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

Publication date: January 2016

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1. The first section of the report discusses the overall findings of the study, including the response rates and the demographic characteristics of the participants. It also provides a brief overview of the research questions and the methods used to collect and analyze the data.

2. The second section of the report focuses on the findings related to the students' career and educational aspirations. It examines the extent to which the students' current career and educational goals align with their long-term aspirations, and it explores the factors that influence these aspirations.

3. The third section of the report discusses the findings related to the students' financial literacy and financial behavior. It examines the students' understanding of financial concepts, their financial literacy skills, and their financial behaviors, such as saving, investing, and borrowing.

4. The fourth section of the report discusses the findings related to the students' financial planning and financial decision-making. It examines the students' financial planning practices, their financial decision-making processes, and the factors that influence their financial decisions.

5. The fifth section of the report discusses the findings related to the students' financial well-being and financial health. It examines the students' financial well-being, their financial health, and the factors that influence their financial well-being and financial health.

6. The sixth section of the report discusses the findings related to the students' financial education and financial literacy training. It examines the students' financial education experiences, their financial literacy training, and the factors that influence their financial education and financial literacy training.

7. The seventh section of the report discusses the findings related to the students' financial counseling and financial support. It examines the students' financial counseling experiences, their financial support, and the factors that influence their financial counseling and financial support.

8. The eighth section of the report discusses the findings related to the students' financial literacy and financial behavior. It examines the students' financial literacy skills, their financial behaviors, and the factors that influence their financial literacy and financial behavior.

9. The ninth section of the report discusses the findings related to the students' financial planning and financial decision-making. It examines the students' financial planning practices, their financial decision-making processes, and the factors that influence their financial decisions.

10. The tenth section of the report discusses the findings related to the students' financial well-being and financial health. It examines the students' financial well-being, their financial health, and the factors that influence their financial well-being and financial health.

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## Further Education

t I B E B L F S O F S U B I O P H I S N S O M P T L D P O E B S D J P S O S B H T O J O O D F  
H S B E V X J U I O R O S D D D B M B F M S S F B U F  
t P G F T Q P O X E F S O U S T P M O Q S E H S U N J N P G I F V S W F Z  
t P G S B E X B P K F T Q V S J O N B U T F S E T P D S B M H S B U E X F S K F M M  
Q S F Q G B U E T V S C T F R U F G W F T

## Labour Force Outcomes

t X F S D I M B C P R S D H E J N P G I F V S W F Z  
t O G N Q M B Z F R P O E F O U T  
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P D D V Q B U J P O T  
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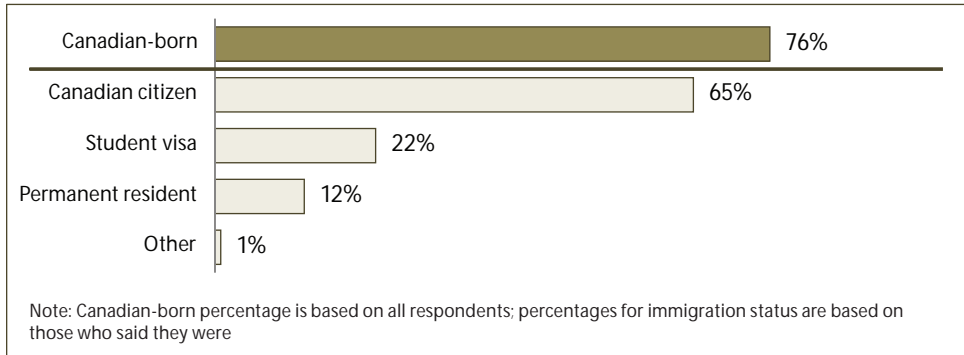


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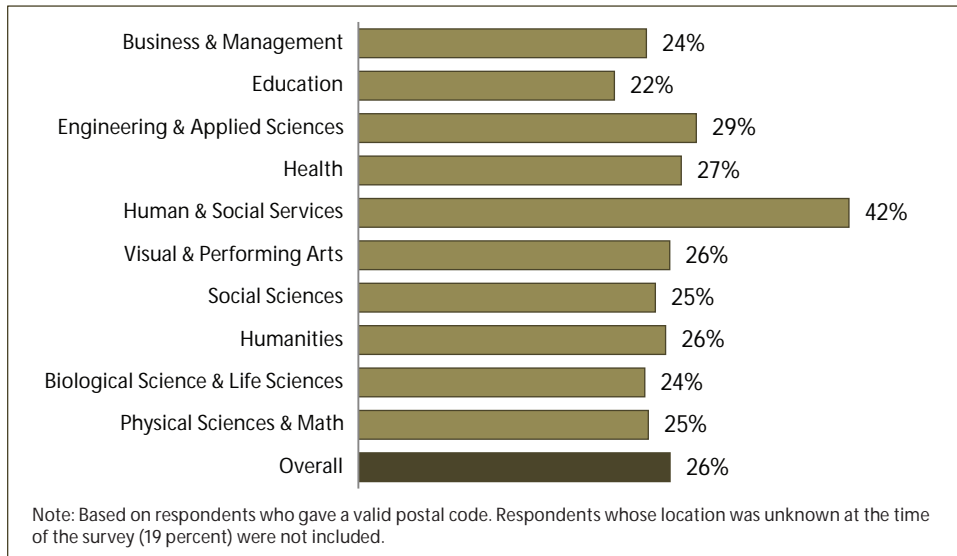




