1997
GRADUATING STUDENT SURVEY AT NINE CANADIAN UNIVERSITIES: A SUMMARY OF MAJOR FINDINGS

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ABSTRACT

This report summarizes findings from a Canadian Undergraduate Survey Consortium study of graduating students at nine Canadian universities. Surveys were mailed in February, 1997 to randomly selected samples of undergraduates expected to graduate in the Spring of 1997 at Acadia University, Dalhousie University, Memorial University, Wilfrid Laurier University, University of Toronto, Nipissing University, University of Manitoba, University of Lethbridge, and Simon Fraser University. A total of 2,713 students completed surveys for a response rate of 47.5%. Results provided information on student reactions to their experience at university, student assessments of how university experiences contributed to growth and development, and educational and employment plans of graduates.

1997 GRADUATING STUDENT SURVEY AT NINE CANADIAN UNIVERSITIES: A SUMMARY OF MAJOR FINDINGS

INTRODUCTION

The research described in this summary represented a collaborative study of graduating students conducted by Acadia University, Dalhousie University, Memorial University, Wilfrid Laurier University, University of Toronto, Nipissing University, University of Manitoba, University of Lethbridge, and Simon Fraser University. The design and implementation of the study and analyses of results were coordinated by the Department of Housing & Student Life at The University of Manitoba. The survey was designed to provide data about student reactions to university; student assessments of how university experiences contributed to growth and development; and educational and employment plans of graduates.

METHODOLOGY

The study used a self-report mail survey distributed to random samples of undergraduate students expected to graduate in the Spring of 1997. Survey distribution and collection were handled locally at each university while data analyses and preparation of final research reports were completed at The University of Manitoba.

The survey was design to reflect research issues and goals identified at a planning workshop held at Winnipeg in October of 1996. Draft copies of the survey instrument were circulated to participating institutions for review and comment. Feedback from this process, together with the results of pilot testing with students, was used to develop the final version of the *1997 Graduating Student Survey* .

Surveys were distributed in early February, 1997. Methodologies used by each of the nine participating universities were identical in major details. The cover letters enclosed with surveys had common wording at all universities; surveys and follow-up mailings to non-responders were distributed during approximately the same time period; surveys and reminder letters were distributed via Canada Post; the procedures reported by each university to select random samples of undergraduates were similar and appropriate; and all universities used the identical questionnaire. A total of 2,713 completed surveys were received for an overall response rate of 47.5%. Between-university response rates ranged from 24.0% to 57.7%.

Student Demographics

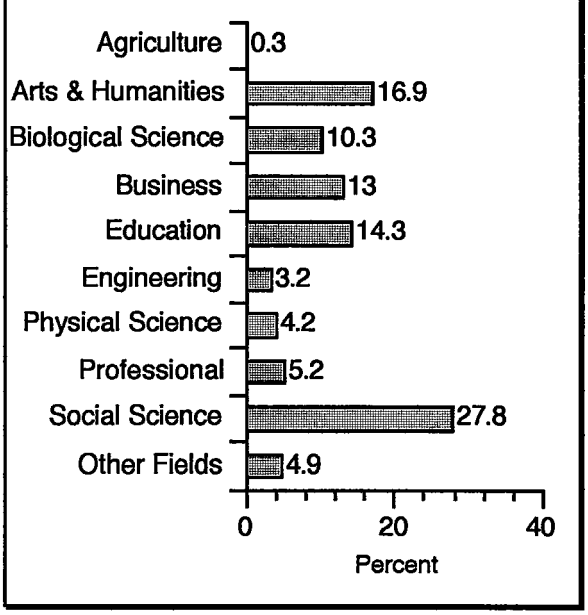
The final sample of completed surveys contained a larger percentage of females (63%) than males (37%) with the same gender imbalance observed in samples from each university. Ages ranged from 19 to 77 with a mean age of nearly 25 and a median age of 23 years. Most prospective graduates (86%) were from the same province in which their university was located, about ten percent had permanent homes in other provinces, and about five percent were from another country.

About thirty percent of prospective graduates said that at one time during their undergraduate studies they had lived in on-campus housing for an average of 1.7 years. Some prospective graduates started undergraduate studies as early as 1957. The modal year at which respondents first started their present programs was 1993.

Nearly forty percent of graduates expected a Bachelor of Arts degree and about twenty percent were receiving Bachelor of Science degrees. Nearly 13% expected a Business degree and about 14% were to receive a Bachelor of Education degree. Approximately one-fifth of graduates were in five-year programs, about sixty percent were in four-year programs, and about twenty percent were in three-year programs. Academic majors identified most frequently included: Psychology (8% of respondents); Sociology & Anthropology (7%); Education (8%); English (5%); History (5%); and Biology (5%).

Majors were further grouped into ten "subject groups." Figure 1 shows the percentage of survey respondents in each of these subject groupings. The subject groupings with the largest representation included the Social Science, Arts & Humanities, Education, and Biological Science groups.

Figure 1: Student Majors



About five percent indicated they have a mental or physical disability. Sixteen percent had transferred credits from another university and 11% had transferred degree credits from a college.

