



Alberta

Results of the
Graduate Outcomes Survey
for the Private Vocational
Training Institutions'
Class of 2018/2019

Prepared by:

 **CCI**Research

Executive Summary

Introduction

Every two years, Alberta Advanced Education (AE) commissions a survey of post-secondary graduates in order to collect information that will inform strategic planning and results reporting regarding graduate demographics, satisfaction, financing of education, outcomes, and changes over time. This report will cover the results for graduates of Private Vocational Training (PVT) Institutions.

CCI Research began work on the AE Graduate Outcomes Survey (GOS) for the class of 2018/2019 in December 2019. The GOS instrument was based on previous years' surveys, with changes made after reviews by CCI Research Analysts and approval from AE. The online and telephone survey tools were programmed by the in-house CCI Research Information Technology staff based on these approved survey documents.

The administration period began on January 27th, 2020. A pre-test was conducted before launching the survey in full and up to three email reminders were sent to all graduates with a valid, available email address. By June 17th, 2020 a total 3,776 surveys were completed for a gross response rate of 37.1%.

Demographics

Administrative data and responses collected from the survey were used in combination to determine the demographic profile of PVT graduates who responded to the survey:

- Close to two-thirds of all graduates who responded to the GOS had been living in Calgary or Edmonton when they first applied for post-secondary studies. Additionally, 7% were from another Canadian province or territory, and 8% were from another country.
- Four out of five graduates were female.
- The average age of graduates was 33 years of age, and the median was 32 years of age with the highest proportion being between 31 and 40 years of age.
- Almost half of graduates were married or living with a partner when they started their post-secondary program and about half of all graduates had at least one dependent when they started their post-secondary program.
- Only 7% of graduates indicated that they self-identify as an Indigenous person and 6% of graduates indicated that they self-identified as a person with a disability when they started their program.

Financing of Post-Secondary Education

Information was also collected to better understand the sources of financing that PVT graduates used to fund their post-secondary education:

- About three-quarters of all graduates reported receiving government-sponsored student loans, with an average debt of about \$20,400 at graduation, and an average (previous) monthly re-payment of about \$219.
- Approximately one out of five graduates overall indicated that they received scholarships, awards, or bursaries, with a median amount received of \$2,500.
- About a quarter of graduates indicated receiving family assistance or loans, with an average amount received of about \$7,300 and an average amount to be repaid at graduation of about \$2,800, or about \$6,800 when those who reported having to repay \$0 were excluded.

- Almost one out of five graduates reported receiving non-government loans from financial institutions for education-related expenses, with an average amount owing in non-government loans at graduation of about \$11,800.
- About two-thirds of graduates indicated that they ‘agree’ or ‘strongly agree’ their post-secondary education program was worth the financial cost.

Outcomes

The employment rate of 2018/19 PVT graduates in the workforce was 87% at the time of the survey, which is within the range of results that have been observed for PVT graduates in previous years. In total, approximately three-quarters of PVT graduates were employed, 12% were unemployed and looking for work, 8% of graduates were enrolled in full-time studies, and 2% were not employed and not looking for work.

A large majority of graduates indicated that they had obtained full-time employment, or the equivalent to full-time employment within a year of graduating. On average, graduates who had not previously had their job while in school and who found a job within two years of graduating, did so approximately three months after graduation. Graduates who took longer than six months tended to indicate that the challenges which most impacted their ability to find employment were a lack of experience or a lack of jobs in their field of study.

Graduates who were not working and not looking for a job most often reported that they were not looking because of personal or family responsibilities. Graduates who had a job but were looking for a new one often mentioned wanting a new job for general finance, wanting a job related to their field of study, wanting permanent or full-time employment, or looking to achieve personal or career goals.

Three-quarters were employed in permanent positions, and about two out of five had been at their current position for between one and three years.

On average, employed PVT graduates reported earning about \$41,900 annually in total, with half indicating they made \$39,153 or more annually in total.

About three out of five of graduates reported that their current main job was ‘very related’ to the program from which they graduated in 2018/19. Similarly, approximately three out of five graduates indicated that the subject-area knowledge they acquired during their program was ‘very related’ to their current job and about three out of five indicated that the general skills and abilities they acquired were ‘very related’ to their job.

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1 Introduction

Every two years, Alberta Advanced Education (AE) commissions a survey of post-secondary graduates from credit parchment programs (programs offering certificates, diplomas or degrees after successful completion of the program), called the Graduate Outcomes Survey (GOS). Surveys are completed approximately a year after graduation. Graduates have the option of completing the GOS either online or over the telephone.

The objectives of the GOS are to collect information that is then used to inform strategic planning and results reporting, both for the Province and for institutions in the Province. The specific objectives of the GOS are to:

- Explore graduates’ employment outcomes,
- Understand how students finance their education, and
- Describe the demographic profile of graduates from different fields of study

This collaborative project of data collection of research reflects AE’s continued commitment to ensure that the post-secondary system enables the success of Albertans through education and enhanced employability through lifelong learning. The survey findings from this research project will continue to help inform strategic planning and results reporting for both the Province and for institutions in the Province.

In December 2019, CCI Research Inc. (CCI Research) was contacted by AE to conduct the GOS survey with the 2018/2019 academic year graduates from Private Vocational Training Institutions.

2 Methodology

Based on previous instruments, AE and CCI Research prepared a survey instrument aimed at assessing outcomes such as graduate satisfaction, how graduates finance their education, and employment status and compensation.

A copy of the complete survey instrument can be found in the Appendix.

The target population included alumni who had graduated from Alberta Private Vocational Training (PVT) institutions in 2018/2019. A total of 133 PVT institutions participated in the project.

AE and the institutions provided CCI Research with contact information, which was used to invite graduates to participate in the survey.

In order to achieve accuracy targets by field of study and credential, a detailed sampling plan was developed by AE. Based on these characteristics, graduates were surveyed using stratification.

The data required for stratification was included as part of the contact information that was provided. Information about the final survey sample compared to the population by field of study and credential type is provided in Tables 2-1 and 2-2.

Table 2-1 Sample Statistics by Field of Study

Field of Study By CIP Group ¹	Population *	Proportion (%) of Population	Completed Survey Sample	Proportion (%) of Sample
Agriculture, Natural Resources and Conservation	23	0%	12	0%
Architecture, Engineering, and Related Technologies	119	1%	38	1%
Business, Management and Public Administration	1,436	14%	515	14%
Education	108	1%	57	2%
Health and Related Fields	6,293	62%	2,244	59%
Mathematics, Computer and Information Sciences	256	3%	22	3%
Personal Improvement and Leisure	85	1%	30	1%
Personal, Protective and Transportation Services	1,089	11%	414	11%
Social and Behavioural Sciences and Law	677	7%	295	8%
Visual and Performing Arts, and Communications Technologies	99	1%	49	1%
Total	10,185	100%	3,776	100%

*Includes each graduate only once; duplicates were removed from the population count here and prior to survey fielding.

The field of study groups that are used in this report are based on the primary groupings of the Classification of Instructional Programs (CIP) outlined by Statistics Canada. Using the CIP, advanced education programs can be assigned a six-digit code, based on the name and content of the program. Throughout this report, the most common CIP code breakdown used is the primary groupings, which divide the CIP codes into thirteen

¹ More information on the Classification of Instructional Programs can be found at <https://www.statcan.gc.ca/eng/subjects/standard/cip/2016/introduction>

fields of study. The population and sample breakdowns by primary grouping are shown above in Table 2-1. The second CIP code breakdown used in this report is the BHASE/STEM breakdown defined by Statistics Canada. BHASE refers to business, humanities, health, arts, social science, education, legal studies, trades, services, and natural resources and conservation; and STEM refers to science, technology, engineering and mathematics.²

Table 2-2 Sample Statistics by Credential Type

Credential Type	Population*	Proportion (%) of Population	Completed Survey Sample	Proportion (%) of Sample
Diploma	6,213	61%	2,265	60%
Certificate	3,972	39%	1,511	40%
Total	10,185	100%	3,776	100%

*Includes each graduate only once; duplicates were removed from the population count here and prior to survey fielding.

For Private Vocational Training Institutions, data collection for the Graduate Outcomes Survey took place during the period of January 27th to June 17th, 2020, with an average survey completion time of 20 minutes by phone and 15 minutes³ online. Up to five reminders were sent to respondents throughout the fielding period. Trained interviewers used a Computer-Assisted Telephone Interview (CATI) system to complete 111 surveys with Alberta graduates and an additional 3,665 Alberta graduates completed the survey online, for a total of 3,776 completed surveys. Based on the population of 10,185, the gross response rate was 37.1%.

² A full description and breakdown of the STEM and BHASE groupings can be found at <http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=401856>

³ After excluding surveys that had a longer period than 59 minutes between start and end time.

3 Analysis

For the purposes of this report, first-level data analysis includes the presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

- Percentages include only valid and relevant responses to each item (i.e., “don’t know/not applicable” and “no response” are excluded from the calculation of results).
- All percentages are rounded to the nearest whole number based on computer-generated analysis. For single-response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding. Therefore, percentages in text, tables, and charts may appear to differ by 1% due to rounding.
- Results of groups with fewer than ten responses are suppressed. Complementary suppression is also applied, so that suppressed results cannot be determined by calculation.
- Some numeric questions were open-ended and received responses that appeared to be extreme. In these cases, outliers were removed from the calculation of results, and are noted below the applicable charts.
- Any differences in results mentioned within the analysis were determined to be significantly different. Significance was determined based on t-tests of means and z-tests of proportions at the 95% level with adjustment using the Bonferroni method.

A t-test compares the difference between two means and produces a t-statistic, which is a ratio of the size of the difference between means relative to the variation of the data being tested. A large t-statistic indicates a difference that is more likely to have occurred for reasons other than random error. To be significant at the 95% level, and thus considered significant for reporting, the t-statistic of each test had to exceed a critical value, which varies depending on the size of the sample. Similarly, a z-test compares the difference between proportions, but has a single critical value for each significance level. To be significant at the 95% level, and thus considered significant for reporting, the z-score of each test had to exceed a value of 1.96. The Bonferroni correction was also applied when z-tests were conducted by adjusting the critical value to be more conservative in order to account for the fact that multiple hypotheses were being tested.

Results for the total sample of 3,776 graduates are accurate to within +/-1.27% in the “worst-case scenario” (i.e., results measuring proportions of 50%) at the 95% confidence level.

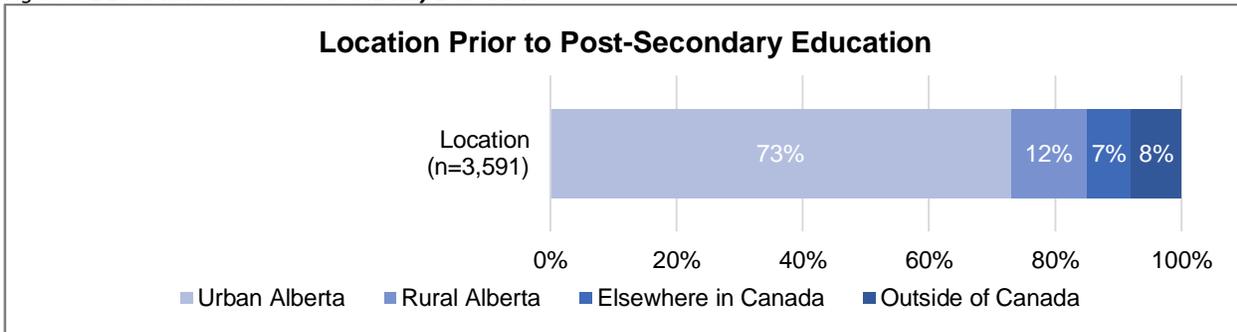
4 Sample Demographics

This section details the demographics of the graduates of 2018/2019 who responded to the Graduate Outcome Survey. It covers location prior to post-secondary education, gender, age, marital status, number of dependents, Indigenous status, disability status, time out of K to 12 schooling, time since beginning post-secondary schooling, parent’s or guardian’s education, and participation in study abroad programs.

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Figure 4-1 Location Prior to Post-Secondary Education



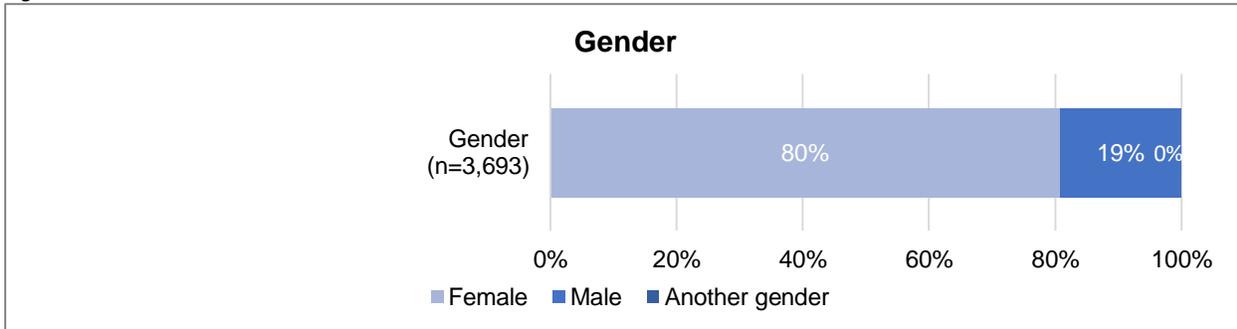
Q78. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Most graduates, (73%) were living in urban Alberta⁴ prior to beginning their post-secondary education, with the majority (62%) coming from either Calgary (33%) or Edmonton (29%). About one out of ten graduates (12%) were from rural Alberta⁵, 7% were from another province or territory in Canada and 8% were from outside of Canada.

Graduates who lived in another province or territory in Canada were most often from British Columbia (2%) or Saskatchewan (2%), and graduates who lived outside of Canada were most often from Philippines (3%) or India (1%).

Figure 4-2 Gender



Q82. What is your gender?

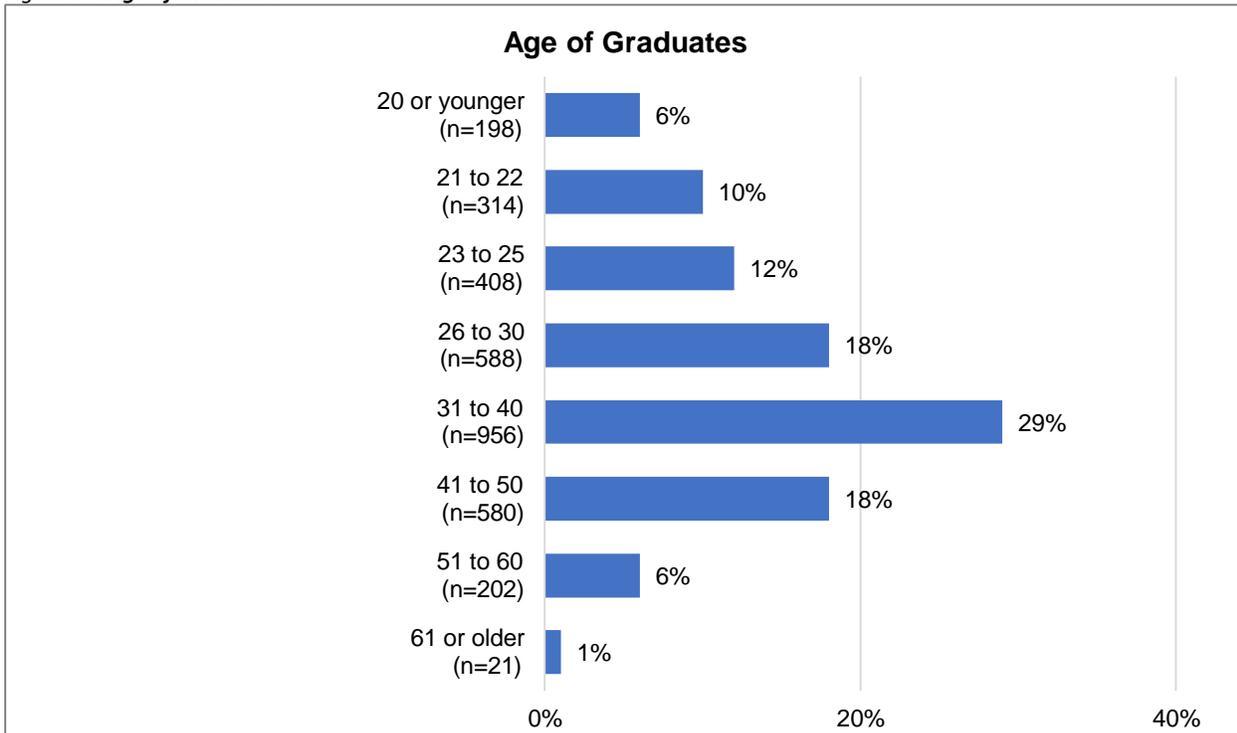
Notes: Values may not add to 100% due to rounding.

Overall, 80% of Albertan graduates were female, and 19% were male and less than 1% identified as another gender.

⁴ Urban Alberta refers to the urban centres Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat, and Fort McMurray, which were listed as individual response options in the survey instrument.

⁵ Rural Alberta refers to areas in Alberta outside of the listed urban centres.

Figure 4-3 Age of Graduates

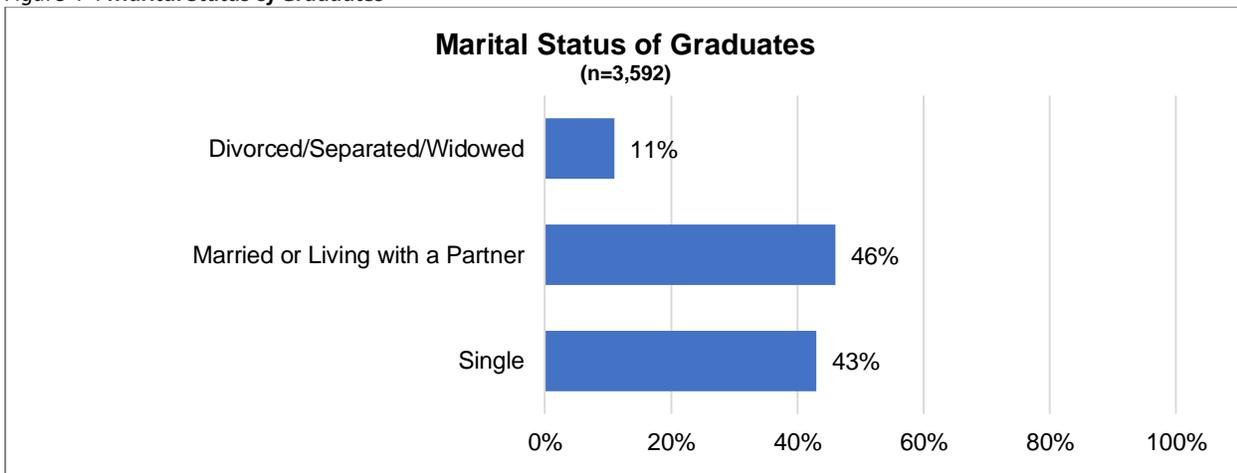


Q83. What is your current age?

Notes: Values may not add to 100% due to rounding.

The average age of the graduates was 33 years of age, the median age was 32 years of age and the most commonly reported ages were 21 and 22 years of age. Overall, almost a third of graduates (29%) were between the ages of 31 and 40 and almost one out of five (18%) were between the ages of 26 and 30, and between the ages of 41 and 50.

Figure 4-4 Marital Status of Graduates

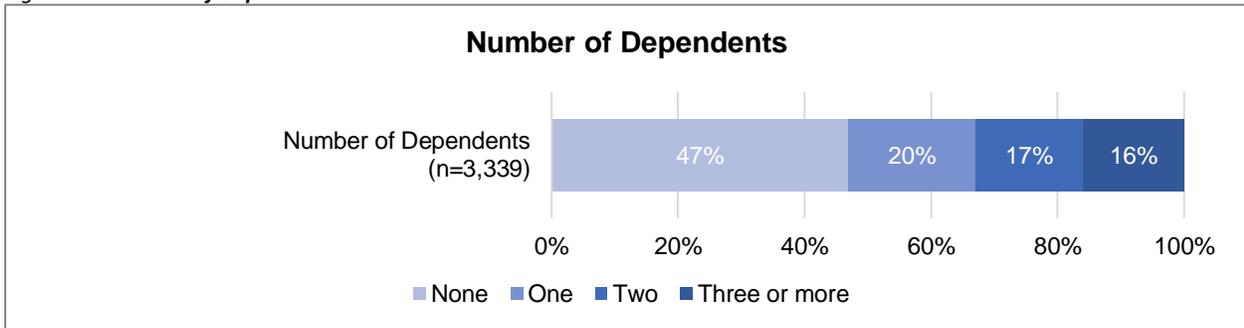


Q84. What was your marital status when you started the ___(program name)___ program? Were you ...?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Nearly half (46%) of graduates were married or living with a partner when they started their program.

Figure 4-5 Number of Dependents

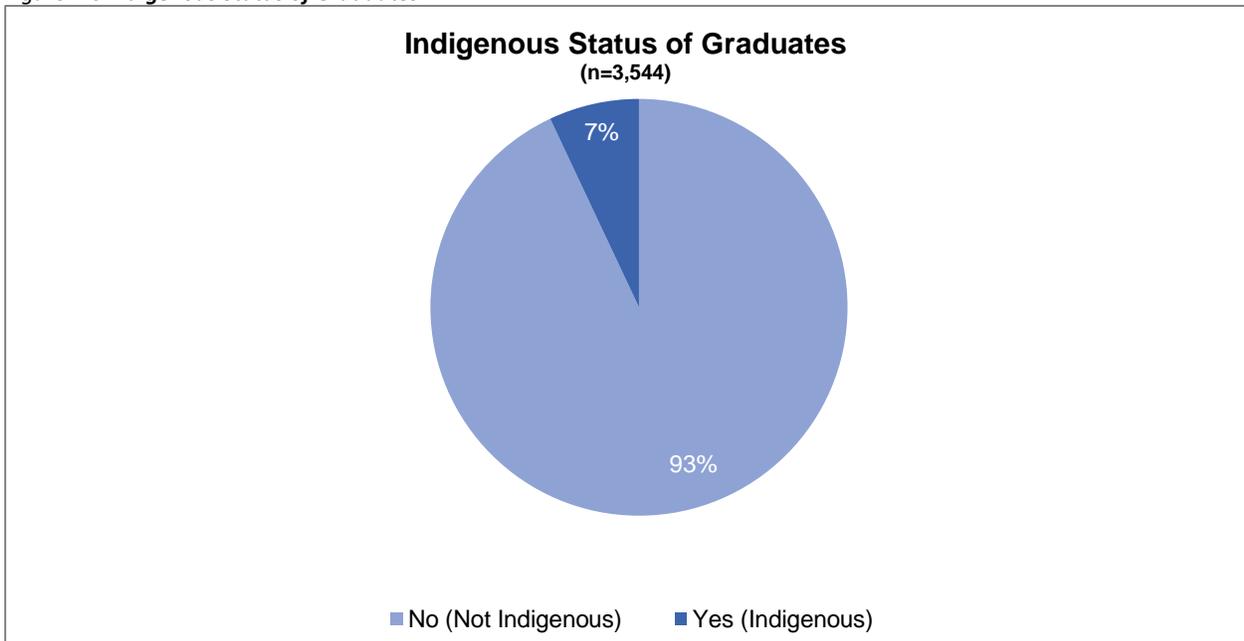


Q85. When you started the ___ (program name) ___ program how many dependents (including dependent adults) were you responsible for?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

More than half of graduates (53%) indicated that when they started their post-secondary education they had at least one dependent. Twenty percent indicated that they had one, 17% indicated that they had two and 16% indicated that they had three or more.

Figure 4-6 Indigenous Status of Graduates



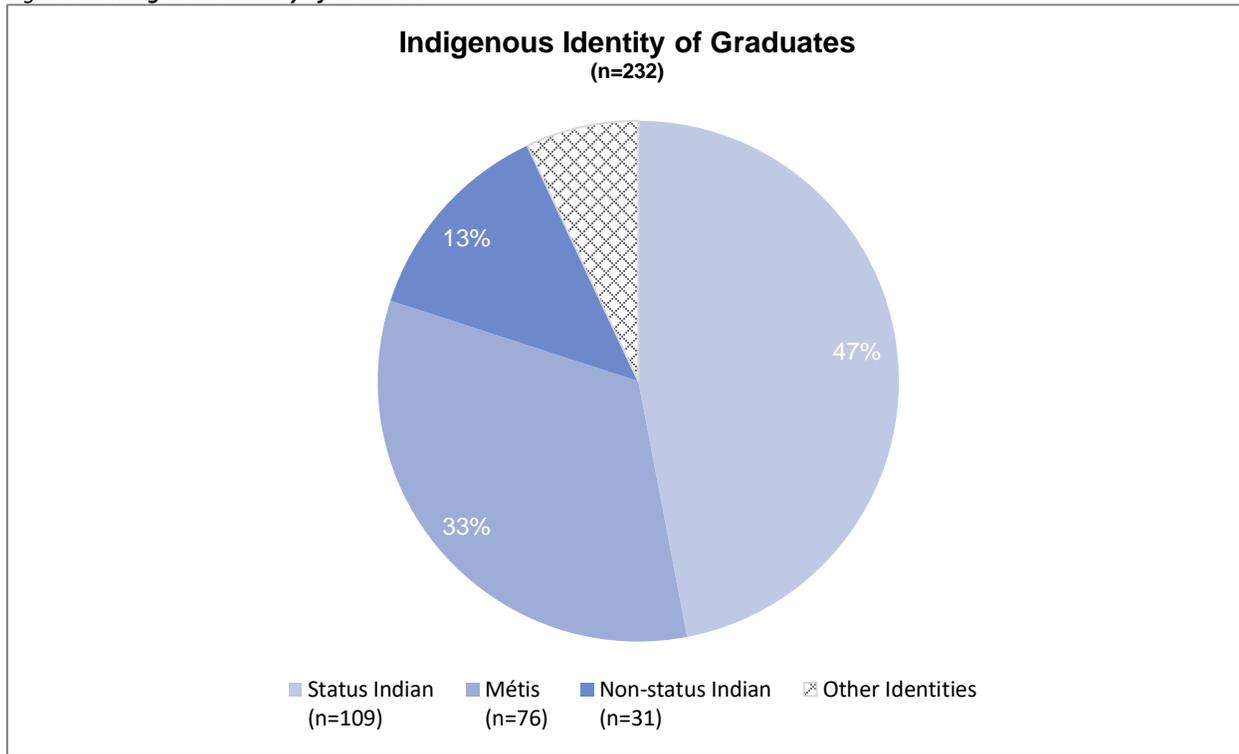
Q86. Do you consider yourself to be an Aboriginal person?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Of the graduates who self-identified as an Indigenous⁶ person (7% of all graduates), the majority self-identified as either Status Indian (47%) or Métis (33%).

⁶ The term ‘Indigenous’ is used throughout the report to refer to graduates who self-identified as having Indigenous ancestry in order to reflect updated wording, however the verbatim question asked to respondents was “Do you consider yourself to be an Aboriginal person?”. See Appendix A.

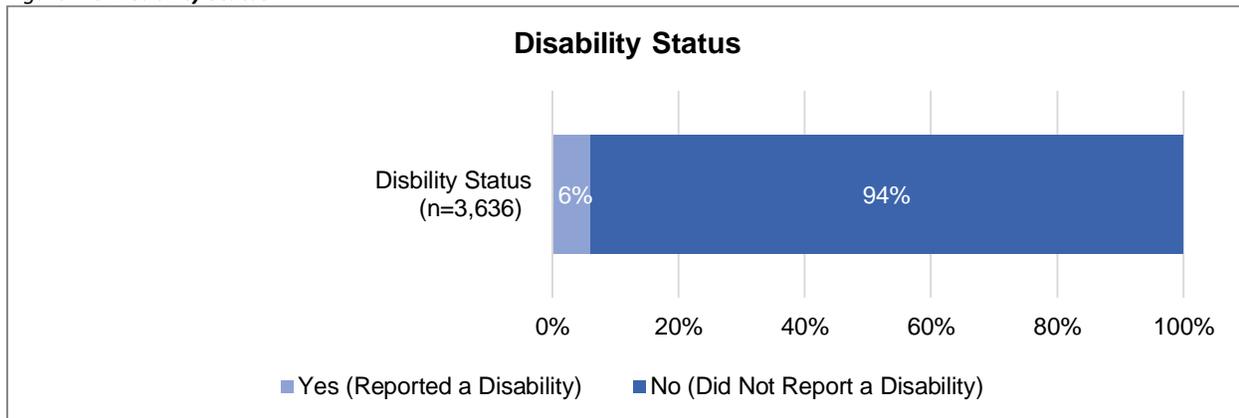
Figure 4-7 **Indigenous Identity of Graduates**



Q87. Are you...?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 4-8 **Disability Status**

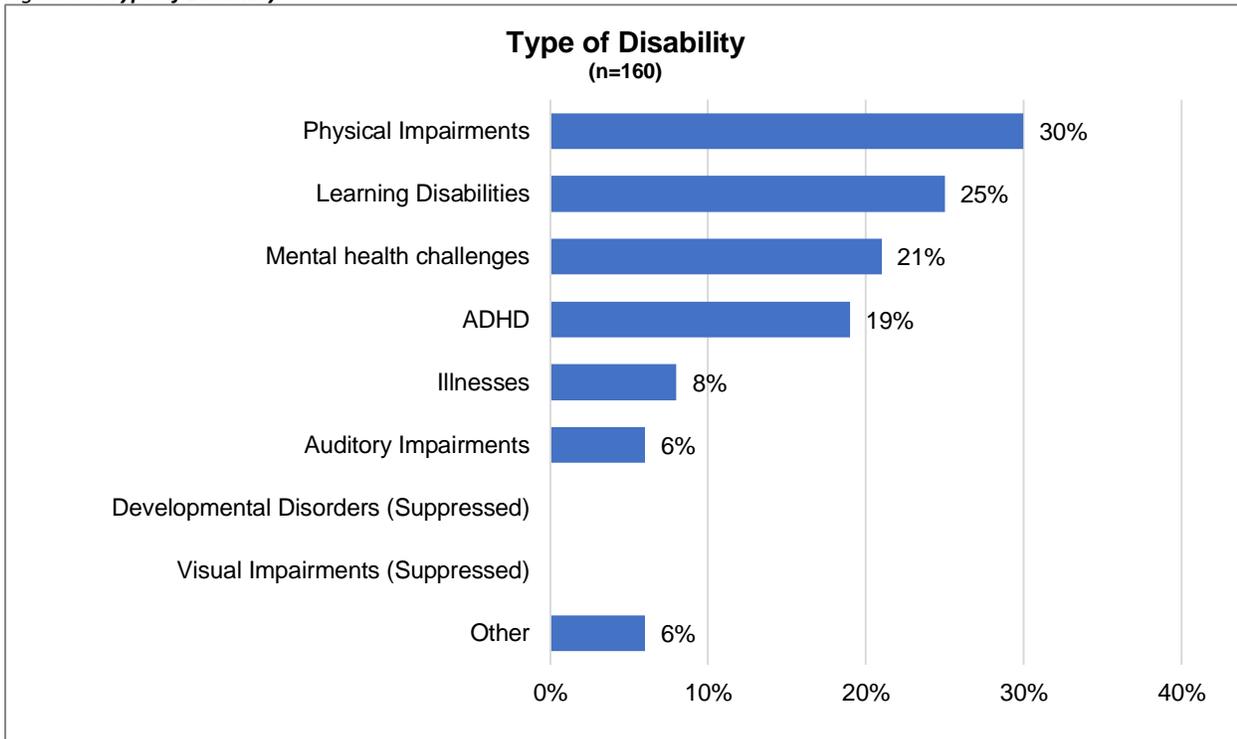


Q88. When you started the ___(program name) ___ program, did you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Most students (94%) reported that they did not have a disability when they started their post-secondary education. Of those who reported having a disability, almost a third (30%) self-identified as having a physical impairment.

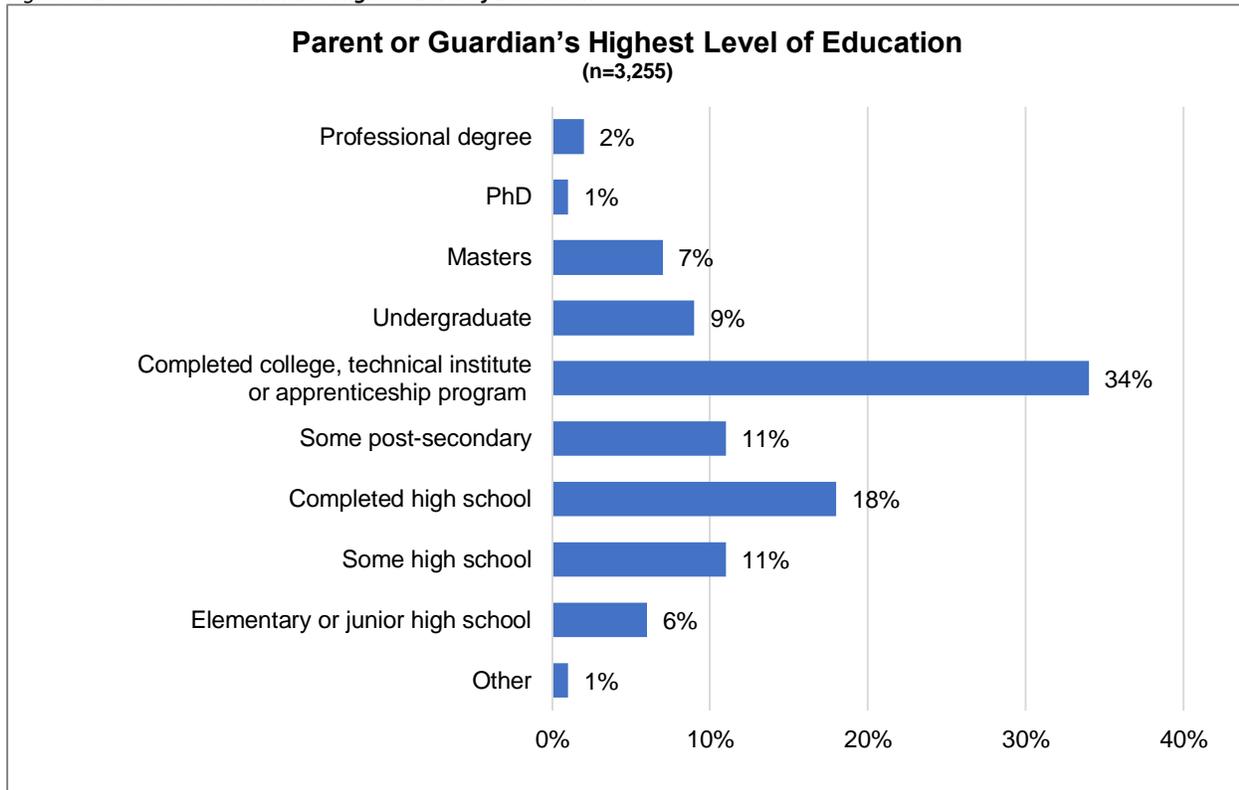
Figure 4-9 **Type of Disability**



Q89 What is the nature of your disability?

Notes: Total sum is not equal to 100% as respondents were asked to select all responses that applied to them. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

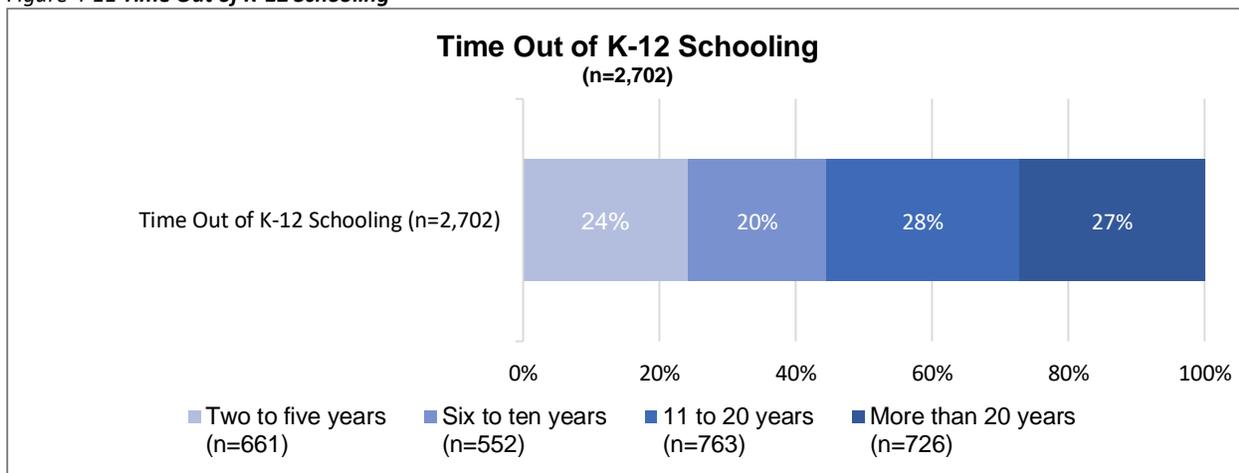
Figure 4-10 Parent or Guardian’s Highest Level of Education



Q90. What is/was the highest level of education attained by either one of your parent(s) or guardian(s)?
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

More than half of graduates (53%) had parent(s) or guardian(s) whose highest level of education was completed college, technical institute or apprenticeship program or higher.

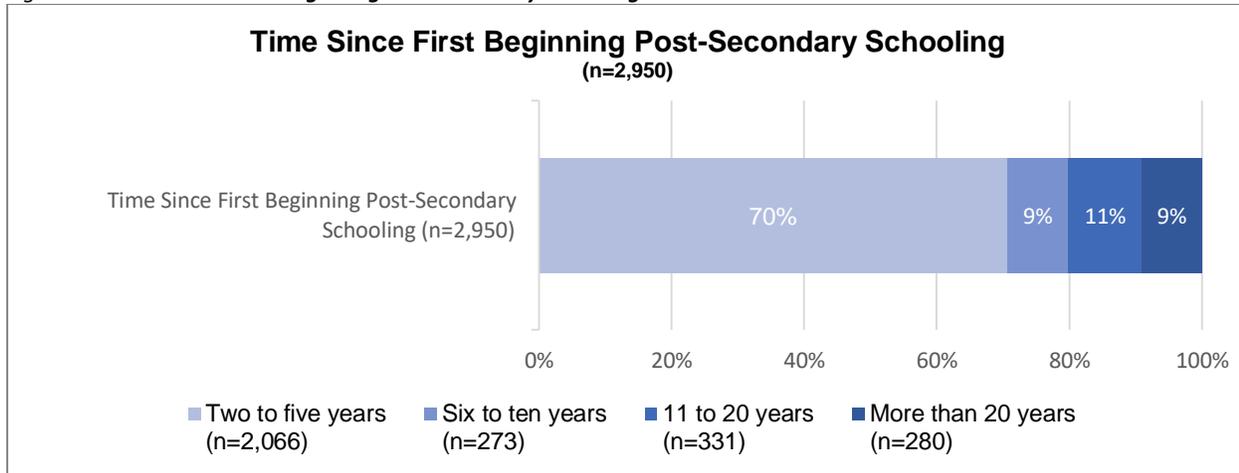
Figure 4-11 Time Out of K-12 Schooling



Q77. What year did you last attend school in the K-12 system, not including adult upgrading?
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Approximately a quarter of graduates had been out K to 12 schooling for two to five years and more than half (55%) had been out of K to 12 school for more than ten years. More than two thirds (70%) of graduates started post-secondary schooling two to five years ago.

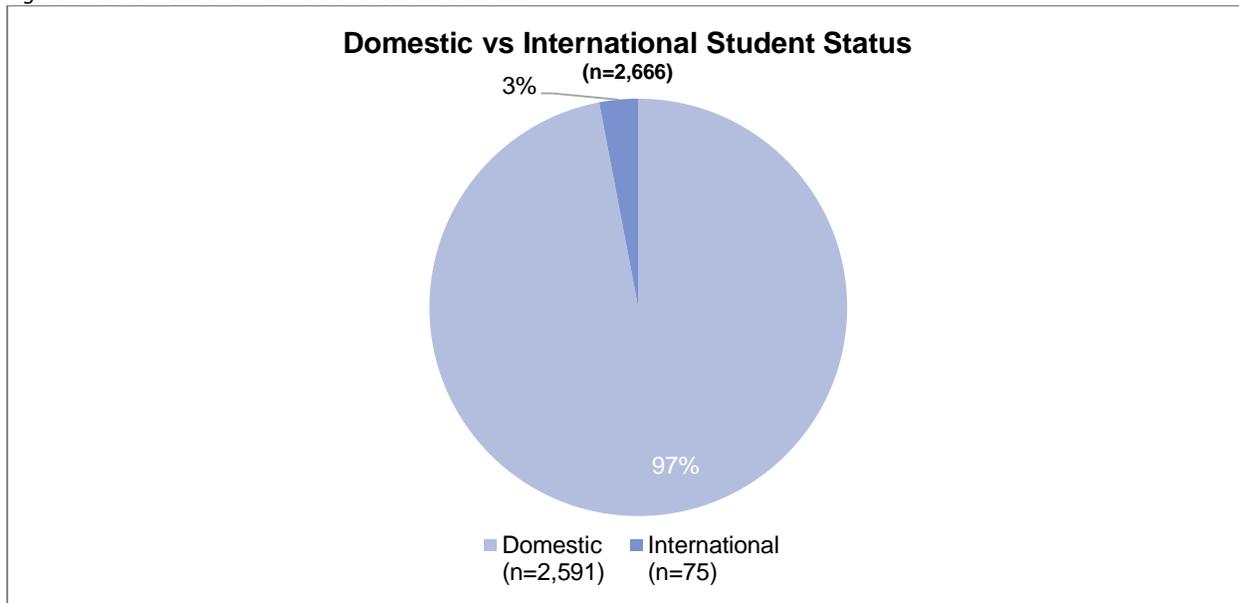
Figure 4-12 Time Since First Beginning Post-Secondary Schooling



Q79. In what year did you begin post-secondary studies, not including adult upgrading?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis.

Figure 4-13 Domestic vs International Student Status



Notes: Values may not add to 100% due to rounding.

Canadians, permanent residents, and refugees were considered to be domestic students, and students with a student visa, other visa, and other Non-Canadians are considered to be international students. Graduates whose status was not reported or unknown were excluded from this breakdown.

5 Financing

This section covers the sources of financing that graduates used to pay for their education. This includes government-sponsored loans, scholarships, awards, and/or bursaries received, family assistance or loans, and non-government loans. This section will also cover graduates’ perceptions of if their education was worth the cost.

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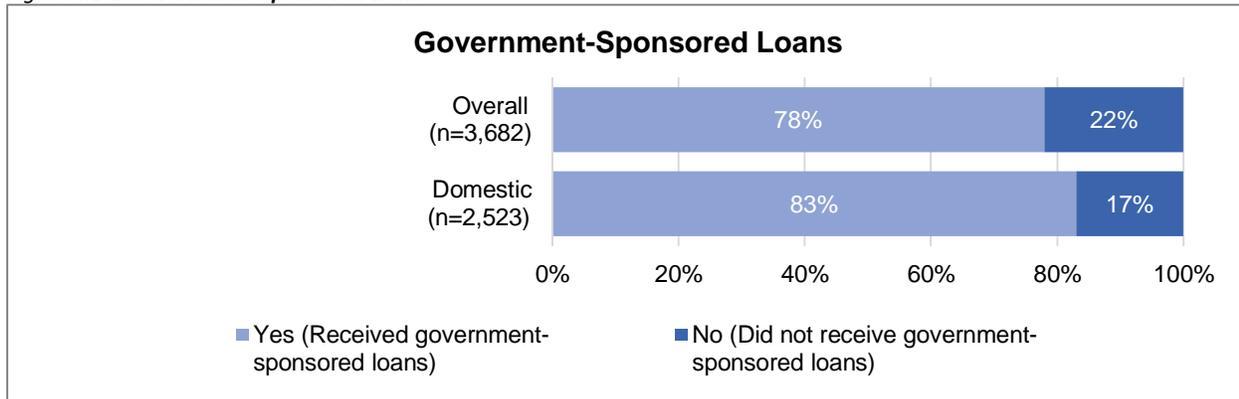
5.1 Government-Sponsored Student Loans

This section covers the government-sponsored student loans that graduates received to pay for their post-secondary education. This includes the number of students who received government-sponsored student loans, the distribution of the amount received, the average amount received, and the amount of the payment from the month before responding.

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Figure 5.1-1 **Government-Sponsored Loans**



Q67: Have you ever received financial assistance for education-related expenses from the following sources?
Government student loans.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

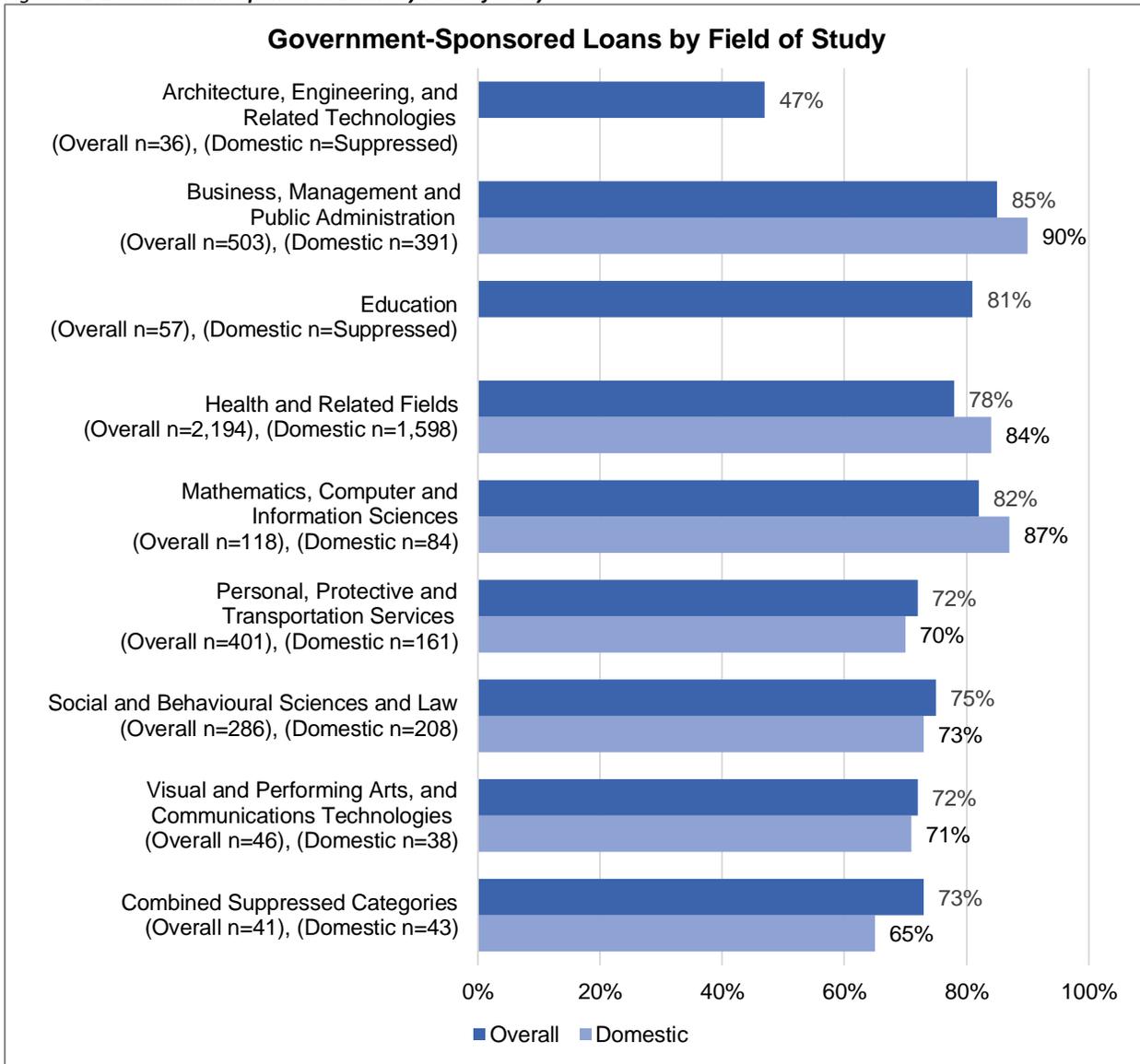
More than three-quarters of graduates (78%) received government-sponsored student loans over the course of their post-secondary education. When looking only at domestic students this number increases to 83%. Certain demographic groups were more likely to receive government-sponsored loans than some of their peers⁷, specifically:

- Female graduates compared to male graduates (81% received government loans, compared to 64% of males). This pattern of results was similar among domestic graduates.
- Graduates who were between 31 and 50 years of age (a range of 82% to 83% received government loans, compared to a range of 52% to 68% of graduates who were younger than 23 years of age).
- Domestic graduates who were between 23 and 60 years of age (a range of 83% to 85% received government loans compared, to 59% of graduates who were younger than 20 years of age).
- Graduates who were divorced, separated, or widowed (86% received government loans compared to a range of 74% to 79% of graduates who were single, married, or living with a partner).
- Graduates with one or more dependents (84% received government loans, compared to 70% of graduates who do not have any dependents). This pattern of results was similar among domestic graduates.
- Graduates who did not self-identified as an Indigenous person (78% received government loans compared to 72% of graduates who did self-identify as an Indigenous person). This pattern of results was similar among domestic graduates.
- Graduates originally from Calgary, Edmonton, and Red Deer, (a range of 81% to 82% received government loans, compared to 68% of graduates originally from rural Alberta).
- Domestic graduates originally from Calgary and Edmonton (a range of 85% to 87% received government loans, compared to 72% of domestic graduates originally from rural Alberta).

⁷ If the results for the domestic population were similar to the results for the total population the domestic results were not reported.

- Graduates who left K-12 schooling more than five years before being surveyed (a range of 75% to 81% received government loans compared to 66% of graduates who left K-12 schooling between two and five years before being surveyed).
- Domestic graduates who left K-12 schooling between six to twenty years before being surveyed (a range of 82% to 84% received government loans compared to 73% of domestic graduates who left K-12 schooling between two and five years before being surveyed).
- Graduates who started post-secondary schooling for the first time between two and five years before being surveyed (78% received government loans, compared to 70% of graduates who started post-secondary schooling for the first time between six and ten years before being surveyed). This pattern of results was similar among domestic graduates.
- Graduates whose parents or guardians' highest level of education was completed high school, some post-secondary, some high school, and elementary or junior high school (a range of 79% to 85% received government loans, compared to 67% of graduates whose parents or guardians' highest level of education was a undergraduate degree).
- Graduates of Personal improvement and leisure; Business, management and public administration; Mathematics, computer and information sciences; Education; Health and related fields; and Social and behavioural sciences and law (a range of 75% to 93% received government loans, compared to 47% of graduates of Architecture, engineering, and related technologies).
- Domestic graduates of Business, management and public administration; and Health and related fields; (a range of 84% to 90% received government loans, compared to a range of 70% to 73% of domestic graduates of Personal improvement and leisure; and Social and behavioural sciences and law).
- Graduates who received a diploma (83% received government loans, compared to 70% of graduates who received a certificate). This pattern of results was similar among domestic graduates.

