



Alberta Graduate Outcomes Survey

Class of 2007-2008

Final Report

Alberta Advanced Education and Technology

October 7, 2010

Proprietary Warning

Any material or information provided by Alberta Advanced Education and Technology and all data collected by Harris/Decima will be treated as confidential by Harris/Decima and will be stored securely while on Harris/Decima's premise (adhering to industry standards and applicable laws).

OTTAWA

1800-160 Elgin St.
Ottawa, Ontario, Canada
K2P 2P7

Tel: (613) 230-2200
Fax: (613) 230-3793

MONTRÉAL

400-1080 Beaver Hall Hill
Montréal, Québec, Canada
H2Z 1S8

Tel: (514) 288-0037
Fax: (514) 288-0138

TORONTO

405-2345 Yonge St.
Toronto, Ontario, Canada
M4P 2E5

Tel: (416) 962-2013
Fax: (416) 962-0505

VANCOUVER

500-666 Burrard St.
Vancouver, British Columbia, Canada
V6C 3P6

Tel: (778) 370-1373
Fax: (604) 601-2074

Table of Contents

Executive Summary.....	4
Introduction	7
Section A: Demographics.....	8
Education	8
Gender	14
Age	14
Marital Status	17
Dependents.....	19
Aboriginal Status.....	22
Visible Minority Status.....	23
Disability Status	24
Section B: Satisfaction	27
Benefits Provided by Institution and Program	27
Quality Measures.....	30
Recommendation of Program and Institution.....	33
Perceived Cost/Benefit of Post-secondary Studies	34
Studying Abroad	38
Section C: Financing.....	41
Employment While in School.....	41
Loans.....	42
Scholarships, Grants or Bursaries	52
Section D: Transitions	56
From High School to Post-secondary Studies	56
Prior Learning Assessment and Recognition (PLAR)	61
From the Classroom to Alternative Learning Channels	67
Post-Graduation: from 2008 to Today.....	70
From One Location to Another.....	74
Section E: Outcomes.....	80
Goals	80
Employment.....	82
Section F: Non-Credit Designated Programs	96
Demographic Characteristics	96
Goals	97
Quality Assessment.....	98
Graduates’ Outcomes.....	100
Section G: Historic.....	104
Employment Rate	104
Salary	108
Debt	110
Appendix A: Survey Instrument.....	115

Executive Summary

Introduction

As part of its on-going research initiatives, Alberta Advanced Education and Technology (AET) contracted Harris/Decima to conduct a satisfaction and outcomes research study with graduates of Alberta's post-secondary education Institutions. This survey investigates graduates' satisfaction with their post-secondary educational experience and their employment outcomes approximately two years after graduation. This research will inform AET and support institutional planning.

A total of 26 public post-secondary Institutions participated in this research, yielding a total of 9,887 completed surveys with graduates (29% completion rate). A total of 8,407 surveys were completed by telephone and 1,480 were completed online. Programs include credit & non-credit programs that are eligible for financial assistance.

As the methodology for this survey was a census-approach (with every graduate being given the opportunity to complete the survey) and therefore a non-probability sample (as opposed to a random sample), a margin of error cannot be indicated. This is in accordance with the Market Research Intelligence Association (MRIA) Standards, of which Harris/Decima is a member and by which it adheres (<http://www.mria-arim.ca/STANDARDS/CODE2007.asp>)

Should this have been a probability sample, the margin of error would have been +/- 0.84%, nineteen times out of 20.

For a complete discussion on the methodology, please refer to the Technical Report.

Demographics

The demographic profile of survey respondents was as follows:

- Virtually all graduates had completed high school before enrolling in post-secondary studies. Of these, 67% went to high school in Alberta, 23% attended high school elsewhere in Canada and 10% attended high school outside of Canada.
- Approximately 65% of graduates indicated that at least one of their parents completed a post-secondary program, while 25% said their parents had a high school diploma as the highest level of educational attainment.
- The proportion of female graduates (59%) was higher than male graduates (41%).
- The average age of graduates was 30 years old for credit programs and 32 for non-credit programs.
- A total of 3% of graduates from Alberta post-secondary Institutions self-identified as Aboriginal people, 2% as having a disability and 16% as part of a visible minority group. This reflects general enrollment patterns.

Satisfaction

Graduates continue to graduate with high levels of satisfaction with their overall educational experience, the quality of their programs and the teaching provided.

- The vast majority of graduates were satisfied with the overall quality of their educational experience. Graduates from non-credit programs were slightly less satisfied.
- Nine in ten (89%) graduates indicated that they were satisfied with the quality of teaching in their program.
- The large majority of graduates believed that the financial investment in their post-secondary studies was worth it for the benefits gained.

Financing

Many graduates relied on financial aid such as student loans (from government and non-government sources), bursaries, grants and scholarships to subsidize their education. While the percentage of graduates who received loans has declined somewhat from the previous survey cycle of research, the amount borrowed has gone up.

- More than half of all graduates received some kind of loan throughout their study period, with four in ten indicating they received government student loans (average loan was \$18,737) and three in ten receiving a private loan (average loan was \$10,885). A total of 13% had both government and non-government loans.
- Close to seven in ten received some type of financial assistance that was not a loan, which averaged \$8,794.
- While the proportion of graduates receiving student loans has been declining steadily through each of the four survey cycles of research, it is government-sponsored loans that were declining in number, while non-government loans remain relatively constant.

Transitions

Most graduates continue to transition directly into a full-time post-secondary program after graduating from high school. After completing their program, most leave the city/town where they studied while some re-enroll in another post-secondary program.

- A majority of graduates transitioned directly into a post-secondary institution after high school.
- Online resources and people close to the graduates were seen as the most valuable sources of information consulted when deciding program and institution for post-secondary education.
- Three in ten (28%) graduates did not transition to the work force after completing their program. Instead, they re-enrolled in further education, typically on a full-time basis.

- A majority of graduates (73%), when interviewed, stayed in the same city or town where they studied. Among those who relocated, many went back to the city they previously lived in, or relocated based on employment prospects.

Outcomes

The majority of graduates are currently employed with relatively high average incomes (compared to income statistics) two years after graduating.

- Fully 85% of graduates were employed, 4% were not employed, 2% were not in the labour force and 9% were students.
- Employment rates have been relatively consistent since 2004, in the high-nineties.
- Most jobs held by graduates were either somewhat or very related to their program. Graduates from non-credit programs were less likely to have jobs related to their program.
- Almost half worked in either one of three sectors: health care and social assistance, education, or mining, oil and gas.
- The average salary graduates earned in their main job was \$56,564.

Introduction

As part of its on-going research initiatives, Alberta Advanced Education and Technology (AET) contracted Harris/Decima to conduct a satisfaction and outcomes research study with graduates of Alberta's post-secondary education institutions. This tracking study investigates graduates' satisfaction with their post-secondary educational experience and their employment outcomes approximately two years after graduation. In addition to analyzing results of the current study, comparisons to data from previous years will also be conducted during the analysis phase. It is expected that results from this research will inform AET and help with institutional planning and result reporting. A total of 26 public post-secondary institutions participated in this research, as follows:

Comprehensive Academic & Research Institutions

Athabasca University
 University of Alberta
 University of Calgary
 The University of Lethbridge

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

Baccalaureate & Applied Studies Institutions

Grant MacEwan College¹
 Mount Royal College²

Polytechnical Institutions

Northern Alberta Institute of Technology
 Southern Alberta Institute of Technology

Independent Academic Institutions

Ambrose University College
 Canadian University College
 Concordia University College of Alberta
 The King's University College
 St. Mary's University College
 Taylor University College and Seminary³

Specialized Arts and Culture Institutions

Alberta College of Art and Design

A total of 9,887 graduates from public institutions participated in this research, representing a 29% completion rate. Please refer to the technical report for a detailed description of the methodology used to complete this research.

This report is divided into eight sections: the first provides a demographic profile of graduates. The next part of this report provides an overview of graduates' satisfaction with their education. This is followed by a discussion of the transitions between high school and post-secondary education. The next two sections investigate graduates' financing as well as educational outcomes. The next section provides an overview of the non-designated program. A comparison to the results from previous years is also provided.

¹ Grant MacEwan College was renamed a University on September 2009, however it is referred to as Grant MacEwan College throughout this report.

² Mount Royal College was renamed a University on September 2009, however it is referred to as Mount Royal College throughout this report.

³ Taylor University College and Seminary does not offer any degree programs as of May 2009.

Section A: Demographics

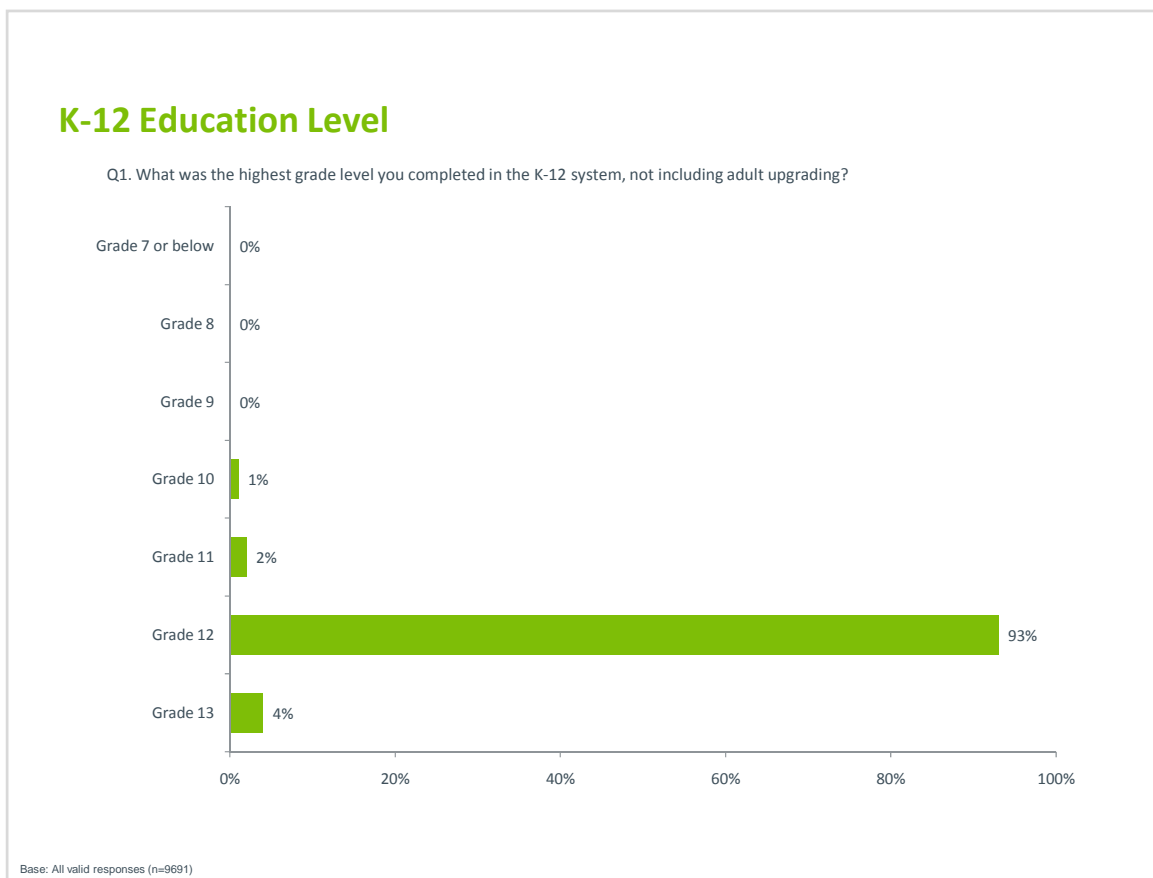
This first section provides a picture of the 2007-2008 graduates’ demographic characteristics, including their education levels, their parents’ education levels, gender, age, family make-up, first-nation status, visible minority status and disability status.

Understanding the demographic profile of learners will support both institutions and government in addressing potential barriers to post-secondary access and completion. Graduates who are more mature, have dependents, or greater family responsibilities may require a higher degree of support (financial and non-financial) than younger, single learners transitioning directly from high school.

Education

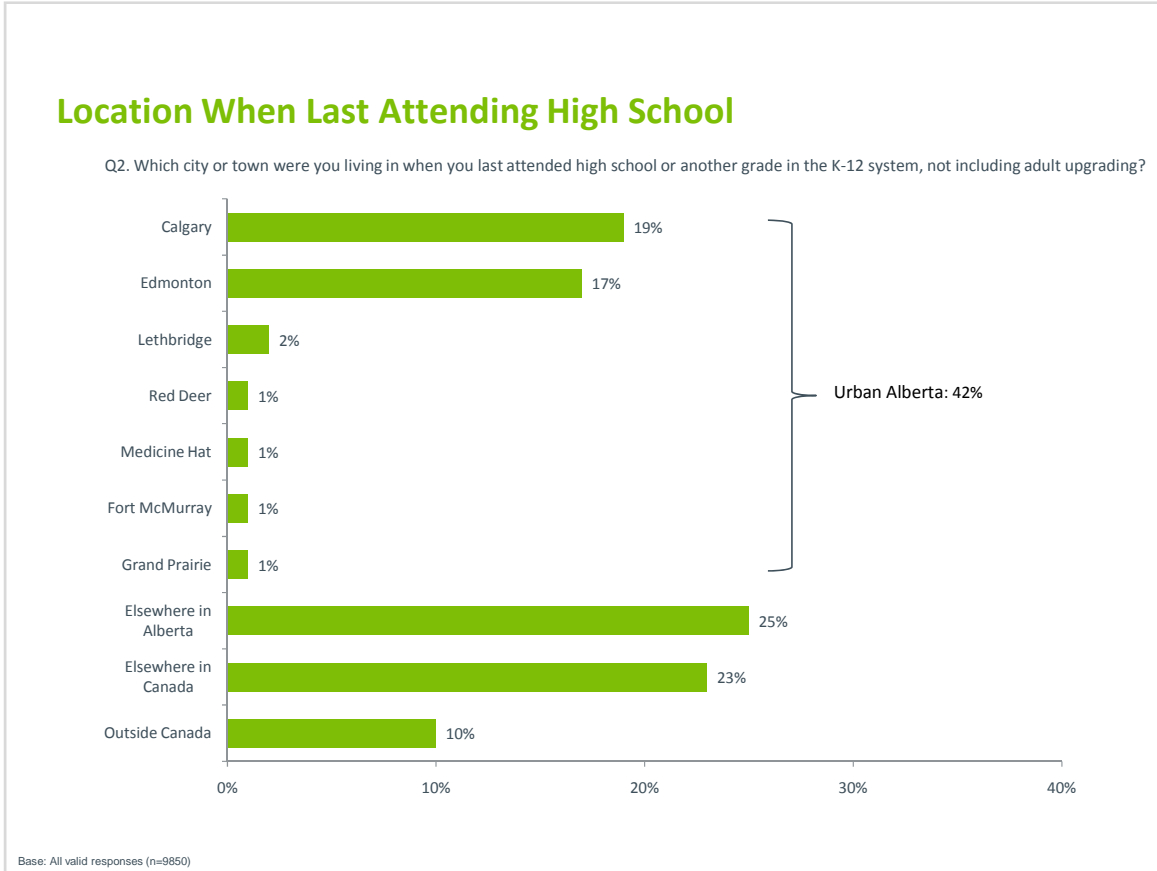
Highest Grade Completed in High School

Virtually all graduates (97%) had completed the K-12 system (assuming all who completed grade 12 or 13 completed high school). One in twenty (3%) had completed less than Grade 12.



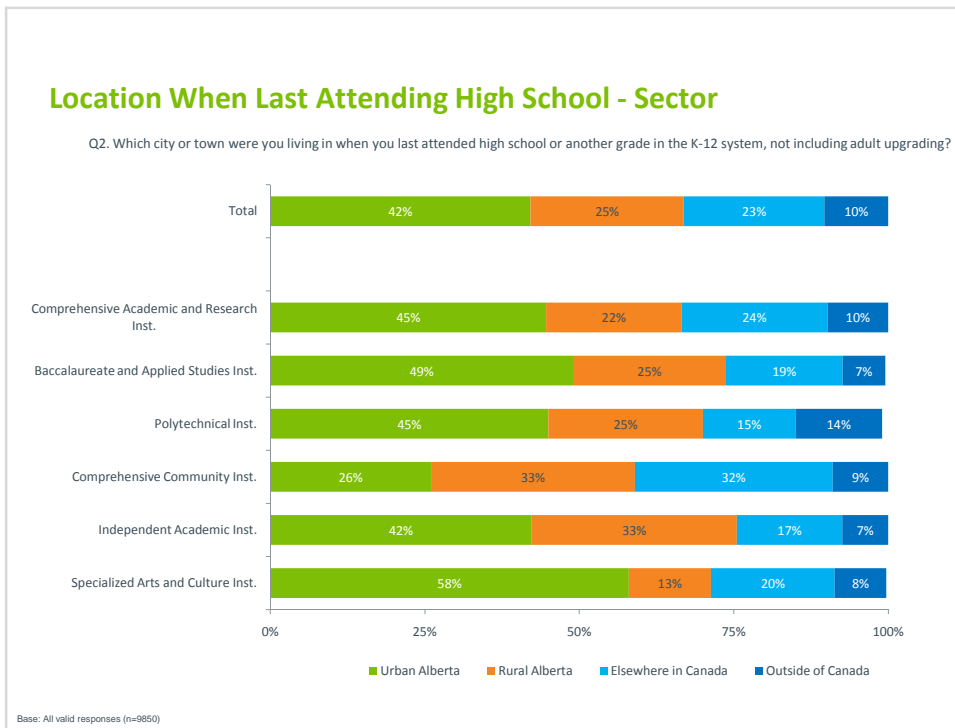
High School Location

Most graduates of Alberta post-secondary Institutions went to high school in the province. Two thirds of graduates last attended high school in Alberta, including 42% in urban Alberta⁴ and 25% elsewhere in the province outside of urban areas. Almost a quarter (23%) last attended high school in another province or territory in Canada and 10% of graduates attended high school outside of the country.

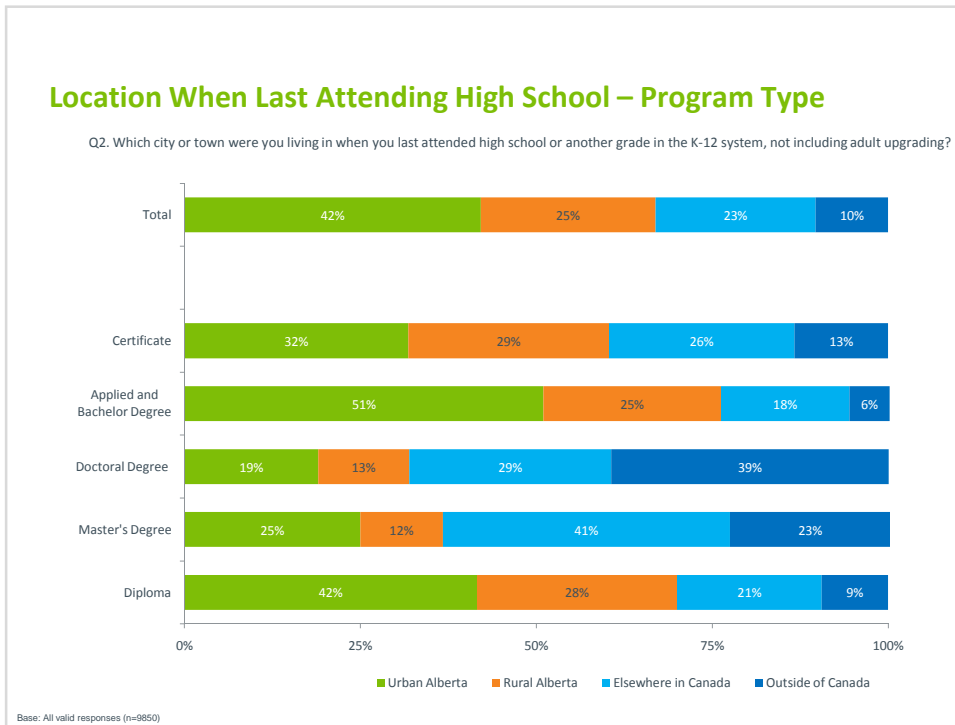


⁴ Urban was defined as Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat and Fort McMurray. All other areas were defined as rural.

Graduates of Specialized Arts and Culture Institutions and Baccalaureate and Applied Studies Institutions were most likely to have last attended high school in urban Alberta (respectively 58% and 49%) while graduates of Comprehensive Community Institutions were least likely (26%). Instead, they were more likely to have last attended high school elsewhere in Canada than any other graduates.

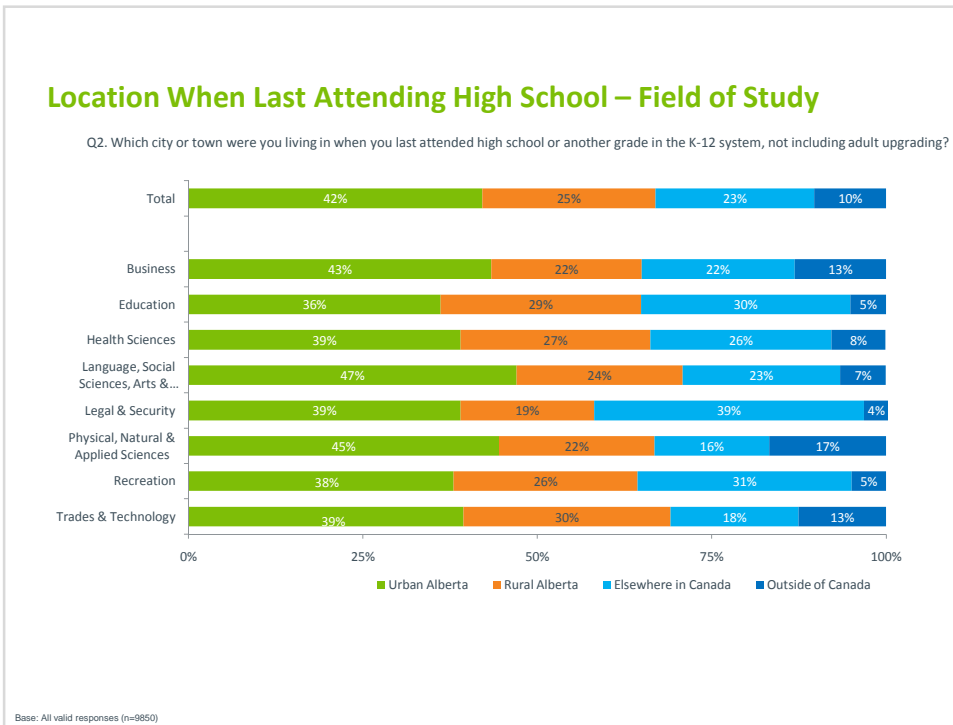


As shown in the graphic below, those graduates who completed Applied and Bachelor Degree programs, and to a lesser extent those who completed Diploma or Certificate programs, were more likely to have attended high school in Alberta while those who completed higher education (Doctoral and Master’s degrees) were more likely to have attended high school outside of the country or in another province or territory.



Graduates who studied in Languages, Social Sciences, Arts and Humanities were somewhat more likely to have attended high school in urban Alberta compared to the overall pool of graduates (47% vs. 42%). Graduates who studied in Legal and Security (39%), Recreation (31%) and Education (30%) were more likely to have attended high school elsewhere in Canada (compared to 23% overall). Finally, a higher proportion of graduates who studied in Physical, Natural and Applied Sciences attended high school outside of the country (17% vs. 10% of overall graduates).

As will be discussed later, this is consistent with the significant proportion of international students studying in this program.



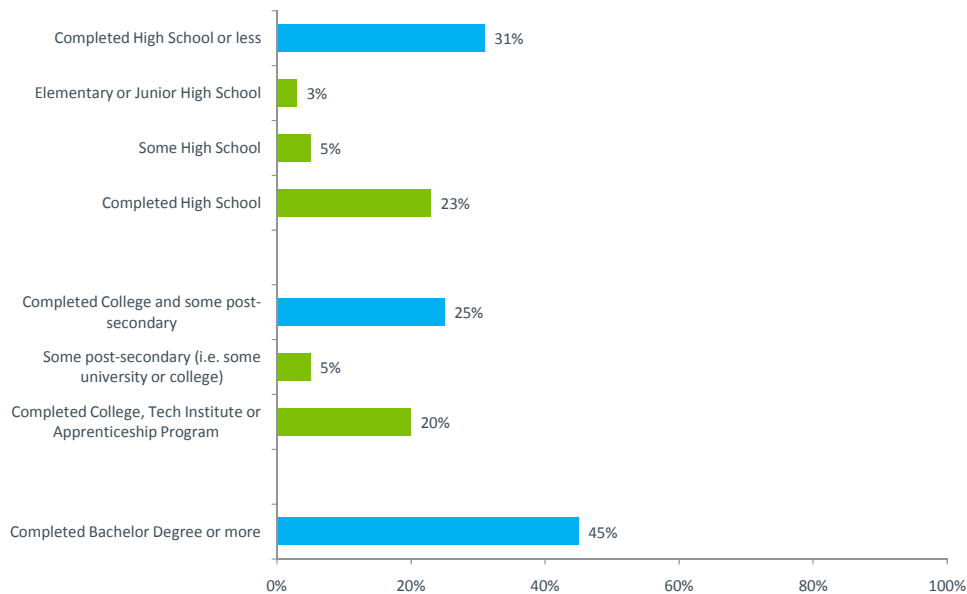
Parental Educational Attainment

Almost half (45%) of graduates indicated that at least one of their parents completed a Bachelor degree or more. An additional one in four (25%) said that their parents had completed a College or Post-secondary education and 23% had a High School degree. Less than one in twelve (8%) graduates indicated that their parents had not obtained a High School degree.

The highest education attainment of the parents is largely unrelated to the type of Institutions graduates attended. The sole exception is the fact that parents of graduates who attended Comprehensive Community Institutions are roughly one third less likely as others to hold a university degree.

Parental Educational Attainment

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



Base: All valid responses (n=9485)

Parental Educational Attainment	Elementary /Jr HS	Some HS	Completed HS	Some PS	Completed coll, tech inst. or apprent. prog	Completed Uni
Sector	<i>Row percentages</i>					
Comprehensive Academic & Research Institutions	3%	4%	20%	4%	17%	51%
Baccalaureate & Applied Studies Institutions	4%	5%	26%	6%	19%	41%
Polytechnical Institutions	3%	4%	25%	5%	25%	39%
Comprehensive Community Institutions	5%	7%	28%	5%	26%	28%
Independent Academic Institutions	1%	5%	19%	7%	23%	45%
Specialized Arts and Culture Institutions	5%	2%	31%	4%	11%	47%

Gender

Consistent with the Class of 2005-2006 graduates, there was a higher proportion of female graduates from Alberta Institutions than male graduates.

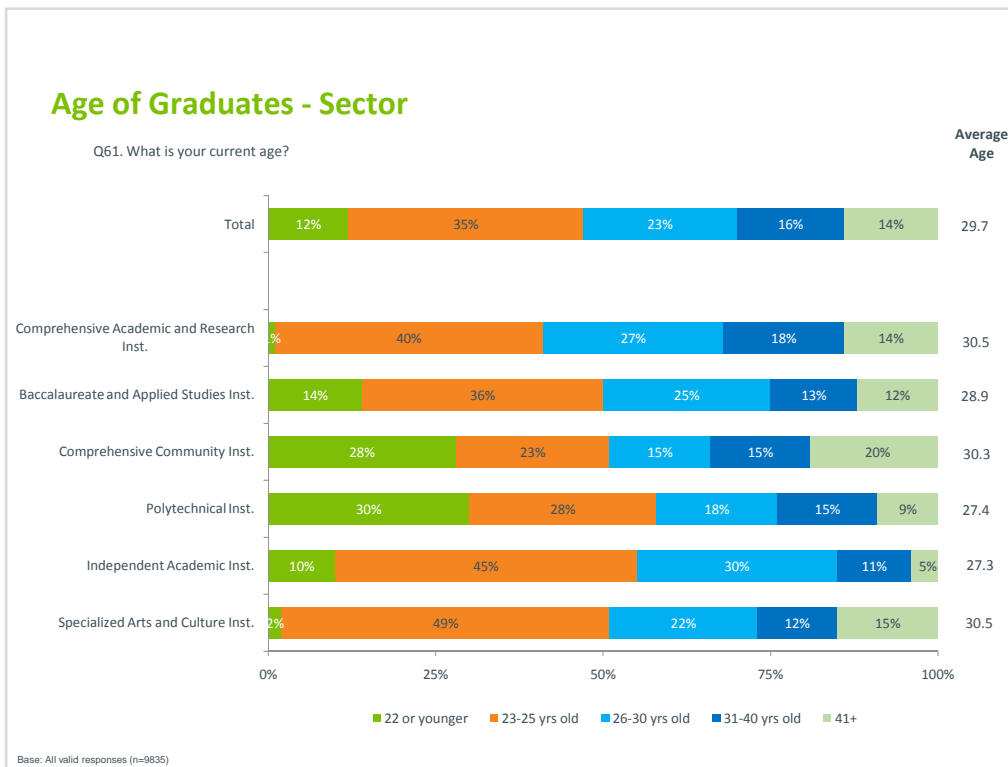
This was the case in all sectors except Polytechnical Institutions (57% male vs. 43% female). All Program Types had a higher proportion of female graduates with the exception of Doctoral Degree programs which included an equal proportion of male and female graduates.

As for the field of study, Trades and Technology and Physical, Natural and Applied Sciences had a larger number of male graduates, all other fields comprising more women than men. Legal and Security had an equal proportion of women and men.

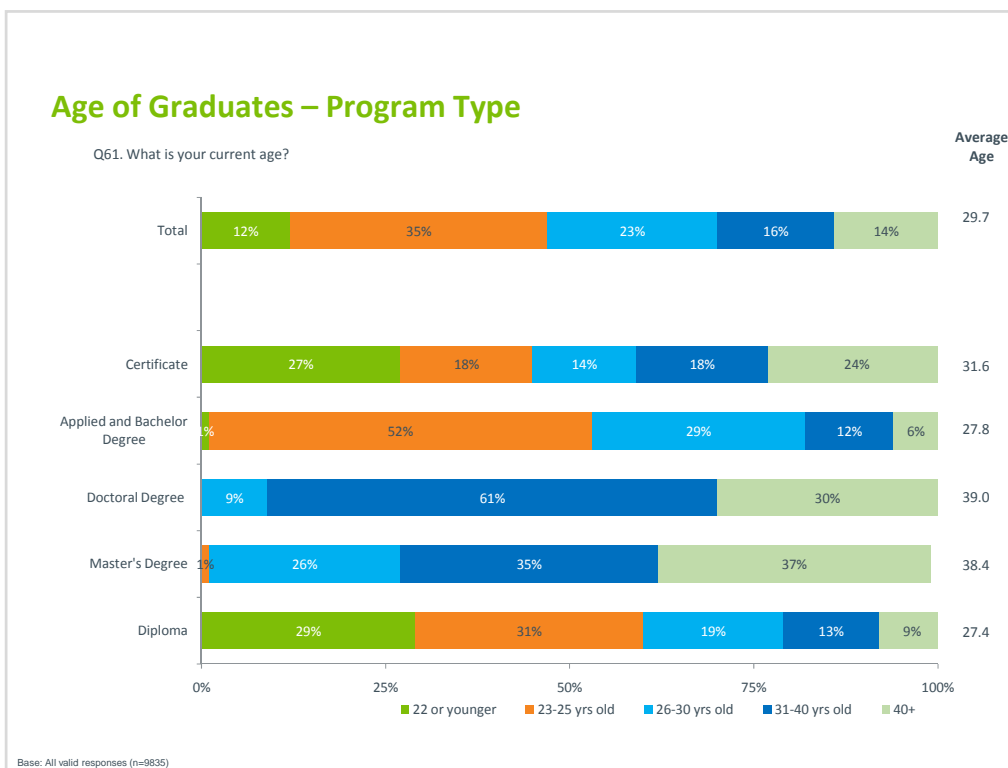


Age

The current average age of graduates from the Class of 2007-2008 at the time of this study was 29.7 years old. A much larger proportion of graduates of Comprehensive Community Institutions (28%) and Polytechnical Institutions (30%) were 22 years old or less compared to graduates from other types of institutions.

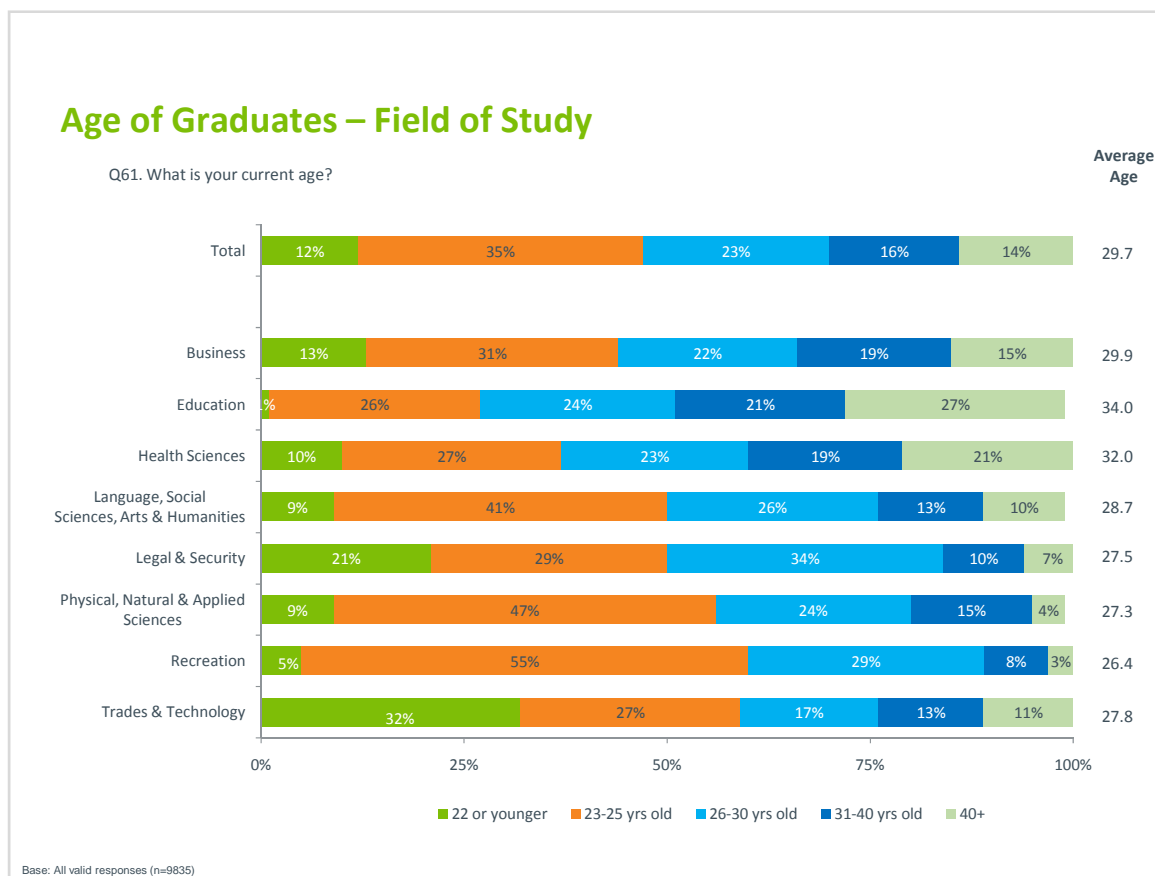


Doctoral and Master’s Degree graduates were older (average age of 39 and 38.4 respectively).



Those who studied Education and Health Sciences tended to be somewhat older while those who studied Recreation tended to be somewhat younger.

Within the field of Education, those who graduated with a Certificate were more likely to be 22 or younger, while those with an Applied or Bachelor Degree were more likely to be between 23 and 30 and those with a Master’s Degree over the age of 30.

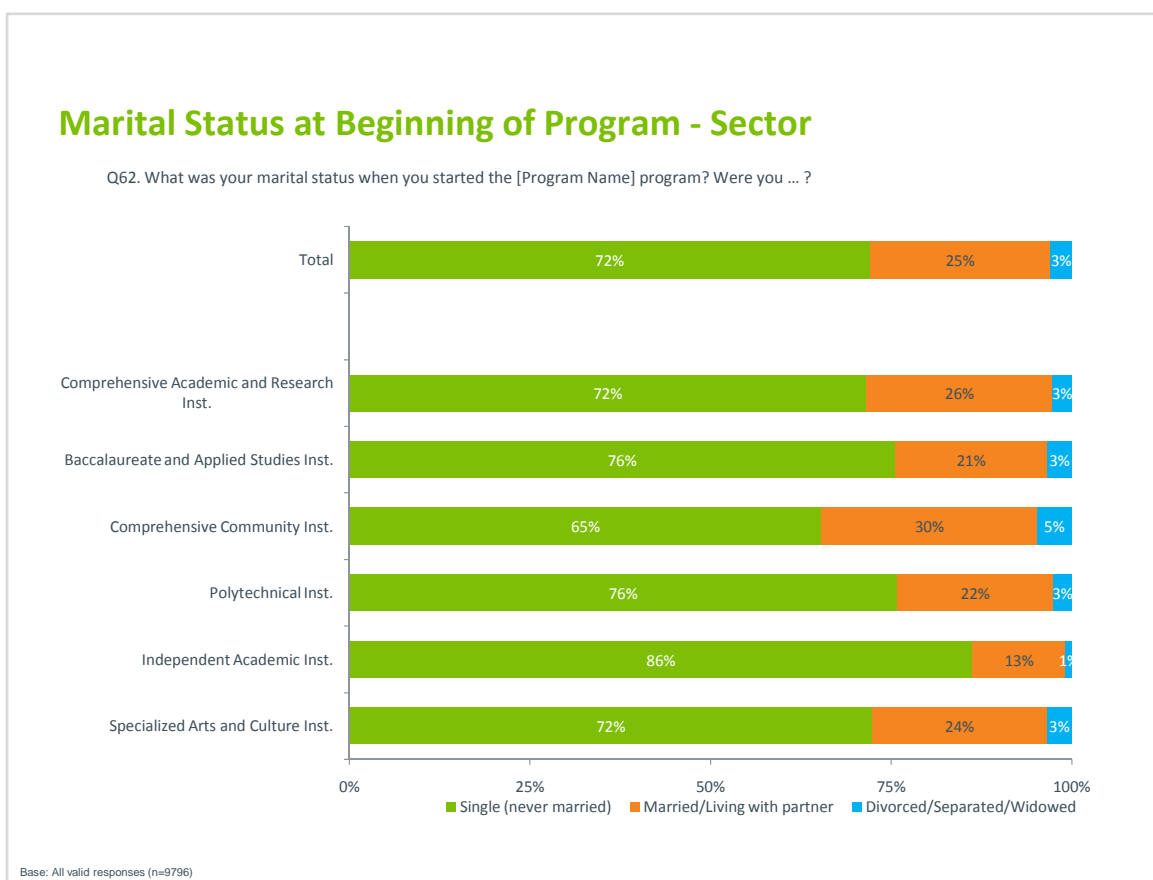


Within Field of Study : Education	Age					TOTAL
	22 or younger	23-25	26-30	31-40	41+	
Program Type						
Certificate	92%	3%	4%	6%	9%	7%
Applied & Bachelor Degree	0%	95%	94%	48%	18%	63%
Doctoral Degree	0%	0%	0%	1%	9%	3%
Master’s Degree	0%	0%	2%	42%	59%	25%
Diploma	8%	2%	0%	2%	4%	2%

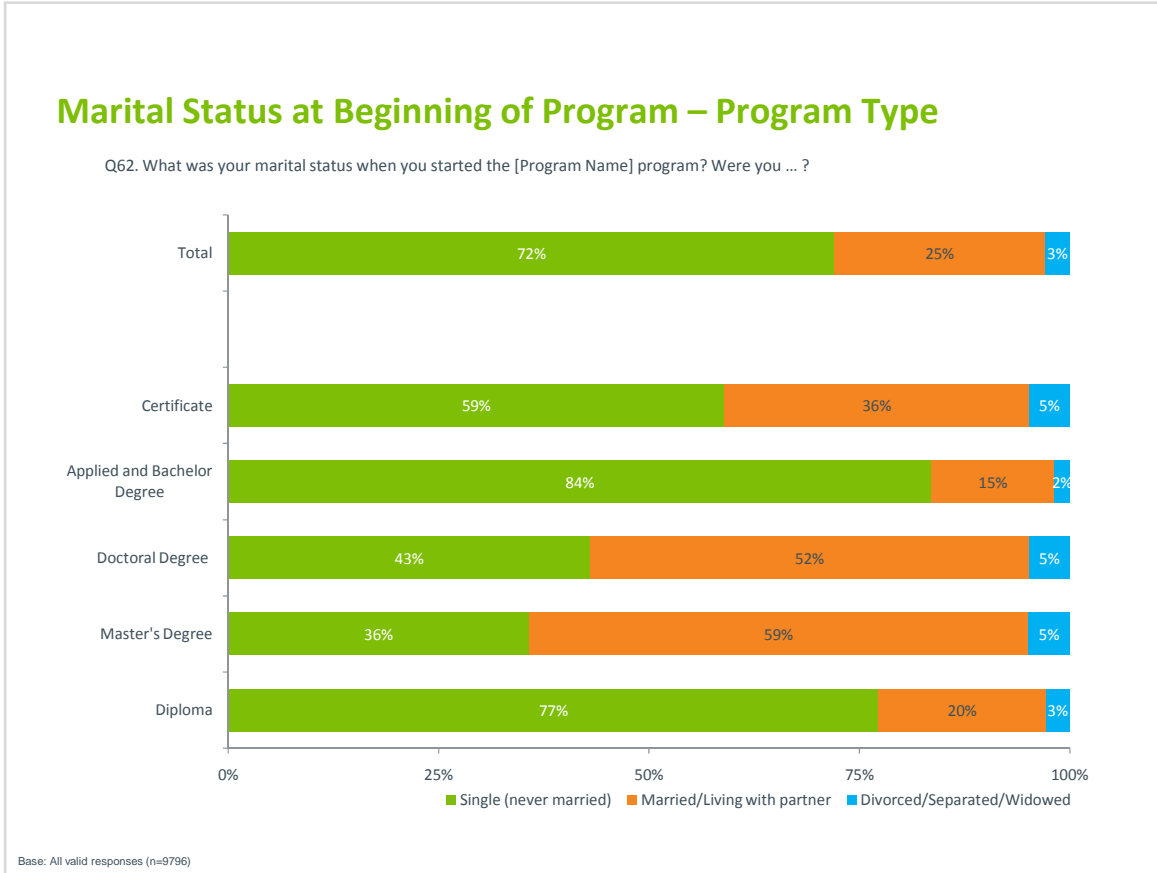
Marital Status

Overall, close to three quarters (72%) of graduates were single when they started their program, a quarter (25%) were married or living with a partner and 3% were either divorced, separated or widowed. Graduates of Independent Academic Institutions were much more likely to have been single at the beginning of their program (86% vs. 72% all graduates), while a higher proportion of Comprehensive Community Institutions graduates were either married or living with a partner (30% compared to 25% of all graduates).

Understanding the demographic profile of learners will support both institutions and government in addressing potential barriers to post-secondary access and completion. Students that are more mature, have dependents, or greater family responsibilities may require a higher degree of support (financial and non-financial) than younger, single learners transitioning directly from high school.



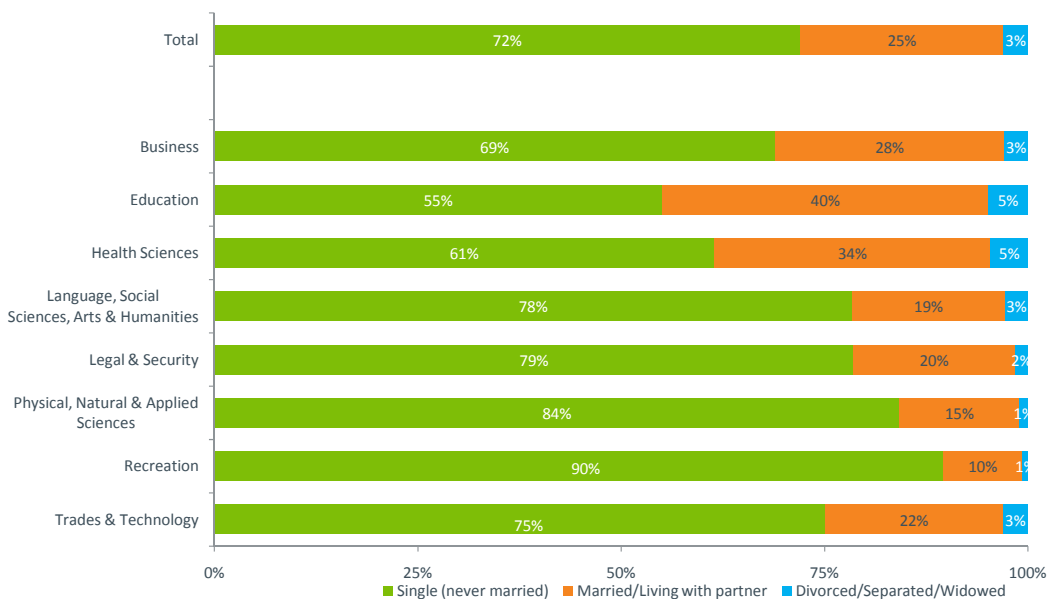
Further, the majority of Doctoral and Master’s Degree graduates were married or living with a partner (by a ratio of more than 2 to 1). This greater likelihood of marriage or co-habitation may be influenced by the older average age of graduates from these programs, at 39 and 38.4, respectively.



Given that marital status is often correlated with age, those who studied Education and Health Sciences were more likely to have been married or living with a partner while those who studied in Recreation and Physical, Natural and Applied Sciences were more likely to have been single at the start of their program.

