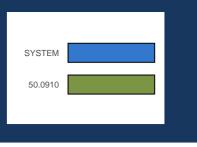
### B.C. Baccalaureate Outcomes

### 2024 Survey of 2022 Baccalaureate Graduates

### ☑ BC Student ☑ Outcomes

Detailed Summary of Survey Results All Institutions 50.0910: Jazz/jazz studies



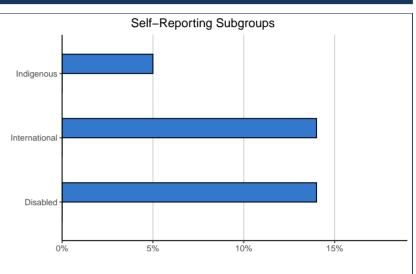
		F	RESPONSE	RATE					
Survey Response Rate:	50.0910 SYSTEM			R	esponse Rate				
Baccalaureate Graduates Survey Cohort	37	100%	24,572	100%	SYSTEM -				
Survey Respondents and Response Rate	14	38%	6,200	25%	OTOTEM				
					50.0910 <b>-</b>				
					0%	10%	20%	30%	40%

### DEMOGRAPHIC INFORMATION

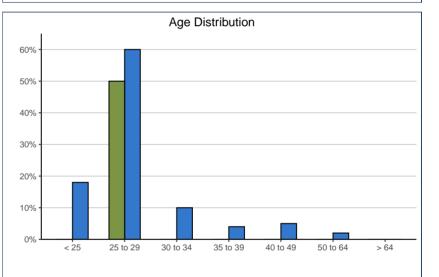
Г

Self-Reporting Subgroups:	50.0910		SYSTEM	
Disabled	~	~	851	14%
International	0	0%	878	14%
Indigenous	~	~	264	5%

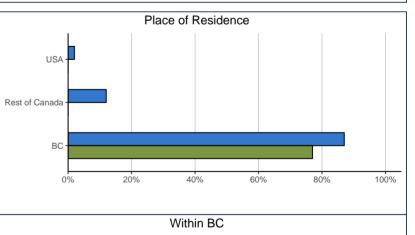
Gender:*	50.0910		SYSTEM		
Man/Boy	7	50%	2,656	43%	
Woman/Girl	7	50%	3,527	57%	
Total	14	100%	6,183	100%	
*Due to zero or low counts, institution-reported "Non-Binary" demographic data are not included					



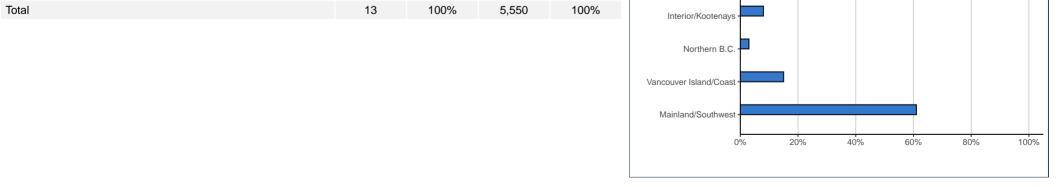
Age (at time of survey):	50.0910		SYSTEM	
< 25	~	~	1,133	18%
25 to 29	7	50%	3,740	60%
30 to 34	0	0%	617	10%
35 to 39	~	~	271	4%
40 to 49	0	0%	279	5%
50 to 64	~	~	129	2%
> 64	~	~	17	0%
Total	14	100%	6,186	100%
Median Age	26		26	
Average (mean) Age	32		28	



Place of Residence (at time of survey):	50.0910		SYSTEM	
BC – Mainland/Southwest	~	~	3,405	61%
BC – Vancouver Island/Coast	~	~	809	15%
BC – Northern B.C.	0	0%	160	3%
BC – Interior/Kootenays	~	~	459	8%
BC Subtotal	10	77%	4,833	87%
Canada – Alberta	~	~	266	5%
Canada – Ontario	~	~	212	4%
Canada – Other	0	0%	139	3%
U.S.A.	~	~	100	2%
Non-BC Subtotal	~	~	717	13%



