

2015 Alumni Survey

Summary of Results

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**UNBC
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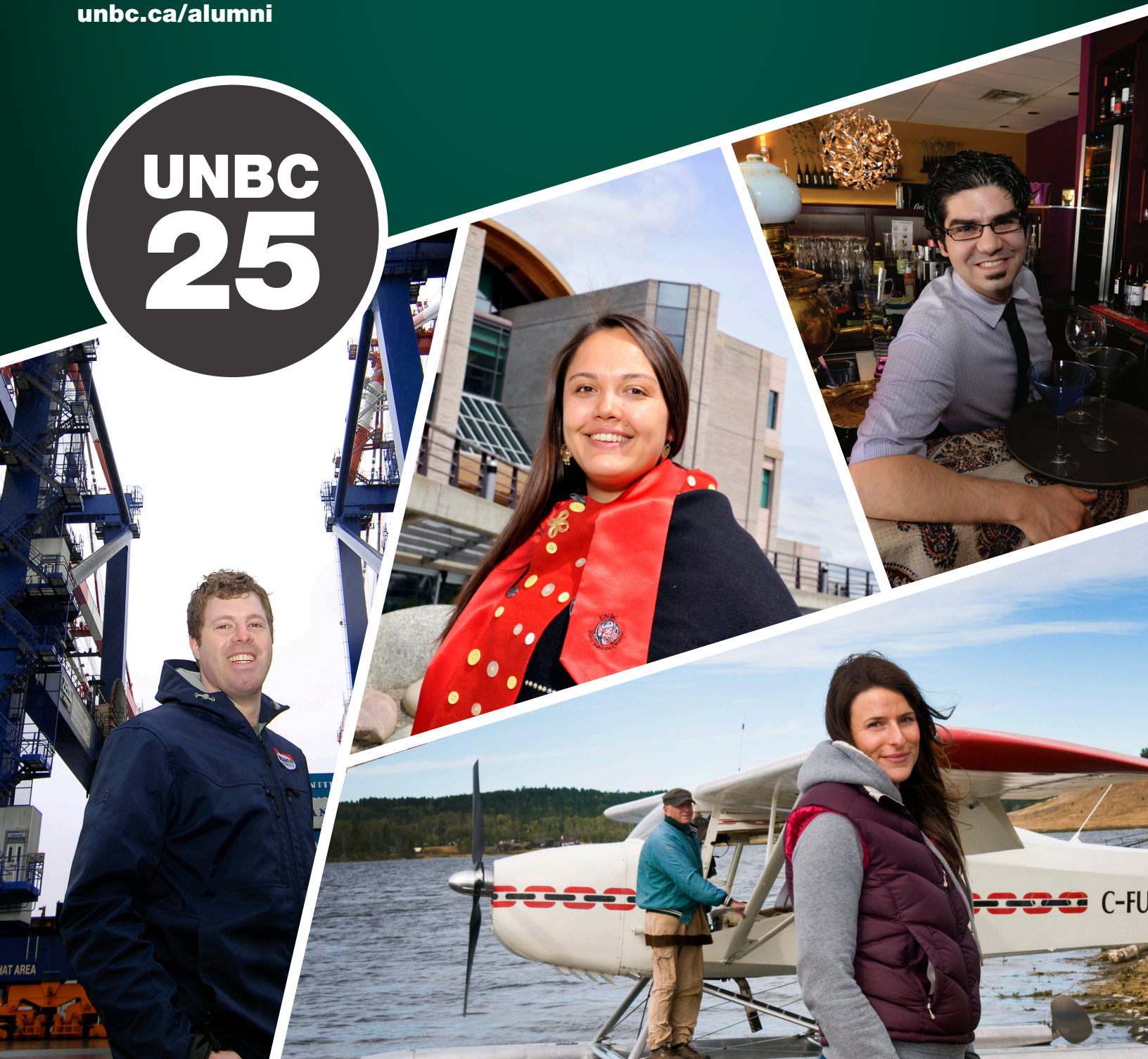


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1: Introduction and Methods

This report presents the findings from the University of Northern British Columbia's 2015 Alumni Survey. Although a few graduate surveys have been distributed to UNBC alumni in the past, the Alumni Survey was the first opportunity for UNBC to investigate the experiences and perceptions of the entire alumni population. This survey was the largest of its kind in UNBC history, with more than 75 different questions encompassing topics including satisfaction with UNBC, skills developed, education financing, additional education sought, employment, perceived connection with UNBC, and alumni services.

The survey was officially launched February 10 and closed March 8, 2015. To be eligible for inclusion, participants must have graduated from UNBC with at least one certificate, diploma, or degree between 1994 (the first possible year of graduation) and 2014. Prospective participants were contacted via email and reminders through the alumni email list, various forms of social media, word of mouth, and postings on the UNBC website. As an incentive, all survey participants were offered the opportunity to be entered into a draw to win one of 10 UNBC 25th Anniversary prize packs.

Upon completion of the survey, responses were checked to ensure that selection criteria were met, and the data were cleaned to ensure consistent coding. Quantitative data were analysed using descriptive statistics through Excel and SPSS, while qualitative data were coded into major themes using NVivo. Every step of the survey process, from question creation to reporting, was managed by UNBC alumni.

This survey was created by UNBC alumnus Alex Fraess-Phillips (BHSc, honours 2012, and MSc Community Health Science 2014) who has studied under UNBC professor Shannon Wagner, herself a UNBC graduate (BA Psychology 1996, MSc Psychology 2000, and PhD Psychology 2002). Input was provided by the UNBC Alumni Association and others both inside and outside of UNBC. The University thanks all of those who contributed to this survey.

On the Cover

Clockwise from top right:

Reza Akbari, BComm 2010

Faye Hirshfield, BSc Environmental Science and Geography 2008, MSc NRES Environmental Science 2010, PhD Natural Res & Environmental Studies 2015

Christopher Colussi, BSc Mathematics 2004

Aleah Gagnon, BA 2013

2: Response Rate and Demographics

A total of 1507 completed surveys were received. One response was excluded from the analysis due to lack of recorded consent, and 16 others were excluded due to lack of reported graduation year for at least one certificate/diploma/degree (did not meet selection criteria). This left 1490 completed and valid responses that were included in the analysis.

As UNBC alumni were recruited to participate in the Alumni Survey through a number of methods (the alumni email list, social media, posts on the UNBC website, word of mouth, etc.), it is difficult to approximate how many alumni were contacted for participation. However, the goal of this survey was to reach as many UNBC alumni as possible, and there are 11082 unique UNBC alumni who have graduated between 1994 and 2014. Based on this figure and selection criteria, the overall response rate for this survey is 13.4% of all UNBC alumni, and the margin of error is 2.36% with a 95% confidence level.

2.1: Degrees and Programs

From the 1490 respondents, a total of 1727 certificates/diplomas/degrees were completed. The vast majority of participants completed one UNBC program (85.2%), and no participant completed more than four programs (Figure 2.1A). Most of the 1727 completed programs were undergraduate degrees at 76.7%, and only 0.2% of these programs were diplomas. Given the low number of diplomas completed, diploma-specific data are not reported.

Figure 2.1A

Participants Who Completed Multiple UNBC Programs
(Percent of participants completing each number of programs)

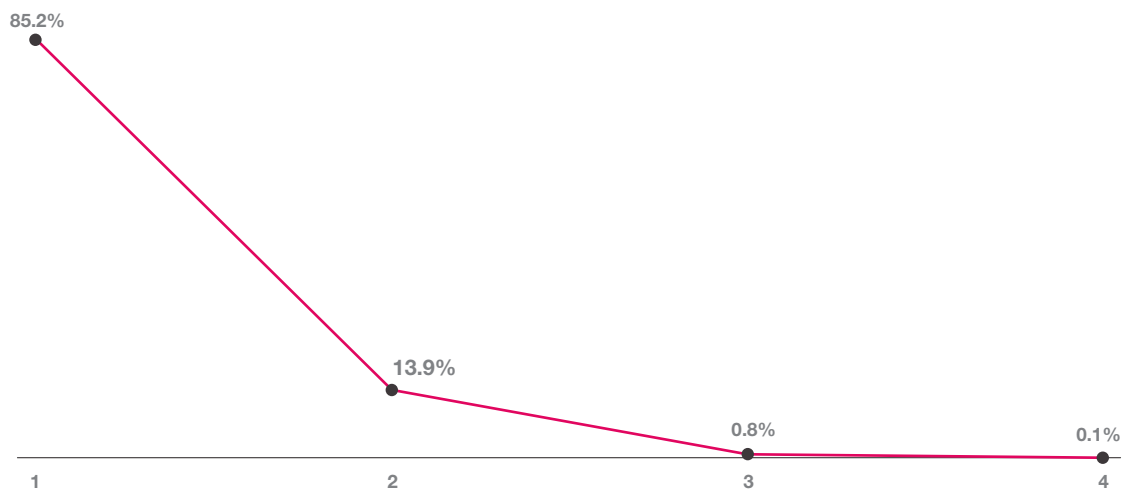
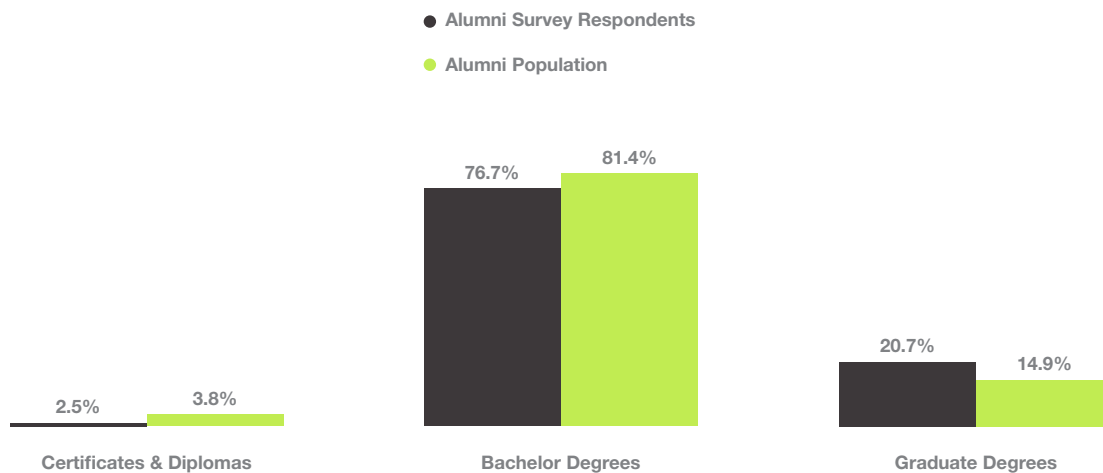


Figure 2.1B compares the proportion of programs completed in the Alumni Survey sample to the actual number of programs completed by UNBC alumni between 1994 and 2014 ($N = 12274$). Z-tests of proportions revealed statistically significant differences between the Alumni Survey group and the actual alumni population across each credential level (certificates/diplomas: $p = .010$; undergraduate degrees: $p < .001$; graduate degrees: $p < .001$). As such, alumni who have completed graduate degrees may be slightly overrepresented in this survey, and those holding bachelor degrees and certificates/diplomas may be slightly underrepresented.

Figure 2.1B

Distribution of Completed Programs
(Percent of total completed programs)



The distribution of specific completed programs and majors across the certificates and degrees are presented in Figures 2.1C-F. For certificates, the First Nations Language certificate was the most reported at 14.6% of total completed certificates, followed by Public Administration, Rural Acute Care Nursing, and Teachers of English to Speakers of Other Languages certificate (12.2% each). For undergraduate programs, the majority of responses came from the Bachelor of Science majors (33.4%), followed by the Bachelor of Arts majors (28.5%), and Bachelor of Commerce majors (18.2%). It is also interesting to note that 63.2% of total Bachelor of Education degrees were completed by return students (alumni who had already completed at least one UNBC undergraduate degree prior to enrolment), as were 75.0% of Doctor of Medicine degrees—though the sample size is extremely small in this case ($n = 4$). When considering the specific undergraduate majors, English was the most reported by participants at 5.6% of all completed undergraduate majors, followed by Accounting (5.1%), Psychology (4.7%), Northern Collaborative Baccalaureate Nursing (4.5%), and Marketing (4.4%). Finally, in regards to graduate degrees, the Master of Business

Administration degree was the most reported at 13.7%, followed by the Master of Education in Counselling (10.9%) and Master of Education in Multidisciplinary Leadership (7.5%).