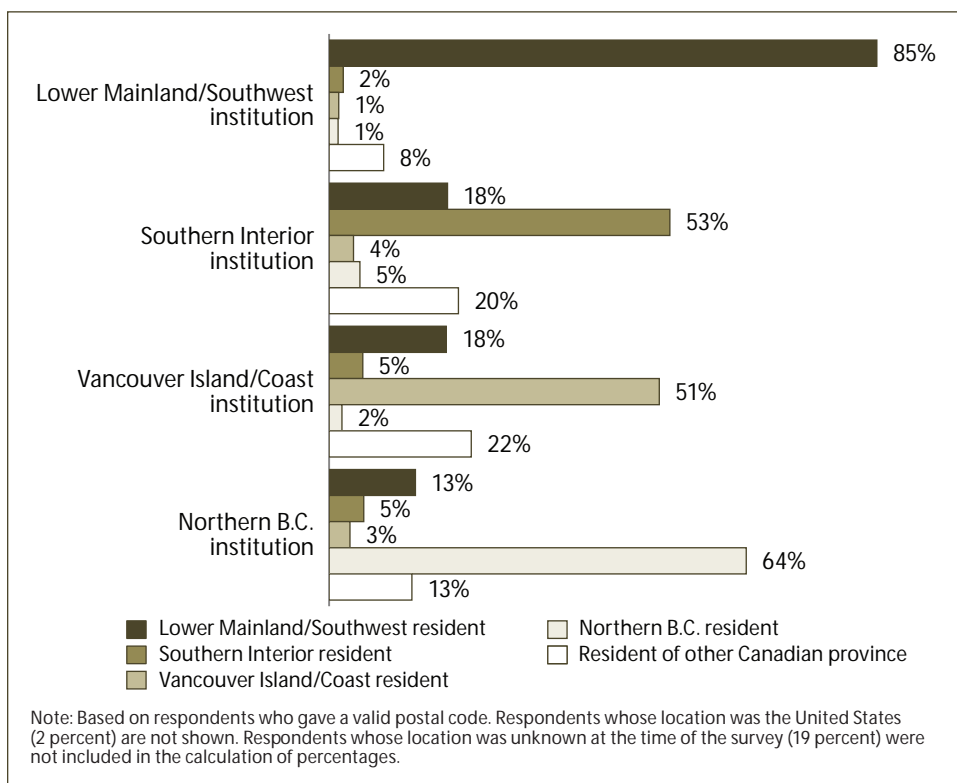
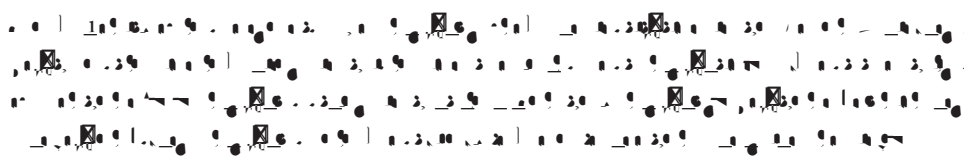
[The following text is heavily obscured by noise and artifacts, making it illegible. It appears to be a list of findings or a table of contents.]



Typically, graduates were born in Canada.



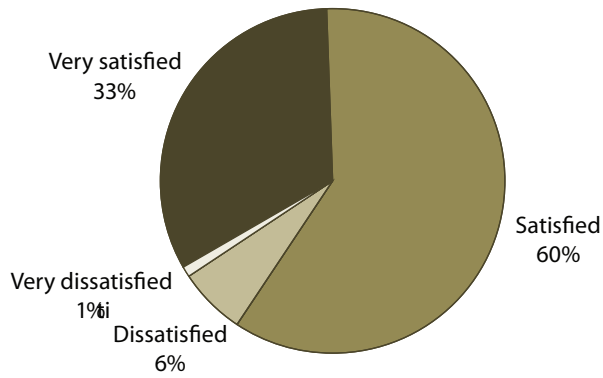
About one-quarter of graduates moved after completing their studies.



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

## Satisfaction

Very satisfied, satisfied, dissatisfied, very dissatisfied

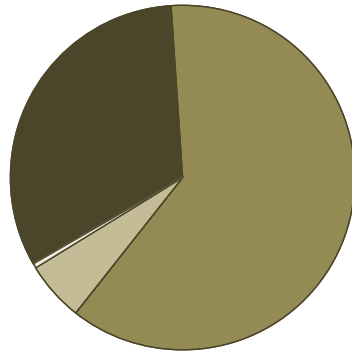


Most graduates reported satisfaction with their education.

Humanities graduates were particularly pleased with their education.

