Alberta Post-Secondary Graduate Outcomes Survey: Class of 2005-06

September 2008

Executive Summary

Introduction

In November of 2007, Alberta Advanced Education and Technology contracted Insightrix Research, Inc. to conduct a survey of individuals who graduated from post-secondary institutions in Alberta in the fall of 2005 or the spring of 2006 (excluding apprenticeship graduates, who are surveyed through a separate initiative). The purpose of the survey is to determine graduate satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation. Key results are compared with two previous waves of research, the first conducted in 2004 of the 2001-02 graduating class and a second conducted in 2006 of the 2003-04 graduates.

A total of 17,164 graduates responded to the survey, resulting in an overall valid response rate of 48%. In all, 17,059 are graduates of a parchment program and 105 are graduates of a non-credit program. The margin of error at 95% confidence is ±0.5 percentage points. Following is a summary of the key findings of the research.

Section A-Demographics

Nearly all graduates had completed Grade 12 or 13 (95%). While last attending high school, 43% lived in urban Alberta (Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat and Fort McMurray) and 26% in rural Alberta (anywhere other than the 7 previously mentioned cities) for a total of 69%. Further, 23% attended high school elsewhere in Canada and 9% did so outside of the country.

The highest proportion of graduates who attended high school outside of Canada were graduates from Doctoral Degree programs (38%) and Masters Degree programs (20%). Respondents graduating with an Applied or Bachelor Degree were most likely to have attended high school in Alberta (77%).

Six in ten graduates are female (61%). Three quarters of graduates of Specialized Arts and Culture Institutions are female (76%), the highest percentage of all institution types. In contrast, Polytechnical Institutions have the largest proportion of male graduates (57%). The majority of Doctoral Degree graduates are male (56%), however the other four program types have a majority of female graduates, ranging from 66% of those who earned certificates to 44% of those with Masters Degrees. Considering field of study, Trades and Technology, Physical, Natural and Applied Sciences, and Legal and Security all have a majority of male graduates (81%, 60% and 52% respectively). Health Sciences and Education have the highest percentage of female graduates (85% and 79%).

On average, respondents are approximately 32 years old, however the median age is notably younger at 26 years old.

Nearly three quarters of graduates were single when they started their post-secondary program (72%) and a further 25% were married. A large majority did not have any dependents when they started their program (78%).

Overall, 4% of graduates self-declared as having Aboriginal Ancestry. Of these respondents, 42% are Status Indian, 42% are Métis and 11% are Non-Status Indian.

Respondents who indicated that they were not Aboriginal were asked if they consider themselves a member of a visible minority and of these 17% replied yes.

Overall, 2% of respondents self-identified as a person with a disability.

Just over one quarter of graduates indicated that at least one of their parents completed a university degree (27%), a further 14% have a graduate or professional degree and 25% have some or completed a college, technical, or apprenticeship program. Three in ten (31%) have no post-secondary training.

Section B: Satisfaction

Respondents were asked to what extent their program provided them with certain benefits, given a 5 point scale with 1 defined as "Not at all" and 5 defined as "To a great extent". Each of the six different areas received an average rating of 3.8 or higher, with "An opportunity to improve yourself" receiving the highest average rating (4.3) and "the skills needed for a particular job" the lowest (3.8).

Benefit	Mean	% 4 or 5
An opportunity to improve yourself	4.29	84%
Knowledge of a particular field of study	4.15	79%
A desire to continue learning more, about this or other subjects	4.12	77%
Improved employment opportunities	4.03	73%
Chances of improved income	3.91	69%
The skills needed for a particular job	3.79	65%

Using a similar scale, respondents were asked to rate how much their program helped them with certain skills, knowledge and abilities. Respondents were also given the option to reply that the listed item was not applicable to their program. On average, graduates gave the highest ratings to learning independently (4.05) and working independently (4.03) and the lowest rating to developing mathematical skills (3.01). Skills with a different rank can be considered to have a statistically significant difference.

Rank	Skill	Mean	% 4 or 5
1	Learn independently	4.05	75%
1	Work independently	4.03	75%
2	Solve problems	3.88	70%
2	Work well with others	3.88	69%
2	Manage information	3.86	69%
2	Develop research skills	3.84	67%
2	Become self-confident	3.80	67%
3	Develop interpersonal skills	3.74	64%
3	Think creatively	3.73	63%
4	Develop writing skills	3.66	60%
4	Develop leadership skills	3.62	58%
5	Develop awareness of ethical issues	3.55	56%
6	Appreciate other cultures	3.50	54%
6	Speak in public	3.47	53%
6	Develop computer skills	3.43	51%
7	Resolve conflicts	3.36	47%
8	Develop awareness of political and social issues	3.14	40%
9	Develop mathematical skills	3.01	38%

Ratings for the quality of teaching in the program, the program itself and the overall quality of the educational experience were very high; nine in ten were satisfied or very satisfied with each area.

		(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	Don't know
The quality of teaching in your program	Count	349	1,522	7,774	7,324	90
	%	2%	9%	46%	43%	1%
Your program at the Institution	Count	388	1,556	7,500	7,539	76
	%	2%	9.%	44%	44%	0%
The overall quality of your educational experience	Count	262	1,241	7,656	7,836	64
	%	2%	7%	45%	46%	0%

More than eight in ten would recommend the same program of study (84%); however a slightly higher percentage would recommend the institution (91%). The majority of respondents agree (57%) or strongly agree (29%) that their program was worth the financial cost to them and/or their family (86%). Respondents in the higher income categories are more likely to agree or strongly agree the benefit was worth the financial cost compared to those earning lower incomes (82% vs. 91%).

Section C: Financing

Two thirds of graduates worked while taking their post-secondary studies (67%). Independent Academic Institutions (75%) and Comprehensive Academic and Research Institutions (72%) have the highest proportion of graduates who worked during their program and Comprehensive Community Institutions the smallest (53%). The only field

of study for which the majority of graduates did *not* work during their program is Trades and Technology (48% worked).

Overall, 43% of graduates have received some form of government sponsored loan and 30% used non-government sources to fund their education. The majority have used at least one of these types of funding (60%).

At the time of their graduation, respondents who received a government-sponsored student loan owed a median of $14,000 and those who used another source of funding owed a median of $6,000. Overall, the median debt is $13,000.

Graduates of Applied and Bachelor Degree Programs have the highest median total debt ($18,000) of all KPI Program types and graduates of a Certificate program the lowest ($7,500).

Two thirds of respondents have received a scholarship, grant and/or bursary (66%). Graduates of Specialized Arts & Culture Institutions have the highest proportion of scholarship recipients (81%). Nine in ten respondents who graduated from a Doctoral Degree program have received scholarships, bursaries or grants (92%) compared to less than half of those graduating with a certificate (43%).

In terms of scholarship value, one half of scholarship recipients received less than $3,500. Doctoral Degree graduates had the highest median scholarship value at $50,000.

Section D: Transitions

Respondents most commonly entered post-secondary studies directly out of high school (51%). A further 18% waited one year before commencing their post-secondary studies, 17% waited for two to five years and the remaining 14% waited more than five years before enrolling in post-secondary. The majority of graduates from Comprehensive Academic and Research Institutions and Specialized Arts and Culture Institutions attended right out of high school (64% and 62% respectively). By contrast, about one third of graduates from Comprehensive Community Institutions (32%) and Polytechnical Institutions (35%) did the same.

Respondents in both Certificate (27%) and Diploma programs (40%) were notably less likely to have begun their program straight out of high school than those in Applied and Bachelor Degree programs (65%), Doctoral (65%) or Masters Degree programs (57%).

Seven in ten are currently living where they attended a post-secondary institution (72%). Respondents were asked where they were living during the following key times: secondary school attendance, application to post-secondary, last attendance of post-secondary and current location. The following table shows the transitions for graduates.

		Last attendance (K-12)	Application to Post-secondary	Last attendance of post-secondary	Current location
Alberta Urban	Count	7,377	8,496	13,481	11,681
	Column N %	43%	50%	79%	68%
Alberta Rural	Count	4,369	4,080	3,627	3,612
	Column N %	26%	24%	21%	21%
Elsewhere in Canada	Count	3,862	3,395	0	1,464
	Column N %	23%	20%	0 %	9%
Outside Canada	Count	1,478	1,107	0	318
	Column N %	9%	7%	0%	2%

Three-in-ten of those who relocated after graduation moved back to their hometown (30%).

Most commonly, respondents relocated to attain employment (31%). Acquiring further education (19%), family obligations (14%) and moving back to family home (10%) were also commonly mentioned.

The institution's website (87%), friends (84%) and institutional calendars (83%) are the three most used sources of information for deciding and planning for post-secondary studies. Respondents who used each source were asked to rate its usefulness on a 5 point scale where 1 is defined as "not at all useful" and 5 is defined as "very useful". The institution's website received the highest average rating (3.5) followed by institutional calendars (3.3). Parents or relatives (3.3) and friends (2.2) also received a high rating. Student recruiters (2.1) and the ALIS website (2.1) received the lowest average ratings.

Nearly one half of respondents attended some form of post-secondary course, not including adult upgrading, prior to enrolling in the program they graduated from in 2005/2006 (47%).

Three quarters of graduates did not take any of their courses through correspondence (75%) and 6% took all of it by this method.

Currently, one quarter of graduates are students (26%). Of these, 66% are full time students and 33% are part time students. Most commonly, respondents indicated their studies will lead to an undergraduate degree (35%) and a further 24% said they expect to receive a graduate degree.

Section E: Outcomes

Respondents were asked to indicate their primary objective when entering a post-secondary institution and whether or not they achieved it. Most commonly, graduates wanted to complete a specific Degree or Diploma (69%). Employment (11%) and expansion of general education level (6%) were the next most commonly mentioned goals. A large majority felt they achieved their primary goal (92%). Notably, 97% of those who graduated from a Doctoral Degree program indicated they achieved their primary goal compared to 88% of those who earned a Certificate. Those who did not achieve their goal were asked to provide the reasons for this. Changing programs (39%), still attending school (22%), and lack of employment (13%) were the most commonly given reasons.

Overall, 88% of graduates currently have one or more paying jobs (including self-employment and seasonal positions). Of those who are employed, 8% consider themselves to be self-employed, for a total of 7% of all graduates. Excluding those who are students or who are otherwise not in the labour force, the overall employment rate is 95%. Those who were not in the labour force were asked to provide the reason, and a large majority indicated it is because they are a student (68%). A further 16% are not looking for a job because of family responsibilities.

Of those who are currently employed, the median annual salary is $46,800 with an average of $50,908.

Respondents were asked to rate how related their current job is to their post-secondary training in general skills and abilities, subject-area knowledge and overall (54%, 50% and 51% respectively). Approximately one half of respondents felt their current job was very related in each area. By contrast, 13% said the general skills they learned and 19% said their subject area knowledge were not at all related. Overall, 20% feel their current job is not at all related to their post-secondary program.

In total, 35% indicated their current job requires a Bachelor's Degree. Most respondents feel qualified for their current job (59%), one third (35%) feel somewhat or very overqualified and 5% feel very or somewhat underqualified. A large majority are satisfied (48%) or very satisfied (42%) with their current main job (90%). Further, 7% are dissatisfied and 2% are very dissatisfied.

Brokered Programs

A total of 95 respondents are graduates of a brokered program. Nearly all are female (94%), which is notably higher than the result for all graduates (61%). As well, the average age is slightly higher for these graduates than for graduates of non-brokered programs (36 compared to 32).

Notably, a larger percentage of brokered graduates had more than five years between their schooling and enrolment in post-secondary studies (43% vs. 14%). In line with this finding, 61% of graduates of brokered programs were single (never married) when they started their program compared to 73% of respondents in non-brokered programs.

The most common primary goal mentioned by respondents in both brokered and non-brokered programs is the completion of a specific degree or diploma (67% and 68%). Respondents in both types of programs were equally likely to have achieved this goal (94% of brokered graduates vs. 92% of non-brokered graduates).

Satisfaction with the overall quality of educational experience is slightly higher among brokered graduates (54%) compared to those in non-brokered programs (46%).

Fewer than half of respondents in brokered programs worked while taking classes (46%) compared to 67% of non-brokered graduates.

Overall, 88% of graduates are currently employed. There were no significant differences in employment statistics for brokered and non-brokered programs. The unemployment rate for brokered graduates is 7%.

Non-Parchment Programs

Overall, 105 graduates of non-parchment programs completed the survey. Since the sample size for this group is small, differences with graduates of parchment programs should be considered directional.

Nearly the same percentage of non- parchment program graduates are female (59%) as in parchment programs (61%). One quarter of non- parchment graduates are 22 or younger (27%) compared to 13% of parchment graduates, however those in non- parchment programs were less likely than parchment graduates to have been single at the beginning of their program (61% vs. 72%).

The most common primary goal that both non- parchment and parchment graduates provided is completion of a specific degree or diploma (57% and 69% respectively), however a larger percentage of non- parchment graduates replied that their goal was to seek employment (22% compared to 11%). More than eight in ten achieved their primary goal (85%), which is slightly below the percentage of respondents in parchment programs who said the same (92%).

Satisfaction with the quality of teaching (86% satisfied or very satisfied), their program (83%) and overall (86%) is high, however the satisfaction with their program is slightly lower than that of parchment graduates (35% very satisfied compared to 44%). The percentage of respondents in a non-parchment program who strongly agree that they program was worth the financial cost to them and/or their family is smaller than for parchment graduates (14% vs. 29%).

Graduates of non- parchment programs are less likely to have worked while taking classes (55%) than those in parchment programs (67%). Employment statistics are nearly identical to those of parchment programs, with a total of 88% of graduates currently employed. A total of one half of graduates of non- parchment programs said their current main job is very related to their program they graduated from (54%), which is approximately equal the results of parchment graduates (51%). Similarly, satisfaction levels are approximately the same between groups (91% of non-credit graduates are satisfied or very satisfied compared to 90% of parchment graduates); however graduates from non- parchment programs are less likely to feel somewhat or very overqualified for their main job (25% compared to 35%).

Comparisons with the Graduating Class of 2001-02 and 2003-04

Results of the 2008 study were compared with two previous studies conducted in 2004 and 2006 of the 2001-02 and 2003-04 graduates in Alberta. Categories for both KPI program type and field of study were revised in this wave of the study, so direct comparison between subgroups is not possible.

The overall employment rate for 2005-06 graduates who are currently in the labour market is 95%. This is a slight decrease from 97% in the 2006 study and 96% in the 2004 study. The percentage of respondents who are students had shown a slight decrease from results in previous years. This year, 5% of respondents are current students compared to 7% of 2003-04 graduates and 8% of 2001-02 graduates. Overall, the percentage of respondents, including students and those not in the labour force, who are employed is 88% which is approximately in line with the results of the previous two studies (88 % in 2006 and 87% in 2004).

The median salary for 2005-06 graduates is $46,800 which is an increase of 17% from the previous study's result ($39,996). The percentage increase between 2004 and 2006 is approximately the same at 16% (from $34,411).

Approximately the same proportion of respondents have received a government loan or other source of funding (60% compared to 62% in 2006 and 62% in 2004); however, the incidence of government sponsored loans has shown a progressive decrease to 43% this year from 46% in the 2006 study and 49% in the 2004 study.

Although salaries have increased notably within the past four years, total debt of graduates has remained approximately the same with a median debt of $14,000 this year compared to $15,000 for 2003-04 graduates and $13,000 for 2001-02.

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Project Background

In November of 2007, Alberta Advanced Education and Technology (AET) contracted Insightrix Research Services to conduct a survey of individuals who graduated from four Comprehensive Academic & Research Institutions, two Baccalaureate and Applied Studies Institutions, two Polytechnical Institutions, eleven Comprehensive Community Institutions, seven Independent Academic Institutions and one Specialized Arts and Culture Institution in the fall of 2005 or the spring of 2006. The purpose of the survey is to determine graduate satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation. The findings of this survey will inform Alberta Advanced Education and Technology and assist in institutional planning and results reporting.

Graduates from each of the following institutions are included in the study:

Comprehensive Academic & Research Institution

- ❖ University of Alberta
- ❖ University of Calgary
- ❖ University of Lethbridge
- ❖ Athabasca University

Baccalaureate & Applied Studies Institutions

- ❖ Grant MacEwan College
- ❖ Mount Royal College

Independent Academic Institutions

- ❖ Ambrose University College[1]
- ❖ Canadian University College
- ❖ Concordia University College of Alberta
- ❖ The King's University College
- ❖ St. Mary's University College
- ❖ Taylor University College and Seminary

Comprehensive Community Institutions

- ❖ Bow Valley College
- ❖ Grande Prairie Regional College
- ❖ Keyano College
- ❖ Lakeland College
- ❖ Lethbridge College
- ❖ Medicine Hat College
- ❖ NorQuest College
- ❖ Northern Lakes College
- ❖ Olds College
- ❖ Portage College
- ❖ Red Deer College

Polytechnical Institutions

- ❖ NAIT
- ❖ SAIT

Specialized Art & Culture Institutions

- ❖ Alberta College of Art and Design

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[1] Two University Colleges, Alliance University College and Canadian Nazarene University College merged into one college, now known as Ambrose University College. For the purpose of this study, graduates from the Class of 2005-06 completing their studies at Alliance and Canadian Nazarene and were interviewed as graduated from those colleges. Final datasets were submitted to Ambrose University College.

The Graduate Outcomes Study was designed to obtain information on the following broad areas of enquiry:

1. Demographics – an analysis of survey findings by age, gender, geography and other demographic variables in order to determine if trends or patterns are linked to graduates' demographic characteristics.
2. Satisfaction – an examination of how satisfied graduates are with different aspects of their educational experience.
3. Financing – an analysis of the graduate finances including employment while studying and amount of government and non-government loans.
4. Transitions – an examination of student mobility from high school to post-secondary to current location, as well as an assessment of factors affecting post-secondary decision making.
5. Outcomes – an analysis of graduate employment rates, incomes, job satisfaction and job relatedness.

Survey Methodology and Response Rates

Following is a summary of each activity undertaken in the project and the methodologies employed:

Sample Management
Each Institution provided Insightrix a list of all fall 2005 and spring 2006 graduates through Edulink. Insightrix worked with the Institutions to ensure graduate records were complete and accurate, and that the file structures for both parchment programs and non-credit designated programs matched the format provided by the client. Institution data-sets were matched to a departmental verification data-set (i.e., number of graduates by program by institution for parchment programs) to identify discrepancies, which were then conveyed to AET. Upon verifying the accuracy of all data-sets, Insightrix loaded the files into CATI and completion targets were set at the provincial, institutional, field of study, and program levels for a pre-determined level of statistical confidence.

Questionnaire Pre-test and Critique
Alberta Advanced Education and Technology, in consultation with the institutions, developed the initial draft questionnaire. Insightrix utilized this questionnaire to conduct 60 pretests between December 10th and December 16th, 2007. Ten respondents from each of the following institutions were surveyed by phone: University of Alberta, University of Lethbridge, SAIT, Concordia University College, Mount Royal College and Grande Prairie Regional College. The pretest was an opportunity to test the timing, clarity, and flow of the survey questionnaire. Each pretest was recorded into a .wav file then converted to .mp3. The client was able to login to a customized page and listen to the pretests.

Based on the findings of the pretests, Insightrix provided AET with a critique of the survey instrument, recommending improvements that could be made. The department in turn, either accepted or rejected the recommendations and a final survey instrument and codebook was developed.

Survey Programming

Insightrix programmed the survey into the online CATI system. An email template with a link to the online survey was developed for those respondents that wished to complete the survey online. Prior to the fieldwork, AET reviewed and approved the email template.

To ensure consistency between the two modes of data collection, online and telephone, Insightrix formatted the survey to ensure that questions would yield comparable answers (reduce measurement errors) regardless of the method chosen by the respondent. For example, a question with a list of possible responses which are not to be read to the respondent during a telephone interview (i.e., a "Do Not Read" question) was programmed on the online survey so that the list of responses are automatically replaced by an open-ended text box. Insightrix researchers then reviewed each response from the online completions and recoded them into one of the possible options in the "do not read" list.

Data Collection

Data was collected from January 14th to April 20th, 2008 inclusive. Using a multimode approach, Insightrix collected the survey data in two ways, by telephone and online. The trained call centre staff contacted each potential respondent to seek his or her participation in the survey. If the respondent agreed to participate, Insightrix surveyors offered to conduct the survey over the telephone at that time. If that time was not convenient to the respondent, an option of completing the survey by telephone at a later date, or the online option was presented to the respondent.

If the online option was requested, the graduate was sent a personalized email invitation with a link to the online survey. Each online respondent was assigned a unique identification number (embedded in the URL). This allowed the use of the "Save and Resume" feature, which permitted the respondent to go back into a partially completed survey if they could not finish it in one sitting. Once the survey was complete, the respondent could no longer access their survey, or complete another survey.

When the graduates answered the survey questions, either online or by telephone, their responses were automatically entered into the online CATI system. The contact management system updated the respondent's status to indicate that the respondent had completed the survey. In total, 17,164 graduates from 26 different institutions completed the survey. Of those respondents that successfully completed the survey, 72% were completed by phone (12,279) and 29% were completed online (4,885).

All contacts in the contact database were categorized as *Verified*, *Not verified*, or *Unavailable*. *Verified* are those telephone numbers that a researcher was able to confirm were correct but the graduate remained in call back status and did not complete the survey (busy signal, no answer, not home, etc). These graduates were attempted to be contacted a minimum of ten times. *Not Verified* numbers are those who were never reached at the provided number and therefore could not be confirmed as correct contacts (no answer). Each of these numbers were attempted a minimum of four times.

Contacts were categorized as *Unavailable* for a number of reasons, such as, the contact information was outdated and the graduate could not be found, the graduate refused, was ill or deceased, or there was a language barrier that made it difficult to conduct the survey.

If a graduate appeared in the data base more than once, indicating the achievement of multiple credentials in the sampling timeframe, the highest of the multiple designations would be used. If the designations were at the same level, then the responses would be attributable to the professional credential. If the designations were at the same level, and none were of a professional designation, then the program with the least completes would be selected to do the survey under.

Contact Searching and Tracking
In instances where the Insightrix call centre staff encountered out-of-service or wrong numbers, a variety of tracking activities were employed to ensure higher a number of completions were obtained. These activities included the following:
- Directory Assistance and Internet Searching. When the graduate had moved and their original contact information was no longer accurate, telephone directories such as Canada411.com, mytelus.com, and various other online search engines, as well as directory assistance were used.
- Speaking to people who were at the phone number provided, (i.e. parents, former roommates), who may have known the whereabouts of the graduate. In some cases they did know but would refuse to provide us with updated information. We would leave our toll-free phone number with that person to pass along to the graduate.

An experienced Insightrix searcher was employed as a full time searcher for this project, dedicated solely to finding 'lost' graduates. A number of other staff were also assigned to searching out lost contacts. When these searchers were able to track down the graduates, they were available to conduct the survey immediately with the respondent if necessary.

Additional Activities
Insightrix conducted additional activities in an effort to bolster response rates. These activities included:
- Leaving messages on answering machines/voice mail. If the message identified the graduate we were looking for, the caller would leave a message indicating our reason for calling and would leave the toll free number to call back.
- Calling Times – Insightrix staggered the calling times to maximize the probability of connecting with the contact and completing the survey. Insightrix staff attempted to call respondents during the day, evenings, and on weekends.
- When provided an email address from a family member or friend of the potential respondent, Insightrix would first send a 'permission' email, introducing the study and asking for permission to send a link to the online survey. This was helpful reaching graduates who had moved outside of Canada or were traveling at the time of the survey.
- Closer to the end of the data collection period, the Insightrix callers concentrated their effort on the '*Verified*' numbers, to increase the chance of reaching the graduate since it was determined earlier that they could be reached at that phone number.

Cell Phone Numbers
If the Insightrix interviewer was provided a cell phone number to contact the graduate (i.e., from a parent, spouse, friend), they would attempt to contact them at that number. Once contacted, the graduate was asked if they would prefer to do the survey over a landline. If the graduate indicated it was acceptable to do the survey on their cell phone, the interview proceeded.

Real Time Progress Reporting
Alberta Advanced Education and Technology had access via login/password, to the Custom Topline Statistics for the duration of the project. Representatives from AET were able to access the completion statistics at all times. The results updated in real time as the survey proceeded. The survey completion statistics available were: total graduates, target completes, completes overall, completes by institution, completion at the program level within an institution, phone vs. online completes, number of attempts made, response rate, confidence level and margin of error, and call dispositions.

Data Cleaning and Theming, Including NAICS and NOCS Coding
Using the responses given to the sector, type of business, job title and job duties questions, Insightrix researchers attempted to assign four digit NAICS and NOCS codes to describe the current occupation and industry of each graduate. In some cases only a two or three digit code could be assigned if the respondent did not give detailed information. Questions that provided textboxes for 'other' responses were cleaned and those that fit into one of the options provided were recoded. Responses that the online respondents gave to "Do Not Read" questions (they were provided a text area to type into), were recoded back into the provided lists.

Creation of Raw Data Files
After the completion of data collection, data cleaning and coding, Insightrix submitted clean, edited and fully documented data files including all variable and value labels in SPSS format. Each record in the data file included the unique identifier from the sample frame. Data files were provided to AET (containing data from all Institutions, but excluding personally identifiable data), and will be provided to each of the twenty-eight participating Institutions, containing the data for that Institution only, but excluding personally identifiable data. Parchment program data and Non-credit Designated program data was provided in two separate SPSS files.

Analysis Note – Each question on the survey was analysed by appropriate demographic and classification variables. Chi-square, t-tests and analysis of variance were used to determine statistically significant results. For this report, an alpha value of less than 0.05 is considered statistically significant. This means that there is less than a 5% chance that the results would have occurred by chance. Only the most significant and interesting results are shown in the report.

Response Rates and Call Dispositions

A total of 17,164 graduates responded to the survey. Of those, 12,279 completed the survey by telephone and 4,885 completed online. Table 1 shows the detailed overall call dispositions and response rate. Excluding duplicate entries in the original sample, those who were not qualified

and those who were deceased, the total valid sample contained 35,565 graduates. The 17,164 completed surveys resulted in an overall response rate of 48%.

Table 1 - Overall Call Disposition

	Total Number	Percentage	# in Parchment Programs	# in Non-Parchment Programs
Total Number of Graduates in Sample	36,336	100%	36,084	252
Duplicate Entries	683	2%	663	20
Not Qualified*	88	0%	88	0
Valid Sample	35,565	98%	35,333	232
Completed Surveys (valid response rate)	17,164	48%	17,059	105
Verified Numbers	3,393	10%	3,365	28
Not Verified Numbers	1,796	5%	1,787	9
Incorrect Phone/Email	9,945	28%	9,876	69
Language/Communication Problem	48	0%	48	0
Refused/Requested List Removal	2,724	8%	2,706	18
Not Available During Data Collection	495	1%	492	3

*Not qualified includes respondents who indicated that they did not graduate from the institution and those who are deceased.

Table 2 shows the response rates and margins of error for each institution, as well as the combined numbers for each institutional sector (parchment programs). The margin of error is the 95% confidence level based on the valid sample. The overall results obtained from the survey are within 0.5% of the population results 19 times out of 20.

Out of the 26 institutions, 18 reached a target of ±5% or better representing 97% of the total graduates overall. Those that did not reach the target had completion rates ranging from 50% to 85%, and in most cases, very small populations. With such small populations, very high completion rates are needed to achieve a high level of confidence. Each institution has similar valid response rates, which confirms with a high level of confidence that the overall results are representative of the population.

Table 2 - Response Rates by Institution – Parchment Programs

	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate	Margin of Error
Comprehensive Academic & Research Institutions	**17,808**	**17,245**	**8,535**	**49.5%**	**±0.8%**
University of Alberta	8,023	7,894	3,657	46.3%	±1.2%
University of Calgary	6,097	5,861	2,873	49.0%	±1.3%
University of Lethbridge	1,849	1,684	968	57.5%	±2.1%
Athabasca University	1,839	1,806	1,037	57.4%	±2.0%
Baccalaureate & Applied Studies Institutions	**4,190**	**4,137**	**2,019**	**48.8%**	**±1.6%**
Grant MacEwan College	2,044	2,035	1,073	52.7%	±2.1%
Mount Royal College	2,146	2,102	946	45.0%	±2.4%
Polytechnical Institutions	**6,624**	**6,588**	**2,802**	**42.5%**	**±1.4%**
NAIT	3,219	3,202	1,436	44.8%	±1.9%
SAIT	3,405	3,386	1,366	40.3%	±2.1%
Comprehensive Community Institutions	**6,373**	**6,283**	**3,064**	**48.8%**	**±1.3%**
Bow Valley College	807	806	404	50.1%	±3.5%
Grande Prairie Regional College	245	243	151	62.1%	±4.9%
Keyano College	363	360	189	52.5%	±4.9%
Lakeland College	817	791	421	53.2%	±3.3%
Lethbridge College	887	883	426	48.2%	±3.4%
Medicine Hat College	365	365	223	61.1%	±4.1%
NorQuest College	1,239	1,232	380	30.8%	±4.2%
Northern Lakes College	104	104	68	65.4%	±7.0%
Olds College	556	554	322	58.1%	±3.5%
Portage College	366	327	163	49.8%	±5.4%
Red Deer College	624	618	317	51.3%	±3.8%
Independent Academic Institutions	**673**	**666**	**408**	**61.3%**	**±3.0%**
Ambrose University College	37	37	21	56.8%	±14.3%
Canadian University College	96	93	55	59.1%	±8.5%
Concordia University College	348	344	210	61.0%	±4.23%
The King's University College	128	128	84	65.6%	±6.3%
St. Mary's University College	14	14	11	78.6%	±14.2%
Taylor University College and Seminary	50	50	27	54.0%	±12.9%
Specialized Arts and Culture Institutions	**196**	**195**	**108**	**55.4%**	**±6.3%**
Alberta College of Art and Design	196	195	108	55.4%	±6.3%

The following table shows the response rate and margin of error by program type. Each program type has a margin of error less than ±5 percentage points.

Table 3 - Response Rates by KPI Program Type – Parchment Programs

KPI Program Type	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate	Margin of Error
Certificate	7,743	7,615	3,475	45.6%	±1.2%
Diploma	8,653	8,592	4,071	47.4%	±1.1%
Applied or Bachelor Degree	16,023	15,498	7,596	49.0%	±0.8%
Degree Doctoral	502	499	223	44.7%	±4.9%
Degree Master	3,163	3,129	1,694	54.1%	±1.6%
Total	36,084	35,333	17,059	48.3%	±0.5%

Table 4 shows a summary of the response rates for non-credit designated programs for each institution. Note that in Portage College, 20 of the 24 graduates who were identified in the sample as non-credit were duplications of people who also had completed a parchment program and therefore if the survey was completed, the respondent answered regarding their parchment program.

Table 4 - Response Rates by Institution - Non-Parchment Designated Programs

Institution	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate	Margin of Error
Lethbridge College	25	25	11	44.0%	±9.8%
Mount Royal College	124	124	58	46.8%	±10.9%
Portage College	24	4	1	25.0%	±15%
Red Deer College	10	10	6	60.0%	±8.1%
SAIT	69	69	29	42.0%	±12.7%
Total	252	232	105	45.3%	±3.1%

Table 5 shows the response rates and margins of error for each field of study by institution type based on CIP2000 Codes. Note that this table does not include non-credit designated graduates. The target was a 95% confidence level with a margin of error of ±5% for each field of study in each institutional sector.

