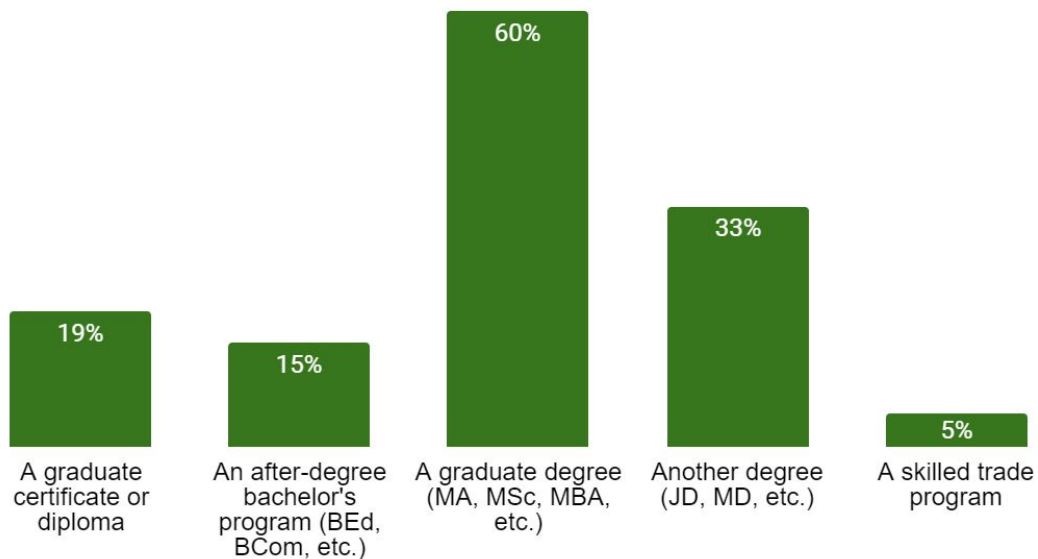


## Overview

The UASU deployed this small survey on the Perks platform from October 5th to 11th. 234 UAlberta undergraduates took the survey, which comprised one demographic question (gender) and two questions on attitudes toward further education.

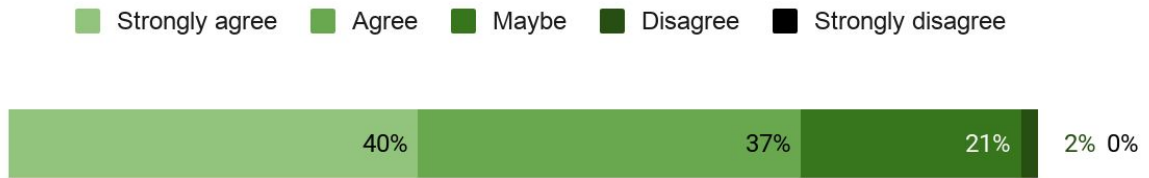
**Q1: "Within five years after you graduate, are you considering enrolling in any of the following? (Choose all that apply.)"**



Interest in other options did not appear to affect interest in graduate certificates or diplomas in any significant way within our small sample. (17%-21% of those interested and not interested in any given other option were interested in graduate certificates or diplomas.) It appears that graduate-level non-degree credentials may appeal to around one out of five students regardless of other educational ambitions.

One out of twenty respondents was interested in pursuing a skilled trade program after graduation. Unlike the other options, this one is tied to career paths that generally do not require the student's current undergraduate programs. A larger survey (either by the UASU or by UAlberta) could sort by faculty and offer insights into perceptions of value.

Q2: "Agree or disagree? Further education after I graduate will improve my career prospects."



This is another area that would benefit from a larger survey's ability to meaningfully sort by faculty.

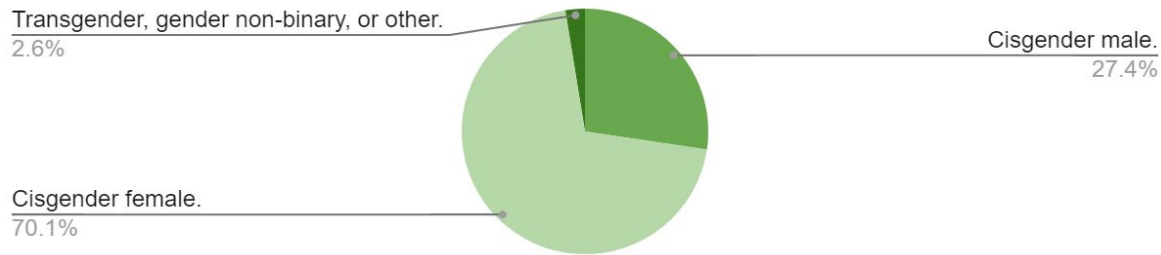
Controlling Q2's 'strongly agree' responses by students' responses to Q1, we found the following:

CREDENTIAL OF INTEREST	% STRONGLY AGREE
Grad certificate or diploma	48%
After-degree bachelor (BEd, BCom etc.)	41%
Grad degree (MSc, MBA etc.)	52%
Other degree (JD, MD etc.)	60%
Skilled trade program	18%

We note that university non-degree credentials were associated with nearly as high a 'strongly agree' score as graduate degrees.

This is admittedly a surface-level analysis: the sample size is not high enough to meaningfully look at the effects of combinations/intersections of interests (noting that Q1 is a 'choose all that apply' question).

### Q3: "I am..."



This question allows us to reexamine responses to Q1 and Q2 for gender variances. We note that the small number of gender-minority responses causes distortions that could be better examined with a larger sample.

% INTERESTED IN A GIVEN CREDENTIAL			
CREDENTIAL	CIS MALE	CIS FEMALE	GENDER MINORITY
Grad certificate or diploma	14%	21%	17%
After-degree bachelor (BEd, BCom etc.)	13%	15%	33%
Grad degree (MSc, MBA etc.)	63%	59%	67%
Other degree (JD, MD etc.)	34%	32%	50%
Skilled trade program	2%	5%	33%

The most concrete gender variance appeared to surround interest in non-degree university credentials, with cisgender female students being much more interested than cisgender male students. We also note increased interest in skilled trades among female students.

Looking at Q2, we found that gender somewhat affected perception that further education would benefit a student's career. Female students were more likely than male students to strongly agree.