### Quality of Course Instruction

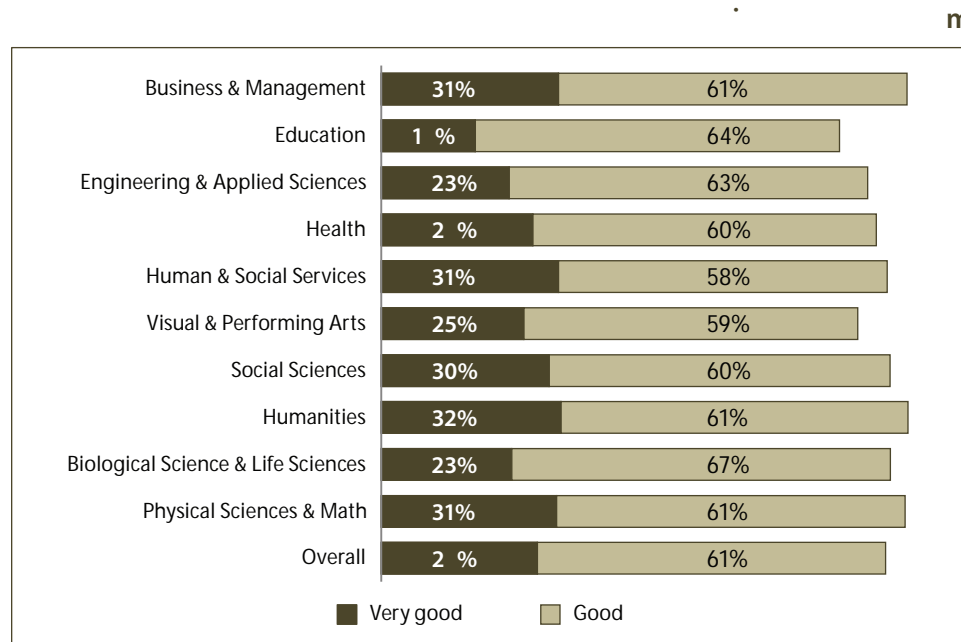
Quality of course instruction was highly rated.



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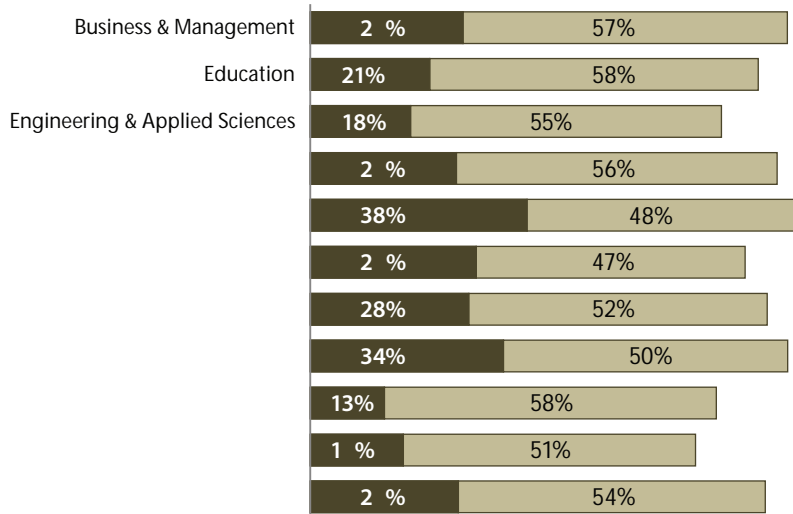
Across program areas, graduates thought highly of the quality of course instruction.

very good



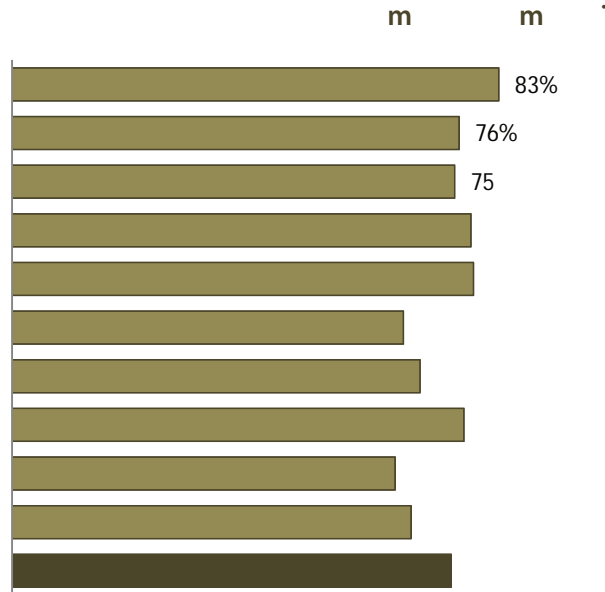
The quality of the core program varied across program groups, with the highest ratings from Humanities graduates.