Marital Status at Beginning of Program – Field of Study

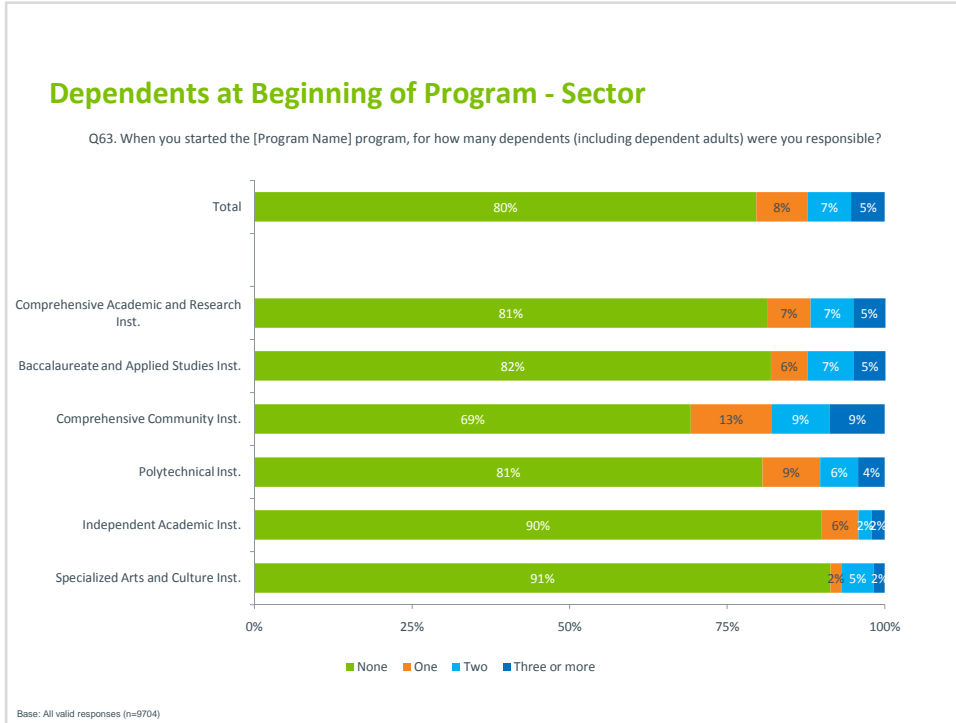
Q62. What was your marital status when you started the [Program Name] program? Were you ... ?



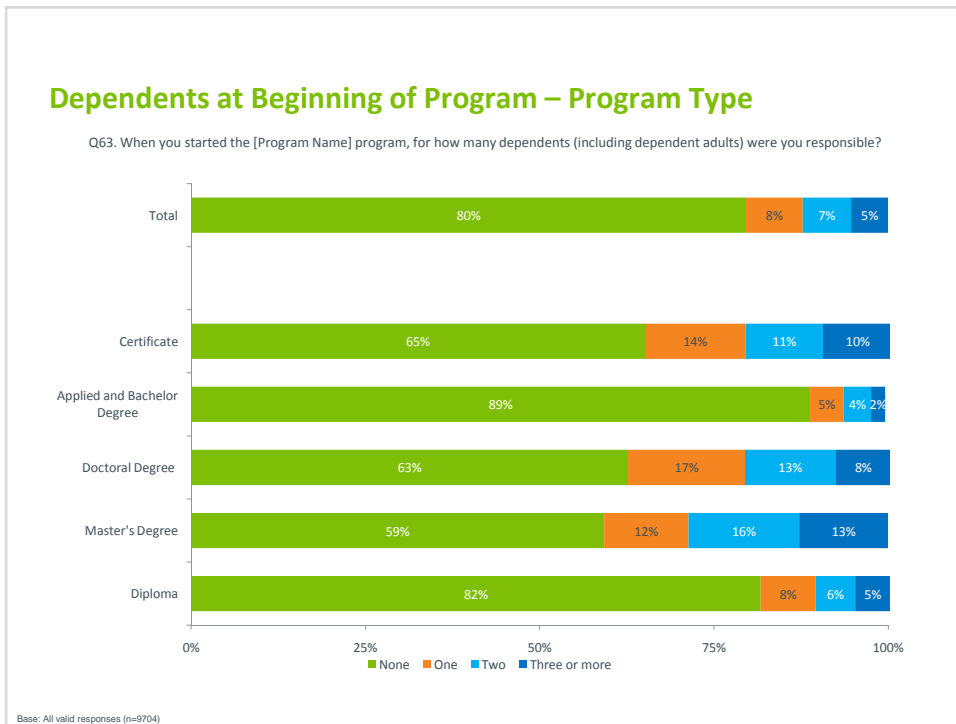
Base: All valid responses (n=9796)

Dependents

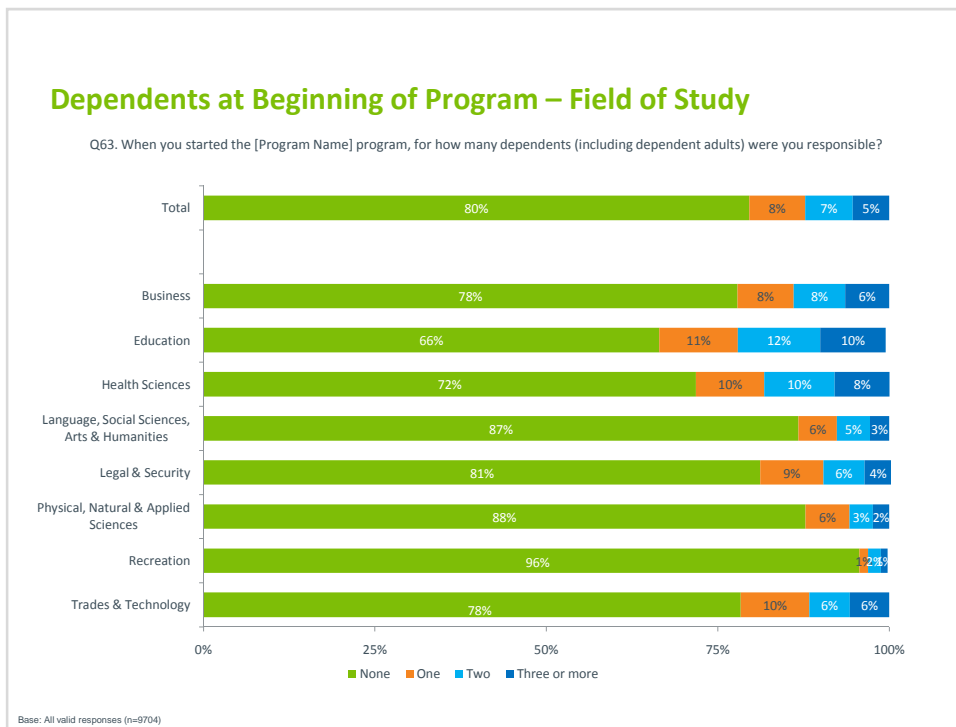
As seen in the last survey cycle of this study, one in five graduates were responsible for at least one dependent at the start of their program. Graduates of Comprehensive Community Institutions were the most likely to have at least one dependent (31%).



Graduates from Applied and Bachelor Degree and Diploma programs were the least likely to have dependents.

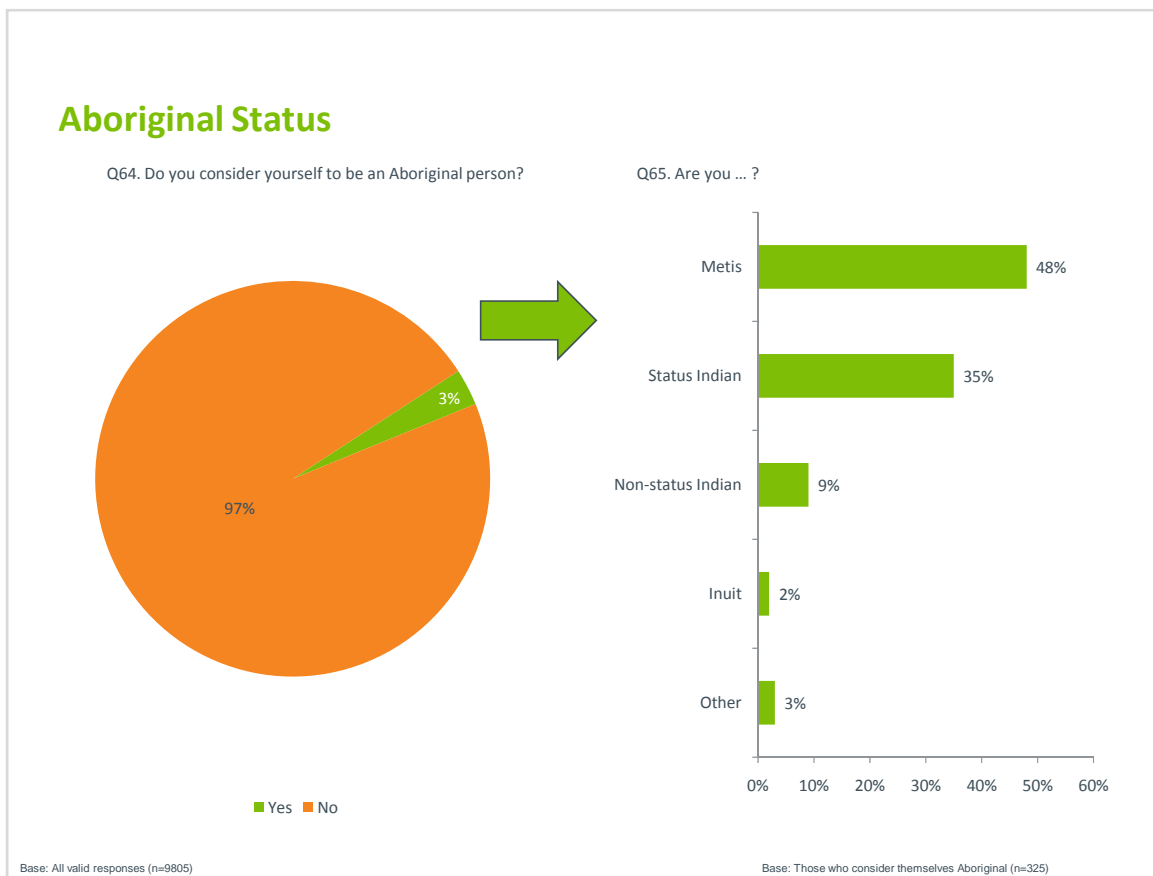


Graduates from a Recreation field of study were the least likely to have had dependents (4%) while graduates who studied in Education and Health Sciences were the most likely to have been responsible for at least one dependent at the beginning of their program (34% and 28% respectively).



Aboriginal Status

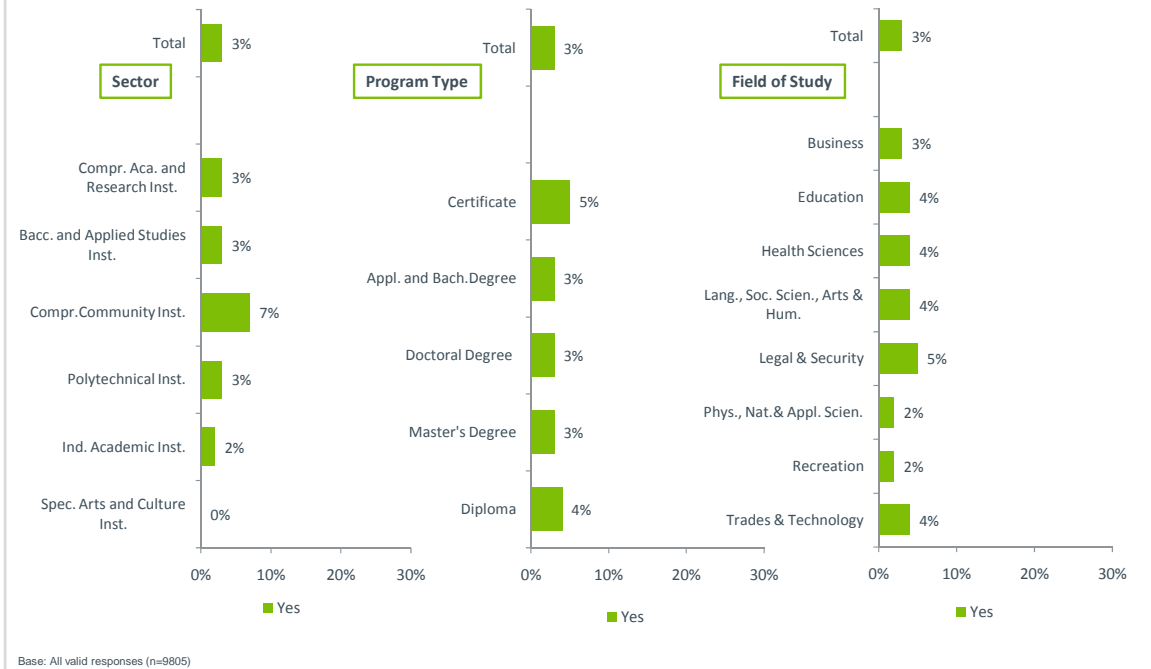
Overall, 3% of graduates from Alberta post-secondary Institutions considered themselves Aboriginals. Half of this group said they were Métis, while 37% were Status Indian (inclusive of Inuit) and 9% were non-status Indian.



A somewhat higher proportion of graduates of Comprehensive Community Institutions indicated they were Aboriginal persons. There were no significant differences in Aboriginal status by Program Types and Field of Study.

Aboriginal Status

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

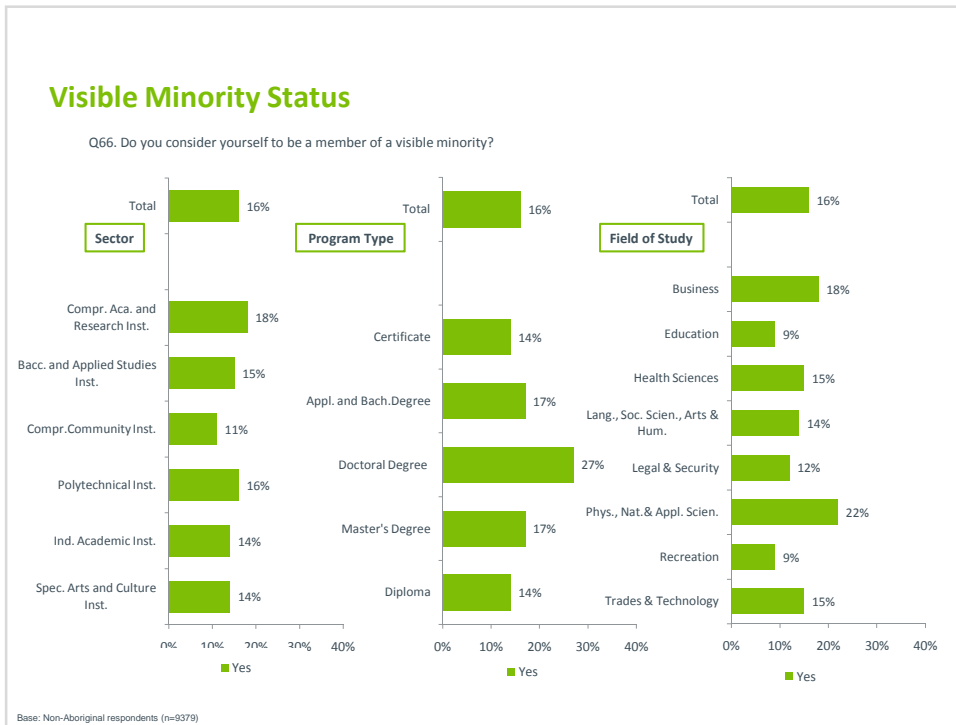


Visible Minority Status

Among non-Aboriginal graduates, 16% considered themselves a member of a visible minority. Comprehensive Community Institutions had the smallest proportion of visible minorities (11% compared to 16% overall).

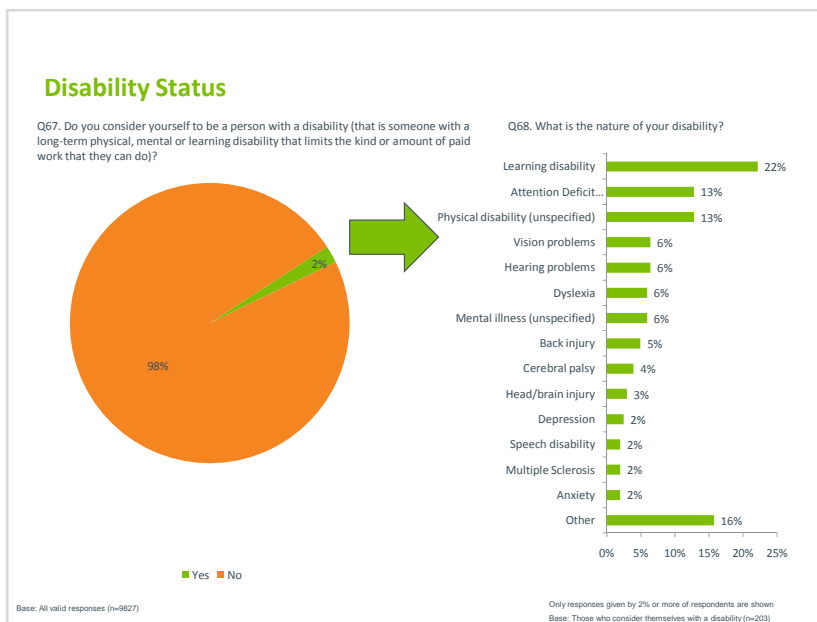
More than a quarter (27%) of Doctoral Degree graduates said they were members of a visible minority, reflecting the greater tendency of these graduates to have come from outside of Canada to study.

Again, as reflected by the proportion of graduates who have come from outside of Canada to study in the field of Physical, Natural and Applied Sciences, more than one in five (22%) graduates identified themselves as members of visible minorities.

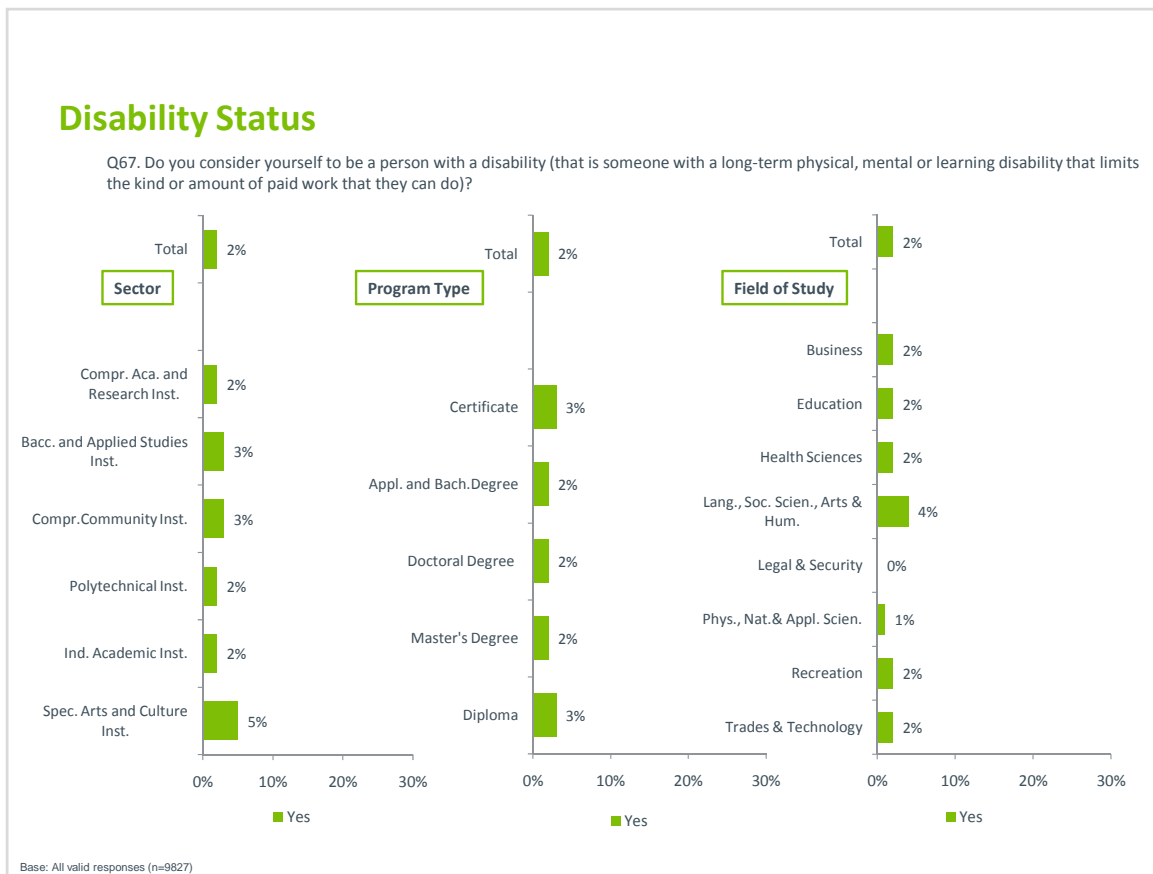


Disability Status

Two percent of graduates from Alberta post-secondary Institutions indicated that they had a disability. The most common disabilities were learning disabilities (22%), Attention Deficit Disorders or Attention Deficit and Hyperactivity Disorders (13%) and general physical disabilities (13%).



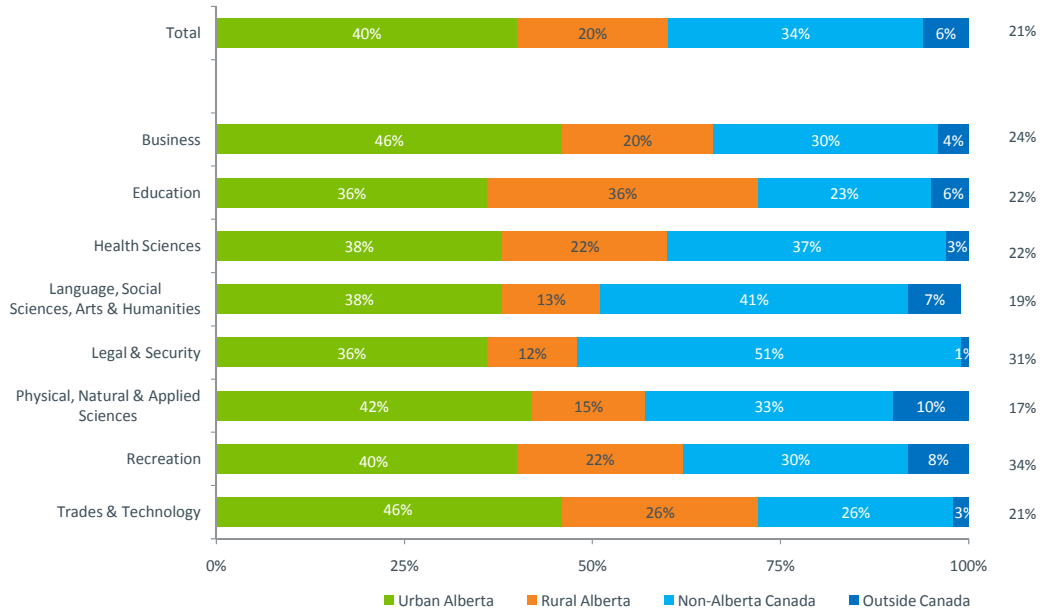
More than double the average prevalence of disabled graduates was found in Specialized Arts and Culture Institutions (5%) and among graduates of Languages, Social Sciences, Arts and Humanities programs (4%).



Relocation Destination after Graduation – Field of Study

Q8. Which city or town did you relocate to?
 Q9. Was this your hometown?

Relocated to hometown?



Base: Relocated permanently (n=2689)

Section B: Satisfaction

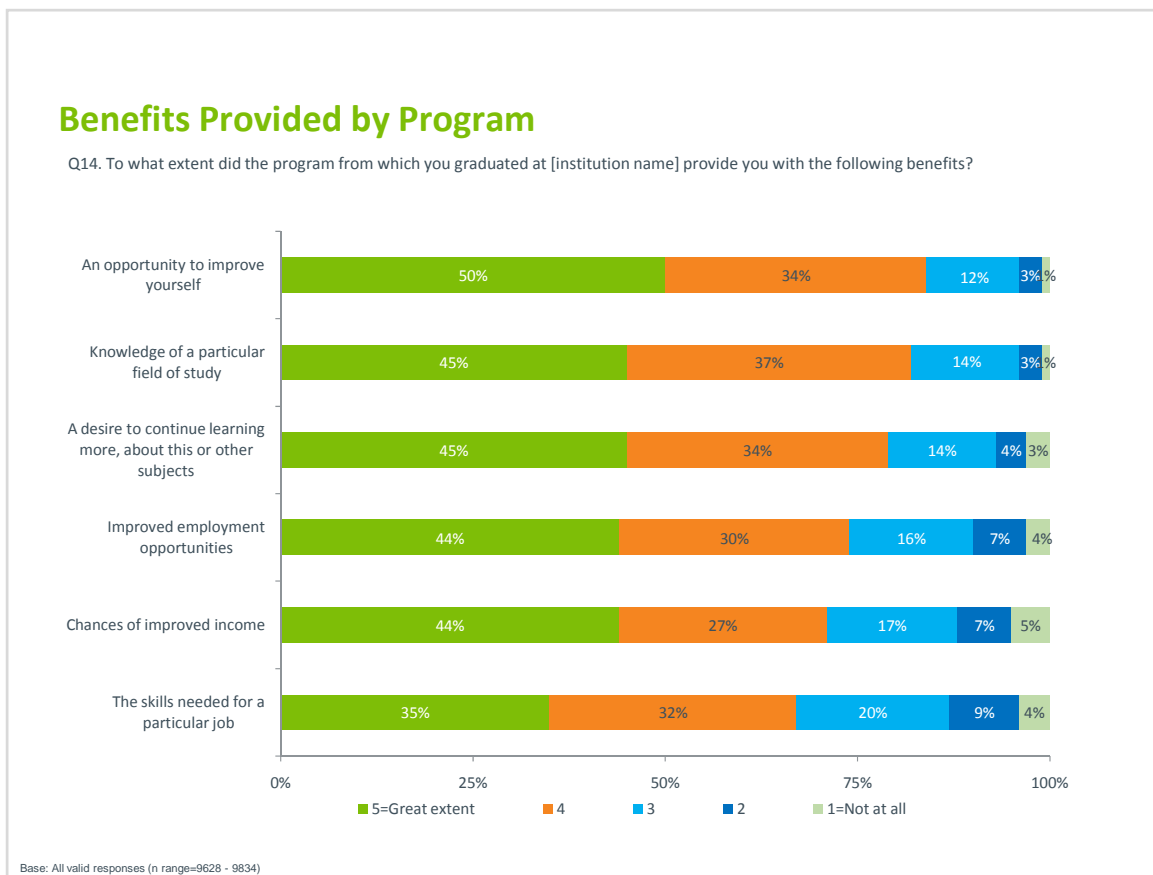
The following section examines the skills and abilities graduates acquired, their assessment of the quality of their program and overall educational experience, whether they would recommend their program and institution to others, and whether it was worth the financial investment.

This section also examines the experience and satisfaction of graduates who took part in a study abroad program.

Benefits Provided by Institution and Program

Alberta post-secondary Institutions appear to be successful at helping graduates become better individuals and acquire a strong set of skills and abilities that will help them be successful in their lives and careers.

Most graduates felt their institution offered them an opportunity to improve themselves: 84% rated the extent to which this was true, a 4 or 5 on a 5-point scale. Moreover, 79% said that it provided them with a desire to continue learning more. An additional 82% indicated that their institution allowed them to acquire knowledge of a particular field of study. However, according to graduates' ratings, Alberta Institutions could improve their programs in order to provide graduates with skills needed for a particular job and increase their chances of earning a better income.



Graduates of Polytechnical and Comprehensive Community Institutions appeared to be more satisfied with the improved employment and income opportunities their programs provided. Graduates from Comprehensive Academic and Research Institutions and Independent Academic Institutions were much less likely to feel that their programs provided them with the skills needed for a particular job.

Doctoral Degree graduates were most likely to say they acquired knowledge of a particular field of study throughout their programs. However, they did not seem to believe that their employment and income opportunities would be better. Graduates of Certificate and Diploma programs were much more likely to think that their programs provided them with the skills needed for a particular job than their counterparts.

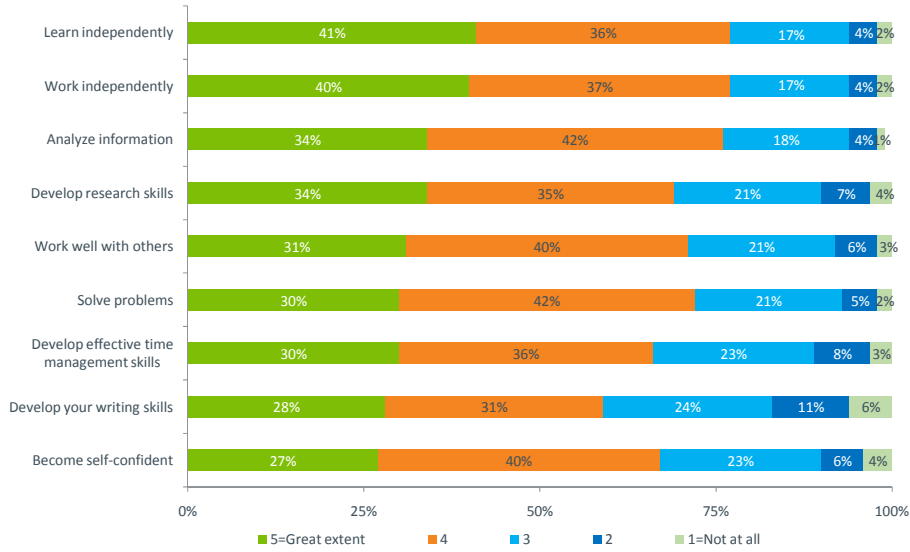
	Comprehensive Academic & Research Institutions		Baccalaureate & Applied Studies Institutions		Polytechnical Institutions		Comprehensive Community Institutions		Independent Academic Institutions		Specialized Arts and Culture Institutions	
	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5
Benefits												
An opportunity to improve yourself	4.3	83%	4.4	87%	4.3	83%	4.4	87%	4.5	90%	4.4	90%
Knowledge of a particular field of study	4.2	80%	4.3	85%	4.3	84%	4.3	83%	4.4	86%	4.2	78%
A desire to continue learning more, about this or other subjects	4.1	79%	4.2	81%	4.1	77%	4.2	79%	4.5	88%	4.4	87%
Improved employment opportunities	3.9	69%	4.0	74%	4.2	80%	4.2	80%	4.0	68%	3.2	47%
Chances of improved income	3.9	69%	3.8	66%	4.1	76%	4.1	74%	3.9	68%	2.9	26%
The skills needed for a particular job	3.6	57%	4.1	78%	4.2	80%	4.2	80%	3.8	63%	3.6	53%

	Certificate		Applied & Bachelor Degree		Doctoral Degree		Master's Degree		Diploma	
	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5
Benefits										
An opportunity to improve yourself	4.4	85%	4.2	82%	4.4	88%	4.5	89%	4.3	85%
Knowledge of a particular field of study	4.3	82%	4.1	79%	4.5	91%	4.3	87%	4.3	85%
A desire to continue learning more, about this or other subjects	4.1	78%	4.1	77%	4.4	85%	4.3	84%	4.2	79%
Improved employment opportunities	4.1	77%	3.9	68%	3.8	63%	4.1	78%	4.2	79%
Chances of improved income	4.0	72%	3.9	69%	3.8	65%	4.0	72%	4.1	74%
The skills needed for a particular job	4.2	81%	3.5	56%	3.9	67%	3.8	66%	4.2	79%

Reflecting on their educational experience, graduates felt their institution mainly helped them learn and work independently (77% rated either a 4 or 5 on a 5-point scale). Institutions also allowed their graduates to acquire a number of skills and abilities, as shown in the graphics below. Graduates were much less likely to mention they had developed mathematical skills (39% rated a 4 or 5) and awareness of political and social issues (40% rated a 4 or 5) through their institution.

Additional Skills, Knowledge and Abilities Acquired Through Institution (Top Half)

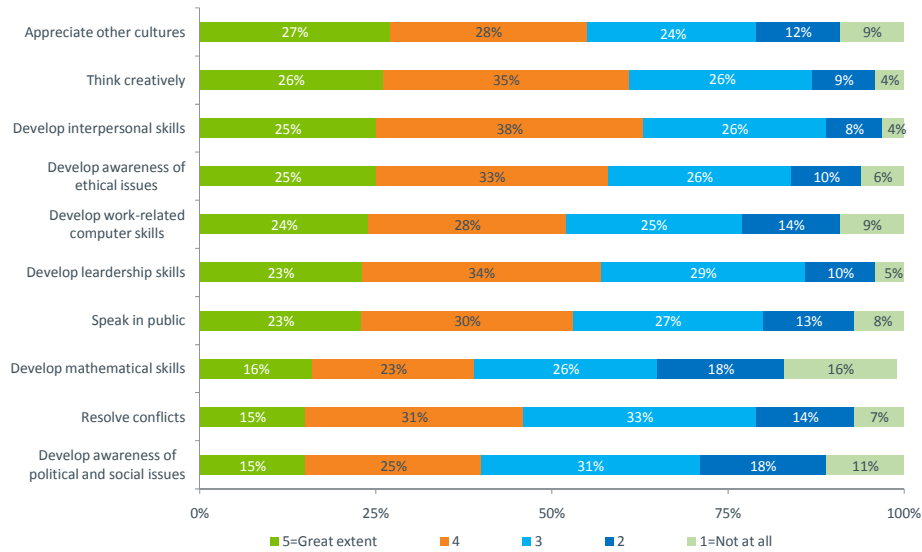
Q15. Reflecting on your educational experience at [name of institution], do you feel that it has helped you to effectively ... ?



Base: All valid responses (n range=8736 - 9800)

Additional Skills, Knowledge and Abilities Acquired Through Institution (Bottom Half)

Q15. Reflecting on your educational experience at [name of institution], do you feel that it has helped you to effectively ... ?



Base: All valid responses (n range=8736 - 9800)

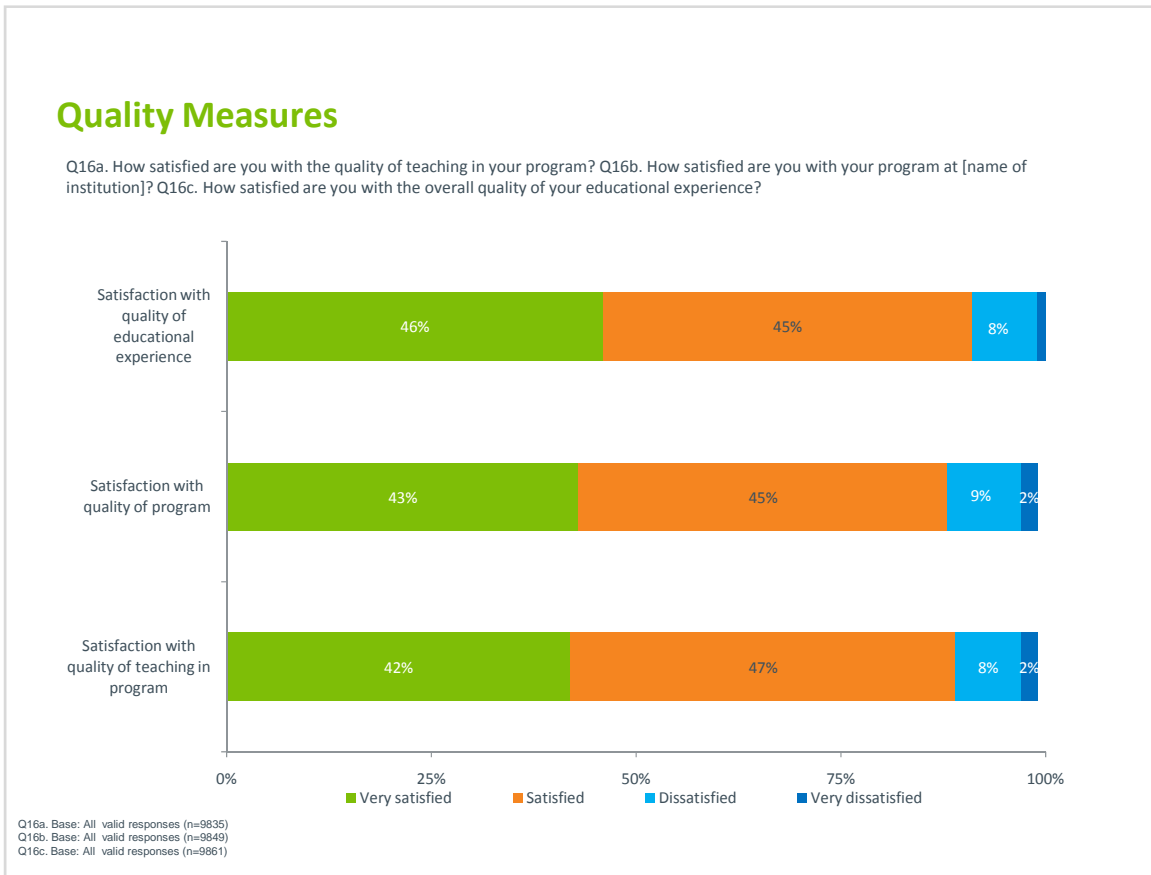
Skills and Abilities	Mean	% 4 or 5	Valid N
Learn independently	4.09	77%	9737
Work independently	4.08	77%	9698
Analyze information	4.04	76%	9800
Solve problems	3.92	72%	9761
Work well with others	3.89	70%	9659
Develop research skills	3.87	69%	9651
Develop effective time management skills	3.81	66%	9712
Become self-confident	3.79	67%	9623
Develop interpersonal skills	3.72	62%	9679
Think creatively	3.7	61%	9707
Develop writing skills	3.63	59%	9568
Develop awareness of ethical issues	3.61	58%	9442
Develop leadership skills	3.6	57%	9633
Appreciate other cultures	3.5	55%	9035
Speak in public	3.45	52%	9359
Develop work-related computer skills	3.43	52%	9293
Resolve conflicts	3.33	46%	9358
Develop awareness of political issues	3.14	40%	9112
Develop mathematical skills	3.05	39%	8736

Quality Measures

Overwhelmingly, graduates indicated that they were satisfied or very satisfied with the quality provided by their institution and program.

Quality of Educational Experience

The vast majority (91%) of graduates were satisfied with the overall quality of their educational experience, including almost one in two (46%) who indicated they were very satisfied.



Satisfaction with educational experience was at its highest among graduates of Independent Academic Institutions (96%). This may be due, in part, to the typically smaller class sizes offered by these smaller institutions (potential for greater faculty-student interaction), or to the specific learning environment offered by these faith-based institutions that these learners have chosen as being suited to their goals and outlook. Satisfaction was relatively the same within the different programs and fields of study.

When looking at Education graduates overall, satisfaction levels with the quality of the overall educational experience was close to the average with 89% being either satisfied or very satisfied. However, Education graduates who obtained an Undergraduate Degree were markedly less likely to have been satisfied (85%) compared to those who obtained either a Certificate/Diploma (96%) or Master’s/Doctoral Degree (95%).

Satisfaction with the Overall Quality of Program

Again, the majority (89%) of graduates were satisfied with the overall quality of their program.

Graduates of Independent Academic Institutions were the most satisfied (96%) while those of Specialized Arts and Culture (85%) and Comprehensive Academic and Research (87%) Institutions appeared to be somewhat less satisfied with their program than the system average.

Graduates who completed an Applied and Bachelor Degree (86%) and a Doctoral Degree (88%) were somewhat less satisfied with the quality of their program than graduates who completed a different type of program.

Finally, graduates who studied in Trades and Technology (94%) and Legal and Security (93%) were the most satisfied while those who studied in Education (84%) were the least satisfied. In particular, those with an Undergraduate Degree in Education (78%) were the least satisfied, while those with an Applied Certificate or Diploma in Education or a Master’s or Doctoral Degree in Education were among the most satisfied graduates (95% for both).

Quality of Teaching in Program

Nine in ten (89%) graduates indicated that they were satisfied with the quality of teaching in their program.

Virtually every graduate (98%) of Independent Academic Institutions were either very satisfied or satisfied with the quality of teaching in their program. According to graduates, the quality of teaching was somewhat lower in Specialized Arts and Culture Institutions.

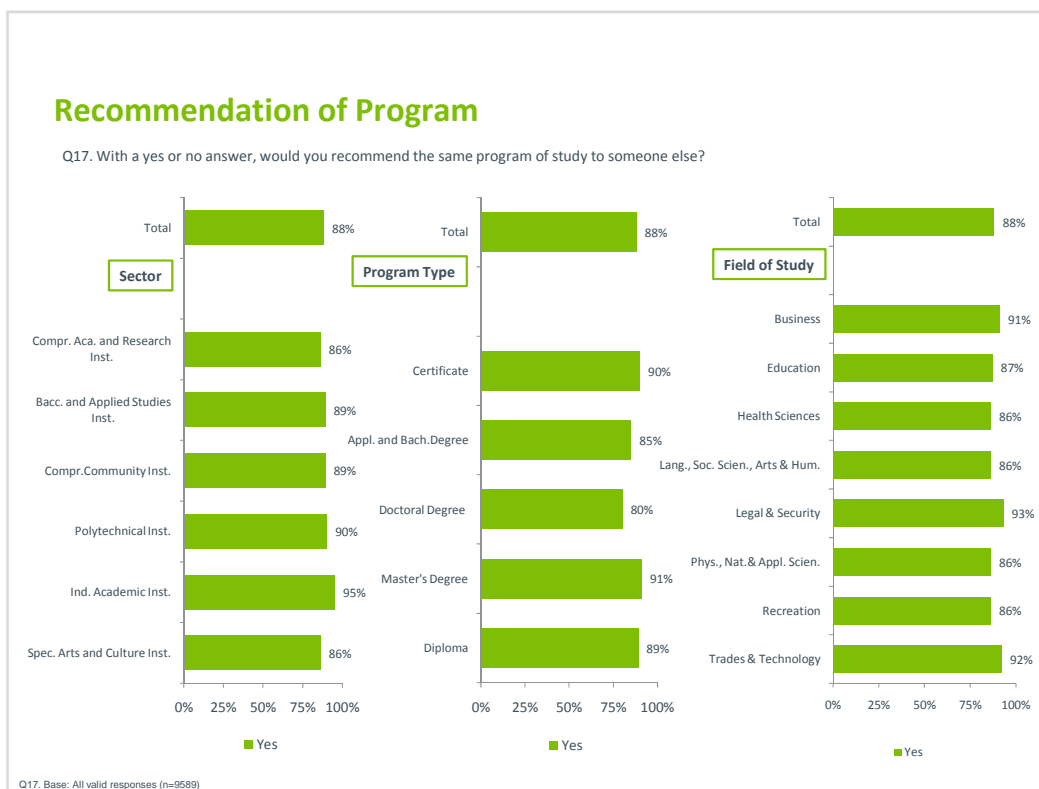
Recreation and Legal and Security graduates (95% and 96% respectively) expressed a higher level of satisfaction with their teachers while Education and Health Sciences graduates (86% each) were less likely to be satisfied with the quality of teaching in their programs. As seen with the previous measures, Education graduates who attained an Undergraduate Degree had lower satisfaction levels (82%) than those with an Applied Certificate or Diploma (97%) or a Master’s or Doctoral Degree (92%).

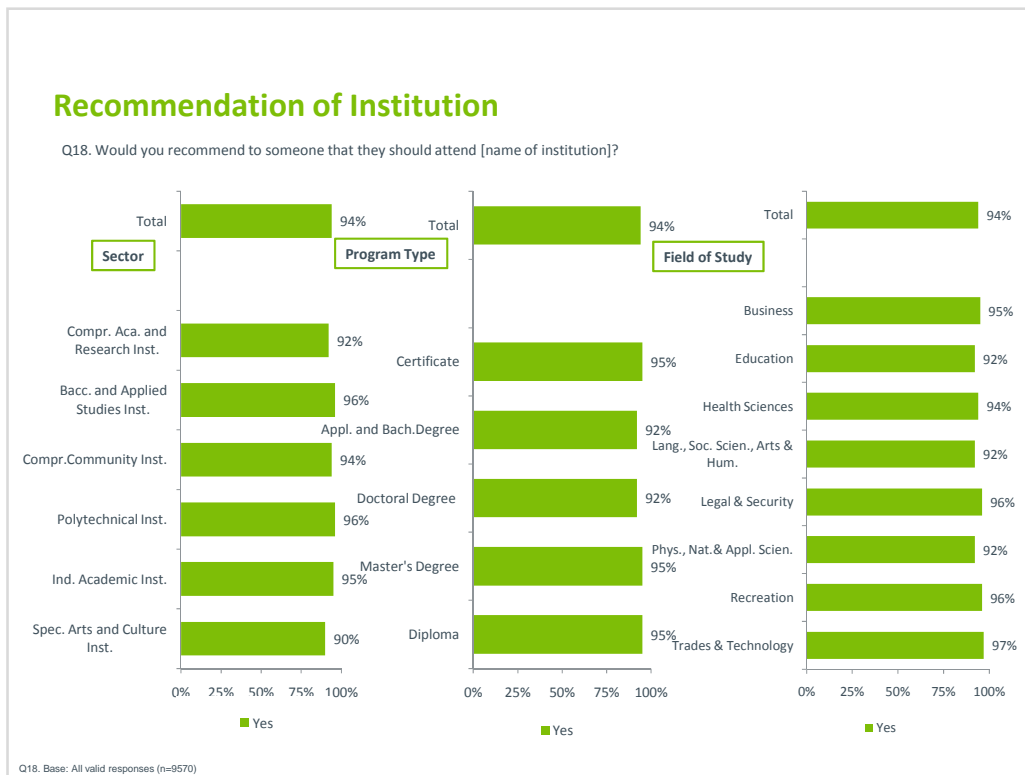
	Quality of Teaching		Quality of Program		Quality of Overall Ed. Experience	
	Mean scores	4 or 5	Mean scores	4 or 5	Mean scores	4 or 5
Sector						
Comprehensive Academic & Research Institutions	3.20	88%	3.21	87%	3.28	90%
Baccalaureate & Applied Studies Institutions	3.38	91%	3.39	90%	3.45	93%
Polytechnical Institutions	3.37	91%	3.39	92%	3.40	93%
Comprehensive Community Institutions	3.41	91%	3.41	90%	3.43	92%
Independent Academic Institutions	3.70	98%	3.54	96%	3.63	96%
Specialized Arts and Culture Institutions	3.25	85%	3.20	85%	3.30	90%
Program Type						
Certificate	3.43	91%	3.44	92%	3.45	93%
Applied & Bachelor Degree	3.20	88%	3.18	86%	3.26	89%
Doctoral Degree	3.23	87%	3.22	88%	3.33	92%
Master’s Degree	3.36	91%	3.41	91%	3.46	93%
Diploma	3.36	91%	3.37	91%	3.41	92%
Field of Study						
Business	3.32	92%	3.36	91%	3.38	93%
Education	3.22	86%	3.22	84%	3.32	89%
Health Sciences	3.26	86%	3.30	87%	3.38	91%
Languages, Social Sciences, Arts & Humanities	3.35	92%	3.25	88%	3.33	91%
Legal & Security	3.51	96%	3.44	93%	3.44	91%
Recreation	3.34	95%	3.24	87%	3.29	91%
Natural Sciences	3.20	87%	3.24	88%	3.28	89%
Trades & Technology	3.38	91%	3.43	94%	3.41	93%

	Quality of Overall Ed. Experience		Quality of Program		Quality of Teaching	
	Mean scores	Very Satisfied/ Satisfied	Mean scores	Very Satisfied/ Satisfied	Mean scores	Very Satisfied/ Satisfied
Education Group / Program Type						
Applied Certificate/Diploma	3.56	96%	3.51	95%	3.54	97%
Undergraduate Degree	3.19	85%	3.03	78%	3.07	82%
Master’s/Doctoral Degree	3.54	95%	3.54	95%	3.48	92%

Recommendation of Program and Institution

The majority of graduates would recommend both the institution they attended and the program they completed to others. However, graduates would be somewhat more likely to recommend their institution (94%) than their program (88%).