Table 5 - Margins of Error by Field of Study– Parchment Programs

Field of Study	Gross Sample	Completed Surveys	Response Rate	Margin of Error
Business	7,069	3,427	48.5%	±1.2
Education	3,105	1,589	51.2%	±1.7
Health Sciences	7,336	3,318	45.2%	±1.3
Language, Social Sciences, Arts & Humanities	7,119	3,379	47.5%	±1.2
Legal & Security	1,371	567	41.4%	±3.2
Recreation	609	293	48.1%	±4.1
Physical, Natural & Applied Sciences	4,385	2,958	67.5%	±1.0
Trades & Technology	3,566	1,528	42.8%	±1.9

The following table shows the distribution or response rated for brokered and collaborative programs.

Table 6: Response Rates by Brokered and Collaborative Programs

Brokered Programs					
Credentialing Institution	Host Institution	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate
Bow Valley College	Red Deer College	26	26	17	65.4%
	Medicine Hat College	13	13	8	61.5%
	NorQuest College	81	80	29	36.3|%
NorQuest College	Keyano College	4	4	1	25.0%
	Lakeland College	22	22	2	9.1%
	Portage College	19	17	2	11.8%
Medicine Hat College	Bow Valley College	11	11	2	18.2%
Mount Royal College	Medicine Hat College	34	34	18	52.9%
Lethbridge College	Bow Valley College	15	15	6	40.0%
Grant MacEwan College	Northern Lakes College	8	8	5	62.5%
Grande Prairie Regional College	Bow Valley College	10	10	5	50.0%
Total		243	240	95	39.6%

Collaborative Programs					
Institution	Collaborative PSI	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate
University of Alberta	Grande Prairie Regional College	76	75	30	40.0%
	Keyano College	25	24	10	41.7%
	Red Deer College	137	134	60	44.8%
	Northern Lakes	2	2	0	0.0%
University of Calgary	Medicine Hat College	43	43	16	37.2%
Total		283	278	116	41.7%

Section A: Demographics

Highest Grade Completed in High School

Of graduates, 95% completed Grade 12 or 13 while 4% indicated they had completed less than Grade 12.

Table 7: Highest Grade Completed

	Total	% of Responses	Cumulative %
Grade 7 or below	29	0%	0%
Grade 8	20	0%	0%
Grade 9	72	0%	1%
Grade 10	181	1%	2%
Grade 11	325	2%	4%
Grade 12	15,664	92%	96%
Grade 13	573	3%	99%
Don't know	171	1%	100%
Total	17,035	100%	

Q1.What was the highest grade level you completed in the Kindergarten to Grade12 system? [not including adult upgrading]

Location When Last Attending High School

In total, four in ten graduates last attended high school in urban Alberta (43%) while one quarter attended their last year of high school rural Alberta (26%). Of graduates who last attended high school outside the province of Alberta, 72% (23% of all graduates) attended a Canadian high school and 28% (9% of all graduates) attended outside of Canada.

Table 8: Location when last attending High School

	Total	% of Responses
Urban[2] Alberta	7,325	43%
Rural Alberta	4,342	26%
Elsewhere in Canada	3,841	23%
Outside Canada	1,474	9%
Total	16,982	100%

Q2. Where were you living when you last attended high school or another grade in the Kindergarten to Grade12 system, not including adult upgrading?

Specialized Arts and Culture Institutions have the highest proportion of graduates who have last attended K-12 in urban Alberta (57%).

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[2] Urban is defined as Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat and Fort McMurray. All other areas were defined as rural.

Table 9: K-12 Location by Sector

			K-12 Location				
			Alberta Urban	Alberta Rural	Elsewhere in Canada	Outside Canada	Total
Sector	Comprehensive Academic & Research Institutions	Count	4,004	1,834	2,053	728	8,619
		%	47%	21%	24%	8%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,065	515	334	99	2,013
		%	53%	26%	17%	5%	100%
	Polytechnic Institutions	Count	1,233	744	455	351	2,783
		%	44%	27%	16%	13%	100%
	Comprehensive Community Institutions	Count	804	1,089	883	271	3,047
		%	26%	36%	29%	9%	100%
	Independent Academic Institutions	Count	159	140	92	23	414
		%	38%	34%	22%	6%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a
	Total	Count	7,325	4,342	3,841	1,474	16,982
		%	43%	26%	23%	9%	100%

By KPI Program Type, those with a Doctoral Degree were most likely to have attended high school outside of Canada (38%).

Table 10: K-12 by KPI Program Type

			K-12 Location				
			Alberta Urban	Alberta Rural	Elsewhere in Canada	Outside Canada	Total
KPI Program Type	Certificate	Count	1,287	990	786	395	3,458
		%	37%	27%	23%	11%	100%
	Applied & Bachelor Degree	Count	3,944	1,847	1,420	360	7,571
		%	52%	24%	19%	5%	100%
	Doctoral Degree	Count	35	18	84	85	222
		%	16%	8%	38%	38%	100%
	Masters Degree	Count	425	192	730	338	1,685
		%	25%	11%	43%	20%	100%
	Diploma	Count	1,634	1,295	821	296	4,046
		%	40%	32%	20%	7%	100%
	Total	Count	7,325	4,342	3,841	1,474	16,982
		%	43%	26%	23%	9%	100%

The majority of Languages, Social Sciences, Arts and Humanities graduates last attended high school in urban Alberta.

Table 11: K-12 Location by Field of Study

			K-12 Location				
			Alberta Urban	Alberta Rural	Elsewhere in Canada	Outside Canada	Total
Field of Study	Business	Count	1,359	800	848	403	3,410
		%	40%	24%	25%	12%	100%
	Education	Count	620	525	355	83	1,583
		%	39%	33%	22%	5%	100%
	Health Sciences	Count	1,261	886	870	287	3,304
		%	38%	27%	26%	9%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1,830	759	621	156	3,366
		%	54%	23%	18%	5%	100%
	Legal & Security	Count	206	145	202	10	563
		%	37%	26%	36%	2%	100%
	Recreation	Count	106	84	91	10	291
		%	36%	29%	31%	3%	100%
	Natural Sciences	Count	1,347	687	545	365	2,944
		%	46%	23%	19%	12%	100%
	Trades & Technology	Count	596	456	309	160	1,521
		%	39%	30%	20%	11%	100%
Total		Count	7,325	4,342	3,841	1,474	16,982
		%	43%	26%	23%	9%	100%

Gender

The proportion of female graduates in Alberta is higher than male graduates (60% of graduates are female and 40% are male).

Figure 1 Graduates' Gender
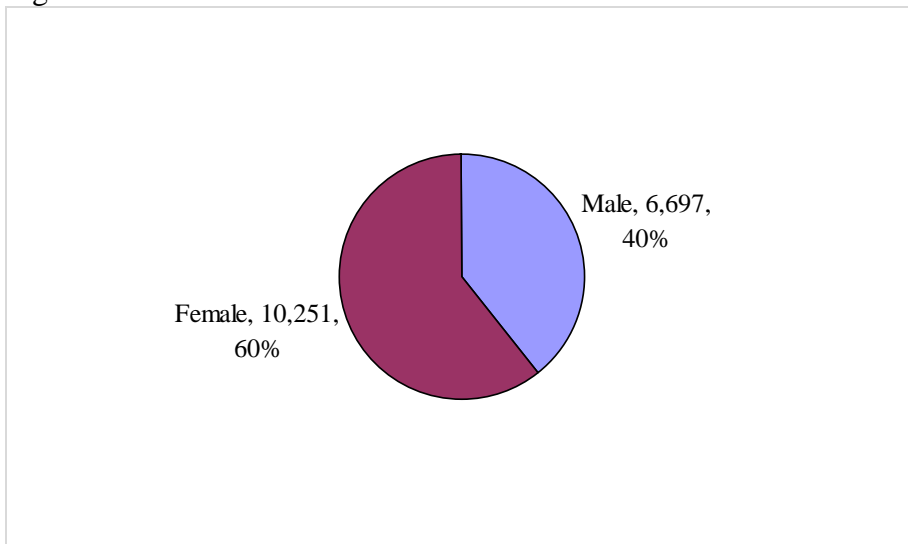
Q60. What is your gender?

Specialized Arts and Culture Institutions have the highest proportion of female graduates (76%), whereas Polytechnical Institutions have the largest proportion of male graduates (57%).

Table 12: Gender by Sector

| | | | Gender | | Total |
			Male	Female	
Sector	Comprehensive Academic & Research Institutions	Count	3,445	5,149	8,594
		%	40%	60%	100%
	Baccalaureate & Applied Studies Institutions	Count	579	1,431	2,010
		%	29%	71%	100%
	Polytechnical Institutions	Count	1,593	43	2,778
		%	57%	43%	100%
	Comprehensive Community Institutions	Count	921	2,128	3,049
		%	30%	70%	100%
	Independent Academic Institutions	Count	133	277	410
		%	32%	68%	100%
	Specialized Arts & Culture Institutions	Count	26	81	107
		%	24%	76%	100%
Total		Count	6,697	10,251	16,948
		%	40%	61%	100%

More than one half of all graduates of a Doctoral degree program are male (56%). Masters Degree programs have the second highest proportion of male graduates (44%). Certificate programs have the highest proportion of female graduates (66%), followed by Applied and Bachelor Degree (62%).

Table 13: Gender by KPI Program Type

| | | | Gender | | Total |
			Male	Female	
KPI Program Type	Certificate	Count	1,180	2,270	3,450
		%	34%	66%	100%
	Applied & Bachelor Degree	Count	2,890	4,656	7,546
		%	38%	62%	100%
	Doctoral Degree	Count	124	98	222
		%	56%	44%	100%
	Masters Degree	Count	746	935	1,681
		%	44%	56%	100%
	Diploma	Count	1,757	2,292	4,049
		%	43%	57%	100%
Total		Count	6,697	10,251	16,948
		%	40%	61%	100%

Trades and Technology, Natural Sciences, and Legal and Security are all fields of study with at least fifty percent male graduates (81%, 60% and 52% respectively). All other fields are primarily female, particularly Health Sciences at 85%.

Table 14: Gender by Field of Study

			Gender		
			Male	Female	Total
Field of Study	Business	Count	1,384	2,024	3,408
		%	41%	59%	100%
	Education	Count	339	1,241	1,580
		%	22%	79%	100%
	Health Sciences	Count	487	2,810	3,297
		%	15%	85%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1,083	2,274	3,357
		%	32%	68%	100%
	Legal & Security	Count	294	268	562
		%	52%	48%	100%
	Recreation	Count	117	175	292
		%	40%	60%	100%
	Natural Sciences	Count	1,768	1,168	2,936
		%	60%	40%	100%
	Trades & Technology	Count	1,225	291	1,516
		%	81%	19%	100%
Total		Count	6,697	10,251	16,948
		%	40%	61%	100%

Age

The average age of all 2005-06 graduates is approximately 32 years old. One third are between the ages of 23 and 25 and the median age is 26.

Table 15: Average Age of Graduates

		Count	Column N %
Age	22 or younger	2,165	13%
	23 to 25 years old	5,719	34%
	26 to 30 years old	3,890	23%
	31 to 40 years old	2,546	15%
	More than 40 years old	2,739	16%
Total		17,059	100%

Q61. What is your current age?

Comprehensive Academic and Research Institution graduates as well as Comprehensive Community Institution graduates have the highest average age while Independent Academic Institution graduates have the lowest.

Table 16: Average Age by Sector

Sector	Average Age	Median Age
Comprehensive Academic & Research Institutions	32	27
Comprehensive Community Institutions	32	25
Polytechnical Institutions	30	25
Specialized Arts & Culture Institutions	30	26
Baccalaureate & Applied Studies Institutions	30	25
Independent Academic Institutions	28	25

Health Sciences (34), Education (34) and Business graduates (33) have an average age of more than 30. Recreation graduates have the lowest average age (28).

Table 17: Average Age by Field of Study

Field of Study	Average Age	Median Age
Health Sciences	34	28
Education	34	28
Business	33	27
Total	32	26
Trades & Technology	30	24
Legal & Security	30	25
Natural Sciences	30	25
Languages, Social Sciences, Arts & Humanities	30	25
Recreation	28	25

On average, graduates of Doctoral Degree programs (43) and Masters Degree programs (41) tend to be the oldest. Graduates of Diploma programs have an average age of 29.

Table 18: Average Age by KPI Program Type

KPI Program Type	Mean	Median
Doctoral Degree	43	37
Masters Degree	41	38
Certificate	34	27
Applied & Bachelor Degree	30	25
Diploma	29	24

Marital Status

Of all parchment graduates, 72% were single (never married) when starting a post-secondary program. One quarter (25%) were married at the commencement of their studies, while three percent were divorced, separated or widowed (3%).

Table 19: Marital Status

	Total	% of Responses
Single (never married)	12,198	72%
Married/Living with partner	4,159	25%
Divorced/Separated/Widowed	481	3%
Don't know	38	0%
Total	16,876	100%

Q62. What was your marital status when you started _____ (program name)? Were you …?

Graduates of Comprehensive Community Institutions are more likely than those in other sectors to be married while graduates of Independent Academic Institutions are more likely to be single, having never married before.

Table 20: Marital Status beginning of Program by Sector

			Marital status at beginning of program			
			Single (never married)	Married/living with partner	Divorced/Separated/Widowed	Total
Sector	Comprehensive Academic & Research Institutions	Count	6,155	2,199	204	8,558
		%	72%	26%	2%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,523	400	62	1,985
		%	77%	20%	3%	100%
	Polytechnical Institutions	Count	2,106	605	54	2,765
		%	76%	22%	2.0%	100%
	Comprehensive Community Institutions	Count	1,956	901	154	3,011
		%	65%	30%	5.1%	100%
	Independent Academic Institutions	Count	364	42	6	412
		%	88%	10%	1.5%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a
	Total	Count	12,198	4,159	481	16,838
		%	72%	25%	2.9%	100%

Note: Items with fewer than 6 responses were not included in the table

Nine in ten Recreation graduates were single (92%) while less than six in ten Education graduates were single at the commencing of their program (59%).

Table 21: Marital Status at beginning of Program by Field of Study

			Marital status at beginning of program			
			Single - never married	Married or living with partner	Divorced/ Separated/ Widowed	Total
Field of Study	Business	Count	2,195	1,076	104	3,375
		%	65%	32%	3%	100%
	Education	Count	934	577	61	1,572
		%	59%	37%	4%	100%
	Health Sciences	Count	2,009	1,104	165	3,278
		%	61%	34%	5%	100%
	Languages, Social Sciences, Arts & Humanities	Count	2,756	500	76	3,332
		%	83%	15%	2%	100%
	Legal & Security	Count	434	110	14	558
		%	78%	20%	3%	100%
	Recreation	Count	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a
	Natural Sciences	Count	2,451	434	33	2,918
		%	84%	15%	1%	100%
	Trades & Technology	Count	1,151	338	25	1,514
		%	76%	22%	2%	100%
	Total	Count	12,198	4,159	481	16,838
		%	72%	25%	3%	100%

More than half of those who graduated from a Doctoral (52%) or Masters Degree program (62%) were married or living with their partner at the beginning of their program. By contrast, more than three quarters of those in an Applied and Bachelor Degree program (83%) or Diploma program (79%) were single when they began their studies.

Table 22: Marital Status at beginning of Program by KPI Program Type

			Marital status at beginning of program			
			Single - never married	Married or living with partner	Divorced/ Separated/ Widowed	Total
KPI Program Type	Certificate	Count	2,085	1,132	185	3,402
		%	61%	33%	5%	100%
	Applied & Bachelor Degree	Count	6,279	1,128	118	7,525
		%	83%	15%	2%	100%
	Doctoral Degree	Count	99	114	7	220
		%	45%	52%	3%	100%
	Masters Degree	Count	556	1,031	82	1,669
		%	33%	62%	5%	100%
	Diploma	Count	3,179	754	89	4,022
		%	79%	19%	2%	100%
	Total	Count	12,198	4,159	481	16,838
		%	72%	25%	3%	100%

Dependents

Approximately one in every five graduates (22%) was responsible for at least one dependent when they started their post-secondary program.

Table 23: Dependents

Dependents	Count	Column N %	Cumulative %
None	13,314	78%	78%
One	1,260	7%	85%
Two	1,242	7%	93%
Three or more	1,243	7%	100%
Total	17,059	100%	

Q63.When you started _____ (name of program) for how many dependents (including dependent adults) were you responsible?

Graduates of Comprehensive Community Institutions are the most likely of any sector to have dependents at the commencement of their post-secondary studies (34%).

Table 24: Dependents by Sector

			Dependents				
			None	One	Two	Three or more	Total
Sector	Comprehensive Academic & Research Institutions	Count	6,950	563	580	559	8,652
		%	80%	7%	7%	7%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,642	135	122	120	2,019
		%	81%	7%	6%	6%	100%
	Polytechnical Institutions	Count	2,218	223	169	192	2,802
		%	79%	8%	6%	7%	100%
	Comprehensive Community Institutions	Count	2,033	317	356	358	3,064
		%	66%	10%	12%	12%	100%
	Independent Academic Institutions	Count	375	16	13	10	414
		%	91%	4%	3%	2.4%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a
	Total	Count	13,314	1,260	1,242	1,243	17,059
		%	78%	7%	7%	7%	100%

Note: Items with fewer than 6 responses were not included in the table

Graduates of Diploma (83%) and Applied or Bachelor Degree programs (89%) had the highest proportion of respondents without dependents at the beginning of the program.

Table 25: Dependents by KPI Program Type

			Dependents				
			None	One	Two	Three or more	Total
KPI Program Type	Certificate	Count	2,201	388	438	448	3,475
		%	63%	11%	13%	13%	100%
	Applied & Bachelor Degree	Count	6,747	324	242	283	7,596
		%	89%	4%	3%	4%	100%
	Doctoral Degree	Count	135	31	33	24	223
		%	61%	14%	15%	11%	100%
	Masters Degree	Count	872	238	319	265	1,694
		%	52%	14%	19%	16%	100%
	Diploma	Count	3,359	279	210	223	4,071
		%	83%	7%	5%	6%	100%
	Total	Count	13,314	1,260	1,242	1,243	17,059
		%	78%	7%	7%	7%	100%

Fewer than one in ten recreation graduates had dependents at the beginning of their program (7%), compared to nearly one third of education (30%) and health sciences (32%) graduates.

Table 26: Dependents by Field of Study

			Dependents				
			None	One	Two	Three or more	Total
Field of Study	Business	Count	2,474	286	336	332	3,428
		%	72%	8%	10%	10%	100%
	Education	Count	1,108	148	197	136	1,589
		%	70%	9%	12%	9%	100%
	Health Sciences	Count	2,273	332	372	341	3,318
		%	69%	10%	11%	10%	100%
	Languages, Social Sciences, Arts & Humanities	Count	2,929	168	128	154	3,379
		%	87%	5%	4%	5%	100%
	Legal & Security	Count	465	48	17	37	567
		%	82%	9%	3%	7%	100%
	Recreation	Count	273	7	6	7	293
		%	93%	2%	2%	2%	100%
	Natural Sciences	Count	2,585	149	94	129	2,957
		%	87%	5%	3%	4%	100%
	Trades & Technology	Count	1,207	122	92	107	1,528
		%	79%	8%	6%	7%	100%
	Total	Count	13,314	1,260	1,242	1,243	17,059
		%	78%	7%	7%	7%	100%

Aboriginal Status

In total, 4% of graduates are Aboriginal, which is slightly below the provincial statistic for the general population of 6% according to the 2006 census.

Figure 2 Aboriginal Graduates
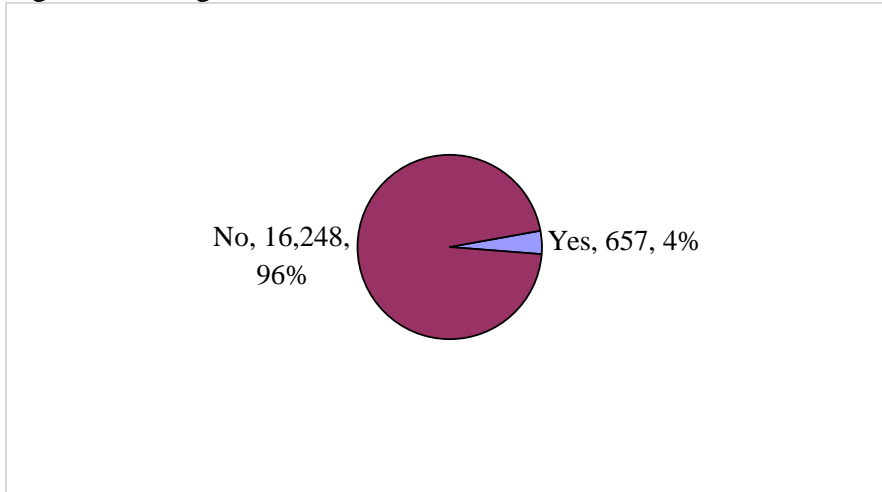
Q64. Do you consider yourself to be an Aboriginal person?

Of all Aboriginal respondents, approximately four in ten are Status Indian (42%) or Métis (42%). One in ten are non-Status Indian (11%).

Figure 3 Aboriginal Status
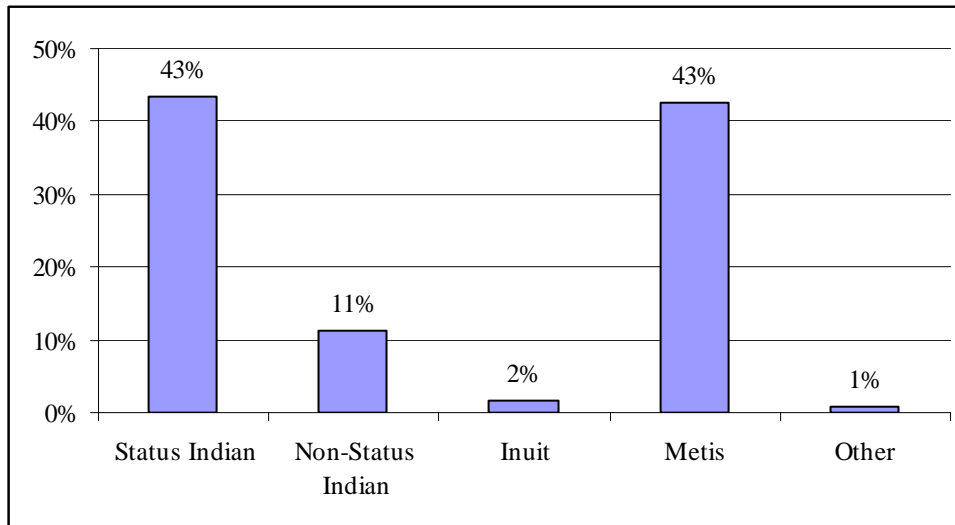
Q65 Are you First Nation, Métis or Inuit

Comprehensive Community Institutions (9%) had the highest proportion of Aboriginal graduates followed by Baccalaureate and Applied Studies Institutions (4%).

Table 27: Aboriginal by Sector

			Do you consider yourself to be an Aboriginal person		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	241	8,339	8,580
		%	3%	97%	100%
	Baccalaureate & Applied Studies Institutions	Count	75	1,923	1,998
		%	4%	96%	100%
	Polytechnical Institutions	Count	73	2,703	2,776
		%	3%	97%	100%
	Comprehensive Community Institutions	Count	259	2,774	3,033
		%	9%	92%	100%
	Independent Academic Institutions	Count	9	403	412
		%	2%	98%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a
		%	n/a	n/a	n/a
Total		Count	657	16,248	16,905
		%	4%	96%	100%

Note: Items with fewer than 6 responses were not included in the table

Within KPI program type, Certificate programs have the highest proportion of Aboriginal graduates (7%).

Table 28: Aboriginal by KPI Program Type

			Do you consider yourself to be an Aboriginal person		
			Yes	No	Total
KPI Program Type	Certificate	Count	248	3,186	3,434
		%	7%	93%	100%
	Applied & Bachelor Degree	Count	221	7,314	7,535
		%	3%	97%	100%
	Doctoral Degree	Count	n/a	n/a	n/a
		%	n/a	n/a	n/a
	Masters Degree	Count	31	1,647	1,678
		%	2%	98%	100%
	Diploma	Count	156	3,880	4,036
		%	4%	96%	100%
	Total	Count	657	16,248	16,905
		%	4%	96%	100%

Note: Items with fewer than 6 responses were not included in the table

Eight percent of graduates of Legal and Security fields are Aboriginal (8%). Trades and Technology (5%), Education (5%) and Health Sciences (4%) fields also have a higher than average percentage of Aboriginal graduates.

Table 29: Aboriginal by Field of Study

			Do you consider yourself to be an Aboriginal person		
			Yes	No	Total
Field of Study	Business	Count	121	3,279	3,400
		%	4%	96%	100%
	Education	Count	78	1,500	1,578
		%	5%	95%	100%
	Health Sciences	Count	144	3,145	3,289
		%	4%	96%	100%
	Languages, Social Sciences, Arts & Humanities	Count	134	3,210	3,344
		%	4%	96%	100%
	Legal & Security	Count	45	516	561
		%	8%	92%	100%
	Recreation	Count	7	285	292
		%	2%	98%	100%
	Natural Sciences	Count	49	2,872	2,921
		%	2%	98%	100%
	Trades & Technology	Count	79	1,441	1,520
		%	5%	95%	100%
	Total	Count	657	16,248	16,905
		%	4%	96%	100%

Visible Minority Status

Of non-Aboriginal respondents, 17% consider themselves members of a visible minority, which equates to 16% overall. This number is slightly higher than the population statistics in Alberta (14%) according to the 2006 census.

Figure 4: Visible Minority (non-Aboriginal Respondents)

Yes, 2,672, 17%

No, 13,456, 83%
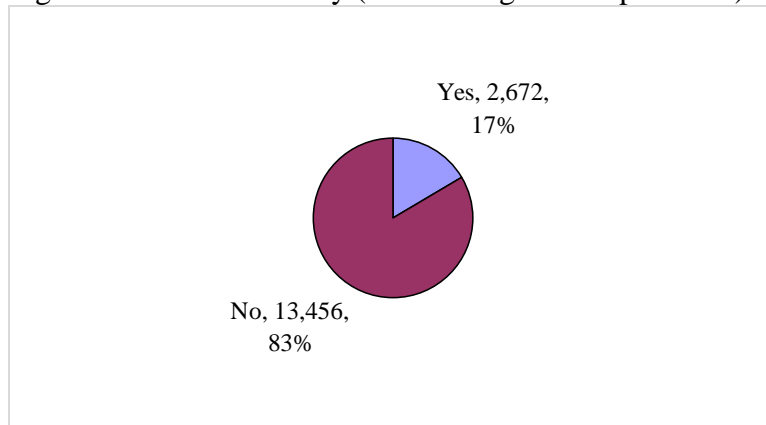
Q66. Do you consider yourself to be a member of a visible minority?

Of all institution types, Comprehensive Community Institutions have the smallest proportion of visible minorities (12%) followed by Independent Academic Institutions (13%). Comprehensive Academic & Research Institutions (18%) and Polytechnic Institutions (20%) have the highest.

Table 30: Visible Minority by Sector

| | | | Do you consider yourself to be a member of a visible minority | | |
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	1,501	6,796	8,297
		%	18%	82%	100%
	Baccalaureate & Applied Studies Institutions	Count	263	1,648	1,911
		%	14%	86%	100%
	Polytechnical Institutions	Count	524	2,147	2,671
		%	20%	80%	100%
	Comprehensive Community Institutions	Count	316	2,425	2,741
		%	12%	89%	100%
	Independent Academic Institutions	Count	52	350	402
		%	13%	87%	100%
	Specialized Arts & Culture Institutions	Count	16	90	106
		%	15%	85%	100%
	Total	Count	2,672	13,456	16,128
		%	17%	83%	100%

By KPI Program Type, Doctoral Degree programs have a notably large proportion of visible minorities (26%).

Table 31: Visible Minority by KPI Program

| | | | Do you consider yourself to be a member of a visible minority | | |
			Yes	No	Total
KPI Program Type	Certificate	Count	514	2,625	3,139
		%	16%	84%	100%
	Applied & Bachelor Degree	Count	1,285	6,003	7,288
		%	18%	82%	100%
	Doctoral Degree	Count	58	163	221
		%	26%	74%	100%
	Masters Degree	Count	288	1,343	1,631
		%	18%	82%	100%
	Diploma	Count	527	3,322	3,849
		%	14%	86%	100%
	Total	Count	2,672	13,456	16,128
		%	17%	83%	100%

The field with the largest proportion of visible minorities is Natural Sciences (22%) followed by Business (20%). Recreation has the smallest proportion of visible minority graduates (4%).

Table 32: Visible Minority by Field of Study

			Do you consider yourself to be a member of a visible minority		
			Yes	No	Total
Field of Study	Business	Count	640	2,606	3,246
		%	20%	80%	100%
	Education	Count	151	1,341	1,492
		%	10%	90%	100%
	Health Sciences	Count	488	2,632	3,120
		%	16%	84%	100%
	Languages, Social Sciences, Arts & Humanities	Count	441	2,758	3,199
		%	14%	86%	100%
	Legal & Security	Count	60	455	515
		%	12%	88%	100%
	Recreation	Count	10	274	284
		%	4%	97%	100%
	Natural Sciences	Count	637	2,209	2,846
		%	22%	78%	100%
	Trades & Technology	Count	245	1,181	1,426
		%	17%	83%	100%
	Total	Count	2,672	13,456	16,128
		%	17%	83%	100%

Disability Status

One in every 50 graduates (2%) has a disability.

Figure 5: Disability Status

Yes, 344, 2%

No, 16,544, 98%
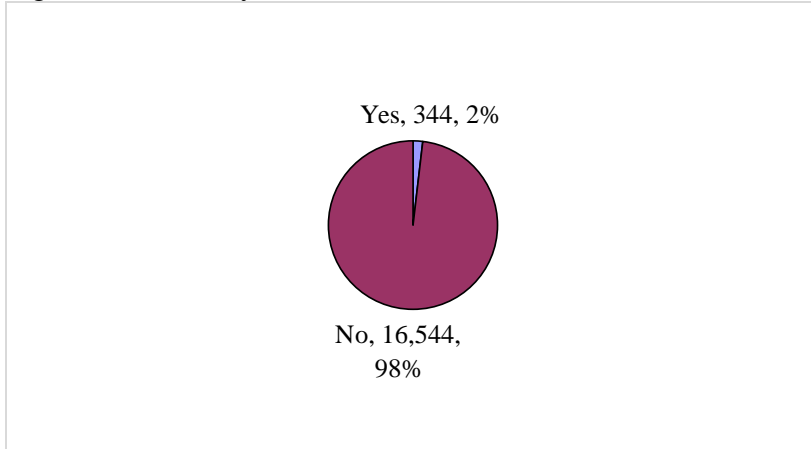
Q67. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

Specialized Arts and Culture Institutions have the highest proportion of graduates with disabilities (3%).