Figure 2.1C

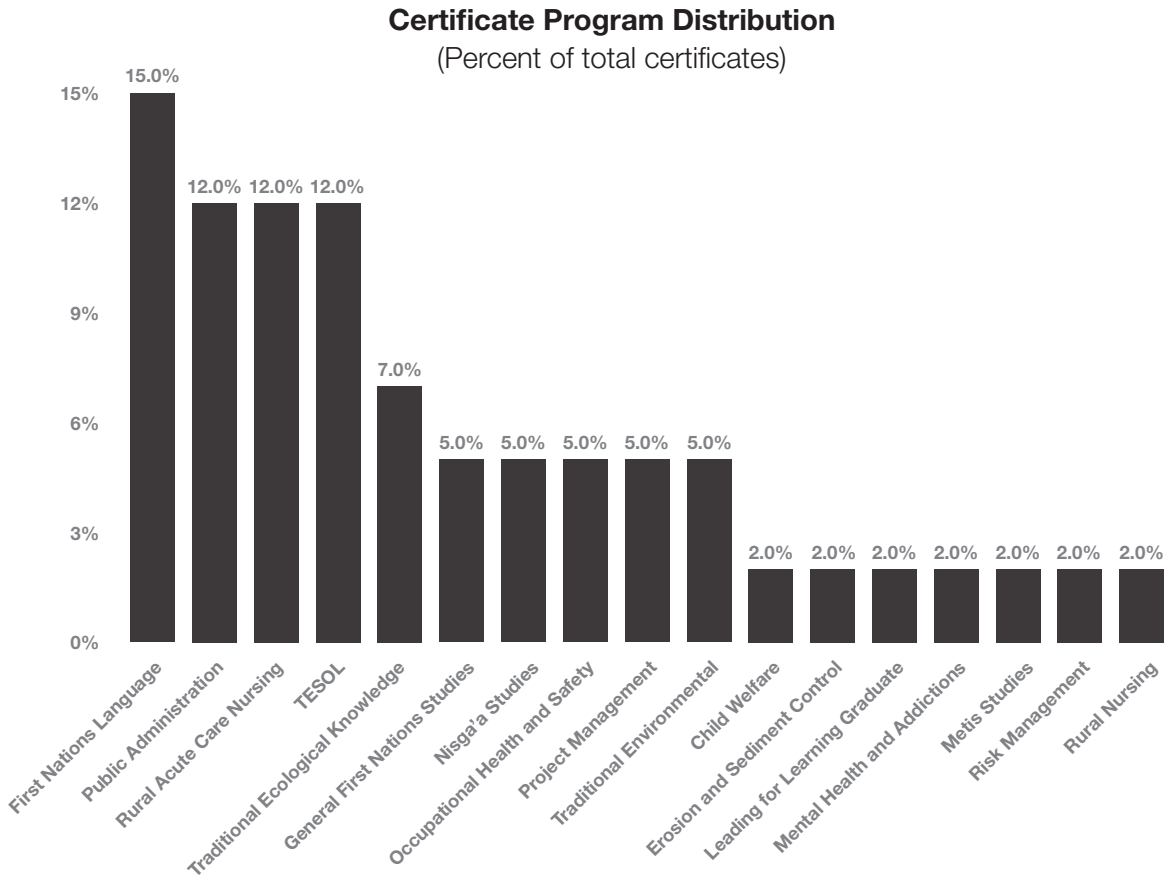


Figure 2.1D

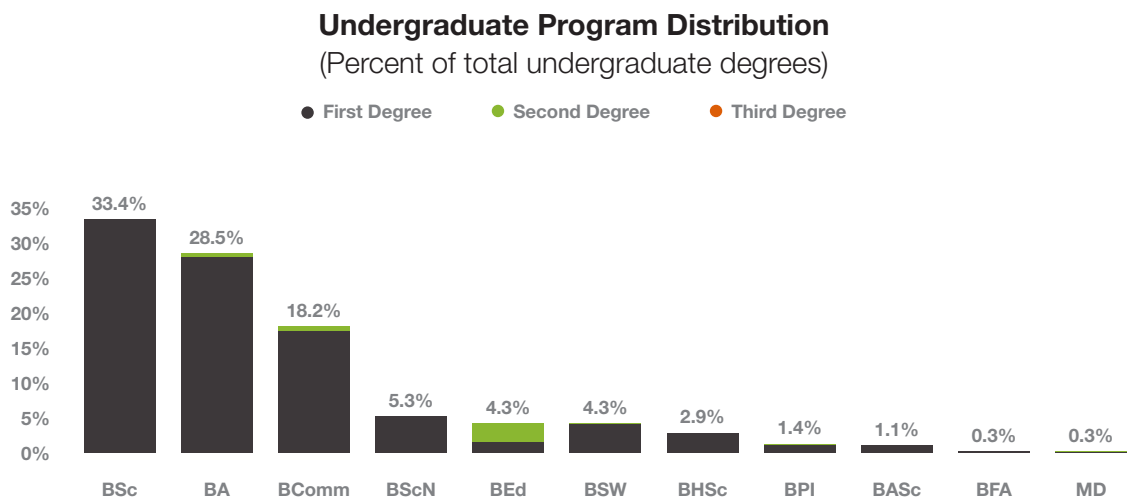


Figure 2.1E

Undergraduate Major Distribution

(Percent of total majors - majors under 1% of total are not represented)

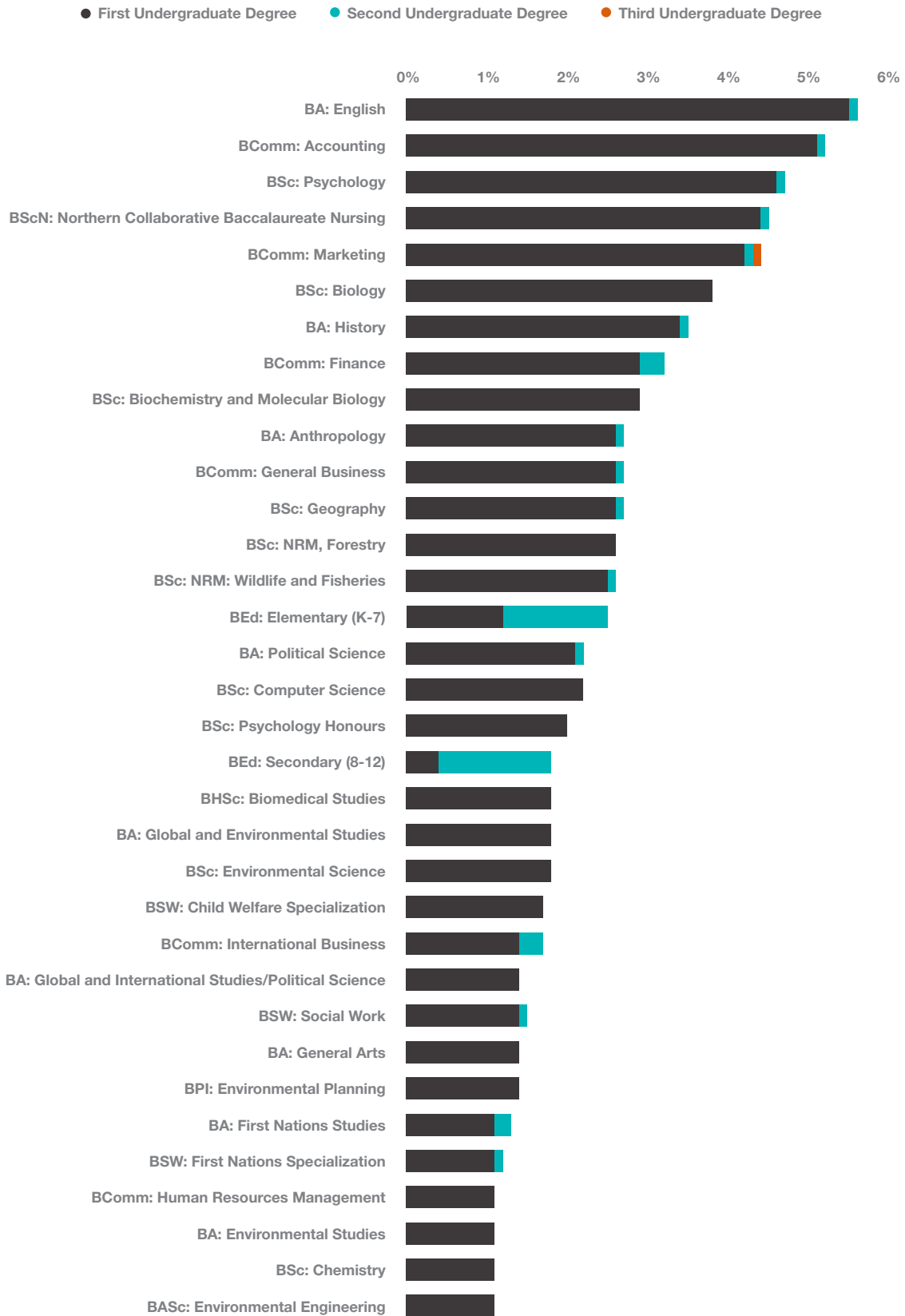
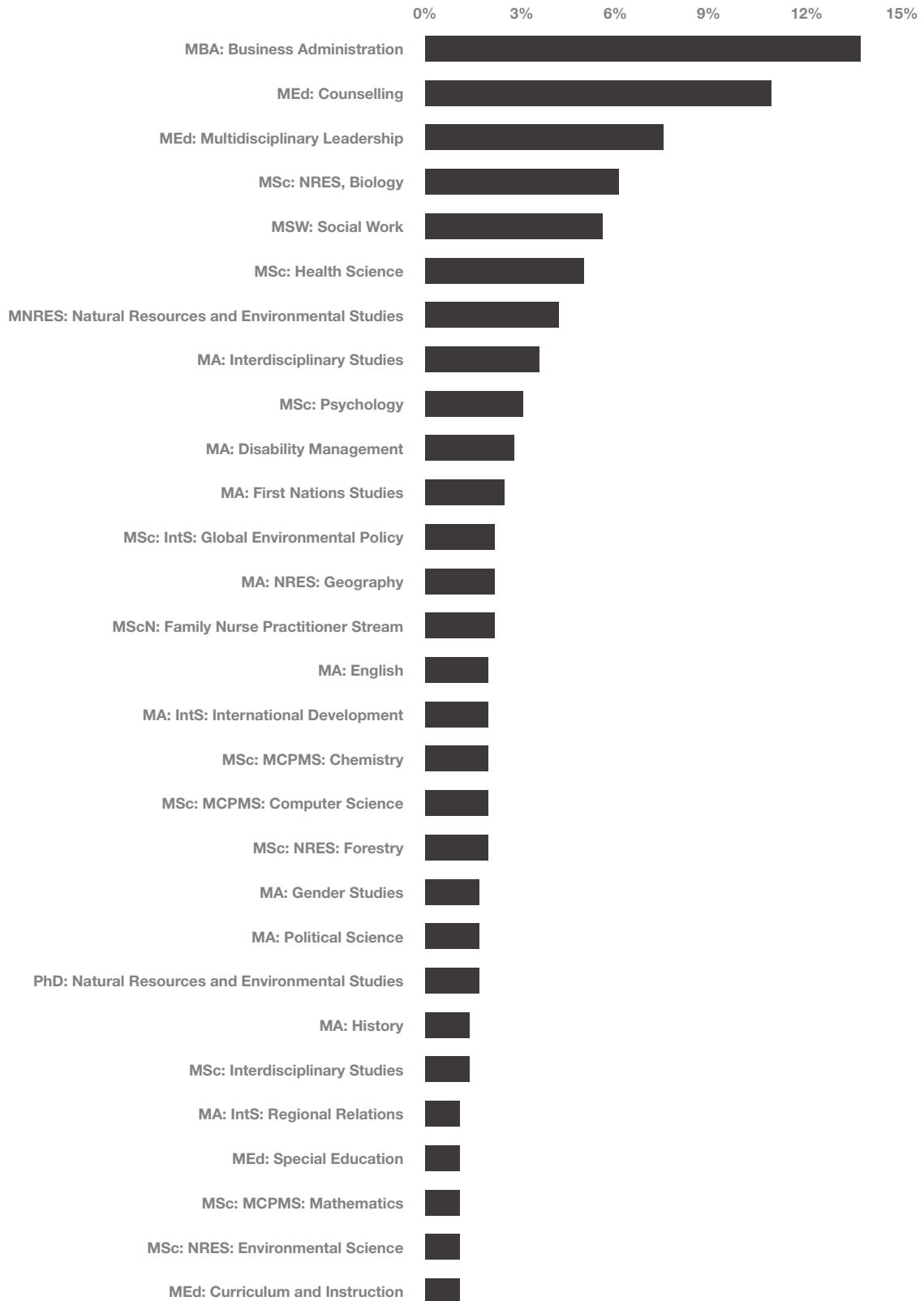


Figure 2.1F

Graduate Program Distribution

(Percent of total graduate programs - programs under 1% of total are not represented)



2.2: Participant Location

Prior to attending UNBC

Prior to enrolling at UNBC, alumni survey participants were living in 35 different countries. However, 96.2% of all participants were from Canada, with only 3.8% of participants originating from other countries. The second and third most common countries of origin were the United States and China at 0.3% each, followed by Germany, India, Nigeria, Pakistan, and the United Kingdom at 0.2% each.

Of Canadian participants, the most common province of origin was British Columbia at 90.6%, followed by Alberta (3.6%) and Ontario (2.7%; Figure 2.2A). Within BC, the most commonly reported region of residence was Northern BC at 62% of participants reporting BC residency, followed by the Vancouver Coast and Mountains region (18%). When considering Figure 2.2B, it is very apparent that the Prince George & Vicinity sub-region of Northern BC was by far the most commonly reported place of residence prior to attending UNBC (41% of those reporting previous BC residency; 66% of Northern BC residency). The Metro Vancouver sub-region was the next most reported region at 12% of previous BC residents, followed by the Bulkley Valley & Lakes District, and Terrace, Kitimat, & Nass Valley sub-regions of Northern BC (5% each).

Figure 2.2A

Previous Province of Residence
(Percent of total previous Canadian)

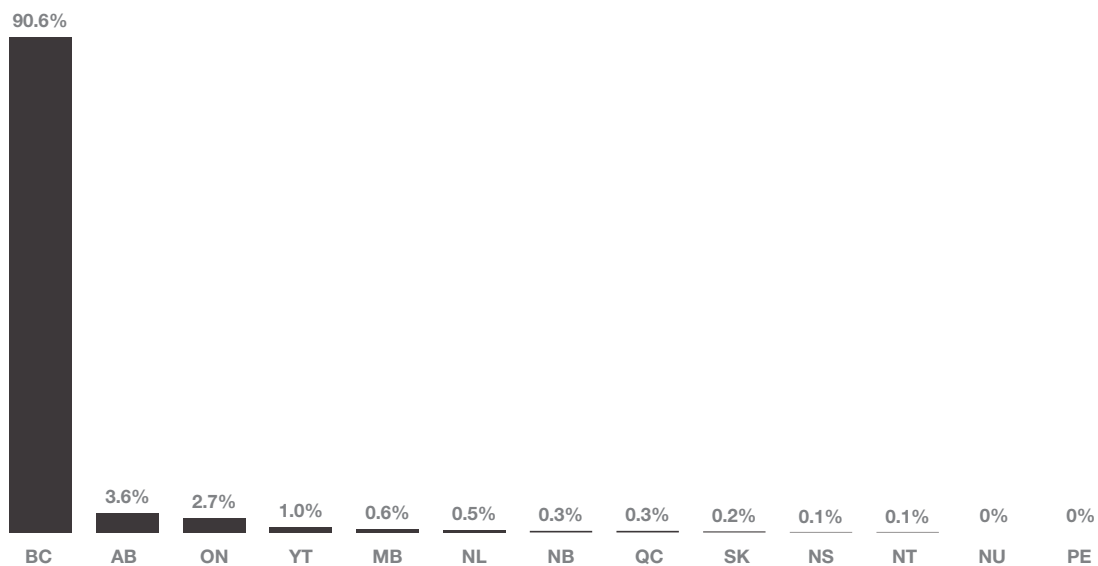
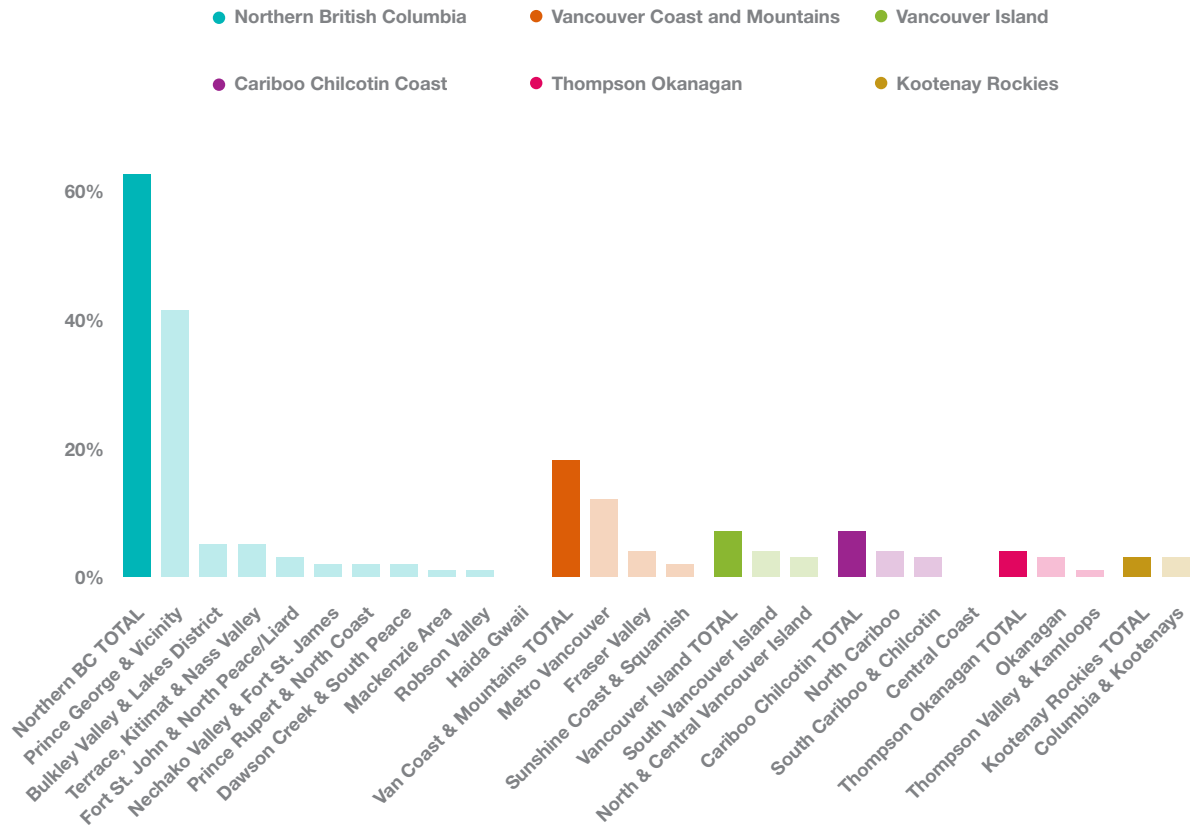


Figure 2.2B

Previous BC Region of Residence
(Percent of total previous BC)



When looking outside of BC, previous residents of Alberta were split fairly equally between the Edmonton & Northern Alberta and Calgary & Southern Alberta regions (56% & 44% respectively). As for Ontario, most respondents were from Southern Ontario (46%), followed by Metro Toronto (28%), while Ottawa and Northern Ontario were evenly split at 13% of previous Ontario residents each.