For all students who provided self-reports of average grades in completed university courses, 27% said their average grade was A, A+, or A-; 27% had B+ grades; about 32% had B grades; 11% had C+ average grades; about 3% had C averages; and 0.2% had a D average.

Educational Debt

Results from the *1997 Graduating Student Survey* were consistent with findings of prior surveys by the Canadian Undergraduate Survey Consortium in showing that substantial numbers of undergraduates have incurred considerable debt to help finance their undergraduate education. About 56% of all graduates indicated that they will have educational debts at graduation. The percentage of students with educational debts ranged from a low of 46% to a high of 73% across universities. For graduates with educational debts, the mean debt was $17,577 and the median debt was $15,000. There were substantial between-university differences in mean educational debts ranging from a mean of $12,210 at one university to a mean debt of over $22,000 at another. Table 1 summarizes educational debt by source for all graduates. It was of interest to note that among students with educational debts, students reported a mean credit card debt of over $1,800 to help finance educational expenses.

Table 1: Student Debt by Source

	All Respondents			Only Respondents with Debt		
Source	Mean	SD	Median	Mean	SD	Median
Student loans	$10,243	$13,269	$6,000	$17,008	$13,315	$15,000
Bank loans	$1,514	$5,090	$0	$6,932	$9,013	$5,000
Credit card debts	$ 481	$1,337	$0	$1,811	$2,081	$1,000
Parental loans	$1,795	$5,836	$0	$7,979	$10,230	$4,000
Other loans	$277	$1,785	$0	$4,233	$5,690	$2,000

Plans Following Graduation

A substantial percentage of graduates (73%) indicated definite or probable plans to take additional university studies following graduation. Students with Biological Science majors had the highest definite plans to take postgraduate university work while students with Business majors had the lowest frequency of plans for further postgraduate work. Figure 2 shows specific educational plans of graduates during their first year after graduation.

Figure 2: Educational Plans Following Graduation

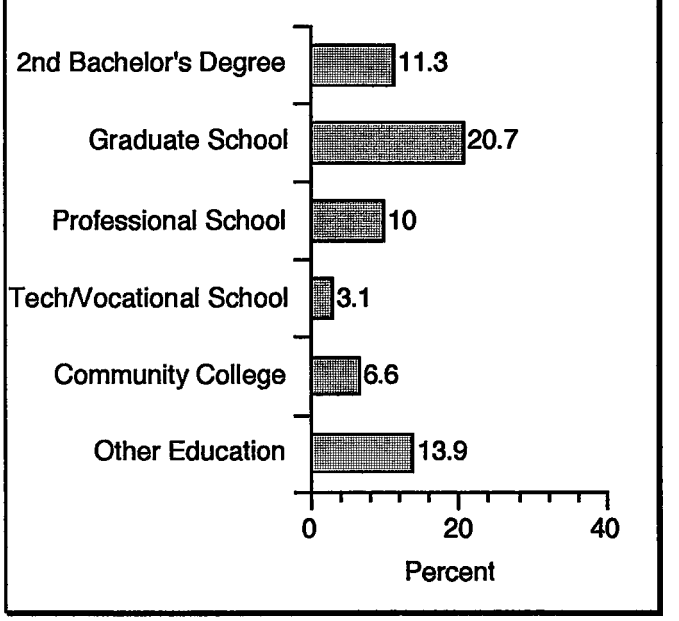
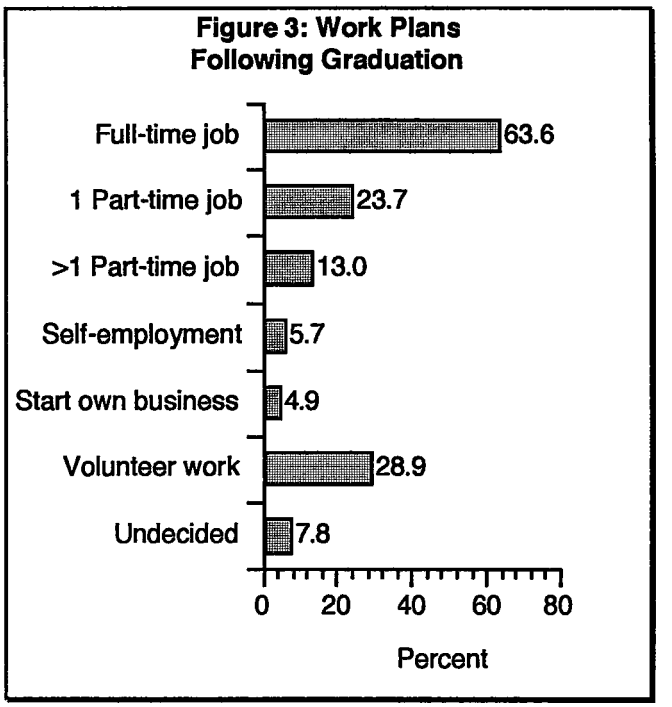


Figure 2 summarizes income earning plans for the first year after graduation. Over 89% of graduates with Business majors planned full-time employment as well as 83% of education students and 80% of Engineering students. By contrast, less than half of students in Arts & Humanities and the Biological Science subject group planned full-time employment in the first year following graduation. Students in Arts & Humanities, Biological Science, Social Science, and Education showed the most frequent plans for one part-time job after graduation (from 25% to 29%). Nearly one-fourth of students in Education expected to have more than one part-time position in the year following graduation. Students with majors in Business and Other Fields showed the highest rates of expecting to start their own business following graduation.