Table 33: Person with Disability by Sector

			Do you consider yourself to be a person with a disability		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	144	8,426	8,570
		%	2%	98%	100%
	Baccalaureate & Applied Studies Institutions	Count	52	1,946	1,998
		%	3%	97%	100%
	Polytechnical Institutions	Count	55	2,717	2,772
		%	2%	98%	100%
	Comprehensive Community Institutions	Count	83	2,945	3,028
		%	3%	97%	100%
	Independent Academic Institutions	Count	7	406	413
		%	2%	98%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a
		%	n/a	n/a	n/a
	Total	Count	344	16,544	16,888
		%	2%	98%	100%

Note: Items with fewer than 6 responses were not included in the table

All programs have fewer than one in twenty people with disabilities.

Table 34: Person with Disability by KPI Program

			Do you consider yourself to be a person with a disability		
			Yes	No	Total
KPI Program Type	Certificate	Count	105	3,327	3,432
		%	3%	97%	100%
	Applied & Bachelor Degree	Count	126	7,402	7,528
		%	2%	98%	100%
	Doctoral Degree	Count	n/a	n/a	n/a
		%	n/a	n/a	n/a
	Masters Degree	Count	25	1,651	1,676
		%	2%	99%	100%
	Diploma	Count	85	3,944	4,029
		%	2%	98%	100%

Note: Items with fewer than 6 responses were not included in the table

The most common disabilities mentioned are learning disabilities (22%).

Table 35: Disability Type

	Total	
Description	Count	%
Learning Disability/Dyslexia	75	22%
Physical Disability (general)	30	9%
ADD/ADHD	22	6%
Visual Impairment	17	5%
Hearing Impairment	17	5%
Back problems/issues	16	5%
Mental Health (general)	15	4%
Arthritis	14	4%
Depression	9	3%
Multiple Sclerosis	8	2%
Cerebral Palsy	n/a	n/a
Fibromyalgia	n/a	n/a
Other	85	25%
Refused	26	8%
Total	344	100%

Parental Educational Attainment

Three in ten graduates indicate at least one of their parents has completed High School or less education (31%); 10% of all graduates' parents have not completed high school. Another quarter indicated that at least one of their parents has completed college or some post-secondary, including both college or university (25%). Slightly more than four in ten graduates' parents have completed at least a Bachelor Degree (41%).

Table 36: Parental Educational Attainment

	Total	% of Responses
Elementary or junior high school	546	3%
Some high school	1,128	7%
Completed high school	3,399	20%
Completed High School or Less	5,073	31%
Some post-secondary (i.e. some university or college)	1,410	9%
Completed college, technical institute or apprenticeship program	2,712	16%
Completed College and some post-secondary	4,122	25%
Completed university degree (Bachelor)	4,500	27%
Graduate or Professional Degree (Masters, PhD, M.D., Lawyer, Dentist)	2,387	14%
Completed Bachelor Degree or More	6,887	41%
Other (please specify)	73	0%
Don't know	499	3%

Q69.What is/was the highest level of education attained by either one of your parents or guardians?

Independent Academic Institutions have the highest proportion of graduates with parents who have completed a University degree (31%). Comprehensive Community Institute graduates are most likely to have parents who graduated from high school (29%).

Table 37: Highest level of Education attained by Parents or Guardians by Sector Comprehensive Count

			Highest level of education attained by your parents or guardians							
			Elementary or junior high school	Some high school	Completed high school	Some post-secondary (i.e. some university or college)	Completed college, technical institute or apprenticeship program	Completed university degree (Bachelor)	Graduate or Professional Degree (Masters, PhD, M.D., Lawyer, Dentist)	Other	Total
Sector	Comprehensive Academic & Research Institutions	Count	273	528	1,560	644	1,229	2,542	1,606	24	8,406
		%	3%	6%	19%	8%	15%	30%	19%	0%	100%
	Baccalaureate & Applied Studies Institutions	Count	52	141	375	185	337	549	253	7	1,899
		%	3%	7%	20%	10%	18%	29%	13%	0%	100%
	Polytechnical Institutions	Count	69	165	567	262	511	708	276	13	2,571
		%	3%	6%	22%	10%	20%	28%	11%	1%	100%
	Comprehensive Community Institutions	Count	141	266	803	280	543	549	161	27	2,770
		%	5%	10%	29%	10%	20%	20%	6%	1%	100%
	Independent Academic Institutions	Count	8	22	79	30	70	124	70	n/a	405
		%	2%	5%	20%	7%	17%	31%	17%	n/a	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: Items with fewer than 6 responses were not included in the table

Section B: Satisfaction

Program Benefits

Using a 5 point scale where "1" means not at all and "5" means to a great extent, respondents were asked to what extent the program from which they graduated provided them with the following benefits:

In general, graduates believe that they have been provided with each of the different program benefits, with average ratings of at least 3.8 out of 5. The greatest benefit graduates feel they have received is an opportunity to improve themselves (more than eight in ten graduates rated this benefit 4 or 5 on the scale), followed by knowledge of a particular field of study (79%) and a desire to continue learning. While most graduates feel that their program has provided them with employment benefits, these received slightly but significantly lower ratings than learning benefits.

Table 38: Benefits Graduate Feels

Benefit	Average Rating	% 4 or 5
An opportunity to improve yourself	4.29	84%
Knowledge of a particular field of study	4.15	79%
A desire to continue learning more, about this or other subjects	4.12	76%
Improved employment opportunities	4.02	69%
Chances of improved income	3.91	69%
The skills needed for a particular job	3.79	65%

Q14. To what extent did the program from which you graduated provide you with the following benefits? Please use a 5 point scale where "1" means <u>not at all</u> and "5" means <u>to a great extent</u>. If some of these benefits are not applicable, please indicate so

The following chart summarizes the satisfaction levels of graduates across all program benefits.

Figure 6: Satisfaction Levels of Graduates across all Program Benefits
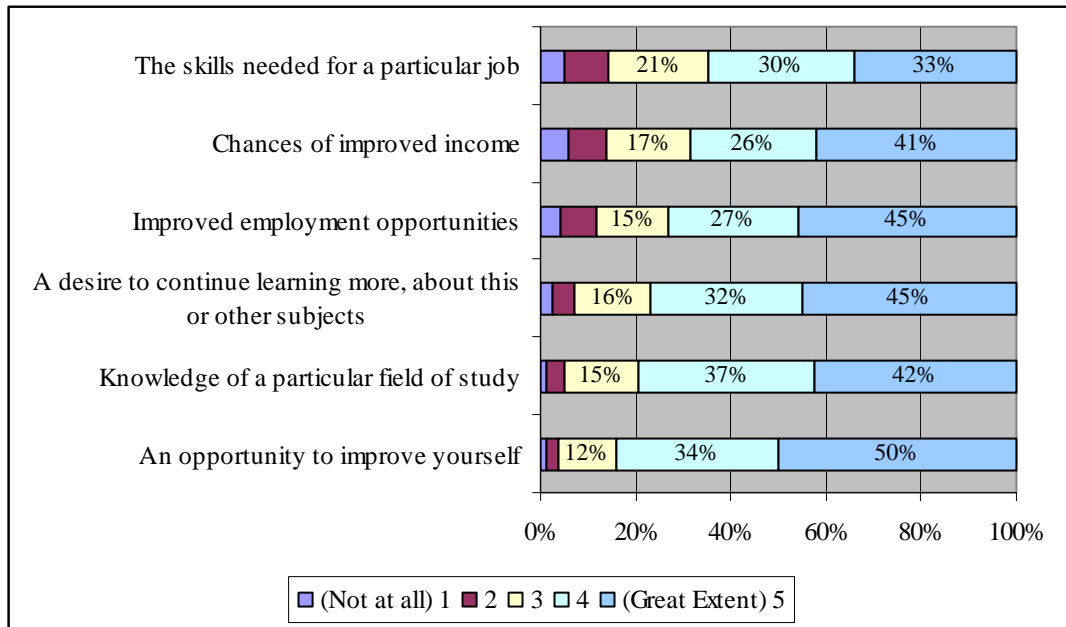
Skills, Knowledge and Abilities

Using a 5-point scale where "1" means not at all and "5" means to a great extent, graduates were asked to rate how much their program has helped them in each of the following skills, knowledge and abilities:

Learning and working independently were the highest rated skills; three quarters rated both 4 or 5 out of 5. Developing awareness of political and social issues as well as mathematical skills was the lowest.

Figure 7: The Graduates Rate each Skill or Ability

Skill	(Not at all) 1	2	3	4	(Great Extent) 5
Develop mathematical skills		17%	25%	21%	15%
Develop awareness of political and social issues		17%	30%	25%	14%
Resolve conflicts		14%	33%	31%	16%
Develop computer skills		14%	26%	28%	23%
Speak in public		13%	27%	30%	22%
Appreciate other cultures		12%	24%	27%	25%
Develop awareness of ethical issues		11%	27%	33%	23%
Develop leadership skills		10%	28%	36%	23%
Develop writing skills		10%	25%	34%	27%
Think creatively		9%	26%	37%	27%
Develop interpersonal skills		8%	26%	39%	26%
Become self-confident		7%	24%	40%	28%
Develop research skills		8%	22%	36%	33%
Manage information		6%	24%	43%	27%
Solve problems		5%	24%	43%	29%
Work well with others		6%	22%	39%	32%
Work independently		5%	18%	38%	39%
Learn independently		4%	18%	38%	40%

Q15. The following questions examine the degree to which your post-secondary education has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means "not at all" and 5 means "to a great extent". If a statement is not applicable please indicate so. Reflecting on your educational experience at _____ (name of institution), do you feel that it has helped you to effectively:

The following table shows a summary of the average ratings on a scale of 1 to 5 for each of the different skills and abilities. Statistical tests were used to determine whether the skills showed a significantly different rating. Skills with different ranks can be considered significantly different. The skills that graduates developed to the greatest extent during their post-secondary education are learning and working independently. Graduates also learned to work well with others, solve problems and manage information to a great extent. Mathematical skills were the least developed on average, followed by awareness of political and social issues.

Rank	Skill	Mean	% 4 or 5	Valid N
1	Learn independently	4.05	75%	16,872
1	Work independently	4.03	75%	16,783
2	Solve problems	3.88	70%	16,889
2	Work well with others	3.88	69%	16,784
2	Manage information	3.86	69%	16,857
2	Develop research skills	3.84	67%	16,780
2	Become self-confident	3.80	67%	16,747
3	Develop interpersonal skills	3.74	64%	16,795
3	Think creatively	3.73	63%	16,838
4	Develop writing skills	3.66	60%	16,684
4	Develop leadership skills	3.62	58%	16,757
5	Develop awareness of ethical issues	3.55	56%	16,463
6	Appreciate other cultures	3.50	54%	16,023
6	Speak in public	3.47	53%	16,371
6	Develop computer skills	3.43	51%	16,309
7	Resolve conflicts	3.36	47%	16,448
8	Develop awareness of political and social issues	3.14	40%	16,081
9	Develop mathematical skills	3.01	38%	15,441

*T-tests were used to determine whether the results are statistically significant.
For this study, a p value <0.05 is considered statistically significant.

Quality of Teaching in Program

The large majority of graduates are satisfied (46%) or very satisfied (43%) with the quality of teaching in their program; however, 11% are dissatisfied or very dissatisfied.

Figure 8: Quality of Teaching in Program
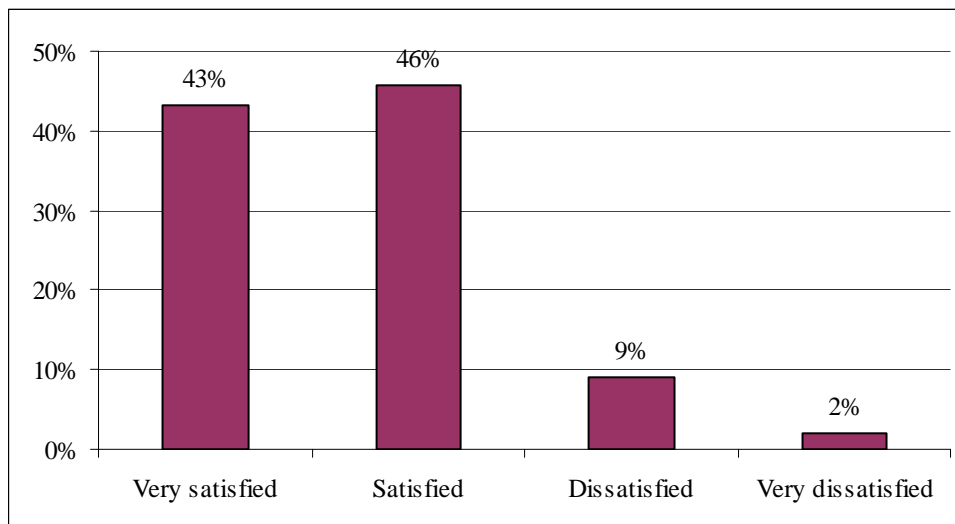
The average satisfaction levels are higher among those who agree strongly that the benefits of their program outweigh the financial cost to themselves or their families (3.56 on a four point scale versus 2.75 for those who strongly disagree).

Table 39: Quality of Teaching in Program

		Quality of Teaching Mean
I consider the program to be worth the financial cost to me and/or my family	Strongly disagree	2.75
	Disagree	2.88
	Agree	3.29
	Strongly agree	3.56

Q16a. The following question examines how satisfied you are with your educational experience in _____ (name of program) at _____ (name of institution). I would like you to answer using a 4-point scale, where 1 means "very dissatisfied," 2 means "dissatisfied", 3 means "satisfied", and 4 means "very satisfied".

Quality of Program

Similar satisfaction levels among graduates can be seen with respect to quality of program. The majority of graduates are either satisfied (44%) or very satisfied (44%) with the quality of their post-secondary program.

Figure 9: Satisfaction with Quality of Program
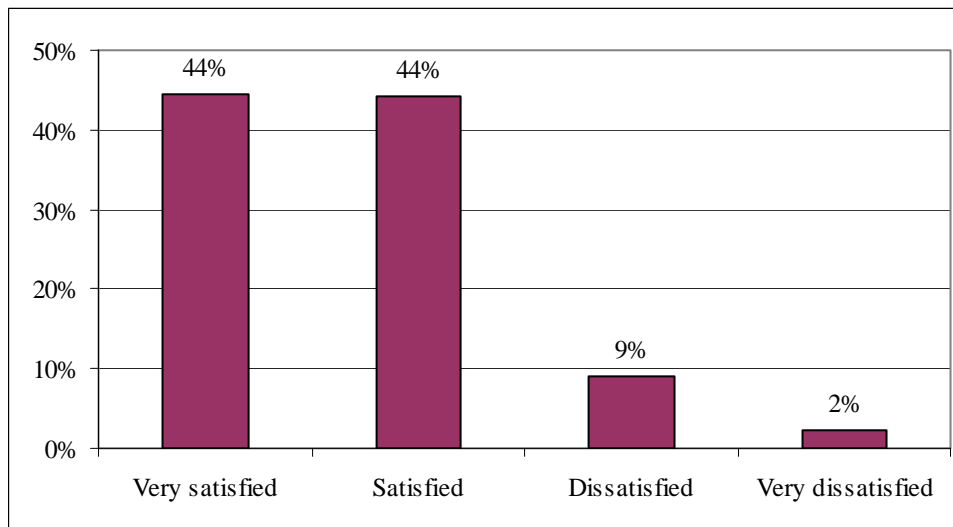
Again, a correlation can be seen between whether or not the graduate considers the costs worth the benefits and the level of satisfaction with the quality of their program.

Table 40: Quality of Program

		Program Satisfaction
		Mean
I consider the program to be worth the financial cost to me and/or my family	Strongly disagree	2.57
	Disagree	2.77
	Agree	3.30
	Strongly agree	3.63

Q16b. The following question examines how satisfied you are with your educational experience in _____ (name of program) at _____ (name of institution). I would like you to answer using a 4-point scale, where 1 means "very dissatisfied," 2 means "dissatisfied", 3 means "satisfied", and 4 means "very satisfied".

Overall Quality of Educational Experience

More than nine in ten graduates are satisfied (45%) or very satisfied (46%) with the overall quality of their educational experience.

Figure 10: Overall Quality of Educational Experience
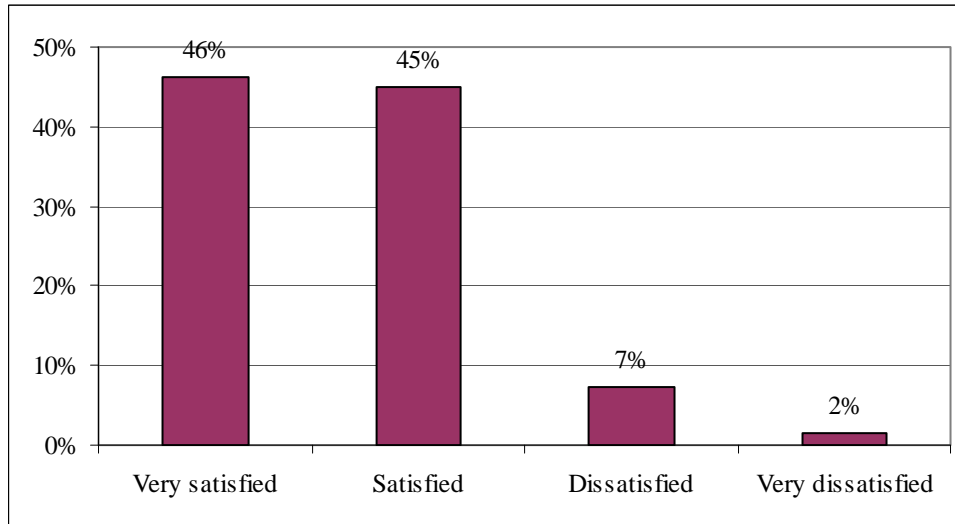
Those who agree or strongly agree with the statement, "I consider the program to be worth the financial cost to me and/or my family" are more likely to rate the overall quality of their educational experience 3 or 4 on the scale.

Table 41: Overall Quality of Education al Experience

		Overall Experience Mean
I consider the program to be worth the financial cost to me and/or my family	Strongly disagree	2.68
	Disagree	2.88
	Agree	3.35
	Strongly agree	3.65

Q16c. The following question examines how satisfied you are with your educational experience in _____ (name of program) at _____ (name of institution). I would like you to answer using a 4-point scale, where 1 means "very dissatisfied," 2 means "dissatisfied", 3 means "satisfied", and 4 means "very satisfied".

Graduates of Independent Academic Institutions rate the quality of teaching, quality of program and their overall experience higher than graduates of other institutions. Graduates of Specialized Arts and Culture Institutions seem to be the least satisfied across all sectors, having the lowest average satisfaction rating to all areas.

Table 42: Satisfaction by Sector

		Quality of Teaching Mean	Program Mean	Overall Experience Mean
Sector	Comprehensive Academic & Research Institutions	3.20	3.22	3.27
	Baccalaureate & Applied Studies Institutions	3.40	3.37	3.45
	Polytechnical Institutions	3.35	3.39	3.40
	Comprehensive Community Institutions	3.44	3.42	3.46
	Independent Academic Institutions	3.54	3.45	3.54
	Specialized Arts & Culture Institutions	3.11	3.17	3.32

Satisfaction with quality of teaching is highest among graduates of Certificate programs, followed closely by graduates of a Masters Degree program. Graduates of Doctoral Degree programs are most satisfied with their program on average and also rate their overall experience the highest whereas graduates of Applied and Bachelor Degree programs have the lowest satisfaction levels across all categories.

Table 43: Satisfaction by KPI Program Type

		Quality of Teaching Mean	Program Mean	Overall Experience Mean
KPI Program Type	Certificate	3.46	3.42	3.46
	Applied & Bachelor Degree	3.18	3.18	3.25
	Doctoral Degree	3.30	3.32	3.38
	Masters Degree	3.41	3.46	3.48
	Diploma	3.34	3.38	3.41

Within Field of Study, Legal and Security graduates on average rate quality of teaching, quality of program and overall experience at least 3.4 on the four-point scale. Physical, Natural & Applied Sciences graduates tend to rate satisfaction levels slightly lower on average.

Table 44: Satisfaction by Field of Study

		Quality of Teaching	Program	Overall Experience
		Mean	Mean	Mean
Field of Study	Business	3.36	3.42	3.43
	Education	3.30	3.28	3.37
	Health Sciences	3.25	3.27	3.34
	Languages, Social Sciences, Arts & Humanities	3.32	3.26	3.33
	Legal & Security	3.52	3.42	3.46
	Recreation	3.26	3.26	3.30
	Natural Sciences	3.21	3.24	3.29
	Trades & Technology	3.33	3.36	3.38

Recommend Program and Institution

Of graduates, 88% would recommend the same program of study to someone else and 12% would not recommend their program.

Figure 11: Recommend Program

No, 1,868, 12%

Yes, 14,294, 88%
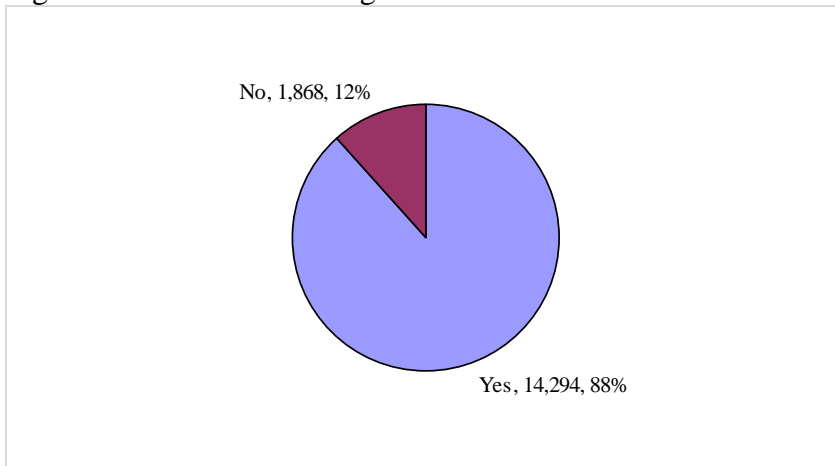
Q17. Would you recommend the same program of study to someone else? Yes or No?

Graduates are more likely to recommend the institution that they attended than they are to recommend the specific program. Over nine in ten graduates would recommend the institution that they graduated from.

Figure 12: Recommend Institution

No, 847, 5%

Yes, 15,448, 95%
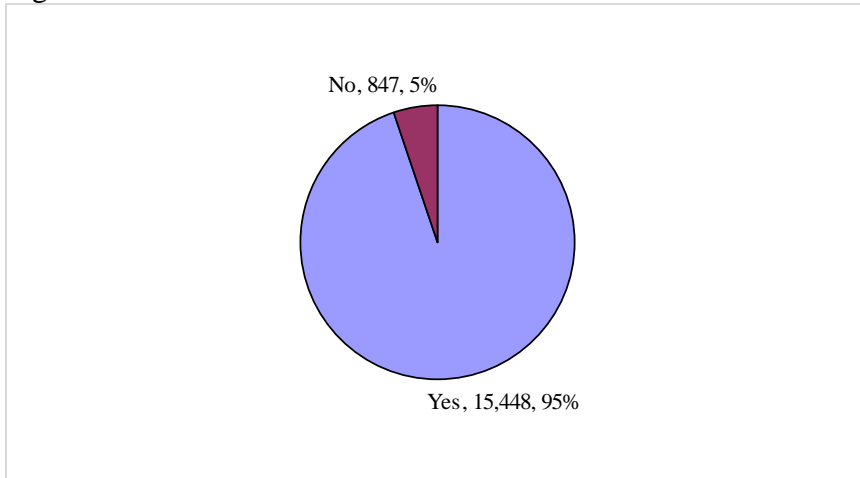
Q18. Would you recommend to someone that they should attend _____ (name of institution)? Yes or No?

Perceived Cost/Benefit of Post-secondary Studies

Most respondents agree (57%) or strongly agree (29%) that their program was worth the financial cost to them and/or their family and another for a total of 86%.

Figure 13: Program worth the Financial Cost

	57%		
29%		11%	4%
Strongly Agree	Agree	Disagree	Strongly Disagree
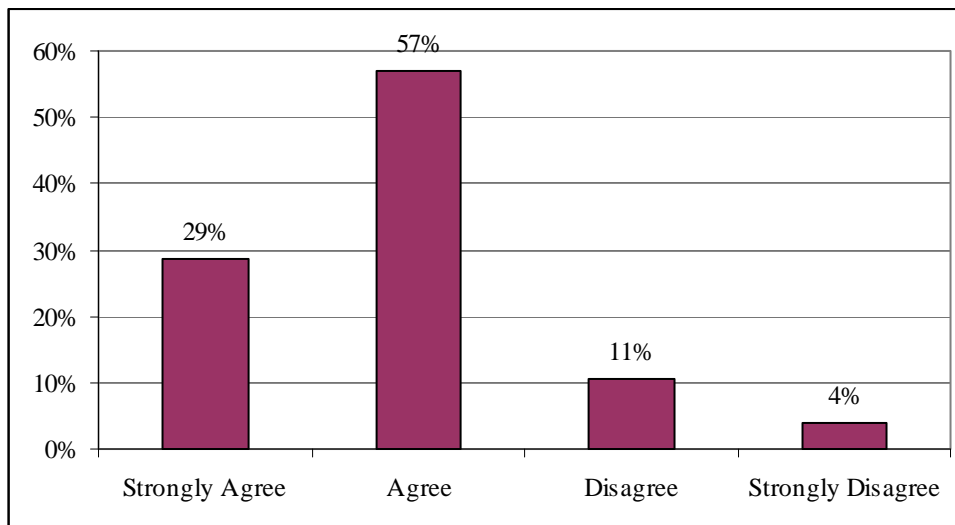
Q25. Given the benefits of post-secondary education, I consider the _____ (name of program) program to be worth the financial cost to me and/or my family? Do you…?

More than eight in ten graduates of all sectors agree or strongly agree that their program was worth the financial cost. Polytechnical Institutions and Comprehensive Community Institutions are the sectors which comprise the largest proportion of graduates who agree and strongly agree (87% and 87% respectively).

Table 45: Worth the Financial Cost by Sector

| | | | I consider the program to be worth the financial cost to me and/or my family | | | | |
			Strongly disagree	Disagree	Agree	Strongly agree	Total
Sector	Comprehensive Academic & Research Institutions	Count	295	944	4,817	2,400	8,456
		%	4%	11%	57%	28%	100%
	Baccalaureate & Applied Studies Institutions	Count	79	245	1,157	475	1,956
		%	4%	13%	59%	24%	100%
	Polytechnical Institutions	Count	114	247	1,573	818	2,752
		%	4%	9%	57%	30%	100%
	Comprehensive Community Institutions	Count	133	268	1,686	909	2,996
		%	4%	9%	56%	30%	100%
	Independent Academic Institutions	Count	19	47	213	128	407
		%	5%	12%	52%	31%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a
Total		Count	643	1,764	9,506	4,756	16,669
		%	4%	11%	57%	29%	100%

Note: Items with fewer than 6 responses were not included in the table

Masters Degree program graduates are most likely to agree or strongly agree that the benefits of their program outweigh the financial costs (91%). Conversely, graduates of Applied and Bachelor Degree and Certificate programs are most likely to disagree or disagree strongly (16% and 16% respectively).

Table 46: Worth the Financial Cost by KPI Program Type

| | | | I consider the program to be worth the financial cost to me and/or my family | | | | |
			Strongly disagree	Disagree	Agree	Strongly agree	Total
KPI Program Type	Certificate	Count	167	358	1,944	916	3,385
		%	5%	11%	57%	27%	100%
	Applied & Bachelor Degree	Count	255	904	4,269	1,999	7,427
		%	3%	12%	58%	27%	100%
	Doctoral Degree	Count	12	21	111	71	215
		%	6%	10%	52%	33%	100%
	Masters Degree	Count	48	107	899	598	1,652
		%	3%	7%	54%	36%	100%
	Diploma	Count	161	374	2,283	1,172	3,990
		%	4%	9%	57%	29%	100%
Total		Count	643	1,764	9,506	4,756	16,669
		%	4%	11%	57%	29%	100%

Business graduates are most likely to agree and strongly agree that the benefits of their program outweigh the financial costs (90%). Recreation has the smallest proportion of graduates who agree or agree strongly with the statement (80%).

Table 47: Worth the Financial Cost by Field of Study

			Strongly disagree	Disagree	Agree	Strongly agree	Total
			I consider the program to be worth the financial cost to me and/or my family				
Field of Study	Business	Count	98	253	1,954	1,046	3,351
		%	3%	8%	58%	31%	100%
	Education	Count	57	182	889	431	1,559
		%	4%	12%	57%	28%	100%
	Health Sciences	Count	142	343	1,801	971	3,257
		%	4%	11%	55%	30%	100%
	Languages, Social Sciences, Arts & Humanities	Count	149	451	1,894	785	3,279
		%	5%	14%	58%	24%	100%
	Legal & Security	Count	18	64	330	144	556
		%	3%	12%	59%	26%	100%
	Recreation	Count	9	47	181	43	280
		%	3%	17%	65%	15%	100%
	Natural Sciences	Count	102	288	1,640	851	2,881
		%	4%	10%	57%	30%	100%
	Trades & Technology	Count	68	136	817	485	1,506
		%	5%	9%	54%	32%	100%
Total		Count	643	1,764	9,506	4,756	16,669
		%	4%	11%	57%	29%	100%

A strong correlation exists between salary and agreement with the statement. As salary increases, so too does the proportion of graduates who either agree or agree strongly with the idea that program benefits outweigh the costs. A total of 82% of those earning less than $25,000 agree or agree strongly compared to 91% of those earning $75,000 or more.

Table 48: Worth the Financial Cost by Salary

			Strongly disagree	Disagree	Agree	Strongly agree	Total
			I consider the program to be worth the financial cost to me and/or my family				
Salary	Less than $25,000	Count	87	239	1,029	435	1,790
		%	5%	13%	58%	24%	100%
	$25,000 to $34,999	Count	69	196	895	385	1,545
		%	5%	13%	58%	25%	100%
	$35,000 to $44,999	Count	70	246	1,360	614	2,290
		%	3%	11%	59%	27%	100%
	$45,000 to $54,999	Count	64	220	1,326	680	2,290
		%	3%	10%	58%	30%	100%
	$55,000 to $74,999	Count	80	201	1,362	917	2,560
		%	3%	8%	53%	36%	100%
	$75,000 or more	Count	66	98	909	810	1,883
		%	4%	5%	48%	43%	100%
Total		Count	436	1,200	6,881	3,841	12,358
		%	4%	10%	56%	31%	100%

Section C: Financing

Worked While Taking Classes

Of all graduates, 67% worked while attending their post-secondary studies.

