University of Regina | Office of Resource Planning

The Third of Three Reports

THE 2011-12 SURVEY OF 2009-10 SASKATCHEWAN POST-SECONDARY GRADUATES

The Ministry of Advanced Education, along with the University of Regina, University of Saskatchewan, Saskatchewan Institute of Applied Science & Technology (SIAST), Saskatchewan Apprenticeship & Trade Certification Commission (SATCC), Saskatchewan Indian Institute of Technologies (SIIT), and private vocational schools, conducted a survey of all 2009–10 post-secondary graduates in 2012.

The summary provided here draws heavily from the full report produced for the Ministry by Prairie Research Associates (PRA) and is tailored specifically to highlight respondents from the University of Regina. Those respondents are undergraduate and graduate students who completed their last degree program in 2009-10.

The research provides information on several key areas, including graduates':

- level of satisfaction with their education;
- sources of financing for their education;
- level of education-related debt;
- pre- and post-graduate mobility;
- education and employment outcomes.

In this -- the final of three reports -- University of Regina respondents' reflect on how their education was financed, as well as their eventual employment outcomes.

Financing of Post-Secondary Education

University of Regina respondents tended to rely most heavily on financing their education through their own sources, such as employment earnings (86%) and personal savings (73%). Parents (71%) also provided a source of support to many.

Sources that might result in graduates taking on debt are also very common, including Canada or Saskatchewan government student loans (35%), credit cards (41%), and bank loans or lines of credit (33%).

Respondents report relying on sponsorship by First Nations bands or Aboriginal funding program (6%) and Workers' Compensation (1%) least often.

Financing among University of Regina and University of Saskatchewan respondents tends to be similar, as these graduates were more reliant on employment earnings, parents, government student loans, credit cards, non-government scholarships, grants or bursaries, and research or teaching assistantships.

Table 1: Sources of financing by institution		
	University of Regina	**University of Saskatchewan**
Employment earnings during program	**86%**	**84%**
Personal savings	**73%**	**75%**
Parents	**71%**	**71%**
Government scholarships, grants, or bursaries	**38%**	**49%**
Government student loans	**35%**	**47%**
Credit cards	**41%**	**43%**
Non-government scholarships, grants, or bursaries	**44%**	**49%**
Bank loans or bank lines of credit	33%	39%
Grandparents, spouse/partner, friends, or relatives	24%	28%
Employment Insurance	**4%**	**3%**
Sponsorship by an employer	**17%**	**10%**
Research or teaching assistantships	**19%**	**22%**
RESP/RRSPs	14%	17%
Sponsorship by a First Nations band or Aboriginal funding program	**6%**	**4%**
Workers' Compensation	1%	1%
Other source	2%	3%
Note: Graduates could choose more than one response. Therefore, columns will sum to more than 100%. *Note: Bolded percentages indicate a statistically significant difference between groups.*		

Overall, respondents report receiving about $9,118 in scholarships, either from government or non-government sources. University of Regina graduates and University of Saskatchewan graduates received the most in scholarships, grants, or bursaries (about $14,000 on average).

At 8 in 10, University of Regina graduates were most likely to work during their program. University of Regina respondents reported working an average of 26.3 hours per week. By comparison, University of Saskatchewan students reported working only 21.1 hours per week.

Table 2: Profile of employment during program *Q61. Were you employed while taking your program, not including course related employment (i.e., indentured employment, internships, co-op jobs, etc.) or summer positions?*	
	2009-10 graduates (n = 4,978)
All Institutions	57%
Institution	
University of Regina	**80%**
University of Saskatchewan	**63%**
SIAST	**46%**
SIIT	**23%**
SATCC	**30%**
Private vocational schools	**40%**
Note: Bolded percentages indicate a statistically significant difference between institutions.	

University of Saskatchewan respondents reported having the most debt among the institutions surveyed. Among all University of Regina respondents, the average debt at the time of graduation is approximately $4,500; this was roughly half the amount of debt incurred by respondents from the University of Saskatchewan.

Table 3: Profile of financial debt at time of graduation		
	2009–10 graduates	
	All graduates	Those with debt
Average	$4,630	$20,646
Institution		
University of Regina	**$4,471**	**$18,986**
University of Saskatchewan	**$7,982**	**$27,410**
SIAST	**$2,282**	**$12,634**
SIIT	**$383**	**$7,667**
SATCC	**$952**	**$8,584**
Private vocational schools	**$2,313**	**$11,811**
Note: Bolded percentages indicate a statistically significant difference between institutions.		