very useful, somewhat useful

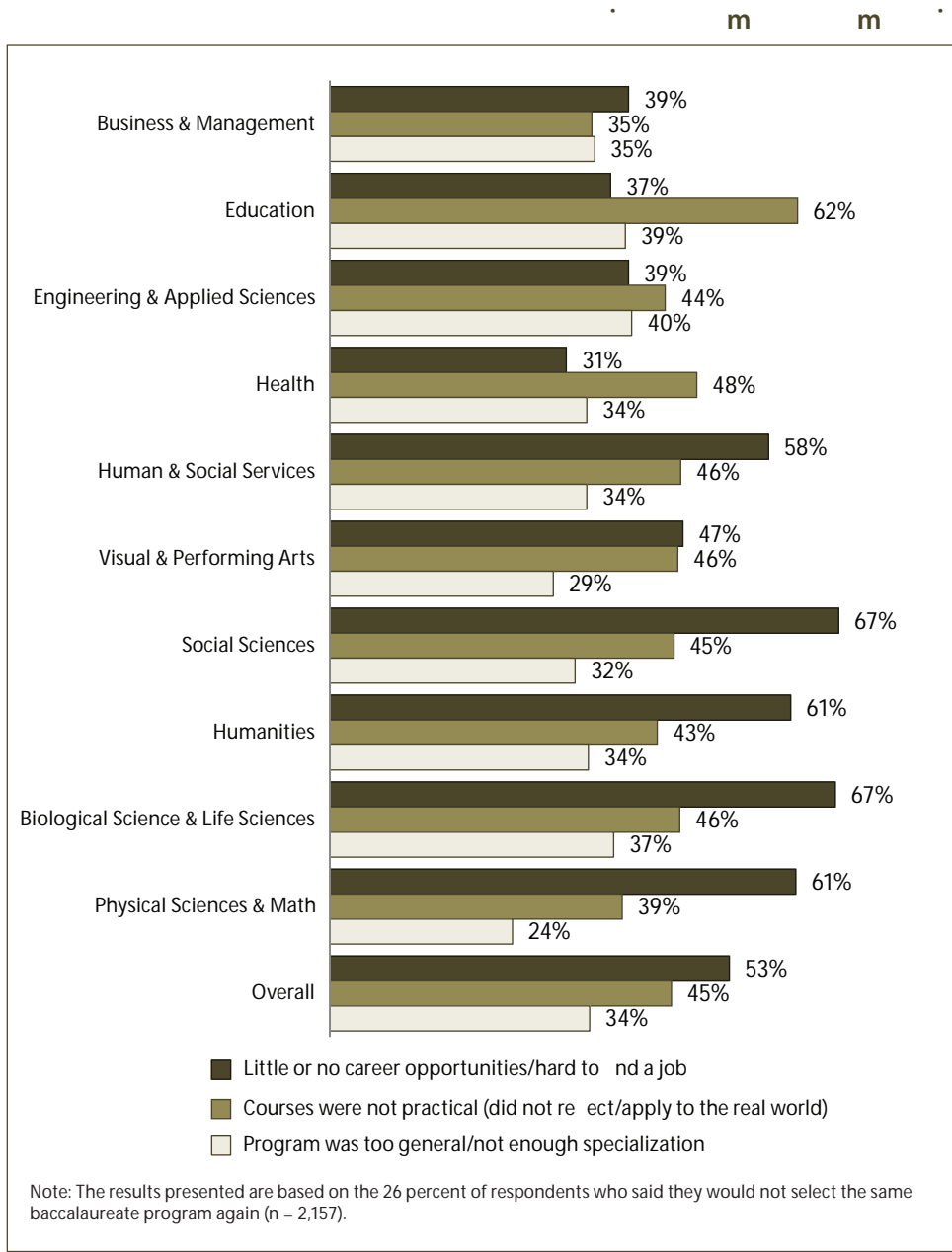


Employed graduates tended to view their education as helpful in their daily lives.

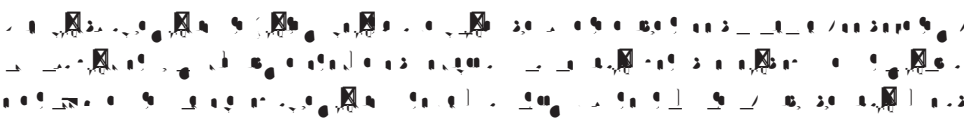
Business & Management graduates were most likely to say they would choose the same program again.



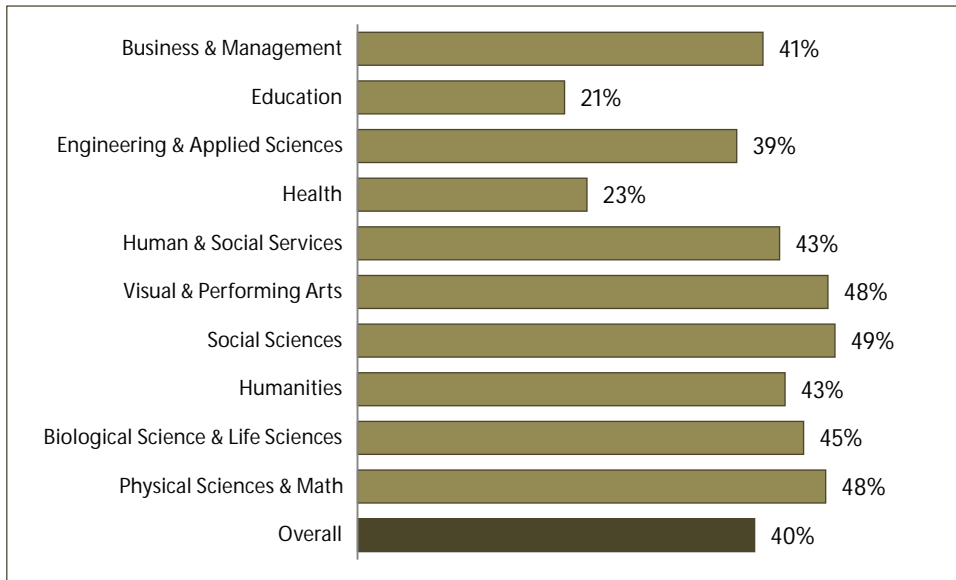
Business & Management graduates were most likely to say they would choose the same program again.