Figure 14: Worked while Taking Classes

No, 5,659, 33%

Yes, 11,334, 67%
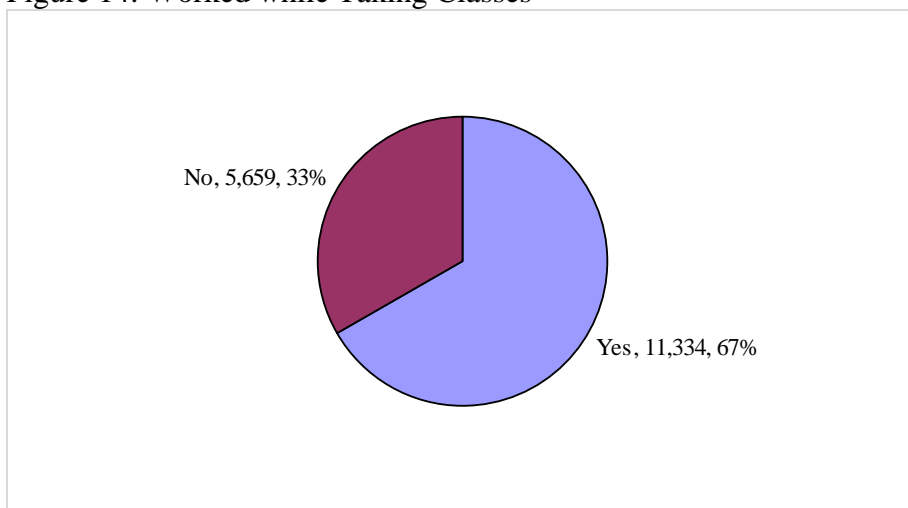
Q27. Were you employed while taking classes at _____ (name of institution)?

Graduates of Independent Academic Institutions most commonly report working while taking classes, followed by graduates of Comprehensive Academic & Research Institutions (75% and 72% respectively).

Table 49: Working while taking Classes by Sector

			Did you work while taking classes		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	6,182	2,435	8,617
		%	72%	28%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,509	504	2,013
		%	75%	25%	100%
	Polytechnical Institutions	Count	1,648	1,144	2,792
		%	59%	41%	100%
	Comprehensive Community Institutions	Count	1,614	1,435	3,049
		%	53%	47%	100%
	Independent Academic Institutions	Count	311	103	414
		%	75%	25%	100%
	Specialized Arts & Culture Institutions	Count	70	38	108
		%	65%	35%	100%
	Total	Count	11,334	5,659	16,993
		%	67%	33%	100%

Within Program Type, graduates of Masters Degree programs are most likely to have worked while taking classes, Doctoral Degree graduates are the least likely.

Table 50: Working while taking Classes by KPI Program Type

			Did you work while taking classes		
			Yes	No	Total
KPI Program Type	Certificate	Count	1,965	1,489	3,454
		%	57%	43%	100%
	Applied & Bachelor Degree	Count	5,363	2,206	7,569
		%	71%	29%	100%
	Doctoral Degree	Count	123	99	222
		%	55%	45%	100%
	Masters Degree	Count	1,330	357	1,687
		%	79%	21%	100%
	Diploma	Count	2,553	1,508	4,061
		%	63%	37%	100%
	Total	Count	11,334	5,659	16,993
		%	67%	33%	100%

In terms of field of study, graduates of Languages, Social Sciences, Arts and Humanities are most likely to have worked while taking post-secondary classes (77%).

Table 51: Working while taking Classes by Field of Study

			Did you work while taking classes		
			Yes	No	Total
Field of Study	Business	Count	2,462	956	3,418
		%	72%	28%	100%
	Education	Count	1,141	445	1,586
		%	72%	28%	100%
	Health Sciences	Count	2,249	1,060	3,309
		%	68%	32%	100%
	Languages, Social Sciences, Arts & Humanities	Count	2,577	789	3,366
		%	77%	23%	100%
	Legal & Security	Count	356	209	565
		%	63%	37%	100%
	Recreation	Count	201	89	290
		%	69%	31%	100%
	Natural Sciences	Count	1,612	1,327	2,939
		%	55%	45%	100%
	Trades & Tech	Count	736	784	1,520
		%	48%	52%	100%
	Total	Count	11,334	5,659	16,993
		%	67%	33%	100%

Government-Sponsored Student Loans

Just over four in ten graduates indicate receiving some form of government-sponsored student loan (43%).

Figure 15: Government-Sponsored Student Loans

Yes, 7,328, 43%

No, 9,598, 57%
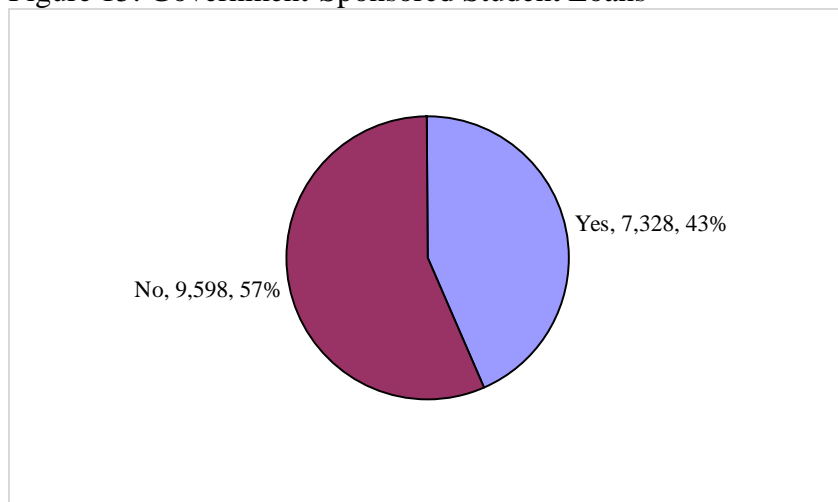
Q54. Have you ever received government-sponsored student loans?

Graduates of Specialized Arts and Culture Institutions have the highest incidence of government-sponsored student loans (59%) followed closely by Independent Academic Institutions (57%).

Table 52: Received Government Sponsored Student Loans by Sector

			Have you ever received government-sponsored student loans		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	3,981	4,622	8,603
		%	46%	54%	100%
	Baccalaureate & Applied Studies Institutions	Count	883	1,118	2,001
		%	44%	56%	100%
	Polytechnical Institutions	Count	1,007	1,774	2,781
		%	36%	64%	100%
	Comprehensive Community Institutions	Count	1,158	1,863	3,021
		%	38%	62%	100%
	Independent Academic Institutions	Count	237	177	414
		%	57%	43%	100%
	Specialized Arts & Culture Institutions	Count	62	44	106
		%	59%	42%	100%
	Total	Count	7,328	9,598	16,926
		%	43%	57%	100%

Nearly one half of graduates of Applied Bachelor Degree programs indicate being recipients of a government-sponsored student loan (49%), the highest proportion of all five KPI Program types.

Table 53: Received Government Sponsored Student Loans by KPI Program Type

			Have you ever received government-sponsored student loans		
			Yes	No	Total
KPI Program Type	Certificate	Count	1,213	2,217	3,430
		%	35%	65%	100%
	Applied & Bachelor Degree	Count	3,672	3,884	7,556
		%	49%	51%	100%
	Doctoral Degree	Count	81	142	223
		%	36%	64%	100%
	Masters Degree	Count	674	1,007	1,681
		%	40%	60%	100%
	Diploma	Count	1,688	2,348	4,036
		%	42%	58%	100%

Within field of study, graduates of Business (36%) and graduates of Trades and Technology (35%) are least likely to have received a government-sponsored student loan; whereas graduates of Education are most likely (52%).

Table 54: Received Government Sponsored Student Loans by Field of Study

			Have you ever received government-sponsored student loans		
			Yes	No	Total
Field of Study	Business	Count	1,206	2,195	3,401
		%	36%	65%	100%
	Education	Count	825	750	1,575
		%	52%	48%	100%
	Health Sciences	Count	1,545	1,750	3,295
		%	47%	53%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1,587	1,763	3,350
		%	47%	53%	100%
	Legal & Security	Count	261	302	563
		%	46%	54%	100%
	Recreation	Count	138	152	290
		%	48%	52%	100%
	Natural Sciences	Count	1,241	1,692	2,933
		%	42%	58%	100%
	Trades & Technology	Count	525	994	1,519
		%	35%	65%	100%
	Total	Count	7,328	9,598	16,926
		%	43%	57%	100%

Of those who provided the amount of their government-sponsored student loans at the time of their graduation, 45% indicated receiving a total between $15,001 and $25,000. A further 34% owed between $5,001 and $15,000. Approximately two in ten graduates owe more than $25,000 in government-sponsored student loans for all of their post secondary education (21%), while just under one quarter owe $5,000 or less (23%).

Table 55: Government sponsored loans

		Frequency	Percent	Cumulative Percent
Amount of government-sponsored student loans for all post-secondary education	$5,000 or less	1,521	23%	23%
	$5,001 to $15,000	2,231	34%	57%
	$15,001 to $25,000	1,441	45%	79%
	More than $25,000	1,412	21%	100%
	Total	6,605	100%	
	Mean			$16,824
	Median			$14,000

Q55.At the time of your graduation, approximately how much did you owe from all government sponsored student loans accumulated during your entire post-secondary education?

Graduates of Polytechnical Institutions and Comprehensive Community Institutions incurred less debt from government-sponsored student loans compared to those who attended Comprehensive Academic and Research Institutions and Independent Academic Institutions.

Table 56: Government sponsored loans by Sector

	Government-sponsored student loans	
Sector	Mean	Median
Comprehensive Academic & Research Institutions	$19,461	$17,000
Baccalaureate & Applied Studies Institutions	$15,822	$13,000
Polytechnical Institutions	$11,679	$10,000
Comprehensive Community Institutions	$11,663	$10,000
Independent Academic Institutions	$20,667	$20,000
Specialized Arts & Culture Institutions	$17,792	$17,000

Graduates of Applied and Bachelor Degree programs incurred an average $20,088 in debt from government-sponsored student loans; this is almost twice the debt graduates of Certificate programs acquired ($10,548).

Table 57: Government sponsored loans by KPI Program Type

KPI Program Type	Government-sponsored student loans	
	Mean	Median
Certificate	$10,548	$8,000
Applied & Bachelor Degree	$20,088	$19,000
Doctoral Degree	$13,382	$10,000
Masters Degree	$15,927	$10,000
Diploma	$14,282	$12,000

Within Field of Study, Legal and Security graduates have the highest average debt incurred through government-sponsored student loans ($19,520) followed closely by those who graduated from Health Sciences ($19,489). Trades and Technology maintain the lowest average debt at $10,869.

Table 58: Government sponsored loans by Field of Study

Field of Study	Government-sponsored student loans	
	Mean	Median
Business	$13,491	$11,000
Education	$18,279	$15,000
Health Sciences	$19,489	$15,000
Languages, Social Sciences, Arts & Humanities	$17,441	$15,000
Legal & Security	$19,520	$16,000
Recreation	$17,286	$15,000
Natural Sciences	$16,861	$15,000
Trades & Technology	$10,869	$10,000

Non-government Sources of Financing

Three in ten graduates are recipients of non-government sources of financing for education-related purposes (30%).

Figure 16: Non-Government Sources of Financing
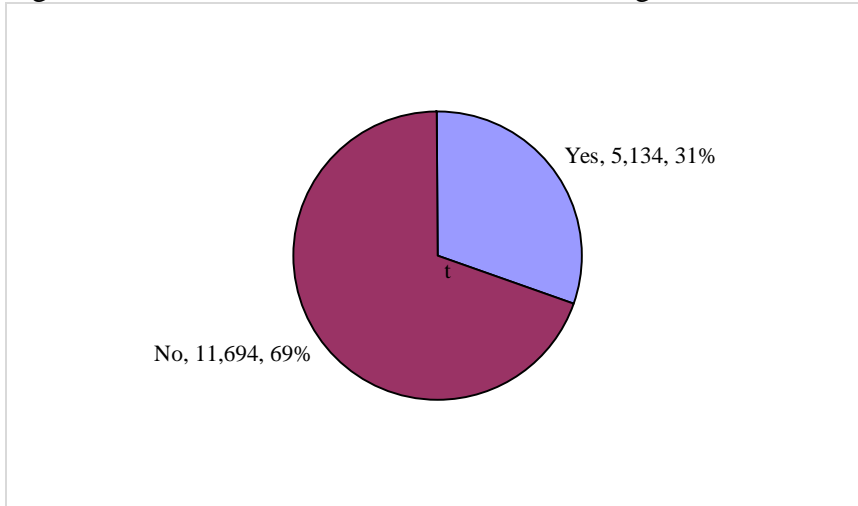
Q58. Have you <u>ever</u> received non-government sources of financing for education-related expenses?

Among all sectors, graduates of Specialized Arts and Culture Institutions are more likely than graduates of other institutions to receive non-government sources of financing for education related expenses.

Table 59: Non-government loans by Sector

			Have you ever received non-government sources of financing for education-related expenses		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	2,832	5,714	8,546
		%	33%	67%	100%
	Baccalaureate & Applied Studies Institutions	Count	595	1,390	1,985
		%	30%	70%	100%
	Polytechnical Institutions	Count	723	2,045	2,768
		%	26%	74%	100%
	Comprehensive Community Institutions	Count	814	2,200	3,014
		%	27%	73%	100%
	Independent Academic Institutions	Count	132	276	408
		%	32%	68%	100%
	Specialized Arts & Culture Institutions	Count	38	69	107
		%	36%	65%	100%
	Total	Count	5,134	11,694	16,828
		%	31%	70%	100%

Respondents who graduated from a certificate program are the least likely to have received non-government sources of funding of all five KPI Program types.

Table 60: Non-government loans by KPI Program Type

| | | | Have you ever received non-government sources of financing for education-related expenses | | |
			Yes	No	Total
KPI Program Type	Certificate	Count	808	2,608	3,416
		%	24%	76%	100%
	Applied & Bachelor Degree	Count	2,524	4,978	7,502
		%	34%	66%	100%
	Doctoral Degree	Count	65	156	221
		%	29%	71%	100%
	Masters Degree	Count	515	1,159	1,674
		%	31%	69%	100%
	Diploma	Count	1,222	2,793	4,015
		%	30%	70%	100%
	Total	Count	5,134	11,694	16,828
		%	31%	70%	100%

Similar to government-sponsored financing, within Field of Study, graduates of Business and graduates of the Trades are least likely to have received a non-government form of financing; whereas graduates of Legal and Security and Recreation are most likely.

Table 61: Non-government loans by Field of Study

| | | | Have you ever received non-government sources of financing for education-related expenses | | |
			Yes	No	Total
Field of Study	Business	Count	983	2,409	3,392
		%	29%	71%	100%
	Education	Count	486	1,091	1,577
		%	31%	69%	100%
	Health Sciences	Count	978	2,296	3,274
		%	30%	70%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1,111	2,214	3,325
		%	33%	67%	100%
	Legal & Security	Count	194	368	562
		%	35%	66%	100%
	Recreation	Count	99	189	288
		%	34%	66%	100%
	Natural Sciences	Count	886	2,012	2,898
		%	31%	69%	100%
	Trades & Technology	Count	397	1,115	1,512
		%	26%	74%	100%
	Total	Count	5,134	11,694	16,828
		%	31%	70%	100%

Of those who provided the amount of their total non-government debt at the time of graduation, almost one half indicate owing less than $5,000 (48%). One in three owes between $5,001 and $15,000 (29%), another 13.5% owe $15,001 to $25,000, and approximately ten percent owe more than $25,000 (10%).

Table 62: Value of non-government loans

		Frequency	Percent	Cumulative Percent
Amount of non-government sources of financing for all education related expenses	$5,000 or less	2,135	48%	48%
	$5,001 to $15,000	1,302	29%	77%
	$15,001 to $25,000	605	14%	90%
	More than $25,000	429	10%	100%
	Total	4,471	100%	
	Mean			$10,632
	Median			$6,000

Graduates of Specialized Arts and Culture Institutions indicate receiving the highest average amount of non-government financing for education related expenses ($13,791), while graduates of Comprehensive Community Institutions received the least ($7,849).

Table 63: Value of non-government loans by Sector

	Non-government sources of financing	
Sector	Mean	Median
Comprehensive Academic & Research Institutions	$12,355	$7,000
Baccalaureate & Applied Studies Institutions	$8,120	$5,000
Polytechnical Institutions	$8,385	$6,000
Comprehensive Community Institutions	$7,849	$5,000
Independent Academic Institutions	$12,323	$8,000
Specialized Arts & Culture Institutions	$13,791	$8,500

Doctoral Degree graduates and Applied and Bachelor Degree graduates receive an average of nearly $13,000 in non-government financing ($12,967 and $12,492 respectively) whereas graduates of Certificate programs incurred an average of only $6,613 in non-government debt.

Table 64: Value of non-government loans by KPI Program Type

	Non-government sources of financing	
KPI Program Type	Mean	Median
Certificate	$6,613	$5,000
Applied & Bachelor Degree	$12,492	$8,000
Doctoral Degree	$12,967	$4,500
Masters Degree	$10,971	$5,000
Diploma	$8,976	$7,000

Similar to government-sponsored financing, graduates of Legal and Security and Health Sciences indicate the highest average amount of non-government sources of financing while those in Trades and Technology receive the least.

Table 65: Value of non-government loans by Field of Study

Field of Study	Non-government sources of financing	
	Mean	Median
Business	$8,866	$5,000
Education	$10,744	$7,000
Health Sciences	$14,296	$9,000
Languages, Social Sciences, Arts & Humanities	$8,947	$5,000
Legal & Security	$14,984	$10,000
Recreation	$10,750	$7,500
Natural Sciences	$10,775	$6,000
Trades & Technology	$8,114	$5,000

Total Loans

A total of 14% have received both government and non-government sources of funding, 29% received only government sponsored loans and 16% received only non-government funding.

Table 66: Total Loans

			Have you ever received government-sponsored student loans		
			Yes	No	Total
Have you ever received non-government sources of financing for education-related expenses	Yes	Count	2,374	2,744	5,118
		Table N %	14%	16%	31%
	No	Count	4,881	6,774	11,655
		Table N %	29%	40%	70%
	Total	Count	7,255	9,518	16,773
		Table N %	43%	57%	100%

Among all sectors, graduates of Specialized Arts and Culture Institutions are most likely to receive a loan of either type (75%) followed by graduates of Independent Academic Institutions (73%).

Table 67: Received Loans by Sector

Sector	Received Loans
Specialized Arts & Culture Institutions	75%
Independent Academic Institutions	73%
Comprehensive Academic & Research Institutions	62%
Baccalaureate & Applied Studies Institutions	61%
Comprehensive Community Institutions	56%
Polytechnical Institutions	53%

Applied and Bachelor Degree graduates most often indicate receiving some form of post-secondary education financing (65%).

Table 68: Received Loans by KPI Program Type

KPI Program Type	Received Loans
Applied & Bachelor Degree	65%
Diploma	60%
Masters Degree	57%
Doctoral Degree	54%
Certificate	51%

Within Field of Study, Recreation and Education have the largest proportion of graduates with some type of loan (66% and 65% respectively).

Table 69: Received Loans by Field of Study

Field of Study	Received Loans
Recreation	66%
Education	65%
Languages, Social Sciences, Arts & Humanities	64%
Legal & Security	63%
Health Sciences	61%
Natural Sciences	59%
Business	54%
Trades & Technology	53%

Those who disagreed with the statement, "I consider the program to be worth the financial cost to me and/or my family" are more likely than those who agree or strongly agree to have received loans

Table 70: Benefit worth financial cost by loan incidence

I consider the program to be worth the financial cost to me and/or my family	Received Loans
Strongly disagree	64%
Disagree	67%
Agree	59%
Strongly agree	59%

In total, those who had some type of debt at the time of graduation owed an average of $17,493 with a median of $13,000. Almost six in ten owe less than $15,000 (57%). Another two in ten owe between $15,001 and $25,000 (20%), while 23% owe more than $25,000 to some source of post-secondary funding.

Table 71: Total Debt at time of Graduation

		Frequency	Percent	Cumulative Percent
Total Debt	$5,000 or less	2,489	28%	28%
	$5,001 to $15,000	2,586	29%	57%
	$15,001 to $25,000	1,745	20%	77%
	More than $25,000	2,044	23%	100%
	Total	8,864	100%	
	Mean			$17,493
	Median			$13,000

Graduates of Comprehensive Academic & Research Institutions and graduates of Specialized Arts and Culture Institutions received the highest average total loans while graduates of Comprehensive Community Institutions received the lowest average total loans.

Table 72: Total Loans by Sector

	Total Loans	
Sector	Mean	Median
Comprehensive Academic & Research Institutions	$20,869	$17,000
Baccalaureate & Applied Studies Institutions	$15,279	$12,000
Polytechnic Institutions	$12,039	$10,000
Comprehensive Community Institutions	$11,766	$10,000
Independent Academic Institutions	$21,805	$20,000
Specialized Arts & Culture Institutions	$20,124	$16,000

Graduates of Applied and Bachelor Degree programs received the highest average amount of total loans; Certificate program graduates received the lowest.

Table 73: Total Loans by KPI Program Type

KPI Program Type	Total Loans	
	Mean	Median
Certificate	$10,267	$7,500
Applied & Bachelor Degree	$21,455	$18,000
Doctoral Degree	$16,231	$10,000
Masters Degree	$17,124	$10,000
Diploma	$14,423	$12,000

Legal and Security, Health Sciences, and Education graduates are the recipients of the highest average total loans. Again, those in the Trades and Technology fields had the lowest median loans.

Table 74: Total Loans by Field of Study

Field of Study	Total Loans	
	Mean	Median
Business	$13,559	$10,000
Education	$19,685	$16,000
Health Sciences	$21,683	$15,000
Languages, Social Sciences, Arts & Humanities	$17,464	$15,000
Legal & Security	$22,766	$15,000
Recreation	$18,225	$15,000
Natural Sciences	$17,442	$14,000
Trades & Technology	$11,014	$10,000

Scholarships, Grants or Bursaries

Two-thirds of graduates have received a scholarship, grant and/or bursary (66%).

Figure 17: Scholarships, Grants or Bursaries

No, 5,701, 34%
Yes, 11,222, 66%
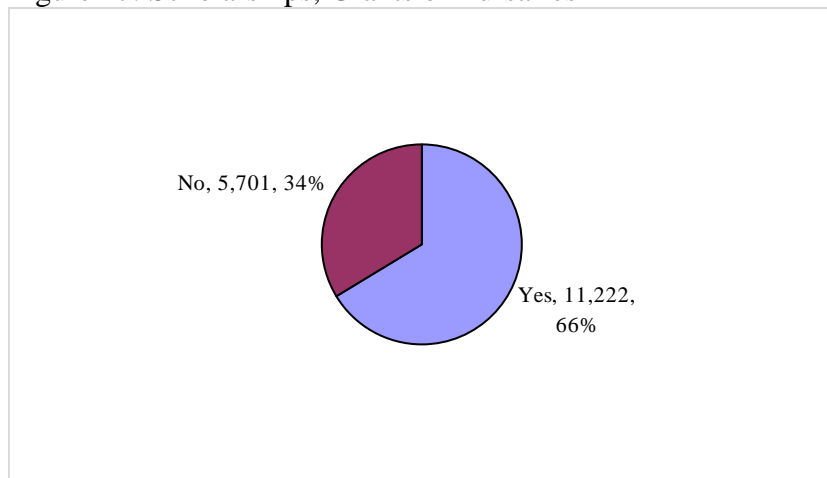
Q56. Have you <u>ever</u> received scholarships, grants or bursaries?

In total, two-thirds of recipients of scholarships, bursaries or grants received $5,000 or less (66%). Another 18% were awarded between $5,001 and $10,000 while 15% earned more than $15,000 in total scholarships, grants or bursaries. The average amount received is $7,935 and the median is $3,500.

Table 75: Total Scholarships, Grants and Bursaries

		Frequency	Percent	Cumulative Percent
Total Scholarships, grants, and bursaries	$1,000 or less	1,779	18%	18%
	$1,001 to $2,000	1,683	17%	35%
	$2,001 to $5,000	3,036	31%	66%
	$5,001 to $10,000	1,779	18%	85%
	More than $10,000	1,502	15%	100%
	Total	9,779	100%	

Q57. Approximately how much did you receive in scholarships, grants and/or bursaries during your entire post-secondary studies?

More than eight in ten graduates of Specialized Arts and Culture Institutions have received a scholarship grant or bursary (81%), followed by graduates of Comprehensive Academic and Research Institutions (73%).

Table 76: Received Scholarships, Grants or Bursaries by Sector

			Have you ever received scholarships, grants or bursaries		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	6,564	2,034	8,598
		%	76%	24%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,247	753	2,000
		%	62%	38%	100%
	Polytechnical Institutions	Count	1,457	1,316	2,773
		%	53%	48%	100%
	Comprehensive Community Institutions	Count	1,556	1,477	3,033
		%	51%	49%	100%
	Independent Academic Institutions	Count	311	101	412
		%	76%	25%	100%
	Specialized Arts & Culture Institutions	Count	87	20	107
		%	81%	19%	100%
	Total	Count	11,222	5,701	16,923
		%	66%	34%	100%

The overwhelming majority of graduates of a Doctoral Degree program indicate receiving scholarships, grants or bursaries (92%). Fewer than one half of graduates of Certificate programs are least likely, received a scholarship, grant or bursary (44%).

Table 77: Received Scholarships, Grants or Bursaries by KPI Program Type

			Have you ever received scholarships, grants or bursaries		
			Yes	No	Total
KPI Program Type	Certificate	Count	1,482	1,950	3,432
		%	43%	57%	100%
	Applied & Bachelor Degree	Count	5,811	1,742	7,553
		%	77%	23%	100%
	Doctoral Degree	Count	204	19	223
		%	92%	9%	100%
	Masters Degree	Count	1,164	516	1,680
		%	69%	31%	100%
	Diploma	Count	2,561	1,474	4,035
		%	64%	37%	100%
	Total	Count	11,222	5,701	16,923
		%	66%	34%	100%

Within Field of Study, Natural Sciences and Recreation are the fields with the largest proportion of graduates having received scholarships, grants and bursaries (79% and 78% respectively). Trades and Technology graduates are the least likely to have received a scholarship, bursary or grant.

Table 78: Received Scholarships, Grants or Bursaries by Field of Study

| | | | Have you ever received scholarships, grants or bursaries | | |
			Yes	No	Total
Field of Study	Business	Count	1,964	1,436	3,400
		%	58%	42%	100%
	Education	Count	1,118	460	1,578
		%	71%	29%	100%
	Health Sciences	Count	2,102	1,191	3,293
		%	64%	36%	100%
	Languages, Social Sciences, Arts & Humanities	Count	2,417	934	3,351
		%	72%	28%	100%
	Legal & Security	Count	301	261	562
		%	54%	46%	100%
	Recreation	Count	227	64	291
		%	78%	22%	100%
	Natural Sciences	Count	2,322	610	2,932
		%	79%	21%	100%
	Trades & Technology	Count	771	745	1516
		%	51%	49%	100%
	Total	Count	11,222	5,701	16,923
		%	66%	34%	100%

Graduates of Comprehensive Academic and Research Institutions receive the highest average amount of scholarships, grants or bursaries.

Table 79: Total Scholarships, Grants, or Bursaries by Sector

Sector	Total scholarships, grants or bursaries	
	Mean	Median
Comprehensive Academic & Research Institutions	$10,640	$5,000
Baccalaureate & Applied Studies Institutions	$4,001	$2,500
Polytechnical Institutions	$3,633	$2,000
Comprehensive Community Institutions	$4,193	$2,400
Independent Academic Institutions	$5,844	$4,000
Specialized Arts & Culture Institutions	$5,340	$3,750

Graduates of Doctoral Degree and Masters Degree Programs received the highest average amount of scholarships, grants or bursaries, while graduates of Certificate programs received the lowest.

Table 80: Total Scholarships, Grants, or Bursaries by KPI Program Type

KPI Program Type	Total scholarships, grants or bursaries	
	Mean	Median
Certificate	$3,993	$2,000
Applied & Bachelor Degree	$7,458	$4,500
Doctoral Degree	$57,824	$50,000
Masters Degree	$16,048	$5,658
Diploma	$3,860	$2,500

Natural Sciences graduates are awarded the highest average amount of scholarships among all other fields of study.

Table 81: Total Scholarships, Grants, or Bursaries by Field of Study

Field of Study	Total scholarships, grants or bursaries	
	Mean	Median
Business	$5,121	$3,000
Education	$6,358	$3,500
Health Sciences	$8,617	$4,000
Languages, Social Sciences, Arts & Humanities	$7,278	$3,500
Legal & Security	$6,613	$3,000
Recreation	$6,745	$3,400
Natural Sciences	$12,989	$5,000
Trades & Technology	$3,354	$2,000

Section D: Transitions

Years between K-12 and Post-secondary Studies

One half of all graduates entered post-secondary studies directly out of high school (51%); a further 18% waited one year before commencing their post-secondary studies, while 17% waited for two to five years. Almost fifteen percent of graduates indicate waiting more than five years before enrolling in post-secondary (14%).

Figure 18: Years between K-12 and Post-Secondary Studies
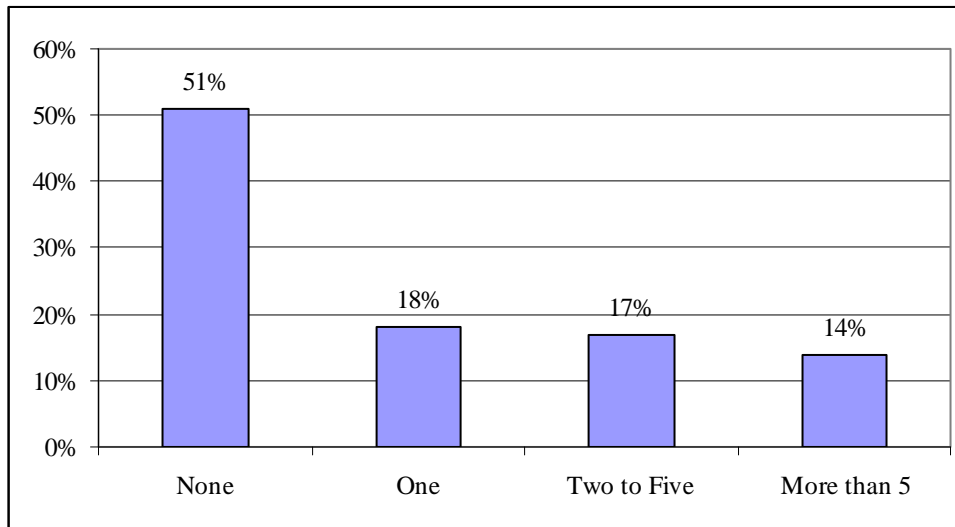
Q3. What year did you last attend school in the Kindergarten to Grade12 system, not including adult upgrading?
Q5. In what year did you begin post-secondary studies, not including adult upgrading?

Graduates of Comprehensive Academic and Research Institutions and Specialized Arts and Culture Institutions are most likely to attend post-secondary studies right out of high school (64% and 62% respectively). By contrast, one half of graduates of Comprehensive Community Institutions (50%) and slightly more than forty percent of graduates of Polytechnical Institutions (42%) indicate waiting more than two years after high school before enrolling in post-secondary pursuits.