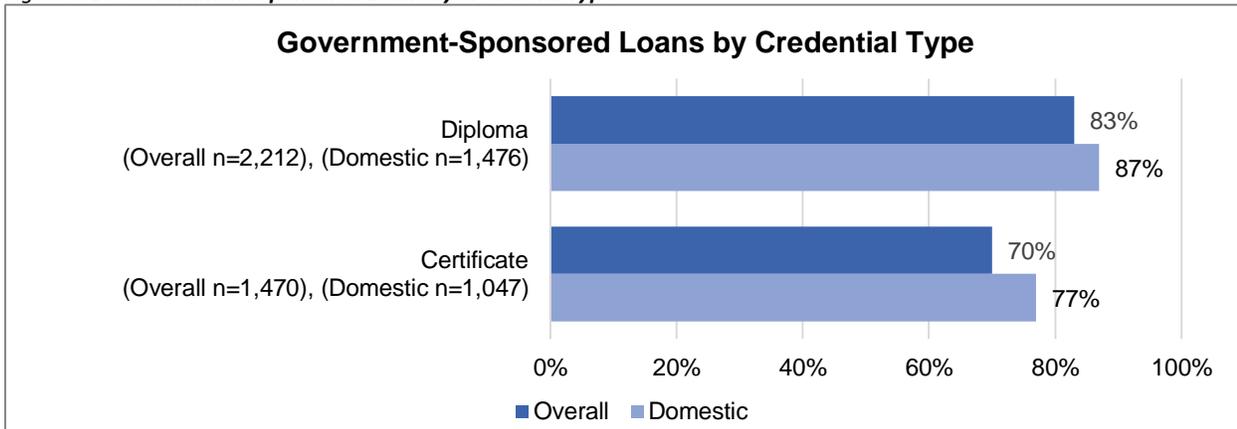
Figure 5.1-2 Government-Sponsored Loans by Field of Study



Q67: Have you ever received financial assistance for education-related expenses from the following sources?
Government student loans.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation. Combined suppressed categories includes results from the fields agriculture, natural resources and conservation and personal improvement and leisure for the overall sample and agriculture, natural resources and conservation, architecture, engineering, and related technologies, and education for the domestic sample.

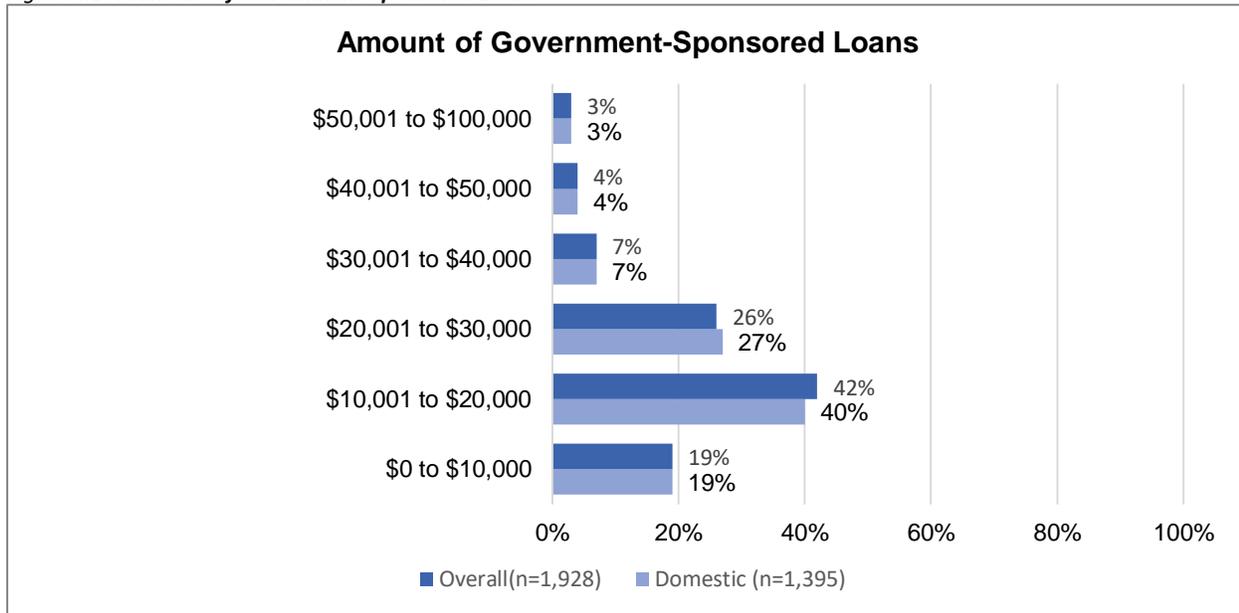
Figure 5.1-3 *Government-Sponsored Loans by Credential Type*



Q67: Have you ever received financial assistance for education-related expenses from the following sources?
Government student loans.

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis.

Figure 5.1-4 Amount of Government-Sponsored Loans



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

Graduates who reported receiving government-sponsored student loans were asked the amount they owed on those loans at graduation. The average amount owed was \$20,403 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$20,769. The median amount these graduates owed at graduation (including those reporting no money owed) was \$17,000. Certain demographic groups indicated that they owed a higher average amount in government-sponsored loans at graduation than some of their peers⁸. Specifically, when amounts of zero dollars were included, the groups who reported higher averages owed in government-sponsored student loans were:

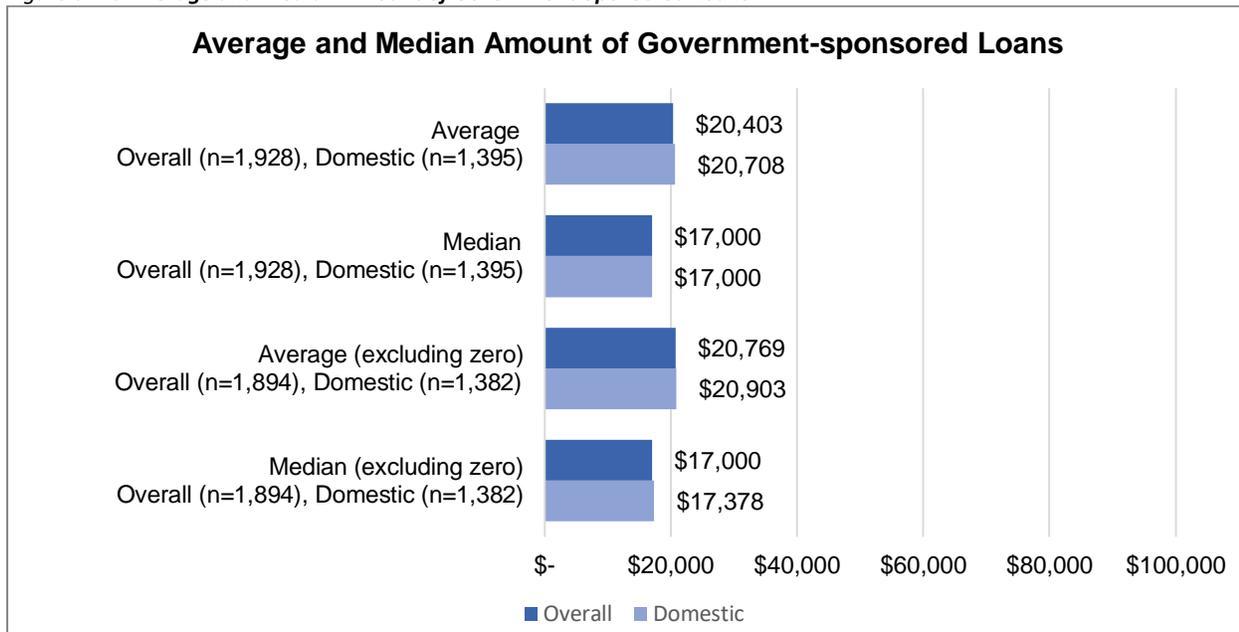
- Graduates who were between 23 and 25 or between 31 and 40 years of age (averages ranging from \$20,904 to \$22,723 was owed in government student loans compared to an average of \$14,876 that were owed by graduates who were 20 years of age or younger).
- Graduates who were divorced, separated, or widowed (an average of \$22,695 was owed in government student loans compared to an average of \$19,576 that was owed by graduates who were married or living with a partner).
- Graduates who self-identified as a person with a disability (an average of \$23,953 was owed in government student loans compared to an average of \$20,209 that was owed by graduates who did not self-identify as a person with a disability). This pattern of results was similar among domestic graduates.
- Graduates who left K-12 schooling between six to twenty years before being surveyed (averages ranging from \$22,163 to \$22,499 was owed in government student loans compared to an average of \$18,737 that was owed by graduates who left K-12 schooling between two to five years before

⁸ If the results for the domestic population were similar to the results for the total population the domestic results were not reported.

being surveyed).

- Graduates who started post-secondary schooling for the first time between six to ten years before being surveyed (an average of \$25,681 was owed in government student loans compared to averages ranging from \$19,456 to \$20,219 that was owed by graduates who started post-secondary schooling for the first time between two to five years or more than twenty before being surveyed). This pattern of results was similar among domestic graduates.
- Graduates of Social and behavioural sciences and law field (an average of \$25,780 was owed in government student loans compared to averages ranging from \$18,616 to \$20,724 that were owed by graduates of the Personal, protective and transportation services; Health and related fields, or Business, management and public administration fields).
- Graduates who received a diploma (an average of \$22,678 was owed in government student loans, compared to an average of \$15,887 that was owed by graduates who received a certificate). This pattern of results was similar among domestic graduates.

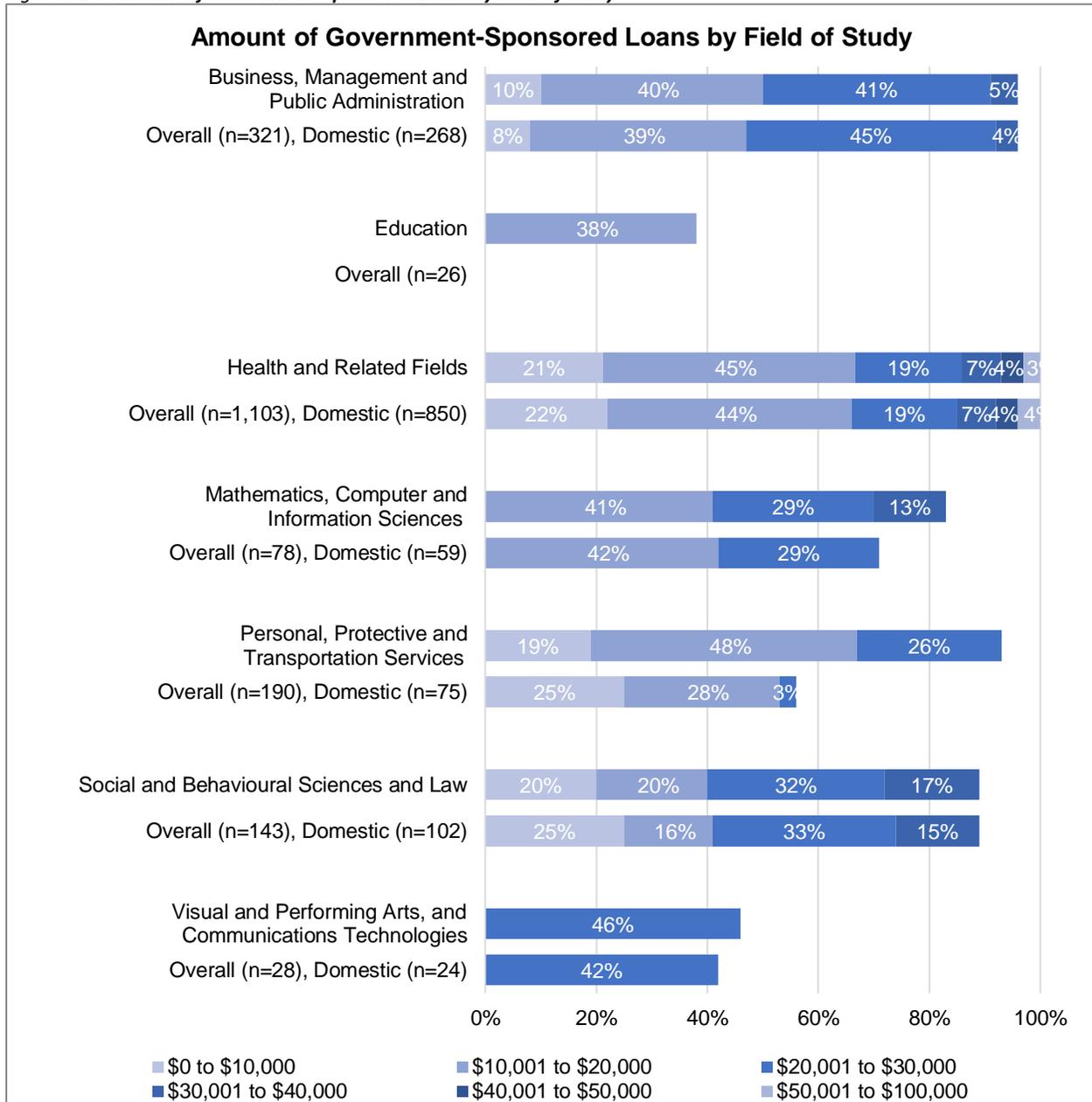
Figure 5.1-5 Average and Median Amount of Government-Sponsored Loans



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

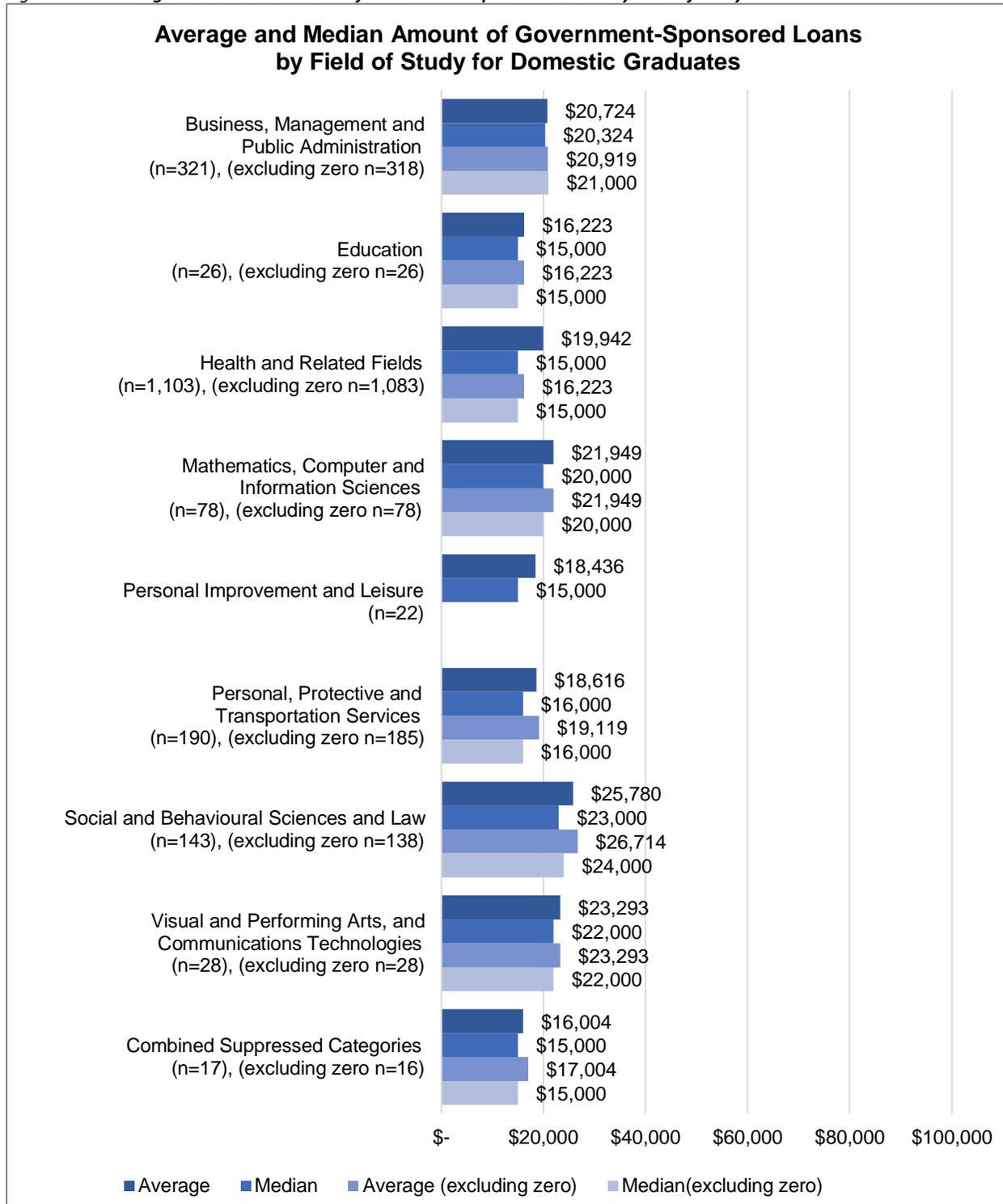
Figure 5.1-6 Amount of Government-Sponsored Loans by Field of Study



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

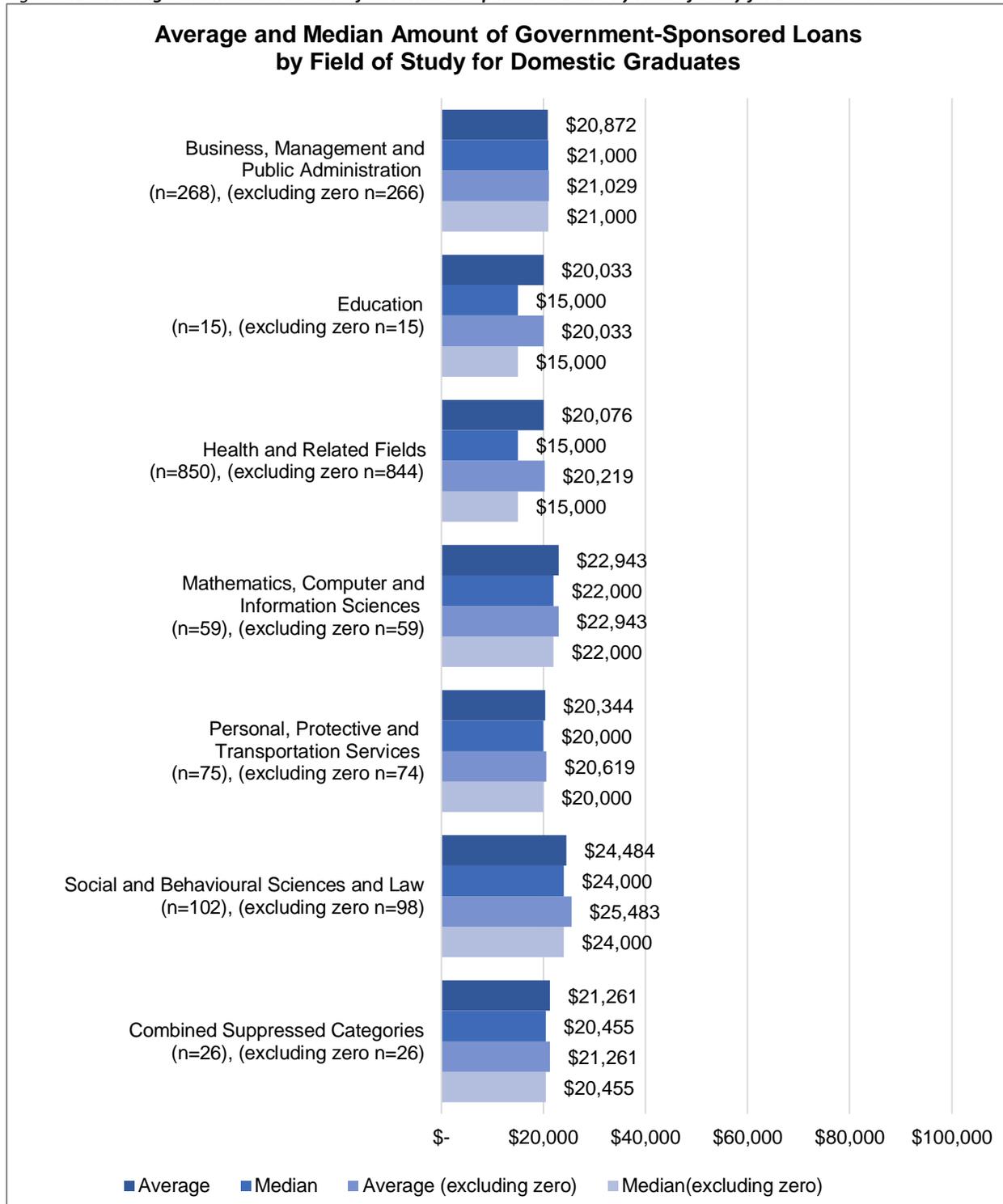
Figure 5.1-7 Average and Median Amount of Government-Sponsored Loans by Field of Study



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

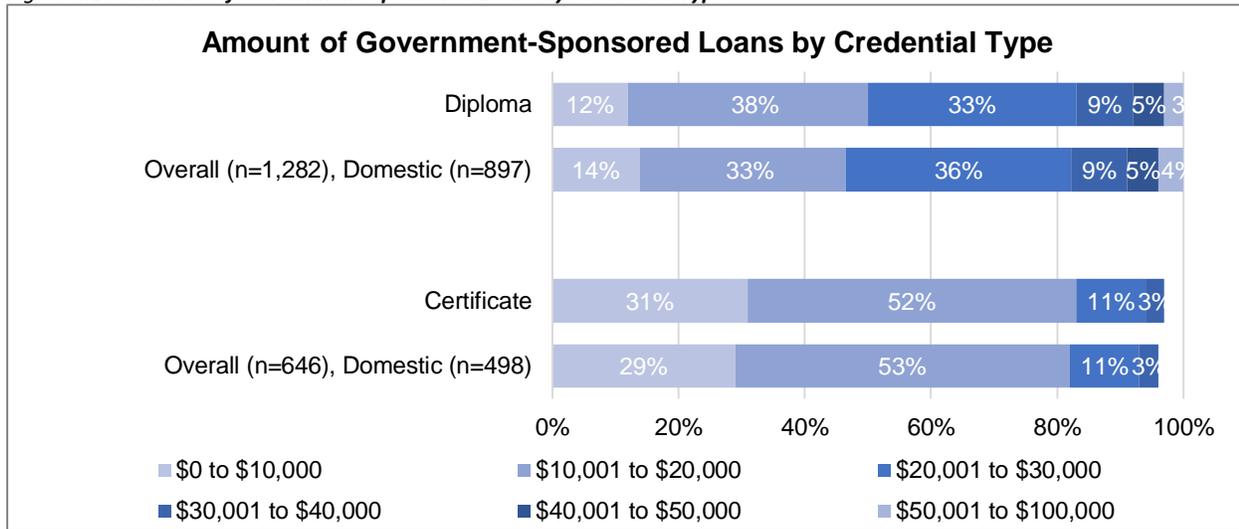
Figure 5.1-8 Average and Median Amount of Government-Sponsored Loans by Field of Study for Domestic Graduates



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

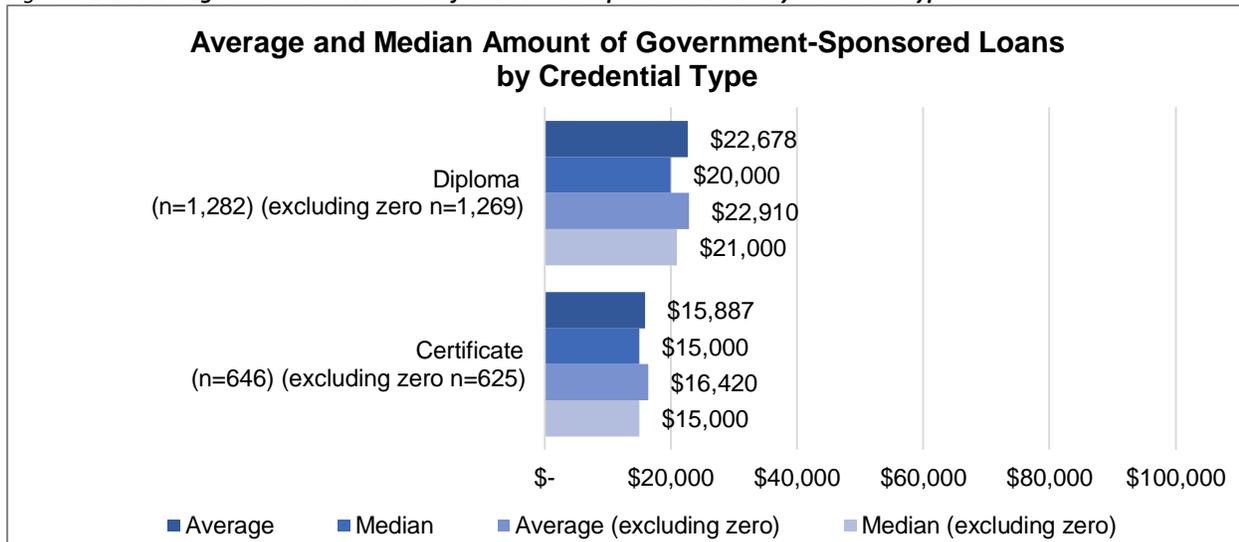
Figure 5.1-9 Amount of Government-Sponsored Loans by Credential Type



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

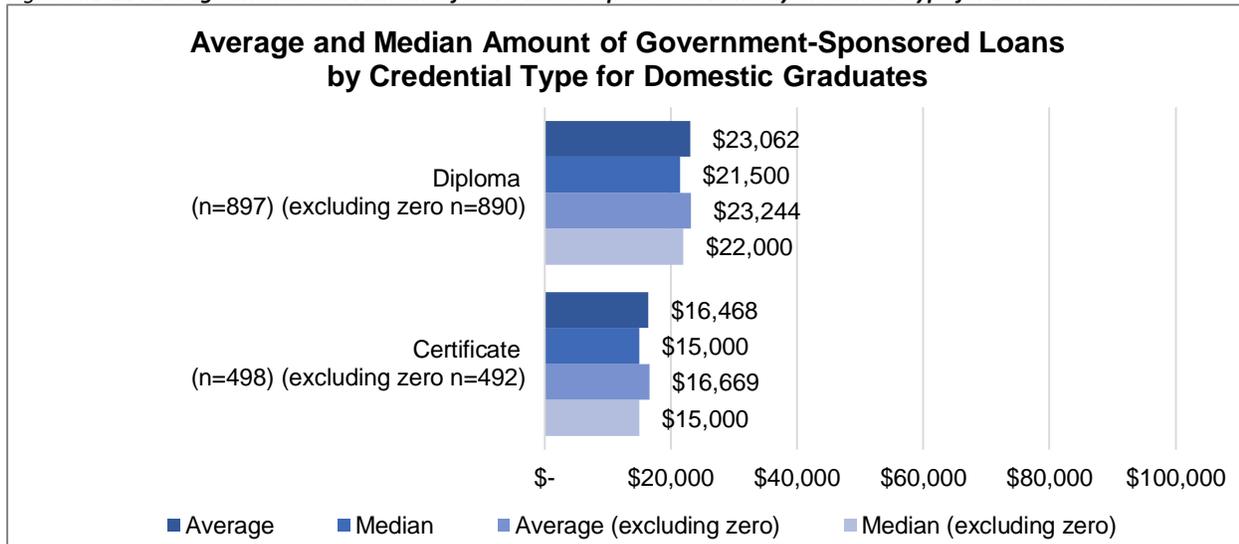
Figure 5.1-10 Average and Median Amount of Government-Sponsored Loans by Credential Type



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

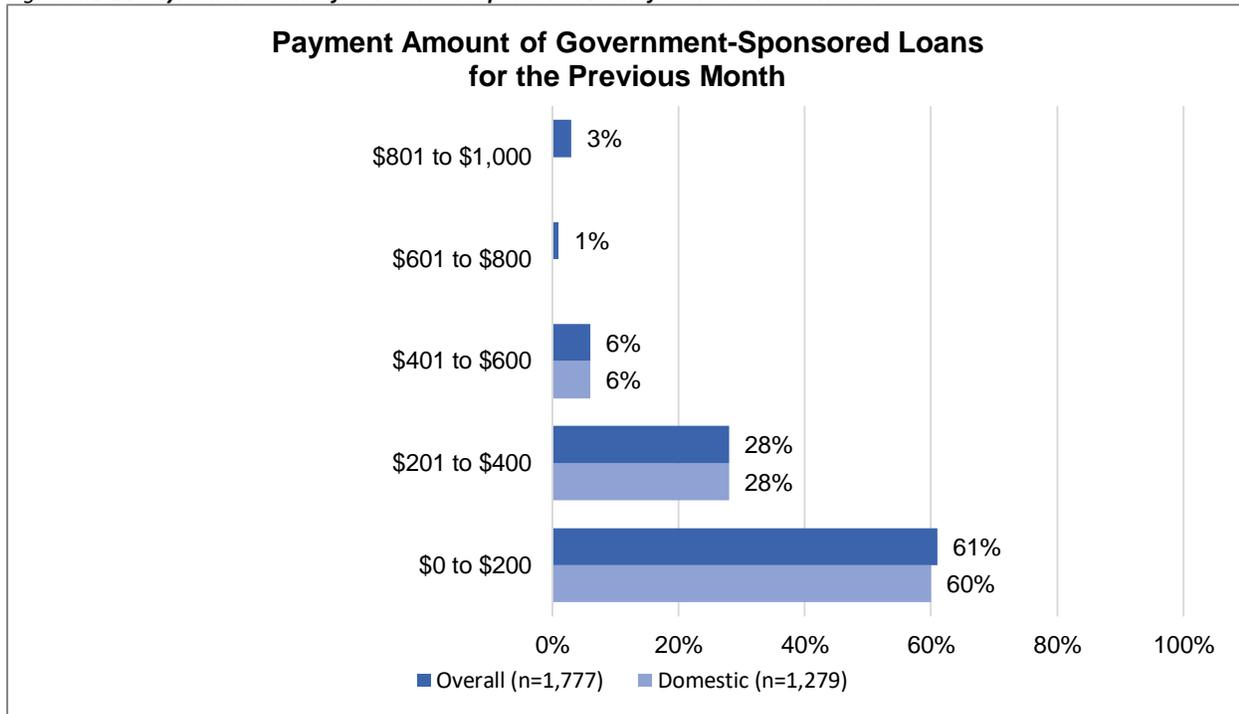
Figure 5.1-11 Average and Median Amount of Government-Sponsored Loans by Credential Type for Domestic Graduates



Q71: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

Figure 5.1-12 *Payment Amount of Government-Sponsored Loans for the Previous Month*



Q72: What was your last month’s payment for all government student loans, in Canadian dollars?

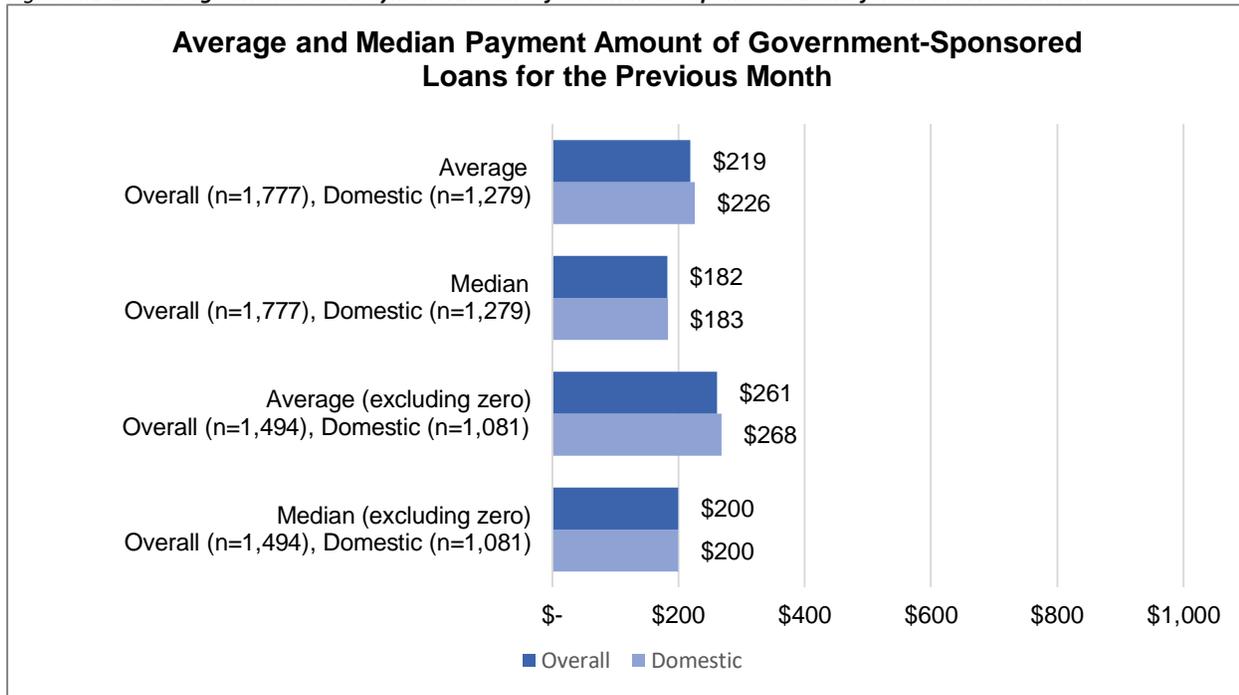
Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

Graduates who reported receiving government-sponsored student loans were also asked the amount they paid on those loans the month before completing the survey. The average amount paid was \$219 and, when graduates who reported paying \$0 were removed from this sample, the average amount was \$261. The median amount these graduates paid (including those reporting no money paid) was \$182. Certain demographic groups had higher averages of reported amounts owed in government-sponsored loans at graduation than some of their peers⁹. Specifically, when amounts of zero dollars were included, the groups who reported higher averages paid in government-sponsored student loans were:

- Graduates who did not self-identify as an Indigenous person (an average of \$222 was paid for government student loans in the previous month, compared to an average of \$177 that was paid by graduates who self-identified as an Indigenous person).
- Graduates who received a diploma (an average of \$230 was paid for government student loans in the previous month, compared to an average of \$200 that was paid by graduates who received a certificate). This pattern of results was similar among domestic graduates.

⁹ If the results for the domestic population were similar to the results for the total population the domestic results were not reported.

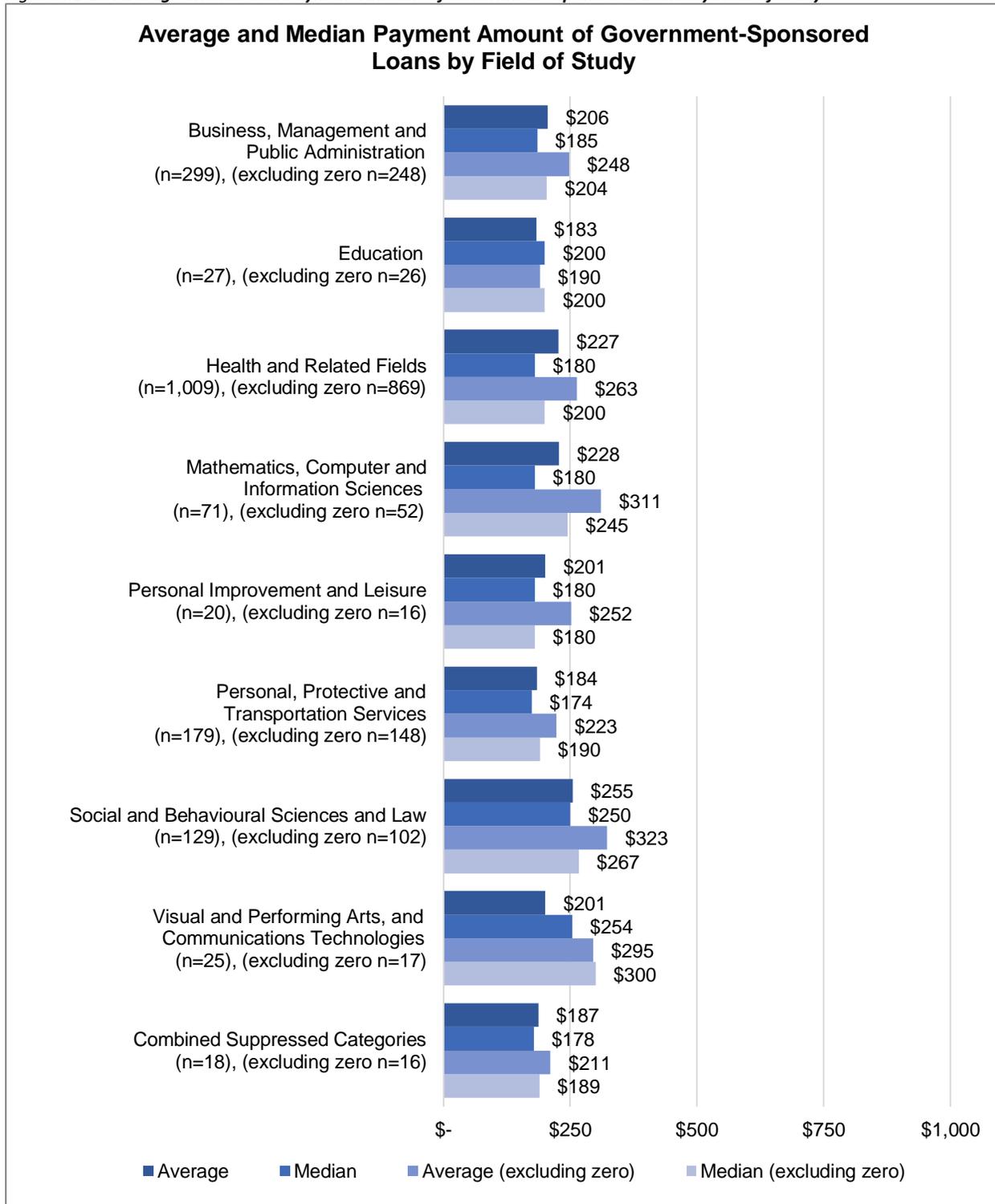
Figure 5.1-13 Average and Median Payment Amount of Government-Sponsored Loans for the Previous Month



Q72: What was your last month’s payment for all government student loans, in Canadian dollars?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

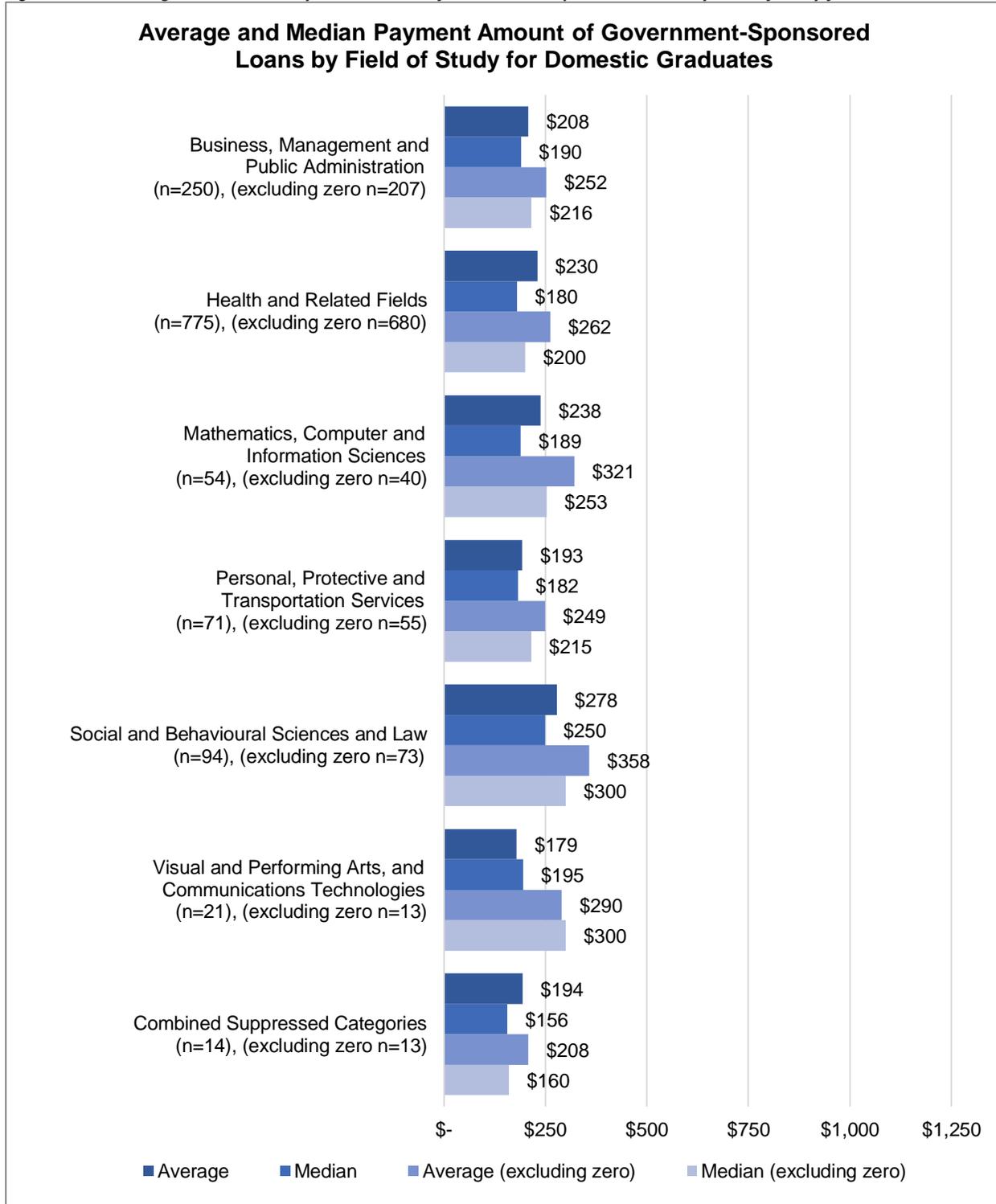
Figure 5.1-14 Average and Median Payment Amount of Government-Sponsored Loans by Field of Study



Q72: What was your last month’s payment for all government student loans, in Canadian dollars?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

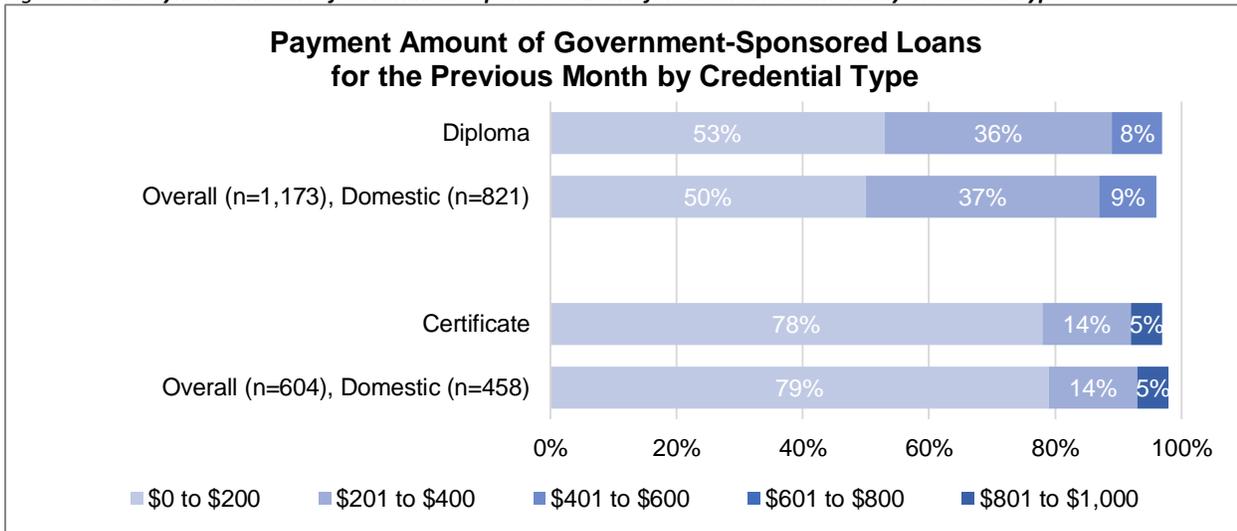
Figure 5.1-15 Average and Median Payment Amount of Government-Sponsored Loans by Field of Study for Domestic Graduates



Q72: What was your last month’s payment for all government student loans, in Canadian dollars?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

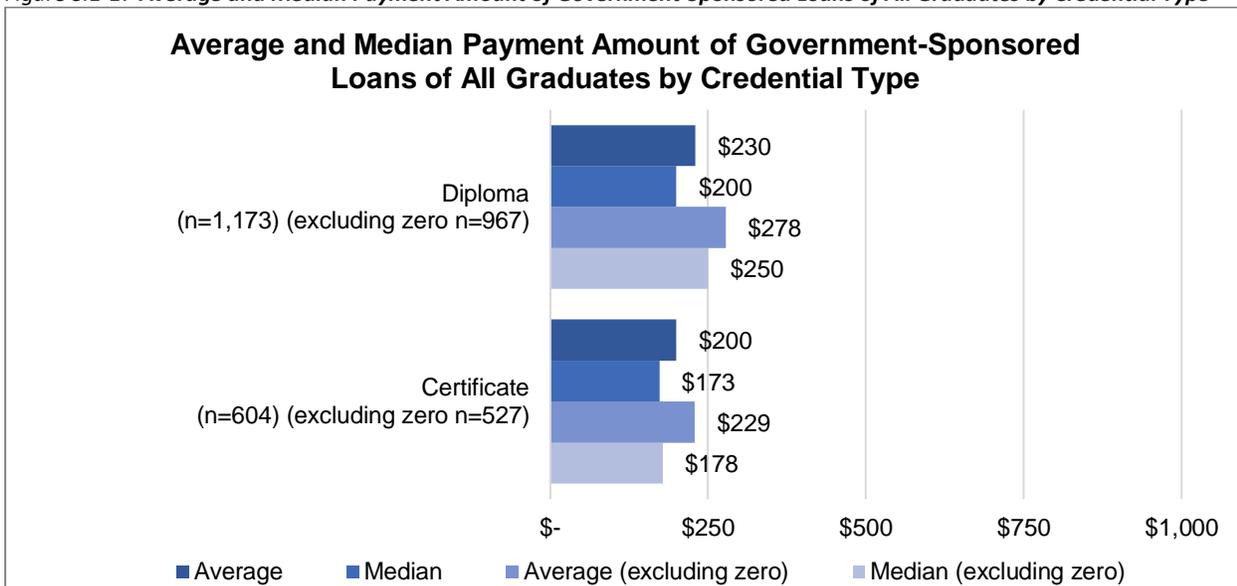
Figure 5.1-16 Payment Amount of Government-Sponsored Loans for the Previous Month by Credential Type



Q72: What was your last month’s payment for all government student loans, in Canadian dollars?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

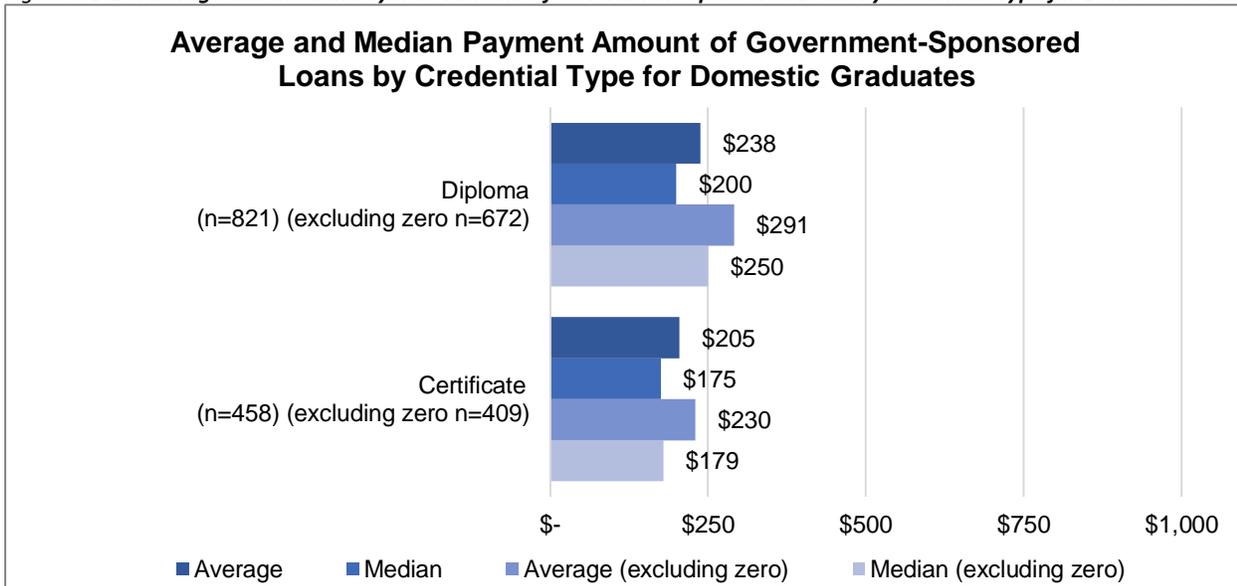
Figure 5.1-17 Average and Median Payment Amount of Government-Sponsored Loans of All Graduates by Credential Type



Q72: What was your last month’s payment for all government student loans, in Canadian dollars?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

Figure 5.1-18 Average and Median Payment Amount of Government-Sponsored Loans by Credential Type for Domestic Graduates



Q72: What was your last month's payment for all government student loans, in Canadian dollars?

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$1,000 were rounded down to \$1,000 to exclude outliers.

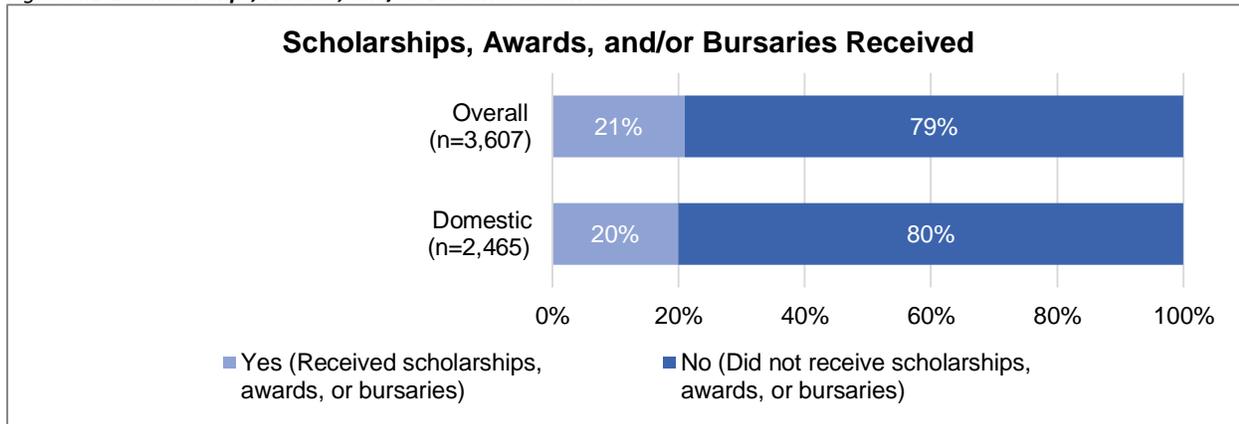
5.2 Scholarships, Awards, and/or Bursaries Received

This section covers scholarships, awards, and/or bursaries graduates received to pay for their post-secondary education. This includes the proportion of graduates who received scholarships, awards, and/or bursaries; distribution of the amounts received; and the average amount received.