By comparison, in the *Saskatchewan Advanced Education and Employment: Graduate Outcomes of 2004-05 Class* (2007) survey, URegina respondent's with debt upon graduation reported owing $11,308. University of Saskatchewan respondents reported debt of $20, 169 upon graduation.

More than 8 of 10 URegina respondents agree that *they consider the program to be worth the financial costs to them and/or their family*, including 30% who strongly agree. About 1 in 6 disagree, including 6% who strongly disagree.

Employment Outcomes

Among all University of Regina respondents, 90% are employed, defined as having one or more paying jobs (including self-employment). Only SATCC respondents had a higher proportion of employed graduates (93%).

Of the respondents reporting not employed, 6% are again students; that is, they are not currently employed because they are going to school. Three percent are unemployed; that is, they are not working and are currently looking for a job.

University of Regina respondents are more likely than other respondents to work in education services and least likely to work in construction.

Table 4: Sector of employer by institution *Q35. What sector best describes the organization for which you work?*	
	URegina
Health care and social assistance	11%
Education services	28%
Construction	1%
Mining, oil, and gas	4%
Professional, scientific, and technical services	6%
Public administration	11%
Finance and insurance	7%
Retail trade	3%
Agriculture, forestry, fishing, and hunting	2%
Telecommunications and information	6%
Accommodation and food services	1%
Arts, entertainment, and recreation	4%
Manufacturing	1%
Administrative and support	3%
Utilities	3%
Transportation and warehousing	1%
Automotive	<1%
Non-profit	2%
Law enforcement or justice	1%
Management of companies and enterprises	1%
Veterinary medicine and animal health	-
Waste management and remediation services	<1%
Wholesale trade	<1%
Real estate and rental/leasing	<1%
Other	4%

University of Regina respondents earn on average $55,158 per year at the time of the survey, of which $53,352 was income from a primary job. This ranks below both SATCC ($79,864) and University of Saskatchewan respondents ($60,640).

Post-Secondary Education and Employment

Working graduates from the University of Regina are generally in jobs that are related to their program. About 7 in 10 graduates think their current job is related (rating of 4 or 5 out of 5) to the *subject-area knowledge acquired in their program, to the program they graduated from in 2009–10,* and *to the general knowledge and skills acquired in their program.*

University of Regina respondents are least likely to say that their job is *"very related"* to *the program they graduated from in 2009–10* (41%) and *the general knowledge and skills acquired* (39%).

Almost 9 in 10 employed University of Regina respondents (excluding those who are self-employed) say that their education and training was helpful in getting their job, including 60% who report that it was very helpful. The remaining 1 in 10 report their education and training as not helpful.

As might be expected, the more related that respondents report their current job is to their 2009–10 program, the more likely they are to say that their education helped them get a job. For example, 60% of those who say their education and training was *"very helpful"* say their job is *"very related"* (5 out of 5) to the

program from which they graduated in 2009–10. This compares to 10% of those who say it was somewhat helpful, and less than 2% of those who say it was not at all helpful.

Among employed University of Regina respondents (excluding those who are self-employed), about 5 in 10 think they are qualified (but not overqualified) for their current job. However, about 36% think they are overqualified, including 12% who think they are very overqualified. Just 1 in 20 think they are under-qualified, however less than 1% think they are very under-qualified.

Graduate Migration

Overall, 28% of University of Regina respondents report moving to a different city or town since completing their 2009–10 program. By comparison, University of Saskatchewan respondents (38%) are most likely to have moved since graduation, whereas SIIT respondents are least likely (17%). Overall, younger graduates seem to be more open to move, as the proportion that have moved since graduation decreases as graduates get older.

Among University of Regina respondents, 6% reported having moved out of Saskatchewan since graduation.

Aboriginal respondents were less likely to report having moved out of Saskatchewan compared to non-Aboriginal respondents.

Criteria for statistical significance

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility. Therefore, the standards for designating whether a relationship is statistically significant were increased. The benchmarks shown in the table below must be met for us to term an association *statistically significant*; the Pearson's chi-square must have probability of a type 1 error of less than .001 and either the Phi coefficient or Cramer's V must have a value of .150 or greater.

In this report, ANOVA is used to determine differences on questions with a ratio scale; that is, questions where a score of 0 has real meaning. One example is questions where respondents report income or wages. Though ANOVA is not as susceptible to inflated measures of statistical significance with large sample sizes, the larger sample size still warrants a more robust measure of significance. For an ANOVA to be deemed statistically significant, the alpha-level of the associated F-test must be below .001.

Throughout this document, any differences reported meet these criteria, unless otherwise stated.

Criteria for statistical significance	
Test	**Level for significance**
Alpha level(α)	<.001
Phi coefficient or Cramer's V	.150 or higher