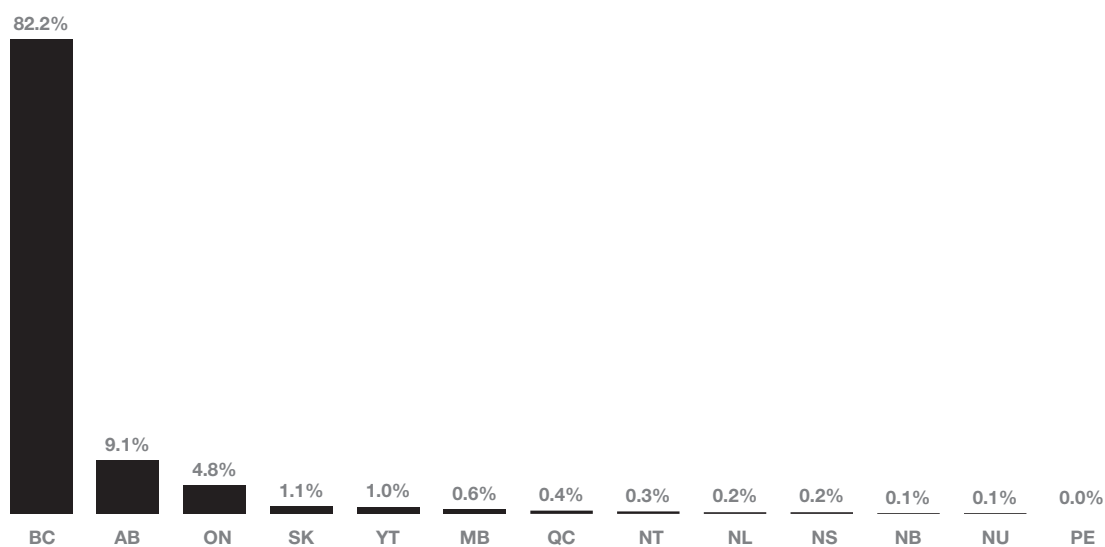
At time of survey

In contrast to the results of the previous section reporting residency prior to attending UNBC, participants reported currently (at time of survey) living in a less diverse number of countries (25 current vs. 35 previous), yet a greater number of participants are now living outside of Canada (4.8% current vs. 3.8% previous). The greatest number of participants living outside of Canada are now living in the United States at 1.61% of total participants, followed by the United Kingdom (0.6%), Hong Kong (0.3%), Australia (0.3%), Japan (0.2%), and New Zealand (0.2%).

Again, among alumni in Canada, British Columbia is the most common place of residence (Figure 2.2C). However, fewer participants are now living in BC (82.2% of those reporting Canadian residency) than before attending UNBC (90.6%). More participants are now living in Alberta (9.1% now vs. 3.6% previously), Ontario (4.8% vs. 2.7%), and Saskatchewan (1.1% vs. 0.2%).

Figure 2.2C

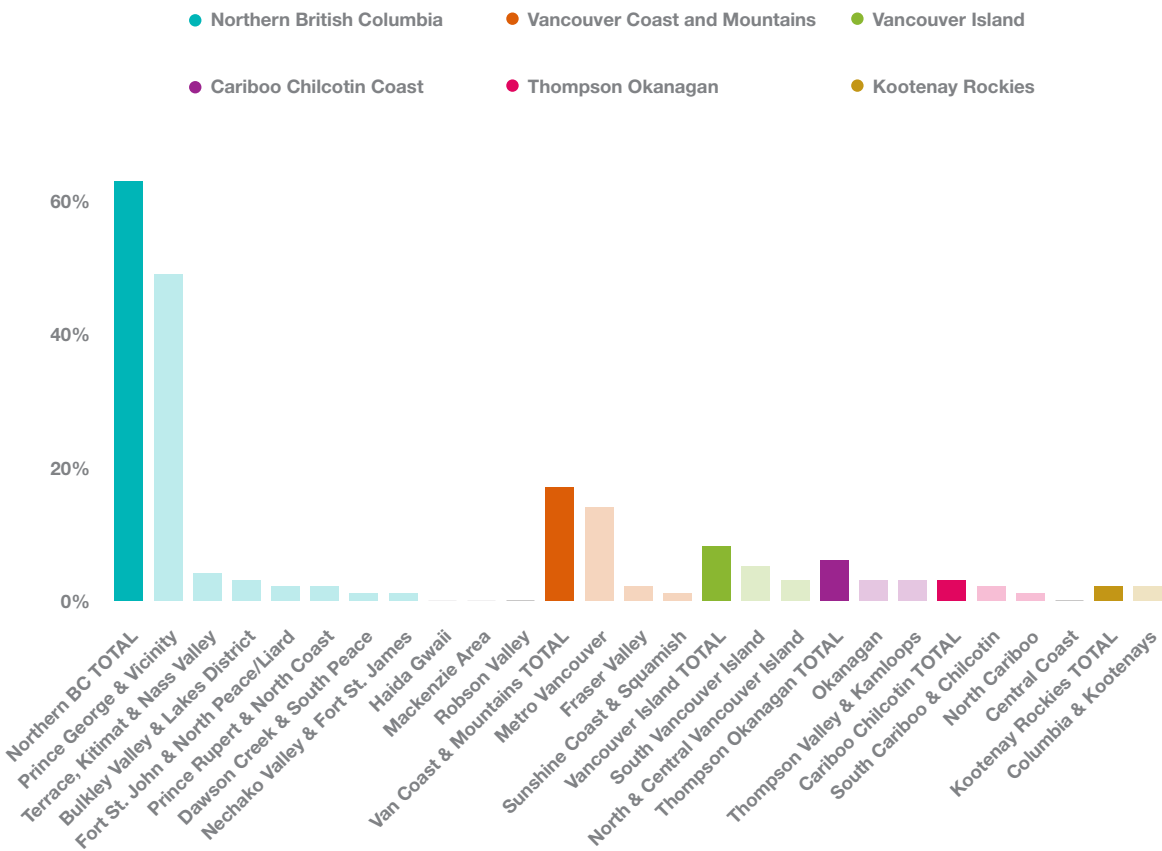
Current Province of Residence (Percent of total current Canadian)



For the most part, the distribution of respondents within BC did not markedly change between their place of residency before attending UNBC and their current location (Figure 2.2D). In general, fewer participants reported currently living in the communities they lived in before attending UNBC. However, there was a reported increase in residency in the Prince George & Vicinity, Metro Vancouver, and Thompson Valley & Kamloops regions from the pre-UNBC to post-UNBC timeframes. These increases were both in the absolute number of alumni reporting current residence in these regions, and the relative distribution of alumni in these regions as compared to the other BC regions.

Figure 2.2D

Current BC Region of Residence
(Percent of total current BC)



As previously stated, a greater number of Alumni Survey participants now live in Alberta and Ontario. Similar to the previous residence results, relative distribution of participants between Edmonton & Northern Alberta and Calgary & Southern Alberta remain evenly split (51% & 49% of Albertan respondents respectively). However, the distribution of alumni within Ontario

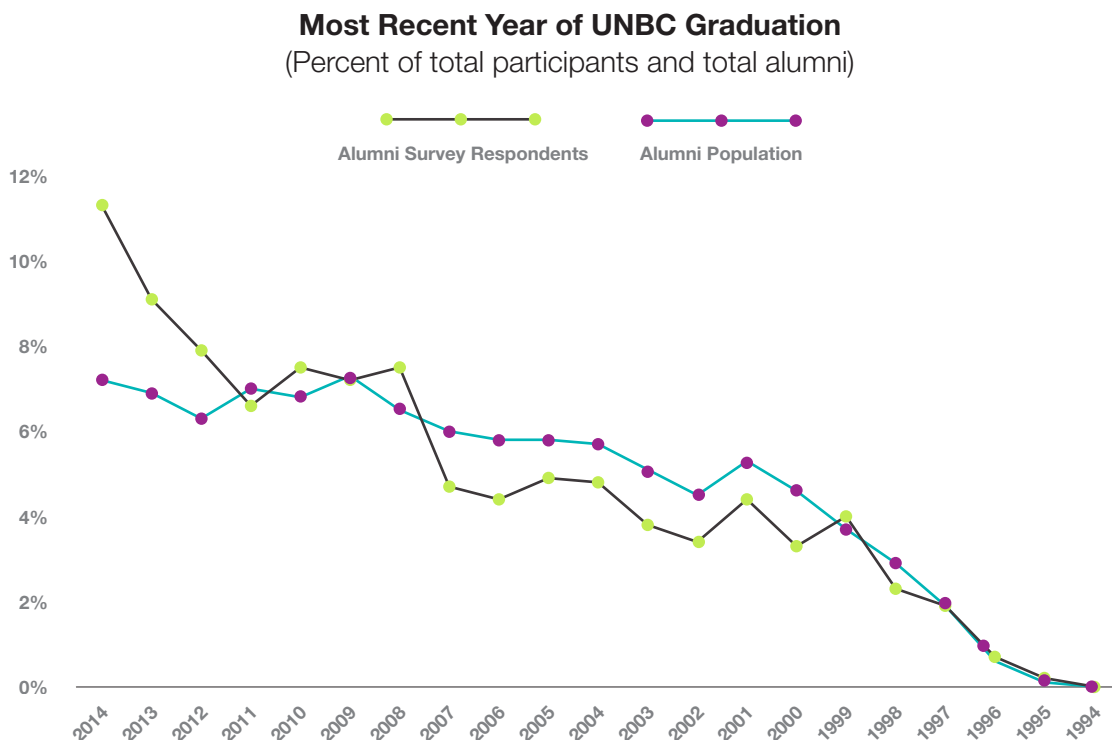
favours metropolitan centres such as Toronto (41% of Ontario-based alumni) and Ottawa (28%).

2.3: UNBC Site and Graduation Year

The majority of alumni survey participants reported primarily attending the Prince George UNBC campus at 94.4% of total respondents. The Prince George campus was followed by the Northwest campus (Terrace) at 1.9%, South Central (Quesnel) at 1.3%, and Peace River-Liard (Fort St. John) at 0.6%. Another 1.3% reported primarily conducting their UNBC studies online, and 0.4% attended other regional or affiliated campuses.

Figure 2.3 compares the most recent UNBC graduation year reported by Alumni Survey participants to the most recent UNBC graduation year of all UNBC alumni. For the most part, the proportion of survey respondents distributed by graduation year tends to mirror the proportion of actual UNBC alumni who graduated in each year. The exception is that there is a higher response rate from participants who have graduated in recent years (namely 2012-2014). As such, the results presented in the later sections of this report may overrepresent the opinions and experiences of alumni who have recently graduated.

Figure 2.3



2.4: Age, Gender, and Parental Education

At the time of survey, the vast majority of participants (79%) reported being between the ages of 25 and 50 years old, with an even distribution of participants within the age brackets in this range (Figure 2.4A). Only 9.7% of respondents reported an age over 50 years.

In terms of gender, the majority of participants self-reported as being 'female' at 60.2%, with 38.1% reporting 'male,' 0.2% reporting 'other,' and 2.6% did not respond. Figure 2.4B compares the proportion of those participants reporting female or male gender to the sex reported by all UNBC alumni when they first registered for courses at UNBC. A Z-test of proportions revealed no significant difference in the female/male ratio between the Alumni Survey group and the actual alumni population ($p = .610$). As such, the results presented in the later sections of this report should fairly represent the alumni population in terms of gender.

