



Alberta

Results of the
Graduate Outcomes Survey
for the Publicly Funded
Post-Secondary Institutions'
Class of 2015/2016

Prepared by:

 **CCI**Research

Executive Summary

Introduction

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

CCI Research began work on the AE Graduate Outcomes Survey (GOS) for the class of 2015/2016 in December 2017. The GOS instrument was based on previous years' surveys, with changes made after reviews by CCI Research Analysts and approval from AE. The online and telephone survey tools were programmed by the in-house CCI Research Information Technology staff based on these approved survey documents.

The administration period began on January 5th, 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 30th, more than 40,000 graduates from public institutions had been invited to participate in the survey and a total of 16,687 surveys were completed for a gross response rate of 40.1%.

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:

- Just over half of all graduates who responded to the GOS had been living in Calgary or Edmonton when they first applied for post-secondary studies. Additionally, 14% were from another Canadian province or territory, and 4% were from another country.
- Almost two out of three graduates were female, and this proportion appeared to be higher than in the past two survey iterations¹. However, the ratio of females to males tended to vary by field of study, with higher proportions of males in the fields of Architecture, Engineering and Related Technologies and Mathematics, Computer and Information Sciences.
- The average age of graduates was 29, and the median was 26 years of age with most being between 23 and 30 years of age. Graduates of doctoral degree programs tended to be older, with more than half being between 31 and 40 years of age.
- About three-quarters of graduates were single (never married) when they started their post-secondary program and a similar proportion did not have dependents when they started their post-secondary program.
- Only 5% of graduates indicated that they self-identify as an Aboriginal person and 4% of graduates indicated that they self-identified as a person with a disability when they started their program.

To gain a better understanding of the graduates' motivations, they were also asked what main factor led them to enroll in their program. Commonly reported factors included wanting to work in their field of study because of the reputation, income, or interest.

¹ While absolute numbers indicate an increase, this change was not tested for statistical significance.

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 41%). Additionally, more than three-quarters of graduates gave one of the top two ratings for the extent to which their post-secondary education helped them develop their ability to learn independently, their ability to work independently, and their critical thinking skills.

Overall, approximately nine out of ten graduates were satisfied with the quality of teaching in their program, the quality of their program, and the overall quality of their educational experience. Four out of five 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.

While 2015/2016 graduates commonly indicated a high level of satisfaction with the quality and value of their post-secondary program, they were somewhat less likely to do so than the graduates of 2013/2014 had been in the previous survey iteration.

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:

- Almost half of graduates reported receiving government-sponsored student loans, with an average debt of about \$27,000 at graduation, and an average (previous) monthly re-payment of about \$370.
- Two-thirds of graduates overall indicated that they received scholarships, awards, and bursaries, with a median amount received of \$4,000. However, approximately nine out of ten doctoral degree graduates indicated that they received scholarships, awards, and bursaries, with a median amount received of about \$85,000.
- Half of graduates indicated receiving family assistance or loans, with an average amount received of about \$16,100 and an average amount to be repaid at graduation of about \$2,400, or about \$10,300 when those who reported having to repay \$0 were excluded.
- Almost a quarter 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 about \$15,700.

Altogether, just over half of graduates indicated receiving either or both government-sponsored loans and non-government-sponsored loans from financial institutions. Compared to previous years, the proportion of graduates receiving government-sponsored loans appears to be trending up.

Transitions

Nearly half of graduates had completed some form of post-secondary prior to the program that they graduated from in 2015/2016, and less than half of those graduates received transfer credits or advanced

standing for courses they had taken at other institutions. Overall, more than four out of five graduates who received transfer credits indicated that they were satisfied with the transfer credit that they received.

When asked if they were currently enrolled as a student, about a quarter of the 2015/2016 graduates indicated they were. About three-quarters of those currently enrolled as a student were enrolled in Alberta, a similar proportion were enrolled in full-time studies, and two out of five were working towards a graduate degree. As compared to previous years, the proportion of graduates who have enrolled as a student after their program appears to have increased.

Another post-graduation transition that was examined was the relocation of graduates following their program. About three out of ten graduates had relocated since graduation, with just over half relocating within Alberta.

Outcomes

The employment rate of 2015/2016 graduates in the workforce was 93% at the time of the survey, which is within the range of results that have been observed for graduates in previous years.

In total, approximately three-quarters of graduates were employed, 19% of graduates were enrolled in full-time studies, 5% were unemployed and looking for work, and 2% were not employed and not looking for work. Close to one out of ten graduates who indicated that they were employed reported being self-employed, about three-quarters were employed in permanent positions, and about half had been at their current position for between one and three years.

A large majority of graduates indicated that they had obtained full-time employment, or the equivalent to full-time employment within a year of graduating. On average, graduates who had not previously had their job while in school and who found a job within two years of graduating, did so approximately five 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, either in their field of study or 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 compensation and benefits, wanting a job related to their field of study, wanting permanent or full-time employment, or achieving personal or career goals among their reasons for seeking a new job.

On average, employed graduates reported earning about \$59,400 annually, with half indicating they made \$52,000 or more annually. After taking inflation into account, the average annual income reported by 2015/2016 graduates was about \$4,000 lower based on 2018 dollar values compared to the average annual income reported by 2013/2014 graduates.

More than half of graduates reported that their current main job was 'very related' to the program from which they graduated in 2015/2016. Similarly, more than half of graduates indicated that the subject-area knowledge they acquired during their program was 'very related' to their current job and about three out of five indicated that the general skills and abilities they acquired were 'very related' to their job.

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1 Introduction

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

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

- 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
- Maintain historical comparisons with surveys from previous years.

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

In December 2017, CCI Research Inc. (CCI Research) was contacted by AE to conduct the GOS survey with the 2015/2016 academic year graduates from credit parchment programs from publicly funded post-secondary institutions, excluding the Banff Centre.

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 publicly funded Alberta post-secondary institutions in 2015/2016. A total of 25 publicly funded post-secondary institutions participated in the project, including:

Comprehensive Academic and Research Universities

Athabasca University
University of Alberta
University of Calgary
University of Lethbridge

Teaching Universities

Grant MacEwan University
Mount Royal University

Specialized Arts and Culture Institutions

Alberta College of Art and Design

Polytechnical Institutions

Northern Alberta Institute of Technology
Southern Alberta Institute of Technology

Independent Academic Institutions

Ambrose University
Burman University
Concordia University of Edmonton
The King's University
St. Mary's University

Comprehensive Community Colleges

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

AE and post-secondary 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 institution, field of study, credential, and program, a detailed sampling plan was developed by AE. Publicly-funded institutions with fewer than 1,500 graduates were surveyed using a census approach, while institutions with 1,500 graduates or more were surveyed using a stratified sampling².

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 sector, field of study, and credential type is provided in Tables 2-1, 2-2, and 2-3.

² More details about the stratified sample plan and accuracy targets are provided in the Graduate Outcomes Survey Technical Report.

Table 2-1 Sample Statistics by Sector

Sector	Population *	Proportion (%) of Population	Completed Survey Sample	Proportion (%) of Sample
Comprehensive Academic and Research Universities	18,751	45%	7,535	45%
Polytechnic Institutions	9,133	22%	3,370	20%
Comprehensive Community Colleges	7,620	18%	3,277	20%
Teaching Universities	5,085	12%	2,015	12%
Independent Academic Institutions	812	2%	400	2%
Specialized Arts and Culture Institutions	195	0%	90	1%
Total	41,596	100%	16,687	100%

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

Table 2-2 Sample Statistics by Field of Study

Field of Study By CIP Group ³	Population *	Proportion (%) of Population	Completed Survey Sample	Proportion (%) of Sample
Agriculture, Natural Resources and Conservation	1,246	3%	598	4%
Architecture, Engineering, and Related Technologies	6,288	15%	2,439	15%
Business, Management and Public Administration	9,040	22%	3,183	19%
Education	2,710	7%	1,108	7%
Health and Related Fields	9,314	22%	3,946	24%
Humanities	1,377	3%	571	3%
Mathematics, Computer and Information Sciences	1,247	3%	452	3%
Personal, Protective and Transportation Services	1,132	3%	472	3%
Physical and Life Sciences and Technologies	2,424	6%	993	6%
Social and Behavioural Sciences and Law	5,374	13%	2,252	13%
Visual and Performing Arts, and Communications Technologies	1,363	3%	631	4%
Other ⁴	81	0%	42	0%
Total	41,596	100%	16,687	100%

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

³ More information on the Classification of Instructional Programs can be found at <https://www.statcan.gc.ca/eng/subjects/standard/cip/2016/introduction>

⁴ The CIP primary grouping Other refers to programs described as pre-technology/pre-industrial arts programs, high school/secondary diploma and certificate programs, and multidisciplinary studies, other. More information on which programs fall under this category can be found at <http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=394056&CVD=394057&CPV=12&CST=01012016&CLV=1&MLV=4>.

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 presented 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 2-2. The primary grouping 00- Personal Improvement and Leisure is not included in the report as this grouping includes courses that are not for credit⁵. 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.⁶

Table 2-3 Sample Statistics by Credential Type

Credential Type	Population* (N)	Proportion (%) of Population	Completed Survey Sample (n)	Proportion (%) of Sample
Doctoral	849	2%	341	2%
Master's (including Post-Master's (N=6))	3,885	9%	1,766	11%
Applied & Bachelor (including Post-Baccalaureate (N=270) and Post-Basic (N=332))	19,059	46%	7,385	44%
Diploma (including, Post-Certificate (N=13))	11,443	28%	4,587	27%
Certificate	6,360	15%	2,608	16%
Total	41,596	100%	16,687	100%

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

Data collection for the Graduate Outcomes Survey took place during the period of January 5th to April 30th, 2018, with an average survey completion time of 13 minutes⁷ by phone and 10 minutes⁸ online. Following the pre-test, email invitations were sent in waves from January 19th to January 29th, and up to three reminders per graduate were sent between January 29th and March 28th. Phone interviews after the pre-test were conducted from January 26th to April 30th. Trained interviewers used a Computer-Assisted Telephone Interview (CATI) system to complete 2,332 surveys with Alberta graduates and an additional 14,355 Alberta graduates completed the survey online, for a total of 16,687 completed surveys. Based on the population of 41,596, the gross response rate was 40.1%.

⁵ 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>

⁶ 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>

⁷ After excluding surveys that had a longer period than 59 minutes between start and end time.

⁸ 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.
- Historical data are presented for some items that have been asked in previous years. Results were examined for changes or fluctuations across the survey periods and are discussed in the interpretation.
- In previous years, graduates of Post-Baccalaureate, Post-Basic, Post-Certificate, and Post-Master’s programs were excluded from credential type analysis. This should be considered when interpreting results. This year, graduates of these programs were grouped as follows:
 - Post-Baccalaureate graduates were included with Applied & Bachelor’s Degree graduates
 - Post-Basic graduates were included with Applied & Bachelor’s Degree graduates
 - Post-Certificate graduates were included with Diploma graduates
 - Post-Master’s graduates were included with Master’s graduates
- With the exception of comparisons to historical data, any differences in results mentioned within the analysis were determined to be significantly different. Significance was determined based on independent 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 16,687 graduates are accurate to within +/-0.59% in the “worst-case scenario” (i.e., results measuring proportions of 50%) at the 95% confidence level.

4 Sample Demographics

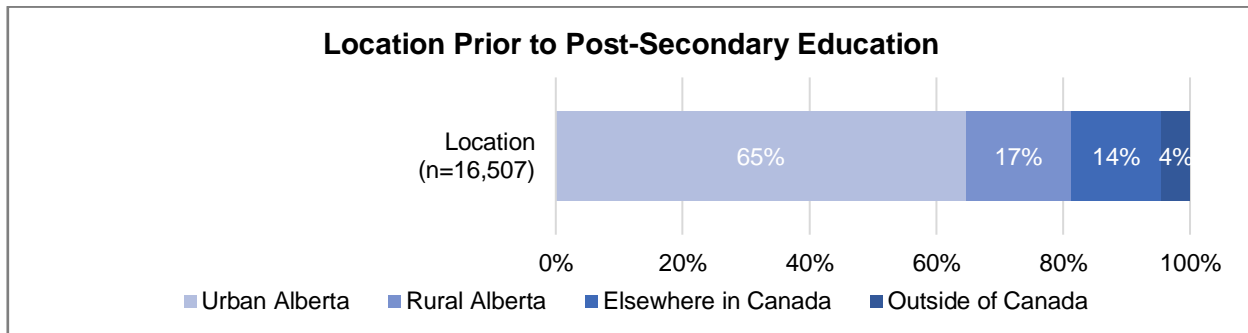
This section details the demographics of the graduates of 2015/2016 who responded to the Graduate Outcome Survey. It covers location prior to post-secondary education, gender, age, marital status, number of dependents, Aboriginal status, disability status, participation in work study, and the main factor that led to enrollment in post-secondary programs. It also presents the changes in graduate demographics over time, which includes gender and age breakdowns for the three most recent survey periods.

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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.

Most graduates, (65%) were living in urban Alberta⁹ prior to beginning their post-secondary education, with the majority (55%) coming from either Calgary (29%) or Edmonton (26%). About one out of five graduates (17%) were from rural Alberta¹⁰, 14% were from another province or territory in Canada and 4% were from outside of Canada.

Graduates who lived in another province or territory in Canada were most often from British Columbia (5%), Ontario (4%), or Saskatchewan (3%), and graduates who lived outside of Canada were most often from China (1%) or India (1%).

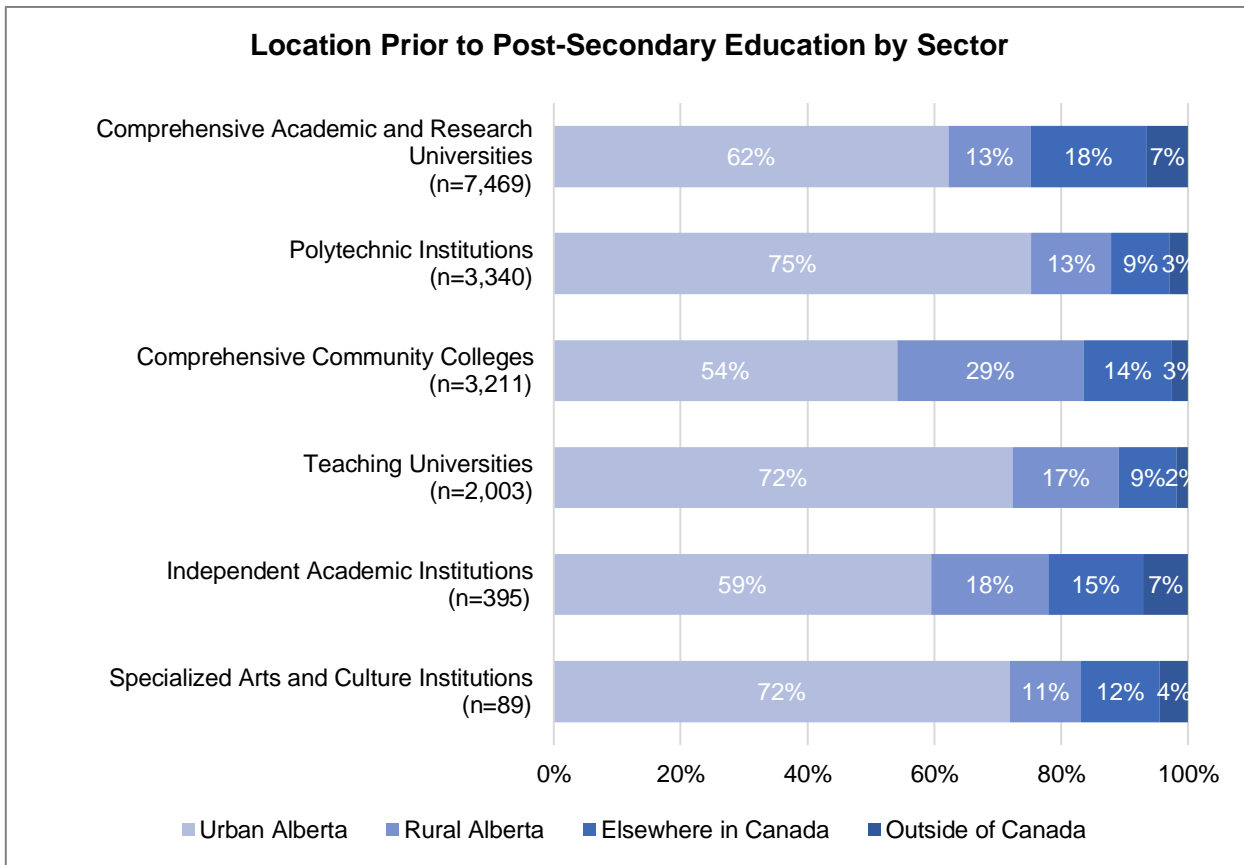
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⁹ Urban Alberta refers to the urban centres Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat, and Fort McMurray, which were listed as individual response options in the survey instrument.

¹⁰ Rural Alberta refers to areas in Alberta outside of the listed urban centres.

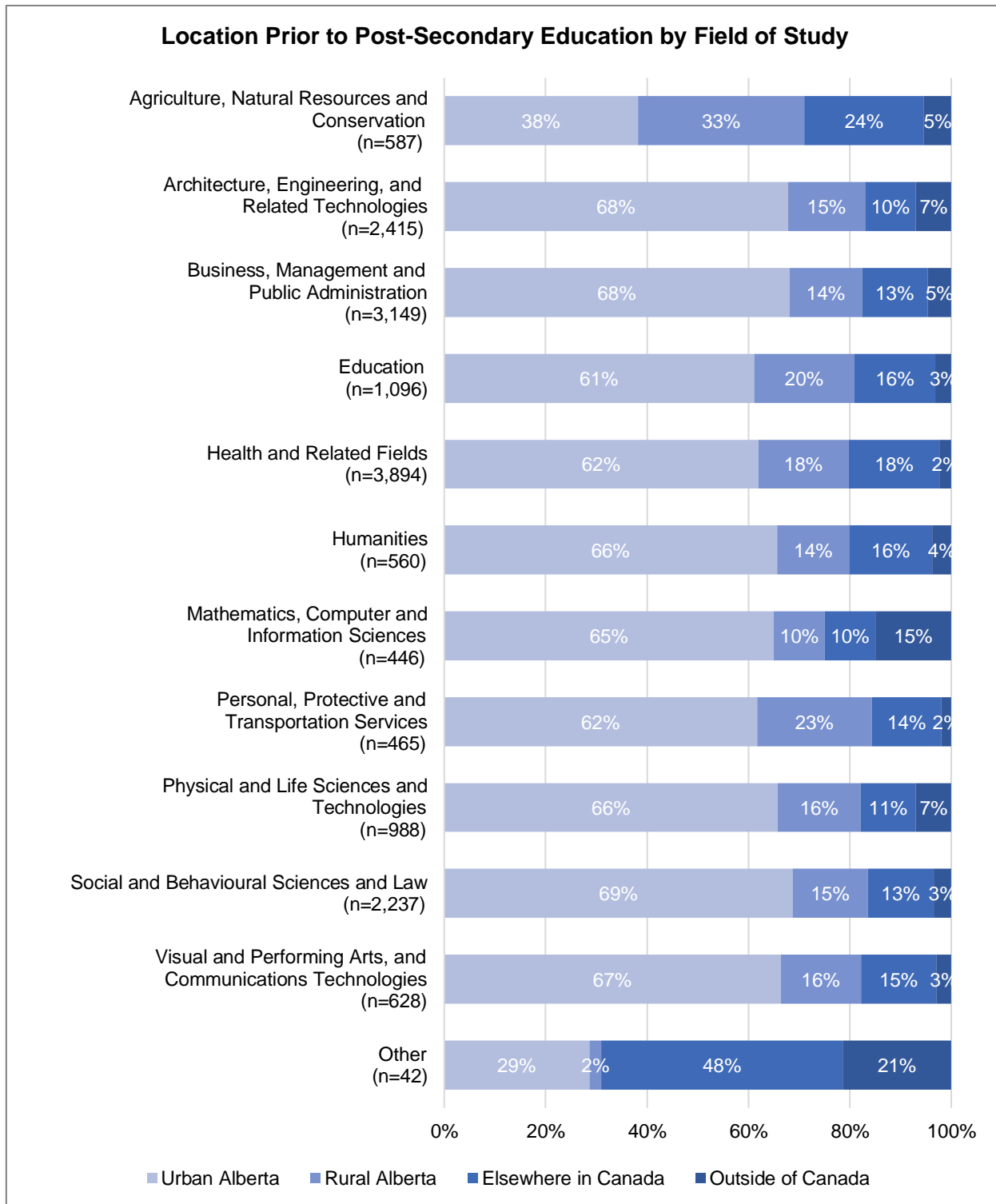
Figure 4.1-2 Location Prior to Post-Secondary Education by Sector



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.

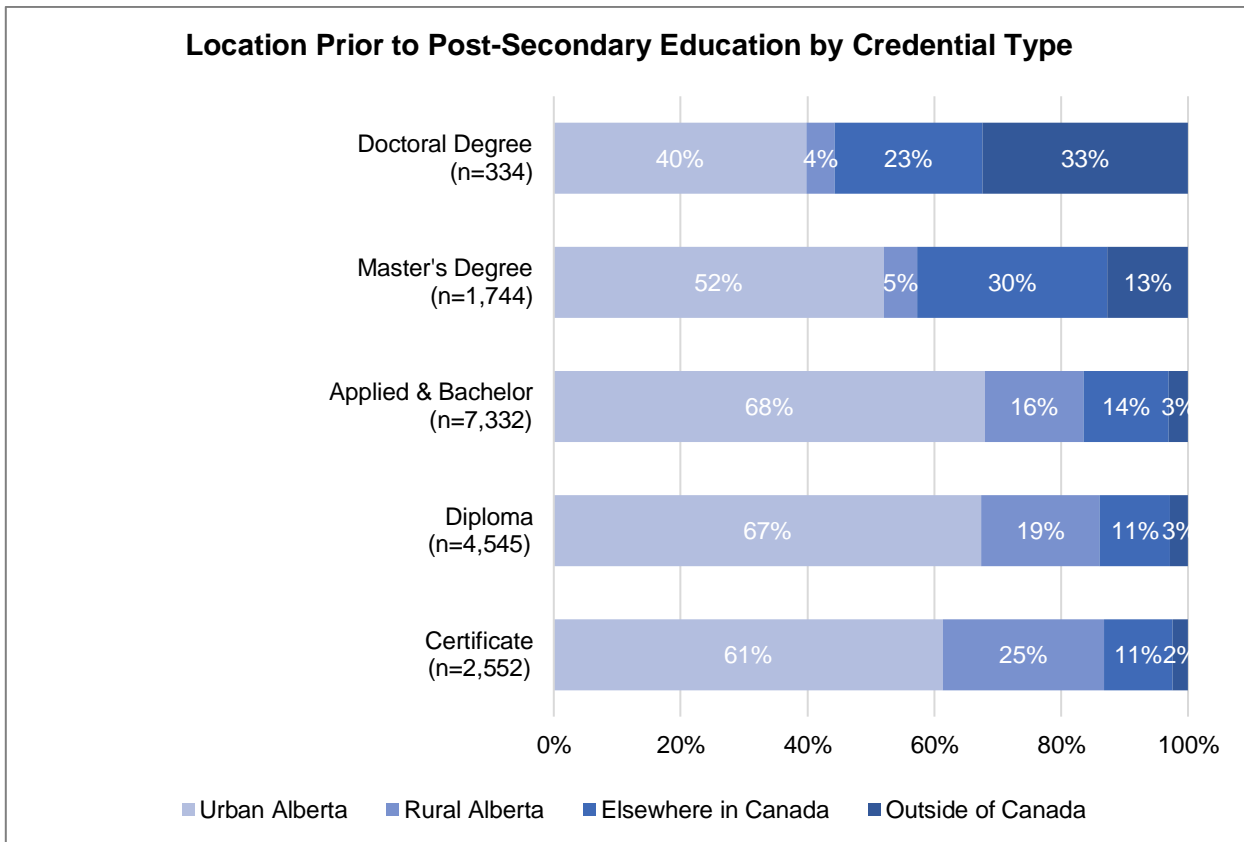
Figure 4.1-3 Location Prior to Post-Secondary Education by Field of Study



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.

Figure 4.1-4 Location Prior to Post-Secondary Education by Credential Type

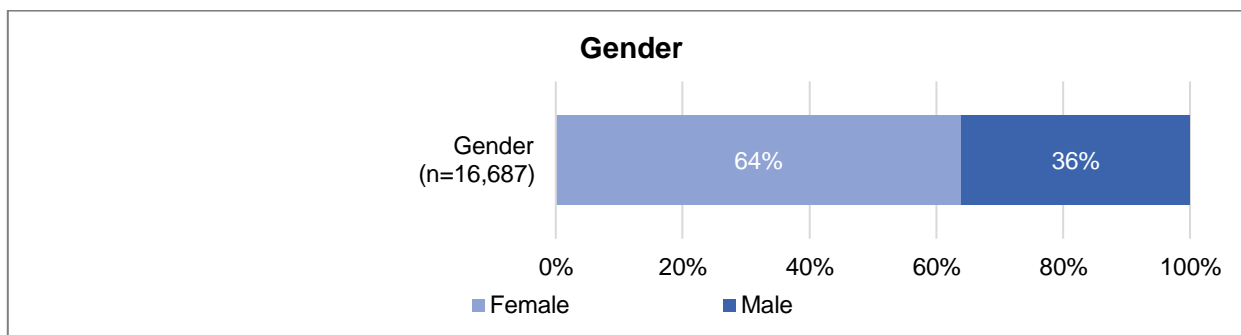


Q61. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?

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

4.2 Gender

Figure 4.2-1 Gender



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

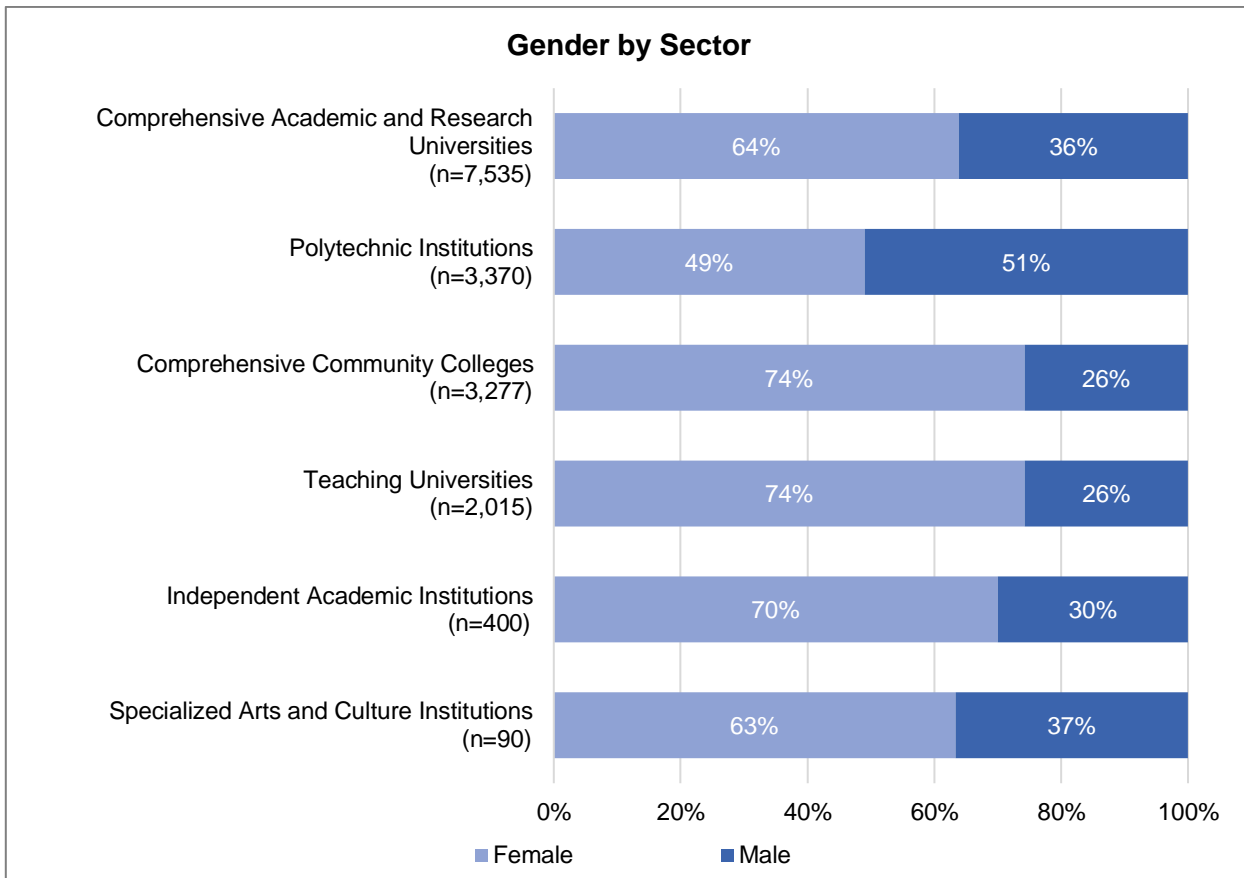
Overall, 64% of Albertan graduates were female, and 36% were male and less than 1% identified as another gender. However, gender distributions were different among domestic and international graduates; while domestic students were more often female (66% female, 34% male), international graduates were more often male (46% female, 54% male)¹¹.

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¹¹ 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?’.

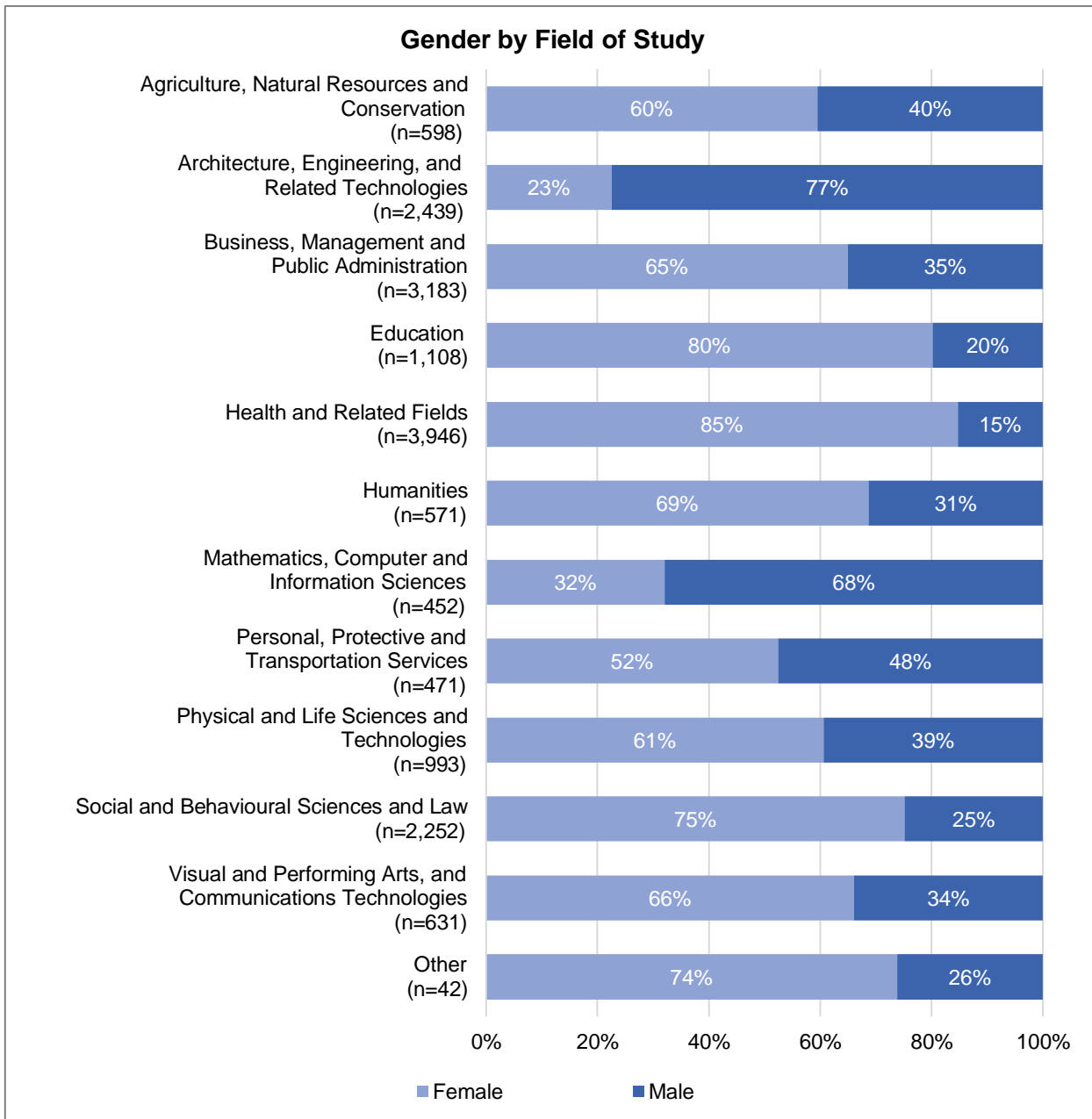
Figure 4.2-2 Gender by Sector



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

Graduates of Comprehensive Community Colleges and Teaching Universities were more likely to be female (74%) than graduates of Polytechnic Institutions, who were more likely to be male (51%).

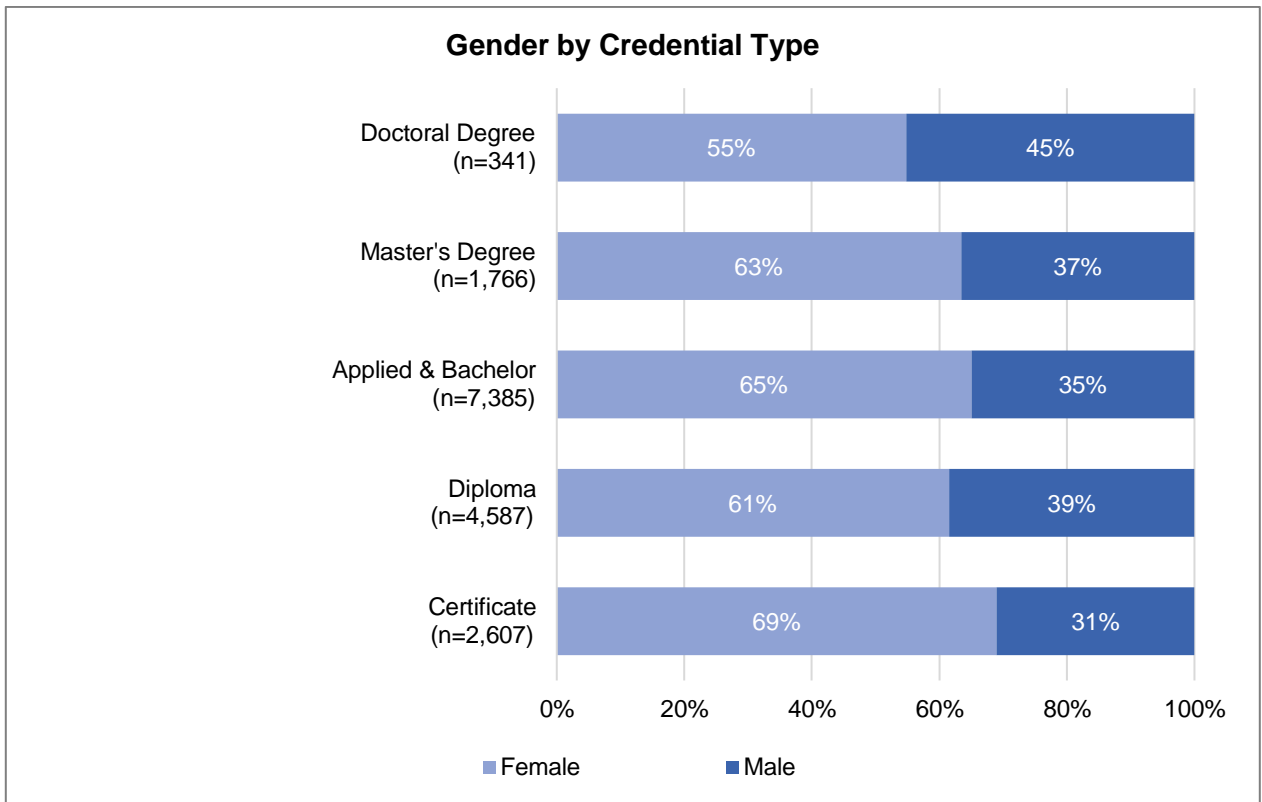
Figure 4.2-3 Gender by Field of Study



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

Graduates of some field of study were more likely to have been female, specifically: Health and Related Fields (85%), Education (80%), and Social and Behavioural Sciences and Law (75%), while graduates of Architecture, Engineering, and Related Technologies (77%) and Mathematics, Computer and Information Sciences (68%) were more likely to be male.

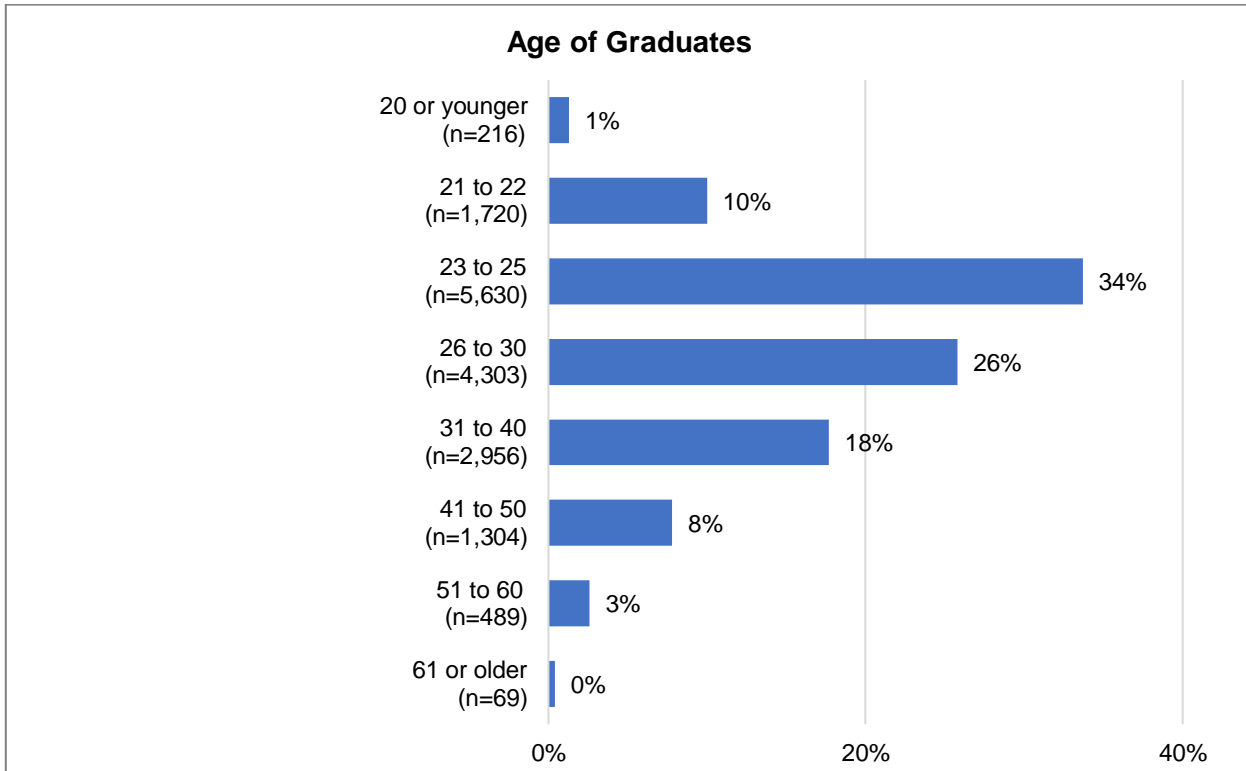
Figure 4.2-4 Gender by Credential Type



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

4.3 Age

Figure 4.3-1 Age of Graduates



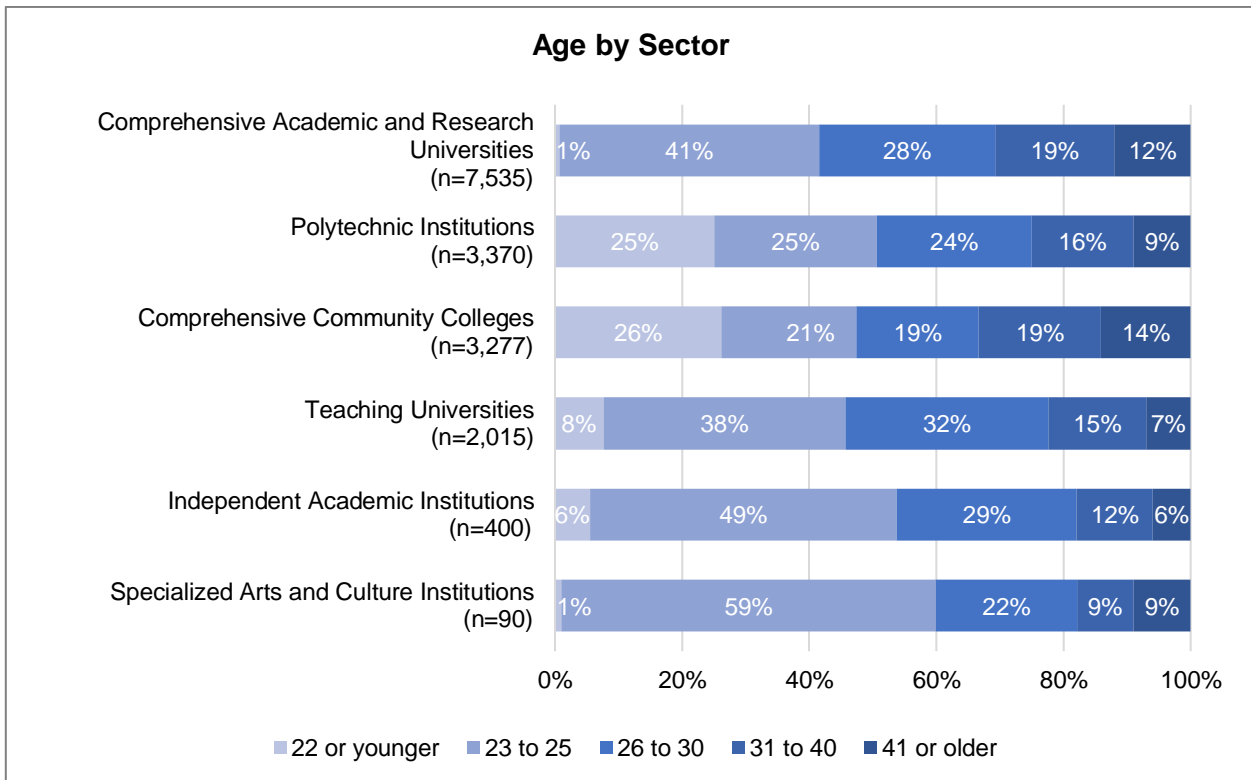
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

The average age of the graduates was 29 years of age, the median age was 26 years of age and the most commonly reported age was 24 years of age. Overall, more than a third of graduates (34%) were between the ages of 23 and 25 and approximately a quarter (26%) were between the ages of 26 and 30.

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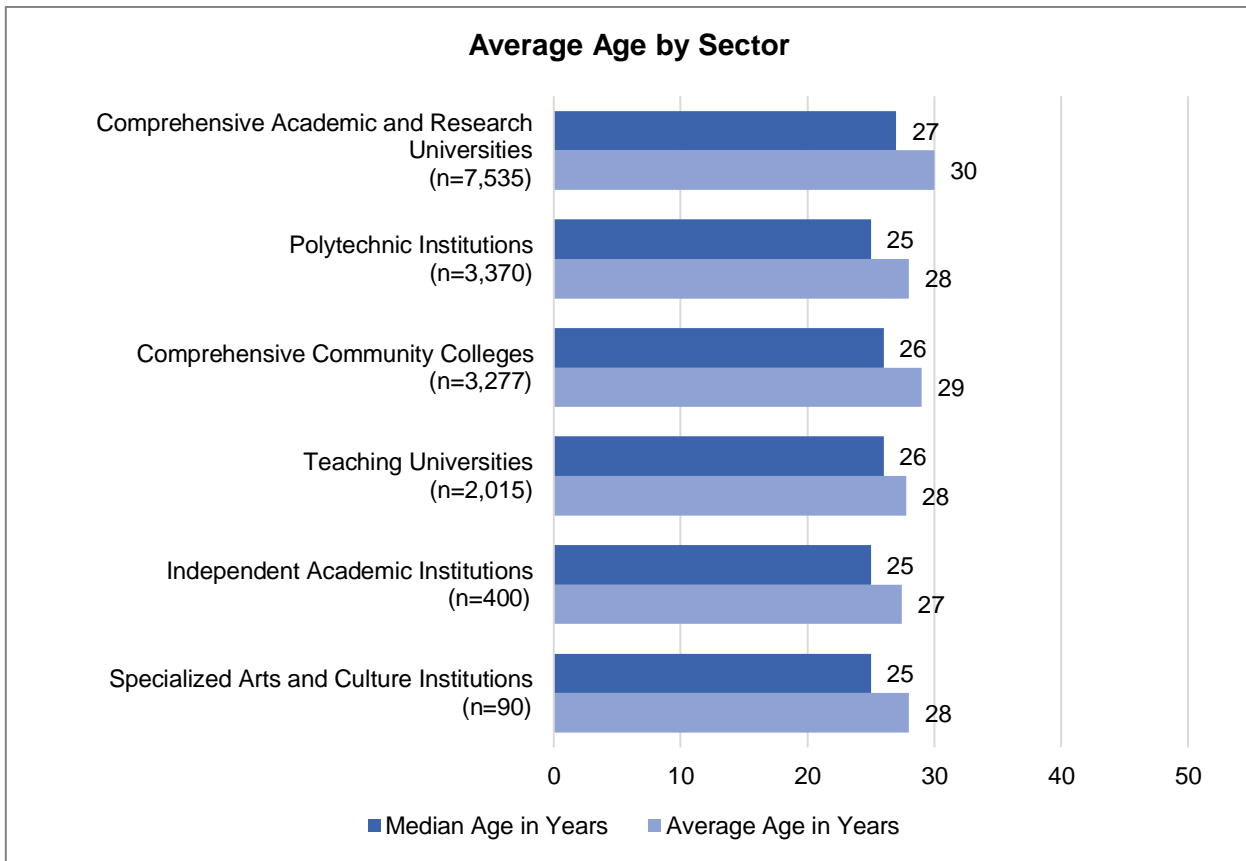
Figure 4.3-2 Age by Sector



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

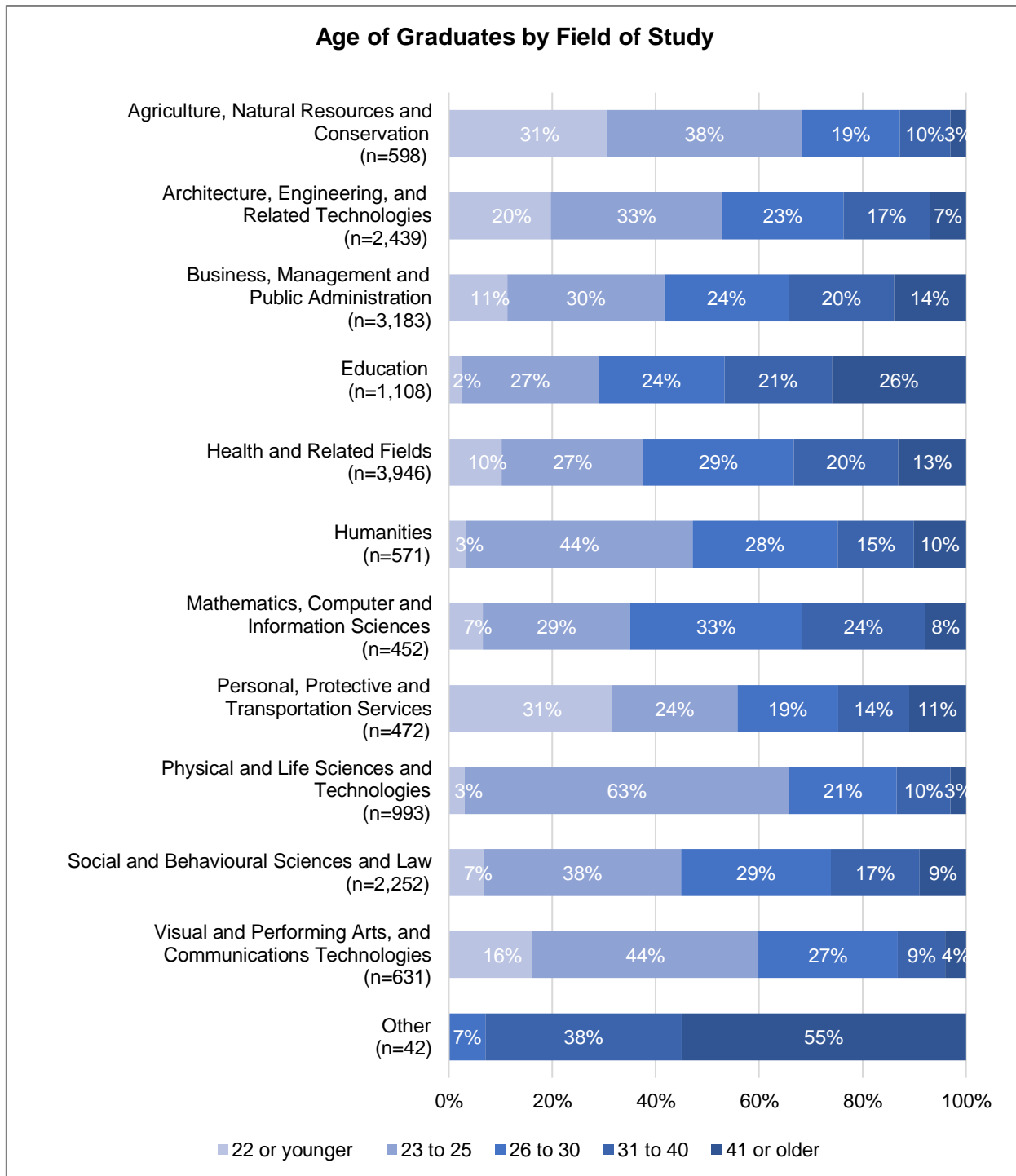
The majority of graduates who were from Specialized Arts and Culture Institutions (59%) and about half (49%) from Independent Academic Institutions were between 23 and 25 years of age.

Figure 4.3-3 Average Age by Sector



Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

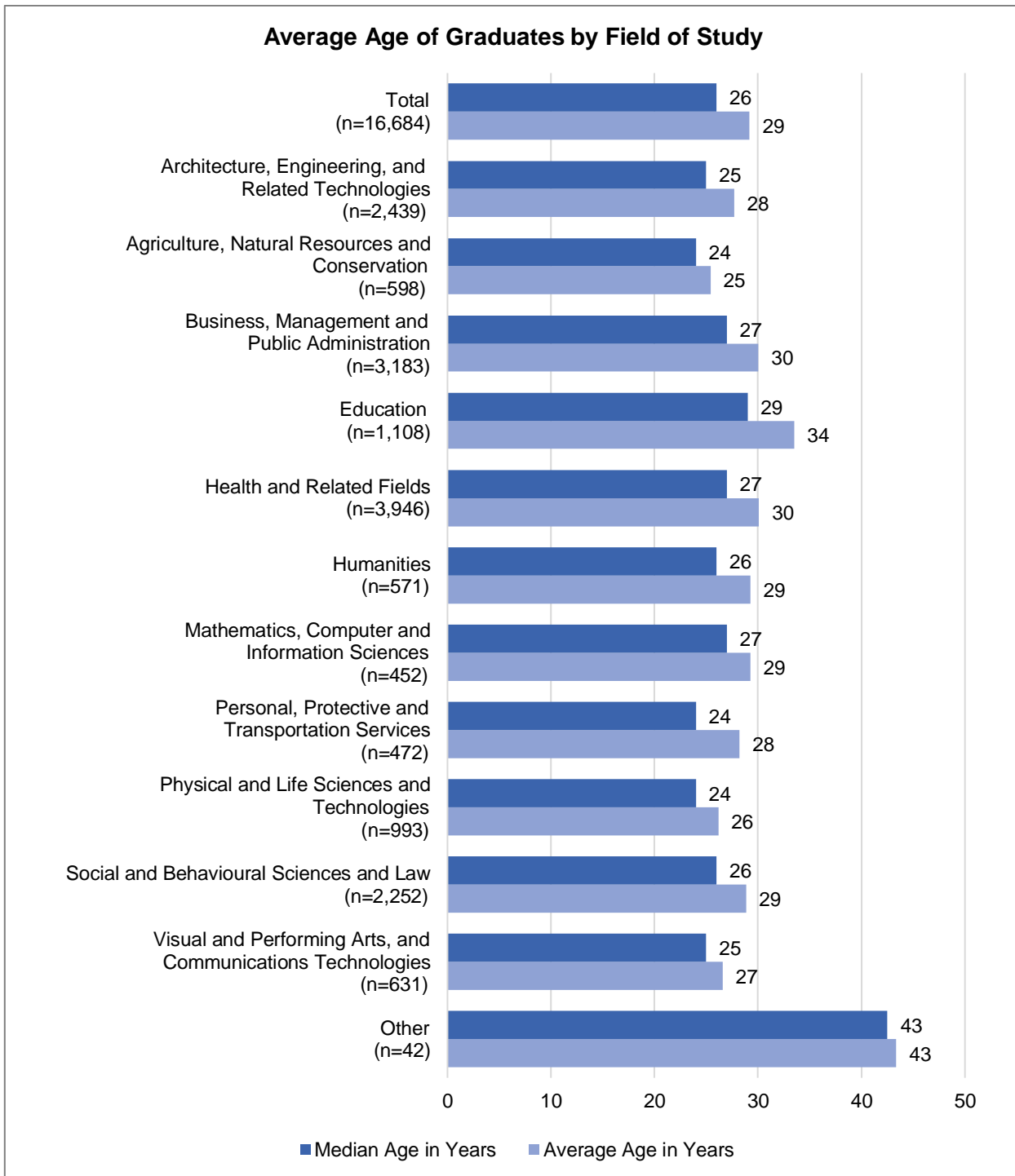
Figure 4.3-4 Age of Graduates by Field of Study



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

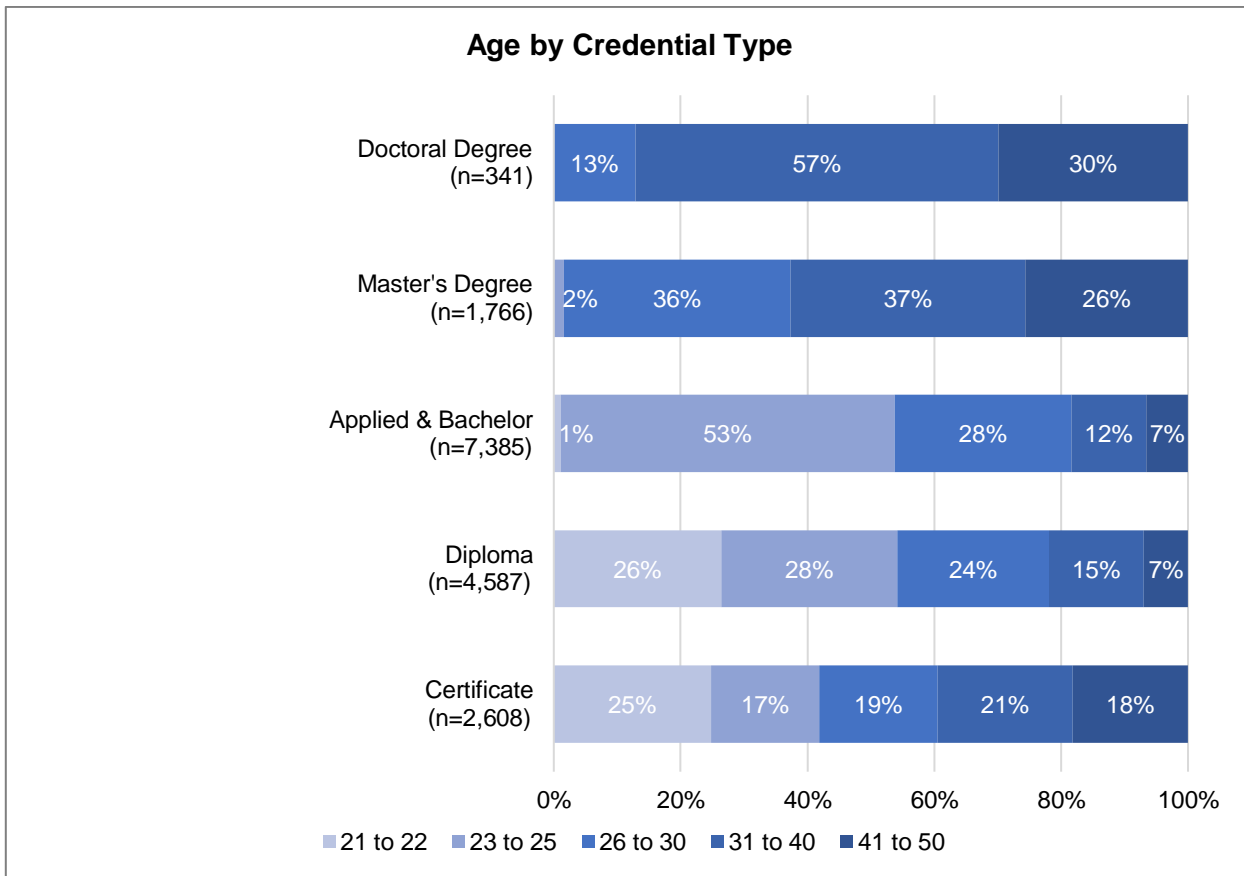
The majority (63%) of graduates of Physical and Life Sciences and Technologies were between the ages of 23 to 25. Education had the highest average age of 34 years (excluding programs that fall under the other category).

Figure 4.3-5 Average Age of Graduates by Field of Study



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

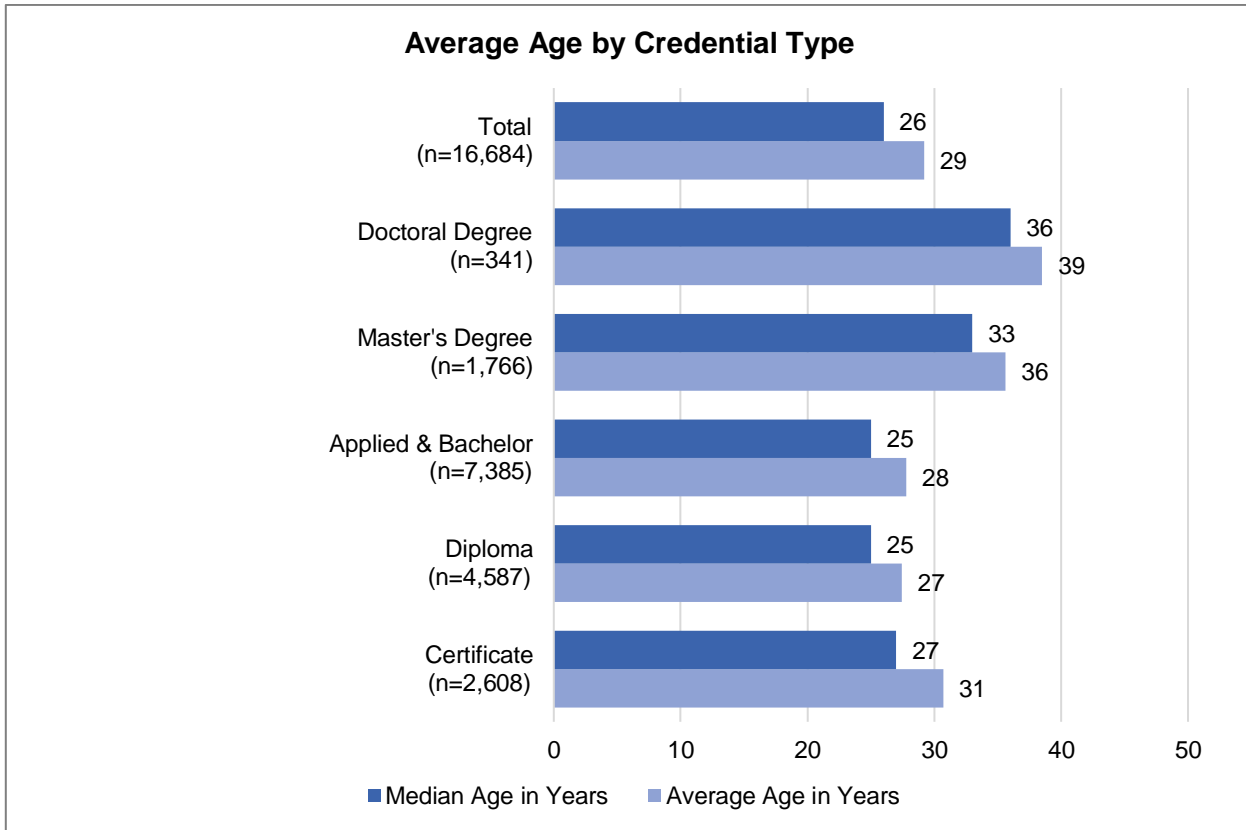
Figure 4.3-6 Age by Credential Type



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 who earned an Applied & Bachelor's degree (53%) were between 23 and 25 years of age and the majority (57%) of graduates who received a doctoral degree were between 31 and 40 years of age. Graduates who had received a diploma or an applied or bachelor's degree had the lowest average ages (27 and 28 years, respectively), and graduates who received a doctoral degree had the highest average age (39 years).

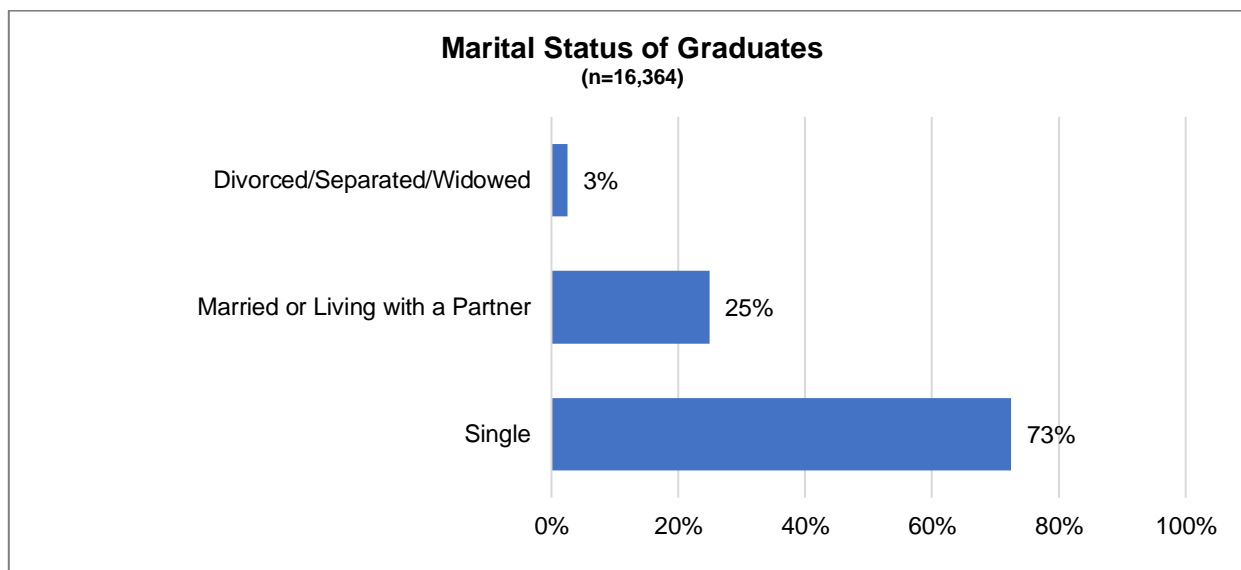
Figure 4.3-7 Average Age by Credential Type



Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

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.

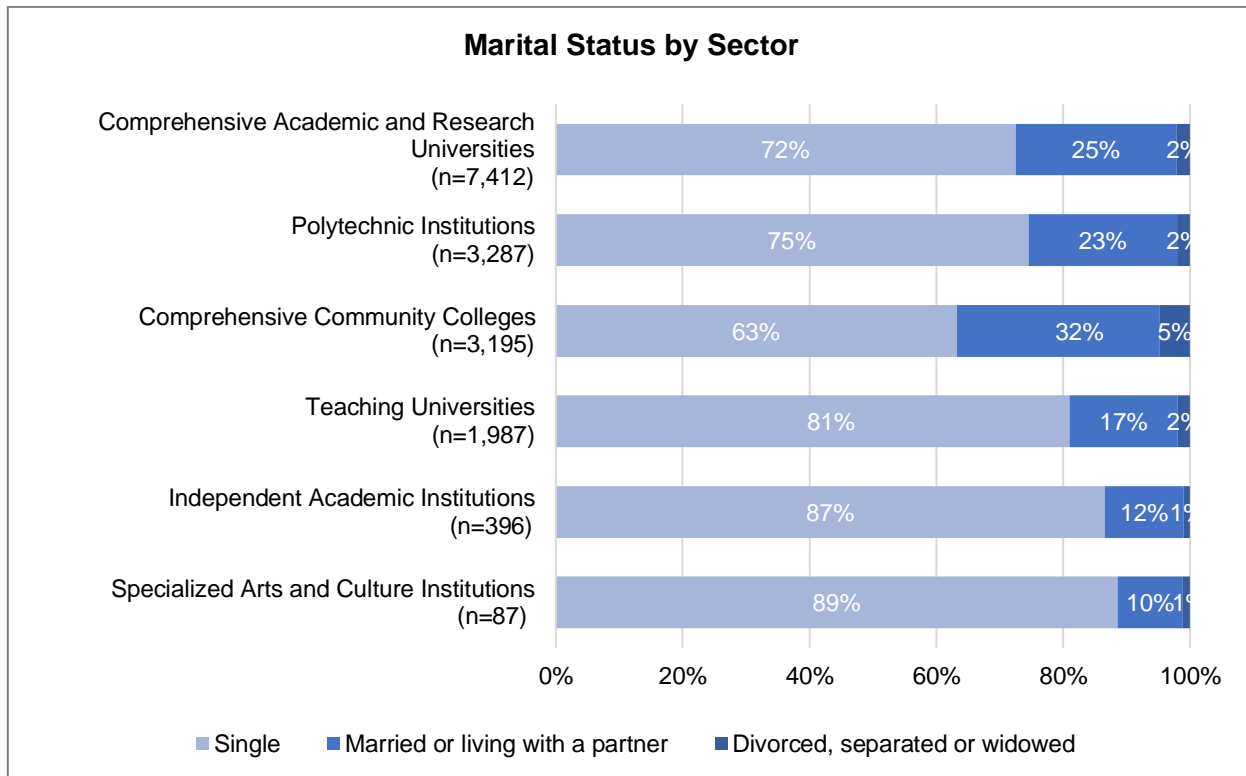
Nearly three-quarters (73%) of graduates were single (never married) when they started post-secondary school. Demographic groups that were more likely to be single at the start of their post-secondary education include:

- Males (77% were single compared to 70% of females).
- Graduates without dependents (85% were single compared to 18% of graduates with dependents).
- Graduates who did not self-identify as an Aboriginal person (73% were single compared to 67% of graduates who self-identified as an Aboriginal person).

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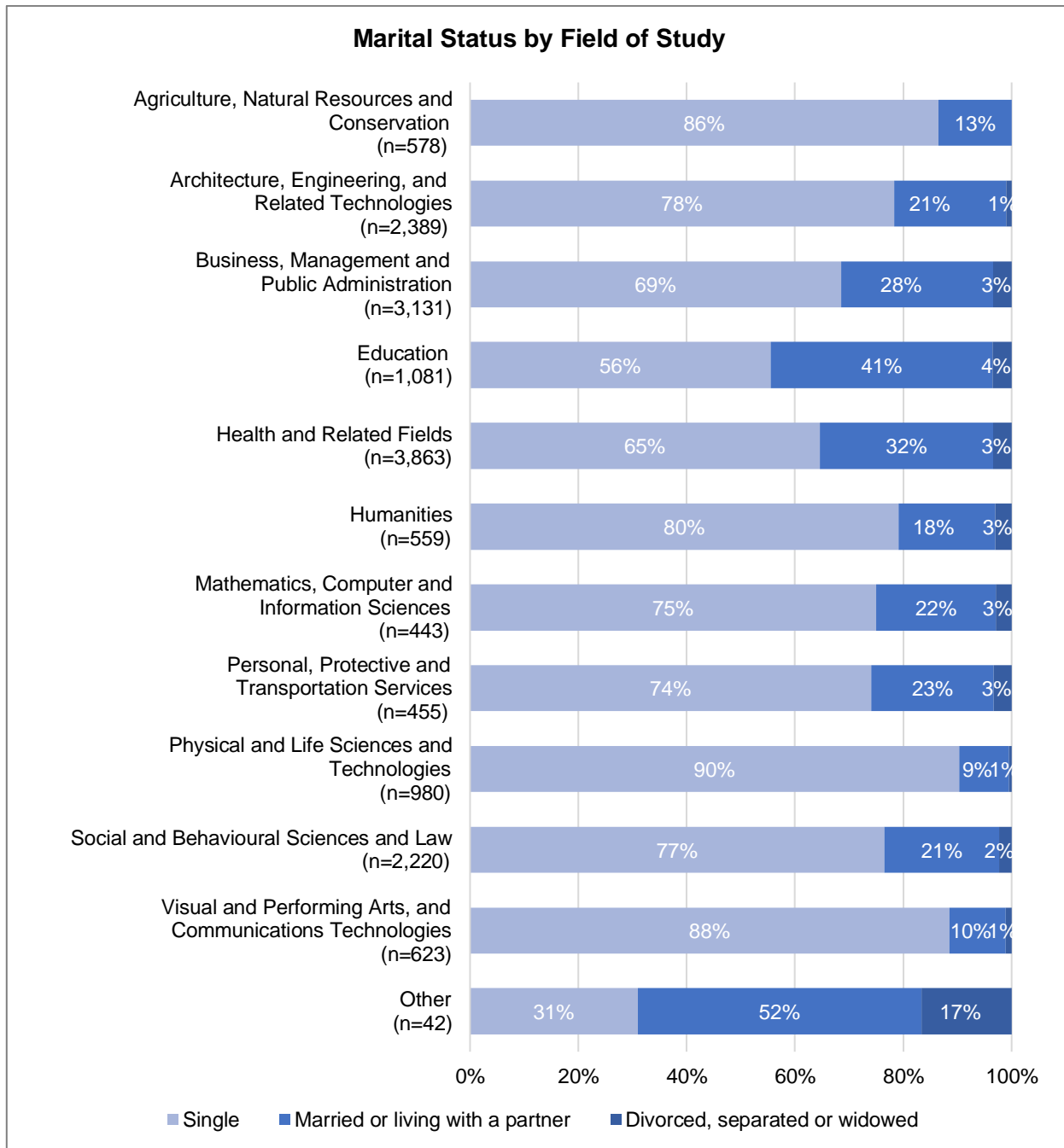
Figure 4.4-2 *Marital Status by Sector*



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.

For all sectors, the majority of graduates were single at the start of their post-secondary education. Notably, 89% of Specialized Arts and Culture Institutions, 87% of Independent Academic Institutions, and 81% of Teaching Universities graduates were single. In contrast, only 63% of graduates of the Comprehensive Community College were single and 32% were married or living with a partner.

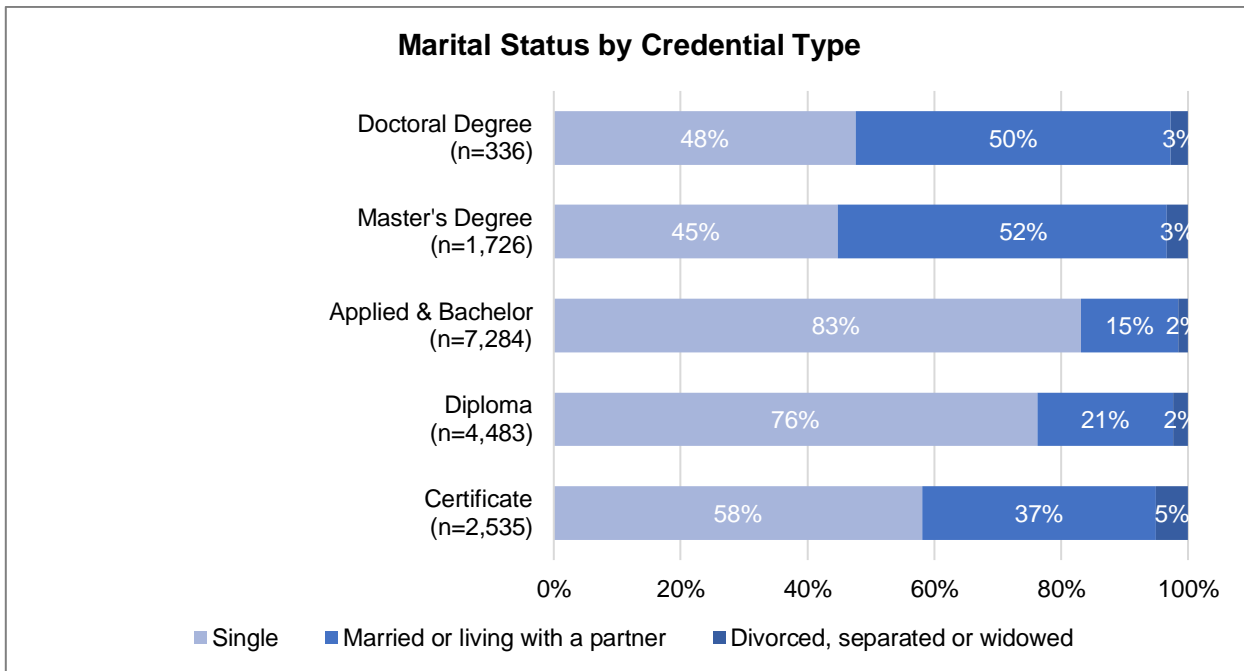
Figure 4.4-3 *Marital Status by Field of Study*



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.

Across all fields, (excluding programs that fall under the CIP category ‘Other’) the majority of graduates were single at the start of their post-secondary education. Notably, 90% of Physical and Life Sciences and Technologies, 88% of Visual and Performing Arts, and Communications Technologies, and 86% of Agriculture, Natural Resources and Conservation graduates were single. In contrast, only 56% of graduates of the Education field were single and 41% were married or living with a partner.

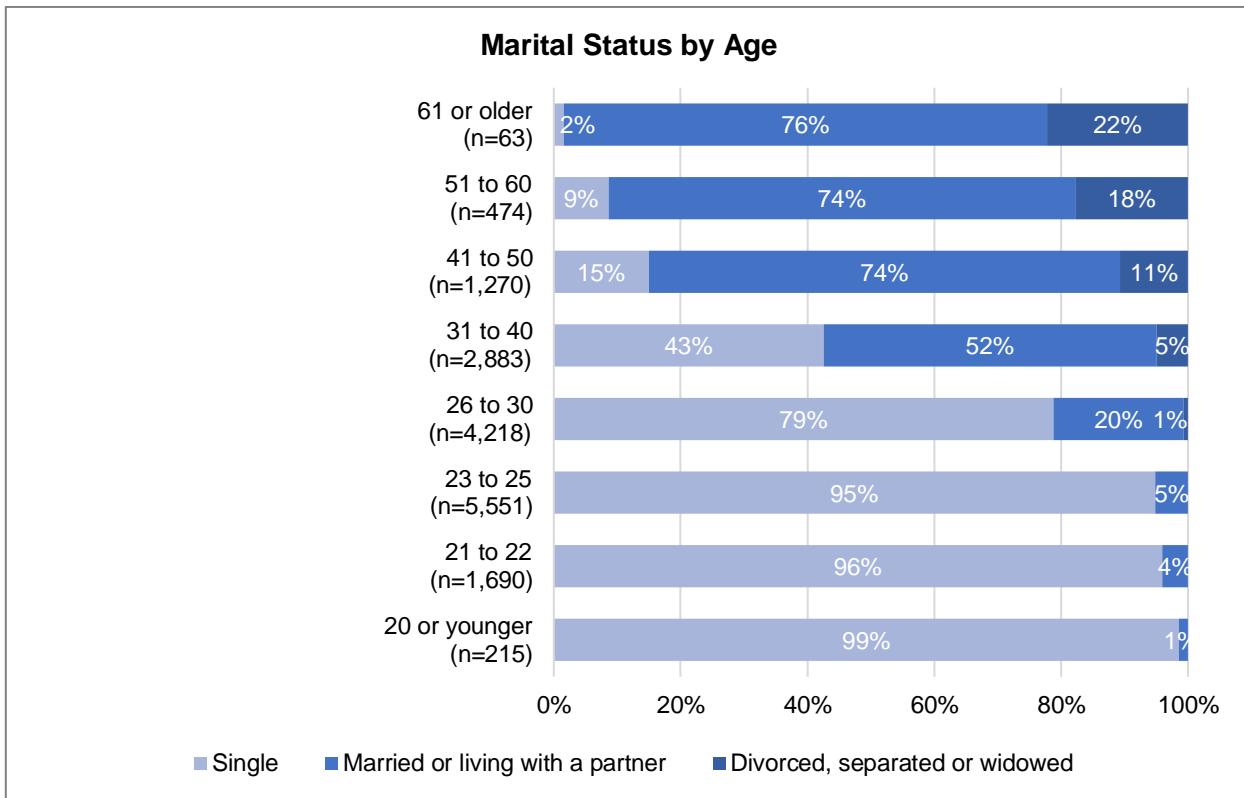
Figure 4.4-4 *Marital Status by Credential Type*



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

Looking at the different credential types, the majority of graduates who received an applied or bachelor’s degree (83%), a diploma (76%), or a certificate (58%) were single at the start of their post-secondary education. In contrast, only 48% of graduates who received a doctoral degree and 45% who received a master’s degree were single.

Figure 4.4-5 **Marital Status by Age**



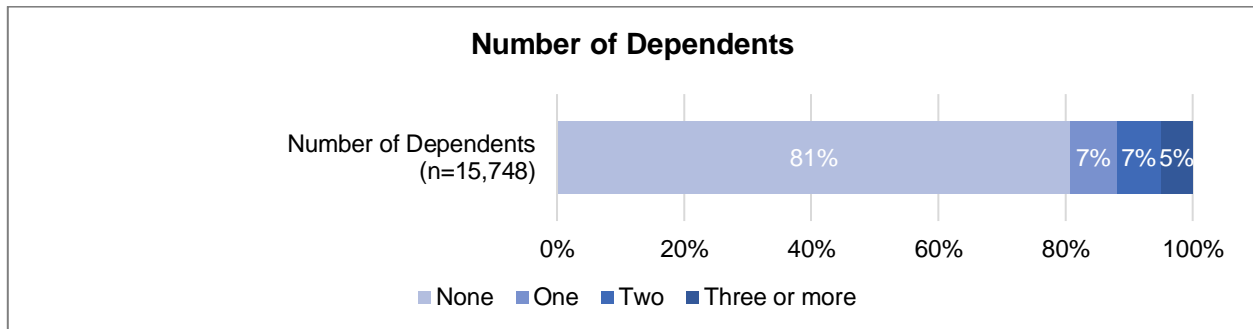
Q67. What was your marital status when you started the ___(program name)___ program? Were you ...?

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 79% to 99%) compared to a range of 2% to 43% of graduates over 30 years of age. Specifically, graduates 20 years of age or younger were most likely to be single (99%) and graduates 61 years of age or older were the least likely (2%).

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.

Most graduates (81%) indicated that when they started their post-secondary education they did not have any dependents, while 7% indicated that they had one, 5% indicated that they had two and 7% indicated that they had three or more. Certain demographic groups were more likely to indicate that they had one or more dependents, including:

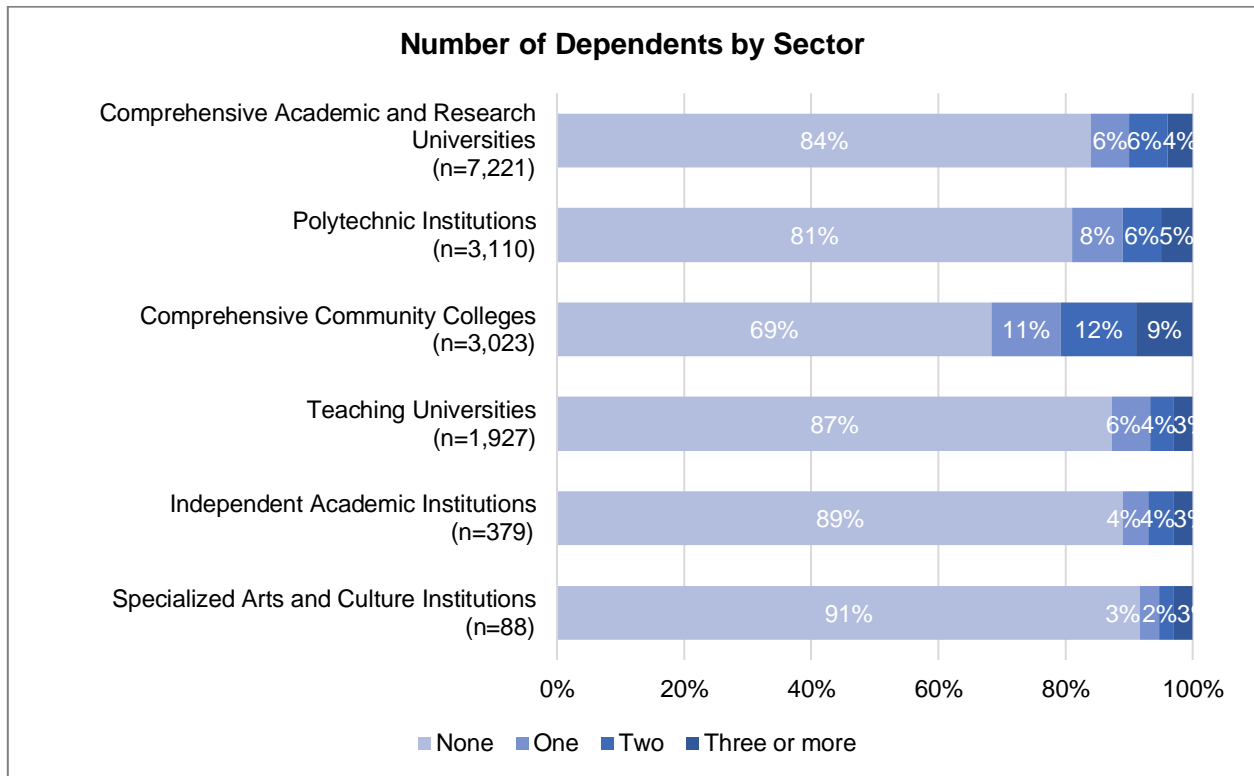
- Female graduates (20% indicated they had dependents compared to 17% of male graduates).
- Graduates between 41 to 50 years of age (75% indicated they had dependents compared to a range of 3% to 10% of graduates younger than 31 years of age).
- Graduates who were divorced, separated, or widowed (64% indicated they had dependents compared to 5% of graduates who were single).
- Graduates from outside of Canada and another province in Canada (a range of 22% to 26% indicated they had dependents compared to a range of 16% to 18% of graduates from Edmonton, and rural Alberta).
- Graduates who self-identified as an Aboriginal person (32% indicated they had dependents compared to 18% of graduates who did not self-identify as an Aboriginal person).
- Graduates of BHASE programs (21% compared to 12% of STEM graduates).
- Graduates from Comprehensive Community Colleges (31% indicated they had dependents compared to a range of 9% to 19% of graduates from Polytechnic Institutions, Comprehensive Academic and Research Institutions, Teaching Universities, Independent Academic Institutions, and Specialized Arts and Culture Institutions).
- Graduates of Education (33% indicated they had dependents compared to a range of 5% to 7% of graduates of Agriculture, Natural Resources and Conservation; Visual and Performing Arts, and Communications Technologies; and Physical and Life Sciences and Technologies).

- Graduates who received a certificate, master’s degree, or doctoral degree (a range of 30% to 36% indicated they had dependents compared to 11% who received an applied & bachelor’s degree).

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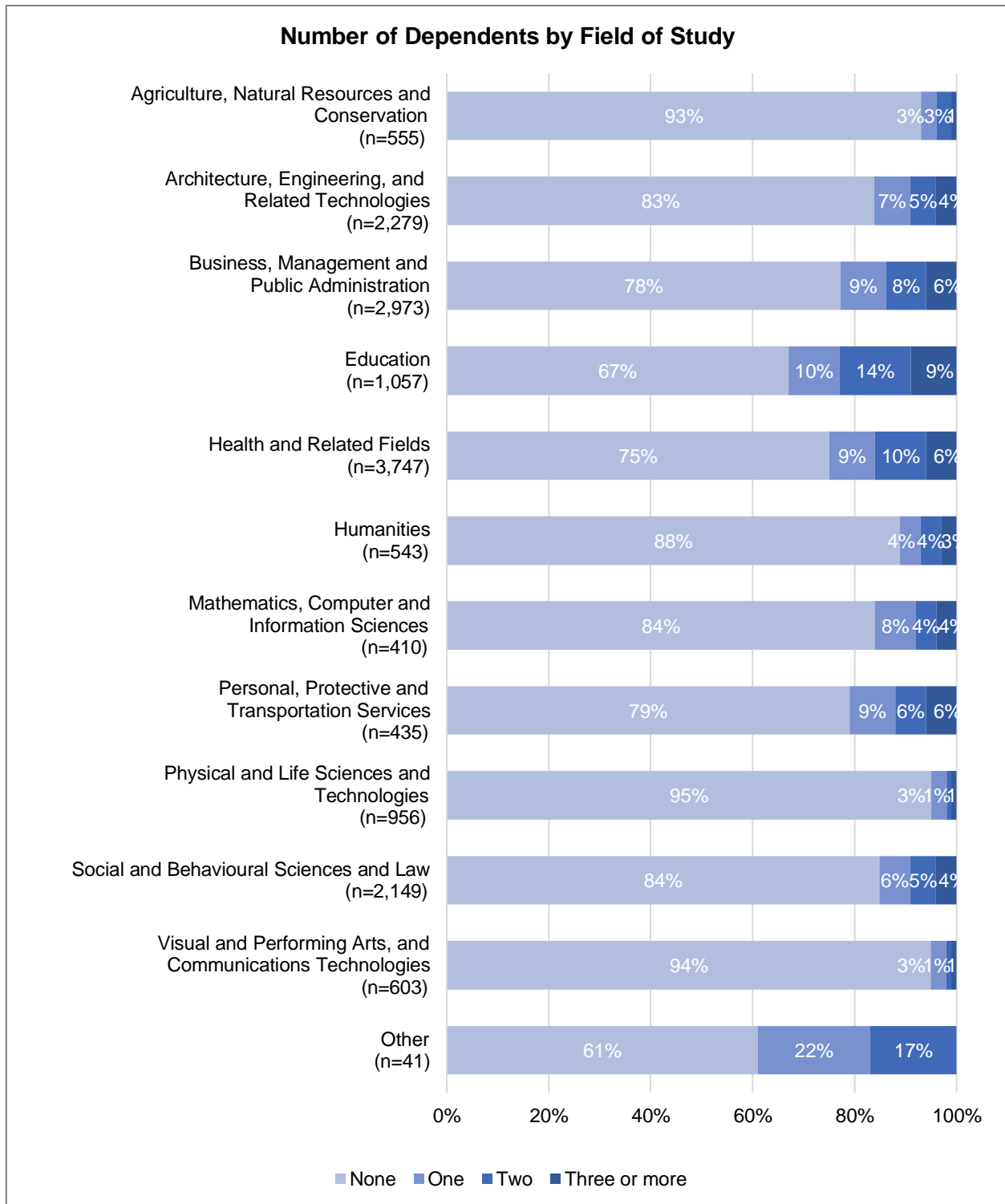
Figure 4.5-2 *Number of Dependents by Sector*



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.

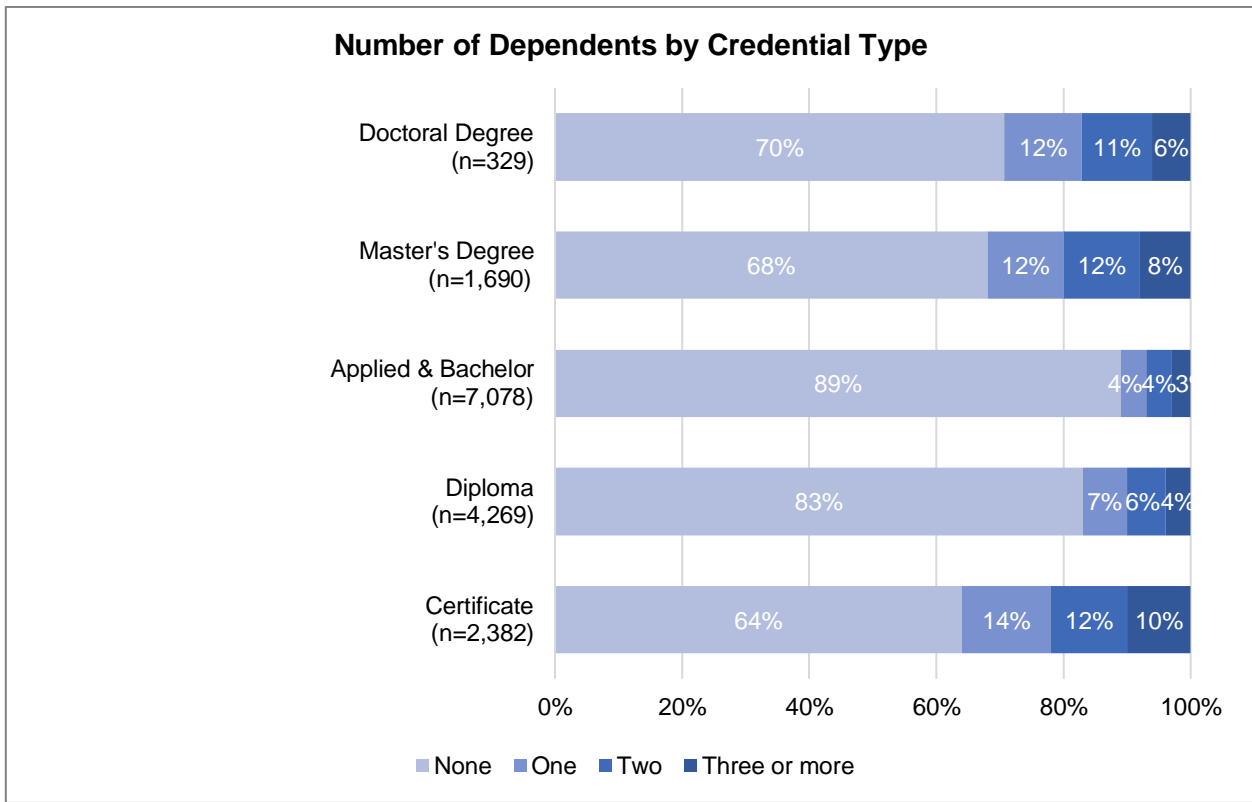
Figure 4.5-3 Number of Dependents by Field of Study



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.

Figure 4.5-4 Number of Dependents by Credential Type

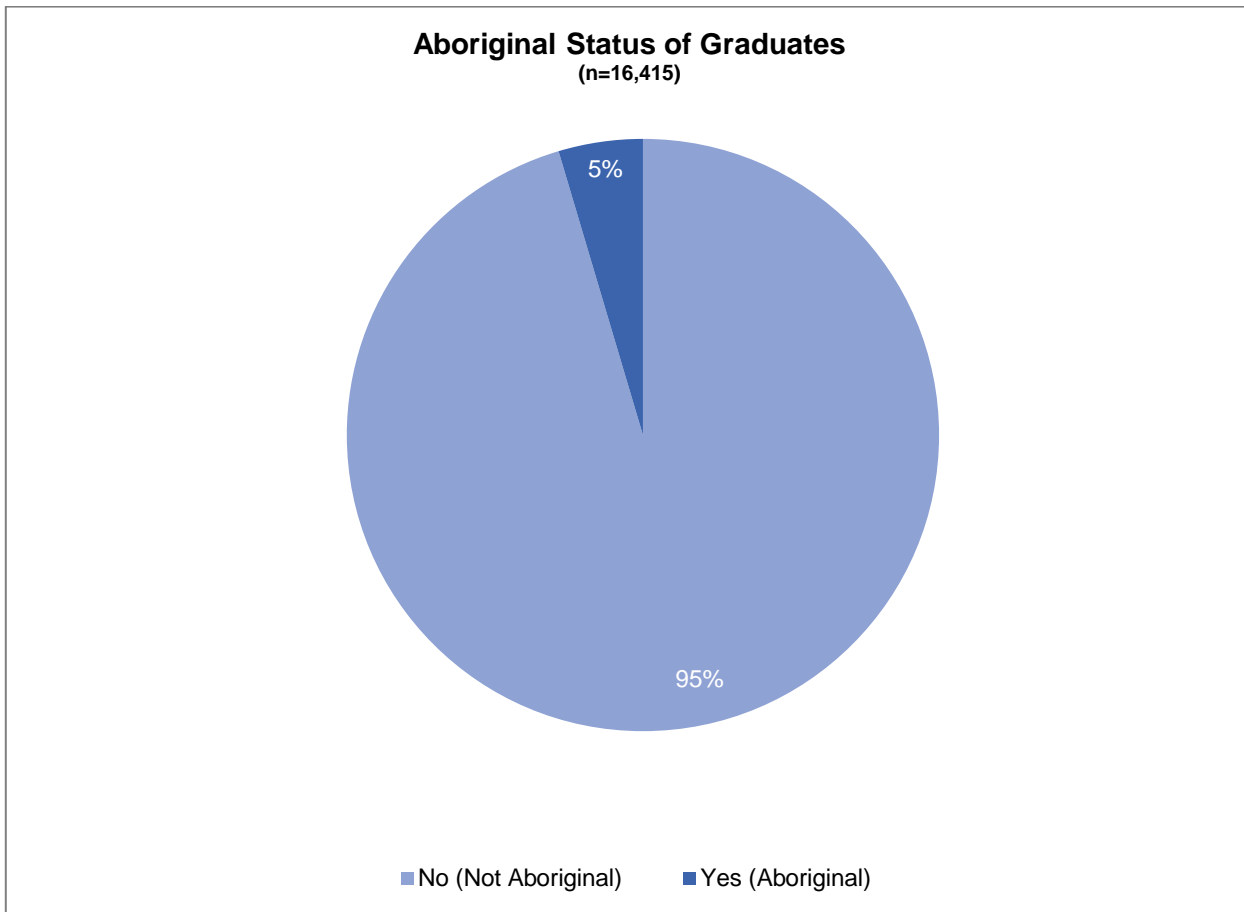


Q68. When you started the ___(program name)___ program how many dependents (including dependent adults) were you responsible for?

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

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

Of the graduates who self-identified as an Aboriginal¹² person (5% of all graduates) the majority self-identified as either Métis (47%) or Status Indian (39%). Some demographic groups were particularly likely to self-identify as Aboriginal, including:

- Female graduates compared to male graduates (5% self-identified as Aboriginal compared to 4%).
- Graduates who were between 31 and 60 (a range of 5% to 7% self-identified as Aboriginal compared to 4% of graduates between 23 and 25 years of age).
- Graduates who were divorced, separated, or widowed (9% self-identified as Aboriginal compared to a range of 4% to 5% of graduates who were single, married or living with a partner).

¹² 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 who had one or more dependents (8% self-identified as Aboriginal compared to 4% of graduates without dependents).
- Graduates who self-identified as a person with a disability (9% self-identified as Aboriginal compared to 4% of graduates who did not identify as a person with a disability).
- Graduates from Grande Prairie, Fort McMurray, rural Alberta, Red Deer, and another province or territory in Canada (a range of 6% to 11% self-identified as Aboriginal compared to a range of 1% to 3% of graduates from outside of Canada and Calgary).
- Graduates of BHASE programs (5% self-identified as Aboriginal compared to 3% of STEM graduates).
- Graduates from Comprehensive Community Colleges (8% self-identified as Aboriginal compared to a range of 3% to 5% of graduates from Teaching Universities, Polytechnic Institutions, Comprehensive Academic and Research Universities, and Independent Academic Institutions).
- Graduates of Personal, Protective and Transportation Services (8% self-identified as Aboriginal compared to a range of 2% to 4% of graduates from Health and Related Fields; Architecture, Engineering, and Related Technologies; Physical and Life Sciences and Technologies; and Mathematics, Computer and Information Sciences).
- Graduates who received a certificate (8% self-identified as Aboriginal compared to a range of 1% to 3% who received a doctoral degree or a master’s degree).

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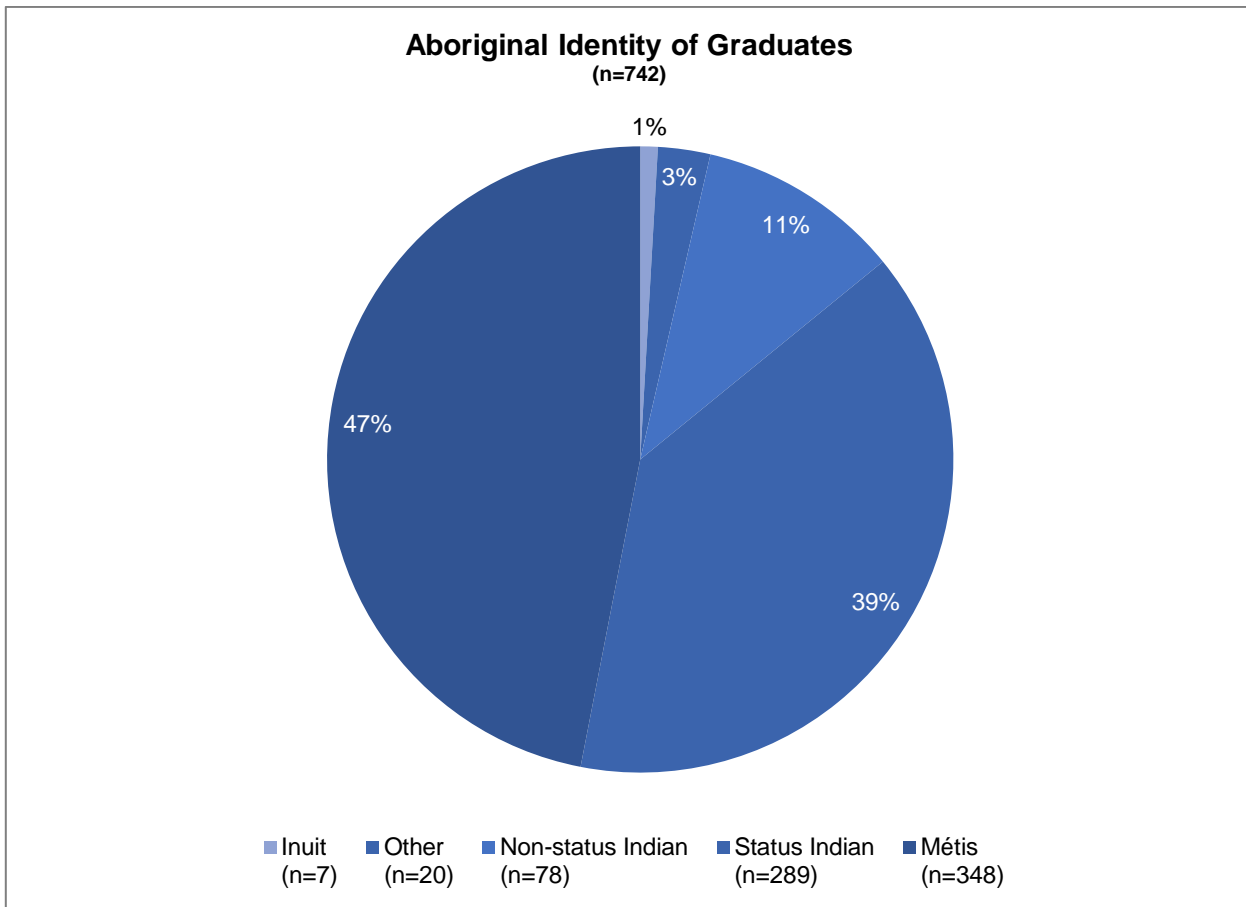
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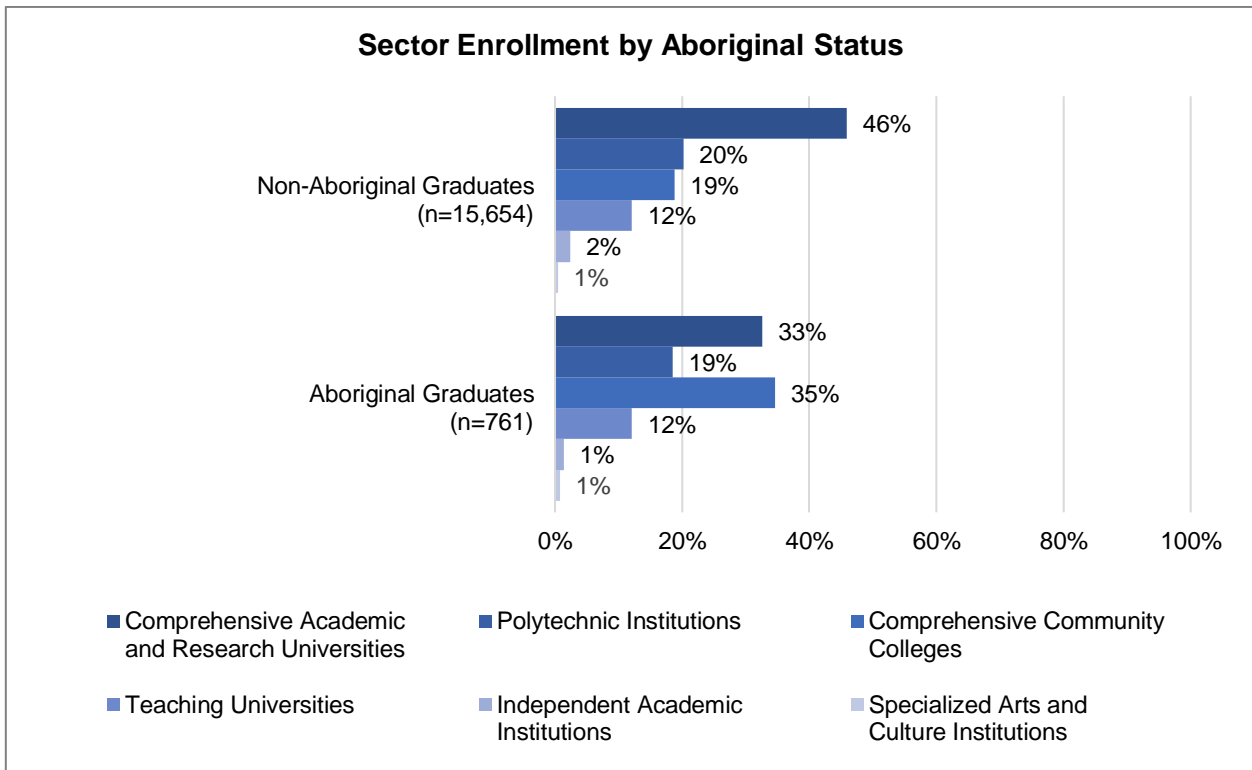
Figure 4.6-2 **Aboriginal Identity of Graduates**



Q69. Do you consider yourself to be an Aboriginal person? Q70. Are you...?