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

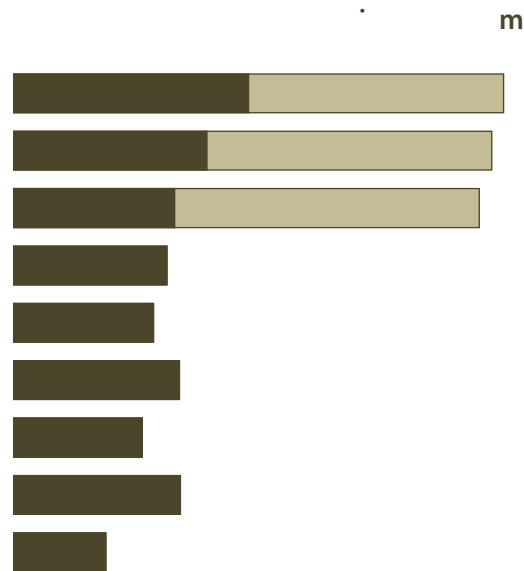
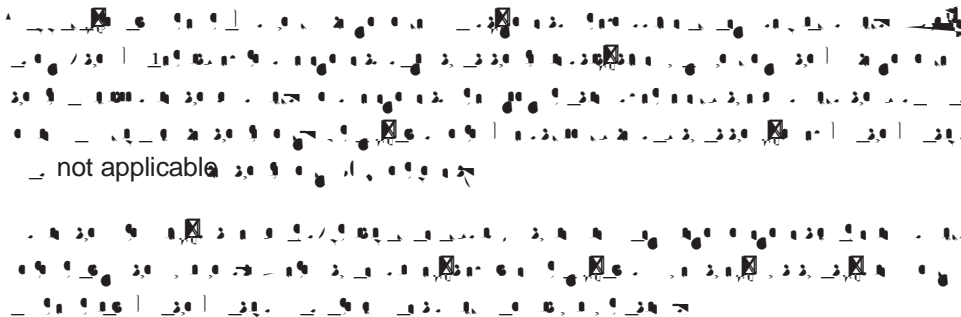






Scheduling difficulties were prevalent in a number of program areas.

### Skills Development



very helpful helpful

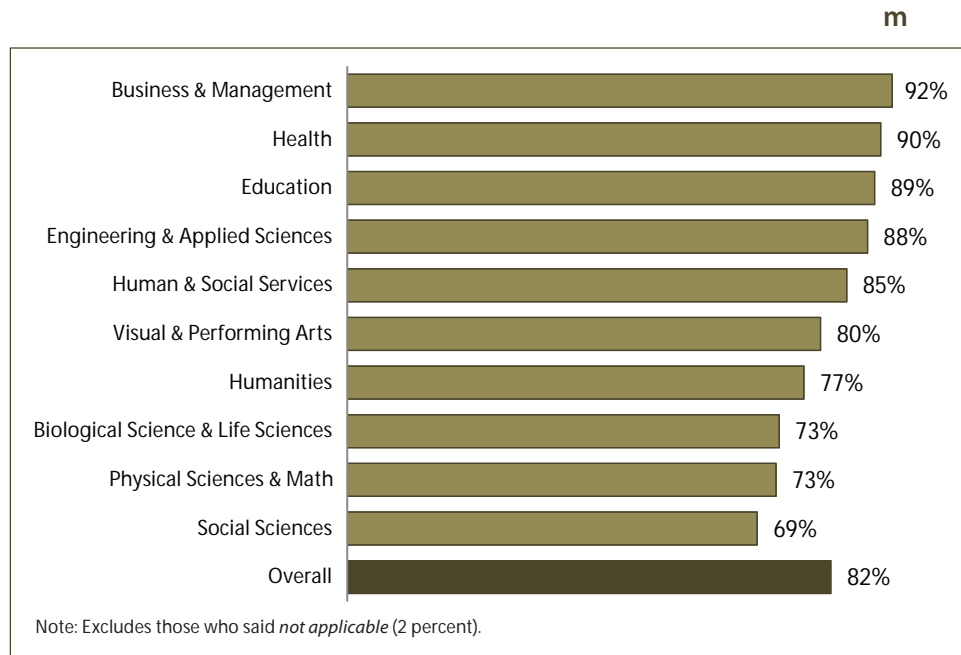


Ratings associated with eld-appropriate mathematics skill development varied widely.



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

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

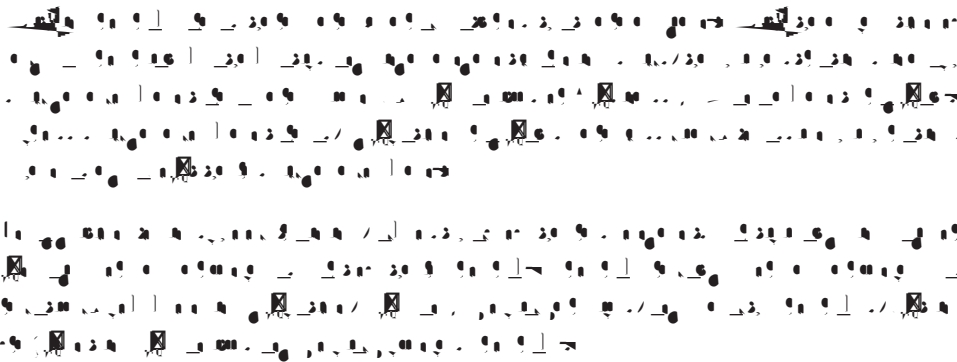


Business & Management programs ranked the highest in teamwork development.

Humanities programs were seen as helpful in developing research skills.

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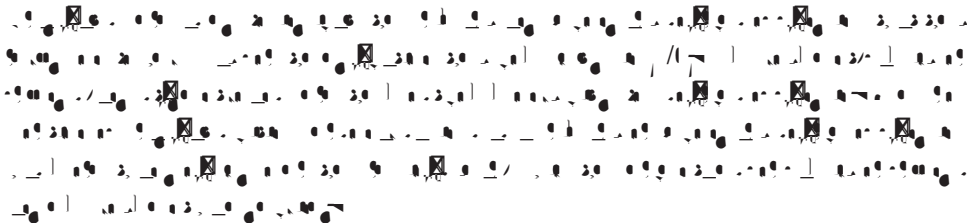
Humanities programs were highly rated for helping to develop reading comprehension.