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Figure 5.2-1 Scholarships, Awards, and/or Bursaries Received



Q68: Have you ever received financial assistance for education-related expenses from the following sources? Scholarships, awards or bursaries.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

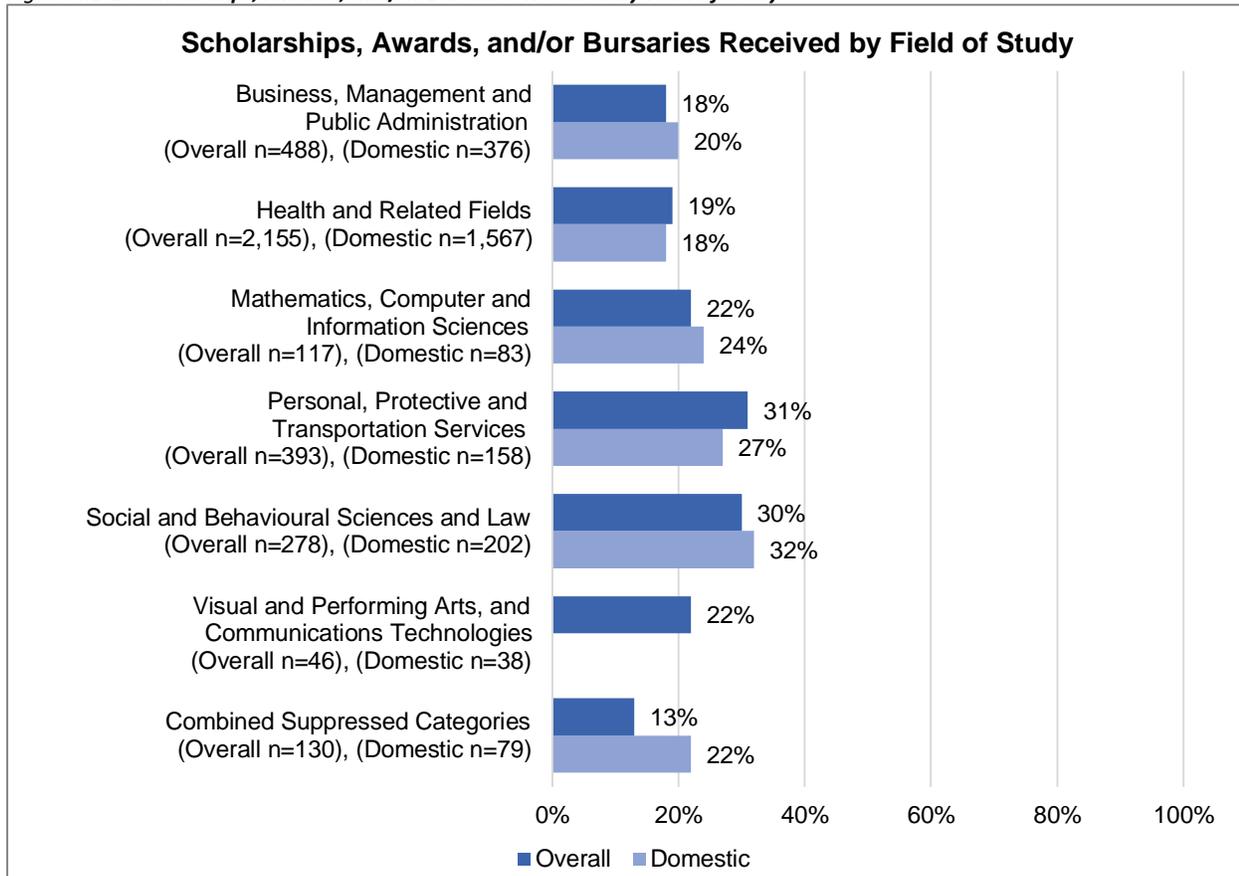
Approximately one out of five of graduates (21%) received scholarships, awards, and/or bursaries over the course of their post-secondary education. When looking only at domestic students, 20% received scholarships, awards, and/or bursaries. Certain demographic groups indicated that they received scholarships, awards, and/or bursaries at a higher rate than some of their peers,¹⁰ specifically:

- Graduates who younger than 31 years of age (a range of 26% to 39% received scholarships, awards, and/or bursaries compared to 14% of graduates who were between 41 to 60 years of age).
- Domestic graduates who younger than 26 years of age (a range of 29% to 39% received scholarships, awards, and/or bursaries compared to a range of 14% to 19% of domestic graduates who were between 31 to 50 years of age).
- Graduates who were single, divorced, separated, or widowed (a range of 24% to 29% received scholarships, awards, and/or bursaries compared to 14% of graduates who were married or living with a partner). This pattern of results was similar among domestic graduates.
- Graduates who did not have any dependents (25% received scholarships, awards, and/or bursaries compared to 18% of graduates with one or more dependents). This pattern of results was similar among domestic graduates.
- Graduates who self-identify as an Indigenous person (35% received received scholarships, awards, and/or bursaries compared to 20% of graduates who did not self-identified as an Indigenous person). This pattern of results was similar among domestic graduates.
- Graduates who self-identified as a person with a disability (33% received received scholarships, awards, and/or bursaries compared to 20% of graduates who did not self-identify as a person with a disability). This pattern of results was similar among domestic graduates.

¹⁰ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Graduates originally from Edmonton, rural Alberta, and Grand Prairie (a range of 22% to 43% received scholarships, awards, and/or bursaries compared to 16% of graduates originally from Calgary).
- Domestic graduates originally from rural Alberta (36% received scholarships, awards, and/or bursaries compared to a range of 14% to 21% of domestic graduates originally from Red Deer, Calgary, and Edmonton).
- Graduates who left K-12 schooling between two and twenty years before being surveyed (a range of 26% to 30% received scholarships, awards, and/or bursaries compared to 18% of graduates who left K-12 schooling more than twenty years before being surveyed).
- Domestic graduates who left K-12 schooling between two and ten years before being surveyed (a range of 29% to 30% received scholarships, awards, and/or bursaries compared to 19% of domestic graduates who left K-12 schooling more than twenty years before being surveyed).
- Graduates who started post-secondary schooling for the first time between six and ten years before being surveyed (30% received scholarships, awards, and/or bursaries compared to a range of 19% to 23% of graduates who started post-secondary schooling for the first time between two to five or more than twenty years before being surveyed).
- Domestic graduates who started post-secondary schooling for the first time between six and ten years before being surveyed (31% received scholarships, awards, and/or bursaries compared to 18% of domestic graduates who started post-secondary schooling for the first time more than twenty years before being surveyed).
- Graduates of Social and behavioural sciences and law; and Personal, protective and transportation services (a range of 30% to 31% received scholarships, awards, and/or bursaries compared to a range of 18% to 19% of graduates of Business, management and public administration; and Health and related fields).
- Domestic graduates of Social and behavioural sciences and law (32% received scholarships, awards, and/or bursaries compared to 18% of domestic graduates of Health and related fields).
- Graduates who received a diploma (23% received scholarships, awards, and/or bursaries compared to 19% of graduates who received a certificate). This pattern of results was similar among domestic graduates.

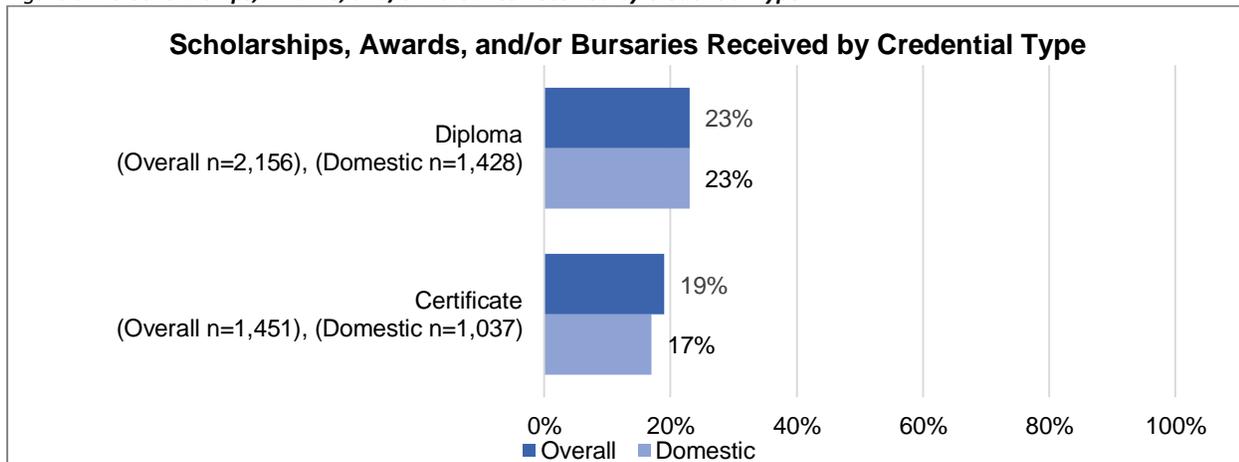
Figure 5.2-2 Scholarships, Awards, and/or Bursaries Received by Field of Study



Q68: Have you ever received financial assistance for education-related expenses from the following sources? Scholarships, awards or bursaries.

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

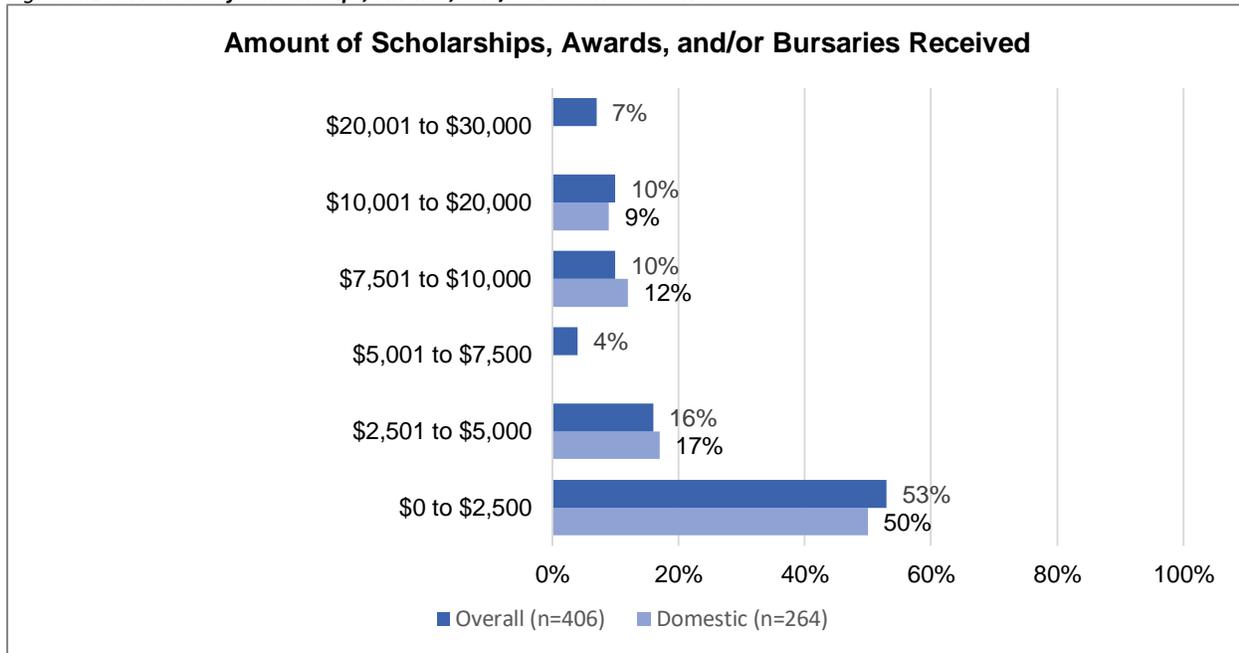
Figure 5.2-3 Scholarships, Awards, and/or Bursaries Received by Credential Type



Q68: Have you ever received financial assistance for education-related expenses from the following sources? Scholarships, awards or bursaries.

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis.

Figure 5.2-4 Amount of Scholarships, Awards, and/or Bursaries Received



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

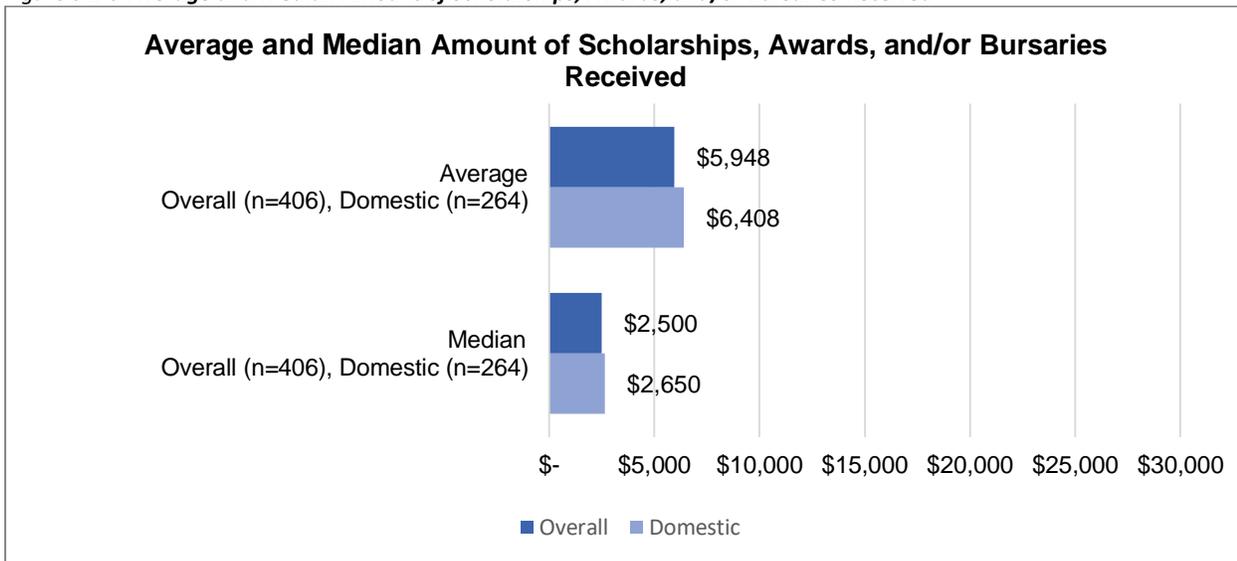
Graduates who reported receiving scholarships, bursaries, or awards were asked the amount they had received during their post-secondary studies. The average amount received was \$5,948 and the median was \$2,500. Certain demographic groups reported receiving higher scholarships, awards, and/or bursaries on average than some of their peers¹¹. Specifically, the groups who reported higher averages received in scholarships, bursaries, or awards were:

- Graduates who were between 41 and 50 years of age (an average of \$10,074 was received in scholarships, awards, and/or bursaries compared to averages ranging from \$4,015 to \$5,350 that were received by graduates who were younger than 31 years of age).
- Domestic graduates who were between 41 and 50 years of age (an average of \$10,842 was received in scholarships, awards, and/or bursaries compared to averages ranging from \$3,852 to \$4,448 that were received by domestic graduates who were between 21 and 25 years of age).
- Graduates who were divorced, separated, or widowed (an average of \$9,129 was received in scholarships, awards, and/or bursaries compared to averages ranging from \$5,196 to \$6,031 that was received by graduates who were single, married, or living with a partner).
- Graduates with one or more dependents (an average of \$8,220 was received in scholarships, awards, and/or bursaries compared to an average \$4,338 that was received by graduates who do not have any dependents). This pattern of results was similar among domestic graduates.

¹¹ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Graduates who left K-12 schooling more than ten years before being surveyed (averages ranging from \$7,287 to \$9,161 was received in family assistance and loans, compared to an average of \$3,850 that were received by graduates who left K-12 schooling s between two to ten years before being surveyed).
- Domestic graduates who left K-12 schooling more than ten years before being surveyed (averages ranging from \$7,653 to \$9,221 was received in family assistance and loans, compared to an average of \$3,735 that was received by domestic graduates who left K-12 schooling s between two to five years before being surveyed).

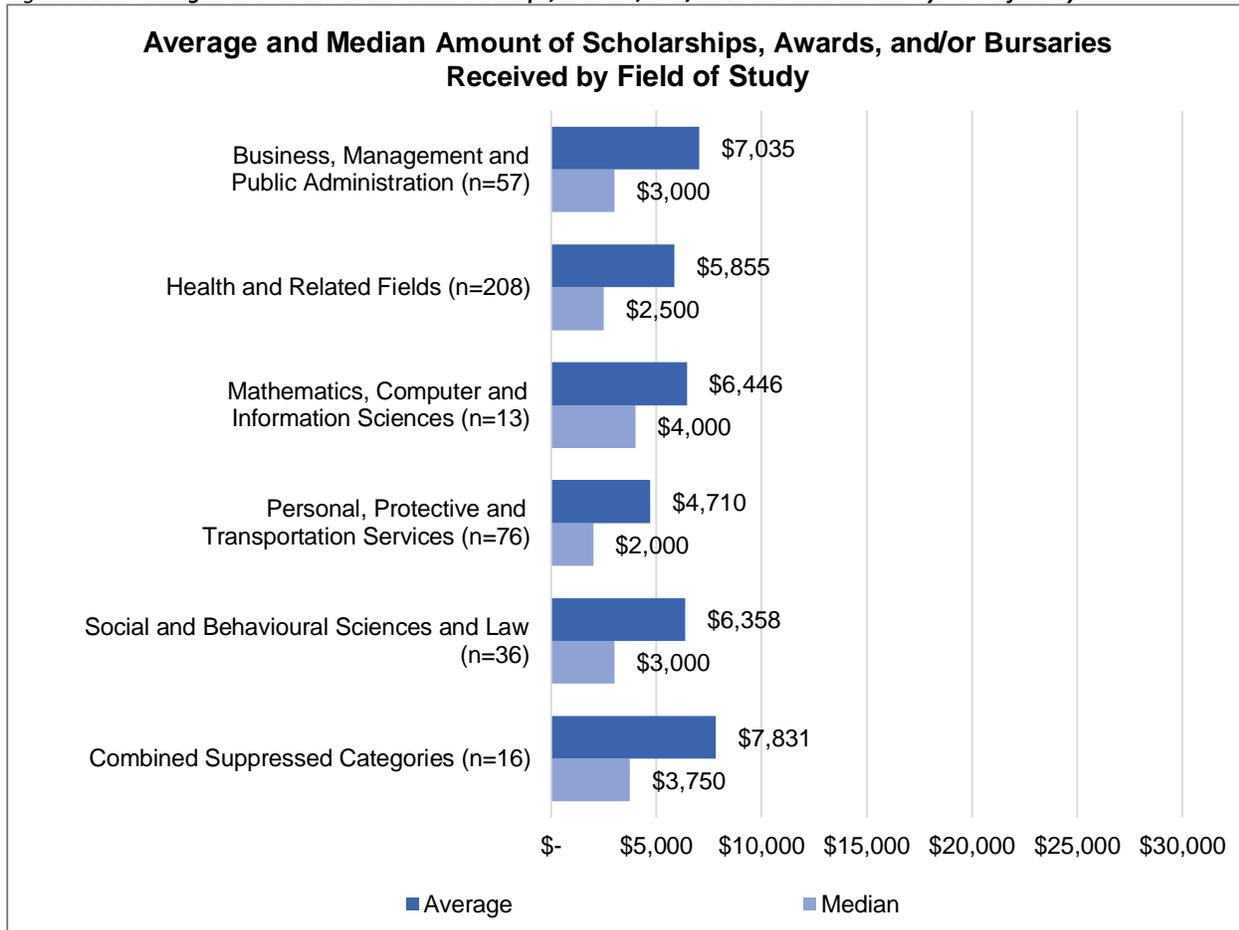
Figure 5.2-5 Average and Median Amount of Scholarships, Awards, and/or Bursaries Received



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

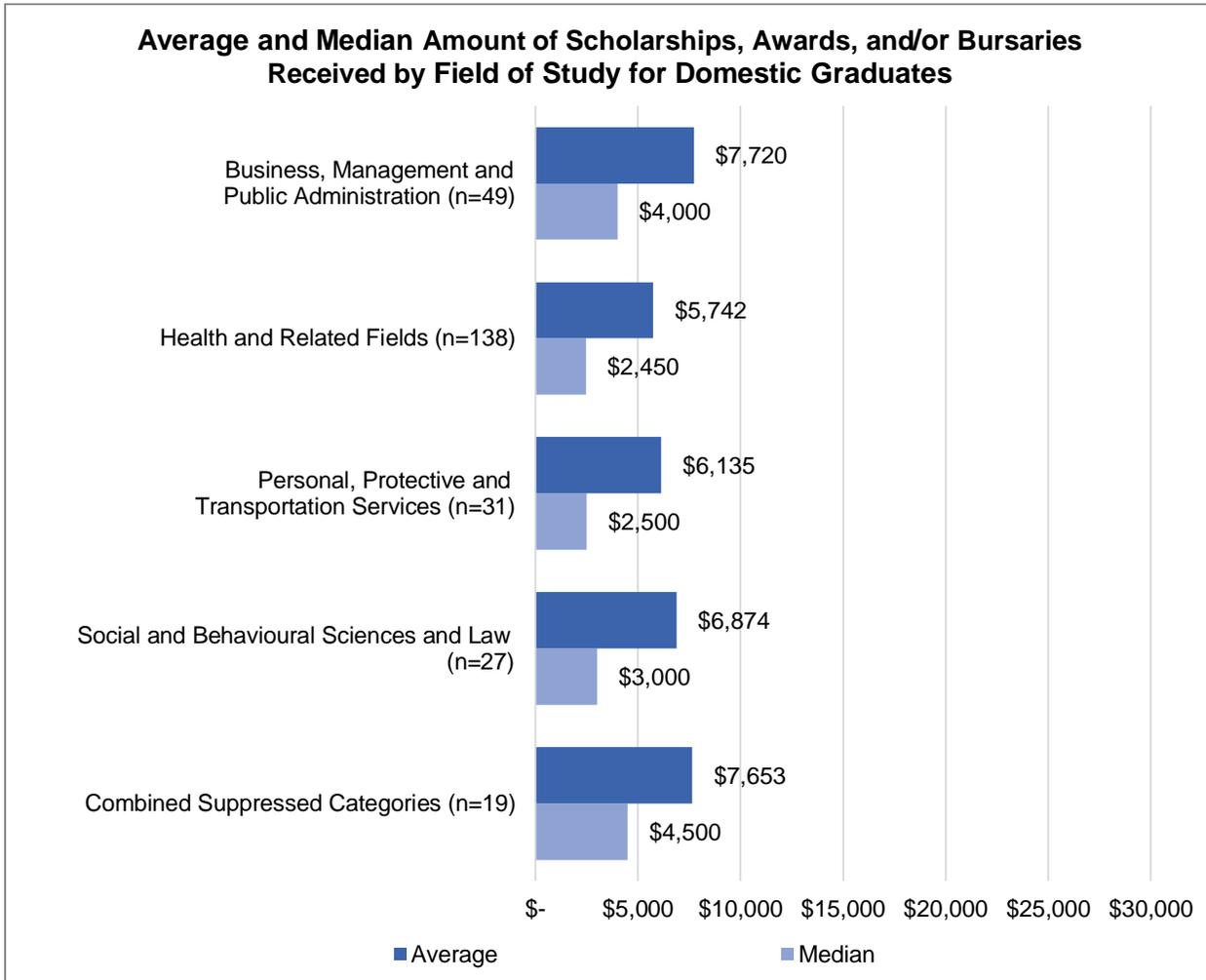
Figure 5.2-6 Average and Median Amount Scholarships, Awards, and/or Bursaries Received by Field of Study



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

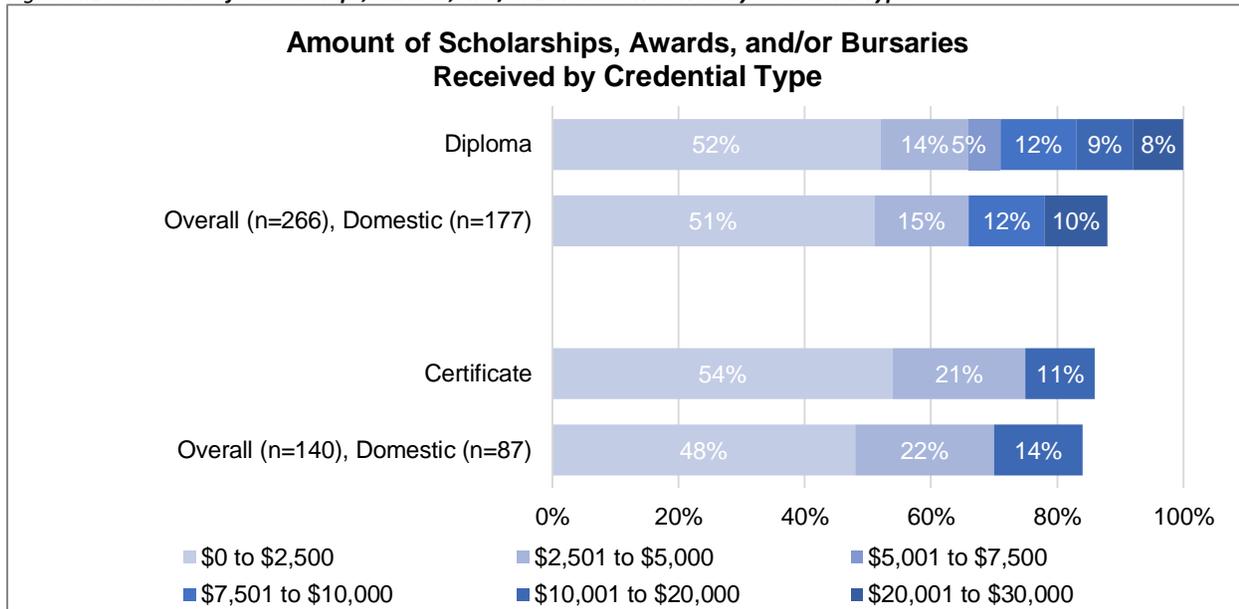
Figure 5.2-7 Average and Median Amount Scholarships, Awards, and/or Bursaries Received by Field of Study for Domestic Graduates



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

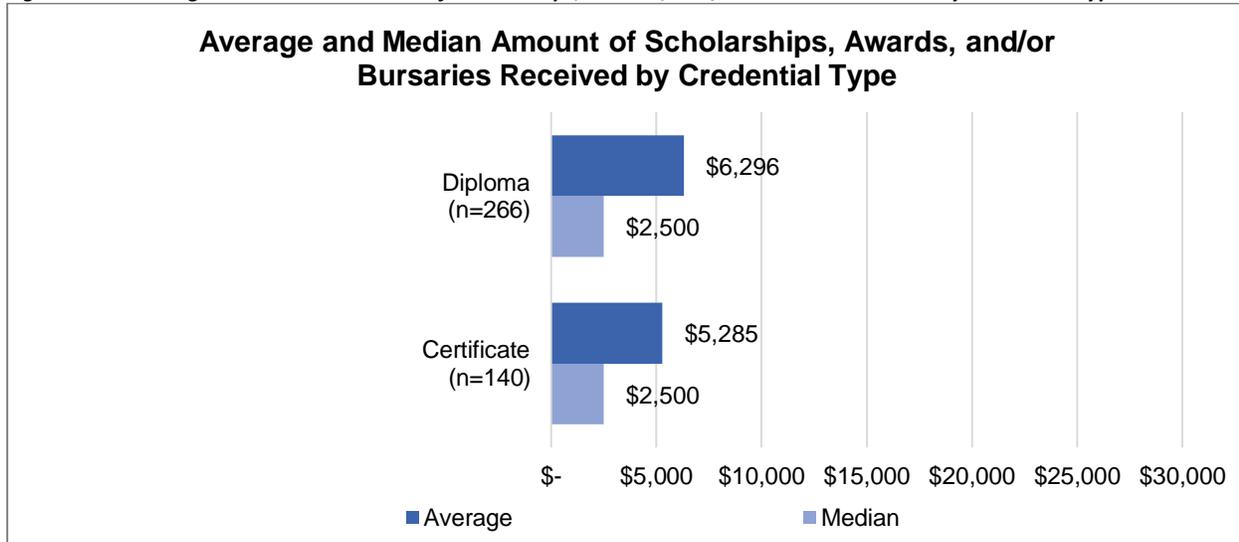
Figure 5.2-8 Amount of Scholarships, Awards, and/or Bursaries Received by Credential Type



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

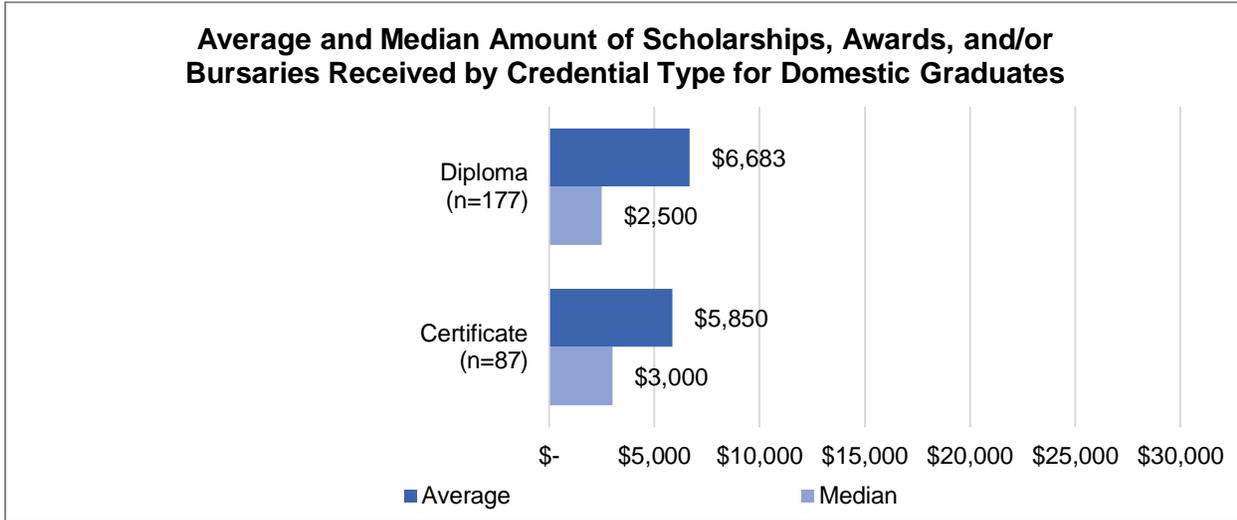
Figure 5.2-9 Average and Median Amount of Scholarships, Awards, and/or Bursaries Received by Credential Type



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

Figure 5.2-10 Average and Median Amount of Scholarships, Awards, and/or Bursaries Received by Credential Type for Domestic Graduates



Q73: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$30,000 were rounded down to \$30,000 to exclude outliers. All responses to this question were greater than zero.

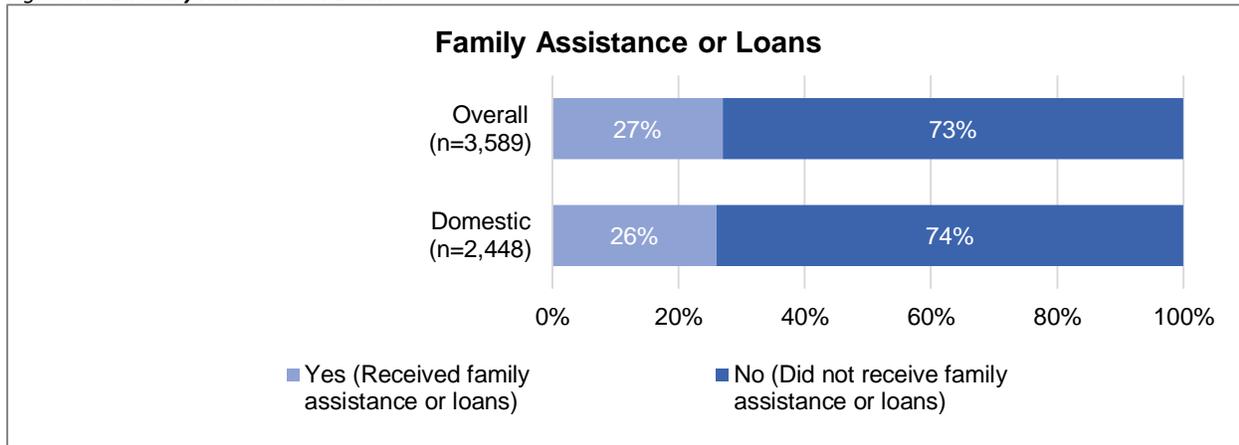
5.3 Family Assistance or Loans

This section covers the family assistance or loans that graduates received to pay for their post-secondary education. This includes the proportion of graduates who received family assistance or loans, the distribution of the amounts received, the average amount received, and the amount of loans to be repaid.

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Figure 5.3-1 Family Assistance or Loans



Q69: Have you ever received financial assistance for education-related expenses from the following sources? Family assistance or loans.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

About a quarter of graduates (27%) received family assistance or loans over the course of their post-secondary education. Certain demographic groups were more likely to receive family assistance or loans than some of their peers¹², specifically:

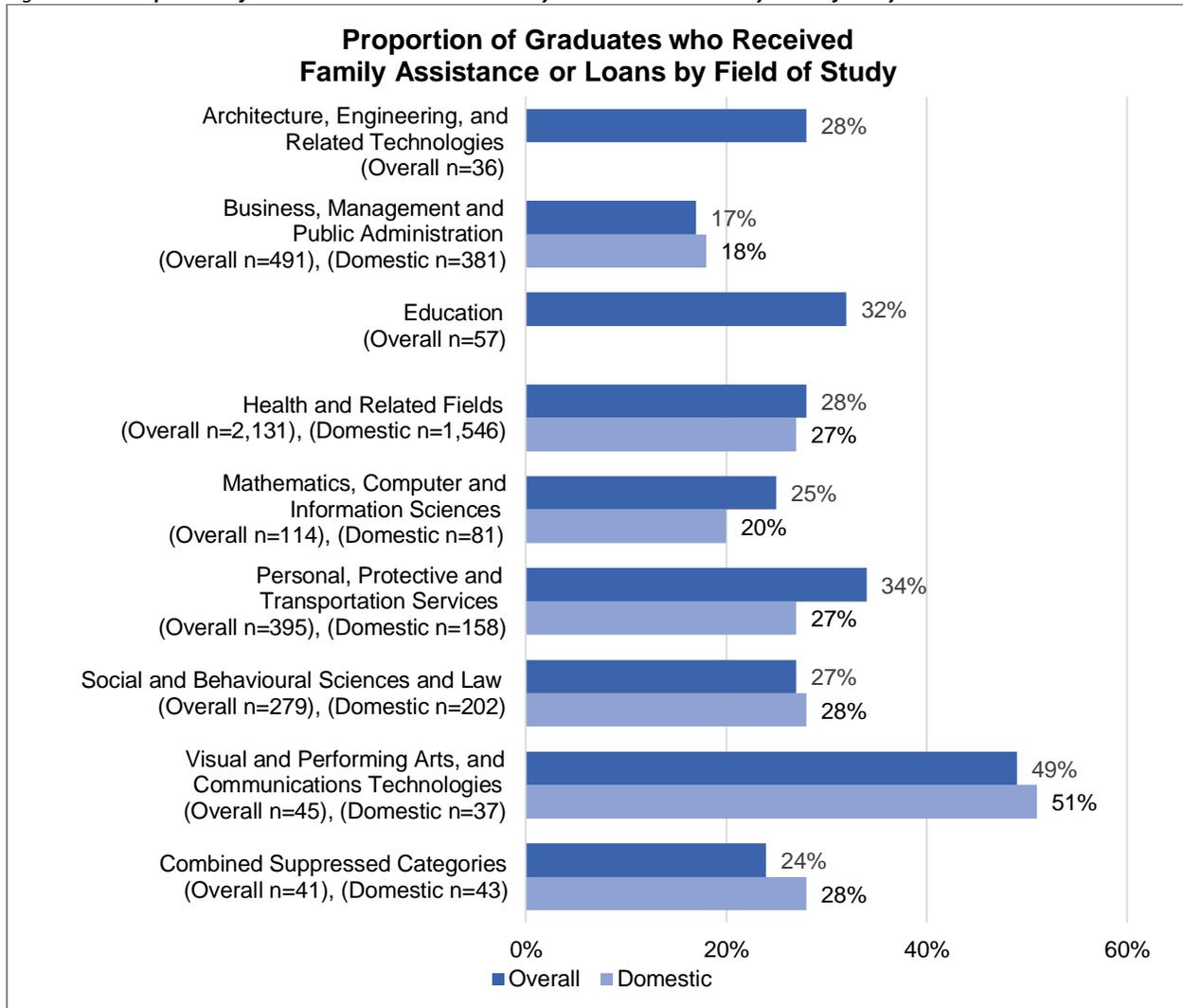
- Graduates who were younger than 23 years of age (a range of 39% to 47% received family assistance or loans compared to a range of 21% to 25% of graduates who were between 31 and 60 years of age).
- Domestic graduates who were younger than 23 years of age (a range of 38% to 46% received family assistance or loans compared to a range of 22% to 25% of domestic graduates who were between 31 and 50 years of age).
- Graduates who were single (32% received family assistance or loans, compared to a range of 23% to 25% of graduates who were married, living with a partner, divorced, separated, or widowed).
- Domestic graduates who were single (28% received family assistance or loans, compared 23% of domestic graduates who were married or living with a partner).
- Graduates who do not have any dependents (29% received family assistance or loans compared to 25% of graduates with one or more dependents).
- Graduates who self-identified as a person with a disability (33% received government loans compared to 27% of graduates who did not self-identify as a person with a disability). This pattern of results was similar among domestic graduates.
- Graduates who left K-12 schooling between two and twenty years before being surveyed (a range of 28% to 34% received family assistance or loans compared to 19% of graduates who left K-12 schooling more than twenty years before being surveyed). This pattern of results was similar among domestic graduates.
- Graduates of Visual and performing arts, and communications technologies; Personal, protective and transportation services; Health and related fields; and Social and behavioural sciences and law

¹² If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

(a range of 27% to 49% received family assistance or loans, compared to 17% of graduates of Business, management and public administration).

- Domestic graduates of Visual and performing arts, and communications technologies (51% received family assistance or loans, compared to a range of 18% to 27% of domestic graduates of Business, management and public administration; Mathematics, computer and information sciences; and Health and related fields).

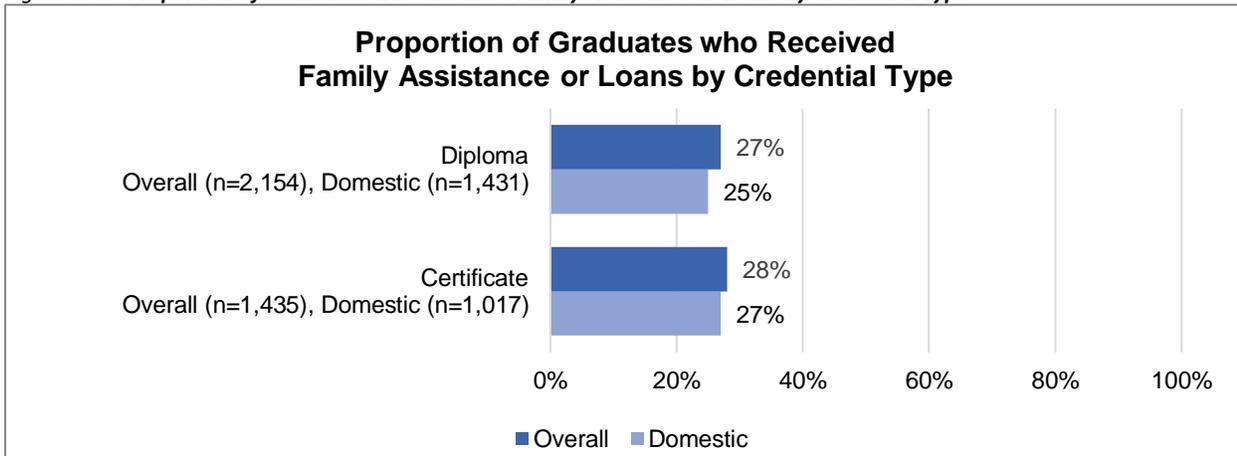
Figure 5.3-2 Proportion of Graduates who Received Family Assistance or Loans by Field of Study



Q69: Have you ever received financial assistance for education-related expenses from the following sources? Family assistance or loans.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

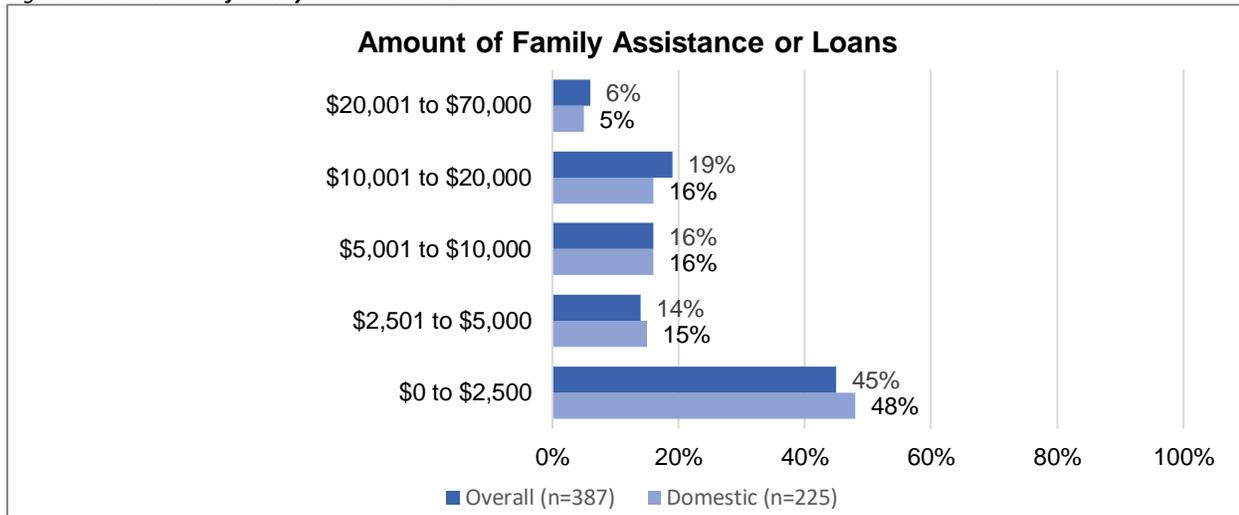
Figure 5.3-3 *Proportion of Graduates who Received Family Assistance or Loans by Credential Type*



Q69: Have you ever received financial assistance for education-related expenses from the following sources? Family assistance or loans.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 5.3-4 Amount of Family Assistance or Loans



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

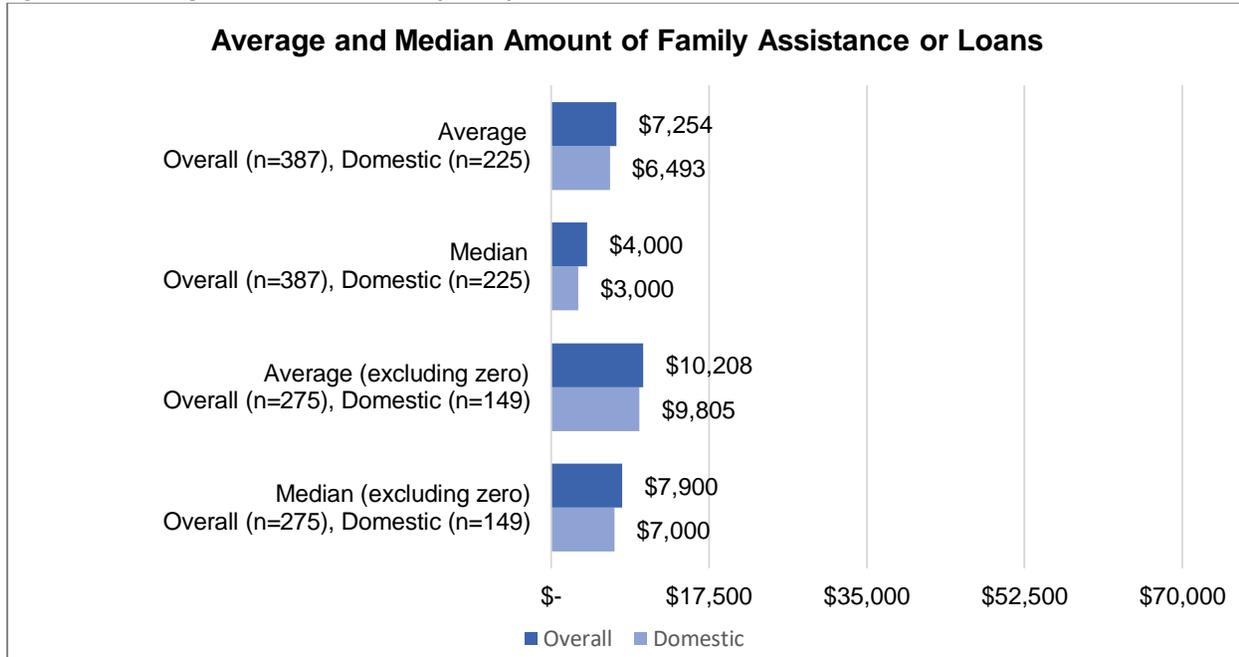
Graduates who reported receiving family assistance and loans were asked the amount that they needed to repay and the amount they received that they did not need to repay for family assistance and loans at the time of graduation. The sum of these two questions was then used as the total amount of family assistance and loans. The average total amount was \$7,254 and, when graduate who reported \$0 to both questions were removed from this sample, the average amount was \$10,208. The median amount these graduates received (including those reporting no money in total) was \$4,000. Certain demographic groups indicated that they received more in family assistance and loans on average than some of their peers¹³. Specifically, when amounts of zero dollars were included, the groups who reported higher total averages received in family assistance and loans were:

- International graduates (an average of \$13,500 was received in family assistance and loans, compared to an average of \$6,493 that was received by domestic graduates).
- Domestic graduates who were divorced, separated, or widowed (an average of \$11,310 was received in family assistance and loans, compared to averages ranging from \$5,290 to \$5,990 that were received by domestic graduates who were single, married, or living with a partner).
- Domestic graduates who started post-secondary schooling for the first time more than twenty years before being surveyed an (an average of \$12,055 was received in family assistance and loans, compared to an average of \$5,722 that were received by domestic graduates who started post-secondary schooling for the first time between two to five years before being surveyed).

¹³ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Graduates whose parents or guardians’ highest level of education was a professional degree (an average of \$18,250 was received in family assistance and loans, compared to averages ranging from \$4,277 to \$5,528 that were received by graduates whose parents or guardians’ highest level of education was some high school, some post-secondary or a completed high school).

