

BC UNIVERSITY BACCALAUREATE GRADUATE SURVEY

**THE CLASS OF 1998
FIVE YEARS AFTER GRADUATION**

REPORT OF FINDINGS

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THE CLASS OF 1998 FIVE YEARS AFTER GRADUATION

Prepared for
The University Presidents' Council
of British Columbia

by

Cheryl Dumaresq and Walter Sudmant,
Planning and Institutional Research,
The University of British Columbia

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Executive Summary

Since 1995, BC's university graduates have been surveyed both two years and five years following the completion of their baccalaureate degrees. In 2003, The University of British Columbia (UBC), the University of Northern British Columbia (UNBC), Royal Roads University (RRU), Simon Fraser University (SFU), and the University of Victoria (UVic), along with the University Presidents' Council and the BC Ministry of Advanced Education, partnered to survey the 1998 graduate cohort five years after degree completion. Conducted by telephone, the survey questions focused on overall academic experience, university funding, skill acquisition and use in employment, and graduates' labour market experience (eg., employment characteristics, type of occupational attainment, and income). The 2003 survey also included a special set of questions on career transitions, including the fit between graduates' academic programs and the careers in which they now find themselves. In addition to an overall analysis, the data was also examined by institution and program area, with some comparison between the results for the 1998 graduate cohort at both two-years out and five-years out. Furthermore, where appropriate the five-year out results for the 1993, 1996 and 1998 cohorts were compared. As with the 2002 survey of the year 2000 graduates, a closer analysis of results for Aboriginal and disabled graduates was included.

With a valid response rate of 60.5%, the survey results provided a full and meaningful glimpse into the post-degree experience of the 1998 graduates. As expected based on

university size and previous surveys, the majority of respondents had graduated from UBC (40.3%), with approximately 27-28% from each of SFU and UVic. Despite excellent response rates, there were significantly less survey participants from UNBC and RRU due to the small populations at these universities. Similar to the actual gender ratios at BC's public universities, there was an approximate 2:3 ratio of males to females among the respondent pool. At the time of the survey, the mean age of respondents was 32, with a slightly younger cohort from UBC and older from UNBC. As we might expect, the majority of respondents resided in the Lower Mainland/Southwest part of the province, and an institutional comparison showed the tendency for graduates to live in areas close to the university from which they had graduated. When asked questions related to equity group membership, 3.9% indicated that they were disabled, 2.2% Aboriginal, and 23.2% as belonging to a visible minority group in Canada.

The greatest percentage of respondents had completed bachelor's degrees in the Social Sciences (27.6%), followed distantly by Education (12.9%) and the Humanities (11.4%). Almost all indicated that they were "satisfied" or "very satisfied" with their university education (96.7%), with somewhat higher percentages from the smaller universities stating that they were "very satisfied" and some differences based on the program from which respondents had graduated. A comparison with the results for the 1998 cohort in 2000 showed a slight increase in satisfaction levels over time, with a

2.2 percentage point increase in graduates indicating that they were “satisfied” or “very satisfied,” and a 4.1 percentage point increase among those who were “very satisfied.” Moreover, a comparison of the results for the three five-year out survey groups highlighted a progressive increase in satisfaction with successive cohorts, with a 10.5 percentage point increase in satisfaction between the 1993 and 1998 groups.

In addition to their satisfaction, graduates were also asked whether or not they would take the same academic program again, with 75.6% responding affirmatively. This result varied by university, from 82.1% for those respondents who had graduated from RRU to 73.7% for those who had graduated from UBC. There was also considerable variation by program, with a 26.3 percentage point spread between the groups with the highest percentages (ie., Computing Science, Law and Health Professions) to those with the lower percentages (ie., Life Sciences and Natural Resources). When we compared those respondents who had participated in both the 2000 and 2003 surveys, we find no overall variation in responses. To provide further clarification, survey participants who would not select the same program again were asked to explain why, with the largest group citing a lack of career opportunities and/or inability to find a job (27.0%), followed by changed interests (23.4%). Reasons varied considerably by program area, and to a lesser extent by university.

Participants were also asked to rate their skill development as a result of their university experience. Those skills most enhanced were analytical and critical thinking skills (89.8% rated “high” or “very high”), followed by learning on one's own (87.1%) and reading

comprehension (85.8%). The use of mathematical and computer skills appropriate to the respondent's area of study were the least highly rated skills (48.2% respectively).

Since graduating with their bachelor's degrees, 60.7% of the respondents had taken some form of formal post-secondary training or development. Approximately one-third of this group was enrolled at the time of the survey, with 54.0% of this sub-group studying full-time. The largest grouping of graduates who had pursued formal post-secondary education or training since 1998 had undertaken Masters degrees (29.0%), followed by another undergraduate degree (22.0%). Whether respondents had/were participating in further education, and the type of education or training they were pursuing, varied by the program area from which they had originally graduated. For example, 43.4% of the Education graduates had pursued Masters degrees, one path to career and salary progression for these professionals, whereas 50.2% of Business graduates had undertaken professional association certificates, a more common route for career progress in many business professions.

Students' ability to finance their education, and the amount of debt they incur as a result, will often have a profound effect on their university experience. For the 1998 graduates who participated in the survey, employment income was the most utilized funding source (31.7%), followed by student loans (26.8%) and family or friends (25.6%). Overall, 46.8% had incurred some debt to finance their education, for whom the median amount of debt was \$16,000. Of those respondents with debt, 90.0% had utilized government-sponsored student loans, with 40.3% of this

group having paid off the entire amount within five years of graduation. For those respondents who had student loans, the median amount left to repay in 2003 was \$4,500.

Central to this survey was a variety of questions related to graduates' employment characteristics and experience, important outcomes of a university education. In 2003, the overall unemployment rate for the 1998 cohort was 3.6%. Despite a 3.7 percentage point spread by university, respondents from all five institutions were experiencing unemployment rates lower than the 2003 BC unemployment rate of 8.1% (<http://www.statcan.ca/>). These rates also varied by program of graduation, from 0.7% for Law graduates to 5.6% for Fine and Performing Arts graduates. A comparison of unemployment rates for the 1998 cohort between 2000 and 2003 showed a 0.1 percentage point increase. Reasons for lack of employment included going to school full-time (37.4%), followed distantly by being on a leave of absence (11.1%) or caring for children full-time (10.5%).

The data showed that 87.2% of the working respondents were paid employees and 8.3% self-employed. Most were working at a single job (85.7%), with Fine and Performing Arts graduates most likely to hold more than one job (32.7%, 18.4 percentage points higher than the overall working group). Furthermore, the largest group of respondents worked 40-49 hours per week (38.5%), with an overall mean of 40.3 hours. Interestingly, the mean number of working hours for respondents from all program areas exceeded the "standard" 30-hour work week by significant margins (the lowest being Fine and Performing Arts graduates at a mean of 36.4 hours per week).

The survey also sought to determine the types of job skills being required of graduates and the connection with the skills acquired during their university education. For the 1998 cohort, 64.7% stated that they were in jobs for which their employer required a bachelor's degree, although there was a 51.2 percentage point spread based on the program from which individuals had graduated. The result for this question was essentially the same for the 1993, 1996 and 1998 survey participants five years after graduation. Despite many respondents' perceived lack of need for a degree to perform their jobs, 73.6% did see relatedness between their jobs and academic degree program. When asked to reflect upon the overall usefulness of a range of skills in their main job, verbal expression of opinions and ideas was the most highly rated (97.0% rated as "somewhat useful" or "very useful"), followed by working effectively with others (95.8%) and resolving issues or problems (95.7%). More generally, 89.8% stated that the knowledge, skills and abilities they acquired from their bachelor's degree program were useful in their work, and 82.4% in their daily life.

The data also allowed us to compare skill development with utilization in work, with two trends emerging. First, certain skills, such as writing and verbal expression, appeared to be highly utilized in respondents' jobs regardless of the extent to which they were developed in their baccalaureate program. These skills can be described as "cross-curriculum." Second, there are other "curricular-specific" skills for which there is a much stronger correlation between development in university and use in a graduate's job, particularly the use of mathematics and/or computers.

To further assess the 1998 graduates' labour market experience, their jobs were categorized within a matrix comprised of five skill levels. At the time of the survey, the majority were in occupations that fall within the "professional" categorization (67.7%), followed distantly by "technical, paraprofessional and skilled professions" (16.8%). Between 2000 and 2003, there had been an approximate nine percentage point shift for the 1998 graduates out of the lower skill level occupations into the "professional" and "management" categories. Overall, 42.9% of the employed survey participants held primary jobs in the social sciences, education and/or government services, not surprising when we consider that over one-half the respondents had graduated from programs in the Social Sciences, Education and Humanities. Moreover, a comparison of this cohort in both 2000 and 2003 showed very little movement, the greatest change being a 3.5 percentage point decline in the respondents holding business, finance and administrative occupations.

Perhaps one of the most interesting outcome indicators is employment income. Five years after graduation, those 1998 graduates working full-time were earning a mean income of \$53,721 (not including those earning above \$200,000). This result varied widely by program area, with an approximate \$45,000 difference between the higher mean salary of Law graduates and the lower for the Fine and Performing Arts graduates. The data also revealed a \$10,000 gap between the higher overall mean salary of male respondents compared to the female respondents. Also of interest was the overall 27.1% increase in salaries between 2000 and 2003, with males enjoying a higher

percentage increase in their mean salary than females (four percentage points higher).

The 2003 survey included a special section on participants' transition "into" and "out of" university. Over one-half of the respondents had a specific career or employment goal in mind when they began their baccalaureate program (56.5%), although the result varied widely by program, with a 61.0 percentage point spread between Education graduates (95.7% with a specific career goal) and those from Physical Sciences (34.7%). There was also a 13.0 percentage point spread by university. In the process of completing their degrees, the majority indicated that their career/employment expectations had changed "somewhat" (38.1%) or "significantly" (24.2%), a change less prevalent among respondents from professional programs such as Education, Law, and the Health Professions. When asked to consider their post-degree experience, almost two-thirds stated that their plans had changed "somewhat" (36.7%) or "significantly" (30.9%). An interesting trend emerged in comparing the aforementioned expectation change with program fit – despite the fact that career/employment expectations had changed "significantly" for 24.2% of respondents during their program and for 30.9% since graduation, virtually all "agreed" or "strongly agreed" that their program had been a good fit with their own interests and strengths (94.7%). The factor which most influenced respondents' career and program choices was personal experiences (67.1% of respondents), followed by working experience during their studies (40.7%) and professors (39.1%). In terms of satisfaction with their lives beyond university, 82.5% stated that they had been "somewhat successful" or "very

successful” in achieving job satisfaction, 76.8% in their ability to advance their career, 72.5% in employment income, and 92.8% in other personal goals aside from their job.

Finally, the 2003 survey report provided a more detailed analysis of the outcomes for Aboriginal and disabled graduates. These groups were very small relative to the overall survey cohort (2.2% self-identified as Aboriginal; 3.9% as having a long-term physical or mental health condition), in itself highlighting how marginalized these individuals often feel within the university environment and the challenge of accessing a baccalaureate education. Despite this well-reported fact, the data showed that most of the Aboriginal respondents had a positive university experience, with 95.8% indicating that they were “satisfied/very satisfied” and 82.9% that they would select the same program again (7.3 percentage points higher than the overall group). Though well-funded during their education, particularly through First Nations funding and student loans, a higher percentage of Aboriginal respondents had incurred debt to pay for their education than the overall group, and their amount of student loan debt remaining five years after graduation was significantly higher. While this group enjoyed a lower unemployment rate than the overall group in 2003 (one percentage point lower), with most in “management” and/or “professional” positions, their means salary was somewhat lower.

The disabled graduates also reflected favourably upon their university experience, with 96.2% stating that they were “satisfied/very satisfied.” In order to finance their education, the disabled respondents relied more extensively on student loans than

the overall group (6.1 percentage points higher), and over one-half incurred some debt to pay for their education. While more “indebted” than the overall group, the disabled respondents had done very well in paying off their government student loans, reducing them by approximately \$13,000 in the five years since graduating. This is particularly noteworthy when we consider the poorer employment experience of disabled respondents, of whom 8.9% were unemployed in 2003 (compared to 3.6% of overall group). Of those employed, fewer disabled graduates were in “management” or “professional” occupations (seven percentage points lower), and their mean salary was approximately \$4,000 lower than the overall group.



I. Introduction

Since 1965, growth within British Columbia's post-secondary system has occurred rapidly, evolving from two universities and one private college in 1965 to today's complex network of six public universities, 13 colleges, three university-colleges, and five institutes, along with hundreds of private institutions. Indeed, the educational, social and economic value of higher education is generally well supported publicly and in higher education research. However, ongoing evaluation is necessary to ensure that our post-secondary institutions are providing students with knowledge and skills relevant to their lives beyond university, particularly in the workplace. Evaluative data also provides fundamental information on problems, bottlenecks in the labour market, supply and demand issues, and educational practices as they relate to students' lives. Furthermore, prospective students can find the process of selecting a post-secondary program challenging, especially as they try to connect their academic interests, a wide range of university programs, and the specific jobs to which their degrees may lead. Outcomes data can serve as a useful tool in helping these students, their parents and

secondary school counselors in the decision-making process.

Beginning in 1995, the BC's public universities, in partnership with the provincial government, have participated in a research project examining the experience of baccalaureate graduates. Part of the British Columbia University Student Outcomes (USO) Project, graduates have been surveyed both two years and five years after their degree completion, providing general indicators of accountability to government and the universities, important components in the feedback loop.

In 2003, The University of British Columbia (UBC), Simon Fraser University (SFU), the University of Victoria (UVic), the University of Northern British Columbia (UNBC), and Royal Roads University (RRU), together with the University Presidents' Council and the BC Ministry of Advanced Education, partnered in the latest survey of students who graduated in 1998 with baccalaureate degrees. The survey was designed to explore participants' assessment of their university experience, including the skills they obtained and the manner in which they funded their education,

as well as their post-graduate experience in areas such as further education and the labour market. Also included in the 2003 survey was a special section on career transitions. Over 5,500 graduates participated in the study, providing extensive data for analysis and discussion. Moreover, because the 1998 graduate cohort was also surveyed in 2000, we are able to make some longitudinal comparisons for those students who responded to both surveys. In addition, we have incorporated some comparison with the data from the 1993 and 1995 graduate cohorts surveyed five-years out.

II. Survey Population and Response Rates

This report is based upon the feedback of the 1998 BC baccalaureate graduates five years after completion of their degrees. The survey sample included 10,443 graduates

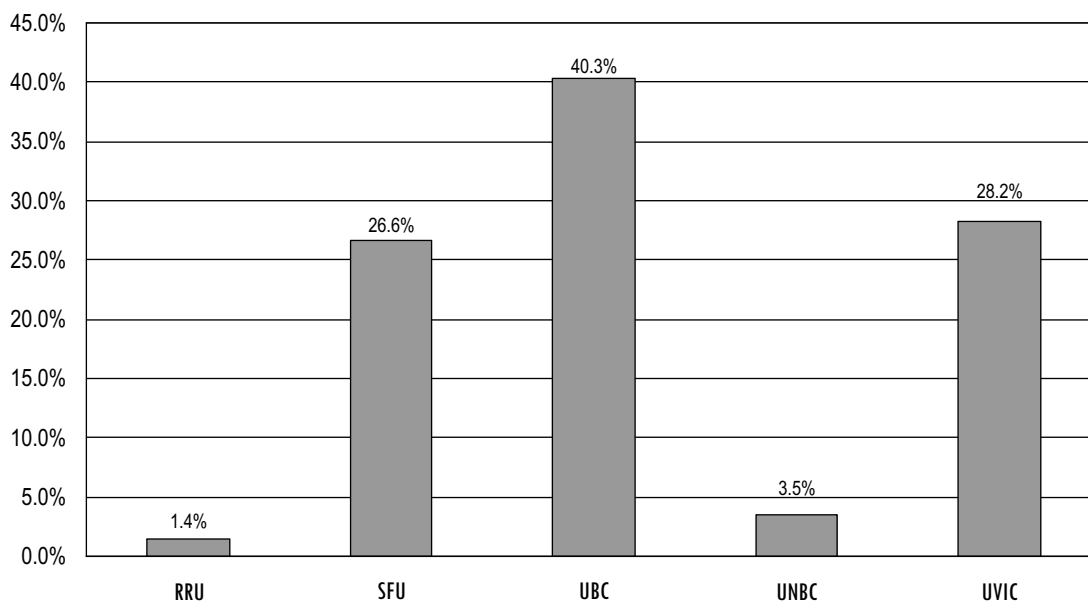
from The University of British Columbia, Simon Fraser University, the University of Northern British Columbia, Royal Roads University, and the University of Victoria. International students, Medical and Dental students, and those living outside North America were excluded. In total, 5,573 individuals responded, representing a valid response rate of 60.5%. Response rates varied slightly across universities: RRU: 64.0%; SFU: 61.5%; UBC: 55.5%; UNBC: 66.3%; and Uvic: 66.9%.

III. Demographics

A. Institution

Consistent with institutional size and the results of past outcomes surveys, the majority of respondents are UBC graduates (40.3%), with approximately one-quarter from each of UVic (28.2%) and SFU (26.6%). Very few of the respondents are from UNBC (3.5%) or RRU (1.4%).

Figure 1: Percentage Distribution of Respondents (by University)



B. Gender

Overall, there is an approximate 2:3 ratio of male to female study participants (61.9% female, 38.1% male), consistent across all institutions except RRU. An examination of 2003-04 demographic data for BC's

graduates of whom the majority is female. For example, there were more males in UBC's 1998 Dentistry (64.1% male, 35.9% female) and Medicine (52.5% male, 47.5% female) graduating classes, compared to a majority of females in Pharmaceutical Sciences (41.5%

Table 1: Gender Ratio of Respondents (by University)

	RRU	SFU	UBC	UNBC	UVIC	Total		RRU	SFU	UBC	UNBC	UVIC	Total
Male	53	542	874	77	575	2,121		66.3%	36.6%	38.9%	39.9%	36.6%	38.1%
Female	27	940	1,372	116	997	3,452		33.8%	63.4%	61.1%	60.1%	63.4%	61.9%
Total	80	1,482	2,246	193	1,572	5,573		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

universities shows relative similarity of these survey results with actual gender ratios for undergraduate students. Overall, 57.5% of BC's undergraduate students in 2003-04 were female, with only RRU having a higher percentage of males (55.8%) (www.tupc.bc.ca).

As shown in Table 2, gender ratios by program area are rarely even; only four of the 13 program areas included in the study approach a 50:50 balance (Law; Health Fitness and Kinesiology; Natural Resources; and, to a lesser extent, Business). At the extremes are Computing Science (more males, by 68.0 percentage points), Engineering (more males, by 59.0 percentage points), Education (more females, by 57.0 percentage points) and the Health Professions (more females, by 70.2 percentage points). (Note: Medicine and Dentistry graduates were not included in the survey population; therefore, the Health Professions sub-group consists largely of Nursing and Pharmaceutical Sciences

Table 2: Gender Ratio (by Program)

	Male	Female	Total		Male	Female
Fine & Performing Arts	82	155	237		34.6%	65.4%
Computing Science	105	20	125		84.0%	16.0%
Engineering	202	52	254		79.5%	20.5%
Education	155	566	721		21.5%	78.5%
Law	76	69	145		52.4%	47.6%
Health Professions	57	325	382		14.9%	85.1%
Health, Fitness & Kinesiology	84	86	170		49.4%	50.6%
Business	286	225	511		56.0%	44.0%
Natural Resources	92	86	178		51.7%	48.3%
Social Sciences	515	1,021	1,536		33.5%	66.5%
Humanities	166	471	637		26.1%	73.9%
Life Sciences	195	315	510		38.2%	61.8%
Physical Sciences	106	61	167		63.5%	36.5%
Total	2,121	3,452	5,573		38.1%	61.9%

male, 58.5% female) and Nursing (6.4% male, 93.6% female), skewing the gender ratio in the Health Professions.)

C. Age

Five years following the completion of their degrees, over one-half of the respondents were aged 30 years or higher. The mean age of respondents was 32, and median age 30.

A comparison of respondents' age by institution shows that UBC graduates are somewhat younger than their counterparts, with 57.7% aged 25-29 (compared to 46.8% of

Table 3: Age Range of Respondents (by University)

	RRU	SFU	UBC	UNBC	UVIC	Total		RRU	SFU	UBC	UNBC	UVIC	Total
25-29	33	610	1,291	71	600	2,605		41.3%	41.2%	57.7%	36.8%	38.2%	46.8%
30-34	30	550	689	72	601	1,942		37.5%	37.1%	30.8%	37.3%	38.2%	34.9%
35-39	9	115	126	26	132	408		11.3%	7.8%	5.6%	13.5%	8.4%	7.3%
40-44	4	75	51	8	89	227		5.0%	5.1%	2.3%	4.1%	5.7%	4.1%
45-49	2	55	27	9	71	164		2.5%	3.7%	1.2%	4.7%	4.5%	2.9%
50-54	2	53	27	6	51	139		2.5%	3.6%	1.2%	3.1%	3.2%	2.5%
55+	0	24	26	1	28	79		0.0%	1.6%	1.2%	0.5%	1.8%	1.4%
Total	80	1,482	2,237	193	1,572	5,564		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

the overall group) (Table 3). When we examine age by program area, we find that respondents who had graduated from Education, Law, and the Health Professions¹, all of which generally have pre-entrance study requirements, are older than their counterparts (Education: mean age 34; Law: mean age 35; Health Professions: mean age 37; overall survey group: mean age 32 (Table 4). With a mean age of 34 at the time of the survey, the Humanities respondents are also slightly older than the overall group. This trend is likely due to the extensive range of academic programs that fall within this category, the availability of Humanities programs at most universities, the relative

ease of transfer between institutions, and less specific pre-admission requirements than found in most other program areas. These characteristics make Humanities programs more appealing to a wider spectrum of students (including mature students). At the other end of the scale, respondents who had completed Life Sciences degrees are somewhat younger than the overall group (mean age 29 at time of survey).

Table 4: Mean and Median Age of Respondents (by University and Program)

	Mean	Median
RRU	32	30
SFU	33	30
UBC	31	29
UNBC	33	31
UVIC	33	30
Fine and Performing Arts	31	29
Computing Science	31	30
Engineering	30	29
Education	34	31
Law	35	33
Health Professions	37	33
Health, Fitness and Kinesiology	30	30
Business	30	29
Natural Resources	31	30
Social Sciences	32	30
Humanities	34	30
Life Sciences	29	29
Physical Sciences	30	29
Overall	32	30

¹ The Health Professions program area includes Nursing, in which the RN degree completion program is for individuals who already have RN diplomas and prior work experience. It also includes Pharmaceutical Sciences, which requires a minimum of one year prior academic study.

D. Current Residence

Consistent with BC's population distribution, the majority of the survey respondents were living in the Lower Mainland/Southwest part of the province in the year 2003 (59.4%). Much smaller percentages resided on Vancouver Island (14.6%) and in other Canadian provinces (12.9%). As we would expect, an institutional comparison reflects the trend for graduates to reside in regions close to the university from which they graduated (see Table 5).

one-third of Natural Resources graduates come from UNBC. Other disparities include the higher percentages of Computing Science and Engineering respondents who reside in the United States (approximately six to eight percentage points higher than the overall group), as well as the higher percentages of respondents residing in other Canadian provinces who graduated from (in particular) Law, Engineering, Natural Resources, and the Physical Sciences. With an 11.7 percentage point difference from the overall group, the Law graduates are the most unlike the overall

Table 5: Respondents Current Residence (by University)

	RRU	SFU	UBC	UNBC	UVIC	Total	RRU	SFU	UBC	UNBC	UVIC	Total
Lower Mainland / Southwest	22	1,101	1,642	30	452	3,247	27.8%	75.5%	74.6%	16.1%	29.3%	59.4%
Southern Interior	5	37	86	13	103	244	6.3%	2.5%	3.9%	7.0%	6.7%	4.5%
Vancouver Island	28	43	73	9	647	800	35.4%	2.9%	3.3%	4.8%	42.0%	14.6%
Northern B.C.	2	103	46	94	47	292	2.5%	7.1%	2.1%	50.5%	3.0%	5.3%
Other Canadian Province	19	143	260	37	244	703	24.1%	9.8%	11.8%	19.9%	15.8%	12.9%
United States	3	31	93	3	48	178	3.8%	2.1%	4.2%	1.6%	3.1%	3.3%
Total	79	1,458	2,200	186	1,541	5,464	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

With only a couple exceptions, there is little variation in residence by the academic program areas from which respondents graduated (Table 6). Notably, only 34.9% of Natural Resources graduates live in the Lower Mainland/Southwest, 24.5 percentage points lower than the overall group, whereas 23.3% reside in Northern B.C., 18.0 percentage points higher than the overall group. This trend has been noted with previous graduate cohorts surveyed and no doubt reflects the non-urban nature of the primary sector professions in which these individuals are working, as well as the fact that approximately

group in their out-of-province residency; however, this can be explained by the fact that Law students have typically applied to a variety of schools throughout the country and may move away from home to complete their degree, afterwards returning to article and practice law in their home province. With the other three program areas for which a higher percentage of respondents reside outside BC, the explanation is not clear.

Table 6: Respondents Current Residence (by Program)

	Lower Mainland / Southwest	Southern Interior	Vancouver Island	Northern B.C.	Other Canadian Province	United States	Total
Fine & Performing Arts	60.1%	6.9%	16.7%	1.7%	12.4%	2.1%	100.0%
Computing Science	62.1%	1.6%	14.5%	1.6%	8.9%	11.3%	100.0%
Engineering	59.8%	3.6%	7.6%	1.2%	18.1%	9.6%	100.0%
Education	62.8%	7.1%	13.8%	8.2%	6.5%	1.7%	100.0%
Law	63.8%	0.7%	8.7%	0.0%	24.6%	2.2%	100.0%
Health Professions	61.3%	5.5%	15.5%	3.2%	10.3%	4.2%	100.0%
Health, Fitness & Kinesiology	63.3%	3.6%	11.4%	3.6%	15.7%	2.4%	100.0%
Business	60.5%	3.0%	13.2%	3.6%	16.0%	3.6%	100.0%
Natural Resources	34.9%	7.6%	14.5%	23.3%	18.0%	1.7%	100.0%
Social Sciences	58.8%	3.8%	17.6%	5.0%	11.9%	3.0%	100.0%
Humanities	60.5%	3.2%	14.7%	6.9%	12.5%	2.2%	100.0%
Life Sciences	59.2%	4.6%	14.1%	4.6%	14.9%	2.6%	100.0%
Physical Sciences	54.3%	6.7%	11.0%	4.9%	18.9%	4.3%	100.0%
Overall	59.4%	4.5%	14.6%	5.3%	12.9%	3.3%	100.0%

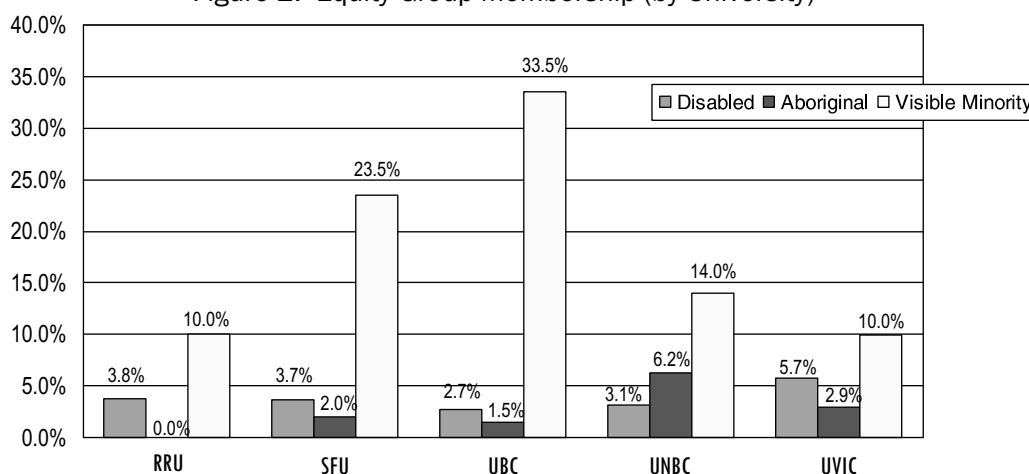
E. Equity Groupings

Ensuring that all types of students have access to our post-secondary institutions is an important goal within British Columbia. As such, it's important that continued attention is paid to equity group representation. As part of this graduate survey, participants were asked if they belonged to any of three specific equity groups: persons with disabilities (ie., having a

long-term physical and/or mental health condition which limits their daily activities), Aboriginal persons, or members of a visible minority (ie., with respect to ethnicity). Overall, 3.9% indicate that they are disabled, 2.2% are Aboriginal, and 23.2% belong to a visible minority group in Canada.

