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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.

Publication date: January 2016

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1. The first finding is that the majority of graduates are employed in the same field as their major. This is a positive sign that students are able to apply their knowledge and skills in the workforce. However, it is also important to note that the majority of graduates are employed in entry-level positions, which may indicate that they are not yet fully prepared for the workforce. This finding suggests that the curriculum may need to be updated to better prepare students for the demands of the workforce.

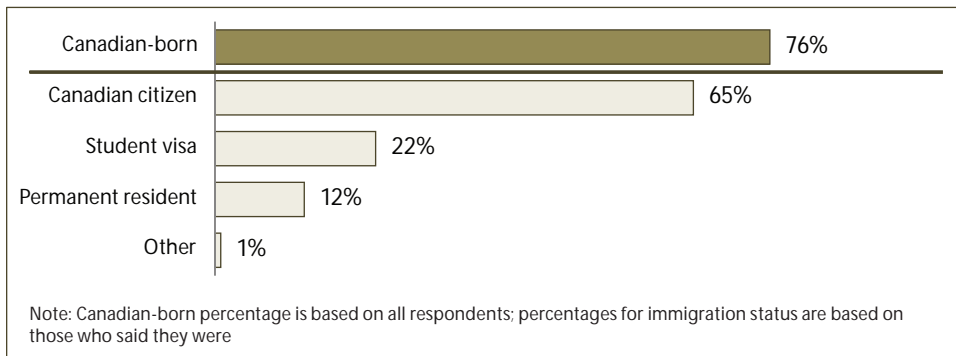
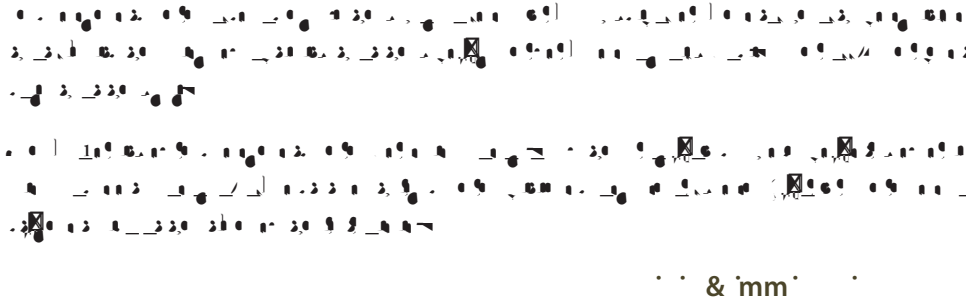
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Further Education

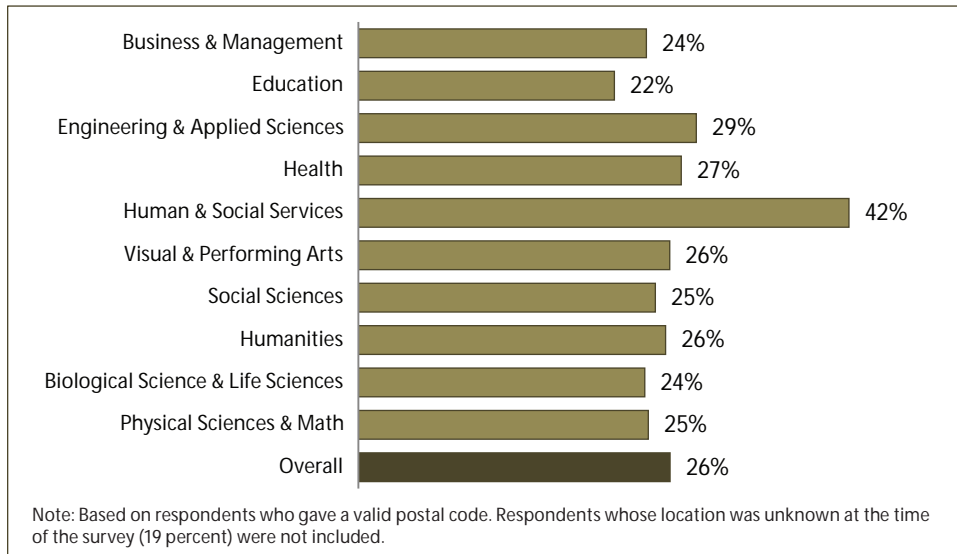
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Labour Force Outcomes

