



The 10+ Year Out Faculty of Arts Alumni Survey

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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

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About the Study

The *10+ Year-Out UBC Faculty of Arts Alumni Survey*, conducted in May 2021, is a comprehensive survey of alumni from the Humanities, Social Sciences, and Creative and Performing Arts at UBC who graduated between 2006 and 2011. The survey is at the centre of the research study that was created by a team led out of the Dean's Office in the Faculty of Arts. The goal was to put data behind what until now has been largely anecdotal evidence about the value of an Arts degree from UBC. This study has provided an excellent opportunity to reflect on the impact of an undergraduate degree for personal and professional development over a period of time. The results will inform decision making and programming to support student academic progress and career preparedness in the Faculty of Arts for years to come.

Participants responded to questions about their own life at UBC, memories of campus climate and student experiences, academic experiences, educational skills development and training, relatedness of education to work, well being, employment history, and employment income¹. They also generously answered a number of open-ended questions about ways the Faculty could improve programming and training.

The research study has eight main goals:

1. To gauge the lasting impact of the degree on alumni after 10+ years
2. To assess, in retrospect, the satisfaction of alumni with their education and experience at UBC
3. To ask about memorable and productive experiences from their time at UBC
4. To trace the pathways of Arts students after their bachelors' degrees
5. To gather employment information from alumni
6. To better inform programming on experiential learning and career preparedness
7. To provide data to departments as they re-design curricula and programs
8. To support the Faculty of Arts with planning for current and future students

BACKGROUND

In 2014, the Faculty of Arts began a student-to-alumni life cycle analysis. During that process, a knowledge gap was identified: data is available on what students expect when they enter UBC, what they experience while at UBC, and their paths in the few years after graduating, but there is no data available after 5 years post-graduation. *The 10+ Year Out Faculty of Arts Alumni Survey* is the latest step in the process of examining the student life-cycle.

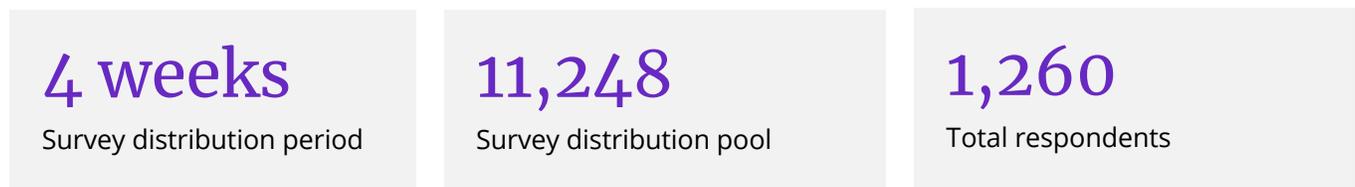
Sources of information	Stage of the Student-Alumni Life-Cycle
New to UBC Survey (NUBC)	What students expect when coming to UBC
Undergraduate Experience Survey (UES) Academic Experience Report (AMS)	What students experience while at UBC
BC Baccalaureate Graduate Survey (BGS)	How alumni have applied their experiences and skills in their career development in the short term (2 and 5 years)
The 10+ Year Out Faculty of Arts Alumni Survey	How alumni have applied their experiences and skills in their career development in the longer term (10-15 years)

This survey adds to existing data gathered from Arts students at UBC. Of compelling concern is data from the 2019 *Undergraduate Experience Survey* (UES) that Arts students are slightly less likely to feel prepared for further study than UBC students overall (53%, compared to 56% overall) and are less likely to report that Arts at UBC has prepared them for work after graduation (29%, compared to 39% overall UBC). Further, 78% of Arts students report stress associated with “preparation for life after graduation” (*AMS Academic Experience Report*, 2013). Such high levels of stress have been reported in a variety of surveys over the past few years. This study seeks to ascertain just how much students are prepared for life after graduating, according to those who have left UBC a decade or more ago. So, we ask:

- **After ten or more years, how do Arts graduates now perceive the impact of their undergraduate degrees?**
- **What was important in their education and why?**
- **What skills and knowledge have served them well?**
- **What do they wish they had learned?**
- **What was their path after UBC? Where are they now?**

LOGISTICS

The survey was conducted online over four weeks in May 2021. Recruitment messages were sent by email to the 11,248 graduates who completed their Bachelor degrees in Arts, Social Work, Music, or Fine Arts between 2006 and 2011. In total, 1,260 alumni responded in full, which is an 11% response rate.



At the time they were attending UBC Arts, 92% of respondents were domestic students, and 8% were international; 68% were women, 32% were men; 22 respondents reported Indigenous identity²; and 30% identified as first-generation students. At the time of survey, 78% of respondents were living in Canada and 11% lived in the USA. We have drawn some demographic data from Alumni as reported during their time at UBC¹. Please note that some demographic data was not available for the 8% of students who completed the open-link version of the survey. We recognize students have diverse gender identities. In this survey, we follow the gender terminology utilized by the Planning and Institutional Research Office (PAIR).

We also recognize that there might be a selection bias here as those who chose to respond to the survey may also be the alumni who maintain a sense of connection to the university or who might have kept up ties with Arts post-graduation.



The survey respondents are adequately representative of their graduation cohort with respect to binary gender, visa type, Indigenous identity, degree, convocation year, and basis of admission.³ However, there were fewer International respondents than would be representative of the graduating class (8% vs. 11%).

Overview of Key Findings

Impact of the Degree

The large majority of respondents view an undergraduate Arts degree as an important step in their personal and professional development. They report that the degree is relevant in terms of the content, information, and academic knowledge, and practical in terms of skill development. They also describe personal growth through exposure to a range of interests, ideas, and interactions with many cultures, communities, and histories. Alumni list a large number of individual experiences, courses, and instructors as memorable from their time at UBC. Rates of satisfaction with the degree are higher than at the point of graduation (see *Life at UBC, in Retrospect* section).

Preparation for Life After the Arts Degree

Overall, 60% of respondents agree that UBC prepared them well for advanced study. Almost half of respondents felt prepared for professional life, but 34% say they were at least somewhat unprepared. Positive responses to questions around preparation for study and work post-graduation are substantially higher than at graduation. In general, almost two-thirds (64%) of respondents said that their current job is at least somewhat related to their Arts undergraduate degree. Some respondents report that more opportunities for practical experience and community engagement would have been useful, while others note that they now recognize the broad professional foundation that their Arts education has given them.

“My Arts degree helped me succeed in nursing school. I was prepared to work hard and do presentations, group projects, and write papers. I use communication and critical thinking skills every day at work. I need to consider everyone’s opinions and different situations when communicating or making decisions.”

—Alumni, Political Science Major, BA 2009

The study results show an association between small cohort experiences and experiential learning (such as Co op, honours programs, and field schools) and a student’s sense of belonging, satisfaction with their UBC Arts degree, and long term career success and income (see *Career Pathways* section).

Pathways of Arts Students

The survey data suggests that an Arts undergraduate degree provides a strong foundation for further study and professional qualification. The data shows that Arts graduates follow many paths and directions, but the majority go on to further education and training in a variety of locations around the globe, but predominantly in BC. 77% of Arts alumni have gone on to pursue posts-secondary education or training leading to careers in law, education, business, community organizations, NGOs, government, and more (see *Educational* and *Career Pathways* sections).

Employment Information

The majority of respondents are working full-time in jobs. They report high levels of career satisfaction. Findings related to the incomes of UBC Arts graduates are a particularly interesting part of this project. By 10+ years after graduation, employed UBC Arts alumni have median incomes well above the BC median for their age cohort.⁴ However, the survey also reveals a gender-based wage gap among Arts alumni, with women reporting earnings that are, on average, 15% less than men (after controlling for age, career progression, and occupation type). While this gender gap is slightly less than the national average, it is still of great concern (see *Income* section).

Part One: Life at UBC

Campus Involvement

The respondents who chose to complete the survey report moderately high levels of involvement during their time at UBC. Almost half (47%) of respondents lived on campus when they were students. Half indicated that they had participated in at least one small cohort experience, with Arts One, honours programs, and student government the most frequently cited. 57% reported participating in at least one form of experiential learning while in UBC Arts, with more than half of those being international or research-intensive experiences. Most respondents (86%) had participated in at least one campus life activity, with concerts, performances, and art events being the most popular. More than half of the respondents had joined at least one student club and many had attended lectures outside of class time. These experiences also came up often in the open-ended questions about lasting aspects of the degree.

Education Evaluation: Quality of Learning and Program Satisfaction

10+ years after graduation, 60% of respondents agree or strongly agree that UBC prepared them well for advanced study, while 47% think that UBC prepared them well for professional life. This is an increase from the responses to similar questions in the 2019 UES, when those rates were 53% and 29%, respectively. When asked to expound on the value of their undergraduate Arts experience, many respondents focus on the importance of the foundation skills and knowledge they acquired. However, 18% advise that students carefully consider their academic and career paths when choosing a program.

60%

Alumni agree or strongly agree that UBC prepared them well for advanced study

47%

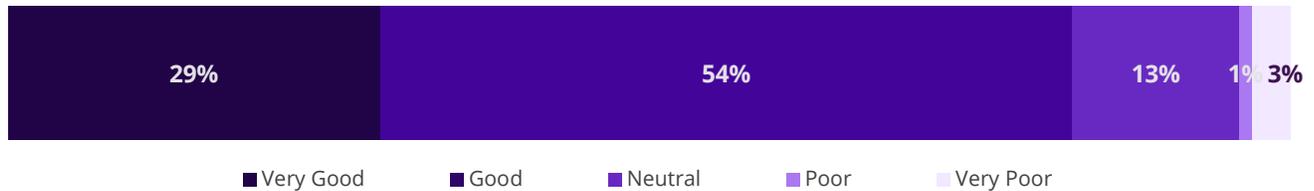
Alumni agree or strongly agree that UBC prepared them well for professional life

Many respondents report that they view their undergraduate Arts degree as an important step in their personal and professional development. They note that the degree is both relevant in terms of content and knowledge gained, and practical in terms of skill development (see *Skills* section). They often describe

personal growth facilitated by opportunities to explore different interests and ideas, interact with individuals from many cultures, question knowledge, and expand their worldview.

