

Survey of University of Saskatchewan 1994 Graduates, 2000

A Report Submitted to the Planning Committee of Council
University of Saskatchewan

By

Bernard Schissel and Li Zong

Department of Sociology

University of Saskatchewan

and

Joan Nelson, Research Assistant

with

Student Outcomes Steering Committee

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HIGHLIGHTS OF THE REPORT

This section is a summary of the results of the survey of 1994 graduates and is intended to focus the reader's attention on those dimensions of university life that the students felt contributed to their education and their enjoyment of the university experience. In addition, this section focuses on those dimensions of university that the students felt detracted from their education, their quality of life at university, and the attainment of their aspirations. The highlights and implicit recommendations are not intended as a report card for the University of Saskatchewan, but are presented as a summary of recommendations from the voices of the 1994 graduating class. Within this summary, then, is a manual for understanding how a university can best achieve its desired goals.

I. Debt Load. A small but a significant number of graduates and undergraduates carry substantial unpaid loans after five years, some over \$30,000. This is especially true for graduate students.

II. Satisfaction with the University. Within all categories of gender and residence, over 90% of the students felt satisfied or very satisfied with the U of S and levels of satisfaction are higher amongst those living outside the province of Saskatchewan than those who live within. This good record is supported by over 80% of the students who are satisfied with the University of Saskatchewan to the extent that they would recommend the U of S to friends and family.

III. Teaching Quality. Differences across colleges occurred most often in the areas of teacher accessibility, class participation, evaluations, and feedback on teaching quality. The differences suggest that certain colleges do a better job within these dimensions of pedagogy than do others. Importantly, the greatest levels of dissatisfaction with teaching within all colleges occurred with student opportunity to evaluate teaching and with teaching assistants. Most students in most colleges were dissatisfied with the mechanisms and opportunities for teacher evaluation. Similarly, the majority of students across the colleges were generally unhappy with teaching assistants.

IV. Courses and Programs. Levels of satisfaction with course selection were very high for all colleges, and the students' evaluation of the theoretical dimensions of their programs was overwhelmingly positive. As for satisfaction with the practical dimension of programs, several of the professional colleges were ranked quite low, contrary to what one might expect from programs with relatively practical foci.

V. Acquisition of Skills and Competencies. A sizable majority of all students felt that the education they received did not contribute to their writing and speaking skills. Importantly, graduate students felt no more optimistic about their training in writing and speaking than did undergraduates. In a similar vein, a majority of all students felt that they had acquired few computer skills.

VI. Physical Facilities and Computer Resources A majority of all students were satisfied with the physical facilities on campus with the exceptions of study space and computer resources. Dissatisfaction with these two dimensions of physical facilities was most acute for graduate students.

VII. Career Counseling. Overall, less than half of the students used career counseling and of those who did, the majority rated the program as fair or poor.

VII. Student Advising. One-quarter of all undergraduate students did not use program advising, and for those who did 60% rated the program as fair or poor.

VIII. Health Services. For the small proportion of students who used student health services, a large majority were well satisfied with the service.

IX. Safety on Campus. While most female and male students were relatively positive about safety on campus, it is significant that about 20% of females and 10% of males felt relatively unsafe indicating that while safety is more of a concern for female students, it is also a concern for male students.

X. Recreation Facilities. Recreation facilities were fairly well-subscribed and students were very satisfied, in general, with the facilities. Importantly, a considerably larger proportion of men than women used the facilities.

XI. Parking Facilities. Parking facilities were used by 83% of the student body, and in general, students were dissatisfied with parking on campus.

XII. Services for Students with Disabilities. Over 40% of students with disabilities were not enthusiastic about the facilities for them on campus. Furthermore, more than 50% of physically impaired and learning disabled students did not use any services available to them.

XIII. Graduate Student Supervision. Over 30% of all graduate students did not make use of graduate supervision nor did they get useful advice from their graduate committee.

XIV. Employment Status. Only 9.8% of the 1994 cohort are unemployed, and given that many of these are pursuing further education, the results reflect very well on the University.

XV. Job Type. For several of the professional colleges like Law and Education, a sizable proportion of both student cohorts are not working in the areas for which they are trained. The results for job type are so complex that we direct the reader's attention to the relevant areas in the report.

XVI. Industry Type. For several career types like Medicine, Nursing and Agriculture, sizable proportions of graduates in each of these areas do not work in the industry most related to their area of education. As with job type, we direct the reader's attention to the relevant parts of the report to grasp the complexity of the industry-college relationship.

XVII. Occupation and Province of Residence. Overall, graduates who stayed in the province of Saskatchewan acquired work as quickly and as successfully as those who moved outside the province. The only difference is that for those who have stayed in Saskatchewan, their work is somewhat less related to their education relative to those who work outside the province five years after graduation.

XVIII. Job Satisfaction. Overall levels of job satisfaction are high across colleges although colleges like Medicine and Dentistry have the highest proportions of very satisfied graduates. In addition, women are consistently more satisfied with their occupations than are men. And, proportionately more Saskatchewan residents are satisfied with their jobs than are non-Saskatchewan residents.

XIX. Income. Relatively high disparities in income five years after graduation exist across colleges with the highest incomes occurring for Dentistry, Agriculture, Veterinary Medicine, Engineering and Physical Therapy. Further, male graduates consistently earn more than female graduates. Lastly, those students who moved outside the province earn more than those who stayed within Saskatchewan.

XX. Aboriginal Student Issues. Overall levels of satisfaction with the University of Saskatchewan for Aboriginal students were quite high. However, Aboriginal students felt greater levels of dissatisfaction with the University than did non-Aboriginal students because they felt levels of feelings of discrimination three times those for non-Aboriginal students. As for returns to education, Aboriginal students are disadvantaged considerably and they experience consistently lower incomes five years after graduation than their non-Aboriginal counterparts.

XXI. Visible Minority Student Issues. As with Aboriginal students, overall satisfaction with the University of Saskatchewan was quite high but relative to students who are not visible minority members, the levels of satisfaction were low. This may have been the result, in part, of relatively high levels of discrimination. As for monetary returns to education, visible minority students do quite well overall. The disadvantage that Aboriginal students face in the transition from university to work is not apparent for visible minority students.

XXII. Learning Disabled and Physically Impaired Student Issues. While overall rates of satisfaction were quite high, learning disabled students were relatively dissatisfied with the university experience, and almost 40% of them indicated that they had experienced discrimination. The rates for learning disabled students were higher than those for physically impaired students. The disadvantage that learning disabled students felt appears to translate into disadvantage in the workplace. Proportionately more learning disabled students had lower incomes than other students. The financial disadvantage that learning disabled students experience, however, is not shared by physically impaired students who do quite well financially relative to all students.

XXIII. Family Status and Satisfaction with the University. Overall, students who were living with dependent children and adults revealed higher levels of satisfaction with the University of Saskatchewan experience than did students without dependents.

I. INTRODUCTION.

The University of Saskatchewan survey of the graduates of 1994 is intended to provide all levels of administration at the University with empirical information upon which planning decisions can be made. The survey of all 1994 graduates has been constructed to provide personal, attitudinal, and experiential information related to the students' tenure at the University. The survey was commissioned by the Planning Committee of Council of the University and was directed by a designated Student Outcomes Steering Committee. The members of the steering committee are named in the Acknowledgments section.

The survey and the report focus primarily on the students' evaluation of their educational experience and on how their education has contributed to their occupational success. Importantly for the planning needs of both University and college level administrations, where relevant, the results are broken down by college. Further, given that the University of Saskatchewan student body is not a monolithic entity and that diversity and sensitivity to diversity are of fundamental importance to an outstanding educational institution, the report provides information on educational experience and occupational outcomes within the contexts of gender, Aboriginal status, visible minority status, and physical and learning disabilities. Lastly, with respect to occupational attainment and occupational satisfaction, the results are presented for those living inside versus those living outside the province of Saskatchewan.

The first major section in this report is entitled "Evaluation of Educational Experience." It includes reasons for attending the University, further education since graduation, financial resources during the University tenure and levels of satisfaction with many dimensions of the University, focusing specifically on quality of instruction, knowledge acquisition, and knowledge relevance. The second section, dealing with "Occupational Attainment and Income," presents information on how well the University degree and experience translates into meaningful work five years after graduation. The last major section of the report deals with selected issues within the contexts of race and disability. The final subsection presents levels of satisfaction with the University by marital status and family status to illustrate the influences that family, parenthood and guardianship have on the university experience.

It is important to mention, at this point, that some of the data gathered in the survey and presented here do not tell much of a story without a basis for comparison. While much of the information in this report is valuable based on intra-University comparisons, the expanded value of this research will occur when the information from the 1994 cohort can be compared to the information gathered in future surveys. The longitudinal information that future surveys will provide will be invaluable in tracking the report card of the University of Saskatchewan as it changes in response to internal and external demands.

II. METHODOLOGY

1. Research Design and Data Collection

The University of Saskatchewan Graduates of 1994 Survey was conducted by a contracted survey agency, Anderson/Fast & Associates of Saskatoon, through computer-assisted telephone interviews. The primary objectives of the survey were first, to identify the value of University of Saskatchewan education to the University's graduates and to society, and second, to gain a better understanding of the perceptions of students who graduated from the University of Saskatchewan in 1994. Particularly, the survey examined graduates' perceptions regarding: the relevance of education at the U of S in relation to subsequent employment; the benefits of education at the U of S in relation to subsequent employment; satisfaction levels with education at the U of S; and, the experience of being a student of the U of S prior to and including 1994.

The questionnaire for the survey, containing 114 questions, was designed by the principal researchers in consultation with the Student Outcomes Steering Committee and Anderson/Fast. The questionnaire was pretested to ensure that all of the questions being asked were clear and appropriate to the target population and that the information being collected addressed the research objectives.

The database for the survey was constructed to obtain complete interviews from 3,315 individuals who graduated from the University of Saskatchewan in 1994. This list of names and corresponding telephone numbers, in some cases email addresses and/or fax numbers, was provided by the Alumni Relations Office and the University Registrar’s Office.

The majority of respondents were surveyed over a five-week period between Wednesday September 22, 1999 and Wednesday October 27, 1999. Interviews were conducted by telephone at times that were appropriate and convenient for respondents-weekdays between the hours of 5:30 p.m. and 9:00 p.m. and weekends between the hours of 11:00 a.m. and 3:00 p.m. All interviews were conducted by experienced survey interviewers using Anderson/Fast’s in-house Computer Aided Telephone Interviewing (CATI) system.

In order to contact as many of 1994 graduates as possible, Anderson/Fast interviewers continued to track respondents until Wednesday November 17, 1999. Interviewers tracked numbers no longer in service, incorrect numbers, and missing telephone numbers through last known numbers, telephone directories and directory assistance. On average, the Anderson/Fast interview team called these numbers approximately ten times before contact was made. In addition, more than 100 survey questionnaires were returned to Anderson/Fast via email and approximately 200 questionnaires were returned by fax.

The survey project was approved by the University Advisory Committee on Ethics in Behavioural Science Research. An oral consent from respondents was obtained before a telephone interview started. In the case of email questionnaire surveys, covering letters were attached to provide respondents complete information about the purpose and procedure of the research. Information collected from respondents remains confidential and only aggregate data are analyzed and reported.

2. The Study Population and Sample Characteristics

The study population for the survey was all graduates who were awarded undergraduate or graduate degrees at the University of Saskatchewan in 1994 Spring and Fall Convocations. Graduates who obtained non-degree certificates and diplomas were not included in the survey. The total number of graduates in 1994 was 3,315, including 2,903 undergraduate students and 412 graduate students. The other 413 graduates who received certificates and diplomas in 1994 were not included in the study population. In total, 1,653 interviews (including 107 answered by fax and 111 answered by email) were completed, representing a 50 percent completion rate. The final call outcome is represented below:

Total Number of graduates in 1994	3,315
Completes (including 107 answered by fax and 111 answered by email)	1,653
Refused	457
Inaccessible (not in service, wrong number, no answer, or busy tone)	1,205

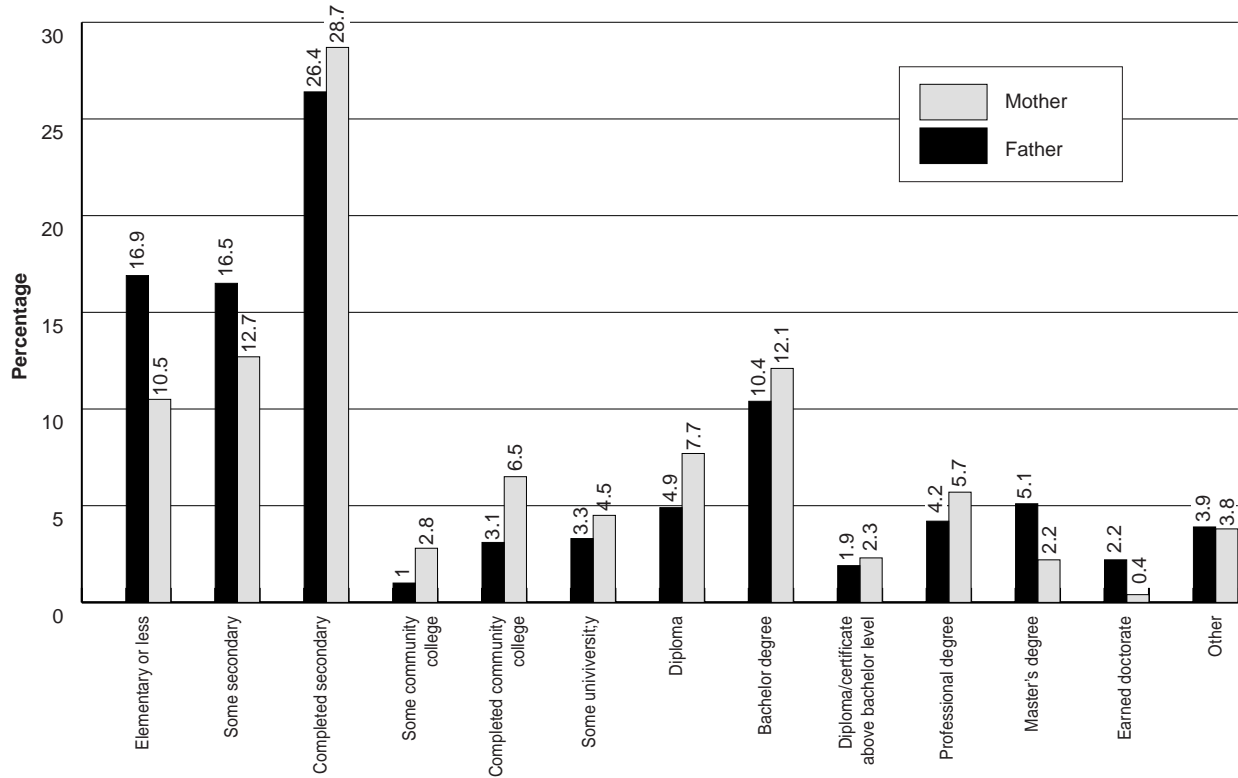
Table II-1 shows the population characteristics and corresponding sample characteristics by college and by gender.

Table II-1 Study Population and Sample Distribution by College and by Gender				
	Study Population		Sample	
	N	%	N	%
Undergraduate Degrees Awarded in 1994 by College				
Agriculture	89	3.1	71	5.0
Arts and Science	1052	36.2	355	25.2
Commerce	319	11.0	285	20.2
Dentistry	20	0.7	12	0.9
Education	745	25.7	399	28.3
Engineering	183	6.3	61	4.3
Law	94	3.2	61	4.3
Medicine	68	2.3	30	2.1
Nursing	72	2.5	39	2.8
Kinesiology (Physical Education)	61	2.1	16	1.1
Pharmacy and Nutrition	101	3.5	45	3.2
Physical Therapy	32	1.1	19	1.3
Veterinary Medicine	67	2.3	17	1.2
Total:	2903	100.0	1410	100.0
Degrees Awarded in 1994 by Undergraduate and Graduate Students				
Undergraduate Students from All Colleges	2903	87.6	1410	85.3
Graduate Students from the College of Graduate Studies	412	12.4	243	14.7
Total:	3315	100.0	1653	100.0
Degree Awarded in 1994 by Gender				
Male	1540	46.5	707	44.2
Female	1775	53.5	894	55.8
Total:	3315	100.0	1601	100.0

This table is intended as evidence that the sample of 1653 graduates is representative of the population of students who graduated from the University of Saskatchewan in 1994. Overall, the sample is somewhat under-represented by Arts and Science, Veterinary Medicine and Engineering students, and over-represented by Commerce and Agriculture. For the most part, however, the sample is relatively close to the population with respect to college enrolment. Furthermore, the proportions of graduates and undergraduates in both the sample and the population are quite close as are the numbers of degrees awarded to men and women.

Figure II-1 is intended to provide some family context for the 1994 U of S graduating class. The conventional wisdom is that parents who attend university will be more likely than less educated parents to encourage their children to do the same. However, this phenomenon might be more common in areas that are more populated and more urban than the Province of Saskatchewan

Figure II-1: Education Levels for Fathers and Mothers of 1994 Graduates (N=1653)



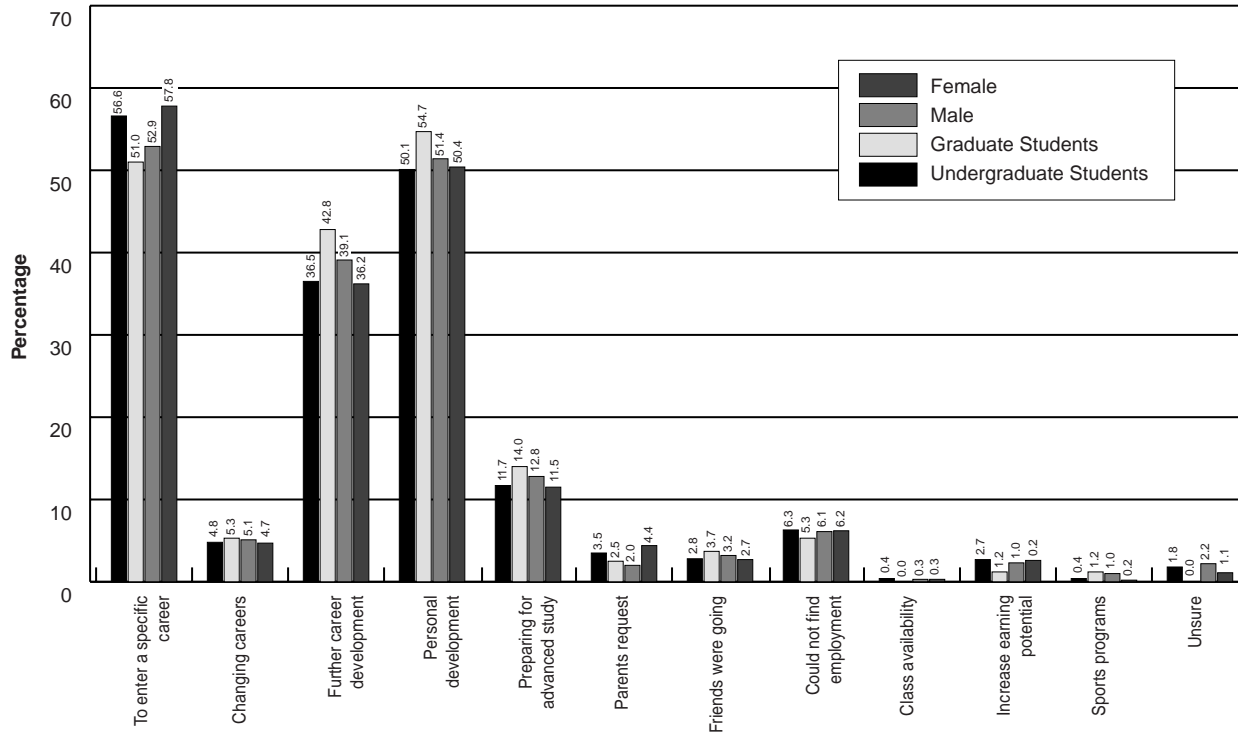
Interestingly, between 50 and 60% of the 1994 cohort of U of S students have parents who do not have post secondary education. Specifically, over 33% of the students of the 1994 cohort have fathers who have not completed high school; over 23% have mothers who do not have grade 12. In fact, all the categories below the bachelor’s degree constitute 74% of mothers and 72% of fathers. This finding speaks to the relevance of the University for a diversity of citizens, especially to families which have traditionally not achieved high levels of education.

III. EVALUATION OF EDUCATIONAL EXPERIENCE

1. Reasons For Attending University

The following three figures illustrate the motivations behind students choosing University in general, why they chose the University of Saskatchewan in particular, and the types of training that they think are most important with respect to specific job-related training and to the acquisition of a general, broad-based education. The figures provide results based on comparisons between undergraduate and graduate students and men and women students; for the sake of conciseness, the two sets of comparisons are presented within one figure. Figure III-1 presents the results for responses to the question asking for the two most important reasons that the student attended university in general.

Figure III-1: Most Important Reason for Attending University by Undergraduate Students, Graduate Students, and by Gender

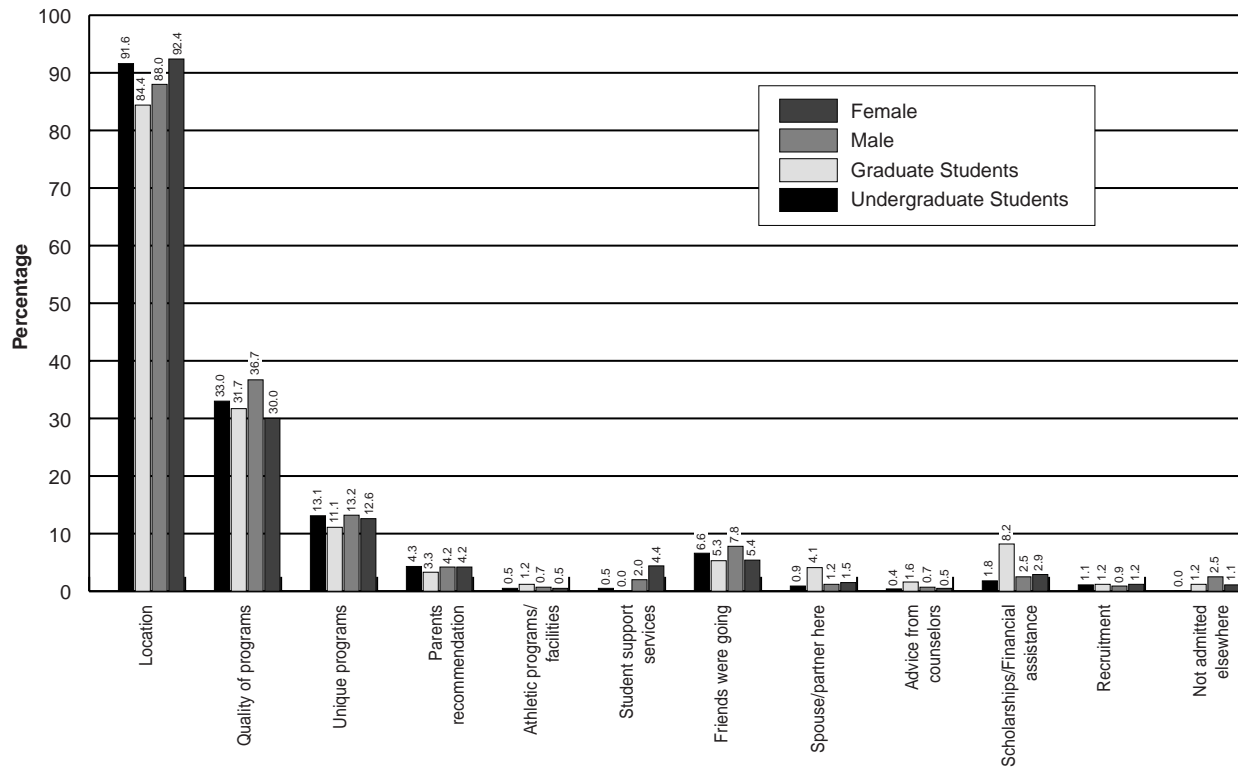


Firstly, the majority of students generally attended university in order to enter a specific career. And, as the results illustrate, this was more typical for undergraduate than graduate students and more typical for females than males. Secondly, it is important to note that another large proportion of students entered university for personal development. Within this category of students, there were proportionately more graduate students than undergraduates, and more men than women, although the differences were not large for either comparison. The third most important reason given was further career development. The students in this category typically had been out in the work force and had returned to university. This phenomenon appears to be more common for graduate than undergraduate students (as would be expected), and for men than women.

The rest of the reasons listed in the figure have considerably smaller proportions of students but they are instructive in several ways. Firstly, it is striking how few students were in university because they could not find employment; the approximate percentage of six is consistent across the comparison categories. Secondly, relatively few students attended university because their friends were attending or because their parents wanted them to go. Interestingly, for the small percentage of students who attended because of parents' wishes, women were twice as represented as men. Thirdly, it is significant that very few students chose to attend university because of the increase in earning potential. The general expectation of a University degree is that it places the graduate at an occupational advantage over those who have not taken university, at least in the long run.

Figure III-2 shows the results for the question that asked the 1994 graduates the two most important reasons why they chose, specifically, the University of Saskatchewan.

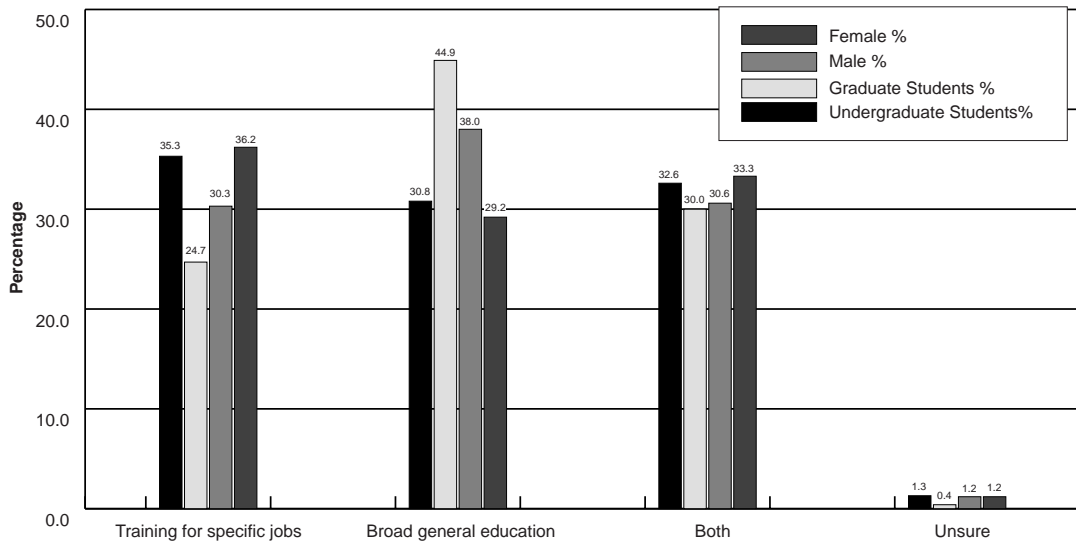
Figure III-2: Most Important Reason for Attending University of Saskatchewan by Undergraduate Students, Graduate Students, and by Gender



Quite remarkably, the overwhelming majority of students indicated location as the primary reason they chose the U of S. Of this group of students, women were slightly more represented than men, and undergraduates more represented than graduates. The next two most common reasons given speak to the quality and uniqueness of the U of S programs, and in both of these categories, male students were more represented than females, and undergraduates more than graduates. As with the previous figure, as well, the least common reasons are informative. For example, very few students choose the U of S by default, because they were not admitted elsewhere or because of their spouses or partners. However, in the spouse/partner category, it is significant that graduate students were considerably more represented than undergraduates, although the percentages of both were quite low. It is also important to note that a small cohort of students came because of student support services, especially women students (4.4%). This speaks well of the University’s gender equity initiatives. In addition, a group of students came because of scholarships. As would be expected, the large majority of these students were graduate students, although 1.8% of undergraduate students came to the U of S because of financial assistance. It is also significant, and important for University of Saskatchewan recruitment initiatives, that very few students were recruited and very few came because of advice from counselors. Lastly, a small group of students chose the U of S because of parents’ recommendations or because their friends were going.

The last figure in this section helps clarify the results in the first figure in this section by showing the results of a question directed to preferences for specific versus general education. The results in Figure III-3 show some interesting differences between graduate and undergraduate students and men and women.

Figure III-3: Preference for General Versus Job-Specific Education by Undergraduate Students, Graduate Students, and by Gender

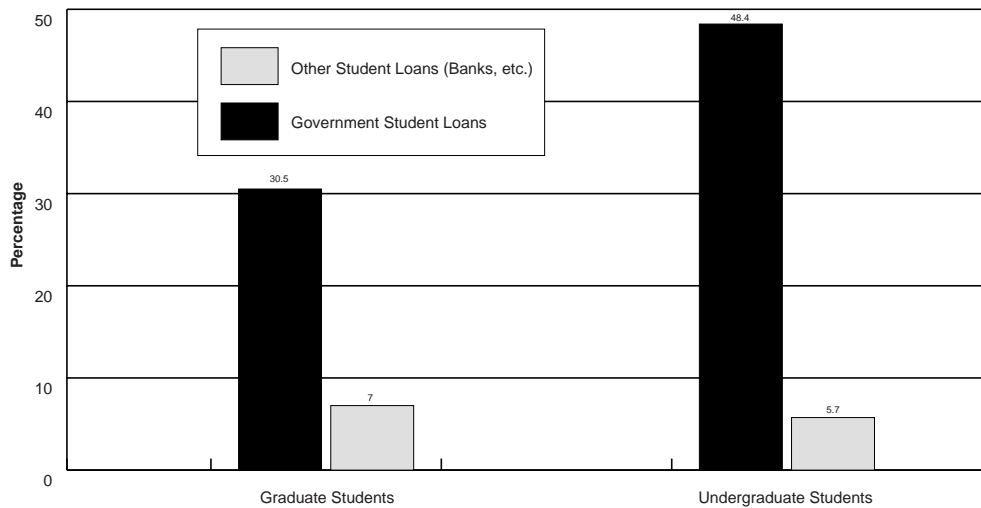


Most noticeable are the differences between undergraduate and graduate students, with undergraduates demonstrating a preference for specific training and graduates showing a considerable preference for a broad general education. Furthermore, the gender differences illustrate that women want training for specific jobs (36.2%) more so than men (30.3%). This result may be a consequence of the more restricted job market for women and women students' consequent belief that a job-specific education may reduce their occupational disadvantage.

2. Financial Resources

This next set of figures illustrates the financial encumbrances of the 1994 cohort with respect to past and current debt obligations. Figure III-4 illustrates the extent and sources of student borrowing for undergraduate and graduate students.

Figure III-4 Percentage of 1994 Graduates Who Borrowed Money for Their Education From Government Student Loan Programs and Other Student Loans (N=243 Graduate Students; 1410 Undergraduate Students)



Quite clearly, undergraduate students borrowed considerably more from the student loan program (approximately 50% of all undergraduates) than did graduate students (30.5%), but interestingly, both groups of students borrowed from other sources about equally. Table III-1 explains the extent of this borrowing.

Table III-1 Amount of Money Borrowed by 1994 Graduates From Government Student Loan Programs and Other Student Loans

	Government Student Loans			Other Student Loans		
	All	Graduate Students	Undergraduate Students	All	Graduate Students	Undergraduate Students
	% (752)	% (74)	% (678)	% (97)	% (17)	% (80)
(N)						
\$0-\$10,000	38.8	47.3	37.9	16.5	41.2	11.3
\$10,001-\$20,000	33.6	31.1	33.9	41.2	17.6	46.3
\$20,001-\$30,000	19	16.2	19.3	21.6	11.8	23.8
\$30,001-\$40,000	6.5	5.4	6.6	12.4	17.6	11.3
\$40,001-\$50,000	2	0	2.2	8.2	11.8	7.5

The results here reveal the amounts borrowed, and as expected, most of the loans fell within the \$0 to \$20,000 range. It is significant, however, that a group of students, although relatively small (8.5%), borrowed over \$30,000.

Table III-2 presents a specific breakdown of the sources of financial assistance other than the government student loan program.

