

**GRADUATE OUTCOMES SURVEY
PRIVATE VOCATIONAL INSTITUTIONS (PVT) REPORT
FINAL REPORT**

Prepared for:
Alberta Innovation and Advanced Education

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EXECUTIVE SUMMARY

Background and Introduction

In 2013, Alberta Innovation and Advanced Education (IAE) commissioned the Graduate Outcomes Survey – Class of 2011/12 (GOS), to take place in early 2014. R.A. Malatest & Associates Ltd. was contracted by IAE to conduct the survey of Private Vocational Training (PVT) Institutions and present the results. The findings from the survey are used to inform strategic planning and results reporting.

The survey was completed by 2011/12 post-secondary graduates in order to determine their satisfaction with educational experiences and employment outcomes. Furthermore, graduates provided feedback on the sources of information used to select their institution and program of study, how graduates financed their education, and whether they set personal goals and achieved them. The goal of the GOS survey is also to maintain historical comparisons with previous Graduate Outcomes Surveys.

This report reflects the findings drawn from 1,107 surveys completed by graduates approximately two years after graduation from PVT Institutions. Graduates were provided with the option of completing the survey either over the telephone or online.

The Graduate Outcomes Survey Technical Report provides additional detailed information regarding the research methods employed in completing this survey.

Demographics

Over half (57%) of graduates from PVT Institutions attended the Kindergarten through grade 12 system within Alberta. Over one-third (35%) attended in urban centers, while under one-quarter (22%) were from rural areas. Sixteen percent of graduates last attended the K-12 system elsewhere in Canada, and 27% of graduates attended high school outside of Canada.

Graduates who last attended high school in rural Alberta were more likely to have completed Trades and Technologists programs (45%), whereas graduates from urban Alberta were more likely to have taken Physical, Natural, and Applied Sciences (63%), or Legal and Security programs (62%). Graduates who last attended high school outside of Alberta were more likely to have completed Business (38%) or Health Sciences (30%) programs.

For over one-quarter of graduates (28%), their parents' highest educational attainment was a college, technical institute, or apprenticeship program. One-quarter (25%) of graduates had at least one parent who had attained an undergraduate degree or higher credential.

The majority of graduates (89%) were female, except in the case of Physical, Natural, and Applied Sciences programs, which had a higher proportion of male PVT graduates (59%).

The average age of graduates at the time of surveying was 33.7 years, with more than one-quarter (28%) aged 41 and older. On average, male graduates were older than female graduates, and graduates who studied Business were older (37.6 years) than those who studied Health Sciences (34.9 years), Physical, Natural, and Applied Sciences (34.4 years), Legal and Security (30.1 years), or Trades and Technologists programs (24.9 years).

Half (50%) of graduates were single at the time they entered their program, while two-fifths (39%) were married or living with partner, and 11% were divorced, separated, or widowed. Graduates who attended Trades and Technologists programs (83%) or Legal and Security programs (70%) were more likely than not to have been single, compared to those in other fields of study. Furthermore, PVT graduates who last attended high school in rural (71%) or urban (62%) Alberta were more likely to have been single than those who attended outside Alberta.

Just over half of PVT graduates (51%) reported that they had no dependents when they entered their program. Graduates who were a member of a visible minority (62%) and those who had last attended high school outside of Canada (73%) were more likely to have had at least one dependent. Moreover, graduates who studied Business (62%) or Health Sciences (55%) were more likely to have had at least one dependent.

One in twenty graduates (6%) considered themselves to be an Aboriginal person. Of these graduates, over half (53%) were Status Indian, one in ten (10%) were Non-status Indian, and over one-third (37%) were Métis. The majority of Aboriginal graduates (94%) were female, and their average age was 32.1 years.

Nearly one-quarter (23%) of graduates considered themselves to be a member of a visible minority. Graduates who were a member of a visible minority were more likely to be male (20%) than non-visible minorities (8%). They were also older, on average, than non-visible minorities (37.1 years compared to 33.0 years). Visible minority graduates were more likely to have studied Business (36%), and less likely to have completed Trades and Technologists (11%) programs.

Transitions

Over one-third (35%) of graduates waited six years or more after high school before entering their post-secondary program from which they graduated in 2011/12, while 23% of graduates entered directly (less than one year). Graduates who studied Business (46%), Health Sciences (39%), or Legal and Security (31%) programs were more likely to have waited six years or more before entering their post-secondary program, whereas graduates who completed Trades and Technologists (39%) programs entered directly after high school.

The information sources that most graduates rated very useful in helping them to decide which program and institution to enroll in were: institution websites (33%), friends (32%), family members (33%), and teachers (30%). With the exception of the institution websites, graduates who last attended high school outside of Canada tended to rank all sources of information substantially higher than graduates who attended high school in Canada.

The majority of graduates (77%) attended their classes in person, however, nearly one-quarter (23%) completed some or all of their courses via online and/or through distance delivery. Graduates who studied Physical, Natural, and Applied Sciences (19%) and Business (11%) were more likely to have completed their entire program through online or distance delivery courses.

The majority of graduates (82%) were still living in the same location where they completed their post-secondary education. For graduates who had moved (18%) since completing their program, 26%

reported family move/obligations as the primary reason, and 17% moved to attain employment. Graduates who studied Physical, Natural, and Applied Sciences (60%) were more likely to have moved to attain employment, compared to 10% to 20% of graduates in other fields of study.

Among graduates who relocated after graduation, 81% remained within Alberta and 19% were returning to their hometown.

Goals and Satisfaction

Over one-third (34%) of graduates reported that completion of a specific degree or diploma was their primary goal, and just under one-third (31%) indicated that their primary goal was to obtain employment. Graduates who last attended high school in rural Alberta (44%), and graduates who completed Trades and Technologists (43%) programs, were more likely to have set completion of a specific degree or diploma as their primary goal. Graduates were more likely to have set obtaining employment as their primary goal if they last attended high school outside of Canada (41%), or completed Business (41%) programs.

Over two-thirds (68%) of graduates had fully achieved their primary goal, and approximately one in ten graduates (9%) reported they had not. Graduates who completed Health and Sciences (77%) programs were more likely to have fully achieved their primary goal.

Graduates who had set obtaining employment as their primary goal (17%) were more likely to have not achieved it. Furthermore, for graduates who had not fully achieved their primary goal, nearly one-quarter (23%) attributed this to lack of employment in their field. The most frequently achieved goal was the completion of a specific degree or diploma, where 86% of graduates who had set this as their primary goal fully achieved it.

More than two-fifths (41%) of graduates reported that they were very satisfied with the quality of teaching they received, and with the overall quality of the program they were enrolled in. Furthermore, graduates who studied Health Sciences (48%) or Business (41%) were more likely to have been very satisfied when compared to graduates in other fields of study.

Graduates most often indicated that their program provided them with the skills and abilities to work independently (74%), learn independently (72%), work well with others (69%), become self-confident (67%), and develop time management skills (66%). The majority of graduates (75%) would have recommended their program to others. However, one in ten graduates reported that they had not experienced improved income (11%) or employment opportunities (10%).

The majority of graduates agreed (48%) or strongly agreed (20%) that the program from which they graduated was worth the financial cost to them and/or their family. Graduates who studied Health Sciences (77%) or Business (71%) were more likely to have agreed that their program was worth the financial cost.

Financing

Half (50%) of 2011/12 graduates from PVT Institutions worked while taking classes, and, among these graduates, the average numbers of hours worked per week was 24.4. Graduates who studied Legal and

Security (60%) and Health Sciences (57%) programs, and graduates aged 22 and younger at the time of surveying, were more likely to have been working while taking classes.

More than half (55%) of graduates had received government-sponsored student loans. Graduates who attended Legal and Security programs (80%) were more likely than not to have accessed these loans and owed an average of \$18,700 at the time of graduation, which was higher than the overall average amount of \$12,500.

A small proportion of graduates (14%) accessed non-government loans or lines of credit from, for example, financial institutions to help finance their education.

Nearly one-quarter (22%) of graduates had received financing from family for education-related expenses. Graduates were more likely to have received money from family for their education if they were aged 22 and younger (41%), or last attended high school in rural Alberta (34%). Furthermore, graduates who studied Physical, Natural, or Applied Sciences (45%) or Trades and Technologists (39%) programs were more likely to have borrowed from family. Among graduates who had accessed any form of loan, the average total amount owed for loans at the time of graduation was \$13,300, with a median of \$11,000.

Close to half (44%) of graduates had received a scholarship, grant, or bursary, with the total average amount received being \$6,600. Graduates had received more, on average, in scholarships, grants, and bursaries if they were aged 41 or older (\$7,900) at the time of surveying, divorced, separated, or widowed (\$9,300), a member of a visible minority (\$7,700), or had not fully completed high school (\$8,800). Graduates that studied Physical, Natural, and Applied Sciences (\$9,700), Legal and Security (\$9,500), or Business (\$9,200) received more funding than the overall average.

Outcomes

The employment rate for 2011/12 PVT Institution graduates at the time of this survey was 82%, with 15% being self-employed. The unemployment rate for 2011/12 graduates was 7%, with 5% of graduates not in the labour force, and 5% enrolled as students at the time of the survey.

The majority of graduates (75%) who reported being employed have been so for longer than one year, and 45% are employed in the Health Care and Social Assistance sector, 9% in other services, and 7% in retail trade. Graduates with longer than one year employment were more likely to have been aged 31 or older (80%), married or living with partner (81%), and studying Health Sciences (81%).

The mean annual income of graduates was \$39,500, with a median income of \$37,400. Approximately two-fifths of graduates were earning under \$35,000 annually. Graduates of Health Sciences programs had the highest incomes, on average (\$42,200), while graduates of Trades and Technologists programs had the lowest average incomes (\$32,100). Male graduates earned over \$10,000 per year more than female graduates, on average. The average income was \$49,400 for males, compared to \$38,400 for female graduates. Female graduates were more likely to have earned incomes of less than \$45,000, whereas male graduates were more likely to have earned incomes of \$45,000 or higher.

On average, graduates worked 34.6 hours per week at their main jobs. Those who had more than one job worked an average of 14.2 hours per week at their other jobs.

Three-fifths (60% to 61%) of graduates felt that their main job was very related to the skills and abilities and subject-area knowledge they acquired through their education, and to their post-secondary program overall. Graduates who studied Health Sciences (68%), or who last attended high school outside of Canada (72%), were more likely to have reported that their main job was very related to the program they graduated from.

Close to half (44%) of graduates who were employed indicated that their job required the completion of a non-university post-secondary credential, such as the credentials offered by PVT Institutions.

Three-fifths (62%) of graduates indicated that they were qualified for their main job, while one-third (33%) indicated that they were either somewhat over-qualified or very over-qualified. Aboriginal graduates were more likely to have felt either somewhat under-qualified or very under-qualified (13%) than non-Aboriginal graduates (4%).

The majority of graduates (92%) were either satisfied (48%) or very satisfied (44%) with their main job. Graduates that were satisfied or very satisfied were more likely to have completed Trades and Technologists (94%), Business (93%), or Health Sciences (92%) programs compared to those who studied Physical, Natural, and Applied Sciences (81%), and Legal and Security (63%) programs.

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SECTION 1: PROJECT BACKGROUND AND INTRODUCTION

The Graduate Outcomes Survey – Class of 2011/12 (GOS) was commissioned by Alberta Innovation and Advanced Education (IAE) in 2013, to take place in early 2014. R.A. Malatest & Associates Ltd. was contracted by IAE to conduct the survey and present the results. The findings from the survey are used to inform strategic planning and results reporting.

The specific objectives of the study are to:

- Determine post-secondary graduates' satisfaction with their post-secondary education experiences;
- Explore graduates' education and employment outcomes;
- Understand how students select their institution and program of study, including what sources of information they use;
- Understand how students finance their education;
- Identify students' personal goals for their education, and how successful they are in achieving those goals;
- Describe the demographic profile of graduates in different fields of study; and
- Maintain historical comparisons with Graduate Outcomes Surveys from previous years.

The target audience for the GOS was all 2011/12 post-secondary graduates. Surveys were completed with graduates approximately two years after graduation. Graduates were provided with the option of completing the survey either over the telephone or online.

This report reflects the findings drawn from 1,107 surveys completed with graduates from Private Vocational Training (PVT) Institutions. Of these 1,107 graduates, 569 (51%) completed the survey over the phone, and 538 (49%) completed the survey online.

The following PVT Institutions participated in the GOS:

- | | |
|---|--|
| • Academy of Learning - Calgary North East | • Alberta Massage Training - Grande Prairie |
| • Academy of Learning - Edmonton Downtown | • Alberta Massage Training - Lloydminster |
| • Academy of Learning - Edmonton South | • Artists Within |
| • Academy of Learning - High River | • Campbell College |
| • Academy of Learning - Medicine Hat | • CDI College of Business, Technology and Health Care - Calgary City Centre |
| • Academy of Learning - Red Deer | • CDI College of Business, Technology and Health Care - Edmonton City Centre |
| • Academy of Learning – West Edmonton Mall | • CDI College of Business, Technology and Health Care - Edmonton West |
| • Alberta College of Acupuncture and Traditional Chinese Medicine | • Columbia College |
| • Alberta Massage Training – Calgary | • Eveline Charles Academy - Edmonton |
| • Alberta Massage Training - Edmonton | • GURU Digital Arts College |
| • Alberta Massage Training - Fort McMurray | • KDM Dental College International Inc. - Calgary |

- KDM Dental College International Inc. - Edmonton
- LA School of Hair Design (1989) Ltd.
- Marvel College - Calgary
- Marvel College - Edmonton
- Marvel College - Red Deer
- Mayfair Business College
- Medical Reception College Ltd. Calgary
- MH Vicars School of Massage Therapy – Calgary
- MH Vicars School of Massage Therapy - Edmonton
- Nightingale Academy of Health Services Inc.
- Northern Institute of Massage Therapy Inc.
- Pixel Blue College
- Reeves College - Calgary City Centre
- Reeves College - Calgary North
- Reeves College - Lethbridge
- Robertson College - Calgary
- Royal Health Care Aide Training School

Additional detailed information about the research methods employed in completing these surveys is available in the Graduate Outcomes Survey Technical Report.

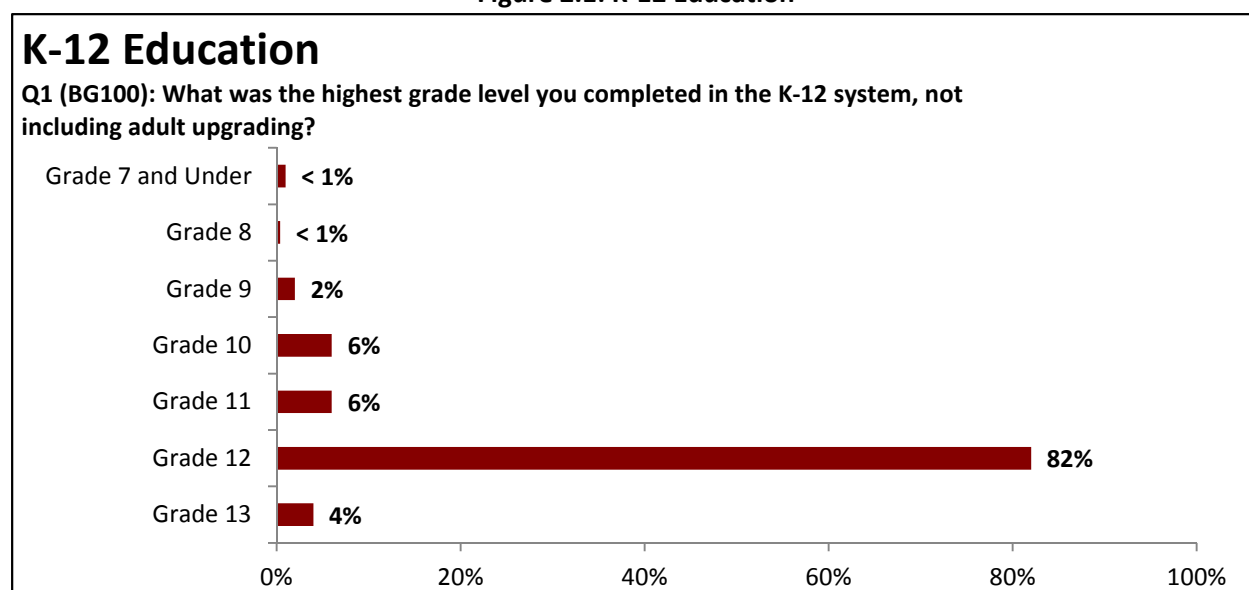
SECTION 2: DEMOGRAPHICS

This section explores the demographic characteristics of 2011/12 graduates from PVT Institutions. This includes the distribution of graduates by gender, age, marital status, number of dependents, Aboriginal status, visible minority status, disability status, education prior to entering post-secondary studies, and more.

2.1 Education Prior to Post-Secondary Enrollment

Overall, the majority of PVT graduates (86%) had fully completed the K-12 system (including the completion of Grade 13 for 4% of graduates), while 6% completed up to either Grade 10 or 11. Approximately 3% of graduates had completed Grade 9 or less.

Figure 2.1: K-12 Education



n = 1,067. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have finished high school. Only statistically significant comparisons are reported.

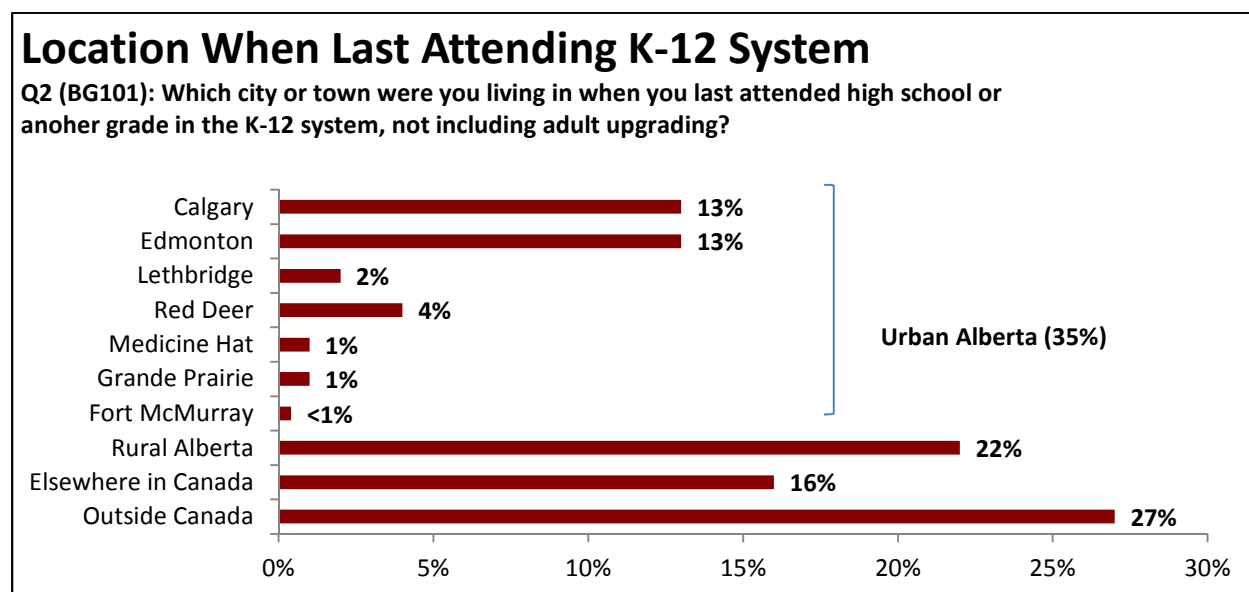
- Graduates aged 22 and younger at the time of surveying (96%, compared to between 81% and 86% of those in other age categories).
- Graduates who, when they entered their program, were married or living with partner (87%), compared to 77% of graduates who were divorced, separated, or widowed.
- Graduates who did not have any dependents when they entered their program (89%, compared to 81% of graduates who had at least one dependent).
- Graduates who completed Trades and Technologists programs (92%), compared to 81% of those who studied Business.

No statistically significant effects were found by gender, Aboriginal status, visible minority status, disability status, legal status, or geographical location when they last attended high school.

2.2 Location When Last Attended K-12 System

Over one-third (35%) of PVT graduates lived in urban Alberta when they last attended high school or another grade in the K-12 system. Over one-quarter of graduates (27%) attended high school outside of Canada, while one-fifth (22%) attended in rural Alberta. The remainder of graduates (16%) had last attended high school elsewhere in Canada. The countries where the most graduates last attended high school were the Philippines (28%), India (9%), Pakistan (8%), China (7%), and Nigeria (7%).

Figure 2.2: Location When Last Attended K-12



n = 1,095. Values may not add to 100% due to rounding. Locations within Urban Alberta add to 34% rather than 35% due to rounding.

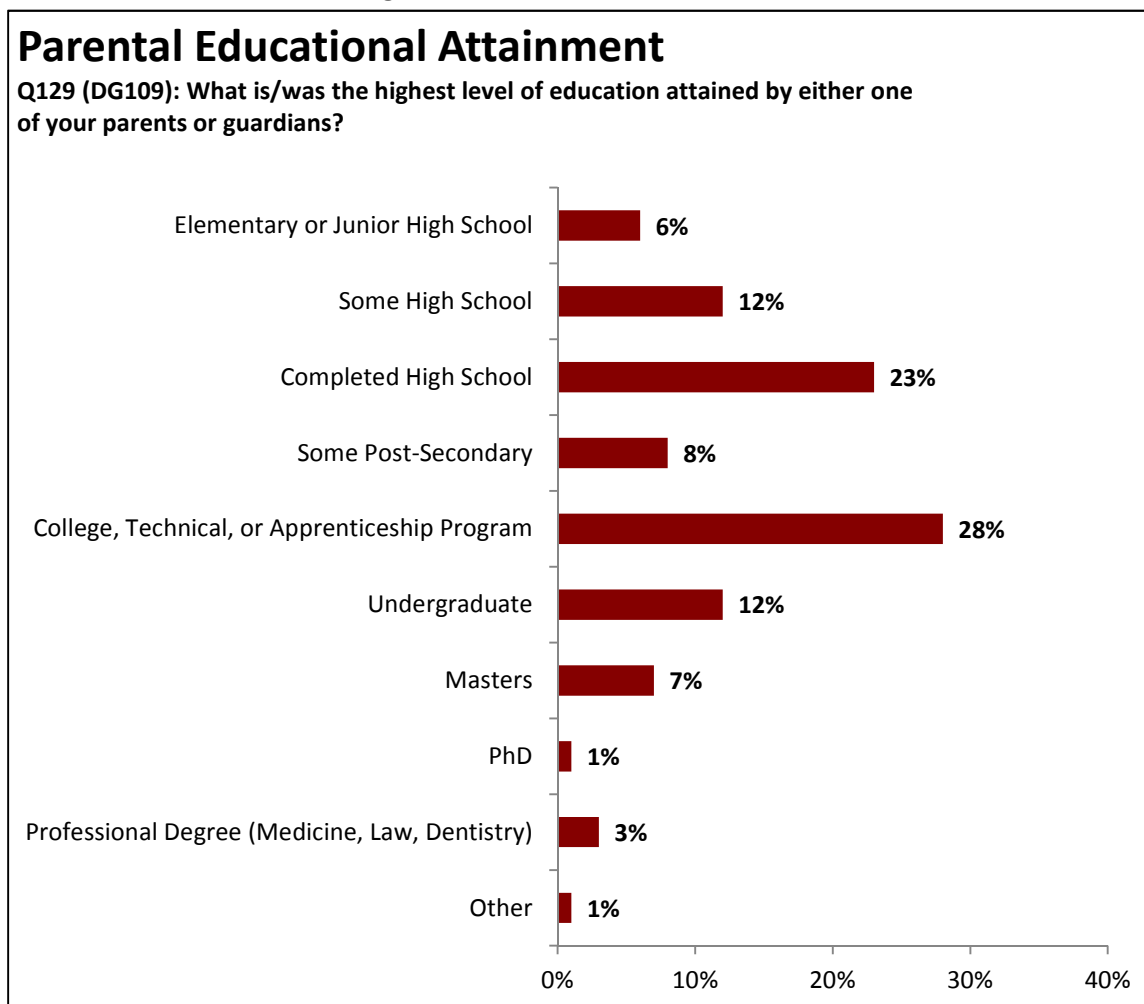
The following comparisons are of interest related to graduates' location of where they last attended high school. Only statistically significant comparisons are reported.