When asked “Overall, how would you rate the quality of learning in your Faculty of Arts courses at UBC?” the large majority (83%) of respondents give positive ratings, and only 4% provide negative reviews. Almost half (47%) of respondents would select the same program if they were starting their degree again, but 38% would not. And while 14% would not recommend their program to others, two-thirds would.

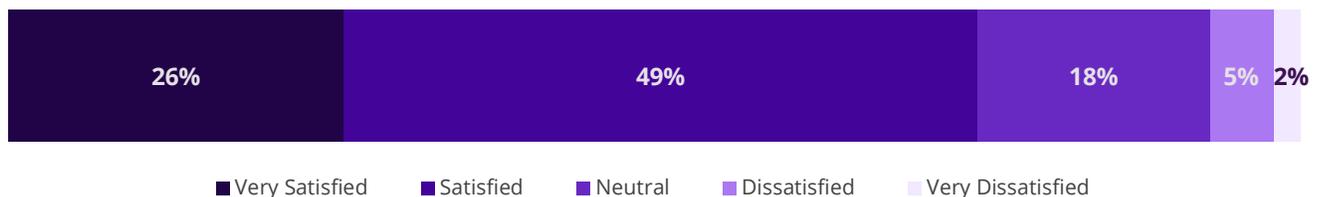
Quality of Learning in Faculty of Arts Courses



Most respondents (87%) say that their program's core courses were effective at developing expertise in their field of study, while 13% feel they were not. The breakdown is very similar for elective courses taken beyond their major, with 83% saying they were valuable, and 17% not finding them so. In an open-ended question on this subject, several respondents note the value of completing their degree requirements in areas outside their comfort zones (language or science, for instance) but that ended up being important when they entered the workforce. This is one area where time seems to have shifted attitudes to required curriculum.

When asked “How satisfied are you with the undergraduate education you received at UBC?” three-quarters of respondents are satisfied, while 7% are not. The 89 unsatisfied people were asked what would have made their experience better. 80% of those respondents made comments pertaining to the relationship between their education and career success, including suggestions for increased applied or practical content, more access to career experiences, and improved career and academic counselling. Some respondents cite living off campus or transferring in after first year as reasons for not being satisfied with their experience.

Satisfaction with Arts Undergraduate Education

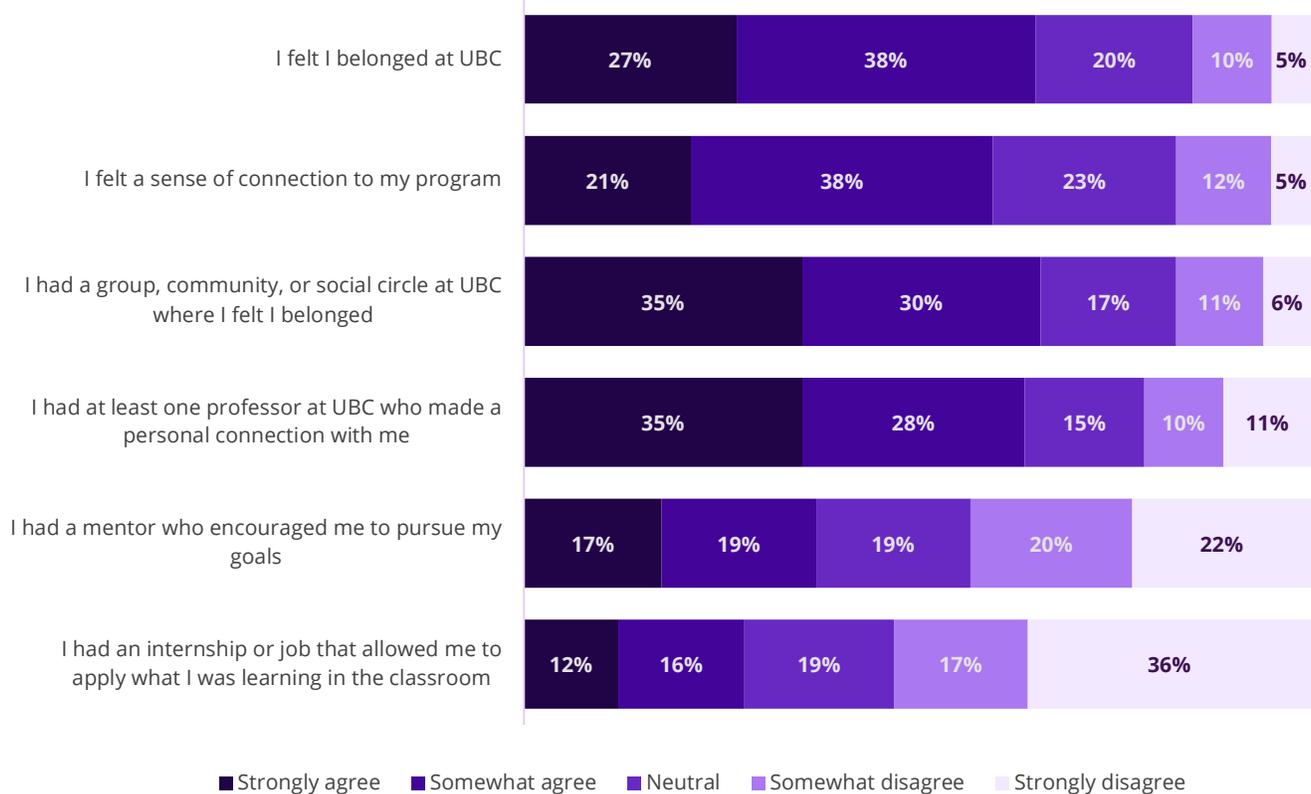


An examination of the relationships between student opportunities and program satisfaction identified participation in honours programs and research-intensive experiences as having the strongest association with satisfaction.⁵

Sense of Belonging and Connection

Most respondents (>60%) feel that they belonged or were connected with their peers, program, and/or UBC. Among respondent answers, there is a persistent sentiment that student life is “what you make it.” Many alumni encourage current students to cherish and enjoy their experience of student life. There is also a recurring call to “get involved”: find ways to enrich student life and to be social. Respondents place a high value on the relationships they built and connections they fostered at UBC.

Reported Sense of Belonging on Campus



When asked to what extent they agree with the statement “**I felt I belonged at UBC,**” 65% responded positively, 20% were neutral and 15% disagreed. This response gave us pause. The most commonly cited reasons for feeling a lack of belonging were: the challenges of being a commuter student; feeling like an outsider; being in a large program; and a lack of opportunities to connect with others. Likely the fact that only 63% of respondents report that they connected personally with a professor and only 36% had a mentor also contributed to a lack of sense of belonging. Of

“Would be great to have more professor/student interaction and more student/student interaction in class and outside of class. Mentorships or scheduled meetings with a professor or small group discussions really help build bonds.”

—Alumni, History Major and Near Eastern Studies Major, BA 2006

further note is that 7% of those who felt they did not belong cite differences in worldview and values, while 6% cite instances of discrimination based on race, gender, or ability. In an open-ended question, respondents provided a valuable list of ways that their experience could have been improved at UBC (including increasing sense of community at the faculty and department levels, providing space for students to congregate more easily, hiring faculty who better reflect the demographic makeup of the student population and the country, and diversifying the course offerings to be more capacious and global). While some of these issues have been addressed over the past decade (see the *What We've Been Doing* section at the end of the report), all the suggestions are being considered carefully for further implementation.

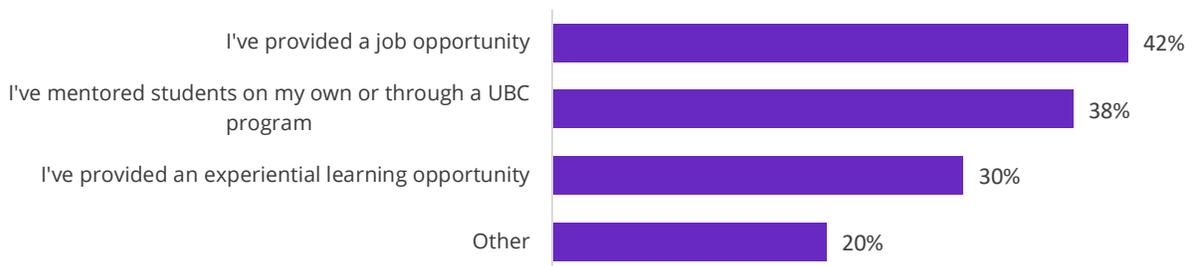
“Since the Faculty of Arts is so large, a better promotion of smaller classes, circles, cohorts, or clubs would benefit students who are not as outgoing but are still seeking connection. It is easy to feel like just a number instead of a person.”

—Alumni, French Major, BA 2011

Alumni who were part of small cohort⁶ or experiential learning⁷ practices were more positive about belonging at UBC than those who indicate few, if any, experiences beyond the classroom.⁸ Specific individual small cohort experiences that contributed the most to a sense of belonging include serving on residence council, being a part of a varsity team, and serving in student government. Specific experiential learning practices include research intensive events, intensive student leadership experiences, international exchange programs, community service learning, and practicums. **Indeed, being part of any small cohort experience or participating in any experiential learning option had significant positive impact on sense of belonging.**⁹ It seems that the more active students were during their degrees, the more they felt and maintained a sense of belonging with the community.

Reflections on the sense of connection with peer or social groups are similar to the question of belonging: 60% of respondents felt connected while 17% did not. That said, 78% of respondents still maintain social connections made during their time at UBC and about half (52%) of those connections are still part of the respondents' professional networks. Many alumni emphasize how building a community during their time at UBC was valuable, but some also note that it wasn't until after they left UBC that they realized the utility of their networks for personal and professional advancement.