There were a number of marked gender differences in postgraduation educational, employment, and activity plans. Females were more likely than males to indicate plans to obtain another Bachelor's degree while males were more likely to indicate plans for graduate or professional school and technical/vocational schooling. Females were also more likely than males to plan one part-time job and to expect involvement in unpaid volunteer activities. Students in Education, Social Sciences, and Arts & Humanities showed the highest expectations of being involved in volunteer activities while students in Business, Engineering, and Agriculture expressed the lowest frequency of plans to be involved in unpaid volunteer activities following graduation.

Contributions of University Experience to Student Growth

Substantial numbers of graduating students felt that their experience at university had made a significant contribution to personal growth and development. As shown in Table 2, nearly 92% of graduates said that their interactions with other students had contributed to personal growth; and from 81% to 88% felt that written assignments; classroom instruction, faculty knowledge, faculty enthusiasm, and university libraries had contributed to their personal growth and development. Large numbers of students (from 59% to 77%) also felt that classroom

discussions, faculty feedback, personal interactions with faculty, exposure to students from different cultures, examinations, and experience with computer-based technology had contributed to personal growth and development.

Table 2: Contributions of University Experience to Student Growth and Development

University Experience	% Rating Contribution as "Some " or "Very Much"
Interactions with other students	91.6
Written assignments	88.0
Classroom instruction	86.2
Faculty knowledge of discipline	84.2
Faculty enthusiasm for subject material	83.3
University libraries	81.5
Assigned reading	77.7
Participation in classroom discussions	76.5
Faculty feedback	73.1
Personal interactions with faculty	69.1
Exposure to students from different cultures	66.0
Examinations	59.0
Experience with computer-based technology	58.9
Extra (unassigned) readings	47.2
Athletic programs/facilities	43.4
Campus social activities	41.9
Academic advising	41.3
Laboratory experiences	37.7
Faculty research activities	37.6
Community service/volunteer activities	33.3
Participation in student clubs	31.1
Living on-campus	24.8
On-campus employment	23.7
Campus cultural activities	22.8
Career counselling	21.9
Health Education & Promotion services	20.9
Study skills/learning support services	20.1
Personal counselling	15.6
Co-op program	13.4
Involvement in a campus media (radio, tv, etc.)	8.8
Peer/resident advisor, judicial board,campus police	8.5
Participation in student government	8.0
International placements or exchanges	6.6
Complaint resolution services	6.5

The top six university experiences cited most frequently as making contributions to student growth and development included:

- Interactions with other students
- Written assignments
- Classroom instruction
- Faculty knowledge of discipline
- Faculty enthusiasm for subject material
- University libraries

Numerous student ratings of how university experiences contributed to personal growth and development differed significantly between males and females. In many of these differences, females gave university experiences higher contribution scores than males.

There were statistically significant differences in mean contribution scores between students in different subject groups for all aspects of university experience rated in the survey. Some findings of interest:

- Students with majors in the Arts & Humanities gave some of the highest contribution ratings to instructional experiences and positive effects of instructional and personal interactions with faculty.

- Students with Biological Science majors placed the highest value on laboratory experiences, examinations, living on-campus, and volunteer service.

- Compared to students in other subject groups, Business students gave some of the lowest contribution ratings to faculty feedback, personal interactions with faculty, and other aspects of faculty instruction.

- Compared to other students, Education students placed high value in contributions from participation in classroom discussions, faculty knowledge, co-op programs, and international placements/exchanges.

- Engineering students gave very high contribution ratings to experience with computer-based technology, co-op programs, and exposure to students from different cultures.

- Physical Science students gave high marks to laboratory experience, the complaint resolution process, campus social activities, living on-campus, and on-campus employment.

- Students with majors in the Professional subject group gave relatively high contribution ratings to classroom instruction, classroom discussions, faculty feedback on assignments, and other aspects of instruction from faculty.

- Social Science majors placed high valuation ratings on written assignments, study/learning support services, and community service/volunteer activities.

- Students in the "Other Fields" group (including Computer Science and Communication majors) placed the highest contribution ratings on experience with computer-based technology and involvement in a campus media.

Participation in University Life

The *1997 Graduating Student Survey* measured how often students participated in 10 aspects of campus life and findings are summarized in Table 3. Rates of participation in campus life were generally higher at smaller universities and universities with larger numbers of students living on-campus. By contrast, lower rates of student participation in campus life were reported by students at large universities located in urban centres.