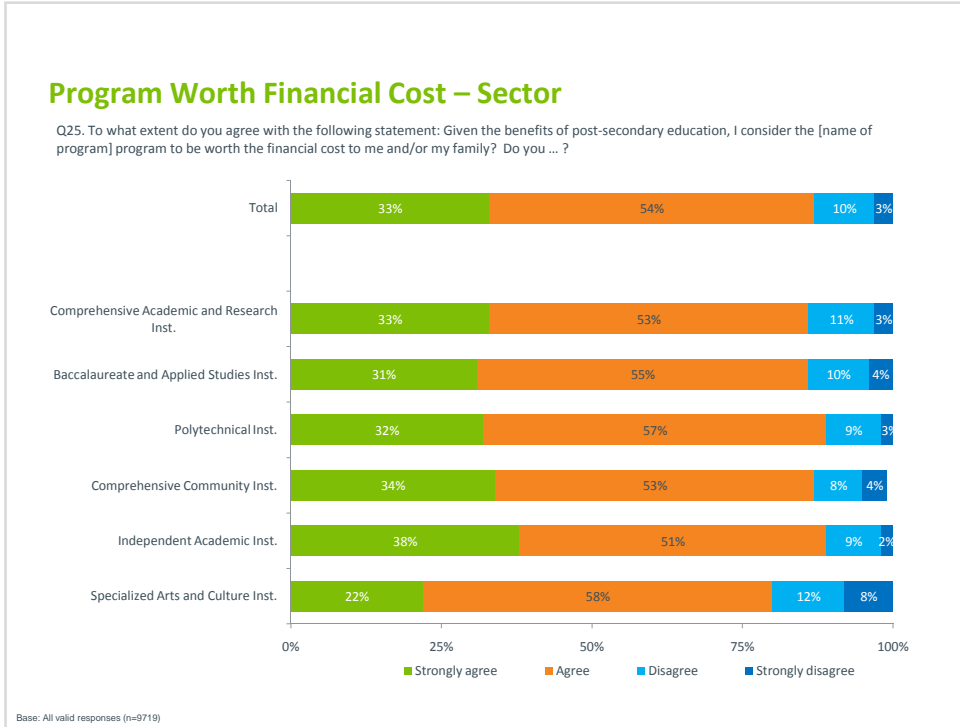




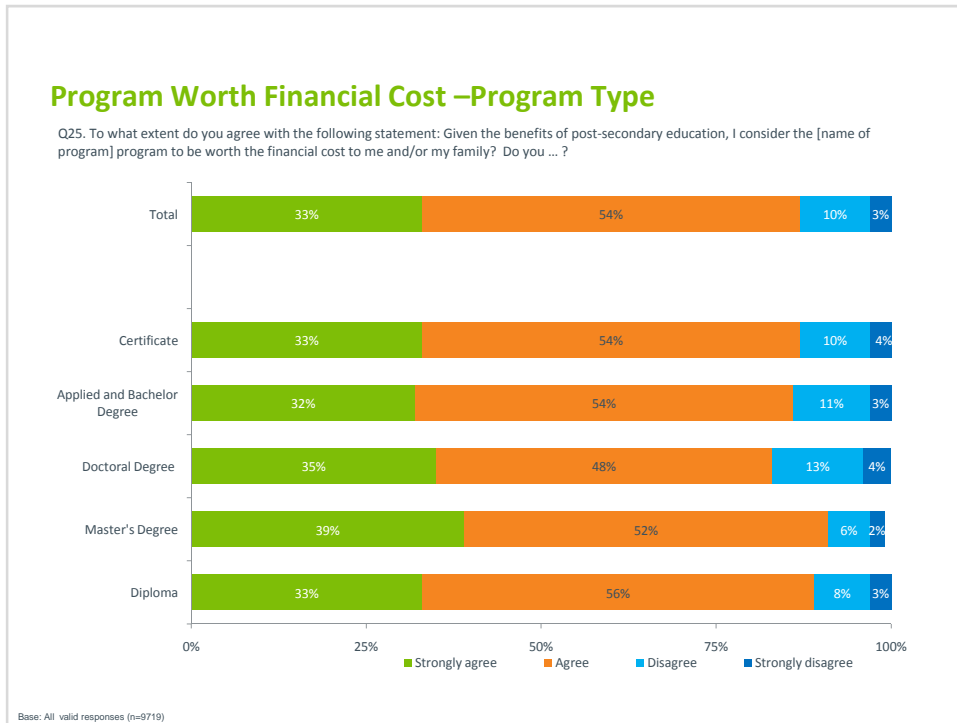
Perceived Cost/Benefit of Post-secondary Studies

The large majority of graduates believed that the financial investment in their post-secondary studies was worth it for the benefits gained. Fully 87% of graduates agreed that the benefits provided by their program outweighed the financial costs to them and/or their family.

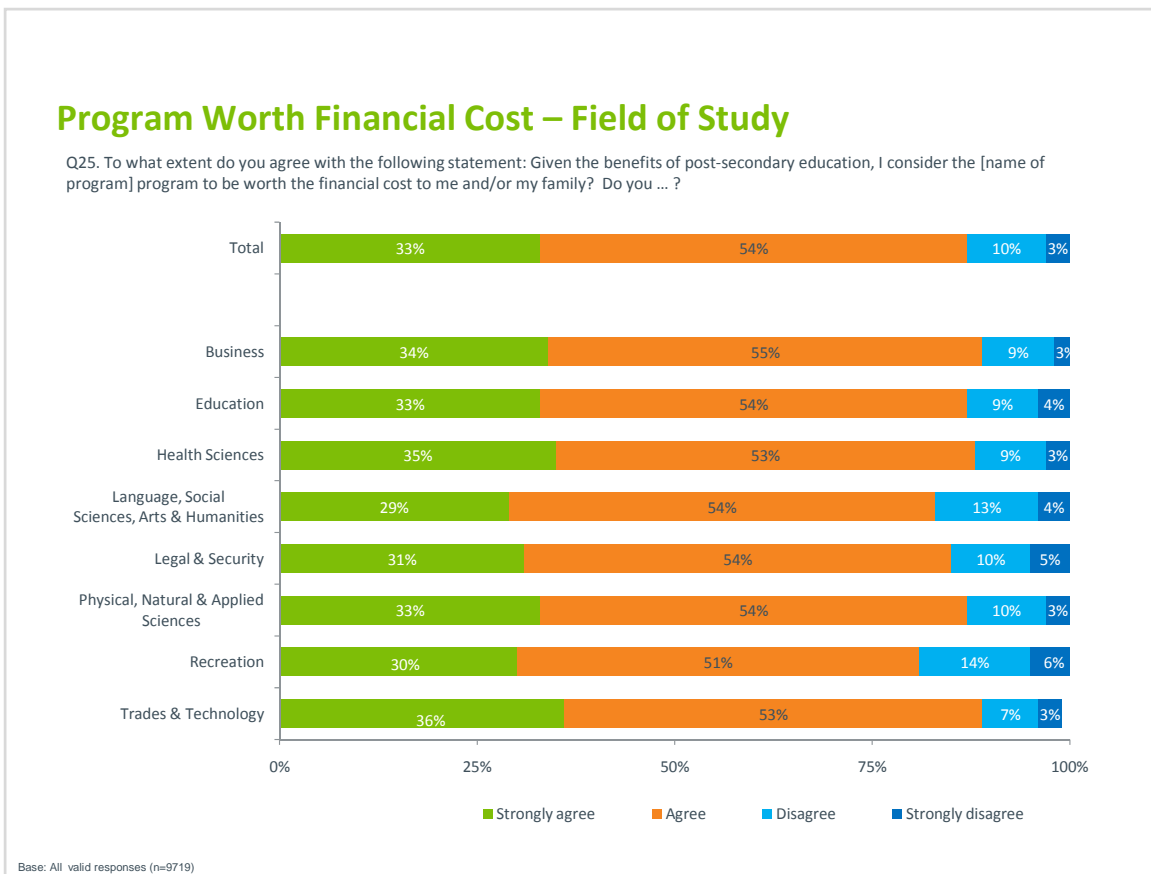
Graduates of Specialized Arts and Culture Institutions (80%) were somewhat less likely to agree with the worthiness of the financial investment than graduates of other Institutions (between 86% and 89%).



Graduates who completed a Master’s Degree (91%) program were most satisfied with the perceived cost/benefit value of their program while those who completed a Doctoral Degree were least satisfied (83%).



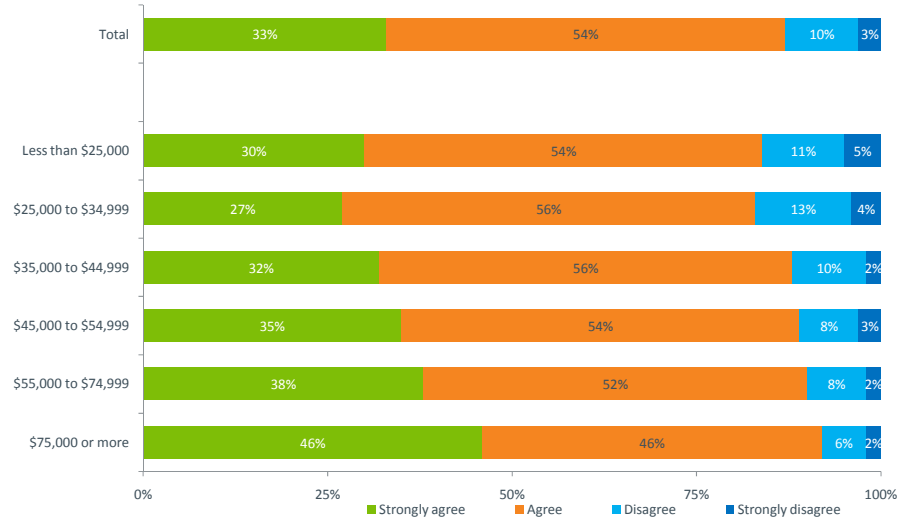
Business and Trades and Technology graduates (89% and 90% respectively) were most likely to agree that the benefits of their programs outweighed the financial costs while Recreation graduates were least likely to agree (81%).



It appears that the more a graduate earned in their current job, the stronger the likelihood to agree that the benefits of a post-secondary education outweighed the financial costs. Inversely, the higher the loans were upon graduation, the stronger likelihood to disagree with that statement.

Program Worth Financial Cost – Total Income

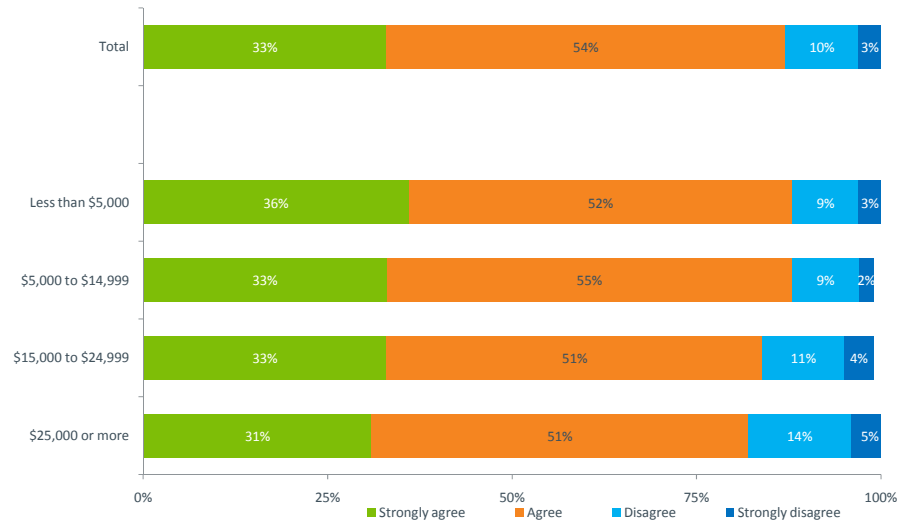
Q25. To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the [name of program] program to be worth the financial cost to me and/or my family? Do you ... ?



Base: All valid responses (n=9719)

Program Worth Financial Cost – Total Loans

Q25. To what extent do you agree with the following statement: 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 ... ?



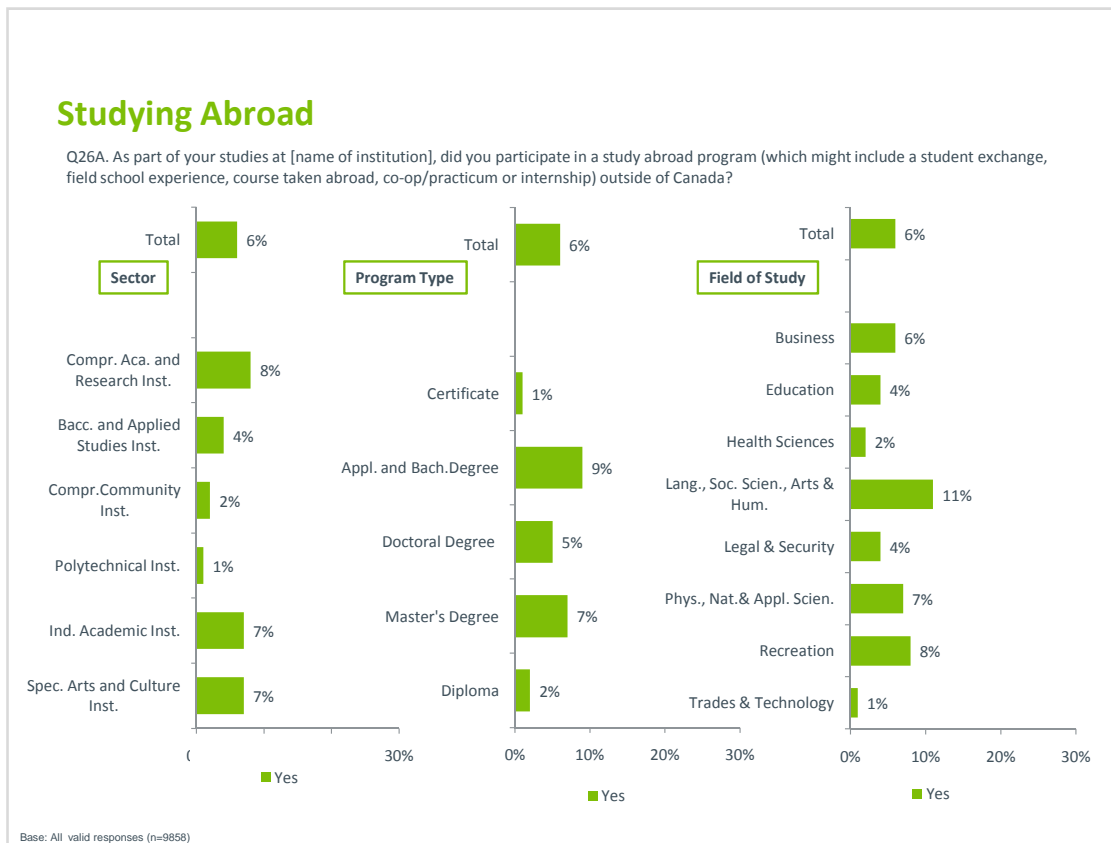
Base: All valid responses (n=9719)

Studying Abroad

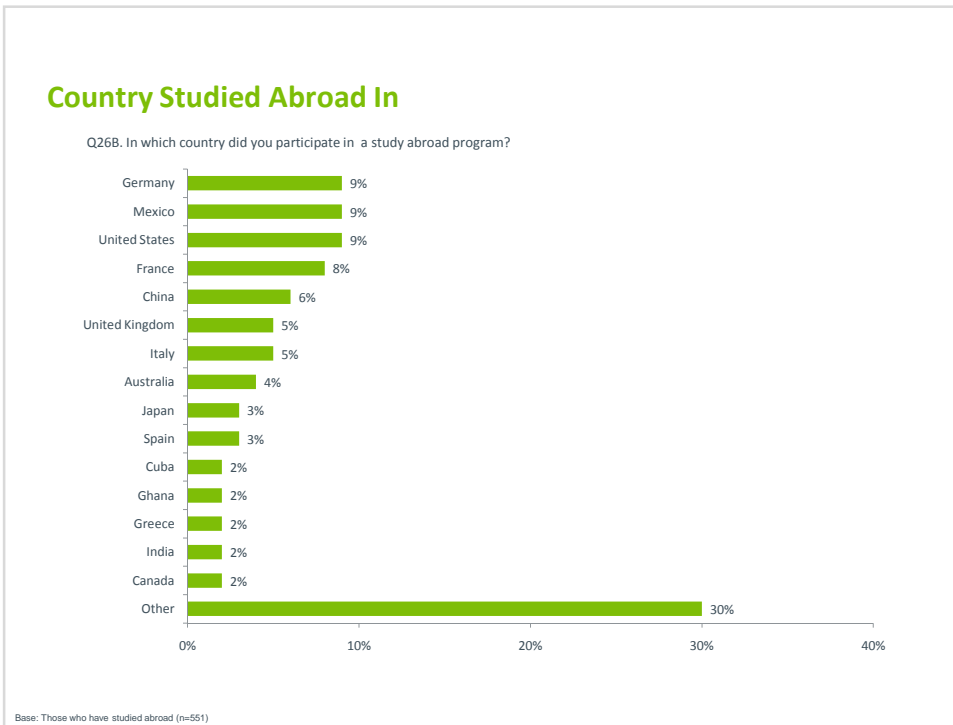
A small group of graduates (6%) participated in a study abroad program outside of Canada.

Very few graduates of Polytechnical (1%) and Comprehensive Community (2%) Institutions indicated that they had gone abroad as part of their studies.

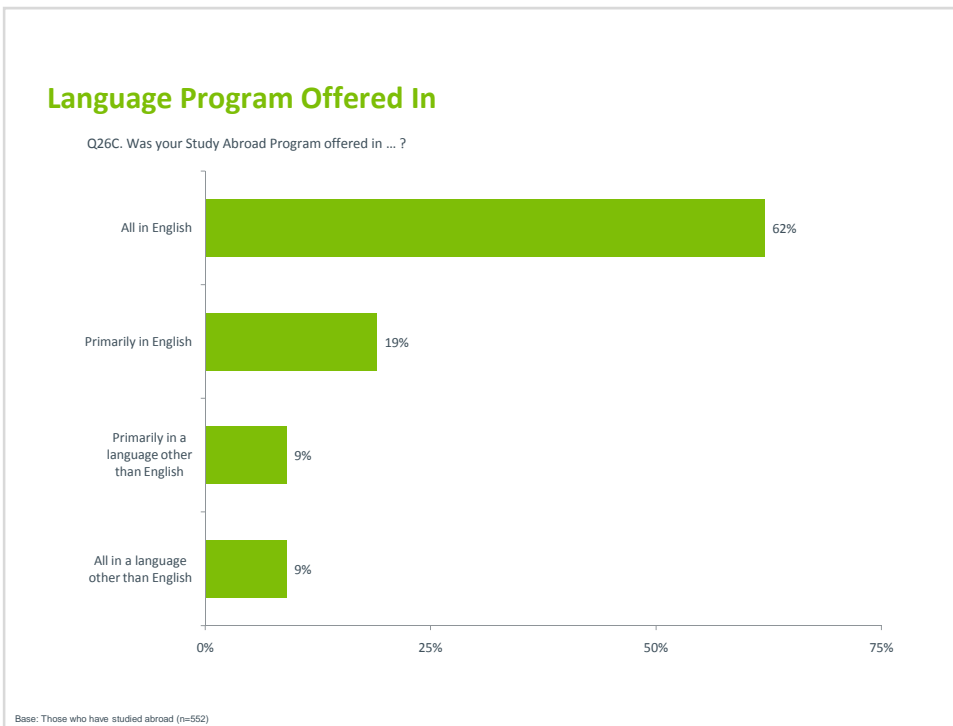
Graduates who completed an Applied or Bachelor Degree program and those who studied in Languages, Social Sciences, Arts and Humanities were more likely than others to have participated in a study abroad program.



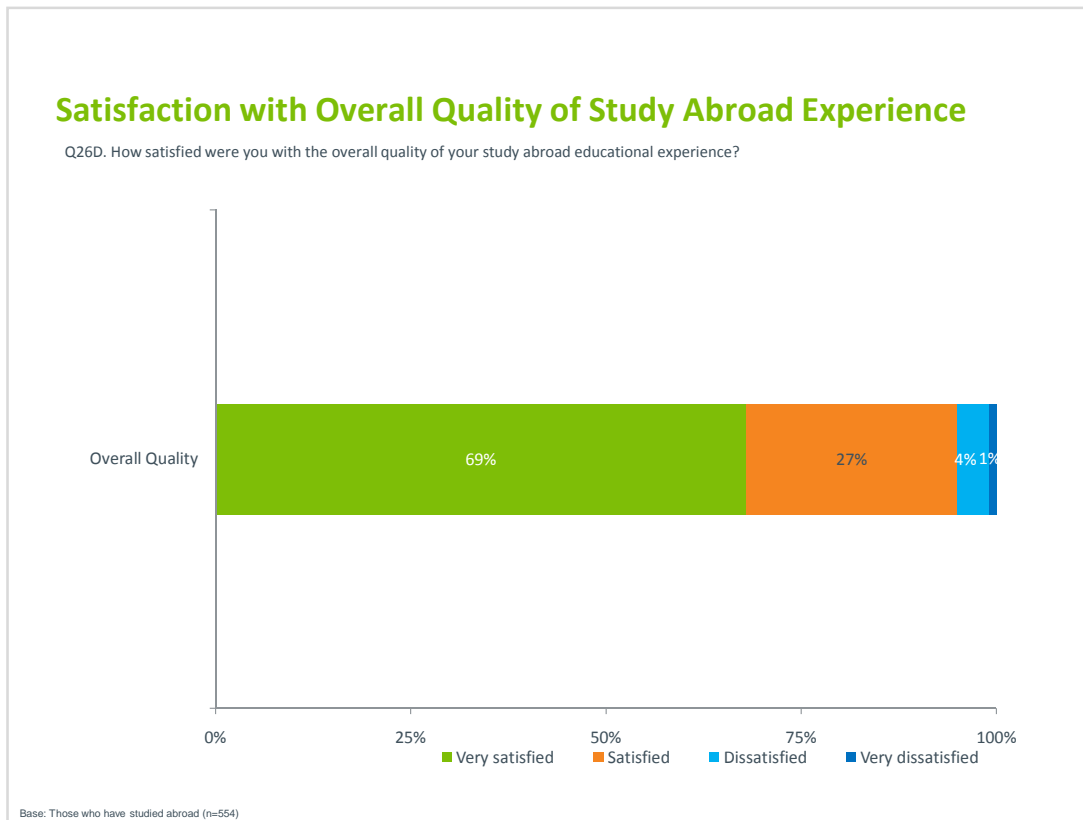
Graduates who participated in study abroad programs went to a variety of countries. The most popular study abroad destinations for Alberta graduates were Germany, Mexico, the United States and France. The most probable reasons for the popularity of those four countries include a combination of Alberta Institution links, of provincial government links, and student-driven interest.



The majority of study abroad programs were offered in English (62% all in English and 19% primarily in English).



The survey results show that study abroad participants were overwhelmingly satisfied with their study abroad experience. More than two-thirds (69%) of graduates indicated that they were very satisfied with the overall quality of their study abroad educational experience and an additional 27% were satisfied.



Section C: Financing

While most graduates worked while in school, many also relied on financial aid. This section discusses not only how many graduates worked, but also looks at other sources of income, including government-sponsored student loans, non-government financing, scholarships, grants and bursaries.

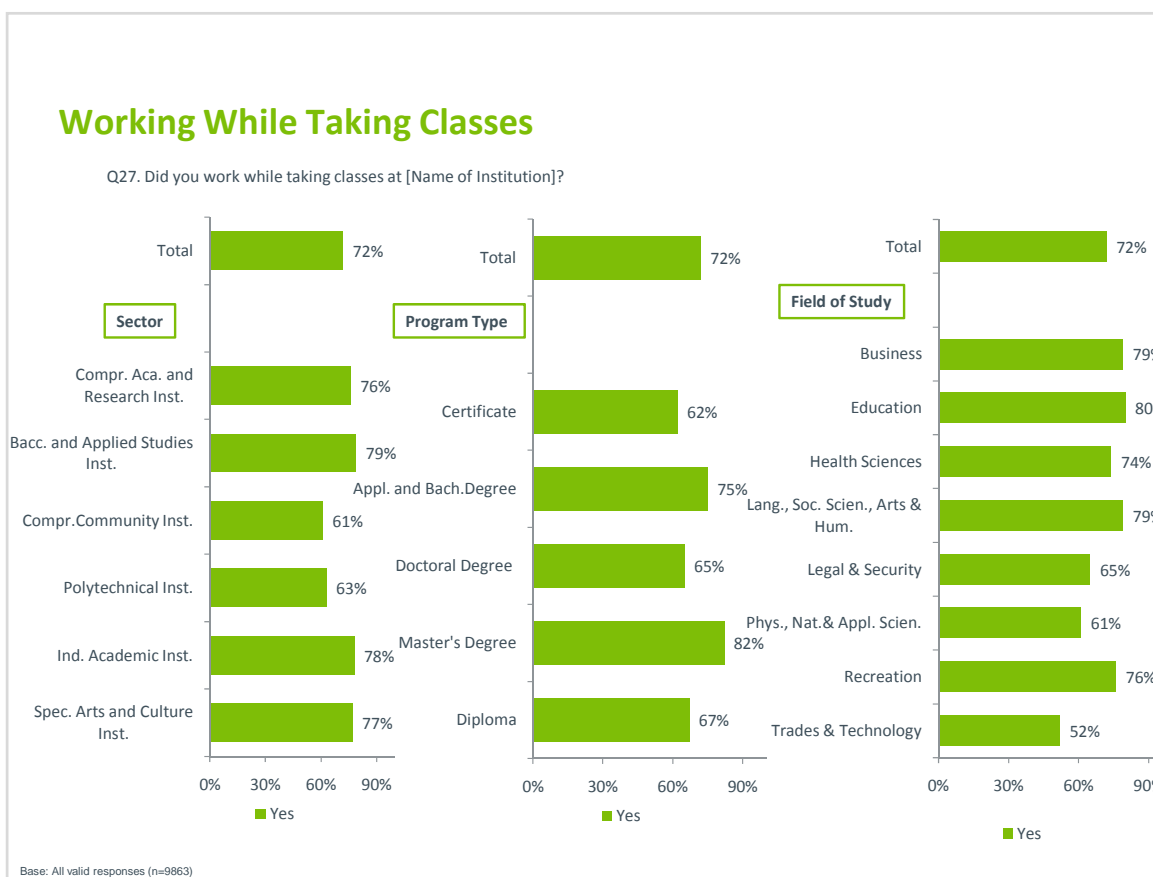
Employment While in School

Across institutions, programs and fields of study, a majority of graduates (72%) worked while taking classes.

When looking at the various sectors, anywhere from six in ten (Comprehensive Community Institutions, Polytechnical) to eight in ten (Baccalaureate and Applied Studies Institutions, and Independent Academic Institutions) students worked.

Graduates who obtained a Certificate were the least likely to have worked while in school (62%), while those who obtained a Master’s Degree were the most likely to have worked (82%).

While eight in ten graduates of Education, Business, and Languages, Social Sciences, Arts and Humanities programs indicated working while studying, half of those in Trades and Technology programs did so.



When looking at other characteristics of graduates who worked while in school, the following observations were made: Women (75%) were more than men (66%) to have worked, those who were married or living with a partner (74%) were more likely than single graduates (71%) to have worked, the older the graduate, the more likely they were to have worked while the lower their current income, the likelier they were to have worked (with the exception of those in the highest earning category of more than \$75,000 per year, who were the most likely to have worked while studying) and lastly, those who graduated from a High School in Urban Alberta (76%) were more likely than those who graduated outside of Canada (66%), in rural Alberta (67%), or elsewhere in Canada (70%) to have worked while studying. No differences were seen among those with or without dependents.

	% Who worked while taking classes
Gender	
Women	75%
Men	66%
Marital Status	
Single	71%
Married/Living w partner	74%
Div/Sep/Wid	72%
Age	
<23	60%
23-25	71%
26-30	73%
31-40	74%
41+	78%
Dependents	
Yes	72%
No	72%

	% Who worked while taking classes
Income	
<\$25,000	76%
\$25,000 - <\$35,000	74%
\$35,000 - <\$45,000	72%
\$45,000 - <\$55,000	71%
\$55,000 - <\$75,000	70%
\$75,000 or more	78%
Loans	
<\$5,000	74%
\$5,000- <\$15,000	71%
\$15,000- <\$25,000	73%
\$25,000 or more	74%
Region when graduated HS	
Urban Alberta	76%
Rural Alberta	67%
Rest of Canada	70%
Outside Canada	66%

Loans

Government-sponsored Student Loans

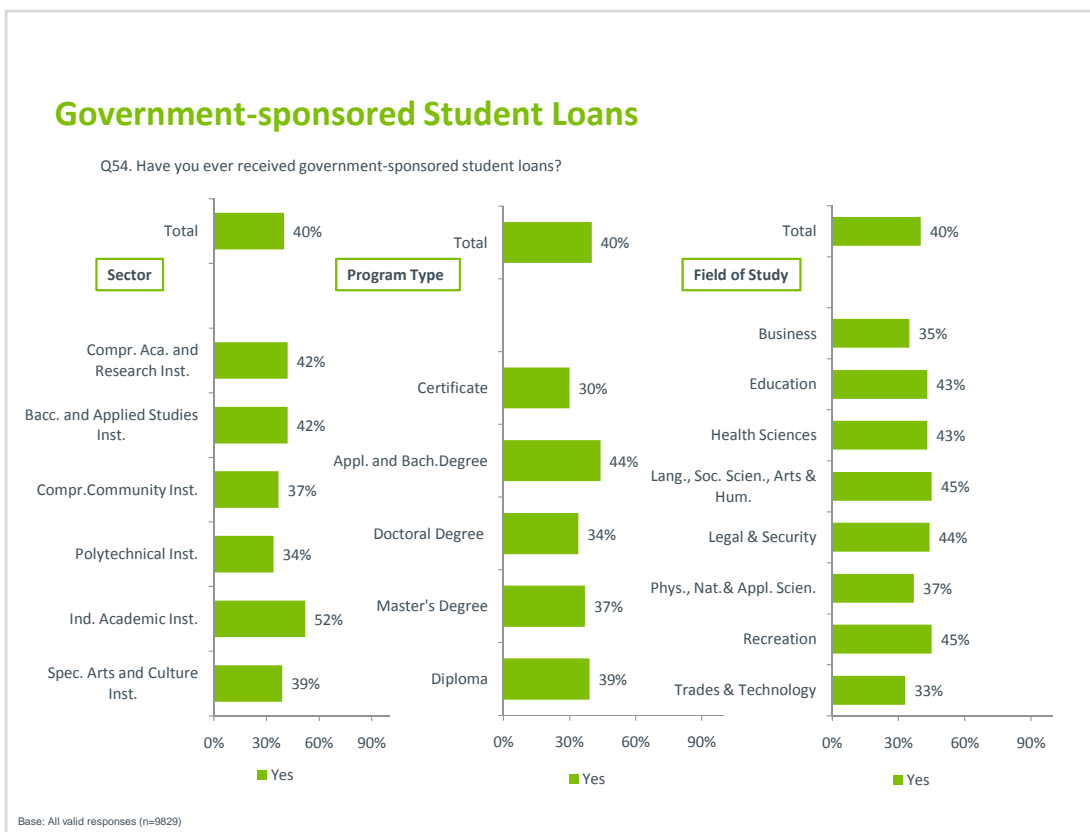
While the percentage of graduates who received loans has declined somewhat from the previous survey cycle, the amount borrowed increased.

Four in ten graduates (40%) indicated receiving government student loans, compared to 43% in the previous class surveyed.

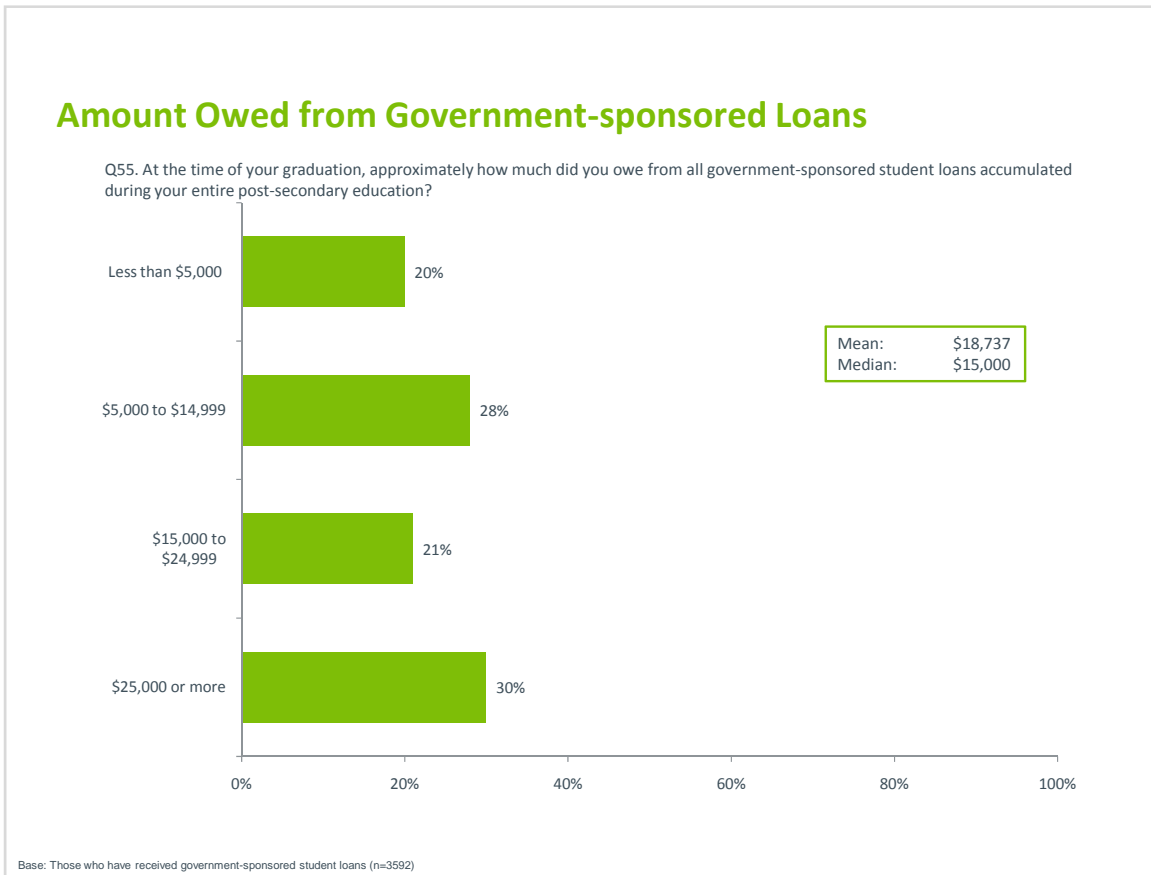
Among graduates of Independent Academic Institutions, a total of 52% obtained government loans, the highest percentage of all groups. Those who graduated from Polytechnical Institutions were the least likely to have received government loans (34%).

Graduates who received an Applied or Bachelor Degree were the most likely to have government student loans (44%), while only three in ten Certificate graduates obtained government student loans.

There are some slight variations across fields of study in the use of government-sponsored student loans. Graduates from Business or Trades and Technology programs were less likely than graduates from other programs to have received these types of loans.

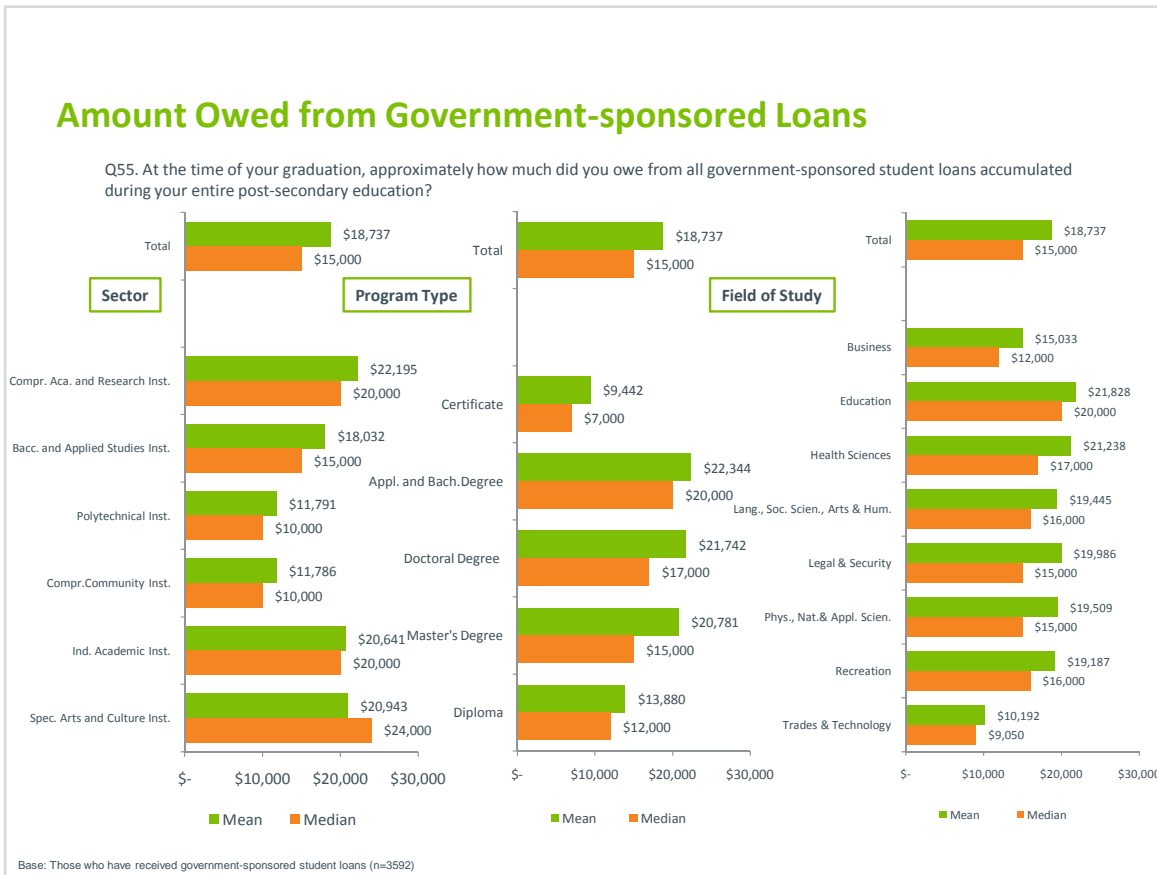


The average loan amount from government sources for the class of 2007-08 was \$18,737, compared to almost two-thousand dollars less among the 2005-2006 cohort (\$16,824). The amounts borrowed varied significantly, with one in five receiving less than \$5,000; three in ten (28%) receiving between \$5,000 and \$14,999; one in five (21%) between \$15,000 and \$24,999 and three in ten receiving \$25,000 or more in government loans.



The average loan amount was highest – more than \$20,000 – among graduates of Comprehensive Academic Research Institutions, Independent Academic Institutions and Specialized Arts and Culture Institutions; those attaining a degree (Applied or Bachelor Degrees, Doctoral or Master’s Degrees); and in the fields of Education and Health and Sciences. Those in Trades and Technology programs (receiving most likely a Certificate or Diploma, rather than a Degree, from a Community College) had the lowest average loans.

Those in Trades and Technologies had the lowest average amount of government loans, but were also less likely to have government-sponsored loans. At the same time, they were also less likely than others to have worked throughout school. This may be because of the relatively shorter and lower cost of these programs, as well as to the nature of these programs as they are likely to have a apprenticeship component (paid or unpaid).



Non-government Sources of Financing

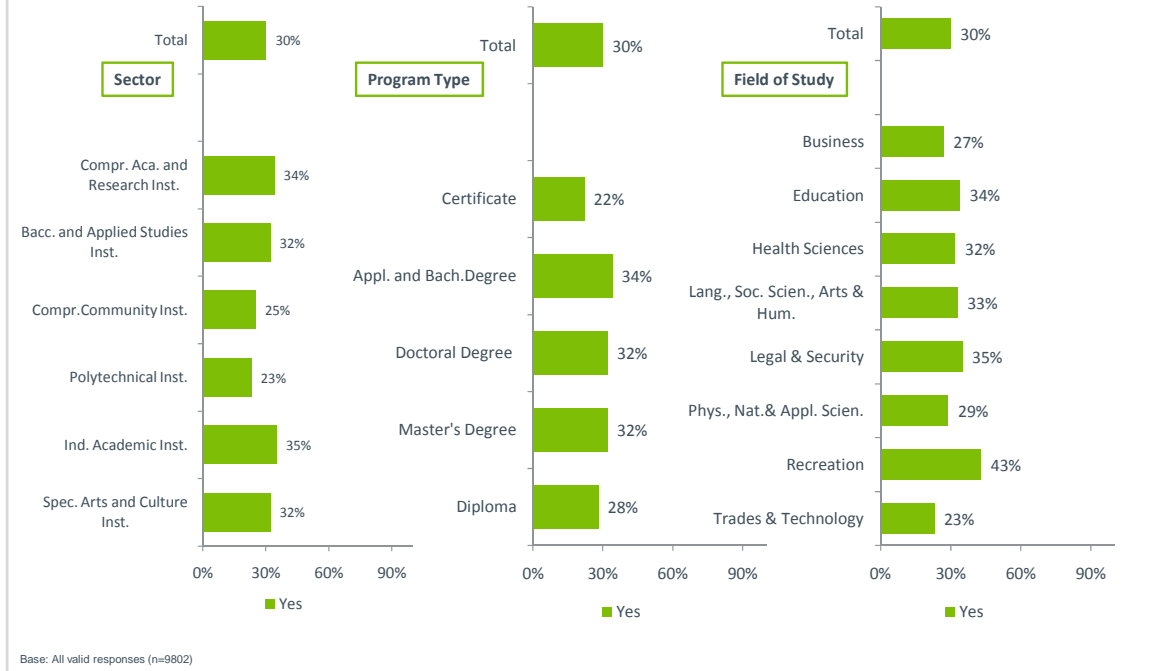
Three in ten graduates had other sources of financing such as bank loans, credit lines, credit cards or loans from other people. This proportion is unchanged from the last survey cycle of this research (31% among 2005 – 2006 graduates). The average amount received in these types of student loans was also virtually unchanged.

Graduates from shorter-term courses were least likely to have used non-government sources of financing. This includes graduates from Certificate or Diploma programs, where the shorter program length is typically associated with lower tuition fees, and graduates from Trades and Technology programs, where learners are often sponsored by their employer to attend the classroom portion of technical training.

Graduates of programs that lead to degrees, in particular those in Recreation programs, were most likely to have received non-government financial assistance.

Non-government Loans

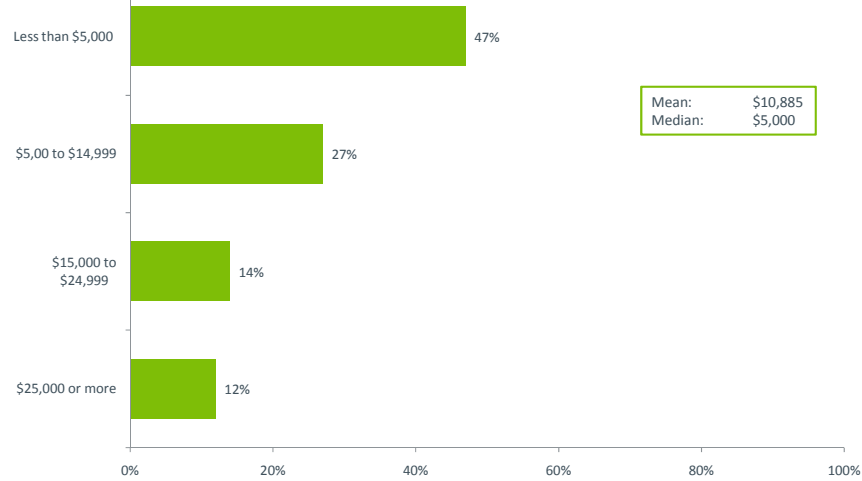
Q58. Have you ever received non-government sources of financing for education-related expenses (i.e. bank loans, credit cards, credit lines, loans from relatives, etc.)?



Non-government loans averaged \$10,885 (compared to \$10,632 in the previous survey cycle). The highest debt from such loans were amassed by those graduating from Comprehensive Academic and Research Institutions (\$12,982), those who received a Bachelor (\$13,245) or Doctoral Degree (\$18,926) and in the fields of Legal and Security (\$21,750) and Health Sciences (\$18,126).

Amount Owed from Non-government Loans

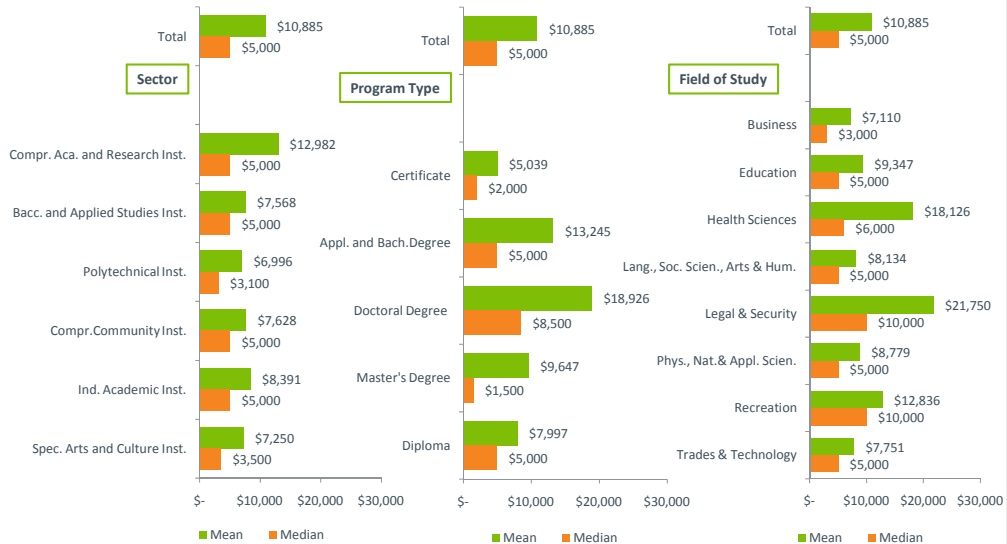
Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?



Base: Those who have received non-government loans (n=2671)

Amount Owed from Non-government Loans

Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?