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

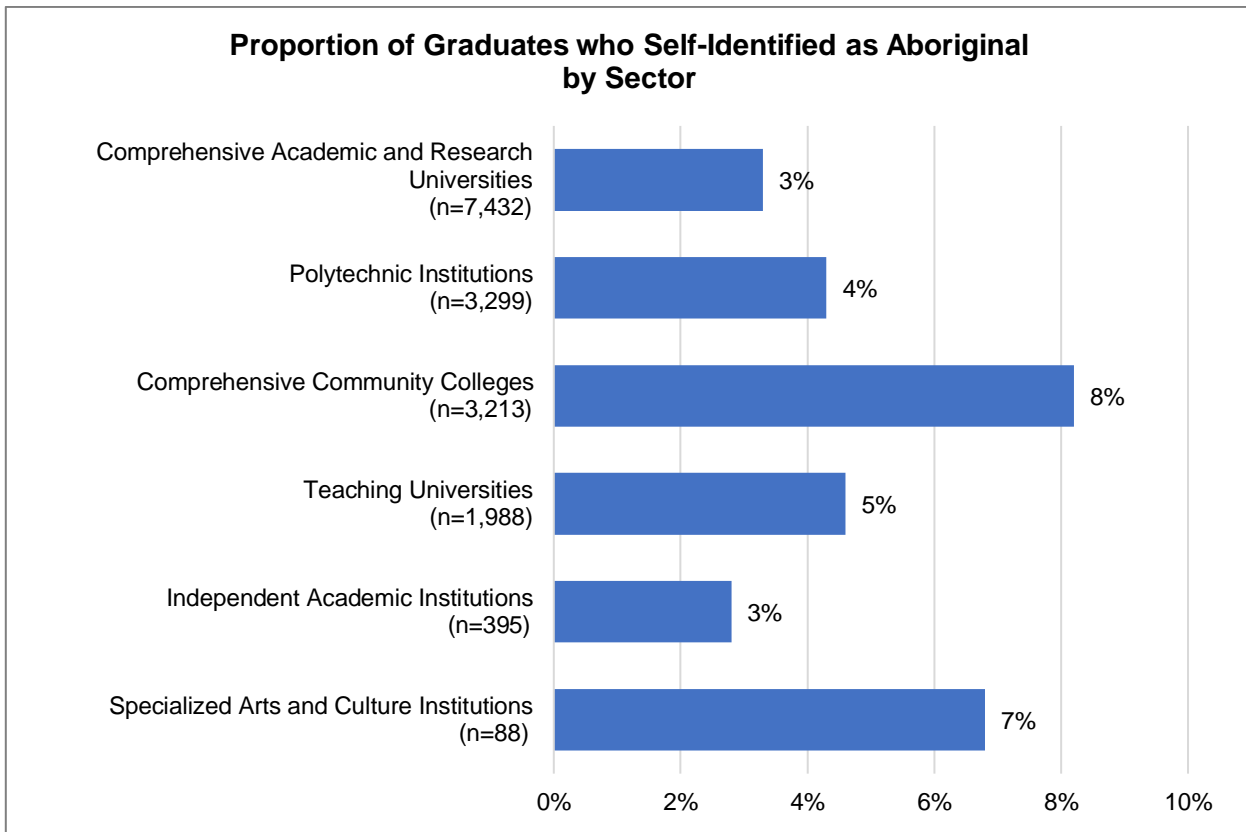
Figure 4.6-3 Sector Enrollment by Aboriginal Status



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

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

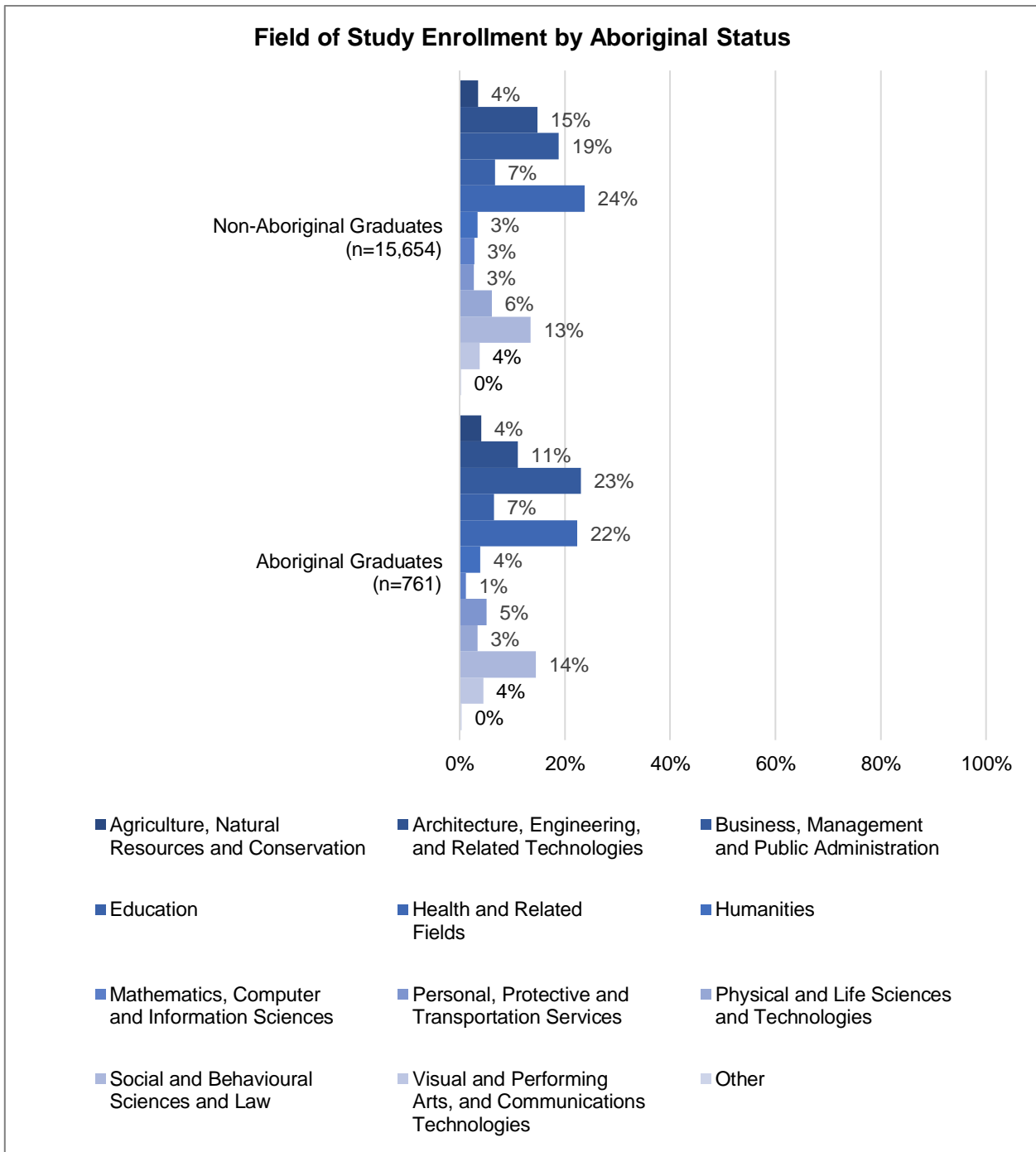
Figure 4.6-4 Proportion of Graduates who Self-Identified as Aboriginal by Sector



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

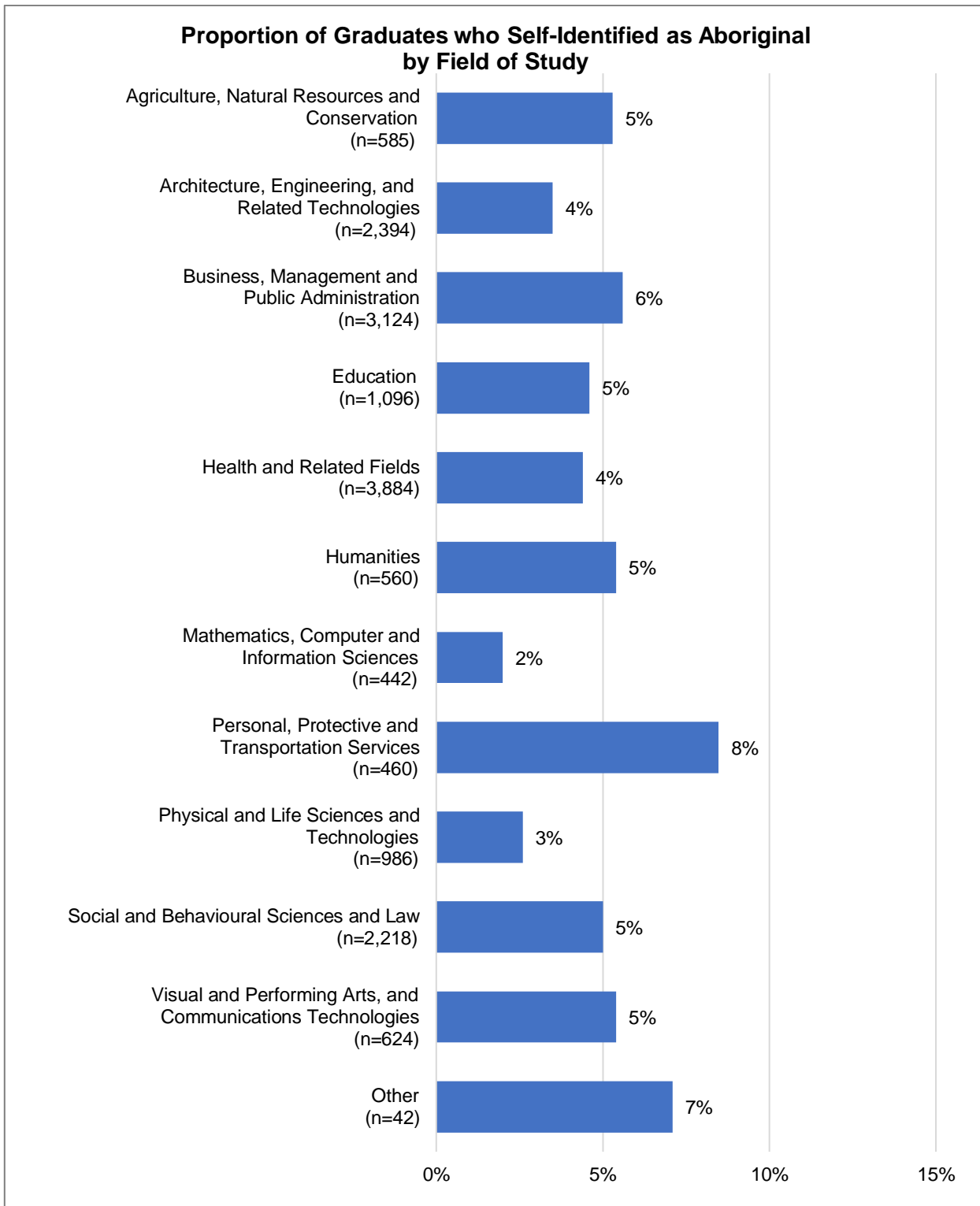
Figure 4.6-5 *Field of Study Enrollment by Aboriginal Status*



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

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

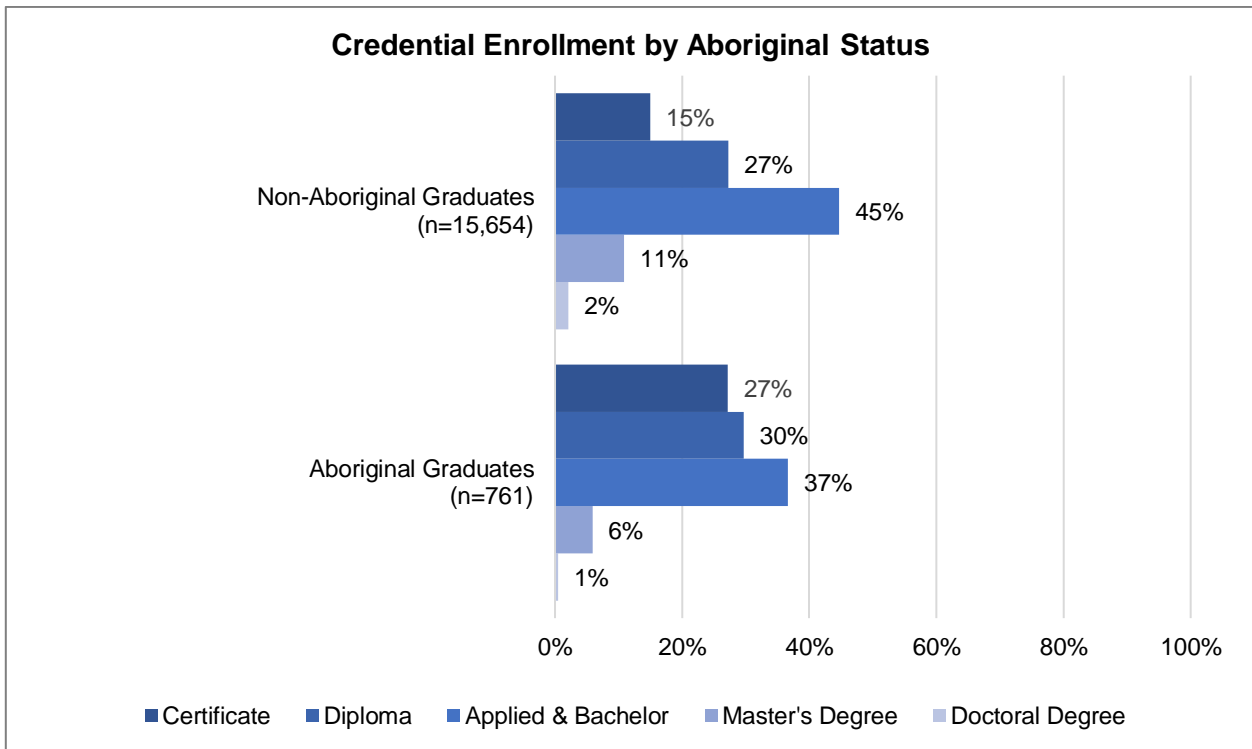
Figure 4.6-6 Proportion of Graduates who Self-Identified as Aboriginal by Field of Study



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

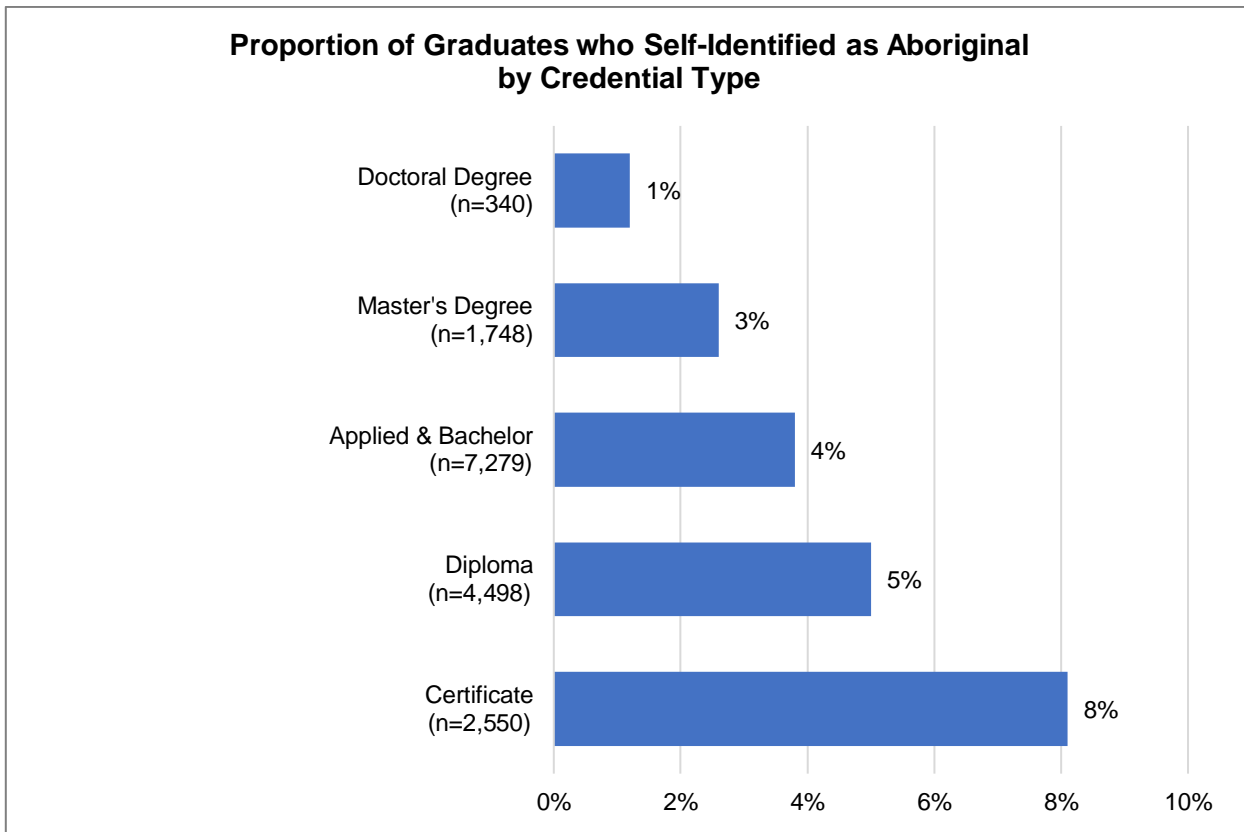
Figure 4.6-7 *Credential Enrollment by Aboriginal Status*



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

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

Figure 4.6-8 Proportion of Graduates who Self-Identified as Aboriginal by Credential Type

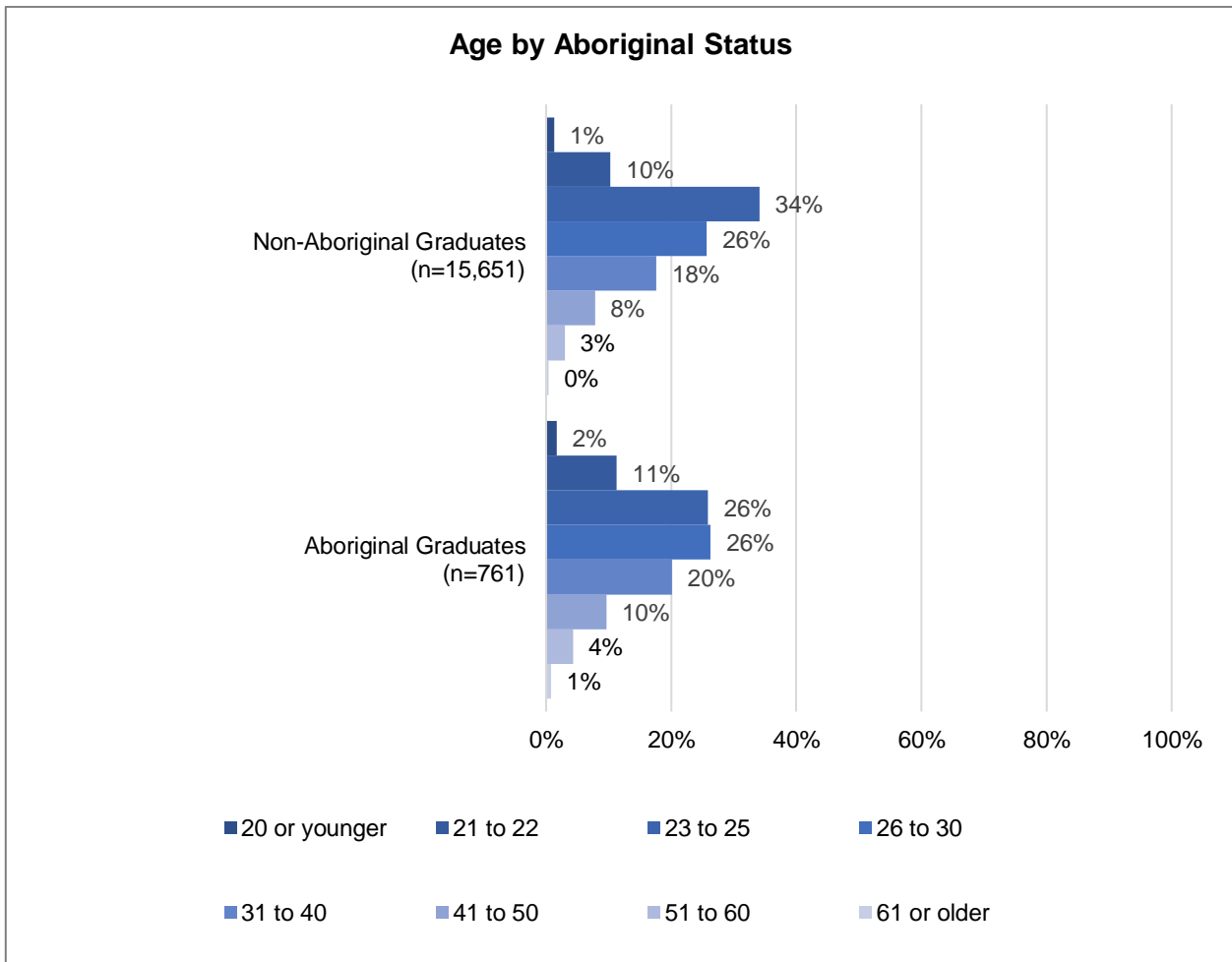


Q69. Do you consider yourself to be an Aboriginal person?

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

Graduates who self-identified as an Aboriginal person were more likely to be over the age of 30 (35%), compared to graduates who did not self-identify as an Aboriginal person (29%). Graduates who self-identified as an Aboriginal person were also less likely to be between the ages of 23 to 25, with only 26% falling into this age range compared to 34% of graduates who did not self-identify as an Aboriginal person.

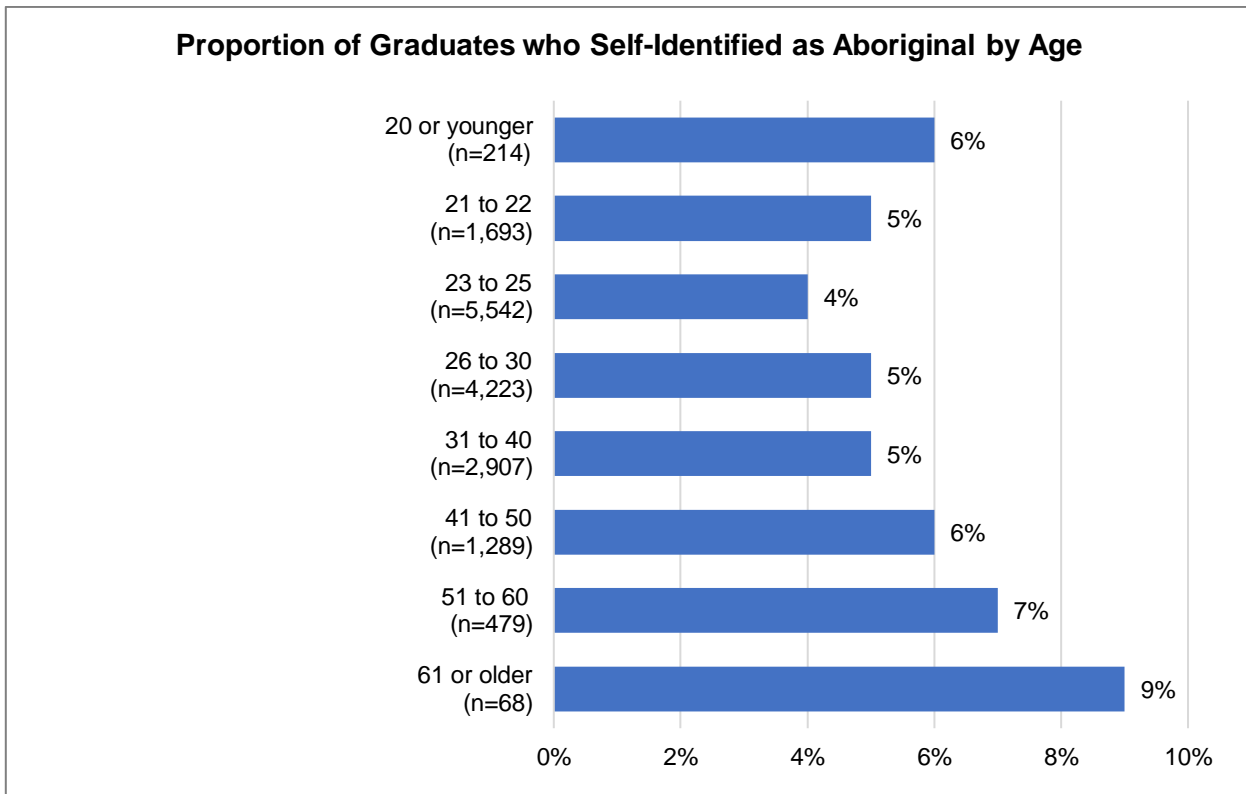
Figure 4.6-9 Age by Aboriginal Status



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

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

Figure 4.6-10 Proportion of Graduates who Self-Identified as Aboriginal by Age

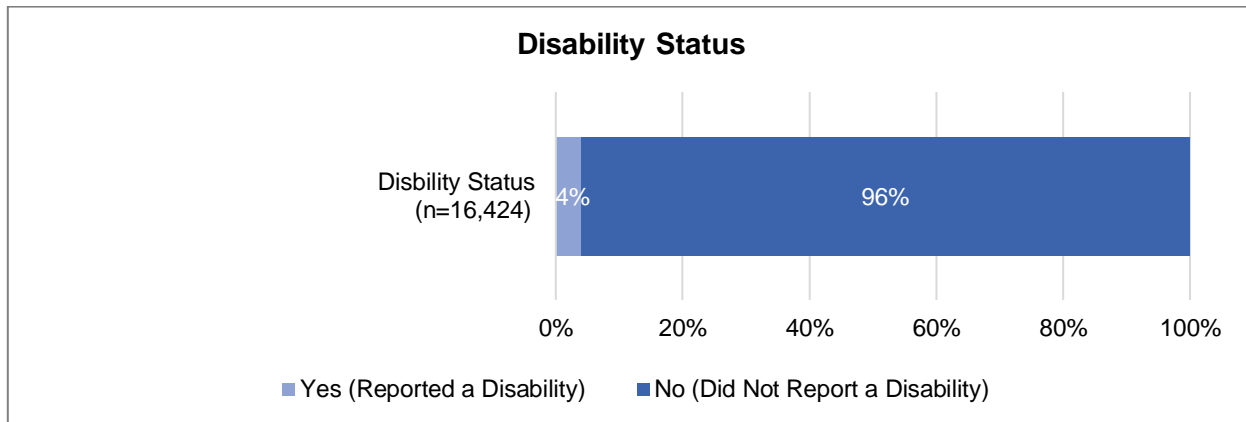


Q69. Do you consider yourself to be an Aboriginal person?

Notes: "Not Applicable", "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)?

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

Most students (96%) reported that they did not have a disability when they started their post-secondary education. Of those who reported having a disability, about two out of five (38%) self-identified as having a learning disability. Some demographic groups were particularly likely to identify as a person with a disability, including:

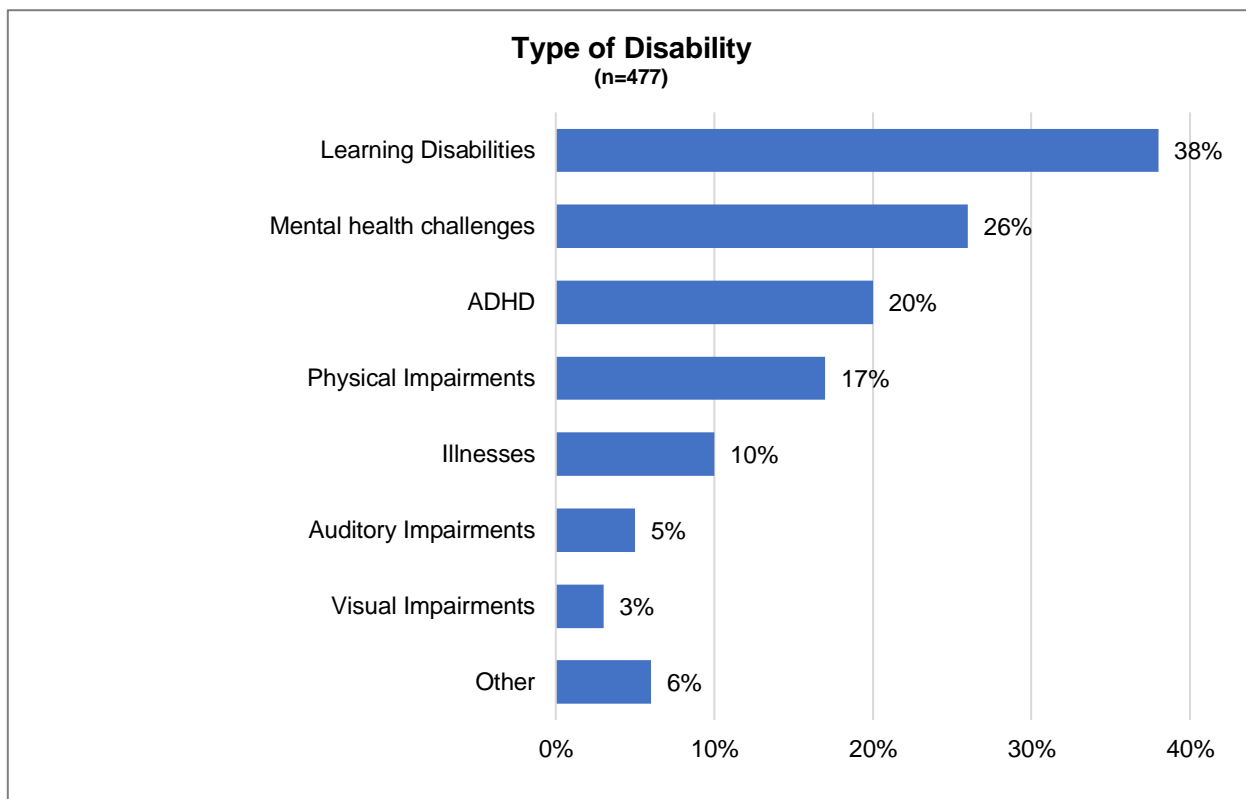
- Graduates who were between 26 and 40 (4% self-identified as a person with a disability compared to 3% of graduates between 23 to 25 years of age).
- Graduates who were divorced, separated, or widowed (8% self-identified as a person with a disability compared to 4% of graduates who were married, living with a partner, or single).
- Graduates who self-identified as an Aboriginal person (7% self-identified as a person with a disability compared to 3% of graduates who did not self-identify as an Aboriginal person).
- Domestic graduates (4% self-identified as a person with a disability compared to 1% of International students).
- Graduates of BHASE programs (4% self-identified as a person with a disability compared to 3% of STEM graduates).
- Graduates from Comprehensive Community Colleges (5% self-identified as a person with a disability compared to 3% of graduates from Comprehensive Academic and Research Universities).
- Graduates of Humanities (7% self-identified as a person with a disability compared to 3% of graduates of Physical and Life Sciences and Technologies; Architecture, Engineering, and Related Technologies; and Health and Related Fields).

- Graduates who received a certificate (5% self-identified as a person with a disability compared to 2% of graduates who received a master’s degree).

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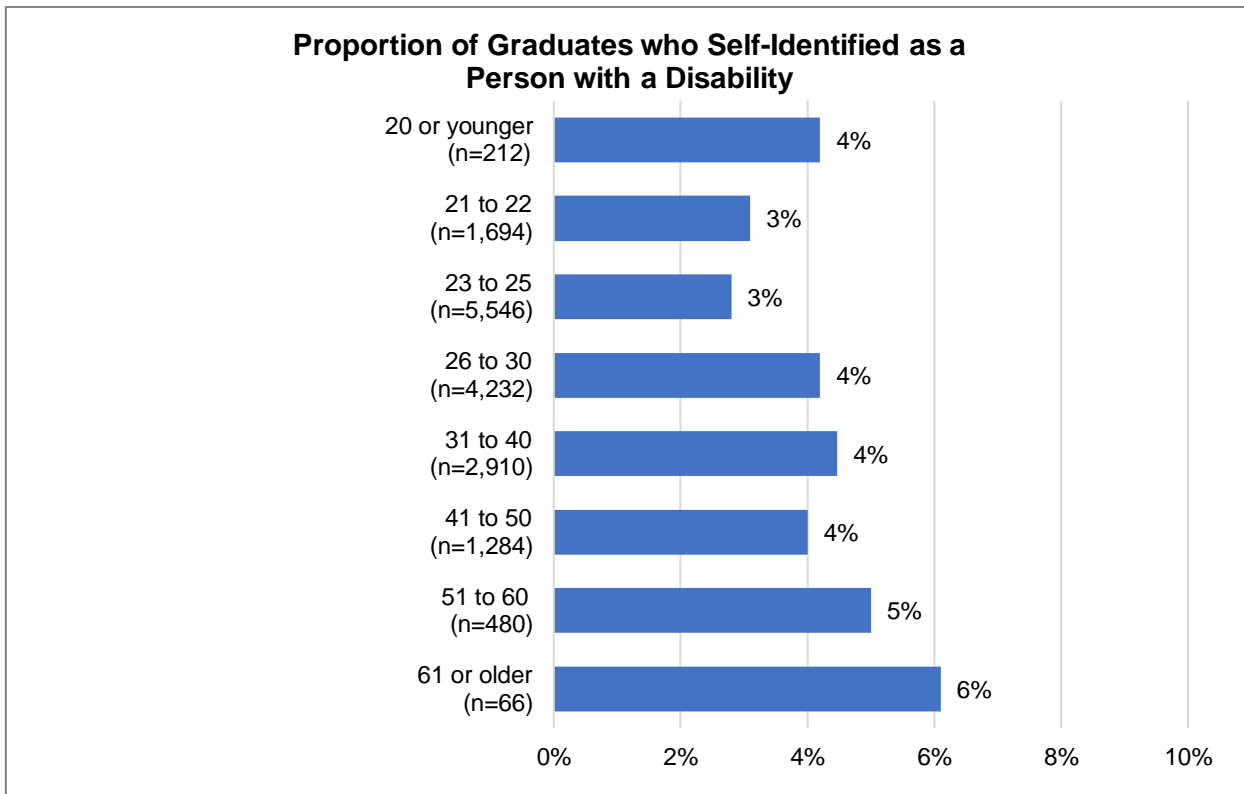
Figure 4.7-2 *Type of Disability*



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?

Notes: Total sum is not equal to 100% as respondents were asked to select all responses that applied to them. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

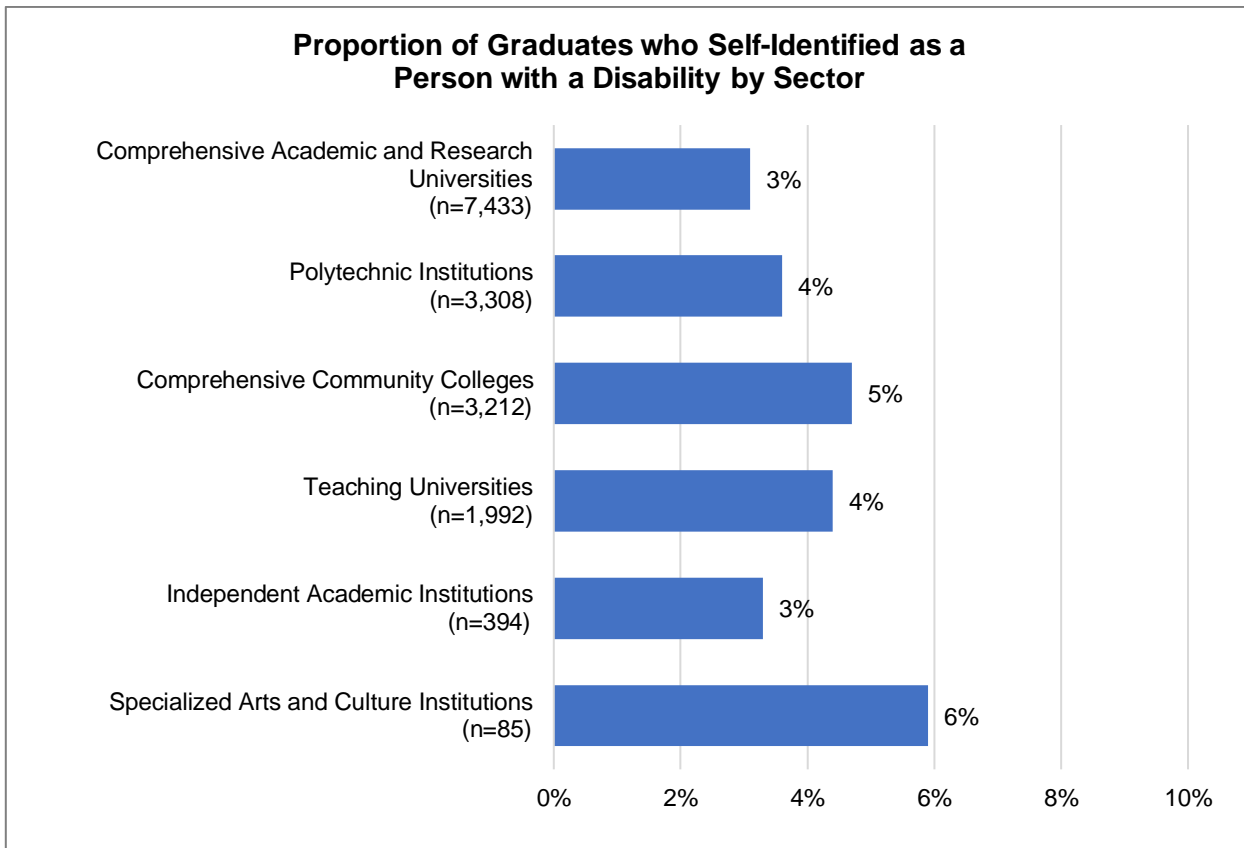
Figure 4.7-3 Proportion of Graduates who Self-Identified as a Person with a Disability



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)?

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

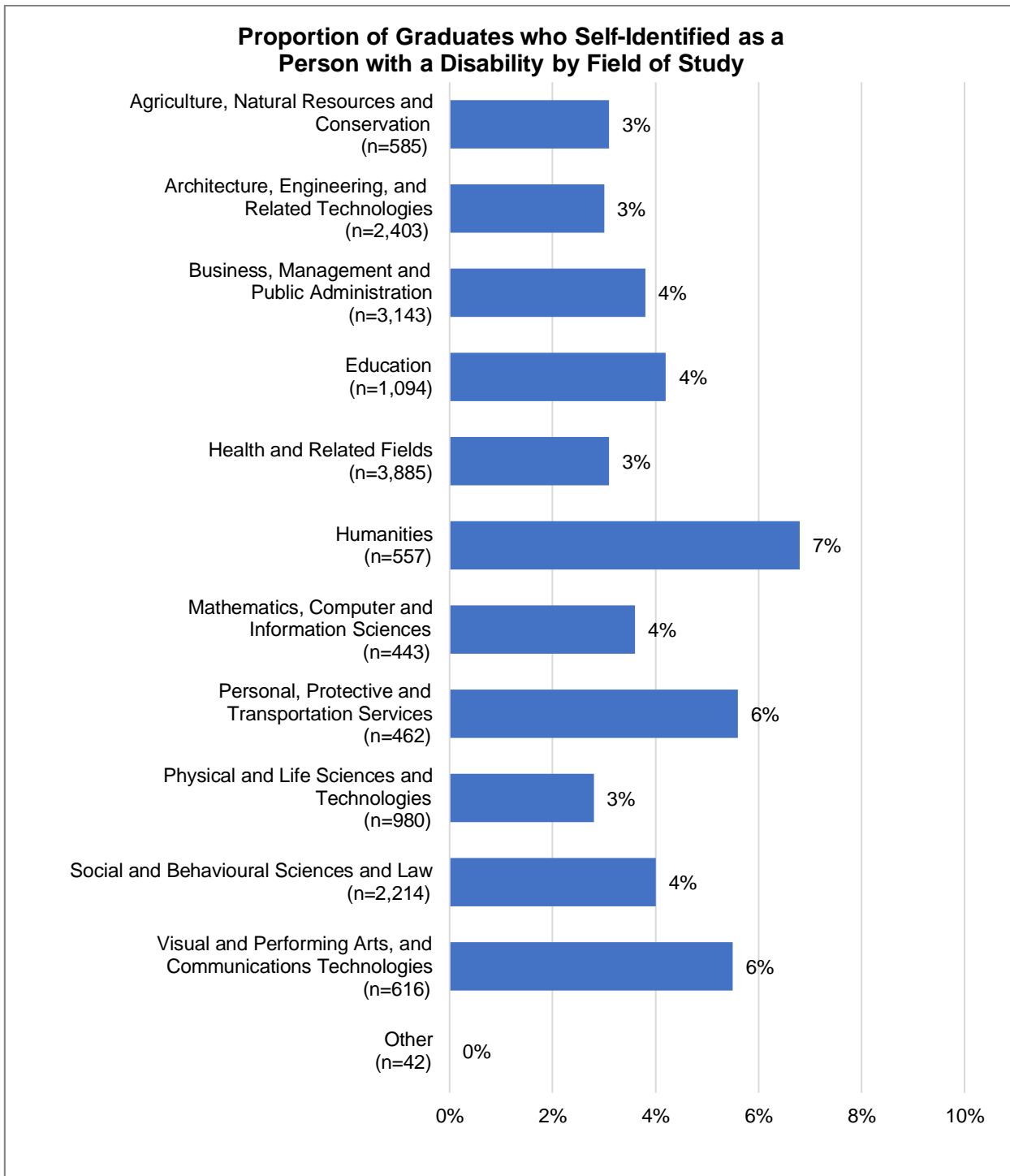
Figure 4.7-4 Proportion of Graduates who Self-Identified as a Person with a Disability by Sector



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)?

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

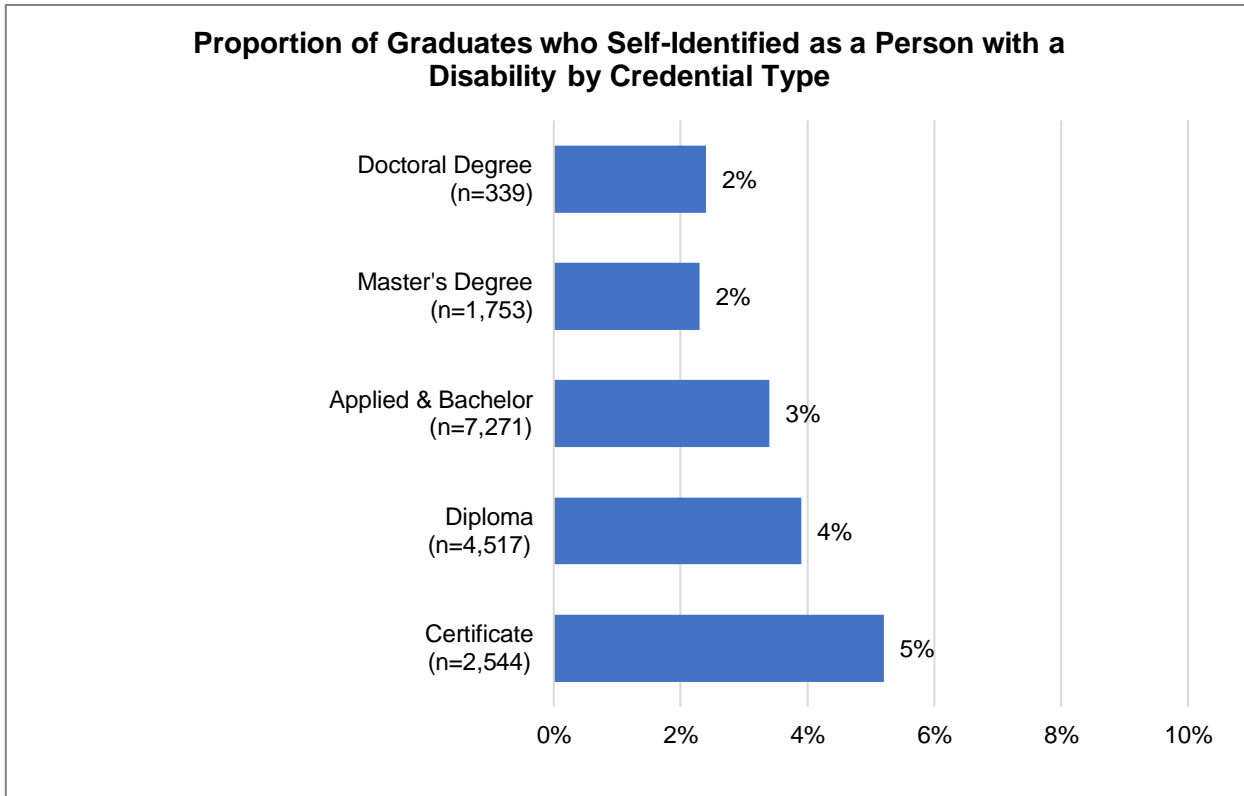
Figure 4.7-5 Proportion of Graduates who Self-Identified as a Person with a Disability by Field of Study



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)?

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

Figure 4.7-6 Proportion of Graduates who Self-Identified as a Person with a Disability by Credential Type

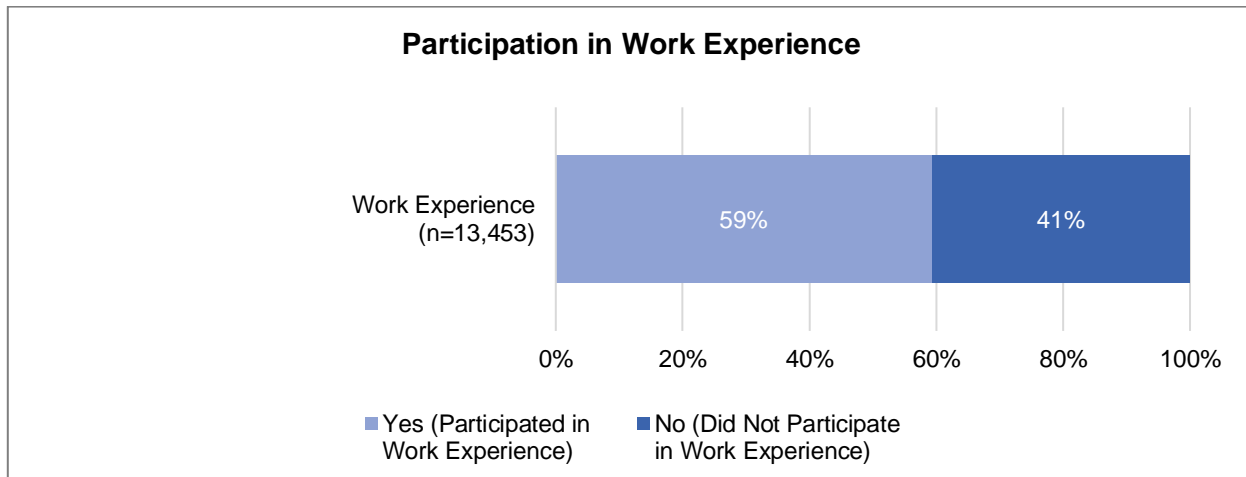


Q71. When you started the ___(program name)___ program, did you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

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

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.

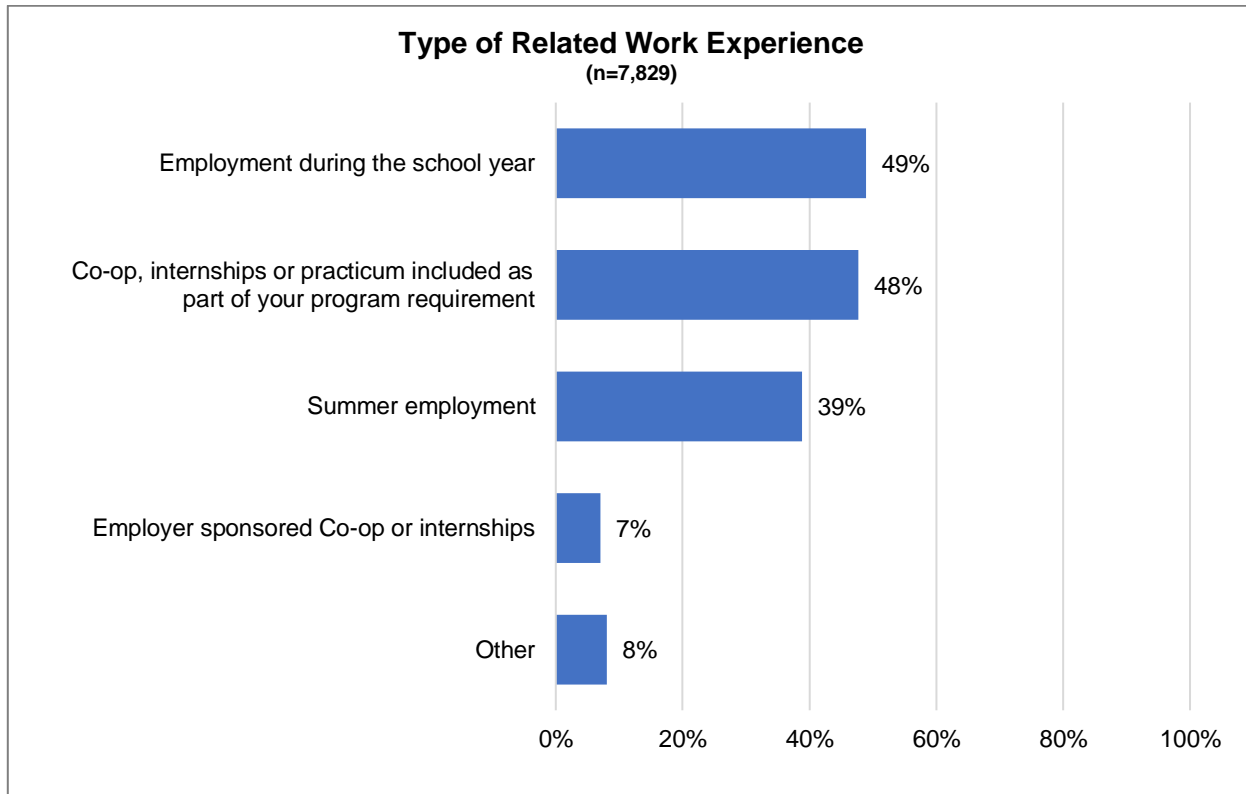
More than half (59%) of graduates participated in work experience related to their field of study while they were a student. Of those that did, about half were employed during the school year (49%), and a similar proportion participated in co-op, internships or practicum as part of their program requirement (48%). Some demographic groups were particularly likely to indicate that they participated in work study, including:

- Female graduates compared to male graduates (62% participated in work study compared to 55%).
- Graduates who were married or living with a partner (61% participated in work study compared to 59% of graduates who were single).
- Domestic graduates (60% participated in work study compared to 50% of international graduates).
- Graduates of BHASE programs (61% participated in work study compared to 50% of STEM graduates).
- Graduates from Teaching Universities, Comprehensive Community Colleges, and Independent Academic Institutions (a range of 60% to 65% participated in work study compared to 40% of graduates of Specialized Arts and Culture Institutions).
- Graduates of Education and Agriculture, Natural Resources and Conservation (a range of 68% to 72% participated in work study compared to a range of 34% to 36% of graduate of Humanities and Physical and Life Sciences and Technologies).
- Graduates who received a diploma, applied and bachelor’s degree or master’s degree (a range of 58% to 61% participated in work study compared to 49% who received a doctoral degree).

Table of Figures: Section 4.8: Participation in Work Experience

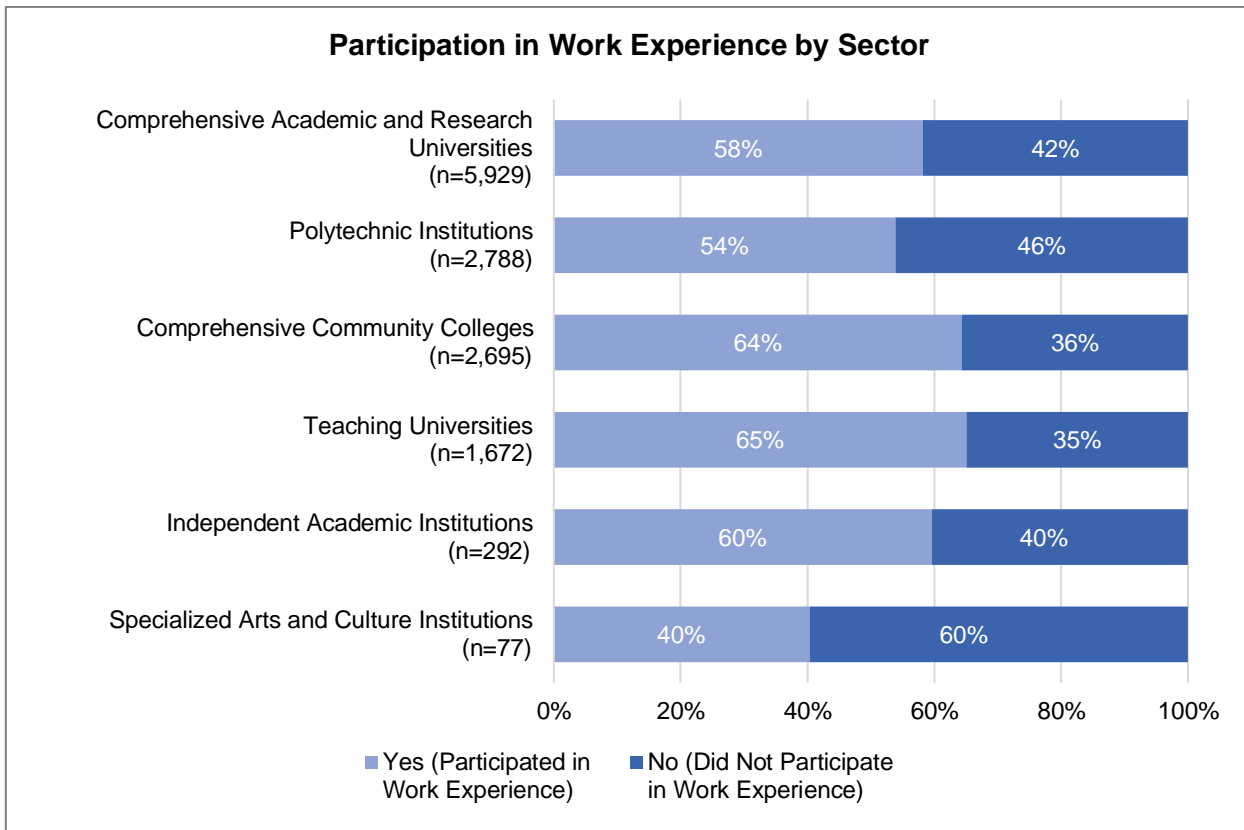
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Figure 4.8-2 *Type of Related Work Experience*



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. Total sum is not equal to 100% as respondents were asked to select all responses that applied to them.

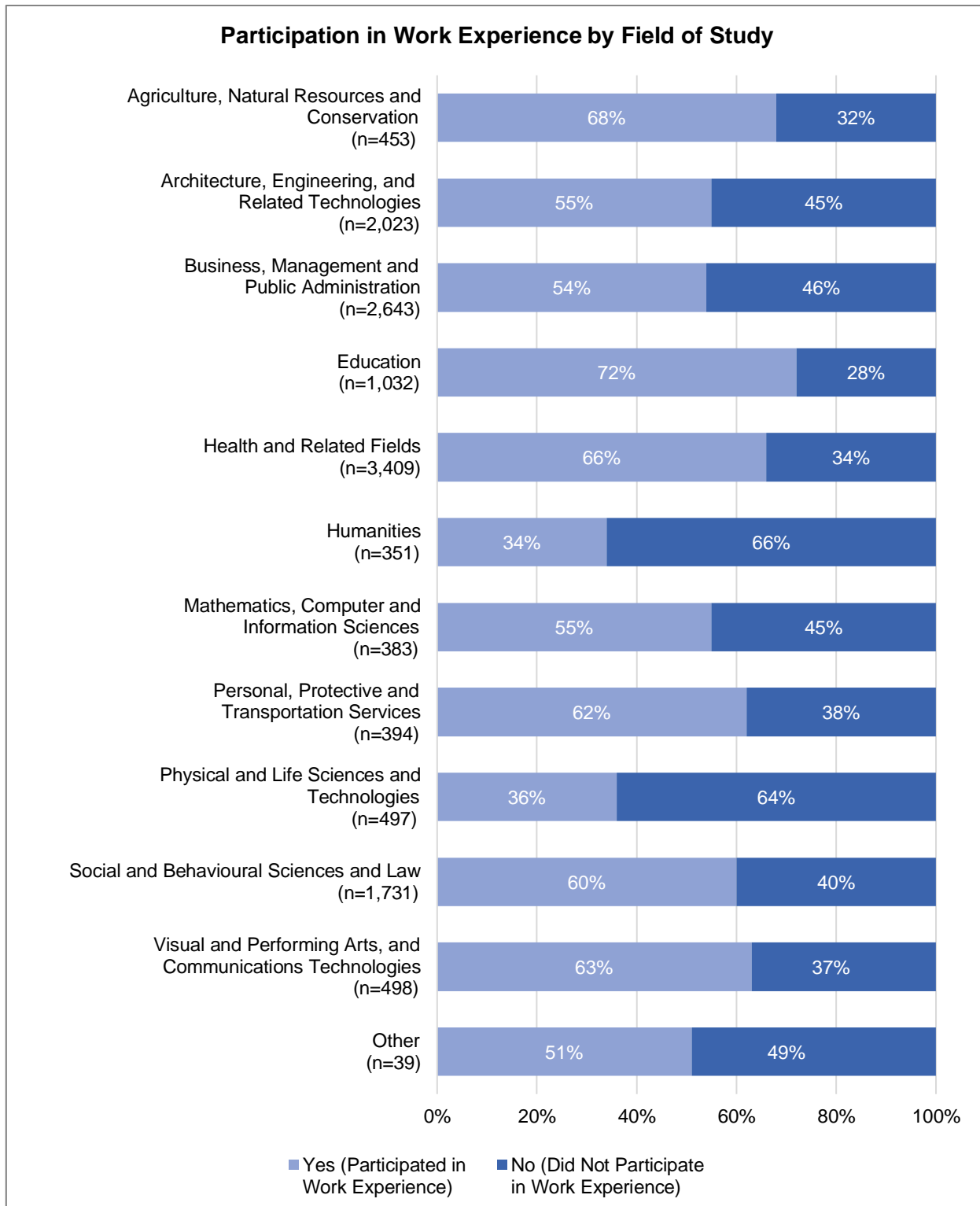
Figure 4.8-3 Participation in Work Experience by Sector



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.

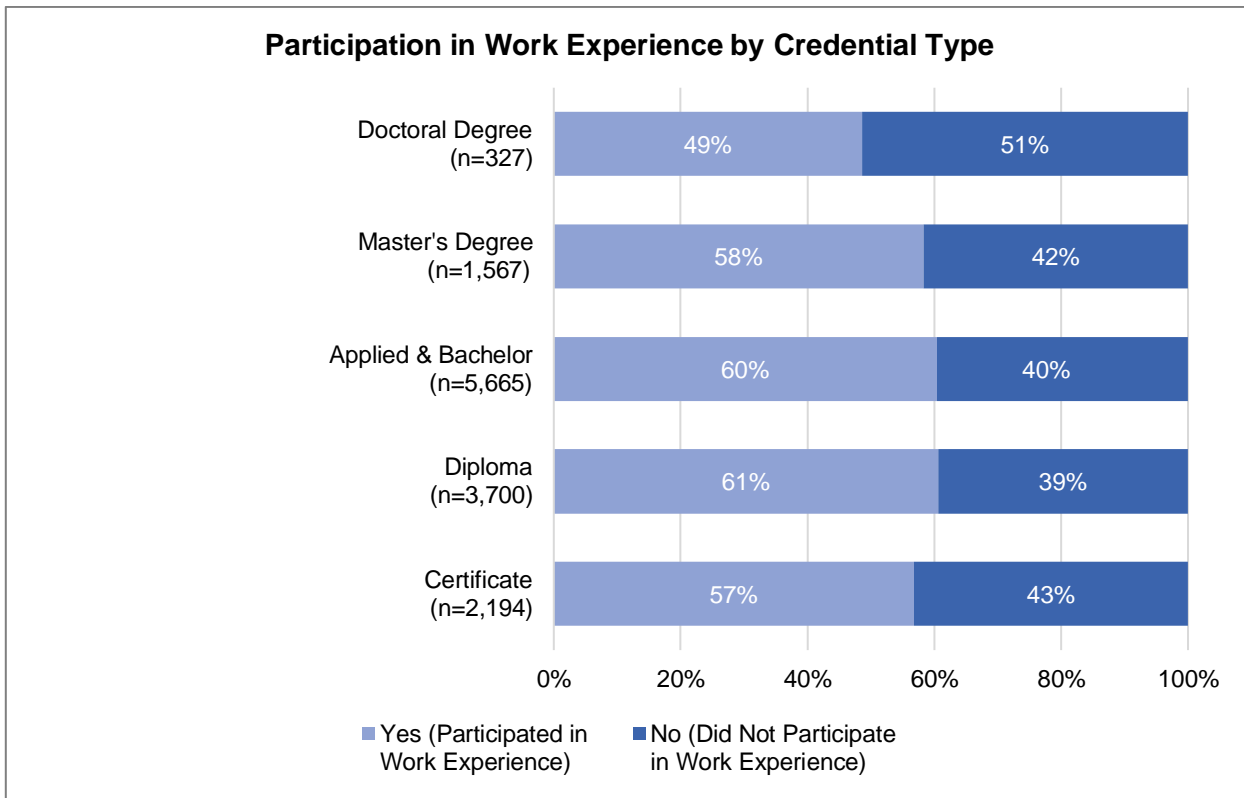
Figure 4.8-4 Participation in Work Experience by Field of Study



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.

Figure 4.8-5 Participation in Work Experience by Credential Type

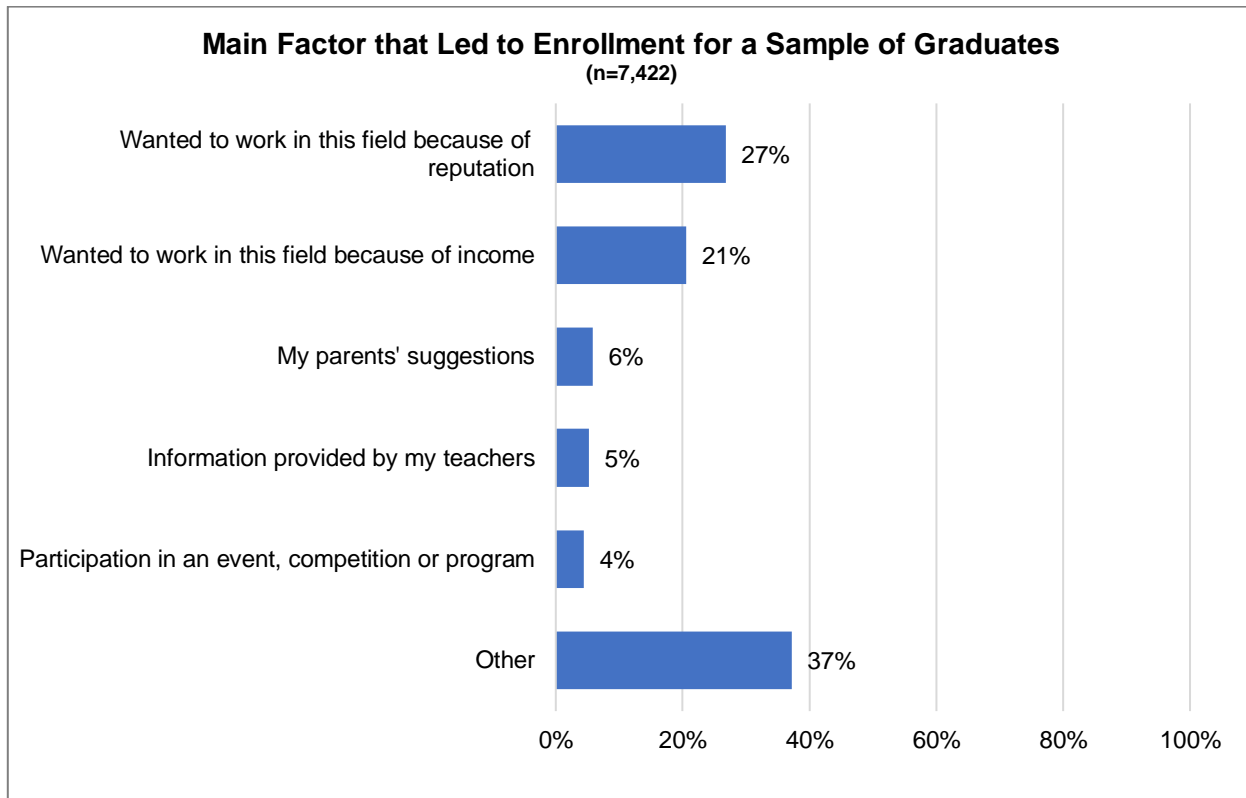


Q27: Did you participate in any work experience related to your field of study while you were a student?

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

4.9 Main Factor that Led to Enrolling in Program for a Sample of Graduates

Figure 4.9-1 Main Factor that Led to Enrollment for a Sample of Graduates



Q19. What was the main factor that led you to enroll 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.

This question was asked of respondents who graduates from a 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, or 60.¹³

Graduates who completed programs with CIP codes: 01, 03, 04, 10, 11, 14, 15, 21, 26, 27, 30, 40, 41, 47, 49, 51, or 60; were asked ‘What was the main factor that led you to enroll in your program?’ Nearly half of those graduates indicated that the main reason that they chose their program was either because they wanted to work in that field due to its reputation (27%), or because of the possible income (21%). A significant number of graduates (37%) felt that a reason not listed was more applicable to them. Some commonly reported reasons for enrolling in their program included: being interested or passionate about the field, the type of work it would lead to, job opportunities or job security in the field, having had previous experience in the field, wanting to advance in their current field, and wanting to help others. Some demographic groups were particularly likely to indicate that they chose certain programs based on specific reasons, including:

¹³ The descriptions and field of study of these codes can be found at <https://www.statcan.gc.ca/eng/subjects/standard/cip/2016/introduction#a4>

GENDER

- Male graduates were more likely to choose a program based on potential income compared to female graduates (24% compared to 18%).
- Male graduates were more likely to choose a program based on their parents' suggestions compared to female graduates (6% compared to 5%).

AGE

- Graduates who were between 31 and 50 years of age (a range of 24% to 26% chose a program based on potential income compared to 17% of graduates between 23 and 25 years of age).
- Graduates who were younger than 23 years of age (a range of 12% to 17% chose a program based on their parents' suggestions compared to a range of 0% to 1% of graduates older than 30 years of age).
- Graduates who were between 21 and 25 years of age (a range of 6% to 7% chose a program based on information provided by their teachers compared to 3% of graduates between 31 and 40 years of age).

MARITAL STATUS

- Graduates who were married, living with a partner (24% chose a program based on potential income compared to 19% of graduates who were single).
- Graduates who were single, divorced, separated, or widowed (a range of 4% to 7% chose a program based on their parents' suggestions compared to 2% of graduates who were married or living with a partner).
- Graduates who were single (6% chose a program based on information provided by their teachers compared to 4% of graduates who were married or living with a partner).

NUMBER OF DEPENDENTS

- Graduates who had one or more dependent (28% chose a program based on potential income compared to 19% of graduates who do not have a dependent).
- Graduates who did not have a dependent (6% chose a program based on their parents' suggestions compared to 2% of graduates who had one or more dependent)
- Graduates who did not have a dependent (6% chose a program based on information provided by their teachers compared to 3% of graduates who had one or more dependent).

LOCATION

- Graduates from Calgary (25% chose a program based on potential income compared to a range of 13% to 18% of graduates from another province or territory in Canada, rural Alberta, and Lethbridge).

- Graduates from Lethbridge (9% chose their program based on participation in an event, competition, or program compared to 4% of graduates from Edmonton and rural Alberta).
- Graduates from Fort McMurray, Edmonton, and Calgary (a range of 6% to 14% enrolled in their program based on their parents' suggestions compared to 3% of graduates from another province or territory in Canada).

INTERNATIONAL

- International graduates (31% chose their program based on reputation of the field compared to 27% of domestic graduates)
- International graduates (8% chose their program based on participation in an event, competition or program compared to 4% of domestic graduates).
- International graduates (8% chose their program based on information provided by their teachers compared to 5% of domestic graduates).

SECTOR

- Graduates from Polytechnic Institutions (31% chose a program based on potential income compared to a range of 8% to 14% of graduates from Comprehensive Academic and Research Universities, Teaching Universities, and Independent Academic Institutions).
- Graduates from Comprehensive Academic and Research Universities and Comprehensive Community Colleges (5% chose a program based on participation in an event, competition, or program compared to 3% of graduates from Polytechnic Institutions).
- Graduates from Comprehensive Academic and Research Universities (7%) chose a program based on information provided by their teachers (compared to 4% of graduates from Comprehensive Community Colleges and Polytechnic Institutions).

FIELD OF STUDY

- Graduates of Personal, Protective and Transportation Services; Architecture, Engineering, and Related Technologies; Mathematics, Computer and Information Sciences; and Health and Related Fields (a range of 20% to 37% chose a program based on potential income compared to a range of 8% to 9% of graduates of Physical and Life Sciences and Technologies, and Agriculture, Natural Resources and Conservation).
- Graduates of Agriculture, Natural Resources and Conservation (35% chose a program based on reputation of the field compared to 22% of graduates Physical and Life Sciences and Technologies and Mathematics, Computer and Information Sciences).
- Graduates of Social and Behavioural Sciences (22% chose a program based on participation in an event, competition or program compared to 4% of graduates of Health and Related Fields and Architecture, Engineering, and Related Technologies).
- Graduates of Architecture, Engineering and Related Technologies (7% chose a program based on their parents' suggestions compared to 5% of graduates of Health and Related Fields).

- Graduates of Physical and Life Sciences and Technologies and Agriculture, Natural Resources and Conservation (a range of 8% to 10% chose a program based on information provided by their teachers compared to 3% of graduates of Health and Related Fields).

CREDENTIAL TYPE

- Graduates who received a certificate (32% chose a program based on potential income compared to 4% who received a doctoral degree).
- Graduates who received a doctoral degree (9% chose a program based on participation in an event, competition or program compared to 4% who received a diploma or a certificate).
- Graduates who received a diploma or an applied & bachelor's degree (a range of 6% to 7% chose a program based on their parents' suggestions compared to a range of 1% to 2% who received a master's degree or doctoral degree).
- Graduates who received a doctoral degree, master's degree, or an applied & bachelor's degree certificate, or diploma (a range of 6% to 10% chose a program based on information provided by their teachers compared to 4% who received a diploma or a certificate).

4.10 Historic Demographics

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This data shows the demographic data from this survey period (2015/2016 graduates of public post-secondary institutions) compared with the demographic data from the previous two survey periods (2011/2012 and 2013/2014 graduates of public post-secondary institutions).

It appears that a smaller proportion of 2015/2016 graduates than 2013/2014 or 2011/2012 graduates were male (36% vs. 40% and 41%, respectively).

This pattern of change from 2013/2014 to 2015/2016 appears to reflect a number of changes change in results of graduates of different field of study and credential groups, with the largest absolute changes in proportions (of at least 5%) among the following 2015/2016 and 2013/2014, respectively, in the following groups:

FIELD OF STUDY

- Agriculture, Natural Resources and Conservation (40% vs. 48%)
- Business, Management and Public Administration (40% vs. 35%)
- Education (20% vs. 25%)
- Mathematics, Computer and Information Sciences (68% vs. 74%)

CREDENTIAL TYPE

- Doctoral Degree (45% vs. 59%)

As compared to graduates of 2011/2012 and 2013/2014, graduates of 2015/2016 were less likely to indicate that they were older than 40 years of age (15% and 12% vs. 11%, chronologically) and more likely to indicate that they were between 23 to 25 years of age (31% and 32% vs. 34%, chronologically).

The 23 to 25 age group was also the largest among graduates. This increase reflects changes in the ages of graduates from certain fields of study. The fields of study which appear to have seen the greatest change in proportion of 23 to 25 year old graduates in 2015/2016 compared to 2013/2014, respectively, included:

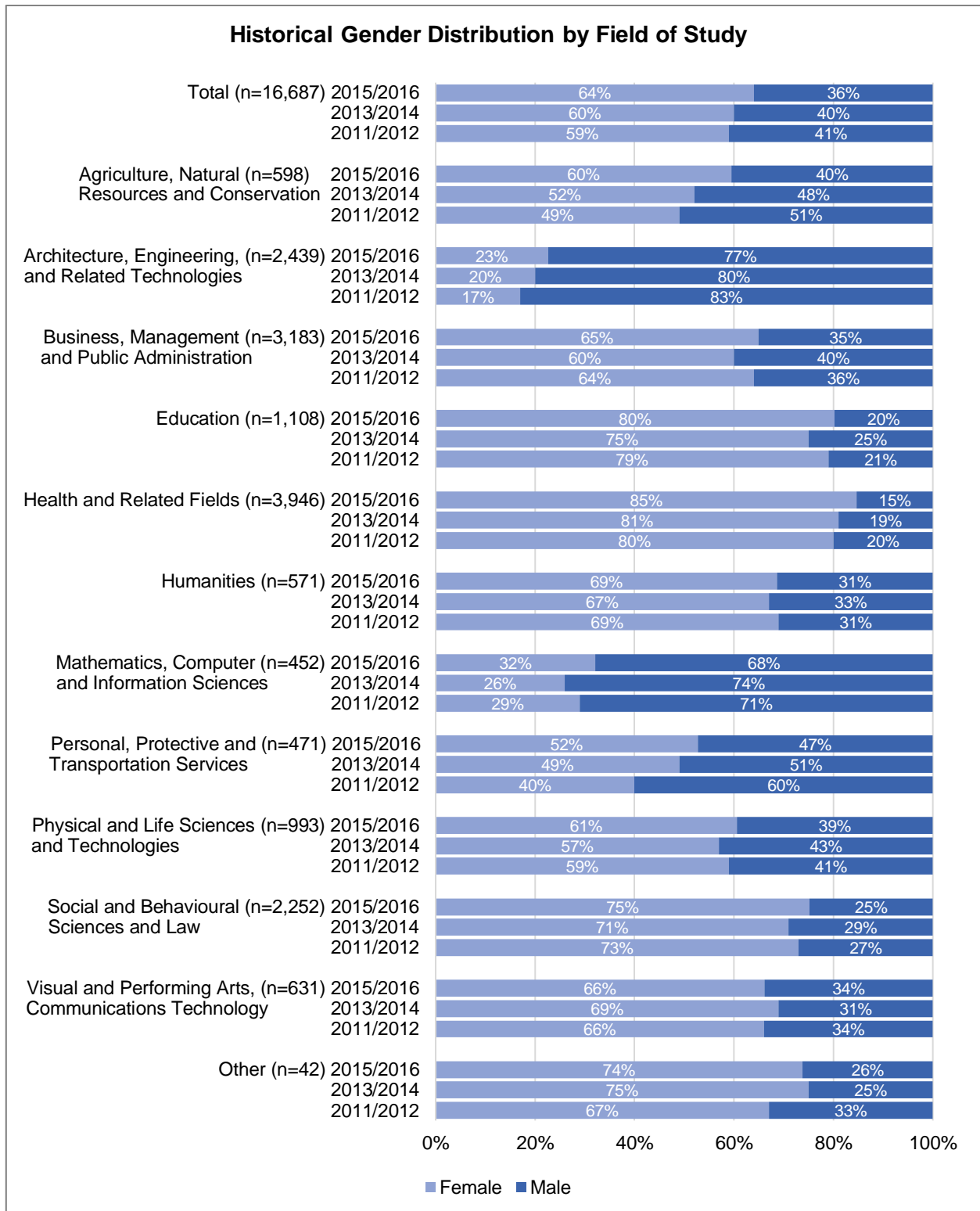
FIELD OF STUDY

- Agriculture, Natural Resources and Conservation (38% vs. 33%)
- Physical and Life Sciences and Technologies (63% vs. 56%)

Sample Demographics

It is also interesting to note that the proportion of graduates in the Visual and Performing Arts, and Communications Technologies field who were between 26 to 30 years of age increased from 21% to 27% from 2013/2014 to 2015/2016.

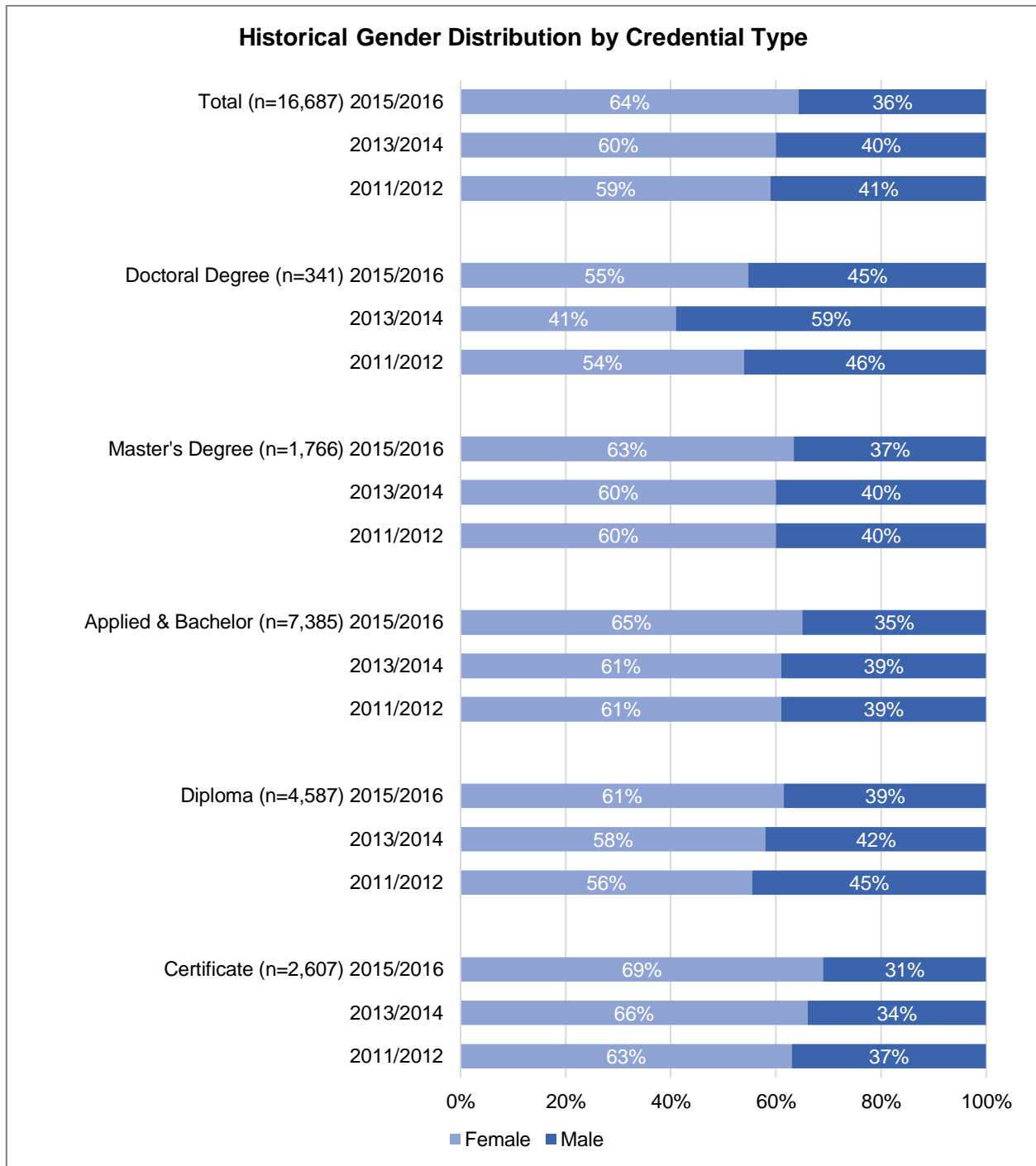
Figure 4.10-1 Historic Gender Distribution by Field of Study



Q61. 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.

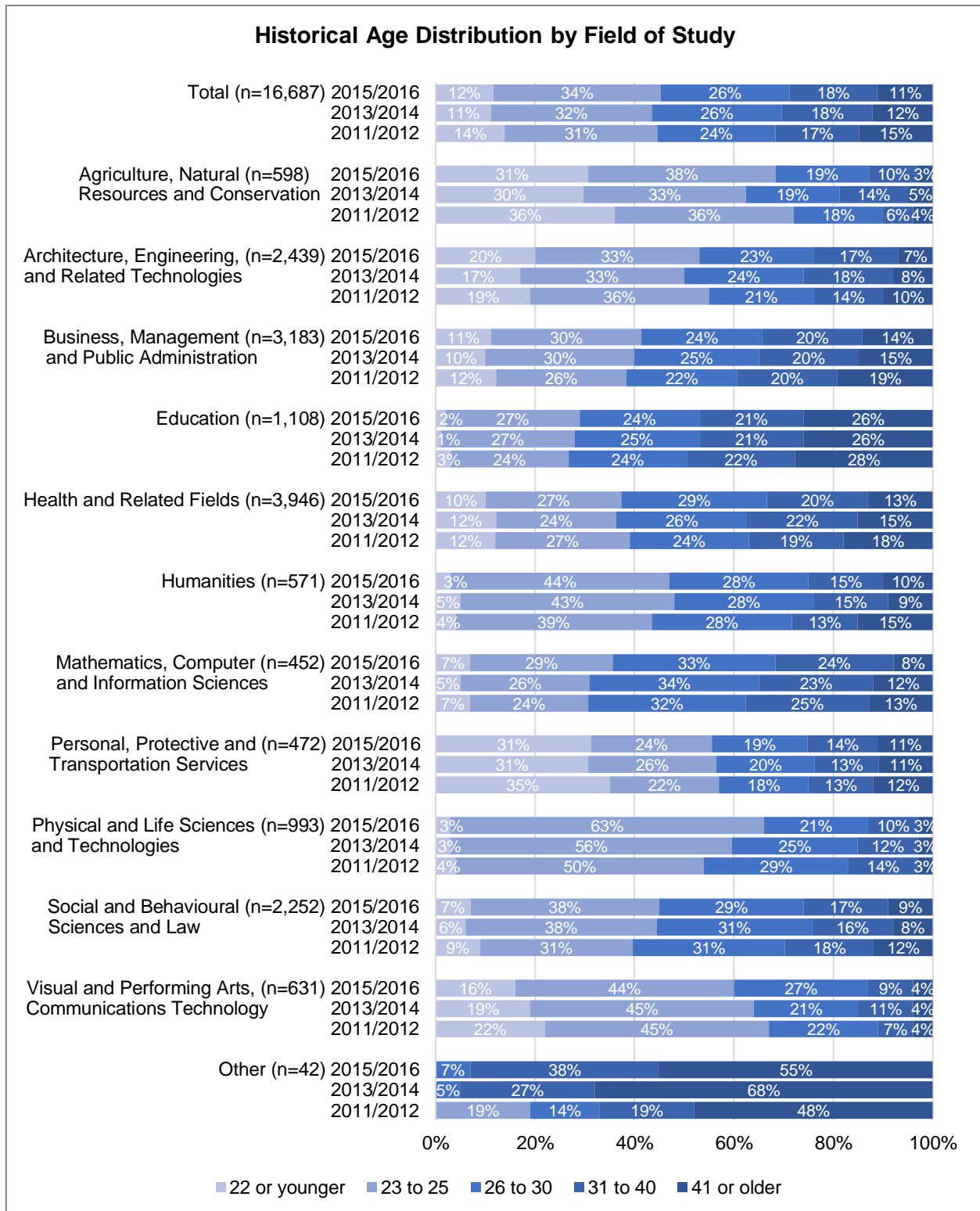
Figure 4.10-2 *Historic Gender Distribution by Credential Type*



Q61. 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.

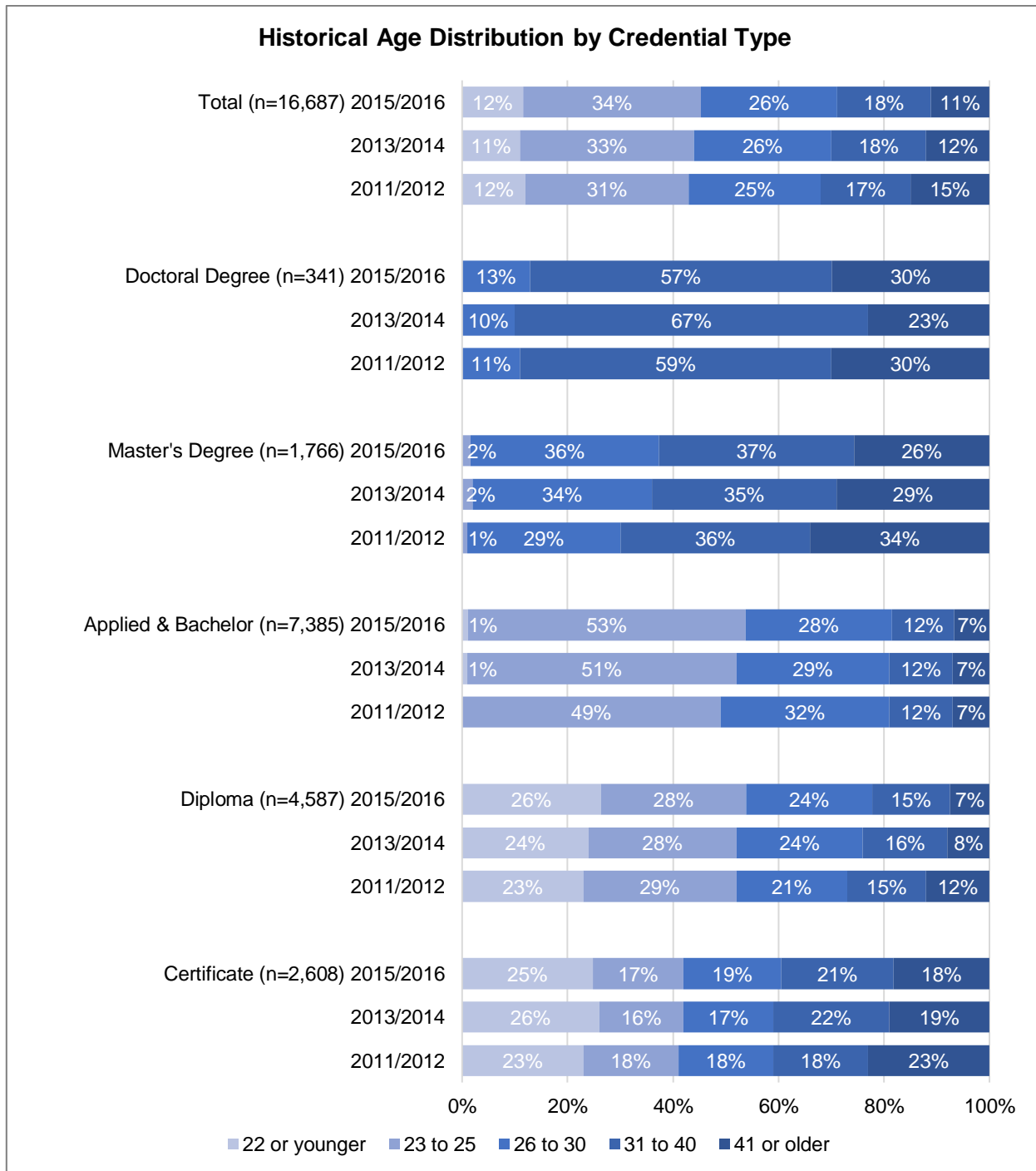
Figure 4.10-3 Historic Age Distribution by Field of Study



Q65. 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.

Figure 4.10-4 Historical Age Distribution by Credential Type



Q65. 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.

5 Satisfaction

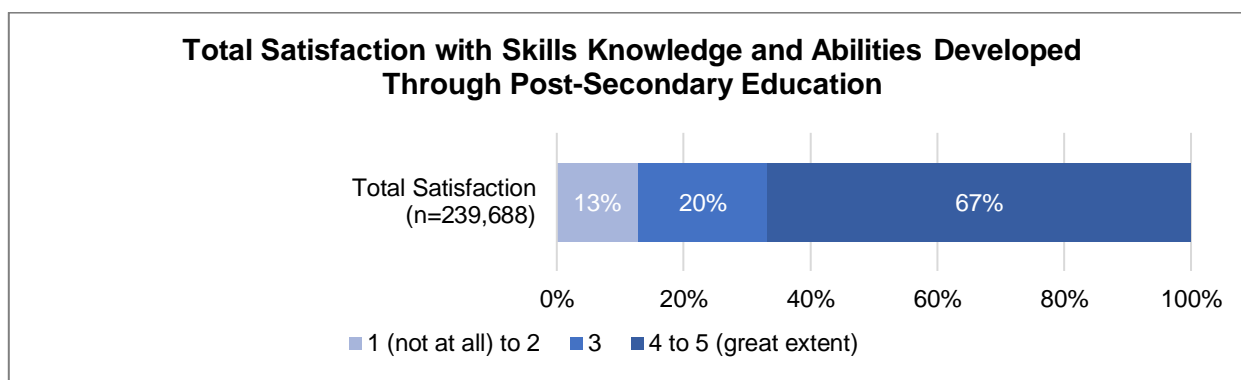
This section details the graduates’ perception of how much their post-secondary education enhanced their skills, abilities, and knowledge, the quality of teaching they received, the quality of their program, their overall experience with post-secondary education and how the benefits they have received 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 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 41% of graduates rated as four out of five or higher. The skill sets that more than 75% of graduates rated as four out of five or higher were the ability to learn independently (79%), the ability to work independently (78%), and critical thinking skills (78%).

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 aged 20 or younger indicated that post-secondary education helped them gain job-specific knowledge (56%).
- Graduates who were 41 to 50 years of age and graduates who were 51 to 60 years of age both indicated that post-secondary education helped them develop their ability to learn independently (50%).
- Graduates aged 61 or older indicated that post-secondary education helped them develop research skills (58%), their ability to learn independently (54%), and written communication skills (51%).
- Graduates from outside of Canada indicated that post-secondary education helped them develop their ability to learn independently (54%) and their ability to work independently (52%).
- Graduates who self-identified as an Aboriginal person indicated that post-secondary education helped them develop their ability to work independently (51%).

- Graduates of Comprehensive Community Colleges indicated that post-secondary education helped them gain job-specific knowledge (54%).
- Graduates who earned a certificate indicated that post-secondary education helped them gain job-specific knowledge (56%).
- Graduates who earned a doctoral degree indicated that post-secondary education helped them develop research skills (71%), the ability to work independently (64%), the ability to learn independently (63%), critical thinking skills (61%), and written communication skills (58%).
- Humanities graduates indicated that post-secondary education helped them develop written communication skills (57%), the ability to work independently (55%), research skills (53%), and critical thinking skills (53%).
- Graduates of Personal, Protective and Transportation Services (56%) and graduates of Health and Related Fields (53%) indicated that post-secondary education helped them gain job-specific knowledge.

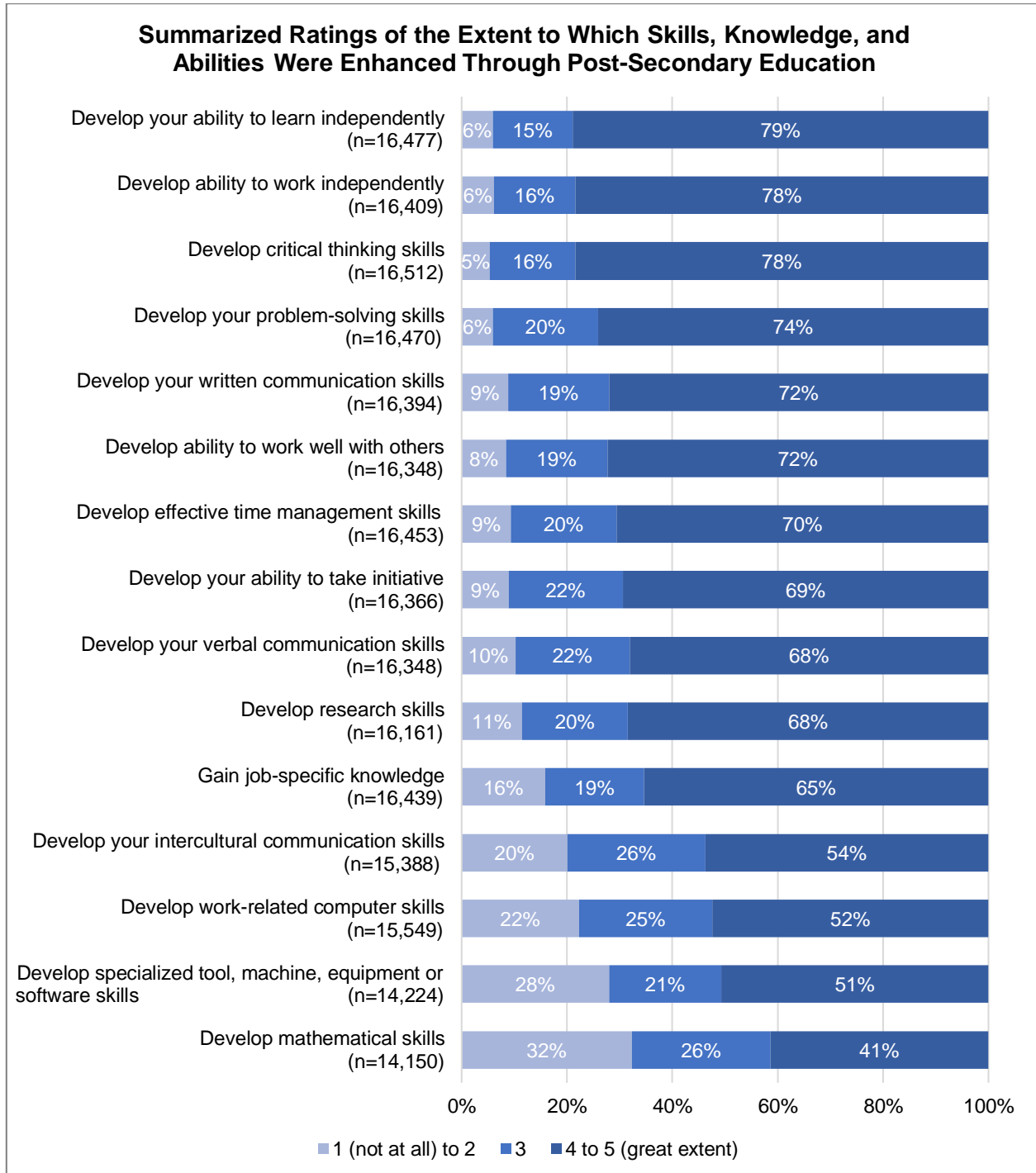
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Figure 5.1-3 **Detailed Ratings of the Extent to Which Skills, Knowledge, and Abilities Were Enhanced Through Post-Secondary Education**.....84

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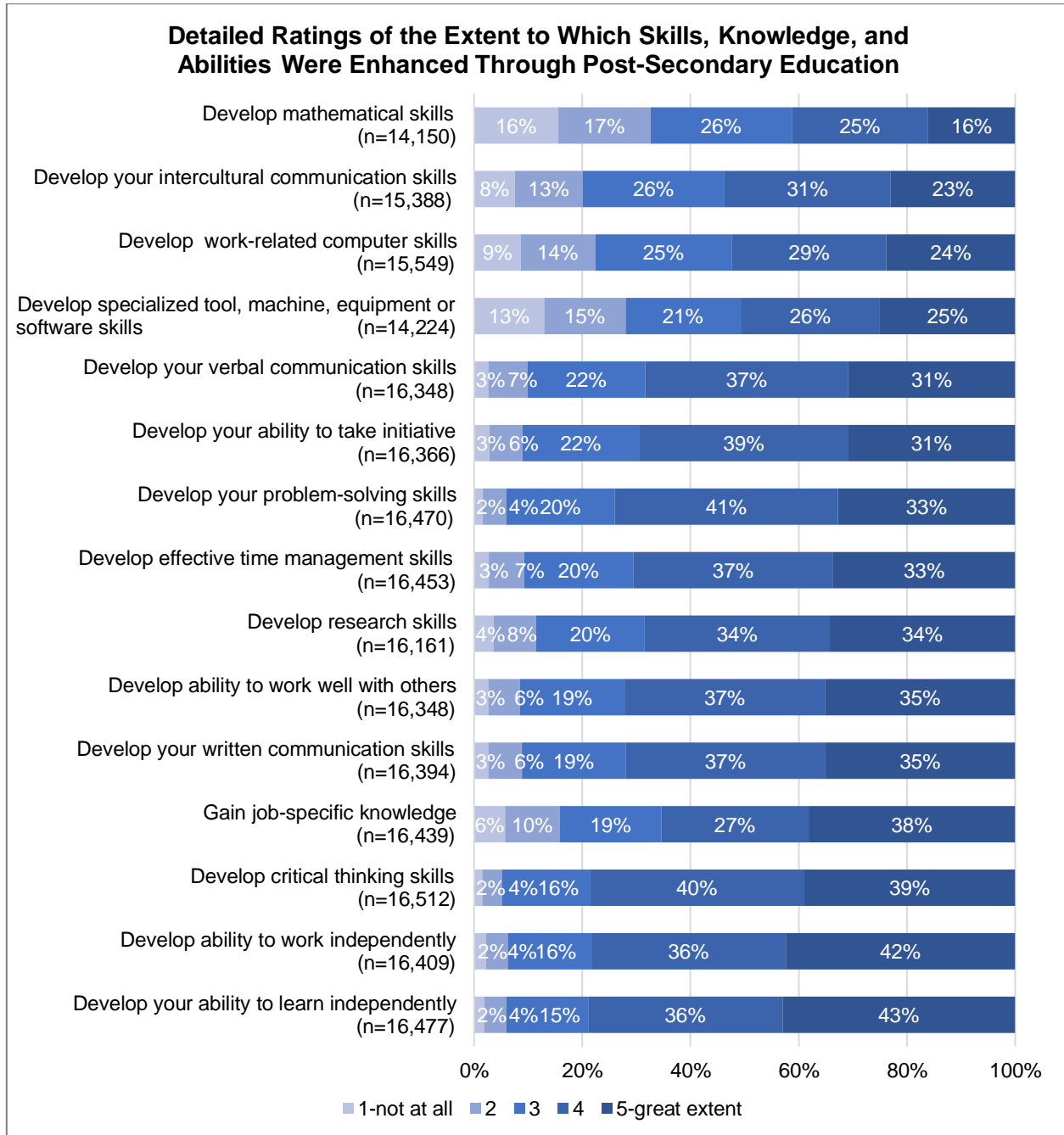
Figure 5.1-2 Summarized Ratings of the Extent to which Skills, Knowledge, and Abilities Were Enhanced Through Post-Secondary Education



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



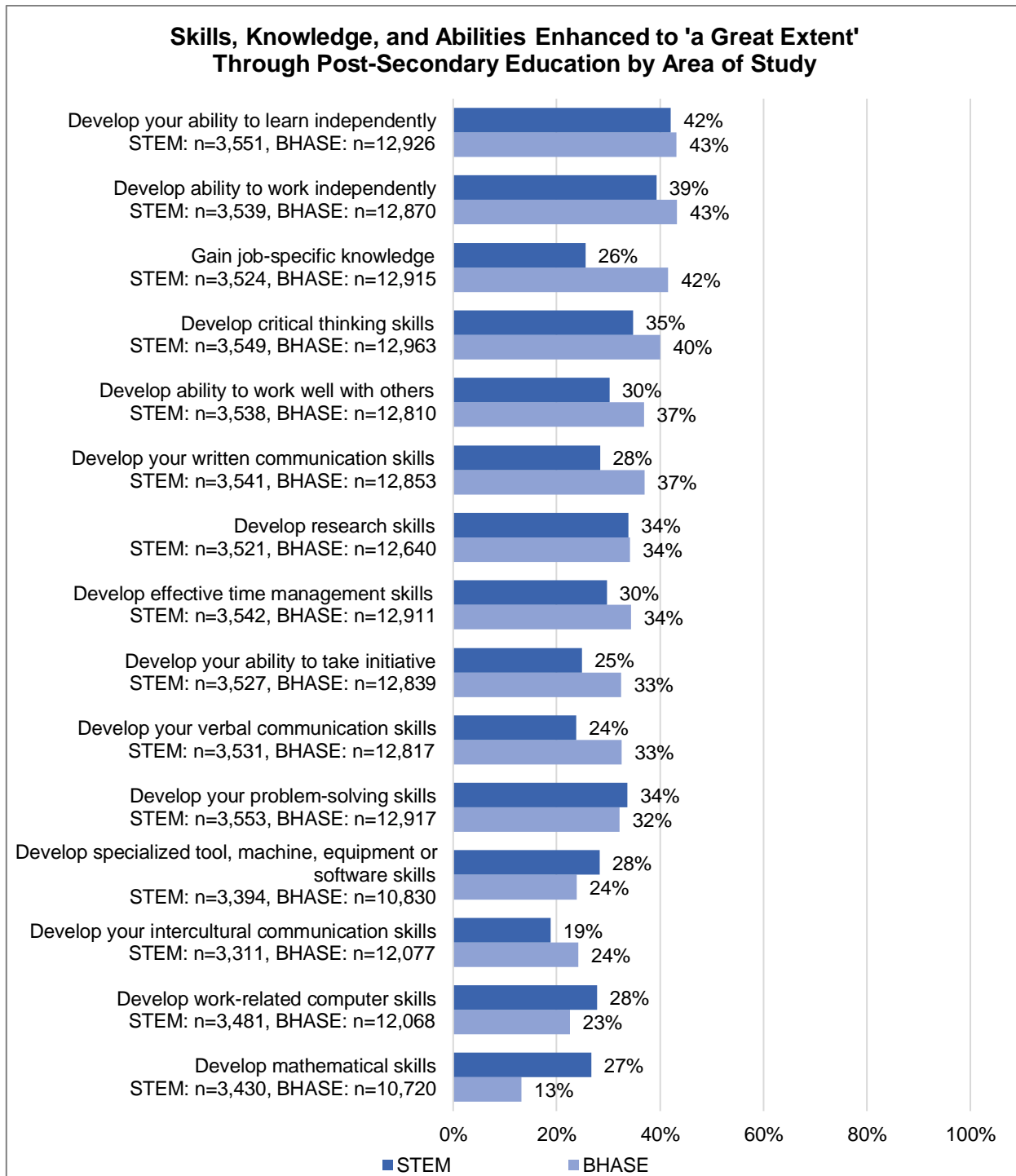
Q1-15. The following statements examine the degree to which your post-secondary education completed in _____(reporting year)_____ has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. If a statement 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 grouping. There are several significant differences between the respondents of BHASE and STEM programs including:

- There were some skill areas in which BHASE graduates were more likely report having gained or developed to 'a great extent' as compared to STEM graduates: job-specific knowledge (42% compared to 26%), written communication skills (37% compared to 28%), verbal communication skills (33% compared to 24%), the ability to take initiative (33% compared to 25%), the ability to work well with others (37% compared to 30%), critical thinking skills (40% compared to 35%), intercultural communication skills (24% compared to 19%), the ability to work independently (43% compared to 39%), and effective time management skills (34% compared to 30%).
- In contrast, there were some skill areas in which STEM graduates were more likely report having gained or developed to 'a great extent' as compared to BHASE graduates: mathematical skills (27% compared to 13%), work-related computer skills (28% compared to 23%), and specialized tool, machine and software skills (28% compared to 24%).

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

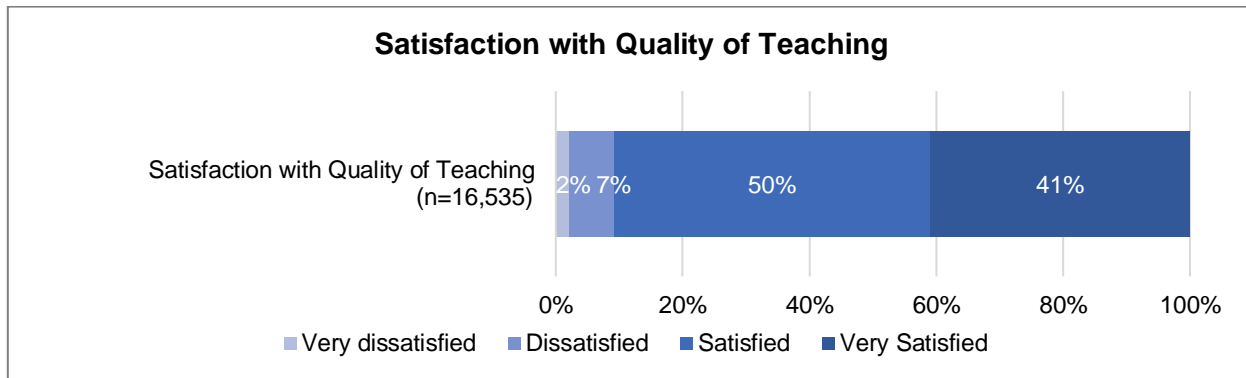


Q1-15. The following statements examine the degree to which your post-secondary education completed in _____ (reporting year) _____ has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. If a statement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

Notes: “Not Applicable”, “Don’t know”. “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 (91%) were satisfied with the quality of teaching, with 50% ‘satisfied’ and 41% ‘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:

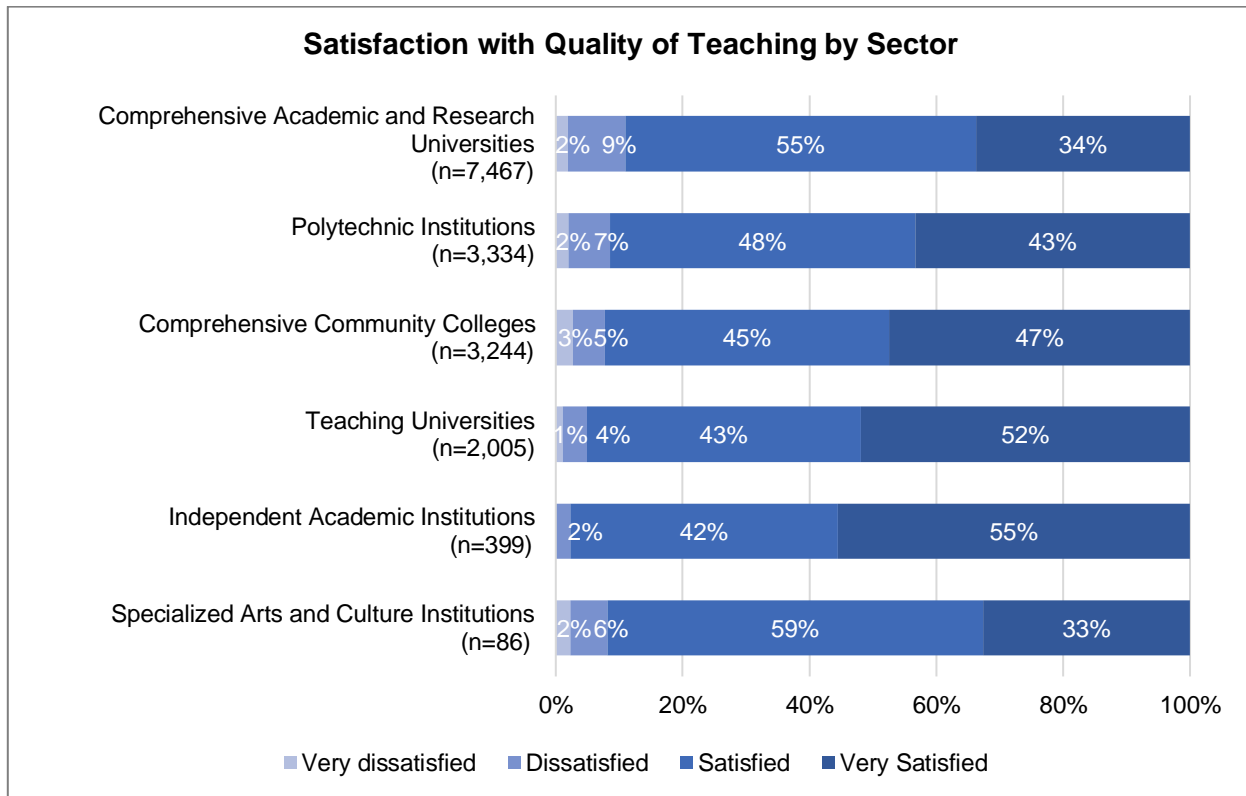
- Graduates who were younger than 21 or older than 40 years of age (a range of 50% to 61% selected ‘very satisfied’ compared to a range of 36% to 39% of graduates between 23 and 30 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 47% to 49% selected ‘very satisfied’ compared to 39% of graduates who were single).
- Graduates with one or more dependent (50% selected ‘very satisfied’ compared to 40% of graduates with no dependents).
- Graduates who self-identified as an Aboriginal person (51% selected ‘very satisfied’ compared to 41% of graduates who did not).
- Graduates from Grande Prairie, Red Deer, Medicine Hat, rural Alberta, and another province or territory in Canada (a range of 44% to 48% selected ‘very satisfied’ compared to a range of 36% to 39% of graduates from Edmonton, Calgary, and outside of Canada).
- From the subset of graduates who were asked, those who chose their program based on participation in an event, competition, or program (46% selected ‘very satisfied’ compared to 34% of graduates who chose their program based on potential income or their parents’ suggestions).
- Graduates who had participated in work experience related to their field of study while they were a student (43% selected ‘very satisfied’ compared to 38% of graduates who did not).
- Graduates of BHASE programs (43% selected ‘very satisfied’ compared to 34% of graduates of STEM programs).

- Graduates of Independent Academic Institutions and Teaching Universities (52% to 55% selected ‘very satisfied’ compared to a range of 33% to 47% of graduates who attended other institutions).
- Graduates of the Personal, Protective and Transportation Services; Humanities; and Education fields (a range of 45% to 53% selected ‘very satisfied’ compared to a range of 31% to 34% of graduates of Architecture, Engineering, and Related Technologies and Physical and Life Sciences and Technologies).
- Graduates who received a certificate (49% selected ‘very satisfied’ compared to a range of 36% to 44% who received a diploma, master’s degree, applied & bachelor’s degree, or a doctoral degree).

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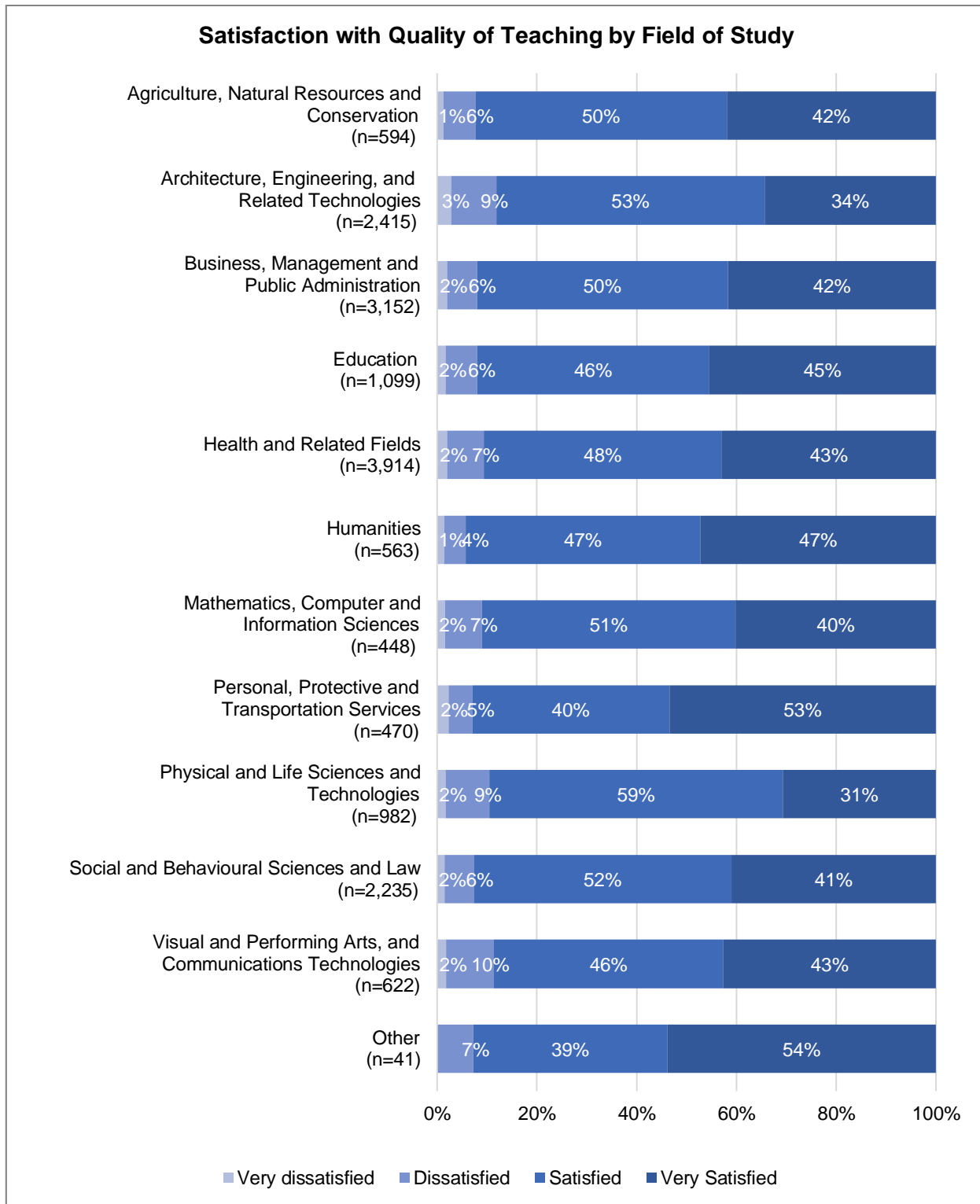
Figure 5.2-2 Satisfaction with Quality of Teaching by Sector



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.

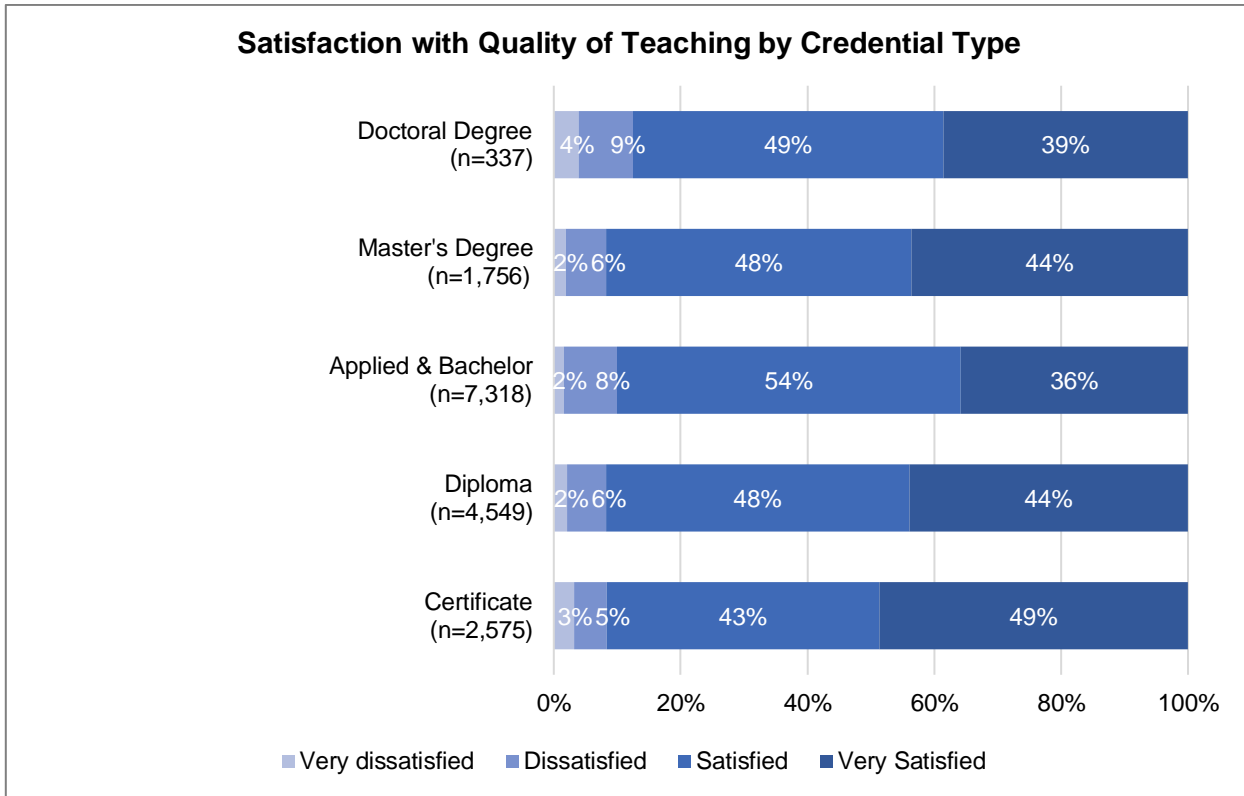
Figure 5.2-3 Satisfaction with Quality of Teaching by Field of Study



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.