Figure 2.4A

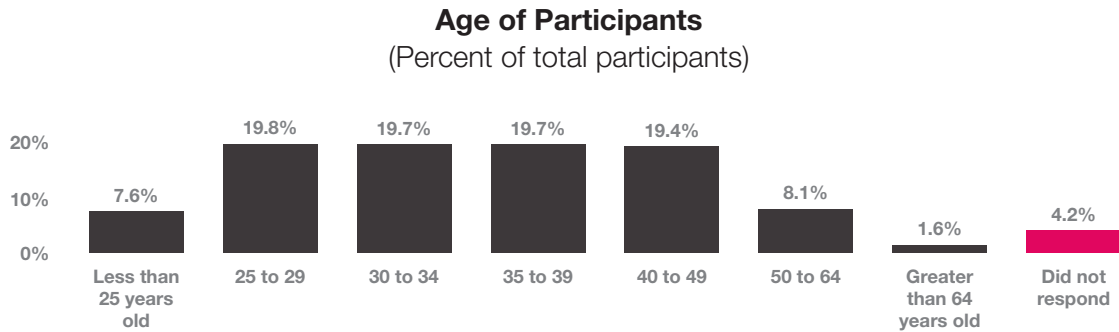
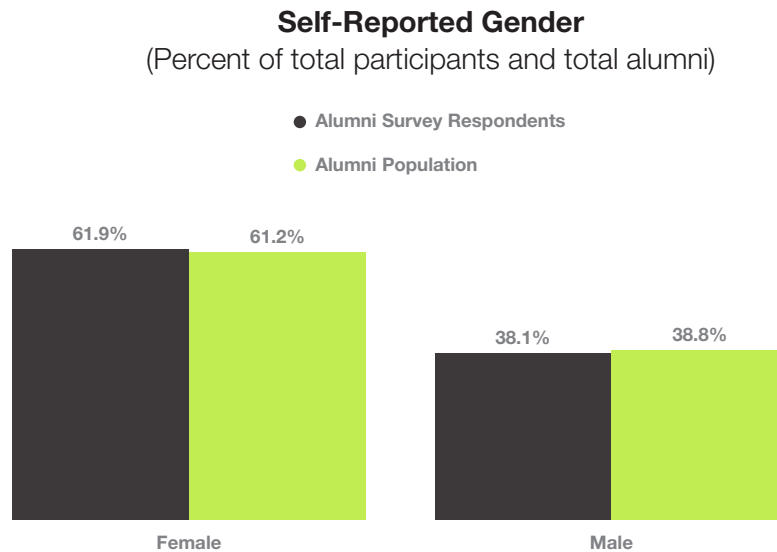


Figure 2.4B

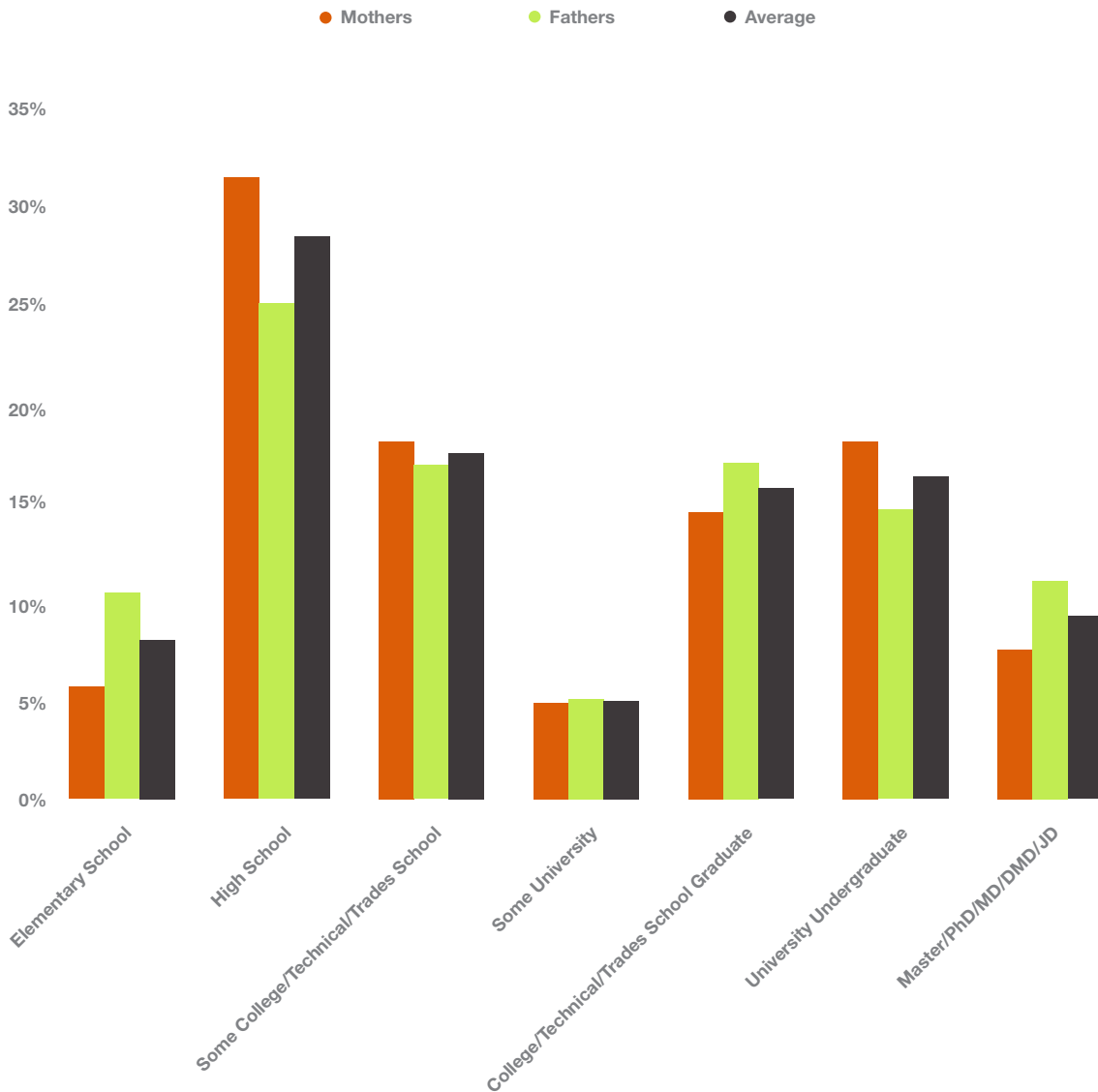


Along with personal demographics, participants were also asked to report the highest level of education attained by their parents. Figure 2.4C reports the results of this question, with the highest level of education listed for participants' mothers, fathers, and the average of both.

Figure 2.4C

Education of UNBC Parents

(Percent of total mothers, fathers, and both combined)



3: Satisfaction with UNBC

Respondents to the UNBC Alumni Survey were generally very positive when describing their satisfaction with UNBC and their UNBC education. As presented in Table 3.1, overall satisfaction with the UNBC experience was rated highest with 93.2% of respondents stating that they are either “very satisfied” or “somewhat satisfied” with their experience. Similarly, overall satisfaction with the respondents’ degrees/programs and quality of instruction were also rated with high levels of satisfaction.

Table 3.1

Measures of overall satisfaction with UNBC

Percent of all participants' overall satisfaction with...	Mean	(1) Very Satisfied	(2) Somewhat Satisfied	(3) Neutral	(4) Somewhat Dissatisfied	(5) Very Dissatisfied	Total (N)
...UNBC experience	1.44	66.5	26.7	3.8	2.2	0.9	1488
...quality of instruction	1.60	57.3	31.8	5.7	4.1	1.1	1488
...degree/program	1.62	54.9	34.6	5.0	4.4	1.0	1486

Along with high overall satisfaction, respondents also reported a very high likelihood of referring others to UNBC with 93.2% stating that they are either “very likely” or “somewhat likely” to recommend UNBC to others (Table 3.2). Furthermore, 79.9% of respondents also reported that they had already recommended UNBC to a prospective student ($N = 1486$).

Table 3.2

The likelihood of recommending UNBC to others

Percent of all participants	Mean	(1) Very Likely	(2) Somewhat Likely	(3) Not Sure	(4) Somewhat Unlikely	(5) Very Unlikely	Total (N)
	1.40	70.5	22.7	3.8	2.0	0.9	1484

When exploring what factors contribute to a positive UNBC experience (Table 3.3), respondents remarked that class sizes are by far the greatest positive factor contributing to the UNBC experience, with 95% of respondents stating that class sizes had a “very positive” or “somewhat

positive” impact on their experience. The campus location (86.9%) and professors (90.1%) were also regarded as strong positive factors impacting the UNBC experience, while experiential learning and field schools, the cost of tuition, and opportunities for student research were reported to contribute somewhat positively. The factors that contributed the least to a positive UNBC experience were scholarship and bursary opportunities, and online classes. However, participants reported that these factors were still positive aspects of the UNBC experience—just not to the same extent as the other factors.

Along with the satisfaction factors listed in Table 3.3, participants were also asked to qualitatively report what other factors contributed to their satisfaction with UNBC. Of all the additional factors, a strong sense of community and student culture was the most commonly reported. Participants remarked that they felt that they were part of a close knit community while studying at UNBC, and that their interactions with faculty, staff, and administration were casual and welcoming. A large number of participants also remarked that the main UNBC campus and campus amenities were major factors contributing to their satisfaction, with participants reporting that they liked the size and aesthetics of the campus, and that resources such as the Geoffrey R. Weller Library, Charles Jago Northern Sport Centre, and First Nations Centre were very much appreciated. Participants were also pleased by the availability of extracurricular activities, such as student clubs and sporting activities. Finally, although less commonly reported than the previously mentioned factors, some participants also reported that the flexibility of their program in accommodating their schedules and circumstances, the cost of living in Prince George, and on-campus residence were other factors contributing to their satisfaction.

Table 3.3

The impact of select factors on the UNBC experience

Percent of all participants	Mean	(1) Very Positive	(2) Somewhat Positive	(3) Neutral	(4) Somewhat Negative	(5) Very Negative	Total (N)
Class sizes	1.28	77.6	17.4	4.2	0.4	0.3	1485
Campus location	1.58	59.9	27.0	8.7	3.8	0.5	1473
Professors	1.64	51.8	38.3	5.2	3.6	1.1	1487
Experiential learning & Field Schools	2.07	37.1	28.0	27.6	5.2	2.2	1004
Cost of tuition	2.12	32.8	34.4	22.7	7.8	2.3	1470
Opportunities for student research	2.14	35.1	24.7	32.6	6.0	1.6	1179
Scholarship & Bursary opportunities	2.41	26.8	25.7	31.5	11.5	4.6	1203
Online classes	2.54	18.7	23.6	46.0	8.4	3.3	691

Along with the qualitative question asking participants to report the additional factors related to their satisfaction with UNBC, participants were also asked to give a general description of their UNBC experience. Continuing the trends found in the previous questions related to satisfaction, responses to this question were heavily centered on descriptions of the Prince George campus, class sizes, and quality of the respondents' programs and professors. The vast majority of statements were also positive regarding the respondents' UNBC experiences, with very few negative experiences reported. These responses were grouped into themes or topics to aid in analysis.

As mentioned above, positive descriptions surrounding the participants' UNBC experiences were focused on the campus, class sizes, student culture, and quality of their program and professors. In many cases, these themes were closely linked, with statements that the small class sizes experienced at UNBC allowed for a more tight-knit community feeling on campus. Participants also described positive experiences within their specific programs and with specific professors. In many cases, participants remarked that UNBC's small class sizes were the primary reason for their positive experiences within their program and with their professors, claiming that these small class sizes resulted in greater one-on-one time with their professors and greater attention within the classroom. Participants also described the Prince George campus as being aesthetically pleasing, with a nice view of the city, and situated within the natural beauty of the surrounding forest. Along with the positive statements related to class sizes, quality of instruction, and beauty of the campus, participants also made positive remarks regarding Prince George and the surrounding region, and the number of extracurricular activities available at UNBC and in the community.

Although there were much fewer negative experiences reported by participants as compared to positive experiences, there were a few themes and topics that stood out. Most negative statements were related to experiences within specific programs and with specific professors. However, it should be noted that in many cases participants specified that they had overall positive experiences with faculty, but had negative experiences with either one or a couple of professors. Some participants also did not like the location of the Prince George campus, stating that they felt physically disconnected from the downtown core, while others were not pleased with the Prince George air quality. Finally, there were some comments of dissatisfaction with the UNBC administration and staff, with concerns related to resource allocation and specific negative experiences with administration or staff. However, like the experiences related to faculty interactions, these negative comments were interspersed with positive statements regarding the UNBC administration and staff.

4: Skill Development

Alumni were asked to report how much their UNBC education contributed to their development across a multitude of skills (Table 4.1). Of these skills, participants reported that UNBC contributed the most to their ability to think critically, and independently acquire new skills and knowledge. These abilities were closely followed by a comprehensive knowledge of the respondents' chosen subject area, their ability to work under pressure, and problem-solving abilities. Average response scores also revealed that UNBC contributed "quite a bit" to the respondents' teamwork and group collaboration skills; leadership and self-confidence; social responsibility; abilities to conduct and interpret research; adapt to changing circumstances; identify ethical and moral issues; and their job/career readiness. Out of all the skills listed in the question, respondents felt that UNBC contributed the least to their entrepreneurship skills with 48.1% reporting that UNBC contributed either "very little" or "not at all" to their development in this area.

Table 4.1

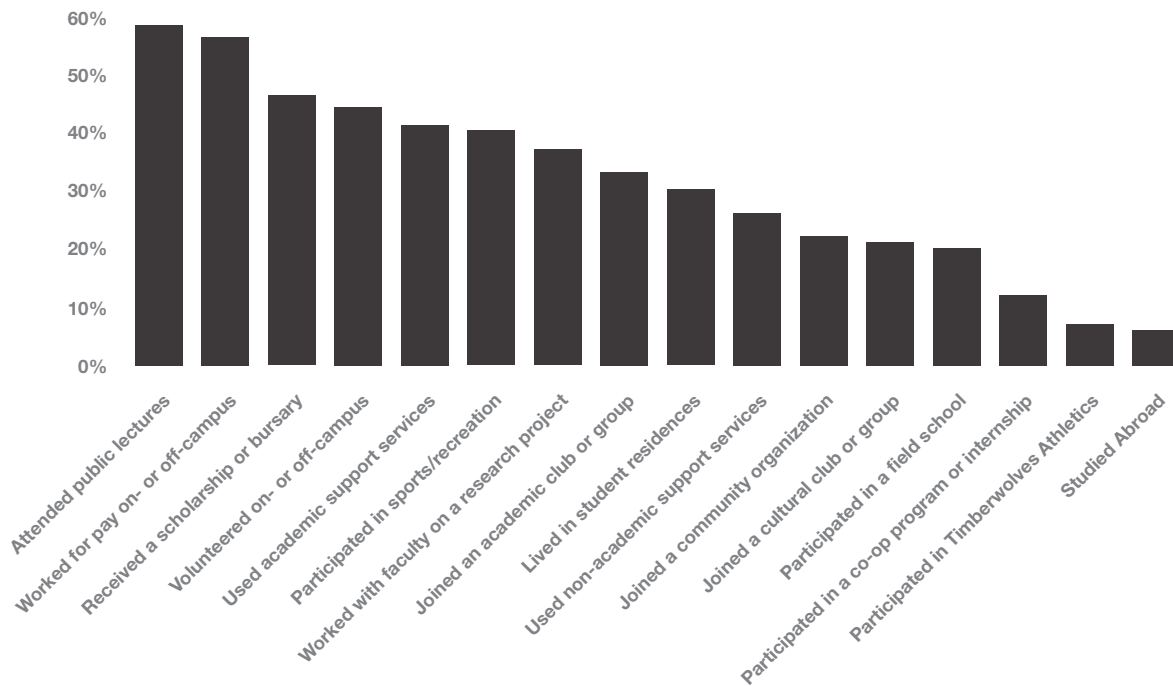
Contribution of UNBC education to skill development

Percent of those reporting contribution to the following areas	Mean	(1) A Great Deal	(2) Quite A Bit	(3) Somewhat	(4) Very Little	(5) Not at All	Total (N)
Critical thinking	1.73	46.1	38.6	12.3	2.6	0.5	1482
Ability to independently acquire skills and knowledge	1.76	44.7	39.4	11.8	3.2	0.9	1480
A comprehensive knowledge of subject area	1.80	40.4	42.7	13.5	3.1	0.2	1481
Working under pressure	1.91	38.7	38.5	17.0	4.3	1.5	1482
Problem solving	1.93	34.1	43.7	18.5	2.8	0.9	1479
Team work & group collaboration	2.05	32.1	38.9	22.0	5.4	1.6	1483
Conduct and interpret research	2.09	36.9	31.8	20.6	7.1	3.6	1484
Leadership & self-confidence	2.11	31.0	37.3	23.4	6.2	2.2	1476
Adapt to changing circumstances	2.14	27.7	39.9	25.4	5.1	1.9	1483
Identify ethical and moral issues	2.19	29.0	35.6	25.4	7.0	3.0	1482
Social responsibility	2.31	25.8	34.0	27.1	9.7	3.3	1482
Job/career readiness	2.45	22.8	32.1	27.8	12.2	5.2	1480
Resolve interpersonal conflicts positively	2.59	15.9	33.9	32.2	12.4	5.6	1477
Maintain a healthy lifestyle	2.84	14.5	25.4	31.7	18.6	9.8	1478
Entrepreneurship	3.38	8.4	15.1	28.3	26.9	21.2	1479

Figure 4.1

Experiences While At UNBC

(Percent of alumni who experienced each factor)



Alumni were also asked to report on what specific activities they participated in while studying at UNBC (Figure 4.1). Of all the possible choices, more than half of respondents reported that they attended public lectures and worked for pay on- or off-campus (58% and 56% respectively). A large number of respondents also reported that they received a scholarship or bursary (46%) and volunteered on- or off-campus (44%), while fewer respondents reported that they participated in Timberwolves Athletics (7%) and studied abroad (6%).