1



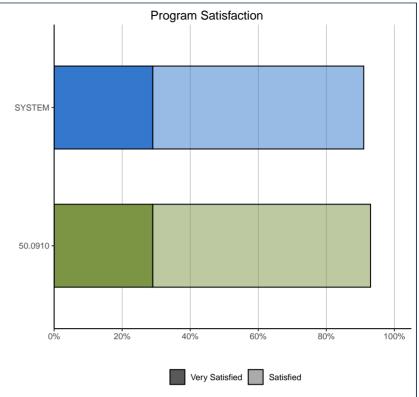
Detailed Summary of Survey Results All Institutions 50.0910: Jazz/jazz studies SYSTEM \_\_\_\_\_\_\_

#### EDUCATION EVALUATION AND SKILL DEVELOPMENT

Program Satisfaction:	50.	50.0910		TEM
Very Satisfied	4	29%	1,771	29%
Satisfied	9	64%	3,775	62%
Dissatisfied	1	7%	469	8%
Very Dissatisfied	0	0%	110	2%
Total	14	100%	6,125	100%

Usefulness of Knowledge, Skills, and Abilities Acquired during Program in Work:	50.0910		SYSTEM	
Very Useful	5	56%	1,989	40%
Somewhat Useful	4	44%	2,266	46%
Not Very Useful	0	0%	531	11%
Not at All Useful	0	0%	158	3%
Total	9	100%	4,944	100%

Took upgrading, access, bridging, or other preparatory courses during or prior to studies:	50.0910		SYSTEM	
Yes	0	0%	515	9%
No	14	100%	5,527	91%



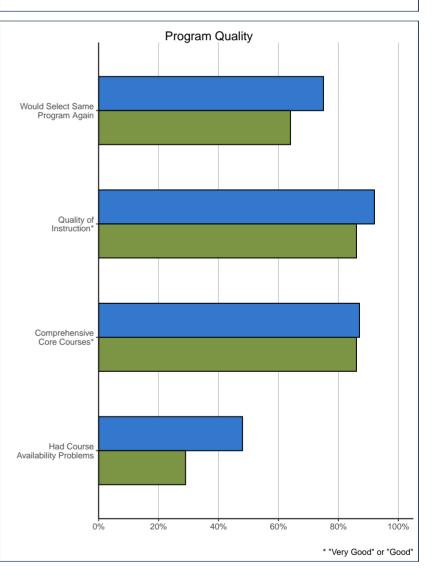
Would select the same program again:	50.0910		SYSTEM	
Yes	7	64%	4,137	75%
No	4	36%	1,363	25%

Quality of Instruction:	50.0910		SYSTEM	
Very Good	4	29%	1,727	28%
Good	8	57%	3,934	64%
Poor	2	14%	402	7%
Very Poor	0	0%	77	1%
Total	14	100%	6,140	100%

Comprehensiveness of Core Courses:	50.0910		SYSTEM	
Very Good	4	29%	1,667	27%
Good	8	57%	3,645	60%
Poor	2	14%	649	11%
Very Poor	0	0%	115	2%
Total	14	100%	6,076	100%

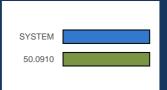
Course Availability:	50.0910		SYSTEM	
Encountered course availability problems	4 29%		2,918	48%

Financial Constraints:	50.0910		SYS	TEM
Had to interrupt studies for financial reasons	1	7%	565	9%
Had to take program part-time for financial reasons	2	14%	955	16%



Note:  $\sim$  indicates low cell count; data suppressed

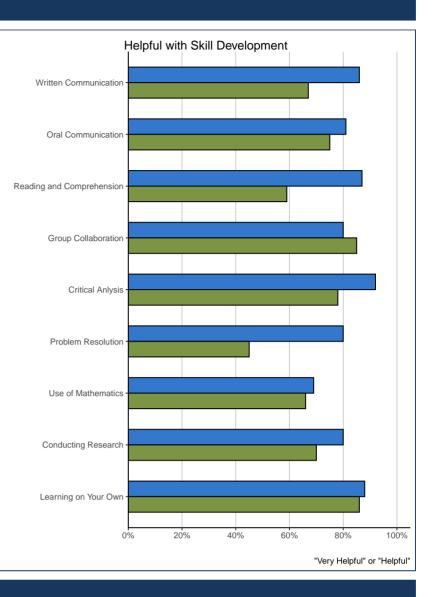
### Detailed Summary of Survey Results All Institutions 50.0910: Jazz/jazz studies