Opportunities Provided to UBC Students by Alumni



The Faculty of Arts is fortunate to have highly engaged alumni. Since graduation, over one-third (36%) of alumni respondents report providing professional or learning opportunities to current UBC students. These included providing jobs and experiential opportunities, mentoring, being a guest speaker, teaching courses, advising students at coffee chats, connecting with students informally, volunteering at UBC-related

opportunities, hosting programs or events for students, and advising students. Alumni who felt a higher sense of belonging to UBC¹⁰ and those who had participated in experiential learning opportunities as students¹¹ were significantly more likely to offer professional or learning opportunities to UBC students.

Lasting Impact of Arts Courses and Instructors

Arts alumni were asked if there were specific instructors who had left a lasting impression or specific courses that had a lasting impact.

Astonishingly, given that the alumni graduated more than 10 years ago, they identified almost 1,000 different courses and 500 individual instructors. Most frequently, respondents listed the impact of courses and instructors in the larger departments like Departments of English Language and Literatures, Psychology, History, Political Science, and Economics, but almost every department and unit was mentioned. Alumni reported that instructors had a lasting impact by inspiring interest in new subject areas (and eventually careers), boosting their confidence, and broadening their knowledge and worldviews. In addition, respondents said that the instructors who influenced them the most were engaging, inspiring, supportive, and encouraging, while making learning accessible and interesting. Several mentioned the instructors who acted as role models or mentors, or were influential in furthering their academic or career paths.

“I took several courses on the History of Political Thought that I think about all the time. It gave me a broad background in political theory and ideas, but also in the historical events that shaped those ideas. It also helped strengthen my analytical and writing skills. I use my knowledge of political theory all the time in understanding politics, understanding power dynamics in daily life, understanding world events, understanding how to advance policy change and make real change in society.”

—Alumni, Political Science Major, BA 2008

“The courses taught by professors that were passionate about teaching stick out, regardless of the curriculum content being relevant to my career or educational goals. A really excellent class on modern English lit (1800s-present), a class on global poverty, and a history class on globalism from the 1950s - current events.”

—Alumni, International Relations Major, BA 2010

Skills Development and Applicability

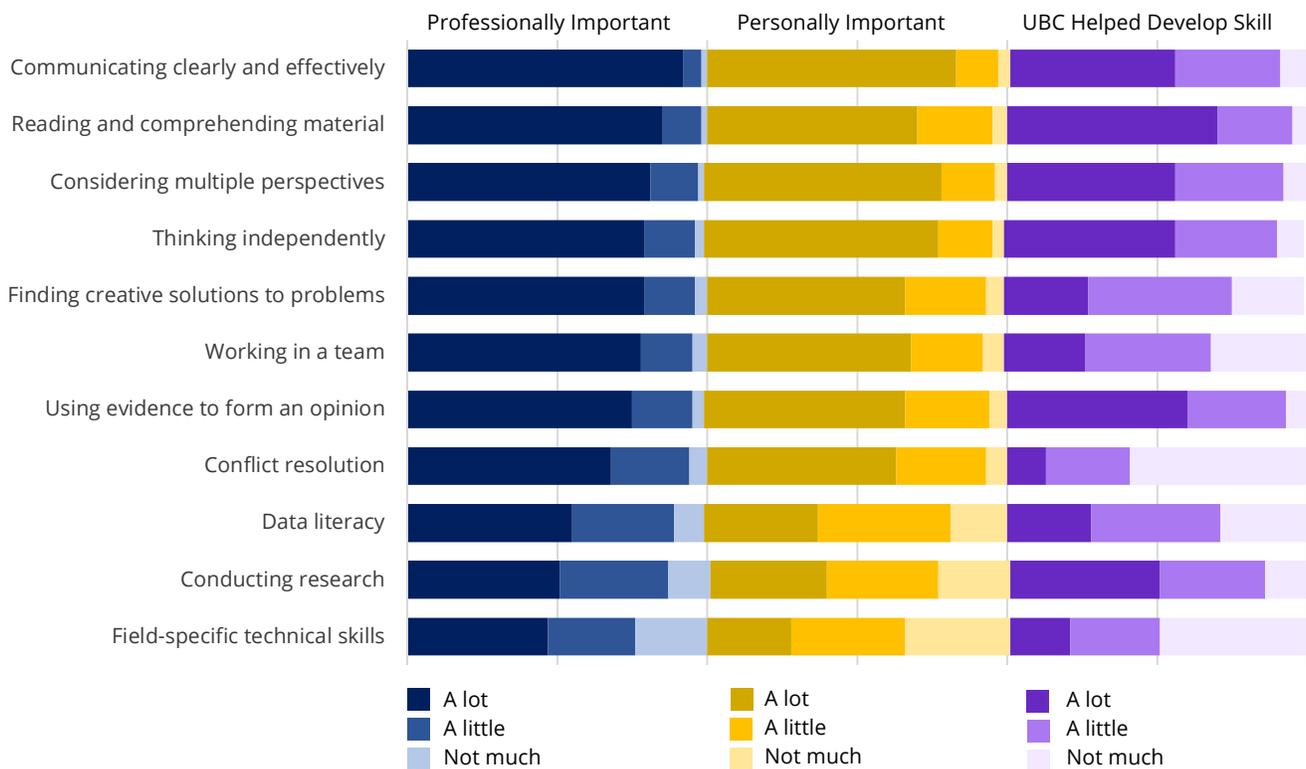
Graduates were asked about the importance of skills developed during their undergraduate degrees for both their personal and professional lives, and about the extent to which their UBC education helped them nurture these skills. The answers are heartening and clearly show that alumni value these skills as foundational to their lives after graduation. They attribute to their Arts degree the deepening of proficiency in written and oral communication, evidence-based decision making, balancing perspectives, independent thinking, and research skills. Responses to these questions also highlight some areas where alumni currently value a skill that was less well developed in their Arts program. This suggests a few areas of opportunity for Arts to explore in future

programming: conflict resolution, teamwork, and field-specific technical skills. The gap between the high level of importance placed on communication skills in professional and personal contexts and the feeling that UBC helped develop those skills is also notable. There needs to be a strong emphasis on developing communication skills in Arts curricular and co-curricular programming.

“An Arts degree prepares you by giving you a solid foundation in thinking critically, learning how to prioritize and manage multiple deadlines, how to be adaptable, and how to communicate clearly and effectively. You’d think these are universal skills. I have learned in the work field, they are not. You can train people to do a specific task on the job, but you can’t train them to think critically, how to communicate clearly, or expand their worldview.”

—Alumni, BA 2011

Skills Importance and Development



Some alumni emphasize the range of skills developed and the learning that happens outside of classroom as well as within programs. As noted above, study results show an association between small cohort experiences—such as honours programs or field schools—and a students' sense of belonging, satisfaction with their UBC Arts degree, and their career success and income in the longer term. Respondents recommend finding ways to apply classroom skills outside the program (such as through Co-op or Go Global) or taking elective courses to complement the knowledge learned in their major program.

It is important to note that in an open-ended question about the knowledge that they gained in their time in Arts, many respondents point to program specific content (and not only skills development).

Skills Development Relationship between Education and Career

The majority of alumni report using skills from their undergraduate degree in their current careers. In general, almost two-thirds (64%) of respondents said that their current job is at least somewhat related to their Arts undergraduate degree. Over a third (36%) said that they draw on the academic knowledge gained in their classes for their work “a great deal” or “a lot.” Given the range of occupations listed above, this is a remarkable percentage.

Respondents provided examples of how they used their undergraduate academic knowledge in their work. They drew on academic concepts, ideas, and content; transferrable skills such as critical thinking, reading, writing, problem solving, or research; and soft skills like listening, speaking, and teamwork. Those who pursued a teaching career mention that their own pedagogy was shaped by their UBC experiences in the classroom.

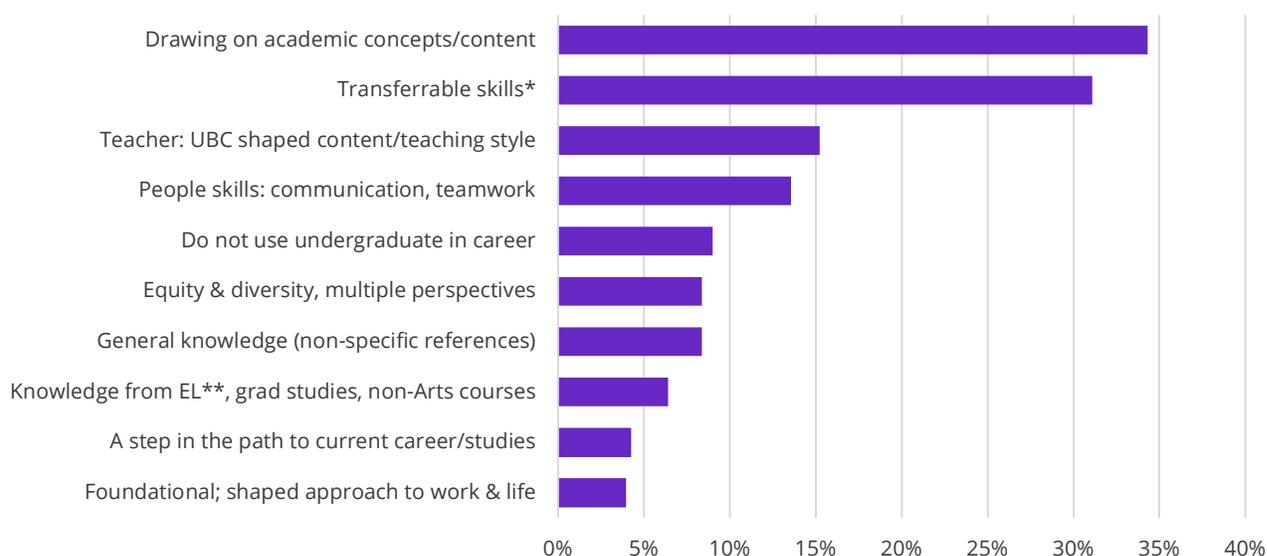
Your undergraduate degree is your foundation to build upon and reach new success with! A BA provides you with key skills sought after in the working world. Do not discount your hard and soft skills—you are adaptable across several industries.”

