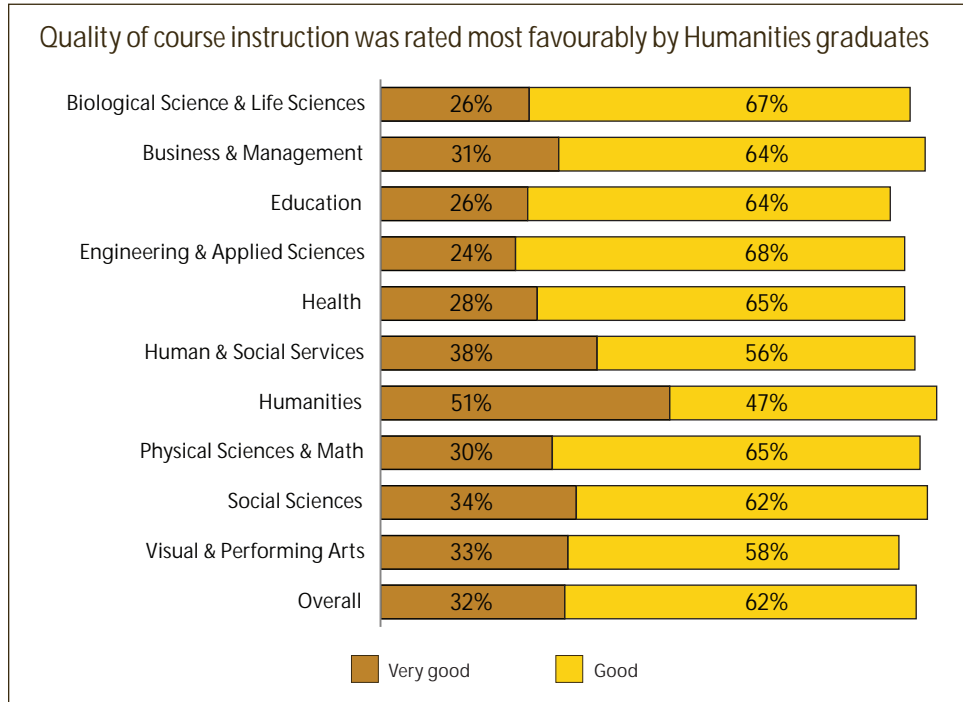
Satisfaction

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.



Positive ratings (that is, very satisfied or satisfied) ranged from 88 percent to 93 percent.

