

## The Second 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 second of three reports -- University of Regina respondents’ experiences during their program is summarized. Respondents’ reflections of their entire post-secondary experience are provided along with their rating of how that experience contributed to the development of particular skills.

### Program Benefits

Respondents to the survey at both the University of Regina and University of Saskatchewan are least likely to say their program *provided skills or knowledge needed for a job or a specific career or general skills and knowledge relevant for employment* to a great extent.

Respondents from the University of Regina were less likely than University of Saskatchewan respondents to report their program provided benefits in all categories to a “great extent”.

**Table 1: Percentage of respondents who rated benefits provided by their program as to a “great extent”**

	% rating to a “great extent” (rating of 5 out of 5) 2009–10 graduates (n = 2,807)						
	Opportunity to improve self	Designation needed	Improved income	Improved employment opportunities	Knowledge of field	Skills needed for a specific career	Skills relevant for employment
Overall	51%	49%	47%	46%	40%	38%	35%
<b>Institution</b>							
U of R	<b>49%</b>	<b>39%</b>	<b>39%</b>	<b>38%</b>	<b>35%</b>	<b>28%</b>	<b>27%</b>
U of S	49%	49%	46%	44%	40%	33%	30%
<i>Note: Bolded percentages indicate a statistically significant difference between institutions.</i>							

## Satisfaction with Educational Experience

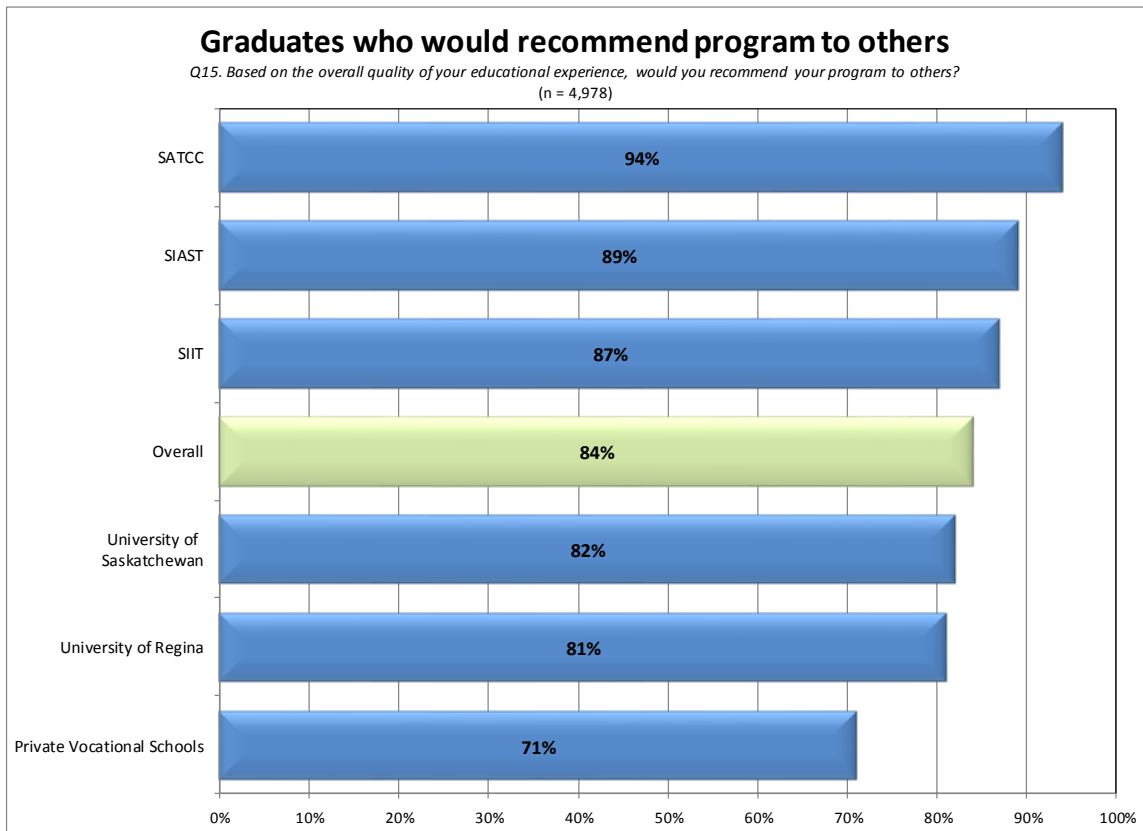
Generally, University of Regina respondents are satisfied with their educational experiences in their program. More than 9 in 10 report being satisfied or very satisfied with the *quality of teaching in the program*, *quality of educational experience*, and *the program content*. However, University of Regina respondents were less likely to be very satisfied, by a statistically significant margin.

**Table 2: Profile of graduates who are “very satisfied” with their educational experiences**

	% rating “very satisfied” 2009–10 graduates (n = 2,807)		
	Quality of teaching	Quality of educational experiences	Program’s content
Overall	39%	36%	31%
U of R	<b>33%</b>	<b>31%</b>	25%
U of S	<b>37%</b>	<b>35%</b>	29%
<i>Note: Bolded percentages indicate a statistically significant difference between institutions.</i>			

Although the proportion is much lower than that of those who are satisfied, it may be of some concern that almost 1 in 10 graduates are dissatisfied with their educational experiences.