—Alumni, Political Science Major, BA 2009

“A university degree doesn't seem like it will help with real life situations, but it really does. The writing and comprehension skills, the ability to think critically and problem solve—employers look for these things more than the technical skill that you have (unless the job is very technical and skill oriented)”

—Alumni, Anthropology Major, BA 2006

Knowledge Alumni Report Regularly Using in Work



*Critical thinking, reading, writing, problem solving, research

**Experiential learning

Educational Pathways: Participation in Further Education

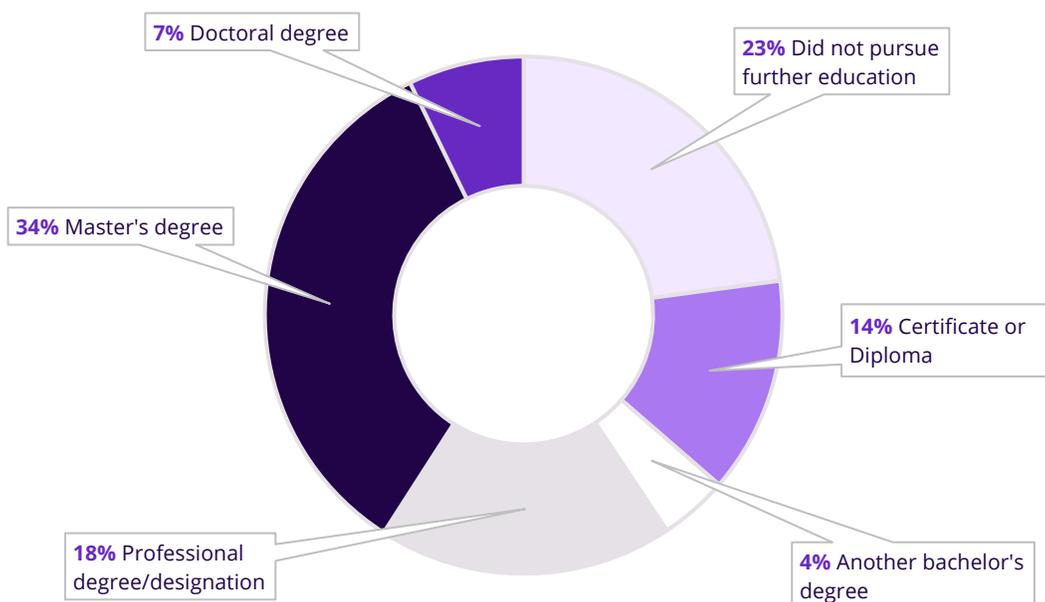
Many alumni report that their Arts undergraduate degree served as a solid foundation and that additional education, qualifications, or training may be necessary to advance in a career. Indeed, 77% of respondents pursued additional formal post-secondary education or training, with some continuing on to multiple degrees.

Respondents were asked to identify all of the educational opportunities that they had pursued (multiple selections were possible):

- **50% went on to a Master's degree (31% in a different discipline from their baccalaureate –eg. MBA, MPP, M Ed, MLIS—and 19% in the same discipline)**
- **23% pursued a professional degree and 10% got a professional designation**
- **22% returned for further undergraduate or post-graduate credentials**
- **19% did a college-level certificate or diploma**
- **10% went on to attain a doctorate**

Of course, many alumni have pursued multiple degree streams or lifelong learning; looking at the *highest* credential earned, we find that 14% went on to attain a Certificate or Diploma, while 59% undertook graduate or professional degrees.

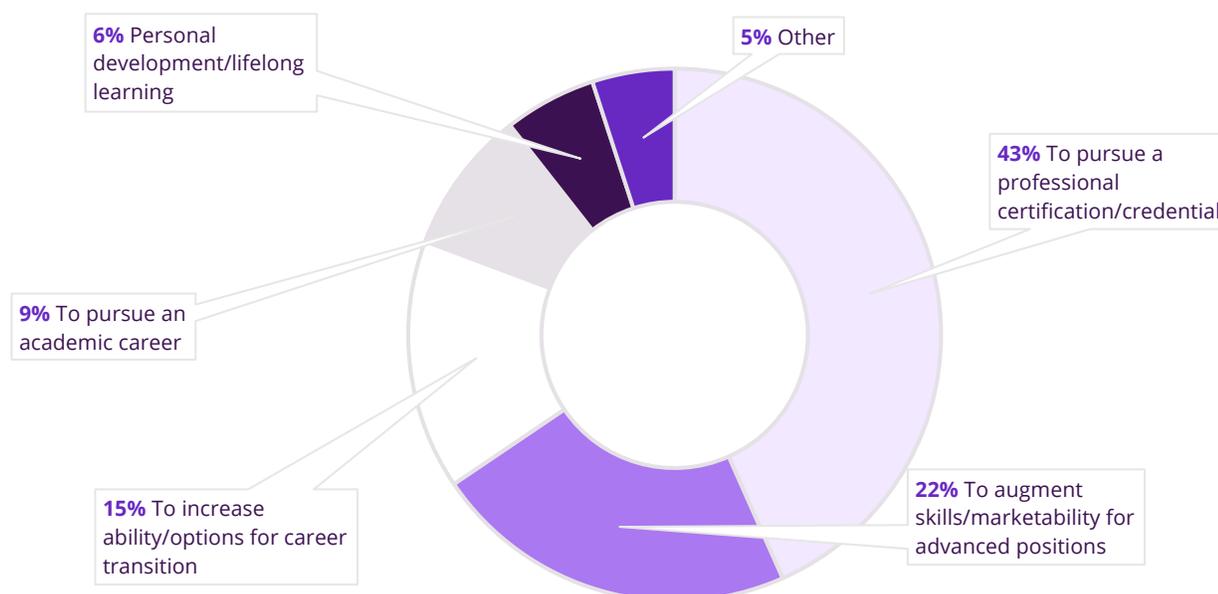
Highest Level of Further Education Pursued by Arts Alumni



Of the respondents who went on to a professional undergraduate degree, the majority were in education (43%) and law (39%) while others were in medicine, business, and social work. Master's degrees covered a broad range of fields, including education and business administration (both 9%), social work, library and information studies, and counselling psychology (4% each). Respondents who pursued a doctoral degree chose a variety of fields.

Just over half of those who went on to further education did so within a year of receiving their baccalaureate, but about a quarter waited four or more years after graduation. **Most Arts alumni who continued their education report that they did so to pursue graduate or professional credentials or to augment their skills for advanced positions.** "To be taken seriously in my profession" is how one Bachelor of Social Work graduate from 2007 put it. However, some report that they went on because they did not see clear job prospects and others note that they felt unprepared for next steps after a BA. For instance, one Political Science Major from 2006 said "I didn't know what else to do and job prospects were meagre." The range of reasons given for pursuing further education are shown in the graph below.

Reasons Reported for Pursuing Further Education



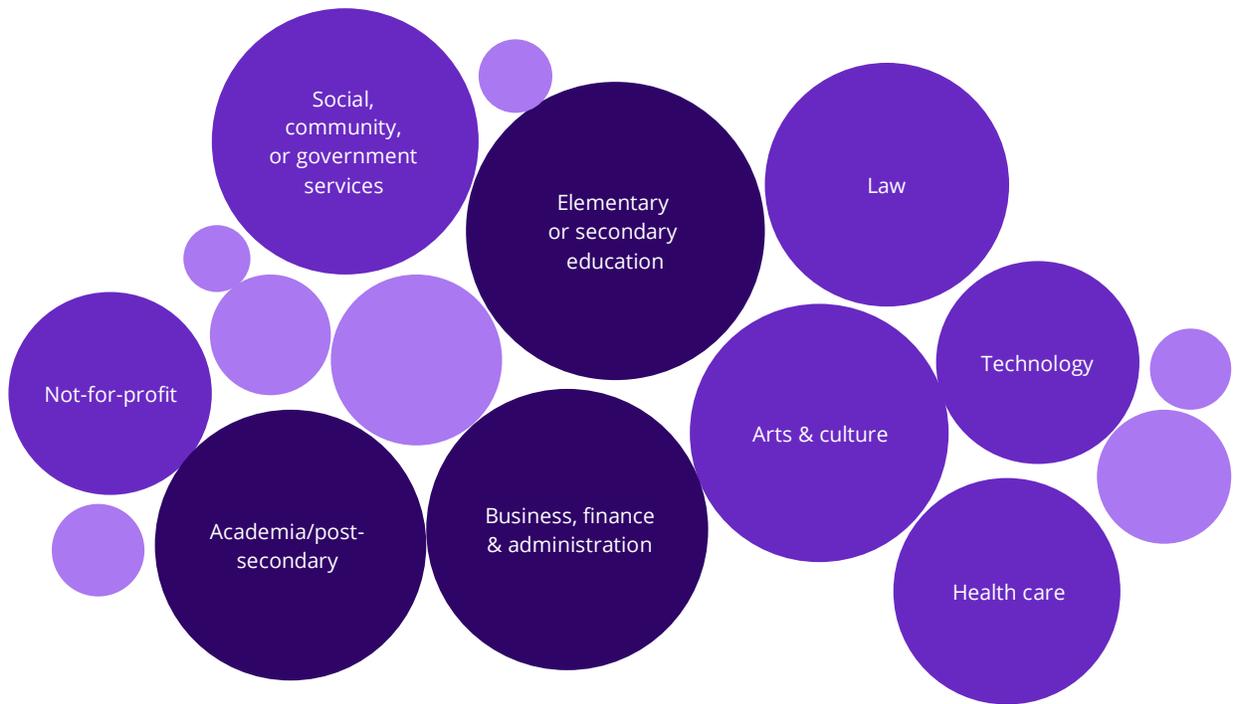
Among those who pursued further education, UBC was by far the most common choice of institution. Respondents also listed more than 300 other institutions from around the world. Notably, UBC Arts graduates went on to study at many other top-ranked institutions, such as McGill University, University of Toronto, University of California, Columbia University, Cambridge University, Hong Kong University, and Harvard University.