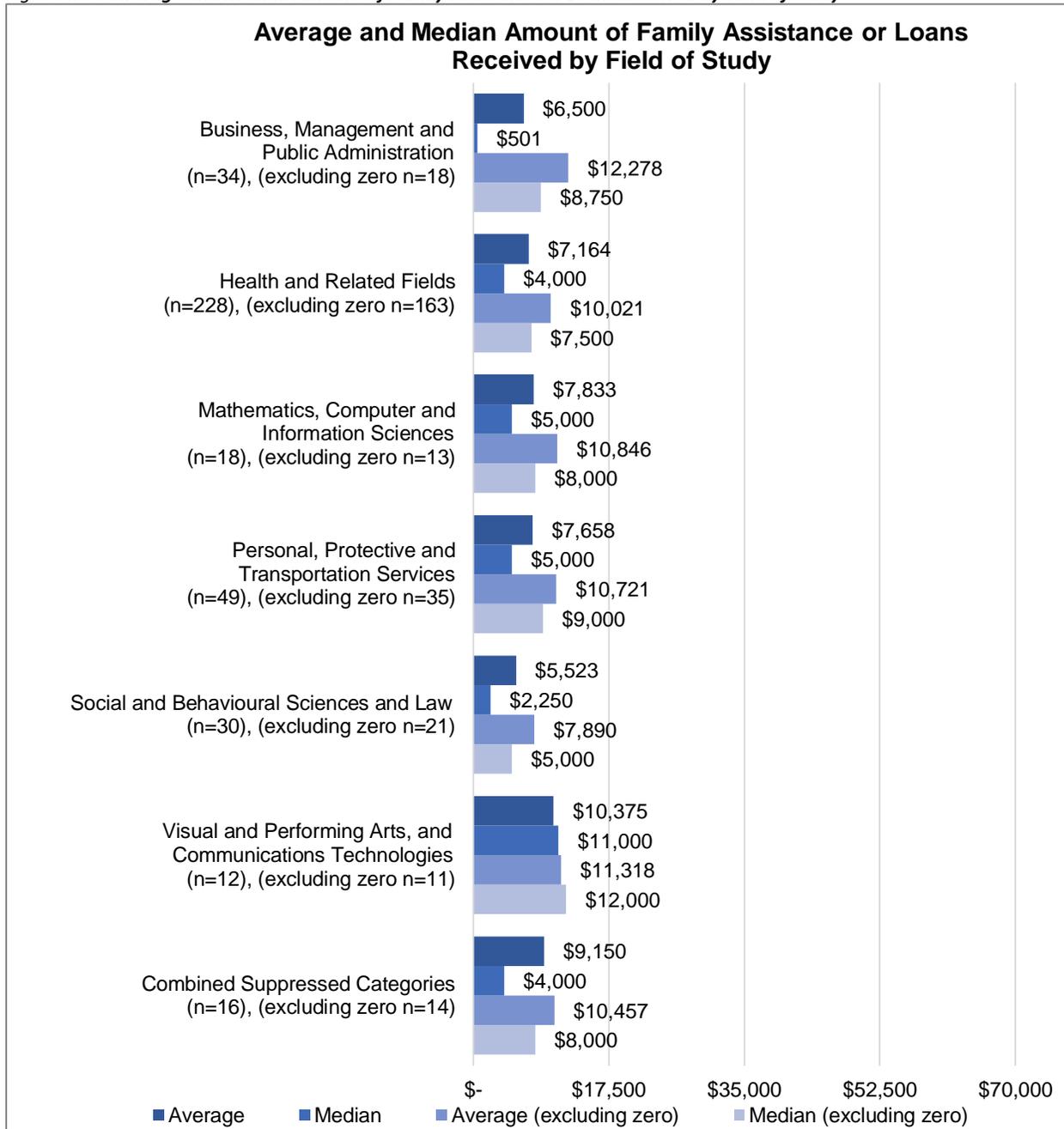
Figure 5.3-5 Average and Median Amount of Family Assistance or Loans



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

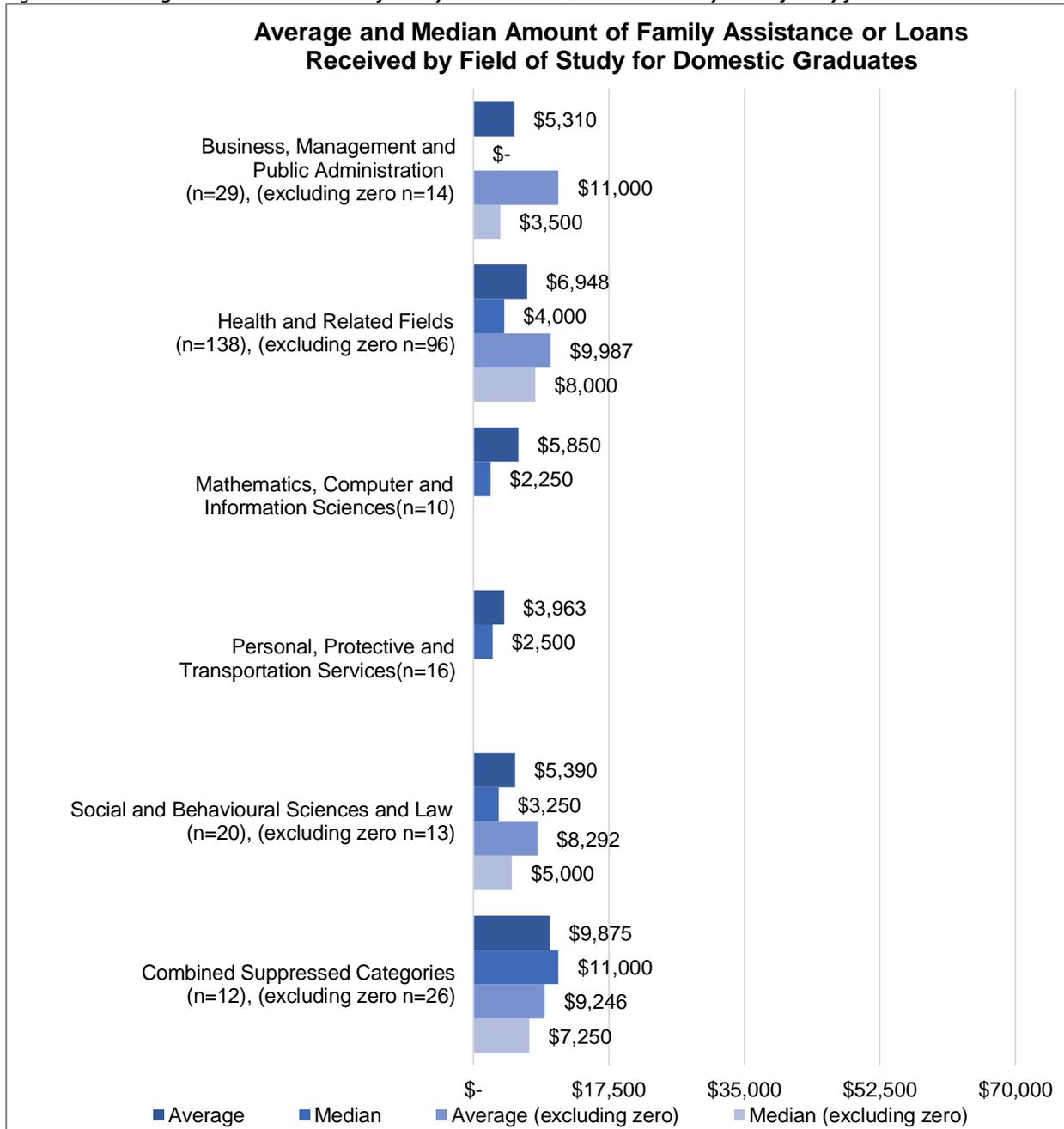
Figure 5.3-6 Average and Median Amount of Family Assistance or Loans Received by Field of Study



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

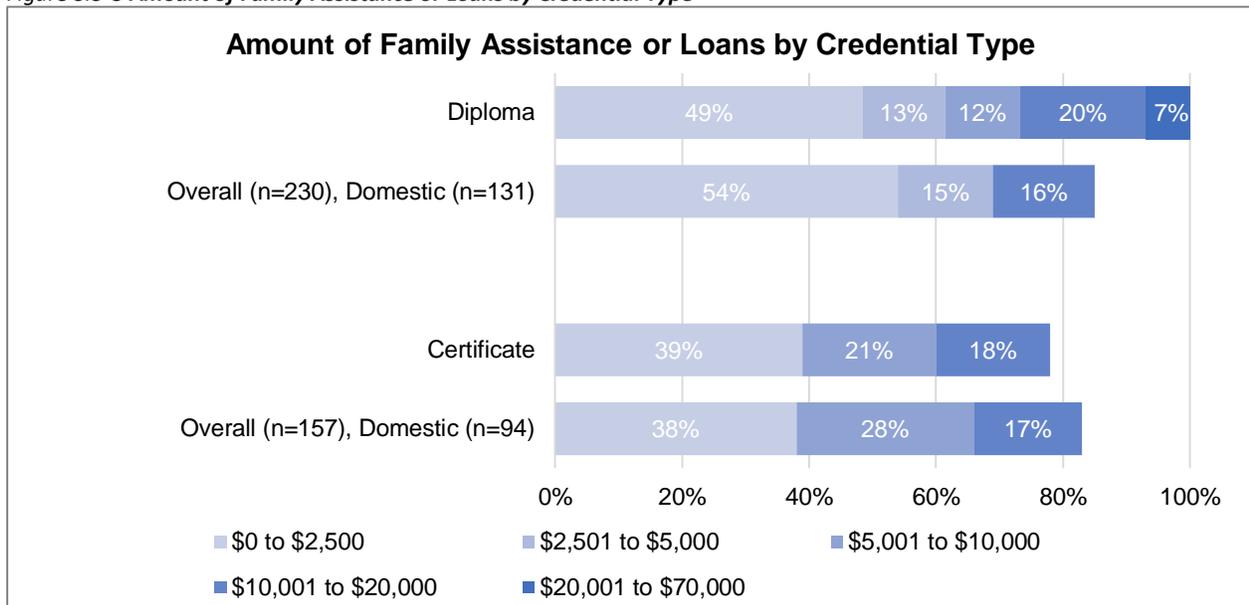
Figure 5.3-7 Average and Median Amount of Family Assistance or Loans Received by Field of Study for Domestic Graduates



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

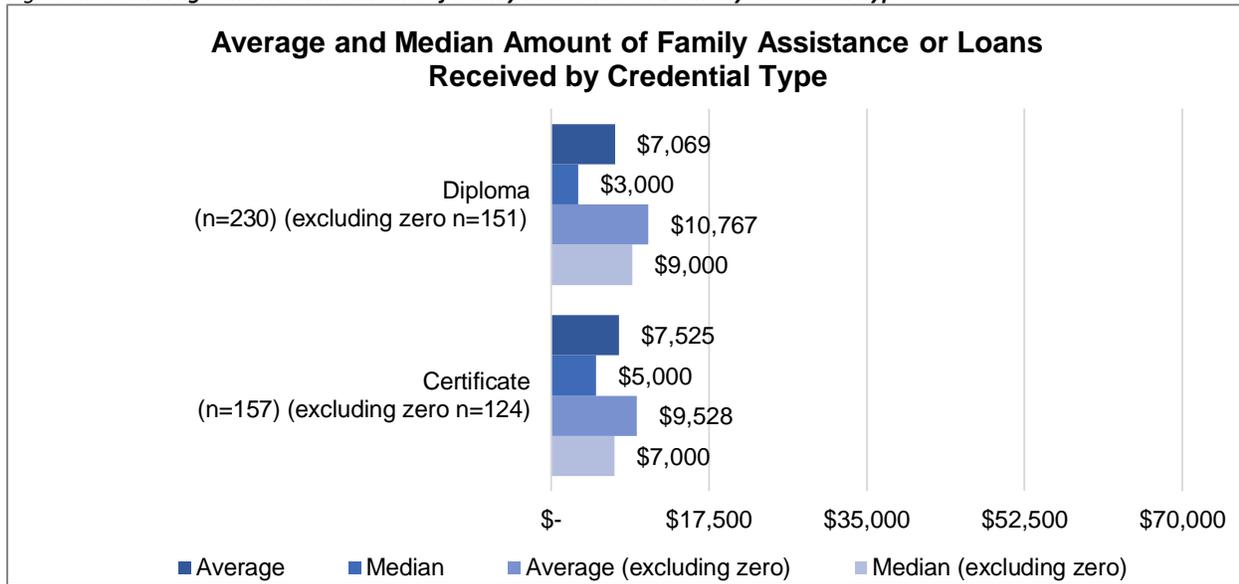
Figure 5.3-8 Amount of Family Assistance or Loans by Credential Type



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

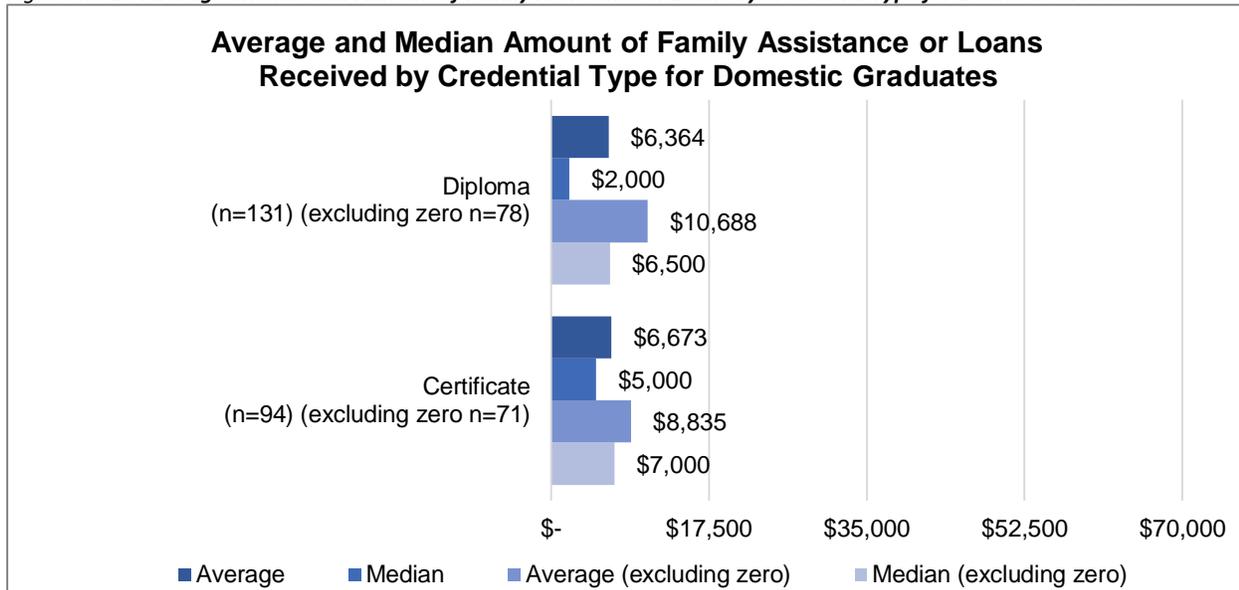
Figure 5.3-9 Average and Median Amount of Family Assistance or Loans by Credential Type



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

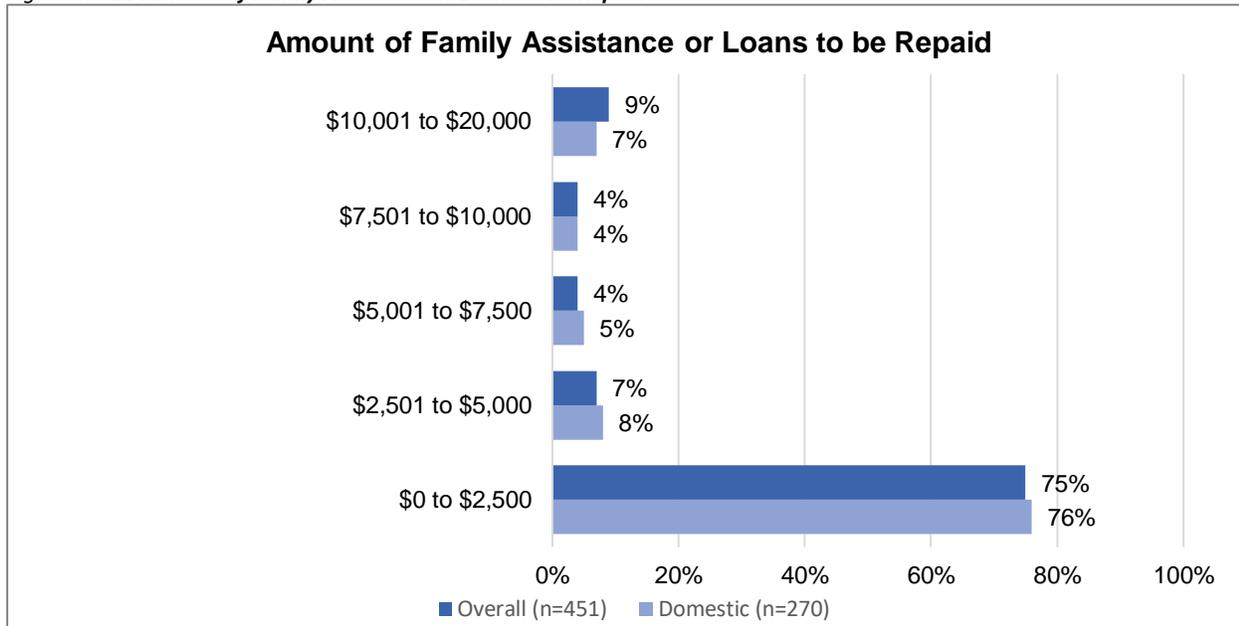
Figure 5.3-10 Average and Median Amount of Family Assistance or Loans by Credential Type for Domestic Graduates



Q74: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q75: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. These numbers are the sum of the amount of money graduates received from their family for education-related financial assistance that they did not need to repay (Q74) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q75). For Q74 responses of more than \$50,000 were rounded down to \$50,000 to exclude outliers, for Q75 responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

Figure 5.3-11 Amount of Family Assistance or Loans to be Repaid



Q75: At the time of graduation, approximately how much education-related financial assistance did you have to pay back to your family?

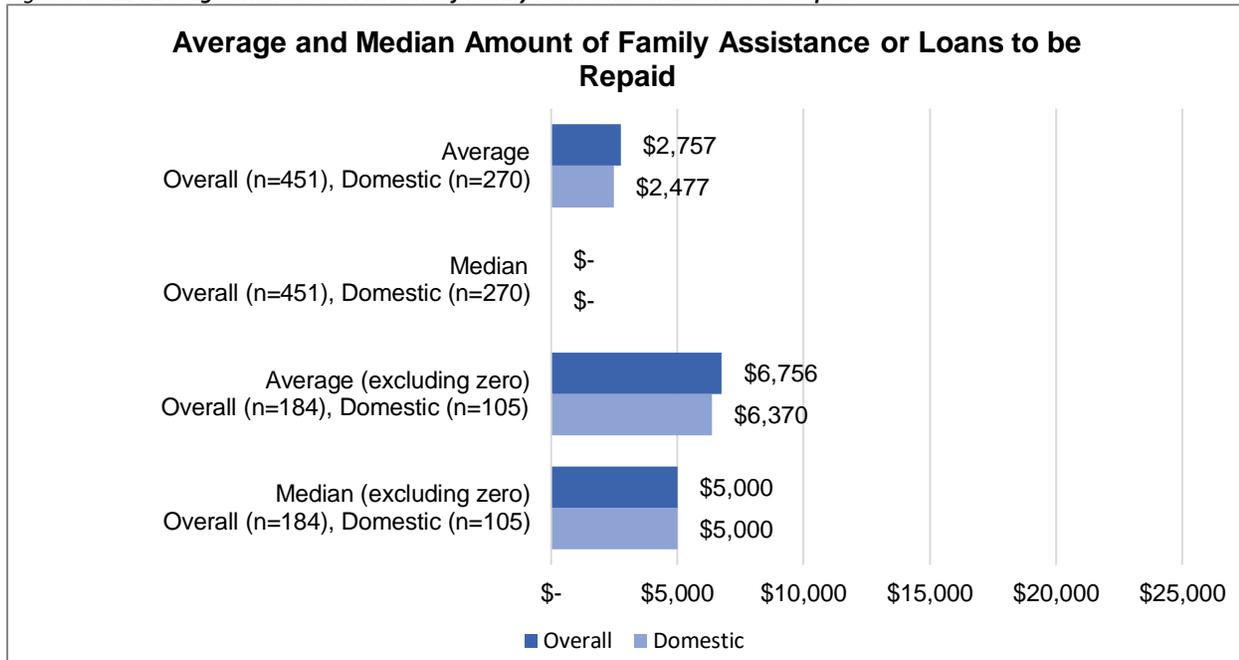
Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

Graduates who reported receiving family assistance and loans were asked the amount they owed on those loans at the time of graduation. The average amount owed was \$2,757 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$6,756. The median amount these graduates owed (including those reporting no money owed) was \$0 and when those who owed no money on family assistance and loans were excluded, the median amount owed was \$5,000. Certain demographic groups reported higher averages of family loans owed than some of their peers¹⁴. Specifically, when amounts of zero dollars were included, the groups who reported higher averages owed in family loans were:

- International graduates (an average of \$9,000 in family assistance and loans was to be repaid, compared to an average of \$2,477 that was owed by domestic graduates).
- Male graduates compared to female graduates (an average of \$3,906 in family assistance and loans were to be repaid, compared to an average of \$2,408).
- Domestic graduates with one or more dependents (an average of \$3,179 in family assistance and loans was to be repaid, compared to an average of \$1,596 that was owed by domestic graduates who do not have any dependents).

¹⁴ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

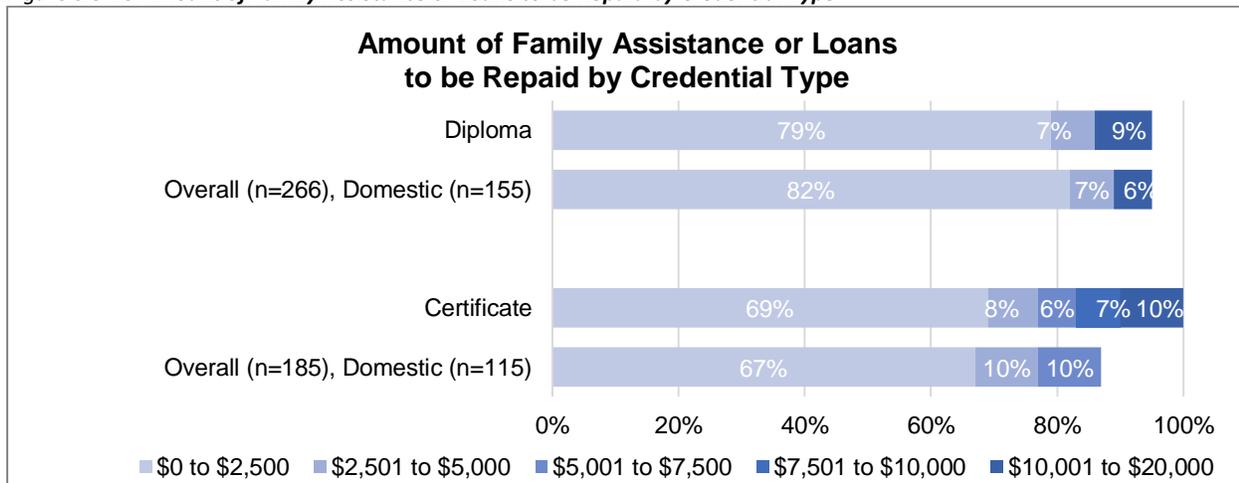
Figure 5.3-12 Average and Median Amount of Family Assistance or Loans to be Repaid



Q75: At the time of graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

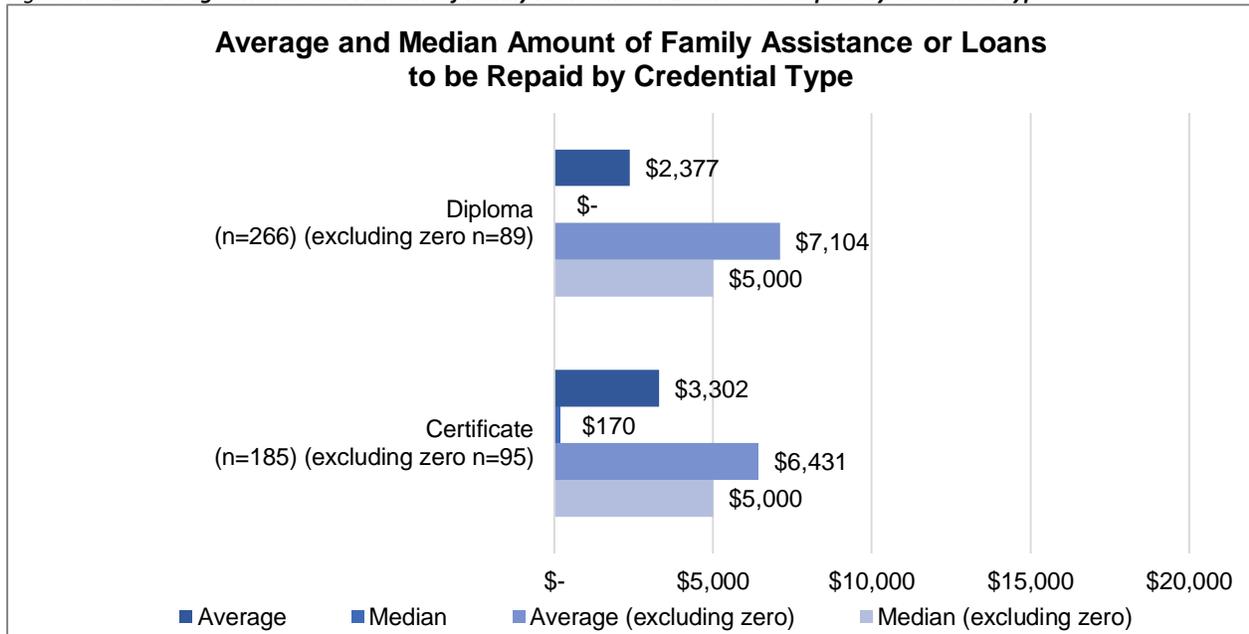
Figure 5.3-13 Amount of Family Assistance or Loans to be Repaid by Credential Type



Q75: At the time of graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

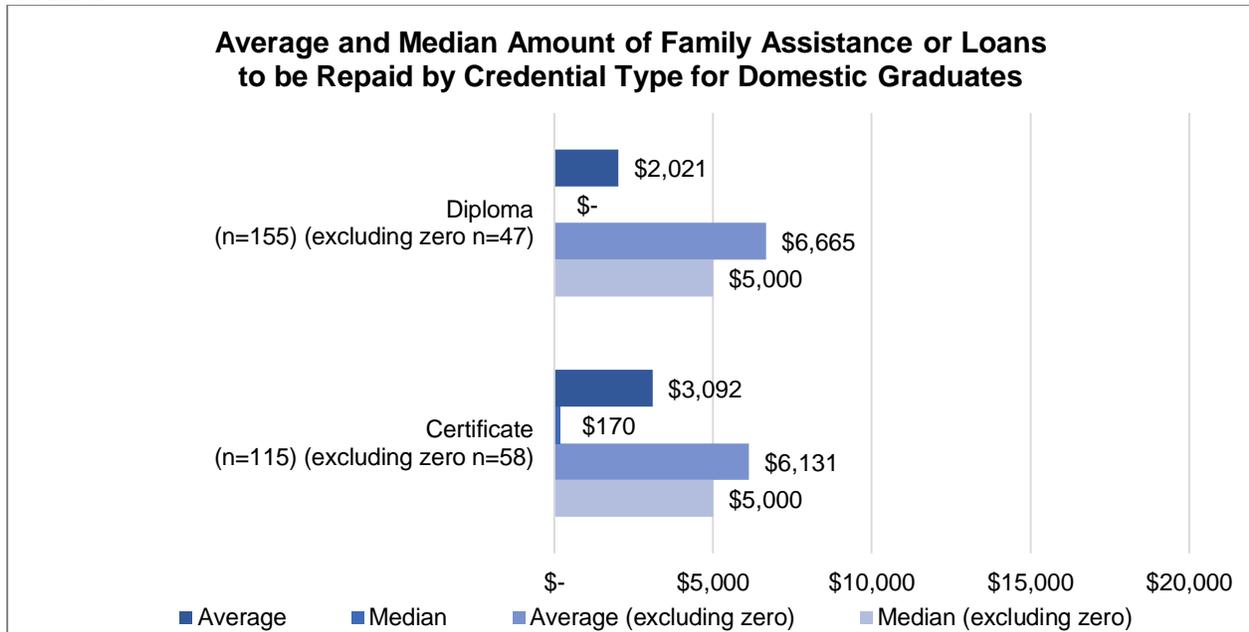
Figure 5.3-14 Average and Median Amount of Family Assistance or Loans to be Repaid by Credential Type



Q75: At the time of graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

Figure 5.3-15 Average and Median Amount of Family Assistance or Loans to be Repaid by Credential Type for Domestic Graduates



Q75: At the time of graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$20,000 were rounded down to \$20,000 to exclude outliers.

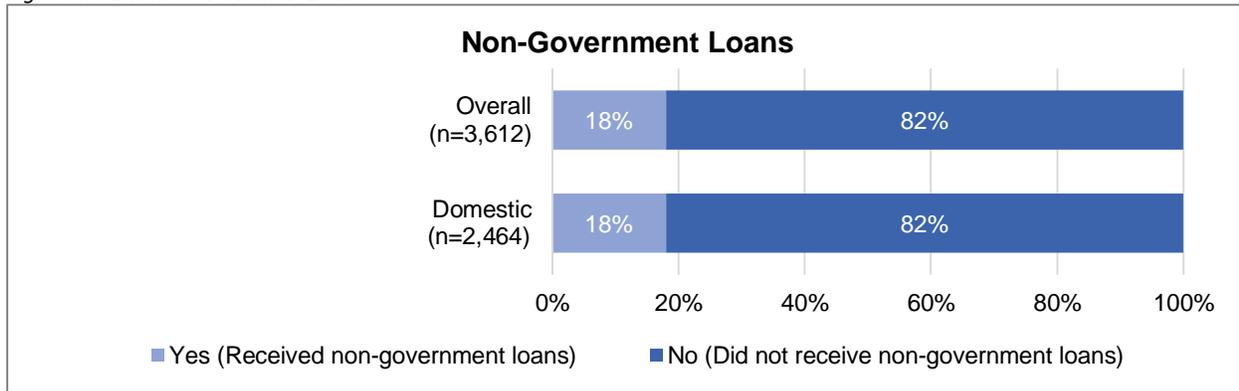
5.4 Non-Government Loans

This section covers the non-government loans from financial institutions (that is, bank loans, credit cards, credit lines, etc.) that graduates received to pay for their post-secondary education. This analysis includes the proportion of graduates who received non-government student loans, the distribution of the amounts received, and the average amount received.

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Figure 5.4-1 **Non-Government Loans**



Q70: Have you ever received financial assistance for education-related expenses from the following sources? Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, ect.)

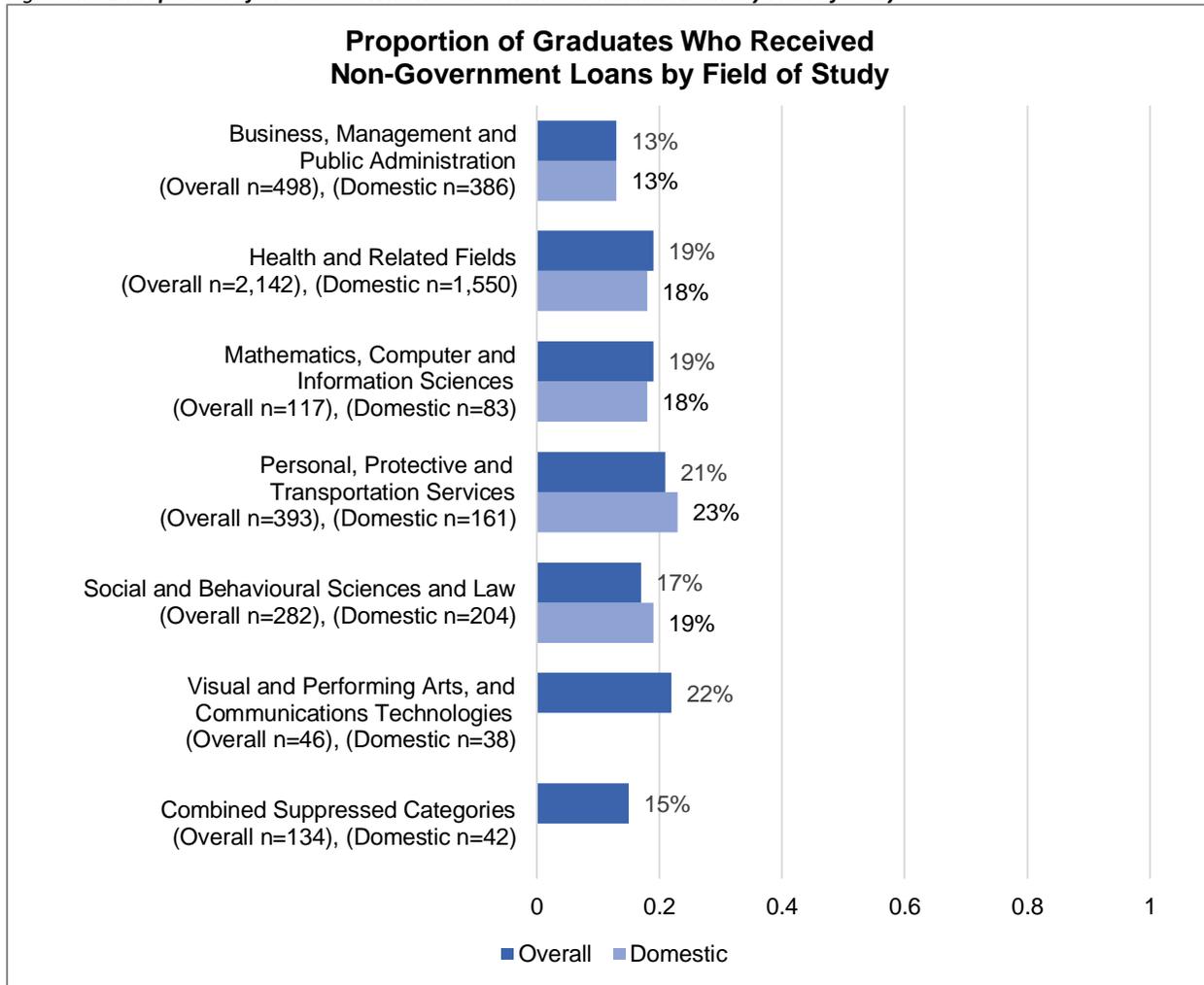
Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Nearly one out five of graduates (18%) received non-government loans over the course of their post-secondary education. Certain demographic groups were more likely to indicate that they received non-government loans than some of their peers¹⁵, specifically:

- Graduates originally from rural Alberta and Red Deer (a range of 21% to 23% received non-government loans, compared to 14% of graduates originally from Calgary). This pattern of results was similar among domestic graduates.

¹⁵ If the results for the domestic population were similar to the results for the total population the domestic results were not reported.

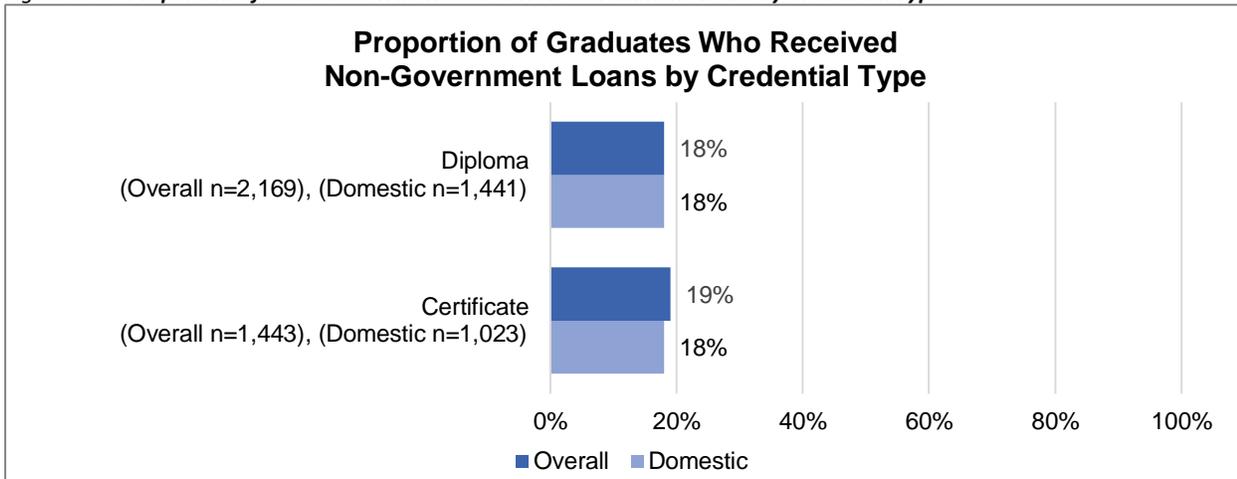
Figure 5.4-2 Proportion of Graduates Who Received Non-Government Loans by Field of Study



Q70: Have you ever received financial assistance for education-related expenses from the following sources? Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, ect.)

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

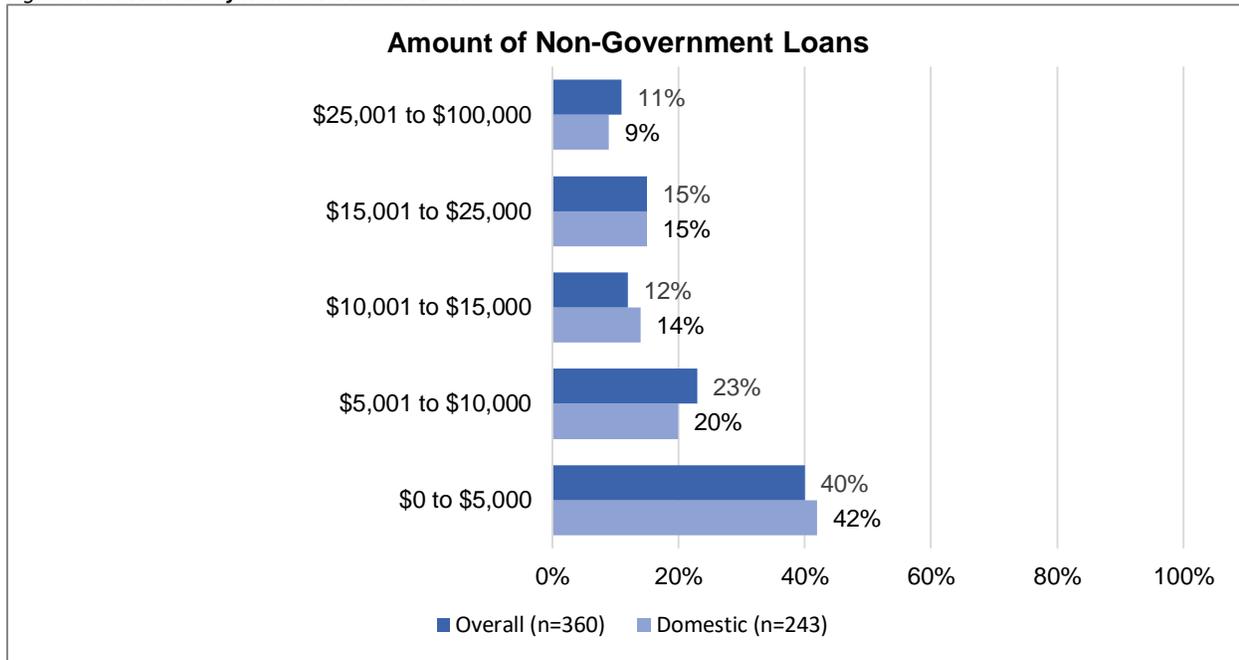
Figure 5.4-3 Proportion of Graduates Who Received Non-Government Loans by Credential Type



Q70: Have you ever received financial assistance for education-related expenses from the following sources? Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, ect.)

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis.

Figure 5.4-4 Amount of Non-Government Loans



Q76: 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.

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

Graduates who reported receiving non-government loans (from banks or other financial institutions) were asked the amount they owed on those loans at the time of graduation. The average amount owed was \$11,819 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$13,214. The median amount these graduates owed (including those reporting no money owed) was \$8,500. Certain demographic groups indicated that they received more in non-government-sponsored loans than some of their peers¹⁶. Specifically, when amounts of zero dollars were included, the groups who reported higher averages paid in non-government-sponsored student loans were:

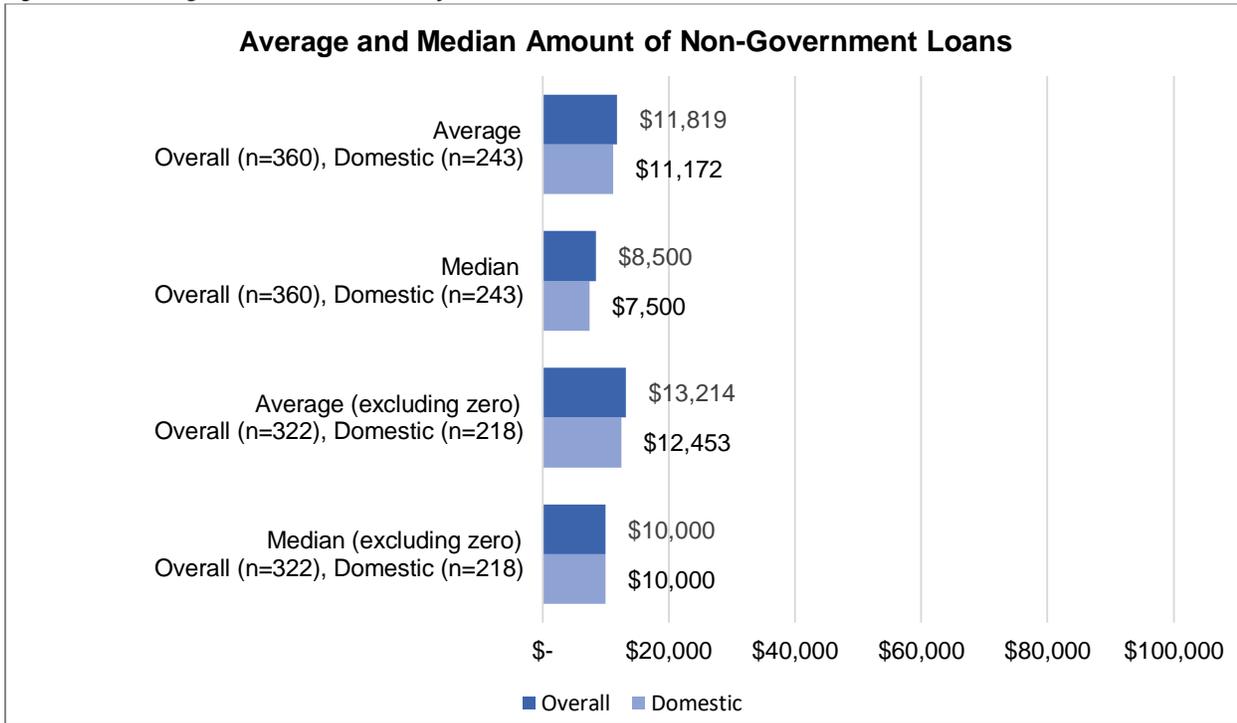
- Domestic male graduates compared to domestic female graduates (an average of \$15,716 was received in non-government loans, compared to an average of \$9,883).
- Graduates who were between 51 and 60 years of age (an average of \$18,464 was received in non-government loans, compared to averages ranging from \$5,507 to \$7,713 that were received by graduates who were younger than 21 or between 23 and 25 years of age).
- Domestic graduates who were between 51 and 60 years of age (an average of \$20,579 was received in non-government loans, compared to averages ranging from \$3,844 to \$7,540 that were received by domestic graduates who were younger than 26 years of age).
- Domestic graduates who were divorced, separated, or widowed (an average of \$14,900 was owed in government student loans compared to an average of \$8,472 that was owed by domestic

¹⁶ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

graduates who were single).

- Graduates who did not self-identify as an Indigenous person (an average of \$11,999 was received in non-government loans, compared to an average of \$6,408 that was paid by graduates who self-identified as an Indigenous person).

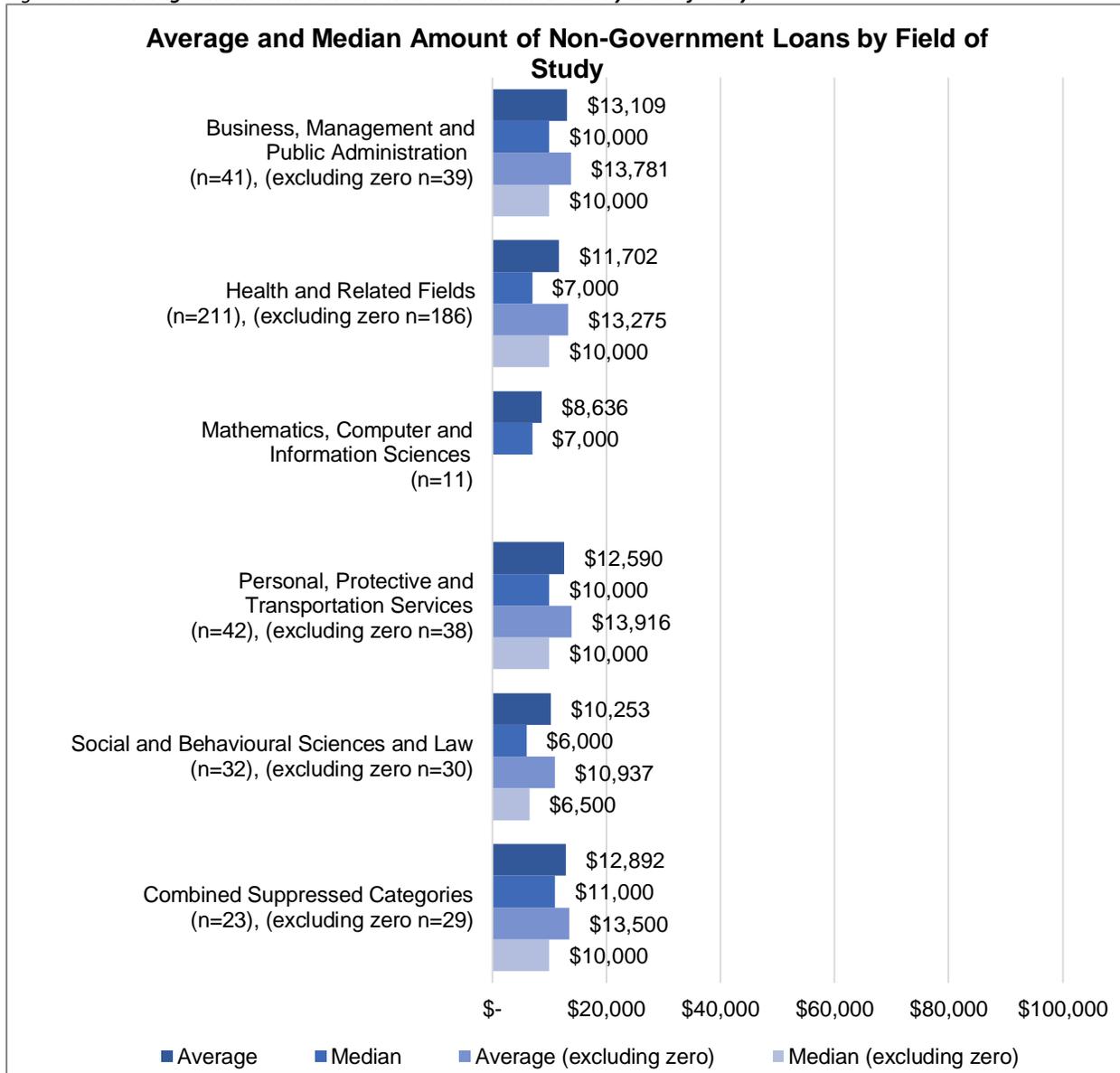
Figure 5.4-5 Average and Median Amount of Non-Government Loans



Q76: 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.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

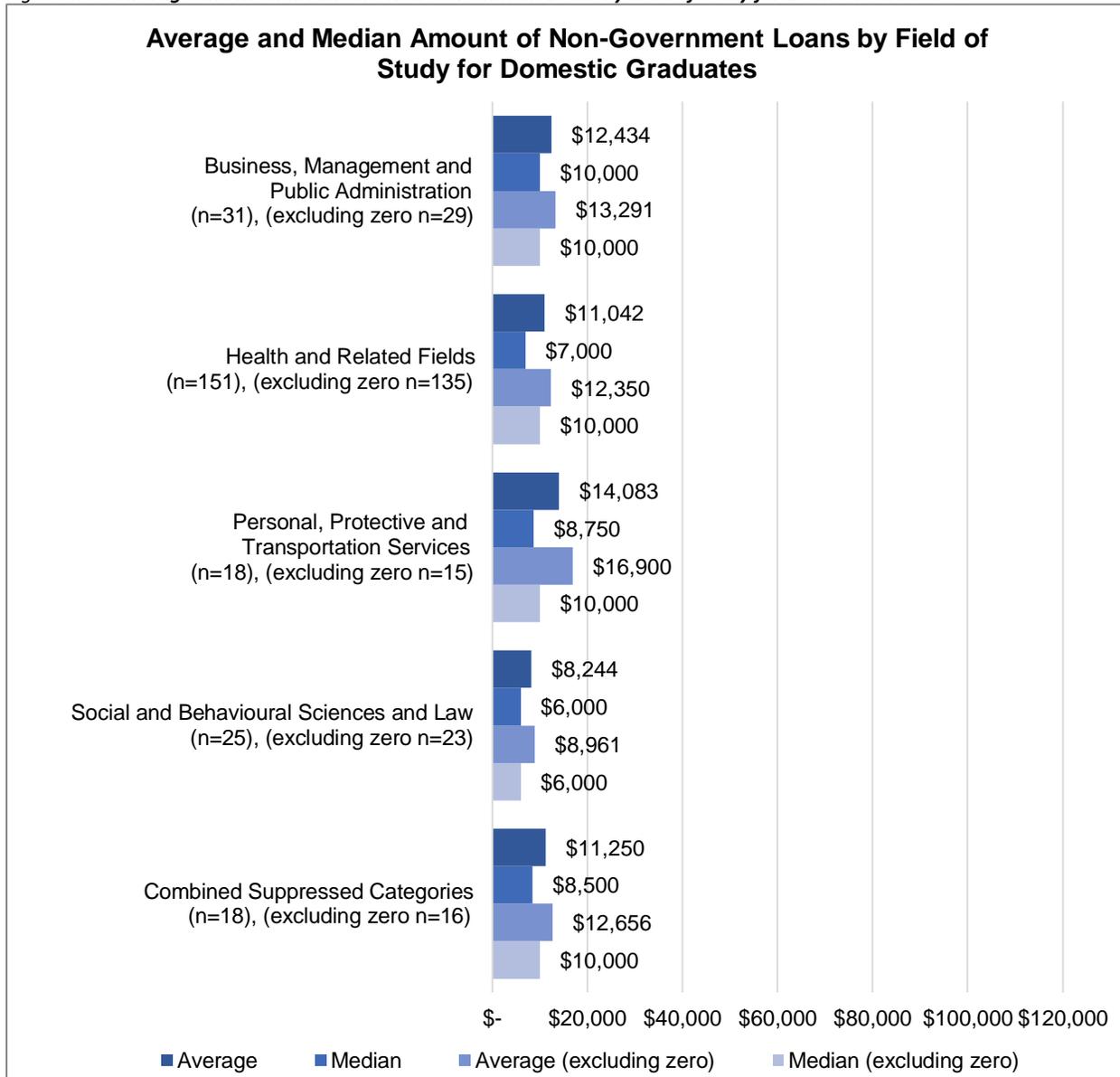
Figure 5.4-6 Average and Median Amount Non-Government Loans by Field of Study



Q76: 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.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

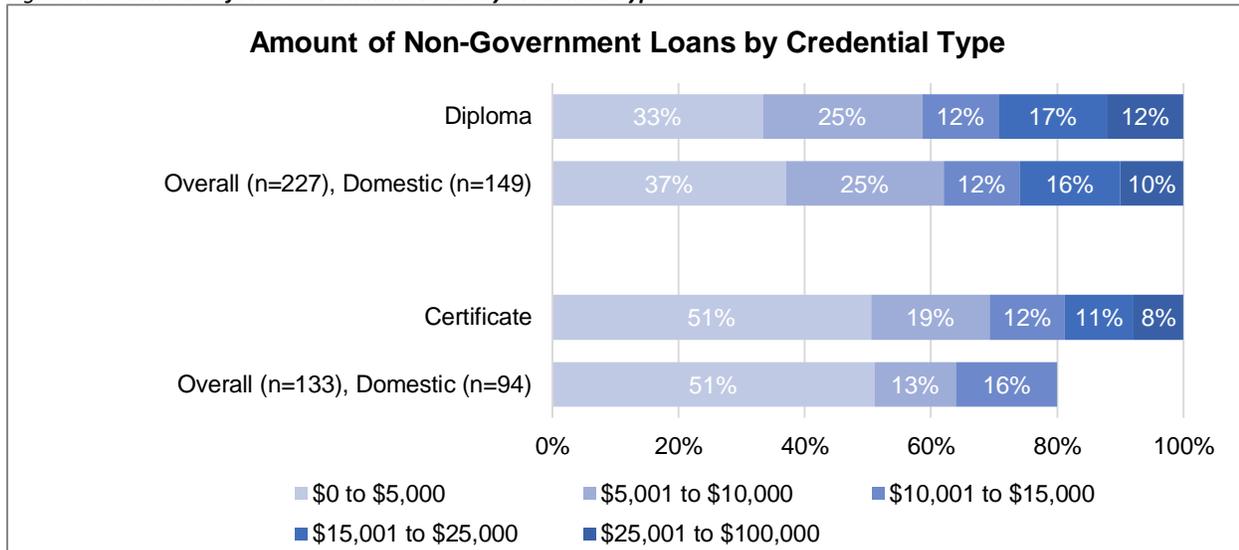
Figure 5.4-7 Average and Median Amount Non-Government Loans by Field of Study for Domestic Graduates



Q76: 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.