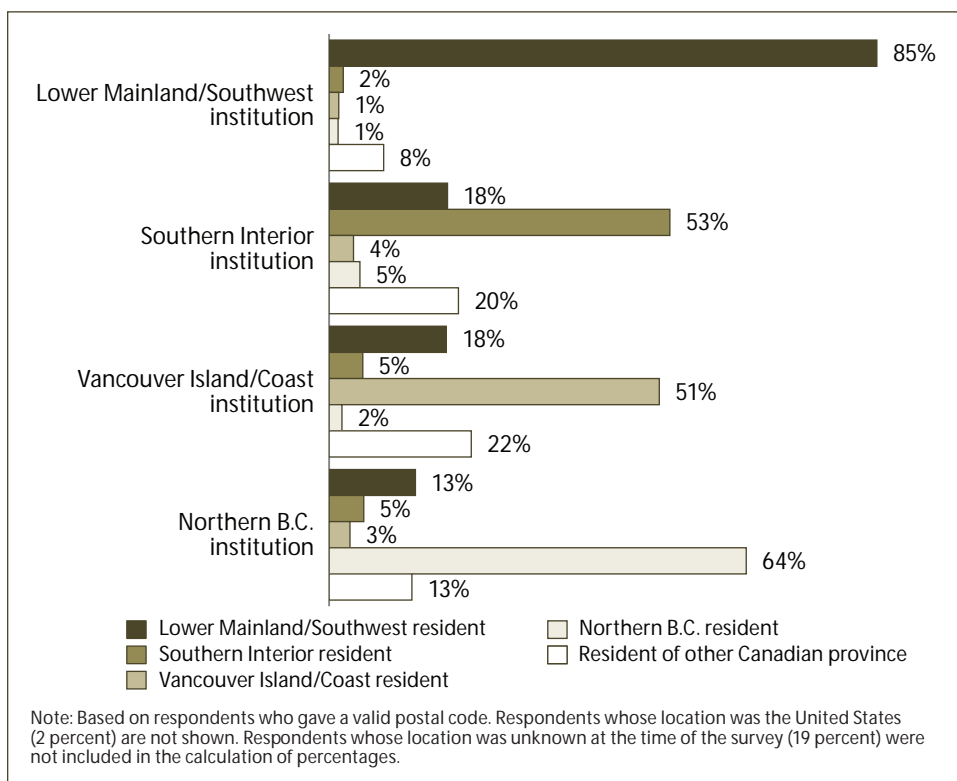
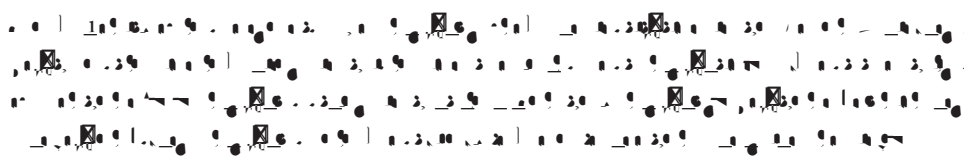
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Typically, graduates were born in Canada.



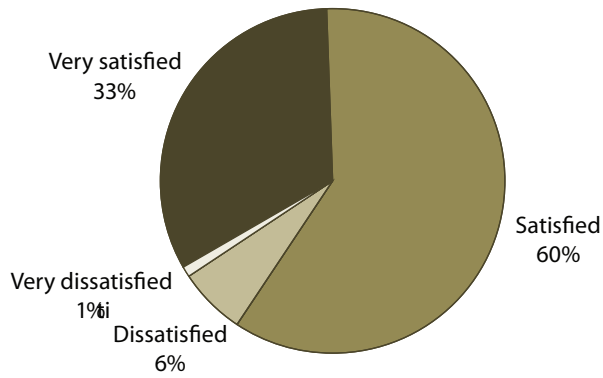
About one-quarter of graduates moved after completing their studies.



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

Satisfaction

Very satisfied, satisfied, dissatisfied, very dissatisfied

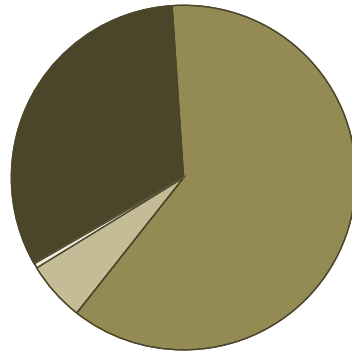


Most graduates reported satisfaction with their education.

Humanities graduates were particularly pleased with their education.

Quality of Course Instruction

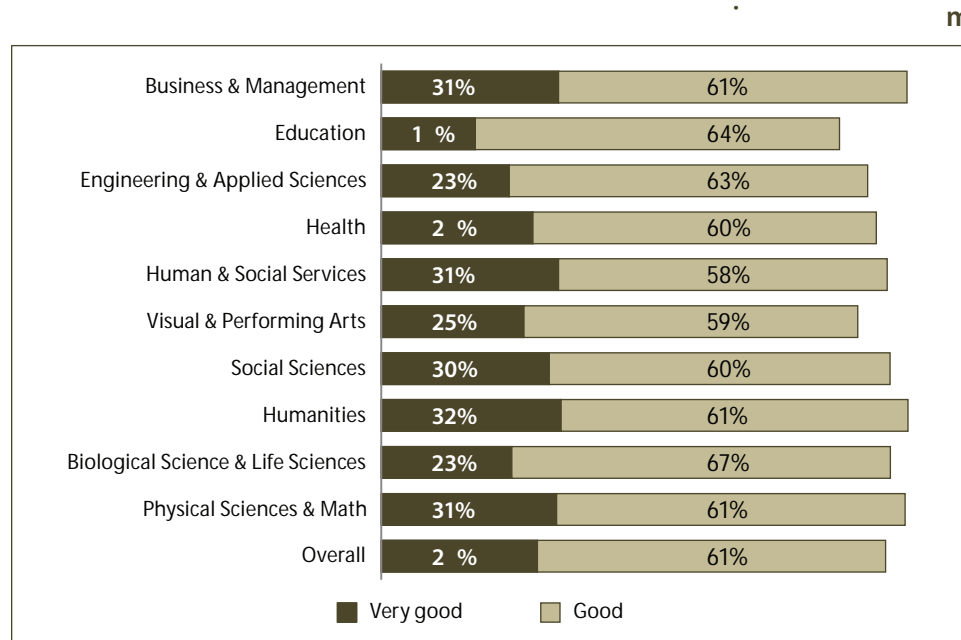
Quality of course instruction was highly rated.