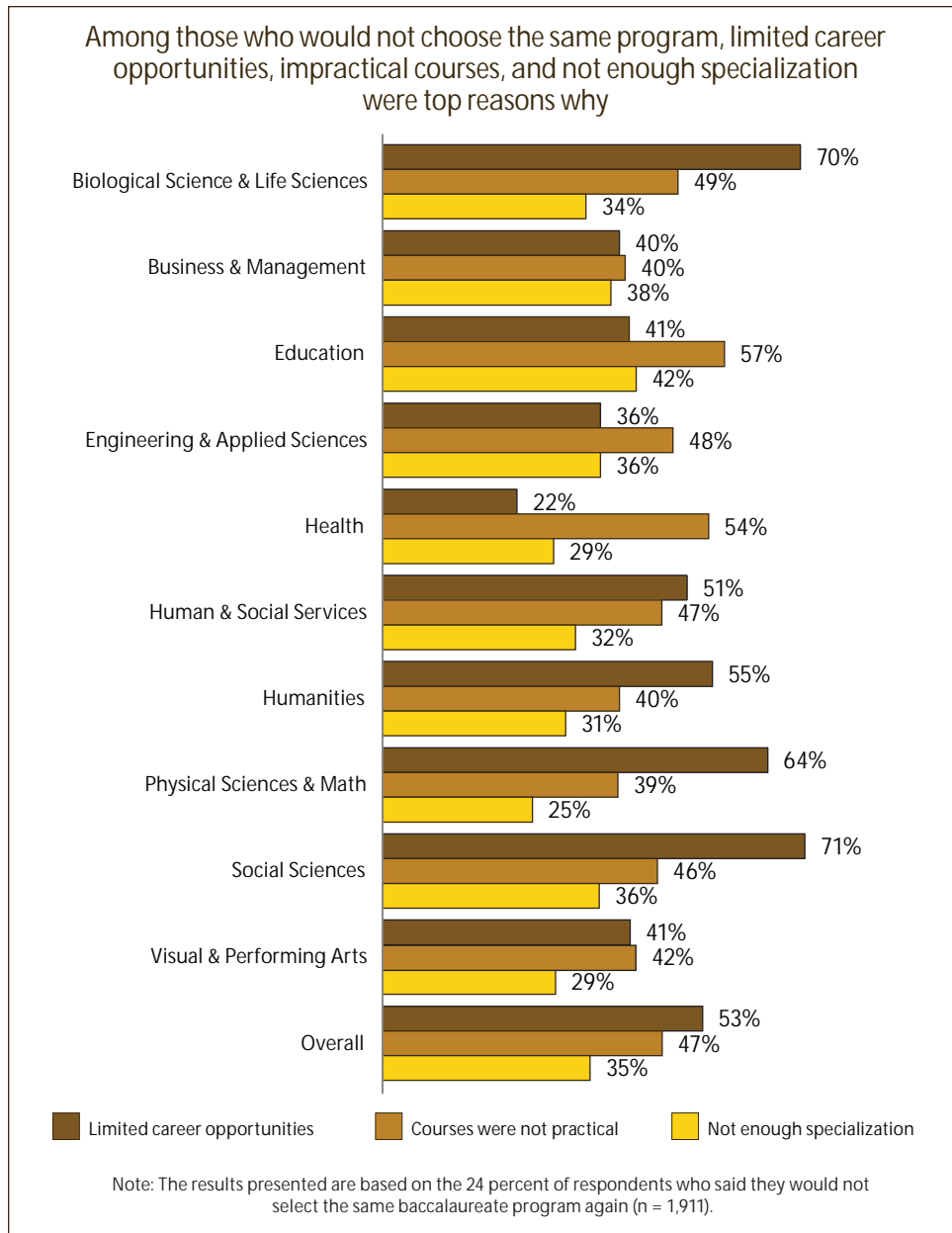
Across program areas, graduates te



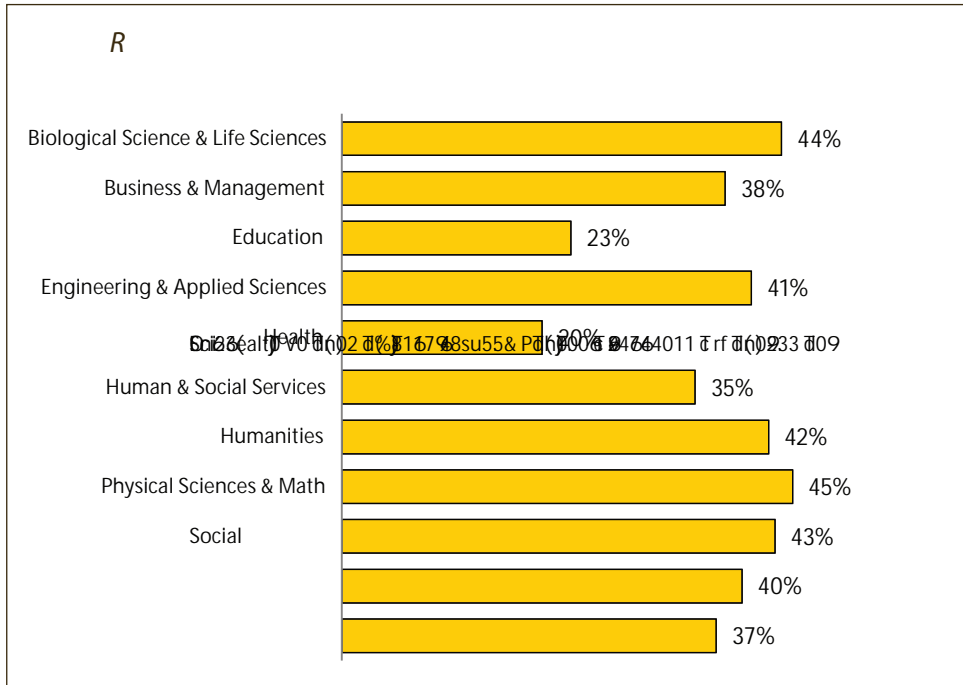
Quality of Education

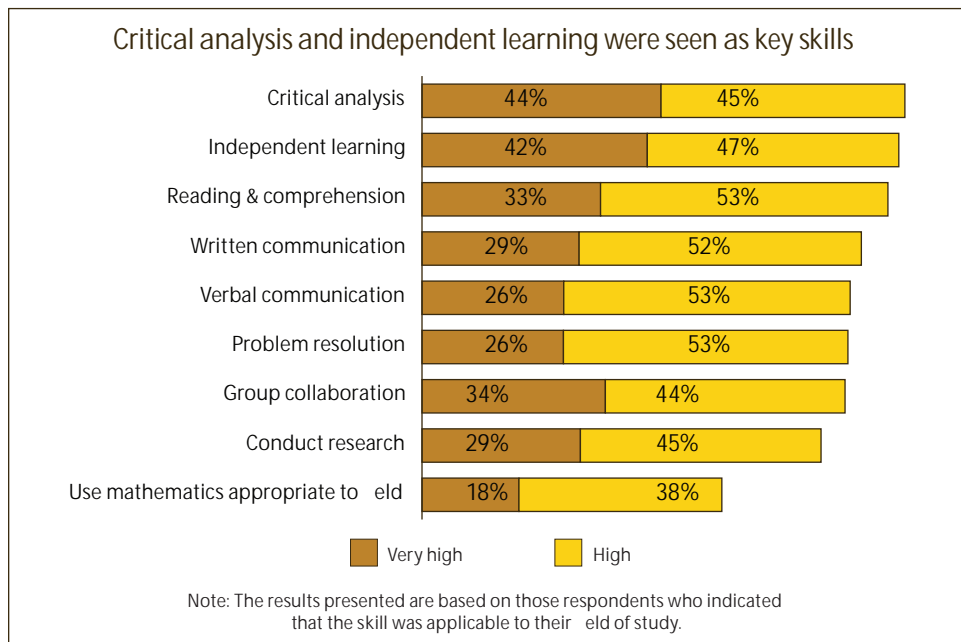
In addition to course instruction, graduates evaluated how well the core program of required courses provided a comprehensive understanding of their field of study. Moience0 162522.9756 4

