



Alberta

Results of the
Graduate Outcomes Survey
for the Private Vocational
Training Institutions'
Class of 2016/2017

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, and outcomes.

CCI Research began work on the AE's Graduate Outcomes Survey (GOS) for the class of 2016/2017 in December 2017. The survey 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 for graduates of private vocational training institutions began on January 8th, 2018. 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 April 29th, more than 9,600 graduates from private institutions had been invited to participate in the survey and a total of 3,386 surveys were completed for a gross response rate of 35.2%.

Demographics

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

- Over two thirds of all graduates who responded to the survey had been living in Calgary or Edmonton when they first applied for post-secondary studies, 4% were from another Canadian province or territory, and 2% were from another country.
- Four out of five graduates were female. However, the ratio of females to males tended to vary by field of study, with higher proportions of males in the field of Architecture, Engineering, and Related Technologies.
- The average age of graduates was 32, and the median was 30 years of age with most being between 23 and 40 years of age.
- Almost half of graduates were single (never married) when they started their post-secondary program and a similar proportion were married or living with a partner.
- Three out of five graduates had one or more dependents and about a quarter had three or more dependents when they started their post-secondary program.
- Only 8% of graduates indicated that they self-identified as an Aboriginal person and 5% of graduates indicated that they self-identified as a person with a disability when they started their program.

Satisfaction

Graduates were generally positive about the extent to which their post-secondary education helped them to gain or develop skills. When asked to rate the extent to which their program helped them build their skills, with one indicating 'not at all' and five indicating 'great extent', at least half of graduates gave a rating of four out of five or higher for each listed ability. The only exception was mathematical skills (rated four out of five or higher by 39%). Additionally, three-quarters of graduates or more gave one of the top two ratings for the extent to which their post-secondary education helped them gain job-specific knowledge, develop their ability to work independently, and develop their ability to work well with others.

Overall, about four out of five graduates were satisfied with the quality of teaching in their program, the quality of their program, and the overall quality of their educational experience. Two out of three graduates indicated that they 'agree' or 'strongly agree' their post-secondary education program was worth the financial cost. It is notable that the perceptions of program value correlated with reported current annual income.

Financing of Post-Secondary Education

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

- About three-quarters of graduates reported receiving government-sponsored student loans, with an average debt of about \$18,063 at graduation, and an average (previous) monthly re-payment of about \$339.
- One out of five of graduates indicated that they received scholarships, awards, and bursaries, with an average amount received of \$6,434.
- About a third of graduates indicated receiving family assistance or loans, with an average amount received of \$6,810 and an average amount to be repaid at graduation of \$2,667, or \$8,087 when those who reported having to repay \$0 were excluded.
- About one out of five of 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 \$9,297.

Transitions

When asked if they were currently enrolled as a student, about one out of ten 2016/2017 graduates indicated they were. Nine out of ten of those currently enrolled as a student were enrolled in Alberta, just under two thirds were enrolled in full-time studies, and about two out of five were working towards a diploma.

Another post-graduation transition that was examined was the relocation of graduates following their program. Almost one out of five graduates had relocated since graduation, with about seven out of ten relocating within Alberta.

Outcomes

The employment rate of 2016/2017 graduates in the workforce was 85% at the time of the survey.

In total, approximately three-quarters of graduates were employed, 14% of graduates were unemployed and looking for work, 8% were enrolled in full-time studies, and 3% were not employed and not looking for work. Less than one out of five graduates who indicated that they were employed reported being self-employed, 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.

A 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 four 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 near their place of residence.

Graduates who were not looking for a job most often reported that they were not looking because of personal or family reasons. Graduates who had a job but were looking for a new one frequently mentioned wanting a job related to their field of study, wanting permanent or full-time employment, looking for more income, or achieving personal or career goals among their reasons for looking for a new job.

On average, employed graduates reported earning about \$40,000 annually, with half indicating they made \$36,000 or more annually.

More than half of graduates reported that their current main job was ‘very related’ to the program from which they graduated in 2016/2017. Similarly, about three out of five graduates indicated that the subject-area knowledge they acquired during their program was ‘very related’ to their current job and that the general skills and abilities they acquired were ‘very related’ to their job.

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1 Introduction

Every two years, 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 usually completed approximately two years after graduation for graduates of publicly funded institutions. For graduates of private vocational institutions, surveys are now conducted approximately one year after graduation, in order to better align with the different educational goals of private vocational training programs. It should be noted that due to this change, the results of this survey iteration are not comparable to previous survey results. Graduates have the option of completing the survey either online or over the telephone.

The objectives of the survey 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 survey are to:

- Determine post-secondary graduates' satisfaction with their post-secondary education experiences,
- Explore graduates' employment outcomes,
- Understand how students finance their education,
- Describe the demographic profile of graduates from different fields of study, and

This collaborative project of data collection and 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 2017, CCI Research Inc. (CCI Research) was contracted by AE to conduct the survey with the 2016/2017 academic year graduates from private vocation 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 institutions in 2016/2017. A total of 118 private vocational training 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 stratification¹.

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 4-1 and 4-2.

Table 2-1 *Sample Statistics by Field of Study*

Field of Study By CIP Group ²	Population *	Proportion (%) of Population	Completed Survey Sample	Proportion (%) of Sample
Agriculture, Natural Resources and Conservation	24	0%	19	1%
Architecture, Engineering, and Related Technologies	126	1%	32	1%
Business, Management and Public Administration	1,181	12%	426	13%
Education	40	0%	22	1%
Health and Related Fields	5,936	62%	2,019	60%
Mathematics, Computer and Information Sciences	202	2%	80	2%
Personal, Protective and Transportation Services	1,372	14%	429	13%
Social and Behavioural Sciences and Law	607	6%	288	9%
Visual and Performing Arts, and Communications Technologies	126	1%	71	2%
Total	9,614	100%	3,386	100%

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

¹ More details about the stratified sample plan and accuracy targets are provided in the Graduate Outcomes Survey Technical Report.

² More information on the Classification of Instructional Programs can be found at <https://www.statcan.gc.ca/eng/subjects/standard/cip/2016/introduction>

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 fields of study. The population and sample breakdowns by primary grouping are shown above in Table 4-2. The primary grouping 00- Personal Improvement and Leisure is not included in the report as this grouping includes courses that are not for credit³. 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.⁴

Table 2-2 *Sample Statistics by Credential Type*

Credential Type	Population*	Proportion (%) of Population	Completed Survey Sample	Proportion (%) of Sample
Diploma	5,296	55%	1,858	55%
Certificate	4,318	45%	1,528	45%
Total	9,614	100%	3,386	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 8th to April 29th, 2018, with an average survey completion time of 15 minutes by phone and 12 minutes⁵ online. Following the pre-test, email invitations were sent in waves from January 19th to January 31st, and up to three reminders per graduate were sent between January 29th and March 23rd. Phone interviews after the pre-test were conducted from February 1st to April 29th. Trained interviewers used a Computer-Assisted Telephone Interview (CATI) system to complete 194 surveys with Alberta graduates and an additional 3,192 Alberta graduates completed the survey online, for a total of 3,386 completed surveys. Based on the population of 9,614, the gross response rate was 35.2%.

³ A full description and breakdown of the primary groupings can be found at <http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=394056>

⁴ 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>

⁵ 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 3,386 graduates are accurate to within +/-1.36% in the “worst-case scenario” (i.e., results measuring proportions of 50%) at the 95% confidence level

4 Sample Demographics

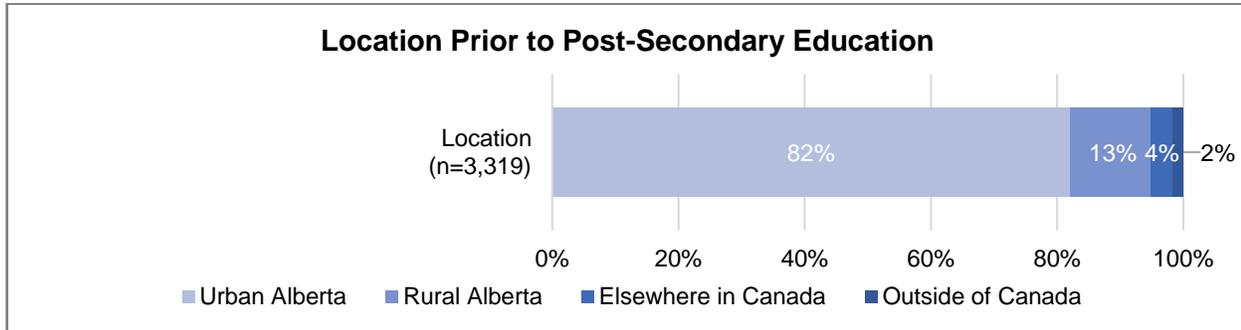
This section details the demographics of the graduates of 2016/2017 who responded to the Graduate Outcome Survey. It covers location prior to post-secondary education, gender, age, marital status, number of dependents, Aboriginal status, disability status, and participation in work related to field of study while in school.

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4.1 Location

Figure 4.1-1 Location Prior to Post-Secondary Education



Q61. 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. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The large majority (82%) of graduates, were living in urban Alberta⁶ prior to beginning their post-secondary education, with most (71%) coming from either Calgary (40%) or Edmonton (30%). Close to one out of ten graduates (13%) were from rural Alberta⁷, 4% were from another province or territory in Canada and 2% were from outside of Canada.

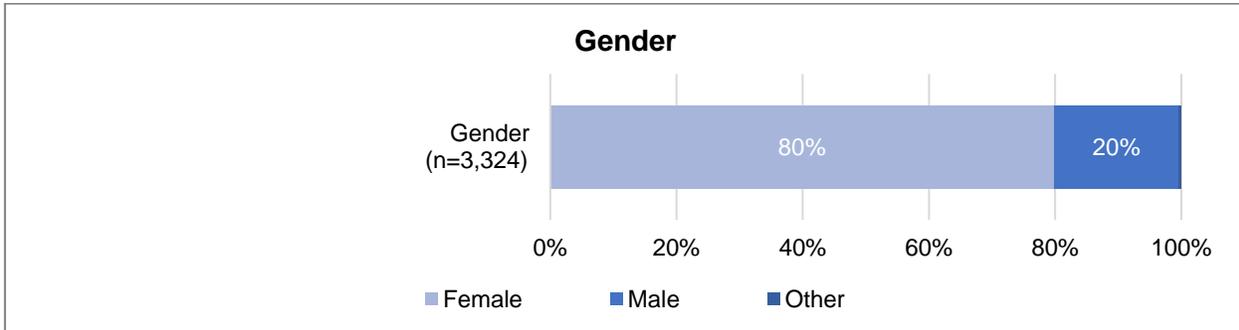
Graduates who lived in another province or territory in Canada were most often from British Columbia (25%), Manitoba (22%), or Saskatchewan (19%), and graduates who lived outside of Canada were most often from the Philippines (35%).

⁶ 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.

⁷ Rural Alberta refers to areas in Alberta outside of the listed urban centres.

4.2 Gender

Figure 4.2-1 Gender



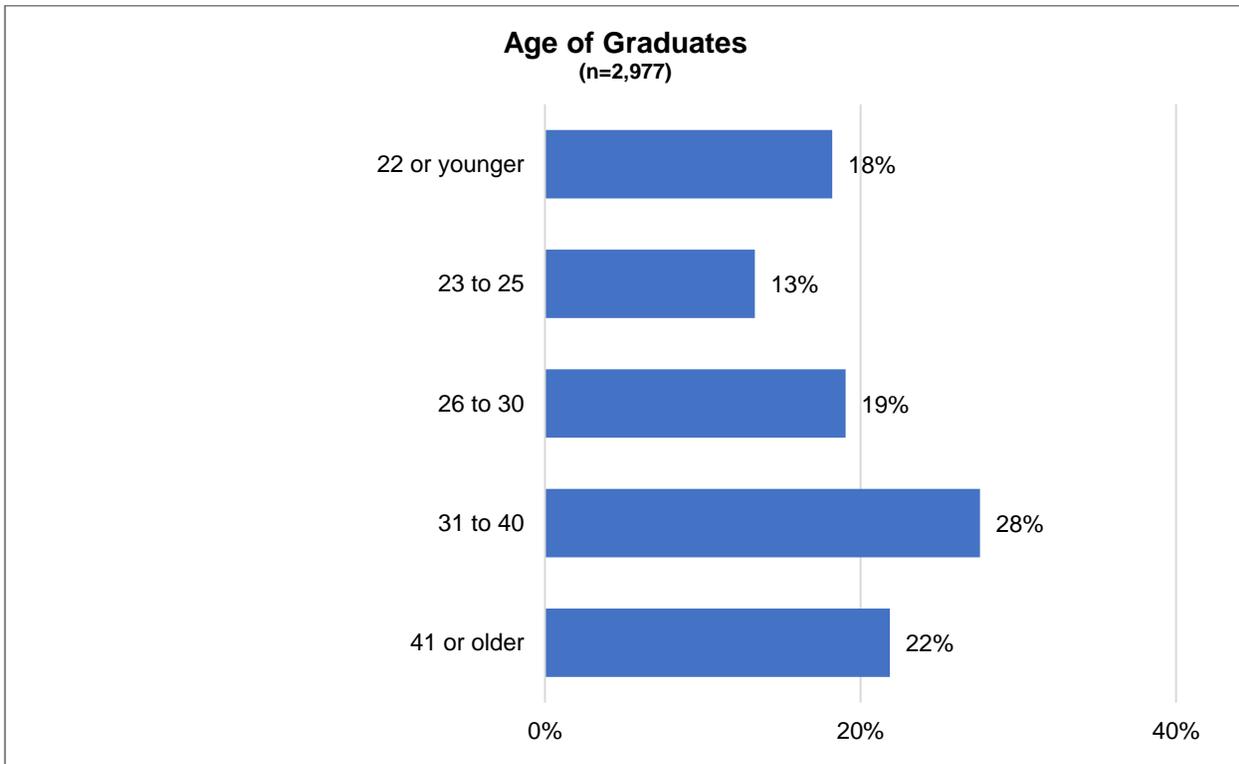
Q65. What is your gender?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Note that ‘Other’ was referred to as ‘A gender not listed here’ in the survey.

Overall, 80% of Alberta graduates were female, 20% were male, and less than 1% identified as another gender. However, gender distributions were different among graduates of different fields of study. The fields of Visual and Performing Arts, and Communication Technologies (50% females, 50% males) and Mathematics, Computer and Information Sciences programs (36% females, 64% males) had more balanced proportions of females and males compared to fields such as Social and Behavioural Sciences and Law (94% females, 5% males), Education (100% females), and Architecture, Engineering, and Related Technologies (6% females, 94% males).

4.3 Age

Figure 4.3-1 Age of Graduates



Q66. What is your current age?

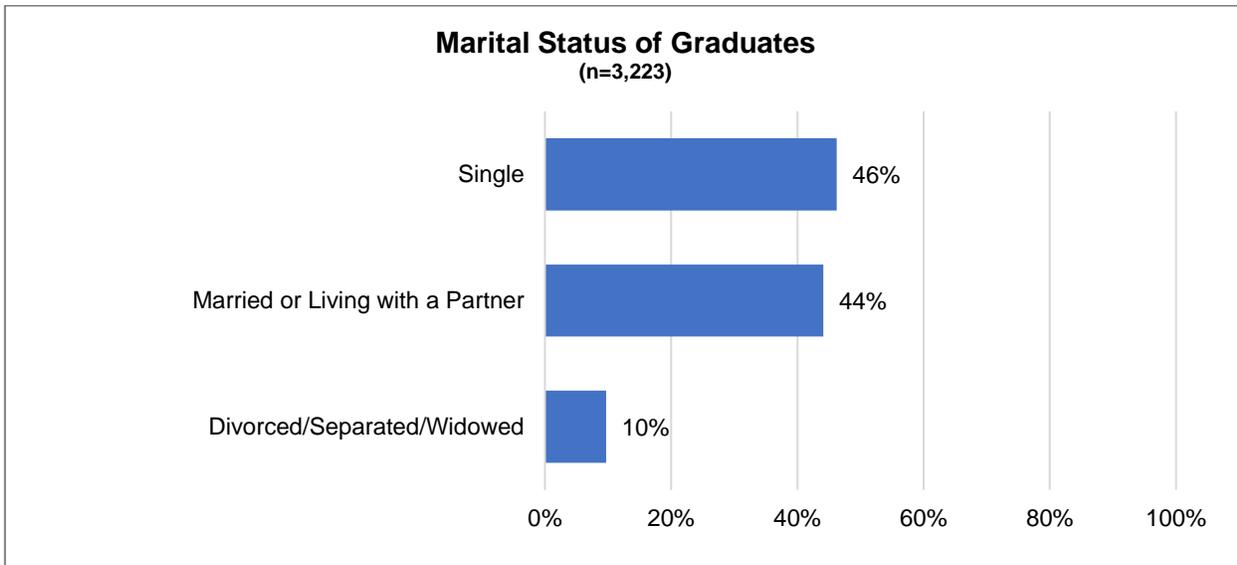
Notes: Values may not add to 100% due to rounding. “Don’t know”, and “Prefer not to say” responses were excluded from analysis.

The average age of the graduates was 32 years of age and the median age was 30 years of age. Overall, 60% of graduates were between 23 and 40 years of age.

Graduates in certain fields of study tended to be older than others. On average, Business, Management and Public Administration graduates were older (average of 36 years of age) as compared to graduates of Visual and Performing Arts, and Communications Technologies (average of 27 years of age) and Personal, Protective and Transportation Services (average of 27 years of age).

4.4 Marital Status

Figure 4.4-1 *Marital Status of Graduates*



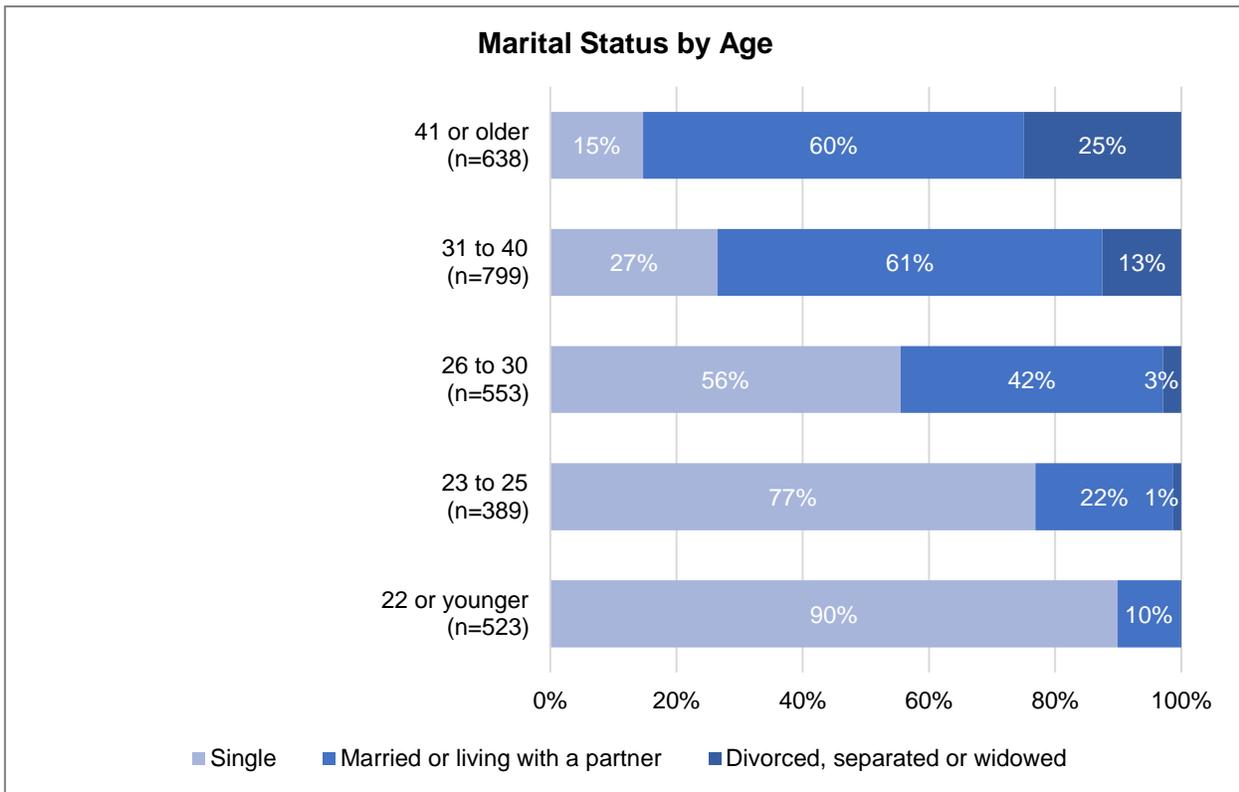
Q67. What was your marital status when you started the (program name) . program? Were you ...?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Nearly half (46%) of graduates were single (never married) when they started post-secondary school, while 44% were married or living with a partner and 10% were divorced, separated, or widowed. Groups that were more likely to be single at the start of their post-secondary education include:

- Graduates without dependents (69% were single compared to 24% of graduates with dependents).
- Graduates from Edmonton, Lethbridge, Red Deer, or another province or territory in Canada (51% to 63% were single compared to 16% from outside of Canada).
- Graduates who self-identified as an Aboriginal person (54% were single compared to 46% of graduates who did not self-identify as an Aboriginal person).
- Graduates who earned a diploma (49% were single as compared to 43% of graduates who earned a certificate).
- Visual and Performing Arts, and Communications Technologies graduates (79% were single compared to 5% to 23% of graduates of Architecture, Engineering, and Related Technologies; and Education).

Figure 4.4-2 **Marital Status by Age**

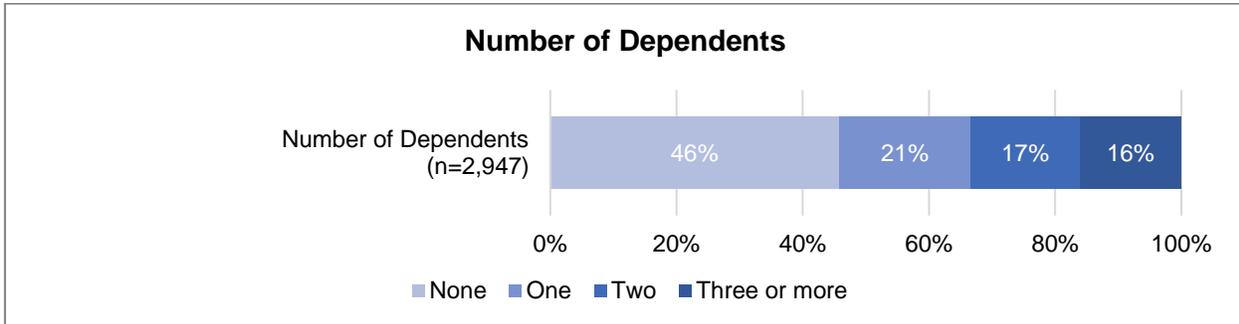


Q67. What was your marital status when you started the (program name) program? Were you ...?
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Graduates 30 years of age or younger were more likely to be single (a range of 56% to 90%) compared to a range of 15% to 27% of graduates over 30 years of age. Specifically graduates 20 years of age or younger were most likely to be single (90%) and graduates 41 years of age or older were the least likely (15%).

4.5 Number of Dependents

Figure 4.5-1 Number of Dependents



Q68. When you started the (program name) program how many dependents (including dependent adults) were you responsible for?

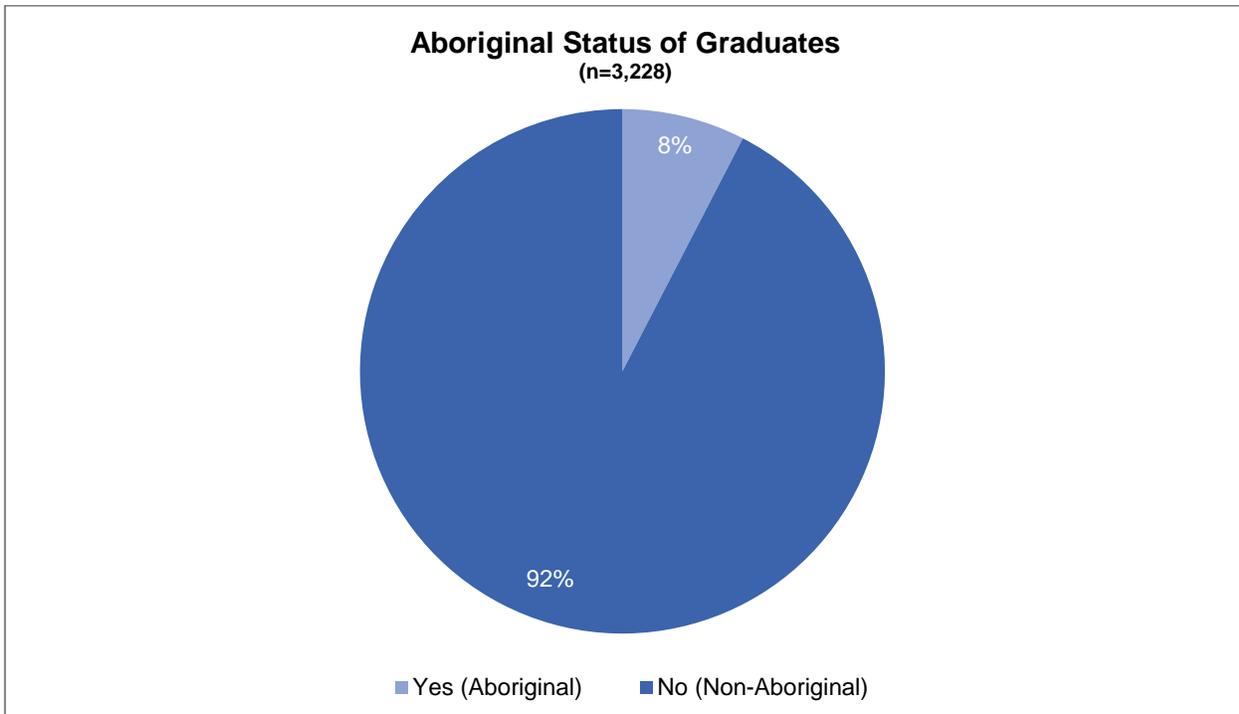
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Just under half of graduates (46%) indicated that when they started their post-secondary education they did not have any dependents, while 21% indicated that they had one, 17% indicated that they had two and 16% indicated that they had three or more. Certain demographic groups were more likely to indicate that they had one or more dependents, including:

- Female graduates (56% had dependents compared to 47% of male graduates).
- Graduates older than 30 years of age (74% to 76% indicated they had dependents compared to a range of 14% to 44% of graduates younger than 31 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (74% to 75% indicated they had dependents compared to 29% of graduates who were single).
- Graduates from outside of Canada (75% indicated they had dependents compared to a range of 31% to 49% of graduates from rural Alberta or another province or territory in Canada).
- Graduates of BHASE programs (55% compared to 43% of STEM graduates).
- Graduates of the following field of studies: Education; Architecture, Engineering, and Related Technologies; Business, Management and Public Administration; Health and Related Fields; and Social and Behavioural Sciences and Law (a range of 54% to 81% indicated they had dependents compared to a range of 11% to 19% of graduates of Visual and Performing Arts, and Communications Technologies and Agriculture, Natural Resources and Conservation).

4.6 Aboriginal Status

Figure 4.6-1 *Aboriginal Status of Graduates*



Q69. Do you consider yourself to be an Aboriginal person?