Figure 5.2-4 *Satisfaction with Quality of Teaching by Credential Type*

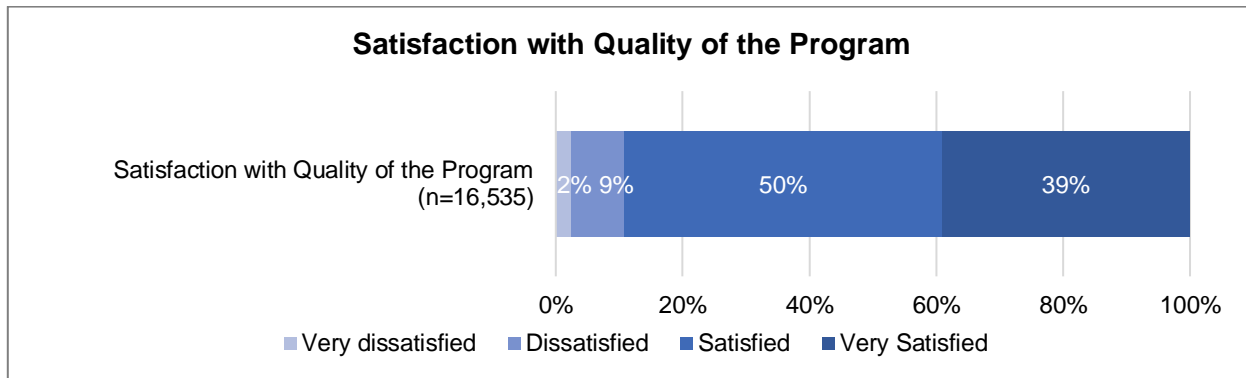


Q16. How satisfied are you with the quality of teaching in your program?

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

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 (89%) were satisfied with the quality of their program, with 50% ‘satisfied’ and 39% ‘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:

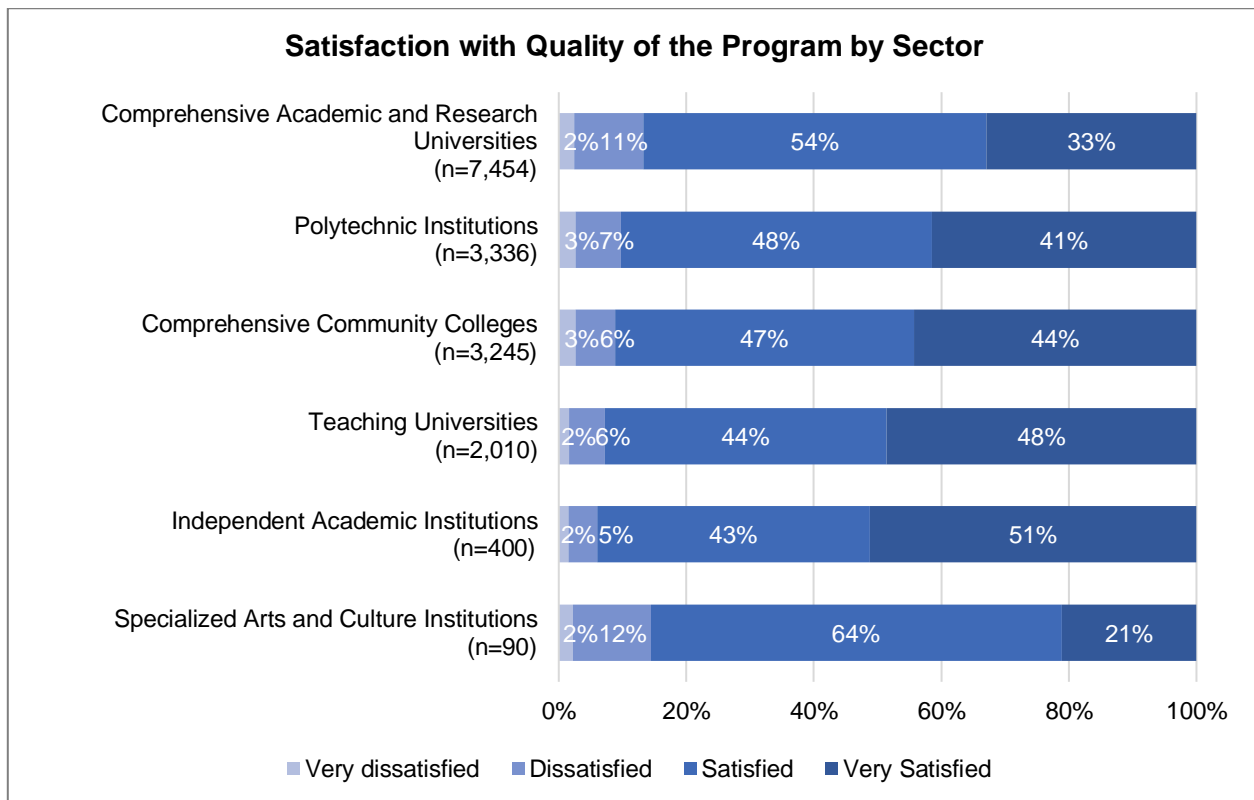
- Female graduates compared to male graduates (40% selected ‘very satisfied’ compared to 37%).
- Graduates who were younger than 23 or older than 30 years of age (a range of 42% to 65% selected ‘very satisfied’ compared to a range of 34% to 36% of graduates between 23 and 30 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 46% to 50% selected ‘very satisfied’ compared to 37% of graduates who were single).
- Graduates with one or more dependents (49% selected ‘very satisfied’ compared to 37% of graduates with none).
- Graduates who self-identified as an Aboriginal person (50% selected ‘very satisfied’ compared to 39% of graduates who did not).
- Graduates from Grande Prairie, rural Alberta, or another province or territory in Canada (a range of 42% to 47% selected ‘very satisfied’ compared to 36% of graduates from Calgary and outside of Canada).
- Of the graduates asked, those who chose their program based on participation in an event, competition, or program and the reputation of the field (a range of 40% to 42% selected ‘very satisfied’ compared to 31% of graduates who chose their program based on their parents’ suggestions).
- Graduates who participated in work experience related to their field of study (41% selected ‘very satisfied’ compared to 36% who did not).

- Graduates of BHASE programs (41% selected ‘very satisfied’ compared to 32% of STEM graduates).
- Graduates from Independent Academic Institutions, Teaching Universities, Comprehensive Community Colleges, and Polytechnic Institutions (a range of 41% to 51% selected ‘very satisfied’ compared to a range of 21% to 33% of their peers).
- Graduates of Personal, Protective and Transportation Services; Education, Health and Related Fields; Business, Management and Public Administration; and Agriculture, Natural Resources and Conservation (a range of 42% to 46% selected ‘very satisfied’ compared to a range of 28% to 32% of graduates of Physical and Life Sciences and Technologies or Architecture, Engineering, and Related Technologies).
- Graduates who received a certificate, master’s degree, or diploma (a range of 42% to 46% selected ‘very satisfied’ compared to 34% who received an applied & bachelor’s degree).

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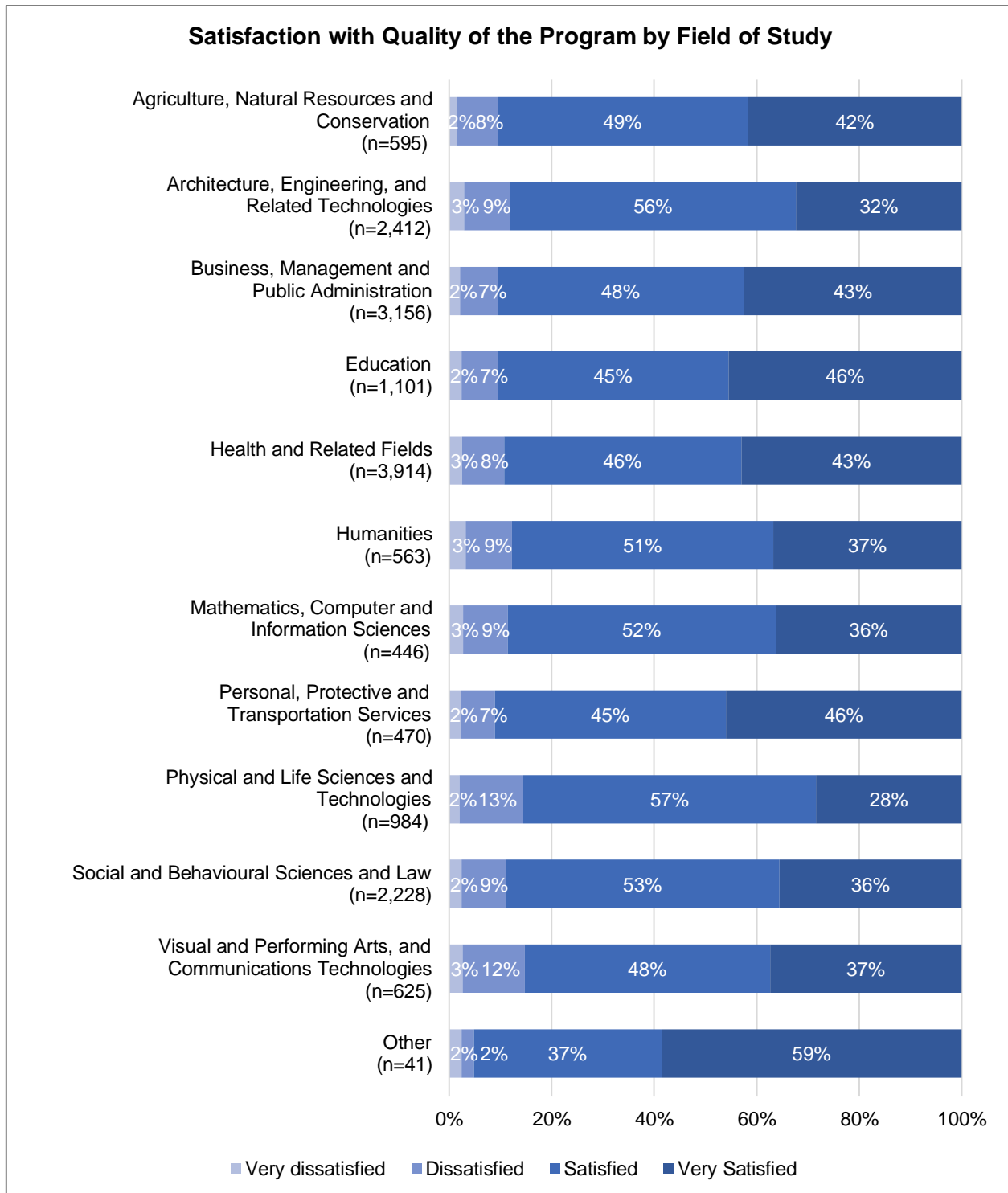
Figure 5.3-2 Satisfaction with Quality of the Program by Sector



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.

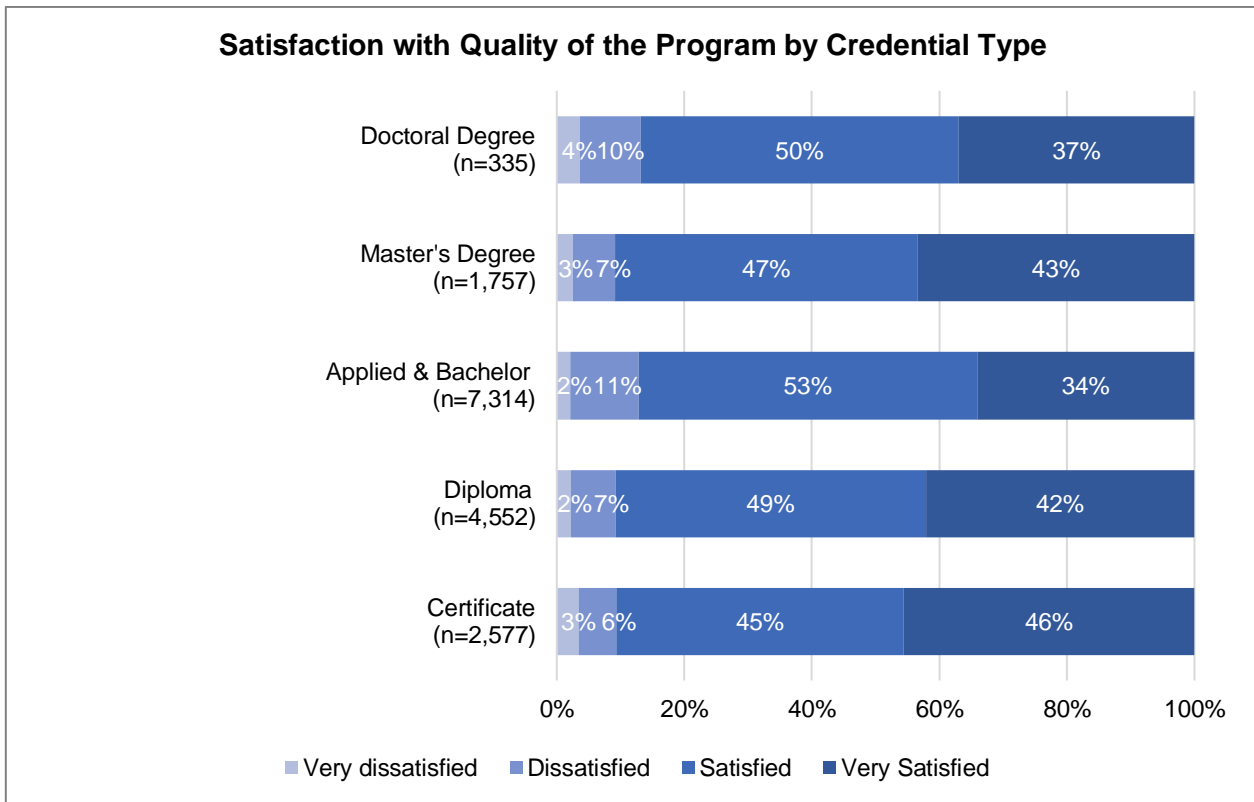
Figure 5.3-3 Satisfaction with Quality of the Program by Field of Study



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.

Figure 5.3-4 Satisfaction with Quality of the Program by Credential Type

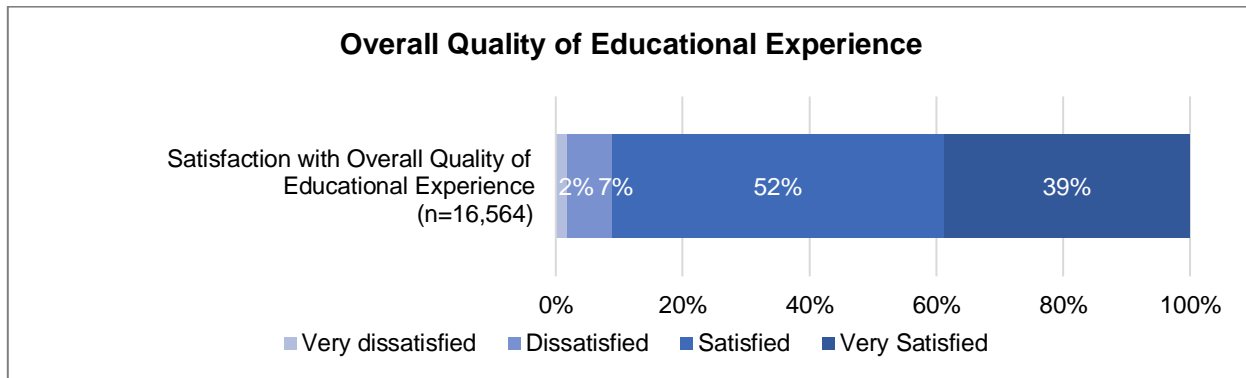


Q17. How satisfied are you with the quality of your program at ___(provider name)___?

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

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 (91%) were satisfied with the overall quality of their education experience, with 52% ‘satisfied’ and 39% ‘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:

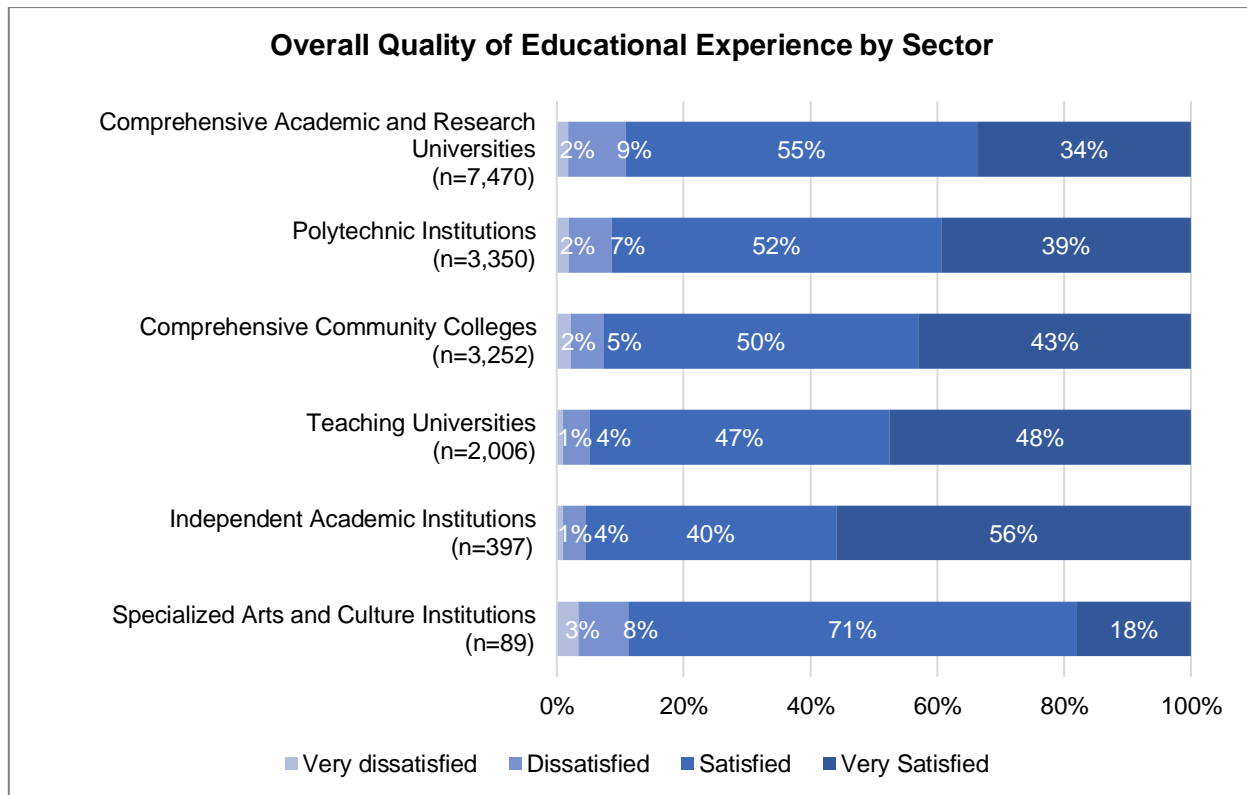
- Female graduates compared to male graduates (40% selected ‘very satisfied’ compared to 36%).
- Graduates who were older than 40 years of age (a range of 49% to 65% selected ‘very satisfied’ compared to a range of 34% to 36% of graduates between 23 and 30 years of age).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 45% to 49% selected ‘very satisfied’ compared to 37% of graduates who were single).
- Graduates with one or more dependents (48% selected ‘very satisfied’ compared to 37% of graduates without dependents).
- Graduates who self-identified as an Aboriginal person (49% selected ‘very satisfied’ compared to 38% of graduates who did not).
- Graduates from another province or territory in Canada (45% selected ‘very satisfied’ compared to a range of 36% to 38% of graduates from Edmonton, Calgary, and outside of Canada).
- Of the graduates asked, those who chose their program based on the reputation of the field or participation in an event, competition or program (a range of 38% to 41% selected ‘very satisfied’ compared to a range of 29% to 33% of graduates who chose their program based on potential income or their parent’s suggestions).
- Graduates who participated in work experience related to their field of study (41% selected ‘very satisfied’ compared to 36% who did not).
- Graduates of BHASE programs (41% selected ‘very satisfied’ compared to 31% of STEM graduates).

- Graduates from Independent Academic Institutions, Teaching Universities, Comprehensive Community Colleges, and Polytechnic Institutions (a range of 39% to 56% selected ‘very satisfied’ compared to a range of 18% to 34% of their peers).
- Graduates of Personal, Protective and Transportation Services; Education; Humanities; Business, Management and Public Administration; and Health and Related Fields (a range of 41% to 49% selected ‘very satisfied’ compared to a range of 28% and 32% of graduates of Physical and Life Sciences and Technologies and Architecture, Natural Resources and Conservation).
- Graduates who received a certificate, master’s degree, or diploma (a range of 40% to 44% selected ‘very satisfied’ compared to 35% who received an applied & bachelor’s degree).

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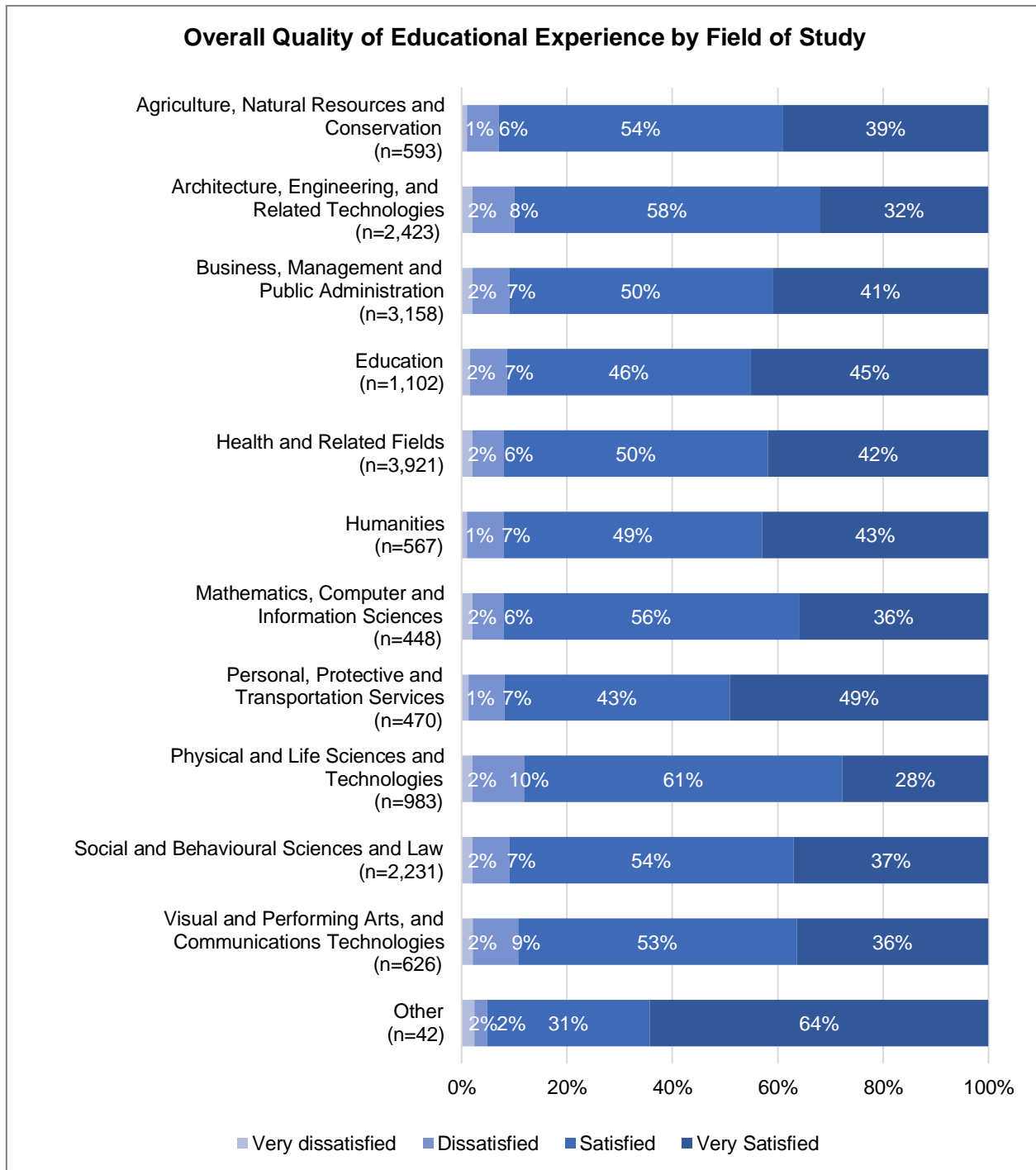
Figure 5.4-2 Overall Quality of Educational Experience by Sector



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.

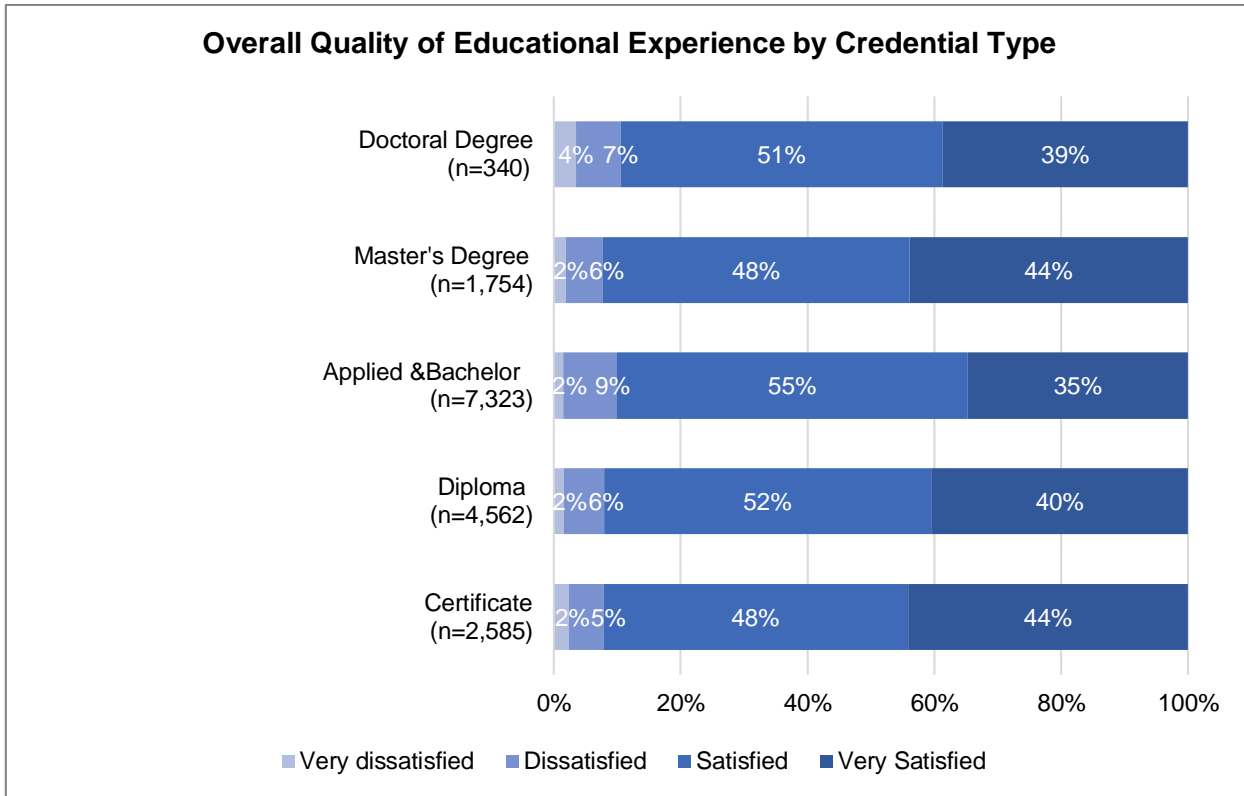
Figure 5.4-3 Overall Quality of Educational Experience by Field of Study



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.

Figure 5.4-4 Overall Quality of Educational Experience by Credential Type

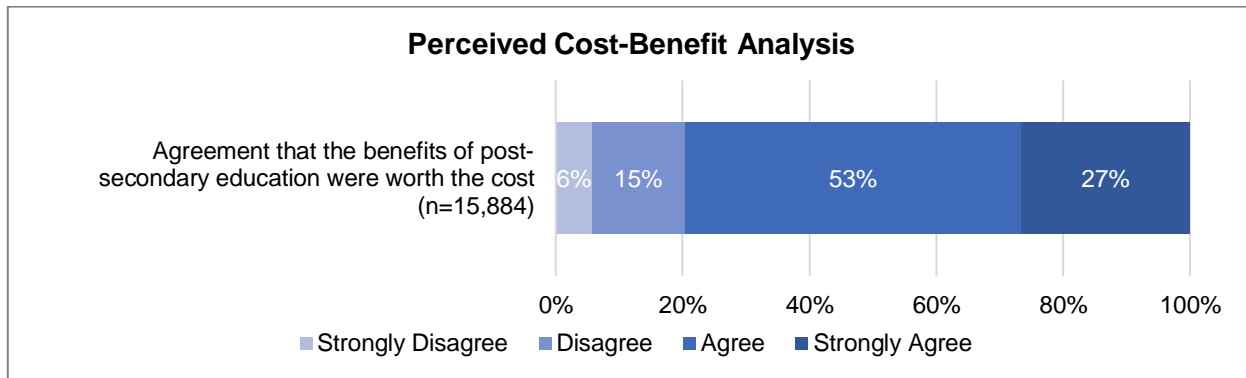


Q18: How satisfied are you with the overall quality of your educational experience?

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

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?

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 (80%) were satisfied with the perceived cost-benefit analysis of their overall education experience, with 53% agreeing and 27% strongly agreeing that the benefits of post-secondary education were worth the financial cost. Certain demographic groups indicated that they felt particularly positive about the value of their overall education experience. Specifically, the following groups were significantly more likely to have selected ‘strongly agree’ than some of their peers:

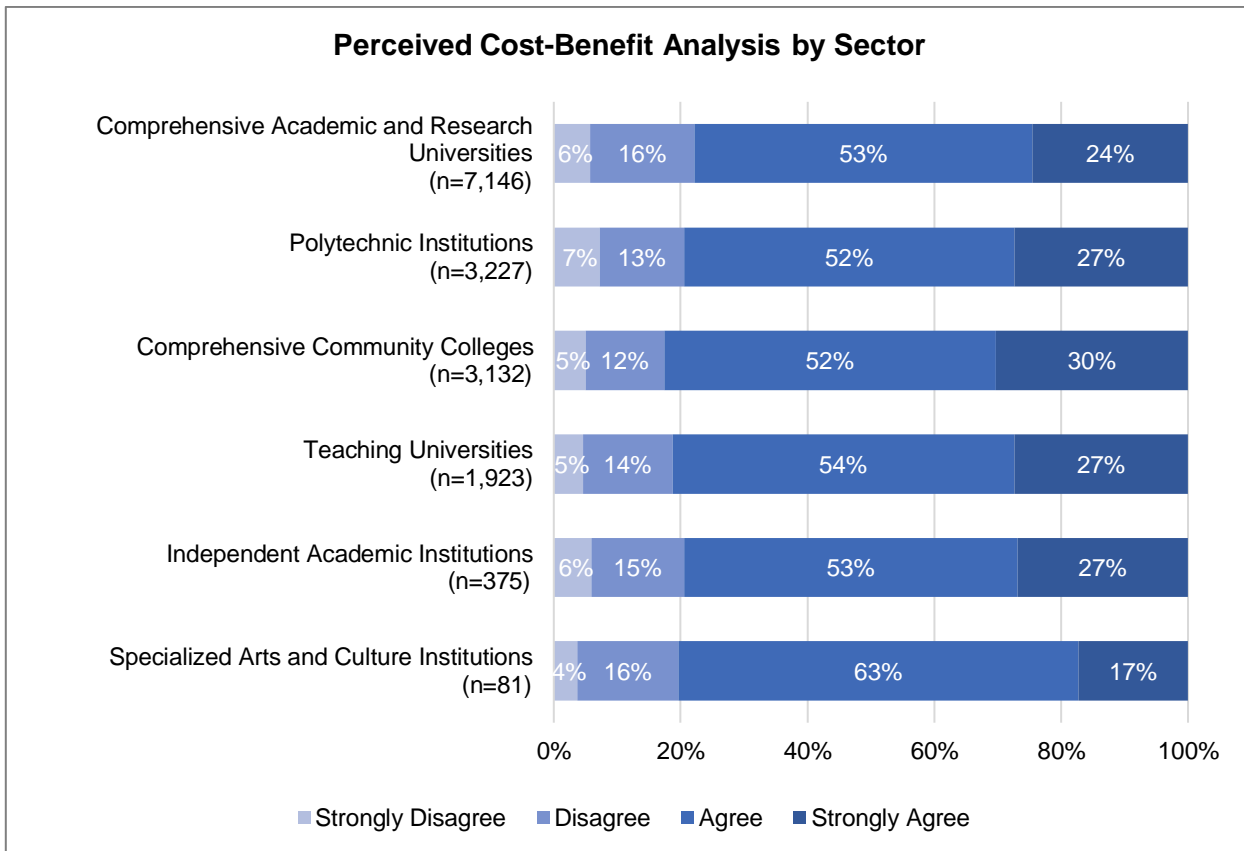
- Graduates who were between 31 and 60 years of age (a range of 30% to 39% selected ‘strongly agree’ compared to the range of a range of 23% to 24% of graduates between 23 and 30 years of age).
- Graduates who were married or living with a partner or divorced, separated, or widowed (a range of 31% to 32% selected ‘strongly agree’ compared to 25% of graduates who were single).
- Graduates with one or more dependents (33% selected ‘strongly agree’ compared to 26% of graduates without dependents).
- Graduates who self-identified as an Aboriginal person (36% selected ‘strongly agree’ compared to 26% of graduates who did not).
- Domestic graduates (27% selected ‘strongly agree’ compared to 18% of international graduates).
- Of the graduates asked, those who chose their program based on potential income or the reputation of the field (a range of 27% to 29% selected ‘strongly agree’ compared to 20% of graduates who chose their program based on or their parents’ suggestions).
- Graduates who participated in work experience related to their field of study (31% selected ‘strongly agree’ compared to 22% who did not).
- Graduates of BHASE programs (28% selected ‘strongly agree’ compared to 22% of STEM graduates).

- Graduates from Comprehensive Community Colleges and Polytechnic Institutions (a range of 27% to 30% selected ‘strongly agree’ compared to 24% of graduates from Comprehensive Academic and Research Universities).
- Graduates of Education, Personal, Protective and Transportation Services; Health and Related Fields; Mathematics, Computer and Information Sciences; and Business, Management and Public Administration (a range of 29% to 34% selected ‘strongly agree’ compared to 14% of graduates who studied Physical and Life Sciences and Technologies).
- Graduates who received a certificate, master’s degree, or diploma (a range of 28% to 30% selected ‘strongly agree’ compared to 24% who received an applied & bachelor’s degree).

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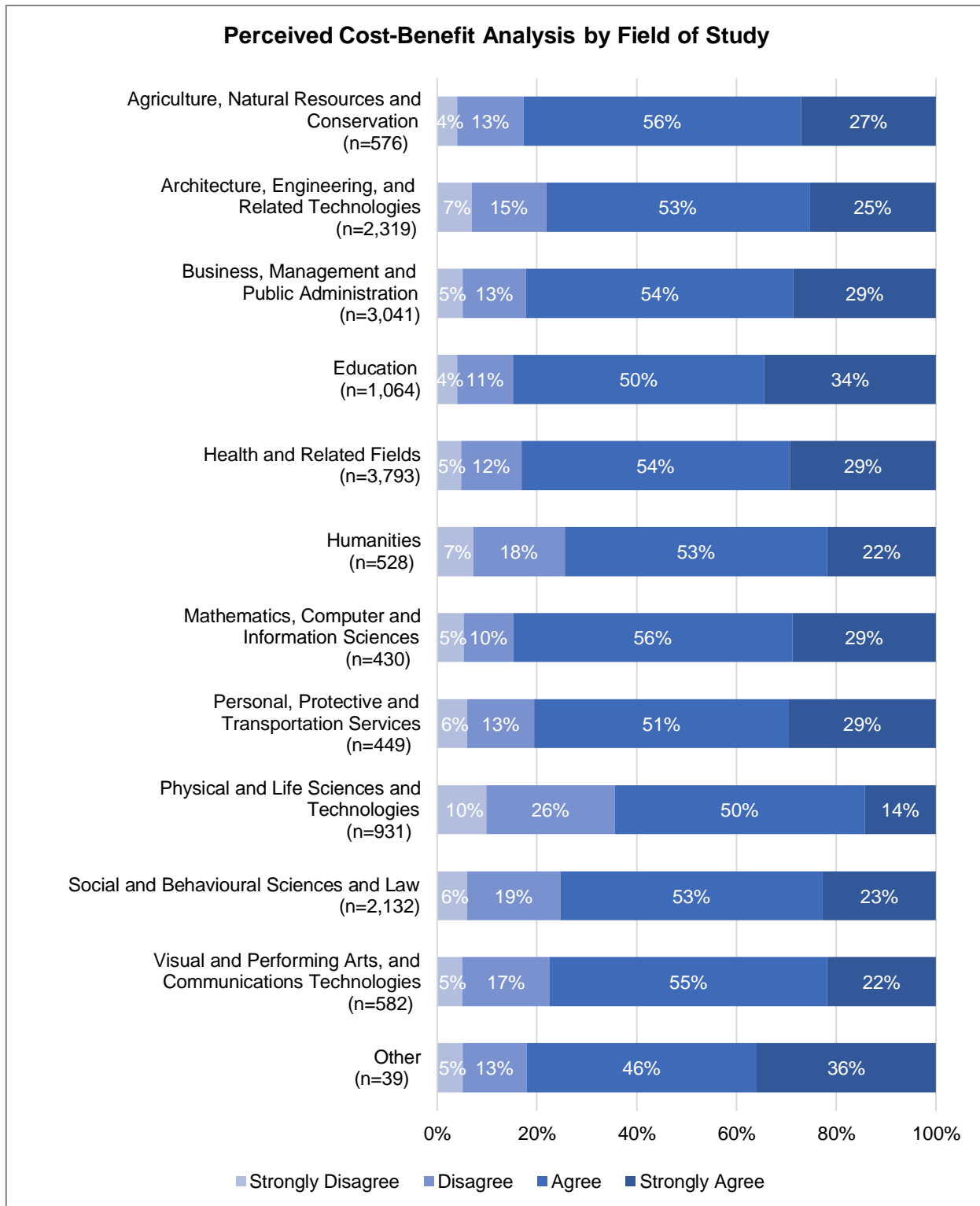
Figure 5.5-2 *Perceived Cost-Benefit Analysis by Sector*



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.

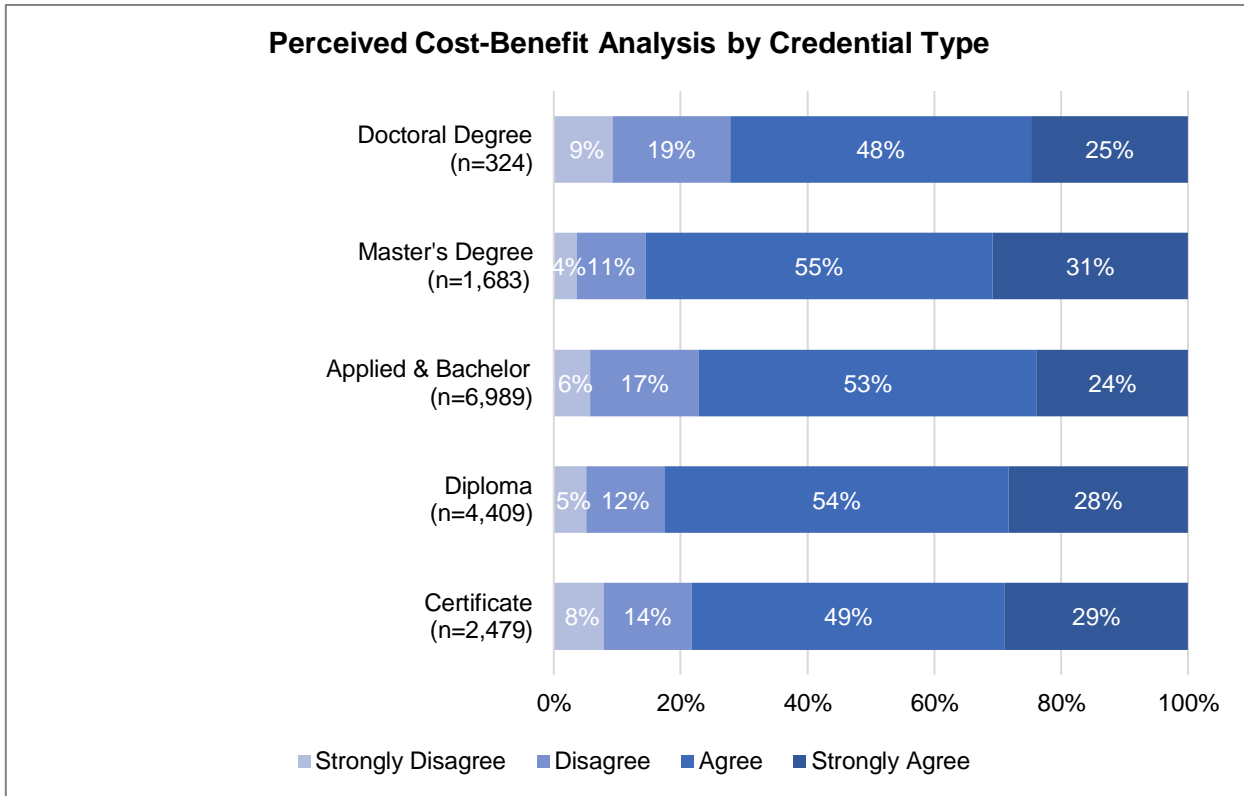
Figure 5.5-3 Perceived Cost-Benefit Analysis by Field of Study



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.

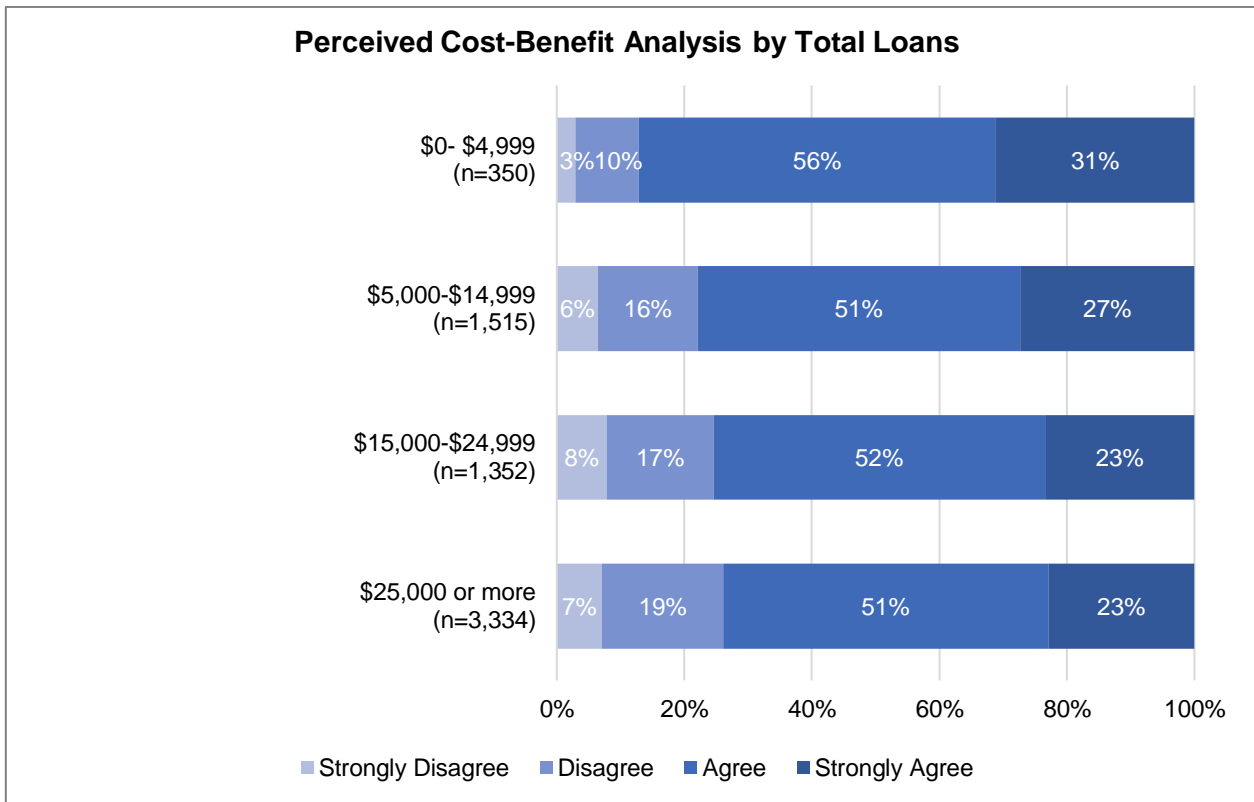
Figure 5.5-4 Perceived Cost-Benefit Analysis by Credential Type



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.

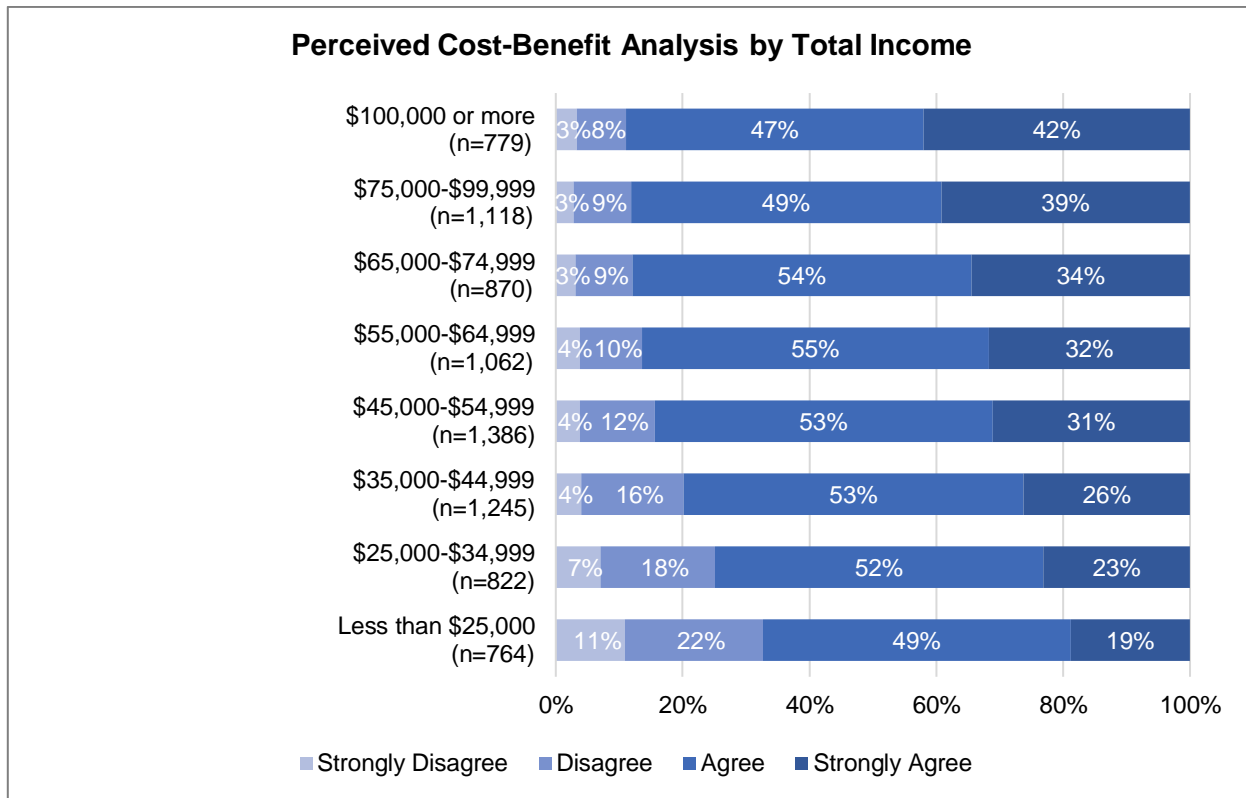
Figure 5.5-5 Perceived Cost-Benefit Analysis by Total Loans



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 87% of the former indicating that they agreed or strongly agreed that the benefits of their education were worth the cost compared to 74% of the latter. In particular, graduates with less than \$5,000 owed in student loans were more likely to indicate that they strongly agreed that the benefits of their education outweighed the cost (31% compared to 22% of graduates with more than \$25,000 owed in loans).

Figure 5.5-6 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 affect the perceived benefits of post-secondary education compared to the cost. Graduates with an income of \$100,000 or more were more likely to select ‘agree’ or ‘strongly agree’ as compared to graduates with annual incomes of less than \$25,000, with 89% of the former indicating that they agreed or strongly agreed that the benefits of their education were worth the cost compared to 68% of the latter. In particular, graduates with an income of \$100,000 or over were more likely to indicate that they strongly agreed that the benefits of their education outweighed the cost (42% compared to 19%).

5.6 Historic Satisfaction

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The historical satisfaction section compares graduate satisfaction between the current collection year and the two previous survey periods to identify trends in student satisfaction. It looks at satisfaction with overall quality of educational experience and perceived cost-benefit.

As compared to graduates of 2011/2012 and 2013/2014, graduates of 2015/2016 were just slightly less likely to indicate that they were ‘satisfied’ or ‘very satisfied’ with the overall quality of their educational experience (92% and 92% vs. 91%, chronologically).

Looking at the result for the top response option compared to the previous survey period, it appears that a smaller proportion of 2015/2016 graduates than 2013/2014 graduates reported that they were ‘very satisfied’ (39% vs. 45%, respectively).

This pattern of change from 2013/2014 to 2015/2016 appears to reflect the change in results of graduates from 2015/2016 and 2013/2014, respectively, in the following groups:

SECTOR

- Polytechnic Institutions (39% vs. 47%)
- Comprehensive Community Colleges (43% vs. 50%)
- Teaching Universities (48% vs. 56%)

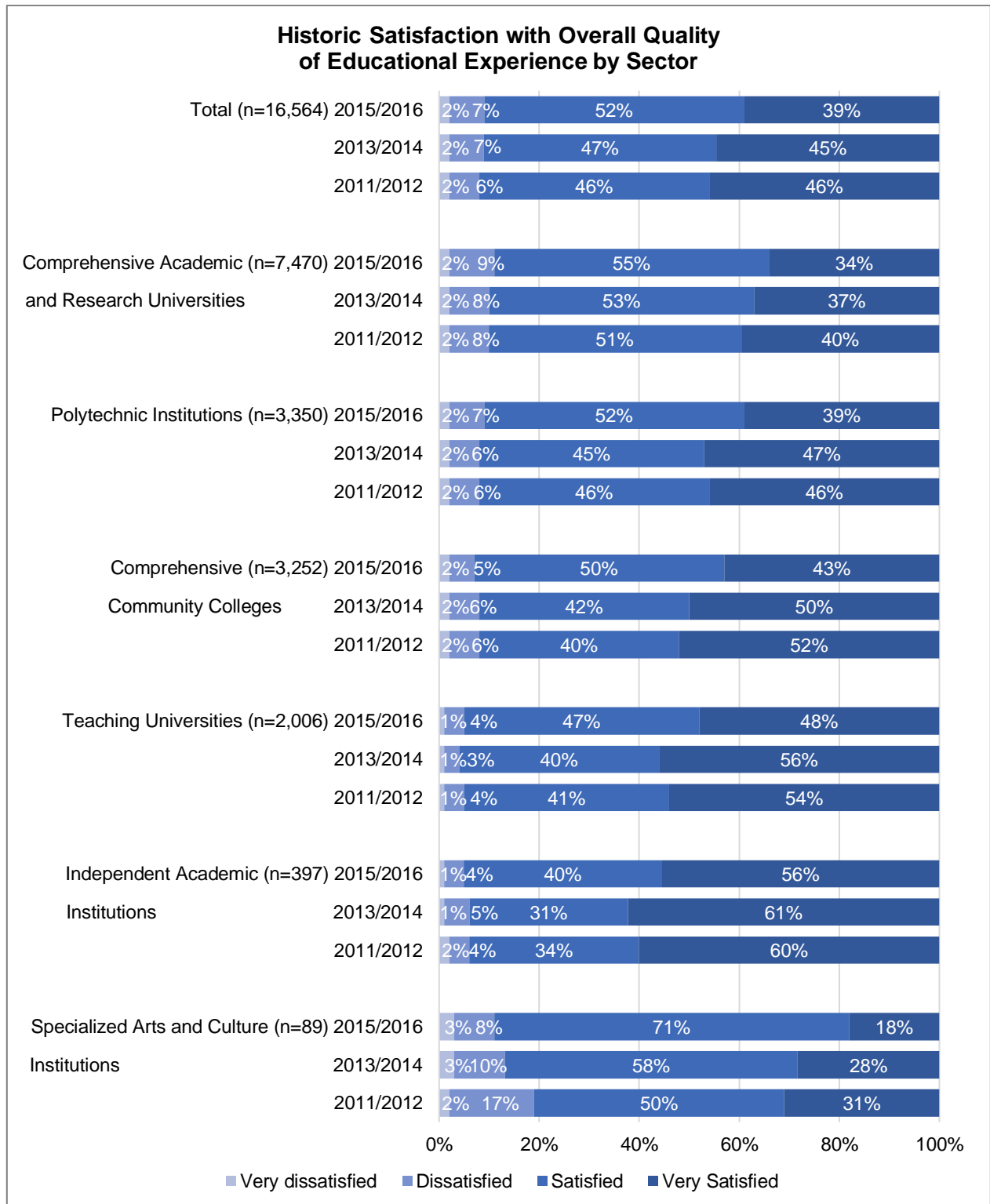
FIELD OF STUDY

- Agriculture, Natural Resources and Conservation (39% vs. 48%)
- Architecture, Engineering, and Related Technologies (32% vs. 39%)
- Business, Management and Public Administration (41% vs. 46%)
- Health and Related Fields (42% vs. 48%)
- Humanities (43% vs. 49%)
- Physical and Life Sciences and Technologies (28% vs. 32%)
- Social and Behavioural Sciences and Law (37% vs. 45%)

CREDENTIAL TYPE

- Applied & Bachelor's (35% vs. 40%)
- Diploma (40% vs. 49%)
- Certificate (44% vs. 50%)

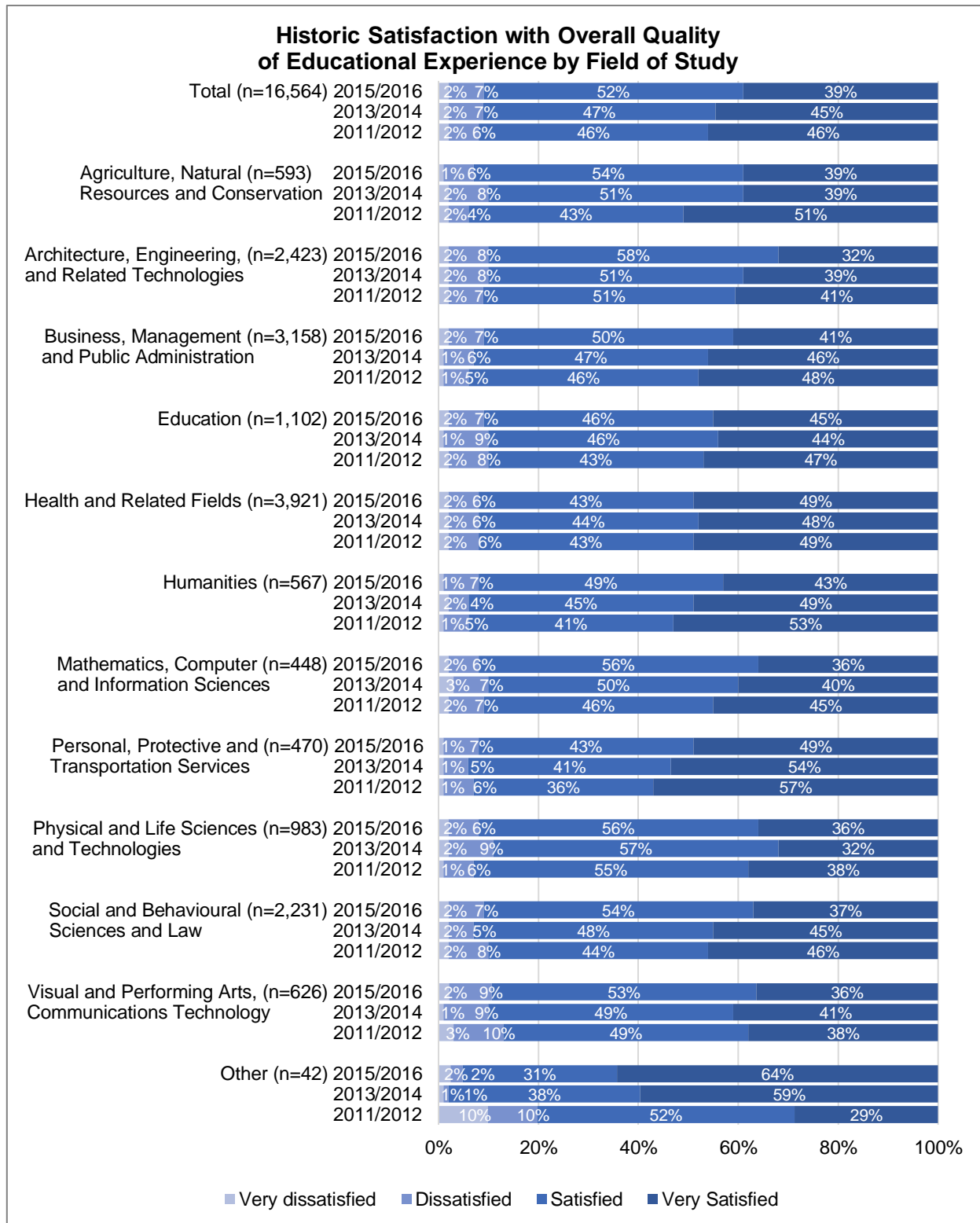
Figure 5.6-1 Historic Satisfaction with Overall Quality of Educational Experience by Sector



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.

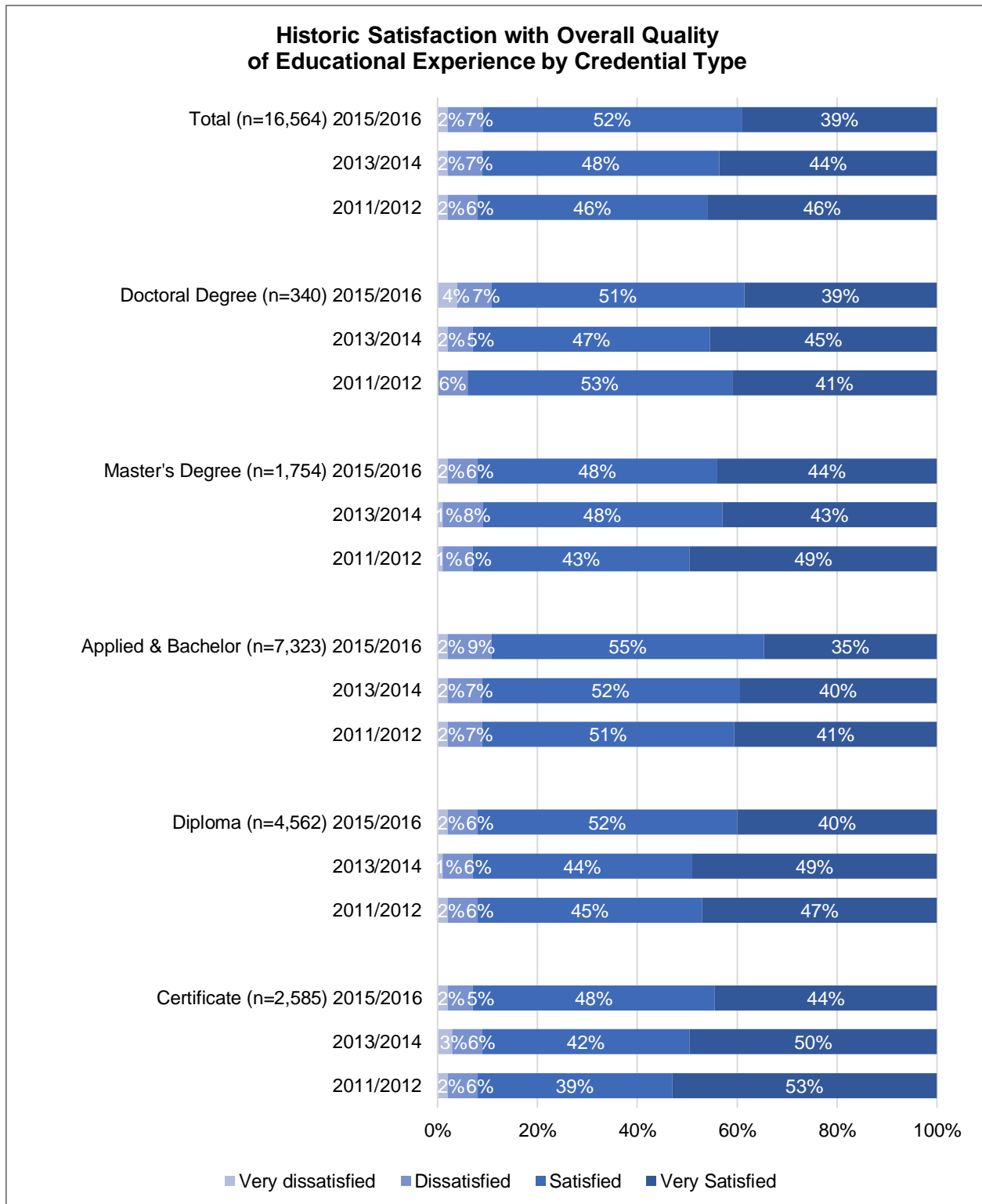
Figure 5.6-2 *Historic Satisfaction with Overall Quality of Educational Experience by Field of Study*



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.

Figure 5.6-3 Historic Satisfaction with Overall Quality of Educational Experience by Credential Type



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.

As compared to graduates of 2011/2012 and 2013/2014, graduates of 2015/2016 were less likely to indicate that they ‘agreed’ or ‘strongly agreed’ that the benefit of their education was worth the financial cost (85% and 83% vs. 80%, chronologically).

Looking at the result for the top response option compared to the previous survey period, it appears that a smaller proportion of 2015/2016 graduates than 2013/2014 graduates reported that they strongly agreed (27% vs. 32%, respectively).

This pattern of change from 2013/2014 to 2015/2016 appears to reflect the change in results of graduates from 2015/2016 and 2013/2014, respectively, in the following groups:

SECTOR

- Comprehensive Academic and Research Universities (24% vs. 30%)
- Polytechnic Institutions (27% vs. 33%)
- Comprehensive Community Colleges (30% vs. 36%)
- Teaching Universities (27% vs. 35%)
- Independent Academic Institutions (27% vs. 35%)
- Specialized Arts and Culture (17% vs. 26%)

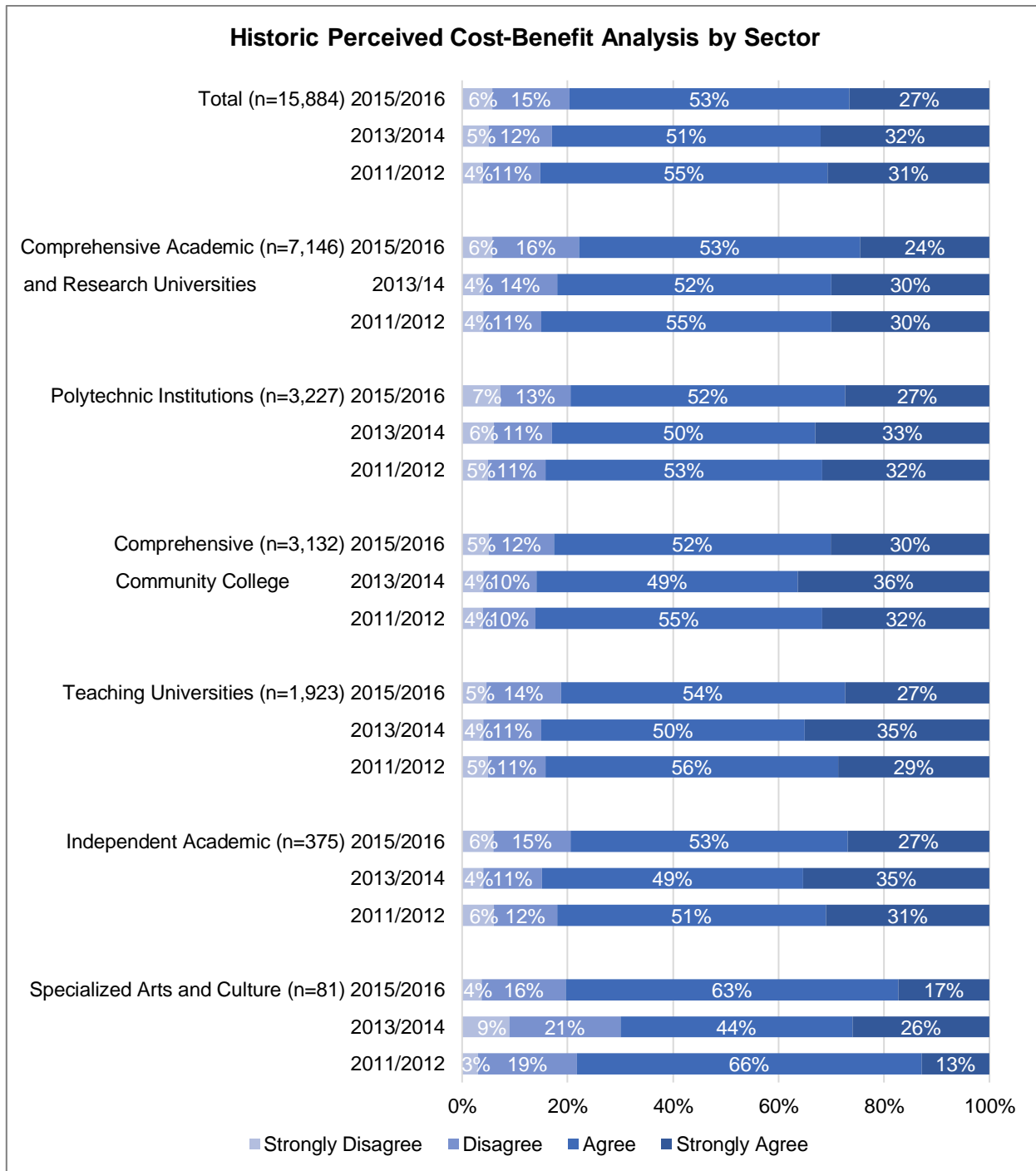
FIELD OF STUDY

- Agriculture, Natural Resources and Conservation (27% vs. 35%)
- Architecture, Engineering, and Related Technologies (25% vs. 32%)
- Business, Management and Public Administration (29% vs. 33%)
- Health and Related Fields (29% vs. 37%)
- Humanities (22% vs. 30%)
- Physical and Life Sciences and Technologies (14% vs. 21%)
- Social and Behavioural Sciences and Law (23% vs. 27%)
- Visual and Performing Arts, and Communications Technologies (22% vs. 28%)

CREDENTIAL TYPE

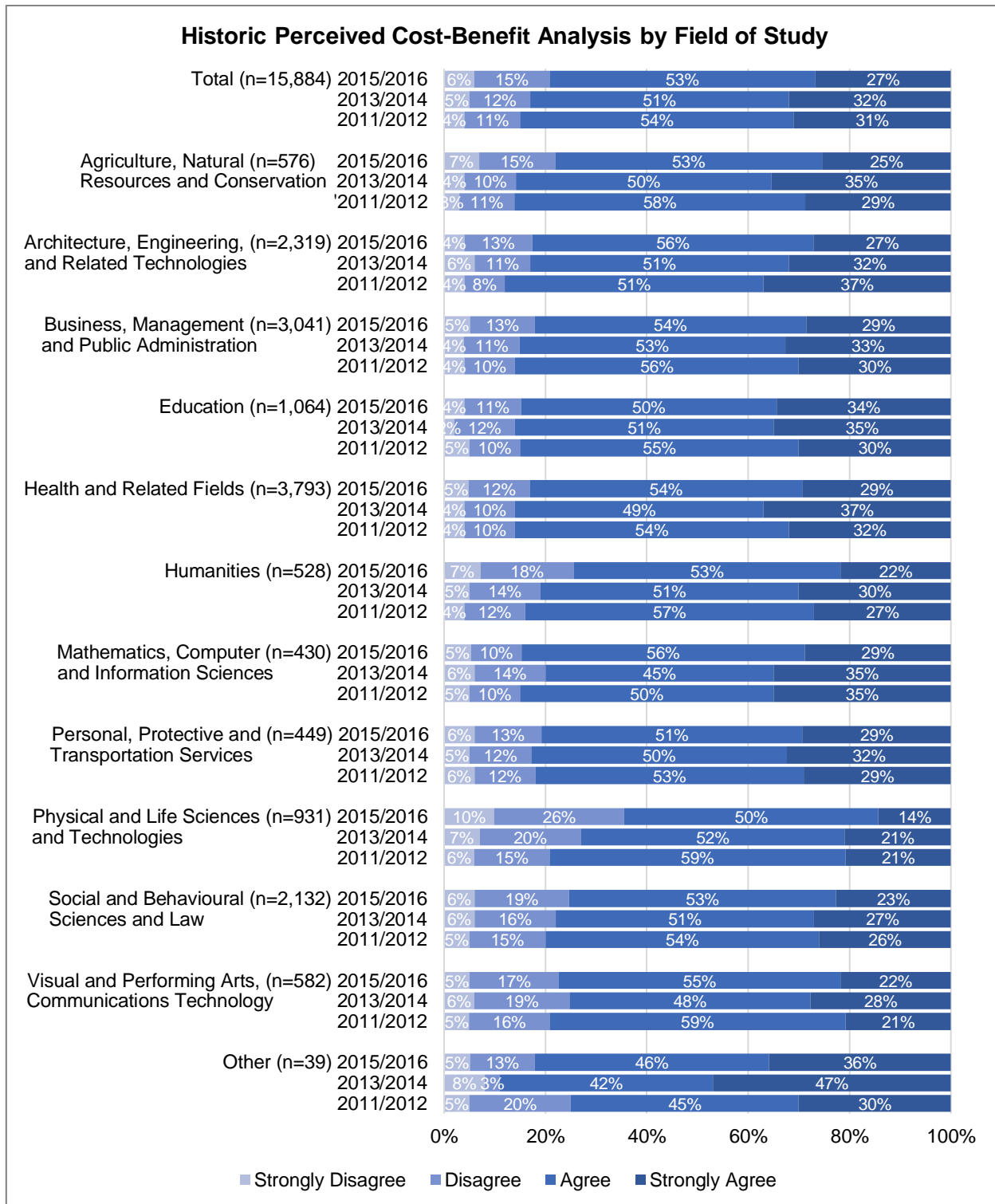
- Applied & Bachelor’s (24% vs. 30%)
- Diploma (28% vs. 35%)

Figure 5.6-4 Historic Perceived Cost-Benefit Analysis by Sector



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.

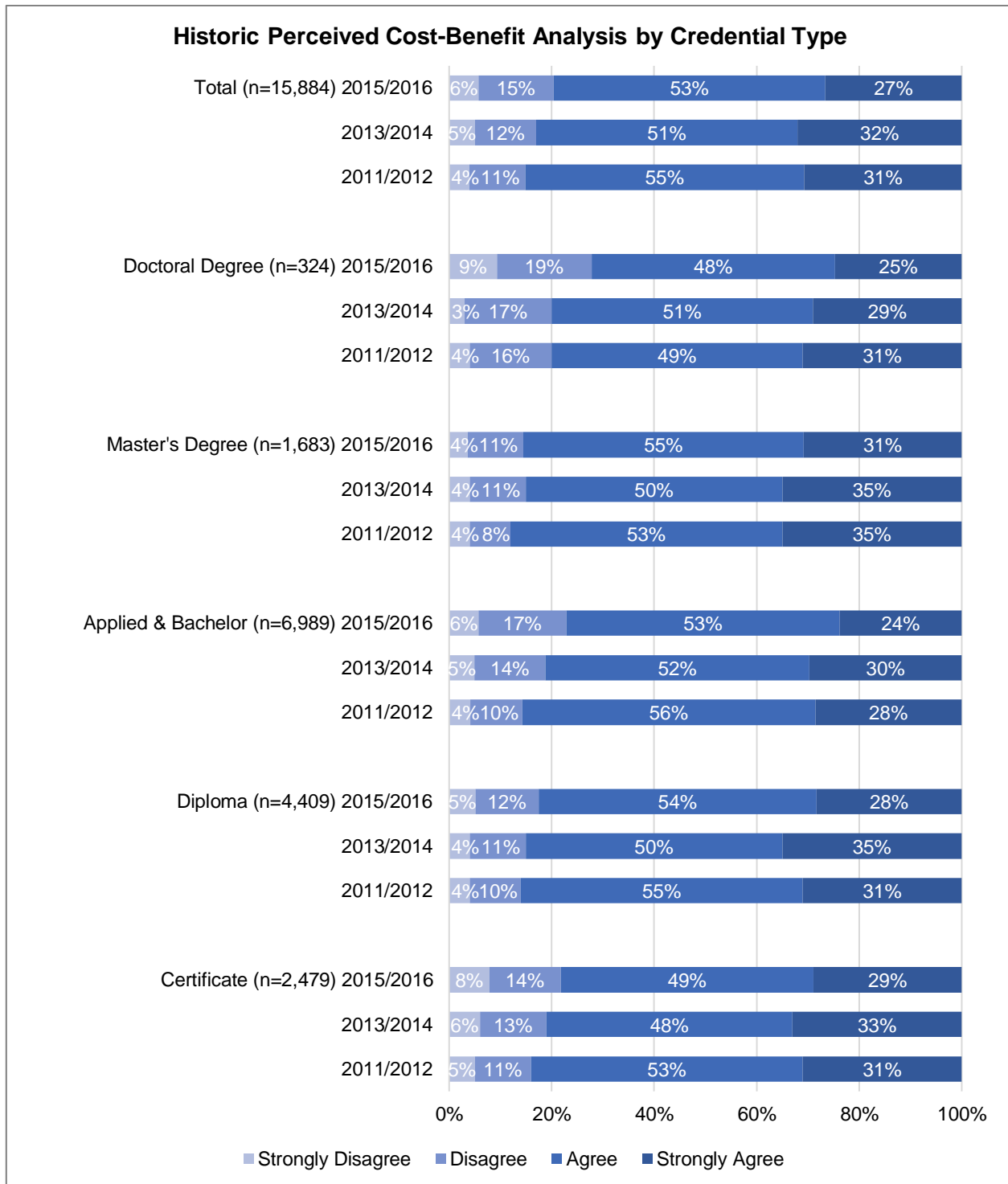
Figure 5.6-5 Historic Perceived Cost-Benefit Analysis by Field of Study



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.

Figure 5.6-6 Historic Perceived Cost-Benefit Analysis by Credential Type



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.

6 Government-Sponsored Loans

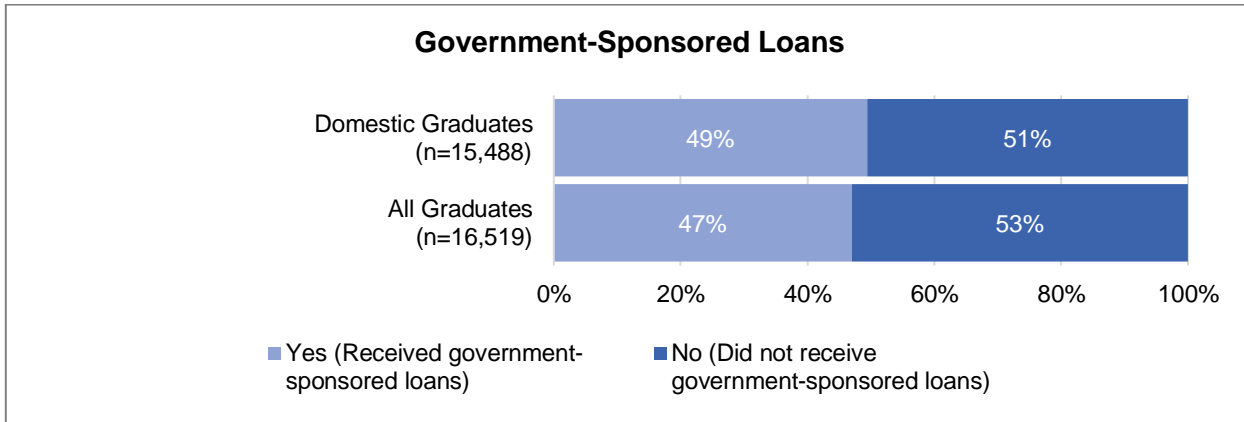
This section covers the government-sponsored student loans that graduates received to pay for their post-secondary education. This includes the number of students who received government-sponsored student loans, the distribution of the amount received, the average amount received, and the amount of the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

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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 half of graduates (47%) received government-sponsored student loans over the course of their post-secondary education. When looking only at domestic students this number increases to 49%. Certain demographic groups were more like to receive government-sponsored loans than some of their peers¹⁴, specifically:

- Domestic graduates (49% received government loans, compared to International graduates 5%).
- Female graduates compared to male graduates (48% received government loans, compared to 44% of males).
- Graduates who were between 23 and 40 years of age (a range of 46% to 55% received government loans, compared to a range of 21% to 40% of graduates who were younger than 23 or older than 40 years of age).
- Domestic graduates who were between 26 and 30 years of age (61% received government loans compared, to a range of 20% to 38% of graduates who were younger than 20 or older than 40 years of age).
- Graduates who were single, divorced, separated, or widowed (a range of 49% to 52% received government loans compared, to 41% of graduates who were married or living with a partner). This pattern of results was similar among domestic graduates.

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

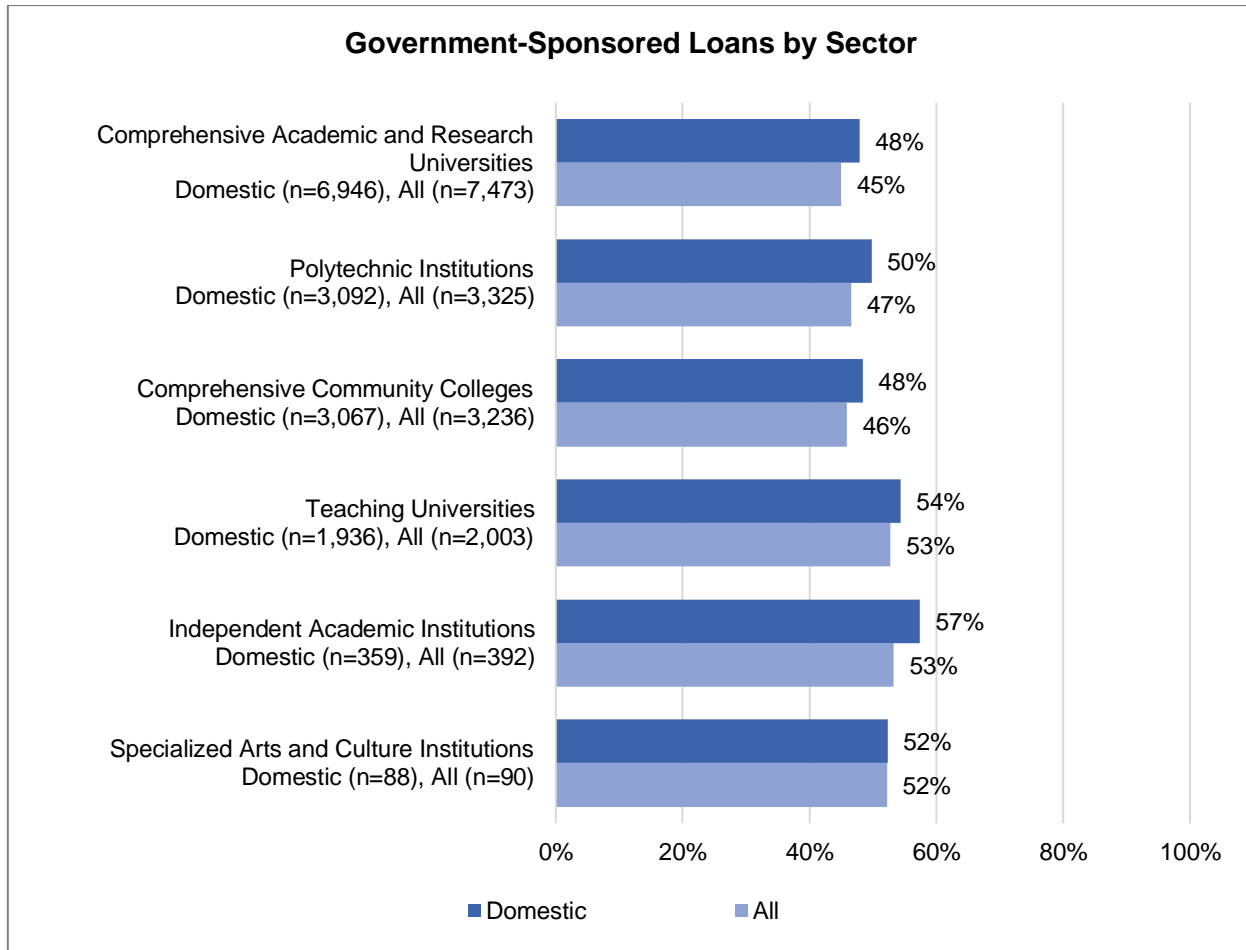
- Graduates who self-identified as a person with a disability (60% received government loans compared, to 46% of graduates who did not self-identify as a person with a disability). This pattern of results was similar among domestic graduates.
- Graduates who do not have any dependents (48% received government loans, compared to 43% of graduates with one or more dependents). This pattern of results was similar among domestic graduates.
- Graduates from Red Deer, Medicine Hat, and Lethbridge (a range of 56% to 60% received government loans, compared to 16% to 30% of graduates from Fort McMurray or outside of Canada). This pattern of results was similar among domestic graduates.
- Of the graduates asked, those who chose their program based on potential income or the reputation of the field (a range of 49% to 51% received government loans, compared to 40% of graduates who chose their program based on their parent’s suggestions. This pattern of results was similar among domestic graduates.
- Graduates of BHASE programs (47% received government loans, compared to 45% of STEM graduates).
- Graduates from Independent Academic Institutions and Teaching Universities (53% of each received government loans, compared to 45% of graduates from Comprehensive Academic and Research Universities).
- Domestic graduates from Independent Academic Institutions and Teaching Universities (a range of 54% to 57% received government loans, compared to 48% of domestic graduates from Comprehensive Community Colleges or Comprehensive Academic and Research Universities).
- Graduates of Humanities; Visual and Performing Arts, and Communications Technologies; and Health and Related Fields (a range of 53% to 55% received government loans, compared to a range of 40% to 43% of graduates of Agriculture, Natural Resources and Conservation; Business, Management and Public Administration; Education, Mathematics, Computer and Information Sciences; and Architecture, Engineering, and Related Technologies).
- Domestic graduates of Humanities; Visual and Performing Arts, and Communications Technologies; Health and Related Fields; and Social and Behavioural Sciences and Law (a range of 51% to 56% received government loans, compared to a range of 42% to 45% of domestic graduates of Agriculture, Natural Resources and Conservation; Education; and Business, Management and Public Administration).
- Graduates who received an applied & bachelor’s degree or diploma (a range of 49% to 51% received government loans, compared to a range of 25% to 43% of their peers). This pattern of results was similar among domestic graduates. This pattern of results was similar among domestic graduates.

It appears that some differences in results are not related to the demographics in question, but rather are related to the difference in the ratio of domestic to international students within the demographic subgroups; international students were less likely to receive government-sponsored loans.

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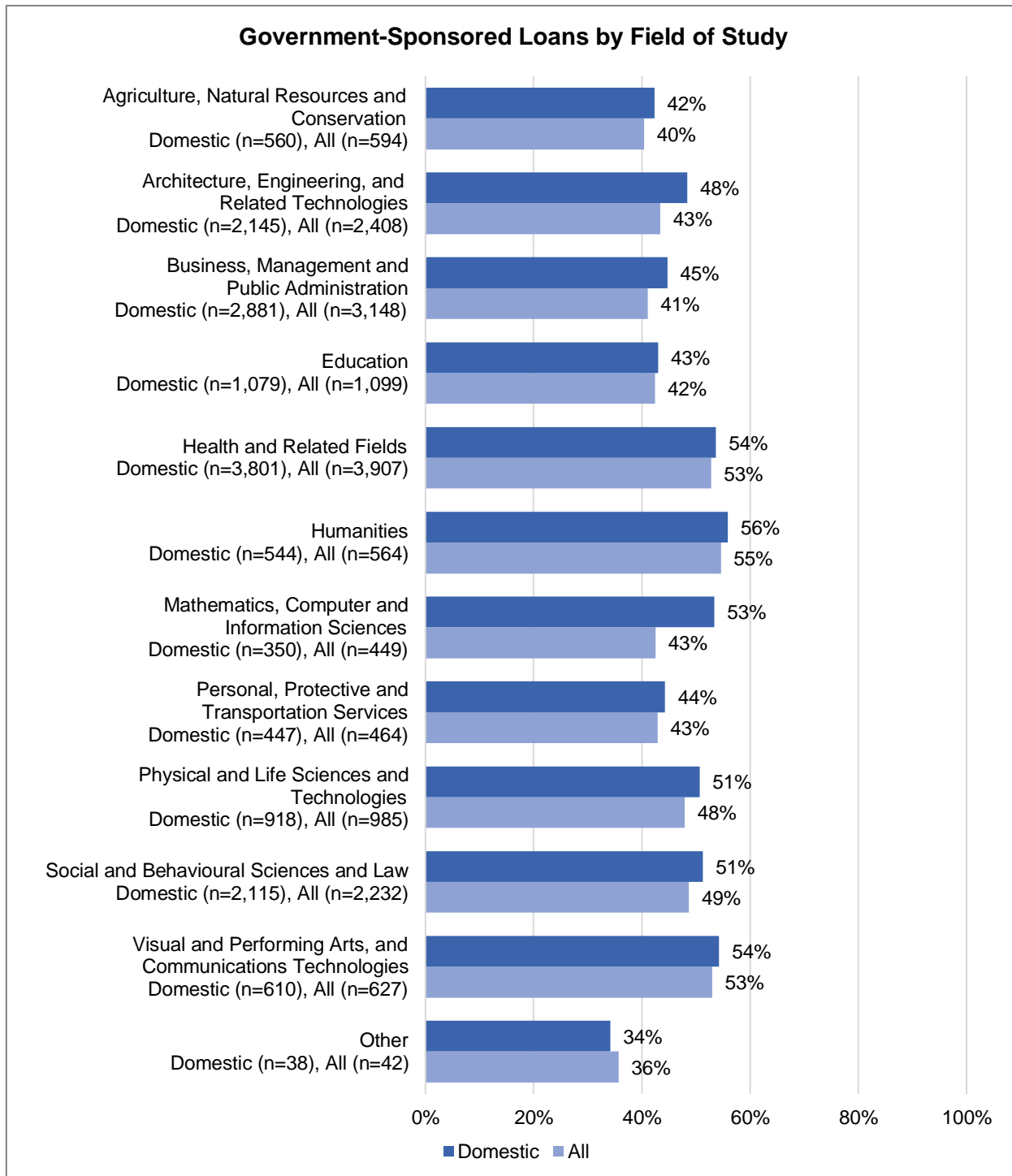
Figure 6.1-2 *Government-Sponsored Loans by Sector*



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.

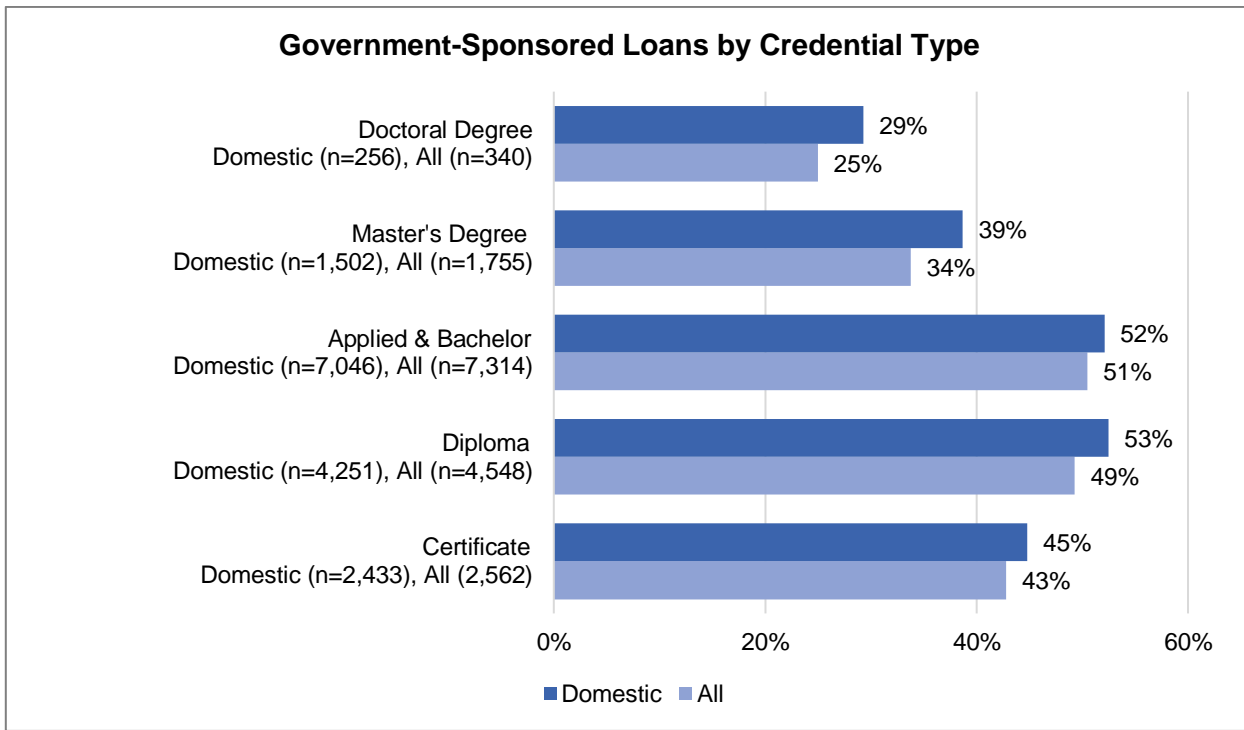
Figure 6.1-3 Government-Sponsored Loans by Field of Study



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.

Figure 6.1-4 *Government-Sponsored Loans by Credential Type*

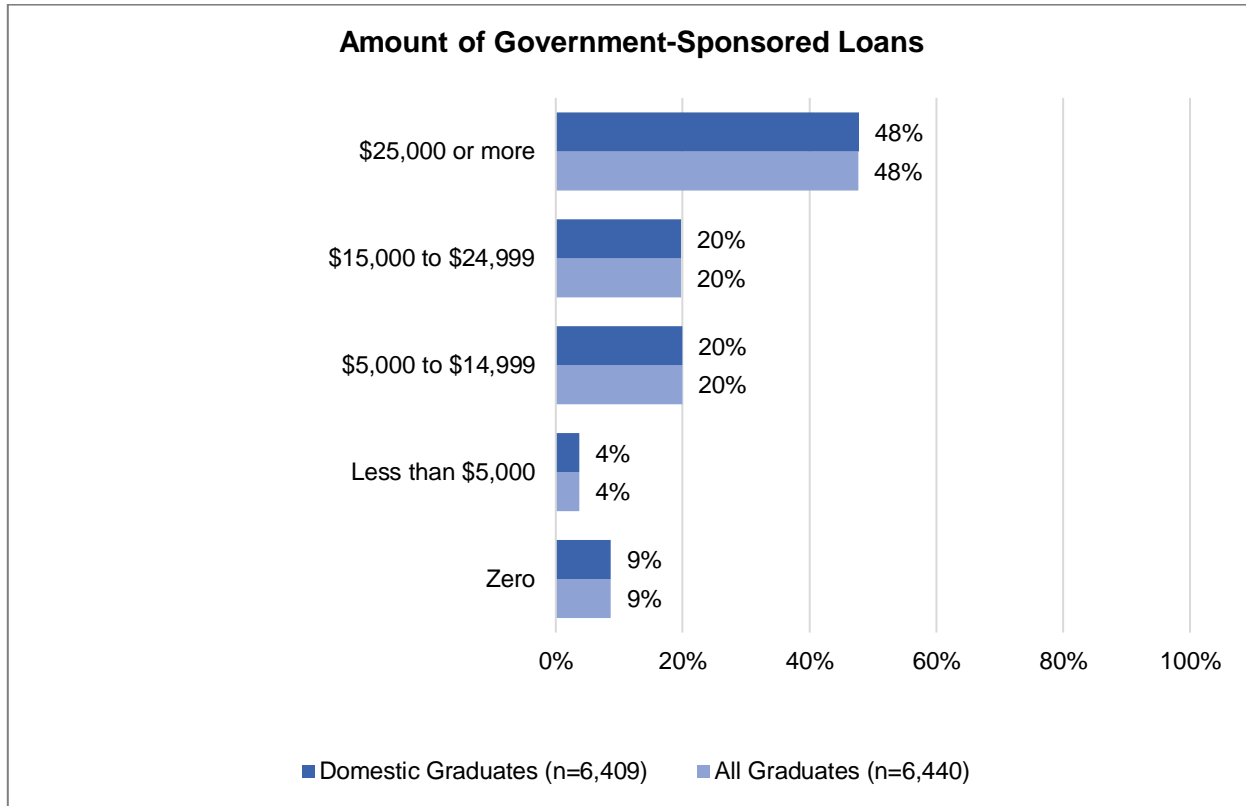


Q51: Have you ever received financial assistance for education-related expenses from the following sources?
Government student loans.

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

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 the 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 \$27,326 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$30,000. The median amount these graduates owed at graduation (including those reporting no money owed) was \$22,000. Certain demographic groups indicated that they owed a higher average amount in government-sponsored loans at graduation than some of their peers¹⁵. 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 \$31,962 was owed in government student loans, compared to averages ranging from \$17,745 to \$20,932 that were owed by graduates who were younger than 23 or between 41 and 60 years of age). This pattern of results was similar among domestic graduates.

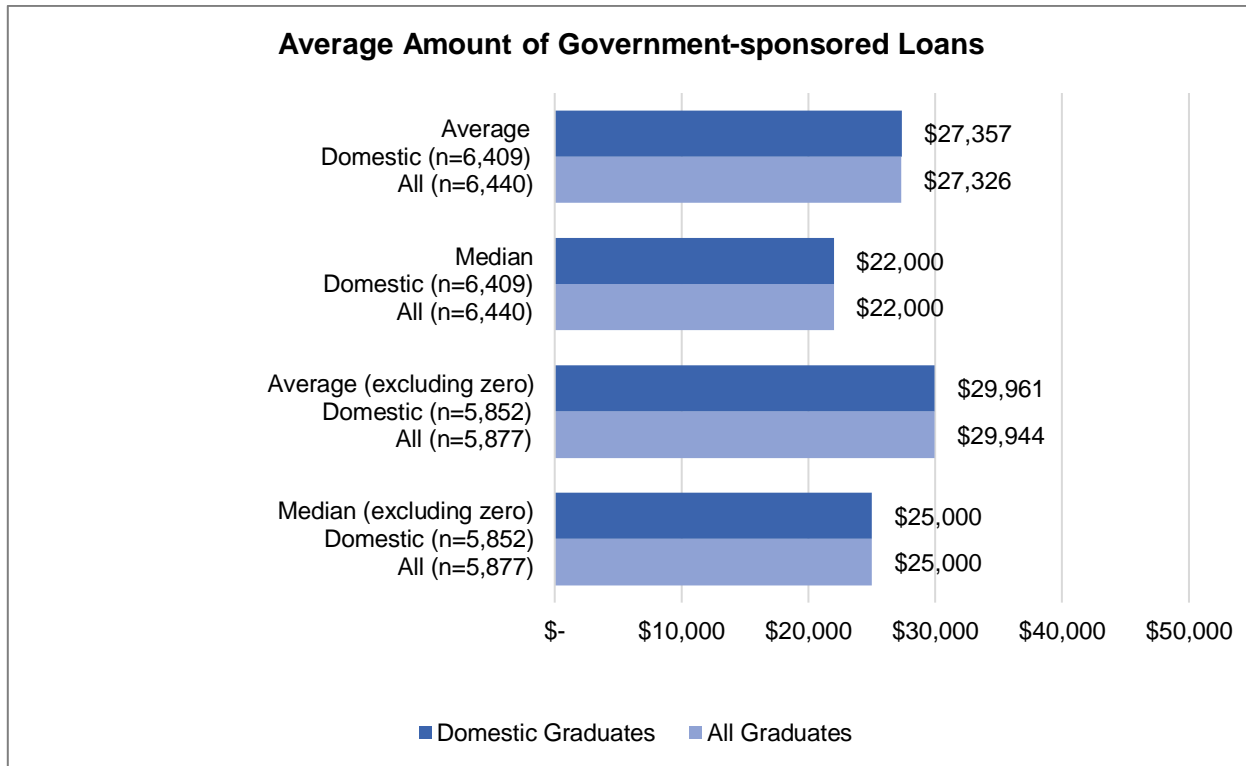
¹⁵ If the results for the domestic population were similar to the results for the total population the domestic results were not reported.

- Graduates who were single (an average of \$28,041 was owed in government student loans, compared to an average of \$24,874 that was owed by graduates who were married or living with a partner). This pattern of results was similar among domestic graduates.
- Graduates who did not have any dependents (an average of \$27,852 was owed in government student loans, compared to an average of \$24,504 that was owed by graduates with one or more dependents). This pattern of results was similar among domestic graduates.
- Graduates who did not self-identify as an Aboriginal person (an average of \$27,479 was owed in government student loans, compared to an average of \$24,335 that was owed by graduates who self-identified as an Aboriginal person). This pattern of results was similar among domestic graduates.
- Of the graduates asked, those who chose their program based on the reputation of the field (an average of \$28,972 was owed in government student loans, compared to an average of \$24,125 that was owed by graduates who chose their program based on potential income). This pattern of results was similar among domestic graduates.
- Graduates who participated in work experience related to their field while they were a student (an average of \$27,677 was owed in government student loans, compared to an average of \$26,096 that was owed by graduates who did not). This pattern of results was similar among domestic graduates.
- Graduates from Specialized Arts and Culture Institutions, Comprehensive Academic and Research Universities, Independent Academic Institutions, and Teaching Universities (averages ranging from \$27,805 to \$34,805 were owed in government student loans, compared to averages ranging from \$18,464 to \$20,133 that were owed by graduates of Polytechnic Institutions and Comprehensive Community Colleges). This pattern of results was similar among domestic graduates.
- Graduates of Social and Behavioural Sciences and Law; Physical and Life Sciences and Technologies; and Health and Related Fields (averages ranging from \$29,664 to \$31,420 were owed in government student loans, compared to between averages ranging from \$19,707 to \$22,984 that were owed by graduates of the Architecture, Engineering, and Related Technologies and Personal, Protective and Transportation Services). This pattern of results was similar among domestic graduates.
- Graduates who received an applied & bachelor's degree (an average of \$33,387 was owed in government student loans, compared to an average of \$13,338 that was owed by who received a certificate). This pattern of results was similar among domestic graduates.

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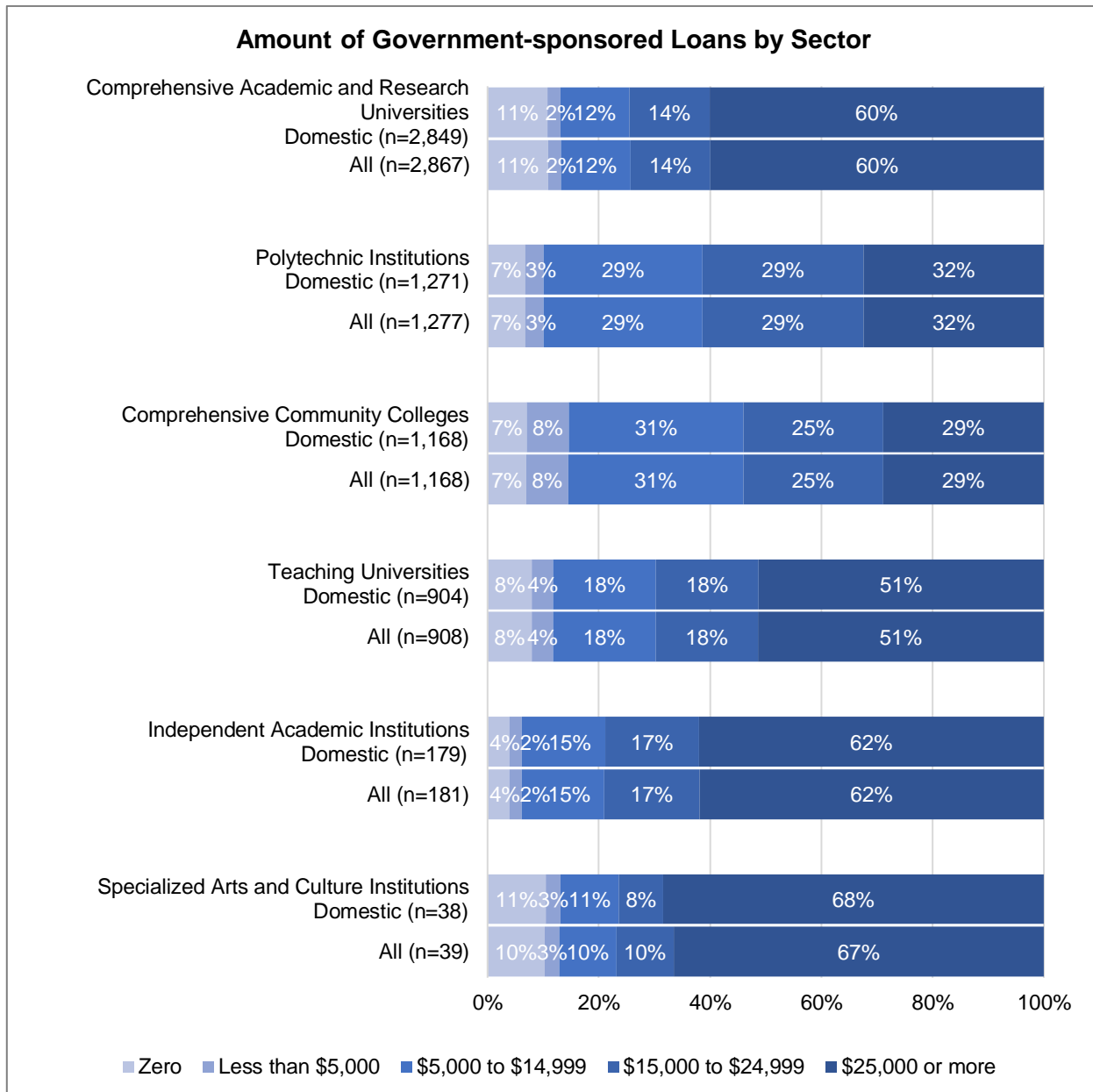
Figure 6.2-2 Average Amount of Government-Sponsored Loans



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 the results.

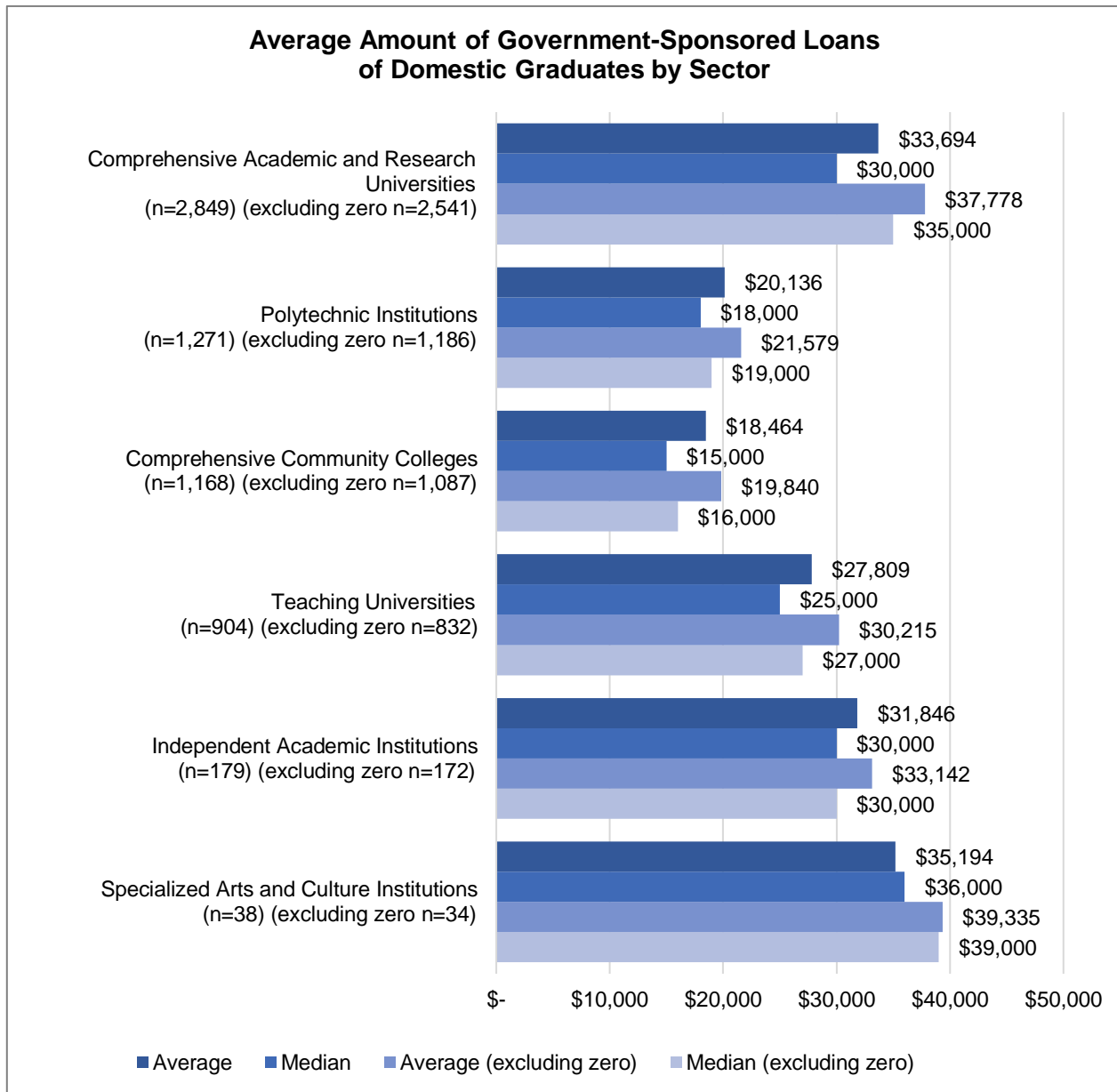
Figure 6.2-3 Amount of Government-Sponsored Loans of by Sector



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 the results.