- Graduates aged 25 and younger were more likely to have lived in Alberta when they last attended high school (87%, compared to 45% of those aged 26 and older).
- Aboriginal graduates were more likely to have attended high school in rural Alberta (44%, compared to 21% of non-Aboriginal graduates), and much less likely to have attended high school outside of Canada (5%, compared to 28% of non-Aboriginal graduates).
- Graduates who were a member of a visible minority were more likely to have last attended high school outside of Canada (60%, compared to 18% of non-minority graduates).
- Graduates who studied Physical, Natural, and Applied Sciences (63%) or Legal and Security (62%) were more likely to have attended high school in urban Alberta, compared to between 30% and 33% of graduates in other fields of study.
- Graduates who completed Trades and Technologists programs (45%) were more likely to have attended high school in rural Alberta, compared to between 13% and 20% of graduates in other fields of study.
- Graduates who studied Business (38%) or Health Sciences (30%) were more likely to have attended high school outside of Canada, compared to between 0% and 9% of graduates in other fields of study.

2.3 Parental Educational Attainment

For over one-quarter (28%) of PVT graduates, their parents' highest educational attainment was a college, technical institute, or apprenticeship program. Just under one-quarter (23%) of graduates had at least one parent who had completed an undergraduate degree program or a higher credential. For 23% of graduates, the highest education either of their parents had completed was high school, while 18% of graduates did not have a parent who had fully completed high school.

Figure 2.3: Parental Educational Attainment



n = 980. Values may not add to 100% due to rounding.

2.4 Gender

The vast majority of 2011/12 graduates from PVT Institutions were female (89%).

Among graduates of programs in Physical, Natural, and Applied Sciences, a higher proportion of students were male (59%).

In all other fields of study, between 84% and 98% of graduates were female. The specific ratios are as follows:

- Business: 84% female, 16% male.
- Health Sciences: 92% female, 8% male.
- Legal and Security: 89% female, 11% male.
- Trades and Technologists: 98% female, 2% male.

2.5 Age

The average age of 2011/12 graduates from PVT Institutions at the time of surveying was 33.7 years. One-sixth (15%) of PVT graduates were aged 22 or younger, while more than one-quarter (28%) were aged 41 or older. All ages reported in this study are the ages of graduates approximately two years after graduation.

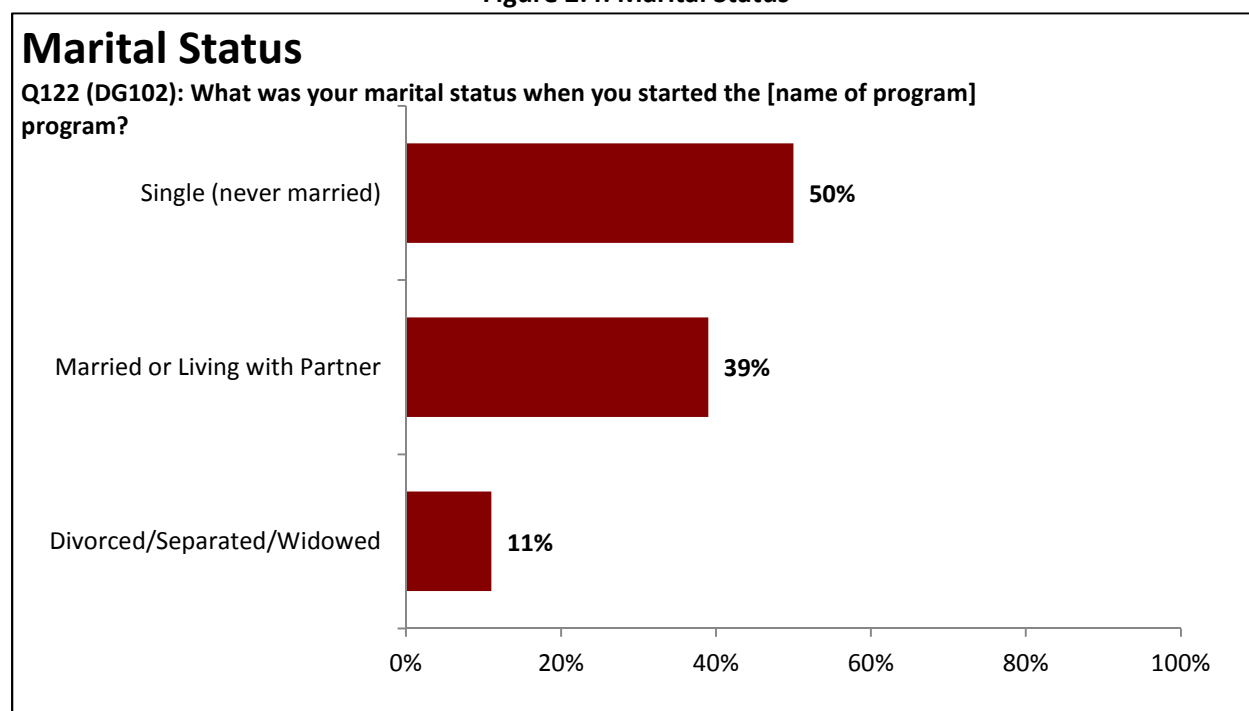
The following comparisons are of interest related to graduates' ages at the time of surveying. Only statistically significant comparisons are reported.

- On average, male graduates were older (38.2 years) than female graduates (33.1 years).
- Graduates who were single when they entered their program were younger (27.5 years) than graduates who were married or living with partner (39.0 years), or divorced, separated, or widowed (43.4 years).
- Graduates who were a member of a visible minority were older (37.1 years) than non-minority graduates (33.0 years).
- Graduates who had not fully completed high school were older (36.1 years) than those who had finished high school (33.1 years).
- Graduates who had last attended high school outside of Canada were older (39.0 years) than graduates who had attended high school in urban Alberta (30.9 years), rural Alberta (28.4 years), or elsewhere in Canada (37.5 years).
- Graduates who studied Business were older (37.6 years) than those who studied Health Sciences (34.9 years), Physical, Natural, and Applied Sciences (34.4 years), Legal and Security (30.1 years), or Trades and Technologists (24.9 years) programs.

2.6 Marital Status

Graduates of PVT Institutions in 2011/12 were most likely to have been single at the time they entered their program (50%), while two-fifths (39%) were married or living with partner and 11% were divorced, separated, or widowed.

Figure 2.4: Marital Status



n = all valid responses (1,072). Values may not add to 100% due to rounding.

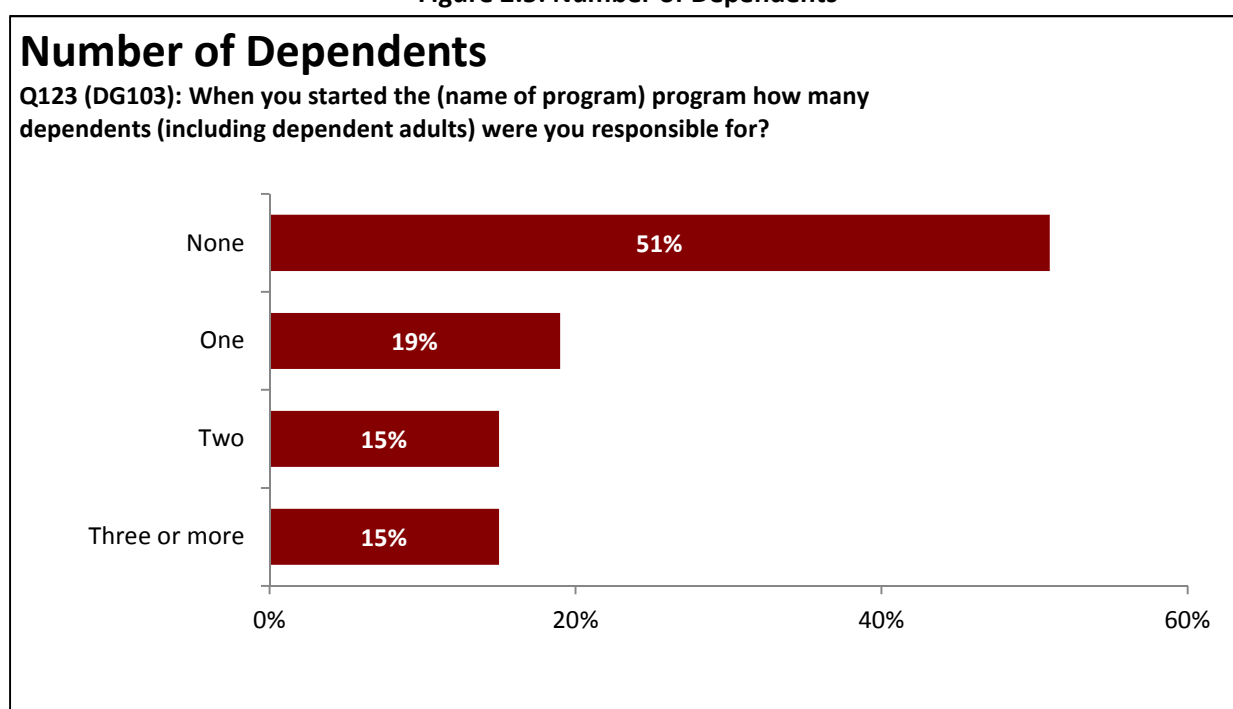
The following groups of graduates were more likely to have been single when they entered their program. Only statistically significant comparisons are reported.

- Female graduates (51% compared to 40% of male graduates).
- Graduates who were aged 22 and younger at the time of surveying (94%, compared to 83% of those aged 23 to 25, 62% of those aged 26 to 30, 34% of those aged 31 to 40, and 14% of those aged 41 and older).
- Graduates who had last attended high school in rural Alberta (71%) or urban Alberta (62%), compared to 43% of those who attended high school elsewhere in Canada and 23% of those who attended high school outside of Canada.
- Graduates who attended Trades and Technologists programs (83%) or Legal and Security programs (70%), compared to Business (42%), Health Science (43%), and Physical, Natural, and Applied Sciences (50%) programs.

2.7 Number of Dependents

Just over half of PVT graduates (51%) reported that they had no dependents when they entered their program, while 49% had at least one dependent. Of graduates who had dependents, 19% had one dependent, 15% had two dependents, and 15% had three or more dependents.

Figure 2.5: Number of Dependents



n = 1,026. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have had at least one dependent when they entered their program. Only statistically significant comparisons are reported.

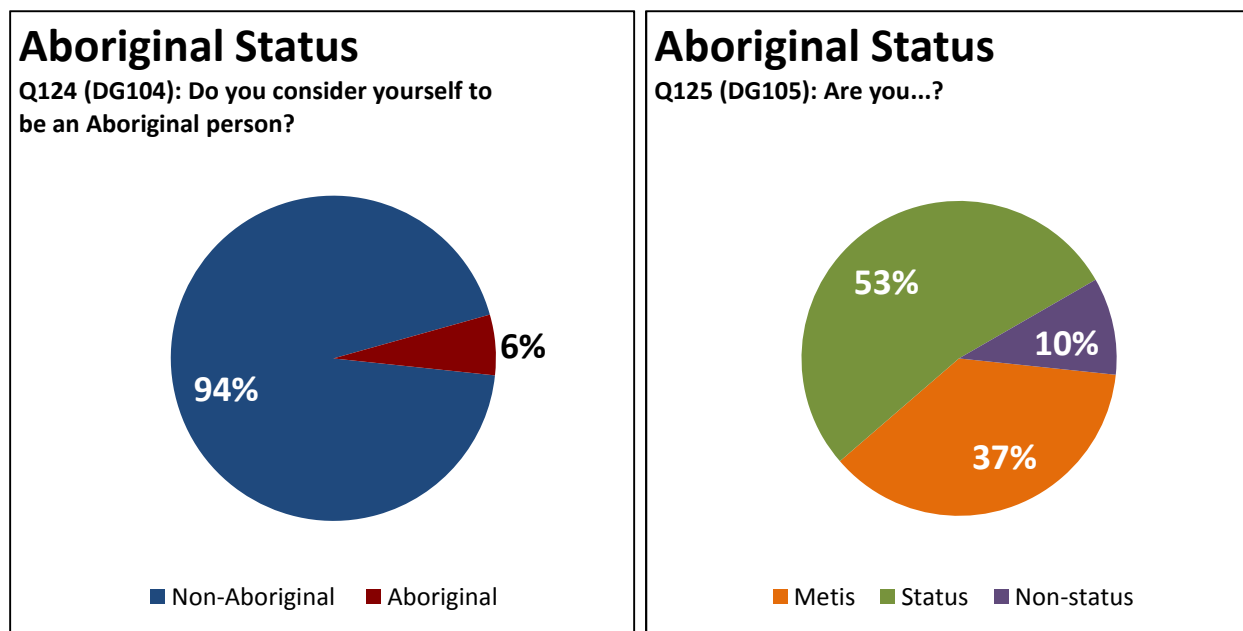
- Graduates aged 31 and older at the time of surveying (73%, compared to 37% of those aged 26 to 30, 23% of those aged 23 to 25, and 8% of those aged 22 and younger).
- Graduates who were married or living with partner when they entered their program (73%), or divorced, separated, or widowed (75%), compared to 25% of single graduates.
- Graduates who were a member of a visible minority (62%, compared to 45% of non-minority graduates).
- Graduates who had last attended high school outside of Canada (73%, compared to 46% of those who attended high school elsewhere in Canada, 40% of those who attended high school in urban Alberta, and 36% of those who attended high school in rural Alberta).
- Graduates who studies Business (62%) or Health Sciences (55%), compared to 19% of those who studied in Trades and Technologists programs, and 17% of those who studied Physical, Natural, and Applied Sciences.

No statistically significant differences were found by gender, Aboriginal status, or disability status.

2.8 Aboriginal Status

Overall, 6% of PVT graduates considered themselves to be an Aboriginal person. Of these graduates, 53% were Status Indian, 10% were Non-status Indian, and 37% were Métis.

Figure 2.6: Aboriginal Status



n = 1,083. Values may not add to 100% due to rounding.

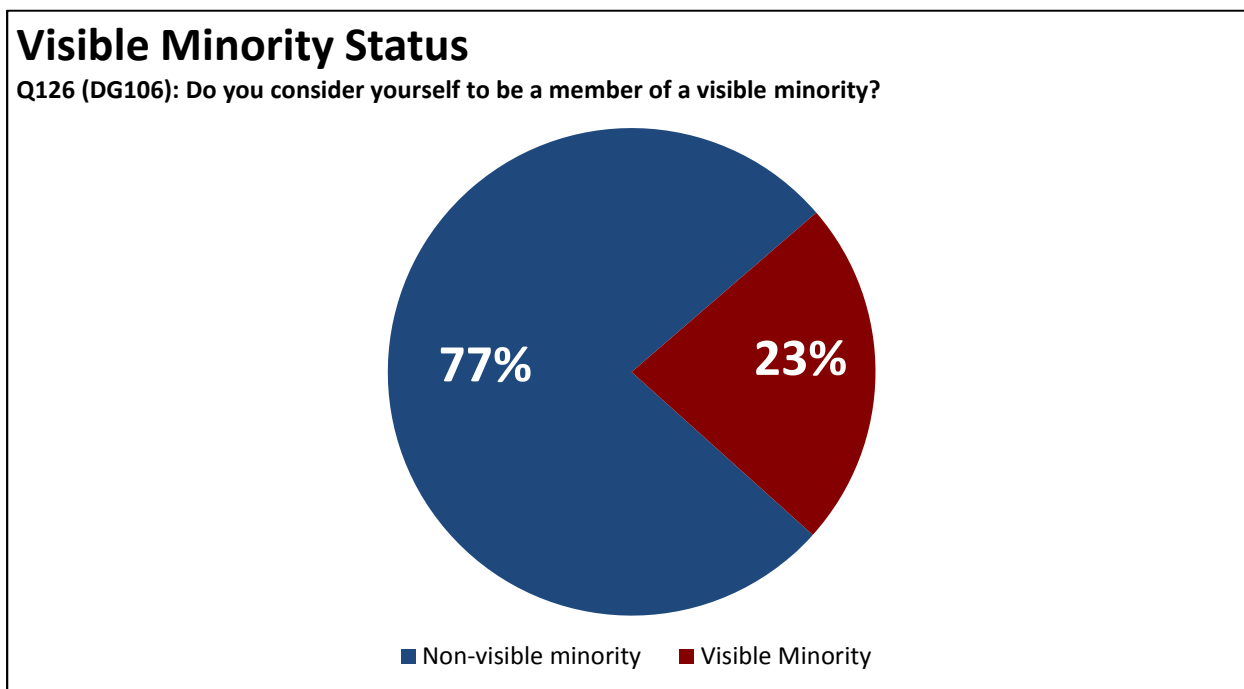
The following are some demographic characteristics of interest which describe Aboriginal graduates.

- Among Aboriginal graduates, 94% were female and 6% were male.
- Aboriginal graduates were of an average age of 32.1 years. This is not a statistically significant difference in average age compared to non-Aboriginal graduates.

2.9 Visible Minority Status

Nearly one-quarter (23%) of 2011/12 graduates from PVT Institutions considered themselves to be a member of a visible minority. Among visible minority graduates, 80% were female and 20% were male.

Figure 2.7: Visible Minority Status



n = 979. Values may not add to 100% due to rounding.

The following demographic characteristics are of interest in describing visible minority graduates.

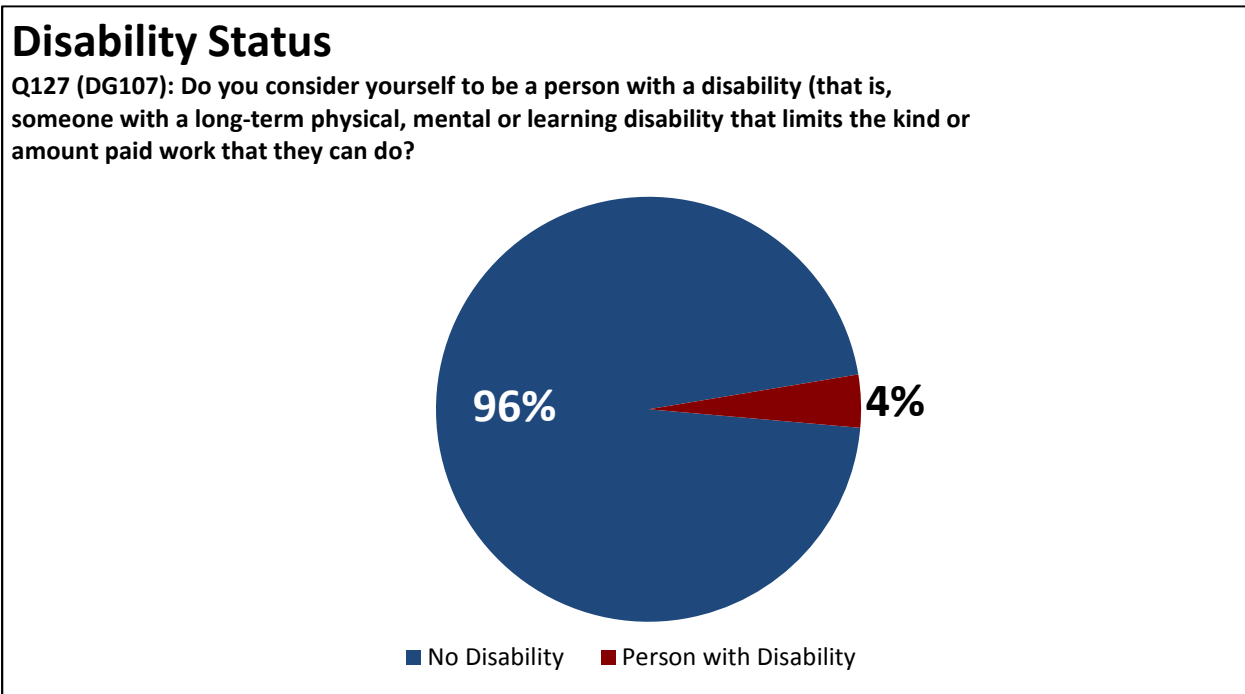
- Graduates who were a member of a visible minority were more likely (20%) than non-minority graduates (8%) to have been male.
- Visible minority graduates, on average, were older (37.1 years) than non-minority graduates (33.0 years) at the time of surveying. Only 5% of visible minority graduates were aged 22 and younger, compared to 17% of non-minority graduates.
- Visible minority graduates were more likely (60%) to have last attended high school outside of Canada than non-minority graduates (18%). Only 6% of visible minority graduates attended high school in rural Alberta.
- Visible minority graduates were more likely to have studied Business (36%) than non-minority graduates (24%), but less likely to have completed Trades and Technologists programs (11%, compared to 17% of non-minority graduates).

There were no statistically significant differences by dependents, Aboriginal status, legal status, or whether they finished high school.

2.10 Disability Status

Among 2011/12 graduates from PVT Institutions, 4% considered themselves to be a person with a disability.

Figure 2.8: Disability Status



n = 1,081.

Graduates who had a disability, on average, were older (36.2 years) than graduates without a disability (33.5 years) at the time of surveying.

There were no statistically significant differences by gender, age category, dependents, Aboriginal status, legal status, whether they finished high school, location of where they attended high school, or field of study.

SECTION 3: TRANSITIONS

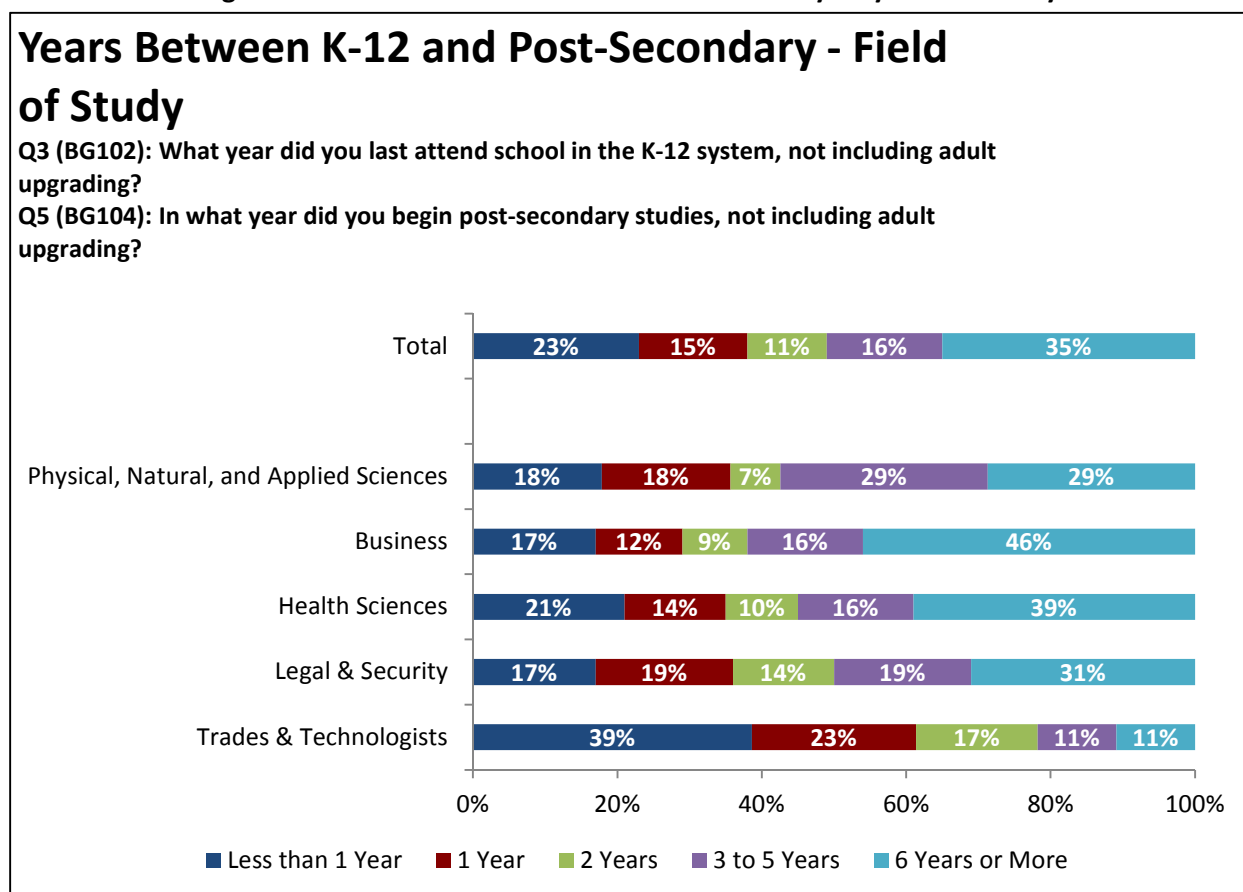
This section discusses various transitions made by graduates, including transitions between high school and post-secondary studies, between the traditional classroom and alternative learning channels, and following the completion of their program.

3.1 From High School to Post-Secondary Studies

3.1.1 Length of Transition Between High School and Post-Secondary Studies

Nearly one-quarter (23%) of 2011/12 PVT graduates entered post-secondary studies directly (less than one year) after completing high school, while 15% waited one year in between, 11% waited two years, 16% waited between three to five years, and 35% waited six years or more.