Notes: Values may not add to 100% due to rounding. “Prefer not to say”, “Don’t know”, and “No response” responses were excluded from analysis.

Of the graduates who self-identified as an Aboriginal⁸ person (8% of all graduates) the majority self-identified as either Status Indian (54%) or Métis (32%).

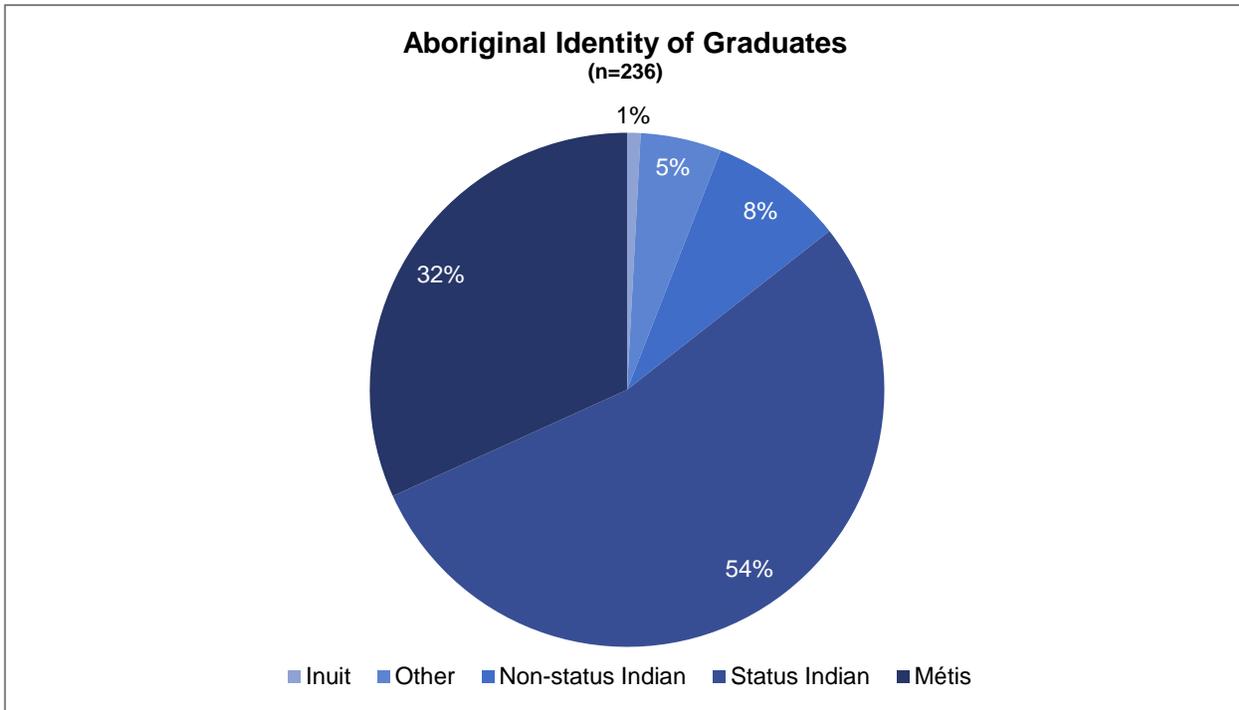
Some demographic groups were particularly likely to self-identify as Aboriginal, including:

- Female graduates compared to male graduates (8% self-identified as Aboriginal compared to 5%).
- Graduates who were between 26 and 30 years of age (11% self-identified as Aboriginal compared to 5% of graduates younger than 23 years of age).
- Graduates who were single (9% self-identified as Aboriginal compared to 6% of graduates who were married or living with a partner).
- Graduates from Lethbridge or rural Alberta (a range of 14% to 19% self-identified as Aboriginal compared to 4% of graduates from Calgary).

⁸ The term ‘Aboriginal’ is used throughout the report to refer to graduates who self-identified as having Indigenous ancestry in order to reflect the wording asked to respondents in survey question 69 (Do you consider yourself to be an Aboriginal person?).

- Graduates of Social and Behavioural Science and Law and Business, Management and Public Administration (a range of 11% to 12% self-identified as Aboriginal compared to 6% of graduates from Health and Related Fields).
- Graduates who earned a diploma (9% self-identified as Aboriginal compared to 6% who earned a certificate).

Figure 4.6-2 *Aboriginal Identity of Graduates*

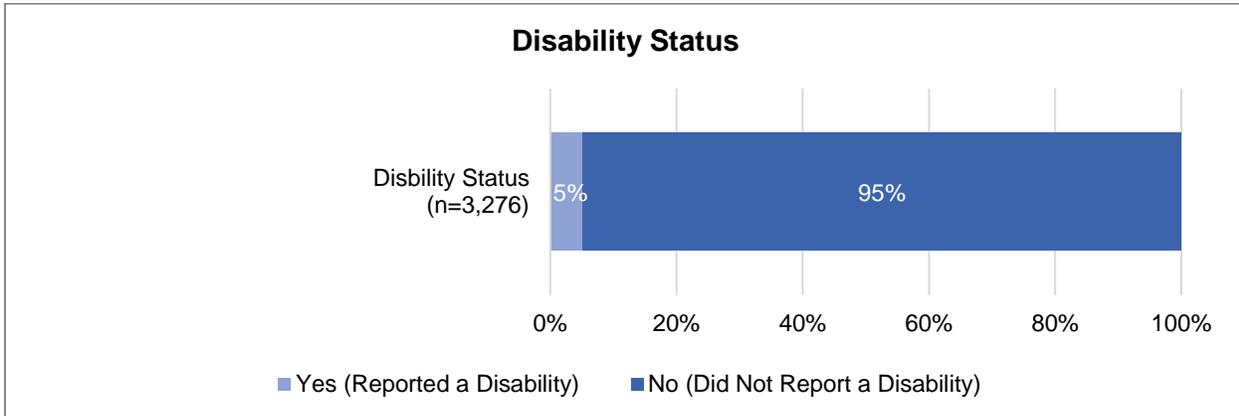


Q69. Do you consider yourself to be an Aboriginal person?

Notes: Values may not add to 100% due to rounding. “Prefer not to say”, “Don’t know”, and “No response” responses were excluded from analysis.

4.7 Disability Status

Figure 4.7-1 *Disability Status*

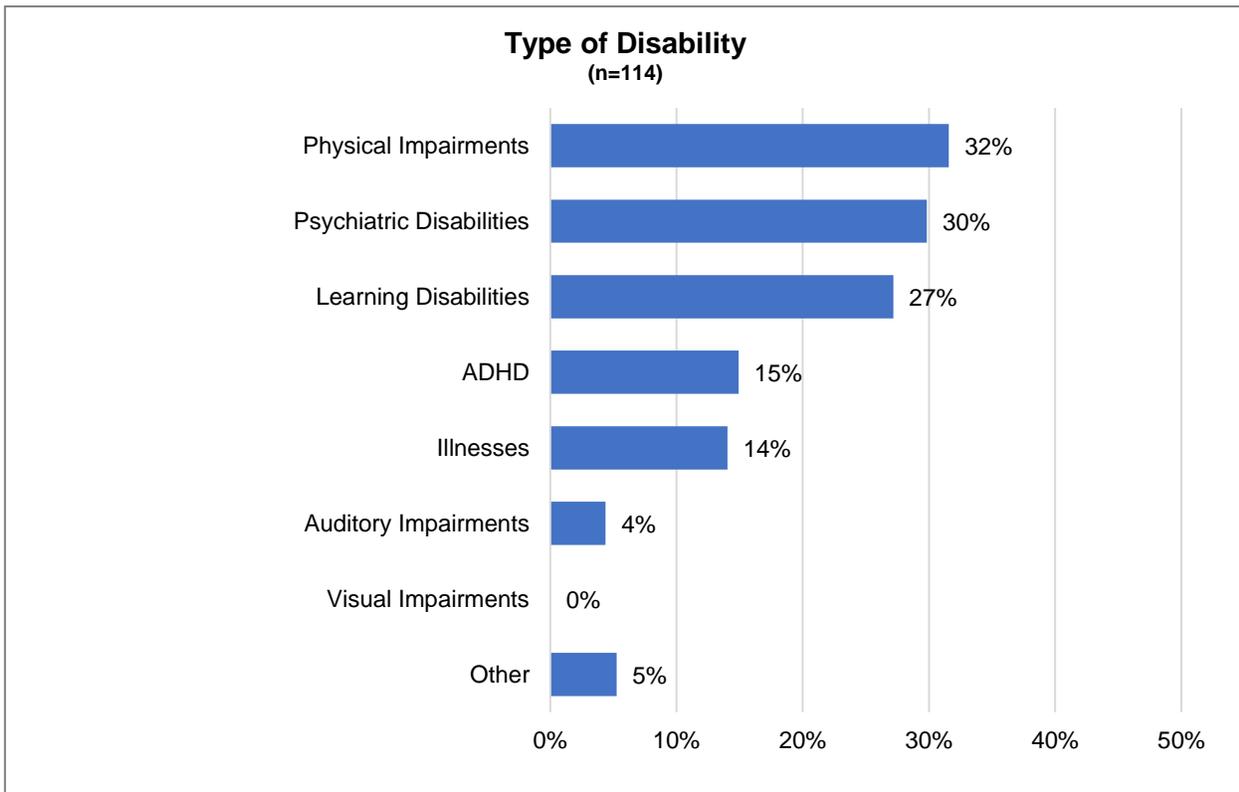


Q71. When you started the (program name) program, did you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

Most students (95%) reported that they did not have a disability when they started their post-secondary education. Of those who reported having a disability, about a third (32%) indicated that their disability was a physical impairment, 30% indicated mental health challenges, and 27% indicated a learning disability. Some demographic groups were particularly likely to self-identify as a person with a disability, including:

- Graduates of Visual and Performing Arts, and Communications Technologies and Business, Management and Public Administration (a range of 8% to 16% self-identified as a person with a disability compared to 4% of graduates of Health and Related Fields).
- Graduates who earned a diploma (6% self-identified as a person with a disability compared to 4% of graduates who earned a certificate).

Figure 4.7-2 *Type of Disability*

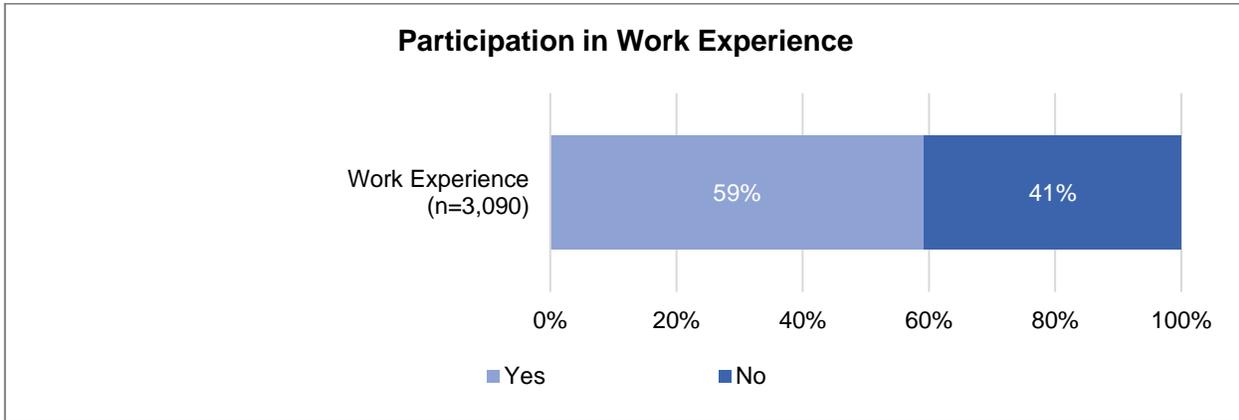


Q71. When you started the (program name) program, did you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)? Q72. What is the nature of your disability?

Note: "Prefer not to say", "Don't know", and "No response" responses were excluded from analysis. Multiple mentions were allowed per respondent, so the sum of the values may add to over 100%.

4.8 Participation in Work Experience

Figure 4.8-1 Participation in Work Experience



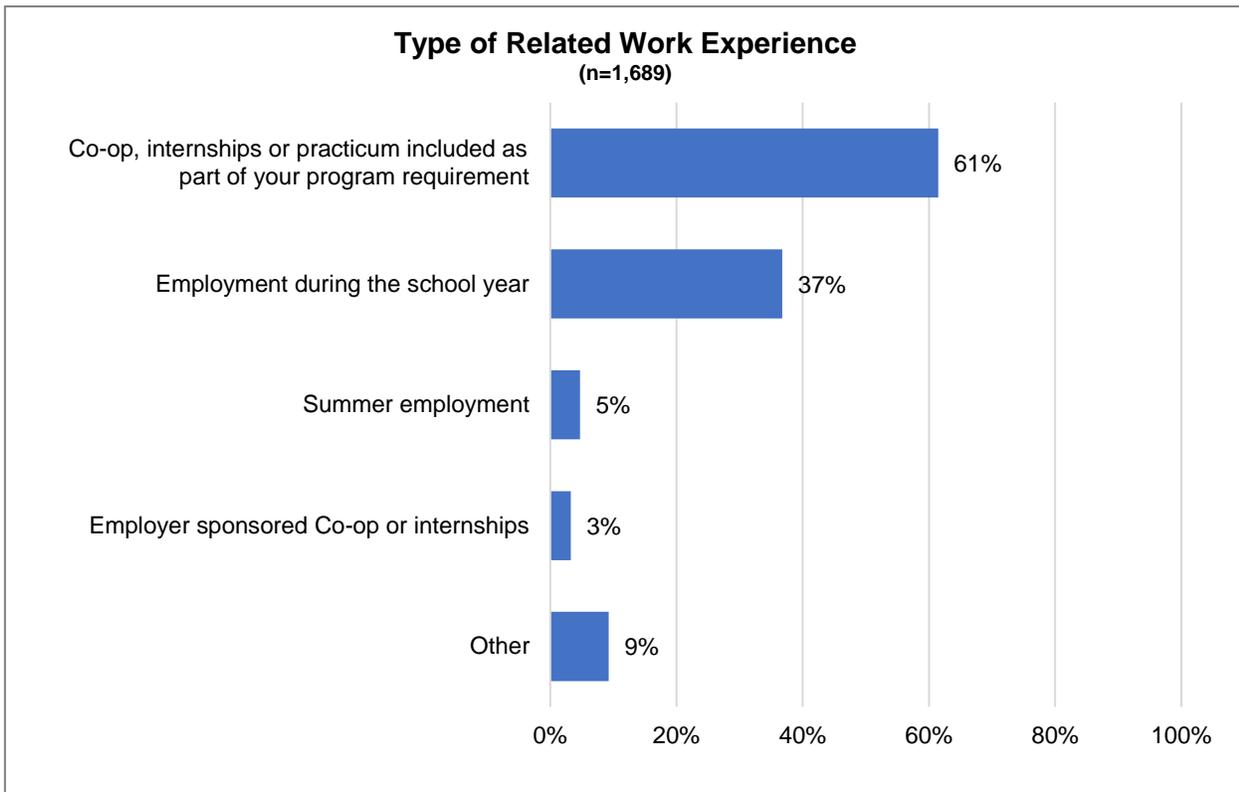
Q27: Did you participate in any work experience related to your field of study while you were a student?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

More than half (59%) of graduates participated in work experience related to their field of study while they were a student. Of those that did, most (61%) participated in co-op, internships or practicum as part of their program requirement and more than a third (37%) had been employed during the school year. Some demographic groups were particularly likely to indicate that they participated in work study, including:

- Female graduates compared to male graduates (61% participated in work related to their studies compared to 52%).
- Graduates who were older than 30 years of age (a range of 60% to 63% participated in work related to their studies compared to 51% of graduates younger than 23 years of age).
- Graduates of BHASE programs (60% participated in work related to their studies compared to 49% of STEM graduates).
- Graduates of Social and Behavioural Sciences and Law and Health and Related Fields (a range of 62% to 64% participated in work related to their studies compared to 51% of graduates of Personal, Protective and Transportation Services).
- Graduates who earned a diploma (63% participated in work related to their studies compared to 55% who earned a certificate).

Figure 4.8-2 *Type of Related Work Experience*



Q28. What type(s) of work experience did you participate in while you were a student? Please select all that apply.
Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

5 Satisfaction

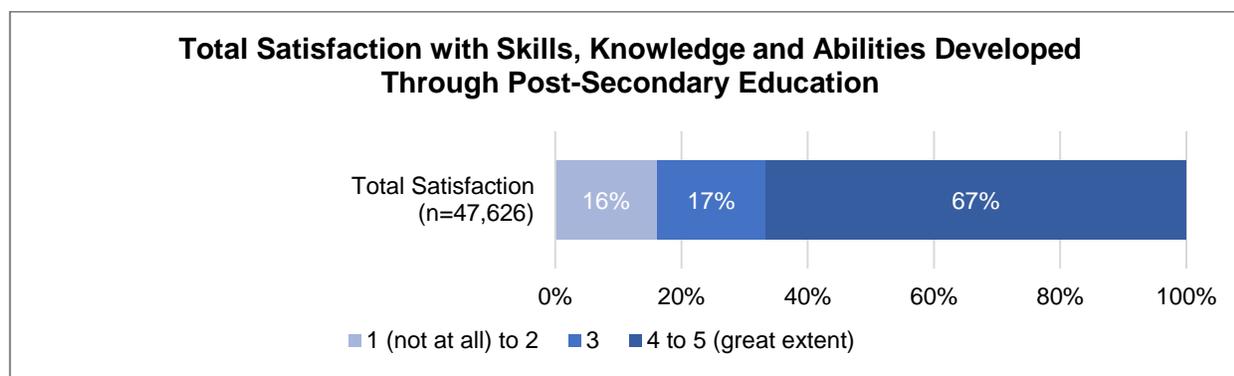
This section details the graduates’ perception of how much their post-secondary education enhanced their skills, abilities, and knowledge, the quality of teaching they received, the quality of their program, their overall experience with post-secondary education and how the benefits they have received weigh against the cost of their program.

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5.1 Skills, Knowledge, and Abilities Developed Through Post-Secondary Education

Figure 5.1-1 Total Satisfaction with Skills, Knowledge and Abilities Developed Through Post-Secondary Education



Q1-15. 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. This result was calculated by combining the responses for all of questions 1 to 15.

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

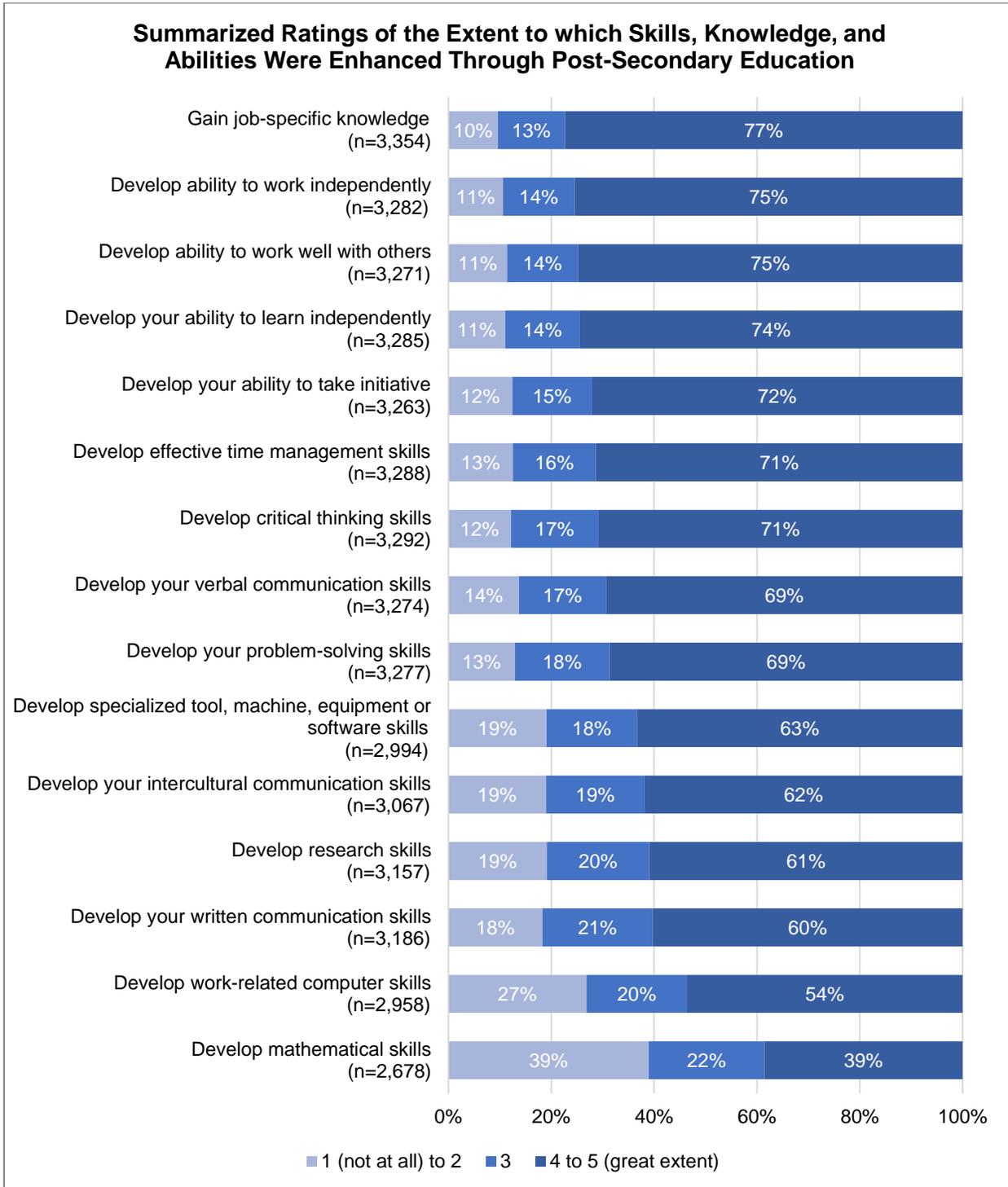
When asked to rate on a five-point scale the extent to which their post-secondary education helped them to develop their skills, most Alberta private vocational training graduates reported one of the top two ratings (four out of five or higher), indicating that their education added to their skills to ‘a great extent’ or just below ‘a great extent’. The only exception to this was mathematical skills, which only 39% of graduates rated as four out of five or higher. The skill sets that at least 75% of graduates rated as four out of five or higher were job-specific knowledge (77%), the ability to work independently (75%), and the ability to work well with others (75%).

Certain demographic groups were particularly positive in their responses regarding the degree to which their post-secondary education helped them add to their skills. In the following groups, the majority of respondents selected five out of five, indicating that their education helped them to gain or develop one or more skills to ‘a great extent’:

- Graduates who were 31 to 40 years of age indicated that post-secondary education helped them develop their ability to work well with others (52%), and graduates 31 years of age or older indicated that post-secondary education helped them to develop their ability to learn independently (a range of 51% to 52%) and their ability to work independently (a range of 51% to 52%).
- Graduates from Lethbridge, Red Deer, Edmonton, rural Alberta, and another province or territory in Canada indicated that post-secondary education helped them gain job-specific skills (a range of 53% to 58%).
- Graduates from Medicine Hat indicated that post-secondary education helped them develop their ability to learn independently (53%).
- Graduates from Calgary indicated that post-secondary education helped them develop their ability to work well with others (52%).

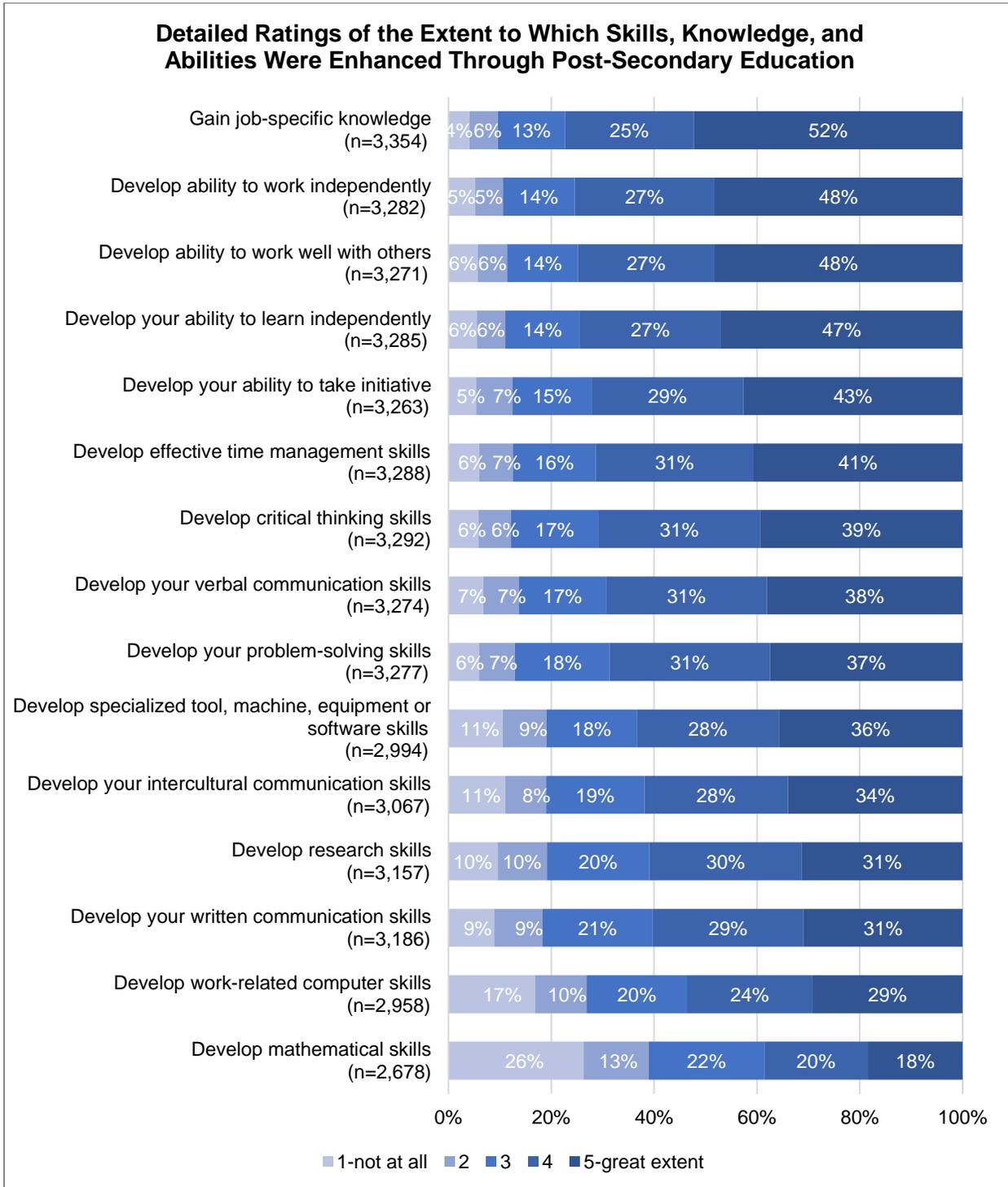
- Graduates from Lethbridge indicated that post-secondary education helped them develop their ability to work independently (54%) and their ability to work well with others (51%).
- International graduates indicated that post-secondary education helped them develop their ability to work well with others (71%), their ability to work independently (60%), their ability to learn independently (58%), their intercultural communication skills (56%), their verbal communication skills (54%), their ability to take initiative (53%), effective time management skills (51%), and critical thinking skills (51%).
- Graduates who were married or living with a partner and graduates who had one or more dependents indicated that post-secondary education helped them develop their ability to work independently (both 52%), their ability to learn independently (51% and 52%, respectively), and their ability to work well with others (both 51%).
- Graduates who were divorced, separated, or widowed indicated that post-secondary education helped them develop their ability to work well with others (52%).
- Graduates who did not self-identify as a person with a disability when they started their program indicated that post-secondary education helped them gain job-specific knowledge (53%).
- Graduates who self-identified as an Aboriginal person indicated that post-secondary education helped them develop their ability to work independently (55%) and their ability to work well with others (54%).
- Graduates who participated in work experience related their field of study while they were a student indicated that post-secondary helped them gain job-specific knowledge (56%) and their ability to work independently (52%).
- Graduates who earned a certificate indicated that post-secondary education helped them gain job-specific knowledge (61%), develop their ability to work well with others (57%), develop their ability to work independently (54%), and develop their ability to learn independently (52%).
- Graduates of Personal, Protective and Transportation Services (52%) indicated that post-secondary education helped them gain job-specific knowledge.
- Graduates of Health and Related Fields indicated that post-secondary education helped them gain job specific knowledge (59%), develop their ability to work well with others (54%), develop their ability to work independently (52%), and develop their ability to learn independently (51%).
- Graduates of Visual and Performing Arts, and Communications Technologies indicated that post-secondary education helped them develop their ability to work independently (51%).