Table 3: Rates of Student Participation in Campus Life

Activity	% Participating Often or Very Often
Used campus fitness/exercise facilities	38.4
Visited the campus for extracurricular events	26.7
Attended campus social events	25.8
Participated in student clubs	22.3
Participated in student intramural athletic programs	16.5
Attended campus theatre, concerts, exhibits, etc.	15.0
Attended home games of university athletic teams	14.2
Participated in student government	5.8
Served as a peer/resident advisor. judicial board, campus police	4.3
Participated in campus drama/music productions	3.9

There were a number of statistically significant gender differences in rates of participation in aspects of campus life. These differences included the following:

- Males had a higher rate of attendance at campus social events.
- Males had a higher rate of participation in student government than females.
- Females had a higher participation rate in campus drama/music productions.
- Males had higher participation rates in student clubs.
- Males had higher levels of participation in intramural athletic programs.
- Males reported higher attendance rates at home games.
- Males reported more frequent use of campus fitness/exercise facilities.
- Males reported higher rates of visiting the campus for extracurricular events.

How Students Grade Their Universities

When graduates were asked to grade their university for contributions to personal growth and development, the highest grades were assigned for giving broad knowledge of major fields of study and the lowest grades were given to contributions in entrepreneurial skills. Table 4 presents the mean "Grade Point Average" for each area of university experience.

Table 4:Student Grades for University Contributions to Growth

University contribution to growth in . . .	GPA Score*
Broad knowledge of my major field of study	3.26
Working independently	3.26
Thinking logically and analytically	3.04
Written communication skills	2.97
Commitment to life-long learning	2.95
Identifying and solving problems	2.94
Cooperative interaction in groups	2.92
Ability to access information	2.92
Skills for planning and completing projects	2.91
Oral communication skills	2.90
Persistence with difficult tasks	2.87
Accepting people from different cultures	2.87
Development of interpersonal skills	2.85
Ability to understand abstract reasoning	2.83
Personal time management skills	2.81
Effective study and learning skills	2.74
Leadership skills	2.72
Preparation for post-graduate study/professional school	2.71
Concern for the welfare of others	2.67
Understanding and applying scientific principles and methods	2.67
Moral and ethical development	2.59
Computer literacy skills	2.56
Ability to address issues in personal life	2.56
Understanding national and global issues	2.51
General skills and knowledge relevant for employment	2.32
Specific employment-related skills and knowledge	2.32
Mathematical skills	2.31
Appreciation of the Arts	2.21
Entrepreneurial skills	1.72

*Values used to calculate the "G.P.A.": A = 4.0; B = 3.0; C = 2.0; D = 1.0; and F = 0.0

As shown in Table 4, average grades given to universities for contributing to student growth ranged from the high "D+" area to the low "B" range. The top five areas in which universities received the highest grades from students included contributions to personal growth in:

- Broad knowledge of major field of study
- Working independently
- Thinking logically and analytically
- Written communication skills
- Commitment to life-long learning

Students gave universities the lowest marks for contributing to growth in entrepreneurial skills. The five areas in which universities received the lowest grades for contributions to student growth and development were:

- Entrepreneurial skills
- Appreciation of the Arts
- Mathematical skills
- Specific employment-related skills and knowledge
- General skills and knowledge relevant for employment

A number of items on which students graded universities for contributions to growth and development showed statistically significant gender differences. Females gave universities higher mean grades than males for contributions to growth in written communication skills, working independently, cooperative interaction in groups, ability to address personal life issues, growth in personal time management skills, leadership skills, growth in moral and ethical development, appreciation of the Arts, development of interpersonal skills, accepting people from different cultures, concern for the welfare of others, and commitment to life-long learning. By contrast, males gave higher marks to universities for contributions to growth in oral communication skills, ability to understand abstract reasoning, thinking logically and analytically, mathematical skills, identifying and solving problems, and computer-literacy skills.

Most grades assigned to universities for contributions to student growth differed significantly between subject groups. Some differences of interest included:

- Agriculture students gave the highest grades for contributions to growth in commitment to life-long learning.

- Arts & Humanities students gave the highest marks to universities for helping them work independently, acquiring a broad knowledge of their major fields of study, written communication skills, and commitment to life-long learning.

- Biological Science students gave the highest marks for contributing to ability to work independently and understanding and applying scientific principles and methods.

- Business students gave high marks for contributing to growth in ability for cooperative interactions in groups, broad knowledge of major field of study, and identifying and solving problems.

- Education students also gave high marks for contributing to growth in ability for cooperative interaction in groups. Education majors also gave high marks for fostering commitment to life-long learning and acquiring broad knowledge of major fields of study.

- Engineering students gave the highest marks for contributions to growth in mathematical sills, computer-literacy skills, and understanding and applying scientific principles and methods.

- Physical Science majors gave the highest grades for contributions to growth in working independently, thinking logically and analytically, and mathematical skills.

- Students with majors in the Professional group gave the highest marks for contributions to broad knowledge in their major field of study, working independently, cooperative interaction in groups, and concern for the welfare of others.

- Social Science students gave the highest grades for contributions to growth in working independently, broad knowledge in major field of study, and written communication skills.

- Students with majors in the Other Fields group gave the highest grades for contributions to growth in computer literacy skills, working independently, and broad knowledge of major fields of study.