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) said that they would. In particular, over 80 percent of graduates from Business



Respondents were also asked if there were required courses that they had difficulty scheduling because they were either not available, not offered, always full or had limited enrollment policies. Over one-third (37 percent) said that they had difficulty scheduling required courses. This was more prevalent among Arts and Sciences program respondents (e.g.,



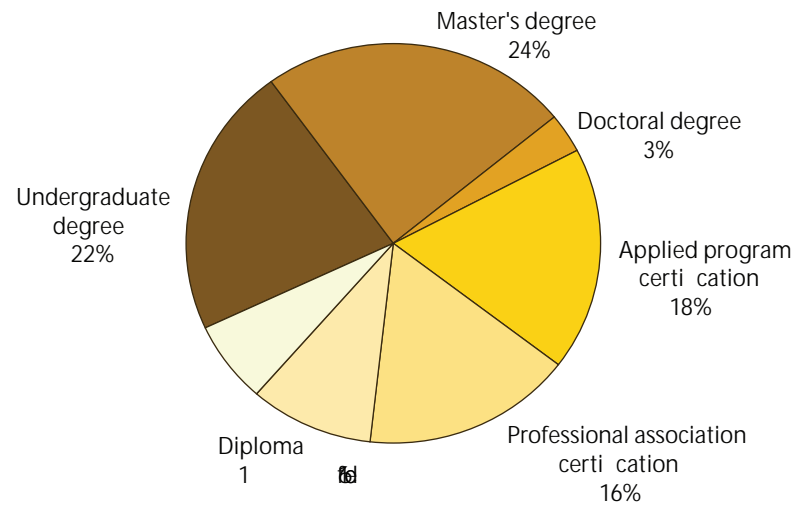


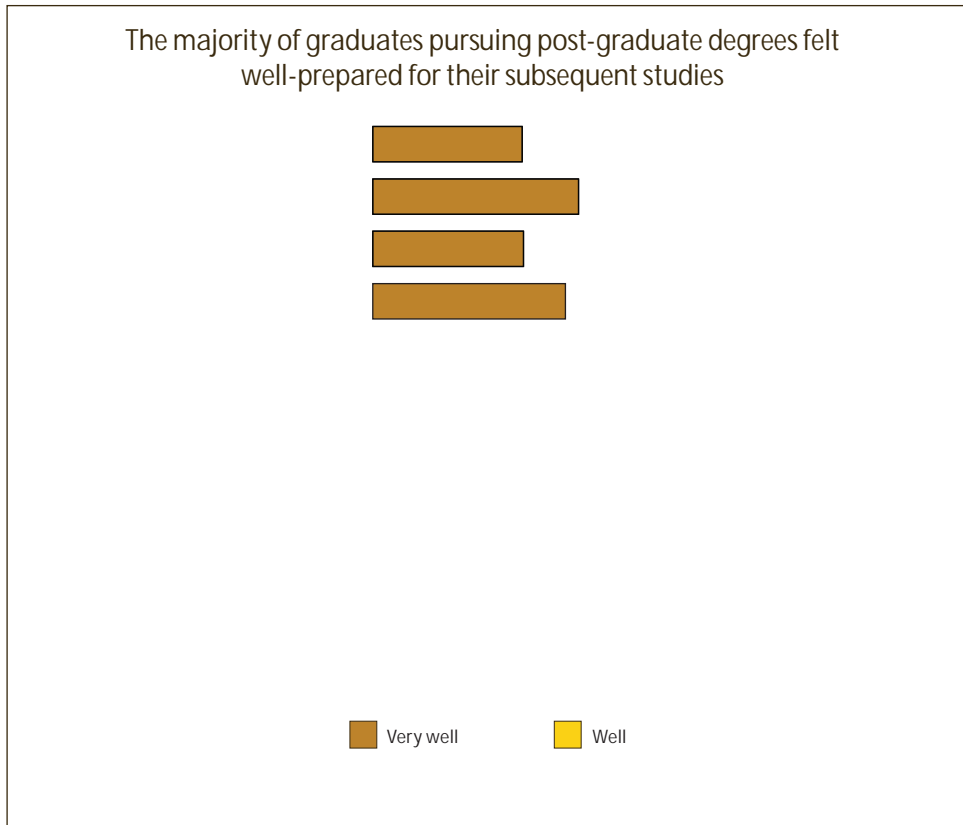
Skill ratings varied widely across program areas. When the very high and high ratings were combined and compared by program area, the variation ranged from a 12 percentage point difference for independent learning to a 65 percentage point difference for mathematics skills. Overall, 88 percent of graduates gave high or high ratings to independent learning. Among the program areas, however, the ratings ranged from 80 percent for Education to 91 percent for both Health and Humanities.