Table 82: Years between K-12 and Post-Secondary by Sector

			Years between K-12 and Post-secondary				
			None	One	Two to Five	More than five	Total
Sector	Comprehensive Academic & Research Institutions	Count	5,471	1,327	996	745	8,539
		%	64%	16%	12%	9%	100%
	Baccalaureate & Applied Studies Institutions	Count	741	454	474	293	1,962
		%	38%	23%	24%	15%	100%
	Polytechnical Institutions	Count	918	610	648	457	2,633
		%	35%	23%	25%	17%	100%
	Comprehensive Community Institutions	Count	919	494	651	787	2,851
		%	32%	17%	23%	28%	100%
	Independent Academic Institutions	Count	257	85	48	23	413
		%	62%	21%	12%	6%	100%
	Specialized Arts & Culture Institutions	Count	53	26	21	7	107
		%	50%	24%	20%	7%	100%
Total		Count	8,359	2,996	2,838	2,312	16,505
		%	51%	18%	17%	14%	100%

Almost two-thirds of both Applied and Bachelor Degree program and Doctoral Degree program graduates began their post-secondary education right out of high school (65% and 65% respectively). Certificate program graduates are most likely to wait longer than two years.

Table 83: Years between K-12 and Post-Secondary by KPI Program Type

			Years between K-12 and Post-secondary				
			None	One	Two to Five	More than five	Total
KPI Program Type	Certificate	Count	839	628	692	961	3,120
		%	27%	20%	22%	31%	100%
	Applied & Bachelor Degree	Count	4,861	1,218	933	508	7,520
		%	65%	16%	12%	7%	100%
	Doctoral Degree	Count	137	29	16	30	212
		%	65%	14%	8%	14%	100%
	Masters Degree	Count	938	270	203	247	1,658
		%	57%	16%	12%	15%	100%
	Diploma	Count	1,584	851	994	566	3,995
		%	40%	21%	25%	14%	100%
	Total	Count	8,359	2,996	2,838	2,312	16,505
		%	51%	18%	17%	14%	100%

Within Field of Study, Natural Sciences and Recreation graduates are most likely to go directly into post-secondary studies from high school while Trades and Technology as well as Business graduates tend to wait longer on average.

Table 84: Years between K-12 and Post-Secondary by Field of Study

			Years between K-12 and Post-secondary				
			None	One	Two to Five	More than five	Total
Field of Study	Business	Count	1,491	698	628	475	3,292
		%	45%	21%	19%	14%	100%
	Education	Count	867	275	240	176	1,558
		%	56%	18%	15%	11%	100%
	Health Sciences	Count	1,492	493	502	709	3,196
		%	47%	15%	16%	22%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1,788	625	565	340	3,318
		%	54%	19%	17%	10%	100%
	Legal & Security	Count	237	111	126	81	555
		%	43%	20%	23%	15%	100%
	Recreation	Count	176	58	44	13	291
		%	61%	20%	15%	5%	100%
	Natural Sciences	Count	1,860	442	362	222	2,886
		%	64%	15%	13%	8%	100%
	Trades & Technology	Count	448	294	371	296	1,409
		%	32%	21%	26%	21%	100%
	Total	Count	8,359	2,996	2,838	2,312	16,505
		%	51%	18%	17%	14%	100%

Relocating since Graduation

Of all graduates, nearly three in ten report moving from the location in which they went to a post-secondary institution (28%).

Figure 19: Relocating since Graduation

No, 4,779, 28%

Yes, 12,196, 72%
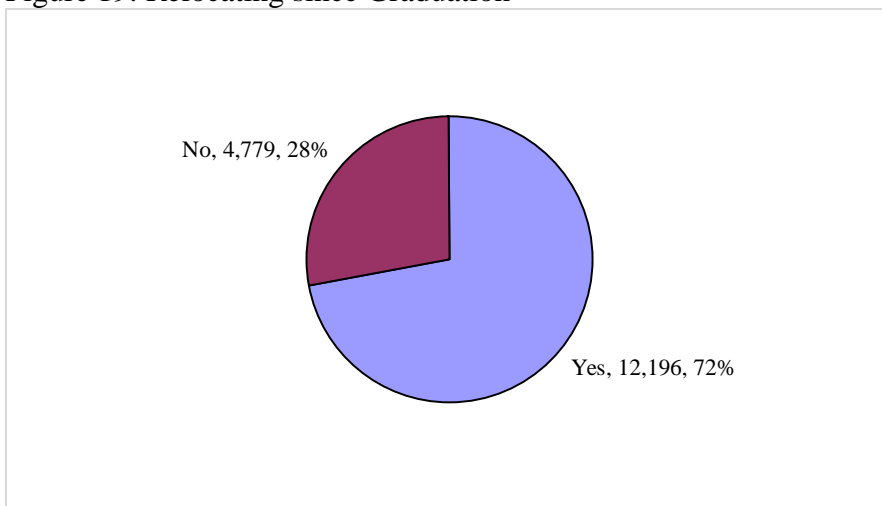
The following table tracks the location of graduates from high school through to graduation. There is a notably high percentage of graduates remaining in urban Alberta

Table 85: Location of Graduates from High School through to those who relocated after Graduation

		Last attendance (K-12)	Application to Post-secondary	Last attendance of post-secondary	Current location
Alberta Urban	Count	7,377	8,496	13,481	11,681
	Column N %	43%	50%	79%	68%
Alberta Rural	Count	4,369	4,080	3,627	3,612
	Column N %	26%	24%	21%	21%
Elsewhere in Canada	Count	3,862	3,395	0	1,464
	Column N %	23%	20%	0%	9%
Outside Canada	Count	1,478	1,107	0	318
	Column N %	9%	7%	0%	2%

Of those who relocated after graduation, three in ten moved back to their hometown.

Figure 20: Relocated After Graduation to Hometown
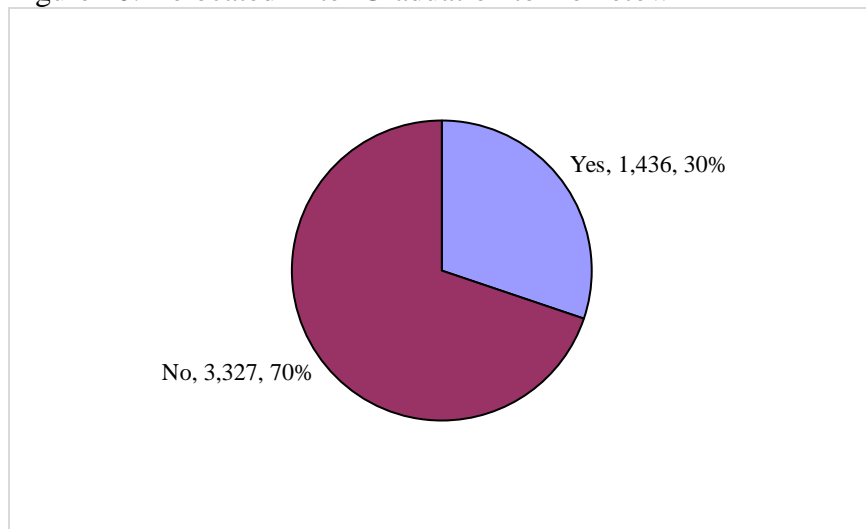
Q9. Was this your hometown?

A notably higher percentage of those who relocated to their hometown moved to a rural area in Alberta (33% vs. 22%).

Table 86: Current Location of those who Relocated by was this your Hometown?

| | | | Current Location of those who Relocated | | | |
			Alberta Urban	Alberta Rural	Elsewhere in Canada	Outside Canada
Was this your hometown?	Yes	Count	485	477	441	29
		Row N %	34%	33%	31%	2%
	No	Count	1,297	719	1,017	288
		Row N %	39%	22%	31%	9%

The most frequently mentioned reason to relocate after graduation is to attain employment (31%). A further 19% mention acquiring further education as the primary reason to relocate, followed by family obligations (14%).

Table 87: Reason to Relocate after Graduation

	Total	% of Responses
To attain employment	1,477	31%
To acquire further education	901	19%
Family obligations.	670	14%
Move back to family home	481	10%
To improve employment situation	440	9%
Housing opportunity	227	5%
Proximity to work	106	2%
Be independent	84	2%
To improve social life	82	2%
Other	269	6%
Don't know	24	1%
Total	4,761	100%

Information Sources for Planning Post-secondary Studies

Respondents were asked to name the information sources they used in planning for Post-secondary studies, and for each one they used, they were asked to rate the usefulness of the source on a five-point scale where 1 was defined as "Not useful" and 5 was defined as "very useful".

Institutional websites and calendars (either print or online) tend to be the most likely used resources for deciding and planning for post-secondary studies, with more than eight in ten having used these sources (87% and 83% respectively). These items are also highly rated, receiving an average rating of 3.5 and 3.3 respectively.

Not surprisingly, people who have a close personal relationship with the graduate are perceived as very useful resources when deciding which institute to attend. Parents and relatives received an average rating of 3.3 and friends received a 3.2. These ratings strongly contrast the perceived

usefulness of school, guidance or career counsellors as well as student recruiters, which all received average ratings of less than three.

Table 88: Information Sources for Planning Post-Secondary Studies

Source	% Who Used Source	Average Rating
The Institution's Website	87%	3.54
Friends	84%	3.22
Institutional Calendars (online or print)	83%	3.32
Parents or Relatives	81%	3.28
Teachers	78%	2.97
School or Guidance Counsellors	72%	2.62
Career Fair/Open House	67%	2.70
Coworkers/Employer	65%	2.52
Career Counsellors	65%	2.44
Student Recruiters	58%	2.10
Alberta Learning Information Service (ALIS) website	52%	2.11

Q10. How useful were each of the following sources of information in helping you decide which program and institution to attend? (Post Secondary education in general.)

The following table shows the proportion of responses of those who used each resource. Again, an Institution's website is rated very useful (either 4 or 5 on the scale) by six in ten graduates who have used this source (61%). Institutional calendars are also perceived as very useful sources when deciding which post-secondary institution to attend (51% rate calendars 4 or 5). The ALIS website (12% rated 4 or 5) and Student recruiters (13%) received the lowest ratings.

Table 89: Usefulness of resources

Source	Not Useful (1 or 2)	Moderately Useful (3)	Very Useful (4 or 5)
The Institution's Website	21%	23%	61%
Institutional Calendars (online or print)	25%	24%	51%
Parents or Relatives	28%	22%	48%
Friends	28%	26%	47%
Teachers	34%	22%	38%
Career Fair/Open House	36%	18%	27%
School or Guidance Counselors	41%	20%	26%
Coworkers/Employer	41%	15%	23%
Career Counselors	42%	16%	20%
Alberta Learning Information Service (ALIS) website	41%	10%	12%
Student Recruiters	46%	13%	13%

Prior Post-Secondary Courses

In total, 47% of graduates attended some form of post-secondary course, not including adult upgrading, prior to enrolling in the program they graduated from in 2005-06.

Figure 21: Prior Post-Secondary Courses

No, 8,937, 53%   Yes, 8,057, 47%
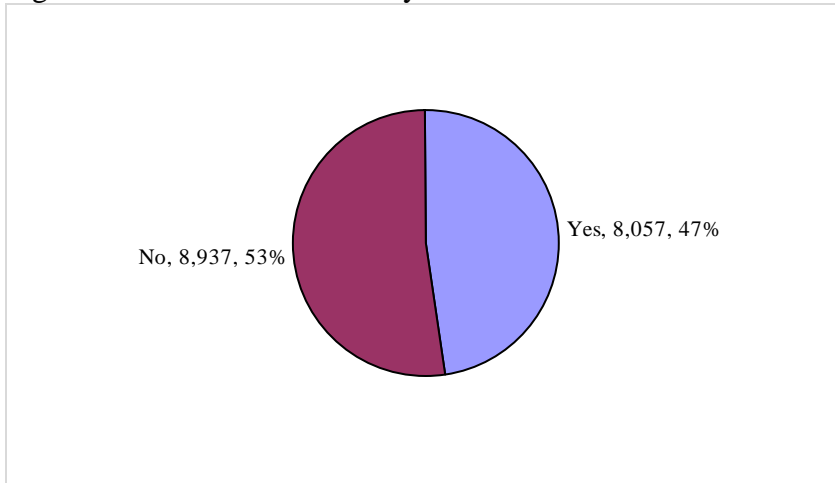
Q19. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in _____ (program name) at _____ (name of institution)?

Those who graduated from Education are most likely to have completed post-secondary courses prior to enrolling in their final Field of Study (64%). The majority of Health Sciences and Business graduates also indicate completing prior post-secondary courses (54% and 51% respectively), while graduates of Trades and Technology are least likely (33%).

Table 90: Completed any Post-secondary by Field of Study

			Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the program		
			Yes	No	Total
Field of Study	Business	Count	1,751	1,669	3,420
		%	51%	49%	100%
	Education	Count	1,024	565	1,589
		%	64%	36%	100%
	Health Sciences	Count	1,766	1,536	3,302
		%	54%	47%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1,463	1,901	3,364
		%	44%	57%	100%
	Legal & Security	Count	267	300	567
		%	47%	53%	100%
	Recreation	Count	129	163	292
		%	44%	56%	100%
	Natural Sciences	Count	1,150	1,792	2,942
		%	39%	61%	100%
	Trades & Technology	Count	507	1,011	1,518
		%	33%	67%	100%
	Total	Count	8,057	8,937	16,994
		%	47%	53%	100%

Within sector, graduates of Comprehensive Academic and Research Institutions are most likely to have completed post-secondary courses prior to enrolling in the program they graduated from (55%) followed by graduates of Baccalaureate and Applied Studies Institutions (47%); graduates of Comprehensive Community Institutions are least likely (35%).

Table 91: Completed any Post-secondary by Sector

			Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the program		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	4,745	3,876	8,621
		%	55%	45%	100%
	Baccalaureate & Applied Studies Institutions	Count	936	1,076	2,012
		%	47%	54%	100%
	Polytechnical Institutions	Count	1,083	1,707	2,790
		%	39%	61%	100%
	Comprehensive Community Institutions	Count	1,059	1,992	3,051
		%	35%	65%	100%
	Independent Academic Institutions	Count	186	228	414
		%	45%	55%	100%
	Specialized Arts & Culture Institutions	Count	48	58	106
		%	45%	55%	100%
	Total	Count	8,057	8,937	16,994
		%	47%	53%	100%

Excluding Doctoral Degree and Masters Degree graduates, Applied and Bachelor Degree graduates are the most likely to have completed prior courses (50%) while graduates of Certificate and Diploma programs are least likely (37% and 40% respectively).

Table 92: Completed any Post-secondary by KPI Program Type

			Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the program		
			Yes	No	Total
KPI Program Type	Certificate	Count	1,264	2,195	3,459
		%	37%	64%	100%
	Applied & Bachelor Degree	Count	3,785	3,787	7,572
		%	50%	50%	100%
	Diploma	Count	1,620	2,435	4,055
		%	40%	60%	100%
	Total	Count	6,669	8,417	15,086
		%	44%	56%	100%

Correspondence and Distance Education

While the majority of graduates took *no* classes through correspondence (75%), slightly fewer than twenty percent of graduates took at least *some* of their post-secondary course load through correspondence or some variety of distance learning (19%). Another six percent took all of their post-secondary education through correspondence.

Figure 22: Correspondence and Distance Education
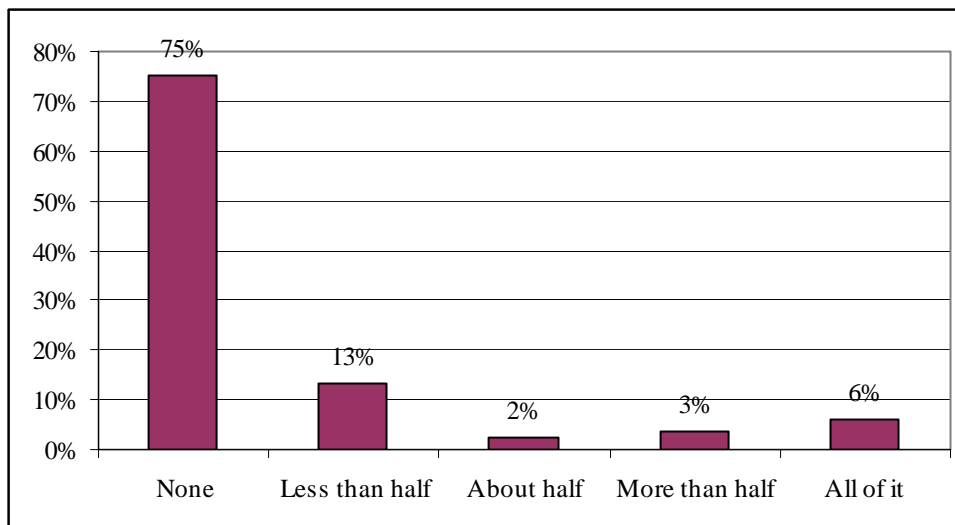
Q26. How much of your course-load for the program you graduated from did you take through correspondence or another type of distance education like Internet, television or video? Is that...?

Graduates of Specialized Arts and Culture Institutions are least likely to have not taken any courses through correspondence or alternate delivery method (only 8% indicate taking some or

all of their courses through alternate delivery) while graduates of Comprehensive Academic and Research Institutions and graduates of Comprehensive Community Institutions are most likely to have taken some or all of their courses by this method (29% and 23% respectively).

Table 93: Alternate Delivery by Sector

			Alternate Delivery		
			None	Some or all	Total
Sector	Comprehensive Academic & Research Institutions	Count	6,111	2,488	8,599
		%	71%	29%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,569	436	2,005
		%	78%	22%	100%
	Polytechnical Institutions	Count	2,237	532	2,769
		%	81%	19%	100%
	Comprehensive Community Institutions	Count	2,346	684	3,030
		%	77%	23%	100%
	Independent Academic Institutions	Count	347	66	413
		%	84%	16%	100%
	Specialized Arts & Culture Institutions	Count	99	8	107
		%	93%	8%	100%
	Total	Count	12,709	4214	16,923
		%	75%	25%	100%

With regards to KPI program type, graduates of Masters Degree programs are most likely to take some or all of their program courses through alternate delivery (47%), while Doctoral Degree graduates are least likely (12%).

Table 94: Alternate Delivery by KPI Program Type

			Alternate Delivery		
			None	Some or all	Total
KPI Program Type	Certificate	Count	2,575	850	3,425
		%	75%	25%	100%
	Applied & Bachelor Degree	Count	5,742	1,816	7,558
		%	76%	24%	100%
	Doctoral Degree	Count	194	27	221
		%	88%	12%	100%
	Masters Degree	Count	892	785	1,677
		%	53%	47%	100%
	Diploma	Count	3,306	736	4,042
		%	82%	18%	100%
	Total	Count	12,709	4214	16,923
		%	75%	25%	100%

Within Field of Study, 41% of Health Sciences graduates having taken some or all of their courses through correspondence or some other form of distance learning. Approximately three

in ten Education and Business graduates take some courses through an alternate form (31% and 31% respectively) while fewer than two in ten graduates of Natural Sciences and Trades and Tech indicate taking some classes through alternate means (12% and 14% respectively).

Table 95: Alternate Delivery by Field of Study

			Alternate Delivery		
			None	Some or all	Total
Field of Study	Business	Count	2,337	1,058	3,395
		%	69%	31%	100%
	Education	Count	1,087	496	1,583
		%	69%	31%	100%
	Health Sciences	Count	1,943	1,347	3,290
		%	59%	41%	100%
	Languages, Social Sciences, Arts & Humanities	Count	2,776	582	3,358
		%	83%	17%	100%
	Legal & Security	Count	464	97	561
		%	83%	17%	100%
	Recreation	Count	229	63	292
		%	78%	22%	100%
	Natural Sciences	Count	2,576	356	2,932
		%	88%	12%	100%
	Trades & Technology	Count	1,297	215	1,512
		%	86%	14%	100%
	Total	Count	12,709	4,214	16,923
		%	75%	25%	100%

Current Students

About one quarter of graduates are currently enrolled in some type of post-secondary studies (26%).

Figure 23: Graduates Currently Enrolled
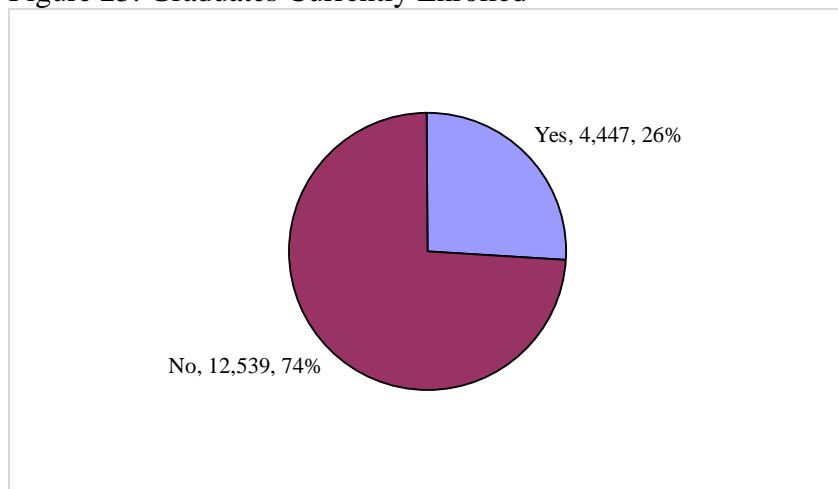
Q50. Are you currently enrolled as a student? (Post secondary studies)

Independent Academic Institutions (40%) and Baccalaureate & Applied Studies Institutions (40%) have the highest percentage of graduates who have continued with their post-secondary education.

Table 96: Currently Enrolled as a Student by Sector

			Currently enrolled as a student		
			Yes	No	Total
Sector	Comprehensive Academic & Research Institutions	Count	2,216	6,400	8,616
		%	26%	74%	100%
	Baccalaureate & Applied Studies Institutions	Count	800	1,209	2,009
		%	40%	60%	100%
	Polytechnical Institutions	Count	623	2,165	2,788
		%	22%	78%	100%
	Comprehensive Community Institutions	Count	631	2,423	3,054
		%	21%	79%	100%
	Independent Academic Institutions	Count	165	248	413
		%	40%	60%	100%
	Specialized Arts & Culture Institutions	Count	12	94	106
		%	11%	89%	100%
Total		Count	4,447	12,539	16,986
		%	26%	74%	100%

More than one quarter of Applied and Bachelor Degree graduates are current students (28%).

Table 97: Currently Enrolled as a Student by KPI Program Type

| | | | Currently enrolled as a student | | |
			Yes	No	Total
KPI Program Type	Certificate	Count	966	2,493	3,459
		%	28%	72%	100%
	Applied & Bachelor Degree	Count	2,111	5,454	7,565
		%	28%	72%	100%
	Doctoral Degree	Count	16	206	222
		%	7%	93%	100%
	Masters Degree	Count	303	1,384	1,687
		%	18%	82%	100%
	Diploma	Count	1,051	3,002	4,053
		%	26%	74%	100%
Total		Count	4,447	12,539	16,986
		%	26%	74%	100%

Graduates of Languages, Social Sciences, Arts and Humanities are the most likely of any field of study to be currently enrolled as a student.

Table 98: Currently Enrolled as a Student by Field of Study

| | | | Currently enrolled as a student | | |
			Yes	No	Total
Field of Study	Business	Count	904	2,509	3,413
		%	27%	74%	100%
	Education	Count	178	1,410	1,588
		%	11%	89%	100%
	Health Sciences	Count	736	2,567	3,303
		%	22%	78%	100%
	Languages, Social Sciences, Arts & Humanities	Count	1337	2,025	3,362
		%	40%	60%	100%
	Legal & Security	Count	97	469	566
		%	17%	83%	100%
	Recreation	Count	102	190	292
		%	35%	65%	100%
	Natural Sciences	Count	864	2,076	2,940
		%	29%	71%	100%
	Trades & Technology	Count	229	1,293	1,522
		%	15%	85%	100%
Total		Count	4,447	12,539	16,986
		%	26.2%	73.8%	100.0%

Two thirds are full time students (66%) and 33% are part time.

Figure 24: Enrolled Full or Part Time

Part-time, 1,475, 34%

Full-time, 2,927, 66%
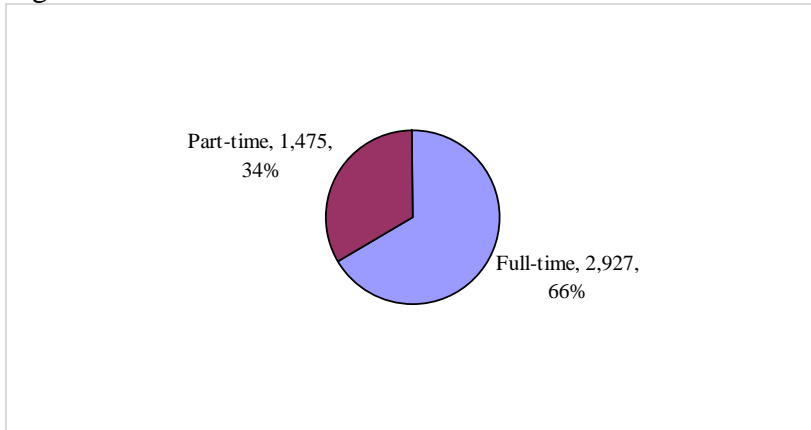
Q52. Are you currently a part-time or full-time student?

Of those who are currently enrolled, one third are pursuing an undergraduate degree (34%) and 24% a graduate degree.

Figure 25: Currently Enrolled Students

	40%				35%				
	30%					24%			
	20%	10%	11%					7%	
	10%			5%			5%		3%
	0%								

Diploma Certificate Applied degree Undergraduate degree Graduate degree Professional school Professional designation Other
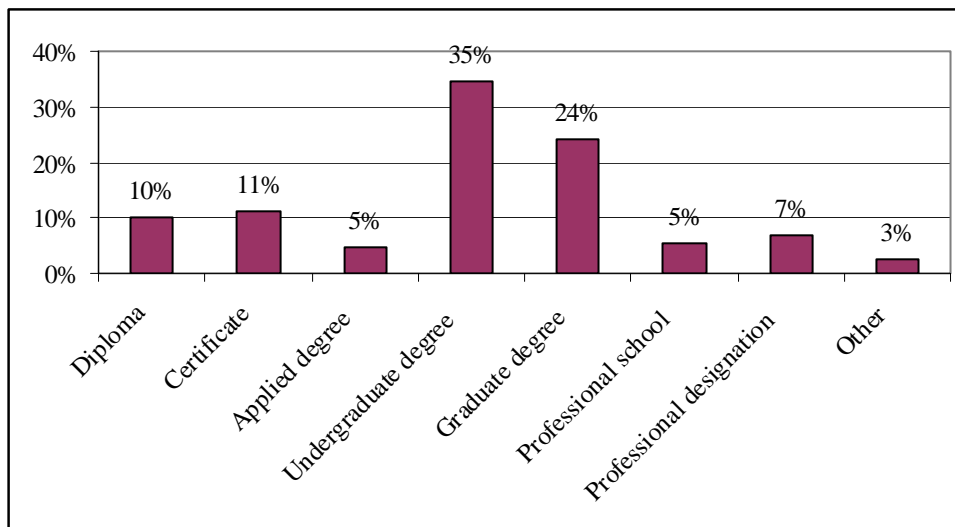
Q53 Will these studies lead to a…?

Respondents are most commonly enrolled in the University of Alberta (18%) and the University of Calgary (18%). A total of 18% are enrolled at an institution outside of Alberta.

Table 99: Most Common Institutions in which Respondents are Enrolled

Description	Total	% of Responses
Other Non - Alberta Institution (please specify)	818	18%
University of Alberta	802	18%
University of Calgary	789	18%
Athabasca University	369	8%
SAIT	274	6%
University of Lethbridge	247	6%
NAIT	234	5%
Grant MacEwan College	216	5%
Mount Royal College	199	5%
Other Alberta Institution (please specify)	163	4%
Concordia University College	73	2%
Red Deer College	47	1%
Lethbridge College	41	1%
Lakeland College	30	1%
Grande Prairie Regional College	29	1%
Medicine Hat College	27	1%
Bow Valley College	26	1%
Olds College	25	1%
NorQuest College	21	1%
The King's University College	20	0%
Alberta College of Art and Design	18	0%
University of Alberta – Augustana Campus	16	0%
Keyano College	15	0%
Portage College	7	0%
Taylor University College and Seminary	6	0%
Ambrose University College (formerly Alliance / Canadian Nazarene University Colleges)	6	0%
Canadian University College	6	0%
Northern Lakes College	n/a	n/a
St. Mary's University College	n/a	n/a
NAIT – Fairview Campus	n/a	n/a
Don't know	n/a	n/a
Refused	n/a	n/a
Total	4,447	100%

Q51. What post-secondary institution(s) are you enrolled in?

The following table shows the designation respondents' current studies will lead to by program type.

Table 100: Designation Studies will Lead to by KPI Program Type

			Diploma	Certificate	Extension certificate	Applied degree	Under-graduate degree	Graduate degree	Professional school	Professional designation	Other (please specify)	Total
KPI Program Type	Certificate	Count	230	165	12	42	395	45	8	33	16	946
		%	24%	17%	1%	4%	42%	5%	1%	4%	2%	100%
	Applied & Bachelor Degree	Count	116	161	17	32	505	780	205	190	67	2,073
		%	6%	8%	1%	2%	24%	38%	10%	9%	3%	100%
	Doctoral Degree	Count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Masters Degree	Count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma	Count	94	89	10	135	603	35	5	54	12	1,037
		%	9%	9%	1%	13%	58%	3%	1%	5%	1%	100%
Total		Count	448	446	43	211	1,513	1,063	237	300	111	4,372
		%	10%	10%	1%	5%	35%	24%	5%	7%	3%	100%

Note: Items with fewer than 6 responses were not included in the table

Section E: Outcomes

Primary Goal

Almost seven in ten graduates indicate their primary objective when entering a post-secondary institution was completing a specific degree or diploma (69%). Employment is the second most commonly mentioned goal (11%).

Table 101: Primary Objective when Entering Post-Secondary

	Total	% of Responses
Complete specific degree	11,655	69%
Employment	1,796	11%
Expand general education level	1,085	6%
Expand knowledge	792	5%
Prepare for degree	725	4%
Improve skills	339	2%
To change career	218	1%
Did not set goal	102	1%
HS equivalency	17	0%
Don't know	45	0%
Other	206	1%
Total	16,980	100%

Q11. What was your primary goal upon entering _____ (name of institution)?

More than nine in ten graduates (92%) feel they have achieved their primary goal.