Ratings of Quality of Instruction

The *1997 Graduating Student Survey* contained nine items asking graduates to rate the quality of instruction received at university. As shown in Table 5, substantial numbers of students at all universities expressed satisfaction with every aspect of teaching and instruction assessed by these items. For example, over 97% of all students agreed that most of their professors seemed knowledgeable in their field. Eight-six percent agreed that most of their professors were well organized in their teaching and 84% felt that most of their professors communicated well in their teaching. Slightly more than 80% agreed that most of their professors encouraged students to participate in class discussions and 88% agreed that most of their professors were reasonably accessible outside of class to help students. About 76% agreed that some professors at their university have had a major positive influence on their academic careers. Nearly 82% of all students agreed that their professors show sensitivity to gender

issues. About 79% also agreed that most professors' teaching was intellectually stimulating and 88% agreed that generally, they are satisfied with the quality of teaching they have received.

Table 5: Student Reactions to Quality of Instruction

Statement	Percent "Agree Strongly" or "Agree"
Most of my professors seemed knowledgeable in their field	97.2
Most of my professors were well organized in their teaching	86.1
Most of my professors communicated well in their teaching	84.1
Most of my professors encouraged students to participate in class discussions	80.2
Most of my professors were reasonably accessible outside of class to help students	88.1
Some professors at this university have had a major positive influence on my academic career	75.6
My professors show sensitivity to gender issues	81.8
Most professors' teaching was intellectually stimulating	79.3
Generally, I am satisfied with the quality of teaching I have received	88.0

There were a number of statistically significant differences between males and females in evaluations of quality of instruction. Females agreed more than males that most of their professors were well organized in their teaching. Females also agreed more that most of their professors communicated well in their teaching. Males, however, were more likely than females to agree that most of their professors encouraged students to participate in class discussions. Males also agreed more than females that some professors have had a major positive influence on student academic careers. Interestingly, there were not statistically significant gender differences in agreement or disagreement that professors showed sensitivity to gender issues. Females were more likely than males to agree that most professors' teaching was intellectually stimulating. Females were also more likely to agree that they were generally satisfied with the quality of teaching received at university.

There were also a number of statistically significant differences between subject groups in satisfaction with quality of instruction:

- Students in Arts & Humanities and Education expressed the strongest agreement that their professors seemed knowledgeable in their field. Students in Engineering and Agriculture showed the lowest levels of agreement with this statement.

- Students in Education and Arts & Humanities showed the strongest agreement that most of their professors were well organized in their teaching. The lowest levels of agreement that most professors were well organized in their teaching were shown by students in the Agriculture and Engineering groups.

- Students in Education and Arts & Humanities also expressed the strongest agreement that most of their professors communicated well in their teaching. By contrast, students in Engineering and Other Fields expressed the lowest level of agreement that their professors communicated well in teaching.

- Education and Professional students showed the highest levels of agreement that most of their professors encouraged students to participate in class discussions. The lowest levels of agreement to this statement was observed for Engineering and Biological Science students.

- Agreement that most professors were reasonably accessible outside class to help students was highest among students in Education, Arts & Humanities, and the Professional groups. Biological Science and Engineering students showed the lowest levels of agreement that their professors were reasonably accessible for help.

- Agreement that some professors have had a major positive influence on student academic careers was highest among Agriculture and Arts & Humanities students and lowest among students in Business and Engineering.

- Agreement that professors show sensitivity to gender issues was greatest among Professional and Education majors and lowest for students with majors in the Physical Science and Engineering groups.

- Student agreement that most professors' teaching was intellectually stimulating was highest among students in Arts & Humanities and Agriculture and lowest for students with majors in the Business and Engineering subject groups.

- Satisfaction with overall quality of teaching was highest for students in Arts & Humanities, Agriculture, and Education and lowest for students in the Other Fields and Engineering.

Student Satisfaction

In another series of survey items designed to measure student satisfaction (see Table 6), over 71% of all students were satisfied with the computer facilities at their university and seventy-two percent expressed satisfaction with university libraries. Fifty-three percent were satisfied with the concern shown by the university for them as individuals. Nearly 90% of

all students were satisfied with their decision to attend their university and about 92% expressed satisfaction with the overall quality of education received at their university.

Table 6: Student Satisfaction Ratings

Item	% Satisfied	% Dissatisfied
Computer facilities	71.5	28.6
Libraries	72.4	27.6
Concern shown by the university for you as an individual	53.2	46.8
Your decision to attend this university	89.1	10.9
The overall quality of education received at this university	91.8	8.2