Figure 5.1-2 Summarized Ratings of the Extent to which Skills, Knowledge, and Abilities Were Enhanced Through Post-Secondary Education



Q1-15. 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. Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Figure 5.1-3 Detailed Ratings of the Extent to Which Skills, Knowledge, and Abilities Were Enhanced Through Post-Secondary Education

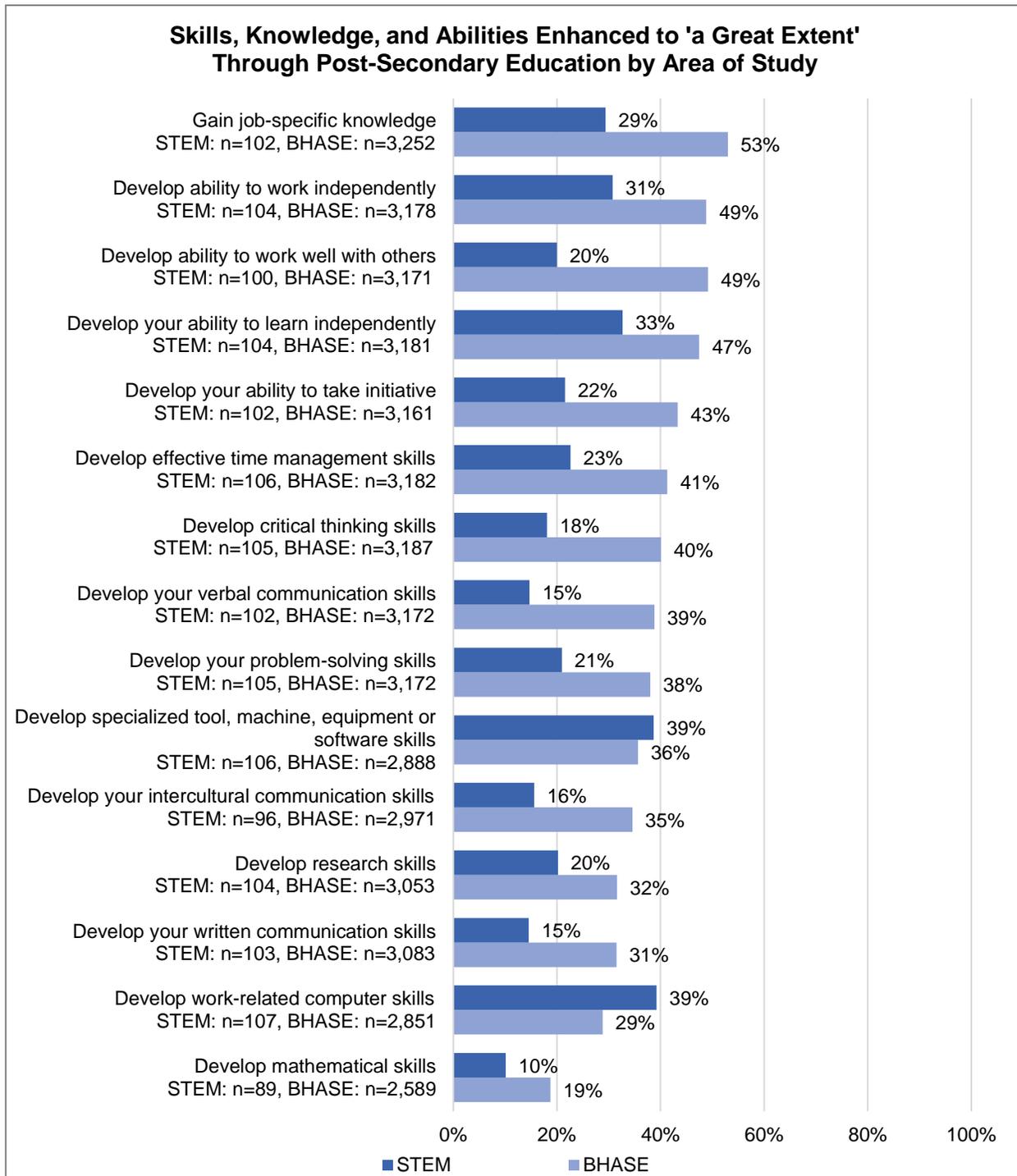


Q1-15. The following statements examine the degree to which your post-secondary education completed in (reporting year) has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. If a statement is not applicable please indicate so

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The graph that follows shows the proportion of respondents who reported that post-secondary education helped them to develop their skills to a ‘great extent’ (5 out of 5) by BHASE/STEM. There are several significant differences between the respondents of BHASE and STEM programs. BHASE graduates were more likely to indicated that they gained or developed their skills to ‘a great extent’ as compared to STEM graduates, for all of the listed abilities or skills except specialized tool, machine, equipment or software skills and work-related computer skills.

Figure 5.1-4 Skills, Knowledge, and Abilities Enhanced Through Post-Secondary Education by Area of Study

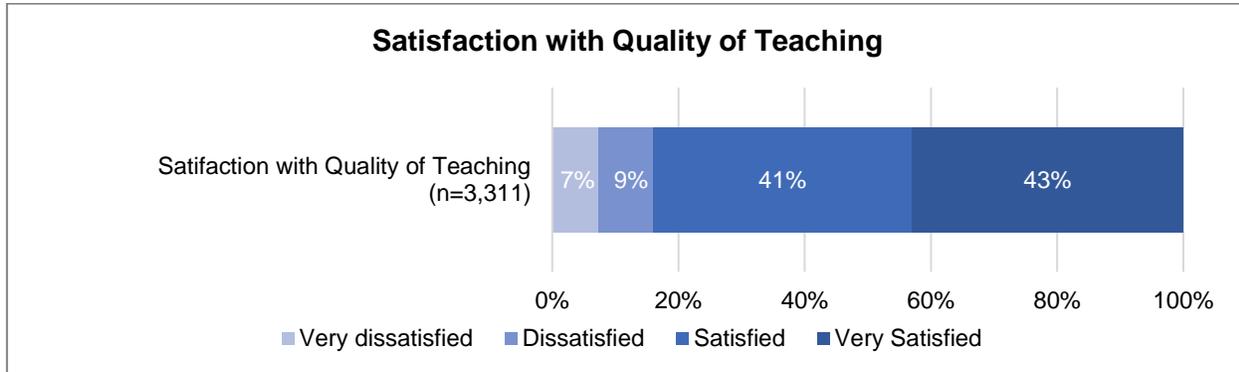


Q1-15. The following statements examine the degree to which your post-secondary education completed in _____(reporting year)_____ has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. If a statement is not applicable please indicate so.

Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

5.2 Student Satisfaction with Quality of Teaching

Figure 5.2-1 *Satisfaction with Quality of Teaching*



Q16. How satisfied are you with the quality of teaching in your program?

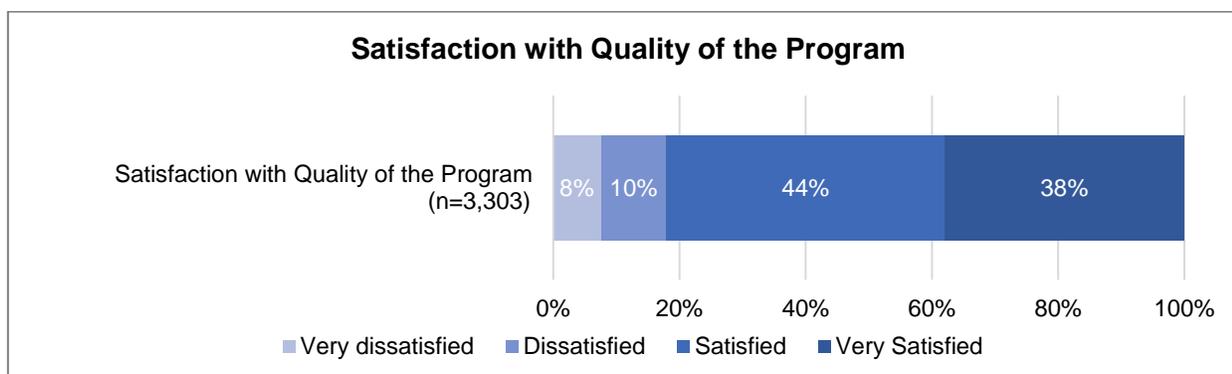
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The majority of graduates (84%) were satisfied with the quality of teaching, with 41% ‘satisfied’ and 43% ‘very satisfied’. Certain demographic groups indicated that they felt particularly positive about the quality of teaching that they experienced. Specifically, the following groups were significantly more likely to have selected ‘very satisfied’ than some of their peers:

- Male graduates compared to female graduates (50% selected ‘very satisfied’ compared to 42%).
- Graduates who were older than 40 years of age (48% selected ‘very satisfied’ compared to 38% of graduates younger than 23 years of age)
- Graduates of BHASE programs (43% selected ‘very satisfied’ compared to 32% of graduates of STEM programs).
- Graduates of the Health and Related fields (48% selected ‘very satisfied’ compared to a range of 29% to 38% of graduates of Personal, Protective and Transportation Services; Business Management and Public Administration; Social and Behavioural Sciences and Law; and Mathematics, Computer and Information Sciences).
- Graduates who earned a certificate (51% selected ‘very satisfied’ compared to 36% of graduates who earned a diploma).

5.3 Student Satisfaction with Quality of Program

Figure 5.3-1 *Satisfaction with Quality of the Program*



Q17. How satisfied are you with the quality of your program at (provider name) ?

Notes: Values may not add to 100% due to rounding. "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

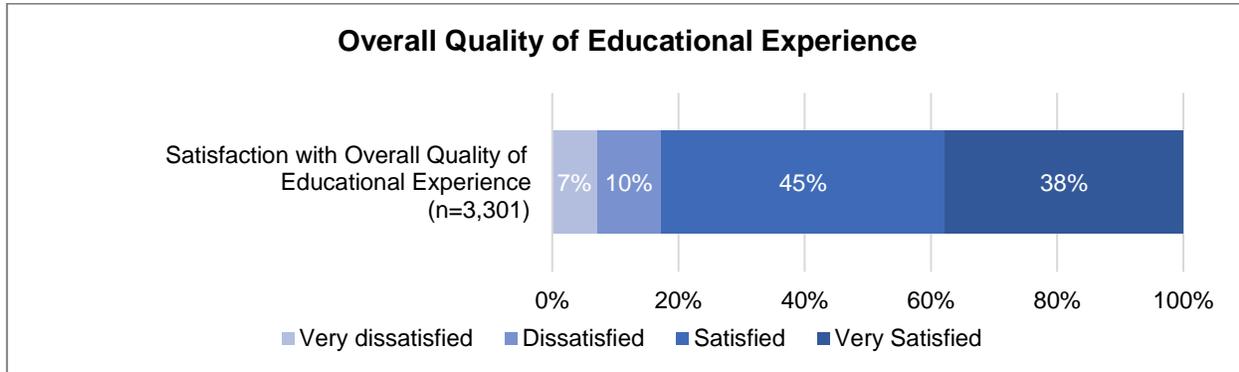
Most graduates (82%) were satisfied with the quality of their program, with 44% 'satisfied' and 38% 'very satisfied'. Certain demographic groups indicated that they felt particularly positive about the quality of their program. Specifically, the following groups were significantly more likely to have selected 'very satisfied' than some of their peers:

- Male graduates compared to female graduates (45% selected 'very satisfied' compared to 37%).
- Graduates who were older than 40 years of age (43% selected 'very satisfied' compared to 34% of graduates younger than 23 years of age).
- International graduates compared to domestic graduates (51% selected 'very satisfied' compared to 35%).⁹
- Graduates who participated in work experience related to their field of study (40% selected 'very satisfied' compared to 36% who did not).
- Graduates of Health and Related Fields and Visual and Performing Arts, and Communication Technologies (a range of 42% to 44% selected 'very satisfied' compared to 21% of graduates of Social and Behavioural Sciences and Law).
- Graduates who earned a certificate (47% selected 'very satisfied' compared to 30% who earned a diploma).

⁹ Graduates are considered Domestic if their Legal Status is 'Canadian', 'Permanent Resident' or 'Refugee', whereas graduates whose Legal Status is 'Student Visa', 'Other Visa', or 'Non-Canadian' are considered to be International. This is not the same as 'graduates from outside Canada' which refers to graduates who indicated that they were from outside of Canada in response to Question 61 'Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?'.

5.4 Student Satisfaction with Overall Education Experience

Figure 5.4-1 Overall Quality of Educational Experience



Q18: How satisfied are you with the overall quality of your educational experience?

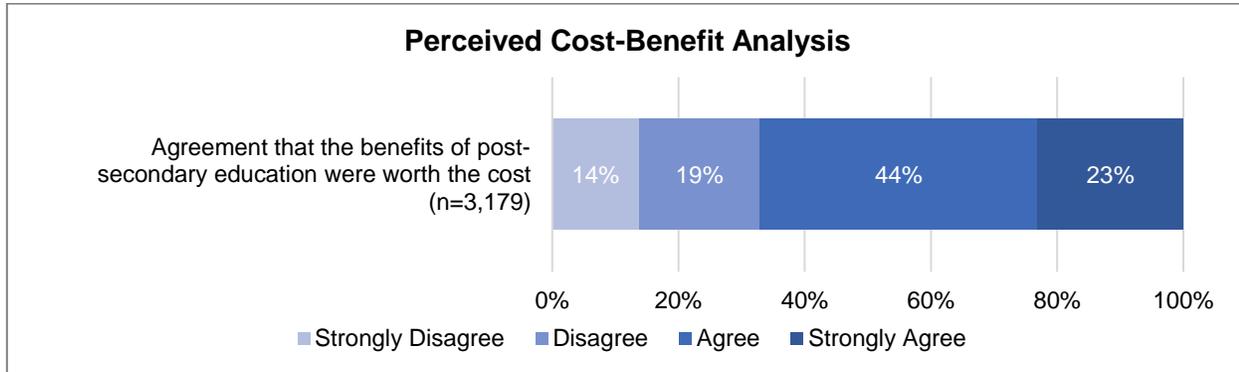
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Most graduates (83%) were satisfied with the overall quality of their education experience, with 45% ‘satisfied’ and 38% ‘very satisfied’. Certain demographic groups indicated that they felt particularly positive about the overall quality of their experience with post-secondary education. Specifically, the following groups were significantly more likely to have selected ‘very satisfied’ than their peers:

- Male graduates compared to female graduates (43% selected ‘very satisfied’ compared to 37%).
- Graduates who were older than 40 years of age (43% selected ‘very satisfied’ compared to 33% of graduates younger than 23 years of age).
- Graduates who were married or living with a partner (40% selected ‘very satisfied’ compared to 36% of graduates who were single).
- Graduates with one or more dependents (40% selected ‘very satisfied’ compared to 36% of graduates without dependents).
- International graduates compared to domestic graduates (49% selected ‘very satisfied’ compared to 35%).
- Graduates who participated in work experience related to their field of study (40% selected ‘very satisfied’ compared to 35% who did not)
- Graduates of BHASE programs (38% selected ‘very satisfied’ compared to 26% of STEM graduates).
- Graduates of Health and Related Fields (44% selected ‘very satisfied’ compared to a range of 21% and 23% of graduates of Mathematics, Computer and Information Sciences and Social and Behavioural Sciences and Law).
- Graduates who earned a certificate (46% selected ‘very satisfied’ compared to 31% who earned a diploma).

5.5 Perceived Cost-Benefit Analysis of Post-Secondary Education

Figure 5.5-1 *Perceived Cost-Benefit Analysis*



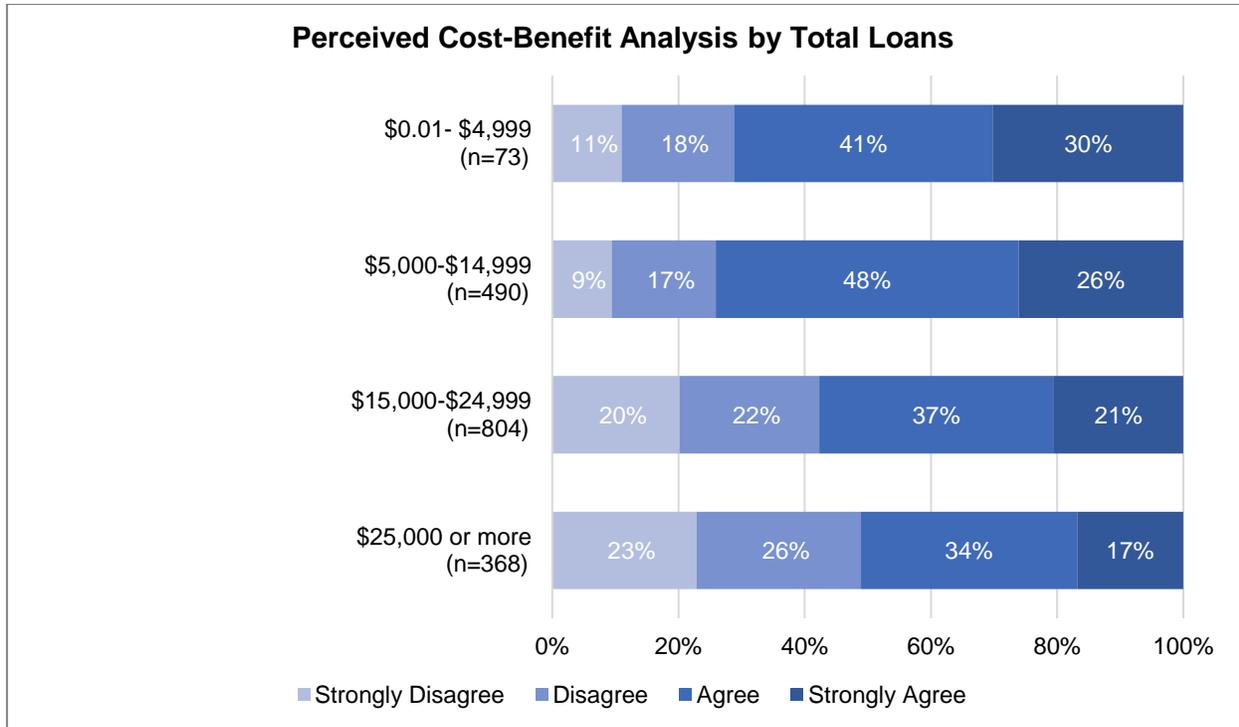
Q23: To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the (program name) program to be worth the financial cost to me and/or my family? Do you...
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Two-thirds (67%) perceived the cost of their post-secondary education as being worth the benefits received, with 44% 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 ‘agree’ or ‘strongly agree’ than some of their peers:

- Male graduates compared to female graduates (74% selected ‘agree’ or ‘very satisfied’ compared to 66%).
- Graduates who were older than 40 years of age (72% selected ‘agree’ or ‘strongly agree’ compared to a range of 61% to 62% of graduates younger than 26 years of age).
- Graduates who were married or living with a partner (73% selected ‘agree’ or ‘strongly agree’ compared to a range of 62% to 67% of graduates who were single, divorced, separated, or widowed).
- Graduates with one or more dependents (69% selected ‘agree’ or ‘strongly agree’ compared to 64% of graduates without dependents).
- International graduates (81% selected ‘agree’ or ‘strongly agree’ compared to 64% of domestic graduates).
- Graduates who participated in work experience related to their field of study (69% selected ‘agree’ or ‘strongly agree’ compared to 64% who did not).
- Graduates of Health and Related Fields (73% selected ‘agree’ or ‘strongly agree’ compared to a range of 53% to 59% of graduates who studied Mathematics, Computer and Information Sciences, Personal, Protective and Transportation Services, Business, Management and Public Administration, and Social and Behavioural Sciences and Law).

- Graduates who earned a certificate (80% selected ‘agree’ or ‘strongly agree’ compared to 57% who earned a diploma).

Figure 5.5-2 Perceived Cost-Benefit Analysis by Total Loans

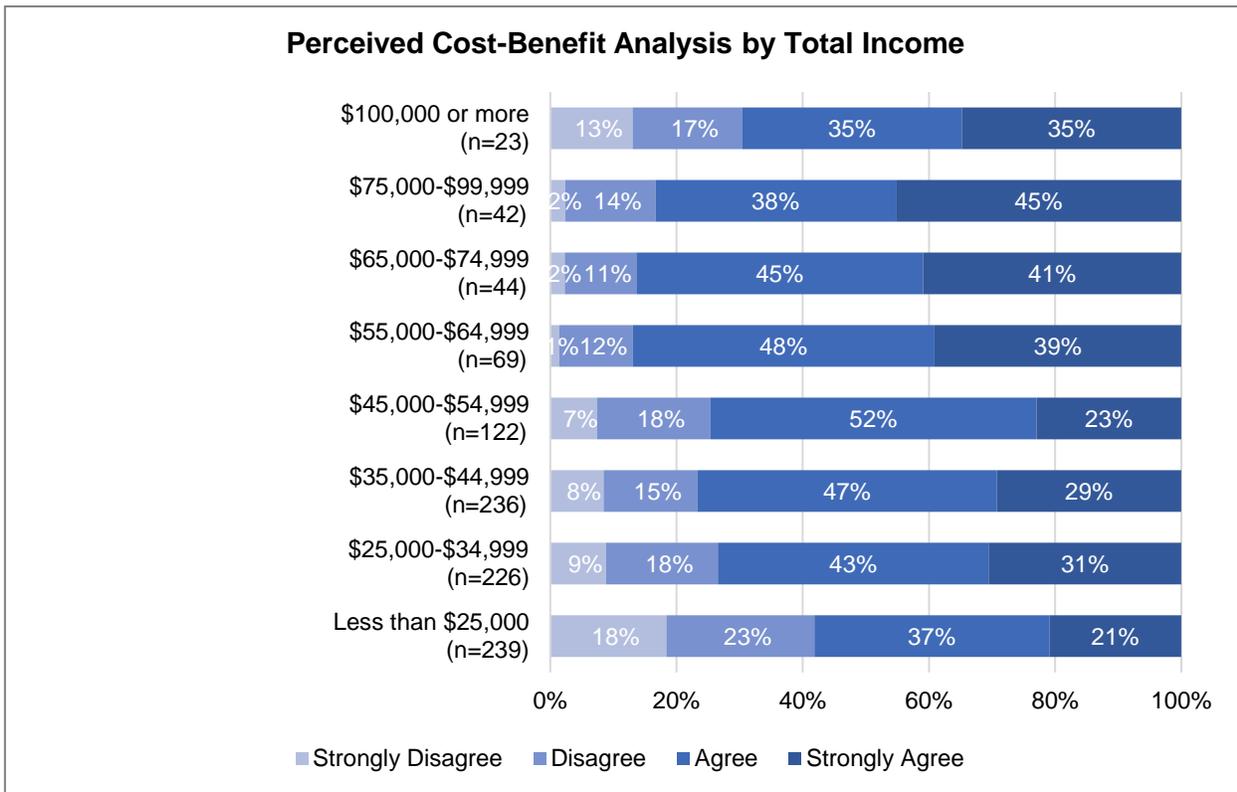


Q23: To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the (program name) program to be worth the financial cost to me and/or my family?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” 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 also appeared to be affected by the amount of loans graduates owed at graduation. Graduates with less than \$5,000 in total loans were more likely to select ‘agree’ or ‘strongly agree’ compared to graduates with more than \$25,000 in total loans, with 71% 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.

Figure 5.5-3 Perceived Cost-Benefit Analysis by Total Income



Q23: 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?
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The graduates’ total income also appeared to be somewhat related to the perception of the value of the benefits of post-secondary education compared to the cost. Graduates with an income of \$25,000 to \$49,999 or \$55,000 to \$75,000 were more likely to select ‘strongly agree’ as compared to graduates with annual incomes of less than \$25,000, with a range of 73% to 87% of the former indicating that they agreed or strongly agreed that the benefits of their education were worth the cost compared to 58% of the latter.

6 Government-Sponsored Loans

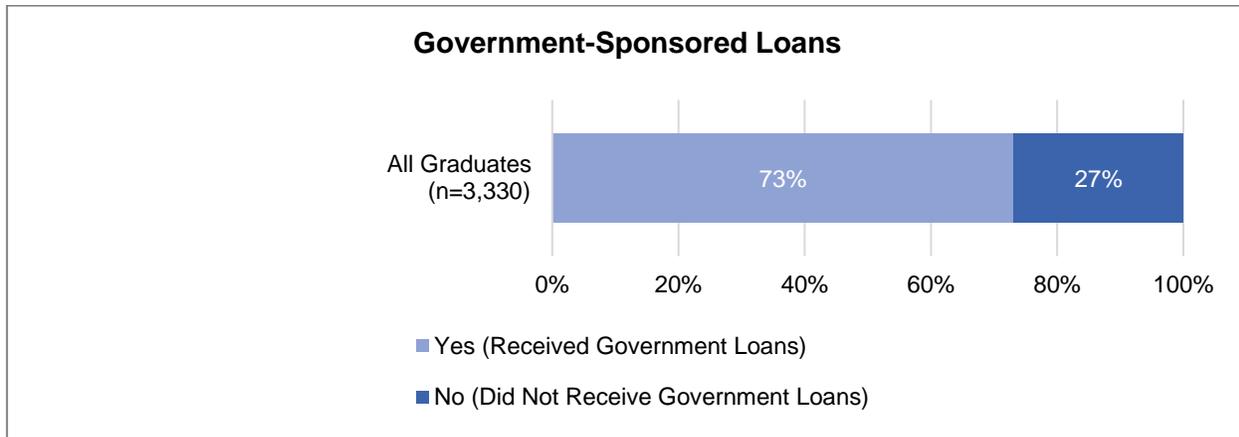
This section covers the government-sponsored student loans that graduates received to pay for their post-secondary education. This includes the number of graduates who received government-sponsored student loans, the distribution of the amount received, the average amount received, and the amount of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

Table of Contents: Section 6: Government-Sponsored Loans

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6.1 Number of Graduates with Government-Sponsored Student Loans

Figure 6.1-1 *Government-Sponsored Loans*



Q51: Have you ever received financial assistance for education-related expenses from the following sources?
Government student loans.