Career Pathways: Current Employment of UBC Arts Alumni

One of the main goals of the study was to discover employment information about UBC Arts grads. **What professions do Arts alumni end up in?** The range of occupations and professions listed by respondents is extensive. Alumni are employed in a wide variety of jobs with careers in law, education, business, communications, community organizations, NGOs, government, and many other sectors. And some have had a few careers already: “After graduating, I’ve worked as a data migration specialist, a team manager, and now an app and social media coordinator” (Alumni, Economics Major, BA 2011).

The vast majority (98%) of respondents were employed at the time of the survey, with 72% working for pay full-time and 18% working freelance or self-employed. 94 people report their work as caring for family and 70 report that they are currently students. Not surprisingly, Arts respondents move into increasingly higher levels in their careers and organizations over time, with 46% classifying their current career progression as mid-level, and those further out from their undergraduate degrees more likely to identify as being in senior career categories.

UBC Arts graduates are represented in a myriad of professional areas. The most common sectors are education (12%), business (12%), and post-secondary research and education (10%). Alumni are also well represented in social, community, and government services, the arts and culture sector (9% each), law (8%), health care (7%), technology (6%), and not-for-profit organizations (5%). Individuals list a range of many other occupations as well, including accounting, broadcast television, the corporate social responsibility sector, data science education, language instruction, freelance music, food service, insurance, publishing, real estate, retail, translation, and tourism.



Occupational Sectors of Arts Alumni

Elementary or secondary education	12%
Business, finance, & administration	12%
Academia/post-secondary	10%
Social, community, or government services	9%
Arts & culture	9%
Law	8%
Health care	7%
Technology	6%

Not-for-profit	5%
Communications	4%
Management	2%
Sales & service	2%
Natural resources, agriculture, & related	1%
Manufacturing & utilities	1%
Environment-related	1%
Recreation & sport	1%

In answer to a question about current main profession, alumni list a plethora of posts, among others:

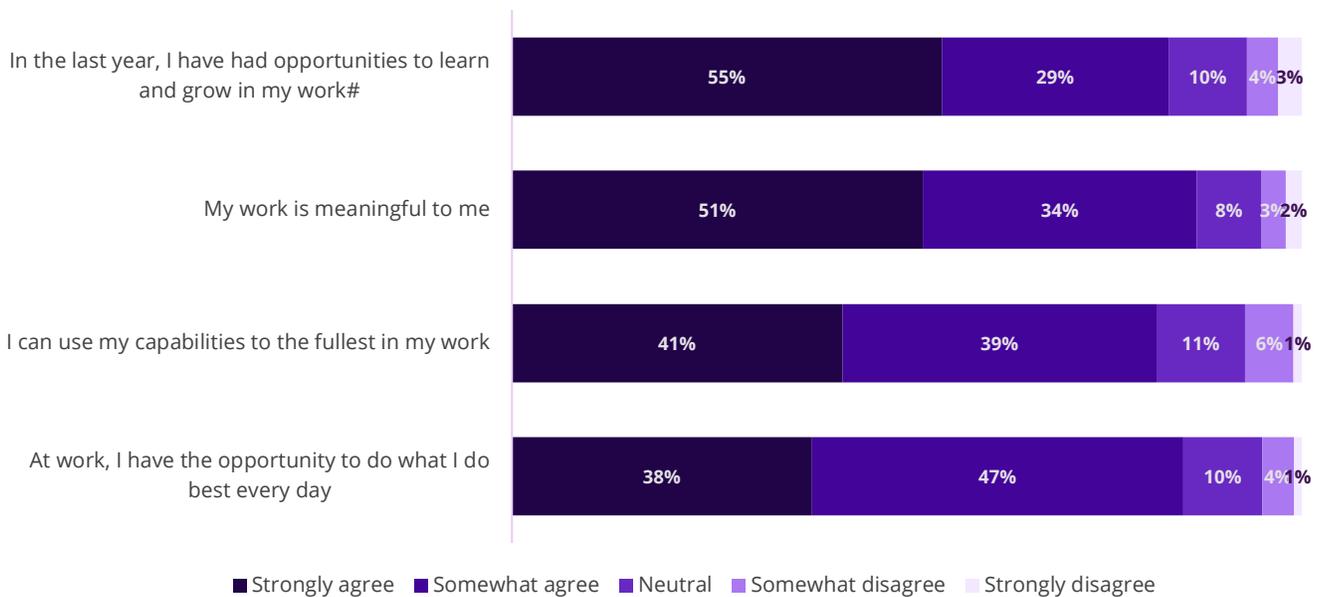
- Academic advisor
- Accountant
- Administrator
- Airline pilot
- Artist
- Architect
- Banker
- Business developer
- “CEO of a gaming company and owner of a bakery”
- Career coach
- Communications manager
- Counsellor
- Dentist
- Designer
- Editor
- Educator
- Film producer
- Fundraiser
- Goldsmith
- Government employee
- Graphic designer
- International diplomat
- Journalist
- Librarian
- Management professional
- Marketing professional
- Musician
- Nurse
- Pastor
- Psychotherapist
- Public servant
- Social worker
- Software engineer
- Technical writer
- Translator
- Town planner
- Veterinarian
- Youth worker

This wide-ranging list of professions and occupations illustrates the flexibility, adaptability, and community-mindedness of Arts graduates. This is a valuable inventory to share with potential and current Arts students when they ask the common question: **what kinds of jobs could do I do with my Arts degree?** This list helps answer that complex question with information from real graduates of Arts.

Career Satisfaction

A large majority of respondents (80-85%) report that their work is meaningful and allows them the opportunity to do what they do best every day, to use their capabilities to the fullest, and to learn and grow. Survey results show that participation in any small cohort experience, taking an honours program, and doing field research¹² have the strongest relationship with later career satisfaction.¹³

Work Satisfaction Among Arts Alumni



Income

Another goal of the study was to track labour market information about UBC Arts graduates. The findings, with specific income ranges, are noteworthy. 1,044 alumni provided information about their employment income (in \$10,000 bands). Of those, 833 were working full-time for pay. The gross income of full-time employees was just under \$97,000, while the median was about \$85,000. Full-time employees residing in Canada at the time of the survey had the same median, but a slightly lower mean.

Arts Alumni Income Distribution After 10-15 Years

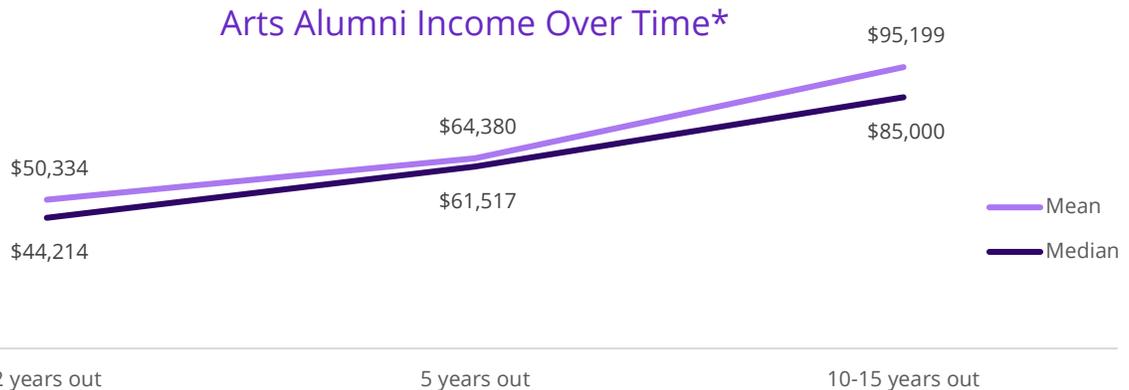


Arts Alumni Income in Context

To better understand alumni income and its trajectory over time, we examined the *10+ Year Out Faculty of Arts Alumni Survey* responses in relation to several related external data sources. The most relevant data came from the *Baccalaureate Graduate Survey* (BGS), conducted by BC Stats on behalf of the BC Student Outcomes Research Forum (BSSORF).¹⁴ The BGS gathers data from BC baccalaureate students 2 and 5 years after graduation, including information about degrees, residency, employment status, and income. We gratefully acknowledge the important ongoing work of the BGS and BCSORF in this area.

The BGS 2010 respondent cohort at 2 and 5 years post-graduation closely matched the *Arts Alumni Survey* cohort who graduated between 2006 and 2011. Using the two surveys allows us to track average incomes over time and to compare the estimated employment incomes across cohorts, even though the specific respondents within each survey may not be the same. To strengthen this comparison, we limited both BGS and Alumni cohorts to only UBC Arts alumni who graduated between 2006 and 2011, were employed full-time, and were living in Canada at the time of survey. Unless otherwise specified, all following income analyses are limited to this cohort.

Cross-cohort comparison shows that mean income of UBC Arts alumni increased by 28% between 2 and 5 years after graduation, a trend that was also supported by tax-reported income data from the Tax Linkage Project.¹⁵ The mean income of the 10 to 15 year out cohort was an additional 48% higher. In fact, over the five years encompassed by the 10-15 year out cohort, mean income grew from just over \$90,000 to almost \$106,000. Together, the BGS and Alumni data provide a more complete picture from which **we can infer a rising income trajectory for Arts alumni**. Further research comparing the income range of Arts graduates to the graduates of other programs/ degrees/ institutions would be productive in the future.



*2 and 5 year out income levels estimated based on 2012 and 2015 BGS surveys of 2010 cohort, adjusted to 2021 dollars. 10-15 year out income levels drawn from the Arts Alumni 2021 survey of 2006-2011 cohort.