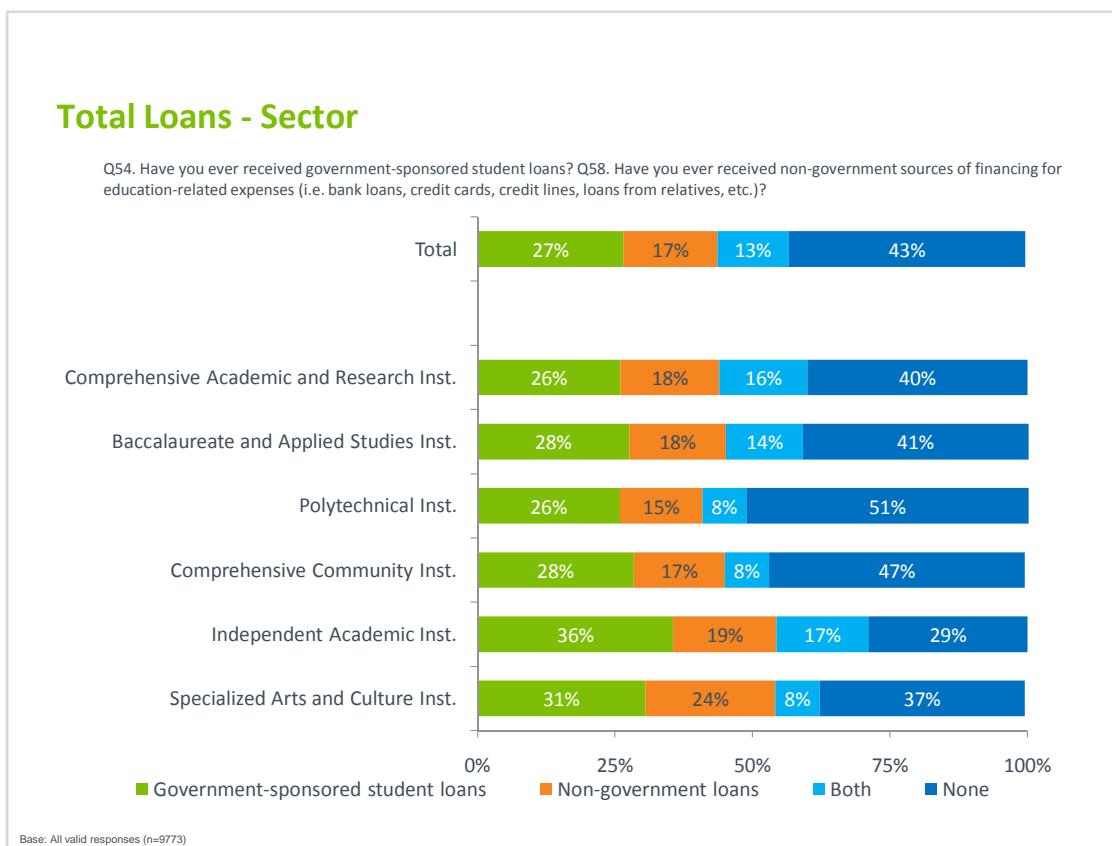
Base: Those who have received non-government loans (n=2671)

Loans - Combined

More than half of all graduates received some form of loan throughout their study period.

While 43% did not carry any debt (compared to 40% in the previous survey), 13% received both government and non-government loans. In addition, about one quarter (27%) received only government loans while 17% received only non-government loans.

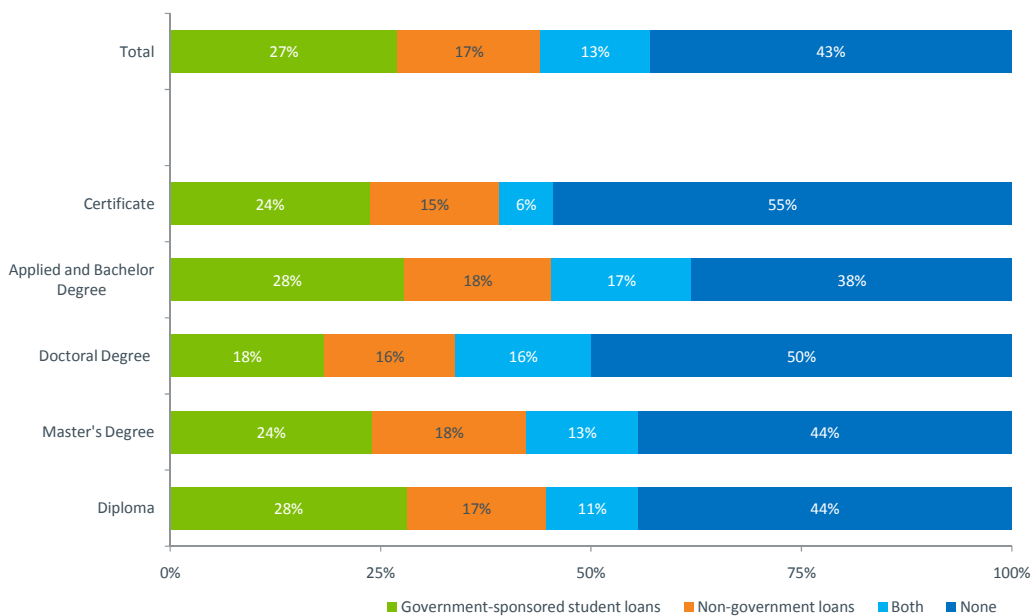
Graduates of Independent Academic Institutions (71%) were most likely to have received any type of loans, particularly government-sponsored student loans (36%). In comparison, graduates of Polytechnical and Comprehensive Community Institutions were least likely to require student loans. Among those who did, they tended to receive either government or non-government loans rather than both types.



Graduates of a Certificate program were less likely to have received any type of student loans, while those who graduated with an Applied or Bachelor Degree were the most likely to have had student loans.

Total Loans –Program Type

Q54. Have you ever received government-sponsored student loans? Q58. Have you ever received non-government sources of financing for education-related expenses (i.e. bank loans, credit cards, credit lines, loans from relatives, etc.)?

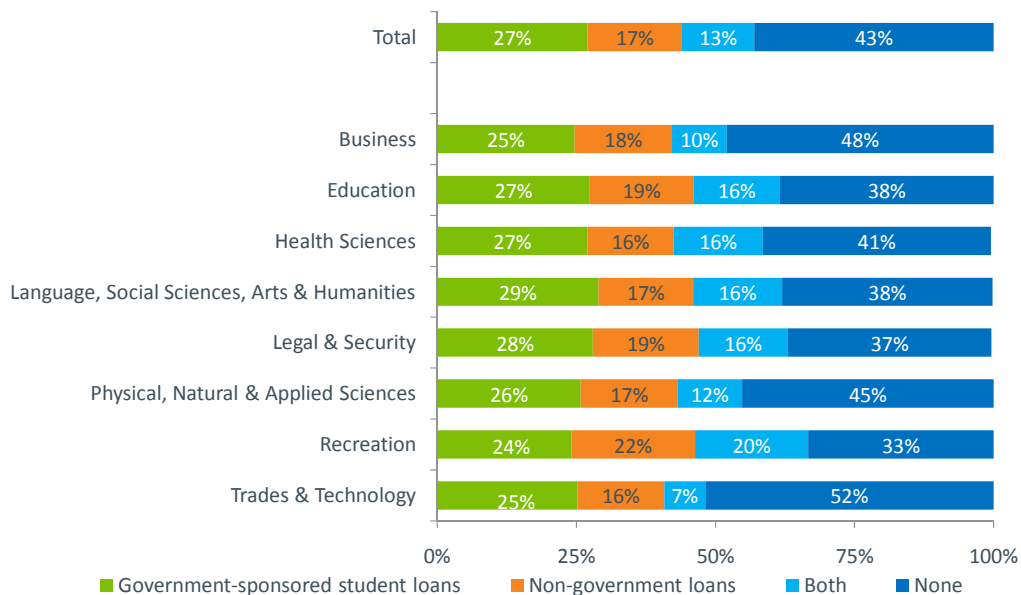


Base: All valid responses (n=9773)

By field of study, the number of graduates who received government loans was similar across groups. Among those who had only non-government loans or both types, graduates in the Recreation field differed – a total of 22% in this group had non-government loans while in school, and 20% had both types. Graduates of Trades and Technology programs were the least likely to have any type of loan.

Total Loans – Field of Study

Q54. Have you ever received government-sponsored student loans? Q58. Have you ever received non-government sources of financing for education-related expenses (i.e. bank loans, credit cards, credit lines, loans from relatives, etc.)?

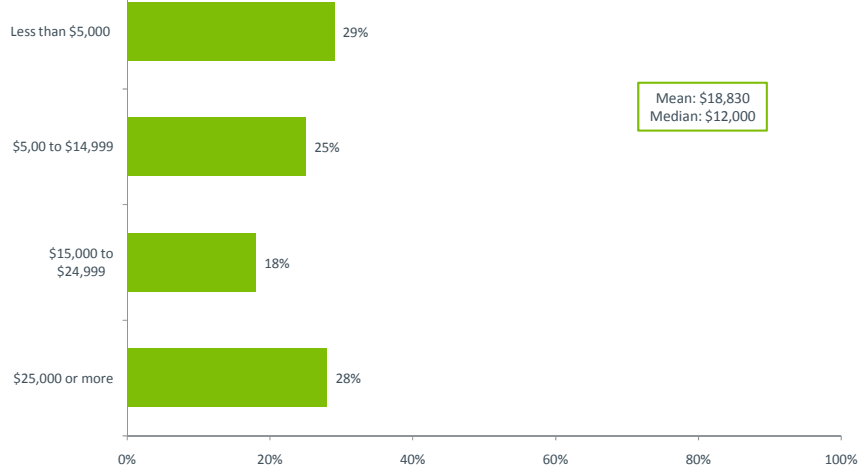


Base: All valid responses (n=9773)

Graduates’ median total debt upon graduation was \$18,830, with three in ten having a debt load of \$5,000 or less (29%) and the same proportion having debt of \$25,000 or more (28%). Those who graduated with a Doctoral Degree or from a Health Sciences or Legal and Security program had the highest debt levels.

Total Debt at Time of Graduation

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? Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?



Base: Those who have received some form of loans (n=5041)

Total Debt at Time of Graduation

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? Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?

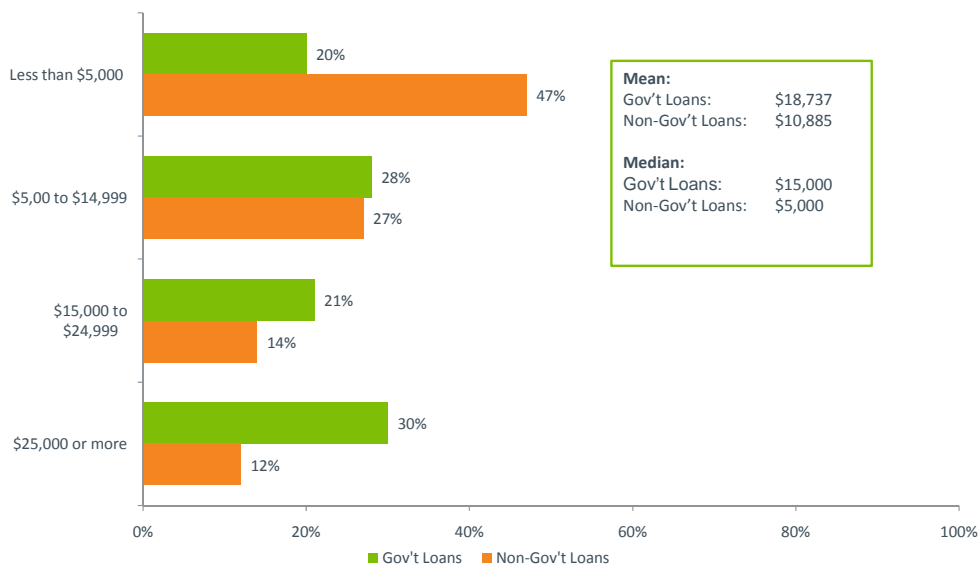


Base: Those who have received some form of loans (n=5041)

Amount Owed from Loans: Government versus Non-Government

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?

Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?



Base: Those who have received government-sponsored student loans (n=3592)

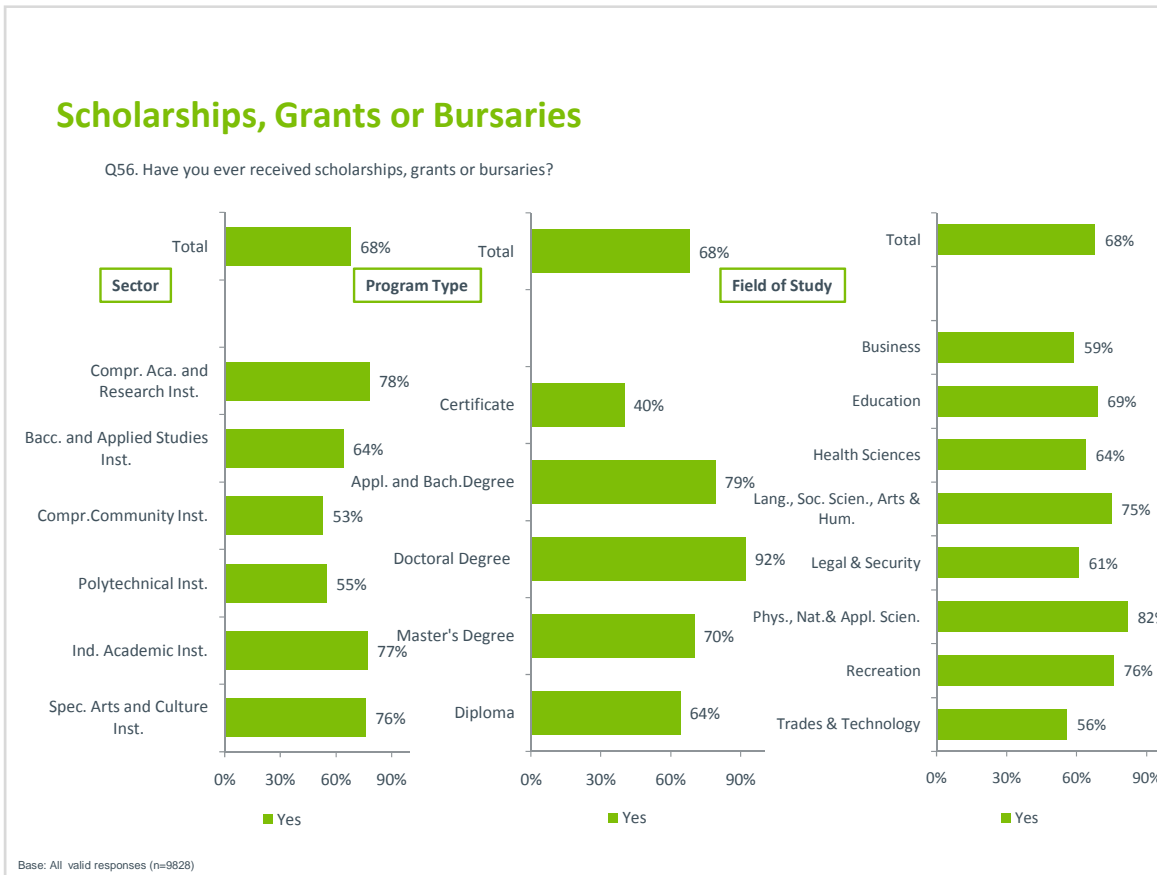
Scholarships, Grants or Bursaries

Besides loans, many graduates financed a portion of their studies through scholarships, grants or bursaries. Close to seven in ten (68% - compared to 66% found in the previous study) received some type of financial assistance that was not a loan.

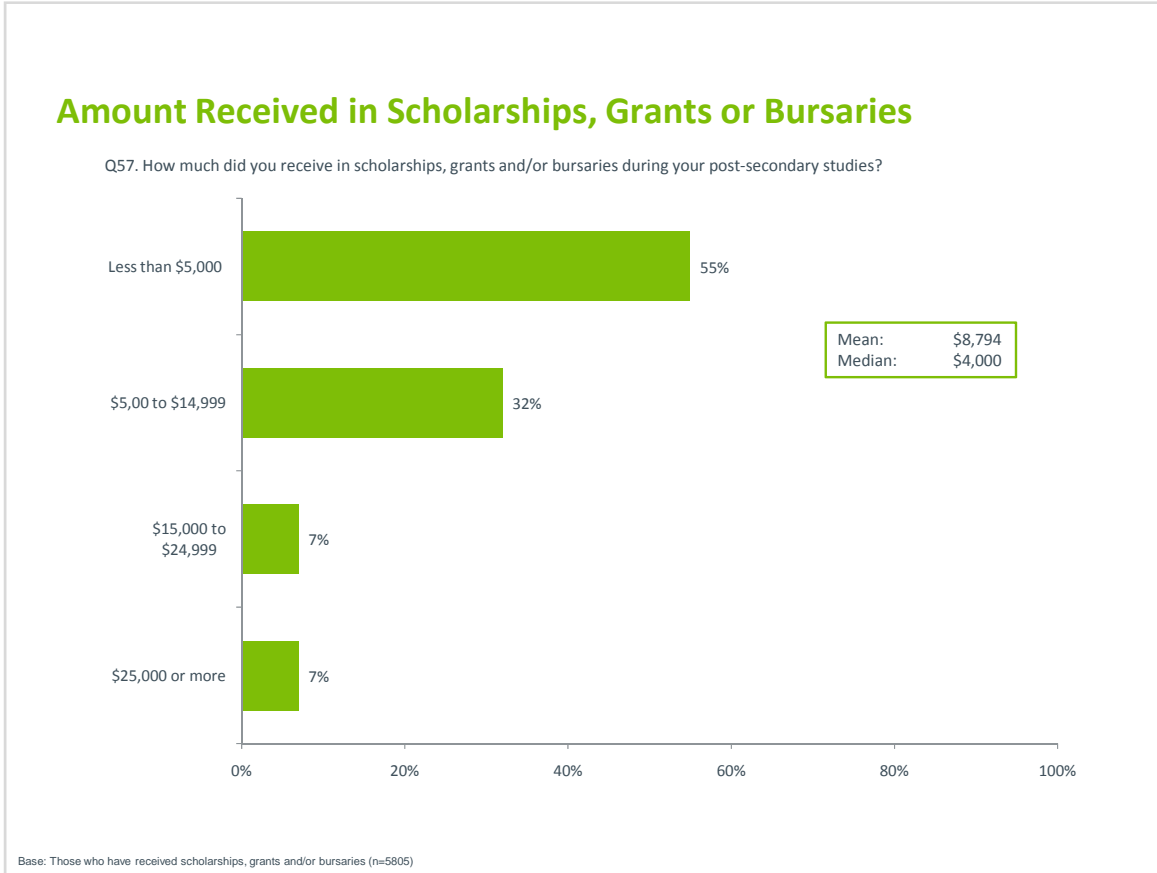
Graduates of Comprehensive Academic and Research Institutions (78%), Independent Academic Institutions (77%) and Specialized Arts and Culture Institutions (76%) were the most likely to have received a scholarship, grant or bursary while in school.

There was variation among program types. While virtually all post-graduate graduates who received a Doctoral Degree (92%) received scholarships, bursaries or grants, this number is less than half (40%) among those who worked towards a Certificate.

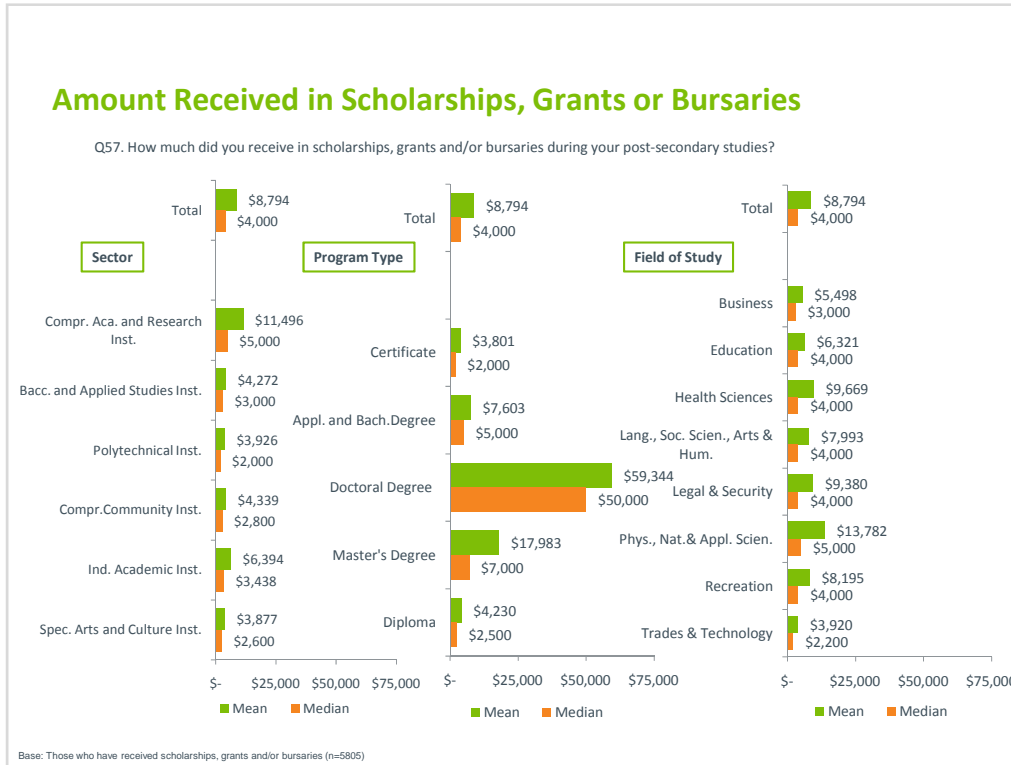
Also, most likely to have received a scholarship, grant or bursary were graduates of Physical, Natural and Applied Sciences (82%), Recreation (76%) and Languages, Social Sciences, Arts, and Humanities (75%).



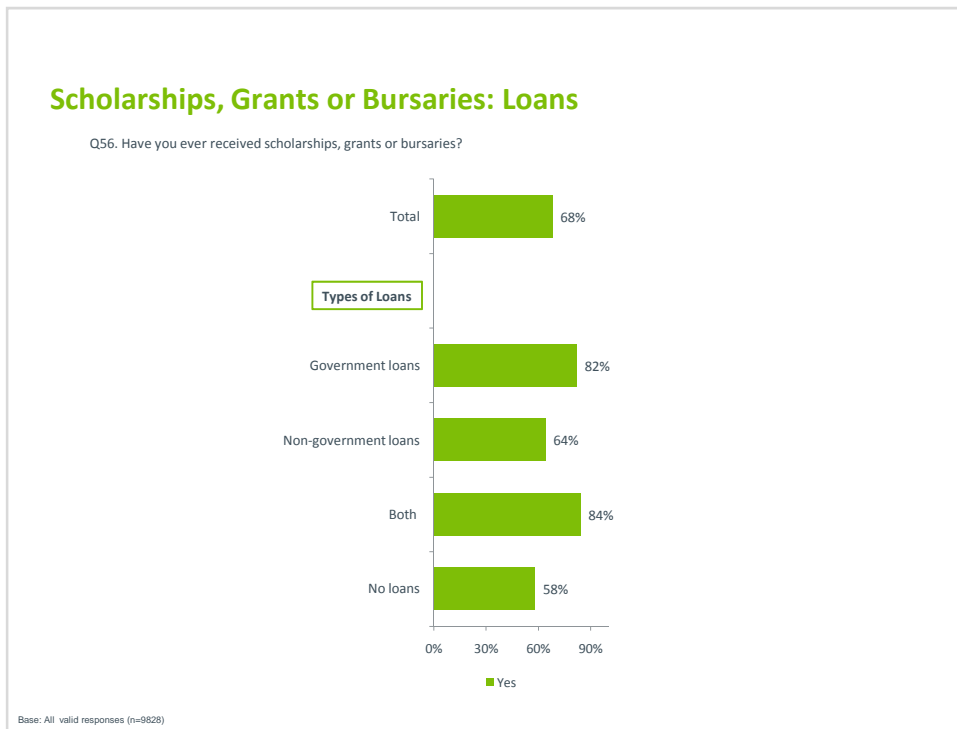
The average amount received in these types of financial help by this cohort was \$8,794. Scholarships, bursaries and grants were most likely to have been distributed in smaller amounts: 55% of recipients reported receiving \$5,000 or less, a third (32%) between \$5,000 and \$14,999, while 14% received a higher amount.



Doctoral graduates received the largest amount of funding from scholarships, grants or bursaries these sources (close to \$60,000 on average), while those who graduated from a Certificate or Diploma program received the smallest amounts (\$3,801 and \$4,230 respectively).



Recipients of scholarships, grants or bursaries disproportionately where those who had also received government student loans (82%) or both government and non-government loans (84%), compared to those who did not have loans (58%) or those who only had non-government loans (64%).



Section D: Transitions

This section of the report discusses findings from questions on all matters of transition: from transitioning from high school to post-secondary studies to transitioning after completion of their program. Another transition discussed is one within the post-secondary program: from the traditional learning channel (i.e. the class room) to the use of online or distance learning.

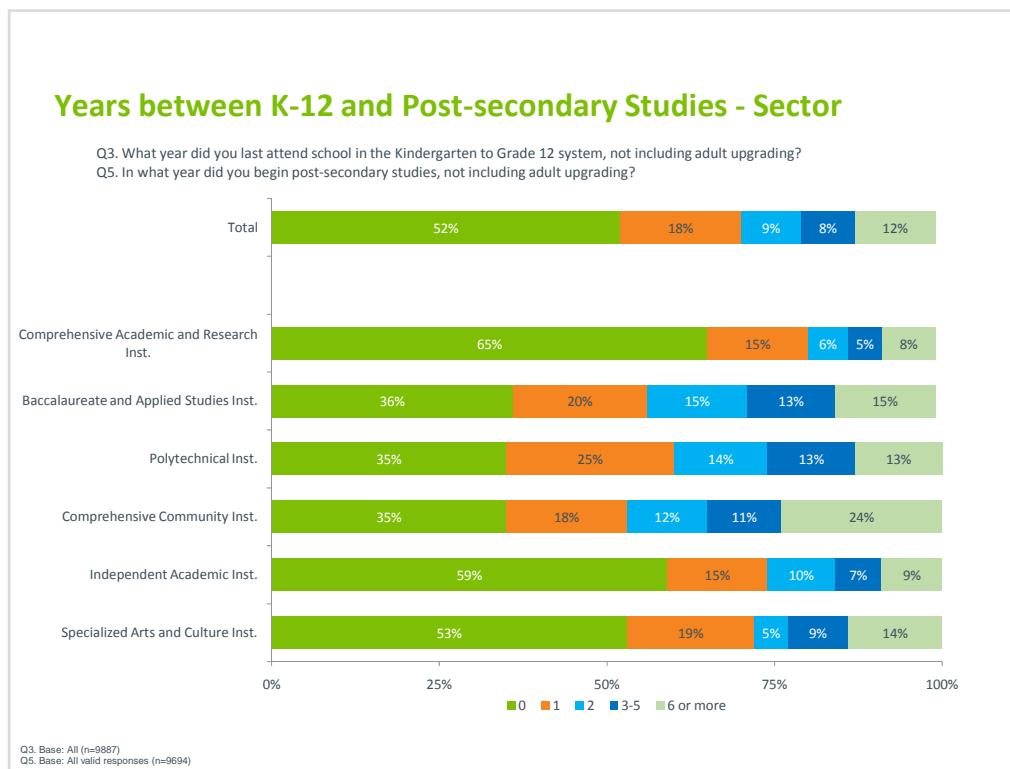
From High School to Post-secondary Studies

Time Between High School and Entering Most Recent Post-secondary Program

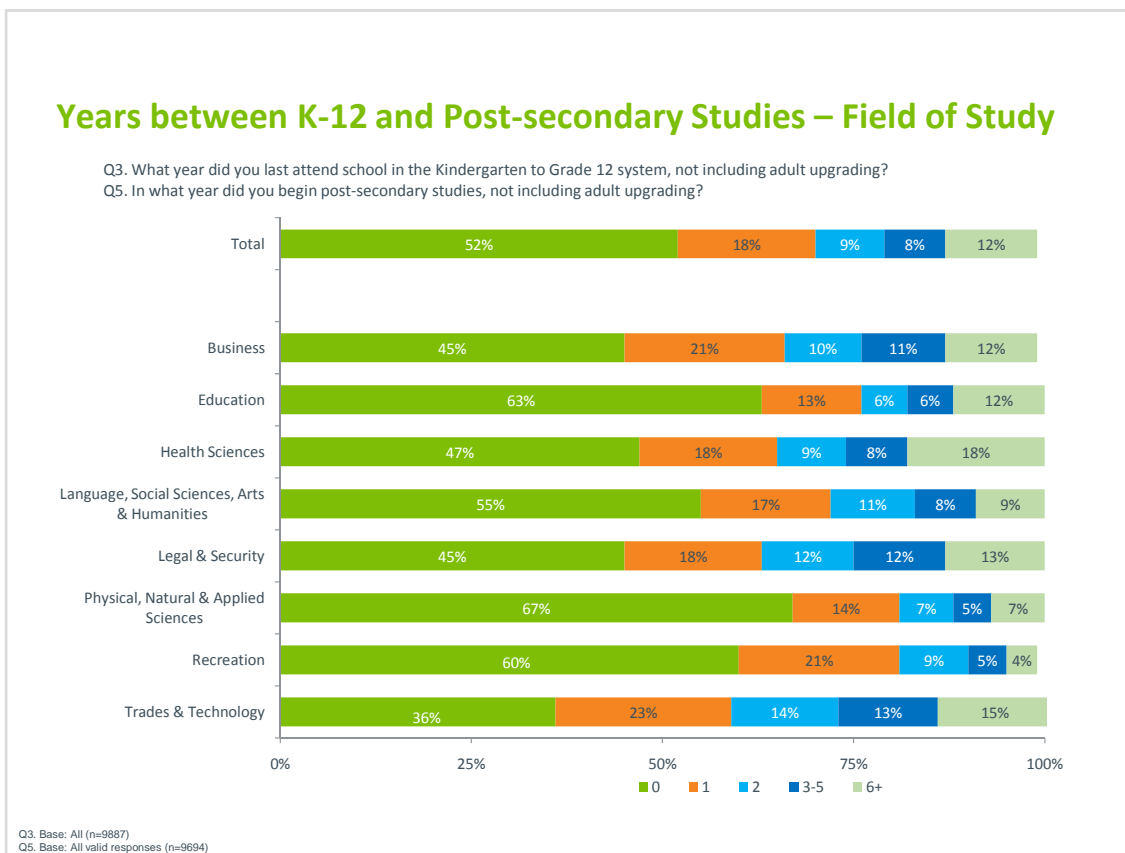
Consistent with results from the last survey cycle, the majority of graduates transitioned to post-secondary studies within a year of graduating from high school.

Half of all graduates (52%) entered their program directly from high school, while one in five (18%) waited one year. Almost one in ten waited two years (9%) or between three and five years (8%). The remainder (12%) entered their program more than five years after high school completion.

A few differences can be noted among sectors. Graduates of Comprehensive Academic and Research Institutions (65%) were much more likely to have entered their program immediately following high school, as were those in Independent Academic Institutions (59%). On the other hand, about two thirds of those who completed a program in Baccalaureate and Applied Studies Institutions (64%), Polytechnical Institutions (65%) and Comprehensive Community Institutions (65%) did take at least a year in between. Also of note is that one quarter (24%) of graduates of Comprehensive Community Institutions took six years or more between graduating from high school and entering their program.



The nuances observed among the different types of Institutions were also seen when looking at the Fields of Study. Those in Physical, Natural and Applied Sciences (67%), Education (63%), Recreation (60%) and Languages, Social Sciences, Arts, and Humanities (55%) were least likely to have taken any time between high school and post-secondary education. Graduates from Trades and Technology were most likely to have taken some time after high school, before enrolling in post-secondary studies.

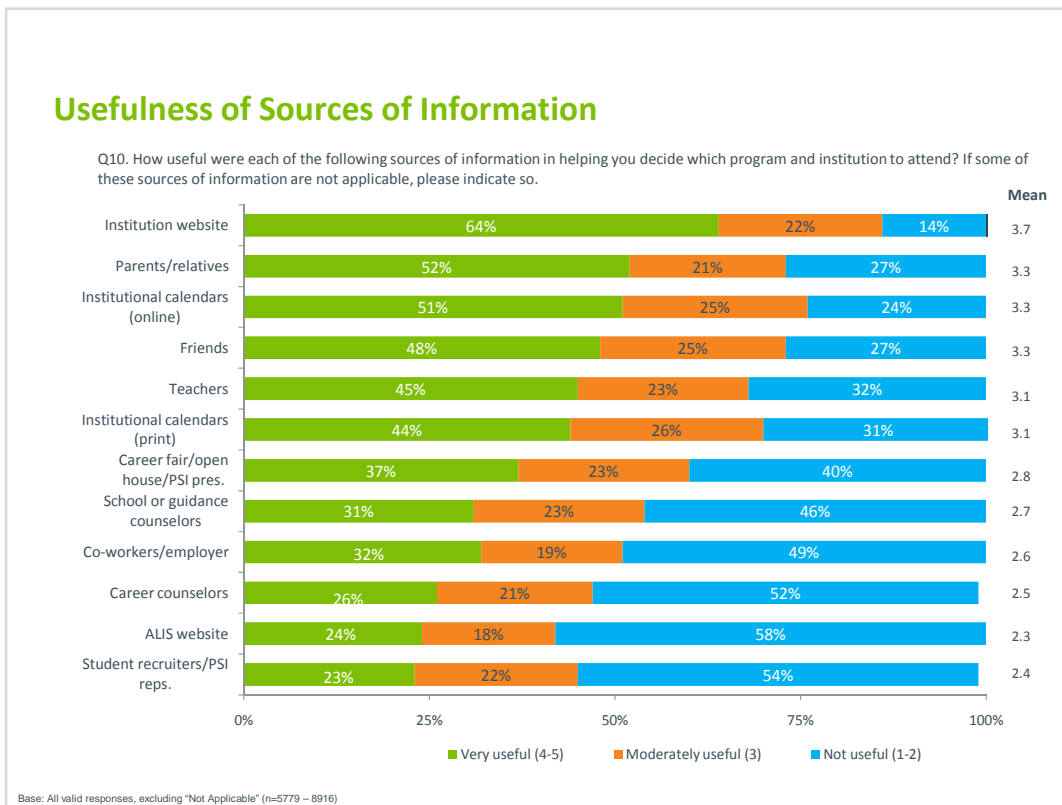


Preparing for Post-secondary Education: Information Sources

Online resources and people close to the graduates were seen as the most valuable sources of information consulted when deciding which program and institution to choose for post-secondary education.

Among those who used them, individual institutional websites were seen as the most valuable among the information sources tested (mean score of 3.7 out of a possible 5), followed by parents or other relatives (3.3). Online institutional calendars were also seen as quite useful (3.3) – more so than their paper counterparts (3.1). Friends (3.3) and teachers (3.1) were other people who were seen as having valuable input into the decision-making process.

Four of the sources tested were not considered useful by about half of those who consulted them: people at work (co-workers or employers – 49% said they were not useful, mean of 2.6), career counselors (52%; 2.5), student recruiters or representatives from the post-secondary institutions (54%; 2.4) and the Alberta Learning Information Service (ALIS) website (58%; 2.3).



When looking at where graduates lived when they first applied for post-secondary studies, those who lived outside of Canada tended to give higher usefulness ratings than average to the various information sources. The exception was with parents or relatives, who ranked third overall but who ranked seventh among those who lived outside Canada. Out-of-province graduates tended to give the lowest usefulness ratings, with the exception of online resources such as institution websites and online institutional calendars for which their ratings were higher.

Information Source	Total (Means)	Residence when first applying for post-secondary studies			
		Urban Alberta	Rural Alberta	Elsewhere in Canada	Outside Canada
Institution website	3.73	3.66	3.61	3.89	4.05
Institutional calendars (online)	3.34	3.30	3.22	3.47	3.57
Parents/relatives	3.33	3.40	3.49	2.96	3.21
Friends	3.25	3.31	3.21	3.05	3.52
Teachers	3.13	3.15	3.05	2.93	3.66
Institutional calendars (print)	3.11	3.13	3.11	3.04	3.26
Career fair/open house/PSI pres.	2.84	2.92	2.90	2.40	2.94
School or guidance counselors	2.66	2.68	2.69	2.42	3.11
Co-workers/employer	2.63	2.54	2.51	2.68	3.31
Career counselors	2.48	2.53	2.46	2.21	2.91
ALIS website	2.31	2.34	2.39	1.83	2.79
Student recruiters/PSI reps.	2.38	2.38	2.35	2.23	2.85

Prior Post-secondary Experience

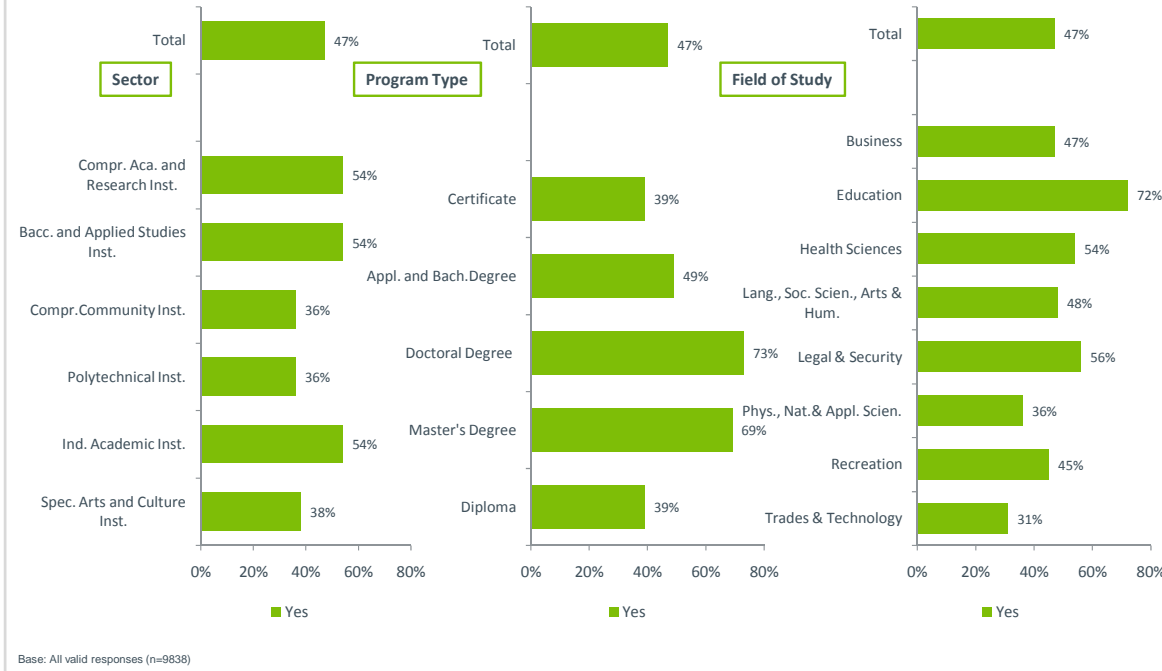
Overall, close to half (47%) of all graduates completed some post-secondary courses prior to enrolling in the most recent program they completed. More than half (54%) of graduates from Comprehensive Academic and Research Institutions, Baccalaureate and Applied Studies Institutions, and Independent Academic Institutions had post-secondary experience prior to their most recent program of study. In comparison, slightly more than a third (between 36% and 38%) of graduates from other types of Institutions had prior post-secondary experience.

Not surprisingly, graduates who obtained a Doctoral (73%) or Master’s (69%) degree were by far the most likely to have previously studied at the post-secondary level.

Less than half of graduates from the Trades and Technology (31%) and Physical, Natural and Applied Sciences (36%) had taken post-secondary courses prior to enrolling at their graduating program.

Prior Post-Secondary Courses

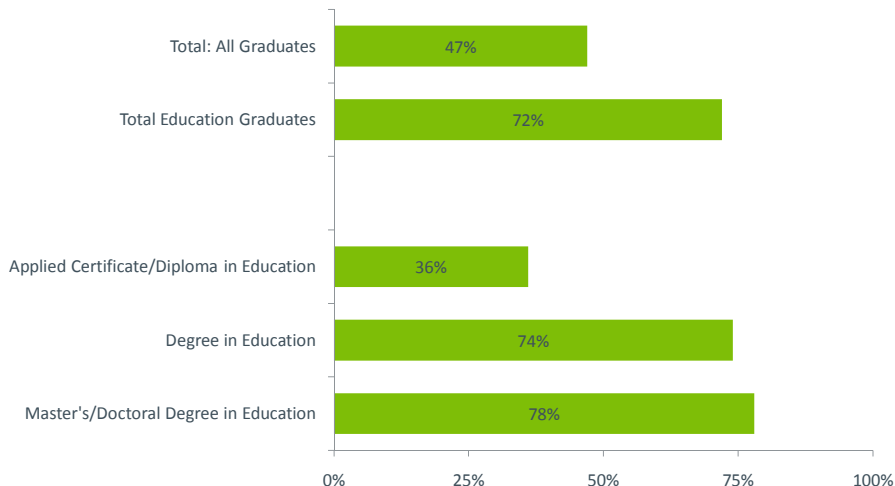
Q19. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the [program name] program at [name of institution]?



Graduates with an undergraduate degree in Education (74%) or a Master’s or Doctoral degree in Education (78%) were more likely than those who graduated with an Applied Certificate or Diploma in Education to have completed some post-secondary courses prior to enrolling in the program from which they graduated (36%).

Prior Post-Secondary Courses

Q19. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the [program name] program at [name of institution]?



Base: All valid responses (n=9838)

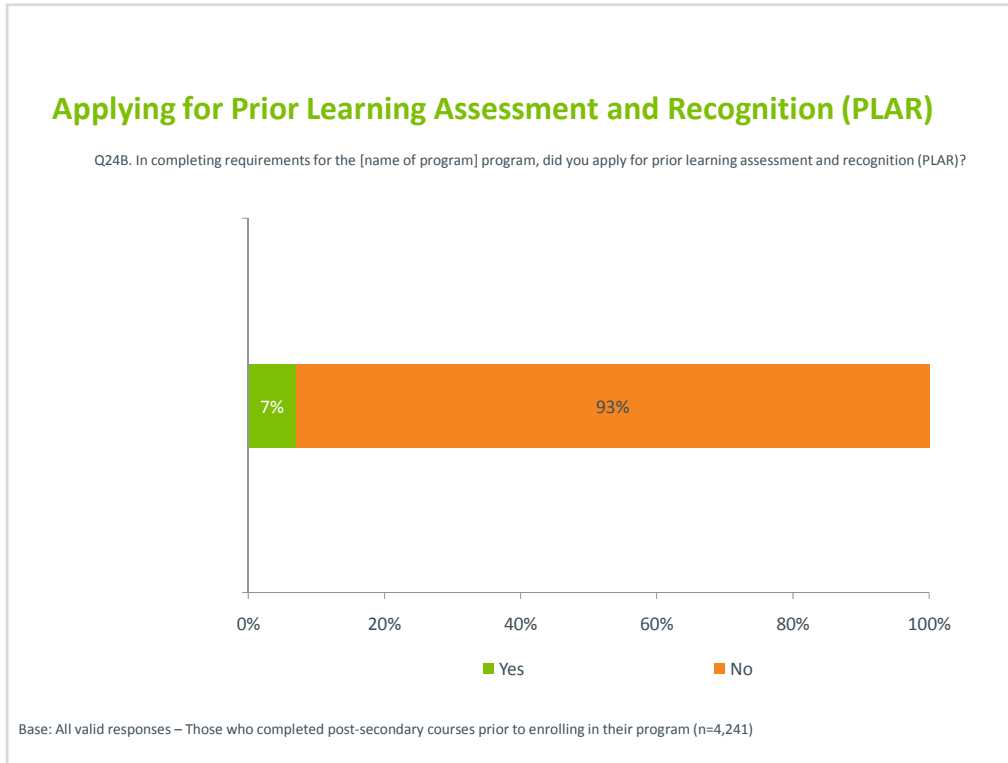
Prior Learning Assessment and Recognition (PLAR)

Advanced Education and Technology released the Prior Learning Assessment and Recognition (PLAR) Action Plan in 2008. PLAR is defined as assessing and recognizing a person’s knowledge and skills, acquired through non-formal and informal learning, in relation to a certain goal (for example, receiving credit in a post-secondary program, meeting professional licensure/certification requirements, or obtaining employment). The data included in this report are intended to generate a baseline with which to assess increased activity and demand for PLAR in the advanced education system as a result of implementing the PLAR Action Plan.

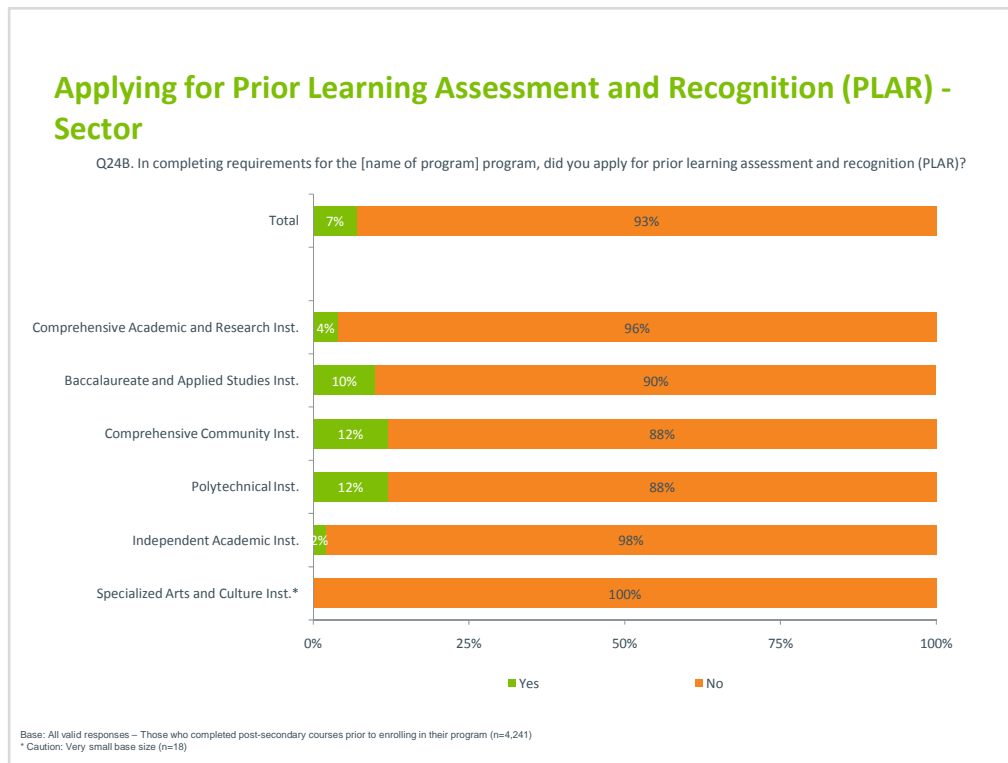
The PLAR Action Plan has resulted in a new requirement for institutions to report awarded PLAR credits through the Learner and Enrolment Reporting System. This may result in increased interest in and receptivity to expanding PLAR practices at some institutions. The ultimate goal of the PLAR Action Plan is to increase capacity for PLAR within the advanced education system, and this may potentially lead to an increased need for information about PLAR and new policies governing institutional PLAR practices.