Table III-2 Sources of Financial Assistance for 1994 Graduates by Graduate Students and Undergraduate Students

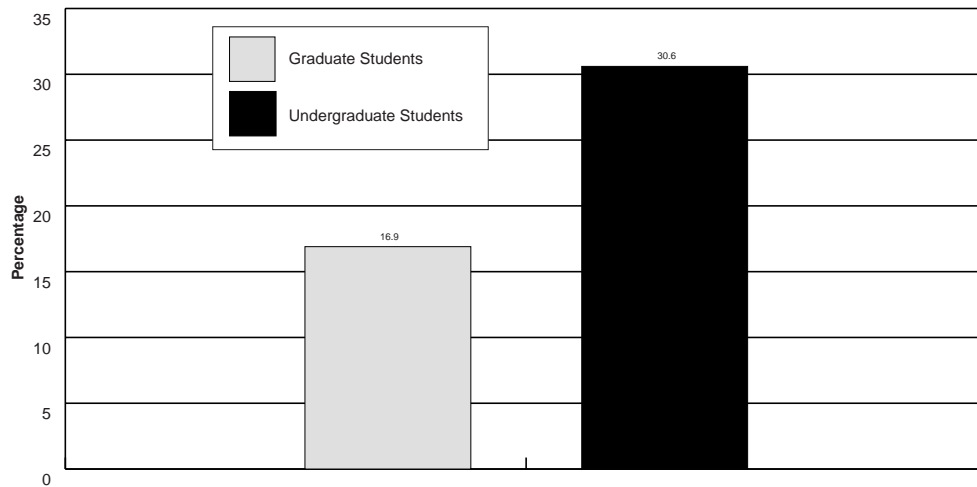
	Scholarships or Bursaries Including Assistantships and Teaching		Assistance or Grants from Employers		Assistance or Grants from the Government (not student loans)		Family/Friends	
	Graduate Students	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	Undergraduate Students
	%	%	%	%	%	%	%	%
(N)	(243)	(1410)	(243)	(1410)	(243)	(1410)	(243)	(1410)
A Lot	27.2	4.4	5.3	4	3.3	1.3	26.7	27.7
Some	22.2	17.4	7.8	4.5	2.1	3.6	22.2	23.5
Very Little	8.6	15.3	4.1	1.8	3.7	1.1	4.9	6.5
Not at All	42	62.2	82.7	89.2	90.1	93.5	45.7	41.8
Unsure/Don't Know	0	0.7	0	0.4	0.8	0.5	0.4	0.5
	First Nations Band Funding		Employment During School Year		Employment During Summer Months			
	Graduate Students	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	Undergraduate Students		
	%	%	%	%	%	%		
(N)	(243)	(1410)	(243)	(1410)	(243)	(1410)		
A Lot	1.2	1.2	28.4	24.2	47.3	57.5		
Some	0	1	26.7	27.4	24.3	25		
Very Little	0.4	0.4	7.8	8.1	5.3	5.6		
Not at All	97.5	97	35.8	39.8	23	11.4		
Unsure/Don't Know	0.8	0.5	1.2	0.6	0	0.5		

This table is important in that it reveals the extent of scholarship support, the importance of students' employment to the financing of their education, and other avenues of support. Some general findings warrant mentioning here. Firstly, the scholarship/bursary programs are much more accessible for graduate students than undergraduates; this category includes teaching assistantships which are available only to graduate students. However, the absolute levels of funding for both reveal several surprising results: (a)

42% of all graduate students had no typical graduate student funding (scholarships or assistantships); (b) almost 40% of all the undergraduate students had some form of bursary or scholarship, although most of this funding was only partial. While the funding levels for graduate students seem relatively low, it is important to mention here that the proportion of graduate students doing MEDs and MBAs is quite high and, given that many of these students are part time, they are typically not eligible for graduate scholarships and assistantship support. Secondly, only about 35% of graduates and 40% of undergraduates did not work during the university year, a somewhat surprising finding given that, in many respects, attending University full-time is equivalent to a full-time job. A majority of the student body experiences a double day of work and study. The rest of the findings in this table are self-explanatory.

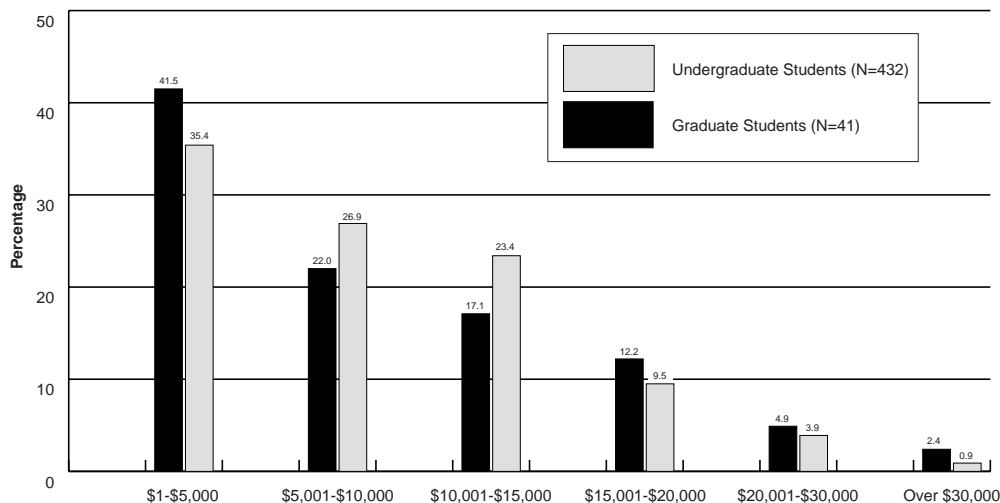
Figures III-5 illustrates the existence of current debt obligations for the 1994 cohort five years after graduation.

Figure III-5: Percentage of 1994 Graduates Who Currently Have Debt Obligations Remaining with Respect to Financing Their University Education (N=243 Graduate Students; 1410 Undergraduate Students)



Five years after graduation, undergraduate students carry more debt than do graduates. The extent of that debt is illustrated in Figure III-6.

Figure III-6 Money Currently Owning From Debt Incurred to Finance University Education by Graduate Students and Undergraduate Students



Overall, the majority of students has a relatively small debt load, but a significant number of graduates and undergraduates carry substantial unpaid loans, some over \$30,000. In the high debt categories, graduate students are relatively more numerous than undergraduates. For example, approximately 20% of the graduate student cohort carries a debt load of over \$15,000 compared to approximately 15% of the undergraduate cohort. Such results, as do the results from the previous tables, suggest that the financial burden is somewhat heavy for many students and considerably more heavy for a small, but not insignificant, proportion of students. This is especially true for graduate students. It is important to contextualize these discussions by suggesting that Canada Students Loans are not payable while a student is in full-time study and the 1994 cohort would have included students that went on to professional and graduate programs and thus did not repay much from 1994 and added new debt in the mean time.

3. Level of Satisfaction with the University of Saskatchewan

The following results are intended to illustrate levels of satisfaction with various aspects of life at the University. The results are presented under a “student learning context” and a “student life experience context.” Consistent with the overall approach in this report, the results are categorized for graduate versus undergraduate students, Saskatchewan versus non-Saskatchewan residents, different colleges, and females and males (where relevant). First, however, we present two figures which show general levels of satisfaction with the University. Respondents evaluated their educational experience, and said whether they would recommend the University of Saskatchewan to family and friends.

Figure III-7: Satisfaction with Education Experience at the University of Saskatchewan by Graduate Students, Undergraduate Students, Saskatchewan Residents, and Non-Sask. Residents (N=239 GS; 1400 UG, 1234 SR; 405 Non-SR)

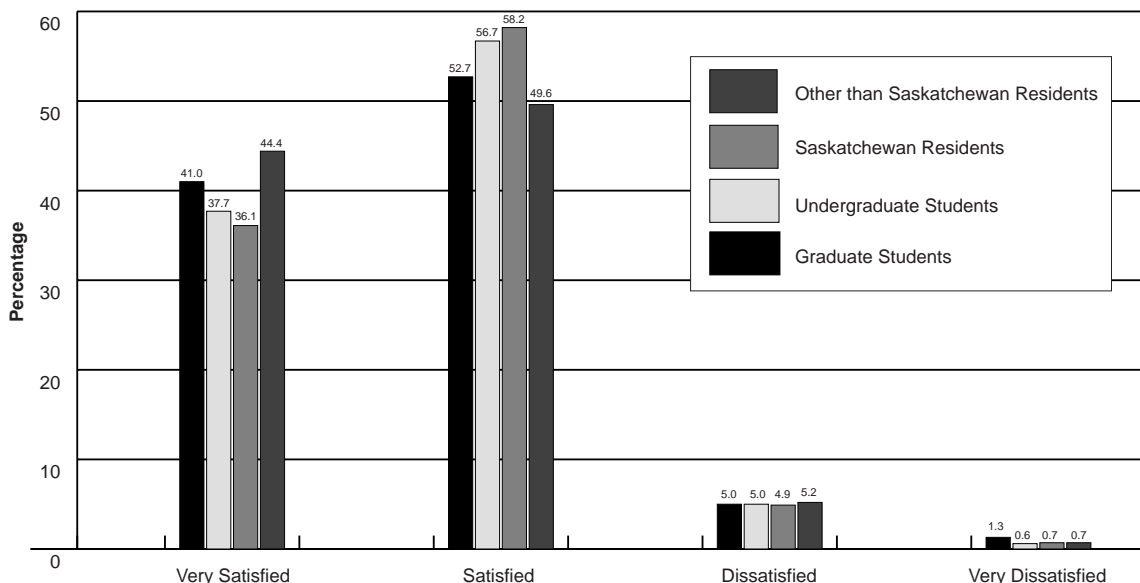
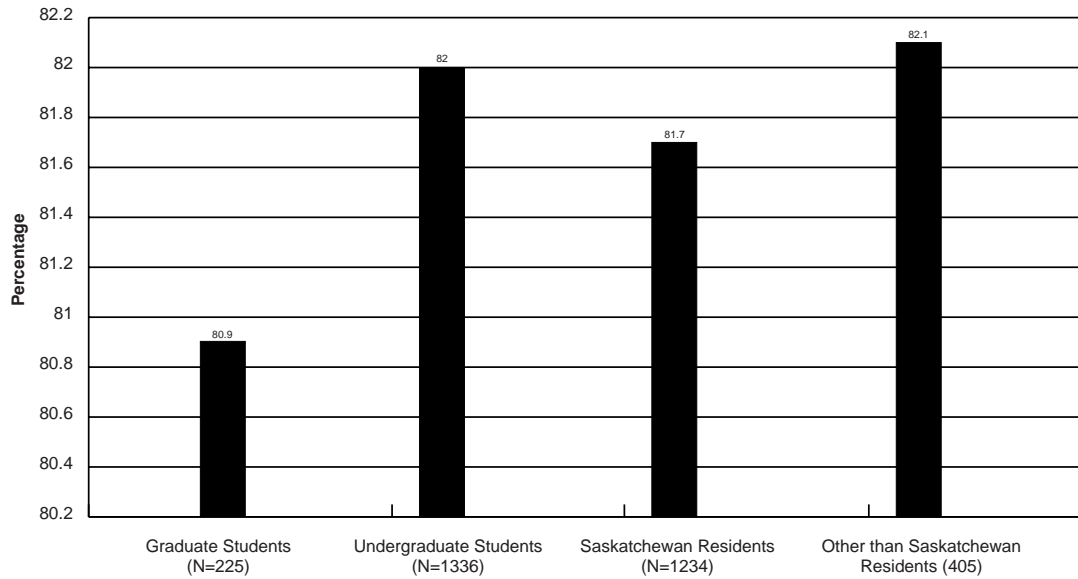


Figure III-7 shows a remarkable level of satisfaction with the educational experience at the U of S. Within all categories of gender and residence, over 90% of the students feel satisfied or very satisfied. Further, there are very few differences across gender and province of residence with the exception for the results in the very satisfied category in which proportionately more graduate students than undergraduates and more non-Saskatchewan than Saskatchewan residents are very satisfied. The results for province of residence are striking given that 44.4% of non-residents are very satisfied compared to 36.1% of residents.

Figure III-8 illustrates that approximately 80% of the students surveyed are satisfied with the University to the extent that they would recommend the U of S to friends and family.

Figure III-8 Percentage of 1994 Graduates Who Would Recommend Their Program of Studies to Friends and Family Members by Graduate Students, Undergraduate Students, Saskatchewan Residents, and Non-Sask. Residents



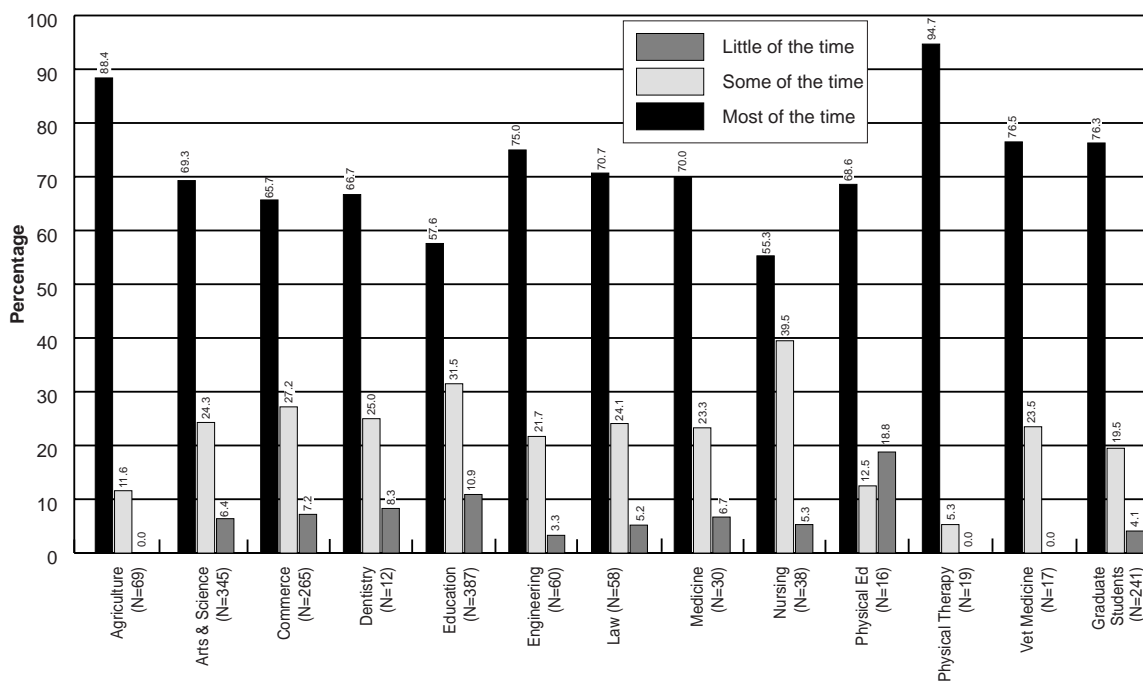
The differences across gender and province of residence are minimal. The next series of figures assess levels of satisfaction with the U of S for specific dimensions of learning and life experiences.

A. Student Learning Experiences

i) Instructors and Teaching Approaches

The figures in this section explore levels of student satisfaction with important dimensions of teaching. Figure III-9, for example, illustrates the degree of accessibility of instructors outside of class for all the colleges within the University. The importance of this figure rests with the presumption that pedagogy extends well beyond the classroom context.

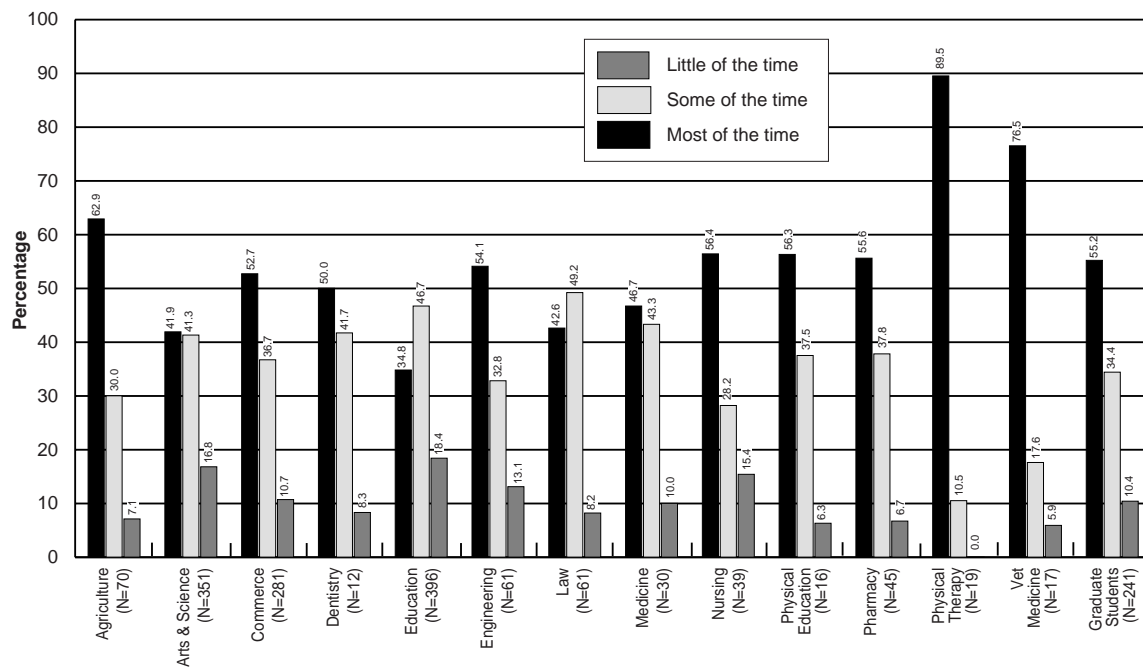
Figure III-9 Percentage of Students Who Felt That Instructors were Reasonably Accessible Outside of Class by College (N=1602)



Quite clearly some colleges do better than others in terms of teacher accessibility. For example, the School of Physical Therapy and the Colleges of Agriculture, Pharmacy, and Veterinary Medicine do relatively well in this regard. On the other hand, the Colleges of Education, and Physical Education have relatively sizable proportions of students who say that only a few instructors are accessible outside of class. These results may reflect, in part, the culture of pedagogy within different colleges, and in part, the workload of the faculty and their time constraints. For example, for the College of Nursing, only 55.5% of students indicate high access to teachers, but a very small proportion report little access. This rather moderate collective response may be an indication that the willingness of teachers to see students is undermined by the time constraints imposed on faculty. It may also be the result of physical design wherein, for example, Ellis Hall and the Medical Science Building are not located together and this split in location may create barriers for student access to Nursing faculty.

The results for Figure III-10 reveal the 1994 cohort's assessment of pedagogical practice based on whether or not students felt that teachers were diligent in making certain that students understood the material.

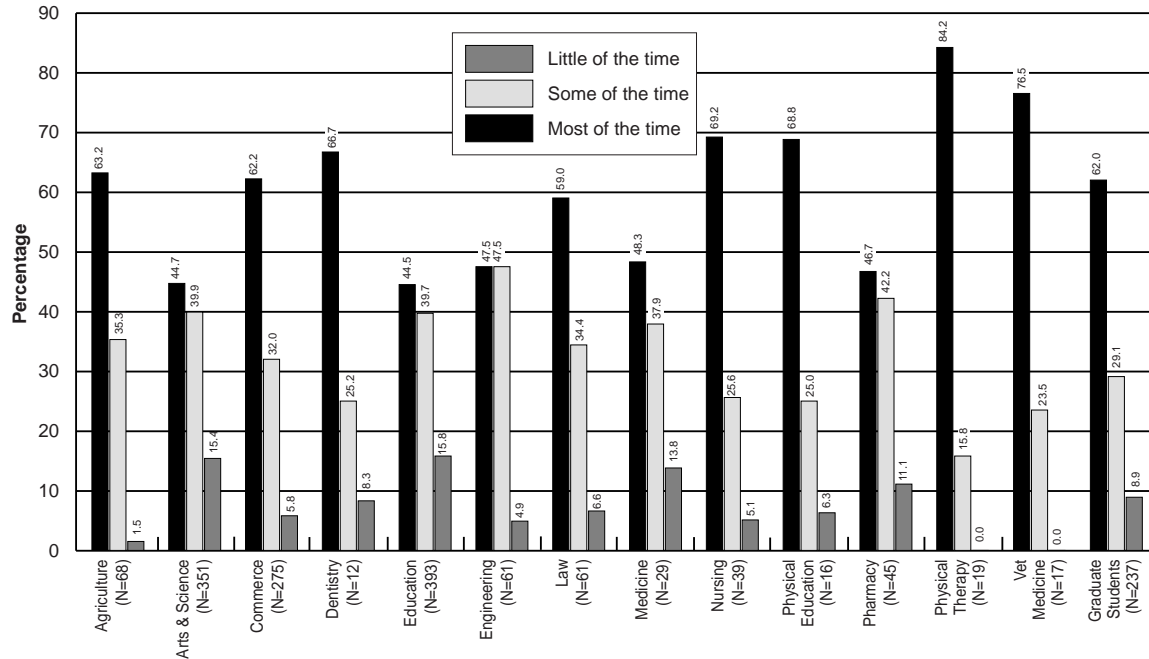
Figure III-10 Percentage of Students Who Felt That Instructors Made an Effort to Verify that Students were Understanding Material Taught by College (N=1639)



As in the previous figure, certain colleges appear well above the average including Physical Therapy, Veterinary Medicine, and Agriculture. At the other end of the continuum of satisfaction, Arts and Science, Education, and Nursing students express the lowest levels of satisfaction.

The results for class participation shown in Figure III-11, however, offer somewhat different conclusions than the for the previous dimensions of teaching although the overall the results show greater satisfaction with this aspect of teaching than with that in the previous figure.

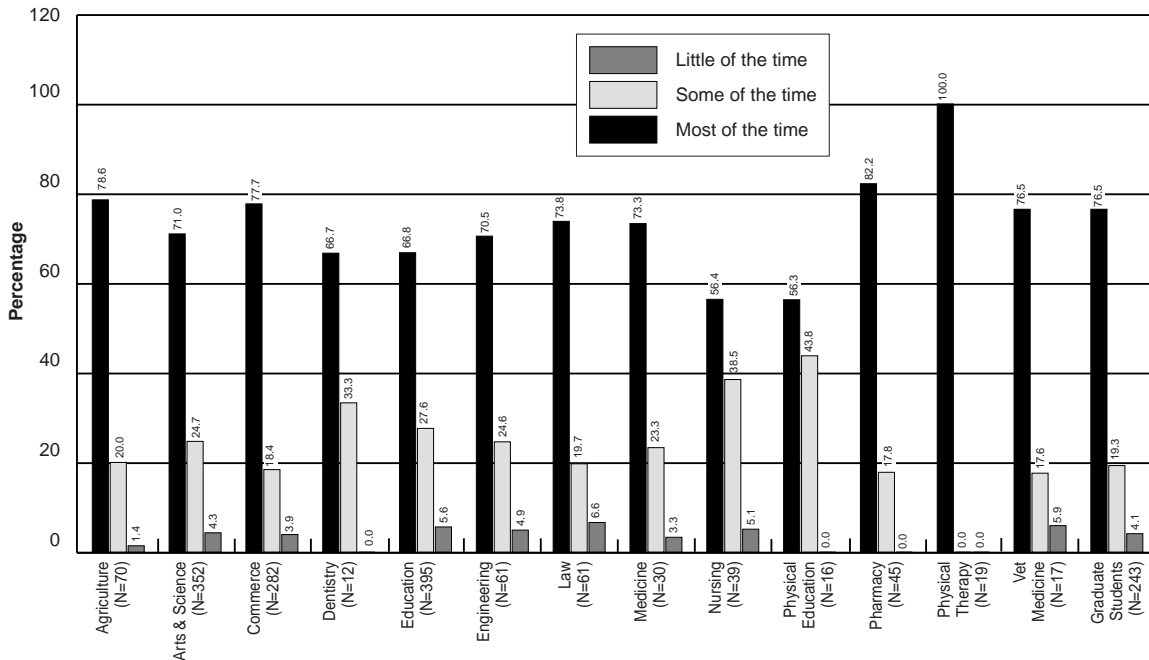
Figure III-11 Percentage of Students Who Felt That Instructors Actively Encouraged Class Participation by College (N=1623)



Clearly, again, Physical Therapy, Veterinary Medicine and Agriculture are ranked quite high by their students. However, at the low satisfaction end, Arts and Science, Education, Medicine and Pharmacy share common levels of satisfaction.

For the fairness of exams and marking (Figure III-12), the overall levels of satisfaction are quite high with few respondents in all colleges expressing dissatisfaction with evaluation.

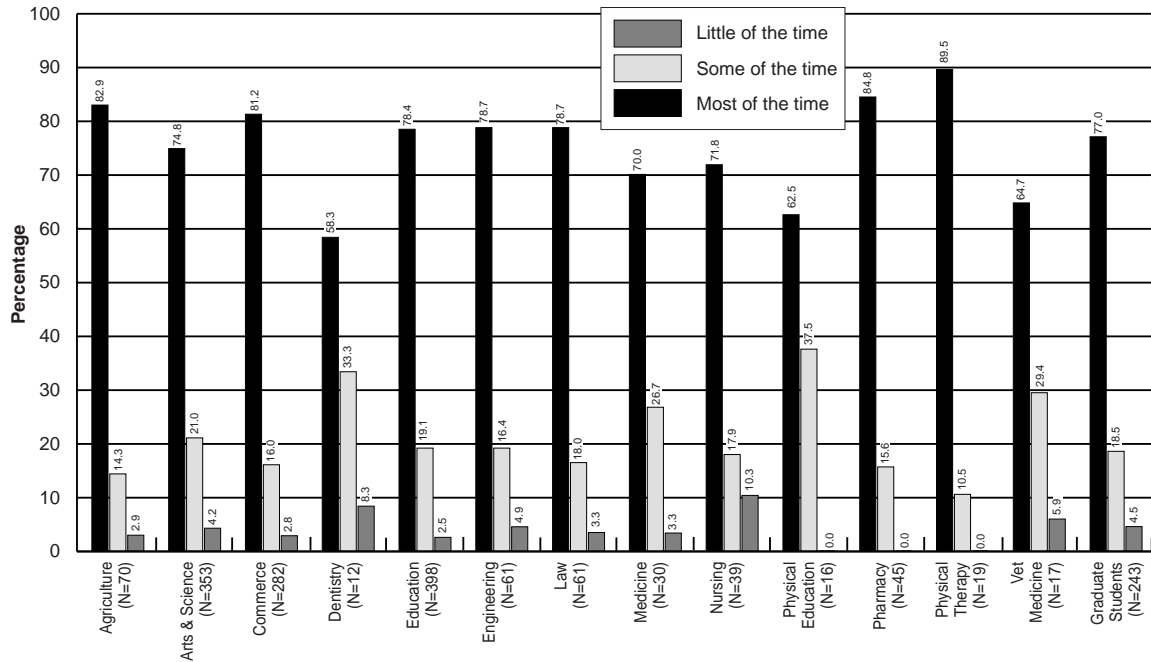
Figure III-12 Percentage of Students Who Felt That Evaluation (Exams and Marking) was Fair by College (N=1642)



Once again, the School of Physical Therapy stands well above the rest in terms of student satisfaction. The other trend worthy of mention is that the Colleges of Nursing and Education experience the lowest percentages of students who are satisfied most of the time with evaluation.

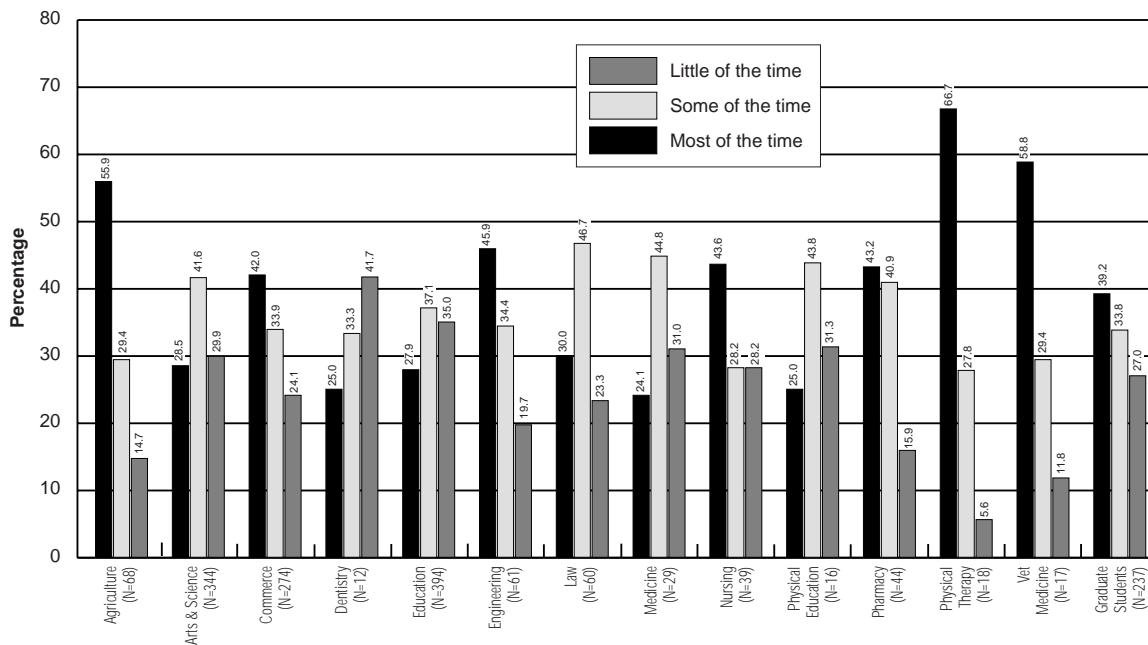
In regard to the issue of students being treated with respect (Figure III-13), it appears that levels of respect for students by teachers is quite high for all colleges.

Figure III-13 Percentage of Students Who Felt That Instructors Treated Students with Respect by College (N=1646)



The only slight variations occur with levels of dissatisfaction in the Colleges of Nursing (10.3%), Dentistry (8.3%), and Veterinary Medicine (5.9%) in which a larger percentage of students express that few instructors treated them with respect relative to other colleges. As for instructors encouraging feedback about their teaching (Figure III-14), it is important to note here that the levels of dissatisfaction are quite high, to the point where, for example, a majority of Dentistry students suggest student feedback happens in only a few cases.

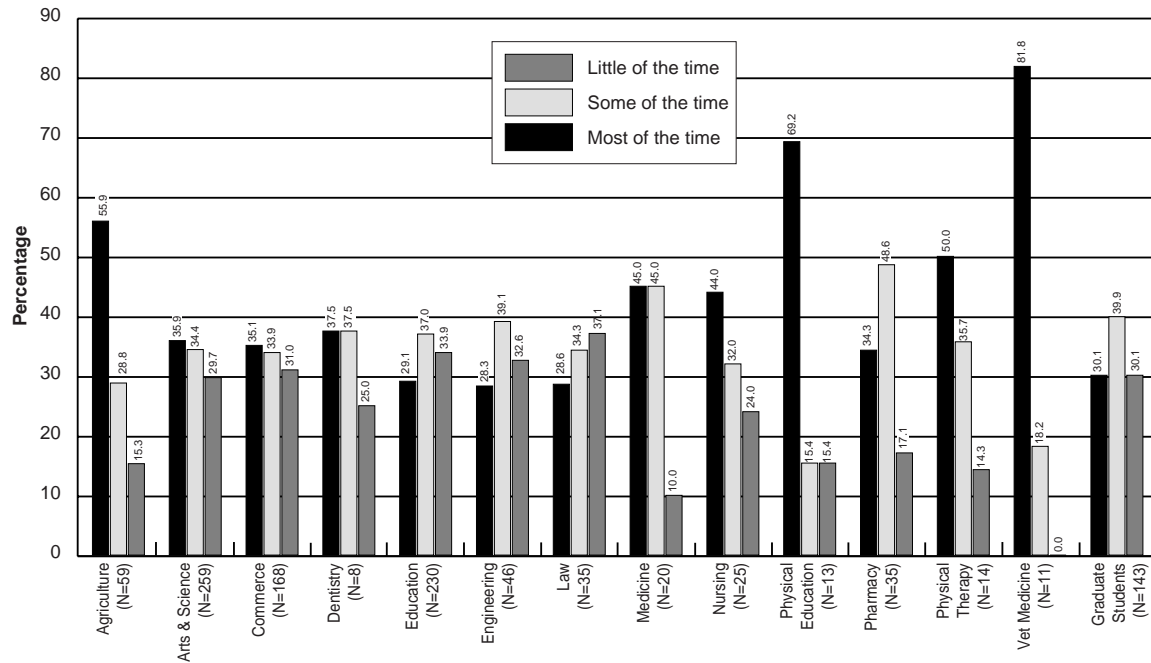
Figure III-14 Percentage of Students Who Felt That Instructors Encouraged Feedback from Students Regarding Their Teaching by College (N=1613)



The College of Education is quite similar in this regard. Consistent with some of the previous findings, however, the Colleges of Agriculture, Physical Therapy, and Veterinary Medicine do quite well. Overall, the findings for this specific dimension of pedagogy seem quite important for University policy in that the students are not terribly satisfied overall with the opportunities provided for feedback into teaching.