Gender Income Differences

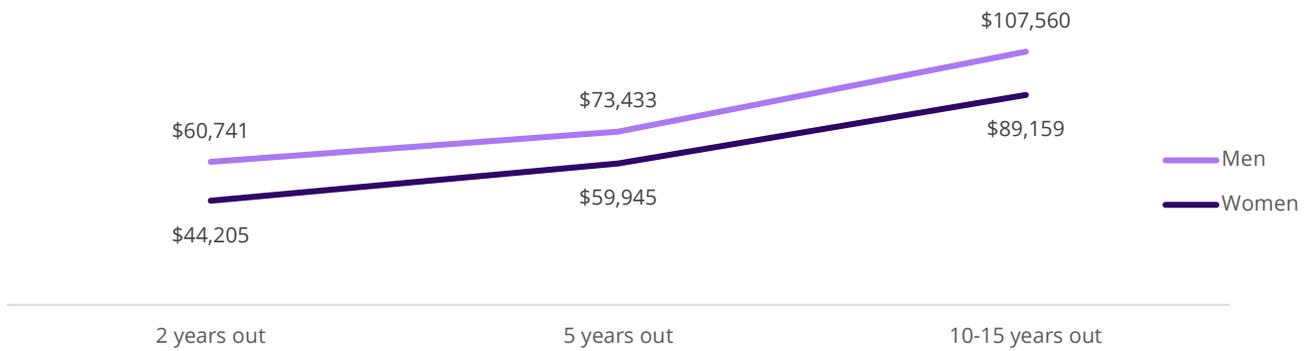
A troubling finding of this study is that there is a significant gap between the reported annual income levels of men and women. A notably larger proportion of men reported incomes in excess of \$150,000, while women were more likely to report incomes in the \$60-80,000 range.

Income Distribution of Arts Alumni After 10-15 Years: by Gender



Returning to the BGS, the average income gender difference existed at all three available time points. 2 years after graduation the mean income gap was \$16,536. It decreased to \$13,488 by 5 years out. In the *Arts 10+ Year Out Survey*, the gap was even larger after 10 or more years, sitting at \$18,401.

Mean Arts Alumni Income Distribution Over Time by Gender*



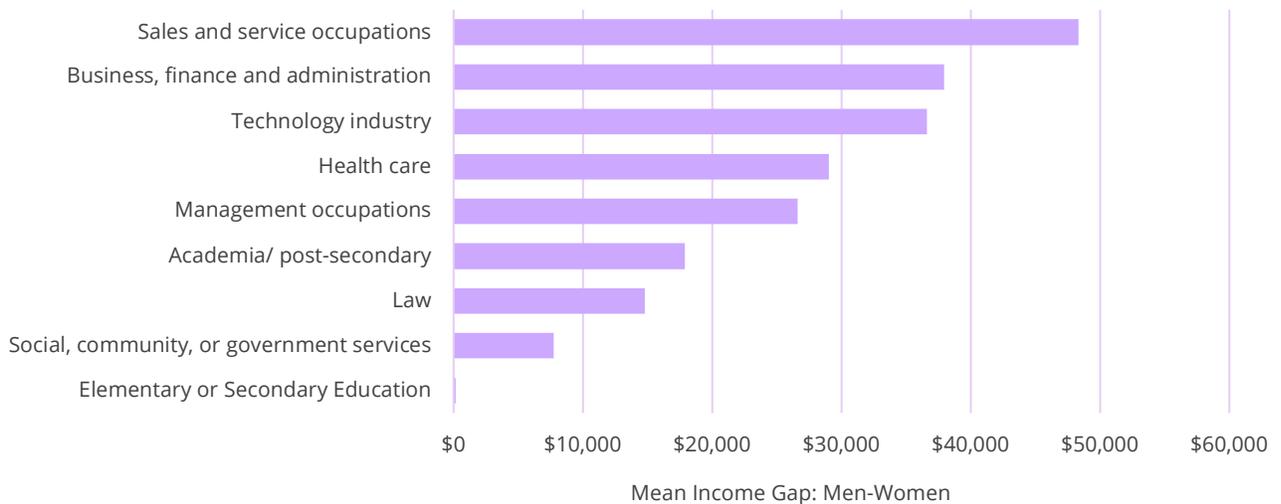
*2 and 5 year out income levels estimated based on 2012 and 2015 BGS surveys of 2010 cohort, adjusted to 2021 dollars. 10-15 year out income levels drawn from the Arts Alumni 2021 survey of 2006-2011 cohort.

GENDER INCOME DIFFERENCES: DETAILED ANALYSIS

When limited to full-time employees living in Canada, the *Arts Alumni Survey* sample size was too small to allow for a more detailed and robust analysis of these gender disparities. Including those respondents living in the United States increased the available sample size. Adding US-based respondents to the sample, we calculated the gender gap in mean incomes by occupation sector. This larger cohort shows that there were large pay gaps favouring men in sales, business, technology, health care, and management, and favouring women in the arts and cultural sector.

Mean Gender Income Gap Favouring Men by Occupational Sector

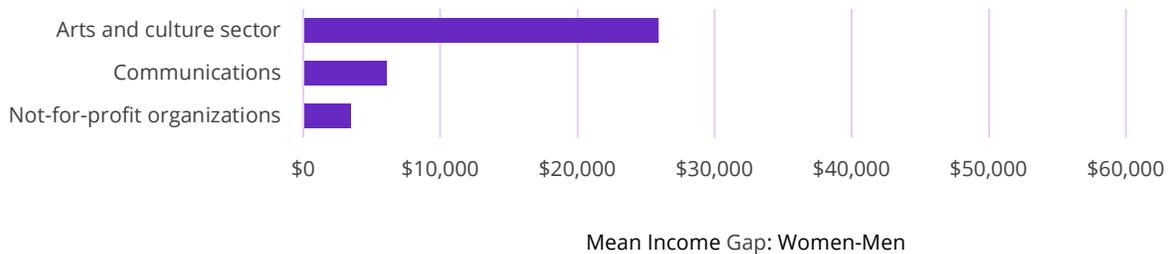
Full-time employed respondents living in Canada or the US



*Income Gap = mean gross income of men - mean gross income of women.

Mean Gender Income Gap Favouring Women by Occupational Sector

Full-time employed respondents living in Canada or the US



A series of analyses revealed a **15% income gap between men and women** that remained unexplained after controlling for age, career progression, and occupation type. When looking at individual sectors, after other factors were controlled for, the gender wage gap in management occupations expanded significantly,¹⁶ suggesting an increased advantage of being a man in these fields. Although the raw income difference is small in communications fields, this gender gap also increases significantly,¹⁷ favoring women in these occupations.

In order to contextualize our findings, we compared the gender income gap among UBC Arts alumni to overall Canadian university graduates, using the 2018 *Canadian Income Survey* (CIS).¹⁸ To balance the *Arts Alumni* and CIS data, respondents were again limited to university graduates living in Canada and working full-time. In addition, the CIS cohort was limited to ages 30 to 39, to align with the average age of Arts Alumni 2006-2011 graduates. Since the CIS did not include information about career progression or occupation type, we only controlled for age in both analyses. The OLS regression models show that, among UBC Arts alumni, there is a gender gap in annual income of 22.9% that is not explained by age, while among CIS respondents, this gap is 24.7%. This suggests that the gap is slightly lower for UBC Arts alumni than for other full-time Canadian workers with university degrees, but still of great concern.

The Arts Alumni Study reveals a gender income gap similar to that in other surveys and in Canadian society generally. The gap is present to varying degrees in all cohorts examined: *Arts Alumni Survey*, BGS, and CIS. Age, career progression, and occupation type account for a fair amount of the gender income gap (and definitely more than age alone), but there may be other influential factors beyond the scope of this project, such as other diversity measures, marital status, number of children, leaves, number of years in a given job, or region of employment. In sum, the majority of respondents report that their undergraduate education helped set them up for success but we can see that such success is still marred by gender barriers.

We take the 15% gender wage gap that the survey identified seriously and will work to consider how to address this in career programming and beyond. Further, future research with more demographic data would be valuable to help us consider other potential income disparities around race, ethnicity, language, ability, or other factors.

Reflections on the Degree After a Decade or More

While the study created quantities of valuable data, we also wanted to try to assess the impact of an Arts degree qualitatively. We asked alumni to share feedback on how to improve the opportunities and experiences that are provided for current and future students. The following section highlights the words of respondents themselves from answers to a series of open-ended questions asked at the end of the survey. We are grateful to the respondents for the detail and care they showed in reflecting on their experiences and offering suggestions for future students.

The Impact of an Arts Degree, in Retrospect:

With the survey, the Faculty of Arts set out to see if we could expand our understanding of what our graduates thought the impact of their own undergraduate degree was from the perspective of 10 to 15 years later. The answers were wide ranging but five areas stand out in the comments provided by respondents.

WORLDVIEW

Alumni comment that they valued the opportunity to explore many different interests and ideas, interact with individuals from different cultures, question cultural knowledge and orthodoxies, and expand their own worldviews.

As one respondent advises, **“embrace the critical thinking and exposure to different ideas. The information and specifics become less relevant over time, but the ability to analyze the world around you is a rare skill and absolutely essential in our complex world”** (Alumni, Fine Arts (Art History) Major, BA 2006).

According to an alumna, a **“UBC Arts undergraduate degree really helps develop the cornerstones for critical thinking and expression for both advanced degrees and in a chosen career. The breadth and depth of courses and professors really allow students to build a 360-degree view on the world”** (Alumni, Economics Major, BA 2009).

Another notes that, **“I care deeply about the Humanities, and I feel the Humanities have made me who I am today. In fact, I often tell people that my core values come from the Humanities - values such as social justice, advocacy/activism, seeking multiple perspectives before making decisions, seeking marginalized viewpoints, etc”** (Alumni, English Honours, BA 2007).