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

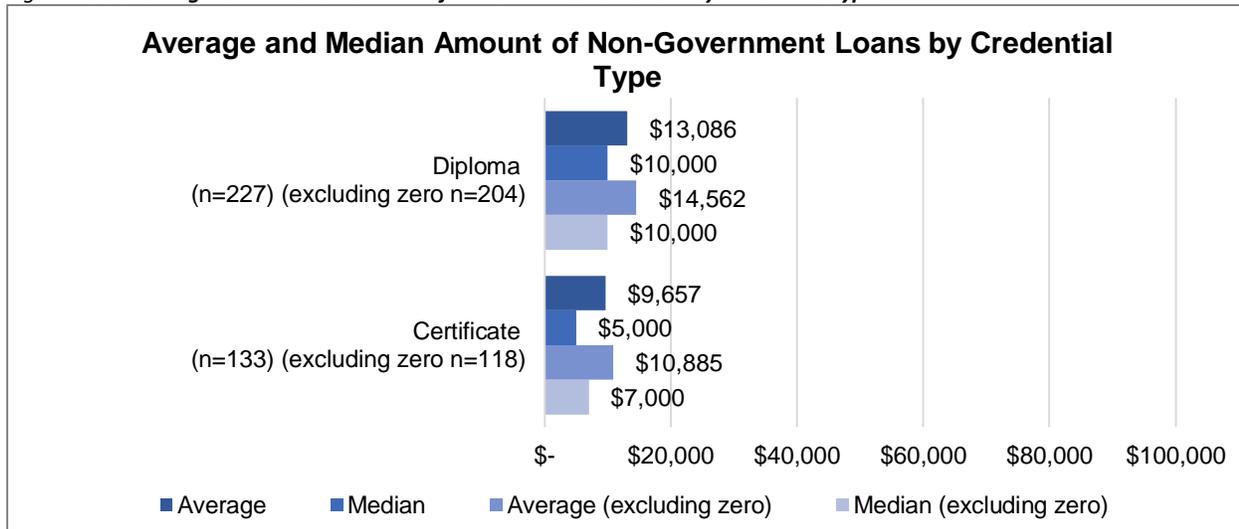
Figure 5.4-8 Amount of Non-Government Loans by Credential Type



Q76: 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.

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

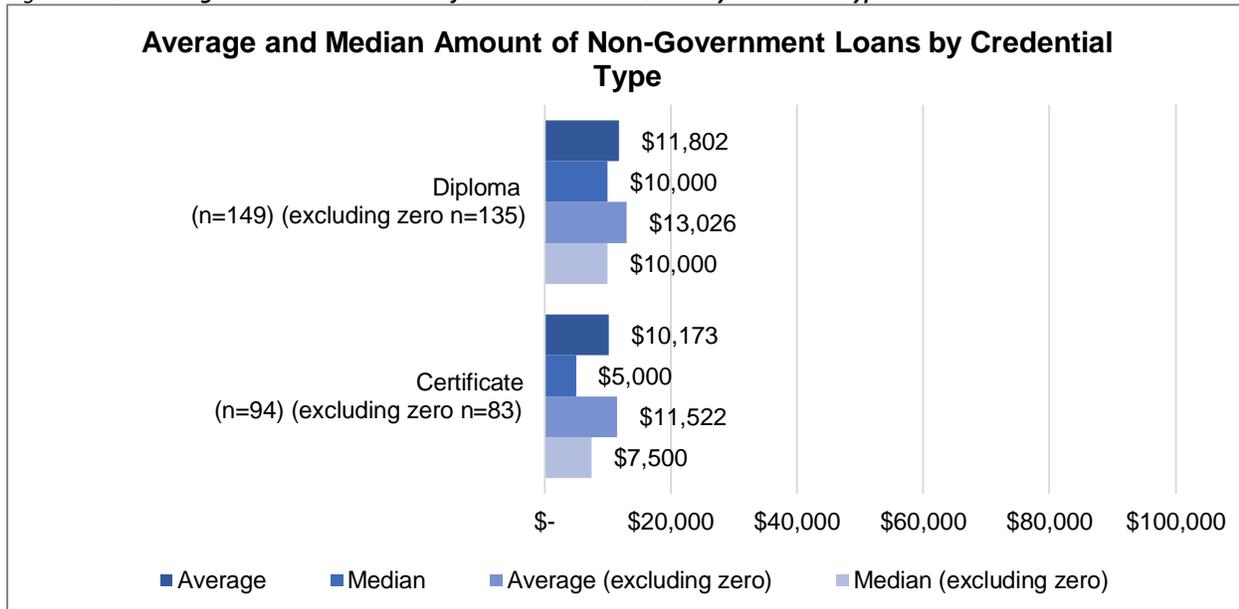
Figure 5.4-9 Average and Median Amount of Non-Government Loans by Credential Type



Q76: 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.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

Figure 5.4-10 Average and Median Amount of Non-Government Loans by Credential Type



Q76: 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.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$100,000 were rounded down to \$100,000 to exclude outliers.

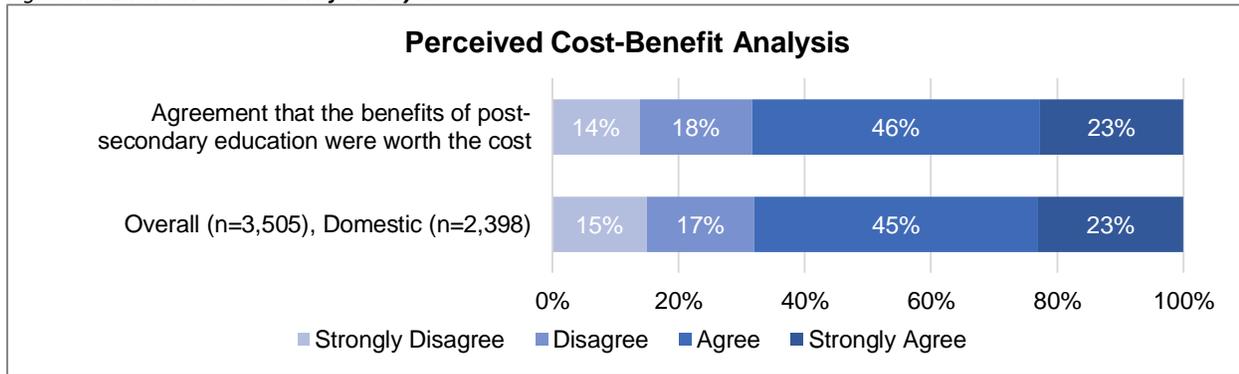
5.5 Perceived Cost-Benefit Analysis of Post-Secondary Education

This section covers graduates’ perceptions of if their education was worth the cost. It also shows how graduates’ total debt at graduation and total income affects their perception of the worth of their education.

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Table 5.5-4 Perceived Cost-Benefit Analysis by Total Loans	79
Table 5.5-5 Perceived Cost-Benefit Analysis by Total Income	80

Figure 5.5-1 **Perceived Cost-Benefit Analysis**



Q25: To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the ___(program name) ___. program to be worth the financial cost to me and/or my family? Do you...
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

More than two thirds (69%) were satisfied with the perceived cost-benefit analysis of their overall education experience, with 46% agreeing and 23% strongly agreeing that the benefits of post-secondary education were worth the financial cost. Certain demographic groups indicated that they felt particularly positive about the value of their overall education experience. Specifically, the following groups were significantly more likely to have selected ‘strongly agree’ than some of their peers:

- Graduates who were married or living with a partner (26% selected ‘strongly agree’ compared to 21% of graduates who were single). This pattern of results was similar among domestic graduates.
- Graduates with one or more dependents (25% selected ‘strongly agree’ compared to 21% of graduates without dependents).
- Graduates who self-identified as an Indigenous person (30% selected ‘strongly agree’ compared to 23% of graduates who did not). This pattern of results was similar among domestic graduates.
- Graduates of BHASE programs (24% selected ‘strongly agree’ compared to 15% of STEM graduates). This pattern of results was similar among domestic graduates.
- Graduates of Health and related fields (26% selected ‘strongly agree’ compared to 16% of graduates who studied Personal, protective and transportation services).
- Graduates who received a certificate (31% selected ‘strongly agree’ compared to 18% who received a diploma). This pattern of results was similar among domestic graduates.

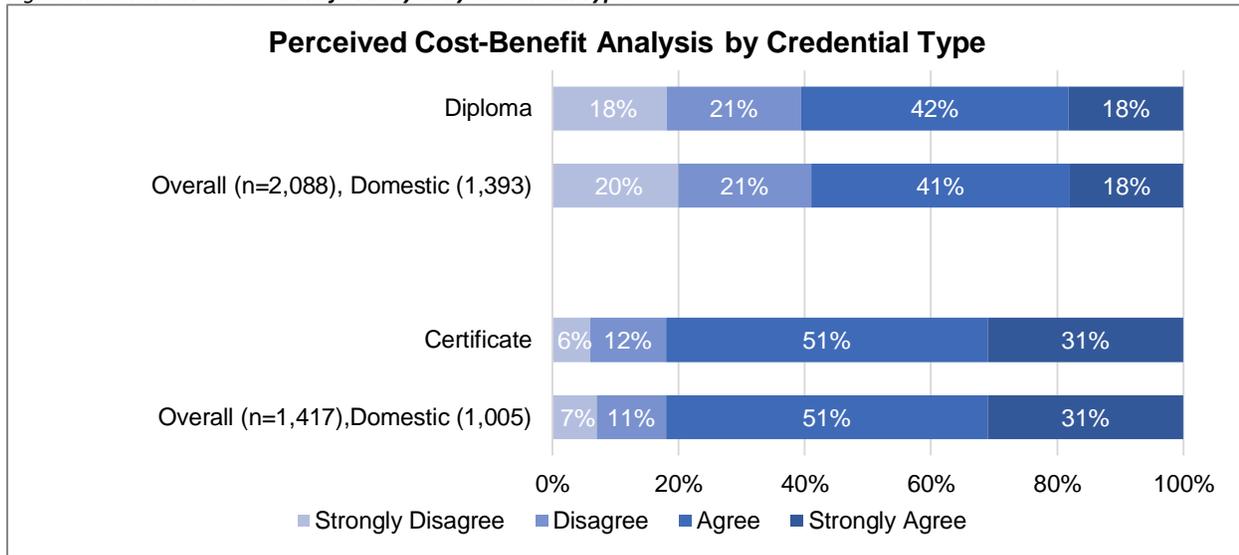
Table 5.5-2 *Perceived Cost-Benefit Analysis by Field of Study*

Perceived Cost-Benefit Analysis by Field of Study				
Overall	Strongly Disagree	Disagree	Agree	Strongly Agree
Architecture, Engineering, and Related Technologies (n=37)	-	-	49%	-
Business, Management and Public Administration (n=477)	17%	20%	41%	22%
Education (n=53)	-	-	49%	28%
Health and Related Fields (n=2091)	11%	15%	48%	26%
Mathematics, Computer and Information Sciences (n=117)	19%	23%	42%	16%
Personal, Protective and Transportation Services (n=369)	20%	27%	38%	16%
Social and Behavioural Sciences and Law (n=281)	16%	21%	46%	17%
Visual and Performing Arts, and Communications Technologies (n=44)	-	-	41%	-
Combined Suppressed Categories (n=36)	-	-	53%	-
Domestic	Strongly Disagree	Disagree	Agree	Strongly Agree
Business, Management and Public Administration (n=368)	20%	19%	38%	23%
Health and Related Fields (n=1,514)	12%	15%	47%	25%
Mathematics, Computer and Information Sciences (n=82)	20%	29%	39%	12%
Personal, Protective and Transportation Services (n=151)	21%	24%	36%	20%
Social and Behavioural Sciences and Law (n=207)	17%	18%	46%	18%
Visual and Performing Arts, and Communications Technologies (n=36)	-	-	44%	-
Combined Suppressed Categories (n=40)	-	-	50%	28%

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

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation. Combined suppressed categories includes results from the fields agriculture, natural resources and conservation and personal improvement and leisure for the overall sample and agriculture, natural resources and conservation, architecture, engineering, and related technologies, and education for the domestic sample.

Figure 5.5-3 Perceived Cost-Benefit Analysis by Credential Type



Q25: To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the ___(program name)___ program to be worth the financial cost to me and/or my family? Do you...
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Table 5.5-4 Perceived Cost-Benefit Analysis by Total Loans

Perceived Cost-Benefit Analysis by Total Loans				
Overall	Strongly Disagree	Disagree	Agree	Strongly Agree
\$0 (n=35)	-	-	60%	-
\$0.01-\$4,999 (n=88)	-	-	52%	28%
\$5,000-\$14,999 (n=445)	14%	15%	46%	25%
\$15,000-\$24,999 (n=831)	17%	18%	42%	23%
\$25,000 or more (n=522)	24%	24%	34%	17%
Domestic	Strongly Disagree	Disagree	Agree	Strongly Agree
\$0 (n=16)	-	-	69%	-
\$0.01-\$4,999 (n=70)	-	-	49%	31%
\$5,000-\$14,999 (n=316)	16%	14%	45%	25%
\$15,000-\$24,999 (n=591)	18%	17%	41%	24%
\$25,000 or more (n=378)	24%	25%	34%	17%

Q25: To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the ___(program name)___ program to be worth the financial cost to me and/or my family? Do you...
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of \$0 in loans were excluded from the calculations.

The perceived benefits of post-secondary education compared to the cost appears to be affected by the amount of loans graduates owed at graduation.

Graduates with between \$0.01 and \$24,999 in total loans were more likely to select ‘agree’ or ‘strongly agree’ compared to graduates with more than \$25,000 in total loans, with 65% to 81% of the former indicating that they agreed or strongly agreed that the benefits of their education were worth the cost compared to 52% of the latter. In particular, graduates between \$5,000 and \$14,999 in total loans were more likely to indicate that they strongly agreed that the benefits of their education outweighed the cost (25% compared to 17% of graduates with more than \$25,000 owed in loans).

Additionally, domestic graduates with between \$0.01 and \$24,999 in total loans were more likely to select ‘agree’ or ‘strongly agree’ compared to graduates with more than \$25,000 in total loans, with 65% to 80% of the former indicating that they agreed or strongly agreed that the benefits of their education were worth the cost compared to 51% of the latter. In particular, domestic graduates between \$0.01 and \$4,999 in total loans were more likely to indicate that they strongly agreed that the benefits of their education outweighed the cost (31% compared to 17% of domestic graduates with more than \$25,000 owed in loans).

Table 5.5-5 *Perceived Cost-Benefit Analysis by Total Income*

Perceived Cost-Benefit Analysis by Total Income				
Overall	Strongly Disagree	Disagree	Agree	Strongly Agree
\$0 to \$14,999 (n=121)	17%	21%	39%	22%
\$15,000 to \$29,999 (n=250)	13%	19%	50%	18%
\$30,000 to \$44,999 (n=413)	13%	17%	45%	25%
\$45,000 to \$59,999 (n=244)	10%	15%	49%	26%
\$60,000 to \$74,999 (n=95)	-	-	45%	41%
\$75,000 to \$150,000 (n=114)	10%	9%	40%	41%
Domestic	Strongly Disagree	Disagree	Agree	Strongly Agree
\$0 to \$14,999 (n=91)	19%	19%	42%	21%
\$15,000 to \$29,999 (n=165)	15%	15%	53%	18%
\$30,000 to \$44,999 (n=292)	13%	18%	42%	26%
\$45,000 to \$59,999 (n=154)	10%	15%	47%	27%
\$60,000 to \$74,999 (n=57)	-	-	44%	39%
\$75,000 to \$150,000 (n=69)	-	-	38%	39%

Q25: To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the ___(program name)___ program to be worth the financial cost to me and/or my family? Do you...
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

The graduates’ total income also appeared to affect the perceived benefits of post-secondary education compared to the cost.

Graduates with an income of \$60,000 or more were more likely to select ‘agree’ or ‘strongly agree’ as compared to graduates with annual incomes of less than \$15,000, with 82% to 86% of the former indicating that they agreed or strongly agreed that the benefits of their education were worth the cost compared to 61% of the latter. In particular, graduates with an income of \$60,000 or over were more likely to indicate

that they strongly agreed that the benefits of their education outweighed the cost compared to graduates with an income less than \$45,000 (41% compared to 18% to 25%).

Additionally, for domestic graduates with an income of \$60,000 or over were more likely to indicate that they strongly agreed that the benefits of their education outweighed the cost compared to graduates with an income between \$15,000 to \$29,999 (39% compared to 18%).

6 Outcomes

This section covers the outcomes that graduates experienced after they completed their post-secondary program. It includes employment rate and labour force status, average incomes, how related their program was to their current position, and historic outcomes.

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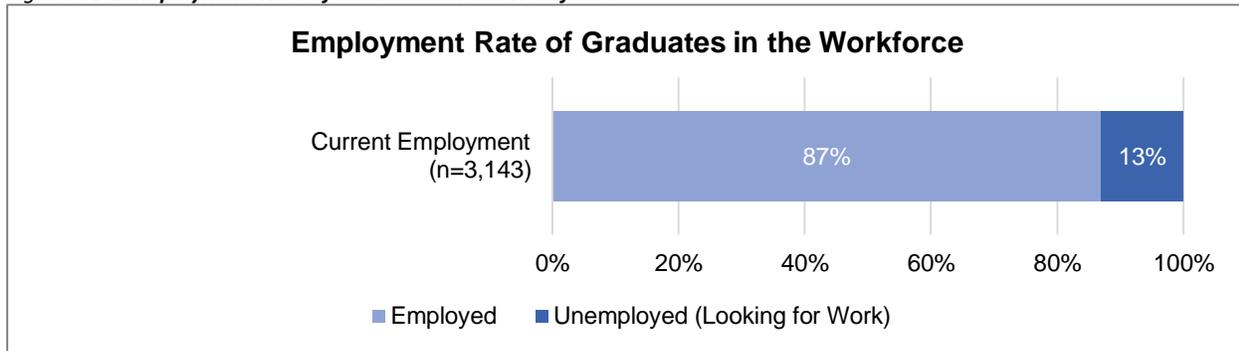
6.1 Employment Rate

This section covers graduates' employment rate and details of the graduates' job search. The information includes information on employment rate and labour force status. The details of the graduates' job search include the time to full time employment, if their first job was related to their education, challenges to finding employment, and their main reason for looking for a job or not looking for a job.

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Figure 6.1-1 *Employment Rate of Graduates in the Workforce*



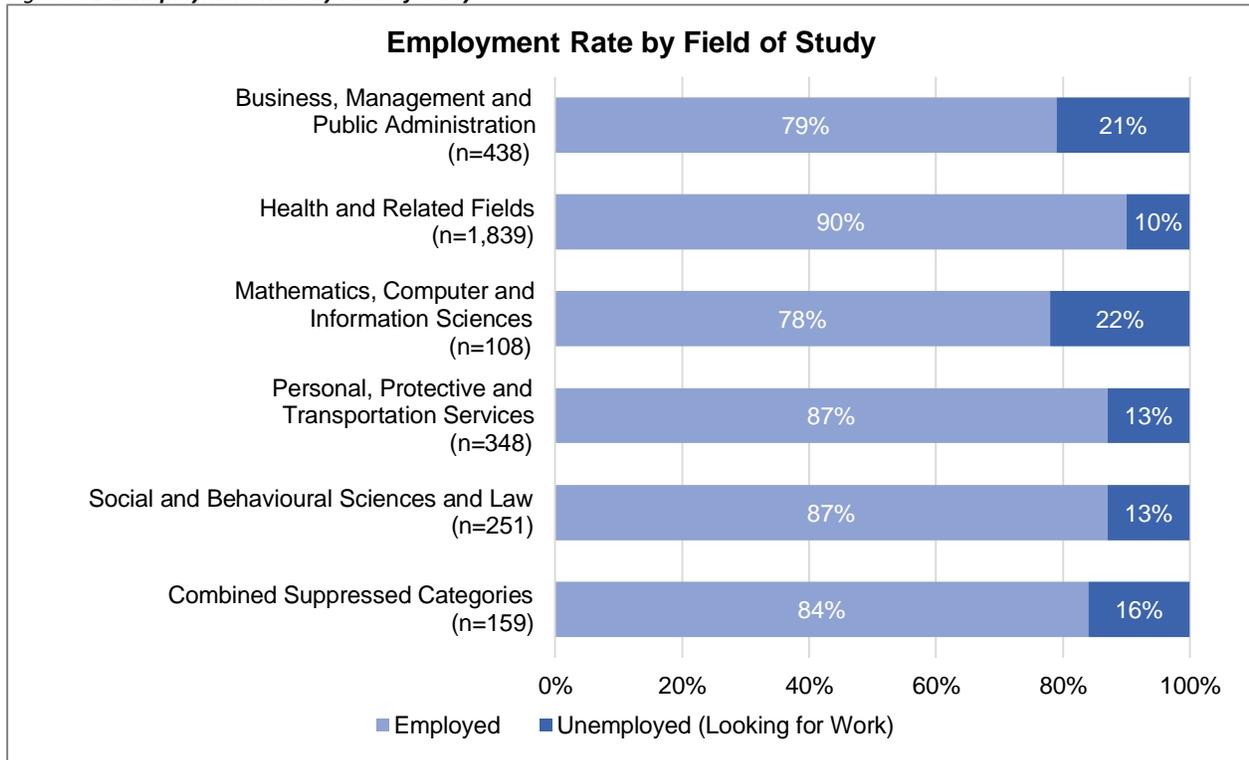
Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results.

Most graduates (87%) in the workforce were currently employed. Certain demographic groups reported a higher employment rate than others, specifically:

- Graduates without dependents (88% employment rate compared to 86% of graduates with one or more dependents).
- Graduates who did not self-identify as an Indigenous person (88% employment rate compared to 81% of graduates who self-identified as an Indigenous person).
- Graduates who did not self-identify as a person with a disability (88% employment rate compared to 77% of graduates who self-identified as a person with a disability).
- Graduates originally from rural Alberta (91% employment rate compared to 85% of graduates originally from Edmonton).
- Graduates who left K-12 schooling between eleven to twenty years before being surveyed (90% employment rate compared to a range of 85% to 86% of graduates who left K-12 schooling two to five years or more than twenty years before being surveyed).
- Graduates of BHASE programs (87% employment rate compared to 79% of STEM graduates).
- Graduates of Health and related fields (90% employment rate compared to a range of 78% to 79% of Mathematics, computer and information sciences and Business, management and public administration).
- Graduates who received a certificate (90% employment rate compared to 85% who received a diploma).

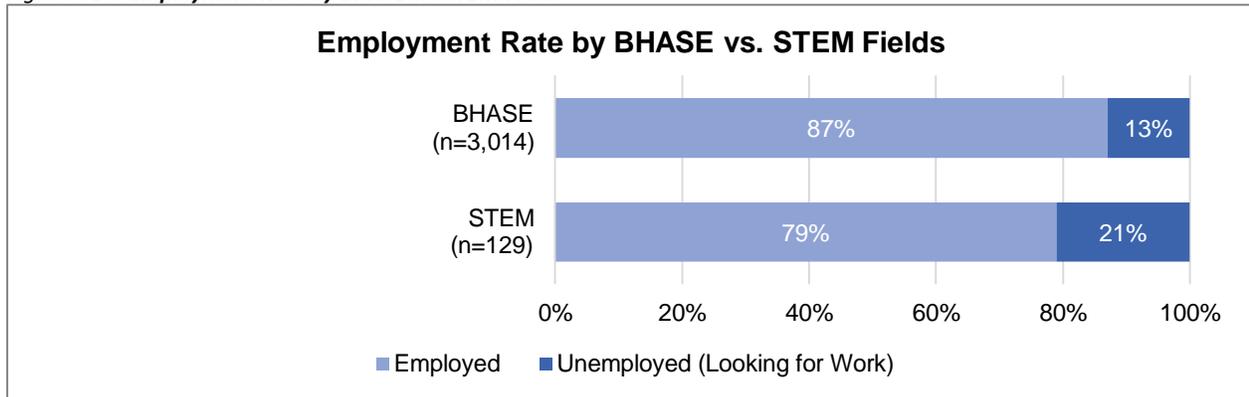
Figure 6.1-2 **Employment Rate by Field of Study**



Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

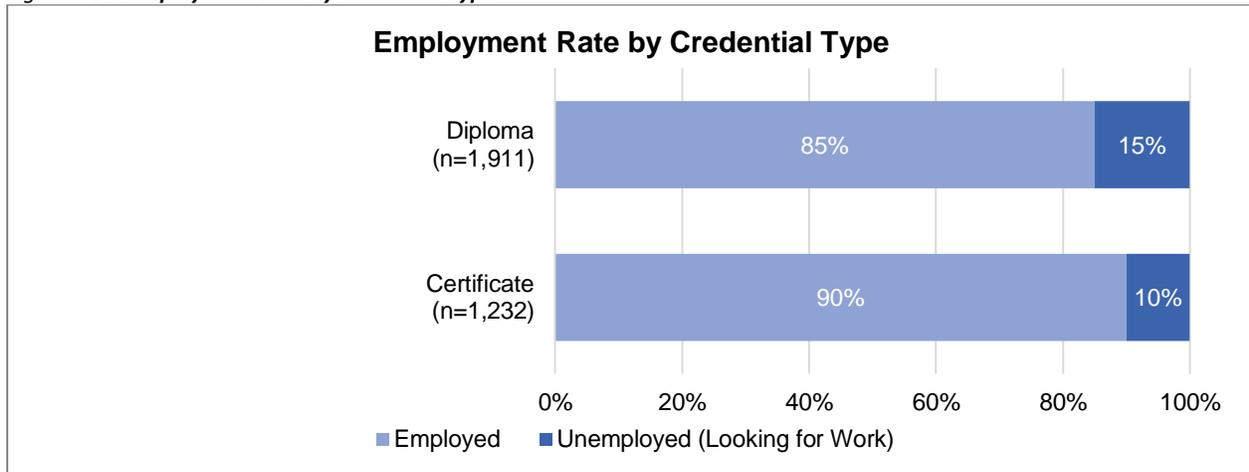
Figure 6.1-3 **Employment Rate by BHASE vs. STEM Fields**



Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results.

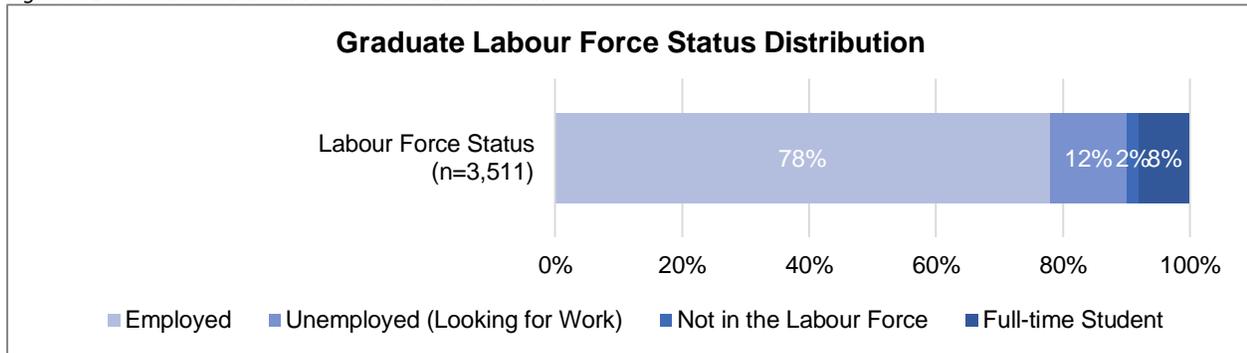
Figure 6.1-4 **Employment Rate by Credential Type**



Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results.

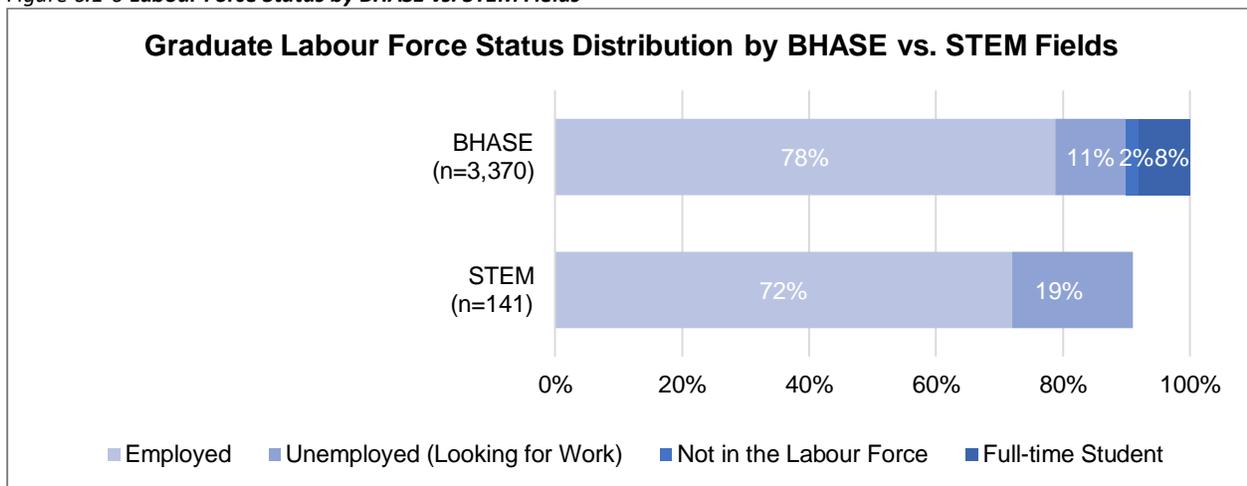
Figure 6.1-5 Graduate Labour Force Status Distribution



Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results.

Figure 6.1-6 Labour Force Status by BHASE vs. STEM Fields



Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Although there are no significant differences in the rates of employment between different age groups (a range of 84% to 90%), there were some differences in labour force status. Unlike employment rate which only includes graduates who are employed or unemployed and looking for work, labour force status also includes those who are unemployed and not looking for work, such as retirees, stay-at-home parents, those

experiencing health issues, and full-time students. The results of labour force status by age show that graduates between 26 and 40 years of age were employed more often (a range of 79% to 81%) compared to graduates younger than 23 (72%). Graduates over the age of 40 were more likely to be unemployed and looking for work than graduates under the age of 23 (15% compared to 8%).

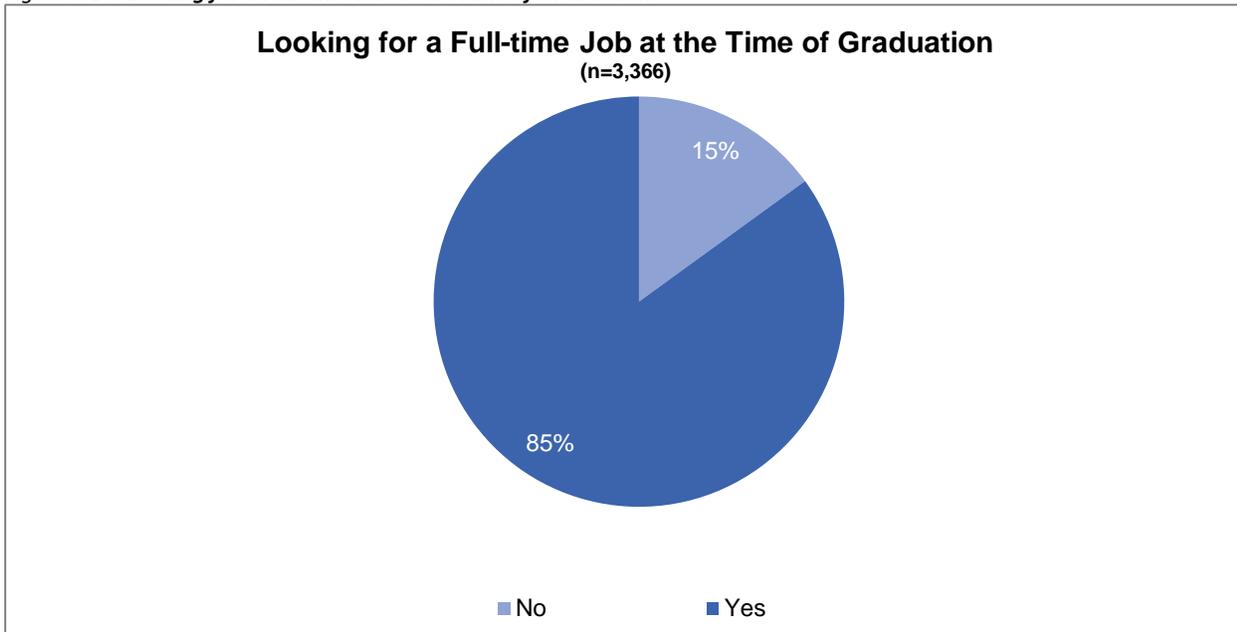
Table 6.1-7 **Labour Force Status by Age**

Labour Force Status by Age				
Overall	Employed	Unemployed, looking for work	Not in the Labour Force	Full-time student
41 or older (n=755)	78%	15%	2%	6%
31 to 40 (n=905)	79%	11%	3%	7%
26 to 30 (n=560)	81%	10%	2%	7%
23 to 25 (n=381)	76%	14%	3%	7%
22 or younger (n=469)	72%	-	-	18%

Q29. Are you currently enrolled as a student? Q31. Are you currently a part-time or full-time student? Q38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? Q39. Are you currently looking for a job? Q41. What is the main reason you are looking for a job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Full-time students and graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 41, some respondents were also determined to be employed and were included as such in the calculation of employment results. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.1-8 Looking for a Full-time Job at the Time of Graduation



Q34. When you graduated, did you want to find a full-time job? (In some cases, people may have taken time off after graduation, or may have preferred to work part-time instead.)

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Table 6.1-9 Time to Full-time Employment

Time to Full-time Employment							
Overall	0 months or were employed during school	1 to 3 months	4 to 6 months	7 to 12 months	More than 1 year to 2 years	More than 2 years	Have not been employed full-time since graduation
Time to Employment (n=2,706)	38%	22%	8%	5%	-	-	26%

Q35. How many months after graduation did it take you to obtain a full-time job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. The ‘More than 2 years’ category has been removed from the chart as it rounded to 0%. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Most graduates (73%) were able to find a full-time job, or the equivalent within a year of graduating. Of those graduates who found a job within two years after graduating and excluding graduates who already had a job while in school that they kept, the average time to obtain a full-time job or equivalent was 3.4 months.

Table 6.1-10 Time to Full-time Employment by Field of Study

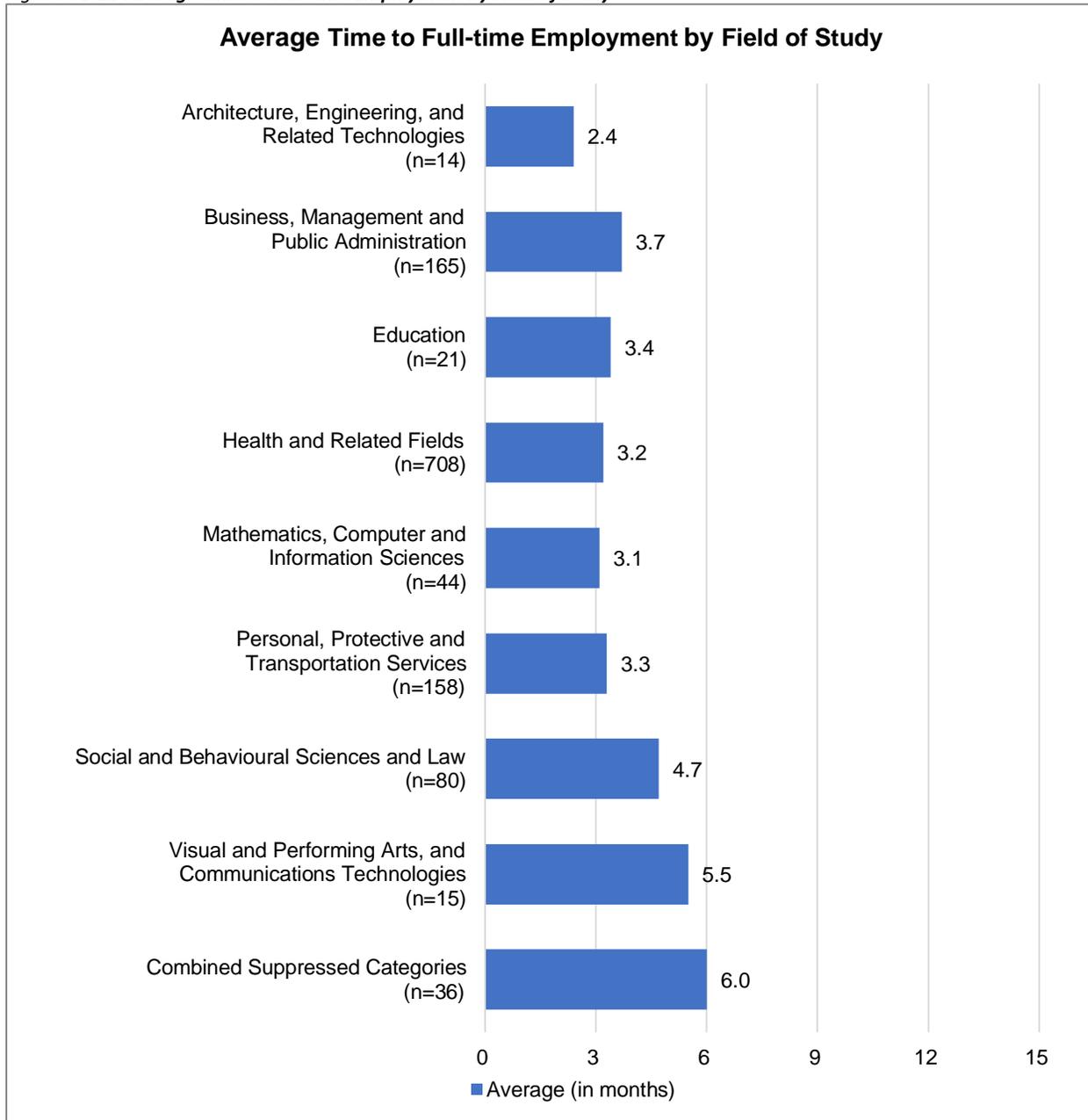
Time to Full-time Employment by Field of Study							
Overall	0 months or were employed during school	1 to 3 months	4 to 6 months	7 to 12 months	More than 1 year to 2 years	More than 2 years	Have not been employed full-time since graduation
Business, Management and Public Administration (n=389)	35%	20%	10%	4%	-	-	29%
Education (n=50)	36%	24%	-	-	-	-	26%
Health and Related Fields (n=1,573)	38%	22%	8%	5%	-	-	25%
Mathematics, Computer and Information Sciences (n=91)	33%	21%	12%	-	-	-	30%
Personal, Protective and Transportation Services (n=310)	34%	26%	6%	6%	-	-	25%
Social and Behavioural Sciences and Law (n=211)	45%	16%	8%	8%	-	-	22%
Visual and Performing Arts, and Communications Technologies (n=36)	31%	-	-	-	-	-	36%
Combined Suppressed Categories (n=46)	37%	22%	-	-	-	-	24%

Q35. How many months after graduation did it take you to obtain a full-time job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. The ‘More than 2 years’ category has been removed from the chart as it rounded to 0%.

The ‘More than 2 years’ category was not applicable to any fields of study except Humanities; Mathematics, Computer and Information Sciences; Personal, Protective and Transportation Services; and Other as it rounded to 0% for all other fields of study. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.1-11 Average Time to Full-time Employment by Field of Study



Q35. How many months after graduation did it take you to obtain a full-time job?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

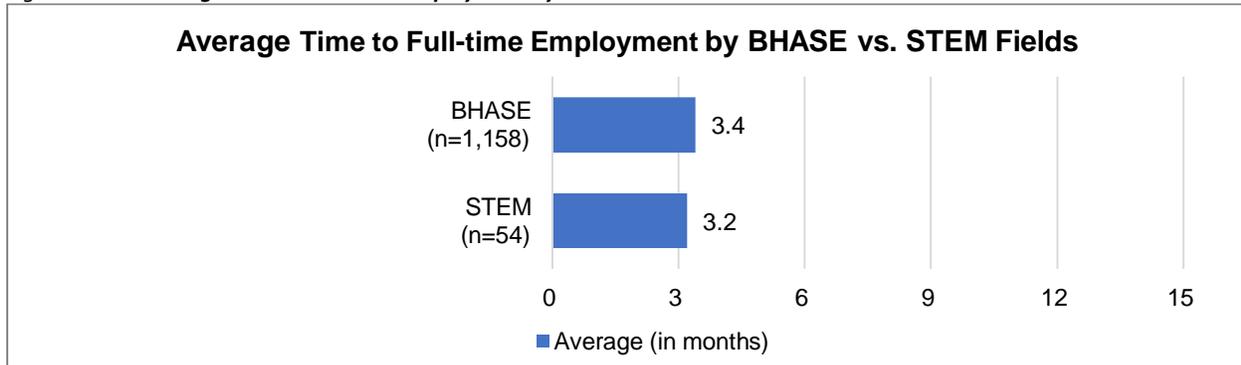
Table 6.1-12 Time to Full-time Employment by BHASE vs. STEM Fields

Time to Full-time Employment by BHASE vs. STEM Fields							
Overall	0 months or were employed during school	1 to 3 months	4 to 6 months	7 to 12 months	More than 1 year to 2 years	More than 2 years	Have not been employed full-time since graduation
STEM (n=109)	29%	21%	13%	-	-	-	31%
BHASE (n=2,597)	38%	22%	8%	5%	-	-	25%

Q35. How many months after graduation did it take you to obtain a full-time job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. The ‘More than 2 years’ category has been removed from the chart as it rounded to 0% for all credential types. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.1-13 Average Time to Full-time Employment by BHASE vs. STEM Fields



Q35. How many months after graduation did it take you to obtain a full-time job?

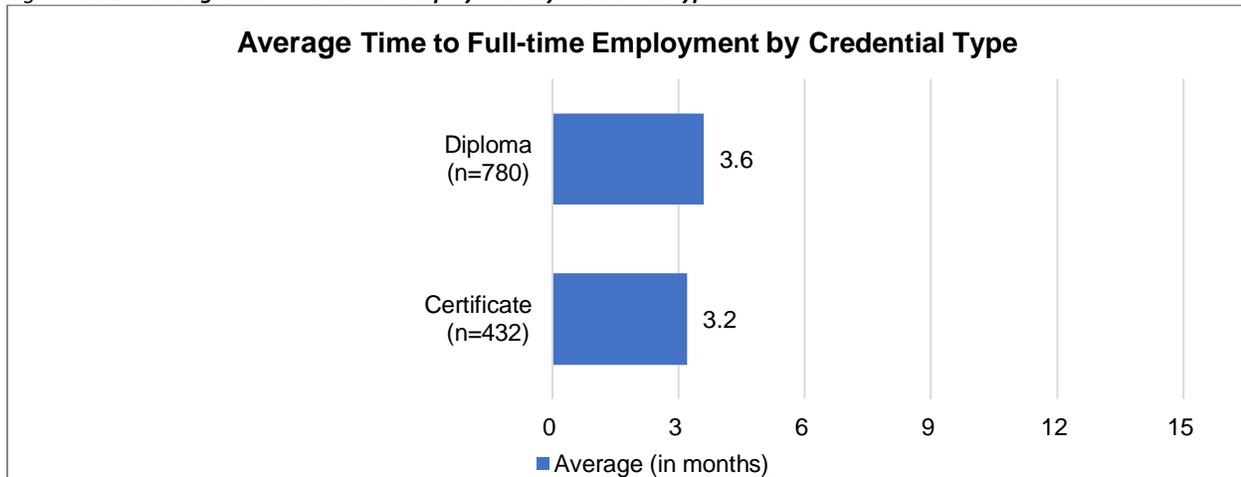
Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results.

Table 6.1-14 Time to Full-time Employment by Credential Type

Time to Full-time Employment by Credential Type							
Overall	0 months or were employed during school	1 to 3 months	4 to 6 months	7 to 12 months	More than 1 year to 2 years	More than 2 years	Have not been employed full-time since graduation
Diploma (n=1,680)	37%	22%	8%	5%	-	-	25%
Certificate (n=1,026)	38%	21%	8%	5%	-	-	27%

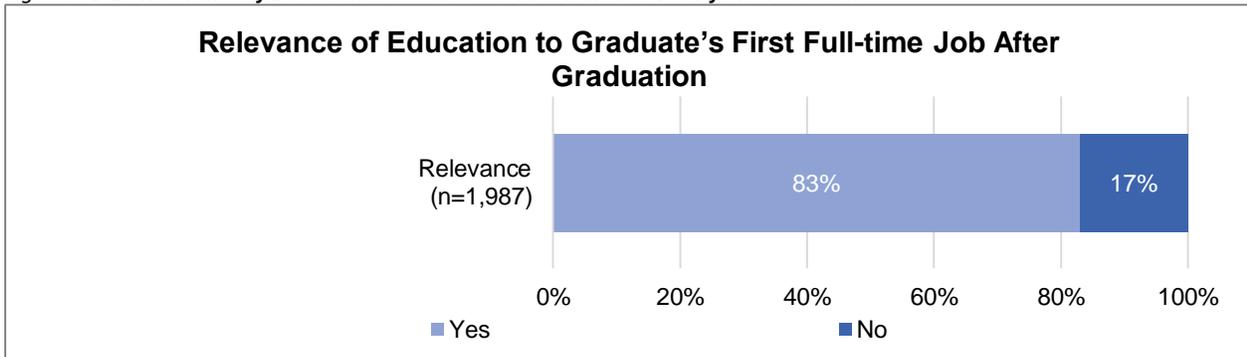
Q29: How many months after graduation did it take you to obtain a full-time job or the equivalent of a full-time job?
 Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.1-15 Average Time to Full-time Employment by Credential Type



Q35. How many months after graduation did it take you to obtain a full-time job?
 Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results.

Figure 6.1-16 *Relevance of Education to Graduate’s First Full-time Job After Graduation*

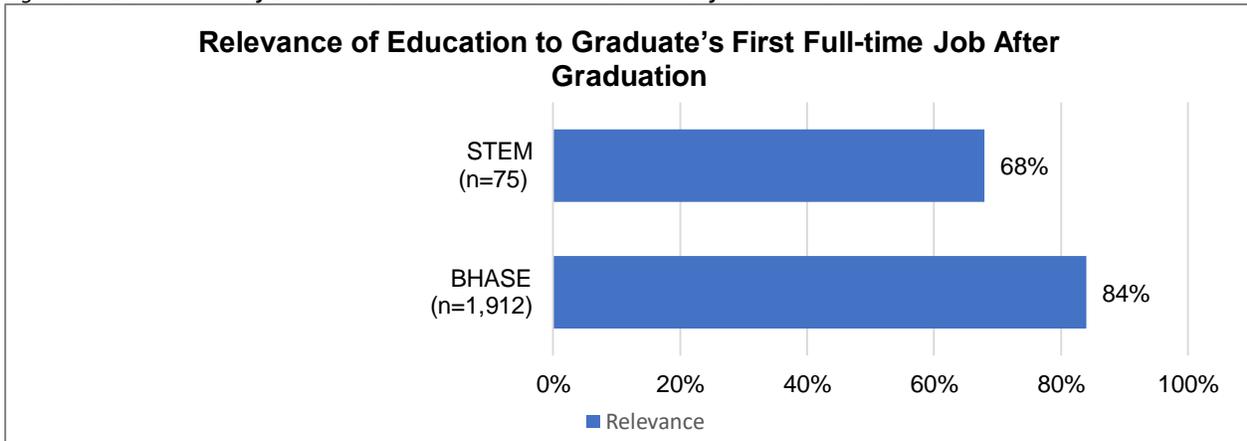


Q36. Was the full-time job relevant to your program of studies?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Graduates of BHASE programs were more likely to have a job relevant to their program of studies than STEM graduates (84% compared to 68%).

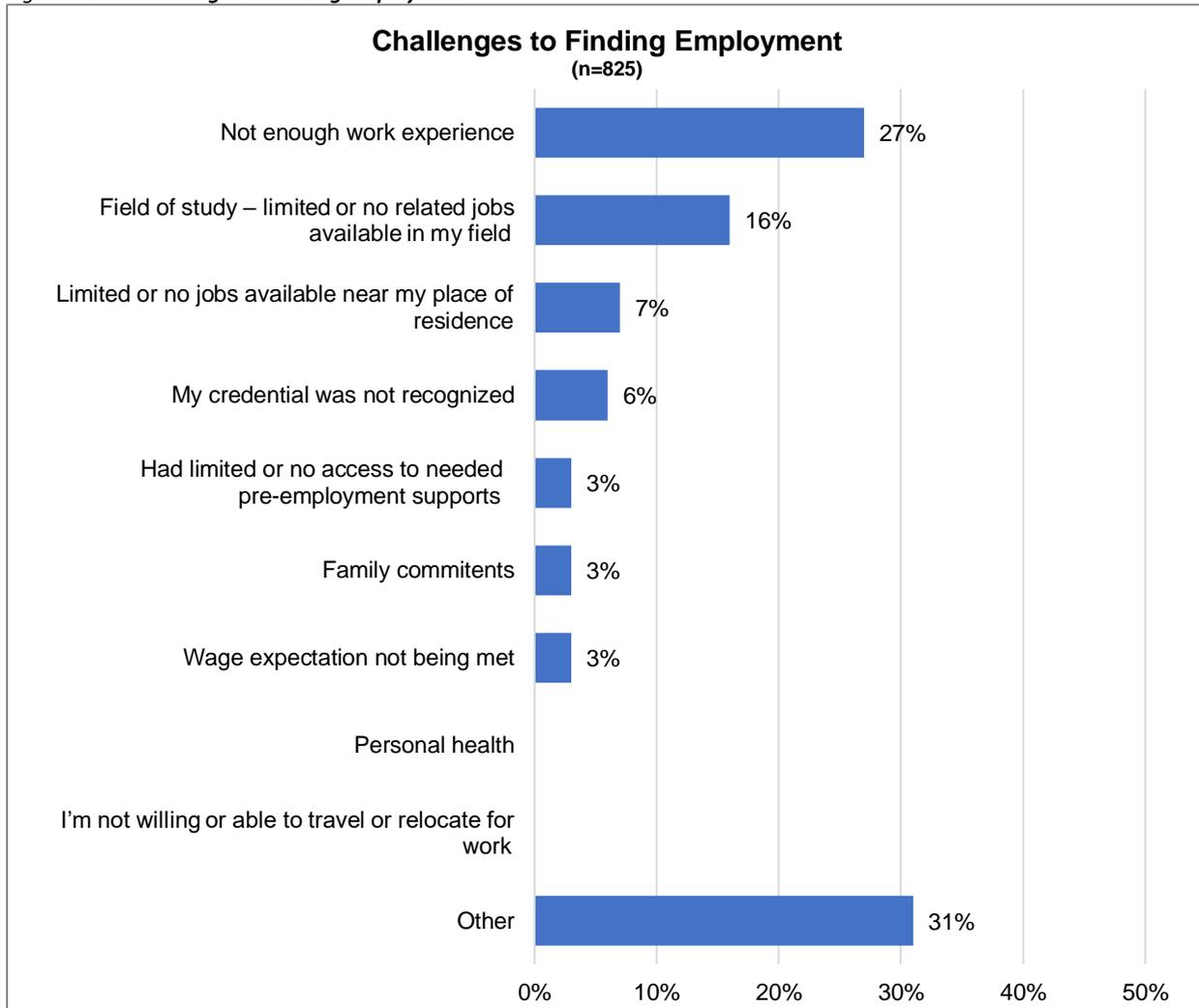
Figure 6.1-17 *Relevance of Education to Graduate’s First Full-time Job After Graduation*



Q36. Was the full-time job relevant to your program of studies?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 6.1-18 Challenges to Finding Employment

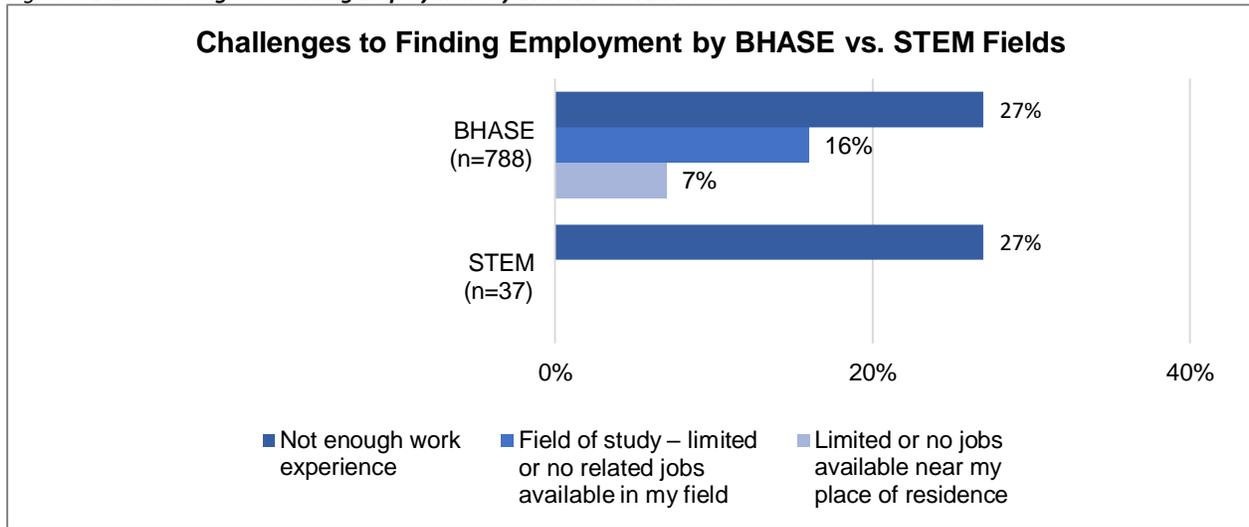


Q37: What challenge most impacted your ability to find employment?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. This question was only asked of respondents who indicated that it took them longer than 6 months after graduation to obtain a full-time job or the equivalent to a full-time job. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

The main challenges that graduates faced while looking for employment were a lack of work experience (27%), followed by a limited number of jobs, either in their field of study (16%) or in their area of residence (7%). Almost a third (31%) reported ‘other’ reasons and common themes among those responses included: education did not prepare them for their career, the economy, issues with exams for credentials, finding a job that was desirable, and no challenges.