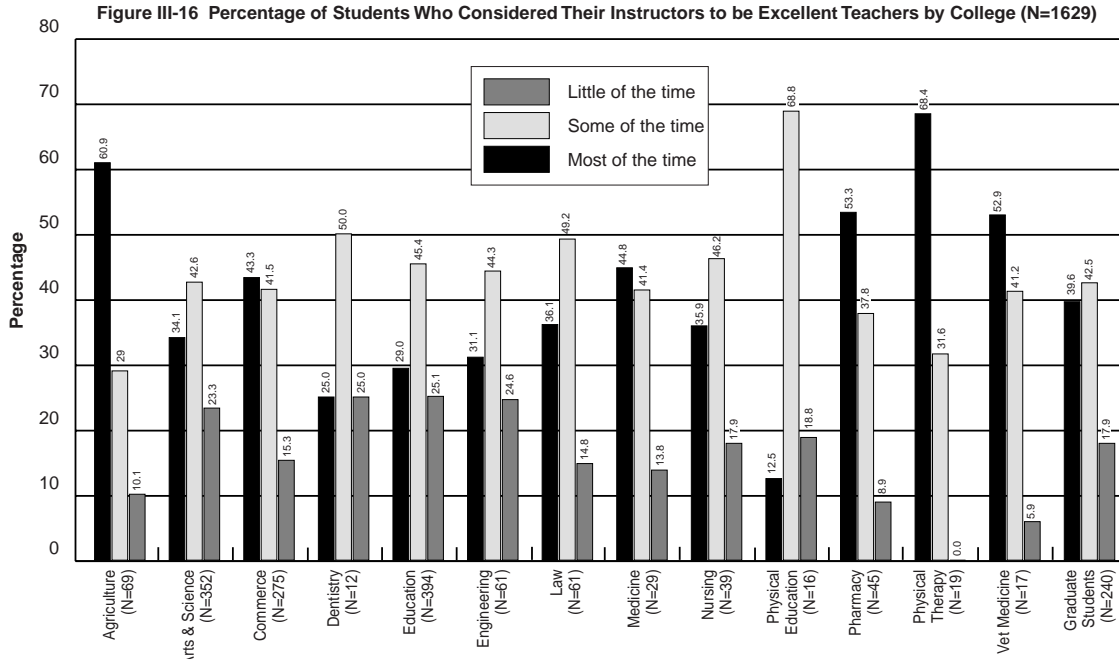
Figure III-15 provides important information for colleges attempting to maximize the efficiency of their teaching assistantship programs.

Figure III-15 Percentage of Students Who Felt That Teaching Assistants Were a Valuable Resource by College (N=1066)



Overall, the satisfaction with the teaching assistantship programs across colleges is relatively poor. The only exception is the College of Veterinary Medicine which has very low levels of dissatisfaction with the teaching assistants. The Colleges of Physical Education, Agriculture, and Medicine have higher levels of dissatisfaction than Vet Med, but lower than most other colleges. The remainder of the colleges show rather equal proportions of students who reported satisfaction or lack thereof with teaching assistants.

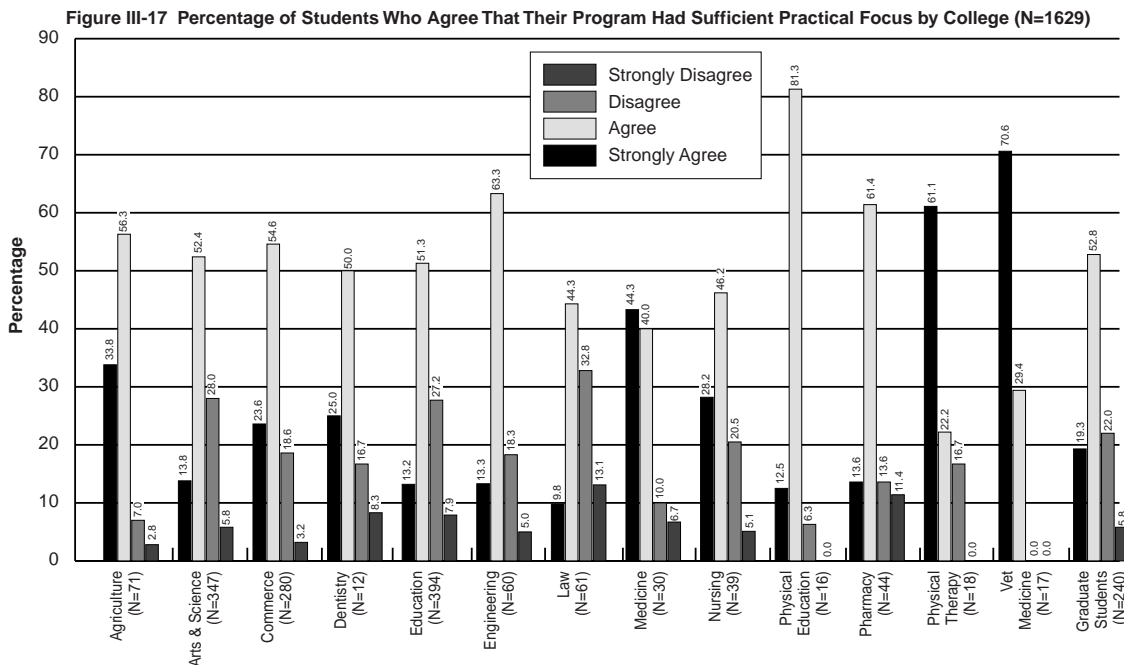
On moving to excellence in teaching (Figure III-16), some colleges certainly rate better than others.



Physical Therapy, Pharmacy, Veterinary Medicine, Agriculture appear to rank well above the other colleges with respect to the proportions of students who feel that their instructors were excellent and this finding is in accord with previous dimensions of teaching which rated the aforementioned colleges generally above average. The colleges with the largest proportions of students who indicate that there were few excellent instructors include Engineering, Education, Dentistry, and Arts and Science.

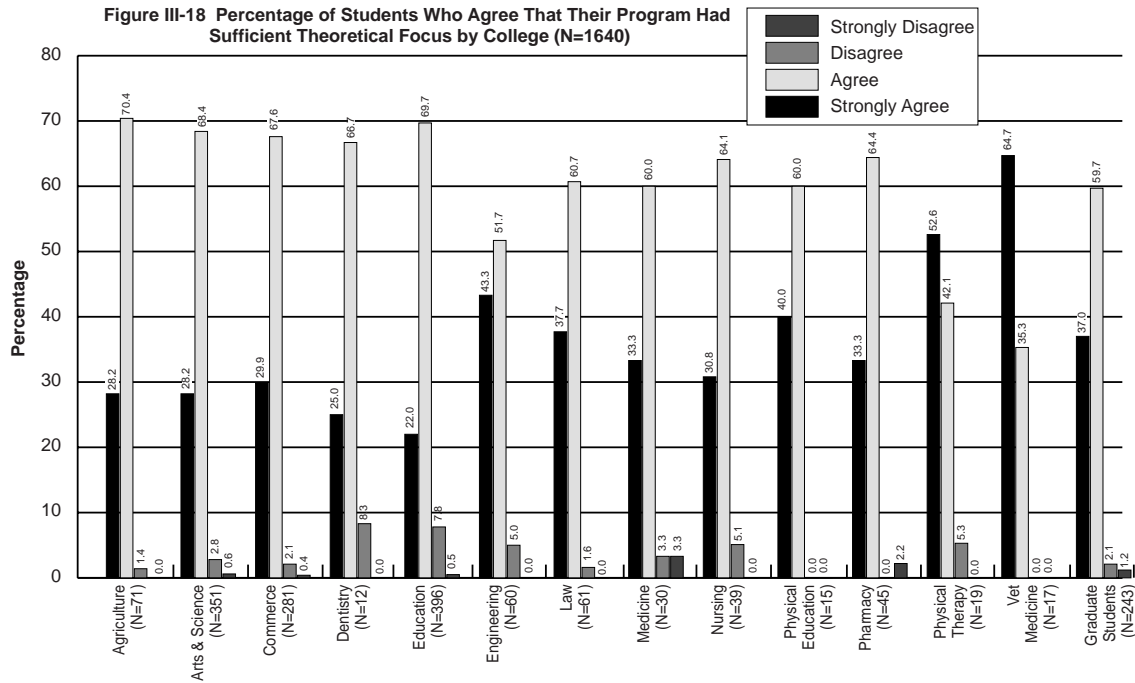
ii) Courses and Programs

Figures III-17 thru III-20 illustrate the satisfaction that students feel with the practical and theoretical foci of their programs, their ability to access the classes they wanted, and the degree to which the learning experiences were intellectually stimulating. Several of the professional colleges were endorsed by their students as being particularly outstanding with respect to practical focus (Figure III-17).



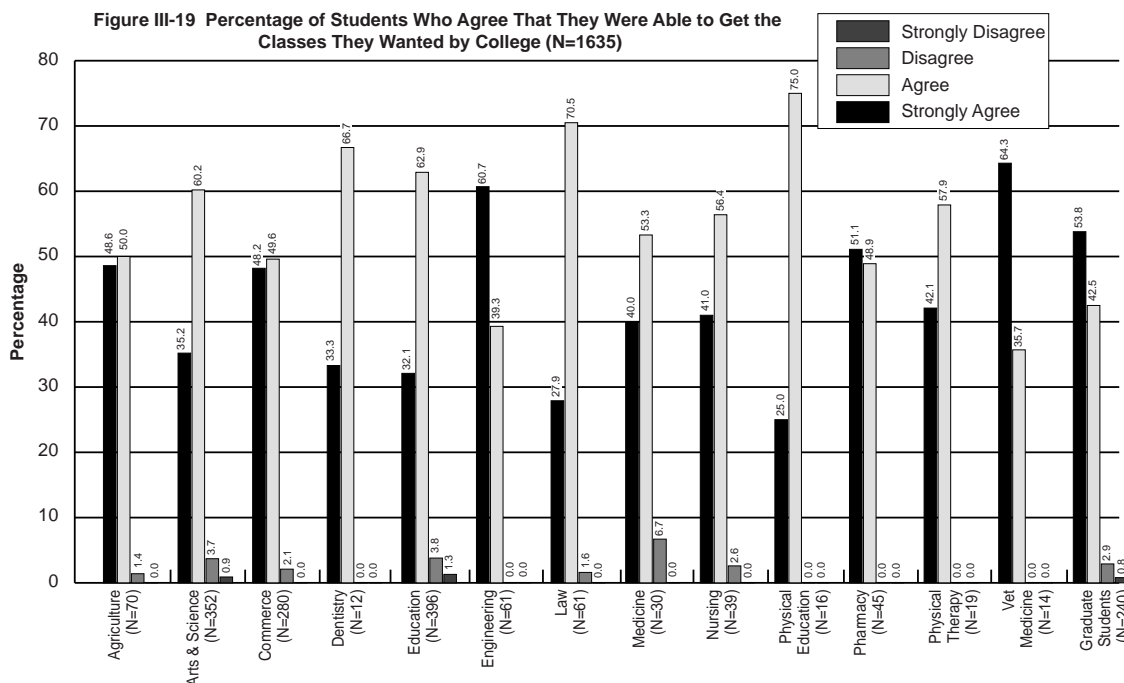
Veterinary Medicine, Physical Therapy, and Physical Education seem to rank the highest in this regard. Some of the other professional colleges, however, rate lower than expected including Commerce, Education, Engineering, Law, Education, and Nursing. In fact, these colleges are ranked by their students as no more practical in relative orientation than Arts and Sciences, which typically provides a more theoretical than practical education. This comment needs to be placed, however, in a context in which the expectations for practical education are likely higher for students in the professional colleges.

Figure III-18 presents the results for students' evaluations of the sufficiency of the theoretical focus of their programs.



Overall, here, the most striking finding is the overwhelming satisfaction with theoretical issues across colleges, especially for Veterinary Medicine and Physical Therapy.

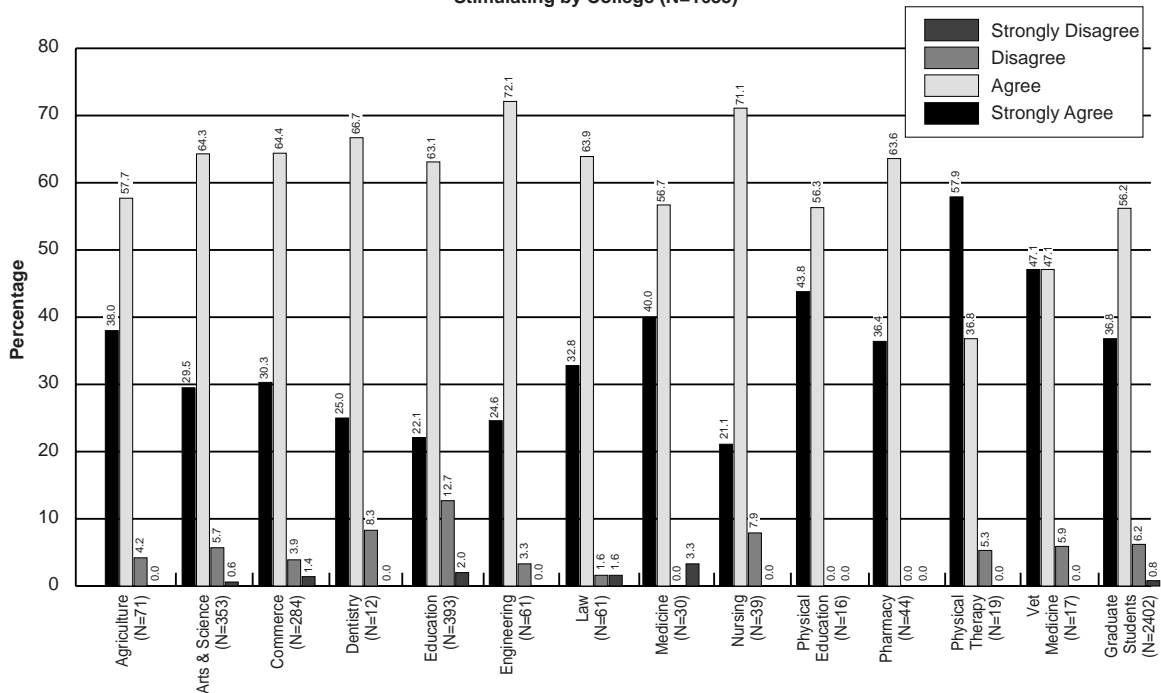
Figure III-19 contains important information for colleges as they grapple with providing a complete education within the confines of fiscal constraints.



Quite clearly, here, most colleges manage to provide adequate course selection for their students; the levels of satisfaction are unexpectedly high. Interestingly, the College of Graduate Studies ranks quite high in its ability to provide adequate courses, a somewhat unexpected finding given that graduate classes are typically quite small, and are hence relatively difficult to schedule within fiscal boundaries.

The last figure in this section (Figure III-20) provides some evidence about students' feelings of how intellectually stimulating their University of Saskatchewan education was.

Figure III-20 Percentage of Students Who Agree That Their Learning Experiences Were Intellectually Stimulating by College (N=1635)

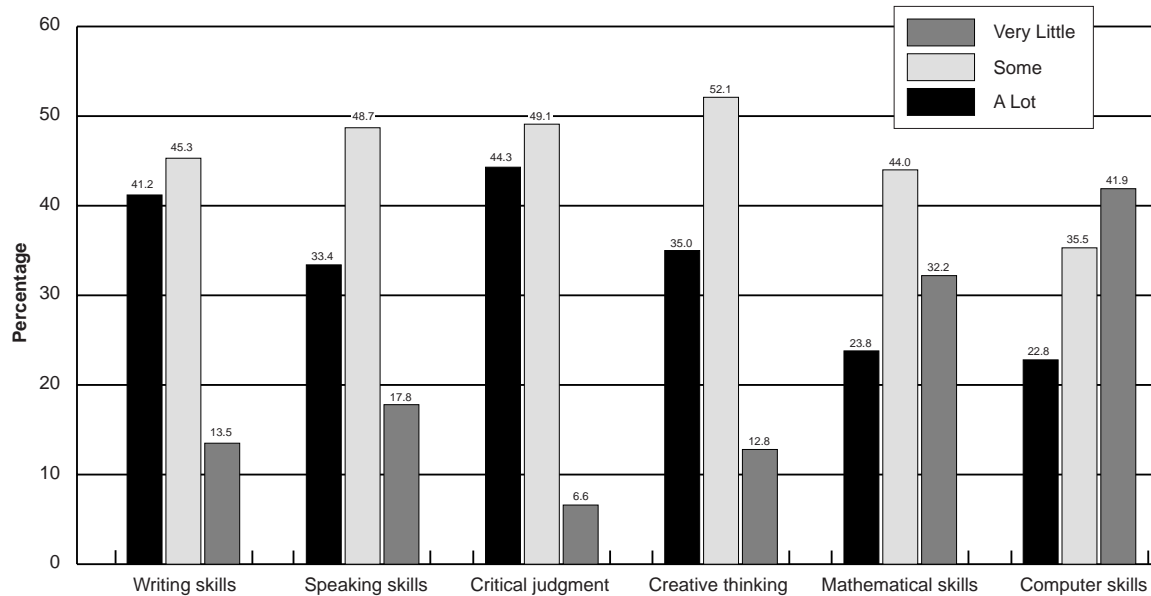


Although the overall levels of satisfaction for all colleges are quite high, certain colleges stand out as providing their students with intellectually challenging programs. For example, for the School of Physical Therapy, the majority of the students feel very strongly that their program was challenging. In addition, the Colleges of Pharmacy and Physical Education have no students who are dissatisfied with the intellectual challenge provided by their programs. It warrants repeating, however, that the overall levels of satisfaction for all colleges are high.

iii) Acquisition of Skills and Competencies

Figure III-21 and Figure III-22 provide information on the degree to which the 1994 graduating students felt they had acquired various skills through their University of Saskatchewan experience. Figure III-21 presents the results for the undergraduate cohort. The results suggest quite clearly that the skills that students feel most satisfied with include critical and creative thinking; they are the least satisfied with mathematical and computer skills, although this result must be understood in a context in which some students simply did not acquire mathematical and computer skills as their programs did not require them to learn such skills.

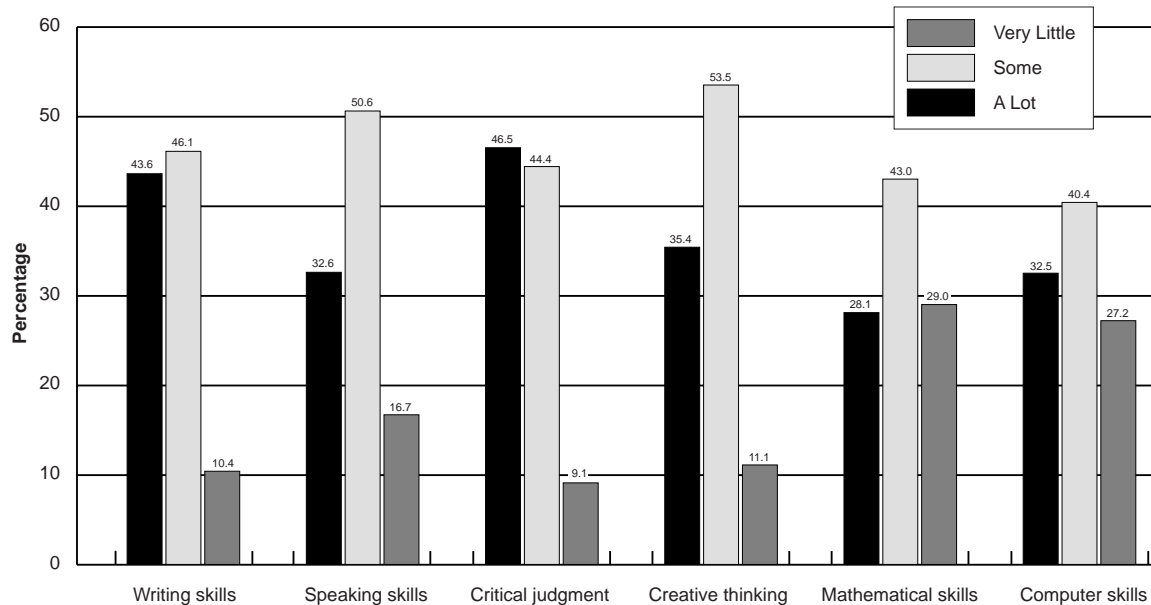
Figure III-21 - Extent to Which Undergraduate Students' Programs Contributed to Acquisition of Skills and Competencies



Importantly, approximately 42% of the students felt that their university education had contributed very little to their computer skills. Lastly, it is significant that a small but not insignificant proportion of students felt that they acquired very little writing skills (13.5%) and very little speaking skills (17.8%) as a result of their university education. Similarly, only 41.2% of the students felt they obtained a substantial amount of training in writing skills, and 33.4% felt the same about speaking skills. A reasonable expectation of any university training is that students should graduate with adequate communication skills, but it appears that for the 1994 undergraduate cohort, only about 40% of the students felt strongly that they acquired such skills. It is important to note that the respondents were given the option of answering “unable to respond” if the skills in question were not applicable to their program.

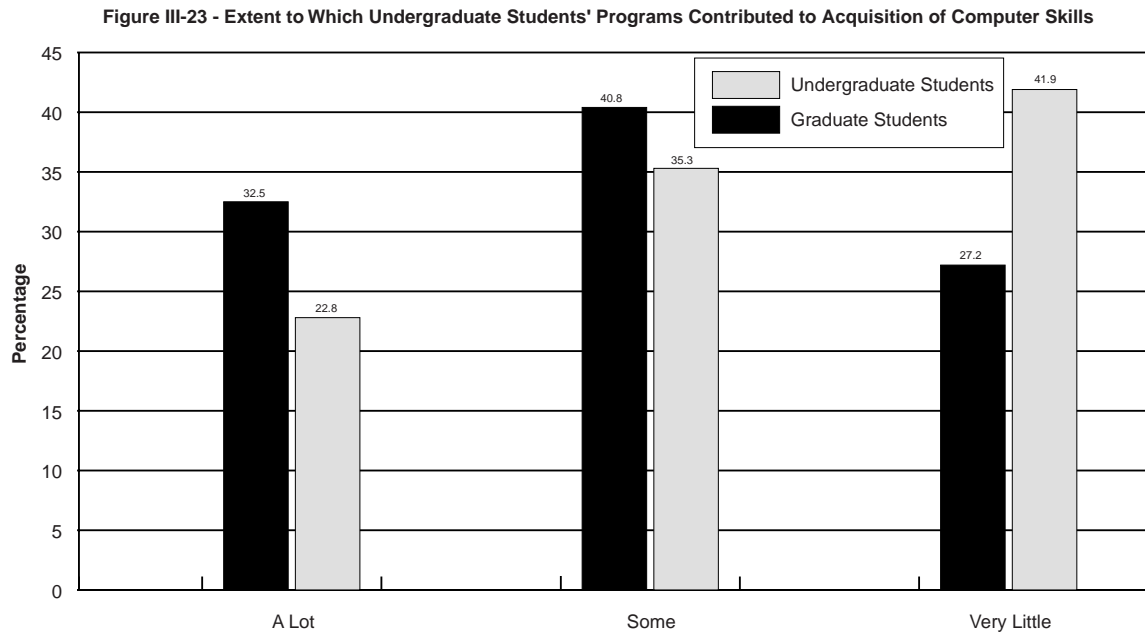
Figure III-22 presents the results for the 1994 graduate student cohort.

Figure III-22 - Extent to Which Graduate Students' Programs Contributed to Acquisition of Skills and Competencies



Graduate students feel only slightly more inclined to be enthusiastic about the skills they acquired than undergraduate students. The results are remarkably similar to the undergraduate results except for the acquisition of mathematical and computer skills for which the graduate students expressed relatively high levels of acquisition. Approximately 70% of the graduate students felt that they acquired such skills at least to “some” degree. It is interesting and important to note, however, that the graduate students did not feel appreciably stronger about the writing and speaking skills they received than did undergraduate students. Given that graduate studies prepare students, in part, for occupations that demand high levels of writing and speaking skills, these findings are somewhat counterintuitive.

Figure III-23 presents the findings for the acquisition of computer skills, specifically.



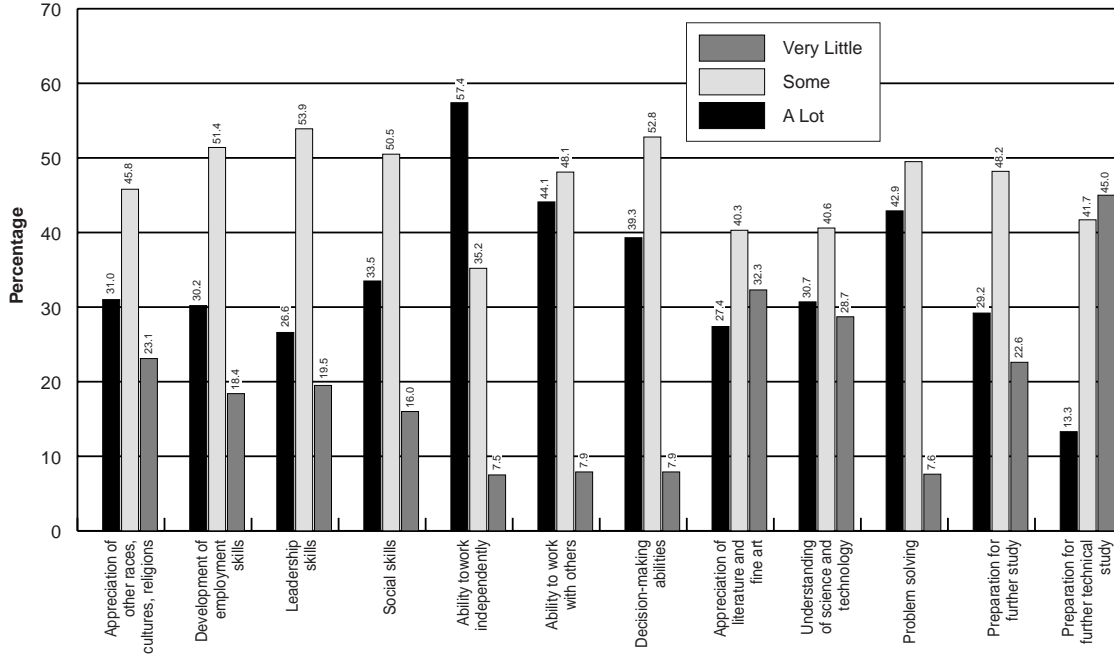
It is somewhat difficult to make sense of these findings given that many programs have little need for the teaching of computer skills. However, it is interesting that graduate students appear to have gained greater computer competency in their programs. This may be the result of the importance of hands-on research to graduate programs, much of which demands computer skills. It is also worthy of note that for the 1994 graduates, over 40% of all undergraduate students reported that they acquired very little in the way of computer skills.

iv) Acquisition of Broader Knowledge and Awareness

Figure III-24 and Figure III-25 describe how many students felt they acquired a broad, comprehensive knowledge base at the University of Saskatchewan. Respondents were asked to rate the importance of their university education to socio-cultural sensitivity, employment and leadership skills, social skills, appreciation of the humanities and science and technology, and preparedness for further study.

Figure III-24 presents the results for the 1994 undergraduate cohort.

Figure III-24 - Extent to Which Undergraduate Students' Programs Contributed to Acquisition of Broader Knowledge/Awareness

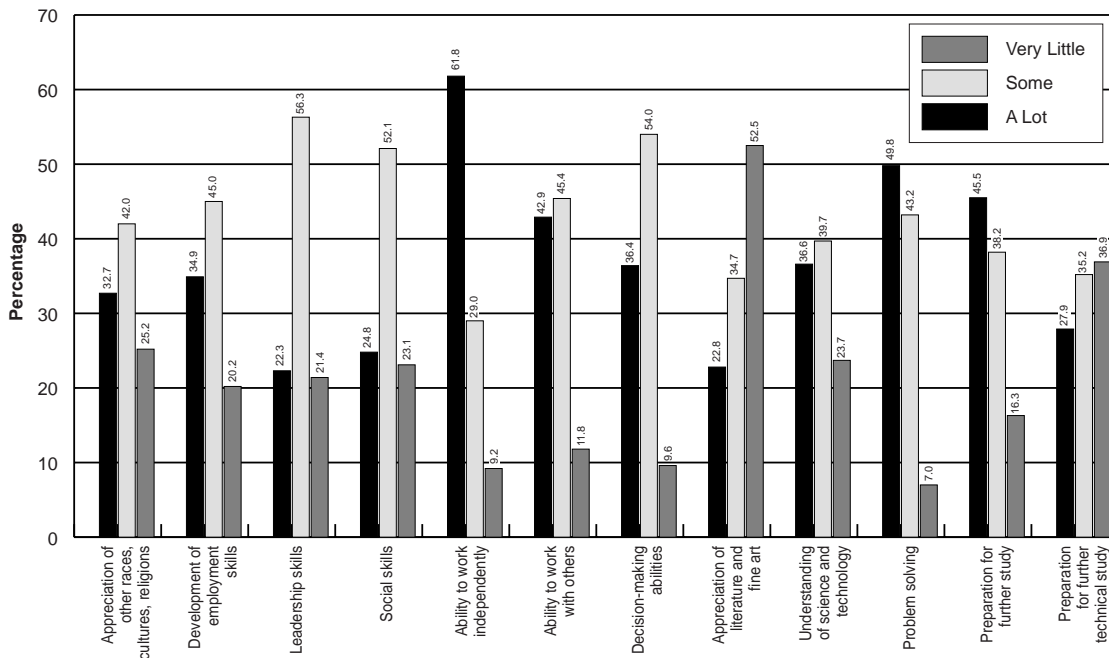


Quite clearly, these results reveal that students felt much better about the acquisition of certain skills over others. Most importantly, students felt strongest about acquiring skills that pertain to working independently, working with others, problem solving and decision-making skills, skills that should be highly valued in the workplace. Interestingly, only 30.2% of all students felt strongly that the university developed the skill that employers are seeking. This gap between students' perceptions of their employability and their admission to acquiring valuable skills suggests that they somewhat underestimate the importance of decision-making and leadership skills in terms of their employability.

The skills that they felt least positive about include preparation for further technical study, understanding of science and technology, appreciation of literature and art, and appreciation of other cultures. This rather low estimation of the acquisition of a general appreciation of science, art, and culture may reflect the increasing demands on universities to provide specific, focused training.

Figure III-25 presents the results for the 1994 graduate student cohort.