PLAR Application Incidence

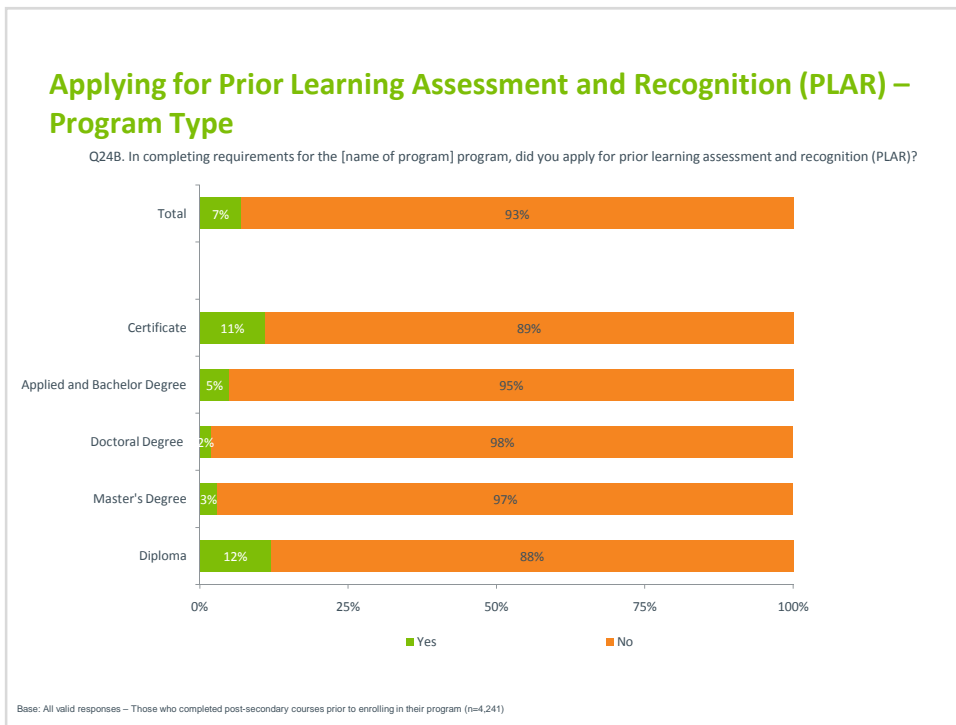
A small number of graduates applied for prior learning assessment and recognition when enrolling in their program. Of those who graduated in 2008, 7% applied for PLAR.



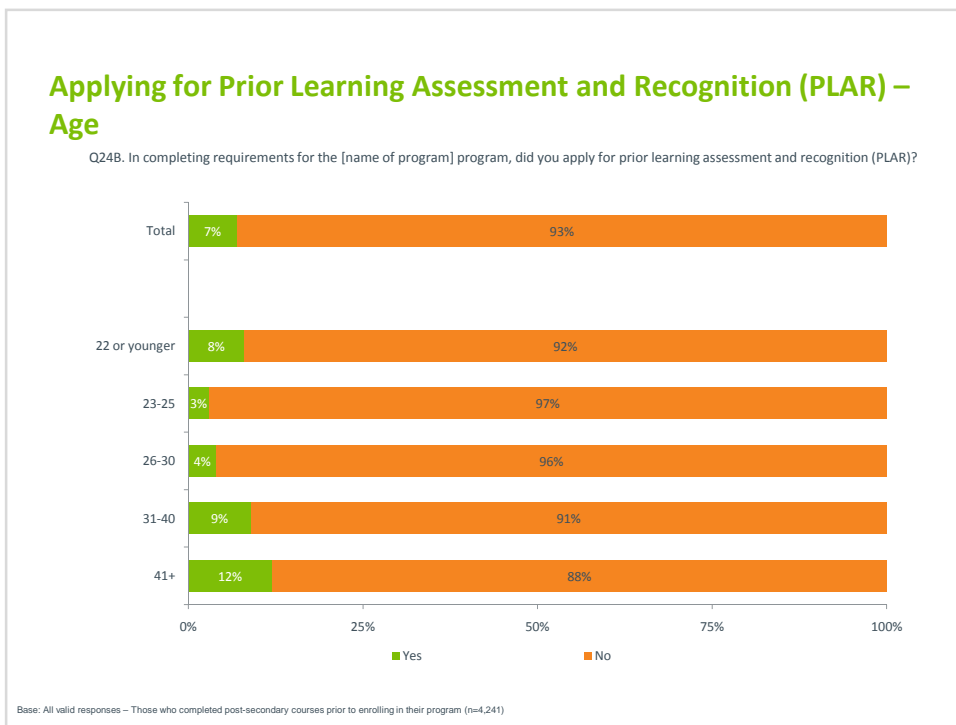
Graduates from Comprehensive Academic and Research Institutions and Independent Academic Institutions were less likely to have applied for PLAR than graduates from other types of institutions.



Graduates from a Certificate or Diploma program were more likely to have applied for PLAR than those from university degree programs (Bachelor, Master’s and Doctoral Degree).

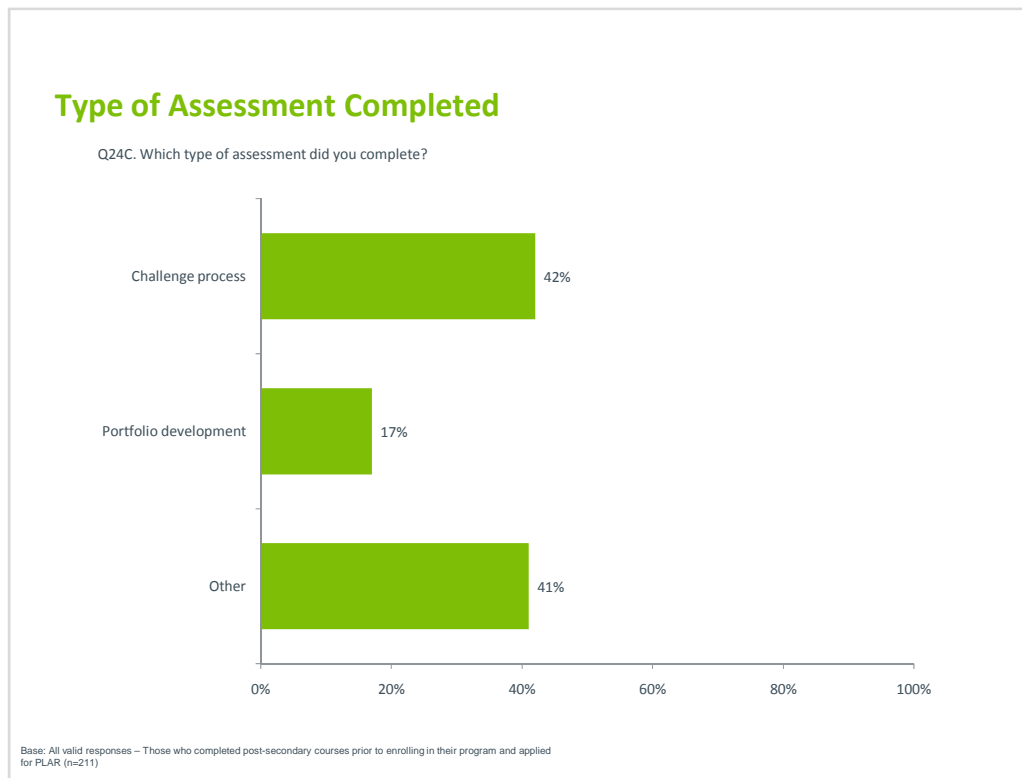


Graduates between the ages of 23 and 30, were less likely to have applied for PLAR than other older or younger graduates.



Type of Assessment Completed

Most graduates (42%) who applied for PLAR indicated completing a challenge process while fewer than one-in-five (17%) developed a portfolio. An additional 40% said they completed another type of assessment.



Graduates from Comprehensive Academic and Research Institutions who applied for PLAR were as likely to have completed a challenge process (28%) as to have developed a portfolio (31%). Graduates from other types of institutions were much more likely to have completed a challenge process than developing a portfolio-by a 5:1 ratio.

Type of Assessment - Sector	Total (n=211)	Comprehensive Academic and Research Inst. (n=78)*	Baccalaureate and Applied Studies Inst. (n=26)*	Polytechnical Inst. (n=57)*	Comprehensive Community Inst. (n=48)*	Independent Academic Inst. (n=2)**	Specialized Arts and Culture Inst. (n=0)
Challenge process	42%	28%	58%	51%	46%	n/a	-
Portfolio development	17%	31%	8%	7%	10%	n/a	-
Other	41%	41%	35%	42%	44%	n/a	-

Graduates who applied for PLAR and completed a Certificate or Diploma program were more likely to indicate having to go through a challenge process than graduates from university degree programs. Those who graduated with a Master’s Degree were more likely to mention having to complete another type of assessment. Finally, equal proportions of graduates from Applied and Bachelor degree programs indicated having to complete a challenge process (28%), portfolio development (34%) or another type of assessment (36%).

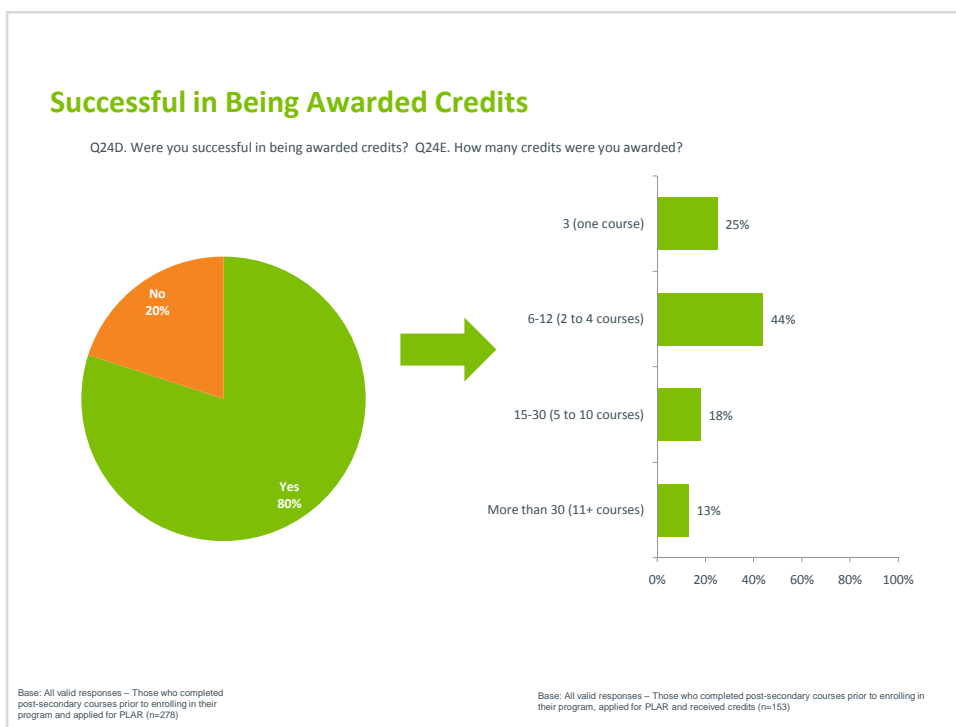
Type of Assessment – Program Type	Total (n=211)	Certificate (n=45)*	Applied and Bachelor Degree (n=68)*	Doctoral Degree (n=1)**	Master's Degree (n=19)*	Diploma (n=77)*
Challenge process	42%	58%	28%	n/a	26%	48%
Portfolio development	17%	7%	34%	n/a	11%	9%
Other	41%	36%	38%	n/a	63%	43%

There are no significant differences in the type of assessment graduates completed by age.

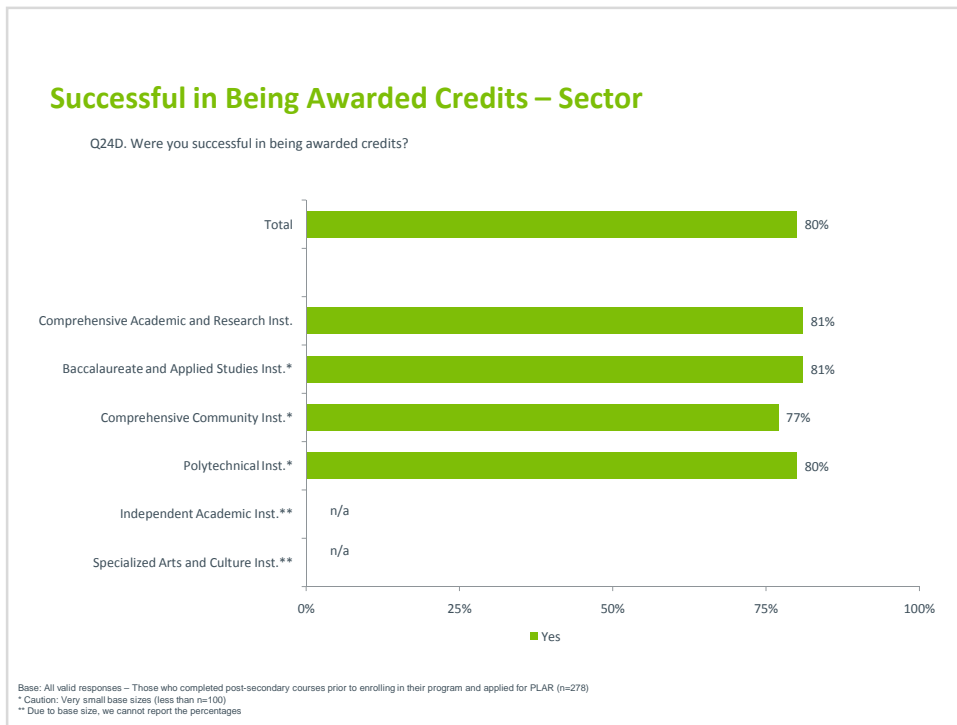
Type of Assessment – Age	Total (n=211)	22 or younger (n=7)**	23-25 (n=18)*	26-30 (n=xx)*	31-40 (n=xx)*	41+ (n=xx)*
Challenge process	42%	n/a	33%	48%	37%	42%
Portfolio development	17%	n/a	11%	14%	19%	19%
Other	41%	n/a	56%	38%	44%	39%

PLAR Application: Success Rate

Fully four in five graduates who applied for PLAR were successful in obtaining the credits they were hoping to receive. Twenty-five percent of successful PLAR applicants received credits for one course, 44% for two to four courses, one in five (18%) for five to ten courses and 13% for eleven or more courses.

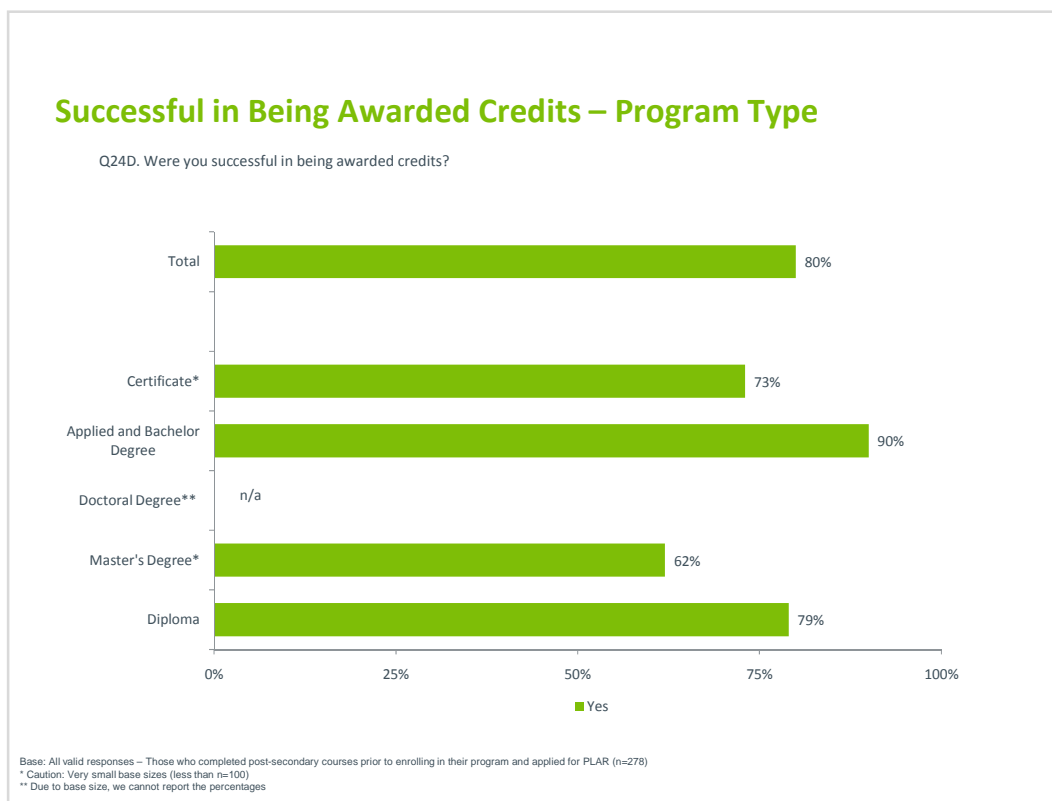


Graduates from all types of institutions were successful in obtaining credits for PLAR. However, graduates from Comprehensive Academic and Research Institutions were more likely to indicate receiving a minimum of 15 credits than those from Comprehensive Community Institutions who tended to receive fewer credits.



Number of Credits Awarded-Sector	Total (n=153)	Comprehensive Academic and Research Inst. (n=59)*	Baccalaureate and Applied Studies Inst. (n=18)*	Polytechnical Inst. (n=43)*	Comprehensive Community Inst. (n=31)*	Independent Academic Inst. (n=2)**	Specialized Arts and Culture Inst. (n=0)
3 (one course)	25%	15%	28%	30%	35%	n/a	-
6-12 (two to four courses)	44%	34%	56%	47%	52%	n/a	-
15-30 (five to ten courses)	18%	24%	17%	19%	6%	n/a	-
More than 30 (eleven or more courses)	13%	27%	-	5%	6%	n/a	-

Graduates who completed an Applied and Bachelor degree program were more likely to have received credits for PLAR than those graduates with Diploma, Certificate or Master’s Degrees. They were also more likely to have received more than 30 credits than their counterparts.



The incidence of being successfully awarded credits for PLAR, and the number of credits awarded, did not vary by the age of graduates.

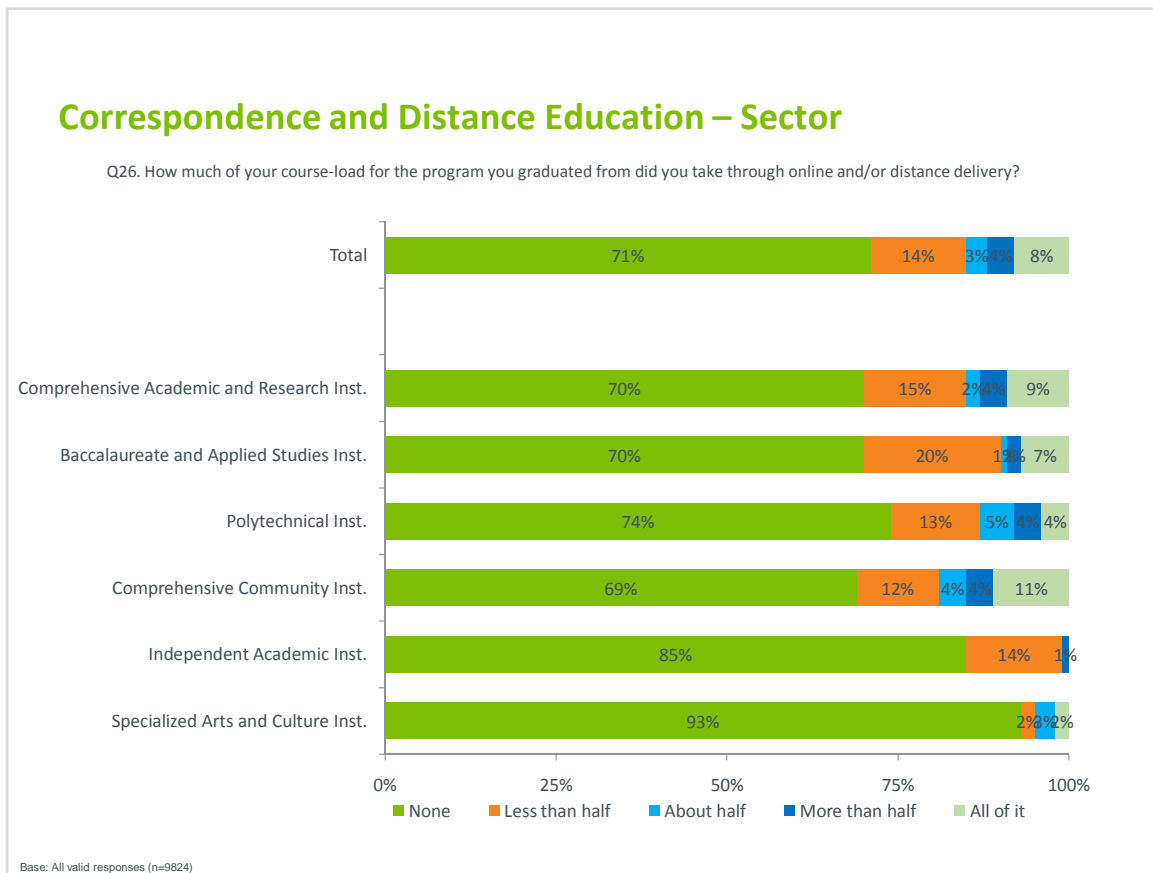
Number of Credits Awarded-Age	Total (n=153)	22 or younger (n=6)**	23-25 (n=19)*	26-30 (n=37)*	31-40 (n=38)*	41+ (n=51)*
3 (one course)	25%	n/a	26%	30%	32%	20%
6-12 (two to four courses)	44%	n/a	47%	46%	37%	49%
15-30 (five to ten courses)	18%	n/a	11%	8%	24%	20%
More than 30 (eleven or more courses)	13%	n/a	16%	16%	8%	12%

From the Classroom to Alternative Learning Channels

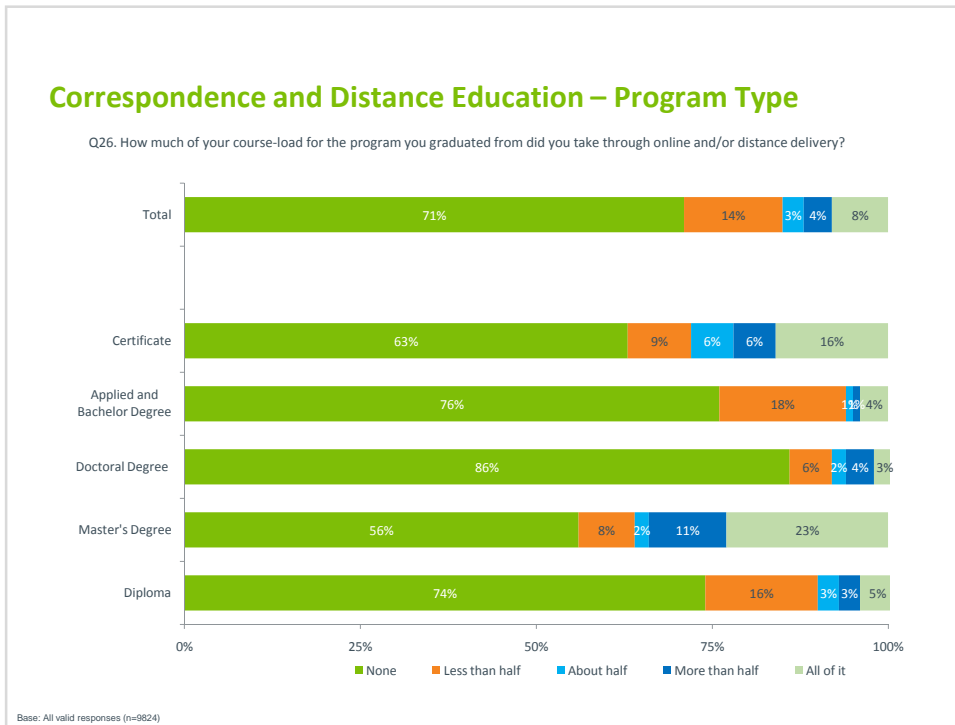
While taking courses the traditional way – in a classroom – was by far the most popular way to study, online or distance courses were taken by a number of students, especially in certain program types.

Just over one in ten graduates (12%) completed all (8%) or more than half (4%) of their courses through alternative channels, whereas 14% had done so for less than half of their course load. Meanwhile, seven in ten graduates had not taken any courses through alternative channels.

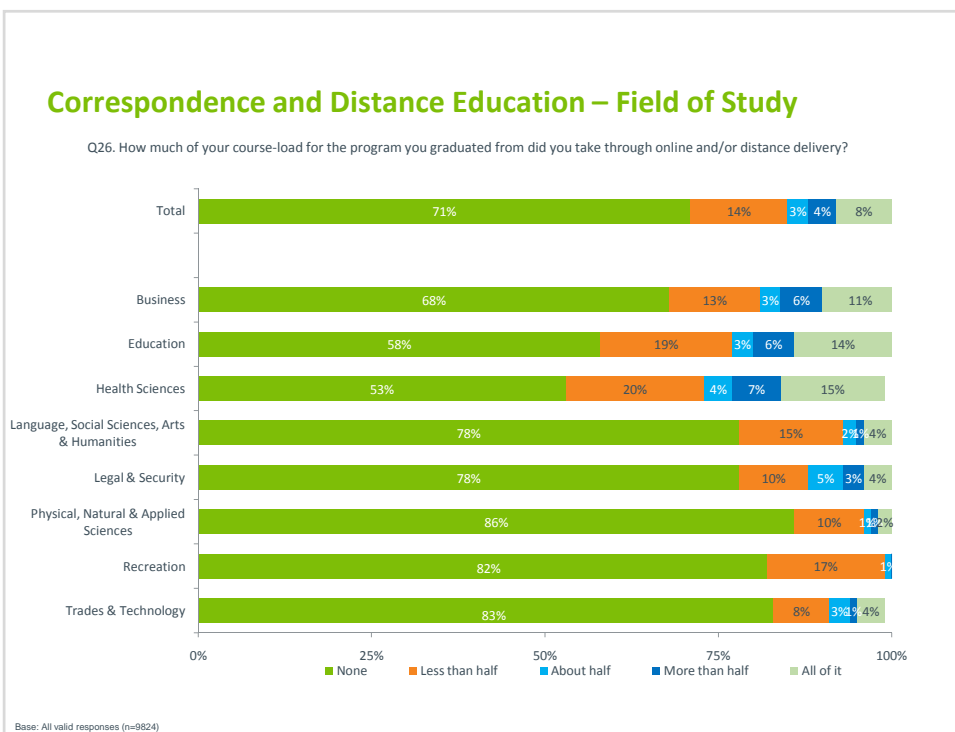
Graduates of (generally smaller) Independent Academic Institutions (85%) and Specialized Arts and Culture Institutions (93%) were most likely to have taken all of their course work in the classroom.



Graduates from Master’s Degree programs were significantly more likely than other graduates to have taken some of their course-load online or by distance. In fact, about a quarter (23%) of Master’s Degree graduates indicated taking all of their courses through alternative channels. Graduates of Education (37%) and Health Sciences (33%) programs with a Master’s Degree were the most likely to have taken all their courses online. In comparison, the majority of graduates from Doctoral Degree programs did not take any courses through alternative channels.

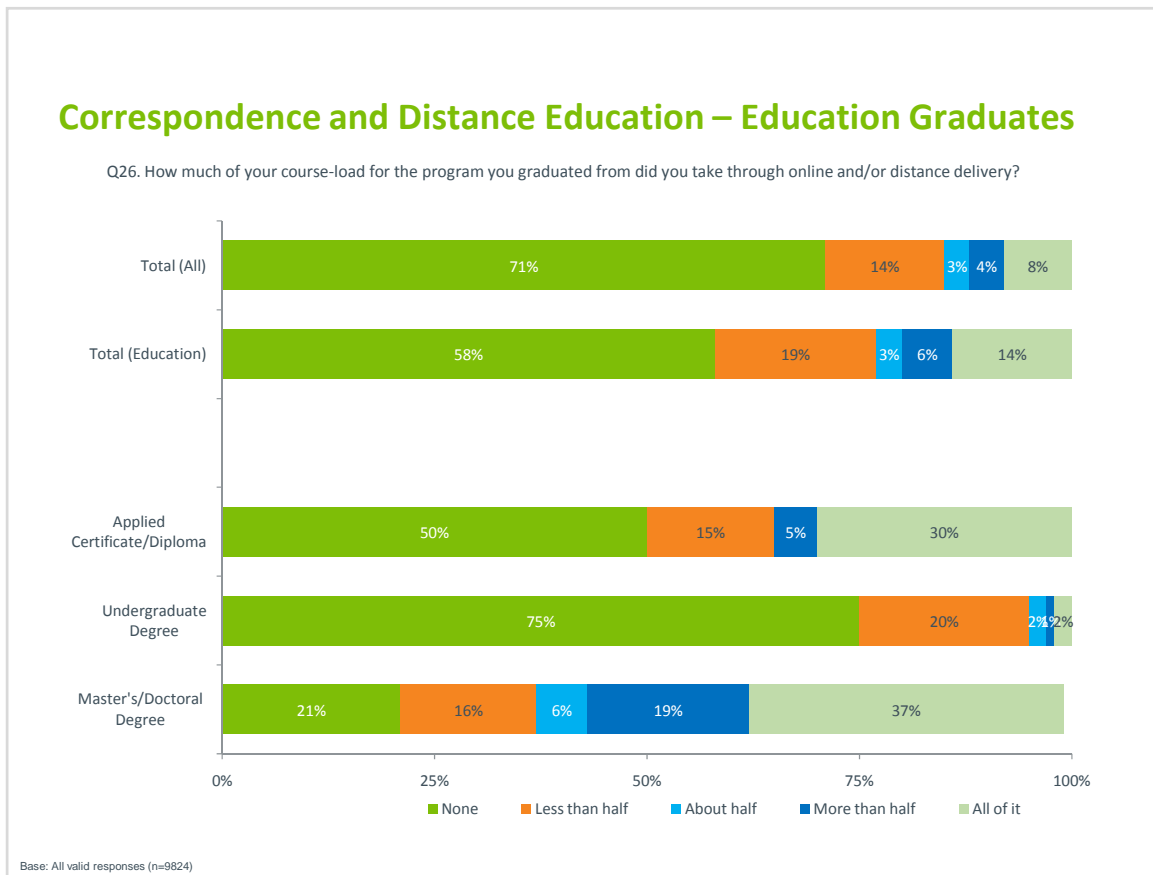


By field of study, online or distance education was the most popular among graduates of Health Sciences (47%), Education (42%), and Business (32%) programs.



Among Education graduates, only a quarter (25%) of those who graduated with an Undergraduate Degree completed courses through distance or online education, compared to half (50%) of those

with a Certificate/Diploma and almost four in five (78%) among those with a Master’s or Doctoral Degree.



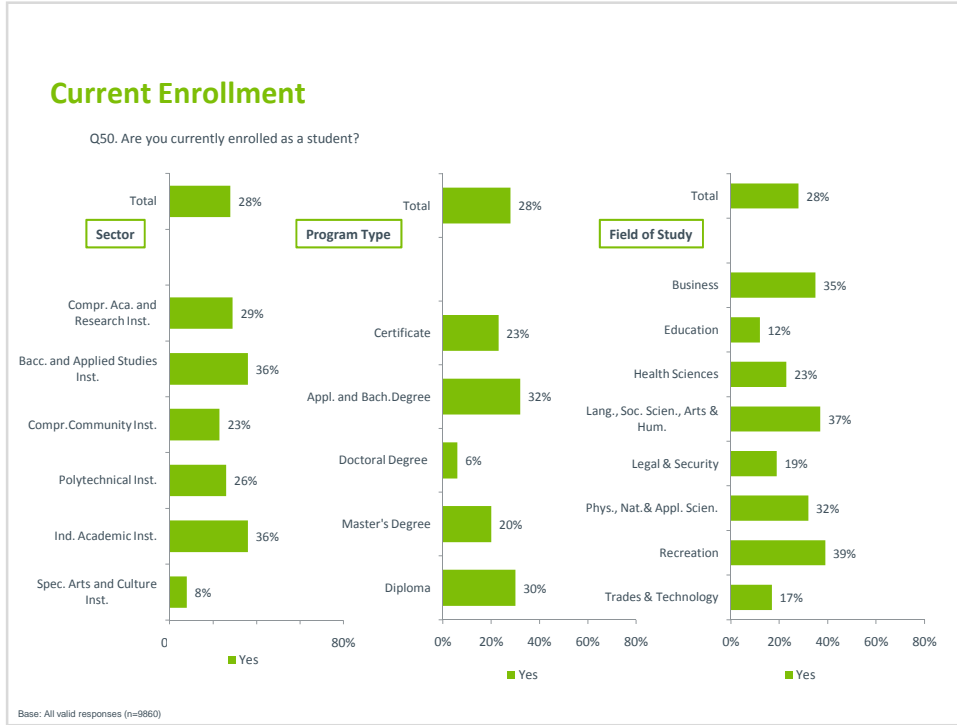
Post-Graduation: from 2008 to Today

After their 2008 graduation, not all graduates immediately entered into the work force. Three in ten (28%) re-enrolled in an educational program since then, and are currently students. Most of this group are at Alberta Universities and are enrolled full-time.

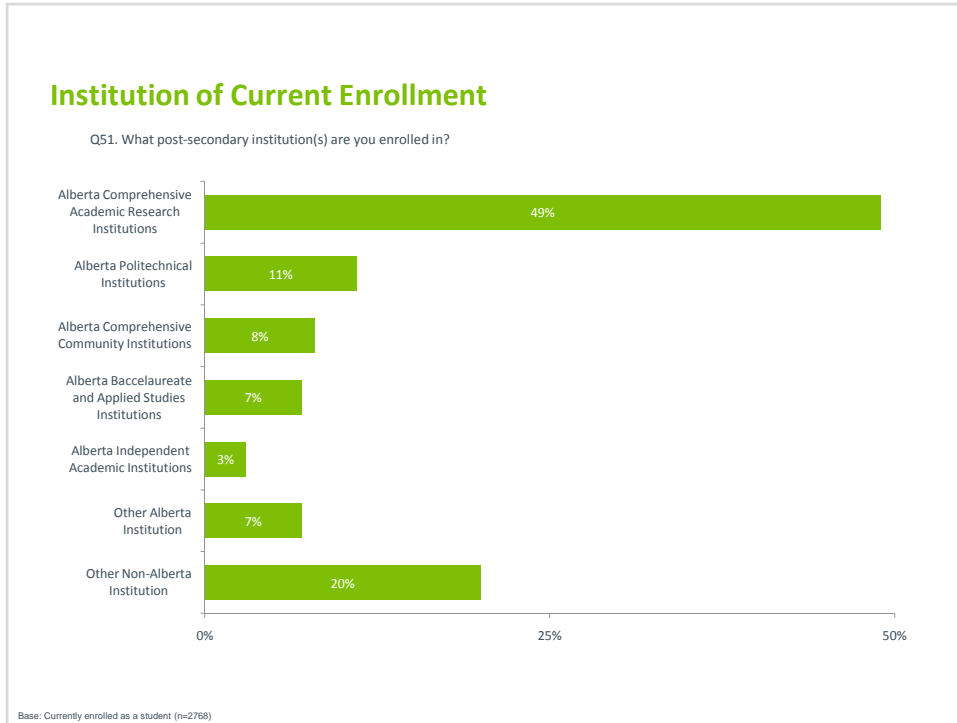
Graduates of Baccalaureate and Applied Studies Institutions and Independent Academic Institutions (both 36%) were the most likely to be studying again currently.

As would be expected, those who completed the highest levels of post-graduate work are the least likely to have re-enrolled since their 2008 graduation. Only 6% of those who attained Doctoral Degrees are currently in school, while this number is 20% among Master’s graduates.

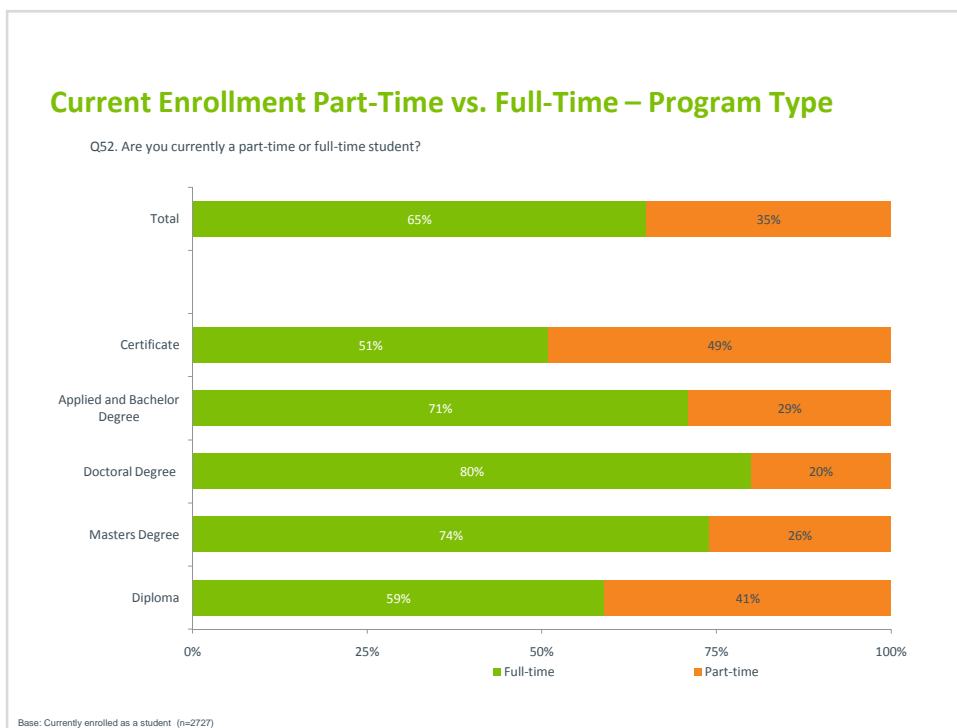
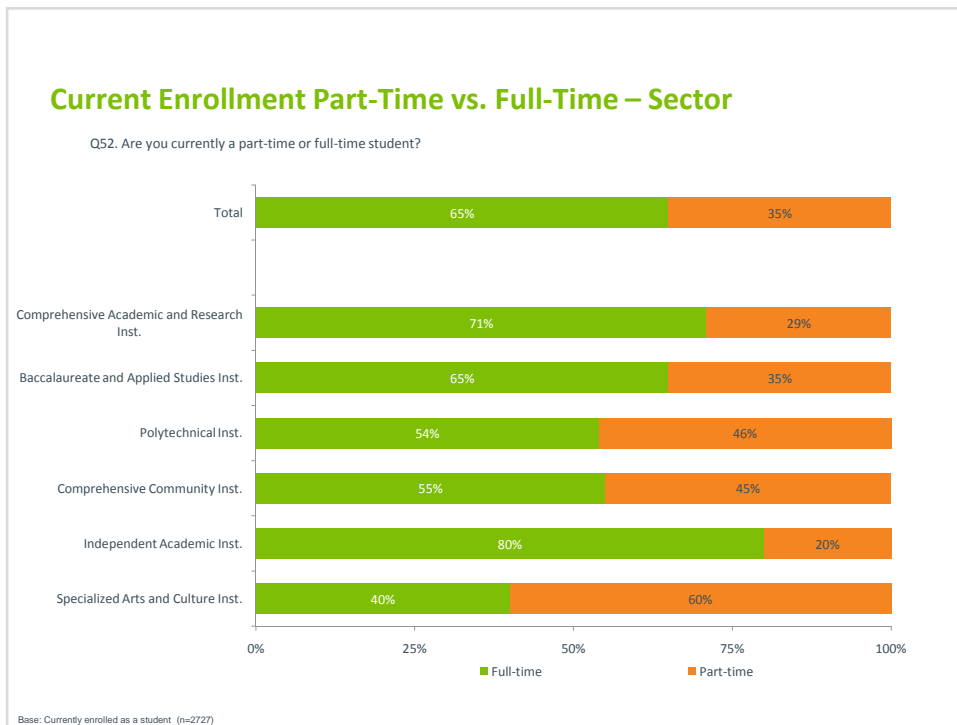
About a third of graduates from Recreation (39%), Languages, Social Sciences, Arts, and Humanities (37%), Business (35%) and Physical, Natural and Applied Sciences (32%) programs are currently once again in school. Graduates from Education programs are the least likely to have re-enrolled in further studies (12%).



Comprehensive Academic and Research Institutions in Alberta were the most popular choice of graduates to further their education. One in five opted for an institution outside of the province of Alberta.

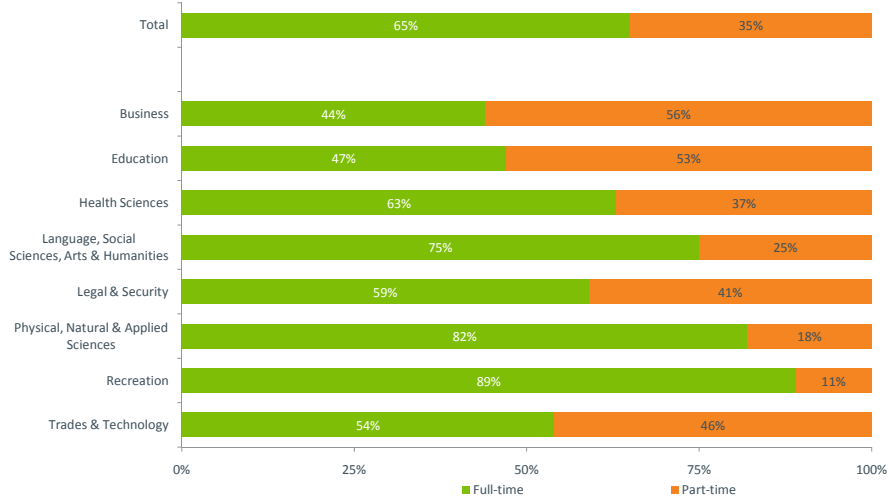


A majority of graduates are currently enrolled in school on a full-time basis (65%), particularly those completing a Degree program.



Current Enrollment Part-Time vs. Full-Time – Field of Study

Q52. Are you currently a part-time or full-time student?

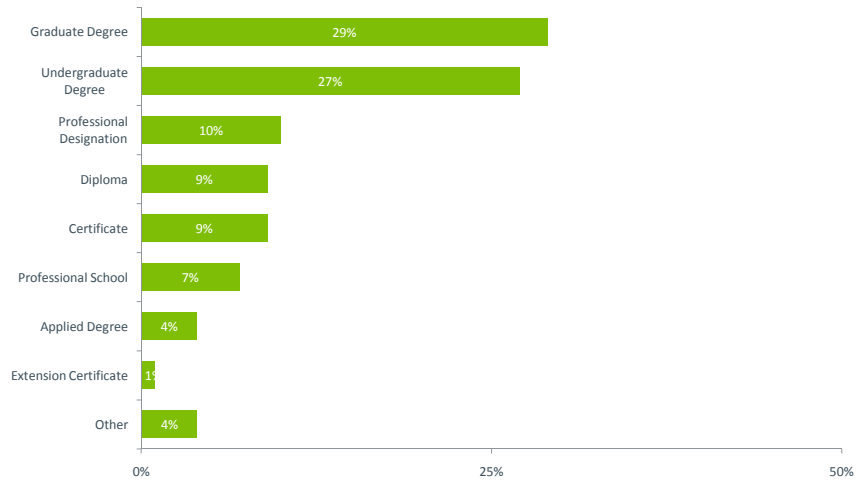


Base: Currently enrolled as a student (n=2727)

Typically, graduates who decided to further their education were aiming to obtain higher credentials. For example, fully half of those who previously graduated with a Diploma decided to go back to school to obtain an Undergraduate Degree (compared to 27% of overall graduates re-enrolled in school).

Current Studies - Credentials

Q53. Will these studies lead to a...?



Base: Currently enrolled as a student (n=2712)

Will these studies lead to...	Total	Comprehensive Academic and Research Inst.	Baccalaureate and Applied Studies Inst.	Polytechnical Inst.	Comprehensive Community Inst.	Independent Academic Inst.	Specialized Arts and Culture Inst.
Graduate Degree	29%	43%	12%	8%	11%	40%	0%
Undergraduate Degree	27%	18%	50%	34%	42%	34%	20%
Professional Designation	10%	12%	8%	9%	3%	3%	0%
Diploma	9%	5%	16%	16%	18%	2%	40%
Certificate	9%	6%	5%	16%	16%	7%	20%
Professional School	7%	11%	1%	1%	1%	8%	0%
Applied Degree	4%	1%	8%	12%	7%	1%	0%
Extension Certificate	1%	1%	1%	0%	1%	0%	0%
Other	4%	4%	0%	5%	3%	5%	20%

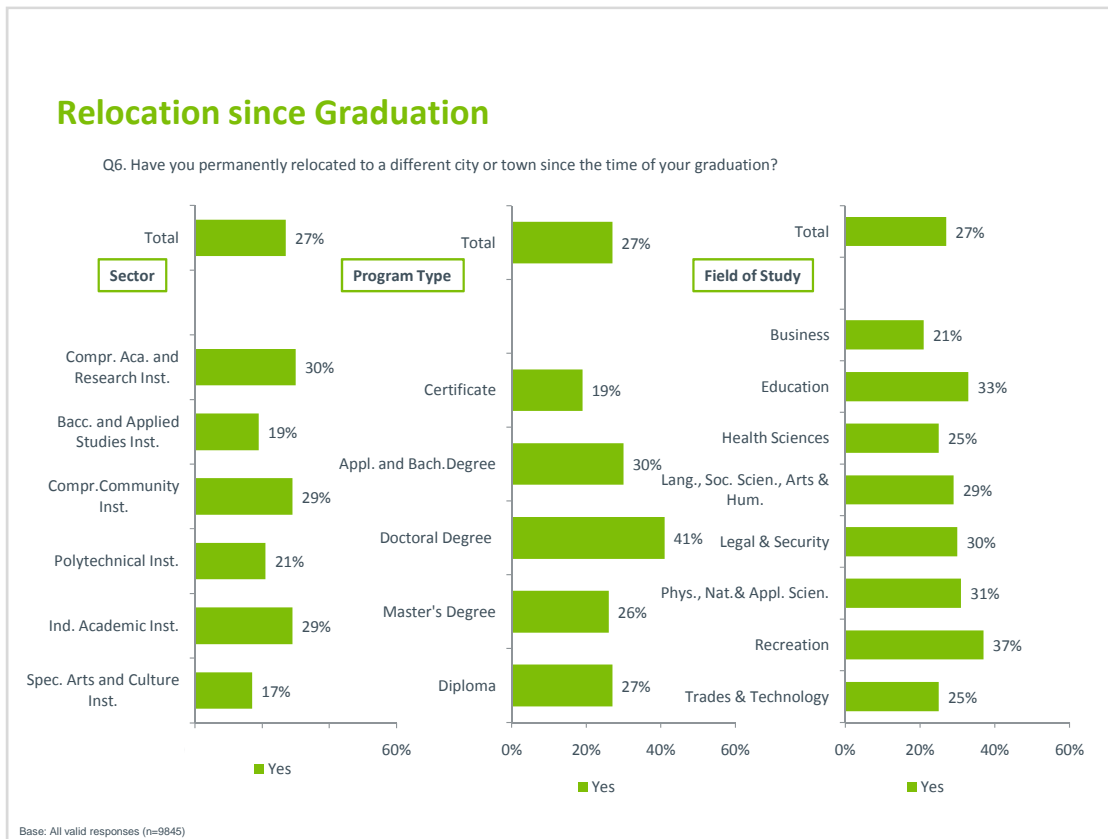
Will these studies lead to...	Total	Certificate	Applied and Bachelor Degree	Doctoral Degree	Master's Degree	Diploma
Graduate Degree	29%	5%	38%	40%	71%	12%
Undergraduate Degree	27%	22%	21%	0%	3%	50%
Professional Designation	10%	5%	13%	10%	9%	6%
Diploma	9%	32%	5%	0%	2%	9%
Certificate	9%	26%	6%	20%	6%	8%
Professional School	7%	1%	11%	30%	5%	0%
Applied Degree	4%	1%	1%	0%	0%	13%
Extension Certificate	1%	1%	1%	0%	0%	0%
Other	4%	5%	4%	0%	3%	2%

From One Location to Another

Two years after graduation, most graduates lived in the same city or town in which they studied. One in five graduates returned to their hometown, or relocated based on employment prospects.