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Nearly three-quarters of graduates (73%) received government-sponsored student loans over the course of their post-secondary education. Certain demographic groups were more likely to receive government-sponsored loans than some of their peers. Specifically:

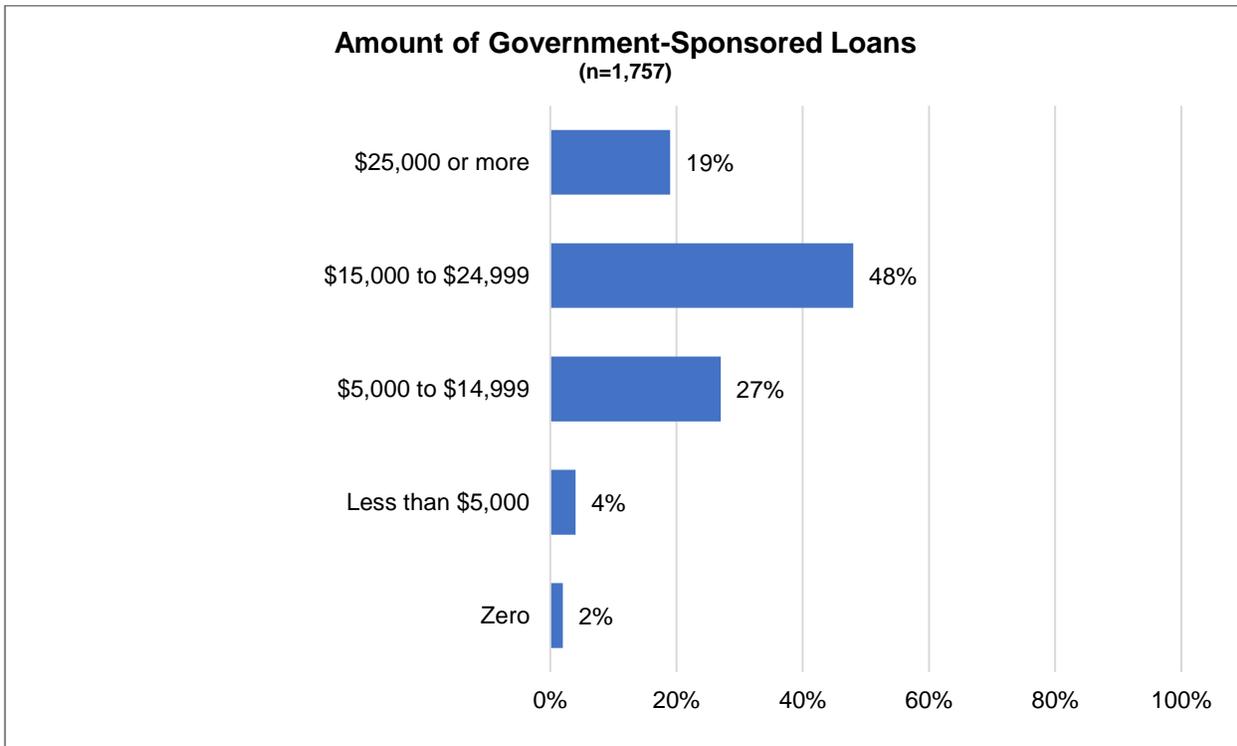
- Female graduates compared to male graduates (77% received government loans compared to 60% of males).
- Graduates who were older than 25 years of age (a range of 74% to 80% received government loans compared to 62% of graduates who were younger than 23).
- Graduates who were divorced, separated, or widowed (84% received government loans compared to a range of 70% to 74% of graduates who were married, living with a partner, or single).
- Graduates who did not self-identify as an Aboriginal person (74% received government loans compared to 66% of graduates who self-identified as an Aboriginal person).
- Graduates who self-identified as a person with a disability (80% received government loans compared to 73% of graduates who did not self-identify as a person with a disability).
- Graduates who had one or more dependents (81% received government loans compared to 65% of graduates who do not have any dependents).
- Graduates from Medicine Hat, Red Deer, Lethbridge, Calgary, and Edmonton (a range of 73% to 85% received government loans compared to 49% to 59% of graduates from rural Alberta or another province or territory in Canada).
- Graduates who participated in work experience related to their field of study (76% received government loans compared to 71% of graduates who did not participate in work experience).

Financing

- Graduates of Business, Management and Public Administration; Mathematics, Computer and Information Sciences; and Health and Related Fields (a range of 76% to 82% received government loans compared to a range of 48% to 62% of graduates of Personal, Protective and Transportation Services and Architecture, Engineering, and Related Technologies).
- Graduates who earned a diploma (78% received government loans compared to 67% of graduates who earned a certificate).

6.2 Amount of Government-Sponsored Student Loans

Figure 6.2-1 Amount of Government-Sponsored Loans



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

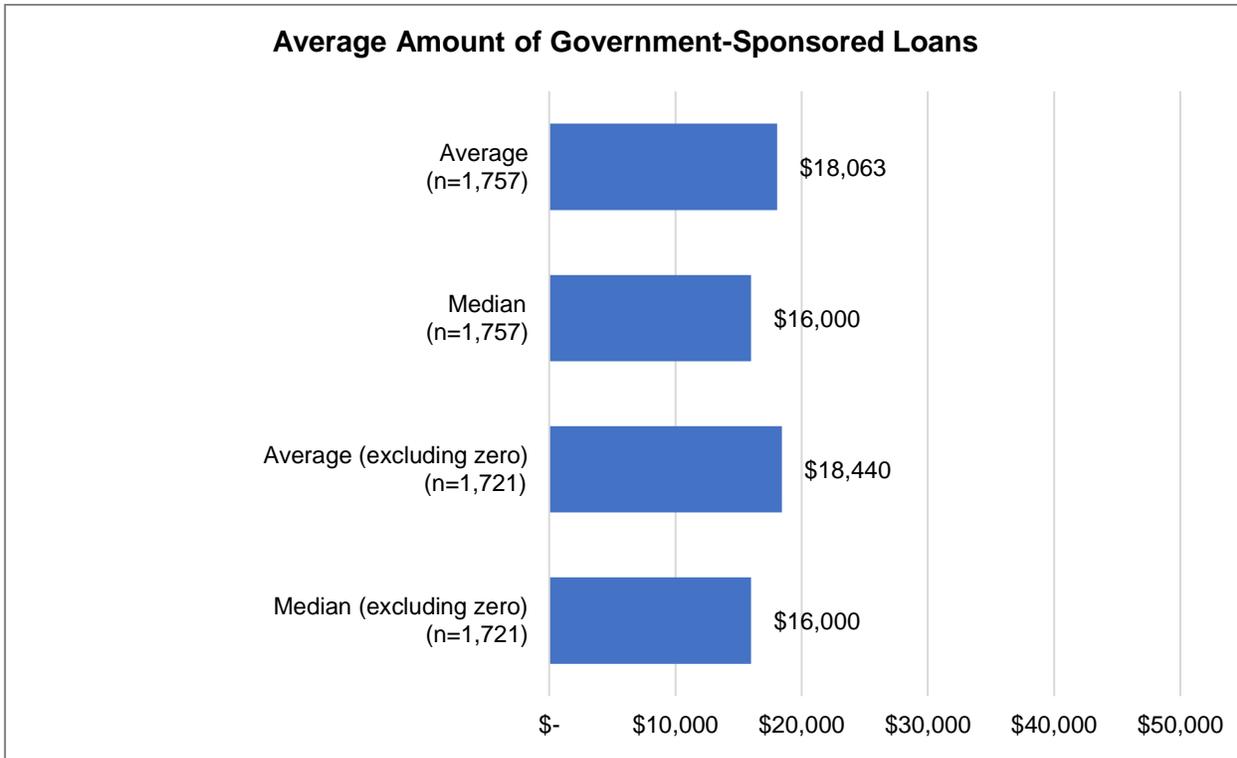
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

Graduates who reported receiving government-sponsored student loans were asked the amount they owed on those loans at graduation. The average amount owed was \$18,063 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$18,440. The median amount these graduates owed at graduation (including those reporting no money owed) was \$16,000. Certain demographic groups indicated that they owed a higher average amount in government-sponsored loans at graduation than some of their peers. 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 26 and 30 years of age (an average of \$19,621 owed in government student loans compared to an average of \$16,096 owed by graduates who were younger than 23).
- Graduates who were single, divorced, separated, or widowed (averages ranging between \$18,901 to \$19,540 owed in government student loans compared to an average of \$16,835 owed by graduates who were married or living with a partner).
- Graduates who participated in work experience related to their field of study (an average of \$18,486 owed in government loans compared to an average of \$17,165 of graduates who did not participate in work experience).

- Graduates of Social and Behavioural Sciences and Law (an average of \$26,391 owed in government student loans compared to between averages ranging from \$16,645 to \$19,523 owed by graduates of the Mathematics, Computer and Information Sciences; Business, Management and Public Administration; Health and Related Fields; and Personal, Protective and Transportation Services).
- Graduates who earned a diploma (an average of \$20,484 owed in government student loans compared to an average of \$14,163 owed by who earned a certificate).

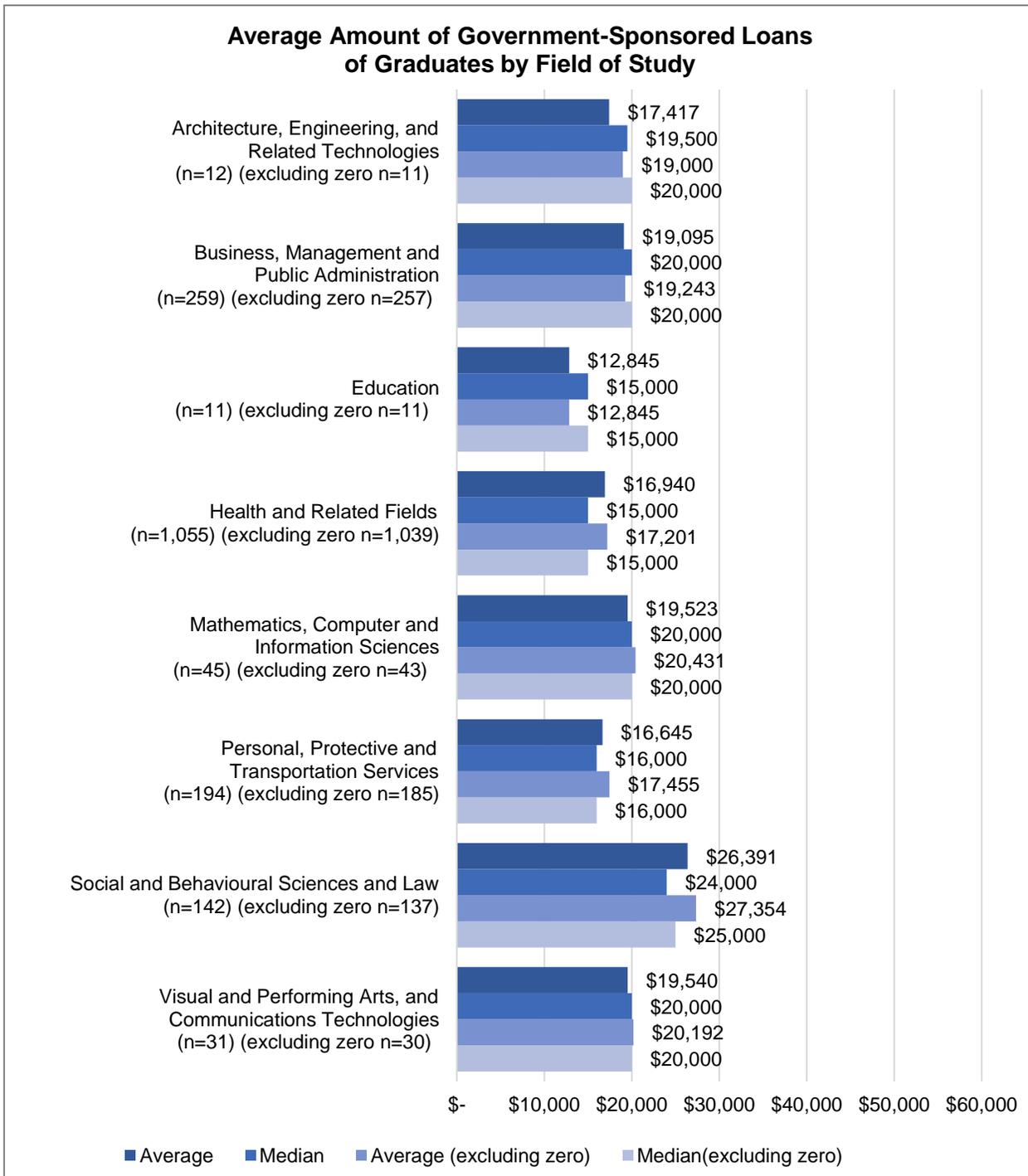
Figure 6.2-2 Average Amount of Government-Sponsored Loans



Q55: 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. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

Figure 6.2-3 Average Amount of Government-Sponsored Loans of Graduates by Field of Study

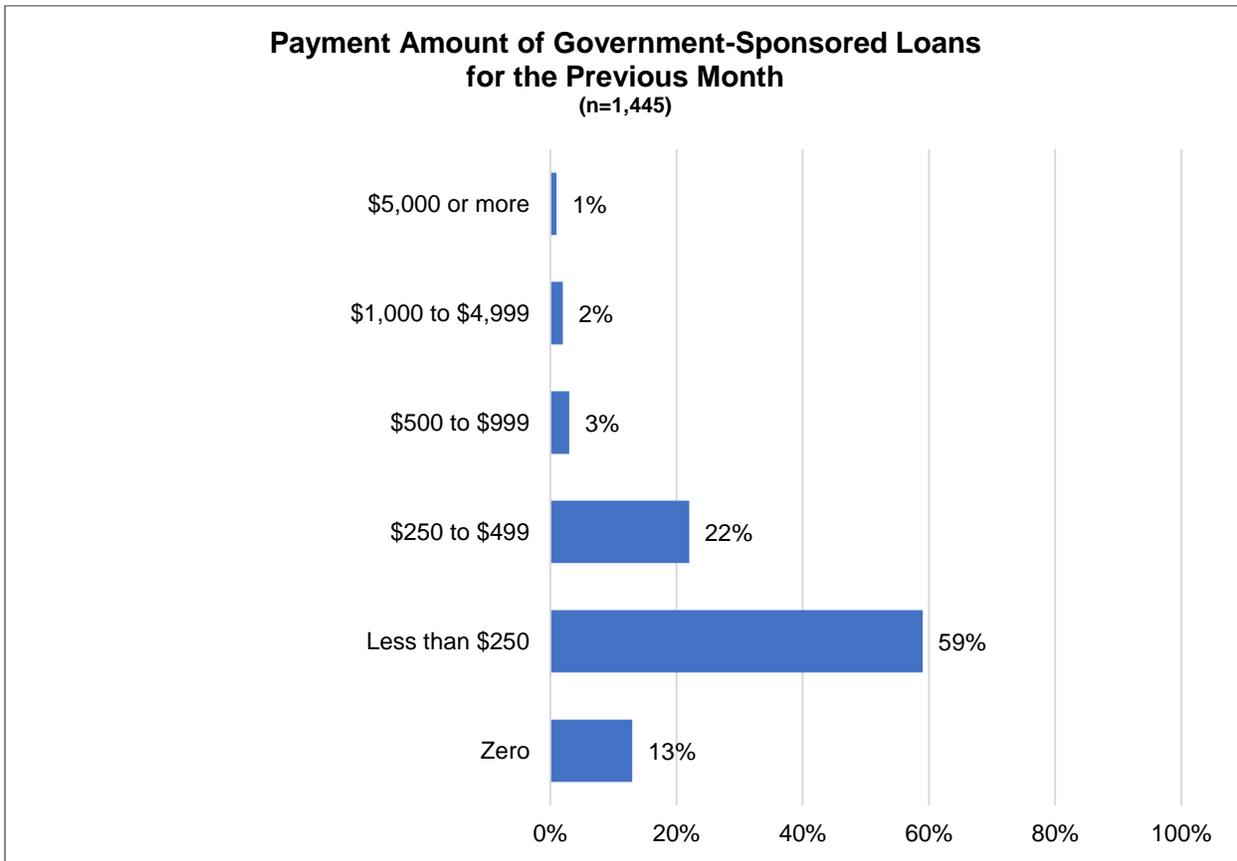


Q55: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results. Groups with fewer than 10 respondents were suppressed.

6.3 Payment Amount for Government-Sponsored Student Loans

Figure 6.3-1 *Payment Amount of Government-Sponsored Loans for the Previous Month*



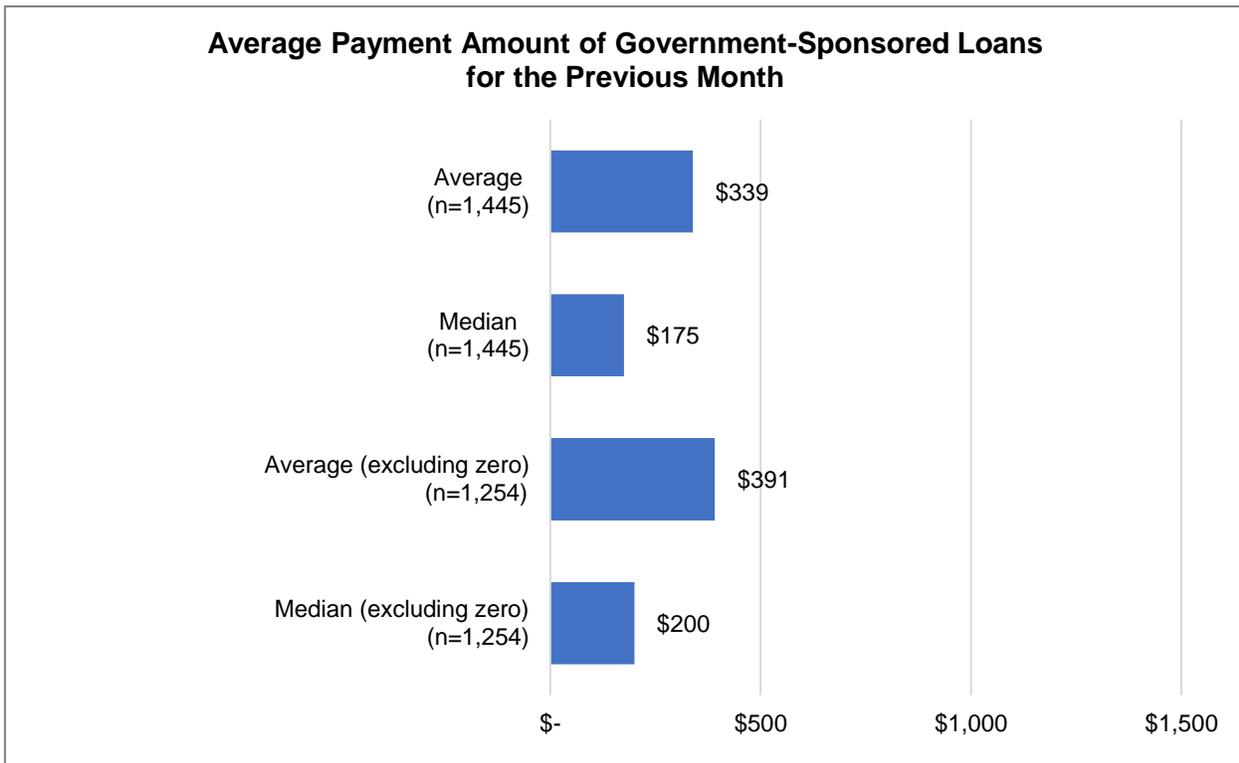
Q56: What was your last month’s payment for all government student loans?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$20,000 were excluded from results.

Graduates who reported receiving government-sponsored student loans were asked the amount they paid on those loans the month before completing the survey. The average amount paid was \$339 and, when graduate who reported paying \$0 were removed from this sample, the average amount was \$391. The median amount these graduates paid (including those reporting no money paid) was \$175. Certain demographic groups had higher averages of reported amounts paid in the previous month in government-sponsored loans at graduation than some of their peers. Specifically, when amounts of zero dollars were included, the groups who reported higher averages paid in government-sponsored student loans were:

- Graduates who were married or living with a partner (an average of \$437 paid for government student loans in the previous month compared to an average of \$262 paid by graduates who were single).
- Graduates who earned a certificate (an average of \$424 paid for government student loans in the previous month compared to an average of \$287 paid by graduates who earned a diploma).

Figure 6.3-2 Average Payment Amount of Government-Sponsored Loans for the Previous Month



Q56: What was your last month’s payment for all government student loans?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$20,000 were excluded from results.

7 Scholarships, Awards and Bursaries Received

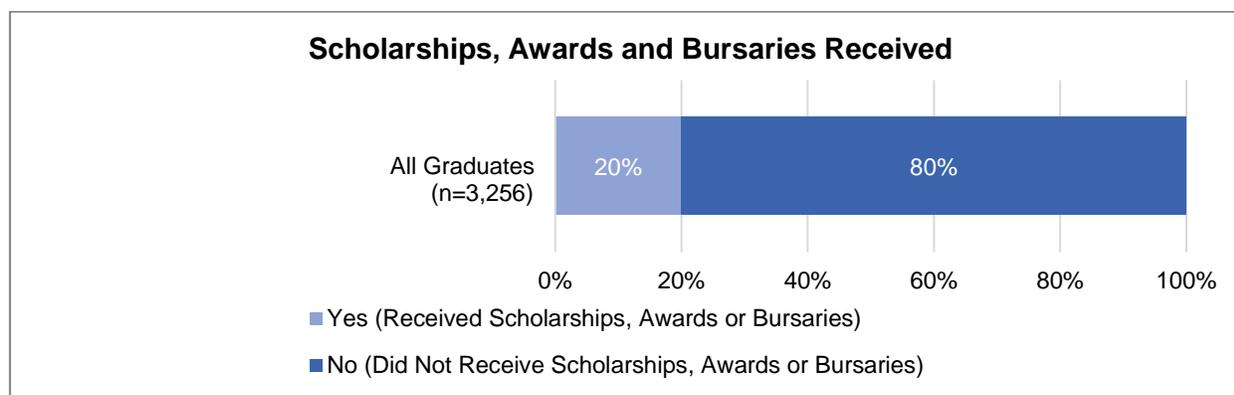
This section covers the scholarships, awards and bursaries that graduates received to pay for their post-secondary education. This includes the proportion of graduates who received scholarships, awards and bursaries, the distribution of the amounts received, and the average amount received.

Table of Contents: Section 7: Scholarships, Awards and Bursaries Received

7.1	Number of Graduates with Scholarships, Awards, and Bursaries	50
7.2	Amount of Scholarships, Awards, and Bursaries	51

7.1 Number of Graduates with Scholarships, Awards, and Bursaries

Figure 7.1-1 *Scholarships, Awards and Bursaries Received*



Q52: Have you ever received financial assistance for education-related expenses from the following sources? Scholarships, awards or bursaries.

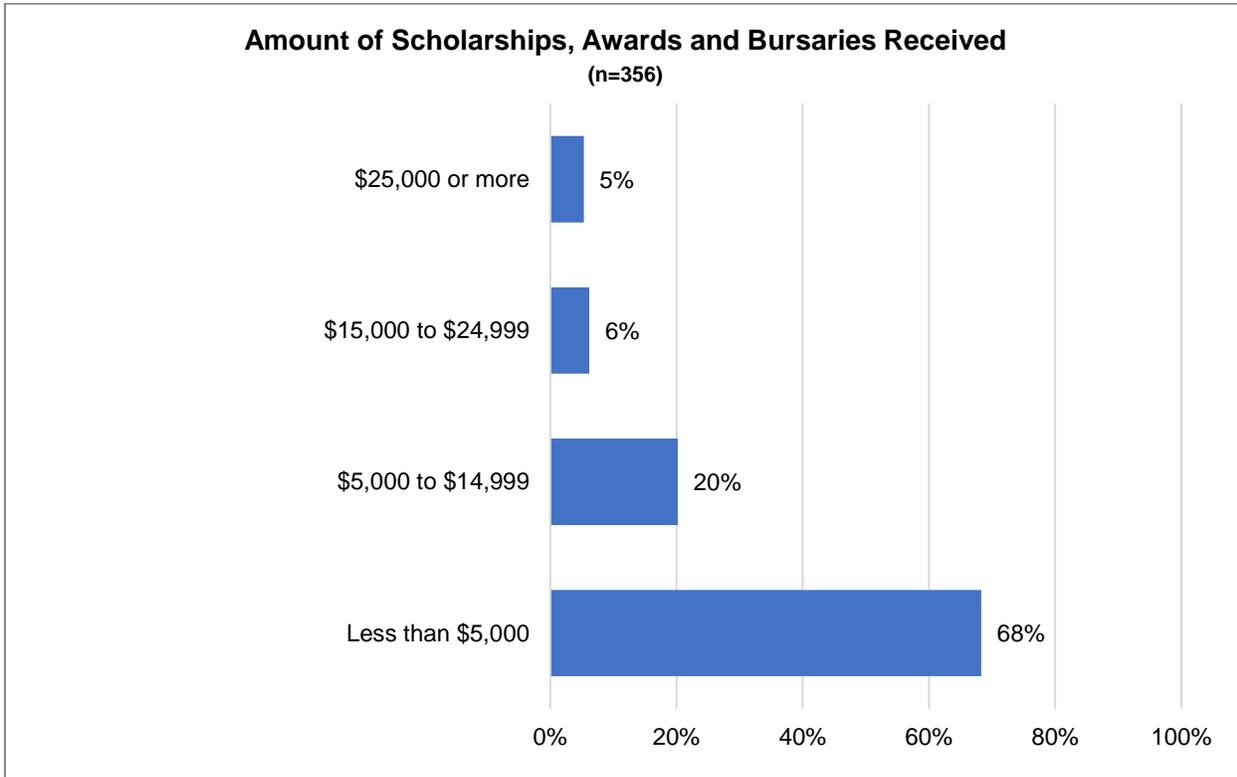
Notes: Values may not add to 100% due to rounding. "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

One-fifth of graduates (20%) received scholarships, awards, and bursaries over the course of their post-secondary education. Certain demographic groups indicated that they received scholarships, awards, and bursaries at a higher rate than some of their peers. Specifically:

- Graduates who were younger than 26 years of age (a range of 25% to 33% received scholarships, awards, and bursaries compared to 11% of graduates who were older than 40 years of age).
- Graduates who were single, divorced, separated, or widowed (a range of 25% to 26% received scholarships, awards, and bursaries compared to 14% of graduates who were married or living with a partner).
- Graduates without dependents (24% received scholarships, awards, and bursaries compared to 18% of graduates with one or more dependents).
- Graduates who self-identified as an Aboriginal person (31% received scholarships, awards, and bursaries compared to 20% of graduates who did not self-identify as an Aboriginal person).
- Graduates from another province or territory in Canada (45% received scholarships, awards, and bursaries compared to a range of 11% to 16% of graduates from Calgary, Red Deer, and outside of Canada).
- Graduates who participated in work experience related to their field of study (21% received scholarships, awards, and bursaries compared to 17% who did not participate in work experience related to their field of study).
- Graduates of Social and Behavioural Sciences and Law (28% received scholarships, awards, and bursaries compared to 19% of graduates of Health and Related Fields).
- Graduates who earned a diploma (23% received scholarships, awards, and bursaries compared to 17% of graduates who earned a certificate).