When asked how the factors from Figure 4.1 contributed to their later success, 87.4% of those who studied abroad reported that the experience contributed either “a great deal” or “quite a bit” to their later success. In fact, of all the factors investigated, studying abroad had the greatest contribution to later success, followed by working with faculty on a research project, and participating in a co-op program or internship. Although all of the experiences listed were reported to at least contribute “somewhat” to later success, attending public lectures, participating in Timberwolves Athletics, and living in student residence were reported as the experiences contributing the least to the respondents’ later successes.

Table 4.2**Contribution of specific UNBC experiences to later success**

Percent of those who experienced each factor	Mean	(1) A Great Deal	(2) Quite A Bit	(3) Somewhat	(4) Very Little	(5) Not at All	Total (N)
Studying abroad	1.54	64.4	23.0	8.0	3.4	1.1	87
Working with faculty on a research project	1.80	51.7	25.8	14.7	6.4	1.3	543
Participating in a co-op program or internship	1.86	53.1	24.6	10.3	7.4	4.6	175
Working for pay on- or off-campus	2.01	39.8	32.1	18.4	6.0	3.6	831
Participating in a field school or other experiential learning course	2.03	38.4	32.7	18.7	8.2	2.0	294
Receiving a scholarship or bursary	2.08	39.6	28.6	19.2	9.7	2.9	682
Joining a community organization	2.17	28.7	40.2	20.8	6.3	3.9	331
Volunteering on- or off-campus	2.23	31.5	31.0	24.3	10.1	3.1	645
Non-academic support services	2.44	22.9	30.9	30.1	11.2	4.9	385
Academic support services	2.51	18.6	32.6	32.4	12.1	4.2	601
Joining an academic club or group	2.52	24.5	26.8	27.0	15.7	6.0	485
Joining a cultural club or group	2.56	20.2	29.0	30.6	14.7	5.5	307
Participating in sports/ recreation	2.68	18.4	28.3	28.1	18.0	7.2	594
Attending public lectures	2.82	11.0	25.8	38.9	18.6	5.8	849
Participating in Timberwolves Athletics	2.84	16.8	23.8	28.7	19.8	10.9	101
Living in student residence	2.96	20.3	19.2	21.9	21.6	17.0	453

5: Education Financing

A total of 58.5% of respondents to the UNBC Alumni Survey reported that they incurred debt from their UNBC education ($N = 1488$). Of this 58.5%, 52.5% reported that they were still repaying their debt at the time of the survey ($N = 867$).

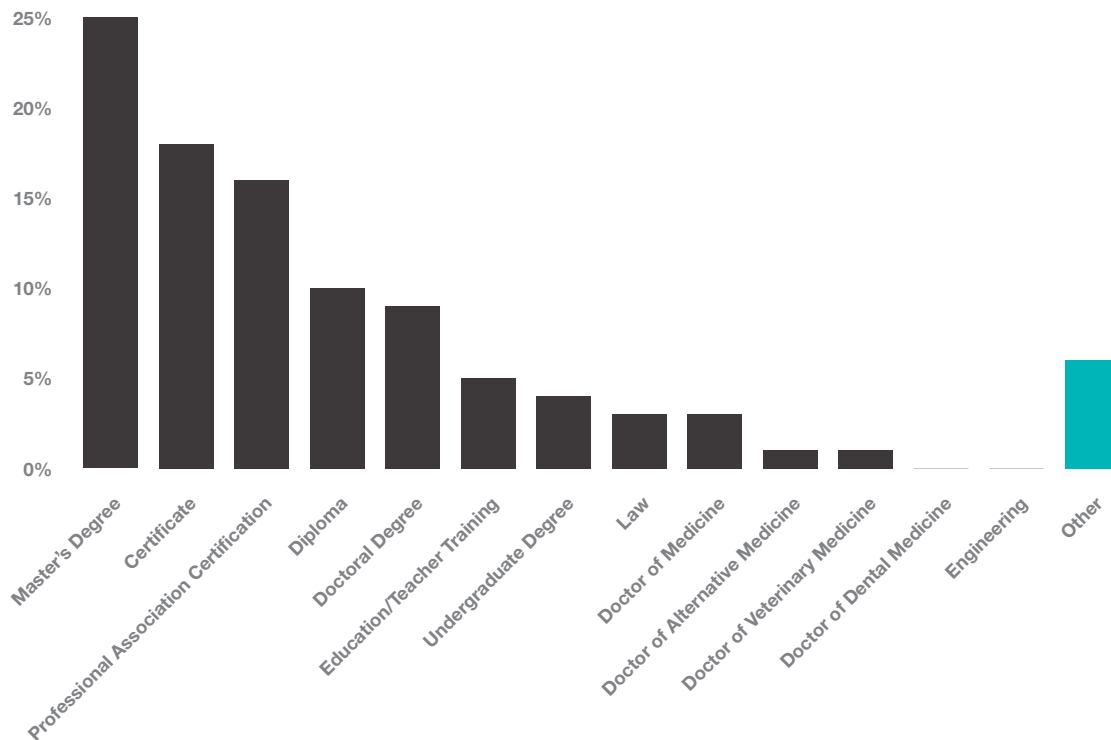
6: Additional Non-UNBC Education

Out of 1483 respondents, 43.6% reported that they pursued additional non-UNBC education after graduation. Taking into account those individuals who also reported enrolling in multiple UNBC degrees, a total of 57.5% of UNBC graduates reported enrolling in additional education after their first UNBC degree (from UNBC or elsewhere; $N = 1490$).

Of those who pursued additional non-UNBC education, 33.0% were enrolled at the time of response (18.4% full-time, 14.6%, part-time; $N = 642$). In total, 775 additional non-UNBC degrees and credentials were pursued by the respondents. The most common of these non-UNBC programs were master's degrees (24.5%), followed by certificates (17.5%) and professional association certifications (16.4%; Figure 6.1). Doctor of Dental Medicine degrees and engineering degrees were the least sought at 0.3% each.

Figure 6.1

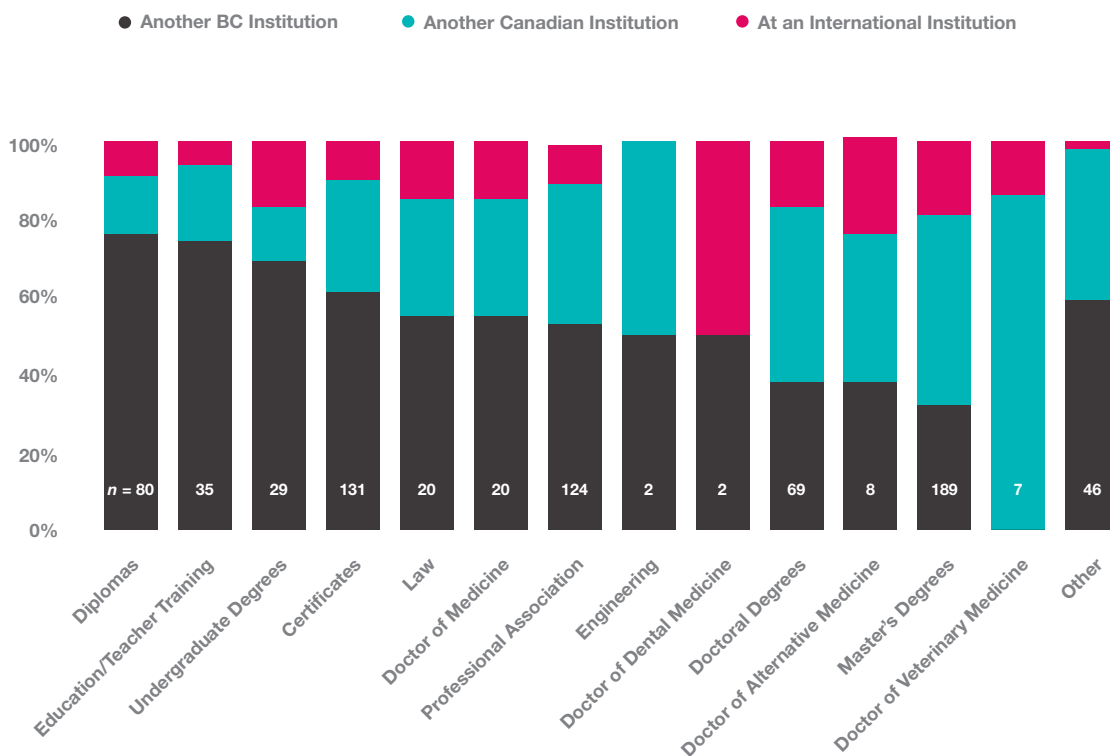
Non-UNBC Education Pursued after Graduation
(Percent of non-UNBC degrees pursued)



Along with the type of degree/credential sought, participants were also asked to report where they enrolled. Overall, 52% of participants enrolled in another BC institution for their non-UNBC program, 35% enrolled in another Canadian institution (not BC), and 13% enrolled in an international institution ($N = 762$). When breaking down these responses by the specific non-UNBC program pursued (Figure 6.2), those participants who enrolled in a diploma or education/teacher training were the most likely to remain in BC, with 76% and 74% enrolling in another BC institution respectively. The majority of undergraduate degrees (69%), certificates (61%), law degrees (55%), Doctor of Medicine degrees (55%), professional association certifications (53%), engineering degrees (50%), and Doctor of Dental Medicine degrees (50%) were also pursued from other BC institutions. Expectedly, no Doctor of Veterinary Medicine degrees were obtained in BC as there were no accredited veterinary colleges in BC at the time of this report. However, 86% of those participants who pursued a degree in veterinary medicine did so at another Canadian institution. It should be noted that for some of the degrees/credentials presented in Figure 6.2—particularly engineering, dental medicine, veterinary medicine, and alternative medicine—the sample size is quite small. As such, the results pertaining to these degrees should be interpreted with caution.

Figure 6.2

Location of Non-UNBC Credentials Pursued
(Percent of valid responses)



When asked if they would have enrolled at UNBC if their additional non-UNBC program was offered at UNBC, 49% of respondents who provided a yes/no answer stated that they would have enrolled at UNBC ($N = 568$). When considering the specific programs (Figure 6.3), 100% of those who enrolled in engineering ($n = 2$) stated that they would have enrolled at UNBC if their specific program was offered. The majority of those who enrolled in Doctor of Alternative Medicine degrees (75%, $n = 8$), law (59%), Doctor of Veterinary Medicine degrees (57%, $n = 7$), diplomas (51%), Doctor of Medicine degrees (50%), and Doctor of Dental Medicine degrees (50%, $n = 2$), would have also enrolled at UNBC if their specific programs were offered. Those who enrolled in master's and doctoral degrees were the least likely to report that they would have enrolled at UNBC, at 26% and 14% respectively.

The reader should remember that the data represented in Figures 6.1-6.3 only represent non-UNBC degrees and credentials sought after graduation from UNBC. Additional UNBC degrees pursued are not represented in these data. To get an overall picture of the degrees/credentials pursued by UNBC alumni, it is important to consider the information presented in Section 2 and in Figures 2.1D-E.

Finally, in regards to additional non-UNBC education, participants were asked to report how well they feel UNBC prepared them for their continued education (Table 6.1), and how long they waited before continuing their education (Table 6.2). Overall, respondents felt that UNBC prepared them quite well for their continued education, with 76.7% reporting that UNBC prepared them either "very well" or "quite well," and an additional 18.1% reporting that they were "somewhat well" prepared. In terms of how long participants waited to continue their education, 46.7% enrolled within one year of their UNBC graduation, and only 10.1% waited more than five years.

Figure 6.3

Would have Enrolled At UNBC if Program Offered
(Percent of total degrees/credentials)

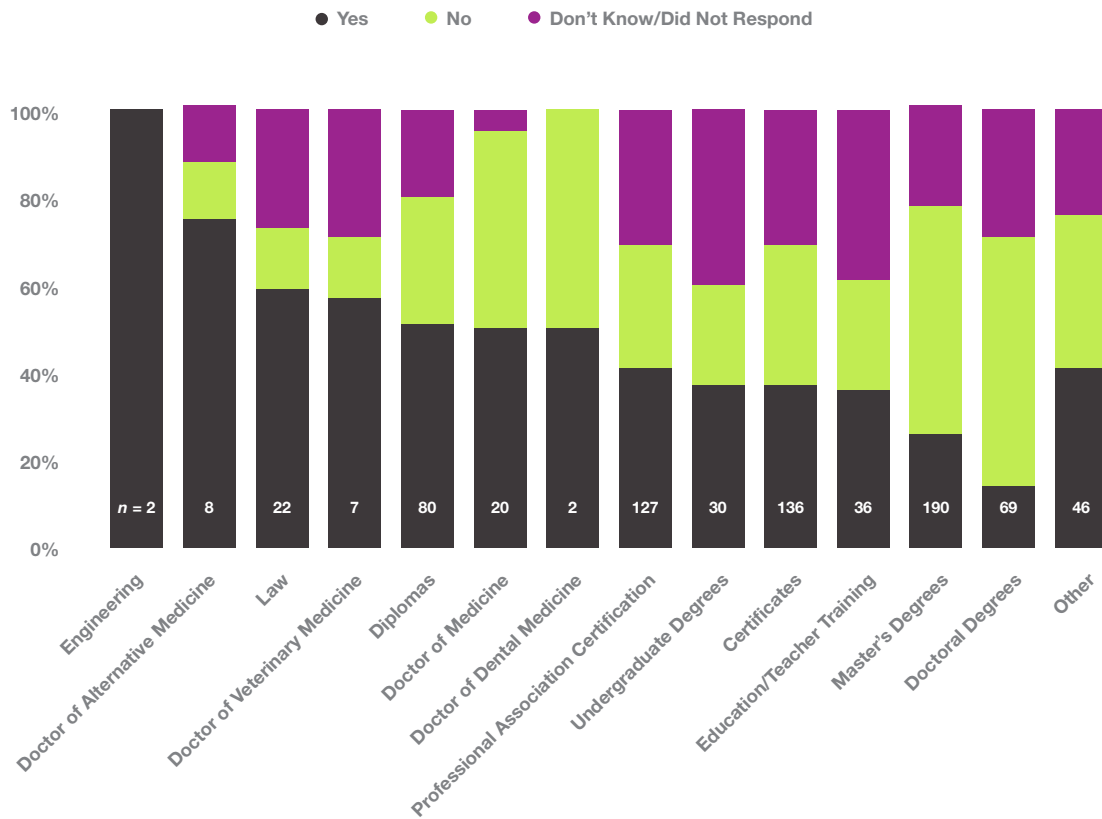


Table 6.1

Degree of preparation for continued education

Percent of those who enrolled in additional non-UNBC education	Mean	(1) Very Well	(2) Quite Well	(3) Somewhat Well	(4) Not Very Well	(5) Not Well at All	Total (N)
	1.89	40.0	36.7	18.1	4.2	0.9	645

Table 6.2

Time to enrol in first non-UNBC program after UNBC graduation

Percent of those who enrolled in additional non-UNBC education	Mean	(1) <6mo	(2) 7mo-12mo	(3) 1yr-2yr	(4) 2yr-5yr	(5) >5yr	Total (N)
	2.62	34.9	11.8	20.0	23.1	10.1	635

7: Employment

Overall, 88.2% of survey participants ($N = 1487$) were employed at the time of survey. Of those who were not employed, 32.4% were actively seeking employment; of those not seeking employment, 23.1% had paid positions lined up ($N = 117$). Using these figures, it can be inferred that the unemployment rate for the UNBC alumni participating in this survey is 4.1% ($N = 1395$).