Figure III-25 - Extent to Which Graduate Students' Programs Contributed to Acquisition of Broader Knowledge/Awareness



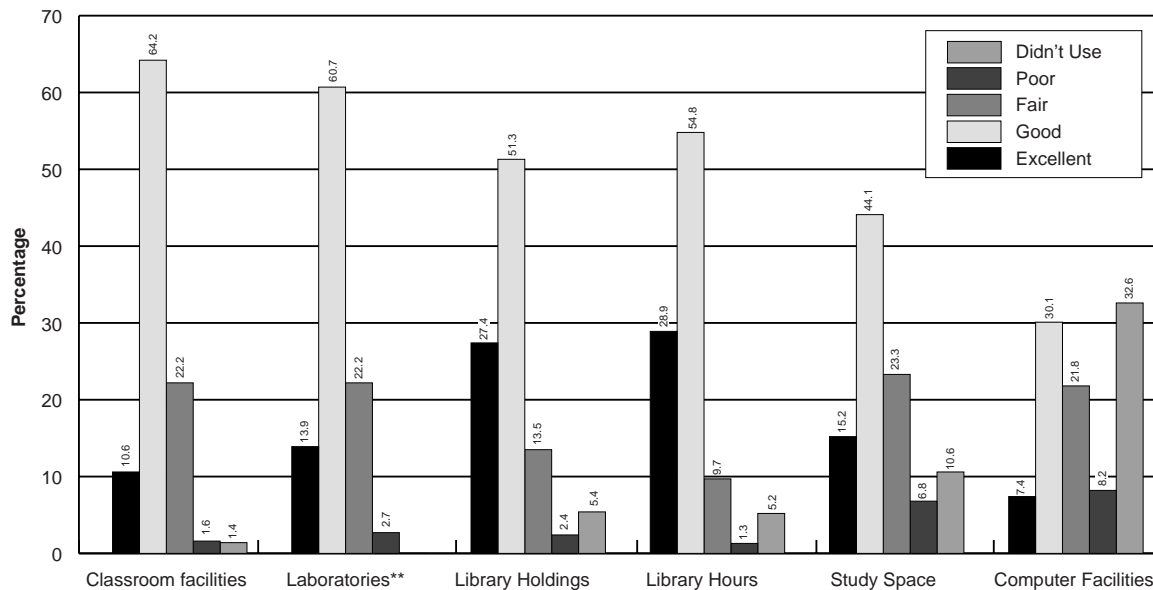
As with the undergraduate students, graduate students felt strongly that they had acquired the skills to work independently, to work with others, and to make decisions. Interestingly, and importantly for graduate studies policy makers, the students felt quite strongly that their education had prepared them well for further study, a much more positive response than that for undergraduate students. In addition, the graduate students felt more strongly than the undergraduates that their program did not give them an appreciation of literature and art. Finally, it is interesting that the graduate students were somewhat less enthusiastic than their undergraduate counterparts that their education contributed to appreciation of other races, cultures and religions. This finding is significant given that graduate studies at the U of S is, moreso than undergraduate studies, comprised of students from a diversity of racial and international backgrounds, although this result must be understood in a context in which many graduate programs are so specific that they would not require students to be exposed to cross-cultural education.

B. Student Life Experiences

i) Classroom, Laboratories, Libraries, Study Space, and Computer Resources

Figure III-26 presents the levels of satisfaction with physical facilities at the University of Saskatchewan for undergraduate students.

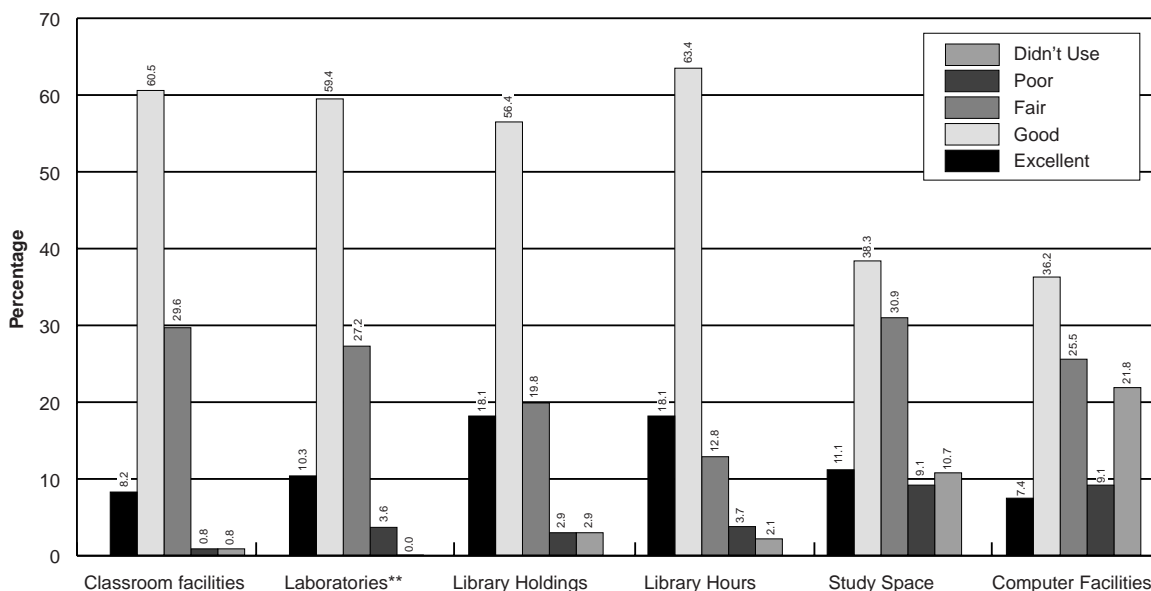
Figure III-26 - Satisfaction with Classrooms, Laboratories, Libraries, Study Space, and Computer Resources by Undergraduate Students (N=1410)
 (**Note percentages excluding those who did not use facilities)



Overall, the undergraduate students expressed a good deal of satisfaction with the physical facilities on campus, especially with classroom facilities. The students expressed more dissatisfaction with computer resources and study space. For computer resources, for example, almost 30% of the students rated the facilities fair to poor, and 32.6% of the students did not use the facilities. For study space, only 10.6% did not use space and approximately 30% again rate the facilities fair to poor. Satisfaction levels were considerably higher for library hours and holdings. Finally, 32.3% of undergraduate students did not use labs, but for those who did, approximately 75% of the students felt the facilities were good or excellent; the other 25% felt they were fair or poor.

For the graduate students (Figure III-27), the findings are somewhat different, especially in the areas of particular relevance to a graduate program.

Figure III-27 - Satisfaction with Classrooms, Laboratories, Libraries, Study Space, and Computer Resources by Graduate Students (N=243)
 (**Note percentages excluding those who did not use facilities)



For example, most graduate programs consider study space important for graduate student progress and for the establishment of a graduate student culture on campus and within the department. Over 40% of the graduate students from the 1994 cohort felt that study space was fair or poor, and interestingly, 10.6% of all the students did not use study space. Similarly, approximately 35% of the 1994 graduate students felt computer facilities were fair to poor. On the other hand, as with the undergraduate students, there was considerable satisfaction with the library and classroom facilities. As with the undergraduate students who used lab facilities, a large majority of graduate students (10.3% + 59.4%) felt lab facilities were excellent or good, while approximately 30% felt they were fair or poor.

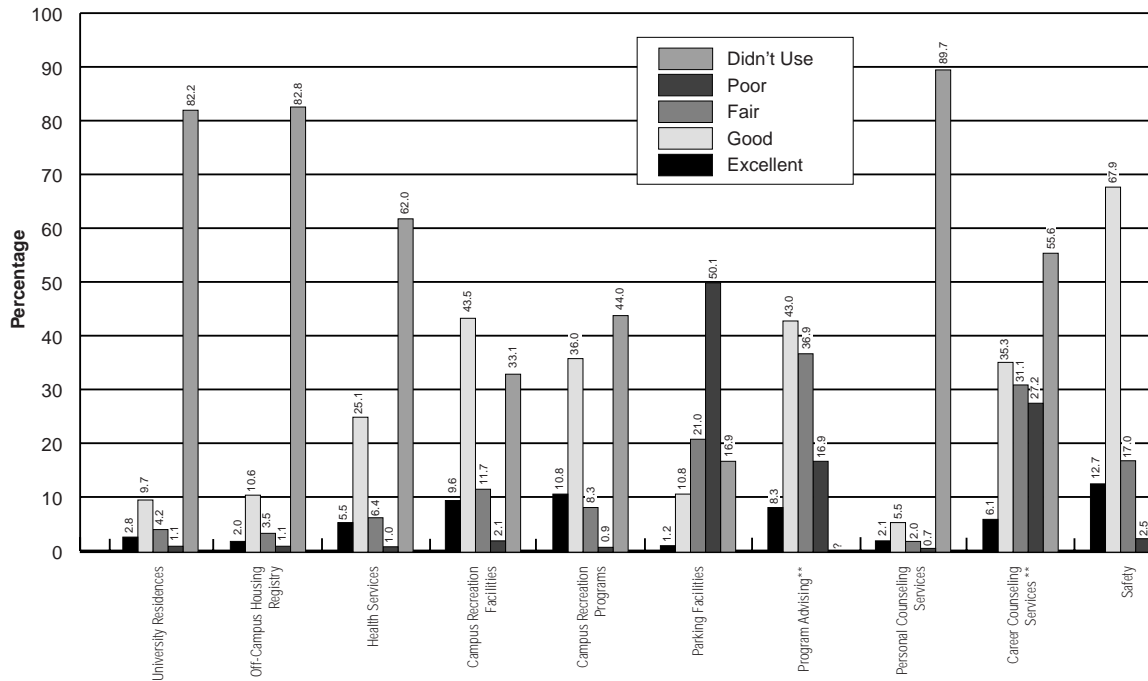
ii) Housing, Health, Recreation, Parking, Daycare, Counseling and Safety

Figures III-28 and III-29 provide information on the levels of satisfaction that both undergraduate and graduate students felt with the facilities at or provided by the University of Saskatchewan which pertain to their physical and emotional health and which facilitate dealing with the daily challenges of blending home and university. Because of the nature of the facilities in this section, we discuss, in addition to graduate and undergraduate status, the results by gender. Issues such as health and safety are gendered issues.

In Figure III-28, the results for undergraduate students illustrate quite clearly that there were rather high levels of non-use for residences, off-campus housing, personal and career counseling.

Figure III-28 - Satisfaction with Housing, Health, Recreation, Parking, Counseling, and Safety by Undergraduate Students (N=1410)

(**Note percentages excluding those who did not use facilities)



It is understandable that the vast majority of students accessed housing without the help of off-campus housing or university residences. However, for the counseling results, it is interesting that almost 90% of students did not use personal counseling services, but those who did felt relatively satisfied. On the other hand, of the 45% of the students who used career counseling services, approximately 60% felt that the services were fair (31.3%) or poor (27.7%).

The program advising results provide valuable information for several reasons. Firstly, it is significant that 25.4% of all students in the 1994 cohort did not use program advising. Secondly, of those who did, approximately 60% rated the programs as fair (16.9%) or poor (31.9%) and only 8.3% rated them as excellent. This result indicates quite clearly that a continuing dedication to improving program counseling should be a priority for the University of Saskatchewan.

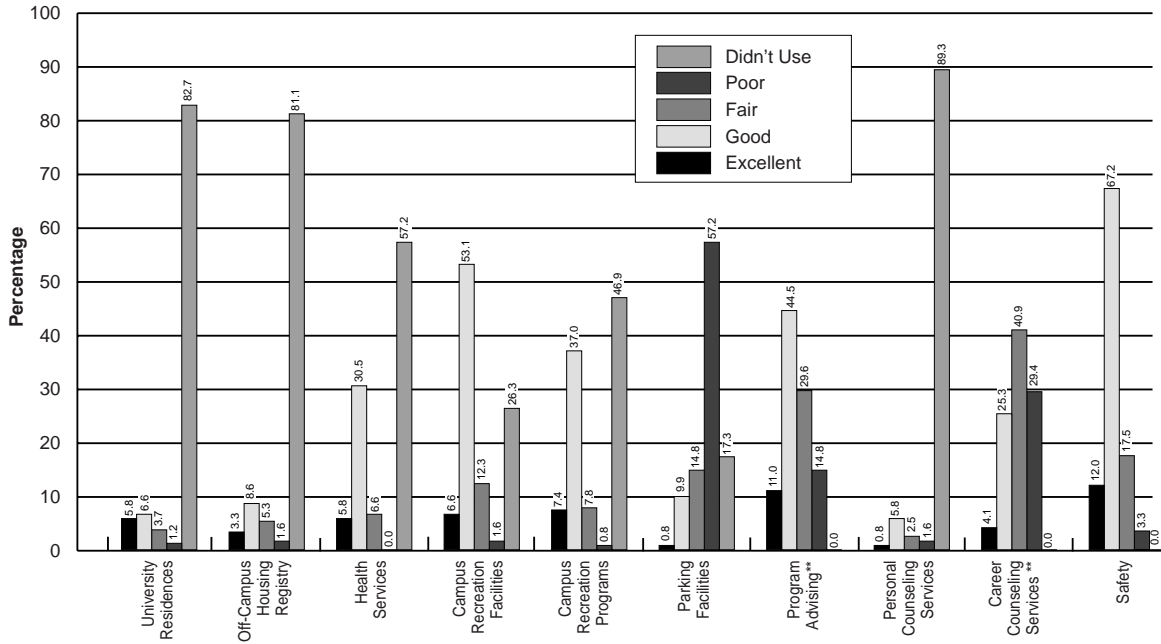
On turning to issues of health, there is a relatively high degree of non-use for health services although there is considerable evidence that for those who used the health services, the satisfaction levels were quite high, with no students rating the services as poor. As for the evaluation of safety on campus, most students felt relatively safe (almost 80% rating safety as excellent or good), but approximately 20% of students rated safety as fair or poor.

The recreation services on campus seem to have been relatively well-subscribed by the undergraduate cohort of 1994, and in general, students seemed relatively satisfied with the facilities with a very small number rating facilities and programs as poor. Parking facilities, however, present a different reality. Most students used the parking facilities (approximately 83%) and for the most part, the levels of satisfaction were quite low. Fifty percent of the entire 1994 cohort rated parking facilities as poor, and another 21% rated the facilities as fair.

The results for the 1994 graduate cohort parallel very closely those for the undergraduate students.

Figure III-29 - Satisfaction with Housing, Health, Recreation, Parking, Counseling, and Safety by Graduate Students (N=243)

(**Note percentages excluding those who did not use facilities)



The only result that warrants mention, over and above the concerns raised above, is program advising. Graduate Studies, in general, is more proactive than undergraduate studies in framing the students' academic careers and providing relatively rigid guidelines for advancement and graduation. The results here suggest, as they did for undergraduate students, that a sizeable proportion of students did not access advising (22.2%), and of those who did, approximately 45% (14.8+29.6) felt that the advising was fair or poor. This result is somewhat surprising given the rather well-defined nature of graduate programs.

As mentioned above, this report also looks at the aforementioned issues in the context of gender because these issues have differential relevance to students based on their gender.

Figure III-30 - Satisfaction with Housing, Health, Recreation, Parking, Counseling, and Safety by Male Students

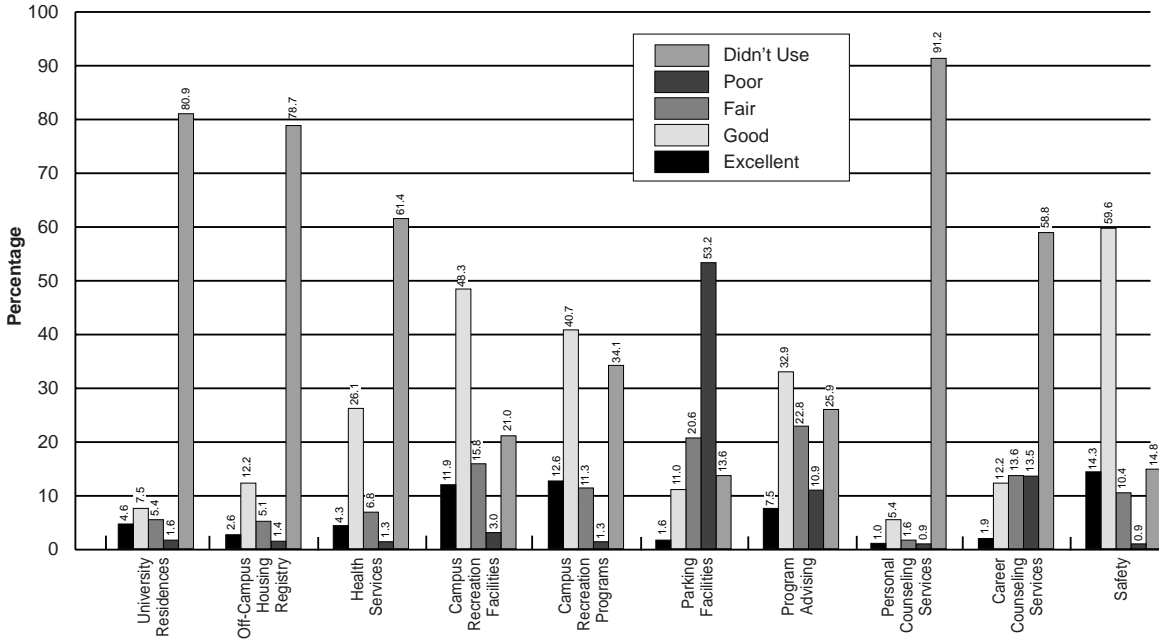
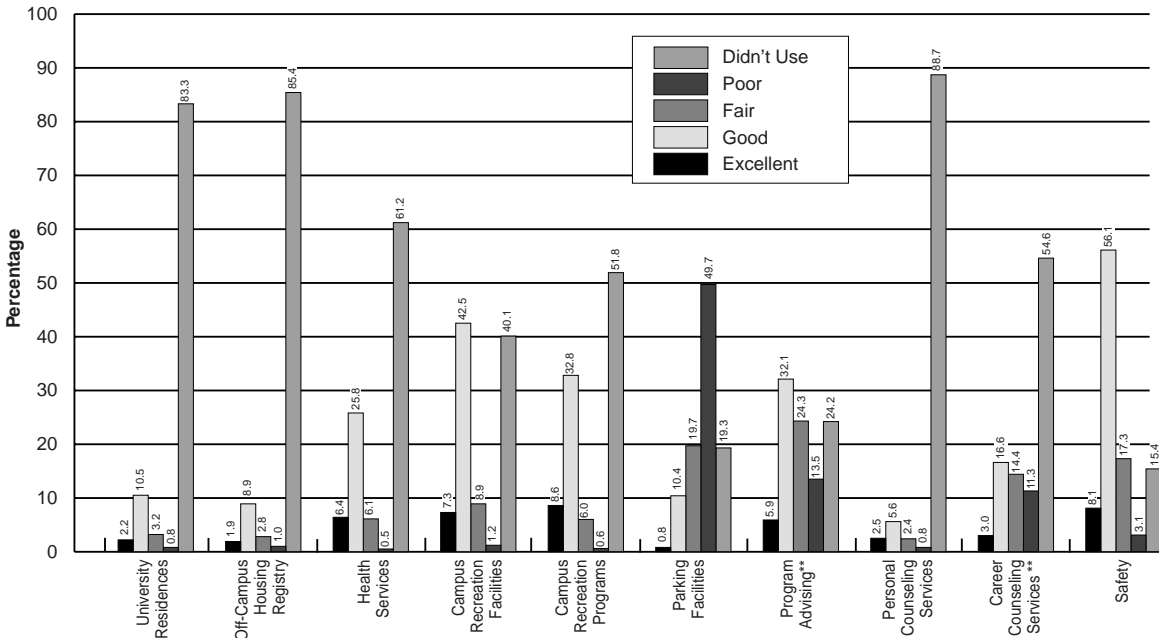


Figure III-31 - Satisfaction with Housing, Health, Recreation, Parking, Counseling, and Safety by Female Students



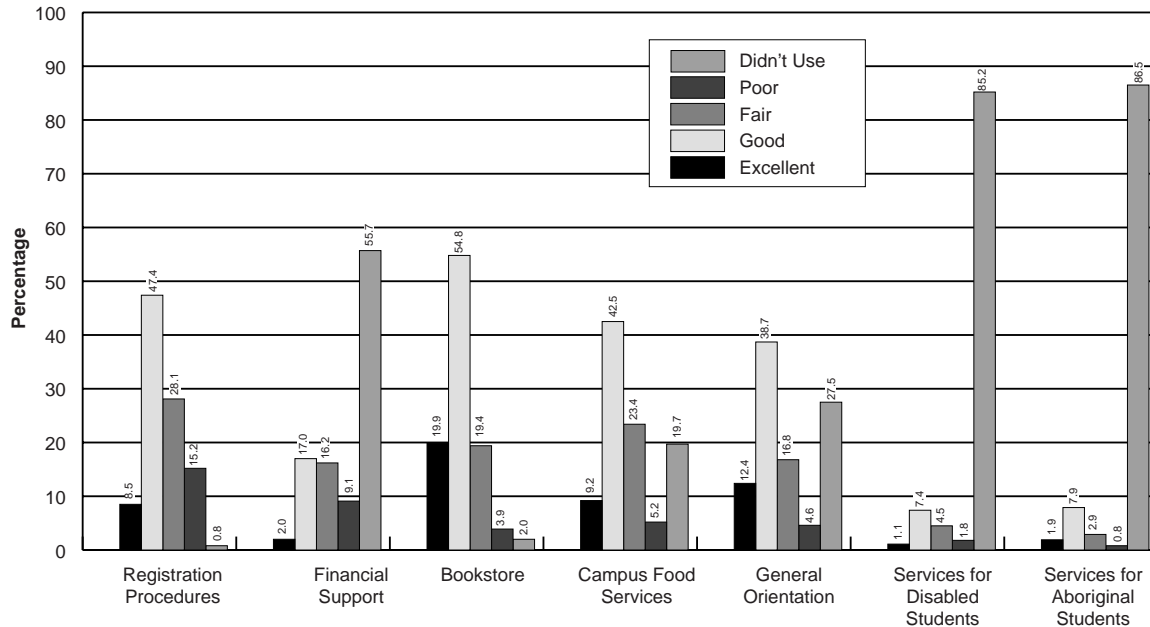
A comparison of Figures III-30 and III-31 illustrates several important distinctions. Firstly, with respect to campus recreation facilities and programs, a greater proportion of female students did not use the facilities compared to male students. Specifically, over 50% of female students did not use the recreation programs compared to 34.1% of male students. Similarly, 40.1% of female students did not use the other campus recreation facilities compared to only 21% of male students. Secondly, for the safety issue, while most female and male students were relatively positive about safety on campus, it is significant that about 20% of females and 10% of males felt relatively unsafe, indicating that while safety is more of a concern for female students, it is also a concern for male students. Other than these two issues, the findings for female and male students are remarkably similar.

iii) Registration, Financial Support, Bookstore, Food and Other Services

Figure III-32 and Figure III-33 provide undergraduate and graduate student satisfaction levels for services which are related to the practical, on-campus affairs of the student body.

Figure III-32 presents the results for the undergraduate cohort.

Figure III-32 - Satisfaction with Registration Procedures, Financial Support, Bookstore, Food Services, Orientation, Services for Disabled & Aboriginal Students by Undergraduate Students (N=1410)

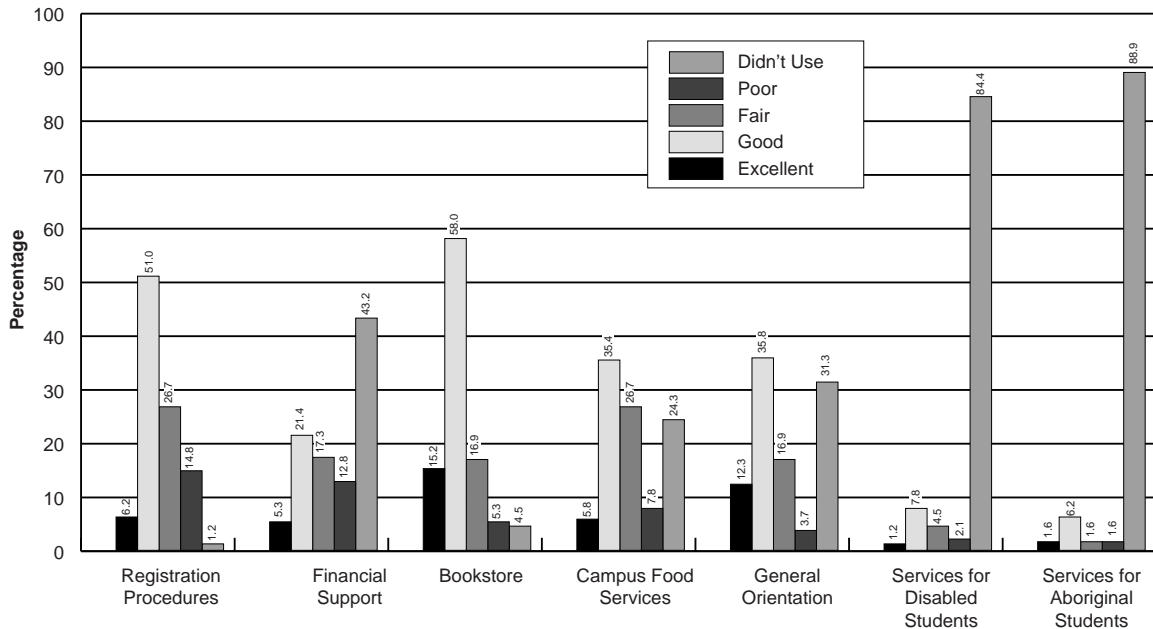


Financial support is a perennial problem for students; for those students who had financial support, well over 50% of them felt the support was fair or poor. Interestingly, 55.7 % of undergraduate students did not use any financial support services directed through the University of Saskatchewan. As for registration procedures, while the majority of students felt they were excellent or good, about 43% of the entire graduating class felt the procedures were fair or poor. It is important to realize that the 1994 graduating class would not have experienced the phone U-star registration procedure which was implemented during the summer session of 1993. A survey of a later graduating cohort would certainly reveal whether the telephone-based registration system is more or less acceptable to students than the previous manual registration. A related issue is the general orientation for students. Overall, the majority of students felt the orientation was excellent or good, but importantly, 27.5% of the students did not use the orientation program.

The results for the bookstore and campus food services present a mixed-bag of findings. On the one hand, the majority of students felt both services were good or excellent. But, for food services for example, while 19.7% of students did not use the food services, almost 30% of all 1994 graduates felt the services were fair or poor. A somewhat smaller percentage felt the same about the bookstore. For disabled students, of those who used services for disabled students, 12.2% felt the services were poor and 30.4 % felt they were fair. It is significant that 40 plus percent of disabled students were not enthusiastic about the facilities for them on campus (Note: A major review of Student Services was carried out in 1993/94 which resulted in significant improvements to services for disabled students). For Aboriginal students, the enthusiasm for services for First Nations students was relatively high although approximately 28% of the students felt the services were fair or poor.

The results for the 1994 graduate cohort, Figure III-33, are quite similar to those for the undergraduate graduating class.

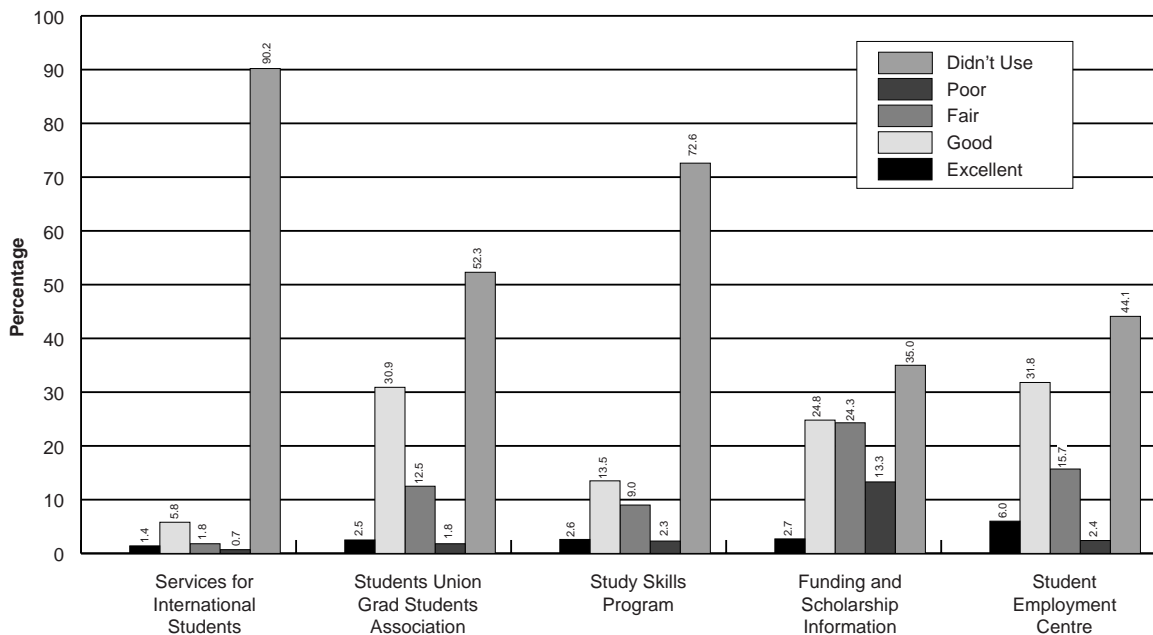
Figure III-33 - Satisfaction with Registration Procedures, Financial Support, Bookstore, Food Services, Orientation, Services for Disabled & Aboriginal Students by Graduate Students (N=243)



The only significant difference is in regards to financial support. More graduate students relied on financial support than undergraduate students and yet 43.2% of all graduate students were not able to access financial support in some form through the University. This finding is somewhat surprising given the research-based nature of graduate work and the generally agreed-upon need for financial support to successful graduate work.

The last two figures (Figure III-34 and Figure III-35) in this section provide levels of satisfaction by undergraduate and graduate students for miscellaneous services on campus. For the undergraduate student cohort (Figure III-34), several things are quite noticeable.

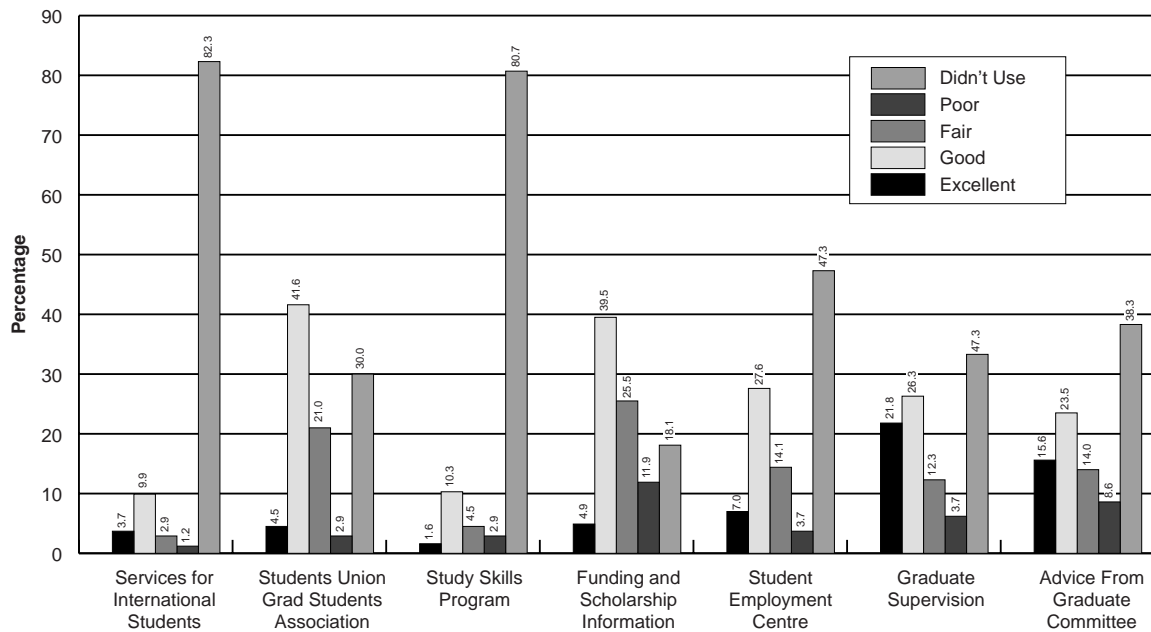
Figure III-34 - Satisfaction with Other University Services by Undergraduate Students (N=1410)



Firstly, services such as the study skills program and the students union were used very little. Those students who used these facilities, however, were relatively satisfied with them. Secondly, for the facilities that were more highly subscribed, the levels of satisfaction varied widely. For example, students were relatively unhappy with scholarship and funding information. On the other hand, they were fairly well-satisfied with the Student Employment Centre, although, interestingly, 44.1% of all undergraduate students did not use the facility. Lastly, of the undergraduate students who used the International Centre, the majority were satisfied with it.

Figure III-35 presents the results for graduate students.