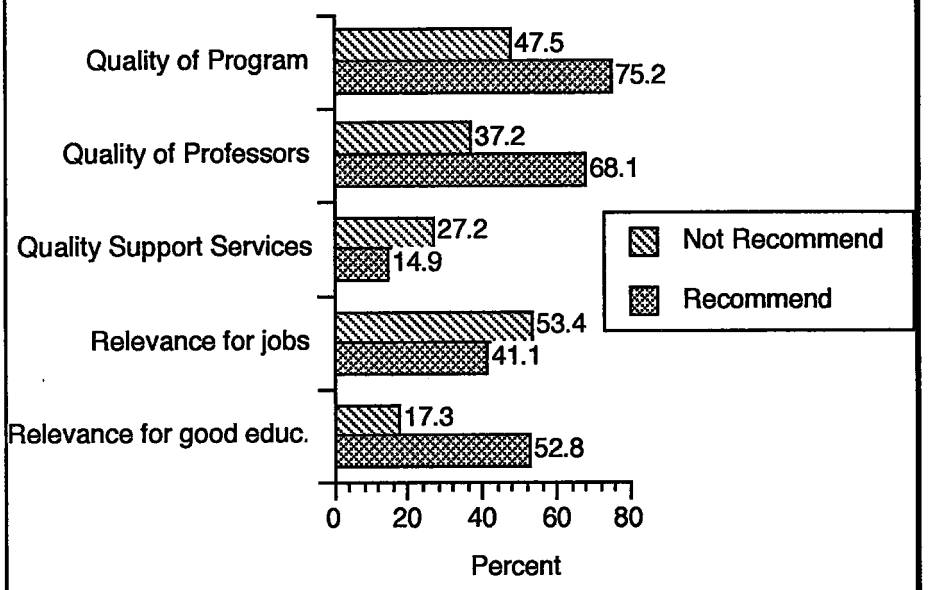
There were a number of statistically significant differences between subject groups in satisfaction levels on these items.

- Satisfaction with computer facilities was greatest for students with majors in Agriculture, Engineering, and Biological Science and lowest for students in the Education and Business subject groups.
- Satisfaction with libraries was highest among Professional and Biological Science students and lowest for students in Social Sciences and Education.
- Satisfaction with concern shown by the university for students as individuals was greatest for students with majors in Education and Arts & Humanities and lowest among Professional and Biological Science students.
- Student satisfaction with decisions to attend their university was greatest among Physical Science, Agriculture, and Education students and lowest for students in Engineering and Biological Science.
- Satisfaction with overall quality of education received at university was greatest among students in Agriculture, Arts & Humanities and Education. The lowest levels of satisfaction were expressed by students in Engineering and the Other Fields group.

Student Recommendations of Programs

A substantial percentage of all prospective graduates (84%) said they would recommend their program of studies to others. Students in Agriculture, Arts & Humanities, and Biological Sciences were most likely to say they would recommend their program of studies to others. Reasons why students would (or would not) recommend their academic programs to others are shown in Figure 4. As shown there, quality of the program was cited most frequently as an important factor in recommending a program to others. Quality of professors and the relevance of the program for a good education were also frequently cited as reasons for recommending a program.

Figure 4: Why Students Would or Would Not Recommend Their Program to Others



Among students who said they would NOT recommend their program of studies to others, relevance of the program for job opportunities was cited most frequently as a factor in not recommending the program. The second most frequently cited reason for not recommending a program was because of the quality of the program. Interestingly, over one-fourth of the students who would not recommend their programs to others said that the quality of support services was a factor in their decision.

Males and females did not differ significantly in the rates at which they said that quality of the program was a factor why they would (or would not) recommend their program of studies to others. However, females were more likely to say that quality of their professors was a factor

in their recommendations. (66% of females checked this factor compared to 57.2% of males). Males and females did not differ significantly in selecting quality of support services as a factor in deciding whether to recommend their programs. Relevance of the program for job opportunities as a factor in student recommendations did, however, differ between males and females. Males were more likely to select this as a relevant factor in their recommendations (47%) than females (40.1%). Relevance of the program for a good education did not show statistically significant gender differences as a factor in student recommendations.

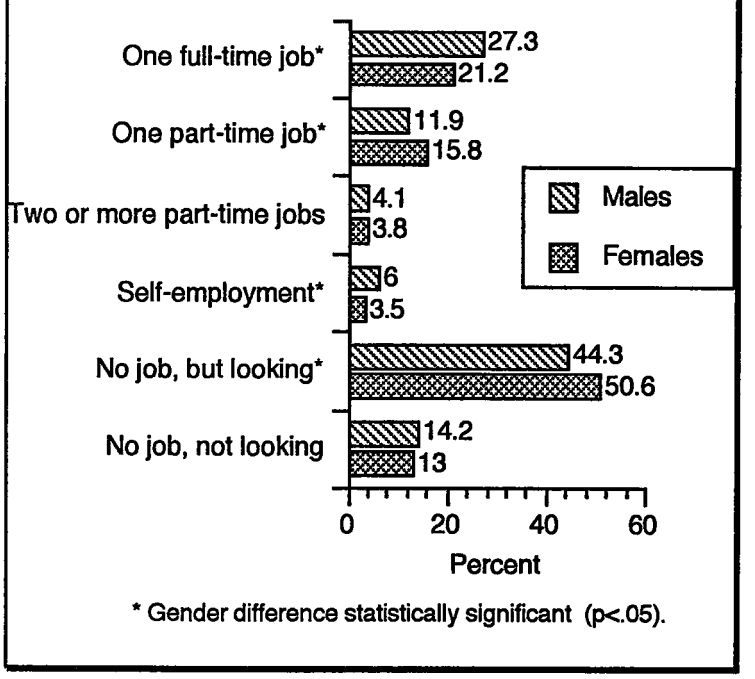
Analyses of subject group differences in student reasons for recommending (or not recommending) their program of studies to other produced a mixed collection of significant and non-significant results.