Figure 6.1-19 Challenges to Finding Employment by BHASE vs. STEM Fields

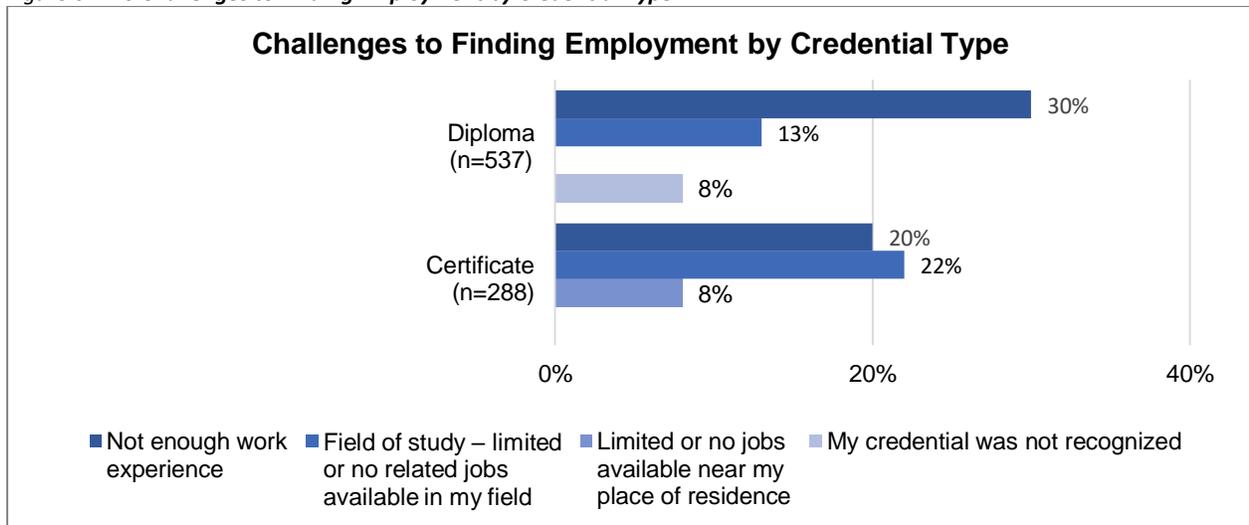


Q37: What challenge most impacted your ability to find employment?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. This question was only asked of respondents who indicated that it took them longer than 6 months after graduation to obtain a full-time job or the equivalent to a full-time job. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Graduates who received a diploma were more likely to indicate that the challenge that impacted their ability to find work the most was not having enough work experience (30% compared to 20% of graduates who received a certificate), while graduates who received a certificate were more likely to indicate that the challenge that impacted their ability to find work the most was that there were limited or no jobs related to their field of study (22% compared to 13% of graduates who received a diploma).

Figure 6.1-20 Challenges to Finding Employment by Credential Type

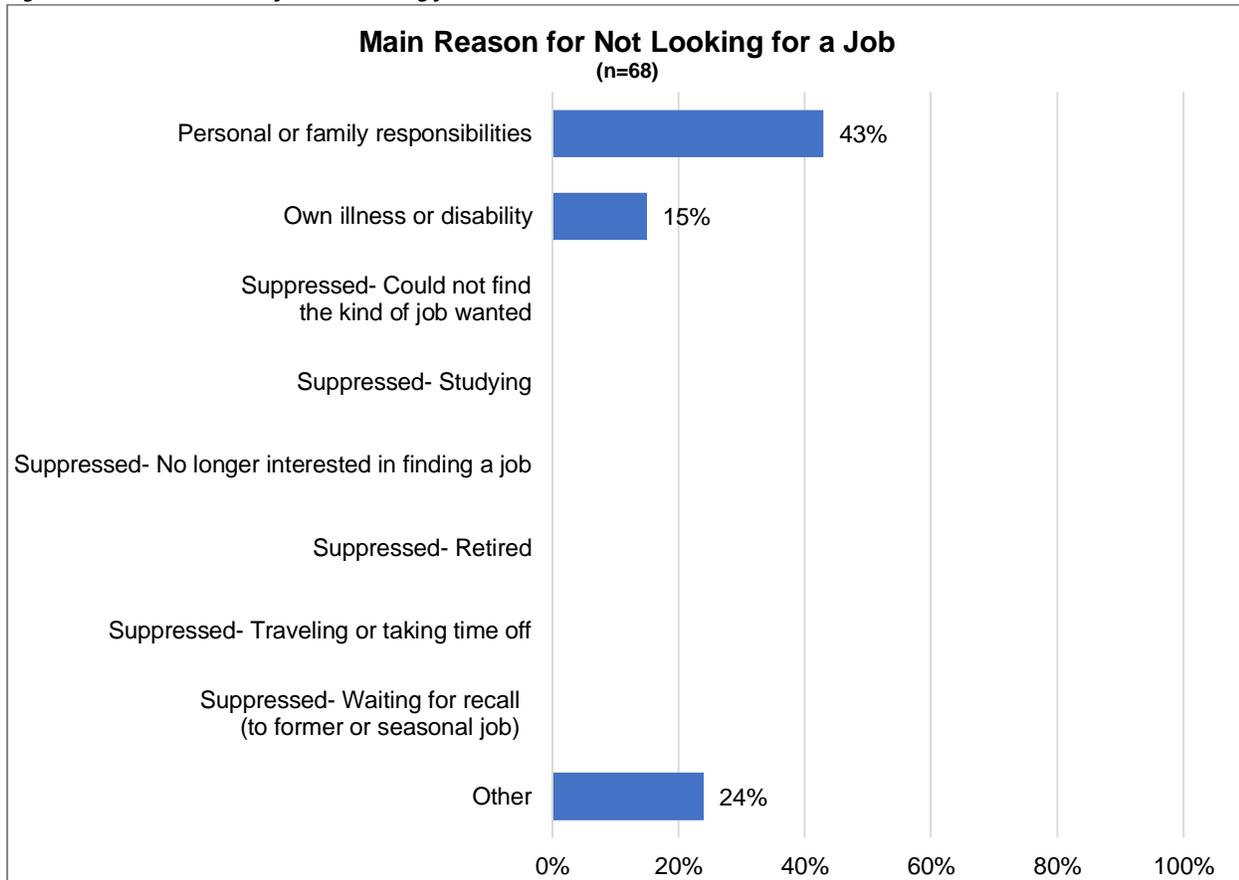


Q37: What challenge most impacted your ability to find employment?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. This question was only asked of respondents who indicated that it took them longer than 6 months after graduation to obtain a full-time job or the equivalent to a full-time job. Response options with less than 10

responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.1-21 **Main Reason for Not Looking for a Job**



Q40. What is the main reason you are not looking for a job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

The main reasons that graduates who were unemployed and were not looking for a job were personal or family responsibilities (43%), personal illness or disability (15%), and followed by not being able to find the kind of job wanted (9%). The most common theme among the responses that was included in the 'other' group was the COVID-19 pandemic.

The main reason that graduates who were employed and were looking for a job was to increase compensation and benefits (12%). However, the majority (72%) indicated they were looking for a job for ‘other’ reasons besides the options that the telephone interviewers could code responses into based on the survey instrument. Common themes among the responses that were included in the 'other' group included: for general finance, wanting a job related to their field of study, wanting permanent or full-time employment, or looking to achieve personal or career goals.

6.2 Work Experience and Current Employment

This section covers graduates previous work experience and current work situation. This includes if they are self-employed, how long they have been employed, the number of jobs they have, and the number of hours, and the graduates’ opinions on their current jobs.

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Table 6.2-1 Working Experience Related to Graduate’s Post-secondary Training

Working Experience Related to Graduate’s Post-secondary Training							
Overall	No related experience	1 year	2 years	3-5 years	6 to 10 years	10 to 20 year	More than 20 years
Currently Employed Graduates (n=2,217)	23%	31%	21%	10%	8%	5%	1%

Q42. How many years of working experience you have had related to any of your post-secondary training?

Notes: Values may not add to 100% due to rounding. Don’t know” and “Prefer not to say” responses were excluded from analysis.

Almost a third (31%) of employed graduates had one year of work experience that related to their education, and about one in five (21%) had 2 years of related experience. Almost a quarter (23%) of employed graduates had no related experience. Certain demographic groups were more likely to report three or more years of related experience than some of their peers, specifically:

- Graduates who were between 31 and 60 years of age (a range of 29% to 35% with three or more years of related experience compared to a range of 8% to 17% of graduates who were younger than 31 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 29% to 33% with three or more years of related experience compared to 17% of graduates who were single).
- Graduates with dependents (30% with three or more years of related experience compared to 19% of graduates without dependents).
- Graduates who left K-12 schooling more than ten years before being surveyed (a range of 27% to 39% with three or more years of related experience compared to a range of 13% to 15% of graduates who left K-12 schooling ten years or less before being surveyed).
- Graduates who started post-secondary schooling for the first time more than ten years before being surveyed (a range of 38% to 49% with three or more years of related experience compared to a range of 19% to 24% of graduates who started post-secondary schooling for the first time ten years or less before being surveyed).
- Graduates of Social and behavioural sciences and law, Business, management and public administration, Education, and Architecture, engineering, and related technologies (a range of 38% to 67% with three or more years of related experience compared to a range of 14% to 20% of graduates of Personal, protective and transportation services and Health and related fields).

Table 6.2-2 Working Experience Related to Graduate's Post-secondary Training by Field of Study

Working Experience Related to Graduate's Post-secondary Training by Field of Study							
Overall	No related experience	1 year	2 years	3-5 years	6 to 10 years	10 to 20 year	More than 20 years
Business, Management and Public Administration (n=268)	22%	21%	19%	15%	12%	-	-
Education (n=41)	-	29%	-	-	-	-	-
Health and Related Fields (n=1,320)	24%	34%	22%	8%	6%	4%	1%
Mathematics, Computer and Information Sciences (n=69)	25%	33%	-	-	14%	-	-
Personal, Protective and Transportation Services (n=264)	20%	36%	30%	7%	5%	-	-
Social and Behavioural Sciences and Law (n=179)	23%	23%	16%	16%	11%	-	-
Combined Suppressed Categories (n=47)	-	26%	-	-	-	21%	-

Q42. How many years of working experience you have had related to any of your post-secondary training?

Notes: Values may not add to 100% due to rounding. Don't know" and "Prefer not to say" responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation. A dash in a table cell indicates that the results were suppressed.

Table 6.2-3 Working Experience Related to Graduate's Post-secondary Training by BHASE vs. STEM Fields

Working Experience Related to Graduate's Post-secondary Training by BHASE vs. STEM Fields							
Overall	No related experience	1 year	2 years	3-5 years	6 to 10 years	10 to 20 year	More than 20 years
BHASE (n=2,135)	23%	31%	22%	10%	8%	5%	1%
STEM (n=82)	27%	28%	12%	-	15%	-	-

Q42. How many years of working experience you have had related to any of your post-secondary training?

Notes: Values may not add to 100% due to rounding. Don't know" and "Prefer not to say" responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

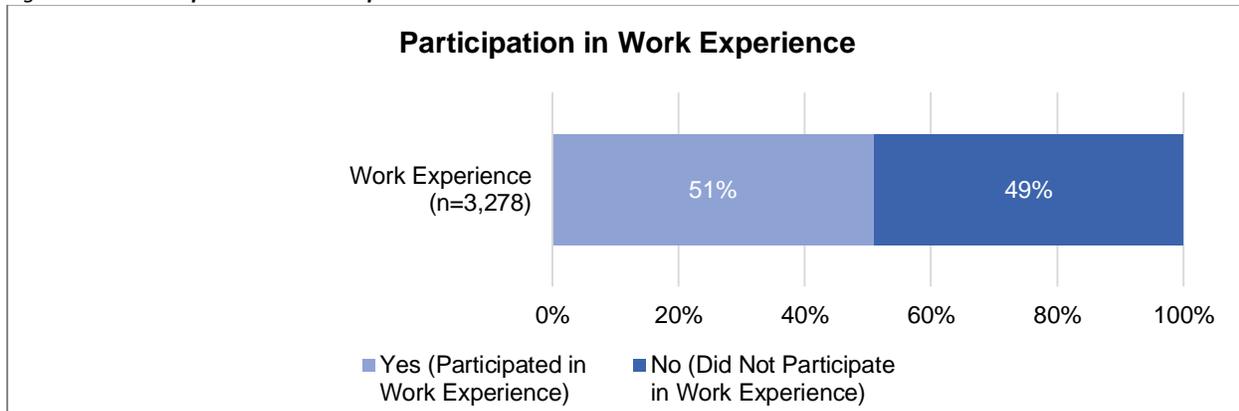
Table 6.2-4 Working Experience Related to Graduate’s Post-secondary Training by Credential Type

Working Experience Related to Graduate’s Post-secondary Training by Credential Type							
Overall	No related experience	1 year	2 years	3-5 years	6 to 10 years	10 to 20 year	More than 20 years
Diploma (n=1,363)	22%	30%	23%	9%	8%	6%	1%
Certificate (n=854)	24%	34%	19%	11%	8%	-	-

Q42. How many years of working experience you have had related to any of your post-secondary training?

Notes: Values may not add to 100% due to rounding. Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.2-5 Participation in Work Experience



Q32. Did you have any work placements that were part of your program?

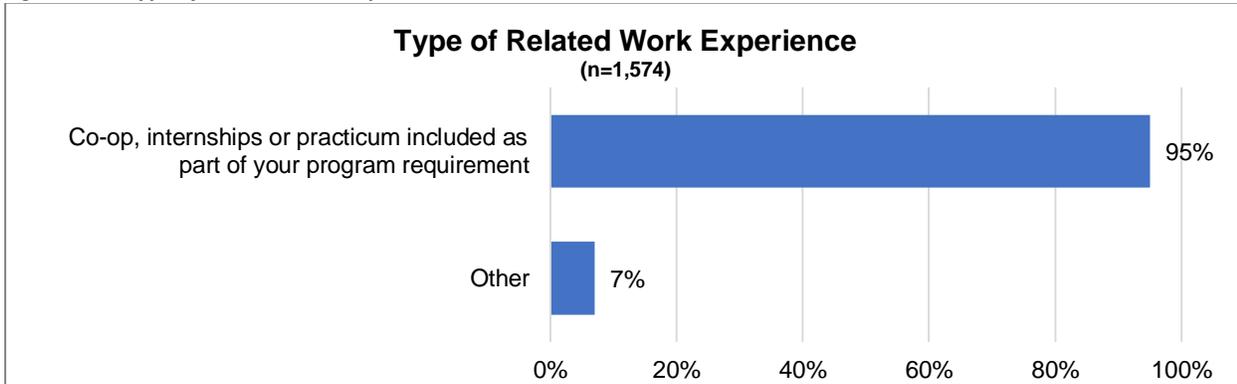
Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Approximately half (51%) of graduates participated in work experience related to their field of study while they were a student. Of those that did, almost all graduates participated (95%) in co-op, internships, or practicum as part of their program requirement. Of the respondents who selected ‘other’ most gave information on their job position, instead of the type of work placement. Those who provided information on the type of work placement indicated their work placements were apprenticeships and practicums. Certain demographic groups were more likely to report participating in work experience related to their field of study than some of their peers, specifically:

- Female graduates (53% participated in work experience compared to 43% male graduates).
- Graduates who were between 41 and 50 years of age (57% participated in work experience compared to a range of 40% to 44% of graduates who were younger than 23 years of age).
- Graduates who were married or living with a partner (56% participated in work experience compared to 46% of graduates who were single).
- Graduates with dependents (55% participated in work experience compared to 47% of graduates without dependents).
- Graduates originally from Edmonton (56% participated in work experience compared to 47% of graduates originally from Calgary).

- Graduates of BHASE programs (52% participated in work experience compared to 33% of graduates of STEM programs).
- Graduates of Business, management and public administration, Social and behavioural sciences and law, Health and related fields, and Education (a range of 53% to 73% participated in work experience compared to a range of 31% to 36% of graduates of Personal, protective and transportation services, Visual and performing arts, and communications technologies, and Mathematics, computer and information sciences).

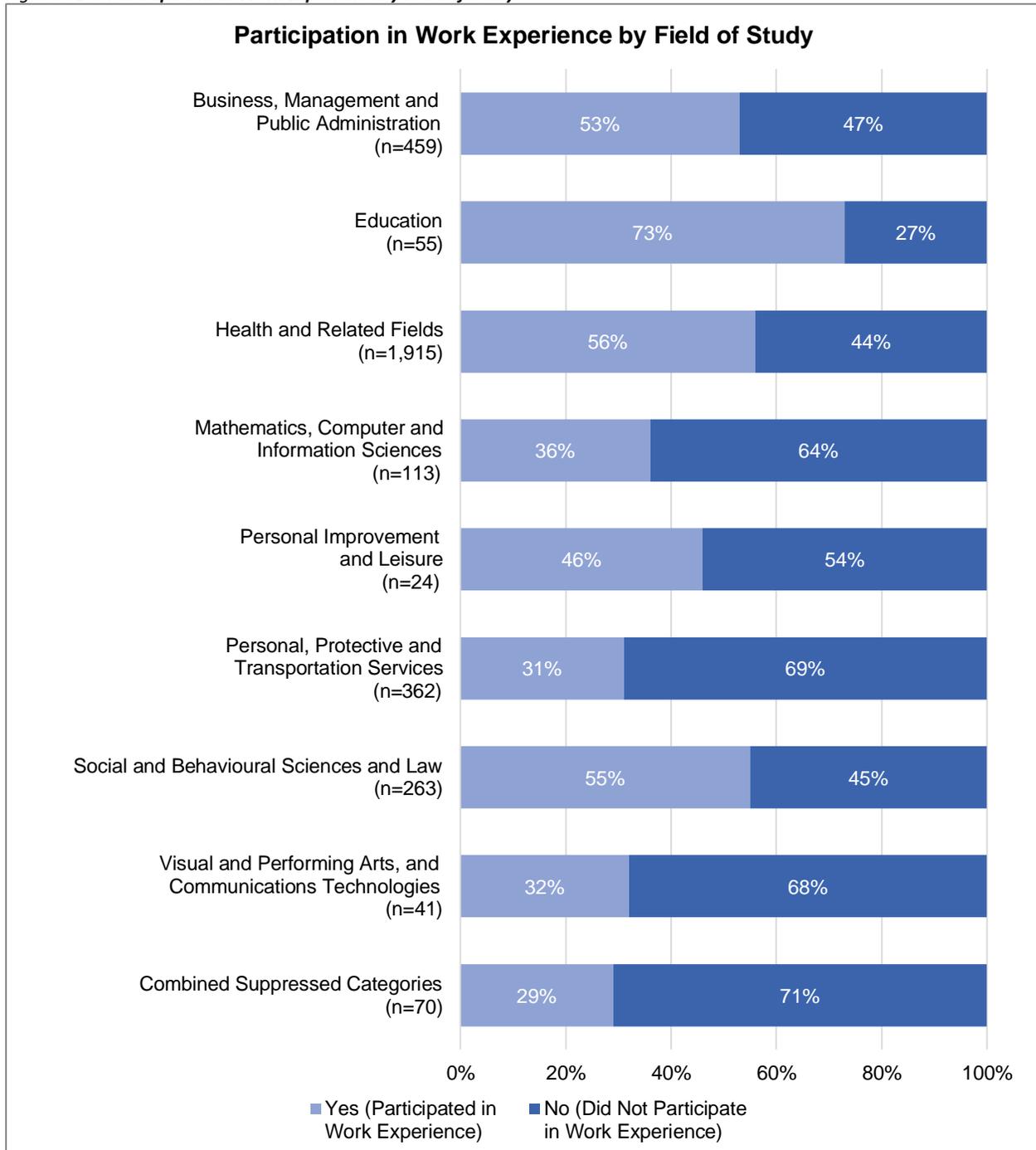
Figure 6.2-6 *Type of Related Work Experience*



Q33. What type(s) of work placements did you have as a part of your program? Please select all that apply.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Total sum is not equal to 100% as respondents were asked to select all responses that applied to them.

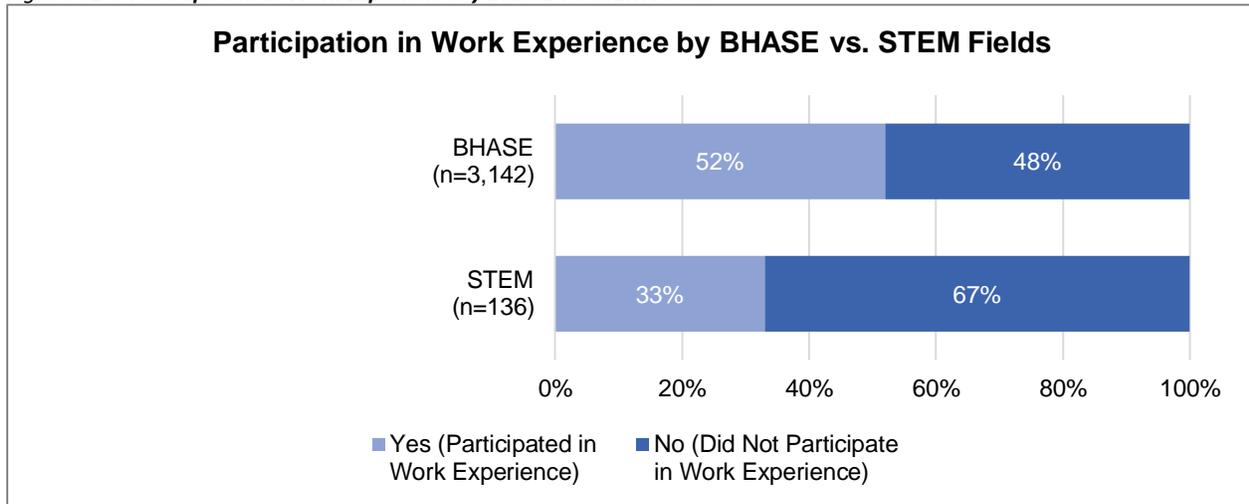
Figure 6.2-7 Participation in Work Experience by Field of Study



Q32. Did you have any work placements that were part of your program?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

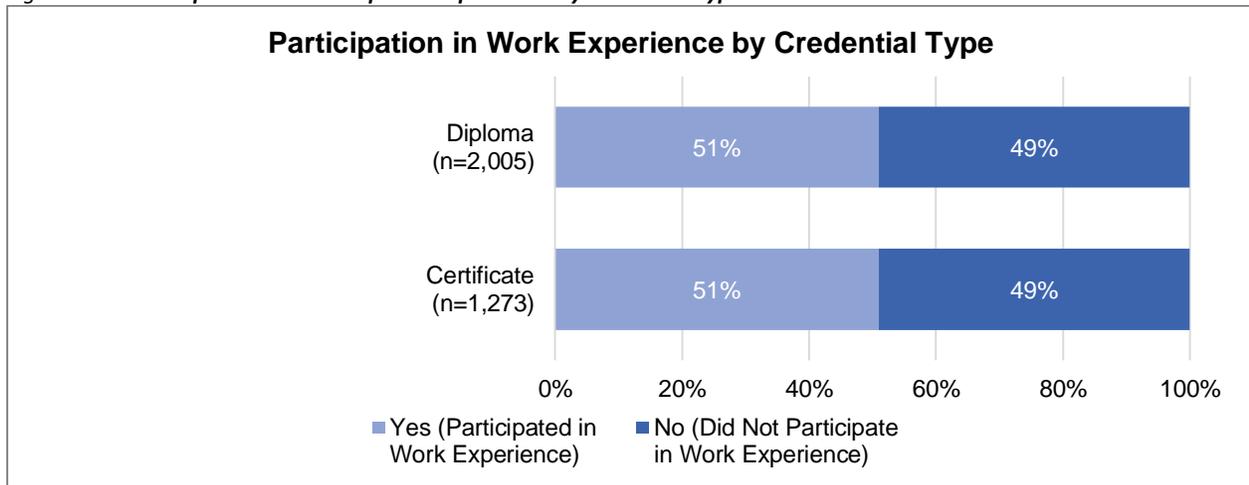
Figure 6.2-8 Participation in Work Experience by BHASE vs. STEM Fields



Q32. Did you have any work placements that were part of your program?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

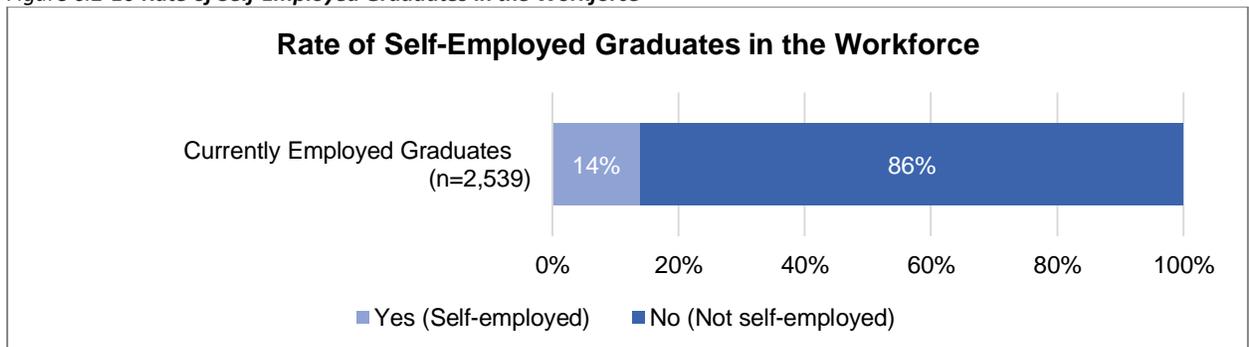
Figure 6.2-9 Participation in Work Experience per Week by Credential Type



Q32. Did you have any work placements that were part of your program?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 6.2-10 Rate of Self-Employed Graduates in the Workforce



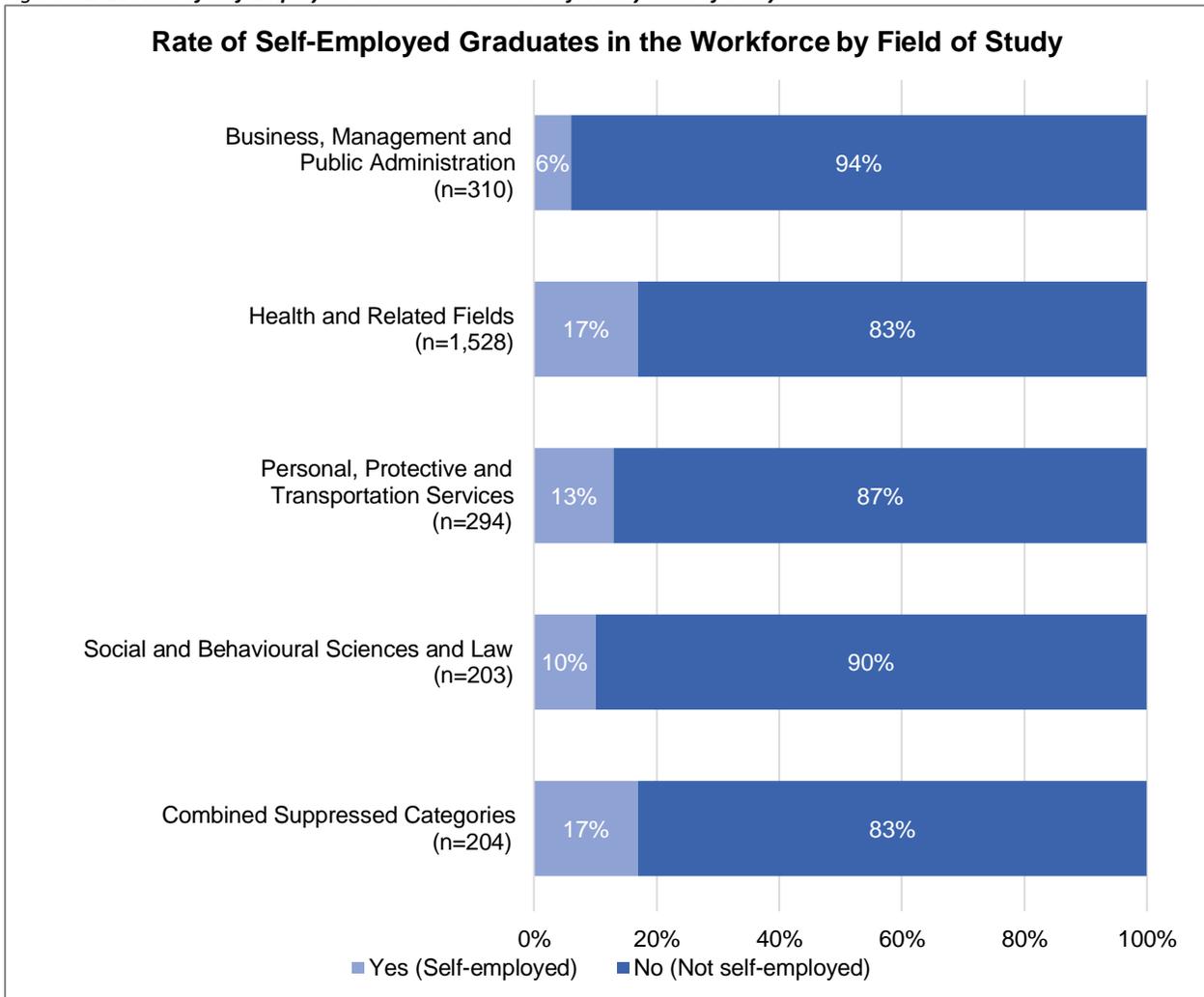
Q47. Are you self-employed (in your current main job)?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis.

A small percentage of graduates who indicated they currently had a job (14%) were self-employed. Demographic groups with particularly high rates of self-employment include:

- Graduates without dependents (16% were self-employed compared to 13% of graduates with dependents).
- Graduates of Health and related fields (17% were self-employed compared to 6% of graduates of Business, management and public administration).
- Graduates who received a diploma (16% employment rate compared to 12% who received a certificate).

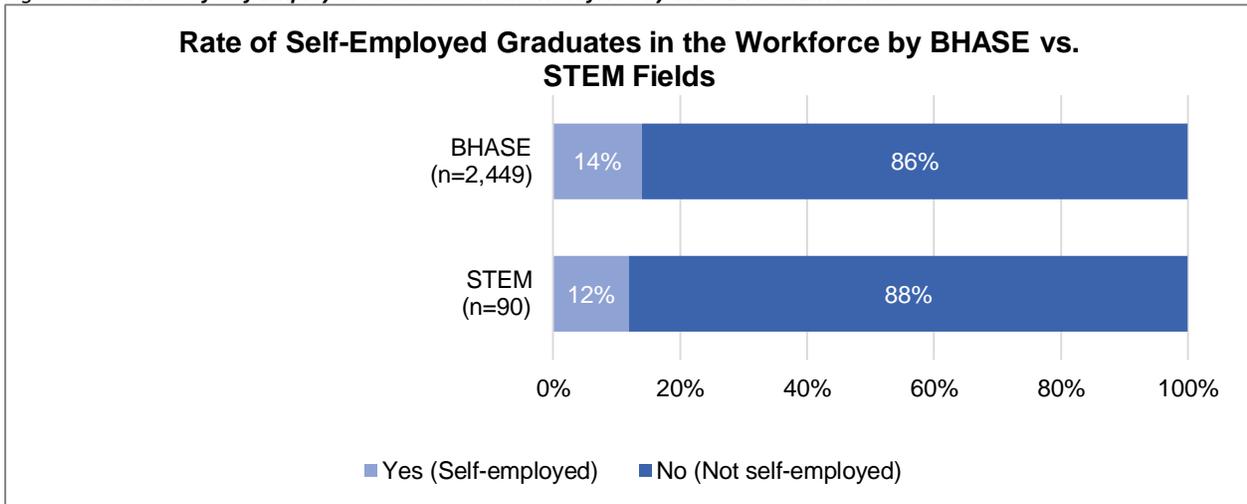
Figure 6.2-11 Rate of Self-Employed Graduates in the Workforce by Field of Study



Q47. Are you self-employed (in your current main job)?

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

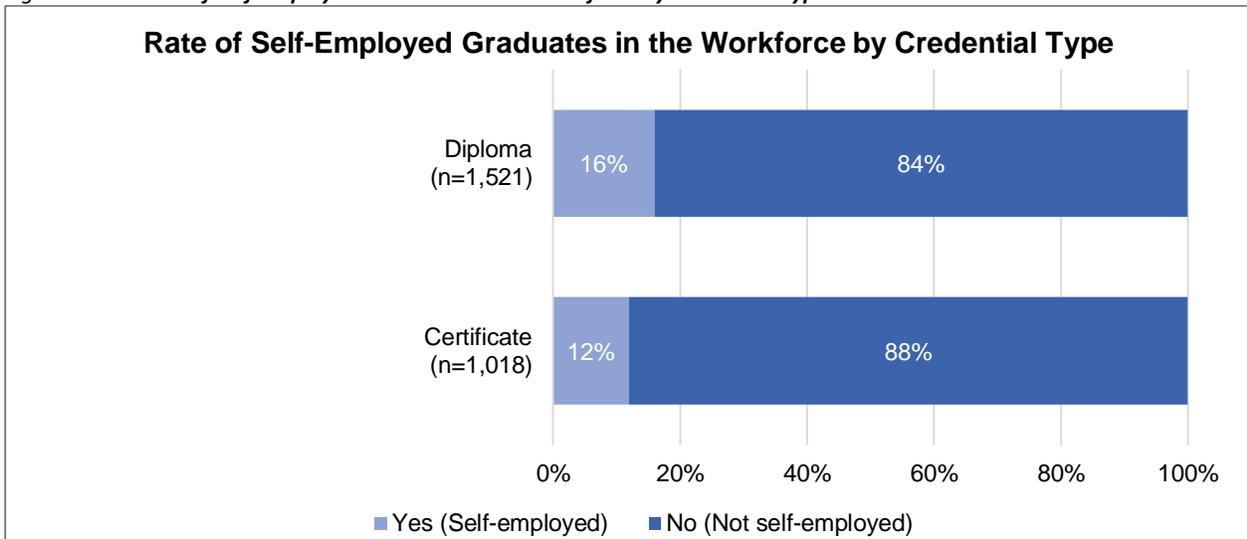
Figure 6.2-12 Rate of Self-Employed Graduates in the Workforce by BHASE vs. STEM Fields



Q47. Are you self-employed (in your current main job)?

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis.

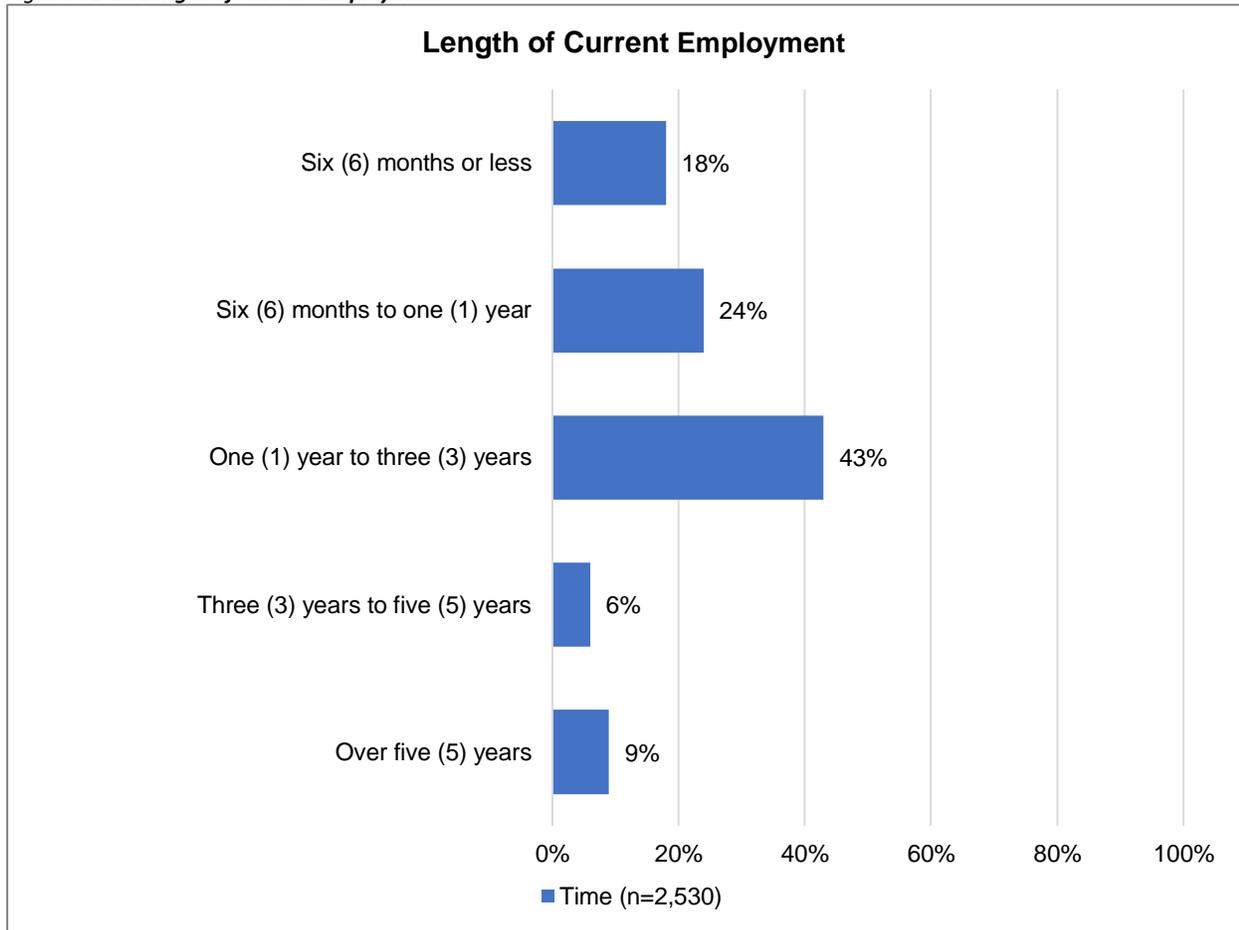
Figure 6.2-13 Rate of Self-Employed Graduates in the Workforce by Credential Type



Q47. Are you self-employed (in your current main job)?

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis.

Figure 6.2-14 Length of Current Employment



Q48. How long have you been employed in your current main job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

About two out of five (43%) of graduates had been at their current position for between one to three years. Demographic groups who tended to have been at their positions for more than five years include:

- Graduates between 41 to 50 years of age (12% were at their current position for more than five years compared to 5% of graduates between 23 and 30 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 10% to 13% were at their current position for more than five years compared to 6% of graduates who were single).
- Graduates with one or more dependents (9% were at their current position for more than five years compared to 6% of graduates without dependents).
- Graduates who left K-12 schooling more than twenty years before being surveyed (14% were at their current position for more than five years compared to 9% of graduates who left K-12 schooling eleven to twenty years before being surveyed).
- Graduates who started post-secondary schooling for the first time more than twenty years before being surveyed (21% were at their current position for more than five years compared to 5% for graduates who started post-secondary schooling for the first time two to five years before being surveyed).

surveyed).

- Graduates who received a certificate (10% were at their current position for more than five years compared to 8% of graduates who received a diploma).

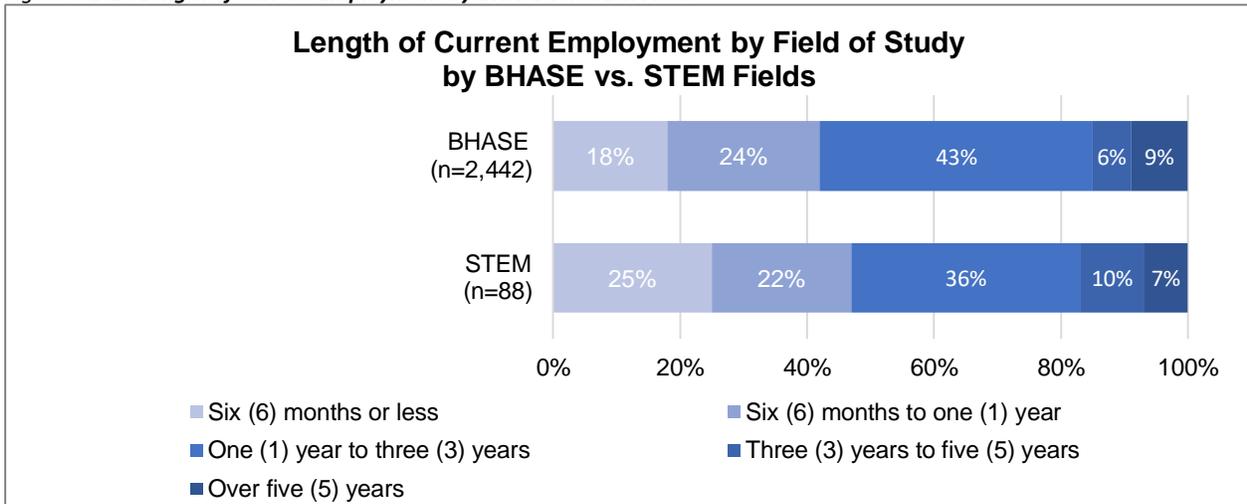
Table 6.2-15 Length of Current Employment by Field of Study

Length of Current Employment by Field of Study					
Overall	Six (6) months or less	Six (6) months to one (1) year	One (1) year to three (3) years	Three (3) years to five (5) years	Over five (5) years
Architecture, Engineering, and Related Technologies (n=23)	-	-	43%	-	-
Business, Management and Public Administration (n=306)	21%	22%	42%	8%	8%
Education (n=45)	-	-	56%	-	-
Health and Related Fields (n=1,526)	17%	25%	44%	5%	9%
Mathematics, Computer and Information Sciences (n=73)	27%	22%	33%	-	-
Personal, Protective and Transportation Services (n=295)	23%	24%	42%	4%	6%
Social and Behavioural Sciences and Law (n=204)	17%	26%	37%	6%	14%
Visual and Performing Arts, and Communications Technologies (n=29)	-	-	48%	-	-
Combined Suppressed Categories (n=52)	-	-	44%	-	-

Q48. How long have you been employed in your current main job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation. A dash in a table cell indicates that the results were suppressed.

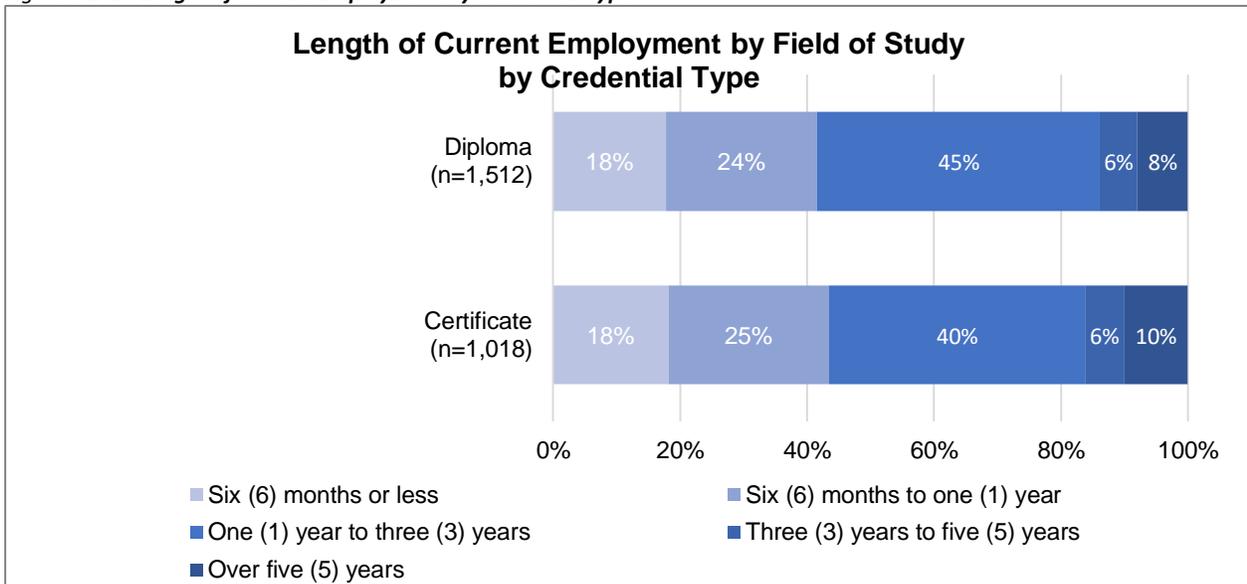
Figure 6.2-16 Length of Current Employment by BHASE vs. STEM Fields



Q48. How long have you been employed in your current main job?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis.

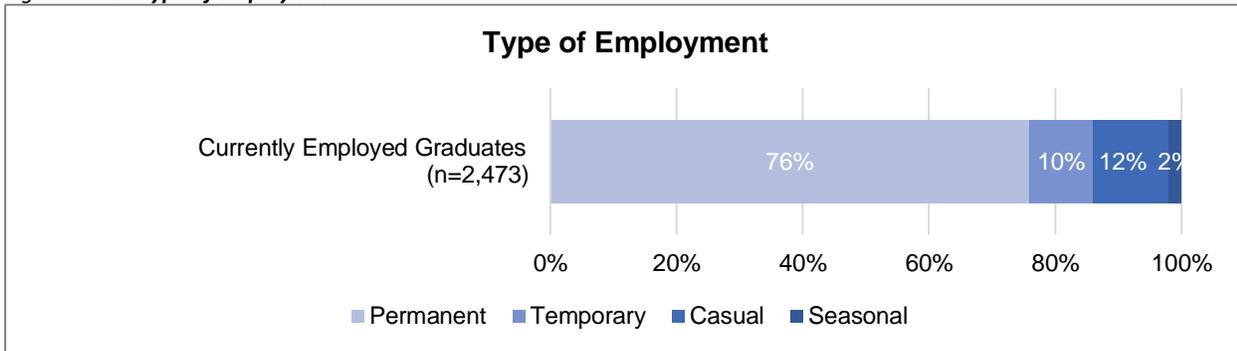
Figure 6.2-17 Length of Current Employment by Credential Type



Q48. How long have you been employed in your current main job?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis.

Figure 6.2-18 Type of Employment



Q49. Is your main job...

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

About three-quarters (76%) of graduates were employed in permanent positions. Graduates who received a diploma were more likely to be employed in permanent positions (81% compared to 69% of graduates who received a certificate), while graduates who received a certificate were more likely to have temporary, casual, or seasonal position. Graduates of the personal, protective and transportation services and social and behavioural sciences and law fields were more likely to be employed in permanent positions than graduates of health and related fields (84%-86% compared to 72%). Graduates of the health and related fields were more likely to be employed in casual positions than graduates of business, management and public administration, personal, protective and transportation services, and social and behavioural sciences and law fields (15% compared to a range of 5%-6%).

Table 6.2-19 Number of Jobs

Number of Jobs by Field of Study				
Overall	One Job	Two Jobs	Three Jobs	Four Jobs or More
Currently Employed Graduates (n=2,430)	75%	22%	3%	1%

Q43. How many paying jobs do you have currently?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Three-quarters (75%) of employed graduates had one job. However, STEM graduates were more likely to have only one job (89%), compared to BHASE graduates (74%).

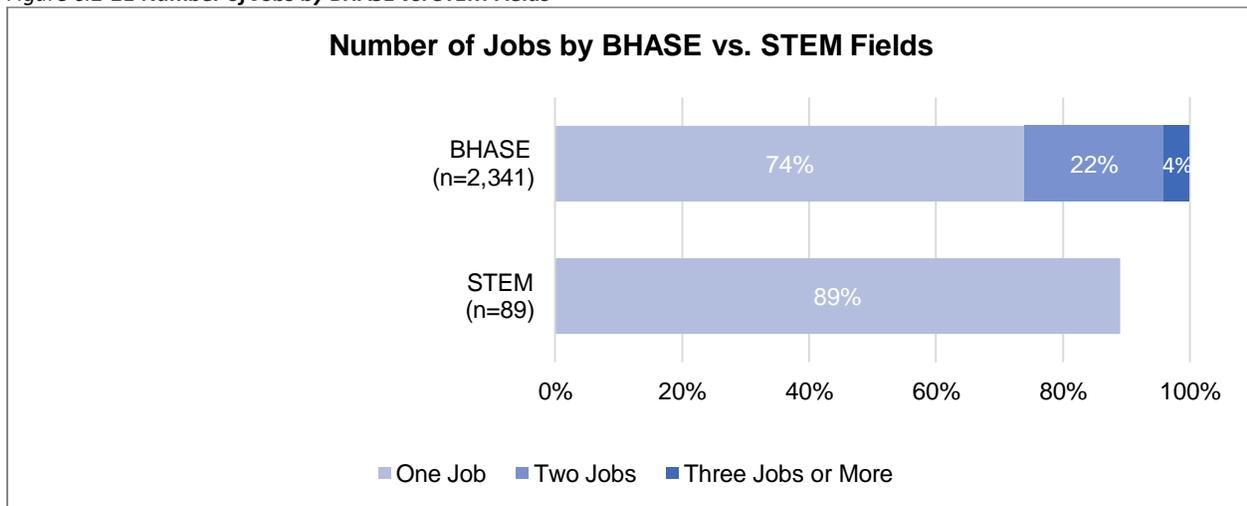
Table 6.2-20 Number of Jobs by Field of Study

Number of Jobs by Field of Study			
Overall	One Job	Two Jobs	Three Jobs or More
Architecture, Engineering, and Related Technologies (n=22)	100%	-	-
Business, Management and Public Administration (n=302)	82%	-	-
Education (n=44)	73%	-	-
Health and Related Fields (n=1,446)	70%	25%	4%
Mathematics, Computer and Information Sciences (n=74)	89%	-	-
Personal Improvement and Leisure (n=19)	89%	-	-
Personal, Protective and Transportation Services (n=291)	79%	-	-
Social and Behavioural Sciences and Law (n=194)	78%	-	-
Visual and Performing Arts, and Communications Technologies (n=30)	63%	-	-
Combined Suppressed Categories (n=27)	85%	-	-

Q43. How many paying jobs do you have currently?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation. A dash in a table cell indicates that the results were suppressed.