Figure 3.1: Years Between K-12 and Post-Secondary – By Field of Study



n = 912. Values may not add to 100% due to rounding.

Note: Values were obtained by taking the difference of Q3 (BG102) and Q5 (BG104).

The following groups of graduates were more likely to have entered post-secondary studies less than one year after leaving the K-12 system. Only statistically significant differences are reported.

- Graduates who were single or married/living with partner when they entered their program (27% and 22%, compared to 9% of those who were divorced, separated, or widowed).

- Graduates who did not have any dependents when they entered their program (27%, compared to 16% of those who had at least one dependent).
- Graduates who last attended high school in rural Alberta (31%, compared to 26% of those who attended high school outside of Canada, and 18% of those from urban Alberta).
- Graduates who completed a Trades and Technologists program (39%, compared to between 17% and 18% of graduates in other fields of study).

No significant differences were found by gender, Aboriginal status, visible minority status, or disability status.

The following groups of graduates were more likely to have waited six or more years before entering post-secondary studies. Only statistically significant differences are reported.

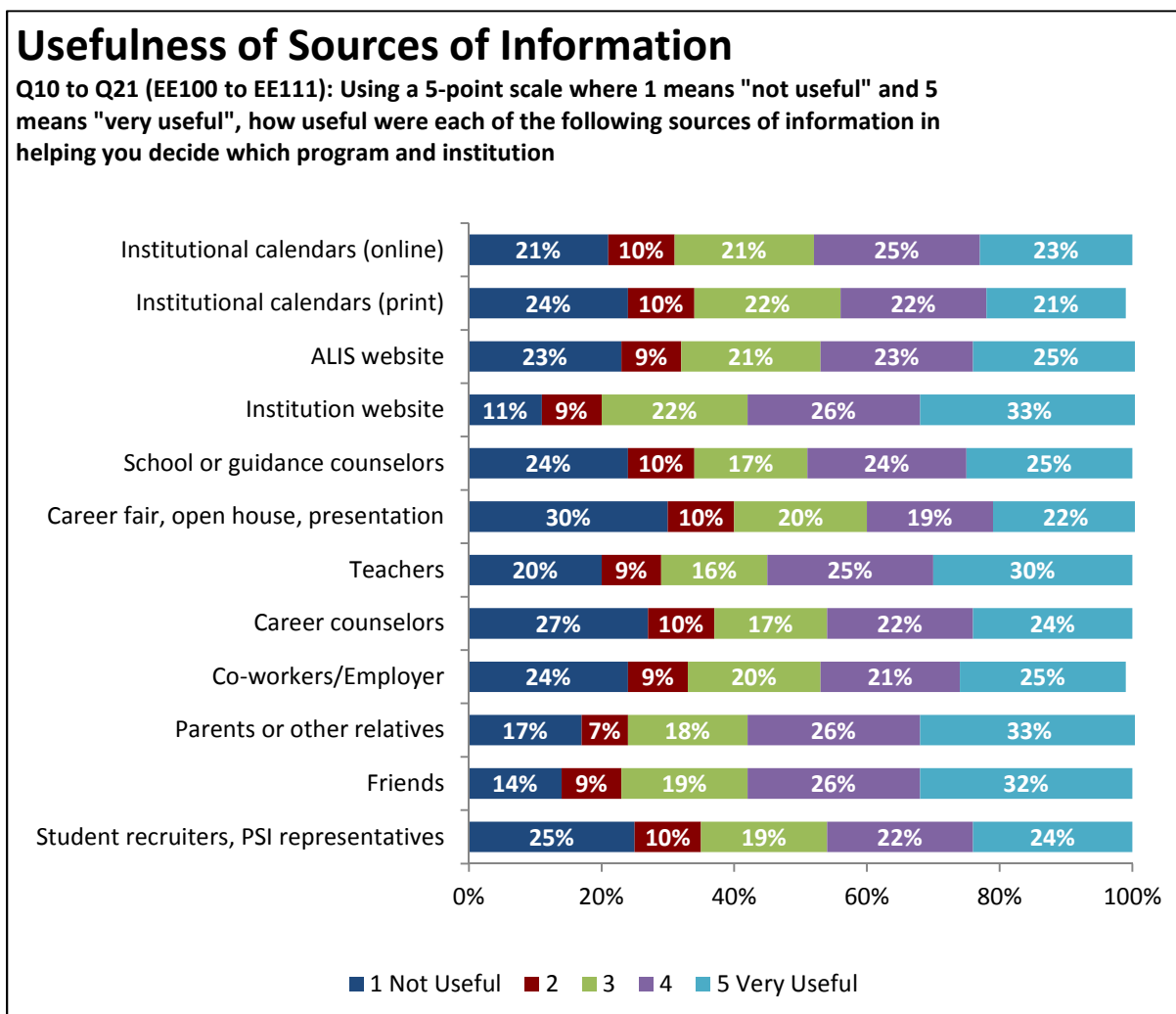
- Graduates aged 41 and older at the time of surveying (61%, compared to 55% of those aged 31 to 40, 38% of those aged 26 to 30, and 2% of those aged 25 and younger). Years between completing the K-12 system and entering post-secondary is a function of age, therefore, graduates 25 years and younger at the time of surveying could not have waited more than 6 years before entering post-secondary education.
- Graduates who were divorced, separated, or widowed when they entered their program (68%, compared to 45% of those who were married or living with partner and 22% of those who were single).
- Graduates who had at least one dependent when they entered their program (51%, compared to 24% of those who had no dependents).
- Graduates who had not completed high school (55%, compared to 32% of those who had finished high school).
- Graduates who last attended high school elsewhere in Canada or outside of Canada (54% and 43%, compared to 28% of those from urban Alberta, and 23% of those from rural Alberta).
- Graduates who completed Business (46%), Health Sciences (39%), or Legal and Security (31%) programs (compared to 11% of Trades and Technologists and 29% of Physical, Natural, and Applied Sciences).

No significant differences were found by gender, Aboriginal status, visible minority status, or disability status.

3.1.2 Post-Secondary Planning Sources

Graduates were asked to rate the usefulness of several different sources of information that they may have used when planning which program and institution to attend. Ratings were on a scale of 1 ("not useful") to 5 ("very useful"). The information sources which received the highest ratings were: institutional websites (3.6), friends (3.5), parents or other relatives (3.5), and teachers (3.4).

Figure 3.2: Usefulness of Sources of Information



n = all valid cases (598-857). Values may not add to 100% due to rounding.

Graduates who last attended high school outside of Canada tended to rank all sources of information substantially more highly than their Canadian counterparts, with the exception of institution websites, which were ranked at a similar level of usefulness as by graduates from other locations.

Figure 3.3: Usefulness of Information Sources – By Location Where Last Attended High School

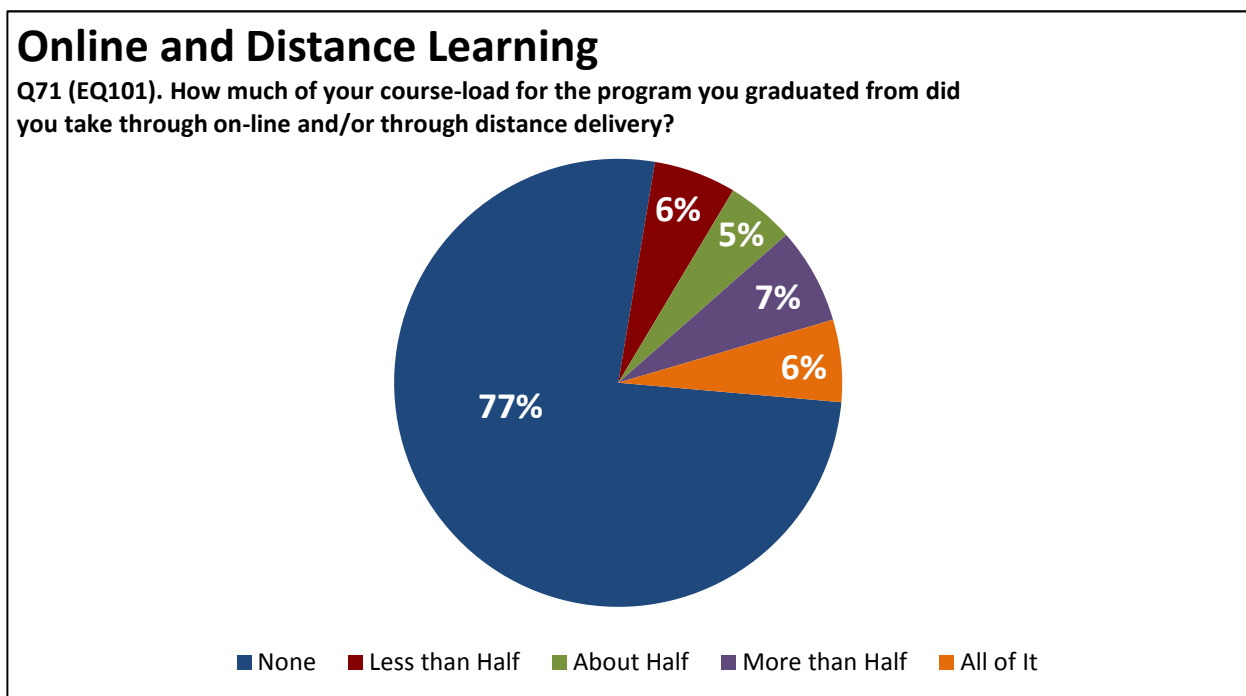
Information Source	Total	Location When First Applying for Post-Secondary Studies			
		Urban Alberta	Rural Alberta	Elsewhere in Canada	Outside Canada
Institutional calendars (online)	3.2	2.9	3.1	3.0	3.7
Institutional calendars (print)	3.1	2.8	2.8	2.8	3.7
Alberta Learning Information Service (ALIS) website	3.2	3.1	2.8	2.5	3.8
Institution website	3.6	3.3	3.7	3.5	4.0
School or guidance counselors	3.2	2.9	2.7	2.8	4.0
Career fair/Open house	2.9	2.7	2.6	2.6	3.7
Teachers	3.4	3.1	3.1	3.1	4.1
Career counselors	3.1	2.7	2.7	3.0	3.8
Co-workers/Employer	3.1	3.0	2.9	2.4	3.8
Parents or other relatives	3.5	3.5	3.4	3.0	4.0
Friends	3.5	3.4	3.4	3.2	4.0
Student recruiters/PSI program representatives	3.1	2.8	3.0	2.8	3.8

n = all valid cases (618-847).

3.2 From the Classroom to Alternative Learning Channels

Attending classes in-person was by far the most common option among PVT graduates. While traditional classroom attendance represented the majority of cases, 24% of graduates completed some or all of their courses via online and/or distance learning.

Figure 3.4: Online and Distance Learning



n = 1,065. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have completed all of their courses online or through distance learning. Only statistically significant differences are reported.

- Graduates who studied Physical, Natural, and Applied Sciences (19%) and Business (11%), compared to between 0% and 5% of graduates in other fields of study.

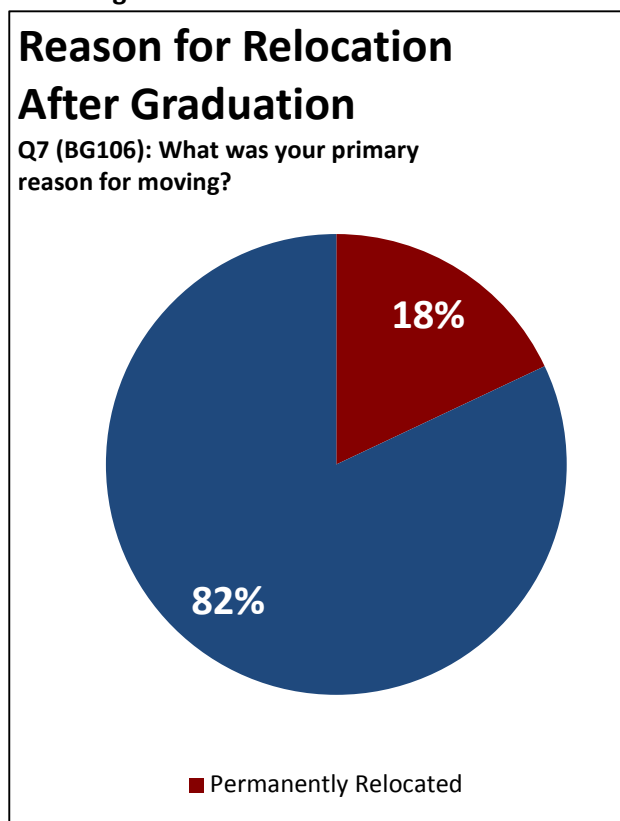
No statistically significant differences were present by gender, age, marital status, dependents, Aboriginal status, visible minority status, disability status, high school completion, or location where last attended high school.

3.3 From One Location to Another

3.3.1 Reason for Relocation

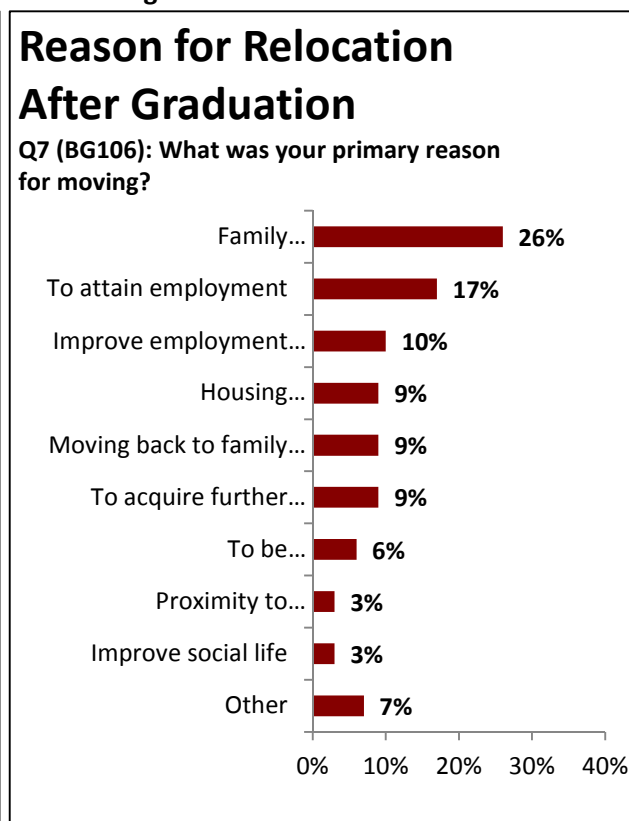
The majority of graduates (82%) were still living in the same location where they completed their post-secondary education. However, some graduates (18%) reported permanently relocating to a new location, most commonly due to family obligations (26%) or to attain employment (17%).

Figure 3.5a: Relocation After Graduation



N = 1,102. Values may not add to 100% due to rounding.

Figure 3.6b: Reason for Relocation



N = 197. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have moved because of a family move or family obligations. Only statistically significant comparisons are reported.

- Graduates who were married or living with partner when they entered their program (44%, compared to 21% of those who were single).

No statistically significant differences were found by gender, age, dependents, Aboriginal status, visible minority status, disability status, high school completion, location where last attended high school, or field of study.

The following groups of graduates were more likely to have moved in order to attain employment. Only statistically significant comparisons are reported.

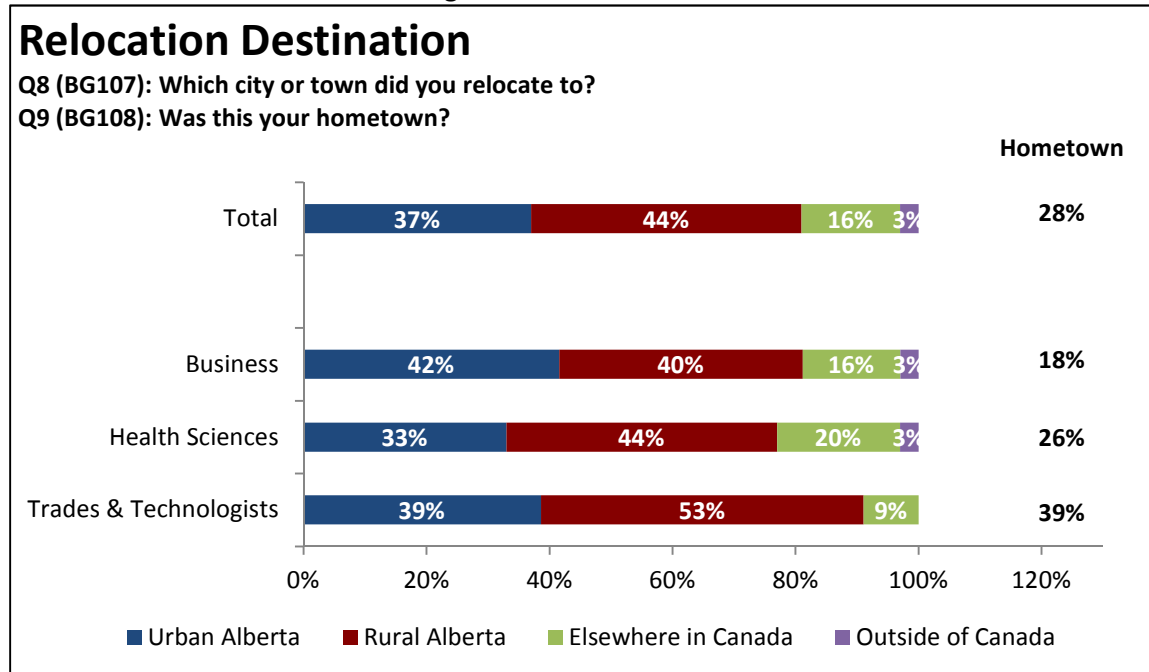
- Graduates who studied Physical, Natural, and Applied Sciences (60%, compared to 10% in Business).

No statistically significant differences were found by gender, age, marital status, dependents, Aboriginal status, visible minority status, disability status, high school completion, or location where last attended high school.

3.3.2 Relocation Destination

Among 2011/12 PVT graduates who relocated after graduation, the majority (81%) remained within Alberta, while 16% relocated elsewhere in Canada, and 3% relocated outside of Canada. Approximately one-quarter (28%) of graduates who had relocated were returning to their hometown.

Figure 3.7: Relocation Destination



n = 202. Values may not add to 100% due to rounding. Fields of study with $n < 5$ were removed from the figure. Note: Hometown data is presented in the figure sidebar.

SECTION 4: GOALS AND SATISFACTION

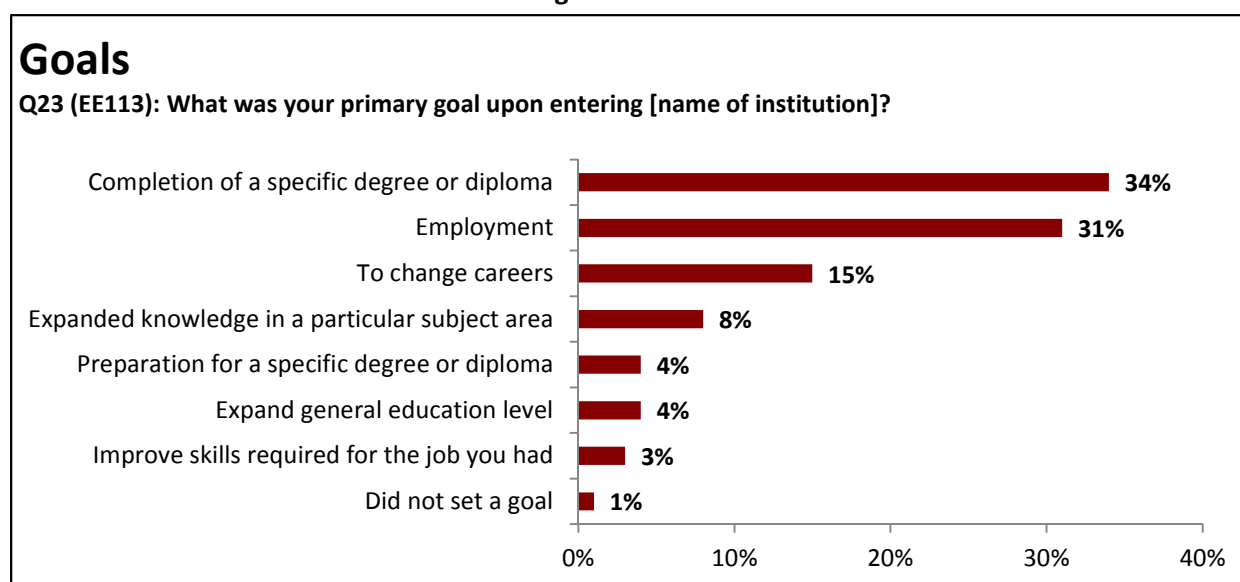
This section describes the outcomes of graduates' post-secondary education, graduates' educational goals and their ability to achieve those goals, and graduates' satisfaction with their educational experience, including whether graduates would recommend their program and institution to others.

4.1 Goals

4.1.1 Primary Goals

Completion of a specific degree or diploma was the goal of more than one-third (34%) of PVT graduates, while obtaining employment (31%) was also indicated as the goal of nearly one-third of graduates.

Figure 4.1: Goals



n = 1,103. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have set completion of a specific degree or diploma as their primary goal. Only statistically significant comparisons are reported.

- Graduates aged 25 and younger at the time of surveying (45%, compared to 30% of those aged 31 to 40, and 25% of those aged 41 and older).
- Graduates who last attended high school in rural or urban Alberta (44% and 36%, respectively, compared to 26% of those who attended high school outside of Canada).

No statistically significant effects were found by gender, marital status, Aboriginal status, disability status, parental education, or high school completion.

The following groups of graduates were more likely to have set the primary goal of obtaining employment. Only statistically significant comparisons are reported.

- Male graduates (41%, compared to 30% of female graduates).

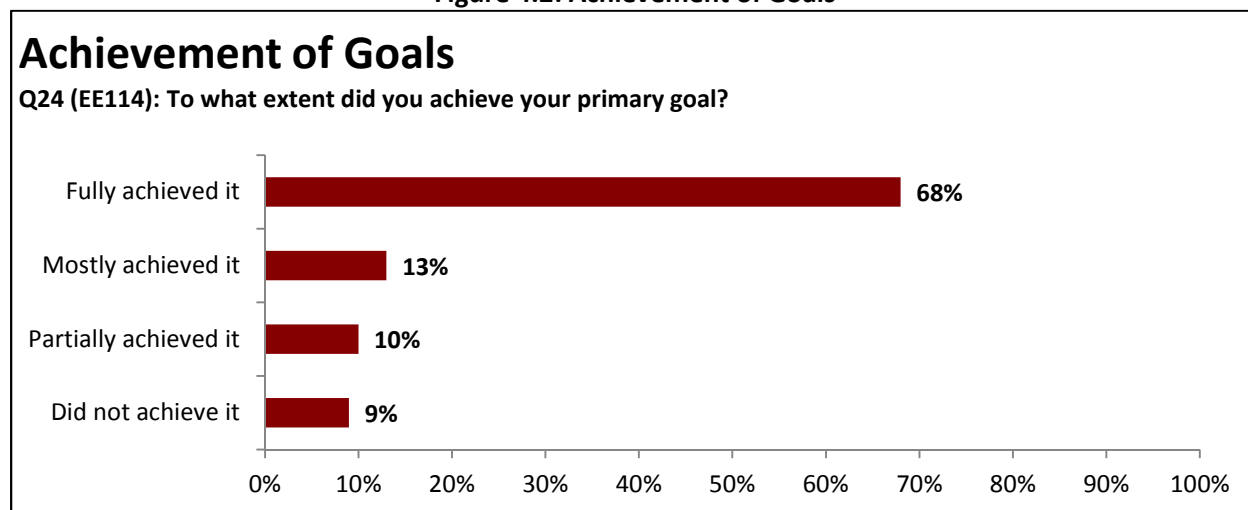
- Graduates aged 41 and older at the time of surveying (39%, compared to 27% of graduates aged 30 and younger).
- Non-Aboriginal graduates (32%, compared to 19% of Aboriginal graduates).
- Graduates who had last attended high school outside of Canada (41%, compared to 23% to 29% of graduates in all other categories).
- Graduates who studied in the area of Business (41%, compared to 22% of those in Trades and Technologists programs and 28% of those from Health Sciences).

No statistically significant effects were found by marital status, number of dependents, visible minority status, disability status, parental education, or high school completion.

4.1.2 Achievement of Goals

Overall, 68% of graduates from PVT Institutions fully achieved their primary goal, while 13% mostly achieved their goal, 10% partially achieved it, and 9% did not achieve it.

Figure 4.2: Achievement of Goals



n = 1,093. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have fully achieved their primary goal. Only statistically significant differences are reported.