When asked about the development of mathematics skills, just over half of the graduates (56 percent) who saw this as a relevant skill rated their skill development in this area as very high or high. When the program areas were compared, though, the positive ratings ranged from 26 percent for Visual & Performing Arts to 91 percent for Physical Sciences & Math, with the next highest ratings found among Engineering 1 through 4 for Physical Sciences &

Further Education

Type of Further Education





Labour Force Outcomes

Labour Force Participation

At the time of the survey, 88 percent of graduates were in the labour force (that is, employed or looking for employment). The percentage of graduates in the labour force ranged from 63 percent for Biological Science & Life Sciences to 97 percent for graduates from Education programs.

Graduates from Education and Business & Management had the highest labour fo

Employment

Of those in the labour force, 92 percent were employed at the time of the survey, 1 percent had a paid job lined up, and 7 percent were unemployed.

In most program areas at least nine out of ten graduates were employed two years post-graduation

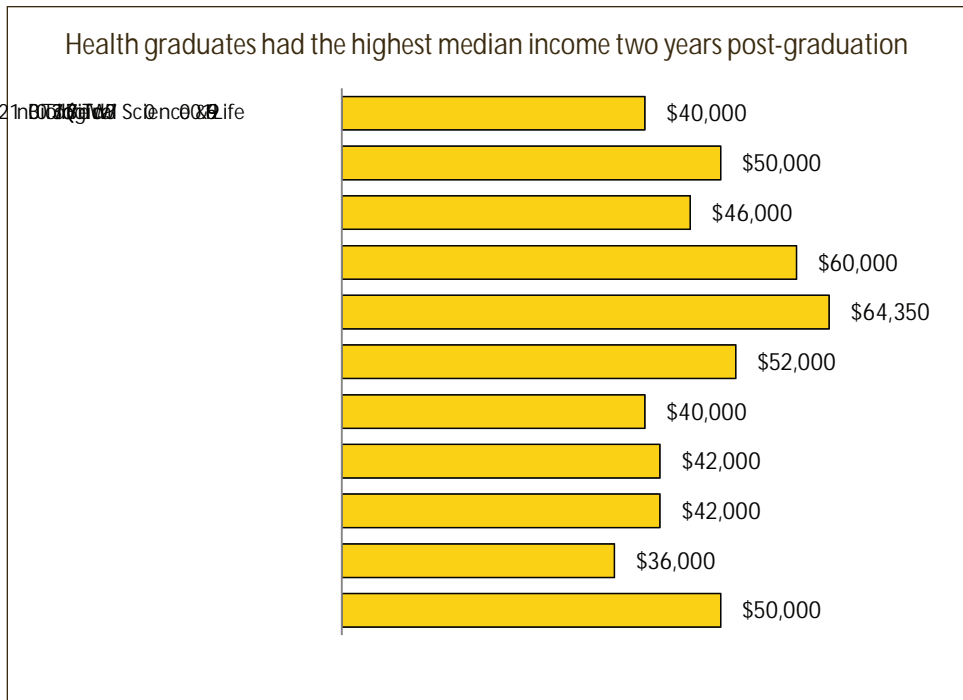
Program Area	Employed (of those in labour force)	Unemployed	Paid job lined up
Biological Science & Life Sciences	85%	13%	2%
Business & Management	95%	4%	1%
Education	95%	5%	0%
Engineering & Applied Sciences	93%	6%	1%
Health	98%	2%	0%
Human & Social Services	95%	4%	1%
Humanities	91%	9%	1%
Physical Sciences & Math	89%	10%	1%
Social Sciences	90%	9%	1%
Visual & Performing Arts	87%	10%	3%
Overall	92%	7%	1%

Note: Percentages are based on those who were in the labour force at the time of the survey.