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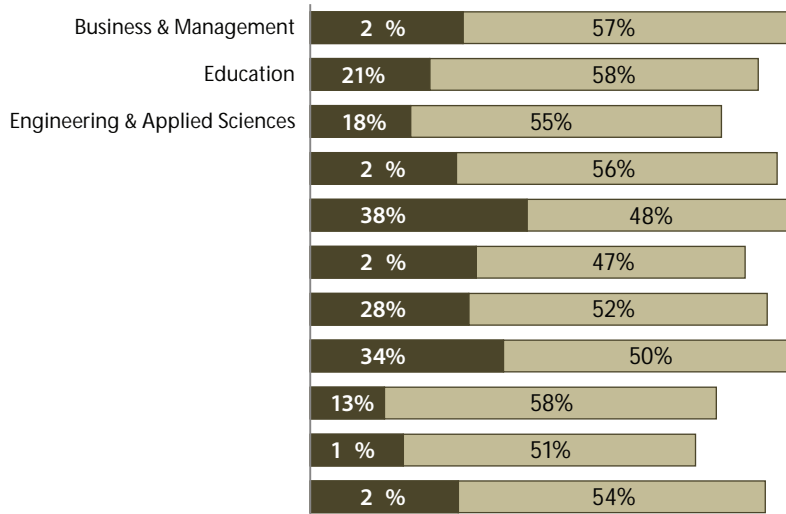
Across program areas, graduates thought highly of the quality of course instruction.

very good



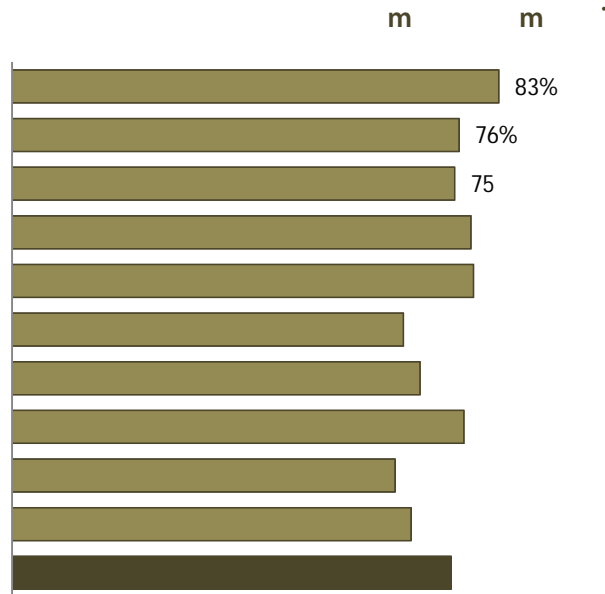
The quality of the core program varied across program groups, with the highest ratings from Humanities graduates.