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

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

### Sources of Funding



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

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



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

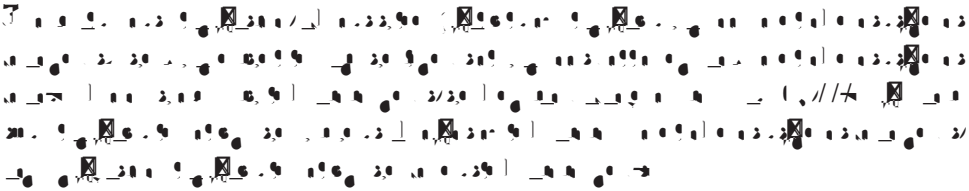
Note: Based on respondents' primary and secondary funding sources.

Financial challenges

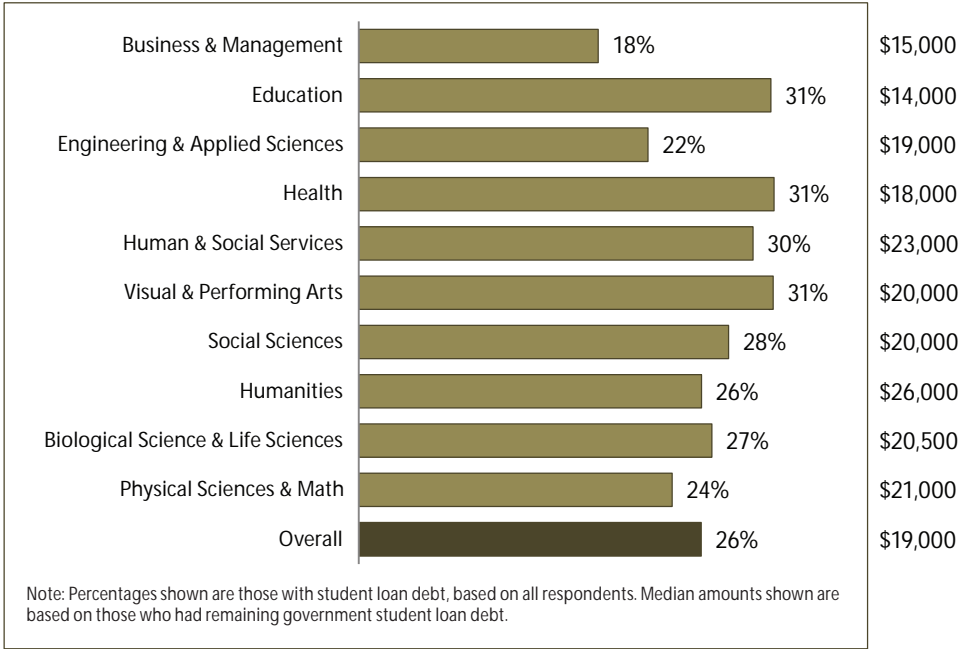
Health graduates were among the most likely to accrue debt and they incurred the highest median debt.

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





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

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

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### *Enrolment in Further Education*



About half of graduates had enrolled in further studies.