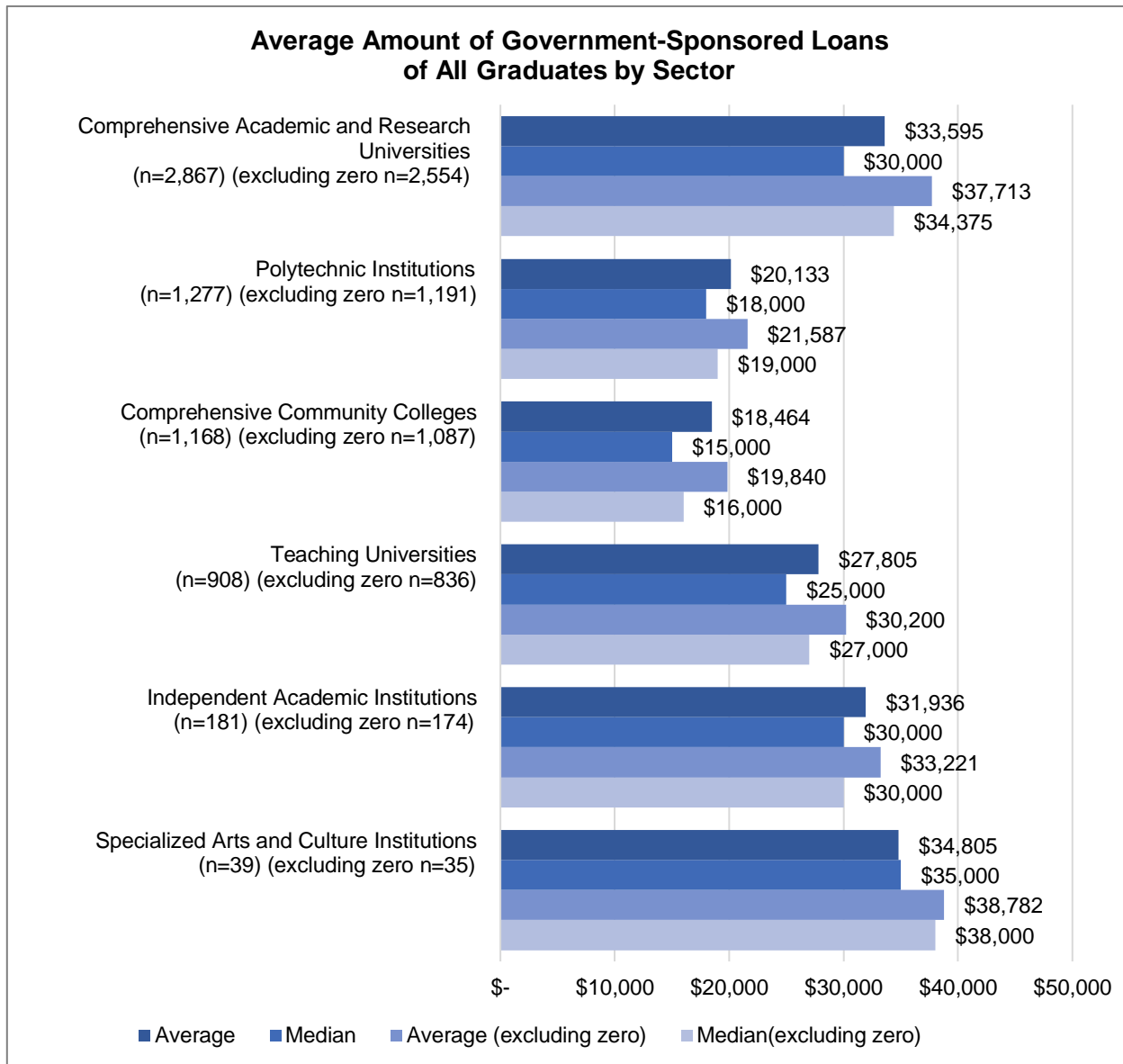
Figure 6.2-4 Average Amount of Government-Sponsored Loans of Domestic Graduates by Sector



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

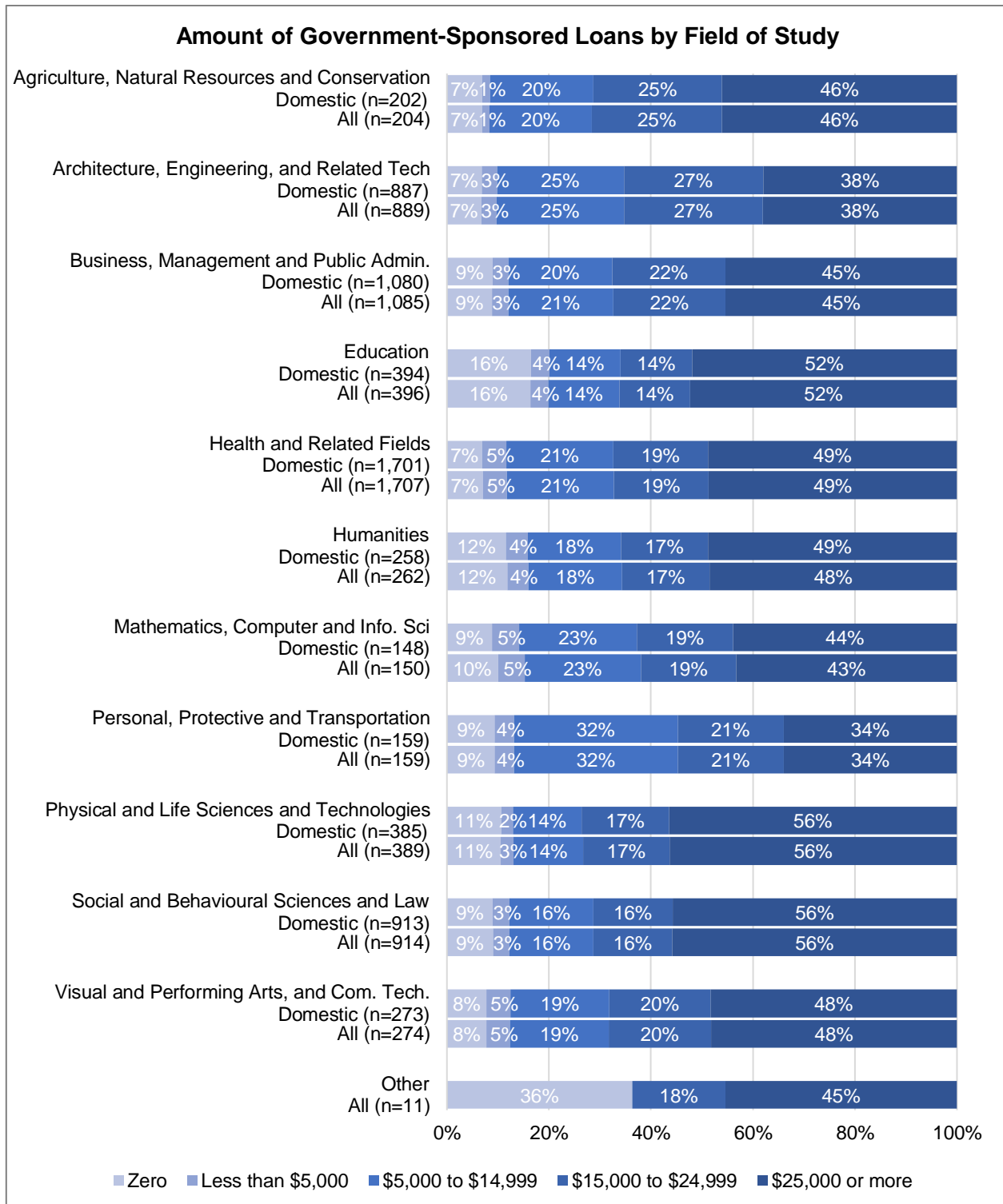
Figure 6.2-5 Average Amount of Government-Sponsored Loans of All Graduates by Sector



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

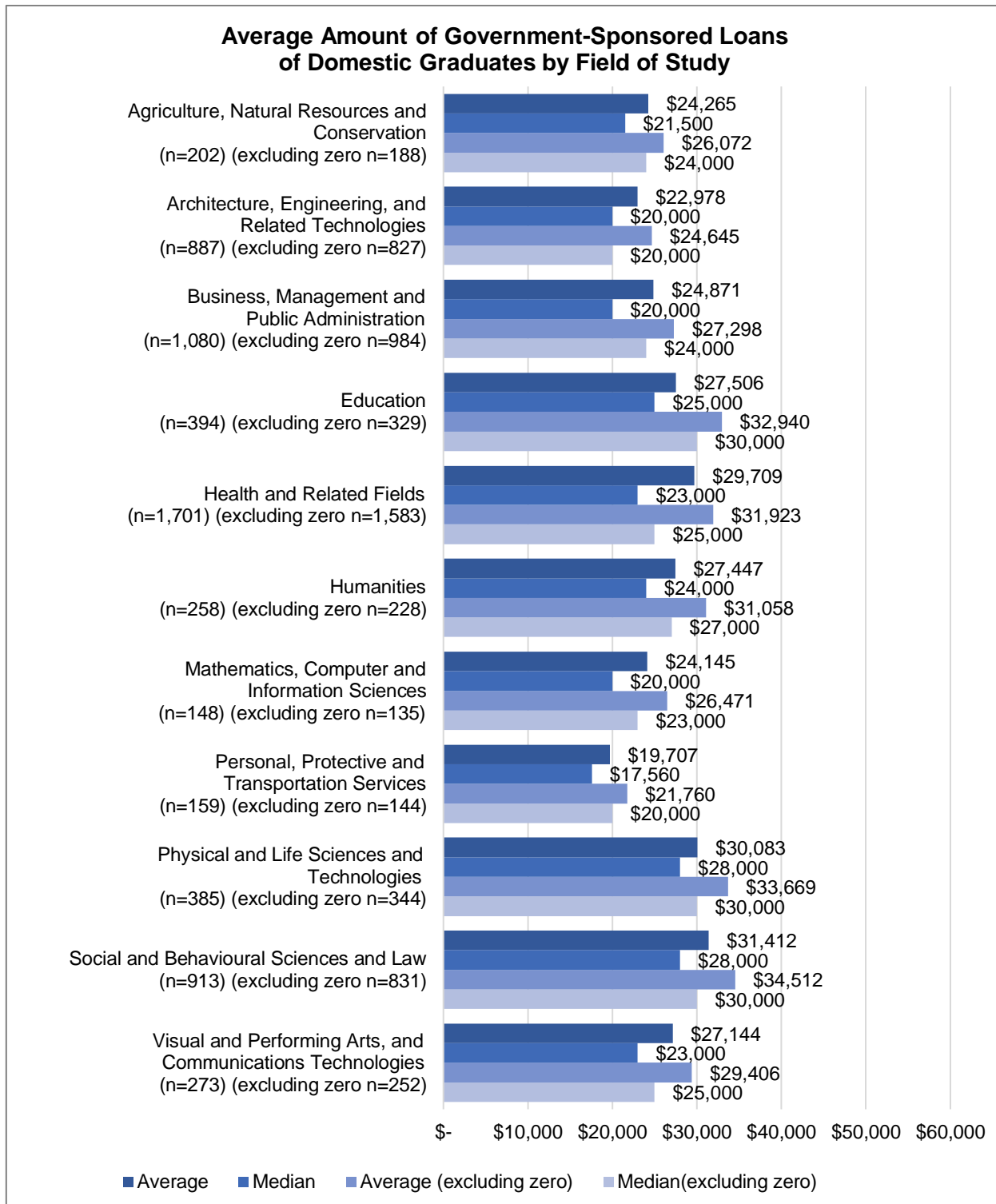
Figure 6.2-6 Amount of Government-Sponsored Loans by Field of Study



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 the results. Groups with fewer than 10 respondents were not included.

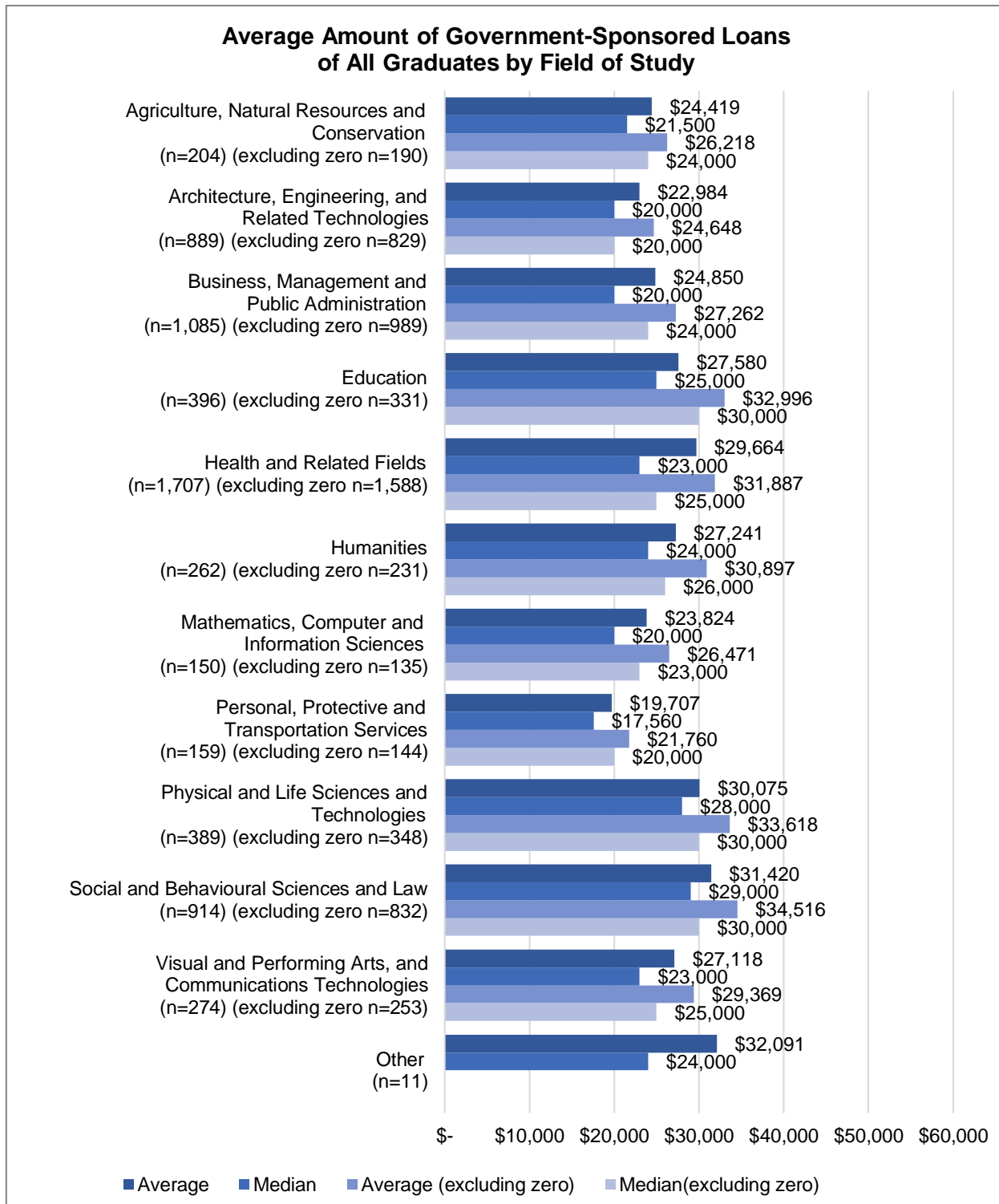
Figure 6.2-7 Average Amount of Government-Sponsored Loans of Domestic Graduates by Field of Study



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from the results. Groups with fewer than 10 respondents were suppressed.

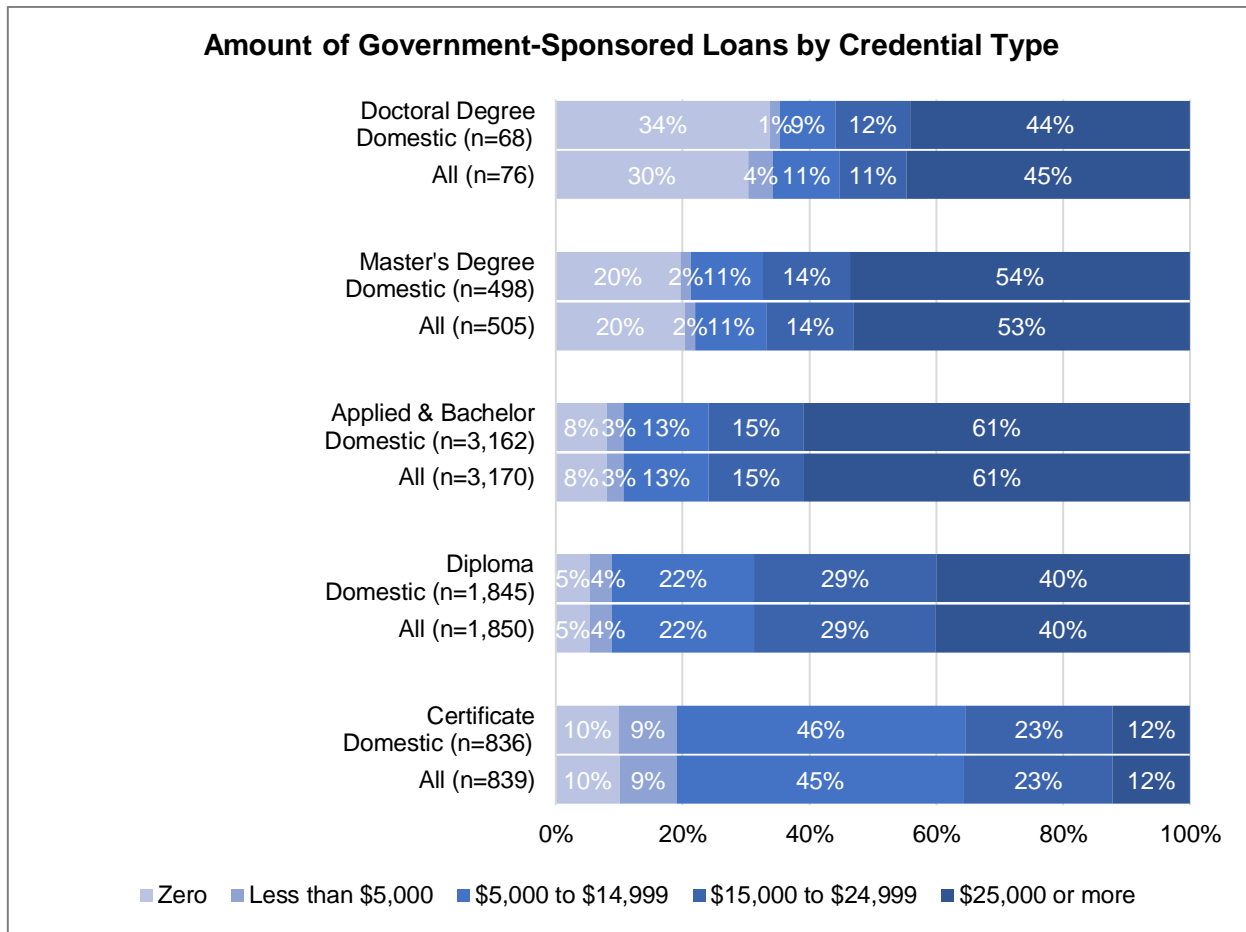
Figure 6.2-8 Average Amount of Government-Sponsored Loans of All Graduates by Field of Study



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from the results. Groups with fewer than 10 respondents were suppressed.

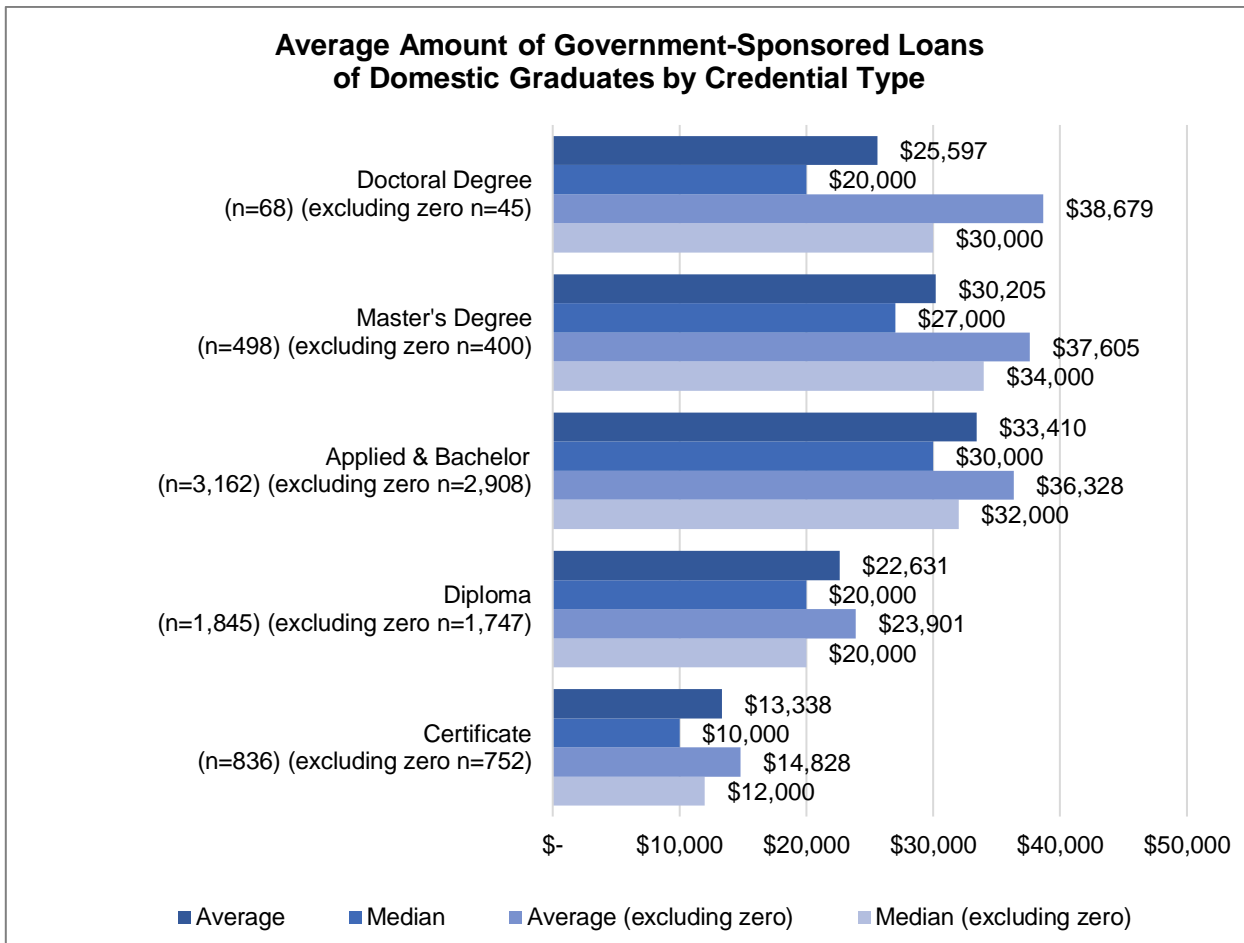
Figure 6.2-9 Amount of Government-Sponsored Loans by Credential Type



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 the results.

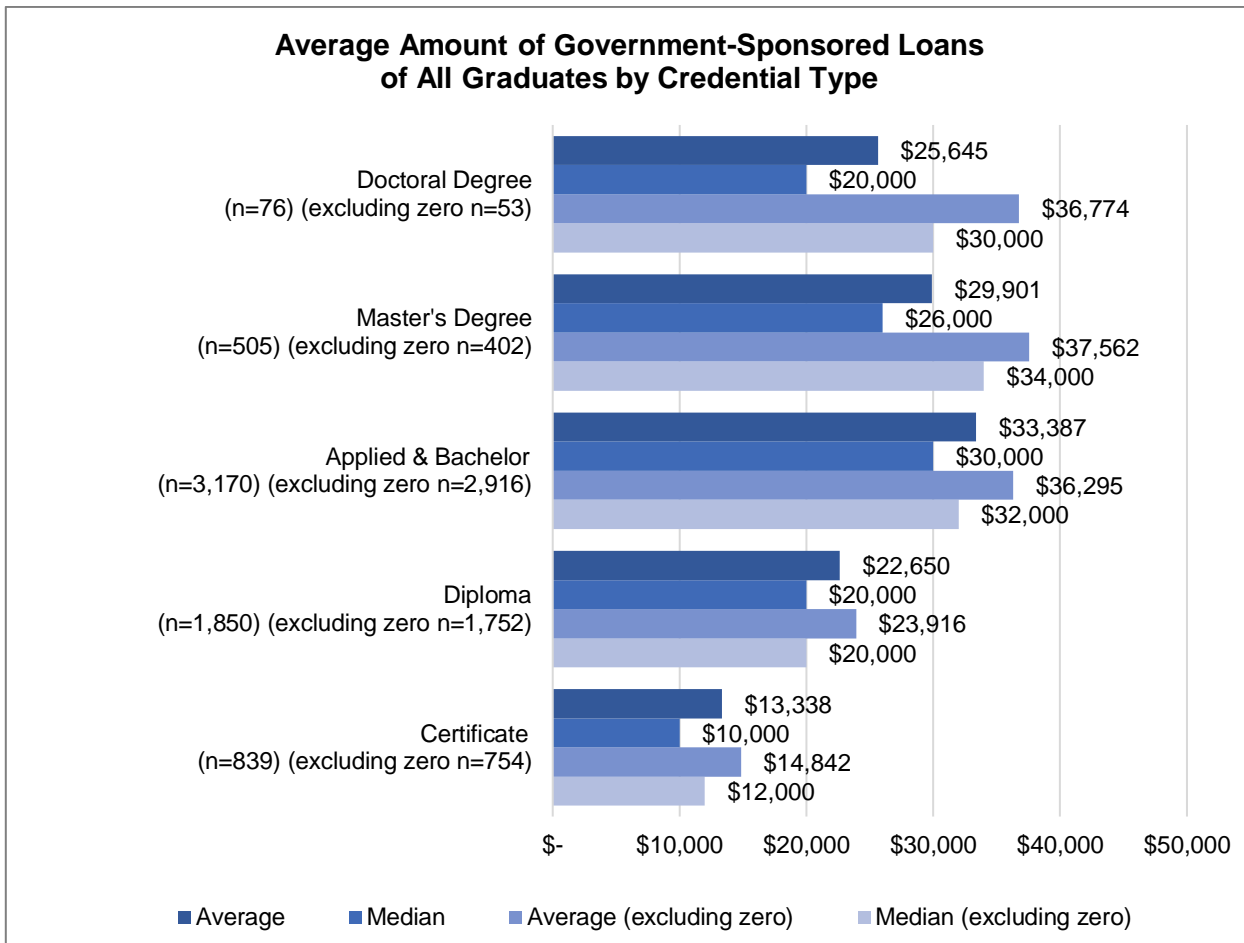
Figure 6.2-10 Average Amount of Government-Sponsored Loans of Domestic Graduates by Credential Type



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 the results.

Figure 6.2-11 Average Amount of Government-Sponsored Loans of All Graduates by Credential Type

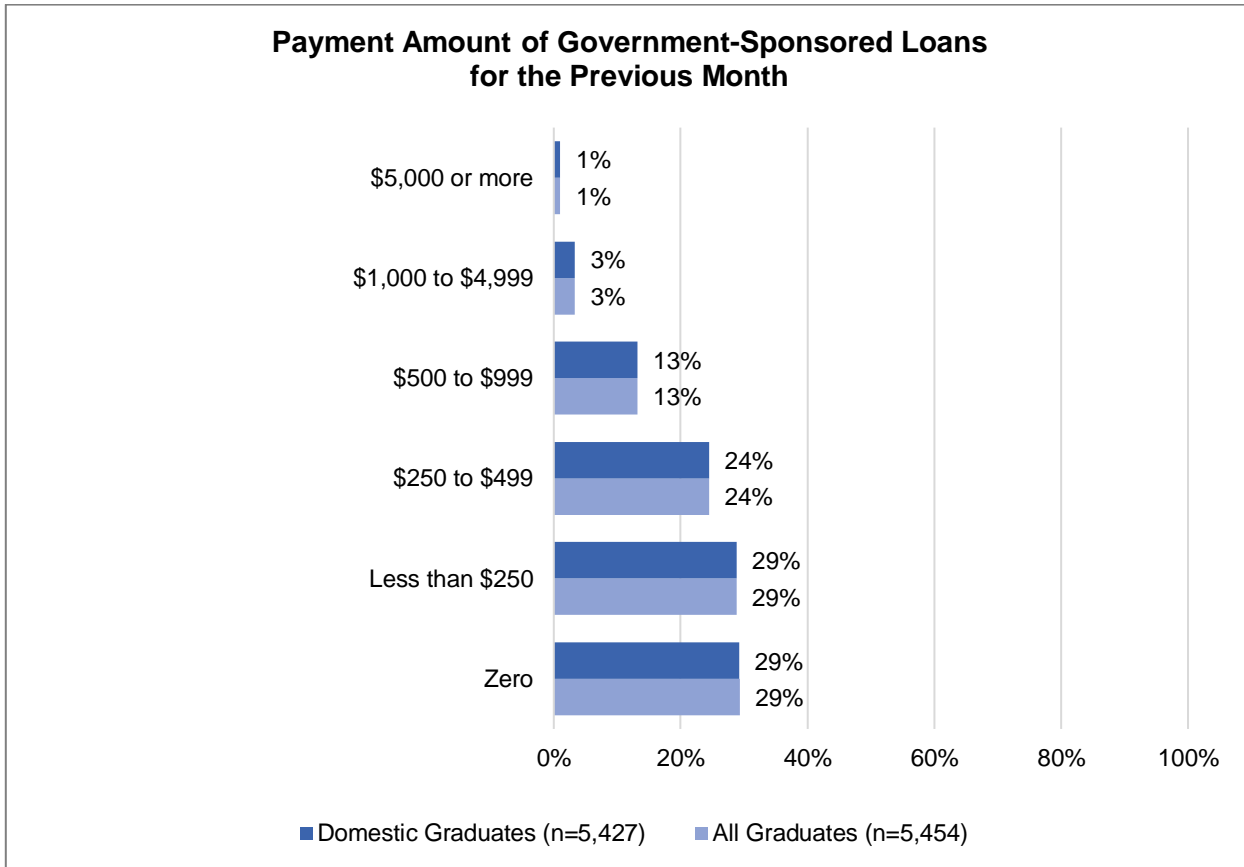


Q55: At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education?

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 the results.

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 the results.

Graduates who reported receiving government-sponsored student loans were also asked the amount they paid on those loans the month before completing the survey. The average amount paid was \$367 and, when graduate who reported paying \$0 were removed from this sample, the average amount was \$519. The median amount these graduates paid (including those reporting no money paid) was \$200. Certain demographic groups had higher averages of reported amounts owed in government-sponsored loans at graduation than some of their peers¹⁶. Specifically, when amounts of zero dollars were included, the groups who reported higher averages paid in government-sponsored student loans were:

- Male graduates compared to female graduates (an average of \$432 was paid for government student loans in the previous month, compared to an average of \$334). This pattern of results was similar among domestic graduates.

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

- Graduates from Independent Academic Institutions (an average of \$655 was paid for government student loans in the previous month, compared to an average of \$294 that was paid by graduates of Comprehensive Community Colleges). Domestic graduates did not differ from the total population in this demographic. This pattern of results was similar among domestic graduates.

Table of Figures: Section 6.3: Payment Amount for Government-Sponsored Student Loans

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Figure 6.3-7 **Average Payment Amount of Government-Sponsored Loans of Domestic Graduates by Field of Study**.....140

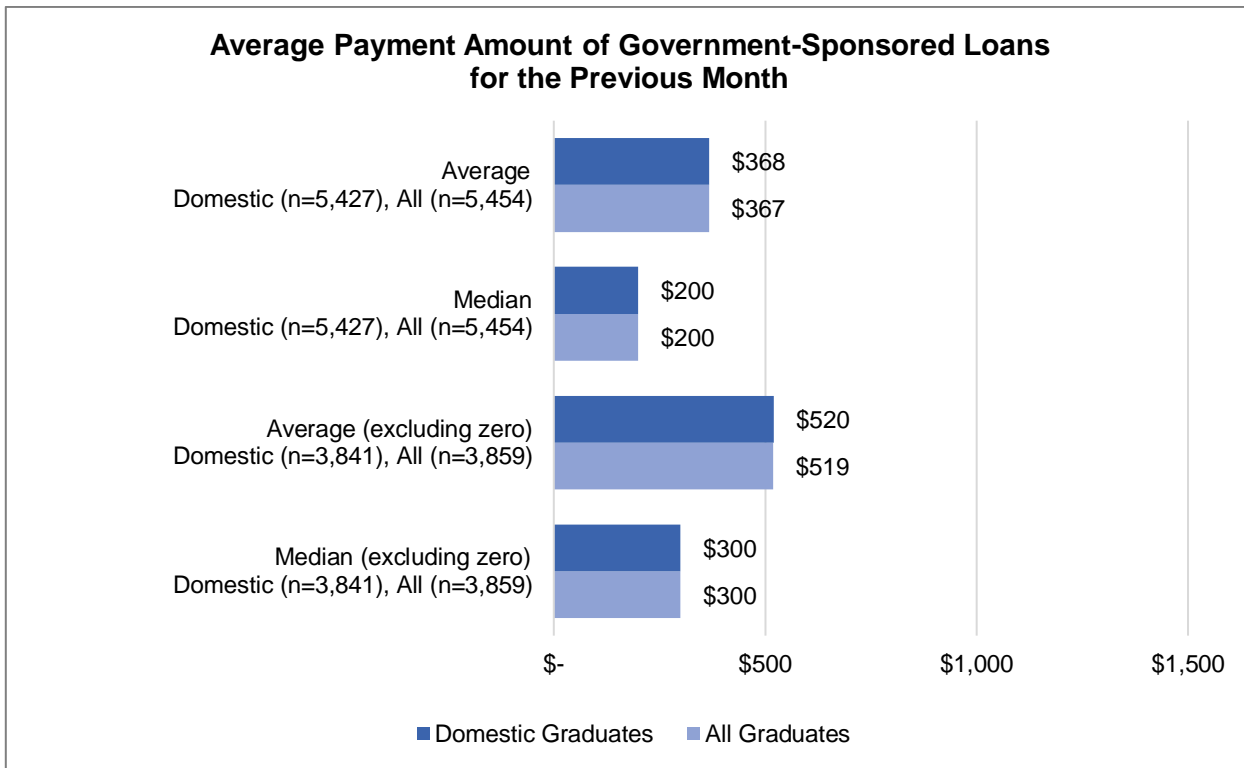
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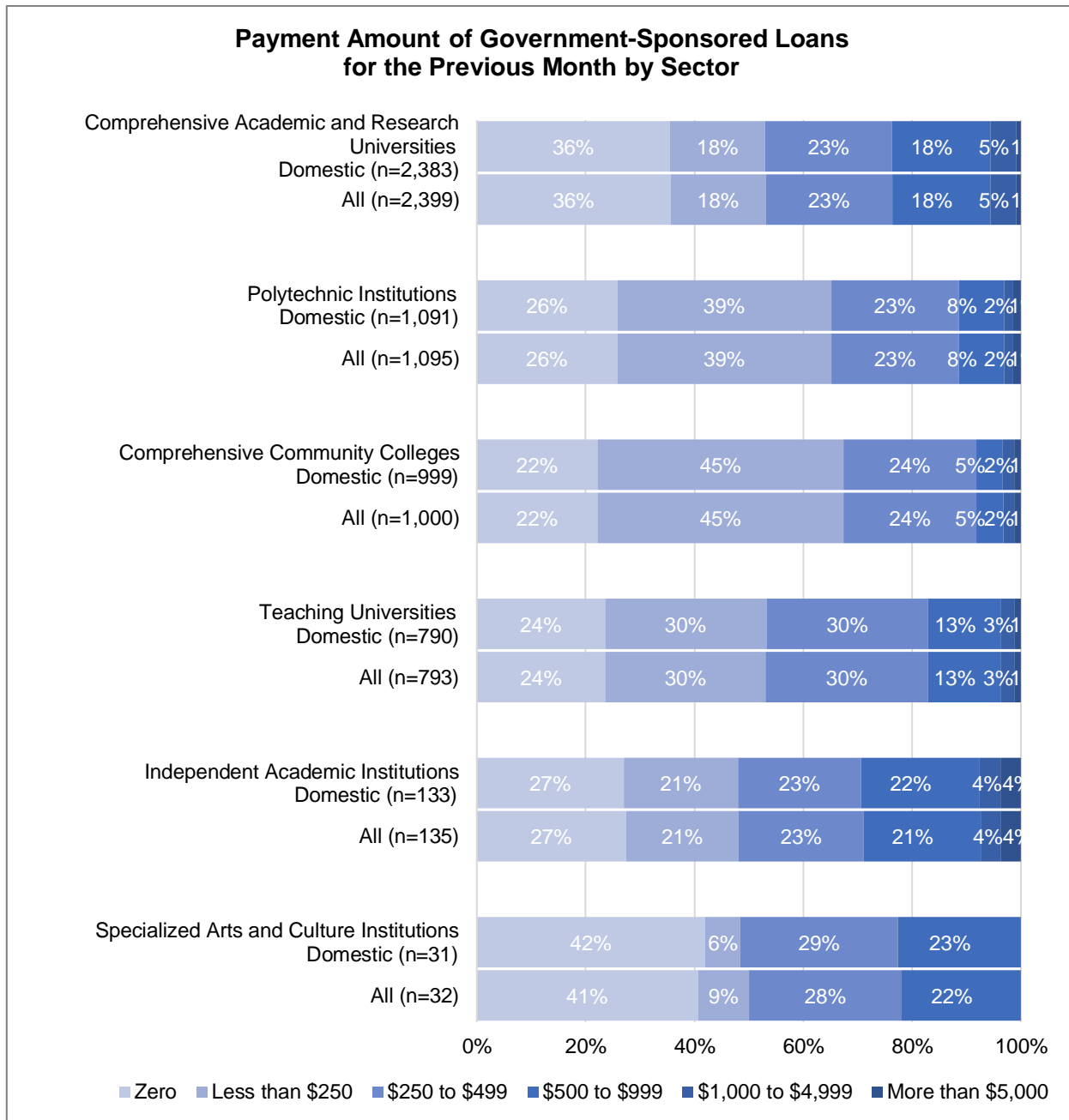
Figure 6.3-2 Average Payment Amount of Government-Sponsored Loans for the Previous Month



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$20,000 were excluded from the results.

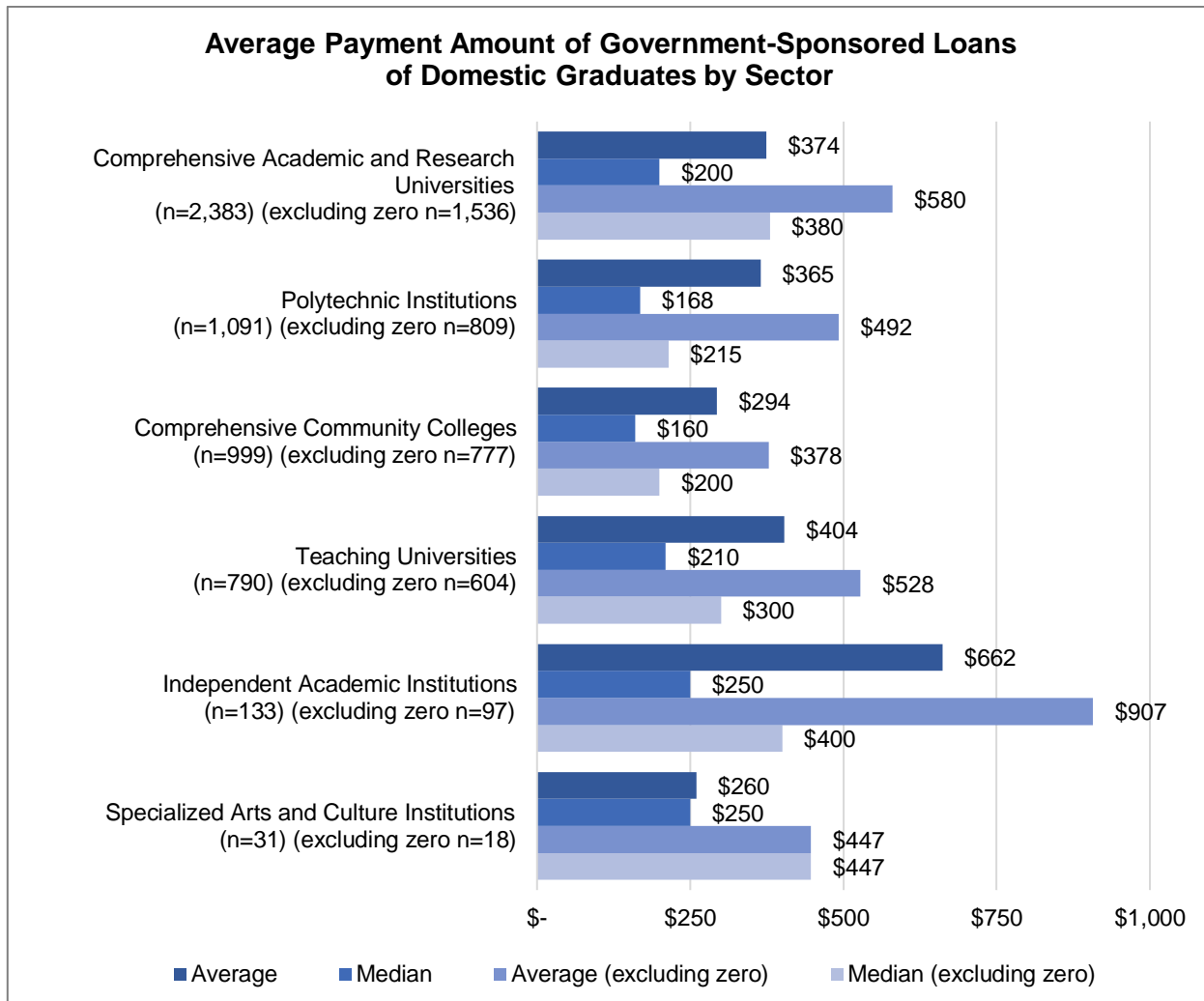
Figure 6.3-3 Payment Amount of Government-Sponsored Loans for the Previous Month by Sector



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 the results.

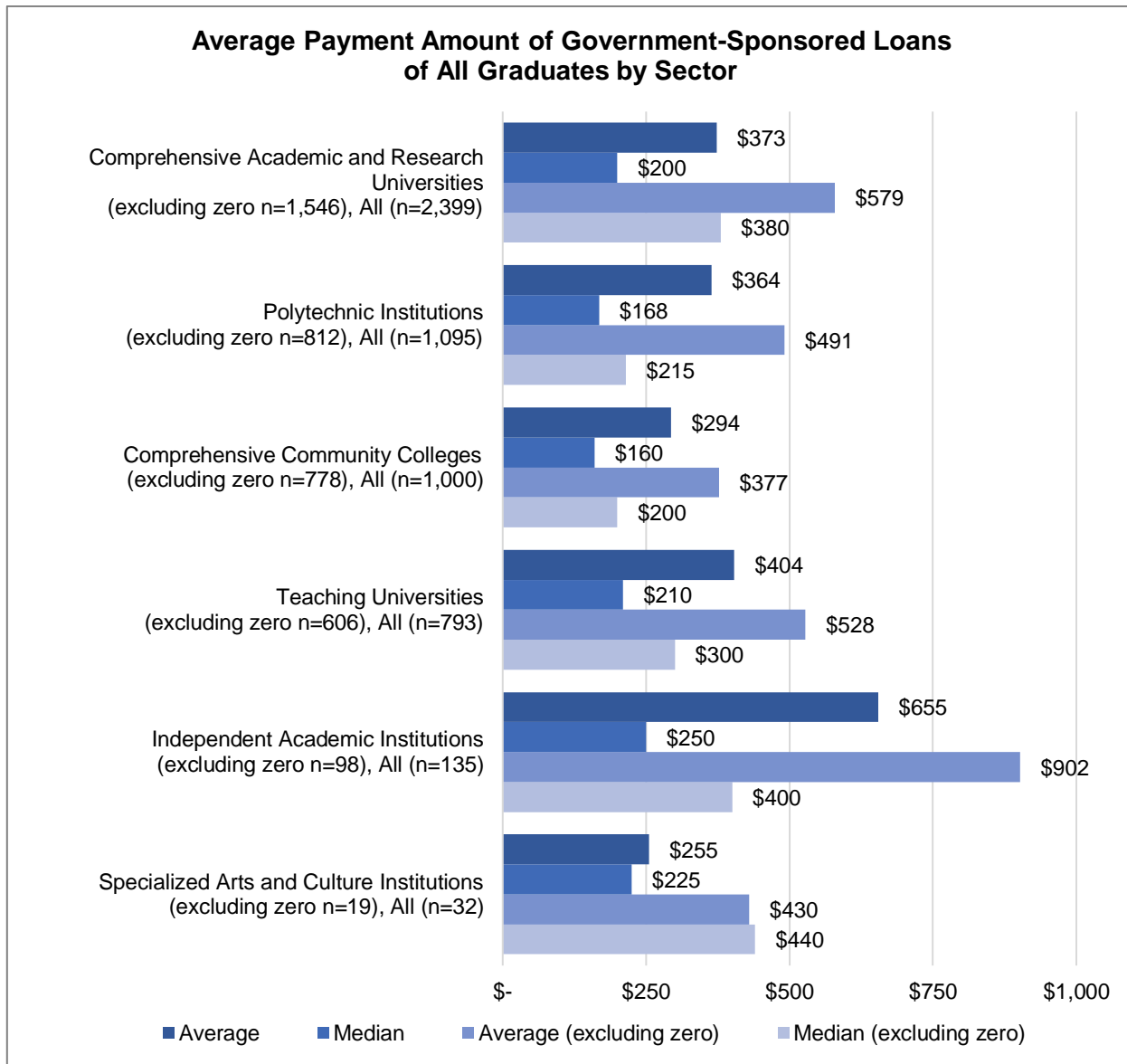
Figure 6.3-4 Average Payment Amount of Government-Sponsored Loans of Domestic Graduates by Sector



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

Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$20,000 were excluded from the results.

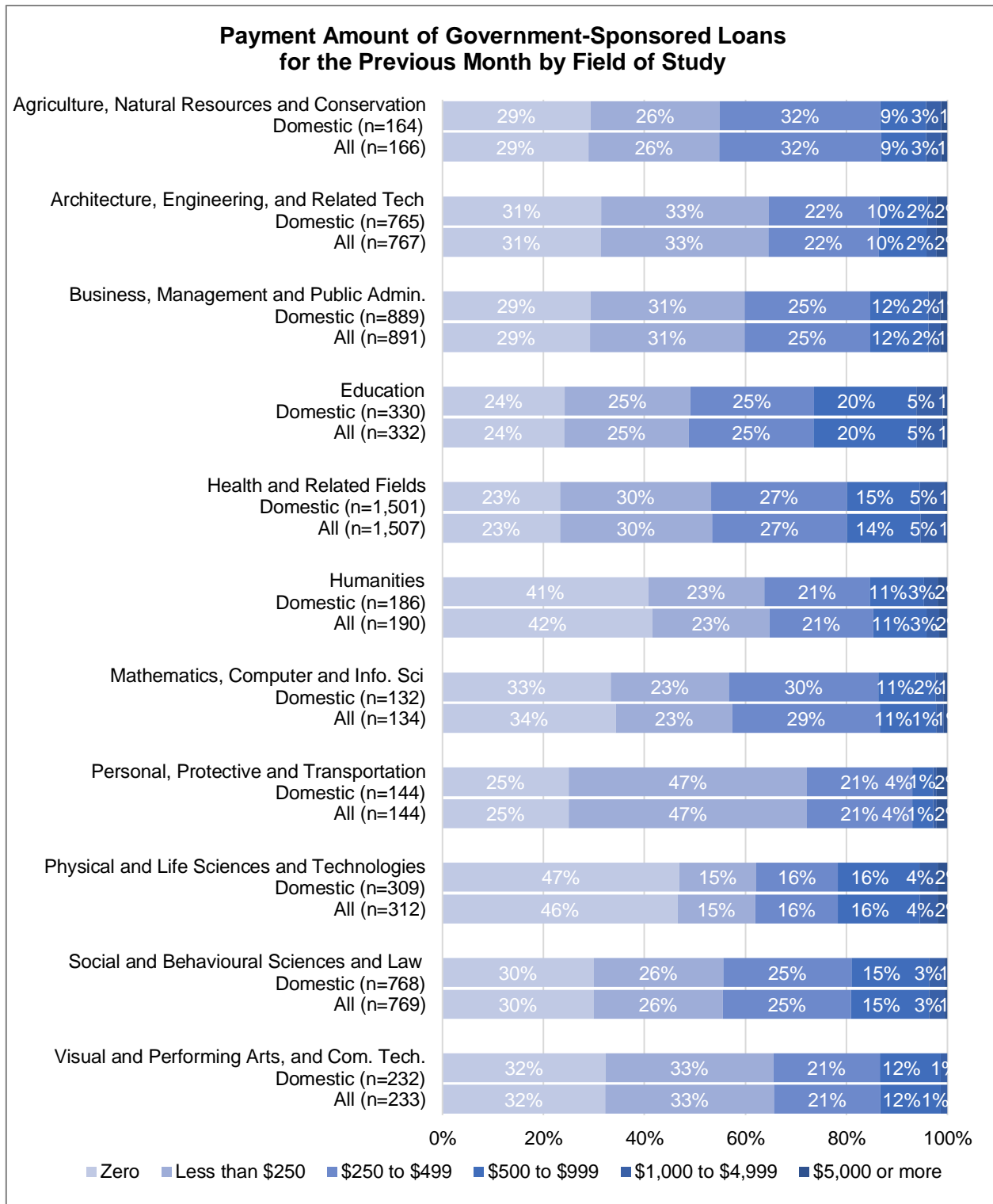
Figure 6.3-5 Average Payment Amount of Government-Sponsored Loans of All Graduates by Sector



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$20,000 were excluded from the results.

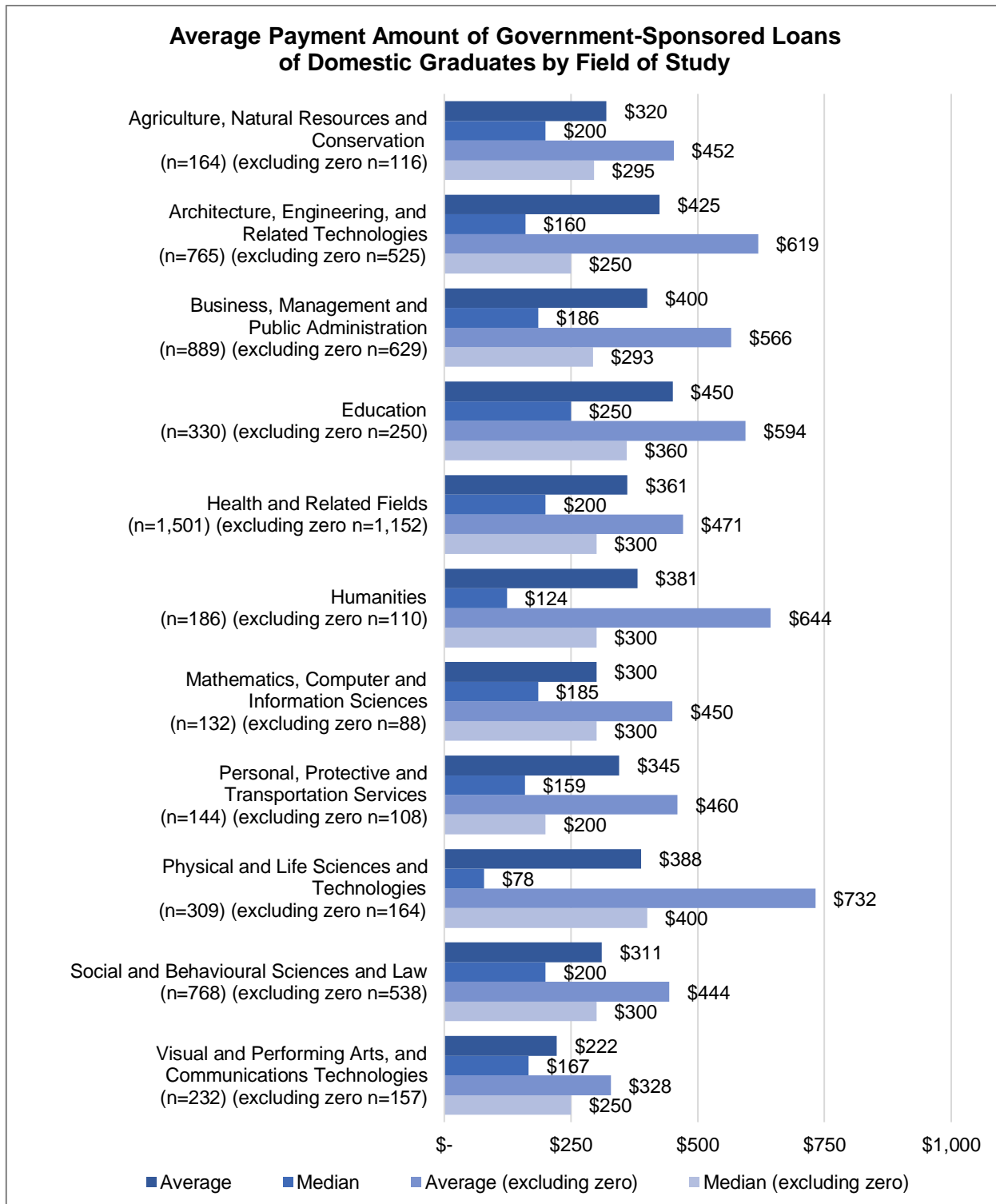
Figure 6.3-6 Payment Amount of Government-Sponsored Loans for the Previous Month by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

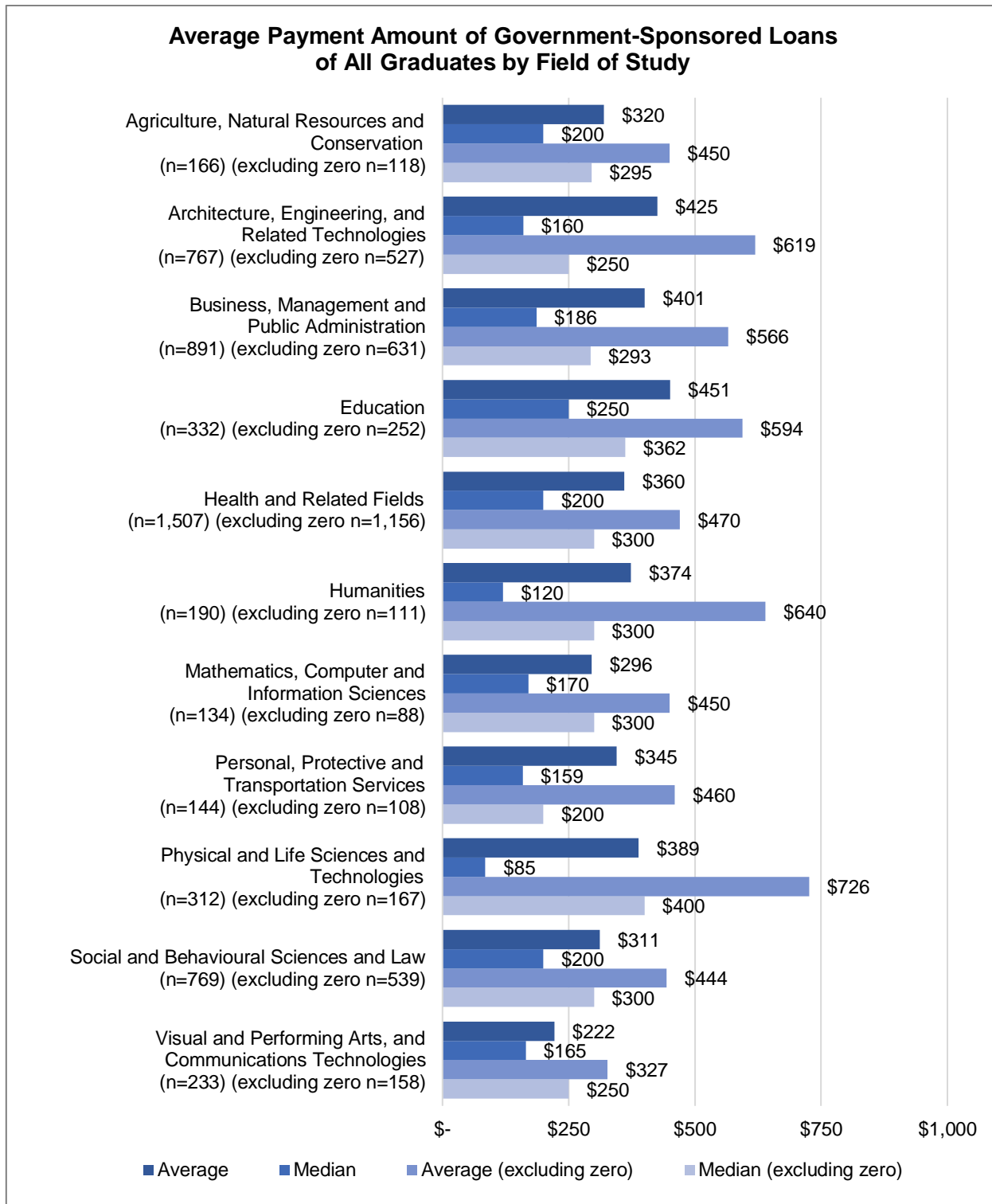
Figure 6.3-7 Average Payment Amount of Government-Sponsored Loans of Domestic Graduates by Field of Study



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$20,000 were excluded from the results. Groups with fewer than 10 respondents were suppressed.

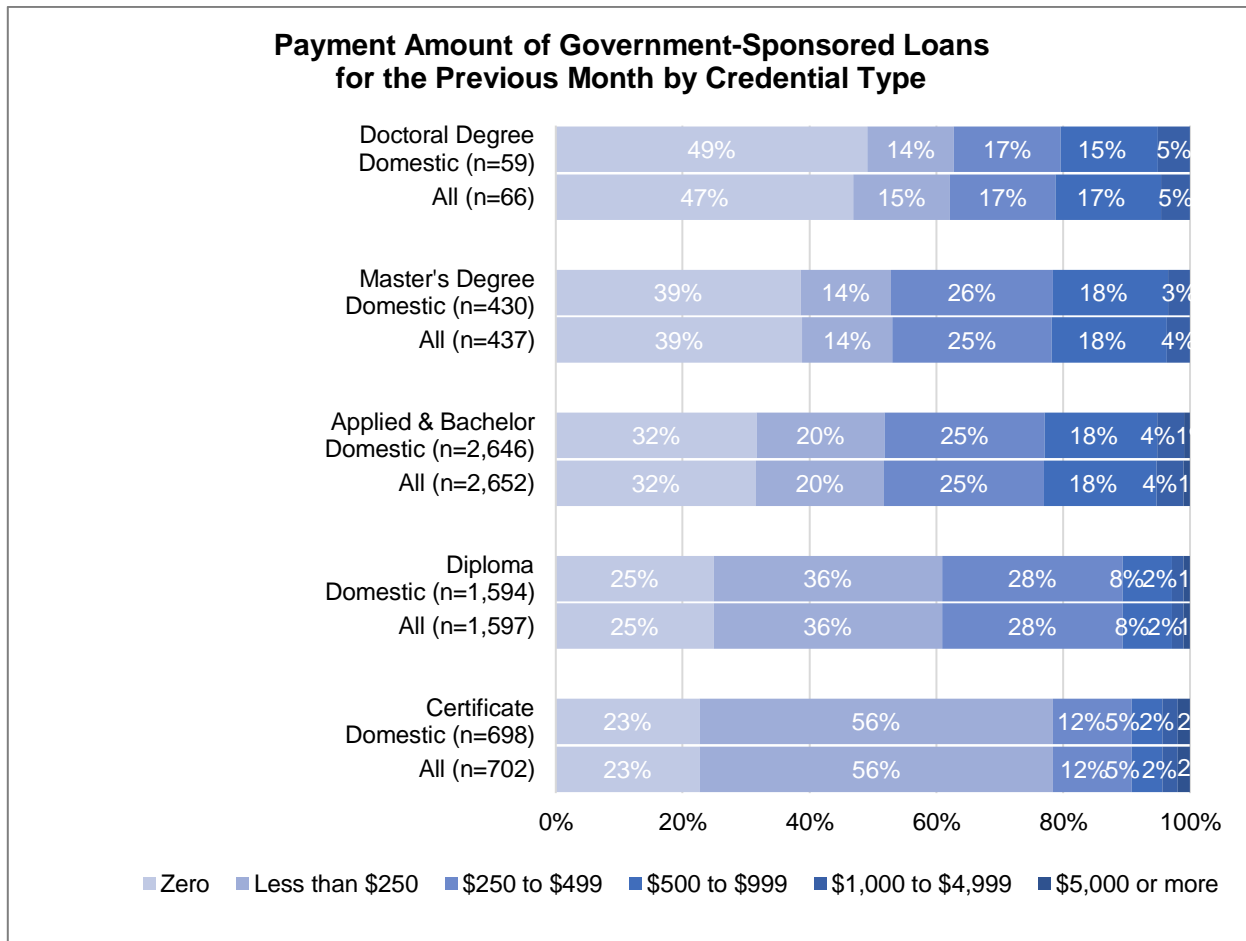
Figure 6.3-8 Average Payment Amount of Government-Sponsored Loans of All Graduates by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

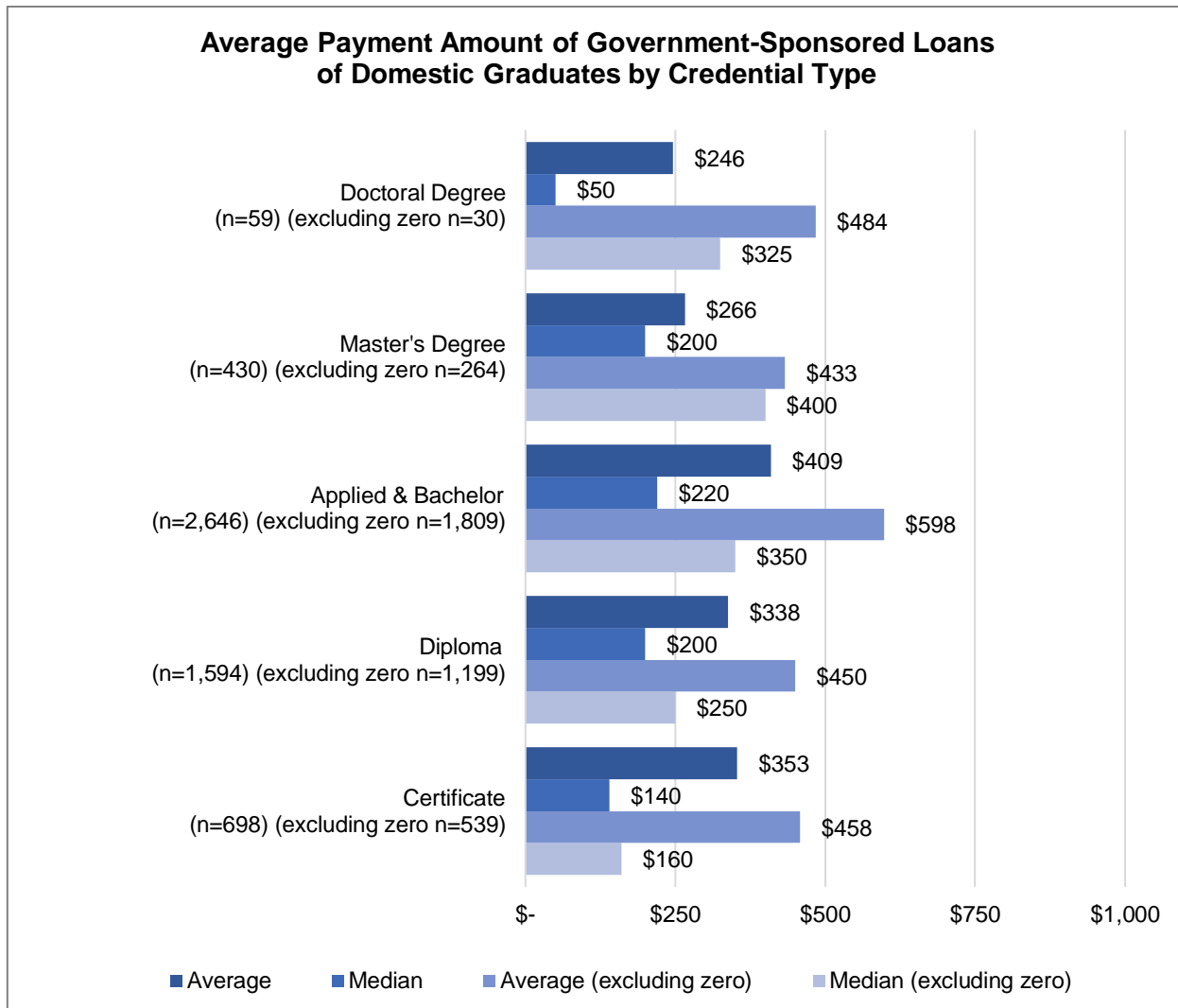
Figure 6.3-9 *Payment Amount of Government-Sponsored Loans for the Previous Month by Credential Type*



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 the results.

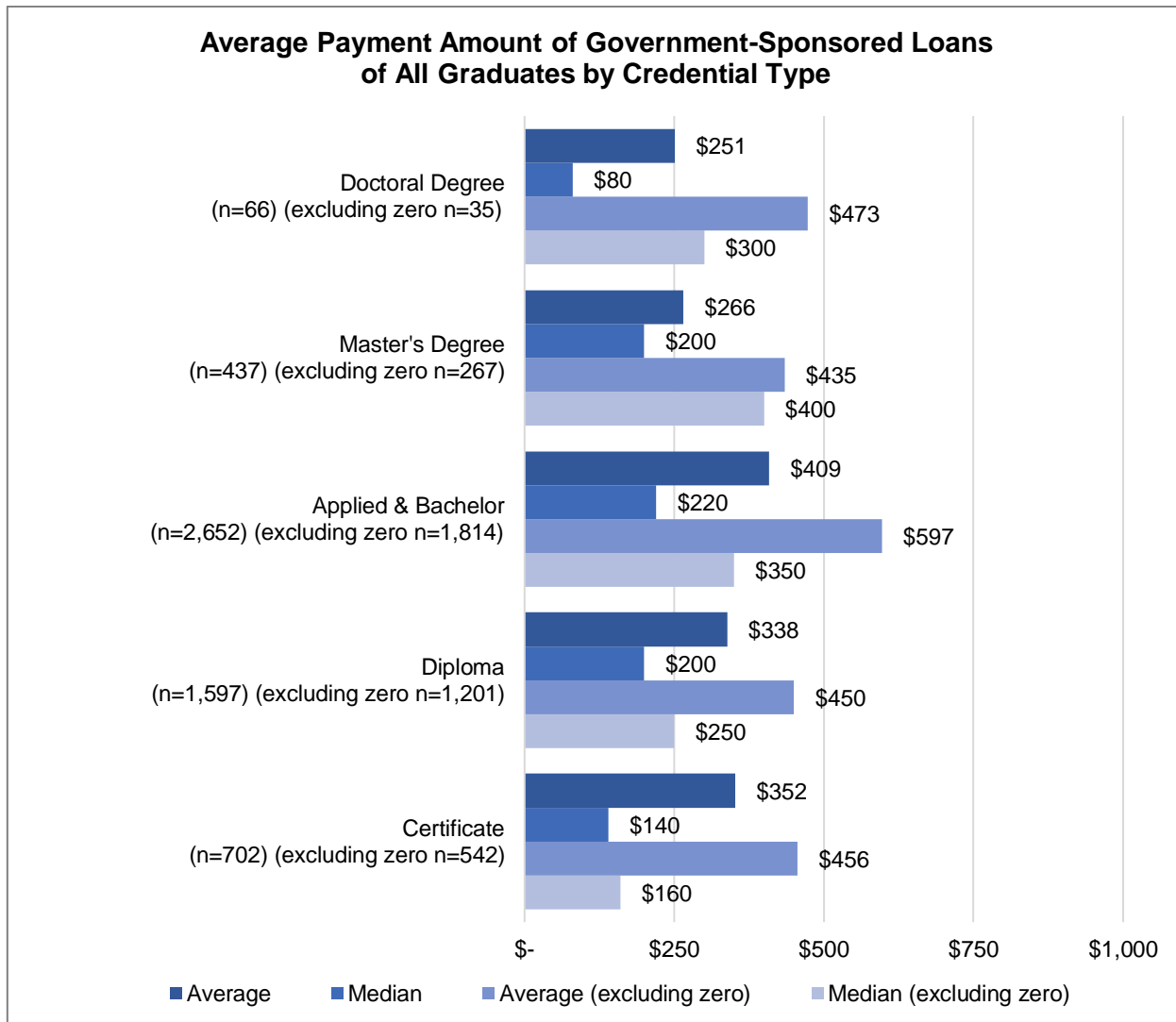
Figure 6.3-10 Average Payment Amount of Government-Sponsored Loans of Domestic Graduates by Credential Type



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$20,000 were excluded from the results.

Figure 6.3-11 Average Payment Amount of Government-Sponsored Loans of All Graduates by Credential Type



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Responses of more than \$20,000 were excluded from the results.

7 Scholarships, Awards, and Bursaries Received

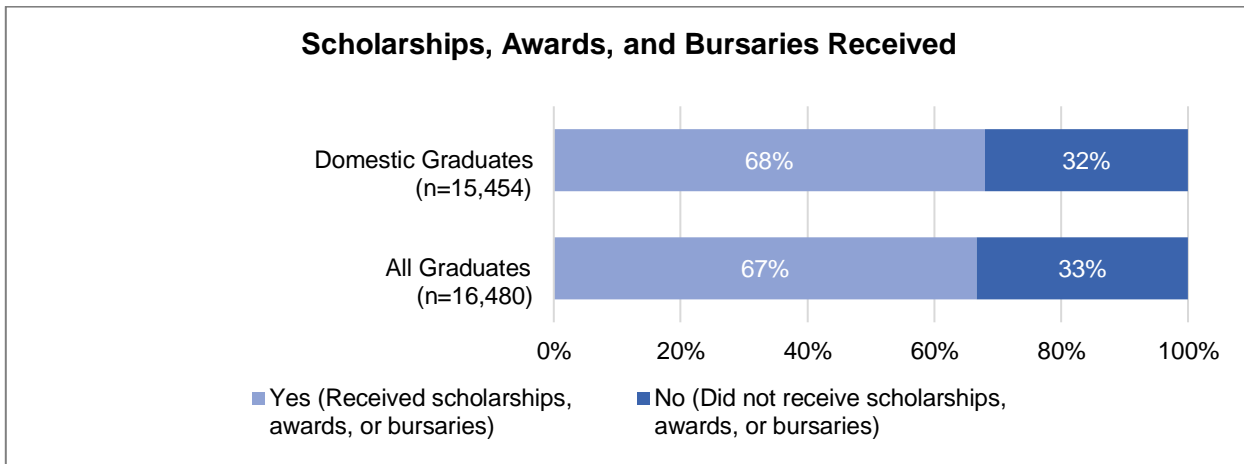
This section covers scholarships, awards, and bursaries graduates received to pay for their post-secondary education. This includes the proportion of graduates who received scholarships, awards, and bursaries; distribution of the amounts received; and the average amount received.

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7.1	Number of Graduates with Scholarships, Awards, and Bursaries.....	146
7.2	Amount of Scholarships, Awards, and Bursaries.....	151

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.

Two thirds of graduates (67%) received scholarships, awards, and bursaries over the course of their post-secondary education. When looking only at domestic students, this number increases to 68%. Certain demographic groups indicated that they received scholarships, awards, and bursaries at a higher rate than some of their peers,¹⁷ specifically:

- Domestic graduates (68% received scholarships, awards, and bursaries, compared to 48% of International graduates).
- Graduates who were between 23 and 25 years of age (78% received scholarships, awards, and bursaries, compared to a range of 39% to 45% of graduates who were older than 40 years of age). This pattern of results was similar among domestic graduates.
- Graduates who were single (72% received scholarships, awards, and bursaries, compared to a range of 51% to 54% of graduates who were married, living with a partner, divorced, separated, or widowed). This pattern of results was similar among domestic graduates.
- Graduates without dependents (72% received scholarships, awards, and bursaries, compared to 48% of graduates with one or more dependents). This pattern of results was similar among domestic graduates.
- Graduates from rural Alberta, Red Deer, Medicine Hat, Lethbridge, and Edmonton (a range of 69% to 72% received scholarships, awards, and bursaries, compared to 55% of graduates from Fort McMurray). This pattern of results was similar among domestic graduates.

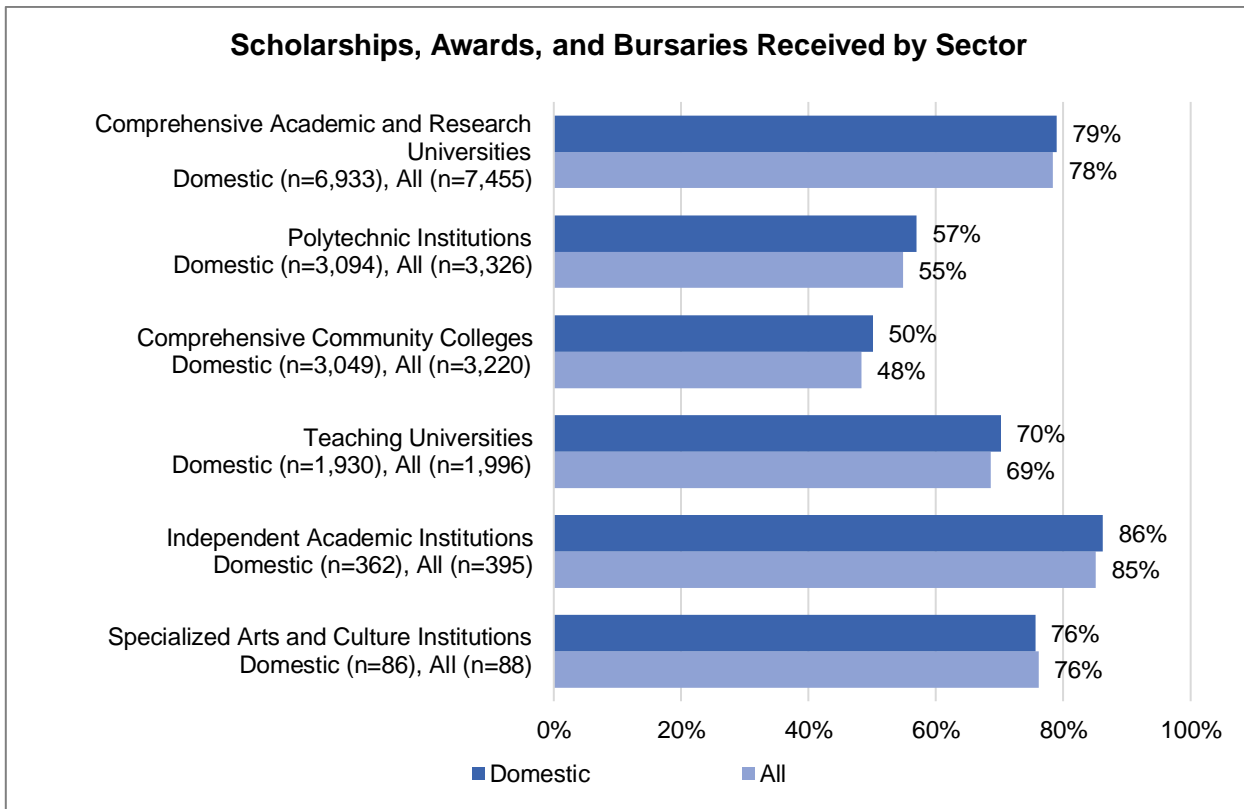
¹⁷ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Of the graduates asked, those who chose their program based on information provided by their teacher, participation in an event, competition or program, or the reputation of the field (a range of 68% to 73% received scholarships, awards, and bursaries, compared to 58% of graduates who chose their program based on potential income). This pattern of results was similar among domestic graduates.
- Graduates who participated in work experience related to their field of study (66% received scholarships, awards, and bursaries, compared to 60% who did not participate in work experience related to their field of study). This pattern of results was similar among domestic graduates.
- Graduates of STEM programs (76% received scholarships, awards, and bursaries, compared to 64% of BHASE graduates). This pattern of results was similar among domestic graduates.
- Graduates from Independent Academic Institutions, Comprehensive Academic and Research Universities, and Specialized Arts and Culture Institutions (a range of 76% to 85% received scholarships, awards, and bursaries, compared to a range of 48% to 55% of graduates from Polytechnic Institutions and Comprehensive Community Colleges). This pattern of results was similar among domestic graduates.
- Graduates of Physical and Life Sciences and Technologies; Visual and Performing Arts, and Communications Technologies; Agriculture, Natural Resources and Conservation; and Humanities (a range of 77% to 89% received scholarships, awards, and bursaries, compared to 51% of graduates of Personal, Protective and Transportation Services). This pattern of results was similar among domestic graduates.
- Graduates who received a doctoral degree (91% received scholarships, awards, and bursaries, compared to 37% of graduates who received a certificate). This pattern of results was similar among domestic graduates.

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 Figure 7.1-3 **Scholarships, Awards, and Bursaries Received by Field of Study**149
 Figure 7.1-4 **Scholarships, Awards, and Bursaries Received by Credential Type**150

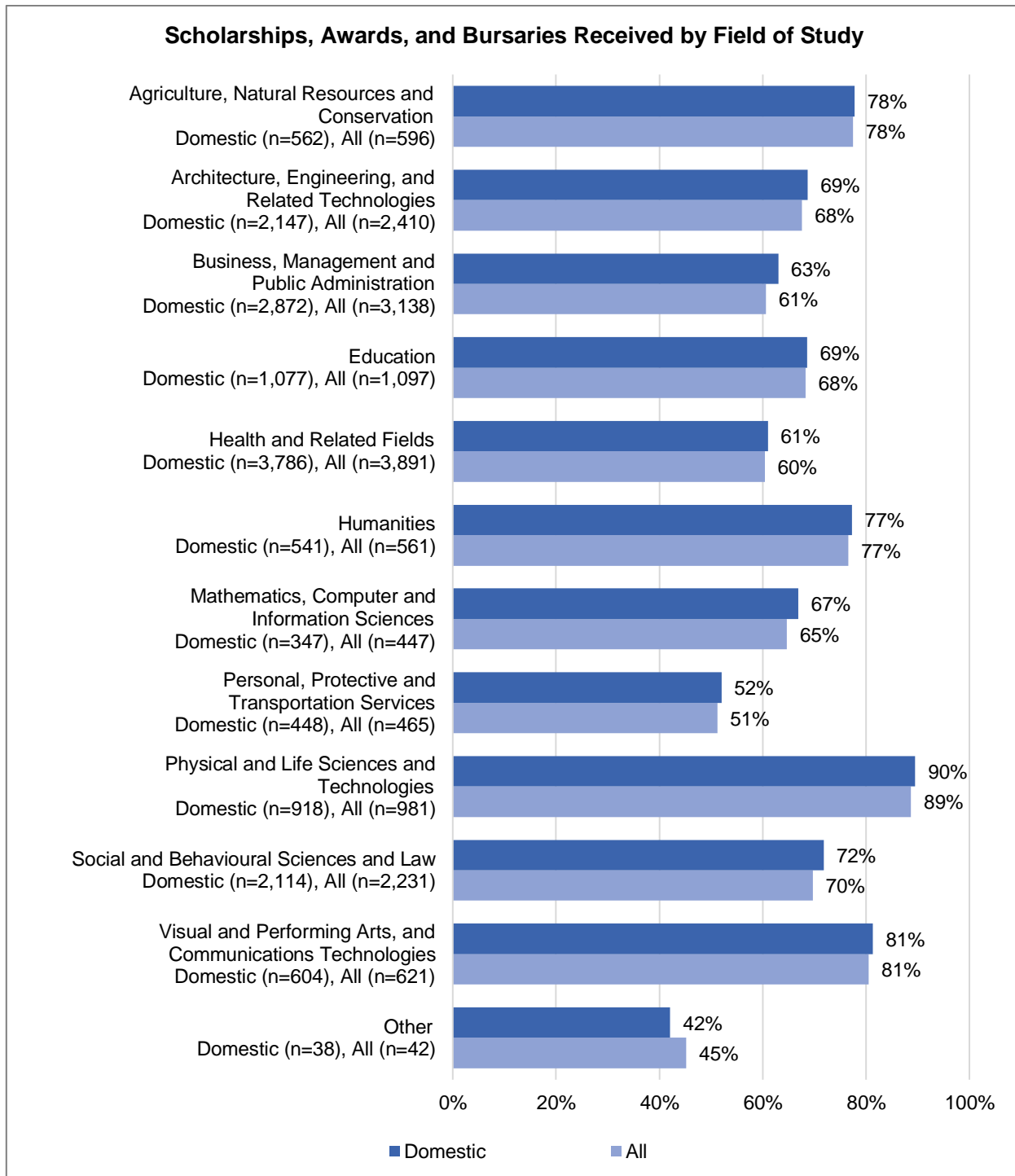
Figure 7.1-2 Scholarships, Awards, and Bursaries Received by Sector



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

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

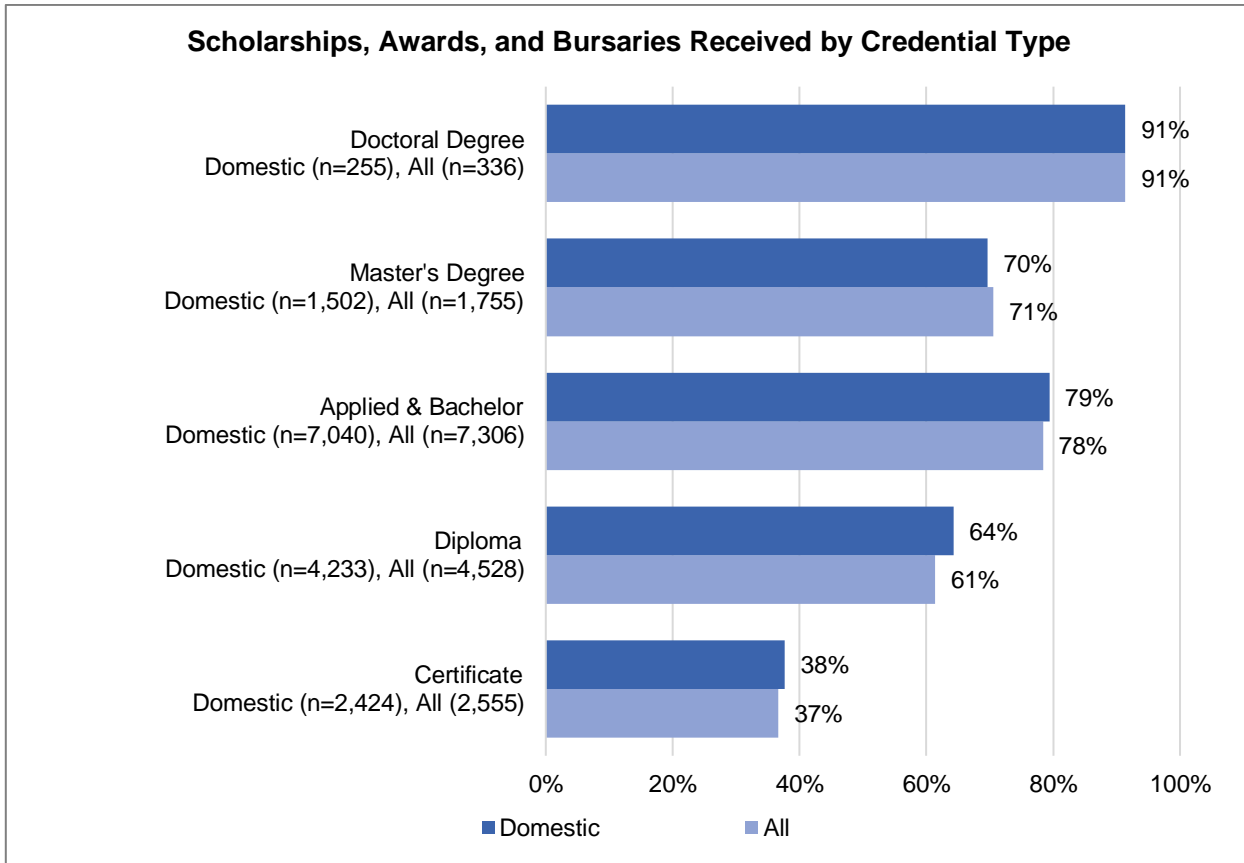
Figure 7.1-3 Scholarships, Awards, and Bursaries Received by Field of Study



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

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

Figure 7.1-4 Scholarships, Awards, and Bursaries Received by Credential Type

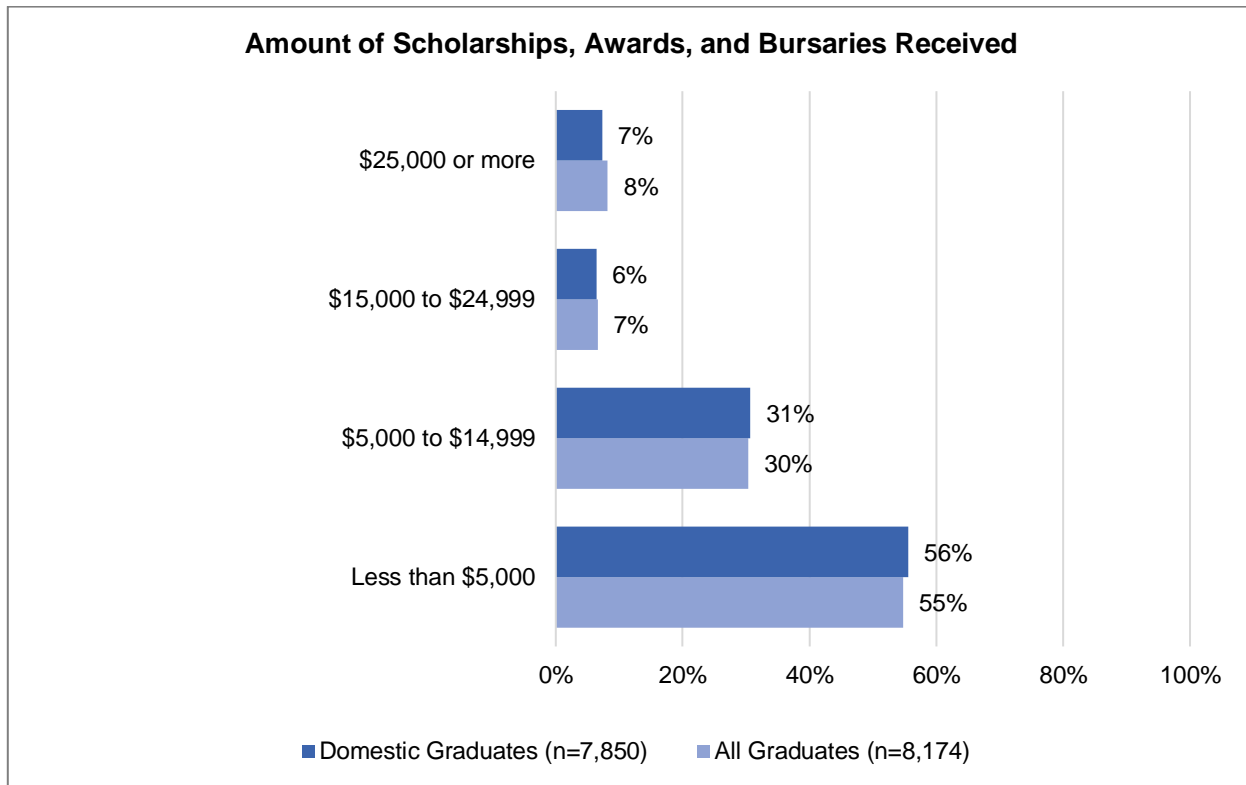


Q52: Have you ever received financial assistance for education-related expenses from the following sources?
Scholarships, awards or bursaries.

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

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 the 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 \$9,628 and the median was \$4,000. Certain demographic groups reported receiving higher scholarships, awards, and bursaries on average than some of their peers¹⁸. Specifically, the groups who reported higher averages received in scholarships, bursaries, or awards were:

- International graduates (an average of \$25,626 was received in scholarships, awards, and bursaries compared to an average of \$8,978 that was received by domestic graduates).
- Graduates who were between 31 and 50 years of age (averages ranging from \$14,258 to \$16,861 were received in scholarships, awards, and bursaries compared to averages ranging from \$2,638 to \$7,389 that were received by graduates who were younger than 26 years of age). This pattern of results was similar among domestic graduates.

¹⁸ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Male graduates compared to female graduates (an average of \$10,405 was received in scholarships, awards, and bursaries compared to an average of \$9,190).
- Graduates who were married or living with a partner (an average of \$12,413 was received in scholarships, awards, and bursaries that was compared to an average of \$8,979 that was received by graduates who were single). This pattern of results was similar among domestic graduates.
- Domestic graduates who self-identified as an Aboriginal person (an average of \$11,154 was received in scholarships, awards, and bursaries compared to an average of \$8,888 that was received by domestic graduates who did not self-identify as an Aboriginal person). The total population did not show any significant differences between these demographic groups.
- Graduates from another province or territory in Canada (an average of \$13,697 was received in scholarships, awards, and bursaries compared to averages ranging from \$6,528 to \$8,584 that were received by graduates from Edmonton, Calgary, Red Deer, and rural Alberta). This pattern of results was similar among domestic graduates.
- Of the graduates asked, those who chose their program based on information provided by their teacher and income participation in an event, competition, or program (averages ranging from \$15,443 to \$16,035 were received in scholarships, awards, and bursaries compared to an average of \$6,577 that was received by graduates who chose their program based on potential income). This pattern of results was similar among domestic graduates.
- Graduates of STEM programs (an average of \$13,647 was received in scholarships, awards, and bursaries compared an average of \$8,300 that was received BHASE graduates). This pattern of results was similar among domestic graduates.
- Graduates from Comprehensive Academic and Research Universities (an average of \$14,081 was received in scholarships, awards, and bursaries compared to averages ranging from \$3,588 to \$6,054 that were received by graduates of Teaching Universities, Polytechnic Institutions, Comprehensive Community Colleges, and Specialized Arts and Culture Institutions). This pattern of results was similar among domestic graduates.
- Graduates of Physical and Life Sciences and Technologies and Humanities (averages ranging from \$12,370 to \$15,839 were received in scholarships, awards, and bursaries compared to averages ranging from \$5,197 to \$6,848 that were received by graduates of the Business, Management and Public Administration; Visual and Performing Arts, and Communications Technologies; and Personal, Protective and Transportation Services). This pattern of results was similar among domestic graduates.
- Graduates who received a doctoral degree (an average of \$83,783 was received in scholarships, awards, and bursaries compared to averages ranging from \$3,882 to \$4,218 that were received by graduates who received a diploma or a certificate). This pattern of results was similar among domestic graduates.

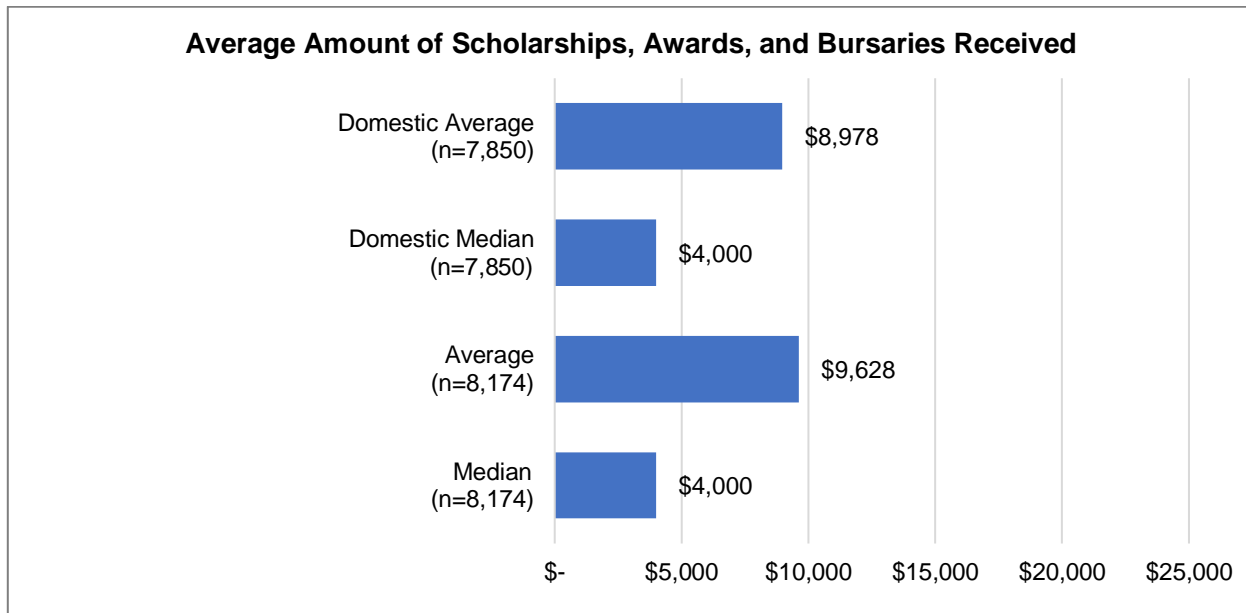
It appears some differences in results are not related to the demographics in question, but rather are related to the difference in the ratio of domestic to international students within the demographic

subgroups; international students had reported a higher average of scholarships, awards, and bursaries received.

Table of Figures: Section 7.2: Amount of Scholarships, Awards, and Bursaries

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 Figure 7.2-6 **Amount of Scholarships, Awards, and Bursaries Received by Field of Study**157
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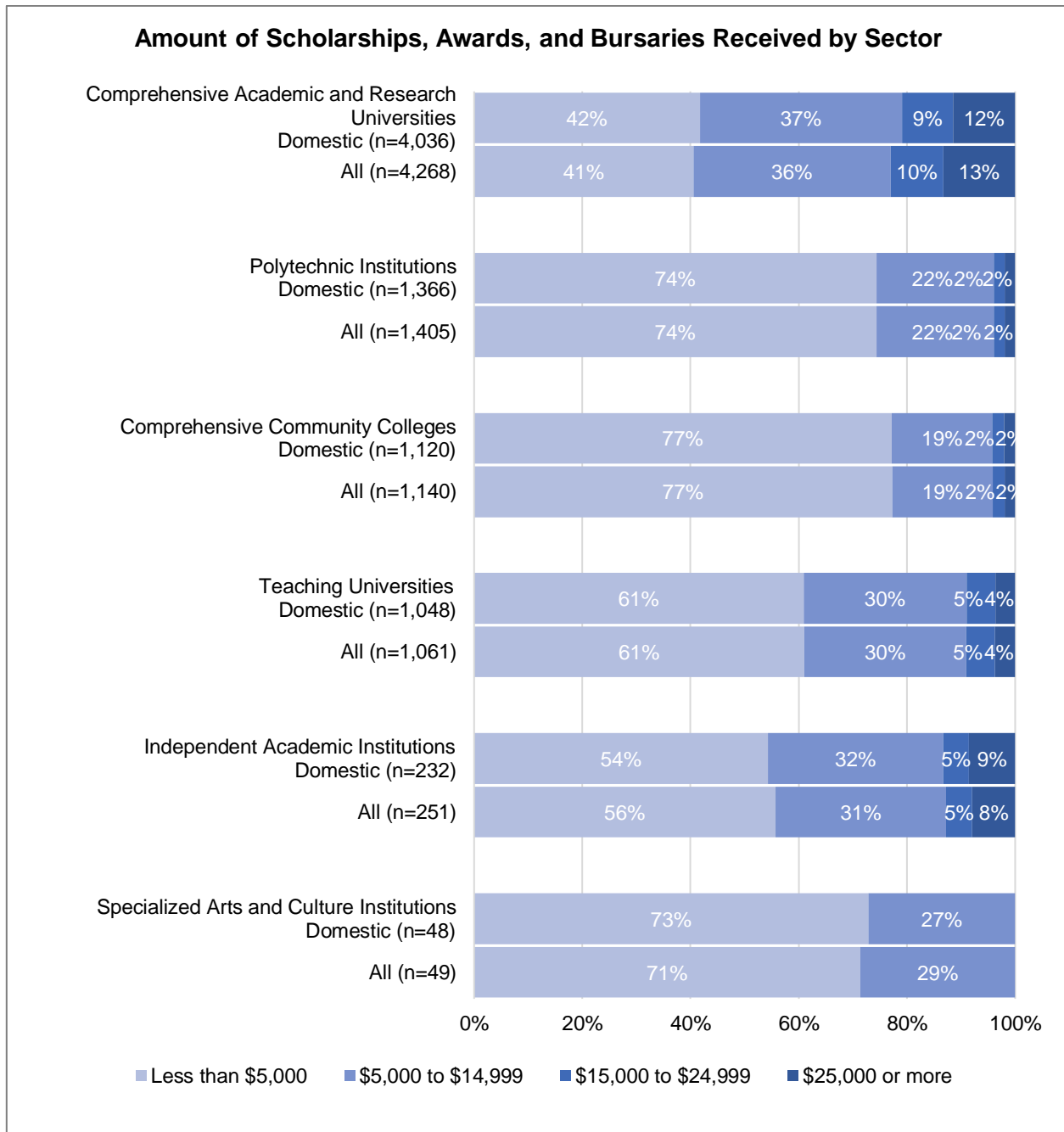
Figure 7.2-2 *Average Amount of Scholarships, Awards, and Bursaries Received*



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 the results. All responses to this question were greater than zero.

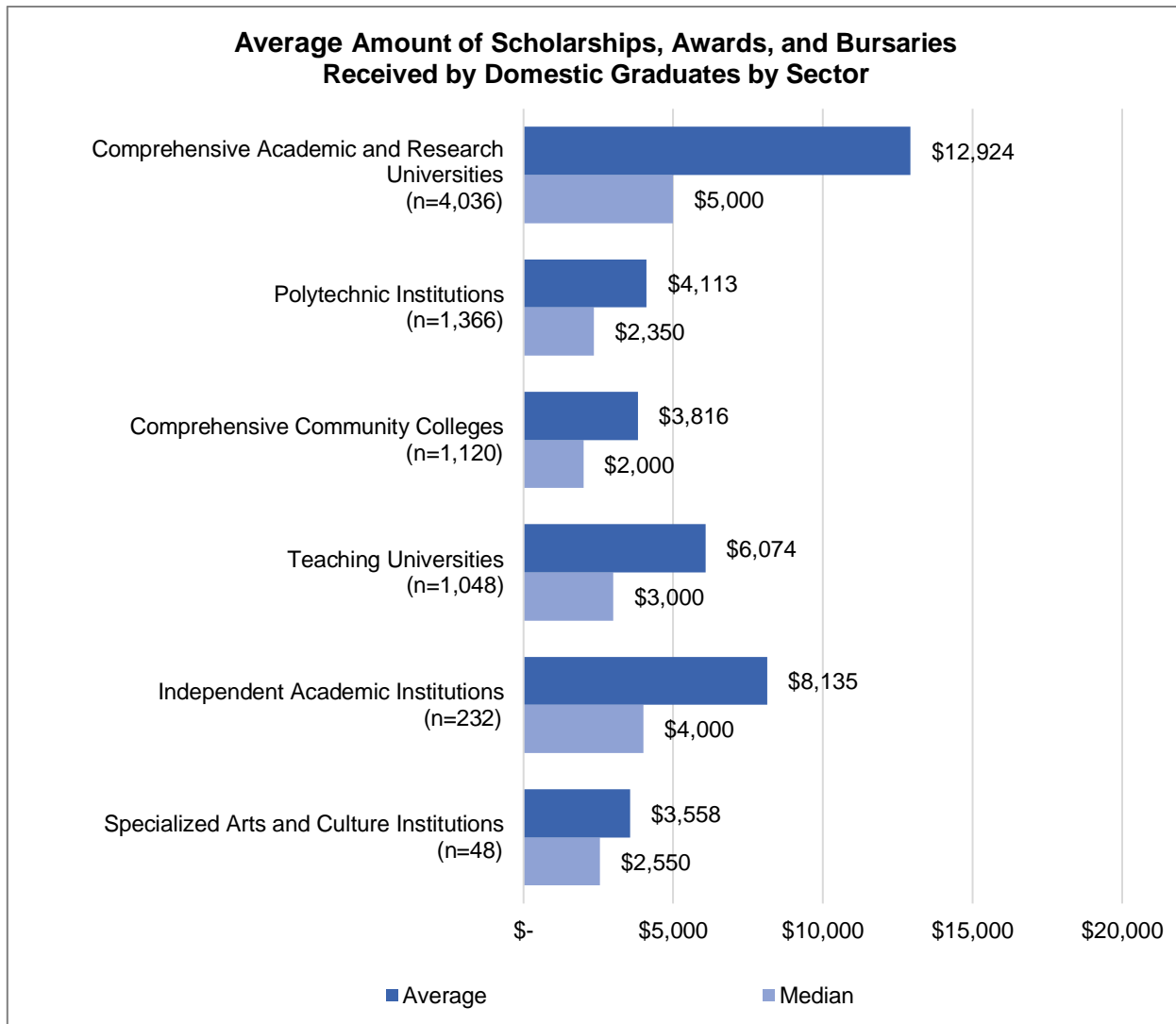
Figure 7.2-3 Amount of Scholarships, Awards, and Bursaries Received by Sector



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 the results. All responses to this question were greater than zero.

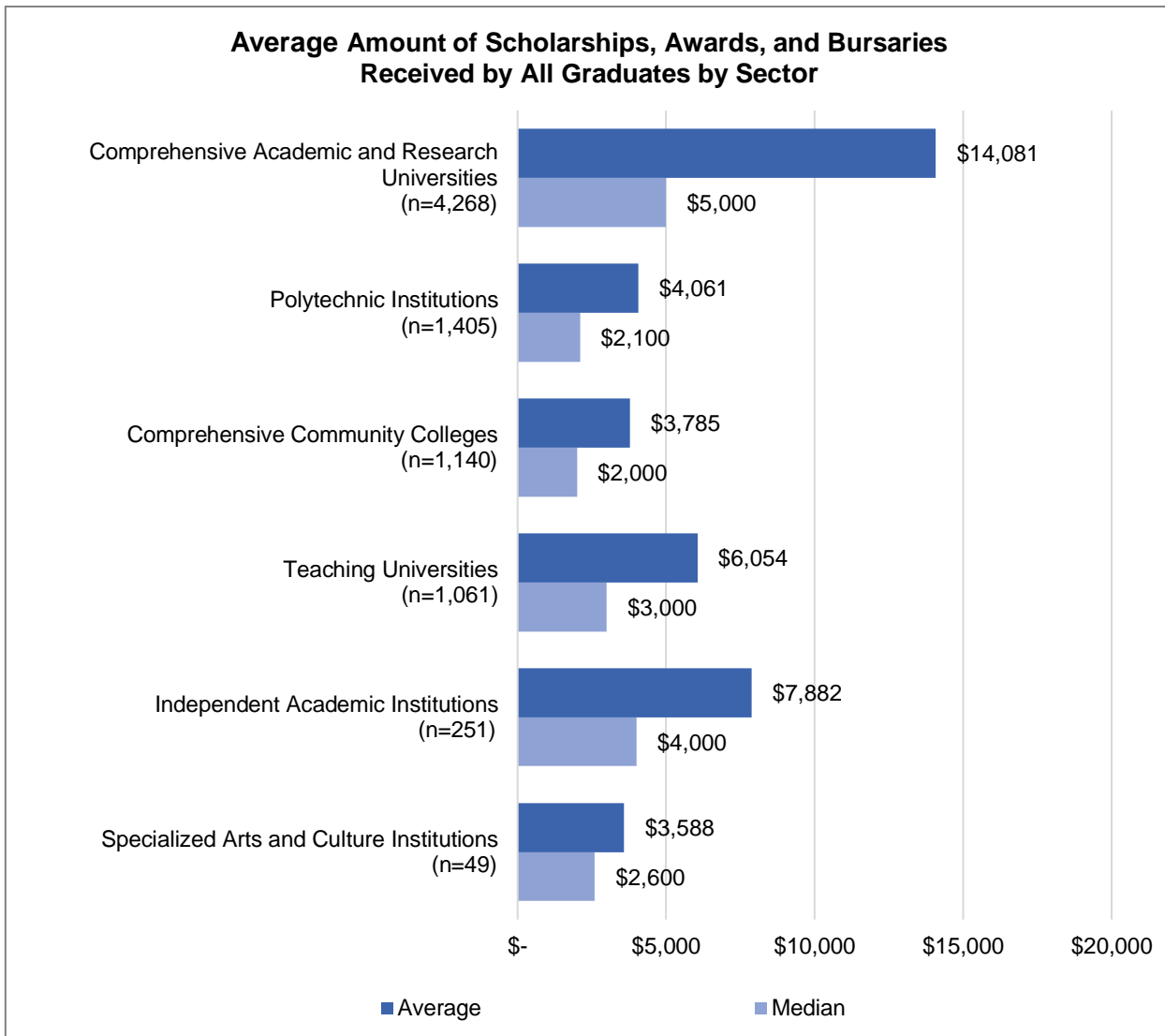
Figure 7.2-4 Average Amount of Scholarships, Awards, and Bursaries Received by Domestic Graduates by Sector



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 the results. All responses to this question were greater than zero.

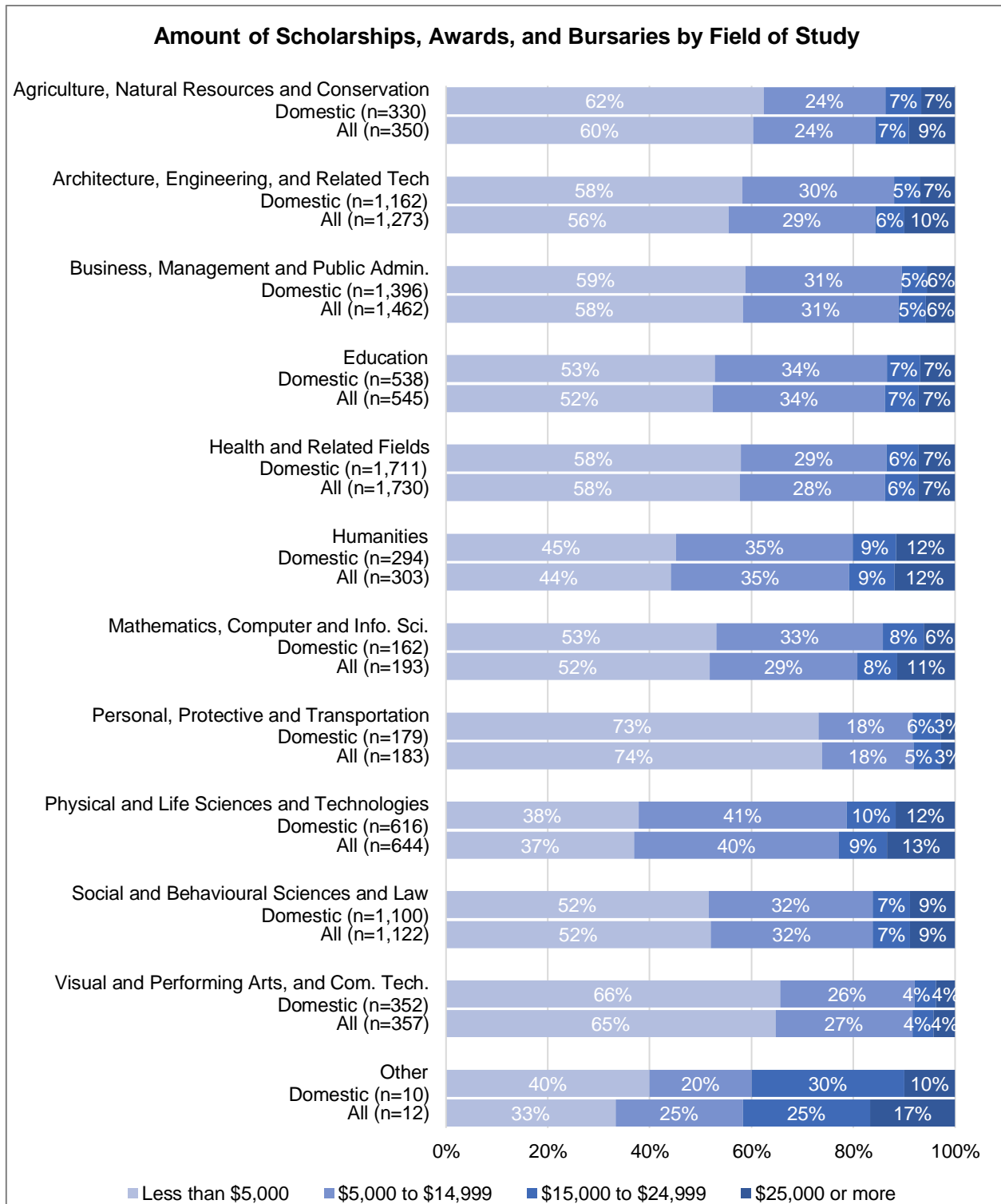
Figure 7.2-5 Average Amount of Scholarships, Awards, and Bursaries Received by All Graduates by Sector



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 the results. All responses to this question were greater than zero.

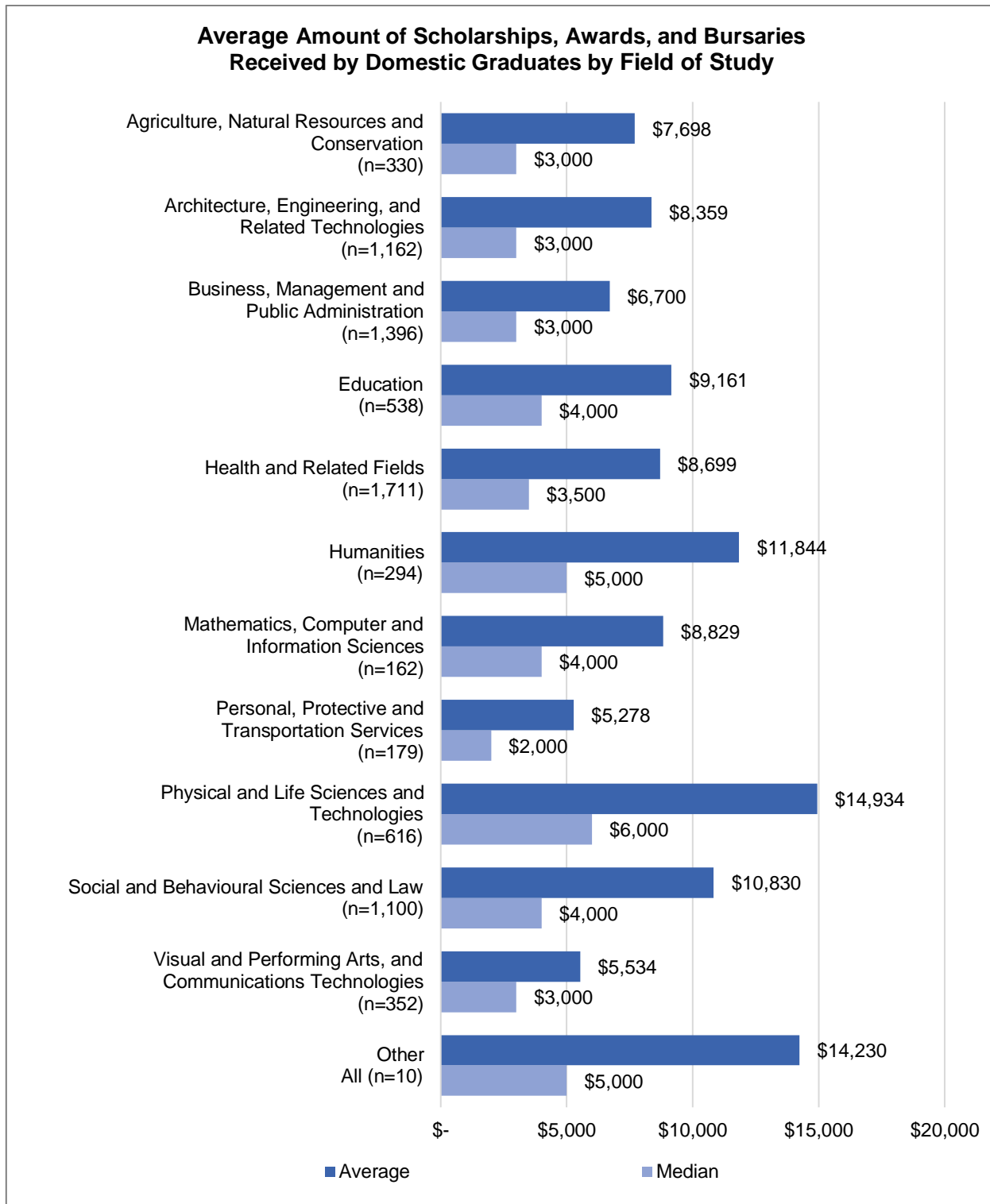
Figure 7.2-6 Amount of Scholarships, Awards, and Bursaries Received by Field of Study



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.