Overall, more than 8 in 10 University of Regina respondents (81%) would recommend their program to others based on the overall quality of their educational experiences. Among most institutions, more than 8 in 10 graduates say they would recommend their program.



## Further Studies

The survey gathered information about the post-secondary education that respondents took since completing their programs in 2009–10. It also identifies the factors that may have influenced respondents’ decisions to take further education.

Overall, about 3 in 10 University of Regina respondents have taken further education since completing their program in 2009–10. University of Saskatchewan (38%) respondents are most likely to take further studies, while SATCC graduates are least likely. This difference between institutions is statistically significant.

More than half of University of Regina respondents who have taken or are taking further studies since they graduated in 2009–10, took those additional studies at the University of Regina (55%). This indicates a fairly strong propensity for students to return to the University of Regina. Graduates from SIIT are slightly more likely to return to the same institution (60%); whereas University of Saskatchewan graduates are slightly less likely to return to that institution (52%).

Among respondents who took further studies after graduation, the main reason for pursuing additional studies can be traced to two major themes: career aspirations and educational aspirations.

## Impact of Post-Secondary Education

Respondents were asked to reflect on their entire post-secondary experience and rate the extent to which the experience has contributed to 17 areas. For the purposes of reporting, these skills have been broken up into four areas: academic skills, communication, knowledge skills, on life skills.

Among the four academic skills, U of R respondents are most likely to say that their post-secondary experience helped them *develop research skills* and *prepare for advanced study* to a great extent. They are least likely to say that their education *developed mathematical skills* to a great extent.

For skills related to the ability to communicate, University of Regina respondents are about equally likely to say their post-secondary education has helped them to at least some extent (rating of 4 or 5 out of 5) for each of the following skills: *write clearly and concisely*, *speak effectively* and *develop interpersonal skills*.. In each case, about 3 in 10 say their education helped them to a great extent.

In areas defined as knowledge skills, University of Regina respondents most often say their post-secondary education has helped them *learn independently*, as about 8 in 10 rate their education as helping to at least some extent (rating of 4 or 5 out of 5), including 44% who say it helped them to a great extent (5 out of 5).

**Table 3: Profile of respondents, by institution, who rate post-secondary studies as helping to a “great extent”**

	% rating to a “great extent” (rating of 5 out of 5)					
	U of R	U of S	SIAST	SIIT	SATCC	Private Vocational
Learn independently	<b>44%</b>	<b>47%</b>	<b>42%</b>	<b>60%</b>	<b>30%</b>	<b>40%</b>
Think critically	<b>40%</b>	<b>45%</b>	<b>35%</b>	<b>53%</b>	<b>27%</b>	<b>25%</b>
Develop research skills	<b>38%</b>	<b>44%</b>	<b>25%</b>	<b>46%</b>	<b>14%</b>	<b>19%</b>
Develop occupational and workplace skills	<b>22%</b>	<b>26%</b>	<b>46%</b>	<b>57%</b>	<b>46%</b>	<b>37%</b>
Effectively solve problems	31%	36%	29%	53%	31%	24%
Write clearly and concisely	<b>37%</b>	<b>38%</b>	<b>23%</b>	<b>40%</b>	<b>15%</b>	<b>26%</b>
Develop awareness of ethical issues	<b>34%</b>	<b>33%</b>	<b>28%</b>	<b>53%</b>	<b>15%</b>	<b>25%</b>
Appreciate own/other cultures	<b>34%</b>	<b>30%</b>	<b>30%</b>	<b>70%</b>	<b>15%</b>	<b>30%</b>
Prepare for advanced study	<b>30%</b>	<b>33%</b>	<b>27%</b>	<b>49%</b>	<b>16%</b>	<b>21%</b>
Develop decision-making skills	25%	29%	30%	55%	25%	27%
Develop leadership skills	27%	27%	30%	59%	24%	26%
Speak effectively	<b>29%</b>	<b>31%</b>	<b>24%</b>	<b>45%</b>	<b>17%</b>	<b>29%</b>
Develop interpersonal skills	24%	27%	30%	51%	18%	33%
Develop computer skills	<b>17%</b>	<b>23%</b>	<b>25%</b>	<b>43%</b>	<b>9%</b>	<b>29%</b>
Develop mathematical skills	<b>15%</b>	<b>19%</b>	<b>24%</b>	<b>37%</b>	<b>26%</b>	<b>11%</b>
Resolve conflicts	19%	18%	22%	47%	17%	23%
Appreciate the arts and literature	<b>22%</b>	<b>16%</b>	<b>16%</b>	<b>37%</b>	<b>11%</b>	<b>20%</b>

Note: Bolded percentages indicate a statistically significant difference between groups.

## 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( $\alpha$ )	<.001
Phi coefficient or Cramer's V	.150 or higher