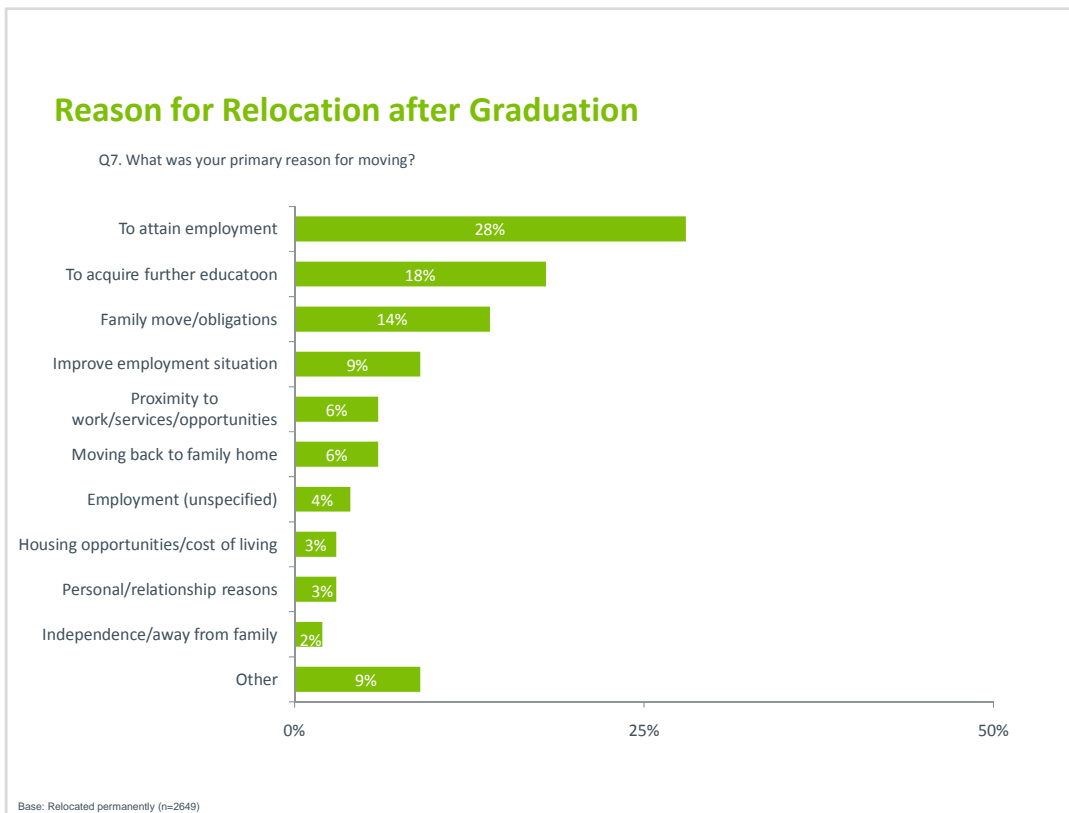
One quarter of graduates (27%) relocated permanently after completing their program. The percentage who moved ranged from 17% in Specialized Arts and Culture Institutions to 30% in

Comprehensive Academic and Research Institutions. Those with Doctoral degrees were most likely to have moved away from where they studied (41%) and those attaining a Certificate were the least likely (19%). The range when looking at the various fields of study was not as large, with anywhere from 21% (in Business) to 37% (in Recreation) indicating they permanently relocated.



The main reason graduates cited for relocating was employment. Overall, 28% of graduates cited “attaining employment” as their primary reason for moving, 9% moved in order to improve their employment situation, 6% moved to be closer to work, services or opportunities, and 4% of graduates cited other reasons related to employment.

One in five (18%) graduates moved to continue their studies, while most other reasons were related to family: 14% cited family obligations, 6% moved back to the family home, and 3% said they moved for personal or relationship reasons.



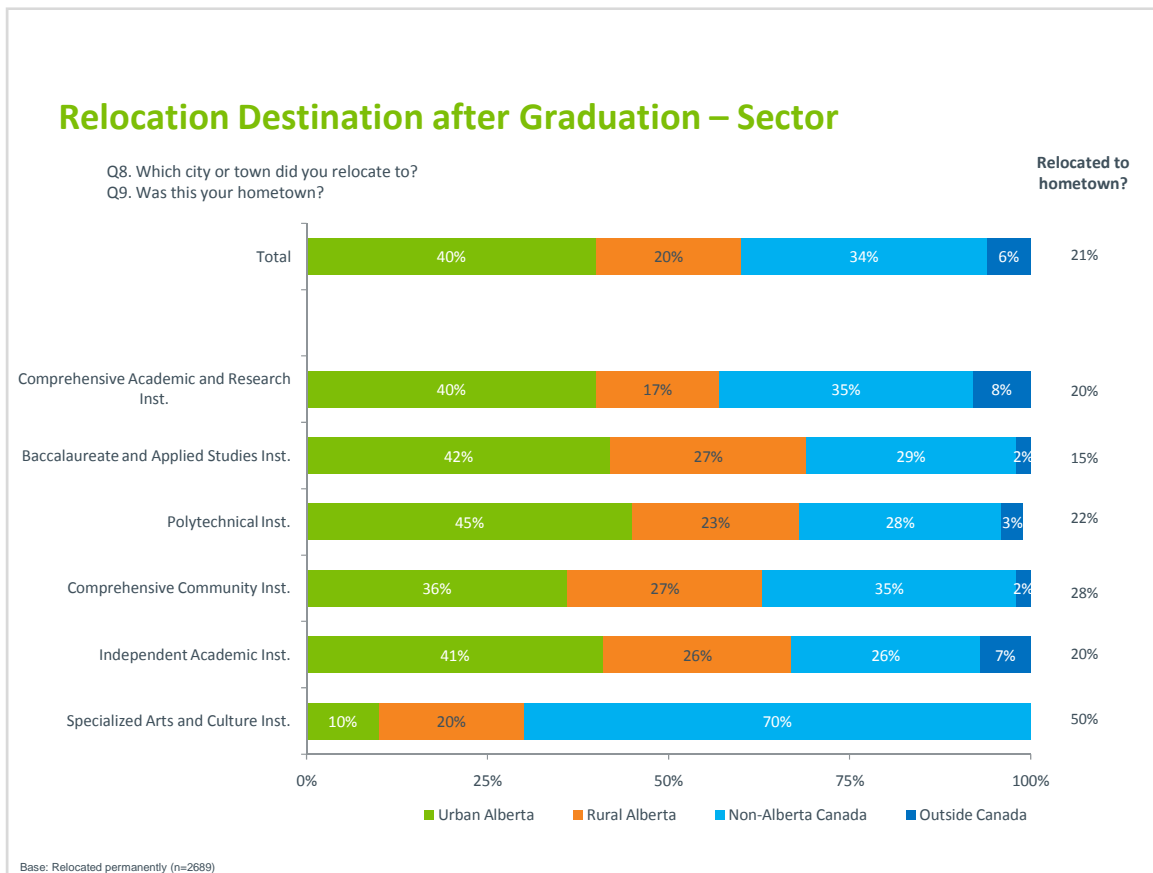
Primary Reason	Total	Comprehensive Academic and Research Inst.	Baccalaureate and Applied Studies Inst.	Polytechnical Inst.	Comprehensive Community Inst.	Independent Academic Inst.	Specialized Arts and Culture Inst.
To attain employment	28%	28%	19%	30%	32%	23%	10%
To acquire further education	18%	20%	19%	15%	12%	20%	0%
Family move/obligations	14%	14%	23%	10%	16%	17%	30%
Improve employment situation	9%	9%	5%	11%	9%	10%	0%
Proximity to work/services/opps	6%	5%	6%	9%	6%	7%	0%
Moving back to family home	6%	5%	5%	5%	10%	7%	20%
Employment (unspecified)	4%	4%	6%	4%	3%	1%	10%
Housing opportunities/costs	3%	3%	3%	3%	5%	1%	0%
Personal/relationship reasons	3%	3%	3%	2%	2%	1%	20%
Independence/away from family	2%	1%	2%	4%	0%	6%	10%
Other	9%	9%	9%	8%	4%	4%	0%
Employment	47%	46%	36%	54%	50%	41%	20%
Personal/family	23%	22%	31%	17%	28%	25%	70%

Primary Reason	Total	Certificate	Applied and Bachelor Degree	Doctoral Degree	Master's Degree	Diploma
To attain employment	28%	32%	26%	38%	31%	28%
To acquire further education	18%	10%	21%	11%	20%	16%
Family move/obligations	14%	17%	15%	12%	12%	14%
Improve employment situation	9%	8%	8%	14%	11%	9%
Proximity to work/services/opps	6%	8%	6%	1%	5%	7%
Moving back to family home	6%	9%	5%	1%	4%	7%
Employment (unspecified)	4%	3%	3%	17%	3%	4%
Housing opportunities/costs	3%	4%	3%	0%	3%	4%
Personal/relationship reasons	3%	3%	3%	3%	3%	3%
Independence/away from family	2%	1%	2%	0%	0%	2%
Other	9%	8%	10%	3%	6%	5%
Employment	47%	51%	43%	70%	50%	48%
Personal/family	23%	29%	23%	16%	19%	24%

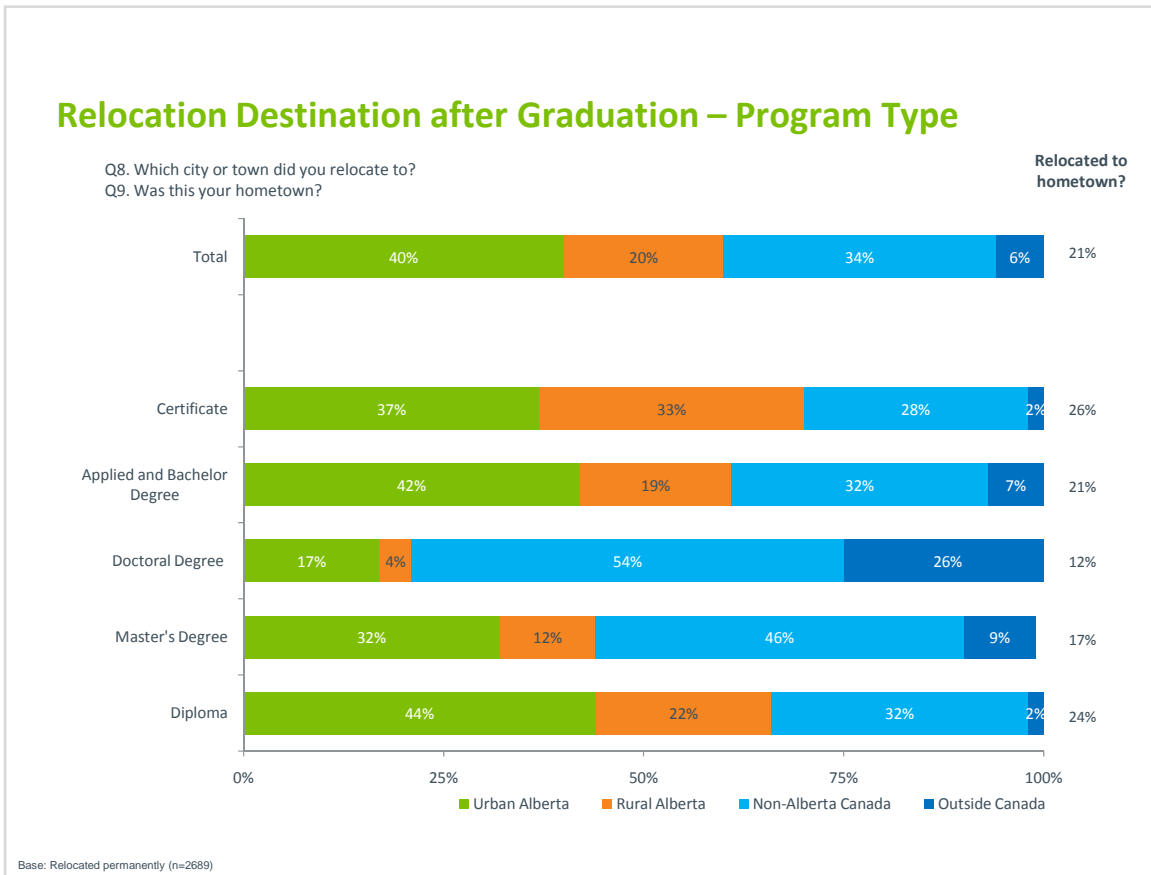
Primary Reason	Total	Business	Education	Health Sciences	Language, Social Sciences, Arts & Humanities	Legal & Security	Physical, Natural & Applied Sciences	Recreation	Trades & Technology
To attain employment	28%	24%	34%	25%	19%	36%	33%	27%	40%
To acquire further education	18%	14%	7%	14%	26%	11%	26%	22%	14%
Family move/obligations	14%	15%	18%	19%	17%	9%	8%	14%	9%
Improve employment situation	9%	9%	9%	9%	9%	8%	9%	8%	9%
Proximity to work/services/opps	6%	9%	4%	6%	5%	7%	5%	3%	8%
Moving back to family home	6%	7%	6%	6%	6%	15%	4%	5%	4%
Employment (unspecified)	4%	5%	4%	3%	2%	0%	4%	5%	6%
Housing opportunities/costs	3%	4%	3%	4%	5%	3%	2%	3%	2%
Personal/relationship reasons	3%	2%	4%	5%	3%	0%	2%	0%	1%
Independence/away from family	2%	3%	1%	1%	2%	1%	1%	2%	2%
Other	9%	9%	7%	9%	7%	10%	7%	11%	5%
Employment	47%	47%	51%	43%	35%	51%	51%	43%	63%
Personal/family	23%	24%	28%	30%	26%	24%	14%	19%	14%

A sizeable minority (40%) relocated to an urban centre within Alberta, one in five (20%) to a rural setting, while one third (34%) moved out of the province altogether. The remaining 6% relocated out of the country. For one in five graduates (21%), this move was back to their hometown.

Graduates of Specialized Arts and Culture Institutions were more likely than any other group to have moved out of the province (70%). They were also the most likely (50%) to have moved home.



Those who graduated with a Certificate (70%) or a Diploma (66%) were more likely to say they remained in the province of Alberta after graduation. On the other hand, those who completed Doctoral Degrees were significantly more likely to have relocated outside of Alberta (54% within Canada and 26% outside of the country). This pattern can also be observed among those who graduated with a Master’s Degree, but to a lesser extent.



Within the various fields of study, moving to rural Alberta was particularly common among those in Education (36%). Within Education, those who attained an Applied Certificate or Diploma (44%) and those with an Undergraduate Degree (39%) were more likely to have relocated to rural Alberta (compared to 23% of those who attained a Master’s or Doctoral Degree). Moving elsewhere in Canada was more common among those in Legal and Security programs (51%). More so than average, those in Legal and Security programs had relocated to their home town (31%), only surpassed by those graduating from a Recreation program (34%).

Section E: Outcomes

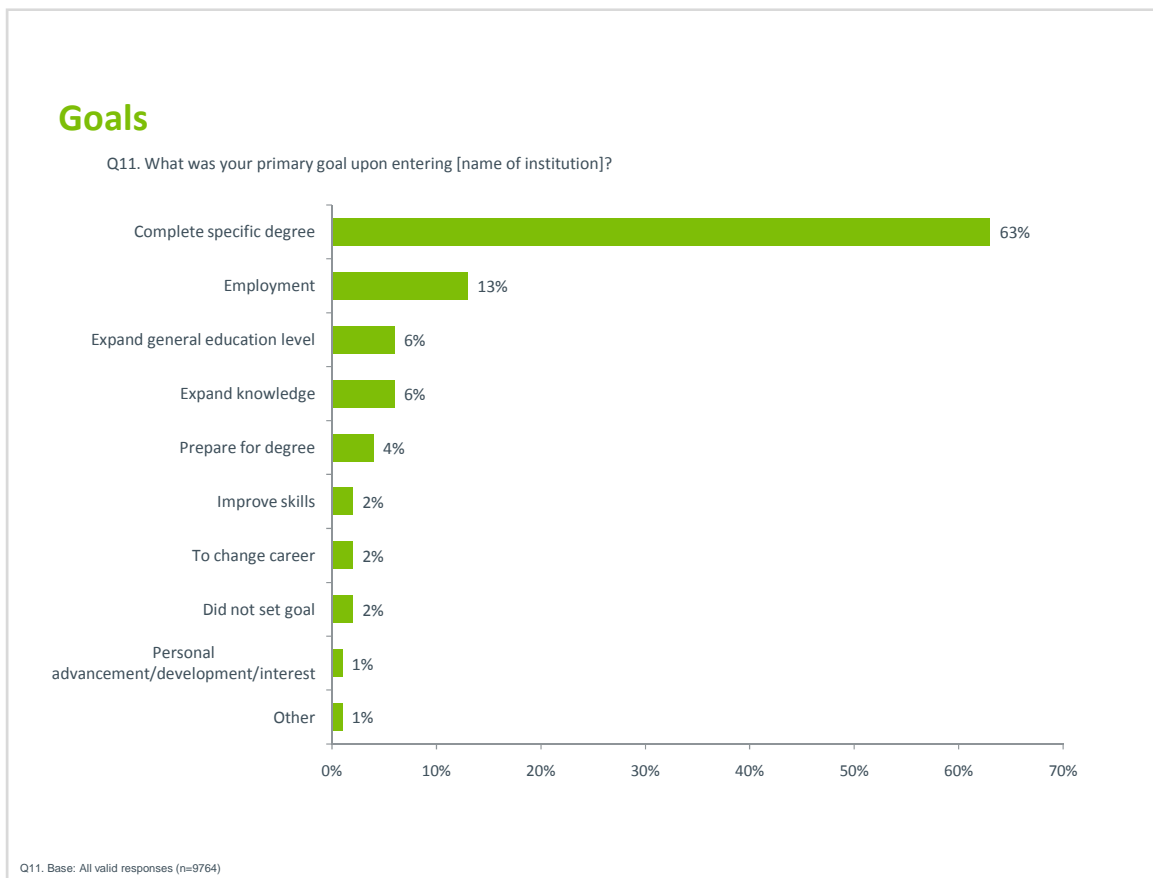
This section discusses graduates’ goals upon commencing their studies and their employment outcomes after graduation.

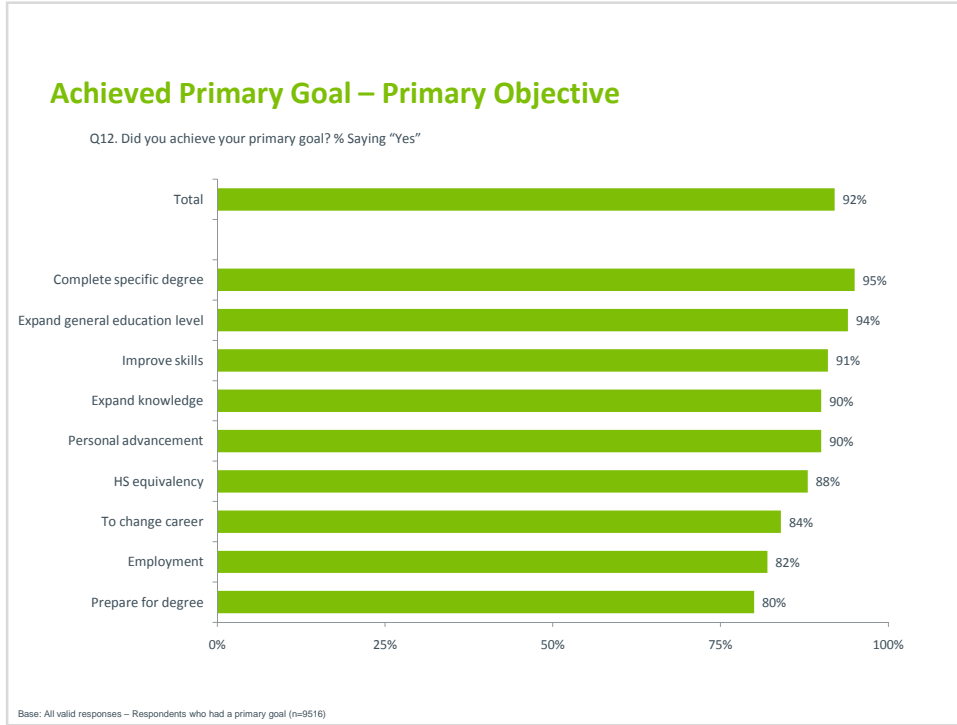
Other topics discussed in this section are: The type of job graduates obtained after graduating, income earned, how related the job was to their field of study, the qualification required for that job and satisfaction on the job.

Goals

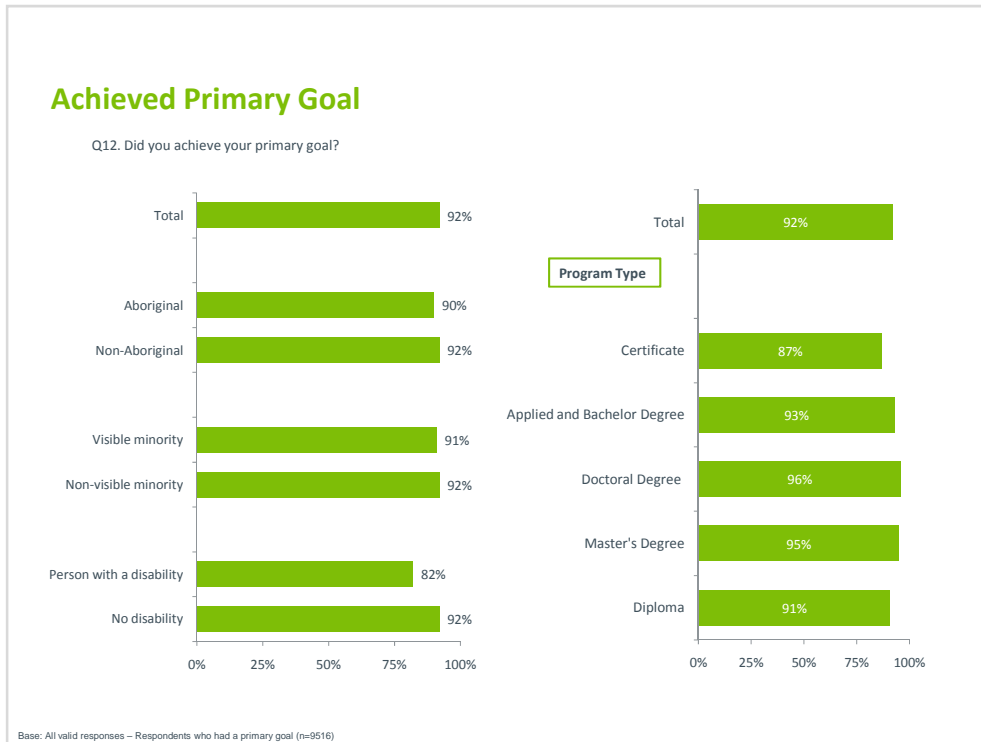
Most graduates achieved the goals they had set for themselves upon commencing their studies.

The majority of graduates (63%) said that completion of a specific degree was their primary goal. Among those, almost everyone (95%) said they achieved that goal. The next most common primary goal was to find employment successfully after graduation (13%). While this goal was attained by the vast majority of this group (82%), one in five felt they failed to achieve this goal. Overall, 92% of graduates achieved their primary goal, irrespective of what it was.

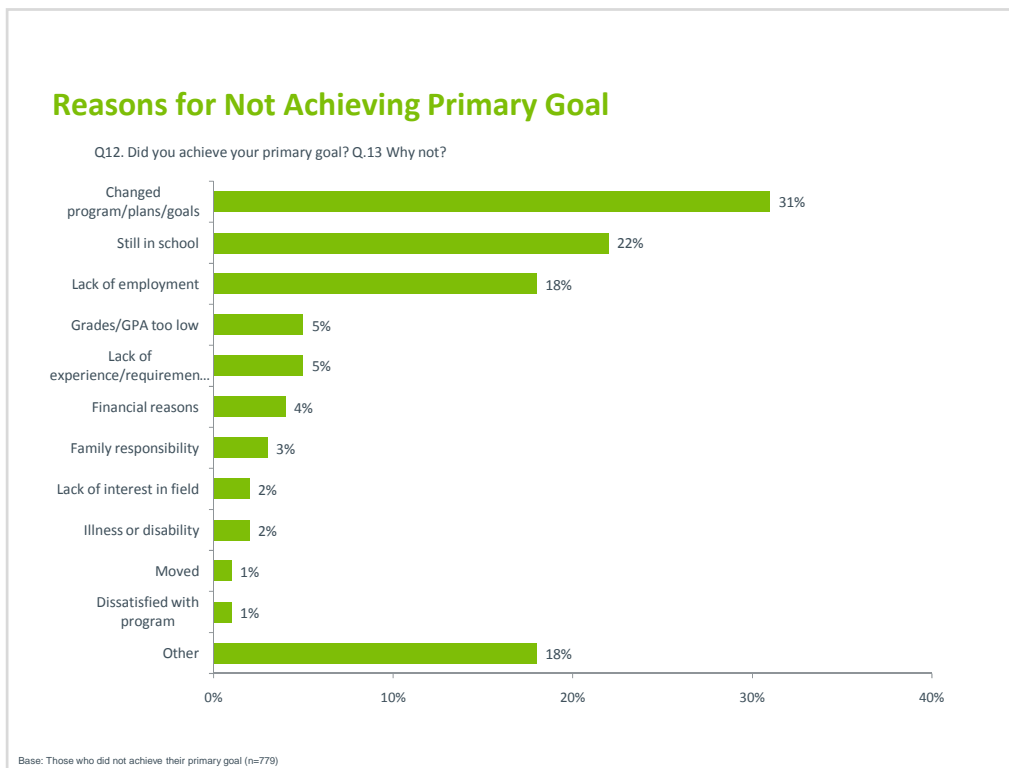




Those who graduated with a Certificate were the least likely to have achieved their primary goal (87%). Further, persons with a disability (82%) were less likely than average to have achieved their primary goal.



Among the 8% who did not achieve their goal, 31% said they did not achieve it because they changed programs, career plans, or simply changed goals mid-program. Lack of employment opportunities in their field of study was often mentioned by graduates as the reason for not reaching their goal upon graduation. One in five (22%) of those who did not achieve their goal had returned to school to pursue further education at the time of the survey.

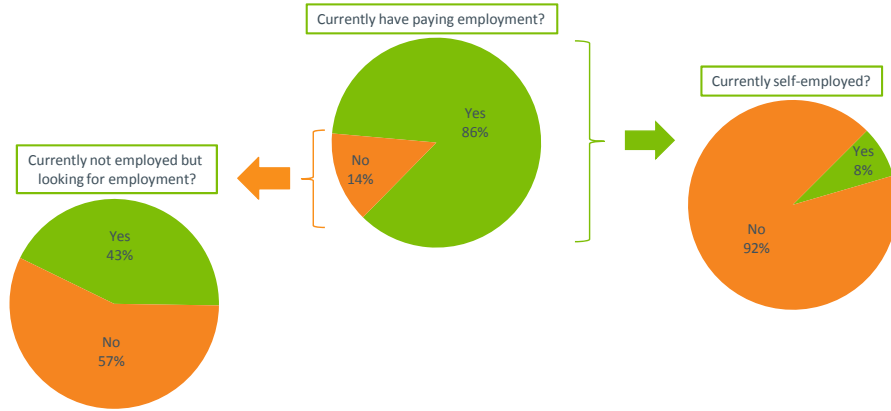


Employment

The vast majority of graduates (85%) were employed at the time of the study. Of those, 8% were self-employed. Among the 14% who were unemployed, 43% were looking for employment. Among those graduates currently not looking for employment, 78% were currently students.

Current Employment Situation

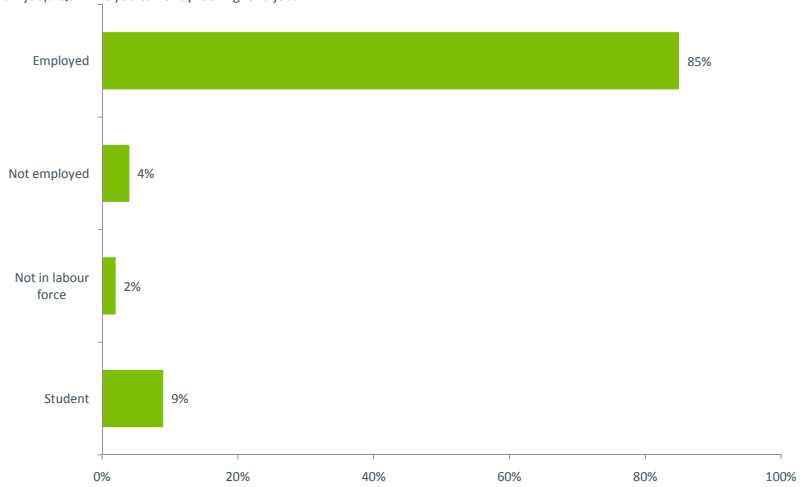
Q28. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q30. Are you self-employed (in your main job)? Q31. Are you currently looking for a job?



Q28. Base: All valid responses (n=9848)
 Q30. Base: Employed (n=8342)
 Q31. Base: Unemployed (n=1438)

Current Employment Situation

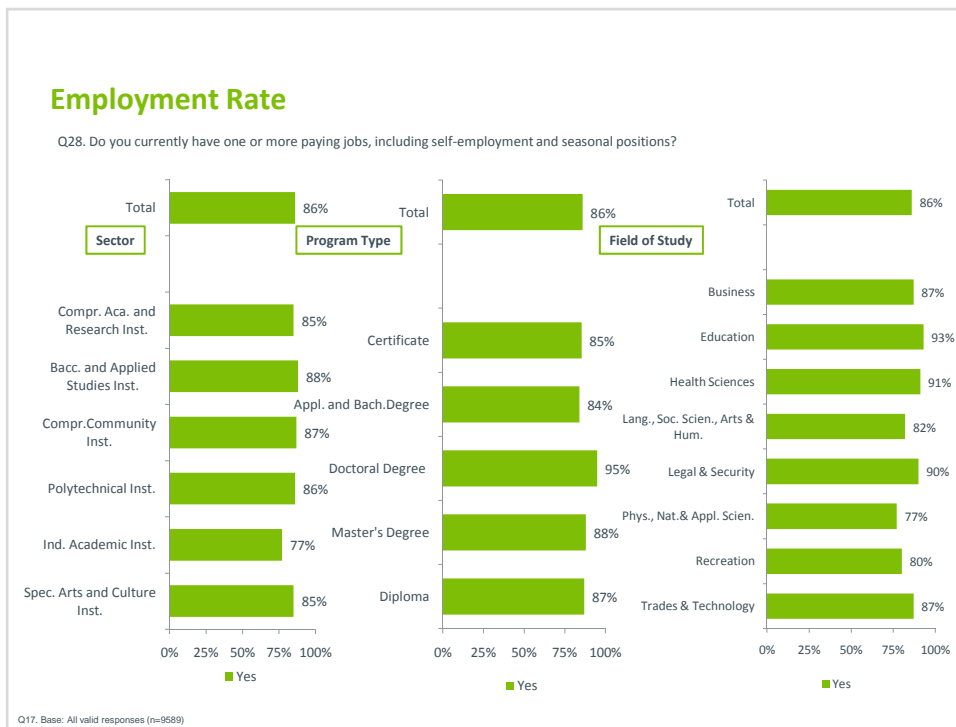
Q28. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q30. Are you self-employed (in your main job)? Q31. Are you currently looking for a job?



Q28. Base: All valid responses (n=9848)
 Q30. Base: Employed (n=8342)
 Q31. Base: Unemployed (n=1438)

When looking at the various sectors, graduates of Independent Academic Institutions stood out with 77% current employment (somewhat lower than employment rate of graduates from other types of

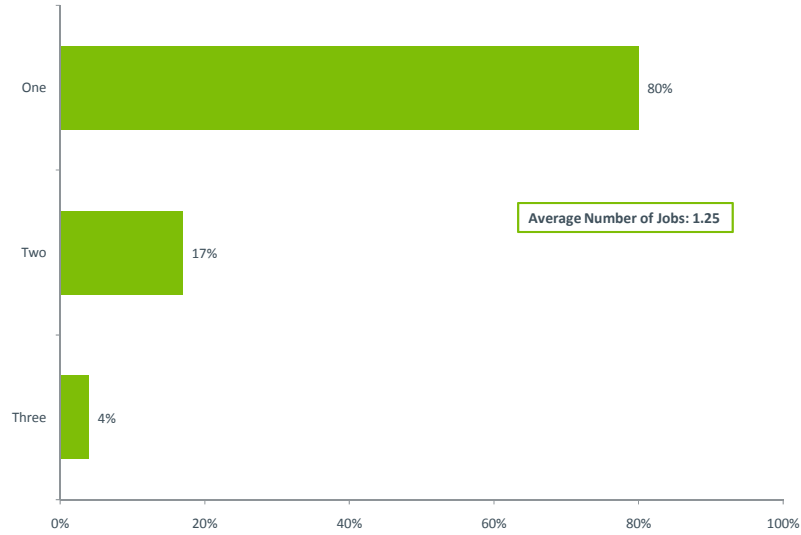
institutions). Virtually all graduates with a Doctoral Degree were employed at the time of the survey. Graduates of Education programs were the most likely to be employed (93%), while those of Physical, Natural and Applied Sciences programs were the least likely (77%).



While most graduates had one paying job, the average number of jobs held 1.25.

Number of Paying Jobs

Q29. How many paying jobs do you have?



Base: All valid responses – Employed (n=8300)

Number of Paying Jobs – Mean

Q29. How many paying jobs do you have?



Base: All valid responses – Employed (n=8300)

Most graduates in the 2007-2008 cohort started their current main job within the first year after graduation: 78% indicated they had been employed in their main job for longer than a year. The remainder was divided equally between having been in their main job for six months or less, or between six and twelve months (11% for both).

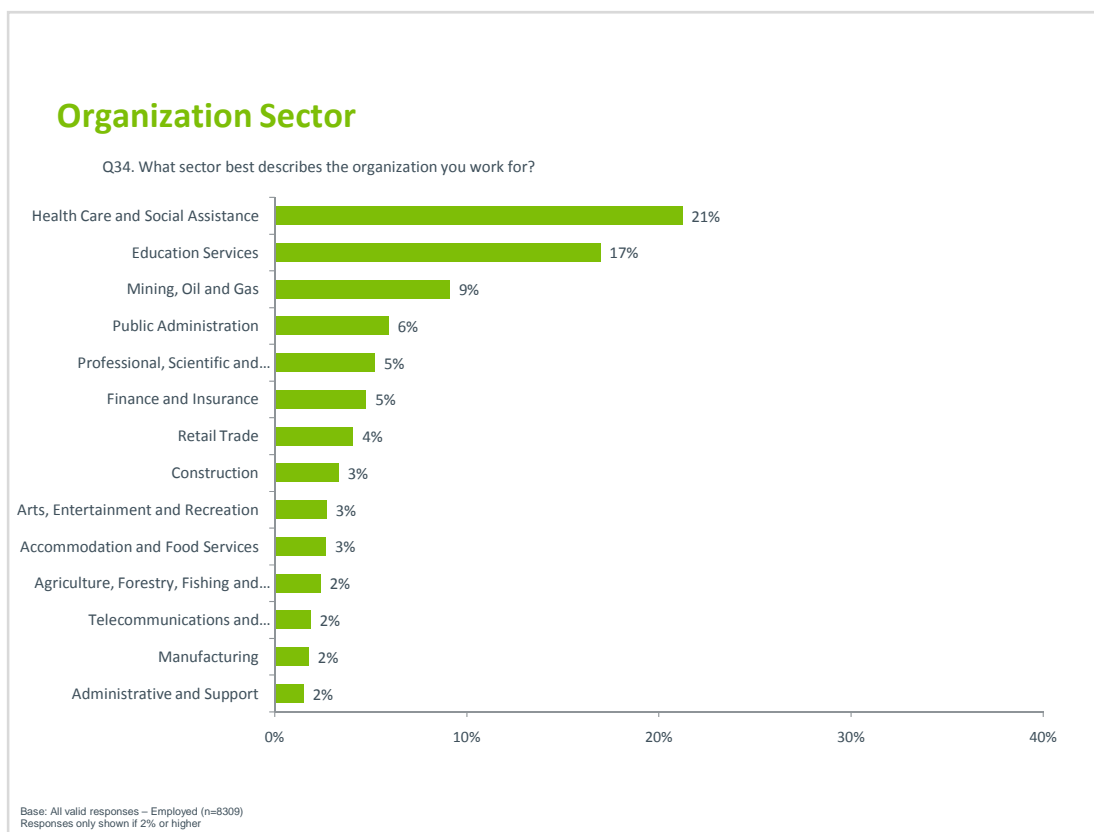
Graduates of Independent Academic Institutions and Specialized Arts and Culture Institutions were most likely to have been in their current main job for six months or less (18% for both).

Graduates who obtained a Master’s Degree were most likely to have been in their current job for longer than a year (89%), while those who graduated with a Diploma or an Applied or Bachelor Degree were more likely to have been in their current job for less than a year (24% for both).

When looking at fields of study, the most notable finding is that those who graduated from a Languages, Social Sciences, Arts and Humanities program were far more likely than others to have had their main job for less than a year.

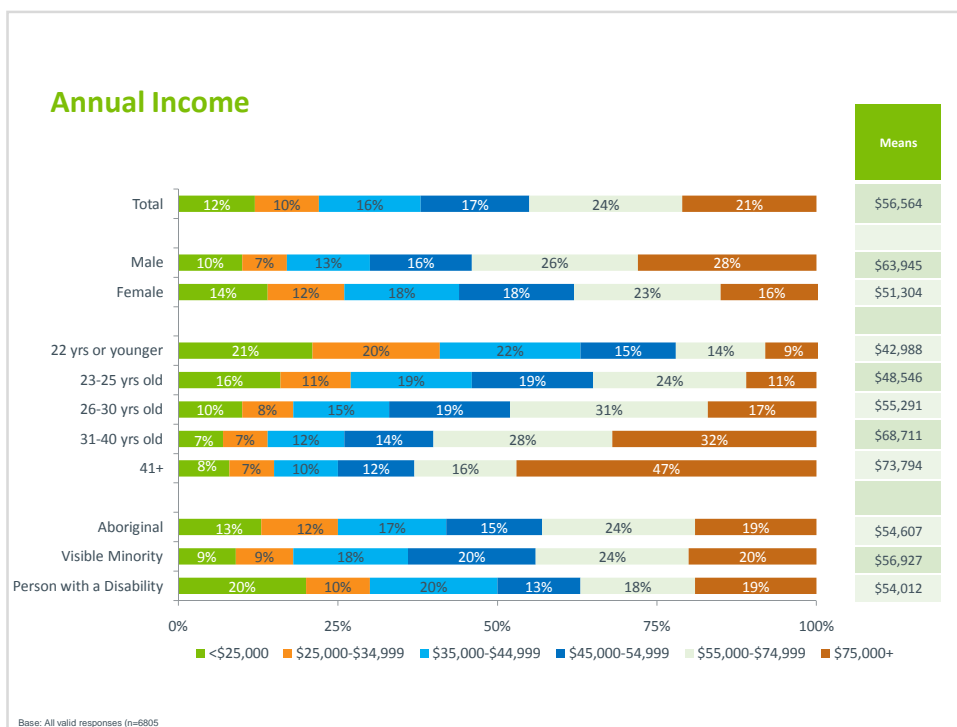
Sectors

Among the class of 2007-2008, almost half worked in either one of three sectors: Health Care and Social Assistance (21%), Education (17%), or Mining, Oil and Gas (9%). About one in twenty worked either in Public Administration (6%), Professional, Scientific and Technical jobs (5%), Finance and Insurance (5%) and Retail Trade (4%). Some graduates had jobs in other sectors.



Annual Income

The average salary graduates earned the year before they were surveyed was \$56,564. While 22% were in the lowest income category, earning less than \$35,000 per year, almost the same proportion (21%) was on the other side of the spectrum, earning salaries of more than \$75,000 annually. Salaries varied by both gender and age. Men tended to have higher salaries than women by almost \$13,000. Not surprisingly, salaries rose with age – from an average of \$42,988 for those 22 or younger, to \$73,794 among those older than 40. Meanwhile, Aboriginal people and persons with a disability reported slightly lower annual salaries than the average (\$54,607 and \$54,012 respectively).



Graduates of Comprehensive Academic Research and Institutions were generally the highest income earners of all sectors, while those who graduated from a Specialized Arts and Culture Institution tended to have the lowest average income. Not surprisingly, higher levels of education lead to higher annual incomes. Jobs held by graduates of the Business, Education, and Trades and Technology fields of study were generally higher-paid than those of other fields.

Mean Scores	Mean	Median
Sector		
Comprehensive Academic & Research Institutions	\$62,524	\$58,000
Baccalaureate & Applied Studies Institutions	\$48,047	\$45,000
Polytechnical Institutions	\$52,389	\$48,360
Comprehensive Community Institutions	\$46,792	\$40,000
Independent Academic Institutions	\$41,346	\$43,200
Specialized Arts and Culture Institutions	\$35,524	\$30,000
Program Type		
Certificate	\$50,358	\$43,680
Applied & Bachelor Degree	\$53,397	\$52,000
Doctoral Degree	\$76,904	\$78,500
Master’s Degree	\$85,329	\$78,000
Diploma	\$51,283	\$45,000
Field of Study		
Business	\$62,373	\$50,000
Education	\$62,085	\$58,000
Health Sciences	\$59,130	\$55,000
Languages, Social Sciences, Arts & Humanities	\$42,521	\$40,000
Legal & Security	\$60,344	\$56,000
Physical, Natural & Applied Sciences	\$55,875	\$53,520
Recreation	\$44,927	\$42,000
Trades & Technology	\$61,329	\$54,340

Relevance of Education to Job

Graduates were also asked about the degree to which their current job was related to their studies. Overall, main jobs held by graduates were much related to their program (56%) or at least somewhat related (26%). A total of 18% of graduates did not feel that their current job was related to the program from which they graduated.

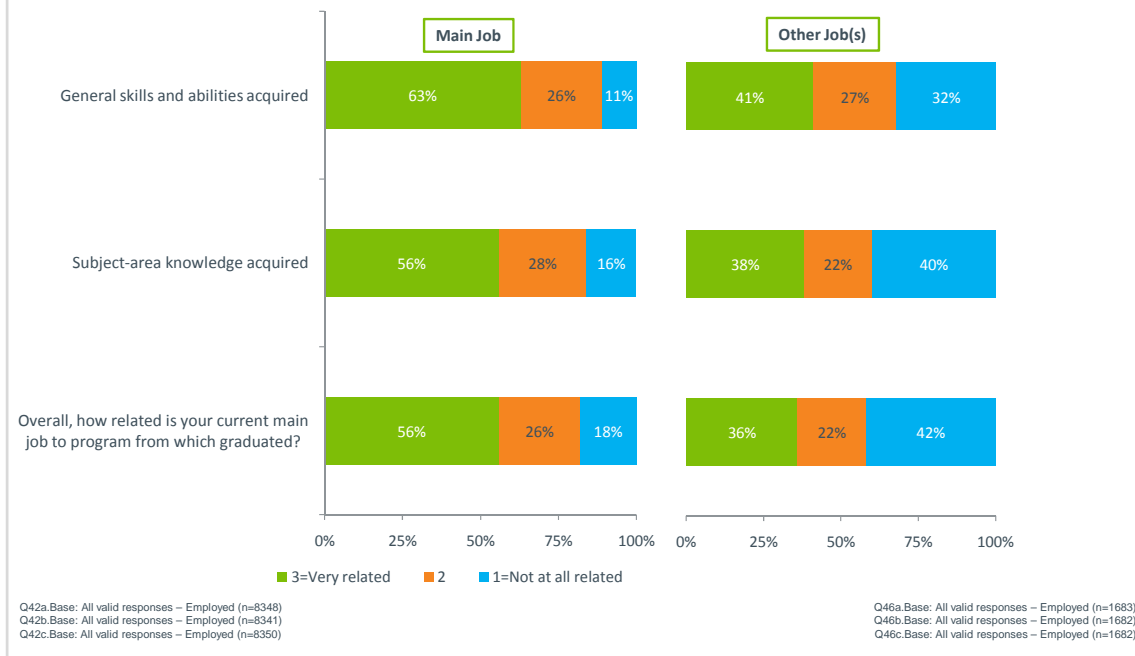
A majority (63%) said that their main job was much related to the general skills and abilities learned in their program, with another 26% saying they were somewhat related. Subject-area knowledge acquired in school was also seen as quite applicable to their jobs: 56% said it was very related and 28% somewhat.

While most primary jobs were related to the degree with which graduates graduated, this was not necessarily the case with other jobs graduates may have also held. Of the 20% of graduates who held other jobs beside their main job, four in ten (41%) said that the skills and abilities learned in school were much related to that other job (compared to 63% for main job).

The relevance of subject-area knowledge acquired and the overall relevance of secondary jobs fared even worse. Almost equal proportions (two in five) said that their secondary jobs were either much related or not at all related to the subject-area knowledge acquired. Overall, graduates who held secondary jobs were more likely to say their jobs were not at all related (42%) to the program they graduated from.