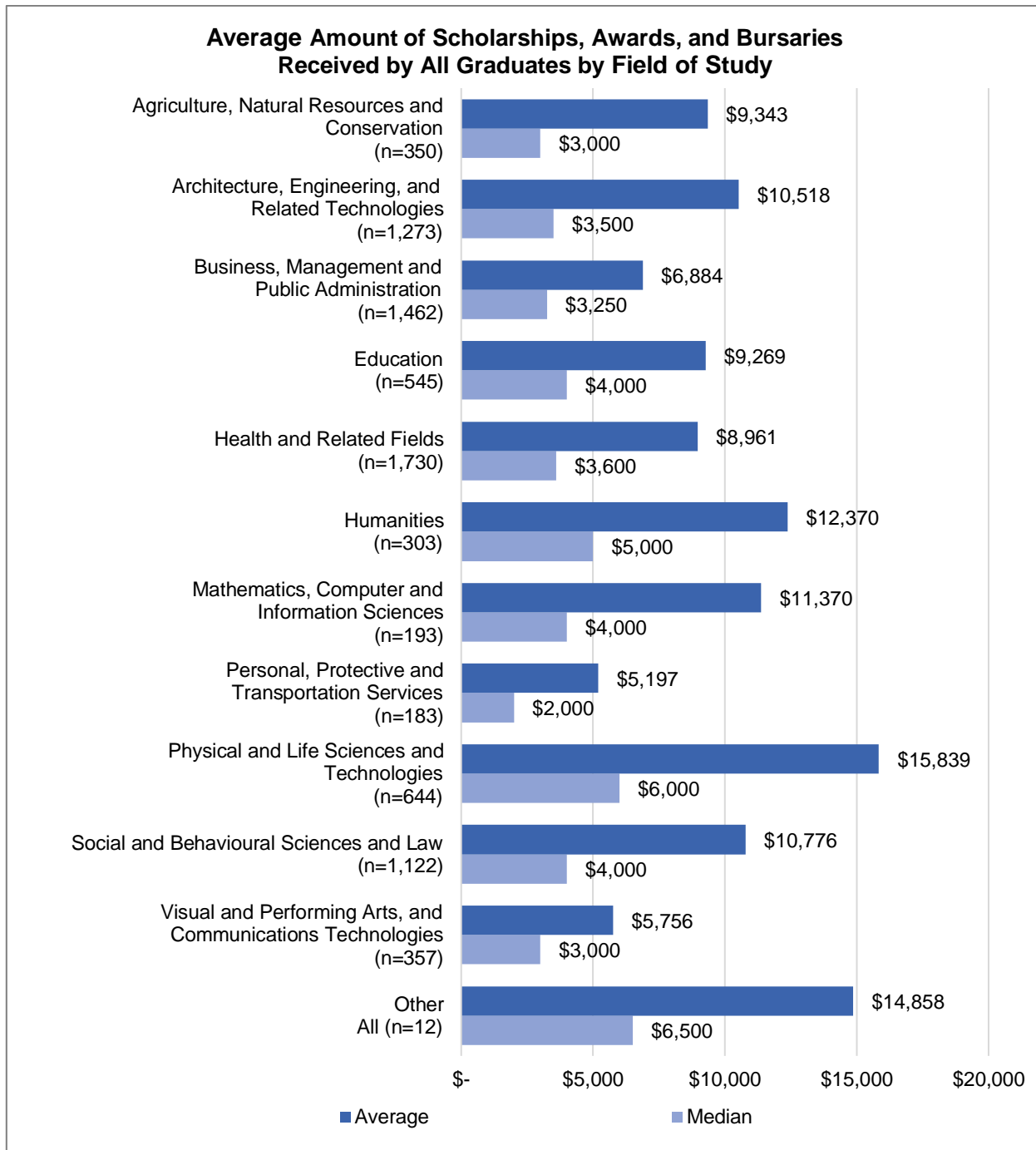
Figure 7.2-7 Average Amount Scholarships, Awards, and Bursaries Received by Domestic Graduates by Field of Study



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 the results. All responses to this question were greater than zero.

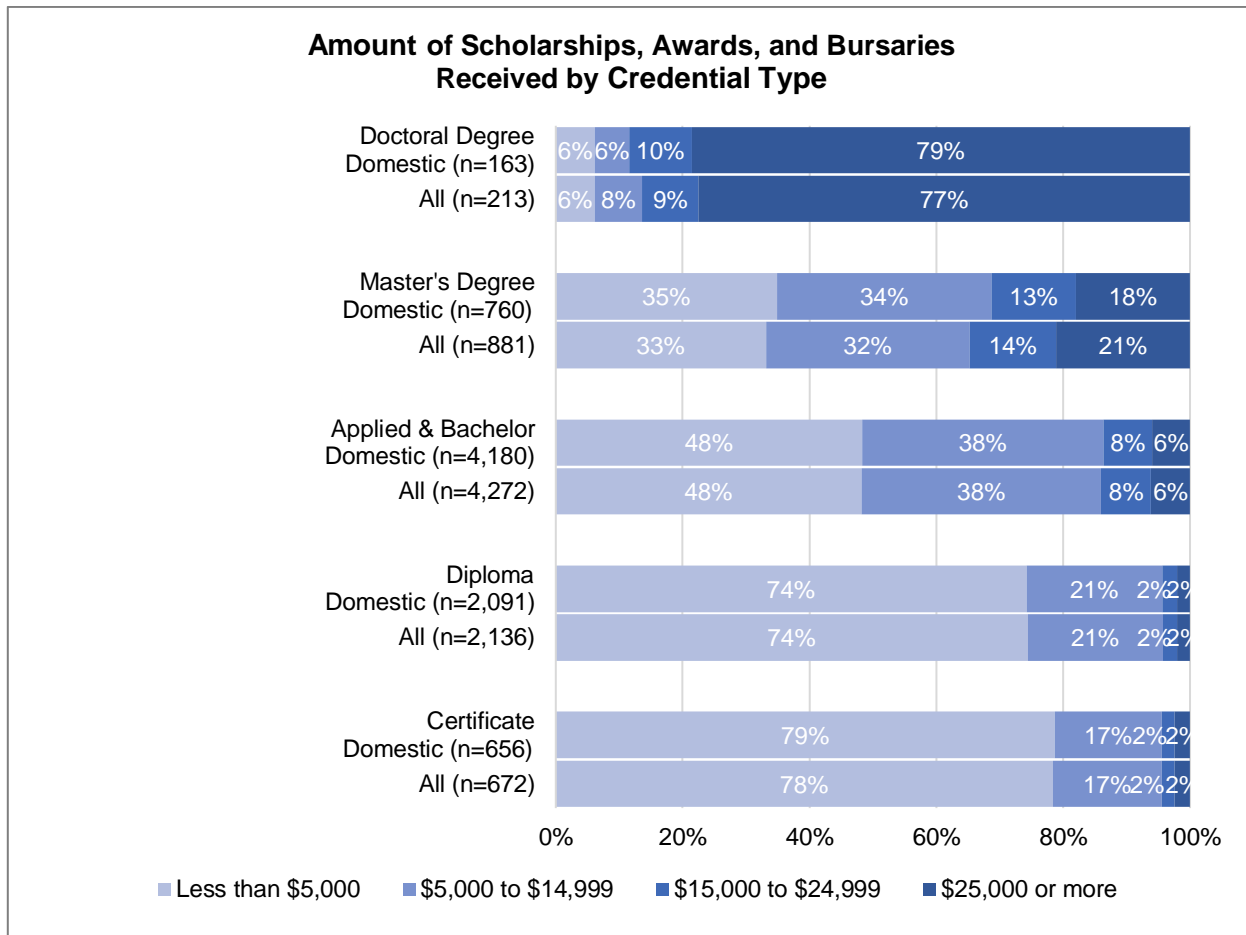
Figure 7.2-8 Average Amount Scholarships, Awards, and Bursaries Received by All Graduates by Field of Study



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 the results. All responses to this question were greater than zero.

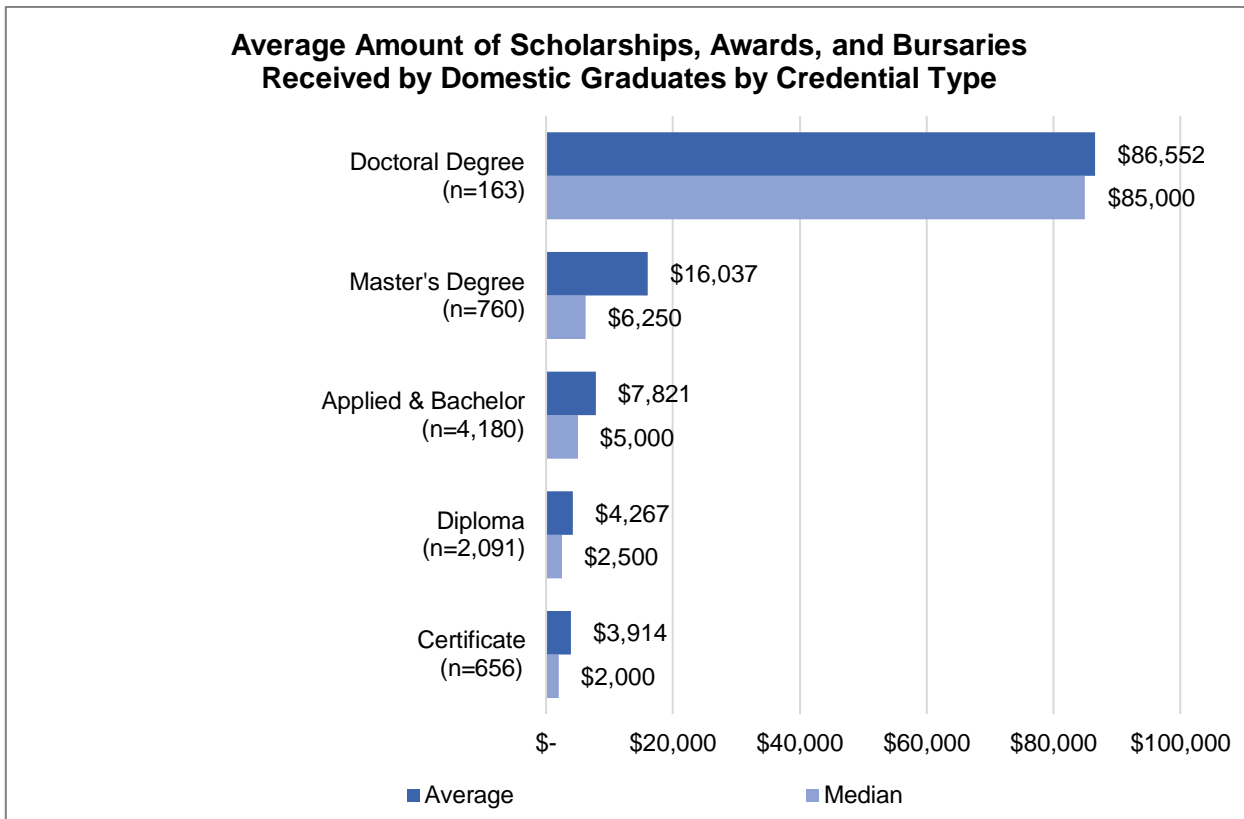
Figure 7.2-9 Amount of Scholarships, Awards, and Bursaries Received by Credential Type



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 the results. All responses to this question were greater than zero.

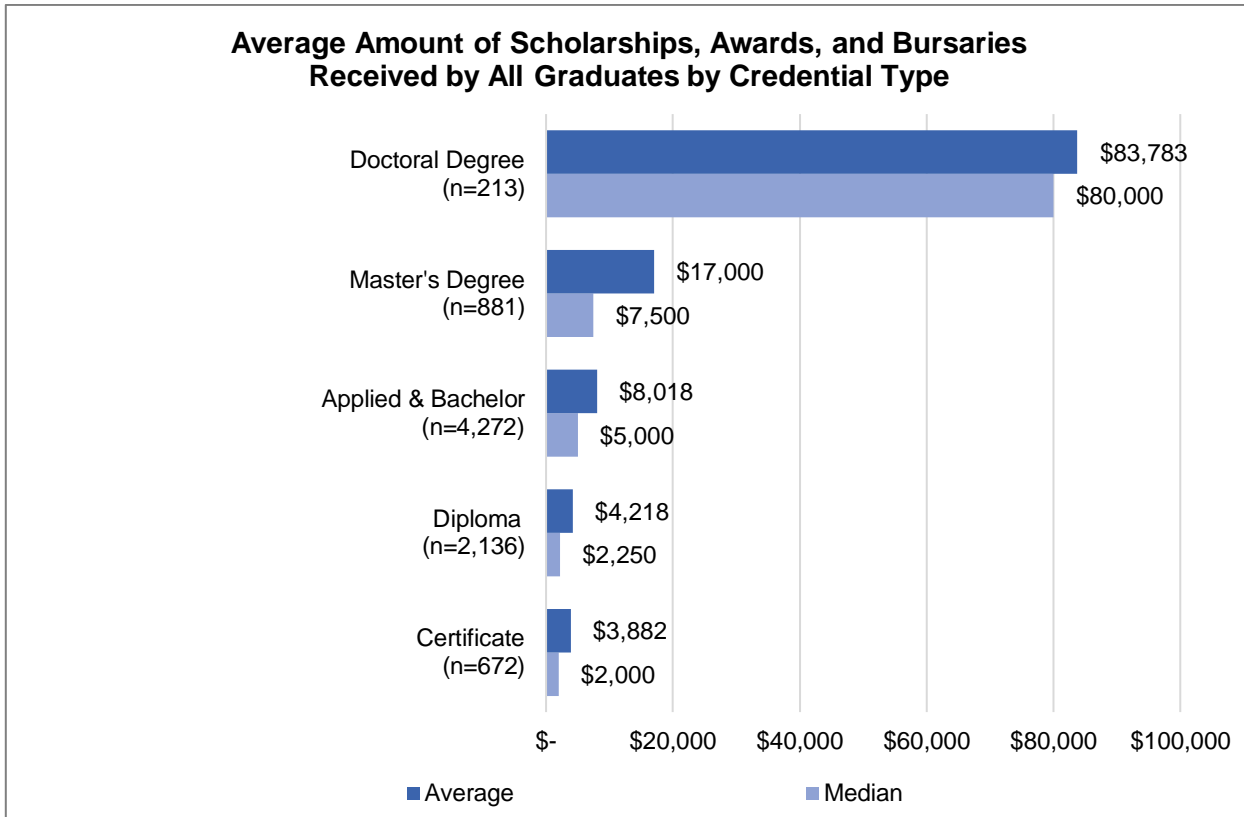
Figure 7.2-10 Average Amount of Scholarships, Awards, and Bursaries Received by Domestic Graduates by Credential Type



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 the results. All responses to this question were greater than zero.

Figure 7.2-11 Average Amount of Scholarships, Awards, and Bursaries Received by All Graduates by Credential Type



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 the results. All responses to this question were greater than zero.

8 Family Assistance or Loans

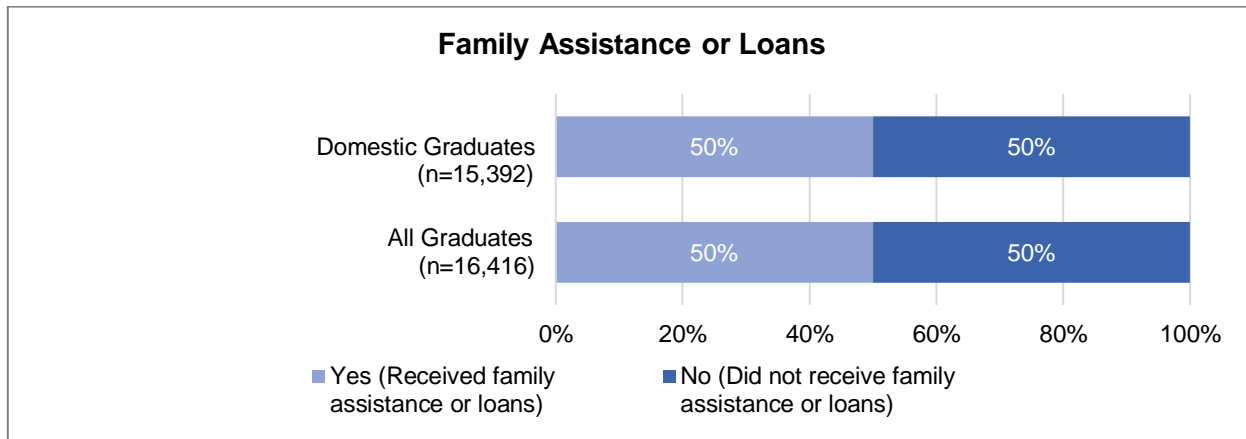
This section covers the family assistance or loans that graduates received to pay for their post-secondary education. This includes the proportion of graduates who received family assistance or loans, the distribution of the amounts received, the average amount received, and the amount of loans to be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

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

Half of graduates (50%) 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 peers¹⁹, specifically:

- International graduates (53% received family assistance or loans, compared to 50% domestic graduates).
- Male graduates compared to female graduates (52% received family assistance or loans, compared to 49%). This pattern of results was similar among domestic graduates.
- Graduates who were younger than 31 years of age (a range of 51% to 63% received family assistance or loans, compared to a range of 13% to 35% of graduates who were older than 30 years of age). This pattern of results was similar among domestic graduates.
- Graduates who were single (57% received family assistance or loans, compared to 25% of graduates who were divorced, separated, or widowed). This pattern of results was similar among domestic graduates.
- Graduates who did not self-identify as an Aboriginal person (50% received family assistance or loans, compared to 39% of graduates who self-identified as an Aboriginal person). This pattern of results was similar among domestic graduates.

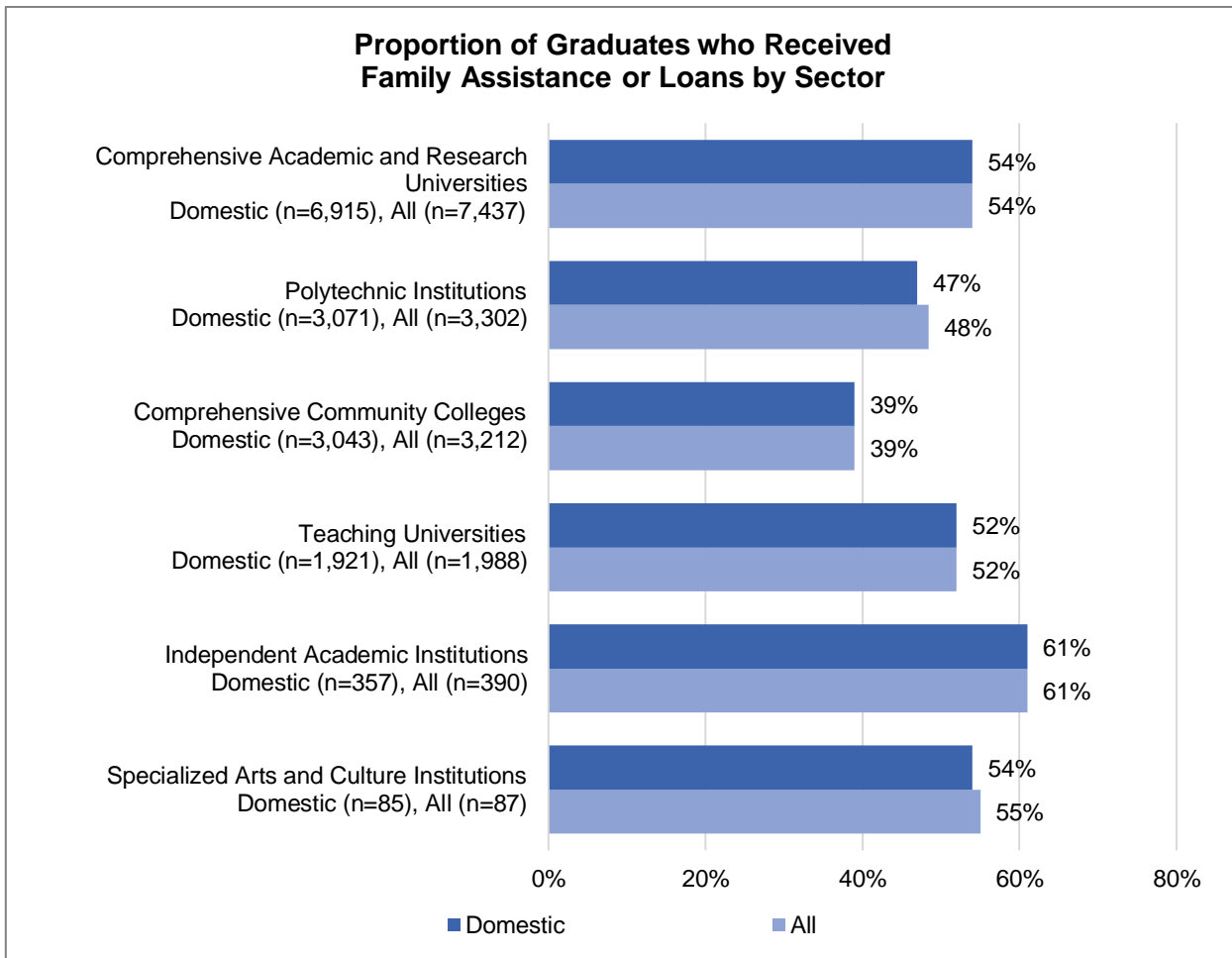
¹⁹ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Graduates who do not have any dependents (55% received family assistance or loans compared to 28% of graduates with one or more dependents). This pattern of results was similar among domestic graduates.
- Graduates from rural Alberta (52% received family assistance or loans, compared to 47% of graduates from another province or territory in Canada).
- Domestic graduates from rural Alberta and Calgary (a range of 51% to 52% received family assistance or loans, compared to 47% of domestic graduates from another province or territory in Canada).
- Of the graduates asked, those who chose their program based on their parent’s suggestions (63% received family assistance or loans, compared to a range of 45% to 51% of graduates who chose their program based on the reputation of the field or potential income). This pattern of results was similar among domestic graduates.
- Graduates of STEM programs (56% received family assistance or loans, compared to 48% of graduates of BHASE programs). This pattern of results was similar among domestic graduates.
- Graduates from Independent Academic Institutions, Specialized Arts and Culture Institutions, and Comprehensive Academic and Research Universities (a range of 54% to 61% received family assistance or loans, compared to 39% of graduates from Comprehensive Community Colleges).
- Domestic graduates from Independent Academic Institutions (61% received family assistance or loans, compared to 39% of domestic graduates from Comprehensive Community Colleges).
- Graduates of Agriculture, Natural Resources and Conservation; Visual and Performing Arts, and Communications Technologies; Physical and Life Sciences and Technologies; and Humanities (a range of 56% to 64% received family assistance or loans, compared to a range of 43% to 57% of graduates of Health and Related Technologies; Business, Management and Public Administration; Education; and Personal, Protective and Transportation Services). This pattern of results was similar among domestic graduates.
- Graduates who received an applied & bachelor’s degree (59% received family assistance or loans, compared to a range of 35% to 37% of their master’s degree, certificate, and doctoral degree). This pattern of results was similar among domestic graduates.

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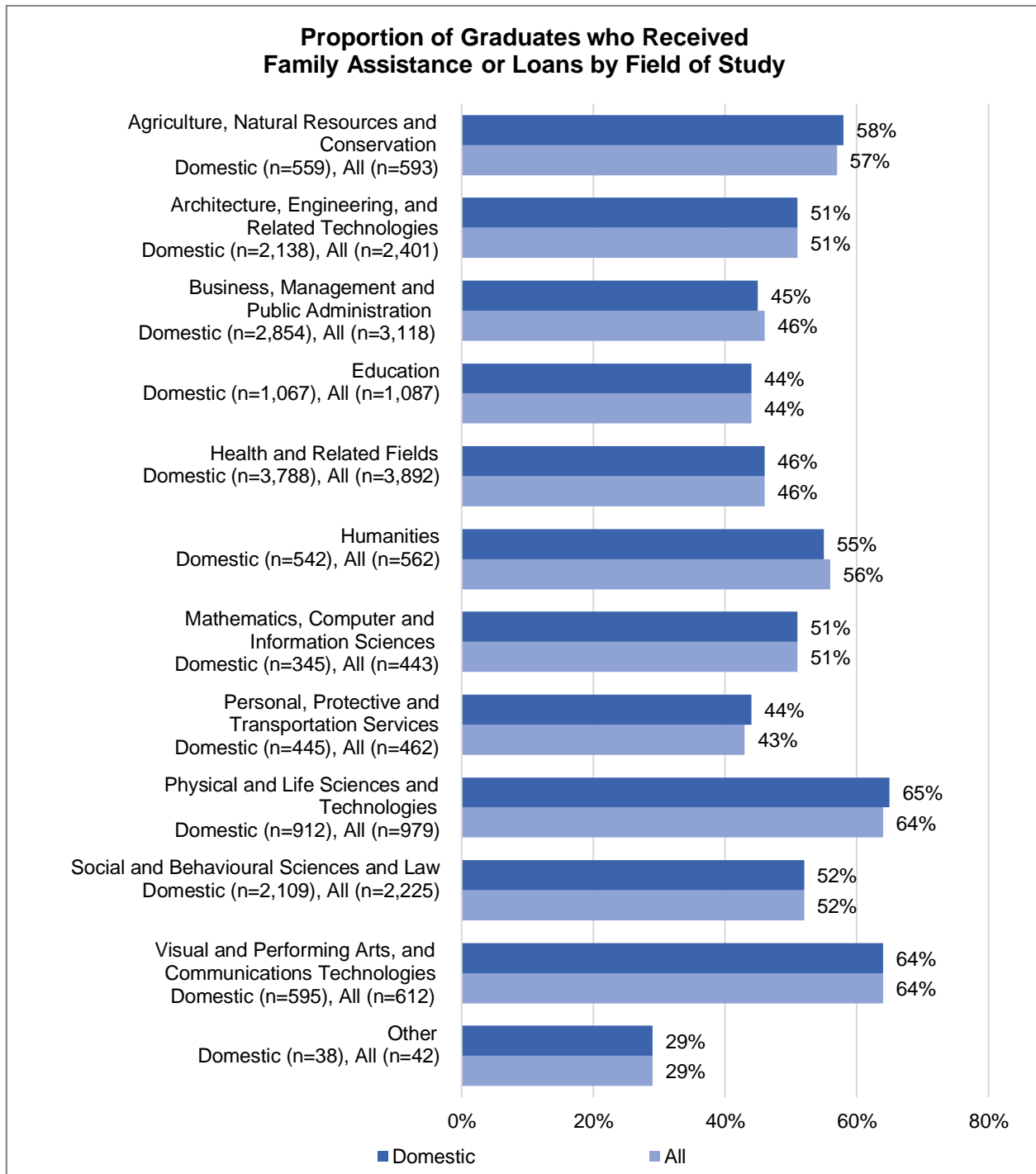
Figure 8.1-2 Proportion of Graduates who Received Family Assistance or Loans by Sector



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

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

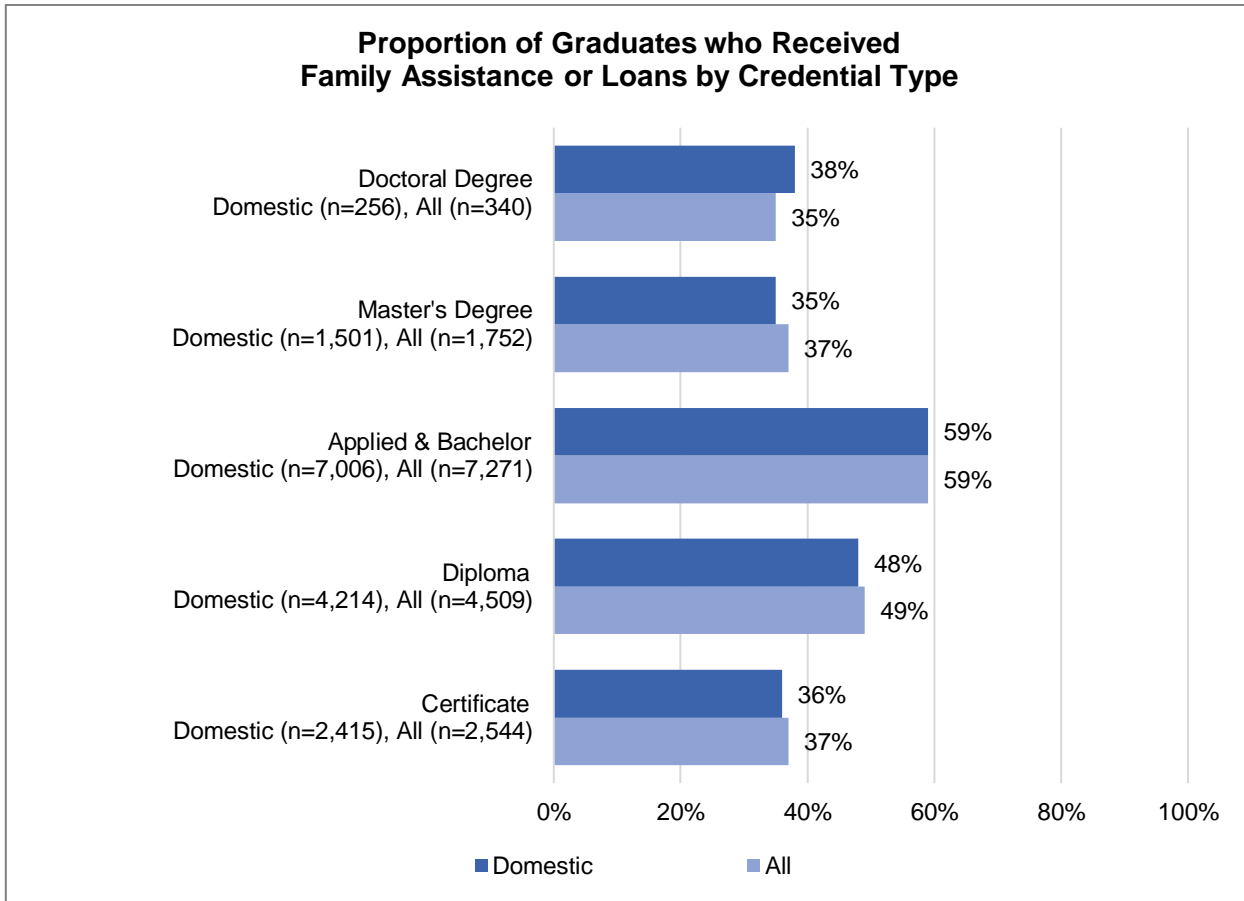
Figure 8.1-3 Proportion of Graduates who Received Family Assistance or Loans by Field of Study



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

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

Figure 8.1-4 Proportion of Graduates who Received Family Assistance or Loans by Credential Type

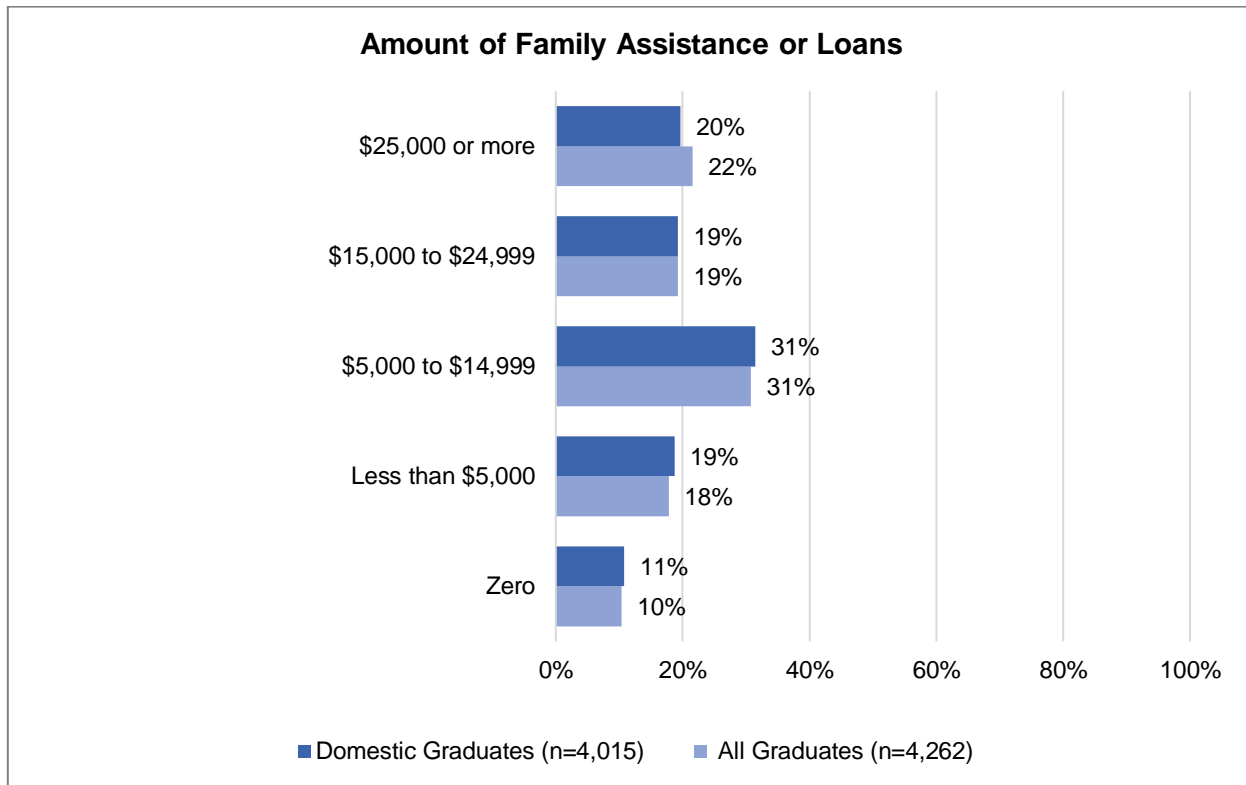


Q53: Have you ever received financial assistance for education-related expenses from the following sources? Family assistance or loans.

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

8.2 Amount of Family Assistance and Loans

Figure 8.2-1 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: 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 questions 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 \$16,136 and, when graduate who reported \$0 to both questions were removed from this sample, the average amount was \$18,008. The median amount these graduates received (including those reporting no money in total) was \$10,000. Certain demographic groups indicated that they received more in family assistance and loans on average than some of their peers²⁰. Specifically, when amounts of zero dollars were included, the groups who reported higher total averages received in family assistance and loans were:

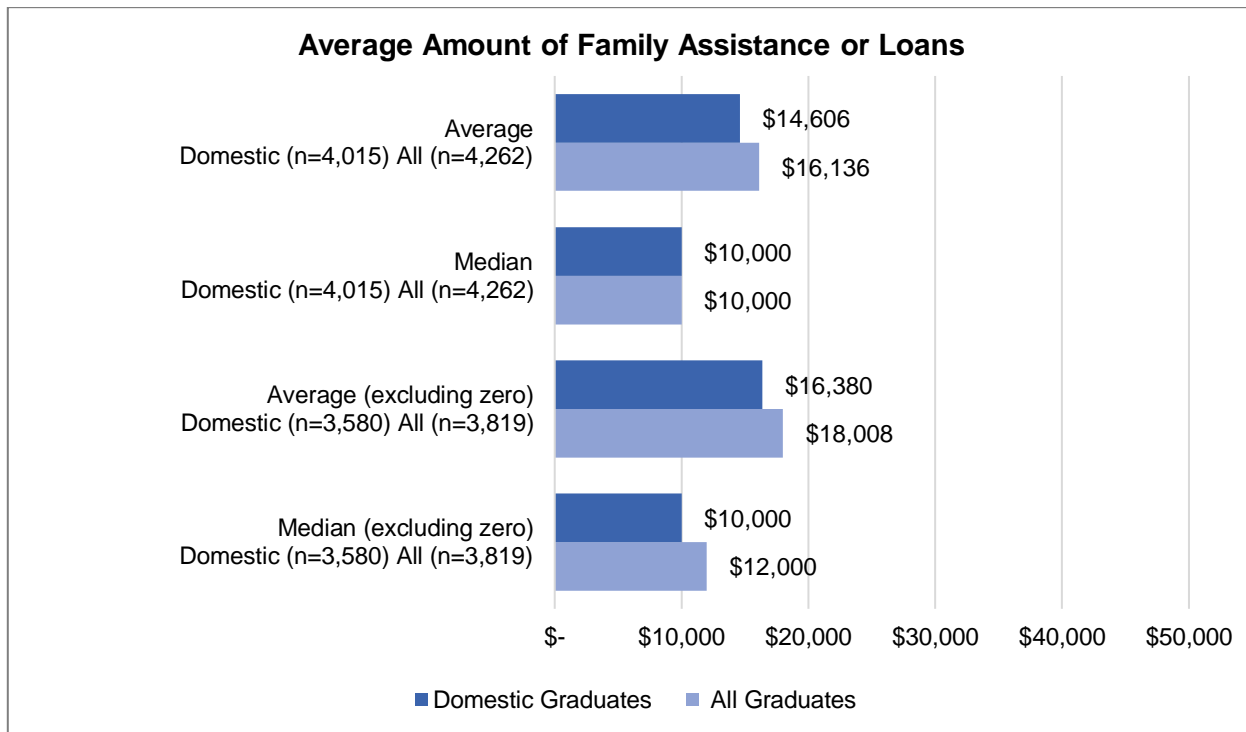
²⁰ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- International graduates (an average of \$41,157 was received in family assistance and loans, compared to an average of \$14,606 that was received by domestic graduates).
- Male graduates compared to female graduates (an average of \$16,984 was received in family assistance and loans, compared to an average of \$15,573). Domestic graduates did not show significant differences in this demographic.
- Graduates who were younger than 23 years of age or between 31 and 60 years of age (averages ranging from \$7,248 to \$13,758 were received in family assistance and loans compared to an average of \$18,994 that was received by graduates who were between 23 and 25 years of age). This pattern of results was similar among domestic graduates.
- Graduates who were single (an average of \$16,893 was received in family assistance and loans, compared to averages ranging from \$10,136 to \$12,924 that were received by graduates who were married, living with a partner, divorced, separated, or widowed).
- Domestic graduates who were single (an average of \$15,283 was received in family assistance and loans, compared to an average of \$11,616 that was received by domestic graduates who were married or living with a partner).
- Graduates who do not have any dependents (an average of \$16,532 was received in family assistance and loans, compared to an average \$12,640 that was received by domestic graduates with one or more dependents). This pattern of results was similar among domestic graduates.
- Graduates who did not self-identify as an Aboriginal person (an average of \$16,248 was received in family assistance and loans, compared to an average of \$12,578 that was received by graduates who self-identified as an Aboriginal person). This pattern of results was similar among domestic graduates.
- Graduates of STEM programs (an average of \$18,412 was received in family assistance and loans, compared to an average of \$15,345 that was received by BHASE graduates). This pattern of results was similar among domestic graduates.
- Graduates from Comprehensive Academic and Research Universities and Independent Academic Institutions (averages ranging from \$18,228 to \$20,694 were received in family assistance and loans, compared to averages ranging from \$8,669 to \$10,382 that were received by graduates of Comprehensive Community Colleges and Polytechnic Institutions). This pattern of results was similar among domestic graduates.
- Graduates of Physical and Life Sciences and Technologies (an average of \$17,230 was received in family assistance and loans, compared to averages ranging from \$10,692 to \$12,935 that were received by graduates of Architecture, Engineering, and Related Technologies, and Personal, Protective and Transportation Services). This pattern of results was similar among domestic graduates.
- Graduates who received an applied & bachelor's degree or doctoral degree (averages ranging from \$18,208 to \$20,263 that were received in family assistance and loans, compared to an average of \$7,496 that was received by graduates who received a certificate). This pattern of results was similar among domestic graduates.

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Figure 8.2-2 *Average Amount of Family Assistance or Loans*

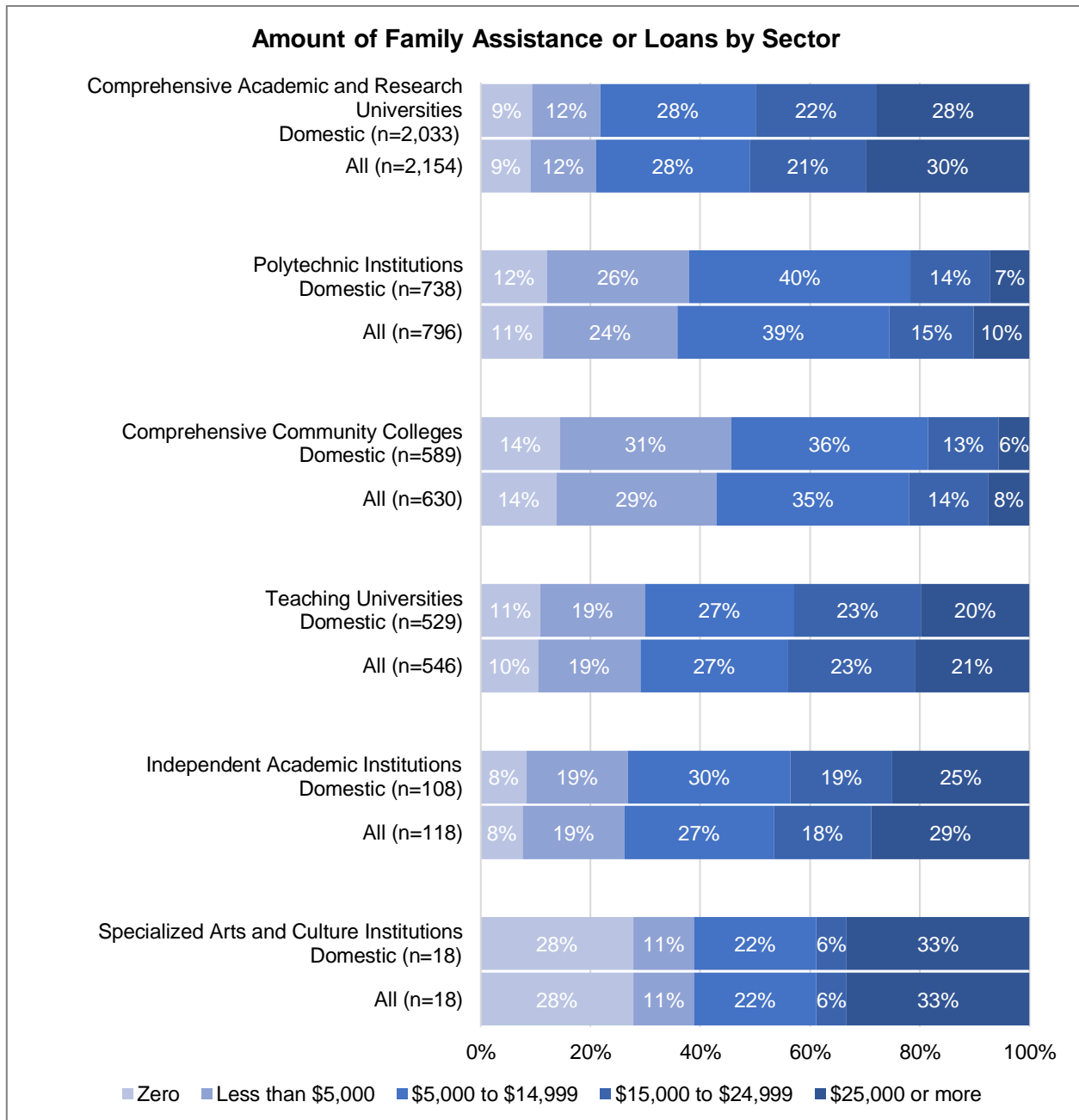


Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

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 questions 58 and 59 were included in these results.

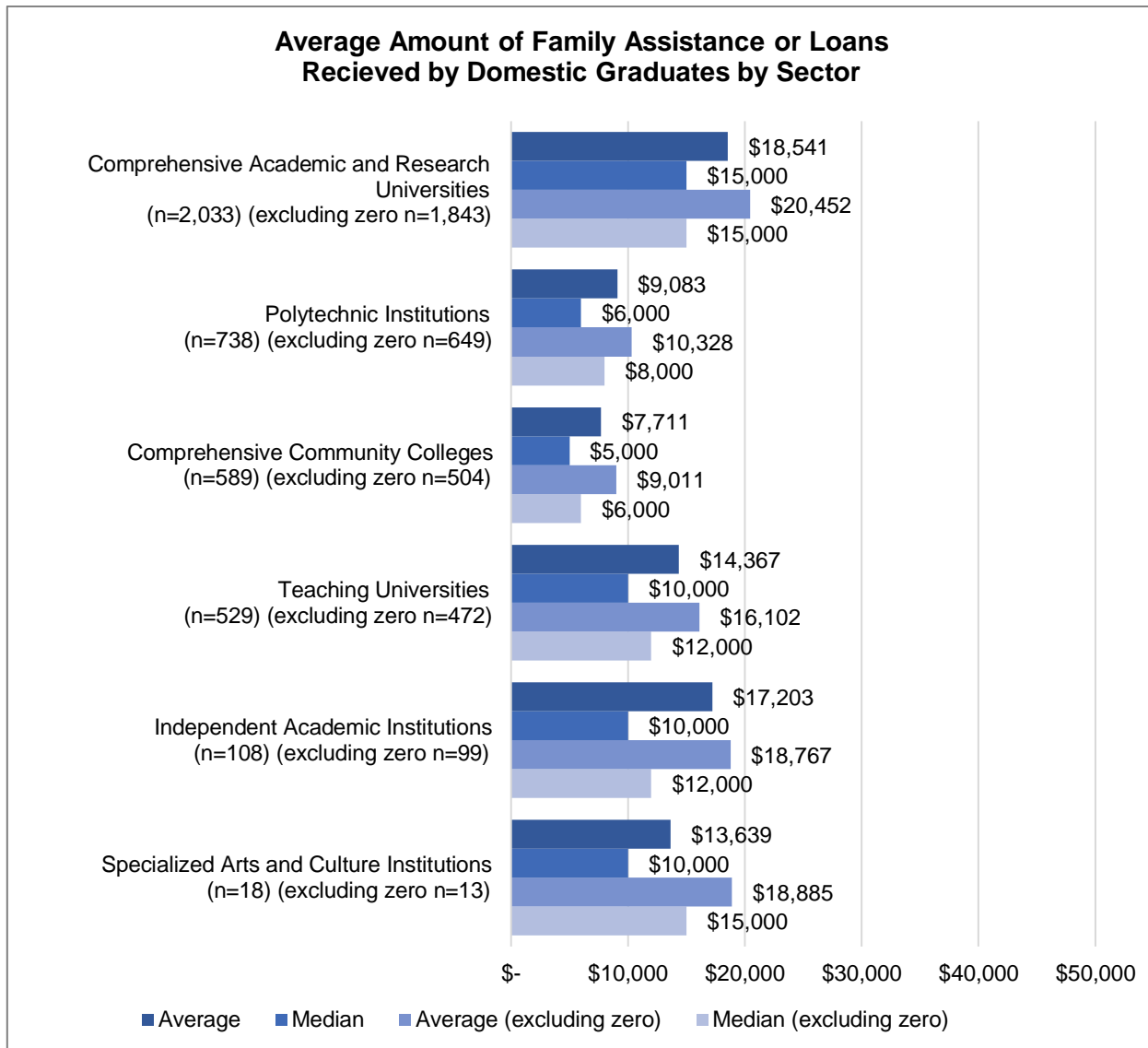
Figure 8.2-3 Amount of Family Assistance or Loans by Sector



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 questions 58 and 59 were included in these results.

Figure 8.2-4 Average Amount of Family Assistance or Loans Received by Domestic Graduates by Sector

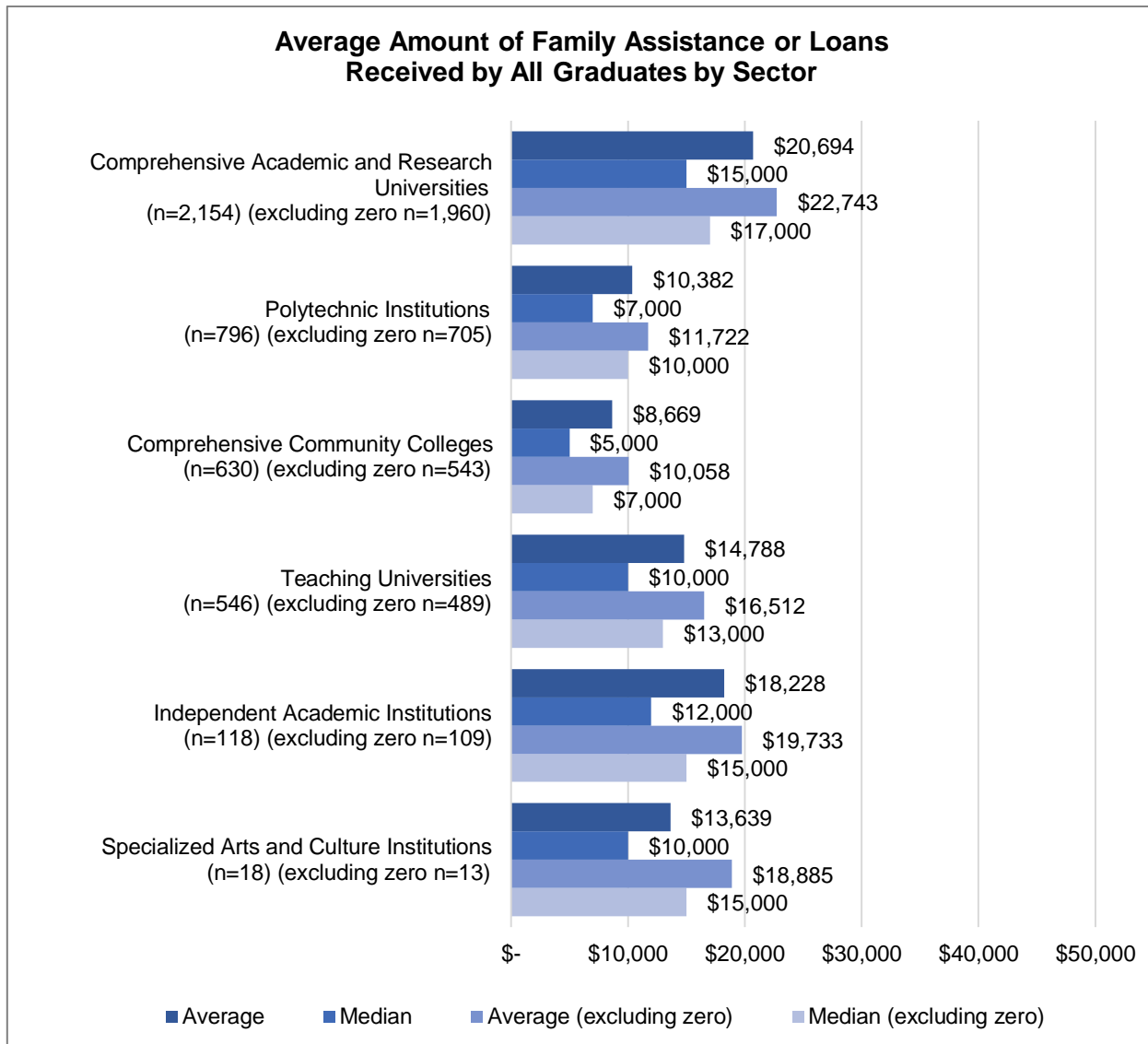


Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

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 questions 58 and 59 were included in these results.

Figure 8.2-5 Average Amount of Family Assistance or Loans Received by All Graduates by Sector

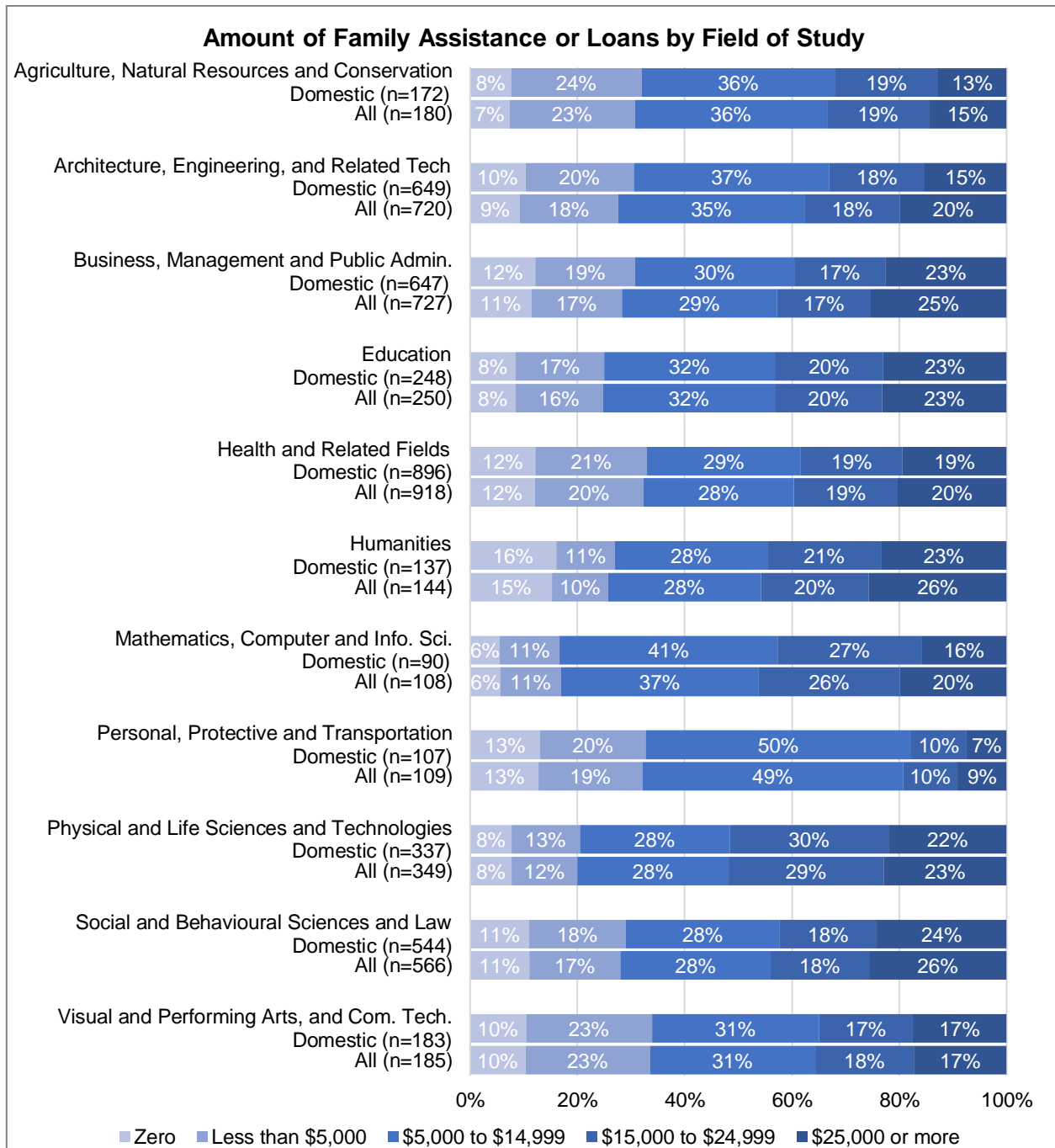


Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

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 questions 58 and 59 were included in these results.

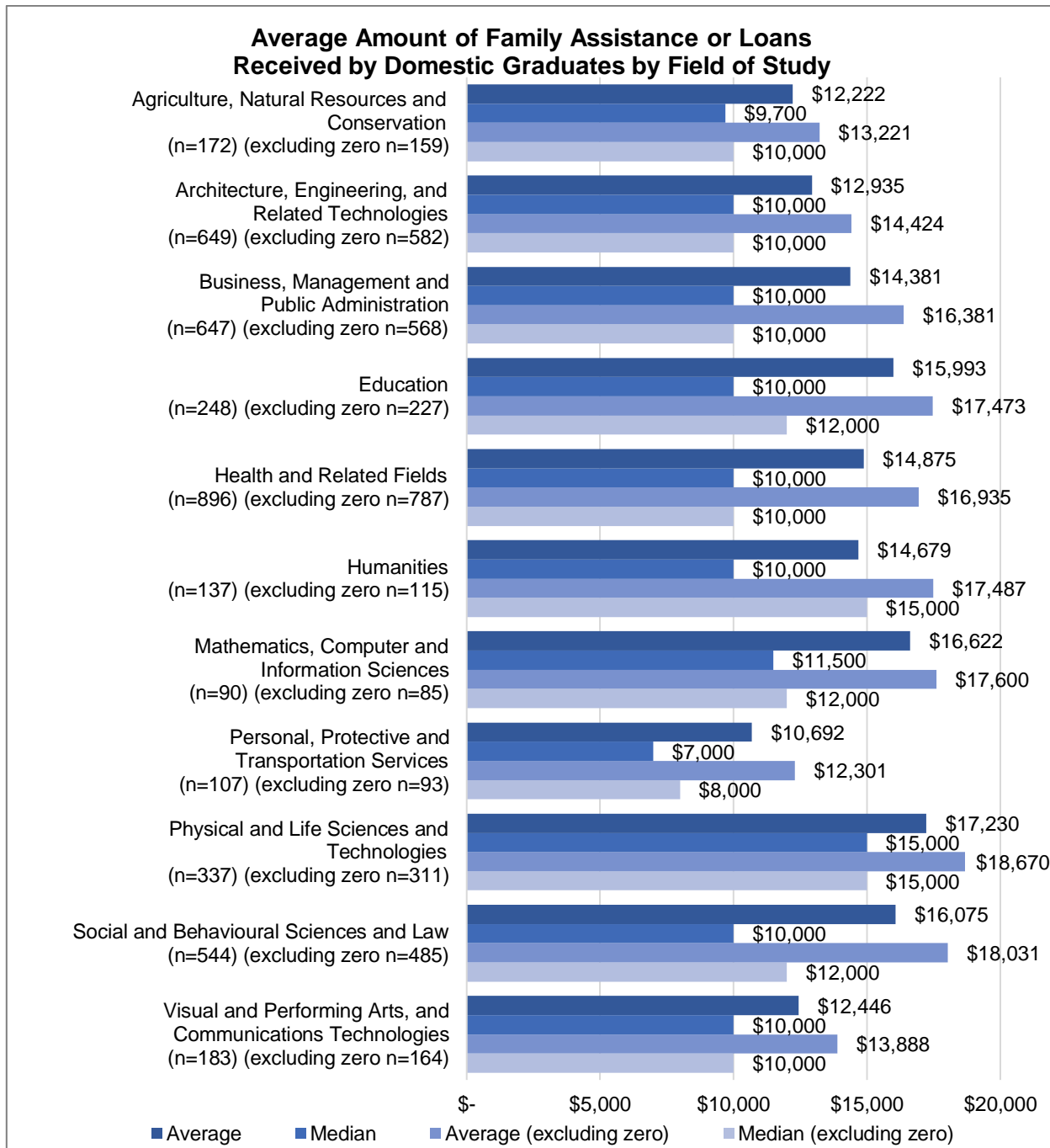
Figure 8.2-6 Amount of Family Assistance or Loans by Field of Study



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 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 questions 58 and 59 were included in these results. Groups with fewer than 10 respondents were suppressed.

Figure 8.2-7 Average Amount of Family Assistance or Loans Received by Domestic Graduates by Field of Study

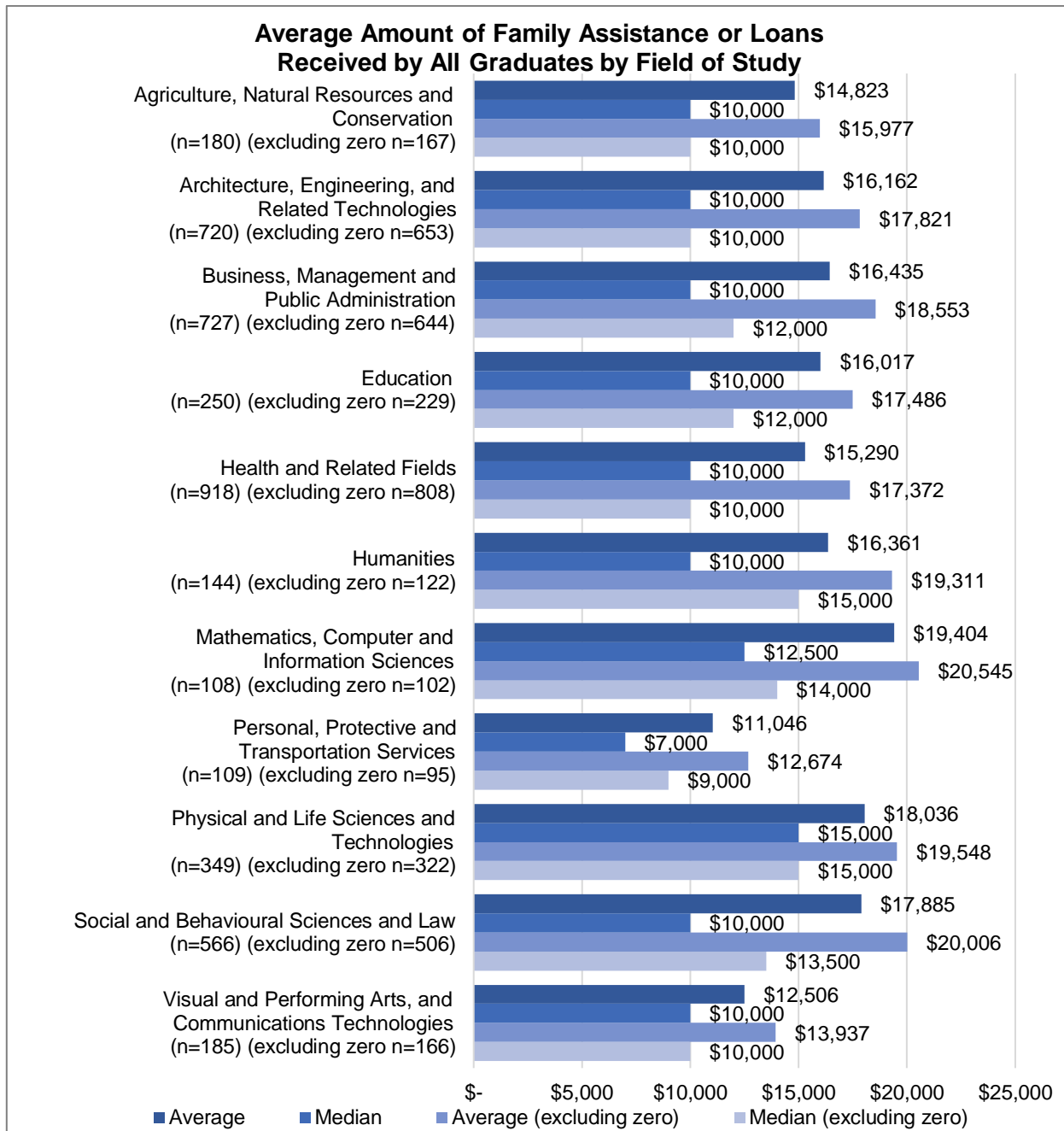


Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

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 questions 58 and 59 were included in these results. Groups with fewer than 10 respondents were suppressed.

Figure 8.2-8 Average Amount of Family Assistance or Loans Received by All Graduates by Field of Study

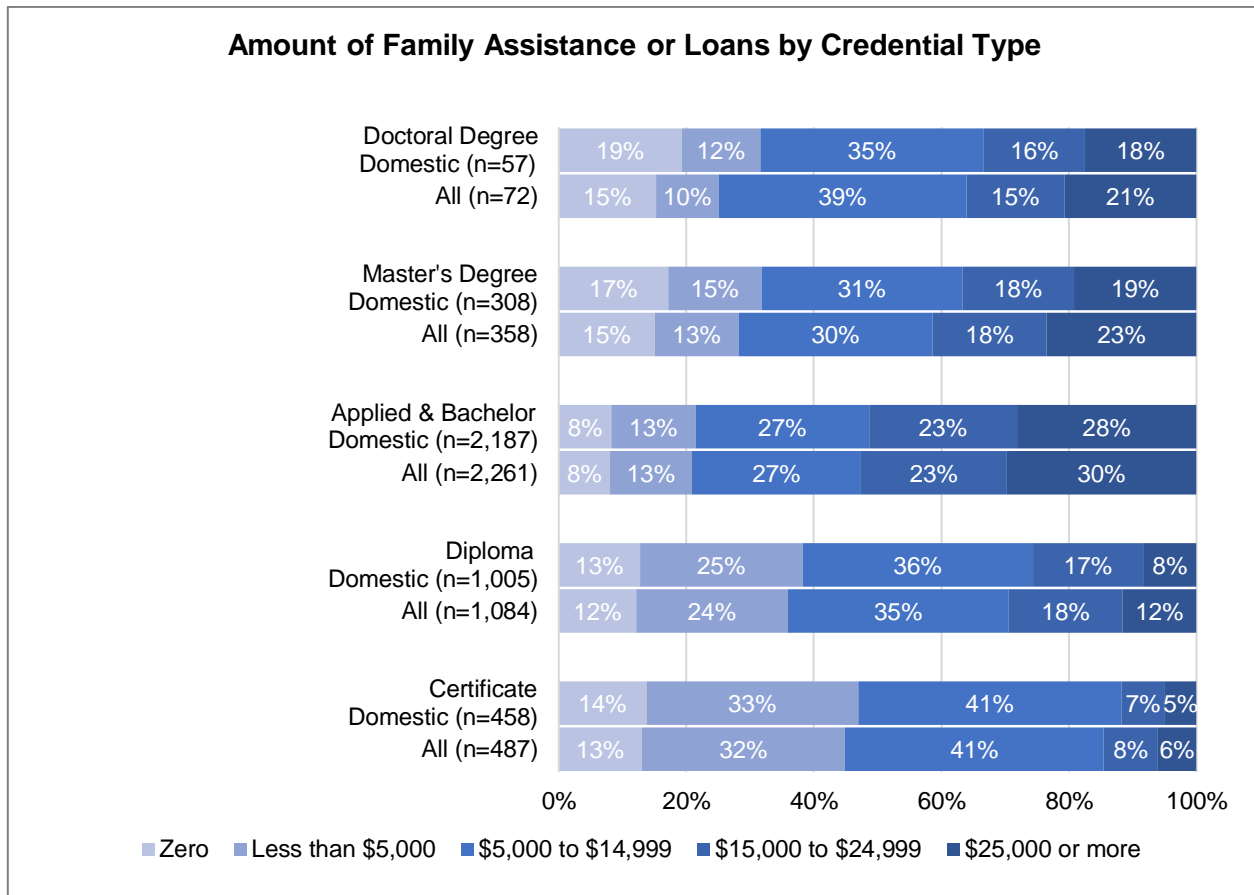


Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

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 were calculated by adding 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 questions 58 and 59 were included in these results. Groups with fewer than 10 respondents were suppressed.

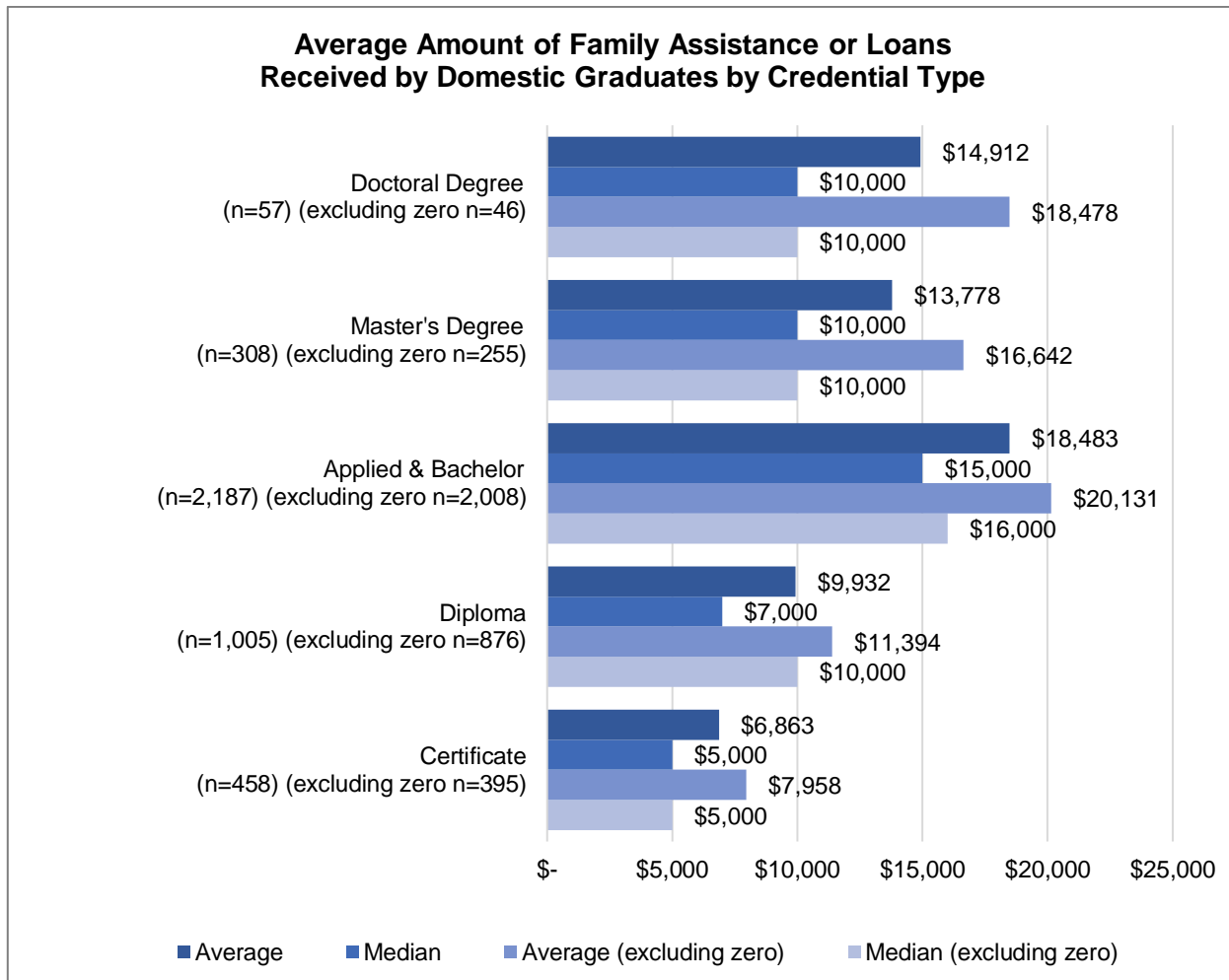
Figure 8.2-9 Amount of Family Assistance or Loans by Credential Type



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 questions 58 and 59 were included in these results.

Figure 8.2-10 Average Amount of Family Assistance or Loans by Domestic Graduates by Credential Type

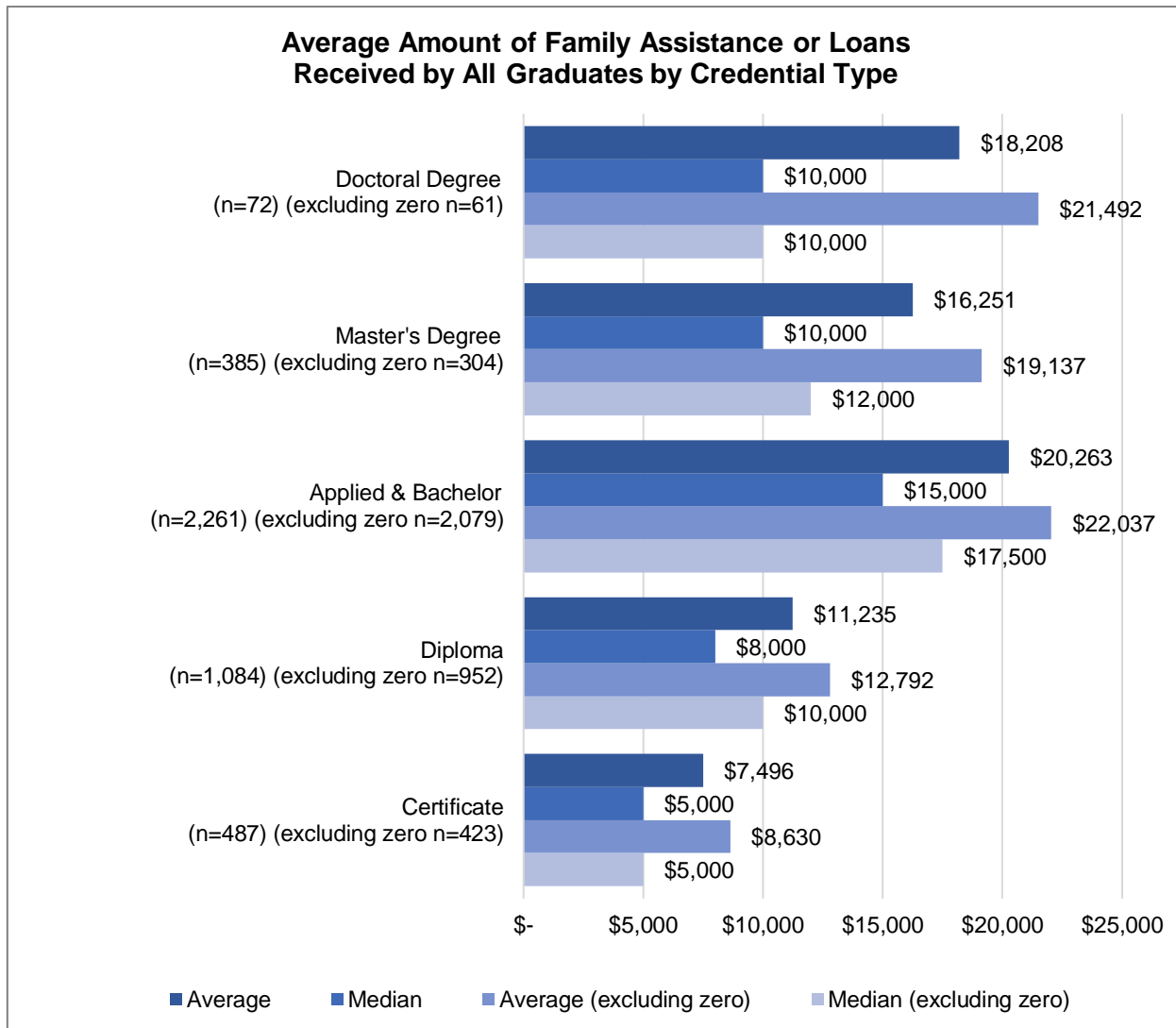


Q58: At the time of graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

Q59: At the time of 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 questions 58 and 59 were included in these results.

Figure 8.2-11 Average Amount of Family Assistance or Loans by All Graduates by Credential Type



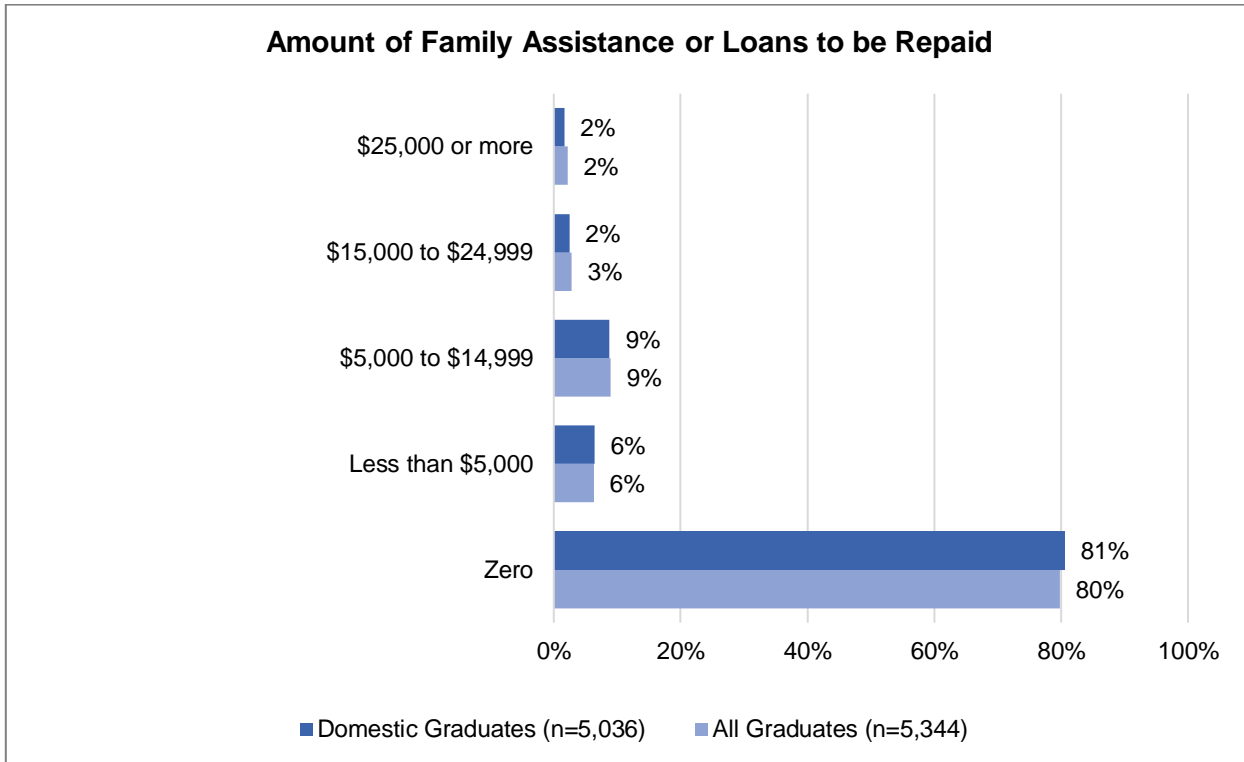
Q58: At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay?

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 were calculated by adding 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 questions 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 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 the 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 \$2,364 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$10,266. The median amount these graduates owed (including those reporting no money owed) was \$0 and when those who owed no money on family assistance and loans were excluded the median amount owed was \$6,000. Certain demographic groups reported higher averages of family loans owed than some of their peers²¹. Specifically, when amounts of zero dollars were included, the groups who reported higher averages owed in family loans were:

- International graduates (an average of \$8,444 in family assistance and loans was to be repaid, compared to an average of \$1,994 that was owed by domestic graduates).

²¹ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Male graduates compared to female graduates (an average of \$2,819 in family assistance and loans was to be repaid, compared to an average of \$2,088). This pattern of results was similar among domestic graduates.
- Graduates who were between 26 and 60 years of age (averages ranging from \$2,990 to \$3,919 in family assistance and loans were to be repaid, compared to averages ranging from \$1,157 to \$1,818 that were owed by graduates who were between 21 and 25 years of age).
- Domestic graduates who were between 26 and 50 years of age (averages ranging from \$2,475 to \$3,895 in family assistance and loans were to be repaid, compared to averages ranging from \$1,126 to \$1,442 that were owed by graduates who were between 21 and 25 years of age).
- Graduates with one or more dependents (an average of \$4,217 in family assistance and loans was to be repaid, compared to an average of \$2,096 that was owed by graduates who do not have any dependents). This pattern of results was similar among domestic graduates.
- Domestic graduates from another province or territory in Canada (an average of \$2,610 in family assistance and loans was to be repaid, compared to an average of \$1,360 that was owed by domestic graduates from rural Alberta).
- Graduates from Comprehensive Academic and Research Universities (an average of \$2,811 in family assistance and loans was to be repaid, compared to an average of \$1,649 that was owed by graduates of Teaching Universities). This pattern of results was similar among domestic graduates.
- Domestic graduates of Health and Related Fields (an average of \$2,864 in family assistance and loans was to be repaid, compared to averages ranging from \$949 to \$1,627 that were owed by graduates of Social and Behavioural Sciences and Law and Visual and Performing Arts, and Communications Technologies). This pattern of results was similar among domestic graduates.
- Graduates who received a master's degree (an average of \$4,223 in family assistance and loans was to be repaid, compared to averages ranging from \$1,912 to \$2,266 that were owed by domestic graduates who received a certificate, diploma, or applied & bachelor's degree). This pattern of results was similar among domestic graduates.

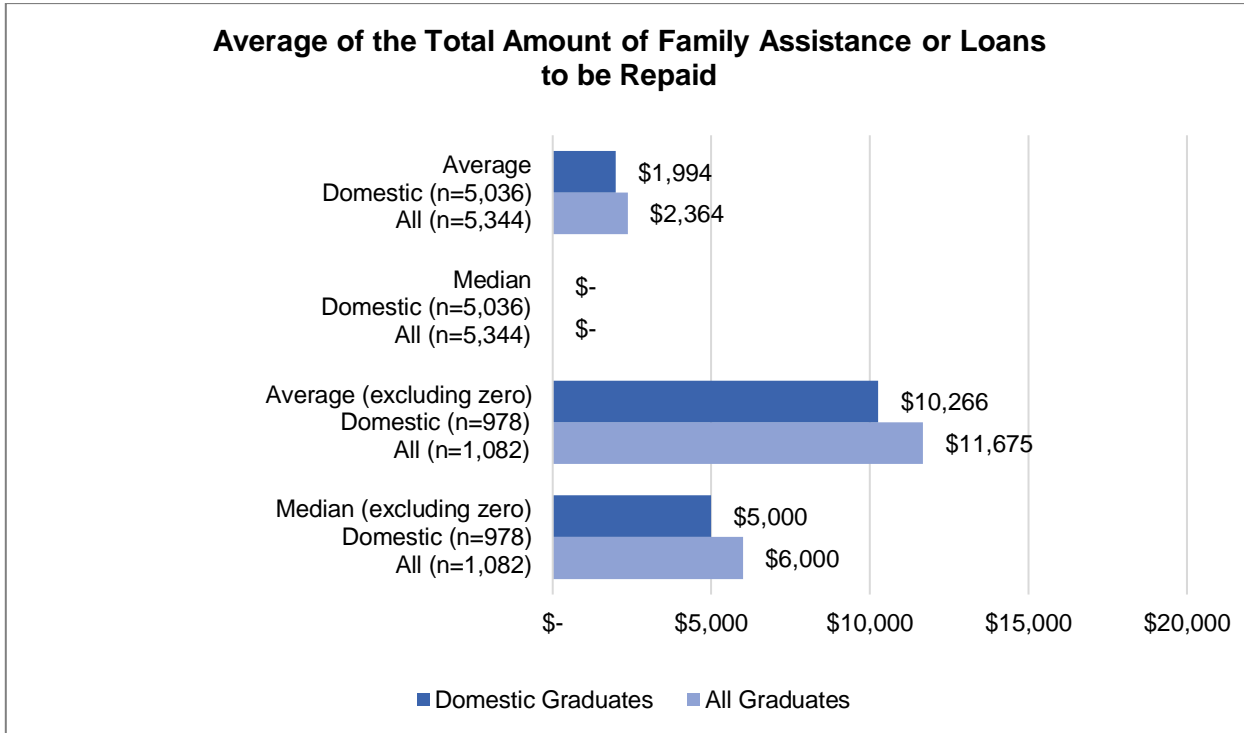
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Figure 8.3-11 **Average Amount of Family Assistance or Loans to be Repaid by All Graduates by Credential Type**192

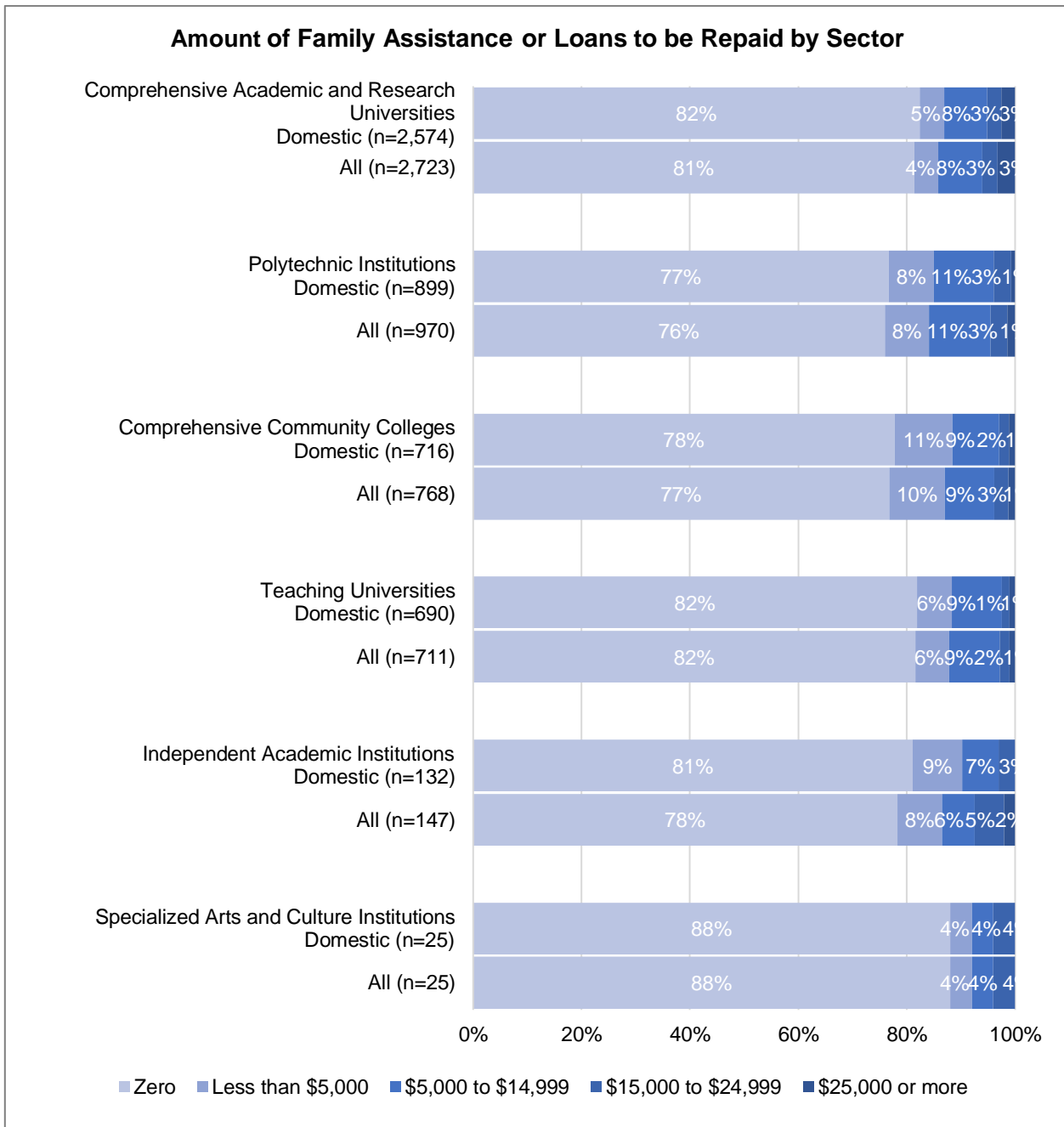
Figure 8.3-2 *Average Amount of Family Assistance or Loans to be Repaid*



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 the results.

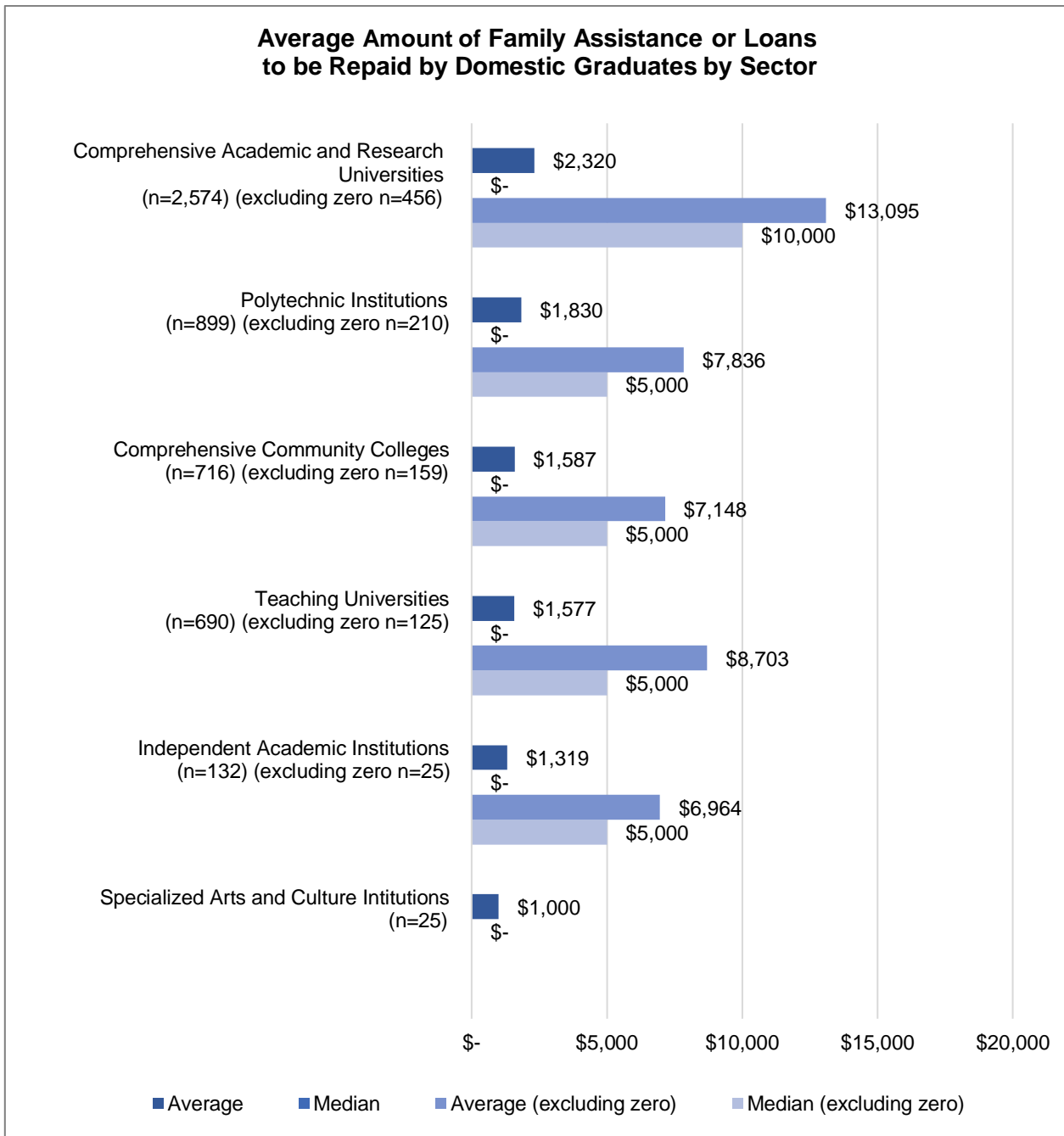
Figure 8.3-3 Amount of Family Assistance or Loans to be Repaid by Sector



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 the results.

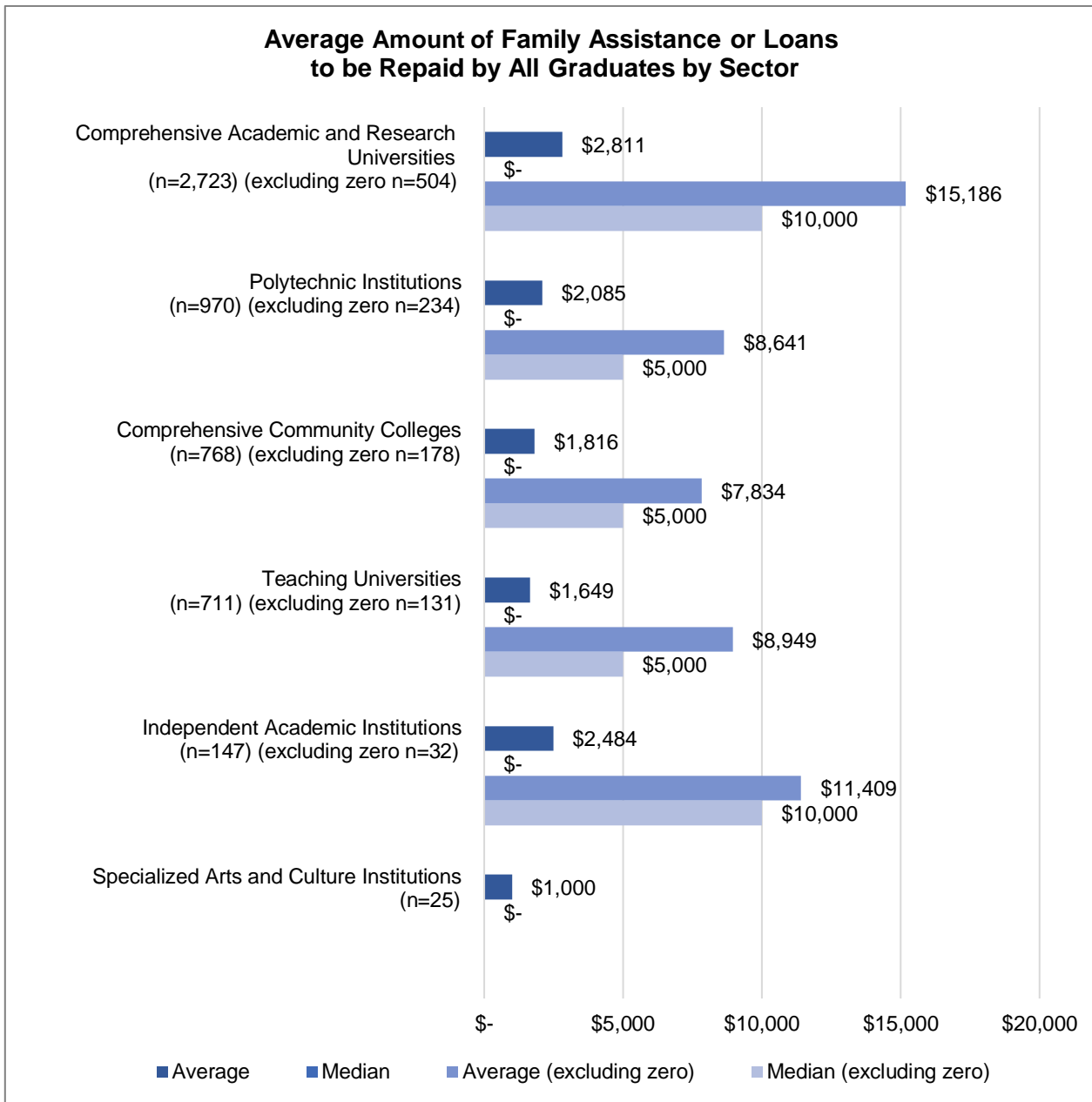
Figure 8.3-4 Average Amount of Family Assistance or Loans to be Repaid by Domestic Graduates by Sector



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 the results.

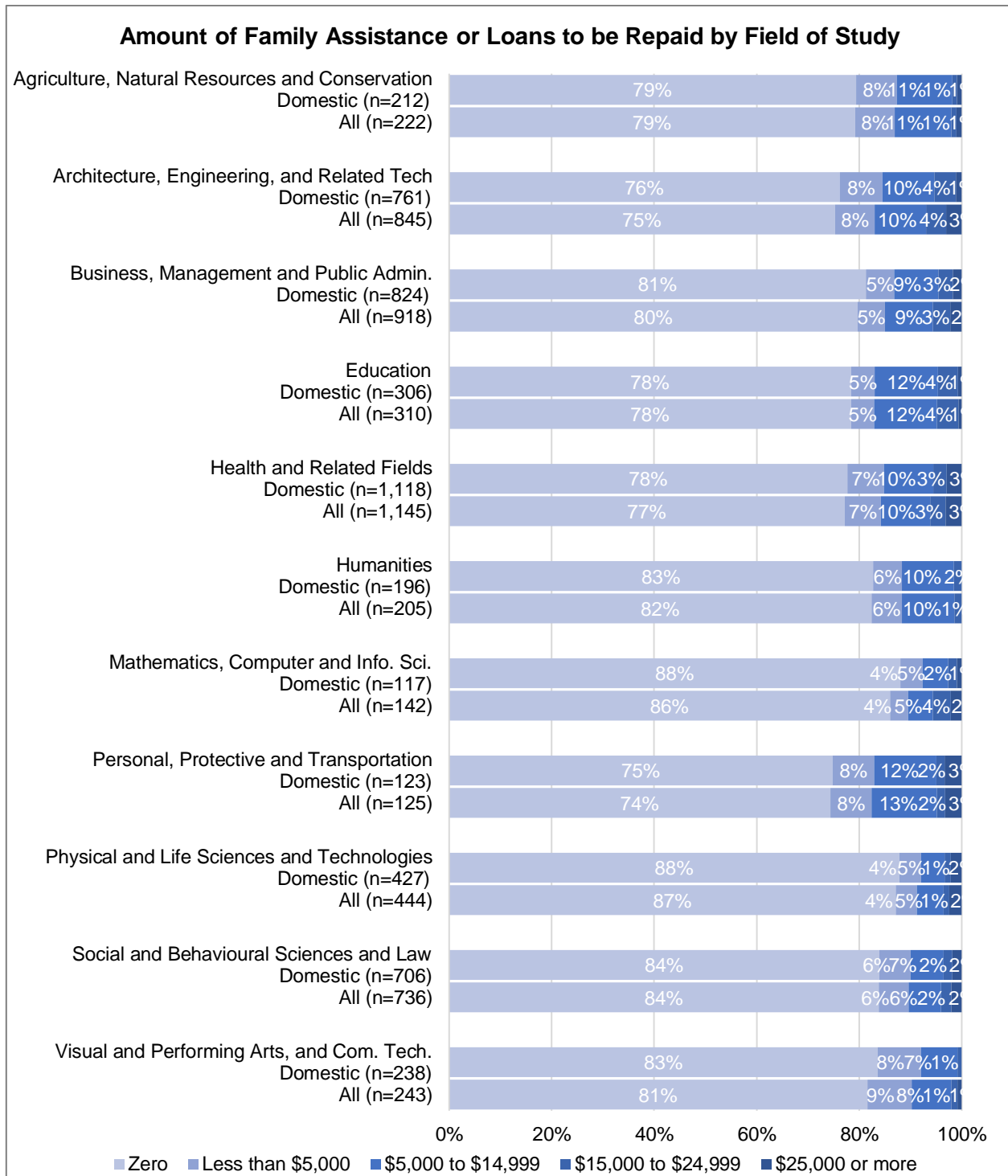
Figure 8.3-5 Average Amount of Family Assistance or Loans to be Repaid by All Graduates by Sector



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 the results.

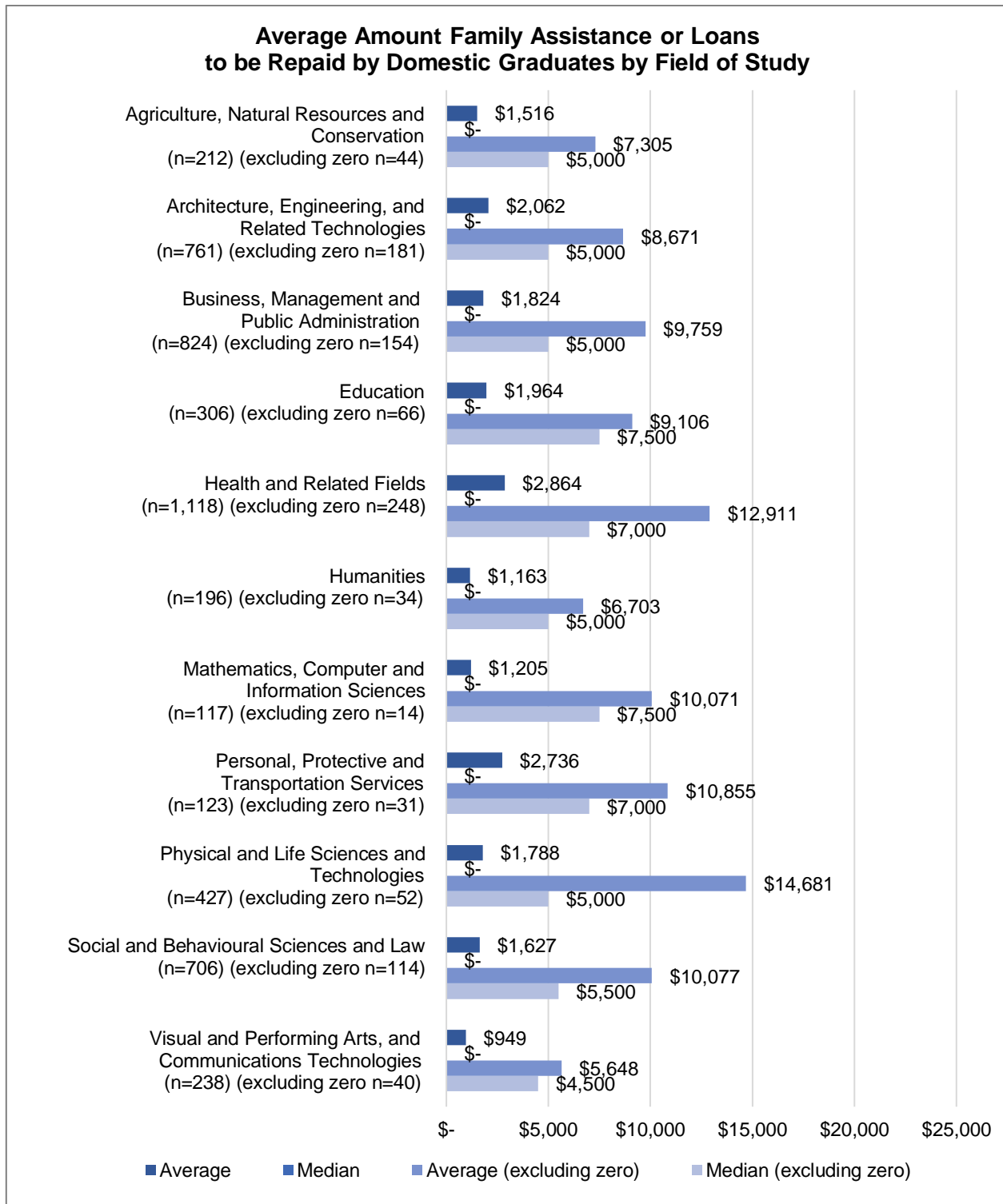
Figure 8.3-6 Amount of Family Assistance or Loans to be Repaid by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

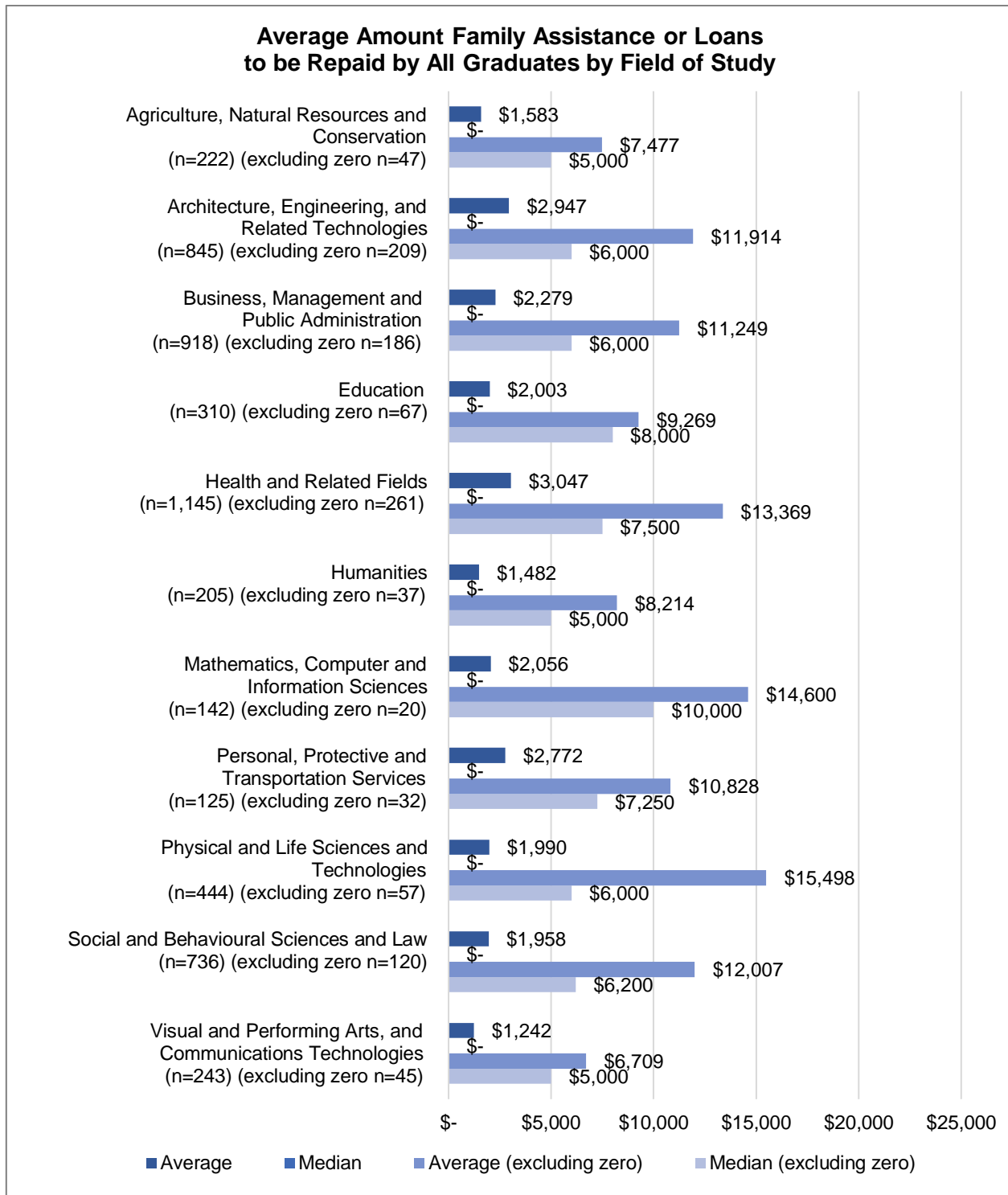
Figure 8.3-7 Average Amount Family Assistance or Loans to be Repaid by Domestic Graduates by Field of Study



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. Groups with fewer than 10 respondents were suppressed.

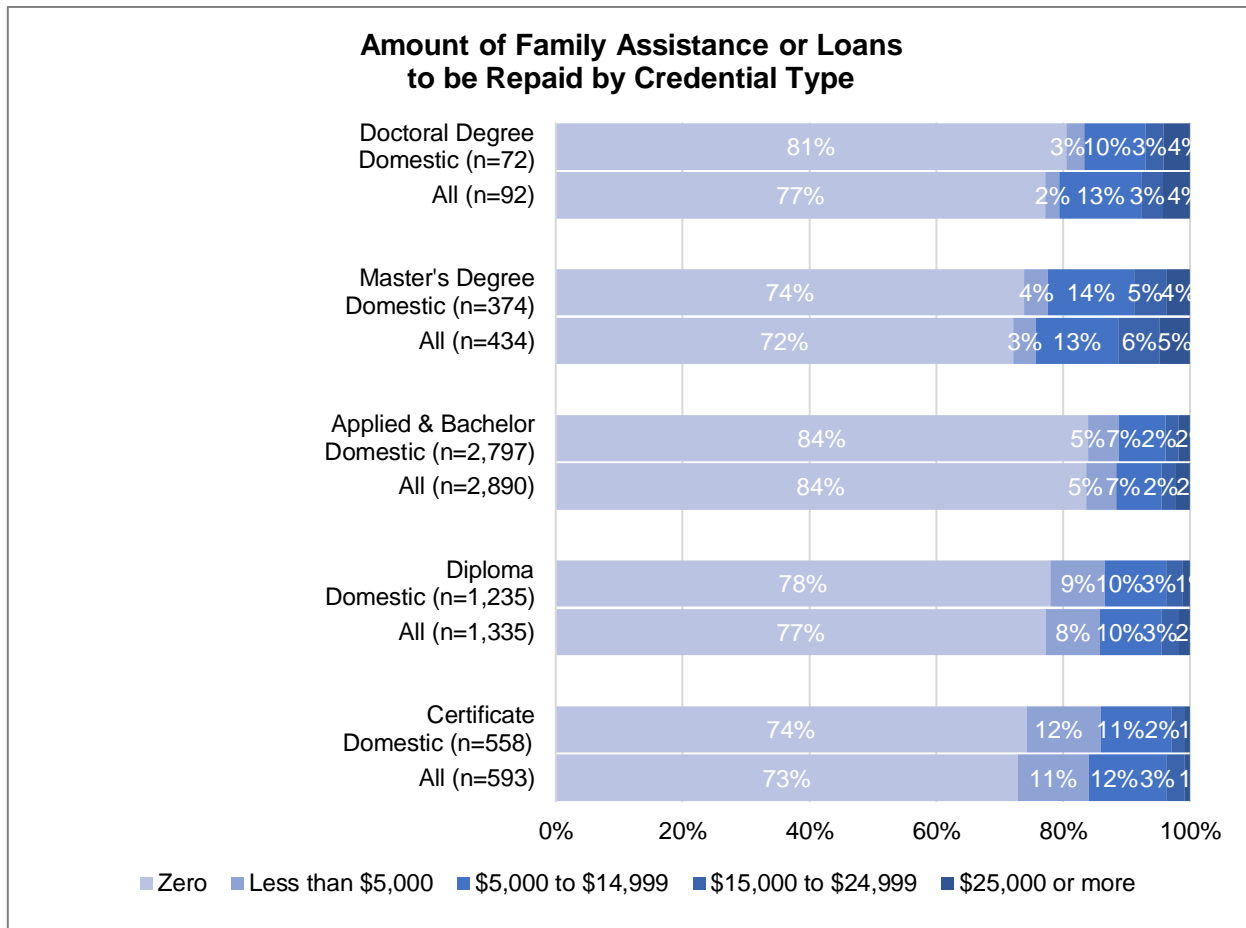
Figure 8.3-8 Average Amount Family Assistance or Loans to be Repaid by All Graduates by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

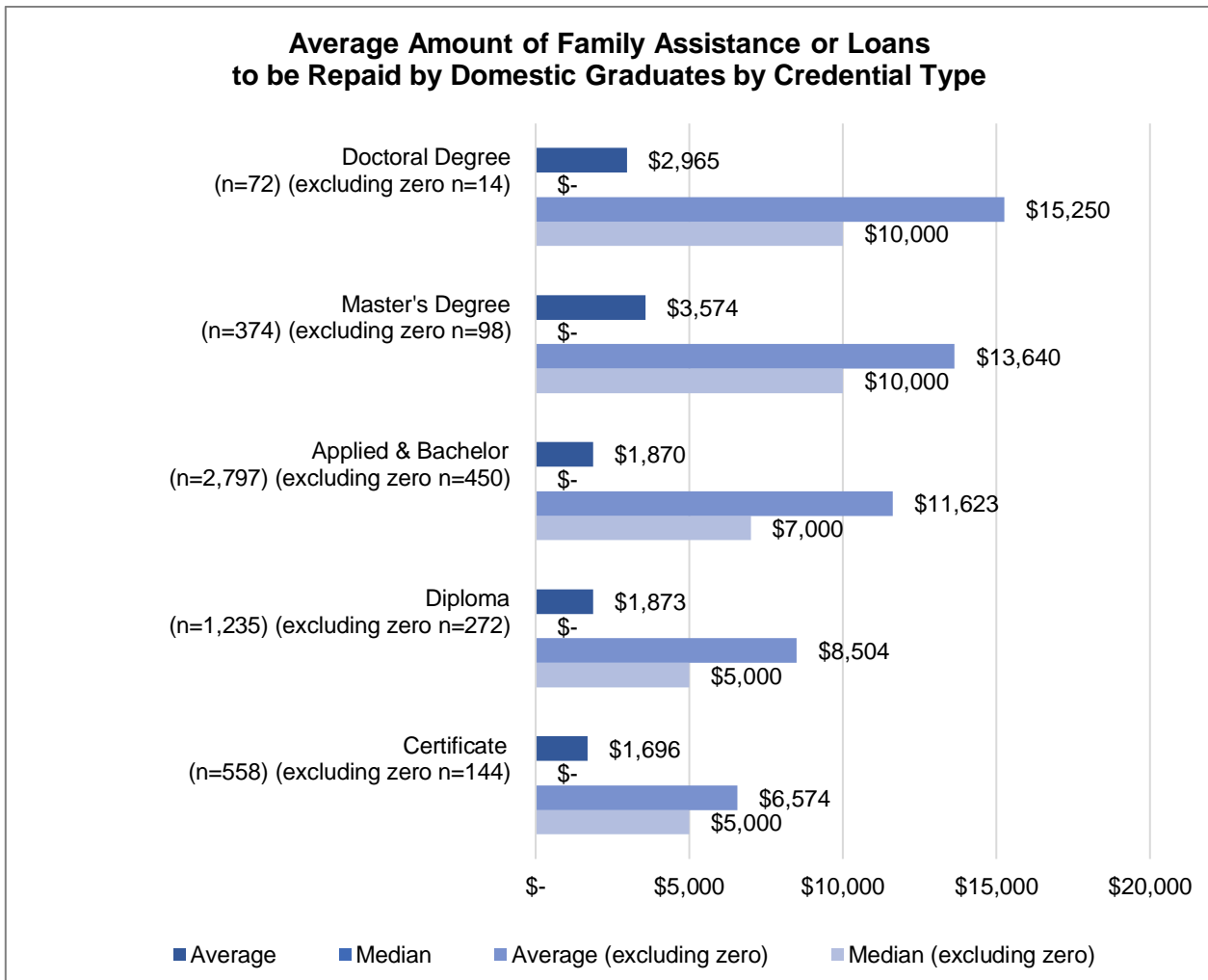
Figure 8.3-9 Amount of Family Assistance or Loans to be Repaid by Credential Type



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 the results.