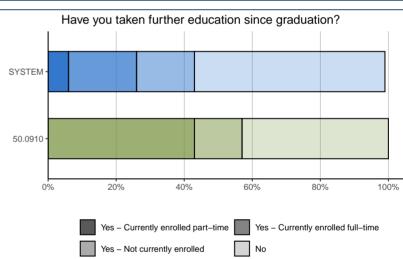


#### SKILL DEVELOPMENT

			50.0910		
Skill Development: How helpful was institution?	Very Helpful	Helpful	Not Very Helpful	Not at All Helpful	# Resp.
Written Communication	17%	50%	33%	0%	12
Oral Communication	17%	58%	25%	0%	12
Reading and Comprehension	17%	42%	25%	17%	12
Group Collaboration	54%	31%	15%	0%	13
Critical Anlysis	21%	57%	14%	7%	14
Problem Resolution	18%	27%	36%	18%	11
Use of Mathematics	33%	33%	0%	33%	3
Conducting Research	20%	50%	10%	20%	10
Learning on Your Own	29%	57%	14%	0%	14

			SYSTEM		
Skill Development: How helpful was institution?	Very Helpful	Helpful	Not Very Helpful	Not at All Helpful	# Resp.
Written Communication	29%	57%	13%	2%	6,011
Oral Communication	25%	56%	16%	2%	6,039
Reading and Comprehension	32%	55%	12%	1%	6,026
Group Collaboration	30%	50%	17%	4%	6,055
Critical Anlysis	43%	49%	7%	2%	6,142
Problem Resolution	25%	55%	18%	3%	5,966
Use of Mathematics	22%	47%	24%	7%	4,674
Conducting Research	32%	48%	17%	3%	5,806
Learning on Your Own	39%	49%	9%	2%	6,059





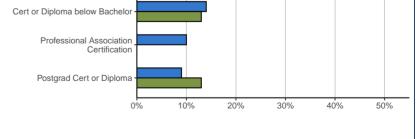
# Further Education/Training Type

#### FURTHER EDUCATION

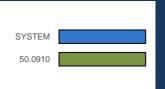
Took further education since 2022 graduation:	50.	50.0910		ТЕМ
Yes	8	57%	2,708	44%
Not currently enrolled	2	14%	1,069	17%
Currently enrolled full-time	6	43%	1,219	20%
Currently enrolled part-time	0	0%	389	6%
No	6	43%	3,459	56%
Total	14	100%	6,167	100%

Type of Formal Post–Secondary Education:	50.	0910	SYSTEM	
Master's Degree	2	25%	979	37%
Doctoral Degree	0	0%	155	6%
Another Undergraduate Degree	4	50%	543	20%
Certificate or Diploma below Bachelor Level	1	13%	374	14%
Professional Association Certification	0	0%	274	10%
Postgraduate Certificate or Diploma	1	13%	238	9%

r olgradate or hindate or biploma	•	1070	200	070
Other	0	0%	119	4%
Total	8	100%	2,682	100%



### Detailed Summary of Survey Results All Institutions 50.0910: Jazz/jazz studies



EMPLOYMENT

490

9.0%

Labour Fource Status:	50.0	50.0910		TEM
In Labour Force (working or seeking work)	10	71%	5,472	90%
Not in Labour Force	4	29%	613	10%
Total	14	100%	6,085	100%
Employment:	50.0910		SYS	ТЕМ
Employment Rate*	9	64%	4,982	80%

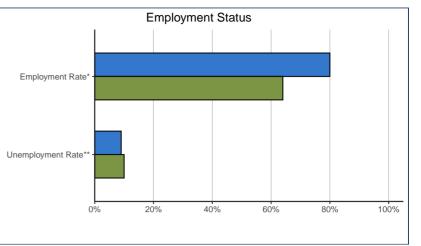
1

10.0%

Unemployment Rate\*\*

\*Percent = Total employed divided by total number of respondents

\*\*Percent = Total unemployed divided by total number in labour force



Status of Graduates NOT in Labour Force:	50.0910		SYSTEM	
Attending School FT	3	75%	446	73%
Attending School PT	0	0%	19	3%
Other	1	25%	148	24%
Total NOT in Labour Force	4	100%	613	100%