7.1: Description of Employed Alumni

Of those survey participants who were employed at the time of response, 84.9% were working in paid positions, 5.3% were self-employed, and 9.9% were both paid and self-employed ($N = 1307$). The majority of employed alumni were also working full-time (87.8%; $N = 1308$), in permanent positions (84.9%, $N = 1262$), and for an average of 2-5 years with the same employer (Table 7.1A).

Table 7.1A

Length of employment with same employer

	Mean	(1) <1yr	(2) 1yr-2yr	(3) 2yr-5yr	(4) 5yr-10yr	(5) 10yr-25yr	(6) >25yr	Total (N)
Percent of those employed	2.94	21.3	15.2	26.7	22.5	13.5	0.8	1307

In terms of employment sector (Figure 7.1A), alumni were most likely to be working for private organizations (40%), followed by public organizations (33%), and government organizations (27%). Interestingly, for non-government employees, the proportion of alumni working for not-for-profit and for-profit organizations is evenly split (36% and 37% respectively; $N = 1306$). Reflecting the large proportion of alumni either working for government organizations or not-for-profit organizations, the sectors of employment most commonly reported by alumni were Health & Medicine (16%), Post-Secondary Education (13%), Elementary or Secondary Education (10%), and Social Services (6%). These were closely followed by Financial & Insurance Services (6%), Environment (5%), and Forestry (5%; $N = 1308$; Figure 7.1B).

Figure 7.1A

Employment Sector
(Percent of employed participants)

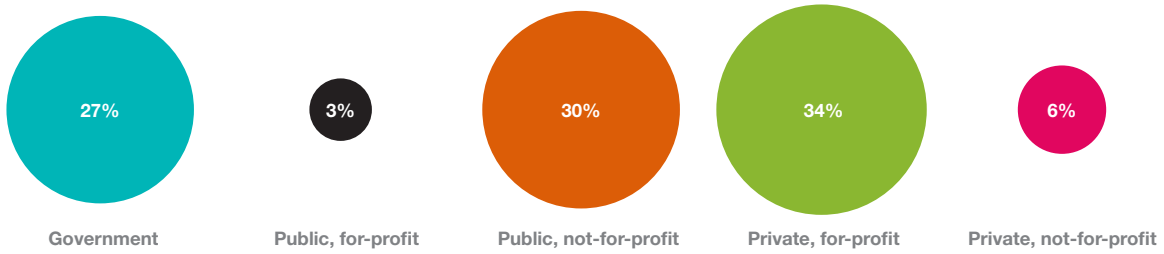
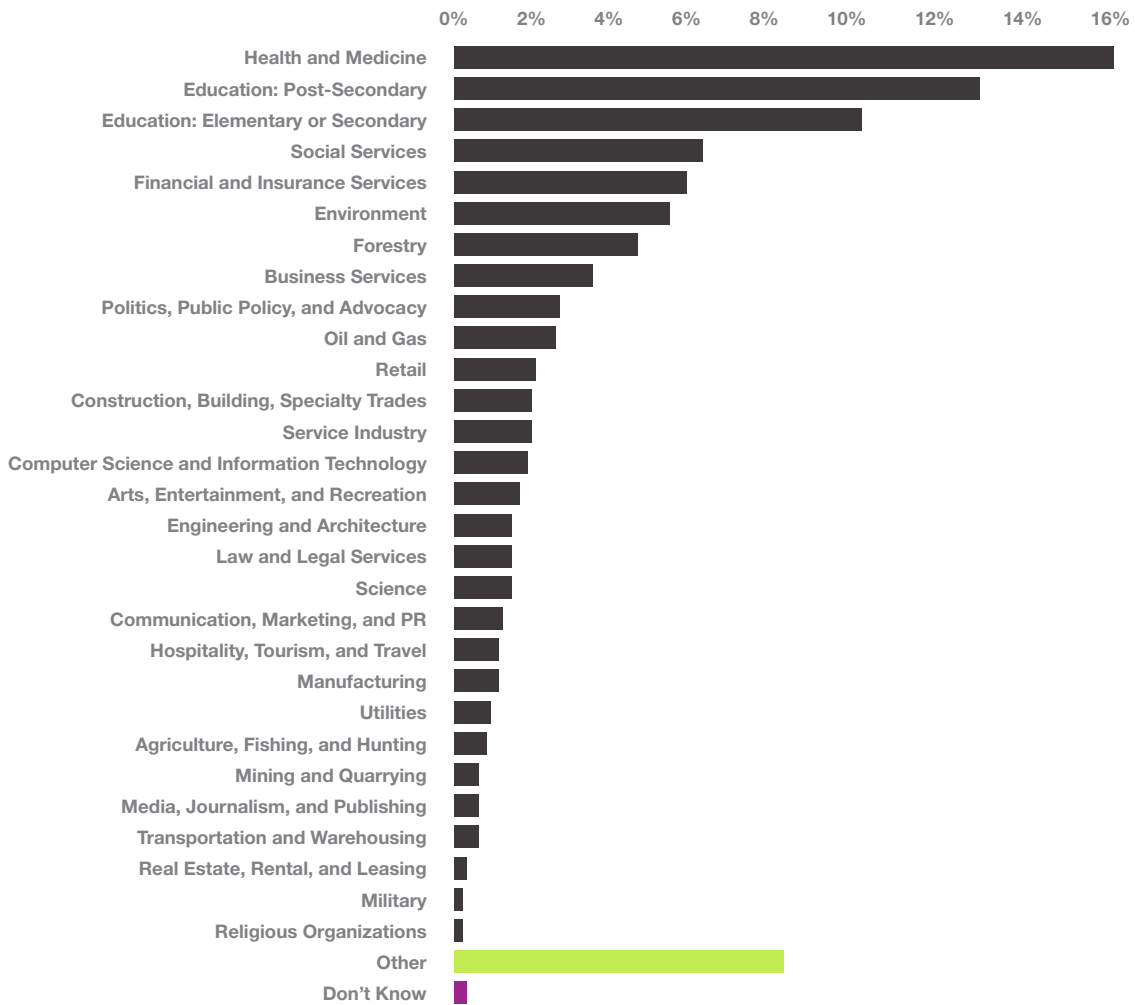


Figure 7.1B

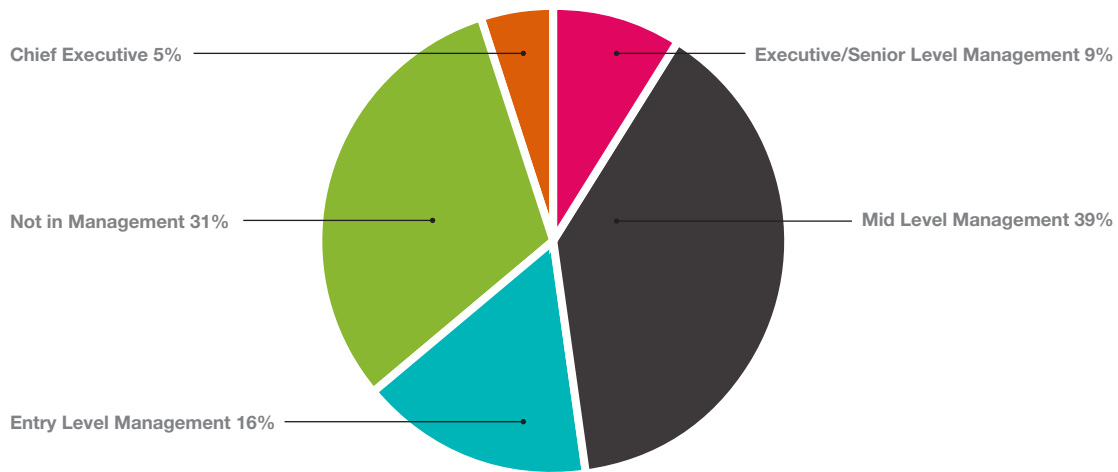
Employment Sector
(Percent of employed participants)



As presented in Figure 7.1C, the majority of employed alumni (69%) reported being a manager within their organization, and 20% of those reporting a management position reported being at the Chief Executive or Executive/Senior Level of management ($N = 1273$).

Figure 7.1C

Alumni In Management
(Percent of employed participants)



One third (33.2%) of all employed participants also reported that they are responsible for hiring within their organization. On average, those participants responsible for hiring also stated that they slightly favour UNBC graduates when hiring (Table 7.1B). Furthermore, only 0.7% stated that they disfavoured UNBC graduates, while 37.2% stated that they favoured UNBC graduates when hiring ($N = 430$).

Table 7.1B

How much UNBC alumni favour UNBC graduates when hiring

	Mean	(1) Strongly Favour	(2) Favour	(3) Does Not Matter	(4) Disfavour	(5) Strongly Disfavour	Total (N)
Percent of those responsible for hiring	2.5	13.5	23.7	62.1	0.5	0.2	430

When asked to report on their average income and job satisfaction, 85.4% of alumni participants reported that they are either very satisfied or somewhat satisfied with their job (Table 7.1C), and 56.2% reported earning over \$60000 per year from their main job (Table 7.1D). It is important to consider that it was stressed to participants that they only report their sole income from their main job, and not a household annual income. Annual household income was not reported in this survey.

Table 7.1C

Job satisfaction of UNBC alumni

	Mean	(1) Very Satisfied	(2) Somewhat Satisfied	(3) Neutral	(4) Somewhat Dissatisfied	(5) Very Dissatisfied	Total (N)
Percent of those employed	1.77	47.2	38.2	7.4	4.7	2.5	1304

Table 7.1D

Average gross annual income from main job

	Mean	(1) <\$20000	(2) \$20000 - \$39999	(3) \$40000 - \$59999	(4) \$60000 - \$79999	(5) \$80000 - \$99999	(6) >\$100000	Total (N)
Percent of those employed	3.80	6.4	11.9	25.4	23.9	16.4	15.9	1228

7.2: Usefulness of UNBC Education and Other Factors Related to Job Search

Overall, alumni participants feel that their UNBC education is very important in their current job and will be important in their future career opportunities. The vast majority of alumni participants (80.9%) stated that their current job is at least somewhat related to their UNBC program, with 10.2% reporting that their job is “not at all related” to their UNBC program (Table 7.2A); and even more participants (93.4%) stated that their UNBC education is at least somewhat useful in their current job, with 2.0% reporting that their UNBC education is “not at all useful” (Table 7.2B). When asked about the role of their UNBC education in future career opportunities, alumni respondents were even more positive, with 98.3% feeling that their UNBC education will be at least somewhat important for future career opportunities (Table 7.2C).

Table 7.2A**Relation of UNBC program to current job**

	Mean	(1) Very Related	(2) Quite Related	(3) Somewhat Related	(4) Not Very Related	(5) Not at all Related	Total (N)
Percent of those employed	2.23	43.1	19.5	18.3	8.9	10.2	1308

Table 7.2B**Usefulness of UNBC education to employment situation**

	Mean	(1) Very Useful	(2) Quite Useful	(3) Somewhat Useful	(4) Not Very Useful	(5) Not at all Useful	Total (N)
Percent of those employed	1.92	42.2	32.1	19.1	4.7	2.0	1306

Table 7.2C**Perceived importance of UNBC education in future career opportunities**

	Mean	(1) Very Important	(2) Quite Important	(3) Somewhat Important	(4) Not Very Important	(5) Not at all Important	Total (N)
Percent of those employed	1.86	45.1	31.3	17.3	5.1	1.1	1308

Participants were also asked to recall how long it took for them to find employment after graduating from UNBC, and in the case of those stating they were not employed at the time of survey, how long they were looking for work. For employed participants, it often took very little time to find employment, with half of participants (49.7%) finding employment within one month of graduation and only 8.8% taking longer than one year to find a job (Table 7.2D). Although there were few participants looking for employment at the time of response ($N = 56$), the amount of time spent looking for employment was longer for these participants than those who were employed. Those who were not employed had spent an average of four to six months looking for employment at the time of survey with 16.1% searching for more than one year (Table 7.2E).

Table 7.2D

**Time to find employment after UNBC graduation
(after starting job search)**

	Mean	(1) <1mo	(2) 1mo-3mo	(3) 4mo-6mo	(4) 7mo-1yr	(5) >1yr	Total (N)
Percent of those employed	2.03	49.7	22.3	11.7	7.6	8.8	1298

Table 7.2E

Time spent looking for employment

	Mean	(1) <1mo	(2) 1mo-3mo	(3) 4mo-6mo	(4) 7mo-1yr	(5) >1yr	Total (N)
Percent of those not employed at time of survey	2.84	10.7	37.5	25.0	10.7	16.1	56

Along with the time taken to find employment, participants were asked to recall whether they used specific UNBC employment services during their job search, how useful the services were when used, and why the services were not used. The specific services under question were “What can I do with my degree?,” job postings, and resume/cover letter services through the UNBC Career Centre, UNBC Career Fairs, and alumni networking events. Overall, the most-used service was job postings, with nearly one-third of respondents stating that they had previously used the service ($N= 1453$); and the least-used service was alumni networking events, with 7% usage by respondents ($N = 1436$). The complete list of services by usage is presented in Figure 7.2A.

Figure 7.2A

Employment Service Use

(Percent of respondents recalling use of service)



When asked how useful the different services were when searching for employment, participants reported that all the services were at least somewhat useful (Table 7.2F). Although relatively unused, the most useful service was the resume/cover letter service offered through the UNBC Career Centre, with 90.1% of respondents stating that the service was at least somewhat useful and 27.9% stating that the service was “very useful.” The job postings on the UNBC Career Centre website was the next most useful service with 81.2% of respondents reporting the service to be at least somewhat useful. Finally, the least useful service was reported to be the “What can I do with my degree?” service through the UNBC Career Centre website. For this service, 69.0% reported that the service was at least somewhat useful and 6.9% reported the service to be “very useful.”