Figure III-35 - Satisfaction with Other University Services by Graduate Students (N=243)

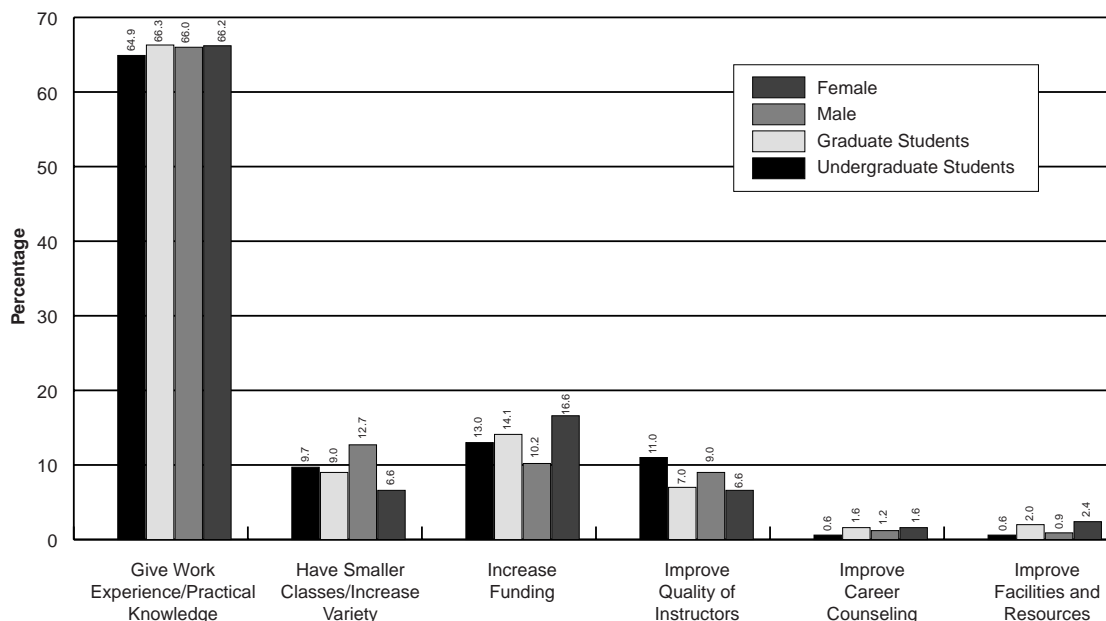


As with the undergraduate cohort, the students rarely used the study skills program and underused the employment centre. However, unlike the undergraduates, the graduate students were relatively satisfied with funding and scholarship information, a not unexpected finding given that graduate programs are driven by financial support for students. As for issues specific to graduate students, it is interesting that 33.3% of graduate students indicated that they did not use graduate supervision, and 38.3% did not get advice from their graduate committees. Of those who did interact with their supervisory committee members, the majority rated their supervision and the advice they received from their committees as good or excellent. It is worth noting, however, that approximately 20% of graduate students rated their supervisors as fair or poor, and about 23% rated their committees as fair or poor.

iv) General Comments and Suggestions for Improvements

The last figure and table in this section provide suggestions from students on how to improve the quality of education at the University of Saskatchewan. Figure III-36 illustrates their main suggestions. The responses are categorized by graduate and undergraduate students and gender.

Figure III-36 - Suggestions for Improvement to Educational Experience at the University of Saskatchewan



Quite clearly, the graduating class of 1994 is concerned primarily that the University should provide practical, work-related knowledge and experience. This desire is common to approximately 65% of the 1994 cohort with little variation by gender or graduate/undergraduate status. The second most important recommendation for improvement centres on funding. Interestingly, females were more concerned with this than were males, and undergraduates somewhat more concerned than graduates. The third and fourth most important suggestions concern class sizes and variety and the quality of instructors. In both cases, males were more concerned with these issues than were females, and in fact, with respect to class sizes, over twice as many males as females recommend small classes. As well, males were somewhat more concerned with the quality of instruction than were females. Lastly, it is interesting that graduate students felt the University needs to reduce the size of classes and increase teaching quality moreso than undergraduates. This is surprising given that graduate classes are already relatively small and that instruction tends more toward the seminar format than the lecture format.

Table III-3 summarizes comments by respondents regarding services and facilities at the University. It is important to realize, here, that these comments were voluntary, and as such, they are arguably the issues that concern students most. Although they were voiced by a minority of students (the sample sizes are listed in parentheses), they likely represent common concerns.

Table III - 3 General Comments on University of Saskatchewan Services and Facilities by Graduate Students, Undergraduate Students, and by Gender

(N)	Graduate	Undergraduate	Males	Females
	Students %	Students %	%	%
	(56)	(246)	(131)	(171)
Improve Services for Aboriginal/International Students	0.0	2.8	1.5	2.9
Make Parking More Convenient	25.0	19.5	23.0	18.7
Improve Student Employment Centre	3.6	2.0	2.3	2.3
Improve Orientation	8.9	16.3	13.0	16.4
Tuition Fees are Too High	10.7	6.9	8.0	7.0
Classes Need Improvement	23.2	21.1	24.4	19.3
Keep Library Current	1.8	3.3	3.1	3.0
Class Access is Limited	1.8	3.3	1.5	4.1
Improve Career Counseling	0.0	3.3	1.5	3.5
Health Area is Excellent	0.0	0.4	0.7	0.0
Poor Professors	0.0	1.2	0.0	1.8
Need Better Facilities	25.0	19.9	21.0	21.0

It is clear from these summary comments that students felt that classes need improvement, but interestingly, this commentary came from less than a quarter of the students and was more common for males than females with little difference between graduate and undergraduate students. Also, the respondents voiced considerable concern for improving the facilities on campus; this comment came from approximately 20 percent of students with the most concern expressed by graduate students. The third most common area of commentary had to do with parking; this concern was voiced more so by males than females and more so by graduates than undergraduates. Moderate concern was also expressed for improving orientation especially amongst undergraduates (16.3%) versus graduates (8.9%), and women versus men. Lastly, moderate concern was expressed over high tuition fees and graduates felt this more so than undergraduates. There was, however, little difference for males and females.

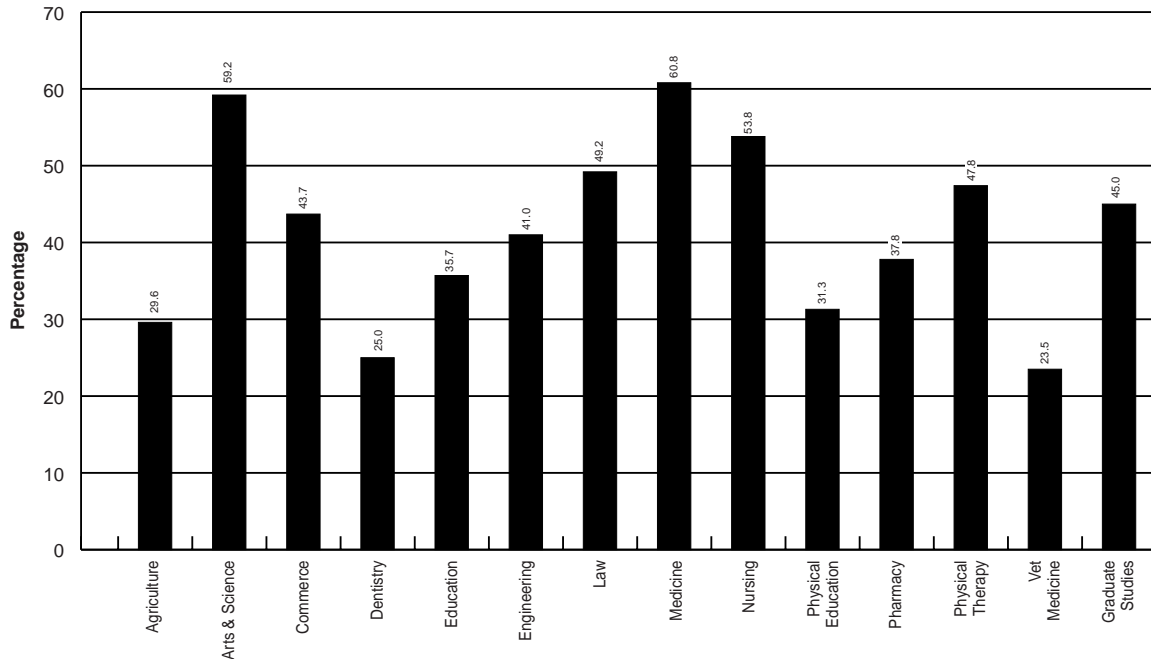
Some of the relatively infrequent comments are worth discussing here. For example, class access, library quality, poor professors, and career counseling were mentioned very seldom; their relative absence suggests that these facilities and services are not of overwhelming concern. However, it is significant that 2.5% of undergraduate students requested improvement for facilities for Aboriginal students, and given that this commentary likely came from Aboriginal students who are a small minority on campus, it is probable that this comment comes from a sizeable cohort of Aboriginal students. Interestingly, proportionately twice as many women as men expressed concern for this issue.

IV. OCCUPATIONAL AND EDUCATIONAL ATTAINMENT AND INCOME

1. Further Education Since Graduation

The following tables and figures illustrate the frequency of decisions to obtain further education for the 1994 student cohort and the primary reason for that decision. The data are presented within categories of gender, college, and type of training. Figure IV-1 illustrates, within colleges, whether students sought further education after graduation.

Figure IV-1 - Further Education or Training Since Graduation from the University of Saskatchewan by College (N=1650)

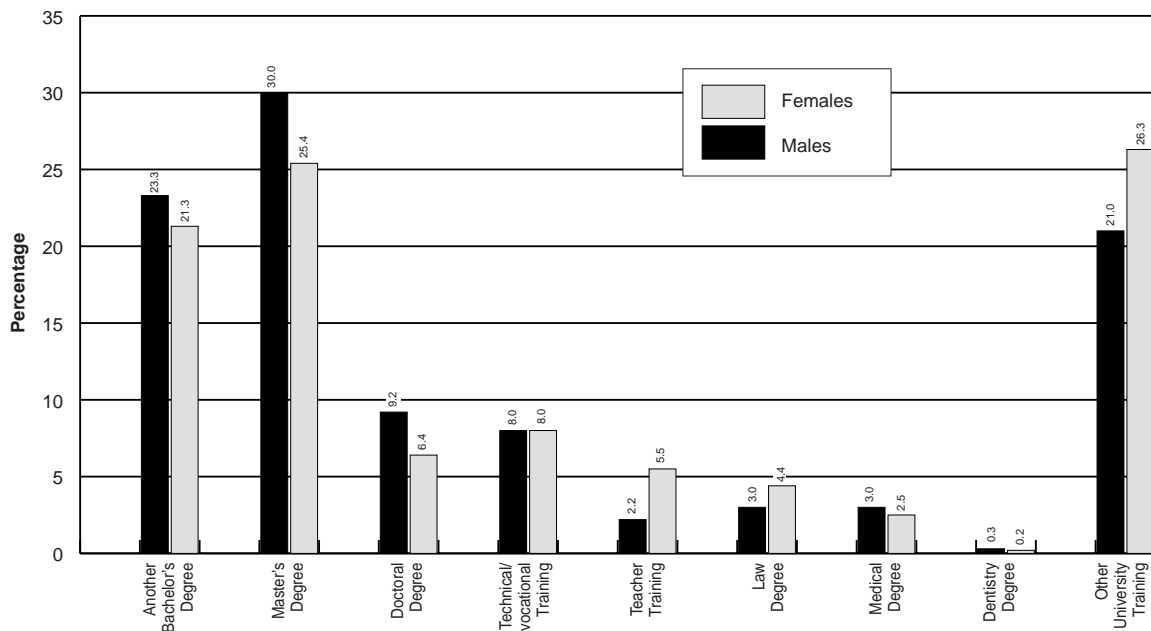


It is clear from these results that Medicine and Arts and Science graduates accessed further education more so than other graduates. For Medicine, the training students took subsequent to the 1994 degree is understandable, but it is interesting that almost sixty percent of Arts and Science graduates furthered their education. At the other extreme, a relatively small number of Veterinary, Dentistry, Agriculture, and Physical Education students furthered their educations. Overall, the degree of pursuit of further education is somewhat surprising. For example, almost half of the Law, Pharmacy, Nursing, Engineering, and Commerce students furthered their education.

Figure IV-2 and Table IV-1 extend the previous discussions by illustrating the types of further education male and female students from within different colleges pursue.

Figure IV-2 provides the results for further education for male and female students; quite clearly, the pursuit of further education is, in part, dependent on gender.

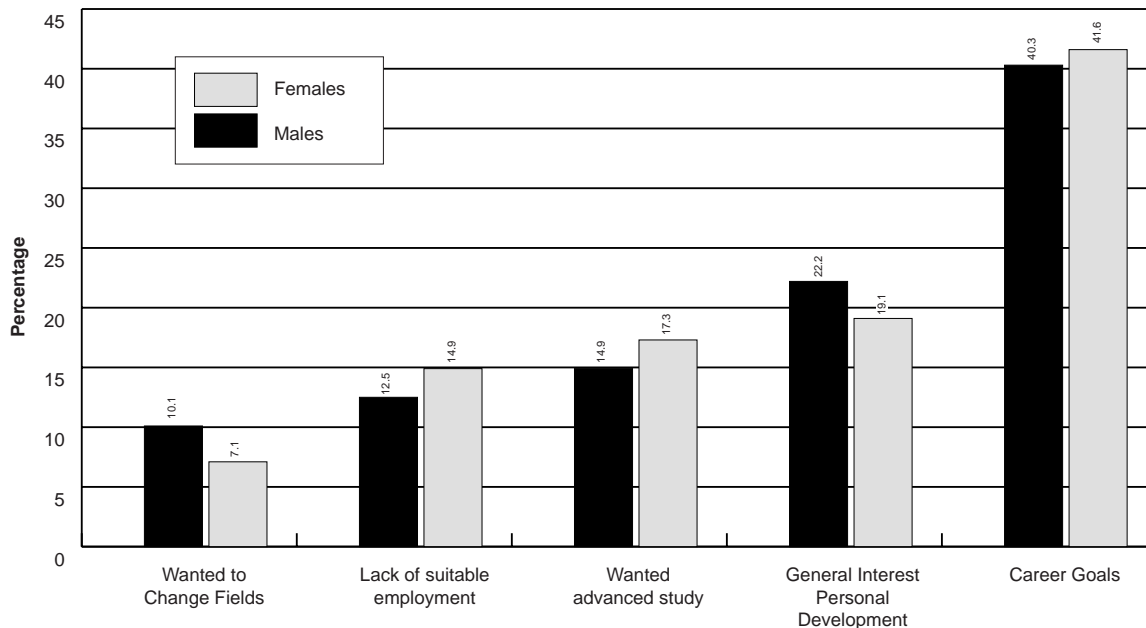
Figure IV-2 - Further Education or Training Since Graduation from the University of Saskatchewan by Gender and Type of Training (N=261 Males; 362 Females)



For example, more men than women graduates pursued another bachelor’s degree or a master degree. Similarly, more men than women pursued a doctoral or a medical degree. On the other hand, women pursued law, teaching, and other university training moreso than did men.

Figure IV-3 provides the primary reasons that male and female students chose to pursue additional education.

Figure IV-3 - Primary Reason for Further Education or Training by Gender (N=288 Males; 423 Females)



Some interesting variations arise across gender that reveal something about the labour market and about differential occupational aspirations. For example, women more so than men pursued further education because of lack of suitable employment. This finding is supported by the slightly larger number of women than men who chose further education for career goals. The corollary is that men pursued further education for personal reasons more so than women.

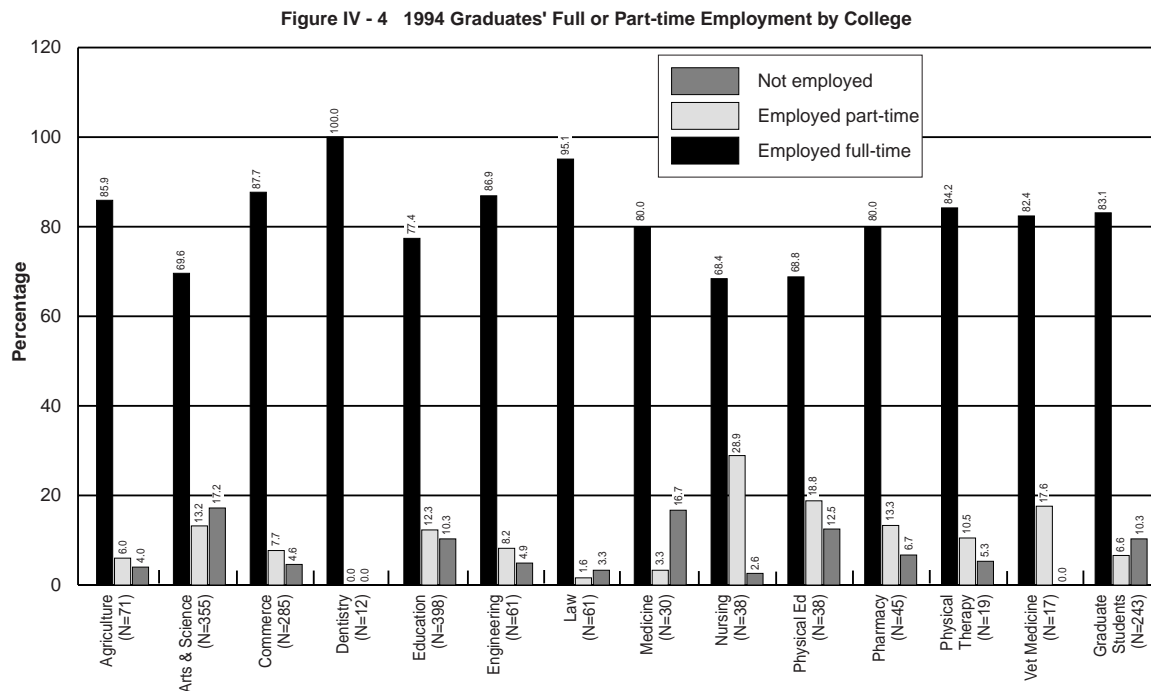
Although the numbers are relatively small for some colleges (eg. Dentistry), the findings for primary reason for further education by college do reveal some important phenomena.

	All	Undergraduate Students											Graduate Students		
		AGRIC	ARTS	COMM	DE	EDUC	ENGIN	LAW	MED	NURS	PE	PH	PO	VM	GRAD.S.
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
(N)	(711)	(18)	(200)	(120)	(3)	(139)	(22)	(30)	(17)	(20)	(5)	(16)	(9)	(4)	(108)
Wanted to change fields	8.3	5.6	8.5	10.0	0.0	10.8	0.0	6.7	5.9	0.0	20.0	12.5	22.2	25.0	4.6
Lack of suitable employment	13.9	11.0	16.0	12.5	0.0	15.8	9.1	16.7	0.0	10.0	20.0	18.8	11.1	0.0	13.0
Wanted advanced study	16.3	16.7	16.0	14.2	0.0	13.7	13.6	16.7	29.4	25.0	0.0	6.3	22.2	0.0	22.2
General Interest/ Personal Development	20.4	27.8	18.0	20.8	33.3	19.0	36.4	16.7	23.5	25.0	0.0	12.5	11.1	0.0	25.9
Career Goals	41.1	38.9	41.5	42.5	66.7	41.7	40.9	43.3	41.2	40.0	60.0	50.0	33.3	75.0	34.3

Firstly, the primary reason given within each college for pursuing further education has to do with career goals, a not unexpected finding. However, it is significant that this reason was most prominent for Physical Education, Veterinary Medicine, and Dentistry. With respect to general interest/personal development, Engineering graduates seemed to state this reason more so than students from other colleges. Lastly, the perception or the reality of lack of suitable employment is a fairly important consideration for both the University and its students. Interestingly, the colleges which have the highest numbers of students pursuing further education because of lack of suitable employment include Physical Education (20%), Pharmacy (18.8%), Law (16.7%), Arts (16%) and Education (15.8%). On the other hand, no students in Dentistry, Medicine, or Veterinary Medicine reported lack of suitable employment as an important reason for obtaining more education.

2. Occupation

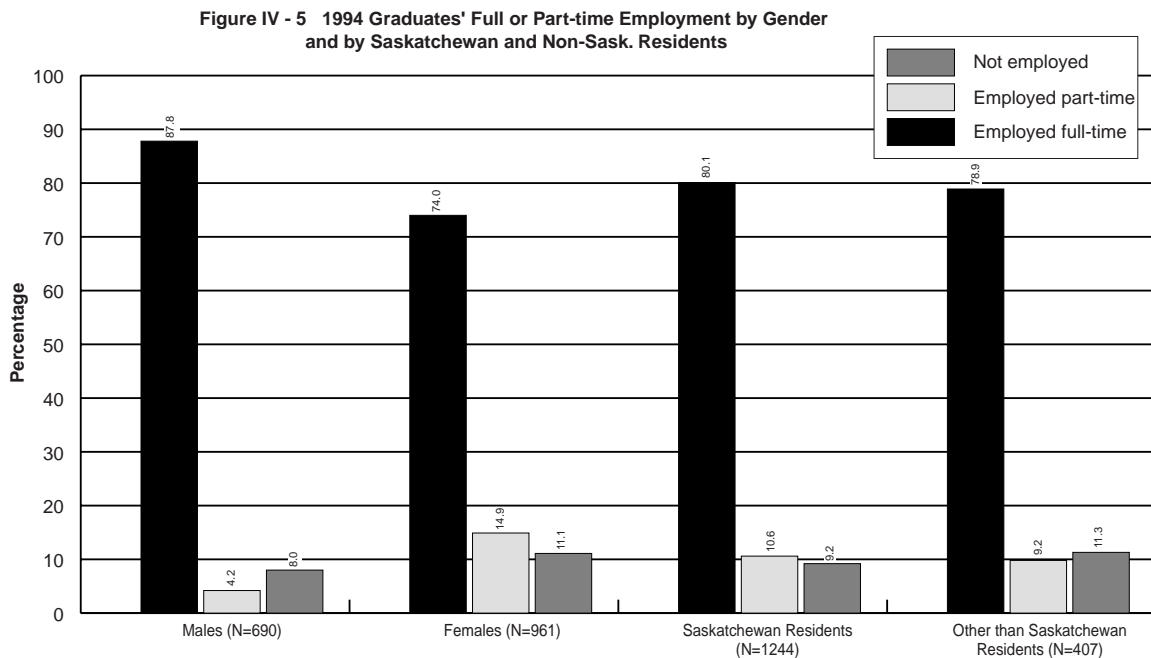
Figure IV-4 presents a preliminary look at job placement after graduation by showing employment status by college. Figure IV-5 presents a similar glimpse of employment by gender and province of residence.



Firstly, it is significant that graduates of certain programs access full-time employment more easily than others. Specifically, all graduates from Dentistry are employed full-time as are 95% of Law graduates. As for some of the other professional colleges, about 87% of Engineering and Commerce graduates are full-time employees, and about 85% of Agriculture and Physical Therapy graduates. Interestingly, for Medicine, only 80% of the graduates are employed full-time five years after their medical degrees, and 16.7% are not employed. It is conceivable that many of these unemployed medical students are pursuing further medical training and list themselves as unemployed. The results for Nursing are even more dramatic in this regard; 68.4% are employed full-time, but 28.9% are employed part-time. This result may indicate the nature of nursing work and the demands of family. It is also interesting that 17.6% of Veterinary Medicine graduates are employed part-time and the question remains whether this is by choice or not.

Overall, it is significant that approximately 80% of all 1994 graduates are working full-time and only 9.8% are unemployed. Given that some of the unemployed are pursuing higher education and training and given that this cohort is at the age when having and raising children is a reality, the rate of real non-voluntary unemployment is very low. The results of question six in the survey reveal, in fact, that 33% of the unemployed were so because they were in school, 23% were homemakers, and only 15% of the unemployed were looking for work. The resulting relatively high rates of full-employment reflect very well on the University of Saskatchewan with respect to career development and, bluntly, with respect to return on investment.

The results for full or part-time employment by gender illustrate, again, the relatively high rate of employment but also some of the realities of the job market and family responsibilities differentially experienced by women and men.



Quite clearly, more men than women are employed full-time five years after graduate and as a corollary, more women than men are unemployed. Further, it is meaningful that women work at part-time employment considerably more than men; this may reflect both the labour market biases and the extraordinary demands placed on women because of maternity, and child and family care. The last bit of information worthy of commentary is that a very small percentage of men (4.2%) are engaged in part-time employment; this phenomenon is either reflective of substantial full-time labour opportunities for men and relatively small family demands on their time.

Interestingly, in the 1994 cohort, Saskatchewan residents show slightly higher full-time employment than do their non-Saskatchewan counterparts. Correspondingly, Saskatchewan residents also have lower unemployment rates than do non-Saskatchewan residents, though the differences are small.

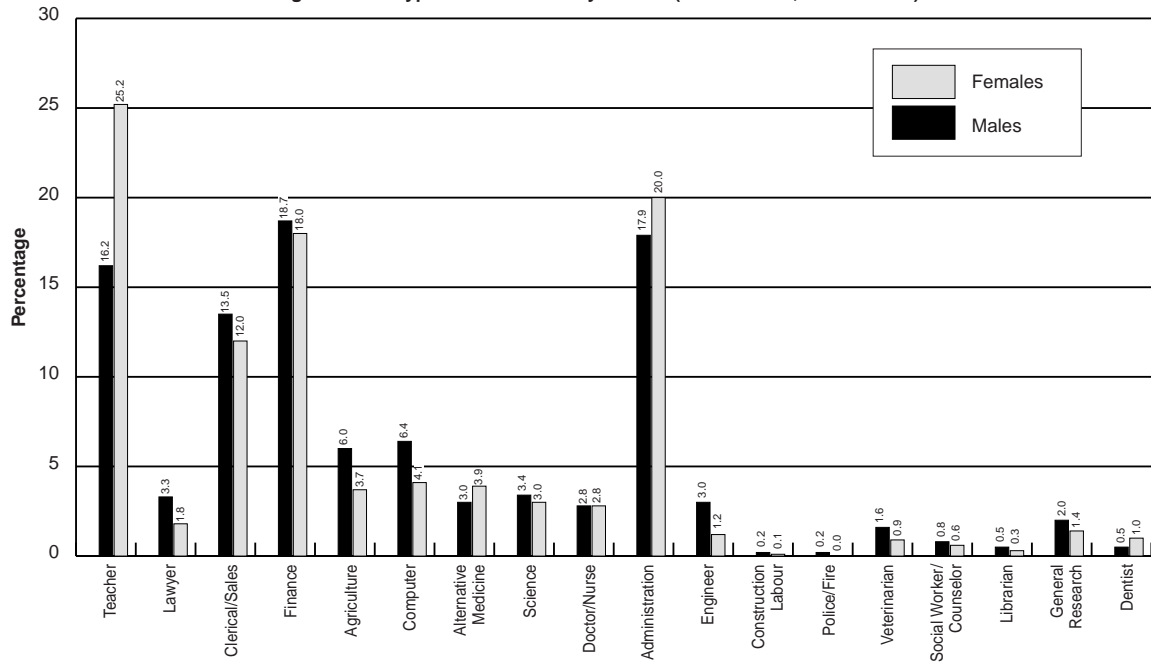
Table IV-2 presents the types of current jobs for the 1994 graduates by college.

Table IV-2 Type of Current Job by College														
	Undergraduate Students													Graduate Students
	AGRIC %	A&S %	COMM %	DENT %	EDUC %	ENGIN %	LAW %	MED %	NURS %	PHYSED %	PHARM %	PHYSTH %	VETM %	GRAD.S. %
(N)	(62)	(301)	(264)	(7)	(354)	(50)	(57)	(26)	(34)	(15)	(41)	(19)	(16)	(221)
Teacher	4.8	6.3	9.5	14.3	50.8	0	10.5	15.4	5.9	6.7	12.2	26.3	6.3	28.1
Lawyer	1.6	1	0.4	0	0.6	4	38.6	0	8.8	0	4.9	0	0	1.8
Clerical/Sales	9.7	13.6	19.7	0	11.9	14	7	3.8	0	26.7	9.8	10.5	6.3	6.8
Finance	9.7	26.2	29.2	14.3	6.5	12	12.3	7.7	2.9	0	4.9	0	0	29
Agriculture	38.7	3	2.7	0	4	4	0	0	8.8	0	0	0	0	4.1
Computer	11.3	8	5.3	0	3.4	14	1.8	0	0	0	2.4	0	0	4.5
Alternative Medicine Sciences	1.6	1.3	1.5	0	2.3	2	0	7.7	5.9	0	41.5	36.8	0	2.7
Doctor/Nurse	1.6	8	1.9	0	0.8	2	0	0	2.9	0	4.9	5.3	0	4.1
Administration	3.2	2	1.1	0	1.1	4	1.8	42.3	32.4	0	0	0	0	1.4
Engineer	8.1	23.3	26.5	14.3	15	18	21.1	19.2	23.5	66.7	14.6	15.8	31.3	10
Cons/Labour	1.6	1	1.1	0	1.7	22	1.8	0	2.9	0	0	0	0	1.8
Police/Fire	0	0.7	0	0	0	0	0	0	0	0	0	0	0	0
Veterinarian	0	0.3	0	0	0	0	0	0	0	0	0	0	0	0
Social Work/Couns	1.6	1	0	0	0.3	0	1.8	0	0	0	2.4	0	56.3	0.5
Librarian	1.6	2	0	0	0.6	0	1.8	0	0	0	0	0	0	0
General Research	0	1	0.8	0	0	0	0	0	0	0	0	0	0	0
Dentist	3.2	1	0.4	0	0.8	4	1.8	3.8	2.9	0	2.4	0	0	4.5
	1	0.3	0	57.1	0.3	0	0	0	2.9	0	0	5.3	0	0.9

The information here is extensive and is rather self-explanatory. There are several points of commentary, however, that may help understand this vast amount of information. These points are derived by focusing on apparent anomalies in the data. For example, it is significant that for the College of Education, only 50% of graduates are in the teaching profession five years after graduation. Similarly, for the College of Law, only 38.6 % of graduates are practicing lawyers. Several other interesting findings include the high amount of administration done by Physical Education graduates and the relatively low proportion of Nursing graduates who are actually nursing.

The results for types of employment by gender (Figure IV-6) warrant commentary because they explain the longstanding differential access to paid employment for men and women.

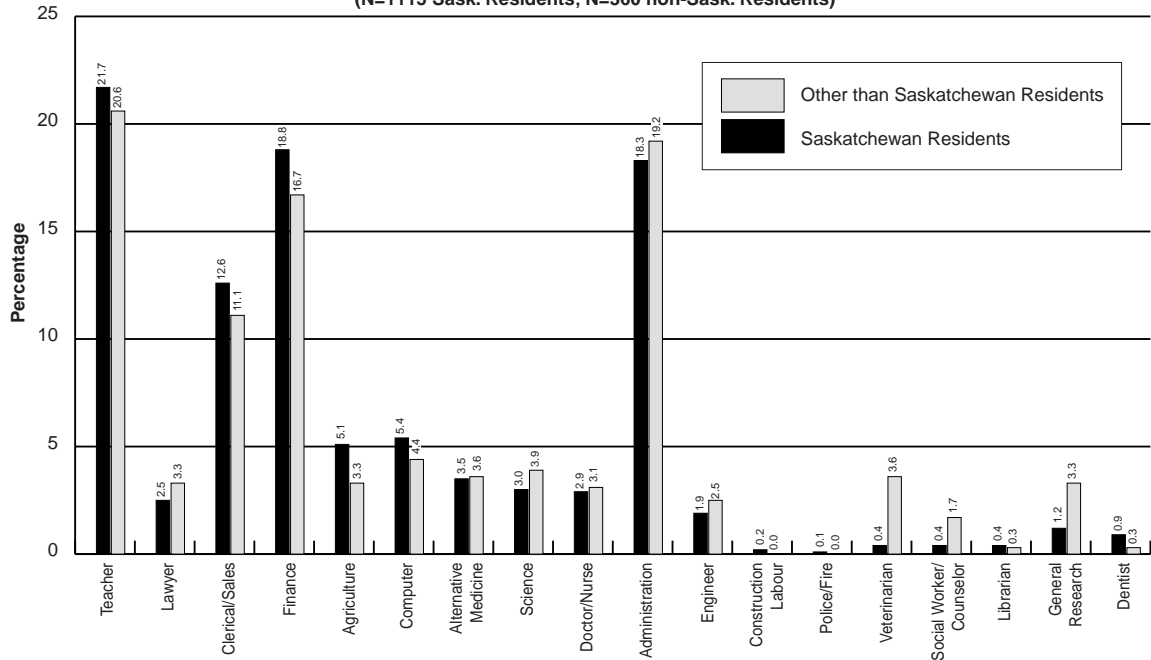
Figure IV - 6 Type of Current Job by Gender (N=638 Males, 788 Females)



Quite clearly, women are more likely than men to become teachers and men more likely to be in most of the other professions. The exceptions are alternative medicine, in which proportionately more women work than men, Dentistry in which proportionately twice as many women work as men and administration with slightly higher proportions of women than men. It is interesting overall that in some of the professions men and women are almost equally represented. These include medicine, finance, administration, and sciences.