very useful, somewhat useful

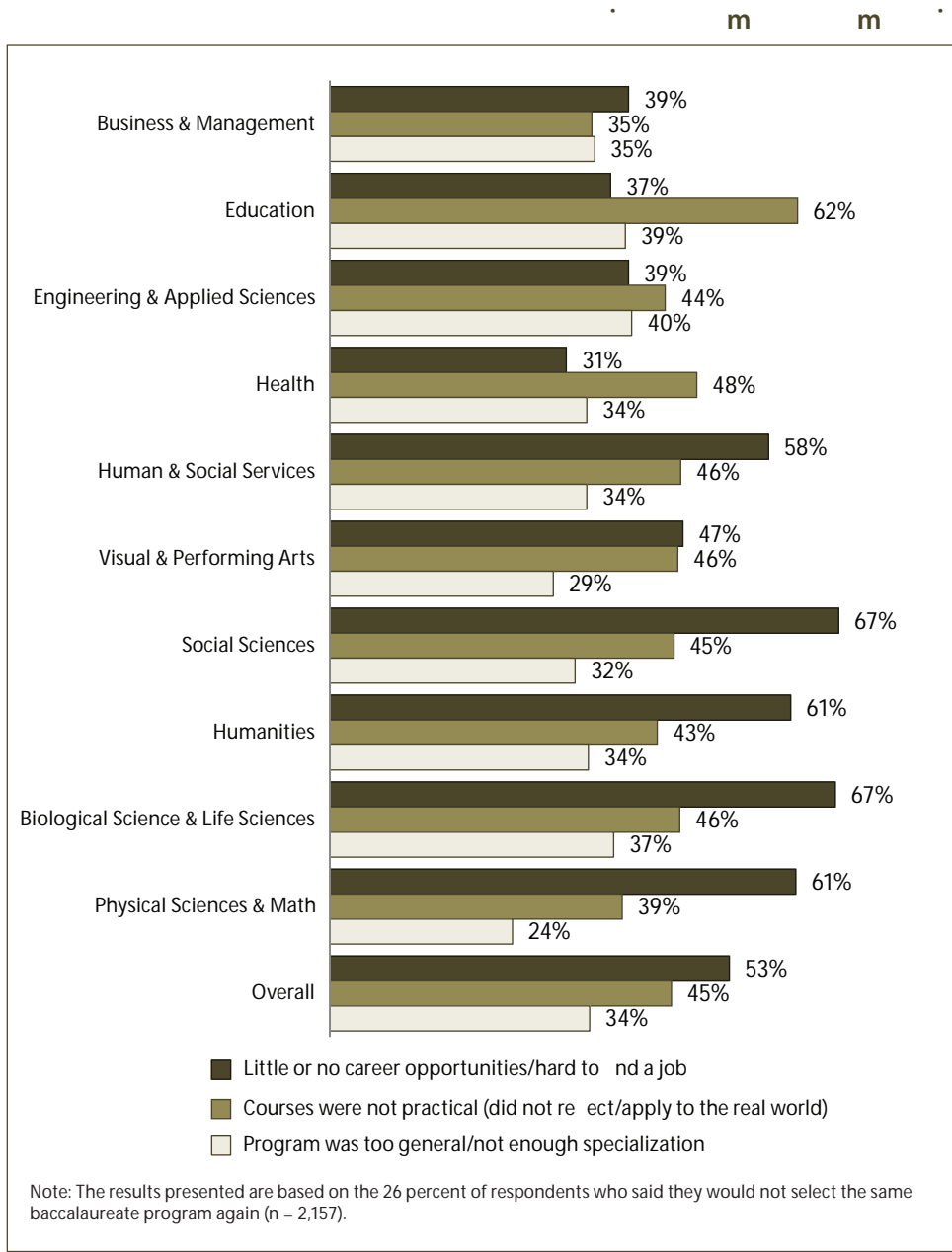


Employed graduates tended to view their education as helpful in their daily lives.

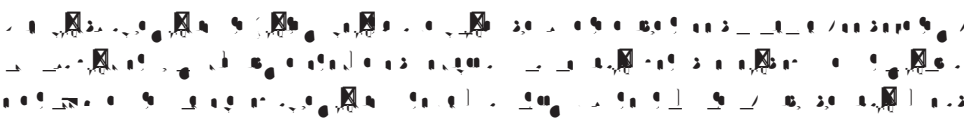
Business & Management graduates were most likely to say they would choose the same program again.

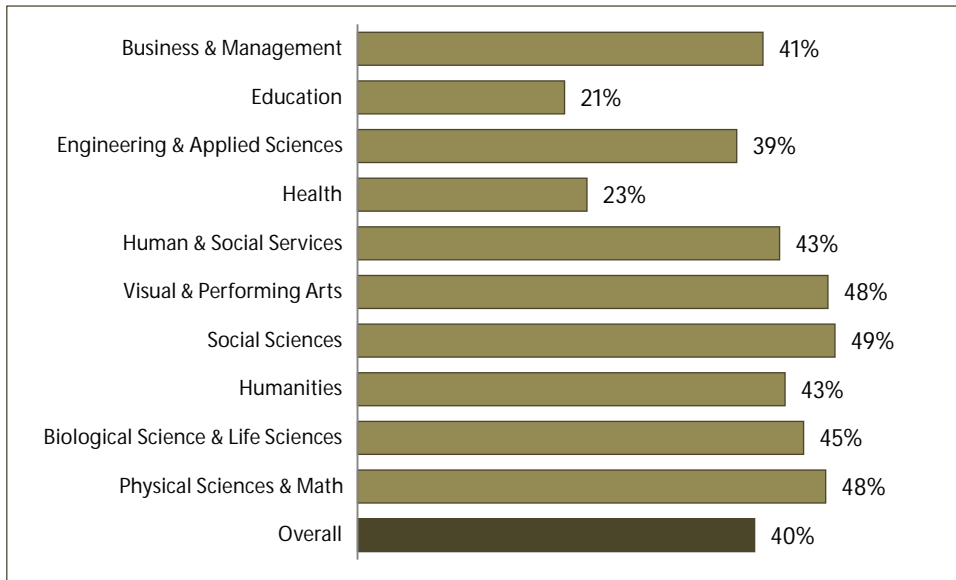


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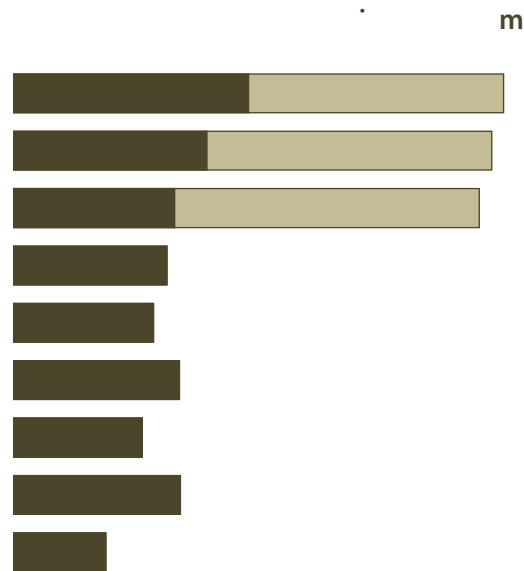
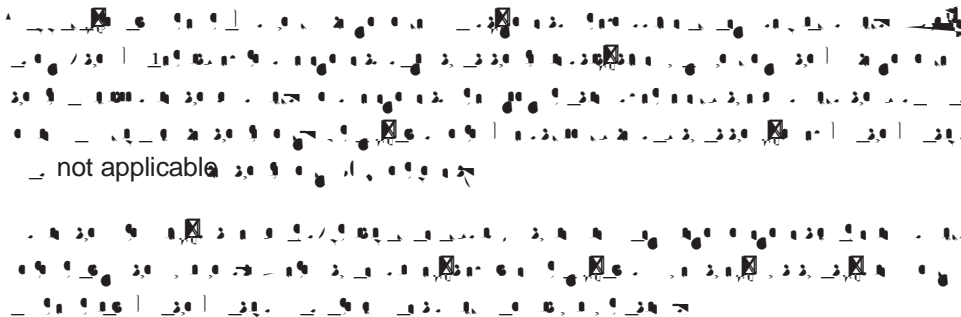
Too few career opportunities was the top reason why graduates would not choose the same program again.