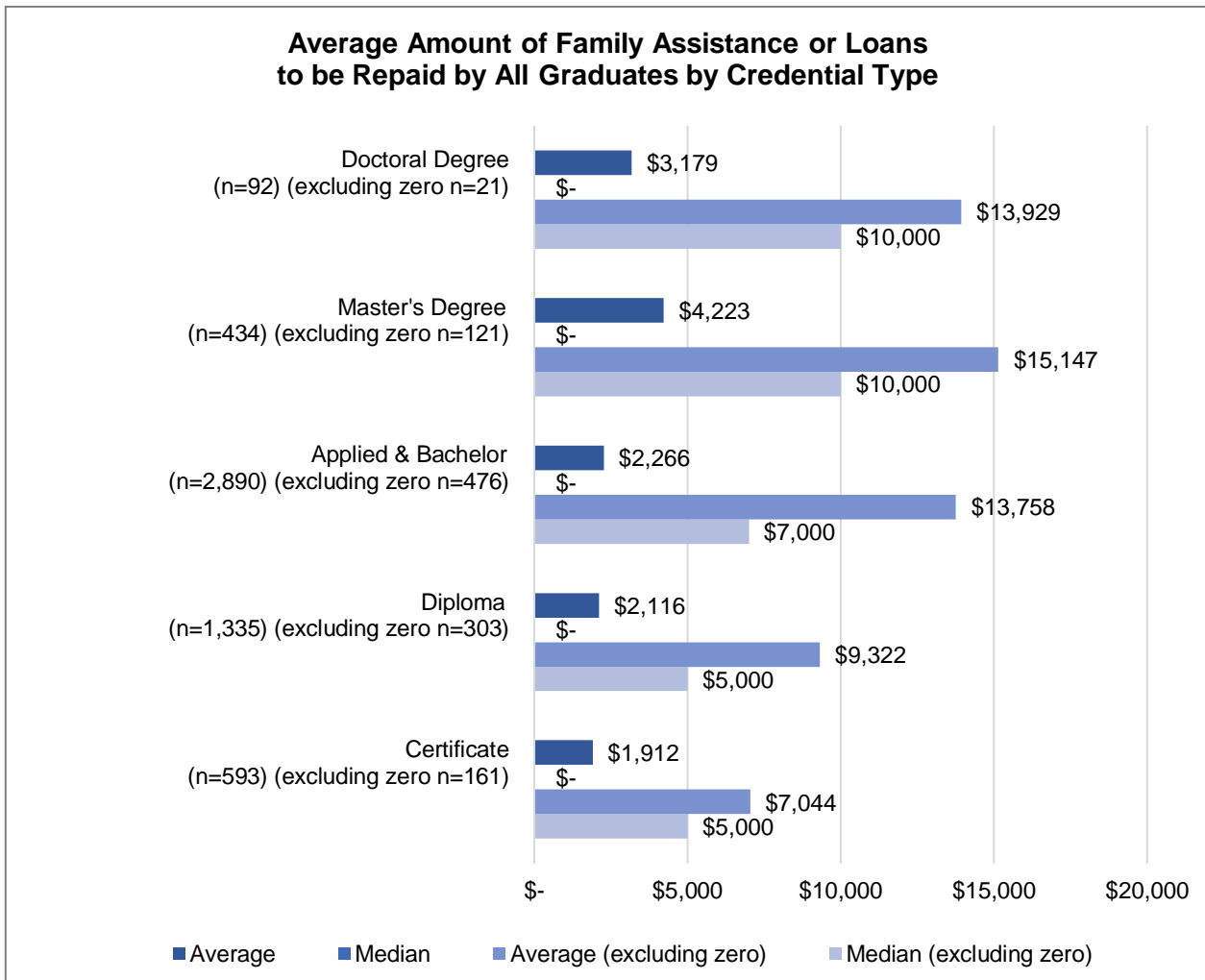
Figure 8.3-10 Average Amount of Family Assistance or Loans to be Repaid by Domestic Graduates by Credential Type



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 the results.

Figure 8.3-11 Average Amount of Family Assistance or Loans to be Repaid by All Graduates by Credential Type



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 the results.

9 Non-Government Loans

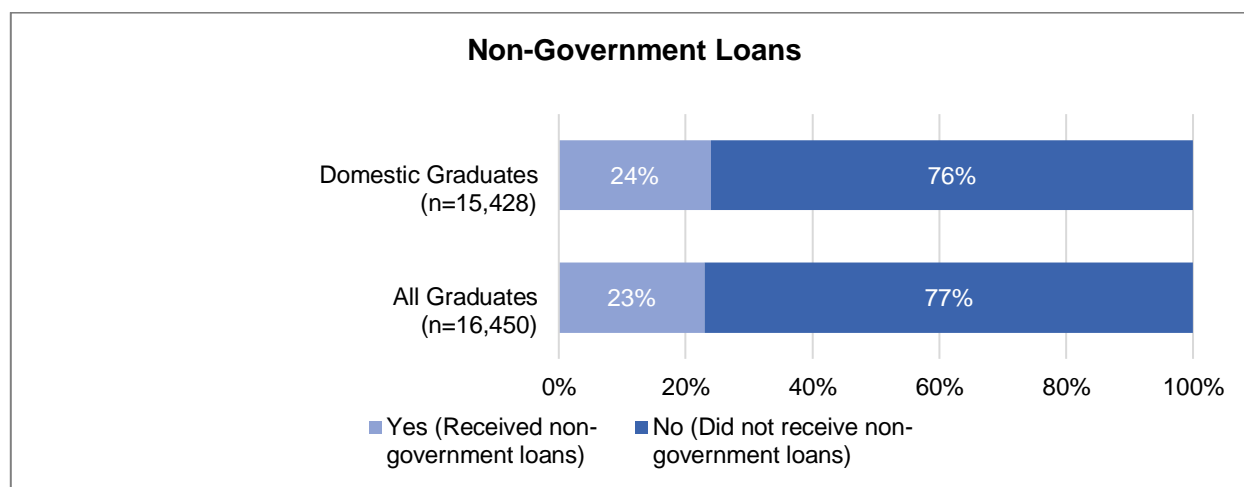
This section covers the non-government loans from financial institutions (that is, bank loans, credit cards, credit lines, etc.) that graduates received to pay for their post-secondary education. This analysis includes the proportion of graduates who received non-government student loans, the distribution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

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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 the results.

Nearly a quarter of graduates (23%) received non-government loans over the course of their post-secondary education. When looking only at domestic students, this number increases to 24%. Certain demographic groups were more likely to indicate that they received non-government loans than some of their peers²², specifically:

- Domestic graduates (24% received non-government loans, compared to 14% of international graduates).
- Female graduates compared to male graduates (25% received non-government loans, compared to 21% of males). This pattern of results was similar among domestic graduates.
- Graduates who were between 26 and 40 years of age (a range of 29% to 31% received non-government loans, compared to a range of 11% to 18% of graduates younger than 26 or between 51 and 60 years of age). This pattern of results was similar among domestic graduates.
- Graduates who were married or living with a partner (26% received non-government loans, compared to 22% of graduates who were single). This pattern of results was similar among domestic graduates.
- Graduates from another province or territory in Canada (33% received non-government loans, compared to a range of 21% to 25% of graduates from Lethbridge, Red Deer, Calgary, and Edmonton). This pattern of results was similar among domestic graduates.

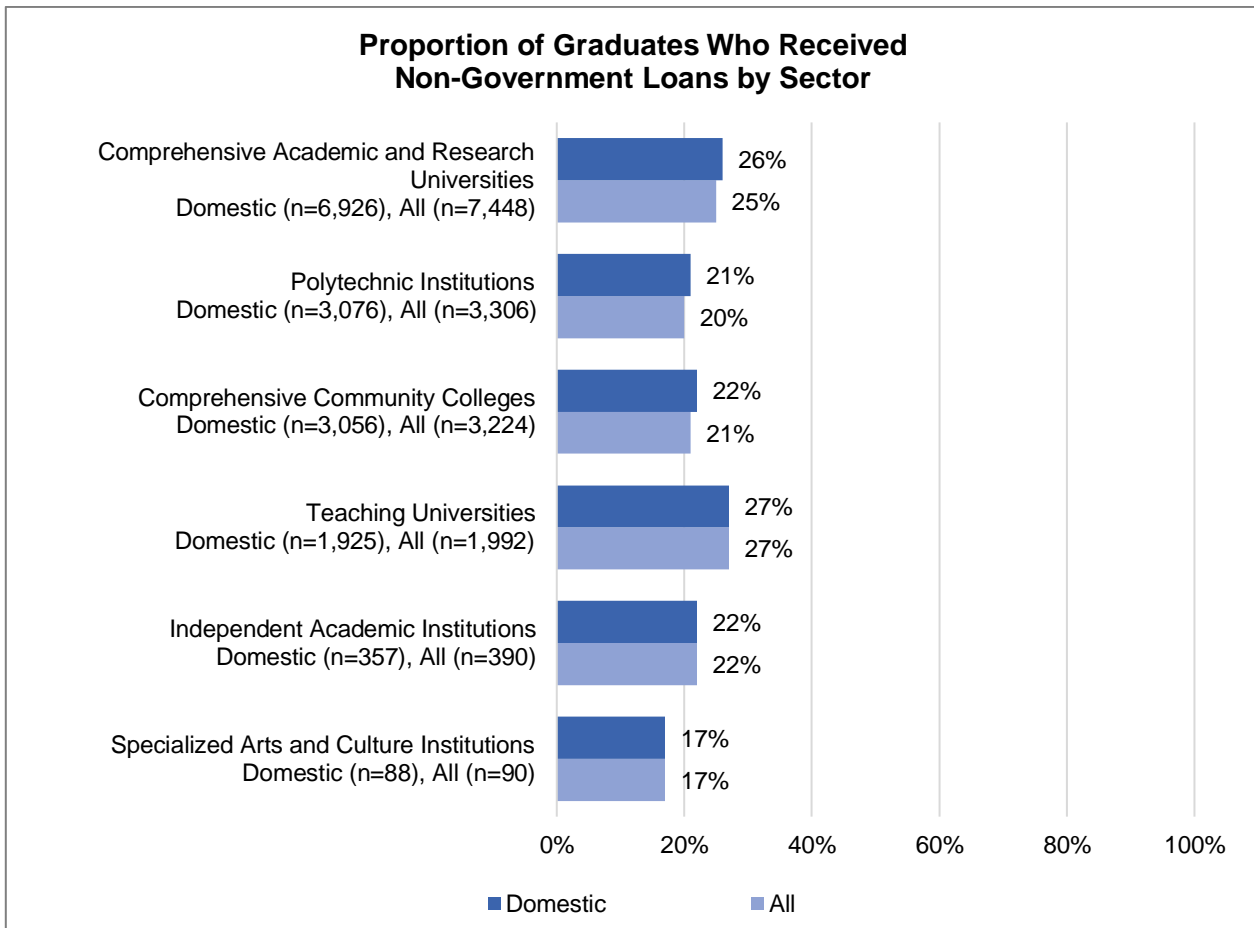
²² If the results for the domestic population were similar to the results for the total population the domestic results were not reported.

- Of the graduates asked, those who chose their program based on the reputation of the field (24% received non-government loans, compared to 16% of graduates who chose their program based on their parent’s suggestions). This pattern of results was similar among domestic graduates.
- Graduates who participated in work experience related to their field of study (24% received non-government loans, compared to 21% who did not participate in work experience related to their field of study). This pattern of results was similar among domestic graduates.
- Graduates of BHASE programs (25% received non-government loans, compared to 18% of STEM graduates). This pattern of results was similar among domestic graduates.
- Graduates from Teaching Universities and Comprehensive Academic and Research Universities (a range of 25% to 27% of each received non-government loans, compared to a range of 20% to 21% of graduates from Comprehensive Community Colleges and Polytechnic Institutions). This pattern of results was similar among domestic graduates.
- Graduates of Health and Related Technologies (a range of 24% to 28% received non-government loans, compared to a range of 16% to 22% of graduates of Architecture, Engineering, and Related Technologies and Mathematics, Computer and Information Sciences). This pattern of results was similar among domestic graduates.
- Graduates who received a master’s degree and an applied & bachelor’s degree (a range of 24% to 27% received non-government loans, compared to a range of 19% of graduates who received certificate). This pattern of results was similar among domestic graduates.

Table of Figures: Section 9.1: Number of Graduates with Non-Government Loans

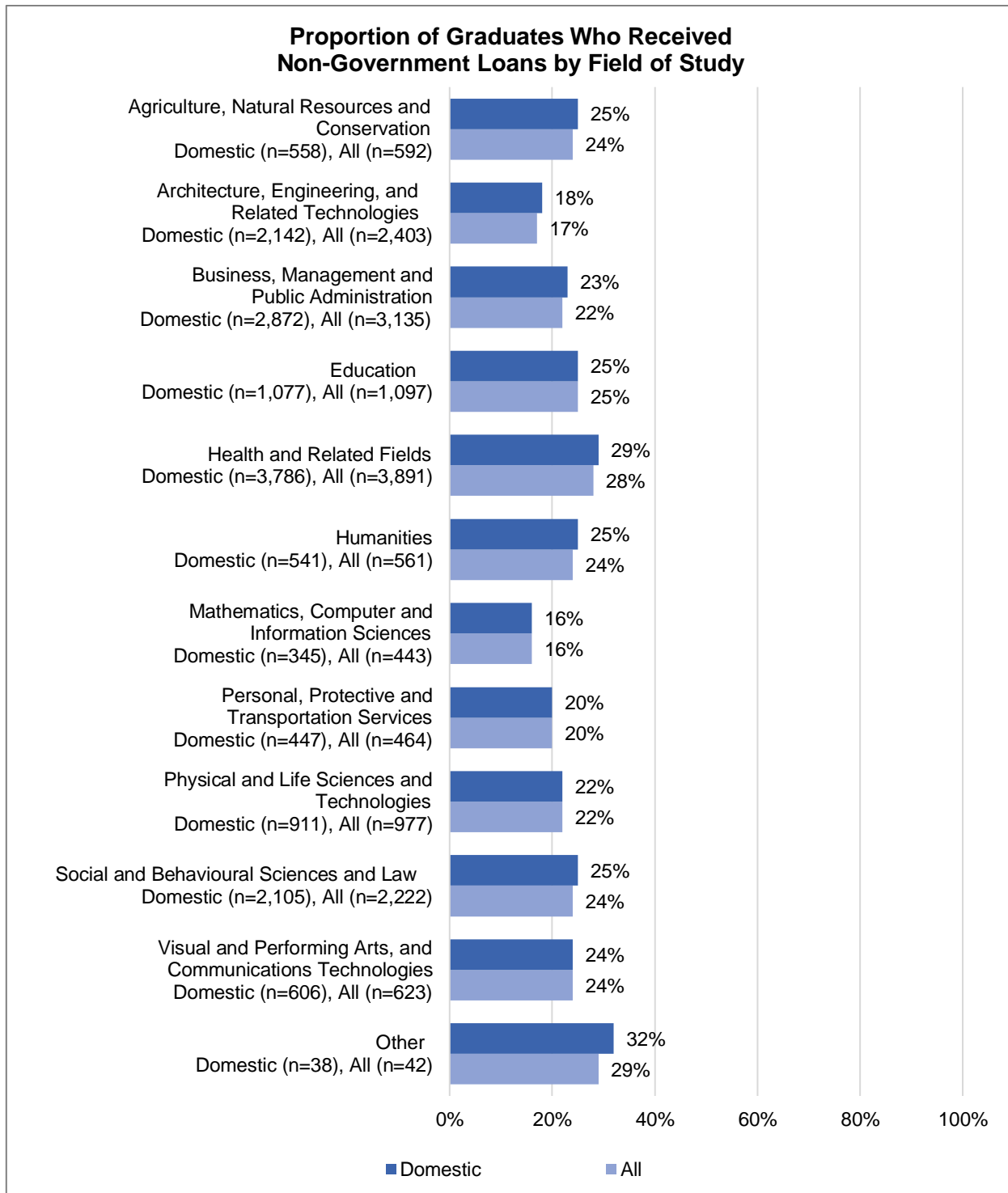
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Figure 9.1-2 Proportion of Graduates Who Received Non-Government Loans by Sector



Q54: The next questions ask about any financial assistance you may have accessed at any point as a post-secondary student. Have you ever received financial assistance for education-related expenses from the following sources? Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)
 Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of more than \$200,000 were excluded from the results.

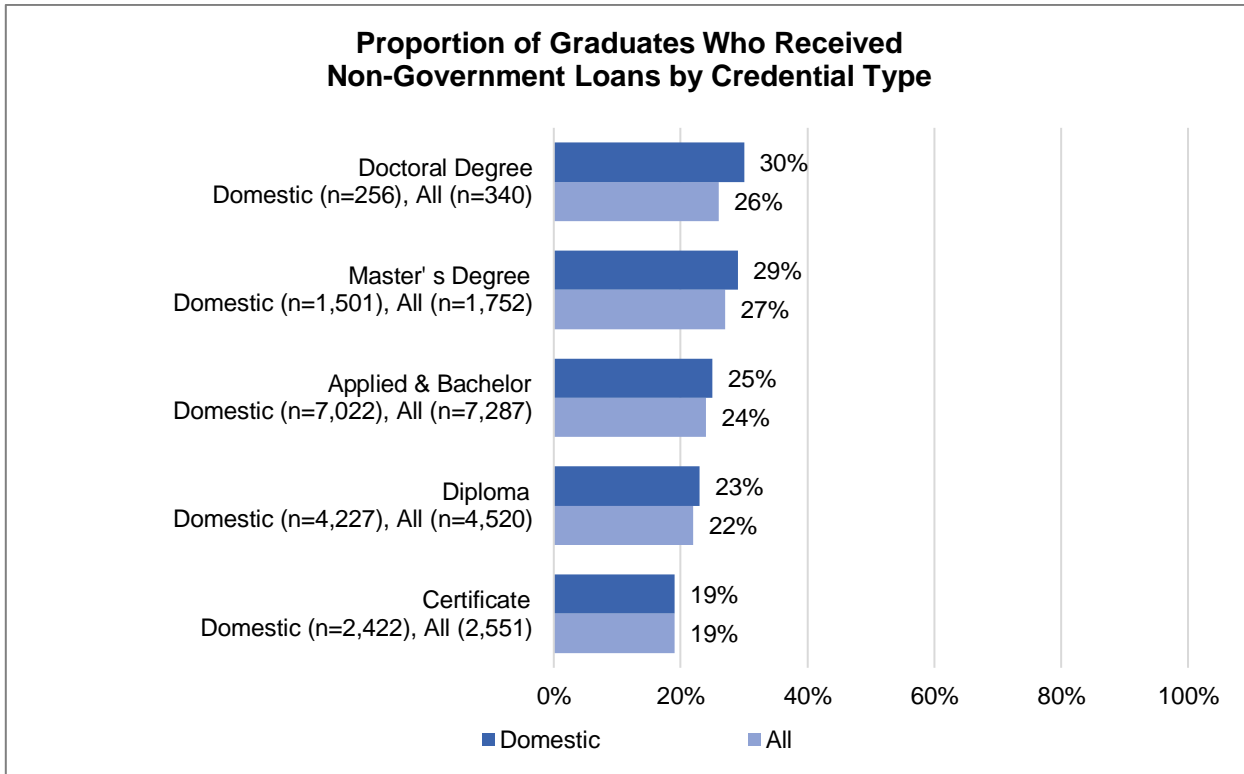
Figure 9.1-3 Proportion of Graduates Who Received Non-Government Loans by Field of Study



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

Figure 9.1-4 Proportion of Graduates Who Received Non-Government Loans by Credential Type

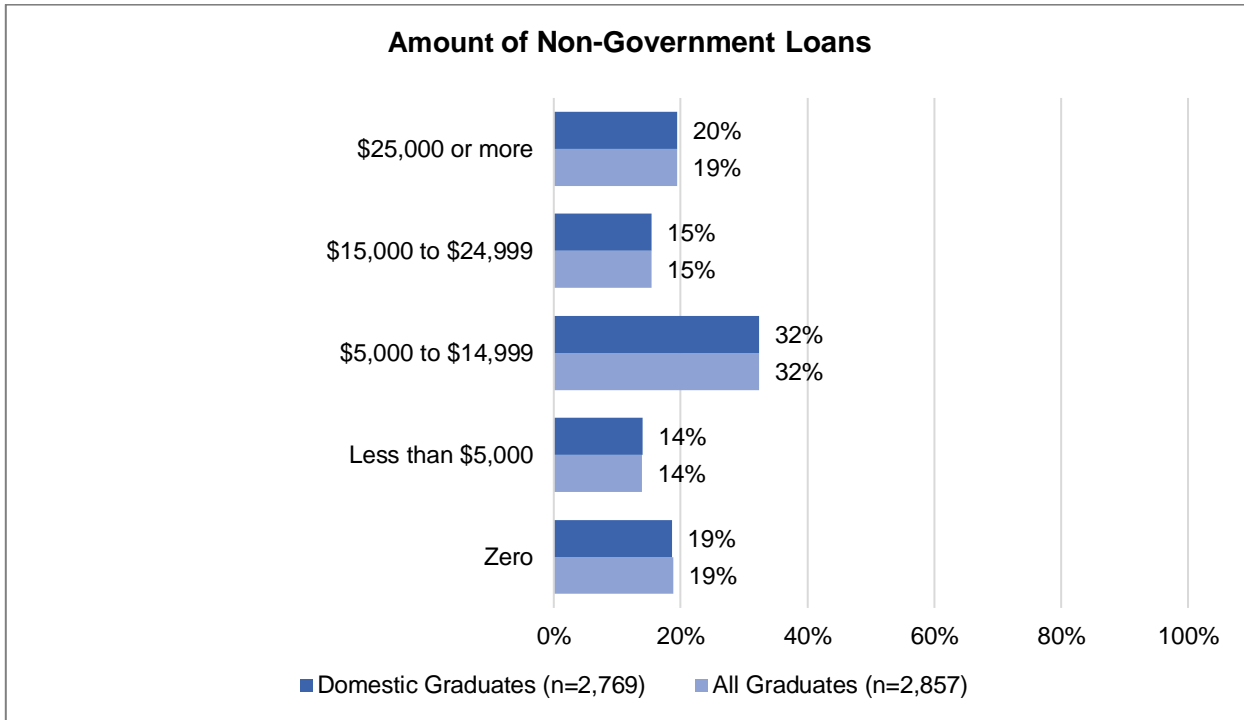


Q54: Have you ever received financial assistance for education-related expenses from the following sources? Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)

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

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 the 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 \$15,660 and, when graduate who reported owing \$0 were removed from this sample, the average amount was \$19,285. The median amount these graduates owed (including those reporting no money owed) was \$9,000. Certain demographic groups indicated that they received more in non-government-sponsored loans than some of their peers²³. Specifically, when amounts of zero dollars were included, the groups who reported higher averages paid in non-government-sponsored student loans were:

- Graduates who were between 26 and 50 years of age (averages ranging from \$17,875 to \$19,116 were received in non-government loans, compared to averages ranging from \$7,271 to \$10,619 that were received by graduates who were between 21 to 25 years of age). This pattern of results was similar among domestic graduates.

²³ If the results for the domestic population were similar to the results for the total population, the domestic results were not reported.

- Graduates who were married or living with a partner (an average of \$17,799 was received in non-government loans, compared to an average of \$14,730 that was received by graduates who were single). This pattern of results was similar among domestic graduates.
- Graduates from another province or territory in Canada (an average of \$19,593 was received in non-government loans, compared to averages ranging from \$13,590 to \$14,571 that were received by graduates from Edmonton and rural Alberta). This pattern of results was similar among domestic graduates.
- Of the graduates asked, those who chose their program based on participation in an event, competition, or program (an average of \$25,661 was received in non-government loans, compared to an average of \$8,880 that was received by graduates who chose their program based on their parent’s suggestions). This pattern of results was similar among domestic graduates.
- Graduates of BHASE programs (an average of \$16,281 was received in non-government loans, compared to an average of \$12,527 that was received by STEM graduates). This pattern of results was similar among domestic graduates.
- Graduates from Comprehensive Academic and Research Universities (an average of \$20,891 was received in non-government loans, compared to averages ranging from \$10,007 to \$11,081 that were received by graduates of Polytechnic Institutions, Teaching Universities, and Comprehensive Community Colleges). This pattern of results was similar among domestic graduates.
- Graduates of Health and Related Fields (an average of \$23,075 was received in non-government loans, compared to averages ranging from \$9,474 to \$15,682 that were received by graduates of almost every other field of study). This pattern of results was similar among domestic graduates.
- Graduates who received a doctoral degree, master’s degree, or applied & bachelor’s degree (averages ranging from \$18,444 to \$23,077 were received in non-government loans, compared to averages ranging from \$8,093 to \$11,543 that were received by graduates who received a diploma or certificate). This pattern of results was similar among domestic graduates.

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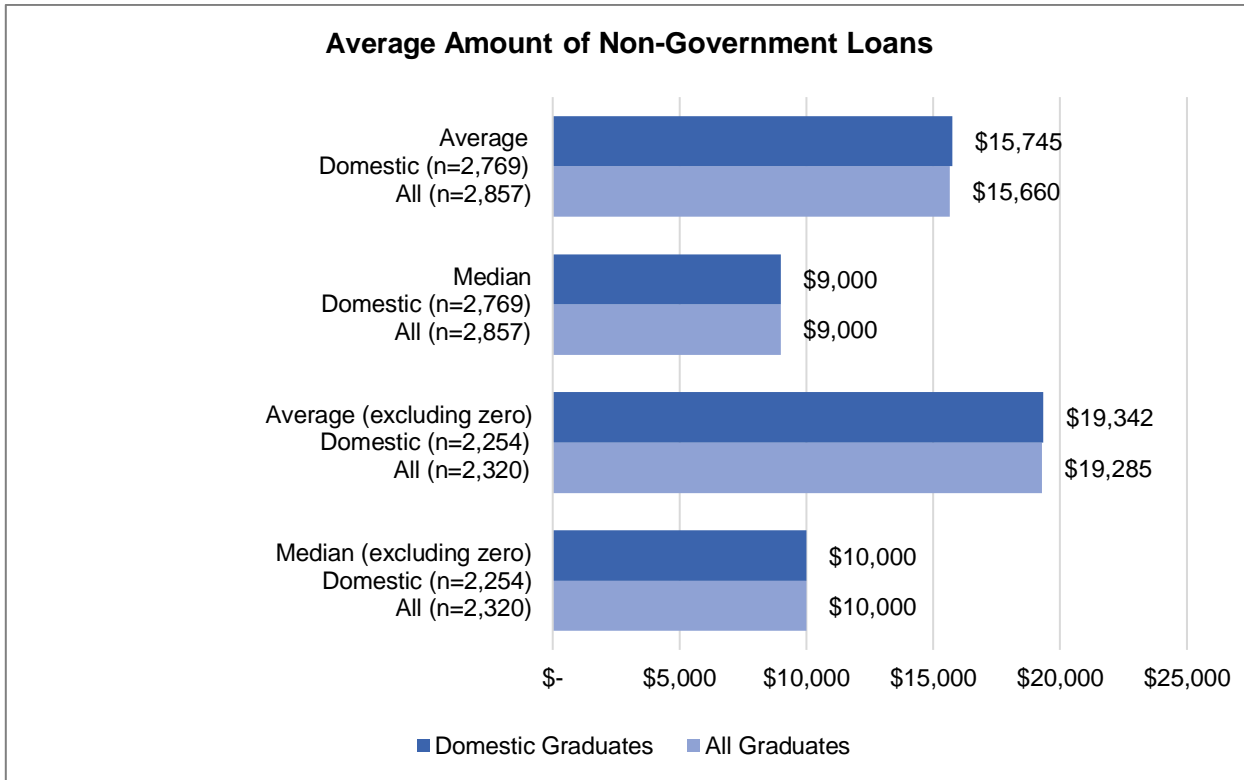
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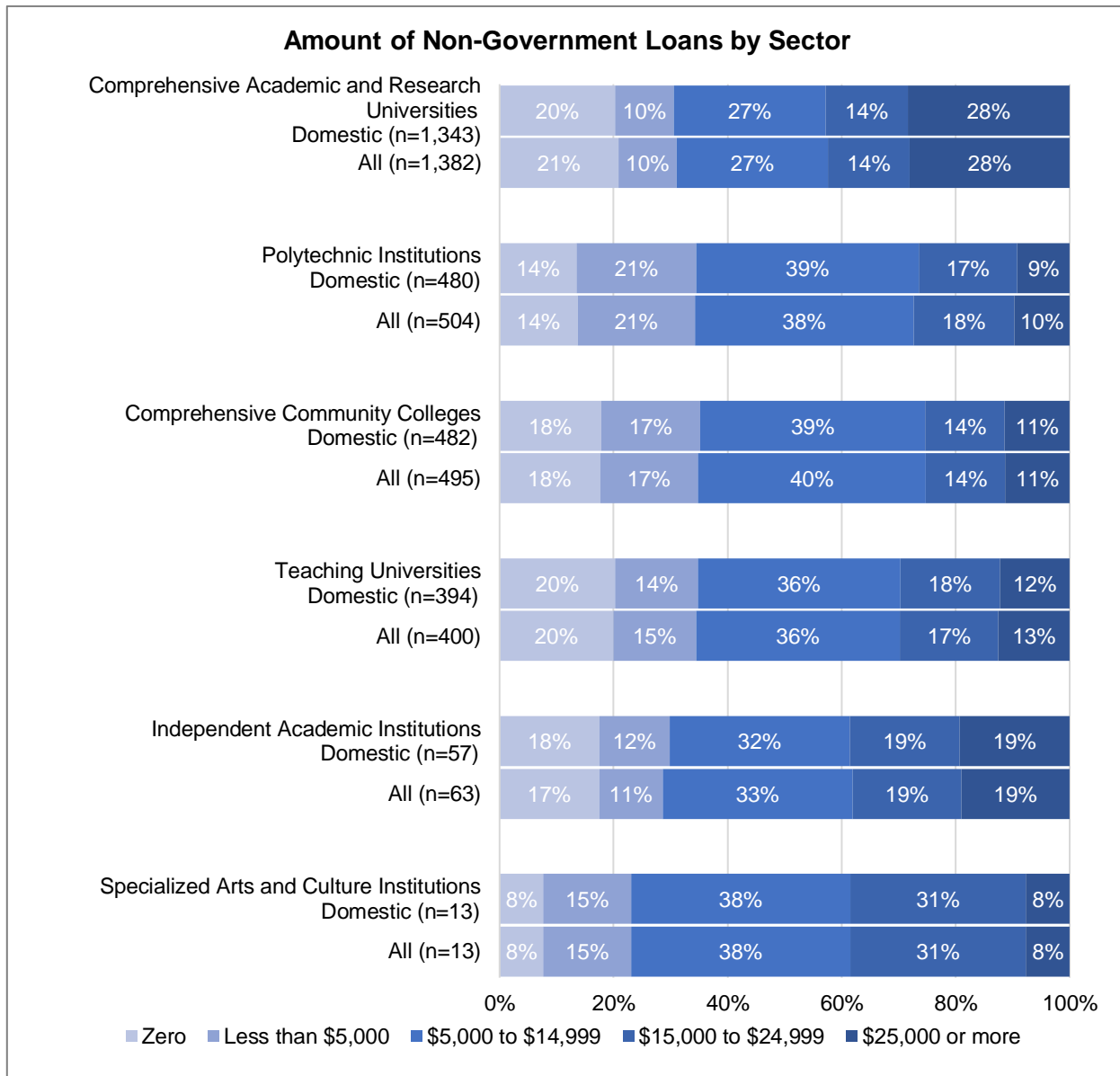
Figure 9.2-2 Average Amount of Non-Government Loans



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 what you owed to relatives.

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

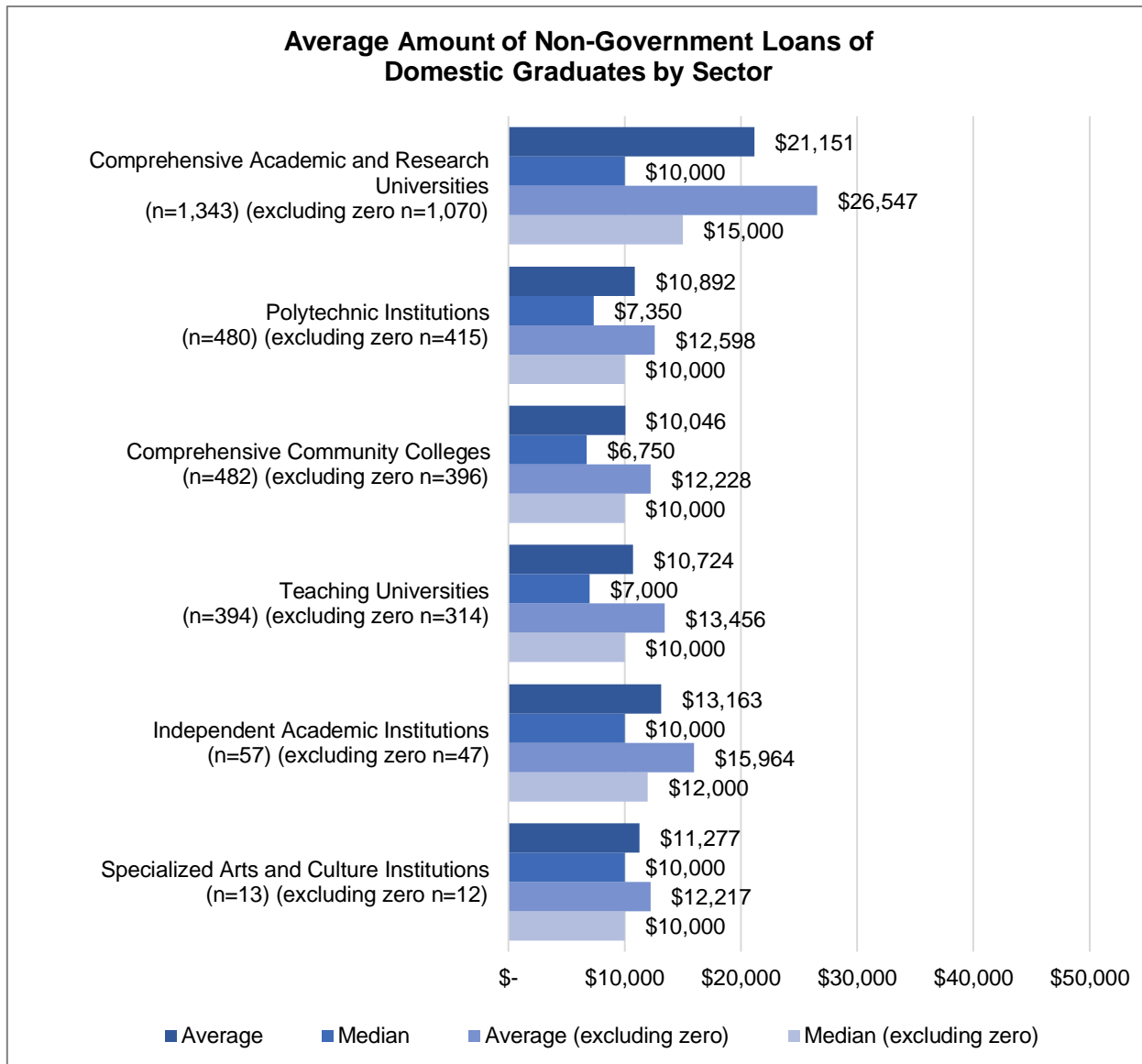
Figure 9.2-3 Amount of Non-Government Loans by Sector



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 the results.

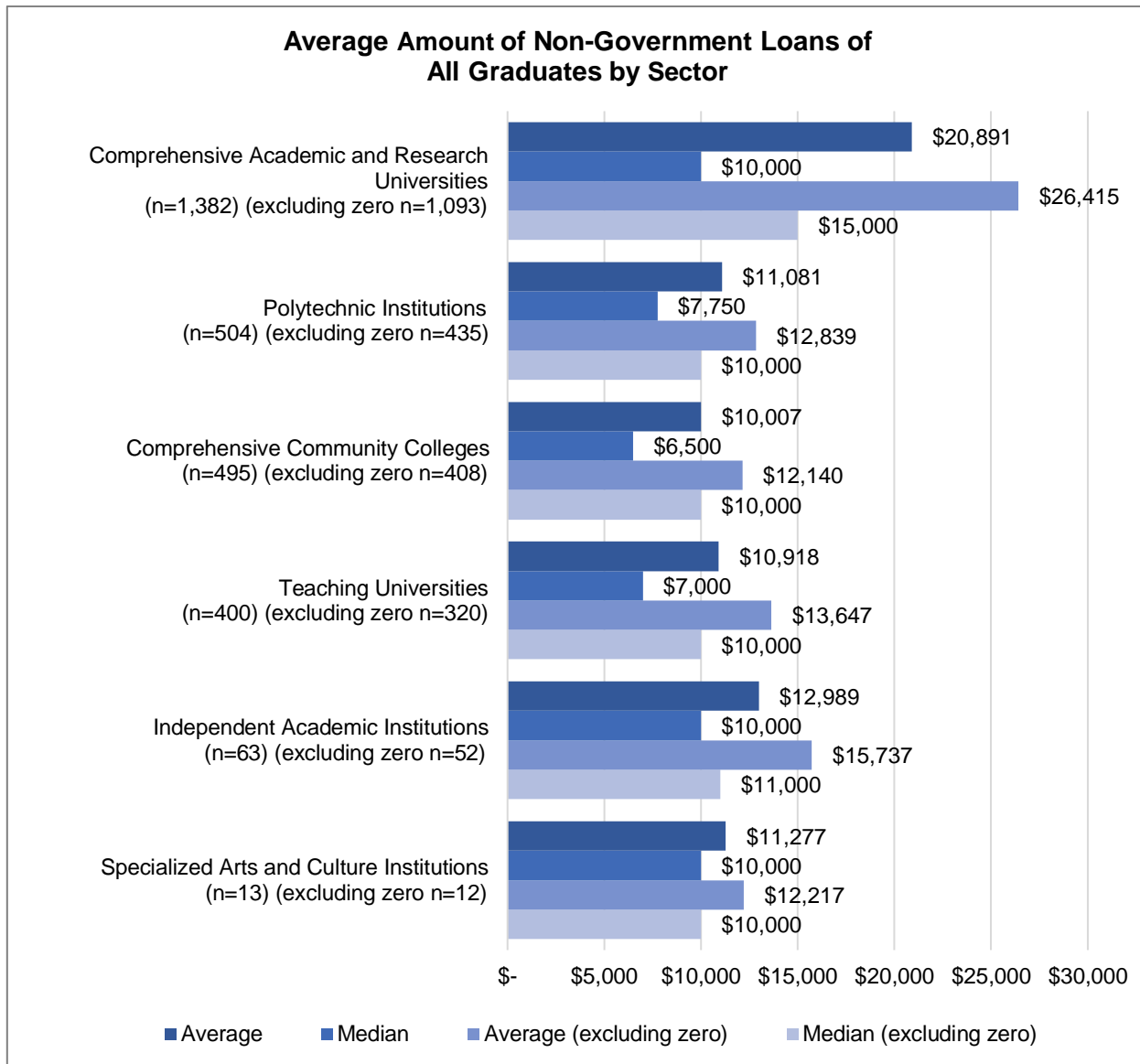
Figure 9.2-4 Average Amount of Non-Government Loans of Domestic Graduates by Sector



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 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 the results.

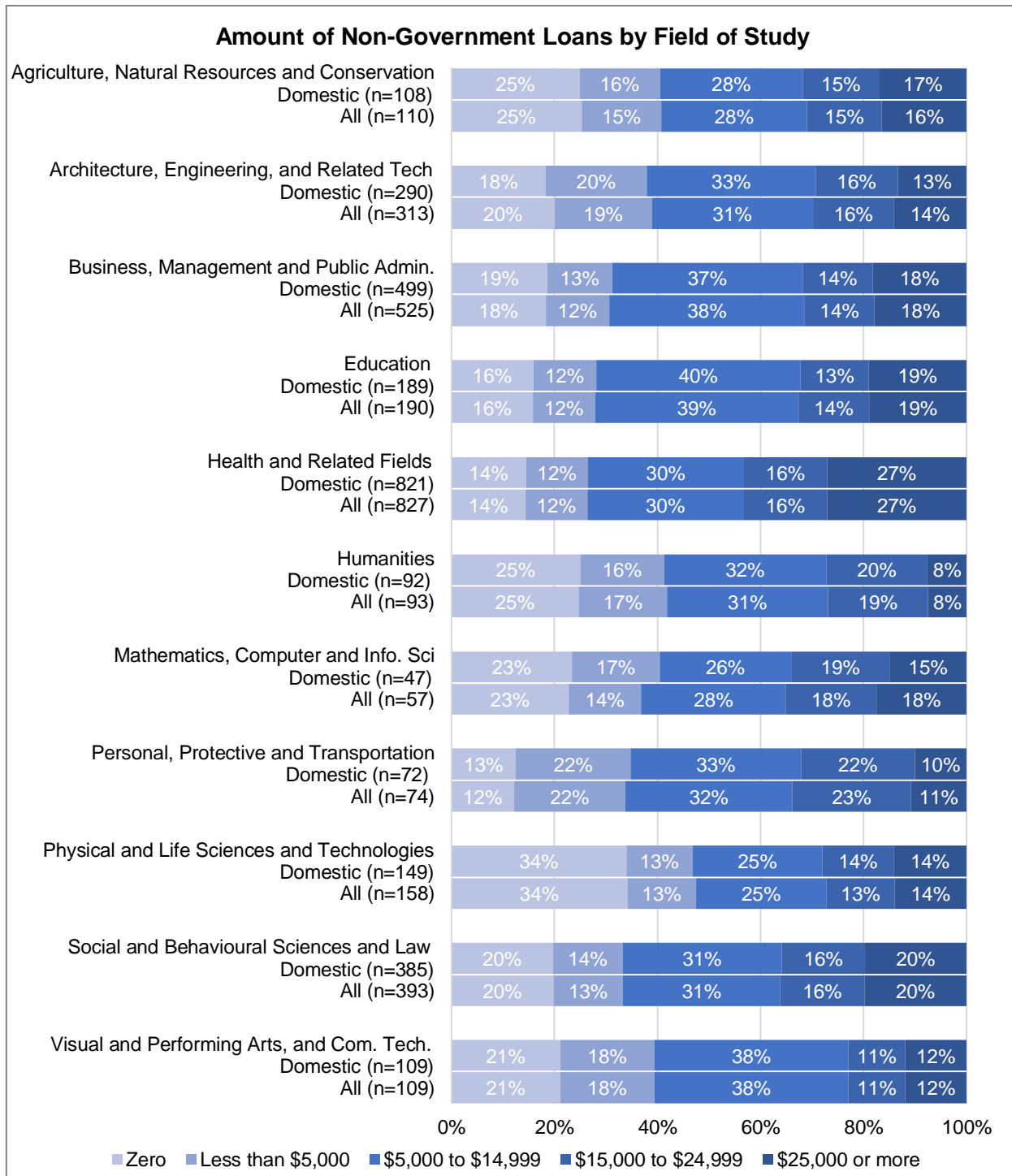
Figure 9.2-5 Average Amount of Non-Government Loans of All Graduates by Sector



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 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 the results.

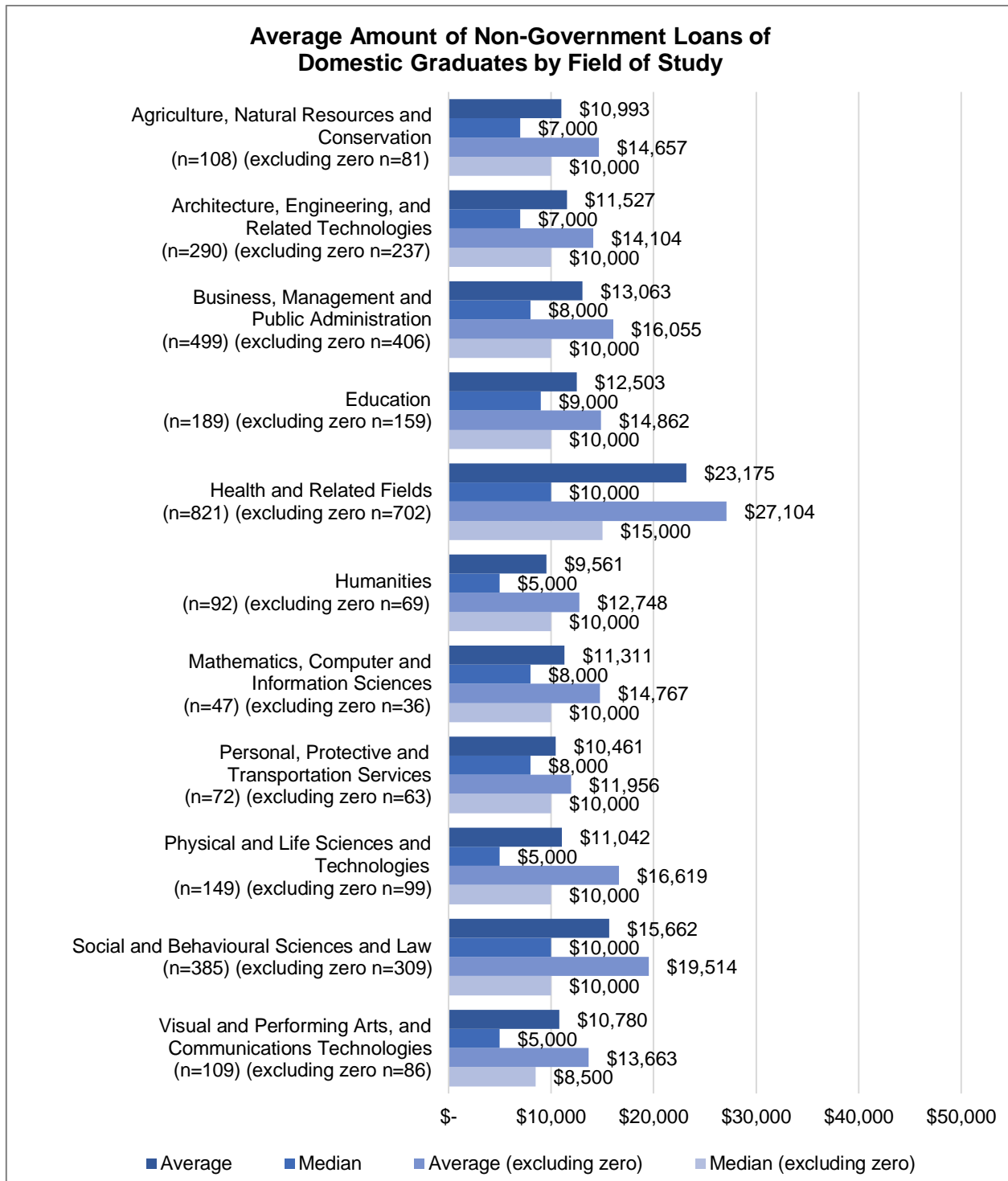
Figure 9.2-6 Amount of Non-Government Loans by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

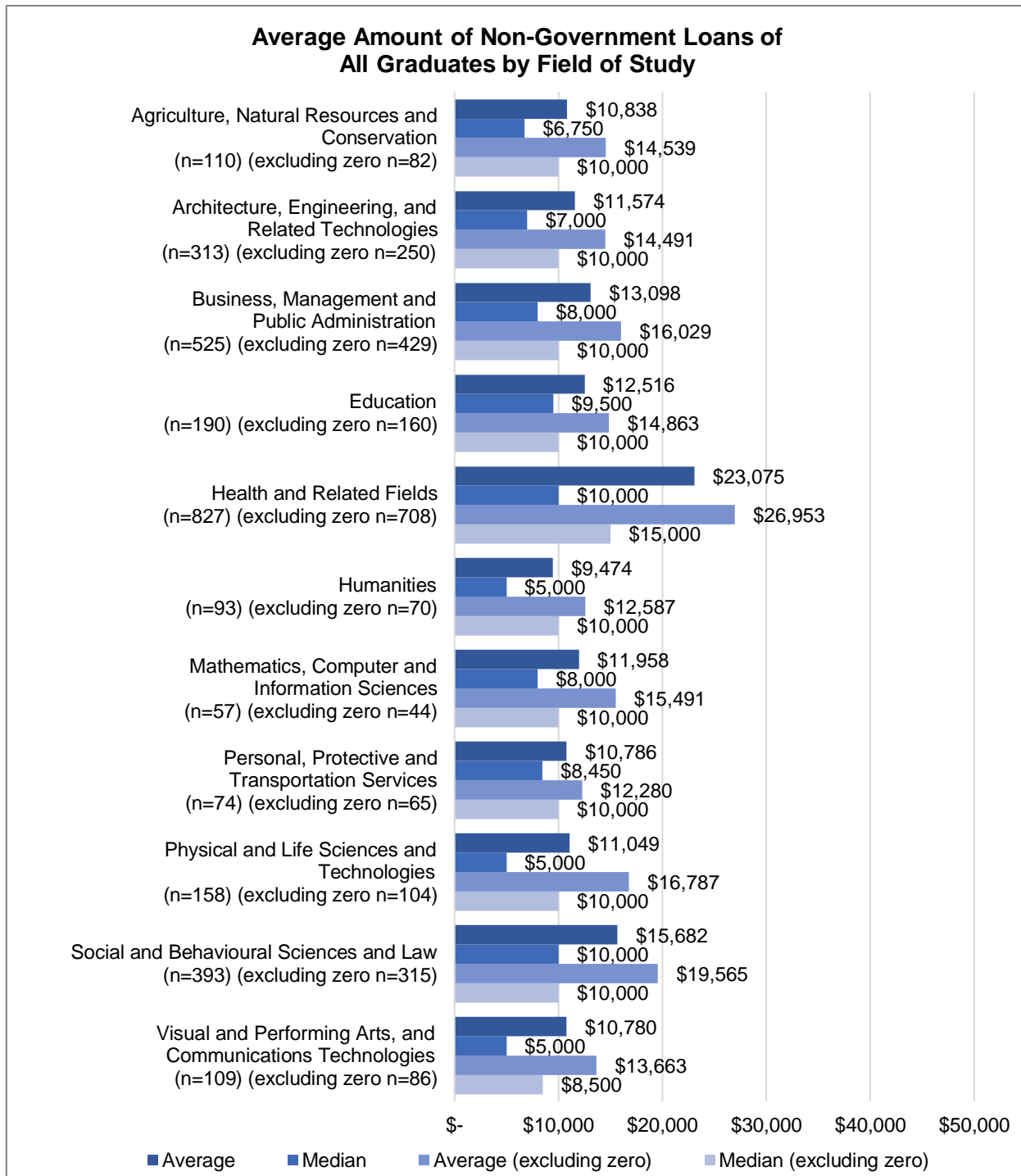
Figure 9.2-7 Average Amount Non-Government Loans of Domestic Graduates by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

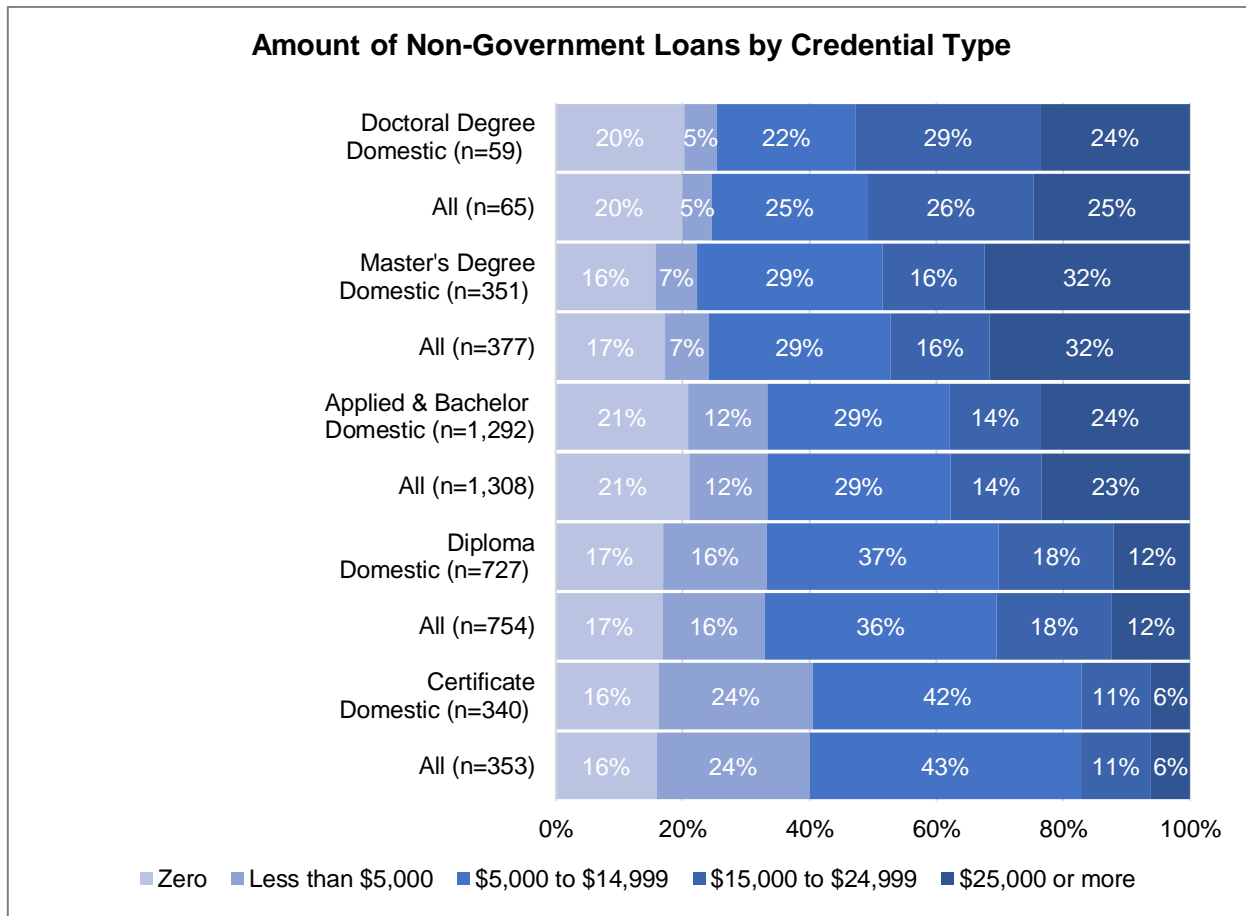
Figure 9.2-8 Average Amount Non-Government Loans of All Graduates by Field of Study



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 the results. Groups with fewer than 10 respondents were suppressed.

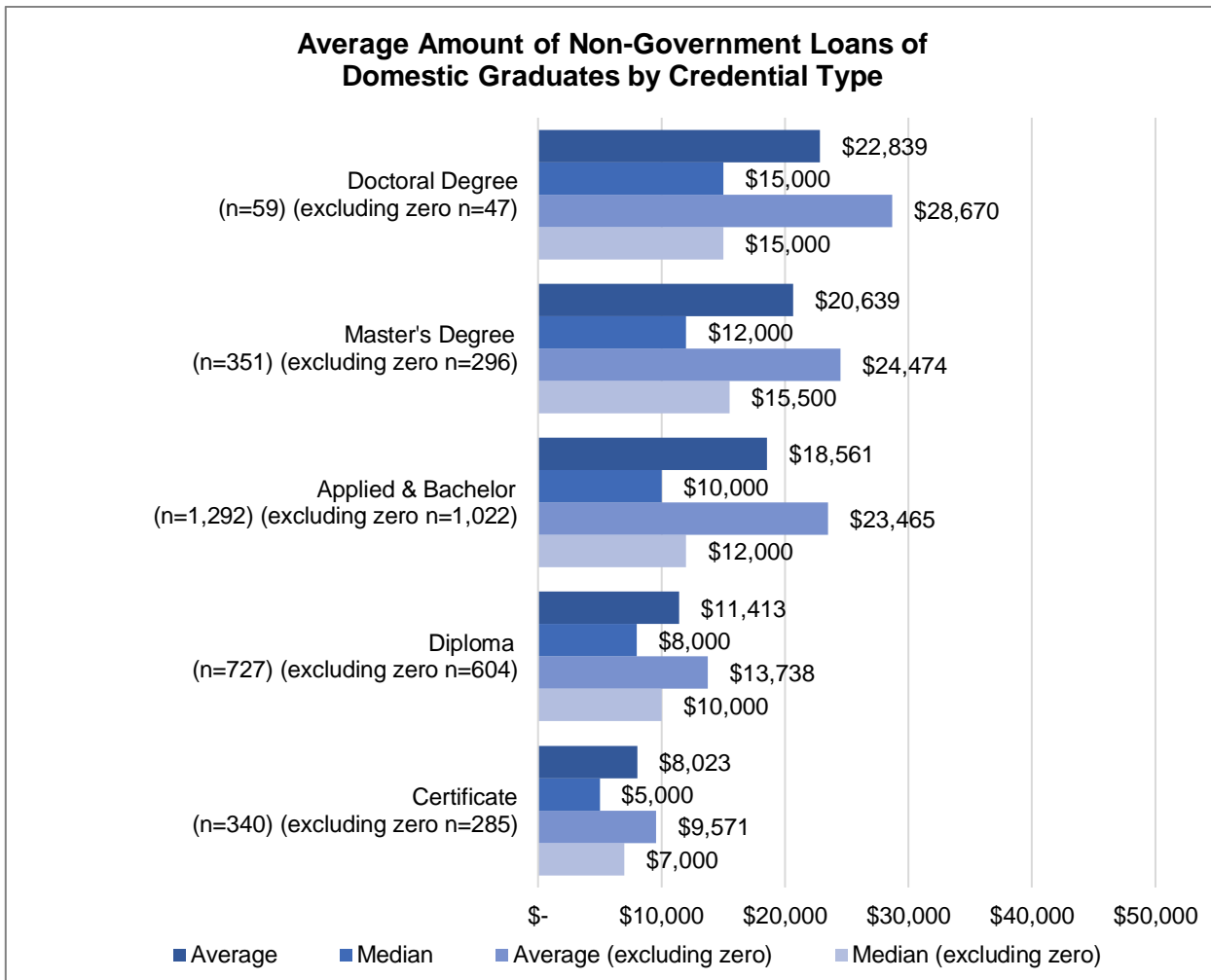
Figure 9.2-9 Amount of Non-Government Loans by Credential Type



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 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 the results.

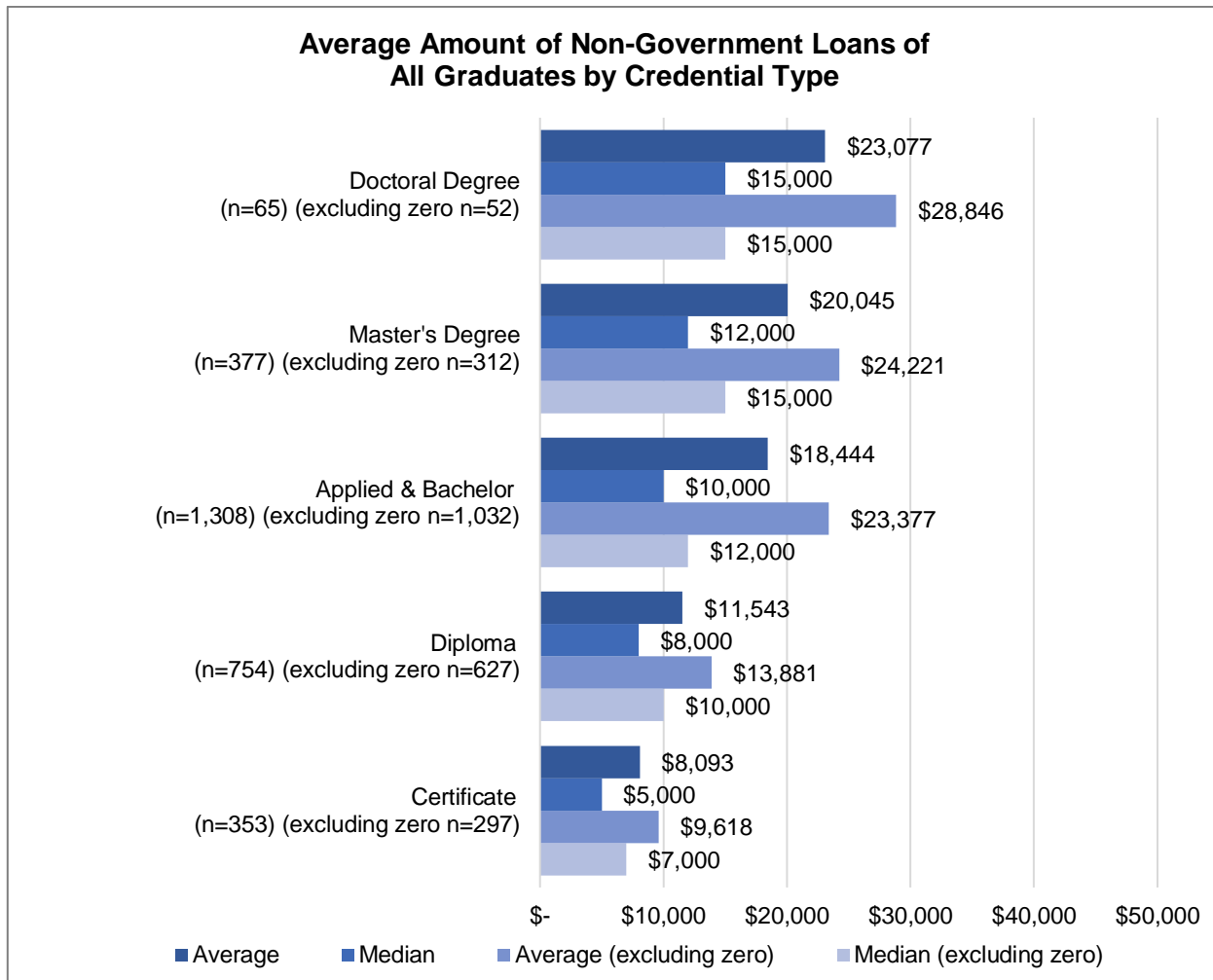
Figure 9.2-10 Average Amount of Non-Government Loans of Domestic Graduates by Credential Type



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 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 the results.

Figure 9.2-11 Average Amount of Non-Government Loans of All Graduates by Credential Type



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 the results.

9.3 Historic Financing

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This historic financing section compares sources of graduates financing between the current collection year and the two previous survey periods to identify trends in the sources of financing that graduates accessed. It looks at the proportions of students who received government and non-government loans over three survey periods. Historic trends described below include trends for which there was a consistent change that occurred over the three pertinent years. Historic differences represent significant changes between the current data and that of the previous year.

As compared to graduates of 2011/2012 and 2013/2014, graduates of 2015/2016 were more likely to receive either government-sponsored or non-government loans (50% and 51% vs. 55%, chronologically).

Looking at the result for the top response option compared to the previous survey period, it appears that a larger proportion of 2015/2016 graduates than 2013/2014 graduates reported that they received government-sponsored loans (47% vs. 43%, respectively).

This pattern of change from 2013/2014 to 2015/2016 appears to reflect the change in results of graduates from 2015/2016 and 2013/2014, respectively, in the following groups:

SECTOR

- Polytechnic Institutions (47% vs. 42%)
- Comprehensive Community Colleges (46% vs. 40%)
- Teaching Universities (53% vs. 47%)

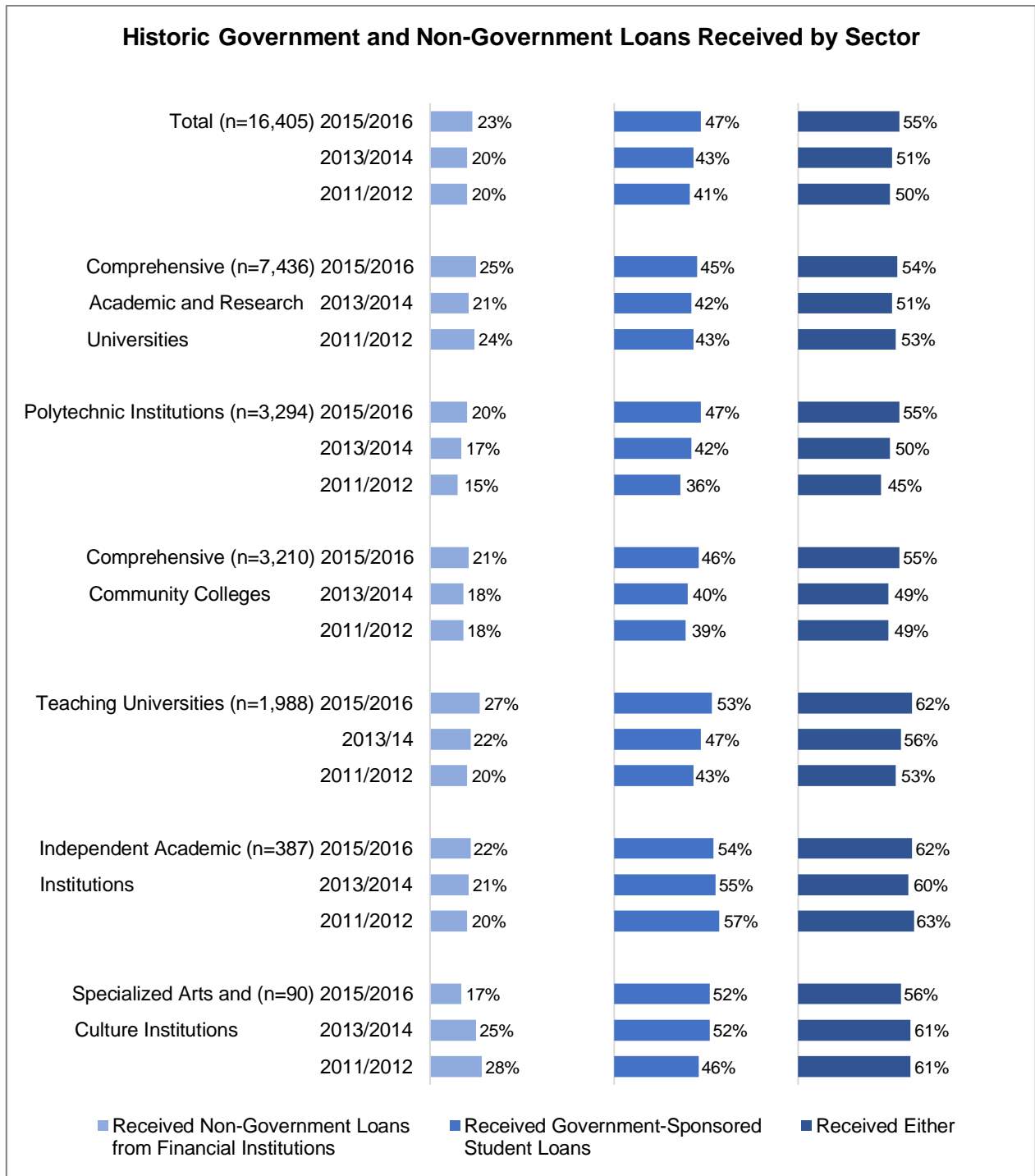
FIELD OF STUDY

- Health and Related Fields (53% vs. 45%)
- Humanities (55% vs. 46%)
- Visual and Performing Arts, and Communications Technologies (53% vs. 48%)

By Credential Type

- Doctoral Degree (25% vs. 19%)
- Master's Degree (34% vs 29%)
- Certificate (43% vs. 34%)

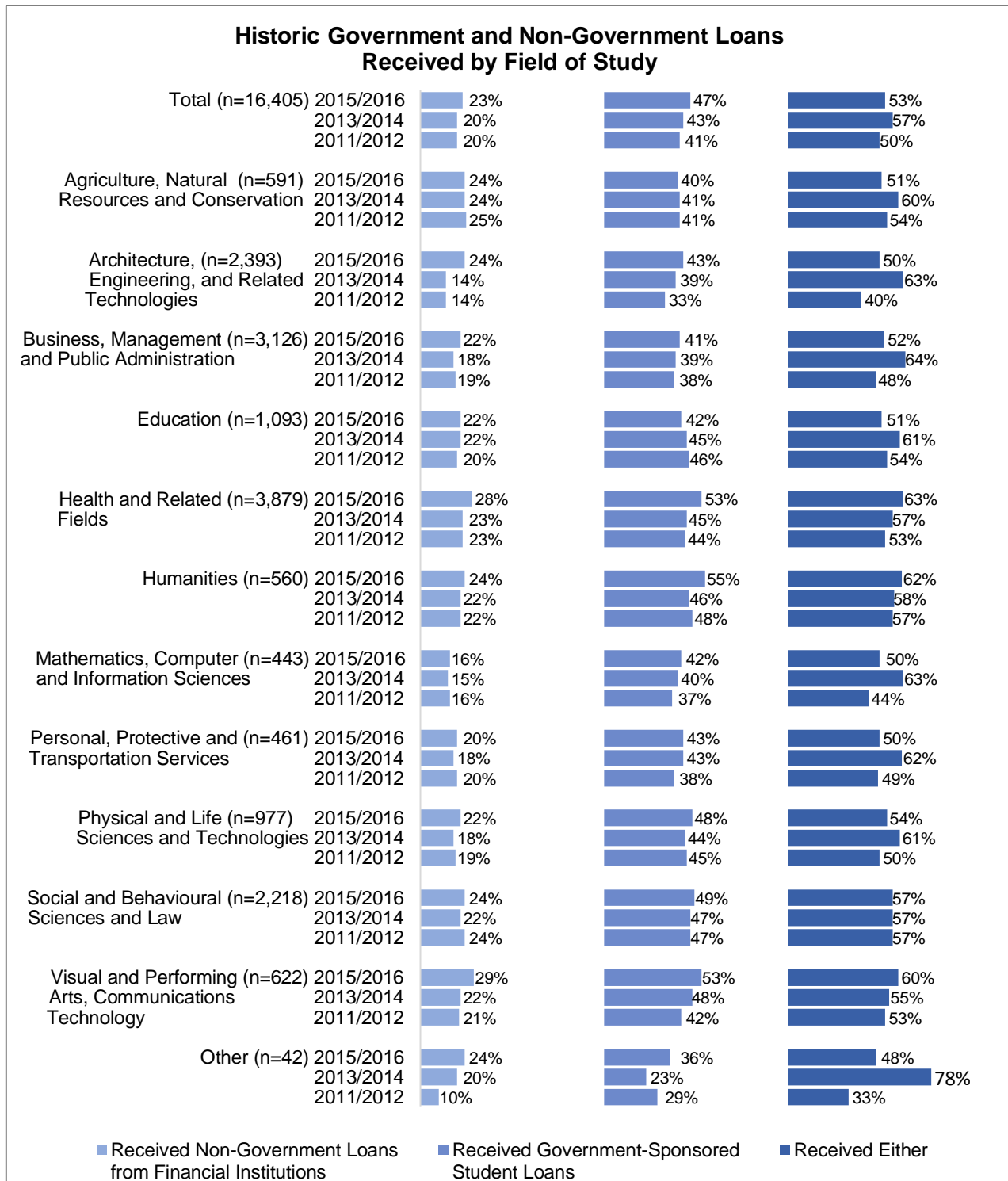
Figure 9.3-1 Historic Government and Non-Government Loans Received by Sector



Have you ever received financial assistance for education-related expenses from the following sources? Q51. Government student loans... or Q54. Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)...

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

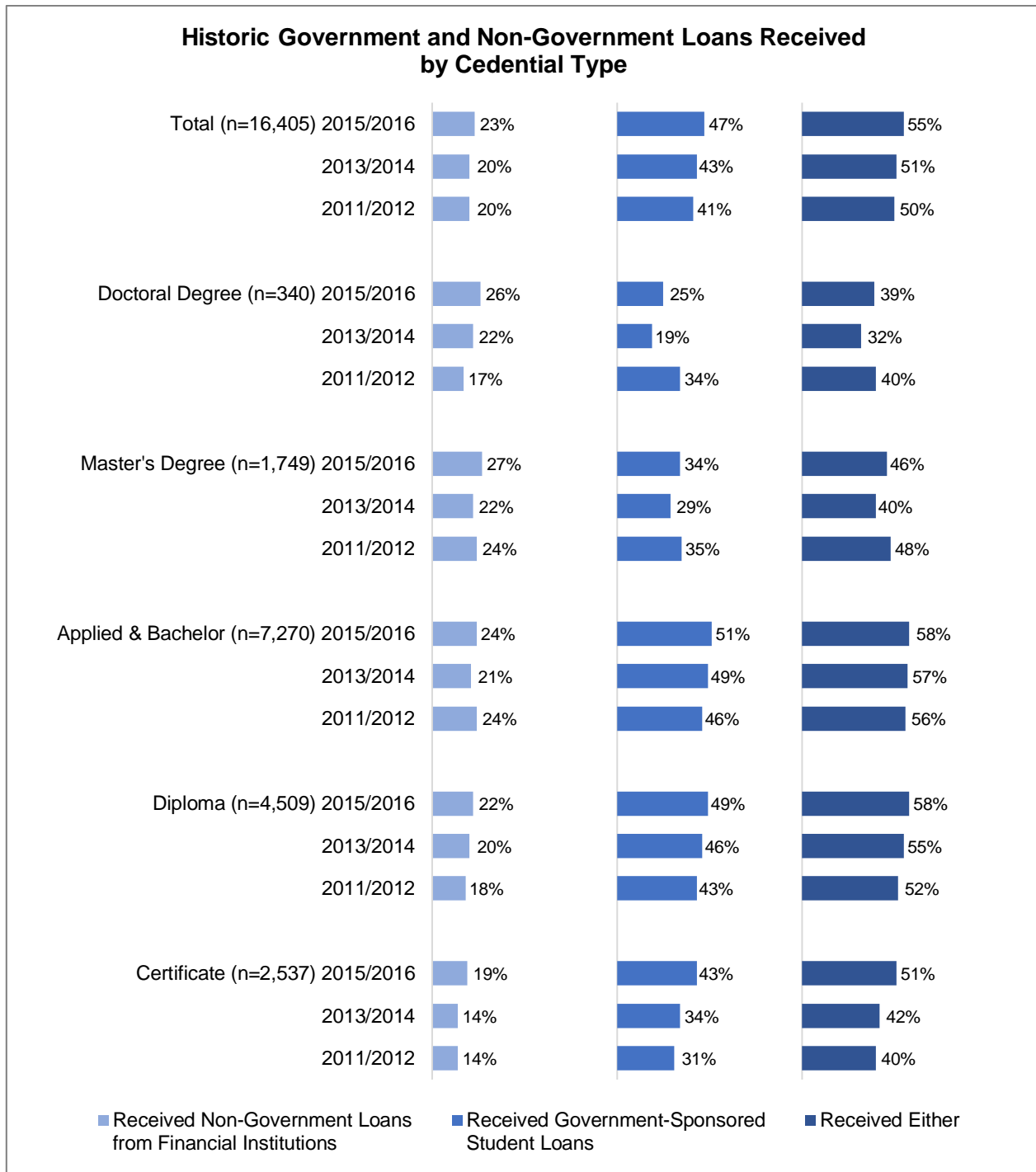
Figure 9.3-2 *Historic Government and Non-Government Loans Received by Field of Study*



Have you ever received financial assistance for education-related expenses from the following sources? Q51. Government student loans... or Q54. Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

Figure 9.3-3 *Historic Government and Non-Government Loans Received by Credential Type*

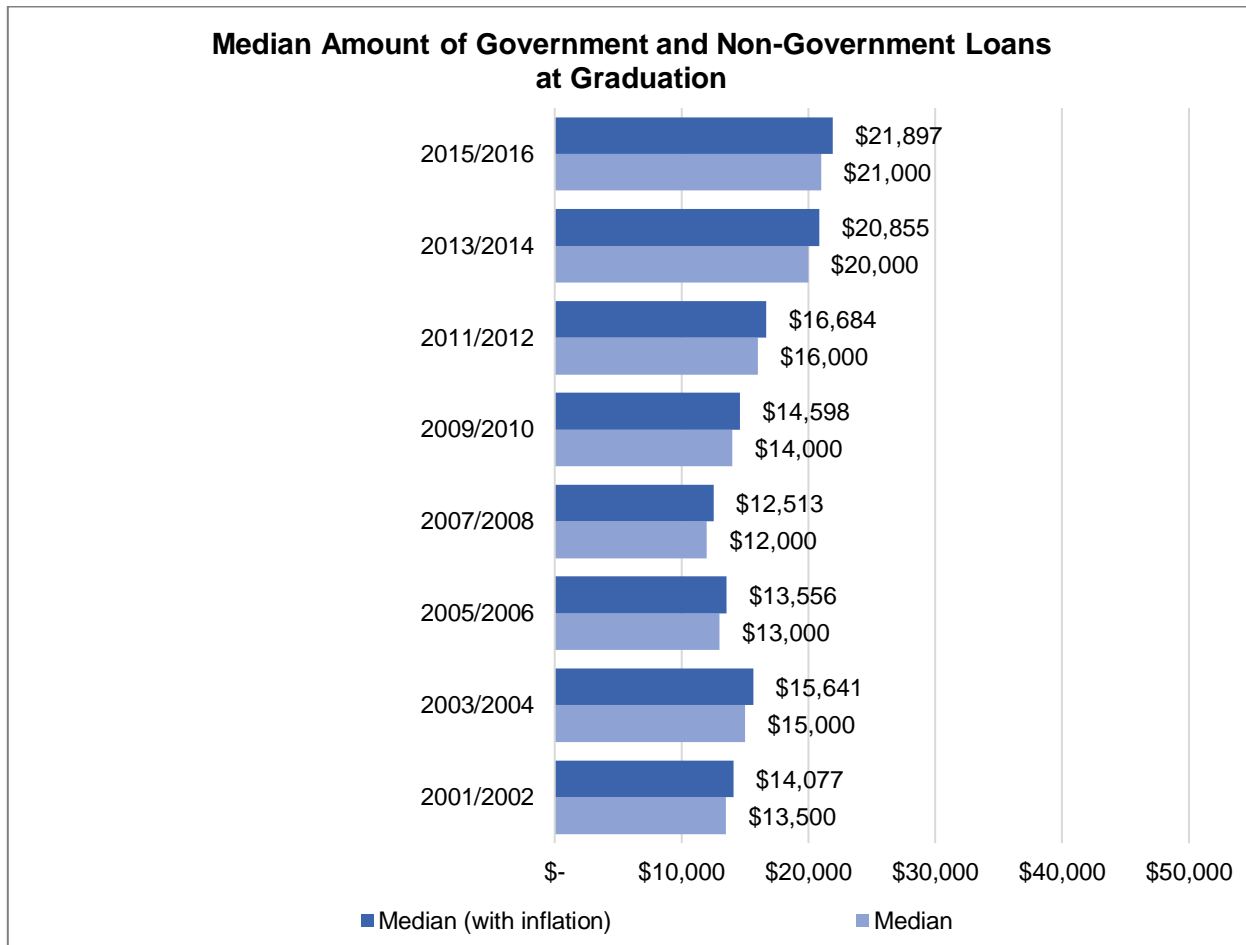


Have you ever received financial assistance for education-related expenses from the following sources? Q51. Government student loans... or Q54. Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)...

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

As compared to graduates of 2013/2014, graduates of 2015/2016 were likely to graduate with slightly more owed in loans. The median amount falls within the typical range of loans owed by graduating students observed in previous years when adjusted for inflation. However, the average amount is larger the previous years' averages, even when inflation is considered.

Figure 9.3-4 Median Amount of Government and Non-Government Loans at Graduation

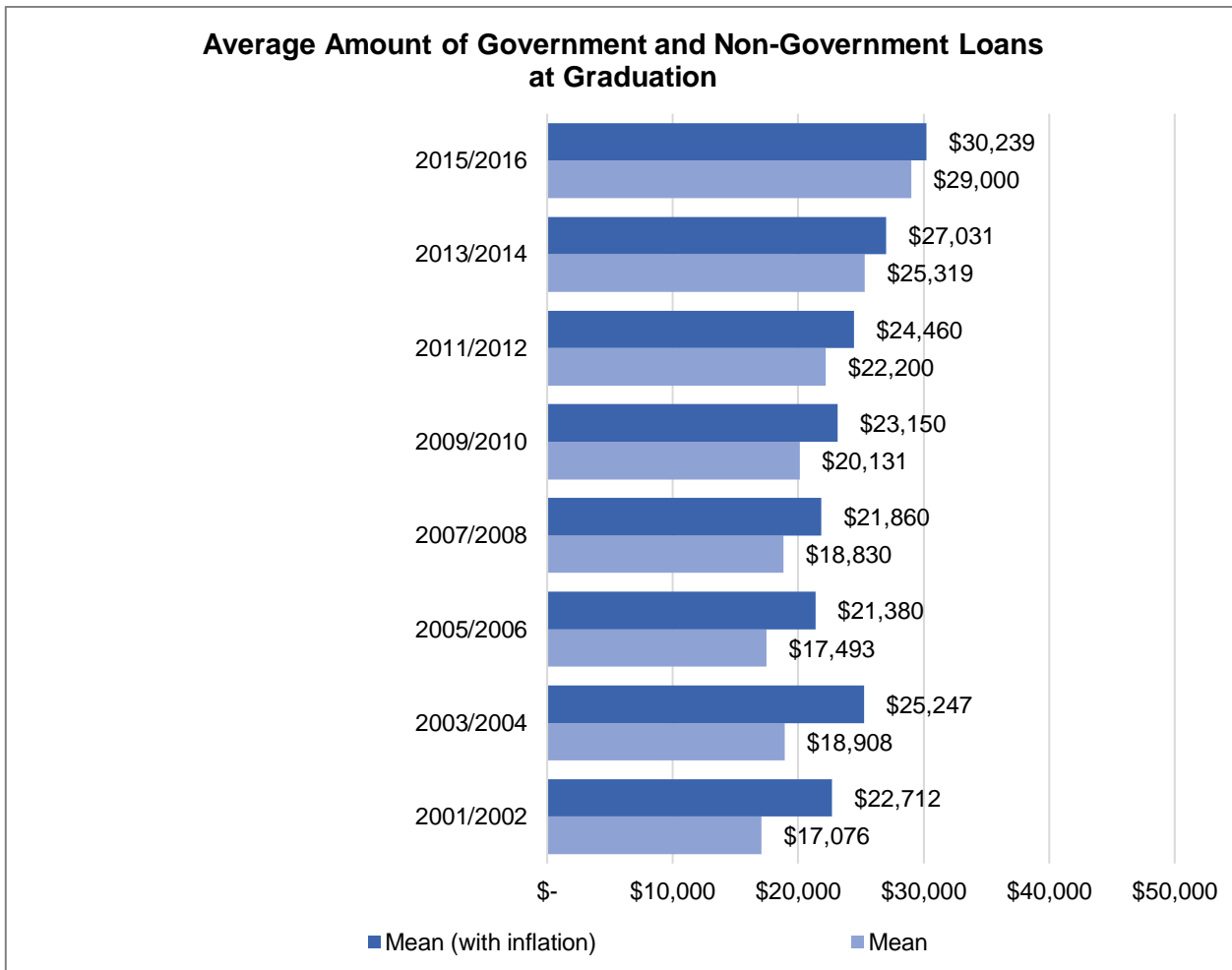


Q55. At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education? Q60. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government, financial institutions (banks) sources?

Notes: This chart shows the median of the sum of responses of \$200,000 or less for both question 55 and 60. If the respondent selected "Not Applicable", "Don't know", "No response", or a value greater than \$200,000 only the response to the other question was included. Note that these calculations include responses of zero for the amounts still owing at graduation. "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Inflation was calculated using the Bank of Canada Inflation Calculator. The base year used was the year of reporting (2018) and the compared year used was the even number year of the graduation period. For example, the 2001/2002 adjusted median was calculated by comparing how much the median was worth in 2002 to 2018. The Inflation Calculator can be found at <https://www.bankofcanada.ca/rates/related/inflation-calculator/>.

The unadjusted values shown here were taken from previous years' reports. It should be noted however, that there appeared to be some discrepancies in values between years and that the calculation itself may have varied in different years. For example, it was difficult to determine whether values of \$0 were included in the calculation in every year.

Figure 9.3-5 Average Amount of Government and Non-Government Loans at Graduation



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? 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?

Notes: This chart shows the average of the sum of responses of \$200,000 or less for both question 55 and 60. If the respondent selected “Not Applicable”, “Don’t know”, “No response”, or a value greater than \$200,000 only the response to the other question was included. Note that these calculations include responses of zero for the amounts still owing at graduation. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Inflation was calculated using the Bank of Canada Inflation Calculator. The base year used was the year of reporting (2018) and the compared year used was the even number year of the graduation period. For example the 2001/2002 adjusted median was calculated by comparing how much the median was worth in 2002 to 2018.. The Inflation Calculator can be found at <https://www.bankofcanada.ca/rates/related/inflation-calculator/>.

The unadjusted values shown here were taken from previous years' reports. It should be noted however, that there appeared to be some discrepancies in values between years and that the calculation itself may have varied in different years. For example, it was difficult to determine whether values of \$0 were included in the calculation in every year.

10 Transitions

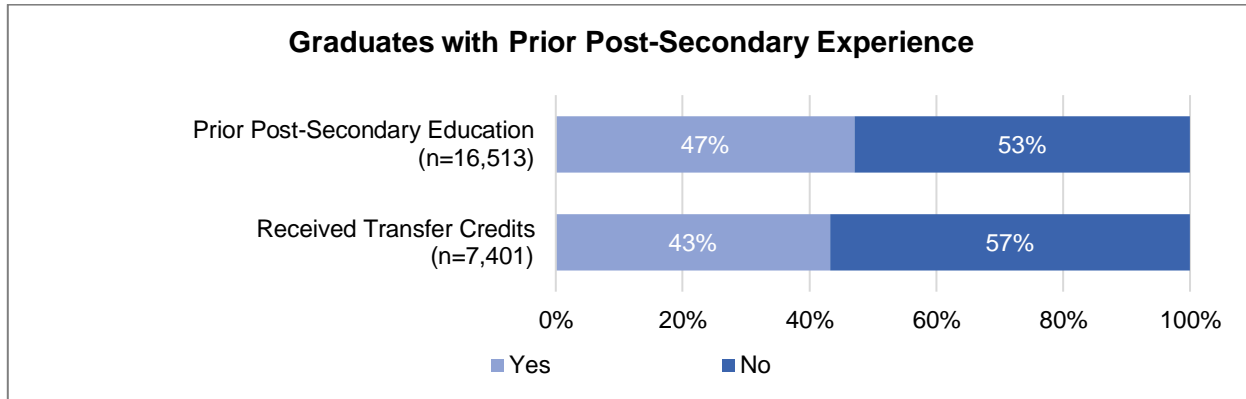
This section covers transitions graduates underwent before and after they completed their post-secondary program. This includes their previous post-secondary experience, any transfer credits graduates received, current and historic enrolment after program completion, and relocation after graduation.

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10.1 Transfer Credits

Figure 10.1-1 *Graduates with Prior Post-Secondary Experience*



Q20. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the ___(program name)___ program at ___(provider name)___ ?

Q21. In completing requirements for the ___(program name)___ program, did you receive transfer credit or advanced standing for courses taken at any other institution?

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 of graduates (47%) completed some form of post-secondary education prior to enrollment in the surveyed program. Of the graduates with previous post-secondary experience, 43% received transfer credits towards the program that they were surveyed about. Among those who had taken previous post-secondary education, certain demographic groups indicated that they received transfer credits at a higher rate than their peers, specifically:

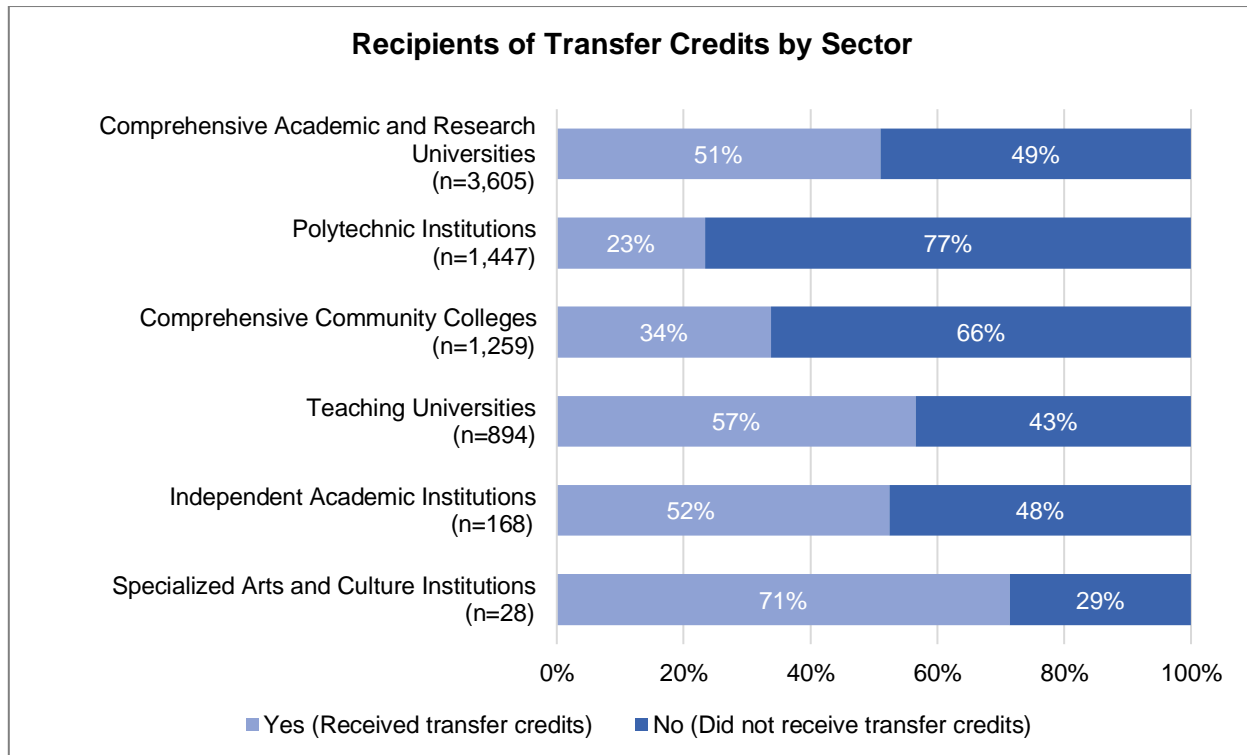
- Female graduates compared to male graduates (45% received transfer credits, compared to 41%).
- Graduates who were between 23 and 25 years of age (53% received transfer credits, compared to a range of 28% to 39% of graduates between 31 and 60 years of age or between 21 and 22 years of age).
- Graduates who were single (47% received transfer credits, compared to 38% of graduates who were married or living with a partner).
- Graduates without dependents (45% received transfer credits, compared to 39% of graduates with one or more dependents).
- Graduates from Grande Prairie, Red Deer, Lethbridge, and Medicine Hat (a range of 56% to 64% received transfer credits, compared to a range of 32% to 40% of graduates from Calgary, and outside of Canada).
- Graduates of BHASE programs (45% received transfer credits, compared to 38% of STEM graduates).

- Graduates from Specialized Arts and Culture Institutions, Teaching Universities, Independent Academic Institutions, and Comprehensive Academic and Research Universities (a range of 51% to 71% received transfer credits, compared to 23% of graduates from Polytechnic Institutions).
- Graduates of Humanities and Visual and Performing Arts, and Communications Technologies (a range of 56% to 69% received transfer credits, compared to a range of 26% to 33% of graduates of Personal, Protective and Transportation Services; Mathematics, Computer and Information Sciences; and Architecture, Engineering, and Related Technologies).
- Graduates who received an applied & bachelor’s degree (67% received transfer credits, compared to a range of 15% to 23% who received a certificate, master’s degree, or doctoral degree).

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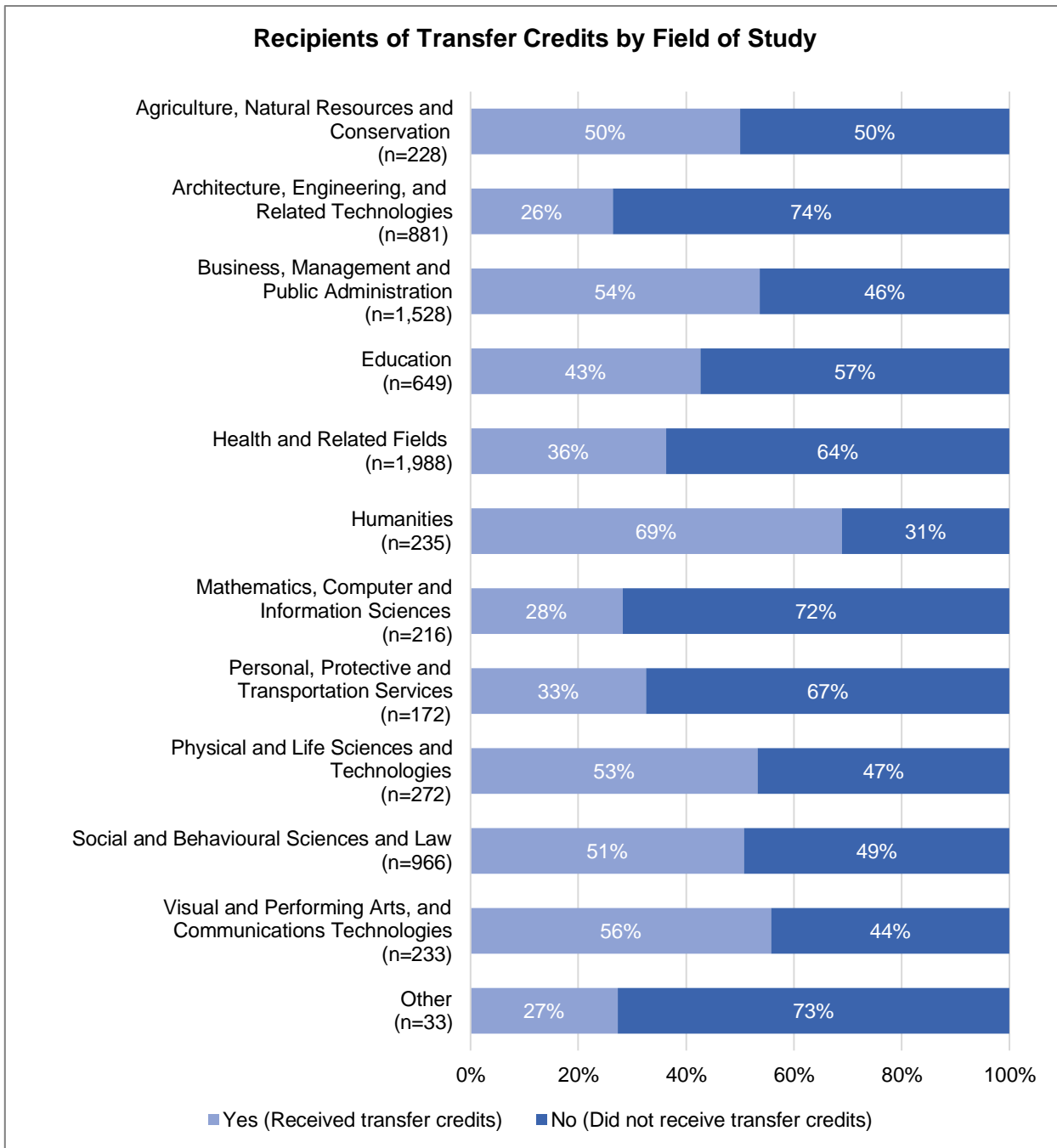
Figure 10.1-2 Recipients of Transfer Credits by Sector



Q21. In completing requirements for yourthe ___(program name)___ program, did you receive transfer credit or advanced standing for courses taken at any other institution?

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

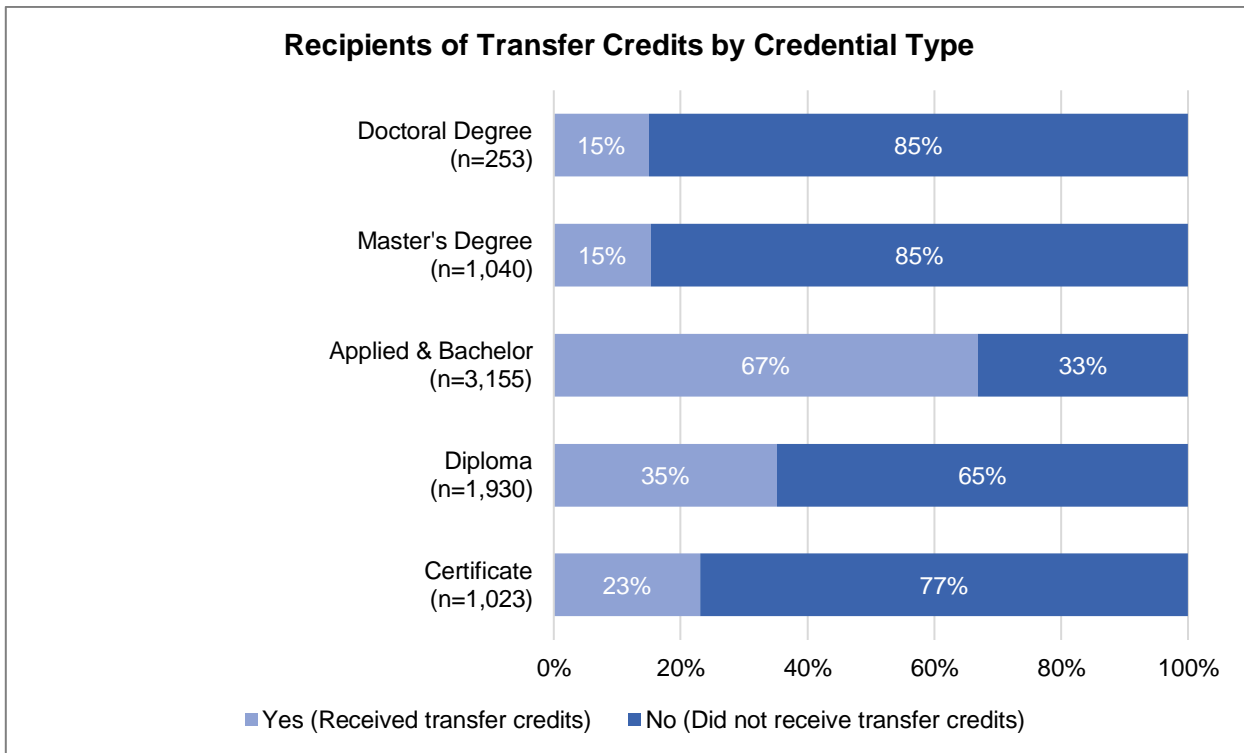
Figure 10.1-3 Recipients of Transfer Credits by Field of Study



Q21. In completing requirements for the ___(program name)___ program, did you receive transfer credit or advanced standing for courses taken at any other institution?

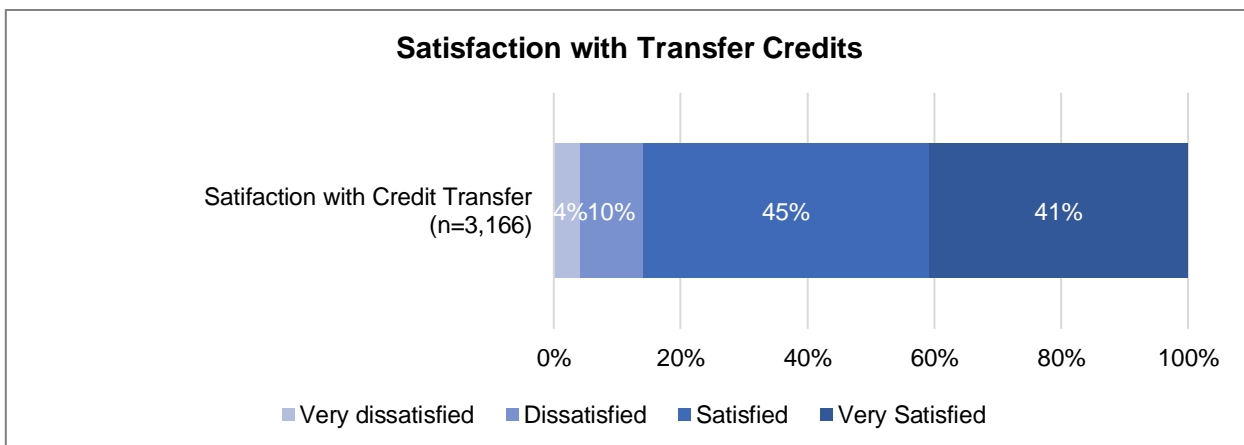
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Figure 10.1-4 Recipients of Transfer Credits by Credential Type



Q21. In completing requirements for the ___(program name)___ program, did you receive transfer credit or advanced standing for courses taken at any other institution? Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

Figure 10.1-5 Satisfaction with Transfer Credits



Q22. How satisfied were you with the transfer credit you received?

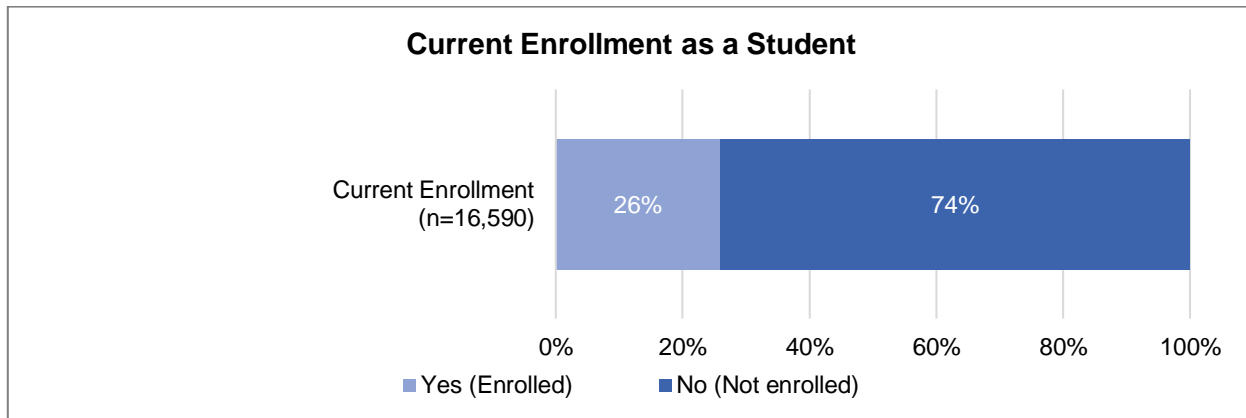
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

In total, 86% of graduates who received transfer credits indicated that they were ‘satisfied’ or ‘very satisfied’ with the transfer credits they received. Certain demographic groups indicated that they were ‘very satisfied’ with the transfer credits they received at a higher rate than their peers, specifically:

- Domestic graduates (41% selected very satisfied, compared to 33% of international graduates).
- Graduates who were between 31 and 40 years of age (45% selected very satisfied, compared to 37% of graduates between 26 and 30 years of age).
- Graduates with one or more dependents (45% selected very satisfied, compared to 40% of graduates without dependents).
- Graduates from Comprehensive Community Colleges, Comprehensive Academic and Research Universities, and Polytechnic Institutions (a range of 39% to 43% selected very satisfied, compared to 5% of graduates from Specialized Arts and Culture Institutions).
- Graduates of Business, Management and Public Administration (45% selected very satisfied, compared to 37% Health and Related Fields).

10.2 Continuing Post-Secondary Education

Figure 10.2-1 **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 a quarter of graduates (26%) were currently enrolled as a student. Of the graduates currently enrolled as a student, about three quarters (76%) were enrolled in Alberta. Certain demographic groups indicated more often that they were enrolled as a student, specifically:

- Graduates who were younger than 23 years of age (a range of 38% to 46% were currently enrolled, compared to a range of 13% to 18% of graduates older than 30 years of age).
- Graduates who were single (29% were currently enrolled, compared to 17% of graduates who were married or living with a partner).
- Graduates without dependents (28% were currently enrolled, compared to 18% of graduates with one or more dependents).
- Graduates who self-identified as a person with a disability (31% were currently enrolled, compared to 26% of graduates who did not self-identify as a person with a disability).
- Domestic graduates (27% were currently enrolled, compared to 15% of international graduates).
- Of the graduates asked, those who chose their program based on their parent’s suggestions, participation in an event, competition or program, information provided by their teacher, or the reputation of the field, (a range of 25% to 32% were currently enrolled, compared to 19% of graduates who chose their program based on potential income).
- Graduates of STEM programs (34% were currently enrolled, compared to 24% of BHASE graduates).
- Graduates from Independent Academic Institutions (32% were currently enrolled, compared to a range of 15% to 24% of graduates of Polytechnic Institutions or Specialized Arts and Culture Institutions).

- Graduates of Physical and Life Sciences and Technologies and Humanities (a range of 48% to 54% were currently enrolled, compared to 10% of graduates of Education).
- Graduates who received an applied & bachelor’s degree (30% were currently enrolled, compared to 5% who received a doctoral degree).

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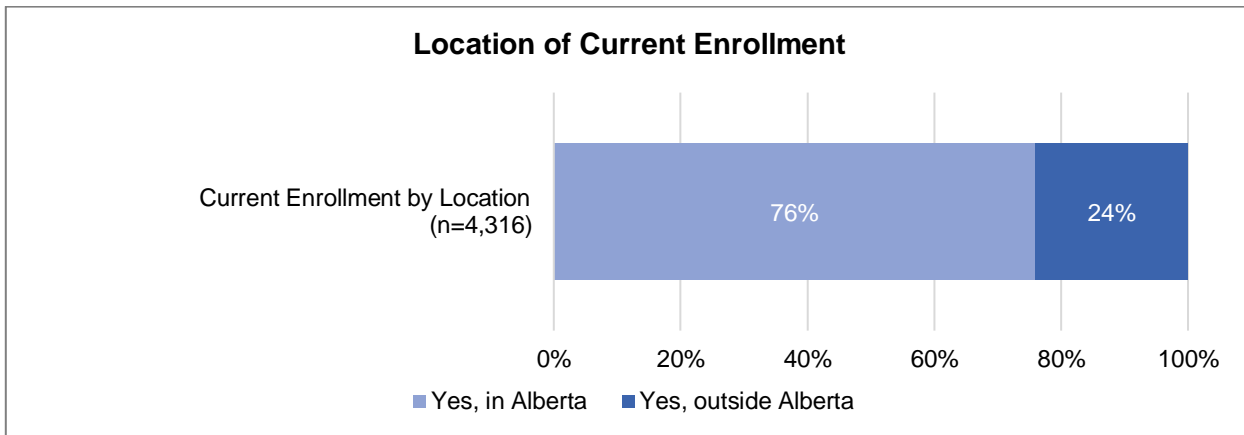
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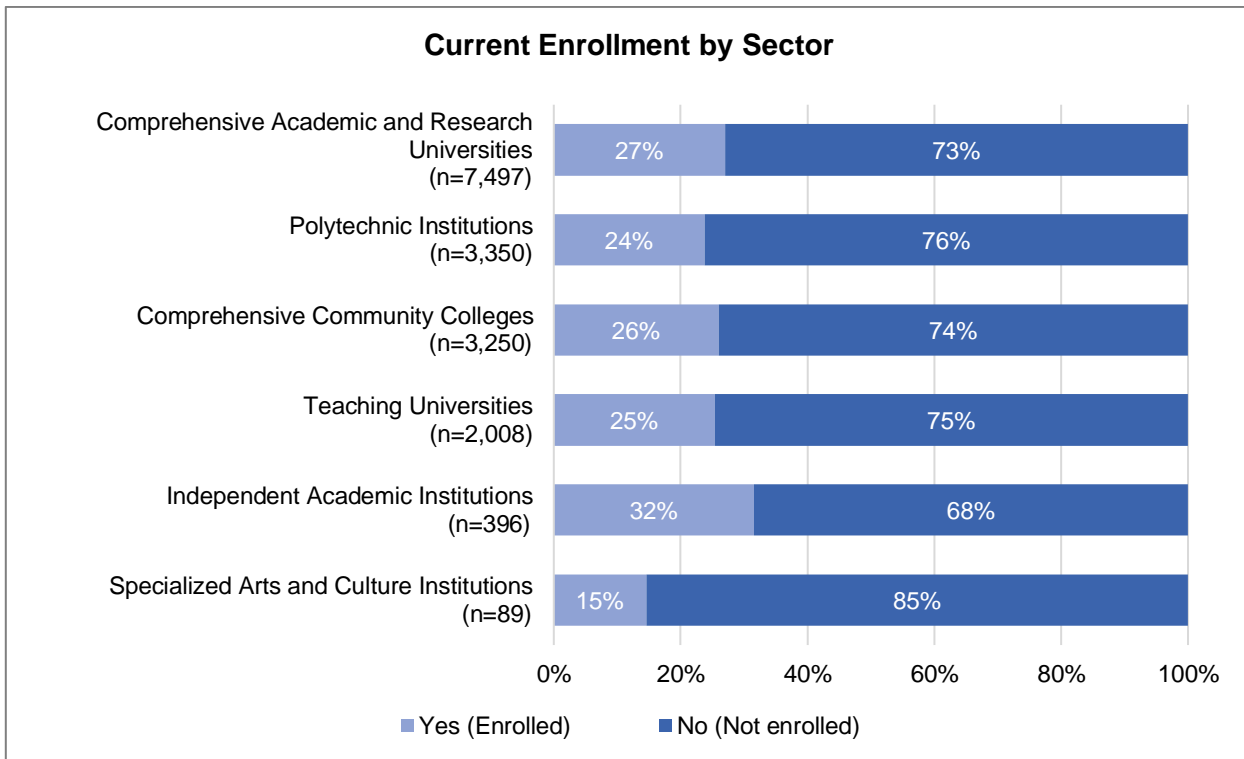
Figure 10.2-2 Location of Current Enrollment



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.