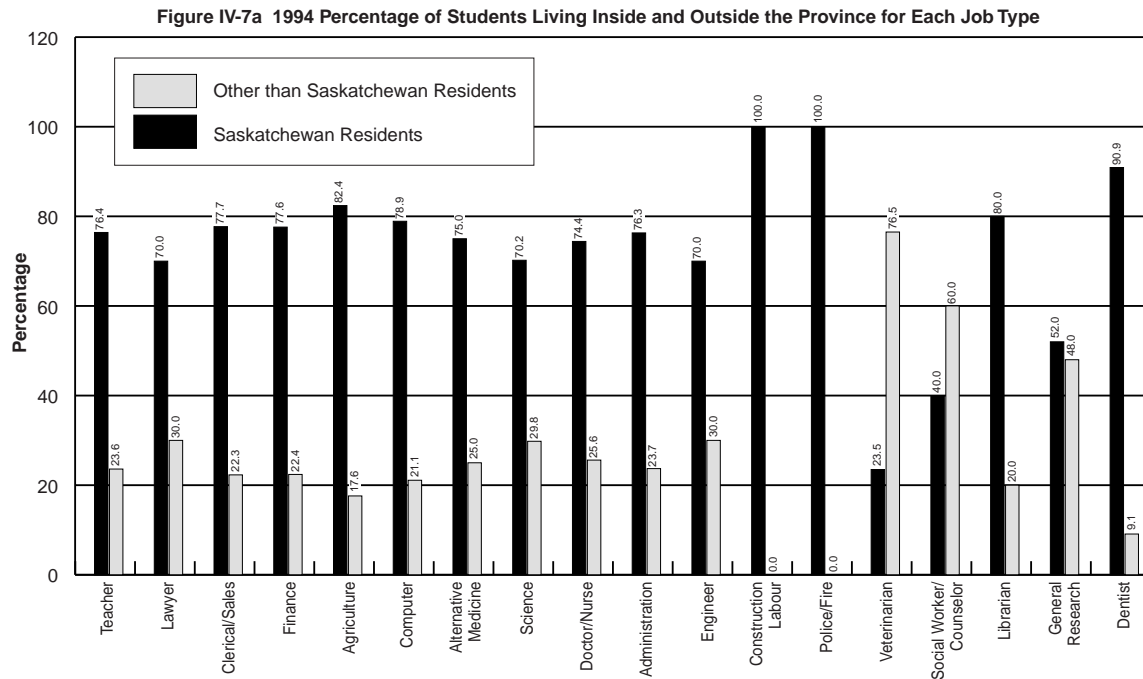
Figure IV-7 presents the results of current job for graduates living inside and outside the province.

Figure IV-7 1994 Saskatchewan and non-Sask. Residents' Type of Current Job (N=1115 Sask. Residents; N=360 non-Sask. Residents)



One of the more glaring findings in this figure is the fact that Saskatchewan and non-Saskatchewan residents show very little difference with respect to job type. The only appreciable differences are for veterinary medicine and general research in which the greatest proportions of 1994 graduates in these profession live outside the province. This is also the case for law, sciences, engineering and social work although the differences are not large. At the other extreme, the majority of dentists who graduated in 1994 reside in Saskatchewan.

Figure IV-7a is supplemental to Figure IV-7 and presents the current jobs for those living inside and



outside the province but presents the results for each occupation as an isolated subpopulation. That is, within the occupation of teaching, for example, the results show, where the students who ended-up teaching five years after graduation live.

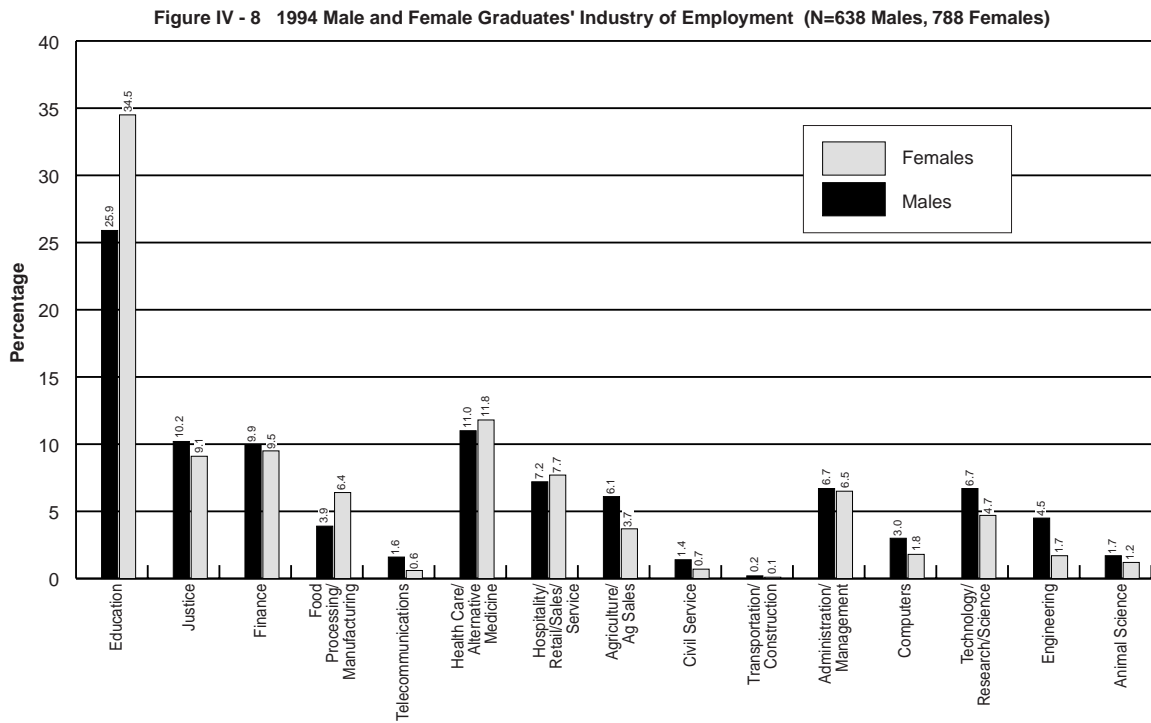
For example, within the profession of teaching, 76.4% of teachers live in the province compared to 23.6% who live outside, a finding that somewhat contradicts public opinion that teachers are educated in Saskatchewan to live somewhere else. This is true, as well, for all of the professions with the exception of Veterinary Medicine, social work, and general research. It appears that over 75% of all Veterinary Medicine students, 60% of social workers, and 48% of general researchers find work outside the province. For other professions, the vast majority remain in the province. It is worth noting here that for Veterinary Medicine, the Vet school is the only one in the western provinces and many students who attend the Western College of Veterinary Medicine intend on moving back to their home provinces.

Table IV-3 presents the industry of employment for 1994 graduates by individual college, including graduate studies.

	All	Undergraduate Students													Graduate Students
	%	AGRIC %	ARTS %	COMM %	DE %	EDUC %	ENGIN %	LAW %	MED %	NURS %	PE %	PH %	PO %	VM %	GRAD.S. %
(N)	(1467)	(61)	(301)	(267)	(7)	(354)	(50)	(57)	(26)	(34)	(15)	(41)	(19)	(16)	(219)
Education	31.0	16.0	18.0	22.0	29.0	61.0	4.0	14.0	19.2	15.0	6.7	12.0	26.3	18.8	34.0
Justice	10.0	11.0	11.0	6.0	0.0	7.0	8.0	56.1	0.0	9.0	6.7	5.0	5.3	0.0	8.0
Financial	10.0	7.0	14.0	16.0	0.0	3.0	4.0	8.8	3.8	0.0	0.0	0.0	0.0	0.0	16.0
Food Processing/ Manufacturing	5.0	2.0	7.0	8.0	0.0	3.0	6.0	3.5	3.8	3.0	0.0	10.0	0.0	0.0	5.0
Telecommunications	1.0	2.0	1.0	3.0	0.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Health Care/ Alternative Medicine	12.0	10.0	9.0	7.0	71.0	6.0	14.0	5.3	53.8	53.0	6.7	49.0	42.1	0.0	10.0
Hospitality/Retail/ Sales/Service	7.0	0.0	10.0	12.0	0.0	6.0	8.0	8.8	3.8	0.0	0.0	7.0	10.5	0.0	5.0
Agriculture/Ag Sales	5.0	36.0	4.0	2.0	0.0	3.0	4.0	0.0	0.0	6.0	0.0	0.0	0.0	0.0	5.0
Civil Service	1.0	0.0	2.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	1.0
Transportation/ Construction	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Administration/ Management	7.0	3.0	10.0	6.0	0.0	4.0	4.0	0.0	11.5	6.0	66.7	7.0	10.5	18.8	4.0
Computers	2.0	2.0	4.0	3.0	0.0	1.0	6.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	1.0
Tech/Research/Science	6.0	7.0	6.0	12.0	0.0	2.0	4.0	0.0	3.8	0.0	0.0	7.0	5.3	0.0	7.0
Engineering	3.0	3.0	2.0	1.0	0.0	2.0	36.0	1.8	0.0	6.0	6.7	0.0	0.0	0.0	2.0
Animal Sciences	1.0	2.0	1.0	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	2.0	0.0	62.5	1.0

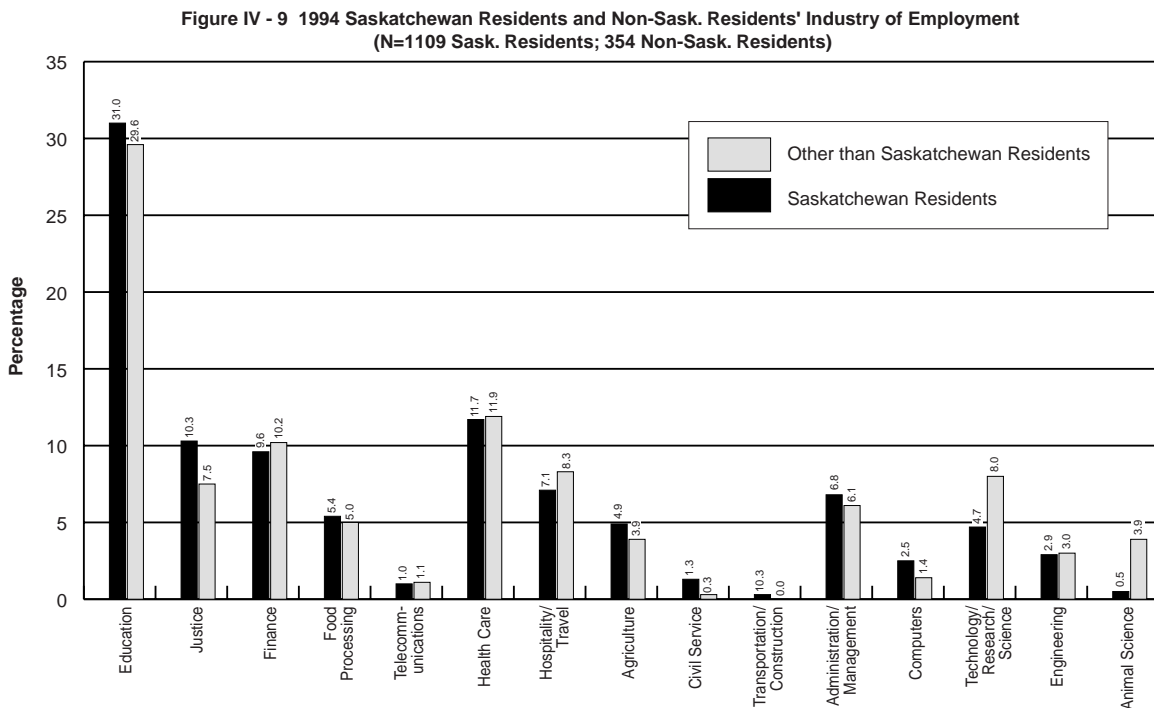
As with the previous figures on current jobs, there is too much information here to comment on in this report. The numbers are intended for those interested in individual college outcomes. Once again, it is the anomalies that will be of interest to both the general reader as well as administrators within individual colleges. For example, only 53.8% of doctors and 53% of nurses are in health care. Similarly, only 38.6% of Agriculture graduates are in the Agriculture industry and 61% of Education graduates are in the teaching area.

On turning to industry by gender (Figure IV-8), some of the differences observed previously for current jobs are echoed here.



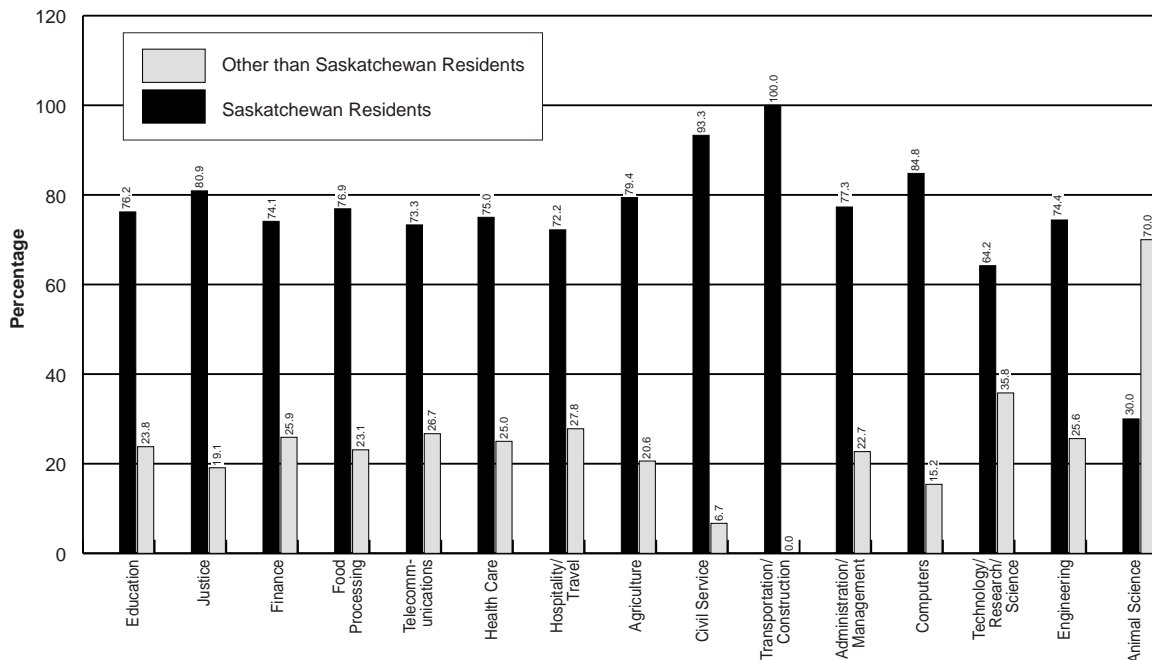
For example, women predominate only in the areas of education and food processing. For all other industries, men are, in general, more represented than women. There are however, several industries in which the gender split is almost equal. These include justice, finance, hospitality, and health care (including alternative medicine).

Figure IV-9 presents the breakdown for industry by current area of residence of the 1994 cohort.



As with the figure for current jobs, the results here show similarities for the resident and non-resident populations for most industries. The glaring differences occur for technology and science only; proportionately twice as many non-residents are involved in technology and science than are residents of the province. Figure IV-9a is, as was the case with current jobs, supplemental to Figure IV-9 and presents each industry as a subpopulation.

Figure IV - 9(a) Students Living Inside and Outside the Province by Industry



As with Figure IV-7a, the results within industry illustrate clearly that for the majority of industries, students stay in the province. The only exception is the animal science industry in which 70% live outside the province; this is largely attributed to the large proportion of Veterinary Medicine graduates who come from outside the province and who tend to return to their home province, as described in the previous section. Other than this one profession, the majority (percentages between 70 and 100) of students in all other professions appear to stay in the province to find work.

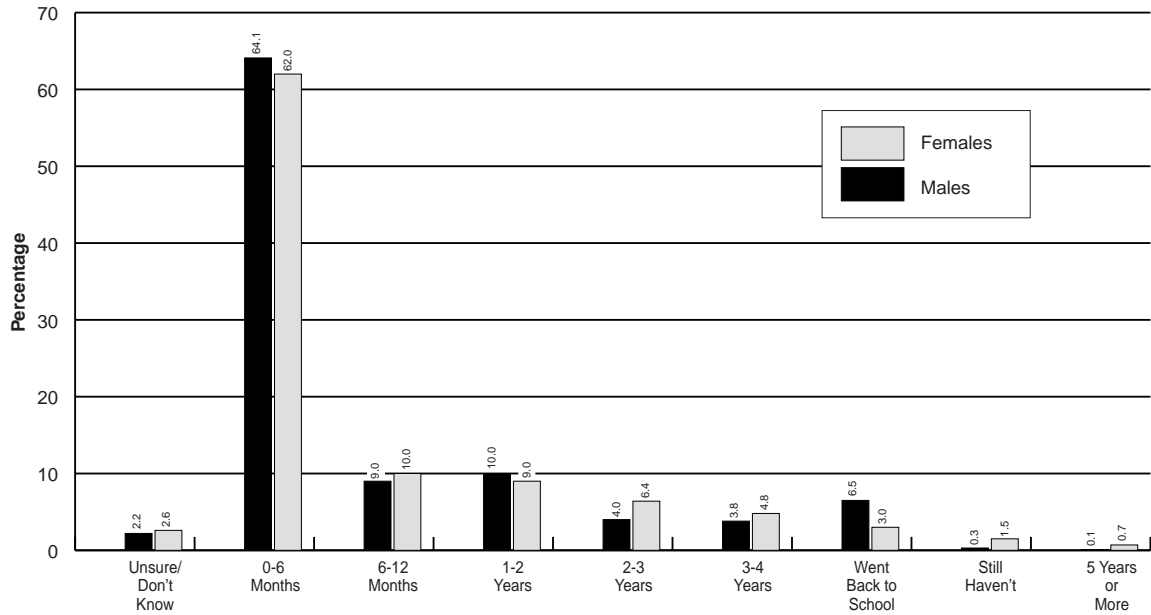
Table IV-4 illustrates how quickly graduates from different colleges access full-time employment after graduation.

	1994 Graduates' Time Period for Finding Full-time Employment after Graduation by College															
	All	Undergraduate Students													Graduate Students	
			AGRIC	ARTS	COMM	DENT	EDUC	ENGIN	LAW	MED	NURS	PHYSED	PHARM	PHYSTH	VETM	GRAD.S.
(N)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
(N)	(1491)	(67)	(295)	(272)	(12)	(357)	(58)	(59)	(25)	(37)	(14)	(42)	(18)	(17)	(218)	
Unsure/Don't Know	2.4	3.0	3.4	1.5	0.0	1.4	6.9	0.0	4.0	5.4	0.0	2.4	11.1	0.0	2.3	
0-6 Months	62.9	77.6	61	71	75	52.9	63.8	59.3	60.0	70.3	78.6	52.4	66.7	76.5	66.1	
6-12 Months	9.5	1.5	10.2	9.2	8.3	12	15.5	11.9	4.0	8.1	7.1	9.5	11.1	0.0	7.3	
1-2 Years	9.5	10.4	9.5	6.3	8.3	11.8	8.6	11.9	8.0	2.7	7.1	11.9	11.1	17.6	9.2	
2-3 Years	5.4	4.5	4.4	4.8	8.3	9.8	0	3.4	8.0	2.7	0.0	7.1	0.0	0.0	3.2	
3-4 Years	4.4	3.0	3.7	2.6	0	4.8	5.2	5.1	8.0	5.4	7.1	7.1	0.0	0.0	6.0	
Went Back to School	4.5	0.0	5.8	3.7	0	5.3	0	8.5	4.0	0.0	0.0	4.8	0.0	5.9	5.5	
Still Haven't	1.0	0.0	1.4	0.7	0	1.4	0	0	0.0	2.7	0.0	4.8	0.0	0.0	0.5	
5 Years or More	0.5	0.0	0.7	0.4	0	0.6	0	0	4.0	2.7	0.0	0.0	0.0	0.0	0.0	

Overall, the colleges that seem to have the largest proportions of students who find work quickly (within six months) include Agriculture, Commerce, Dentistry, Nursing, Physical Education, and Veterinary Medicine. Those colleges that do the least well in terms of rapid employment of graduates include Pharmacy, Education, Law, Arts and Science, Engineering, and Medicine. It is significant, however, that 62.9% of all undergraduates were employed full-time within six months of graduation, as were 66.1% of graduate students.

On turning to gender, there are some differences between men and women, but for the most part, those differences are not large.

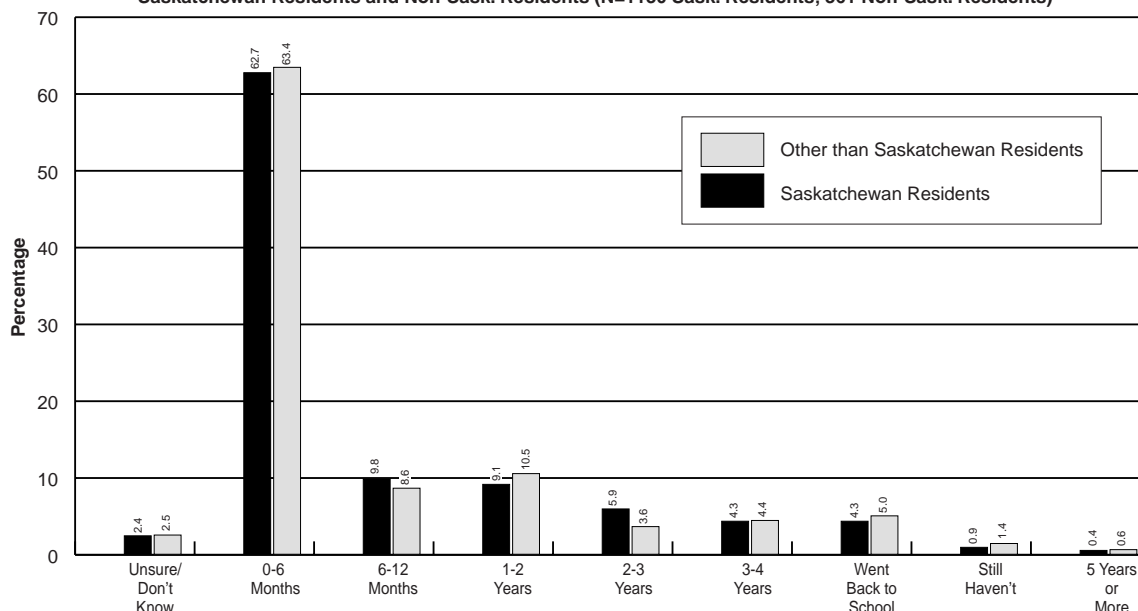
Figure IV - 10 1994 Graduates' Time Period for Finding Full-time Employment After Graduation by Gender (N=635 Males; 856 Females)



For example, there are slightly more males who found work in the first six months than females. However, in the categories that span 2 to 5 years without work and in the category of still not working, women are more represented than men indicating that women appear to take longer to access full-time employment than men. Lastly, in the category of going back to school, the proportion of men is over twice as large (6.5% versus 3.0%) as that of women.

As for how quickly 1994 graduates found work after graduation, the comparisons between those who live inside and outside Saskatchewan are somewhat inconclusive.

Figure IV - 11 1994 Graduates' Time Period for Finding Full-time Employment After Graduation by Saskatchewan Residents and Non-Sask. Residents (N=1130 Sask. Residents; 361 Non-Sask. Residents)



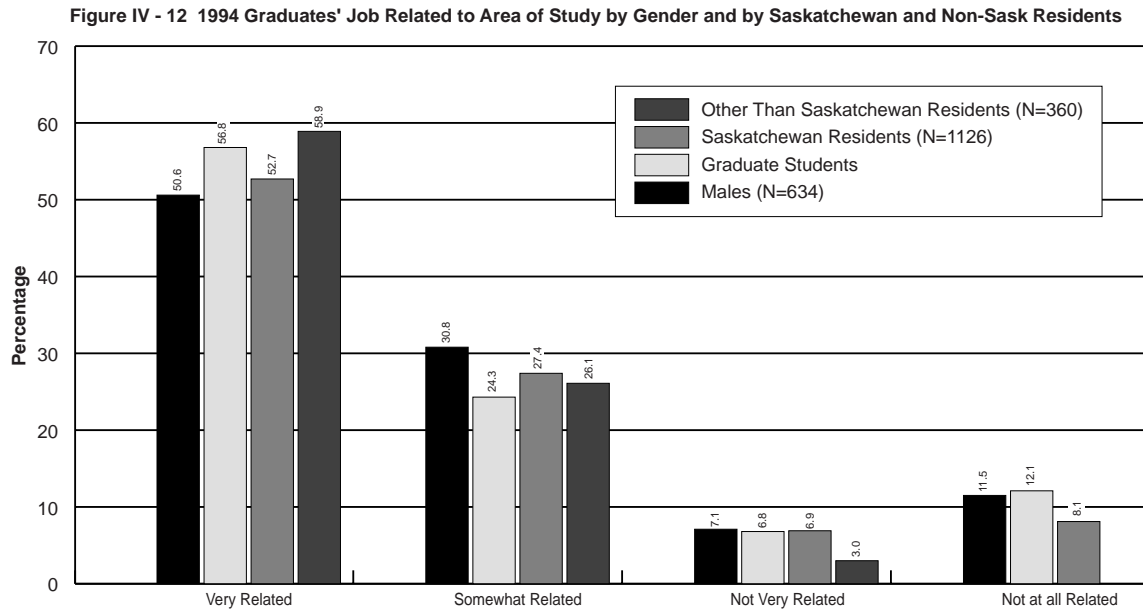
For example, a slightly greater proportion of non-residents of Saskatchewan appear to have found work in the first six-months after graduation compared to residents of Saskatchewan but the difference is quite small. On the other hand, in the longest time periods for finding employment (including still looking for work), non-residents are more represented than residents, a contradictory finding to that for the first six-months. Importantly, however, at any time period, the differences are very small.

Table IV-5 presents the results of the relevance of their area of study to the graduates' occupations by college.

	All	Undergraduate Students													Graduate Students
		AGRIC	ARTS	COMM	DENT	EDUC	ENGIN	LAW	MED	NURS	PHYSED	PHARM	PHYSTH	VETMGRAD.S.	
(N)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very Related	54.2	55.2	40.3	48.7	58.3	58.8	34.5	69.5	72.0	75.7	42.9	75.6	72.2	88.2	59.4
Somewhat Related	27.1	31.3	27.5	36.4	8.3	22.7	39.7	20.3	16.0	16.2	42.9	12.2	11.1	5.9	28.1
Not Very Related	6.9	6.0	9.8	6.3	16.7	7.3	13.8	3.4	0.0	5.4	7.1	4.9	5.6	5.9	3.7
Not at all Related	11.8	7.5	22.4	8.6	16.7	11.2	12.1	6.8	12.0	2.7	7.1	7.3	11.1	0.0	8.8

Overall, over 72% of the students indicated that their jobs are either very related or somewhat related at all to their area of study. Colleges in which higher than average proportions of students feel that their jobs are not related to their area of study include Engineering and Dentistry most markedly and Arts and Science, more expectedly. In the extreme category in which students indicate that their work has nothing to do with their area of study, we find relatively large proportions of Arts and Science, Dentistry, Medicine, Education and Physical Therapy students. On the other hand, the colleges in which the largest numbers of students indicate a high agreement between area of study and occupation are Veterinary Medicine, Pharmacy, Nursing, and Medicine. Interestingly, professional colleges like Engineering and Commerce score relatively low in concordance, especially in the category of "very related."

For gender, the results are somewhat inconclusive.



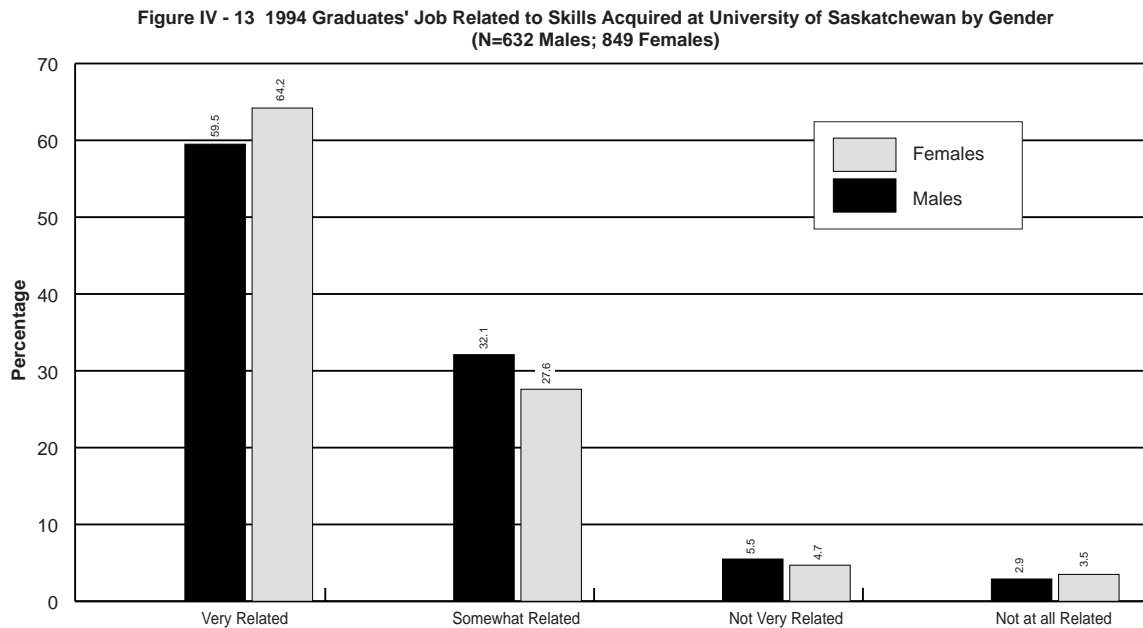
Proportionately more women than men express that their jobs are very related to area of study, but in the categories of little or no relationship, the gender differences are almost non-existent. For job relevance by residence, it is interesting that students who left the province to work indicate that their jobs are very related to their education proportionately more than do Saskatchewan residents. Given the findings in Figure IV-5 and Figure IV-9 above, it appears that, overall, students who stay in Saskatchewan find as much full-time work as quickly as those who move from the province, but they tend to find work that is less relevant to their education than those who move outside the province.

Table IV-6 illustrates the relevance of acquired skills to occupation for graduates by college.