Of those who were employed, 84 percent reported working full-time (i.e., 30 or more hours a week). Almost nine out of ten employed graduates (89 percent) said they are paid workers, 5 percent said they are self-employed, and 7 percent reported being both a paid worker and self-employed. Just over one- h of respondents (21 percent) said they were currently employed at more than one job or business. Further, of those who said they held more than one job, 78 percent held two jobs and 22 percent worked at three or more jobs.

Income

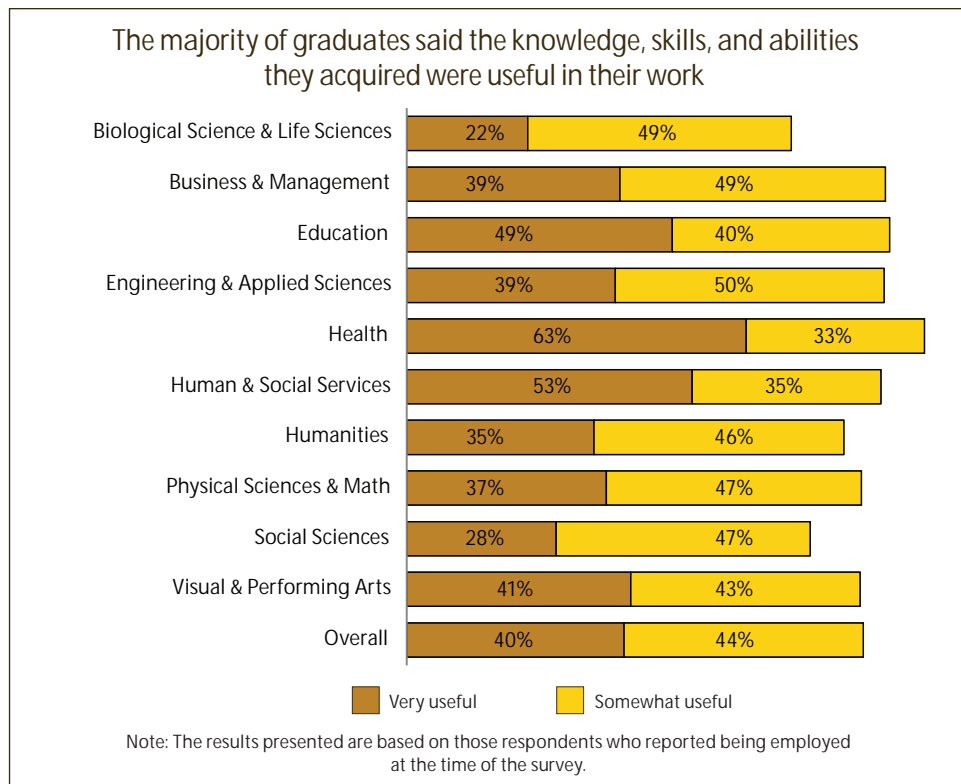
Overall, in 2013, baccalaureate graduates who were working full-time earned a median income of \$50,000 from their main job two years post-graduation. Looking at program area, there were some differences in employment income. Visual & Performing Arts graduates, and those from Biological Science & Life Sciences and Humanities programs, reported the lowest median earnings two years post-graduation (\$36,000, \$40,000, and \$40,000, respectively). Health graduates had the highest median full-time earnings (\$64,350), followed by those from Engineering & Applied Sciences (\$60,000).



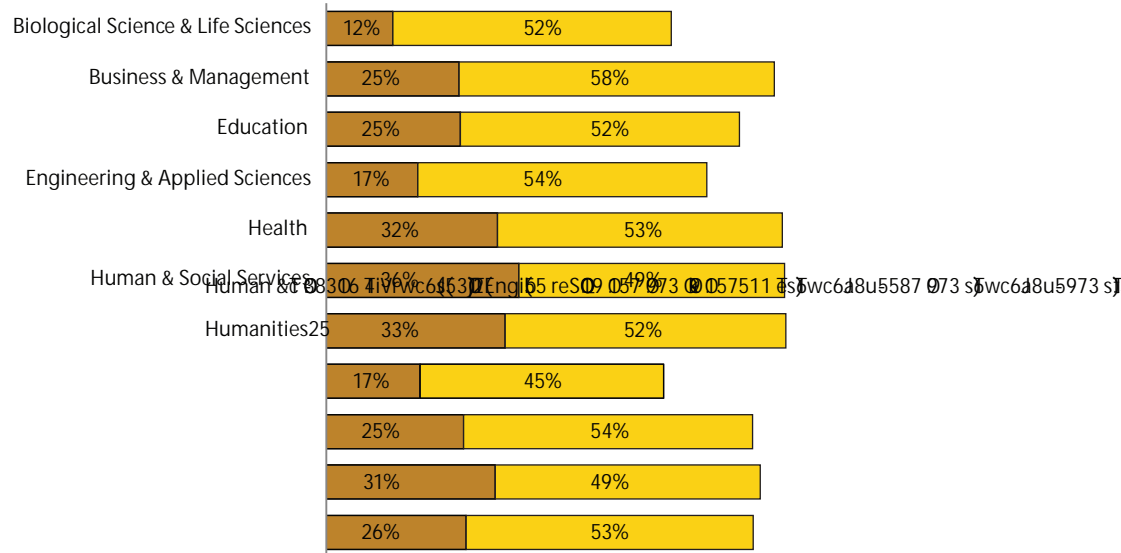
About three-quarters of Health and Education gradua