7.2 Amount of Scholarships, Awards, and Bursaries

Figure 7.2-1 Amount of Scholarships, Awards and Bursaries Received



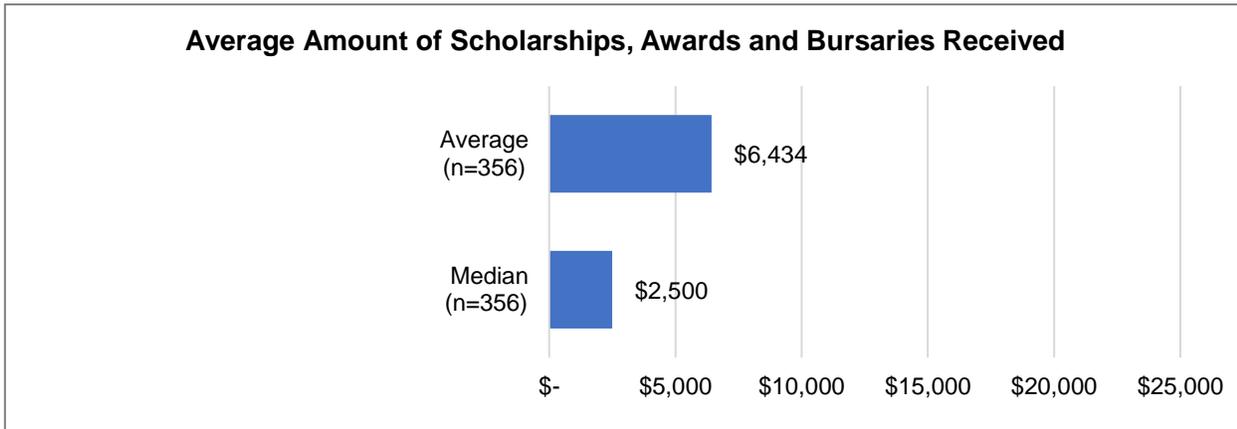
Q57: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results. 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 \$6,434 and the median was \$2,500. Certain demographic groups reported receiving higher scholarships, awards, and bursaries on average than some of their peers. Specifically, when amounts of zero dollars were included, the groups who reported higher averages received in scholarships, bursaries, or awards were:

- Graduates who were between 31 and 40 years of age (an average of \$9,662 received in scholarships, awards, and bursaries compared to an average of \$4,324 received by graduates who were younger than 23 of age).
- Graduates who had one or more dependents (an average of \$8,655 received in scholarships, awards, and bursaries compared to an average of \$5,060 received by graduates who do not have any dependents).

Figure 7.2-2 *Average Amount of Scholarships, Awards and Bursaries Received*



Q57: In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies?

Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results. All responses to this question were greater than zero.

8 Family Assistance or Loans

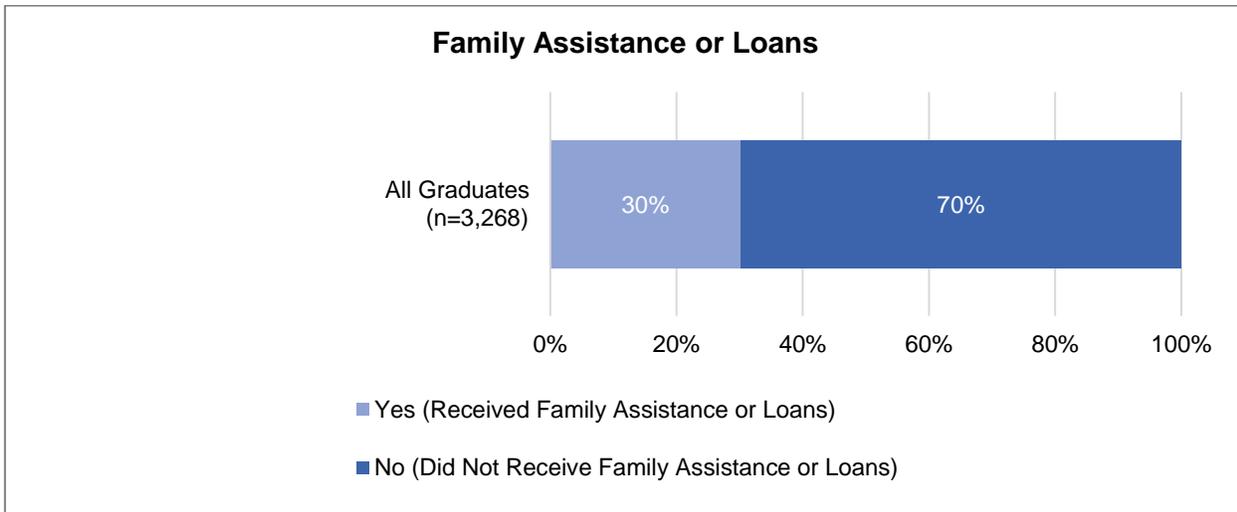
This section covers the family assistance or loans that graduates received to pay for their post-secondary education. This includes the proportion of graduates who received family assistance or loans, the distribution of the amounts received, the average amount received, and the amount of loans to be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

Table of Contents: Section 8: Family Assistance or Loans

8.1	Number of Graduates with Family Assistance and Loans	54
8.2	Amount of Family Assistance and Loans	55
8.3	Amount of Family Assistance and Loans to be Repaid	57

8.1 Number of Graduates with Family Assistance and Loans

Figure 8.1-1 Family Assistance or Loans



Q53: Have you ever received financial assistance for education-related expenses from the following sources? Family assistance or loans.

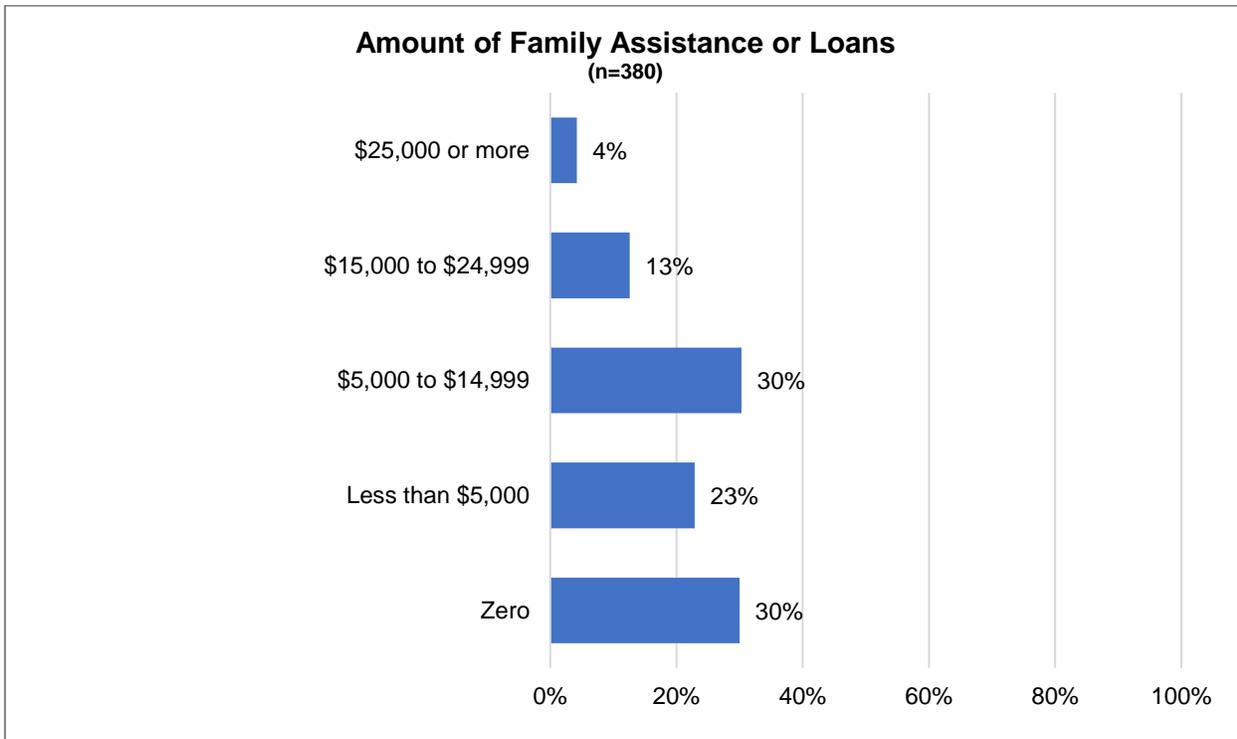
Notes: Values may not add to 100% due to rounding, due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

Close to a third of graduates (30%) 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 peers. Specifically:

- Graduates who were younger than 31 years of age (a range of 34% to 42% received family assistance or loans compared to a range of 25% to 26% of graduates who were older than 30 years of age).
- Graduates who were single (34% received family assistance or loans compared to a range of 25% to 28% of graduates who were married, living with a partner, divorced, separated, or widowed).
- Graduates of Visual and Performing Arts, and Communications Technologies (51% received family assistance or loans compared to a range of 13% to 31% of graduates of Health and Related Fields; Social and Behavioural Sciences and Law; Business, Management and Public Administration; and Architecture, Engineering, and Related Technologies).

8.2 Amount of Family Assistance and Loans

Figure 8.2-1 Amount of Family Assistance or Loans



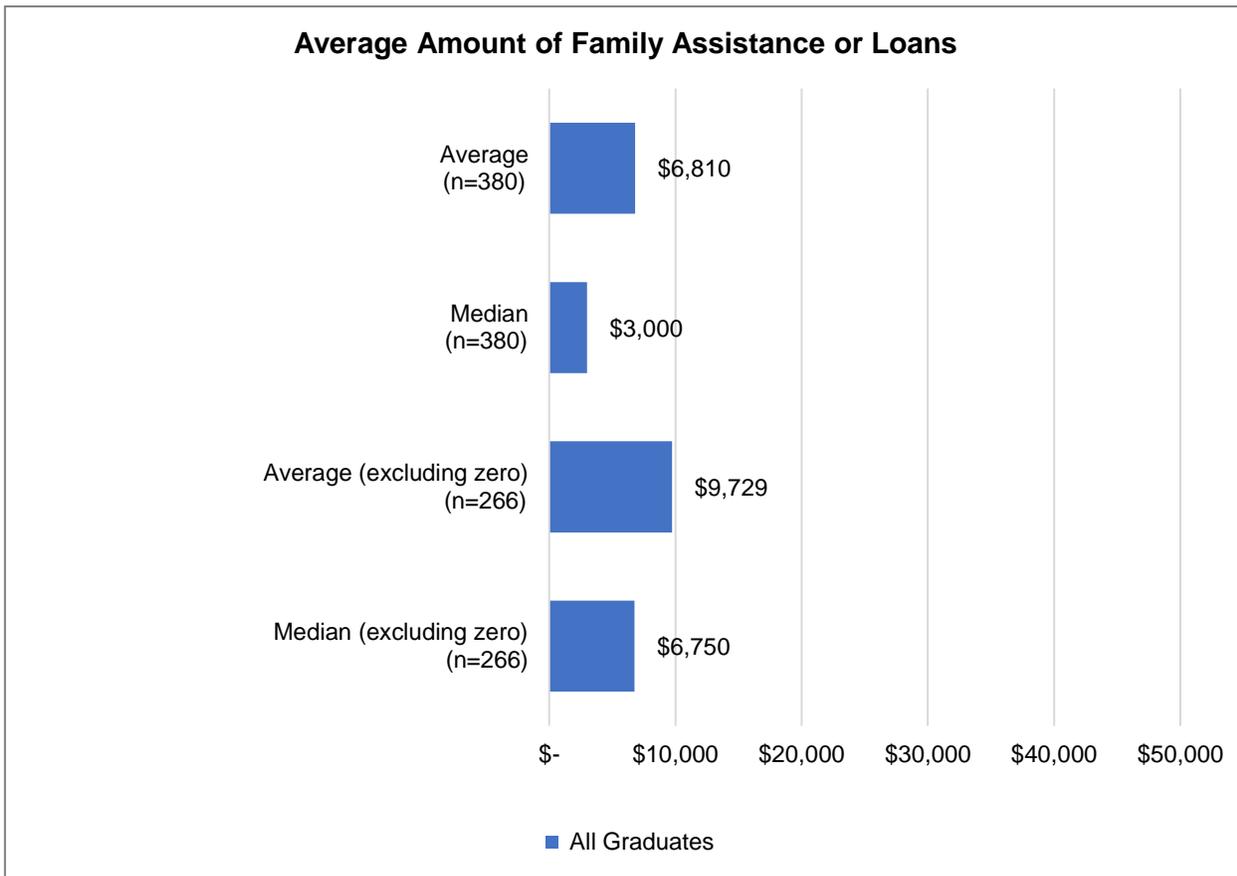
Based on the total of questions 58 and 59.

Q58: 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? Q59: 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. “Not Applicable”, “Don’t know”, and “No response” 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 (Q58) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q59). Only graduates who provided responses of \$200,000 or less to both question 58 and 59 were included in these results.

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 \$6,810 and, when graduate who reported \$0 to both questions were removed from this sample, the average amount was \$9,729. The median amount these graduates received (including those reporting no money in total) was \$3,000. Graduates who did not self-identify as an Aboriginal person received an average of \$7,142 in family assistance and loans compared to an average of \$2,065 received by graduates who self-identified as an Aboriginal person (including those who reported \$0 to both questions).

Figure 8.2-2 Average Amount of Family Assistance or Loans

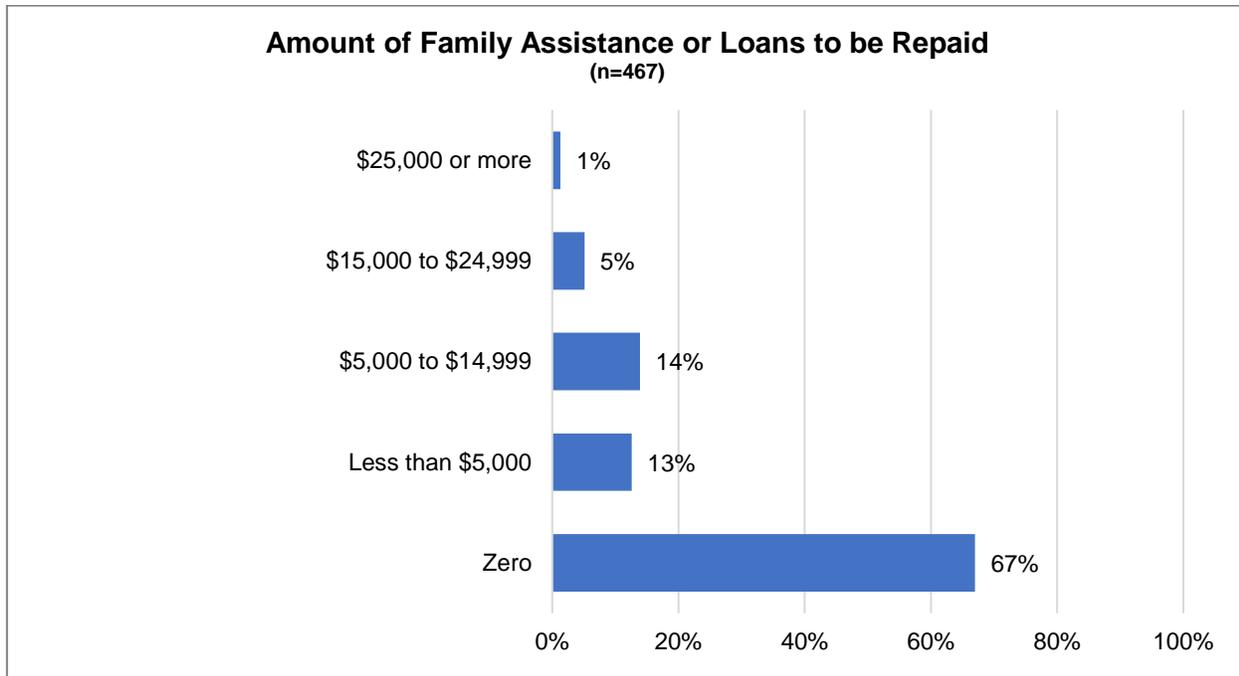


Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? Q59: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: "Not Applicable", "Don't know", and "No response" 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 (Q58) and the amount of money graduates received from their family for education-related financial assistance that they did need to repay (Q59). Only graduates who provided responses of \$200,000 or less to both question 58 and 59 were included in these results.

8.3 Amount of Family Assistance and Loans to be Repaid

Figure 8.3-1 Amount of Family Assistance or Loans to be Repaid



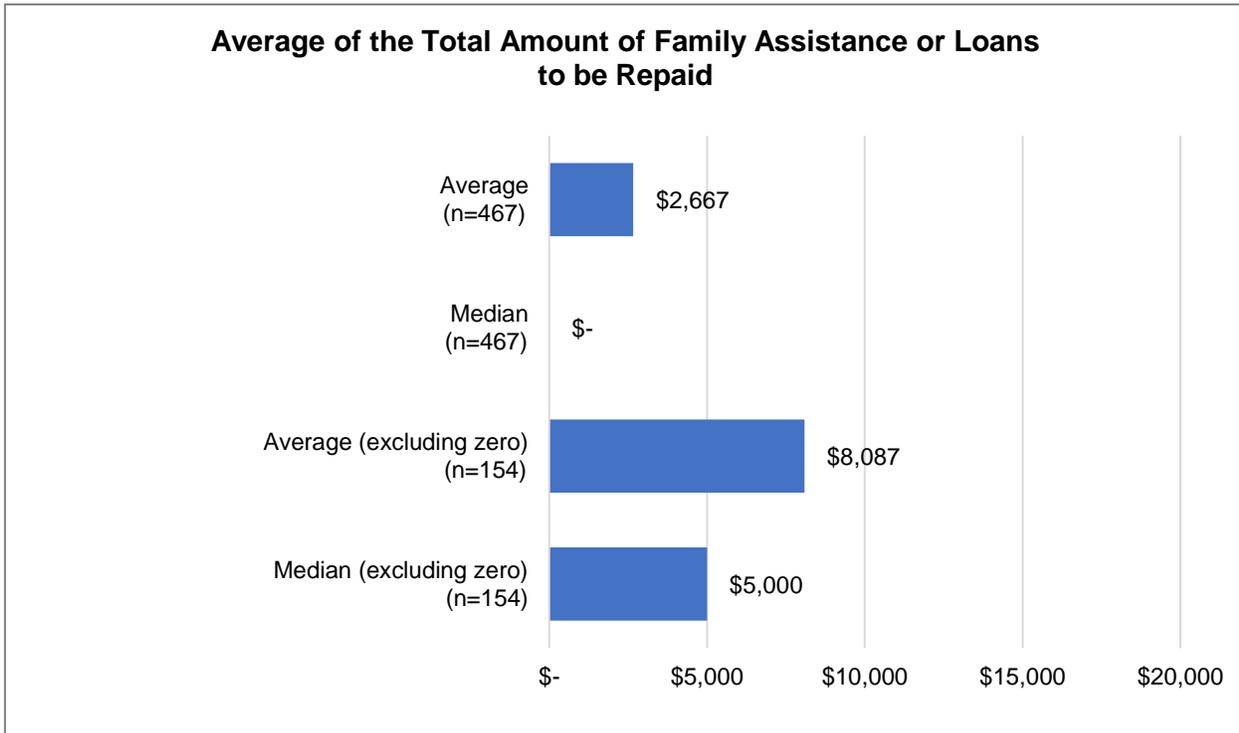
Q59: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

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 \$2,667 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$8,087. The median amount these graduates owed (including those reporting no money owed) was \$0. Certain demographic groups reported a higher average owed in family loans than some of their peers. Specifically, when amounts of zero dollars were included, the groups who reported higher averages owed in family loans were:

- Graduates who were older than 40 years of age (an average of \$4,371 in family assistance and loans to be repaid compared to \$1,245 owed by graduates who were younger than 23 years of age).
- Graduates who were married and living with a partner (an average of \$3,562 in family assistance and loans to be repaid compared to an average of \$1,709 owed by graduates who were single).
- Graduates who with one or more dependents (an average of \$3,490 in family assistance and loans to be repaid compared to an average of \$1,879 owed by graduates without any dependents).

Figure 8.3-2 Average Amount of Family Assistance or Loans to be Repaid



Q59: At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family?

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

9 Non-Government Loans

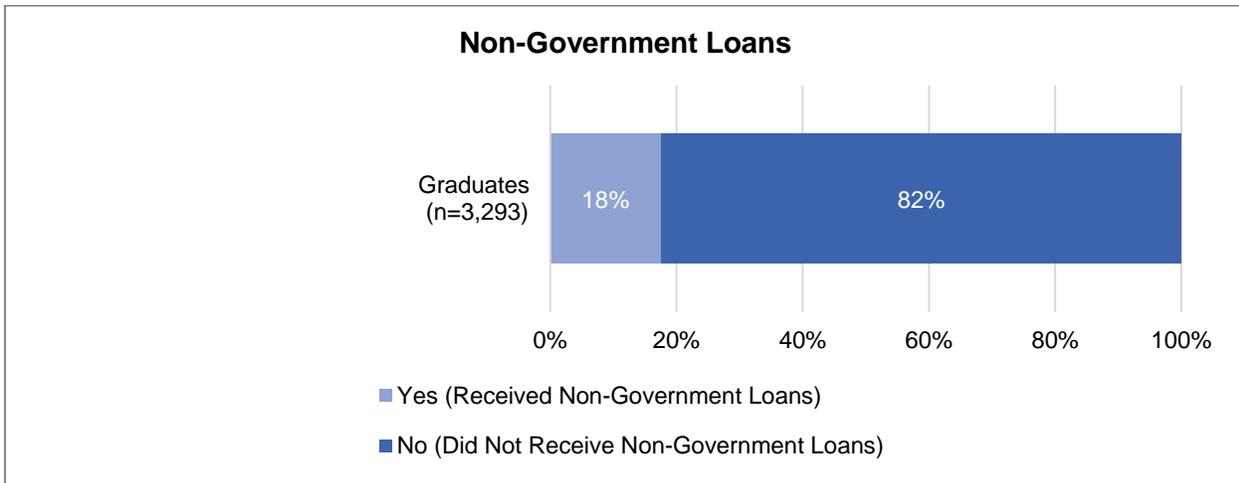
This section covers the non-government loans from financial institutions (that is, bank loans, credit cards, credit lines, etcetera) that graduates received to pay for their post-secondary education. This includes the proportion of graduates who received non-government student loans, the distribution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

Table of Contents: Section 9: Non-Government Loans

9.1	Number of Graduates with Non-Government Loans	60
9.2	Amount of Non-Government Loans	61

9.1 Number of Graduates with Non-Government Loans

Figure 9.1-1 Non-Government Loans



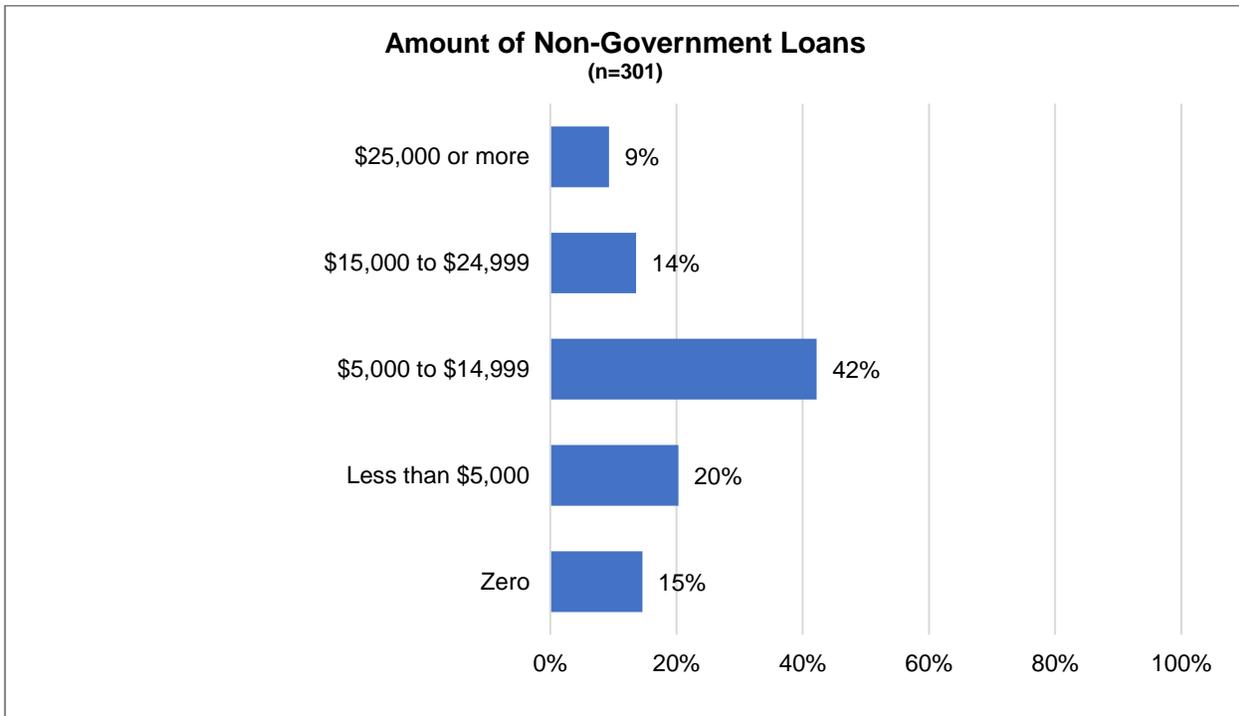
Q54: Have you ever received financial assistance for education-related expenses from the following sources? Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

About one-fifth 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 peers. Specifically:

- Male graduates compared to female graduates (21% received non-government loans compared to 17% of females).
- Graduates who were between 26 and 30 years of age (22% received non-government loans compared to 14% of graduates between 23 and 25 or older than 40 years of age).
- Graduates from another province or territory in Canada (30% received non-government loans compared to 17% of graduates from Edmonton, and Calgary).