Figure 26: Graduates Achieved Primary Goal

No, 1,273, 8%

Yes, 15,397, 92%
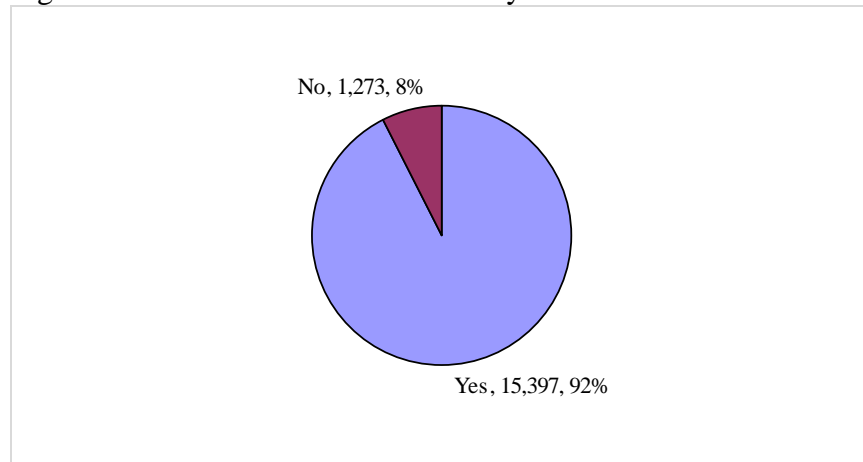
Q12. Did you achieve your primary goal?

Notably, respondents whose goal was the completion of a specific degree or diploma were more likely to have achieved their primary goal (94%) compared to those whose goal was employment (85%) or preparation for a specific degree or diploma (81%).

Table 102: Did You Achieve your Primary Goal by What was Your Primary Goal

			Did you achieve your primary goal?		Total
			Yes	No	
What was your primary goal	Preparation for a specific degree or diploma	Count	578	134	712
		%	81%	19%	100%
	Completion of a specific degree or diploma	Count	10,899	687	11,586
		%	94%	6%	100%
	Expanded knowledge in a particular subject area	Count	716	62	778
		%	92%	8%	100%
	Expand general education level	Count	999	65	1,064
		%	94%	6%	100%
	Employment	Count	1,506	261	1,767
		%	85%	15%	100%
	Improve skills required for the job you had at the time	Count	309	25	334
		%	93%	8%	100%
	To change careers	Count	192	20	212
		%	91%	9%	100%
	Obtain high school equivalency	Count	n/a	n/a	n/a
		%	n/a	n/a	n/a
	Other (please specify)	Count	184	16	200
		%	92%	8%	100%
Total		Count	15,397	1,273	16,670
		%	92%	8%	100%

Note: Items with fewer than 6 responses were not included in the table

A larger percentage of those who did *not* achieve their primary goal are Aboriginal (6% of those who did not vs. 4% of those who did) or a member of a visible minority (20% vs. 16%).

Table 103: Aboriginal by Did You Achieve your Primary Goal

			Do you consider yourself to be an Aboriginal person		
			Yes	No	Total
Did you achieve your primary goal?	Yes	Count	571	14,711	15,282
		%	4%	96%	100%
	No	Count	73	1,192	1,265
		%	6%	94%	100%
	Total	Count	644	15,903	16,547
		%	4%	96%	100%

Table 104: Visible Minority by Did You Achieve your Primary Goal

			Do you consider yourself to be a member of a visible minority		
			Yes	No	Total
Did you achieve your primary goal?	Yes	Count	2,370	12,238	14,608
		%	16%	84%	100%
	No	Count	239	942	1,181
		%	20%	80%	100%
	Total	Count	2,609	13,180	15,789
		%	17%	84%	100%

As well, a higher proportion of those who did not achieve their primary goal are persons with a disability (4% vs. 2%).

Table 105: Person with a Disability by Did You Achieve your Primary Goal

			Do you consider yourself to be a person with a disability		
			Yes	No	Total
Did you achieve your primary goal?	Yes	Count	285	14,977	15,262
		%	2%	98%	100%
	No	Count	48	1,218	1,266
		%	4%	96%	100%
	Total	Count	333	16,195	16,528
		%	2%	98%	100%

Graduates of Certificate programs are least likely to have achieved their primary goal (88%) while graduates of Doctoral Degree and Masters Degree programs are most likely to indicate goal attainment (97% and 96% respectively).

Table 106: Achieve your Primary Goal by KPI Program Type

			Did you achieve your primary goal?		
			Yes	No	Total
KPI Program Type	Certificate	Count	2,987	408	3,395
		%	88%	12%	100%
	Applied & Bachelor Degree	Count	6,927	484	7,411
		%	94%	7%	100%
	Doctoral Degree	Count	212	6	218
		%	97%	3%	100%
	Masters Degree	Count	1,611	68	1,679
		%	96%	4%	100%
	Diploma	Count	3,660	307	3,967
		%	92%	8%	100%
	Total	Count	15,397	1,273	16,670
		%	92%	8%	100%

Respondents who did not reach their primary goal indicated a variety of reasons. The most common reason is that the respondent changed program, location or their goal (39%). The second most frequently mentioned reason is that they are still in school (22%).

Table 107: Did Not Achieve Primary Goal Reasons

	Total	% of Responses
Changed program/place/goal	495	39%
Still in school	282	22%
Lack of employment	168	13%
Financial reason	43	3%
Family responsibility.	27	2%
Grades/GPA too low	22	2%
Did not get accepted to program	18	1%
Illness or disability	14	1%
Moved	9	1%
Other	168	13%
Don't know	24	2%
Total	1,270	100%

Q13. Why not? (Why did the graduate not achieve their primary goal)

Current Employment

In all, 88% of graduates currently have one or more paying jobs, including self-employment and seasonal positions.

Figure 27: Graduates Current Paying Employment

No, 1,991, 12%

Yes, 15,007, 88%
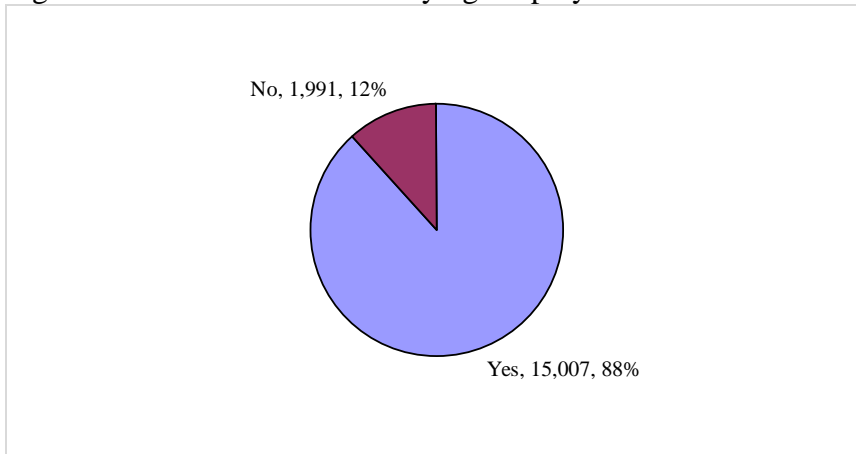
Q28. Do you currently have one or more paying jobs, including self-employment and seasonal positions?

Of those who have a job, 8% consider themselves to be self-employed. This equates to 7% of all graduates.

Figure 28: Graduates Current Paying Self Employment

Yes, 1,227, 8%

No, 13,740, 92%
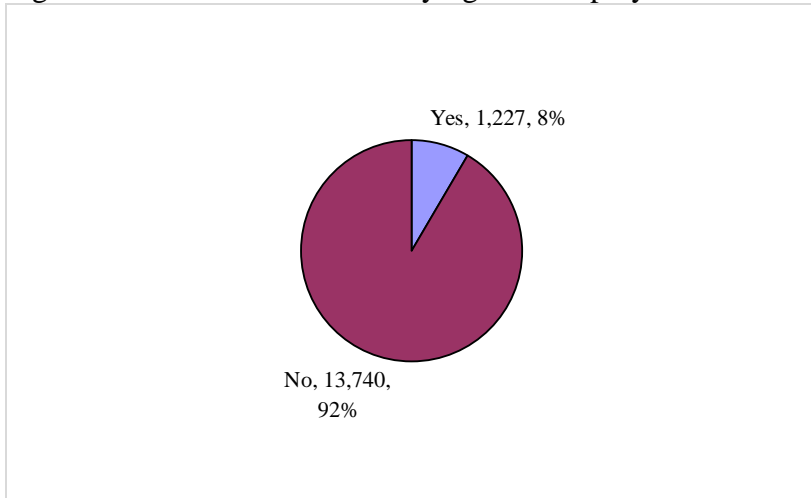
Q30. Are you self-employed in your main job?

Of those respondents who are not employed, 38% are currently looking for a job.

Figure 29: Graduates Currently Not Employed, Looking for Employment

Yes, 756, 38%

No, 1,242, 62%
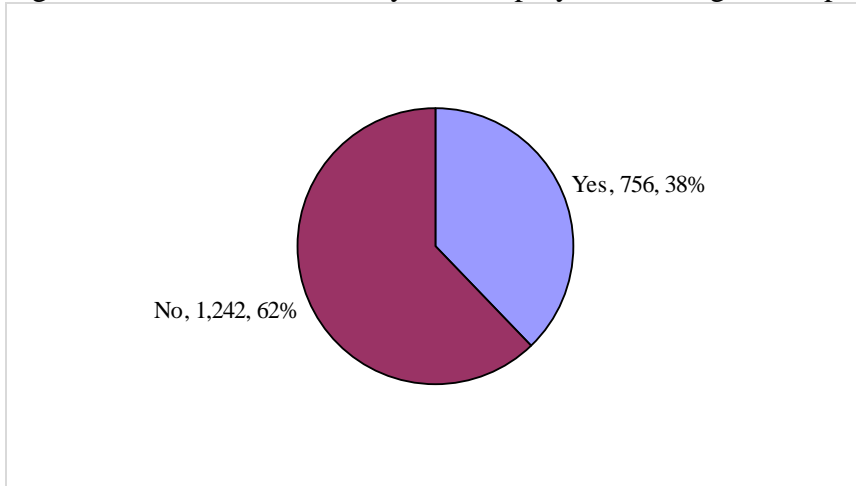
Q31. Are you currently looking for a job?

Considering just those who are in the labour force, (excluding students or those who are not looking for a job), 97% of graduates are employed.

Table 108: Number of Graduates Employed

	Count	Column N %	Percent of those in the labour force
Employed	15,007	88%	97%
Not employed	455	3%	3%
Not in labour force	361	2%	-
Student	1,181	7%	-
Total	17,004	100%	100%

Graduates of Specialized Arts & Culture Institutions have the highest unemployment rate (7%).

Table 109: Employment Rate by Sector

			Employed	Not employed	Total
Sector	Comprehensive Academic & Research Institutions	Count	7,626	171	7,797
		%	98%	2%	100%
	Baccalaureate & Applied Studies Institutions	Count	1,752	44	1,796
		%	98%	2%	100%
	Polytechnical Institutions	Count	2,517	99	2,616
		%	96%	4%	100%
	Comprehensive Community Institutions	Count	2,680	122	2,802
		%	96%	4%	100%
	Independent Academic Institutions	Count	341	12	353
		%	97%	3%	100%
	Specialized Arts & Culture Institutions	Count	91	7	98
		%	93%	7%	100%
	Total	Count	15,007	455	15,462
		%	97%	3%	100%

The unemployment rate of those who graduated from certificate programs is highest (4%).

Table 110: Employment Rate by KPI Program Type

			Employed	Not employed	Total
KPI Program Type	Certificate	Count	3,001	135	3,136
		%	96%	4%	100%
	Applied & Bachelor Degree	Count	6,617	162	6,779
		%	98%	2%	100%
	Doctoral Degree	Count	214	5	219
		%	98%	2%	100%
	Masters Degree	Count	1,550	30	1,580
		%	98%	2%	100%
	Diploma	Count	3,625	123	3,748
		%	97%	3%	100%
	Total	Count	15,007	455	15,462
		%	97%	3%	100%

Graduates of Legal and Security (5%) have the highest unemployment rate.

Table 111: Employment Rate by Field of Study

			Employed	Not employed
Field of Study	Business	Count	3,115	128
		Row N %	96%	4%
	Education	Count	1,467	39
		Row N %	97%	3%
	Health Sciences	Count	3,003	112
		Row N %	96%	4%
	Languages, Social Sciences, Arts & Humanities	Count	2,821	223
		Row N %	93%	7%
	Legal & Security	Count	507	39
		Row N %	93%	7%
	Recreation	Count	242	11
		Row N %	96%	4%
	Natural Sciences	Count	2,476	124
		Row N %	95%	5%
	Trades & Technology	Count	1,376	71
		Row N %	95%	5%

The unemployment rate for Aboriginal graduates is higher than that of non-Aboriginal respondents (6% vs. 3%).

Table 112: Employment Rate by Aboriginal Person

			Employed	Not employed	Total
Do you consider yourself to be an Aboriginal person	Yes	Count	547	34	581
		%	94%	6%	100%
	No	Count	14,344	416	14,760
		%	97%	3%	100%
	Total	Count	14,891	450	15,341
		%	97%	3%	100%

Members of a visible minority also have a higher unemployment rate (4% vs. 3%).

Table 113: Employment rate by Visible Minority

			Employed	Not employed	Total
Do you consider yourself to be a member of a visible minority	Yes	Count	2,279	105	2,384
		%	96%	4%	100%
	No	Count	11,965	307	12,272
		%	98%	3%	100%
	Total	Count	14,244	412	14,656
		%	97%	3%	100%

Persons with a disability have more than three times the unemployment rate of non-disabled persons (9% vs. 3%).

Table 114: Employment Rate

			Employed	Not employed	Total
Do you consider yourself to be a person with a disability	Yes	Count	268	26	294
		%	91%	9%	100%
	No	Count	14,613	423	15,036
		%	97%	3%	100%
	Total	Count	14,881	449	15,330
		%	97%	3%	100%

The majority of those who are not looking for a job said this was because they are students (68%) and 16% said it was because of family responsibilities.

Table 115: Those Not Looking for a Job

	Total	% of Responses
Going to school	825	68%
Family responsibility.	195	16%
Illness or disability	61	5%
Traveling	25	2%
Not interested	17	1%
Waiting recall	16	1%
Retired	13	1%
Can't find job	7	1%
Waiting for replies from employer	6	1%
International Student/Immigration Issue	5	0%
Other	28	2%
Don't know	15	1%
Total	1,213	100%

Q32. What is the main reason you are not looking for a job?

Job Classification

Health Care and Social Assistance sector (21%), followed by education services (15%) and professional, scientific and technical services (12%).

Table 116: Job Classification

Sector	Total	% of Responses
Health Care and Social Assistance	3,115	21%
Education Services	2,267	15%
Professional, Scientific and Technical Services	1,845	12%
Mining, Oil and Gas	1,363	9%
Public Administration (Federal, Provincial, Municipal)	1,038	7%
Retail Trade	693	5%
Finance and Insurance	682	5%
Construction	597	4%
Arts, Entertainment and Recreation	457	3%
Accommodation and Food Services	432	3%
Manufacturing	425	3%
Telecommunications & Information	398	3%
Administrative and Support	262	2%
Transportation and Warehousing	241	2%
Agriculture, Forestry, Fishing and Hunting	229	2%
Utilities (Power, Energy, Water)	212	1%
Real Estate and Rental and Leasing	164	1%
Wholesale Trade	152	1%
Management of Companies and Enterprises	68	1%
Waste Management and Remediation Services	56	0%
Other Services (Please specify)	280	2%

Q34. What sector best describes the organization you work for?

Respondents were asked to indicate their job title as well as provide a description of their duties. These were used along with job sector to determine the National Occupational Classification (NOC) code for each graduate's current job. The table below shows a breakdown of the first digit of the NOC codes (skill type).

Table 117: Job Title and Description

Skill Type	Count	Column N %
[0] Management	1,997	14%
[1] Business, Finance and Administration	2,653	18%
[2] Natural and Applied Sciences and Related Occupations	1,996	14%
[3] Health	2,082	14%
[4] Social Sciences, Education, Government Services and Religion	2,777	19%
[5] Art, Culture, Recreation and Sport	748	5%
[6] Sales and Service	1,433	10%
[7] Trades, Transport and Equipment Operators and Related Occupations	663	5%
[8] Occupations unique to Primary Industry	248	2%
[9] Occupations unique to Processing, Manufacturing and Utilities	199	1%
Total	14,796	100%

Q35. What is your job title? (If you held more than one job, choose the one with the most hours.)

Professional Occupations in Social Science, Education, Government Services and Religion at 19% is the largest major grouping, followed by Professional Occupations in Business (18%), Management (14%), Natural and Applied Sciences (14%) and Health at14%.

The table below shows the two-digit NOC classifications (major groupings) of graduates.

Table 118: NOC Classifications of Graduates

Major Group	Count	Column N %
[00] Senior Management Occupations	325	2%
[01] Managers in Business, Finance, and Administration	290	2%
[02] Managers in Natural and Applied Sciences	117	1%
[03] Managers in Health, Education, Social and Community Services	248	2%
[04] Managers in Public Administration	368	3%
[05] Managers in Art, Culture, Recreation and Sport	56	0%
[06] Managers in Sales and Service	390	3%
[07] Managers in Trades, Transport, and Equipment Operators	120	1%
[08] Managers in Primary Production (except agriculture)	34	0%
[09] Managers in Manufacturing and Utilities	49	0%
[11] Professional Occupations in Business and Finance	1,017	7%
[12] Skilled Administrative and Business Occupations	660	5%
[14] Clerical Occupations	976	7%
[21] Professional Occupations in Natural and Applied Science	1,105	8%
[22] Technical Occupations Related to Natural and Applied Sciences	891	6%
[31] Professional Occupations in Health	1,151	8%
[32] Technical and Skilled Occupations in Health	603	4%
[34] Assisting Occupations in Support of Health Services	328	2%
[41] Professional Occupations in Social Science, Education, Government Services and Religion	2,127	14%
[42] Paraprofessional Occupations in Law, Social Services, Education and Religion	650	4%
[51] Professional Occupations in Art and Culture	370	3%
[52] Technical and Skilled Occupations in Art, Culture, Recreation and Sport	378	2%
[62] Skilled Sales and Service Occupations	455	3%

Major Group	Count	Column N %
[64] Intermediate Sales and Service Occupations	770	5%
[66] Elemental Sales and Service Occupations	208	1%
[72] Trades and Skilled Transport and Equipment Operators	299	2%
[73] Trades and Skilled Transport and Equipment Operators	195	1%
[74] Intermediate Occupations in Transport, Equipment Operation, Installation and Maintenance	126	1%
[76] Trades Helpers, Construction Labourers and Related Occupations	43	0%
[82] Skilled Occupations in Primary Industry	157	1%
[84] Intermediate Occupations in Primary Industry	58	0%
[86] Labourers in Primary Industry	33	0%
[92] Processing, Manufacturing and Utilities Supervisors	121	1%
[94] Processing and Manufacturing Machine Operators	55	0%
[95] Processing and Manufacturing Machine Operators and Assemblers	n/a	n/a
[96] Labourers in Processing, Manufacturing and Utilities	21	0%
Total	14,798	100%

Q36. What are your main work duties?
Note: Items with fewer than 6 responses were not included in the table

Some of the most noticeable patterns are as follows:
- Professional positions (11/21/31/41/51) usually require a university education and together employ 39% of graduates;
- Positions in grouping (12/22/32/42/52/62/72/73/82/ 92) require college or apprenticeship training employ 28% of respondents;
- A further 16% of the respondents are currently in major grouping (14/34/64/74/84/94/95) indicating positions that usually require secondary school and/or occupation specific training; and
- Another 2% of the respondents are currently in major grouping (66/76/86/96) indicating positions that usually require on the job training.

Annual Income from Main Job

The median salary is $46,800 and the average is $50,908.

Table 119: Annual Income from Main Job

		Count	Column N %
Salary	Less than $25,000	1,828	15%
	$25,000 to $34,999	1,573	13%
	$35,000 to $44,999	2,336	19%
	$45,000 to $54,999	2,326	19%
	$55,000 to $74,999	2,585	21%
	$75,000 or more	1,900	15%
Mean			$50,908
Median			$46,800

A notably higher proportion of respondents in the high income group are male (62%) compared to lower income groups.

Table 120: Gender by Salary

			Gender		
			Male	Female	Total
Salary	Less than $25,000	Count	474	1,344	1,818
		%	26%	74%	100%
	$25,000 to $34,999	Count	419	1,148	1,567
		%	27%	73%	100%
	$35,000 to $44,999	Count	803	1,518	2,321
		%	35%	65%	100%
	$45,000 to $54,999	Count	976	1,335	2,311
		%	42%	58%	100%
	$55,000 to $74,999	Count	1,223	1,342	2,565
		%	48%	52%	100%
	$75,000 or more	Count	1,168	725	1,893
		%	62%	38%	100%
	Total	Count	5,063	7,412	12,475
		%	41%	59%	100%

Not surprisingly, older respondents make up a higher proportion of the high income group.

Table 121: Age by Salary

			Age					
			22 or younger	23 to 25 years old	26 to 30 years old	31 to 40 years old	More than 40 years old	Total
Salary	Less than $25,000	Count	391	728	320	197	192	1,828
		%	21%	40%	18%	11%	11%	100%
	$25,000 to $34,999	Count	345	563	297	173	195	1,573
		%	22%	36%	19%	11%	12%	100%
	$35,000 to $44,999	Count	334	901	579	292	230	2,336
		%	14%	39%	25%	13%	10%	100%
	$45,000 to $54,999	Count	232	878	679	329	208	2,326
		%	10%	38%	29%	14%	9%	100%
	$55,000 to $74,999	Count	148	837	772	467	361	2,585
		%	6%	32%	30%	18%	14%	100%
	$75,000 or more	Count	92	336	366	479	627	1,900
		%	5%	18%	19%	25%	33%	100%
	Total	Count	1,542	4,243	3,013	1,937	1,813	12,548
		%	12%	34%	24%	15%	14%	100%

By sector, graduates of Comprehensive Academic & Research Institutions have the highest median salary and graduates of Specialized Arts & Culture Institutions the lowest.

Table 122: Salary in Main Job by Sector

		Salary in Main Job			
		Mean	Median	Percentile 25	Percentile 75[3]
Sector	Comprehensive Academic & Research Institutions	$57,838	$53,000	$40,000	$70,000
	Baccalaureate & Applied Studies Institutions	$39,723	$39,000	$25,000	$50,000
	Polytechnical Institutions	$50,673	$45,600	$36,000	$60,000
	Comprehensive Community Institutions	$40,887	$35,380	$26,000	$48,000
	Independent Academic Institutions	$35,892	$36,000	$23,140	$49,100
	Specialized Arts & Culture Institutions	$29,008	$30,000	$19,000	$38,050

Respondents with an MBA have the highest median salary ($100,000) as shown in the table below.

Table 123: Salary in Main Job by KPI Program Type

			Mean	Median	Percentile 25	Percentile 75
KPI Program Type	Certificate		$40,455	$35,360	$24,000	$50,000
	Applied & Bachelor Degree		$50,114	$50,000	$36,000	$60,000
	Doctoral Degree		$68,295	$65,000	$48,000	$83,000
	Masters Degree	MBA	$111,919	$100,000	$80,000	$130,000
		Non-MBA	$75,203	$70,000	$54,000	$90,000
	Diploma		$46,659	$42,000	$32,500	$55,000

Graduates of Languages, Social Sciences, Arts and Humanities ($36,000) and Recreation ($38,400) fields have a notably lower median salary than other fields of study.

Table 124: Salary in Main Job by Field of Study

		Salary in Main Job			
		Mean	Median	Percentile 25	Percentile 75
Field of Study	Business	$59,126	$50,000	$37,000	$70,000
	Education	$49,353	$50,000	$33,000	$57,000
	Health Sciences	$50,574	$48,000	$32,000	$65,000
	Languages, Social Sciences, Arts & Humanities	$37,834	$36,000	$23,400	$49,170
	Legal & Security	$50,730	$47,840	$37,000	$60,000
	Recreation	$40,659	$38,400	$24,000	$50,000
	Natural Sciences	$53,152	$50,000	$36,000	$65,000
	Trades & Technology	$58,315	$51,000	$39,000	$70,000

---

[3] The 25 and 75 percentiles indicate the range containing one half of salaries. For instance, 50% of those who graduated from Comprehensive Academic & Research Institutions earn between $40,000 and $70,000 per year.

Relatedness of Job

Respondents who are employed were asked to rate how related their current job is to their post-secondary training in terms of certain skills and abilities they have acquired. More than one half feel their job is very related both in subject-area knowledge (50%) and general skills and abilities they acquired (55%). Overall ratings are similar, with 51% replying their current job is very related.

Figure 30 Relatedness of Job
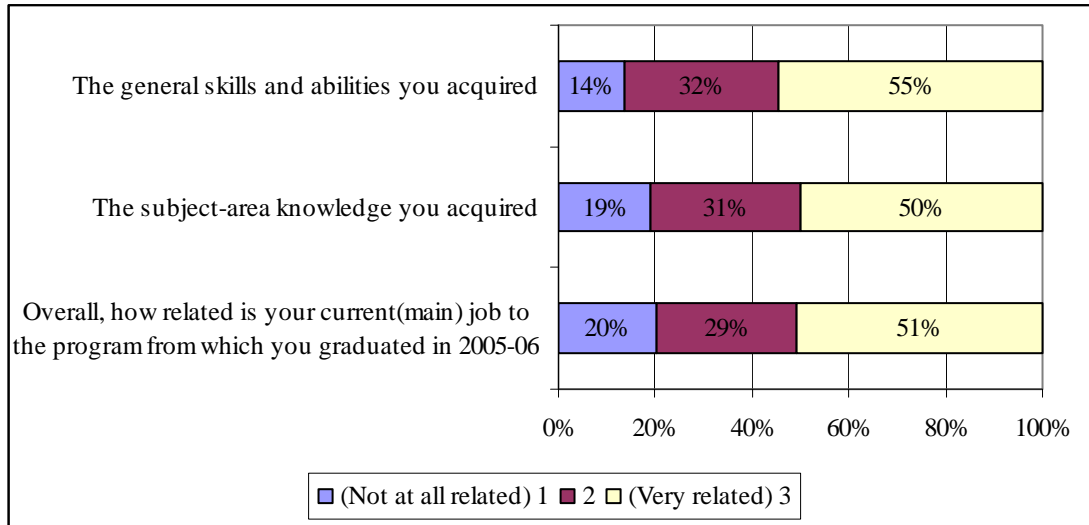
Q42. Please rate these statements using a 3-point scale where 1 means "not related", 2 means "somewhat related" and 3 means "very related". How related is your main job to

In general, respondents who have a job that is very related to their program tend to be older than those whose job is not at all related.

Table 125: Age by Main Job

| | | | Age | | | | |
			22 or younger	23 to 25 years old	26 to 30 years old	31 to 40 years old	More than 40 years old	Total
Main job - Overall, how related is your current (main) job to the program from which you graduated in 2005-06	(Not at all related) 1	Count	476	1,227	680	330	322	3,035
		%	16%	40%	22%	11%	11%	100%
	(Somewhat related) 2	Count	477	1,493	955	674	706	4,305
		%	11%	35%	22%	16%	16%	100%
	(Very related) 3	Count	859	2,168	1,845	1,322	1,424	7,618
		%	11%	29%	24%	17%	19%	100%
	Total	Count	1,819	4,896	3,494	2,331	2,467	15,007
		%	12%	33%	23%	16%	16%	100%

Job Qualification and Satisfaction

One third indicated they needed a bachelor's degree to get their current job (35%).

Table 126: Education needed to get Current Job

	Total	% of Responses
Less than High School	193	1%
Some high school	624	4%
High School	2,348	16%
Some non-university	987	7%
Complete non-university	3,228	22%
Some university	313	2%
Bachelors degree	5,188	35%
Graduate studies	1,131	8%
Other	354	2%
Don't know	419	3%
Total	14,785	100%

Q47. Considering your main job, what was the highest level of education needed to get the job?

Qualified for Current Job

The majority of respondents feel qualified for their current job (59%). Further, 35% feel somewhat or very overqualified and 5% feel very or somewhat underqualified.

Figure 31: How Qualified you feel for Current Job
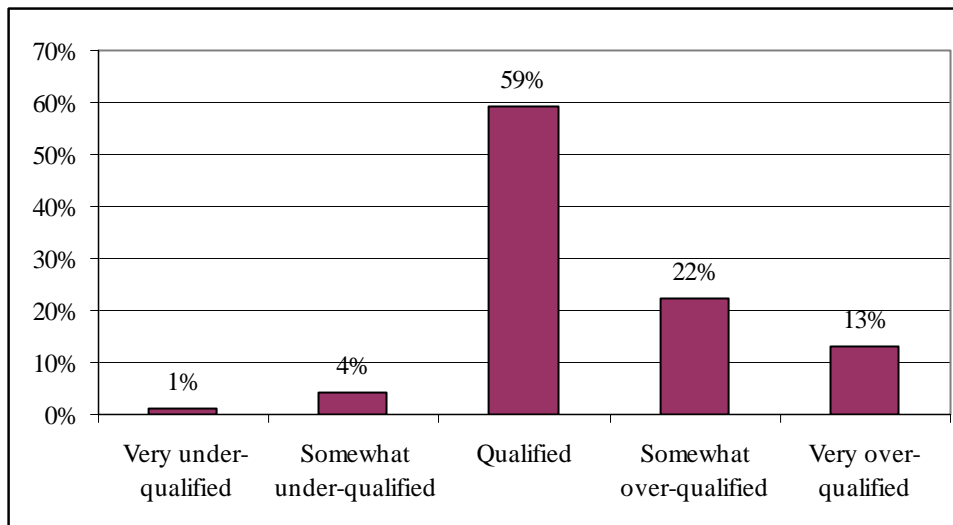
Q48. Given your education, training and experience at _____ (name of institution), how qualified do you feel you are for your main job? Would you say…

Graduates from Independent Academic Institutions are most likely to feel overqualified for their main job (44%).

Table 127: Qualified for main job by sector

			How qualified do you feel you are for your main job?		
			Under-qualified	Qualified	Overqualified
Sector	Comprehensive Academic & Research Institutions	Count	398	4,544	2,612
		%	5%	60%	35%
	Baccalaureate & Applied Studies Institutions	Count	111	921	674
		%	7%	54%	40%
	Polytechnical Institutions	Count	136	1538	808
		%	6%	62%	33%
	Comprehensive Community Institutions	Count	139	1,552	937
		%	5%	59%	36%
	Independent Academic Institutions	Count	10	177	146
		%	3%	53%	44%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a
		%	n/a	n/a	n/a

Note: Items with fewer than 6 responses were not included in the table

Four in ten of those with a Masters Degree feel over-qualified for their main job (41%), a higher percentage than any other KPI program type.

Table 128: Qualified for main job by Program Type

			How qualified do you feel you are for your main job?		
			Somewhat or Very under qualified	Qualified	Somewhat or Very overqualified
KPI Program Type	Certificate	Count	153	1,739	1,036
		%	5%	59%	35%
	Applied & Bachelor Degree	Count	388	3,962	2,195
		%	6%	61%	34%
	Doctoral Degree	Count	6	125	83
		%	3%	58%	39%
	Masters Degree	Count	36	871	630
		%	2%	57%	41%
	Diploma	Count	213	2,076	1,276
		%	6%	58%	36%

Respondents who graduated from a recreation program and from Languages, Social Sciences, Arts & Humanities are more likely than graduates of other fields to feel somewhat or very overqualified for their current job.