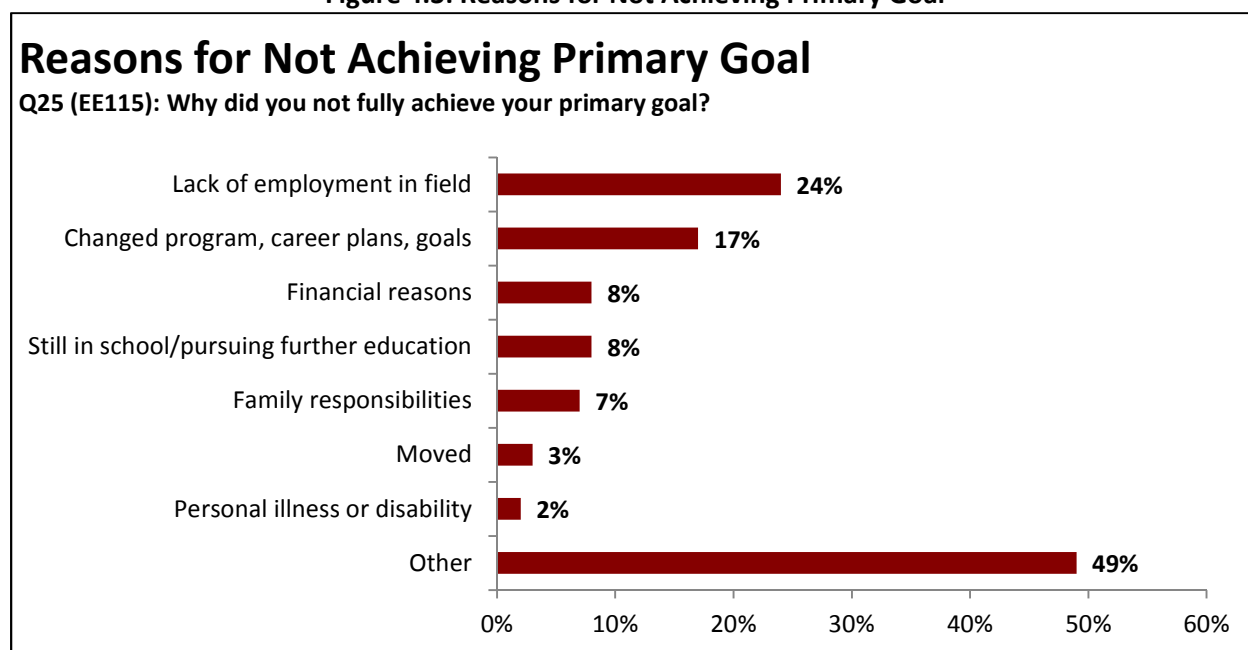
- Female graduates (69%, compared to 60% of male graduates).
- Graduates who did not have a disability (70%, compared to 41% of graduates with a disability).
- Graduates who last attended high school in rural Alberta (76%, compared to 64% of those who last attended high school in urban Alberta).
- Graduates who studied Health Sciences (77%, compared to 47% of those who studied Physical, Natural, and Applied Sciences and between 60% and 63% of graduates in other fields of study).

No statistically significant effects were found by age, marital status, dependents, Aboriginal status, visible minority status, parental education, and high school completion.

4.1.3 Reasons for Not Achieving Primary Goal

Of those graduates who had not fully achieved their primary goal, nearly one-quarter (24%) attributed this to lack of employment in their field, while 17% indicated that they had changed their program or their career plans or goals. A further 8% did not achieve their goal due to financial reasons, while 8% were still in school or pursuing further education.

Figure 4.3: Reasons for Not Achieving Primary Goal



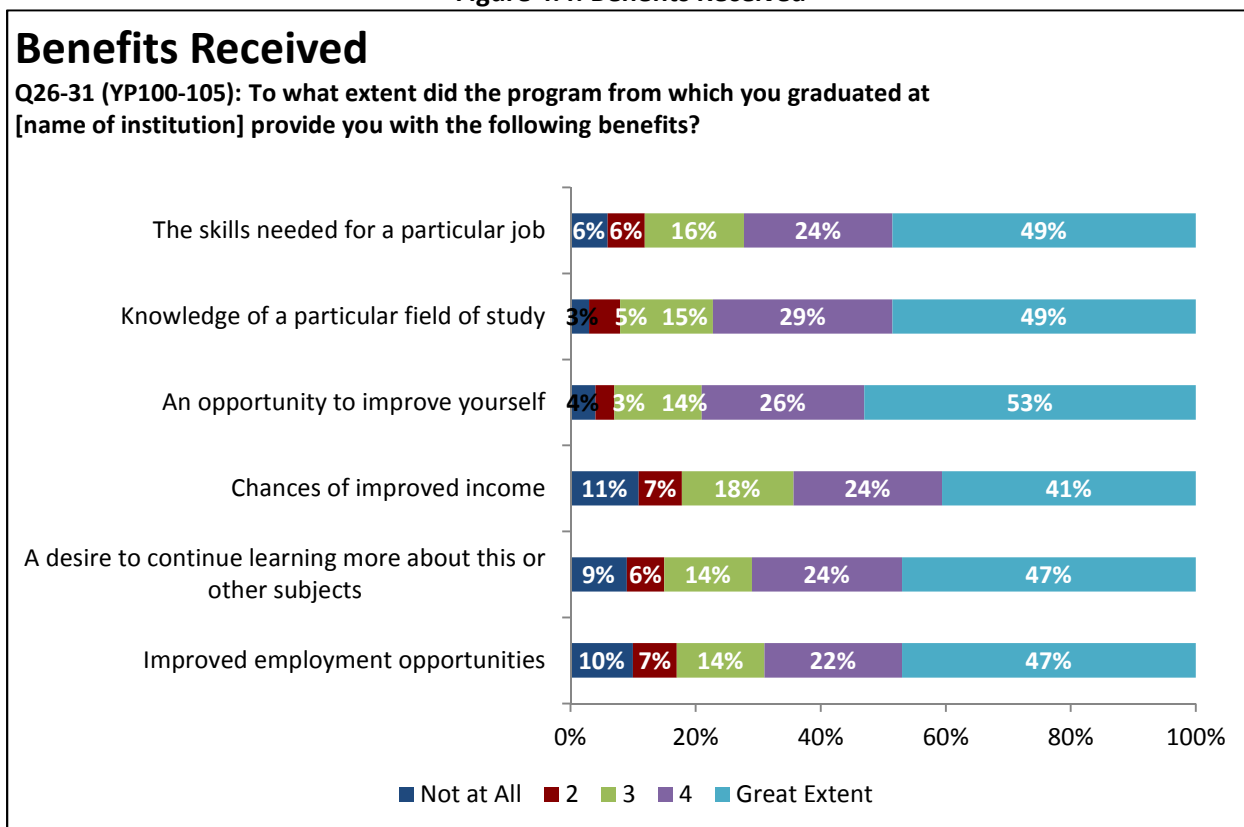
n = 332. Values may not add to 100% due to rounding.

4.2 Benefits Provided by Institution and Program

4.2.1 Benefits Received

Graduates were asked to what extent their program provided them with a variety of benefits. In general, graduates felt that their programs have provided them with the listed benefits to a great extent (rating of 5 out of 5).

Figure 4.4: Benefits Received



n = all valid responses (1,073 to 1,090). Values may not add to 100% due to rounding.

Graduates were most likely to have indicated that they had benefited to a great extent from an opportunity to improve themselves (53%).

However, one in ten graduates reported that they had not experienced improved income (11%) or employment opportunities (10%). This is notable, given that obtaining employment was the primary goal for 31% of graduates.

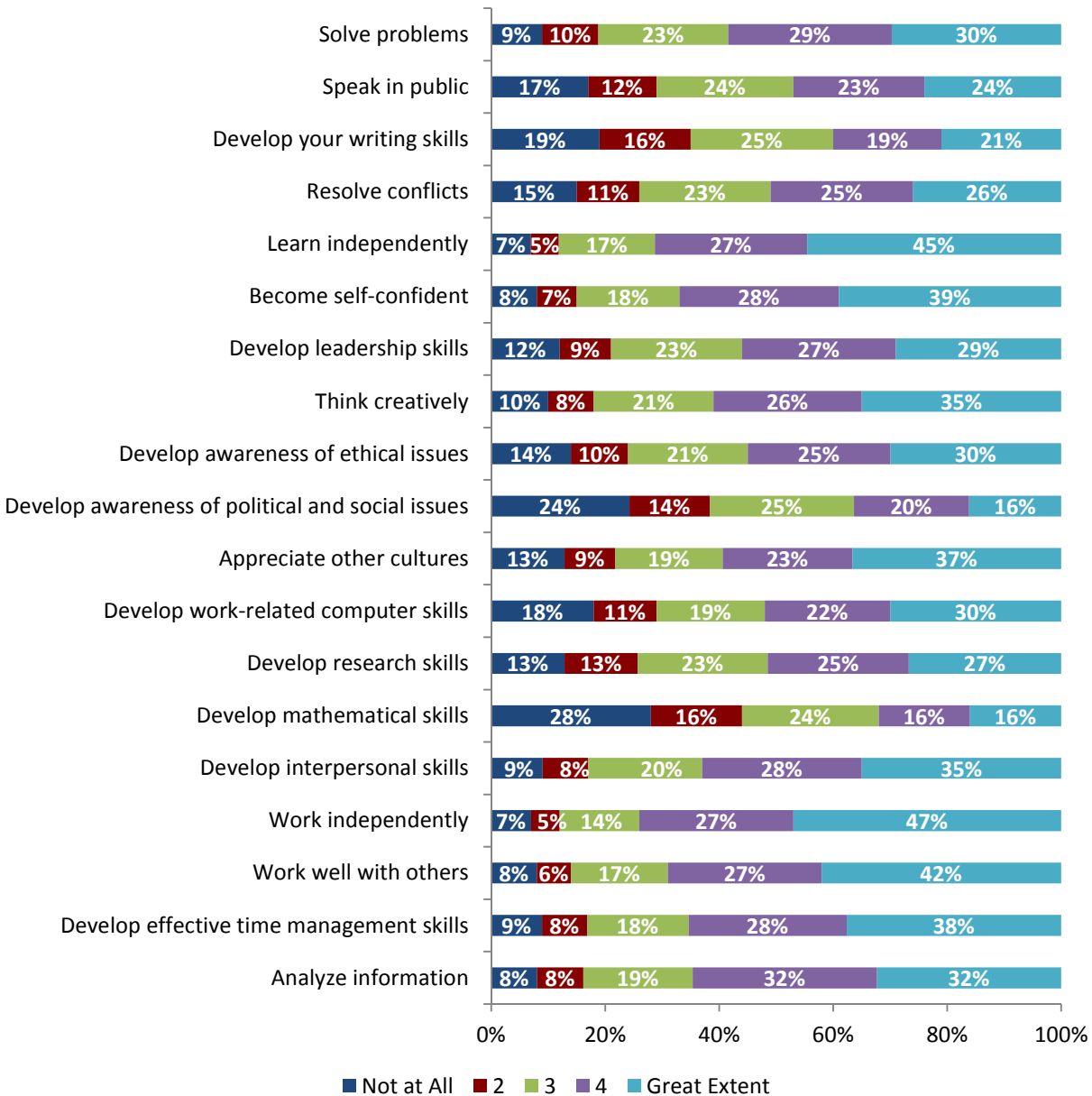
4.2.2 Skills, Knowledge, and Abilities

Graduates indicated that the skills, knowledge, and abilities they received (ratings of 4 or 5 out of 5) through their programs the most often were: working independently (74%), learning independently (72%), working well with others (69%), becoming self-confident (67%), and developing effective time management skills (66%).

Figure 4.5: Skills, Knowledge, and Abilities

Skills, Knowledge, and Abilities

Q32-50 (YP106-124): Reflecting on your educational experience at [name of institution], do you feel that it has helped you to effectively...



n = all valid responses (902 to 1,063). Values may not add to 100% due to rounding.

The following groups were more likely to have felt that their education helped them learn to work independently to a great extent (rating of 5 out of 5). Only statistically significant comparisons are reported.

- Graduates who had at least one dependent when they entered their program (51%, compared to 44% of those with no dependents).
- Graduates who were living outside of Canada when they last attended high school (60%, compared to between 41% and 44% of those who attended high school elsewhere).
- Graduates who studied Health Science (52%) or Business (50%), compared to 16% of those who studied Legal and Security.

No statistically significant differences were found by gender, age, marital status, Aboriginal status, visible minority status, or disability status.

The following groups were more likely to have felt that their education helped them develop the skill of learning independently to a great extent (rating of 5 out of 5). Only statistically significant comparisons are reported.

- Graduates who were married or living with partner when they entered their program (52%, compared to 42% of those who were divorced, separated, or widowed and 40% of those who were single).
- Graduates who were living outside of Canada when they last attended high school (57%, compared to between 38% and 42% of those who attended high school elsewhere in Canada).
- Graduates who studied Health Science (52%) or Business (49%), compared to 25% of those who studied Trades and Technologists programs, and 16% of those who studied Legal and Security.

No statistically significant differences were found by gender, age, dependents, Aboriginal status, visible minority status, or disability status.

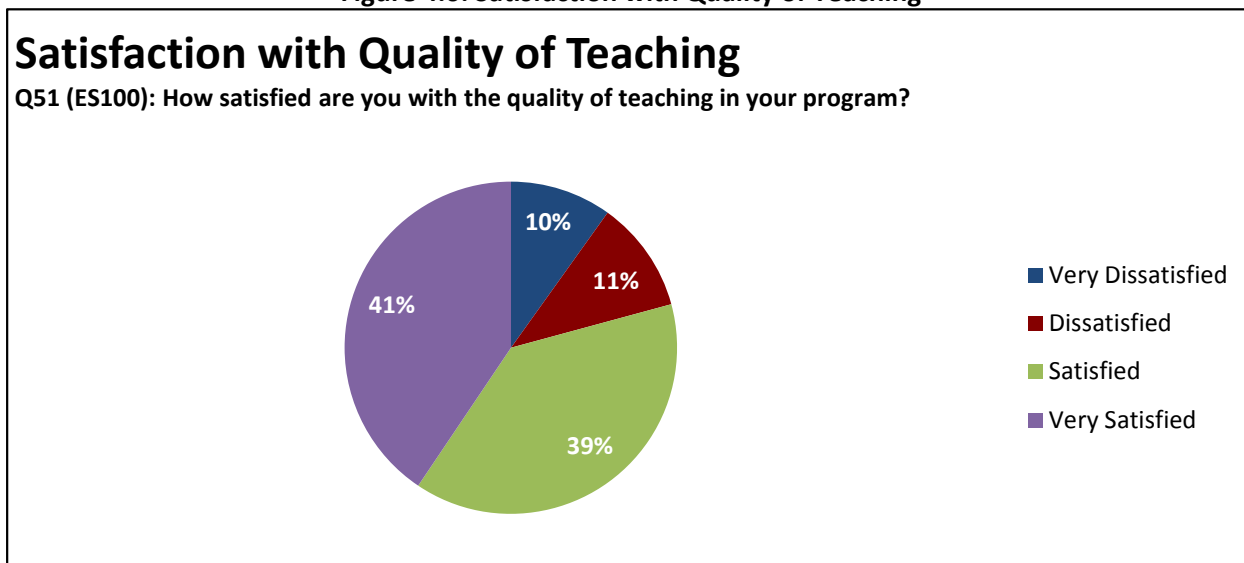
4.3 Quality Measures

More than three-quarters graduates were either satisfied or very satisfied with the quality of teaching in their program, their program overall, and the quality of their educational experience (78% to 79%).

4.3.1 Quality of Teaching

Graduates' average rating of their satisfaction with the quality of teaching in their program was 3.1 out of 4. More than two-fifths (41%) of graduates were very satisfied with the quality of teaching.

Figure 4.6: Satisfaction with Quality of Teaching



n = 1,098. Values may not add to 100% due to rounding.

Graduates were more likely to have been very satisfied with the quality of teaching in their program if they were part of the following groups. Only statistically significant differences are reported.

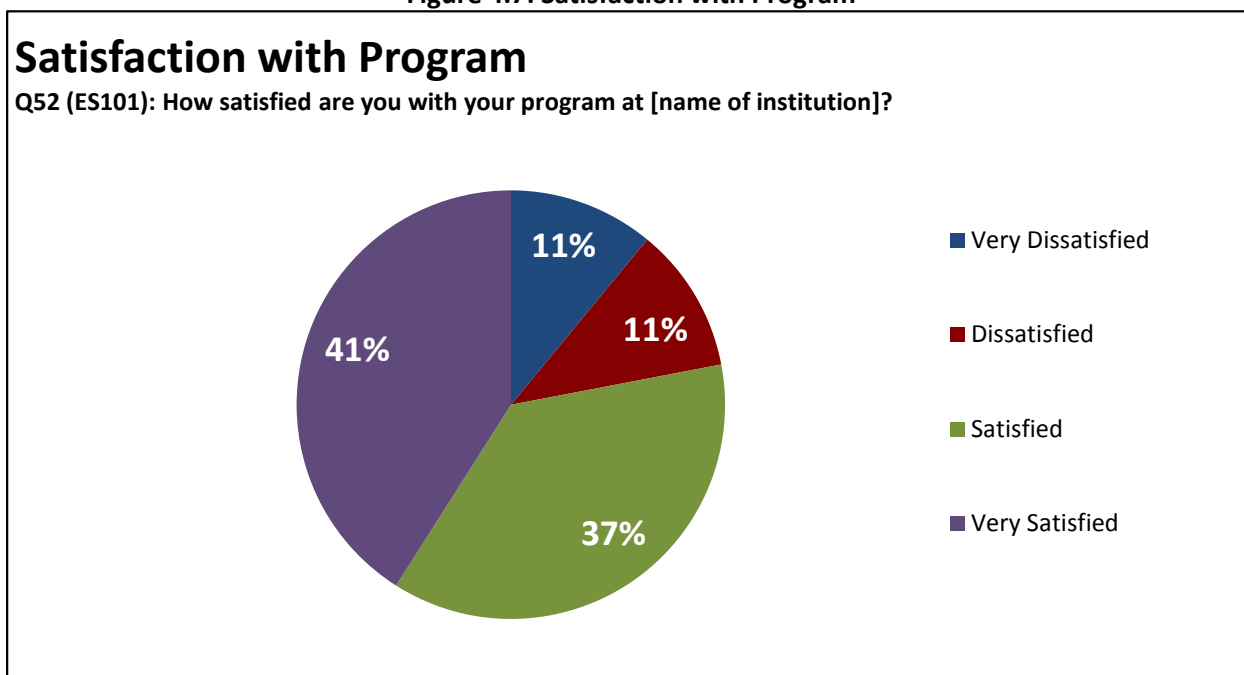
- Graduates aged 31 to 40 at the time of surveying (45%, compared to 30% of those aged 22 and younger).
- Graduates who were married or living with partner when they entered their program (47%, compared to 37% of those who were single).
- Graduates who had at least one dependent when they entered their program (46%, compared to 36% of those with no dependents).
- Graduates who did not have a disability (41%, compared to 18% of those who had a disability). Of graduates who had a disability, 55% were either dissatisfied or very dissatisfied with the quality of teaching in their program.
- Graduates who lived outside of Canada when they last attended high school (50%, compared to 33% of those who attended high school in urban Alberta).
- Graduates who studied Health Sciences (49%), compared to between 16% and 38% of graduates in other fields of study.

No statistically significant differences were found by gender, Aboriginal status, or visible minority status.

4.3.2 Quality of Program

Graduates had an average level of satisfaction with their program of 3.1 out of 4. More than two-fifths (41%) of graduates were very satisfied with their program.

Figure 4.7: Satisfaction with Program



Graduates were more likely to have been very satisfied with their program if they were part of the following groups. Only statistically significant differences are reported.

- Graduates aged 31 and older at the time of surveying (46% compared to 30% of those aged 22 and younger).
- Graduates who were married or living with partner when they entered their program (48%, compared to 36% of those who were single).
- Graduates who had at least one dependent when they entered their program (47%, compared to 36% of those with no dependents).
- Graduates who lived outside of Canada when they last attended high school (53%, compared to 40% of those who attended high school in rural Alberta, 39% of those who lived elsewhere in Canada, and 33% of those who attended high school in urban Alberta).
- Graduates who studied Health Sciences (50%) or Business (41%), compared to between 13% and 24% of graduates in other fields of study.

No statistically significant differences were found by gender, Aboriginal status, visible minority status, disability status, or high school completion.

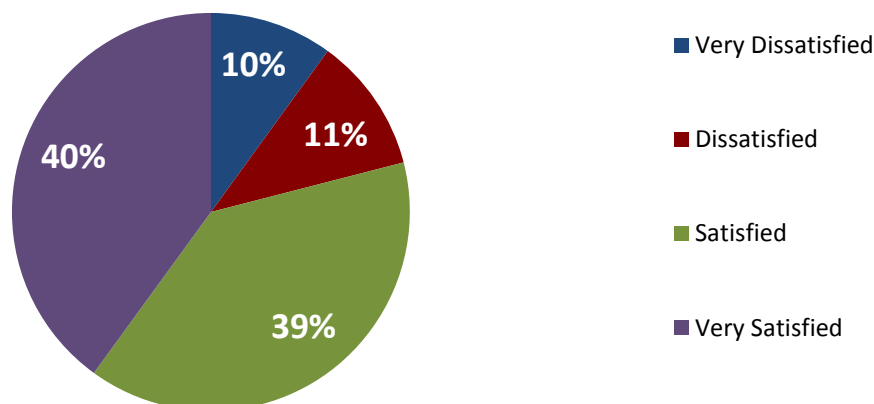
4.3.3 Quality of Overall Educational Experience

Graduates reported an average satisfaction level with the overall quality of their educational experience of 3.1 out of 4. More than two-fifths (40%) of graduates were very satisfied with the overall quality of their educational experience.

Figure 4.8: Satisfaction with Overall Quality of Educational Experience

Satisfaction with Overall Quality of Educational Experience

Q53 (ES102): How satisfied are you with the overall quality of your educational experience?



n = 1,100. Values may not add to 100% due to rounding.

Graduates were more likely to have been very satisfied with the overall quality of their educational experience if they were part of the following groups. Only statistically significant differences are reported.

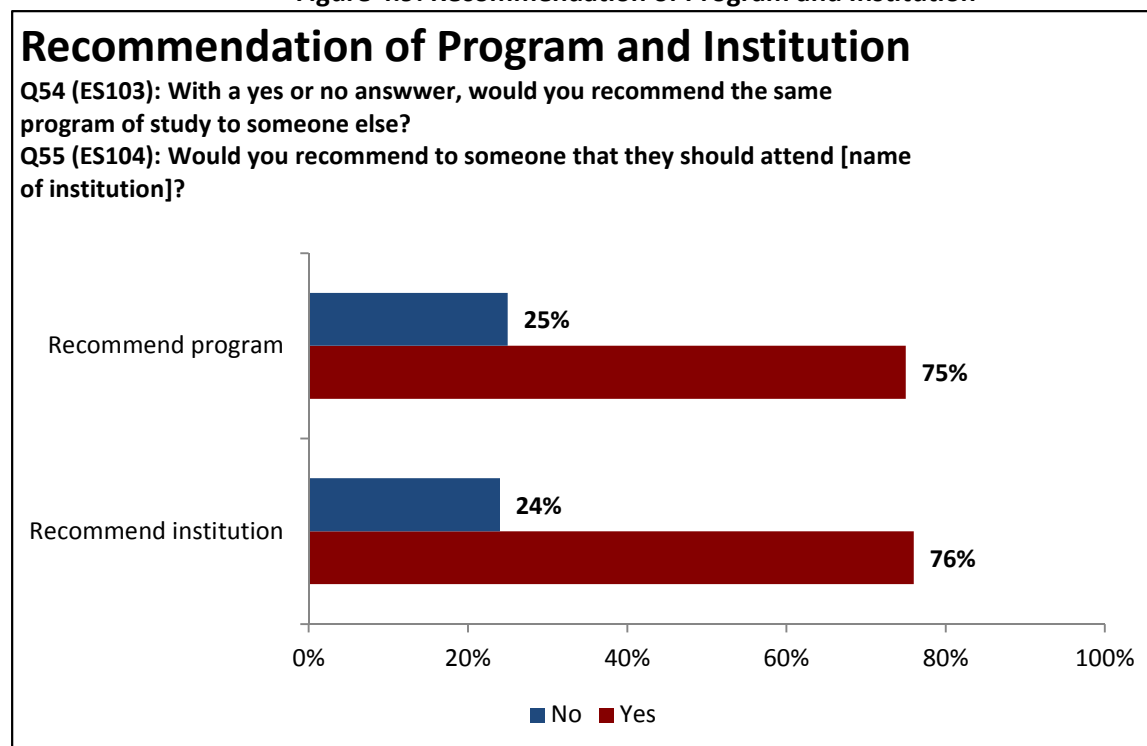
- Graduates aged 31 to 40 at the time of surveying (46%, compared to 30% of those aged 22 and younger).
- Graduates who were married or living with partner when they entered their program (46%, compared to 36% of those who were single).
- Graduates who had at least one dependent when they entered their program (45%, compared to 36% of those with no dependents).
- Graduates who did not have a disability (41%, compared to 16% of graduates who had a disability). Furthermore, 58% of graduates who did have a disability were either dissatisfied or very dissatisfied with the overall quality of their educational experience.
- Graduates who lived outside of Canada when they last attended high school (51%, compared to 37% of those who lived elsewhere in Canada, and 31% of those who attended high school in urban Alberta). Graduates from rural Alberta (42%) were not significantly different from those who lived elsewhere in Canada and outside of Canada.
- Graduates who studied Health Sciences (48%) or Business (41%), compared to between 15% and 25% of graduates in other fields of study.