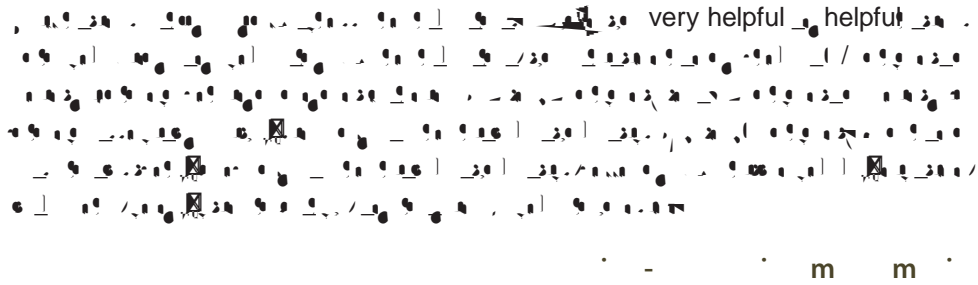




Scheduling difficulties were prevalent in a number of program areas.

Skills Development



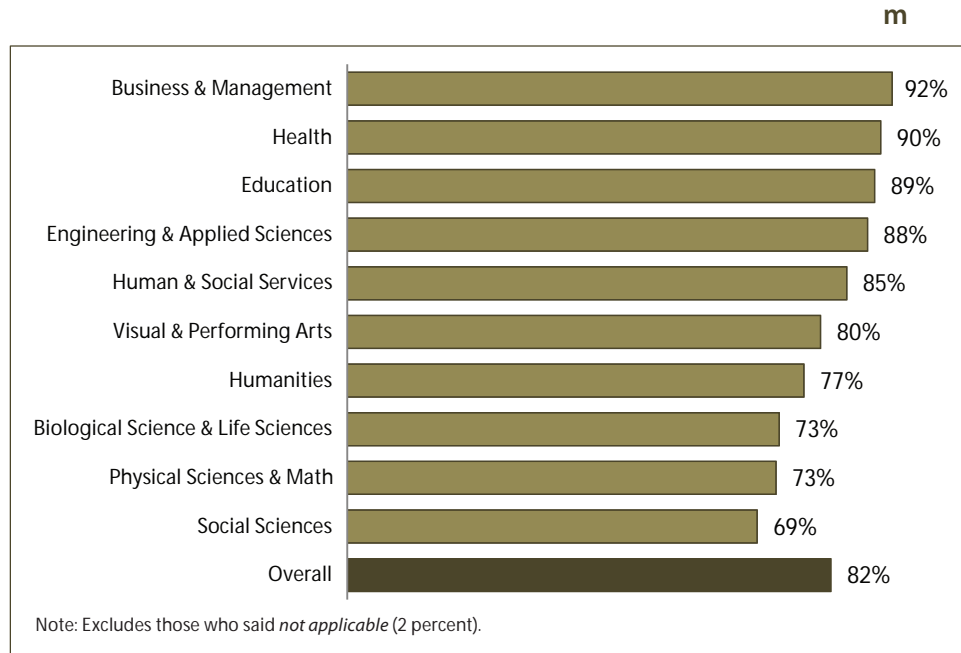


Ratings associated with eld-appropriate mathematics skill development varied widely.



Note: Excludes those who said *not applicable* (19 percent),(19 pe.

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

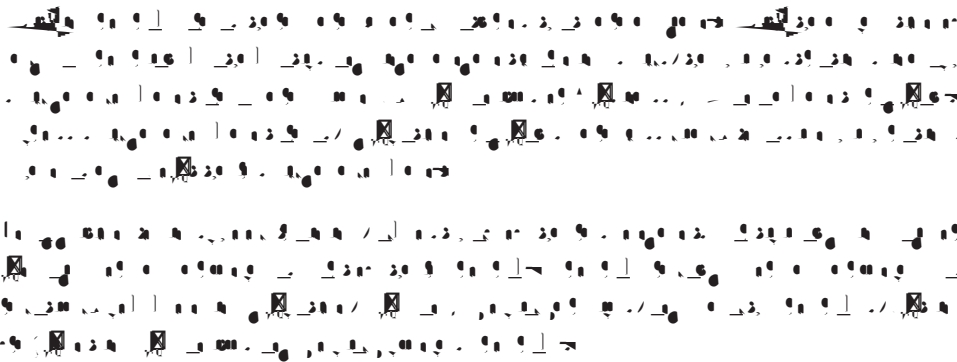


Business & Management programs ranked the highest in teamwork development.

Humanities programs were seen as helpful in developing research skills.