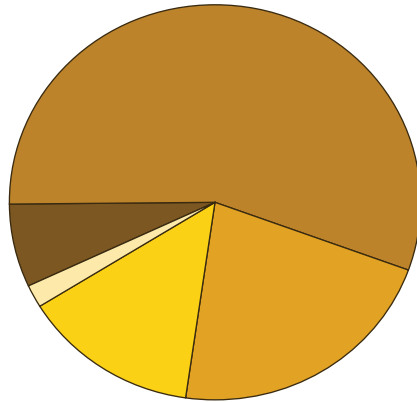
d

u



Health graduates (85 percent) and those from Humanities (85 percent) and Human & Social Services (85 percent) were most likely to say that the knowledge, skills, and abilities they acquired were very useful or somewhat useful in their day-to-day life. Graduates of Physical Sciences & Math and Biological Science & Life Sciences programs were least likely to report that the knowledge, skills, and abilities they acquired were useful in their day-to-day life (63 percent and 64 percent, respectively).



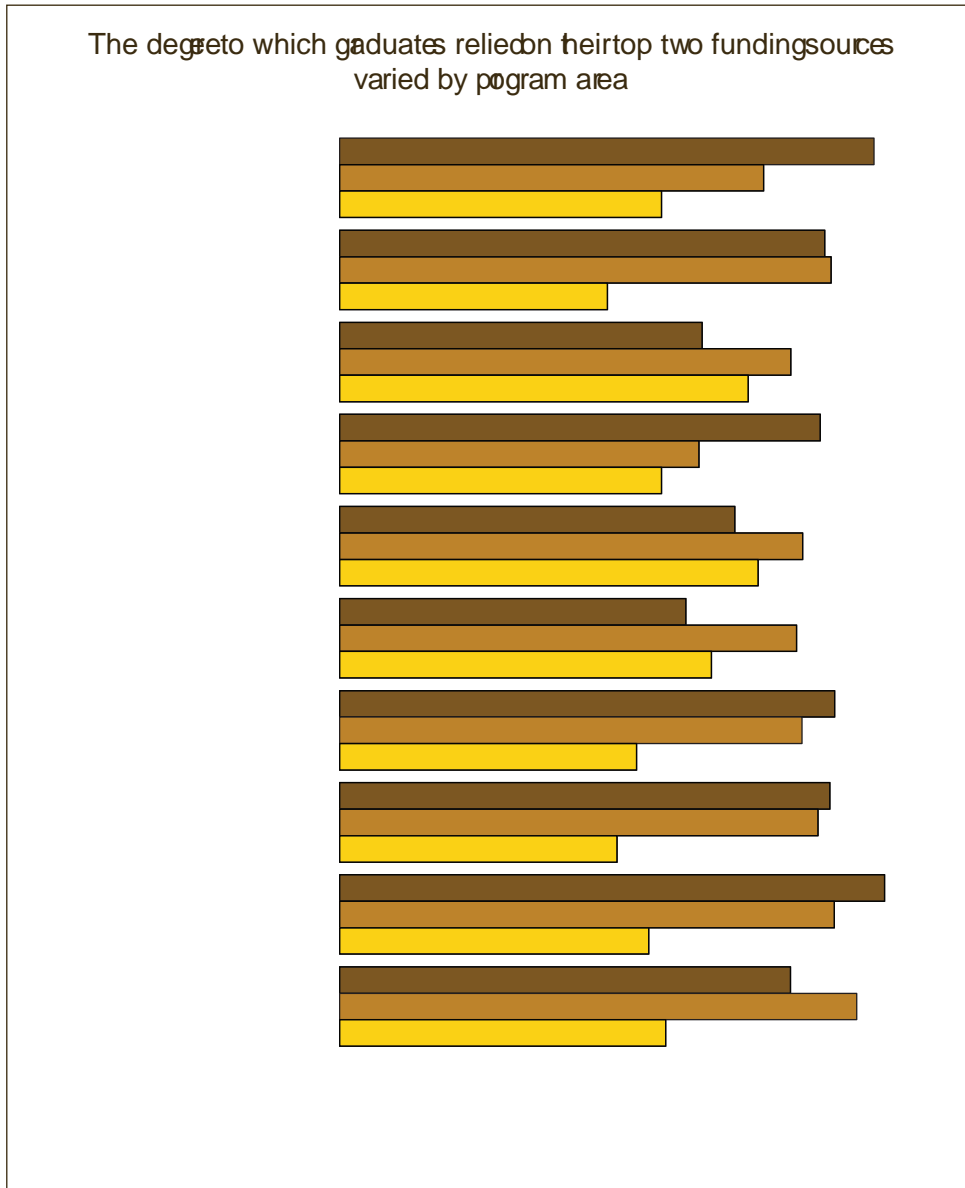


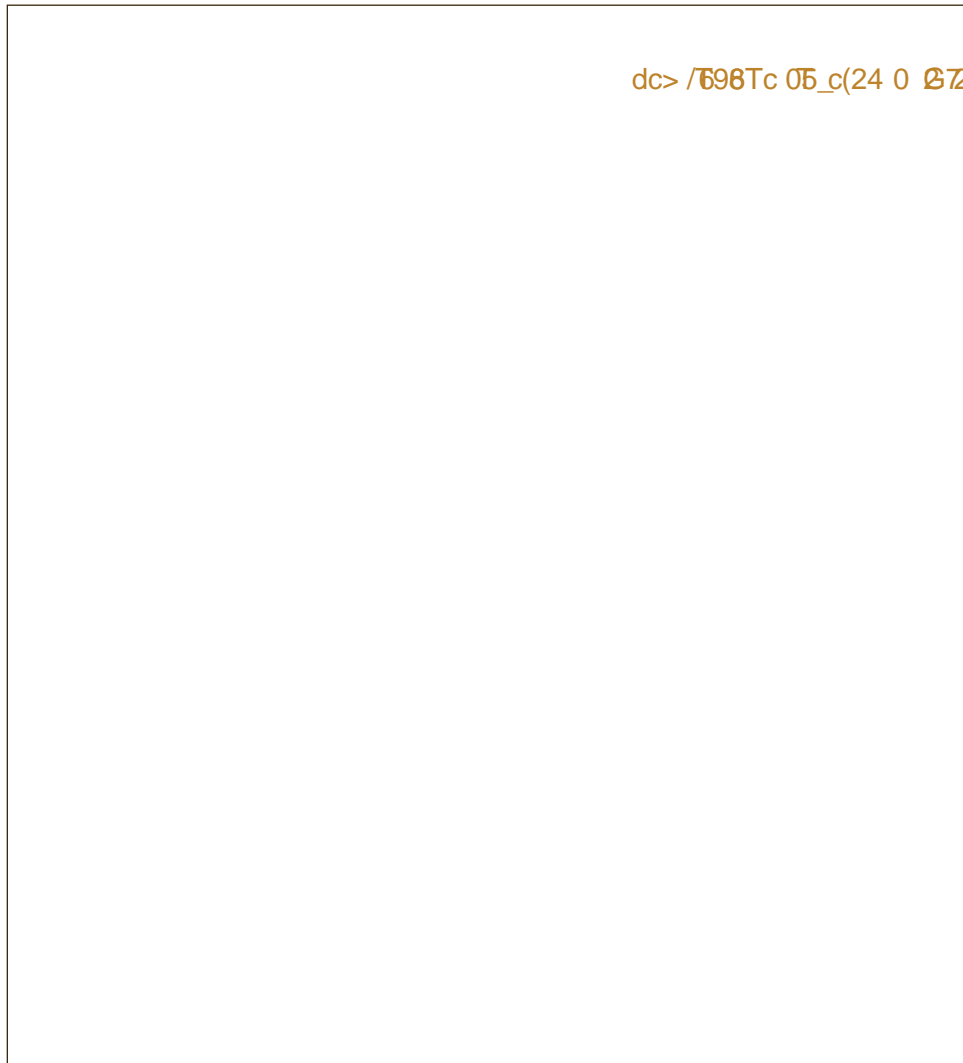
Education Financing

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 2011. Half of the graduates indicated that employment was a top source of funding. Half of the graduates also stated that family or friends were one of their top two funding sources. Over one-third said student loans were a primary or secondary resource.