9.2 Amount of Non-Government Loans

Figure 9.2-1 Amount of Non-Government Loans

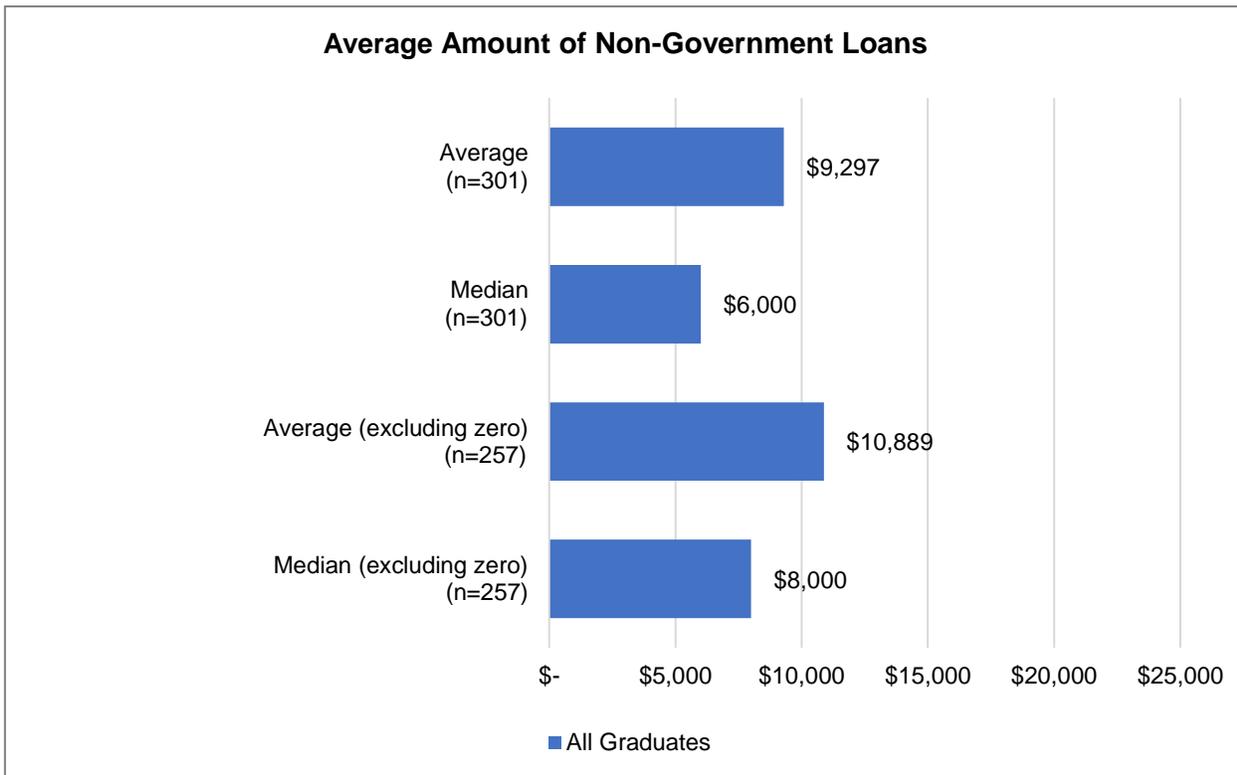


Q60: At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government, financial institutions (banks) sources? This amount does NOT include what you owe for government-sponsored student loans or relatives.

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

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 \$9,297 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$10,889. The median amount these graduates owed (including those reporting no money owed) was \$6,000.

Figure 9.2-2 *Average Amount Non-Government Loans*



Q60: 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: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$200,000 were excluded from results.

10 Transitions

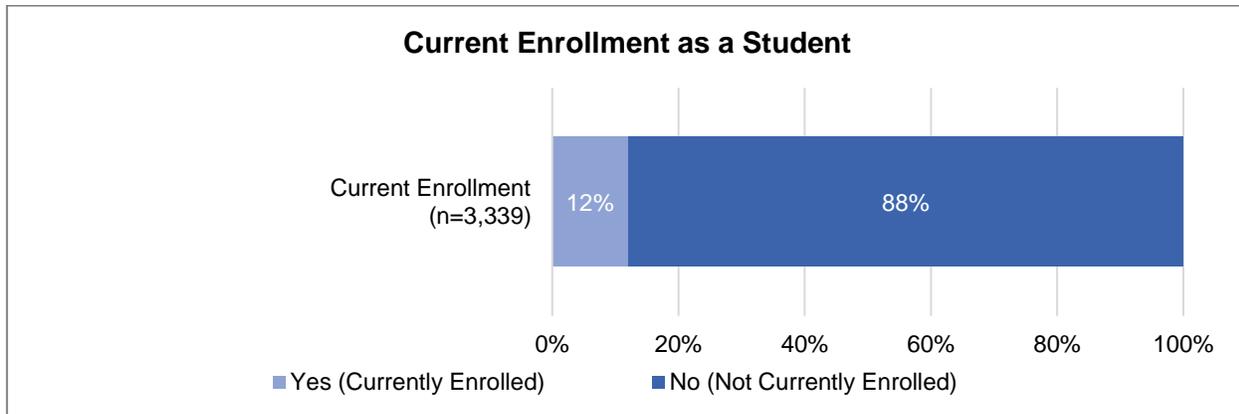
This section covers the transitions that graduates underwent after they completed their post-secondary program. This includes their enrolment after program completion and relocation after graduation.

Table of Contents: Section 10: Transitions

10.1	Continuing Post-Secondary Education	64
10.2	Relocation Since Graduation	67

10.1 Continuing Post-Secondary Education

Figure 10.1-1 **Current Enrollment**



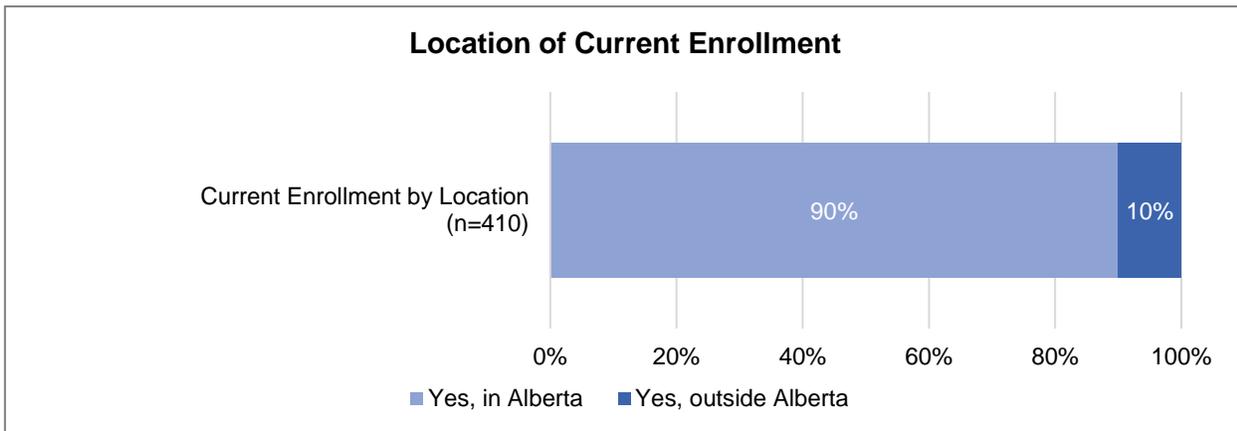
Q24. Are you currently enrolled as a student?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

About one out of ten graduates (12%) were currently enrolled as a student. Of the graduates currently enrolled as a student most (90%) were enrolled in Alberta. Certain demographic groups indicated more often that they were currently enrolled as a student. Specifically:

- Male graduates compared to female graduates (16% were currently enrolled compared to 11%).
- Graduates who were younger than 23 years of age (18% were currently enrolled compared to a range of 10% to 11% of graduates older than 25 years of age).
- Graduates who were single (15% were currently enrolled compared to 11% of graduates who were married or living with a partner).
- Graduates without dependents (14% were currently enrolled compared to 10% of graduates with one or more dependents).
- Graduates who self-identified as a person with a disability (19% were currently enrolled compared to 12% of graduates who did not self-identify as a person with a disability).
- Graduates who participated in work experience related to their field of study (6% were currently enrolled compared to 4% who did not).
- Graduates of Health and Related Fields (14% were currently enrolled compared to 8% of graduates of Personal, Protective and Transportation Services).
- Graduates who earned a certificate (15% were currently enrolled compared to 10% who earned a diploma).

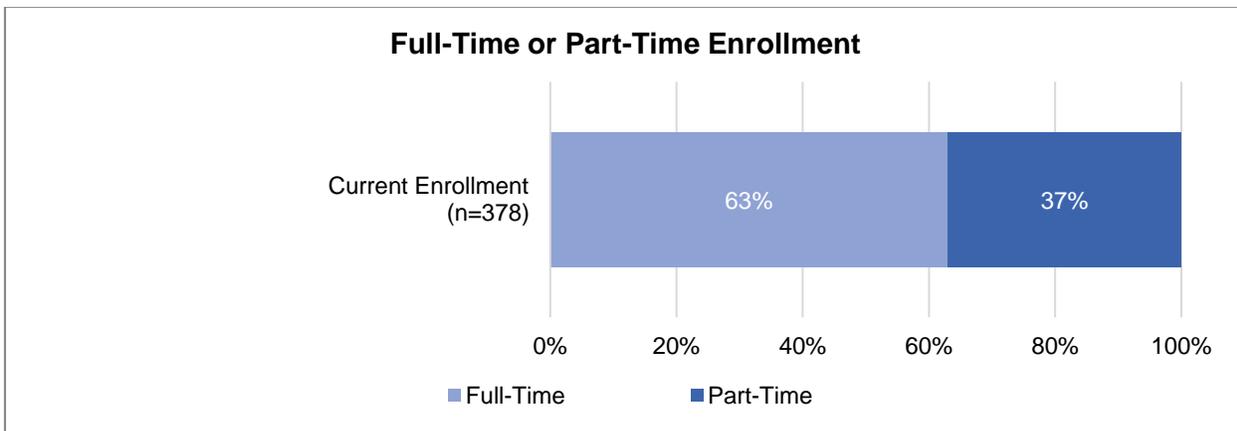
Figure 10.1-2 Location of Current Enrollment



Q24. Are you currently enrolled as a student?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Figure 10.1-3 Full-Time or Part-Time Enrollment



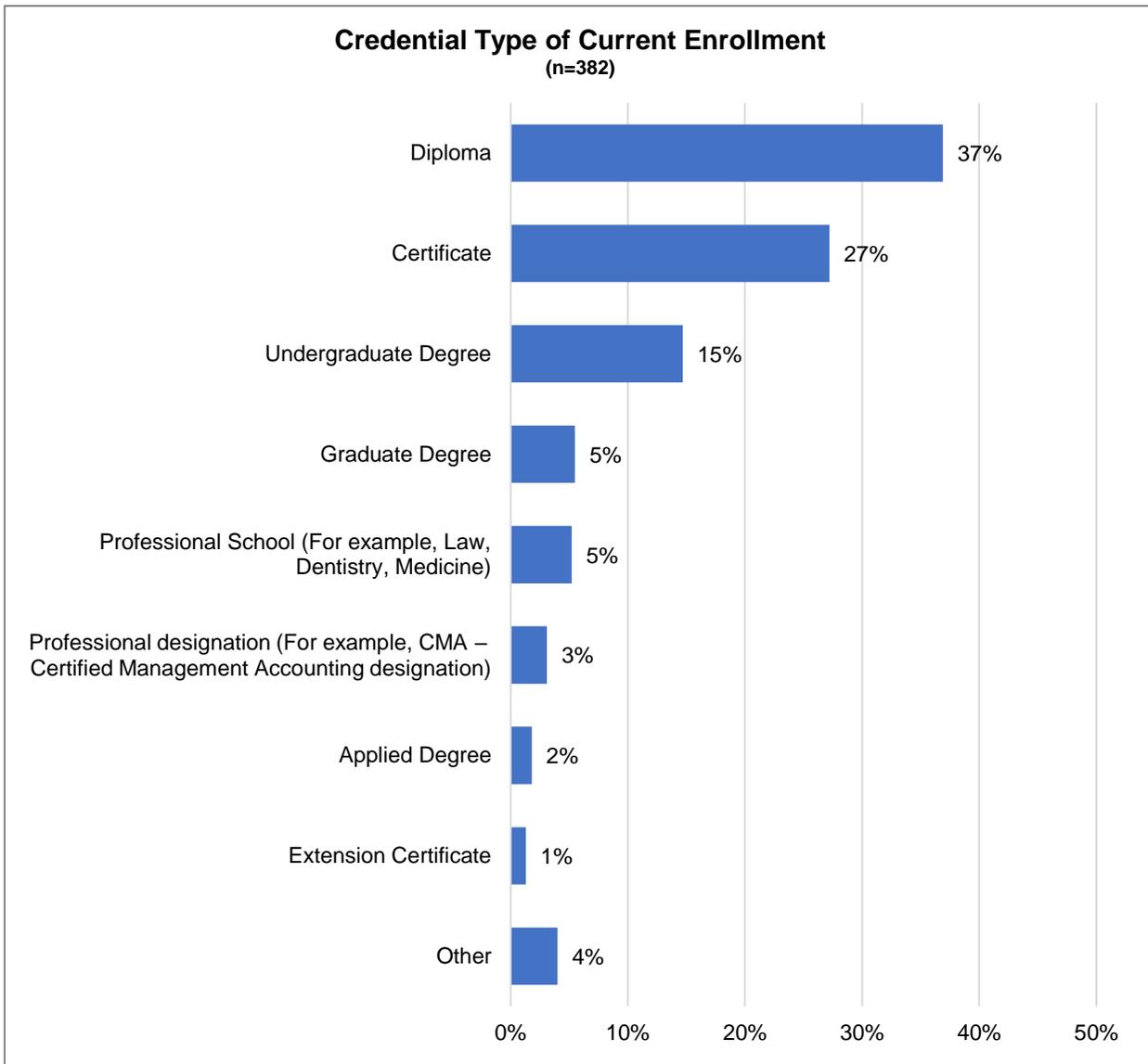
Q26. Are you currently a part-time or full-time student?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Of the graduates currently enrolled as a student nearly two-thirds (63%) were enrolled in full time studies. Certain demographic groups were more likely to indicate that they were currently enrolled as a full-time student. Specifically:

- Graduates who were younger than 23 years of age (74% enrolled full time compared to 44% of graduates older than 40 years of age).
- Graduates who were single (70% enrolled full time compared to 57% of graduates who were married or living with a partner).

=Figure 10.1-4 *Credential Type of Current Enrollment*



Q25. Will these studies lead to a...?

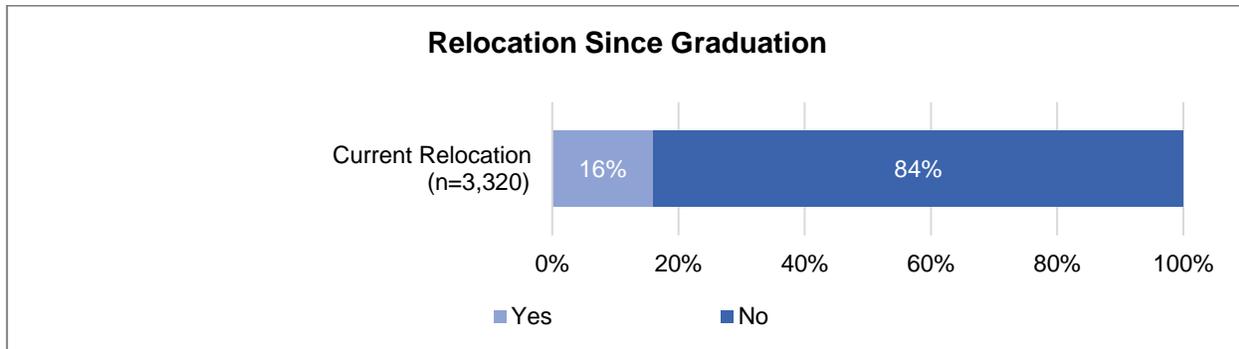
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Of the graduates currently enrolled as a student, nearly two out of five (37%) were enrolled in a diploma and about a quarter (27%) were working towards a certificate. Certain demographic groups were more likely to indicate that they were currently enrolled in a certificate program. Specifically:

- International graduates (70% enrolled in a certificate program compared to 24% of domestic graduates).
- Graduates who earned a certificate (32% enrolled in a certificate program compared to 22% who earned a diploma).

10.2 Relocation Since Graduation

Figure 10.2-1 Relocation Since Graduation



Q63. Have you permanently relocated to a different city or town since the time of your graduation from (provider name) ?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Most graduates (84%) had not relocated after graduation. Certain demographic groups were more likely to indicate that they had relocated since graduation. Specifically:

- Graduates who were younger than 31 years of age (a range of 18% to 25% relocated since graduation compared to a range of 10% to 11% of graduates older than 30 years of age).
- Graduates who were single (20% relocated since graduation compared to 12% of graduates who were married or living with a partner).
- Graduates without dependents (20% relocated since graduation compared to 12% of graduates with one or more dependents).
- Graduates who self-identified as an Aboriginal person (23% relocated since graduation compared to 15% of graduates who did not self-identify as an Aboriginal person).
- Graduates from another province or territory in Canada, rural Alberta, or Lethbridge (a range of 28% to 32% relocated since graduation compared to a range of 11% to 13% of graduates from Calgary and Edmonton).
- Graduates of Personal, Protective and Transportation Services (29% relocated since graduation compared to a range of 9% to 15% of Health and Related Fields; Social and Behavioural Sciences and Law; Business, Management and Public Administration; and Mathematics, Computer and Information Sciences).

Of the graduates who had relocated, 41% had relocated to urban Alberta, 30% to rural Alberta, 27% to another province or territory in Canada, and 2% outside of Canada. Approximately one-third (33%), of graduates who relocated to an urban Alberta relocated to Edmonton and 35% relocated to Calgary.

11 Outcomes

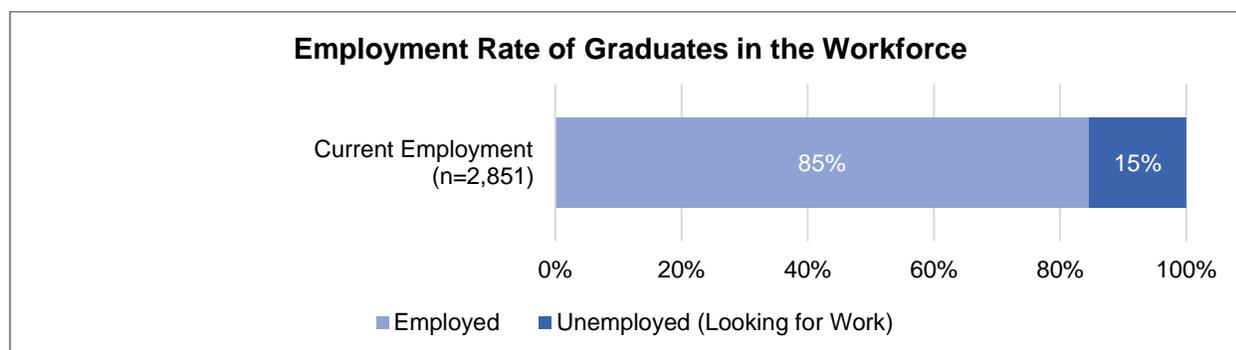
This section covers the outcomes that graduates experienced after they completed their post-secondary program. It includes employment rate and labour force status, average incomes, and how related their program was to their current position.

Table of Contents: Section 11: Outcomes

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11.1 Employment

Figure 11.1-1 *Employment Rate of Graduates in the Workforce*



Q24. Are you currently enrolled as a student? Q26. Are you currently a part-time or full-time student? Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q33. Are you currently looking for a job? Q34. What is the main reason you are not looking for a job?

Notes: Values may not add to 100% due to rounding. "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Full-time students and those unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 34, some respondents were also determined to be employed and were included as such in the calculation of employment results.

Most graduates (85%) in the workforce¹⁰ were currently employed. Certain demographic groups reported a higher employment rate than others. Specifically:

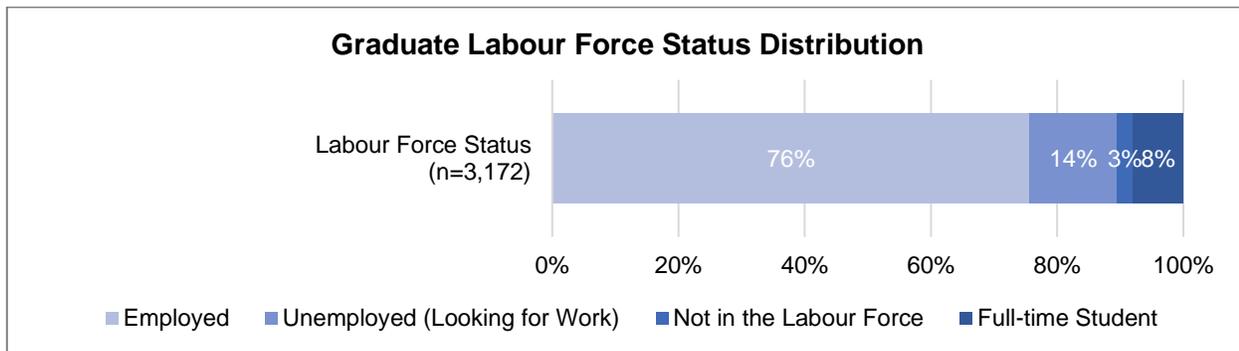
- Graduates without dependents (88% employment rate compared to 83% for graduates with one or more dependents).
- Graduates who did not self-identify as an Aboriginal person (86% employment rate compared to 75% for graduates who self-identified as an Aboriginal person).
- Graduates who did not self-identify as a person with a disability (85% employment rate compared to 78% for graduates who self-identified as a person with a disability).
- Graduates who participated in work experience related to their field of study (87% employment rate compared to 81% for graduates who did not).
- Graduates of BHASE programs (85% employment rate compared to 74% for STEM graduates).
- Graduates of Health and Related Fields (87% employment rate compared to 77% for graduates of Business, Management and Public Administration).
- Graduates who earned a certificate (86% employment rate compared to 83% for graduates who earned a diploma).

¹⁰ Graduates are considered to be part of the workforce if they were employed or unemployed and looking for work. Only graduates in the workforce were included in employment rate calculations. Note that this excludes graduates who were full time students at the time of the survey and graduates who were unemployed and not looking for work. In contrast, all four groups of graduates are included in charts and analysis of labour force statuses.

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Figure 11.1-2 Graduate Labour Force Status Distribution

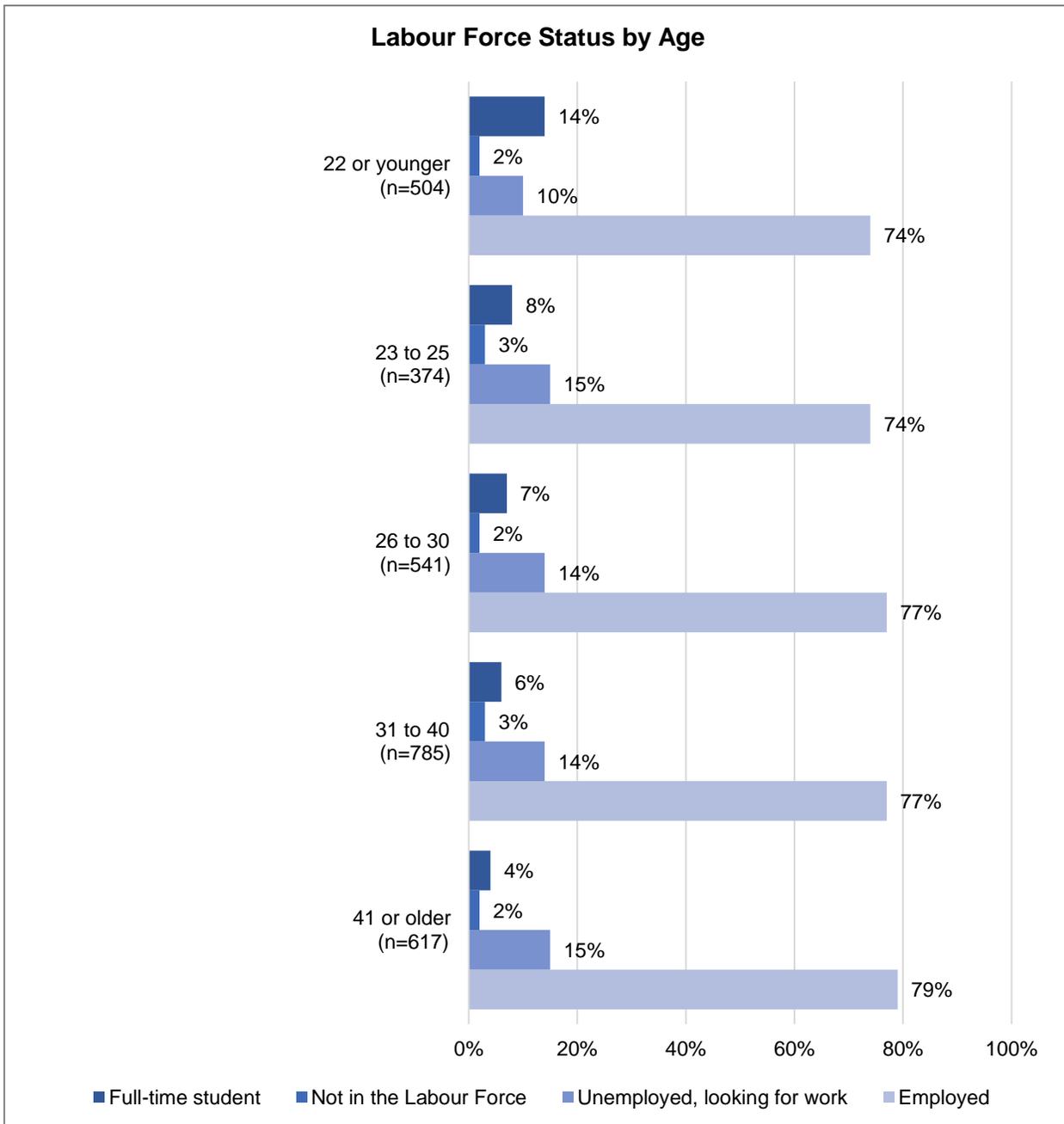


Q24. Are you currently enrolled as a student? Q26. Are you currently a part-time or full-time student? Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q33. Are you currently looking for a job? Q34. What is the main reason you are not looking for a job?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Those unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 34, some respondents were also determined to be employed and were included as such in the calculation of employment results.

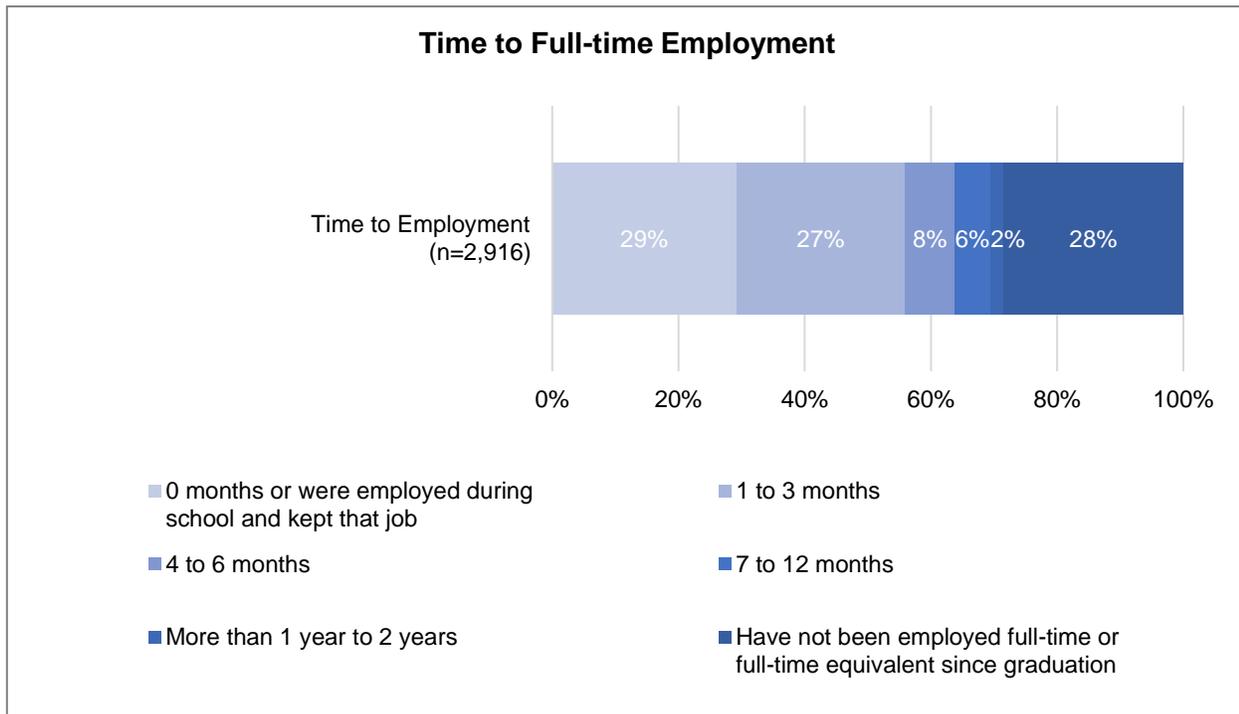
Although there are no significant differences in the rates of employment between different age groups, (a range of 83% to 88%), there was a difference in labour force status. Unlike employment rate which only includes graduates who were employed or unemployed and looking for work, labour force status also includes those who were 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 under the age of 23 were more likely to currently be taking further studies as a full-time student than graduates over the age of 26 (14% compared to a range of 4% to 7%).