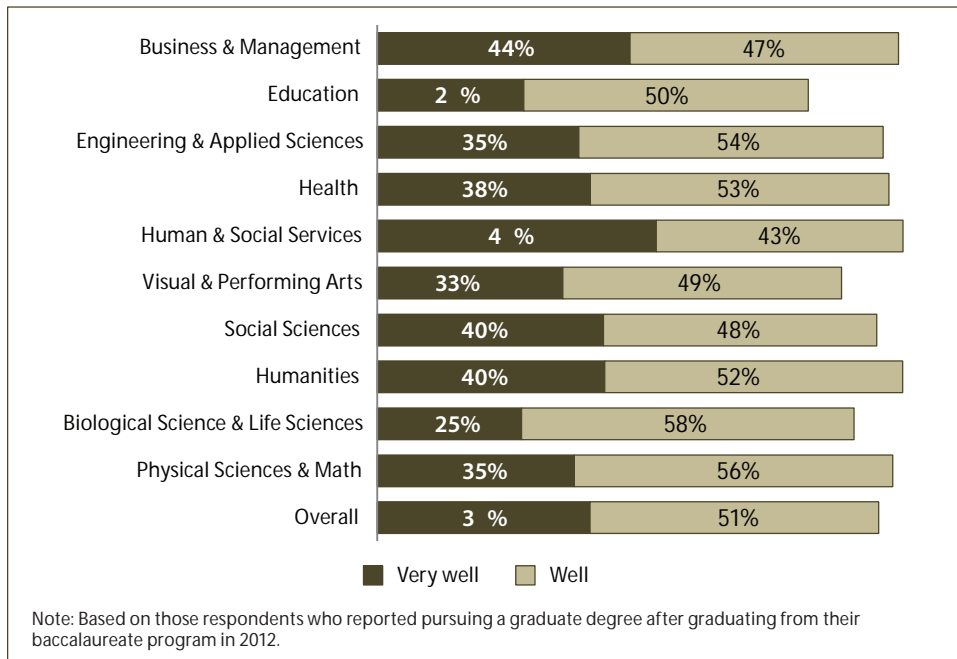
Note: Based on al

Figure 1.1: Enrollment in Further Education by Program Area, 2017-18

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



very well well

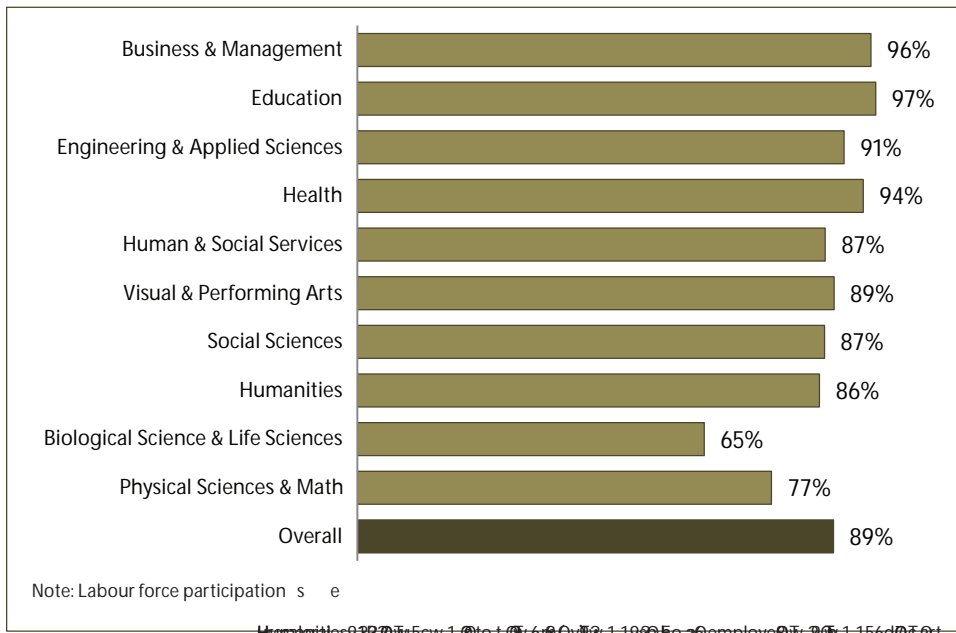


The majority of graduates felt well-prepared for their graduate work.

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## Labour Force Participation

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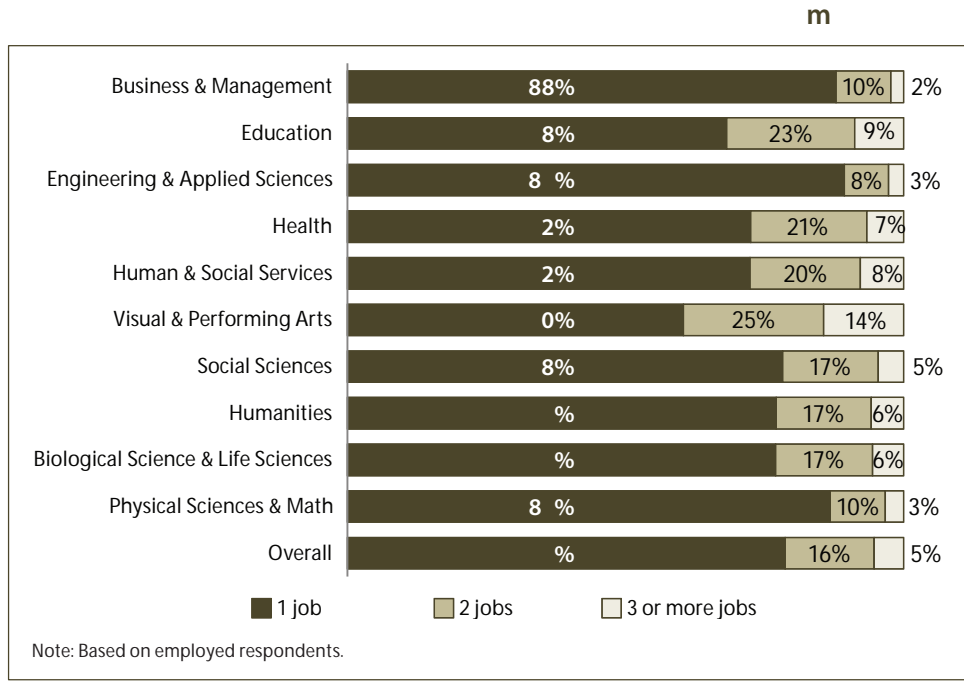


Labour force participation was high in most program areas.

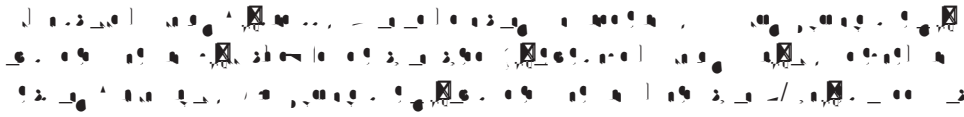


*In most program areas, at least 9 out of 10 graduates who were in the labour force were employed two years post-graduation.*