Job Relatedness – Main Job and Other Jobs

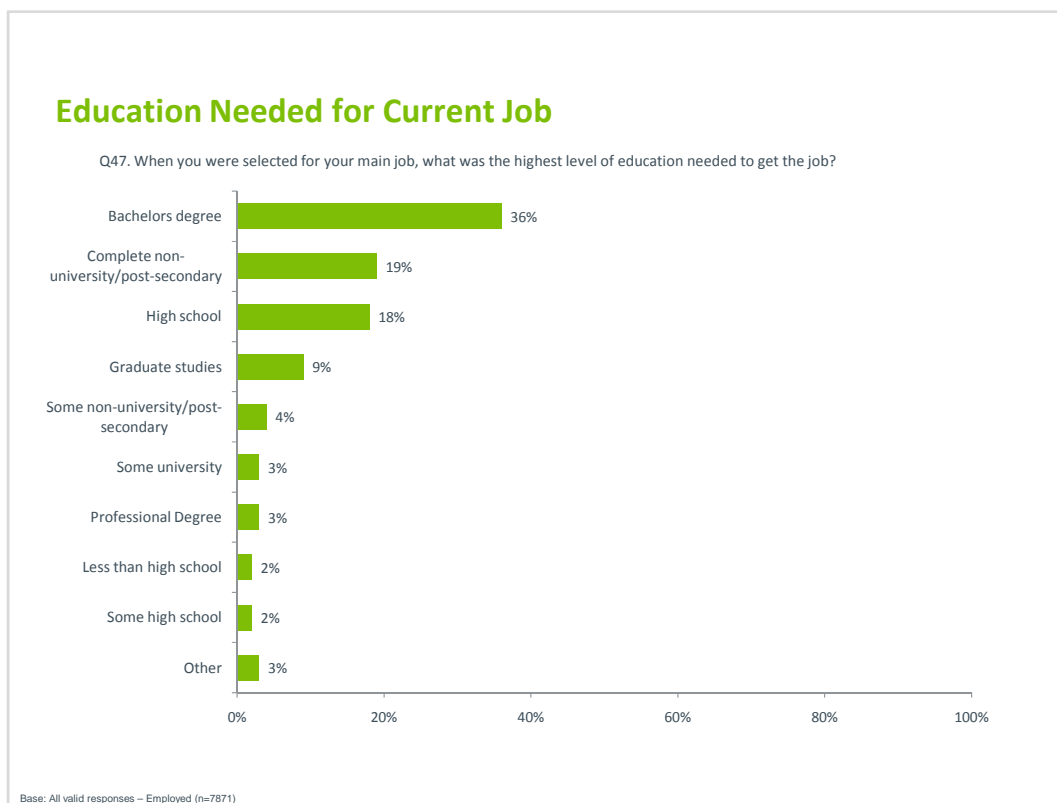
Q42. Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”.
 How related is your current job to ... ?
 Q46. Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”.
 How related are your other jobs to ... ?



Qualifications

The vast majority of graduates held jobs for which completion of post-secondary studies was required.

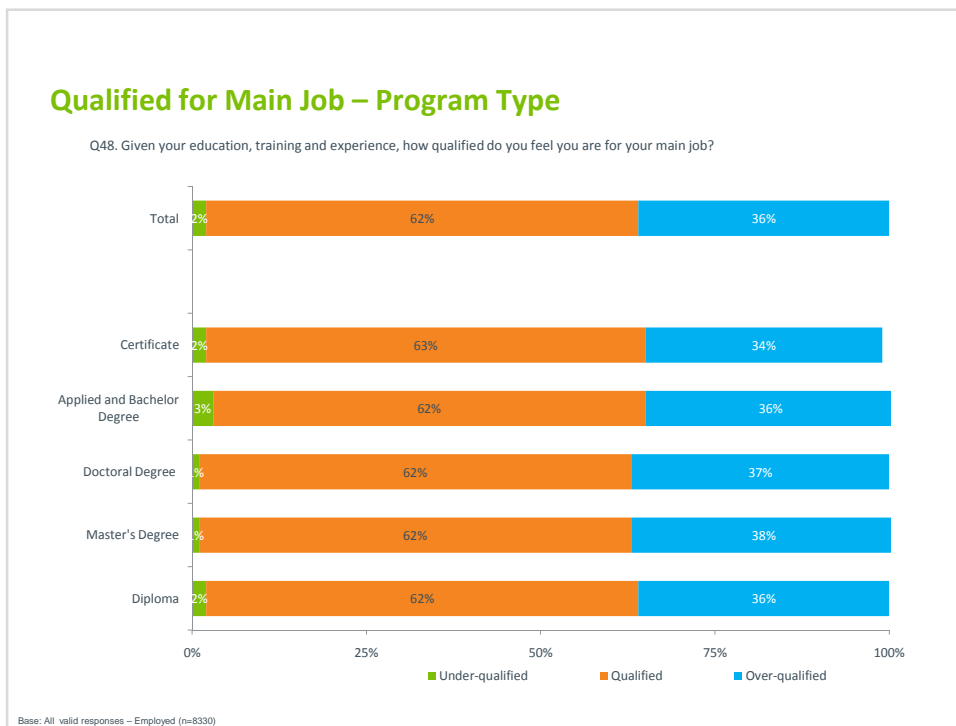
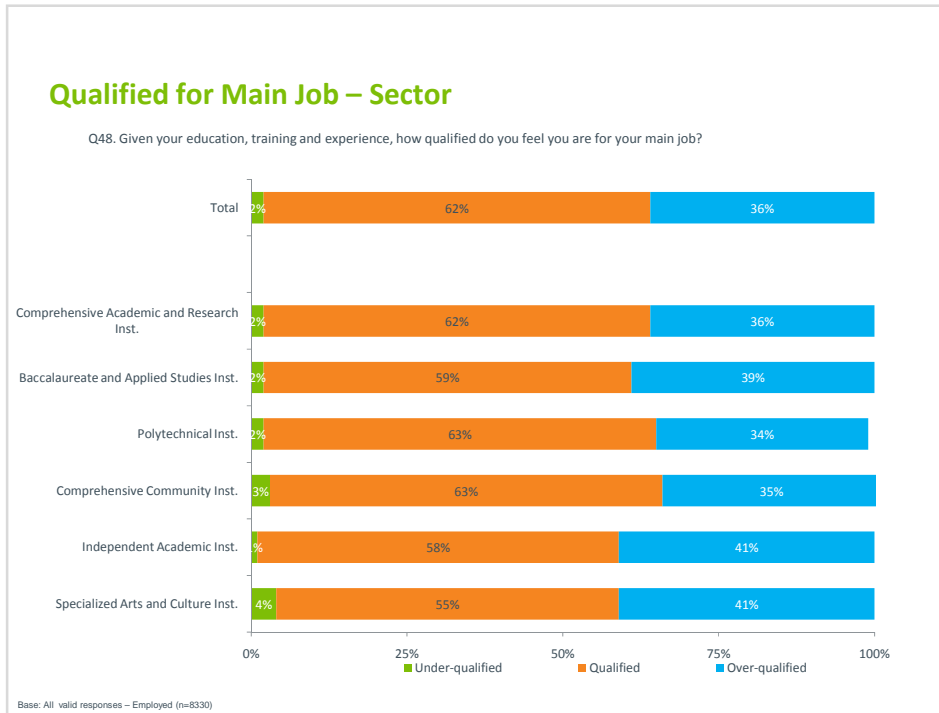
While one in five (22%) were in a job that required a high school education or less, 48% were in jobs that required a degree, either at the undergraduate (36%), graduate (9%) or professional level (3%).



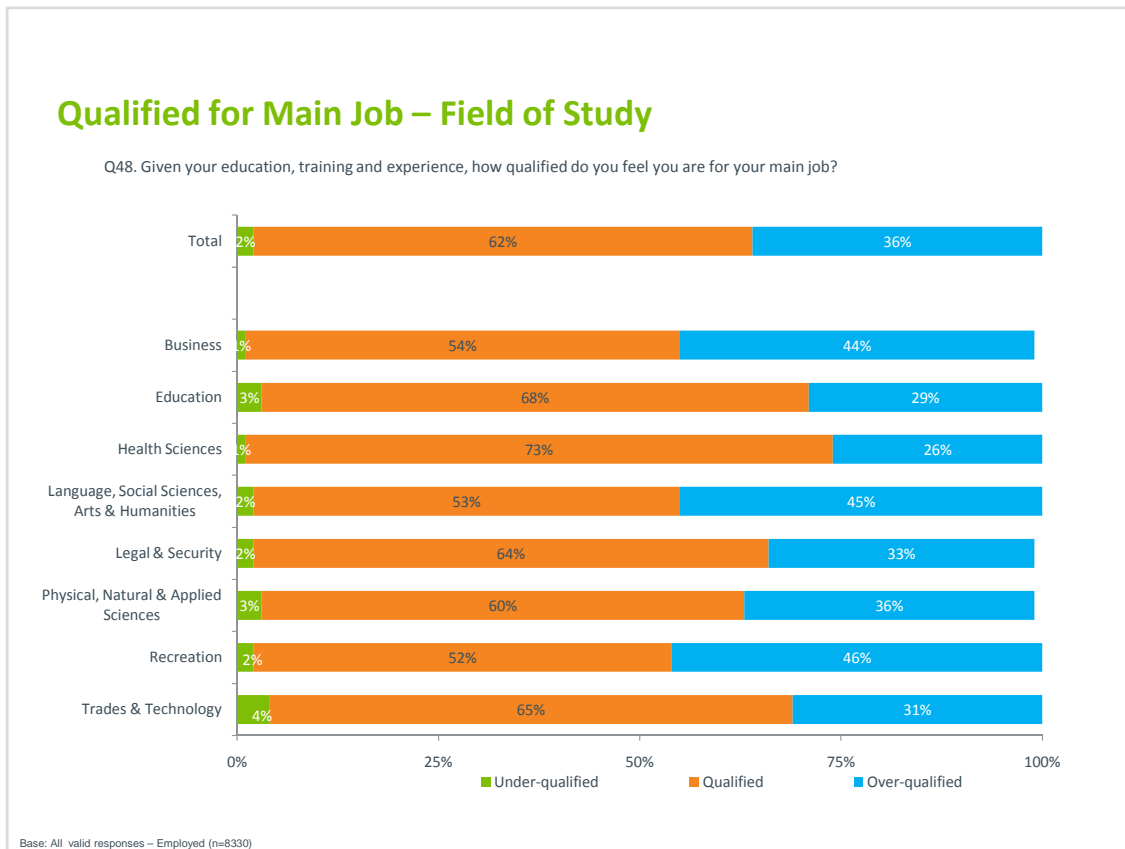
Among those who graduated with a Certificate, 36% were in jobs that required high school level education, while 30% were in jobs requiring a completed non-university degree program. The majority of graduates with a Bachelor or Applied Degree were in jobs that required their level of degree – 58% of this group was in a job that required a Bachelor Degree. The same can be said of Doctoral graduates, among whom 65% were in jobs requiring Graduate studies, as well as of those who had a Diploma. On the other hand, more Master’s graduates were in jobs requiring a Bachelor Degree (45%) than in jobs requiring Graduate studies (39%). Overall, fewer graduates were in jobs for which they were under-qualified, rather than over-qualified.

	Less than high school	Some high school	High school	Some non-university	Complete non-university	Some university	Bachelors degree	Graduate studies	Professional degree	Other
Program Type	<i>Row percentages</i>									
Certificate	3%	5%	36%	7%	30%	2%	7%	2%	1%	5%
Applied & Bachelor Degree	2%	2%	14%	2%	8%	4%	58%	3%	4%	2%
Doctoral Degree	0%	0%	1%	0%	1%	0%	16%	65%	15%	3%
Master’s Degree	0%	0%	2%	1%	3%	1%	45%	39%	6%	2%
Diploma	3%	3%	24%	7%	40%	2%	12%	3%	1%	4%

Graduates were also asked whether they felt their qualifications were a good fit for their jobs. Reflecting the previous findings, the majority (62%) said this was the case and that they felt qualified to do their job. A total of 36% of graduates said they were over-qualified for their current job while a total of 2% of graduates said they were under-qualified. No significant differences were found by program type.



The degree to which graduates felt over-qualified for their current job varied by field of study. A total of 46% of graduates from Recreation programs, 45% of Languages, Social Sciences, Arts, and Humanities graduates and 44% of Business graduates felt over-qualified. Health Sciences graduates were most likely to say they were satisfied with their main job given their qualifications.



Job Satisfaction

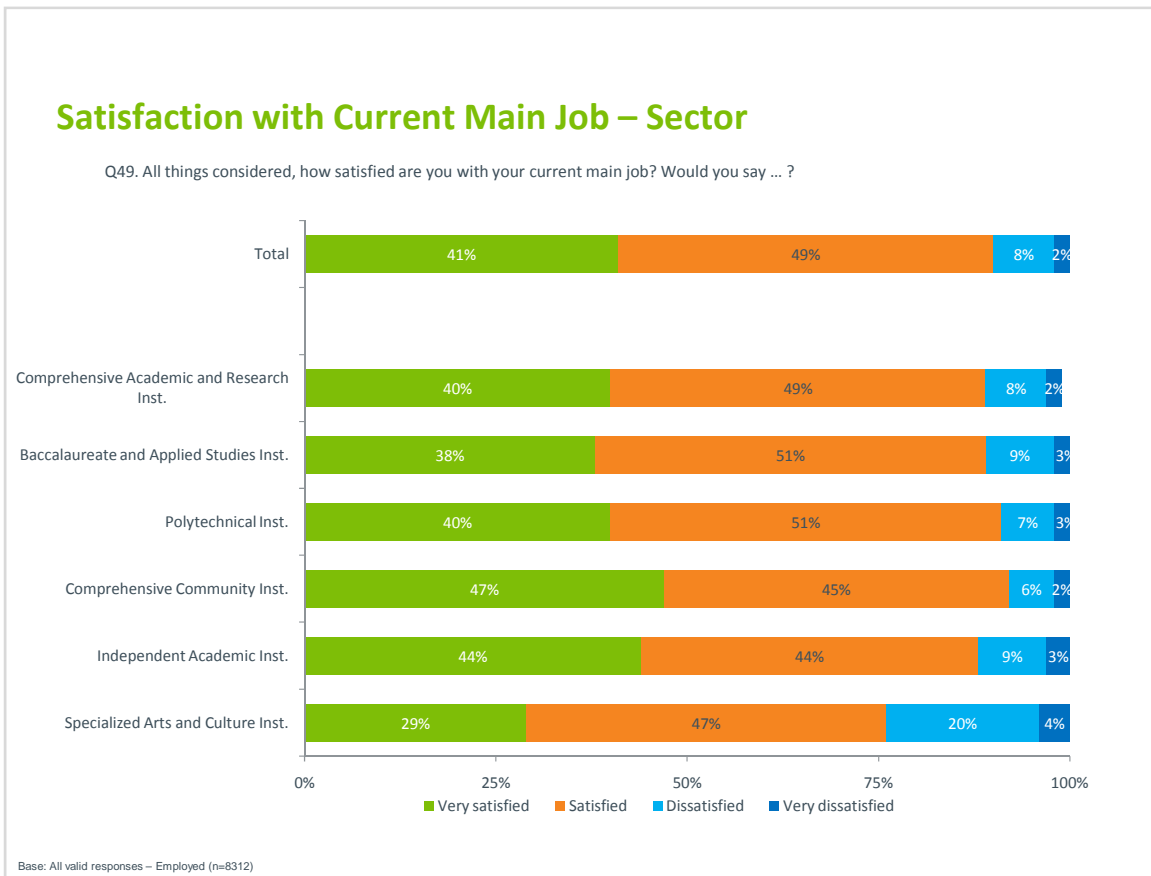
Overall, the class of 2007-08 was satisfied with their jobs, with 90% of graduates indicating a high (very satisfied, 41%) or moderate (satisfied, 49%) level of satisfaction. Graduates from Comprehensive Communities Institutions had the highest satisfaction levels, while Specialized Arts and Culture Institutions graduates had the lowest.

While graduates with a Master’s Degree were most likely to be satisfied/very satisfied with their current main job, those with a Bachelor or Applied Degree expressed the lowest levels of job satisfaction.

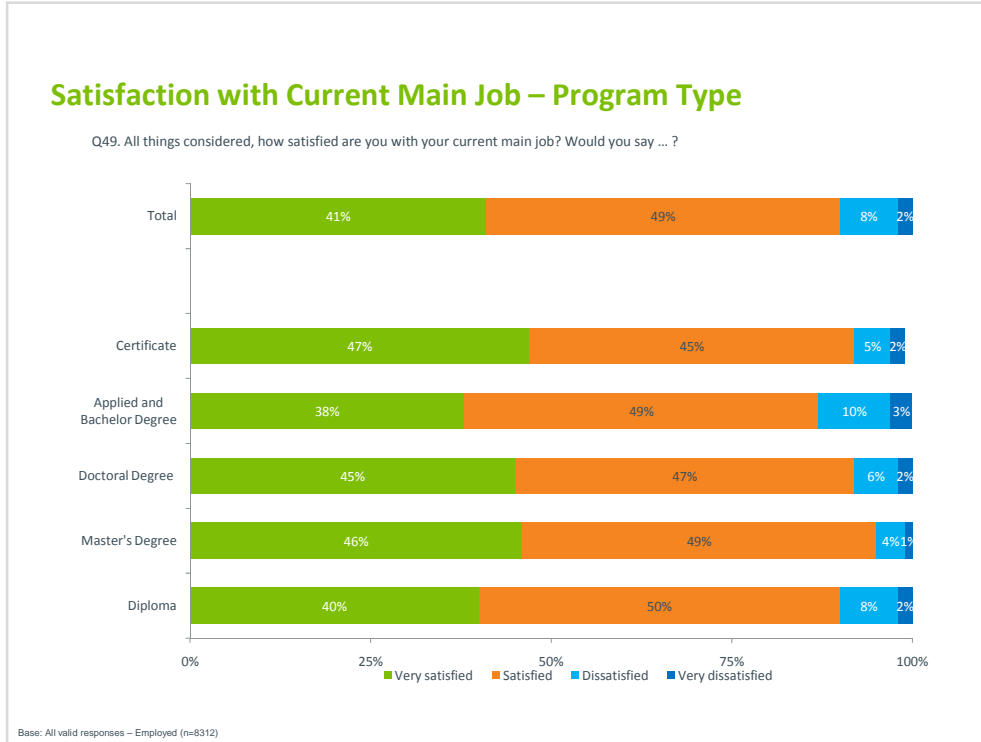
There was also some variation by program type. Job satisfaction was highest among graduates from the Education and Health Sciences programs and lowest among graduates from the Languages, Social Sciences, Arts, and Humanities programs.

There may be a relationship between graduates’ level of satisfaction and their reported income two years following graduation. Graduates who reported higher income levels tended to have higher job satisfaction (95% satisfaction among those who earn at least \$75,000 per year), compared to

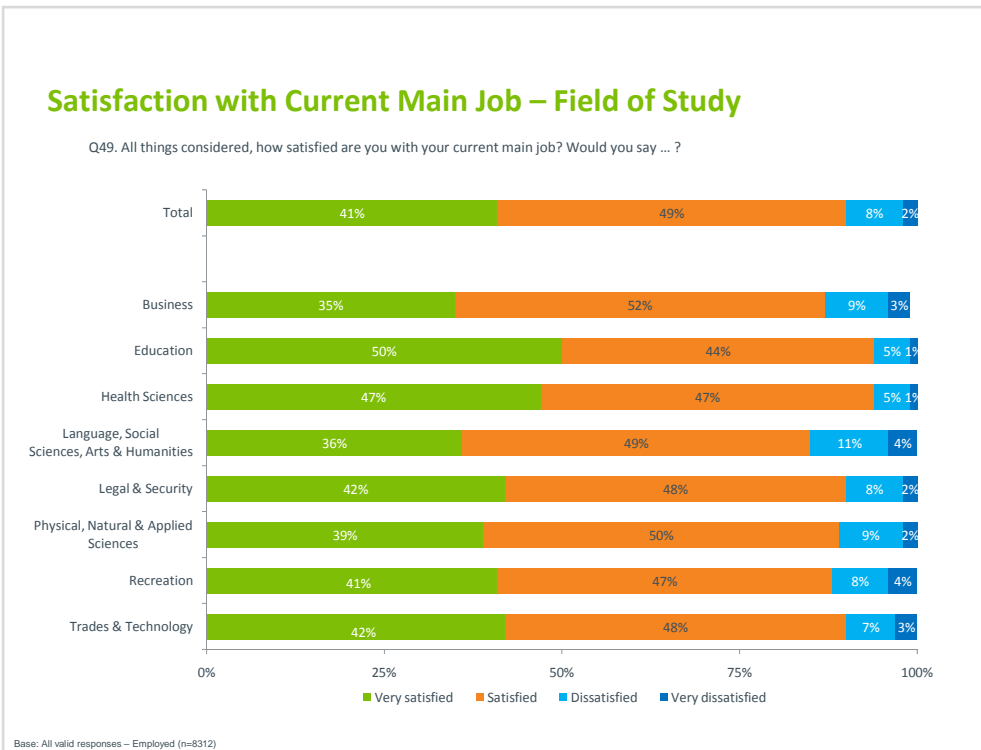
graduates reporting lower income levels (80% satisfaction among those who earn <\$25,000 per year. This is consistent with results by sector and program type. For example, graduates from Specialized Arts and Culture Institutions had the lowest levels of job satisfaction (76%) and also reported the lowest average incomes among the sectors (mean income of \$35,524).



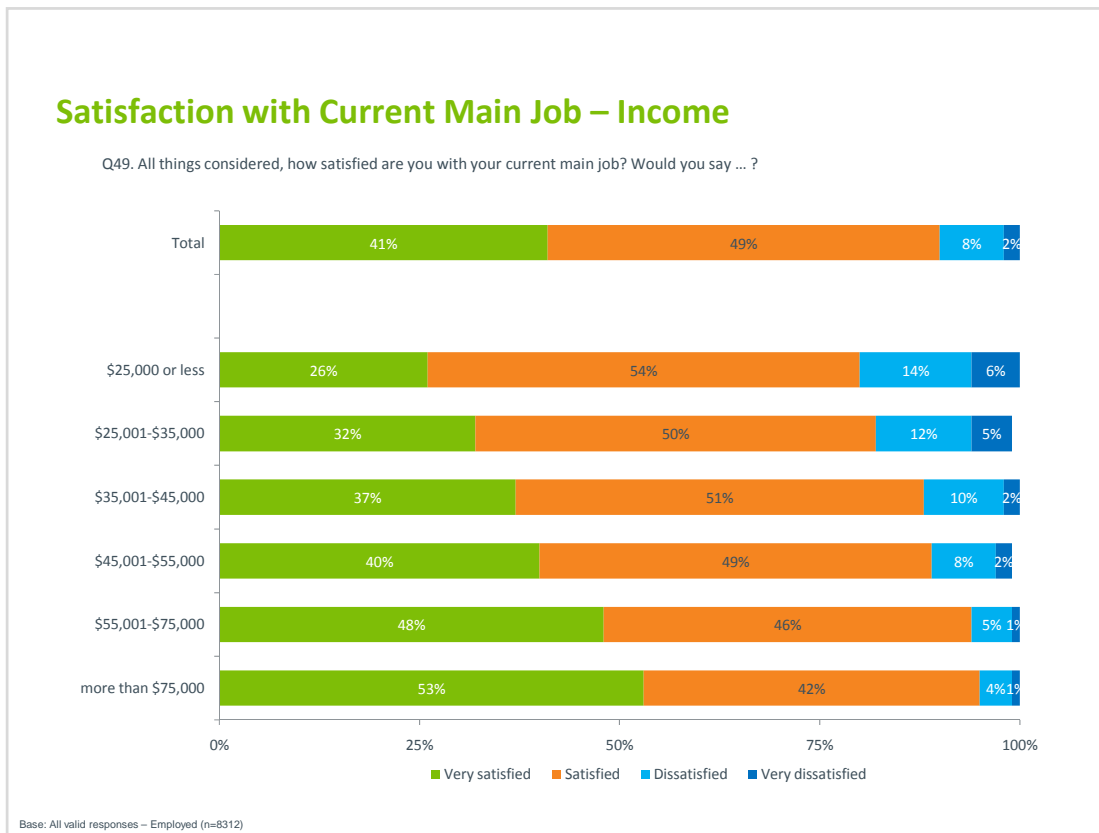
While graduates with a Master’s Degree were most likely to be very satisfied or satisfied, those with an Applied or Bachelor Degree were the least likely.



While job satisfaction was highest among graduates of Education (94% satisfied) and Health Sciences programs (94%), it was lowest among those who completed Languages, Social Sciences, Arts, and Humanities programs (85%).



Among all the variables, income was a good indicator of job satisfaction.



Section F: Non-Credit Designated Programs

The following section looks specifically at graduates from non-credit designated programs, compared to those of parchment programs. The sample for the 2007-2008 survey included 75 graduates from non-credit programs (compared to 105 for 2005-2006).

A non-credit designated program is a program that leads to employment and is designated for government student financial assistance. Students do not earn credit for the programs.

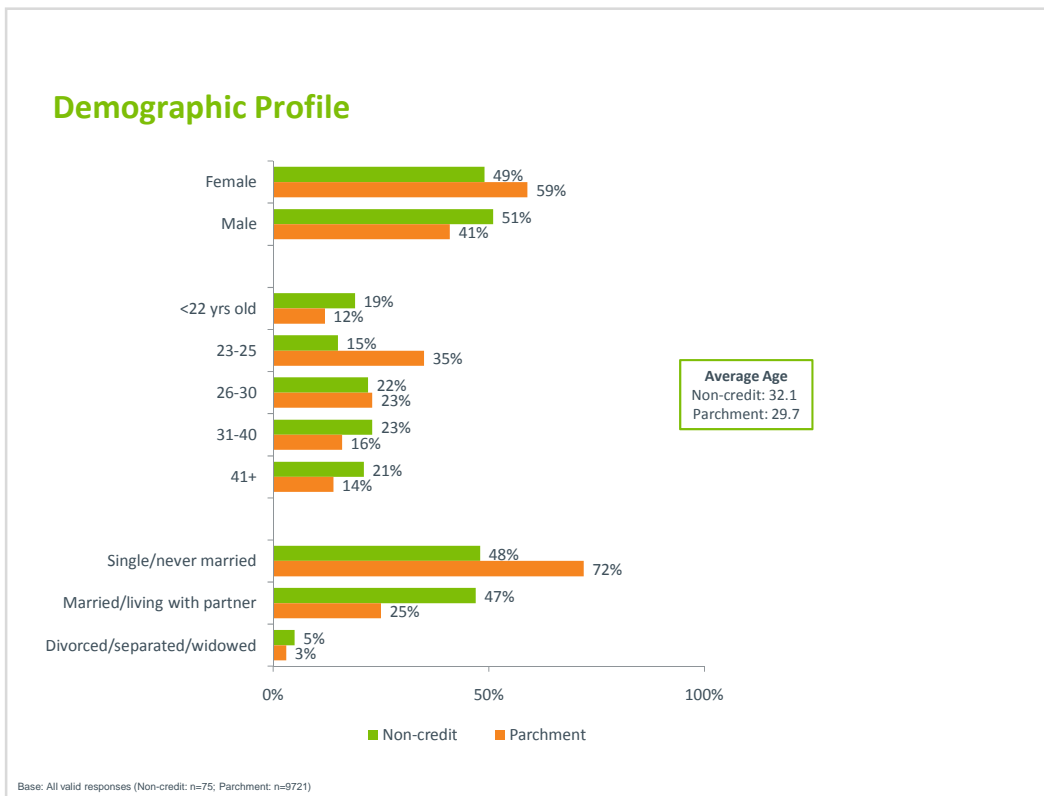
The Learner Funded Designated Programs (non-credit) are not subject to the same review and approval process at the institution, and ministry level. Given the differences in outcomes and regulatory requirements, it is important to review outcomes and satisfaction with non-credit programs in relation to credit.

Demographic Characteristics

Approximately one-half of graduates from non-credit programs were female and one-half were male. Graduates from parchment programs were more likely to be female by a 1.5 to 1 ratio (59% female vs. 41% male). In 2005-2006, gender split was identical for non-credit and parchment programs (non-credit: 59% female and 41% male; parchment: 60% female and 40% male).

Graduates from non-credit programs were slightly older than those from parchment programs. Graduates from a non-credit program were, on average, 32.1 years old, while graduates from a parchment program were, on average, 29.7 years old.

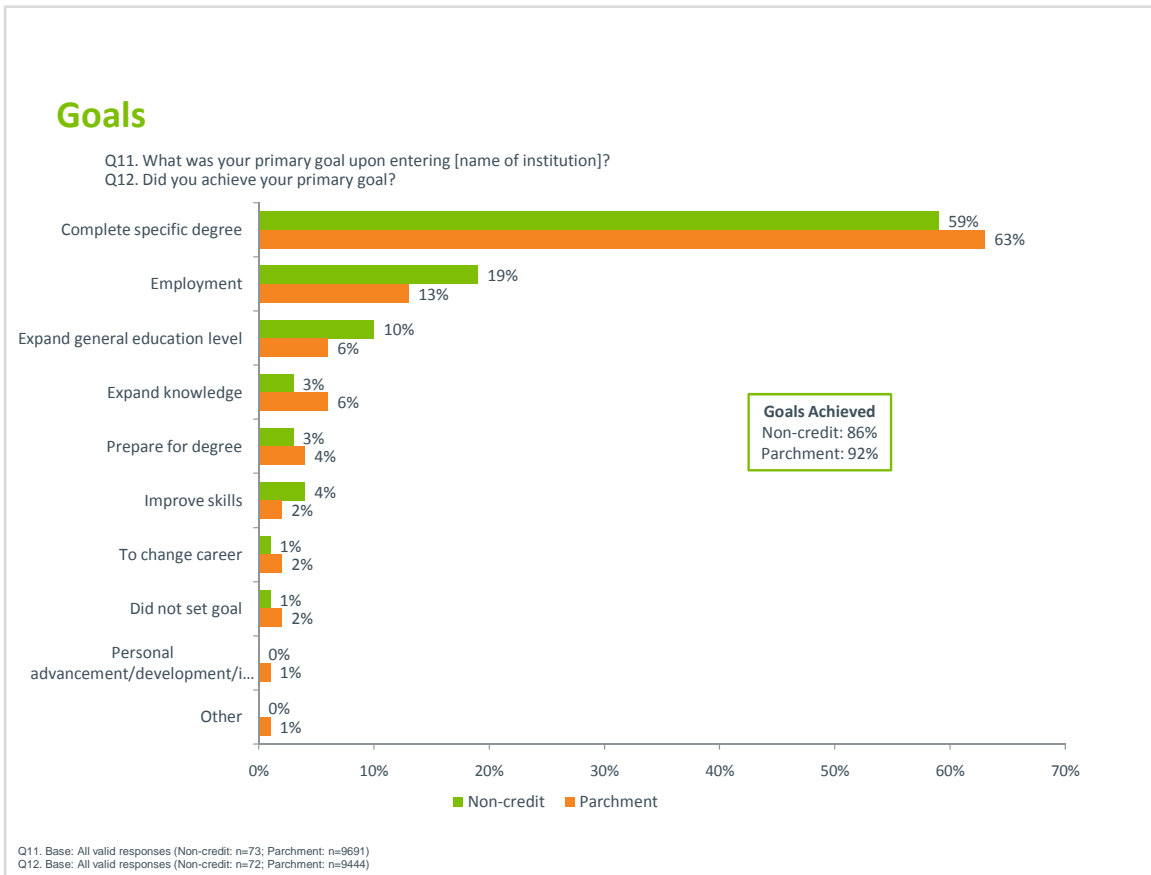
One-half of graduates from non-credit programs were single while one-half were married or living with a partner. In comparison, about three-quarters (72%) of graduates from parchment programs were single while most of the remainder (25%) were married or living with a partner.



Goals

Overall, graduates from non-credit programs had the same goals as graduates from parchment programs upon entering their institution. The large majority wanted to complete a specific credential. Approximately one in five cited employment as their primary goal.

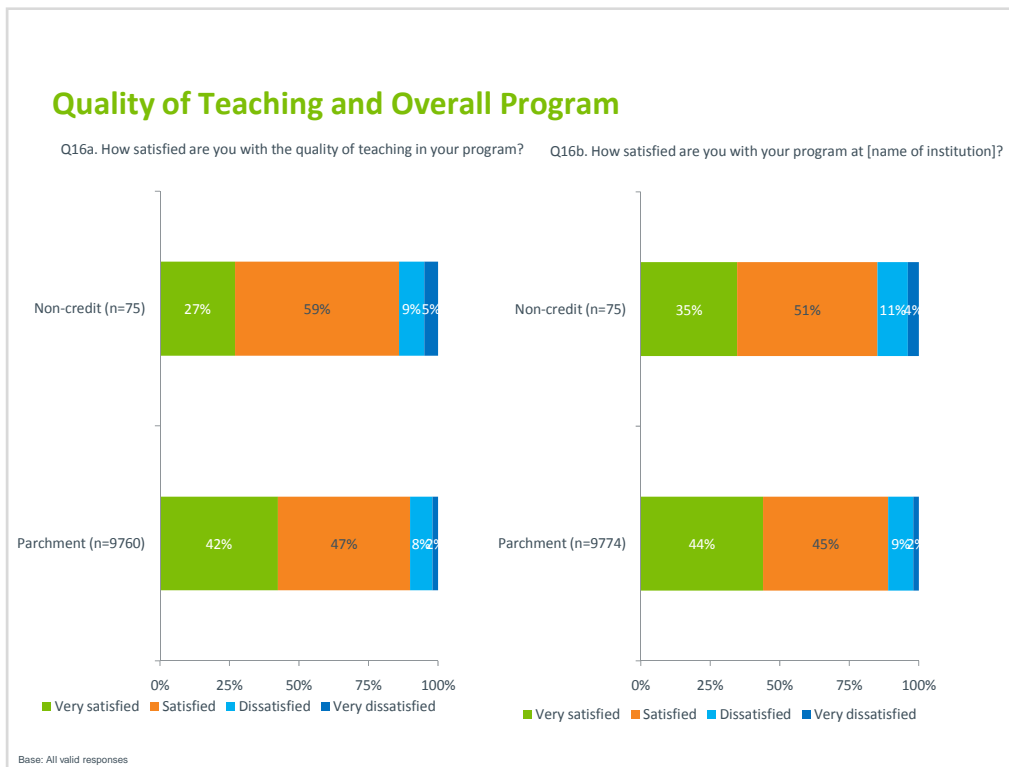
The large majority of graduates, whether in non-credit (86%) or parchment programs (92%), said they achieved the goals set for themselves at the start of their program.



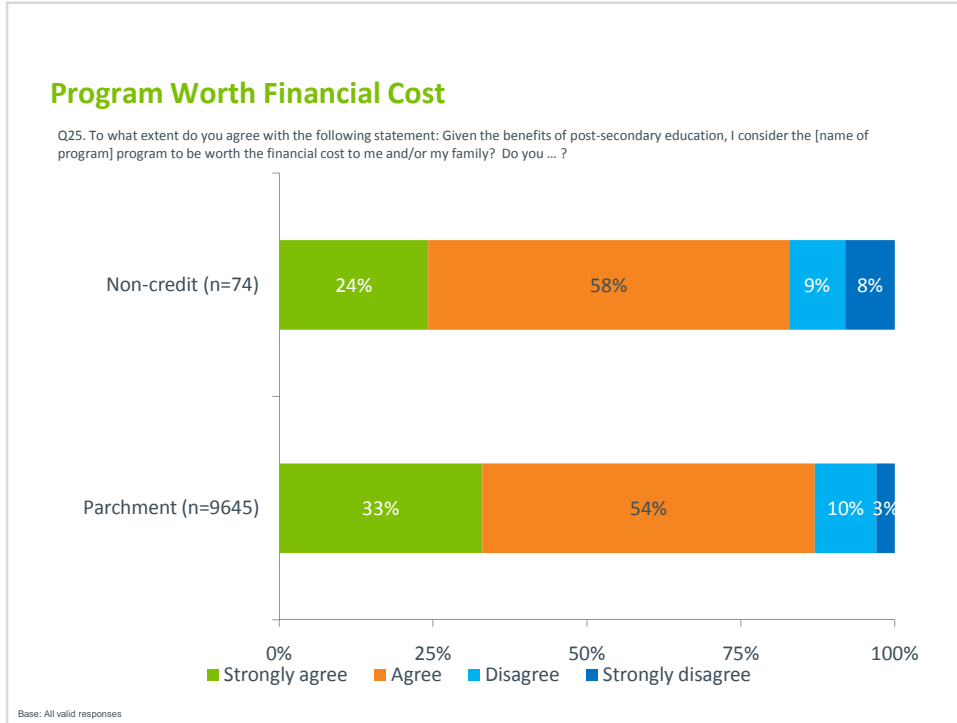
Quality Assessment

As with graduates from parchment programs, graduates from non-credit programs were satisfied with the quality of teaching in their program, the overall quality of their program and the overall educational experience.

However, their satisfaction did not appear to be as strong. For example, 27% of graduates from non-credit programs were very satisfied with the quality of teaching in their program compared to 42% of graduates from parchment programs.

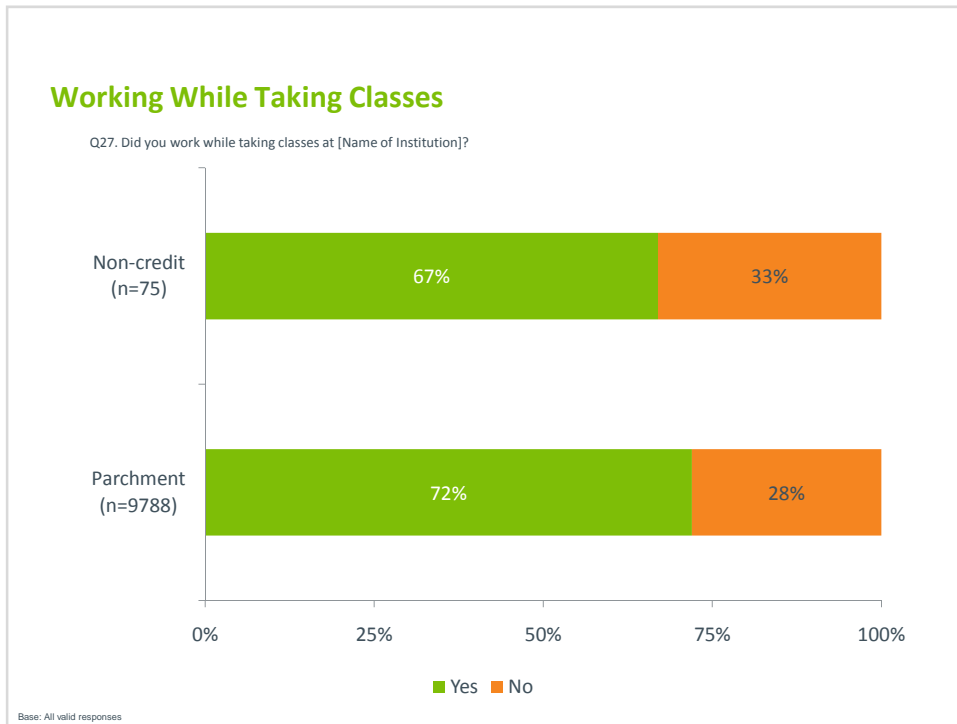


Regardless of the type of program graduates completed, the majority agreed that the benefits of their post-secondary education outweighed the financial costs. However, graduates from non-credit programs did not tend to agree as strongly as their counterparts in parchment programs (24% strongly agree for non-credit and 33% for parchment).

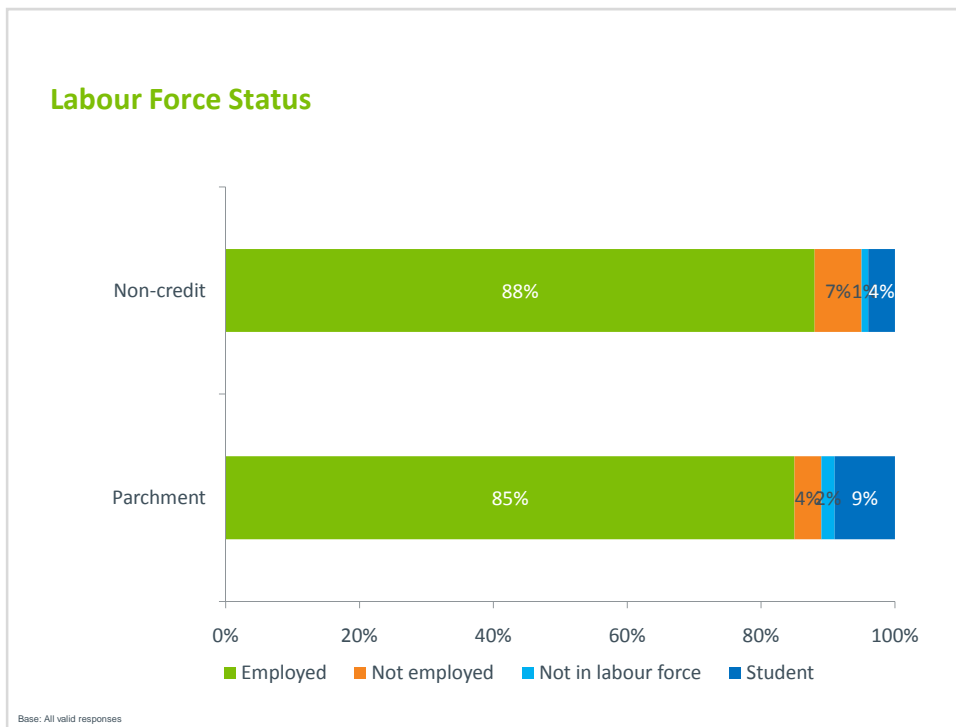


Graduates' Outcomes

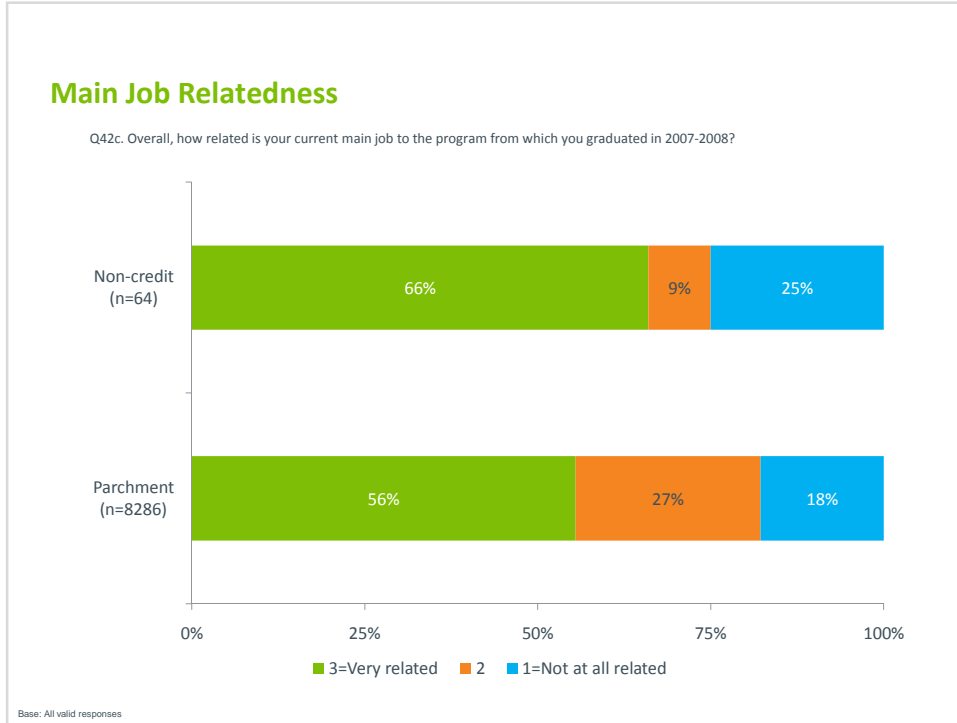
Two-thirds (67%) of graduates from non-credit programs worked while taking classes, a similar proportion to that reported by graduates from parchment programs (72%).



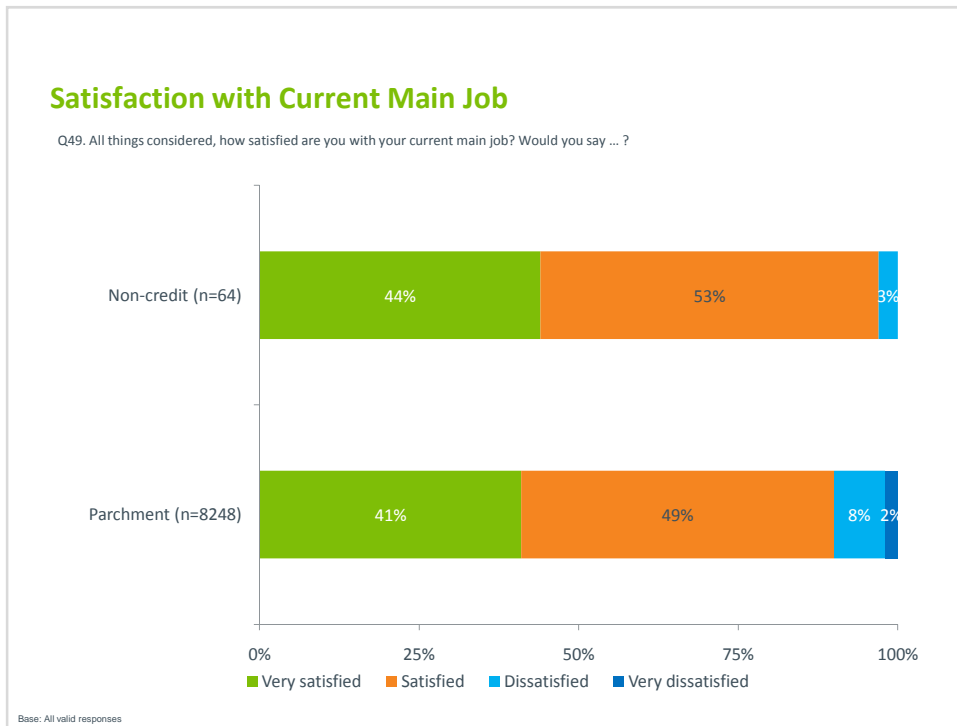
Two years after graduation, close to nine in ten (88%) graduates from non-credit programs were employed, a proportion comparable to graduates from parchment programs (85%). Seven percent were unemployed, 1% were not in the labour force and 4% were full time students.