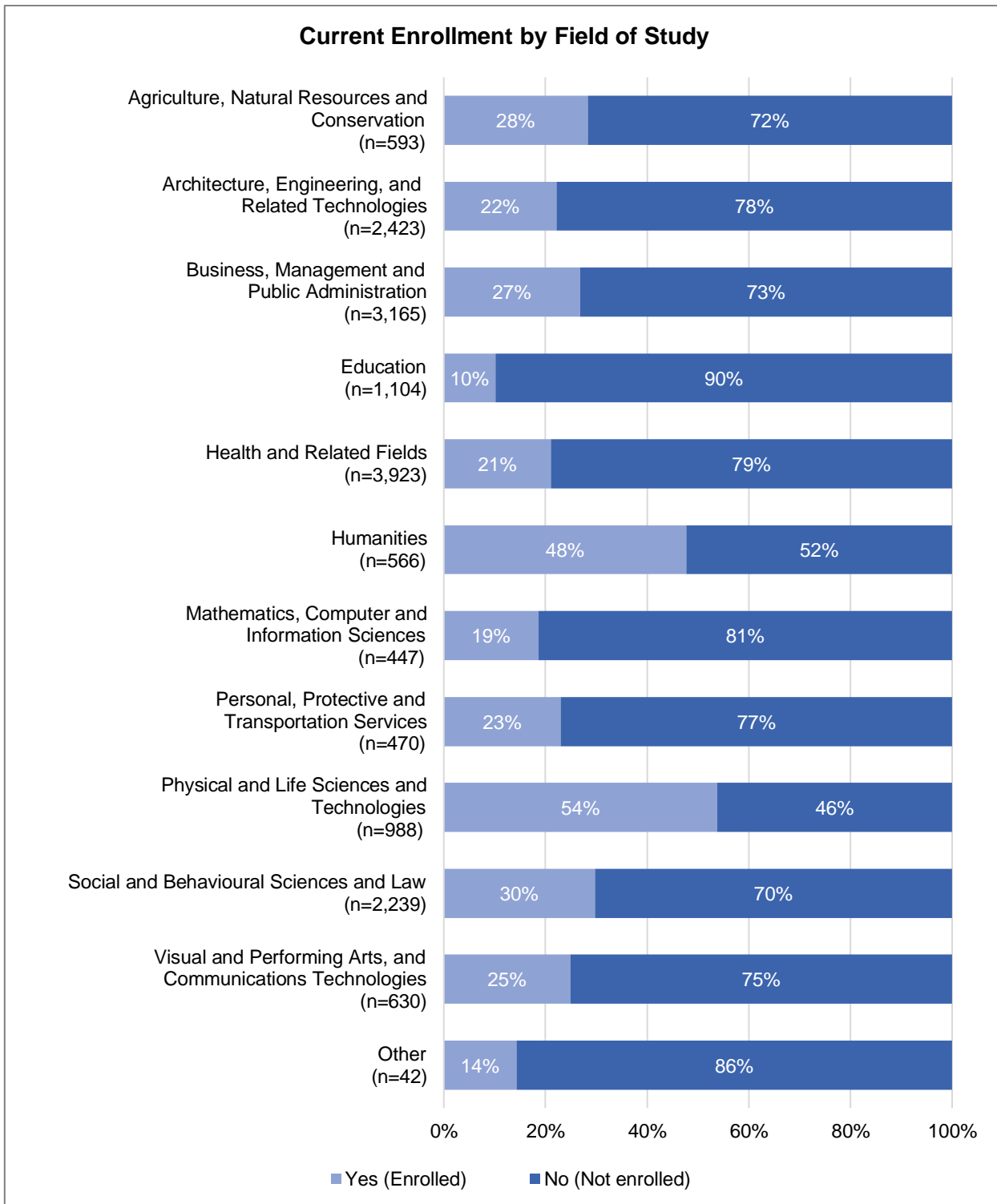
Figure 10.2-3 Current Enrollment by Sector



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.

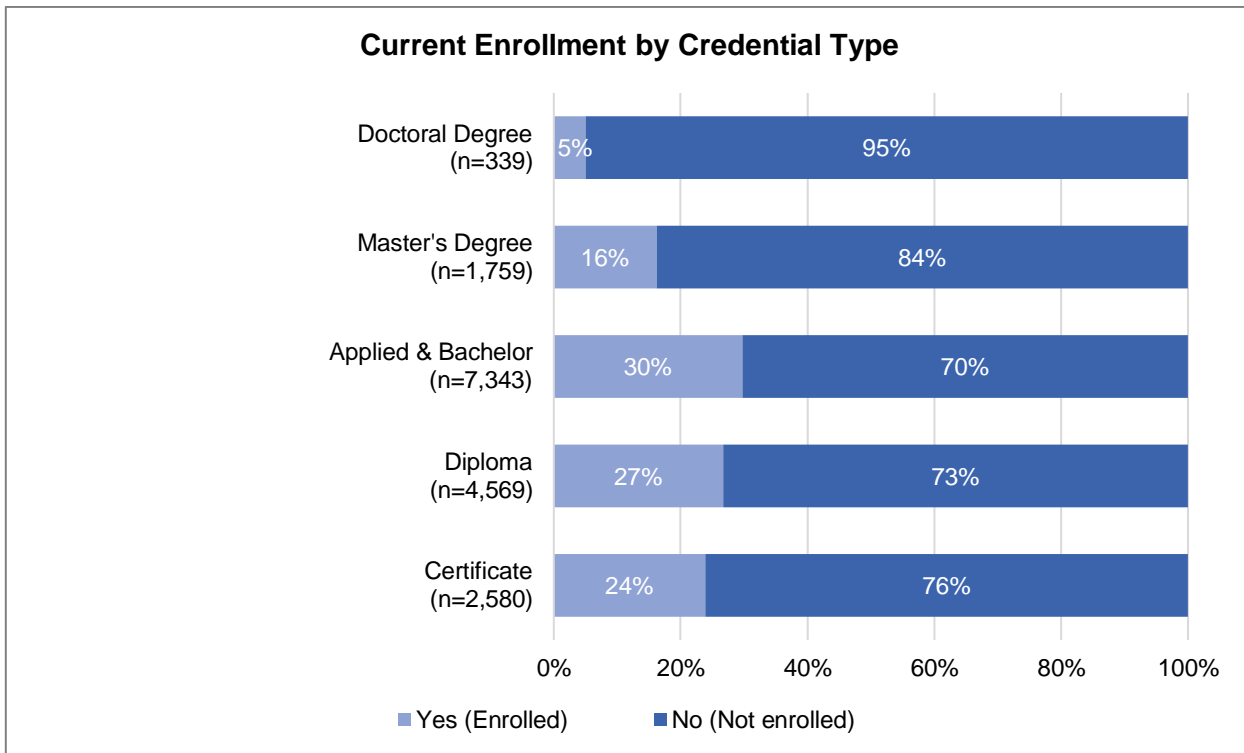
Figure 10.2-4 Current Enrollment by Field of Study



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.

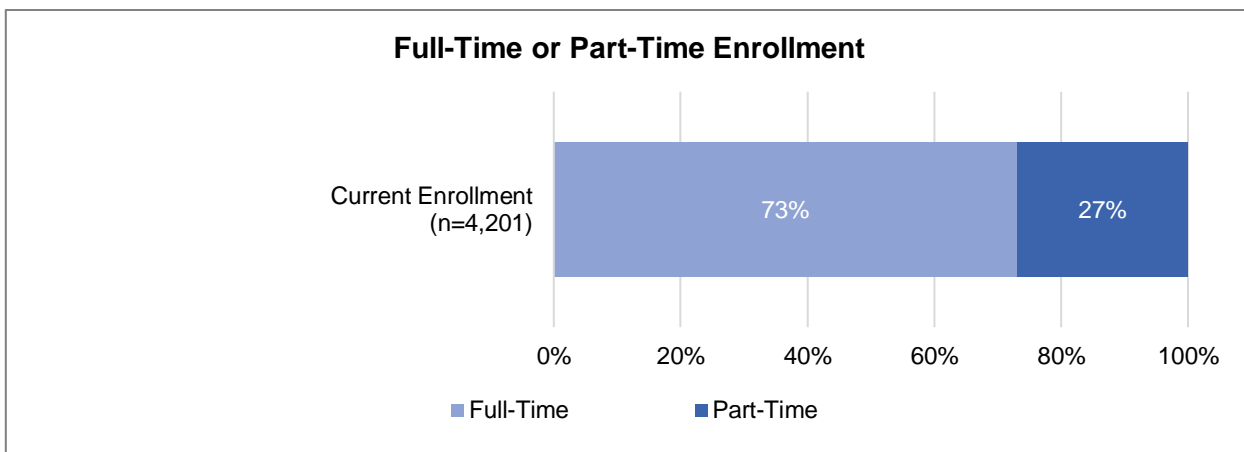
Figure 10.2-5 Current Enrollment by Credential Type



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 10.2-6 Full-Time or Part-Time Enrollment



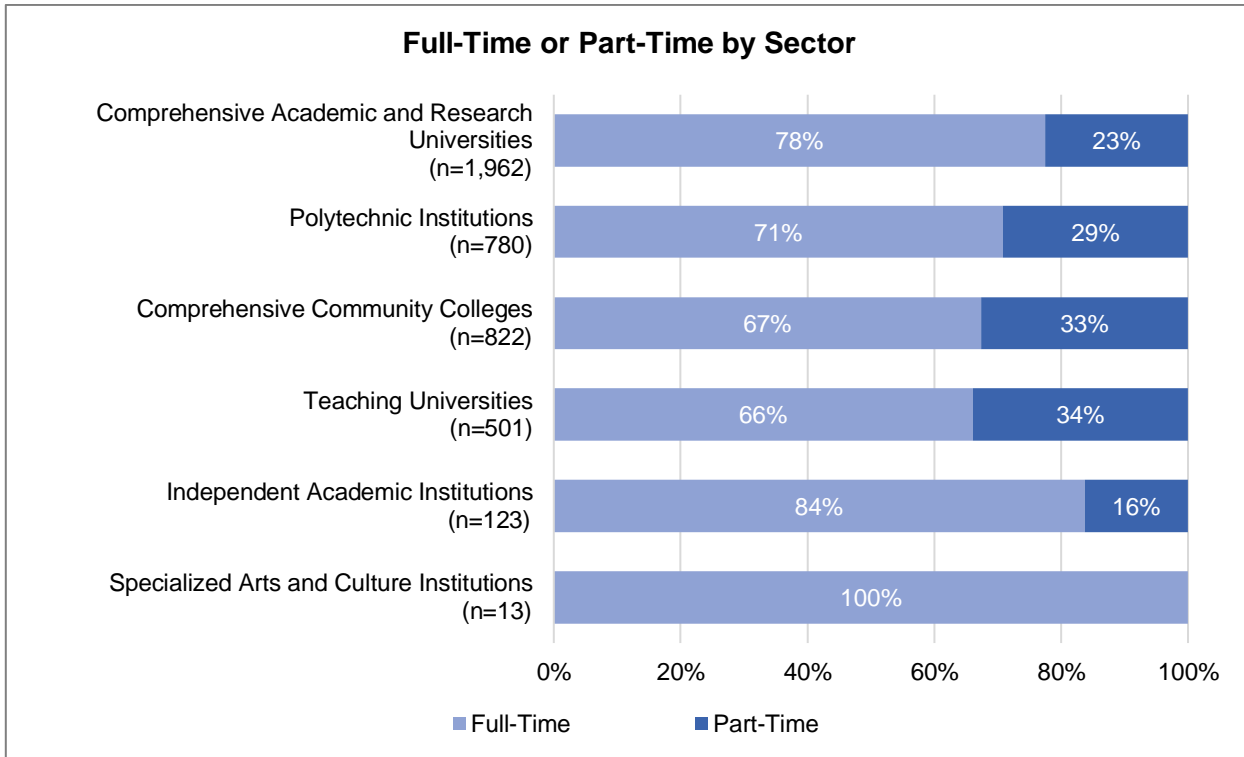
Q26. Are you currently a part-time or full-time student?

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, about three quarters (73%) 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:

- Male graduates compared to female graduates (77% enrolled full-time, compared to 71%).
- Graduates who were younger than 26 years of age (a range of 77% to 82% enrolled full-time, compared to a range of 35% to 54% of graduates between 31 and 60 years of age).
- Graduates who were single (78% enrolled full-time, compared to a range of 50% to 52% of graduates who were married or living with a partner or divorced, separated, or widowed).
- Graduates without dependents (76% enrolled full-time, compared to 53% of graduates with one or more dependents).
- Graduates who self-identified as an Aboriginal person (79% enrolled full-time, compared to 73% of graduates who did not self-identify as an Aboriginal person).
- Graduates from rural Alberta, Calgary, and Edmonton (a range of 73% to 75% enrolled full-time, compared to 64% of graduates from another province or territory in Canada).
- Of the graduates asked, those who chose their program based on information provided by their teacher (85% enrolled full-time, compared to 69% of graduates who chose their program based on potential income).
- Graduates of STEM programs (85% compared to 68% of BHASE graduates).
- Graduates from Independent Academic Institutions and Comprehensive Academic and Research Universities (a range of 78% to 84% enrolled full-time, compared to a range of 66% to 71% of graduates from Polytechnic Institutions, Comprehensive Community Colleges, and Teaching Universities).
- Graduates of Physical and Life Sciences and Technologies; Visual and Performing Arts, and Communications Technologies; Agriculture, Natural Resources and Conservation; and Mathematics, Computer and Information Sciences (a range of 83% to 91% enrolled full-time, compared to a range of 57% to 62% of Health and Related Fields; Business, Management and Public Administration; and Education).
- Graduates who received an applied & bachelor's degree or a certificate (77% enrolled full-time, compared to a range of 65% to 71% who received a diploma, master's degree, or certificate).

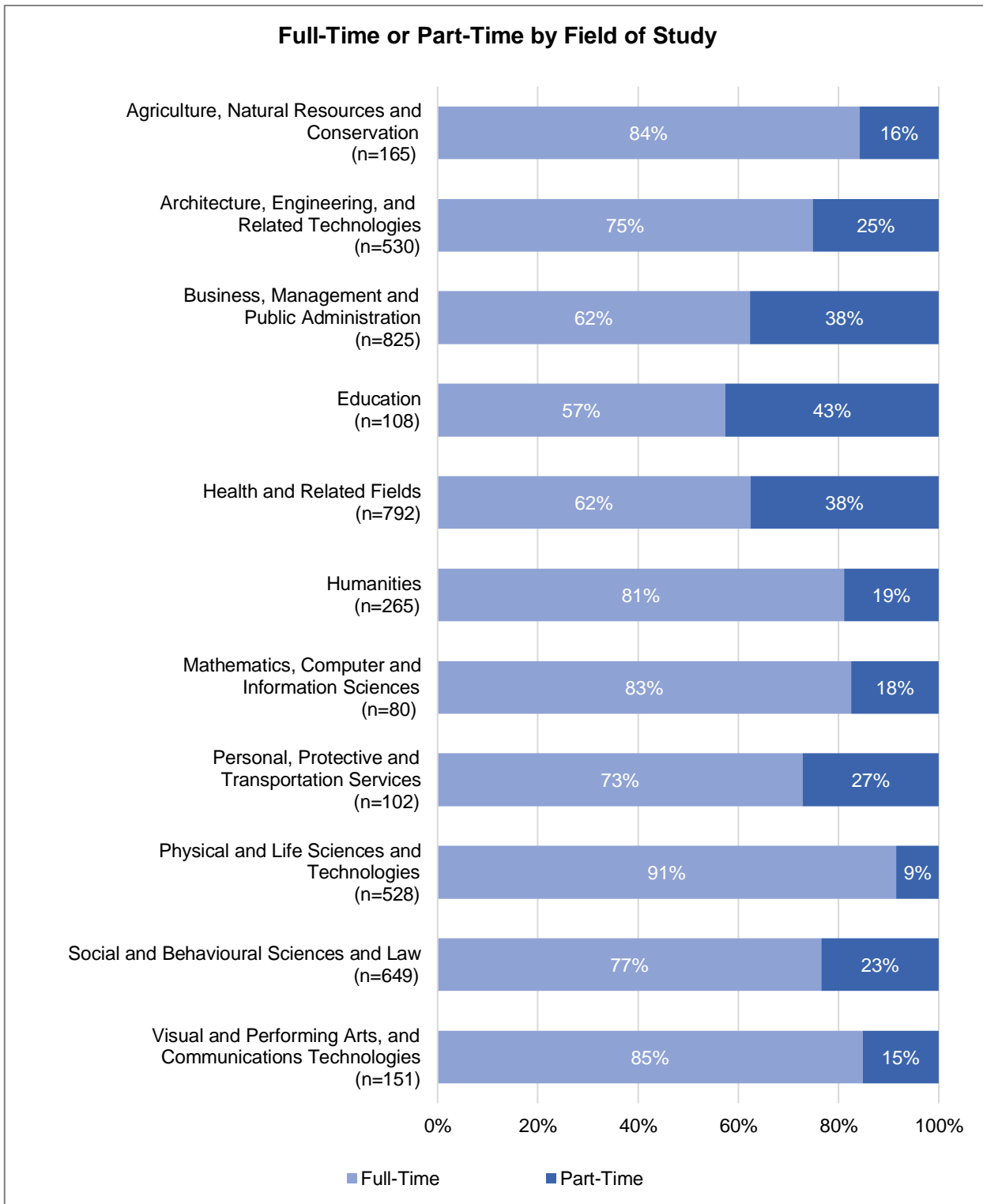
Figure 10.2-7 Full-Time or Part-Time by Sector



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.

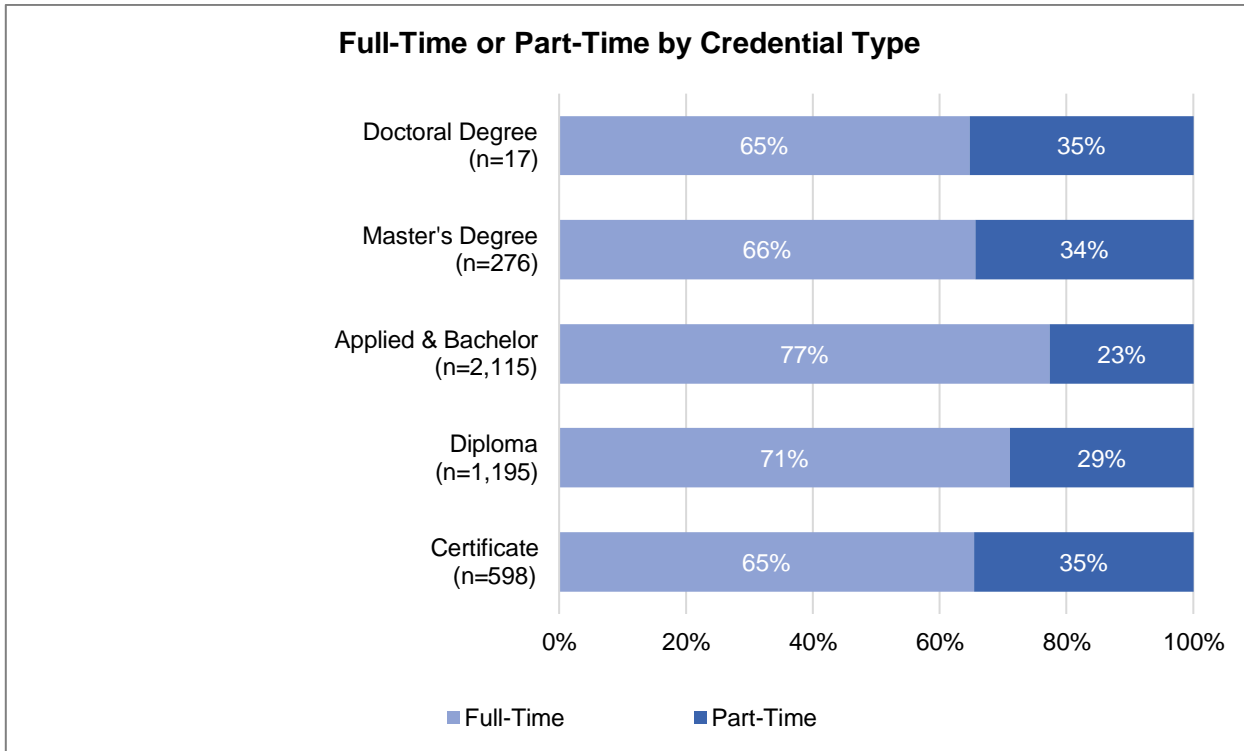
Figure 10.2-8 Full-Time or Part-Time by Field of Study



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.

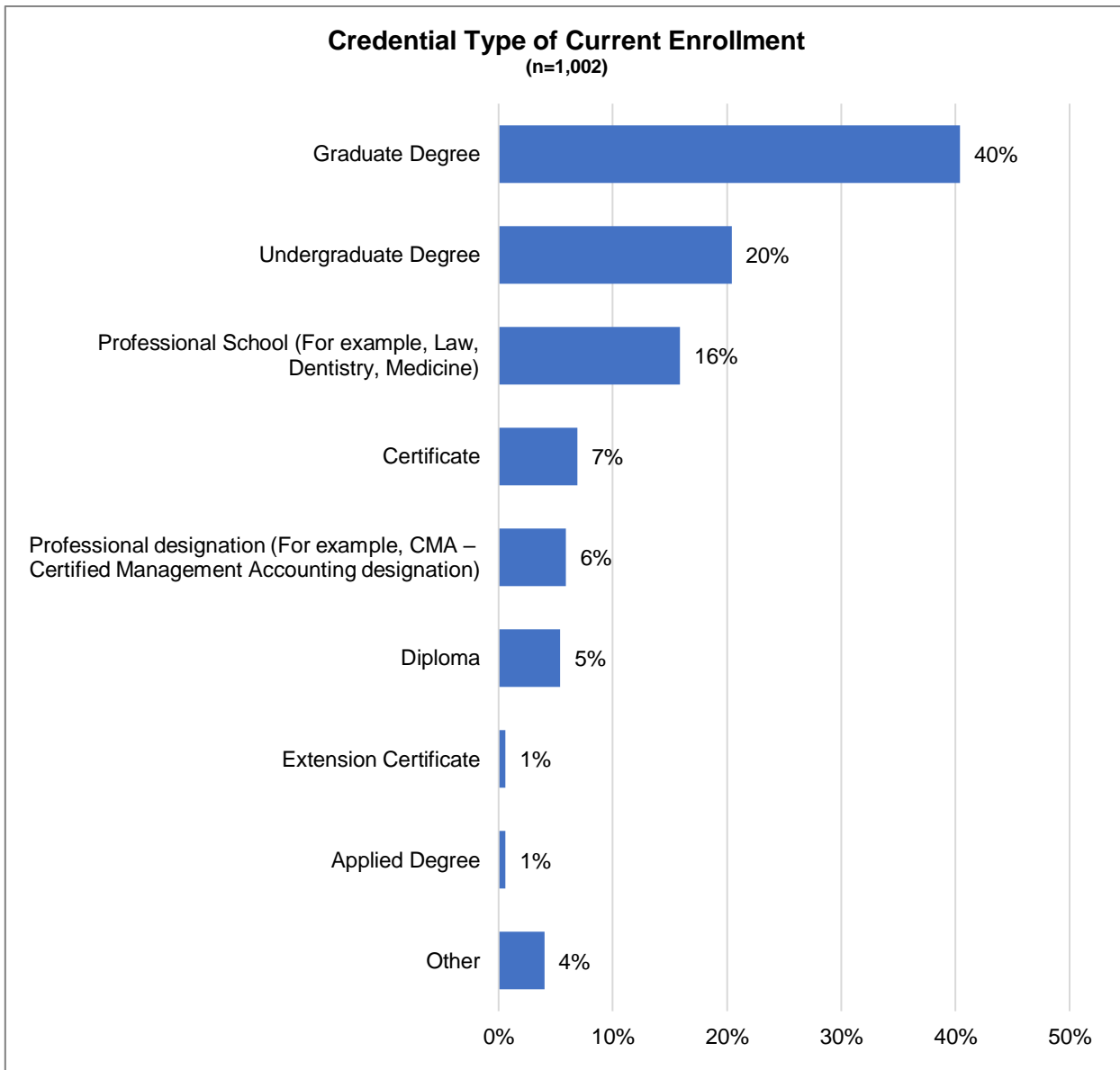
Figure 10.2-9 Full-Time or Part-Time by Credential Type



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.

Figure 10.2-10 *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, two out of five were enrolled in a graduate degree and one out of five were working towards an undergraduate degree. Certain demographic groups were more likely to indicate that they were currently enrolled as a graduate student, specifically:

- Graduates who were between 23 and 60 years of age (a range of 37% to 58% enrolled in a graduate degree, compared to 11% of graduates between 21 and 22 years of age).
- Graduates with one or more dependents with one or more (54% enrolled in a graduate degree, compared to 39% of graduates with one or more)

- International graduates (75% enrolled in a graduate degree, compared to 39% of domestic graduates).
- Graduates from Comprehensive Academic and Research Universities, Teaching Universities, and Independent Academic Institutions (a range of 44% to 50% enrolled in a graduate degree, compared to a range of 11% to 12% of graduates of Polytechnic Institutions and Comprehensive Community Colleges).
- Graduates of Mathematics, Computer and Information Sciences; Visual and Performing Arts, and Communications Technologies; Social and Behavioural Sciences and Law; and Humanities (a range of 60% to 76% enrolled in a graduate degree, compared to a range of 23% to 32% of graduates of Business, Management and Public Administration; Architecture, Engineering, and Related Technologies; and Health and Related Fields).
- Graduates who received an applied & bachelor’s degree or master’s degree (a range of 50% to 59% enrolled in a graduate degree compared to a range of 7% to 12% who received a certificate or diploma).

Figure 10.2-11 *Credential of Current Enrollment by Sector*

Sector	Graduate Degree	Undergraduate Degree	Professional School	Certificate	Professional designation	Diploma	Extension Certificate	Applied Degree	Other
Comprehensive Academic and Research Universities (n=619)	50%	6%	22%	5%	7%	4%	0%	0%	5%
Polytechnic Institutions (n=163)	12%	64%	2%	7%	4%	7%	1%	1%	1%
Comprehensive Community Colleges (n=97)	11%	50%	0%	18%	1%	13%	0%	3%	4%
Teaching Universities (n=93)	49%	15%	17%	8%	5%	3%	1%	0%	1%
Independent Academic Institutions (n=25)	44%	4%	16%	8%	8%	16%	4%	0%	0%

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. Groups with fewer than 10 respondents were suppressed.

Figure 10.2-12 Credential of Current Enrollment by Field of Study

Field of Study	Graduate Degree	Undergraduate Degree	Professional School	Certificate	Professional designation	Diploma	Extension Certificate	Applied Degree	Other
Agriculture, Natural Resources and Conservation (n=40)	35%	33%	10%	3%	8%	0%	0%	7%	5%
Architecture, Engineering, and Related Technologies (n=150)	29%	51%	3%	7%	3%	4%	0%	1%	2%
Business, Management and Public Administration (n=126)	32%	29%	10%	8%	14%	5%	2%	0%	1%
Education (n=26)	50%	0%	8%	19%	4%	8%	0%	0%	12%
Health and Related Fields (n=211)	23%	16%	20%	12%	12%	5%	0%	0%	10%
Humanities (n=73)	53%	5%	16%	7%	4%	8%	1%	0%	4%
Mathematics, Computer and Information Sciences (n=21)	76%	14%	5%	0%	0%	5%	0%	0%	0%
Personal, Protective and Transportation Services (n=11)	27%	27%	9%	9%	0%	18%	0%	0%	9%
Physical and Life Sciences and Technologies (n=136)	43%	9%	37%	3%	1%	5%	1%	0%	1%
Social and Behavioural Sciences and Law (n=162)	60%	10%	17%	2%	2%	6%	1%	0%	1%
Visual and Performing Arts, and Communications Technologies (n=43)	65%	9%	2%	7%	0%	9%	0%	2%	5%

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. Groups with fewer than 10 respondents were suppressed.

Figure 10.2-13 *Credential of Current Enrollment by Credential Type*

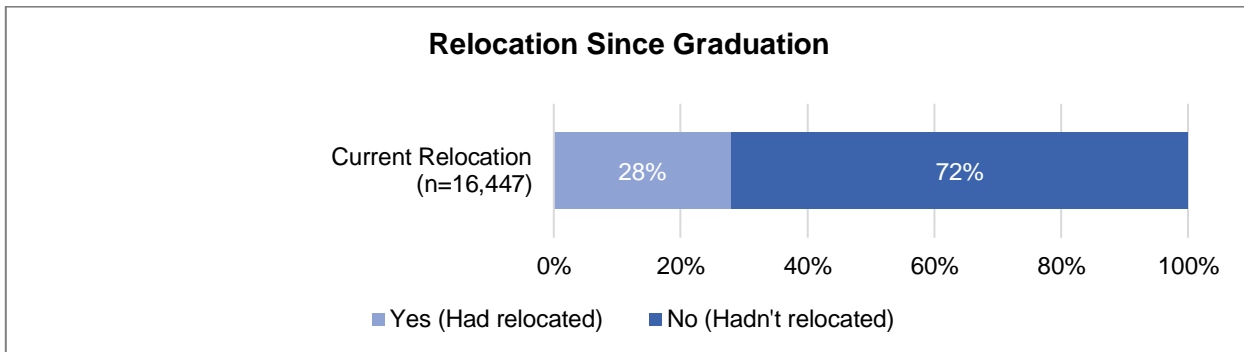
Credential Type	Graduate Degree	Undergraduate Degree	Professional School	Certificate	Professional designation	Diploma	Extension Certificate	Applied Degree	Other
Master's Degree (n=104)	59%	3%	9%	12%	5%	6%	1%	0%	7%
Applied & Bachelor (n=620)	50%	6%	23%	5%	8%	4%	0%	0%	4%
Diploma (n=196)	12%	72%	1%	5%	2%	3%	1%	2%	2%
Certificate (n=75)	7%	32%	4%	25%	3%	25%	0%	1%	3%

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.

10.3 Relocation since Graduation

Figure 10.3-1 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.

More than a quarter of graduates (28%) relocated after graduation. Certain demographic groups were more likely to indicate they relocated since graduation, specifically:

- Male graduates compared to female graduates (29% compared to 27%).
- Graduates who were younger than 31 years of age (a range of 29% to 32% relocated since graduation, compared to a range of 13% to 15% of graduates between 41 and 60 years of age).
- Graduates who were single (31% relocated since graduation, compared to a range of 18% to 21% of graduates who were married or living with a partner or divorced, separated, or widowed).
- Graduates without dependents (31% relocated since graduation, compared to 18% of graduates with one or more dependents).
- Graduates who self-identified as an Aboriginal person (31% relocated since graduation compared to 28% of graduates who did not self-identify as an Aboriginal person).
- Graduates from somewhere other than Calgary or Edmonton (a range of 29% to 43% relocated since graduation, compared to a range of 18% to 19% of graduates from Calgary and Edmonton).
- Of the graduates asked, those who chose their program based on participation in an event, competition or program and the reputation of the field (a range of 33% to 34% relocated since graduation, compared to 25% of graduates who chose their program based on potential income).
- Graduates who participated in work experience related to their field of study (29% relocated since graduation, compared to 26% who did not).
- Graduates of STEM programs (31% relocated since graduation, compared to 27% of BHASE graduates).

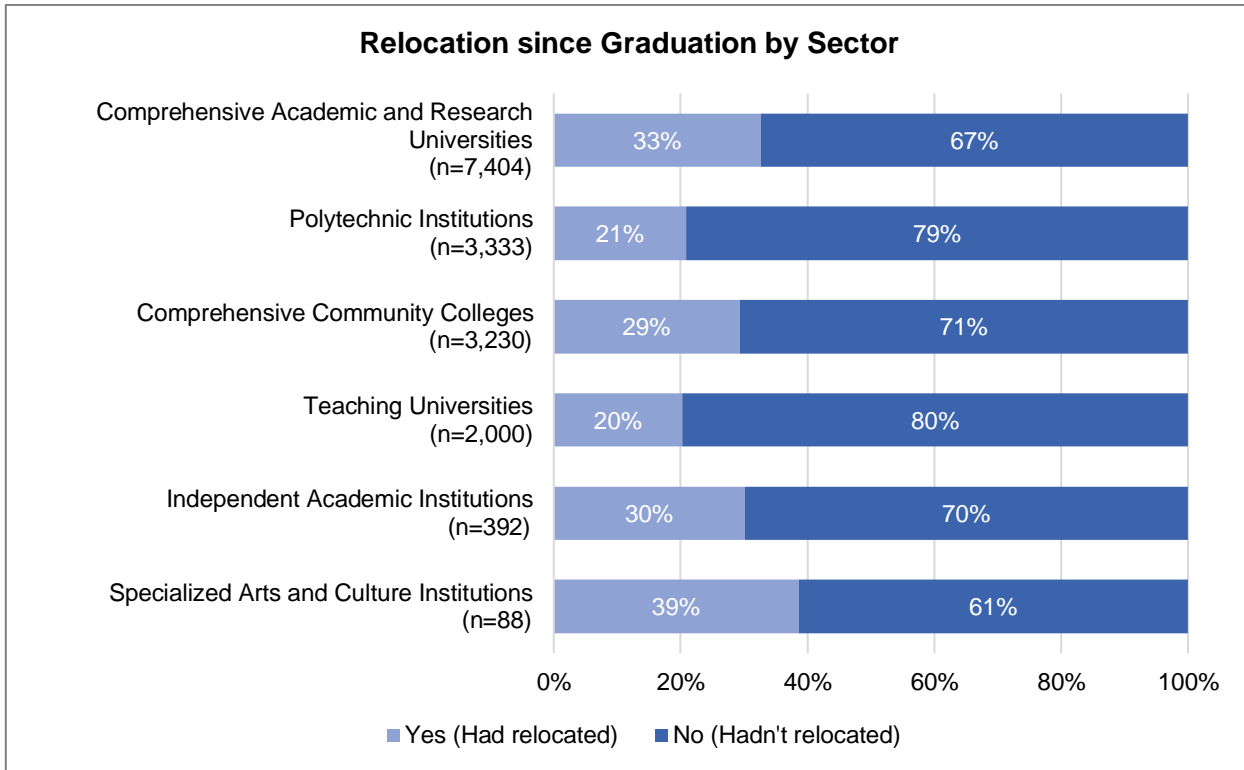
- Graduates from Specialized Arts and Culture Institutions, Comprehensive Academic and Research Universities, Independent Academic Institutions, and Comprehensive Community Colleges (a range of 29% to 39% relocated since graduation, compared to a range of 20% to 21% of graduates from Polytechnic Institutions and Teaching Universities).
- Graduates of Agriculture, Natural Resources and Conservation and Visual and Performing Arts, and Communications Technologies (a range of 34% to 43% relocated since graduation, compared to a range of 21% to 26% of Education and Business, Management and Public Administration).
- Graduates who received a doctoral degree (49% compared to 22% who received a certificate).

Of the graduates who relocated, 37% relocated to urban Alberta, 37% to another province or territory in Canada, 18% to rural Alberta, and 9% outside of Canada. Approximately two out of five (39%), of graduates who relocated to an urban Alberta relocated to Calgary and 35% relocated to Edmonton.

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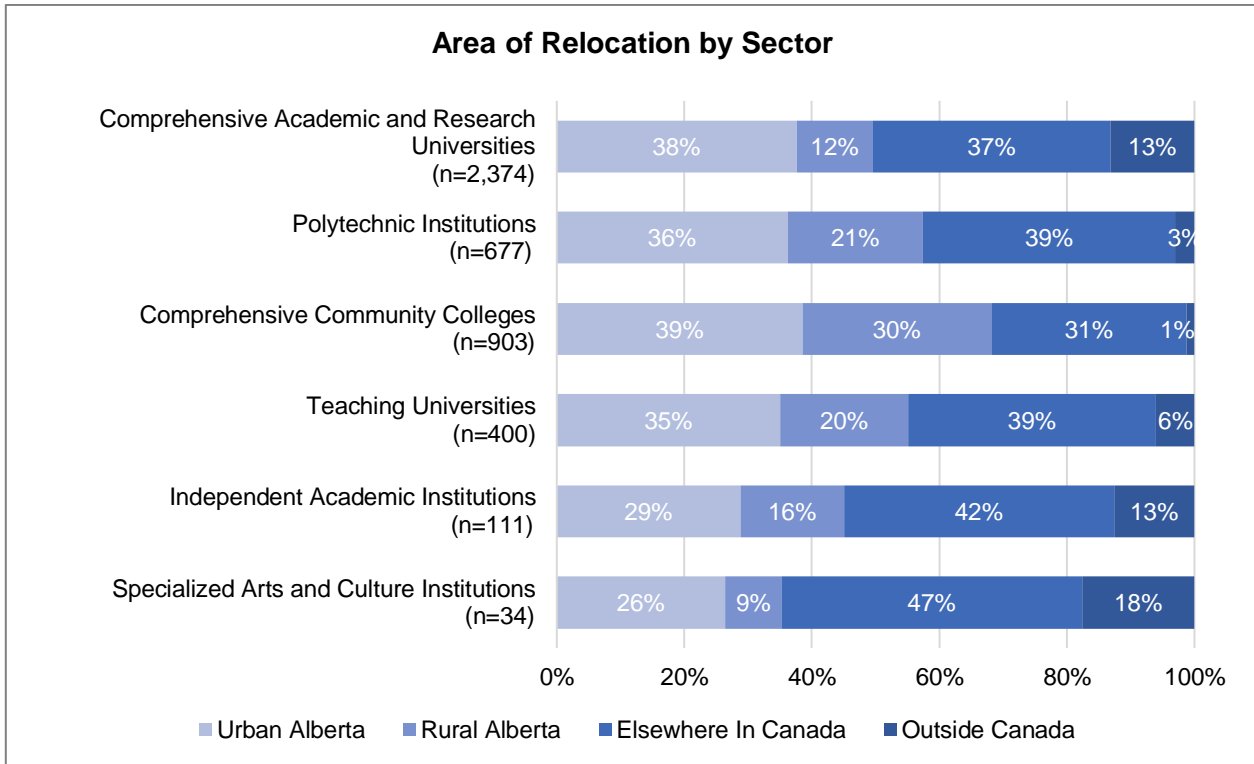
Figure 10.3-2 Relocation since Graduation by Sector



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.

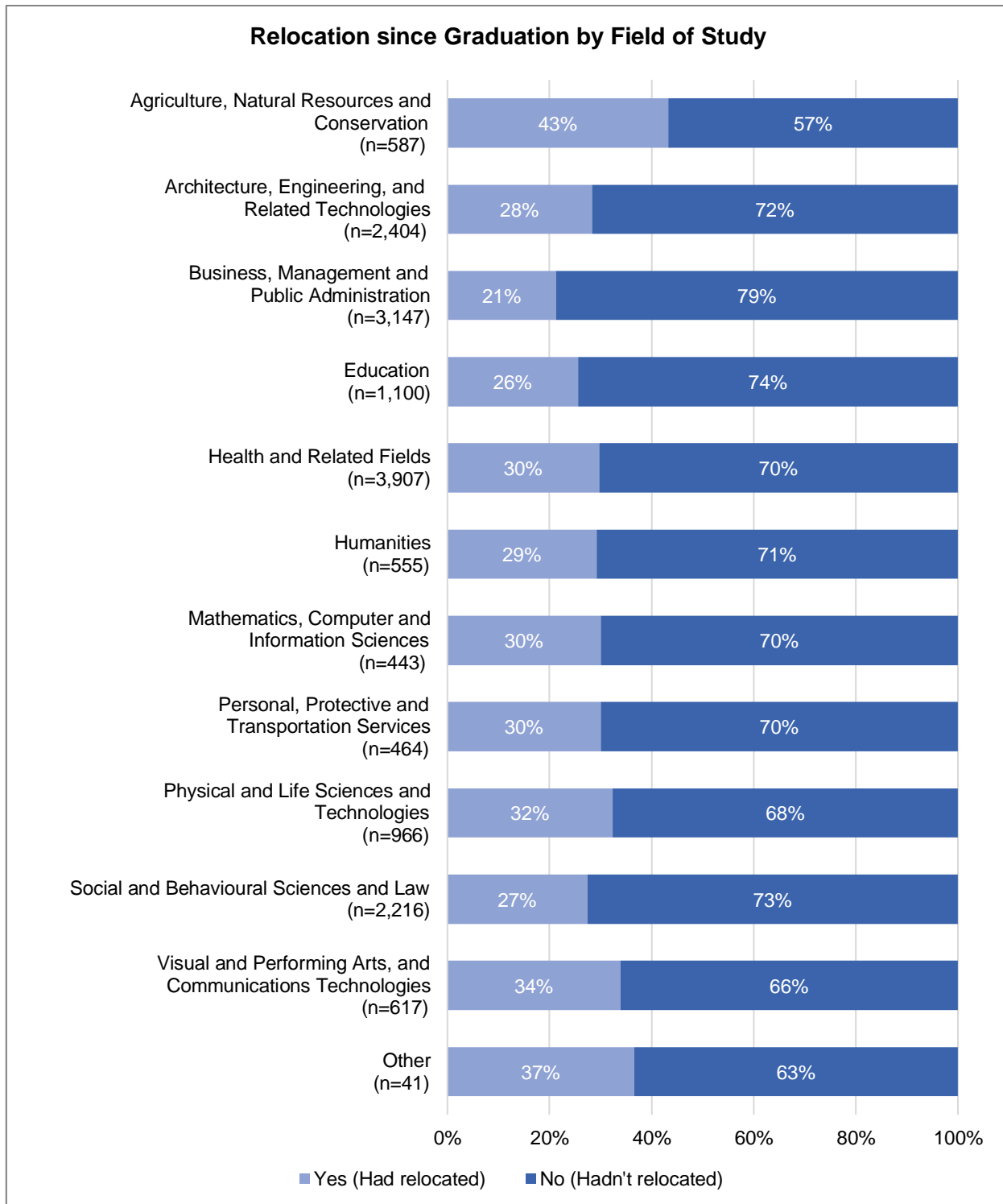
Figure 10.3-3 Area of Relocation by Sector



Q64. Which city or town did you relocate to?

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

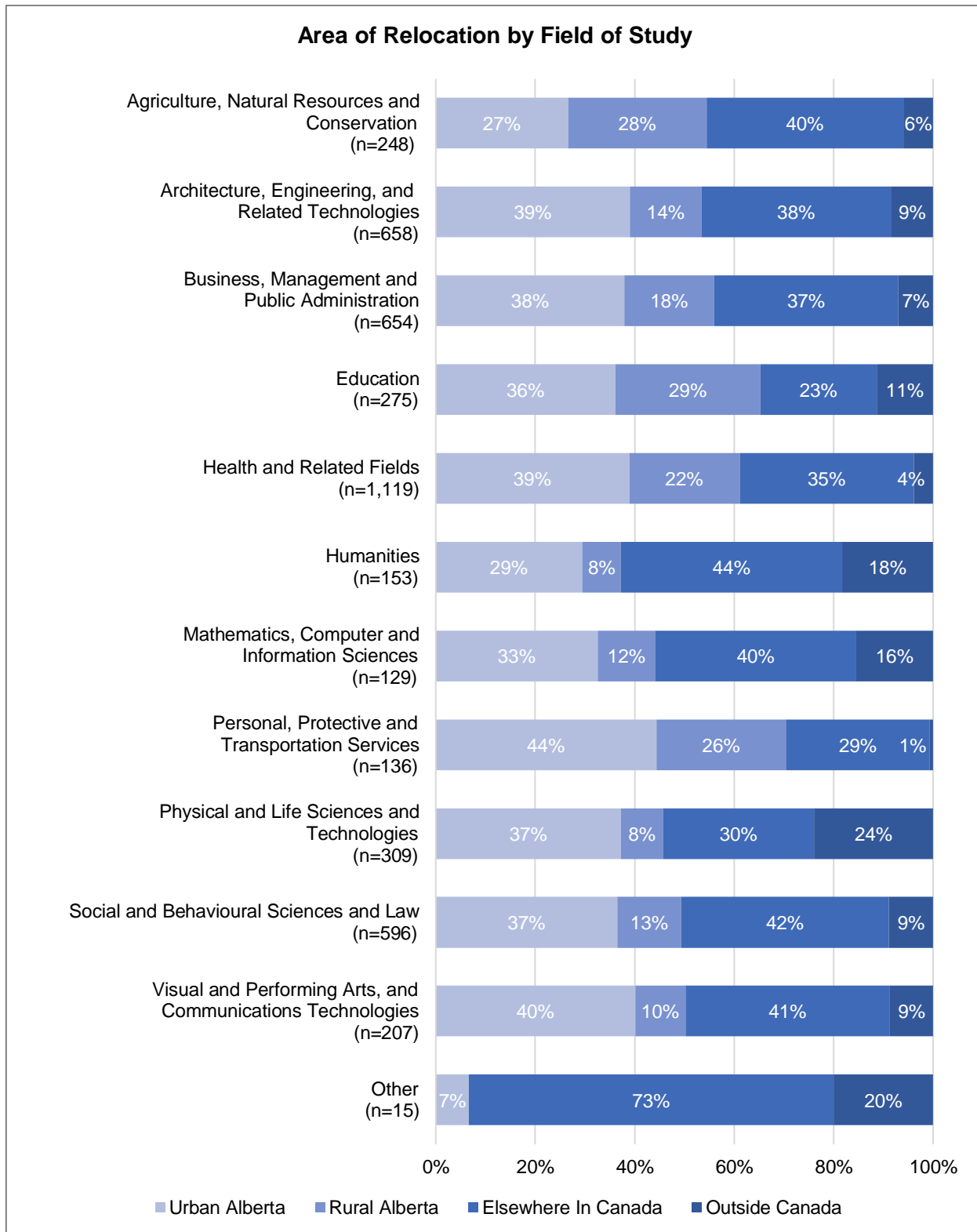
Figure 10.3-4 Relocation since Graduation by Field of Study



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.

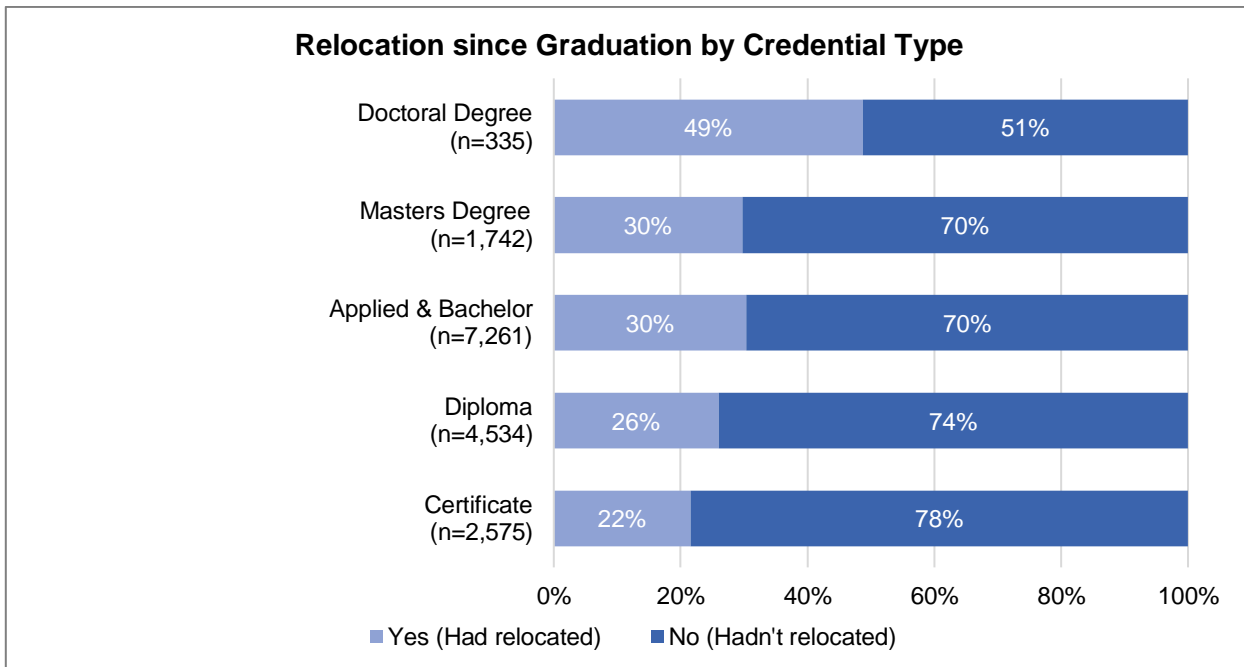
Figure 10.3-5 Area of Relocation by Field of Study



Q64. Which city or town did you relocate to?

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

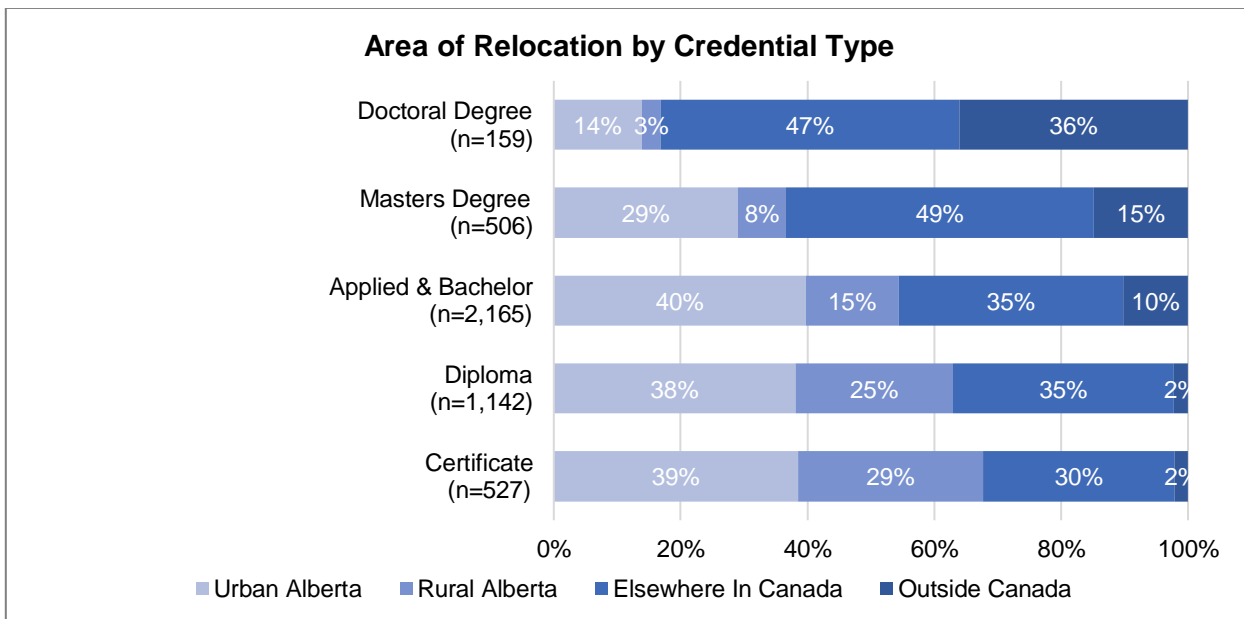
Figure 10.3-6 Relocation since Graduation by Credential Type



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.

Figure 10.3-7 Area of Relocation by Credential Type



Q64. Which city or town did you relocate to?

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

10.4 Historic Transitions

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As compared to graduates of 2013/2014 and 2011/2012, graduates of 2015/2016 were slightly more likely to indicate that they were enrolled as a student (23% and 22% vs. 26%, chronologically). This pattern of change appears to reflect the change of 5% or more in results of graduates from 2015/2016 and 2013/2014, respectively, in the following groups:

SECTOR

- Polytechnic Institutions (24% vs. 19%)
- Comprehensive Community Colleges (26% vs. 20%)
- Independent Academic Institutions (32% vs. 27%)

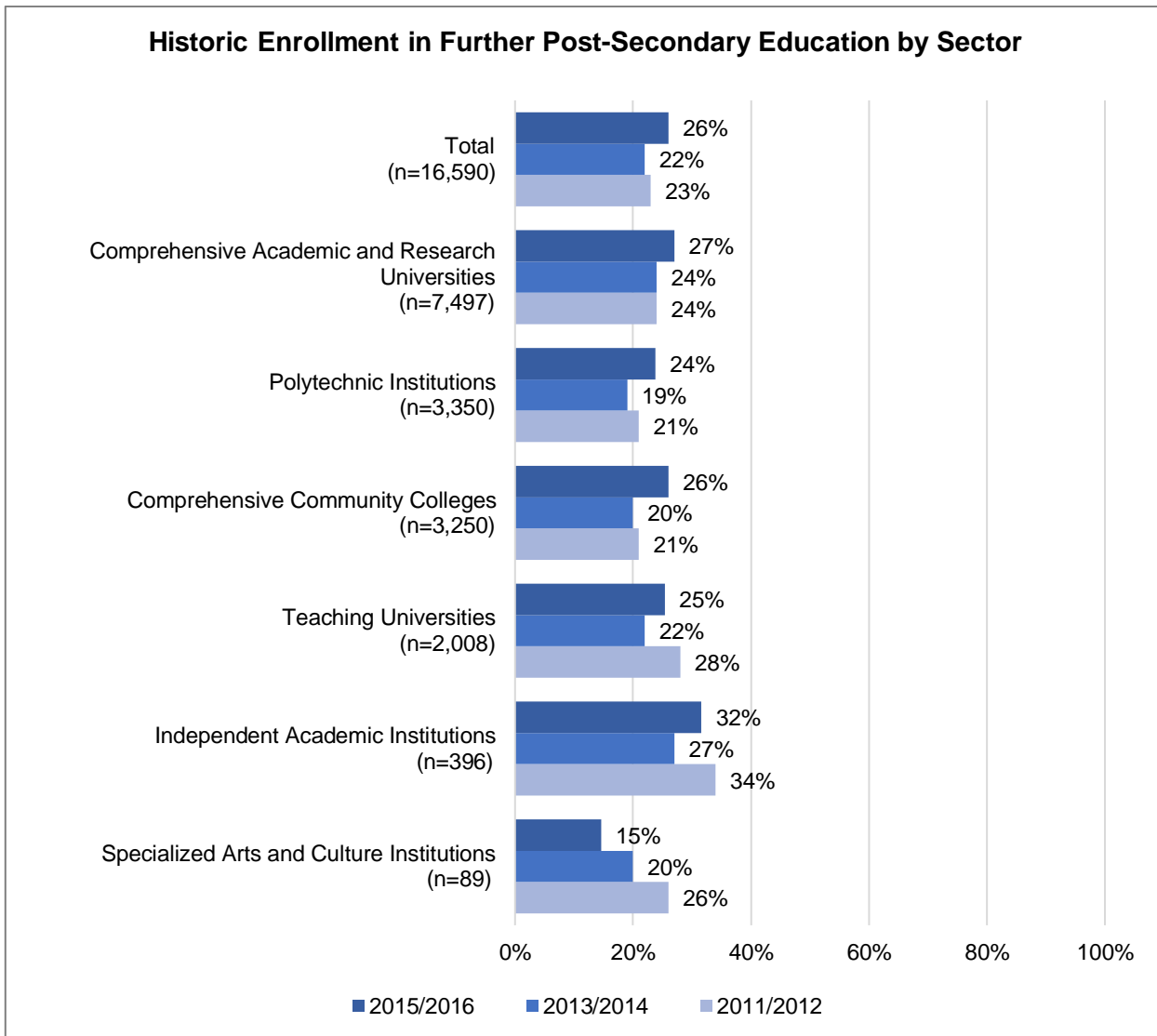
FIELD OF STUDY

- Agriculture, Natural Resources and Conservation (28% vs. 19%)
- Architecture, Engineering, and Related Technologies (22% vs. 15%)
- Humanities (48% vs. 39%)
- Mathematics, Computer and Information Sciences (19 % vs. 13%)
- Personal, Protective and Transportation Services (23% vs. 16%)
- Physical and Life Sciences and Technologies (54% vs. 43%)

CREDENTIAL TYPE

- Diploma (27% vs. 21%)

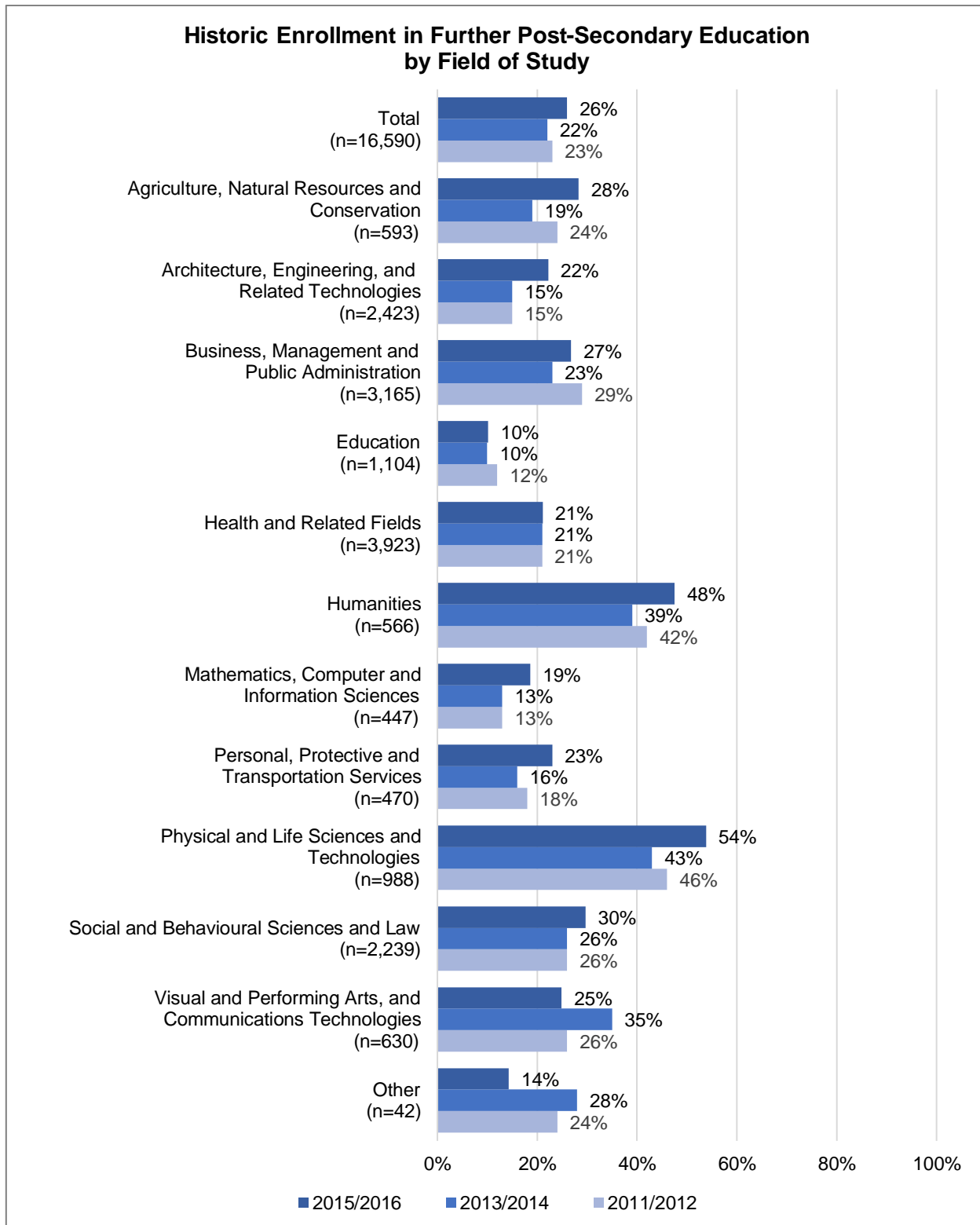
Figure 10.4-1 *Historic Enrollment in Further Post-Secondary Education by Sector*



Q24. Are you currently enrolled as a student?

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

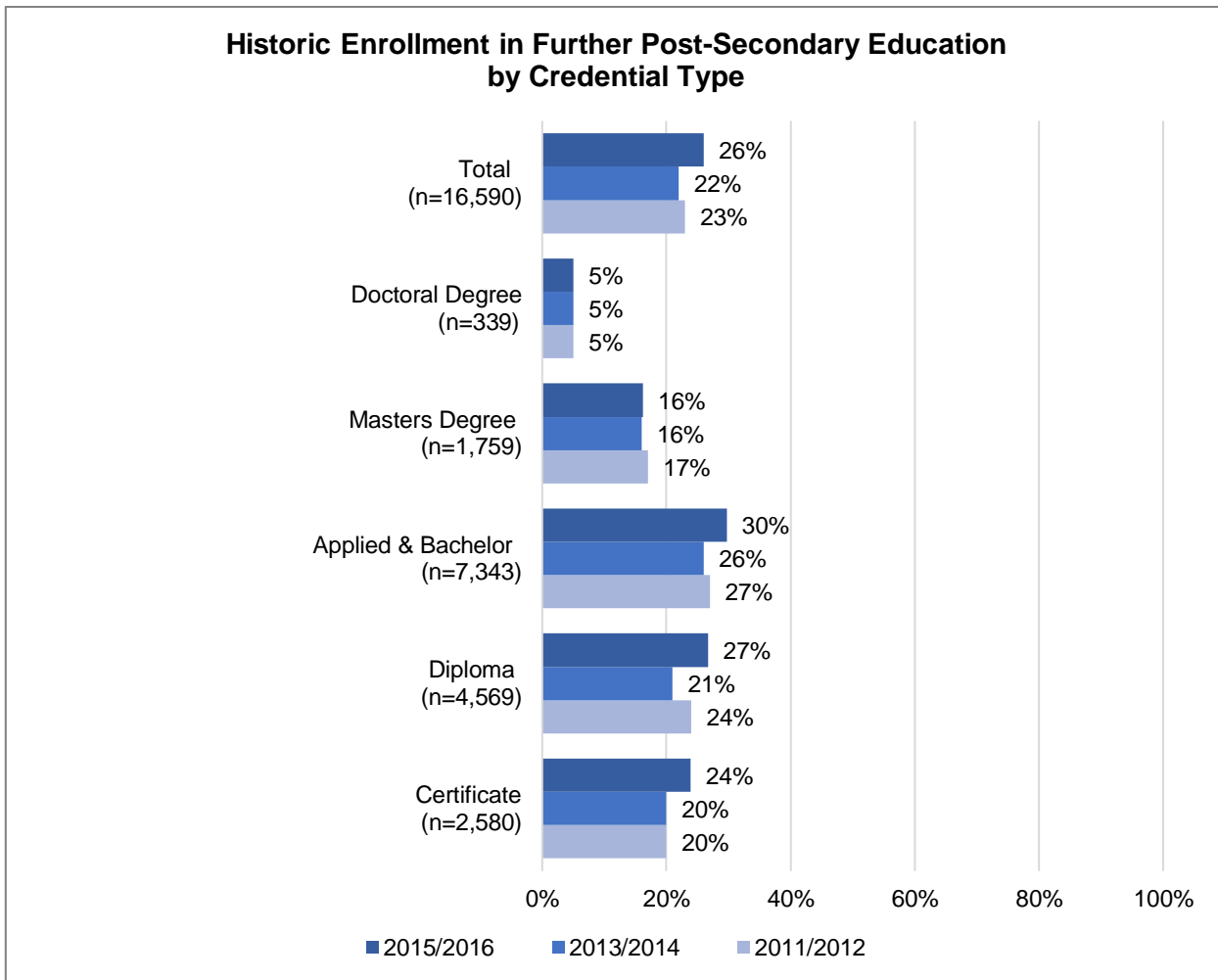
Figure 10.4-2 Historic Enrollment in Further Post-Secondary Education by Field of Study



Q64. Are you currently enrolled as a student?

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

Figure 10.4-3 Historic Enrollment in Further Post-Secondary Education by Credential Type



Q24. Are you currently enrolled as a student?

Notes: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis.

11 Outcomes

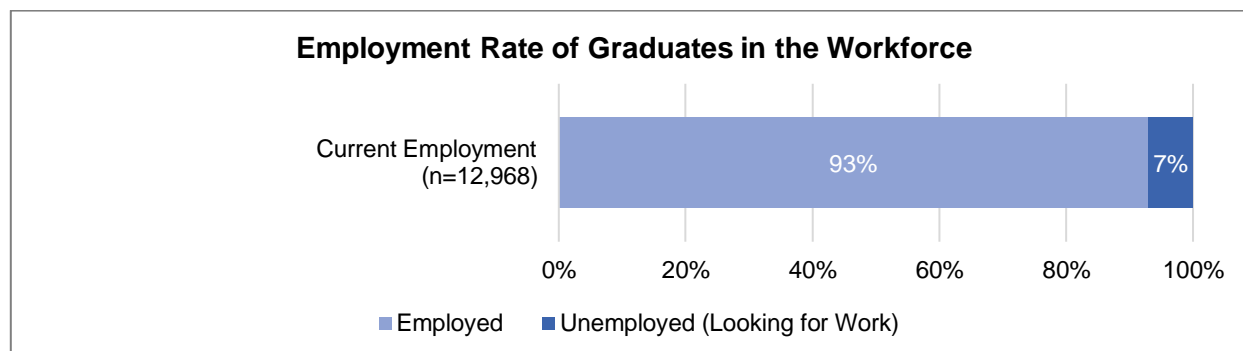
This section covers the outcomes that graduates experienced after they completed their post-secondary program. It includes employment rate and labour force status, average incomes, how related their program was to their current position, and historic outcomes.

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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 graduates who indicated that they were unsure of their student status were excluded from this calculation of results. Based on their open-ended response to question 34, some respondents were also determined to be employed and were included as such in the calculation of employment results.

Most graduates (93%) in the workforce were currently employed. Certain demographic groups reported a higher employment rate than others, specifically:

- Female graduates compared to male graduates (94% employment rate compared to 92%).
- Graduates who were married or living with a partner (94% employment rate compared to a range of 90% to 93% of graduates who were single, divorced, separated, or widowed).
- Graduates without dependents (94% employment rate compared to 93% of graduates with one or more dependents).
- Graduates who did not self-identify as a person with a disability (93% employment rate compared to 89% of graduates who self-identified as a person with a disability).
- Graduates from Lethbridge and graduates from another province or territory in Canada (96% employment rate compared to 87% of graduates from Fort McMurray).
- Graduates who participated in work experience related to their field of study (95% employment rate compared to 91% who did not)
- Graduates of BHASE programs (94% employment rate compared to 91% of STEM graduates).
- Graduates from Comprehensive Academic and Research Universities (95% employment rate compared to 91% of graduates from Polytechnic Institutions).
- Graduates of Education (98% employment rate compared to a range of 89% to 93% of Social and Behavioural Sciences and Law; Visual and Performing Arts, and Communications Technologies;

Mathematics, Computer and Information Sciences; Agriculture, Natural Resources and Conservation; Personal, Protective and Transportation Services; Architecture, Engineering, and Related Technologies; Humanities; and Physical and Life Sciences and Technologies).

- Graduates who received a master’s degree (96% employment rate compared to a range of 91% to 92% who received a diploma or certificate).

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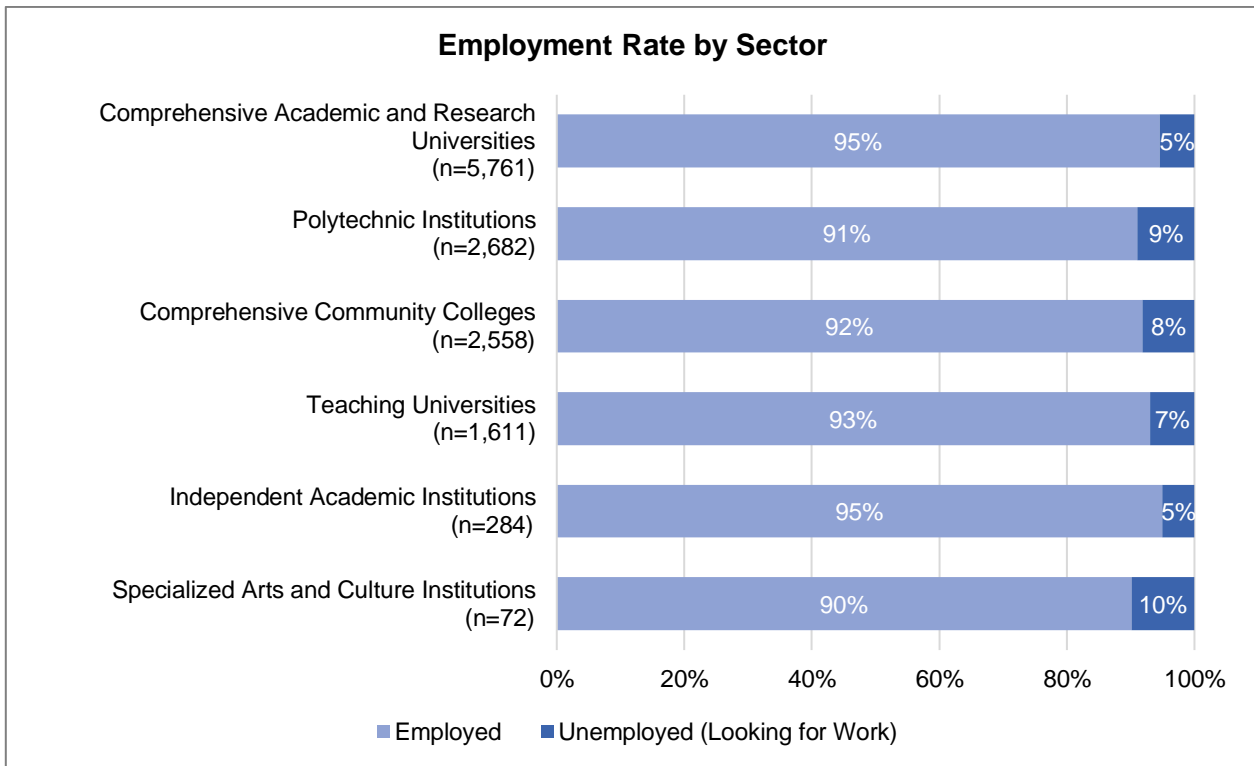
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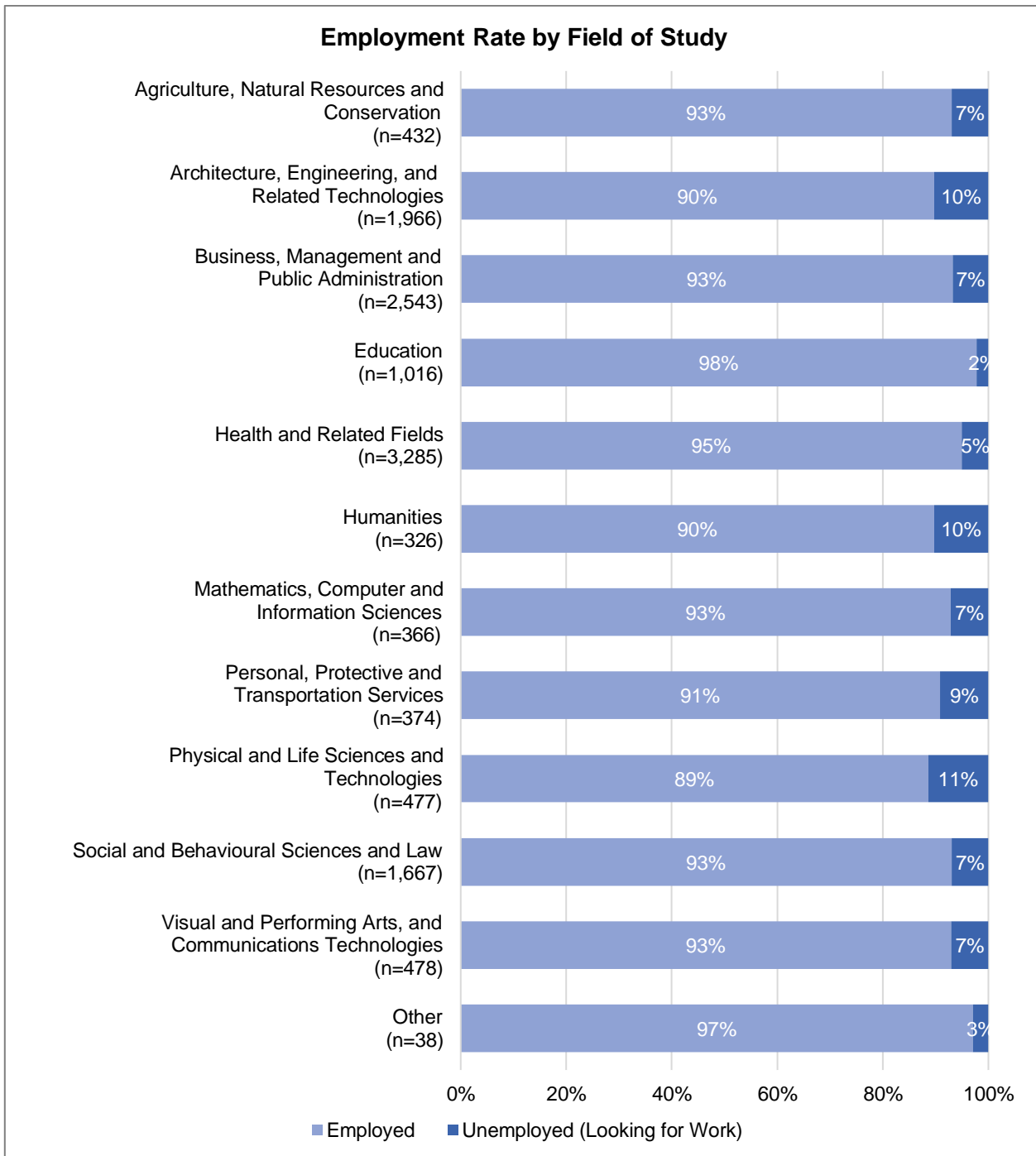
Figure 11.1-2 *Employment Rate by Sector*



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 graduates who did not indicate 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.

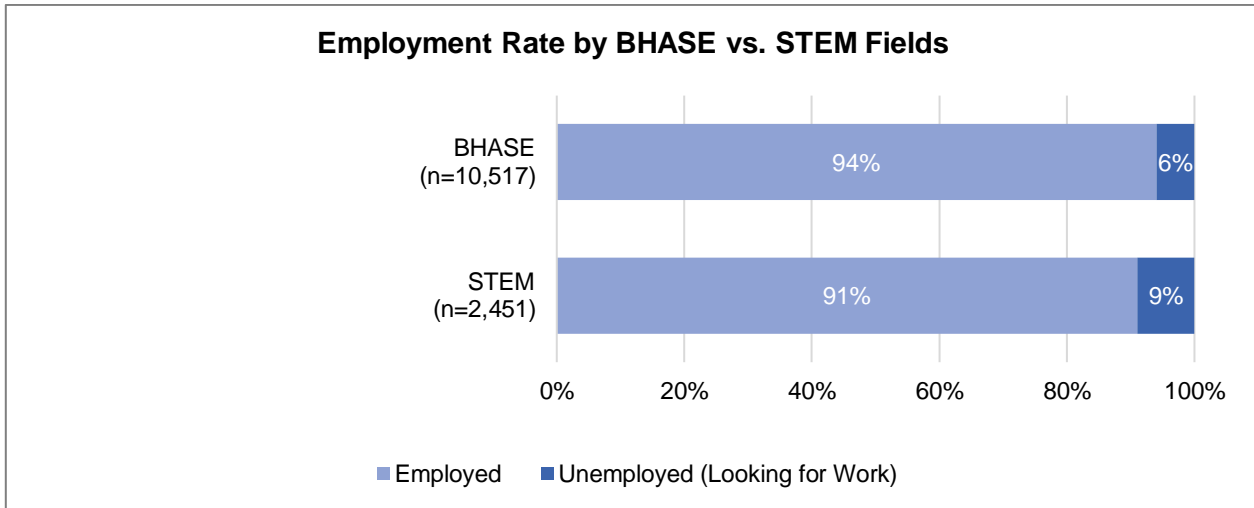
Figure 11.1-3 Employment Rate by Field of Study



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 graduates who did not indicate 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.

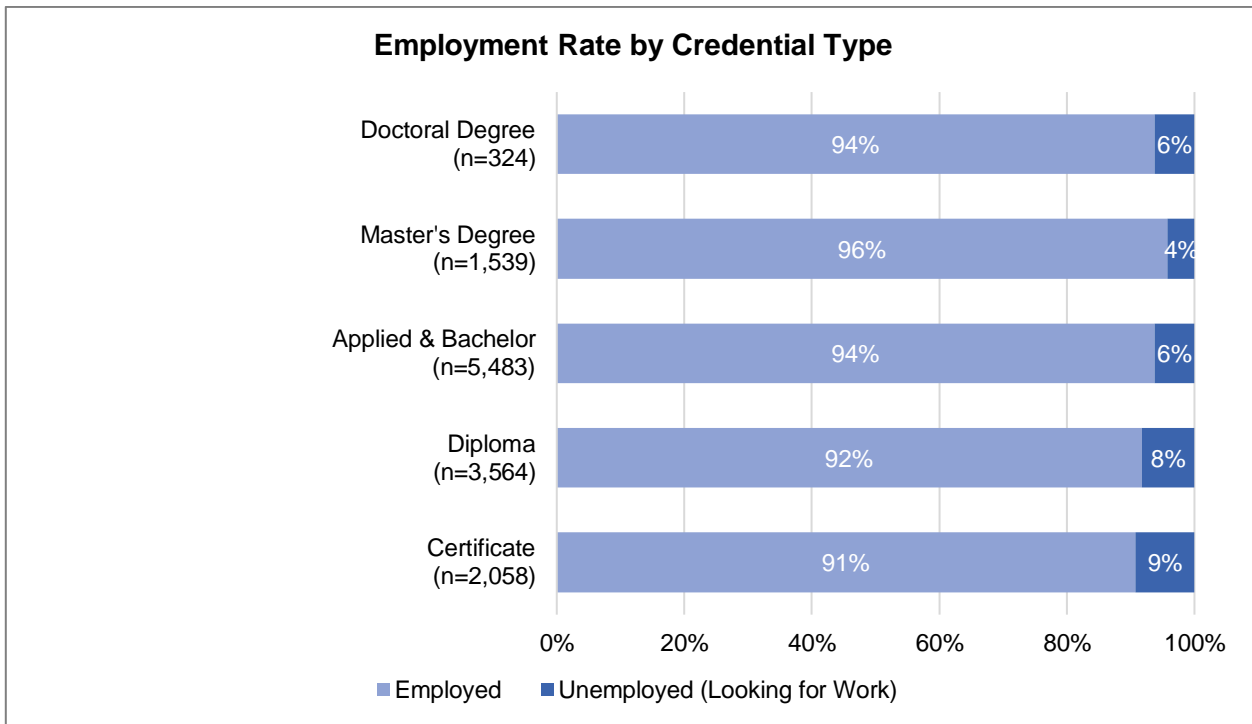
Figure 11.1-4 Employment Rate by BHASE vs. STEM Fields



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 graduates who did not indicate 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.

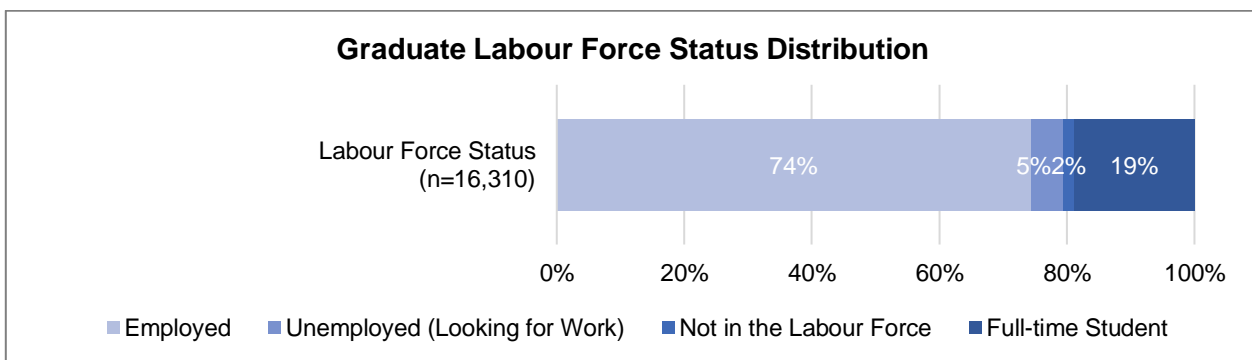
Figure 11.1-5 Employment Rate by Credential Type



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 graduates did not indicate 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.

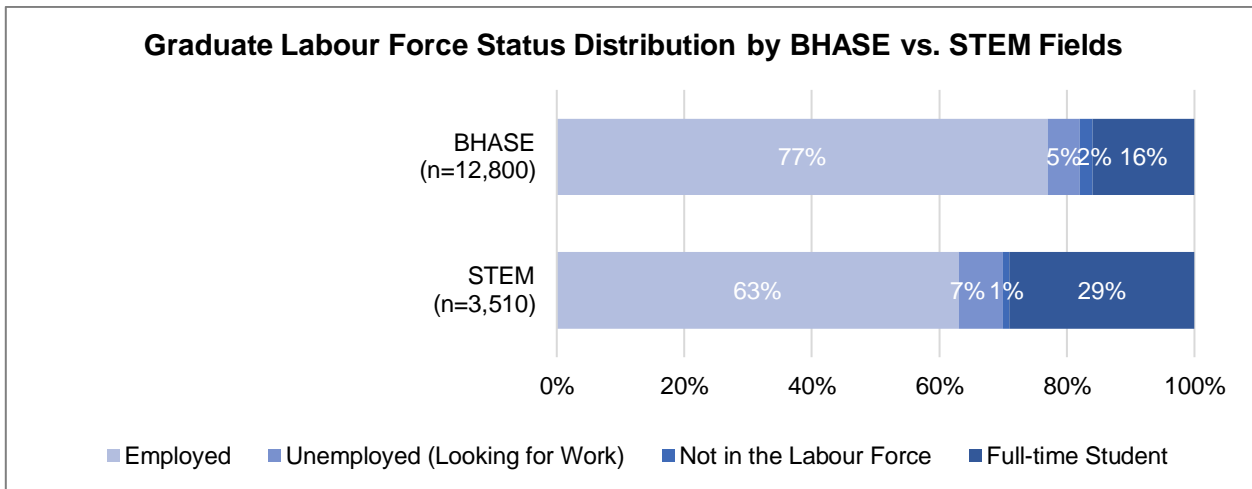
Figure 11.1-6 Graduate Labour Force Status Distribution



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. 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 11.1-7 Labour Force Status by BHASE vs. STEM Fields

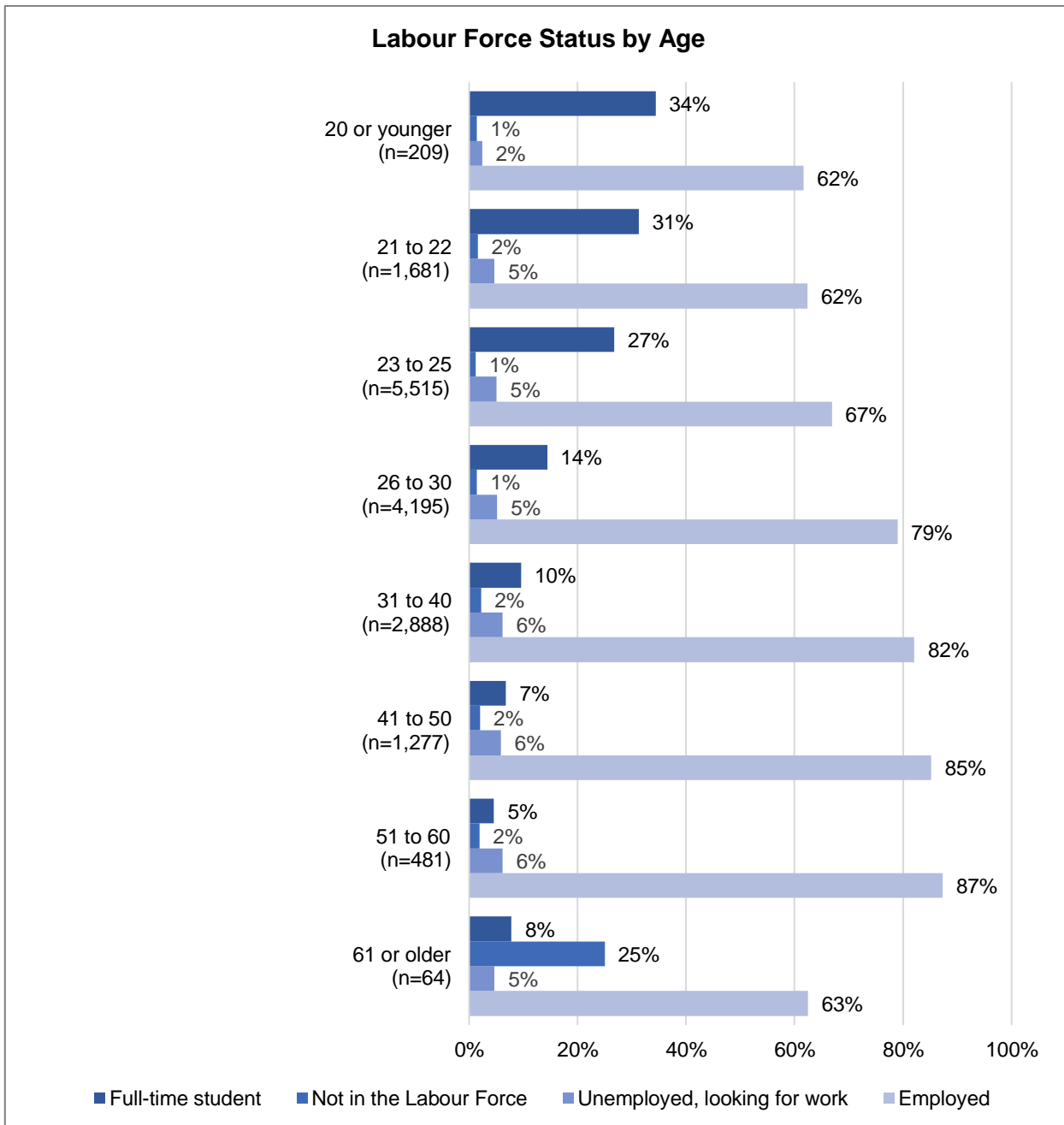


Q24. Are you currently enrolled as a student? Q26. Are you currently a part-time or full-time student? Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q33. Are you currently looking for a job? Q34. What is the main reason you are not looking for a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

Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. 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 93% to 96%) there were some differences in labour force status. Unlike employment rate which only includes graduates who are employed or unemployed and looking for work, labour force status also includes those who are unemployed and not looking for work, such as retirees, stay-at-home parents, those experiencing health issues, and full-time students. The results of labour force status by age show that graduates between 31 and 60 years of age were employed more often (a range of 82% to 87%) compared to graduates younger than 26 or older than 60 years of age (a range of 62% to 67%). A quarter (25%) of graduates older than 60 years of age were not in the labour force, compared to 1% to 2% of graduates younger than 61 years of age. Graduates under the age of 26 were more likely to be full-time students than graduates over the age of 25 (a range of 27% to 34% compared to a range of 5% to 14%).

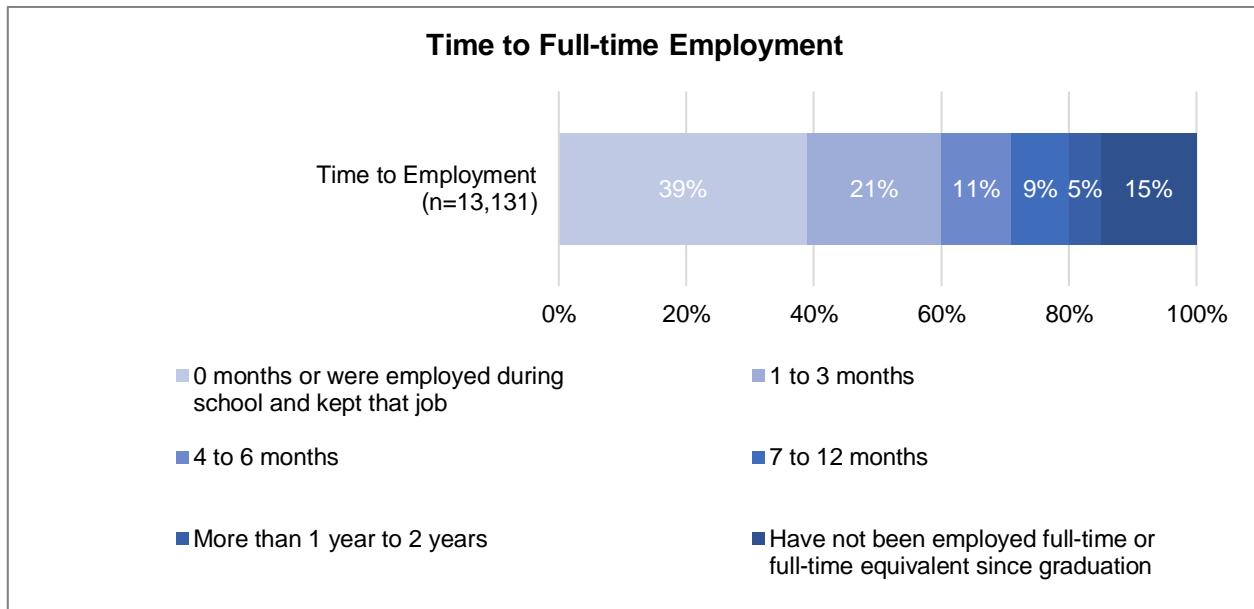
Figure 11.1-8 Labour Force Status by Age



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?

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 11.1-9 Time to Full-time Employment



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.

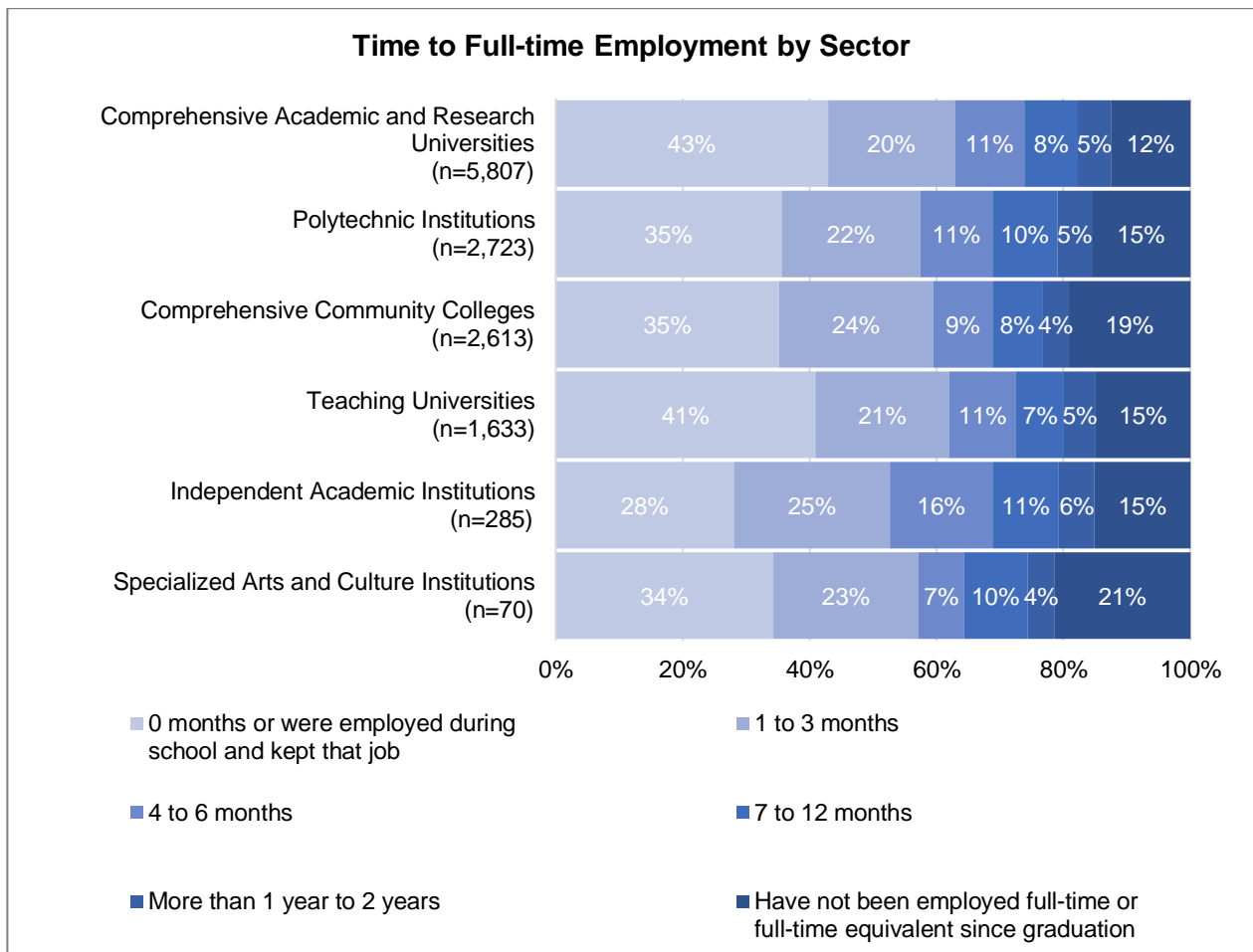
The ‘More than 2 years’ category has been removed from the chart as it rounded to 0%.

Most graduates (80%) 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 4.9 months. Certain demographic groups reported a shorter average time to full-time employment than their peers, specifically:

- Female graduates compared to male graduates (4.6 months to employment compared to 5.3 months).
- Graduates who were between 21 and 22 or 26 and 30 years of age (4.7 months to employment compared to 5.8 months for graduates between 41 and 50 years of age).
- Graduates who were married or living with a partner (4.5 months to employment compared to a range of 5.0 to 5.7 months for graduates who were single, divorced, separated, or widowed).
- Graduates who did not self-identify as a person with a disability (4.9 months to employment compared to 5.6 months for graduates who self-identified as a person with a disability).
- Graduates from another province or territory in Canada (3.9 months to employment compared to a range of 5.0 to 5.5 months for graduates from Calgary and Edmonton)
- Of the graduates asked, those who chose their program based on the reputation of the field (4.8 months to employment compared to 6.4 months for graduates who chose their program based on their parents’ suggestions).

- Graduates who participated in work experience related to their field of study (4.3 months to employment compared to 5.7 months for who did not)
- Graduates of BHASE programs (4.6 months to employment compared to 5.8 months for STEM graduates).
- Graduates of Business, Management and Public Administration; Agriculture, Natural Resources and Conservation; Health and Related Fields; and Education (a range of 4.1 to 4.7 months to employment compared to a range of 5.6 to 6.3 months for graduates of Humanities; Physical and Life Sciences and Technologies; and Architecture, Engineering, and Related Technologies).
- Graduates who received a master’s degree (4.3 months to employment compared to 5.1 months for those who received an applied & bachelor’s degree).

Figure 11.1-10 Time to Full-time Employment by Sector

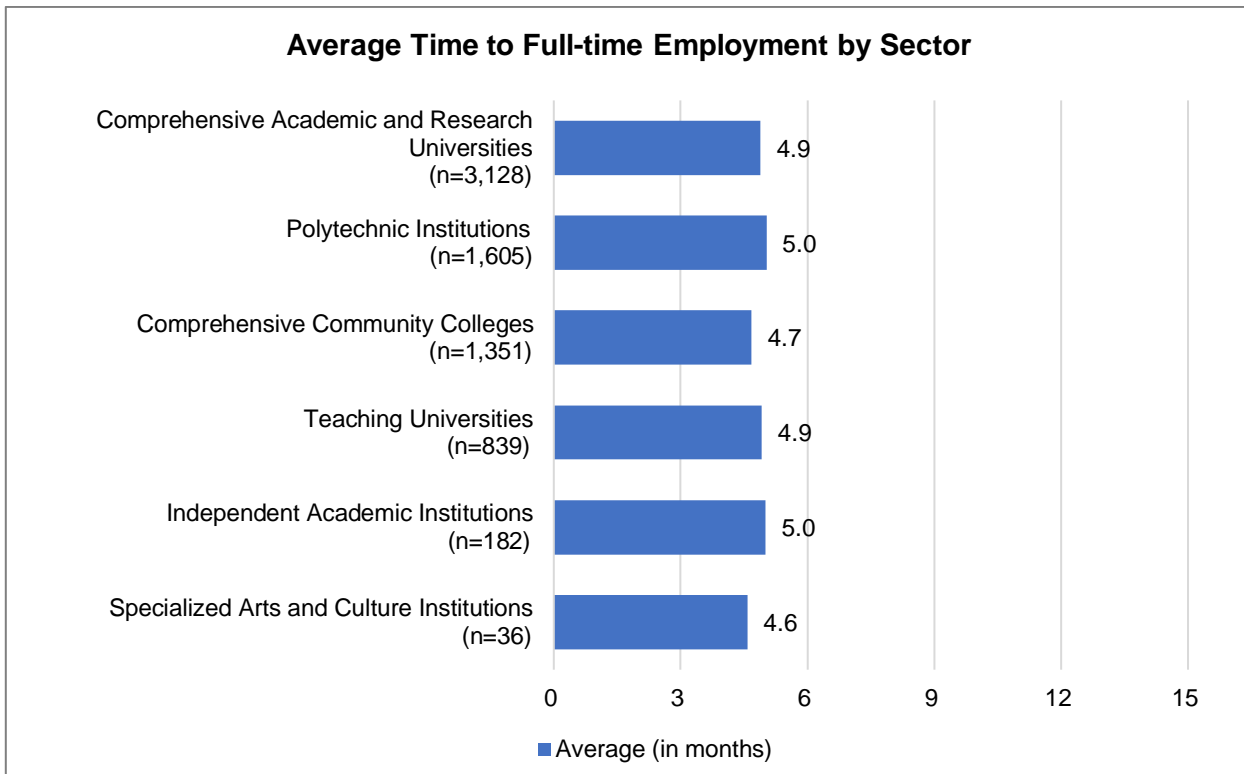


Q29: How many months after graduation did it take you to obtain a full-time job or the equivalent of a full-time job?

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

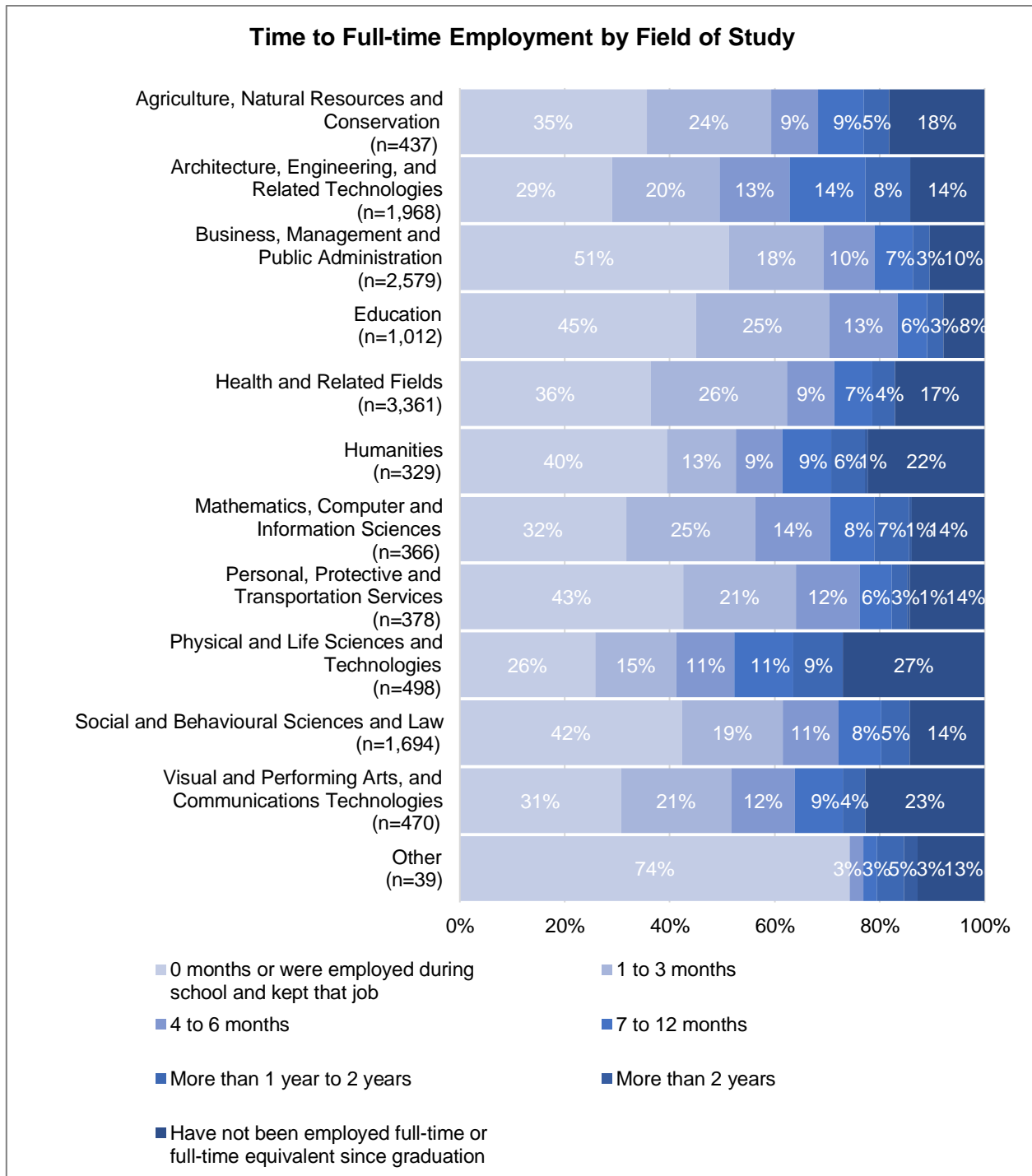
The ‘More than 2 years’ category has been removed from the chart as it rounded to 0% for all sectors.

Figure 11.1-11 Average Time to Full-time Employment by Sector



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results.

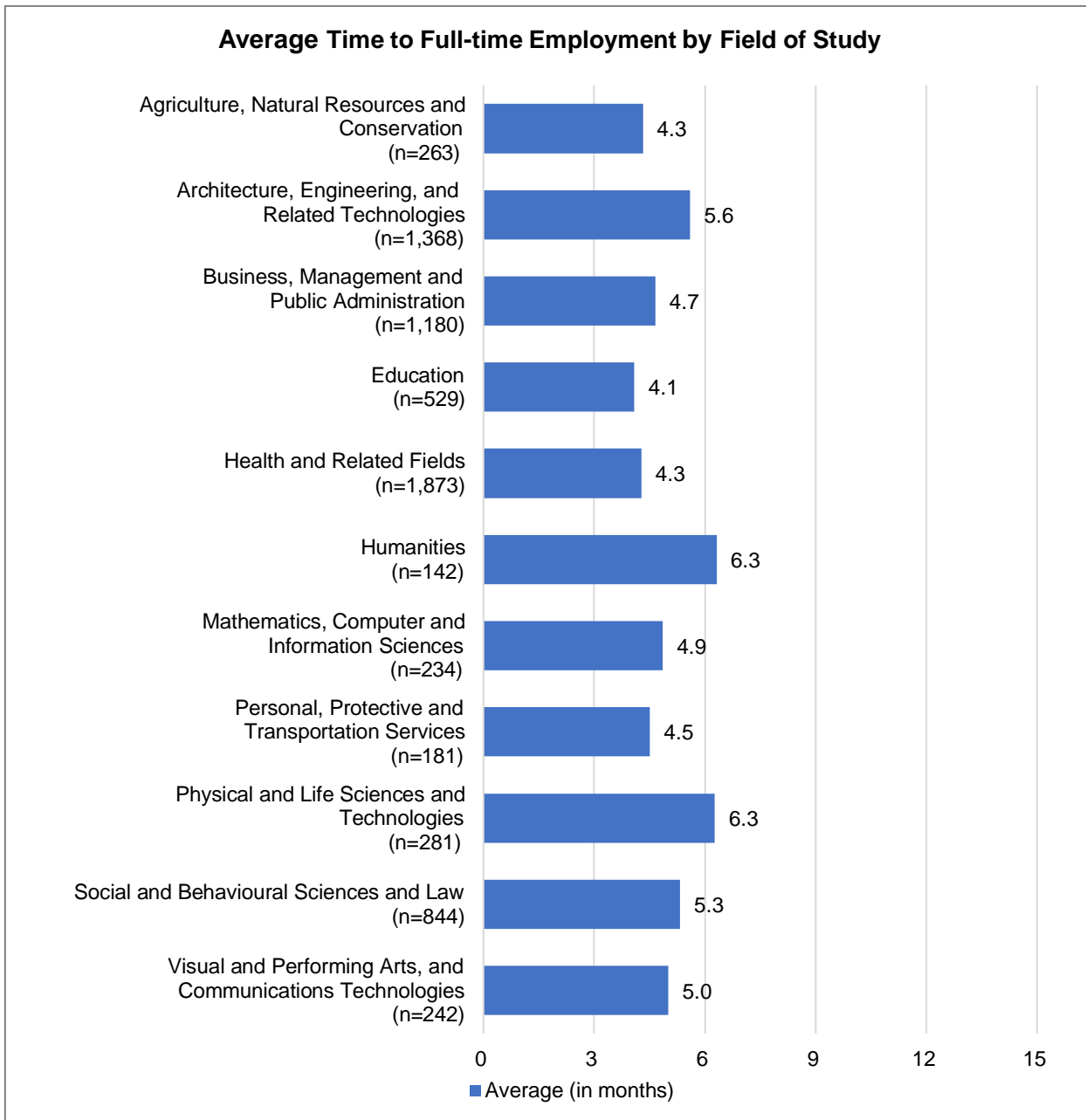
Figure 11.1-12 Time to Full-time Employment by Field of Study



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.

The ‘More than 2 years’ category was not applicable to any fields of study except Humanities; Mathematics, Computer and Information Sciences; Personal, Protective and Transportation Services; and Other as it rounded to 0% for all other fields of study.

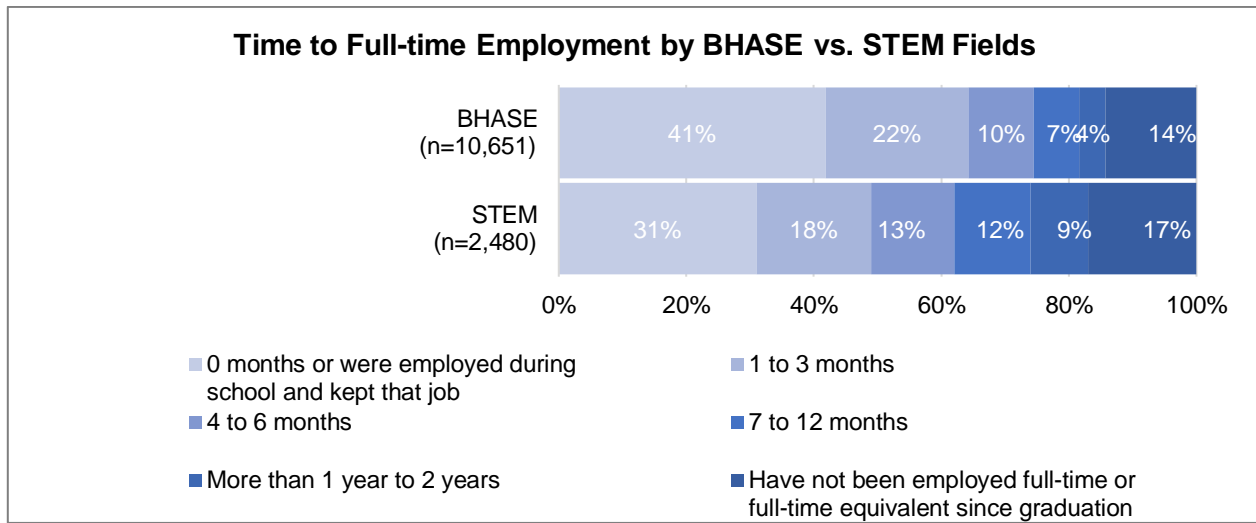
Figure 11.1-13 Average Time to Full-time Employment by Field of Study



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results. Groups with fewer than 10 respondents were suppressed.

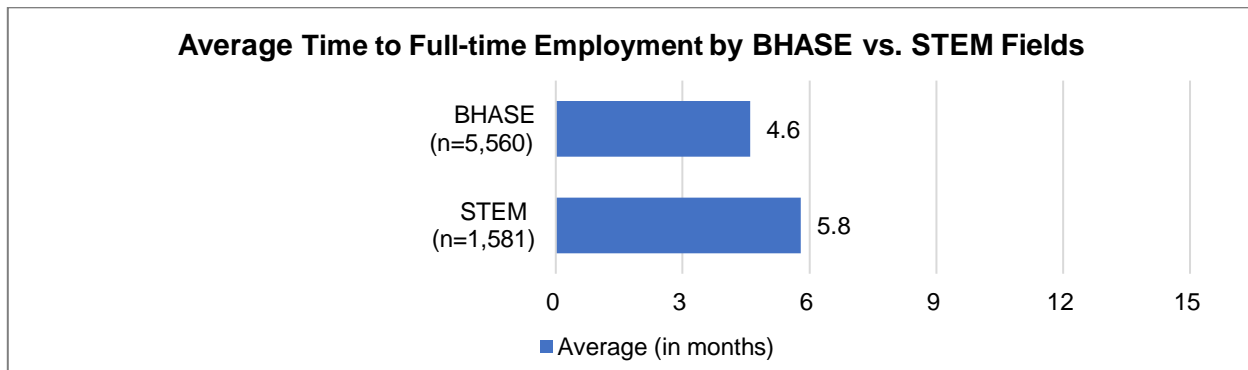
Figure 11.1-14 Time to Full-time Employment by BHASE vs. STEM Fields



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.