Primary Employment Type:	50.0910		SYS	ТЕМ
Paid Worker	4	50%	4,678	94%
Self-Employed	4	50%	296	6%
Total	8	100%	4,974	100%

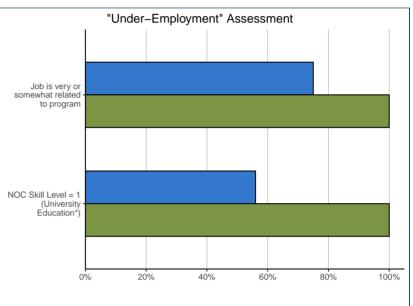
Job Characteristics:	50.	50.0910		TEM
I hold more than one job*	4	44%	941	19%
My main job is full-time (>= 30 hours per week)**	2	29%	4,109	87%
*Of total employed				

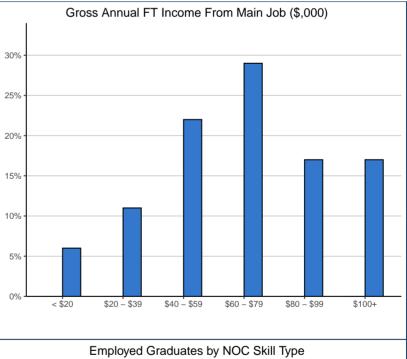


How related is your main job to your program?	50.	50.0910		ТЕМ
Very Related	8	89%	2,190	44%
Somewhat Related	1	11%	1,532	31%
Not Very Related	0	0%	579	12%
Not at All Related	0	0%	668	13%
Total	9	100%	4,969	100%

"Under-Employment" Assessment:	50.0910		SYS	ТЕМ
Job is very or somewhat related to program	9	100%	3,722	75%
NOC Skill Level = 1 (University Education)*	8	100%	2,648	56%
*Of total valid responses; NOC 2021 (TEER)				

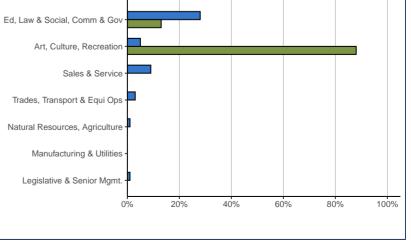
Gross Annual Income from Main Job:*	50.	0910	SYS	ТЕМ
Less than \$20,000	~	~	208	6%
\$20,000 to \$39,999	~	~	406	11%
\$40,000 to \$59,999	~	~	818	22%
\$60,000 to \$79,999	~	~	1,081	29%
\$80,000 to \$99,999	0	0%	627	17%
\$100,000 and Above	0	0%	623	17%
Total	7	100%	3,763	100%
Median Annual Income (full-time) (\$)	57,464		71,127	
Average Annual Income (full-time) (\$)	57,464		78,771	
*Where data provided				







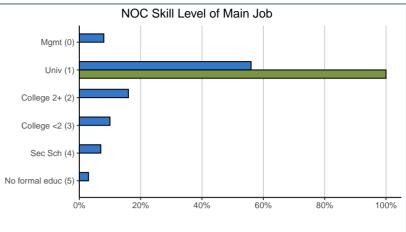
NOC Skill Type of Main Job (NOC 2021):	50.	50.0910		TEM
Legislative and senior management	0	0%	59	1%
Business, finance & administration	0	0%	982	21%
Natural & applied sciences & related	0	0%	966	21%
Health	0	0%	527	11%
Education, law and social, community & government	1	13%	1,323	28%
Art, culture, recreation & sport	7	88%	239	5%
Sales & service	0	0%	435	9%
Trades, transport & equipment operators & related	0	0%	119	3%
Natural resources, agriculture & related production	0	0%	34	1%
Manufacturing & utilities	0	0%	19	0%
Total	8	100%	4,703	100%