No statistically significant differences were found by gender, Aboriginal status, visible minority status, or high school completion.

4.4 Recommendation of Program and Institution

The majority of graduates (75%) would have recommended their program to others, and would have recommended that others attend the institution from which they graduated (76%).

Figure 4.9: Recommendation of Program and Institution



ES103 n = 1,058. ES104 n = 1,051. Values may not add to 100% due to rounding.

Graduates were more likely to have recommended their program if they came from the following groups. Only statistically significant comparisons are reported.

- Graduates who were married or living with partner when they entered their program (83%, compared to 71% of those who were divorced, separated, or widowed, and 71% of those who were single).
- Graduates who did not have a disability (77%, compared to 38% of those with a disability).
- Graduates who had last attended high school outside of Canada (88%, compared to 79% of those who attended high school in rural Alberta, 69% of those who attended high school elsewhere in Canada, and 66% of those who attended high school in urban Alberta).
- Graduates who studied Health Sciences (85%), compared to 71% of those who studied Business, 68% of those who studied Trades and Technologists, 43% of those who studied Physical, Natural, and Applied Sciences, and 39% of those who studied Legal and Security.

Graduates were more likely to have recommended their institution if they came from the following groups. Only statistically significant comparisons are reported.

- Graduates who were married or living with partner when they entered their program (82%, compared to 73% of those who were single, and 71% of those who were divorced, separated, or widowed).

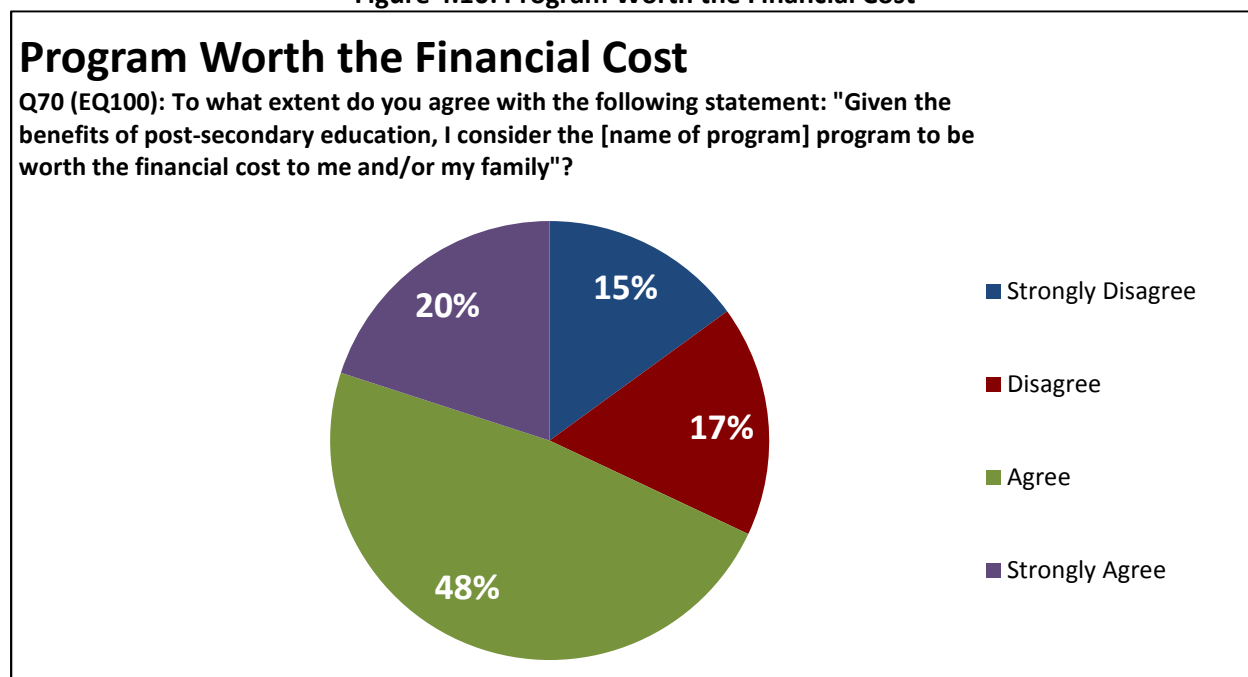
- Graduates who did not have a disability (78%, compared to 38% of those with a disability).
- Graduates who had last attended high school outside of Canada (88%, compared to 78% of those who attended high school in rural Alberta, 72% of those who attended high school elsewhere in Canada, and 68% of those who attended high school in urban Alberta).
- Graduates who studied Health Sciences (84%, compared 75% of those who studied Business, 69% of those who attended Trades and Technologists programs, 63% of those who studied Physical, Natural, and Applied Sciences, and 30% of those who studied Legal and Security).

No statistically significant differences were found by gender, age, Aboriginal status, visible minority status, or high school completion for either the likelihood of recommending program or institution. Additionally, no significant differences in the likelihood of recommending either program or institution were found by respondent income.

4.5 Perceived Cost/Benefit of Post-Secondary Studies

Most graduates agreed (48%) or strongly agreed (20%) that the program from which they graduated was worth the financial cost to them and/or their family.

Figure 4.10: Program Worth the Financial Cost



n = 1,077. Values may not add to 100% due to rounding.

Graduates who were more likely to have felt that their program was worth the financial cost (ratings of 3 or 4 out of 4) included the following groups. Only statistically significant comparisons are reported.

- Graduates aged 31 and older at the time of surveying (73%, compared to 55% of those aged 22 and younger).
- Graduates who were married or living with partner when they entered their program (77%, compared to 65% of those who were divorced, separated, or widowed, and 62% of those who were single).

- Graduates who had at least one dependent (73%, compared to 65% of those without dependents).
- Graduates who did not have a disability (69%, compared to 41% of those with a disability).
- Graduates who had last attended high school outside Canada (83%, compared to 68% of those who attended high school in rural Alberta, 63% of those who attended high school elsewhere in Canada, and 58% of those who attended high school in urban Alberta).
- Graduates who studied Health Sciences (77%) or Business (71%), compared to 50% of those who attended Trades and Technologists programs, 39% of those who studied Physical, Natural, and Applied Sciences, and 30% of those who studied Legal and Security.

No statistically significant differences were found by gender, Aboriginal status, visible minority status, or high school completion.

SECTION 5: FINANCING

This section explores the ways graduates paid for their education, through such sources as working while attending classes, accessing loans, and receiving scholarships, bursaries, and grants.

5.1 Employment While in School

Half (50%) of 2011/12 graduates from PVT Institutions worked while taking classes. Of those graduates who worked, the average number of hours worked per week was 24.4.

The following groups of graduates were more likely to have worked while studying. Only statistically significant comparisons are reported.

- Graduates aged 22 and younger at the time of surveying (60%, compared to 42% of those aged 41 and older).
- Graduates who had no dependents when they entered their program (57%, compared to 41% of those with dependents).
- Graduates who were not a member of a visible minority (53%, compared to 39% of visible minority graduates).
- Graduates who had fully completed high school (52%, compared to 37% of those who had not finished high school).
- Graduates who had last attended high school in Alberta or elsewhere in Canada (between 53% and 54%, compared to 42% of those who attended high school outside of Canada).
- Graduates who studied Legal and Security (60%) and Health Sciences (57%) programs, compared to 28% of those who studied Physical, Natural, and Applied Sciences, and 37% of those who studied Business.

No statistically significant differences were found by gender, marital status, Aboriginal status, or disability status.

5.2 Loans

5.2.1 Government-Sponsored Loans

Accessing Government-Sponsored Loans

More than half (55%) of 2011/12 PVT graduates had received government-sponsored student loans.

Graduates aged 23 to 40 (62%) at the time of surveying were more likely to have received a government-sponsored student loan, compared to 44% of those aged 22 and younger, and 48% of those aged 41 and older.

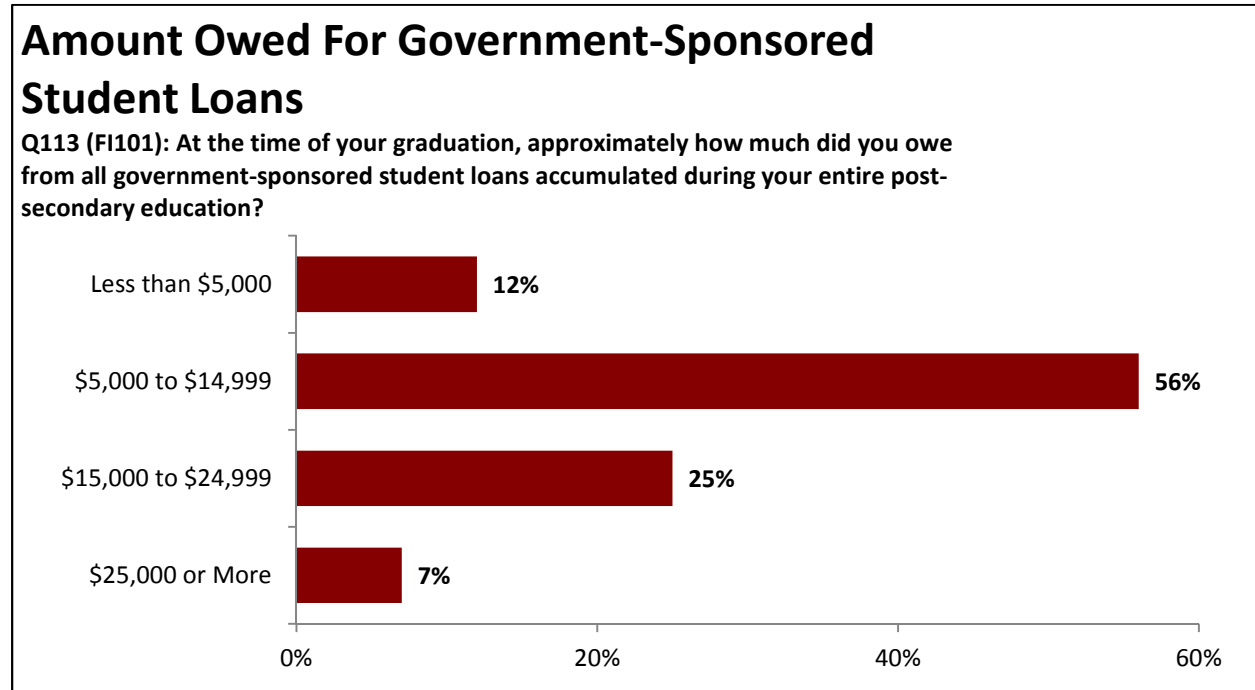
Graduates who attended Legal and Security programs (80%) were more likely to have accessed government-sponsored loans, compared to 58% of Health Sciences graduates, 52% of Business graduates, and 44% of Trades and Technologists graduates.

No statistically significant differences were present by gender, marital status, number of dependents, Aboriginal status, visible minority status, disability status, high school completion status, or location when last attending high school.

Amounts Owed for Government-Sponsored Loans

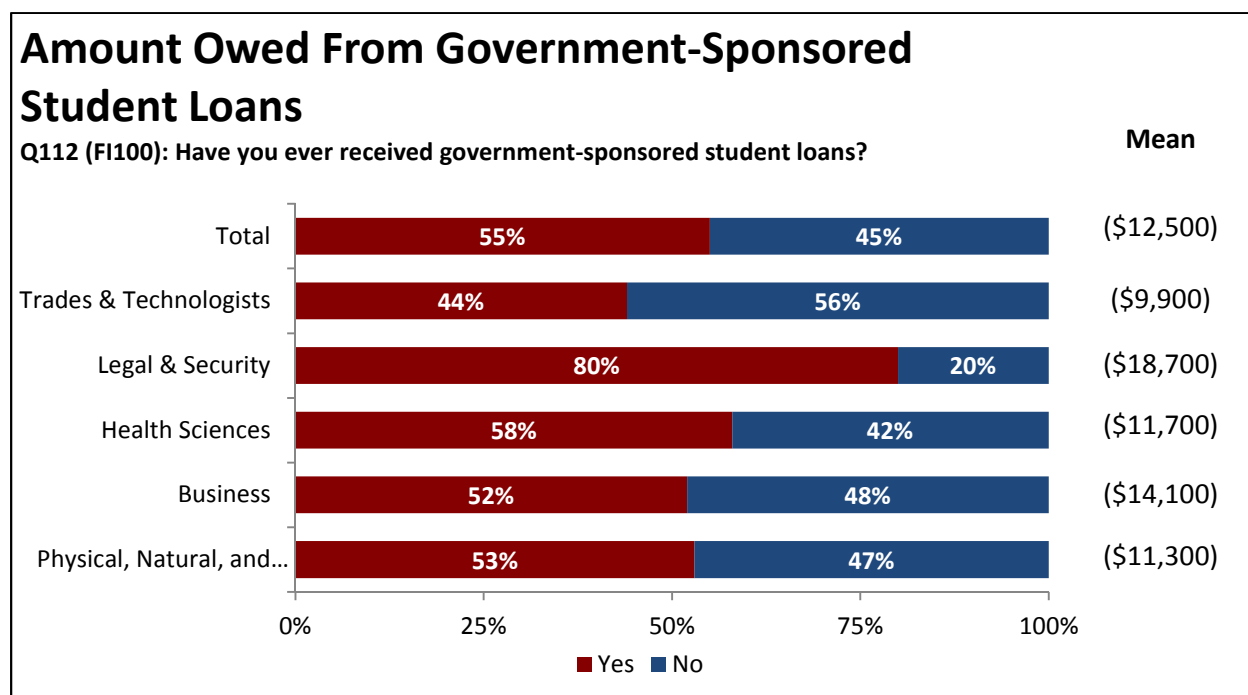
Among graduates who accessed government-sponsored loans, the average amount owed at the time of graduation for government-sponsored loans was \$12,500, with a median amount owed of \$11,000.

Figure 5.1: Amount Owed for Government-Sponsored Loans



n = 459. Values may not add to 100% due to rounding.

Figure 5.2: Average Amount Owed From Government-Sponsored Loans – By Field of Study



n = 459. Values may not add to 100% due to rounding.

Graduates who studied in Legal and Security programs owed more, on average, in government-sponsored loans at the time of graduation, with an average of \$18,700 owed, compared to \$9,900 for graduates of Trades and Technologists programs, and between \$11,300 and \$14,100 for graduates in other fields of study.

5.2.2 Non-Government Loans

Accessing Non-Government Loans

A small proportion (14%) of graduates accessed non-government loans or lines of credit, for example from financial institutions, to help finance their education.

The following groups of graduates were more likely to have accessed non-government loans to finance their education. Only statistically significant comparisons are reported.

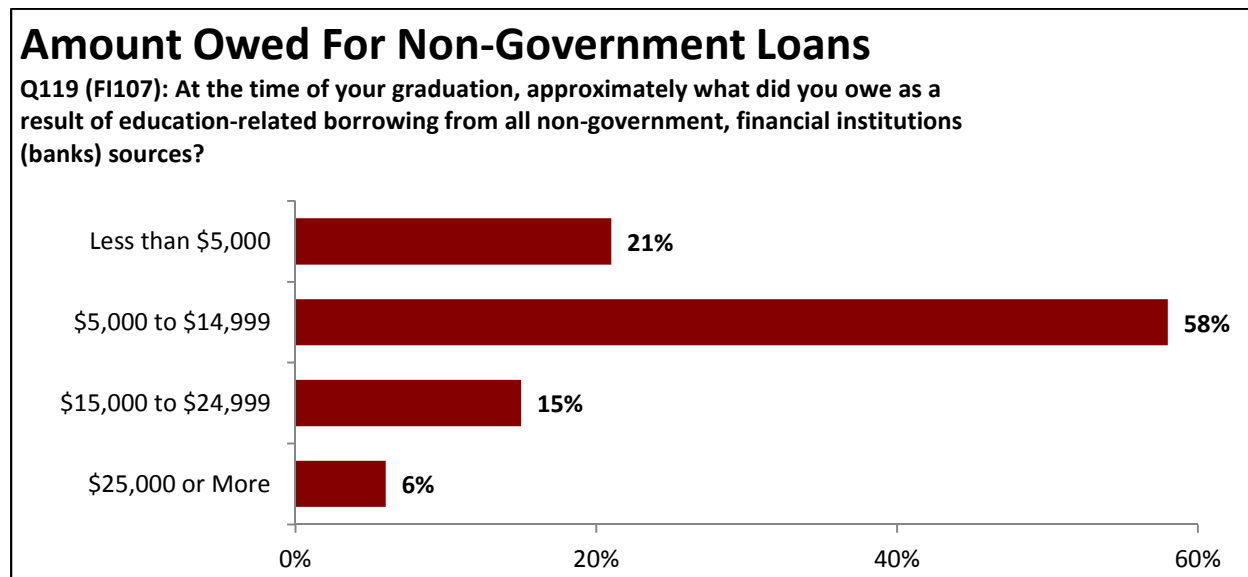
- Graduates aged 22 and younger at the time of surveying (20%, compared to 11% of those aged 41 and older).
- Graduates who identified themselves as a non-visible minority (17%, compared to 5% of members of a visible minority).
- Graduates who last attended high school in rural Alberta (23%) or elsewhere in Canada (22%), compared to 11% of those who attended high school in urban Alberta, and 6% of those who attended high school outside of Canada.
- Graduates who attended Physical, Natural, and Applied Sciences programs (23%), Trades and Technologists programs (22%), or Health Sciences (16%), compared to 6% of Business graduates.

No statistically significant differences were present by gender, marital status, number of dependents, Aboriginal status, disability status, or high school completion.

Amounts Owed for Non-Government Loans

Among these graduates, the average amount owed for non-government loans at the time of graduation was \$10,800, with a median amount owed of \$8,000. After removing graduates who did not have any debt at the time of their graduation, but had accessed non-government loans, the average amount owed was \$12,700, and the median amount owed was \$10,000.

Figure 5.3: Amount Owed For Non-Government Loans



n = 114. Values may not add to 100% due to rounding.

There were no statistically significant differences between the amounts owed by various demographic groups, including by age, gender, location where last attended high school, and field of study.

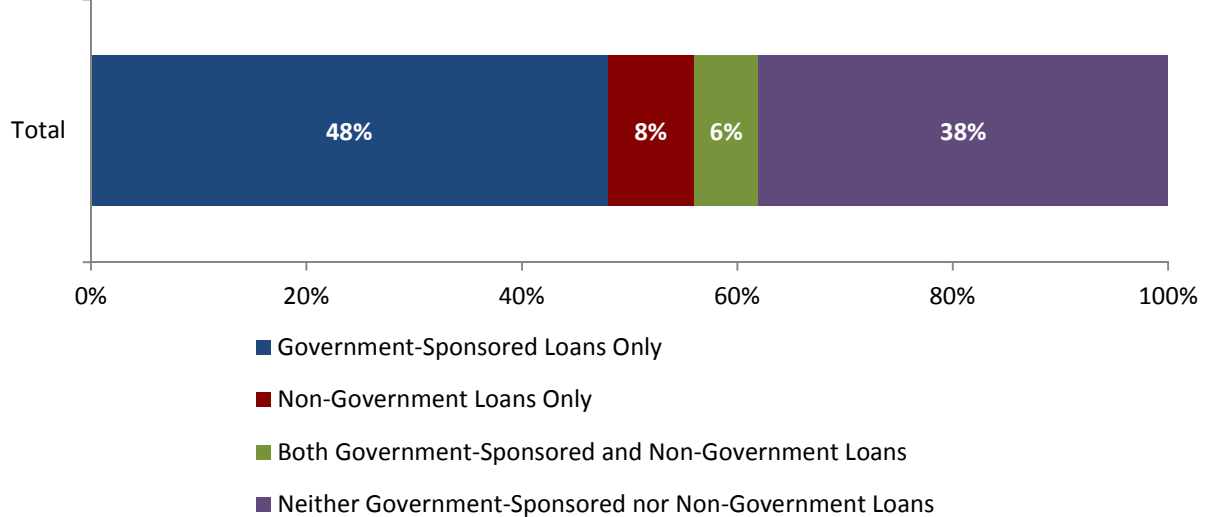
5.2.3 Total Loans

Regarding the types of loans accessed by 2011/12 PVT graduates, almost half (48%) of graduates had received only government-sponsored loans, while 8% accessed only non-government loans, 6% accessed both government-sponsored and non-government loans, and 38% did not make use of any loans.

Figure 5.4: Total Loans

Total Loans - Government-Sponsored and Non-Government

Q112(FI100): Have you ever received government-sponsored student loans? Q118(FI106): Have you ever received non-government sources of financing for education-related expenses from financial institutions



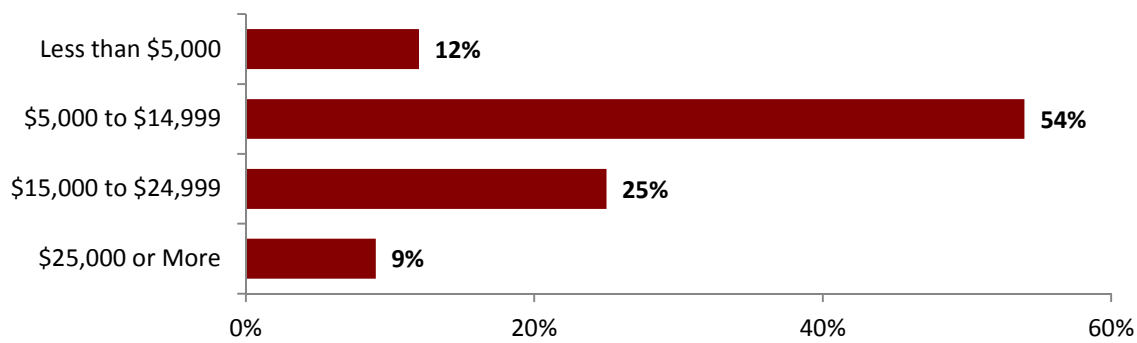
n = 1,061. Values may not add to 100% due to rounding.

Among graduates who had accessed government-sponsored or non-government loans, the average total amount owed for these loans at the time of graduation was \$13,300, with a median of \$11,000. After removing graduates who did not have any debt at the time of graduation, but had accessed a loan, the mean amount owed was \$14,200, and the median amount owed was \$12,000.

Figure 5.5: Debt from Government and Non-Government Sources

Debt from Government and Non-Government Sources

Q113 (FI101) and Q119 (FI107).



n = 527. Values may not add to 100% due to rounding.

5.2.4 Financing from Family

Receiving Financing from Family

Nearly one-quarter (22%) of 2011/12 PVT graduates had received sources of financing for education-related expenses from family.

The following groups were more likely to have received money from family for their education. Only statistically significant comparisons are reported.