Employment Arrangements Following Graduation

Even though the survey was completed from three to four months prior to graduation, twenty-three percent of all students indicated that they had already arranged one full-time job for after graduation; 14.4% had arranged one part-time job; 3.9% indicated they have arranged two or more part-time jobs; 4.5% indicated they have arranged self-employment or contract work; 48% had not yet arranged work but were seeking it; and 13.4% said they had not arranged work and were not seeking employment or other work.

Gender differences were statistically significant for some postgraduation employment arrangements/plans (see Figure 5). Males were more likely than females to have arranged a full-time job or self-employment. Females, however, were more likely than males to have arranged one part-time job or to report having no job but to be looking for employment.

Figure 5 : Gender Differences in Postgraduation Employment Arrangements

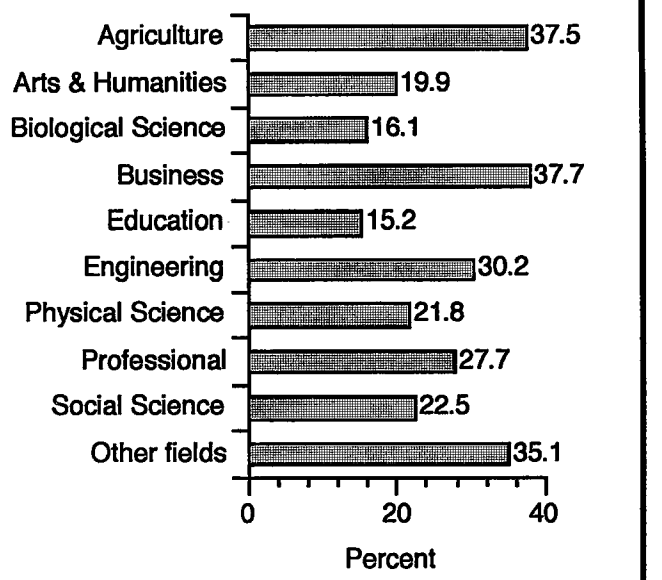


* Gender difference statistically significant ($p<.05$).

There were also statistically significant differences between subject groups for some postgraduation employment arrangements or plans. Differences in arrangements for full-time employment

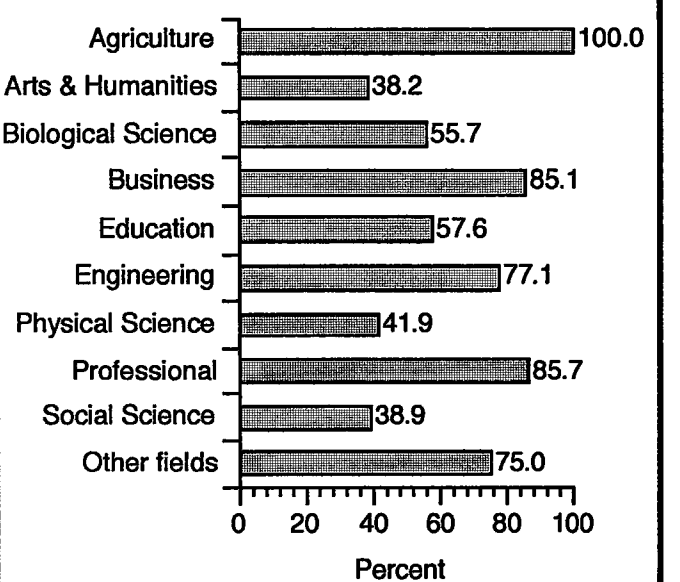
between subject groups are shown in Figure 6. As shown there, Business students had the highest frequency of full-time jobs and students in the Biological Science group had the lowest rates of full-time jobs. Biological Science students, however, also showed the highest rates of not looking for employment. (About 84% of all Biological Science students indicated a possible interest in postgraduate education following graduation.)

Figure 6 : Full-Time Jobs Arranged After Graduation by Subject Group



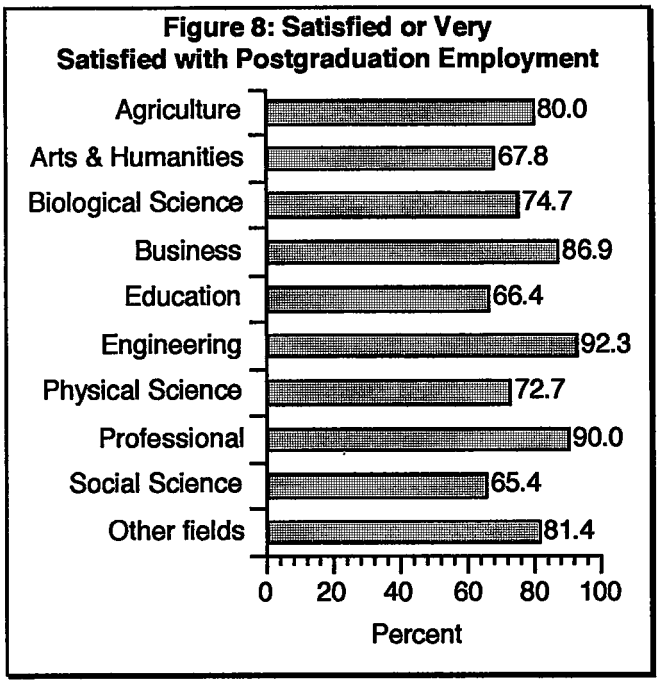
For those students who had already arranged full-time jobs for after their graduation, 57% said their new jobs were moderately or very much related to knowledge and skills acquired from their studies at university. As shown in Figure 7, students with majors in Business and the Professional group had the largest numbers of students who felt that their newly arranged jobs were moderately or very much related to their university training. By contrast, students in Arts & Humanities and Social Sciences showed the lowest numbers of students who felt their training was relevant to their postgraduation jobs.