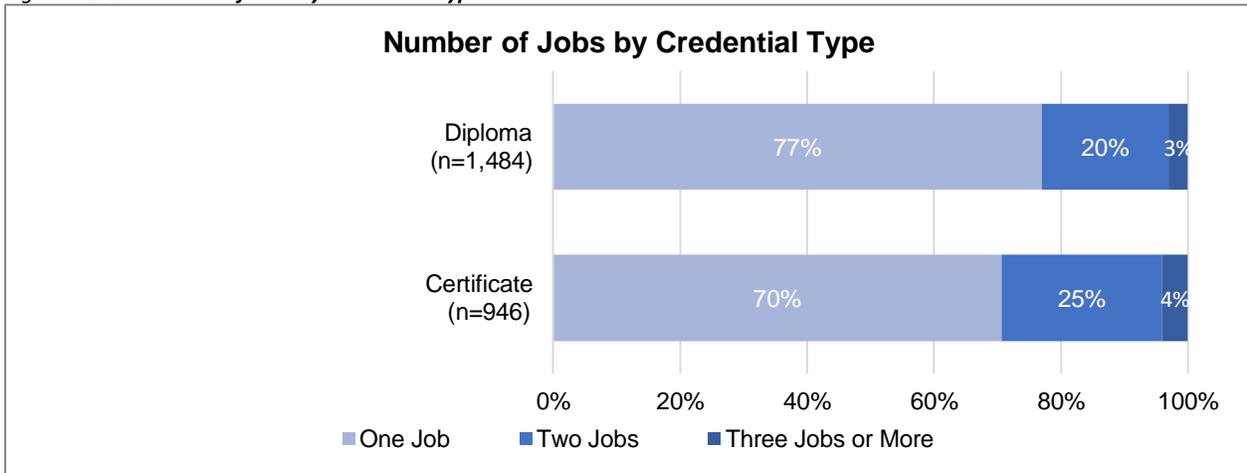
Figure 6.2-21 Number of Jobs by BHASE vs. STEM Fields



Q43. How many paying jobs do you have currently?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

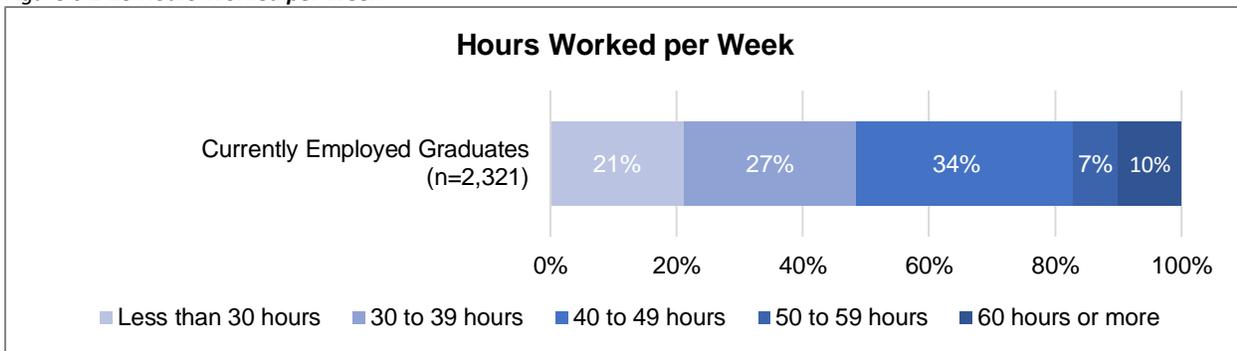
Figure 6.2-22 *Number of Jobs by Credential Type*



Q43. How many paying jobs do you have currently?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 6.2-23 *Hours Worked per Week*

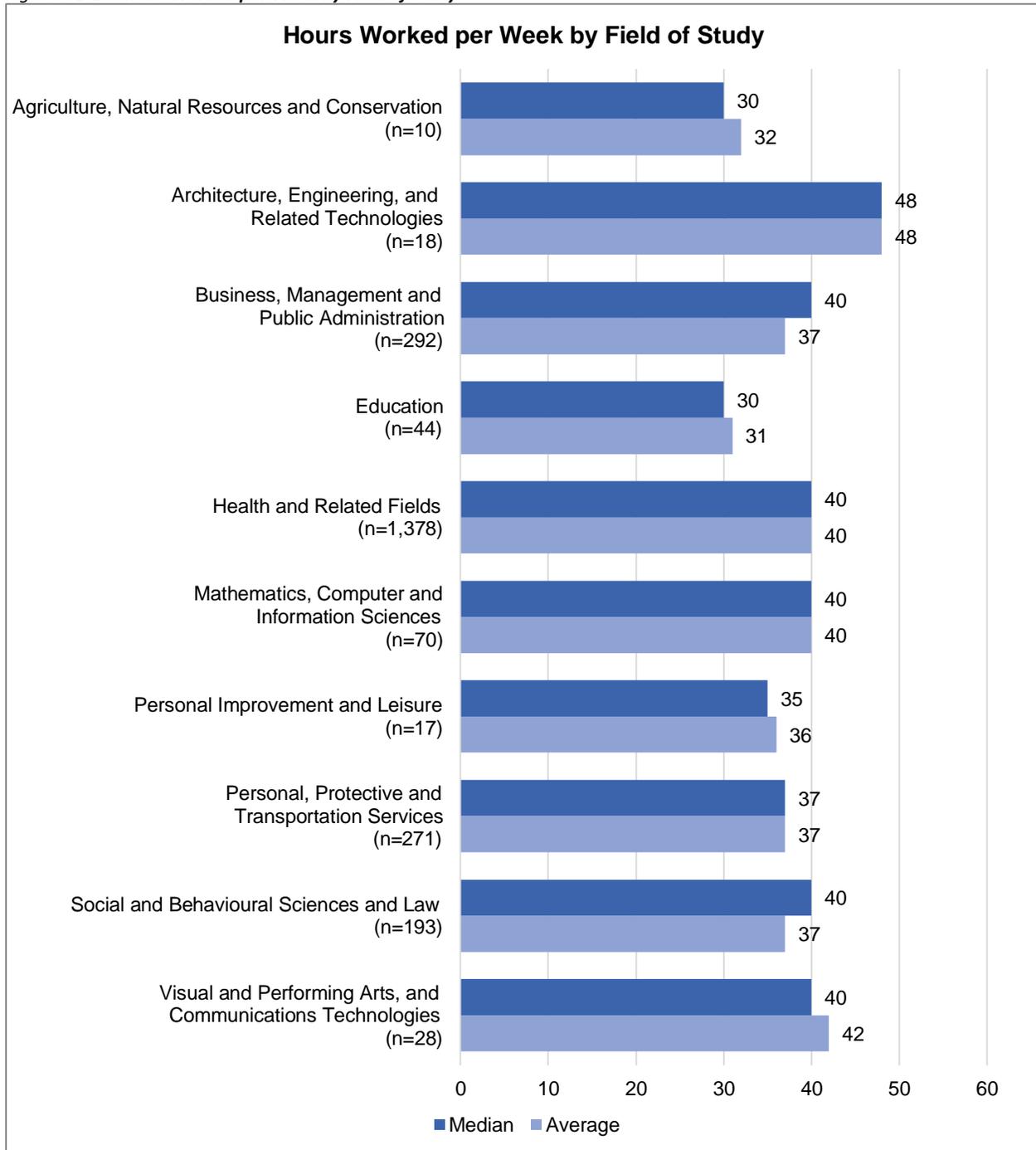


Q44: What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.). and Q45: What is the total number of hours you usually work per week in **all other** current jobs combined?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

About a third (34%) of graduates worked 40 to 49 hour a week in total, and more than a quarter (27%) worked 30 to 39 hours per week. The average total number of hours worked was 39 hours, and the median was 40 hours.

Figure 6.2-24 Hours Worked per Week by Field of Study



Q44: What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.). and Q45: What is the total number of hours you usually work per week in all other current jobs combined?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis.

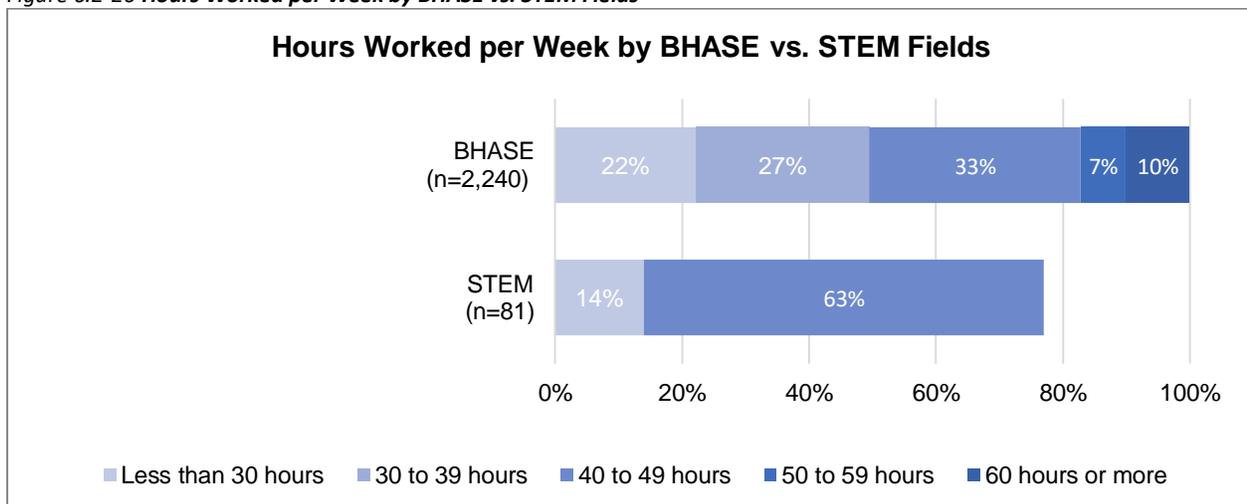
Table 6.2-25 Hours Worked per Week by Field of Study

Hours Worked per Week by Field of Study					
Overall	Less than 30 hours	30 to 39 hours	40 to 49 hours	50 to 59 hours	60 hours or more
Business, Management and Public Administration (n=292)	17%	27%	42%	9%	4%
Education (n=44)	34%	41%	-	-	-
Health and Related Fields (n=1,378)	23%	26%	31%	7%	13%
Mathematics, Computer and Information Sciences (n=70)	14%	-	61%	-	-
Personal, Protective and Transportation Services (n=271)	21%	33%	32%	5%	10%
Social and Behavioural Sciences and Law (n=193)	20%	25%	43%	-	-
Visual and Performing Arts, and Communications Technologies (n=28)	-	-	39%	-	-
Combined Suppressed Categories (n=45)	-	-	40%	-	-

Q44: What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.) and Q45: What is the total number of hours you usually work per week in all other current jobs combined?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

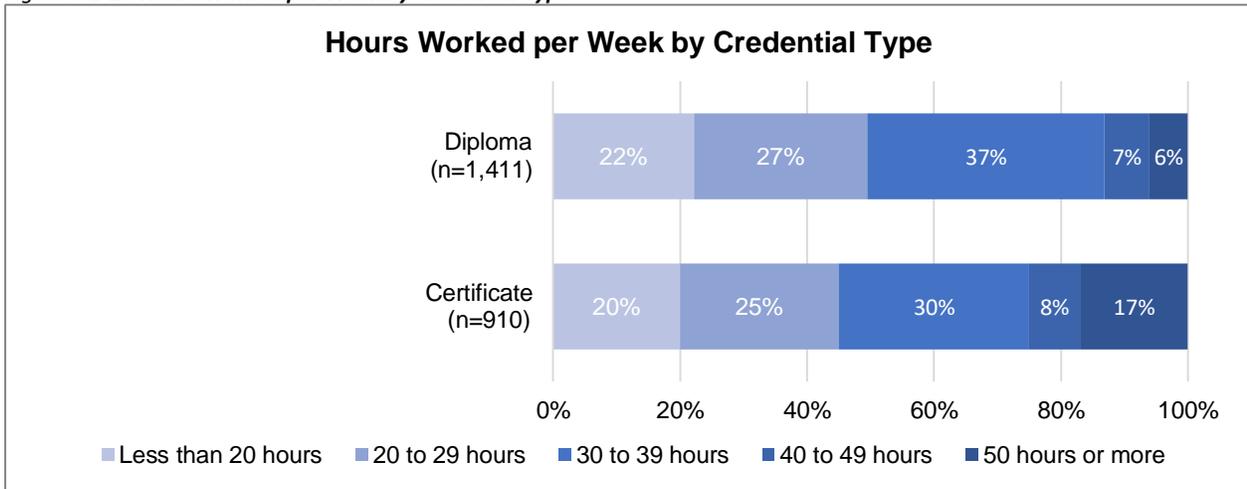
Figure 6.2-26 Hours Worked per Week by BHASE vs. STEM Fields



Q44: What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.) and Q45: What is the total number of hours you usually work per week in all other current jobs combined?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

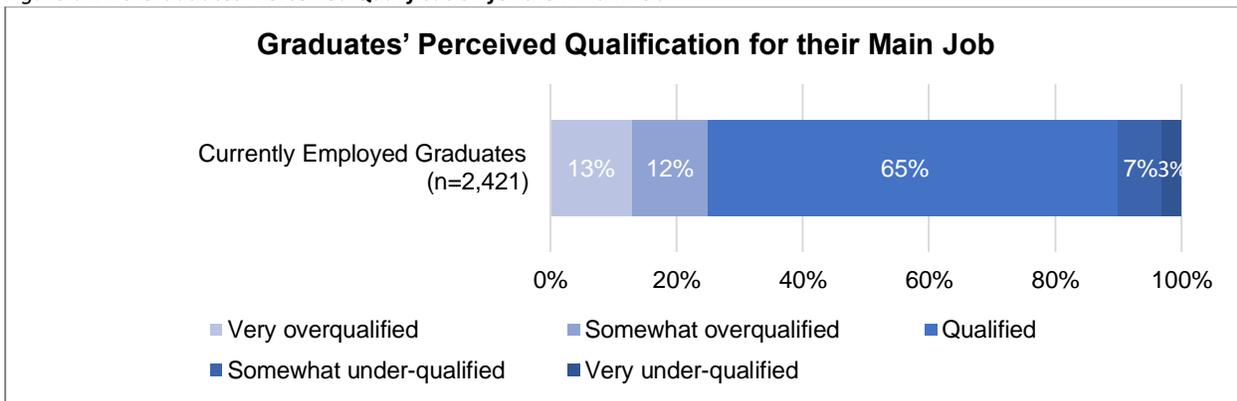
Figure 6.2-27 Hours Worked per Week by Credential Type



Q44: What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.). and Q45: What is the total number of hours you usually work per week in all other current jobs combined?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 6.2-28 Graduates’ Perceived Qualification for their Main Job

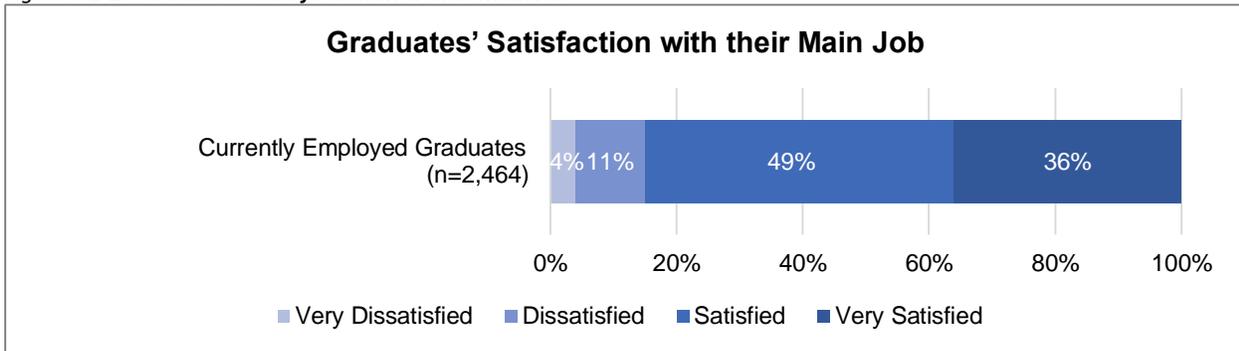


Q61: Given your education, training and experience in the program from which you graduated in ___(reporting year)___, how qualified or under-qualified do you feel you are for your current main job?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

About a quarter (24%) of graduates perceived themselves to be overqualified for their current position. About one in ten (11%) indicated that they felt underqualified for their job.

Figure 6.2-29 *Graduates' Satisfaction with their Main Job*



Q62: All things considered, how satisfied or dissatisfied are you with your current main job? Would you say...?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis.

More than four out of five (86%) of graduates were satisfied with their main job.

6.3 Income

This section covers the graduates’ income at the time of the survey. This covers both the graduates’ main job and total across all their jobs.

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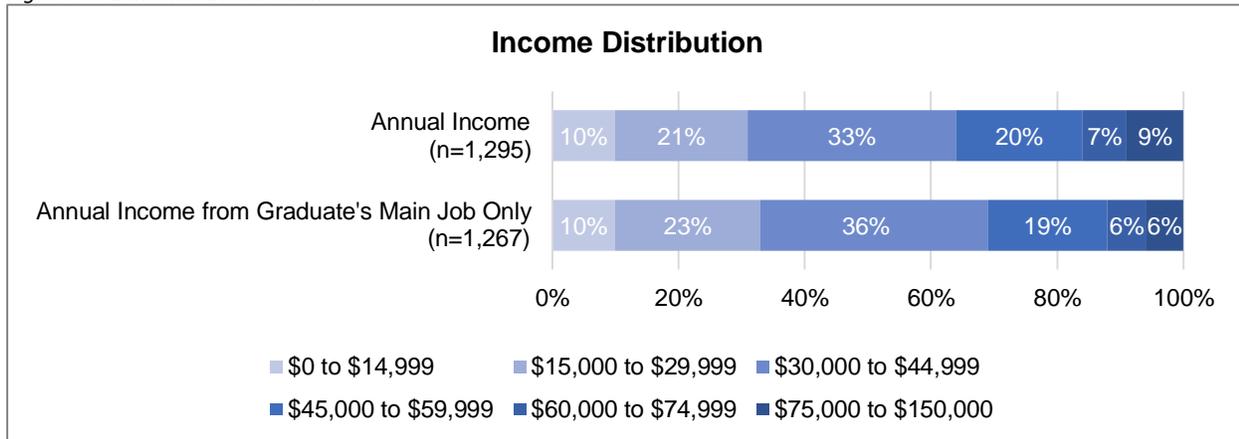
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Figure 6.3-1 **Income Distribution**



Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q45: What is the total number of hours you usually work per week in all other current jobs combined Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right? Q63: 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? Q64: Working your usual hours at your other job(s) what is your approximate [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q65: Based on your answers so far, your total expected annual income from your other job(s) before deductions is calculated to be \$___amount___. Does that sound about right? Q66: In that case, what is your approximate annual income from your other job(s) before deductions including ANY tips OR commissions?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

Total Annual Income is based on the Sum other graduates' annual wage and their main job and their annual wage at their other jobs. If graduates gave a valid answer to only one of these questions, their total income was treated as that value.

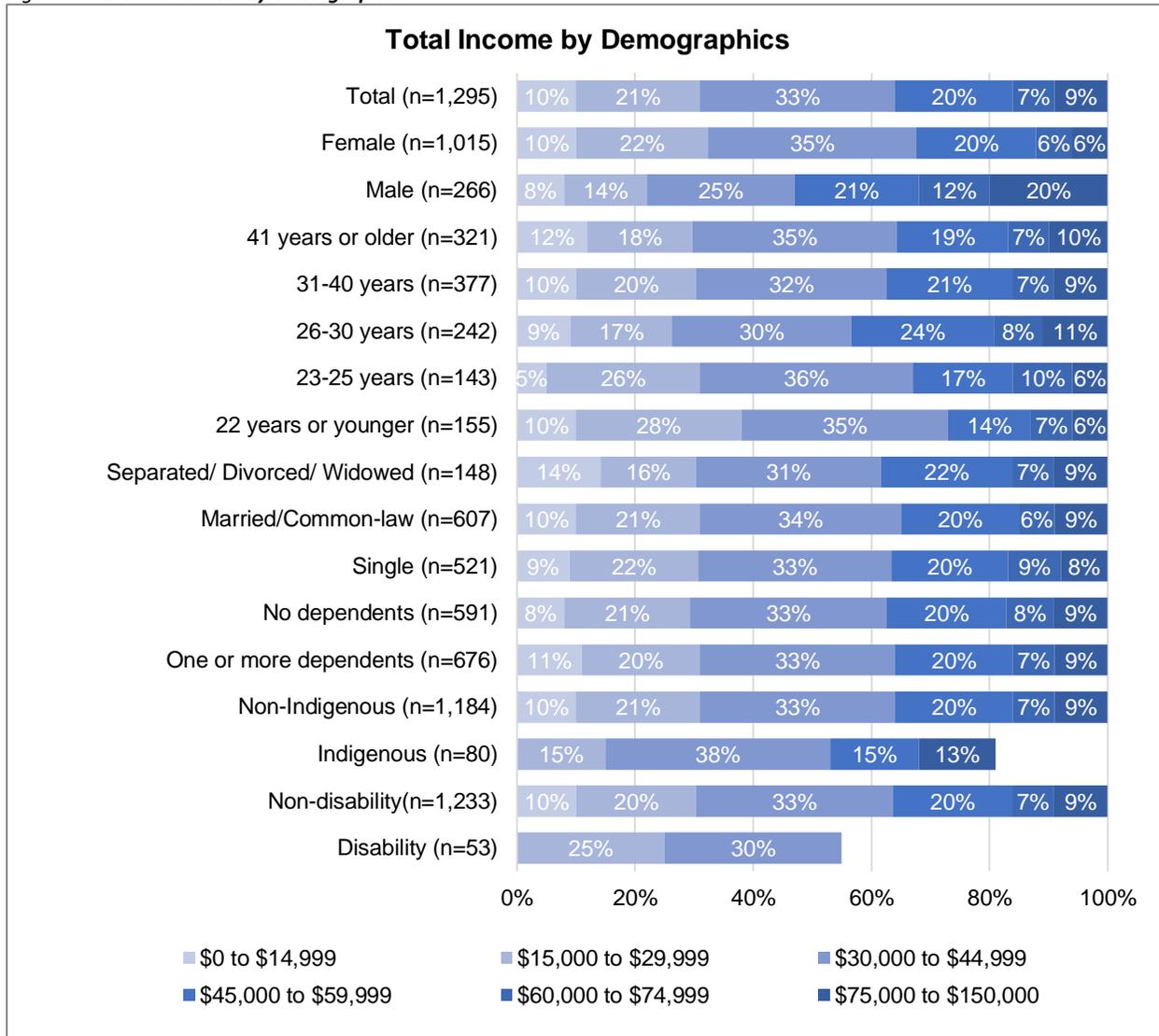
The average annual income made was \$41,901 and half of graduates indicated that they made \$38,520 or more a year¹⁷. For main job only, the average annual income made was \$39,153 and half of graduates indicated that they made \$36,400 or more a year. Certain demographic groups reported higher average annual incomes than some of their peers, specifically:

- Male graduates compared to female graduates (an average of \$53,146 in annual income compared to \$38,923). This pattern of results was similar for the income for the main job only.

¹⁷ If the results for the income for the main job only were similar to the results for the total income, the main job results were not reported.

- Graduates whose parents or guardians’ highest level of education was a PhD (an average of \$68,365 in annual income compared to averages ranging from \$37,776 to \$42,216 for graduates whose parents or guardians’ highest level of education was some high school, elementary or junior high school, completed high school, a master’s degree, or a completed college, technical institute or apprenticeship program).
- Graduates whose parents or guardians’ highest level of education was a PhD (an average of \$65,092 in income for the main job only compared to averages ranging from \$31,103 to \$41,349 for graduates whose parents or guardians’ highest level of education was ‘other’ forms of education, elementary or junior high school, completed high school, completed college, technical institute or apprenticeship program, a master’s degree, or some high school).
- Graduates who started post-secondary schooling for the first time between six and ten years before being surveyed (an average of \$50,179 in annual income compared to \$40,304 for graduates who started post-secondary schooling for the first time between two to five years before being surveyed). This pattern of results was similar for the income for the main job only.
- Graduates of STEM programs (an average of \$45,710 in income for the main job only compared to \$38,850 for graduates of BHASE programs).
- Graduates of Architecture, engineering, and related technologies (an average of \$75,738 in annual income compared to averages ranging from \$22,350 to \$45,886 of graduates of Agriculture, natural resources and conservation; Education; Personal, protective and transportation services; Visual and performing arts, and communications technologies; Social and behavioural sciences and law; Business, management and public administration; Personal improvement and leisure; Health and related fields; or Mathematics, computer and information sciences). This pattern of results was similar for the income for the main job only.
- Graduates who received a certificate (an average of \$45,116 in annual income compared to \$40,075 who received a diploma). This pattern of results was similar for the income for the main job only.

Figure 6.3-2 Total Income by Demographics



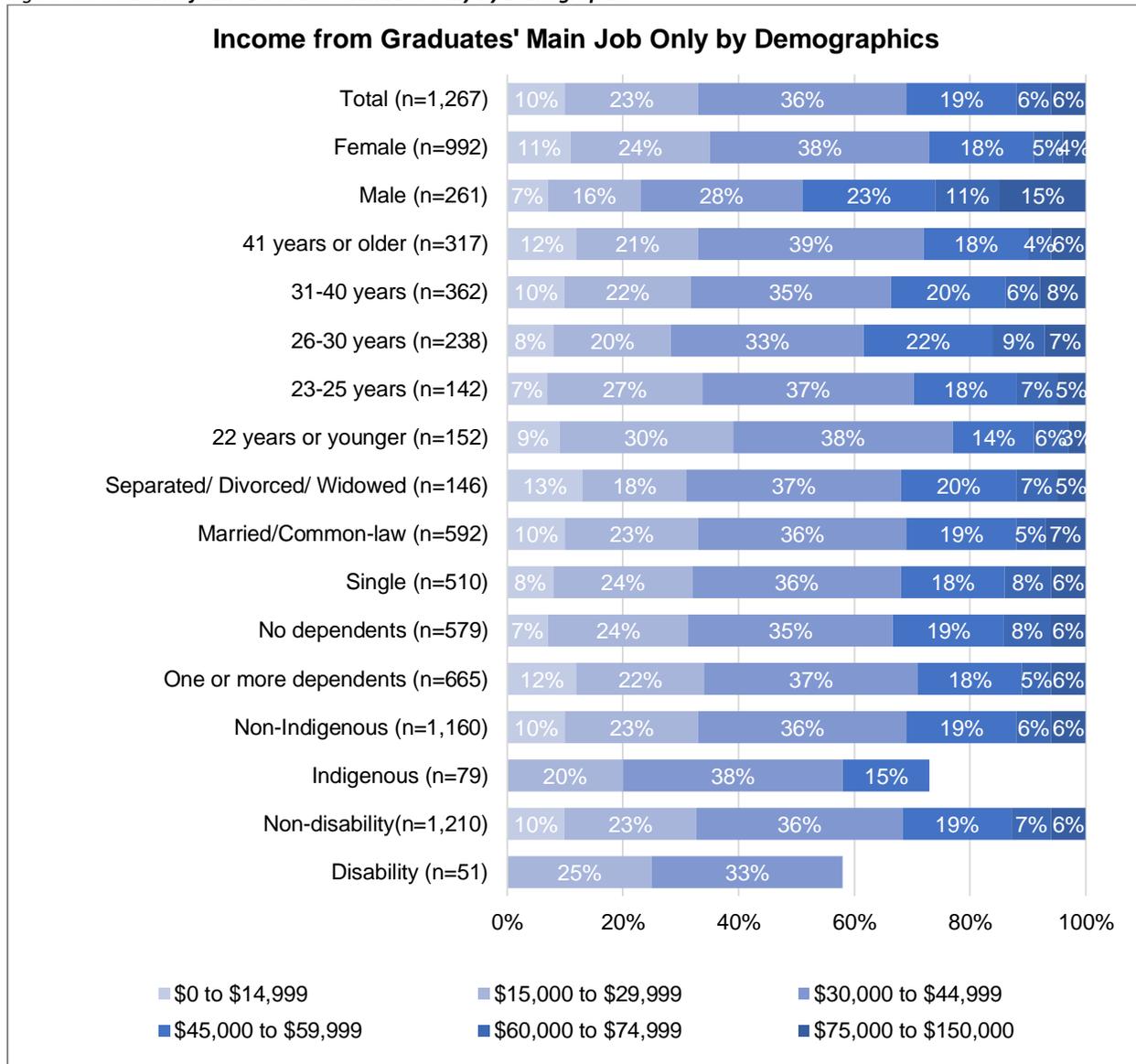
Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q45: What is the total number of hours you usually work per week in all other current jobs combined Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right? Q63: 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? Q64: Working your usual hours at your other job(s) what is your approximate [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q65: Based on your

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Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

Total Annual Income is based on the Sum other graduates’ annual wage and their main job and their annual wage at their other jobs. If graduates gave a valid answer to only one of these questions, their total income was treated as that value. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.3-3 Income from Graduates’ Main Job Only by Demographics

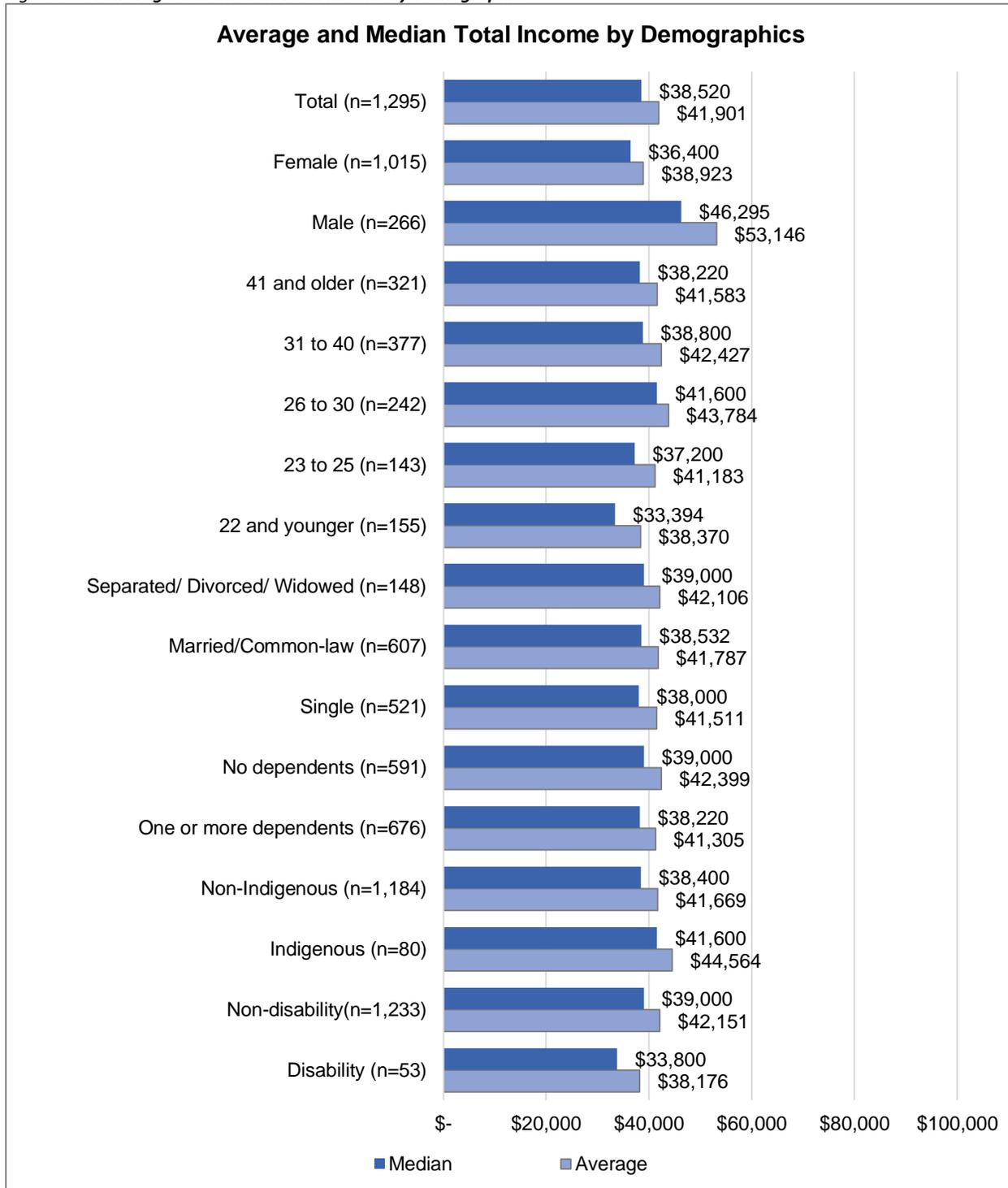


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Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

Figure 6.3-4 Average and Median Total Income by Demographics



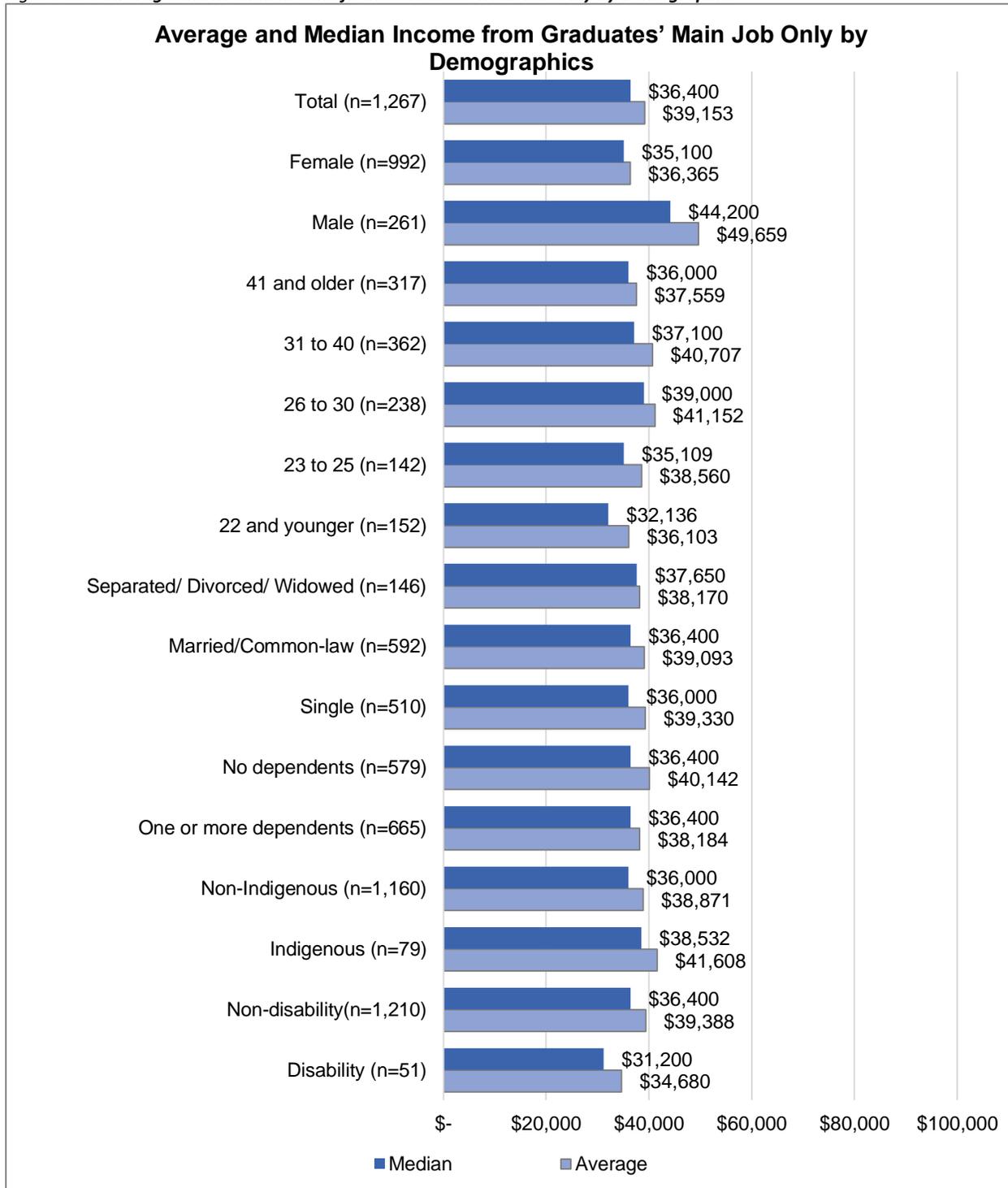
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Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

Total Annual Income is based on the Sum other graduates’ annual wage and their main job and their annual wage at their other jobs. If graduates gave a valid answer to only one of these questions, their total income was treated as that value.

Figure 6.3-5 Average and Median Income from Graduates' Main Job Only by Demographics

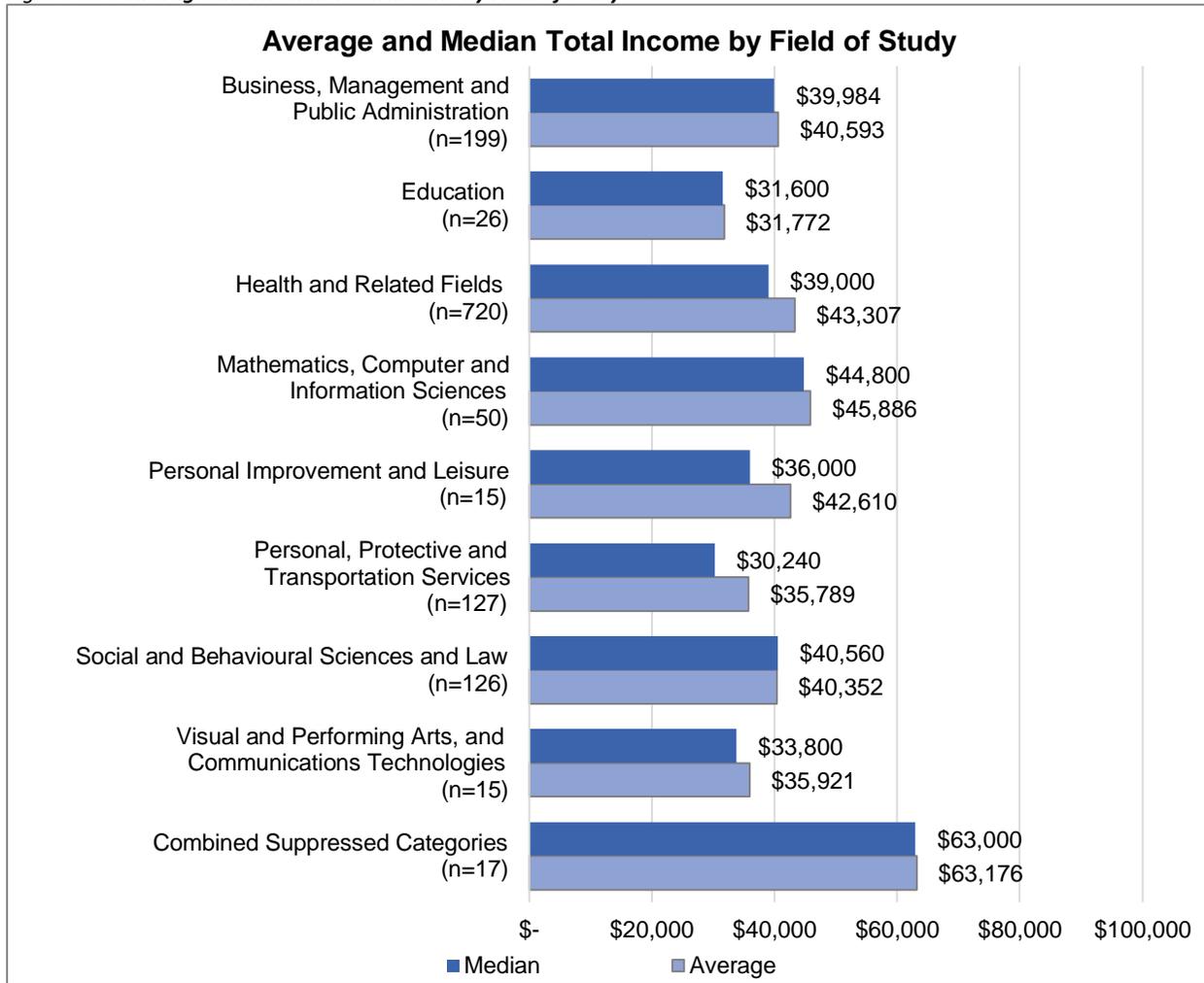


Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your

[Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

Figure 6.3-6 Average and Median Total Income by Field of Study

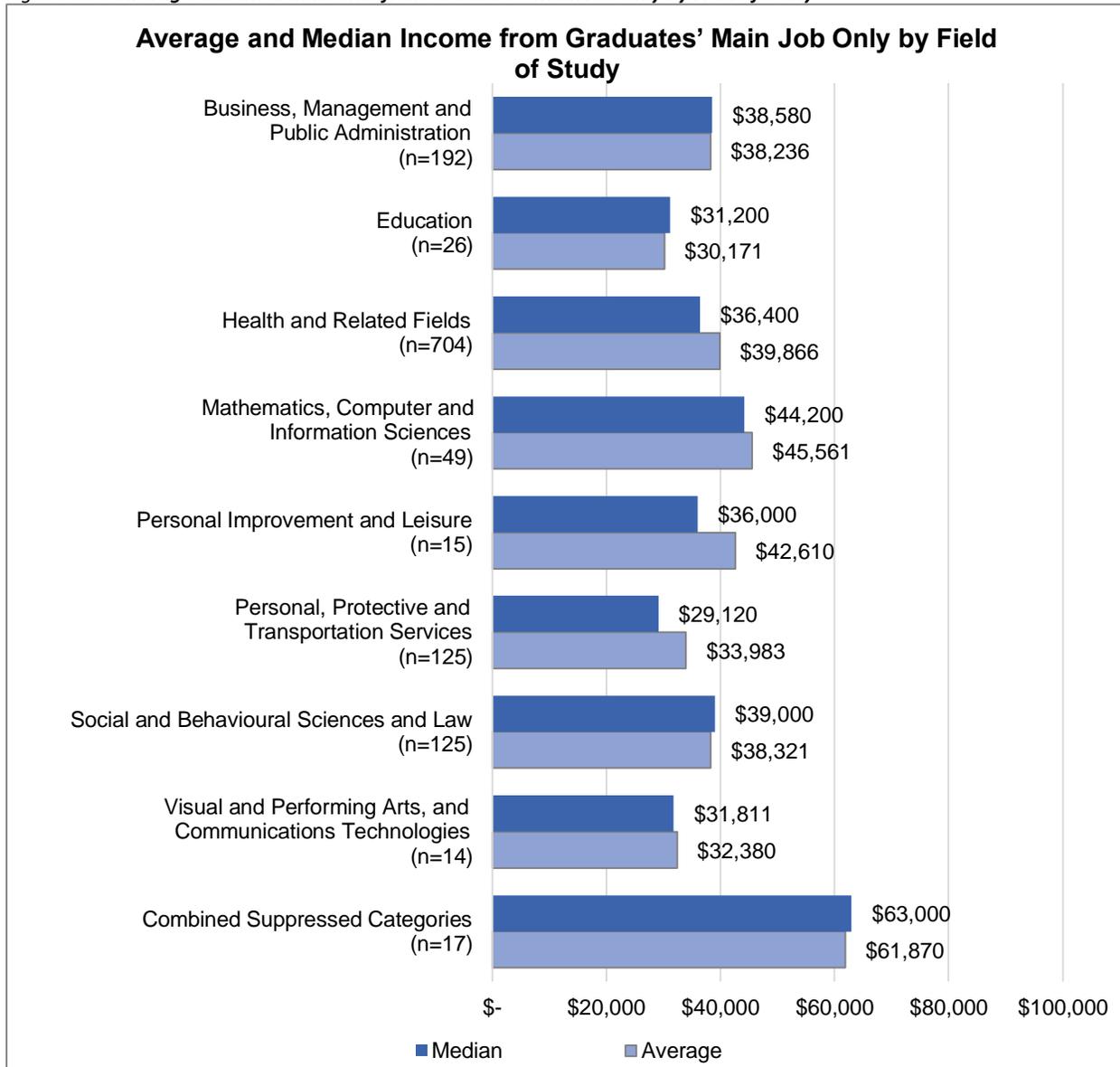


Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q45: What is the total number of hours you usually work per week in all other current jobs combined Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right? Q63: 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? Q64: Working your usual hours at your other job(s) what is your approximate [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q65: Based on your answers so far, your total expected annual income from your other job(s) before deductions is calculated to be \$___amount___. Does that sound about right? Q66: In that case, what is your approximate annual income from your other job(s) before deductions including ANY tips OR commissions?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

Total Annual Income is based on the Sum other graduates’ annual wage and their main job and their annual wage at their other jobs. If graduates gave a valid answer to only one of these questions, their total income was treated as that value. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation. The suppressed categories include the Architecture, engineering, and related technologies field.

Figure 6.3-7 Average and Median Income from Graduates' Main Job Only by Field of Study

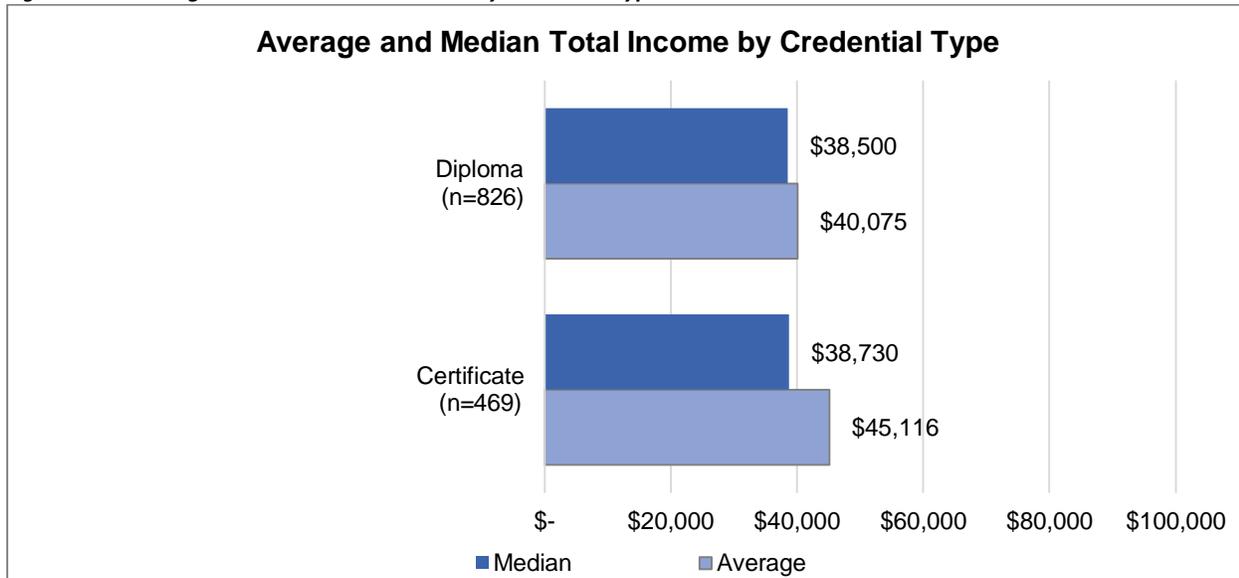


Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right?

Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that

suppressed results cannot be determined by calculation. The suppressed categories include the Architecture, engineering, and related technologies field.

Figure 6.3-8 Average and Median Total Income by Credential Type

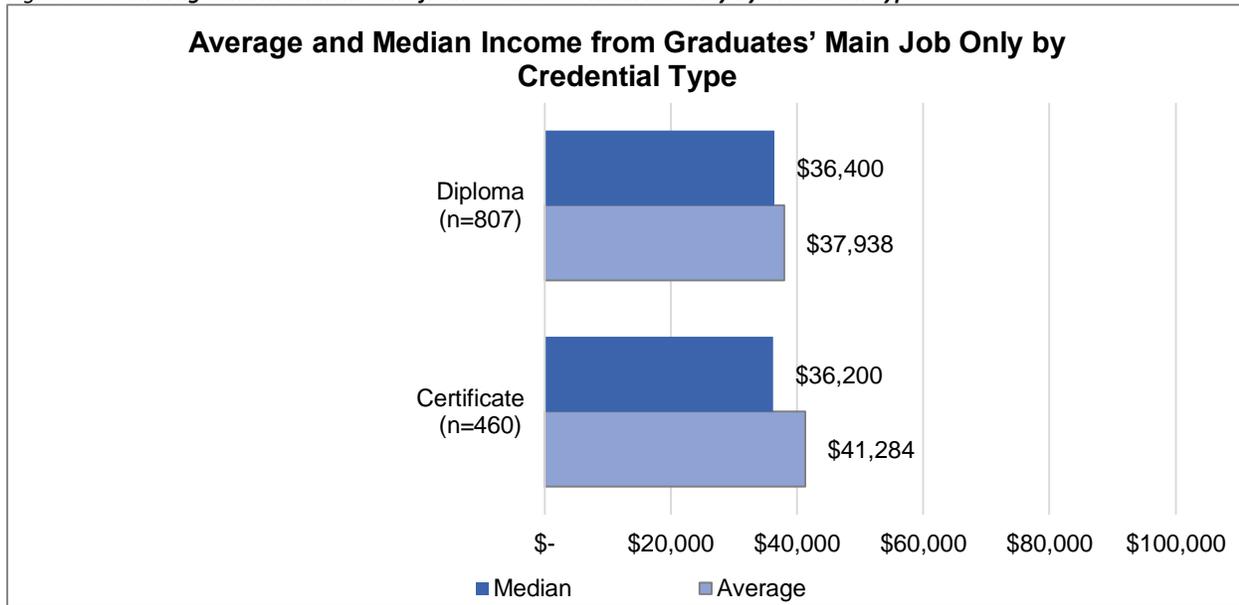


Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q45: What is the total number of hours you usually work per week in all other current jobs combined Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right? Q63: 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? Q64: Working your usual hours at your other job(s) what is your approximate [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q65: Based on your answers so far, your total expected annual income from your other job(s) before deductions is calculated to be \$___amount___. Does that sound about right? Q66: In that case, what is your approximate annual income from your other job(s) before deductions including ANY tips OR commissions?