As shown in Figure 2, there is slight variation among universities with respect to

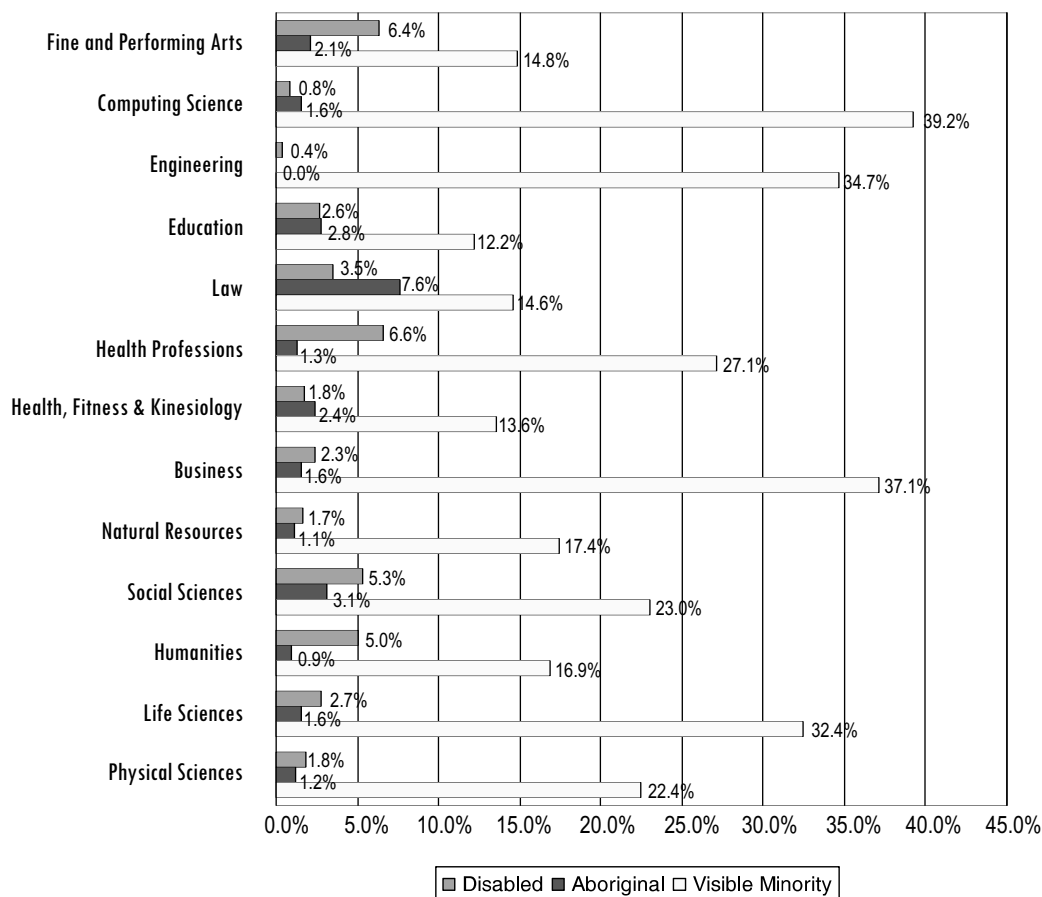
Figure 2: Equity Group Membership (by University)



disabled and Aboriginal respondents; however, the differences are relatively small (6.2 percentage point spread for Aboriginal respondents; 3.0 percentage point spread for disabled respondents) and perhaps less important than the overall low percentage of graduates who fall into either of these two categories. The data presents a different picture when we look at visible minority representation, where a wide gap exists between institutions: 33.5% of the UBC and 23.5% of the SFU cohorts respectively state that they belong to a visible minority group, compared to 14.0% of the respondents from UVic and 10.0% from each of UNBC and RRU. Undoubtedly SFU's and UBC's urban and Lower Mainland settings are the primary reason for this trend.

Figure 3 highlights equity group membership by the various program areas from which respondents graduated. With limited overall representation, it's difficult to make broad inferences from the data for disabled and Aboriginal respondents. Nevertheless, the results highlight somewhat higher representation of Aboriginal respondents with Law degrees, and disabled graduates from the Fine and Performing Arts and Health Professions. The results also demonstrate the higher percentages of visible minority respondents who have graduated from Computing Sciences; Business; Engineering and Life Sciences, compared to relatively low participation in Education; Health, Fitness and Kinesiology; and Fine and Performing Arts.

Figure 3: Equity Group Membership by Program



IV. Academic Program

A. Academic Program Taken

Table 7 shows the distribution of respondents based upon the program area from which they graduated. By a significant margin, the greatest percentage of respondents had completed degrees in the Social Sciences (27.6%), followed by Education (12.9%) and the Humanities (11.4%). An examination of program areas by institution reflects the diversity of BC's universities. For example, RRU has very specialized offerings, and its respondent pool is divided into graduates of two program areas: Business (70.0%) and Natural Resources (30.0%). As we might expect in view of its size, the percentage of UBC survey participants are distributed more evenly among the various program areas than those from the other universities, the largest cohort having graduated from the Social Sciences (19.8%). Likewise, the largest groups of graduates for the remaining three universities are also Social Sciences graduates, but to a much greater degree of magnitude (SFU: 36.0% of its respondents; UNBC: 34.7%; Uvic: 31.2%).

B. Program Assessment

As part of the survey, participants were asked to evaluate their overall satisfaction with their university education, with 96.7% of the group indicating that they were “satisfied”

Figure 4: Percentage of Respondents Satisfied/Very Satisfied with their University Experience (by University)

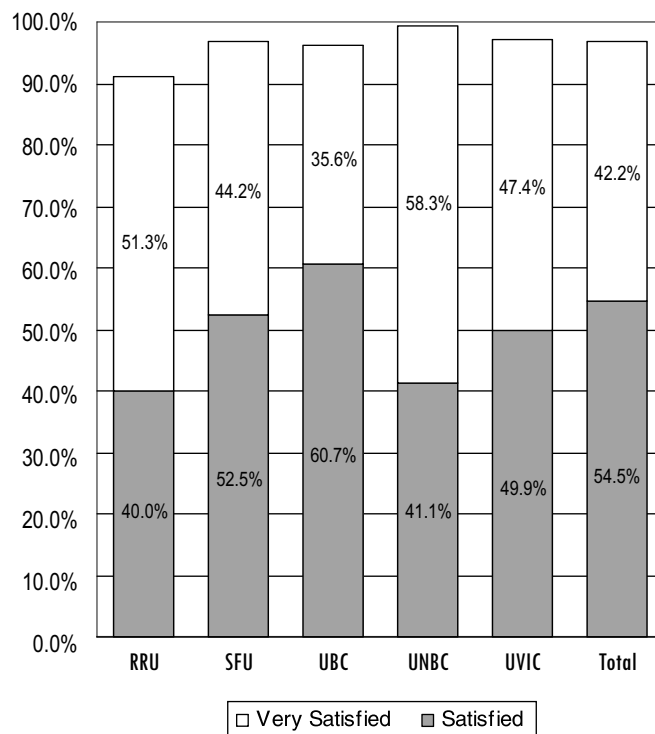


Table 7: Academic Program Completed by Respondents (by University)

	RRU	SFU	UBC	UNBC	Uvic	Total	RRU	SFU	UBC	UNBC	Uvic	Total
Fine and Performing Arts	0	23	108	0	106	237	0.0%	1.6%	4.8%	0.0%	6.7%	4.3%
Computing Science	0	34	55	4	32	125	0.0%	2.3%	2.4%	2.1%	2.0%	2.2%
Engineering	0	25	179	0	50	254	0.0%	1.7%	8.0%	0.0%	3.2%	4.6%
Education	0	306	239	0	176	721	0.0%	20.6%	10.6%	0.0%	11.2%	12.9%
Law	0	0	77	0	68	145	0.0%	0.0%	3.4%	0.0%	4.3%	2.6%
Health Professions	0	0	222	7	153	382	0.0%	0.0%	9.9%	3.6%	9.7%	6.9%
Health, Fitness and Kinesiology	0	44	87	0	39	170	0.0%	3.0%	3.9%	0.0%	2.5%	3.1%
Business	56	139	167	42	107	511	70.0%	9.4%	7.4%	21.8%	6.8%	9.2%
Natural Resources	24	3	107	43	1	178	30.0%	0.2%	4.8%	22.3%	0.1%	3.2%
Social Sciences	0	534	444	67	491	1,536	0.0%	36.0%	19.8%	34.7%	31.2%	27.6%
Humanities	0	261	206	13	157	637	0.0%	17.6%	9.2%	6.7%	10.0%	11.4%
Life Sciences	0	80	275	10	145	510	0.0%	5.4%	12.2%	5.2%	9.2%	9.2%
Physical Sciences	0	33	80	7	47	167	0.0%	2.2%	3.6%	3.6%	3.0%	3.0%
Total	80	1,482	2,246	193	1,572	5,573	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

or “very satisfied.” Satisfaction levels are high for graduates from all five universities, although higher percentages of those from the two smaller universities stated that they were “very satisfied” (RRU: 51.3%; UNBC: 58.3%) (Figure 4).

As shown in Figure 5, satisfaction levels are fairly consistent across program areas, with over 90.0% of respondents from each area indicating that they are “satisfied” or “very satisfied” with the education they received (ranging from 93.1% for Education respondents to 98.4% for Computing Science and Humanities). However, if we examine only the “very satisfied” responses, there is a 20.5 percentage point gap between the margins. For example, 34.0% of the Life Sciences respondents, 37.4% from Education and 37.7% from Business stated that they are “very satisfied” with their academic experience, compared to 50.1% of respondents from the Health Professions and 54.5% from Law.

If we compare the satisfaction levels of the 1998 cohort in the year 2003 with the

responses they gave in 2000 (as part of the two-year out survey), we find a slightly higher percentage of respondents indicating that they are “satisfied” or “very satisfied” (96.7% of respondents in 2003, compared to 94.5%

Figure 6: Percentage of Respondents Satisfied/Very Satisfied with their University Experience: Comparison of Satisfaction of 1998 Graduates in 2000 and 2003

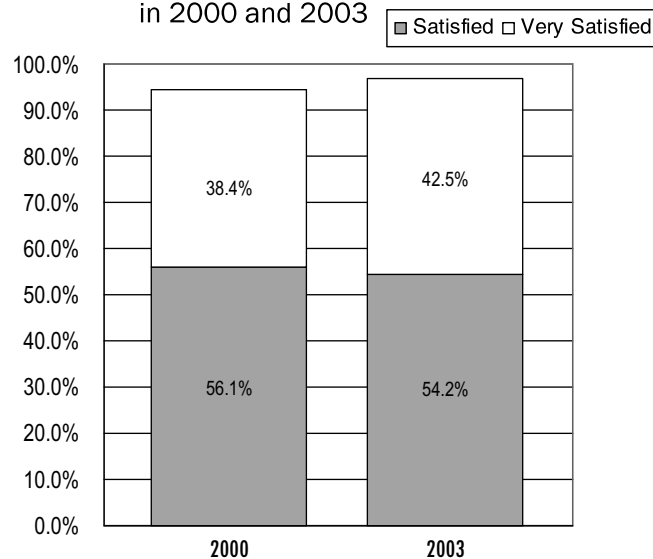
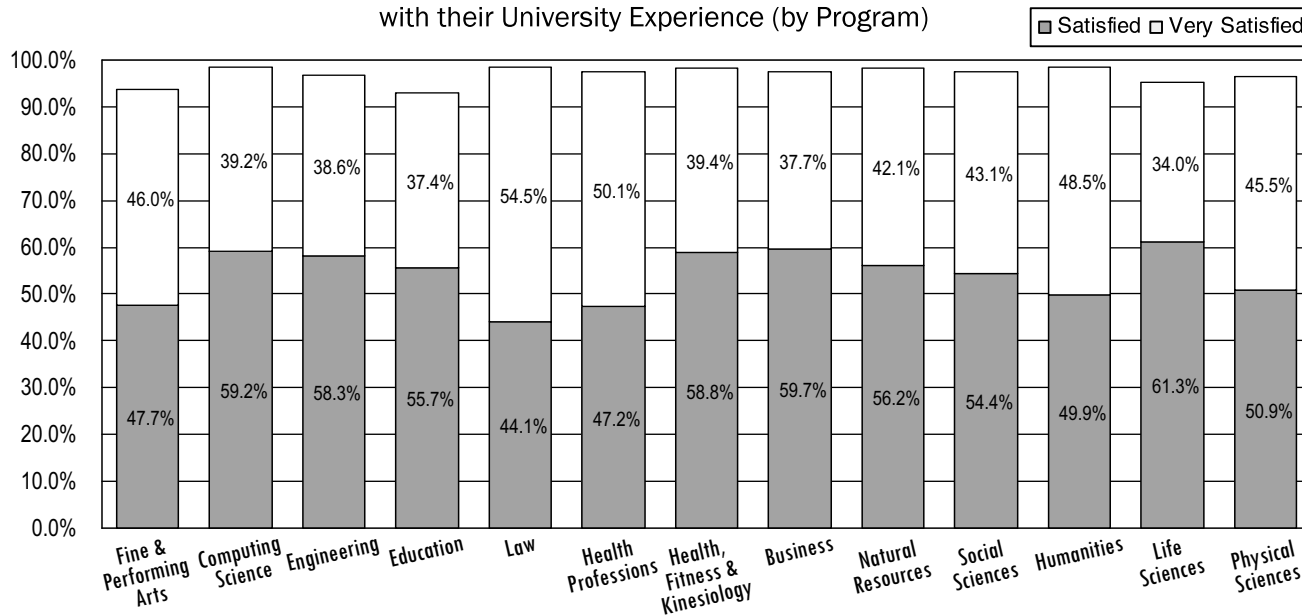


Figure 5: Percentage of Respondents Satisfied/Very Satisfied with their University Experience (by Program)

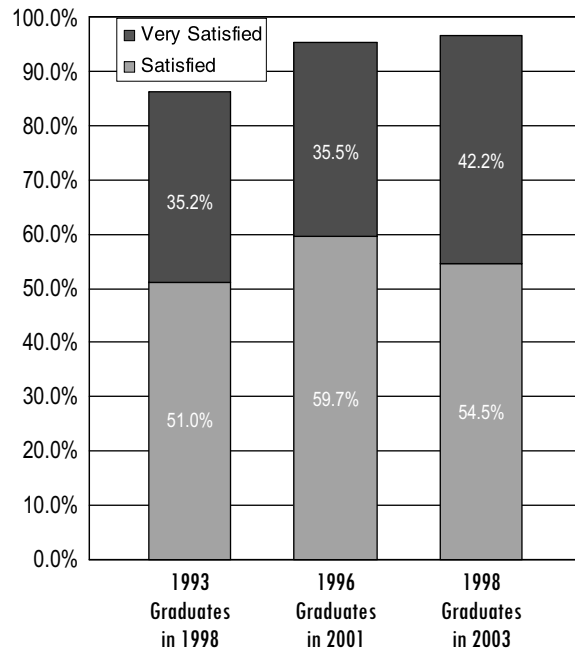


in 2000). In addition, the percentage of graduates who indicate that they are “very satisfied” is four percentage points higher five years after graduation compared to their two-year out response.

We can also compare the satisfaction levels for three different graduate cohorts: 1993 graduates in 1998, 1996 graduates in 2001, and the 1998 graduates in 2003. As shown in Figure 7, not only has the overall level of satisfaction increased with successive cohorts (with a 10.5 percentage point spread between the 1993 and 1998 respondents who were “satisfied/ very satisfied”), but we also observe a significant increase in the percentage of respondents who are “very satisfied” (a 7.0 percentage point increase between 1993 and 1998 graduates).

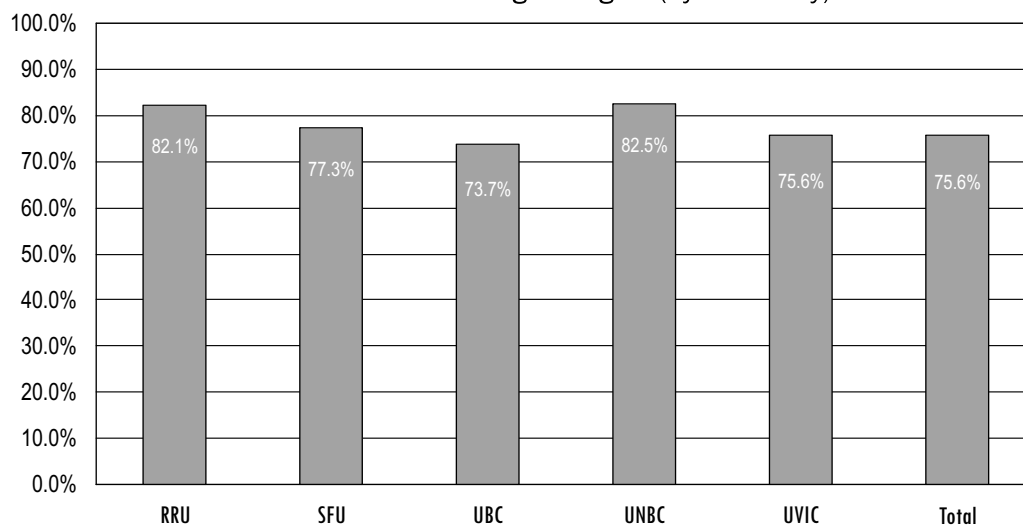
Although almost all respondents were satisfied with their university education, significantly less indicate that they would select the same program again (75.6%). Results varied slightly across the universities, with UNBC having the highest percentage of respondents who answered affirmatively (82.5%) and UBC the lowest (73.7%) (Figure 8).

Figure 7: Percentage of Respondents Satisfied/Very Satisfied with their University Experience: Comparison of Three Graduate Cohorts Five Years After Graduation



[Note: For the 1996 in 2001 and 1998 in 2003 cohorts, participants are asked “How satisfied are you with ‘the education you received’ from [name of program] at [name of university]?” For the 1993 in 1998 cohort, participants are asked to rate their satisfaction “with ‘the educational experience’ in your [name or program] at [university]?” Although the wording change is minor, it may have had some effect on the overall response differences.]

Figure 8: Percentage of Respondents Who Would Select the Same Program Again (by University)



As shown in Figure 9, there is considerable variation among respondents based upon the program from which they graduated, with a 26.3 percentage point spread between the groups with the highest and lowest percentages. Based on the results, respondents who graduated from Computing Science (88.7%), Law (87.0%) and Health Professions (86.9%) were the most positive about re-taking the same program, compared to respondents from the Life Sciences (64.2%)

and Natural Resources (62.4%).

Overall, respondents' views on this question have not changed in the three-year period between their first survey (year 2000) and the second (year 2003). At an institutional level, responses vary slightly between the two surveys; with the exception of UNBC respondents, the 2003 survey results show either an upward or downward movement towards the overall mean (Figure 10).

Figure 9: Percentage of Respondents Who Would Select the Same Program Again (by Program)

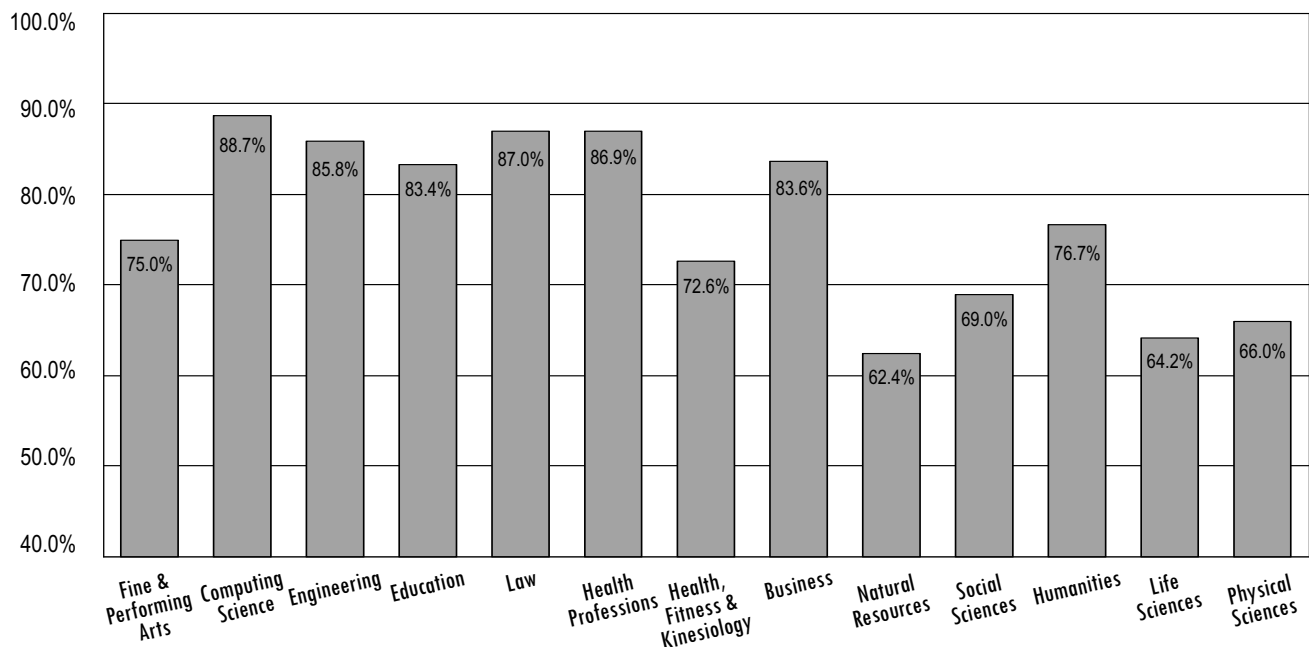
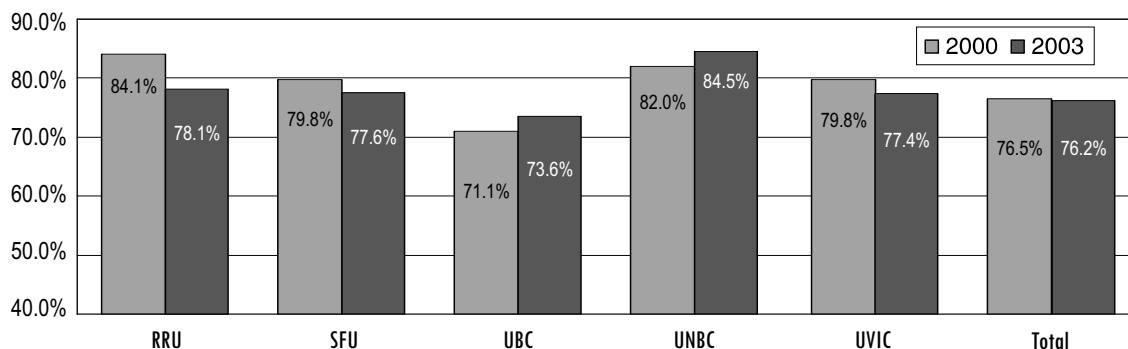


Figure 10: Percentage of Respondents Who Would Select the Same Program Again (by Institution) (Comparison of 1998 Cohort in 2000 and 2003)



[Note: This figure displays the comparative results for those 1998 graduates who responded only to both the 2000 and 2003 surveys, and are therefore different than the results shown in Figure 8.]

However, when we compare the survey data for the three most recent five-year out surveys, there's a significant increase in the percentage of respondents who would take the same program again. As shown in Figure 11, there has been an almost 10 percentage point increase between the 1993 and 1998 graduates in responding affirmatively to this question.

To provide clarity, those individuals who would not select the same program again were asked to explain their response. As Table 8 shows, the primary reason given was a lack of career opportunities/inability to find a job (27.3%), followed by changed interests (23.3%) and lack of practicality in courses (19.9%). If we examine these responses by university, there is general consistency among graduates of the three larger universities, with changed interests and lack of career

Figure 11: Percentage of Respondents Who Would Take the Same Program Again: Comparison of Three Graduate Cohorts Five Years After Graduation

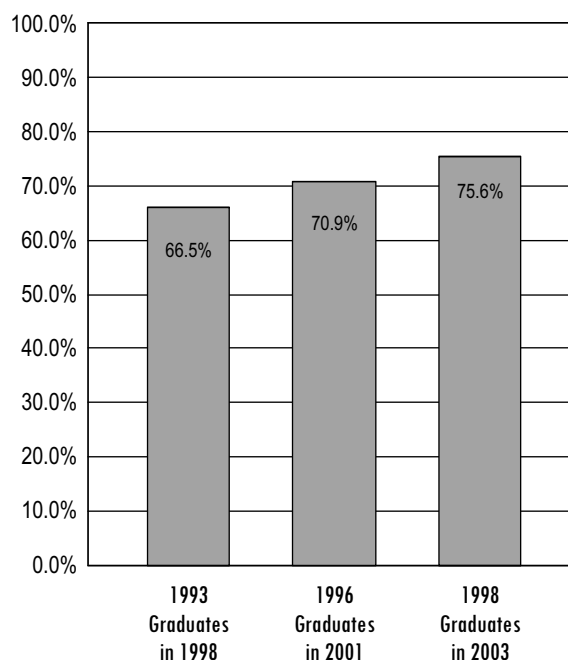


Table 8: Reasons Respondents Would Not Select the Same Program Again (by University)

	RRU	SFU	UBC	UNBC	UVIC	Total		RRU	SFU	UBC	UNBC	UVIC	Total
Not enough course variety offered	1	7	7	1	3	19		7.1%	1.7%	0.9%	2.4%	0.6%	1.1%
Skills acquired were not very useful	0	9	26	0	8	43		0.0%	2.2%	3.5%	0.0%	1.7%	2.5%
Courses were poorly taught	2	5	26	1	6	40		14.3%	1.2%	3.5%	2.4%	1.3%	2.4%
Program was too general/not enough specialization	4	49	50	4	43	150		28.6%	11.8%	6.7%	9.5%	9.2%	8.9%
Courses were not practical (did not reflect/apply to the "real world")	3	90	146	9	88	336		21.4%	21.7%	19.6%	21.4%	18.8%	19.9%
Interests have changed	0	94	199	4	97	394		0.0%	22.7%	26.7%	9.5%	20.7%	23.3%
Little or no career opportunities/hard to find a job	3	106	185	20	147	461		21.4%	25.5%	24.8%	47.6%	31.3%	27.3%
Do not agree with the grading system	1	1	3	0	0	5		7.1%	0.2%	0.4%	0.0%	0.0%	0.3%
Did not like institution	0	2	6	0	4	12		0.0%	0.5%	0.8%	0.0%	0.9%	0.7%
Other	3	52	97	3	73	228		21.4%	12.5%	13.0%	7.1%	15.6%	13.5%
Total	17	415	745	42	469	1,688		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

[Note: cells with small numbers of respondents are shown as blank.]

opportunities the most commonly cited reasons. For UNBC respondents, approximately one-half refer to a lack of career opportunities, somewhat higher than the overall sample and likely connected to the higher percentage that had graduated from Natural Resources programs. Responses from the RRU cohort also varied, but the number of individuals included in this group is below the threshold for validity.

When we examine the reasons given by program area (Table 9), we see significant variation, particularly in the three most commonly referenced reasons: changed interests (23.9 percentage point spread

between margins), lack of career opportunities (41.6 percentage point spread), and lack of practicality in courses (19.6 percentage point spread). For most program areas, the majority of their graduates spoke of either changed interests or a lack of career opportunities (or both). The exceptions are Computing Science, for whom the largest percentage of graduates spoke equally of their courses lacking practicality/not applying to the 'real world' and changed interests (31.6% for each factor), and Fine and Performing Arts, whose graduates also referred to both course impracticality and lack of career opportunities.

Table 9: Reasons Respondents Would Not Select the Same Program Again (by Program)

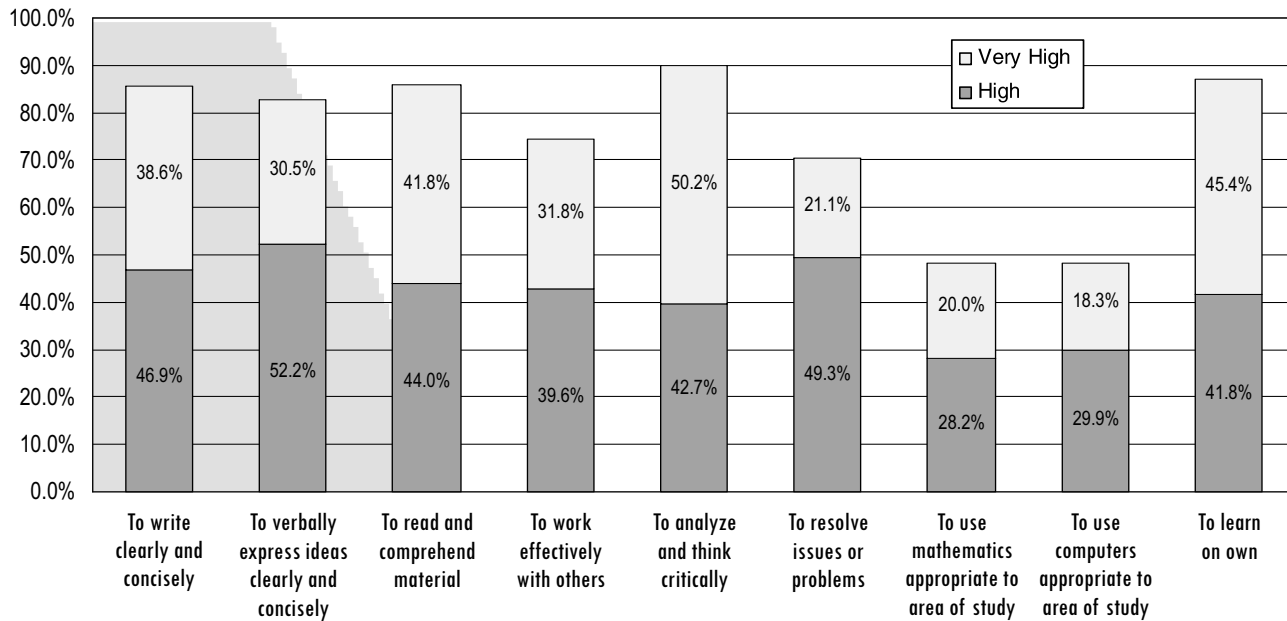
	Not enough course variety offered	Skills acquired were not very useful	Courses were poorly taught	Program was too general/not enough specialization	Courses were not practical (did not reflect/apply to the real world)	Interests have changed	Little or no career opportunities/hard to find a job	Do not agree with the grading system	Did not like institution	Other	Total (n)
Fine & Performing Arts	2.3%	3.4%	8.0%	8.0%	23.0%	14.9%	21.8%	0.0%	1.1%	17.2%	87
Computing Science	0.0%	5.3%	0.0%	10.5%	31.6%	31.6%	15.8%	0.0%	0.0%	5.3%	19
Engineering	0.0%	0.0%	4.8%	7.1%	19.0%	33.3%	26.2%	0.0%	0.0%	9.5%	42
Education	2.0%	2.0%	5.4%	5.4%	19.0%	13.6%	23.1%	2.0%	1.4%	25.9%	147
Law	0.0%	8.0%	8.0%	8.0%	4.0%	32.0%	4.0%	0.0%	0.0%	36.0%	25
Health Professions	0.0%	5.1%	6.8%	6.8%	18.6%	30.5%	6.8%	0.0%	0.0%	25.4%	59
Health, Fitness & Kinesiology	0.0%	1.7%	0.0%	10.3%	20.7%	25.9%	31.0%	0.0%	1.7%	8.6%	58
Business	1.1%	0.0%	3.2%	14.9%	16.0%	33.0%	10.6%	1.1%	0.0%	20.2%	80
Natural Resources	0.0%	2.5%	2.5%	3.8%	12.7%	21.5%	45.6%	0.0%	0.0%	11.4%	79
Social Sciences	1.3%	2.0%	1.3%	9.4%	21.9%	21.9%	31.4%	0.2%	0.7%	10.0%	608
Humanities	1.1%	6.7%	0.6%	14.0%	23.5%	19.0%	24.0%	0.0%	0.6%	10.6%	179
Life Sciences	1.3%	1.7%	0.9%	8.3%	17.5%	27.5%	31.0%	0.0%	1.3%	10.5%	229
Physical Sciences	0.0%	0.0%	1.6%	0.0%	16.1%	35.5%	32.3%	0.0%	0.0%	14.5%	62
Total	1.1%	2.5%	2.4%	8.9%	19.9%	23.3%	27.3%	0.3%	0.7%	13.8%	1,674

C. Skill Development

Survey participants were asked to rate the degree to which their university experience helped them to develop a range of skills. As seen in Figure 12, the particular skills most enhanced were individuals' ability to analyze and think critically (89.8% rated "high" or

"very high"), to learn on their own (87.1%), to read and comprehend material (85.8%), and to write clearly and concisely (85.6%). The skills least well developed were respondents' ability to use mathematics and computers appropriate to their area of study (48.2% respectively rated "high" or "very high").

Figure 12: Percentage of Respondents for whom University had a High or Very High Effect on Development of the Following Skills:



V. Formal Post-Secondary Education or Training Since Graduation

Since completing their baccalaureate degrees, 60.7% of the sample have participated in some form of formal post-secondary education or training (Figure 13). This percentage has fluctuated substantially with the last three cohorts surveyed at five-years out (68.5% of 1993 graduates; 89.6% of 1996 graduates; and now 60.7% of 1998 graduates), likely connected in part to wording changes to the question which may have influenced results. Of the 60.7% of 1998 graduates who had taken further education, 35.1% were enrolled at the time of the survey, the majority of whom were studying full-time

(54.0%). As shown in Figure 13, these results vary somewhat by university, with a 20.2 percentage point spread between the RRU respondents and those from UBC.

If we examine participation in further education by program area, we can again see some differentiation (Figure 14). At the high end, approximately 75-80% of graduates from Health, Fitness and Kinesiology; Physical Sciences; and Life Sciences had participated in further education, compared to approximately 32% from Computing Science and Law. Reasons for this variation aren't indicated in the data.

Respondents were asked to characterize the type of further education or training they have taken since graduation (Table 12). The largest grouping had been or were currently enrolled in Masters degree programs (29.0%), followed by undergraduate degrees (22.0%).

Figure 13: Participation in Formal Post-Secondary Education or Training Since Graduation (By University)

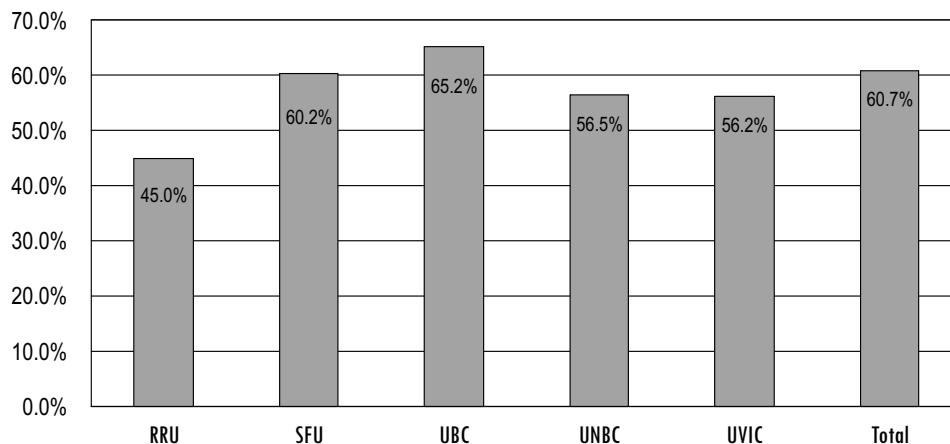


Table 10: Full-Time or Part-Time Enrollment in Formal Post-Secondary Education or Training (by University, for Respondents Currently Enrolled)

	RRU	SFU	UBC	UNBC	UVIC	Total	RRU	SFU	UBC	UNBC	UVIC	Total
Full-time	9	131	268	17	213	638	52.9%	44.3%	54.7%	47.2%	62.3%	54.0%
Part-time	8	165	222	19	129	543	47.1%	55.7%	45.3%	52.8%	37.7%	46.0%
Total	17	296	490	36	342	1,181	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

An examination of this question by program area (Table 13) highlights the different professional development which typifies various career paths. For example, teachers in the BC educational system receive higher compensation for additional education, so it's not surprising that 43.4% of the Education respondents were enrolled in or had taken Masters degree programs. In comparison, only 18.4% of Business graduates had undertaken Masters degree programs, while 50.2% of this group had pursued professional asso-

ciation certification. If we examine programs with the largest numbers of graduates (Social Sciences, Humanities and Life Sciences), we observe a much more evenly distributed range of further education types being pursued by respondents.

For those individuals who had taken formal education or training within the five-year period following graduation, most described their university program as having prepared them "well" (46.1%) or "very well" (42.1%) (Figure 15).

Figure 14: Participation in Formal Post-Secondary Education or Training Since Graduation (by Program Area)

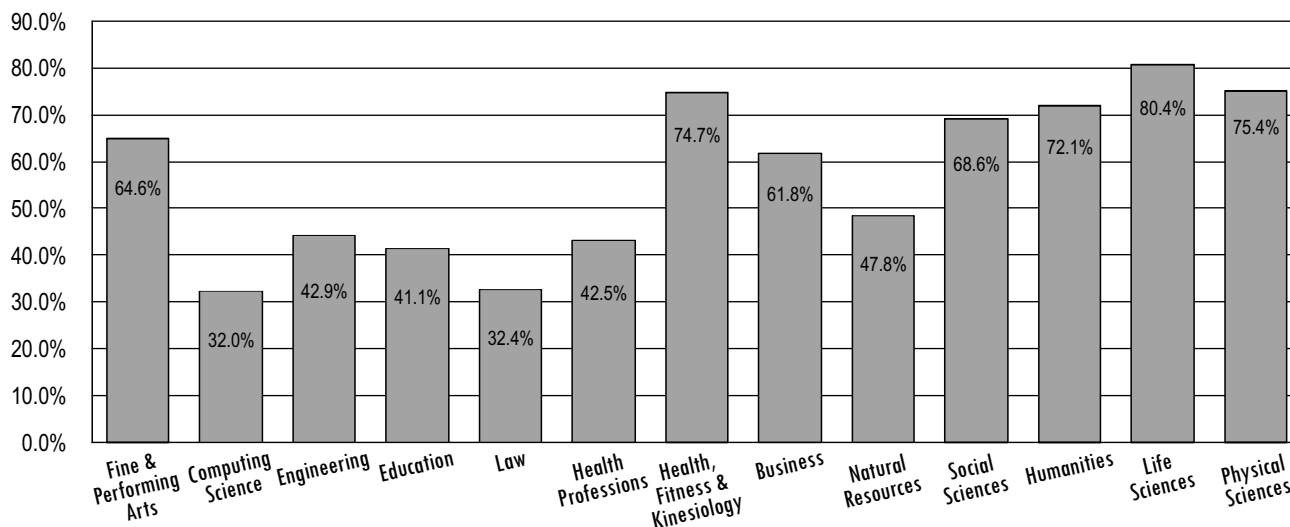


Table 11: Full-Time or Part-Time Enrollment in Formal Post-Secondary Education or Training (by Program, for Respondents Currently Enrolled)

	Full-time	Part-time	Total	Full-Time	Part-Time
Fine & Performing Arts	32	16	48	66.7%	33.3%
Computing Science	4	5	9	44.4%	55.6%
Engineering	14	23	37	37.8%	62.2%
Education	39	71	110	35.5%	64.5%
Law	4	7	11	36.4%	63.6%
Health Professions	19	34	53	35.8%	64.2%
Health, Fitness & Kinesiology	30	16	46	65.2%	34.8%
Business	33	82	115	28.7%	71.3%
Natural Resources	21	14	35	60.0%	40.0%
Social Sciences	205	161	366	56.0%	44.0%
Humanities	71	67	138	51.4%	48.6%
Life Sciences	126	29	155	81.3%	18.7%
Physical Sciences	40	18	58	69.0%	31.0%
Total	638	543	1,181	54.0%	46.0%

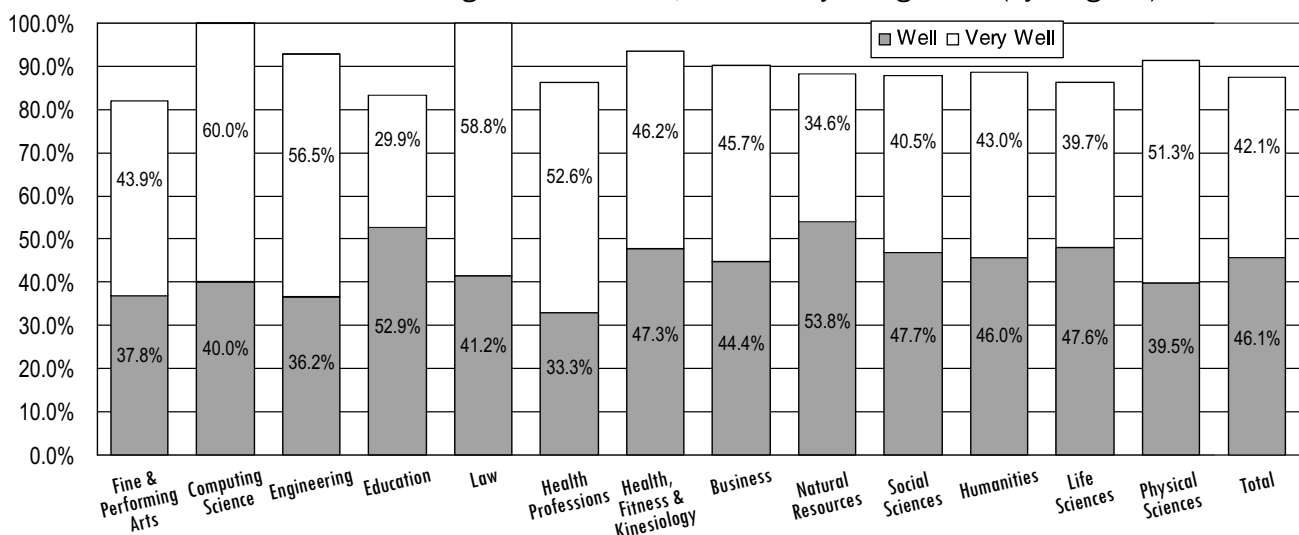
Table 12: Types of Formal Post-Secondary Education or Training Taken Since Graduation (by University)

	RRU	SFU	UBC	UNBC	UVIC	Total	RRU	SFU	UBC	UNBC	UVIC	Total
Undergraduate degree	2	182	386	18	154	742	5.6%	20.4%	26.5%	16.5%	17.5%	22.0%
Masters degree	13	239	407	36	282	977	36.1%	26.9%	27.9%	33.0%	32.0%	29.0%
Doctoral degree	1	36	80	4	55	176	2.8%	4.0%	5.5%	3.7%	6.2%	5.2%
Applied program certification	9	156	236	15	156	572	25.0%	17.5%	16.2%	13.8%	17.7%	17.0%
Professional Association Certification	9	201	223	25	160	618	25.0%	22.6%	15.3%	22.9%	18.1%	18.3%
Other (Specify)	2	76	125	11	75	289	5.6%	8.5%	8.6%	10.1%	8.5%	8.6%
Total	36	890	1,457	109	882	3,374	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 13: Types of Formal Post-Secondary Education or Training Taken Since Graduation (by Program)

	Undergraduate degree	Masters degree	Doctoral degree	Applied program certification	Professional Association Certification	Other Specify	Total
Fine & Performing Arts	24.8%	28.8%	3.3%	20.3%	7.8%	15.0%	153
Computing Science	0.0%	30.8%	7.7%	30.8%	15.4%	15.4%	39
Engineering	4.7%	55.1%	6.5%	14.0%	8.4%	11.2%	107
Education	12.5%	43.4%	0.3%	10.8%	12.2%	20.7%	295
Law	2.1%	34.0%	2.1%	10.6%	34.0%	17.0%	47
Health Professions	5.6%	30.4%	1.2%	33.5%	21.1%	8.1%	161
Health, Fitness & Kinesiology	45.2%	27.0%	4.0%	9.5%	10.3%	4.0%	126
Business	8.6%	18.4%	1.3%	16.5%	50.2%	5.1%	315
Natural Resources	21.2%	36.5%	3.5%	20.0%	11.8%	7.1%	85
Social Sciences	24.3%	28.1%	4.3%	18.4%	17.2%	7.6%	1,052
Humanities	27.5%	30.3%	3.5%	15.7%	15.0%	8.1%	459
Life Sciences	33.2%	21.2%	13.9%	15.4%	12.7%	3.7%	410
Physical Sciences	25.6%	19.2%	21.6%	10.4%	17.6%	5.6%	125
Total	22.0%	29.0%	5.2%	17.0%	18.3%	8.6%	3,374

Figure 15: Percentage of Students Whose University Program Prepared them “Well” or “Very Well” for the Degree Taken Since, or Currently Being Taken (by Program)



VI. Education Financing and Debt

The ways in which students finance their education, and the amount of debt they incur as a result, have a profound effect on their overall university experience. As policymakers, we have to continue to monitor the various components of student financing and debt, not only from an access perspective, but also for its effects on student outcomes

and perceptions of their university experience.

As seen in Figures 16, the primary funding sources utilized by the 1998 respondents were employment (31.7%), student loans (26.8%), and family and friends (25.6%). This result is very similar to the 1996 graduate cohort surveyed in 2001 (Figure 17), with a slight shift away from using personal savings and employment as a primary funding sources, and increased reliance on family/friends and student loans.

Figure 16: Primary Funding Source for Respondents (Overall)

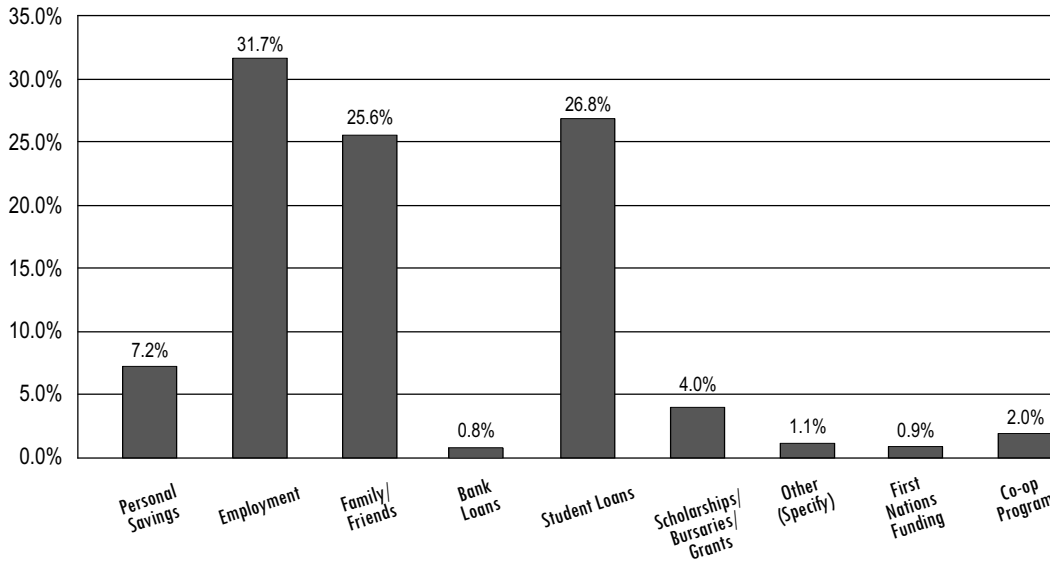
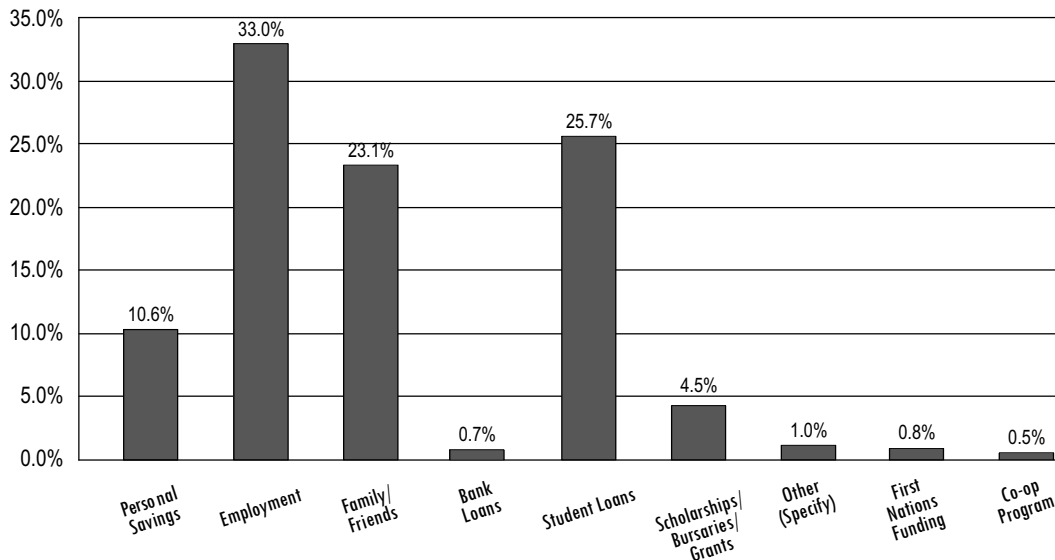


Figure 17: Primary Funding Source for Respondents (1996 Graduates in 2001, Overall)



Less than one-half of the individuals surveyed had incurred some debt in order to pay for their bachelors' degree (Figure 18), the median amount of those with debt being \$16,000. As shown in Figure 19, relatively few respondents accrued debt beyond \$40,000.

For those individuals with debt, 90.0% had utilized government-sponsored student loans. The largest grouping had incurred \$10,000-\$19,999 of this type of debt (median \$16,000 for those with student loan debt) (Table 14).

Figure 18: Financial Debt Incurred to Pay for Bachelors Degree

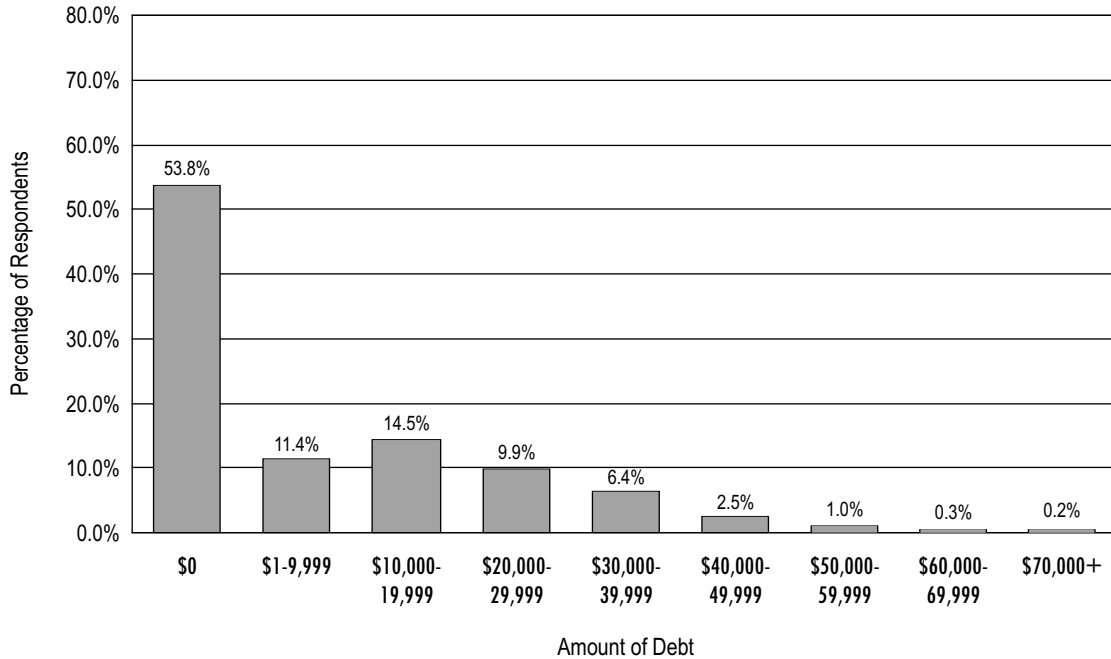
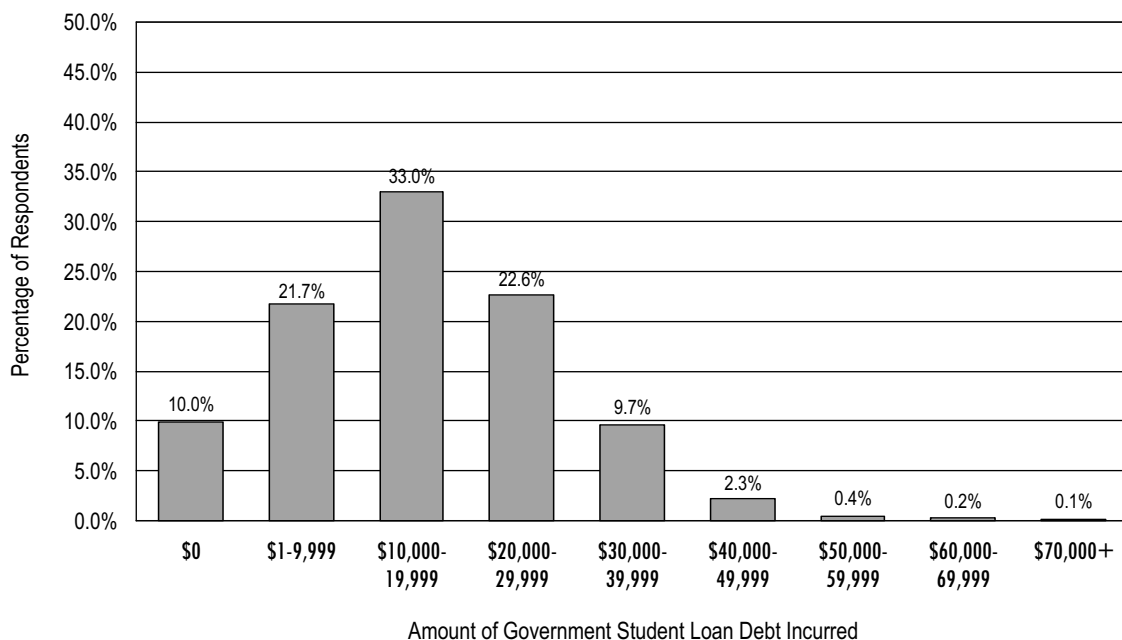


Figure 19: Amount of Government-Sponsored Student Loan Debt Incurred (Overall)



Despite fairly substantial debt loads, Figure 20 highlights the fact that most respondents have been able to pay back significant portions of their student loans, with 40.3% having no remaining government-sponsored student loan debt after five years (median amount remaining \$4,500).

Figure 21 shows some of the differences among the universities with respect to overall debt, student loan debt and repayment after five years. Looking at the entire respondent pool, we see that 34.8% have incurred \$10,000 or more in debt as a result of their university education and 30.8% the same amount in government-sponsored student loan debt. After five years, 12.0% of the entire respondent pool have \$10,000 or more in government-sponsored student loan debt remaining. There is considerable variation for

Table 14: Median Amounts of Overall Debt, Government-Sponsored Student Loan Debt, and Student Loan Debt Remaining (Overall, by Gender)

	93 in 98	96 in 01	98 in 03
overall debt (>=\$1) med	12,500	16,000	16,000
male	13,000	15,000	16,000
female	13,000	17,000	16,000
student loan debt (>=\$1) med	13,000		16,000
male	12,000		15,000
female	13,500		16,000
student loan debt to repay med	7,000		4,500
male	8,000		4,500
female	8,000		4,700

[Note: The missing data is the result of variation in questions by survey year.]

all three categories by university, although it appears that debt repayment has a positive progression for graduates from all universities.

Figure 20: Amount of Government-Sponsored Student Loan Debt from 1998 Program Remaining

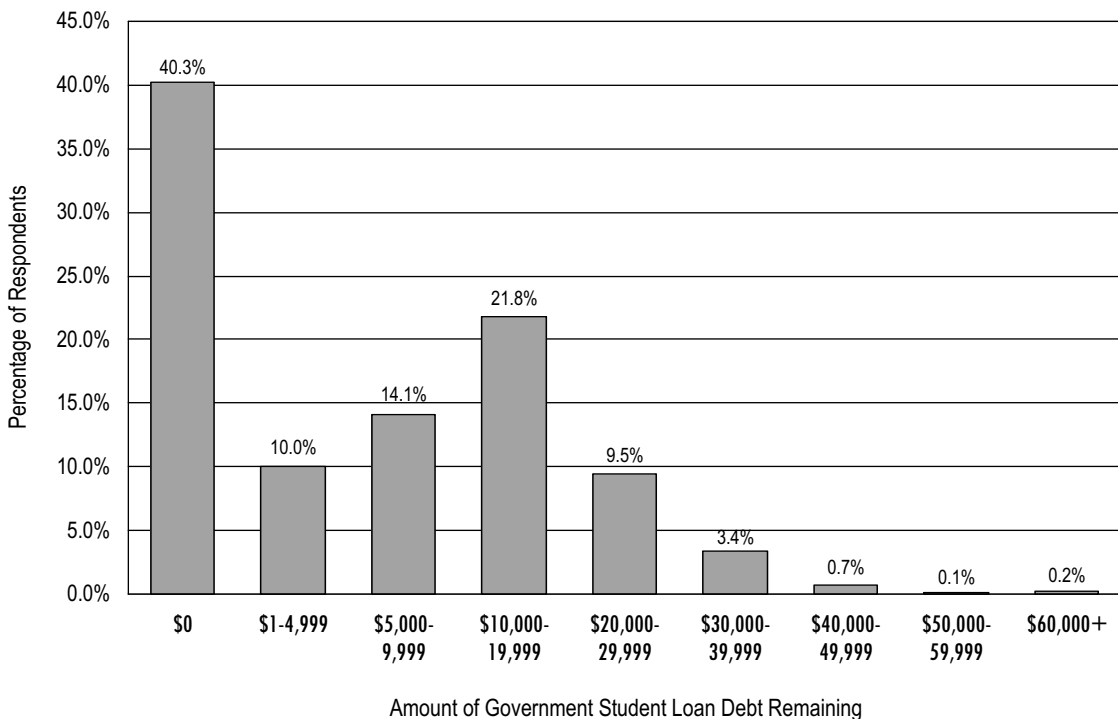
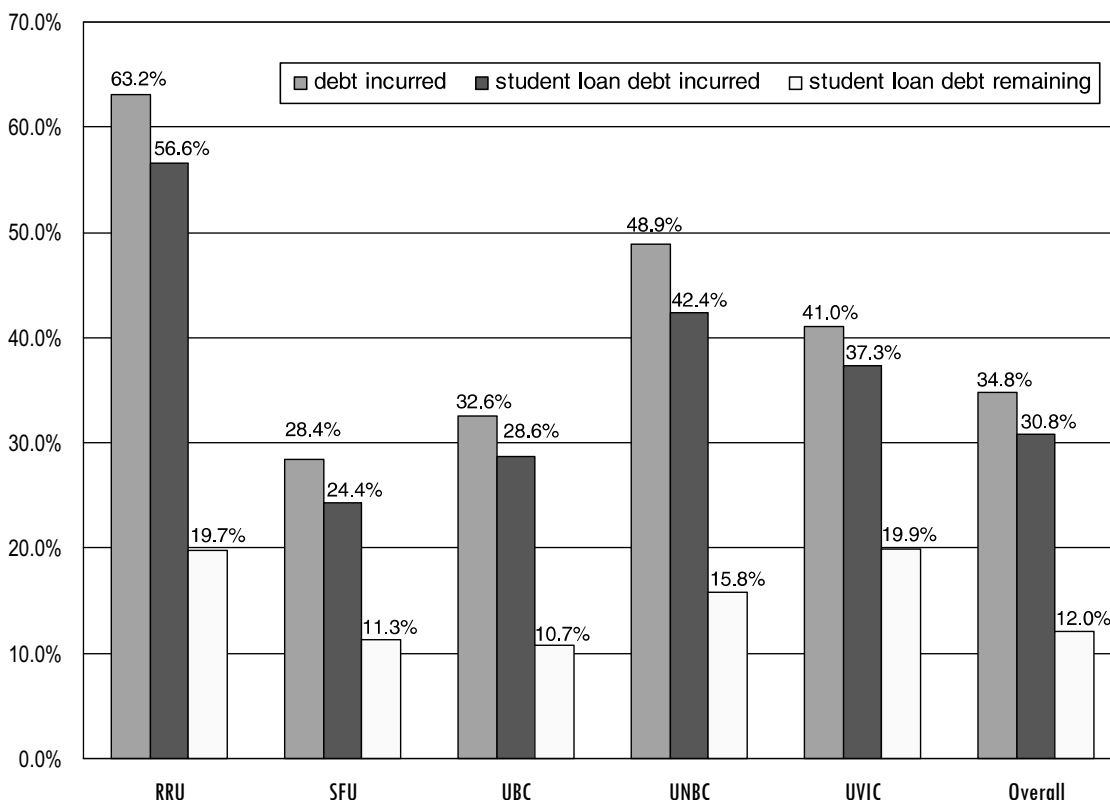


Figure 21: Comparison of Percentage of Overall Respondent Pool Who Have: (A) Incurred \$10,000 or more in Debt (B) Incurred \$10,000 or more in Student Loan Debt (C) Have \$10,000 or more in Student Loan Debt Remaining in 2003 (by University and Overall)



VII. Labour Market Outcomes

A. Unemployment

A central component in assessing the success of a university education is the ability of graduates to find employment. Overall, the unemployment rate for this survey group in 2003 was 3.6%, with a 3.7 percentage point spread between the universities with the lowest (RRU: 1.3%) and highest (UNBC: 5.0%) unemployment rates (Table 15). However,

respondents from all five universities were experiencing unemployment rates significantly lower than the 2003 BC unemployment rate of 8.1% (<http://www.statcan.ca/>). Respondents' unemployment rates also varied somewhat by program area. Notably, those individuals who had graduated from Law, Health Professions, Computing Science and Education were enjoying very low rates of unemployment (1.8% or lower), compared to graduates of Fine and Performing Arts (5.6%).

If we examine the unemployment rates for those 1998 graduates who responded to both

the 2000 and 2003 surveys (Figure 22), we find minimal to no change in their unemployment rates. In 2000, two years after graduation, this sub-group had an overall unemployment rate of 3.3%, increasing by only 0.1 percentage point to 3.4% in 2003. To some extent, variation among universities reflects local economic conditions as well as the mix of programs offered by each university.

Table 16 highlights the reasons respondents provide for their lack of employment with over one-third indicating that they are going to school full-time (37.4%). The next most common reasons cited are being on a leave of absence from their job (11.1%) and caring for children full-time (10.5%). Only 5.7% spoke of an inability to find work, and 0.5% of a lack of skills for the job they want. However, the results are quite different when we look only at the smaller group of respondents who were not working at the time of the survey, but who had actively sought work in the preceding four-week period (Table 17). A greater proportion speak of reasons related to job loss (14.1%), an inability to find work (15.7%), or having been laid off temporarily (10.1%). Likewise, comparatively fewer reference caring for children (2.5%) or attending school full-time (18.7%).

Table 15: Unemployment Rates (by University, Program, and Overall)

	(A) Working	(B) Not Working But Looking	(C) Not Working and Not Looking	Unemployment Rate = B/(A+B)
RRU	76	1	3	1.3%
SFU	1,309	39	132	2.9%
UBC	1,963	70	213	3.4%
UNBC	170	9	14	5.0%
UVic	1,334	61	175	4.4%
Fine & Performing Arts	201	12	23	5.6%
Computing Science	117	2	6	1.7%
Engineering	227	9	18	3.8%
Education	650	12	58	1.8%
Law	134	1	10	0.7%
Health Professions	352	6	24	1.7%
Health, Fitness & Kinesiology	154	5	11	3.1%
Business	465	18	28	3.7%
Natural Resources	153	7	18	4.4%
Social Sciences	1,333	62	140	4.4%
Humanities	532	24	81	4.3%
Life Sciences	396	16	97	3.9%
Physical Sciences	138	6	23	4.2%
Overall	4,852	180	537	3.6%

Figure 22: Unemployment Rates (by University, Comparing 1998 Graduates in 2000 and 2003)

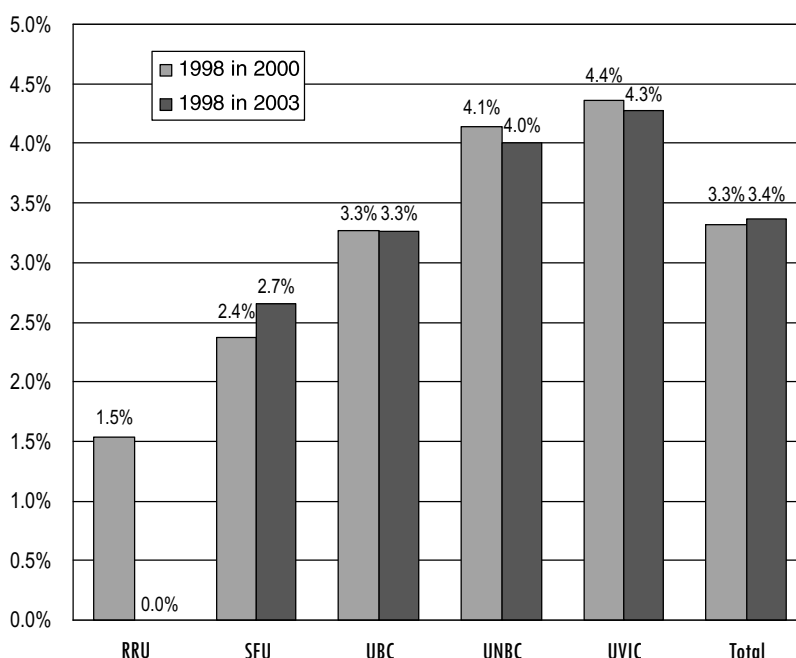


Table 16: Main Reason Respondents Not Employed (All Not Working Respondents, by University)

	RRU	SFU	UBC	UNBC	UVIC	Total		RRU	SFU	UBC	UNBC	UVIC	Total
Permanently unable to work (illness or disability)		12	6		11	30		6.7%	2.0%			4.5%	4.0%
Temporary or seasonal layoff		7	9		6	25		3.9%	3.0%			2.4%	3.3%
Lost or quit job		9	9		16	36		5.1%	3.0%			6.5%	4.8%
Business conditions (cannot find work/lack of suitable ops)		7	26		10	43		3.9%	8.7%			4.0%	5.7%
Going to school full-time		45	136		93	282		25.3%	45.5%			37.7%	37.4%
Caring for children full-time		26	25		25	79		14.6%	8.4%			10.1%	10.5%
Going to school part-time						11							1.5%
Other personal or family responsibilities		12	10		17	40		6.7%	3.3%			6.9%	5.3%
Personal preference			10		6	20			3.3%			2.4%	2.7%
Retired					5	11						2.0%	1.5%
On a leave of absence from job		28	29	5	21	84		15.7%	9.7%	21.7%		8.5%	11.1%
Lack of skills for the job that I want													0.5%
Just finished school		5	8			17		2.8%	2.7%				2.3%
Recently returned to Canada...			5		8	16			1.7%			3.2%	2.1%
Awaiting work visa													0.5%
Other		12	19		18	52		6.7%	6.4%			7.3%	6.9%
Total	7	178	299	23	247	754		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 17: Main Reason Respondents Not Employed (Not Working but Actively Looking, by University)

	RRU	SFU	UBC	UNBC	UVIC	Total		RRU	SFU	UBC	UNBC	UVIC	Total
Temporary or seasonal layoff		6	6		6	20		14.0%	8.1%			8.7%	10.1%
Lost or quit job		7	6		13	28		16.3%	8.1%			18.8%	14.1%
Business conditions (cannot find work/lack of suitable ops)			19		8	31				25.7%		11.6%	15.7%
Going to school full-time		6	13		16	37		14.0%	17.6%			23.2%	18.7%
Caring for children full-time						5							2.5%
Going to school part-time						5							2.5%
Other personal or family responsibilities						7							3.5%
Personal preference						7							3.5%
On a leave of absence from job													
Lack of skills for the job that I want													
Just finished school						15							7.6%
Recently returned to Canada					5	9						7.2%	4.5%
Other		6	11		9	29		14.0%	14.9%			13.0%	14.6%
Total		43	74	9	69	198		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B. Employment Characteristics

Employment can be defined by a variety of characteristics, including whether a person is paid by a company or self-employed, if that individual works full-time (30+ hours/week) or part-time, and the number of jobs a person holds. Moreover, the connection between an individual's job and his/her educational background is an important post-secondary outcome.

As shown in Figure 23, 87.2% of those survey respondents who are working are paid employees, while 8.3% self-employed. These

percentages are relatively consistent across program areas, with some exceptions. For example, a far greater percentage of the Fine and Performing Arts graduates were self-employed at the time of the survey (23.1%), compared to a very small percentage of Education graduates (1.7%).

Most of the “employed” respondents are working at a single job (85.7%), although the results highlight some of the variation among career areas (Figure 24). For example, far more Fine and Performing Arts graduates hold more than one job (32.7%, compared to 14.3% of the overall group), as do graduates

Figure 23: Paid Worker or Self-Employed (by Program Area)

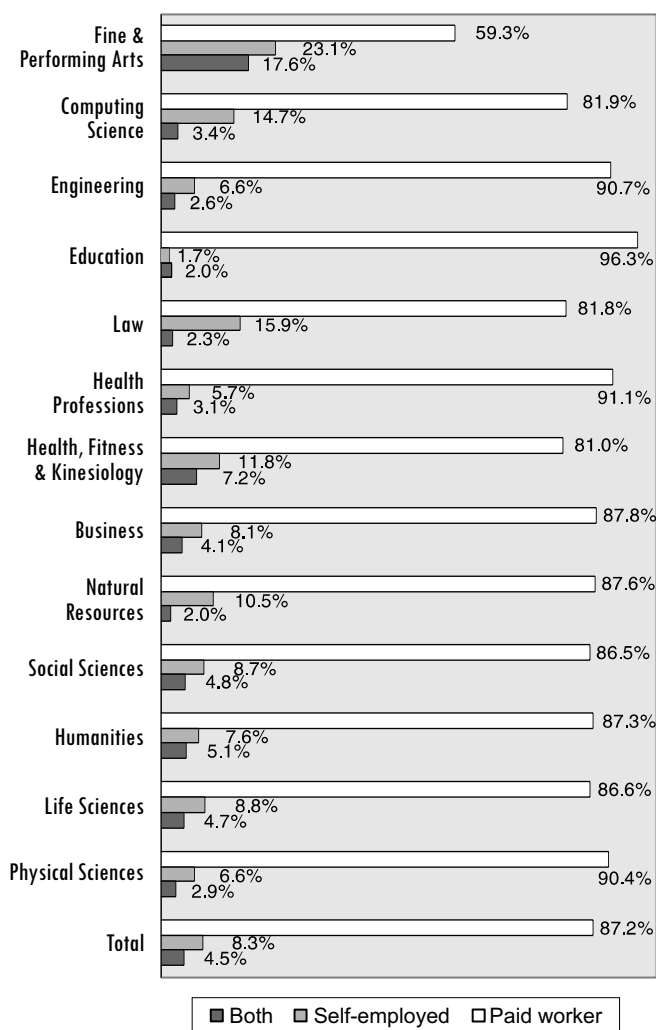
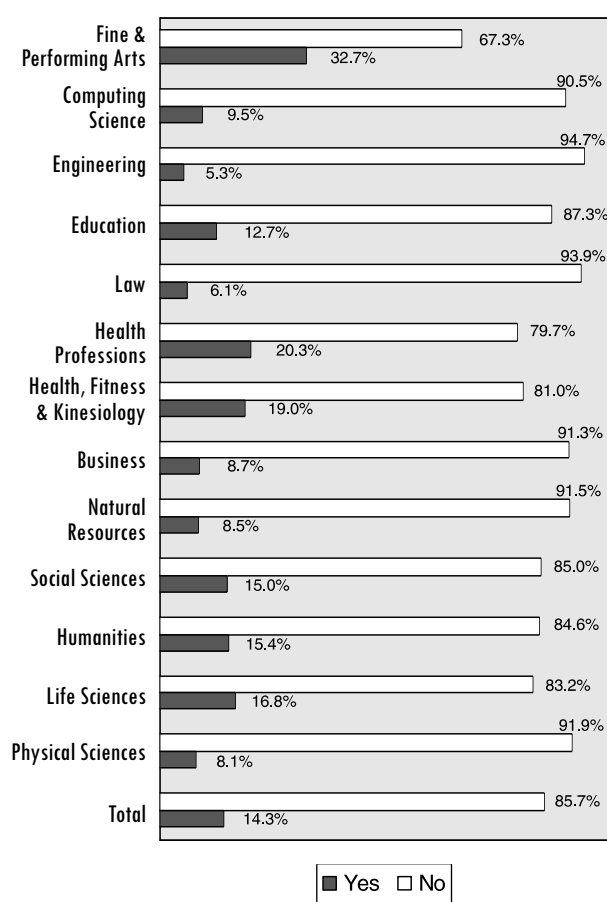


Figure 24: Employment at More than One Job/Business (by Program)



from the Health Professions (20.3%) and Health, Fitness and Kinesiology (19.0%), albeit to a lesser extent. In contrast, almost all the Engineering and Law graduates who responded to the survey are working at one job (94.7% and 93.9% respectively).

As part of the survey, participants were also asked to indicate the number of hours they work at their primary job per week (Table 18). The largest grouping works 40-49 hours/week (38.5%), with an overall mean of 40.3 hours. As we might expect, the Law

graduates are the most likely commit high numbers of hours to their work (60.8% at 50 hours or more/week; mean of 51.0 hours/week) – no other group of graduates appears close to this time commitment. In contrast, 8.4% of those who had graduated from Health Professions work 50 hours or more/week (mean of 36.6 hours/week). Interestingly, the mean number of hours for respondents from all program areas exceeds the “standard” 30-hour work week.

Table 18: Number of Hours/Week Respondent Works at Main Job (by Program)

	1 to 9	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 +	Total
Fine & Performing Arts	3.1%	8.3%	15.1%	20.8%	35.9%	9.4%	4.7%	2.6%	100.0%
Computing Science	0.0%	2.6%	1.7%	17.4%	52.2%	16.5%	5.2%	4.3%	100.0%
Engineering	0.0%	0.4%	0.0%	12.4%	57.1%	22.1%	5.3%	2.7%	100.0%
Education	1.1%	4.1%	10.0%	17.9%	36.9%	21.6%	7.0%	1.4%	100.0%
Law	0.0%	1.5%	2.3%	7.7%	27.7%	31.5%	20.0%	9.2%	100.0%
Health Professions	1.2%	3.7%	8.6%	45.2%	32.9%	6.9%	1.2%	0.3%	100.0%
Health, Fitness & Kinesiology	1.3%	3.3%	10.6%	24.5%	36.4%	15.9%	3.3%	4.6%	100.0%
Business	0.2%	0.9%	2.4%	19.5%	44.6%	23.4%	7.2%	1.8%	100.0%
Natural Resources	1.3%	2.0%	2.0%	24.5%	43.7%	21.2%	4.0%	1.3%	100.0%
Social Sciences	1.5%	5.1%	7.6%	31.1%	35.5%	13.0%	4.6%	1.5%	100.0%
Humanities	1.2%	7.6%	11.8%	20.0%	36.3%	16.9%	5.0%	1.2%	100.0%
Life Sciences	2.1%	3.7%	7.6%	22.7%	39.4%	12.3%	6.0%	6.3%	100.0%
Physical Sciences	4.4%	0.7%	5.2%	23.0%	42.2%	13.3%	3.7%	7.4%	100.0%
Total	1.3%	4.1%	7.5%	24.4%	38.5%	16.5%	5.5%	2.4%	100.0%

Table 19: Mean and Median Hours of Work/Week at Primary Job (by Program)

	Mean	Median
Fine and Performing Arts	36.4	40
Computing Science	43.6	40
Engineering	44.8	44.5
Education	40.4	40
Law	51.0	50
Health Professions	36.6	38
Health, Fitness and Kinesiology	40.7	40
Business	43.9	40
Natural Resources	42.2	40
Social Sciences	38.6	40
Humanities	38.3	40

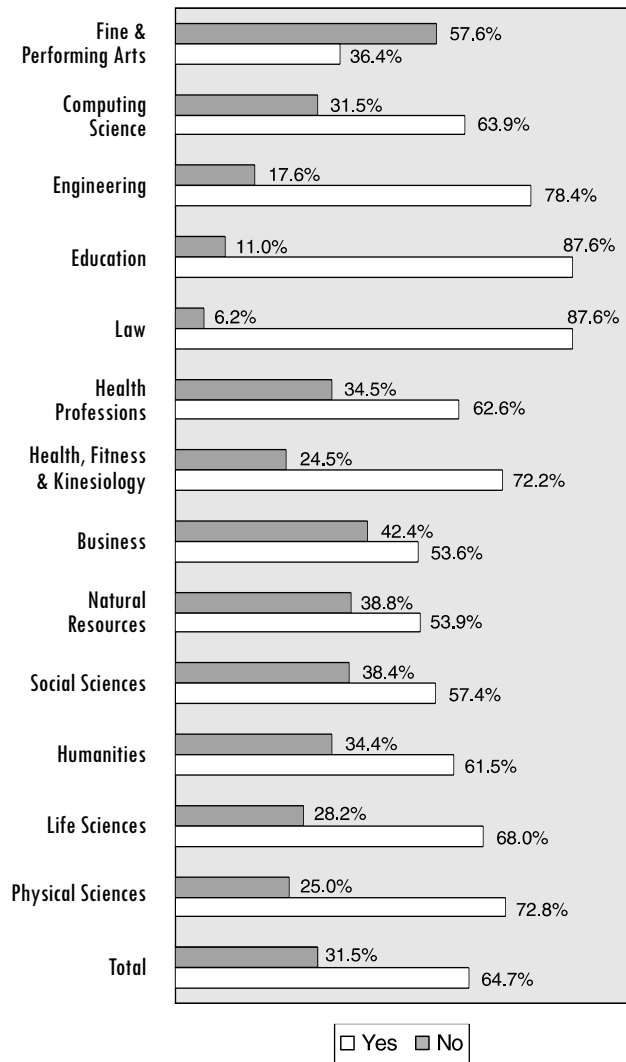
C. Job Skills

Anecdotal evidence suggests that many university graduates find themselves in jobs unrelated to the degree programs they've completed. In the case of the 1998 cohort, 64.7% of the survey respondents indicate that they are in a primary job for which their employer requires a bachelor's degree. The range in response to this question by program area is immense, with a 51.2 percentage point spread between respondents from Fine and Performing Arts (36.4% replied affirmatively) and Law and Education (87.6% replied affirmatively).

If we compare the requirement of bachelors' degrees by graduate cohort, we see essentially no difference between the 1993 (63.8% require bachelors' degree) (Figure 25), 1996 (64.3%) and 1998 (64.7%) cohorts. This consistency is somewhat surprising in view of the common perception that increasing numbers of jobs are requiring higher levels of education. One explanation may be that more job seekers are required to have bachelors' degrees to obtain jobs that, in their view, do not actually require the degree to perform.

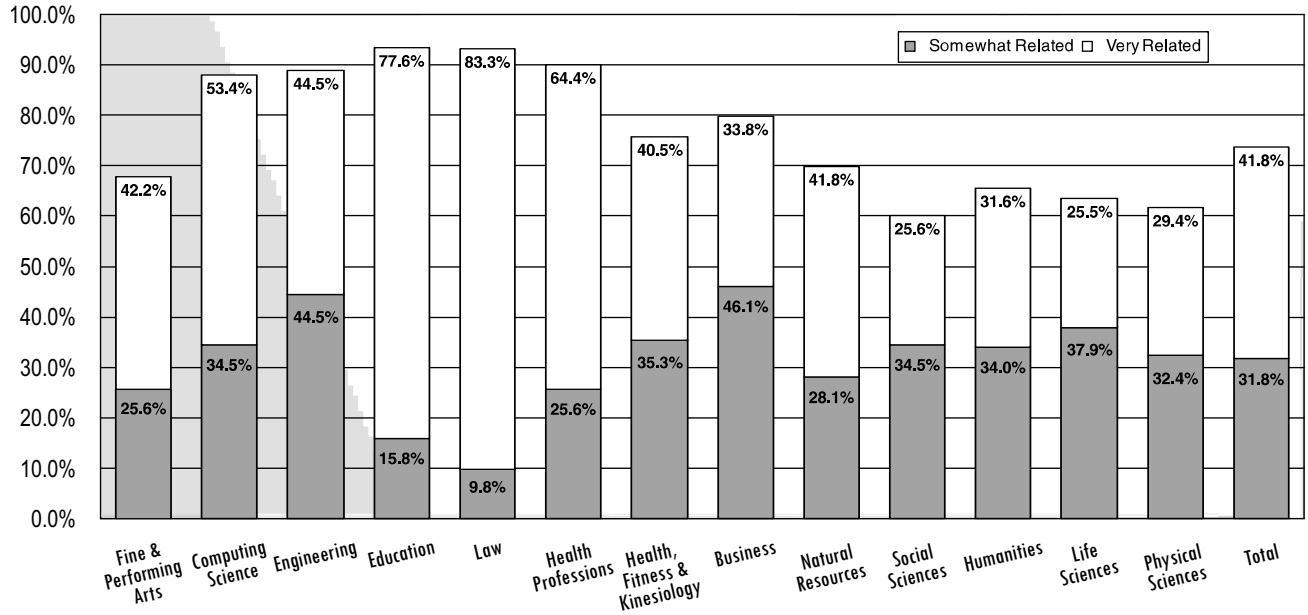
Despite many respondents' perceived lack of need for a degree to perform their jobs, the majority do see a connection between their university program and job. As shown in Figure 26, 73.6% of respondents state that their primary jobs are either "somewhat related" (31.8%) or "very related" (41.8%), almost identical to the response give by the 1996 cohort in 2001 (note: the 1993 in 1998 survey question for this item is worded differently and the results, therefore, difficult

Figure 25: Does Employer Require Employee to Have a Bachelor's Degree to Perform Main Job? (by Program)



to compare). As we might expect, Education and Law, the two programs with the highest percentage of graduates stating their primary job requires a degree, also have the greatest percentage of respondents who feel their jobs and baccalaureate degrees are "very related" (77.6% and 83.3% respectively).

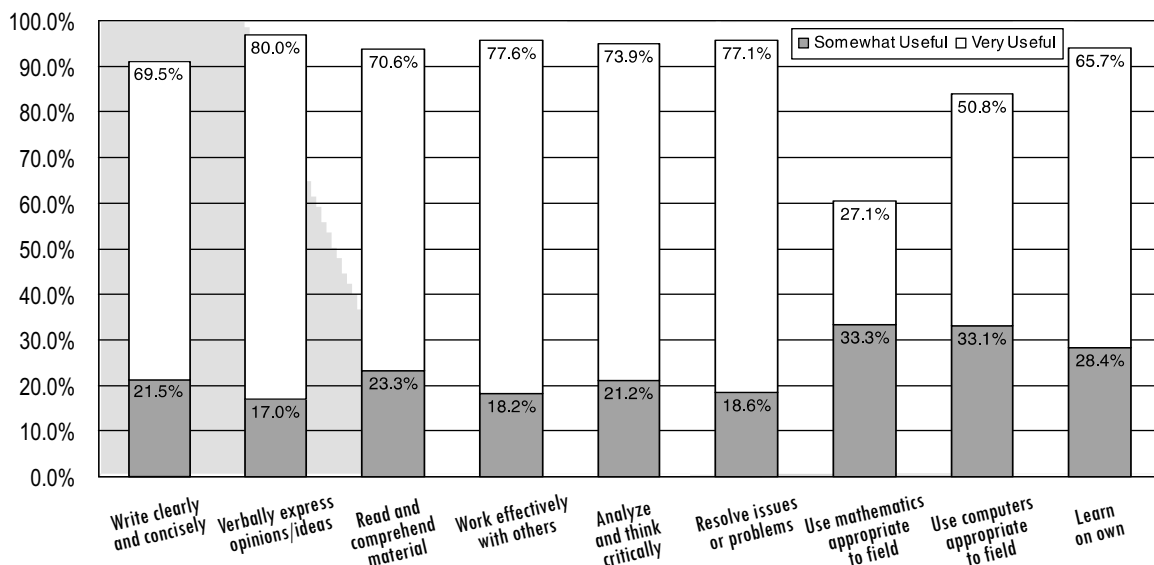
Figure 26: Relatedness of Respondents' Main Job to Program He/She Graduated from at University (By Program)



Respondents were also asked to consider the overall usefulness of a range of skills in their ability to carry out their main job. As Figure 27 shows, virtually all skills identified were described as either “somewhat useful” or “very useful,” with the ability to verbally express opinions and ideas being the highest

rated (97.0% rated as “somewhat useful” or “very useful”), followed by work effectively with others (95.8%) and resolve issues or problems (95.7%). Comparatively, only ability in mathematics was described as being of limited use.

Figure 27: Overall Usefulness of Skills to Respondent in Doing His/Her Main Job



As shown in Table 20, 89.8% felt that the knowledge, skills and abilities acquired in their baccalaureate program were somewhat useful/very useful in their work, and 82.4% in their daily life. When we consider the percentage of respondents responding “very

useful” in their work, it's interesting to note that the percentage of graduates from Law and the Health Professions is approximately 20 percentage points higher than those of other program areas.

Table 20: Usefulness of Knowledge, Skills and Abilities Acquired During University in Respondents’ Work and Day-to-Day Life (by Program)

	<i>Usefulness in Work</i>		<i>Usefulness in Day-to-Day Life</i>	
	<i>Somewhat Useful</i>	<i>Very Useful</i>	<i>Somewhat Useful</i>	<i>Very Useful</i>
Fine & Performing Arts	43.2%	41.7%	51.3%	32.2%
Computing Science	47.4%	46.6%	56.0%	17.2%
Engineering	52.9%	41.9%	56.8%	10.1%
Education	44.7%	49.2%	56.7%	24.8%
Law	32.6%	62.1%	61.4%	21.2%
Health Professions	37.0%	59.0%	54.3%	32.9%
Health, Fitness & Kinesiology	52.3%	41.2%	56.2%	30.7%
Business	51.7%	40.0%	59.5%	21.4%
Natural Resources	45.1%	45.1%	57.5%	24.2%
Social Sciences	47.4%	40.5%	56.0%	32.7%
Humanities	42.2%	46.2%	49.2%	35.0%
Life Sciences	45.6%	35.6%	52.5%	17.1%
Physical Sciences	41.9%	40.4%	60.3%	14.0%
Total	45.6%	44.2%	55.4%	26.9%

D. Connectedness of Employment Skills and University Training

Higher educators have long grappled with the question of connectedness between the knowledge and skills students acquire through their studies and their work lives beyond university. The data from this survey is particularly useful in helping us examine this question. When looking at the skills graduates use in their work lives beyond university, it seems fitting to look at how well

they feel these skills were developed in their academic studies. Table 21 highlights those respondents for whom each noted skill is “somewhat useful” or “very useful” in their primary job, and compares this to the extent to which that particular skill was developed as part of their university baccalaureate program.

The results demonstrate two trends. Firstly, there are some skills, such as abilities in writing and verbal expression, which are highly utilized in respondents' jobs regardless of the extent to which those skills were devel-

Table 21: Percentage of Respondents Who Have Found the Noted Skill “Somewhat Useful” or “Very Useful” in Their Work, Compared to the Extent of Development of That Skill in Their University Baccalaureate Program

	Extent of Skill Development					Correlation (using Kendall's tau-b)
	No Skill Develop- ment	Very Low	Low	High	Very High	
Ability to write clearly and concisely	100.0%	82.8%	84.5%	91.1%	93.2%	0.130
Ability to verbally express ideas or opinions	90.0%	90.5%	94.5%	97.0%	98.7%	0.137
Ability to read and comprehend material	86.2%	87.7%	89.0%	93.3%	96.1%	0.175
Ability to work effectively with others	92.3%	88.2%	91.4%	96.5%	98.5%	0.189
Ability to analyze and think critically	88.9%	82.4%	87.9%	94.6%	97.2%	0.184
Ability to resolve issues or problems	85.2%	91.5%	92.1%	96.8%	98.3%	0.123
Ability to use mathematics appropriate to field of work	67.5%	41.8%	51.8%	70.7%	81.2%	0.268
Ability to use computers appropriate to field of work	78.5%	73.1%	80.1%	90.1%	95.6%	0.225
Ability to learn on own	96.2%	83.1%	87.7%	93.7%	96.2%	0.214

oped in university. For these skills, there is a lower correlation between the skill use and skill development as indicated by Kendall's tau-b. Secondly, there are skills such as the ability to use mathematics and computers for which there appears to be more of a correlation between utilization in work and the extent to which the skill was developed in university. This dichotomy is best seen when we compare writing and mathematics skill development. With writing, very high percentages of those who felt that they had “no” or “very low” development of this skill in university still found it “somewhat useful/very useful” in their job. In comparison, much lower percentages of respondents for whom mathematics is “somewhat useful/very useful” in their job have “no” or “very low” development of this skill in university. Therefore, we can hypothesize that students who plan to enter careers/jobs where mathe-

matics and/or computer use is necessary for job success obtain the skill development as part of their curriculum. As such, mathematics can be described as a *curricular-specific* skill, while other skills, such as writing, can be described as *cross-curriculum* skills. Indeed, when we examine math skill development and utilization by program area (Tables 22 and 23 respectively), it's clear that graduates from those programs which typically have a more extensive mathematics component within the curriculum are more likely to describe this skills as having been highly developed in university and useful their jobs. It's also worth noting that the group of respondents from Business had a fairly high and consistent rating of mathematics skill development and job usefulness, while the Life Sciences group described a fairly high development of this skill but a much lower rating of usefulness in their jobs.

Table 22: Percentage of Respondents Who Feel that their University Program had a “High/Very High” Effect on the Development of the Following Skills (by Program)

	Write Clearly and Concisely	Verbally Express Opinions/Ideas	Read and Comprehend Material	Work Effectively with Others	Analyze and Think Critically	Resolve Issues or Problems	Use Mathematics Appropriate to Area of Study	Use Computers Appropriate to Area of Study	Learn on Own
Fine & Performing Arts	85.6%	86.1%	86.1%	76.7%	88.6%	71.5%	20.8%	31.4%	89.5%
Computing Science	76.0%	71.2%	84.8%	77.6%	95.2%	80.0%	86.4%	93.6%	92.8%
Engineering	81.4%	69.3%	85.0%	81.5%	93.7%	79.1%	85.8%	75.2%	90.2%
Education	73.8%	78.5%	69.3%	78.5%	82.5%	62.3%	41.9%	31.5%	78.2%
Law	85.5%	80.0%	89.6%	53.8%	93.1%	80.7%	9.0%	55.9%	82.8%
Health Professions	85.3%	87.1%	89.8%	83.2%	91.6%	79.3%	54.7%	36.1%	89.5%
Health, Fitness & Kinesiology	85.3%	84.1%	87.6%	81.8%	85.8%	70.4%	52.4%	50.0%	89.4%
Business	88.5%	85.9%	87.3%	89.4%	89.0%	75.0%	72.4%	74.0%	85.9%
Natural Resources	88.8%	82.0%	89.3%	87.1%	89.3%	76.4%	65.7%	70.8%	89.9%
Social Sciences	90.2%	86.8%	89.6%	69.0%	92.2%	68.9%	37.7%	44.6%	88.9%
Humanities	93.2%	87.7%	88.4%	66.7%	90.9%	65.7%	18.7%	33.2%	87.7%
Life Sciences	81.2%	75.4%	87.8%	68.6%	88.2%	68.0%	72.9%	50.4%	87.6%
Physical Sciences	80.2%	74.7%	86.2%	69.9%	91.0%	73.5%	83.2%	68.3%	89.8%
Total	85.6%	82.8%	85.8%	74.5%	89.8%	70.4%	48.2%	48.2%	87.1%

Table 23: Percentage of Respondents Who Feel the Following Skills/Abilities are "Somewhat Useful/Very Useful" In Doing Their Main Job (by Program)

	Write Clearly and Concisely	Verbally Express Opinions/Ideas	Read and Comprehend Material	Work Effectively with Others	Analyze and Think Critically	Resolve Issues or Problems	Use Mathematics Appropriate to Area of Study	Use Computers Appropriate to Area of Study	Learn on Own
Fine & Performing Arts	80.6%	94.9%	81.3%	93.4%	86.9%	92.4%	46.4%	74.5%	88.4%
Computing Science	90.5%	96.6%	94.8%	95.7%	99.1%	99.1%	58.6%	97.4%	99.1%
Engineering	96.0%	97.8%	96.0%	96.5%	97.4%	96.9%	73.0%	93.0%	96.0%
Education	96.0%	98.5%	97.4%	98.6%	97.4%	97.7%	75.7%	83.7%	96.8%
Law	98.5%	98.5%	100.0%	93.9%	99.2%	97.0%	30.2%	80.3%	97.0%
Health Professions	92.0%	98.6%	97.4%	98.9%	98.3%	97.1%	65.0%	80.1%	95.7%
Health, Fitness & Kinesiology	91.5%	98.7%	90.2%	99.3%	94.1%	98.0%	52.9%	84.3%	94.7%
Business	90.0%	96.5%	90.8%	94.5%	94.1%	96.5%	73.3%	91.0%	92.8%
Natural Resources	93.5%	97.4%	95.4%	97.4%	94.8%	95.4%	67.8%	90.8%	94.8%
Social Sciences	90.8%	96.1%	93.0%	93.8%	94.0%	94.1%	51.0%	82.3%	92.8%
Humanities	89.9%	96.4%	94.9%	95.4%	93.5%	95.6%	53.2%	80.8%	93.5%
Life Sciences	86.3%	96.4%	93.5%	96.4%	95.6%	94.1%	61.3%	82.7%	93.3%
Physical Sciences	84.6%	97.8%	93.4%	94.9%	97.8%	94.9%	75.7%	85.3%	93.4%
Total	91.0%	97.0%	93.8%	95.8%	95.1%	95.7%	60.4%	83.9%	94.0%

E. Occupational Types and Skill Levels

As part of the survey analysis, participants' primary jobs were categorized within a matrix of five skill levels, ranging from laboring and elemental occupations to management occupations. After five years, most were in occupations that fall within the “professional” categorization (67.7%), followed by “technical,

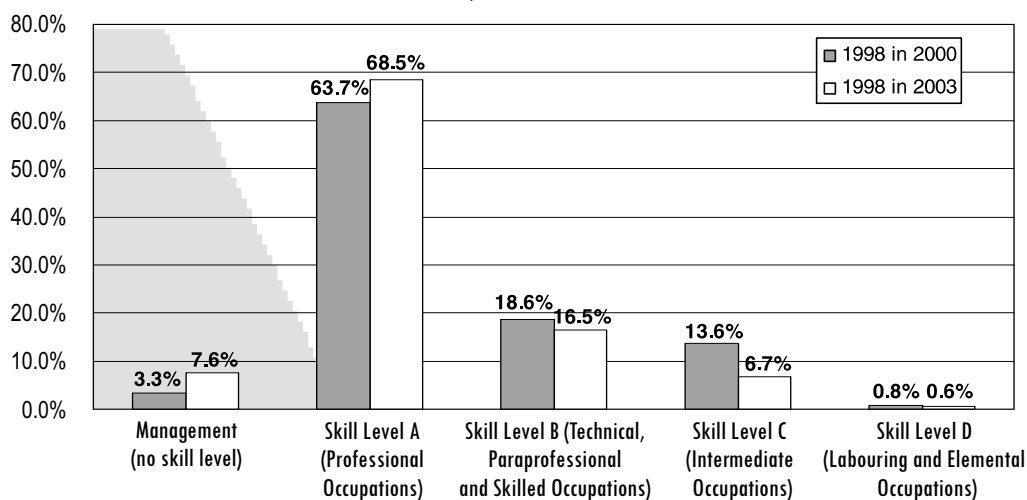
paraprofessional and skilled professions” (16.8%) (Table 24).

When we compare the skill level classifications for respondents in 2000 and 2003, we see a shift of approximately nine percentage points of graduates out of the “lower” skill level occupations into the “professional” and “management” categories (Figure 28).

Table 24: Skill Level of Respondent's Primary Job (by Program)

	Management (no skill level)	Skill Level A (Professional Occupations)	Skill Level B (Technical, Paraprofessional and Skilled Occupations)	Skill Level C (Intermediate Occupations)	Skill Level D (Labouring and Elemental Occupations)	Total
Fine & Performing Arts	5.1%	50.0%	28.3%	16.2%	0.5%	100.0%
Computing Science	8.6%	81.9%	7.8%	0.9%	0.9%	100.0%
Engineering	6.6%	84.6%	6.6%	2.2%	0.0%	100.0%
Education	2.9%	92.0%	3.7%	1.2%	0.2%	100.0%
Law	2.3%	96.2%	1.5%	0.0%	0.0%	100.0%
Health Professions	6.0%	86.5%	6.3%	1.1%	0.0%	100.0%
Health, Fitness & Kinesiology	6.5%	67.3%	19.6%	5.9%	0.7%	100.0%
Business	24.5%	47.3%	19.0%	9.0%	0.2%	100.0%
Natural Resources	10.5%	56.9%	25.5%	7.2%	0.0%	100.0%
Social Sciences	7.8%	56.1%	24.5%	10.6%	1.0%	100.0%
Humanities	8.6%	64.0%	15.6%	10.5%	1.3%	100.0%
Life Sciences	3.6%	65.4%	24.8%	5.7%	0.5%	100.0%
Physical Sciences	3.0%	75.6%	17.0%	4.4%	0.0%	100.0%
Total	8.0%	67.7%	16.8%	7.0%	0.6%	100.0%

Figure 28: Skill Level of Graduate's Jobs (Comparison of 1998 Graduates in 2000 and 2003)



[Note: this figure includes only those 1998 graduates who responded to both the 2000 and 2003 surveys]

As shown in Table 25, 42.9% of the overall “employed” respondent group held primary jobs in the social sciences, education and/or government services.

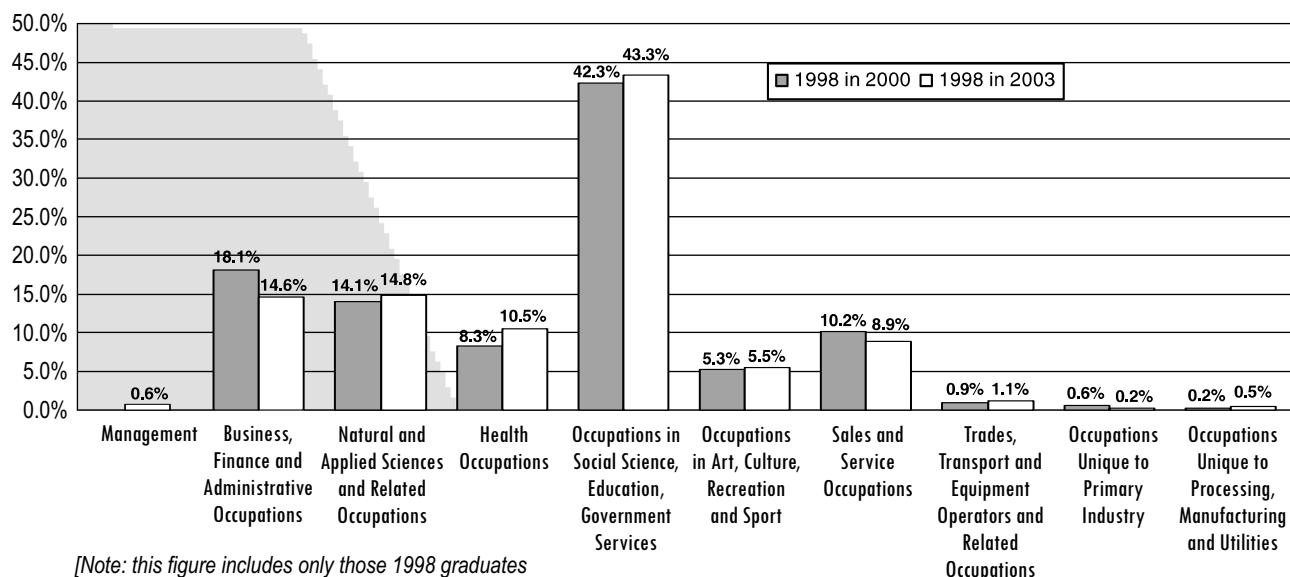
A comparison of skill type over time shows very little overall movement in graduates' jobs. Just under one-half held social sci-

ences, education, and/or government services positions, increasing by one percentage point between 2000 and 2003. The greatest shift has been out of business, finance and administrative occupations, declining by 3.5 percentage points (Figure 29).

Table 25: Skill Type of Respondent's Primary Job (by Program)

	Management	Business, Finance and Administrative Occupations	Natural and Applied Sciences and Related Occupations	Health Occupations	Occupations in Social Science, Education, Government Services	Occupations in Art, Culture, Recreation and Sport	Sales and Service Occupations	Trades, Transport and Equipment Operators and Related Occupations	Occupations Unique to Primary Industry	Occupations Unique to Processing, Manufacturing and Utilities
Fine & Performing Arts	0.5%	12.1%	3.5%	2.0%	24.7%	39.9%	13.6%	3.0%	0.0%	0.5%
Computing Science	2.6%	1.7%	87.9%	0.0%	1.7%	0.0%	5.2%	0.0%	0.0%	0.9%
Engineering	0.0%	4.0%	87.2%	0.4%	2.6%	0.4%	3.1%	0.4%	0.9%	0.9%
Education	0.0%	1.4%	0.6%	2.0%	92.9%	0.5%	2.0%	0.5%	0.0%	0.2%
Law	0.0%	4.5%	0.8%	0.8%	90.9%	3.0%	0.0%	0.0%	0.0%	0.0%
Health Professions	0.3%	0.9%	2.6%	84.2%	7.7%	0.9%	3.4%	0.0%	0.0%	0.0%
Health, Fitness & Kinesiology	0.0%	9.2%	3.9%	16.3%	53.6%	5.9%	9.8%	0.7%	0.7%	0.0%
Business	2.2%	57.8%	10.1%	0.7%	8.5%	0.7%	17.7%	0.9%	0.4%	1.1%
Natural Resources	2.6%	11.8%	46.4%	2.6%	25.5%	1.3%	5.2%	1.3%	0.7%	2.6%
Social Sciences	0.6%	18.0%	7.1%	2.8%	50.1%	6.1%	13.8%	1.2%	0.2%	0.0%
Humanities	1.3%	12.8%	3.2%	3.0%	52.2%	12.8%	10.9%	2.5%	0.2%	1.1%
Life Sciences	0.3%	6.5%	26.1%	24.3%	30.0%	2.6%	7.2%	2.3%	0.5%	0.3%
Physical Sciences	0.0%	16.3%	34.8%	6.7%	31.1%	2.2%	4.4%	3.7%	0.0%	0.7%
Total	0.7%	14.6%	14.6%	10.4%	42.9%	5.5%	9.2%	1.3%	0.2%	0.5%

Figure 29: Skill Type of Graduate's Jobs (Comparison of 1998 Graduates in 2000 and 2003)



F. Employment Earnings

As found in other studies of university graduates, these survey results demonstrate the favourable effects of a university degree on employment income. Five years after graduation, the 1998 cohort is earning a mean income of \$53,721 (including only those graduates working full-time, and excluding those earning above \$200,000). As we might expect, there is significant variation by program area, with Law graduates earning the highest mean annual salary (\$86,341), followed quite distantly by Computing Science graduates (\$71,506). At the low end of the scale is Fine and Performing Arts graduates (\$41,367). A comparison by gender also reveals a wide gap, with males earning over \$10,000 more annually than their female counterparts.

Comparing mean salaries for the 1998 graduates over time (Table 27), we see a 27.1% increase overall. However, when we examine this change by gender, we see a significant disparity in both the level of mean salary (males earning over \$11,000 more than their female counterparts in 2003), as well as a higher percentage increase by males in the three-year period (29% increase, compared to 25% for females) (Table 26).

Table 26: Mean and Median Annual Salaries by Program Area (includes only those respondents employed full-time, and earning \$200,000 or less) (by Program, Gender, and Overall), \$

	Mean	Median
Fine and Performing Arts	41,367	38,000
Computing Science	71,506	63,000
Engineering	67,562	62,000
Education	46,680	47,000
Law	86,341	80,000
Health Professions	64,380	60,320
Health, Fitness and Kinesiology	48,253	45,000
Business	61,627	55,000
Natural Resources	50,567	48,861
Social Sciences	48,641	45,000
Humanities	50,035	45,000
Life Sciences	49,772	46,000
Physical Sciences	51,782	48,000
Male	59,936	53,000
Female	49,319	47,000
Overall	53,721	50,000

Table 27: Mean and Median Incomes for Respondents in 2000 and 2003 (includes only those respondents who participated in both surveys, employed full-time, and earning \$200,000 or less), \$

		1998 in 2000	1998 in 2003	Percentage Increase
Male	Mean	47,931	61,873	29.0%
	Median	44,000	55,000	25.0%
Female	Mean	40,380	50,523	25.0%
	Median	38,485	48,000	25.0%
Overall	Mean	43594	55389	27.1%
	Median	40000	50000	25.0%

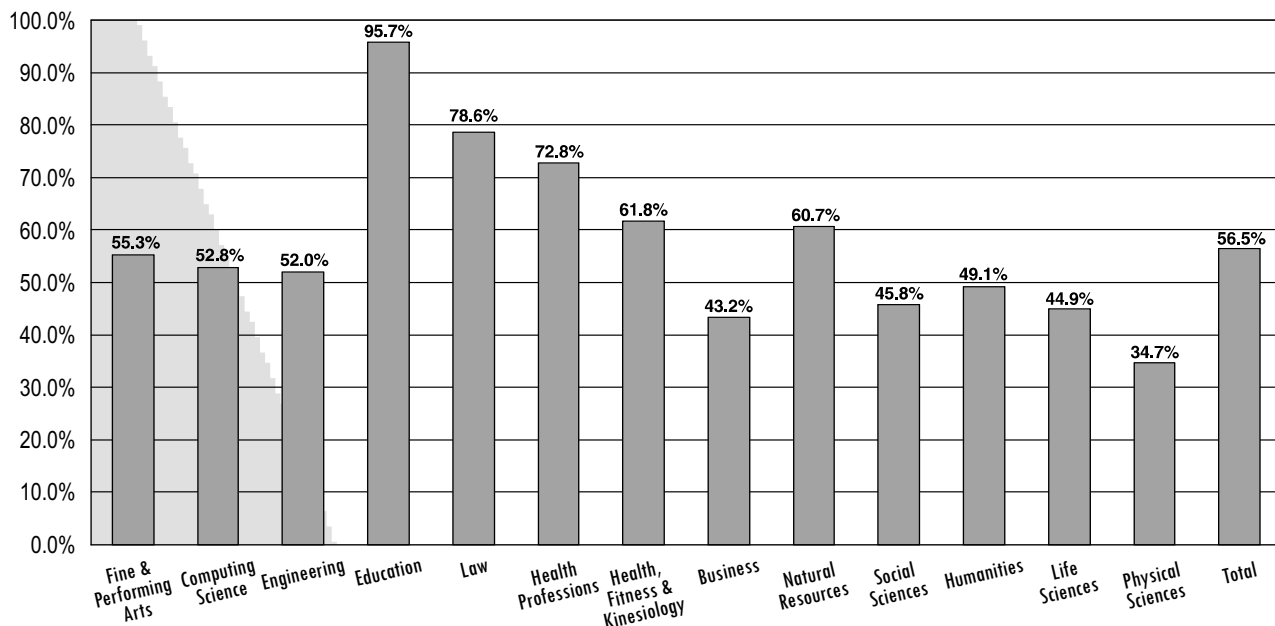
VIII. Career Transitions

As part of a special section included in the 2003 survey of 1998 graduates, participants were asked a series of questions related to their transition “into” and “out of” university. As we might expect, the majority came into their baccalaureate program having completed only high school (59.4%), with some students having already completed university-level courses in a college transfer program (14.1%), and others a university degree (13.6%). Comparing program areas, almost all had approximately 10%-20% of respondents with some university-transfer courses completed at a college. Those from Law and Education were the most likely to have already completed a baccalaureate degree (83.4% and 61.1% for those from each program respectively), as we'd expect in view of the pre-requisite requirements for admission to these programs. When asked about their employment background, over

half (55.9%) indicated that they had worked in some capacity prior to beginning their university program, the largest grouping having held “one or more unsatisfying jobs” (29.0%). Almost an equal percentage stated that they had “never been employed on a steady basis” (28.2%).

As shown in Figure 30, over one-half of the respondents stated that they had a specific career or employment goal in mind when they began their program (56.5%). There is a 61.0 percentage point spread by program area on this question, with graduates from Education being the most likely to have had a specific goal (95.7%) and those from the Physical Sciences the least likely (34.7%). Responses to this question also varied somewhat by university, with the SFU (61.8%) and UNBC (60.1%) graduates the most likely to state that they had a specific career or employment goal, and RRU (48.8%) and UBC (53.5%) the least likely.

Figure 30: Percentage of Respondents who had a Specific Career Goal in Mind when Beginning Program (by Program)



Individuals were divided on whether they had explored a variety of disciplines at university before deciding or confirming their choice of major, with 50.3% answering affirmatively (Table 28). As we might expect, graduates from programs with more rigid course requirements and less options were less likely to have explored a variety of disciplines (e.g., Engineering, Health Professions) compared to respondents from programs such as the Humanities or Social Sciences.

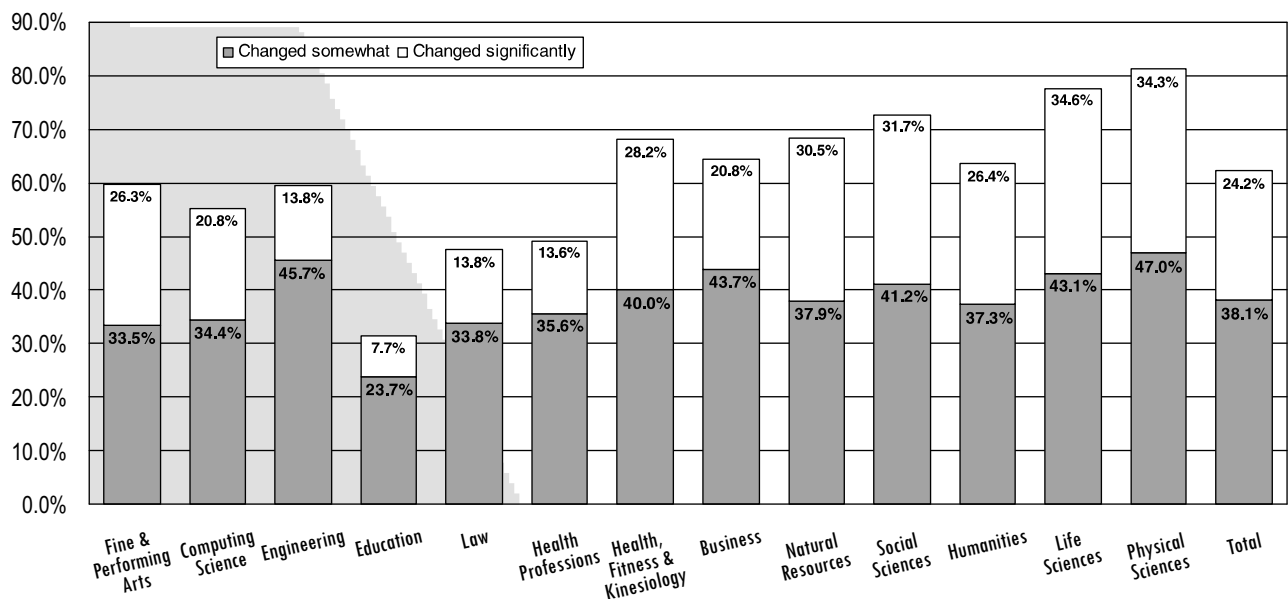
Although over one-half of those surveyed had a specific career goal in mind when they began their baccalaureate program, an even greater percentage (62.2%) state that the process of completing their degree had changed their career/employment expectations, either “somewhat” (38.1%) or “significantly” (24.2%) (Figure 31). Those respondents who completed programs typically defined as “professional” were the least likely to indicate a change (eg., Education, Law, Health Professions), contrasted most

Table 28: Did Respondent Explore a Variety of Disciplines at University Before Deciding/Confirming Choice of Major (by Program and Overall)

	NA	No	Yes	Total
Fine & Performing Arts	0.4%	59.1%	40.5%	100.0%
Computing Science	0.0%	51.2%	48.8%	100.0%
Engineering	0.4%	68.7%	31.0%	100.0%
Education	5.0%	51.3%	43.7%	100.0%
Law	21.4%	46.9%	31.7%	100.0%
Health Professions	2.1%	65.8%	32.1%	100.0%
Health, Fitness & Kinesiology	0.0%	45.3%	54.7%	100.0%
Business	3.7%	55.1%	41.2%	100.0%
Natural Resources	0.0%	47.8%	52.2%	100.0%
Social Sciences	0.2%	36.9%	62.9%	100.0%
Humanities	2.7%	36.8%	60.5%	100.0%
Life Sciences	0.4%	53.3%	46.3%	100.0%
Physical Sciences	0.0%	40.4%	59.6%	100.0%
Total	2.1%	47.6%	50.3%	100.0%

markedly by graduates from Life Sciences, Physical Sciences and Social Sciences of whom greater percentages did experience a change.

Figure 31: Did Career/Employment Expectations Change During Pursuit of Degree? (by Program)

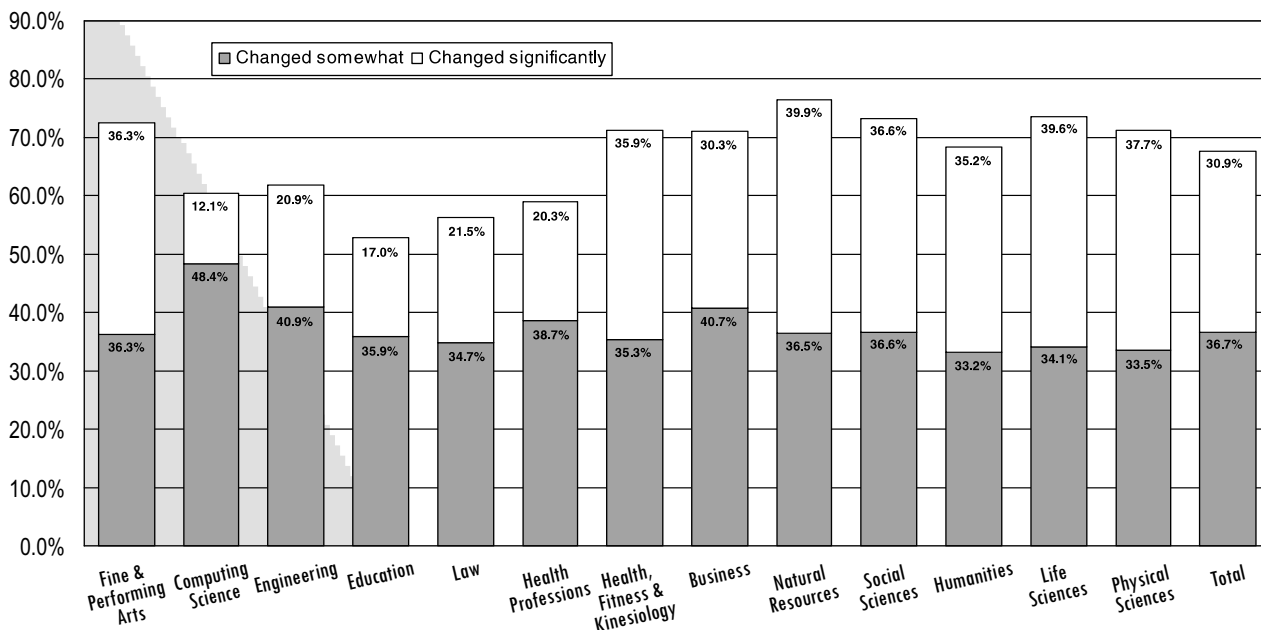


Participants were also asked to reflect on whether their career/employment expectations have changed since graduation (Figure 32). Almost two-thirds state that their plans have changed “somewhat” (36.7%) or “significantly” (30.9%). Again, this change in expectations is lowest for graduates of “professional” programs such as Education, Law, and Health Professions. In contrast, the group whose expectations have most changed since graduation are those who completed Natural Resources programs (76.4% indicating some change, “significant change” for 39.9%). One might hypothesize that the volatility of employment in the primary resource sector, the likely career path for many of these graduates, has had some effect on their change in career/employment expectations.

As with the variation observed between respondents' very high satisfaction with their university program and the lower likelihood that they would take the same program again,

we observe a similar dichotomy between career/employment expectations and program fit. Despite the fact that career/employment expectations had changed “significantly” for 24.2% of respondents during their program and for 30.9% since graduation, almost all surveyed “agreed” or “strongly agreed” that that their program had been a good fit with their own interests and strengths (94.7%, of whom one-half “strongly agreed”) (Table 29). In fact, there is very little variation on this question by program area, with a 7.5 percentage point spread separating the most positive respondents from Fine and Performing Arts and the least positive from the Life Sciences (looking at those who “agreed” and “strongly agreed” together). The high level of unanimity on program fit among the Fine and Performing Arts graduates is also interesting when we consider that they are among the groups for whom career/employment expectations have changed a great deal since graduation.

Figure 32: Have Career/Employment Expectations Changed Since Graduation? (by Program)



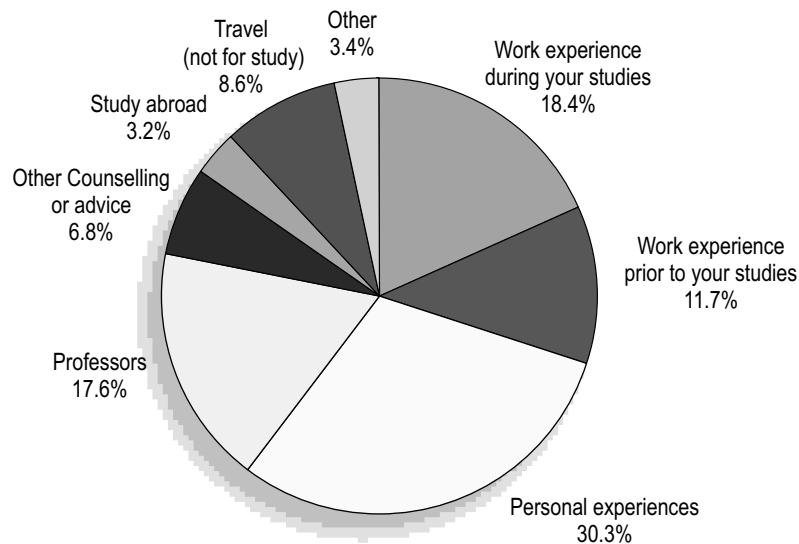
As shown in Figure 33, the factor which most influenced respondents' career and program choices is “personal experiences” (30.3%). This result demonstrates that some of the key influence on individuals' career and program choices is outside university control; however, the fact that both “work

experience during studies” and “professors” comprised about 18% of responses shows that universities can give attention to key factors affecting students programmatic and career choices, encouraging faculty-student interaction and high-quality co-operative education and internship opportunities.

Table 29: Respondents’ Level of Agreement on Whether Their Program Was a Good Fit With Their Own Interests and Strengths (by Program)

	Strongly disagree	Disagree	Agree	Strongly agree
Fine & Performing Arts	0.8%	1.7%	34.3%	63.1%
Computing Science	0.0%	1.6%	49.6%	48.8%
Engineering	0.4%	5.9%	47.2%	46.5%
Education	1.1%	3.5%	38.1%	57.3%
Law	1.4%	3.4%	47.6%	47.6%
Health Professions	0.8%	3.1%	38.5%	57.6%
Health, Fitness & Kinesiology	0.0%	4.1%	35.9%	60.0%
Business	0.8%	5.5%	53.0%	40.7%
Natural Resources	1.1%	5.1%	51.7%	42.1%
Social Sciences	0.8%	4.0%	45.7%	49.4%
Humanities	0.5%	3.3%	37.4%	58.8%
Life Sciences	0.6%	9.4%	48.6%	41.3%
Physical Sciences	1.2%	7.8%	48.8%	42.2%
Total	0.8%	4.5%	43.9%	50.8%

Figure 33: Influence of Various Factors on Respondent’s Career and Program Choices (Percentage of Total Responses)



Those surveyed were also asked to rate their success in achieving job satisfaction, employment income, and career advancement – outcomes often considered in evaluating the success of post-secondary education (Tables 30-32). Overall, the greatest percentage of graduates indicate that they have been “somewhat successful” or “very successful” in achieving job satisfaction

(82.5%), followed by opportunity to advance their career (76.8%) and employment income (72.5%). If we examine these three outcomes by program area, Fine and Performing Arts graduates stand out as the least likely to state that they've achieved success in all three areas. Conversely, the Health Professions graduates are the most likely to respond that they have been “somewhat successful” or

Table 30: Success of Respondent in Achieving: Job Satisfaction (by Program)

	Not Applicable	Not at all successful	Not very successful	Somewhat successful	Very successful	Total
Fine & Performing Arts	4.3%	5.6%	16.7%	31.8%	41.6%	100.0%
Computing Science	0.8%	0.0%	8.8%	51.2%	39.2%	100.0%
Engineering	2.0%	1.6%	7.5%	49.6%	39.4%	100.0%
Education	1.3%	2.5%	7.7%	32.5%	56.1%	100.0%
Law	1.4%	2.8%	8.3%	46.9%	40.7%	100.0%
Health Professions	0.8%	2.6%	6.0%	38.0%	52.6%	100.0%
Health, Fitness & Kinesiology	4.7%	0.6%	11.2%	30.6%	52.9%	100.0%
Business	1.8%	3.1%	11.9%	49.5%	33.7%	100.0%
Natural Resources	1.7%	3.9%	9.0%	39.9%	45.5%	100.0%
Social Sciences	2.7%	5.4%	12.0%	40.0%	40.0%	100.0%
Humanities	3.2%	6.5%	12.6%	33.6%	44.2%	100.0%
Life Sciences	8.2%	4.7%	10.2%	37.5%	39.4%	100.0%
Physical Sciences	5.4%	3.6%	9.6%	40.4%	41.0%	100.0%
Total	2.9%	4.1%	10.5%	39.0%	43.4%	100.0%

Table 31: Success of Respondent in Achieving: Employment Income (by Program)

	Not Applicable	Not at all successful	Not very successful	Somewhat successful	Very successful	Total
Fine & Performing Arts	4.3%	11.5%	25.2%	36.8%	22.2%	100.0%
Computing Science	0.8%	0.8%	10.4%	51.2%	36.8%	100.0%
Engineering	2.0%	2.8%	15.0%	39.0%	41.3%	100.0%
Education	0.8%	6.3%	17.8%	42.8%	32.3%	100.0%
Law	2.8%	2.8%	9.0%	40.7%	44.8%	100.0%
Health Professions	1.0%	2.1%	4.7%	45.4%	46.7%	100.0%
Health, Fitness & Kinesiology	4.7%	2.9%	23.5%	47.6%	21.2%	100.0%
Business	2.0%	5.1%	15.5%	51.9%	25.6%	100.0%
Natural Resources	2.2%	5.1%	16.3%	37.1%	39.3%	100.0%
Social Sciences	2.8%	8.2%	19.9%	42.5%	26.6%	100.0%
Humanities	3.3%	9.3%	21.6%	40.6%	25.2%	100.0%
Life Sciences	9.2%	8.1%	19.6%	39.7%	23.4%	100.0%
Physical Sciences	7.2%	7.2%	13.8%	46.7%	25.1%	100.0%
Total	3.1%	6.6%	17.7%	43.0%	29.6%	100.0%

“very successful” in achieving job satisfaction and employment income, and Law graduates the opportunity to advance their career. Positively, 92.8% of all respondents said that

they have been “somewhat successful” or “very successful” in achieving other personal goals aside from their job (Table 33).

Table 32: Success of Respondent in Achieving: Opportunity to Advance Career (by Program)

	Not Applicable	Not at all successful	Not very successful	Somewhat successful	Very successful	Total
Fine & Performing Arts	4.7%	8.5%	18.4%	33.8%	34.6%	100.0%
Computing Science	0.8%	0.0%	15.2%	52.8%	31.2%	100.0%
Engineering	2.4%	2.0%	12.3%	40.3%	43.1%	100.0%
Education	3.6%	6.2%	15.9%	41.1%	33.1%	100.0%
Law	2.1%	0.7%	5.5%	40.0%	51.7%	100.0%
Health Professions	1.8%	3.4%	10.5%	41.2%	43.0%	100.0%
Health, Fitness & Kinesiology	5.9%	2.4%	13.0%	43.8%	34.9%	100.0%
Business	2.2%	2.5%	11.2%	42.9%	41.3%	100.0%
Natural Resources	0.6%	1.1%	21.9%	36.0%	40.4%	100.0%
Social Sciences	2.6%	6.4%	16.5%	37.8%	36.6%	100.0%
Humanities	4.3%	9.3%	15.1%	36.9%	34.5%	100.0%
Life Sciences	6.5%	5.7%	14.1%	32.7%	41.0%	100.0%
Physical Sciences	2.4%	3.7%	13.4%	38.4%	42.1%	100.0%
Total	3.2%	5.3%	14.7%	38.8%	37.9%	100.0%

Table 33: Aside from Job, Success of Respondent in Achieving Other Personal Goals (by Program)

	Not at all successful	Not very successful	Somewhat successful	Very successful	Total
Fine & Performing Arts	1.3%	7.6%	43.2%	47.9%	100.0%
Computing Science	0.0%	12.8%	60.0%	27.2%	100.0%
Engineering	0.4%	6.3%	56.1%	37.2%	100.0%
Education	0.8%	5.3%	37.2%	56.7%	100.0%
Law	2.8%	7.0%	44.8%	45.5%	100.0%
Health Professions	0.8%	6.3%	44.6%	48.3%	100.0%
Health, Fitness & Kinesiology	0.0%	3.6%	35.3%	61.1%	100.0%
Business	1.0%	7.5%	50.2%	41.3%	100.0%
Natural Resources	0.6%	5.1%	44.9%	49.4%	100.0%
Social Sciences	0.8%	5.7%	46.5%	47.1%	100.0%
Humanities	1.4%	5.7%	42.1%	50.7%	100.0%
Life Sciences	1.0%	7.1%	44.8%	47.1%	100.0%
Physical Sciences	1.8%	8.4%	44.6%	45.2%	100.0%
Total	0.9%	6.3%	44.9%	47.8%	100.0%

IX. Experience of Aboriginal Graduates

(see Appendix A for all related tables)

Much has been written about the social and economic challenges facing members of BC's Aboriginal community. Although education is considered to be essential to improving the well-being of Aboriginal people, the reality is that very few Aboriginal students enter BC's universities, and those that do often leave before completing their degrees. As previously mentioned (Section III.E.), only 2.2% of the survey respondents identify themselves as Aboriginal (n=121). In comparison, 4.4% of BC's population identified as Aboriginal in 2001, and 5.1% of the 20-24 age group (Statistics Canada).

The greatest percentage of Aboriginal respondents had graduated from UVic (38.0%), followed by UBC (27.3%), SFU (24.8%) and UNBC (9.9%). The results clearly highlight a trend among Aboriginal students to complete certain types of programs, including Education (16.5% of Aboriginal respondents, compared to 4.6% of overall group), Law (9.1%, compared to 2.6% of overall group), and Social Sciences (39.7%, compared to 27.6% of overall group). Conversely, none of the Aboriginal participants had graduated from Engineering (compared to 12.9% of overall group). Furthermore, there are significantly more females among the Aboriginal respondents (72.7%, compared to 61.9% of overall group), they are older (84.3% aged 30 or older at the time of the survey, compared to 53.2% of overall group), and they are more evenly dispersed throughout British Columbia after graduation than are the overall survey group, with far fewer residing in the Lower Mainland/Southwest (26.1 percentage points

lower than overall group) and more in Northern BC (11.8 percentage points higher) and Vancouver Island (13.6 percentage points higher, likely connected the high percentage of Aboriginal graduates from UVic).

The survey results paint a very positive picture about the university experience and outcomes for Aboriginal persons who complete baccalaureate degrees in BC's universities. The special section of questions on transitions to and from university indicate that the Aboriginal respondents generally come to university with clear career goals (11.3 percentage points higher than overall group), and one-half indicate that their career/employment expectations did not change at all during degree completion (compared to 37.8% of overall group). When asked to evaluate their university education, the Aboriginal respondents were as equally satisfied as the overall group, with 95.8% stating that they were "satisfied" or "very satisfied" (compared to 96.7% of the overall group); in fact, more of the Aboriginal respondents stated that they were "very satisfied" (5.3 percentage points higher than overall group).

An examination of the specific skills development occurring within the educational experience (eg., writing, reading comprehension, and verbal expression) demonstrates that the Aboriginal respondents are generally equally or more positive than the overall group; one exception is the development of analytical and critical thinking skills, where the Aboriginal respondents provide a positive assessment but to a lesser extent than the overall group. Moreover, a higher percentage of the Aboriginal respondents indicate that they would select the same program again (82.9%, compared to 75.6% of the overall group). Some variation exists between the

Aboriginal respondents and the overall group with respect to reasons for not selecting the same program again, most notably a higher incidence of limited career opportunities and/or difficulty finding a job (the number of Aboriginal respondents identifying this factor is 18.0 percentage points higher than overall group).

The primary funding source most utilized by the Aboriginal respondents to pay for their education was First Nations Funding (39.7%), followed by student loans (28.1%). Interestingly, much lower percentages than the overall group relied on family/friends (22.3 percentage points lower) or employment (16.0 percentage points lower). Though well funded, a higher percentage of the Aboriginal respondents had incurred debt to pay for their education (53.6%, compared to 46.2% of the overall group). Moreover, an examination of the median amounts of debt incurred show that our Aboriginal respondents have higher overall and government student loan debt, as well as significantly more government student loan debt remaining after five years (Table 34).

Five years after graduation, the Aboriginal respondents enjoyed lower unemployment rates than the overall group (1.0 percentage point lower), with most in management or professional occupations

(81.1%, compared to 75.7% of the overall group). However, as highlighted in Table 35, both the mean and median salaries for the Aboriginal respondents working full-time are slightly lower than for the overall group, perhaps affected by the higher percentage of female respondents in this group (mean: \$51,383 for Aboriginal respondents, \$55,389 for overall group; median: \$49,500 for Aboriginal respondents, \$50,000 for overall group).

Table 34: Median Financial Debt, Government Student Loan Debt, and Government Student Loan Debt Remaining (Aboriginal Respondents and Overall Respondents (\$))

	Overall Financial Debt Incurred (>=\$1)	Government Student Loan Debt Incurred (>=\$1)	Government Student Loan Debt Remaining
Aboriginal Respondents	22,500	20,000	10,000
All Respondents	16,000	16,000	4,700

Table 35: Comparison of Mean/Median Salaries (Aboriginal Respondents and Overall Respondents (\$))

	Full-Time Employed Only		Full-Time and Part-Time Employed		Percentage Working Full-Time
	Mean	Median	Mean	Median	
Aboriginal Respondents	51,383	49,500	47,846	47,500	84.3%
All Respondents	55,389	50,000	50,009	47,000	87.1%

[Note: salaries above \$200,000/year excluded from calculation]

X. Experience of Disabled Graduates

(see Appendix B for all related tables)

As we might expect, only 3.9% of the overall respondent pool identified themselves as having a long-term physical or mental health condition limiting their daily activities. Despite, in many cases, immense challenges to obtain a baccalaureate degree and employment beyond university, these graduates reflect favourably upon their university experience and the skills obtained therein.

Among the disabled respondents, the percentage of female respondents is higher than in the overall respondent pool (72.0%, compared to 61.9% overall) and they are older (66.4% aged 30 or older at the time of the survey, compared to 53.2% overall). As with the Aboriginal sub-group, the largest percentage of disabled respondents graduated from UVic (42.1%), followed by UBC (28.5%), SFU (25.2%), UNBC (2.8%) and RRU (1.4%). The program choices of the disabled graduates are fairly diverse, though there are comparatively more in the Social Sciences and Humanities (13.9 percentage points higher than overall group) than in the science programs, and slightly more in the Health Professions (4.8 percentage points higher than overall group).

When asked to evaluate their university experience, the disabled respondents mirrored the overall group, with 96.2% indicating that they are “satisfied” or “very satisfied” and 76.1% stating that they would select the same program again. While a lack of career opportunities is the most common reason cited by those who would not select the same program again (26.2%), this is almost identical to the overall group who, one might pre-

sume, would face less difficulties finding employment. Furthermore, a higher percentage of the disabled respondents refer to a lack of specialization in their program as the reason for not making the same program choice (8.0 percentage points higher than overall group). When asked to evaluate the skill development which occurred as part of their university education, the majority of the disabled respondents speak very positively; the only areas where they are slightly less positive than the overall group is in the use of mathematics and computers.

In order to fund their baccalaureate education, the disabled graduates relied more heavily upon student loans than the overall group (32.9%, compared to 26.8% overall), followed by employment (25.8%) and family/friends (18.8%). One-half of this group incurred some debt to pay for their program (compared to 46.2% of overall group), of whom 88.8% had some government student loan debt (compared to 90.0% of overall group). Although they have incurred more debt than the overall group (Table 36), the disabled respondents have done quite well in paying off their government student loans, decreasing it on average by \$13,000 in the five-year period since graduation despite generally poorer employment success.

Table 36: Median Financial Debt, Government Student Loan Debt, and Government Student Loan Debt Remaining (Disabled Respondents and Overall Respondents (\$))

	Overall Financial Debt Incurred (>=\$1)	Government Student Loan Debt Incurred (>=\$1)	Government Student Loan Debt Remaining
Disabled Respondents	20,000	20,000	7,000
All Respondents	16,000	16,000	4,700

While their university experience may have been generally positive, as mentioned the disabled group has not fared as well as the overall respondent pool in their employment outcomes. Five years after graduation, significantly more of the disabled graduates are unemployed (8.9%, compared to 3.6% overall). Of those who are employed, less are in “management” or “professional” occupations (68.7%, compared to 75.7% overall), and both the mean and median annual salaries for those graduates working full-time are lower than the overall group (mean: \$51,148 for disabled respondents, \$55,389 for overall group; median: \$48,500 for disabled respondents, \$50,000 for overall group). Of those who are working, the amount who are self-employed is five percentage points higher than the overall group, and significantly more are employed at more than one job or business (22.7%, compared to 14.3% of overall group), not surprising in the context of self-employment.

Table 37: Comparison of Mean/Median Salaries (Disabled Respondents and Overall Respondents (\$))

	Full-Time Employed Only		Full-Time and Part-Time Employed		Percentage Working Full-Time
	Mean	Median	Mean	Median	
Disabled Respondents	51,148	48,500	47,955	43,928	74.1%
All Respondents	55,389	50,000	50,009	47,000	87.1%

[Note: salaries above \$200,000/year excluded from calculation]

XI. Conclusion

As with previous outcomes surveys, these results once again confirm the positive impact of a baccalaureate education for BC's university graduates. Five years after completing their degrees, 96.7% of the respondents from the 1998 cohort express satisfaction with their university education. Moreover, if we examine the views of those students who responded to both the 2000 and 2003 surveys, we observe a 2.2 percentage point increase in the number of students who are satisfied. While the majority (62.2%) state that their career/employment expectations had changed during their university studies, and almost two-thirds since graduation, virtually all agree that their academic program was a good fit with their own interests and strengths (94.7%). For the one-quarter of respondents who would not take the same program again, the largest percentage cite their inability to find a job or limited career opportunities (27.3%), followed by changed interests (23.3%).

Respondents also reflect quite positively on the skills they developed as part of their university program, including analytical and critical thinking skills, and most feel that the knowledge, skills and abilities acquired are useful in their current work (89.8%) and daily life (82.4%). And while some skills are rated as less highly developed, particularly those related to mathematics and computers, this result can be explained by the “curricular-specific” nature of the skills – graduates from those programs which typically have a more extensive mathematics or computer component within the curriculum are more likely to see a high level of development and

commensurate usefulness in their current jobs.

The study also highlights the labour market advantages enjoyed by university graduates in this province. The overall unemployment rate for the 1998 graduates in 2003 was 3.6%, 4.5 percentage points lower than the BC unemployment rate for that year. The majority were in jobs classified as “professional” (67.7%), with some movement out of lower skilled occupations into “professional” and “management” roles between 2000 and 2003. With a mean employment income of \$53,721 annually for those working full-time, the 1998 graduates are faring well economically and certainly better than the BC population-at-large (2001 mean income of \$31,544) (www.statcan.ca); however, the fact that the survey respondents are working, on average, 40.3 hours per week suggests that lucrative jobs are not without their demands.

Another important aspect of graduates' lives beyond university is the amount of debt they incur as a result and their success in repaying this debt. For the 1998 cohort, 46.8% had acquired some debt in order to finance their university education, with 90.0% of this sub-group having utilized government-sponsored student loans. While their median amount of student loan debt was \$16,000, these individuals have made good progress in repayment, with 40.3% having eliminated their entire student loan debt-load within five years of graduation.

BC's universities are committed to providing a high-quality, worthwhile educational experience for their students, and this survey is one mechanism for ensuring that graduates experience success in their careers and perceive value in their baccalaureate education. The results of the 2003 survey of 1998

graduates, viewed longitudinally and in comparison to other graduate cohorts five years after graduation, confirm the ongoing development of graduates as employees and citizens. Having acquired a variety of useful skills and abilities through their university education, BC's university graduates seem well-prepared to succeed in today's rapidly changing economy and society.

XII. Appendices

Appendix A: Aboriginal Students

Appendix A-1: While in University, Did Respondent have a Long-Term Physical or Mental Health Condition that Limited the Kinds of Activities in which He/She Could Participate on a Daily Basis (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	93.3%	93.9%	91.7%	93.5%	93.4%	96.1%
Yes	6.7%	6.1%	8.3%	6.5%	6.6%	3.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-2: Age Range of Respondents in 2003 (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
25-29	10.0%	15.2%	25.0%	17.4%	15.7%	46.8%
30-34	43.3%	45.5%	33.3%	30.4%	38.0%	34.9%
35-39	16.7%	15.2%	25.0%	13.0%	15.7%	7.3%
40-44	10.0%	9.1%	0.0%	17.4%	11.6%	4.1%
45-49	10.0%	6.1%	16.7%	6.5%	8.3%	2.9%
50-54	10.0%	6.1%	0.0%	13.0%	9.1%	2.5%
55+	0.0%	3.0%	0.0%	2.2%	1.7%	1.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-3: Respondent's Current Residence (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Lower Mainland / Southwest	48.3%	54.5%	9.1%	13.6%	33.3%	59.4%
Southern Interior	6.9%	6.1%	18.2%	9.1%	8.5%	4.5%
Vancouver Island	3.4%	15.2%	9.1%	59.1%	28.2%	14.6%
Northern B.C.	34.5%	6.1%	45.5%	6.8%	17.1%	5.3%
Other Canadian Province	6.9%	18.2%	9.1%	11.4%	12.0%	12.9%
United States	0.0%	0.0%	9.1%	0.0%	0.9%	3.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-4: Gender Breakdown (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Male	13.3%	39.4%	16.7%	30.4%	27.3%	38.1%
Female	86.7%	60.6%	83.3%	69.6%	72.7%	61.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-5: Academic Program Taken (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Fine and Performing Arts	3.3%	3.0%	0.0%	6.5%	4.1%	4.3%
Computing Science	0.0%	3.0%	0.0%	2.2%	1.7%	2.2%
Education	36.7%	15.2%	0.0%	8.7%	16.5%	4.6%
Engineering	0.0%	0.0%	0.0%	0.0%	0.0%	12.9%
Law	0.0%	21.2%	0.0%	8.7%	9.1%	2.6%
Health Professions	0.0%	6.1%	0.0%	6.5%	4.1%	6.9%
Health, Fitness and Kinesiology	3.3%	6.1%	0.0%	2.2%	3.3%	3.1%
Business	6.7%	3.0%	33.3%	2.2%	6.6%	9.2%
Natural Resources	0.0%	6.1%	0.0%	0.0%	1.7%	3.2%
Social Sciences	33.3%	18.2%	66.7%	52.2%	39.7%	27.6%
Humanities	13.3%	3.0%	0.0%	2.2%	5.0%	11.4%
Life Sciences	3.3%	15.2%	0.0%	4.3%	6.6%	9.2%
Physical Sciences	0.0%	0.0%	0.0%	4.3%	1.7%	3.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-6: Satisfaction with Education Received (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Dissatisfied	3.3%	6.1%	0.0%	4.3%	4.2%	2.9%
Satisfied	53.3%	60.6%	27.3%	41.3%	48.3%	54.5%
Very Satisfied	43.3%	33.3%	72.7%	54.3%	47.5%	42.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-7: Would Respondent Select the Same Program Again (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	10.3%	18.8%	8.3%	22.7%	17.1%	24.4%
Yes	89.7%	81.3%	91.7%	77.3%	82.9%	75.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-8: Reasons Respondent Would Not Select the Same Program Again (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not enough course variety offered	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Skills acquired were not very useful	33.3%	0.0%	0.0%	0.0%	5.0%	2.6%
Courses were poorly taught	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%
Program was too general/not enough specialization	33.3%	16.7%	0.0%	0.0%	10.0%	8.9%
Courses were not practical (did not reflect/apply to the "real world")	33.3%	0.0%	0.0%	20.0%	15.0%	19.9%
Interests have changed	0.0%	33.3%	100.0%	10.0%	20.0%	23.4%
Little or no career opportunities/hard to find a job	0.0%	33.3%	0.0%	70.0%	45.0%	27.0%
Do not agree with the grading system	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Did not like institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
Other	0.0%	16.7%	0.0%	0.0%	5.0%	13.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(Appendices A-9 to A-17: Aboriginal Respondents' Rating of the Development of the Following Skills)

Appendix A-9: Write Clearly and Concisely

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	3.3%	0.0%	0.0%	0.0%	0.8%	2.2%
Low	10.0%	9.1%	8.3%	2.2%	6.7%	10.8%
High	46.7%	45.5%	25.0%	42.2%	42.5%	46.9%
Very high	40.0%	42.4%	66.7%	55.6%	49.2%	38.6%
No Skill Development	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Not applicable	0.0%	3.0%	0.0%	0.0%	0.8%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-10: Verbally Express Opinions or Ideas Clearly and Concisely

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	6.7%	0.0%	0.0%	0.0%	1.7%	2.1%
Low	6.7%	9.1%	0.0%	8.7%	7.4%	14.1%
High	60.0%	48.5%	58.3%	52.2%	53.7%	52.2%
Very high	23.3%	42.4%	41.7%	37.0%	35.5%	30.5%
No Skill Development	0.0%	0.0%	0.0%	2.2%	0.8%	0.4%
Not applicable	3.3%	0.0%	0.0%	0.0%	0.8%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-11: Read and Comprehend Material

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	6.7%	0.0%	0.0%	0.0%	1.7%	2.1%
Low	6.7%	3.0%	8.3%	8.7%	6.6%	10.4%
High	46.7%	45.5%	41.7%	26.1%	38.0%	44.0%
Very high	36.7%	51.5%	50.0%	63.0%	52.1%	41.8%
No Skill Development	3.3%	0.0%	0.0%	0.0%	0.8%	0.6%
Not applicable	0.0%	0.0%	0.0%	2.2%	0.8%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-12: Work Effectively with Others

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	3.3%	3.0%	0.0%	2.2%	2.5%	4.1%
Low	20.0%	27.3%	0.0%	8.7%	15.7%	19.8%
High	36.7%	39.4%	41.7%	50.0%	43.0%	42.7%
Very high	36.7%	30.3%	58.3%	39.1%	38.0%	31.8%
No Skill Development	3.3%	0.0%	0.0%	0.0%	0.8%	0.5%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-13: Analyze and Think Critically

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	3.3%	3.0%	0.0%	2.2%	2.5%	1.6%
Low	20.0%	27.3%	0.0%	8.7%	15.7%	8.1%
High	36.7%	39.4%	41.7%	50.0%	43.0%	39.6%
Very high	36.7%	30.3%	58.3%	39.1%	38.0%	50.2%
No Skill Development	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-14: Resolve Issues or Problems

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	3.3%	3.0%	0.0%	2.2%	2.5%	4.1%
Low	20.0%	27.3%	0.0%	8.7%	15.7%	23.5%
High	36.7%	39.4%	41.7%	50.0%	43.0%	49.3%
Very high	36.7%	30.3%	58.3%	39.1%	38.0%	21.1%
No Skill Development	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-15: Use Mathematics Appropriate to your Area of Study

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	3.3%	9.1%	16.7%	2.2%	5.8%	9.0%
Low	26.7%	24.2%	8.3%	13.0%	19.0%	18.2%
High	26.7%	27.3%	16.7%	23.9%	24.8%	28.2%
Very high	16.7%	6.1%	16.7%	23.9%	16.5%	20.0%
No Skill Development	0.0%	0.0%	0.0%	2.2%	0.8%	1.3%
Not applicable	26.7%	33.3%	41.7%	34.8%	33.1%	23.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-16: Use Computers Appropriate to your Area of Study

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	10.0%	6.1%	8.3%	8.7%	8.3%	11.6%
Low	20.0%	36.4%	16.7%	13.0%	21.5%	25.7%
High	40.0%	21.2%	50.0%	32.6%	33.1%	29.9%
Very high	13.3%	18.2%	16.7%	28.3%	20.7%	18.3%
No Skill Development	0.0%	3.0%	0.0%	0.0%	0.8%	1.1%
Not applicable	16.7%	15.2%	8.3%	17.4%	15.7%	13.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-17: Learn on your Own

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Very low	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%
Low	6.7%	9.1%	8.3%	6.5%	7.4%	9.0%
High	43.3%	42.4%	41.7%	32.6%	38.8%	41.8%
Very high	50.0%	42.4%	50.0%	58.7%	51.2%	45.4%
No Skill Development	0.0%	3.0%	0.0%	0.0%	0.8%	0.5%
Not applicable	0.0%	3.0%	0.0%	2.2%	1.7%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-18: Since Graduation, Has Respondent Taken Any Other Formal Post-Secondary Education or Training (Aboriginal Respondents)?

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	50.0%	51.5%	58.3%	54.3%	52.9%	39.3%
Yes	50.0%	48.5%	41.7%	45.7%	47.1%	60.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-19: Is Graduate Currently Enrolled in Formal Post-Secondary Education or Training (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	66.7%	37.5%	40.0%	57.1%	52.6%	64.9%
Yes	33.3%	62.5%	60.0%	42.9%	47.4%	35.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-20: Is Graduate Enrolled Full-Time or Part-Time in Formal Post-Secondary Education or Training (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Full-time	60.0%	70.0%	33.3%	66.7%	63.0%	54.0%
Part-time	40.0%	30.0%	66.7%	33.3%	37.0%	46.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-21: Type of Post-Secondary Education or Training Taken/Being Taken (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Undergraduate degree	13.3%	12.5%	60.0%	9.5%	15.8%	22.0%
Masters degree	40.0%	50.0%	20.0%	38.1%	40.4%	29.0%
Doctoral degree	6.7%	12.5%	0.0%	4.8%	7.0%	5.2%
Applied program certification	13.3%	0.0%	0.0%	28.6%	14.0%	17.0%
Professional Association Certification	20.0%	6.3%	20.0%	14.3%	14.0%	18.3%
Other (Specify)	6.7%	18.8%	0.0%	4.8%	8.8%	8.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-22: Type of Undergraduate Degree Taken/Being Taken as Further Education or Training (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
MD	0.0%	0.0%	0.0%	0.0%	0.0%	5.7%
DMD	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%
Education/Teacher training	50.0%	100.0%	66.7%	50.0%	66.7%	50.0%
Law	0.0%	0.0%	33.3%	50.0%	22.2%	18.1%
Other	50.0%	0.0%	0.0%	0.0%	11.1%	24.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-23: How Well Did Graduate's Degree Program
Academically Prepare Him/Her for the Degree
Since Taken/Being Taken (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all well	11.1%	0.0%	0.0%	0.0%	2.9%	2.5%
Not very well	0.0%	9.1%	0.0%	0.0%	2.9%	9.3%
Well	33.3%	36.4%	25.0%	70.0%	44.1%	46.1%
Very well	55.6%	54.5%	75.0%	30.0%	50.0%	42.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-24: Is Graduate Currently Working at a Paid Job
or a Business (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	6.7%	9.1%	25.0%	4.3%	8.3%	13.6%
Yes	93.3%	90.9%	75.0%	95.7%	91.7%	86.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-25: Unemployment Rates (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Total
Employed	28	30	9	44	111
Not employed but looking	0	1	0	2	3
Not employed and not looking	2	2	3	0	7
Unemployment Rate = B/(A+B)					
Overall Aboriginal	0.0%	3.2%	0.0%	4.3%	2.6%
Overall All Graduates	2.9%	3.4%	5.0%	4.4%	3.6%

**Appendix A-26: Primary Reason Respondents Not Employed in Paid Job
or Business (Aboriginal Respondents)**

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Permanently unable to work (illness or disability)	0.0%	0.0%	33.3%	0.0%	10.0%	4.0%
Temporary or seasonal layoff	0.0%	0.0%	0.0%	100.0%	20.0%	3.3%
Lost or quit job	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%
Business conditions (cannot find work/lack of suitable ops)	0.0%	33.3%	0.0%	0.0%	10.0%	5.7%
Going to school full-time	0.0%	33.3%	0.0%	0.0%	10.0%	37.4%
Caring for children full-time	50.0%	33.3%	33.3%	0.0%	30.0%	10.5%
Going to school part-time	0.0%	0.0%	33.3%	0.0%	10.0%	1.5%
Other personal or family responsibilities	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%
personal preference	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%
Retired	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
On a leave of absence from job	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%
Lack of skills for the job that I want	50.0%	0.0%	0.0%	0.0%	10.0%	0.5%
Just finished school	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%
Recently returned to Canada...	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%
Awaiting work visa	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	6.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix A-27: Is Graduate a Paid Worker or Self-Employed
(Aboriginal Respondents)**

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Paid worker	89.3%	83.3%	88.9%	79.5%	83.8%	87.2%
Self-employed	7.1%	13.3%	11.1%	18.2%	13.5%	8.3%
Both a paid worker and self-employed	3.6%	3.3%	0.0%	2.3%	2.7%	4.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix A-28: Is Graduate Currently Employed at More Than
One Job or Business (Aboriginal Respondents)**

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	96.4%	76.7%	100.0%	72.1%	81.8%	85.7%
Yes	3.6%	23.3%	0.0%	27.9%	18.2%	14.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-29: Number of Jobs Graduate Currently Has
(Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
2	0.0%	85.7%	0.0%	75.0%	75.0%	81.5%
3	100.0%	14.3%	0.0%	25.0%	25.0%	15.5%
4	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%
5	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
7	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Total	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%

Appendix A-30: Does Employer Require Respondent to Have a
Bachelor Degree to Perform His/Her Main Job
(Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	21.4%	23.3%	33.3%	25.6%	24.5%	31.5%
Yes	75.0%	73.3%	66.7%	65.1%	70.0%	64.7%
Not applicable - self-employed	3.6%	3.3%	0.0%	9.3%	5.5%	3.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-31: How Related is Respondent's Main Job to the Program
From Which He/She Graduated

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all Related	7.1%	13.3%	11.1%	9.1%	9.9%	14.1%
Not very Related	7.1%	3.3%	0.0%	4.5%	4.5%	12.3%
Somewhat Related	42.9%	13.3%	77.8%	43.2%	37.8%	31.8%
Very Related	42.9%	70.0%	11.1%	43.2%	47.7%	41.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-32: Number of Hours Per Week
Respondent Usually Works at Main Job
(Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
1 to 9	3.7%	0.0%	0.0%	2.3%	1.9%	1.3%
10 to 19	11.1%	10.3%	0.0%	0.0%	7.4%	4.1%
20 to 29	7.4%	3.4%	0.0%	9.3%	0.9%	7.5%
30 to 39	33.3%	37.9%	33.3%	41.9%	38.0%	24.4%
40 to 49	18.5%	34.5%	44.4%	37.2%	32.4%	38.5%
50 to 59	11.1%	10.3%	11.1%	2.3%	7.4%	16.5%
60 to 69	3.7%	3.4%	11.1%	7.0%	5.6%	5.5%
70+	3.7%	0.0%	0.0%	0.0%	0.9%	2.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-33: Respondent's Annual Income (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
\$0 - \$19,999	9.1%	3.6%	0.0%	2.5%	4.1%	6.3%
\$20,000 - \$29,999	0.0%	14.3%	0.0%	7.5%	7.1%	8.5%
\$30,000 - \$39,999	27.3%	17.9%	12.5%	15.0%	18.4%	14.2%
\$40,000 - \$49,999	18.2%	28.6%	50.0%	27.5%	27.6%	26.2%
\$50,000 - \$59,999	22.7%	10.7%	25.0%	30.0%	22.4%	18.5%
\$60,000 - \$69,999	9.1%	3.6%	12.5%	7.5%	7.1%	11.3%
\$70,000+	13.6%	21.4%	0.0%	10.0%	13.3%	15.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-34: Skill Level of Respondent's Primary Job (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Management (no skill level)	10.7%	10.0%	0.0%	13.6%	10.8%	8.0%
Skill Level A (Professional Occupations)	71.4%	70.0%	66.7%	70.5%	70.3%	67.7%
Skill Level B (Technical, Paraprofessional and Skilled Occupations)	10.7%	16.7%	22.2%	13.6%	14.4%	16.8%
Skill Level C (Intermediate Occupations)	7.1%	3.3%	11.1%	2.3%	4.5%	7.0%
Skill Level D (Labouring and Elemental Occupations)	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-35: Skill Type of Respondent's Primary Job (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Management	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
Business, Finance and Administrative Occupations	7.1%	6.7%	11.1%	4.5%	6.3%	14.6%
Natural and Applied Sciences and Related Occupations	0.0%	10.0%	0.0%	0.0%	2.7%	14.6%
Health Occupations	3.6%	10.0%	0.0%	13.6%	9.0%	10.4%
Occupations in Social Science, Education, Government Services	64.3%	63.3%	77.8%	65.9%	65.8%	42.9%
Occupations in Art, Culture, Recreation and Sport	10.7%	3.3%	0.0%	6.8%	6.3%	5.5%
Sales and Service Occupations	10.7%	3.3%	11.1%	2.3%	5.4%	9.2%
Trades, Transport and Equipment Operators and Related Occupations	0.0%	3.3%	0.0%	6.8%	3.6%	1.3%
Occupations in Social Science, Education, Government Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Occupations Unique to Processing, Manufacturing and Utilities	3.6%	0.0%	0.0%	0.0%	0.9%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(Appendices A-36 to A-44: Aboriginal Respondents' Rating of the Usefulness of the Following Skills and Abilities in Doing their Main Job)

Appendix A-36: Ability to Write Clearly and Concisely

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	0.0%	3.3%	11.1%	2.3%	2.7%	2.9%
Not very useful	10.7%	6.7%	0.0%	2.3%	5.4%	6.1%
Somewhat useful	14.3%	13.3%	22.2%	6.8%	11.7%	21.5%
Very useful	75.0%	76.7%	66.7%	88.6%	80.2%	69.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-37: Ability to Verbally Express Opinions or Ideas Clearly and Concisely

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	3.6%	0.0%	0.0%	0.0%	0.9%	0.8%
Not very useful	3.6%	0.0%	0.0%	4.5%	2.7%	2.2%
Somewhat useful	21.4%	6.7%	22.2%	9.1%	12.6%	17.0%
Very useful	71.4%	93.3%	77.8%	86.4%	83.8%	80.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-38: Ability to Read and Comprehend Material

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	7.1%	3.3%	0.0%	0.0%	2.7%	1.5%
Not very useful	0.0%	0.0%	11.1%	2.3%	1.8%	4.7%
Somewhat useful	25.0%	23.3%	22.2%	13.6%	19.8%	23.3%
Very useful	67.9%	73.3%	66.7%	84.1%	75.7%	70.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-39: Ability to Work Effectively With Others

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	3.6%	0.0%	0.0%	0.0%	0.9%	0.9%
Not very useful	7.1%	3.3%	0.0%	4.5%	4.5%	3.4%
Somewhat useful	21.4%	16.7%	22.2%	20.5%	19.8%	18.2%
Very useful	67.9%	80.0%	77.8%	75.0%	74.8%	77.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-40: Ability to Analyze and Think Critically

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	10.7%	3.3%	0.0%	6.8%	6.3%	1.2%
Not very useful	21.4%	13.3%	33.3%	9.1%	15.3%	3.7%
Somewhat useful	67.9%	83.3%	66.7%	84.1%	78.4%	21.2%
Very useful	100.0%	100.0%	100.0%	100.0%	100.0%	73.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-41: Ability to Resolve Issues or Problems

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	3.6%	0.0%	0.0%	0.0%	0.9%	0.8%
Not very useful	7.1%	3.3%	0.0%	2.3%	3.6%	3.5%
Somewhat useful	28.6%	13.3%	22.2%	34.1%	26.1%	18.6%
Very useful	60.7%	83.3%	77.8%	63.6%	69.4%	77.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-42: Ability to Use Mathematics Appropriate to Field of Work

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	21.4%	28.6%	57.1%	31.0%	29.5%	17.4%
Not very useful	25.0%	25.0%	14.3%	16.7%	21.0%	22.2%
Somewhat useful	32.1%	39.3%	0.0%	28.6%	30.5%	33.3%
Very useful	21.4%	7.1%	28.6%	23.8%	19.0%	27.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-43: Ability to Use Computers Appropriate to Field of Work

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	10.7%	6.7%	11.1%	13.6%	10.8%	5.6%
Not very useful	10.7%	10.0%	0.0%	2.3%	6.3%	10.5%
Somewhat useful	35.7%	40.0%	33.3%	25.0%	32.4%	33.1%
Very useful	42.9%	43.3%	55.6%	59.1%	50.5%	50.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-44: Ability to Learn on Your Own

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	3.6%	0.0%	0.0%	2.3%	1.8%	1.5%
Not very useful	7.1%	0.0%	11.1%	6.8%	5.5%	4.5%
Somewhat useful	25.0%	17.2%	11.1%	25.0%	21.8%	28.4%
Very useful	64.3%	82.8%	77.8%	65.9%	70.9%	65.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-45: Usefulness of the Knowledge, Skills and Abilities Acquired During Respondent's University Education in His/Her Work (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	0.0%	6.7%	11.1%	0.0%	2.7%	2.5%
Not very useful	14.3%	3.3%	0.0%	2.3%	5.4%	7.7%
Somewhat useful	42.9%	36.7%	44.4%	40.9%	40.5%	45.6%
Very useful	42.9%	53.3%	44.4%	56.8%	51.4%	44.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-46: Usefulness of the Knowledge, Skills and Abilities Acquired During Respondent's University Education in His/Her Day-to-Day Life (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all useful	0.0%	3.3%	0.0%	0.0%	0.9%	2.2%
Not very useful	21.4%	10.0%	22.2%	2.3%	10.9%	15.4%
Somewhat useful	46.4%	63.3%	33.3%	55.8%	53.6%	55.4%
Very useful	32.1%	23.3%	44.4%	41.9%	34.5%	26.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-47: Respondent's Primary Source of Funding to Pay for Educational Program (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Personal Savings	3.3%	12.1%	0.0%	4.3%	5.8%	7.2%
Employment	20.0%	6.1%	33.3%	15.2%	15.7%	31.7%
Family/Friends	3.3%	6.1%	8.3%	0.0%	3.3%	25.6%
Bank Loans	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
Student Loans	13.3%	30.3%	33.3%	34.8%	28.1%	26.8%
Scholarships/Bursaries/Grants	0.0%	12.1%	0.0%	2.2%	4.1%	4.0%
Other (Specify)	6.7%	0.0%	0.0%	2.2%	2.5%	1.1%
First Nations Funding	53.3%	33.3%	25.0%	39.1%	39.7%	0.9%
Co-op Program	0.0%	0.0%	0.0%	2.2%	0.8%	2.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-48: What Percentage of Respondent's Educational Costs Did this Primary Funding Source Help to Cover (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
25-39	0.0%	0.0%	0.0%	2.3%	0.8%	0.6%
40-54	17.2%	15.2%	0.0%	20.5%	16.1%	14.6%
55-69	6.9%	15.2%	8.3%	11.4%	11.0%	14.3%
70-84	17.2%	27.3%	25.0%	31.8%	26.3%	30.9%
85-100	58.6%	42.4%	66.7%	34.1%	45.8%	39.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-49: Amount of Financial Debt Respondent Incurred to Pay for Educational Program (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
\$0	64.3%	43.8%	41.7%	37.5%	46.4%	53.8%
\$1-9,999	7.1%	9.4%	8.3%	17.5%	11.6%	11.4%
\$10,000-19,999	7.1%	15.6%	0.0%	12.5%	10.7%	14.5%
\$20,000-21,999	3.6%	9.4%	25.0%	7.5%	8.9%	9.9%
\$30,000-39,999	10.7%	9.4%	8.3%	20.0%	13.4%	6.4%
\$40,000-49,999	3.6%	6.3%	16.7%	2.5%	5.4%	2.5%
\$50,000-59,999	0.0%	6.3%	0.0%	0.0%	1.8%	1.0%
\$60,000-69,999	3.6%	0.0%	0.0%	2.5%	1.8%	0.3%
\$70,000+	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-50: Amount of Government Student Loan Debt Incurred to Pay for Educational Program (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
\$0	40.0%	5.9%	0.0%	4.0%	10.2%	10.0%
\$1-9,999	0.0%	17.6%	14.3%	24.0%	16.9%	21.7%
\$10,000-19,999	10.0%	23.5%	0.0%	24.0%	18.6%	33.0%
\$20,000-21,999	30.0%	29.4%	57.1%	32.0%	33.9%	22.6%
\$30,000-39,999	20.0%	17.6%	14.3%	16.0%	16.9%	9.7%
\$40,000-49,999	0.0%	5.9%	14.3%	0.0%	3.4%	2.3%
\$50,000-59,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
\$60,000-69,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
\$70,000+	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-51: Amount of Government Student Loan Debt Left to Repay (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
\$0	16.7%	25.0%	14.3%	42.9%	30.0%	40.3%
\$1-9,999	16.7%	18.8%	28.6%	14.3%	18.0%	10.0%
\$10,000-19,999	33.3%	25.0%	42.9%	23.8%	28.0%	14.1%
\$20,000-21,999	16.7%	25.0%	0.0%	9.5%	14.0%	17.3%
\$30,000-39,999	16.7%	6.3%	0.0%	9.5%	8.0%	9.5%
\$40,000-49,999	0.0%	0.0%	14.3%	0.0%	2.0%	3.4%
\$50,000-59,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
\$60,000-69,999	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
\$70,000+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-52: Respondent's Highest Level of Educational Attainment Prior to Starting University Program (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
High School	43.3%	48.5%	41.7%	50.0%	47.1%	59.4%
Trades Certificate or Diploma	6.7%	12.1%	0.0%	13.0%	9.9%	5.6%
College - University transfer	23.3%	6.1%	50.0%	17.4%	19.0%	14.1%
Some university - no degree obtained	0.0%	3.0%	8.3%	4.3%	3.3%	4.5%
University Baccalaureate degree	13.3%	27.3%	0.0%	8.7%	14.0%	13.6%
Graduate Degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
Other	13.3%	3.0%	0.0%	6.5%	6.6%	2.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-53: Respondent's Employment Background Prior to Starting University Program (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
I was happily employed in a chosen career	33.3%	12.1%	25.0%	23.9%	23.1%	12.2%
I held one or more unsatisfying jobs	33.3%	36.4%	33.3%	39.1%	36.4%	29.0%
I was never employed on a steady basis	20.0%	30.3%	16.7%	13.0%	19.8%	28.2%
Other	0.0%	0.0%	0.0%	4.3%	1.7%	0.6%
I held one or more satisfying jobs (but not a career)	13.3%	15.2%	8.3%	15.2%	14.0%	14.7%
I was a student	0.0%	6.1%	16.7%	4.3%	5.0%	15.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-54: Did Respondent Have a Specific Career or Employment Goal in Mind When Beginning University Program (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	30.0%	24.2%	25.0%	26.1%	26.4%	40.1%
Yes	70.0%	69.7%	50.0%	69.6%	67.8%	56.5%
Sort of/somewhat	0.0%	6.1%	25.0%	4.3%	5.8%	3.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-55: Did Respondent Explore a Variety of Disciplines at University Before Deciding/Confirming Choice of Major (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not applicable/ no major	0.0%	12.1%	0.0%	0.0%	3.3%	2.1%
No	56.7%	54.5%	58.3%	51.1%	54.2%	47.6%
Yes	43.3%	33.3%	41.7%	48.9%	42.5%	50.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-56: Extent to which Respondent's Career or Employment Expectations Changed During the Pursuit of His/Her Degree (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Did not change at all	40.0%	54.5%	58.3%	52.2%	50.4%	37.8%
Changed somewhat	33.3%	18.2%	8.3%	26.1%	24.0%	38.1%
Changed significantly	26.7%	27.3%	33.3%	21.7%	25.6%	24.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-57: Extent to which Respondent's Career or Employment Expectations Have Changed Since Graduation (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Did not change at all	36.7%	50.0%	36.4%	39.1%	41.2%	32.4%
Changed somewhat	40.0%	25.0%	27.3%	34.8%	32.8%	36.7%
Changed significantly	23.3%	25.0%	36.4%	26.1%	26.1%	30.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-58: Extent to Which Respondent Agrees/Disagrees that University Program was a Good Fit with His/Her Own Interests and Strengths (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Strongly disagree	0.0%	3.0%	0.0%	0.0%	0.8%	0.8%
Disagree	0.0%	9.1%	0.0%	2.2%	3.3%	4.5%
Agree	53.3%	27.3%	41.7%	40.0%	40.0%	43.9%
Strongly agree	46.7%	60.6%	58.3%	57.8%	55.8%	50.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-59: Influence of Various Factors on Respondent's Career and Program Choices (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Work experience during your studies	17.5%	16.9%	8.8%	20.7%	16.9%	18.4%
Work experience prior to your studies	14.3%	12.7%	14.7%	17.4%	15.4%	11.7%
Personal experiences	38.1%	33.8%	32.4%	30.4%	34.3%	30.3%
Professors	12.7%	18.3%	26.5%	18.5%	18.5%	17.6%
Other counselling or advice	6.3%	11.3%	11.8%	2.2%	7.1%	6.8%
Study abroad	3.2%	1.4%	0.0%	2.2%	2.0%	3.2%
Travel (not for study)	6.3%	4.2%	5.9%	8.7%	5.1%	8.6%
Other	1.6%	1.4%	0.0%	0.0%	0.8%	3.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-60: Respondent's Success in Achieving Job Satisfaction (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not applicable	6.7%	9.1%	8.3%	0.0%	5.0%	2.9%
Not at all successful	6.7%	3.0%	0.0%	0.0%	2.5%	4.1%
Not very successful	13.3%	9.1%	0.0%	10.9%	9.9%	10.5%
Somewhat successful	36.7%	27.3%	41.7%	28.3%	31.4%	39.0%
Very successful	36.7%	51.5%	50.0%	60.9%	51.2%	43.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-61: Respondent's Success in Achieving Employment Income (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not applicable	0.0%	6.1%	8.3%	0.0%	2.5%	3.1%
Not at all successful	17.2%	6.1%	8.3%	8.7%	10.0%	6.6%
Not very successful	10.3%	12.1%	8.3%	6.5%	9.2%	17.7%
Somewhat successful	34.5%	39.4%	41.7%	34.8%	36.7%	43.0%
Very successful	37.9%	36.4%	33.3%	50.0%	41.7%	29.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-62: Respondent's Success in Achieving Opportunity to Advance His/Her Career (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not applicable	3.3%	6.1%	0.0%	0.0%	2.5%	3.2%
Not at all successful	16.7%	6.1%	8.3%	8.7%	9.9%	5.3%
Not very successful	20.0%	6.1%	0.0%	8.7%	9.9%	14.7%
Somewhat successful	30.0%	39.4%	50.0%	32.6%	35.5%	38.8%
Very successful	30.0%	42.4%	41.7%	50.0%	42.1%	37.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix A-63: How Successful Has Respondent Been in Achieving Other Personal Goals (Aside from Job) (Aboriginal Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all successful	0.0%	0.0%	0.0%	2.2%	0.8%	0.9%
Not very successful	13.3%	9.1%	0.0%	6.5%	8.3%	6.3%
Somewhat successful	60.0%	57.6%	41.7%	32.6%	47.1%	44.9%
Very successful	26.7%	33.3%	58.3%	58.7%	43.8%	47.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B: Disabled Students

Appendix B-1: Age Range

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
25-29	0.0%	35.2%	50.8%	50.0%	21.1%	33.6%	46.8%
30-34	66.7%	27.8%	31.1%	0.0%	28.9%	29.0%	34.9%
35-39	0.0%	7.4%	1.6%	0.0%	7.8%	5.6%	7.3%
40-44	0.0%	9.3%	6.6%	16.7%	16.7%	11.7%	4.1%
45-49	0.0%	0.0%	3.3%	33.3%	6.7%	4.7%	2.9%
50-54	33.3%	13.0%	3.3%	0.0%	14.4%	10.7%	2.5%
55+	0.0%	7.4%	3.3%	0.0%	4.4%	4.7%	1.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-2: Current Residence

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
25-29	66.7%	88.7%	85.2%	16.7%	25.0%	58.8%	59.4%
30-34	0.0%	0.0%	0.0%	16.7%	13.6%	6.2%	4.5%
35-39	33.3%	3.8%	3.3%	0.0%	47.7%	22.3%	14.6%
40-44	0.0%	1.9%	0.0%	50.0%	1.1%	2.4%	5.3%
45-49	0.0%	5.7%	9.8%	16.7%	11.4%	9.5%	12.9%
50-54	0.0%	0.0%	1.6%	0.0%	1.1%	0.9%	3.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-3: Gender Breakdown (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Male	66.7%	27.8%	34.4%	33.3%	22.2%	28.0%	38.1%
Female	33.3%	72.2%	65.6%	66.7%	77.8%	72.0%	61.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-4: Academic Program Taken (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Fine and Performing Arts	0.0%	5.6%	9.8%	0.0%	6.7%	7.0%	4.3%
Computing Science	0.0%	0.0%	0.0%	0.0%	1.1%	0.5%	2.2%
Engineering	0.0%	0.0%	1.6%	0.0%	0.0%	0.5%	4.6%
Education	0.0%	14.8%	6.6%	0.0%	7.8%	8.9%	12.9%
Law	0.0%	0.0%	3.3%	0.0%	3.3%	2.3%	2.6%
Health Professions	0.0%	0.0%	18.0%	0.0%	15.6%	11.7%	6.9%
Health, Fitness and Kinesiology	0.0%	0.0%	4.9%	0.0%	0.0%	1.4%	3.1%
Business	100.0%	9.3%	3.3%	0.0%	2.2%	5.6%	9.2%
Natural Resources	0.0%	0.0%	4.9%	0.0%	0.0%	1.4%	3.2%
Social Sciences	0.0%	44.4%	26.2%	66.7%	41.1%	37.9%	27.6%
Humanities	0.0%	22.2%	13.1%	16.7%	12.2%	15.0%	11.4%
Life Sciences	0.0%	3.7%	6.6%	0.0%	8.9%	6.5%	9.2%
Physical Sciences	0.0%	0.0%	1.6%	16.7%	1.1%	1.4%	3.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-5: Satisfaction with Education Received (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very Dissatisfied	33.3%	0.0%	0.0%	0.0%	0.0%	0.5%	0.4%
Dissatisfied	0.0%	3.7%	4.9%	0.0%	2.2%	3.3%	2.9%
Satisfied	66.7%	50.0%	60.7%	50.0%	46.1%	51.6%	54.5%
Very Satisfied	0.0%	46.3%	34.4%	50.0%	51.7%	44.6%	42.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-6: Would Respondent Select the Same Program Again (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
No	50.0%	19.6%	28.8%	0.0%	24.1%	23.9%	24.4%
Yes	50.0%	80.4%	71.2%	100.0%	75.9%	76.1%	75.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-7: Reasons Respondent Would Not Select the Same Program Again (Disabled Respondents)

	RRU	SFU	UBC	UVIC	Overall Disabled	Overall All Graduates
Not enough course variety offered	50.0%	6.7%	0.0%	0.0%	3.1%	1.1%
Skills acquired were not very useful	0.0%	6.7%	4.3%	0.0%	3.1%	2.6%
Courses were poorly taught	50.0%	0.0%	4.3%	0.0%	3.1%	2.4%
Program was too general/not enough specialization	0.0%	20.0%	17.4%	16.0%	16.9%	8.9%
Courses were not practical (did not reflect/apply to the "real world")	0.0%	26.7%	13.0%	20.0%	18.5%	19.9%
Interests have changed	0.0%	6.7%	13.0%	16.0%	12.3%	23.4%
Little or no career opportunities/hard to find a job	0.0%	20.0%	39.1%	20.0%	26.2%	27.0%
Do not agree with the grading system	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Did not like institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
Other	0.0%	13.3%	8.7%	28.0%	16.9%	13.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(Appendices B-8 to B-16: Disabled Respondents' Rating of the Development of the Following Skills)

Appendix B-8: Write Clearly and Concisely

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	3.7%	0.0%	0.0%	1.1%	1.4%	2.2%
Low	33.3%	11.1%	9.8%	0.0%	8.9%	9.8%	10.8%
High	33.3%	37.0%	47.5%	16.7%	36.7%	39.3%	46.9%
Very high	0.0%	46.3%	42.6%	83.3%	50.0%	47.2%	38.6%
No skill development	0.0%	0.0%	0.0%	0.0%	1.1%	0.5%	0.4%
Not applicable	33.3%	1.9%	0.0%	0.0%	2.2%	1.9%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-9: Verbally Express Opinions or Ideas Clearly and Concisely

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	1.9%	0.0%	0.0%	0.0%	0.5%	1.7%
Low	33.3%	5.6%	9.8%	0.0%	11.1%	9.3%	7.4%
High	66.7%	38.9%	57.4%	16.7%	46.7%	47.2%	53.7%
Very high	0.0%	53.7%	29.5%	83.3%	40.0%	41.1%	35.5%
No skill development	0.0%	0.0%	0.0%	0.0%	1.1%	0.5%	0.8%
Not applicable	0.0%	0.0%	3.3%	0.0%	1.1%	1.4%	0.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-10: Read and Comprehend Material

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	1.9%	3.3%	0.0%	1.1%	1.9%	2.1%
Low	0.0%	14.8%	9.8%	0.0%	3.3%	7.9%	10.4%
High	33.3%	35.2%	39.3%	0.0%	36.7%	36.0%	44.0%
Very high	33.3%	46.3%	44.3%	100.0%	57.8%	51.9%	41.8%
No skill development	0.0%	0.0%	1.6%	0.0%	0.0%	0.5%	0.6%
Not applicable	33.3%	1.9%	1.6%	0.0%	1.1%	1.9%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-11: Work Effectively with Others

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	7.4%	3.3%	0.0%	3.4%	4.2%	4.1%
Low	0.0%	18.5%	23.3%	16.7%	18.0%	19.3%	19.8%
High	33.3%	40.7%	46.7%	16.7%	38.2%	40.6%	42.7%
Very high	66.7%	33.3%	21.7%	66.7%	39.3%	34.0%	31.8%
No skill development	0.0%	0.0%	1.7%	0.0%	1.1%	0.9%	0.5%
Not applicable	0.0%	0.0%	3.3%	0.0%	0.0%	0.9%	1.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-12: Analyze and Think Critically

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	33.3%	0.0%	1.6%	0.0%	1.1%	1.4%	1.6%
Low	0.0%	9.3%	8.2%	0.0%	5.6%	7.0%	8.1%
High	0.0%	33.3%	29.5%	0.0%	14.4%	22.9%	39.6%
Very high	66.7%	57.4%	57.4%	100.0%	78.9%	67.8%	50.2%
No skill development	0.0%	0.0%	1.6%	0.0%	0.0%	0.5%	0.2%
Not applicable	0.0%	0.0%	1.6%	0.0%	0.0%	0.5%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-13: Resolve Issues or Problems

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	33.3%	5.6%	6.7%	0.0%	3.3%	5.2%	4.1%
Low	0.0%	25.9%	20.0%	16.7%	20.0%	21.1%	23.5%
High	0.0%	33.3%	53.3%	66.7%	50.0%	46.5%	49.3%
Very high	66.7%	31.5%	20.0%	16.7%	25.6%	25.8%	21.1%
No skill development	0.0%	1.9%	0.0%	0.0%	0.0%	0.5%	0.5%
Not applicable	0.0%	1.9%	0.0%	0.0%	1.1%	0.9%	1.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-14: Use Mathematics Appropriate to your Area of Study

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	14.8%	8.2%	16.7%	4.4%	8.4%	9.0%
Low	0.0%	14.8%	11.5%	0.0%	16.7%	14.0%	18.2%
High	66.7%	14.8%	32.8%	50.0%	20.0%	23.8%	28.2%
Very high	33.3%	16.7%	11.5%	33.3%	23.3%	18.7%	20.0%
No skill development	0.0%	1.9%	0.0%	0.0%	0.0%	0.5%	1.3%
Not applicable	0.0%	37.0%	36.1%	0.0%	35.6%	34.6%	23.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-15: Use Computers Appropriate to your Area of Study

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	11.1%	24.6%	0.0%	6.7%	12.6%	11.6%
Low	66.7%	24.1%	26.2%	33.3%	14.4%	21.5%	25.7%
High	33.3%	24.1%	18.0%	16.7%	38.9%	28.5%	29.9%
Very high	0.0%	18.5%	8.2%	50.0%	18.9%	16.4%	18.3%
No skill development	0.0%	0.0%	1.6%	0.0%	1.1%	0.9%	1.1%
Not applicable	0.0%	22.2%	21.3%	0.0%	20.0%	20.1%	13.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-16: Learn on your Own

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Very low	0.0%	1.9%	3.3%	0.0%	2.2%	2.3%	2.4%
Low	0.0%	5.6%	9.8%	0.0%	7.8%	7.5%	9.0%
High	33.3%	38.9%	34.4%	16.7%	28.9%	32.7%	41.8%
Very high	33.3%	53.7%	50.8%	83.3%	61.1%	56.5%	45.4%
No skill development	0.0%	0.0%	1.6%	0.0%	0.0%	0.5%	0.5%
Not applicable	33.3%	0.0%	0.0%	0.0%	0.0%	0.5%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-17: Since Graduation, Has Respondent Taken Any Other Formal Post-Secondary Education or Training (Disabled Respondents)?

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
No	100.0%	27.8%	37.7%	16.7%	50.0%	40.7%	39.3%
Yes	0.0%	72.2%	62.3%	83.3%	50.0%	59.3%	60.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-18: Is Graduate Currently Enrolled in Formal Post-Secondary Education or Training (Disabled Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
No	64.1%	63.2%	60.0%	51.1%	59.1%	64.9%
Yes	35.9%	36.8%	40.0%	48.9%	40.9%	35.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-19: Is Graduate Enrolled Full-Time or Part-Time in Formal Post-Secondary Education or Training (Disabled Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Full-time	64.3%	42.9%	100.0%	50.0%	53.8%	54.0%
Part-time	35.7%	57.1%	0.0%	50.0%	46.2%	46.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-20: Type of Post-Secondary Education or Training Taken/Being Taken (Disabled Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Undergraduate degree	23.1%	24.3%	40.0%	8.9%	19.0%	22.0%
Masters degree	10.3%	43.2%	40.0%	44.4%	33.3%	29.0%
Doctoral degree	12.8%	0.0%	20.0%	6.7%	7.1%	5.2%
Applied program certification	17.9%	18.9%	0.0%	13.3%	15.9%	17.0%
Professional Association Certification	25.6%	5.4%	0.0%	6.7%	11.9%	18.3%
Other (Specify)	10.3%	8.1%	0.0%	20.0%	12.7%	8.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-21: Type of Undergraduate Degree Taken/Being Taken as Further Education or Training (Disabled Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
MD	0.0%	0.0%	0.0%	0.0%	0.0%	5.7%
DMD	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%
Education/Teacher training	66.7%	55.6%	50.0%	75.0%	62.5%	50.0%
Law	0.0%	22.2%	0.0%	0.0%	8.3%	18.1%
Other	33.3%	22.2%	50.0%	25.0%	29.2%	24.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-22: How Well Did Graduate's Degree Program
Academically Prepare Him/Her for the Degree
Since Taken/Being Taken (Disabled Respondents)

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
Not at all well	6.3%	4.3%	0.0%	0.0%	2.9%	2.5%
Not very well	12.5%	17.4%	0.0%	11.1%	12.9%	9.3%
Well	37.5%	30.4%	50.0%	37.0%	35.7%	46.1%
Very well	43.8%	47.8%	50.0%	51.9%	48.6%	42.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-23: Is Graduate Currently Working at a Paid Job
or a Business (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
No	33.3%	27.8%	34.4%	16.7%	28.1%	29.6%	13.6%
Yes	66.7%	72.2%	65.6%	83.3%	71.9%	70.4%	86.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-24: Unemployment Rates (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Total
Employed	3	39	41	5	66	154
Not employed but looking	0	2	7	0	6	15
Not employed and not looking	0	13	13	1	17	44
Total	3	54	61	6	89	213
Unemployment Rate = B/(A+B)						
Overall Disabled	0.0%	4.9%	14.6%	0.0%	8.3%	8.9%
Overall All Graduates	1.3%	2.9%	3.4%	5.0%	4.4%	3.6%

**Appendix B-25: Primary Reason Respondents Not Employed
in Paid Job or Business (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Permanently unable to work (illness or disability)	0.0%	40.0%	9.5%	100.0%	40.0%	30.2%	4.0%
Temporary or seasonal layoff	0.0%	6.7%	0.0%	0.0%	4.0%	3.2%	3.3%
Lost or quit job	0.0%	6.7%	0.0%	0.0%	4.0%	3.2%	4.8%
Business conditions (cannot find work/lack of suitable ops)	0.0%	6.7%	23.8%	0.0%	8.0%	12.7%	5.7%
Going to school full-time	0.0%	13.3%	23.8%	0.0%	20.0%	19.0%	37.4%
Caring for children full-time	0.0%	0.0%	4.8%	0.0%	0.0%	1.6%	10.5%
Going to school part-time	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
Other personal or family responsibilities	0.0%	6.7%	4.8%	0.0%	0.0%	3.2%	5.3%
personal preference	0.0%	0.0%	0.0%	0.0%	4.0%	1.6%	2.7%
Retired	0.0%	0.0%	4.8%	0.0%	4.0%	3.2%	1.5%
On a leave of absence from job	0.0%	6.7%	4.8%	0.0%	4.0%	4.8%	11.1%
Lack of skills for the job that I want	0.0%	0.0%	0.0%	0.0%	4.0%	1.6%	0.5%
Just finished school	0.0%	0.0%	4.8%	0.0%	0.0%	1.6%	2.3%
Recently returned to Canada...	0.0%	6.7%	4.8%	0.0%	0.0%	3.2%	2.1%
Awaiting work visa	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Other	100.0%	6.7%	14.3%	0.0%	8.0%	11.1%	6.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-26: Is Graduate a Paid Worker or Self-Employed
(Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Paid worker	50.0%	87.2%	75.0%	80.0%	81.3%	80.7%	87.2%
Self-employed	50.0%	10.3%	17.5%	0.0%	12.5%	13.3%	8.3%
Both a paid worker and self-employed	0.0%	2.6%	7.5%	20.0%	6.3%	6.0%	4.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-27: Is Graduate Currently Employed at More
Than One Job or Business (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
No	50.0%	76.9%	75.0%	80.0%	79.7%	77.3%	85.7%
Yes	50.0%	23.1%	25.0%	20.0%	20.3%	22.7%	14.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-28: Number of Jobs Graduate Currently Has
(Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
2	100.0%	66.7%	70.0%	0.0%	69.2%	67.6%	81.5%
3	0.0%	33.3%	20.0%	100.0%	30.8%	29.4%	15.5%
4	0.0%	0.0%	10.0%	0.0%	0.0%	2.9%	2.1%
5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-29: Does Employer Require Respondent to Have a Bachelor Degree
to Perform His/Her Main Job (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
No	0.0%	32.4%	45.0%	40.0%	37.1%	37.7%	31.5%
Yes	50.0%	59.5%	50.0%	60.0%	56.5%	55.5%	64.7%
Not applicable - self-employed	50.0%	8.1%	5.0%	0.0%	6.5%	6.8%	3.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-30: How Related is Respondent's Main Job to the Program From
Which He/She Graduated (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all Related	0.0%	20.5%	32.5%	0.0%	10.9%	18.7%	14.1%
Not very Related	0.0%	17.9%	10.0%	20.0%	3.1%	9.3%	12.3%
Somewhat Related	100.0%	20.5%	27.5%	40.0%	43.8%	34.0%	31.8%
Very Related	0.0%	41.0%	30.0%	40.0%	42.2%	38.0%	41.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-31: Number of Hours Per Week Respondent Usually
Works at Main Job (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
1 to 9	0.0%	0.0%	2.6%	20.0%	0.0%	1.4%	1.3%
10 to 19	0.0%	13.9%	2.6%	0.0%	9.7%	8.4%	4.1%
20 to 29	0.0%	19.4%	12.8%	20.0%	16.1%	16.1%	7.5%
30 to 39	0.0%	16.7%	30.8%	40.0%	43.5%	32.9%	24.4%
40 to 49	100.0%	22.2%	25.6%	0.0%	17.7%	21.0%	38.5%
50 to 59	0.0%	22.2%	20.5%	20.0%	4.8%	14.0%	16.5%
60 to 69	0.0%	2.8%	5.1%	0.0%	6.5%	4.9%	5.5%
70+	0.0%	2.8%	0.0%	0.0%	1.6%	1.4%	2.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-32: Respondent's Annual Income (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
\$0 - \$19,999	0.0%	16.7%	5.6%	0.0%	13.3%	11.7%	6.3%
\$20,000 - \$29,999	0.0%	16.7%	5.6%	0.0%	13.3%	11.7%	8.5%
\$30,000 - \$39,999	0.0%	11.1%	22.2%	75.0%	15.0%	17.5%	14.2%
\$40,000 - \$49,999	0.0%	25.0%	8.3%	0.0%	25.0%	19.7%	26.2%
\$50,000 - \$59,999	0.0%	16.7%	11.1%	0.0%	21.7%	16.8%	18.5%
\$60,000 - \$69,999	0.0%	2.8%	19.4%	25.0%	6.7%	9.5%	11.3%
\$70,000+	100.0%	11.1%	16.7%	0.0%	11.7%	13.1%	15.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-33: Skill Level of Respondent's Primary Job (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Management (no skill level)	50.0%	0.0%	7.5%	0.0%	3.1%	4.0%	8.0%
Skill Level A (Professional Occupations)	0.0%	69.2%	60.0%	80.0%	65.6%	64.7%	67.7%
Skill Level B (Technical, Paraprofessional and Skilled Occupations)	0.0%	12.8%	25.0%	20.0%	25.0%	21.3%	16.8%
Skill Level C (Intermediate Occupations)	50.0%	17.9%	7.5%	0.0%	6.3%	10.0%	7.0%
Skill Level D (Labouring and Elemental Occupations)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-34: Skill Type of Respondent's Primary Job (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Management	50.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%
Business, Finance and Administrative Occupations	0.0%	17.9%	15.0%	0.0%	14.1%	14.7%	14.6%
Natural and Applied Sciences and Related Occupations	0.0%	0.0%	5.0%	0.0%	6.3%	4.0%	14.6%
Health Occupations	0.0%	5.1%	22.5%	0.0%	18.8%	15.3%	10.4%
Occupations in Social Science, Education, Government Services	0.0%	56.4%	35.0%	80.0%	53.1%	49.3%	42.9%
Occupations in Art, Culture, Recreation and Sport	0.0%	12.8%	7.5%	0.0%	4.7%	7.3%	5.5%
Sales and Service Occupations	50.0%	7.7%	12.5%	0.0%	3.1%	7.3%	9.2%
Trades, Transport and Equipment Operators and Related Occupations	0.0%	0.0%	2.5%	20.0%	0.0%	1.3%	1.3%
Occupations in Social Science, Education, Government Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Occupations Unique to Processing, Manufacturing and Utilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(Appendices B-35 to B-43: Disabled Respondents' Rating of the Usefulness of the Following Skills and Abilities in Doing their Main Job)

Appendix B-35: Ability to Write Clearly and Concisely

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	10.3%	7.5%	0.0%	3.2%	6.0%	2.9%
Not very useful	0.0%	7.7%	12.5%	0.0%	9.5%	9.4%	6.1%
Somewhat useful	50.0%	20.5%	17.5%	0.0%	22.2%	20.1%	21.5%
Very useful	50.0%	61.5%	62.5%	100.0%	65.1%	64.4%	69.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-36: Ability to Verbally Express Opinions or Ideas Clearly and Concisely

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	0.0%	5.0%	0.0%	0.0%	1.3%	0.8%
Not very useful	0.0%	5.1%	2.5%	0.0%	3.1%	3.3%	2.2%
Somewhat useful	0.0%	17.9%	17.5%	0.0%	10.9%	14.0%	17.0%
Very useful	100.0%	76.9%	75.0%	100.0%	85.9%	81.3%	80.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-37: Ability to Read and Comprehend Material

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	5.1%	5.0%	0.0%	1.6%	3.3%	1.5%
Not very useful	0.0%	5.1%	10.0%	0.0%	3.1%	5.3%	4.7%
Somewhat useful	0.0%	33.3%	25.0%	0.0%	21.9%	24.7%	23.3%
Very useful	100.0%	56.4%	60.0%	100.0%	73.4%	66.7%	70.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-38: Ability to Work Effectively With Others

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	0.0%	2.5%	20.0%	1.6%	2.0%	0.9%
Not very useful	50.0%	10.3%	5.0%	0.0%	3.1%	6.0%	3.4%
Somewhat useful	0.0%	12.8%	35.0%	20.0%	14.1%	19.3%	18.2%
Very useful	50.0%	76.9%	57.5%	60.0%	81.3%	72.7%	77.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-39: Ability to Analyze and Think Critically

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	2.6%	5.0%	0.0%	4.7%	4.0%	1.2%
Not very useful	0.0%	7.7%	2.5%	0.0%	0.0%	2.7%	3.7%
Somewhat useful	0.0%	12.8%	30.0%	0.0%	10.9%	16.0%	21.2%
Very useful	100.0%	76.9%	62.5%	100.0%	84.4%	77.3%	73.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-40: Ability to Resolve Issues or Problems

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	0.0%	0.0%	0.0%	1.6%	0.7%	0.8%
Not very useful	0.0%	5.1%	10.0%	20.0%	3.1%	6.0%	3.5%
Somewhat useful	0.0%	20.5%	22.5%	0.0%	18.8%	19.3%	18.6%
Very useful	100.0%	74.4%	67.5%	80.0%	76.6%	74.0%	77.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-41: Ability to Use Mathematics Appropriate to Field of Work

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	18.4%	28.2%	20.0%	28.3%	25.0%	17.4%
Not very useful	0.0%	28.9%	20.5%	0.0%	20.0%	21.5%	22.2%
Somewhat useful	50.0%	26.3%	30.8%	40.0%	23.3%	27.1%	33.3%
Very useful	50.0%	26.3%	20.5%	40.0%	28.3%	26.4%	27.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-42: Ability to Use Computers Appropriate to Field of Work

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	5.3%	15.4%	0.0%	6.3%	8.2%	5.6%
Not very useful	50.0%	21.1%	12.8%	0.0%	14.3%	15.6%	10.5%
Somewhat useful	0.0%	36.8%	46.2%	0.0%	31.7%	35.4%	33.1%
Very useful	50.0%	36.8%	25.6%	100.0%	47.6%	40.8%	50.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-43: Ability to Learn on Your Own

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	5.1%	7.5%	0.0%	1.6%	4.0%	1.5%
Not very useful	0.0%	10.3%	15.0%	0.0%	4.7%	8.7%	4.5%
Somewhat useful	0.0%	25.6%	27.5%	0.0%	29.7%	26.7%	28.4%
Very useful	100.0%	59.0%	50.0%	100.0%	64.1%	60.7%	65.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-44: Usefulness of the Knowledge, Skills and Abilities Acquired During Respondent's University Education in His/Her Work (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	0.0%	5.1%	12.5%	0.0%	1.6%	5.3%	2.5%
Not very useful	0.0%	10.3%	2.5%	0.0%	4.7%	5.3%	7.7%
Somewhat useful	50.0%	30.8%	50.0%	20.0%	43.8%	41.3%	45.6%
Very useful	50.0%	53.8%	35.0%	80.0%	50.0%	48.0%	44.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-45: Usefulness of the Knowledge, Skills and Abilities Acquired During Respondent's University Education in His/Her Day-to-Day Life (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not at all useful	50.0%	0.0%	5.0%	0.0%	0.0%	2.0%	2.2%
Not very useful	0.0%	12.8%	15.0%	0.0%	7.8%	10.7%	15.4%
Somewhat useful	0.0%	43.6%	47.5%	20.0%	46.9%	44.7%	55.4%
Very useful	50.0%	43.6%	32.5%	80.0%	45.3%	42.7%	26.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-46: Respondent's Primary Source of Funding to Pay for Educational Program (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Personal Savings	33.3%	11.1%	8.2%	16.7%	9.0%	9.9%	7.2%
Employment	0.0%	20.4%	32.8%	66.7%	22.5%	25.8%	31.7%
Family/Friends	33.3%	18.5%	24.6%	16.7%	14.6%	18.8%	25.6%
Bank Loans	0.0%	0.0%	1.6%	0.0%	1.1%	0.9%	0.8%
Student Loans	33.3%	31.5%	24.6%	0.0%	41.6%	32.9%	26.8%
Scholarships/Bursaries/Grants	0.0%	9.3%	6.6%	0.0%	2.2%	5.2%	4.0%
Other (Specify)	0.0%	7.4%	1.6%	0.0%	5.6%	4.7%	1.1%
First Nations Funding	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%
Co-op Program	0.0%	1.9%	0.0%	0.0%	3.4%	1.9%	2.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-47: What Percentage of Respondent's Educational Costs Did this Primary Funding Source Help to Cover (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
25-39	0.0%	1.9%	0.0%	0.0%	0.0%	0.5%	0.6%
40-54	0.0%	16.7%	17.2%	20.0%	12.5%	14.9%	14.6%
55-69	33.3%	9.3%	19.0%	20.0%	11.4%	13.5%	14.3%
70-84	33.3%	27.8%	24.1%	40.0%	26.1%	26.4%	30.9%
85-100	33.3%	44.4%	39.7%	20.0%	50.0%	44.7%	39.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-48: Amount of Financial Debt Respondent Incurred to Pay for Educational Program (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
\$0	33.3%	56.6%	57.1%	33.3%	44.0%	50.5%	53.8%
\$1-9,999	0.0%	11.3%	5.4%	16.7%	10.7%	9.4%	11.4%
\$10,000-19,999	0.0%	13.2%	8.9%	33.3%	9.5%	10.9%	14.5%
\$20,000-21,999	66.7%	5.7%	12.5%	16.7%	8.3%	9.9%	9.9%
\$30,000-39,999	0.0%	0.0%	7.1%	0.0%	13.1%	7.4%	6.4%
\$40,000-49,999	0.0%	5.7%	1.8%	0.0%	7.1%	5.0%	2.5%
\$50,000-59,999	0.0%	3.8%	5.4%	0.0%	4.8%	4.5%	1.0%
\$60,000-69,999	0.0%	1.9%	0.0%	0.0%	1.2%	1.0%	0.3%
\$70,000+	0.0%	1.9%	1.8%	0.0%	1.2%	1.5%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-49: Amount of Government Student Loan Debt Incurred to Pay for Educational Program (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
\$0	50.0%	8.3%	20.8%	25.0%	4.5%	11.2%	10.0%
\$1-9,999	0.0%	25.0%	8.3%	25.0%	22.7%	19.4%	21.7%
\$10,000-19,999	0.0%	25.0%	20.8%	25.0%	20.5%	21.4%	33.0%
\$20,000-21,999	50.0%	16.7%	33.3%	25.0%	31.8%	28.6%	22.6%
\$30,000-39,999	0.0%	16.7%	8.3%	0.0%	9.1%	10.2%	9.7%
\$40,000-49,999	0.0%	0.0%	0.0%	0.0%	4.5%	2.0%	2.3%
\$50,000-59,999	0.0%	4.2%	4.2%	0.0%	6.8%	5.1%	0.4%
\$60,000-69,999	0.0%	4.2%	0.0%	0.0%	0.0%	1.0%	0.2%
\$70,000+	0.0%	0.0%	4.2%	0.0%	0.0%	1.0%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-50: Amount of Government Student Loan Debt
Left to Repay (Disabled Respondents)**

	SFU	UBC	UNBC	UVIC	Overall Aboriginal	Overall All Graduates
\$0	36.4%	31.3%	66.7%	29.3%	32.9%	40.3%
\$1-9,999	22.7%	18.8%	0.0%	17.1%	18.3%	10.0%
\$10,000-19,999	13.6%	25.0%	33.3%	19.5%	19.5%	14.1%
\$20,000-21,999	18.2%	18.8%	0.0%	19.5%	18.3%	17.3%
\$30,000-39,999	4.5%	0.0%	0.0%	12.2%	7.3%	9.5%
\$40,000-49,999	0.0%	0.0%	0.0%	2.4%	1.2%	3.4%
\$50,000-59,999	0.0%	6.3%	0.0%	0.0%	1.2%	0.7%
\$60,000-69,999	4.5%	0.0%	0.0%	0.0%	1.2%	0.1%
\$70,000+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-51: Respondent's Highest Level of Educational Attainment Prior
to Starting University Program (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
High School	33.3%	59.3%	55.7%	66.7%	41.1%	50.5%	59.4%
Trades Certificate or Diploma	66.7%	3.7%	1.6%	0.0%	15.6%	8.9%	5.6%
College - University transfer	0.0%	20.4%	13.1%	33.3%	21.1%	18.7%	14.1%
Some university - no degree obtained	0.0%	5.6%	6.6%	0.0%	7.8%	6.5%	4.5%
University Baccalaureate degree	0.0%	7.4%	19.7%	0.0%	6.7%	10.3%	13.6%
Graduate degree	0.0%	1.9%	0.0%	0.0%	1.1%	0.9%	0.8%
Other	0.0%	1.9%	3.3%	0.0%	6.7%	4.2%	2.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Appendix B-52: Respondent's Employment Background Prior
to Starting University Program (Disabled Respondents)**

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
I was happily employed in a chosen career	33.3%	16.7%	13.1%	16.7%	30.0%	21.5%	12.2%
I held one or more unsatisfying jobs	33.3%	37.0%	29.5%	33.3%	32.2%	32.7%	29.0%
I was never employed on a steady basis	0.0%	24.1%	31.1%	33.3%	14.4%	22.0%	28.2%
Other	0.0%	0.0%	1.6%	0.0%	3.3%	1.9%	0.6%
I held one or more satisfying jobs (but not a career)	0.0%	14.8%	11.5%	0.0%	12.2%	12.1%	14.7%
I was a student	33.3%	7.4%	13.1%	16.7%	7.8%	9.8%	15.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-53: Did Respondent Have a Specific Career or Employment Goal in Mind When Beginning University Program (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
No	33.3%	29.6%	41.0%	33.3%	35.6%	35.5%	40.1%
Yes	66.7%	68.5%	52.5%	66.7%	61.1%	60.7%	56.5%
Sort of/somewhat	0.0%	1.9%	6.6%	0.0%	3.3%	3.7%	3.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-54: Did Respondent Explore a Variety of Disciplines at University Before Deciding/Confirming Choice of Major (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not applicable/ no major	0.0%	1.9%	4.9%	0.0%	0.0%	1.9%	2.1%
No	33.3%	51.9%	45.9%	16.7%	57.8%	51.4%	47.6%
Yes	66.7%	46.3%	49.2%	83.3%	42.2%	46.7%	50.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-55: Extent to which Respondent's Career or Employment Expectations Changed During the Pursuit of His/Her Degree (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Did not change at all	33.3%	44.4%	39.0%	16.7%	27.0%	34.6%	37.8%
Changed somewhat	66.7%	29.6%	30.5%	50.0%	41.6%	36.0%	38.1%
Changed significantly	0.0%	25.9%	30.5%	33.3%	31.5%	29.4%	24.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-56: Extent to which Respondent's Career or Employment Expectations Have Changed Since Graduation (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Did not change at all	0.0%	32.1%	23.7%	33.3%	28.1%	27.6%	32.4%
Changed somewhat	33.3%	34.0%	28.8%	50.0%	38.2%	34.8%	36.7%
Changed significantly	66.7%	34.0%	47.5%	16.7%	33.7%	37.6%	30.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-57: Extent to Which Respondent Agrees/Disagrees that University Program was a Good Fit with His/Her Own Interests and Strengths (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Strongly disagree	0.0%	0.0%	1.7%	0.0%	1.1%	0.9%	0.8%
Disagree	0.0%	7.4%	5.0%	0.0%	1.1%	3.8%	4.5%
Agree	33.3%	37.0%	35.0%	0.0%	37.8%	35.7%	43.9%
Strongly agree	66.7%	55.6%	58.3%	100.0%	60.0%	59.6%	50.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-58: Influence of Various Factors on Respondent's Career and Program Choices (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Work experience during your studies	0.0%	16.9%	15.4%	5.0%	15.3%	15.8%	18.4%
Work experience prior to your studies	12.5%	13.6%	10.3%	10.0%	15.3%	14.0%	11.7%
Personal experiences	37.5%	30.5%	33.8%	25.0%	27.1%	31.2%	30.3%
Professors	25.0%	21.2%	19.1%	20.0%	21.0%	21.4%	17.6%
Other counselling or advice	12.5%	11.0%	6.6%	15.0%	9.2%	8.0%	6.8%
Study abroad	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%
Travel (not for study)	12.5%	5.1%	7.4%	15.0%	8.3%	5.3%	8.6%
Other	0.0%	1.7%	7.4%	10.0%	3.9%	4.3%	3.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-59: Respondent's Success in Achieving Job Satisfaction (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not applicable	0.0%	3.7%	10.0%	0.0%	7.8%	7.0%	2.9%
Not at all successful	0.0%	11.1%	20.0%	16.7%	5.6%	11.3%	4.1%
Not very successful	0.0%	9.3%	6.7%	0.0%	18.9%	12.2%	10.5%
Somewhat successful	33.3%	37.0%	28.3%	16.7%	27.8%	30.0%	39.0%
Very successful	66.7%	38.9%	35.0%	66.7%	40.0%	39.4%	43.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-60: Respondent's Success in Achieving Employment Income (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not applicable	0.0%	3.7%	11.9%	0.0%	9.0%	8.1%	3.1%
Not at all successful	33.3%	18.5%	20.3%	16.7%	12.4%	16.6%	6.6%
Not very successful	0.0%	18.5%	28.8%	0.0%	20.2%	21.3%	17.7%
Somewhat successful	33.3%	31.5%	18.6%	33.3%	32.6%	28.4%	43.0%
Very successful	33.3%	27.8%	20.3%	50.0%	25.8%	25.6%	29.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-61: Respondent's Success in Achieving Opportunity to Advance His/Her Career (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not applicable	0.0%	3.7%	8.5%	0.0%	8.9%	7.1%	3.2%
Not at all successful	0.0%	13.0%	16.9%	16.7%	12.2%	13.7%	5.3%
Not very successful	0.0%	16.7%	16.9%	0.0%	18.9%	17.0%	14.7%
Somewhat successful	0.0%	40.7%	32.2%	33.3%	27.8%	32.1%	38.8%
Very successful	100.0%	25.9%	25.4%	50.0%	32.2%	30.2%	37.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B-62: How Successful Has Respondent Been in Achieving Other Personal Goals (Aside from Job) (Disabled Respondents)

	RRU	SFU	UBC	UNBC	UVIC	Overall Disabled	Overall All Graduates
Not applicable	0.0%	1.9%	1.7%	0.0%	4.5%	2.9%	0.9%
Not at all successful	0.0%	3.8%	10.2%	0.0%	7.9%	7.1%	6.3%
Not very successful	0.0%	54.7%	44.1%	66.7%	44.9%	47.1%	44.9%
Somewhat successful	100.0%	39.6%	44.1%	33.3%	42.7%	42.9%	47.8%
Very successful	0.0%	1.9%	1.7%	0.0%	4.5%	2.9%	0.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%