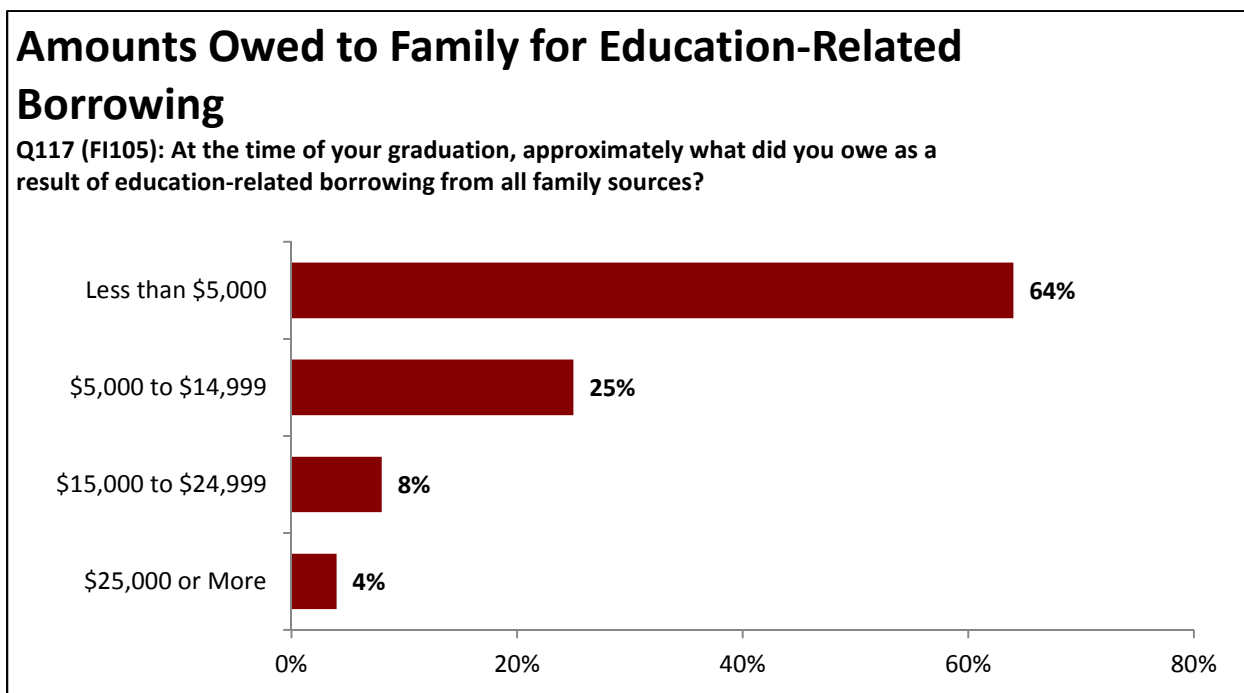
- Graduates aged 22 and younger at the time of surveying (41%, compared to 24% of those aged 26 to 30, 16% of those aged 31 to 40, and 12% of those aged 41 and older). Moreover, graduates aged 23 to 30 (between 24% and 28%) were more likely than graduates aged 31 and older to have received financing from family members.
- Graduates who had no dependents when they entered their program (27%, compared to 15% of those with at least one dependent).
- Graduates who did consider themselves to be a member of a visible minority (25% compared to 16% of non-visible minority graduates).
- Graduates who had completed high school (24%, compared to 12% of those who had not finished high school).
- Graduates who last attended high school in rural Alberta (34%, compared to 23% of those from urban Alberta, 14% of those from elsewhere in Canada, and 15% of those from outside of Canada).
- Graduates who studied Physical, Natural, or Applied Sciences (45%), or Trades and Technologists programs (39%), compared to between 11% and 20% of graduates in other fields of study.

No statistically significant differences were present by gender, marital status, Aboriginal status, or disability status.

Amounts Owed to Family

Among graduates who had received money from family, the average amount owed at the time of graduation for family loans was \$4,700, with a median amount owed of \$1,000. Nearly half (49%) of graduates who had received money from family owed no money to family at the time they graduated. When excluding these graduates, the average amount owed becomes \$9,000, and median amount owed becomes \$6,000.

Figure 5.6: Amounts Owed to Family for Education-Related Borrowing



n = 163. Values may not add to 100% due to rounding.

Graduates who studied in Legal and Security programs owed more, on average, to family at the time of graduation, with an average of \$13,300, compared to \$8,500 by graduates of Physical, Natural, and Applied Sciences programs, and between \$3,500 and \$4,500 by graduates in other fields of study.

5.3 Scholarships, Grants, or Bursaries

Receiving Scholarships, Grants, or Bursaries

Close to half (44%) of 2011/12 PVT graduates had received a scholarship, grant, or bursary.

The following groups of graduates were more likely to have received scholarships, grants, or bursaries. Only statistically significant differences are reported.

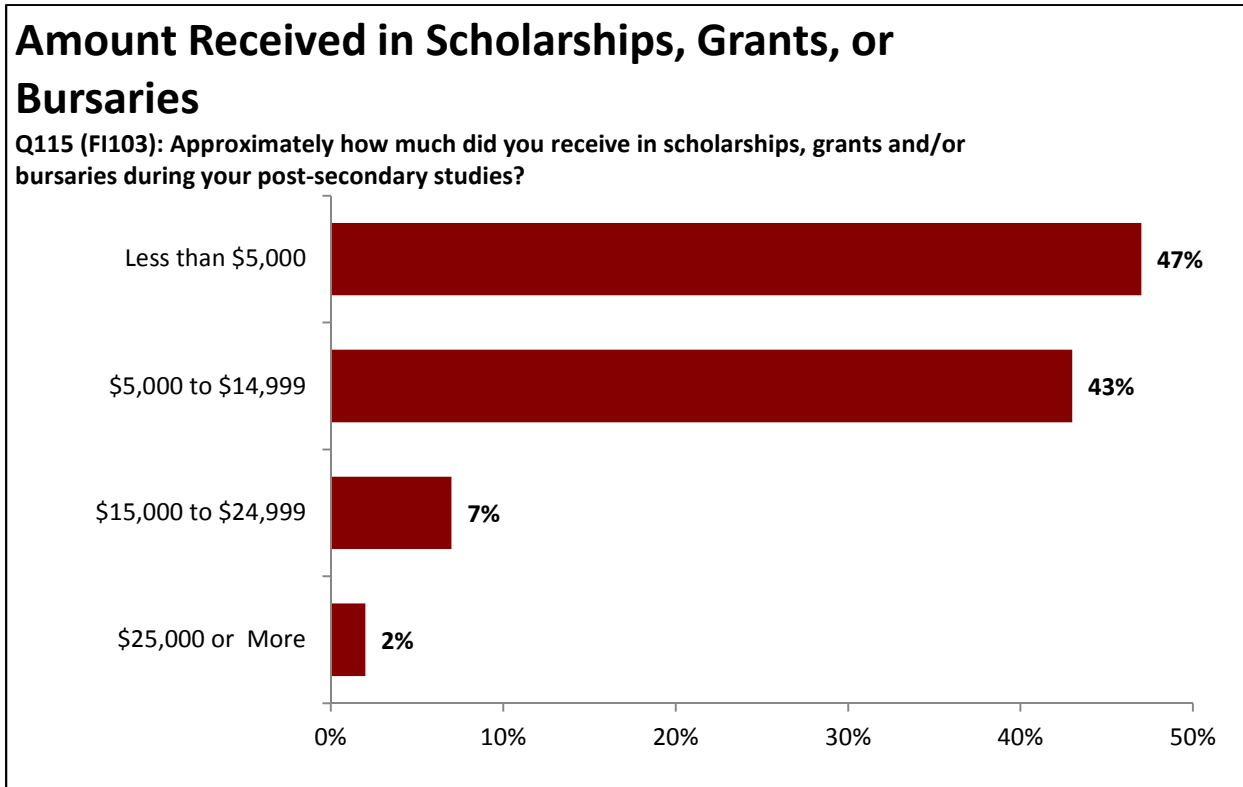
- Graduates who were single when they entered their program (50%, compared to 37% of those who were married or living with partner).

No statistically significant differences were present by gender, age, dependents, Aboriginal status, visible minority status, disability status, high school completion, location where last attended high school, or field of study.

Amounts Received in Scholarships, Grants, or Bursaries

Among graduates who had received any scholarships, grants, or bursaries, the average amount received was \$6,600, with a median amount received of \$5,000. Nearly half (47%) of graduates who had received any scholarships, grants, or bursaries had received less than \$5,000.

Figure 5.7: Amount Received in Scholarships, Grants, or Bursaries



n = 294. Values may not add to 100% due to rounding.

The following groups of graduates had received more, on average, in scholarships, grants, and bursaries. Only statistically significant comparisons are reported.

- Graduates aged 41 and older at the time of surveying (\$7,900, compared to \$7,200 for those aged 31 to 40, \$7,100 for those aged 26 to 30, \$6,500 for those aged 23 to 25, and \$2,700 for those aged 22 and younger).
- Graduates who were divorced, separated, or widowed when they entered their program (\$9,300, compared to \$7,200 for those who were married or living with partner, and \$5,600 for those who were single).
- Graduates who had at least one dependent when they entered their program (\$7,800, compared to \$5,400 for those with no dependents).
- Graduates who were a member of a visible minority (\$7,700, compared to \$5,900 for non-minority graduates).
- Graduates who had not fully completed high school (\$8,800, compared to \$6,200 for those who had finished high school).
- Graduates who had last attended high school outside of Canada (\$8,600, compared to \$6,500 for those from urban Alberta, \$6,000 for those from elsewhere in Canada, and \$4,900 for those from rural Alberta).
- Graduates who studied in Physical, Natural, and Applied Sciences (\$9,700), Legal and Security (\$9,500), or Business (\$9,200) programs, compared to \$5,800 for those who studied Health Sciences, and \$3,800 for those who completed Trades and Technologists programs.

No statistically significant differences were present by gender, Aboriginal status, or disability status.

SECTION 6: OUTCOMES

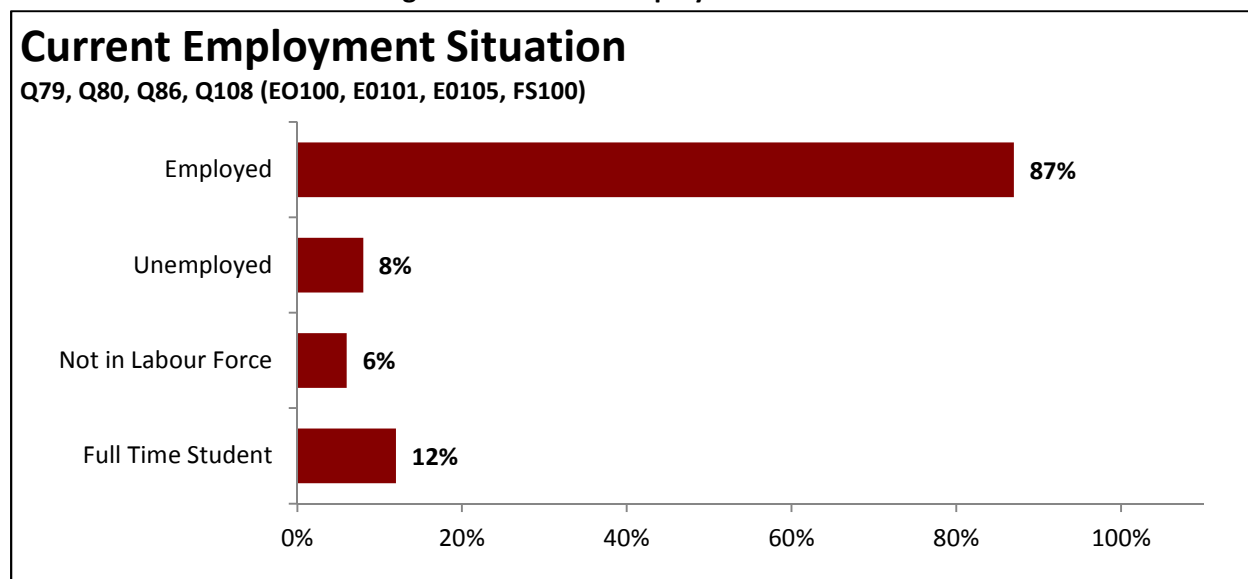
This section of the report explores graduates' outcomes following completion of their post-secondary education. Specifically, graduates' employment status, their annual income, the relatedness of their job to their education, and their job satisfaction will be discussed.

6.1 Employment

6.1.1 Employment Status

At the time of surveying, 87% of 2011/12 PVT graduates were employed, including 13% who were self-employed. The overall employment rate for 2011/12 PVT graduates was 92% (excluding those not in the labour force and full time students).

Figure 6.1: Current Employment Situation



n = 1,102. Values may not add to 100% due to rounding. Note: graduates who were full-time students and were also employed were categorized as students.

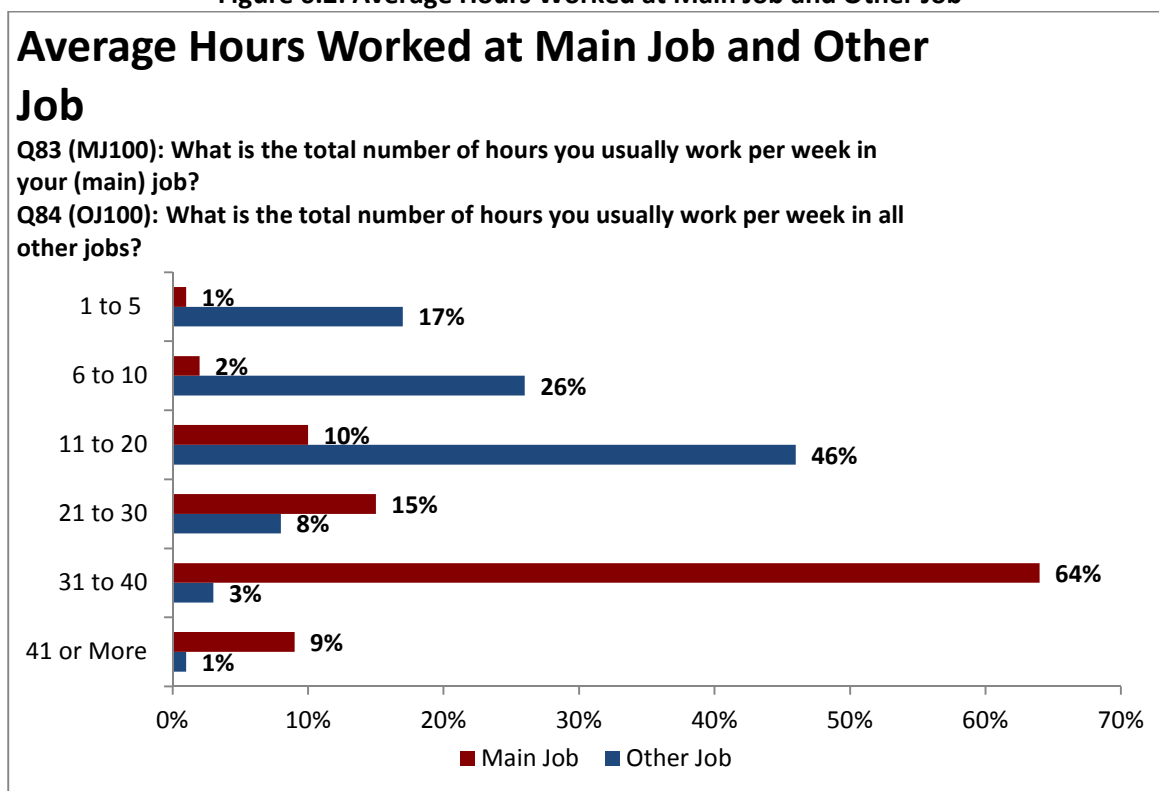
Graduates were more likely to have been employed if they belonged to the following groups. Only statistically significant differences are reported.

- Graduates who did not have a disability (83%, compared to 58% of those with a disability).

No statistically significant differences were found by gender, age, marital status, dependents, Aboriginal status, visible minority status, high school completion, location where last attended high school, or field of study.

6.1.2 Number of Hours Worked

Figure 6.2: Average Hours Worked at Main Job and Other Job



n = 495. Values may not add to 100% due to rounding.

On average, graduates reported working 34.6 hours per week at their main job, two years after graduation. Of these graduates, the majority (64%) worked between 31 and 40 hours per week, and 28% worked less than 30 hours per week.

Graduates with more than one job worked an average of 14.2 hours per week in all other jobs, two years after graduation. The majority (89%) worked 20 hours or fewer per week at their other jobs.

Graduates more likely to have worked more hours per week at their main job belong to the following groups. Only statistically significant differences are reported.

- Male graduates were more likely to have worked between 31 and 40 hours per week (77%, compared to 62% of female graduates). Female graduates were more likely to have worked between 21 to 30 hours per week (16%, compared to 3% of male graduates).
- Graduates with no dependents (12%) were more likely to have worked 41 or more hours per week than graduates with at least one dependent (7%).
- Members of visible minorities were more likely to have worked 31 to 40 hours per week (74%, compared to 61% of non-visible minority graduates). Non-visible minority graduates were more likely to have worked between 6 and 20 hours per week (14%, compared to 5% of visible minorities).

No statistically significant differences were present by age, marital status, Aboriginal status, disability status, high school completion, legal status, parental education, location where last attended high school, or field of study.

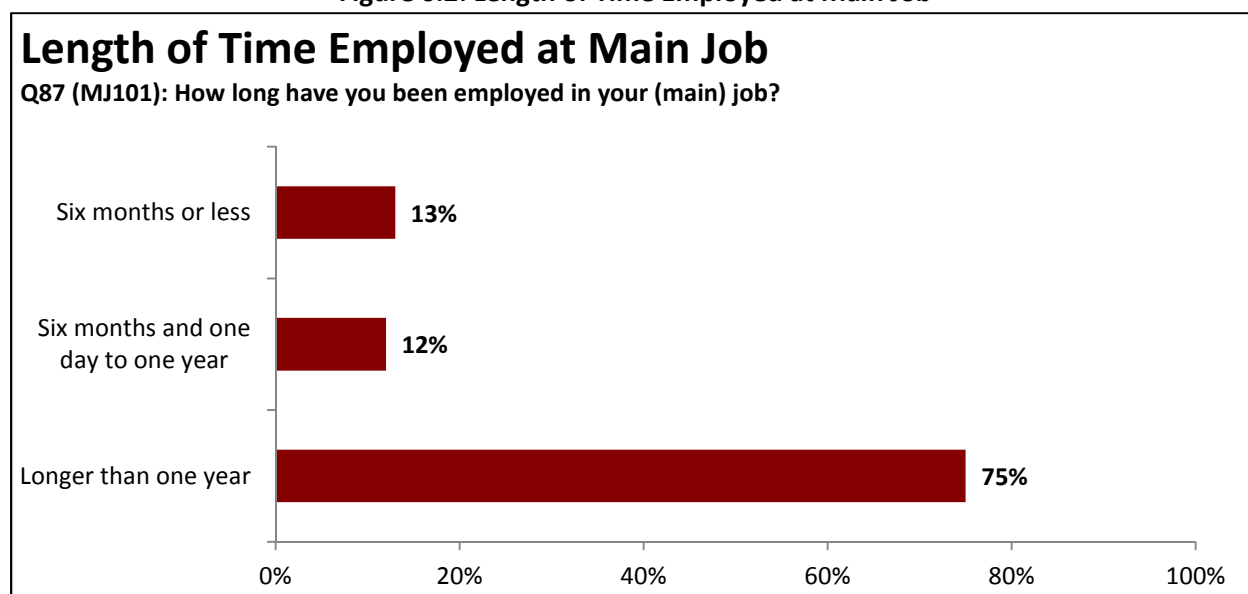
6.1.3 Number of Paying Jobs

Overall, the majority of PVT graduates (78%) who were employed reported having one paying job, while 18% had two jobs, and 4% had three or more jobs.

6.1.4 Length of Time Employed at Main Job

Among graduates who were employed, 75% had been employed in their main job for more than one year while 13% had been employed for less than six months.

Figure 6.2: Length of Time Employed at Main Job



n = 907. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have been employed at their main job for longer than one year. Only statistically significant comparisons are reported.

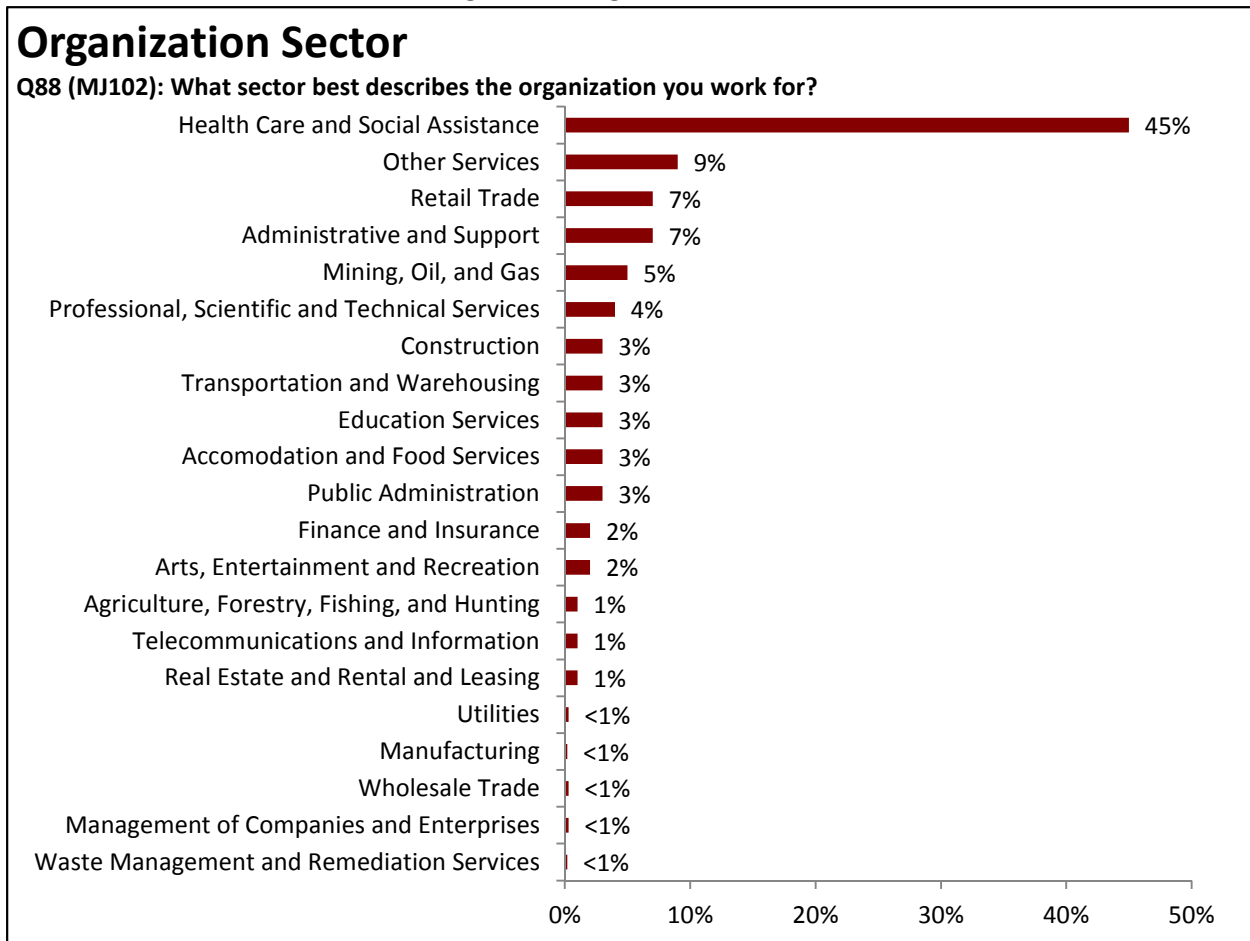
- Graduates aged 31 and older at the time of surveying (80%, compared to 77% of those aged 26 to 30, 62% of those aged 23 to 25, and 67% of those aged 22 and younger).
- Graduates who were married or living with partner when they entered their program (81%, compared to 69% of those who were single).
- Non-Aboriginal graduates (76%, compared to 60% of Aboriginal graduates).
- Graduates who studied Health Sciences (81%, compared to between 50% and 71% of graduates in other fields of study).

No statistically significant differences were found by gender, dependents, visible minority status, disability status, high school completion, or location where last attended high school.

6.1.5 Sectors

Among employed PVT graduates, the majority were employed in the Health Care and Social Assistance sector (45%), followed by Other Services (9%), Retail Trade (7%), and Administrative and Support (7%).