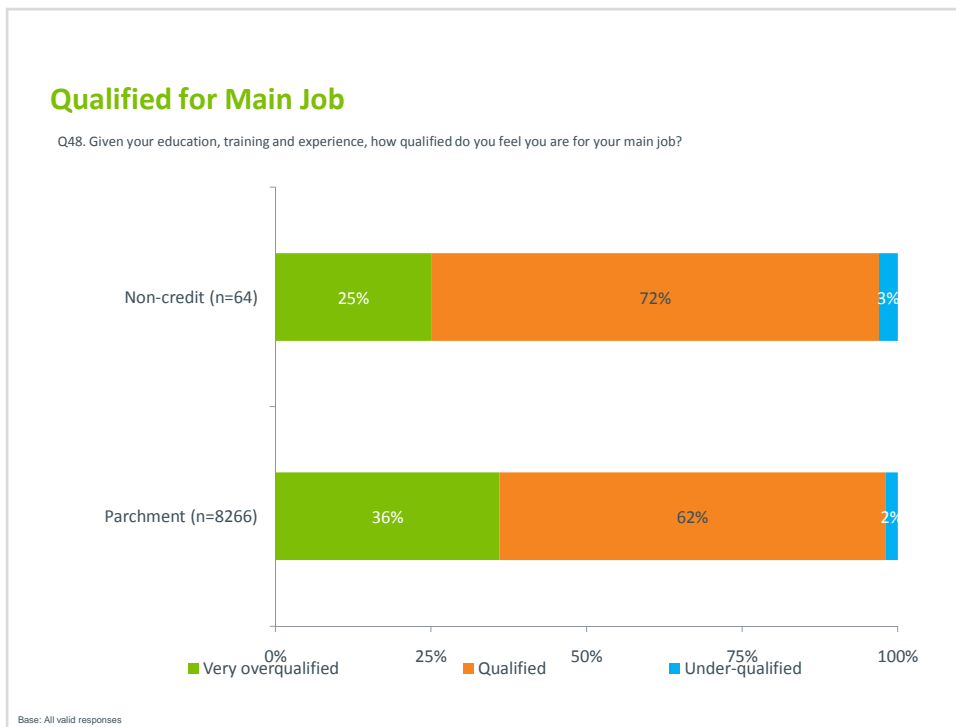
Graduates from non-credit programs were more likely than graduates from parchment programs to have a job related to the program from which they graduated.



Job satisfaction was very high among all graduates. A statistically higher proportion of graduates from parchment programs indicated dissatisfaction with their job (10% vs. 3% for non-credit).



Approximately three-quarters (72%) of graduates from non-credit programs felt *qualified* for their job while one-quarter (25%) felt over-qualified. In comparison, a higher proportion of graduates from parchment programs felt over-qualified (36%).



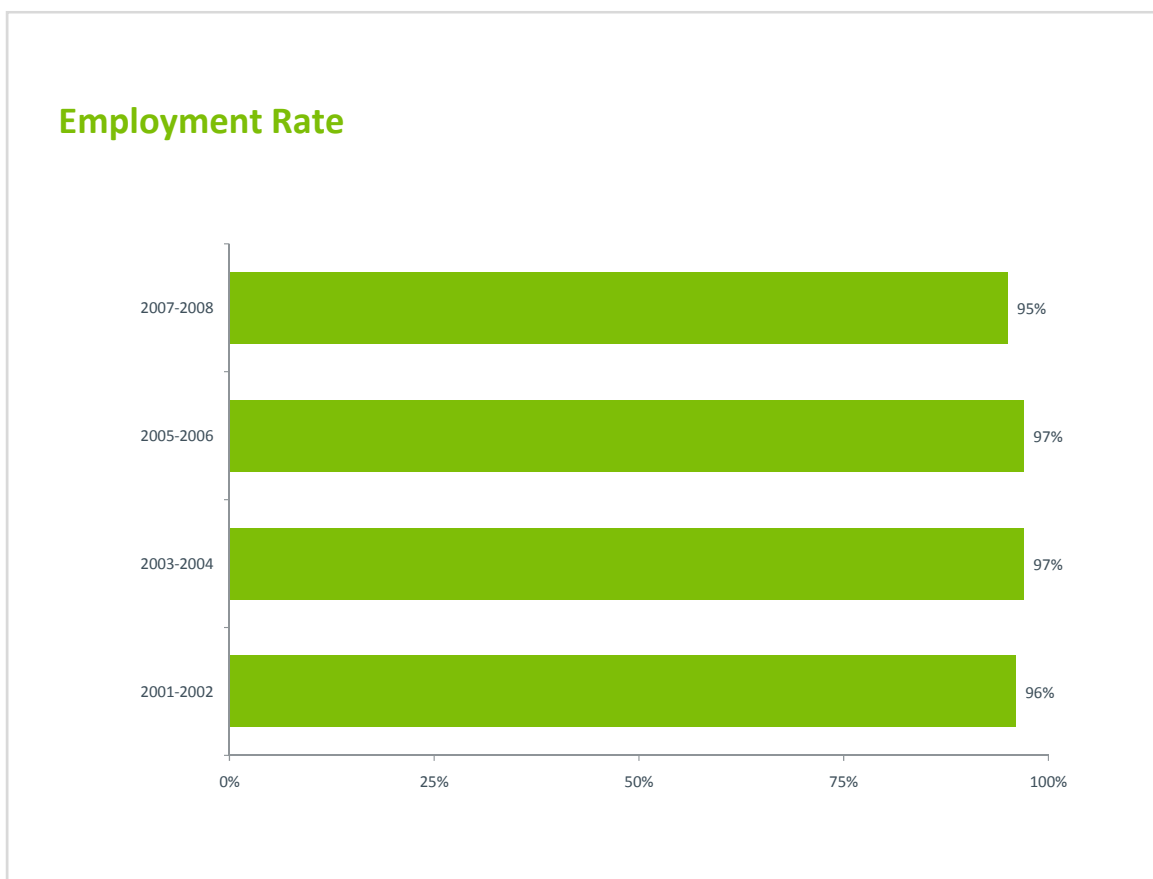
Section G: Historic

The following section highlights comparisons on specific variables for results of the class of 2007-2008, 2005-2006, 2003-2004 and 2001-2002.

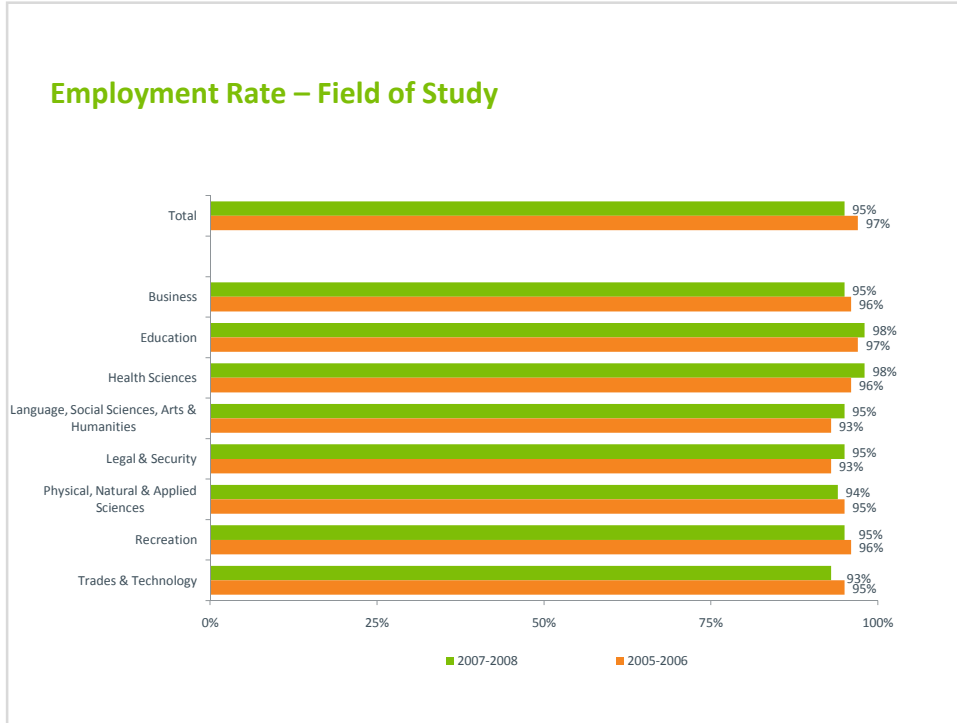
Employment Rate

Employment rates were calculated using the active labour force, excluding graduates who are either still in school, are without employment, or who are currently not looking for a job.

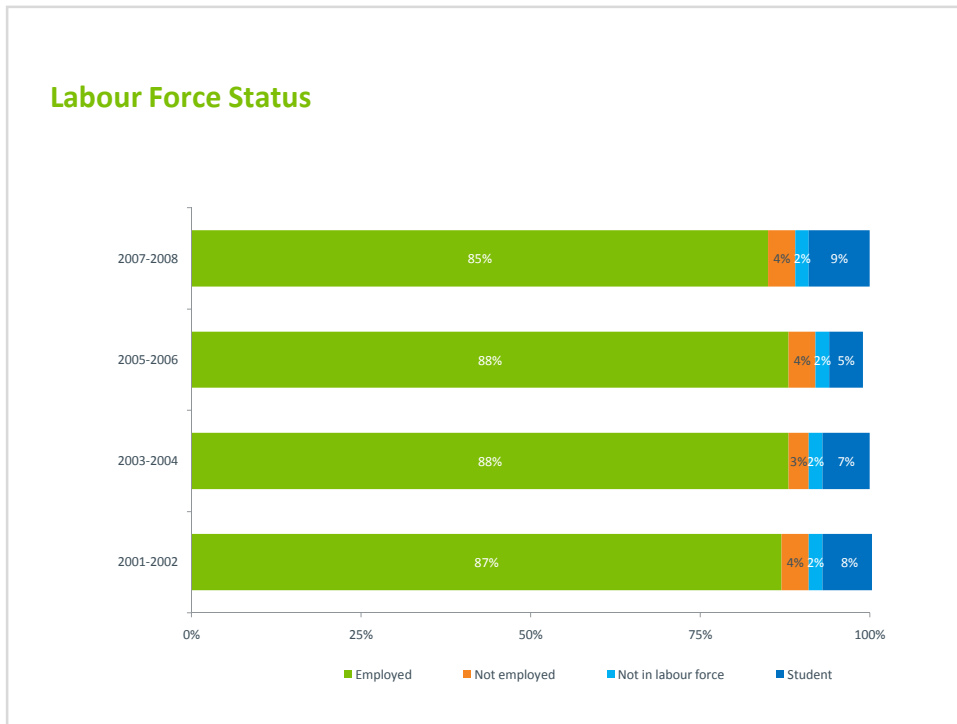
Employment rates have been relatively consistent since 2004, in the high-nineties, although the rate dropped from 97% to 95% since the last survey cycle.



Graduates from three fields of study saw a rise in employment over the previous survey cycle of research: 2007-2008 graduates from Health Sciences, Legal and Security, and Languages, Social Sciences, Arts, and Humanities saw a 2% increase in their employment rates.



A similar phenomenon was observed in labour force statistics; however, these results allow for a more complete explanation of the shifting employment landscape during the recession. As expected, the proportion of employed graduates decreased by 3% (from 88% to 85%) over the previous two years of research. Further, there was an increase (5% to 9%) in those who had returned to school.

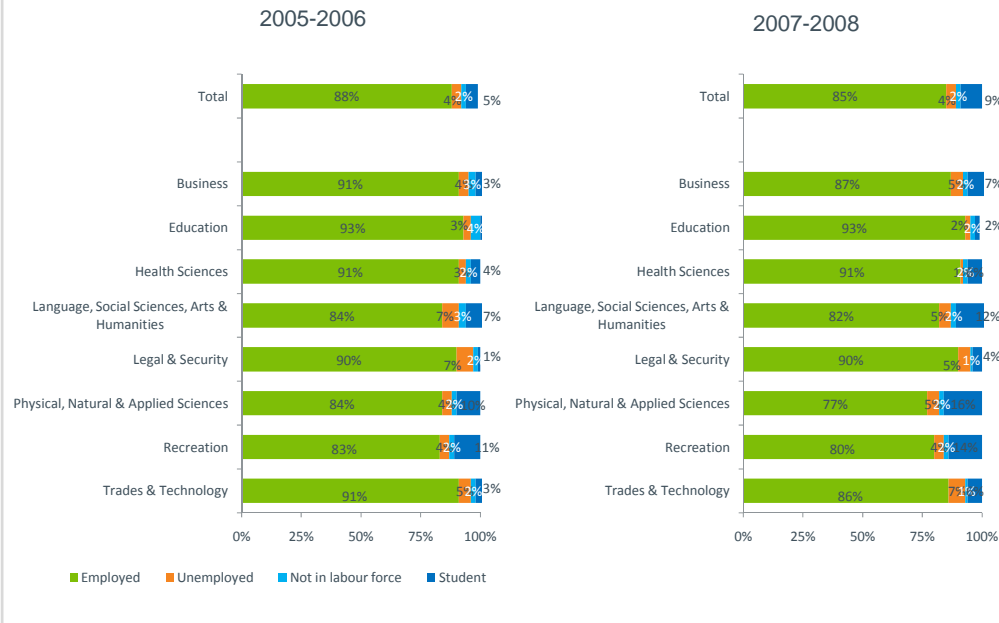


The trends observed in labour force outcomes were relatively consistent across each program type. Notably, those who graduated with a Master’s Degree were significantly more likely to have returned to school to continue their studies (8%, up from 4% among graduates from 2005-2006). Graduates from Applied and Bachelor Degree programs also returned to school in significantly higher numbers – a total of 11% of 2007-2008 graduates continued in school, compared to 6% in the previous wave of research.

Labour Force Status – Program Type



Labour Force Status – Field of Study

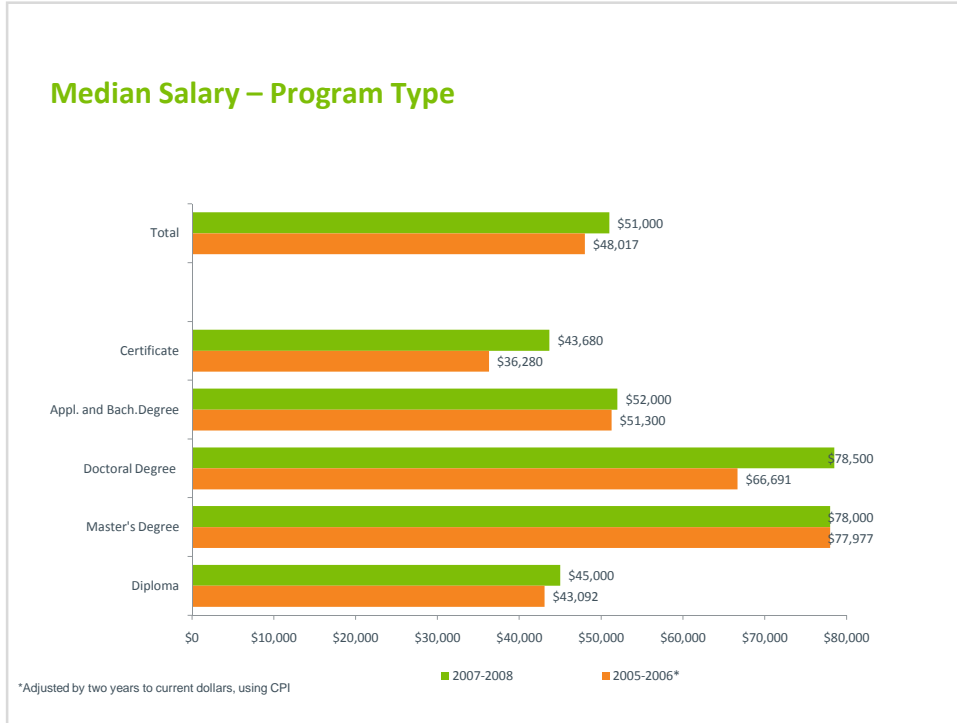


Salary

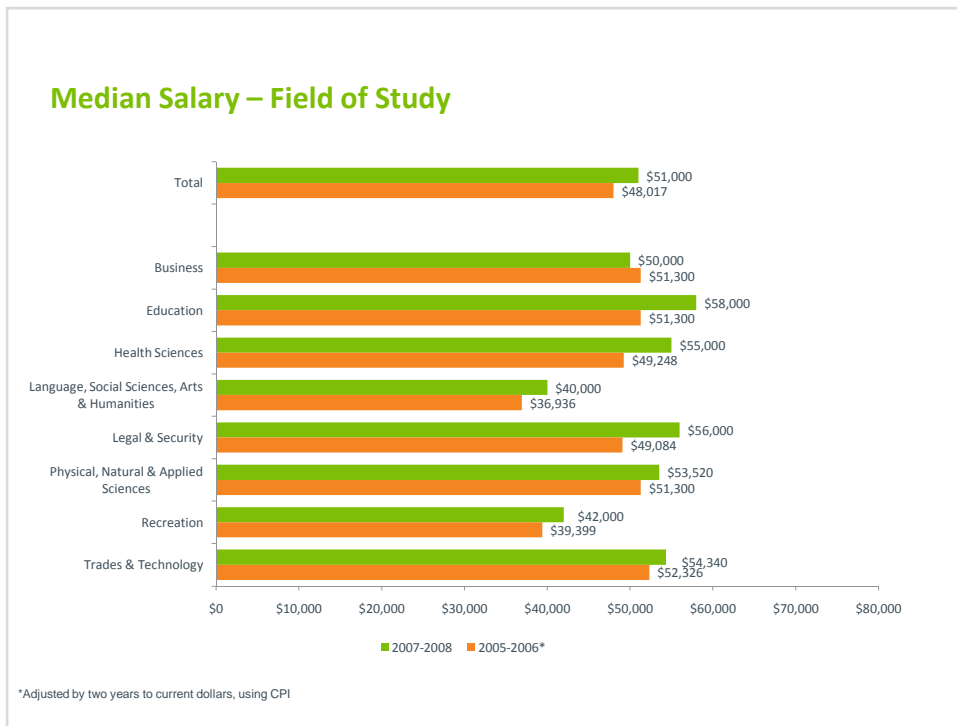
The median salary for 2007 – 2008 graduates is \$51,000. This is an increase from the median reported in 2005 – 2006 of \$48,017 when adjusted by the Consumer Price Index (CPI).



Graduates who completed a Doctoral Degree program saw the largest salary increase, from \$66,691 for the class of 2005-2006 to \$78,500 for the 2007-2008 graduates. Graduates of a Certificate program also saw a salary increase, albeit somewhat smaller than the Doctoral Degree graduates.

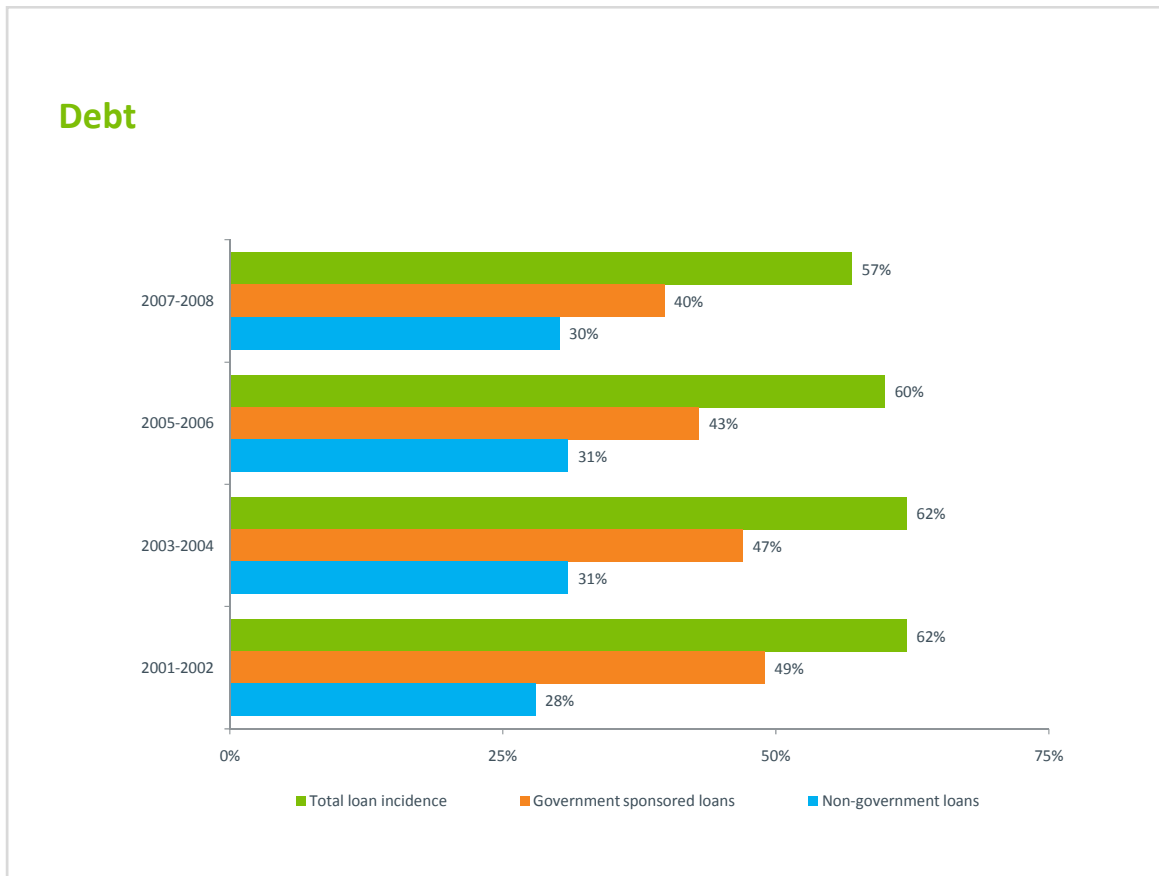


Graduates from the education and health sciences fields saw the largest increase in their median salary when compared to the salaries reported by 2005 – 2006 graduates.



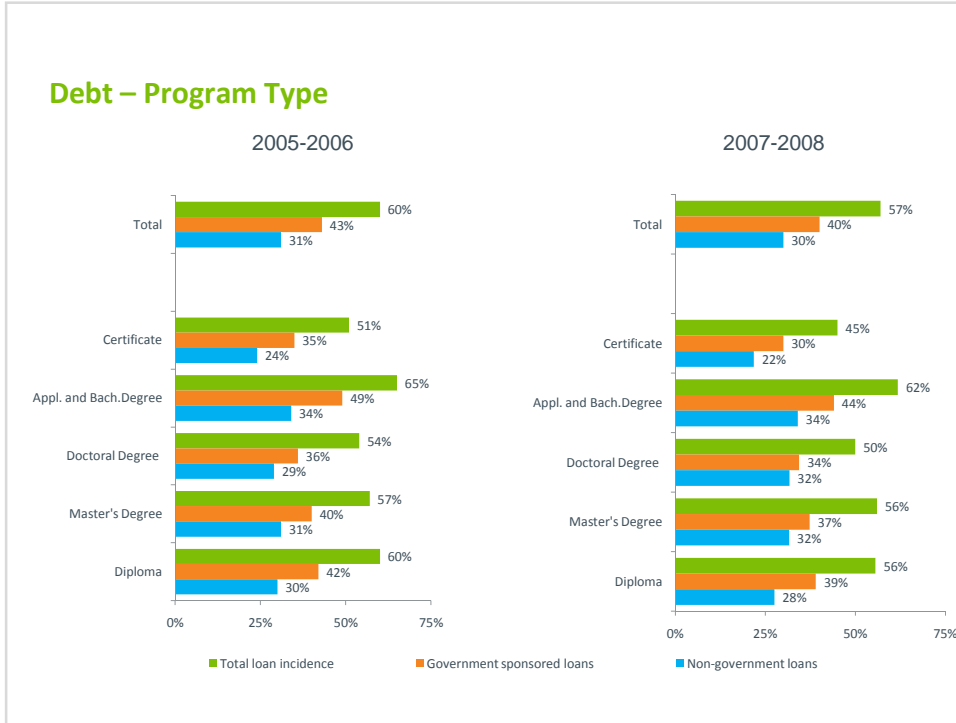
Debt

There was a clear trend among graduates’ debt distribution. While total loan incidence has been declining steadily through each of the four survey cycles of research, it is government-sponsored loans that were declining in number, while non-government loans remained relatively constant. Government-sponsored loans had decreased from 49% of debt distribution among graduates of 2001-2002, to 40% among graduates of 2007-2008.

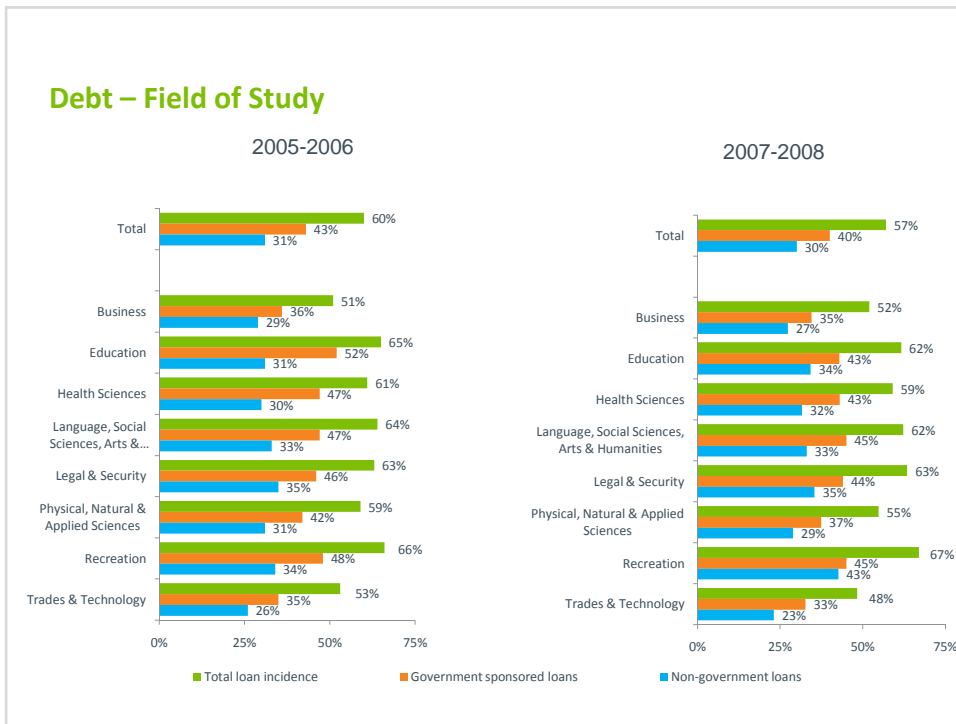


As with the total results, analysis by program type and field of study showed little change in non-government loans allocation year-over-year.

Debt – Program Type

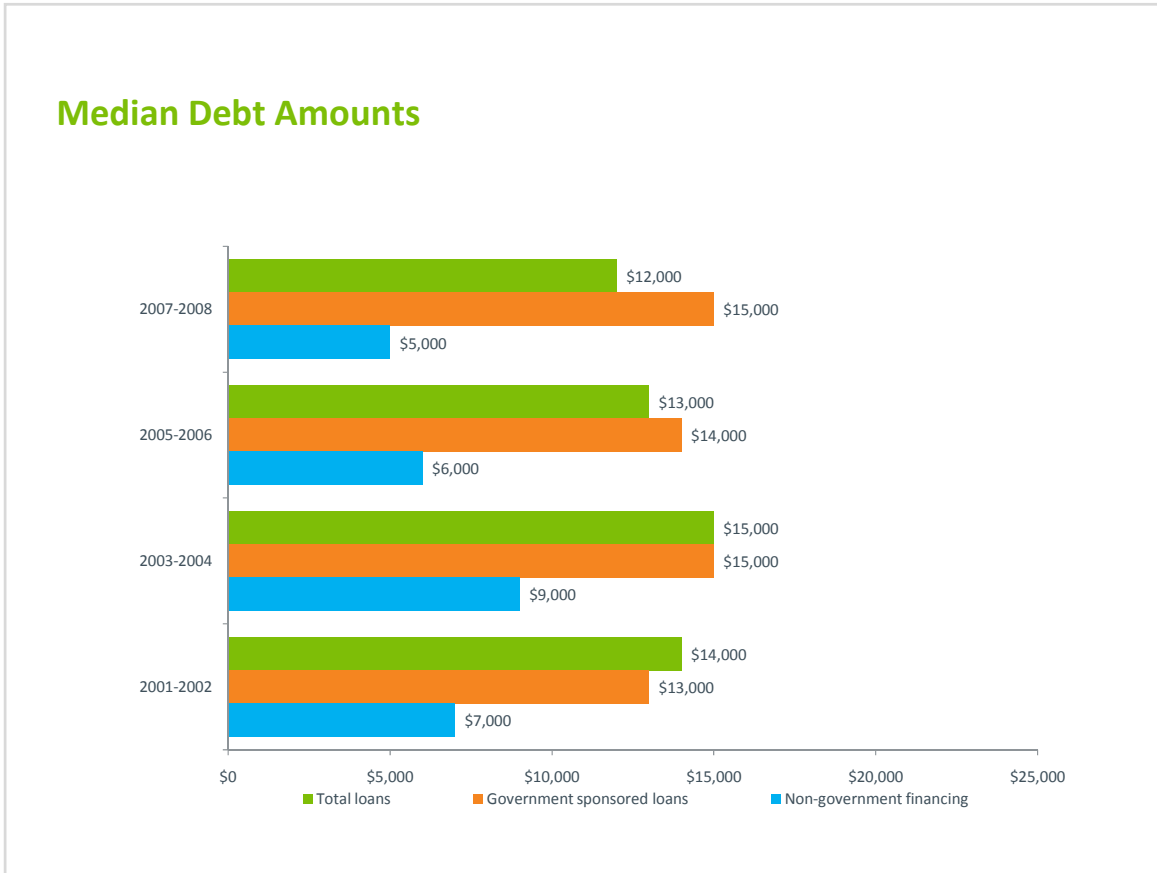


Debt – Field of Study

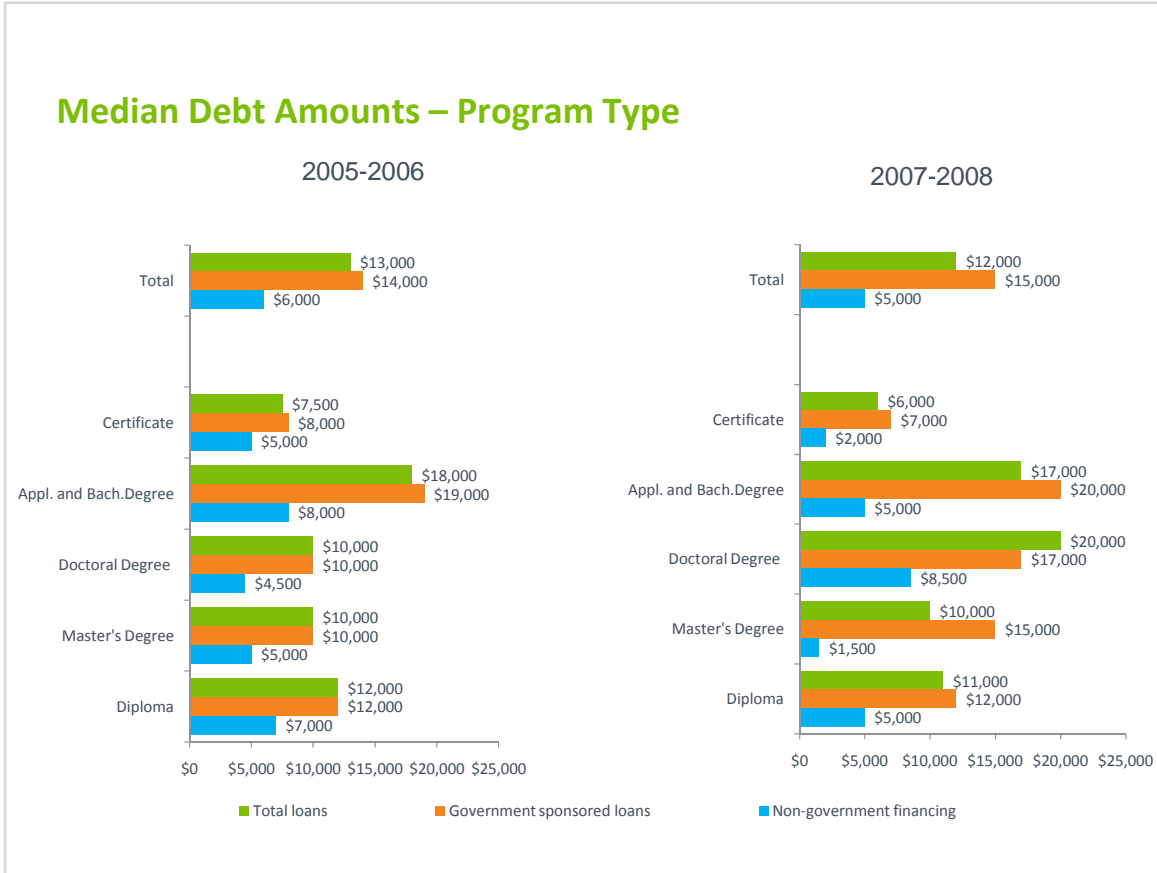


Median debt figures appeared to be steadily declining in terms of total loans. Over the past three survey cycles of research the median debt amounts of graduates has declined from \$15,000 to

\$12,000. Median amounts of government-sponsored loans remained relatively constant, while debt in non-government financing has declined.

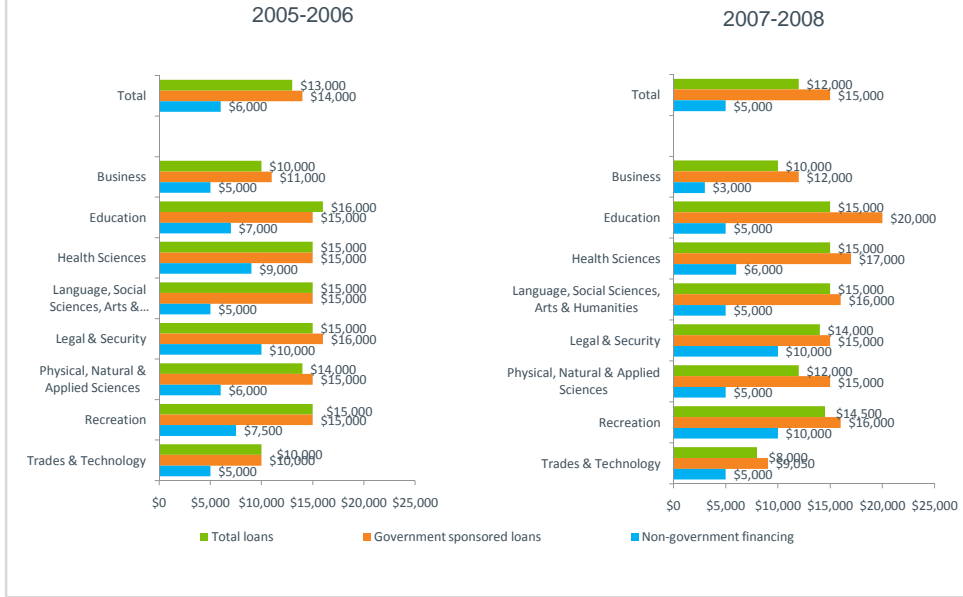


In terms of Program Type, the most striking shift between graduates from 2005-2006 and those from the graduating class of 2007-2008 was median debt amounts among those who graduated with a Doctoral degree. In fact, the median amount of debt amongst Alberta Doctoral graduates doubled from \$10,000 to \$20,000 over the two most recent survey cycles of research.



The Health Sciences field of study also showed an interesting trend over the past two cycles of research. Graduates of the class of 2005-2006 had a median non-government financed debt amount of \$9,000, whereas 2007-2008 graduates’ median debt amount from non-government sources was only \$6,000. This change coincided with an increase in the median government-sponsored debt amounts, and in aggregate there was no change in Health Sciences graduates’ median total debt amount (\$15,000) upon graduation. This suggests that Health Sciences graduates are increasingly turning to public sources to finance their education. A similar trend was observed among graduates from Business and Education fields of study.

Median Debt Amounts – Field of Study



Appendix A: Survey Instrument

Alberta Graduate Outcomes Survey, Class of 2007-08

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 or email address. Explain purpose of study (see below) if requested. Thank the person providing the information.]

New contact - phone	Collect new phone #
New contact - email	Collect email address

Hi, my name is _____ and I'm with Harris/Decima. I'm calling on behalf of Alberta Advanced Education & Technology and _____ (name of institution). We are conducting a survey of post-secondary students who completed programs of study in the fall of 2007 or the spring of 2008 at _____ (name of institution). The purpose of the study is to provide summary information for Alberta Advanced Education & Technology about graduates' satisfaction as well as their employment and educational experiences, and to provide detailed information to _____ (name of institution) with ideas about how to improve their programs. Are you willing to complete this survey? It will only take about 15 minutes and you can complete it by telephone or online.

Yes – Available now	Continue
Yes – Call back	Schedule call back
Yes - Online	Collect email address
Refusal	Thank and terminate

Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential. If you wish to stop this survey at any time please just tell me. Your responses will be shared with participating post-secondary institutions but will not be attributable on an individual basis. When results are published, only summary or aggregated

information will be provided. Your personal information is protected by the *Freedom of Information and Protection of Privacy Act*.

[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.		

[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education and Technology website in the fall of 2010. The report from the last wave of this research is currently available on this website.]

BACKGROUND

First, I would like to start by asking some general background questions.

1. What was the highest grade level you completed in the K-12 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. Which city or town were you living in when you last attended high school or another grade in the K-12 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) _____
77. Outside Canada (specify country) _____
88. Don't know
99. No response

3. What year did you last attend school in the K-12 system, not including adult upgrading?
[ENTER FOUR DIGIT YEAR]

8888. Don't know
9999. No response

4. Which city or town were you living in 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) _____
77. Outside Canada (specify country) _____
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. Have you permanently relocated to a different city or town since the time of your graduation from _____ (name of institution)?

- 1. Yes
- 2. No → GO TO Q10
- 88. Don't know → GO TO Q10
- 99. No response → GO TO Q10

7. What was your primary 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
- 77. Other (specify) _____
- 88. Don't know
- 99. No response

8. Which city or town did you relocate to? **[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) _____
 77. Outside Canada (specify country) _____
 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. I will now ask you a series of questions about your post-secondary educational experience.

Using a 5-point scale where 1 means “not useful” and 5 means “very useful”, how useful were each of the following sources of information in helping you decide which program and institution to attend? If some of these sources of information are not applicable please indicate so. **[RANDOMIZE AND READ]**

	not useful					very useful					N/A	DK	NR
	1	2	3	4	5	1	2	3	4	5	77	88	99
a) Institutional calendars (online)	1	2	3	4	5	1	2	3	4	5	77	88	99
m) Institutional calendars (print)	1	2	3	4	5	1	2	3	4	5	77	88	99
b) Alberta Learning Information Service (ALIS) website (www.alis.ab.ca)	1	2	3	4	5	1	2	3	4	5	77	88	99
i) Institution website	1	2	3	4	5	1	2	3	4	5	77	88	99
c) School or guidance counselors	1	2	3	4	5	1	2	3	4	5	77	88	99
j) Career fair/Open house													

/PSI High School presentation	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
k) Co-workers/employer	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
l) Student recruiters								
/PSI program representatives	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
- 77. 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. Please rate the following statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”.

To what extent did the program from which you graduated at _____ (institution name) provide you with the following benefits? If some of these benefits are not applicable please indicate so. **[RANDOMIZE AND READ]**

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

15. The following statements 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
	1	2	3	4	5			
a. Solve problems	1	2	3	4	5	77	88	99
b. Speak in public	1	2	3	4	5	77	88	99
c. Develop your writing skills	1	2	3	4	5	77	88	99
d. Resolve conflicts	1	2	3	4	5	77	88	99
e. Learn independently	1	2	3	4	5	77	88	99
f. Become self-confident	1	2	3	4	5	77	88	99
g. Develop leadership skills	1	2	3	4	5	77	88	99
h. Think creatively	1	2	3	4	5	77	88	99
i. Develop awareness of ethical issues	1	2	3	4	5	77	88	99
j. Develop awareness of political and social issues	1	2	3	4	5	77	88	99
k. Appreciate other cultures	1	2	3	4	5	77	88	99
l. Develop work-related computer skills	1	2	3	4	5	77	88	99
m. Develop research skills	1	2	3	4	5	77	88	99
n. Develop mathematical skills	1	2	3	4	5	77	88	99
o. Develop interpersonal skills	1	2	3	4	5	77	88	99
p. Work independently	1	2	3	4	5	77	88	99
q. Work well with others	1	2	3	4	5	77	88	99
s. Develop effective time management skills	1	2	3	4	5	77	88	99
t. Analyze Information	1	2	3	4	5	77	88	99

16. The following question examines how satisfied you are with your educational experience in the _____ (name of program) 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?

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)?

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?

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied
88. Don't know
99. No response

17. With a yes or no answer, would you recommend the same program of study to someone else?

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

18. Would you recommend to someone that they should attend _____ (name of institution)?

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 the _____ (program name) program 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?

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP QUESTION 20 AND GO TO QUESTION 25.]

1. Yes
2. No → GO TO Q24B
88. Don't know → GO TO Q24B
99. No response → GO TO Q24B

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

- 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 credit or partial credit from?

[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21]

	Full	Partial	DK	NR
a. Athabasca University	1	2	88	99
b. University of Alberta	1	2	88	99
c. University of Calgary				
d. ...				

[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21 AND Q22 <> 88 OR 99.]

23. Did you receive the transfer credit you expected from...?

	Yes	No	DK	NR
a. Athabasca University	1	2	88	99
b. University of Alberta	1	2	88	99
c. University of Calgary				
d. ...				

[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21 AND Q23=2]

- 24. What were the reasons that you did not receive the credit you expected from? [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.
77. 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 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.
77. Other (specify) _____
88. Don't know
99. No response

University of Calgary...

24. A.) How satisfied were you with the transfer credit that you received?

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied
88. Don't know
- 99.No response

24. B.) In completing requirements for the _____(name of program) program, did you apply for prior learning assessment and recognition (PLAR)? [If participant does not know what PLAR is, record as 88 – Don't know]

1. Yes
2. No (go to 25)
88. Don't know (go to 25)
99. No response (go to 25)

24 C.) Which type of assessment did you complete? (Do not read.)

1. Portfolio development
2. Challenge process (written or oral exams, skills demonstration, product assessment, educational credential assessment)
3. Other (specify) _____

24 D.) Were you successful in being awarded credits?

1. Yes
2. No (go to 25)
88. Don't know (go to 25)
99. No response (go to 25)

24 E.) How many credits were you awarded?

- 1. 3 (one course)
- 2. 6-12 (two to four courses)
- 3. 15-30 (five to ten course)
- 4. more than 30 (eleven or more courses)
- 88. Don't know
- 99. No response

25. To what extent do you agree with the following statement: 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 on-line and / or distance delivery? Is that...? **[DOES NOT INCLUDE PRIOR 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

26 A. As part of your studies at __ (Alberta Institution) _____, did you participate in a study abroad program (which might include a student exchange, field school experience, course taken abroad, co-op/practicum or internship) outside of Canada?

- 1. Yes
- 2. No (go to 27)
- 88. Don't know (go to 27)
- 99. No response (go to 27)

B. In which country? [Record response]

- 88. Don't know
- 99. Prefer not to say

C. Was your Study Abroad Program offered: (read list, choose one option)

- ___ All in English
- ___ Primarily in English
- ___ Primarily in a language other than English
- ___ All in a language other than English

D. How satisfied were you with the overall quality of your study abroad educational experience?

- 1. Very dissatisfied
- 2. Dissatisfied
- 3. Satisfied
- 4. Very satisfied
- 88. Don't know
- 99. No response

27. Did you work 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]**

- 89. Don't know
- 100. 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
- 77. 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? [Read list as necessary]

- 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
- 77. Other Services (Please specify) _____
- 88. Don't know
- 99. No response

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
- 99. 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

39. What is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions for your (main) job? **[READ LIST AS NECESSARY]**

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

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; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]**

888888. Don't know

999999. No response → **GO TO Q42**

40. [Skip if Q39 = yearly] 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 Q42**
2. No
88. Don't know
99. No response → **GO TO Q42**

41. [Skip if Q39 = yearly] In that case, 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

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 current job to:

	not related	very related		DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88	99
b) The subject-area knowledge you acquired	1	2	3	88	99
c) Overall, how related is your current (main) job to the program from which you graduated in 2007-08?	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]

- 88. Don’t know
- 99. No response

43VALID. To confirm, you work a total of [Q37+Q43] per week; that is, [Q37] at your main job and another [Q43] hours at your other jobs.

- 1. Yes – Continue
- 2. No – Jump back to Q37 or Q43, as appropriate

45. With respect to your other job(s), what is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions? **[READ LIST AS NECESSARY]**

- 1. Hourly
- 2. Daily
- 3. Weekly
- 4. Bi-weekly (every two weeks)
- 5. Semi-monthly (twice a month)
- 6. Monthly
- 7. Yearly
- 77. Other (specify) _____
- 88. Don’t know
- 99. No response → **GO TO Q46**

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)? **[ENTER SALARY, DO NOT USE DECIMALS; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]**

- 888888. Don't know
- 999999. No response → **GO TO Q46**

45a. [Skip if Q45 = yearly] 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 Q46**
- 2. No
- 88. Don't know
- 99. No response → **GO TO Q46**

45b. [Skip if Q45 = yearly] In that case, 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 → **GO TO Q46**

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)	1	2	3	88 99
b) The subject-area knowledge you acquired	1	2	3	88 99
c) Overall, how related is your other job to the program from which you graduated in 2007-08?	1	2	3	88 99

- 47.** When you were selected for your (main) job, what was the highest level of education needed to get the job? **[DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]**
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 bachelors degree
 8. Completed graduate studies
 10. Professional degree (only includes: Medicine (MD), Law (LLB), and Dentistry (DDS))
 9. Other (specify) _____
 88. Don't know
 99. No response
- 48.** Given your education, training and experience, how qualified do you feel you are for your (main) job? **[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?

- 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 (including Augustana campus)
- 3. University of Calgary
- 4. University of Lethbridge
- 5. Ambrose University College
- 6. Canadian University College
- 7. Concordia University College
- 8. King's University College
- 9. St. Mary's University College
- 10. Alberta College of Art and Design
- 11. Bow Valley College
- 12. Grande Prairie Regional College (including Fairview Campus)
- 13. Grant MacEwan College
- 14. Keyano College
- 15. Lakeland College
- 16. Lethbridge Community College
- 17. Medicine Hat College
- 18. Mount Royal College
- 19. NorQuest College
- 20. Northern Lakes College
- 21. Olds College
- 22. Portage College
- 23. Red Deer College
- 24. NAIT
- 25. SAIT
- 30. Other Alberta Institution (specify) _____
- 31. 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 LIST AS NECESSARY]**

- 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)
- 77. 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 ever 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 ever 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. How much did you receive in scholarships, grants and/or bursaries during your post-secondary studies? **[ENTER AMOUNT, NO DECIMALS]**

- 888888. Don't know
- 999999. No response

58. Have you ever 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 as a result of education-related borrowing from all non-government sources? This amount does NOT include what you owe for government sponsored student loans. **[ENTER AMOUNT, NO DECIMALS]**

- 888888. Don't know
- 999999. No response

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 the _____ (program name) program? 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 the _____ (name of program) 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?

- 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
- 77. 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 (includes any undergraduate, graduate, or professional degree)
- 77. 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.