KNOWLEDGE

“Knowledge can change fate” (Alumni, BMUS), one respondent philosophically offers. Some alumni comment on the relevance of the information they learned in their specific programs and electives, as well as the utility of knowing a range of approaches to issues and ideas.

As one said, **“understanding human behaviour through psychological principles and research has enabled me to be more empathic and compassionate as a nurse. It adds another level of depth to who I am and how I work with people”** (Alumni, Psychology Major, BA 2008).

ADAPTABILITY

A phrase that is repeated dozens of times in the comments is that in an Arts degree you **“learn how to learn.”** For instance, **“the degree teaches you how to learn, no matter what you decide to study. That's valuable throughout life”** (Alumni, Sociology Major, BA 2007).

Another puts it this way, **“An Arts degree is important to pursue because it teaches you to think for yourself. The exposure to different ways of thinking and seeing the world is incredible and the world needs more BAs”** (Alumni, Psychology Major, BA 2008).

SKILLS

For others, the practical skills that they learned during their degrees have had the most lasting impact. They attribute to their education a deepening of critical thinking, communication skills, data interpretation, and practical skills such as time management, organization, teamwork, and social engagement. One respondent puts it this way, **“Above all, my degree allows me to take a critical lens to the world around me: to analyze information critically, to read from the margins, etc. I would not be able to do my work without these skills”** (Alumni, English Honours, BA, 2007).

Another writes that, **“at work I benefit from having the ability to gather information from multiple sources, analyze it and produce evidence-supported findings based on the analysis”** (Alumni, History Major, BA 2009). These skills are not necessarily linearly developed from a program of study but academic knowledge clearly leads to the ability to develop other knowledges.

One alumnus notes that in the next phase of their education, in another field than their undergraduate degree, **“I was prepared to work hard and do presentations, group projects, and write papers. I use communication and critical thinking skills every day at work. I need to consider everyone's opinions and different situations when communicating or making decisions. I feel my Arts degree set me up with invaluable (but difficult to quantify sometimes) life skills!”** (Alumni, Political Science Major, BA 2009).

VALUE IN RETROSPECT

Many respondents note that they only came to recognize the value of the skills and knowledge that they gained during their undergraduate degrees when they were in the workforce. As one person argues, **“the value of what you're learning and experiencing now may not become apparent for a while down the road. It's not always a straight path. But the resilience you grow into socially, professionally, and academically will**

shape many aspects of the years ahead: opportunities available to you, the ups and downs, and who is along for ride” (Alumni, Health and Society Minor, BA 2010).

CRITIQUE

The most prevalent critique concerned the financial burden of the degree while others listed difficulty finding a job post-graduation and lack of connection with the university as the basis of their concern. One respondent succinctly notes that the degree left them substantially in debt and paying off that debt is still challenging. Another emphasizes the need for more practical training in the degree and concludes that **“an Arts degree can be wonderful for broadening your horizons and understanding culture/ history. But it doesn’t particularly prepare you to enter the workforce”** (Alumni, English Major, BA 2007). Another comments that they wish they had gone to BCIT right away for technical training. A final respondent comments that they wish that they had not gone to university and had travelled instead.

Advice for Students

“Thinking about the value of your undergraduate degree several years after graduation, what is one thing you would tell current or future students?”

When asked to provide advice to students, a large number of respondents encouraged them to cherish and enjoy their experience of student life. There is a persistent sentiment that student life is “what you make it” and there is a recurring call to “get involved” and be social. In addition, Alumni generously and eloquently offered specific advice that contextualizes their degree for future students. Here are some representative comments:

“I would tell them to approach their education not as a customer, but as a curious person growing into their place in the world.”

—Alumni, Anthropology Major, BA 2006

“An Arts degree is about thinking and how you think. Pick a program that stimulates how you think. You can apply those skills to many occupations.”

—Alumni, Canadian Studies Major, BA 2008

“I would tell them that an Arts Degree prepares you by giving you a solid foundation in thinking critically, learning how to prioritize and manage multiple deadlines, how to be adaptable, and how to communicate clearly and effectively. You'd think these are universal skills. I have learned in the work field, they are not. You can train people to do a specific task on the job, but you can't train them how to think critically, how to communicate clearly, or expand their worldview.”

—Alumni, Geography Major, BA 2006

“ENJOY your studies. Don't just attend classes and read class materials for the sake of doing so. Engage your peers and professors. Speak your thoughts out loud.”

—Alumni, Psychology Major, BA 2007

“University is a chance to grow as a person more than anything. Focus on your core academics but be open to new leadership, research, and social growth opportunities.”

—Alumni, Geography Major, BA 2007

“UBC is a phenomenal campus, and I would urge current and future students to explore this campus! We are so lucky to learn in this environment—don't let that go to waste.”

—Alumni, English Honours, 2007

“It's ok if you don't know what degree you want to pursue right away. Sometimes you need to try out a few courses before you know what you want. I actually entered UBC as a science student... Take a broad selection of coursework but select at least one intensive research opportunity where you are responsible for data collection, analysis, and reporting.”

—Alumni, Sociology Major, BA 2011

“Don't think of university as the one time/place that will put you on the path of your future career. If you have the means to, use your time at university as a period of learning and personal development. Think of it as a time/place to learn how to learn, and develop critical thinking, reading, and writing skills.”

—Alumni, English Honours & Classics Major, BA 2008

Final Thoughts Offered by Alumni

“From your vantage point of more than a decade after graduation, do you have any final comments, suggestions, or ideas for the Faculty of Arts to consider as we develop new programs and services?”

When asked to look back on their time at UBC and provide final suggestions for the Faculty of Arts, the answers were again generous and productive. Most respondents focused on increasing professional preparation, whether in the form of guidance, counselling, or mentorship (17%), expanding experiential learning (13%), and developing practical curricula (7%). They also recommended more resources be put toward improving student communities and access to mental health support, and a number pointed to the need for more financial supports for students. Critically, there is a clear desire for more support for Co-op,

student engagement opportunities, and experiential learning. Alumni strongly articulated a need to have more opportunities for experiences that build a range of skills, both inside and outside the classroom.

“It would be great if more manpower can be invested into providing closer guidance when it comes to figuring out the future with our students, almost like it's a mandatory part of the degree. There were a lot of soft skills I gained AFTER I started my first job that I wish I had gained during university, like how to speak clearly, how to network naturally.”

—Alumni, Economics Major, BA 2011

“Philosophy is all about helping people to consider how to live well. One area that was most absent from my education was inviting students to consider how their readings and learning shape their lives practically. Instead it focuses almost entirely on academic learning and growth. Personal growth is only partially about what we know but also involves what we do and what we love. University is a beautiful opportunity to have a number of years where people can learn to grow as holistic people.”

—Alumni, Philosophy Major, BA 2010

“Arts could consider implementing internships where students could apply their learning, personal growth reflections, community building opportunities in the classroom, and greater in-class dialogue around learning points and readings. UBC Arts did a lot well but there is also growth towards helping people learn to 'live well' and not just think well.”

—Alumni, Philosophy Major, BA 2010

“Try to be more involved with the students. UBC is a big school with lots of students and it's easy for them to feel like just a number in the system. Work to help bring people out of their shell and feel included or safe/comfortable to push their boundaries. At my time, this was left too much to the students to figure out on their own. It's a weird time in young adults' lives, they often need help navigating the transition from high school to adulthood better. More opportunities for mentor ships, more prominent student environment at sports events, pushing social clubs and societies more...”

—Alumni, Anthropology Honours, BA 2011

“Inspire people with goals after graduation, show what their degree can be used for, offer more work experience to really help people see if it's right for them.”

—Alumni, Psychology Major, BA 2011

Take Away Lessons for the Faculty of Arts

The quantitative and qualitative findings of this survey will help us enormously. The data will help prospective and current students understand and articulate the knowledge, skills, and experience they can gain during their undergraduate Arts degrees. We want to ensure that our students are well positioned to make the most of their time at UBC and understand the full potential of an Arts degree. We also want to give future students a clear picture of what they can expect from a UBC Arts degree.

1. COMMUNITY BUILDING

Many alumni emphasize how building a community during their time at UBC was valuable but some also note that it wasn't until after they left UBC that they realized that they had developed friendships and networks to connect with for personal and professional advancement.

Lesson: This provides further motivation for program-specific and faculty-wide programming that helps students be more conscious of the connection between their UBC experiences and their degree and subsequent career progress.

2. EQUITY AND DIVERSITY

A message we heard loud and clear in the section on belonging and in the feedback at the end of the survey concerned the need to broaden curricula and help all students feel more supported. Some respondents advocated expanding the range of cultural and political perspectives in course material, decolonizing the curriculum, and thinking of UBC situated in the context of complex Canadian history on the unceded traditional ancestral territory of the Musqueam people. They also recommended a professoriate that better reflects the gender, ethnic, and racial demographics of the student population.

Lesson: We need to support curricular developments informed by the UBC Equity and Diversity Initiative and the Indigenous Strategic plan. We recognize that each student's experience is shaped by their intersectional identity and their individual background and we need to continue to strive to shape and deliver education consistent with our values of equity and inclusivity. While hiring priorities are outside of the scope of this report on student experience, we do note that this is a priority for the Faculty of Arts.

3. COHORT EXPERIENCES

We learned that being part of *any* small cohort experience or participating in *any* experiential learning option had significant positive effect on sense of belonging.¹⁹ And, as mentioned above, there is a positive relationship between income and participation in *any* small cohort experience, and individually, with hosting art exhibits or participating in Co-op, work-learn, practicum, field research, or internship programs.

Lesson: We need to support opportunities for academic and co-curricular engagement and we need to invest and foster small cohort experiences for students to connect faculty, students, and alumni to help increase a sense of belonging.

4. ACCESS

The short and long term benefits of cohort and experiential learning experiences reported through this survey suggest that UBC Arts will want to invest more in providing opportunities for students to gain access.

Lesson: We need to find ways to increase access and decrease barriers to student engagement experiences. We need to consider this outcome to help inform planning and resource allocation.