Figure 6.3: Organization Sector

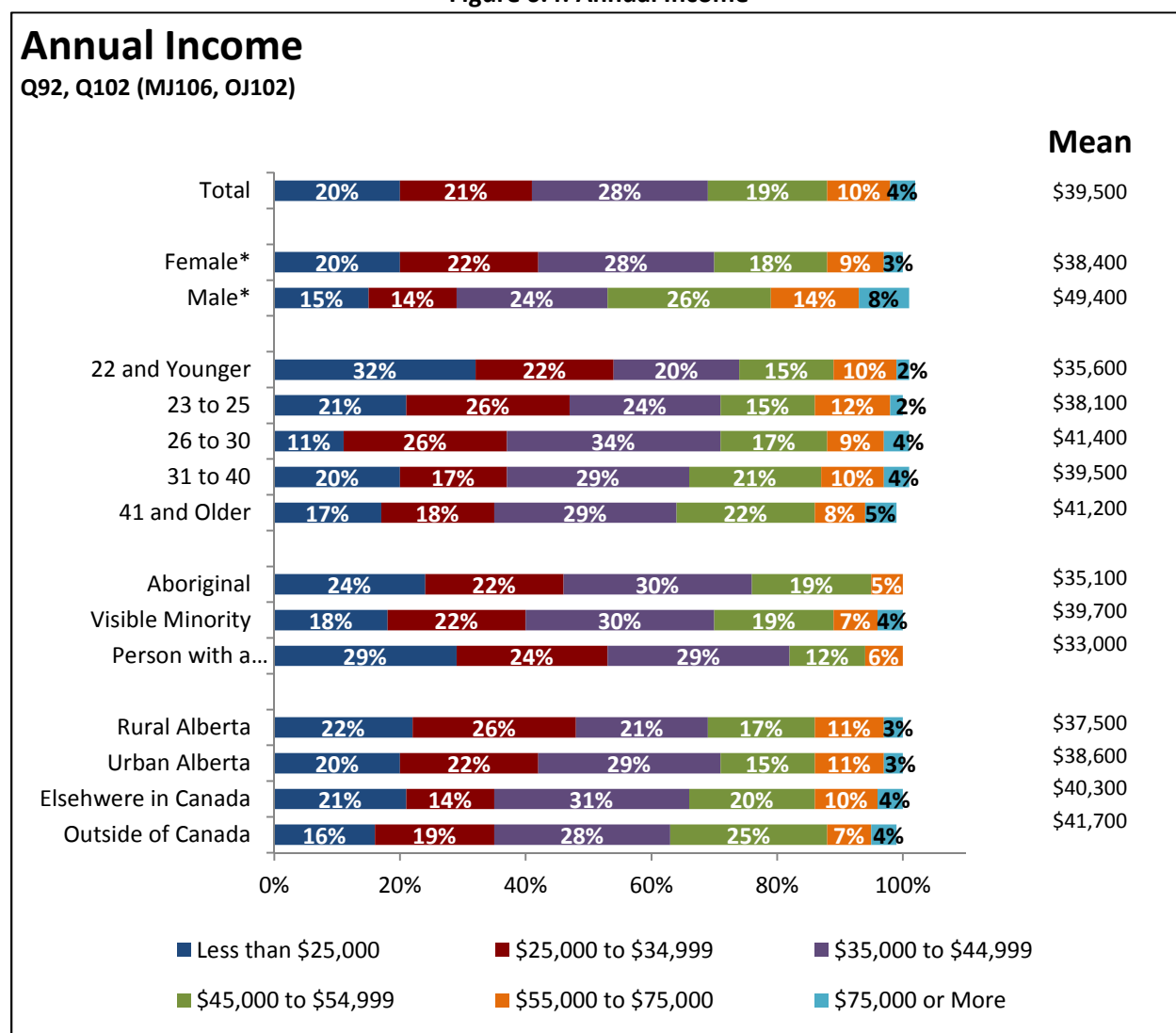


n = 892. Values may not add to 100% due to rounding.

6.2 Annual Income

Among employed 2011/12 graduates of PVT Institutions, the mean annual income was \$39,500, with a median income of \$37,400. Approximately 40% of graduates were earning under \$35,000 annually, while 13% of graduates were earning \$55,000 or more.

Figure 6.4: Annual Income



n = all valid cases (38 to 637). Values may not add to 100% due to rounding.

** Statistically significant difference ($p < .05$).*

Male graduates (\$49,400) earned a higher income, on average, compared to female graduates (\$38,400) by over \$10,000 per year. Male graduates were more likely to have earned incomes of \$75,000 or more per year (9%), compared to 3% of female graduates.

Graduates of Health Sciences programs had the highest average incomes (\$42,200), while graduates of Trades and Technologists programs had the lowest incomes (\$32,100).

In general, graduates of fields of study which led to higher mean incomes (Health Sciences) were more satisfied with the overall quality of their educational experience, were more likely to have obtained a job related to their education, and were more likely to have indicated that their program was worth the financial cost.

Figure 6.5: Annual Income – By Field of Study

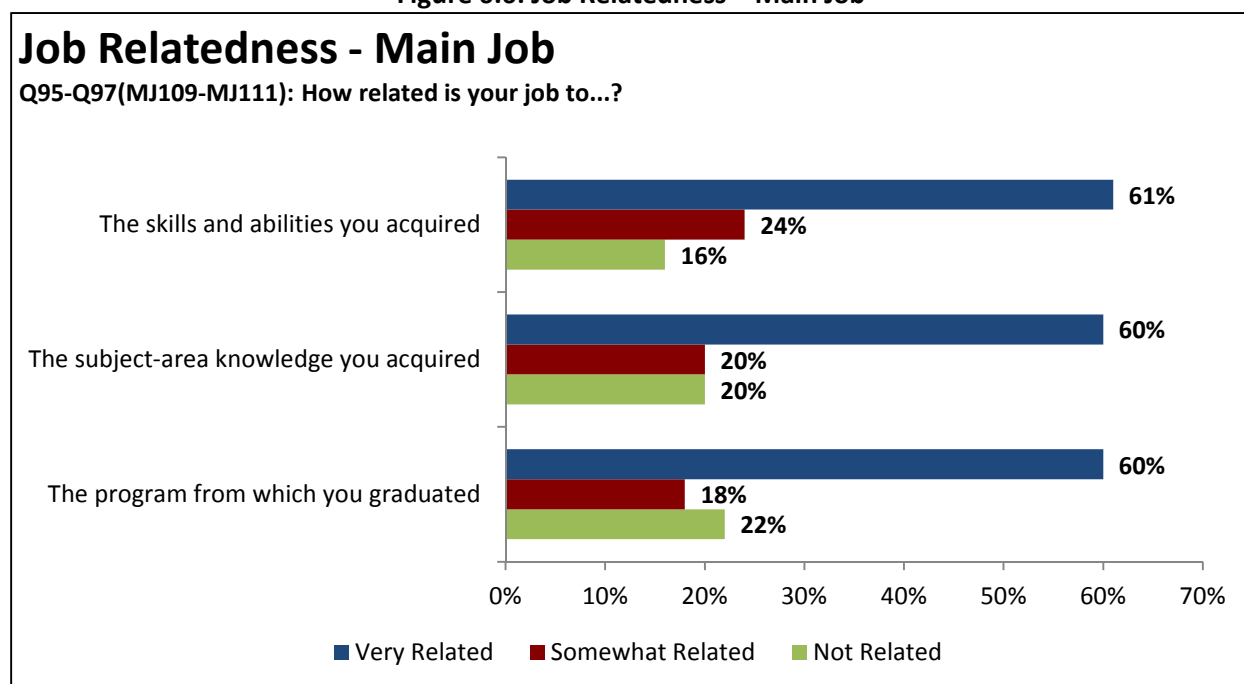
Field of Study	Very Satisfied	Relatedness	Worth Financial Cost	Mean Income	Median Income
Health Sciences	48%	68%	24%	\$42,200	\$38,800
Physical, Natural, and Applied Sciences	23%	29%	16%	\$40,600	\$36,000
Business	41%	50%	23%	\$38,600	\$39,000
Legal & Security	15%	33%	4%	\$37,900	\$39,000
Trades & Technologists	25%	57%	6%	\$32,100	\$29,100

n = 637. P = .001. Values may not add to 100% due to rounding.

6.3 Relevance of Education to Job

Three-fifths of graduates felt that their main job was very related to the skills and abilities and subject-area knowledge they acquired through their education, and to their post-secondary program overall (60% to 61%).

Figure 6.6: Job Relatedness – Main Job



n = all valid cases (902-905). Values may not add to 100% due to rounding.

Graduates were more likely to have felt that their main job was very related to the program from which they graduated if they belonged to the following groups. Only statistically significant comparisons are reported.

- Graduates who were married or living with partner when they entered their program (67%), compared to those who were single (52%).
- Graduates who did not have a disability (61%, compared to 35% of those with a disability).
- Graduates who last attended high school outside of Canada (72%, compared to 59% of those from rural Alberta, 57% of those from elsewhere in Canada, and 52% of those from urban Alberta).
- Graduates who studied Health Sciences (68%, compared to 50% of those who studied Business, 33% of those who studied Legal and Security, and 29% of those who studied Physical, Natural, and Applied Sciences).

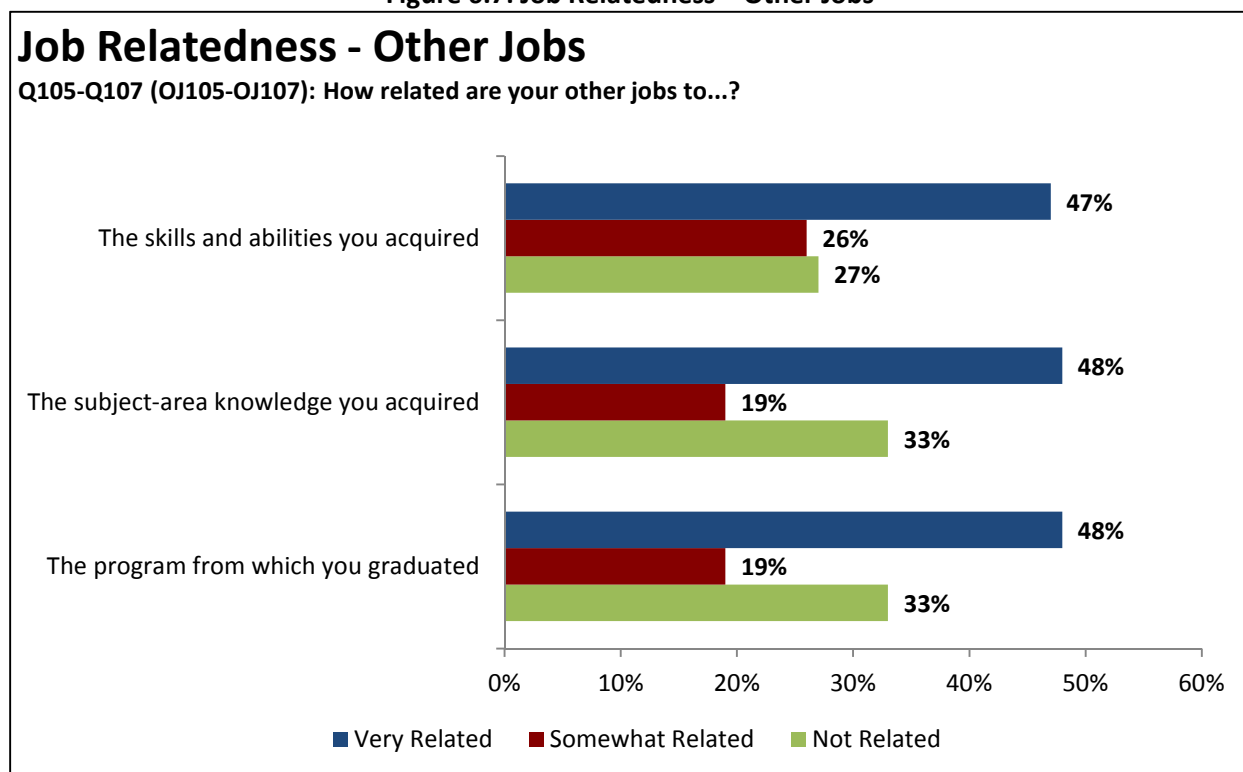
No statistically significant differences were found by gender, age, dependents, Aboriginal status, visible minority status, or high school completion.

Graduates who were more likely to have felt that their main job was not related to the general skills and abilities acquired through their program belonged to the following groups. Only statistically significant differences are reported.

- Graduates who were single (28%), compared to 16% of graduates who were married or living with partner.
- Graduates with no dependents (25%), compared to 18% of graduates with at least one dependent.
- Canadian citizens (30%), compared to 6% of permanent resident graduates.
- Graduates who last attended high school within Canada (between 24% and 29%), compared to 13% of graduates who last attended high school outside of Canada.
- Graduates who studied Physical, Natural, and Applied Sciences (43%) and Legal and Security (44%) programs, compared to between 18% and 28% of graduates in other fields of study.

Compared to the relatedness of their main jobs (60% to 61%), graduates' other jobs were less likely (47% to 48%) to have been very related to the skills and abilities and subject-area knowledge they acquired and to their program overall.

Figure 6.7: Job Relatedness – Other Jobs



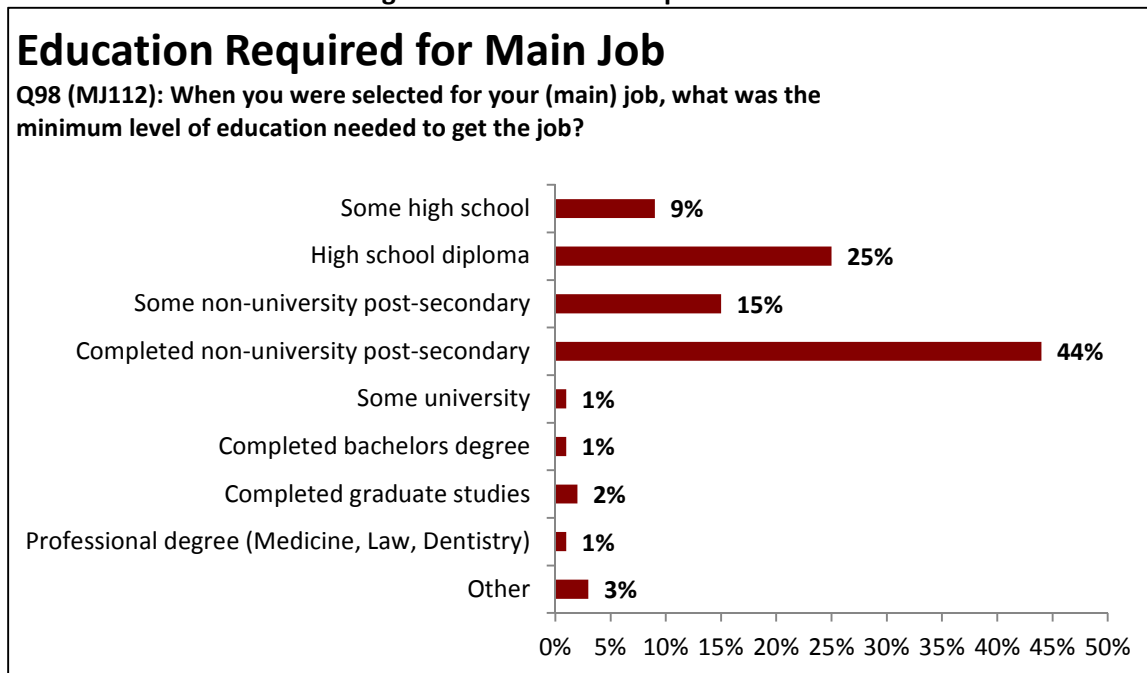
n = all valid cases (189-190). Values may not add to 100% due to rounding.

6.4 Qualifications

6.4.1 Education Required for Main Job

Close to half (44%) of 2011/12 PVT graduates who were employed indicated that their job required the completion of a non-university post-secondary credential, such as the credentials offered by PVT Institutions. A small proportion of graduates indicated that their job required a higher credential, such as a graduate degree (2%) or a professional degree in medicine, law, or dentistry (1%).

Figure 6.8: Education Required for Main Job

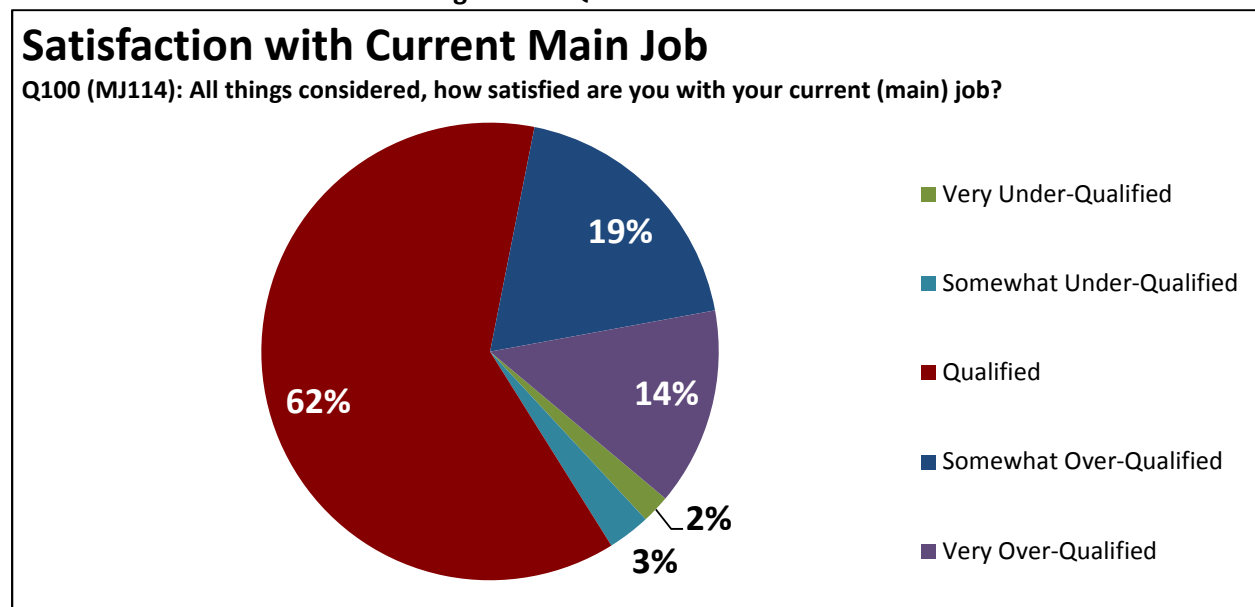


n = 839. Values may not add to 100% due to rounding.

6.4.2 How Qualified for Main Job

Three-fifths (62%) of 2011/12 graduates from PVT Institutions felt that they were qualified for their main job, while one-third (33%) felt that they were either somewhat over-qualified or very over-qualified, and 5% felt that they were either somewhat under-qualified or very under-qualified.

Figure 6.9: Qualified for Main Job



n = 903. Values may not add to 100% due to rounding.

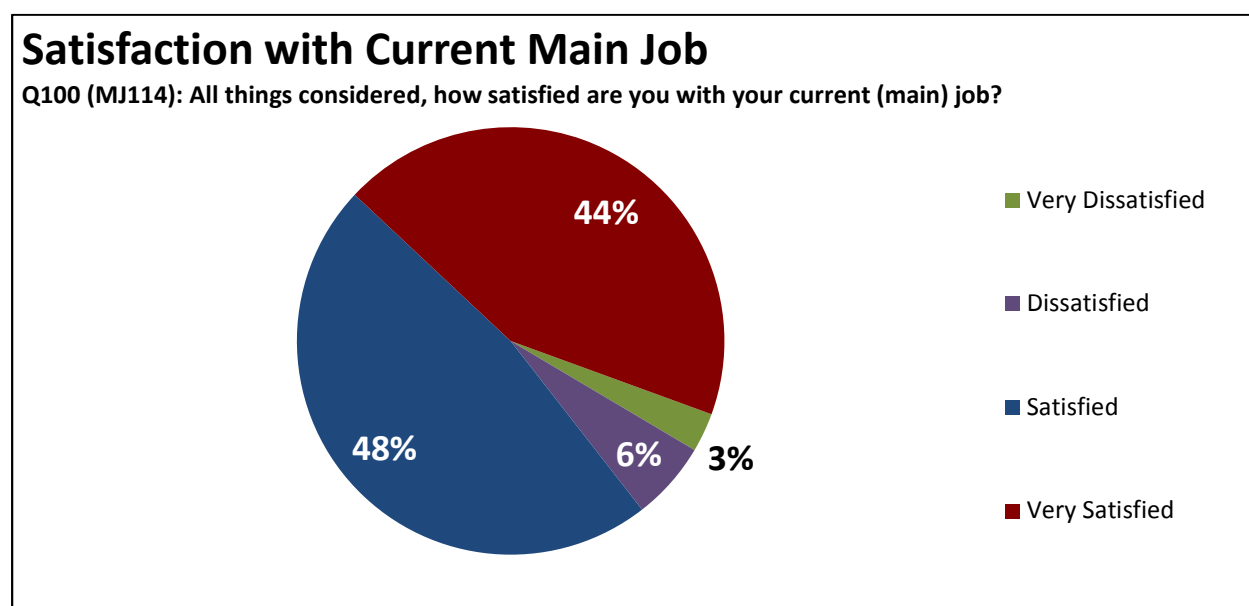
Aboriginal graduates were more likely to have felt either somewhat under-qualified or very under-qualified (13%) than non-Aboriginal graduates (4%).

No statistically significant differences were found by gender, age, marital status, dependents, visible minority status, disability status, high school completion, location where last attended high school, or field of study.

6.5 Job Satisfaction

The majority (92%) of graduates were either satisfied (48%) or very satisfied (44%) with their main job.

Figure 6.10: Satisfaction With Current Main Job



n = 905. Values may not add to 100% due to rounding.

The following groups of graduates were more likely to have been satisfied or very satisfied with their main job. Only statistically significant comparisons are reported.

- Graduates who had completed Trades and Technologists (94%), Business (93%), or Health Sciences (92%) programs, compared to 81% of those who studied Physical, Natural, and Applied Sciences.

No statistically significant differences were found by gender, age, dependents, Aboriginal status, visible minority status, disability status, high school completion, or location when attending high school.

**APPENDIX A:
Survey Instrument**

Alberta Graduate Outcomes Survey, Class of 2011-12 CATI Survey

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 (consulting company). I'm calling on behalf of Alberta Innovation and Advanced Education and _____ (name of institution) _____. We are conducting a survey of post-secondary students who completed programs of study in the fall of 2011 or the spring of 2012 at _____ (name of institution) _____. The purpose of the study is to provide summary information for Alberta Innovation and Advanced Education 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 17 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 collected in accordance with section 33 (c) of the *Freedom of Information and Protection of Privacy Act* and will only be used or disclosed in accordance with that 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 Innovation and Advanced Education website in the fall of 2014. 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? **BG100**
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? **BG101**
- [DO NOT READ]**
1. Edmonton
 2. Calgary
 3. Lethbridge
 4. Red Deer
 5. Grande Prairie
 6. Medicine Hat
 7. Fort McMurray
 55. Elsewhere in Alberta (specify) _____ [BG101_55] _____.
 66. Elsewhere in Canada (specify province/territory) _____ [BG101_66] _____.
 77. Outside Canada (specify country) _____ [BG101_77] _____.
 88. Don't know
 99. No response
- 3.** What year did you last attend the regular Kindergarten - Grade 12 system, not including adult upgrading or post-secondary studies? **BG102**
- [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]** **BG103**
1. Edmonton
 2. Calgary
 3. Lethbridge
 4. Red Deer
 5. Grande Prairie
 6. Medicine Hat
 7. Fort McMurray
 55. Elsewhere in Alberta (specify) _____ [BG103 55] _____.
 66. Elsewhere in Canada (specify province/territory) _____ [BG103 66] _____.
 77. Outside Canada (specify country) _____ [BG103 77] _____.
 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]** **BG104**
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) _____? **BG105**
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]** **BG106**
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) _____ [BG106 77] _____.
 88. Don't know
 99. No response

[Note: If respondent has relocated more than once, enter where they are now]

- 8.** Which city or town did you relocate to? **[DO NOT READ]** **BG107**
1. Edmonton
 2. Calgary
 3. Lethbridge
 4. Red Deer
 5. Grande Prairie
 6. Medicine Hat
 7. Fort McMurray
 55. Elsewhere in Alberta (specify) _____ [BG107 55] _____.
 66. Elsewhere in Canada (specify province/territory) _____ [BG107 66] _____.
 77. Outside Canada (specify country) _____ [BG107 77] _____.
 88. Don't know
 99. No response
- 9.** Was this your hometown? **BG108**
1. Yes
 2. No
 88. Don't know
 99. No response

EDUCATIONAL EXPERIENCE

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				
10. Institutional calendars (online)	1	2	3	4	5	87	88	99						EE100
11. Institutional calendars (print)	1	2	3	4	5	87	88	99						EE101
12. Alberta Learning Information Service (ALIS) website (www.alis.alberta.ca)	1	2	3	4	5	87	88	99						EE102
13. Institution website	1	2	3	4	5	87	88	99						EE103
14. School or guidance counselors	1	2	3	4	5	87	88	99						EE104
15. Career fair/Open house/PSI High School presentation	1	2	3	4	5	87	88	99						EE105
16. Teachers	1	2	3	4	5	87	88	99						EE106
17. Career counselors	1	2	3	4	5	87	88	99						EE107
18. Co-workers/employer	1	2	3	4	5	87	88	99						EE108
19. Parents or other relatives	1	2	3	4	5	87	88	99						EE109
20. Friends	1	2	3	4	5	87	88	99						EE110
21. Student recruiters/PSI program representatives	1	2	3	4	5	87	88	99						EE111
22. Other (specify) _____ [EE112 O] _____.	1	2	3	4	5	87	88	99						EE112

		not at all			great extent		N/A	DK	NR	
26.	The skills needed for a particular job	1	2	3	4	5	87	88	99	YP100
27.	Knowledge of a particular field of study	1	2	3	4	5	87	88	99	YP101
28.	An opportunity to improve yourself	1	2	3	4	5	87	88	99	YP102
29.	Chances of improved income	1	2	3	4	5	87	88	99	YP103
30.	A desire to continue learning more, about this or other subjects	1	2	3	4	5	87	88	99	YP104
31.	Improved employment opportunities	1	2	3	4	5	87	88	99	YP105