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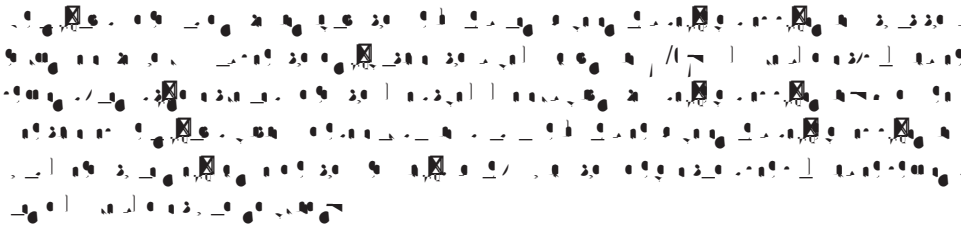
Humanities programs were highly rated for helping to develop reading comprehension.



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

Note: Paid and unpaid work experience referenced above was part of the educational program.92re SI 8 12.7626726 0.00 8 302.950 in

Sources of Funding



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

Note: Respondents indicated their top two funding sources. Percentages add to more than 100.



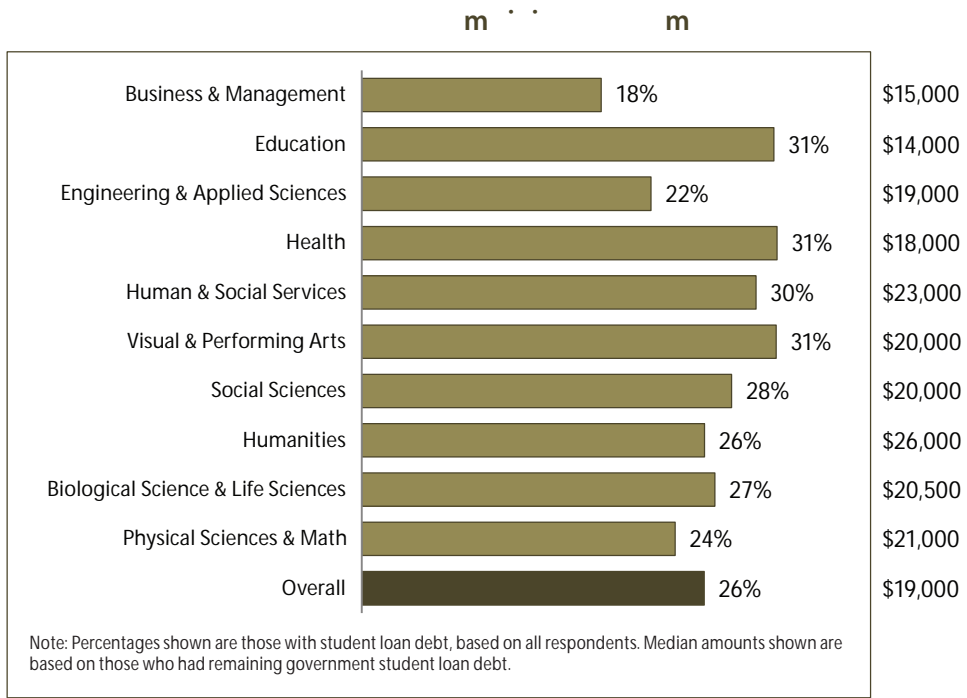
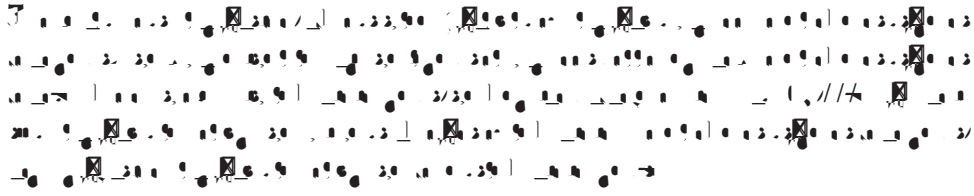
Each program area had a different profile of key funding sources.

Note: Based on respondents' primary and secondary funding sources.

Financial challenges

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

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



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.

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Enrolment in Further Education



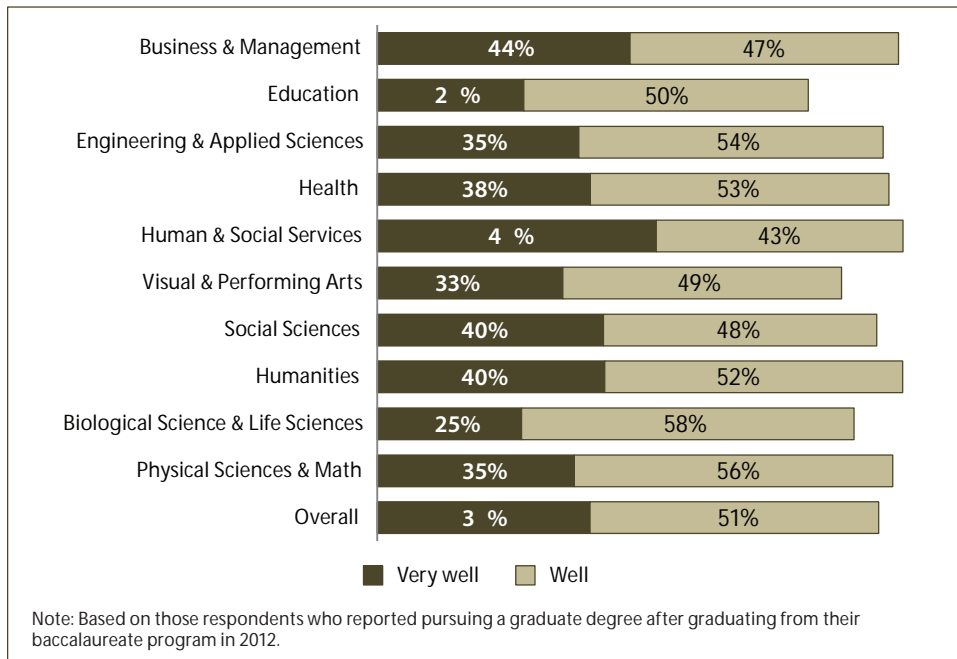
About half of graduates had enrolled in further studies.