Figure 11.1-3 Labour Force Status by Age



Q24. Are you currently enrolled as a student? Q26. Are you currently a part-time or full-time student? Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q33. Are you currently looking for a job? Q34. What is the main reason you are not looking for a job? Q66. What is your current age?
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Based on their open-ended response to question 34, some respondents were also determined to be employed and were included as such in the calculation of employment results.

Figure 11.1-4 Graduate Distribution in the Workforce

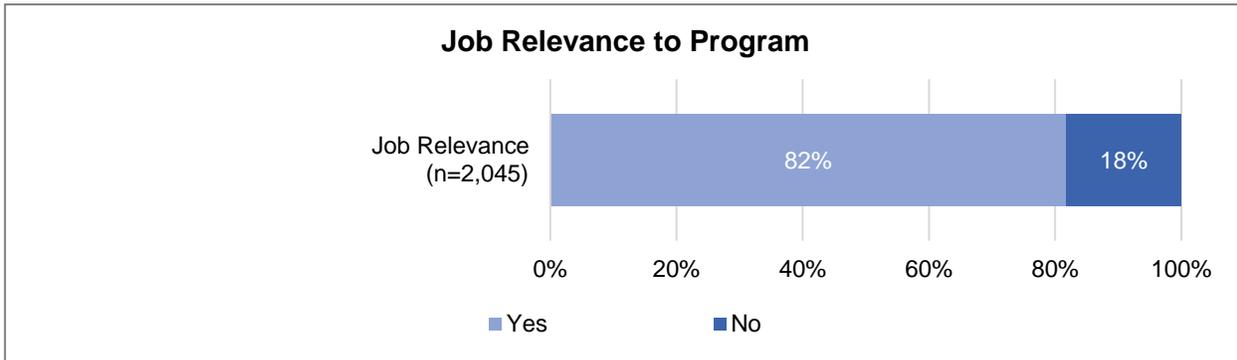


Q29. How many months after graduation did it take you to obtain a full-time job or the equivalent of a full-time job?
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

About two-thirds of graduates (69%) 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 3.8 months. Certain demographic groups reported a shorter average time to full-time employment than their peers. Specifically:

- Graduates of BHASE programs (an average of 3.7 months to full-time employment compared to 6.3 months for STEM graduates).
- Graduates of Health and Related Fields and Personal, Protective and Transportation Services (averages of 3.2 and 3.5 months to full-time employment compared to 6.6 months for graduates of Mathematics, Computer and Information Sciences).

Figure 11.1-5 Job Relevance to Program

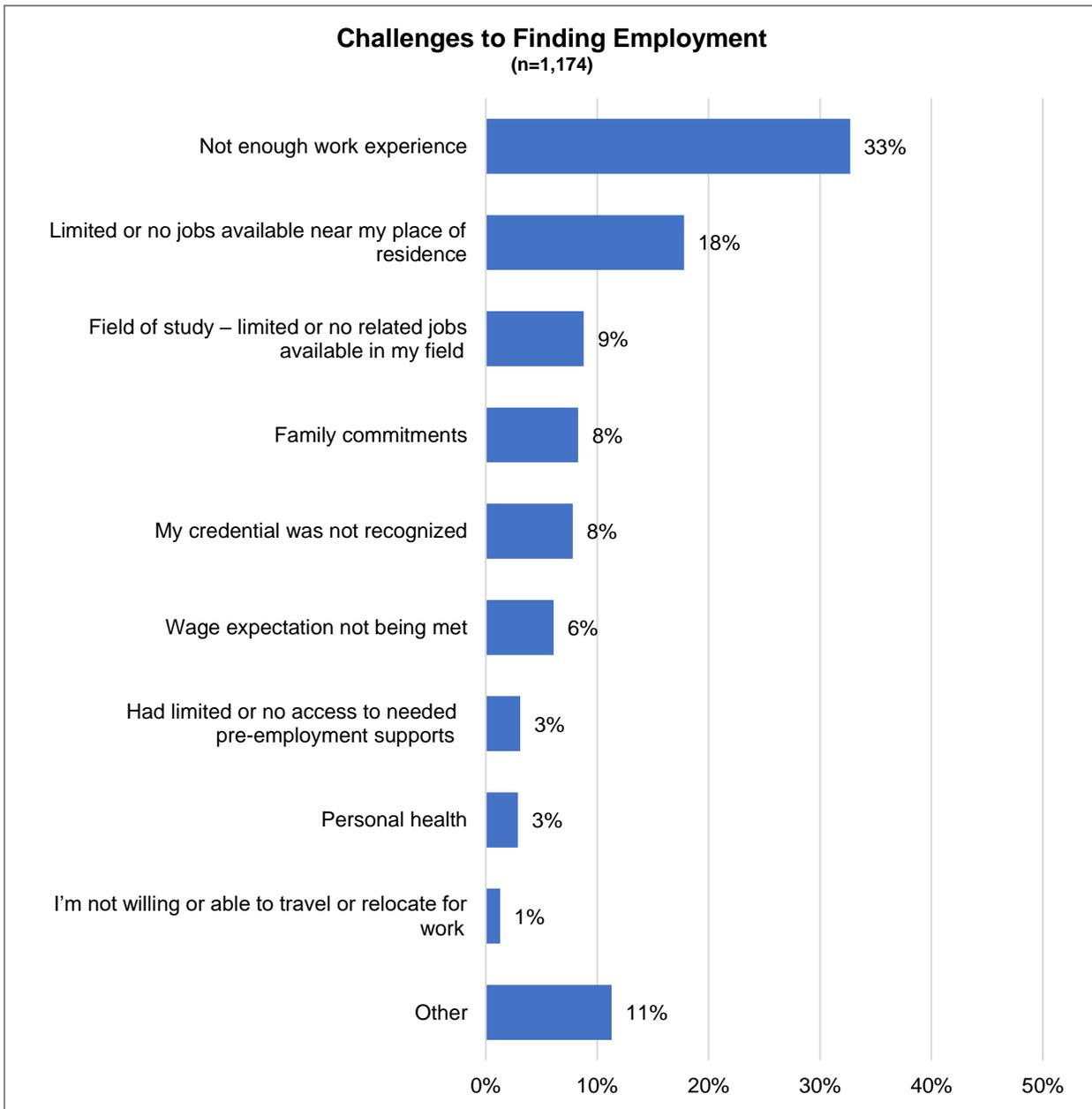


Q30. Was the full-time job or the equivalent of a full-time job relevant to your program of studies?

The majority of graduates (82%) indicated that the first full-time employment they obtained after graduating was relevant to their post-secondary education. Certain demographic groups indicated that their employment was relevant more often than others. Specifically:

- Female graduates compared to male graduates (84% indicated that their employment was relevant compared to 72% of males).
- Graduates who participated in work experience related to their field of study (87% indicated that their employment was relevant compared to 73% who did not).
- Graduates of BHASE programs (83% indicated that their employment was relevant compared to 50% of STEM graduates).
- Graduates of Personal, Protective and Transportation Services and Health and Related Fields (a range of 85% to 86% indicated that their employment was relevant compared to a range of 45% to 53% of graduates of Visual and Performing Arts, and Communications Technologies and Mathematics, Computer and Information Sciences).
- Graduates who earned a certificate (84% indicated that their employment was relevant compared to 80% who earned a diploma).

Figure 11.1-6 Challenges to Finding Employment

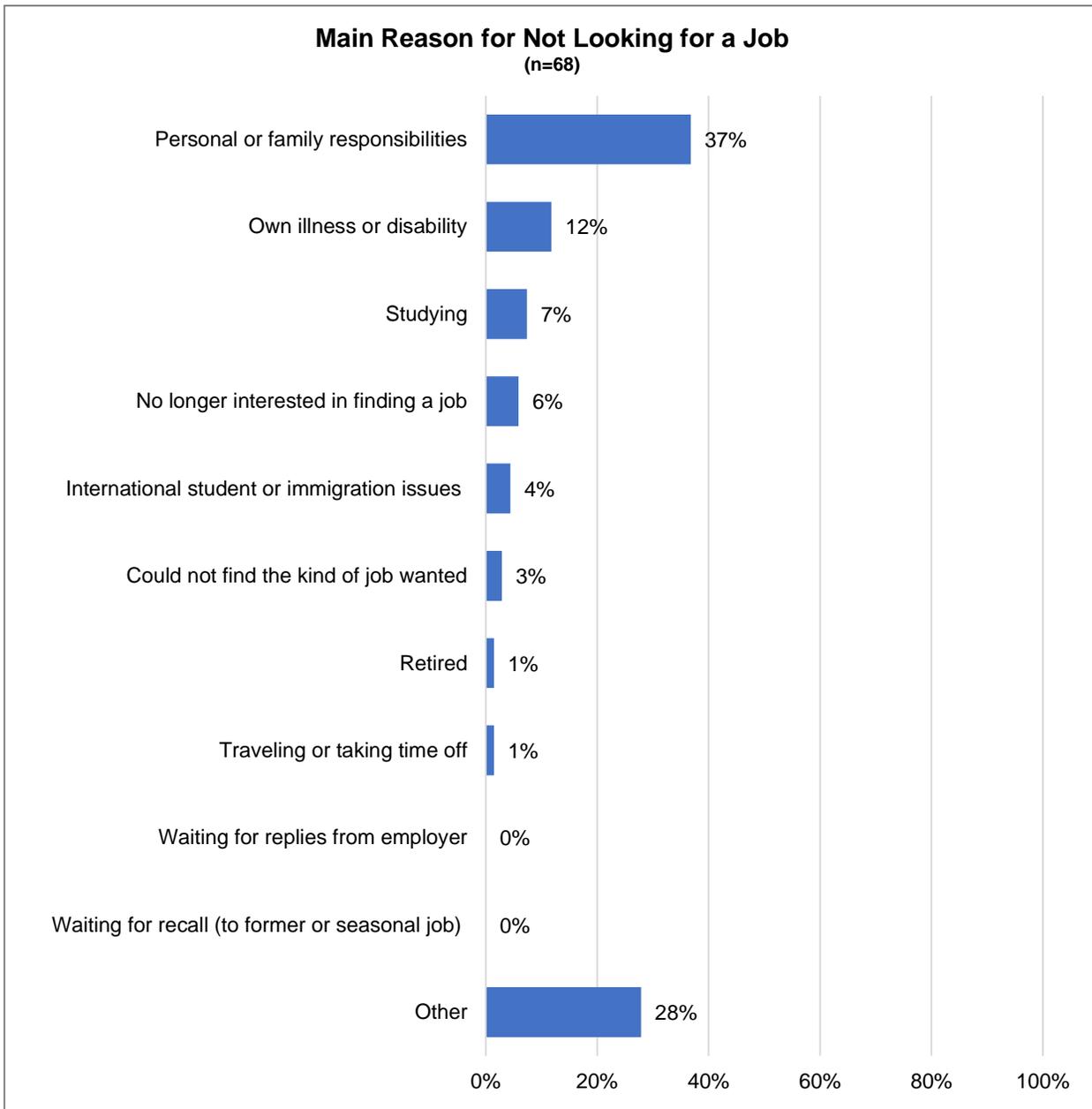


Q31: What challenge most impacted your ability to find employment?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” 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.

The main challenge that the highest proportion of graduates faced while looking for employment was a lack of work experience (33%), followed by a limited number of jobs in their area of residence (18%). About one out of ten respondents (11%) provided an ‘other’ response which included a variety of reasons, such as taking more schooling or training, a high amount of competition in the field, choosing to work part-time or casually instead of full-time, and facing more than one challenge that impacted their ability to find employment, among others.

Figure 11.1-7 Main Reason for Not Looking for a Job

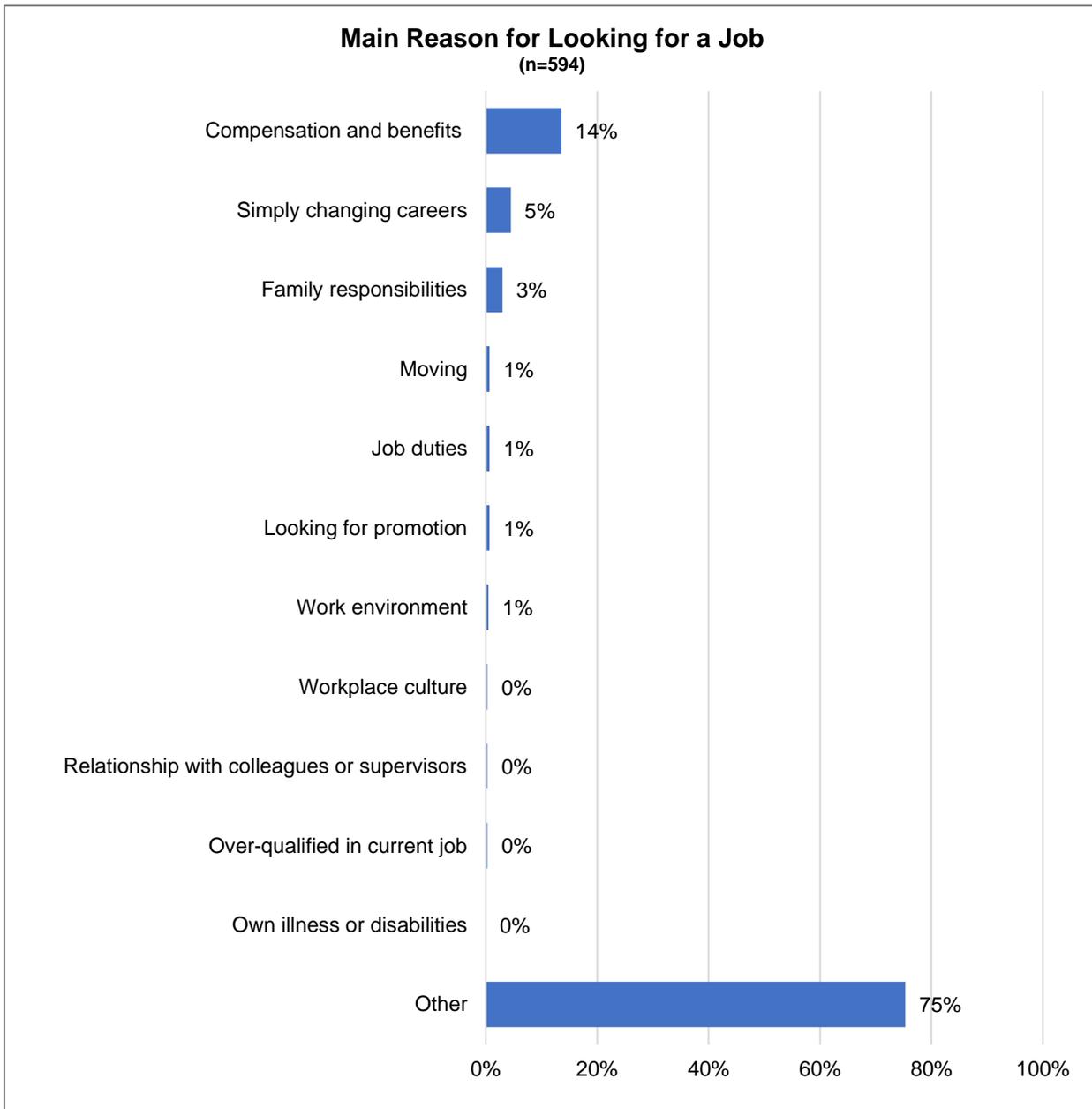


Q34. What is the main reason you are not looking for a job?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The top main reason that graduates who were unemployed were not looking for a job was personal or family responsibilities (37%), followed by personal illness or disability (12%). ‘Other’ reasons included a variety of responses, including mentions of medical reasons, being out of the country, waiting to start school, and feeling discouraged by the rejection of their applications from employers, among others.

Figure 11.1-8 Main Reason for Looking for a Job

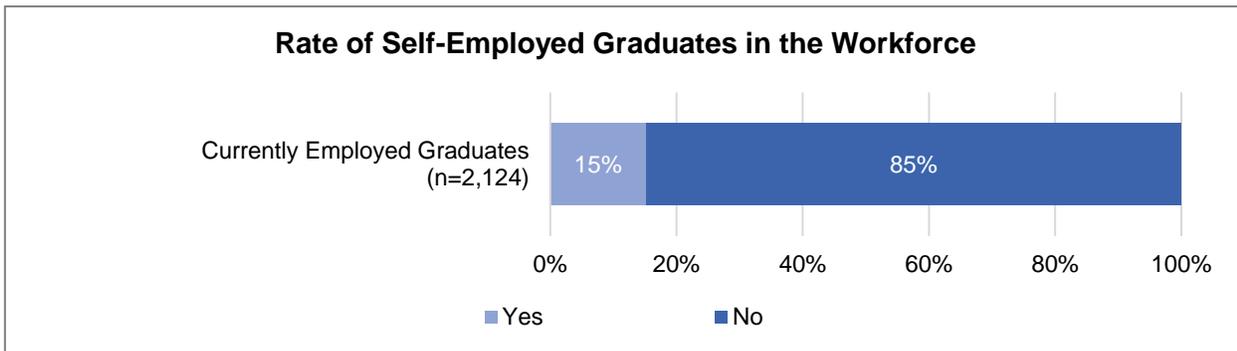


Q35. What is the main reason you are looking for a job?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

About a quarter (26%) of graduates who were employed indicated that they were looking for another job. The main reason that graduates who were employed were looking for a job was often to increase compensation and benefits (14%). Three-quarters (75%) indicated they were looking for a job for 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: wanting a job related to their field of study, wanting permanent or full-time employment, looking for a supplemental income or more hours, or looking to achieve personal or career goals.

Figure 11.1-9 Rate of Self-Employed Graduates in the Workforce



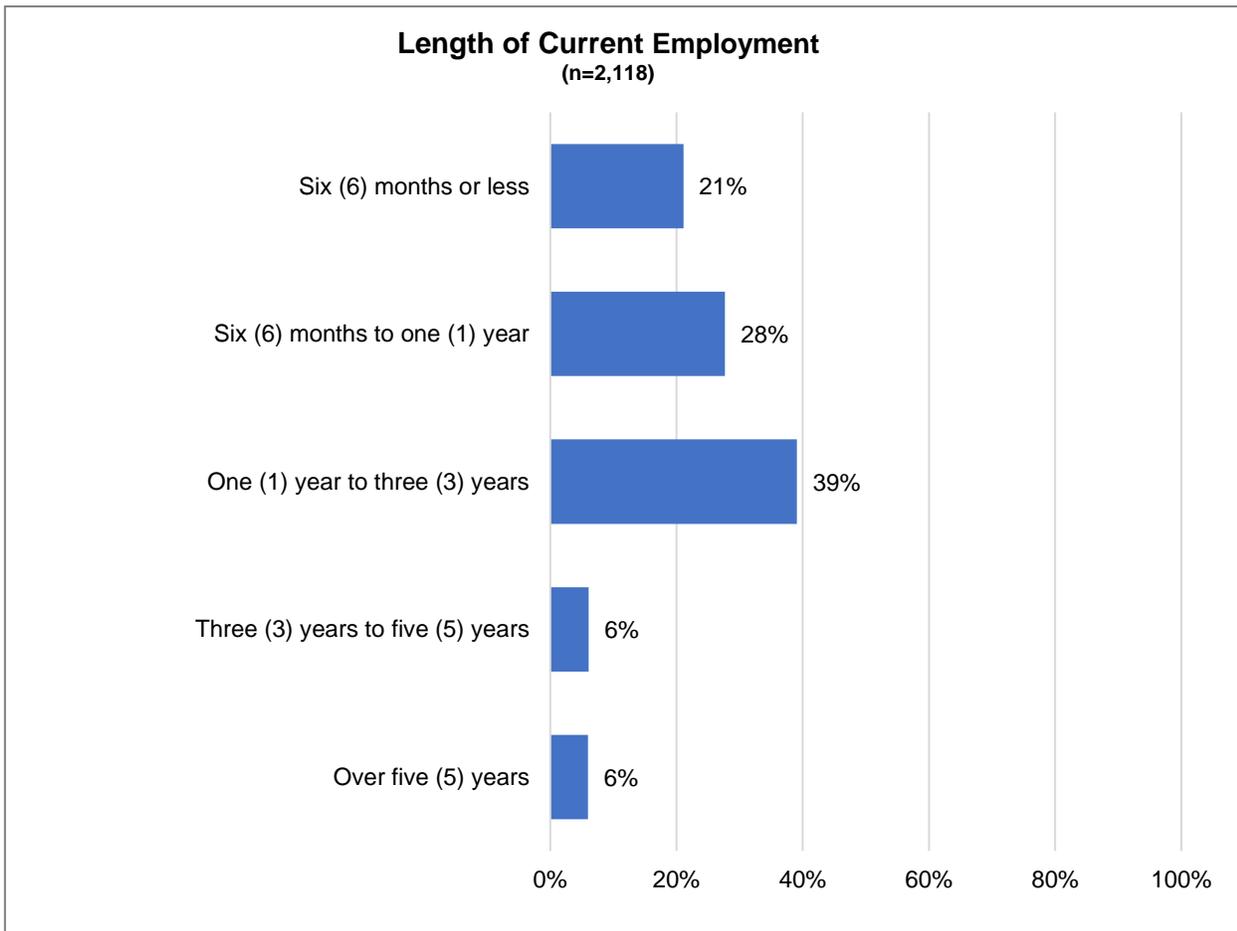
Q37. Are you self-employed (in your current main job)?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Some graduates (15%) who indicated they currently had a job were self-employed. Demographic groups with particularly high rates of self-employment include:

- Graduates older than 30 years of age (a range of 17% to 18% were self-employed compared to 9% of graduates younger than 23 years of age).
- Graduates who were divorced, separated, or widowed (21% compared to 13% of graduates who were single).
- Graduates who participated in work experience related to their field of study (18% compared to 11% who did not).
- Graduates of Architecture, Engineering, and Related Technologies; Visual and Performing Arts, and Communications Technologies; Personal, Protective and Transportation Services; and Health and Related Fields (16% to 35% were self-employed compared to 7% of graduates of Business, Management and Public Administration).
- Graduates who earned a diploma (18% compared to 11% who earned a certificate)

Figure 11.1-10 Length of Current Employment



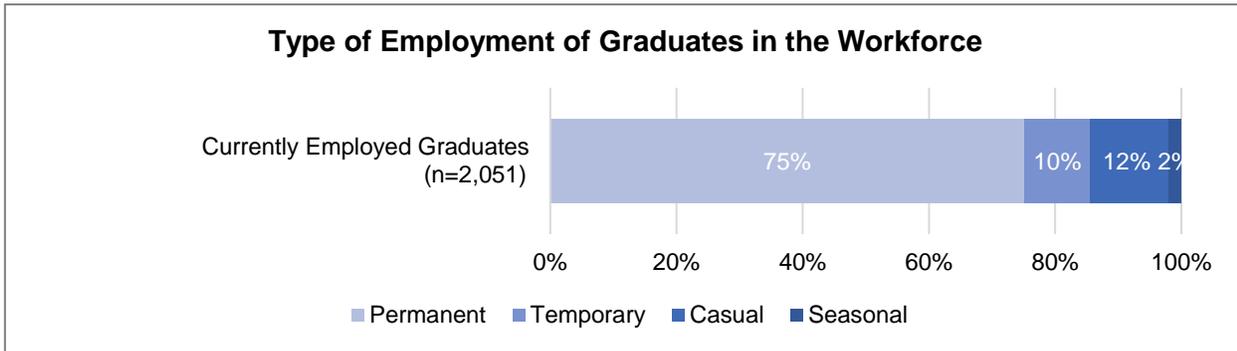
Q38. How long have you been employed in your current main job?

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

About two out of five graduates (39%) had been at their current position for between one to three years. Demographic groups that tended to have been at their positions for more than 5 years include:

- Graduates older than 40 years of age (10% were at their current position for more than 5 years compared to 3% of graduates younger than 26 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 7% to 9% were at their current position for more than 5 years compared to 4% of graduates who were single).

Figure 11.1-11 *Type of Employment of Graduates in the Workforce*



Q39. Is your main job...