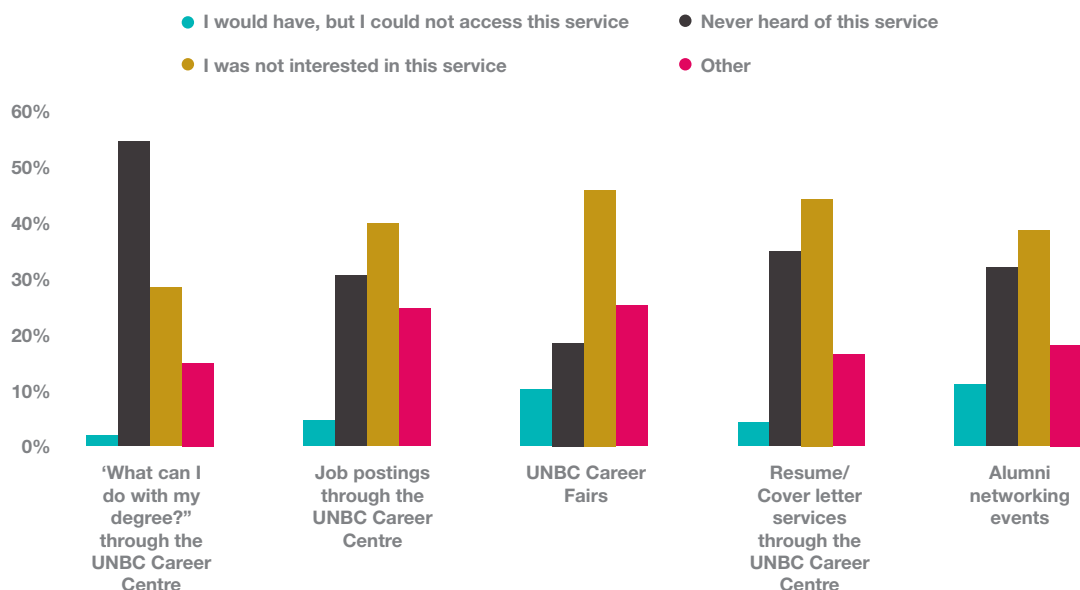
Table 7.2F

Reported usefulness of employment services

Percent of those who used the service	Mean	(1) Very Useful	(2) Quite Useful	(3) Somewhat Useful	(4) Not Very Useful	(5) Not at all Useful	Total (N)
Resume/Cover Letter services through the UNBC Career Centre	2.19	27.9	37.8	24.4	7.0	2.9	172
Job postings through the UNBC Career Centre	2.57	18.4	29.5	33.3	14.3	4.5	468
Alumni networking events	2.66	13.5	25.0	45.8	13.5	2.1	96
UNBC Career Fairs	2.83	12.8	21.1	42.2	17.6	6.1	375
“What can I do with my degree?” through the UNBC Career Centre website	3.03	6.9	24.7	37.4	20.1	10.9	174

When participants stated that they did not use a particular employment service, they were also asked to report why they did not use it (Figure 7.2B). Overall, it seems that the accessibility of a particular employment service is not a major deterrent to its use. In most cases, the major factor associated with not using employment services is that alumni are just not interested in the service. However, for the “What can I do with my degree?” service, the biggest factor associated with non-use is that alumni did not know what the service was. Although this finding would suggest that better advertising of the “What can I do with my degree?” service may increase use, this service was also reported to be the least useful.

Figure 7.2B
Reasons Why Employment Services Unused
 (Percent of respondents who did not use each service)



8: Connection to UNBC

In 1988, 16000 people advocated for the creation of UNBC by becoming members of the Interior University Society. Alumni Survey participants were asked to report if they are a member of the Interior University Society or have a relative who is a member. Of the 1489 participants who responded to the question, 1.7% are members of the Interior University Society. However, 13% of participants reported to have a relative who is a member of the Society ($N = 1485$).

Participants were also asked to respond regarding their feelings toward UNBC. Overall, alumni have very positive feelings toward UNBC, with 92.4% of respondents stating that their feelings toward UNBC are at least somewhat positive (Table 8.1). When asked to categorize their feelings regarding the statements in Table 8.2, alumni stated that they feel UNBC makes a great deal of difference in the North (98.4% at least somewhat agreeing with the statement). Participants also feel a high level of pride in their UNBC degrees (96.4% at least somewhat), that UNBC values diversity (95.9%), and that the UNBC experience is part of who they are (92.5%). However, despite the strong feelings toward UNBC and the UNBC experience, alumni participants felt that they were only somewhat still part of the UNBC community (60% at least somewhat).

Figure 8.1
Interior University Society Membership
 (Percent of total participants)

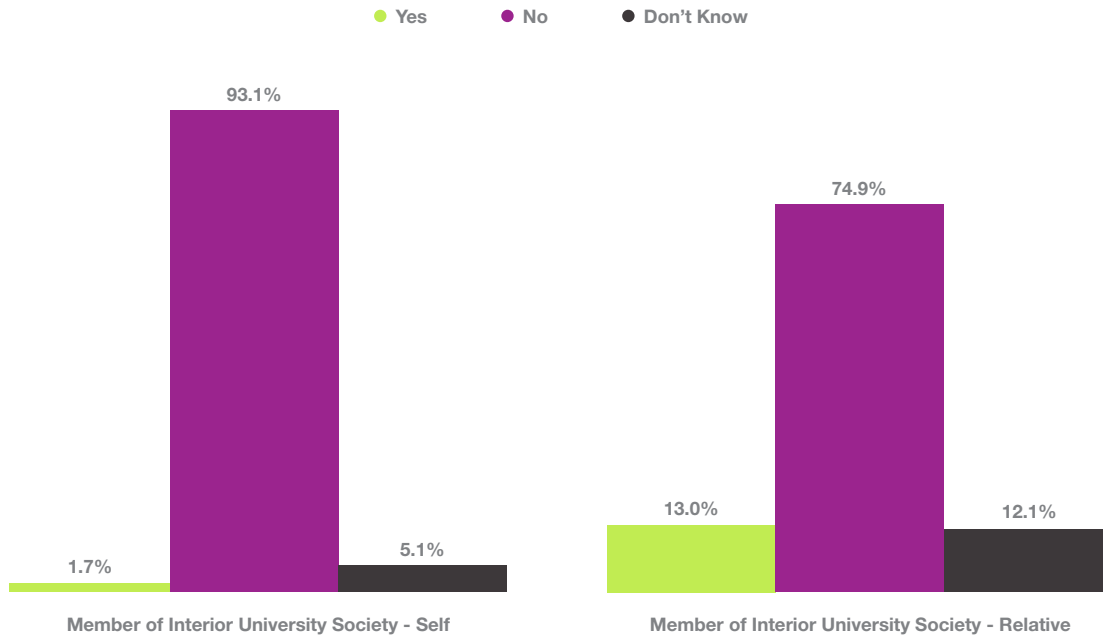


Table 8.1

Current feelings toward UNBC

	Mean	(1) Very Positive	(2) Somewhat Positive	(3) Neutral	(4) Somewhat Negative	(5) Very Negative	Total (N)
Percent of all participants	1.46	66.0	26.4	4.6	1.9	1.1	1488

The finding that many alumni do not feel that they are still part of the UNBC community is mirrored in the findings presented in Table 8.3 concerning participant connection with UNBC groups. Across all of the groups listed in the question, participants did not feel strong levels of connection. Connection with UNBC overall was reported to be the strongest group on the list, but only 68.5% of participants felt at least “somewhat connected.” The level of connection was lowest with student clubs or organizations, and with Timberwolves Athletics, with 55.8% and 69.0% of participants stating that they felt “not at all connected” with each group respectively. However, it should be noted that these data include all respondents. As such, these levels of connection may differ among participants who have had experiences with UNBC student clubs or organizations and Timberwolves Athletics.

Table 8.2**Alumni perceptions and feelings concerning UNBC**

Percent of all participants who feel...	Mean	(1) A Great Deal	(2) Quite a Bit	(3) Somewhat	(4) Very Little	(5) Not at All	Total (N)
UNBC makes a difference in the North	1.43	66.9	24.8	6.7	0.9	0.5	1485
Pride in UNBC degree	1.77	46.8	34.0	15.6	2.2	1.3	1484
UNBC values diversity	1.92	36.5	40.9	18.5	2.8	1.3	1480
The UNBC experience is part of who they are	1.94	42.2	31.3	19.0	5.3	2.2	1485
Strong emotional connection to UNBC	2.32	29.7	29.0	26.3	10.2	4.8	1487
A lifelong relationship with UNBC is worth maintaining	2.41	24.9	27.3	33.0	11.0	3.8	1484
UNBC values its alumni	2.42	18.4	34.8	35.4	9.0	2.4	1484
They have a stake in UNBC's successes and achievements	2.80	18.9	21.5	30.4	19.2	10.0	1485
They are still a part of the UNBC community	3.06	16.3	16.2	27.5	25.3	14.7	1487

Table 8.3**Level of connection with the following groups**

Percent of all participants	Mean	(1) Very Connected	(2) Quite Connected	(3) Somewhat Connected	(4) Not Very Connected	(5) Not at All Connected	Total (N)
UNBC	2.93	13.7	20.5	34.3	22.2	9.3	1474
Specific professor(s)	3.17	15.2	16.9	25.7	20.0	22.2	1484
Their academic program	3.26	10.1	19.2	26.8	22.6	21.3	1481
Other alumni	3.30	7.4	17.7	31.4	23.9	19.5	1482
Their graduating class	3.41	6.7	16.3	29.4	25.1	22.6	1485
Student club(s) or organization(s)	4.21	3.6	6.7	10.7	23.2	55.8	1480
Timberwolves Athletics	4.52	0.9	3.0	8.1	18.9	69.0	1479

Figure 8.2 and Table 8.4 are related to the resources used by alumni to connect with UNBC and the usefulness of these resources, respectively. For the most part, the most-used resources are also perceived to be the most useful. However, there are a few exceptions. For example, although 54.2% of participants stated that they use emails from UNBC (the most used service in the list), it was the fifth-least useful resource when connecting with UNBC. UPDATE Magazine also followed a similar pattern as it was one of the most-used resources (41.9%), but fell in the middle of the pack in regards to usefulness (more information related to UPDATE Magazine is presented in Section 11: Alumni Services.) That being said, it should be noted that all of the resources listed in Table 8.4 were regarded as being at least “somewhat useful” when connecting with UNBC.

Figure 8.2
Resources Used to connect with UNBC
 (Percent of all participants)

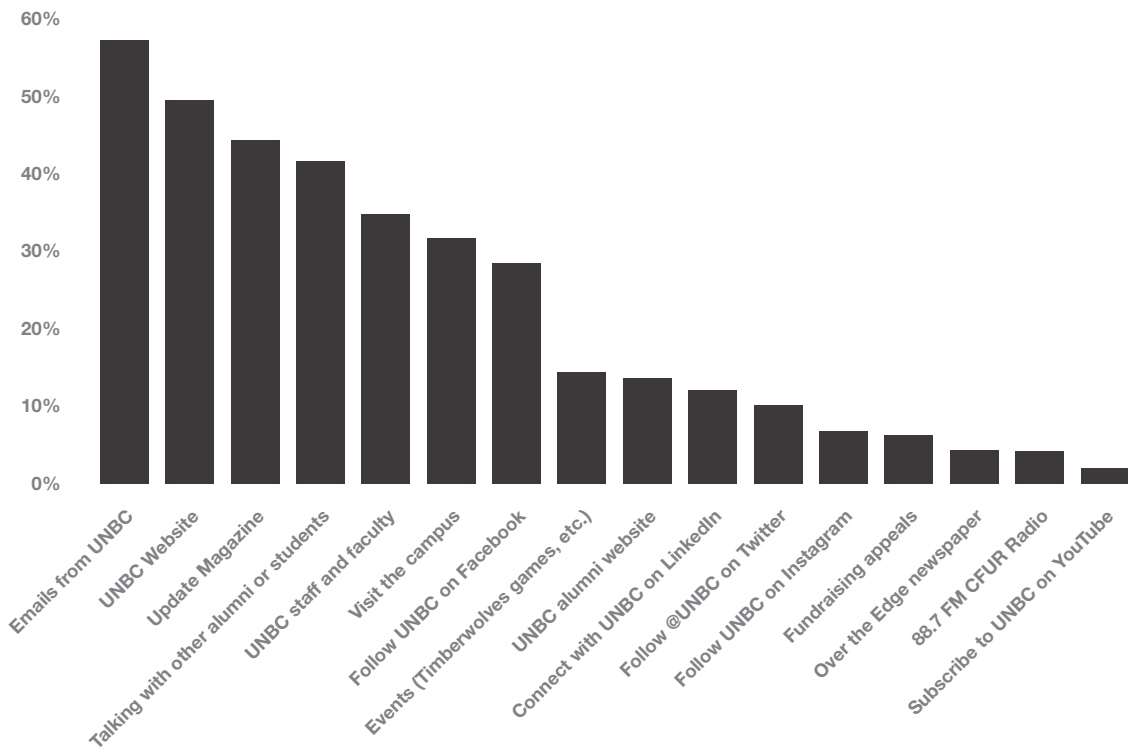


Table 8.4**Usefulness of resources when connecting with UNBC**

Percent of those who recalled using the resource	Mean	(1) Very Useful	(2) Quite Useful	(3) Somewhat Useful	(4) Not Very Useful	(5) Not at all Useful	Total (N)
UNBC Staff and Faculty	1.68	48.1	38.0	12.5	1.0	0.4	489
Visiting the campus	1.83	43.7	33.1	20.0	2.7	0.5	444
UNBC Website	1.86	37.9	41.1	18.2	2.6	0.1	696
Talking with other or current students	1.94	34.9	40.2	21.5	3.2	0.2	585
Events (alumni events, Timberwolves games, etc.)	2.10	25.9	40.6	32.0	1.0	0.5	197
Follow UNBC on Facebook	2.19	24.2	38.5	31.2	5.8	0.3	397
UNBC Alumni Website	2.27	19.3	40.6	34.2	5.9	0	187
Follow @UNBC on Twitter	2.29	18.0	43.2	33.1	3.6	2.2	139
Update Magazine	2.30	20.3	37.1	35.9	5.6	1.1	622
Follow UNBC on Instagram	2.36	18.9	34.4	38.9	7.8	0	90
Subscribe to UNBC on YouTube	2.43	23.8	19.0	47.6	9.5	0	21
UNBC Emails	2.44	19.0	32.6	37.1	8.5	2.9	804
Over the Edge Newspaper	2.51	20.0	30.9	30.9	14.5	3.6	55
Connect with UNBC on LinkedIn	2.60	12.8	29.9	42.1	15.2	0	164
CFUR Radio	2.63	11.1	25.9	51.9	11.1	0	54
Fundraising appeals	2.80	14.6	28.0	29.3	18.3	9.8	82

Finally, alumni were asked to state how interested they are in the variety of topics listed in Table 8.5. Overall, it does not seem that respondents were very interested in the list provided, as mean responses ranged from “somewhat interested” to “not very interested.” Topping this list are news about research, and alumni updates and achievements, while information related to Timberwolves Athletics is at the bottom.