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

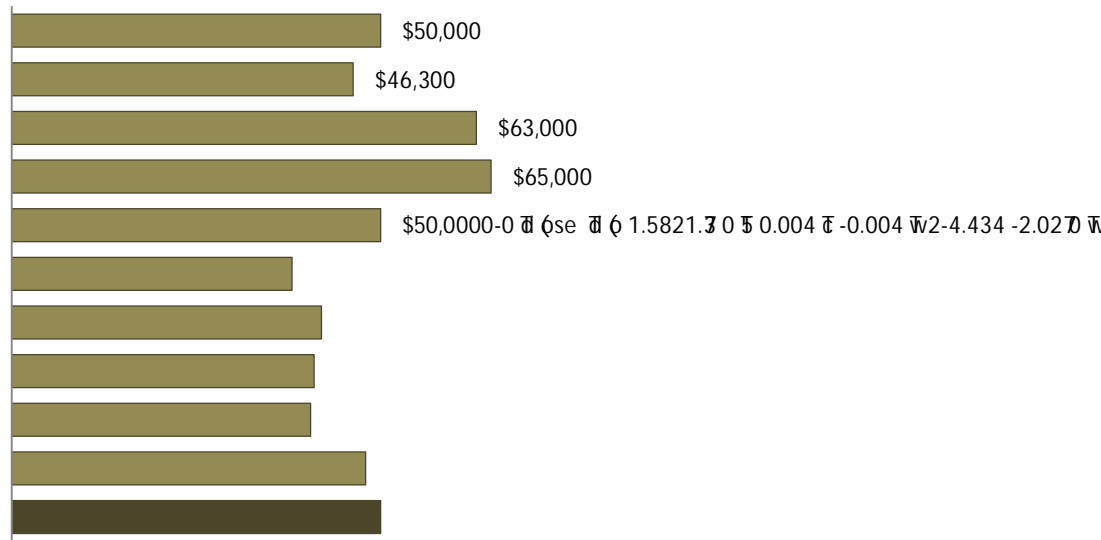


Visual & Performing Arts graduates were most likely to have two or more jobs.



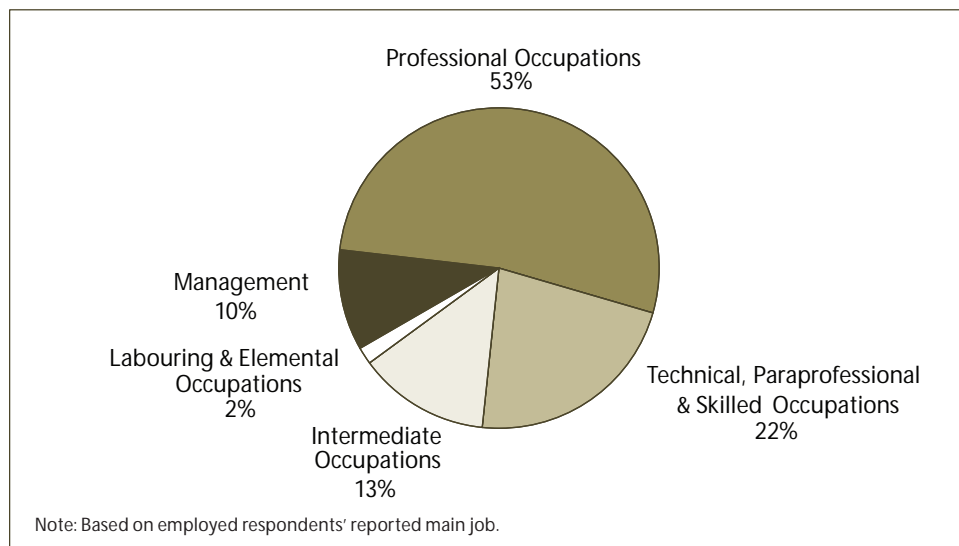
Almost all employed Business & Management and Engineering & Applied Sciences graduates were working full-time.





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





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

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7. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of financial data. This section also highlights the role of internal controls in preventing errors and fraud.

8. The second part of the document focuses on the importance of transparency and accountability in financial reporting. It stresses that organizations should provide clear and concise information to stakeholders, enabling them to make informed decisions. This section also discusses the benefits of regular audits and reviews.

9. The final part of the document concludes by reiterating the key points discussed throughout the report. It emphasizes the need for continuous improvement and adherence to best practices in financial management. The document also provides a list of references and a glossary of terms.

## Appendix A—Survey Methodology

The survey was conducted in 2014, two years after graduation for the Class of 2012. The survey was administered to graduates of 15 post-secondary institutions in British Columbia. The survey was conducted via email, with a follow-up email sent to non-respondents. The survey was completed by 8,883 graduates, representing a response rate of 45%.

2014			
Institution	Contacted	Responded	Response rate
University of British Columbia	6,120	2,556	42%
Simon Fraser University	4,388	1,954	45%
University of Victoria	3,075	1,260	41%
Thompson Rivers University	910	419	46%
Vancouver Island University	742	401	54%
British Columbia Institute of Technology	713	389	55%
University of the Fraser Valley	708	366	52%
Kwantlen Polytechnic University	640	291	45%
University of Northern British Columbia	507	232	46%
Emily Carr University of Art and Design	354	167	47%
Royal Roads University	331	195	59%
Douglas College	284	147	52%
Langara College	242	140	58%
Okanagan College	216	100	46%
Capilano College	209	95	45%
Camosun College	144	84	58%
Vancouver Community College	116	52	45%
North Island College	42	29	69%
Nicola Valley Institute of Technology	16	6	38%
<b>Total</b>	<b>19,757</b>	<b>8,883</b>	<b>45%</b>

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

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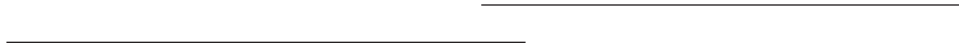
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## *Appendix B—British Columbia CIP Program Clusters*





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