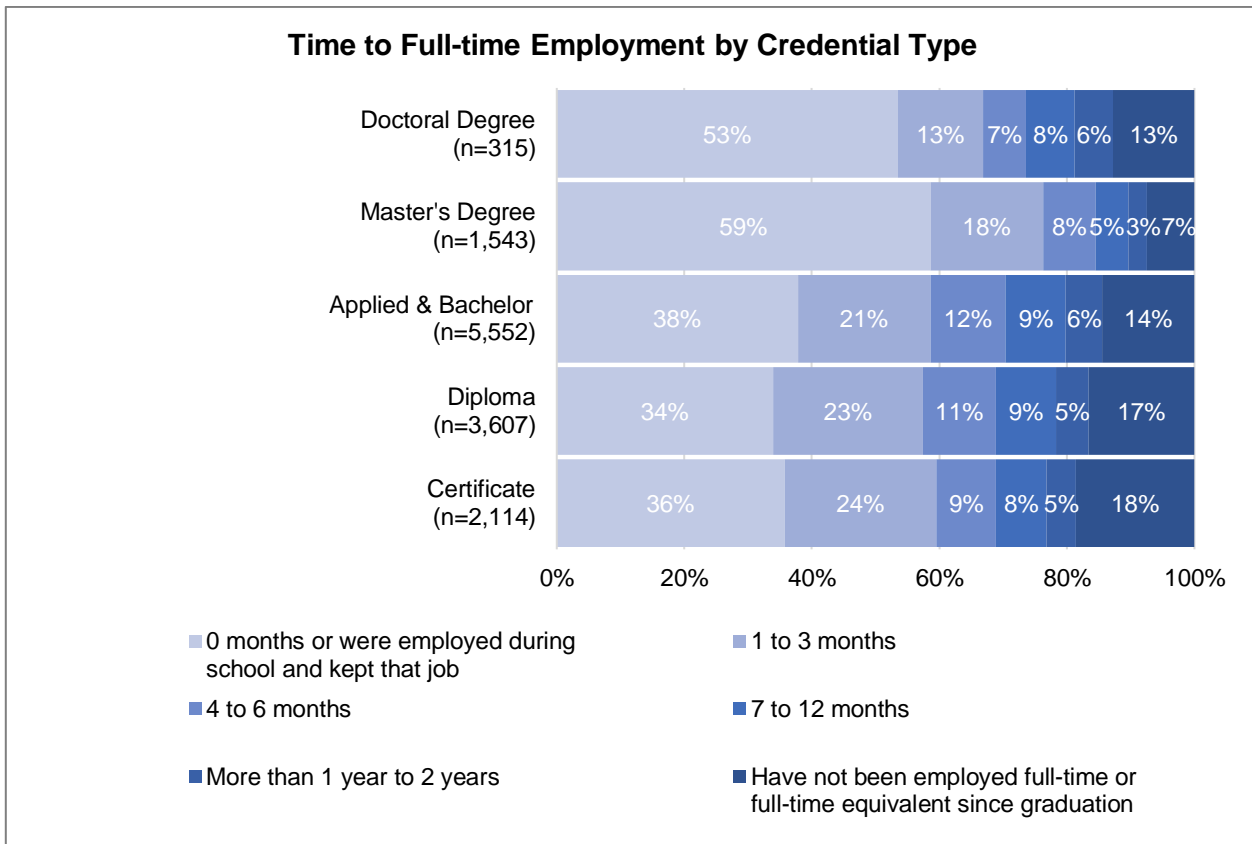
The ‘More than 2 years’ category has been removed from the chart as it rounded to 0% for all credential types.

Figure 11.1-15 Average Time to Full-time Employment by BHASE vs. STEM Fields



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results.

Figure 11.1-16 Time to Full-time Employment by Credential Type

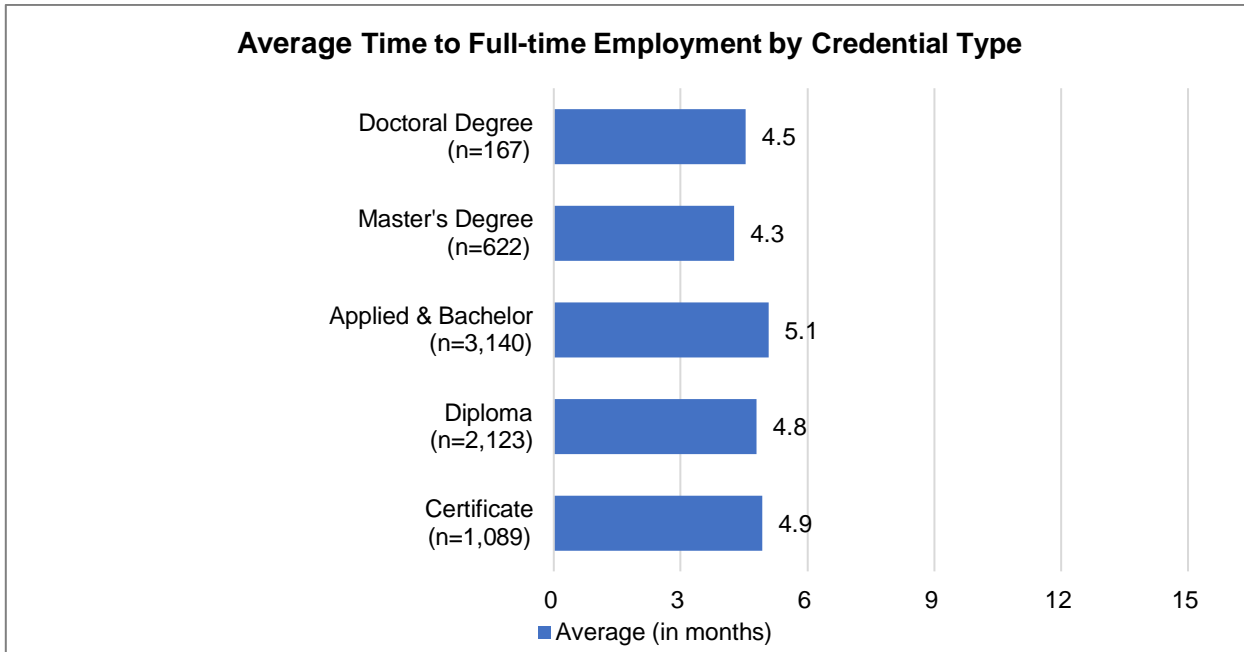


Q29: How many months after graduation did it take you to obtain a full-time job or the equivalent of a full-time job?

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

The 'More than 2 years' category has been removed from the chart as it rounded to 0% for all credential types.

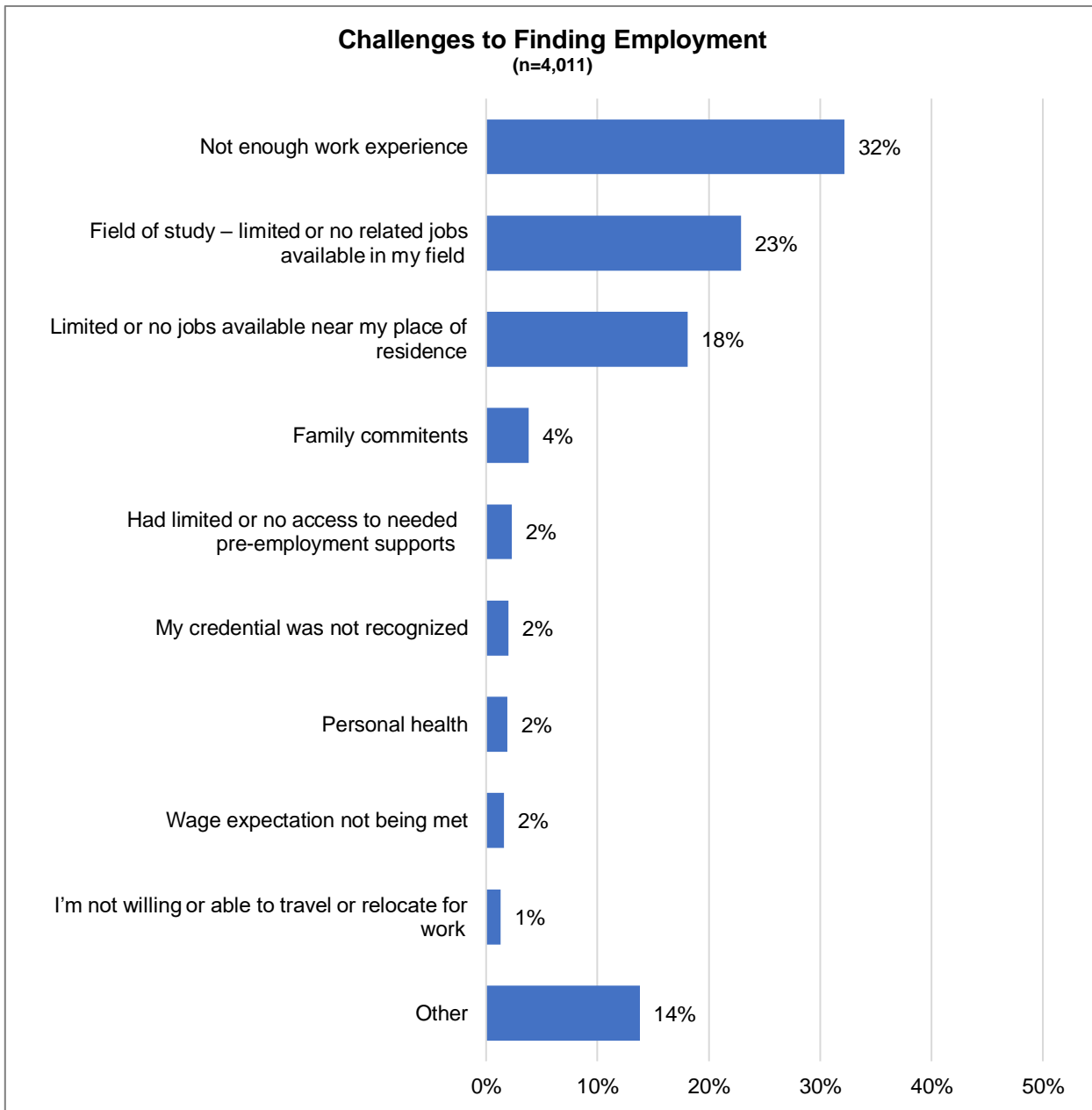
Figure 11.1-17 Average Time to Full-time Employment by Credential Type



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: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. Graduates who were employed during school and kept that job or who did not obtain full-time employment within two years were excluded from the calculation of these results.

Figure 11.1-18 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 (32%), followed by a limited number of jobs, either in their field of study (23%) or in their area of residence (18%).

Figure 11.1-19 Main Reason for Leaving the Labour Force by Sector

Sector	Not enough work experience	Field of study – limited or no related jobs available in my field	Limited or no jobs available near my place of residence	Family Commitment	Had limited or no access to needed pre-employment supports	My credential was not recognized	Personal health	Wage expectation not being met	I'm not willing or able to travel or relocate for work	Other
Comprehensive Academic and Research Universities (n=1,633)	31%	26%	15%	4%	4%	2%	2%	2%	1%	14%
Polytechnic Institutions (n=905)	33%	24%	20%	2%	2%	2%	1%	1%	1%	13%
Comprehensive Community Colleges (n=874)	31%	16%	24%	6%	1%	3%	2%	2%	1%	14%
Teaching Universities (n=478)	38%	23%	14%	3%	0%	2%	3%	1%	1%	14%
Independent Academic Institutions (n=91)	31%	24%	18%	5%	0%	0%	3%	1%	3%	14%
Specialized Arts and Culture Institutions (n=30)	20%	30%	13%	3%	10%	0%	7%	0%	0%	14%

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.

Figure 11.1-20 Main Reason for Leaving the Labour Force by Field of Study

Field of Study	Not enough work experience	Field of study – limited or no related jobs available in my field	Limited or no jobs available near my place of residence	Family Commitment	Had limited or no access to needed pre-employment supports	My credential was not recognized	Personal health	Wage expectation not being met	I'm not willing or able to travel or relocate for work	Other
Agriculture, Natural Resources and Conservation (n=154)	29%	24%	23%	3%	1%	2%	1%	2%	3%	13%
Architecture, Engineering, and Related Technologies (n=782)	35%	27%	20%	1%	2%	2%	1%	1%	1%	12%
Business, Management and Public Administration (n=589)	44%	13%	14%	5%	3%	4%	3%	3%	1%	11%
Education (n=183)	16%	16%	23%	8%	3%	1%	3%	2%	6%	21%
Health and Related Fields (n=984)	28%	20%	23%	5%	2%	2%	2%	1%	1%	17%
Humanities (n=145)	20%	33%	10%	5%	2%	3%	4%	2%	1%	19%
Mathematics, Computer and Information Sciences (n=124)	45%	9%	18%	3%	3%	1%	1%	1%	3%	16%
Personal, Protective and Transportation Services (n=103)	33%	14%	19%	3%	2%	4%	3%	4%	3%	16%
Physical and Life Sciences and Technologies (n=243)	28%	40%	14%	2%	2%	1%	2%	0%	0%	11%
Social and Behavioural Sciences and Law (n=503)	37%	27%	11%	5%	2%	1%	2%	2%	1%	12%
Visual and Performing Arts, and Communications Technologies (n=194)	21%	32%	19%	5%	4%	1%	3%	3%	2%	12%

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. Groups with fewer than 10 respondents were suppressed. 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.

Figure 11.1-21 Main Reason for Leaving the Labour Force by BHASE vs. STEM Fields

Credential Type	Not enough work experience	Field of study – limited or no related jobs available in my field	Limited or no jobs available near my place of residence	Family Commitment	Had limited or no access to needed pre-employment supports	My credential was not recognized	Personal health	Wage expectation not being met	I'm not willing or able to travel or relocate for work	Other
BHASE (n=3,021)	32%	21%	18%	5%	2%	2%	2%	2%	1%	14%
STEM (n=990)	34%	29%	17%	2%	3%	1%	1%	1%	1%	12%

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.

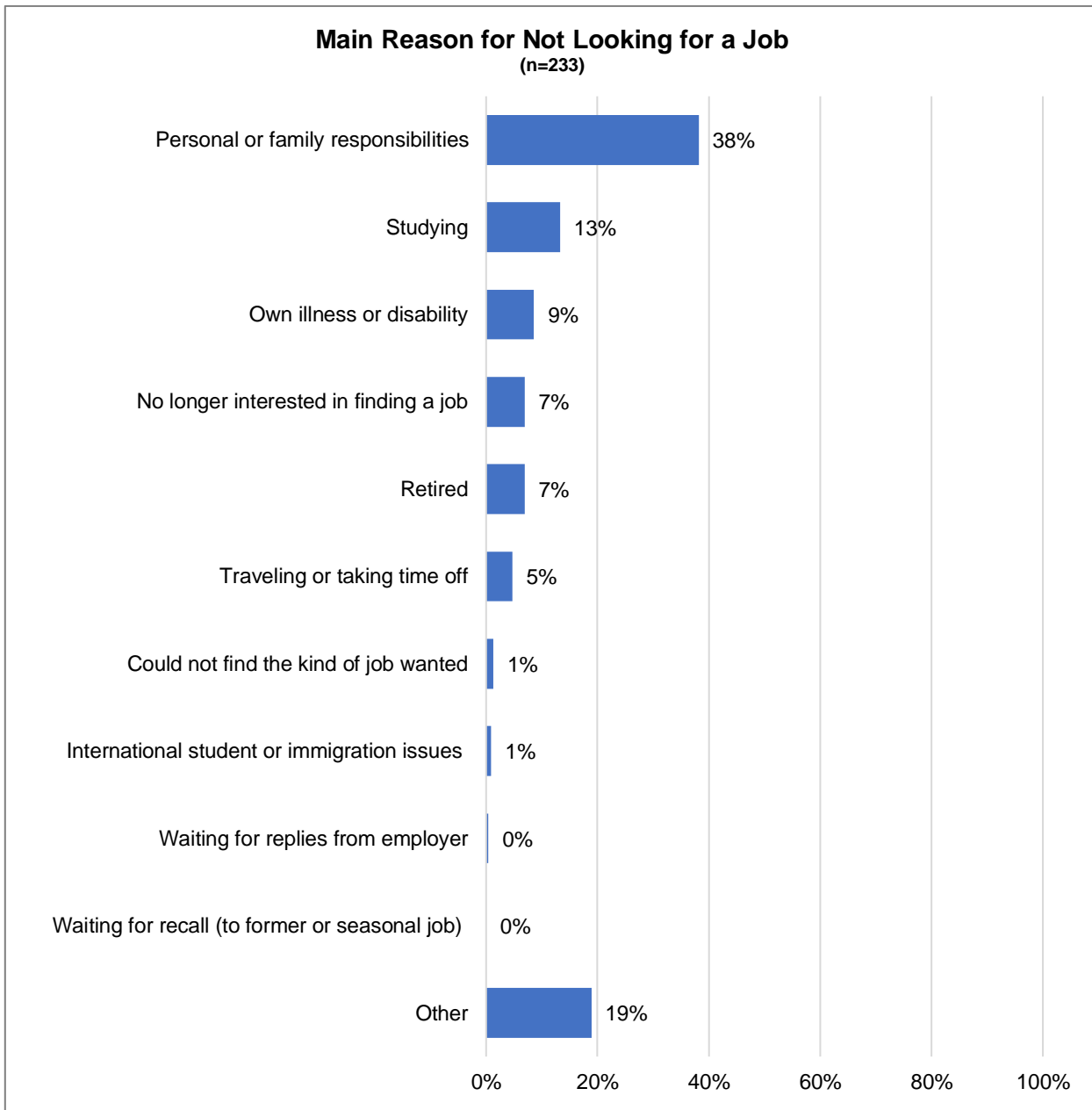
Figure 11.1-22 Main Reason for Leaving the Labour Force by Credential Type

Credential Type	Not enough work experience	Field of study – limited or no related jobs available in my field	Limited or no jobs available near my place of residence	Family Commitment	Had limited or no access to needed pre-employment supports	My credential was not recognized	Personal health	Wage expectation not being met	I'm not willing or able to travel or relocate for work	Other
Doctoral Degree (n=93)	18%	32%	14%	5%	9%	0%	3%	1%	1%	16%
Master's Degree (n=266)	26%	19%	20%	8%	3%	3%	2%	3%	2%	14%
Applied & Bachelor (n=1,742)	34%	27%	15%	3%	3%	1%	2%	1%	1%	14%
Diploma (n=1,196)	33%	21%	21%	4%	2%	2%	2%	2%	2%	13%
Certificate (n=714)	31%	17%	22%	5%	2%	4%	2%	2%	1%	15%

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.

Figure 11.1-23 Main Reason for Not Looking for a Job

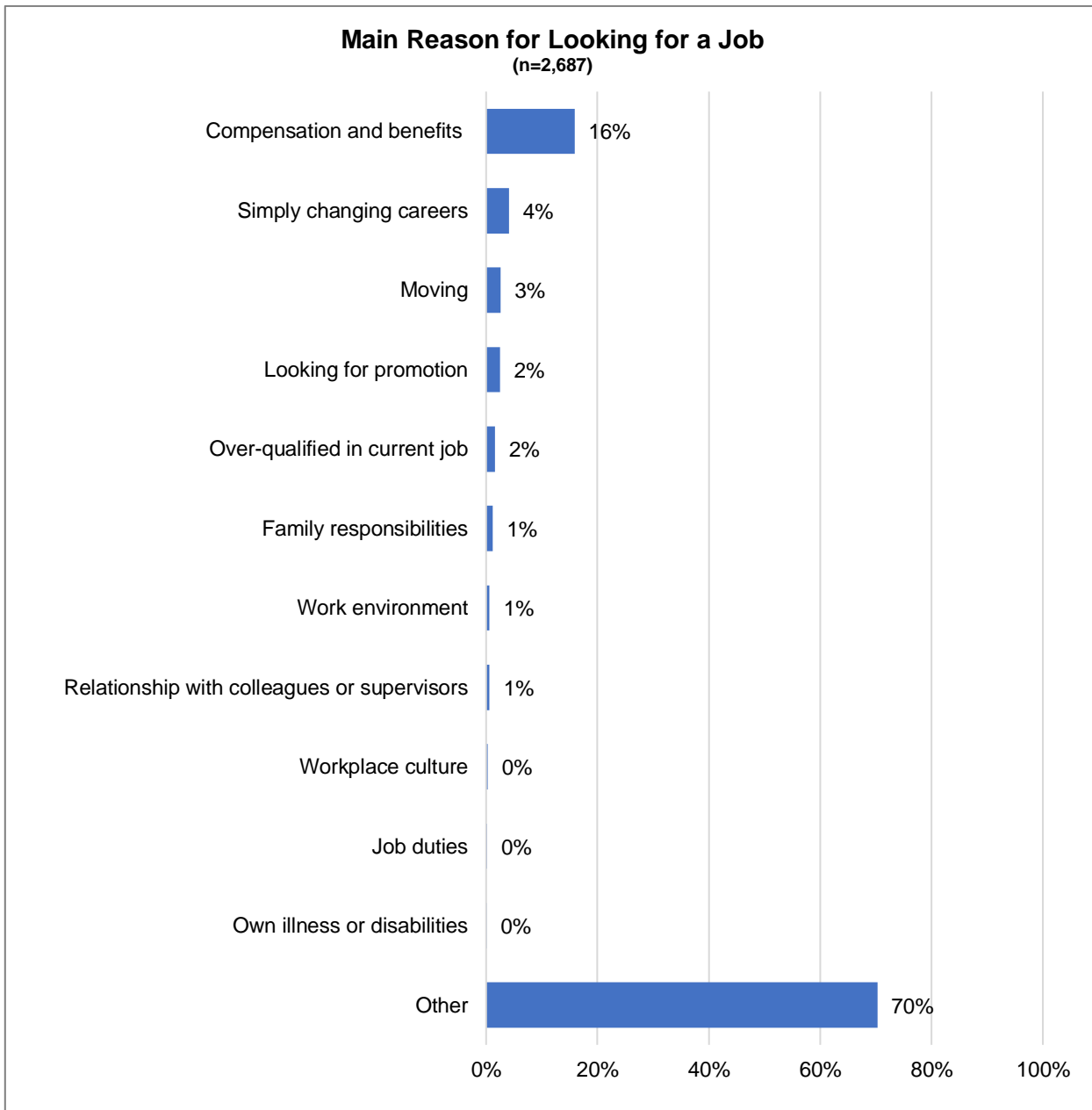


Q34. What is the main reason you are not looking for a job?

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

The main reason that graduates who were unemployed were not looking for a job was personal or family responsibilities (38%), followed by continuing their studies (13%), and personal illness or disability (9%). Other reasons for not looking for a job were varied, but one of the most common was waiting for a new job to start.

Figure 11.1-24 *Main Reason for Looking for a Job*

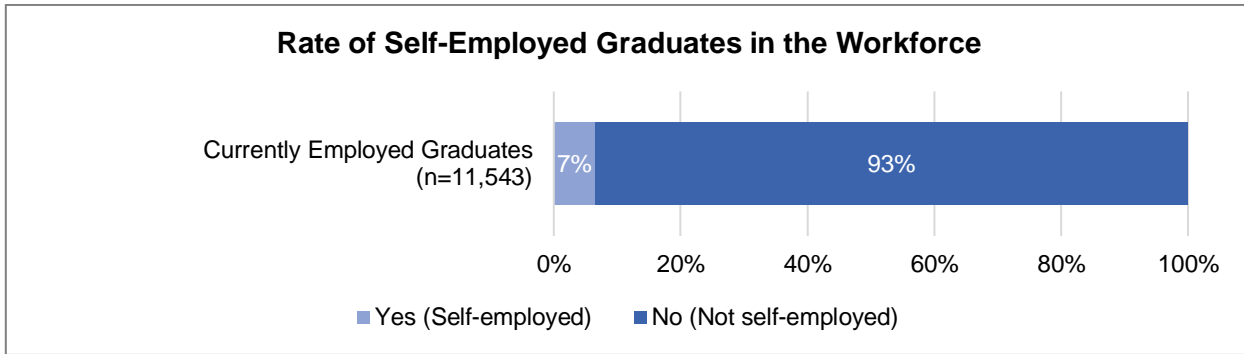


Q35. What is the main reason you are looking for a job?

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 (23%) 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 to increase compensation and benefits (16%). The majority (70%) 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, or looking to achieve personal or career goals.

Figure 11.1-25 Rate of Self-Employed Graduates in the Workforce



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

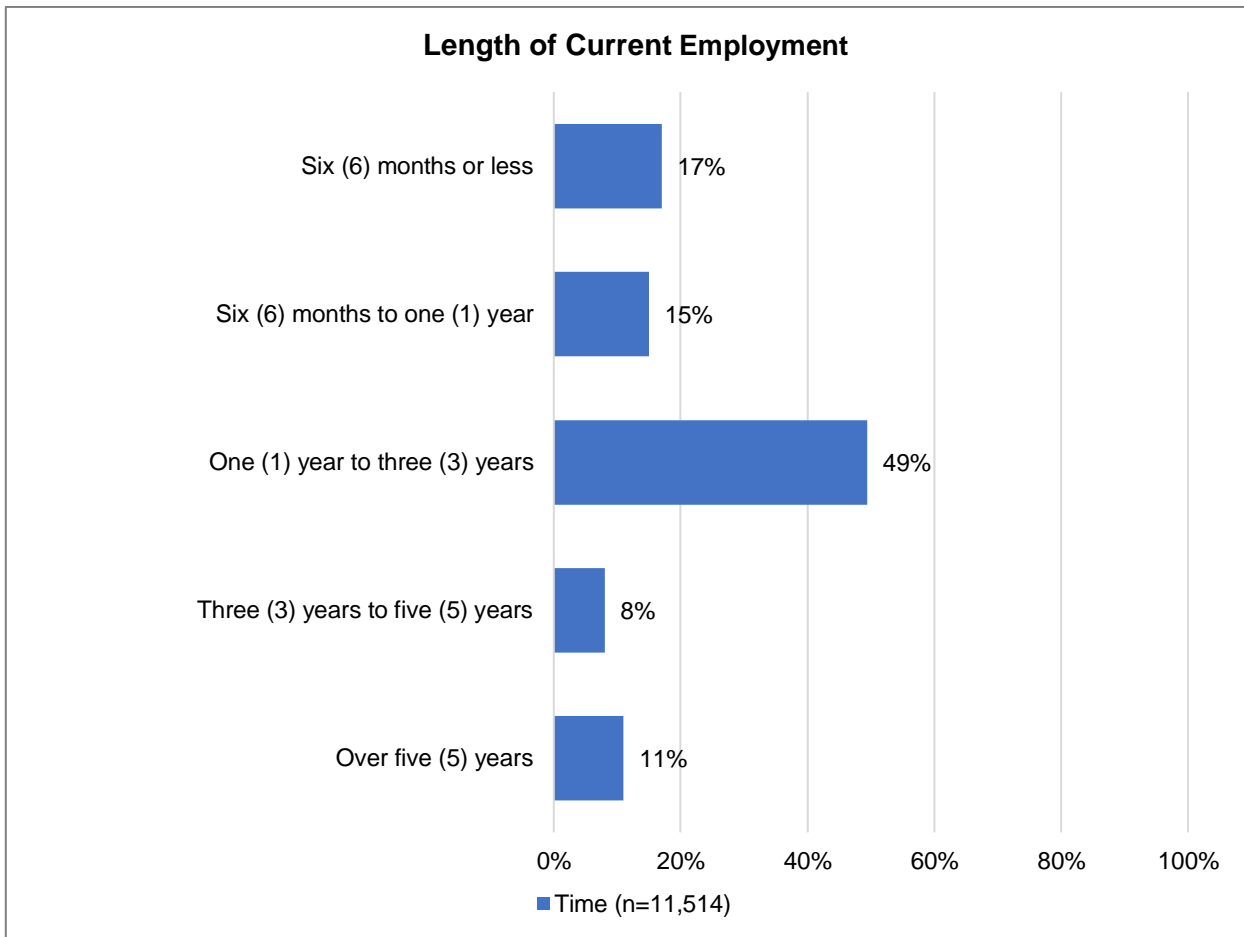
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.

A small percentage of graduates who indicated they currently had a job (7%) were self-employed.

Demographic groups with particularly high rates of self-employment include:

- Male graduates compared to female graduates (8% were self-employed compared to 6%).
- Graduates older than 60 years of age (39% were self-employed compared to a range of 5% to 10% of their peers).
- Graduates of Specialized Arts and Culture Institutions (18% were self-employed compared to a range of 4% to 8% of graduates from Comprehensive Community Colleges, Comprehensive Academic and Research Universities, Polytechnic Institutions, and Independent Academic Institutions).
- Graduates of Visual and Performing Arts, and Communications Technologies and Agriculture, Natural Resources and Conservation (15% to 21% were self-employed compared to a range of 3% to 8% of most other fields).

Figure 11.1-26 Length of Current Employment



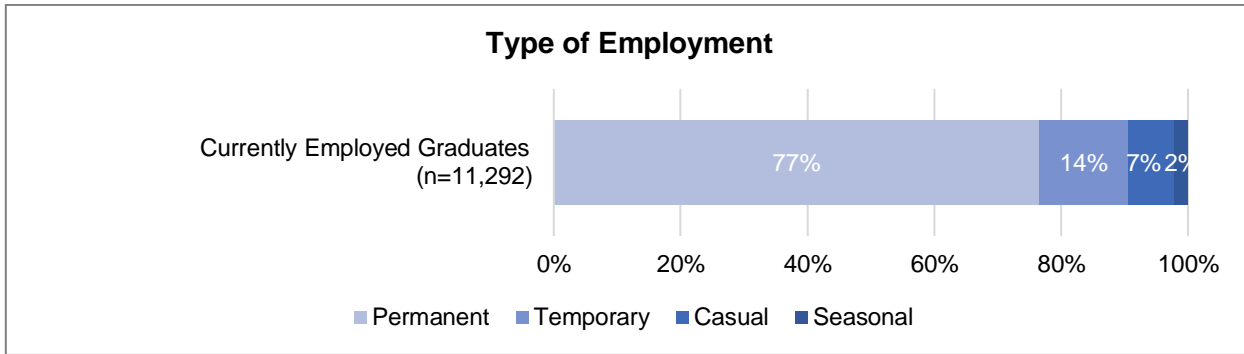
Q38. How long have you been employed in your current main job?

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

Approximately half (49%) of graduates had been at their current position for between one to three years. Demographic groups who tended to have been at their positions for more than five years include:

- Graduates older than 40 years of age (a range of 36% to 58% were at their current position for more than five years compared to a range of 2% to 19% of their younger peers).
- Graduates who were married, living with a partner, divorced, separated, or widowed (a range of 24% to 26% were at their current position for more than five years compared to 6% of graduates who were single).
- Graduates with one or more dependents (26% were at their current position for more than five years compared to 8% of graduates without dependents)
- Graduates who received a master’s degree (28% were at their current position for more than five years compared to a range of 7% to 15% of their peers)

Figure 11.1-27 *Type of Employment*



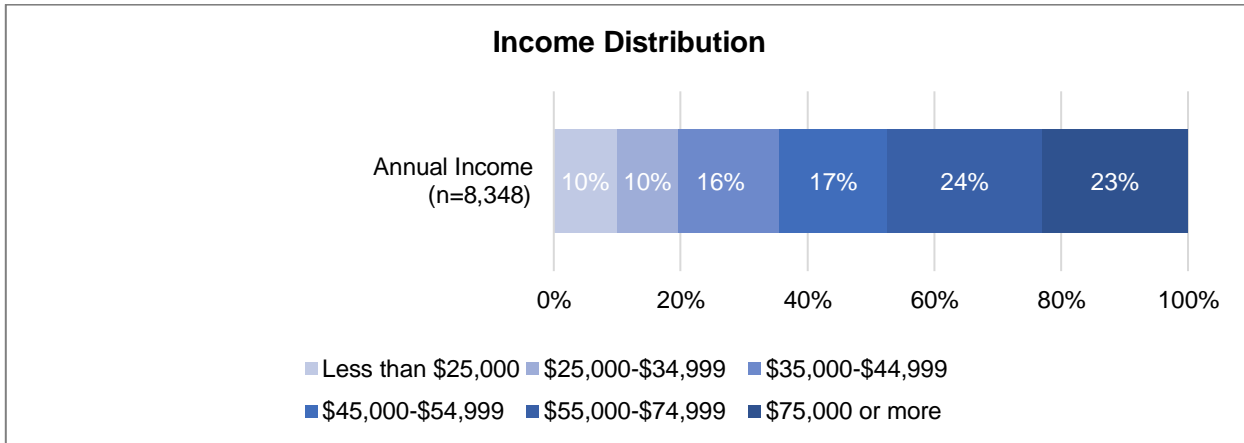
Q39. Is your main job...

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 (77%) of graduates were employed in permanent positions. However, doctoral graduates were less likely to have been employed in a permanent position (58%), and instead were more likely to be employed in a temporary position (37%) compared to their peers (range of 10% to 17%).

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 \$59,392 and half of graduates indicated that they made \$52,000 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 \$66,833 in annual income compared to \$55,039).
- Graduates who were older than 40 years of age (averages ranging from \$79,096 to \$85,687 in annual income compared to averages ranging from \$45,992 to \$50,240 of graduates younger than 26 years of age).
- Graduates who were married or living with a partner (\$71,531 in annual income compared to \$54,291 of graduates who were single).
- Graduates with one or more dependents (\$69,898 in annual income compared to \$56,736 of graduates with no dependents).
- Graduates who did not self-identify as a person with a disability (\$59,674 in annual income compared to \$51,913 of graduates who self-identified as a person with a disability).
- Graduates from Fort McMurray or another province or territory in Canada (averages ranging from \$69,436 to \$82,533 in annual income compared to averages ranging from \$53,645 to \$58,266 of graduates from Calgary, outside of Canada, Edmonton, Grande Prairie, rural Alberta, Red Deer, and Lethbridge).
- Of the graduates asked, those who chose their program based on potential income (\$63,242 average annual income compared to \$54,166 of graduates who chose their program based on their parents' suggestions).

- Graduates who participated in work experience related to their field of study (\$60,791 in annual income compared to \$57,047 who did not).
- Graduates from Comprehensive Academic and Research Universities (\$69,063 in annual income compared to averages ranging from \$29,666 to \$45,944 of graduates of Specialized Arts and Culture Institutions and Comprehensive Community Colleges).
- Graduates of Business, Management and Public Administration; Education; Architecture, Engineering, and Related Technologies; Health and Related Fields; and Mathematics, Computer and Information Sciences (averages ranging from \$57,995 to \$66,642 in annual income compared to \$33,849 of graduates of Visual and Performing Arts, and Communications Technologies).
- Graduates who received a master’s degree or doctoral degree (averages ranging from \$78,307 to \$87,811 in annual income compared to \$46,160 who received a certificate).

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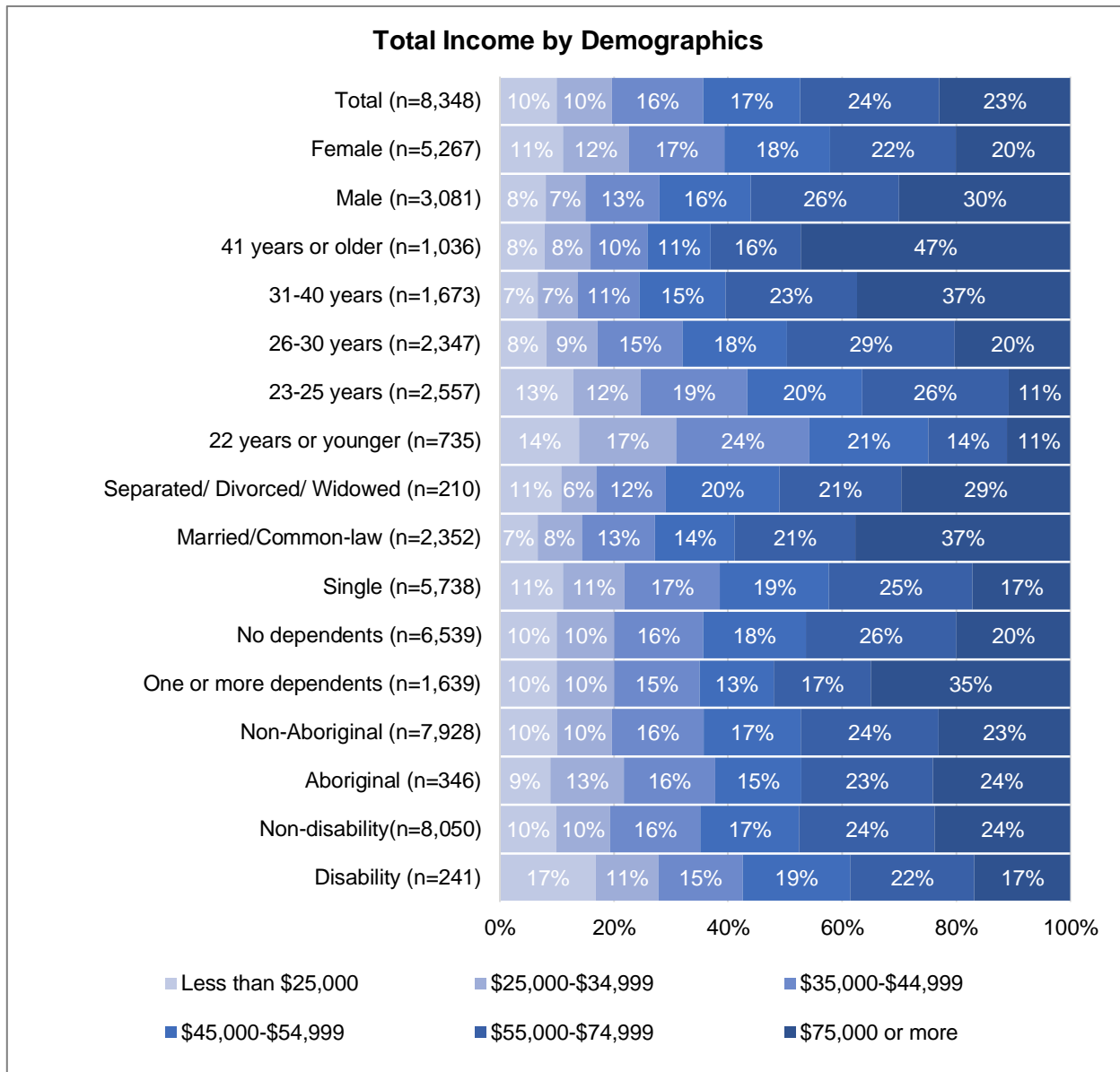
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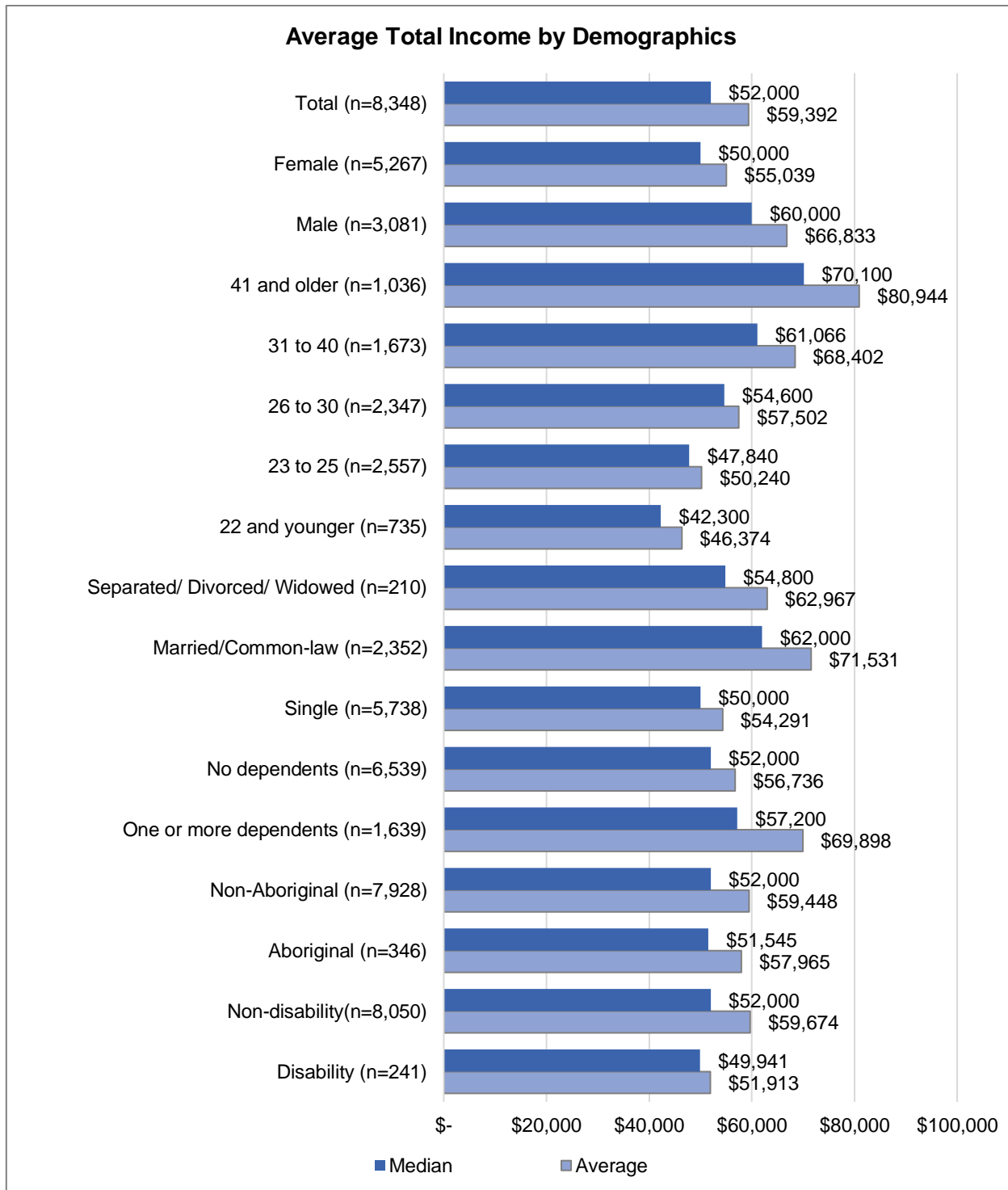
Figure 11.2-6 **Average Total Income by Credential Type**279

Figure 11.2-2 Total Income by Demographics



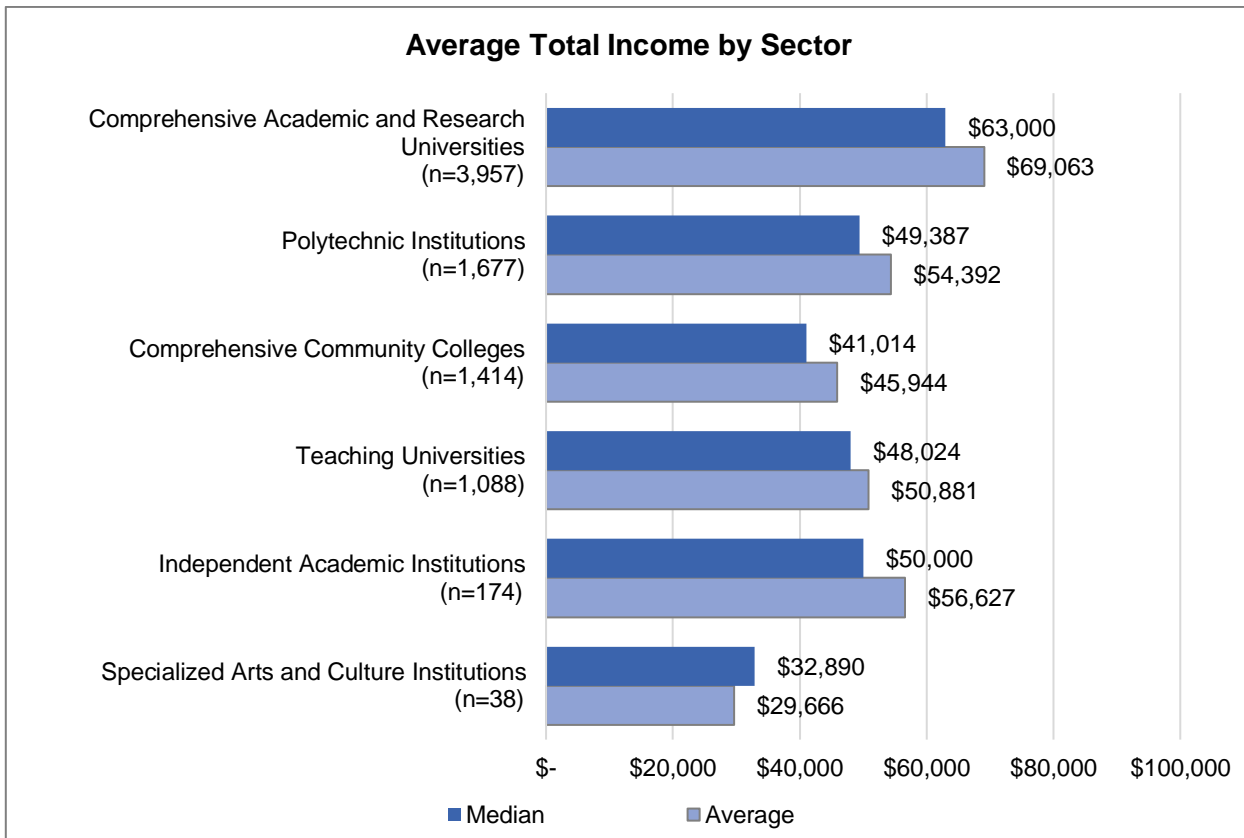
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of less than \$100 or more than \$800,000 were excluded.

Figure 11.2-3 Average Total Income by Demographics



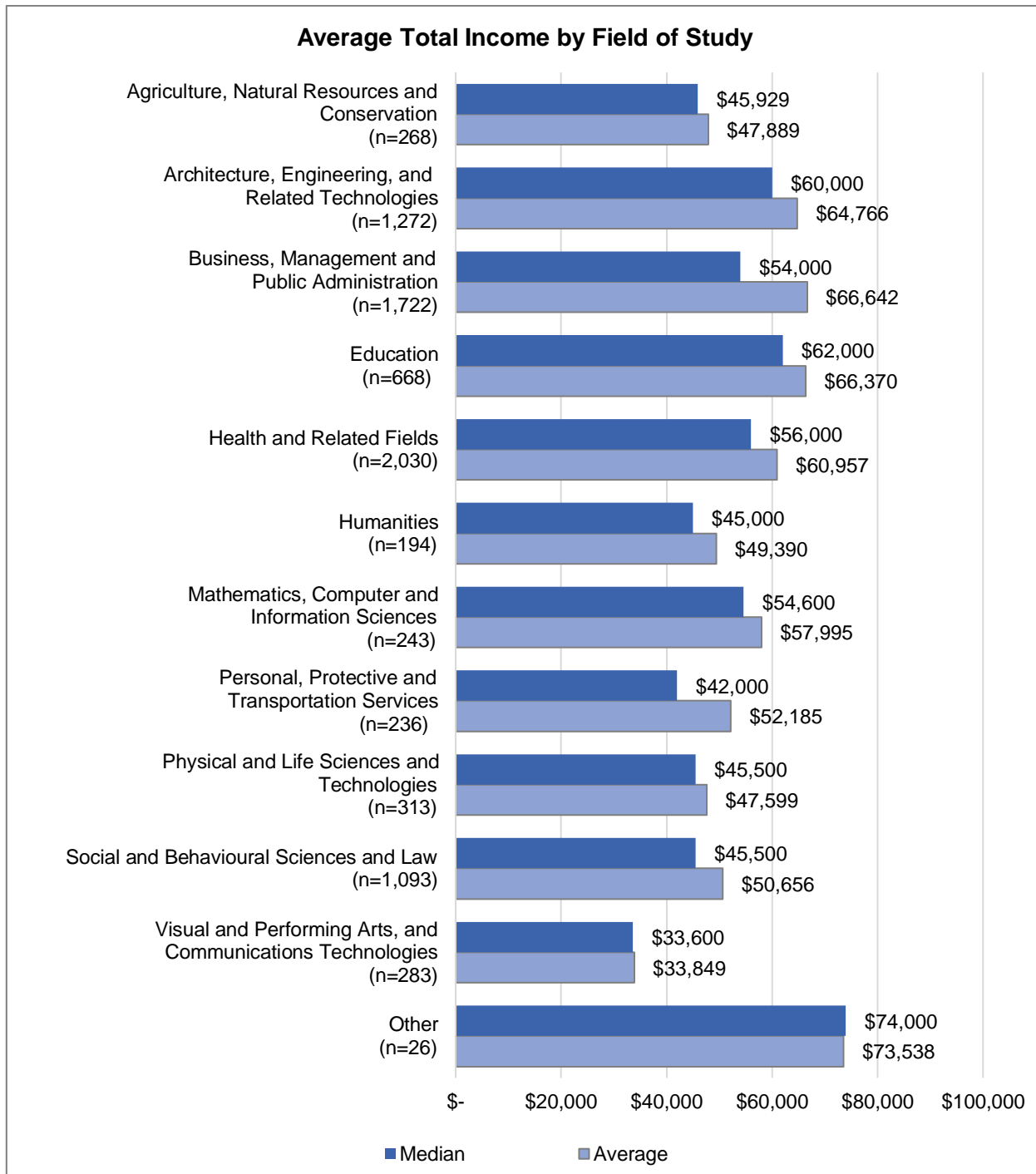
Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of less than \$100 or more than \$800,000 were excluded.

Figure 11.2-4 Average Total Income by Sector



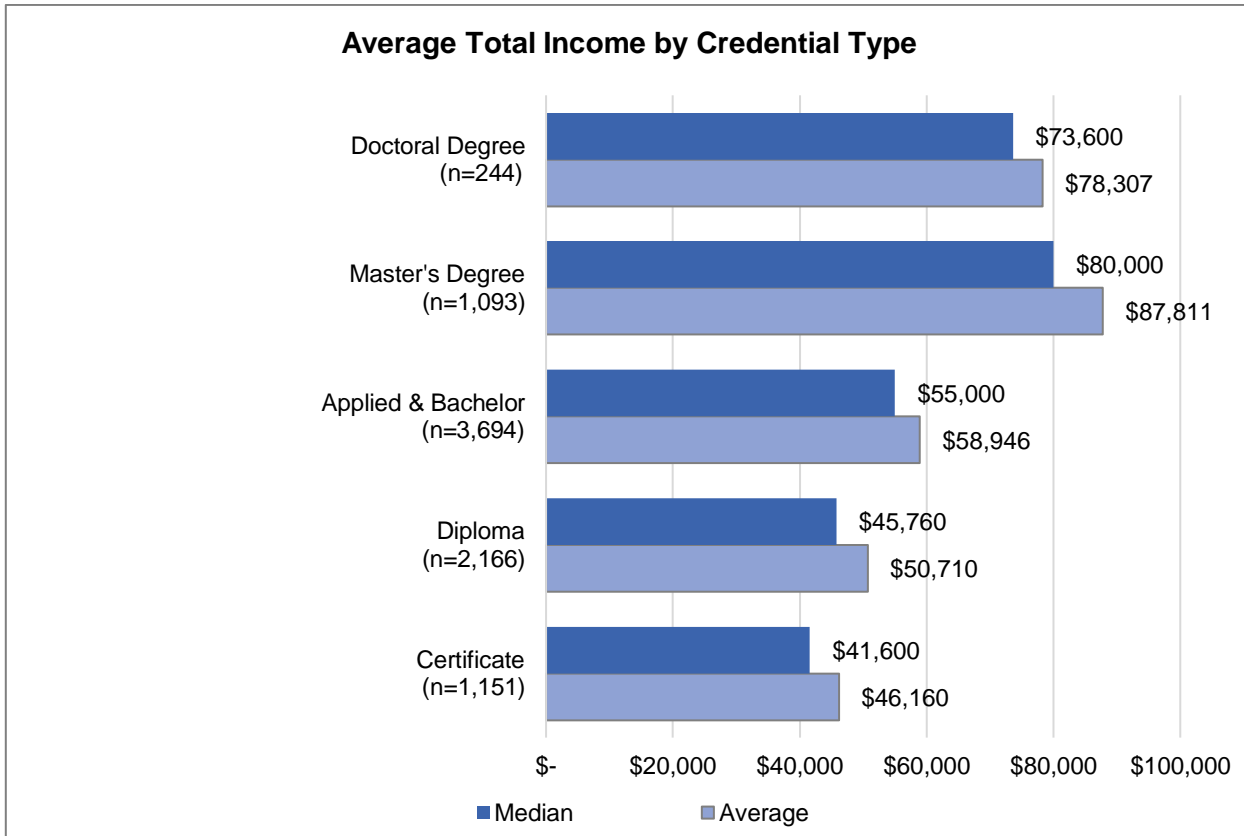
Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Responses of less than \$100 or more than \$800,000 were excluded.

Figure 11.2-5 Average Total Income by Field of Study



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.

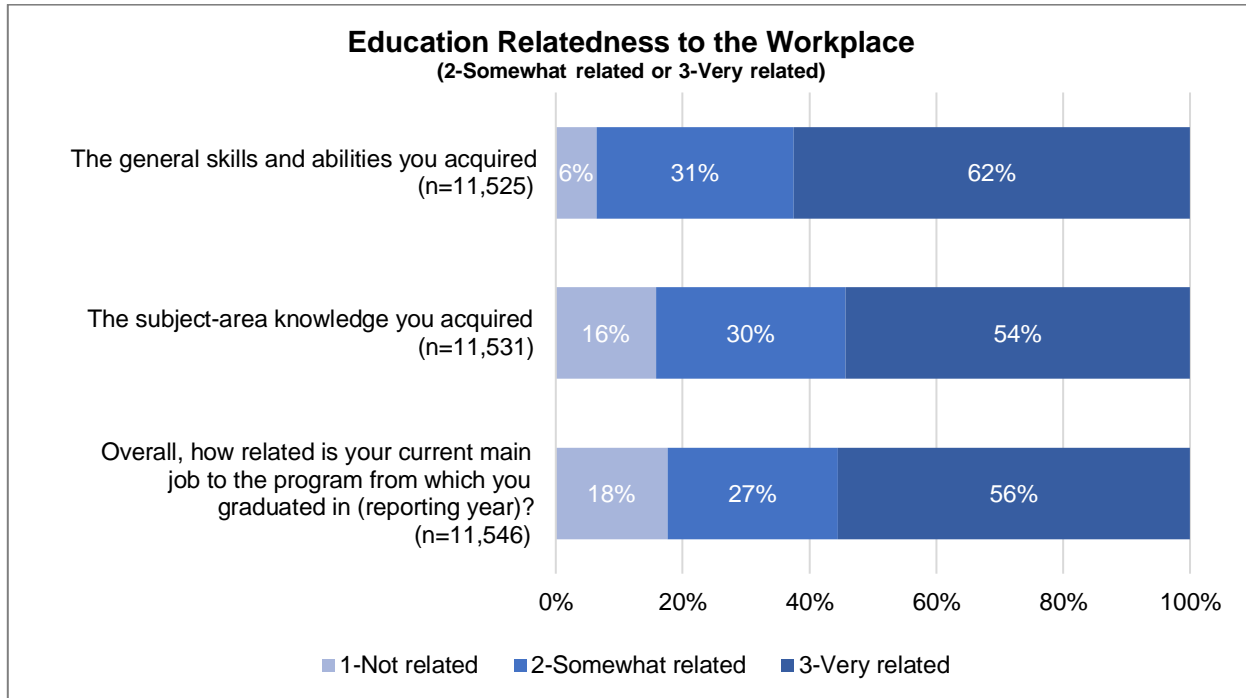
Figure 11.2-6 Average Total Income by Credential Type



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 'very related' to their current main job; 62% indicated that the general skills and abilities they acquired were 'very related', 56% indicated that their program was 'very related' to their current main job overall, and 54% indicated that the subject area knowledge they acquired was 'very related'. Certain demographic groups indicated that their program was 'very related' more often than others, specifically:

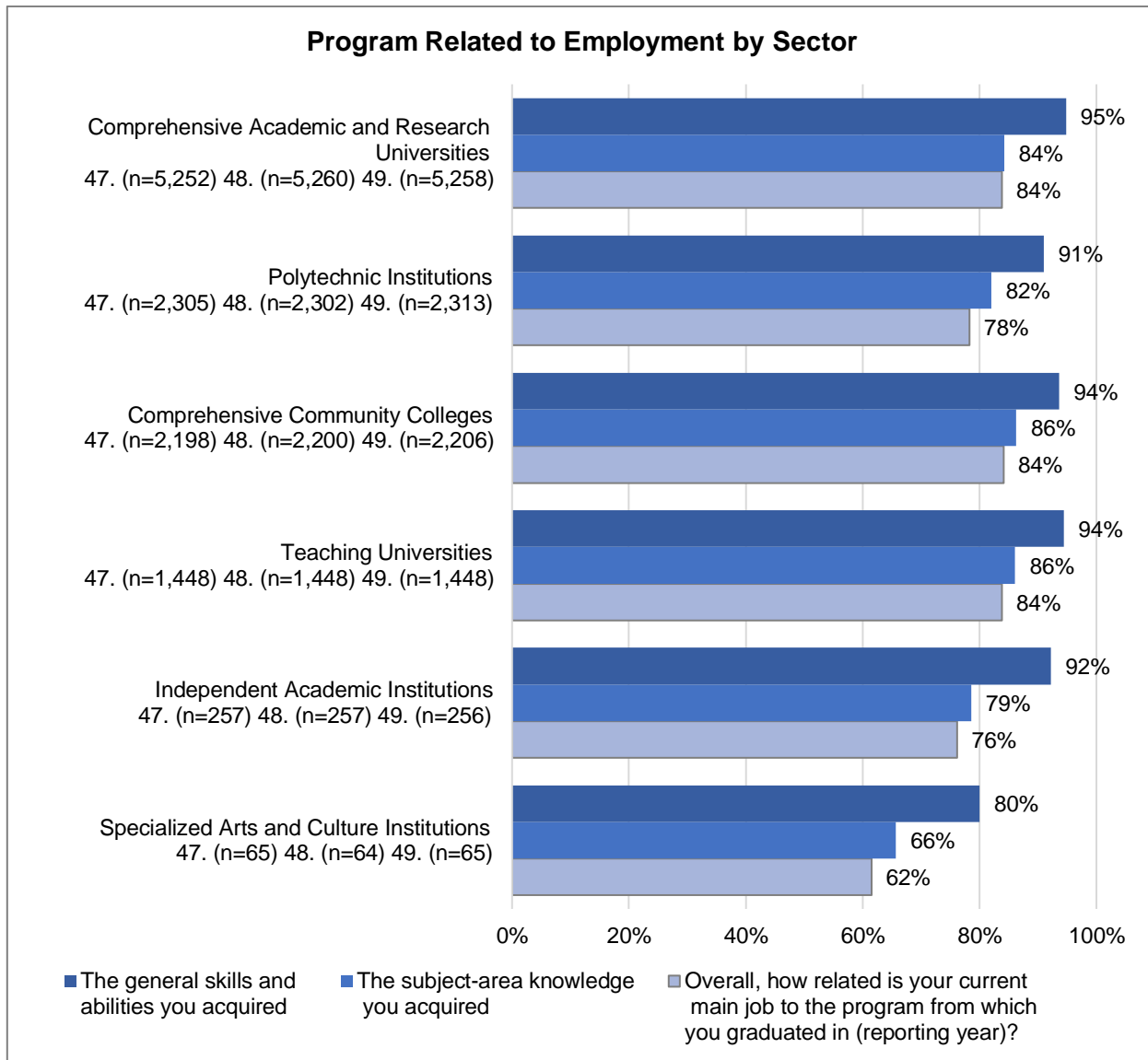
- Female graduates compared to male graduates (59% indicated that their job was 'very related' to their program compared to 49%).
- Graduates who were between 21 and 25 years of age (a range of 48% to 53% indicated that their job was 'very related' to their program compared to a range of 62% to 67% of graduates between 31 and 60 years of age).
- Graduates who were married or living with a partner, divorced, separated, or widowed (a range of 62% to 66% indicated that their job was 'very related' to their program compared to 51% of graduates who were single).
- Graduates with one or more dependents (66% indicated that their job was 'very related' to their program compared to 54% of graduates with no dependents).

- Graduates who did not self-identify as a person with a disability (56% indicated that their job was 'very related' to their program compared to 50% of graduates who self-identified as a person with a disability).
- Graduates from Grande Prairie and another province or territory in Canada (a range of 62% to 65% indicated that their job was 'very related' to their program compared to 45% of graduates from outside of Canada).
- Of the graduates asked, those who chose their program based on potential income or information provided by their teacher (a range of 51% to 55% indicated that their job was 'very related' to their program compared to 62% of graduates who chose their program based on the reputation of the field).
- Graduates who participated in work experience related to their field of study (64% indicated that their job was 'very related' to their program compared to 42% who did not).
- Graduates of BHASE programs (58% indicated that their job was 'very related' to their program compared to 43% of STEM graduates).
- Graduates from Comprehensive Community Colleges (60 % indicated that their job was 'very related' to their program compared to a range of 40% to 55% of graduates from Polytechnic Institutions, Comprehensive Academic and Research Universities, and Specialized Arts and Culture Institutions).
- Graduates of Education and Health and Related Fields (a range of 72% to 80% indicated that their job was 'very related' to their program compared to 19% to 32% of graduate of Physical and Life Sciences and Technologies and Humanities).
- Graduates who received a doctoral degree, master’s degree, or diploma (a range of 59% to 67% indicated that their job was 'very related' to their program compared to 51% who received an applied & bachelor’s degree).

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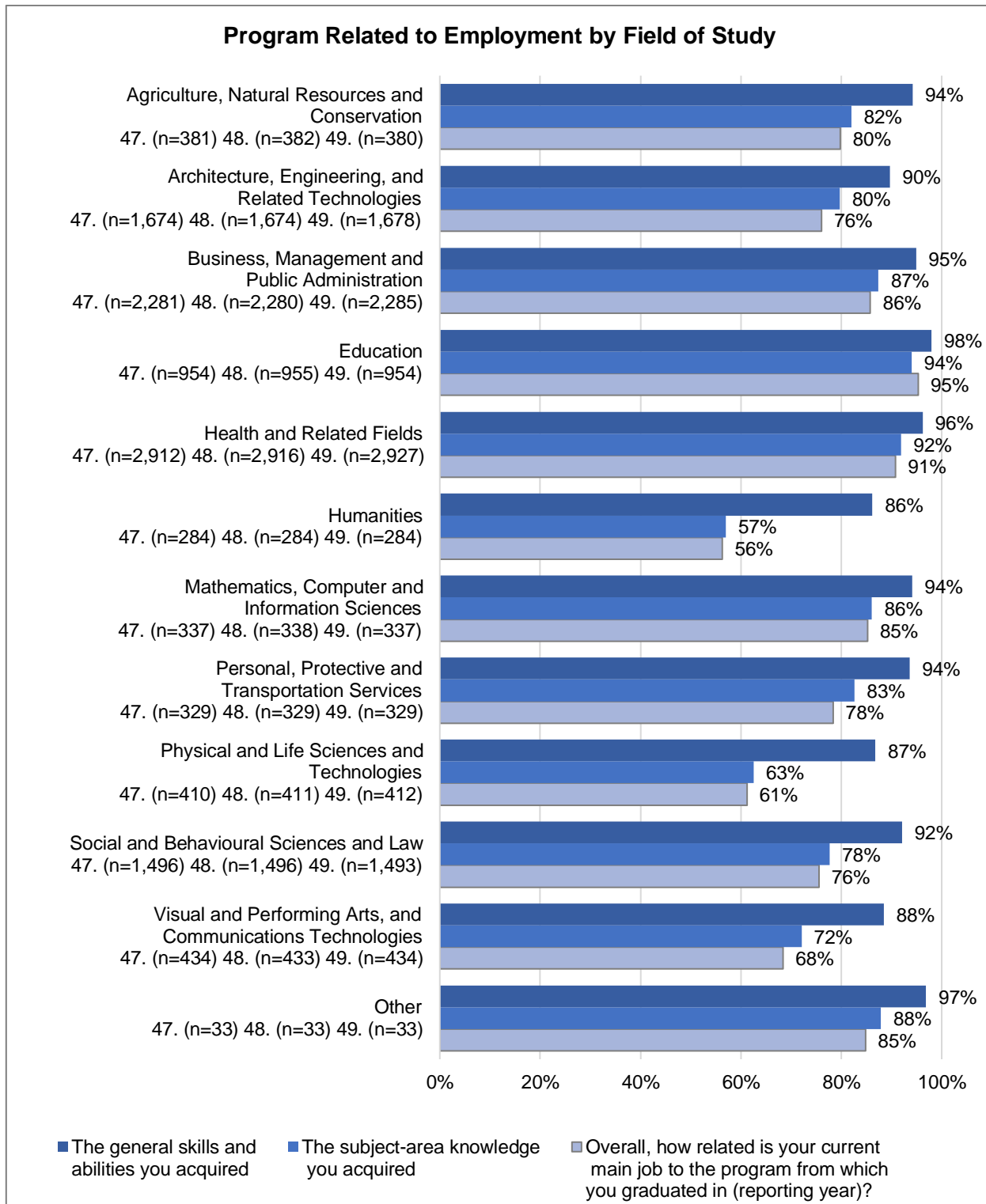
Figure 11.3-2 Program Related to Employment by Sector



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.

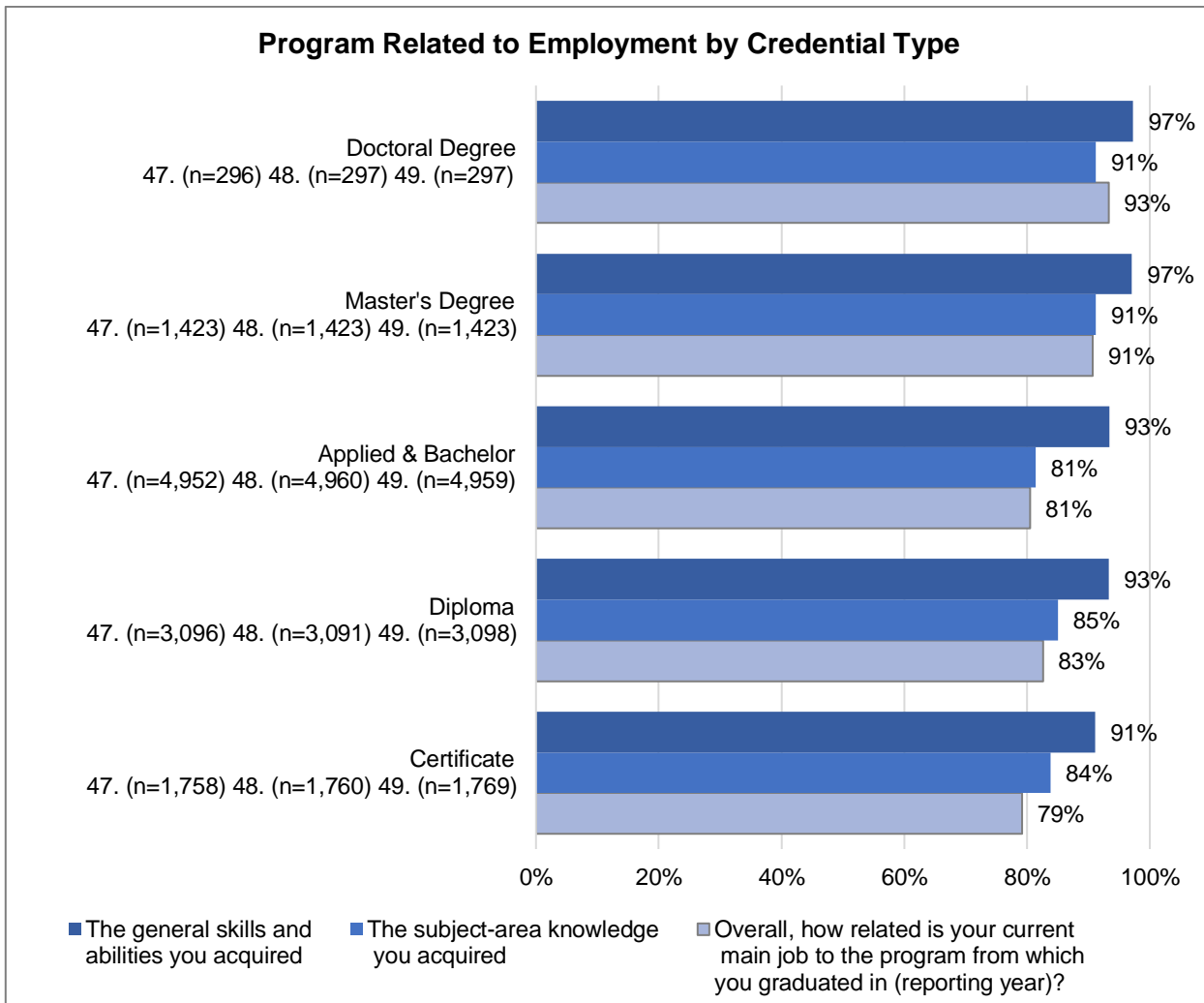
Figure 11.3-3 Program Related to Employment by Field of Study



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.

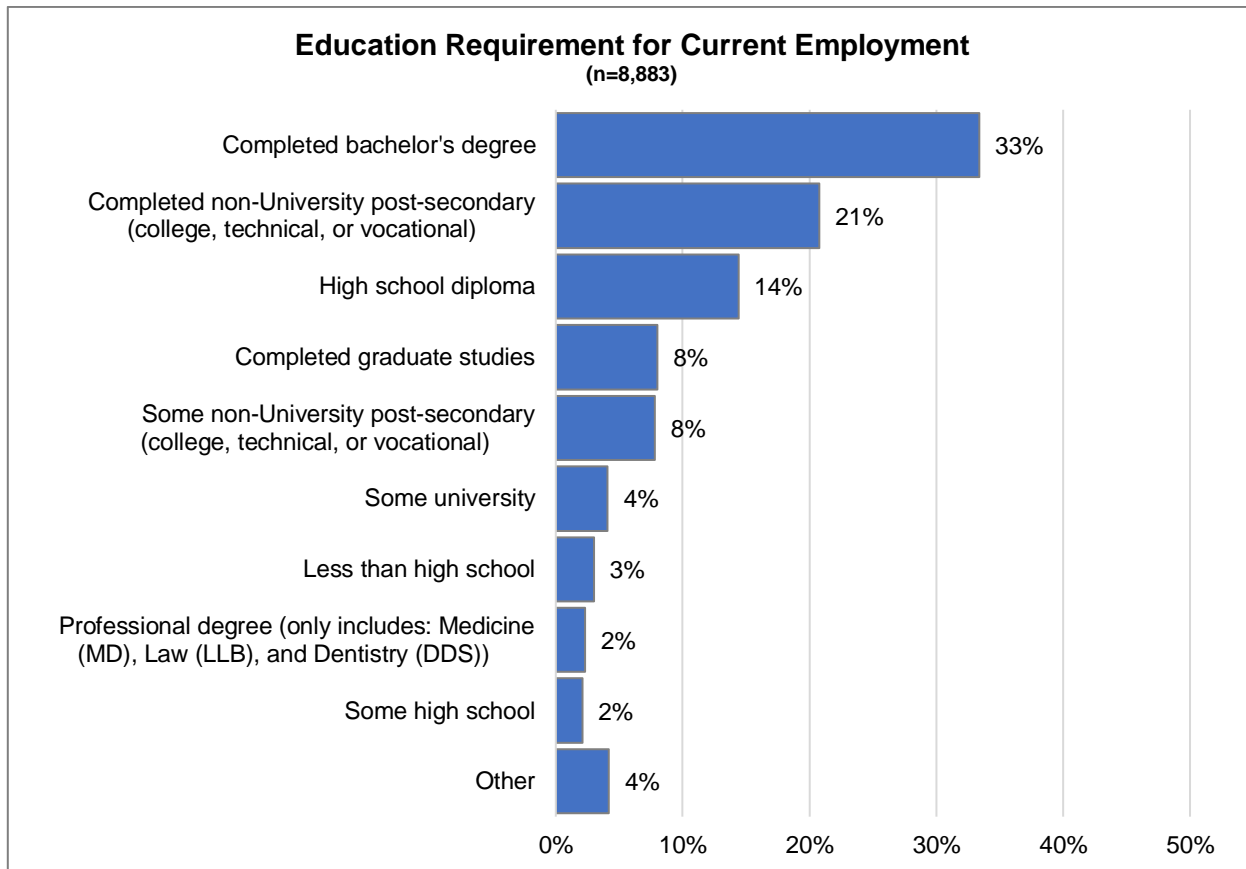
Figure 11.3-4 Program Related to Employment by Credential Type



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.

Figure 11.3-5 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.

A third of graduates (33%) indicated that a completed Bachelor’s degree was a necessary qualification for their position when they were hired. The second most common requirement (21%) was a completed non-university post-secondary degree (college, technical, or vocational) and the third most common (14%) was a high school diploma.

11.4 Historic Outcomes

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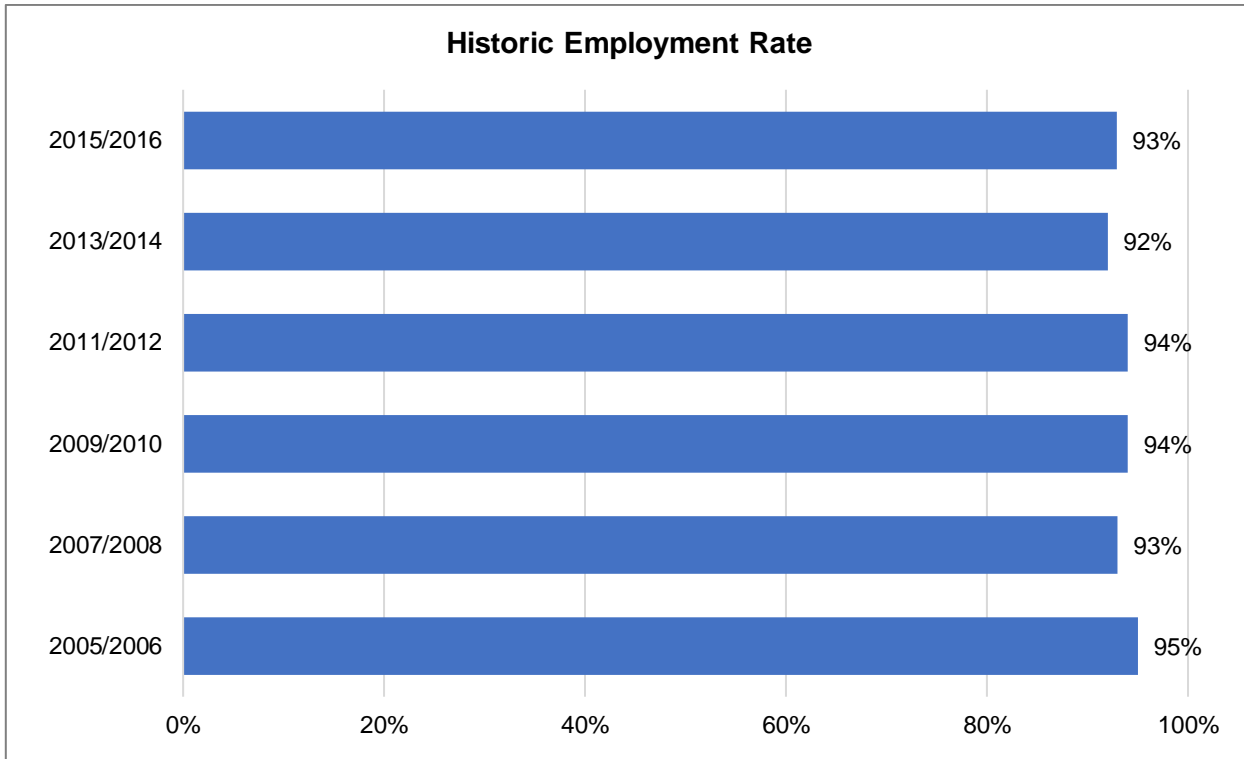
Overall there has been little change to the employment rate over the past survey periods. The employment rate from previous survey periods ranged from 92% to 95%. The 2015/2016 employment rate appears to have decreased by 2% from the employment rate of 95% recorded in 2005/2006 and has increased by 1% from the previous survey period.

This pattern of change appears to reflect the change in results of graduates from 2015/2016 and 2013/2014, respectively, in the following groups:

FIELD OF STUDY

- Architecture, Engineering, and Related Technologies (90% vs. 85%)
- Mathematics, Computer and Information Sciences (93% vs. 88%)

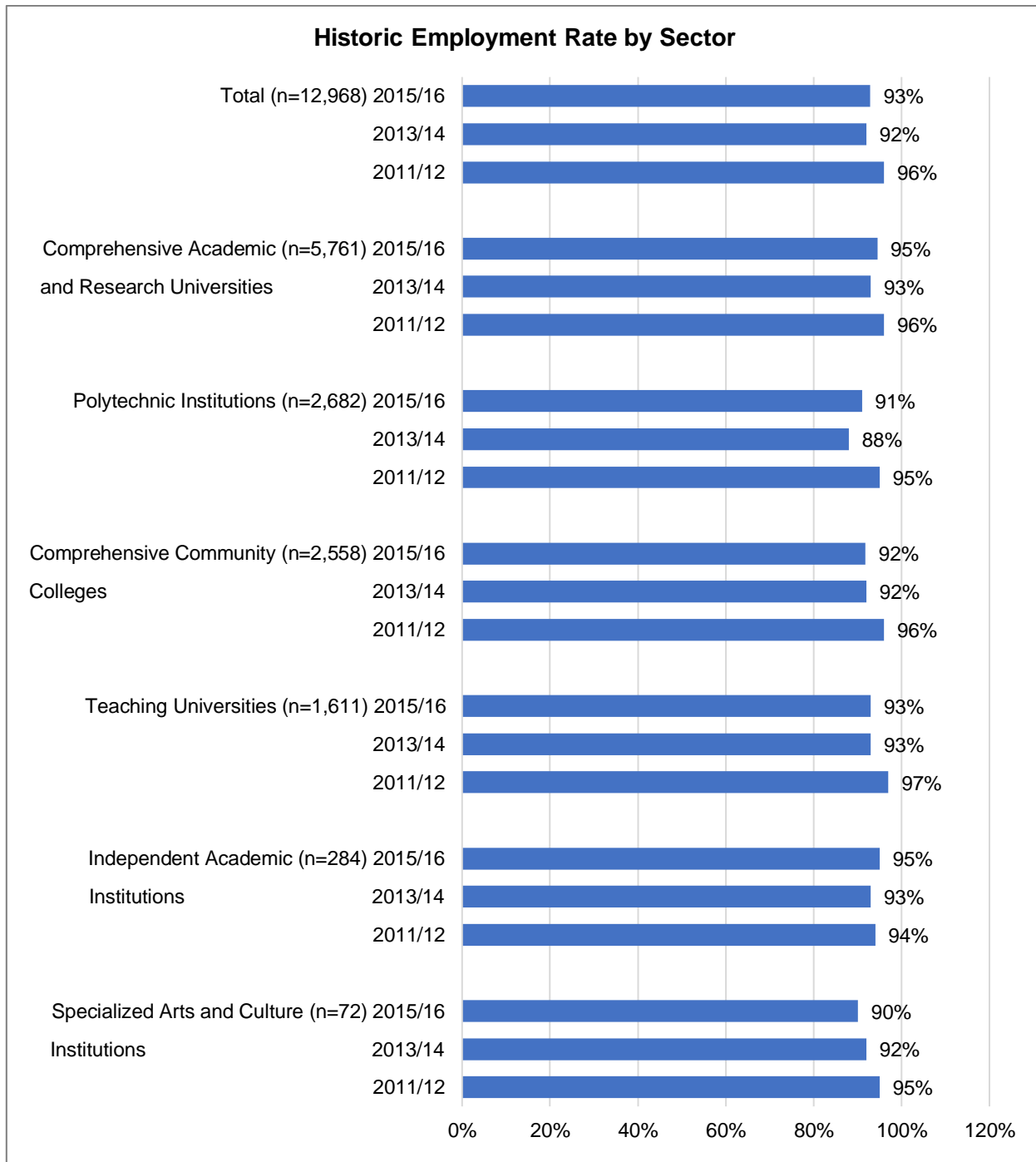
Figure 11.4-1 *Historic Employment Rate*



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Note that the employment rates presented in this chart are based only on questions 32 and 33 and therefore, do not account for whether graduates were currently in school, which is in contrast to the calculation of employment rate within other charts in this report. The result was presented differently here in order to give a more consistent comparison with the reported employment rates of previous years.

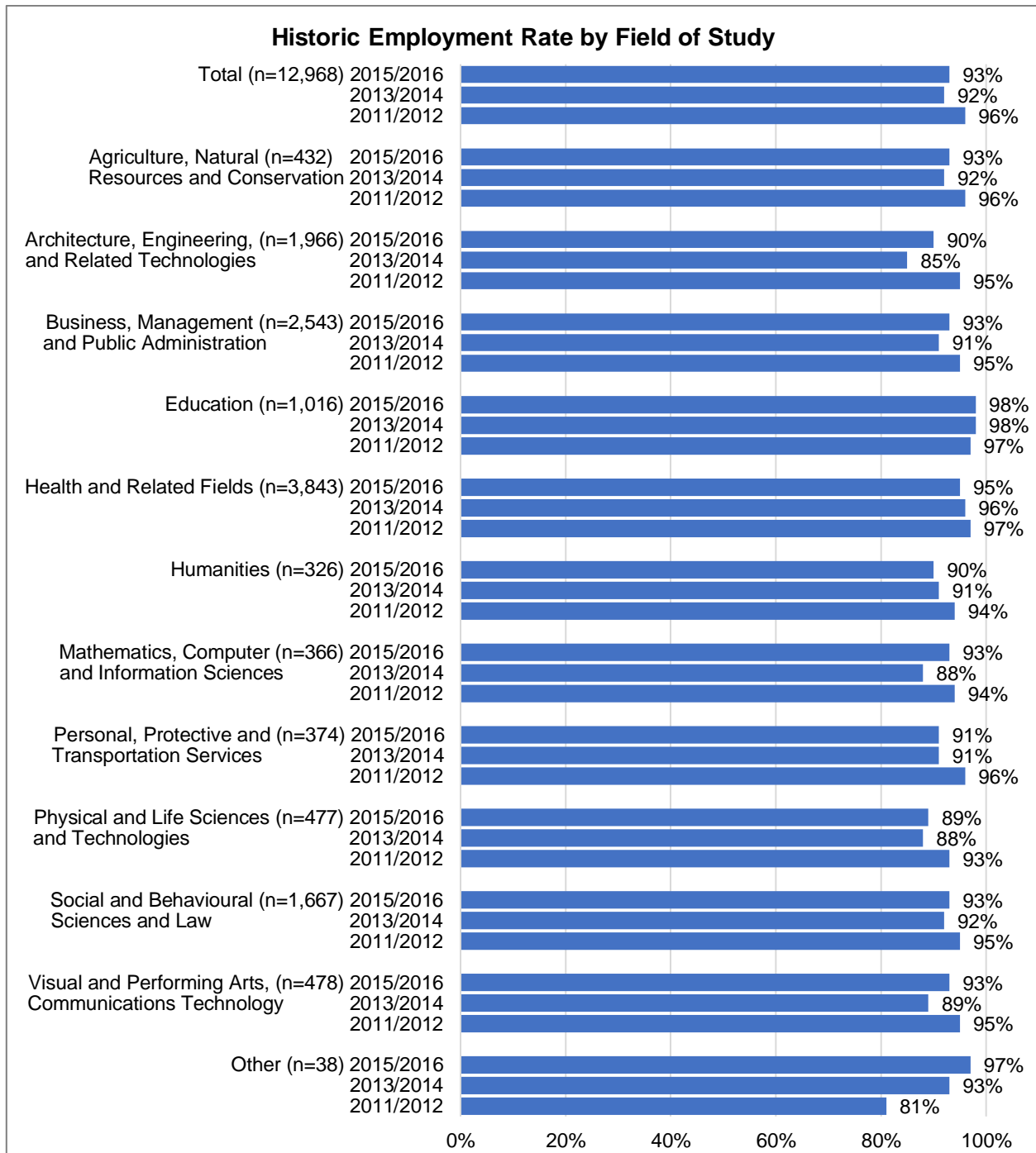
Figure 11.4-2 *Historic Employment Rate by Sector*



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: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis.. The historic employment rates have been recalculated using the same method as the 2015/2016 rates in order to make a more consistent comparison. This method does not include respondents who answered “Don’t know” or “Prefer not to say” to questions 24, 26, 32, or 34 if their labour force status could not be determined.

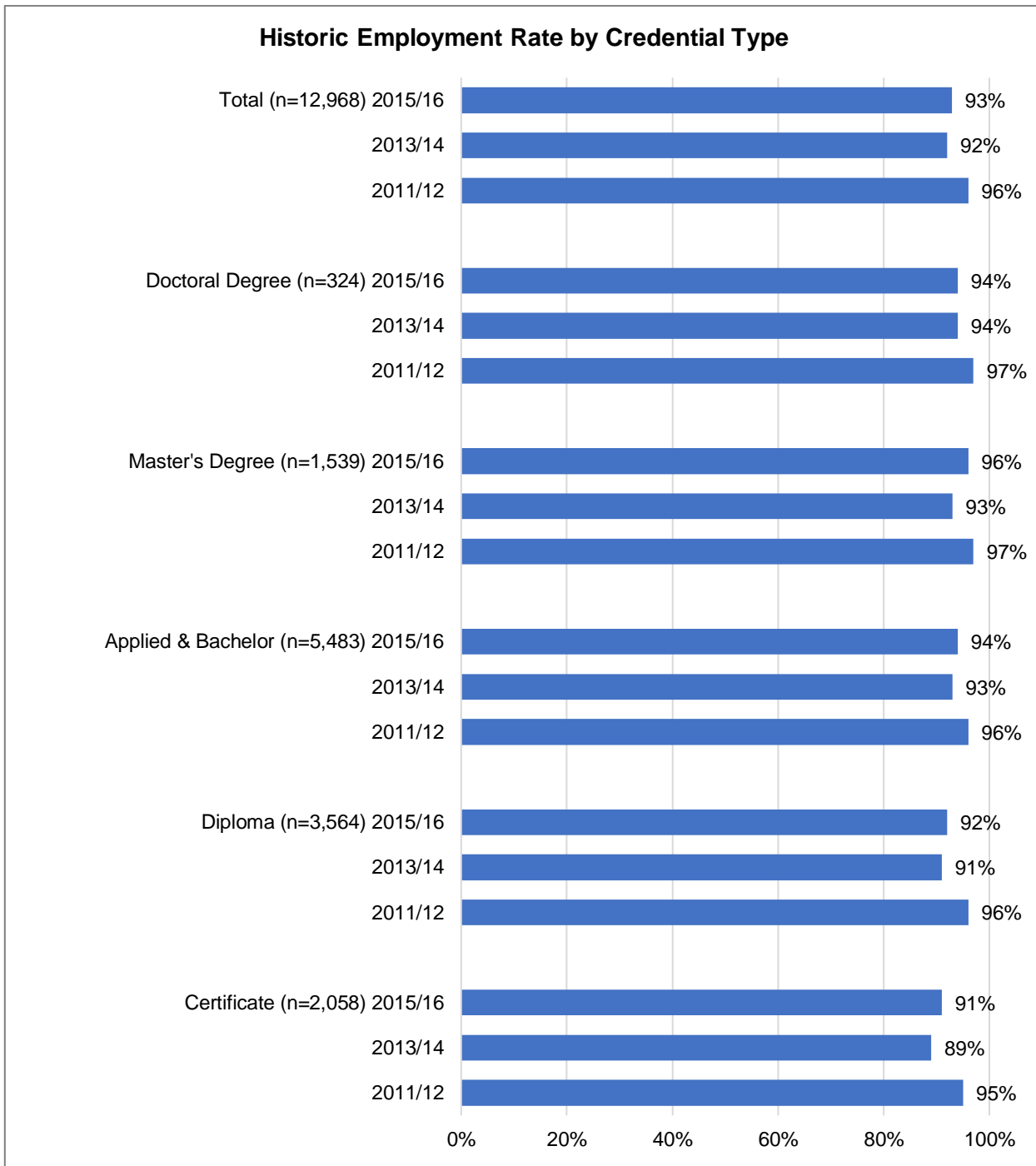
Figure 11.4-3 Historic Employment Rate by Field of Study



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 be exact due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. The historic employment rates have been recalculated using the same method as the 2015/2016 rates in order to make a more consistent comparison. This method does not include respondents who answered “Don’t know” or “Prefer not to say” to questions 24, 26, 32, or 34 if their labour force status could not be determined.

Figure 11.4-4 Historic Employment Rate by Credential Type



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: "Not Applicable", "Don't know", and "No response" responses were excluded from analysis. The historic employment rates have been recalculated using the same method as the 2015/2016 rates in order to make a more consistent comparison. This method does not include respondents who answered "Don't know" or "Prefer not to say" to questions 24, 26, 32, or 34 if their labour force status could not be determined.

As compared to graduates of 2011/2012 and 2013/2014, graduates of 2015/2016 appear to be less likely to indicate that they were employed (88% and 76% vs. 74%, chronologically). Over the same period the proportion of students who indicated that they were enrolled as full-time students has increased (6% and 14% vs. 19%, chronologically).

Looking at the changes in labor force status compared to the previous survey period, it appears that a larger proportion of 2015/2016 graduates than 2013/2014 graduates reported that they were enrolled as full-time students (19% vs. 14%, respectively).

This pattern of change appears to reflect the absolute changes of 5% or more in the results of graduates from 2015/2016 and 2013/2014, respectively, in the following groups:

SECTOR

- Polytechnic Institutions (17% vs. 11%)
- Comprehensive Community Colleges (17% vs. 11%)
- Teaching Universities (17% vs. 12%)

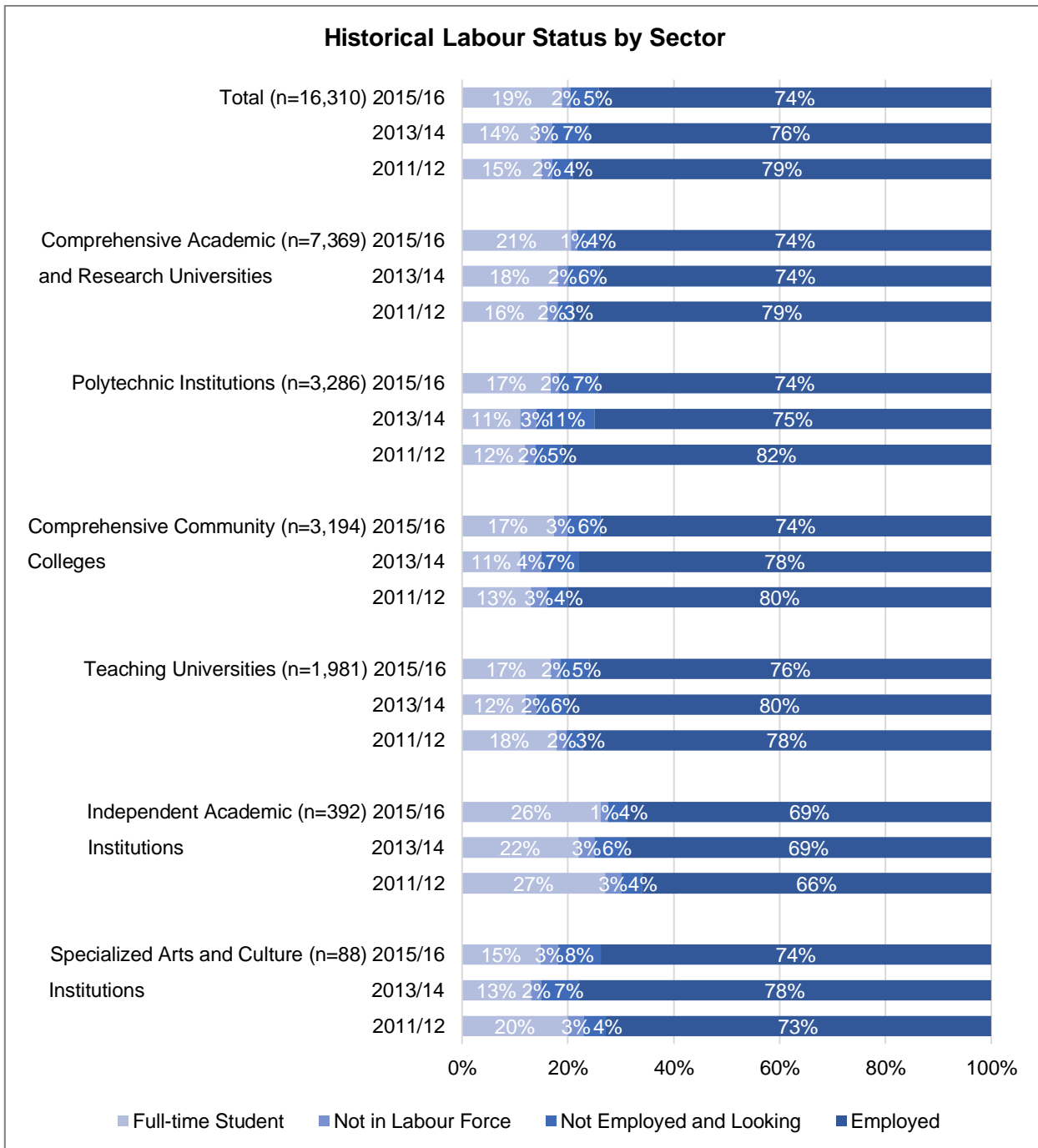
FIELD OF STUDY

- Agriculture, Natural Resources and Conservation (24% vs. 15%)
- Architecture, Engineering, and Related Technologies (17% vs. 11%)
- Business, Management and Public Administration (17% vs. 11%)
- Humanities (39% vs. 31%)
- Mathematics, Computer and Information Sciences (15% vs. 8%)
- Personal, Protective and Transportation Services (16% vs. 10%)
- Physical and Life Sciences and Technologies (50% vs. 38%)

CREDENTIAL TYPE

- Diploma (19% vs. 12%)
- Certificate (16% vs. 11%)

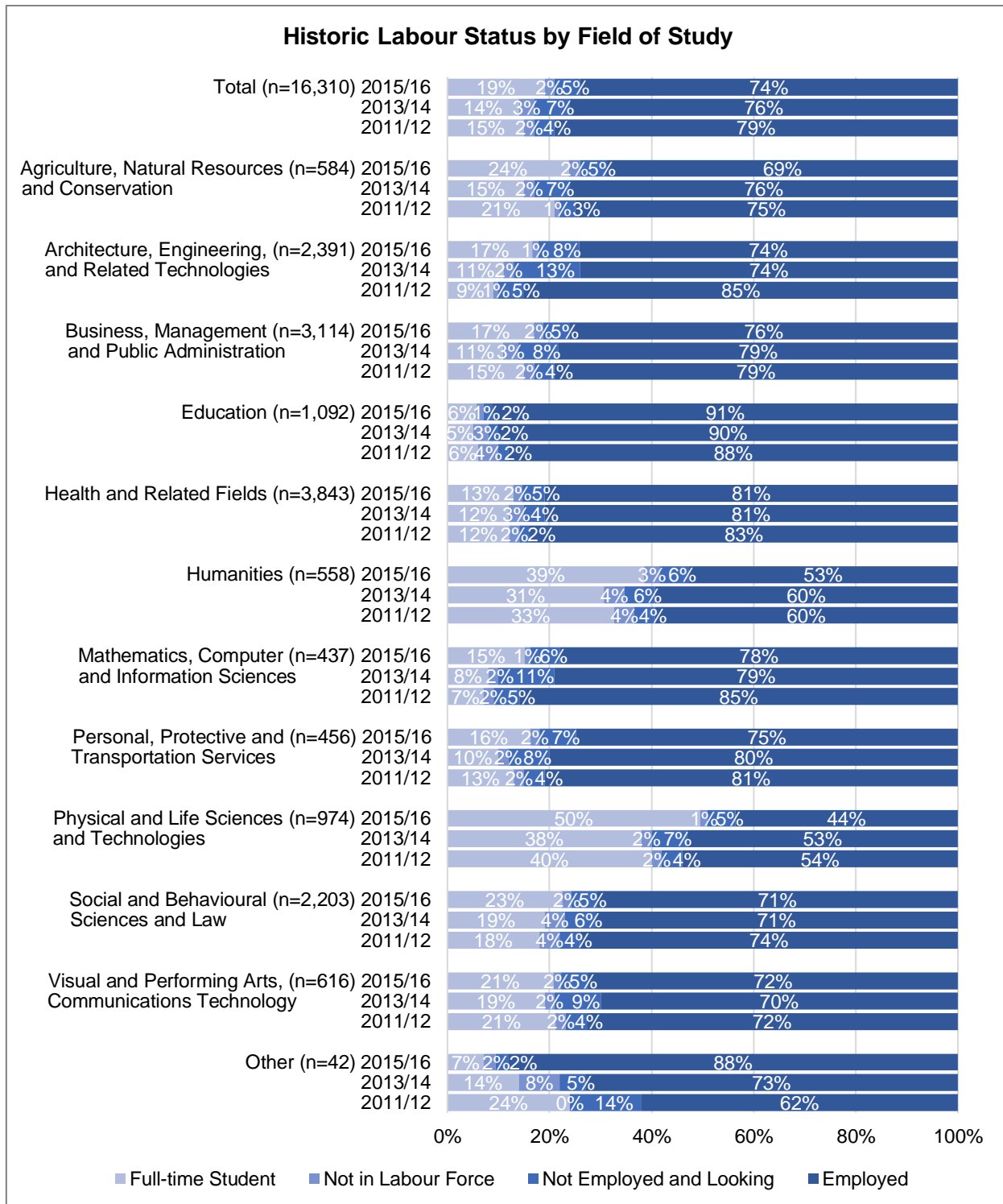
Figure 11.4-5 Historical Labour Status by Sector



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?

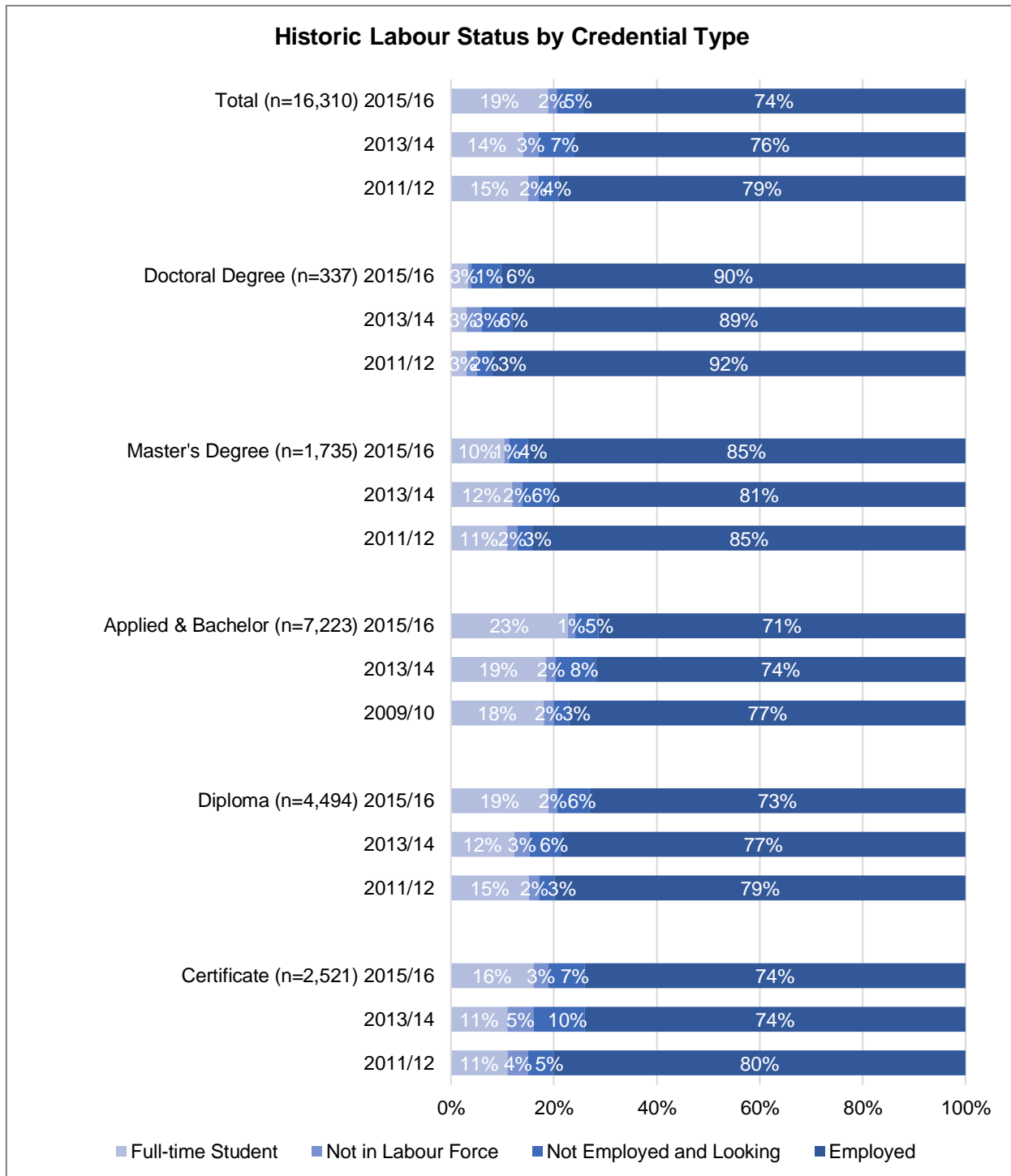
Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. The historic labour force status have been recalculated using the same method as the 2015/2016 rates for consistent comparison. This method does not include respondents who answered “Don’t know” or “Prefer not to say” to questions 24, 26, 32, or 34 if their labour force status could not be determined.

Figure 11.4-6 Historic Labour Status by Field of Study



Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions?
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. The historic labour force status have been recalculated using the same method as the 2015/2016 rates for consistent comparison. This method does not include respondents who answered “Don’t know” or “Prefer not to say” to questions 24, 26, 32, or 34 if their labour force status could not be determined.

Figure 11.4-7 *Historic Labour Status by Credential Type*

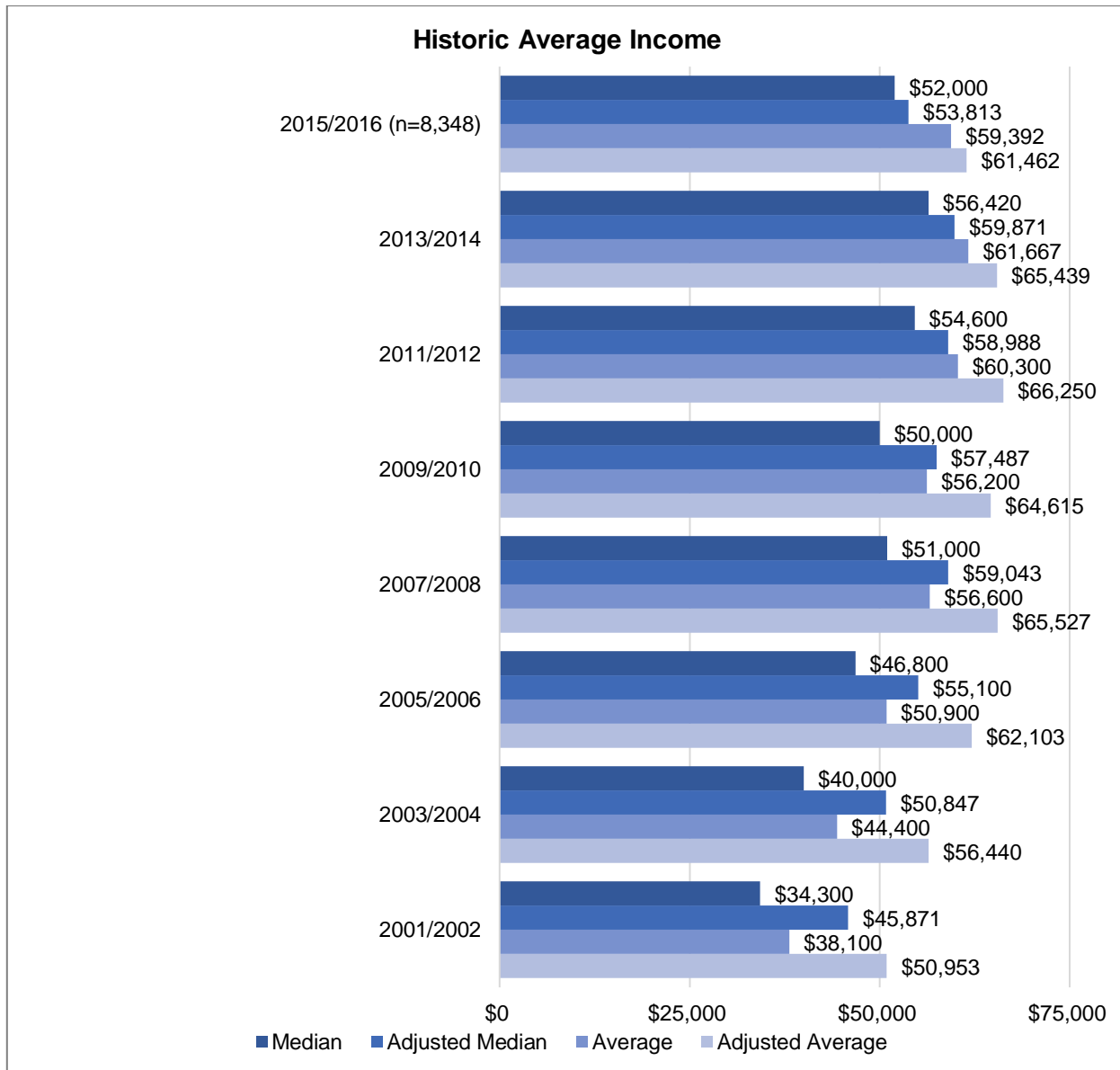


Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions?
 Notes: Values may not add to 100% due to rounding. “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. The historic labour force status have been recalculated using the same method as the 2015/2016 rates for consistent comparison. This method does not include respondents who answered “Don’t know” or “Prefer not to say” to questions 24, 26, 32, or 34 if their labour force status could not be determined.

Overall, there has been an increase in the average reported annual income between the 2001/2002 survey period and the current one. Without taking inflation into account the average annual income has had an increase of \$21,292, and with inflation the increase has been \$8,439.

Looking at the average annual income compared to the 2013/2014 survey period, there has been a decrease of about \$3,977 when inflation is considered.

Figure 11.4-8 Historic Average Income



Notes: “Not Applicable”, “Don’t know”, and “No response” responses were excluded from analysis. Inflation was calculated using the Bank of Canada Inflation Calculator. The base year used was the year of reporting (2018) and the compared year used was the even number year of the graduation period. For example the 2001/2002 adjusted median was calculated by assuming the unadjusted median was provided based on it's value in 2002 and was adjusted for inflation to get it's value in 2018. The Inflation Calculator can be found at <https://www.bankofcanada.ca/rates/related/inflation-calculator/>.

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 Q11a=4)

Q11b. Okay, I will explain the reason for my call. We are conducting a survey of post-secondary graduates who completed programs of study in Alberta. The purpose of the study is to collect information about graduates' employment and educational experiences, and to provide detailed information to [\(provider name\)](#) with ideas about how to improve their programs.

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

The contact information you provide will only be used to contact [\(name of graduate\)](#) to conduct this survey.

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

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

- | | |
|----------------------|---|
| 1. Yes do survey now | Go to Q12 |
| 2. No later | Goes to callback screen |
| 3. Online | Go to Q11e |
| 4. Don't know | Thank you for your time. Have a good day/night. Good bye |
| 5. Refused | Thank you for your time. Have a good day/night. Good bye. |

(IF Q11b=1 and or if Q113=1)

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

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

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

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

1. Record email address
2. Refused

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

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

	Begin period	End period	Reporting Year
Public Institutions	spring of 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 Q11a=2)

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

[Interviewer Note: after second attempt code as Refused]

- | | |
|------------------------|---|
| 1. Yes | Go to Q12. |
| 2. No goes to get them | Stay on screen and re-read question. |
| 3. No later | Go to callback screen |
| 4. Don't know | 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]

GO TO END SURVEY 2, IF Q32=NO or DK or PN

GO TO END SURVEY 2, IF Q37=YES or DK or PN

[END SURVEY 1]

Telephone Script

QE1. The Ministry is also interested in the opinions of employers of recent post-secondary graduates. We would like to interview your work supervisor with the intention of collecting information about how well the post-secondary system is meeting the needs of employers. This survey is NOT to evaluate your individual job performance.

By participating in the survey, you will contribute to the understanding of Alberta employer needs and help future students be more career-ready. When the survey is completed, you will be entered in another draw to win one of three gift cards that are worth \$200 each, which you could receive, provided that you answer a skill-testing question. Would you provide your supervisor’s **name and business** contact information?

[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. “]

- 1. Yes gives contact information Go to QE1b.
- 2. No QE1a.
- 3. Ask permission/call later Link to employer call back
- 4. Don’t know QE1a.
- 5. Refused QE1a.

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

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

- 1. Yes gives contact information Go to QE1b.
- 2. No Go to end of survey script
- 3. Ask permission/call later Link to employer call back
- 4. Don’t know Go to end of survey script
- 5. Refused Go to end of survey script

QE1b. Thank you, may I have their:

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

Online Script

The Ministry is also interested in the opinions of employers of recent post-secondary graduates. We would like to interview your work supervisor with the intention of collecting information about how well the post-secondary system is meeting the needs of employers, not to evaluate your individual job performance.

The survey results will help the Ministry and Institutions better prepare students to meet the needs of today's diverse economy. When the survey is completed, you will be entered in another draw to win one of three gift cards that are worth \$200 each, which you could receive, provided that you answer a skill-testing question. Would you provide your supervisor's name and business contact information?

Firstname:

Lastname:

Phone number:

Email Address:

[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.