Table 8.5**Topics that interest alumni**

Percent of all participants	Mean	(1) Very Interested	(2) Quite Interested	(3) Somewhat Interested	(4) Not Very Interested	(5) Not at all Interested	Total (N)
News about UNBC research	2.74	14.1	28.7	35.2	13.1	8.9	1484
UNBC alumni updates and achievements	2.91	11.2	24.7	37.2	15.6	11.4	1480
UNBC employment opportunities	3.02	17.2	19.9	25.3	19.0	18.6	1484
Profiles of current faculty and staff	3.05	9.0	21.7	37.5	18.8	13.0	1481
Upcoming events	3.06	8.9	21.7	38.0	16.7	14.6	1478
Information about new degree programs	3.09	9.5	20.9	35.1	19.5	15.0	1477
Information about continuing studies courses	3.18	10.3	19.0	32.0	20.2	18.6	1477
Ways to help/support UNBC	3.38	4.5	12.8	40.3	24.9	17.4	1479
Profiles of current students	3.56	4.7	10.7	31.6	29.6	23.4	1480
Volunteer opportunities	3.60	3.7	12.9	30.2	26.3	27.0	1478
Timberwolves Athletics	4.05	2.6	6.5	20.2	24.7	46.0	1479

9: Interest in Alumni Association Events

Only 12.8% of Alumni Survey participants recalled attending an Alumni Association event in the two years leading up to the survey ($N = 1487$). However, 33.4% stated that they are interested in attending UNBC alumni events in the future and an additional 33.3% are unsure ($N = 1485$). Participants who stated that they would like to attend alumni events or are unsure were also asked to report how interested they would be in attending the different kinds of events listed in Table 9.1. Of all the events on the list, public academic lectures were the most interesting to alumni with 82.3% stating that they are at least somewhat interested in attending. Participants were also somewhat interested in attending professional networking events (79.0%), and research presentations and panel discussions (77.1%); but were not very interested in attending family-oriented events (50.1%), award receptions (47.7%), and participatory sports tournaments (41.3%).

Table 9.1**Interest in specific Alumni Association events**

Percent of participants who would like to attend alumni events or are unsure	Mean	(1) Very Interested	(2) Quite Interested	(3) Somewhat Interested	(4) Not Very Interested	(5) Not at all Interested	Total (N)
Public academic lectures	2.55	17.7	33.8	30.8	11.2	6.5	976
Professional networking (dinner, mixers, etc.)	2.67	15.0	30.4	33.6	15.2	5.9	974
Research presentations and panel discussions	2.71	14.1	30.0	33.0	16.4	6.6	974
Class reunions	2.85	11.9	27.1	33.5	18.8	8.7	977
Cultural events	2.88	10.4	25.5	37.4	19.5	7.2	971
Community service projects	2.91	8.7	24.8	40.5	18.4	7.6	975
Pub night or other casual social events	3.00	10.6	23.8	32.8	19.5	13.2	977
Family-oriented events	3.42	8.2	16.0	25.9	25.8	24.1	974
Awards receptions	3.48	4.3	12.1	31.3	35.6	16.6	973
Participatory sports tournaments	3.65	5.4	12.3	23.6	29.0	29.6	975

The finding that participants are most interested in attending presentations/lectures and networking events is reinforced in the factors that motivate alumni to attend events (Table 9.2). The greatest motivator to attending events are learning opportunities (79.1% at least somewhat motivating), followed by networking opportunities (74.4%). However, none of the factors listed in Table 9.2 were regarded to be more than “somewhat motivating” on average.

Table 9.2**Motivators to attending Alumni Association events**

Motivators to attending Alumni Association events	Mean	(1) Very Motivating	(2) Quite Motivating	(3) Somewhat Motivating	(4) Not Very Motivating	(5) Not at all Motivating	Total (N)
Learning opportunity	2.69	15.2	34.0	29.9	8.4	12.5	1468
Networking opportunity	2.79	15.9	28.3	30.2	11.9	13.7	1466
Entertainment & fun	2.89	12.6	28.0	32.6	11.3	15.6	1466
Social engagement	2.99	11.4	25.6	31.6	15.0	16.4	1466
Staying connected to UNBC	3.05	10.5	22.0	35.4	16.0	16.2	1466
Food & beverage	3.45	5.3	16.4	30.1	24.2	24.0	1463

10: Motivation to Give Back to UNBC

Alumni Survey participants were asked to state how much the factors listed in Table 10.1 motivate them to give back to UNBC. Of all these factors, a belief in higher education is the most motivating with 86.2% of participants stating that it is at least somewhat motivating. Recognition as a contributor is the least motivating factor with average responses being “not very motivating,” and all other factors were reported to be only “somewhat motivating.”

Table 10.1

Motivators to giving back to UNBC

Percent of all participants	Mean	(1) Very Motivating	(2) Quite Motivating	(3) Somewhat Motivating	(4) Not Very Motivating	(5) Not at all Motivating	Total (N)
Belief in higher education	2.40	23.9	33.3	29.0	6.3	7.5	1395
Good experience while at UNBC	2.57	19.8	30.6	32.5	7.7	9.5	1381
To secure the quality of education at UNBC	2.68	16.3	29.4	34.8	9.1	10.3	1372
Loyalty and concern for UNBC	2.85	13.1	25.8	36.8	11.6	12.7	1372
To keep costs down for current students	3.02	10.8	21.7	36.0	17.8	13.8	1366
UNBC has a strong vision	3.08	8.6	22.5	36.7	17.2	15.1	1345
Owe success to UNBC and want to give back	3.16	8.9	20.3	33.8	20.1	17.0	1348
Tax benefit from charitable contribution	3.27	6.4	16.7	37.4	22.3	17.3	1338
Recognition as a contributor	3.84	3.4	8.5	23.1	30.6	34.4	1310

11: Alumni Services

In the final section of the survey, participants were asked about their opinions regarding currently existing and potential future alumni services. When asked about their Email for Life (@alumni.unbc.ca) email account usage, 23.6% of alumni said that they currently use their account, 50.7% have an account but do not use it, and 25.7% do not have an account ($N = 1485$). If those who do not have an @alumni.unbc.ca account are excluded, 31.7% of participants use their email account ($N = 1103$).

As mentioned in Section 8: Connection to UNBC, 41.9% of alumni claim to use UPDATE Magazine as a method to maintain connection with UNBC. However, 75.7% of alumni also report that they receive UPDATE Magazine ($N = 1482$), which suggests that a large number of alumni who receive the magazine do not necessarily read it. Indeed, 8.4% of alumni who receive UPDATE Magazine never read it (Figure 11.1), and an additional 30.6% only skim the pages ($N = 1118$). However, it should be noted that more than one fifth of alumni participants who do receive UPDATE Magazine read all of it. The Class Notes section in UPDATE Magazine (the section concerning the achievements of featured alumni) seems to be a popular portion of the magazine as 35.0% of participants who receive UPDATE also claim to always read Class Notes ($N = 1120$; Figure 11.2). Only 13.1% of participants reported that they never read the section, and 8.1% did not know what it was.

Figure 11.1
Amount of UPDATE Read
(Percent of those who receive UPDATE)

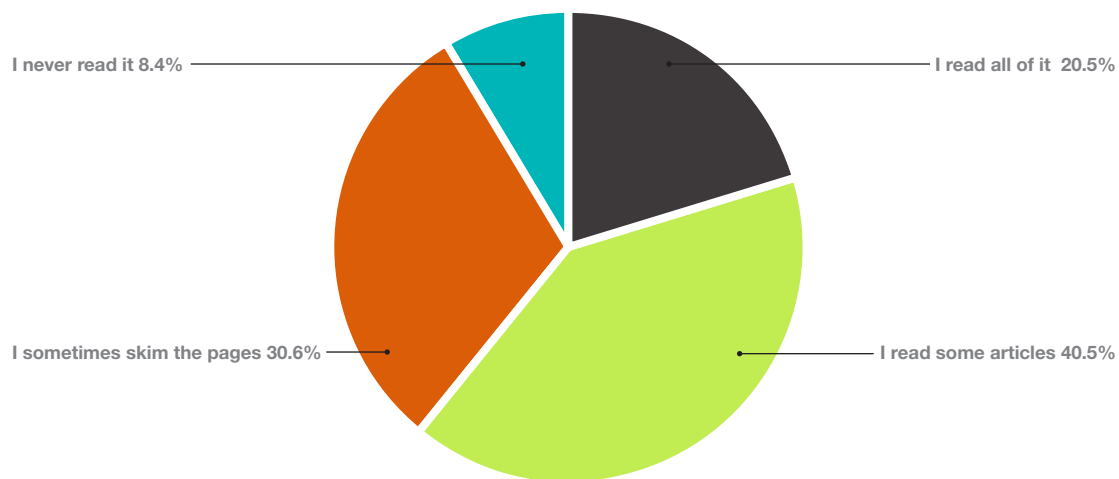
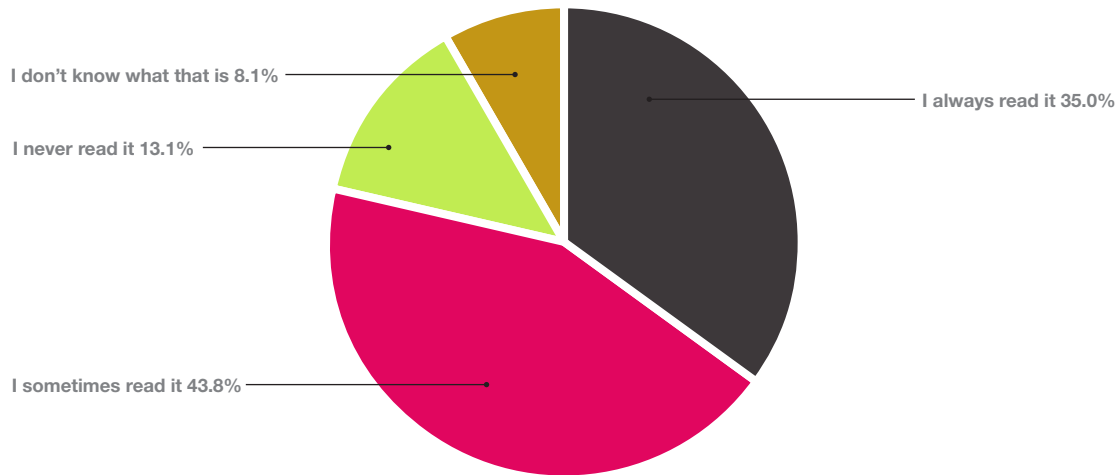


Figure 11.2
Amount of ‘Class Notes’ Read
 (Percent of those who receive Update)



As presented in Table 11.1, the Alumni Survey participants do not perceive much value in the currently available alumni privileges. Library privileges at the Geoffrey R. Weller Library are the most valued by alumni; however, participants only stated that they “somewhat value” these privileges on average. Wireless internet access on campus and Email for Life were the next most valued services, but again only “somewhat valued” on average; and discount tickets for Timberwolves Athletics games were the least valued service, with alumni stating that they “do not really value” the service on average.

Table 11.1

Perceived value of currently available alumni privileges

Percent of all participants	Mean	(1) Extremely Value	(2) Strongly Value	(3) Somewhat Value	(4) Don't really value	(5) Don't value at all	Total (N)
Library Privileges at Geoffrey R. Weller Library	2.80	22.2	23.5	25.0	10.9	18.4	1181
Wireless internet access on campus	3.12	17.8	18.7	23.3	13.8	26.3	1177
Email for Life	3.17	18.1	15.4	23.7	16.9	25.9	1178
Access to Career Services	3.20	12.2	20.1	28.0	15.2	24.5	1147
Membership discount at Charles Jago Northern Sport Centre	3.20	16.7	18.8	22.1	12.7	29.7	1183
Discount on UNBC logo products at the UNBC Bookstore	3.26	10.3	16.5	33.6	15.9	23.7	1157
Discount tickets for Timberwolves Athletics games	3.93	6.1	8.4	18.8	20.2	46.6	1151

Like the sentiment toward the currently available alumni privileges, Survey participants were not overly excited about the potential new alumni privileges listed in Table 11.2. Privileges related to air travel and hotel accommodation were the only services that participants claimed they would be “somewhat likely” to use. For most other potential new privileges, alumni were “neutral” concerning their likelihood of use. Furthermore, participants said, on average, that they would be “somewhat unlikely” to use privileges related to sports entertainment; life insurance; radio, TV, and newspaper advertising; and credit cards.

Table 11.2

Likelihood of use for potential new alumni privileges

Percent of all participants	Mean	(1) Very Likely	(2) Somewhat Likely	(3) Neutral	(4) Somewhat Unlikely	(5) Very Unlikely	Total (N)
Air Travel	2.27	35.1	35.6	11.2	3.4	14.7	1369
Hotel Accommodation	2.31	32.6	37.0	12.2	3.5	14.7	1370
Continuing Studies Courses & Programs	2.52	23.6	38.3	16.0	6.8	15.2	1366
Conferences & Special Lectures	2.71	18.5	37.8	17.2	7.5	19.0	1358
Concerts & Music Events	2.80	19.1	33.7	17.5	7.0	22.7	1345
Live Theatre	2.93	16.9	31.6	18.3	8.0	25.1	1347
Movie Entertainment	3.04	14.5	31.3	18.4	7.4	28.4	1335
Train & Bus Travel	3.06	17.1	26.7	19.0	7.8	29.4	1338
Athletics & Recreation	3.17	15.1	27.5	16.3	8.0	33.2	1326
Retail Products	3.19	10.9	26.3	24.5	9.5	28.9	1333
Extended Health & Dental Insurance	3.33	13.7	23.5	16.4	8.4	37.9	1355
Auto Insurance	3.41	11.7	22.9	17.4	9.0	40.6	1339
Newspaper & Magazine Subscriptions	3.44	8.8	21.0	23.1	11.6	35.5	1343
House Insurance	3.47	11.0	21.1	18.4	9.0	40.6	1338
Sports Entertainment	3.53	8.4	19.5	22.2	10.8	39.1	1319
Life Insurance	3.54	8.8	20.2	19.5	10.9	40.7	1343
Radio, TV & Newspaper Advertising	3.86	4.9	13.2	22.2	10.1	49.6	1282
Credit Cards	3.88	6.1	12.4	19.7	11.3	50.5	1338

A potential reason for the lack of interest toward the currently existing and potential future alumni privileges can be found in the responses to the open-ended question asking participants to further comment on the alumni privileges. Within this question, many participants remarked that they are not currently living in the Prince George area (supported by Section 2.2: Participant Location) and that most of the current and potential future alumni services are geared toward those alumni living in Prince George. Some participants even went as far to say that they would use the currently existing services if they lived in Prince George, but that they do not value the services now because they are not living in the area. Many of these participants living outside of Prince George also remarked that they would welcome new alumni privileges if they would be useful in their current location. This could explain why the potential future services of air travel and hotel accommodations were rated at a high likelihood of use. It may be possible that a greater number of alumni would use alumni privileges if the service was portable or international.

Along with the finding that many participants are not using the current alumni privileges because they do not live in the Prince George area, it was also found that many more participants did not know that alumni privileges existed at UNBC. In many cases, participants remarked that the Alumni Survey was the first time they were informed of the current alumni privileges and that they would seek out further information regarding the privileges after they finished the survey. Many also stated that they did not know of the Email for Life service, which could explain why one quarter of survey respondents stated that they did not have an @alumni.unbc.ca email account.

Finally, to end the survey, participants were asked two questions related to volunteerism. A total of 69.3% of alumni reported that they were interested in volunteering for their community ($N = 1142$), and 49.8% reported that they are interested in volunteering on a board ($N = 1111$).