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

Total Annual Income is based on the Sum other graduates’ annual wage and their main job and their annual wage at their other jobs. If graduates gave a valid answer to only one of these questions, their total income was treated as that value.

Figure 6.3-9 Average and Median Income from Graduates' Main Job Only by Credential Type



Q43: How many paying jobs do you have currently? Q44: What is the total number of hours you usually work per week in your current main job? Q49: Is your main job Q50: What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? Q51: How many days per week do you usually work at your current main job? Q52: How many weeks do you expect to work at your current main job in calendar year 2020? Q53: How many months do you expect to work at your current main job in calendar year 2020? Q54: Working your usual hours at your current main job, approximately what is your [Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? Q55: In that case, what is your approximate annual income from your current main job before deductions including ANY tips OR commissions? Q56: Based on your answers so far, your total expected annual income from your current main job before deductions is calculated to be \$___amount___. Does that sound about right? Notes: Values may not add to 100% due to rounding. "Don't know" and "Prefer not to say" responses were excluded from analysis. Responses of more than \$150,000 were recoded to \$150,000 to remove outliers.

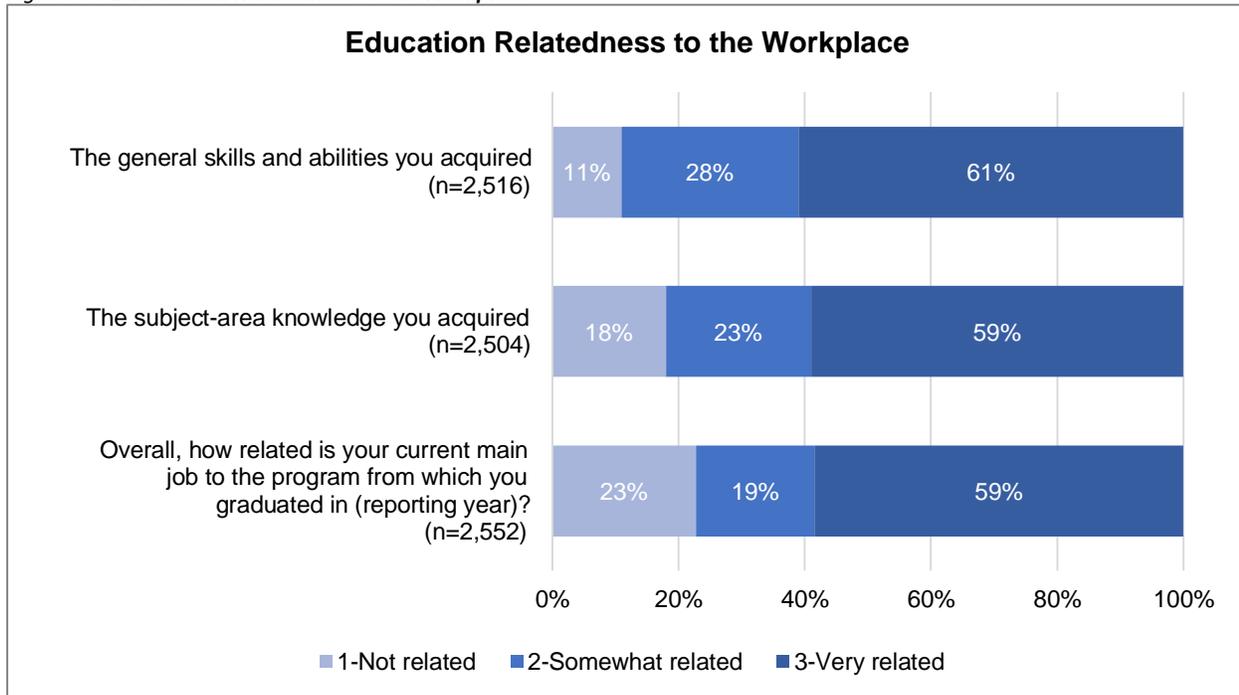
6.4 Relatedness of Education and Current Employment

This section covers how related the graduates’ education is to their current employment. This covers the general skills and abilities they acquired, the subject area knowledge they acquired, and overall, how related they are.

Table of Figures: Section 6.4: Relatedness of Education and Current Employment

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Figure 6.4-4 Education Requirement for Current Employment	136

Figure 6.4-1 Education Relatedness to the Workplace



Q57-59. Thinking about your current main job, please rate the following statements as “not related”, “somewhat related” or “very related”.

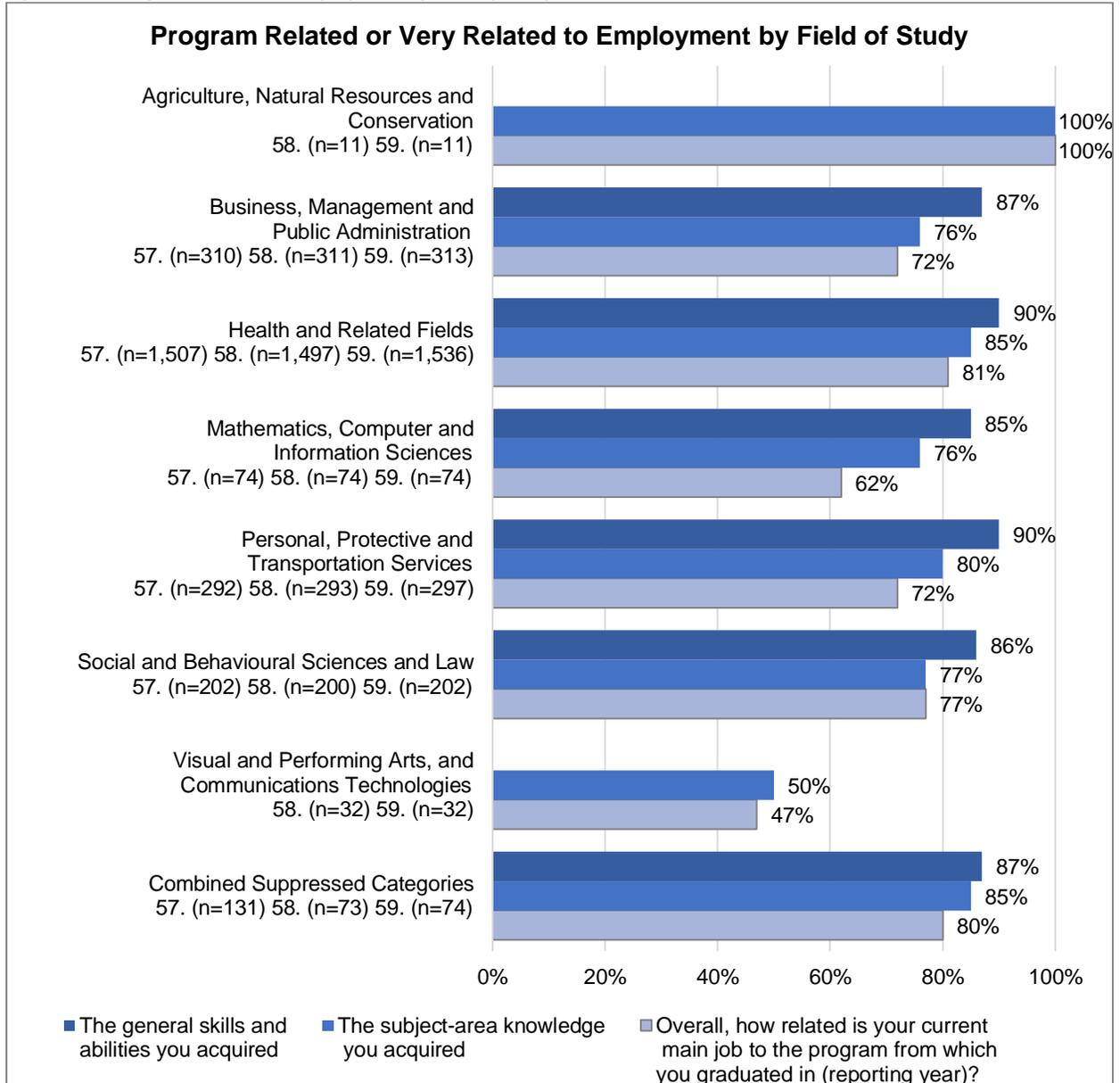
Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

The majority of graduates indicated that their post-secondary education was 'very related' to their current main job; 61% indicated that the general skills and abilities they acquired were 'very related', 59% indicated that the subject area knowledge they acquired was 'very related', and 59% indicated that their program was 'very related' to their current main job overall. Certain demographic groups indicated that their program was 'very related' more often than others, specifically:

- Female graduates compared to male graduates (61% indicated that their job was 'very related' to their program compared to 52%).
- Graduates who were married or living with a partner (63% indicated that their job was 'very related' to their program compared to a range of 53% to 56% of graduates who were single, divorced, separated, or widowed).
- Graduates who did not self-identify as a person with a disability (59% indicated that their job was 'very related' to their program compared to 48% of graduates who self-identified as a person with a disability).
- Graduates who started post-secondary schooling for the first time between two to five years before being surveyed (61% indicated that their job was 'very related' to their program compared to 50% of graduates who started post-secondary schooling for the first time more than twenty years before being surveyed).
- Graduates of BHASE programs (59% indicated that their job was 'very related' to their program compared to 46% of STEM graduates).

- Graduates of Health and related fields and Education (a range of 65% to 75% indicated that their job was 'very related' to their program compared to 42% to 43% of graduate of Business, management and public administration and Mathematics, computer and information sciences).
- Graduates who received a certificate (63% indicated that their job was 'very related' to their program compared to 56% who received a diploma).

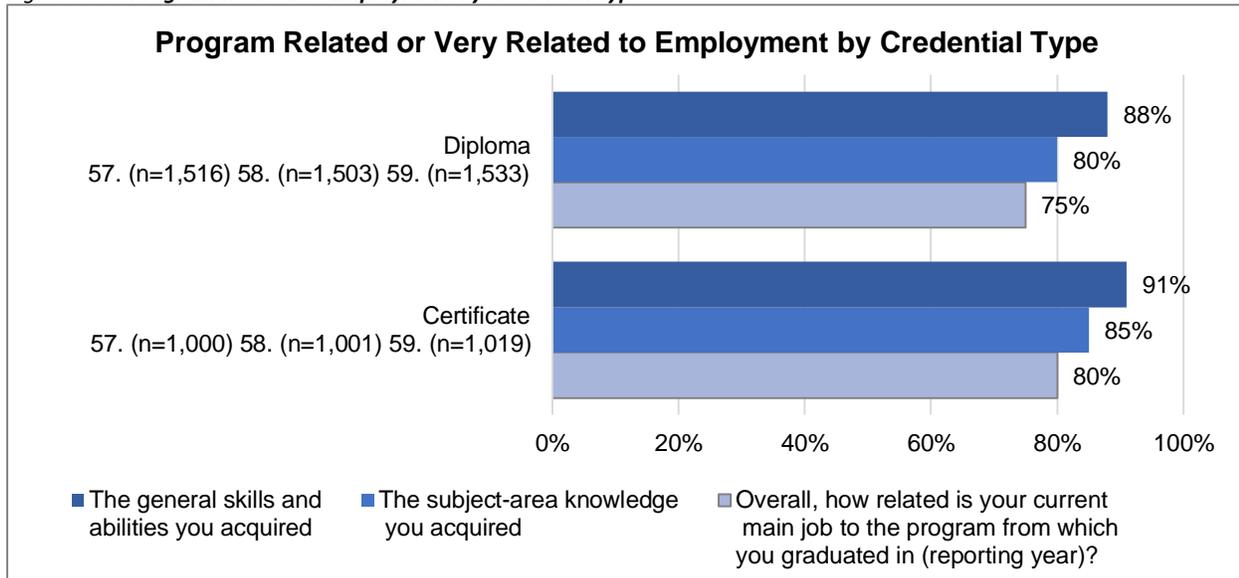
Figure 6.4-2 Program Related to Employment by Field of Study



Q57-59. Thinking about your current main job, please rate the following statements as “not related”, “somewhat related” or “very related”.

Notes: “Don’t know” and “Prefer not to say” responses were excluded from analysis. Response options with less than 10 responses were suppressed, and in some cases, complementary suppression was applied, so that suppressed results cannot be determined by calculation.

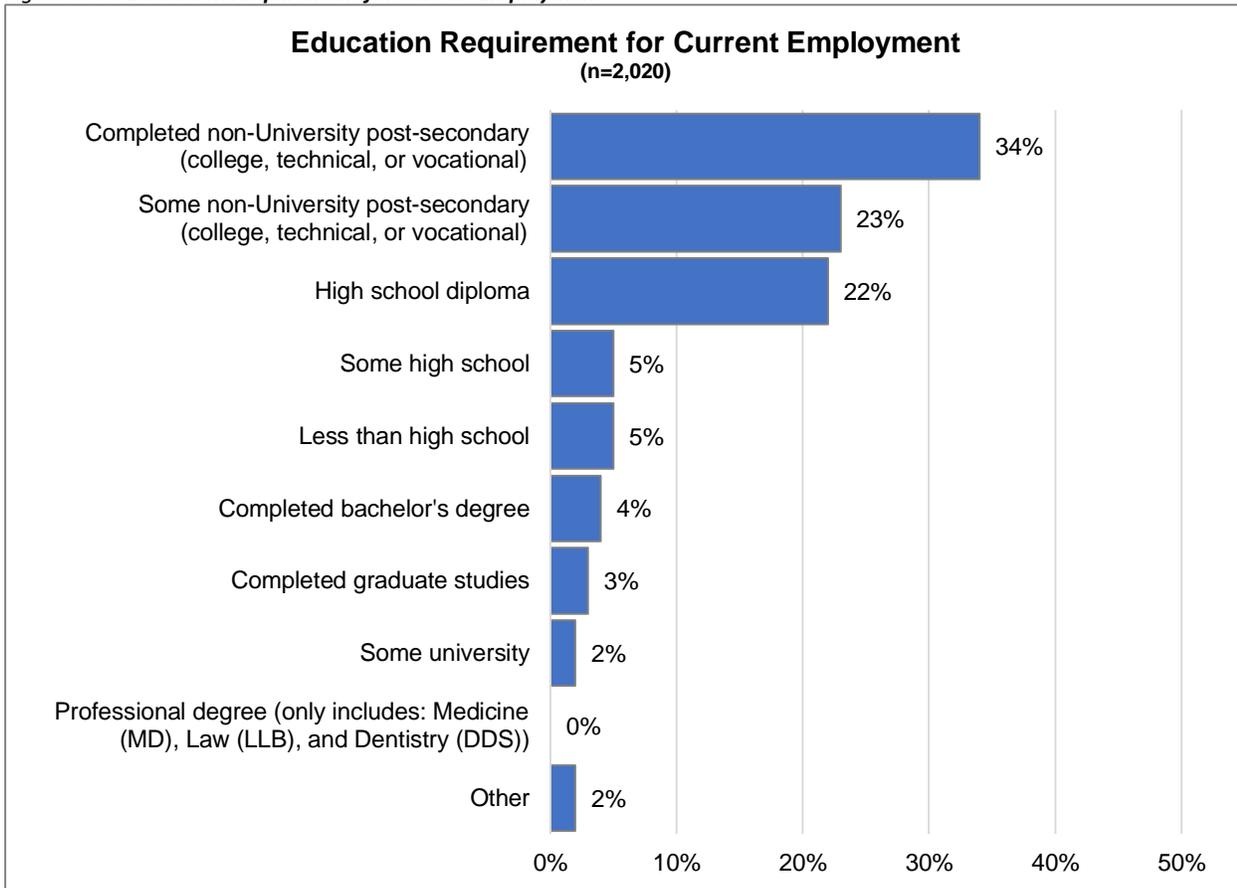
Figure 6.4-3 Program Related to Employment by Credential Type



Q57-59. Thinking about your current main job, please rate the following statements as “not related”, “somewhat related” or “very related”.

Notes: Values may not add to 100% due to rounding. “Don’t know” and “Prefer not to say” responses were excluded from analysis.

Figure 6.4-4 Education Requirement for Current Employment



Q60. What is the minimum level of education needed to do your current main job?

Notes: "Don't know" and "Prefer not to say" responses were excluded from analysis.

About a third of graduates (34%) indicated that a completed non-University post-secondary was a necessary qualification for their position when they were hired. The second most common requirement (23%) was some non-university post-secondary degree (college, technical, or vocational) and the third most common (22%) was a high school diploma.

7 Appendix

Graduate Outcomes Survey Instrument

Telephone Introduction Script

Q11a. Hello, may I please speak to _____ (name of graduate) _____ ?

[Interviewer Prompt: If asked who is calling, I am calling from CCI Research on behalf of Alberta Advanced Education and (provider name) .

[Interviewer Prompt: if asked why we are calling, “We are conducting a survey of post-secondary graduates who completed programs of study in Alberta. The purpose of the study is to collect information about graduates’ employment and educational experiences, and to provide detailed information to (provider name) with ideas about how to improve their programs.”]

Interviewer Note: if asked who we are and why we are calling read both prompts.]

[Interviewer Note: Interviewers are not to collect survey information from parents, roommates or others.]

- | | |
|--------------------------------|-----------------------|
| 1. Speaking | Go to Q1aa |
| 2. Goes to get them | Go to Q12a |
| 3. Not available/no later | Go to callback screen |
| 4. Does not live there anymore | Go to Q1b |
| 5. Don't know | Go to Q11c |
| 6. Refused | Go to Q11c |

(IF Q11a=1)

Q11aa. Is now a safe and convenient time to speak with you ?

[Interviewer Prompt: if asked why we ask this questions say, “We may be contacting people on their cell phones and we want to ensure they are in a safe and conveneint environment to talk to us.”]

Prepared by CCI Research Inc. 137

[Interviewer prompt: If respondent is NOT in an appropriate environment to proceed with the call (e.g., driving or in a public place), say “I will try you at another time. Thank you”. And record as a general callback.]

[Interviewer Prompt: If asked who is calling, I am calling from CCI Research on behalf of Alberta Advanced Education and (provider name)

- | | |
|---------------|------------------------|
| 1. Yes | Go to Q12 |
| 2. No | Go to call back screen |
| 3. Don't know | Go to call back screen |
| 4. Refused | Go to call back screen |

(If Q1a=4)

Q1b. Okay, I will explain the reason for my call. We are conducting a survey of post-secondary graduates who completed programs of study in Alberta. The purpose of the study is to collect information about graduates' employment and educational experiences, and to provide detailed information to (provider name) with ideas about how to improve their programs.

Would you be willing to supply us with the telephone number and/or email address of <name of graduate> so we may collect this information from them to help improve (provider name) programs.

The contact information you provide will only be used to contact <name of graduate> to conduct this survey.

- | | |
|----------------------------------|--|
| 1. Yes gives contact information | Go to Q11d |
| 2. No | Thank you for your time. Have a good day/night. Good bye |
| 3. Ask permission/call later | Go to callback screen |
| 4. Don't know | Thank you for your time. Have a good day/night. Good bye |
| 5. Refused | Thank you for your time. Have a good day/night. Good bye |

Q11c. We understand you may not be able to complete the survey at this time. However, the information we collect helps to improve (provider name) programs. Our calling hours are Monday to Friday 9:00 am to 9:00 pm and weekends 10:00 am to 6:30 pm. When would be a better time to call you back, or would you prefer to complete the survey online?

1. Yes do survey now Go to Q12
2. No later Goes to callback screen
3. Online Go to Q1e
4. Don't know Thank you for your time. Have a good day/night. Good bye
5. Refused Thank you for your time. Have a good day/night. Good bye.

(IF Q11b=1 and or if Q13=1)

Q11d Thank you. May I have the phone number and/or the email address?

1. Record phone number:
2. Record email address:
3. Refused Thank you for your time. Have a good day/night. Good bye.

Thank you for your cooperation. Have a good day/night. Good bye.

Q11e. Thank you. May I have your email address?

1. Record email address
2. Refused Thank you for your time. Have a good day/night. Good bye.

For respondent: Thank you, we will be sending you an invitation to complete this survey online.

	Begin period	End period	Reporting Year
Public Institutions	spring of 2017	spring of 2018	2017-18
Private Vocational Training Institutions	spring of 2018	spring of 2019	2018-19

(IF Q11aa= 1 or,Q12a=1)

Q12. Hi, my name is _____ and I am calling from CCI Research on behalf of Alberta Advanced Education and _____ (provider name) _____. We are conducting a survey of post-secondary graduates, who completed programs of study in Alberta between the _____ (begin period) _____ and the _____ (end

period) _____. The purpose of the study is to collect information about graduates' employment and educational experiences, and to provide detailed information to _____ (provider name) _____ with ideas about how to improve their programs.

When the survey is completed, you will be entered in a draw to win one of twenty gift cards that are worth \$100 each, which you could receive, provided that you answer a skill-testing question.

Are you willing to participate in the survey with me now?

[Interviewer Prompt: If the respondent wants to know how we came to have their name and phone number, say: "Your contact information was provided by the institution you attended and Alberta Advanced Education."]

[Interviewer Prompt: if asked when the gift card winners will be notified. "The draw will take place on May 7th, 2020 and the winners will be notified shortly thereafter."]

[Interviewer Prompt: if asked what gift cards will be available "you will have a choice of Visa, Amazon.ca, Tim Hortons, Canadian Tire, Petro Canada, Walmart gift card if you are one of the winners"]

[Interviewer Prompt: if asked how long the survey will take say: "It will take approximately 15 minutes to complete."]

- | | |
|---------------|-------------------------|
| 1. Yes | Go to Q12b. |
| 2. No later | Go to call back screen. |
| 3. Don't know | Go to Q11c. |
| 4. Refused | Go to Q11c |

(If Q11a=2)

Q12a. Hi, am I speaking to <name of graduate>?

[Interviewer Note: after second attempt code as Refused]

- | | |
|------------------------|--------------------------------------|
| 1. Yes | Go to Q12. |
| 2. No goes to get them | Stay on screen and re-read question. |
| 3. No later | Go to callback screen |

- | | |
|----------------------------|--|
| 4. Don't know
Good bye. | Thank you for your time. Have a good day/night. |
| 5. Refused
bye. | Thank you for your time. Have a good day/night. Good
bye. |

(If Q12 =1)

Q12b. Thank you , Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential. You may refuse to answer any question or end the survey at any time. Your personal information and your responses will be managed in accordance with the *Freedom of Information and Protection of Privacy Act*.

This call will be recorded for monitoring and quality assurance purposes.

May I continue?

[Interviewer prompt if needed: "If you have any questions or concerns regarding this survey, please contact the Alberta Advanced Education Senior Research Officer @ 780-427-5730."]

[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in 2021. The report from the last wave of this research is currently available on this website.]

- | | |
|---------------|-------------------------|
| 1. Yes | Go to Q1. |
| 2. No later | Go to call back screen. |
| 3. Don't know | Go to Q1c. |
| 4. Refused | Go to Q1c |

Q13. Hi, my name is __<Interviewers name> and I am calling from CCI Research on behalf of Alberta Advanced Education and (provider name). We are conducting a survey of post-secondary graduates who completed programs of study in Alberta between the (begin period) and the (end period).

We contacted your household previously and were informed that <name of graduate> had moved. A request to obtain their contact information was made at that time. Were you able to obtain permission to supply us with their information?

- | | |
|------------------------------------|--|
| 1. Yes permission given | Go to Q11d. |
| 2. No permission given
Good bye | Thank you for your time. Have a good day/night. |
| 3. No later | Go to callback screen (scenario) |
| 4. Don't know
bye | Thank you for your time. Have a good day/night. Good |
| 5. Refused
bye. | Thank you for your time. Have a good day/night. Good |

[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in 2021. The report from the last wave of this research is currently available on this website.]

Online Introduction Script

Alberta Advanced Education is conducting a survey of post-secondary graduates who completed programs of study in Alberta between _____ (begin period) _____ and the _____ (end period) _____. The purpose of the study is to collect information about graduates’ employment and educational experiences, and to provide detailed information to _____ (provider name) _____ with ideas about how to improve their programs. When the survey is completed, you will be entered in a draw to win one of twenty gift cards that are worth \$100 each, which you could receive, provided that you answer a skill-testing question. Please see the rules and regulations here for more information.

Your participation is voluntary and any information you provide will be kept confidential. Your personal information and your responses will be managed in accordance with the *Freedom of Information and Protection of Privacy Act*.

For more information about the survey, please contact:

Advanced Education	Survey Contact (Title, Business Address) Alberta Advanced Education Senior Research Officer	Telephone Number <u>780-427-5730</u>
The CATI system will generate the title and telephone number for the Advanced Education contact.		

[The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in 2021. The report from the last wave of this research is currently available on this website.]

EDUCATIONAL EXPERIENCE

1. What was your primary goal upon entering (provider name) ? **EE113**

[QUESTION IS TO BE OPEN-ENDED ONLINE]

[INTERVIEWER NOTE : DO NOT READ]

[INTERVIEWER NOTE: interviewer my prompt by reading the options listed if the respondent has a hard time answering.]

- 1. Preparation for a specific degree or diploma
- 2. Completion of a specific degree or diploma
- 3. Expanded knowledge in a particular subject area
- 4. Expand general education level
- 5. Employment
- 6. Improve skills required for the job/Promotion
- 7. To change careers
- 8. Obtain high school equivalency
- 10. Did not set a goal → **GO TO Q4**
- 77. Other (specify) [EE113 77] .
- 88. Don't know → **GO TO Q4**
- 99. Prefer not to say → **GO TO Q4**

2. To what extent did you achieve your primary goal? **EE114**

- 0. Did not achieve it
- 1. Partially achieved it
- 2. Mostly achieved it
- 3. Fully achieved it → **GO TO Q4**
- 88. Don't know → **GO TO Q4**
- 99. Prefer not to say → **GO TO Q4**

3. Why did you not fully achieve your primary goal?

[QUESTION IS TO BE OPEN-ENDED ONLINE]

[INTERVIEWER NOTE : DO NOT READ]

[INTERVIEWER NOTE: interviewer my prompt by reading the options listed if the respondent has a hard time answering.]

	Yes	Not Mentioned	
01. Changed program/career plans/goals	1	0	EE11501
02. Personal illness or disability	1	0	EE11502
03. Family responsibilities	1	0	EE11503
04. Moved	1	0	EE11504
05. Financial Reasons	1	0	EE11505
06. Lack of employment in field	1	0	EE11506
07. Still in school/pursuing further education	1	0	EE11507
77. Other (specify) _____ [EE115 77] _____.	1	0	EE11577
88. Don't know	1	0	EE11588
99. Prefer not to say	1	0	EE11599

YOUR PROGRAM

The following statements examine the degree to which your post-secondary education completed in _____ (reporting year) _____ 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 _____ (provider name) _____, do you feel that it has helped you to effectively: [RANDOMIZE]

[Interviewer Prompt: “The following statements examine the degree to which your post-secondary education completed in _____(reporting year)_____ 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.”]

		not at all		great extent			N/A	DK	PN	
		1	2	3	4	5				
4.	Gain job-specific knowledge	1	2	3	4	5	87	88	99	YP100
5.	Develop your verbal communication skills	1	2	3	4	5	87	88	99	YP107
6.	Develop specialized tool, machine, equipment or software skills	1	2	3	4	5	87	88	99	YP125
7.	Develop research skills	1	2	3	4	5	87	88	99	YP118
8.	Develop your intercultural communication skills	1	2	3	4	5	87	88	99	YP116
9.	Develop your ability to learn independently	1	2	3	4	5	87	88	99	YP110
10.	Develop ability to work independently	1	2	3	4	5	87	88	99	YP121
11.	Develop your written communication skills	1	2	3	4	5	87	88	99	YP108
12.	Develop critical thinking skills	1	2	3	4	5	87	88	99	YP124
13.	Develop ability to work well with others	1	2	3	4	5	87	88	99	YP122
14.	Develop your ability to take initiative	1	2	3	4	5	87	88	99	YP112
15.	Develop effective time management skills	1	2	3	4	5	87	88	99	YP123

16.	Develop your problem-solving skills	1	2	3	4	5	87	88	99	YP106
17.	Develop work-related computer skills	1	2	3	4	5	87	88	99	YP117
18.	Develop mathematical skills	1	2	3	4	5	87	88	99	YP119

EDUCATIONAL SATISFACTION

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

19. How satisfied or dissatisfied 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. Prefer not to say

20. How satisfied or dissatisfied are you with the quality of your program at _____ (provider name) _____? **ES101**

- 1. Very dissatisfied
- 2. Dissatisfied
- 3. Satisfied
- 4. Very satisfied
- 88. Don't know
- 99. Prefer not to say

21. How satisfied or dissatisfied 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. Prefer not to say

NOTE: FOR PRIVATE VOCATIONAL TRAINING INSTITUTIONS, GO TO Q25

TRANSFER CREDITS

- 22.** Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the (program name) program at (provider name) ? **T100**
- 1. Yes
 - 2. No → **GO TO Q25**
 - 88. Don't know → **GO TO Q25**
 - 99. Prefer not to say → **GO TO Q25**
-
- 23.** In completing requirements for the (program name) program, did you receive transfer credit or advanced standing for courses taken at any other institution? **T101**
- 1. Yes
 - 2. No → **GO TO Q25**
 - 88. Don't know → **GO TO Q25**
 - 99. Prefer not to say → **GO TO Q25**
-
- 24.** 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. Prefer not to say

ADDITIONAL EDUCATION QUESTIONS

- 25.** To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the ____ (program name) ____ program to be worth the financial cost to me and/or my family? Do you... **EQ100**
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree
 88. Don't know
 99. Prefer not to say

[NOTE: FOR PRIVATE VOCATIONAL TRAINING INSTITUTIONS, GO TO Q29]

- 26.** As part of your studies at ____ (provider name) ____, 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 Q29**
 88. Don't know → **GO TO Q29**
 99. Prefer not to say → **GO TO Q29**
- 27.** In which country? [RECORD RESPONSE, IN "SPECIFY COUNTRY"] **EQ103**
77. Specify Country _____ [EQ103 77] _____.
 88. Don't know
 99. Prefer not to say
- 28.** How satisfied or dissatisfied 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. Prefer not to say

FURTHER STUDIES

The following questions relate to any further studies you have undertaken since graduating.

- 29.** Are you currently enrolled as a student? **FS100**
1. [DO NOT USE]
 2. [DO NOT USE]
 3. Yes, in Alberta
 4. Yes, outside Alberta (specify) _____ [FS101 66] .
 5. No → **GO TO Q32**
 88. Don't know → **GO TO Q32**
 99. Prefer not to say → **GO TO Q32**

NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q31, IF Q29=Yes, in Alberta

- 30.** Will these studies lead to a...? **FS103**
1. Diploma
 2. Certificate
 3. Extension Certificate
 4. Applied Degree
 5. Undergraduate Degree
 6. Graduate Degree
 7. Professional School (For example, Law, Dentistry, Medicine)
 8. Professional designation (For example, CMA – Certified Management Accounting designation)
 77. Other (specify) _____ [FS103 77] .
 88. Don't know
 99. Prefer not to say

- 31.** Are you currently a part-time or full-time student? **FS102**

1. Full-time → **GO TO Q67**
2. Part-time
88. Don't know
99. Prefer not to say

EMPLOYMENT OUTCOMES

The following questions relate to your employment outcomes before and since graduating.

32. Did you have any work placements that were part of your program? **EO108**

- 1. Yes
- 2. No → **GO TO Q34**
- 88. Don't know → **GO TO Q34**
- 99. Prefer not to say → **GO TO Q34**

33. What type(s) of work placements did you have as a part of your program?

[Please select all that apply.]

[INTERVIEWER NOTE: Select all that apply.]

	Yes	Not Mentioned	
5. Co-op, internship, practicum, clinical placement or field experience included as part of your program requirement	1	0	EO10905
77. Other (specify) _____ [EO109 77] _____.	1	0	EO10977
88. Don't know	1	0	EO10988
99. Prefer not to say	1	0	EO10999

34. When you graduated, did you want to find a full-time job? **EO113**

(In some cases, people may have taken time off after graduation, or may have preferred to work part-time instead.)

- 1. Yes
- 2. No → **GO TO Q38**
- 88. Don't know → **GO TO Q38**
- 99. Prefer not to say → **GO TO Q38**

- 35.** How many months after graduation did it take you to obtain a full-time job? [ENTER NUMBER OF MONTHS] **EO110**
- 55. I was employed during school and kept job
 - 66. I have not been employed full-time since graduating
 - 88. Don't know
 - 99. Prefer not to say

GO TO Q37, IF Q35 > 55

- 36.** Was the full-time job relevant to your program of studies? **EO111**
- 1. Yes
 - 2. No
 - 88. Don't know
 - 99. Prefer not to say

GO TO Q38, IF Q35 <= 6 or Q35 = 55

- 37.** What challenge most impacted your ability to find employment? **EO112**
- [QUESTION IS TO BE OPEN-ENDED ONLINE]
- [INTERVIEWER NOTE: Do Not Read, Select One Only.]
- 1. Not enough work experience
 - 2. Wage expectation not being met
 - 3. Field of study – limited or no related jobs available in my field
 - 4. Limited or no jobs available near my place of residence (for example, in my town, city, community)
 - 5. I'm not willing or able to travel or relocate for work
 - 6. Had limited or no access to needed pre-employment supports (For example, job search, resume writing, interview skills, career planning)
 - 7. My credential was not recognized
 - 8. Personal health

- 9. Family commitment
- 77. Other (specify) _____ [EO112 77] _____.
- 88. Don't know
- 99. Prefer not to say

38. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? **EO100**

- 1. Yes
- 2. No
- 88. Don't know
- 99. Prefer not to say

39. Are you currently looking for a job? **EO101**

- 1. Yes
- 2. No
- 88. Don't know
- 99. Prefer not to say

GO TO Q40, IF Q38=NO or DK or PN and Q39=NO

GO TO Q41, IF Q38=YES and Q39=YES

GO TO Q42, IF Q38=YES and Q39=NO or DK or PN

GO TO Q67

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

EO102

[QUESTION IT TO BE OPEN-ENDED ONLINE]

[INTERVIEWER NOTE: DO NOT READ]

1. Own illness or disability
2. Personal or family responsibilities
3. [DO NOT USE]
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 or taking time off
9. Retired
10. International student or immigration issues
11. Studying (including current part-time study, taking courses or trainings, or will be studying full time soon)
77. Other (specify) _____ [EO102 77] _____.
88. Don't know
99. Prefer not to say

GO TO Q67

41. What is the main reason you are looking for a job?

EO106

[QUESTION TO TO BE OPEN-ENDED ONLINE]

[INTERVIEWER NOTE: DO NOT READ]

1. Over-qualified in current job
11. Looking for promotion
2. Job duties
3. Compensation and benefits
4. Work environment
5. Workplace culture
6. Relationship with colleagues or supervisors
7. Simply changing careers

- 8. Moving
- 9. Family responsibilities
- 10. Own illness or disabilities
- 77. Other (specify) _____ [EO106 77] _____.
- 88. Don't know
- 99. Prefer not to say

42. How many years of working experience you have had related to any of your post-secondary training? [ENTER NUMBER] **EO107**

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

43. How many paying jobs do you have currently? [ENTER NUMBER] **EO103**

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

44. What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.) **MJ100**

- [ENTER HOURS]
- 888888. Don't know
 - 999999. Prefer not to say

GO TO Q47, IF Q43=ONE JOB or DK or NR

45. What is the total number of hours you usually work per week in **all other** current jobs combined? [ENTER HOURS] **OJ100**

- 8888. Don't know
- 9999. Prefer not to say

GO TO Q47, IF Q44=DK or NR

GO TO Q47, IF Q45=DK or NR

46. To confirm, you work an annual average total of [MJ100+OJ100] hours per week; that is, [MJ100] at your current main job and another [OJ100] hours at your other jobs. [PROBE IF TOTAL HOURS IS OVER 65. THERE IS ONLY 168 HOURS IN A WEEK. (E.G. SLEEP, EATING, TRAVEL...)] **EO104**

1. Yes
2. No → Jump back to MJ100 and OJ100, as appropriate

47. Are you self-employed (in your current main job)? **EO105**

[INTERVIEWER PROMPT: THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS IN A YEAR.]

1. Yes
2. No
88. Don't know
99. Prefer not to say

MAIN JOB

48. How long have you been employed in your current main job? **MJ101**

[RESPONSES TO BE DISPLAYED ONLINE]

[SELECT THE MOST APROPRIATE, DO NOT READ]

1. Six (6) months or less
2. Six (6) months to one (1) year
3. [DO NOT USE]
4. One (1) year to three (3) years
5. Three (3) years to five (5) years
6. Over five (5) years
88. Don't know
99. Prefer not to say

- 49.** Is your main job **MJ115**
1. Permanent
 2. Temporary
 3. Casual
 4. Seasonal
 88. Don't know
 99. Prefer not to say

- 50.** What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? **MJ105**

[INTERVIEWER PROMPT: Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day?]

[INTERVIEWER NOTE: 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]]

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 Q56
88. Don't know → GO TO Q56
99. Prefer not to say → GO TO Q57

GO TO Q51, IF Q50=DAILY

GO TO Q54, IF Q49=PERMANENT

GO TO Q52, IF Q50=HOURLY or WEEKLY or BI-WEEKLY

GO TO Q53, IF Q50=SEMI-MONTHLY or MONTHLY

GO TO Q54

51. How many days per week do you usually work at your current main job? **MJ116**

[ENTER DAYS]

8888. Don't know → **GO TO Q56**

9999. Prefer not to say → **GO TO Q57**

GO TO Q54, IF Q49=PERMANENT and Q50=DAILY

- 52.** How many weeks do you expect to work at your current main job in calendar year 2020? Please include any weeks of paid vacation in your response. **MJ117**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER WEEKS]

88. Don't know → **GO TO Q56**

99. Prefer not to say → **GO TO Q57**

GO TO Q54

- 53.** How many months do you expect to work at your current main job in calendar year 2020? **MJ118**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER MONTHS]

88. Don't know → **GO TO Q56**

99. Prefer not to say → **GO TO Q57**

- 54.** Working your usual hours at your current main job, approximately what is your [INSERT APPROPRIATE WORD(S) FROM MJ105: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? **MJ106**

[INTERVIEWER NOTE: ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF MJ105=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]

[ENTER SALARY]

88888888. Don't know → **GO TO Q56**

99999999. Prefer not to say → **GO TO Q57**

GO TO Q56, IF Q44=DK or PN and Q50=HOURLY

GO TO Q57, IF Q50=YEARLY

- 55.** Based on your answers so far, your total expected **annual** income from your current main job before deductions is calculated to be \$ amount . Does that sound about right? **MJ107**
- 1. Yes → **GO TO Q57**
 - 2. No
 - 88. Don't know → **GO TO Q57**
 - 99. Prefer not to say → **GO TO Q57**

- 56.** In that case, what is your approximate **annual** income from your current main job before deductions including ANY tips OR commissions? **MJ108**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

- 88888888. Don't know
- 99999999. Prefer not to say

Thinking about your current main job, please rate the following statements as “not related”, “somewhat related” or “very related”.

	not related	very related	DK	PN		
57. The general skills and abilities you acquired (For example, communication skills, critical thinking, problem solving)	1	2	3	88	99	MJ109
58. The subject-area knowledge you acquired	1	2	3	88	99	MJ110
59. Overall, how related is your current main job to the program from which you graduated in (<u>reporting year</u>)?	1	2	3	88	99	MJ111

GO TO Q61, IF Q48 = ANSWER #5 or #6

60. What is the minimum level of education needed to do your current main job? **MJ119**

[INTERVIEWER NOTE: DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]

1. Less than high school
2. Some high school
3. High school diploma
4. Some non-University post-secondary (college, technical, or vocational)
5. Completed non-University post-secondary (college, technical, or vocational)
6. Some university
7. Completed bachelors degree
8. Completed graduate studies
9. [DO NOT USE]
10. Professional degree (only includes: Medicine (MD), Law (LLB), and Dentistry (DDS))
77. Other (specify) _____ [MJ119 77] _____.
88. Don't know
99. Prefer not to say

61. Given your education, training and experience in the program from which you graduated in (reporting year) , how qualified or under-qualified do you feel you are for your current 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. Prefer not to say

62. All things considered, how satisfied or dissatisfied 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. Prefer not to say

GO TO Q67, IF Q43=ONE JOB or DK or PN

OTHER JOB

63. 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? **OJ101**

[INTERVIEWER PROMPT: Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day?]

[INTERVIEWER NOTE: 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]]

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 Q66
88. Don't know → GO TO Q66
99. Prefer not to say → GO TO Q67

- 64.** Working your usual hours at your other job(s) what is your approximate [INSERT APPROPRIATE WORD(S) FROM OJ101: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars, (including gratuities, commission and other earnings)? **OJ102**

[INTERVIEWER NOTE: ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF OJ101=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]

[ENTER SALARY]

88888888. Don't know → **GO TO Q66**

99999999. Prefer not to say → **GO TO Q67**

GO TO Q66, IF Q49=DK or PN and Q63=HOURLY
GO TO Q67, IF Q63=YEARLY

- 65.** Based on your answers so far, 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 Q67**
 2. No
 88. Don't know → **GO TO Q67**
 99. Prefer not to say → **GO TO Q67**

- 66.** In that case, what is your approximate **annual** income from your other job(s) before deductions including ANY tips OR commissions? **OJ104**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

FINANCIAL INFORMATION

The next questions ask about any financial assistance you may have accessed at any point as a post-secondary student.

Have you ever received financial assistance for education-related expenses from the following sources?

	Yes	No	DK	PN	
67. Government student loans	1	0	88	99	FI100
68. Scholarships, awards or bursaries	1	0	88	99	FI102
69. Family assistance or loans	1	0	88	99	FI104
70. Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)	1	0	88	99	FI106

GO TO Q71, IF Q67=YES

GO TO Q73, IF Q68=YES

GO TO Q74, IF Q69=YES

GO TO Q76, IF Q70=YES

GO TO Q77

71. At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education? **FI101**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

72. What was your **last month's** payment for all government student loans, **in Canadian dollars?** **F1109**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

GO TO Q73, IF Q68=YES

GO TO Q74, IF Q69=YES

GO TO Q76, IF Q70=YES

GO TO Q77

73. In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies? **F1103**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

GO TO Q74, IF Q69=YES

GO TO Q76, IF Q70=YES

GO TO Q77

74. At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? **F1108**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

75. At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family? **F1105**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

GO TO Q76, IF Q70=YES

GO TO Q77

76. 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**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know

99999999. Prefer not to say

BACKGROUND AND DEMOGRAPHICS

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

77. What year did you last attend school in the K-12 system, not including adult upgrading? [ENTER FOUR DIGIT YEAR] **BG102**

8888. Don't know

9999. Prefer not to say

78. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading? **BG103**

[INTERVIEWER NOTE: you can stop reading if the respondent requests]

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. Prefer not to say

79. In what year did you begin post-secondary studies, not including adult upgrading? **BG104**

[INTERVIEWER PROMPT: If asked for confirmation on the question – “We are asking about the first time you entered post-secondary studies which may not have been your most recent degree. However, we would like you to exclude any adult upgrading from your response”]

[ENTER FOUR DIGIT YEAR]

8888. Don't know

9999. Prefer not to say

80. Have you permanently relocated to a different city or town **since the time of your graduation** from ___ (provider name) ___? **BG105**

For example, relocation from the town/city where you went to school.

- 1. Yes
- 2. No
- 88. Don't know
- 99. Prefer not to say

NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q84, IF Q80 <> Yes

GO TO Q82, IF Q80 <> Yes

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

81. Which city or town did you relocate to? **BG107**

[[INTERVIEWER NOTE: you can stop reading if the respondent requests]

- 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. Prefer not to say

[NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q84]

82. What is your gender? **DG100**

- 1. Male
- 2. Female
- 3. A gender identity not listed here
- 88. Don't know
- 99. Prefer not to say

83. What is your current age? **DG101**

- [ENTER AGE]
- 8888. Don't know
- 9999. Prefer not to say

- 84.** What was your marital status when you started the _____ (program name) _____ program? Were you ...? **DG102**
1. Single (never married)
 2. Married or living with partner
 3. Divorced/Separated/Widowed
 88. Don't know
 99. Prefer not to say
- 85.** When you started the _____ (program name) _____ program how many dependents (including dependent adults) were you responsible for? **DG103**
- [ENTER NUMBER]
88. Don't know
 99. Prefer not to say
- 86.** Do you consider yourself to be an Aboriginal person? **DG104**
1. Yes
 2. No → **GO TO Q88**
 88. Don't know → **GO TO Q88**
 99. Prefer not to say → **GO TO Q88**
- 87.** Are you...? **DG105**
1. Status Indian
 2. Non-status Indian
 3. Inuit
 4. Métis
 77. Other (Specify) _____ [DG105 77] _____.
 88. Don't know
 99. Prefer not to say

88. When you started the _____ (program name) _____ program, did 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 Q90**
- 88. Don't know → **GO TO Q90**
- 99. Prefer not to say → **GO TO Q90**

89. What is the nature of your disability? **DG108**

- 77. Please Describe _____ [DG108 77] _____.
- 88. Don't know
- 99. Prefer not to say

90. What is/was the highest level of education attained by either one of your parent(s) or guardian(s)? **DG109**

[DO NOT READ CATEGORIES. ENTER EDUCATION LEVEL OF PARENT(S)/GUARDIAN(S) 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. Prefer not to say

91. 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 survey? **DG110**

- 1. Yes (specify) _____ [DG110 01] _____.
- 2. No
- 88. Don't know
- 99. Prefer not to say

GO TO END SURVEY 2, IF Q38=NO or DK or PN

GO TO END SURVEY 2, IF Q47=YES or DK or PN

[END SURVEY 1]

Telephone Script

QE1. Thank you for completing the Graduate Outcomes Survey with me, the Ministry is also interested in the opinions of employers of recent post-secondary graduates. Therefore, we would like to contact your work supervisor with the intention of collecting information about how well the post-secondary system is meeting the needs of employers, not to evaluate your individual job performance.

The first 2,000 respondents whose supervisor completes the survey will be guaranteed their choice of a **\$20 gift card from Amazon.ca, Tim Hortons, Indigo, Starbucks, or Walmart!** An additional 500 draws for a choice of \$20 gift cards from these locations are also available if more than 2,500 surveys are completed with supervisors.

The survey results will help the Ministry and Institutions better prepare students to meet the needs of today’s diverse economy.

[Interviewer Prompt if asked when the gift card winners will be notified. “The draw will take place on May 7th, 2020 and the winners will be notified shortly thereafter. “]

Would you please provide your supervisors name, phone number, and email address so that we can complete the survey with them?

- 1. Yes gives contact information Go to QE11b.
- 2. No QEI1a.
- 3. Ask permission/call later Link to employer call back
- 4. Don’t know QEI1a.
- 5. Refused QEI1a.

QE1a We understand you may be reluctant to provide your supervisors contact information without their consent. We would like to emphasise at this time that the information we are seeking is about how well the post-secondary system is meeting the needs of EMPLOYERS, and NOT to evaluate your individual job performance.

Would you be willing to provide the contact information for your employer or to ask your supervisor for permission to provide us with their name and business contact information?

- | | |
|----------------------------------|----------------------------|
| 1. Yes gives contact information | Go to QE11b. |
| 2. No | Go to end of survey script |
| 3. Ask permission/call later | Link to employer call back |
| 4. Don't know | Go to end of survey script |
| 5. Refused | Go to end of survey script |

QE11b. Thank you, may I have their:

1. First name:
2. Last name:
3. Phone number:
4. Email address:

Please confirm the email address you would like us to contact you at after your supervisor does the survey. When contacted you will be asked to specify your gift card choice.

Email:

Confirm Email:

Online Script

Thank you for completing the Graduate Outcomes Survey, the Ministry is also interested in the opinions of **employers** of recent post-secondary graduates. Therefore, we would like to contact your work supervisor with the intention of collecting information about how well the post-secondary system is meeting the needs of employers, not to evaluate your individual job performance.

The first 2,000 respondents whose supervisor completes the survey will be guaranteed their choice of a **\$20 gift card from Amazon.ca, Tim Hortons, Indigo, Starbucks, or Walmart!** An additional 500 draws for a choice of \$20 gift cards from these locations are also available if more than 2,500 surveys are completed with supervisors. Please see the rules and regulation here for more information.

The survey results will help the Ministry and Institutions better prepare students to meet the needs of today's diverse economy. Please provide the following contact information for your direct supervisor so that we can complete the survey with them.

Supervisor's Firstname:

Supervisor's Lastname:

Supervisor's Phone number:

Supervisor's Email Address:

If you would like to give your supervisor some information about the survey before they are contacted, please confirm your email address below and we will send you some information that you can provide your supervisor by either printing it for them or emailing it to them.

1. Yes, please send the information to: <<insert email where available and allow for editing>>
2. No thank you, I do not wish to receive the additional information for my supervisor

Please confirm the email address you would like us to contact you at after your supervisor does the survey. When contacted you will be asked to specify your gift card choice.

Email:

Confirm Email:

[END SURVEY 2]

**We've reached the end of the survey and I would like to thank you very much for your participation.
Have a good day/night. Good bye.**

Your responses were successfully submitted. Thank you for your participation. You may now close your browser.

Addendum: Skills & Abilities / Preparedness Descriptors

Provide definitions in pop-up when respondent hovers over terms...

Job-specific knowledge gained during post-secondary education.	Offer examples such as knowledge of statistics, patient care, teaching methods, etc.
Verbal communication skills	Provide the following definition of spoken communication skills: The ability to effectively listen and use speech to give and exchange thoughts and information.
Specialized tool, machine, equipment or software skills	Provide examples of knowledge of a particular software program, or of how to operate machinery specific to a particular job
Research skills	Provide the following definition of research skills: The ability to identify a problem, determine what sorts of informational resources are needed to respond to the problem, find those resources efficiently, evaluate the gathered information for quality and relevance, and use the information effectively to address the problem.
Intercultural communication skills	Provide the following definition of intercultural skills: The ability to communicate effectively and appropriately with people of other cultures, so that cultural rules, norms, and expectations of the relationship are not violated significantly.
Ability to learn independently	Provide the following definition of the ability to learn independently: The ability to self-identify knowledge or skills gaps and proactively seek to solve them. This ability may include the following types of learning: <ul style="list-style-type: none"> • training in job-related health and safety; • obtaining and updating credentials; and learning about new equipment, procedures, products and services.
Written communication skills	Provide the following definition of written communication skills: The ability to effectively read and write to give and exchange thoughts and information.
Critical thinking skills	Provide the following definition of critical thinking skills: Critical thinking means making reasoned judgments that are logical and well thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions.
Ability to work well with others	Provide the following definition of ability to work well with others: The set of abilities enabling a person to interact positively and work effectively with others.
Ability to take initiative	Provide the following definition of ability to take initiative: In a workplace setting, this means the ability to identify work that needs to be done without instruction, and doing that work without being asked to do so.
Effective time management skills	Provide the following definition of time management skills: The Ability to meet work targets in a timely manner. Also includes coming to work on time.
Ability to work independently	Provide the following definition of ability to work independently: The self-discipline to meet work targets while working alone.

Problem-solving skills	Provide the following definition of problem-solving skills: The ability to work through the details of a difficult or complex problem to find a solution.
Work-related computer skills	Provide the following definition of work-related computer skills: The knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving.
Mathematical skills	Provide the following definition of mathematical skills: Mathematical skills refers to the use of numbers and the ability to think in quantitative terms.