### Detailed Summary of Survey Results All Institutions 50.0910: Jazz/jazz studies

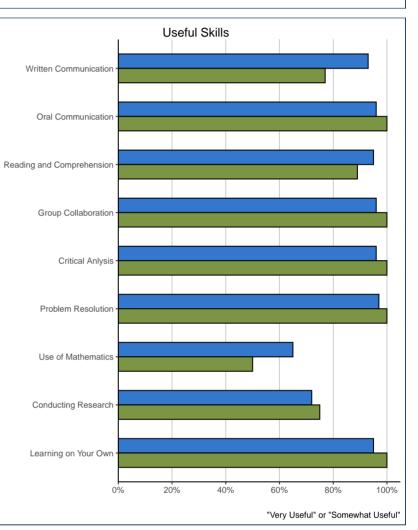
SYSTEM	
50.0910	

#### EMPLOYMENT, continued NOC Skill Level of Main Job (NOC 2021 (TEER)): 50.0910 SYSTEM 0 0. Management 0% 382 8% 100% 1. University education 8 2,648 56% 2. College education/trade apprenticeship (2+ years) 0% 748 0 16% 3. College education/trade apprenticeship (<2 years) 0 0% 476 10% 4. Secondary school + job-specific training 0 0% 322 7% 5. No formal education 0% 0 127 3% Total 8 100% 4,703 100%



			50.0910		
How useful are the following skills and abilities in doing your main job?	Very Useful	Somewhat Useful	Not Very Useful	Not at All Useful	# Resp.
Written Communication	44%	33%	22%	0%	9
Oral Communication	100%	0%	0%	0%	9
Reading and Comprehension	78%	11%	11%	0%	9
Group Collaboration	100%	0%	0%	0%	9
Critical Anlysis	89%	11%	0%	0%	9
Problem Resolution	89%	11%	0%	0%	9
Use of Mathematics	0%	50%	38%	13%	8
Conducting Research	25%	50%	25%	0%	8
Learning on Your Own	78%	22%	0%	0%	9

	SYSTEM				
How useful are the following skills and abilities in doing your main job?	Very Useful	Somewhat Useful	Not Very Useful	Not at All Useful	# Resp.
Written Communication	71%	22%	5%	2%	4,946
Oral Communication	77%	19%	3%	1%	4,956
Reading and Comprehension	73%	22%	3%	1%	4,946
Group Collaboration	78%	18%	2%	1%	4,952
Critical Anlysis	77%	19%	3%	1%	4,949
Problem Resolution	79%	18%	2%	1%	4,949
Use of Mathematics	30%	35%	22%	14%	4,790
Conducting Research	39%	33%	17%	11%	4,847
Learning on Your Own	69%	26%	3%	1%	4,942



### 50.0910 NOC\_2021 NOC Skill Level % Employed FT in this Occ.\*\* Description

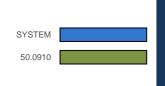
Top 10 Full-Time Occupations of 50.0910 Graduates\*:

#### \* Data not displayed where n < 5; NOC 2021 \*\* Percentages cited are of those employed

Top 10 Full-Tin	me Occupations of SYSTE	M Graduates*:	SYSTEM
NOC_2021	NOC Skill Level	Description	% Employed FT in this Occ.**
31301	1	Registered nurses and registered psychiatric nurses	5%
21231	1	Software engineers and designers	4%
XXXXX	Х	Unclassified occupations	4%
41221	1	Elementary school and kindergarten teachers	3%
11202	1	Professional occupations in advertising, marketing and public relations	2%
11100	1	Financial auditors and accountants	2%
42201	2	Social and community service workers	2%
21232	1	Software developers and programmers	2%
13100	3	Administrative officers	2%
41220	1	Secondary school teachers	2%
* Data not display	ed where $n < 5$ : NOC 2021		

Data not displayed where n < 5; NOC 2021 \*\* Percentages cited are of those employed

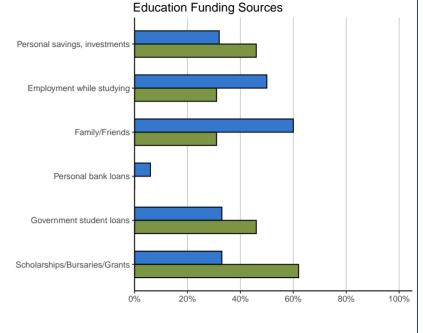
### Detailed Summary of Survey Results All Institutions 50.0910: Jazz/jazz studies