Note: Based on al

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

... very well, well

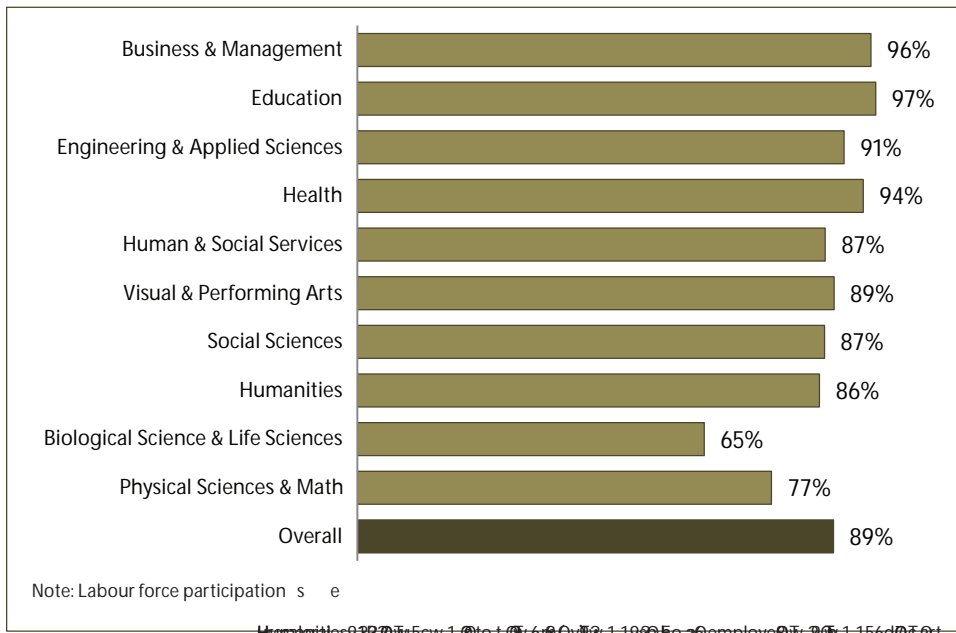


The majority of graduates felt well-prepared for their graduate work.

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Labour Force Participation

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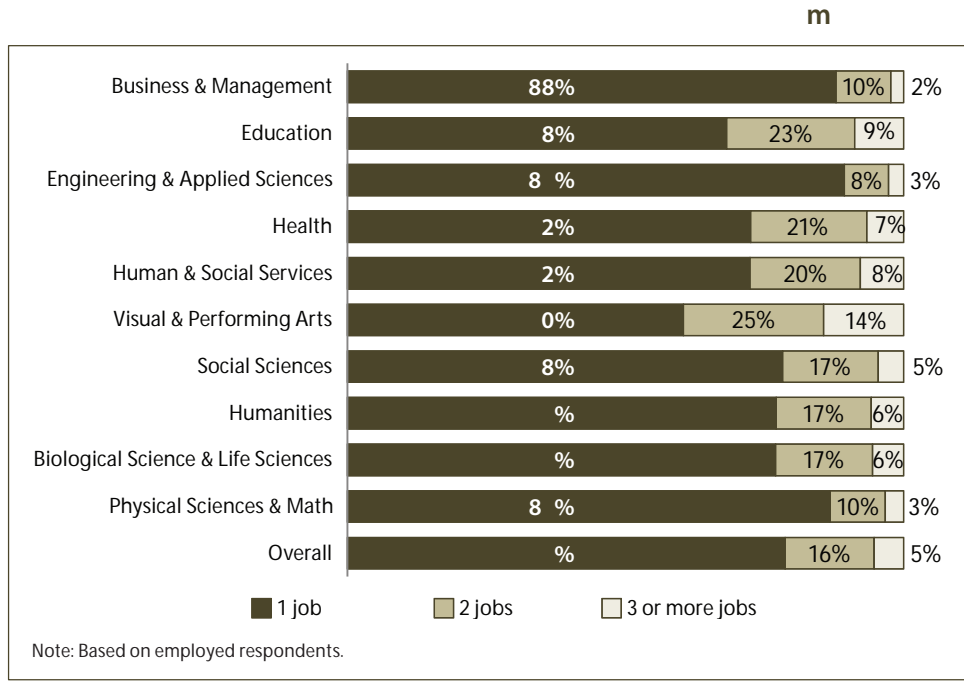


Labour force participation was high in most program areas.