	All	Undergraduate Students													Graduate Students
		AGRIC	ARTS	COMM	DENT	EDUC	ENGIN	LAW	MED	NURS	PHYSED	PHARM	PHYSTH	VETMGRAD.S.	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
(N)	(1481)	(67)	(294)	(268)	(12)	(356)	(58)	(59)	(25)	(37)	(14)	(41)	(18)	(16)	(215)
Very Related	62.2	47.8	54.4	64.2	66.7	61.0	58.6	66.1	72.0	78.4	64.3	65.9	83.3	94.1	67.4
Somewhat Related	29.5	43.3	34.0	28.7	25.0	31.2	34.5	28.8	16.0	18.9	21.4	26.8	5.6	0.0	25.1
Not Very Related	5.1	7.5	6.5	4.9	8.3	4.5	3.4	3.4	8.0	2.7	0.0	4.9	5.6	5.9	4.7
Not at all Related	3.2	1.5	5.1	2.2	0.0	3.4	3.4	1.7	4.0	0.0	14.3	2.4	5.6	0.0	2.8

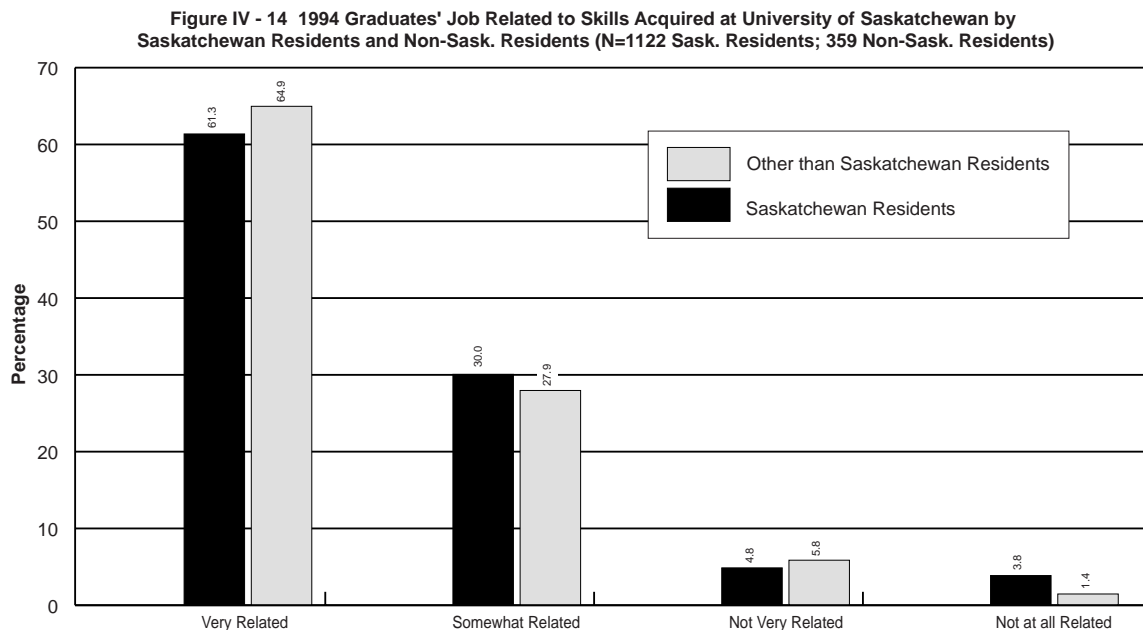
Most noticeable here are the results for the colleges that one would expect to have a relatively high concordance between skills and occupation. However, there is relatively low concordance for several of these. For example, 12% of medical graduates state that their jobs have very little or no connection to their skills. For dentistry, the corresponding percentage is 8.3%. Interestingly, for a related discipline like nursing, the percentage is quite small (2.7%). In fact, not one Nursing graduate indicates that her/his training is not at all connected to occupation.

Figure IV-13 presents the findings on occupation in relation to acquired skills for men and women.



It is interesting, given the previous findings on access to employment and overall employability, that proportionately more women than men indicate that their job is related to their acquired skills. In general, however, there does not seem to be appreciable differences across gender.

Similar to the findings in Figure IV-12 above, it is clear that non-Saskatchewan residents find work that is related to their acquired skills more so than Saskatchewan residents, although once again, the differences are not large (Figure IV-14).



The last three tables and figures in this section on occupation give some sense of how satisfied graduates are with their current jobs broken down by gender, college, and province of residence.

	All	Undergraduate Students													Graduate Students
	%	AGRIC %	ARTS %	COMM %	DENT %	EDUC %	ENGIN %	LAW %	MED %	NURS %	PHYSED %	PHARM %	PHYSTH %	VETMGRAD.S. %	%
(N)	(1478)	(67)	(291)	(267)	(12)	(356)	(58)	(59)	(25)	(37)	(14)	(41)	(18)	(17)	(216)
Very Satisfied	60.4	50.7	51.2	56.9	83.3	68.8	48.3	54.2	88.0	70.3	57.1	56.1	77.8	76.5	63.0
Satisfied	34.6	41.8	39.5	39.7	16.7	27.2	44.8	39.0	12.0	21.6	42.9	43.9	22.2	17.6	33.3
Dissatisfied	4.2	6.0	7.6	3.0	0.0	3.4	3.4	6.8	0.0	5.4	0.0	0.0	0.0	5.9	3.2
Very Dissatisfied	0.9	1.5	1.7	0.4	0.0	0.6	3.4	0.0	0.0	2.7	0.0	0.0	0.0	0.0	0.5

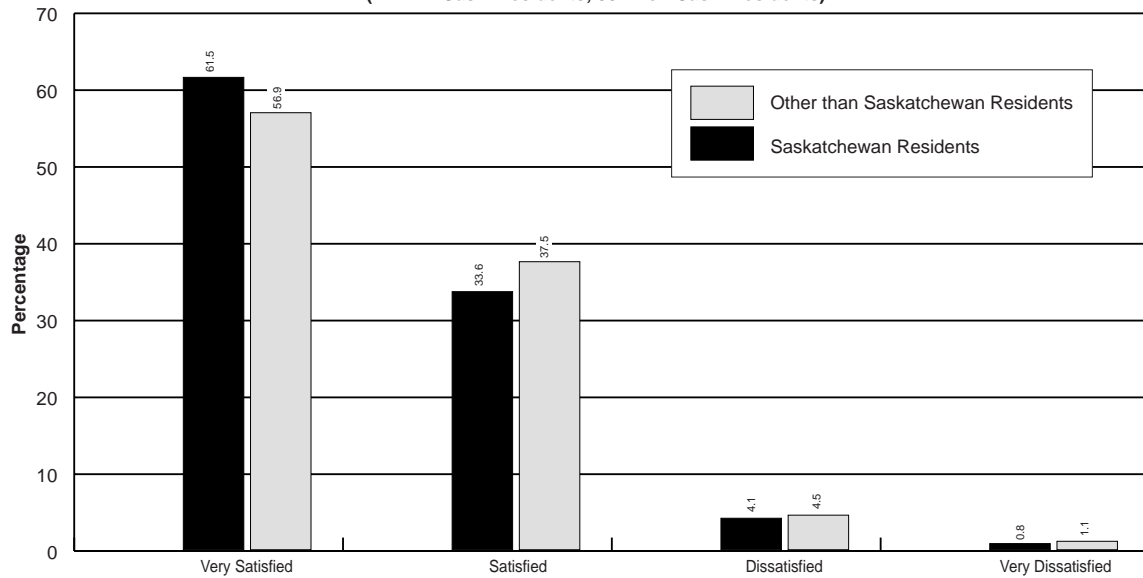
For the breakdown by college, several findings warrant commentary. Firstly, the greatest proportions of very satisfied graduates are found within Medicine and Dentistry. Other schools and colleges like Physical Therapy and Veterinary Medicine are quite high as well. On the other hand, the highest levels of dissatisfaction occur for Arts and Science, Agriculture and Law. It is worth noting here, however, that overall, levels of satisfaction are very high. In fact, over 95% of all graduates declare that they are very satisfied or satisfied with their current occupations, a finding that reflects very well on the ability of the University of Saskatchewan to provide the skills for accessing meaningful work for its students.

On turning to job satisfaction by gender (Figure IV-15), it is interesting that gender differences do exist.



Most notably, for the very satisfied category, women comprise 63.6% compared to 56% for men. Similarly, for the dissatisfied categories, men are proportionately more represented than women. For Saskatchewan residents versus non-residents (Figure IV-16), it is interesting that percentage wise, more Saskatchewan residents indicate that they are very satisfied with their jobs than are non-residents, and this is borne out in the two categories of dissatisfaction although the percentages are not appreciably different.

Figure IV - 16 1994 Graduates' Job Satisfaction by Saskatchewan Residents and Non-Sask. Residents
(N=1121 Sask. Residents; 357 Non-Sask. Residents)



3. Income

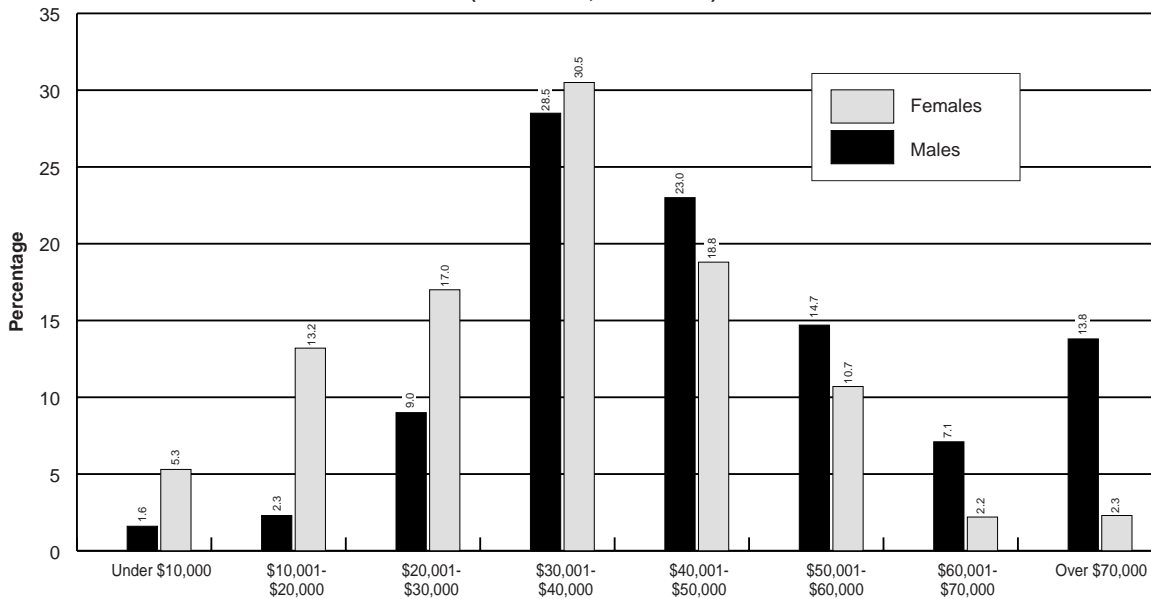
This section presents the results for income categories for the 1994 graduate cohort. The categories are self-evident and are presented on the bases of college, gender, and residence. Table IV-8 gives the results by college.

	Undergraduate Students														Graduate Students
	All	AGRIC	ARTS	COMM	DENT	EDUC	ENGIN	LAW	MED	NURS	PHYSED	PHARM	PHYSTH	VETM	GRAD.S.
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
(N)	(1340)	(58)	(267)	(244)	(12)	(322)	(54)	(54)	(22)	(32)	(14)	(36)	(15)	(15)	(195)
Under \$10,000	3.7	1.7	6.0	1.2	0.0	4.7	7.4	1.9	0.0	0.0	0.0	11.1	0.0	6.7	2.6
\$10,001 - \$20,000	8.6	5.2	16.5	5.3	0	10.2	3.7	3.7	9.1	6.3	35.7	0.0	6.7	6.7	3.6
\$20,001 - \$30,000	13.7	6.9	17.2	12.3	8.3	16.8	13.0	14.8	4.5	15.6	35.7	0.0	13.3	0.0	10.3
\$30,001 - \$40,000	29.6	24.1	24.3	25.8	8.3	48.1	18.5	25.9	36.4	18.8	28.6	30.6	20.0	13.3	21.0
\$40,001 - \$50,000	20.6	25.9	19.1	23.8	16.7	13	18.5	35.2	18.2	28.1	0.0	33.3	20.0	26.7	24.1
\$50,001 - \$60,000	12.4	12.1	11.2	12.3	8.3	4.3	14.8	9.3	13.6	28.1	0.0	19.4	13.3	13.3	24.6
\$60,001 - \$70,000	4.3	1.7	1.9	9.8	8.3	1.9	9.3	1.9	4.5	0.0	0.0	2.8	13.3	13.3	4.1
Over \$70,000	7.2	22.4	3.7	9.4	50	0.9	14.8	7.4	13.6	3.1	0.0	2.8	13.3	20.0	9.7

Glaring differences across colleges are most noticeable in the low and high income categories. For example, the highest representations in the \$70,000 plus category are from Dentistry, Agriculture, Veterinary Medicine, Engineering and Physical Therapy. Dentistry is in a "league of its own" with 50% of graduates earning over \$70,000 five years after graduation. The colleges least represented in this category include Arts and Science, Education, Nursing, Physical Education and Pharmacy. For the lowest three income categories, Physical Education, Arts and Science and Education are quite highly represented.

The variations of income by gender (Figure IV-17) present a phenomenon that is well-documented in social science research on gender and occupation-in general, men earn more than women for work of equal value.

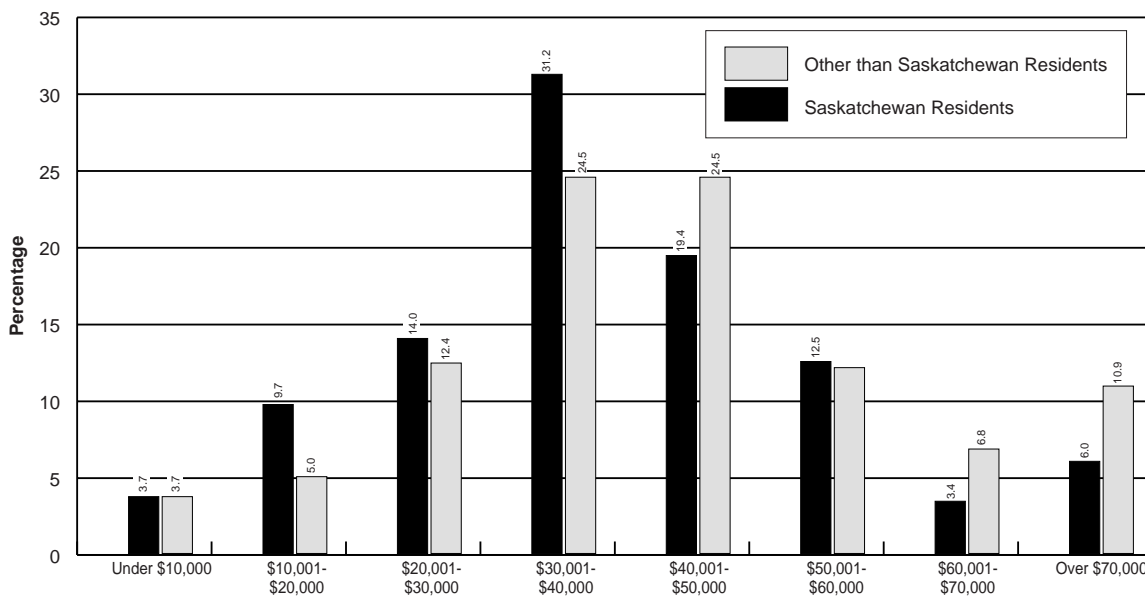
Figure IV - 17 1994 Graduates' Gross Annual Income from All Employment in 1998 by Gender (N=565 Males; 775 Females)



Quite clearly, in the high income categories, men outnumber women considerably; this is true in all income categories above \$40,000. But, it is most apparent in the two high income categories. Further, in the lowest four income categories, women are proportionately more represented than men.

As for the impact of residence on income (Figure IV-18), it is interesting that for the most part, more 1994 graduates who moved from the province accessed higher incomes than did their peers who stayed in the province.

Figure IV - 18 1994 Graduates' Gross Annual Income from All Employment in 1998 by Saskatchewan Residents and Non-Sask. Residents (N=1081 Sask. Residents; 322 Non-Sask. Residents)



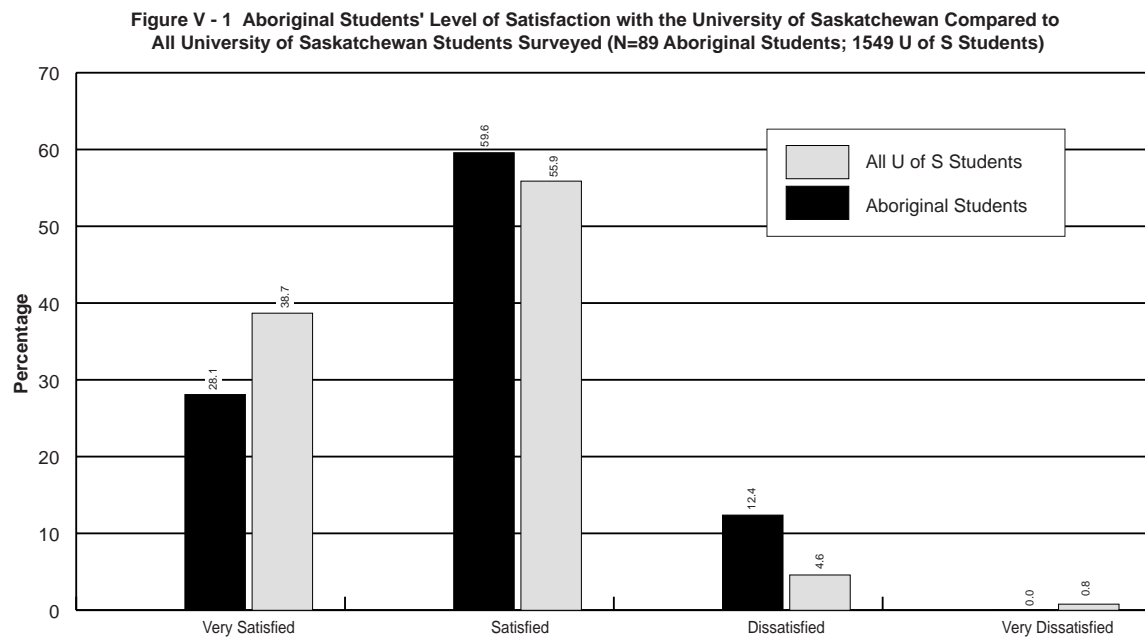
Although as mentioned previously, employment rates are slightly higher for Saskatchewan residents, it appears that the relative disadvantage of staying in the province rests with limited income.

V. DESIGNATED MINORITY GROUPS AND EDUCATIONAL SATISFACTION AND EXPERIENCES

The following sections present the results for designated minority subgroups of the 1994 graduating cohort. The University of Saskatchewan is committed to improving the student lives of the designated groups based on the premise that equal treatment within and without the university is not always guaranteed. The one designated group that is not represented in this section is woman because female/male comparisons occur throughout the report.

1. Aboriginal Students

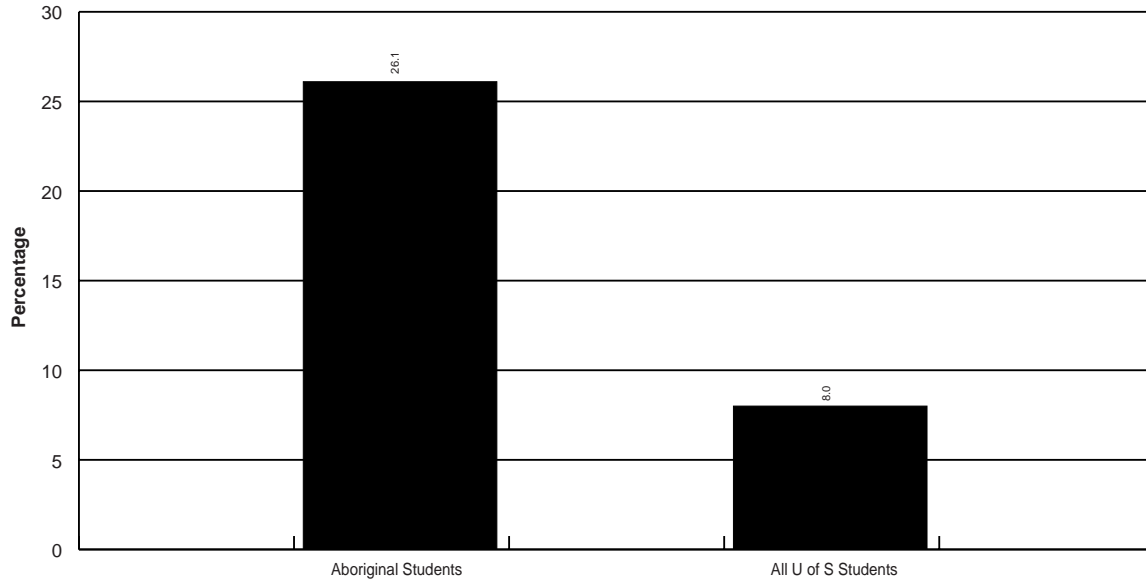
Figure V-1 illustrates the levels of satisfaction that Aboriginal students felt with the University of Saskatchewan relative to their non-Aboriginal counterparts.



Differences across categories are most notable for the very satisfied and dissatisfied categories. A greater proportion of the entire student body (38.7%) responded that they were very satisfied with the University than did Aboriginal students. Similarly, a greater proportion of Aboriginal students declared that they were dissatisfied.

That the greater dissatisfaction with the University was partly the result of discrimination (either real or perceived) is illustrated by Figure V-2.

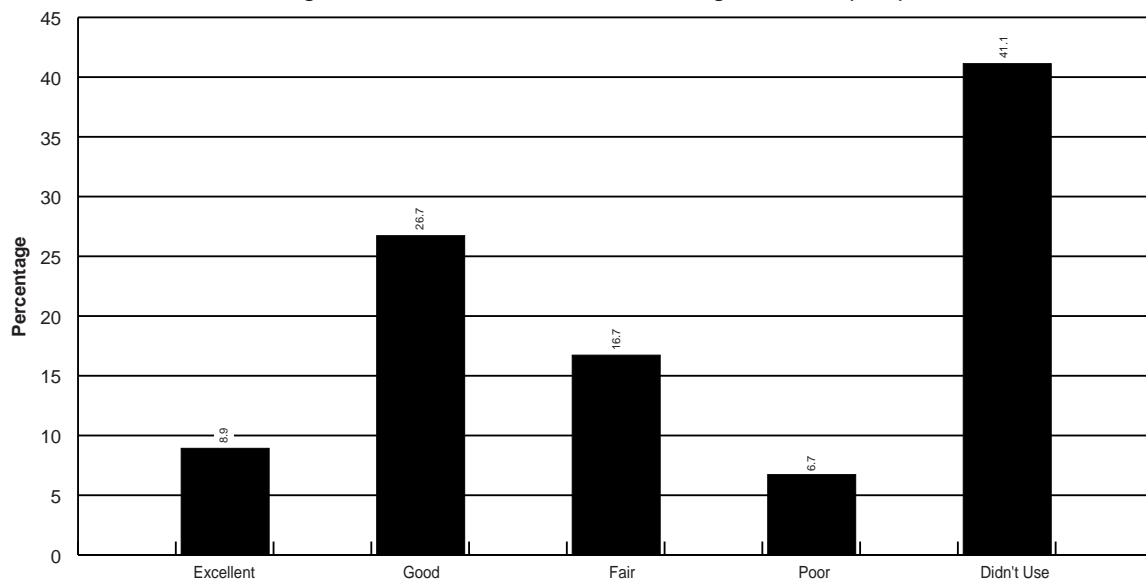
Figure V - 2 Aboriginal Students Who Experienced Discrimination at the University of Saskatchewan Compared to All University of Saskatchewan Students Surveyed (N=88 Aboriginal Students; 1554 U of S Students)



Quite clearly, the proportion of students of Aboriginal ancestry who experienced discrimination (26.1%) is over three times as large as the proportion for all university students. The overall feelings of satisfaction with the University of Saskatchewan and feelings of discrimination are, in part, tied to whether Aboriginal students used services designated to improve their university experiences and how they felt about such services. A typical service is the Indigenous Students' Resource Centre.

Figure V-3 illustrates the use and the levels of satisfaction with services for Aboriginal students.

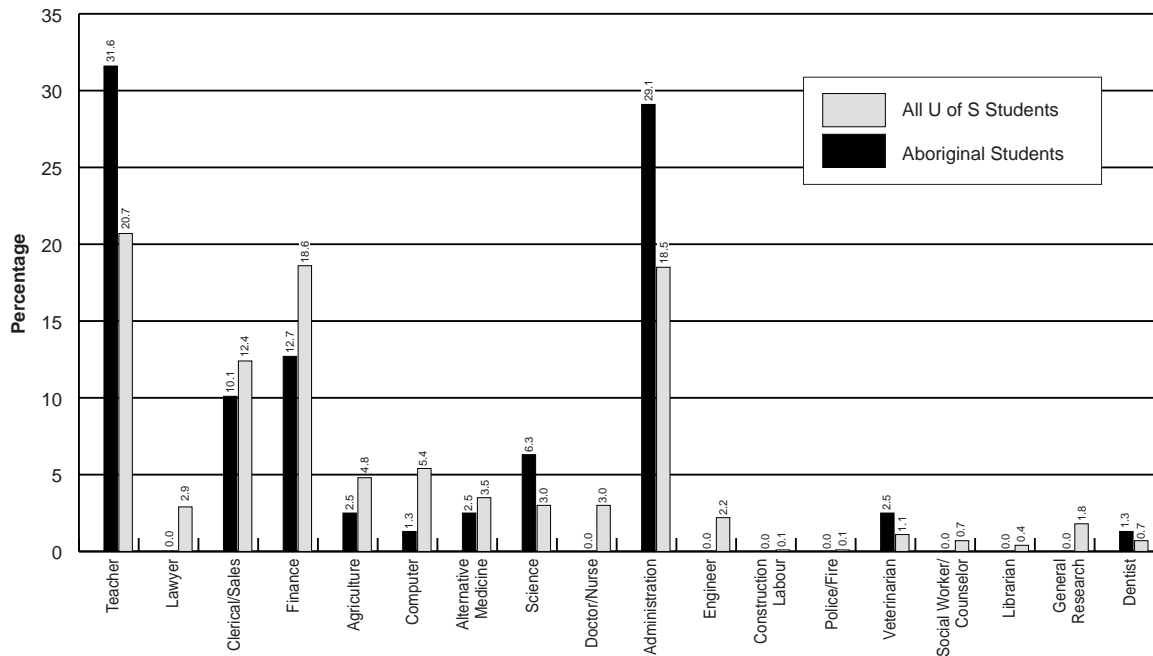
Figure V - 3 Satisfaction with Services for Aboriginal Students (N=90)



It is revealing that 41.1% of all Aboriginal students graduating in 1994 did not use services for Aboriginal students. And, more importantly, of those who did, a sizeable proportion felt those services were only fair or poor. The majority of students who used the services, however, rated them as excellent or good.

The last two figures in this section give some sense of the occupational outcomes of university education for Aboriginal students compared to the entire student cohort. Figure V-4 gives current occupation for both groups.

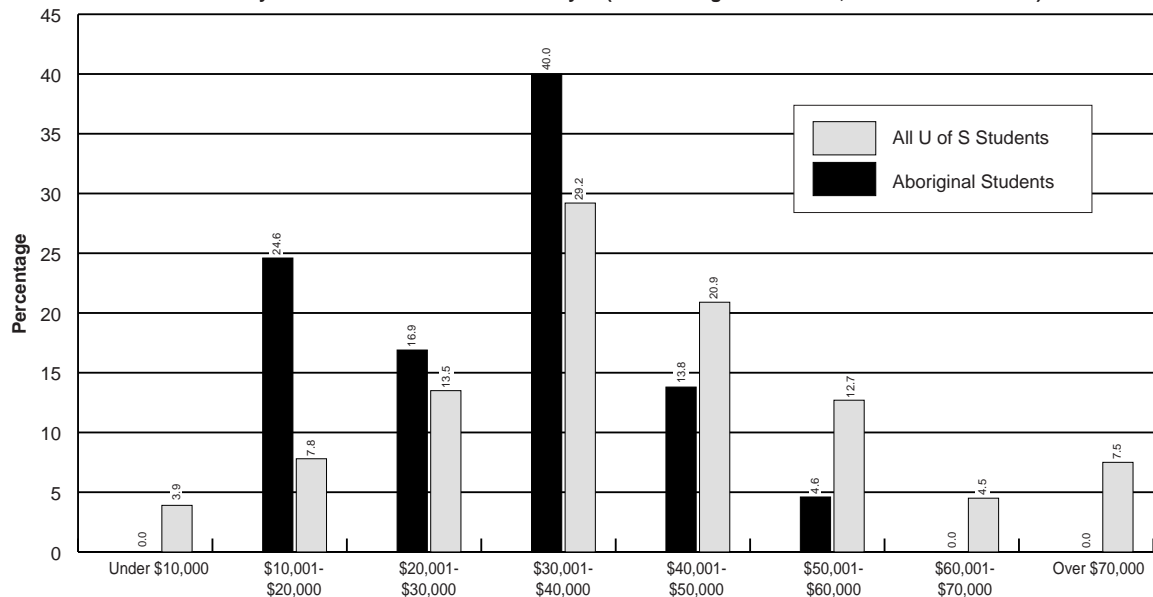
Figure V - 4 Current Occupation of Aboriginal Students Compared to All University of Saskatchewan Students Surveyed



The most noticeable result in these data is that proportionately more Aboriginal students go into teaching compared to the entire student body. Similar claims can be made for work in the sciences and administration. However, in the areas of law, finance, clerical sales, medicine and agriculture, the proportions for the entire student cohort are somewhat higher than for Aboriginal students. The academic-based occupational categories in which Aboriginal students are not represented at all include computers, engineering, and veterinary medicine.

Figure V-5 illustrates the monetary returns to education experienced by Aboriginal compared to all students.

Figure V - 5 Gross Annual Income from All Employment in 1998 for Aboriginal Students Compared to All University of Saskatchewan Students Surveyed (N=65 Aboriginal Students; 1272 U of S Students)

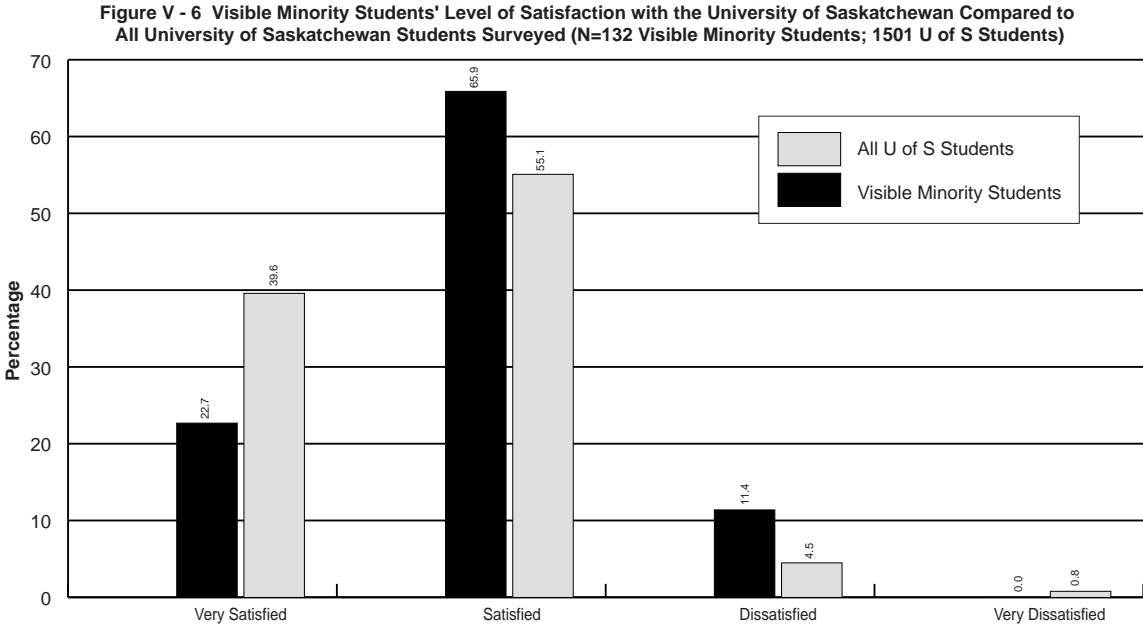


The graph shows quite clearly that Aboriginal students are over-represented at the low end of the income scale and under-represented at the high end. Specifically, the proportions of Aboriginal students are higher than all students in all the income categories between \$10,000 and \$40,000. Similarly, for the two highest income categories, Aboriginal students are not evident, while 12% of all students fall into these high income categories. These results indicate quite clearly that Aboriginal people are disadvantaged with respect to returns to education, and this finding certainly warrants attention from the highest levels of government and educational administration.

2. Visible Minority Students

Although not exclusively, visible minority students at the University of Saskatchewan are largely comprised of international students or the sons and daughters of first generation immigrants. The data presentations here parallel those of the previous section.