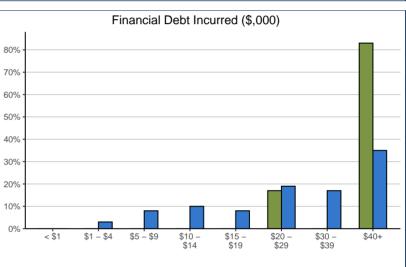
#### **EDUCATION FINANCING**

Funding Sources (3 sources allowed):*	50.0910		SYS	ТЕМ		
Personal savings, investments	6	46%	1,927	32%		
Employment while studying	4	31%	3,012	50%		
Family/Friends	4	31%	3,627	60%		
Personal bank loans	0	0%	337	6%		
Government student loans	6	46%	2,007	33%		
Scholarships/Bursaries/Grants	8	62%	1,988	33%		
Other	2	15%	1,362	22%		
Total	13		6,073			
* Percentage of respondents who identified this source						

Financial Debt Incurred to Finance Bac. Ed.:*	50.	50.0910		ТЕМ
Incurred any form of financial debt	6	46%	2,595	43%
Incurred government-sponsored student loan debt	6	46%	2,232	36%
* Percentage of respondents who provided data				



Financial Debt Amount:\* SYSTEM 50.0910 < \$1,000 0 0% 4 0% \$1,000 to \$4,999 0 0% 69 3% \$5,000 to \$9,999 0 0% 165 8% \$10,000 to \$14,999 0 0% 199 10% \$15,000 to \$19,999 0 0% 162 8% \$20,000 to \$29,999 17% 394 1 19% \$30,000 to \$39,999 0 0% 353 17% \$40,000 or More 5 83% 740 35% 100% Total 6 2,086 100% Median Financial Debt (\$) 45,600 30,000

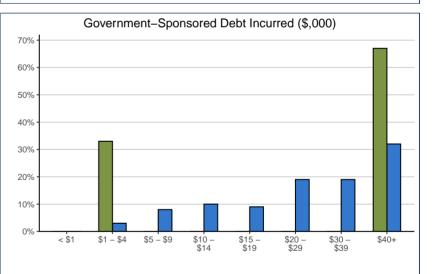


\* Includes only cases where financial debt was incurred

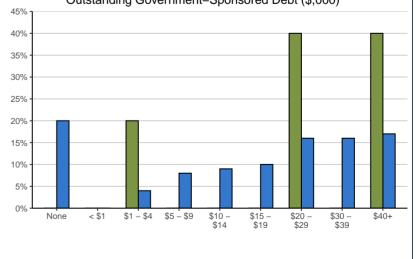
Gov't-Sponsored Student Loan Debt Amount:*	50.	50.0910		SYSTEM	
< \$1,000	0	0%	5	0%	
\$1,000 to \$4,999	1	33%	48	3%	
\$5,000 to \$9,999	0	0%	121	8%	
\$10,000 to \$14,999	0	0%	155	10%	
\$15,000 to \$19,999	0	0%	133	9%	
\$20,000 to \$29,999	0	0%	299	19%	
\$30,000 to \$39,999	0	0%	296	19%	
\$40,000 or More	2	67%	500	32%	
Total	3	100%	1,557	100%	
Median Gov't-Sponsored Loan Debt (\$)	41,200		30,000		

\* Includes only cases where government-sponsored debt was incurred

Gov't-Sponsored Loan Debt Outstanding:*	50.0	50.0910		TEM
None – Loan repaid in full	0	0%	361	20%
< \$1,000	0	0%	3	0%
\$1,000 to \$4,999	1	20%	75	4%
\$5,000 to \$9,999	0	0%	137	8%
\$10,000 to \$14,999	0	0%	151	9%
\$15,000 to \$19,999	0	0%	174	10%
\$20,000 to \$29,999	2	40%	291	16%
\$30,000 to \$39,999	0	0%	279	16%
\$40,000 or More	2	40%	303	17%
Total	5	100%	1,774	100%
Median Gov't–Sponsored Loan Debt Outstanding** (\$)	27,086		25,000	



Outstanding Government–Sponsored Debt (\$,000)



\* Includes only cases where government–sponsored debt was incurred, and valid "amount remaining" was provided \*\* Median amounts shown are based on those who had remaining government student loan debt