Table 129: Qualified for Main Job by Field of Study

			How qualified do you feel you are for your main job?		
			Somewhat or Very under qualified	Qualified	Somewhat or Very overqualified
Field of Study	Business	Count	128	1,757	1,196
		Row N %	4%	57%	39%
	Education	Count	61	992	404
		Row N %	4%	68%	28%
	Health Sciences	Count	183	2,000	786
		Row N %	6%	67%	27%
	Languages, Social Sciences, Arts & Humanities	Count	158	1,317	1,280
		Row N %	6%	48%	47%
	Legal & Security	Count	10	306	177
		Row N %	2%	62%	36%
	Recreation	Count	11	110	119
		Row N %	5%	46%	50%
	Natural Sciences	Count	151	1,428	858
		Row N %	6%	59%	35%
	Trades & Technology	Count	94	863	400
		Row N %	7%	64%	30%
	Total;	Count	796	8,773	5,220
		Row N %	5%	59%	35%

Satisfaction with Current Job

Nine in ten are satisfied (48%) or very satisfied (42%) with their current main job (90%). By contrast, 7% are dissatisfied and 2% are very dissatisfied.

Figure 32: Satisfaction of Current Main Job
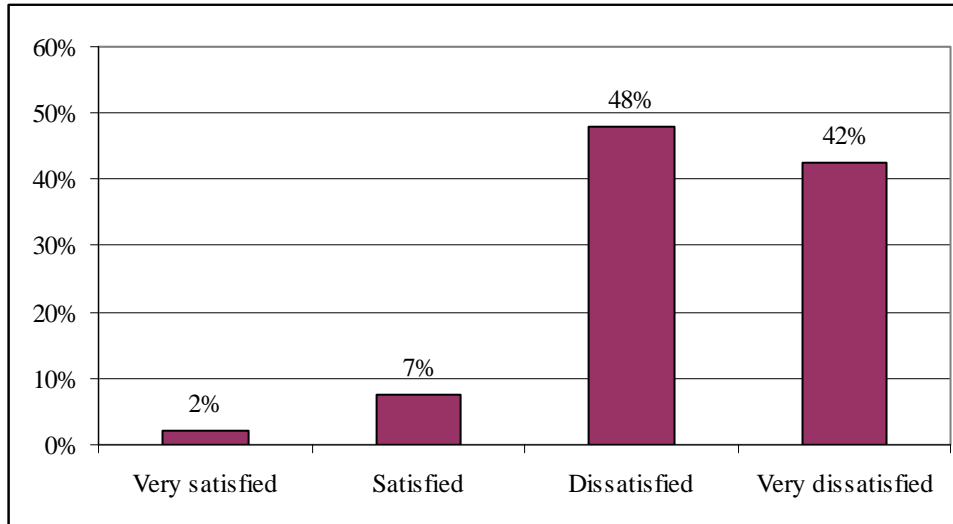
Q49. All things considered, how satisfied are you with your current main job?

Satisfaction with Specialized Arts & Culture Institutions is notably lower than other sectors.

Table 130: Satisfaction with current (main) job by Sector

			Satisfaction with current (main) job				
			Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Sector	Comprehensive Academic & Research Institutions	Count	164	617	3,584	3,185	7,550
		%	2%	8%	48%	42%	100%
	Baccalaureate & Applied Studies Institutions	Count	39	135	855	700	1,729
		%	2%	8%	50%	41%	100%
	Polytechnical Institutions	Count	42	143	1,269	1,039	2,493
		%	2%	6%	51%	42%	100%
	Comprehensive Community Institutions	Count	51	169	1,205	1,224	2,649
		%	2%	6%	46%	46%	100%
	Independent Academic Institutions	Count	9	33	153	144	339
		%	3%	10%	45%	43%	100%
	Specialized Arts & Culture Institutions	Count	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a
	Total	Count	309	1,106	7,113	6,316	14,844
		%	2%	8%	48%	43%	100%

Note: Items with fewer than 6 responses were not included in the table

Satisfaction is slightly higher among respondents with a Masters Degree (47% very satisfied).

Table 131: Satisfaction with current (main) job by KPI Program Type

| | | | Satisfaction with current (main) job | | | | |
			Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
KPI Program Type	Certificate	Count	57	191	1,417	1,297	2,962
		%	2%	6%	48%	44%	100%
	Applied & Bachelor Degree	Count	146	571	3,152	2,679	6,548
		%	2%	9%	48%	41%	100%
	Doctoral Degree	Count	n/a	n/a	n/a	n/a	n/a
		%	n/a	n/a	n/a	n/a	n/a
	Masters Degree	Count	29	92	687	727	1,535
		%	2%	6%	45%	47%	100%
	Diploma	Count	76	232	1,750	1,527	3,585
		%	2%	7%	49%	43%	100%
	Total	Count	309	1,106	7,113	6,316	14,844
		%	2%	8%	48%	43%	100%

Respondents who graduated from a business program have the highest satisfaction compared to other fields of study.

Table 132: Satisfaction with current (main) job by Field of Study

| | | | Satisfaction with current (main) job | | | | |
			Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Field of Study	Business	Count	69	221	1,542	1254	3,086
		%	2%	7%	50%	41%	100%
	Education	Count	23	65	601	768	1,457
		%	2%	5%	41%	53%	100%
	Health Sciences	Count	43	159	1,403	1,380	2,985
		%	1%	5%	47%	46%	100%
	Languages, Social Sciences, Arts & Humanities	Count	86	307	1,364	1,010	2,767
		%	3%	11%	49%	37%	100%
	Legal & Security	Count	16	36	233	217	502
		%	3%	7%	46%	43%	100%
	Recreation	Count	7	24	109	101	241
		%	3%	10%	45%	42%	100%
	Natural Sciences	Count	47	223	1,197	976	2,443
		%	2%	9%	49%	40%	100%
	Trades & Technology	Count	18	71	664	610	1,363
		%	1%	5%	49%	45%	100%
	Total	Count	309	1,106	7,113	6,316	14,844
		%	2%	8%	48%	43%	100%

There is no notable relationship between salary and loan value.

Table 133 Salary and Loan Value

		Government-sponsored loans	Total Loans
Salary	Less than $25,000	$13,000	$10,000
	$25,000 to $34,999	$12,000	$11,000
	$35,000 to $44,999	$14,000	$14,000
	$45,000 to $54,999	$15,000	$15,000
	$55,000 to $74,999	$15,000	$16,000
	$75,000 or more	$12,000	$10,000

Brokered Programs

A total of 95 respondents indicated they graduated from brokered programs.

Nearly all respondents who graduated from brokered programs are female (94%).

A total of 43% spent more than five years between their secondary schooling and enrolment in a brokered program, a notably larger percentage than those in non-brokered programs (14%).

Table 134: Years between K-12 and Post-Secondary by Program Brokered or Not Brokered

| | | | Years between K-12 and Post-secondary | | | | |
			None	One	Two to Five	More than five	Total
Program	Brokered	Count	26	11	14	39	90
		%	29%	12%	16%	43%	100%
	Not Brokered	Count	8,333	2,985	2,824	2,273	16,415
		%	51%	18%	17%	14%	100%
Total		Count	8,359	2,996	2,838	2,312	16,505
		%	51%	18%	17%	14%	100%

Six-in-ten (61%) graduates of brokered programs were single (never married) when they started their program compared to 73% of respondents in non-brokered programs.

Table 135: Marital Status by Brokered and Not Brokered Programs

| | | | Marital status at beginning of program | | |
			Single - never married	Married or living with partner	Divorced, Separated or Widowed
Program	Brokered	Count	57	30	7
		%	61%	32%	7%
	Not Brokered	Count	12,141	4,129	474
		%	73%	25%	3%

Completion of a specific degree or diploma is the most mentioned goal among respondents in both brokered and non-brokered programs (67% and 68%).

Table 136: Brokered and Not Brokered Programs by Goal

Goal	Brokered Count	Brokered Column N %	Not Brokered Count	Not Brokered Column N %
Completion of a specific degree or diploma	64	67%	11,591	68%
Employment	14	15%	1,782	11%
Expand general education level	n/a	n/a	1,080	6%
Improve skills required for the job you had at the time	n/a	n/a	335	2%
Preparation for a specific degree or diploma	n/a	n/a	722	4%
Expanded knowledge in a particular subject area	n/a	n/a	789	5%
To change careers	n/a	n/a	216	1%

Note: Items with fewer than 6 responses were not included in the table

Approximately the same percentage of respondents in brokered programs achieved their primary goal as non-brokered programs (94% vs. 92%).

Table 137: Achieve your Primary Goal by Brokered and Not Brokered Programs

			Did you achieve your primary goal? Yes	No	Total
Program	Brokered	Count	88	6	94
		%	94%	6%	100%
	Not Brokered	Count	15,309	1,267	16,576
		%	92%	8%	100%
Total		Count	15,397	1,273	16,670
		%	92%	8%	100%

Just over one half of respondents in brokered programs are very satisfied with the overall quality of their educational experience (54%) compared to 46% of those in non-brokered programs.

Table 138: Overall Quality of Education Experience by Brokered and Not Brokered Programs

			The overall quality of your educational experience (Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	Total
Program	Brokered	Count	n/a	n/a	34	51	94
		%	n/a	n/a	36%	54%	100%
	Not Brokered	Count	258	1,236	7,622	7,785	16,901
		%	2%	7%	45%	46%	100%
Total		Count	262	1,241	7,656	7,836	16,995
		%	2%	7%	45%	46%	100%

Note: Items with fewer than 6 responses were not included in the table

Those in brokered programs were notably less likely to have worked while taking classes (46% vs. 67%).

Table 139: Work while taking Classes by Brokered and Not Brokered Programs

			Did you work while taking classes?		
			Yes	No	Total
Program	Brokered	Count	43	51	94
		%	46%	54%	100%
	Not Brokered	Count	11,291	5,608	16,899
		%	67%	33%	100%
Total		Count	11,334	5,659	16,993
		%	67%	33%	100%

Employment statistics are approximately equal for brokered and non brokered programs.

Table 140: Employment by Brokered and Not Brokered Programs

			Employed	Not employed	Not in labour force	Student
Program	Brokered	Count	84	n/a	n/a	n/a
		Row N %	88%	n/a	n/a	n/a
	Not Brokered	Count	14,923	450	360	1,176
		Row N %	88%	3%	2%	7%

Note: Items with fewer than 6 responses were not included in the table

Non-Credit Programs

In total, 105 respondents graduate from non-credit programs.

Demographic Characteristics

A total of 59% of non-credit program graduates are female, which is nearly identical to the percentage of women in parchment programs (60%)

Figure 33: Gender in Non-Credit Programs
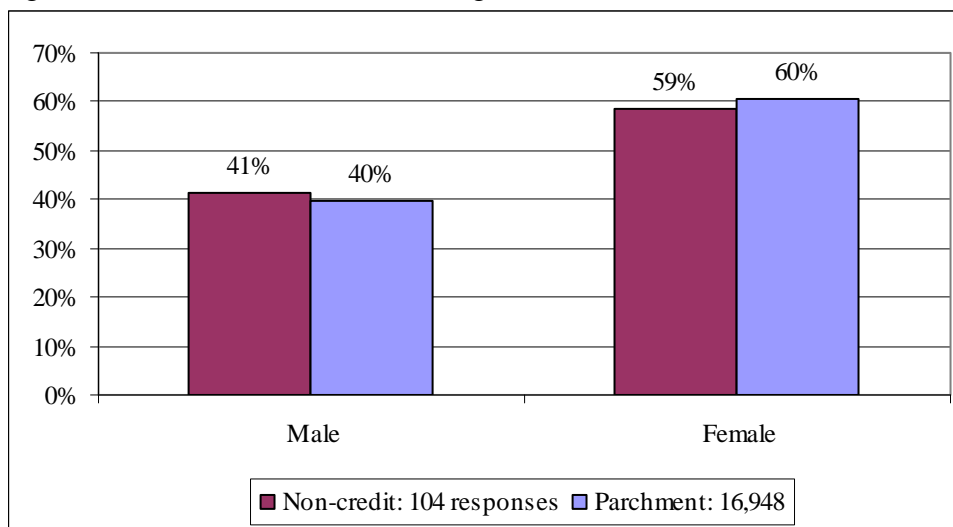
A total of 27% of non-credit graduates are 22 or younger, compared to 13% of parchment graduates. Due to the small sample size of non-credit graduates, we cannot conclude for certain that this difference is statistically significant.

Table 141: Non-Credit vs. Parchment by Age

	Non-Credit		Parchment	
Age	Count	Column N %	Count	Column N %
22 or younger	28	27%	2,165	13%
23 to 25 years old	22	21%	5,719	34%
26 to 30 years old	16	15%	3,890	23%
31 to 40 years old	18	17%	2,546	15%
More than 40 years old	21	20%	2,739	16%

At the beginning of their program, 72% of parchment graduates were single and never married compared with 61% of those in non-credit programs.

Table 142: Non-Credit vs. Parchment by Relationship Status

Description	Non-credit		Parchment	
	Total	% of Responses	Total	% of Responses
Single - never married	64	61%	12,198	72%
Married or living with partner	33	31%	4159	25%
Divorced/Separated/Widowed	8	8%	481	3%
Don't know	n/a	n/a	38	0%
Total	105	100%	16,876	100%

Note: Items with fewer than 6 responses were not included in the table

Most commonly, the goal of graduates of non-credit programs was the completion of a specific degree or diploma (57%) followed by employment (22%). A larger percentage of those in non-credit programs cited employment as a goal compared to parchment graduates (11%).

Table 143: Non-Credit vs. Parchment by Goals

Description	Non-credit		Parchment	
	Total	% of Responses	Total	% of Responses
Completion of a specific degree or diploma	60	57%	11,655	69%
Employment	23	22%	1,796	11%
Expand general education level	6	6%	1,085	6%
To change careers	6	6%	218	1%
Expanded knowledge in a particular subject area	n/a	n/a	792	5%
Improve skills required for the job you had at the time	n/a	n/a	339	2%
Preparation for a specific degree or diploma	n/a	n/a	725	4%
Total	105	100%	16,980	100%

Note: Items with fewer than 6 responses were not included in the table

More than eight in ten non-parchment graduates achieved their primary goal (85%).

Table 144: Achieving Primary Goal by Parchment or Non-Parchment Graduates

			Did you achieve your primary goal?		
			Yes	No	Total
Parchment or Non-credit	Parchment	Count	15,397	1,273	16,670
		%	92%	8%	100%
	Non-parchment	Count	89	16	105
		%	85%	15%	100%
Total		Count	15,486	1,289	16,775
		%	92%	8%	100%

More than eight in ten are satisfied or very satisfied with the quality of teaching in their program (86%). This result is comparable to graduates of parchment programs (89%).

Table 145: Quality of Teaching in Program by Parchment or Non-Parchment Graduates

			The quality of teaching in your program				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Parchment or Non-credit	Parchment	Count	349	1,522	7,774	7,324	16,969
		%	2%	9%	46%	43%	100%
	Non-parchment	Count	n/a	14	43	47	105
		%	n/a	13%	41%	45%	100%
Total		Count	350	1,536	7,817	7,371	17,074
		%	2%	9%	46%	43%	100%

Note: Items with fewer than 6 responses were not included in the table

Graduates of non-credit programs show a slightly lower level of satisfaction than graduates of parchment programs (35% of non-credit graduates are very satisfied compared to 44% of parchment graduates).

Table 146: Satisfaction of Program by Parchment or Non-Parchment Graduates

			Your program at {Institution}				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Parchment or Non-credit	Parchment	Count	388	1,556	7,500	7,539	16,983
		%	2%	9%	44%	44%	100%
	Non-parchment	Count	n/a	15	50	37	105
		%	n/a	14%	48%	35%	100%
Total		Count	391	1,571	7,550	7,576	17,088
		%	2%	9%	44%	44%	100%

Note: Items with fewer than 6 responses were not included in the table

Nine in ten non-credit graduates are satisfied or very satisfied with the overall quality of their educational experience (91%).

Table 147: Overall Quality of Education Experience by Parchment or Non-Parchment Graduates

			The overall quality of your educational experience				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Parchment or Non-credit	Parchment	Count	262	1241	7,656	7,836	16,995
		%	2%	7%	45%	46%	100%
	Non-parchment	Count	n/a	15	46	44	105
		%	n/a	14%	44%	42%	100%
Total		Count	262	1,256	7,702	7,880	17,100
		%	2%	7%	45%	46%	100%

Note: Items with fewer than 6 responses were not included in the table

Non-credit graduates are less likely to strongly agree that their program is with the financial cost to them and/or their family (29% compared to 14%).

Table 148: Worth the Financial Cost Parchment or Non-Parchment Graduates

| | | | I consider the program to be worth the financial cost to me and/or my family | | | | Total |
			Strongly disagree	Disagree	Agree	Strongly agree	
Parchment or Non-credit	Parchment	Count	643	1,764	9,506	4,756	16,669
		%	4%	11%	57%	29%	100%
	Non-parchment	Count	9	20	60	15	104
		%	9%	19%	58%	14%	100%
Total		Count	652	1,784	9,566	4,771	16,773
		%	4%	11%	57%	28%	100%

Just over one half of non-credit graduates worked while taking classes (55%). This is slightly lower than the percentage of parchment graduates who were employed (67%) while they were attending school.

Table 149: Work while taking Classes Parchment or Non-Parchment Graduates

| | | | Did you work while taking classes? | | |
			Yes	No	Total
Parchment or Non-credit	Parchment	Count	11,334	5,659	16,993
		%	67%	33%	100%
	Non-parchment	Count	58	47	105
		%	55%	45%	100%
Total		Count	11,392	5,706	17,098
		%	67%	33%	100%

Graduates of non-credit programs show approximately the same employment rate as graduates from parchment programs (89% of non-credit graduates and 88% of parchment graduates are employed).

Table 150: Employment Rates by Parchment or Non-Parchment Graduates

			Employed	Not employed	Not in labour force	Student
Parchment or Non-credit	Parchment	Count	15,007	455	361	1,181
		Row N %	88%	3%	2%	7%
	Non-credit	Count	93	n/a	6	n/a
		Row N %	89%	n/a	6%	n/a

Note: Items with fewer than 6 responses were not included in the table

One half of non-credit graduates said their current main job is very related to their program they graduated from (54%), which is in line with the results of parchment graduates (51%).

Table 151: Current Mina Job Related to Program by Parchment or Non-Parchment   Graduates

| | | | Main job - Overall, how related is your current (main) job to the program from which you graduated in 2003-04 | | | |
			(Not at all related) 1	2	(Very related) 3	Total
Parchment or Non-credit	Parchment	Count	3,035	4,305	7,618	14,958
		%	20%	29%	51%	100%
	Non-parchment	Count	24	19	50	93
		%	26%	20%	54%	100%
Total		Count	3,059	4,324	7,668	15,051
		%	20%	29%	51%	100%

Satisfaction with their current main job is consistent between parchment (90% satisfied or very satisfied) and non-credit graduates (91%).

Table 152: Satisfaction of Main Job by Parchment or Non-Parchment Graduates

| | | | Satisfaction with current (main) job | | | | |
			Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Parchment or Non-credit	Parchment	Count	309	1,106	7,113	6,316	14,844
		%	2%	8%	48%	43%	100%
	Non-Credit	Count	n/a	n/a	40	41	89
		%	n/a	n/a	45%	46%	100%
Total		Count	312	1,111	7,153	6,357	14,933
		%	2%	7%	48%	43%	100%

Note: Items with fewer than 6 responses were not included in the table

Graduates from non-credit programs are less likely to feel somewhat or very overqualified for their main job (25% compared to 35%).

Table 153: Qualified you Feel for your Main Job by Parchment or Non-Parchment Graduates

| | | | How qualified do you feel you are for your main job? | | | | | |
			Very under-qualified	Somewhat under-qualified	Qualified	Somewhat over-qualified	Very over-qualified	Total
Parchment or Non-credit	Parchment	Count	155	641	8,773	3,307	1,913	14,789
		%	1%	4%	59%	22%	13%	100%
	Non-Credit	Count	n/a	n/a	65	13	10	91
		%	n/a	n/a	71%	14%	11%	100%
Total		Count	155	644	8,838	3,320	1,923	14,880
		%	1%	4%	59%	22%	13%	100%

Note: Items with fewer than 6 responses were not included in the table

Comparisons with the Graduating Class of 2001-02 and 2003-04

In both 2004 and 2006, similar studies were conducted to determine the outcomes of graduates of the 2001-02 and 2003-04 academic years. This section compares key variables of the 2005-06 graduating class to those of the 2001-02 and 2003-04 graduating classes and highlights their differences. Categories for both KPI program type and field of study were revised in this cycle of the study, so direct comparison between subgroups is not possible.

Employment Outcomes

Overall employment rates are calculated using only those who are in the active labour market, excluding students and those not currently looking for a job. In total, employment rates have remained approximately constant for the three waves of research.

Table 154: Employment Rate

	2001-2002	2003-2004	2005-2006
Overall employment rate	96%	97%	97%

Employment statistics are very similar to previous years.

Table 155: Labour Force Status

	Employed	Not employed	Not in labour force	Student
2005-06	88%	3%	2%	7%
2003-04	88%	3%	2%	7%
2001-02	87%	4%	2%	8%

The employment rate of the Class of 2005-06 of the five parchment types ranges from 93% for those with a certificate to 98% for those with a Master's degree.

Table 156: Employment Rate by KPI Program Type (2005-06)

	Employment rate 2005-2006
Certificate	93%
Applied & Bachelor Degree	96%
Doctoral Degree	97%
Masters Degree	98%
Diploma	95%

The following table shows employment rates for the class of 2001-02 and 2003-04.

Table 157: Employment Rates for Categories in Class of 2001-02 and Class of 2003-04 Studies

	Employment rate	
	2001-2002	2003-2004
Applied Degree	92%	96%
Bachelor Degree	96%	97%
Certificate	96%	97%
Diploma	96%	97%
Master's Degree	98%	96%
PhD	96%	97%
Post Basic Certificate	92%	97%
Skill Training	97%	96%
Trade Certificate	96%	96%

The following table shows the employment outcomes, including those who are not in the labour market, by program type.

Table 158: Employment by KPI Program Type

			Employment 2005-06				
			Employed	Not employed	Not in labour force	Student	Total
KPI Program Type	Certificate	Count	3,001	213	110	131	3,455
		%	87%	6%	3%	4%	100%
	Applied & Bachelor Degree	Count	6,617	299	169	484	7,569
		%	87%	4%	2%	6%	100%
	Doctoral Degree	Count	214	6	n/a	n/a	223
		%	96%	3%	n/a	n/a	100%
	Masters Degree	Count	1,550	38	34	67	1,689
		%	92%	2%	2%	4%	100%
	Diploma	Count	3,625	191	94	141	4,051
		%	90%	5%	2%	4%	100%
Total		Count	15,007	747	408	825	16,987
		%	88%	4%	2%	5%	100%

Note: Items with fewer than 6 responses were not included in the table

The following table shows the employment statistics for degree types as specified in the previous two waves of the study.

Table 159: Employment Statistics for Degree Types in Previous Studies

| Program Type | 2001-02 | | | | 2003-04 | | | |
	Employed	Unemployed	Not in labour force	Full time student	Employed	Unemployed	Not in labour force	Full time student
Applied Degree	88%	8%	2%	2%	92%	4%	2%	2%
Bachelor Degree	85%	4%	2%	9%	87%	3%	2%	8%
Certificate	85%	4%	4%	7%	86%	3%	4%	7%
Diploma	87%	4%	2%	7%	90%	3%	2%	6%
Master's Degree	90%	2%	3%	5%	93%	4%	1%	1%
PhD	91%	4%	2%	3%	90%	2%	2%	6%
Post Basic Certificate	85%	7%	0%	7%	89%	3%	3%	5%
Skill Training	92%	3%	4%	2%	88%	4%	6%	2%
Trade Certificate	86%	3%	5%	6%	86%	4%	3%	7%
Total	87%	4%	2%	8%	88%	3%	2%	7%

Employment rates for the various fields range from 93% to 97%.

Table 160: Employment Rates for Various Fields

	Employment rate 2005-06
Business	96%
Education	97%
Health Sciences	96%
Languages, Social Sciences, Arts & Humanities	93%
Legal & Security	93%
Recreation	96%
Natural Sciences	95%
Trades & Technology	95%

The following table shows the employment rate for various fields in 2001-02 and 2003-04.

Table 161: Employment Rates 2001-2002 and 2003-2004

	Employment rate	
	2001-2002	2003-2004
Math and Natural Sciences	95%	97%
Life Sciences	94%	96%
Health and Medical Sciences	98%	98%
Social Science and Related Applications	97%	97%
Arts	95%	96%
Business and Related Studies	96%	97%
General Studies	97%	96%

The following table shows the employment outcomes, including those who are not in the labour market, by field of study.

Table 162: Employment Rate by Field of Study

			Employment 2005-06				Total
			Employed	Not employed	Not in labour force	Student	
Field of Study	Business	Count	3,115	128	89	86	3,418
		%	91%	4%	3%	3%	100%
	Education	Count	1,467	39	63	17	1,586
		%	93%	3%	4%	1%	100%
	Health Sciences	Count	3,003	112	73	116	3,304
		%	91%	3%	2%	4%	100%
	Languages, Social Sciences, Arts & Humanities	Count	2,821	223	84	235	3,363
		%	84%	7%	3%	7%	100%
	Legal & Security	Count	507	39	10	7	563
		%	90%	7%	2%	1%	100%
	Recreation	Count	242	11	7	32	292
		%	83%	4%	2%	11%	100%
	Natural Sciences	Count	2,476	124	54	286	2,940
		%	84%	4%	2%	10%	100%
	Trades & Technology	Count	1,376	71	28	46	1,521
		%	91%	5%	2%	3%	100%
Total		Count	15,007	747	408	825	16,987
		%	88%	4%	2%	5%	100%

Detailed employment statistics for the various fields in previous years are as follows.

Table 163: Employment Statistics for Various Fields in Previous Years

	2001-02				2003-04			
Field of Study	Employed	Not employed	Not in labour force	Full time student	Employed	Not employed	Not in labour force	Full time student
Math and Natural Sciences	83%	4%	2%	11%	86%	3%	1%	10%
Life Sciences	82%	6%	2%	11%	85%	4%	4%	7%
Health and Medical Sciences	93%	2%	2%	3%	93%	2%	3%	3%
Social Science and Related Applications	89%	3%	3%	5%	92%	3%	2%	4%
Arts	82%	4%	3%	12%	83%	4%	3%	11%
Business and Related Studies	89%	4%	2%	5%	90%	3%	3%	4%
General Studies	82%	2%	2%	14%	83%	3%	2%	12%
Total	87%	4%	2%	8%	88%	3%	2%	7%

Salary

Overall, the median salary of graduates two years out of their program increased to $46,800 from $34,411 in 2004.

Table 164: Salary

	2001-2002	2003-2004	2005-2006
Median Salary*	$34,411	$39,996	$46,800

*non-constant dollars

On average, salaries have shown an increase of 17% over the past two years. The second row in Table 165 shows the CPI increases for the same time periods. Graduate salaries increases are exceeding CPI increases.

Table 165: Average of Salaries over 2 Years

	Percent increase 01/02 to 03/04 (2004 to 2006)	Percent increase 03/04 to 05/06 (2006-2008)
Survey salary increase	16%	17%
CPI increase	5%	9%

The following table show the median salaries for variable program types for this study

Table 166: Median Salaries for Variable Program Types

	2005-06 Median
Certificate	$35,360
Applied & Bachelor Degree	$50,000
Doctoral Degree	$65,000
Masters Degree	$76,000
Diploma	$42,000

Median salaries by program type for past years is as follows.

Table 167: Median Salaries by Program Type for Past Years

Program Type	2001-02 Median Salary	2003-04 Median Salary
Master Degree	$60,000	$66,996
Doctoral Degree	$50,500	$57,996
Bachelor Degree	$38,500	$44,400
Applied Degree	$38,610	$44,196
Diploma	$31,200	$36,000
Post Basic Certificate	$32,000	$35,004
Trade Certificate	$28,080	$33,276
Certificate	$25,399	$30,000
Skill Training	$23,833	$30,000

Median salary by field of study is shown in the following tables.

Table 168: Median Salary by Field

Median Salary 2005-06	Median
Business	$50,000
Education	$50,000
Health Sciences	$48,000
Languages, Social Sciences, Arts & Humanities	$36,000
Legal & Security	$47,840
Recreation	$38,400
Natural Sciences	$50,000
Trades & Technology	$51,000

Table 169: Median Salary by Field over Past Years

Field of Study	2001-02 Median Salary	2003-04 Median Salary
Math and Natural Sciences	$39,000	$45,996
Health and Medical Sciences	$37,633	$42,000
Social Science and Related Applications	$36,000	$39,996
Business and Related Studies	$34,223	$39,996
Life Sciences	$30,186	$34,836
General Studies	$25,000	$32,004
Arts	$25,000	$30,000

Debt

Although government sponsored loans are still more common that non-government sources of funding, the percentage of those with government sponsored loans has decreased slightly to 43% from 47% in the Class of 2003-04 study.

Table 170: Debt

	2005-06	2003-04	2001-02
Total Loan incidence	60%	62%	62%
Government sponsored loans	43%	47%	49%
Non-Government Loans	31%	31%	28%

The following tables show loan incidence by field of study for this year and previous years.

Table 171: Loan Incidence by Field of Study for 2005-2006

	2005-2006		
	Total Loan Incidence (Government or non-government loans)	Government sponsored loans	Non-Government Loans
Business	51%	36%	29%
Education	65%	52%	31%
Health Sciences	61%	47%	30%
Languages, Social Sciences, Arts & Humanities	64%	47%	33%
Legal & Security	63%	46%	35%
Recreation	66%	48%	34%
Natural Sciences	59%	42%	31%
Trades & Technology	53%	35%	26%
Total	60%	43%	31%

Table 172: Loan Incidence by Field of Study from 2001 to 2004

	Total Loan Incidence		Government Loan Incidence		Non-government Loan Incidence	
	2001-02	2003-04	2001-02	2003-04	2001-02	2003-04
Arts	67%	69%	52%	52%	33%	36%
Business and Related Studies	58%	56%	44%	39%	27%	29%
General Studies	60%	62%	48%	45%	27%	33%
Health and Medical Sciences	59%	61%	49%	46%	25%	31%
Life Sciences	66%	69%	50%	50%	32%	34%
Math and Natural Sciences	60%	60%	48%	45%	27%	28%
Social Science and Related Applications	66%	68%	55%	53%	28%	34%
Total	62%	62%	49%	47%	28%	31%

Government, non-government and total loan incidence for this year by program type are as follows:

Table 173: Loan incidence by program type

| | 2005-06 | | |
	Total Loan incidence	Government sponsored loans	Non-Government Loans
Certificate	51%	35%	24%
Applied & Bachelor Degree	65%	49%	34%
Doctoral Degree	54%	36%	29%
Masters Degree	57%	40%	31%
Diploma	60%	42%	30%
Total	60%	43%	31%

Table 174: Loan incidence by program type – Class of 01-02 and 03-04

| | Total Loan incidence | | Government Loan Incidence | | Non-government Loan Incidence | |
Program Type	2001-02	2003-04	2001-02	2003-04	2001-02	2003-04
Applied Degree	65%	67%	52%	49%	31%	34%
Bachelor Degree	66%	68%	54%	52%	31%	36%
Certificate	58%	55%	45%	40%	23%	26%
Diploma	64%	63%	50%	47%	28%	30%
Doctoral Degree	55%	58%	45%	42%	28%	32%
Master Degree	56%	59%	44%	42%	28%	33%
Post Basic Certificate	65%	66%	49%	50%	32%	25%
Skill Training	43%	42%	33%	29%	16%	17%
Trade Certificate	50%	48%	34%	34%	25%	23%
Overall	62%	62%	49%	47%	28%	31%

The median value of total debt, government debt and non-government sources of funding has remained approximately consistent with previous results.