Employment and family or friends were the most common funding sources mentioned by graduates



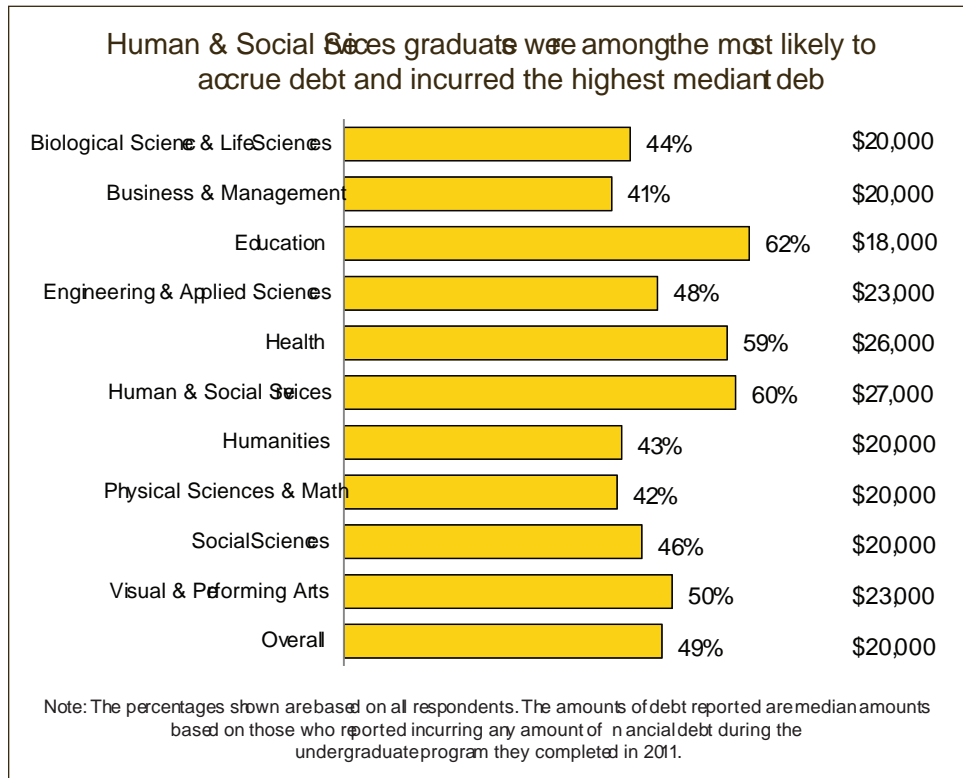


Incurring and Remaining Debt

Almost half (49 percent) of graduates incurred debt to pay for the education and living expenses associated with the program they graduated from in 2011. Graduates from Education programs and those from Human & Social Services programs were most likely to accrue debt (62 percent and 60 percent, respectively), and graduates from Business & Management and Physical Sciences & Math were least likely (41 percent and 42 percent, respectively).

For those who did accrue debt, the median amount borrowed from all sources—(including student loan debt and other personal loans or debts) was \$20,000 overall. The greatest amount of debt was incurred by Human & Social Services graduates and those from Health programs—the median amounts they borrowed from all sources were \$27,000 and \$26,000, respectively. While the debt incurred by Health graduates was lower than was reported last

year (\$30,000), the debt load among Human & Social Services graduates was higher by \$7,000. The median amount borrowed by Education graduates was the lowest among the program areas at \$18,000, which was \$1000 higher than the amount reported by Education graduates last year.



irty-five 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.

For those who had government student loans, the median amount borrowed by those who graduated in 2011 was \$20,000. As with overall debt, Human & Social Services graduates and those from Health programs had the greatest median amount of government student loan debt at \$24,000 and \$25,000, respectively. Education graduates and Physical Sciences & Math graduates borrowed the least amount in the form of government student loans—with median debt loads of \$15,000 and \$16,500, respectively.

Health graduates had the greatest median amount of government student loan debt

Note: The results presented are based on those respondents who were 18-24 years old in 2011. The results are based on those respondents who were 18-24 years old in 2011.

Of those students who had student loan debt, Physical Sciences & Math and Engineering & Applied Sciences graduates were most successful at paying it off

Program Area	Percentage of borrowers with student loan debt completely repaid
Biological Science & Life Sciences	20%
Business & Management	30%
Education	23%
Engineering & Applied Sciences	34%
Health	27%
Human & Social Services	20%
Humanities	19%
Physical Sciences & Math	37%
Social Sciences	18%
Visual & Performing Arts	17%
Overall	24%

Note: The percentages shown are based on those respondents who reported receiving financial support in the form of government student loans for the undergraduate program they completed in 2011.

Conclusion

The Baccalaureate Graduates Survey (BGS) provides valuable information to inform pro

Appendices

Appendix A—Survey Methodology

Cohort

The 2013 Baccalaureate Graduates Survey collected feedback from B.C. baccalaureate graduates, two years after their 2011 degree completion. The valid survey cohort consisted of 16,919 baccalaureate graduates from B.C. public research universities, teaching universities, colleges, and institutes. 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.

Institution	Cohort	Respondents	Response Rate

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

Appendix B—BC 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/introduction-eng.htm>

CP Cluster: Arts and Sciences, subgroup Biological Science & Life Sciences

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

CP Cluster: Business & Management

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

CP Cluster: Education

2-Digit CIP Code	Title
13	Education

CP 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

CP Cluster: Health

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

CP Cluster: Human & Social Ser

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 counsellors, 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:

