

**HIGHLIGHTS OF MAJOR FINDINGS  
REPORT ON  
FOLLOW-UP SURVEY OF 1993 BACCALAUREATE GRADUATES**

- 90.2 per cent of graduates "agreed" or "strongly agreed" that the instruction they received during the course of their degree program was good.
- 63 per cent of graduates who made the transition to the labor market indicated that the transition was "somewhat" or "very" easy.
- 85 per cent of graduates have held jobs that lasted at least six months since the time they graduated in 1993.
- 35.7 per cent of graduates already had a permanent job before they graduated.
- 81 per cent of graduates were employed the week they were surveyed. 11.7 were continuing their education and only 2.9 per cent of graduates were without employment, not attending school and actively looking for work.
- 10 per cent of graduates indicated they are self-employed. About one-third of self-employed graduates generate employment for at least one other individual. Nearly 10 per cent of this group indicated they generate more than five jobs.
- 89.7 per cent of graduates in full-time positions and 84.1 per cent of graduates employed in part-time positions indicated they were "very" or "somewhat" satisfied with their current jobs.
- 57.8 per cent of all graduates are women.
- 95 per cent of graduates reported they had learned "a great deal" in their program of study.
- 93.7 per cent of graduates reported their university education developed their ability to analyse and think critically.
- 83.6 per cent of graduates reported their university education developed their ability to work effectively with others.
- 51 per cent of graduates have pursued further education since graduating, mostly for career advancement or personal development. It has occurred primarily at the university level with only eight per cent taking college, trade-vocational or apprenticeship programs.

## Introduction

The University Presidents' Council of B.C. and the Ministry of Education and Skills Training have cooperated in jointly developing and funding a graduate follow-up survey (see below for a copy of the questionnaire). Statistics Canada was contracted to provide the technical aspects of the survey development and to do the telephone interviews. The survey is the first of this type to be completed on a graduating class from the provincial universities. It is expected that surveys of graduates will be conducted on a regular basis.

The 1993 graduates from baccalaureate and first level professional degree programs, with the exception of Medicine and Dentistry students, visa students, and those students who currently live outside North America, from The University of British Columbia, Simon Fraser University and the University of Victoria were surveyed. This class was selected as it was felt that two years after graduation would provide graduates with sufficient time to complete the transition to the workforce.

The preliminary report, which can be found on this Web Page (see below), provides system highlights. The survey has provided a lot of information that requires further analysis. A more extensive report is planned to be released in May which should examine in depth some of the issues identified in this report. Each university will have access to the information provided in the interviews with its graduates and will be able to use it to examine their views and experiences by program of study. This information will be used to improve the programs and the services to students.

## Questionnaire and Preliminary Report

Questionnaire for 1993 Graduates

A Preliminary Report: Survey Results of 1993 Baccalaureate Graduates from B.C.'s Public Universities (March 1996)

# A PRELIMINARY REPORT

## SURVEY RESULTS OF

### 1993 BACCALAUREATE GRADUATES

### FROM BC'S PUBLIC UNIVERSITIES

(March 1996)

#### UNIVERSITY BACCALAUREATE GRADUATES OF THE BC UNIVERSITY SYSTEM

In the fall of 1995, the BC University System conducted a telephone interview of BC Public Universities' graduating students in 1993. This cohort captured graduates from the University of British Columbia, the University of Victoria, and Simon Fraser University. In total 7,490 graduates from a system-wide pre-defined graduation class of approximately 9395 students responded to the telephone interview. This represents a system response rate of 81.4% with only minor variations by university.

The results presented below represent system averages. When they arise, significant differences between the universities are noted.

#### **I. Introduction to BC University Baccalaureate Graduates**

More female than male graduates (57.8% to 42.2%, respectively) responded to the telephone interview. The gender split reflected actual enrolment patterns at the University of British Columbia and Simon Fraser University. At first there appeared to be an over representation of female respondents from the University of Victoria (63.6%), but this disproportionate percentage of females is reflective of actual graduation rates. Graduation rates are higher for females at the University of Victoria due to the program mix and associated gender composition in those programs.

The vast majority (92.5%) of the BC University Baccalaureate graduates were living within British Columbia two years after graduation.

Nearly one-fifth (19.4%) of the responding graduates identified themselves as members of a visible minority. Although the question was intended to capture visible minorities such as East Asians, Indo-Pakistanis, etc., we believe there may be some confounding effects due to inconsistent reporting by females as members of a visible minority based on gender alone.

#### **II. Why do Graduates Study the Programs They Do?**

Baccalaureate graduates from BC Universities select their fields of study primarily on the basis of non-career related reasons. Slightly more than two-thirds (67.7%) of graduates stated that they selected their field of study because they were interested in the subject area or felt that their academic strengths and abilities were best suited for the field of study they selected. The remaining 32.3% of graduates indicated career-related reasons for selecting their fields of study. This is a relatively broad definition of "career" that includes preparing for further post-secondary education at the Masters, Professional or Ph.D. level.

#### **III. What do Graduates think of the Program they Took?**

Almost all graduates (95.7%) felt that they had learned a great deal in their program of study. In addition, 91.6% of graduates stated that the instruction in their program was good.

Approximately eight percent of Baccalaureate graduates from the BC University System completed a

Co-operative education program as part of their university degree. This average is distorted by the fact that only 3.4% of graduates from the University of British Columbia participated in a Co-op program compared to their counterparts at the University of Victoria (11%) and Simon Fraser University (12%). This disparity between the universities can likely be attributed to the more traditional two-semester academic year offered at the University of British Columbia.

Graduates rated the Coop program in which they participated very favorably, with 96.5% stating that their program was "good" or "very good".

Nearly three quarters (71.8%) of graduates reported that they would select the same program again. This finding is consistent across the BC System. It is noteworthy that the question asked graduates whether they would select the same program again and not whether they would select the same university again. It is quite possible that graduates' interests have changed or that they feel other programs at the same university may have been better avenues for the career they ended-up pursuing.

#### **IV. Do Graduates Feel they Develop Skills and Abilities While at University?**

BC University System baccalaureate graduates were asked to what extent their program of study developed their skills and abilities (the percentages reported show the proportion of graduates who stated that their university program developed the skill to a great extent or to some extent). In total, nine skill areas were identified: the ability to analyze and think critically (93.7%), the ability to solve problems (88.7%), the ability to think creatively (76.2%), the ability to write well (76.9%), the ability to speak well (73.5%), the ability to use the mathematics appropriate to their field (69.0%), the ability to use a computer (54.5%), the ability to work effectively with others (83.6%), and the development of a sense of ethics and social responsibility (74.3%). Clearly two skill areas emerged as the areas graduates felt were most developed during their educational programs: the ability to analyze and think critically, and the ability to solve problems.

The issue of whether graduates' university programs developed graduates' ability to use the mathematics appropriate to their field and to use computers is a more complex issue. While the percentage of students reporting that they developed the ability to use computers is only 54.5%, this finding is confounded by a number of factors. Question interpretation is one issue, as is the prevalence of computers in the university system at the time graduates began their degrees. In addition, it is expected that considerable differences will appear by the program of study of the graduates.

While the above two paragraphs highlight the spectrum of skill development perceived by graduates, it is noteworthy that in all of the remaining skill areas, between 70% and 80% of graduates felt that the skills were being developed to some extent or a great extent.

It is also of interest that there are significant differences between the three BC universities in terms of graduate perception of skill development. At first glance it appears that the Universities with smaller average class sizes and more interaction with instructional personnel are more successful in developing the skills of their graduates. However, until analysis is completed at the program level it is impossible to tell if these initial differences will remain in effect.

#### **V. Is Life-Long Learning a Reality for University Graduates?**

A surprisingly high proportion of graduates (51.3%) had pursued further post-secondary education towards a degree, diploma, certificate or license since graduating in 1993 from their Baccalaureate programs.

Of those students pursuing further post-secondary education, a full 70.9% are doing so at the university level. Sixteen percent of graduates are taking further training at technical institutions or community colleges. The remaining 13.1% of graduates indicated that they are taking "other" training. This category contains a mix of entries such as further course work to gain eligibility to other baccalaureate or post-baccalaureate programs, training for law enforcement programs at institutions such as the Justice Institute, ESL programs, etc. These items will need to be examined more fully to provide better

estimates of the level of further education being pursued by the BC University System graduates.

In total, only 8.1% of graduates report that they have taken additional post-secondary education due to a lack of suitable employment opportunities. This finding does not identify whether graduates began the job search and then returned to school or whether they assumed that there was a shortage of jobs and so continued their education. The most frequently posited reasons for deciding on whether or not to go back to school were career advancement and a goal for more advanced education by the graduate (12.9% and 12.3%, respectively).

Nearly one-third of the BC System Baccalaureate graduates (28.8%: 17% as full-time students and 11.8% as part-time students) were still attending a post-secondary educational institution in the week in which the survey was conducted.

## **VI. Adjusting/Integrating into the Labour Force: How Successful are BC Graduates?**

Graduates who had not held a job for at least six months since graduating were not asked to rate their adjustment from university to the work force. This qualification, built into the survey at the advice of Statistics Canada, means that only 66% of the respondents were directed to answer this question. Using this adjusted base then, 35.4% of the graduates answering the question, stated that their adjustment from university to the work force was "very " or "somewhat difficult".

All graduates were asked to identify what they felt was the main thing that their university could do to improve the integration of graduates from their program into the workforce. The central finding from this question is that graduates feel that all of the BC Universities need to improve the liaison or bridge between graduates and employers, especially through the vehicle of Co-op programs which would also provide them with work force experience.

## **VII. Do Graduates Obtain Relatively Permanent Jobs After Graduation?**

Graduates who did not already have permanent jobs lined up prior to completing their Baccalaureate program were quite successful in the period since graduation in finding a job that lasted at least six months. In fact, over three-quarters of graduates (76.8%) had held relatively permanent (as defined by Statistics Canada) jobs since graduation. If we add in those graduates who had permanent jobs prior to completing their programs, then the number of graduates who have had positions lasting at least six months rises to 84.8%.

Graduates are finding that many of the skills they developed during their University Baccalaureate program

are very important for the work they were doing at the time the survey was conducted. Graduates (who were working) reported that being able to work with others (97.8%) and being able to solve problems (98.8%) were the two most important skills in their current jobs. The ability to speak well and the ability to analyze and think critically were also key components of graduates' main job with over 90% of graduates reporting that these skills were very or somewhat important in their current main job.

## **VIII. Two Years After Graduation - Employment Rates**

The following shows the activities of 1993 BC University Baccalaureate Graduates during the week the survey was conducted. In total, only 5.5% of the graduates can be strictly classified as unemployed.

Working Full-time 66.0%

Working Part-time (going to school) 6.0%

Working Part-time (no school activities) 9.0%

Not Working (going to school) 11.7%

Not Working - have job to start 1.7%

Not working - no school - no job arranged 5.5%

### **IX. Concluding Comments**

Generally speaking 1993 Baccalaureate graduates from the BC University System report that they have been successful. Employment rates are high and life-long learning patterns are being established. While the transition to the work force is seen as somewhat difficult by a number of graduates, most are able to settle in within two years from the time they graduated. Enhanced liaison and bridging arrangements between the university and potential employers in addition to more opportunities for Co-operative Education programs is seen by graduates as the main way in which universities could facilitate the integration of graduates into the labour market.

Graduates also report that they are developing a number of skills in their university programs, especially in the areas of analyzing and critical thinking and problem solving. BC University graduates are also developing key skills in learning to work effectively with others; a skill that is imperative in today's labour force. Graduates highly commend the programs they studied with nearly all graduates indicating that their instruction was good and that they learned a great deal while studying at one of BC's Universities.



**MAJOR FINDINGS REPORT  
EXECUTIVE SUMMARY  
SURVEY RESULTS OF  
1993 BACCALAUREATE GRADUATES  
FROM BC'S PUBLIC UNIVERSITIES**

(July 1996)

**General Introduction:**

In the fall of 1995, BC's Public Universities together with the University Presidents' Council of B.C. and the Ministry of Education, Skills & Training, conducted a Follow-Up Survey of 1993 Baccalaureate graduates. Statistics Canada was contracted to conduct the survey and to provide advice to the Survey Working Group on the questionnaire construction.

In total 7,490 graduates responded to the survey, representing a response rate of 81.4%. We found it extremely encouraging that a full 97% of the graduates we were able to locate were willing to respond to the survey. While the coordination of the survey project involved representatives from all of BC's Public Universities (hereafter referred to as the System), the cohort selected for this study are taken from Simon Fraser University (SFU), the University of Victoria (UVic) and the University of British Columbia (UBC). The cohort selected for the survey represents a full census of 1993 Baccalaureate graduates excluding visa students, graduates living outside of North America, and graduates from the Medical and Dental programs.

In March of this year, a "Preliminary Report" was produced to briefly highlight the survey findings for the BC University System. The analysis focused upon System level findings and did not attempt to investigate university or program level differences or patterns. The current report delves further into the results, providing a more comprehensive picture of graduates' perceptions of their university experience and their activities since graduating in 1993. While analysis continues to focus at the System level, it provides major program level distinctions as well as inter-university comparisons.

Due to the wealth of information contained in the survey, the present report is forced to provide only the major findings. The universities will examine their data in further detail so that they can provide the detailed level of information required to assist them in the decision-making process. This level of analysis is especially important in the Arts and Sciences where the broad program classifications for this report may mask a number of crucial findings. It is also noteworthy that the current survey exercise represents the first attempt by the BC Public University System to survey its graduates. We have learned a great deal from this enterprise and future surveys will build on the lessons learned to date and will incorporate more detailed questions that capture the unique and broad range of activities graduates have pursued since graduation.

In order to provide program level analysis that enables the comparison of similar programs without becoming so detailed as to mask major patterns and findings, we have chosen eight major program classifications: Arts, Education, Applied Science, Science, Commerce, Fine and Performing Arts, Health Professions and Social Professions. The Applied Science category is narrowly defined comprising such programs as Engineering Science, Architecture and Agricultural programs. Some traditionally classified professional programs such as Computing Science have been grouped under the category Science due to the varying nature of the programs across the BC System. A list showing where each of the specific

programs is classified is appended to this report as Appendix A. Appendix B provides a complete set of the data tables supporting the analysis contained in this report.

For the remainder of this report, the term "graduates" will refer to the group of individuals graduating from Baccalaureate degree programs in British Columbia in 1993 who responded to our survey.

## EXECUTIVE SUMMARY

### I. Introduction to BC University Baccalaureate Graduates

- Across the BC System, there are more females graduating in 1993 from our Baccalaureate programs than males (57.8% female).
- Females predominate the fields of Arts (62.4%), Education (73.5%), Health (72.0%) and the Social Professions (65.3%), comparatively low female participation rates appear in Commerce (45.7%), Science (42.8%) and the Applied Sciences (16.0%).
- Nearly one-fifth (19.4%) of 1993 graduates identify themselves as members of a visible minority. Graduates from BC's Public Universities self-report relatively low participation rates by students with disabilities (2.7%).
- There is also not a high proportion of students with an aboriginal heritage represented in the BC System (1.5%).
- The vast majority of graduates (92.5%) continue to live in British Columbia two years after graduating.

### II. Why Do Graduates Study the Programs They Do?

- Nearly two-thirds (61.8%) of graduates chose their programs on the basis of interest or perceived skill level in a particular discipline. Almost one third (29.5%) of graduates identified career-related reasons for selecting their fields of study.
- Graduates from programs in the Arts, Fine & Performing Arts and Science are most likely to report that the main reason for selecting their particular program is due to their interest in the subject matter or their assessment that their academic abilities were best suited for that field of study.

### III. What do Graduates Think of the Programs They Took?

- Ninety-five percent of BC System graduates reported that they felt that they had learned a great deal in their program of study.
- Overall, graduates across the BC System (90.2%) "agreed" or "strongly agreed" that the instruction they received during the course of their degree program was good.
- Learning or gaining knowledge is one of the most satisfying aspects of graduates' programs.
- Another highly satisfying aspect of graduates' programs of study is the inclusion of practical training or hands-on learning that graduates felt provided them with tangible measures of their learning and skills that they would be able to market and use in their future careers.

- One of the most common concerns by students was that they feel programs are overly structured with insufficient time for concentration in their area of interest.
- Another issue raised quite frequently by graduates is the inconsistency of instructional quality. That is, graduates feel that while the quality of instruction they received is very high, they recall one or two experiences where they felt they received instruction in a course that was of significantly poorer quality.
- Approximately eight percent of Baccalaureate graduates from the BC System completed a Co-operative education (Co-op) program as part of their university degree. The average is distorted by the fact that only 3.4% of graduates from UBC participated in a Co-op program compared to 11.1% at UVic and 12.5% at SFU.
- In all programs, and at all universities, graduates who participated in Co-op programs as part of their degree program rated them very positively.
- Nearly three quarters (71.8%) of graduates reported that they would select the same program again.

#### **IV. Do Graduates Feel they Develop Skills and Abilities While at University?**

- BC System Graduates report developing a wide variety of skills as a direct result of participating in their University programs. Most well-developed are the following (percentages reflect the proportion of graduates who indicated that they had learned the skill to some or a great extent):
  - ability to analyze and think critically - 93.7%
  - ability to solve problems - 88.7%
  - ability to work effectively with others - 83.6%

#### **V. Is Life Long Learning A Reality for University Graduates:**

- A high proportion of graduates (51.3%) has pursued further post-secondary education towards a degree, diploma, certificate or license since graduating in 1993 from a Baccalaureate program in the BC System.
- Of the students who continued their education in these disciplines, only 8% did so as part of technical programs such as college-level programs, trade-vocational programs or apprenticeships. The vast majority pursued their education vis-a-vis the university system.
- When asked why they pursued further education after graduation, the most commonly identified reasons were career advancement opportunities or because the graduate had a set career goal in mind (i.e. wanted to be a teacher, engineer, etc.).

#### **VI. The Transition into the Labour Force:**

- 63.0% of graduates who made the transition to the labour market indicated that the transition was somewhat or very easy.
- Graduates who had a relatively easy (somewhat or very easy) transition into the labour market are more likely to have pursued further education since graduation than are graduates who experienced a relatively difficult transition to the labour market.

## **VII. One Step Ahead: Graduates with Permanent Jobs Before they Graduate:**

- Over one-third (35.7%) of BC System graduates had a permanent job prior to graduating with a Baccalaureate degree from one of BC's Public Universities.

## **VIII. Do Graduates Obtain Relatively Permanent Jobs After Graduation?**

- Graduates from the BC System are quite successful in obtaining permanent employment: a full 85.0% of graduates have held jobs that lasted at least six months since the time they graduated in 1993.

## **IX. Two Years After Graduation: Employment Rates and Details:**

- In the week in which the graduate was surveyed, 81.0% of graduates were employed. Nearly twelve percent (11.7%) of graduates were continuing their education. In fact, only 2.9% of graduates were without employment, not attending school, and actively looking for work.
- Graduates from programs in Education, Health and Social Professions and Commerce have high levels of combined employment rates (full and part time) two years after graduation with over 90% in all groups actively in the labour market.
- Regardless of whether graduates are employed on a full-time or part-time basis, they seem fairly satisfied with their current positions. A full 89.7% of graduates in full-time positions and 84.1% of graduates employed in part-time positions indicated that they were very or somewhat satisfied with their current job.
- 10% of graduates indicate that they are self-employed.
- About one-third of self-employed graduates generate employment for at least one other individual. Nearly ten percent of this group indicate that they generate more than five jobs which demonstrates that BC System graduates are creating jobs for others.
- Across the BC System, one-fifth of employed graduates indicated that their current employment has an end-date.

## **X. Earnings of Graduates:**

- Graduates from the Fine and Performing Arts report considerably lower full-time median salaries than is true for graduates from all other programs of study. In contrast, graduates from the Social Professions (which include Law) report the highest level of median annual earnings. The relatively high earning level of Health Profession graduates is also encouraging especially given the fact that this program category excludes both Medical and Dental graduates which tends to inflate median annual earnings.

## **XI. Skill Match of Programs and Employment:**

- For the most part, the skills that graduates felt are most well-developed by their educational programs of study (ability to analyze and think critically, ability to solve problems and the ability to work effectively with others) are the skills that graduates are finding most important in their current main jobs.



## B.C. Universities' Follow-Up Survey of 1993 Graduates

(The routing directions and other advice to the interviewer are included.)

- A1 Did you obtain a bachelor degree from [name of university] in 1993?
- 1 Yes [go to A1b]  
 3 No *wrong year* [go to A1a]  
 5 No *wrong university probe, thank and terminate*  
 x don't know *probe, else thank and terminate*  
 r refused *terminate*
- A1a Did you complete the requirements of your program in late 1992 and obtained your bachelor degree in 1993?
- 1 Yes [go to A1b]  
 3 No *confirm negative, thank and terminate*  
 x don't know *probe, else thank and terminate*  
 r refused *terminate*
- A1b The records indicate that you were in the [name of program] program. Is that correct?
- 1 Yes [go to B1]  
 3 No [go to A1c]  
 r refused [go to B1]
- A1c What program were you in? Specify the full degree name i.e. Bachelor of Education, Bachelor of arts economics, etc.
- <72 charac>
- Program of Study**
- Name of program = A1b or A1c if present.
- The following questions relate to your [name of program] program
- B1 What was the MAIN reason you chose this field of study?
- 1 Interested in subject area (subject challenging, enjoy subject)  
 2 Academic strengths and abilities match this area well  
 3 Use it as a stepping stone for professional degree, Masters or PhD  
 4 Friends/family encouraged me to enter this field  
 5 Had a carrier goal (i.e. wanted to be a teacher, engineer, etc.)  
 6 Good job prospects in this field  
 7 Increase/acquire skills for current or other job  
 8 Other (Specify) [go to B1a]  
 x don't know  
 r refused
- [go to B2]
- B1a Specify OTHER reason
- <50 charac>  
 r refused
- B2 Given your experience since completing your bachelor's program, would you select the same program again?
- 1 Yes  
 3 No [Go to B2a]  
 x Don't know  
 r refused
- [Go to B3a]
- B2a Why would you not select the same program again?
- <250 carac>  
 r refused
- B3a For the following statements please indicate whether you strongly agree, agree, disagree, or strongly disagree.
- I have learned a great deal in this program
- 1 Strongly Agree  
 2 Agree  
 3 Disagree  
 4 Strongly Disagree  
 5 Uncertain  
 x don't know

- r refused
- B3c The instruction of courses in my program was good
- 1 Strongly Agree  
2 Agree  
3 Disagree  
4 Strongly Disagree  
5 Uncertain  
x don't know  
r refused
- B4 What changes would you suggest in the methods of instruction and/or program curriculum to improve the learning experience for students in the program?
- <250 charac>  
3 Nothing  
x don't know  
r refused
- B5 What was the most satisfying aspect of your bachelor's program?
- <250 charac>  
3 Nothing  
x don't know  
r refused
- B6 What was the least satisfying aspect of your bachelor's program?
- <250 charac>  
3 Nothing  
x don't know  
r refused
- B7 Did you complete a Co-op program while in the bachelor's program?
- 1 Yes [go to B8]  
3 No [go to C1]  
x Don't know [go to C1]  
r refused [go to C1]
- B8 Overall, how would you rate the Co-op program? Would you say...
- 1 Very good  
2 Good  
3 Poor  
4 Very poor  
5 Neutral  
x Don't know  
r refused
- Skills Assessment**
- C1 Now a few questions on skills assessment.
- Universities try to provide students with a variety of skills and abilities. Please rate to what extent the bachelor's program developed each of the following skills or abilities using the scale "To a great extent, to some extent, not very much or not at all". If any of these is not relevant to your particular program, just say "not applicable".
- C1a To what extent did your bachelor's program develop your ability to analyse and think critically? Would you say ...
- 1 To a great extent  
2 To some extent  
3 Not very much  
4 Not at all  
5 Not applicable  
x don't know  
r refused
- C1b To what extent did your program develop your ability to solve problems? Would you say ...
- 1 To a great extent  
2 To some extent  
3 Not very much  
4 Not at all  
5 Not applicable  
x don't know  
r refused
- C1d To what extent did the program develop your ability to think creatively? Would you say ...

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

C1f To what extent did your bachelor's program develop your ability to write well? Would you say ...

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

C1g To what extent did the program develop your ability to speak well? Would you say ...

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

C1h If any of the following skills are not relevant to your particular program, please say "Not applicable" rather than "Not at all"

To what extent did your bachelor's program develop your ability to use the mathematics appropriate for your field? Would you say ...

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

C1i If any of the following skills are not relevant to your particular program, please say "Not applicable" rather than "Not at all"

To what extent did the program develop your ability to use a computer? Would you say ...

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

C1k To what extent did the bachelor's program develop your ability to work effectively with others? Would you say ...

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

C2 To what extent did the bachelor's program develop your sense of ethics and social responsibility?

- 1 To a great extent
- 2 To some extent
- 3 Not very much
- 4 Not at all
- 5 Not applicable
- x don't know
- r refused

#### Education after graduation

D1 The next questions relate to education since graduation.

Since graduation, have you taken (or are you taking) any further education or training at a post-secondary institution towards a degree, diploma, certificate or license?

- 1 Yes [go to D2]  
 3 No [go to E0]  
 x don't know [go to E0]  
 r refused [go to E0]

D2 What type of education or training was/is this? (Mark up to 2)

- 1 Registered apprenticeship  
 2 Trade/vocational certificate or diploma  
 3 Community college or diploma  
 4 Technical institute diploma or certificate  
 5 Hospital School of nursing or school of radiology certificate or diploma  
 6 University diploma or certificate below bachelor's degree  
 7 Bachelor degree (eg. BA, Bsc, Bed, BASc, BEng)  
 8 First professional degree (degree in law, medicine, dentistry, veterinary medicine, or optometry, LLB, MD, DDS, DMD, DVM, OD)  
 9 University diploma or certificate above bachelor's degree  
 10 Master's degree (eg. MA, Msc, Med, MBA, MASc, MEng)  
 11 Ph.D degree (e.g. doctorate, DSc, DEd)  
 12 Professional association diploma, certificate or license  
 13 Managerial Training Certificate Program  
 14 Other (Specify) [go to D2a]  
 x don't know [go to D4]  
 r refused [go to D4]

[go to D3]

D2a Specify OTHER degree, diploma, certificate or license.

- <50 charac>  
 r refused

D3 In what field of study was/is this education or training?

- <72 charac>  
 r refused

D4 Are you still attending?

- 1 Yes  
 3 No [Go to D5]  
 x don't know [Go to D5]  
 r refused [Go to D5]

D4a Are you attending full-time or part-time?

- 1 Full-time  
 3 Part-time  
 x don't know  
 r refusal

D5 What is the MAIN reason you enrolled in further studies after completing your bachelor's program?

- 1 Wanted to change fields  
 2 Lack of suitable employment opportunities  
 3 Wanted to study at an advanced level  
 4 General interest / personal development  
 5 For career advancement  
 6 Had a career goal (i.e. wanted to be a teacher, engineer, etc.)  
 7 Other (specify) [go to D5a]  
 x don't know  
 r refused

D5a Specify OTHER reason

- <50 charac>  
 r refused

#### Transition to Work

E0 And now a few questions about your experience after completing your [name of program] program

E1 Did you have a permanent job PRIOR to completing your [name of program] program? By permanent I mean a job that was expected to last at least 6 months.

- 1 Yes  
 3 No [go to E4]  
 x don't know [go to E4]  
 r refused [go to E4]

E2 Was this job with an employer for whom you worked during or before your studies in your

bachelor's program?

1 Yes  
3 No  
x don't know  
r refused

E3 Are you still working for the same employer?

1 Yes  
3 No  
x don't know  
r refused

[go to E5]

E4 Since completing your program, have you had a job that lasted or was expected to last at least 6 months and was your major activity during the time?

1 Yes  
3 No [go to E7]  
x don't know [go to E7]  
r refused [go to E7]

E5 Thinking back to your first permanent job after graduating, how related was this job to your studies in your bachelor's program? Would you say

1 Very related  
2 Somewhat related  
3 Slightly related  
4 Not at all related  
x don't know  
r refused

IF "Yes" in E3, go to E7

E6 How would you rate your adjustment from university to the work force? Would you say...

1 Very difficult  
2 Somewhat difficult  
3 Somewhat easy  
4 Very easy  
x don't know  
r refused

E7 In your opinion, what is the MAIN thing that [name of university] could do to improve the integration of graduates of your bachelor's program into the workforce?

1 Coop program  
2 More practical / less theoretical training  
3 Liaison / bridge between graduates and employers  
4 Teach job search skills / seminars (i.e. resumes, cover letters etc.)  
5 Other (Specify) [Go to E7a]  
x don't know  
r refused

[Go to F0]

E7a Specify other

[50 charac]

#### Employment Activities

F0 The following questions relate to your activities at the end of last week.

F1 Last week, were you employed at a job or business?

1 Yes  
3 No [go to F18]  
x don't know [go to F18]  
r refused [go to F18]

F1a How many jobs did you have last week?

\_\_\_ jobs (range 1 - 5)  
r refused

F2 How many hours do you work on average each week at your MAIN job? (Main job is defined as the job at which the respondent works the most hours)

\_\_\_ hours (RANGE 1 - 99) If less than 30 hours go to F3, otherwise go to F4  
x don't know [Go to F4]  
r refused [Go to F4]

F3 What is the MAIN reason you usually work less than 30 hours per week at your main job?

- 1 Own illness or disability
- 2 Personal or family responsibilities
- 3 Going to school
- 4 Could only find part-time work
- 5 Did not want full time-work
- 6 Full-time work under 30 hours per week
- 7 Other (specify) [go to F3a]
- x don't know
- r refused

F3a Specify OTHER reason

<50 charac>

F4 Are you self-employed?

- 1 Yes
- 3 No [go to F6]
- x don't know [go to F6]
- r refused [go to F6]

F5 How many people, other than yourself, do you employ? [0-995]

- \_\_\_\_\_ employees
- x don't know
- r refused

GO TO F6a

F6 Is your employment based on a limited term contract? That is, does your job have an end-date?

- 1 Yes
- 3 No
- x don't know
- r refused

F6a What is your job title? (e.g. teacher, office clerk, engineer, social worker, secretary.)

- <50 charac>
- x don't know
- r refused

F7 In this work, what are your most important activities or duties? (e.g. consultation, instructing students, designing buildings, auditing statements.)

- <50 charac>
- x don't know
- r refused

F8 For whom do you work? (Name of business, government department or agency, or person.)  
(Name of respondent should be displayed on this screen)

- <50 charac>
- x don't know
- r refused

F9 What kind of business, industry or service is this? (e.g. federal government, aerospace industry, forestry services.)

- <50 charac>
- x don't know
- r refused

F10 What is your gross salary or wages from your MAIN job, before deductions?

- \$\_\_\_\_\_ (Range 1.00 - 999999.99)
- x don't know
- r refused

F10a Interviewer: specify the period for amount given.

- 1 Hourly
- 2 Daily
- 3 Weekly
- 4 Every two weeks/twice a month
- 5 monthly
- 6 yearly
- 7 other (specify) [go to F10b]

[go to F11]

F10b Specify OTHER type of payment

&lt;50 charac&gt;

## F10c INTERVIEWER

Please confirm that the respondent received \$xxxx per year

IF YES IN F4, SELF EMPLOYED GO TO F15

F11 What is the level of education required by the employer for this job?

- |   |   |              |             |
|---|---|--------------|-------------|
| 1 | Less than university degree                                   | [go to F15]  |             |
| 2 | Bachelor's degree   |              | [go to F15] |
| 3 | First professional degree                                     |              | [go to F15] |
| 4 | Master's degree   |              | [go to F15] |
| 5 | Doctorate   |              | [go to F15] |
| 6 | No educational requirement                                    | [go to F15]  |             |
| 7 | Professional Certification (i.e. Teacher's certificate, etc.) |              | [Go to F15] |
| 8 | Other - specify   | [go to F11a] |             |
| x | don't know  |              | [go to F15] |
| r | refused   |              | [go to F15] |

F11a Specify OTHER reason

&lt;50 charac&gt;

r refused

F15 I will read you a list of skills. Tell me which one are important in your current main job. Use the scale "very important, somewhat important, not very important, not at all important, not using this skill.

F15a Ability to analyse and think critically. How important is it?

- |   |                      |
|---|----------------------|
| 1 | Very important       |
| 2 | Somewhat important   |
| 3 | Not very important   |
| 4 | Not at all important |
| 5 | Not using this skill |
| x | don't know           |
| r | refused              |

F15b Ability to solve problems? How important is it?

- |   |                      |
|---|----------------------|
| 1 | Very important       |
| 2 | Somewhat important   |
| 3 | Not very important   |
| 4 | Not at all important |
| 5 | Not using this skill |
| x | don't know           |
| r | refused              |

F15d Ability to think creatively? How important is it?

- |   |                      |
|---|----------------------|
| 1 | Very important       |
| 2 | Somewhat important   |
| 3 | Not very important   |
| 4 | Not at all important |
| 5 | Not using this skill |
| x | don't know           |
| r | refused              |

F15f Ability to write well? How important is it?

- |   |                      |
|---|----------------------|
| 1 | Very important       |
| 2 | Somewhat important   |
| 3 | Not very important   |
| 4 | Not at all important |
| 5 | Not using this skill |
| x | don't know           |
| r | refused              |

F15g Ability to speak well? How important is it?

- |   |                      |
|---|----------------------|
| 1 | Very important       |
| 2 | Somewhat important   |
| 3 | Not very important   |
| 4 | Not at all important |
| 5 | Not using this skill |
| x | don't know           |
| r | refused              |

F15h Ability to use mathematics? How important is it?

- |   |                    |
|---|--------------------|
| 1 | Very important     |
| 2 | Somewhat important |
| 3 | Not very important |

4 Not at all important  
 5 Not using this skill  
 x don't know  
 r refused

F15i Ability to use a computer? How important is it?

1 Very important  
 2 Somewhat important  
 3 Not very important  
 4 Not at all important  
 5 Not using this skill  
 x don't know  
 r refused

F15k Ability to work effectively with others? How important is it?

1 Very important  
 2 Somewhat important  
 3 Not very important  
 4 Not at all important  
 5 Not using this skill  
 x don't know  
 r refused

F17 In general, how satisfied are you with your current job? Would you say...

1 Very satisfied  
 2 Somewhat satisfied  
 3 Not very satisfied  
 4 Not at all satisfied  
 x don't know  
 r refused

[GO TO G1].

F18 Do you have a paid job to start at a definite date in the future?

1 Yes [Go to G1]  
 3 No  
 x don't know  
 r refused

F19 Were you actively looking for a job last week?

1 Yes [Go to G1]  
 3 No  
 x don't know [Go to G1]  
 r refused [Go to G1]

F19a What was the main reason you did not look for work last week?

1 Own illness or disability  
 2 Personal or family responsibilities  
 3 Going to school  
 4 No longer interested in finding work  
 5 Waiting for recall (to former job)  
 6 Has found a new job  
 7 Waiting for replies from employers  
 8 Believes no work available (in area or suited to skills)  
 9 No reason given  
 10 Other - specify [go to F19b]  
 x don't know  
 r refused

[go to G1]

F19b Specify OTHER reason

<50 charac>  
 r refused

#### Overall Evaluation

G1 Overall, what were the most significant aspects (good and/or bad) of your university experience?

<250 charac>  
 3 Nothing  
 x don't know  
 r refused

#### Employment Equity

H1 Now, a few questions on employemnt equity.

Do you have a persistent physical, sensory, learning or emotional disability? Some examples of disabilities are: heart condition, hemophilia, hearing, mobility or vision impairment, psychiatric illness.

1 Yes  
3 No  
x don't know  
r refused

H2 Are you an aboriginal person? Some examples are Inuit, Metis and North American Indian - either status or non-status.

1 Yes  
3 No  
x don't know  
r refused

H3 Are you part of a visible minority in Canada? Some examples of visible minorities are: Black, East Asian (Chinese, Japanese, Korean), Indo-Pakistani, Middle Eastern, Pacific Islander, Southeast Asian, West Asian.

1 Yes  
3 No  
x don't know  
r refused