Figure 7: Full-Time Jobs Moderately or Very Much Related to Studies at University

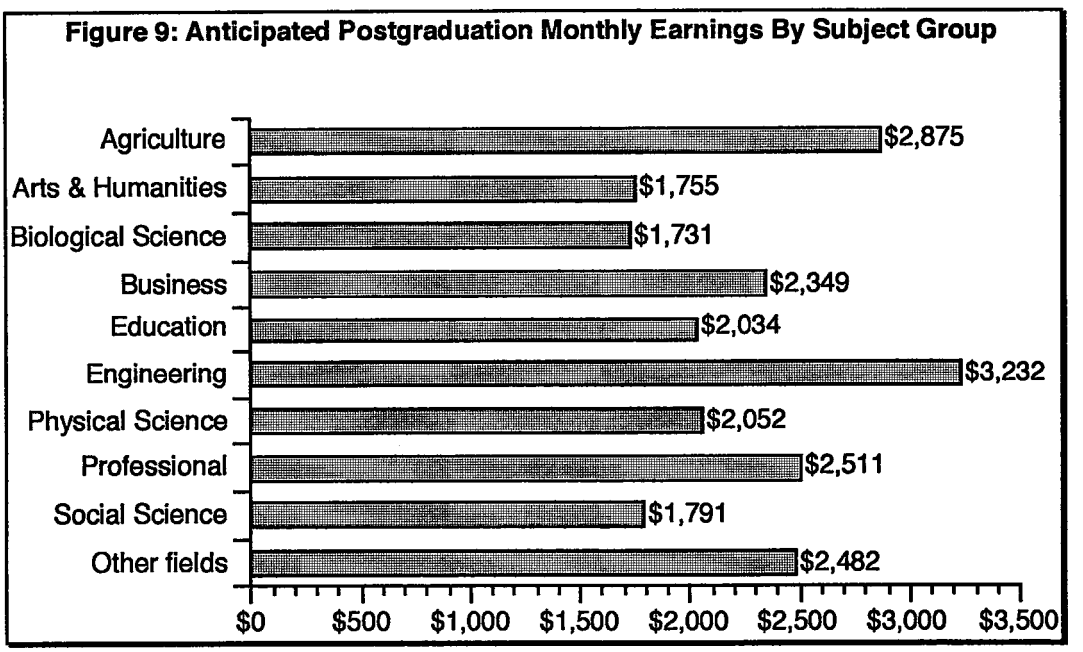


About 46% indicated that their new jobs were permanent and 30% said these jobs were temporary. Permanent jobs were indicated more frequently by males (52.2%) than by females (42.2%). Permanent jobs were secured most frequently by students in Business (by 72%) and Engineering (by about 69%) and least frequently by students in Biological Sciences (by 21%) and the Social Sciences (by 37%).

Over 73% of students who had arranged jobs after graduation were satisfied with the employment they were able to secure. Males expressed more satisfaction with newly arranged jobs than females. Satisfaction with postgraduation job arrangements was highest for students in the Professional group (satisfaction expressed by 90%) and lowest among Social Science students, where 65% still expressed satisfaction. (See Figure 8.)



Students with jobs after graduation expected to earn an average of $2,045 per month (before deductions) in their new jobs. (The median expected pre-deduction monthly amount was $2,000). Males anticipated higher mean monthly earnings ($2,307) than females ($1,807). Mean expected monthly earnings were highest for Engineering students ($3,232) and lowest for Biological Science students ($1,731). (See Figure 9.)



About 21% of graduates felt there were very few jobs in their major area of study; 20% said their were few jobs; 36% felt there were some jobs; 14% perceived many jobs; and about 8% were not sure. Gender differences suggested that males perceived a brighter job situation in

their major areas of study than females. For males, about 56% felt there were some or many relevant jobs while about 47% of females thought their were comparable relevant job opportunities. Students in Education and in the Arts & Humanities saw the bleakest job prospects. For Education majors, 58% felt there were very few or few jobs related to their major areas of study and nearly 56% of Arts & Humanities students also felt there were few or very few relevant jobs in their major areas of study. (See Figure 10.)

Figure 10: Few or Very Few Jobs in Major Area of Study by Subject Group