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	
32.	Solve problems	1	2	3	4	5	87	88	99	YP106
33.	Speak in public	1	2	3	4	5	87	88	99	YP107
34.	Develop your writing skills	1	2	3	4	5	87	88	99	YP108
35.	Resolve conflicts	1	2	3	4	5	87	88	99	YP109
36.	Learn independently	1	2	3	4	5	87	88	99	YP110
37.	Become self-confident	1	2	3	4	5	87	88	99	YP111
38.	Develop leadership skills	1	2	3	4	5	87	88	99	YP112
39.	Think creatively	1	2	3	4	5	87	88	99	YP113
40.	Develop awareness of ethical issues	1	2	3	4	5	87	88	99	YP114
41.	Develop awareness of political and social issues	1	2	3	4	5	87	88	99	YP115
42.	Appreciate other cultures	1	2	3	4	5	87	88	99	YP116
43.	Develop work-related computer skills	1	2	3	4	5	87	88	99	YP117
44.	Develop research skills	1	2	3	4	5	87	88	99	YP118
45.	Develop mathematical skills	1	2	3	4	5	87	88	99	YP119
46.	Develop interpersonal skills	1	2	3	4	5	87	88	99	YP120
47.	Work independently	1	2	3	4	5	87	88	99	YP121
48.	Work well with others	1	2	3	4	5	87	88	99	YP122
49.	Develop effective time management skills	1	2	3	4	5	87	88	99	YP123
50.	Analyze Information	1	2	3	4	5	87	88	99	YP124

EDUCATIONAL SATISFACTION

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]**

51. How satisfied are you with the quality of teaching in your program? **ES100**
 1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. No response
52. How satisfied are you with your program at (name of institution) ? **ES101**
 1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. No response
53. How satisfied are you with the overall quality of your educational experience? **ES102**
 1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. No response
54. With a yes or no answer, would you recommend the same program of study to someone else? **ES103**
 1. Yes
 2. No
 88. Don't know
 99. No response
55. Would you recommend to someone that they should attend (name of institution) ? **ES104**
 1. Yes
 2. No
 88. Don't know
 99. No response

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, GO TO Q59]

56. What was the minimum length of time to complete your program, based on a regular full-time course load? (answer should be in years) **ES105**
[IF THE PROGRAM REQUIRED A MINIMUM OF LESS THAN ONE YEAR TO COMPLETE, PLEASE ENTER 1. IF THE PROGRAM REQUIRED MORE THAN ONE YEAR BUT LESS THAN TWO YEARS, PLEASE ENTER 2.]
 88. Don't know → **GO TO Q59**
 99. No response → **GO TO Q59**

57. Did it take you less, more, or exactly that amount of time to complete your program? **ES106**
1. Less → **GO TO Q59**
 2. More
 3. Exactly the same → **GO TO Q59**
58. What was the main reason why it took longer to complete? **ES107**
1. Family responsibilities
 2. Health, challenges or stress
 3. Physical, mental, or learning disability
 4. Took reduced course load (had to work)
 5. Took reduced course load (other reason)
 6. Scheduling challenges or courses unavailable
 7. Academic challenges or difficulty
 8. Changed program or major
 9. Involved in student athletics
 10. Took a co-op placement or internship
 77. Other (specify) _____ [ES107 77].
 88. Don't know
 99. No response

TRANSFER CREDITS

59. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the _____ (name of program) _____ program at _____ (name of institution) _____? **T100**
1. Yes
 2. No → **GO TO Q70**
 88. Don't know → **GO TO Q70**
 99. No response → **GO TO Q70**

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, GO TO Q70]

60. In completing requirements for the _____ (name of program) _____ program, did you receive transfer credit or advanced standing for courses taken at any other institution? **T101**
1. Yes
 2. No → **GO TO Q66**
 88. Don't know → **GO TO Q66**
 99. No response → **GO TO Q66**

61. From which institution(s) did you transfer credits?

	Yes	Not Mentioned	
01. Athabasca University	1	0	T10201
02. University of Alberta	1	0	T10202
03. University of Calgary	1	0	T10203
04. University of Lethbridge	1	0	T10204
05. Ambrose University College(Canadian Nazarene University College / or Alliance University College)	1	0	T10205
06. Augustana University College (now University of Alberta - Augustana Campus)	1	0	T10206
07. [HISTORIC: DO NOT USE]	1	0	T10207

08.	Canadian University College	1	0	T10208
09.	Concordia University College	1	0	T10209
10.	King's University College	1	0	T10210
11.	St. Mary's University College	1	0	T10211
12.	Taylor University College and Seminary	1	0	T10212
13.	Alberta College of Art and Design	1	0	T10213
14.	Bow Valley College	1	0	T10214
15.	Fairview College	1	0	T10215
16.	Grande Prairie Regional College	1	0	T10216
17.	Grant MacEwan University (formerly Grant MacEwan College)	1	0	T10217
18.	Keyano College	1	0	T10218
19.	Lakeland College	1	0	T10219
20.	Lethbridge College (formerly Lethbridge Community College)	1	0	T10220
21.	Medicine Hat College	1	0	T10221
22.	Mount Royal University (formerly Mount Royal College)	1	0	T10222
23.	NorQuest College	1	0	T10223
24.	Northern Lakes College	1	0	T10224
25.	Olds College	1	0	T10225
26.	Portage College	1	0	T10226
27.	Red Deer College	1	0	T10227
28.	NAIT	1	0	T10228
29.	SAIT	1	0	T10229
55.	Other Alberta Institution (specify) _____ [T10255 O] _____.	1	0	T10255
66.	Other Non-Alberta Institution (specify) _____ [T10266 O] _____.	1	0	T10266
88.	Don't know → GO TO Q65	1	0	T10288
99.	No response → GO TO Q65	1	0	T10299

**62. Did you receive full credit or partial credit from?
[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q61]**

		Full	Partial	DK	NR	
.01	Athabasca University	1	2	88	99	T10301
.02	University of Alberta	1	2	88	99	T10302
.03	University of Calgary	1	2	88	99	T10303
.nn	...	1	2	88	99	T103nn

**63. Did you receive the transfer credit you expected from...?
[PIPE IN ONLY THOSE INSTITUTIONS
CHECKED IN Q61 AND (Q62=FULL OR Q62=PARTIAL)]**

		Yes	No	DK	NR	
.01	Athabasca University	1	2	88	99	T10401
.02	University of Alberta	1	2	88	99	T10402
.03	University of Calgary	1	2	88	99	T10403
.nn	...	1	2	88	99	T104nn

64. What were the reasons that you did not receive the credit you expected from?

[PIPE IN ONLY THOSE INSTITUTIONS

CHECKED IN Q61 AND (Q62=FULL OR Q62=PARTIAL) AND Q63=NO]

[CHECK ALL THAT APPLY; DO NOT READ]

		Yes	Not	Mentioned
.01	Athabasca University			
01.	I did not originally plan to transfer.	1	0	T1050101
02.	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).	1	0	T1050102
03.	My marks weren't high enough to receive transfer credit.	1	0	T1050103
04.	I misunderstood or found the transfer requirements to be unclear.	1	0	T1050104
05.	I received unclear advice on what courses would transfer from the sending institution	1	0	T1050105
06.	I received unclear advice on what courses would transfer from the receiving institution	1	0	T1050106
07.	I received unclear advice on what courses would transfer from the other sources	1	0	T1050107
08.	I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).	1	0	T1050108
09.	My courses were too old to transfer as I took them too long ago.	1	0	T1050109
10.	All my courses were transferable but some weren't required for graduation.	1	0	T1050110
77.	Other (specify) _____ [T10501 O] _____.	1	0	T1050177
88.	Don't know	1	0	T1050188
99.	No response	1	0	T1050199
.02	University of Alberta			
01.	I did not originally plan to transfer.	1	0	T1050201
02.	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).	1	0	T1050202
03.	My marks weren't high enough to receive transfer credit.	1	0	T1050203
04.	I misunderstood or found the transfer requirements to be unclear.	1	0	T1050204
05.	I received unclear advice on what courses would transfer from the sending institution	1	0	T1050205
06.	I received unclear advice on what courses would transfer from the receiving institution	1	0	T1050206
07.	I received unclear advice on what courses would transfer from the other sources	1	0	T1050207
08.	I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).	1	0	T1050208
09.	My courses were too old to transfer as I took them too long ago.	1	0	T1050209
10.	All my courses were transferable but some weren't required for graduation.	1	0	T1050210
77.	Other (specify) _____ [T10502 O] _____.	1	0	T1050277
88.	Don't know	1	0	T1050288
99.	No response	1	0	T1050299
.nn	...			T105nn

- 65.** How satisfied were you with the transfer credit that you received? **T106**
1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. No response
- 66.** In completing requirements for the ____ (name of program) ____ program, did you complete a prior learning assessment and recognition (PLAR) assessment? **T107**
1. Yes
 2. No → **GO TO Q70**
 88. Don't know → **GO TO Q70**
 99. No response → **GO TO Q70**
- 67.** Which type of PLAR assessment did you complete? Please select all that apply. **[READ]**
- | | <u>Yes</u> | <u>Not</u> | <u>Mentioned</u> |
|---|------------|------------|------------------|
| 01. Written challenge exam | 1 | 0 | T10801 |
| 02. Oral exam or structured interview | 1 | 0 | T10802 |
| 03. Skills demonstration/assessment | 1 | 0 | T10803 |
| 04. Product assessment | 1 | 0 | T10804 |
| 05. Evidence file assessment | 1 | 0 | T10805 |
| 06. Portfolio assessment | 1 | 0 | T10806 |
| 77. Other (specify) _____ [T10877 O] _____. | 1 | 0 | T10877 |
| 88. Don't know | 1 | 0 | T10888 |
| 99. No response | 1 | 0 | T10899 |
- 68.** Were you successful in being awarded PLAR credits? **T109**
1. Yes
 2. No → **GO TO Q70**
 88. Don't know → **GO TO Q70**
 99. No response → **GO TO Q70**
- 69.** How many PLAR credits were you awarded? **[READ]** **T110**
1. 3 (one course)
 2. 6-12 (two to four courses)
 3. 15-30 (five to ten courses)
 4. more than 30 (eleven or more courses)
 88. Don't know
 99. No Response

ADDITIONAL EDUCATION QUESTIONS

- 70.** 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]** **EQ100**
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree
 88. Don't know
 99. No response
- 71.** 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]** **EQ101**
1. None
 2. Less than half
 3. About half
 4. More than half
 5. All of it
 88. Don't know
 99. No response

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, GO TO Q76]
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- 72.** As part of your studies at _____ (name of 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? **EQ102**
1. Yes
 2. No → **GO TO Q76**
 88. Don't know → **GO TO Q76**
 99. No response → **GO TO Q76**
- 73.** In which country? **[RECORD RESPONSE, IN COUNTRY LIST]** **EQ103**
77. Specify Country _____ [EQ103 77] _____.
 88. Don't know
 99. Prefer not to say / No response
- 74.** Was your Study Abroad Program offered: **[READ LIST, CHOOSE ONE OPTION]** **EQ104**
1. All in English
 2. Primarily in English
 3. Primarily in a language other than English
 4. All in a language other than English
 88. Don't know
 99. No response

- 75.** How satisfied were you with the overall quality of your study abroad educational experience? **EQ105**
1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. No response
- 76.** Did you work while taking classes at (name of institution) ? **EQ106**
1. Yes
 2. No → **GO TO Q79**
 88. Don't know → **GO TO Q79**
 99. No response → **GO TO Q79**
- 77.** How many hours, on average, did you work per week during your last year of study? **EQ107**
8888. Don't know
 9999. No response
- 78.** How much of an impact would you feel your work had on your studies? **EQ108**
1. Not at all
 2. Somewhat
 3. To a great extent
 88. Don't know
 99. No response

EMPLOYMENT OUTCOMES

The following questions relate to your employment outcomes since graduating.

- 79.** Do you currently have one or more paying jobs, including self-employment and seasonal positions? **EO100**
1. Yes → **GO TO Q82**
 2. No
 88. Don't know
 99. No response
- 80.** Are you currently looking for a job? **EO101**
1. Yes → **GO TO Q108**
 2. No
 88. Don't know → **GO TO Q108**
 99. No response → **GO TO Q108**
- 81.** What is the main reason you are not looking for a job? **[DO NOT READ]** **EO102**
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) _____ [EO102_77] _____.
- 88. Don't know
- 99. No response

GO TO Q108

- 82.** How many paying jobs do you have? **[ENTER NUMBER]** **EO103**
- 88. Don't know
 - 99. No response
- 83.** 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.) **MJ100**
- [ENTER HOURS]**
- 8888. Don't know
 - 9999. No response

GO TO Q86, IF Q82=ONE JOB or DK or NR

- 84.** What is the total number of hours you usually work per week in all other jobs combined? **OJ100**
- [ENTER HOURS]**
- 8888. Don't know → **GO TO Q86**
 - 9999. No response → **GO TO Q86**

GO TO Q86, IF Q83=DK or NR

- 85.** To confirm, you work an annual average total of [Q83+Q84] hours per week; that is, [Q83] at your main job and another [Q84] hours at your other jobs. **EO104**
- [PROBE IF TOTAL HOURS IS OVER 65. THERE IS ONLY 168 HOURS IN A WEEK. (E.G. SLEEP, EATING, TRAVEL...)]**
- 1. Yes
 - 2. No → Jump back to Q83 or Q84, as appropriate
- 86.** Are you self-employed (in your main job)? **EO105**
- [THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS.]**
- 1. Yes
 - 2. No
 - 88. Don't know
 - 99. No response

MAIN JOB

- 87.** How long have you been employed in your (main) job? **MJ101**
[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
-
- 88.** What sector best describes the organization you work for? **MJ102**
[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) _____ [MJ102_77] _____.
 88. Don't know
 99. No response
-
- 89.** What is your job title? (If you held more than one job, choose the one with the most hours.) **MJ103**
[ENTER JOB TITLE]
77. Other (specify) _____ [MJ103_77] _____.
88. Don't know
99. No response
-
- 90.** What are your main work duties? **MJ104**
[PROBE IF NECESSARY, ENTER MAIN WORK DUTIES]
77. Other (specify) _____ [MJ104_77] _____.
88. Don't know
99. No response

91. 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? **MJ105**
[READ LIST AS NECESSARY]

[PROBE AS NECESSARY: Next I will be asking you to tell me the amount of your salary. How would you like to tell me your salary? **[READ LIST]**

Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day? **(ASK PROBES IN THIS ORDER TO MINIMIZE NEED FOR ESTIMATION)]**

- 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) _____ [MJ105_77] _____ → **GO TO Q94**
88. Don't know → **GO TO Q94**
99. No response → **GO TO Q95**

92. Working your usual hours at your (main) job, approximately what is your **[INSERT APPROPRIATE WORD(S) FROM Q91: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly]** gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)? **MJ106**

[ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF Q91=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]

88888888. Don't know → **GO TO Q94**
 99999999. No response → **GO TO Q95**

GO TO Q94, IF Q83=DK or NR AND Q91=HOURLY

GO TO Q95, IF Q91=YEARLY

93. Based on what you have told me, your total expected **annual** income from your (main) job before deductions is calculated to be \$ amount. Does that sound about right? **MJ107**

- 1.Yes → **GO TO Q95**
- 2.No
88. Don't know → **GO TO Q95**
99. No response → **GO TO Q95**

94. In that case, what is your approximate **annual** income from your (main) job before deductions including ANY tips OR commissions? **MJ108**
[ENTER ANNUAL INCOME]
 88888888. Don't know
 99999999. No response

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	
95. The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88	99	MJ109
96. The subject-area knowledge you acquired	1	2	3	88	99	MJ110
97. Overall, how related is your current (main) job to the program from which you graduated in 2011-12?	1	2	3	88	99	MJ111
98. When you were selected for your (main) job, what was the minimum level of education needed to get the job? [DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]						MJ112
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						
9. [DO NOT USE]						
10. Professional degree (<u>only includes</u> : Medicine (MD), Law (LLB), and Dentistry (DDS))						
77. Other (specify) _____ [MJ112 77] .						
88. Don't know						
99. No response						
99. Given your education, training and experience, how qualified do you feel you are for your (main) job? [READ]						MJ113
1. Very under-qualified						
2. Somewhat under-qualified						
3. Qualified						
4. Somewhat overqualified						
5. Very overqualified						
88. Don't know						
99. No response						
100. All things considered, how satisfied are you with your current (main) job? Would you say...? [READ]						MJ114
1. Very Dissatisfied						
2. Dissatisfied						
3. Satisfied						
4. Very Satisfied						
88. Don't know						
99. No response						

GO TO Q108, IF Q82=ONE JOB or DK or NR

OTHER JOB

- 101.** 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]** **OJ101**

[PROBE AS NECESSARY: Next I will be asking you to tell me the amount of your salary. How would you like to tell me your salary? **[READ LIST]**

Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day? **(ASK PROBES IN THIS ORDER TO MINIMIZE NEED FOR ESTIMATION)]**

- 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) _____ **[OJ101 77]** . → **GO TO Q104**
88. Don't know → **GO TO Q104**
99. No response → **GO TO Q105**

- 102.** Working your usual hours at your other job(s) what is your approximate **[INSERT APPROPRIATE WORD(S) FROM Q101: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly]** gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)? **OJ102**

[ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF Q101=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]

88888888. Don't know → **GO TO Q104**
 99999999. No response → **GO TO Q105**

GO TO Q104, IF Q84=DK or NR AND Q101=HOURLY
--

GO TO Q105, IF Q101=YEARLY

- 103.** Based on what you have told me, your total expected **annual** income from your other job(s) before deductions is calculated to be \$ amount. Does that sound about right? **OJ103**
- 1.Yes → **GO TO Q105**
 - 2.No
 88. Don't know → **GO TO Q105**
 99. No response → **GO TO Q105**

- 104.** In that case, what is your approximate **annual** income from your other job(s) before deductions including ANY tips OR commissions? **OJ104**
- [ENTER ANNUAL INCOME]**
88888888. Don't know
 99999999. No response

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 other jobs to:

	not related		very related	DK	NR	
105. The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88	99	OJ105
106. The subject-area knowledge you acquired	1	2	3	88	99	OJ106
107. Overall, how related is your current (other) job to the program from which you graduated in 2011-12?	1	2	3	88	99	OJ107

FURTHER STUDIES

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

108. Are you currently enrolled as a student?		FS100
1. Yes		
2. No → GO TO Q112		
88. Don't know → GO TO Q112		
99. No response → GO TO Q112		

109. What post-secondary institution(s) are you enrolled in?	Yes	Not Mentioned	
01. Athabasca University	1	0	FS10101
02. University of Alberta	1	0	FS10102
03. University of Calgary	1	0	FS10103
04. University of Lethbridge	1	0	FS10104
05. Ambrose University College(Canadian Nazarene University College / or Alliance University College)	1	0	FS10105
06. Augustana University College (now University of Alberta - Augustana Campus)	1	0	FS10106
07. [DO NOT USE]	1	0	FS10107
08. [DO NOT USE]	1	0	FS10108
09. Concordia University College	1	0	FS10109
10. King's University College	1	0	FS10110
11. St. Mary's University College	1	0	FS10111
12. [DO NOT USE]	1	0	FS10112
13. Alberta College of Art and Design	1	0	FS10113
14. Bow Valley College	1	0	FS10114
15. [DO NOT USE]	1	0	FS10115
16. Grande Prairie Regional College	1	0	FS10116
17. Grant MacEwan University (formerly Grant MacEwan College)	1	0	FS10117
18. Keyano College	1	0	FS10118
19. Lakeland College	1	0	FS10119
20. Lethbridge College (formerly Lethbridge Community College)	1	0	FS10120
21. Medicine Hat College	1	0	FS10121

22.	Mount Royal University (formerly Mount Royal College)	1	0	FS10122
23.	NorQuest College	1	0	FS10123
24.	Northern Lakes College	1	0	FS10124
25.	Olds College	1	0	FS10125
26.	Portage College	1	0	FS10126
27.	Red Deer College	1	0	FS10127
28.	NAIT	1	0	FS10128
29.	SAIT	1	0	FS10129
55.	Other Alberta Institution (specify) _____ [FS10155o] _____.	1	0	FS10155
66.	Other Non-Alberta Institution (specify) _____ [FS10166o] _____.	1	0	FS10166
88.	Don't know	1	0	FS10188
99.	No response	1	0	FS10199
110.	Are you currently a part-time or full-time student?			FS102
1.	Full-time			
2.	Part-time			
88.	Don't know			
99.	No response			
111.	Will these studies lead to a...? [READ LIST AS NECESSARY]			FS103
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) _____ [FS103 77] _____.			
88.	Don't know			
99.	No response			

FINANCIAL INFORMATION

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

112.	Have you ever received government-sponsored student loans?			F1100
1.	Yes			
2.	No → GO TO Q114			
88.	Don't know → GO TO Q114			
99.	No response → GO TO Q114			

- 113.** 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]** **F1101**
88888888. Don't know
99999999. No response
- 114.** Have you ever received scholarships, grants or bursaries? **F1102**
1. Yes
2. No → **GO TO Q116**
88. Don't know → **GO TO Q116**
99. No response → **GO TO Q116**
- 115.** Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies? **F1103**
[ENTER AMOUNT, NO DECIMALS]
88888888. Don't know
99999999. No response
- 116.** Have you ever received sources of financing for education-related expenses from family? **F1104**
[READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION] (i.e. loans from relatives, etc)?
1. Yes
2. No → **GO TO Q118**
88. Don't know → **GO TO Q118**
99. No response → **GO TO Q118**
- 117.** At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources? **F1105**
[ENTER AMOUNT, NO DECIMALS]
88888888. Don't know
99999999. No response
- 118.** Have you ever received non-government sources of financing for education-related expenses from financial institutions (banks)? **F1106**
[READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION]
(i.e. bank loans, credit cards, credit lines, etc)?
1. Yes
2. No → **GO TO Q120**
88. Don't know → **GO TO Q120**
99. No response → **GO TO Q120**
- 119.** At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government, financial institutions (banks) sources? This amount does NOT include what you owe for government sponsored student loans or relatives. **F1107**
[ENTER AMOUNT, NO DECIMALS]
88888888. Don't know
99999999. 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. As I mentioned, these questions are all voluntary and any information you provide is kept strictly confidential.

- 120.** What is your gender? **[DO NOT ASK]** **DG100**
1. Male
 2. Female
 88. Don't know
 99. No response
- 121.** What is your current age? **[ENTER AGE]** **DG101**
8888. Don't know
 9999. No response
- 122.** What was your marital status when you started the _____ (name of program) _____ program?
Were you ...? **DG102**
1. Single (never married)
 2. Married or living with partner
 3. Divorced/Separated/Widowed
 88. Don't know
 99. No response
- 123.** When you started the _____ (name of program) _____ program how many dependents
(including dependent adults) were you responsible for? **DG103**
[ENTER NUMBER]
88. Don't know
 99. No response
- 124.** Do you consider yourself to be an Aboriginal person? **DG104**
1. Yes
 2. No → **GO TO Q126**
 88. Don't know → **GO TO Q126**
 99. No response → **GO TO Q126**
- 125.** Are you...? **[READ]** **DG105**
1. Status Indian
 2. Non-status Indian
 3. Inuit
 4. Métis
 77. Other (Specify) _____ [DG105 77] _____.
 88. Don't know
 99. No response

GO TO Q127

- 126.** Do you consider yourself to be a member of a visible minority? **DG106**
1. Yes
 2. No
 88. Don't know
 99. No Response
- 127.** 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)? **DG107**
1. Yes
 2. No → **GO TO Q129**
 88. Don't know → **GO TO Q129**
 99. No response → **GO TO Q129**
- 128.** What is the nature of your disability? **[ENTER DISABILITY]** **DG108**
77. Other (specify) _____ **[DG108_77]** _____.
 88. Don't know
 99. No response
- 129.** What is/was the highest level of education attained by either one of your parents or guardians? **DG109**
[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. Undergraduate
 7. Masters
 8. PhD
 9. Professional degree -- only includes: Medicine (MD), Law (LLB), and Dentistry (DDS)
 77. Other (specify) _____ **[DG109_77]** _____.
 88. Don't know
 99. No response
- 130.** 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? **DG110**
77. Other (specify) _____ **[DG110_77]** _____.
 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.