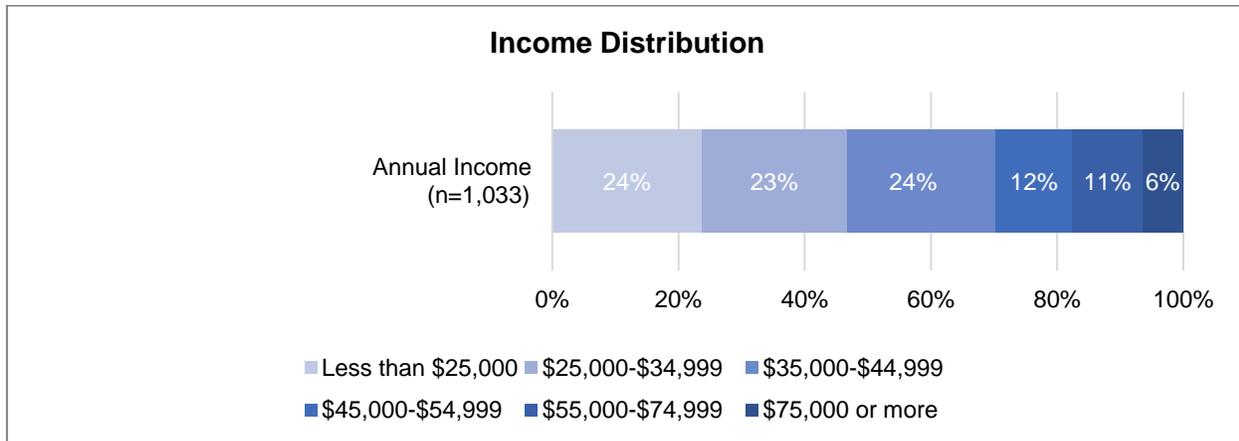
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

About three-quarters (75%) of graduates were employed in permanent positions. Groups that with particularly high proportions of permanent employment among those employed compared to some of their peers included:

- Female graduates compared to male graduates (77% were employed in a permanent position compared to 68%).
- Graduates from Medicine Hat, rural Alberta, Red Deer, Calgary, and Edmonton (a range of 74% to 89% were employed in a permanent position compared to 49% of graduates from outside of Canada).
- Graduates who participated in work experience related to their field of study (78% were employed in a permanent position compared to 71% who did not).
- Graduates of Social and Behavioural Sciences and Law; Personal, Protective and Transportation Services; Business, Management and Public Administration; and Health and Related Fields (a range of 73% to 82% were employed in permanent positions compared to 49% of graduates of Visual and Performing Arts, and Communications).
- Graduates who earned a diploma (80% were employed in a permanent position compared to 70% who earned a certificate)

11.2 Income

Figure 11.2-1 *Income Distribution*

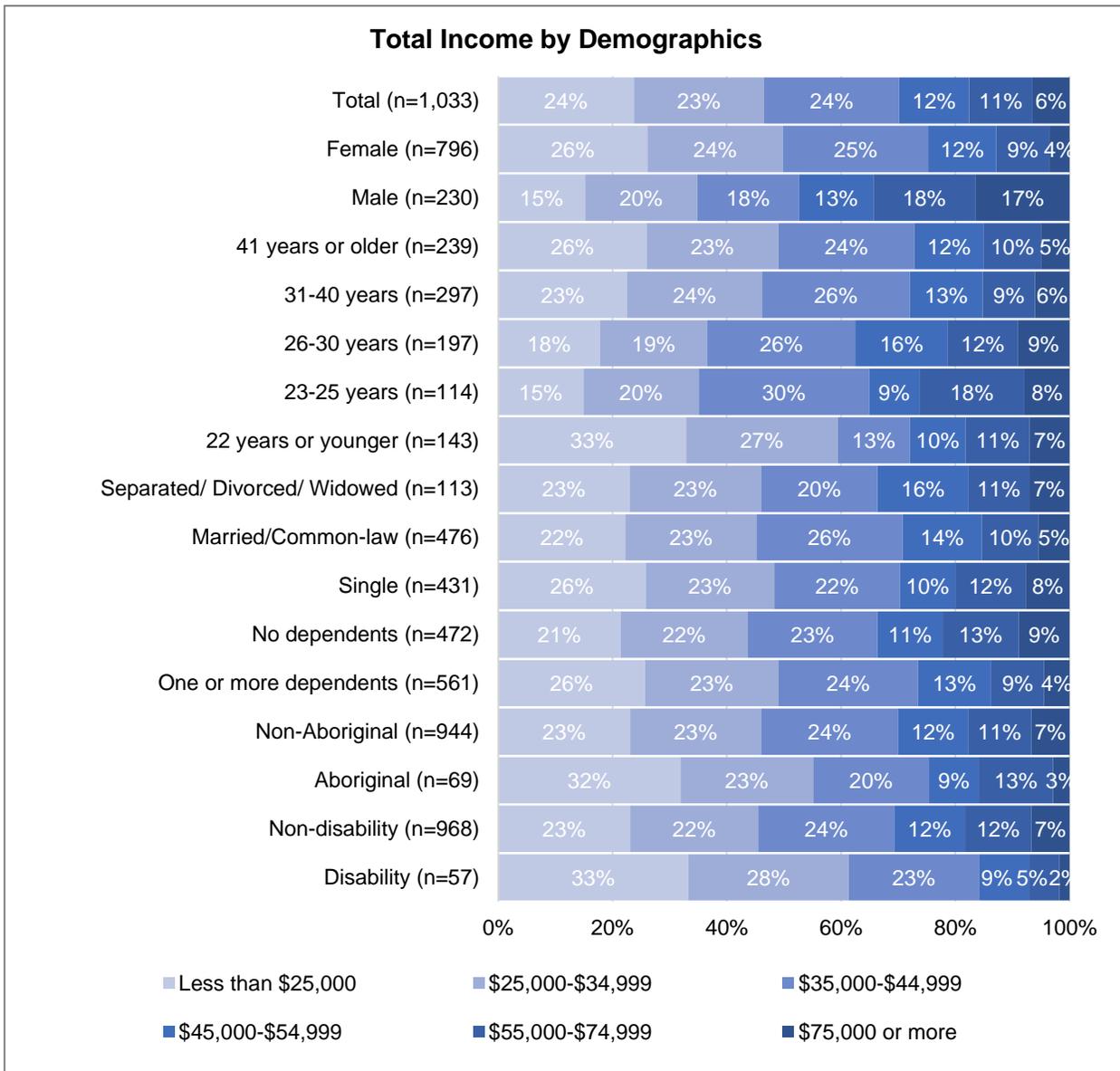


Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of less than \$100 or more than \$800,000 were excluded.

The average annual income made was \$39,988 and half of graduates indicated that they made \$36,000 or more a year. Certain demographic groups reported higher average annual incomes than some of their peers. Specifically:

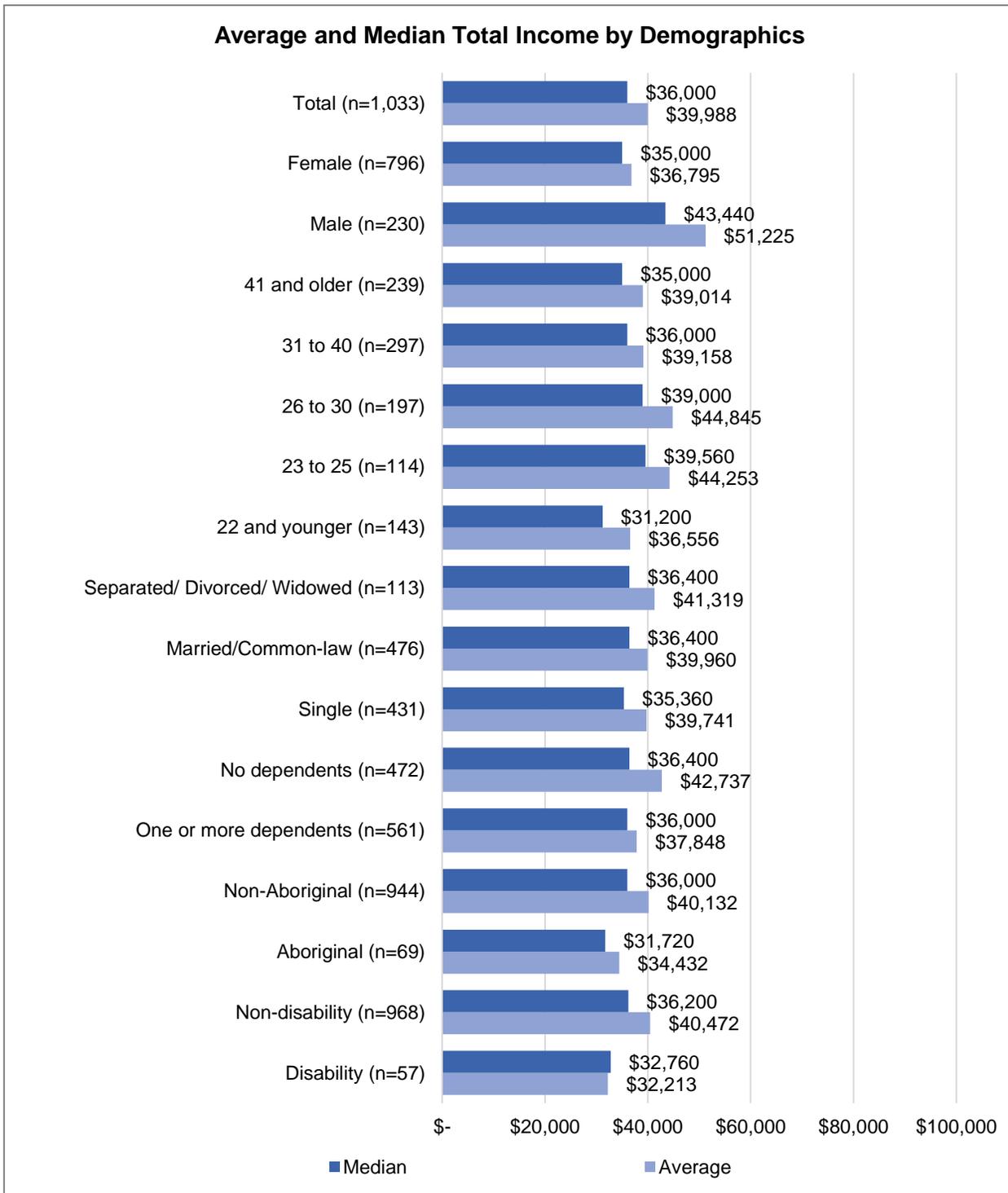
- Male graduates compared to female graduates (an average of \$51,225 in annual income compared to \$36,795). This was the case for some fields of study in particular:
 - Male graduates of Business, Management and Public Administration compared to female graduates (an average of \$46,852 in annual income compared to \$34,719).
 - Male graduates of Health and Related Fields compared to female graduates (an average of \$51,319 in annual income compared to \$38,336).
 - Male graduates of Personal, Protective and Transportation Services compared to female graduates (an average of \$67,813 in annual income compared to \$32,649).
- Graduates who were between 26 and 30 years of age (an average of \$44,845 in annual income compared to an average of \$36,556 of graduates younger than 23 years of age).
- Graduates did not have dependents (an average of \$42,737 in annual income compared to an average of \$37,848 of graduates who did have dependents).
- Graduates who did not self-identify as a person with a disability (an average of \$40,472 in annual income compared to an average of \$32,213 of graduates who self-identified as a person with a disability).
- Graduates who earned a certificate (an average of \$42,519 in annual income compared to \$38,019 who earned a diploma).

Figure 11.2-2 Total Income by Demographics



Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of less than \$100 or more than \$800,000 were excluded.

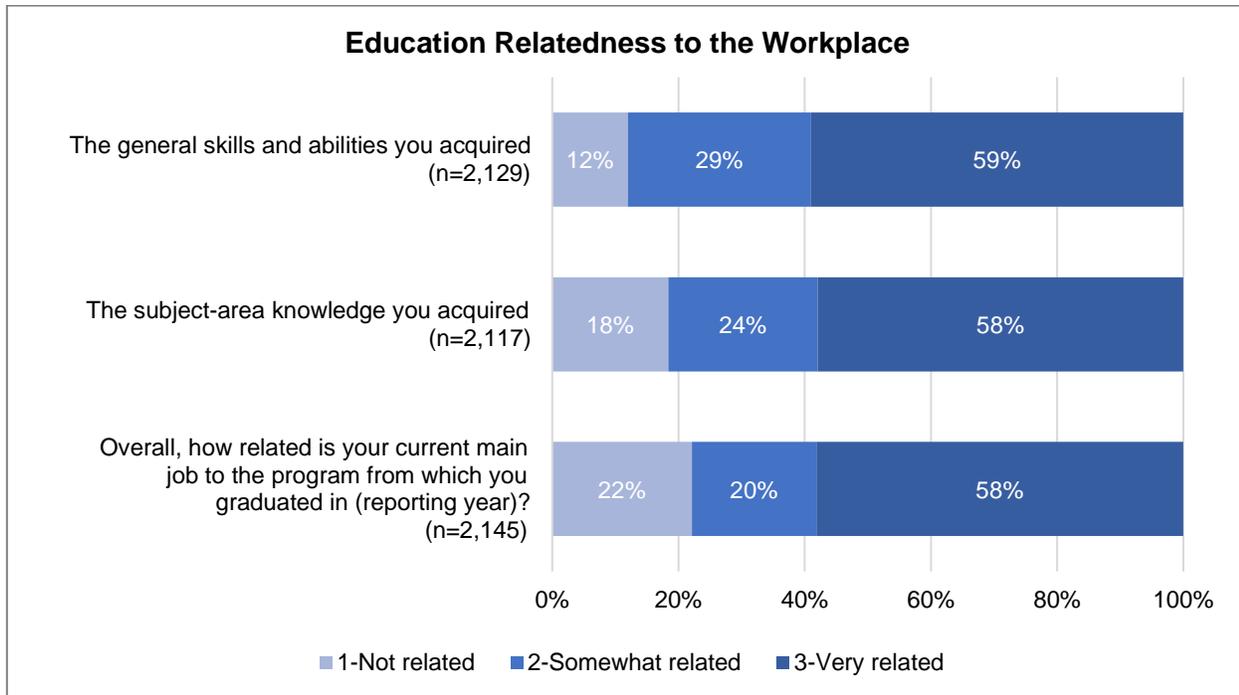
Figure 11.2-3 Average and Median Total Income by Demographics



Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of less than \$100 or more than \$800,000 were excluded.

11.3 Relatedness of Education and Current Employment

Figure 11.3-1 Education Relatedness to the Workplace



Q47-49. Thinking about your current main job, please rate the following statements as “not related”, “somewhat related” or “very related”...

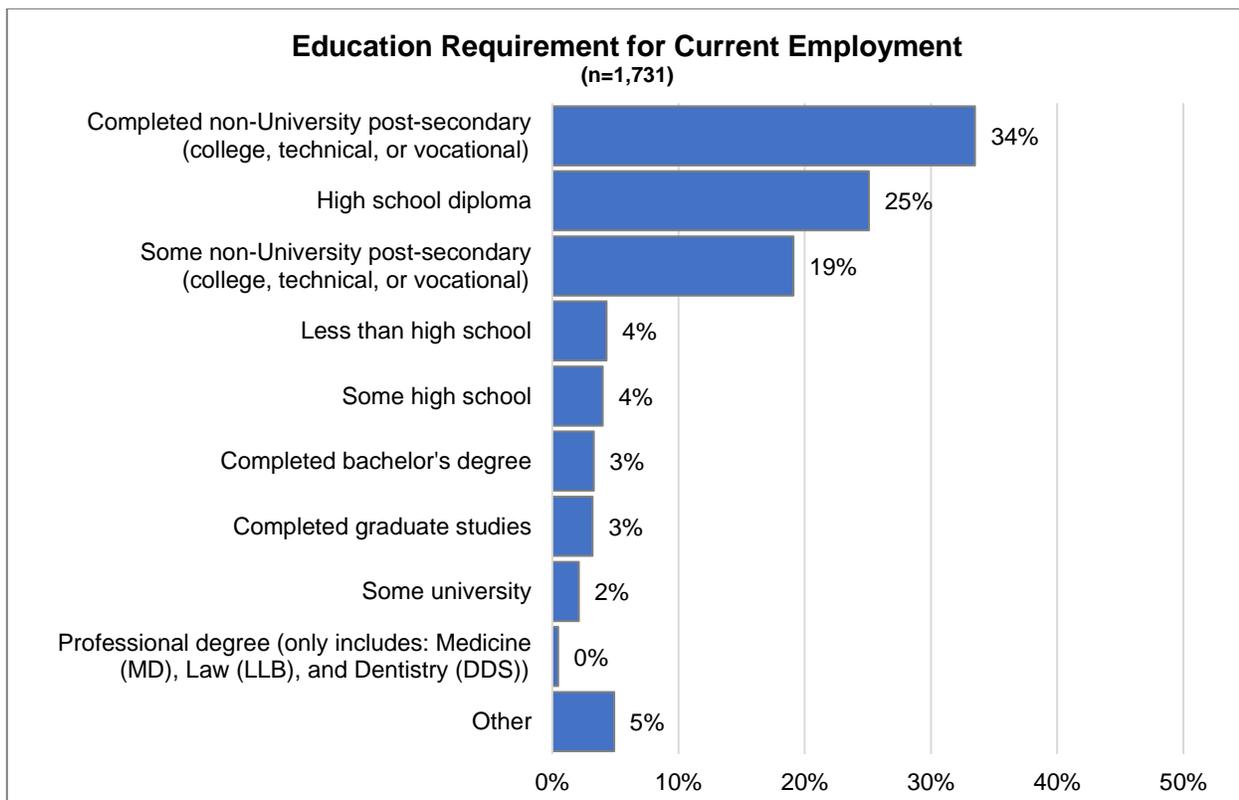
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The majority of graduates indicated that their post-secondary education was ‘somewhat related’ or ‘very related’ to their current main job; 88% indicated that the general skills and abilities they acquired were ‘somewhat related’ or ‘very related’, 82% indicated that the subject area knowledge they acquired was ‘somewhat related’ or ‘very related’, and 78% indicated that their program was ‘somewhat related’ or ‘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 (80% indicated that their job was ‘somewhat related’ or ‘very related’ to their program compared to 70%).
- Graduates who were between 31 and 40 years of age (82% indicated that their job was ‘somewhat related’ or ‘very related’ to their program compared to 72% of graduates younger than 22 years of age).
- Graduates who were married or living with a partner (81% indicated that their job was ‘somewhat related’ or ‘very related’ to their program compared to 74% of graduates who were single).
- Graduates with one or more dependents (80% indicated that their job was ‘somewhat related’ or ‘very related’ to their program compared to 75% of graduates who do not).

- Graduates who participated in work experience related to their field of study (84% indicated that their job was 'somewhat related' or 'very related' to their program compared to 67% who did not).
- Graduates of BHASE programs (79% indicated that their job was 'somewhat related' or 'very related' to their program compared to 52% of STEM graduates).
- Graduates of Health and Related Fields (82% indicated that their job was 'somewhat related' or 'very related' to their program compared to a range of 56% to 74% of graduate of Business, Management and Public Administration; Social and Behavioural Sciences and Law; Mathematics, Computer and Information Sciences; and Visual and Performing Arts, and Communications Technologies).
- Graduates who earned a certificate (81% indicated that their job was 'somewhat related' or 'very related' to their program compared to 75% who earned a diploma).

Figure 11.3-2 Education Requirement for Current Employment



Q50. When you were selected for your current main job, what was the minimum level of Education needed to get the job?

Notes: Values may not add to 100% due to rounding. "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

About a third of graduates (34%) indicated that a completed non-university post-secondary education (college, technical, or vocational) was a necessary qualification for their position when they were hired. The second most common requirement (25%) was a high school diploma and the third most common (19%) was some non-university post-secondary.

12 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 convenient environment to talk to us.]

[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 Q1d |
| 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 |

Q1c. 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 Q1b=1 and or if Q13=1)

Q1d 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 2015	spring of 2016	2015-16
Private Vocational Training Institutions	spring of 2016	spring of 2017	2016-17

(IF Q11aa= 1 or,Q12a=1

Q12. Hi, my name is _____ and I am calling from (consulting company) 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 seven gift cards that are worth \$200 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 21st, 2018 and the winners will be notified shortly thereafter. “]

[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 Q1a=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 | 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 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 2019. 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 Q11c. |
| 4. Refused | Go to Q11c |

Q13. Hi, my name is__<Interviewers name> and I am calling from (consulting company) 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 | Thank you for your time. Have a good day/night. Good bye |
| 3. No later | Go to callback screen (scenario) |
| 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 ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in 2019. 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 seven gift cards that are worth \$200 each, which you could receive, provided that you answer a skill-testing question.

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 780-427-5730
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 2019. The report from the last wave of this research is currently available on this website.]

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	87	88	99	
1.	Gain job-specific knowledge	1	2	3	4	5	87	88	99	YP100
2.	Develop your problem-solving skills	1	2	3	4	5	87	88	99	YP106
3.	Develop your verbal communication skills	1	2	3	4	5	87	88	99	YP107
4.	Develop your written communication skills	1	2	3	4	5	87	88	99	YP108
5.	Develop your ability to learn independently	1	2	3	4	5	87	88	99	YP110
6.	Develop your ability to take initiative	1	2	3	4	5	87	88	99	YP112
7.	Develop your intercultural communication skills	1	2	3	4	5	87	88	99	YP116
8.	Develop work-related computer skills	1	2	3	4	5	87	88	99	YP117
9.	Develop specialized tool, machine, equipment or software skills	1	2	3	4	5	87	88	99	YP125
10.	Develop research skills	1	2	3	4	5	87	88	99	YP118
11.	Develop mathematical skills	1	2	3	4	5	87	88	99	YP119
12.	Develop ability to work independently	1	2	3	4	5	87	88	99	YP121
13.	Develop ability to work well with others	1	2	3	4	5	87	88	99	YP122
14.	Develop effective time management skills	1	2	3	4	5	87	88	99	YP123
15.	Develop critical thinking skills	1	2	3	4	5	87	88	99	YP124

EDUCATIONAL SATISFACTION

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

16. How satisfied are you with the quality of teaching in your program? **ES100**

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

17. How satisfied 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

18. How satisfied are you with the overall quality of your educational experience? **ES102**

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

NOTE: FOR PRIVATE VOCATIONAL TRAINING INSTITUTIONS, GO TO Q23

NOTE: GO TO Q19, IF COMPLETED PROGRAM WITH ONE OF THE FOLLOWING TWO-DIGIT LEVEL CIP CODES: 01, 03, 04, 10, 11, 14, 15, 21, 26, 27, 30, 40, 41, 47, 49, 51, 60

GO TO Q20

- 19.** What was the main factor that led you to enroll in your program? **EDT01**
1. Wanted to work in this field because of income
 2. Wanted to work in this field because of reputation
 3. Participation in an event, competition or program
 4. My parents' suggestions
 5. Information provided by my teachers
 77. Other (specify) [EDT01 77]
 88. Don't know
 99. Prefer not to say

TRANSFER CREDITS

- 20.** 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 Q23**
 88. Don't know → **GO TO Q23**
 99. Prefer not to say → **GO TO Q23**
- 21.** 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 Q23**
 88. Don't know → **GO TO Q23**
 99. Prefer not to say → **GO TO Q23**
- 22.** 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

- 23.** 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

FURTHER STUDIES

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

- 24.** 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 Q27**
 88. Don't know → **GO TO Q27**
 99. Prefer not to say → **GO TO Q27**

NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q26, IF Q24=Yes, in Alberta

- 25.** 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

- 26.** Are you currently a part-time or full-time student? **FS102**
- 1. Full-time → **GO TO Q51**
 - 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.

- 27.** Did you participate in any work experience related to your field of study while you were a student? **EO108**
- 1. Yes
 - 2. No → **GO TO Q29**
 - 88. Don't know → **GO TO Q29**
 - 99. Prefer not to say → **GO TO Q29**

- 28.** What type(s) of work experience did you participate in while you were a student? **Please select all that apply.**

[INTERVIEWER NOTE: Select all that apply.]

	Yes	Not Mentioned	
1. Summer employment	1	0	EO10901
2. Employment during the school year	1	0	EO10902
3. Employer sponsored Co-op or internships (not part of your program requirement)	1	0	EO10903
4. Co-op, internships or practicum included as part of your program requirement	1	0	EO10904
77. Other (specify) <u> [EO109 77] </u>	1	0	EO10977
88. Don't know	1	0	EO10988
99. Prefer not to say	1	0	EO10999

- 29.** How many months after graduation did it take you to obtain a full-time job or the equivalent of 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 or full-time equivalent since graduating
 - 88. Don't know
 - 99. Prefer not to say

NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q32, IF Q29 <= 6 or Q29 = 55

NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q31

GO TO Q31, IF Q29 > 55

- 30.** Was the full-time job or the equivalent of a 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 Q32, IF Q29 <= 6 or Q29 = 55

- 31.** What challenge **most** impacted your ability to find employment? **EO112**
 (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

- 32.** Do you currently have one or more paying jobs, including self-employment and seasonal positions? **EO100**
1. Yes
 2. No
 88. Don't know
 99. Prefer not to say

- 33.** Are you currently looking for a job? **EO101**
1. Yes
 2. No
 88. Don't know
 99. Prefer not to say

GO TO Q34, IF Q32=NO or DK or PN and Q33=NO

GO TO Q35, IF Q32=YES and Q33=YES

GO TO Q36, IF Q32=YES and Q33=NO or DK or PN

GO TO Q51

- 34.** 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 Q51

- 35.** What is the main reason you are looking for a job? **EO106**
 [QUESTION IT 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
- 36.** 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
- 37.** 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

- 38.** How long have you been employed in your current main job? **MJ101**
 [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

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

- 40.** 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 Q46
88. Don't know → GO TO Q46
99. Prefer not to say → GO TO Q47

GO TO Q41, IF Q40=DAILY

GO TO Q44, IF Q39=PERMANENT

GO TO Q42, IF Q40=HOURLY or WEEKLY or BI-WEEKLY

GO TO Q43, IF Q40=SEMI-MONTHLY or MONTHLY

GO TO Q44

- 41.** How many days per week do you usually work at your current main job? **MJ116**
- [ENTER DAYS]
8888. Don't know → GO TO Q46
 9999. Prefer not to say → GO TO Q47

GO TO Q44, IF Q39=PERMANENT and Q40=DAILY

42. How many weeks do you expect to work at your current main job in calendar year 2018? **MJ117**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[INTERVIEWER NOTE: If asked if paid vacation is to be included in the response “Yes, please include any weeks of paid vacation in your response”]

[ENTER WEEKS]

88. Don't know → GO TO Q46

99. Prefer not to say → GO TO Q47

GO TO Q44

43. How many months do you expect to work at your current main job in calendar year 2018? **MJ118**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER MONTHS]

88. Don't know → GO TO Q46

99. Prefer not to say → GO TO Q47

44. Working your usual hours at your current main job, approximately what is your **MJ106**
 [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? (including gratuities, commission and other earnings)?

[ENTER SALARY]

8888888888. Don't know → GO TO Q46

9999999999. Prefer not to say → GO TO Q47

GO TO Q46, IF Q36=DK or PN and Q40=HOURLY

GO TO Q47, IF Q40=YEARLY

45. Based on what you have told me, 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 Q47

2. No

88. Don't know → GO TO Q47

99. Prefer not to say → GO TO Q47

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

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

GO TO Q55, IF Q51=YES

GO TO Q57, IF Q52=YES

GO TO Q58, IF Q53=YES

GO TO Q60, IF Q54=YES

GO TO Q61

55. 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

56. What was your last month's payment for all government student loans? **FI109**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

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

GO TO Q57, IF Q52=YES

GO TO Q58, IF Q53=YES

GO TO Q60, IF Q54=YES

GO TO Q61

- 57.** 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 Q58, IF Q53=YES

GO TO Q60, IF Q54=YES

GO TO Q61

- 58.** 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

- 59.** 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 Q60, IF Q54=YES

GO TO Q61

- 60.** 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.

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

[INTERVIEWER PROMPT: DO NOT READ]

- 1. Edmonton
- 2. Calgary
- 3. Lethbridge
- 4. Red Deer
- 5. Grande Prairie
- 6. Medicine Hat
- 7. Fort McMurray
- 55. Elsewhere in Alberta (specify) [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

62. 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

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

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

NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q67, IF Q63 <> Yes

GO TO Q65, IF Q63 <> Yes

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

- 64.** Which city or town did you relocate to? **BG107**
 [INTERVIEWER NOTE: DO NOT READ]
1. Edmonton
 2. Calgary
 3. Lethbridge
 4. Red Deer
 5. Grande Prairie
 6. Medicine Hat
 7. Fort McMurray
 55. Elsewhere in Alberta (specify) [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 Q67]

- 65.** 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
- 66.** What is your current age? **DG101**
 [ENTER AGE]
8888. Don't know
 9999. Prefer not to say
- 67.** 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
- 68.** 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

- 69.** Do you consider yourself to be an Aboriginal person? **DG104**
1. Yes
 2. No → **GO TO Q71**
 88. Don't know → **GO TO Q71**
 99. Prefer not to say → **GO TO Q71**
- 70.** 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
- 71.** 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 Q73**
 88. Don't know → **GO TO Q73**
 99. Prefer not to say → **GO TO Q73**
- 72.** What is the nature of your disability? **DG108**
77. Please Describe _____ [\[DG108 77\]](#)
 88. Don't know
 99. Prefer not to say
- 73.** 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

[NOTE: FOR PRIVATE VOCATIONAL TRAINING INSTITUTIONS, GO TO END SURVEY 2]

[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.