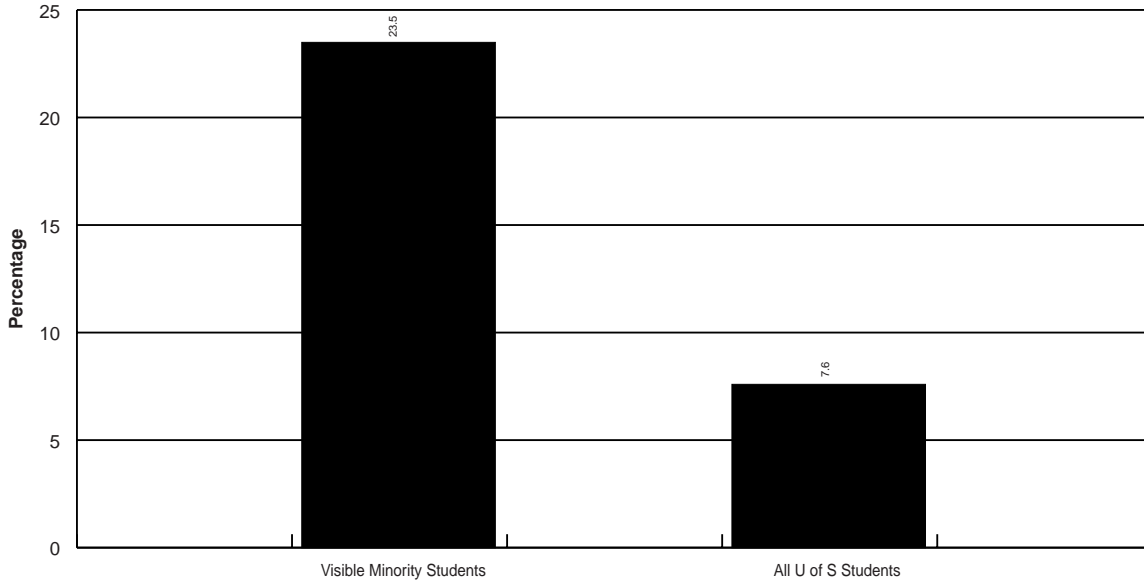
Figure V-6 illustrates minority students' levels of satisfaction with the University.



Much like the results for Aboriginal students, visible minority students are overall satisfied with the University. In fact, almost 90% felt satisfied or very satisfied. Interestingly, however, in comparison to all students, levels of dissatisfaction are somewhat higher (11.4% dissatisfied compared to 4.5%).

The following figure (Figure V-7) illustrates the potential source of that dissatisfaction.

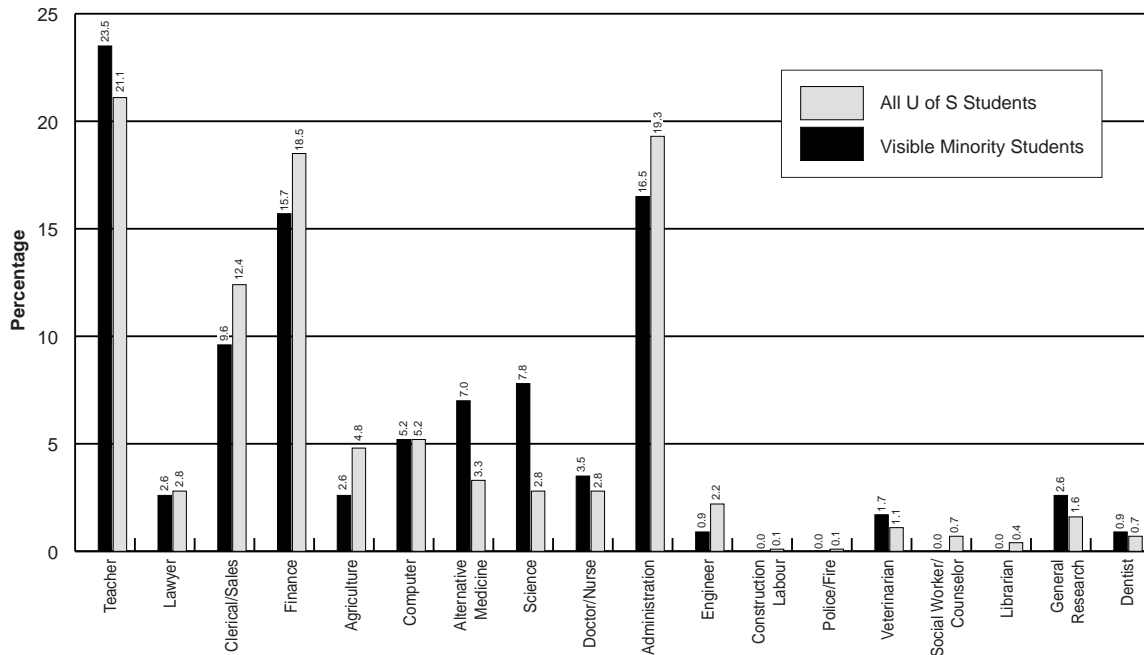
Figure V - 7 Visible Minority Students Who Experienced Discrimination at the University of Saskatchewan Compared to All University of Saskatchewan Students Surveyed (N=132 Visible Minority Students; 1505 U of S Students)



Overall, 23.5% of the visible minority students felt discrimination compared to 7.6% of non-visible minority students. This rate is similar to that for Aboriginal students. Despite the overall high levels of satisfaction with the University of Saskatchewan for all students, it is important for campus policy that approximately a quarter of visible minority students felt discrimination.

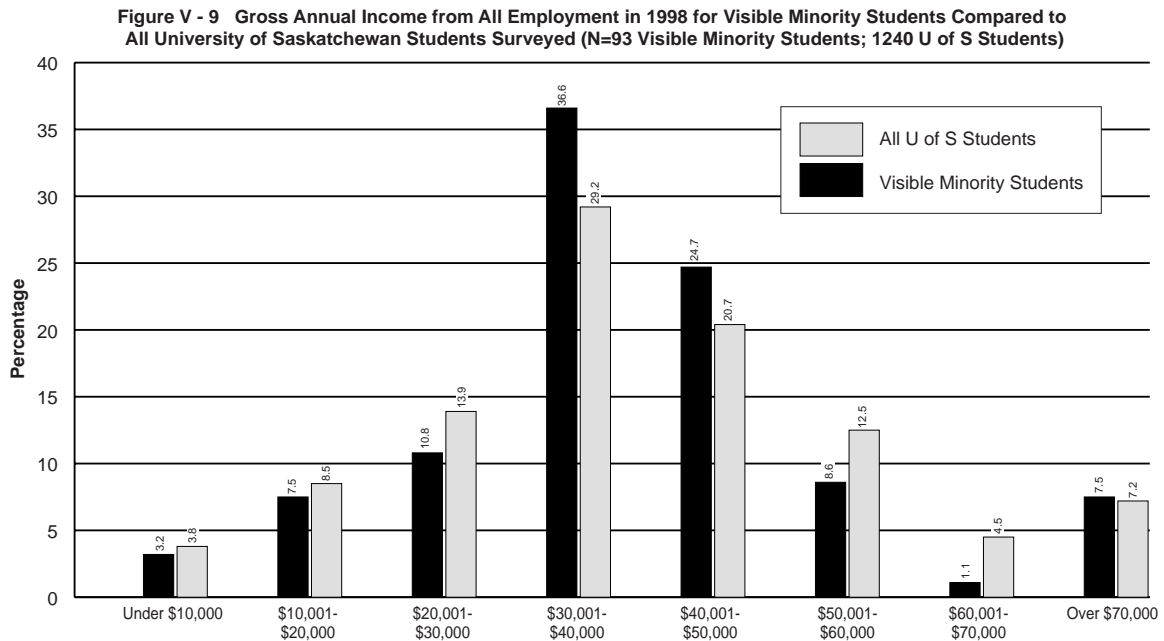
The influence that minority status has on occupation is illustrated in Figure V-8.

Figure V - 8 Current Occupation of Visible and Non-Visible Minority Students (N=114 Visible Minority Students; 1344 Non-Visible Minority Students)



Overall, visible minority students are more likely than non-visible minority students to enter careers involving teaching, alternative medicine, sciences, veterinary medicine and general research; they are less likely to become involved in engineering, administration, finance, and clerical/sales. The largest categories of employment for both groups include teaching, finance, and administration.

The last table in this section (Figure V-9) illustrates whether the occupations in which visible minority students work, place them at financial advantage or disadvantage relative to their non-visible minority counterparts.



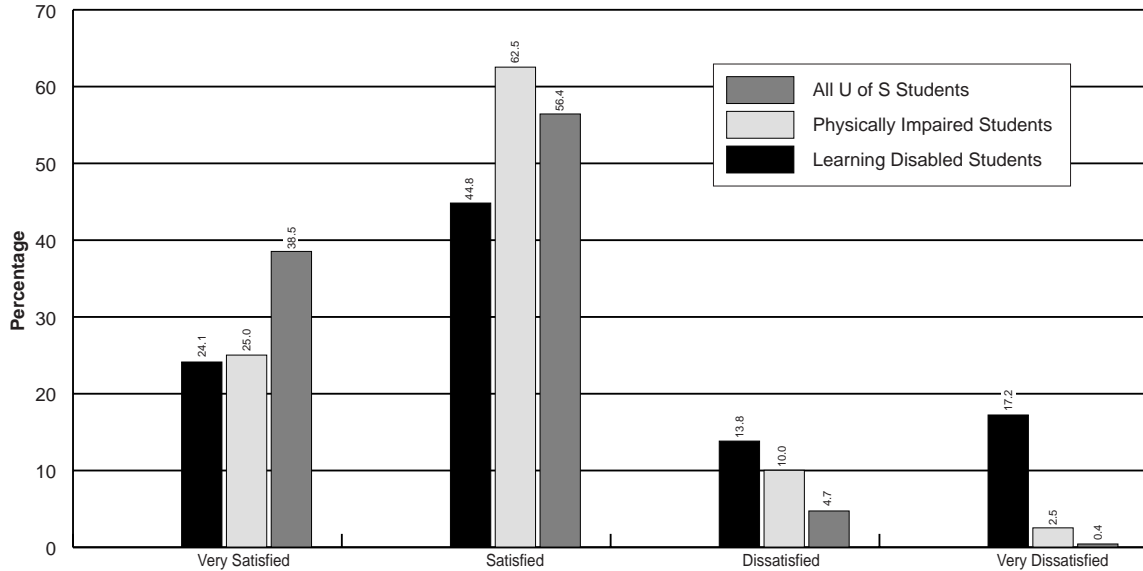
Unlike Aboriginal students, visible minority students overall seem to do relatively well. At the lower end of the income scale, they occur proportionately less often than other students, and at the high end of the scale (above \$70,000) they show greater occurrence. Interestingly, in the mid-income ranges, visible minority students show greatest relative occurrence in the \$30,000 to \$50,000 categories and least relative occurrence for \$50,000 to \$70,000. In summary, the disadvantage that Aboriginal students face in the transition from university to work is not apparent for visible minority students. And, of course, in both cases, the relative advantage or disadvantage is tied, in part, to the types and levels of training that Aboriginal and visible minority students typically tend to access at the University of Saskatchewan.

3. Learning Disabled and Physically Impaired Students

The figures here are based on similar presentations in the previous two sections and are intended to produce a sense of how physically impaired and learning disabled students manage in the University of Saskatchewan context compared to the entire student body.

Figure V-10 presents the overall level of satisfaction with the University of Saskatchewan.

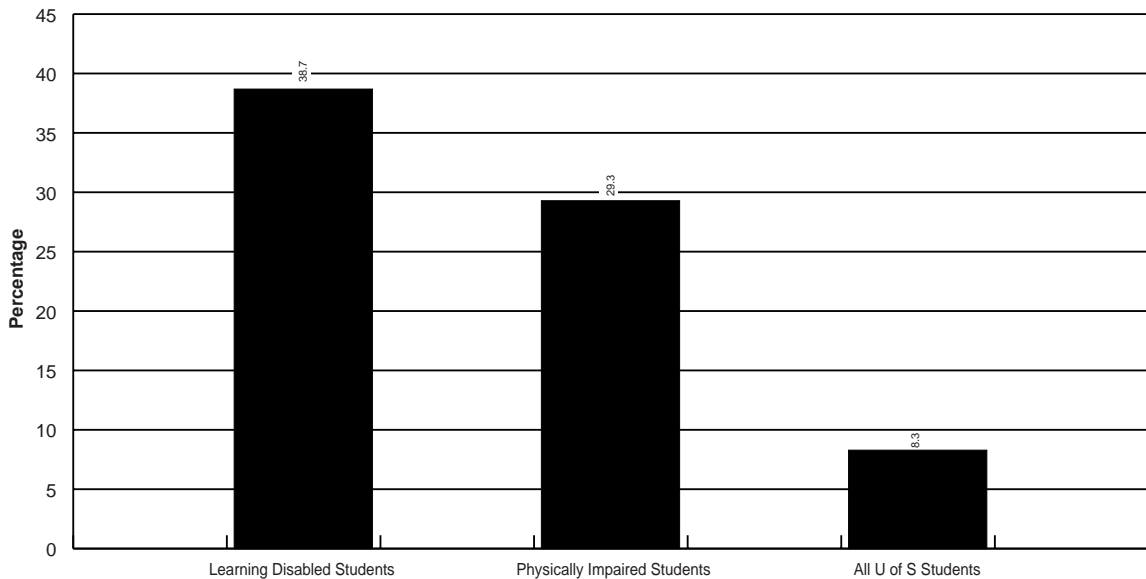
Figure V - 10 Learning Disabled and Physically Impaired Students' Satisfaction with the University of Saskatchewan Compared to All University of Saskatchewan Students Surveyed (N=29 Learning Disabled, 40 Physically Impaired, 1605 U of S Students)



It is clear from the results here that both learning disabled and physically impaired students are not as satisfied as the entire student cohort. The distinctions are most vivid for learning disabled students where, for example, 17.2% are very dissatisfied with the University compared to 2.5% of physically disabled students and .4% of all students. Similarly, in the very satisfied category, levels are lowest for learning impaired and physically disabled students. Quite clearly, however, in the two dissatisfied categories, learning disabled students are relatively common.

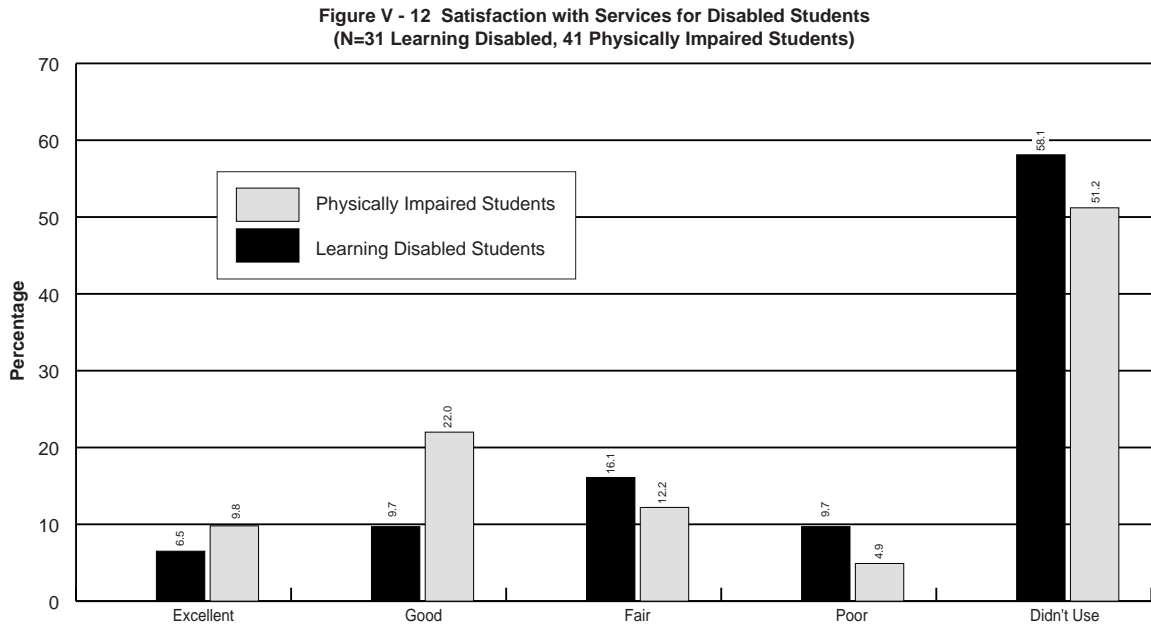
Figure V-11 presents one of the likely reasons that students felt dissatisfied with the university.

Figure V - 11 Learning Disabled and Physically Impaired Students Who Experienced Discrimination at the University of Saskatchewan Compared to All University of Saskatchewan Students Surveyed (N=31 Learning Disabled, 41 Physically Impaired, 1605 U of S Students)



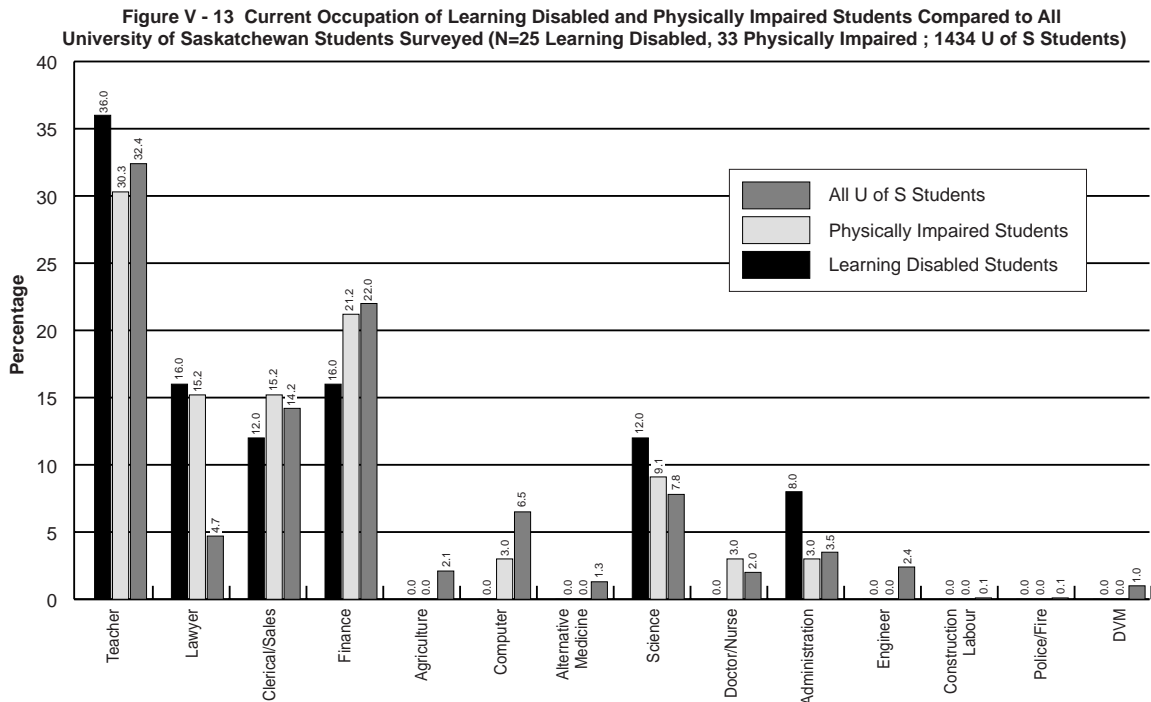
Clearly, learning disabled students felt greater levels of discrimination than did physically impaired students who felt greater levels than all students. It is important here to realize that the levels of difference are quite substantial with almost 40% of learning impaired and 30% of physically disabled students experiencing discrimination.

Figure V-12 extends the exploration of levels of satisfaction by illustrating the levels of use of and satisfaction with services for disabled students.



The disparities between physically impaired and learning disabled students arise once again with more physically impaired students expressing satisfaction with services than learning disabled. In terms of overall use, it is important, as well, that a majority of both groups of students chose not to use the facilities or such students are not aware of them. This certainly presents a challenge to the university in making the facilities more accessible and more widely publicized. It is likely that lack of use or awareness of facilities contributed to the rather large levels of dissatisfaction displayed in Figure V-10

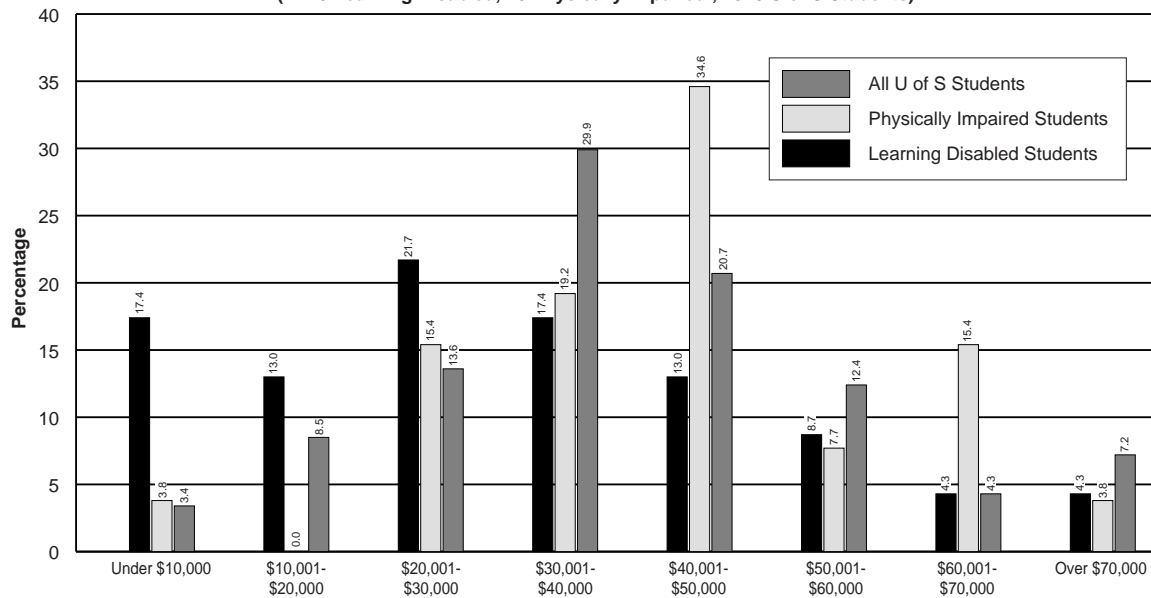
Figures V-13 and V-14 give us some sense of how well both groups of disabled students do relative to all the graduates of 1994 with respect to employment after graduation.



In general, the three groups are quite similar. There is, however, a tendency for learning impaired students to go into teaching, law, sciences, and administration moreso than other students. Overall, the relatively high representation of learning impaired and physically disabled students in law and the sciences is worthy of note.

Despite the apparent equity illustrated in Figure V-13, it is clear that job similarity does not translate into income equality, especially for learning disabled students (Figure V-14).

Figure V - 14 Gross Annual Income from All Employment in 1998 for Learning Disabled and Physically Impaired Students Compared to All University of Saskatchewan Students Surveyed (N=23 Learning Disabled, 26 Physically Impaired ; 1310 U of S Students)

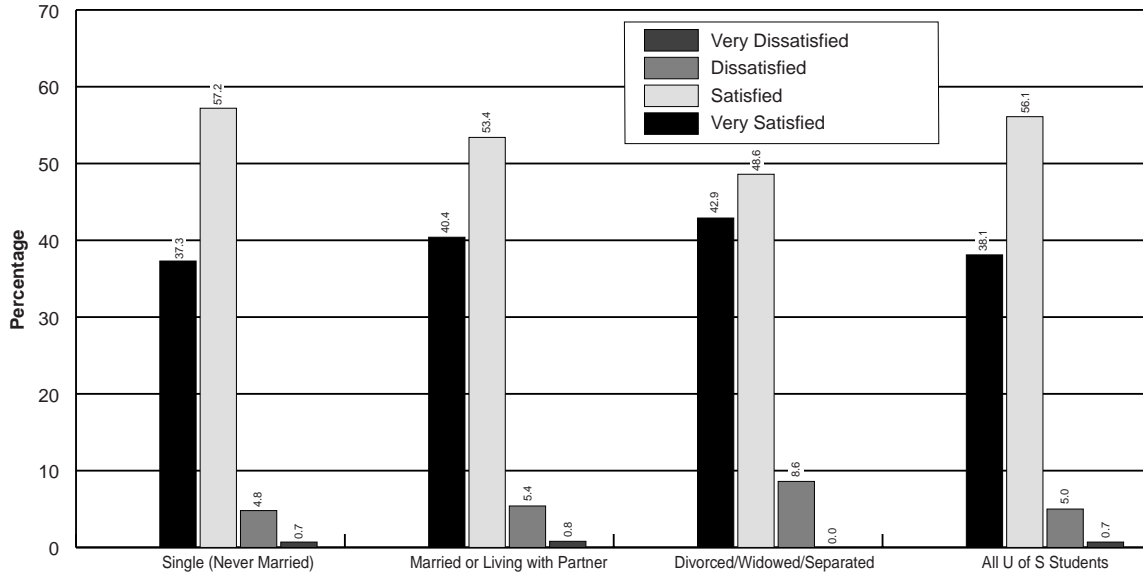


For example, in the lowest income categories, learning disabled students are proportionately quite common and these levels of disadvantage persist into the high income categories. Interestingly, the financial disadvantage that learning disabled students experience is not shared by physically impaired students who do quite well relative to all students. This relative advantage appears in the \$40,000 to \$50,000 category and in the \$60,000 to \$70,000 category.

VI. PERSONAL AND LIFE FACTORS AND UNIVERSITY SATISFACTION

This last section in the report is intended to explore how levels of satisfaction with the University of Saskatchewan may be, in part, the result of personal life circumstances, the assumption being that it is easier to manage a university career for students in certain life/familial situations relative to others. Figure VI-1 presents levels of satisfaction with educational experience for different categories of marital status.

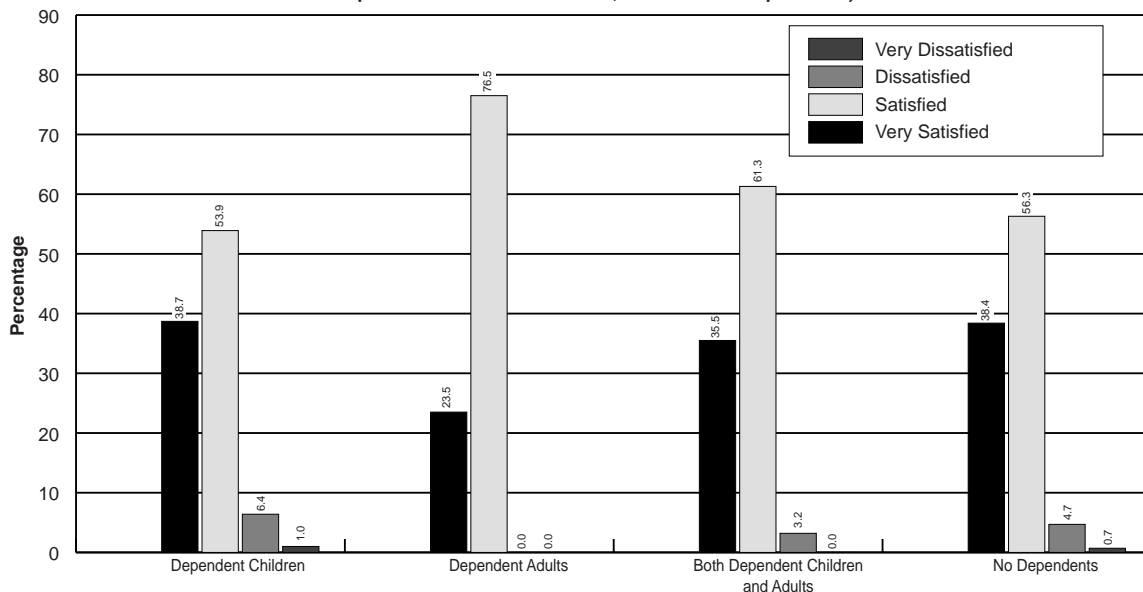
Figure VI - 1 Level of Satisfaction with Educational Experience by Marital Status
 (N=1231 Single Students; 371 Married Students; 35 Divorced/Widowed/Separated Students; 1637 U of S Students)



Although there are differences across categories of marital status, it is interesting how small those differences are and how they are in contradistinction to popular perception. For example, single students are slightly less frequent in the very satisfied category but more frequent in the satisfied category than their married counterparts. In the dissatisfied category, divorced students show higher rates of dissatisfaction than other students, but they are also the highest proportion of very satisfied students. With respect to the percentages of students who were dissatisfied with the educational experience, it appears married or cohabiting students were no more dissatisfied than students in the other categories; the double duty of marriage does not seem to translate into dissatisfaction with University.

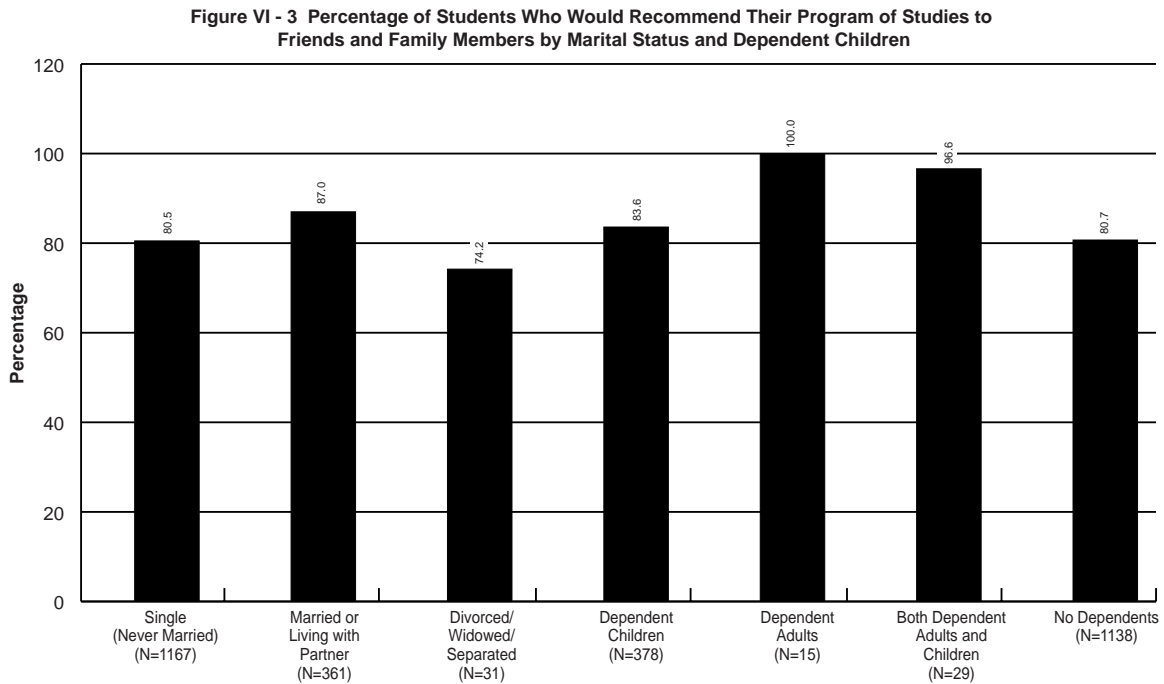
Parenthood, or family care, however, may be the significant family situation that influences satisfaction (Figure VI-2).

Figure VI - 2 Level of Satisfaction with Educational Experience by Dependents Living with Student While at University
 (N=393 Students with Dependent Children; 17 with Dependent Adults; 31 with both Dependent Children and Adults; 1196 with No Dependents)



Interestingly, raising a family or caring for adult dependents did not appear to erode levels of satisfaction with the university. In fact, having dependent adults or dependent children or both led to significant levels of satisfaction, equal to or greater than those levels of student with no dependents.

This issue of satisfaction with the university experience is explored in the final figure in this section which shows the percentages of students who would recommend the University of Saskatchewan to their friends and family based on marital status and dependent children and adults (Figure VI-3).



As in the previous figure, it is quite clear that students with dependent children and adults felt exceptionally positive about the University of Saskatchewan. This familial influence is borne out, as well, by the relatively high proportion of married students who would recommend the university, compared to their non-married counterparts.

The findings in this section reflect very well on the University of Saskatchewan and its ability to provide flexible and positive contexts for students in familial situations, especially for students with dependents.