5. COMMUNICATE STRENGTHS OF ARTS DEGREE

A number of Alumni note that they wish that they had known better how to communicate their skills and the strengths of their program and degree when they graduated.

Lesson: We need to help equip current Arts students to navigate their Arts degrees and take their learning out into the world. We need to do better at articulating the disciplinary expertise and the skills and knowledge that an Arts graduate can bring to the table. And we need to be more explicit in articulating the practicality and importance of the degree.

6. ALUMNI ENGAGEMENT

The respondents to the survey clearly indicate the value of alumni engaging with current students. To this end, we are committed to providing expanded opportunities for alumni engagement and spaces for inter-generational mentorship and networking. We will do this through careers panels, inviting alumni into courses, and connecting students with alumni and faculty.

Lesson: We need to create venues for students to explore and learn about possible professional pathways from those who have gone before them. We also advocate bringing alumni into the classroom to “make the connection” more vivid between academic disciplines and potential career pathways and to help articulate how skills translate into the work environment.

What We've Been Doing

Over the past decade, since the respondents to this survey graduated, UBC and the Faculty of Arts have taken a number of steps to increase student engagement opportunities, develop student services, and help students develop a sense of belonging. We are guided by principles of equity and inclusion. Our research findings suggest we are moving in the right direction and provide evidence for the need to accelerate this work.

Ten programs, spaces, and positions that enhance student engagement have been developed by/ with the Faculty of Arts over the past few years:

1. THE COMPASS

In 2021/22, we created the Compass: Student Engagement Hub as a space to bring together a community of Arts students, staff, faculty, and alumni. It offers curated resources, student engagement, in addition to wellness, alumni, and career programming.

2. ARTS STUDENT CENTRE

The new Arts Student Centre building officially opened in winter 2022. This new building was a major initiative of the Arts Undergraduate Society. It is a dedicated social and study space for Arts Students and their student government.

3. FUNDING OPPORTUNITIES

Piloted new funding to remove barriers for low-income students to participate in practical learning and experiential learning opportunities (2021).

4. ORIENTATION EVENT IMPROVEMENT

Worked with UBC to expand First-Year and transfer student Orientation events for Arts students

5. MENTAL HEALTH INITIATIVES

Focused on wellness and mental health programming specifically for the Faculty of Arts students, including creating a role for an Arts Embedded Counsellor to provide better and faster response for Arts-specific and urgent issues and to create regular Wellness programming (2021).

6. INCREASED CAPACITY FOR ARTS ADVISING

Added capacity and training to Arts Academic Advising for International, LGBTQ+ students, Indigenous students, and students from other equity-deserving backgrounds (ongoing).

7. INVESTED IN ARTS CO-OP

Increasing the capacity and staffing levels in the Arts Co-op Program to triple its intake of new undergraduate students and develop graduate Co-op Programs at MA and PhD levels. Created a new Indigenous Co-op Coordinator position to better meet the needs of Indigenous Arts students and create new opportunities in Indigenous organizations

8. IMPROVED WORK/CAREER PROGRAMMING

Created new roles within the Faculty to work in partnership with central units to develop customized resources and programming to better meet the specific needs of students from the Humanities, Social Sciences, and Creative and Performing Arts. Roles include the Executive Director, Work Integrated Education and Career Initiatives, the Arts Career Strategist, and the Student Engagement Officer for Arts. Launched the annual Arts Career Conversations series (2018).

9. APPLIED LEARNING TRAINING FOR FACULTY

Expanded opportunities for faculty members to embed applied learning in courses.

10. UBC COLLEGIA FOR COMMUTER STUDENTS

Supported UBC's creation of the UBC Collegia—designated spaces on campus that first-year commuter students can join to have a “home away from home” and build community with others.

The Research Team

Dr. Laura Moss	Project Lead, Dean of Arts Office Associate Dean, Students, and Professor, Department of English Language and Literatures, Faculty of Arts
Christine Lee	Associate Director, Alumni Engagement, Faculty of Arts
Julie Walchli	Executive Director of Work-Integrated Learning, Faculty of Arts
Annay Slabikowska	Senior Planning and Research Analyst, Planning and Institutional Research
Dr. Fred Cutler	Associate Professor, Political Science, Faculty of Arts
Dr. Stephanie McKeown	Chief Institutional Research Officer, UBC
Kaliya Muntean	Senior Planning and Research Analyst, Planning and Institutional Research
Rose Xueqing Zhang	PhD Candidate, Department of Sociology, Faculty of Arts
Emma Novotny	Design Manager, Arts Communications, Faculty of Arts
Joel Bentley	Communications Specialist, Alumni Engagement, Faculty of Arts
Oxana Marmer	Associate Director, Vancouver Planning and Institutional Research

**Behavioural Research Ethics Board (BREB) Approval to Principal Investigator Laura Moss: H21-00835 Arts, April 2021.*

Thank you

The Faculty of Arts is grateful to the over 1,200 alumni who took the time to participate in this survey and share their insights. In fact, there were 10,762 written responses to the open-ended questions on the survey! This incredibly valuable information will be used to inform the Faculty's planning and priorities and help us to assess progress on these priorities over time. Implementing this survey on a more regular basis is one way we are considering to measure progress.

¹ In designing and analyzing the survey, we consulted a wide range of data:

[BC Baccalaureate Graduate Survey \(BGS\)](https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes): <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes>

[Canadian Income Survey](https://www.statcan.gc.ca/en/survey/household/5200#a1): <https://www.statcan.gc.ca/en/survey/household/5200#a1>

[Gallup Q12 Employee Engagement Survey](https://www.gallup.com/access/239210/gallup-q12-employee-engagement-survey.aspx): <https://www.gallup.com/access/239210/gallup-q12-employee-engagement-survey.aspx>

[Gallup-Purdue Index](https://www.purdue.edu/newsroom/gallup/): <https://www.purdue.edu/newsroom/gallup/>

[Labour market outcomes for college and university graduates](https://www150.statcan.gc.ca/n1/pub/37-20-0001/372000012021005-eng.htm) ("Tax Linkage"): <https://www150.statcan.gc.ca/n1/pub/37-20-0001/372000012021005-eng.htm>

[New to UBC Survey \(NUBC\)](https://pair.ubc.ca/surveys/surveys-new-incoming-students/): <https://pair.ubc.ca/surveys/surveys-new-incoming-students/>

[Undergraduate Experience Survey \(UES\)](https://pair.ubc.ca/surveys/surveys-current-students/): https://pair.ubc.ca/surveys/surveys-current-students

² Gender, Indigenous/Aboriginal status, and international status data is as of time of graduation. This data was available for 92% of respondents.

³ Based on undergraduate Arts degrees awarded 2006-2011.

⁴ Statistics Canada. Table 11-10-0239-01 Income of individuals by age group, sex and income source, Canada, provinces and selected census metropolitan areas

⁵ Honours program: $\chi^2(4, N=1138)=37.76, p<.05$ Cramer's V=0.18. Research-intensive experiences: $\chi^2(4, N=1138)=29.23, p<.05$ Cramer's V=0.16.

⁶ Small cohort experiences include Arts One Program, Coordinated Arts Program, Student-Directed Seminar, Honours Program, Student government (AUS, AMS, or Department), Resident Life (residence council), Varsity team, Music ensemble, and Theatre production.

⁷ Experiential learning opportunities included Research-intensive experiences (senior-research seminars, capstone seminars, graduating thesis), Putting on a performance and/or production (music or theatre), Putting on an art exhibition, Practicum, Internship, Work Learn Program, Field Research, Intensive Student Leadership Experiences, Co-operative Education Program (Co-op) (i.e. completed at least 1 Co-op term), International Educational Experiences (e.g., Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs), and Community Service Learning.

⁸ Any small cohort: $\chi^2(4, N=1076)=31.97, p<.05$ Cramer's V=0.17. Any experiential learning: $\chi^2(4, N=1076)=20.68, p<.05$ Cramer's V=0.14)

⁹ Any small cohort: $\chi^2(4, N=1076)=31.97, p<.05$ Cramer's V=0.17. Any experiential learning: $\chi^2(4, N=1076)=20.68, p<.05$ Cramer's V=0.14)

¹⁰ A point-biserial correlation showed a significant positive relationship between opportunities provided to UBC students and feeling a sense of belonging to UBC ($r_{pb} = .112, N = 1241, p < .001$).

¹¹ Chi-square test of independence: $\chi^2(1, N=1260)=83.75, p<.001$ Cramer's V=0.258.

¹² Any small cohort experience: $\chi^2(4, N=956)=22.56, p<.05$ Cramer's V=0.15. Honours program: $\chi^2(4, N=956)=23.05, p<.05$ Cramer's V=0.16. Field research: $\chi^2(4, N=956)=24.68, p<.05$ Cramer's V=0.16.

¹³ Career satisfaction is the average agreement score to the following four statements: (1) At work, I have the opportunity to do what I do best every day, (2) My work is meaningful to me, (3) I can use my capabilities to the fullest in my work, and (4) In the last year, I have had opportunities to learn and grow in my work.

¹⁴ <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes/student-outcomes-research-forum>

¹⁵ [Labour market outcomes for college and university graduates](https://www150.statcan.gc.ca/n1/pub/37-20-0001/372000012021005-eng.htm) ("Tax Linkage"): <https://www150.statcan.gc.ca/n1/pub/37-20-0001/372000012021005-eng.htm>

¹⁶ Using ordinary least squares (OLS) regression model, $r^2=0.23, p=0.03$

¹⁷ $r^2=0.23, p=0.05$

¹⁸ [Canadian Income Survey](https://www.statcan.gc.ca/en/survey/household/5200#a1): <https://www.statcan.gc.ca/en/survey/household/5200#a1>

¹⁹ Any small cohort: $\chi^2(4, N=1076)=31.97, p<.05$ Cramer's V=0.17. Any experiential learning: $\chi^2(4, N=1076)=20.68, p<.05$ Cramer's V=0.14)