Table 175: Median loan amounts

	2001-02	2003-04	2005-06
Government-sponsored student loans	$13,000	$15,000	$14,000
Non-government sources of financing	$7,000	$9,000	$6,000
Total Loans	$14,000	$15,000	$13,000

The following tables show debt by KPI program type.

Table 176: Debt by KPI Program Type Class of 05-06

| | 2005-06 | | |
	Government-sponsored student loans	Non-government sources of financing	Total Loans
Certificate	$8,000	$5,000	$7,500
Applied & Bachelor Degree	$19,000	$8,000	$18,000
Doctoral Degree	$10,000	$4,500	$10,000
Masters Degree	$10,000	$5,000	$10,000
Diploma	$12,000	$7,000	$12,000

Table 177: Median Debt Value by KPI Program Type Class of 01-02 and 03-04

| | Government-sponsored student loans | | Non-government sources of financing | | Total Loans | |
Program Type	2001-02	2003-04	2001-02	2003-04	2001-02	2003-04
Applied Degree	$14,000	$14,000	$6,500	$8,000	$15,000	$15,000
Bachelor Degree	$20,000	$20,000	$8,000	$10,000	$20,000	$20,000
Certificate	$7,000	$9,000	$5,500	$6,500	$7,650	$10,000
Diploma	$11,000	$12,000	$7,000	$8,000	$12,000	$12,000
Doctoral Degree	$13,000	$16,000	$15,000	$10,000	$17,500	$17,500
Master Degree	$14,000	$15,000	$10,000	$10,000	$15,000	$16,000
Post Basic Certificate	$20,000	$16,500	$5,000	$13,000	$20,000	$16,250
Skill Training	$4,000	$4,000	$3,000	$5,000	$4,000	$4,500
Trade Certificate	$6,000	$6,000	$6,000	$6,000	$6,600	$6,000
Overall	$13,000	$15,000	$7,000	$9,000	$14,000	$15,000

The median debt value for respondents in each field of study for this year and previous years are shown in the following tables.

Table 178: Median Debt Value by Field of Study Class of 05-06

| | 2005-06 | | |
	Government-sponsored student loans	Non-government sources of financing	Total Loans
Business	$11,000	$5,000	$10,000
Education	$15,000	$7,000	$16,000
Health Sciences	$15,000	$9,000	$15,000
Languages, Social Sciences, Arts & Humanities	$15,000	$5,000	$15,000
Legal & Security	$16,000	$10,000	$15,000
Recreation	$15,000	$7,500	$15,000
Natural Sciences	$15,000	$6,000	$14,000
Trades & Technology	$10,000	$5,000	$10,000

Table 179: Median Debt Value by Field of Study Class of 01-02 and Class of 03-04

Field of Study	Government-sponsored student loans		Non-government sources of financing		Total Loans	
	2001-02	2003-04	2001-02	2003-04	2001-02	2003-04
Math and Natural Sciences	$12,000	$15,000	$7,000	$10,000	$13,000	$14,000
Life Sciences	$12,000	$12,000	$8,000	$10,000	$13,000	$14,000
Health and Medical Sciences	$14,000	$20,000	$8,000	$10,000	$14,000	$15,500
Social Science and Related Applications	$15,000	$15,000	$8,000	$9,500	$16,000	$17,000
Arts	$16,000	$17,000	$6,000	$7,000	$15,250	$18,000
Business and Related Studies	$10,000	$12,000	$6,500	$8,000	$11,000	$12,000
General Studies	$12,000	$16,000	$6,000	$8,000	$12,000	$15,000
Overall	$13,000	$15,000	$7,000	$9,000	$14,000	$15,000

Concluding Remarks

Overall, the results of the survey reflect very positively on Alberta's post-secondary institutions and the post-secondary system as a whole. Satisfaction with key areas as well as perceived benefit of the post-secondary education graduates received is high. A comparison to the previous cycles shows that the median loan value has stayed relatively constant since 2004 but median salaries have shown a notable increase. This may be a reflection of the current state of the economy although does indicate that debt to earnings ratios are decreasing. Results from this study suggest that post-secondary graduates consider their education to be a valuable endeavour, and that debt is becoming less of an issue for graduates in the long term.

The next iteration of the Graduate Outcomes Survey will take place in 2009/10 and will survey the Class of 2007-08.

Alberta Graduate Outcomes Survey, Class of 2005-06

Introduction

Hello, may I please speak to _____ (name of graduate)?

[If the individual is not available try to find out when they might be available. Explain purpose of study (see below) if requested. Thank the person providing the information. Do not collect survey information from parents, roommates or others.]

[If the individual does not live in this household, try to obtain a new telephone number. Explain purpose of study (see below) if requested. Thank the person providing the information.]

Hi, my name is _____ and I'm with (name of contractor). I'm calling on behalf of Alberta Advanced Education and _____ (name of institution). We are conducting a survey of post-secondary students who graduated in the fall of 2005 or the spring of 2006 at _____ _____ (name of institution). Your feedback will provide performance measures for graduate satisfaction, employment and educational experiences, and to provide detailed information to _____ (name of institution) with ideas about how to improve their programs. Would you have time to speak to me now?

[Yes- CATI
No- When is a better time to call you back?
        Yes – Set Appointment
        No – We do have an email option to complete the survey. I can send you a link so you
        can fill it out at your convenience.
                Yes – Obtain email address and send email
                No- Thank you, have a nice day.]

[If the student questions the validity of the study, or has any questions about the Freedom of Information and Protection of Privacy Act, please tell them they can contact the persons listed below for verification.]

Institution   Survey Contact   Telephone Number
The CATI system will generate the name and telephone number for the institutional contact.

Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential and is protected by the Freedom of Information and Protection of Privacy Act. All personally identifiable information will be removed from the survey results and published information will only occur in a summarized or aggregate form.

First, I would like to start by asking some general background questions. The following questions are asked to provide details on student and graduate mobility, and transitions to post-secondary education. This information helps to understand where students come from to attend a particular school.

1.   What was the highest grade level you completed in the Kindergarten to Grade12 system? **[NOT INCLUDING ADULT UPGRADING]**
   1.   Grade 1
   2.   Grade 2
   3.   Grade 3
   4.   Grade 4
   5.   Grade 5
   6.   Grade 6
   7.   Grade 7
   8.   Grade 8
   9.   Grade 9
   10. Grade 10
   11. Grade 11
   12. Grade 12
   13. Grade 13
   14. Kindergarten
   88. Don't know
   99. No response

2.   Where were you living when you last attended high school or another grade in the Kindergarten to Grade12 system, not including adult upgrading? **[DO NOT READ]**
   1.   Edmonton
   2.   Calgary
   3.   Lethbridge
   4.   Red Deer
   5.   Grande Prairie
   6.   Medicine Hat
   7.   Fort McMurray
   8.   Elsewhere in Alberta (specify) _____
   9.   Elsewhere in Canada (specify province/territory) _____
   10. Outside Canada
   88. Don't know
   99. No response

3.   What year did you last attend school in the Kindergarten to Grade12 system, not including adult upgrading? **[ENTER FOUR DIGIT YEAR]**
   8888.   Don't know
   9999.   No response

4. Where were you living when you first applied for post-secondary studies, not including adult upgrading? **[DO NOT READ]**
  1. Edmonton
  2. Calgary
  3. Lethbridge
  4. Red Deer
  5. Grande Prairie
  6. Medicine Hat
  7. Fort McMurray
  8. Elsewhere in Alberta (specify) _____
  9. Elsewhere in Canada (specify province/territory) _____
  10. Outside Canada
  88. Don't know
  99. No response

5. In what year did you begin post-secondary studies, not including adult upgrading?
  [ENTER FOUR DIGIT YEAR]
  8888. Don't know
  9999. No response

6. Where were you living when you last attended _____ (name of institution)? **[DO NOT READ]**
  1. Edmonton
  2. Calgary
  3. Lethbridge
  4. Red Deer
  5. Grande Prairie
  6. Medicine Hat
  7. Fort McMurray
  8. Other (specify) _____
  88. Don't know➔ **GOTOQ10**
  99. No response➔ **GOTOQ10**

6a. Are you currently living in {insert response from Q6}

  1. Yes ➔ **GOTOQ10**
  2. No
  88. Don't know➔ **GOTOQ10**
  99. No response➔ **GOTOQ10**

7. What was your <u>primary</u> reason for moving?
[DO NOT READ, SELECT ONLY ONE OPTION]
1. To attain employment
2. Improve employment situation
3. Family move/obligations (including children, extended family, etc)
4. To be independent/move away from family
5. Housing opportunities/cost of living
6. Proximity to work/services/opportunities
7. Moving back to family home
8. To acquire further education
9. Improve social life
10. Other (specify) _____
88. Don't know
99. No response

8. Where did you relocate to? (Where you are now) **[DO NOT READ]**
1. Edmonton
2. Calgary
3. Lethbridge
4. Red Deer
5. Grande Prairie
6. Medicine Hat
7. Fort McMurray
8. Elsewhere in Alberta (specify) _____
9. Elsewhere in Canada (specify province/territory) _____
10. Outside Canada
88. Don't know
99. No response
(Note: If respondent has relocated more than once, enter where they are now)

9. Was this your hometown?
1. Yes
2. No
88. Don't know
99. No response

10. How useful were each of the following sources of information in helping you decide which program and institution to attend? (Post Secondary education in general.)

Please use a 5-point scale where "1" means <u>not useful</u> and "5" means <u>very useful</u>. If some of these sources of   information are not applicable please indicate so. **[RANDOMIZE AND READ]**

	not useful			very useful		N/A	DK	NR
a) Institutional calendars (online or print)	1	2	3	4	5	77	88	99
b) Alberta Learning Information Service (ALIS) website (www.alis.ab.ca)								

c) School or guidance counselors	1	2	3	4	5	77	88	99
d) Teachers	1	2	3	4	5	77	88	99
e) Career counselors	1	2	3	4	5	77	88	99
f) Parents or other relatives	1	2	3	4	5	77	88	99
g) Friends	1	2	3	4	5	77	88	99
i) The institution's website	1	2	3	4	5	77	88	99
j) Career fair/Open house	1	2	3	4	5	77	88	99
k) Coworkers	1	2	3	4	5	77	88	99
l) Student recruiters	1	2	3	4	5	77	88	99
h) Other (specify) _____	1	2	3	4	5	77	88	99

11. What was your primary goal upon entering _____ (name of institution)?
[DO NOT READ]

1. Preparation for a specific degree or diploma
2. Completion of a specific degree or diploma
3. Expanded knowledge in a particular subject area
4. Expand general education level
5. Employment
6. Improve skills required for the job you had at the time
7. To change careers
8. Obtain high school equivalency
9. Other (specify) _____
10. Did not set a goal → **GO TO Q14**
88. Don't know → **GO TO Q14**
99. No response → **GO TO Q14**

12. Did you achieve your primary goal?
1. Yes → **GO TO Q14**
2. No
88. Don't know → **GO TO Q14**
99. No response → **GO TO Q14**

13. Why not? **[DO NOT READ]**
1. Changed program/career plans/goals
2. Personal illness or disability
3. Family responsibilities
4. Moved
5. Financial Reasons
6. Lack of employment in field
7. Still in school/pursuing further education
8. Other (specify)_____
88. Don't know
99. No response

YOUR PROGRAM

The following questions relate to the _____ (name of program) program you graduated from.

14.   To what extent did the program from which you graduated provide you with the following benefits? Please use a 5 point scale where "1" means <u>not at all</u> and "5" means <u>to a great extent</u>. If some of these benefits are not applicable, please indicate so.   **[RANDOMIZE AND READ]**

	not at all		great extent			N/A	DK	NR
The skills needed for a particular job	1	2	3	4	5	77	88	99
Knowledge of a particular field of study	1	2	3	4	5	77	88	99
An opportunity to improve yourself	1	2	3	4	5	77	88	99
Chances of improved income	1	2	3	4	5	77	88	99
A desire to continue learning more, about this or other subjects	1	2	3	4	5	77	88	99
Improved employment opportunities	1	2	3	4	5	77	88	99

15.   The following questions examine the degree to which your post-secondary education has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means "not at all" and 5 means "to a great extent". If a statement is not applicable please indicate so. Reflecting on your educational experience at _____ (name of institution), do you feel that it has helped you to effectively: **[RANDOMIZE AND READ]**

	not at all		great extent			N/A	DK	NR
Solve problems	1	2	3	4	5	77	88	99
Speak in public	1	2	3	4	5	77	88	99
Write	1	2	3	4	5	77	88	99
Resolve conflicts	1	2	3	4	5	77	88	99
Learn independently	1	2	3	4	5	77	88	99
Become self-confident	1	2	3	4	5	77	88	99
Develop leadership skills	1	2	3	4	5	77	88	99
Think creatively	1	2	3	4	5	77	88	99
Develop awareness of ethical issues	1	2	3	4	5	77	88	99
Develop awareness of political and Social issues	1	2	3	4	5	77	88	99
Appreciate other cultures	1	2	3	4	5	77	88	99
Develop computer skills	1	2	3	4	5	77	88	99
Develop research skills	1	2	3	4	5	77	88	99
Develop mathematical skills	1	2	3	4	5	77	88	99
Develop interpersonal skills	1	2	3	4	5	77	88	99
Work independently	1	2	3	4	5	77	88	99
Work well with others	1	2	3	4	5	77	88	99
Manage information	1	2	3	4	5	77	88	99

16. The following question examines how satisfied you are with your educational experience in _____ (name of program) at _____ (name of institution). I would like you to answer using a 4-point scale, where 1 means "very dissatisfied," 2 means "dissatisfied", 3 means "satisfied", and 4 means "very satisfied". **[READ]**

a) How satisfied are you with the quality of teaching in your program? Would you say...?
- 1.   Very dissatisfied
- 2.   Dissatisfied
- 3.   Satisfied
- 4.   Very satisfied
- 88. Don't know
- 99. No response

b) How satisfied are you with your program at _____ (name of institution)? Would you say...?
- 1.   Very dissatisfied
- 2.   Dissatisfied
- 3.   Satisfied
- 4.   Very satisfied
- 88. Don't know
- 99. No response

c) How satisfied are you with the overall quality of your educational experience? Would you say…?
- 1.   Very dissatisfied
- 2.   Dissatisfied
- 3.   Satisfied
- 4.   Very satisfied
- 88. Don't know
- 99. No response

17. Would you recommend the same program of study to someone else? Yes or No?
- 1.   Yes
- 2.   No
- 88. Don't know
- 99. No response

18. Would you recommend to someone that they should attend _____ (name of institution)? Yes or No?
- 1. Yes
- 2. No
- 88. Don't know
- 99. No response

19. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in _____ (program name) at _____ (name of institution)?

1. Yes
2. No → **GO TO Q25**
88. Don't know → **GO TO Q25**
99. No response → **GO TO Q25**

20.   In completing requirements for the _____ (name of program) program, did you receive transfer credit or advanced standing for courses taken at any other institution?
1. Yes
2. No → **GO TO Q25**
88. Don't know → **GO TO Q25**
99. No response → **GO TO Q25**

21.   From which institution(s) did you transfer credits?
1. Athabasca University
2. University of Alberta
3. University of Calgary
4. University of Lethbridge
5. Alliance University College (now Ambrose University College)
6. Augustana University College (now University of Alberta - Augustana Campus)
7. Canadian Nazarene University College (now Ambrose University College)
8. Canadian University College
9. Concordia University College
10. King's University College
11. St. Mary's University College
12. Taylor University College and Seminary
13. Alberta College of Art and Design
14. Bow Valley College
15. Fairview College (now NAIT - Fairview Campus)
16. Grande Prairie Regional College
17. Grant MacEwan College
18. Keyano College
19. Lakeland College
20. Lethbridge College (formerly Lethbridge Community College)
21. Medicine Hat College
22. Mount Royal College
23. NorQuest College
24. Northern Lakes College
25. Olds College
26. Portage College
27. Red Deer College
28. NAIT
29. SAIT
30. Other Alberta Institution (specify) _____
31. Other Non-Alberta Institution (specify) _____
88. Don't know
99. No response

22. Did you receive full or partial credit?

		Full	Partial	DK	NR
1.	Athabasca University	1	2	88	99
2.	University of Alberta	1	2	88	99
3.	University of Calgary				
4.	…				

23. Did you receive the transfer credit you expected?

		Full	Partial	DK	NR
1.	Athabasca University	1	2	88	99
2.	University of Alberta	1	2	88	99
3.	University of Calgary				
4.	…				

24. What were the reasons that you did not receive the credit you expected? **[CHECK ALL THAT APPLY; DO NOT READ]**

Athabasca University
1. I did not originally plan to transfer.
2. I completed more credits than were allowed for transfer to (i.e. most programs require that 50% of the program has to be completed at the institution offering the credential).
3. My marks weren't high enough to receive transfer credit.
4. I misunderstood or found the transfer requirements to be unclear.
5. I received unclear advice on what courses would transfer from the sending institution
6. I received unclear advice on what courses would transfer from the receiving institution
7. I received unclear advice on what courses would transfer from the other sources
8. I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).
9. My courses were too old to transfer as I took them too long ago.
10. All my courses were transferable but some weren't required for graduation.
11. Other (specify) _____
88. Don't know
99. No response

University of Alberta
1. I did not originally plan to transfer.
2. I completed more credits than were allowed for transfer to (i.e. most programs require that 50% of the program has to be completed at the institution offering the credential).

3. My marks weren't high enough to receive transfer credit.
4. I misunderstood or found the transfer requirements to be unclear.
5. I received unclear advice on what courses would transfer from:
    a) The sending institution.
    b) The receiving institution.
    c) Other source(s).
6. I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).
7. My courses were too old to transfer as I took them too long ago.
8. All my courses were transferable but some weren't required for graduation.
9. Other (specify) _____
88. Don't know
99.   No response

University of Calgary…

25.   Given the benefits of post-secondary education, I consider the _____ (name of program) program to be worth the financial cost to me and/or my family? Do you…? **[READ]**
   1.   Strongly disagree
   2.   Disagree
   3.   Agree
   4.   Strongly agree
   88. Don't know
   99. No response

26.   How much of your course-load for the program you graduated from did you take through correspondence or another type of distance education like Internet, television or video? Is that...?
[DOES NOT INCLUDE CREDIT TRANSFERS]
   1.   None
   2.   Less than half
   3.   About half
   4.   More than half
   5.   All of it
   88. Don't know
   99.   No response

27.   Were you employed while taking classes at _____(name of institution)?
   1.   Yes
   2.   No
   88. Don't know
   99. No response

EMPLOYMENT OUTCOMES

The following questions relate to your employment outcomes since graduating.

28. Do you currently have one or more paying jobs, including self-employment and seasonal positions?
1. Yes
2. No → **GO TO Q31**
88. Don't know → **GO TO Q31**
99. No response → **GO TO Q31**

29. How many paying jobs do you have? **[ENTER NUMBER]**
      8888.Don't know
      9999.   No response

30. Are you self-employed in your main job? **[THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS.]**
1. Yes
2. No
88. Don't know
99. No response

SKIP AHEAD TO Q33

31. Are you currently looking for a job?
1. Yes → **GO TO Q50**
2. No
88. Don't know → **GO TO Q50**
99. No response → **GO TO Q50**

32. What is the main reason you are not looking for a job? **[DO NOT READ]**
1. Own illness or disability
2. Personal or family responsibilities
3. Going to school
4. No longer interested in finding a job
5. Waiting for recall (to former or seasonal job)
6. Waiting for replies from employer
7. Could not find the kind of job wanted
8. Traveling/taking time off
9. Retired
10. International student/immigration issues
11. Other (specify) _____
88. Don't know
99. No response

SKIP AHEAD TO Q50

33. How long have you been employed in your main job? **[SELECT THE MOST APROPRIATE, DO NOT READ]**
1. Six (6) months or less

2. Six (6) months and one (1) day to one (1) year
3. Longer than one (1) year
88. Don't know
99. No response

34. What sector best describes the organization you work for?
1. Agriculture, Forestry, Fishing and Hunting
2. Mining, Oil and Gas
3. Utilities
4. Construction
5. Manufacturing
6. Wholesale Trade
7. Retail Trade
8. Transportation and Warehousing
9. Telecommunications and Information
10. Finance and Insurance
11. Real Estate and Rental and Leasing
12. Professional, Scientific and Technical Services
13. Management of Companies and Enterprises
14. Administrative and Support
15. Waste Management and Remediation Services
16. Education Services
17. Health Care and Social Assistance
18. Arts, Entertainment and Recreation
19. Accommodation and Food Services
20. Public Administration
21. Other Services (Please specify) _____
88. Don't know

34a. Please describe the type of business you work for:

35. What is your job title? (If you held more than one job, choose the one with the most hours.) **[ENTER JOB TITLE]**
88. Don't know
99. No response

36. What are your main work duties?
    [PROBE IF NECESSARY, ENTER MAIN WORK DUTIES]
88. Don't know
88. No response

37. What is the total number of hours you usually work per week in your main job? (The main job refers to the one with the most hours worked in a week.) **[ENTER HOURS]**
8888. Don't know
9999. No response

38. Working your usual hours at your main job, approximately what is your gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings) **[ENTER SALARY, DO NOT USE DECIMALS]**

39. Is that figure …..
1. Yearly→ **GO TO Q41a**
2. Monthly
3. Hourly
4. Daily
5. Weekly
6. Bi-week (every two weeks)
7. Semi-monthly (twice a month)
8. Other (specify) _____
88. Don't know → **GO TO Q42**
99. No response → **GO TO Q42**

40. Based on what you have told me, your total expected **annual** income from your main job before deductions is calculated to be $ _____. Does that sound about right?
1. Yes → **GO TO Q41a**
2. No
88. Don't know → **GO TO Q42**
99. No response → **GO TO Q42**

41. What is your approximate **annual** income from your main job before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**
888888.   Don't know
999999.   No response

If annual salary is < $10,000   or   > $100,000

41a. You indicated you earned {Pipe in annual amount}. We are verifying any annual amount {under $10,000} {over $100,000}. Please verify this is correct.
   (Pipe in which ever amount is applicable)

1.   Yes
2.   No (Please enter correct amount) _____
88. Don't know
99. No response

42. Please rate these statements using a 3-point scale where 1 means "not related", 2 means "somewhat related" and 3 means "very related". How related is your main job to:

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving) at_____{Name of institution}	1	2	3	88 99

b) The subject-area knowledge you acquired
   at _____{Name of institution}   1   2   3   88 99
c) Overall, how related is your current
   (main) job to the program from which
   you graduated in 2005-06?   1   2   3   88 99

IF THE RESPONDENT HAS ONLY ONE JOB, BASED ON RESPONSE TO Q29, SKIP TO Q47

43.   What is the total number of hours you usually work per week in all other jobs combined?
[ENTER HOURS]
   8888. Don't know
   9999. No response

44.   Working your usual hours at your other job(s) what is your approximate gross salary or
earnings, before taxes and deductions? (including gratuities, commission and other earnings)?
[READ]

45.   Is that figure …..
   1.   Yearly→ **GO TO Q45c**
   2.   Monthly
   3.   Hourly
   4.   Daily
   5.   Weekly
   6.   Bi-week (every two weeks)
   7.   Semi-monthly (twice a month)
   8.   Other (specify) _____
   88. Don't know → **GO TO Q45b**
   99. No response → **GO TO Q45b**

45a.   Based on what you have told me, your total expected **annual** income from your other
job(s) before deductions is calculated to be $ _____. Does that sound about right?
   1.   Yes → **GO TO Q45c**
   2.   No
   88. Don't know → **GO TO Q46**
   99. No response → **GO TO Q46**

45b.   What is your approximate **annual** income from your other job(s) before deductions
including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**
   888888.   Don't know
   999999.   No response

If annual salary for all other jobs is < $5,000   or   > $100,000

45c.   You indicated you earned {Pipe in annual amount}. We are verifying any annual amount
       {under $5,000} {over $100,000}. Please verify this is correct.

(Pipe in which ever amount is applicable)

1. Yes
2. No (Please enter correct amount) _____
88. Don't know
99. No response

46. Please rate these statements using a 3-point scale where 1 means, "not related", 2 means "somewhat related" and 3 means "very related". How related are your other jobs to:

	not related		very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving) at _____{Name of institution}	1	2	3	88	99
b) The subject-area knowledge you acquired at _____{Name of institution}	1	2	3	88	99
c) Overall, how related is your other job or jobs to the program from which you graduated in 2005-06?	1	2	3	88	99

47. Considering your main job, what was the highest level of education needed to get the job? **[DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]**

Note: If respondent answers "self-employed" enter into "other" category]
1. Less than high school
2. Some high school
3. High school diploma
4. Some non-University post secondary (college/technical/vocational)
5. Completed non-University post-secondary (college/technical/vocational)
6. Some university
7. Completed university (bachelors degree)
8. Completed graduate studies
9. Other (specify) _____
88. Don't know
99. No response

48. Given your education, training and experience at _____ (name of institution), how qualified do you feel you are for your main job? Would you say… **[READ]**
1. Very under-qualified
2. Somewhat under-qualified
3. Qualified
4. Somewhat overqualified
5. Very overqualified
88. Don't know
99. No response

49. All things considered, how satisfied are you with your current main job? Would you say… **[READ]**
1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
88. Don't know
99. No response

FURTHER STUDIES

I would now like to ask you about further studies you may have undertaken since graduating.

50. Are you currently enrolled as a student? (Post secondary studies)
1. Yes
2. No → **GO TO Q54**
88. Don't know → **GO TO Q54**
99. No response → **GO TO Q54**

51. What post-secondary institution(s) are you enrolled in?
1. Athabasca University
2. University of Alberta
3. University of Alberta – Augustana Campus
4. University of Calgary
5. University of Lethbridge
6. Ambrose University College (formerly Alliance / Canadian Nazarene University Colleges)
7. Canadian University College
8. Concordia University College
9. King's University College
10. St. Mary's University College
11. Taylor University College and Seminary
12. Alberta College of Art and Design
13. Bow Valley College
14. Grande Prairie Regional College
15. Grant MacEwan College
16. Keyano College
17. Lakeland College
18. Lethbridge Community College
19. Medicine Hat College
20. Mount Royal College
21. NorQuest College
22. Northern Lakes College
23. Olds College
24. Portage College

25. Red Deer College
26. NAIT
27. NAIT – Fairview Campus
28. SAIT
29. Other Alberta Institution (specify) _____
30. Other Non-Alberta Institution (specify) _____
88. Don't know
99. No response

52. Are you currently a part-time or full-time student?
1. Full-time
2. Part-time
88. Don't know
99. No response

53. Will these studies lead to a…? **[READ]**
1. Diploma
2. Certificate
3. Extension certificate
4. Applied degree
5. Undergraduate degree
6. Graduate degree
7. Professional School (e.g. Law, Dentistry, Medicine)
8. Professional designation (e.g. CMA – Certified Management Accounting designation)
9. Other (specify) _____
88. Don't know
99. No response

FINANCIAL INFORMATION

The next questions ask about financial assistance you may have accessed as a student.

54. Have you <u>ever</u> received government-sponsored student loans?
1. Yes
2. No → **GO TO Q56**
88. Don't know → **GO TO Q56**
99. No response → **GO TO Q56**

55.   At the time of your graduation, approximately how much did you owe from all government sponsored student loans accumulated during your entire post-secondary education? **[ENTER AMOUNT, NO DECIMALS]**
    888888.   Don't know
    999999.   No response

56.   Have you <u>ever</u> received scholarships, grants or bursaries?
    1.   Yes
    2.   No → **GO TO Q58**
    88.   Don't know → **GO TO Q58**
    99.   No response → **GO TO Q58**

57.   Approximately how much did you receive in scholarships, grants and/or bursaries during your entire post-secondary studies? **[ENTER AMOUNT, NO DECIMALS]**
    888888.   Don't know
    999999.   No response

58.   Have you <u>ever</u> received non-government sources of financing for education-related expenses?
        [READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION]   (i.e. bank loans, credit cards, credit lines, loans from relatives, etc)?
    1.   Yes
    2.   No → **GO TO Q60**
    88.   Don't know → **GO TO Q60**
    99.   No response → **GO TO Q60**

59.   At the time of your graduation, approximately what did you owe from all non-government sources of financing for education-related expenses accumulated during your entire post-secondary education? **[ENTER AMOUNT, NO DECIMALS]**
    888888.   Don't know
    999999.   No response

    [READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION]   (i.e. bank loans, credit cards, credit lines, loans from relatives, etc)?

DEMOGRAPHICS

The following demographic questions are asked only to assist in classifying your responses, and are not used in any way to identify you. These questions are all voluntary and any information you provide is kept strictly confidential.

60.   What is your gender? **[DO NOT ASK]**
    1.   Male
    2.   Female
    88.   Don't know
    99.   No response

61. What is your current age? **[ENTER AGE]**
   88. Don't know
   99. No response

62. What was your marital status when you started _____ (program name)? Were you …?
   1. Single - never married
   2. Married or living with partner
   3. Divorced/Separated/Widowed
   88. Don't know
   99. No response

63. When you started _____ (name of program) for how many dependents (including dependent adults) were you responsible? **[ENTER NUMBER]**
   88. Don't know
   99. No response

64. Do you consider yourself to be an Aboriginal person?
       (First Nation, Métis or Inuit)
   1. Yes
   2. No **→ GO TO Q66**
   88. Don't know **→ GO TO Q66**
   99. No response **→ GO TO Q66**

65. Are you? **[READ]**
   1. Status Indian
   2. Non-status Indian
   3. Inuit
   4. Métis
   5. Other _____
   88. Don't know
   99. No response

SKIP TO Q67

66. Do you consider yourself to be a member of a visible minority?
   1. Yes
   2. No
   88. Don't know
   99. No Response

67. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?
   1. Yes
   2. No **→ GO TO Q69**

88. Don't know → **GO TO Q69**
99. No response → **GO TO Q69**

68. What is the nature of your disability? **[ENTER DISABILITY]**
88. Don't know
99. No response

69. What is/was the highest level of education attained by either one of your parents or guardians? **[DO NOT READ CATEGORIES. ENTER EDUCATION LEVEL OF PARENT/GUARDIAN WITH HIGHEST ATTAINMENT]**
1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree (Bachelor)
7. Graduate or Professional Degree (Masters, PhD, M.D. Lawyer, Dentist)
8. Other (specify) _____
88. Don't know
99. No response

70. Is there anything about your education or work experience that you would like to add, for example, any information about your experience that has not been covered in this interview?
88. Don't know
99. No response

We've reached the end of our questions and I would like to thank you very much for your time and interest.