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

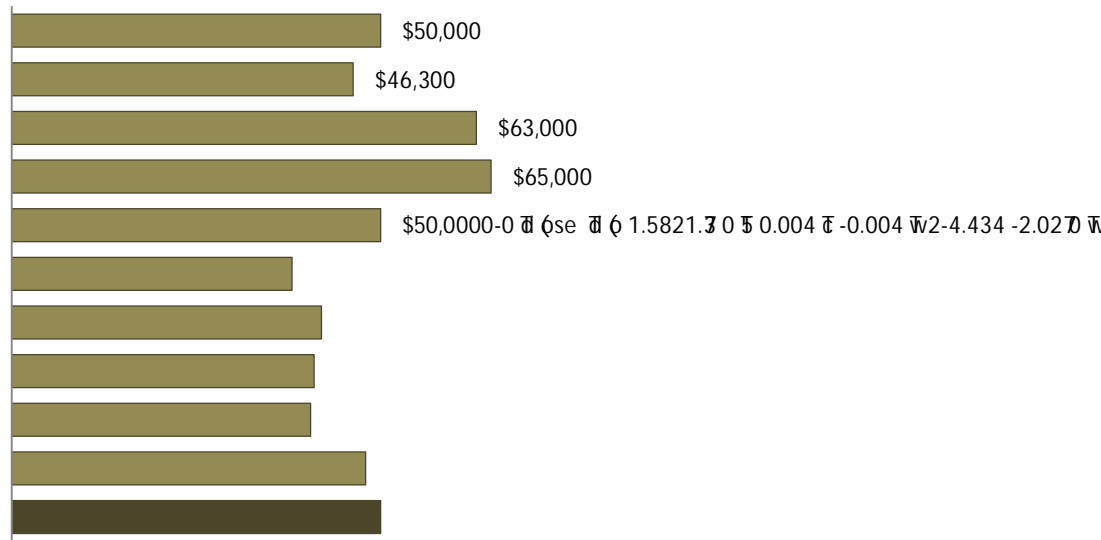
Graduates were typically employed in a single, full-time salaried position.



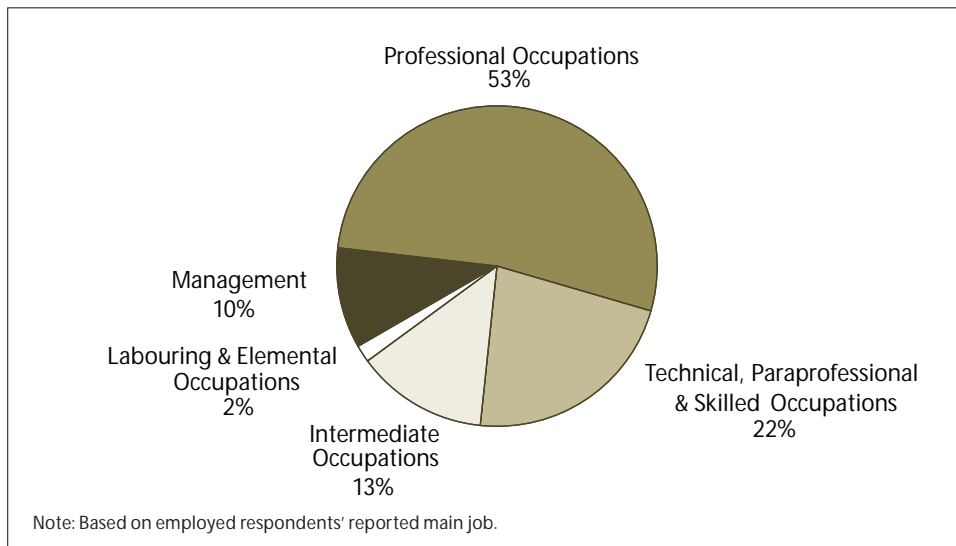
Visual & Performing Arts graduates were most likely to have two or more jobs.



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



Note: Based on those respondents who reported being employed full-time at the time of the survey.



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

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7. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all stakeholders. The document outlines the various methods and systems that can be used to ensure the accuracy and reliability of financial records.

8. The second part of the document focuses on the role of internal controls in preventing fraud and ensuring the integrity of financial reporting. It provides a detailed overview of the key components of an effective internal control system, including the segregation of duties, the establishment of clear policies and procedures, and the implementation of regular audits and reviews.

9. The final part of the document discusses the importance of transparency and communication in financial reporting. It highlights the need for clear and concise disclosure of financial information to investors and other stakeholders, and the role of external auditors in providing independent verification of the accuracy of the financial statements.

Appendix A—Survey Methodology

The survey was conducted via email in 2014. The survey was sent to all graduates of the Class of 2012 who had provided an email address at the time of graduation. The survey was open for a period of six weeks, from May 1, 2014, to June 30, 2014. The survey was sent to all graduates of the Class of 2012 who had provided an email address at the time of graduation. The survey was open for a period of six weeks, from May 1, 2014, to June 30, 2014. The survey was sent to all graduates of the Class of 2012 who had provided an email address at the time of graduation. The survey was open for a period of six weeks, from May 1, 2014, to June 30, 2014.

2014			
University	Contacted	Responded	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%
Total	19,757	8,883	45%

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

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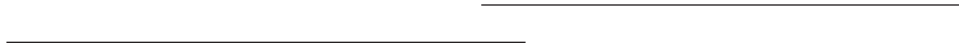
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Appendix B—British Columbia CIP Program Clusters



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